EVENT | WORLD BANK ANNUAL MEETINGS

At the Heart of a Resilient Future: Investing in Education for Our Children and Youth
(October 12, 2022)

Prolonged pandemic-related school closures and the learning losses suffered by children have been staggering. Today, an estimated 70 percent of 10-year-olds in low and middle-income countries are unable to understand a simple written text. Meanwhile, over a billion young people have had their education and training opportunities interrupted. This loss of employment and skills will cause lasting damage to the productivity of current and future generations. Without action, this generation of students now risks losing US$21 trillion in potential lifetime earnings in present value, equivalent to a reduction of 10 percent in lifetime earnings for each year of schooling lost.

“We have an economic and moral imperative to improve education systems around the world,” said World Bank President David Malpass who moderated the Annual Meetings event's first panel on recovering the learning losses.

The panel featured Hon. Samuel D. Tweah Jr., Minister of Finance and Development Planning, Liberia; Catherine Russell, Executive Director, UNICEF; and Shafiq Khan, President & CEO, Teach the World Foundation. Panelists discussed how COVID has struck a hard blow and what countries and organizations are trying to do to recover learning losses and accelerate learning outcomes.

In a second panel moderated by Mari Pangestu, World Bank Managing Director, Development Policy and Partnerships, panelists discussed the challenges of youth unemployment and the interruption of skills training during COVID. Mari was joined by H.E. Dr. Muhammad Al Jasser,
Chairman of the Islamic Development Bank Group; Dr. Betty Vandenbosch, Chief Content Officer, Coursera; and Augustine Mayabi, Deputy Director, Ministry of ICT Innovation and Youth Affairs, Kenya, and National Project Coordinator for the Kenya Youth Employment and Opportunities Project (KYEOP).

The panel explored the opportunities presented by digital transformation, innovative partnerships, and investment in skills development.

Related: [Watch the replay](#)
Children around the world have lost an enormous amount of classroom time. At the peak in April 2020, it is estimated that pandemic-related school closures disrupted education for over 1.6 billion children in 188 countries. Globally, from February 2020 until February 2022, education systems were on average fully closed for in-person schooling about 141 instructional days, with the world’s poorest children disproportionately affected. We are facing a crisis within a crisis. Learning poverty estimates show that even prior to COVID-19, the learning crisis was already deepening. New data published in “The State of Global Learning Poverty: 2022 Update” show that in 2019 learning poverty — the share of children unable to read and understand a simple text by age 10 — was at 57 percent, higher than previously thought. After lengthy school closures and unequal access to remote and in-person instruction, learning poverty has increased by a third in low- and middle-income countries, with an estimated 70 per cent of 10-year-olds unable to understand a simple written text.
The Africa Centers of Excellence project (ACEs) is the first large scale regional program funded by the World Bank in the higher education sector in Africa. It addresses higher-level skills development needs and innovative research requirements for the continent’s priority development sectors in five main areas: science, technology, engineering and mathematics (STEM); agriculture; health; environment; and applied social science and education. Since its start in 2014, the program has supported over 80 centers in more than 50 universities across 20 countries across the continent.

In collaboration with the French Development Agency, AFD (co-financier of ACE-Impact); the French National Research Institute for Sustainable Development, IRD (facilitating ACEs’ regional networks); and the Association of African Universities, AAU (ACE-Impact Regional Facilitation Unit), the World Bank organized a two-day high-level event under the theme: “The Africa Higher Education Centers of Excellence: A Pathway towards Sustainable Development”. The event took place at the World Bank's Headquarters in Washington, DC, on October 17 and 18, 2022, and brought together the ACEs and the most influential decision makers in the development space to discuss the centers’ innovations and best practices at both national and regional levels, as well as their challenges and opportunities. Following the high-level event, the representatives from ACEs traveled on October 20 and 21, 2022, to Worcester Polytechnic Institute (WPI), Massachusetts Institute of Technology (MIT), and Harvard University for peer-learning and partnership opportunities.
The event was co-funded by the World Bank, the AFD, and the World Bank China Partnership Facility (CWPF).

Commitment to Action on Foundational Learning

The Transforming Education Summit (TES), convened by the United Nations (UN) Secretary-General to coincide with the 77th UN General Assembly, aimed to mobilize political ambition, action, solidarity, and solutions with a view to recover pandemic-related learning losses and transform education between now and 2030.

During the Transforming Education Summit, countries around the world were invited to endorse the Commitment to Action on Foundational Learning (CIA) to ensure all children, including the most marginalized, develop foundational learning to realize their full potential and participate in society.

Nearly six-out-of-ten children globally are estimated to be affected by learning poverty, meaning they are unable to read and understand a simple text by the age of ten. In low- and middle-income countries, the share is an estimated seven-out-of-ten children. This learning crisis has been exacerbated by the pandemic.

Children who cannot read and understand a simple text will struggle to learn anything else in school. They are more likely to repeat a grade and more likely to drop out of school. They are less likely to benefit from further training and skills programs. At a national level, this will lead to worse health outcomes, greater youth unemployment and deeper levels of poverty. Every child deserves the dignity and opportunity that foundational learning brings.
The CtA recognizes that foundational learning provides the essential building blocks for all other learning, knowledge and higher-order skills.

Related: Download the Commitment to Action - Click [here](#) | Video: Chat on Foundational Learning between Jaime Saavedra (Global Director for Education, World Bank) and Robert Jenkins (Global Director of Education and Adolescent Development, UNICEF).

**EVENT | Promoting the use of VR and AR for TVET instruction**

Join us on November 8th for this online event that will bring together experts working on virtual reality (VR) and augmented reality (AR) to foster skills development. The presentation will include an overview of the potential for using VR and AR to promote skills and competencies development and it will feature two examples currently using immersive training for Technical and Vocational Education and Training (TVET): 1) UPS Immersive Tech Center; and 2) Ecuador’s system of public technical institutes.

[REGISTER HERE](#)
The Foundational Learning Compact (FLC) is a World Bank umbrella trust fund created to support country-specific and global efforts to pursue systemic and sustained improvements in education systems that lead to better learning outcomes.

The FLC is designed around early childhood, primary, and secondary education. The high-level objective for early childhood and primary education activities will be to contribute to reducing Learning Poverty (LP), through targeted actions focused on improving foundational learning.

The World Bank is working with a number of donors and technical partners to make the Foundational Learning Compact a powerful tool for the future of learning in low- and middle-income countries. They include: The Bill & Melinda Gates Foundation (BMGF); the LEGO Foundation; Ministry for Foreign Affairs of Finland; United Kingdom's Foreign, Commonwealth & Development
Office (FCDO). With their support and others, the FLC is funding education initiatives that are currently operating in many different countries around the world.

New Publications

BROCHURE | Ending Learning Poverty and Building Skills: Investing in Education from Early Childhood to Lifelong Learning

Education is a human right, a powerful driver of development, and one of the strongest instruments for reducing poverty and improving health, gender equality, peace, and stability. It delivers large, consistent returns in terms of income and is the most important factor to ensure equality of opportunities. At the core of this strategy is the need to tackle the learning crisis, put an end to Learning Poverty, and help youth acquire the advanced cognitive, socioemotional, technical, and digital skills they need to succeed in today’s world.
The World Bank is the largest external financier of education in the developing world. We support education programs in more than 90 countries and are committed to helping countries increase access to quality education at all levels, reduce Learning Poverty, and develop skills, by putting in place education systems that ensure opportunities for all.
Learning Losses

Even before COVID-19, the world was facing a learning and skills crisis. COVID-19 has deepened this crisis. School closures have led to huge learning losses, and without urgent policy action, today’s students could lose 10 percent of their future average annual earnings. Beyond reduced incomes, learning losses will lead to lower productivity, greater inequality, and increased risks of social unrest for decades to come. These trends can be reversed if countries act quickly, decisively, and with adequate resources, guided by evidence on what works.
FLYER | Disability Inclusion in Education

The World Bank has committed to ensuring that all education investment project financing (IPF) will be disability inclusive by 2025. Disability results from the interaction between persons with impairments and attitudinal and environment barriers that hinder their full and effective participation in society on an equal basis with others.

DOWNLOAD THE FLYER
THE WORLD BANK HAS COMMITTED TO ENSURING THAT ALL EDUCATION INVESTMENT PROJECT FINANCING (IPF) WILL BE DISABILITY INCLUSIVE BY 2025.

THE MAGNITUDE OF THE PROBLEM
Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society, on an equal basis with others.

- Children with disabilities are 2.5 times more likely to never go to school than their peers.
- An estimated 252 million children and adolescents globally live with a disability, and approximately 95 percent of these young people live in low- and middle-income countries.
- At least 50 percent of all young people with disabilities living in low- and middle-income countries are excluded from education. In some contexts, the figure is closer to 90 percent.

The COVID-19 pandemic has further exacerbated these challenges, as described in two recent reports by the Inclusive Education Initiative (IEI). World Bank analysis indicates that the learning crisis and learning poverty cannot be tackled unless systemic barriers are addressed, and the diverse educational needs of all learners, including persons with disabilities, are met.

THE WORLD BANK’S APPROACH TO DISABILITY-INCLUSION IN EDUCATION
The World Bank fosters equity and inclusion in education by ensuring systemic change and strengthening inclusive education systems. This means ensuring quality and equitable education opportunities for all learners, including learners with disabilities, through the provision of necessary supports at all levels of the education system. Following the World Bank’s Environmental and Social Framework and Disability Inclusion and Accountability Framework, a multisectoral approach to disability inclusion is critical.

The World Bank announced its 10 commitments on disability inclusion in the Global Disability Summit in 2018, and reaffirmed this commitment in 2022 with the institutional goal of ensuring that all Investment Project Financing (IPF) in education will be disability inclusive by 2025. Projects must comply with the four key criteria related to: stakeholder engagement, analysis, project design activities, and monitoring/reporting.

- **Criteria 1: Stakeholder Engagement**
  Include meaningful consultations with relevant stakeholders, including persons with disabilities, and beginning with project preparation.

- **Criteria 2: Analysis**
  Draw on disability-disaggregated data and disability inclusive or inclusive education legal frameworks in the country.

- **Criteria 3: Inclusive Project Design**
  Contain at least one inclusive design feature in a general education activity or one specific activity targeted to benefit and empower learners with disabilities.

- **Criteria 4: Monitoring/Reporting**
  Collect and report feedback on both process and outcomes for project beneficiaries with disabilities.

BROCHURE | Inclusive Education
The World Bank commits to removing barriers to inclusive education so that the right to education may be upheld for all children and youth, including learners from poorer households and/or rural and remote communities, persons with disabilities, ethnic- and linguistic minorities, Indigenous Peoples, refugees, sexual orientation and gender minorities, and other marginalized and/or vulnerable groups.

DOWNLOAD THE BROCHURE
Over the past three years, the COVID-19 pandemic has brought profound disruptions to children’s learning and overall wellbeing, exacerbating the pre-existing learning crisis. Urgent action is needed to recover learning and build education systems back better to achieve SDG 4.

From Learning Recovery to Education Transformation, a new joint report by UNESCO, UNESCO Institute for Statistics, UNICEF, and the World Bank, presents findings from the fourth round of the Survey on National Education Responses to COVID-19 School Closures, administered between April–July 2022 with responses from Ministries of Education in 93 countries. It explores how countries are progressing in the RAPID actions to recover learning: Reach every child and keep them in school; Assess learning levels regularly; Prioritize teaching the fundamentals; Increase the efficiency of instruction; and Develop psychosocial health and wellbeing.

Given the magnitude of the challenge, learning recovery must be transformational to be effective and sustainable. The report therefore also offers longer-term policy directions and measures towards education transformation.
The World Bank’s education team is working to support countries as they manage and cope with the crisis today and is advising on remote learning at scale in the immediate to short term as well as supporting operations to facilitate learning after the pandemic is over. The Bank is also providing ongoing support to systemic education reform to ensure that when children do return to school, schools can provide the necessary environments to ensure children learn.
November 8 | Event: *Promoting the use of VR and AR for TVET instruction*

November 10 | Event: *World Bank Education Global Practice side event at COP 27* – “Harnessing Education for Effective Climate Action” – in Sharm el-Sheikh, Egypt

November 16 – 18 | Event: *Innovation Africa 2022*, Ministerial Summit in Zambia

December 20 | *World Children’s Day*

December 3 | *International Day of Persons with Disabilities*

January 24 | *International Day of Education*

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The world needs more and better nurses. Here’s how the education sector can help

The shortage of health care workers has been exacerbated by the COVID-19 pandemic. According to the WHO, there were 27.9 million nurses globally in 2020, making up nearly 60
percent of the health professions and the largest occupational group in the health sector. However, there is an estimated shortage of up to 13 million nurses around the world. The world would need millions more nurses to achieve Sustainable Development Goal (SDG) target 3.c on health financing and workforce.

NOBUYUKI TANAKA, KOJI MIYAMOTO | OCTOBER 27, 2022

How to reform learning assessment systems? Lessons from the Dominican Republic

“You can’t improve what you don’t measure.” This phrase attributed to Peter F Drucker, considered the father of modern management, came to mind when we began working in the Dominican Republic and learning about their experience with student evaluations.

The country embarked on a reform to realign assessments to a new curriculum reality, guide changes, and provide feedback to the system with relevant information on learning. The progress in the implementation of the country’s roadmap is admirable. The work continues even though some challenges remain (such as understanding and using the results for decision-making at all levels of the education system).

MARÍA JOSÉ RAMÍREZ, JUAN BARON, ANCELL SCHEKER, MONICA YANEZ PAGANS | OCTOBER 26, 2022

Towards a More Sustainable and Transparent Higher Education System in Latvia

Academic careers are an important aspect of higher education policy and practice. A high-quality academic workforce – spanning both
teaching and research positions – provides major inputs into relevant research publications and top-notch teaching practices. But it is also costly. As a result, the overall success of a higher education system depends to a great extent on well-selected and motivated academics, benefitting from attractive academic career opportunities, research environments, and efficient human resources (HR) policies.

LUCIA BRAJKOVIC, DIEGO AMBASZ | OCTOBER 25, 2022

Tools to navigate the how, when, and why of the rapidly evolving EdTech landscape

Technology can act as a catalyzer to improve and accelerate learning. After the COVID-19 pandemic, incorporating technology to make education systems more resilient to future crises has become crucial. In fact, one of the main takeaways post-pandemic is that technology is not an add on anymore but a clear need.

However, while most countries know the different technologies available for remote learning, many lack the "know how" to select, use, and contextualize them effectively. In addition, they may need more information to make decisions on optimal combinations and seamless integration of the technologies, plan for a holistic implementation, and procure them cost-effectively.

MARIA BARRON, CRISTÓBAL COBO, SARAH KLEINMANN, INAKI SANCHEZ CIARRUSTA | OCTOBER 24, 2022

Recovering from the impacts of COVID-19 school closures in Indonesia
Indonesia’s schools closed with the onset of the COVID-19 pandemic in 2020, triggering a sudden shift to distance learning that has affected the education and wellbeing of 68.8 million students.

A World Bank study has found that this shift led to an estimated learning loss of between 0.9 and 1.2 years and a decrease in reading competence of 25 to 35 points on the Programme for International Student Assessment (PISA) reading score up to June 2021, with further losses anticipated since the study was completed, as school closures continued until early 2022. The study also found that students suffered from psychosocial wellbeing and physical health issues during the COVID-19 pandemic.

INDAH SHAFIRA ZATA DINI | OCTOBER 23, 2022

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Putting teachers’ well-being and empowerment at the center of learning recovery and acceleration

On Oct. 5, we celebrated 85 million teachers globally on World Teachers’ Day. This marked the first time since the onset of the pandemic that students and teachers in almost every corner of the globe are starting their academic year through a return to fully in-person instruction. Yet as they return to school, there is no return to normalcy.

The world continues to grapple with the COVID-19 pandemic and multiple other crises. Teachers and students are no exception. While we have an emerging picture of how students have been severely affected by the pandemic, far less attention has been given to an equally essential consideration—what about our teachers?

ELAINE DING, OMAR ARIAS, ANA TERESA DEL TORO MIJARES, EZEQUIEL MOLINA | OCTOBER 13, 2022
How to leverage technology to support teachers: Lessons from the pandemic and beyond

Technology has the potential to reach wider audiences in hard-to-reach places. But how do we achieve scalability without compromising on quality? Delivering high-quality in-service Teacher Professional Development (TPD) that improves teacher-student interactions is a challenge that education systems have struggled to address adequately, especially at scale. Decades of experience with traditional models of face-to-face training have not made the desired transformations in teaching practices to improve student learning.

Moreover, the COVID-19 pandemic exacerbated this challenge, disrupting the normal operation of education systems by introducing a new reality of remote and/or blended learning for which millions of teachers were unprepared.

TRACY WILICHOWSKI, CRISTÓBAL COBO, MANAL QUOTA, AISHWARYA PATIL | OCTOBER 11, 2022

Expanding access to childcare helps women, children, and economies

Today, far too many families do not have access to quality childcare. The World Bank estimates that 40 percent of all children below primary school entry age – 350 million children-need childcare but do not have access. Expanding access to childcare could help create a virtuous cycle and be a win-win-win for individual girls and women, their families, businesses and economies. Let’s look at the potential benefits, both immediate and longer term.
Can VR training save lives?

Miguel Flores has been out of work for about two years and makes a living thanks to government subsidies provided by Ecuador’s social security administration. Miguel suffers from circulatory problems, lives in cycles of depression or rage, and needs support from family and friends to do some simple daily tasks. Miguel's life changed after he lost his arm operating a fruit chopper in a medium-sized agroindustry firm in Santo Domingo de Los Tsachilas, Ecuador, that specializes in producing frozen pulp. Miguel and his family had to bear the high economic and psychological costs of recovery, which worsened during the pandemic. Miguel’s story is not uncommon in Ecuador.

DIEGO ANGEL-URDINOLA, CATALINA CASTILLO, CRISTINA MEDINA, JIMMY VAINSTEIN | OCTOBER 05, 2022

See Education for Global Development for all blogs posted by the Education Global Practice.
Introducing 16 Guides on Key EdTech Topics

Exploring How Artificial Intelligence is Assisting Teachers in Creating Effective Classrooms - Part II

Exploring How Artificial Intelligence is Assisting Teachers in Creating Effective Classrooms - Part I

TOP TWEETS (October)

Without action, learning losses could lead to a loss of US$21T in potential lifetime earnings. How can we #RecoverEducation & support a #ResilientFuture for all?

Join in the conversation to #EndLearningPoverty

wrld.bg/O3Sp50L3y4x
School closures have led to huge learning losses. Today’s students could lose 10% of their future average annual earnings. These trends can be reversed if countries act quickly & decisively!

Learn more and download our new brochure: wrld.bg/SF4l5OLBpt5

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Learning Losses Around the World

In Malawi, after 7 months of closures, students lost 3 months of learning—showing that students not only failed to learn new skills, but also forgot some of what they had already learned. With school closings reaching 1 to 2 years in many countries, this adds up to massive learning losses globally.

Learning losses have been particularly steep for poorer and younger students. This pattern reflects, in part, the greater difficulty of making up for the time with teachers lost by these groups of students. In poorer households, parents have fewer skills and resources, and less time to devote to children’s education. And when students are young, they need more support to learn. These patterns will worsen inequality. In some contexts, learning losses are also higher for other disadvantaged groups, e.g., rural students, students from minority groups. There is no consistent evidence across countries or gender gaps in COVID-driven learning losses. However, girls living in conflict-affected countries are two and a half times more likely to be out of school, and pandemic pressures on households may have increased risk of early marriage for adolescent girls, undermining the policy responses need to take gender into account.
DO YOU KNOW?

When children can't read, learning feels out of reach. The learning crisis is a global challenge, but not an impossible one. Governments can help ensure every child learns. Have a look at our immersive story "Learning in Crisis: Prioritizing education & effective policies to recover lost learning"

Join our #EndLearningPoverty campaign on social media!