INTERNAL EVENT | 2023 World Bank's Human Development Week (March 6 - 10)

The 2023 World Bank's Human Development (HD) week and the Education Day brought together the World Bank's Education Global Practice team. The events gathered our WB family of passionate people committed to changing the world and improving people’s lives.

These internal events provided a tremendous opportunity to engage on pressing HD issues worldwide, strategize on new objectives during workshops, panel discussions, and other activities, as well as meet old and new HD colleagues working on education, gender, health and nutrition, social protection, jobs and skills.
International Women's Day 2023 (March 8)

International Women's Day is celebrated in many countries around the world. It is a day when women are recognized for their achievements without regard to divisions, whether national, ethnic, linguistic, cultural, economic or political.

Education provides girls with the tools they need to lead their own destinies and has the power to transform their lives and those around them. The World Bank recognizes that there is still much work to be done to ensure that every girl has access to quality education, and to close the gender gaps that remain, especially for adolescent girls and girls in fragility, conflict, and violence (FCV) contexts in many Sub-Saharan Africa countries, and low-income countries.

We remain committed to accelerate equality at all levels and we invite you to learn about our contribution to the cause.

Related: Brochure: COUNT ME IN! World Bank Education: Improving Education Outcomes for Girls and Young Women | List of our latest blogs on accelerate equality:

- Closing the gap: Tackling the remaining disparities in girls’ education and women’s labor market participation
- Empowering adolescent girls in Africa through education
- Facing the Challenges of Girls’ Education in Pakistan
- Countries cannot move forward if half of their citizens are held back
- How to promote gender-based violence prevention and services in Haiti?
- Investing in girls & women as agents of change for green transition
- How to encourage girls to choose STEM careers: Three ideas that work
- Women to the Rescue: A Journey in Pakistan
- Can we achieve gender parity in education while leaving boys out of school?
EVENT | Commitment to Action on Foundational Learning in Latin America and the Caribbean (March 22 - 23, Bogota, Colombia)

The fate of basic learning in Latin America and the Caribbean was discussed at a high-level meeting in Bogota, Colombia. The event was part of a global effort aimed at guaranteeing foundational learning for all children and putting in place policies to help achieve the global goal of providing quality education for all by 2030, which, according to the United Nations, may not be met because of the pandemic.

The meeting with ministers and experts in Bogota aimed to commit countries to not only recover learning losses but also to improve basic learning in the long run. This is the time for countries to take urgent and decisive action to ensure all children, including the most marginalized, develop the foundational learning needed to realize their full potential.

Another important goal of the meeting was to highlight best practices, of which there are many great examples. Among learning assessments are Argentina’s large-scale APRENDER initiative, as well as Chile’s DIA formative diagnostic assessment. Ecuador prioritized its curriculum during the pandemic emergency and designed an effective learning remediation program; Colombia can build on effective tutoring programs such as its Aula Global program. Several countries are undertaking
curriculum reforms to strengthen foundational skills and have implemented measures to support teachers.

Related: Blog (English / Spanish) | Tweet by Shakira | Regional Campaign: My education, our future! (English / Spanish) | Event Landing Page by the Ministry of National Education of Colombia (in Spanish)

A Commitment to Action
Ensuring Foundational Learning to Transform Education in Latin America and the Caribbean
March 22-23
Live Streaming
Join us!
(In Spanish)

EVENT | Europe and Central Asia (ECA) Talk: "Returns to Education" Turns 50

2023 marks the 50th anniversary of the publication of the book, Returns to Education: An International Comparison by George Psacharopoulos, the renowned economist and former World Bank staffer.

This event recognized this milestone and reassessed the progress in measuring the benefits of education. The conference included panels to discuss the concept of the returns to education and the influence of Psacharopoulos, along with a panel on the latest evidence on the returns to education.

WATCH EVENT
World Bank Education and COVID-19 Response

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.
World Bank Education and COVID-19 (coronavirus) Response

- April 10 – 16 | Spring Meetings, World Bank Group & IMF, Washington DC, USA
- April 15 | Teacher Tech Summit
- April 22 | International Girls in ICT Day
- April 23 | World Book and Copyright Day
- April 30 | International Day to End Corporal Punishment of Children
- May 2-3 | World Economic Forum: The Growth Summit: Jobs and Opportunity for All
- May 7-10 | Education World Forum (EWF)
- May 10 | Event: The World Bank Listens (part of the Teacher Tech Summit)
- May 28 | Menstrual Hygiene (MH) Day
Lebanon: Survey reveals gaps between education and the job market

In 2022 the World Bank and Forward MENA officially launched the Skilling Up Lebanon (SUL) initiative. It is an innovative and private sector-led skills development program that aims to inspire, train, and support young people in Lebanon to acquire market-relevant digital skills. Since 2022, SUL has implemented various youth-targeted activities, reaching approximately 11,000 youth across Lebanon.

SABINE HABIBIAN, ANGELA ELZIR, AHMAD JABER | MARCH 28, 2023

READ BLOG

Quality learning, an investment in a future for all

Basic learning in Latin America and the Caribbean is facing its biggest crisis in a century. Millions of boys and girls have lost years of learning because of school closures during the pandemic. About four in five children in elementary school may now not reach minimum learning skills, while learning losses could cost them a 12 percent decrease in lifetime earnings. If we want to provide them with the future they deserve, basic education must become an urgent priority.

CARLOS FELIPE JARAMILLO | MARCH 21, 2023

READ BLOG
Teachers and technology—together—improve student learning

Adaptive technology – which adjusts to the level of the user – is a powerful weapon for public education systems to combat learning poverty and one of the best available to teachers. In 2019, the Ministry of Education in the Dominican Republic (MINERD) with support from the World Bank, launched the Prográmate (In English, Program Yourself) project that uses adaptive technology to improve math learning for students in the third year of secondary school. This technological platform adapts to the level of each student.

SOPHIA D’ ANGELO, JUAN BARON, PAOLA PATRICIA POLANCO SANTOS | MARCH 15, 2023

Closing the gap: Tackling the remaining disparities in girls’ education and women’s labor market participation

Girls are getting educated at higher levels today than ever before. The primary school completion rate has reached 90% for girls, with gender parity achieved in most countries. Girls have higher levels of learning than boys across most contexts, according to results from global assessments such as PISA and TIMSS, as well as the World Bank’s learning poverty data from low- and middle-income countries. At a global level, these outcomes indicate that girls are faring well in education systems. However, the picture is much more complex.

RAJA BENTAOUET KATTAN, MYRA MURAD KHAN | MARCH 09, 2023
Empowering adolescent girls in Africa through education

Through our global education and regional strategies, the World Bank is committed to ensuring that education is accessible to everyone, especially girls, across all levels of education, by eliminating barriers created by gender norms that persist throughout the education cycle. In West and Central Africa, we aim to increase girls secondary school gross enrollment from the 42% to 57% percent by 2030 and help shift socio-cultural norms that negatively impact girls. We also have similar goals across Eastern and Southern Africa in the short and long term.

JAIME SAAVEDRA, HANA BRIXI | MARCH 07, 2023

Facing the Challenges of Girls’ Education in Pakistan

Despite progress, girls in Pakistan face more challenges in accessing quality education and their education outcomes lag boys. Bringing more girls and boys to school will require using data to target interventions to specific challenges. At the current pace (which already incorporates strong assumptions on progress), it will take Pakistan at least 50 years to enroll all girls and 31 years to enroll all boys.

JUAN BARON, MAY BEND | MARCH 05, 2023
Budget execution in the education sector and why it matters

According to a recent report, public financial management (PFM) systems often struggle where it matters most for efficient service delivery: budget execution. More than two-thirds of governments struggle to maintain the planned composition of their expenditure throughout the fiscal year. This affects most sectors, especially sectors focusing on service delivery like education.

ALIYA KADIROV, SILVIA LUBENOVA KIROVA, SRINIVAS GURAZADA, THOMAS POULSEN | MARCH 02, 2023

READ BLOG

Development of foundational skills for young people: a priority after the COVID-19 pandemic

Many post-secondary education systems, especially TVET systems, struggle to impart technical skills to individuals who lack foundational skills, such as literacy, numeracy, and problem-solving. While proficient in a particular technical skill, these individuals may still be unattractive to employers and not have the capacity to adapt to a dynamic labor market that requires workers to learn and adjust constantly. In this context, the assessment, development, and remediation of foundational skills should be a priority in technical and vocational education and training (TVET), higher education, and adult learning systems.

DIEGO ANGEL-URDINOLA | MARCH 01, 2023

READ BLOG
Can apprenticeships and vocational education offer “a way out” for at-risk youth in Northern Nigeria?

Traditionally, trades in Northern Nigeria are passed down through an apprenticeship system. However, the apprenticeship system has not grown as quickly as the population, and it often excludes women and other marginalized youth. This is coupled with many other challenges that youth face, such as overwhelmed and low-quality public school systems, decreases in economic activity (especially in the informal sector of the labor market), and poverty. Lacking skills demanded by wage employers or those required to start enterprises, some youth may be enticed with promises of cash, purpose, status, and power to join criminal groups or even extremists and non-State armed groups.

MARCUS HOLMLUND, NAUSHEEN KHAN, EMILY CRAWFORD | MARCH 01, 2023

See Education for Global Development for all blogs posted by the Education Global Practice.
@WBG_Education

TOP TWEETS (March 2023)

#DYK? The @WorldBank Country Learning Poverty Briefs highlight the latest data on learning poverty in more than 100 countries: wrld.bg/mvPt50NlXbX

Let's #EndLearningPoverty together!

@JaimeSaavedra22 @RobertG_Jenkins @SteGiannini @leannajoon @benlpiper @AliciaH_1
COVID-19 dealt a massive blow to HumanCapital, to address some of the costs of our losses: "We have interventions in education, health, nutrition, & social protection."

Norbert Schady, @worldbank Chief Economist for Human Dev. explains on Expert Answers: wrld.bg/wf2g50NrvA

We have interventions in education.

11:15 AM · Mar 30, 2023 · 9,460 Views

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Edu Data

Policies to reverse human capital losses
DID YOU KNOW?

The COVID-19 pandemic eroded human capital at critical ages. Whether this erosion leads to a permanent reduction in future stocks of human capital depends on both the size of the initial drop in the level of human capital as well as the rate at which human capital accumulates thereafter. This point is illustrated in figure ES.5, which shows three possible paths for an individual.

Click HERE to learn more.