

Practical Knowledge Tools to Build Resilient Education Systems

The COVID-19 pandemic caused massive disruption in education systems around the world. Countries were forced to swiftly implement remote learning approaches at scale. Can the lessons learned from the response to the pandemic serve as a launching pad to the new post-COVID-19 world? How can countries use this knowledge to build resilient systems that remain equitable, effective, and efficient amid future shocks?

This interactive PDF contributes to answering these questions. It showcases the body of knowledge developed by the [Continuous and Accelerated Learning \(CAL\)](#) program to support policymakers, researchers, and national and international organizations in the design and implementation of plans to ensure learning continuity and acceleration. The PDF highlights knowledge tools developed under five lines of work: Education Technology (EdTech), Remote Formative Assessment Solutions, Read@Home, Structured Lesson Plans, and Technology for Teaching (T4T).

These knowledge tools were developed on an ongoing basis between 2020 and 2022. As the pandemic evolves and continues to cause strain in education systems, it is evident that the tools remain relevant two years into the crisis and will be essential to build resilient education systems in the future.



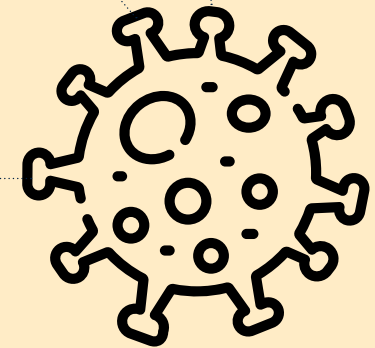
ABOUT THE CONTINUOUS AND ACCELERATED LEARNING PROGRAM

The World Bank's Education Global Practice launched the Continuous and Accelerated Learning (CAL) program at the onset of the COVID-19 pandemic to develop and pilot knowledge tools to enable education systems to continue delivering learning and to accelerate the recovery of lost learning as schools re-opened.

CAL has been developed with financial support from the Global Partnership for Education (GPE) and in partnership with UNESCO and UNICEF.

An illustration of a woman with dark hair, wearing a yellow long-sleeved shirt and blue pants, sitting on a wooden bench and reading a red book. A child with dark hair, wearing a dark blue shirt and white shoes, is sitting on the floor in front of her, looking up at the book. The background is a dark blue rounded rectangle containing text.

CAL's main goal is to keep children learning by supporting the development, dissemination, and delivery at scale of new and existing global and regional learning continuity approaches.



CAL's knowledge tools will continue to be relevant beyond the COVID-19 pandemic

Since the pandemic started in 2020, CAL's knowledge tools have been helping policymakers manage learning continuity, and design and implement education programs that can help improve and accelerate learning.

- Delivering remote and hybrid learning

- Assessing students' learning remotely

- Reaching students with no access to technology

- Preventing learning poverty from increasing

- Supporting teachers' professional development

CONTINUITY AND ACCELERATION OF LEARNING

RECOVERY AND RESILIENCE

- Measuring learning gaps

- Supporting teachers

- Improving efficiency of learning

- Supporting the home literacy environment

The knowledge tools can help countries address key needs during the recovery phase and their efforts to build resilient, effective, equitable education systems equipped to face future shocks.

KNOWLEDGE TOOLS

The knowledge tools address five of the most pressing challenge areas in education systems.

Through five lines of work, CAL is supporting learning continuity and acceleration, and contributing to building resilient education systems.





EdTech

How to deliver remote learning effectively?

Remote learning is becoming the new normal as a result of the pandemic. **Delivering remote learning effectively**, especially to those students with poor access to broadband or digital devices is a priority. The [EdTech](#) team under the CAL program designed knowledge tools to help policymakers plan and design remote/hybrid learning strategies that:

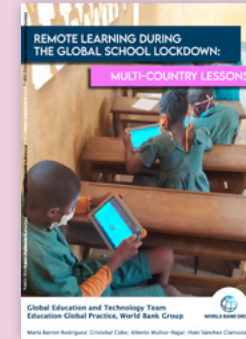
- » Effectively use EdTech remote and hybrid learning solutions, including TV, radio, online platforms, mobile.
- » Help policymakers apply the [five principles](#) of the World Bank's EdTech approach when developing solutions: Ask Why, Design and Act at Scale For All, Empower Teachers, Engage the Ecosystem, and Be Data-Driven.
- » Combine and integrate the solutions optimally and seamlessly.
- » Ensure holistic implementation.
- » Procure solutions cost-efficiently.

Knowledge Packs

Resource Packs

World Bank-UNICEF resource packs to support remote learning:

Studies





Remote Formative Assessment

How to assess whether students are learning remotely?




Assessing what and whether students are learning is one of the top challenges related to remote learning, especially in low-resource contexts. Basic mobile phone features such as short message services (SMS), phone calls, and interactive voice response (IVR) technologies can be effective to assess students, particularly where technology is scarce.

The [Learning Assessment Platform](#) (LeAP) team under the CAL program developed and piloted phone-based remote formative assessment tools to help policymakers design and implement plans to evaluate students' learning remotely. The tools:

- » Provide elements for the feasibility of implementation and scale-up of phone-based assessment solutions.
- » Present existing experiences and their key features.
- » Give psychometric considerations for implementing phone-based assessment solutions.
- » Provide a template to evaluate the enabling conditions for each solution.

Knowledge Tools

- [Toolkit on Remote Formative Assessment Using Basic Mobile Technologies](#). Includes:

Click on each title to read more 
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Read@Home

How to reach students with no access to technology?

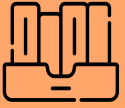
The pandemic disrupted learning for millions of students in hard-to-reach homes with limited or no access to technology. Expanding access to books for low-resource families helps ensure learning continuity and encourages parents and caregivers to support children's learning at home.

The [Read@Home](#) team under the CAL program developed knowledge tools to help policymakers:

- » Identify and contextualize quality reading materials for use in homes.
- » Design interventions to provide support to parents and caregivers to engage with children's learning.
- » Design cost-efficient book supply chains.
- » Use innovative procurement approaches.
- » Learn from other countries' experiences and replicate success factors.

Knowledge Tools

Click on each title to read more ✎
Click to close pop-up



Structured Lesson Plans

How to accelerate learning to reduce learning poverty?

School closures resulting from the pandemic are likely to worsen learning poverty and deepen the pre-existing learning crisis. One way to address this issue and accelerate learning is by developing lesson plans for teachers —structured pedagogy— to strengthen Early Grade Reading (EGR) curricular and instructional practices.

The [Curriculum, Instruction, and Learning \(CIL\)](#) team under the CAL program developed knowledge tools that operationalize the evidence on structured pedagogy and can help policy makers:

- » Revise and improve their models of EGR instruction in the first three years of schooling.
- » Develop lesson plans whose scope, sequence, and pedagogical practices are aligned with the science of reading.
- » Design EGR lesson plans that build teachers' skills through structured guidance.

Knowledge Tools

Click on each title to read more ✎
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Technology for Teaching (T4T)

How to use technology to support teachers' development?

In most countries, the pandemic caught teachers unprepared to teach remotely using technology. As education systems evolve due to COVID-19, strategies must be put in place to support teachers' professional development and equip them for shocks. A future of remote or hybrid learning calls for high- and low-tech resources to support teachers' development.

The [T4T](#) team under the CAL program developed various knowledge tools to help policymakers:

- » Effectively utilize technology to train teachers and equip teachers.
- » Assess and compare contextual and technical factors for successful implementation of teacher professional development (TPD) programs using technology.
- » Learn from experiences of TPD that can be scalable and replicated in other countries.

Knowledge Tools

Click on each title to read more ✨
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RESOURCES



Blogs

EdTech

Remote Formative Assessment

Read@Home

T4T



Podcasts

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Events/Videos

EdTech

Remote Formative Assessment

Lesson Plans

T4T



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