World Teachers’ Day Roundtable: Supporting Teachers to Accelerate Learning Recovery

In celebration of World Teachers’ Day, this World Bank’s event brings together leading voices from the global education community – including teachers, students, and leaders from multilateral education organizations – to recognize the key role of teachers in accelerating learning recovery efforts during the pandemic, and to discuss how to support teachers in this work.

Related: Event Page | Blog | WBG President Malpass: Video & Remarks | COACH program

Steering Tertiary Education: Toward Resilient Systems that Deliver for All

The new Report titled "Steering Tertiary Education: Toward Resilient Systems that Deliver for All", reinforces the imperative that every country invest thoughtfully and strategically in diversified, well-articulated, and inclusive tertiary education systems by also examining the impact of the COVID-19 pandemic on this key education sector and identifying policies that can promote a resilient recovery. The report encourages countries, education policymakers, and stakeholders to adopt five principles to STEER tertiary systems and institutions toward greater relevance and impact.

Related: Press Release | Event Page | Watch the Event Replay |
Policy Actions for School Reopening and Learning Recovery

The following updated short notes created by the World Bank’s Education Global Practice are meant to be “living documents” that offer a starting point for implementing recommendations related to health and safety, modifications that might be required in education systems’ pedagogical approach to get children back to learning, and the management of all these activities.

Related: Is it safe to open schools? | Minimizing disease transmission in schools | Accelerating learning recovery

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.
October 10 | World Mental Health Day

October 11 | International Day of the Girl Child

October 11 - 17 | Event: WB-IMF Annual Meetings

October 17 | International Day for the Eradication of Poverty

November 10 | World Science Day for Peace and Development

November 18 | Event: Reimagining Learning After COVID-19: Lessons from Remote Instruction During the Pandemic

November 20 | World Children’s Day


December 3 | International Day of Persons with Disabilities

December 12 - 14 | Hybrid Event in Dubai (UAE): Rewired Education Summit

Making up for a year of lost learning in the Kyrgyz Republic

For students of all ages in the Kyrgyz Republic, September 15 was an important day. It marked the start of the new school year, two weeks later than usual, after a full academic year online. For a country with a strong emphasis on education and near-universal enrollment rates in primary and lower-secondary schools, the decision to return to in-person learning impacted around 1.8 million students, their parents, and teachers. Delaying the start by two weeks allowed more time for teachers and personnel to receive their COVID-19 vaccinations prior to reopening.

GULMIRA SULTANOVA, SYEDAH AROOB IQBAL, NAVEED HASSAN NAQVI | SEPTEMBER 29, 2021

Mobile-based solutions can
strengthen human capital gains disrupted by COVID-19 in developing countries

Almost nine in ten children in sub-Saharan Africa are learning poor, in that they are unable to read and understand a simple text by age 10. The pandemic is worsening this “learning crisis”, especially for poor and vulnerable households that lack access to online resources.

VICTOR OROZCO | SEPTEMBER 29, 2021

READ BLOG

Solidarity through mentoring: One key to ensure social and economic reconstruction

It was in 2015 during the summer. I was a second-year university student in Antananarivo, and I was volunteering for a project launched by UNESCO Madagascar and the Ministry of Education. I was tasked to give talks to public high school students on my experience of higher education: how I chose my subject degree, how I prepared for the future, my professional aspirations coupled with advice and encouragement. The goal was to inspire the students to pursue higher education and to prepare wisely for their future.

LANJA RANDRIANARISON | SEPTEMBER 24, 2021

READ BLOG

How to Enhance Teacher Professional Development Through Technology: Takeaways from Innovations Across the Globe

Teachers, the single most important school-based determinant of student learning, are at the heart of the response to recover learning losses from COVID-19 pandemic-induced education crisis, as millions have been managing the changing nature of teaching and learning without effective teacher professional development (TPD).

TRACY WILICHOWSKI, CRISTOBAL COBO, AISHWARYA PATIL, MANAL QUOTA | SEPTEMBER 23, 2021

READ BLOG

These types of workers were most impacted by the COVID-19 pandemic
There is now clear evidence that the devastating economic impacts of the COVID-19 pandemic were distributed unequally among workers in many developed countries. Yet, in the developing world, much less is known about what happened to different types of workers in developing countries. How have they fared during the pandemic?

MICHAEL WEBER, DAVID NEWHOUSE | SEPTEMBER 23, 2021

Where is EdTech working? Leveraging data for better EdTech policies

The World Bank, with support from Imaginable Futures and as part of the broader Global Education Policy Dashboard (GEPD), has created the EdTech Readiness Index (ETRI). The tool will enable countries to: (a) identify good practices and areas where EdTech policies can be strengthened, and (b) monitor progress as countries take action. With initial technical work completed, the Index is now in its implementation phase, and the team is in the process of identifying the countries in which the ETRI could be piloted in 2022.

SERGIO VENEGAS MARIN, CRISTOBAL COBO, MARIE-HELENE CLOUTIER, EMMA LAMBERT-PORTER | SEPTEMBER 20, 2021

Building a more inclusive and resilient Gambia from the grassroots

In my country, the Gambia, youths make up more than 50 percent of the population and are therefore too significant a number to be ignored. Any post-pandemic economic and social development plan must be inclusive of and with the input from the youth. Youths, alongside the government and Civil Society Organizations (CSOs) have a critical role to play. This is how their strengths, skills, resources, and time could create a productive ecosystem for the Gambia going forward.

FRANCIS THOMAS AUBEE | SEPTEMBER 20, 2021

Rewrite the future: How Indonesia can overcome the student learning losses from
A new World Bank study presents estimates of children's learning loss due to COVID-19-related school closures in Indonesia. Our latest estimates show that school closures through June 2021 have already resulted in a loss of approximately 0.9 years of learning adjusted schooling and 25 points on student’s PISA reading scores. Further losses through December 2021 are expected to be even greater. Our calculations show that the amount of learning lost depends more on how well student learning is supported than the duration of school closure.

NOAH YARROWRHYTHIA AFKAR | SEPTEMBER 17, 2021

A pandemic of hope: African youth walking a golden path off a crisis

Africa's future largely depends on the extent to which it will involve its youth in the quest to build back better from the current pandemic. The continent's young population represents much-needed hope that can be banked upon by governments and civil society.

KEVIN LUNZALU | SEPTEMBER 16, 2021

Coach: Improving In-Service Teacher Professional Development

Put yourself in the shoes of a classroom teacher this past academic year. Schools have closed and reopened multiple times, often leveraging remote or hybrid modalities. You’ve had to quickly adapt to a new way of working, and stay flexible as schooling plans have changed. You’ve had to find ways to teach in a new way, leveraging different pedagogical strategies, innovating to keep your students motivated, and providing socioemotional support to them during an uncertain time for all.

ADELLE PUSHPARATNAM, EZEQUIEL MOLINA, ANA TERESA DEL TORO MIJARES | SEPTEMBER 15, 2021

Youth are up for the challenge to help build back better
The COVID-19 (coronavirus) pandemic has undoubtedly exposed the need to address critical issues that have been ignored for too long in Zambia. For example, why do scholars in public schools have very limited access to computers and IT facilities, while the world keeps evolving digitally? Or why do rural communities still experience lack of access to adequate water supply and sanitation facilities?

JADE NSHIMBI | SEPTEMBER 15, 2021

**Making classroom observation tools better: a new study on Teach**

Teachers should be at the center of policies focused on improving education systems. Without effective teachers promoting positive interactions with their students and carrying out meaningful educational activities in the classroom, it will be challenging to improve students’ learning. However, policymakers and other stakeholders interested in supporting teachers have limited information to make the right decisions and allocate resources where they are needed the most.

DIEGO LUNA-BAZALDUA, ADELLE PUSHPARATNAM, EZEQUIEL MOLINA | SEPTEMBER 14, 2021

**How can we protect education from attack? A focus on Western and Central Africa**

Attacks on schools have become increasingly frequent in news headlines throughout Western and Central Africa region. Since the 2014 Chibok girls’ kidnapping in Nigeria, attacks on schools have continued to rise. While some children have been released by or have escaped from the kidnappers, many remain in captivity. Leah Sharibu is one of those children.

MARTÍN E. DE SIMONE, WURAOLA MOSURO, STEFANO DE CUPIS, YEVGENIYA SAVCHENKO, JASON WEAVER | SEPTEMBER 10, 2021

**How 5G can make a difference in education: Challenges and next steps**

In my last post on the potential of 5G networks, we explored how this dramatically different wireless
technology could redefine the present and future learning experience. 5G’s extremely low latency rate means the sending and receiving of information goes from 200 milliseconds for 4G down to 1 millisecond with 5G. That increase in speed will make five core elements of learning smoother and easier: interaction, immersion, personalization, flexibility, and access for all.

SHEILA JAGANNATHAN | SEPTEMBER 10, 2021

Using technology to assess and improve student learning outcomes in Indonesia’s remote areas

The pandemic has deepened the learning loss in many low- and middle-income countries and widened the education inequity gap due to differential access to technology. More than ever, education experts have underscored the importance of assessing learning more frequently, so teachers adjust lessons according to student skill level. The use of education technologies has now become vital for teaching and learning processes.

SHARON KANTHY LUMBARAJA, INDAH AYU FRAMESWARI, DEWI SUSANTI | SEPTEMBER 08, 2021

Three steps to get every child reading

Too many children can’t read by the age of ten. That was already a disaster in 2019. Even before the COVID-19 pandemic, we faced a global learning crisis with 53% of children in low- and low-middle income countries in Learning Poverty - unable to read and understand a simple text by age 10. Now, Learning Poverty is higher, and the differences in learning experiences across and within countries even larger. We have set the ambitious target to halve Learning Poverty by 2030 and must act urgently to help more children become fluent readers.

JAIME SAAVEDRA, JENNIE ALBONE | SEPTEMBER 08, 2021

Empowering South Asia with converging technologies

Imagine this: The year is 2030 and Umair’s family in Bangladesh has been evacuated due to flash floods in his

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village and surrounding areas. They are temporarily accommodated along with others in a digitally fabricated house built by a local innovation hub. The house is equipped with a photovoltaic ‘skin’ to harness solar energy as well as a rainwater collection and purification system. Meanwhile, his daughter seamlessly continues her education online using a school supplied device and personalized learning tools.

LYNNE SHERBURNE-BENZ, SAJITHA BASHIR, KLAUS TILMES, NAOTO KANEHIRA | SEPTEMBER 08, 2021

Supporting the development of today’s young people

The COVID-19 pandemic has caused significant setbacks for the prospects of young people all over the world, but particularly in developing countries. Even before the COVID crisis there were significant challenges, with a third of all young people globally not in work, education, or training.

MAMTA MURTHI | SEPTEMBER 07, 2021

Celebrating impact of the second cohort of Early Years Fellows

The World Bank’s Early Learning Partnership (ELP) launched the Early Years Fellowship in 2016 to build capacity within countries and develop the next generation of leadership to scale-up investments in Early Childhood Development (ECD). On July 15, 2021, the ELP held a graduation ceremony to celebrate the accomplishments of the 2nd cohort of Early Years Fellows.

MELISSA KELLY, ALISA CURRIMJEE | SEPTEMBER 02, 2021

Private sector comes on board to upgrade the skills of India’s youth

With the world’s largest cohort of young people, preparing the youth for the rapidly evolving world of work is a major priority for the Indian government.

Since many of the children who are in primary school today will likely work in jobs that do not even exist right now, the country’s new education policy has begun to groom younger populations – middle and high school students - for the jobs of tomorrow.
See Education for Global Development for all blogs posted by the Education Global Practice.

Podcasts

Building EdTech Innovation Hubs: a conversation with Finland's Helsinki Education Hub and Turkey's EdTech Innovation Hub ETKIM
Spotify | Sept. 21 - Word Bank EduTech Podcast

Reimaging Education: a conversation with UNICEF and EdTech Hub about Technology's role in addressing education challenges
Spotify | Sept. 16 - Word Bank EduTech Podcast

Country Results Stories (September 2021)

- Croatia: World Bank Supports Croatia in Improving Effectiveness of Investments in Research, Development, and Innovation, Sept. 30, 2021
- Latin America and the Caribbean: Short-Cycle Programs can Help Boost Employment and Economic Recovery in Latin America and the Caribbean, Sept. 28, 2021
- Haiti: World Bank Approves $75 Million to Support Job Creation in Haiti, Sept. 28, 2021
- Multi Country: Steering Tertiary Education: Toward Resilient Systems that Deliver for All, Sept. 26, 2021
- Africa: Narrowing the Digital Divide Can Foster Inclusion and Increase Jobs, Sept. 24, 2021
- Multi Country: A Policy Package to Promote Literacy for All Children, Sept. 17, 2021
- Niger: Between these children and me, there is a very strong bond that I cannot define,” Meet Aissata Maiga, School Teacher in Niger, Sept. 8, 2021
- Laos: Basic Education to Get Boost through $47 million Project, Sept. 3, 2021

Latest Projects (September 2021)

- Cameroon: Acceleration of the Digital Transformation of Cameroon Project, Sept. 28, 2021
- Haiti: Private Sector Jobs and Economic Transformation (PSJET), Sept. 28, 2021

TOP TWEET (September)
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.