



## IS THE WORLD BANK REACHING OUT-OF-SCHOOL CHILDREN?

As the world prepares a final push to achieve the Millennium Development Goals by 2015, global attention has turned towards getting the remaining out-of-school children into the classroom. With the World Bank as the world's largest external financier of education, RESULTS has reviewed the financial support it has provided to the development of basic education systems in the world's poorest countries from 2000 to 2012 in relation to their populations of out-of-school children.

The following is a brief of the new RESULTS report *Is the World Bank Reaching Out-of-School Children?* The report examines the extent to which basic education investments from the International Development Association (IDA) — the World Bank's "Fund for the Poorest" — have aligned with populations of out-of-school children from 2000 to 2012. It then identifies the countries that have fallen farthest from the general trend and thus require immediate action from the World Bank.

**RESULTS urges the World Bank to take the following actions to advance education for all:**

- Inform ministries of finance of developing country partners of the Global Partnership for Education (GPE) of the power of leveraging implementation grants from GPE with IDA resources.
- Increase support to conflict-affected and fragile states by exploring new inroads offered by GPE's expansion of support in these areas.
- Immediately consult the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia as to the possibilities of utilizing IDA for basic education.

## STRONG ALIGNMENT WITH OUT-OF-SCHOOL CHILDREN

Eight out of the fifteen countries with the highest amounts of IDA funding being utilized for basic education are those with the greatest numbers of out-of-school children of primary school age from 2000 to 2012 (India, Nigeria, Pakistan, the Democratic Republic of Congo, Ethiopia, Bangladesh, Tanzania, and Yemen). Two-thirds of IDA funding for basic education is in the fifteen countries with the highest out-of-school populations worldwide.

Of the 73 IDA countries for which data on out-of-school children exists, there is indeed a strong positive correlation between the level of IDA support a country received for basic education from 2000 to 2012 and its population of children out of primary school. **This is a good indication that IDA financing for basic education is effectively aligned with out-of-school populations.**

## SOME EXCEPTIONS TO THE TREND

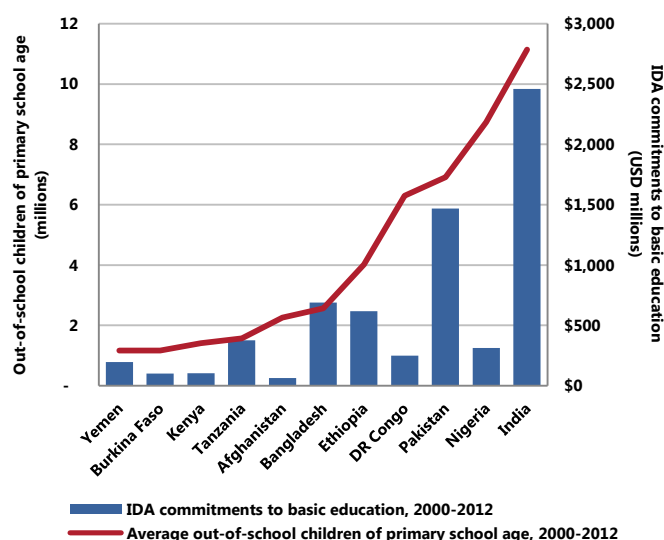
However, not all of the countries that have had the highest out-of-school populations have experienced comparable levels of basic education support from IDA. **Nigeria, the Democratic Republic of Congo (DRC), and Afghanistan** in particular demonstrate a gap between their educational needs and the amount of basic education support that they have received from IDA (see Chart 1).

## WORLD BANK IMPACT ON ACCESS TO EDUCATION

While the causes and contexts of out-of-school children are radically different within each of these countries, it is interesting to note that of the IDA countries with the highest average numbers of children out of primary school, it is only Nigeria and the DRC that experienced an increase in these numbers from 2000 to 2012.

This analysis indeed found a moderate correlation between IDA investment in basic education and the change in countries' out-of-school populations between 2000 and 2012. Overall, as

**Chart 1: IDA commitments to basic education in IDA countries with the highest populations of out-of-school children, 2000-2012**



IDA commitments to basic education increased, out-of-school children decreased.

Results of a preliminary regression analysis suggest that IDA investments in basic education may significantly predict the change in numbers of out-of-school children but only explain a small proportion of the variance in that change.

## THE “LEFT BEHIND” COUNTRIES

Some countries with high out-of-school populations have received notably low levels of basic education support from IDA. Since 2000, five IDA countries with above-the-median average populations of out-of-school children (over 150,000) have received below-the-median levels of IDA support to basic education (under \$25 million). These countries are the **Central African Republic, Cote d’Ivoire, Liberia, Papua New Guinea, and Zambia** (see Map 1 and Chart 2).

## THE WORLD BANK AND THE GLOBAL PARTNERSHIP FOR EDUCATION

The Central African Republic, Cote d’Ivoire, Liberia, Papua New Guinea, and Zambia are also member countries of the Global Partnership for Education (GPE). This makes the issue of their lack of receipt of IDA funding for basic education even more problematic.

Originally established in 2002 as the Education for All - Fast Track Initiative (EFA-FTI) Catalytic Fund, the GPE Fund was designed as an aid mechanism to complement domestic and foreign education sector resources in eligible countries. It is essential that the Fund “crowd in,” not “crowd out,” resources for education development, and the decreased support for

education from any source in the presence of the GPE Fund is a cause for concern. This is particularly true for the World Bank given its historic ties to GPE and the fact that it is the supervising entity for the vast majority of the GPE Fund.

The Central African Republic, Cote d’Ivoire, Liberia, Papua New Guinea, and Zambia in particular have experienced a severe imbalance in IDA and GPE funds for basic education (see Chart 3). Disjointed support between IDA and GPE results in diminished progress towards realizing universal basic education.

Trends such as these which have raised concerns of an IDA-GPE substitution effect have unfortunately been further substantiated by this analysis: **the correlation between IDA commitments to basic education and average out-of-school populations was found to be weaker in GPE member countries than in non-member countries.** This suggests that the World Bank has not succeeded in targeting education support to this subset of countries as much as it has elsewhere.

Interestingly, the opposite is true of the correlations with the change in out-of-school populations in the two groups. **IDA investment in basic education more strongly correlates with decreases in the numbers of out-of-school children in GPE member countries than in IDA countries that are not members of GPE.** Inspecting this further, regression analyses indicate that the factor of IDA support to basic education in relation to decreases in out-of-school populations may be twice as strong in GPE countries than in non-member countries.

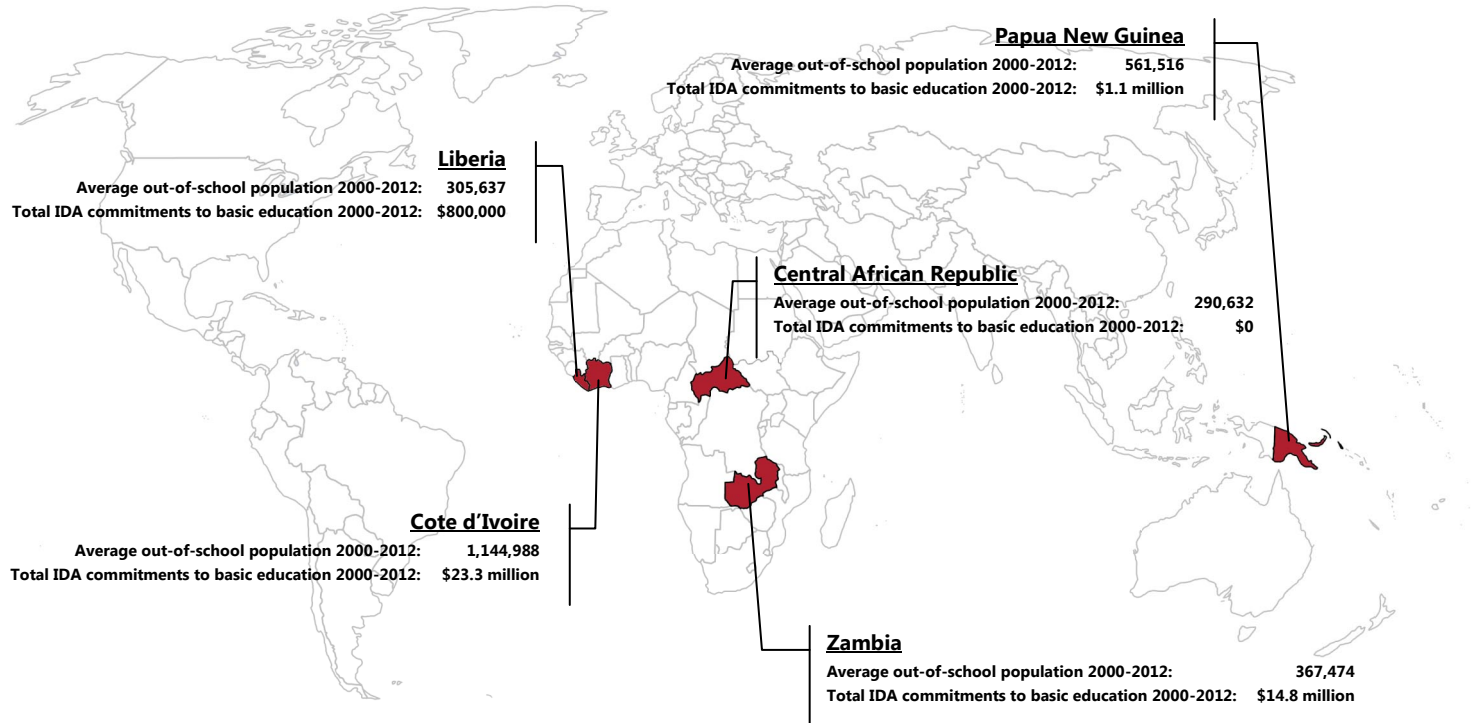
## CONFLICT-AFFECTED AND FRAGILE STATES

Of the countries highlighted above that are receiving little IDA support for basic education despite their high numbers of out-of-school children, five out of eight of them, namely Afghanistan, the Central African Republic, Cote d’Ivoire, the Democratic Republic of Congo, and Liberia, are conflict-affected or fragile states (CAFS).

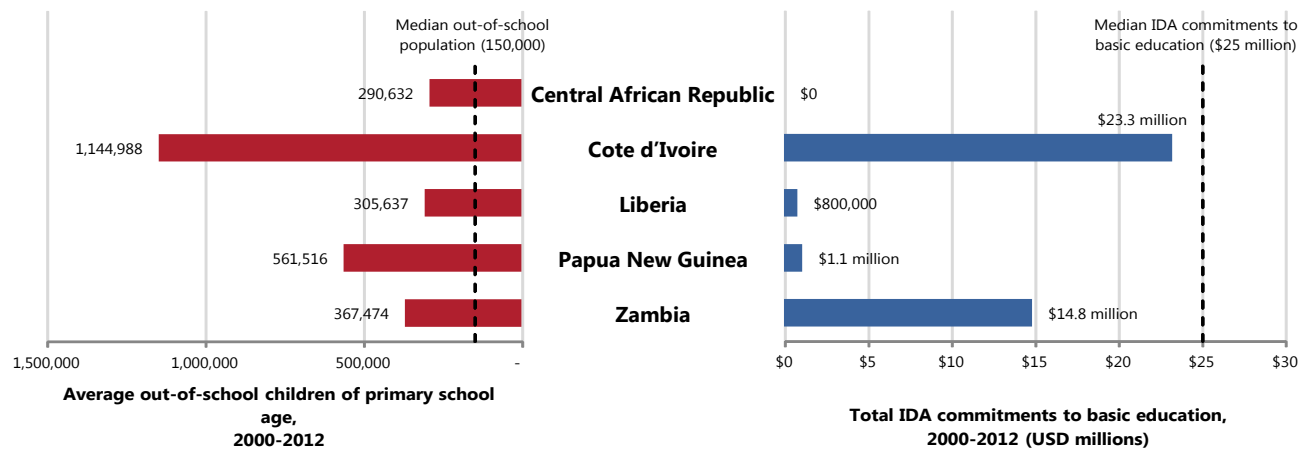
While the World Bank is aware of the need for specific education interventions in CAFS, this analysis found no correlation between the amount of IDA investment in basic education in CAFS and their average populations of out-of-school children of primary school age from 2000 to 2012. This attests to the reality that World Bank education interventions in conflict-affected and fragile states are too inconsistent, too disrupted by other factors, or both.

**IDA commitments to basic education did however demonstrate a stronger correlation to decreases in out-of-school children of primary school age in CAFS than in other countries.** Preliminary simple regressions indicate that IDA investments in basic education in CAFS may have double the impact on out-of-school populations than those elsewhere.

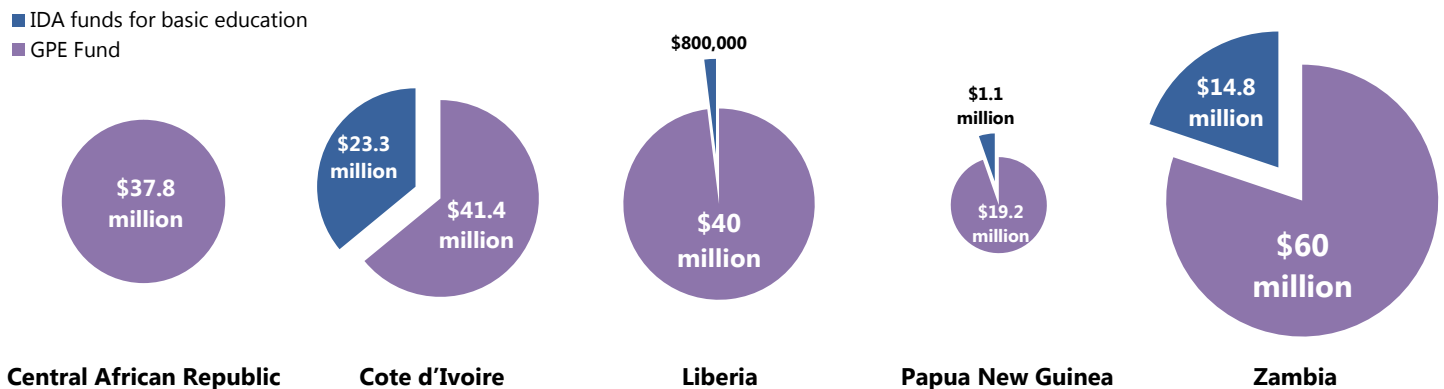
**Map 1: The five "left behind" countries**



**Chart 2: Five countries with above-the-median out-of-school populations but below-the-median IDA support for basic education**



**Chart 3: IDA and GPE funds in the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia, 2000-2012**





## WHAT'S NEW IN 2013 AND BEYOND?

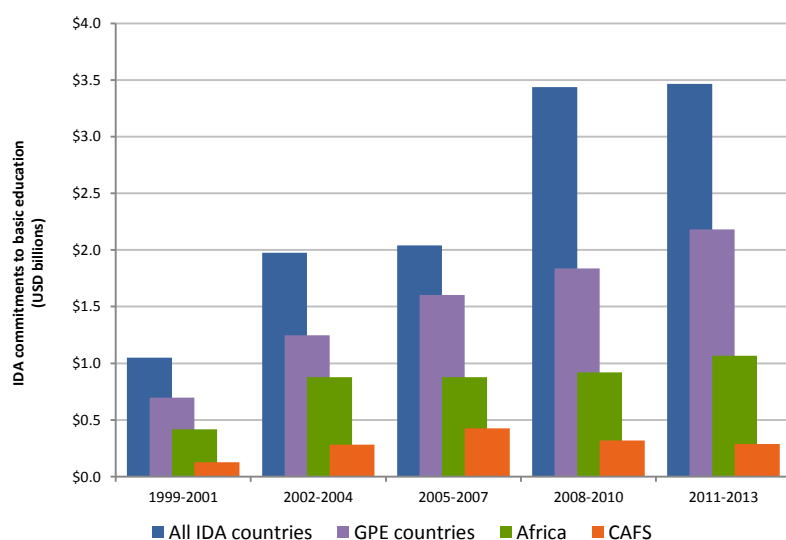
Fiscal year 2013 has seen ambitious new developments from IDA in the sub-sector of basic education. This year has the potential to reach a historic high for IDA commitments to basic education, with 2013 and pipeline funds totaling \$1.6 billion, \$1.2 billion of which was already active as of April 2013. Seven out of the fifteen countries with the highest current levels of children out of primary school, namely Nigeria, Pakistan, India, Bangladesh, Ethiopia, South Sudan, and Burkina Faso, which encompass about 40 percent of the world's out-of-school children, are set to receive almost three-quarters of new IDA investments in 2013.

Moreover, 2013 represents a significant increase in IDA investment in basic education in Africa. Africa is home to half of the world's children out of primary school but also at the center of some of the greatest misalignments between out-of-school populations and IDA basic education investment. IDA support to basic education in Africa is set to increase seven-fold in 2013 from 2012, nearly tripling the 2000-2012 average. Half of these commitments are already out of the pipeline.

Fiscal year 2013 also represents a substantial increase in IDA support to GPE member countries and conflict-affected or fragile states. The current 57 GPE member countries are taking the lion's share of IDA's 2013 commitments to basic education, nearly doubling their 2012 share and more than doubling their annual average since 2000. In total, they claim \$1.2 billion of the \$1.6 billion of IDA basic education commitments for the year, though more than 80 percent of it is only reaching four countries (Ethiopia, Pakistan, Nigeria, and Vietnam).

The 31 IDA countries that are conflict-affected or fragile states are also set for an increase on the whole, up from \$98 million in 2012 to \$176 million in 2013, nearly twice their annual average since 2000 as well. However, this is not enough to pull up their three-year sum. The current overall level of IDA investment in basic education in CAFS is as low as it was in the 2002-2004 period, despite IDA commitments to basic education in total nearly doubling since then.

**Chart 4: IDA commitments to basic education, 3-year intervals, 1999-2013**



## MAXIMIZING PROGRESS

**RESULTS urges the World Bank to take the following actions to advance education for all:**

- **Inform ministries of finance of developing country partners of the GPE of the power of leveraging implementation grants from GPE with IDA resources.**

*The utilization of IDA allocations for basic education more strongly correlates with decreases in the numbers of out-of-school children in countries employing GPE program implementation grants than in other IDA countries. Preliminary inspections suggest that IDA funds for basic education may have a larger effect on out-of-school populations in GPE countries than in countries that are not part of GPE.*

- **Increase support to conflict-affected and fragile states by exploring new inroads offered by GPE's expansion of support in these areas.**

*While some of the strongest relationships between IDA support to basic education and the reduction of out-of-school children are in CAFS, IDA commitments to basic education in CAFS are nevertheless at a period low. GPE's strategic focus on CAFS may lay new groundwork for the World Bank to improve their processes, mechanisms, and speed of delivery.*

- **Immediately consult the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia as to the possibilities of utilizing IDA for basic education.**

*Despite having over 150,000 children out of primary school age, these five countries have received less than \$25 million from IDA for basic education since 2000. As these countries are taking advantage of resources offered by GPE, the lack of IDA support represents opportunities lost to leverage such funds for greater results.*

April 2013