In Focus

2nd Survey on National Education Responses to COVID-19 School Closures

Around one in three countries where schools are or have been closed are not yet implementing remedial programmes post-COVID-19 school closures, according to a UNESCO, UNICEF, World Bank and OECD global “Survey on National Education Responses to COVID-19 School Closures”.

Related: Press Release | Global Education Meeting 2021 – Ministerial Segment

Loud and Clear: Effective Language of Instruction Policies for Foundational Skills

Children learn more and are more likely to stay in school if they are first taught in a language that they speak and understand. Yet, an estimated 37 percent of students in low- and middle-income countries are required to learn in a different language, putting them at a significant disadvantage throughout their school life and limiting their learning potential. According to a new World Bank report “Loud and Clear: Effective Language of Instruction Policies for Learning”, effective language of instruction (LoI) policies are central to reducing Learning Poverty and improving other learning outcomes, equity, and inclusion.

Related: Press Release | Blog | Watch the Event Replay | Promo Video | READ REPORT

Western and Central Africa Education Strategy (2022 - 2025)

Your views matter to us! You have until September 19, 2021 (NEW DATE) at 11:59 pm (ET) to participate in the online consultations and provide your invaluable feedback to guide and inform the development of an education strategy for the World Bank’s engagement in Western and Central Africa.

Disability Inclusion in Education operations

The Guidance Note for Disability Inclusion Education was launched on April 22. The Guidance Note is recommended to be used with its’ accompanying piece the Inclusive Education Resource Guide (2019). The launch event and sharing of the developed resources kicked off series of activities to strengthen the support for the World Bank teams in different country contexts in meeting the target for ensuring that all World Bank education IPF operations are disability inclusive by 2025 and aligned with IDA19, IDA20, and the broader inclusive education and disability inclusion architecture in the World Bank.

Related: Blog
World Bank Education and COVID-19

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.

**Upcoming Events**

- **September 14** | [Global Philanthropy Forum] - WB event: *Building healthy futures: from Learning Poverty, to learning for everyone, everywhere*
- **September 14 – 30** | 76th Session of the United Nations General Assembly ([UNGA76](#))
- **September 16** | WB Event – [COACH]: *Improving Teacher Professional Development to Accelerate Learning*
- **September 21** | [International Day of Peace]
- **September 23** | [International Day of Sign Languages]
- **September 23** | WB Event: [COACH]: *Translating Research on Effective Teaching to Action*
- **September 27** | WB UNGA side event: STEERING Tertiary Education – Toward Resilient Systems that Deliver for All, policy approach paper launch
- **September 30** | WB Event: [COACH]: *Technology and Teacher Professional Development: Lessons from Innovations across the Globe*
- **October 5** | [World Teachers’ Day] | WB Event: [COACH]: *World Teachers’ Day Roundtable: Supporting Teachers to Lead the Recovery*
- **October 17** | [International Day for the Eradication of Poverty]

**Blogs**

The massive, yet invisible cost of keeping schools
The impact of school closures on children and young people across the world is gigantic. The prolonged closures of schools since March 2020 resulting from the COVID-19 pandemic have led to the most serious education crisis in the last 100 years. As Chile's Minister of Education Raul Figueroa said when he explained his government's efforts to restore learning, "we have had an earthquake in education."

August 26, 2021 | Jaime Saavedra

To improve learning, teach in the language students use and understand best

It sounds obvious: teach students in the language that they understand. But it isn't obvious for many. Over the last decades we have witnessed tremendous progress in increasing access to schooling, yet the world still finds itself amid a global learning crisis.

August 05, 2021 | Jaime Saavedra, Michael Crawford, Sergio Venegas Marin

Free Primary Schooling in the DRC? Where we are on the road to reform

As late as 2019, the Democratic Republic of Congo (DRC) remained one of the few countries in the world where public primary education was not free. Fees were initially introduced in the 1980s to cover teacher salaries and school operating costs following a drastic reduction in public financing to education and repeated teacher strikes.

August 03, 2021 | Scherezad Latif, Melissa Adelman

Ending Violence in Schools: what we know and how to accelerate progress

Violence in schools profoundly affect children, often for the rest of their live. The statistics are staggering. One in three students in secondary schools is affected by physical violence, and one in four by bullying. While there are differences between countries, the prevalence of violence in schools is high in virtually all countries. In many countries, corporal punishment by
teachers also remains widespread, even though it has been shown not to be an effective mechanism for learning.

July 29, 2021 | Quentin Wodon, Chloe Fevre

How to strengthen disability inclusion in education?

Our mission is to promote the full participation of learners with disabilities in education. It is not an easy task. But it is the right of all learners with disabilities. And it is also the right of all learners, as an education that embraces diversity and inclusion is the quality education all learners deserve. It is also an integral part of the 2030 Agenda for Sustainable Development which pledges that no child will be left behind.

July 27, 2021 | Jaime Saavedra, Hanna Alasuutari, Sophia D'Angelo

How do we know if college students have the skills of the future? - The "DESCAES" skills assessment offers an answer

Juan Carlos Mariño is the plant manager at a tuna processing factory in Manta, a vital maritime port in Ecuador. He has been looking for a food processing technologist to help him at the plant for almost two months. However, his search has been unsuccessful despite high youth unemployment in the region and having interviewed several candidates with relevant degrees.

July 26, 2021 | Catalina Castillo, Diego Angel-Urdinola, Salvador Malo

OER may be free, but you still need to invest to use them: Part I

Calls for access and equity underpin the OER (Open Educational Resources) movement, but it’s yet to be seen if the potential impact of OER will materialize in education. Perhaps COVID-19 will change that (cautiously said).

July 20, 2021 | Ariam Mogos, Esther Gacicio, Edmond Gaible
Reimagining youth skills development for an inclusive recovery

Youth aged 15-24 make up 1.2 billion people in the world and it is projected to increase to 1.3 billion by 2030, with some countries and regions experiencing rapid growth, or so-called “youth bulges.” More than one million young people enter the labor market each month in India and in sub-Saharan Africa.

July 15, 2021 | Victoria Levin, Michael Weber

How to provide opportunities for all? From girls’ education to women’s labor force participation in Bangladesh

“The way I had to struggle, I hope other women do not struggle as much. I want to help women find jobs and advance themselves,” Jenatul Ferdous Min says, expressing not only ambitions for herself but for all Bangladeshi women.

July 08, 2021 | Lucas Arribas Layton, Oni Lusk-Stover, Keiko Inoue, Shobhana Sosale

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

Podcasts

Adapting Assessments to the Remote Education Setting
Spotify | August 17 - Word Bank EduTech Podcast

Developing a COVID-19 Global Education Recovery Tracker
Spotify | August 13 - Word Bank EduTech Podcast

Understanding the Perceived Effectiveness of Remote Learning Solutions: Lessons from 18 Countries
Spotify | July 14 - Word Bank EduTech Podcast

Reducing Learning Poverty and Improving Foundational Learning: the magic of Sobral, Brazil
Apple Podcasts | Spotify | June 7 - World Bank Teachers Podcast

Structuring Effective One-to-One Support Systems for Teachers: Lessons from South Africa
Apple Podcasts | Spotify | May 18 - World Bank Teachers Podcast

Supporting Teachers in the Age of the Pandemic: a conversation with 2020 Global Teacher Prize winner, Ranjit Disale
Apple Podcasts | Spotify | May 10 - World Bank Teachers Podcast

Country Results Stories (June – August 2021)

• Bangladesh: Cox's Bazar Panel Survey Briefs, August 9, 2021

• Bangladesh: Bangladesh Spatial Database, August 9, 2021

• Uganda: FAQ: Uganda - Eastern & Southern Africa Higher Education Centers of Excellence (ACE II), August 5, 2021
Africa: Africa’s Scientific Solutions and Innovation in the Fight Against COVID-19, July 14, 2021

Georgia: Data-Driven Change for Preschool Education in Georgia, July 12, 2021

Multi Country: Accelerator Program, July 1, 2021

Multi Country: Ending Learning Poverty, July 1, 2021

MENA: A New Path to Address MENA’s Learning Crisis through Advancing Arabic Language Teaching and Learning, June 28, 2021

Multi Country: Geo-Enabling initiative for Monitoring and Supervision (GEMS), June 24, 2021

Multi Country: Systems Approach for Better Education Results (SABER), June 23, 2021

Morocco: Improving Early Childhood Development Outcomes, June 4, 2021

Latest Projects (June – August 2021)

Pakistan: Sindh Early Learning Enhancement through Classroom Transformation, July 29, 2021

Mauritania: Second Private Sector, Digital, and Human Capital Reform DPE, July 22, 2021

South Asia: Higher Education Acceleration and Transformation Project, June 24, 2021

Kyrgyz Republic: Enhancing the Foundation of Learning, June 23, 2021

India: Supporting Andhra’s Learning Transformation, June 17, 2021

Somalia: Education for Human Capital Development Project, June 16, 2021

Malawi: Skills for A Vibrant Economy Project, June 3, 2021

Burundi: Burundi Skills for Jobs: Women and Youth Project, June 25, 2021

Mauritania: Mauritania Youth Employability Project, June 18, 2021

TOP TWEET (August)

World Bank Education @WBG_Education · Aug 7

“We need to measure what is happening with the incidence of mental health, the school enrollments, & the #learning in school. We need to continue investing, discussing, and learning from each other if we want to #RecoverEducation” - @JaimeSaavedra22

wrl.d.bg/hb/z50FLeg8

TOP TWEET (July)
The concepts of learning poverty gap and learning poverty severity are important to fully understand children’s access to learning. It is possible that countries with the same learning poverty level have different learning poverty gaps, or countries with the same learning poverty gaps have different learning poverty severity, with implications for policies used to address learning poverty.