



THE WORLD BANK'S EDUCATION RESPONSE TO COVID-19

Overview as of
DECEMBER 2020



WORLD BANK GROUP
Education

Abbreviations

AFR	African Region
AFE	Africa East
AFW	Africa West
COVID-19	Corona Virus Disease 2019
DLI	Disbursement Linked Indicator
DPO	Development Policy Operations
DPF	Development Policy Financing
EAP	East Asia and Pacific
ECD	Early Childhood Development
ECA	East and Central Asia
ECE	Early Childhood Education
GDP	Gross Domestic Product
GP	Global Practice
GPE	Global Partnership for Education
HD	Human Development
HIC	High Income Country
IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
IPF	Investment Financing Operations
LAC	Latin America and the Caribbean
LIC	Low Income Country
LMIC	Low- and Middle-Income Country
LMS	Learning Management System
MENA	Middle East and North Africa
MIC	Middle Income Country
MoE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
PA	Prior Action
PBC	Performance Based Condition
SAR	South Asia Region
SMS	Short Message Service
TA	Technical Assistance
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation, and Hygiene
WB	World Bank
WFP	World Food Program

This note provides an overview of the World Bank’s education response to the COVID-19 crisis. COVID 19 will have significant impacts on learning outcomes and the World Bank’s (WB) COVID-19 education portfolio. These impacts are discussed in the introduction, followed by three sections and an annex outlining the WB’s education response to the crisis:

- **Section 1** provides a list of policies and interventions that WB teams are supporting countries to roll out in response to COVID-19;
- **Section 2** describes technical assistance that the WB is providing to countries and includes a list of global products and tools that have been produced;
- **Section 3** describes different financial products that WB teams are using to support countries in the COVID-19 education response.
- **The annex** provides specific examples of where these instruments have been used.

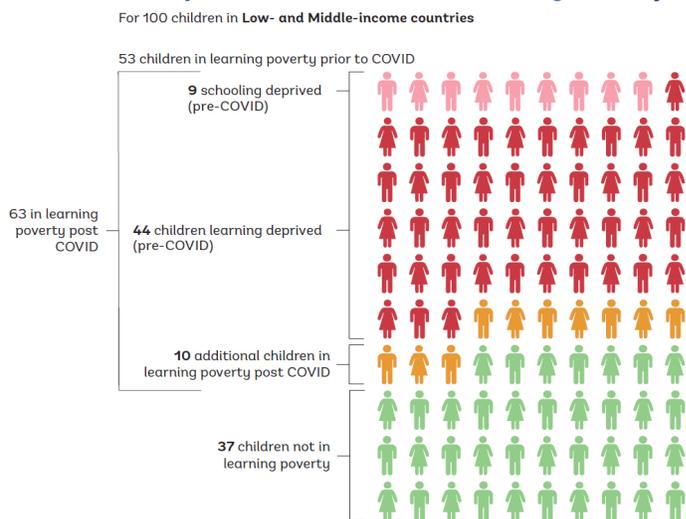
Even before COVID-19 hit, the world was experiencing a learning crisis. [258 million](#) young people of primary- and secondary-school age were out of school, and the Learning Poverty rate in Low Income Countries (LICs) and Middle Income Countries (MICs) was [53 percent](#)—meaning that over half of all 10-year-old children could not read and understand a simple text. In Sub-Saharan Africa, the figure was close to 90 percent.

The COVID-19 pandemic has exacerbated the learning crisis and resulted in a number of shocks to children, families and education systems this year. The impacts on the human capital of this generation of learners is likely to be long-lasting. At the peak, [94 percent of students](#) were out of school worldwide. Economic shocks and the longer-term consequences of the pandemic are likely to lead to sustained learning losses even for children who remain in school, translating into trillions of dollars of lost lifetime earnings. As families face sustained financial pressure and students continue to fall behind, drop-outs are expected to increase.¹ Adolescent girls are particularly vulnerable to drop-outs and at risk for sexual exploitation. In the recovery phase, countries may struggle to finance education as they grapple with the economic consequences of the pandemic.

Without dramatic remedial efforts and acceleration in education access and quality, there will be major long-term costs in lost human capital accumulation for this generation. Recent simulations show that under a conservative scenario of just 5 months of school closures:

- Average schooling (adjusted for quality) completed per child in LICs/MICs could fall from 7.9 to 7.3 years—a substantial drop by historical standards.
- Learning Poverty could rise from 53 percent before the pandemic to 63 percent. This would have a particularly adverse effect on Sub Saharan Africa, which had the highest levels of learning poverty to begin with and therefore is likely to emerge from the pandemic with an even deeper crisis than previously.
- The share of youth currently in early secondary school who fail to achieve minimum functional literacy and numeracy could rise from 40% before the pandemic to 50%.

Estimated impacts of COVID-19 on Learning Poverty



Source: Azevedo et al (2020)

¹ Azevedo, J. P., Hasan, A., Goldemberg, D., Iqbal, S. A., & Geven, K. (2020). Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes.

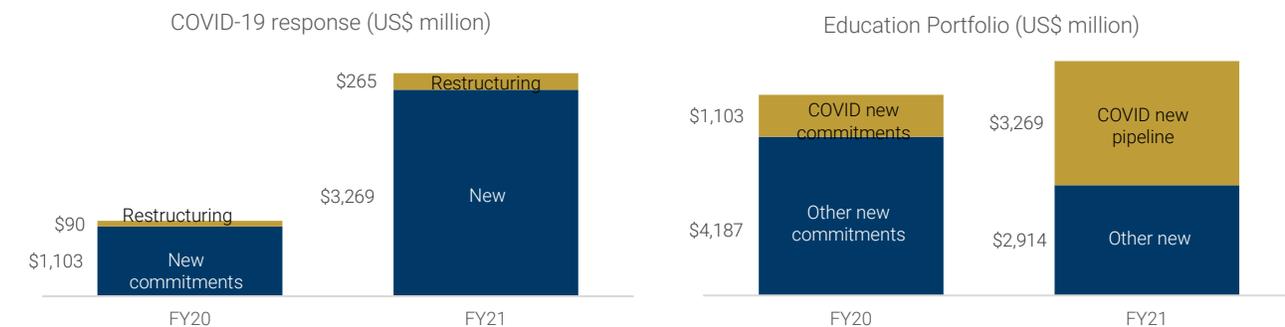
- At least 24 million children, from preprimary to tertiary level education, might never return to school.
- The children affected by learning losses stand to lose [\\$10 trillion](#) in future lifetime earnings (equivalent to 8% of the global Gross Domestic Product (GDP)). For each child, this is equivalent to losing a year of labor earnings.
- There are socioemotional and mental health costs: between 53 and 85 million children may have experienced violence during just the first 3 months of lockdown and studies reveal that students are showing signs of depression during closures.
- COVID-19 is posing a significantly higher risk to girls' education and well-being. Girls are more likely to drop out of school - when schools reopened after the Ebola crisis in Sierra Leone, girls were 16 percentage points less likely to be in school. They are also more vulnerable to violence and face child marriage and adolescent fertility. During the Ebola outbreak, there was a significant increase in adolescent fertility linked directly to the school closures, and in affected villages, girls were nearly 11 percentage points more likely to become pregnant.
- Vulnerable groups are disproportionately affected. Children with disabilities, from ethnic minorities, refugees, and displaced populations are less likely to access remote learning materials and to return to school post-crisis.
- As the global COVID-19 pandemic continues to unfold, young children will be especially vulnerable. The early years is a period when developing brains are sensitive to lack of responsive environments and the pandemic threatens to exacerbate existing disparities in nutrition, health and stimulation and learning. A recent study by the InterAmerican Development Bank IDB simulated the cost of preprimary program closures in 140 countries because of the COVID-19 pandemic. To estimate the cost of preprimary closures, the team simulated future earnings foregone when the children become adults as percentages of GDP due to declines in preprimary participation net of preprimary program costs. They found that closure of preprimary program for 12 months will cost 5.9% of GDP of LMICs and 2.4% of GDP of LICs (the relatively smaller cost to LICs reflects the low enrollment of children in preprimary to begin with).

The World Bank's Education Global Practice (GP) is helping countries mitigate learning loss, protect the most vulnerable and strengthen education systems to withstand this crisis and be resilient to future crises. Existing projects are being restructured to respond to the crisis and hundreds of billions of dollars are being mobilized in additional resources to support the COVID-19 response. The Education GP is now working on 87 projects in 62 countries with COVID-19 response components, totaling US\$4.7 billion, covering the entire education cycle (from early childhood to higher education). In FY20, new education commitments reached **US\$5.3B**, of which US\$1.1B were related to COVID-19 responses. In addition, project restructurings of US\$90M in FY20 mostly supported Phases 1 and 2 (coping and management of continuity).² According to the current pipeline, new commitments are expected to increase in FY21 **to US\$6.2B**, of which US\$3.3B are COVID-19 response related. To this US\$3.3B we can add US\$ 265m of restructured projects that will support Phase 2 (management of continuity), but mostly Phase 3 (improvement and acceleration) of the COVID response.

	FY20				FY21				Memo: Total COVID response (US\$ m)
	COVID Restructurings (US \$m)	COVID New Commitments (US \$m)	Other New Commitments (US \$m)	Total New Commitments (US\$ m)	COVID Restructurings (US\$ m)	COVID New Pipeline (US\$ m)	Other New Pipeline (US\$ m)	Total New Pipeline (US\$ m)	
AFE	5		1801	1801		462	1108	1570	467
AFW			767	767	62	927	596	1522	989
EAP	5	14	410	424	18	150	14	164	187
ECA	3	160	219	379	79	225	194	419	467
LCR	2		350	350	20	147	53	200	168
MNA	10	229	105	335	70	473		473	782
SAR	66	700	534	1234	17	886	950	1836	1669
Total	90	1103	4187	5290	265	3269	2914	6183	4728

Note: The category for restructurings includes only the part of the project that was restructured. If the full project amount were to be included, the total COVID-19 response would amount to US\$9.3 bn. Additionally, the table excludes \$1.2bn (in 5 countries) for non-EDU managed projects where education teams are contributing in efforts to address COVID.

² The three phases (i. Coping; ii. Managing Continuity; and, iii. Improvement and Acceleration) are described in the following section.



Based on 144 of our FY20/FY21 projects, initial estimates indicate that more than 429 million students (more than 32% of the student population in countries in which we work) are benefitting from direct learning interventions, and close to 16 million teachers (26% of the teacher workforce in these countries) are being recruited or trained through these interventions. India, China and Bangladesh are the main contributors to these numbers.³ Other countries where our programs have significant coverage include Pakistan, Ethiopia, Tanzania, Uganda, DRC, Kenya, Turkey, and Cameroon.

Beyond these efforts led by the Education GP, there are many other sectoral entry points and policy tools that are being leveraged to reinforce and strengthen education systems, support children and their families to mitigate learning loss, get children back into school safely and ensure they stay in school and learn. The Education GP is involved in many COVID-19 related projects that are led by other sectors but have education components including in Panama, Lebanon, Somalia, Guatemala and Brazil. In the last quarter of fiscal year 2020 (which ended June 30, 2020), a total 40 Development Policy Operations (DPOs) were approved with at least one Human Capital Prior Action (PA). Out of these 40 DPOs, 11 had PAs specifically targeting the education sector. There are substantial opportunities for more collaboration with teams preparing COVID-19 response projects in other sectors and we will continue to maximize these.

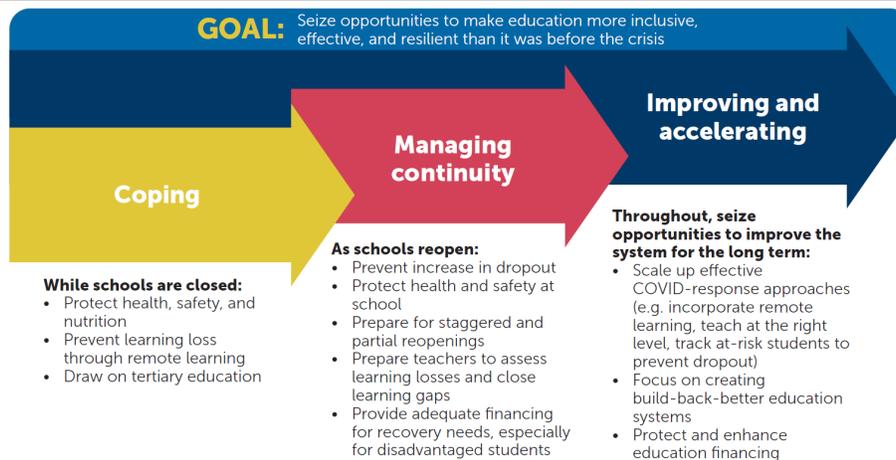
1. Education policies and interventions to support learning

The World Bank’s Education GP is working with countries through a variety of different channels and on different priority interventions. In this section, we share policies and interventions, grouped by phase of support and issue areas, that illustrate the Bank’s financial and advisory support to countries across education systems. The end of the section contains some additional ideas specifically for Early Childhood Education (ECE), and for technical/vocational and tertiary education.

The World Bank’s Education GP teams are providing support to countries along three phases of the COVID-19 response: i. Coping; ii. Managing Continuity; and, iii. Improvement and Acceleration. Between March and May 2020, most efforts by governments and WB teams were devoted to Coping (Phase 1), especially supporting learning continuity and parental engagement at home. More than 130 countries have provided remote education, most through multiplatform access to educational services using radio, TV, and SMSs, in addition to online digital education. These multi-modal efforts are essential, as using online channels only would reach only 50 percent of students in MICs and 10 percent of students in LICs. Despite efforts to reach remote and vulnerable children, we know the education engagement in many countries has been very unequal, and the large pre-pandemic inequality of opportunity is widening. Now countries are working on school reopening and recovery (Phase 2) and on improvement and acceleration (Phase 3). These phases are meant to indicate the general focus of efforts as the response to the crisis evolves, but it is recognized that the phases overlap.

³ Our projects in India benefit more than 161 million students out of 331 million total students and 6 million teachers out of 13 million teachers, and our projects in Bangladesh cover more than 40 million students out of 41 million total and all of the country’s 1 million teachers.

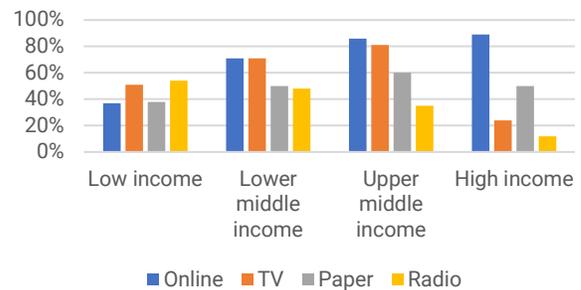
Phases of the Education Response to COVID-19



Source: [World Bank 2020](#)

It is worth noting that all interventions need to be adapted to the country context. For instance, the remote learning strategies employed by countries have varied widely depending on levels of access to devices and to connectivity. Given low internet penetration, many LMICs and LICs are relying mostly on radio, television and mobile. For example, in Kenya, a recent survey revealed that 42 percent of learners access instruction through TV; 19 percent through radio; 27 percent via WhatsApp; and only 10 percent downloaded materials on-line.⁴ MICs and HICs (especially those that invested early in EdTech) rely more on digital platforms but still use radio and television. For instance, Egypt initiated a dramatic infusion of technology three years ago through a US\$500 million World Bank-financed project to develop digital learning materials and reform examinations with a computer-based assessment system. During the pandemic, national exams are being replaced by research projects to be completed online and digital materials have been expanded to all grades and made accessible through mobile devices and TV.

Share of countries responding to school closures with different forms of remote learning, by income group



Coping: Key interventions During Phase 1

Support learning continuity and parental engagement at home
✓ Conduct information campaigns on the importance of continuing education for all learners during school closures
✓ Provide equipment and guidance to parents to support learning at home
✓ Support to parents and educators by equipping families to support learning at home
✓ Reprogram school feeding to reach kids in need and ensure accessible food distribution sites (community kitchens, family food baskets, partnerships with community volunteers)
✓ Implement Read@Home (distributing accessible reading/learning materials to homes)
✓ Track and support at-risk students
✓ Facilitate teachers to check-in on families by phone or other methods to support learning at home and consider remote formative assessment to support learning at home (via phone calls to/from teachers, SMS/WhatsApp messages, IVR-enabled assessment/guidance or online/digital platforms)
✓ Scale up/establish tutoring programs

⁴ Uwezo (2020): Are Our Children Learning? The Status of Remote-learning among School-going Children in Kenya during the Covid-19 Crisis. Nairobi: Usawa Agenda.

Expand accessible digital learning platforms

- ✓ Update rules for use of universal service funds allowing for remote connectivity/education services
- ✓ Enable Internet access at home (improve connectivity, data pricing policies and subsidies to obtain/maintain continuous access to equipment, assistive devices and internet at home)
- ✓ Expand Digital-learning (radio, TV, mobile, online) content/platforms for remedial and continuous learning
- ✓ Distribute hand-winding radios, digital devices or other equipment to facilitate home learning

Support and train teachers in remote teaching

- ✓ Train teachers and build their digital skills to deliver and assess distance and blended learning
- ✓ Innovate with teacher training using the online and remote modalities (TV, online systems)

Evaluate and support student learning

- ✓ Integrate appropriate remote assessment approaches (low-tech and high-tech) to evaluate and support learning delivered through various modalities (TV, radio, learning packets, etc.)
- ✓ In the absence of the ability to safely conduct national large-scale assessments, integrate learning assessment modules into adapted household or other surveys that may be operating

Provide psychosocial support

- ✓ Conduct awareness raising information campaigns on child rights, child well-being (physical, behavioral, social and cognitive), domestic violence and coping mechanisms
- ✓ Provide Psychosocial support programs for teachers and families (social media, helplines, virtual support groups, guidance materials)

Provide targeted support for girls' education and empowerment

- ✓ Conduct communications to reinforce the value of girls' education and prevent sexual abuse, child marriage
- ✓ Provide menstrual hygiene education and products during school closures
- ✓ Conduct communications campaigns encouraging redistribution of care work in household during closures
- ✓ Adapt adolescent girls' programs—focused on mentoring, support networks and providing vocational and life skills training—to a virtual format to reach girls at home

Selected examples of World Bank support to countries in the Coping Phase

In the coping stage, most efforts by governments and WB teams were devoted to support remote learning strategies

- **Support to remote learning strategies.** In Pakistan, Turkey, Egypt, Nigeria, Rwanda, and Sierra Leone, among other countries, the Bank is supporting the government in the implementation of remote learning programs. For instance, in Nigeria, a US\$75m project is supporting the Edo State Government to adapt and accelerate the existing EdoBEST program, an innovative public-private partnership that serves all 325,000 students in Edo State. The program is delivering remote learning through interactive radio lessons, digital self-study activity packets, and storybooks for independent reading via WhatsApp and online.
- **Supporting parents to help children learn at home.** The Bank is scaling up *Read@Home*, a major initiative to get reading, learning, and play materials into homes, targeting 3- to 12-year-olds and supporting parents to engage in children's learning. In North Macedonia, 40,000 children are about to be reached. In the coming months, the program will reach 14 countries, including: El Salvador, Honduras, Cameroon, Mozambique, Senegal, Sudan, Niger, and the Philippines

Managing continuity: Key interventions during Phase 2

Support schools to meet safety, inclusion, WASH, ventilation and health standards for reopening

- ✓ Ensure communication and behavior change efforts of all students related to accessible handwashing, food hygiene and safe water practices at schools.
- ✓ Provide rapid, low-cost water services to schools: provision and operation of compact water treatment plants; construction and operation of water points to deliver water to schools; provision and operation of trucks for water delivery, including adequate water storage to service operators.
- ✓ Upgrade Inclusive WASH and sanitation infrastructure upgrades, especially for girls (toilets, etc.)
- ✓ Implement sanitation procedures (i.e. instructions on the cleaning and disinfection of potentially infected areas)
- ✓ Equip/repurpose/reconfigure schools to support social distancing/ protect staff/students

Adjust curricula and school calendar

✓ Prioritize curriculum (review and adjust to focus on essential skills, knowledge, and competencies)
✓ Train teachers to deliver the prioritized curriculum as well as inclusive blended, accelerated and/or personalized learning
✓ Adjust school calendars by extending the 2020 school year, compressing the 2021 school year, and/or adjusting vacation periods
✓ Adjust assessment practices to meet shifting situation
✓ Adjust high stakes testing schedules to meet shifting situation

Ensure reenrollment and retention, especially for vulnerable groups, including learners with disabilities

✓ Conduct Inclusive information campaigns on school re-opening and re-enrollment
✓ Distribute books /uniforms/ school supplies to encourage re-enrollment
✓ Ramp-up school feeding programs ⁵
✓ Introduce soft conditionalities to cash transfer programs to encourage school enrollment, especially for vulnerable groups and learners with disabilities
✓ Provide scholarships to reduce dropout rates, especially in secondary/tertiary education

Provide targeted support for girls' education and empowerment

✓ Provide sexual and reproductive health education once schools reopen
✓ Introduce soft conditionalities to cash transfer programs targeting adolescent girls to encourage school enrollment and retention
✓ Provide menstrual hygiene education and products once schools reopen
✓ Revise policies restricting access to school for pregnant or married girls when schools reopen

Evaluate and support student learning

✓ Enable teachers to evaluate what students know/ are able to do when they return to school through diagnostic classroom assessments and use results to adjust instruction, as needed
✓ Review existing high-stakes examinations that are administered in key grades and determine what will need to be in place to make it possible to implement such exams in the context of COVID-19
✓ Evaluate the possibility of using other sources of information for high-stakes decision making (such as calculated grades) and plan for ensuring quality and fairness of inputs, such school grades awarded by teachers

Support and train teachers in personalized teaching and accelerated learning

✓ Train teachers to deliver and assess accelerated and/or personalized learning
✓ Develop inclusive lesson plan schemes with intentional focus on essential learning outcomes

Provide psychosocial support

✓ Provide school-based counseling on domestic violence, stress and coping for teachers, staff and students
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⁵ Bank support towards school feeding programs need a Vice Presidential Unit (VPU) waiver as these are considered the UN's purview.

Selected examples of World Bank support to countries in the Managing Continuity Phase

In the managing continuity stage, the immediate priority is to ensure countries are ready to reopen schools safely and minimize student dropout. Among others, the Bank has supported countries to:

- **Support schools to meet safety, inclusion, WASH, ventilation and health standards for reopening:** In Bangladesh, Burkina Faso, Madagascar, and Nepal, among others, the Education GP is supporting the development of school safety and hygiene protocols (e.g. ensure masks are worn and hands sanitized) while working with WASH teams to provide basic sanitization and hygiene supplies.
- **Ensure reenrollment and retention, especially for vulnerable groups, including learners with disabilities:** In Madagascar, Ethiopia, and Pakistan, the Bank is financing re-enrollment campaigns, with a focus on students most at risk of dropping out (girls and students from marginalized communities). In El Salvador, accelerated learning recovery programs are combined with systemwide expansion of an early-warning system and home visits to prevent dropout of at-risk youth. In Rwanda, the Bank is supporting targeted nutrition support in collaboration with development partners and districts; and in Lao PDR, is re-starting funding of school feeding programs.
- **Adjust curricula and school calendar.** In Guyana, an operation was adapted to support curriculum prioritization, focusing on the core minimum skills students will need to move to the next education level and modification of national assessments to account for both public health needs and lost instructional time.
- **Evaluate and support student learning.** In Madagascar, Bangladesh, and Rwanda, the World Bank is supporting innovative mechanisms to assess students. In Madagascar, the Bank is working to deploy digital assessments to children at home and at school using mobile phones. The Bank is supporting Rwanda in adapting its e-learning platform to carry out remote assessment of student learning. High-frequency assessments through mobile devices being piloted to monitor effectiveness of remote learning.
- **Support and train teachers in personalized teaching and accelerated learning:** In Mozambique and Angola, the Bank is supporting the use of teacher guides to recover learning losses and accelerate learning. In Nepal, Sierra Leone, and Vietnam, the Bank is supporting practical teacher training on digital skills, the provision of psychosocial support, and accelerated learning (teaching strategies to complete a school year in less time).

Improvement and accelerating: Key interventions during Phase 3

Expand accessible digital learning platforms at schools

- ✓ Expand Electrification (including the use of solar power) of schools
- ✓ Enable Internet access at school (improve connectivity, data pricing policies and subsidies to obtain/maintain continuous access to equipment, assistive devices and internet at school/home)
- ✓ Employ digital-learning (radio, TV, mobile, online) content/platforms for remedial, accelerated and personalized learning

Improve systemic teacher-policies (distribution of teachers, career path, teacher training)

- ✓ Enact policy/legislation addressing teacher and resource staff (such as teaching assistants and other resource staff) shortages, particularly in schools that serve marginalized/vulnerable populations
- ✓ Enact policy/legislation ensuring merit-based recruitment/retention/promotion of teachers/principals
- ✓ Approve a model of educational service to strengthen the quality of service delivery of Teacher Training Colleges to support accelerated and personalized learning of students

Ensure reenrollment and retention, especially for vulnerable groups, including learners with disabilities

- ✓ Develop inclusive, remedial and accelerated ("teach-to-the-right-level") learning programs using principles of universal design for learning to help students of all learning abilities catch-up
- ✓ Ensure provision of human resources, such as special education teachers, and assistive material, devices and technologies (including connectivity) such as large prints, Braille, screen readers, audio, visual, use of local materials, hearing aids, etc.
- ✓ Develop data systems to support enrollment and retention of at-risk students

Provide personalized learning

- ✓ Train teachers to deliver and assess accelerated and/or personalized learning
- ✓ Develop inclusive lesson plan schemes that provide personalized learning

Strengthen citizen engagement

- ✓ Engage citizenry support and ensure schools meet basic accessible hygiene and learning standards and follow re-opening guidelines

Ensure adequate financing and management to support recovery needs

- ✓ Maintain (or ideally increase) domestic funding for the education sector
- ✓ Maintain remuneration for teachers
- ✓ Employ mechanisms for financial transparency to ensure accountability throughout the education system
- ✓ Utilize financing mechanisms like school grants and cash transfers to maintain/improve equity and inclusion
- ✓ Commit to a plan to deal with the COVID-19 pandemic including school closures, inclusive distance learning and safe re-opening approaches

Selected examples of World Bank support to countries in the Improvement and Acceleration Phase

In the Improvement and Acceleration stage, most efforts by governments and WB teams are devoted to recovering learning losses and building the foundations for more resilient, equitable and personalized education systems:

- **Expand accessible digital learning platforms at schools to build resilient education systems:** Education systems that ensure that learning can happen anywhere will be more resilient to future crises. In a resilient system, teachers need to know how to navigate distance learning, and knowledge needs to reach students in their households. In Egypt, through a large operational engagement the Bank is helping expand e-learning content to all basic education, strengthening e-assessment, and providing online teacher training. In Jordan and Turkey, through recently approved new operations, the Bank is supporting the development of TV and digital content for blended teaching and learning when schools reopen, as well as psycho-social counseling and remedial courses.
- **Ensure reenrollment and retention, especially for vulnerable groups, including learners with disabilities using data to make schools more equitable.** This pandemic has exposed the entrenched inequality of education systems. The challenge is to invest in technologies that level the playing field. In Benin, the Bank is helping enhance the capacity of the government to develop an early warning system to identify and help at-risk children. In Pakistan, the Bank is supporting the government to fund online platforms and provide devices and connectivity to around 1.2 million university students.
- **Provide personalized learning:** Given the unequal access to remote learning, teachers will have to identify where each student is in terms of learning and teach each child at the right level, giving each student the task he or she needs to master next to keep learning (e.g., students struggling with letter sounds should work on mastering them before moving to reading words, as has been done in India, Ghana, and Zambia). In the Dominican Republic, Ecuador, and Guyana, we are supporting computer-assisted learning technology to help teachers to tailor instruction to students' learning needs. In Turkey, technology is being used to enable teachers to deliver individualized instruction and to deliver practical blended training of teachers at scale.

Special Considerations for Early Childhood, Technical/Vocational and Tertiary Education

Most of the interventions mentioned above are applicable across the education system. This table highlights key interventions to consider related to early childhood, technical/vocational and tertiary education, which are sub-sectors that may require specialized efforts and are at risk of receiving less attention than basic and secondary education. The WB is working with governments to generate solutions to target these specific sub-sectors, for example:

Selected examples of World Bank support to countries:

In early childhood:

- In the **Democratic Republic of Congo (DRC)** the WB team is working with the government to adapt existing Interactive Audio Instruction sessions for parents to engage with children at home, delivered through public radio via the government's distance education program, which is expected to reach 1 million young children.
- In **Senegal**, the WB team worked with the government to prepare an emergency response to COVID, including distribution of hygiene kits, emergency food rations and home learning materials to 270,000 young children and their families.

In technical and vocational education (TVET):

- In **Afghanistan**, the WB team worked with the government through the Second Afghanistan Skills Development Project to mitigate the impact of the lockdown measures on the TVET system, by supporting the creation of physical packages designed to facilitate self-study, providing additional scaffolding through self-instructional plans, supplementary guidelines and explanatory notes from teachers. Additionally, to compensate the lack of practical instructions, the program supported the creation of complementary video tutorials to be delivered through radio, TV, online and through CD and flash-drives. Finally, as part of a broader shift to expand distance learning, the program supported the creation of a new management platform. (Kabir, Larsen, Paksima & Hai Sofizada (2020) *Multi-modal TVET delivery during Covid-19: Expanding access to continued learning in Afghanistan*. Consulted in: <https://blogs.worldbank.org/education/multi-modal-tvet-delivery-during-covid-19-expanding-access-continued-learning-afghanistan>)

In tertiary education:

- Across nearly 20 countries in **Sub-Saharan Africa**, the WB has been working with a consortia of governments and institutions through its regional African Centers of Excellence (ACEII, ACE Impact I, and ACE Impact II) initiatives to support rapid adaptations in tertiary education toward COVID-19 response and recovery initiatives. Active support in the early phases of the pandemic included use of ACE resources for the production of personal protective equipment and hand and surface sanitizers as well as providing outreach and training to support community medical training for test and trace operations. The ACE initiatives have also provided fora for university leaders and staff to exchange ideas and share experiences, to learn about options for distance provision, student support, academic staff capacity building, and reopening strategies. The scope of reach of the ACE initiatives across Western, Eastern and Southern Africa directly supports the capacity building and expertise of the direct stakeholders of the ACEs but also extends its reach to the broader tertiary education community of the SSA region, as the entire community continues to build its strategic and resilience planning for the post-COVID era.
- **Sri Lanka** made a remarkable, quick shift to online tertiary education after all educational institutions were forced to close in March 2020 due to the COVID-19 pandemic. According to online surveys of university administration, faculty, and students in June 2020, nearly all faculty engaged in online education, and close to 90% of students participated in online education despite a lack of experience and training. World Bank assistance, through the AHEAD Operation, made a central contribution, through the provision of equipment, technology and human resource development, to enable Sri Lanka to deliver online higher education during the period of university closures caused by the pandemic. With the gradual university reopening in July 2020, the initial lessons learned are being applied to facilitate the transition from online education to blended learning.

Early Childhood Education (ECE)	Technical/Vocational Education	Tertiary Education
✓ Include ECE within Ministry of Education programming, including developing quality content and support for dissemination	✓ Enable experiential and adaptive remote learning to maintain learning continuity during crises	✓ Use most widely used and existing technology & resources available locally: Mobile first, public cloud to scale quickly, international content to fill in
✓ Support parents with ideas, information, materials and options to support their children's learning, including learning through play/early stimulation via mobile phone, TV radio, direct outreach and material delivery	✓ Provide modular task-based training tied to micro-credentials	✓ Set up a one-stop space as an entry to various resources: Most universities using their LMS as central platform- for advice, comms, teaching, learning, support etc. integrating other technologies in the LMS e.g. video conferencing
✓ Explore TV/radio programming for younger learners (likely to have greater reach than online methods) and adapt existing high-quality content if budget and time constraints limit opportunities to develop new content	✓ Implement rapid skills assessments to determine skills needs for resilience and recovery	✓ Focus on curating existing (open) content rather than developing content: Developing good content takes time and expertise. Instead, focus on existing local and international (open education resources) content where these align to your curriculum

Early Childhood Education (ECE)	Technical/Vocational Education	Tertiary Education
<ul style="list-style-type: none"> ✓ Ensure ECE is part of re-enrollment campaigns once they launch and prepare for issues of over-enrollment in situations where children are repeating and new children are entering in the same class 	<ul style="list-style-type: none"> ✓ Offer tailored financial support and co-financing incentives to firms to support retraining for displaced workers from the hardest-hit sectors 	<ul style="list-style-type: none"> ✓ Provide regular guidance and support to students and teachers is fundamental: Set up virtual helpdesk and providing pro-active tips, training opportunities and regular comms
<ul style="list-style-type: none"> ✓ Work with cash transfer, home visiting or community health worker programs to ensure early stimulation, parent engagement and other efforts to help families support young children's growth and development 	<ul style="list-style-type: none"> ✓ Actively engage employers in plans for re-skilling and upskilling and invest in programs to train qualified care workforce (healthcare, childcare, eldercare) 	<ul style="list-style-type: none"> ✓ Develop blended learning options (mapping of curriculum content and learning materials, / resources, including in print form, flash drives/CDs, and mobile apps) best suited for students in remote environments and vulnerable socio-economic context with no/limited access to internet and online platforms
<ul style="list-style-type: none"> ✓ Launch public information campaigns to encourage reading at home and other early learning activities that parents or other family members can support 	<ul style="list-style-type: none"> ✓ Increase support to entrepreneurship skills development with financial support to youth and women for investment in small businesses to overcome increased unemployment with loss of jobs due to the impact of COVID. 	<ul style="list-style-type: none"> ✓ Ensure equity considerations are at the forefront of all adaptation planning, to ensure the needs of the most vulnerable are taken into account, including financial and technological support, counseling services and academic coaching for addressing remote learning challenges.

2. Technical Assistance and Global Knowledge and Tools

The Education Global Practice is generating a wealth of resources to help countries effectively confront the challenges posed by the pandemic. A critical challenge of the response to the rapidly evolving crisis is providing up to date and evidence-based information to WB teams, policy makers, and the broader community. The following section outlines some of the resources that the education GP has produced that can help both teams within the Bank and stakeholders beyond to design and implement effective responses.

In particular, some of the areas addressed by the tools and guidance are:

- Monitoring and assessing the situation (e.g. surveys that can be implemented remotely to monitor education outcomes),
- Guiding countries' efforts on remote learning (e.g. a repository of more than 80 [country experiences](#), over [140 curated learning resources](#), and over 20 guidance notes, and knowledge resource packs, as well as a real-time SMS-based tool to assess learning, and the EdTech Hub to offer timely TA); and,
- Supporting school re-openings (e.g. guidance on school reopening and a compendium of structured lesson plans).

Below is a summary of some of the ongoing work and list of key resources and tools produced by the World Bank.

The Education EduAnalytics team designed a module on education to be included in the World Bank's High Frequency Household Phone Survey, in collaboration with World Bank's Poverty and Research units. So far, adaptations of this module have been applied in 42 countries across 5 regions. The main emphasis of the module is to monitor the learning engagement of students after school closures and measure if and how households are accessing different remote learning strategies. The Poverty Global Practice in collaboration with the Education Global Practice is preparing a special tabulation of the indicators derived from this survey. The ECD team has also developed a specific model to capture the impact of the COVID-19 epidemic on children and their families.

A team from the Education GP developed a simulation [tool](#) to assess learning and economic losses at the country level. This tool has been used in Brazil, Chile, El Salvador, Philippines, Russia, Turkey, Vietnam and several other countries so far. In Chile, a joint study with the [Ministry of Education of Chile](#) found that if schools remain closed for 10 months (6 months have already been lost), students could lose on average [88% of the learning achievements](#) of one year, and the findings are being used as part of the current technical and political debate and to

support efforts to prepare to open as soon as possible. In a post-COVID-19 scenario of no remediation and low mitigation effectiveness for the effects of school closures, simulations show learning poverty increasing from 53 percent to 63 percent worldwide. Most of this increase seems to occur in lower-middle-income and upper-middle-income countries, especially in East Asia and the Pacific, Latin America and South Asia. Countries that had the highest levels of learning poverty before COVID-19 (predominantly in Africa and in the low-income country group) might have the smallest absolute and relative increases in learning poverty, reflecting how great the learning crisis was in those countries before the pandemic.

Young children are particularly vulnerable in the COVID-19 crisis and the WB’s Early Childhood Development (ECD) team has developed guidance and tools and organized learning events for clients and WB staff to help ensure the needs of young children are met during the pandemic. The EdTech and ECD teams purchased time from external experts to support countries to utilize radio as a mechanism to help students learn during COVID-19 and arranged one-on-one meetings for country counterparts and WB staff in 29 countries. The ECD team also collaborated with partners to produce global guidance on reopening preschools. Recognizing that the needs of young children are often overlooked in the COVID-19 response, the ECD team launched an emergency response funding round. In total, 29 high-quality proposals, worth \$1 million, were approved. This funding will support integration of early learning, essential health, nutrition, protection and information efforts into country responses to promote better ECD outcomes. The ECD team also developed an ECD module to be integrated into household surveys to measure the impact of the pandemic on young children and their families, access to essential services and changes in child and family behavior and dynamics.

Through the [Strategic Impact Evaluation Fund](#), the Education Global Practice is funding randomized control trials to test the effectiveness of using different technologies to improve learning and skills. In a [funding window devoted to COVID-19 emergency responses](#), six evaluation teams will rapidly generate evidence on how to keep very young children and students engaged with learning and remote education at home and how to prepare them for the return to school. A more [general window](#) will fund trials testing the use of technology to improve teacher professional development and to tailor interventions to children’s needs. All trials will also collect detailed cost data that can help shed light on the resources required for scale and sustained implementation. A [costing template](#) has been designed to ensure that even teams without access to this evaluation funding can start measuring the costs of interventions designed to encourage engagement with remote learning.

The World Bank is part of a consortium with UNESCO and UNICEF implementing a \$25 million grant from the Global Partnership for Education (GPE) for “Continuous and Accelerated Learning in Response to COVID-19”. The grant’s main goal is to keep children learning by supporting the development, dissemination and delivery of new and existing learning continuity interventions, at scale. There are five main lines of work led or coled by the World Bank:

- i) **EdTech to support remote and accelerated learning**, which will develop a toolkit to guide policymakers on implementing remote learning (including knowledge packs focused on delivery of instruction through various modalities such as radio and TV) and a study on the effectiveness of remote learning across more than 10 countries;
- ii) **Remote Formative Assessment solutions**, which includes the design and piloting of formative assessment strategies by using basic phone technologies to support learning outside of physical classrooms. As part of this work, a tool is being developed that will help countries evaluate the feasibility of implementing phone-based (basic, non-smart-phone) formative assessment (through SMS/text, live connection to teachers (for example, virtual call centers), and interactive voice response (IVR)) in the context of school closures;
- iii) **Read@Home**, which will develop learning packages (books and other materials) to get into homes at a massive scale in 14 countries, engage parents to read with children at home, and use innovative approaches to deliver and procure books;
- iv) **Compendium of Lesson Plans**, which includes developing a library of lesson plans and tools to improve early grade reading instruction in three pilot countries; and,
- v) **Technology for Teaching (T4T)**, which will identify scalable low-and-high-tech solutions for teacher professional development that can be replicated at scale, develop a tech-based professional development program to be implemented in two or three countries, and generate global public goods such as an online repository to support practitioners, researchers, and policymakers.

The Education Global Practice is working closely with clients and other stakeholders in the WBG and externally to strengthen broader inclusion, including disability inclusion in education. A commitment to ensuring that all Investment Project Financing (IPFs) in education are disability inclusive by 2025 is a critical step for acting on towards growing inequity in education during and after Covid-19. For example, [Inclusive Education Resource Guide](#) is one of the global public goods available for teams. In addition, with the support of Inclusive Education Initiative (IEI) TF⁶, an issues paper *Pivoting to Inclusion: Leveraging Lessons from the COVID-19 crisis for Learners with Disabilities* was developed and country events to discuss the paper are organized. A landscape study on accessible ICT is underway to guide WB teams on best available accessible solutions for remote and blended learning to support all learners, including learners with disabilities.

The Bank is also working with partners to provide policy guidance regarding the reopening process. In June, the Bank launched a Framework for Reopening Schools jointly with UNICEF, UNESCO, WFP and UNHCR to support national preparation and implementation of school reopening. A [supplement to this framework documenting emerging lessons from country experiences in managing the process of reopening schools](#) was launched in September. A joint UNICEF-UNESCO-World Bank webinar series was also launched to provide stakeholders a discussion space. Recent topics covered include safe school operations, strengthening remote learning strategies to reach the most marginalized, and different approaches to adapting high-stakes exams. In addition, the World Bank partnered with UNICEF and UNESCO to launch the [Global Guidance on Reopening Early Childhood Education Settings](#). This note outlines key principles and practical measures for decision-makers to consider before, during and after the transition from closure to reopening in early childhood education settings.

Key resources and global public goods

Issue area	Key Resources
Situation Monitoring	World Bank/ UNESCO/ UNICEF surveys on national education responses to Covid-19: First round: Key results, technical note , questionnaire, database; Second round: questionnaire (World Bank Group, UNESCO, UNICEF, August 2020)
High Frequency Household Phone Survey – Education Module and ECD module	The World Bank’s Poverty GP and DECDG, in collaboration with the Education GP, have developed and are rolling out an education module for household surveys that has so far been applied in 42 countries in 5 world bank regions (core and optional questionnaire modules) The ECD team developed an ECD module to be integrated into household surveys to measure the impact of the pandemic on young children and their families, access to essential services and changes in child and family behavior and dynamics.
Estimations of Impacts	Global estimates on the potential Impact of Covid-19 school closures (Working paper, blog) (World Bank Group, June/2020) Learning Poverty: Measures and Simulation (Azevedo, October/2020) Country tool to simulate Covid-19 impacts on education v6 (Country tool, webinar, paper, webpage) (Azevedo, Hasan, Goldemberg, Geven, and Iqbal, September/2020)
Support learning continuity and parental engagement at home	THE COVID-19 PANDEMIC: Shocks to Education and Policy Responses (World Bank Group, May 2020) Guidance Note on Remote Learning and COVID-19 (World Bank Group, April 2020)

⁶A joint effort of education and social sectors of the World Bank, funded by UK, FCDO and Norway,

<p>Expand Digital Learning Platforms</p>	<p>EdTech Knowledge Pack on Remote Learning response to COVID-19 (World Bank, Group April 2020)</p> <p>Education TV Knowledge Pack (World Bank Group, June 2020)</p> <p>Rapid Response Guidance Note: Educational Television & COVID-19 (World Bank Group, April 2020)</p> <p>Remote learning, distance education and online learning during the COVID19 pandemic: A Resource List by the World Bank's EdTech Team (World Bank Group, April 2020)</p> <p>Compilation of remote learning options being used by governments (World Bank Group, June 2020)</p> <p>Lessons for Education during COVID-19 (World Bank Group, OECD, Global Education Innovation initiative, HundrED, June 2020)</p> <p>Learning continuity stories (World Bank Group, OECD, Global Education Innovation initiative, HundrED, Ongoing)</p> <p>Workshops with Ministers of Education (OECD, Harvard, Global Education Innovation Initiative and HundrED, DATE)</p>
<p>Support teachers in remote teaching and accelerated learning</p>	<p>Three Principles to Support Teacher Effectiveness During COVID-19 (World Bank Group, May 2020)</p> <p>Training Teachers on the Job: What Works and How to Measure It (World Bank Group, 2016)</p> <p>Teach: Helping Countries Track and Improve Teaching Quality (World Bank Group, 2019)</p> <p>Implementation Brief</p> <p>Training Manual</p>
<p>Ensure reenrollment and retention, especially for vulnerable groups</p>	<p>Framework for reopening schools (Document in English, French, Arabic, Spanish, Portuguese, Chinese, Russian) (UNICEF, UNESCO, World Bank Group, WFP, April 2020)</p> <p>Updated Framework on reopening schools (UNICEF, UNESCO, World Bank Group, WFP, September 2020)</p> <p>Joint UNESCO/ UNICEF/ WB webinars on school openings (UNICEF, UNESCO, World Bank Group, Ongoing)</p>
<p>Tertiary Education / Skills</p>	<p>Supporting tertiary education for continuity, adaptation, and innovation (COVID-19 Crisis Response) (World Bank Group, April 2020)</p> <p>TVET (Technical and Vocational Education and Training) in the times of COVID-19: Challenges and Opportunities (World Bank Group, May 2020)</p> <p>Online survey for TVET providers, policymakers and social partners on addressing the COVID-19 pandemic: preliminary results (ILO, UNESCO, World Bank Group, May 2020)</p>

Early Childhood Development	15 Ways to Support Young Children and their Families in the COVID-19 Response (World Bank Group, 2020) Investing in the Early Years During COVID-19 (World Bank Group, 2020) Global guidance on reopening ECE settings (World Bank Group, UNICEF, UNESCO, September 2020)
Inclusive Education	Tackling inequity in education during and after COVID-19 (Alasuutari, WBG, April 2020) Inclusive Education Resource Guide (World Bank Group, 2020) Pivoting to Inclusion: Leveraging Lessons from the COVID-19 crisis for Learners with Disabilities (World Bank Group, July 2020)
Education Financing	Policy brief on impact of Covid-19 on Education Financing (World Bank Group, May 2020)
Learning Assessment	Guidance note on how to use learning assessment in the process of school reopening (World Bank, November 2020) Innovations in phone-based assessments to support learning (World Bank Group, Center for Global development, July 2020)

3. Leveraging Financial Instruments in the COVID-19 Education Response

The Education Global Practice is using an array of World Bank financial products to rapidly ramp up its support to help countries deal with the COVID-19 pandemic. The use of various financial products has allowed us to increase flexibility, respond quickly and deliver tailored responses. Instruments used include Development Policy Operations (DPOs), Investment Project Financing (IPFs), project re-structuring and additional financing. A full list of the World Bank’s financial products can be found [here](#). This section provides a brief introduction to some of these instruments and explains how they are being used to support learning outcomes and strengthen education systems.

(i) Development Policy Operations (DPOs)

DPOs provide rapidly disbursing financing to help countries achieve sustainable poverty reduction through a program of policy and institutional actions. Prior Actions (PAs) are policy and institutional actions deemed critical to achieving the objectives of a program supported by a DPO operation. In recent years, DPOs have facilitated reform across a range of themes such as: fiscal policy, standards, quality and delivery systems, efficiency and institutional reform, human resource management, labor rights and skills, and, equity, inclusiveness and gender.

In the initial COVID-19 response, there have been a number of DPOs and more are expected in FY21 to allow a rapid response with flexible financing. In Q4 of FY20, a total 40 HD DPOs were either approved or in the pipeline; of these 11 had an education PA. For example:

- **In Colombia**, the \$700 million COVID-19 Crisis Response project has a PA on new regulations for the implementation of the school feeding and pre-school feeding programs so as to protect the nutrition of poor and vulnerable children following facility closures.
- **In St. Vincent and the Grenadines**, the \$40 million Second Fiscal Reform and Resilience project has a PA on a School Safety Policy to enhance physical, environmental and social protection levels at education facilities.

Table 1 in the Annex has example PAs that have been used in the context of the education COVID-19 response.

(ii) Investment Project Financing Operations (IPFs)

IPFs are used in all sectors, with a concentration in the infrastructure, human development and public administration sectors. IPF is focused on the medium to long-term (5 to 10-year horizon) and supports a wide range of activities including capital-intensive investments and service provision. Unlike commercial lending, World Bank IPF not only supplies borrowing countries with financing but also serves as a vehicle for sustained, global knowledge transfer and technical assistance. This includes support to analytical and design work in the conceptual stages of project preparation, technical support and expertise (including in the areas of project management and fiduciary and environmental and social activities) during implementation, and institution building throughout the project. In the initial COVID-19 response, there have been many IPFs and more are expected in FY21 to allow a rapid response. Examples of Education IPFs include:

- **Turkey**, where the \$160 million Safe Schooling & Distance Education Project is supporting the government to develop digital content for TV and online channels, as well as catch-up courses and blended teaching and learning programs.
- **Nigeria**, where the \$500 million the Adolescent Girls Initiative for Learning and Empowerment (AGILE) IPF, aims to improve secondary education opportunities for girls. The project is expected to benefit more than 6 million girls, using TV, radio, and remote-learning tools.

Table 2 in the Annex has additional examples of IPFs that have been used in the context of the education COVID-19 response.

(iii) Using Performance Based Conditions (PBCs) within the COVID-19 response

PBCs allow projects to pay for specific results or processes that lead to a result or an outcome rather than paying for inputs (for example paying against a total number of teachers trained and certified rather than unit costs associated with teacher training). PBCs may be outcomes (e.g., increase in school enrollment), outputs (e.g., number of classrooms built), or policy or institutional actions (e.g., establishing an independent sector regulatory agency or approving a sector reform plan). The best PBCs are those that are a combination of both actions (processes) and outcomes or often, processes or actions that may lead to one outcome at the end of the project's life. It is possible to integrate education PBCs into operations led by other sectors to ensure education needs are met in the context of the COVID-19 response. Examples of PBCs in the Education COVID-19 response include:

- **Pakistan**, where the \$200 million Actions to Strengthen Performance for Inclusive and Responsive Education Program Project has a PBC on enhancement of distance education content.
- **Tunisia**, where the \$100 million Strengthening Foundations for Learning Project has added new PBCs on distance learning and remedial strategies.

Table 3 in the Annex presents key project examples and sample PBCs that are being used in the context of the COVID-19 education response.

(iv) Restructuring Projects as a response to COVID 19 response

During implementation of projects, the Bank and the Borrower may agree to restructure a project for a variety of reasons, including improving its development objective. In the case of the COVID 19 pandemic, restructurings have allowed for changes to support relief, emergency or pandemic efforts. In the context of the COVID-19 response, the

Bank has also provided additional financing to allow for existing projects to not only adjust to meet the immediate needs of the crisis but also allocate additional funds where needed. In the Education GP COVID-19 response, 42 projects have been restructured. Examples include:

- **Nepal**, where the \$65 million Higher Education Reforms Project is being restructured to respond to the COVID-19 crisis by assisting in the development of online programs to ensure continuity of learning.
- **Romania**, where the \$243 million Secondary Education Project received \$45 million in additional financing to support COVID-19 response measures by distributing laptops to 75,000 vulnerable students, as well as video-cameras and interactive boards to 1,100 high-schools to facilitate distance learning.

Table 4 in the Annex has examples of how projects are being restructured to address COVID-19.

Annex: Examples of how World Bank projects are addressing education needs during the COVID-19 crisis using different financial instruments and approaches

Acronyms of World Bank Global Practices:

AGR	Agriculture	GEN	Gender
DD	Digital Development	GOV	Governance
EDU	Education	HNP	Health, Nutrition, & Population
EEX	Energy & Extractives	MTI	Macroeconomics, Trade, & Investment
EFI	Equitable Growth, Finance, & Institutions	SPJ	Social Protection & Jobs
ENR	Environment & Natural Resources	URL	Urban, Disaster Risk, Resilience, & Land
FCI	Finance, Competitiveness, & Innovation	WAT	Water

In this annex, we provide examples of how WB education teams are working with countries using a variety of financial instruments. Often, education teams are collaborating with different global practices (different sectors) to maximize impact and address education system issues, support families and facilitate children's learning at home, so within these tables we have noted the different global practices which may be leading projects or with which education is collaborating (see acronym list above).

Table 1: Examples of Development Policy Operations with Education Prior Actions that respond to the COVID-19 crisis

DPOs provide rapidly disbursing financing through a program of policy and institutional actions. Prior Actions (PAs) are policy and institutional actions that are deemed critical to achieving the objectives of a program supported by a DPO operation. In recent years, DPOs have facilitated reform across a range of themes. In the initial COVID-19 response, there have been a number of DPOs and more are expected in FY21 to allow a rapid response with flexible financing.

Issue area	Project Examples with Prior Actions
Support learning continuity and parental engagement at home	<p>Enact policy or legislation that extends school-feeding programs even though schools have shut down</p> <p>Colombia COVID-19 Crisis Response DPF (MTI-EDU-HNP-SPJ-FCI) The Republic of Colombia and ICBF have approved new regulations for the implementation of the school feeding and pre-school feeding programs so as to protect the nutrition of poor and vulnerable children following facility closures.</p> <p>India Accelerating India’s COVID-19 Social Protection Response Program (SPJ-GOV-MTI-EFI) The Borrower through Ministry of Consumer Affairs, Food, and Public Distribution, Government of India has approved the provision of free food rations for a three-month period delivered under PMGKAY’s public distribution system, outlining benefit levels and implementation guidelines for delivery.</p>
	<p>Commit to a plan to deal with the COVID-19 pandemic including school closures, distance learning and safe re-opening approaches</p> <p>Panama Pandemic Response and Growth Recovery Development Policy Operation (MTI-EDU-AGR-GOV) The Borrower, through the Ministry of Education, has approved the Studying Without Hunger Law with a special focus on vulnerable students; AND/ OR The Borrower, through the Ministry of Education, has published a six-phased plan to deal with the COVID-19 pandemic consisting of (i) school closures; (ii) extra-curricular education services; (iii) distance learning and distance teachers’ training; (iv) school reopening protocols for school year 2019; (v) school opening protocols for school year 2020; and (vi) guidelines and actions for school year 2021.</p> <p>St. Vincent and the Grenadines Second Fiscal Reform and Resilience Development Policy Credit with Cat DDO (ENR-MTI-URL) The Recipient, through its Cabinet, has approved the School Safety Policy to enhance physical, environmental and social protection levels at education facilities.</p> <p>Seychelles COVID-19 Crisis Response Emergency Development Policy Financing (MTI-URL) The Borrower, through its Cabinet of Ministers, has approved and is implementing an updated mid-term National Response Plan for Covid-19, which includes specifically the principles defining the reopening stages, testing strategy and its costing, and the results framework.</p>
Support teachers in remote teaching and accelerated learning	<p>Enact policy or legislation that addresses teacher shortages, particularly in schools that serve marginalized/vulnerable populations</p> <p>Sierra Leone Third Productivity and Transparency Support Grant (MTI) To promote equitable deployment of teachers across the country, the Recipient has through the Teaching Service Commission (TSC) established a pilot for a nationwide teacher attendance monitoring system (TAMS) and through the TSC’s Board of Commissioners approved and adopted a teacher deployment protocol and incentive strategy, as evidenced by (i) signed minutes of the TSC Board of Commissioners dated January 3, 2020; (ii) signed Teacher Deployment Policy dated December 2019; and (iii) final report on the TAMS pilot dated March 1, 2020.</p>

	<p>Enact policy or legislation that ensures merit-based recruitment, retention and promotion of teachers and principals</p> <p>Madagascar Investing in Human Capital Development Policy Financing (HNP-EDU-GEN-GOV-SPJ) To expand the application of quality control measures for the recruitment of community teachers, MENETP has expanded the piloting of new procedures and qualifications for the hiring of noncivil service teachers (Enseignants non fonctionnaires) in primary schools by Parents' Associations (Fikambanan'ny Ray Aman-drenin'ny Mpianatra, FRAM) to eight additional Ministry of Education School Districts (Circonscription Scolaire, CISCO) (i.e., Ambalavao; Manakara; Toliara II; Brickaville, Antsiranana II; Befandriana nord; Ambohidratrimo; and Antanifotsy) starting from the 2019-2020 school year.</p>
<p>Provide targeted support for girls' education and empowerment</p>	<p>Create incentives, conditions, or regulations to promote girls' education and empowerment</p> <p>Niger First Laying the Foundation for Inclusive Development Policy Financing (MTI-EEX-EDU-GEN-WAT) The Recipient, through its President, has issued Decree no. 2019- 369/PRN/MPF/PE dated July 19, 2019 establishing Child Protection Committees at the national, regional, departmental, commune, and village to promote the abandonment of child marriage.</p> <p>Niger First Laying the Foundation for Inclusive Development Policy Financing (MTI-EEX-EDU-GEN-WAT) The Recipient, through its Ministry of Primary Education Literacy, Promotion of National Languages and Civic Education, its Ministry of Secondary Education and its Ministry of Technical and Vocational Education and Training, has issued Joint Ministerial Order no. 335 dated August 22, 2019 allowing adolescent girls to remain enrolled in school in the event of pregnancy or marriage, to improve educational attainment.</p> <p>Madagascar Investing in Human Capital Development Policy Financing (HNP-EDU-GEN-GOV-SPJ) To strengthen the legal regime for the prevention and prosecution of acts of GBV and the protection of victims of GBV, Parliament has enacted a law relating to combatting GBV.</p>
<p>Ensure adequate financing and management to support recovery needs</p>	<p>Enact policy or legislation that commits to keep paying teachers</p> <p>Seychelles COVID-19 Crisis Response Emergency Development Policy Financing (MTI-URL) The Borrower through its National Assembly approved: (i) guarantee salaries to all employees in companies affected by the COVID-19 pandemic for 3 months and (ii) postponement of taxes until September 2020 (Corporate Social Responsibility, Tourism Marketing Tax, Business Tax and taxes on Non-Monetary Benefits Income).</p> <p>Uruguay COVID-19 Response& Economic Recovery (ENR-MTI) The Borrower has adopted emergency measures to protect workers by: (a) putting in place a temporary unemployment scheme that complements its existing one by providing salary replacement in case of partial suspensions; and (b) modifying the sickness benefits regulations to allow workers aged over sixty-five, to maintain their income while staying quarantined for up to thirty days.</p> <p>Ensure adequate education sector financial investment and management to support new recovery needs</p> <p>Albania Gender Equality in Access to Economic Opportunities DPF (EFI-EDU-GOV-MTI-SPJ) (a) The budget-transfer rule for municipal preschool budgets has been amended to shift from teacher-based to student-based financing; and (b) the Borrower has launched a pilot after-school enrichment program for students in grades 1-9 to improve the quality and availability of preschool and basic education and create opportunities for women with children to join the labor market, as evidenced by Law 99/2018, dated December 3, 2018 and published in the official gazette on December 21, 2018; Ministry of Finance Instruction, dated January 17, 2019; and Ministerial Order 760, dated November 16, 2018.</p>
<p>Technical/ Vocational</p>	<p>Expand and strengthen TVET provision</p>

Tonga First Resilience Development Policy Operation (MTI) The Recipient, through its Cabinet, has approved a technical and vocational education and training sector policy framework to enhance the quality and relevance of skills training.

Ecuador Second Inclusive and Sustainable Growth (MTI-EEX-FCI-GOV-EFI) The Borrower has included provisions in the Entrepreneurship and Innovation Law to facilitate firm entry and growth of small young firms, including: (i) the creation of a simplified regime for registering a corporation; and (ii) the creation of entrepreneurship-enhancing programs in the education system.

Bangladesh Second Programmatic Jobs Development Policy Credit (SPJ-FCI-MTI) Prior Action 9: The Recipient has put in place the necessary legal and institutional measures to enable the NSDA [National Skills Development Authority] to operate, including: (i) an approved staffing organogram; (ii) the NSDA Rule; and, (iii) guidelines for registration of training institutions and for management of the National Human Resource Development Fund.

Table 2. Examples of Investment Project Financing (IPF) Operations

Issue area	Project examples
<p>Support learning continuity and parental engagement at home</p>	<p>Sudan Education COVID-19 Response (EDU) aims to support learning continuity at the basic education level through the production and dissemination of TV and radio education broadcast and newspaper education columns; the development of a mechanism for teachers (favoring community teachers) to track and report learning; a reward system for students having completed the most assignments; and the provision of radios and solar power banks to targeted households.</p> <p>Ethiopia COVID-19 Education Response Project (EDU) will support learning during school closure through (i) the development and dissemination of radio and TV content and offline learning packets (with priority to disadvantaged students), and (ii) communication on distance learning and psychosocial support.</p> <p>Nepal COVID-19 School Sector Response GPE (EDU) will support remote learning during school closure through (i) development and broadcasting of TV and radio programs; (ii) enhancement of learning portal; (ii) printed learning packs for children who do not have access to any form of media or internet; (iv) communication campaign on remote learning, health and hygiene in schools as well sensitization campaigns on importance of education and gender related issues.</p>
<p>Expand Digital Learning Platforms</p>	<p>Turkey Safe Schooling and Distance Education Project (EDU-DD-HNP-EFI-SPJ) finances (i) the expansion of Turkey’s e-learning platform to accommodate an increase from 300,000 to 1 million users, (ii) the setup of IT infrastructure for the New Digital Education System that will increase capacity from 1 to 5 million concurrent users, (iii) the development of distance education content, and (iv) the development of an “education technology ecosystem” to promote innovative technologies and pedagogical tools to support the transition towards blended learning.</p> <p>Kenya GPE COVID-19 Learning Continuity in Basic Education Project (EDU) will support the strengthening of the Kenya Education Cloud (e-cloud) through (i) the acquisition supplementary online teaching and learning materials from external partners, (ii) the curation of additional content to cover core subjects in all grades, (iii) the upgrade of the e-cloud portal to make it more efficient (for over 15 million users), and (iv) the adaptation of online content for children with disabilities. The e-cloud intervention will further be used to create a simple virtual learning environment for online and offline streaming and interactive lessons in remote areas.</p>
<p>Support teachers in remote teaching and accelerated learning</p>	<p>Kenya GPE COVID-19 Learning Continuity in Basic Education Project (EDU) will support capacity building of 150,000 teachers, head teachers and curriculum support officers in online and distance learning methodologies by building on the existing trainings for the digital learning program (DLP) offered by the Teacher Service Commission, Ministry of ICT, and Information and Communication Technology Authority.</p> <p>Nepal COVID-19 School Sector Response GPE (EDU) will finance the development and implementation of short-term teacher and head teacher training programs carried out by provincial teacher training centers or subcontracted to NGOs to (i) address student learning gaps post-COVID, (ii) provide psycho-social support and hygiene guidance to teachers and students, and (iii) develop teachers’ digital skills.</p> <p>Benin COVID-19 Education Response GPE Project (EDU) will support training for teachers (i) to regularly assess student learning lags and determine which areas of the curriculum need most work, as well as equip them with pedagogical techniques to close learning gaps, and (ii) in distance learning methods and digital skills (which will serve as a pilot for blended classes).</p>

<p>Ensure reenrollment and retention, especially for vulnerable groups</p>	<p>Benin COVID-19 Education Response GPE Project (EDU) aims to ensure the safe reopening of schools and return of students by conducting media campaigns and community sensitization for returning to school and disease control and prevention, , and providing remedial programs for students at risk of repetition and school kits (textbooks) for children with disabilities.</p> <p>Kenya GPE COVID-19 Learning Continuity in Basic Education Project (EDU) will support school reopening for vulnerable students and girls through the National School Meals Program and online or in-person psychosocial support services. The project will also finance radio and TV information campaigns, the monitoring of student attendance in all schools, and learning assessments to inform remedial strategies.</p> <p>Sudan Education COVID-19 Response (EDU) will ensure students' return to school through radio and in-person information campaigns on re-enrollment and child protection (with a focus on girls) and rapid assessment of learning to inform remedial strategies, and provision of water tanks to school with no access to clean water.</p>
<p>Support schools in meeting safety, WASH, and health standards for reopening</p>	<p>Sudan Education COVID-19 Response (EDU) with support school reopening strategies by providing water tanks to schools with no access to clean water (at least 1,647 public schools).</p> <p>Benin COVID-19 Education Response GPE Project (EDU) aims to ensure schools are safe for reopening through the provision of washing facilities, hygiene kits, soap, masks and water, and through the financing of training for infirmiry staff.</p> <p>Ethiopia COVID-19 Education Response Project (EDU) will support school reopening by (i) improving WASH facilities and practices at schools (including water tankers, portable handwashing stations, disinfectants and sanitizing materials, masks, thermometers, first aid kits, and menstrual health kits) and (ii) developing guidelines for SMCs and PTAs to promote safe hygiene behavior.</p> <p>Togo COVID-19 Education Response Project (EDU) will support school reopening through (i) installation of hand-washing devices and soap, (ii) provision of soap and hand-washing kits, (iii) provision of conventional masks for teachers and students, (iv) disinfection of 10,528 schools prior to reopening, and (v) establishment of codes of conduct for disease prevention and reporting.</p>
<p>Strengthen data systems and citizen engagement</p>	<p>Sudan Basic Education Emergency Support Project (EDU) will support the provision of school grants to (among others) support the learning environment, improve efficiency by strengthening capacity for participatory planning, budgeting and monitoring at the school level, and improve equity in education by helping children in disadvantaged situation including IDPs, refugees, and girls.</p>
<p>Provide targeted support for girls' education and empowerment</p>	<p>Sudan Basic Education Emergency Support Project (EDU) will support the provision of school grants to (among others) incentivize parents' engagement to reduce the risk of students (especially girls) dropping out, support teachers to reduce absenteeism, and improve equity in education by helping children in disadvantaged situations including IDPs, refugees, and girls.</p> <p>Togo COVID-19 Education Response Project (EDU) aims to minimize negative impacts of school closures on girls by financing gender-sensitive communication campaigns that address issues related to early pregnancies, early marriages, GBV, unequal social norms, risks of sexual exploitation, abuse, and/or harassment, etc.</p>
<p>Early Childhood Development</p>	<p>Lao PDR Early Childhood Education Project (EDU) aims to improve the quality of as well as increase demand for ECD services by delivering (i) community awareness campaigns for parental education at the village level, (ii) childhood disability screening, and (iii) the National School Meals Program.</p>

Table 3: Sample of Performance Based Conditions that Respond to the COVID-19 crisis⁷

This table provides a sample of specific Performance Based Conditions (PBCs, which were previously known as Disbursement Linked Indicators (DLIs)) that are being used in the COVID-19 education response. This approach essentially sets targets or specific actions for countries to achieve and then pays once the results or targets are achieved.

Issue area	DLIs / PBCs
Support learning continuity and parental engagement at home	<p>Pakistan Actions to Strengthen Performance for Inclusive and Responsive Education PforR (⁸EDU-DD-GOV-HNP-SPJ) DLI4: Enhancement of distance education content DLI5: Number of students receiving learning materials in lagging areas/districts</p> <p>Ghana Accountability for Learning Outcomes Project Additional Financing (EDU) PBC7: Strengthened support for continuity of learning, recovery and resilience in basic education</p> <p>Tunisia Strengthening Foundations for Learning Project (EDU) DLI6: Strengthened distance education for primary and secondary students DLI8: Strengthened communication systems within the Ministry of Education’s structure</p>
Support teachers in remote teaching and accelerated learning	<p>Pakistan Actions to Strengthen Performance for Inclusive and Responsive Education PforR (EDU-DD-GOV-HNP-SPJ) DLI9: Implementation of teacher training programs on distance learning, accelerated programs and formative assessments in lagging areas/districts</p> <p>Ghana Accountability for Learning Outcomes Project Additional Financing (EDU) PBC5: Improved equity in the distribution of kindergarten and primary trained teachers in targeted schools</p> <p>Tunisia Strengthening Foundations for Learning Project (EDU) DLI7: Expanded teacher skill sets to accommodate remote teaching</p>
Ensure reenrollment and retention, especially for vulnerable groups	<p>Pakistan Third Punjab Education Sector Project, (EDU-GEN-SPJ) DLI1: Strengthening program design to expand coverage of tuition-replacement vouchers to children from disadvantaged households DLI2: Public-private partnerships in education Leveraging the private sector to support schools to increase enrollment</p>
Support schools in meeting safety, WASH, and health	<p>Pakistan Actions to Strengthen Performance for Inclusive and Responsive Education PforR (EDU-DD-GOV-HNP-SPJ) DLI1: Increase in health and safety protocol awareness DLI6: Improvement of hygiene in public schools</p>

⁷ Note that PBCs were, until recently, known as Disbursement Linked Indicators or DLIs so in this table, we refer to both DLIs and PBCs

⁸ Program for Development or PforR is a World Bank financing instrument that uses a country’s own institutions and processes, and links disbursement of funds directly to the achievement of specific program results.

standards for reopening	DLI8: Improved WASH facilities in schools attended by girls
Strengthen data systems and citizen engagement	Ghana Accountability for Learning Outcomes Project Additional Financing (EDU) PBC3: Improved accountability for learning in public basic schools
Provide targeted support for girls' education and empowerment	Pakistan Third Punjab Education Sector Project, (EDU-GEN-SPJ) DLI3: Stipends for secondary school girls to increase secondary school participation/retention
Technical and Vocational Education, Skills and Employability	Cameroon Secondary Education and Skills Development Project (EDU-DD-SPJ) PBC4: New Competency-Based Training packages in selected economic sectors are developed, approved and available at MINEFOP and MINESEC and are in use

Table 4: Examples of Restructured Projects

The World Bank’s Education Portfolio includes 169 projects totaling \$20.7 billion.⁹ Since the start of the crisis, World Bank teams have been working with countries to restructure existing projects to respond to the crisis and this table provides examples of that work.

Issue Area	Project examples
Support learning continuity and parental engagement at home	<p>Ecuador Transformation of the Tertiary Technical and Technological Institutes Project (EDU-SPJ) was restructured, due to the fiscal and COVID-19 crises, to process a partial loan cancellation of USD20.4 million that were invested in infrastructure and in-service teacher and principal training. The project will also redirect funds to (i) implement remediation programs and distance learning, (ii) strengthen information systems to track student learning and monitor labor demand, and (iii) evaluate teacher training interventions.</p> <p>Cambodia Higher Education Improvement Project (EDU-GEN-Jobs) has been restructured to add a new sub-component on ‘supporting general education during and after COVID-19,’ which will consist of (i) the production of distance learning content (digital and non-digital), (ii) the provision of grants to school for printing and delivery of materials for vulnerable students, as well as to students to ensure access to online courses, (iii) the setup of monitoring mechanisms, and (iv) the development of guidelines and plans for school reopening.</p> <p>Romania Secondary Education Project (EDU) was restructured to reallocate and use about EUR 41 million to support COVID-19 response measures by distributing laptops to 75,000 vulnerable students, as well as video-cameras and interactive boards to 1,100 high-schools to facilitate distance learning.</p>
Expand digital learning platforms	<p>Tunisia Strengthening Foundations for Learning Project (EDU-GOV) was restructured to accelerate recovery from COVID-19 disruptions by (i) introducing new DLIs related to digital education and staff training on distance teaching, (ii) reducing the scope of some reimbursable expenditures to offset for the cost of new DLIs, (iii) reallocating resources to accommodate the changes in activities; and (iv) adjusting results framework targets to reflect the changes in the activities and costs.</p> <p>Nepal Higher Education Reforms Project (EDU) was restructured to support the National Program for Higher Education Reform and Development (NPERD) in responding to the COVID-19 crisis by (i) assisting in the development of online programs to ensure continuity of learning, and (ii) extending the close date of the project by 6 months in order to achieve unfinished DLI tasks.</p>
Support teachers in remote teaching and accelerated learning	<p>Rwanda Additional Financing to Rwanda Quality Basic Education for Human Capital Development Project GPE (EDU-DD-HNP) aims to enhance teacher effectiveness by (i) supporting the development of strong English language proficiency and digital literacy skills of all teachers in government and government-aided schools, (ii) strengthening of mathematics and science content knowledge and pedagogy skills for teachers in basic education, (iii) enhancing the preparation of new teachers through strengthening the 16 Teacher Training Colleges (TTCs), and (iv) developing model schools to disseminate innovative teaching and learning practices throughout the country.</p>
Technical and Vocational	<p>Afghanistan Second Skills Development Project (EDU) was restructured to support the TVET Authority in ensuring continuity of learning through using a variety of distance learning channels (TV, radio, flash drives, CDs, and provision of devices) tailored to Afghanistan’s economic, geographic and security context.</p>

⁹ As of December, 2020

Education, Skills and Employability	
Ensure adequate financing and management to support recovery needs	<p>North Macedonia Skills Development and Innovation Support Project (EDU) was restructured to get a 10-month extension of the project closing date, along with a reallocation of EUR 140,000. This would allow for the completion of activities delayed by COVID-19, including (i) a TVET school-industry collaboration grant program, (ii) capacity building of higher education staff, and (iii) the utilization of funds for innovation instruments.</p>
Ensure adequate financing and management to support recovery needs	<p>Pakistan Global Partnership for Education - Balochistan Education Project (EDU) was restructured to extend the close date by 14 months in order to account for delays caused by school closures surrounding the COVID-19 pandemic.</p> <p>Ethiopia General Education Quality Improvement Program for Equity (EDU) was restructured to extend deadlines of DLIs, as well as revise their design and targets in light of COVID-19.</p> <p>Nepal School Sector Development Program PforR (EDU) was restructured to introduce the advance provision under the PforR to (i) help create the fiscal space to be more responsive to the current pandemic; and (ii) ensure adequate budget is provisioned for DLIs</p>

Table 5: Full List¹⁰ of Education-Managed COVID-19 Response Projects (COVID-19 Specific or with COVID components) per Region

Region	Projects
<p>Africa East (\$ 4.4 billion)</p>	<p>Africa Regional Scholarship and Innovation Fund for Applied Sciences, Engineering and Technology Angola Learning for All Project Burundi Early Grade Learning Project Democratic Republic of the Congo - Education Quality Improvement Project (EQUIP) DR Congo Quality and Relevance of Secondary and Tertiary Education Project DR Congo Emergency Equity and System Strengthening in Education East Africa Skills for Transformation and Regional Integration Project (EASTRIP) Eastern and Southern Africa Higher Education Centers of Excellence Ethiopia COVID-19 Education Response Project Ethiopia General Education Quality Improvement Program for Equity Kenya Secondary Education Quality Improvement Project KENYA GPE COVID 19 Learning Continuity in Basic Education Project Kenya GPE Primary Education Development Project Lesotho Education Quality for Equality Project Madagascar Basic Education Support Project Malawi Education Sector Improvement Project (MESIP) Malawi Equity with Quality and Learning at Secondary (EQUALS) Mozambique Improvement of Skills Development in Mozambique Rwanda Priority Skills for Growth (PSG) Rwanda Quality Basic Education for Human Capital Development Project Sudan Basic Education Emergency Support Sudan Education COVID-19 Response Tanzania Education and Skills for Productive Jobs Program (ESPJ) Tanzania Education Program for Results (EPforR) Tanzania Secondary Education Quality Improvement Project (SEQUIP) Tanzania Zanzibar Improving Student Prospects Project Uganda COVID-19 Education Response Project Uganda Secondary Education Expansion Project Uganda Skills Development Project Zambia Education Enhancement Project</p>
<p>Africa West (\$ 3.8 billion)</p>	<p>Benin COVID-19 Education Response GPE Project Benin Global Partnership for Education Project Phase 3 Burkina Faso Education Access and Quality Improvement Project (EAQIP) Burkina Faso Higher Education Support Project Cabo Verde Education and Skills Development Enhancement Project Cameroon Education Reform Support Project Cameroon Secondary Education and Skills Development Project</p>

¹⁰ As of October 14, 2020

	<p>Central African Republic Emergency Basic Education Support Project Chad Education Sector Reform Project Phase 2 Chad Skills Development for Youth Employability Project Cote d'Ivoire Education Service Delivery Enhancement Project Cote D'Ivoire Emergency Youth Employment and Skills Development Project Cote d'Ivoire Higher Education Development Support Project First Africa Higher Education Centers of Excellence for Development Impact Project Gabon Skills Development and Employability Project Ghana Accountability for Learning Outcomes Project Ghana Secondary Education Improvement Project Guinea Bissau: The Quality Education for All Project Guinea Project for Results in Early Childhood and Basic Education Guinea Stepping Up Skills Project Liberia Getting to Best in Education Liberia Improving Results in Secondary Education (IRISE) Mali Higher Education Support Project Mali Skills Development and Youth Employment Project Niger Learning Improvement for Results in Education Project Niger Skills Development for Growth Project Nigeria Adolescent Girls Initiative for Learning and Empowerment Nigeria Better Education Service Delivery for All Nigeria Edo Basic Education Sector and Skills Transformation Operation Nigeria Innovation Development and Effectiveness in the Acquisition of Skills (IDEAS) Project Republic of the Congo Education Sector Support Project Republic of the Congo Skills Development for Employability Project Second Africa Higher Education Centers of Excellence for Development Impact Senegal Investing in the Early Years for Human Development Senegal Quality and Equity of Basic Education Senegal Skills for jobs and competitiveness Sierra Leone Free Education Project Sierra Leone Skills Development Project The Gambia Education Sector Support Program Togo COVID-19 Education Response Project</p>
<p>East Asia and Pacific (\$ 1.8 billion)</p>	<p>Cambodia Higher Education Improvement Project Cambodia Secondary Education Improvement Project China Gansu Technical and Vocational Education and Training Project China Guangdong Compulsory Education Project China Yunnan Early Childhood Education Innovation Project (YECEIP) Indonesia Realizing Education's Promise: Support to Indonesia's Ministry of Religious Affairs for Improved Quality of Education Indonesia Research and Innovation in Science and Technology Project Lao PDR Early Childhood Education Project Lao PDR Second Global Partnership for Education</p>

	<p>Mongolia Education Quality Reform Project Myanmar Decentralizing Funding to Schools Myanmar Inclusive Access and Quality Education project Timor Leste Basic Education Strengthening and Transformation Project Tuvalu Learning Project Vietnam Enhancing Teacher Education Program Vietnam New Model University Project Vietnam Renovation of General Education Project Vietnam Support for Autonomous Higher Education Project (SAHEP) Vietnam University Development of VNU-Hanoi, VNU-HCM, and UD</p>
<p>Europe and Central Asia (\$ 1.3 billion)</p>	<p>Armenia Education Improvement Project Belarus Education Modernization Project Belarus Higher Education Modernization Project Georgia I2Q Innovation, Inclusion and Quality Kazakhstan Education Modernization Project Kazakhstan Skills and Jobs Project Kazakhstan Youth Corps program Kosovo Education System Improvement Project Kyrgyz Republic Learning for the Future Project Moldova Education Reform Project Moldova Higher Education Project North Macedonia Skills Development and Innovation Support Project Romania Secondary Education Project Serbia Inclusive Early Childhood Education and Care Tajikistan Early Childhood Development to Build Tajikistan’s Human Capital Project Tajikistan Higher Education Project Turkey Safe Schooling and Distance Education Project Uzbekistan Modernizing Higher Education Project Uzbekistan Promoting Early Childhood Development Project</p>
<p>Latin America and Caribbean (\$ 2.1 billion)</p>	<p>Argentina Improving Inclusion in Secondary and Higher Education Argentina Second Rural Education Improvement Project - PROMER-II Brazil Piaui Pillars of Growth and Social Inclusion Project Brazil Support to Upper Secondary Reform in Brazil Operatio Chile Strengthening of State Universities in Chile Colombia Access and Quality in Higher Education Project - PACES Dominican Republic Support to the National Education Pact Project Ecuador Supporting Education Reform in Targeted Circuits Ecuador Transformation of the Tertiary Technical and Technological Institutes Project El Salvador Growing Up and Learning Together: Comprehensive Early Childhood Development in El Salvador Guyana Education Sector Improvement Project Guyana Secondary Education Improvement</p>

	<p>Haiti Providing an Education of Quality in Haiti (PEQH) Honduras Early Childhood Education Improvement Project Nicaragua Alliance for Education Quality Project Peru Investing in Human Capital Saint Lucia Human Capital Resilience Project Uruguay Improving the Quality of Initial and Primary Education in Uruguay</p>
<p>Middle East and North Africa (\$ 1.5 billion)</p>	<p>Djibouti Expanding Opportunities for Learning Egypt Supporting Egypt Education Reform Project Jordan Education Reform Support Program Lebanon Reaching All Children with Education in Lebanon Support Project Morocco Education Support Program Tunisia Strengthening Foundations for Learning Project Tunisia Tertiary Education for Employability Project West Bank and Gaza Education-to-Work Transition West Bank and Gaza Improving Early Childhood Development in the West Bank and Gaza</p>
<p>South Asia (\$ 5.6 billion)</p>	<p>Afghanistan EQRA Afghanistan Higher Education Development Project Afghanistan Second Skills Development Project Bangladesh College Education Development Project Bangladesh Quality Learning for All Program Bangladesh Reaching Out of School Children II Bangladesh Transforming Secondary Education for Results Operation India Enhancing Teacher Effectiveness in Bihar India MP Higher Education Quality Improvement Project India Nai Manzil - Education and Skills Training for Minorities India Odisha Higher Education Program for Excellence and Equity India Skill India Mission Operation India Skills Strengthening for Industrial Value Enhancement Operation India Strengthening Teaching-Learning and Results for States India Technical Education Quality Improvement Project III India Uttarakhand Workforce Development Project Maldives Enhancing Employability and Resilience of Youth Project Nepal Enhanced Vocational Education and Training Project II Nepal Higher Education Reforms Project Nepal School Sector Development Program Pakistan Actions to Strengthen Performance for Inclusive and Responsive Education Program Pakistan COVID19 Response, Recovery and Resilience in Education Project (COVID19 RRREP) Pakistan Global Partnership for Education - Balochistan Education Project Pakistan Higher Education Development in Pakistan Pakistan Khyber Pakhtunkhwa Human Capital Investment Project Pakistan Punjab Skills Development</p>

	Pakistan Securing Human Investments to Foster Transformation (SHIFT) DPC Series Pakistan Third Punjab Education Sector Project Sri Lanka Accelerating Higher Education Expansion and Development Operation Sri Lanka Early Childhood Development Project Sri Lanka General Education Modernization Project
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