



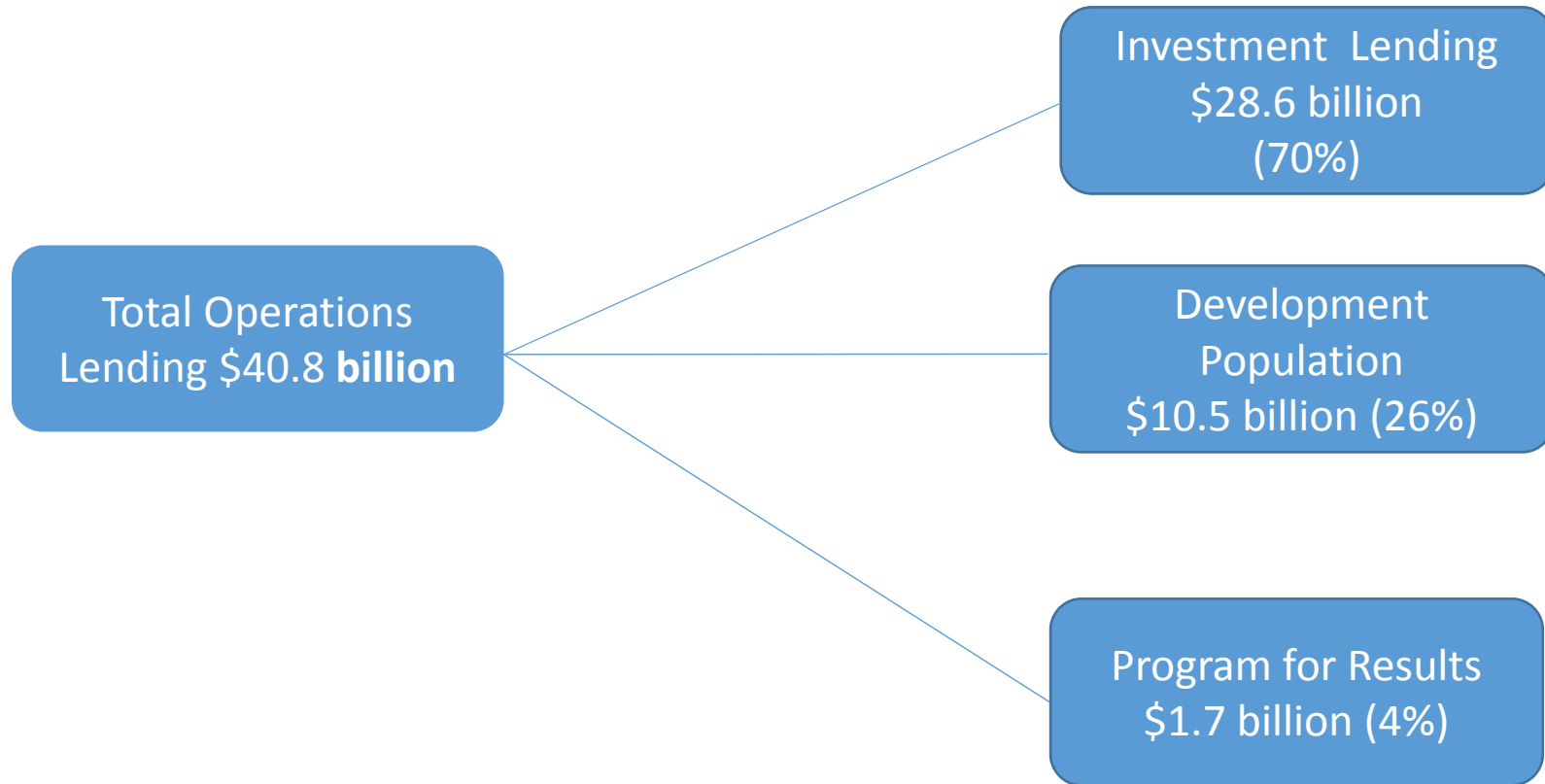
EDUCATION ENGAGEMENTS: EUROPE AND CENTRAL ASIA

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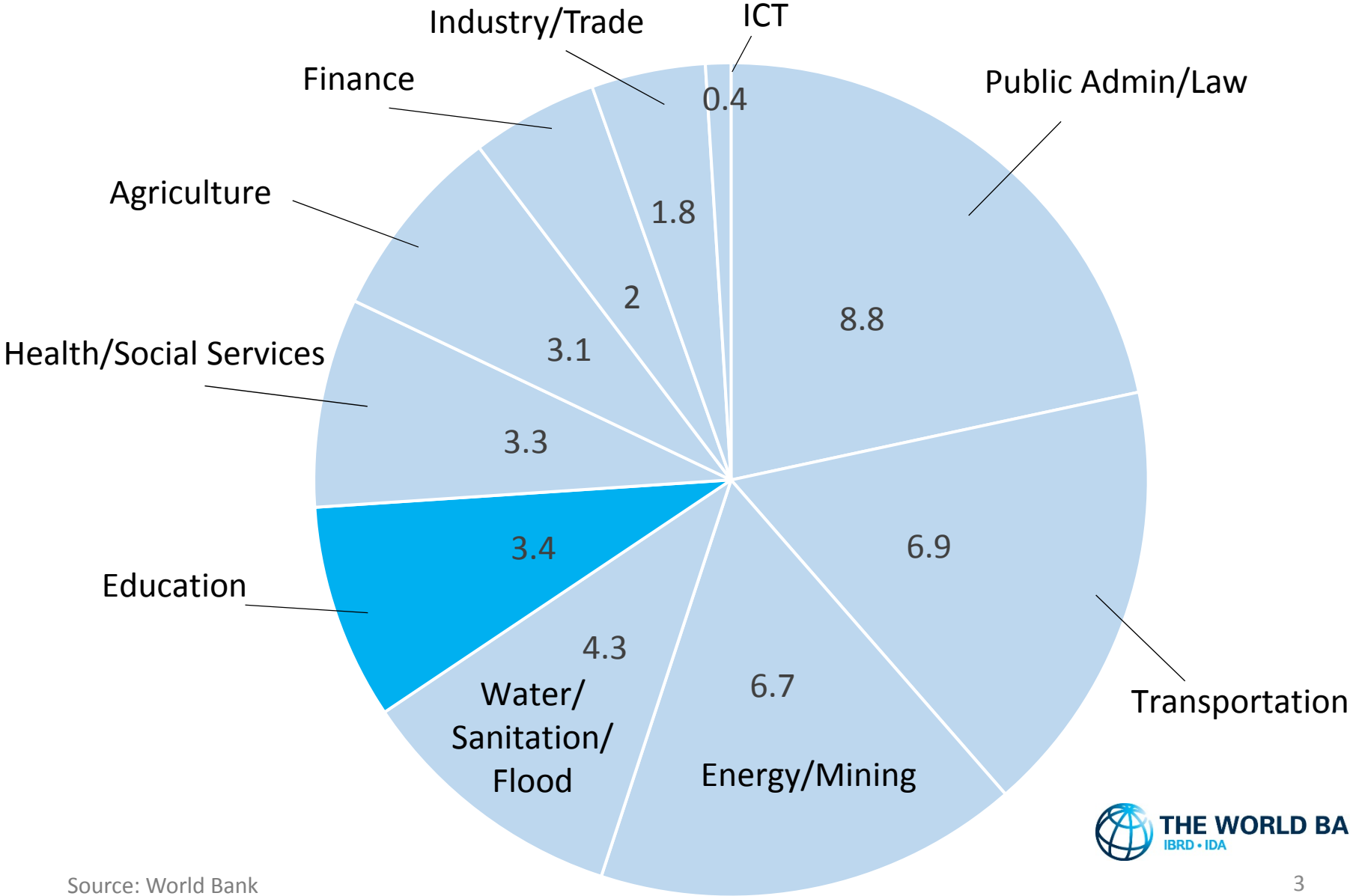


The WBG is a predominantly a lending institution, but not quite



Amounts are for Fiscal Year 2014

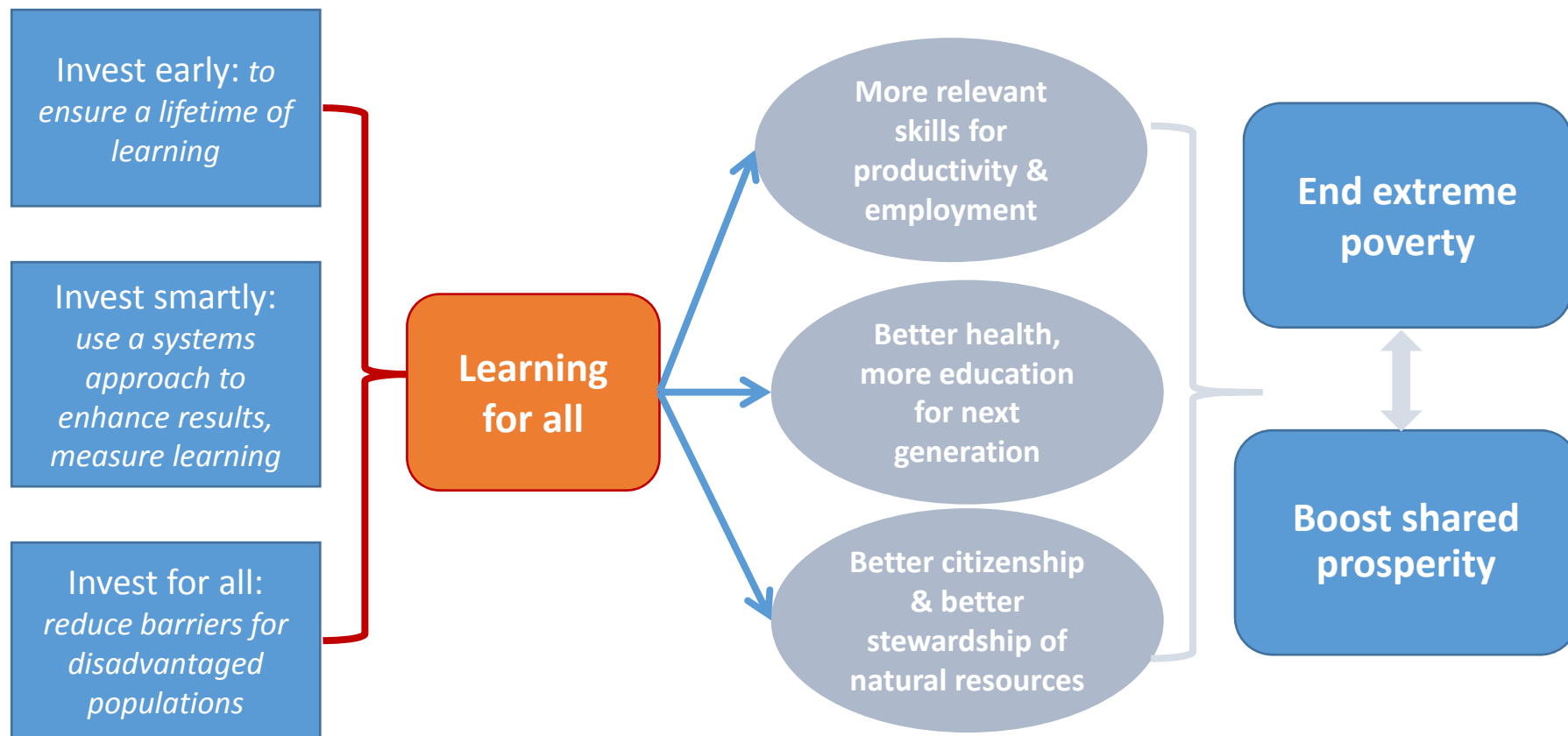
Lending in FY2014 by sectors (total \$40.8 billion)



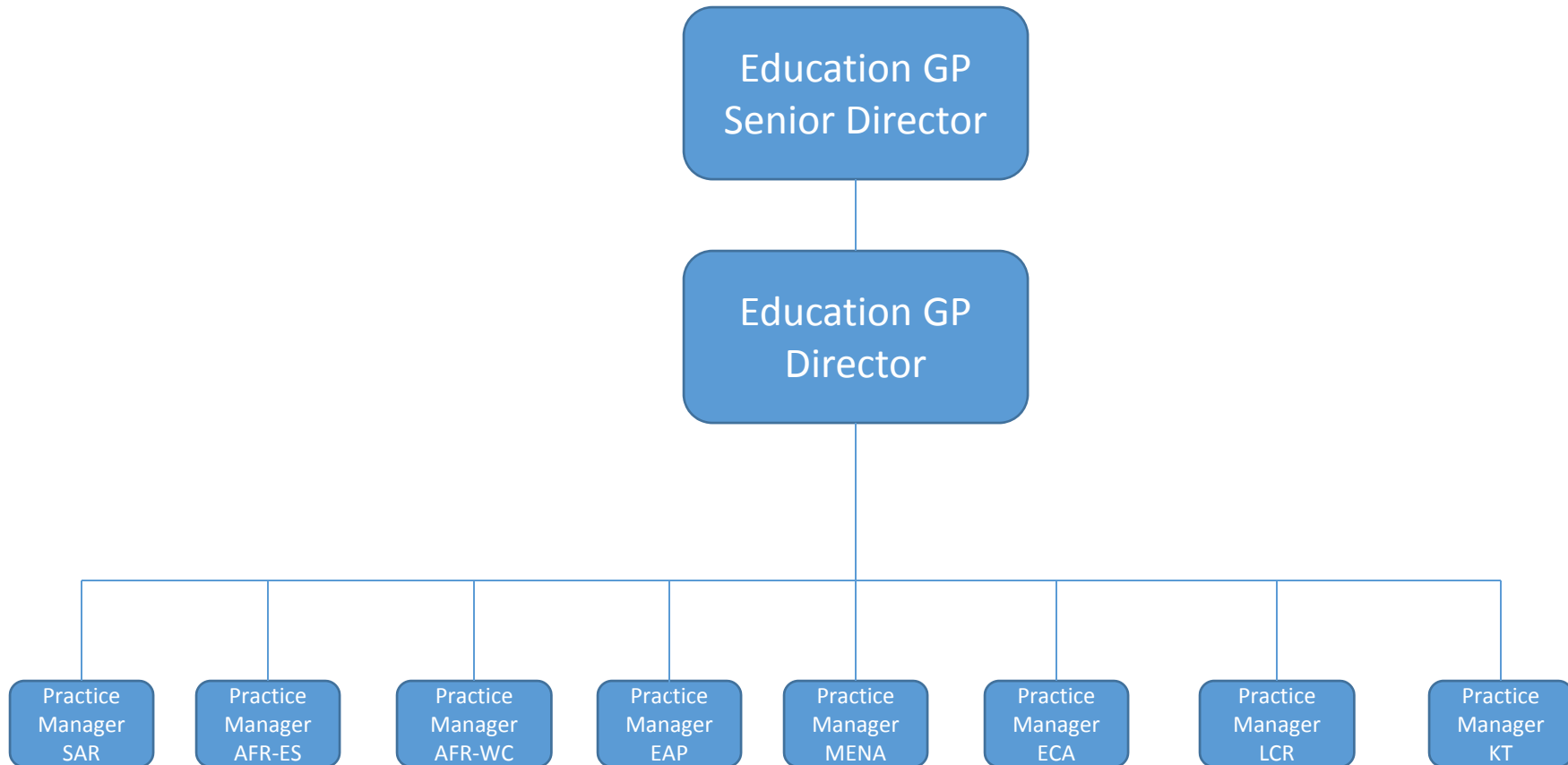
Source: World Bank

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

Elements of WBG's education strategy:



How is the EDUGP organized to face this challenge?



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)

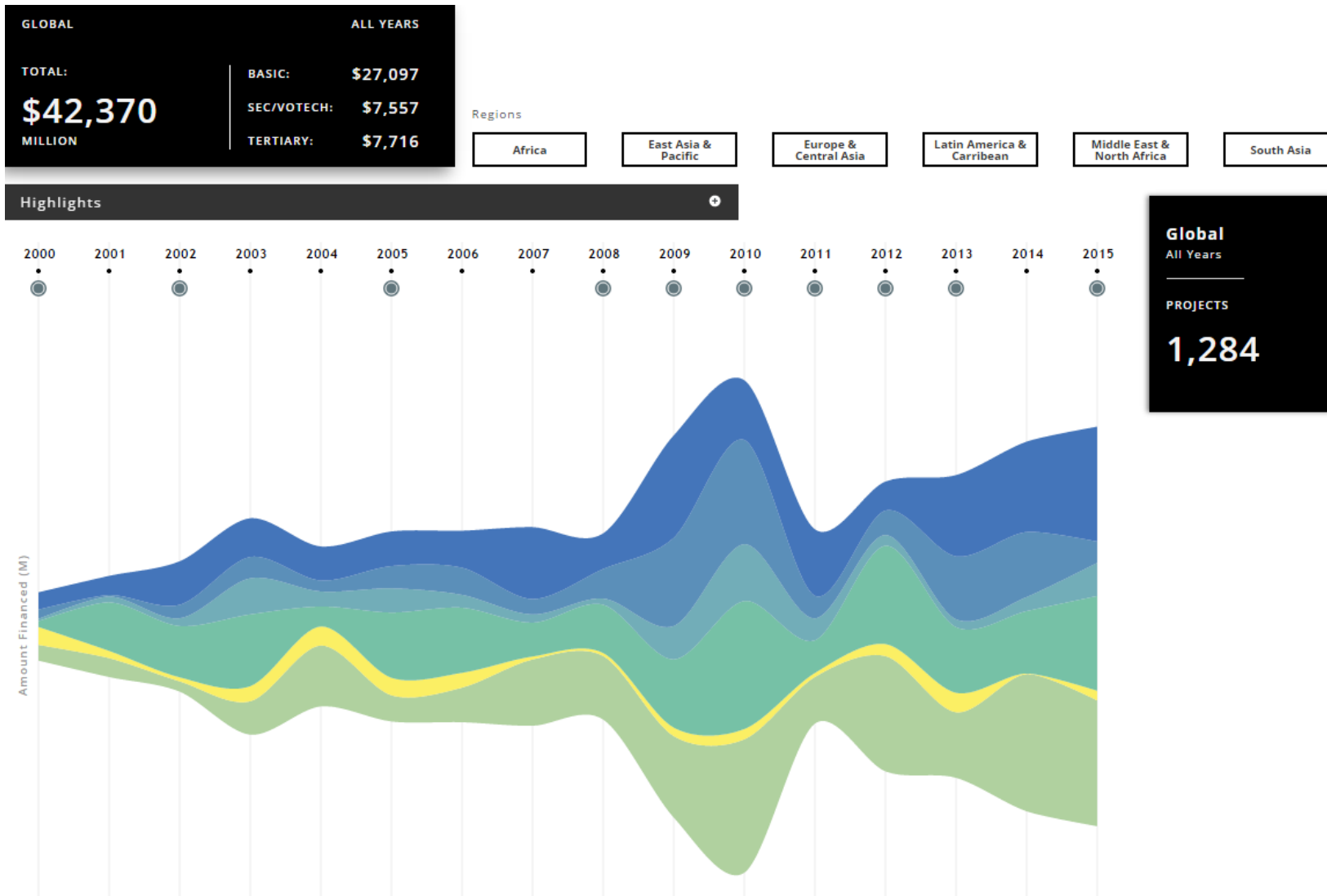
Risk of reversal in shared prosperity

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

Specific challenges In Education

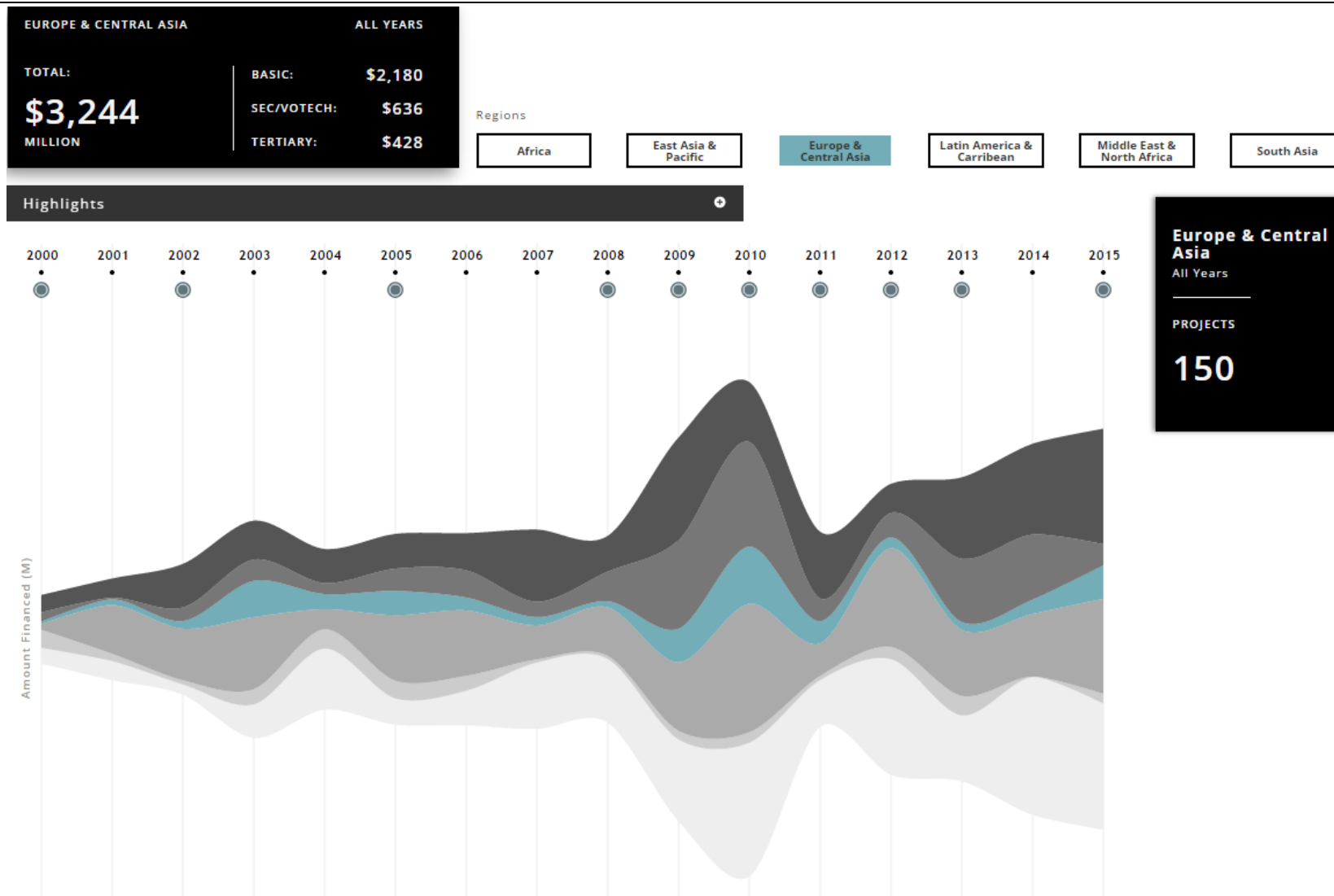
- Increasing access /Inclusion (Pre-school and tertiary)
- Improving quality and relevance
- Education Finance Reform
- Addressing the disconnect among key stakeholders and educational institutions

Education Financing: Global



Source: World Bank, Smarter Education – Lending at <http://smartereducation.worldbank.org/>

Education Financing: Europe and Central Asia

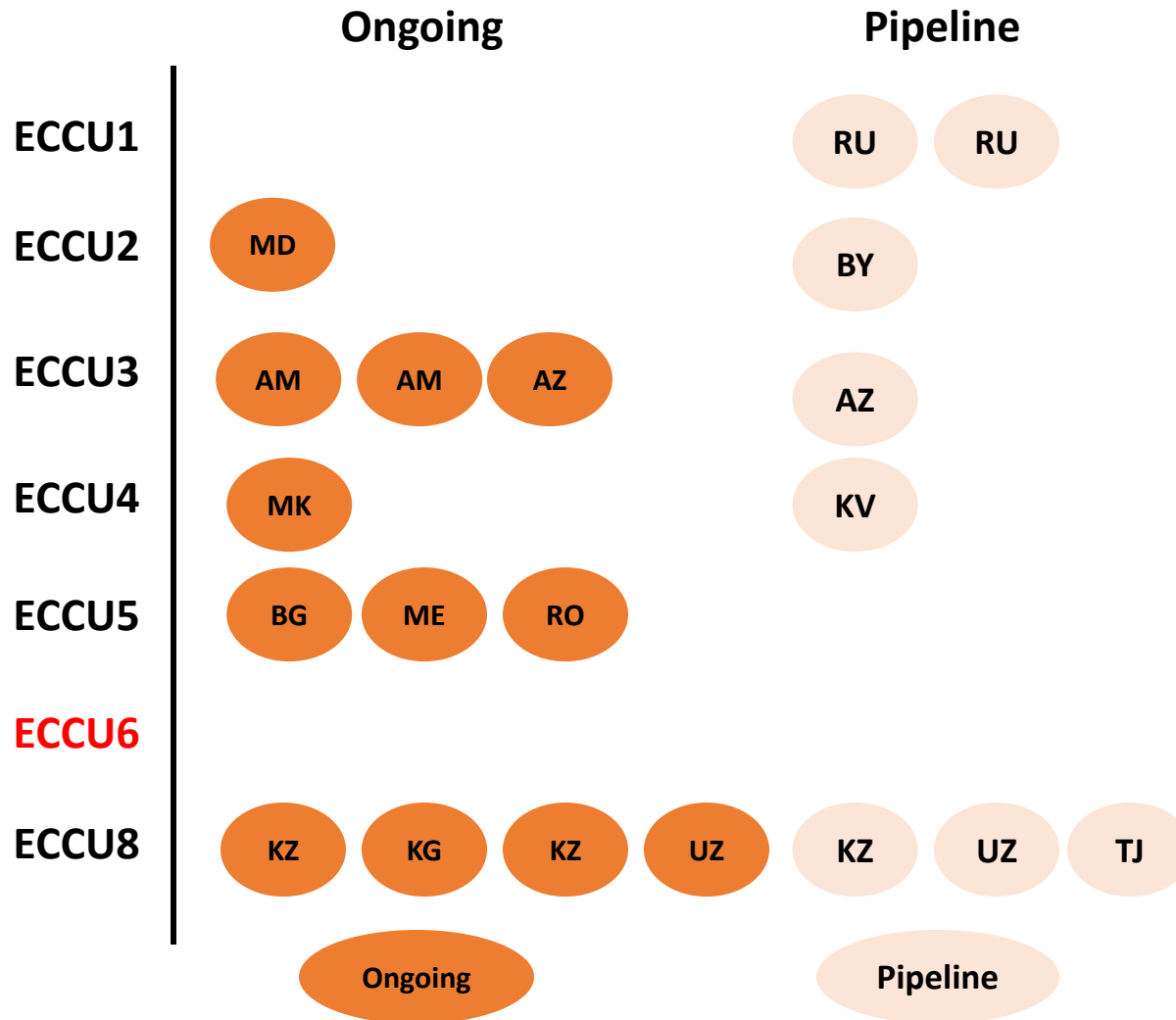


Source: World Bank, Smarter Education – Lending at <http://smartereducation.worldbank.org/>

Projects: Ongoing and Pipeline

- AM: Armenia
- AZ: Azerbaijan
- BY: Belarus
- BG: Bulgaria
- GE: Georgia
- KZ: Kazakhstan
- KG: Kyrgyzstan
- KV: Kosovo
- MK: Macedonia
- MD: Moldova
- ME: Montenegro
- RO: Romania
- RU: Russia
- RS: Serbia
- TJ: Tajikistan
- UZ: Uzbekistan

12 active projects
8 pipeline projects



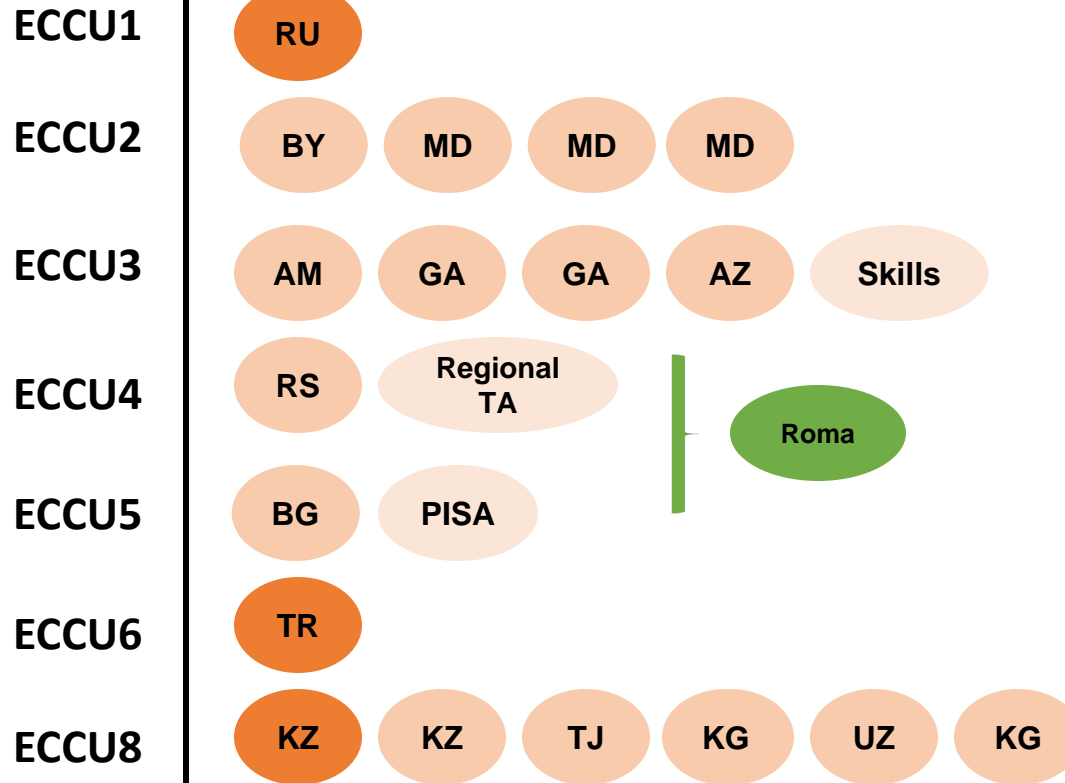
Technical Assistance

- 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.

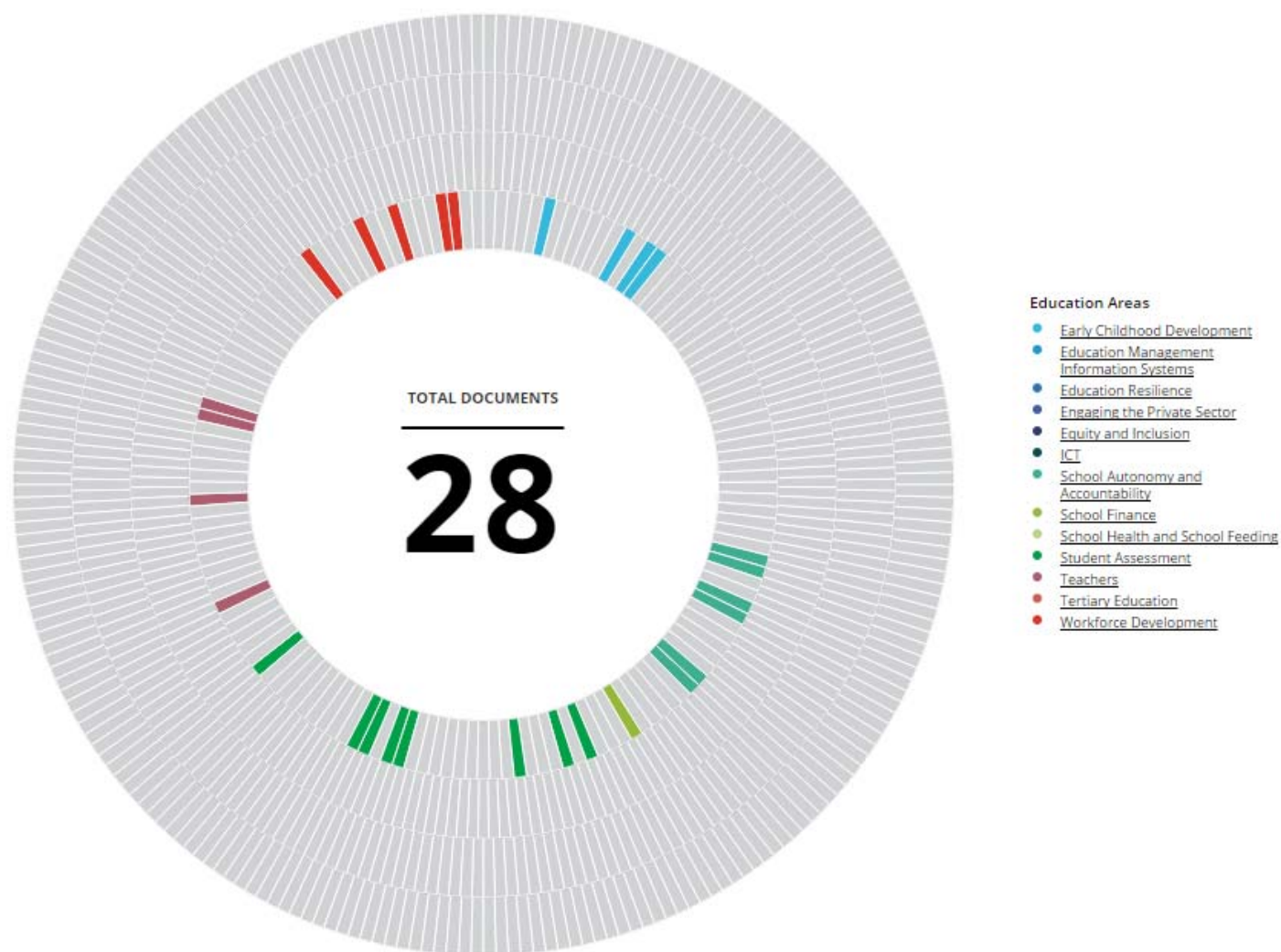
AAAs, Trust Funds, and Regional Tasks

Ongoing

- 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

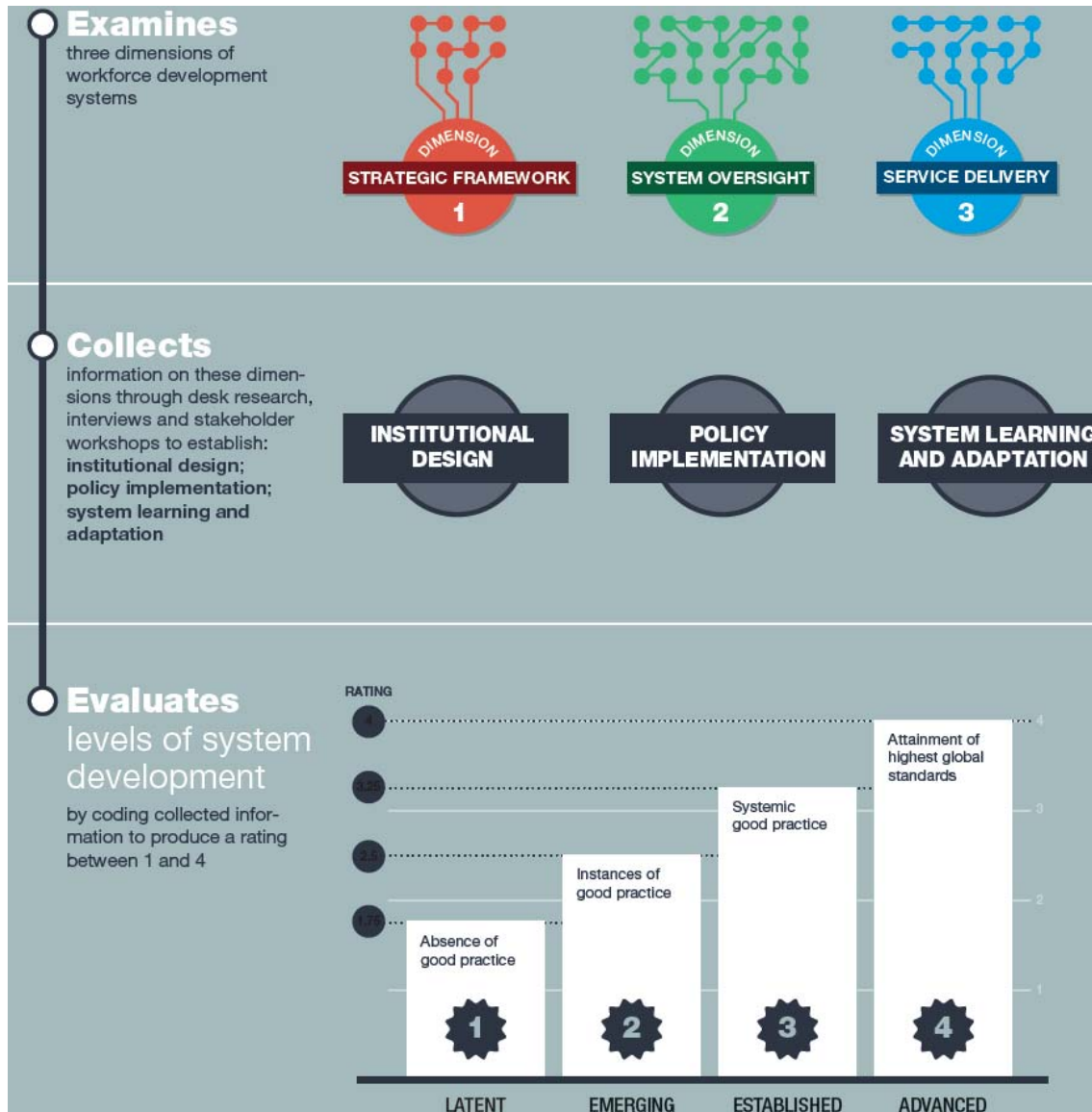


Systems Approach for Better Education Results (SABER)



Source: World Bank, Smarter Education – Knowledge at <http://smartereducation.worldbank.org>

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



S



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.

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)

Ongoing

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

ECCU1



ECCU2

ECCU3

ECCU4

ECCU5



ECCU6

ECCU8



Knowledge Instruments

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



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