EDUCATION ENGAGEMENTS:
EUROPE AND CENTRAL ASIA

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The WBG is a predominantly a lending institution, but not quite

- Total Operations Lending $40.8 billion
- Investment Lending $28.6 billion (70%)
- Development Population $10.5 billion (26%)
- Program for Results $1.7 billion (4%)

Amounts are for Fiscal Year 2014
Lending in FY2014 by sectors (total $40.8 billion)

- ICT: 0.4
- Public Admin/Law
- Transportation
- Agriculture
- Health/Social Services
- Industry/Trade
- Finance
- Education
- Water/Sanitation/Flood
- Energy/Mining

Source: World Bank
Our EDUGP strategy 2020 helps in achieving the WBG goals: ending extreme poverty and boosting shared prosperity

Elements of WBG’s education strategy:

- Invest early: to ensure a lifetime of learning
- Invest smartly: use a systems approach to enhance results, measure learning
- Invest for all: reduce barriers for disadvantaged populations

Learning for all

- More relevant skills for productivity & employment
- Better health, more education for next generation
- Better citizenship & better stewardship of natural resources

End extreme poverty

Boost shared prosperity

THE WORLD BANK
How is the EDUGP organized to face this challenge?

Education GP  
Senior Director

Education GP  
Director

Practice Manager SAR  
Practice Manager AFR-ES  
Practice Manager AFR-WC  
Practice Manager EAP  
Practice Manager MENA  
Practice Manager ECA  
Practice Manager LCR  
Practice Manager KT
The ECA region still faces specific challenges that impede progress toward our twin goals

Poverty remains an issue

- Poverty remains high in some countries (e.g., Armenia, Georgia, Kosovo, Kyrgyz Republic, Tajikistan)
- Pockets of poverty remain in many countries/communities (e.g., Roma)

Risk of reversal in shared prosperity

- Ageing
- Long term unemployment
- Long term erosion of productivity and competitiveness; lack of jobs

Specific challenges in Education

- Increasing access /Inclusion (Pre-school and tertiary)
- Improving quality and relevance
- Education Finance Reform
- Addressing the disconnect among key stakeholders and educational institutions
Education Financing: Global

Education Financing: Europe and Central Asia

Projects: Ongoing and Pipeline

Ongoing

ECCU1
ECCU2
ECCU3
ECCU4
ECCU5
ECCU6
ECCU8

Pipeline

RU
RU
BY
AZ
KV

12 active projects
8 pipeline projects
Technical Assistance

- Professional technical advice that supports legal, policy, management, governance and other reforms to achieve development goals.

- May be used to draft legislation, prepare institutional development plans, country-level strategies, and implementation action plans.
AAAs, Trust Funds, and Regional Tasks

AM: Armenia
AZ: Azerbaijan
BY: Belarus
BG: Bulgaria
GA: Georgia
KZ: Kazakhstan
KG: Kyrgyzstan
MD: Moldova
RU: Russia
RS: Serbia
TJ: Tajikistan
TR: Turkey
UZ: Uzbekistan

Ongoing

ECCU1
- RU

ECCU2
- BY
- MD
- MD
- MD

ECCU3
- AM
- GA
- GA
- AZ
- Skills

ECCU4
- RS
- Regional
- TA
- Roma

ECCU5
- BG
- PISA

ECCU6
- TR

ECCU8
- KZ
- KZ
- TJ
- KG
- UZ
- KG

AAA
TF/TA
Regional
Roma

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IBRD • IDA
Systems Approach for Better Education Results (SABER)

SABER: Workforce Development

Examines
three dimensions of workforce development systems

Collects
information on these dimensions through desk research, interviews and stakeholder workshops to establish:
- Institutional design
- Policy implementation
- System learning and adaptation

Evaluates
levels of system development
by coding collected information to produce a rating between 1 and 4

Source: World Bank, SABER Workforce Development
STEP Skills Measurement Program

WHY MEASURING SKILLS IS IMPORTANT?

#1 More information on skills is needed

- SUPPLY
  - More people are going to school
  - BUT we don’t know their skills
- SKILLS
- DEMAND
  - Firms demand more skills
  - BUT we don’t know which ones

#2 Skills are a priority for countries

- POLICY MAKERS AROUND THE WORLD HAVE EMPHASIZED DEVELOPING THE RIGHT SKILLS TO ACHIEVE
- JOB CREATION AND PRODUCTIVITY GROWTH

The right skills among potential and actual workers make capital and labor more productive and makes the adoption and invention of new technologies possible. Research has shown that inequality in skills is associated with inequality in income.

Source: World Bank, The STEP Skills Measurement Program
Reimbursable Advisory Services (RAS)

- RAS are programs offered to clients in middle and high-income countries

- Developed to deliver specific assistance to eligible clients requiring services that cannot be fully funded from the Bank’s country program

- Can take many forms
Reimbursable Advisory Services (RAS)/Joint Economic Research Program (JERP)

AZ: Azerbaijan
HR: Croatia
KZ: Kazakhstan
LV: Latvia
RO: Romania
RU: Russia

ECCU1

ECCU2

ECCU3

ECCU4

ECCU5

ECCU6

ECCU8

Ongoing
Knowledge Instruments

- Technical Assistance
- Systems Approach for Better Education Results (SABER)
- STEPS Skills Measurement Program
- Reimbursable Advisory Services (RAS)
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