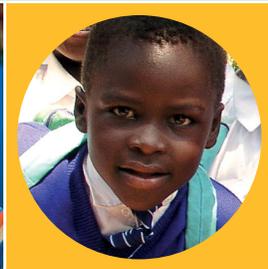
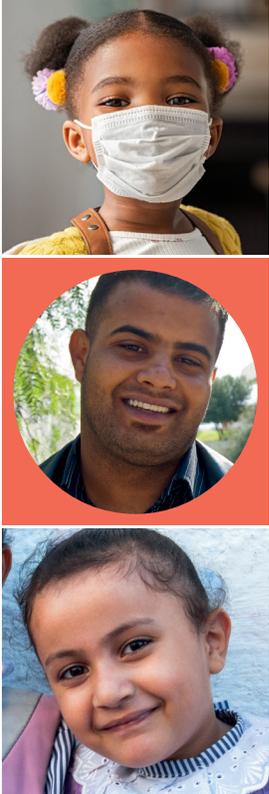




Ending Learning Poverty and Building Skills:

Investing in Education from Early Childhood to Lifelong Learning

April 2022



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 assure opportunities for all.

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.

For individuals, education promotes employment, earnings, health, and poverty reduction. Globally, there is a nine percent increase in hourly earnings for every extra year of schooling. For societies, it drives long-term economic growth, spurs innovation, strengthens institutions, and fosters social cohesion.

Making smart and effective investments in people's education is critical for developing the human capital that will end extreme poverty. 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's global education strategy is focused on ensuring learning happens—for everyone, everywhere.

Over the last two decades, the World Bank¹ has committed more than US\$73 billion² to supporting education projects, covering 160 countries and 25 regional states. This support has included technical assistance, loans, and grants designed to improve learning and provide everyone with the opportunity to get the education they need to succeed. The numbers highlight the importance of education for the achievement of the World Bank's twin goals of ending extreme poverty and boosting shared prosperity. The total of new commitments has consistently increased over time—particularly over the last five years, when IDA financing going to education projects has grown substantially. There is strong demand for support: the World Bank's most recent country opinion survey of stakeholders in low- and middle-income countries identified education as both the top development priority, and preferred priority area for World Bank Group support.



¹ The World Bank comprises two institutions: the International Bank for Reconstruction and Development (IBRD), and the International Development Association (IDA).

² All dollars are in US\$ unless otherwise indicated.

OUR VISION

To ensure that everyone can achieve her or his full potential with access to a quality education and lifelong learning. We envision a world in which all countries prepare all their children and youth to succeed as citizens and have the tools to participate in their country's development.

OUR GOAL

To help achieve our vision, we have set a target to reduce *Learning Poverty* by half by 2030. This means cutting by at least 50 percent, the number of children who cannot read and understand a simple text by age 10. Our efforts support achievement of Sustainable Development Goal 4 (SDG4) to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

IBRD-IDA New Education Commitments Per Year, in Billions US\$* (3 year average)



* The numbers shown are 3-year averages referring to new grants and loans agreed with countries. Each grant or loan is then executed in a period of 3-5 years.

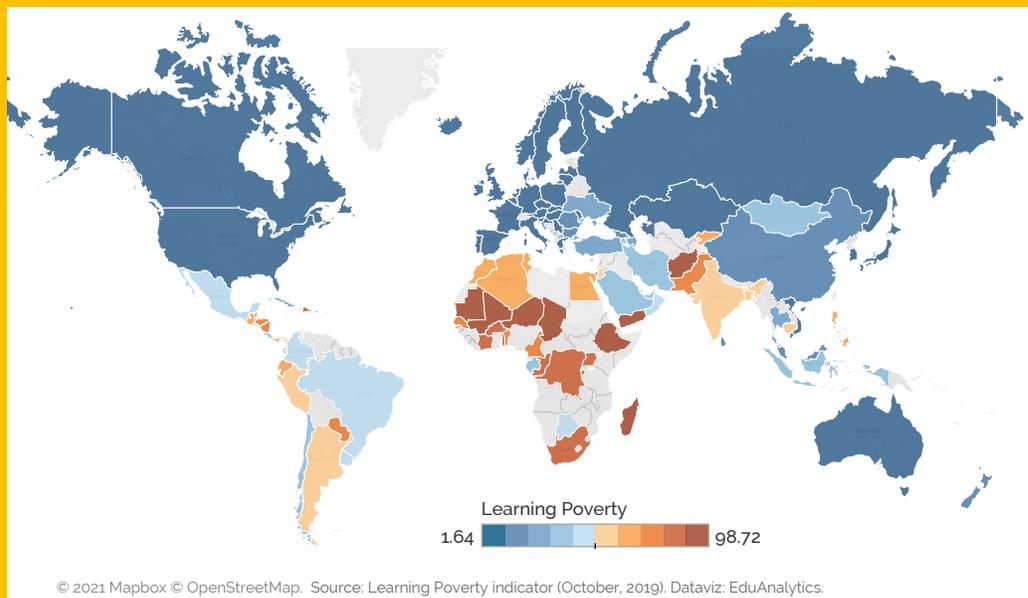


THE HIGH *LEARNING POVERTY* RATE SYMBOLIZES THE VERY SLOW PACE OF EDUCATION GAINS AROUND THE WORLD

Even though most children are in school, a large proportion are not acquiring fundamental skills. Moreover, 258 million children are not even in school. This is the leading edge of a learning crisis that threatens countries' efforts to build human capital and achieve the Sustainable Development Goals (SDGs). Without foundational learning, students often fail to thrive later in school or when they join the workforce. As a major contributor to human capital deficits, this learning crisis undermines sustainable development and poverty reduction.

To highlight this crisis, the World Bank introduced the concept of *Learning Poverty*—meaning being unable to read and understand a simple text by age 10. Using a database jointly developed by the World Bank and UNESCO's Institute of Statistics, we have determined that 53 percent of children in low- and middle-income countries cannot read and understand a simple story by the end of primary school. In some low-income countries, the level is as much as 80 percent. Such high levels of illiteracy are an early warning sign that all global educational goals, and other related sustainable development goals are in jeopardy.

Progress in reducing *Learning Poverty* is far too slow to meet the SDG aspirations. At the current rate of improvement, in 2030 about 43 percent of children will still be learning-poor. Even if countries reduce their *Learning Poverty* at the fastest rates we have seen so far in this century, the goal of ending it will not be attained by 2030. That is why in 2019 we set the target to cut the *Learning Poverty* rate by at least half by 2030.



Learning Poverty Rates Around the World

There is an urgent need for a society-wide commitment to invest more and better in people. If children cannot read, all education SDGs are at risk. Eliminating *Learning Poverty* is as important as eliminating extreme monetary poverty, stunting, or hunger. To achieve it in the foreseeable future requires far more rapid progress at scale than we have yet seen.

WHAT WE DO

The World Bank works directly with governments, providing technical assistance, loans, and grants. We help countries share and apply innovative solutions to education challenges, focusing on systemic reform throughout the education cycle—from early childhood through tertiary education and lifelong learning. We do this by generating and disseminating evidence, ensuring alignment with policymaking processes, and bridging the gap between research and practice.

OUR APPROACH TO REALIZING THE PROMISE OF EDUCATION FOR ALL

To guide our policy advisory and operational support to countries, we focus on policy actions that are needed to accelerate learning and that characterize the way many successful systems operate. These are presented within five interrelated pillars of a well-functioning education system that underpin the World Bank's strategic education policy approach: learners, teachers, learning resources, schools, and system management.



LEARNERS ARE PREPARED AND MOTIVATED TO LEARN

- Early Childhood Education
- Nutrition
- Stimulation



TEACHERS AT ALL LEVELS ARE EFFECTIVE AND VALUED

- Meritocratic profession
- Effective human resource function of Ministry of Education
- Continuous school-based professional development



CLASSROOMS ARE EQUIPPED FOR LEARNING

- Simple, effective curriculum
- Books and supportive technology
- Coaching and structured pedagogy
- All students are taught at the right level



SCHOOLS ARE SAFE AND INCLUSIVE SPACES

- Eliminate all types of violence and discrimination in schools
- Students with any disability receive the right service
- Minimum level of infrastructure



EDUCATION SYSTEMS ARE WELL MANAGED

- Career track for principals
- Clear mandates and accountability
- Learning is measured
- Merit-based professional bureaucracy

PRINCIPLES FOR IMPACT

1

PURSuing
SYSTEMIC
REFORM THAT
FOCUSes ON
LEARNING

2

PROMOTING
INCLUSION
AND
EQUITY

3

MEASURING
RESULTS AND
BASING POLICY
ON EVIDENCE

4

ASSURING
THE NEEDED
POLITICAL AND
FINANCIAL
COMMITMENT

5

EFFECTIVELY
HARNESSING
TECHNOLOGY
TO SUPPORT
LEARNING

The Education Global Practice (GP) provides implementation support to 177 projects for a total current portfolio of \$24 billion.³

EDUCATION PORTFOLIO

The World Bank is the largest external financier of education in the developing world. In fiscal years 2021 and 2022 (FY21 and FY22)⁴, the World Bank committed about \$7.92 billion for education programs, technical assistance, and other projects designed to improve learning and provide everyone with the opportunity to get the education they need to succeed. Our current portfolio of education projects totals \$24 billion. This is eight percent of total World Bank lending.

This latest fiscal year, the World Bank also continues to be the largest implementing agency of Global Partnership for Education (GPE) grants to low-income countries. The World Bank currently manages 55 percent of GPE's total grant portfolio (\$1.98 billion of \$3.60 billion in active grants).



GLOBAL COVERAGE

Over the past 21 years, the World Bank has committed more than

\$73 BILLION

in supporting education projects, covering **160 COUNTRIES & 25 REGIONAL STATES**



FINANCING

The Education GP provides implementation support to 177 projects for a total commitment of

\$24 BILLION

This includes

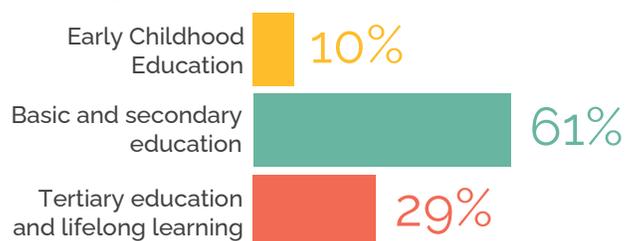
113 IDA credits/grants
(\$15.2 BILLION)

44 IBRD loans
(\$8.3 BILLION)

20 Recipient-Executed Trust Funds⁵
(\$599 MILLION)



FINANCING BY EDUCATION LEVEL



³ \$24 billion is the total value of all existing projects as of April 1, 2022.

⁴ FY21: July 1, 2020 – June 30, 2021 and FY22 July 1, 2021 - June 30, 2022

⁵ In Recipient-Executed Trust Funds (RETFs), the World Bank passes funds on to a third party while retaining an operational role, such as appraisal and supervision of the activities financed by these funds.

World Bank-supported projects in education are currently reaching at least 432 million students and 18 million teachers —one-third of the student population and nearly a quarter of the teacher workforce in current client countries.

KEY FIGURES

432 MILLION # OF STUDENTS REACHED THROUGH OUR ACTIVE PROGRAMS

18 MILLION # OF TEACHERS REACHED THROUGH OUR ACTIVE PROGRAMS

\$1.07 BILLION IN NEW COMMITMENTS⁶ TO PROJECTS FOCUSING ON LOW-INCOME COUNTRIES AS OF APRIL 1, 2022.

\$1.51 BILLION IN NEW COMMITMENTS TO PROJECTS IN FRAGILITY, CONFLICT, AND VIOLENCE (FCV) SETTINGS.

\$7.01 BILLION IN NEW COMMITMENTS FOCUSED ON STRATEGIC OPPORTUNITIES FOR NARROWING GAPS BETWEEN MEN AND WOMEN.

⁶In FY21 and FY22.

FOCUS ON



ROMANIA

The €200 million *Romania Secondary Education (ROSE) project* has supported extensive investments in secondary and university facilities and direct student support, including:

- **School grants:** 874 low-performing high schools have received ROSE funding to implement remedial classes, tutoring, counselling, coaching, extracurricular activities, and to fund minor facility rehabilitation.
- **University grants:** Public faculties are implementing 393 grants for remedial and counselling activities to promote retention, initiate and/or expand summer bridge programs that provide learning experiences and support to at-risk students during the transition from secondary to tertiary education, and expansion of on-campus study and learning centers.



"In the academic year 2019/20, I participated in Project ROSE. I received remedial support for economics and statistics and coaching for personal development. This really helped me to better understand the concepts and learn the disciplines in a more profound and new way."

Trusca Marian Iulian, Student

The ROSE project investment became a model for subsequent government investments in primary and lower secondary education level, leveraging €1.5 billion from the current and next European Union allocations, through 2027.

SCALING UP IMPACT IN EDUCATION

- **Increasing focus on FCV settings:** Our engagement in education in FCV settings is rapidly increasing and evolving—24 percent of the Education GP’s portfolio was in FCV countries as of April 1, 2022, with a goal of \$10 billion by 2030.
- **Advancing critical global lines of action:** We are increasing efforts and funding on Global Initiatives such as Reimagine Education and Global Platform for Successful Teachers. (Please see Global Initiatives section from page 17 for the full list).
- **Investing in Girls’ Education:** Approximately \$12 billion spending on girls’ education in nearly all active projects.

World Bank Education Investments Around the World (US\$)—as of April 1, 2022



FOCUS ON



PAKISTAN

The World Bank is supporting efforts to keep children learning in Pakistan. A \$200 million project supports the government to: (i) respond to school disruptions; (ii) recover access and improve education quality; and (iii) enhance sector resilience with a focus on disadvantaged areas and vulnerable populations. The operation includes support for multimodal education and alternative paths for out-of-school children—with a focus on girls, and the incorporation and/or scaling up of pedagogical interventions such as scripted lessons. There are also incentive mechanisms for provinces to work together with the federal government to tackle the equity challenges exacerbated by the COVID-19 pandemic.



COUNTRY-LEVEL SUPPORT

In fiscal year 2021 (FY21) and by the third quarter of fiscal year 2022 (FY22) the Education GP delivered:

59 NEW PROJECTS



Total commitment of

\$7.91 BILLION

This includes:

13 IBRD loans
(**\$2.75 BILLION**)

32 IDA credits/grants
(**\$4.85 BILLION**)

14 Trust-funded projects
(**\$351 MILLION**)

FOCUS ON



CAMBODIA

Through the \$90 million *Higher Education Institutions Capacity Improvement Project (HEICP)* the World Bank will support Cambodia's efforts to improve the quality of higher education and research in the country and to broaden access to higher education for disadvantaged students. This six-year project is focusing on improving science, technology, engineering, mathematics, as well as agricultural programs, with the goal of equipping Cambodian graduates with more relevant and transferable skills that can support the country's transition from a labor-intensive economy to one driven by knowledge. To deal with the COVID-19 pandemic, the HEICP was restructured to allocate \$5 million to develop teaching videos to be broadcast on TV and social media channels, develop students' worksheets, set up monitoring and evaluation systems for distance learning, and to provide school grants to print or copy worksheets for poor and disadvantaged students. The activities have benefited more than 3 million students from kindergarten to grade 12 nationwide.



EGYPT

The \$500 million *Supporting Egypt Education Reform Project* supports a major government effort to improve teaching and learning conditions in public schools in Egypt. It focuses on: (i) improving kindergarten education; (ii) enhancing the capacity of teachers and educational leaders; (iii) the intensive use of digital resources for teaching and learning; and (iv) the introduction of a new, computer based school exit examination, regulating access to universities. The Ministry of Education and Technical Education has developed and administered new computer-based tests for grades 10 and 11 students nationwide; and has trained staff to create an item bank, manage administration and marking of the tests, and make scores available electronically in a timely manner.



GUYANA

On January 25th, 2021, the World Bank approved an additional financing of \$13.5 million to support the ongoing *Guyana Secondary Education Improvement Project*. The project, which aims to improve teaching in mathematics and increase enrollment at the secondary level, supports innovative technology-assisted education delivery methods, as well as construction of state-of-the-art secondary schools. The additional financing will provide support to 3,750 students with EdTech resources through an existing pilot program. It uses adaptive learning software on tablets for mathematics education, and supports a new smart classroom initiative that provides a flexible and technology-enabled teaching environment.

The COVID-19 pandemic has led to the worst education crisis in a century.

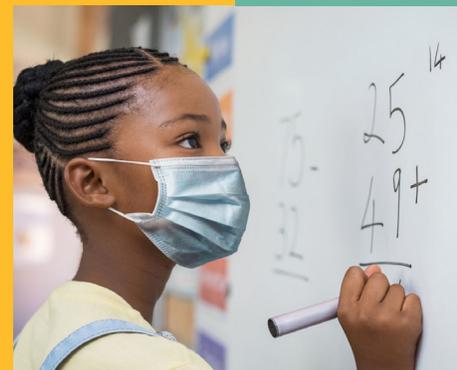
As a consequence of the twin shocks of school closures and a sharp economic recession, education systems are experiencing the worst crisis in a century. **The COVID-19 pandemic has exacerbated the Learning Poverty crisis, and the impact on the human capital of this generation of learners is likely to be long-lasting—there is now a crisis within a crisis.** At the peak of school closures in April 2020, 94 percent of students—or 1.6 billion children—were out of school worldwide, and around 700 million students today are still studying from home.

At the start of the pandemic, massive closures of universities and technical institutions disrupted the studies of over 220 million post-secondary students. Our projections find that this generation of students stands to lose an estimated **\$10 trillion** in earnings, or almost 10 percent of global GDP (gross domestic product), and countries will be driven even further off-track to achieving their *Learning Poverty* goals. They may see Learning Poverty levels that were 53 percent before the pandemic, rise as high as **70 percent**.

These numbers are simulations right now, not forecasts. Urgent action today can help us avoid this crisis.

The World Bank stepped up to support our clients, as the likely toll of the pandemic came into focus.

- In the current portfolio, the World Bank is supporting 61 education-related projects with COVID-19 response investments in 44 countries, totaling \$9.79 billion, and covering the entire learning cycle.
- The World Bank is providing up-to-date and **evidence-based guidance and advice** to countries to support them in making the difficult decisions they face in addressing the COVID-19 pandemic. Our support includes:
 - > Providing guidance on the most effective ways to keep children learning during and post-pandemic, as part of the Global Education Evidence Advisory Panel ([GEEAP](#))
 - > decision-making tools and guidance on remote learning and **school re-openings**;
 - > **remote learning assessment solutions**;
 - > **bringing reading materials to homes**;
 - > **building remote learning resource packs**;
 - > **measuring the quality of teaching practices in the classroom**, and using these observations to provide continuous, practical support to teachers;
 - > identifying and implementing **professional development solutions for teachers**, by using EdTech, building a compendium of structured lesson plans for teaching, and offering guidance on how to use multimodal technology, (TV, Radio, Mobile, digital content, and platforms); and
 - > strengthening the capacity of **tertiary education** and Technical and Vocational Education and Training (**TVET**) systems and institutions.





Going forward: Impacting the Future of Learning.

While COVID-19 poses huge challenges, the crisis offers an opportunity to transform and reimagine education, and to start realizing a vision for the **Future of Learning** where **all children learn with joy, rigor, and purpose in school and beyond**. The World Bank Group’s Education GP is supporting this future through multiple initiatives going forward.

BRINGING TOGETHER GLOBAL FUNDING TO MAXIMIZE RESULTS

The World Bank has launched two Trust Funds to streamline partner investments that support operations and amplify impact. The two funds will be complementary—covering lifelong learning. Beyond these two trust funds, the World Bank receives support through partner-specific trust funds such as the Russia Education Aid for Development (READ) Trust Fund.

THE FOUNDATIONAL LEARNING COMPACT (FLC)

A new umbrella trust fund designed to align partnerships, financing, and technical support around a few specific and measurable education outcome indicators, increasing Learning-Adjusted Years of Schooling (LAYS) (a metric which combines quantity and quality of schooling), and decreasing *Learning Poverty*. The FLC’s scope covers Early Childhood (including the **Early Learning Partnership**), Primary Education, and Secondary Education. It is designed around three pillars (measurement, policy, and knowledge and implementation capacity-building) with an emphasis on cross-cutting themes (financing; fragility, conflict, and violence (FCV); gender; inclusion; and technology).

TERTIARY EDUCATION & SKILLS (TES)

A new umbrella trust fund that aims to strengthen the policy framework and increase system-wide and institutional capacity, to enable access to relevant, quality, equitable and resilient higher education, formal Technical and Vocational Education and Training (TVET), and youth and adult learning, which are aligned to labor market, economic, and societal needs. TES will help to align support for development of global public goods and co-financing of implementation grants around tertiary education and skills training of the current or imminent workforce.

THE POWER OF PARTNERSHIPS

In addition to working closely with governments in our client countries, the World Bank also works at the global, regional, and local levels with a range of technical partners, including foundations, non-profit organizations, bi-laterals, and other multilateral organizations. These collaborations are funded by other strategic partners such as the Bill and Melinda Gates Foundation, UNICEF, and UNESCO. Some examples of our most recent global partnerships include:

UNESCO Institute for Statistics (UIS):

Ambition: Measuring learning in all countries

This partnership was launched in 2019 to help countries strengthen their learning assessment systems, better monitor what students are learning in internationally comparable ways, and improve the breadth and quality of global data on education. Together, UIS and the World Bank launched the [Learning Poverty](#) indicator.

FCDO:

EdTech Hub Ambition: Increase just in time support on technology to governments

Supported by the UK government's Foreign, Commonwealth & Development Office (FCDO), in partnership with the Gates Foundation, [the EdTech Hub](#) is aimed at improving the quality of ed-tech investments. The Hub launched a rapid response Helpdesk service to provide just-in-time advisory support to 70 low- and middle-income countries planning education technology and remote learning initiatives.

UNICEF, UNESCO, & GPE:

[Continuous and Accelerated Learning in Response to COVID-19](#)

Through a consortium with UNICEF and UNESCO, supported by the Global Partnership for Education (GPE), the World Bank is providing greater support to teachers for accelerated instruction; using EdTech to support continuity of learning; and getting reading, learning, and play materials into homes.

UNICEF:

Reimagine Education

Reimagine Education aims to leverage Digital Technologies as an "accelerator" and equalizer for learning. UNICEF and the World Bank are coming together to unlock the potential of education technology to address the effects of the COVID-19 pandemic, to tackle the learning crisis, and to build back a better, more responsive and resilient education system.

John Hopkins University & UNICEF:

Monitoring the countries' education response to COVID-19

[A COVID-19 Global Education Recovery Tracker was developed as a joint effort of the World Bank, UNICEF, and Johns Hopkins University to monitor information across four key areas defining the global learning recovery.](#)



GLOBAL INITIATIVES

At the global level, the World Bank promotes cross-regional and cross-sectoral knowledge; fosters in-depth technical knowledge and teams of experts through Global Solutions Groups and Thematic Groups; and incubates ideas, programs, and partnerships—including with multilateral, bilateral, foundations and with civil society organizations (CSOs)—in strategic areas of knowledge, advisory, and operational support.

ACCELERATING IMPROVEMENTS

Supporting countries in establishing time-bound learning targets and a focused education investment plan, outlining actions and investments geared to achieve these goals.

Launched in 2020, the [Accelerator Program](#) works with a set of 'Accelerator' countries to channel investments in education and to learn from each other. The program coordinates efforts across partners to ensure that the countries in the program show improvements in foundational skills at scale over the next three to five years. These investment plans build on the collective work of multiple partners, and leverage the latest evidence on what works, and how best to plan for implementation.

UNIVERSALIZING FOUNDATIONAL LITERACY

Readying children for the future by supporting acquisition of foundational skills—the most fundamental of which is literacy—which are the gateway to other skills and subjects.

The [Literacy Policy Package \(LPP\)](#) includes near-term interventions of the education approach that successful countries have followed to help all children in classrooms become literate today. These include assuring political and technical commitment to making all children literate; ensuring effective literacy instruction by supporting teachers; providing quality, age-appropriate books; teaching children first in the language they speak and understand best; and fostering children's oral language abilities and love of books and reading.



GLOBAL INITIATIVES

STRENGTHENING MEASUREMENT SYSTEMS

Enabling countries to gather and evaluate information on learning and its drivers more efficiently and effectively.



The World Bank supports initiatives to help countries effectively build and strengthen their **measurement systems** to facilitate evidence-based decision-making. Examples of this work include:

The **Global Education Policy Dashboard (GEPD)**: an innovative initiative that measures the key drivers of learning outcomes in basic education in a cost-effective manner. In doing so, the dashboard highlights gaps between current practice and what the evidence suggests would be most effective in promoting learning, and it gives governments a way to set priorities and track progress as they work to close those gaps. Operationalizing the World Development Report (WDR) 2018 framework, the GEPD provides a snapshot of how the education system is working in terms of Practices, Policies, and Politics.

Learning Assessment Platform (LeAP): a one-stop shop for knowledge, capacity-building tools, support for policy dialogue, and technical staff expertise to aid those working toward better assessment for better learning. LeAP is currently supported by the Russia Education Aid for Development (READ) Trust Fund program.

BUILDING & SYNTHESIZING EVIDENCE

Filling gaps on what works to improve learning and drawing out lessons to inform policy and implementation.

The new **Global Education Evidence Advisory Panel (GEEAP)**, co-convened with FCDO, brings together a diverse group of leading researchers and practitioners to provide much-needed guidance for busy policymakers, focused on the most cost-effective policies to improve education access and accelerate foundational learning in low- and middle-income countries.

Strategic Impact Evaluation Fund (SIEF): In the past 5 years, the Strategic Impact Evaluation Fund, a multi-donor trust fund focused on building evidence in the human development sectors, has supported 45 randomized control trials (with total funding of nearly \$20 million) that test out different approaches for improving education outcomes in low- and middle-income countries. To ensure the findings make a difference, SIEF has also invested in disseminating this evidence and building capacity of government staff, local researchers, and local journalists to help them critically appraise education evidence.



GLOBAL INITIATIVES

SUPPORTING SUCCESSFUL TEACHERS

Helping systems develop the right selection, incentives, and support to the professional development of teachers.

The **Global Platform for Successful Teachers** has two main instruments: global public goods that support the implementation of the key principles, and operations that accompany governments in implementing successful teacher policies. Currently, the World Bank Education GP has 166 active projects (in over 89 countries) with teacher-related activities. In 12 countries alone, these projects cover 16 million teachers, including all primary school teachers in Ethiopia and Turkey, and over 80 percent in Bangladesh, Pakistan, and Vietnam. Two examples of Global Public Goods created as part of the Platform are:

Teach

Teach: A World Bank-developed classroom observation tool designed to capture the quality of teaching in low- and middle-income countries. Since Teach launched in 2019, it has been applied 35 times in 20 countries and is in the process of being applied in another 16 countries.

Coach

Coach: The World Bank's program focused on accelerating student learning by improving in-service teacher professional development (TPD) around the world. While Teach helps identify teachers' professional development needs, Coach leverages these insights to support teachers to improve their teaching.

SUPPORTING EDUCATION FINANCE SYSTEMS

Strengthening of country financing systems to mobilize more resources and improve the equity and efficiency of sector spending.

The **Global Education Finance Platform (GEFP)** aims to support the strengthening of country financing systems to mobilize more resources and improve the equity and efficiency of education spending, by working together with various partners on the development of sustainable financing strategies, better public financial management and stronger data and monitoring systems for education financing.



BUILDING CENTERS OF EXCELLENCE IN AFRICA TO ADDRESS REGIONAL DEVELOPMENT CHALLENGES

Since 2014, the *Africa Higher Education Centers of Excellence (ACE) Program* has become synonymous with delivering quality and relevant post-graduate education that meets the demand for skills in priority fields. Between 2014 and 2020, the International Development Association (IDA) has invested over \$580 million to support more than 70 centers in 20 countries in West, Central, East, and Southern Africa. This supported over 14,000 Masters and PhD students in agriculture, health, and other sciences. The program continues to expand across Sub-Saharan Africa, focusing on improving teaching and learning, expanding access, and ensuring sustainability.



Many women have been able to develop skills in Science, Technology, Engineering and Math (STEM) through ACE I, including Mané Seck, a PhD student on scholarship at the Center of Excellence in Mathematics, Computer Science and ICT (CEA-MITIC) in Saint-Louis, Senegal. She says she has been able to further her research projects through *"MITIC's ideal work environment and the mobility grants it provides."* She has spent time at laboratories in Tunisia and the UK to learn more about cutting-edge techniques in her field. In 2019, she was one of the three Senegalese scientists to take part in the prestigious Lindau Nobel Laureate Meetings, as one of the next generation leading scientists.

“

We are living a learning crisis. The pandemic has made it deeper. We must urgently recover the time lost for all children and youth.

*Together, we must learn the lessons of the pandemic, and build forward a system focused on learning: that is **equitable**, where all schools and homes have the conditions to support a holistic learning experience; that is **effective**, where teachers and schools are equipped to support each student at the level she/he needs; and that is **resilient**, ensuring learning continuity across the school, the home, and the community.*

The World Bank is committed to supporting countries to achieve more equitable, effective, and resilient education systems for their children and youth.

Education changes lives. We know that. It is time to act and guarantee that at the global and country level, there is the political commitment to ensure the human and financial resources needed to make quality education for all, a reality. ”

Jaime Saavedra, World Bank Global Director for Education





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