

Implications of the World Bank's Education Sector Strategy Update



Third Workshop Dialogue: Norway/World Bank

May 26, 2005

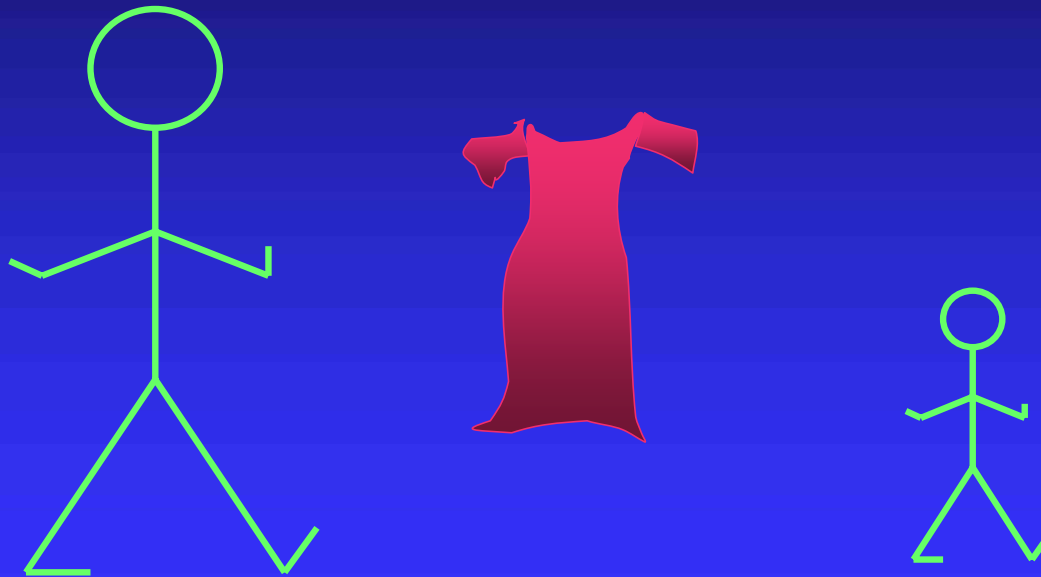
The World Bank

What do we mean by Education For All?

- The focus has often been on 'For All'—increasing the numbers
 - ◆ 103 million children out of school
 - ◆ 1 billion illiterate adults
 - ◆ Africa: 40 million children out of school
 - ◆ South and West Asia: 36 million children out of school
 - ◆ Excluded groups: girls, rural, disability, poverty
- But... what about a renewed focus on 'Education' as well?
 - ◆ Learning outcomes
 - ◆ Competitive skills for a global economy
 - ◆ Better citizenship
 - ◆ Creative, child-centered teaching
 - ◆ Children, adults who learn to read for enjoyment

Education Sector Strategy Update

ONE SIZE DOES NOT FIT ALL



Broadening our Perspective, Maximizing our effectiveness

- ❖ **Integrating education into a country-wide perspective**
- ❖ **Applying a sector-wide approach**
- ❖ **Becoming more results-oriented**

Integrating Education into a Country Perspective

- ❖ **Macro-economic dimensions**
- ❖ **Linkages with other sectors (health, water, transport, etc.)**
- ❖ **Focus on service delivery**

Applying a Sector-Wide Approach

- ❖ From pre-school to tertiary education
- ❖ Intra-sectoral dimensions
 - ✓ Supply and demand factors
 - ✓ Determinants of quality, equity, efficiency
 - ✓ Investment tradeoffs
 - ✓ Public-private partnerships

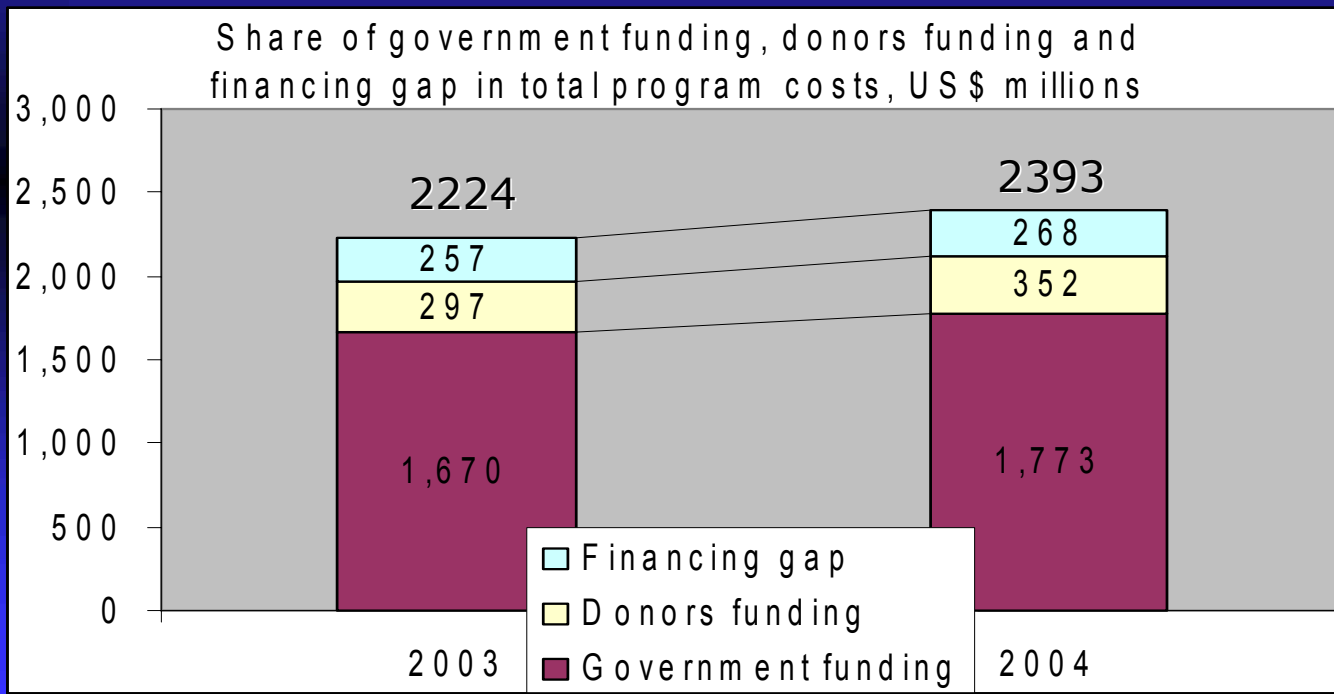
EFA: Sustaining the momentum

Support FTI and help countries with:

- ❖ **Sound sector plans: put EFA in perspective**
(Education Program Development Fund)
- ❖ **Quality: focus on points closest to service delivery**
- ❖ **Equity: focus on inclusion, hardest-to-reach groups**
- ❖ **Learning: focus on approaches that promote learning outcomes (such as ECD, bilingual instruction)**
- ❖ **SWAps: adopt program-based, multi-donor approaches to scale up (budget support combined with technical assistance)**
- ❖ **Finance: performance-based aid**
(Catalytic Fund, local level resource mobilization)

External financing has increased in FTI countries

- From US\$ 300 to 350 million between 2003-04
- Most (US\$ 45) through the Catalytic Fund



Potential FTI Endorsement and Financing Needs

Billions US \$	2004	2005	2006
Countries in FTI (12)	0.6	0.6	0.6
Potential 2005 (26)		1.7	1.7
Potential 2006 (13)			0.8
Other (14)			
Minimum financing needs	0.6	2.3	3.1
Current ODA to basic education in these countries	0.4	1.2	1.4

Becoming more Results-Oriented

- ❖ Establishing key outcomes and indicators
- ❖ Analyzing what drives outcomes
- ❖ Carrying out learning assessments
- ❖ Systematically engaging in impact evaluation
- ❖ Developing sound education information systems (EMIS) with attention to data quality
- ❖ Using results effectively to reform policy and inform project design

Implications (I)

- ❖ **Thinking more broadly** (post-basic education; non-education drivers of education outcomes; influence of education on other development outcomes)
- ❖ **Grounding actions in solid knowledge** (country level: sector-wide analysis, impact evaluation; global level: policy research program, learning assessments)
- ❖ **Building country capacity** (service delivery-focused sector analysis, strategy formulation, priority-setting; integration of education; M&E)
- ❖ **Sharpening focus on equity** (all levels and especially ECD; targeted strategies for vulnerable groups and youth)

Implications (II)

- ❖ **Including education outcome indicators in broad country strategies**
- ❖ **Relying on FTI framework to channel Bank assistance for primary education**
- ❖ **Developing evidence-based research (impact evaluation) to inform education interventions**
- ❖ **Helping countries focus on:**
 - ❖ **measurement of learning achievement**
 - ❖ **education-labor market links**
 - ❖ **teacher/school accountability, incentives**
 - ❖ **inclusive education**

**“The only person who is educated
is the one who has learned how to learn...and change”**

Carl Rogers

