



Achieving Learning for All



THE WORLD BANK



Une éducation peut changer notre société

“ *If we work together we can help all children have an equal chance at learning, finding a job, contributing to their communities and achieving their dreams.* ”

Jim Yong Kim
President, World Bank Group

While there has been great progress in the last decade, many countries are still off track to meet the Millennium Development Goals (MDGs) for education. In developing countries, there is significant evidence showing that many children and youth leave school without having learned the basic skills needed for life and work.

This brochure has been prepared for the April 2013 Learning for All Ministerial which brings together Ministers of finance and education—from eight countries that are home to about one-half of the world's out-of-school children—with leaders from development partner organizations to discuss specific challenges and concrete steps to accelerate progress toward ensuring that all children can go to school and learn. The brochure focuses on World Bank support to education in Bangladesh, Democratic Republic of Congo, Ethiopia, Haiti, India, Nigeria, Yemen, and South Sudan.

Our Vision: Learning For All

Education is one of the most important drivers for ending poverty and boosting shared prosperity. Since 1990, targeted actions by a number of countries and their development partners have helped reduce by half the number of out-of-school children around the world. Yet 61 million children today are not in school—and there is abundant evidence that learning outcomes in many developing countries are alarmingly low, especially among disadvantaged populations. This global learning crisis is a major impediment to expanding both individual opportunity and national development.

That's why the aim of the World Bank Group's Education Strategy 2020 is Learning for All. Learning for All means ensuring that all children and youth—not just the most privileged or the smartest—not only can go to school but can acquire the knowledge and skills they need to lead healthy, productive lives, secure meaningful jobs, and contribute to society. Our work is focused around two strategic goals:

Reform education systems, beyond inputs. While trained teachers, classrooms, and textbooks are crucial, education systems work better when standards, rules, responsibilities, financing and incentives are clear and aligned to achieve education goals, and outcomes are measured and monitored.

Build a global knowledge base for education reform. To inform and guide policies that strengthen education systems and achieve results, the World Bank is investing in more research and knowledge generation—through impact evaluations, learning assessments, and our Systems Approach for Better Education Results (SABER) program. SABER provides detailed analysis of countries' capacities across the education system—from early childhood development programs and teacher policies to tertiary education and skills development—to help countries use evidence to inform better policy-making.

Since we launched our global education strategy in April 2011, the Bank is:

- **Helping countries accelerate progress toward the Millennium Development Goals for universal primary education.** Over the past two years, the Bank has provided \$2.7 billion in financing from the International Development Association (IDA) for basic education in the poorest countries. We are working closely with the Global Partnership for Education (GPE)—the Bank supervises the implementation of most GPE grants, and has provided IDA co-financing in a number of countries.
- **Reducing inequality in education.** Some examples include enabling private-public partnerships to expand access and quality of education for low-income children in Pakistan; providing stipends for girls to go to school in Bangladesh; and job training programs for young women in Ethiopia and Jordan.
- **Improving the quality of service delivery.** The Bank is supporting performance grants to secondary schools based on test scores and teacher attendance in Nigeria; school grants based on achievement of school plans in Indonesia; expansion of training in priority occupations aligned with employer demands in Rwanda; and is helping a number of countries like Ethiopia, Mozambique, Angola, Zambia, Armenia, Kyrgyz Republic, Tajikistan, and Vietnam build regulatory and quality-assurance frameworks to strengthen their student assessment systems.
- **Generating new evidence to improve learning outcomes.** Through SABER, the Bank is building a comparable, worldwide database on education policies and institutions so countries can assess and benchmark themselves in key policy areas such as teacher policies, student assessments, school management, and workforce development. The Bank is also building a unique provider-level database on the quality of service delivery in African countries.




Over 6 million girls attend secondary school, up from 1.1 million in 1991.

BANGLADESH

Bangladesh views education for all its people as key to reducing poverty and fueling its ascent to middle-income status by 2021. To that end, the government has kept total public spending on education around 2.2% of GDP since the 1990s, tried consistently to increase the number of children going to school, and adopted the goals of Learning for All. Those efforts have resulted in gains in both primary and secondary school enrollment, especially among girls. In 2011, more than 6 million girls attended secondary school, up from 1.1 million in 1991. By reaching gender parity in school, Bangladesh has achieved one of its Millennium Development Goals and contributed to historic gains in women's status. That job is unfinished, however, as nearly 600,000 school-age girls are still not in school. Other challenges include raising the quality of education, giving priority to the poorest and most disadvantaged groups, upgrading curriculum and textbooks, repairing classrooms based on need, and improving school governance.

World Bank support

The World Bank has long been a partner and the largest outside contributor to Bangladesh's education sector, with commitments of more than US\$1.38 billion since 2000. The World Bank committed \$US216 million to support the government's enrollment drive. The Reaching Out-of-School Children (ROSC) project provided "second chance" primary education to more than 790,000 out-of-school children in more than 23,000 learning centers between 2005 and 2013. ROSC II, currently under way, is expected to return another 720,000 children to school from the 190 poorest sub-districts of the country. The project blends formal and non-formal methods to help learners complete grade 5 and transition to secondary education. The pass rate of participants on the national grade 5 exams rose from 73% in 2011 to 83% in 2012. The World Bank's \$US300 million commitment to the government's Third Primary Education Development Program, also supported by eight other development partners, focuses on improving school quality and emphasizes inclusion of the hardest-to-reach children from the most disadvantaged groups. It also promotes decentralization and involving communities and local governments in running their local schools. Other World Bank aid goes to projects that apply a global model to enhance girls' schooling; strengthen innovation and institutional capacity in higher education; and make technical and vocational schools respond better to the job market. The World Bank recently launched an Education Sector Review focused on access and quality of education at all levels—with respect to the country's goal of becoming a middle-income country by 2021.



30,000 primary school teachers have been placed on the public payroll.

DEMOCRATIC REPUBLIC OF CONGO

As a conflict-affected country, the Democratic Republic of Congo (DRC) has vast needs for reconstruction and economic growth, yet has a severely constrained fiscal capacity and weak institutions. Peace has still not reached some areas and is precarious elsewhere, especially in the eastern provinces. Socioeconomic conditions are strained, infrastructure is damaged, and peace building and recovery take place amid dire social conditions. An estimated 2.3 million persons are displaced or are internal refugees, while about 323,000 nationals live in refugee camps outside the country. Per capita income and human development indicators in the DRC are among the lowest in Africa. Many communities live hand-to-mouth with little access to markets and public services.

Rehabilitation of education is a priority of the government, which aims to raise education's share of the budget gradually to the Africa average of 18–20%, from the current 13%. One persistent problem is that many children enter their first year of school late. In 2007, the gross enrollment ratio at the primary level was estimated at 91%, but the gross ratio of student admission in the first year of elementary school was only 46%. Late entry stems from such factors as forced displacements due to lingering conflicts, parents' difficulty paying for school expenses, and the education sector's lack of adequate teaching materials, streamlined policies for teachers, and a comprehensive strategy.

World Bank support

The World Bank committed US\$1.1 billion to education in the DRC from 2004 to 2013. That funding included US\$150 million over five years to deliver essential services for primary education, coordinated with initiatives by other donors. This government-led project has improved children's access to primary school, on an equitable basis, by eliminating parents' monetary contributions to primary schools' operating costs, and by placing 30,000 primary school teachers on the public payroll. The project addressed education quality by supplying public schools and government-supported private schools with more than 14 million grammar and math textbooks and teacher's guides. Another component aims to amend the legal and institutional framework of the education system, and to build institutional capacities to plan, budget, and manage programs.

The World Bank funded the recent update to the education sector strategy for the DRC.

Under a newly approved US\$100 million grant from the Global Partnership for Education, the World Bank will support the implementation of many initiatives, such as enlisting local communities in developing preschools, making primary education universal, improving school efficiency, and supporting improved teaching and learning outcomes.



Gross enrollment in secondary school was **37%** in 2012, **twice** the level from 10 years earlier.

ETHIOPIA

Ethiopia has made important progress on reducing poverty during the past decade, thanks to economic growth and government investments targeting poor communities. Poverty has moderated slightly in the past decade, thanks to economic growth and to government investments to help the poor. In 2009–10, less than 30% of Ethiopians lived in extreme poverty, down from 38% five years earlier. The government's Growth and Transformation Plan aims to reduce that figure to 22% by 2014–15. Further brightening the outlook, child mortality has declined by 50%, and many more people have access to clean water than five years ago.

Many more children have entered schooling in recent years. Primary school enrolled 17 million students in 2011–12, up from 8.1 million ten years earlier. Gross enrollment in secondary school was 37% in 2011–12, twice the level ten years earlier. Girls, especially, have increased participation, narrowing the school gender gap. The ratio of girls to boys in grades 1–4 rose to 90% in 2011–12, up from 74% a decade earlier; gender parity improved even more in grades 5–8.

World Bank support

The World Bank committed more than US\$3.76 billion for education in Ethiopia between 2001 and 2013. The General Education Quality Improvement Project, nearing completion of its first phase, contributed US\$430 million with support of the World Bank, other development partners, and the Global Partnership for Education. The second phase, under preparation, proposes similar funding levels. The projects aim to improve teaching and learning at all school levels. This is the core of the World Bank's support to improve the quality of primary education in Ethiopia.

The 2005 World Bank report, "Education in Ethiopia: Strengthening the Foundation for Sustainable Progress," analyzed the education sector and the prospects for universal primary education, better teaching and learning, and upgrading the nation's workforce.

The new Country Partnership Strategy for Ethiopia, approved by the World Bank in September 2012, builds on the previous strategy, which helped the government hire more than 100,000 primary school teachers. The additional US\$1.15 billion will help deliver services to poor people and further develop road networks. Another US\$600 million in financing will improve delivery of education, health, and other services.



A joint project has allowed **80,000** students to attend primary school **tuition-free**.

HAITI

Education in Haiti faces a multitude of challenges, magnified by the devastation of the 2010 earthquake. Access to education is limited by lack of schools in remote areas and a teacher shortage; 2,500 more teachers are needed every year, yet the teacher training system graduates 500 or less. The high cost of the predominately private education system makes schooling unaffordable for many; the fees can represent more than 50% of the income of the very poor. As a result, an estimated 250,000 to 500,000 children ages 6 to 12 are not enrolled in school. For enrolled students, ineffective teaching, outdated curricula, and caloric deficit affecting readiness to learn can make school a missed opportunity. In 2009 the Early Grade Reading Assessment found students' reading skills generally poor. Yet the government is committed to education, as demonstrated by its Operational Plan for Education 2010–2015.

World Bank support

Collaborating with partners, the World Bank has worked to improve education quality, access to primary school, and the managerial capacity of the Ministry of Education and local governing bodies. Building on a US\$48 million commitment for 2006 to 2012, the World Bank is supporting phase two with a US\$70 million commitment. The World Bank is also the “supervising entity” for a US\$22 million Global Partnership for Education (GPE) grant, is helping develop another GPE-financed project, at US\$24.1 million, and will aid the government with US\$15 million for education from the Haiti Reconstruction Fund (HRF), pending HRF Steering Committee approval.

The World Bank-funded tuition support program has attracted financing from the government and other donors. Since 2007, World Bank and GPE support has allowed 80,000 students to attend primary school tuition-free; for the next three years 100,000 students annually will benefit. A school feeding program, supported by the World Bank and the GPE, has given 70,000 students a daily snack and hot meal since 2007. The World Bank has also financed repair or replacement of public schools damaged by natural disasters, and will help construct or rehabilitate 200 remote, community-based public schools.

The World Bank-supported accelerated teacher preparation program qualifies student-teachers for the classroom in one year, rather than the usual three. It has produced 1,390 new teachers since 2009, with 3,300 more to be certified over the next three years. World Bank funding also provided the government with a reading assessment tool and backed a new National Education Partnership office to foster cooperation among public and non-public sectors.



An access program brings primary schooling to within **1 kilometer** of every home.

INDIA

The share of India's population living in poverty declined to 34% in 2004–05, from 46% in the mid-1980s, but the country still has an immense number of poor people, which poses a huge educational challenge. Learning opportunities vary across this vast nation. Policies among states diverge on matters such as teacher recruitment and qualifications, as do investments in education. In 2002, when India launched the Sarva Shiksha Abhiyan (SSA) Program, the country was home to over 25% of all of the world's out-of-school children, many from disadvantaged and minority communities, migrant families, poor households, and remote areas, with girls comprising a disproportionate share. The issues of each group required specially tailored programs. India has used fiscal resources generated by successive years of robust economic growth, plus World Bank commitments, to invest in a set of initiatives that address those diverse circumstances and challenges; together they are revolutionizing the delivery of basic education services to the poor.

World Bank support

From 2000 to 2013, the World Bank committed, along with the European Union and the UK, more than US\$1.1 billion, bolstered by an additional US\$750 million since 2010. World Bank support for the SSA (Universalization of Elementary Education) Program has helped dramatically boost access to primary school. Launched in 2002, SSA aims to give all children ages 6–14 a full eight years of elementary education, by removing barriers to school access; providing more, better-qualified teachers; providing supplies and incentives; and upgrading academic materials and support mechanisms—focusing especially on aiding girls and children from marginalized groups.

SSA's strategies include creating primary school settings within 1 kilometer of every home and providing out-of-school children and dropouts with alternative education programs and “bridge courses” to help them re-enter formal education. Villages, through local school management committees, have been enlisted to identify and enroll out-of-school children and help manage school resources, construct classrooms, and provide social accountability. SSA also recruited and trained teachers, provided textbooks and teaching materials, and monitored learning outcomes. SSA interventions have annually benefited around 130 million children in government schools and another 17 million enrolled in government-aided private schools. Some 71 million girls, 27 million children from India's disadvantaged groups, 15 million tribal children, and 2.8 million children with special needs have gained access to education. SSA outcomes have contributed to the government's push to enact a national Right to Education law, to guarantee free and compulsory basic education for all children.



A secondary school project in Lagos state has trained **12,000** teachers in leadership and English, math, and science

NIGERIA


With a large population, an oil industry that is a major global exporter, and abundant natural gas reserves, Nigeria has significant human and natural resources to build a prosperous economy and meet the health, education, and infrastructure needs of its people. Strong oil earnings in recent years could leverage a drop in the country's widespread poverty. But reducing poverty may require sustained growth in the economy's non-oil sectors, which could be aided by upgrading post-secondary education and making it more relevant to human development needs. The government has sharpened its focus on human development, including education, over the past decade, through committing a portion of its oil revenues to an ambitious reform agenda. In spite of some successes, Nigeria may not be on track for meeting most of the Millennium Development Goals. Nigeria has a pressing need to improve the efficiency with which the government's resources are applied to education. That challenge is part of a broader need to improve governance, especially at the state level. Fiscal decentralization has given Nigeria's 36 states and 774 local governments considerable policy autonomy, control of 50% of government revenues, and responsibility for delivery of public services. Governing and administrative capacity are weak in most states, and improving governance will be a long-term process.

World Bank support

In March 2013, the World Bank approved a US\$150 million commitment to Nigeria's new State Education Program Investment Project (SEPIP), which aims to boost the quality of primary and secondary schooling for millions of children in the states of Anambra, Bauchi, and Ekiti. SEPIP seeks to improve teacher deployment and school management, so that more teachers are allocated to rural areas and provide instruction in core academic subjects. The project links financing to learning results, as measured by new standardized state-level tests, while making technical and vocational education more relevant to the needs of employers.

Another highlight is a partnership between the World Bank and the Lagos State government to motivate and develop secondary school teachers and improve the learning environment; the award-winning project is credited with a surge in students' academic performance and raising the pass rate on the college entrance exam. The World Bank is working with the Global Partnership for Education to prepare a \$100 million project to expand basic education in five states in northern Nigeria.

The World Bank is also working with its government counterparts to help develop a strategic framework for education in the country, considering demographic trends, regional disparities, inequities, the political economy, and fiscal considerations.



An alternative education system is helping **200,000** people catch up on missed learning.

SOUTH SUDAN

The new nation of South Sudan is building a unified education system while enrolling large numbers of children who have never had a chance to go to school. The government faces educational challenges that range from managing a concentration of students in the early grades; to the high proportion of over-age students, repetition, and dropouts; to weak levels of student learning. Some problems stem from success: Increasing primary enrollment has led to a growing demand for secondary education. From 2005 to 2009, the number of children in primary school doubled. The civil war disrupted the schooling of many young people and an innovative alternative education system is helping about 200,000 people catch up on education they missed. Yet the learning gaps are large: one million children are still out of school, mostly in rural areas. The dropout rate in the first six years of primary school is high, at 60%. Primary classrooms are overcrowded, the quality of education is weak, and only 3 of 5 teachers receive a government salary. South Sudan needs more classrooms for the higher grades, more schools in rural areas, more trained teachers, and more learning materials.

World Bank support

After the 2005 Comprehensive Peace Agreement, the World Bank led a multi-donor trust fund project to support the development of the education sector. Contributions helped provide school infrastructure, learning materials, teacher training, and alternative opportunities to catch up on education for those out of school. In 2011, the World Bank-supported Adolescent Girls Initiative organized 100 clubs for adolescent girls in South Sudan, in five counties in four states. In two years, the clubs have provided 3,000 girls life skills, training in various livelihoods, and financial literacy, including savings and microcredit. Many young women report gaining confidence from the experience; they attest to learning about health and safety, such as the basics of early pregnancy, family planning, and HIV/AIDS, and how to protect themselves against rape.

More than 2 million adults in South Sudan lack literacy. The country's Alternative Education System is designed to offer accelerated learning to the thousands of youth and adults in the country who may never receive formal basic education. Such educational outreach, which today reaches about 200,000 youth and adults, will be essential for years to come if the country is to have a solid foundation.

A 2012 World Bank report, "Education in the Republic of South Sudan: Status and Challenges for a New System," assesses the strong progress being made in the country, and outlines the formidable challenges that remain.



Girls' enrollment in basic education surged from 42% to **76%** between 1998 and 2011.

YEMEN

Yemen has endured years of turmoil and still faces social and political tensions, a tenuous security situation, widespread unemployment, and malnourishment affecting more than half of its children. The government, with support from international donors, has stabilized the economy and launched reforms of government and the political system. Yet a humanitarian crisis persists, and the political situation is fragile. International support is critical to accompany the national dialogue and consolidate progress.

Yemen has made remarkable strides in expanding access to basic education but is unlikely to achieve the Millennium Development Goals of ensuring by 2015 that all boys and girls are completing primary school. The gross enrollment rate for basic education climbed to 86% in 2010–11. Girls' enrollment surged between 1997–98 and 2010–11, from 42% to 76% in basic education, and from 16% to 23% in secondary education. Many children drop out early, especially girls in rural areas. An estimated 2 million 6-to-15 year olds were out of school in 2011. With the coming youth bulge in the population, equitable and universal access to primary education remains a serious challenge. Quality of education is another concern; national and international tests indicate low levels of learning for most students.

World Bank support

The World Bank and other development partners have consistently, and in close coordination, supported the government's education strategy for 2004–15, mostly through the Basic Education Development Project (a multi-donor-project of US\$149 million, including a World Bank contribution of US\$68 million) and three other grants totaling US\$40 million. The Second Basic Education Development Project (BEDP II) approved by the World Bank (US\$66 million) in February 2013, promotes equity while improving school infrastructure and the learning environment; supporting the training of teachers and Ministry of Education (MoE) staff; recruiting and training of rural female teachers; expanding a conditional cash-transfer program in disadvantaged districts, and assisting local parent councils.

The project will help the MoE develop an early childhood development policy framework to create a solid foundation for primary education—especially by enhancing reading skills for children in grades 1–3. Yemen has applied for a Global Partnership for Education (GPE) grant of US\$82 million, which would expand BEDP II support to additional governorates. The GPE grant would support programs to reintegrate out-of-school children and provide urgent assistance to the areas affected by recent conflict, and many other reform activities planned through the MoE's framework for mid-term results, through 2012–2015.



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