

World Bank – list of possible areas of interventions in support of FTI Global and Regional Activities – July 2011.

Out of school children

Equity and Inclusion – with a focus on out of school youth

As progress is made toward the Education for All (EFA) goals and the Millennium Development Goals (MDGs), including universal primary education and gender parity at all levels of education, increasing attention is being given to the 69 million children out of school. In particular, there is a need to focus on the hard-to-reach and those who are at risk of being excluded, marginalized, or otherwise disadvantaged in education. The Bank will develop a work program on Equity and Inclusion with the objectives of: (1) demonstrating the multiple disadvantages that many children face, especially girls; (2) tracking the school-to-work transition for minorities, indigenous people, girls and women; and (3) analyzing learning outcomes and gaps. Outputs would include: (1) a Policy Research Symposium on Gender; (2) a review of existing data on school trends and outcomes using existing sources; and (3) a policy database that outlines key issues, interventions implemented, results from rigorous evaluations, likely marginal effects, and costs, and presents an assessment of the barriers disadvantaged groups face. The final product would be a policy tool for promoting inclusion by benchmarking compensatory policy in countries. We would disseminate our work and results with key FTI development partners.

School Health and Nutrition

There are two ongoing partnerships in the areas of school health and school feeding. Work is underway between the World Bank, Deworm the World, WHO, UNICEF and FTI on school health. There is also a partnership between the World Bank, the World Food Programme (WFP) and the Partnership for Child Development (PCD) on school feeding. Leveraging these existing partnerships, which are already working in several FTI countries, would be a useful way to move forward.

We propose development of case studies documenting factors that determine the sustainability and cost-effectiveness of the programs. It would then be possible to disseminate good practice information from these case studies through global and regional workshops, and the production of source books/guidance note and related publications.

Education Financing

Education Finance: Essential Elements

An effective education finance system facilitates the provision of learning resources, and therefore is fundamental to achieving educational outcomes. Success in education finance cannot be measured simply as the amount of expenditure, as research shows that how funding is used to be more important than how much funding is provided. FTI countries can use the SABER - Finance tools to assess education finance systems across the three core policy goals of ensuring adequacy, promoting equity, and performing efficiently. In addition, data collection will take place along core education finance areas, including: school conditions and resources, education spending, revenue sources, allocation mechanisms, and fiscal control and capacity. SABER-Finance has produced data collection instruments and analytical tools to assess education finance systems to be applied in countries throughout the world. By applying it in a wide range of countries with different levels of economic and educational development, for the first time, a comprehensive assessment and benchmarking of education finance policies and systems will be possible. The lessons from SABER-Finance will help FTI and other developing countries in their quest to raise efficiency and equity of education investments. Tailored publications around issues specific to FTI countries would be part of the program.

Learning outcomes

Build strong teacher management systems

Research has consistently shown that teaching is the single most important school-based predictor of student learning. Yet, data on which policies work best to recruit, develop, motivate and retain effective teachers are scarce. This is why the Education Sector at the Human Development Network of the World Bank has developed SABER-Teachers, an initiative to: (a) collect data about teacher policies in both developed and developing countries; (b) analyze this information and benchmark systems according to eight core teacher policy goals to which all school systems should aim; and (c) communicate this information through a user-friendly website, which compiles the data, teacher laws and regulations, as well as country and comparative reports. The eight teacher policy goals on which SABER-Teachers focuses are: (i) setting clear expectations for teachers; (ii) attracting the best into teaching; (iii) preparing teachers with useful training and experience; (iv) matching teachers' skills with students' needs; (v) leading teachers with strong principals; (vi) monitoring teaching and learning; (vii) supporting teachers to improve instruction; (viii) motivating teachers to perform. FTI countries participating in SABER-Teachers would be able to both have access to a wealth of data on teacher policies and implementation and to identify those areas in which they do best as well as those in which they need to improve, based on comparisons with both top-performing and rapidly-improving education systems. Tailored publications around issues specific to FTI countries would be part of the program.

Build strong student assessment systems

Scale-up the Russia Education Aid for Development Trust Fund (READ) initiative to other FTI countries. The READ program aims to help countries in their efforts to measure student achievement and use these results to improve learning outcomes. The current assessment systems in FTI countries will be benchmarked to help identify gaps and areas in need of improvement as well as to present relevant ongoing activities. Building on a consensus among key stakeholders a plan of action is developed, which includes activities to address gaps in the current assessment system. Tailored publications around issues specific to FTI countries would be part of the program.

Stock-taking of lessons on learning from impact evaluations

There exists a growing body of evidence from impact evaluations on which approaches work and which do not work in improving learning, and how these approaches could be leveraged to inform better education policies. The Bank would conduct a stock-taking exercise of lessons learned from education impact evaluations, compile the positive and negative results in a comprehensive book of lessons learned and knowledge gaps, and create short fact sheets on impact evaluation results by themes.

Service Delivery Index

There is a consensus in Africa that learning levels are low and that one of the big factors preventing children from learning in early years is the low number of hours of instructional time that they have. A Service Delivery Index (SDB) exercise carried out in Senegal and Tanzania showed that children lose about 1.5 and 2.0 hours a day respectively because of teacher absenteeism and that over 20% of teachers do not have the minimum knowledge to teach in primary school. The Bank and the African Economic Research Consortium (AERC) piloted the SDB exercise that assesses school system performance using indicators for school environment, teacher absenteeism and effective learning time, student learning and school financing and develops a global index for the quality of education service delivery. This SDB provides a very concise and powerful tool to benchmark systems and make the link between various factors that impact on student learning. It develops four indicators (school environment, teacher competence, financing, student learning) This assessment which is based on a sample of around 150 schools provides the policymaker with benchmarks for improving important aspects of the education system, has been peer reviewed by numerous international experts and is considered highly innovative and useful. Policies and strategies can thus be developed and then monitored and evaluated every few years. The SDB is not the same as the SABER approach which is looking at the adequacies of policies and systems of the education sector. The SDB has also been developed for the health sector. The Bank would like to further develop and pilot the SDB tool to: (i) improve the teacher assessment module on teacher interaction in the class and the student test to align it with FTI indicators; (ii) pilot it in two or three countries that are developing ESPs or new

FTI applications for financing; (iii) have a regional workshop to share knowledge and build capacity to replicate this at a regional level and to roll out to most FTI eligible countries.

Cross cutting issues

Conduct impact evaluations and building capacity

The program would fund thematic impact evaluations (IEs) in selected areas for selected countries as a continuation of the impact evaluation work the Bank has implemented with EPDF funding. IEs would be designed to fill-in knowledge gaps and assess cost-effectiveness using stand-alone or complementary IEs in multiple FTI countries. IEs should also be used when replicating successful models to accumulate evidence on validity of these results in different contexts. Multi-country workshops on IE methodology and IE-policy linkages could also be organized to disseminate lessons learned, build technical and organizational capacity in conceptualizing and implementing IEs through a learning-by-doing approach, and provide cross-country venues for dialogue, networking, and cross- fertilization.

Share regional good practice

Capacity development and sharing of regional best practice experiences through workshops etc. has earlier been financed by EPDF. The Bank is arranging a workshop in Senegal in July 2011 that is an example of such a program. Similar events could be suggested by other agencies, for example UIS could get funding for some of its regional data events to foster better reporting from countries in the framework of FTI and its new results framework. Study tours to developing countries which have improved learning outcomes – Jordan, Brazil, South Africa, selected states in India – could also form part of program for sharing good practice.

Improve global knowledge management on key education issues across institutional barriers

Collection and dissemination of knowledge in specific areas where information is difficult to access or not well aligned. This could include developing knowledge sharing platform (website or otherwise) for lessons learned from education impact evaluations to channel results to policy makers and promote adoption of proven effective policies.