

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

An analysis of World Bank commitments to basic education
in relation to out-of-school populations



RESULTS
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Acknowledgements

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RESULTS Educational Fund

RESULTS Educational Fund (REF) is a 501(c)3 non-profit citizen's advocacy organization based in Washington, D.C., that is committed to educating the public, the media, and government leaders about issues related to poverty and hunger in the United States and abroad. It organizes public forums, trains citizens in being active participants in democracy, holds media conference calls to share the latest information, and conducts oversight research to determine the effectiveness of programs meant to address poverty and inequity. REF combines its advocacy efforts with its sister organization, RESULTS, Inc. (a 501(c)4 organization), and international affiliates in Australia, Canada, Japan, Mexico, and the United Kingdom for greater impact worldwide.

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SUMMARY

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.

This report finds that World Bank investments in basic education have been largely aligned with out-of-school populations. From 2000 to 2012, two-thirds of basic education commitments from the International Development Association (IDA) went to the fifteen countries with the highest out-of-school populations worldwide. Overall, there is 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 over that period.

However, there are critical exceptions to the trend. Namely, the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia have large populations of out-of-school children but have received little basic education support from the World Bank. These countries represent particular opportunities for impact.

As they are also members of the Global Partnership for Education (GPE), these countries offer the potential to coordinate World Bank investment in basic education with program implementation grants from GPE. The analysis

presented in this report found World Bank programmatic assistance to basic education to more strongly relate to decreases in out-of-school populations in GPE member countries than non-member countries, evidencing the power coordinated support has to leverage greater results as well as the opportunity that is lost when such coordination is absent.

Similarly, the analysis found that while the World Bank is struggling to support conflict-affected and fragile states in relation to their out-of-school populations, World Bank education interventions in such environments prove to be particularly impactful in terms of expanding access. Making increased engagement by the World Bank in these settings even more critical.

Looking ahead at 2013, IDA investments in basic education have the possibility of reaching a historic high with \$1.2 billion already active and another \$350 million in the pipeline.

Finally, this report takes a special look at the eight participant nations of the global education summit co-hosted by the President of the World Bank Dr. Jim Kim, the United Nations Secretary-General Ban Ki-moon, and the United Nations Special Envoy for Global Education Gordon Brown in Washington, D.C. on April 16-18, 2013.

This report examines the extent to which World Bank investment in basic education has 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 merit immediate action from the World Bank.

INTRODUCTION

While the global learning crisis is moving to the forefront of education development conversations, particularly those of the post-2015 development agenda, much needed efforts continue in the struggle to expand access. Despite the Millennium Development Goals (MDG) having mobilized considerable progress in this area, notable populations have been left behind.

Globally, primary school enrollment rates have increased from 82 percent in 1999 to 89 percent in 2010, with much greater gains in sub-Saharan Africa (58 percent to 76 percent). Gender parity in primary and secondary education has largely been achieved (UNESCO, 2012). Nevertheless, one out of ten primary school age children remains out of school, and progress to reach them has stagnated since 2008 (UIS, 2012b). Out-of-school children are actually on the rise in sub-Saharan Africa, increasing from 29 million in 2008 to 31 million in 2010. Additionally, 71 million teenagers are out of secondary school and are not developing the critical skills necessary for employment (UNESCO, 2012).

While access and enrollment on the aggregate have increased since 2000, it is evident that mass inequalities exist just below the surface. Marginalized groups — including but not limited

to the economically disadvantaged, girls, ethnic minorities, children with disabilities, children in emergencies, and children in fragile and conflict-affected areas — have been largely left out of success in education access. A 30-country survey revealed that children from the poorest quintile of households are four times more likely to be out of primary school than children from the richest quintile (UIS, 2012a). Being disabled more than doubles one's chances of never enrolling in school in some countries (Filmer, 2008). Of the 61 million out of school children, 28 million (46 percent) live in fragile or conflict-affected countries (UNESCO, 2011b). One-half (31 million) of all children out of primary school are in sub-Saharan Africa, and one out of four girls in the region are not accessing primary education (UIS, 2012b).

As the MDGs deadline of 2015 draws near and nations prepare to make a final concerted push to reach out-of-school populations, RESULTS has examined the role that the world's largest external financier of education — the World Bank — has played and will play in the run-up to 2015. The following is a brief analysis of the countries that bear the highest burdens of out-of-school children and the basic education support that the World Bank has provided them.

WHERE ARE THE WORLD'S OUT-OF-SCHOOL CHILDREN?

Map 1: The 15 countries with the highest populations of out-of-school children of primary school age today

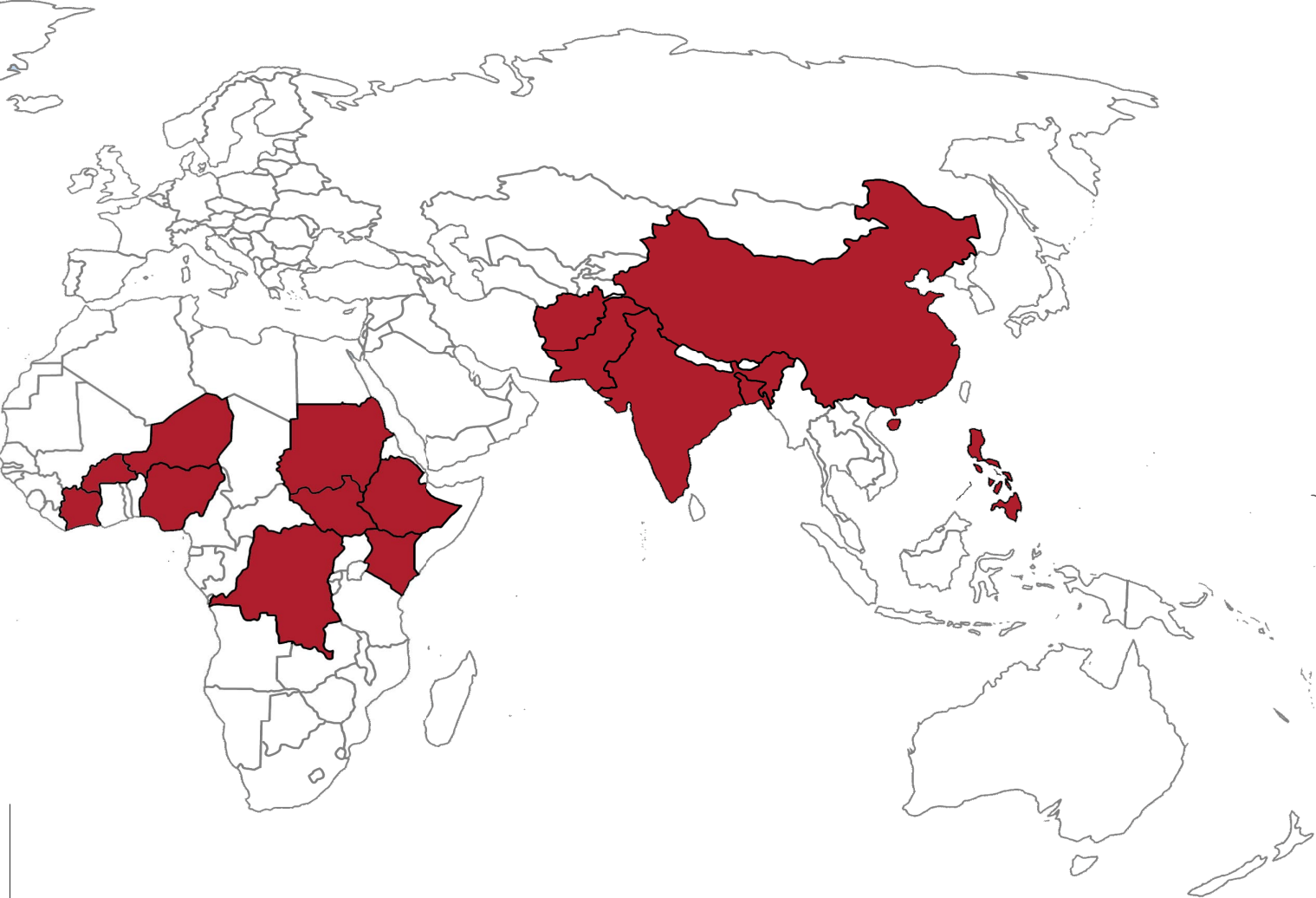


Chart 1: Countries with the highest populations of out-of-school children of primary school age, latest data

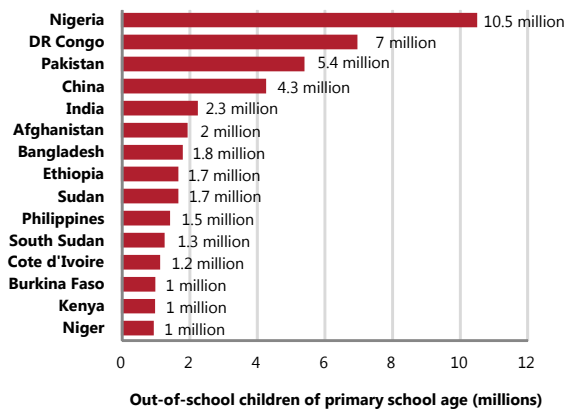
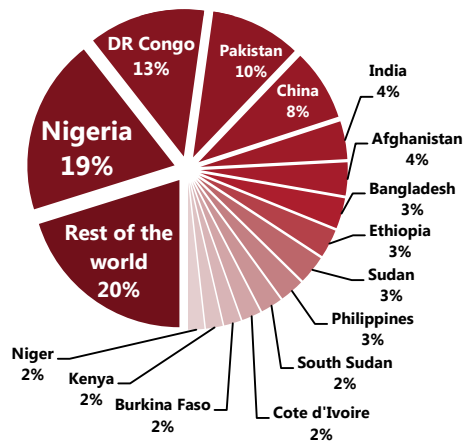


Chart 2: Out-of-school children of primary school age by country, worldwide, latest data



Fifteen countries account for 81 percent of the world's children of primary school age who are not in school at any level. These fifteen countries with the highest numbers of out-of-school children of primary school age are illustrated in the map and charts to the left.¹

Currently, Nigeria is home to the most out-of-school children of primary school age of any country on the planet. With 10.5 million children not accessing a primary education in 2010, Nigeria by itself encompasses nearly a fifth of the world's children out of primary school. Behind it are the Democratic Republic of Congo (DRC) with an estimated 7 million children out of school and Pakistan with 5.4 million children out of primary school in 2011.

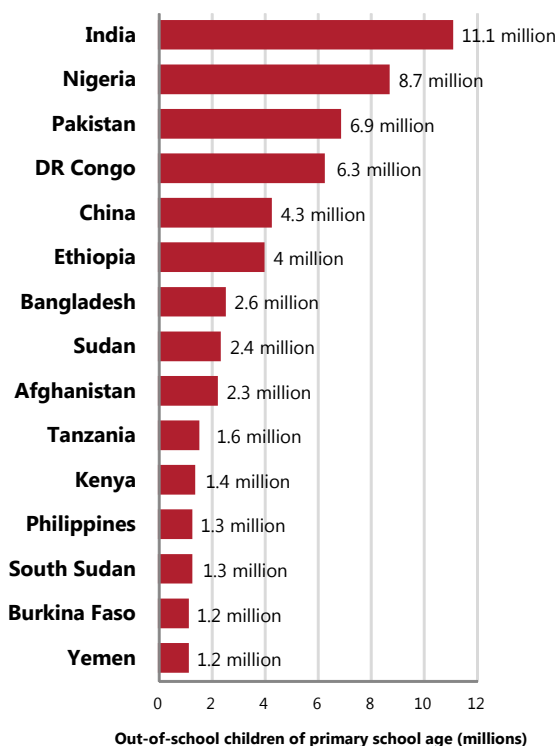
A look at the world's current out-of-school populations also confirms some of the statistics above. Nine of the 15 countries with the highest populations of children out of primary school are in Africa. Five of the 15, namely the DRC, Afghanistan, Sudan, South Sudan, and Cote d'Ivoire are conflict-affected or fragile states.

As this analysis looks at World Bank support to countries with high out-of-school populations, the countries with the highest average numbers of out-of-school children of primary school age over the 2000-2012 period are likewise illustrated in Chart 3.² It is in many ways similar to the present-day situation, with the notable exception of India. India had 20 million children out of primary school in 2000. That number dropped radically to 6 million in 2004 then even further to

2.3 million in 2008. Whereas Nigeria currently ranks highest in terms of out-of-school children of primary school age, India, with 11.1 million, had the highest out-of-school population over the 2000-2012 period.

While data on children out of primary school makes such estimations possible, that of children of secondary school age is largely unavailable. Thus, only out-of-school populations of children of primary school age have been examined in this analysis.

Chart 3: The 15 countries with the highest average populations of out-of-school children of primary school age, 2000-2012



¹ Unless otherwise noted, latest data is from UIS, 2011; Nigeria (2010); DRC (2011) estimate from IRIN, 2011; Afghanistan (2009) estimate from Islamic Republic of Afghanistan Ministry of Education, 2011 and World Bank, 2013b; China (1997), India (2008), Bangladesh (2009) from UIS, 2011; Sudan (2009) from UNICEF & UIS, 2012, less South Sudan; South Sudan (2011) estimate from UNESCO, 2011a; Cote d'Ivoire (2009); Kenya (2009). See Annex for complete data.

² Unless otherwise noted, 2000 data is from UIS, 2000; Pakistan (2001); DRC (1999); China (1997); Afghanistan (1998) estimate from UNESCO, n.d. and World Bank, 2013b; Bangladesh (2008) from UNICEF, 2009; Philippines (1999); Yemen (1999). Unless otherwise noted, all 2012 data is from UIS, 2011; Nigeria (2010); DRC (2011) estimate from IRIN, 2011; Afghanistan (2010) estimate from Reuters, 2011; China (1997), India (2008), Bangladesh (2009) from UIS, 2011; Sudan (2009) from UNICEF & UIS, 2012, less South Sudan; South Sudan (2011) estimate from UNESCO, 2011a; Cote d'Ivoire (2009); Kenya (2009). See Annex for complete data.

ALIGNMENT OF WORLD BANK INVESTMENTS IN BASIC EDUCATION WITH OUT-OF-SCHOOL CHILDREN

For the purposes of this analysis, a specific subset of countries which the World Bank supports has been reviewed. With RESULTS' mission to end extreme poverty, only those countries served by the International Development Association (IDA), the World Bank's "Fund for the Poorest," have been considered. The 82 IDA countries are home to more than 80 percent of the world's out-of-school children of primary school age. Of the fifteen countries with the highest numbers of out-of-school children above, only China and the Philippines are not IDA countries.

Charts 4 and 5 below demonstrate the countries which have received the most IDA support to basic education from 2000 to 2012.³ India ranks strongly at the top of the list, claiming an entire quarter of all IDA commitments for basic education since 2000 and receiving two-thirds more than the second-highest recipient of IDA for basic education, Pakistan. In total, these 15 countries received 81 percent of IDA's contributions to the expansion of basic education worldwide.

At first glance, there are indications that IDA support for basic education has been aligned with increasing the availability of primary education. 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.

Comparing more directly the countries with the highest out-of-school populations and the basic education support they have received from IDA, more mixed results are revealed. In Chart 6 on the next page, China, the Philippines, Sudan, and South Sudan have been excluded as China and the Philippines are not IDA countries, Sudan is an inactive IDA country, and South Sudan was not a nation for almost all of the 2000-2012 period.

Chart 4: The 15 countries with highest levels of support from IDA for basic education, 2000-2012

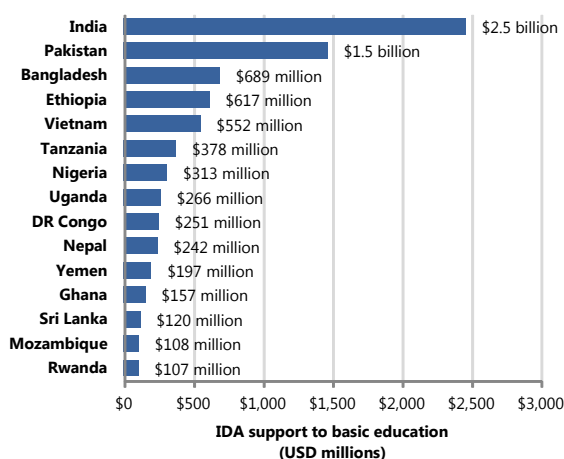
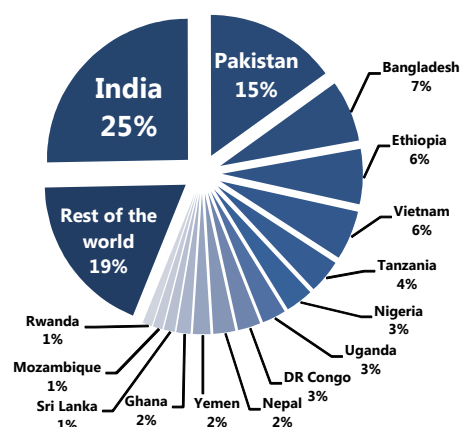
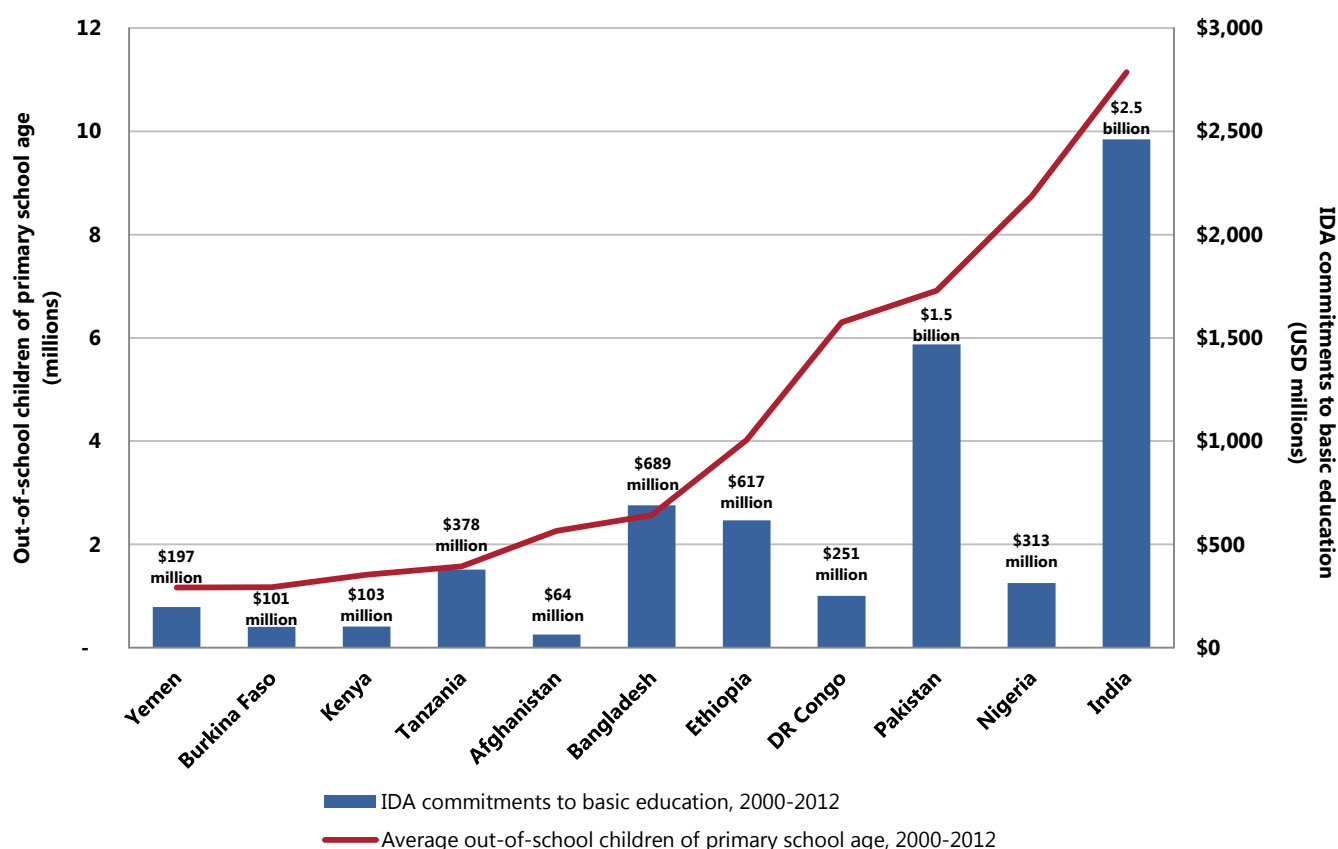


Chart 5: Top recipients of IDA support for basic education, 2000-2012



³ Financing for "basic education" is defined by the World Bank as 100% of "pre-primary education" funds, 100% of "primary education" funds, 50% of "secondary education" funds, 75% of "general education" funds, and 75% of "public administration – education" funds. All data is based on the World Bank Project Database as of March 14th, 2013.

Chart 6: IDA commitments to basic education in IDA countries with the highest populations of out-of-school children, 2000-2012



In many cases, such as with India, Pakistan, Bangladesh, and Tanzania, there is a visibly strong alignment between out-of-school children and IDA support. And this alignment has borne results. Whereas India currently has the sixth highest population of out-of-school children of primary school age, it averaged the highest numbers of out-of-school children from 2000 to 2012. In 2000, India had over 20 million children not attending primary school. That number dropped to 2.3 million by 2008 thanks in large part to the Sarva Shiksha Abhiyan Elementary Education Project that the World Bank (along with the U.K.'s Department for International Development and the European Union) has been supporting since 2004. IDA has committed \$1.85 billion to this project since 2004 and approved \$500 million for a secondary education project in 2012. Directing IDA basic education support to India has

contributed to getting 17 million children into primary school since 2000, an endeavor that, as seen above, channeled 24 percent of all IDA funds for basic education from 2000 to 2012 to India.

Similarly, the World Bank and IDA played key roles in realizing universal primary education and heavily subsidizing secondary education in Tanzania, removing it from the current list of countries with the highest out-of-school populations. Tanzania's Primary Education Development Program and Secondary Education Development Program have seen support from IDA worth \$450 million (\$280.5 million of which is strictly for basic education) since 2001. The primary school net enrollment rate nearly doubled from 53 percent in 2000 to 98 percent in 2008, and out-of-school children were reduced from three million to 137,000 over the same period.

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, and Afghanistan demonstrate a gap between their educational needs and the amount of basic education support that they have received from IDA. In addition to the Chart 6, Chart 7 illustrates Nigeria, the DRC, and Afghanistan as falling below the trend of IDA support to basic education in relation to out-of-school children.

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 in Nigeria and the DRC that experienced an increase in these numbers from 2000 to 2012, as illustrated in Chart 8. This analysis indeed found a moderate negative correlation between IDA investment in basic education and the change in countries' out-of-school populations between 2000 and 2012 (in other words, as IDA commitments to basic education increased, out-of-school children decreased).⁴

Chart 7: IDA commitments to basic education vs. out-of-school children, 2000-2012

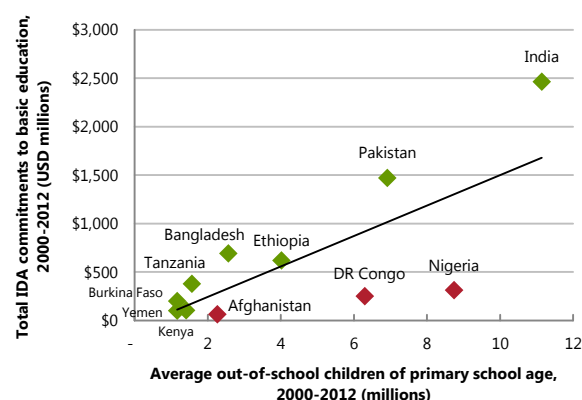
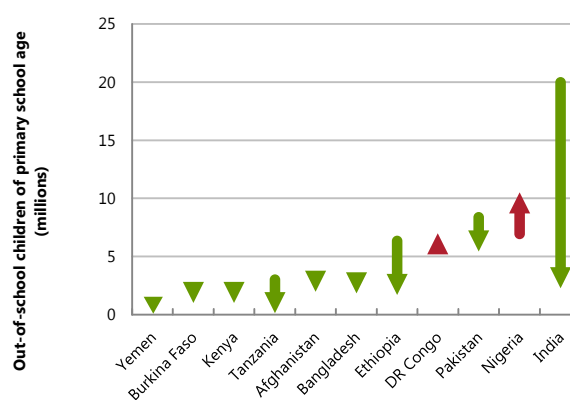


Chart 8: Increases and decreases in out-of-school populations between 2000 and 2012



Nigeria: Despite challenges posed by fiscal decentralization in Nigeria, IDA investments in basic education have been substantial and regular, supporting projects such as the Second Primary Education Project (\$41 million for basic education in 2000), the Universal Basic Education Project (\$71 million for basic education in 2003), the Nigeria State Education Sector Project (\$41 million for basic education in 2007), the Community and Social Development Project (\$40 million for basic education in 2009), and the Lagos Eko Secondary Education Project (\$50 million for basic education in 2009). Nevertheless, such support has not been able to keep up with the increasing numbers of out-of-school children in Nigeria, which currently holds more out-of-school children than any other nation, almost a fifth of the world's total. The Nigerian government and the World Bank have recently begun to address the need for greater support with \$180 million for basic education in 2013.

⁴ All correlation and regression analyses discussed in this report exclude Kosovo, Lao People's Democratic Republic, the Federated States of Micronesia, Myanmar, Sierra Leone, Somalia, Tuvalu, and Zimbabwe due to lack of data on out-of-school children as well as South Sudan as it was not yet a nation for almost all of the 2000-2012 period. This particular correlation also excluded India and Pakistan as extreme outliers. There was a moderate negative correlation between the two variables, $r = -0.42$, $n = 71$, $p < 0.001$.

Democratic Republic of Congo: With wars between 1996 and 2003 followed by ongoing violence, the DRC was still spending more than twice as much on its military than primary education in 2007 (UNESCO, 2011b). Though it has increased in the last two years, the share of its national budget allocated to education has typically been low (8% in 2000, 7% in 2010), even when compared to its neighbors (World Bank, 2005; IRIN, 2011). The World Bank has tried to keep education thriving in this context with projects worth a total of \$251 million from 2000 to 2012, namely the Emergency Social Action Project (\$38 million for basic education in 2005), the Education Sector Project (\$124 million for basic education in 2007), and the DRC Emergency Urban and Social Rehabilitation Project (\$34 million in 2007). Nevertheless, more support — domestically, bilaterally, and multilaterally — will be needed to reach the 7 million out-of-school children in the DRC.



Afghanistan: Deliberate targeting of schools and gender discrimination keep educational availability low and accessibility even lower in Afghanistan. About 700 schools have been closed since 2008 due to attacks, and of the 12,000 public primary and secondary schools, about half entirely lack infrastructure, holding classes outside or in tents. Five million children and youth — a third of its population under the age of 18 — are not accessing primary and secondary education. Over three million of them are girls (IRIN, 2009). From 2007 to 2011, Afghanistan received well above the developing country average in Official Development Assistance (ODA) commitments to basic education, mostly from the U.S. IDA played a role as well, primarily through the Emergency National Solidarity Project (\$24 million for basic education in 2004) and the Education Quality Improvement Program (\$22 million for basic education in 2005 and another \$8 million in 2008). All of these efforts however have far from established education stability in war-torn Afghanistan.



More fully exploring the relationship between IDA and the change in out-of-school populations would require an analysis that would more comprehensively include other factors that affect children's access to education, such as other multilateral aid, bilateral aid, the type of that aid, public expenditure on education, education policy considerations, etc. (and indeed there have been several attempts at this⁵). Even then, such aid-growth regressions are highly criticized for their inability to account for country-level heterogeneity and lack of counterfactuals (Guillaumont, 2009; Arndt et al., 2009). Nevertheless, in an attempt to fully exploit the data at hand and to venture into what may be a subsequent research question, a simple regression analysis was conducted. The

results 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.⁶

Overall, the analysis reflected in this paper, which sought to answer the very limited question of the alignment of World Bank education programs with out-of-school populations, found that 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.⁷ **This is a good indication that IDA financing for basic education is effectively aligned with out-of-school populations.**

⁵ See Birchler & Michaelowa, 2013; Christensen et al., 2011; Dreher et al., 2006; and Michaelowa & Weber, 2007.

⁶ Simple regression analysis was used to test if IDA investment in basic education significantly predicted changes in out-of-school populations. The results of the regression indicated that IDA investment explained 16% of the variance ($R^2_{adj} = 0.16$, $F(1,69) = 14.69$, $p < 0.01$) and significantly predicted the change in out-of-school populations ($\beta = -2,547$, $p < 0.01$). As cautioned above, these findings are not robust enough to form any strict conclusions. Even thorough aid-growth regressions are contestable, and, in this case, using simple regression in an experiment that is known to have multiple regressors, or factors, runs a clear risk of committing omitted-variable bias. Variances in the availability of data on out-of-school populations also present limitations to this research.

⁷ India, Nigeria, and Pakistan were excluded as extreme outliers. There was a positive correlation between the two variables, $r = 0.55$, $n = 70$, $p < 0.001$.

THE “LEFT BEHIND” COUNTRIES

Nevertheless, as in the cases of Nigeria, the Democratic Republic of Congo, and Afghanistan above, there are some exceptions to the trend that merit increased attention from the World Bank and national governments alike. Some countries with high out-of-school populations have received notably low levels of basic education support from IDA.

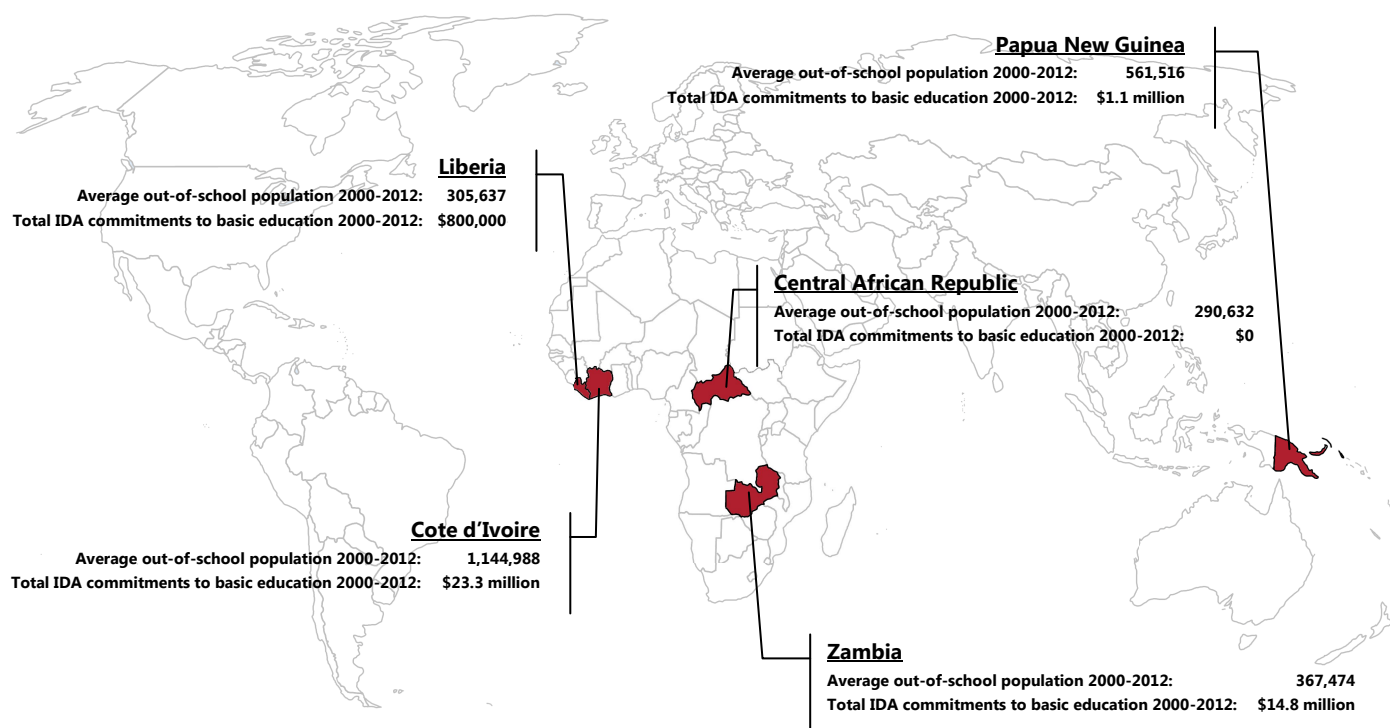
The median population of out-of-school children of primary school age in IDA countries between 2000 and 2012 was 150,000. The median level of IDA commitments to basic education per country during that same period was \$25 million. To put this amount of money into perspective, basic education components of projects approved by the World Bank’s Education Sector Board from 2000 to 2012 were, on average, worth \$42 million per project.

Receiving less than \$25 million over that period is a good indicator that no project targeting basic education has been significantly supported by IDA over those 13 years.

Since 2000, five IDA countries with above-the-median populations of out-of-school children have received below-the-median levels of IDA support to basic education. These countries are the Central African Republic, Cote d’Ivoire, Liberia, Papua New Guinea,⁸ and Zambia (see Map 2 and Chart 9).

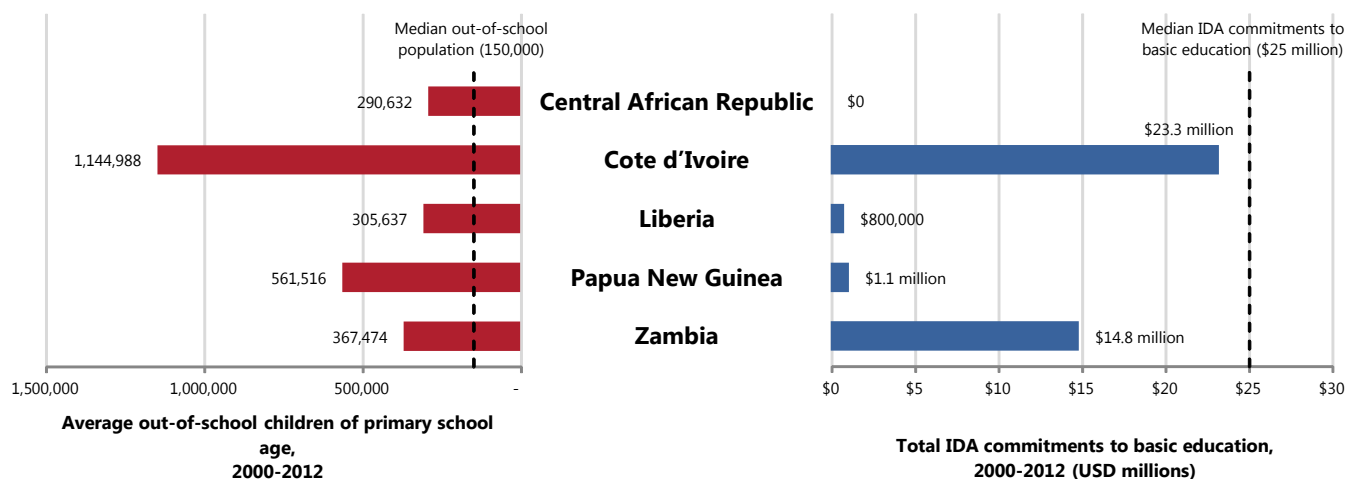
With over 150,000 (or in some cases 300,000 or a million) children out of primary school but IDA basic education investments of less than \$25 million since 2000, these five countries demonstrate a concerning disconnect between educational needs and utilization of IDA resources for education.

Map 2: The five “left behind” countries



⁸ Papua New Guinea is a blend country but has likewise not applied IBRD loans toward basic education.

Chart 9: Five countries with above-the-median out-of-school populations but below-the-median IDA support for basic education




Central African Republic: The sixth poorest nation on the planet according to the International Monetary Fund's (IMF) World Economic Outlook (2009), the Central African Republic (CAR) has been plagued by political clashes since its independence from France in 1960. After decades of tumultuous military rule, the first multi-party democratic elections were held in 1993. The overthrow of the president by a military coup in 2003 ushered in rebel unrest and the Central African Republic Bush War that lasted until 2007.

Meanwhile, an already precarious education system was dealt new blows. Between 1996 and 1998, AIDS-related deaths of teachers contributed to the closure of more than 100 primary schools. By 2000, only 43 percent of children between the ages of 6 and 11 were enrolled in school (U.S. Department of Labor, n.d.). Renewed conflict of the CAR Bush War saw the further looting or destroying of schools and caused qualified teachers to flee for safety in the capital Bangui (Stark-Merklein, 2010).

ODA to CAR slumped during most of the first decade of the millennium as donors struggled to provide aid in these contexts. IDA suspended CAR for nonpayment of arrears in January 2002 and reopened operations in 2007. The net enrollment rate in primary school rose from 50 percent in 2006 to 71 percent in 2010 but without the help of IDA, which has not operated a project supporting basic education in CAR since 1995. IDA's current \$99 million project portfolio in CAR primarily targets urban infrastructure (43 percent), agro-pastoralism (24 percent), and health (17 percent). While ODA to CAR has increased in recent years (2007 to 2011), that directed towards education has only been 3.4 percent on average, and that for basic education has been dangerously low — less than 1 percent.

As of 2010, nearly 200,000 children of primary school age were out of school, 68 percent of which were girls. At the same time, another 234,000 adolescents (or 57.8 percent) were out of secondary school. Gender parity in primary school is further amplified in secondary school: in 2010, the net enrollment rate for boys in lower-secondary school was 52.6 percent while that for girls was 32 percent. While critical interventions are required to realize universal education in CAR, the future of its education system, and of the nation as a whole, is at the moment uncertain, as its president was again overthrown by internationally condemned coup on March 24th, 2013.






Cote d'Ivoire: Education has been an integral part of Cote d'Ivoire's recent history but in a devastating way. Inequity within the education system contributed to political mobilization that led to a civil war in 2002. "Rebel groups in northern areas cited long-standing disparities in schooling as evidence of discrimination by the state. Widening education disparities between north and south, and the everyday experience of a poorly performing school system in the north, lent weight to their claims" (UNESCO, 2011b). Ultimately, rebels in the north were pitched against the government in the south in a conflict that continued until 2007.

Suffering two coups (1999 and 2002) and two civil wars (2002-2007 and 2010-2011), Cote d'Ivoire is struggling with a long list of challenges to its education system, which was already broken before the conflict: damaged and destroyed schools, the return of displaced populations, re-deployment of school administrations, too little teachers, and low quality (UNICEF, n.d.-a, b). With a primary school net enrollment rate of 61.5 percent (55.8 percent for girls), nearly 1.2 million children of primary school age (or 38.5 percent) were out of school in Cote d'Ivoire in 2009.

While external partners attempted to maintain their presence in Cote d'Ivoire throughout the conflict, programs and operations were largely suspended. No new commitments from IDA were made from 2003 to 2007, and disbursements from the World Bank were suspended from 2004 to 2008. IDA currently runs a project portfolio worth \$527 million in Cote d'Ivoire, but only \$23.3 million (4 percent) is for basic education. This has come from the Emergency Youth Employment and Skills Development Project approved in September 2011. More than half of IDA's operations portfolio in Cote d'Ivoire is dedicated to transportation and health. Meanwhile, basic education is failing to be addressed by other donors as well: despite \$195 million in ODA to education from 2007 to 2011, only \$27 million (14 percent) was directed towards basic education (OECD 2013).



Liberia: With 2003 marking the end of a 14-year civil war, democratic elections in 2005 led to a new Liberian government, which strengthened stability and security and marked the beginning of the road to reconstruction. With the war having destroyed more than 30 percent of public schools and 24 percent of community schools while extensively damaging a further 16 percent of both public and community schools (World Bank, 2010), Liberia's Interim Poverty Reduction Strategy (2006-2008) prioritized restoring access to basic education.

In 2007, Liberia developed the Liberian Primary Education Sector Recovery Program (LPERP), a three-year (2007-2010) action plan for transitioning out of emergency education and into comprehensive recovery of the primary education sub-sector, including the abolishment of primary school fees. While LPERP was denied financing from the Catalytic Fund of the World Bank-hosted Education for All - Fast Track Initiative (now the Global Partnership for Education), Liberia was provided support through the Education Program Development Fund to prepare a more comprehensive sector plan. Meanwhile, donors mobilized a pooled fund to operationalize LPERP.

Liberia's Poverty Reduction Strategy of 2008 again prioritized education, this time as part of Pillar IV: Rehabilitating Infrastructure and Delivering Basic Services, and it is now implementing its 2010-2020 Education Sector Plan. Since 2000, IDA has not supported the development of basic education in Liberia, except with \$800,000 through the Second Community Empowerment Project in 2007. Of the \$310 million in active IDA projects currently in Liberia, 76 percent is for the transportation sector.

Meanwhile, difficult challenges in basic education remain to be addressed. In 2008, fewer than six percent of six-year-olds were enrolled, only half of all primary school students had textbooks, and less than half of primary school teachers were trained. As of 2010, only 40 percent of schools were brick and mortar, and 14 percent of destroyed schools had not yet been rebuilt. Latrines, drinking water, and school furniture are in short supply (World Bank, 2010). In 2011, more than 385,000 children of primary school age were still out of school in Liberia.

Papua New Guinea: Despite growth in its mining and resource sector leading Papua New Guinea to become the tenth fastest-growing economy in the world in 2011 (IMF, 2012), more than 40 percent of its population survives on less than one US dollar a day, and about half of its adult population is illiterate (Papua New Guinea Department of Education, 2009). Next to political instability, corruption, border security, and high crime, Papua New Guinea has been struggling with service delivery in all sectors since government decentralization reforms began in 1995.

Basic education has not been free in Papua New Guinea, and in 2010 the government began taking concrete measures to abolish school fees with its Universal Basic Education Plan (2010-2019) seeking to make nine years of basic education accessible and compulsory for all children. School fees have been abolished for the first three grades of basic education, with the aim to abolish fees for all grades by 2015 (AusAid, 2012).

With external support to basic education predominantly provided by Australia, Papua New Guinea's former colonial ruler, 40 percent of IDA's current total portfolio (\$177.5 million) in Papua New Guinea is dedicated to the transportation sector. IDA's only assistance to Papua New Guinea's basic education sector since 2000 has been \$1.1 million via the Flexible and Open Distance Education Project in 2011.

With a basic education net enrollment rate of 53 percent and 674,000 children out of school in 2007, Papua New Guinea is seeking to achieve 74 percent net enrollment in basic education by 2015 (Papua New Guinea Department of Education, 2009). Alongside fee abolishment, Papua New Guinea has defined school and classroom construction, the provision of textbooks and learning materials, and teacher training as priority activities to achieve universal basic education.



Zambia: Zambia has made considerable progress in developing its basic education system in recent years. With the framework for accelerated growth in primary education enrollment set by the Basic Education Sub-Sector Investment Program (BESSIP) (1999-2002), a policy abolishing school fees for Grades 1-7 was established in 2002 and operationalized by the 2003-2007 Ministry of Education Strategic Plan. Access improved rapidly for economically disadvantaged students, and net enrollment increased from 74 percent in 2002 to 97 percent in 2007. Investments in school construction and teacher training were instrumental in increasing access, and increases in the number and quality of school facilities coupled with investments in textbooks helped maintain the quality of learning outcomes during the expansion period. Nevertheless, Grade 6 pupils in Zambia demonstrated the lowest mathematics achievement level in the region in 2007 and the second lowest in reading (SACMEQ, 2010).

Work has continued through Zambia's Education Sector National Implementation Framework II (2008-2010) and National Implementation Framework III (2011-2015). Pooling external assistance through a Sector Wide Approach (SWAp) originally established during the implementation of BESSIP, the government has controlled financing of the education sector while donors have participated in program management with the opportunity to target and/or manage their own funding for specific components.

While the SWAp has been useful in garnering and coordinating external as well as domestic finances for education (education as part of Zambia's national budget increased from 16 percent in 2006 to 20 percent in 2010), ODA to education in Zambia has been in decline. Total ODA to education in Zambia decreased by 26 percent from 2006 to 2011 (\$71.2 million to \$52.6 million). Basic education has borne a disproportionate share of this cut, suffering a 43 percent reduction over the same period (\$21.5 million to \$12.4 million) (Republic of Zambia Ministry of Education, 2010).

While the World Bank was integral in establishing Zambia's education SWAp and has been an active partner, IDA support to basic education in Zambia has been minimal. Since 2000, IDA has committed a total of \$14.8 million to Zambia's basic education system: \$9.2 million in 2000 through the Social Investment Fund (14 percent of the total project commitment) and \$5.6 million in the Emergency Drought Recovery Project (11 percent of the total project commitment). IDA currently has active projects in Zambia worth a total value of \$503.2 million, two-thirds of which is dedicated to agriculture and transportation. Meanwhile, 184,000 children were still failing to benefit from a basic education in 2010.



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. More than any other institution, the World Bank should be able to ensure coordinated, complementary support to basic education alongside the GPE Fund.

However, this has often not been the case. Previous RESULTS reports, including *World Bank Education Financing: Less or More for the Poor in IDA 16?* and *Staying the Course: The World Bank's 2010 Pledge to Basic Education*, have illustrated the trends of decreased IDA commitments to basic education in GPE countries. Year after year, numerous GPE member countries go without financial commitments to basic education from IDA. For example, 43 of the 57 GPE developing country partners will not be receiving IDA commitments for basic education this year (2013 + pipeline). Of these same 57 countries, 17 of them have not received IDA's support for the development of their basic education sectors in the last three years (2010-2012).

The concerns of an IDA-GPE substitution effect are well documented and have been discussed with World Bank Executive Directors and by the GPE Board of Directors (GPE, 2011a). The World Bank recognizes the importance and value of coordinating education aid with GPE, often citing Mozambique, Ethiopia, Malawi, and Nepal as successful examples of joint IDA/GPE operations. At the 2011 GPE Pledging Conference, former World Bank Managing Director, Mahmoud Mohieldin, reminded the audience that "a key pillar of our strategy is leveraging our partnership with the GPE to help countries achieve the education MDGs." He further attested that "IDA-GPE co-financing is a promising option to expand financing for basic education, improve donor coordination, and reduce transaction costs for country governments" and expressed that "we hope to do more of what IDA is doing in Mozambique" (GPE, 2011b).

Despite this awareness and commitment, the substitution — rather than the coordination — of IDA funds with GPE grants largely remains an issue. This type of dynamic appears to be particularly true for the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia. As illustrated in Chart 10, these countries have experienced a severe imbalance in IDA and GPE funds for basic education. The vast majority of IDA investments in basic education below occurred before 2008 while those of the GPE Fund were committed in 2008 or after — in contexts of almost complete absence of support from IDA for basic education.

Some of these cases exhibit marked decreases in IDA support amidst the introduction of the GPE Fund. Zambia, for instance, received \$76 million in IDA commitments to basic education in the ten years

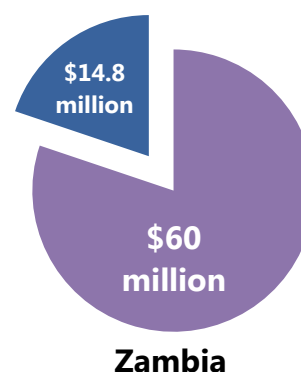
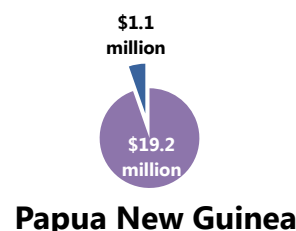
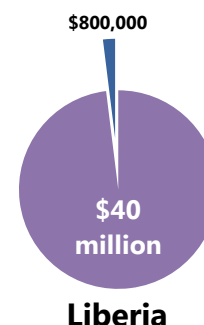
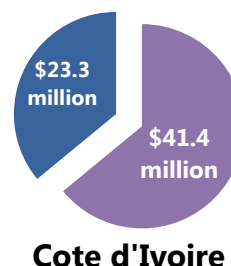
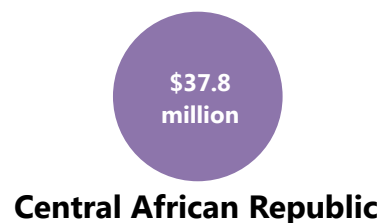
prior to the establishment of the FTI Catalytic Fund (2002). During the ten years since, only \$6 million has been utilized from IDA for basic education while GPE provided \$60 million. Likewise, Cote d'Ivoire received \$103 million in basic education commitments from IDA from 1993 to 2002 but only \$8 million from 2003 to 2012 (albeit the First Ivorian Civil War took place from 2002 to 2007), even though GPE was able to commit \$41 million to Cote d'Ivoire in 2011.

At other times, as in the cases of the Central African Republic, Liberia, and Papua New Guinea, the GPE Fund has reached countries in which IDA allocations have not been historically employed for basic education. When the World Bank is the supervising entity of the GPE Fund, as is the case in these three countries, countries are obliged to follow Bank procedures, draft plans alongside World Bank country teams, and defend plans in Washington, D.C. — a process that “feels” very much like accessing IDA resources and undoubtedly contributes to the widespread confusion, even among World Bank staff, that GPE grants are World Bank funds (Global Campaign for Education & Oxfam International, 2012). Under these circumstances, it is a question whether some GPE funds such as these would have actually been IDA commitments had GPE not been present, a scenario that again suggests a possible substitution of IDA resources with GPE funds and defeats the purpose of both institutions.

Regardless of its varying nature, disjointed support between IDA and GPE results in diminished progress towards realizing universal basic education. This problem has unfortunately been further substantiated by this analysis, **which found the correlation between IDA commitments to basic education and average out-of-school populations to be weaker in GPE member countries than in non-member countries.**⁹ This suggests that the World Bank has not succeeded in targeting education support to this subset of countries as much as it has elsewhere.

Chart 10: IDA and GPE funds in CAR, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia, 2000-2012

■ IDA funds for basic education
■ GPE Fund



⁹ Ethiopia and India were excluded as extreme outliers. There were strong but significantly different positive correlations between IDA commitments to basic education from 2000 to 2012 and the average out-of-school populations of primary school age from 2000 to 2012 in GPE countries ($r = 0.47, n = 37, p < 0.001$) and in non-GPE countries ($r = 0.63, n = 34, p < 0.001$).

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.**¹⁰

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, explaining 42 percent of the variance in the change in the numbers of out-of-school children in GPE countries compared to only 20 percent of that of non-GPE IDA countries. In other words, IDA investment in basic education in GPE countries is a stronger predictor of the change

in out-of-school populations than in non-GPE countries.¹¹

While a more comprehensive analysis would need to be undertaken to incorporate additional factors in these country contexts that contribute to getting children into school, such as domestic public spending on education, bilateral aid to education, and the GPE Fund itself, the results of these correlations and simple regressions hint strongly toward what the World Bank, GPE, and education advocates have been saying — that coordinated support has an amplifying effect on available resources and more greatly guarantees results. The weaker correlation of IDA basic education support with out-of-school populations in GPE countries, however, indicates that such opportunities for impact are potentially being lost.

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 fragile or conflict-affected states. The World Bank is aware of both the crisis that conflict and fragility present to education as well as the transformative power that education has to offer to these contexts. As stated in the World Bank Education Strategy 2020:

A child of primary-school age is three times more likely to be out of school if she or he lives in a fragile or conflict-affected country

than if she or he lives in another developing country. ... In countries emerging from conflict or fragile situations, however, education can be a powerful, cost-effective tool for speeding up social and economic recovery.

Moreover, fragile or conflicted-affected states are a specifically targeted country category for the Strategy's outcome indicator on system tools and system data. The Strategy goes on to say,

In countries experiencing fragile situations, the main challenge is likely addressing short-term educational needs without undermining the long-term development of the system as

¹⁰ Ethiopia and India were excluded as extreme outliers. There were strong but significantly different negative correlations between IDA commitments to basic education from 2000 to 2012 and the change in out-of-school populations of primary school age between 2000 and 2012 in GPE countries ($r = -0.67, n = 37, p < 0.001$) and in non-GPE countries ($r = -0.48, n = 34, p < 0.01$).

¹¹ Ethiopia and India were excluded as extreme outliers. Simple regression analysis was used to test if IDA investments in basic education from 2000 to 2012 significantly predicted changes in out-of-school populations of primary school age between 2000 and 2012 in both GPE countries and non-GPE countries. The results of the regression analyses indicated that for GPE countries IDA investment explained 42% of the variance in changes in out-of-school populations ($R^2_{adj} = 0.42, F(1,35) = 27.36, p < 0.01$) while significantly predicting those changes ($\beta = -3.261, p < 0.01$), and for non-GPE countries IDA investment explained 20% of the variance in changes in out-of-school populations ($R^2_{adj} = 0.20, F(1,32) = 9.42, p < 0.01$) while significantly predicting those changes ($\beta = -1.689, p < 0.01$).

a whole. It is useful to note that many of these countries have not achieved basic education for all, so the challenge concerns both reconstruction and building the fundamentals of service delivery. In these countries, the Bank will help ensure a minimum level of resilience to keep the system running, using local stakeholders as leaders of the transition and institutional change.

While the World Bank is aware of the need for specific education interventions in conflict-affected and fragile states (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 2012.¹² 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.

Further correlations and regression analyses on IDA basic education support in relation to the change in out-of-school populations did, however, yield significant results. **IDA commitments to basic education demonstrated 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.¹³ While it can be challenging for the World Bank and other development partners to engage conflict-affected and fragile contexts, these findings point towards CAFS as environments in which some of the greatest impact can be made.

WHAT'S NEW IN 2013 AND BEYOND?

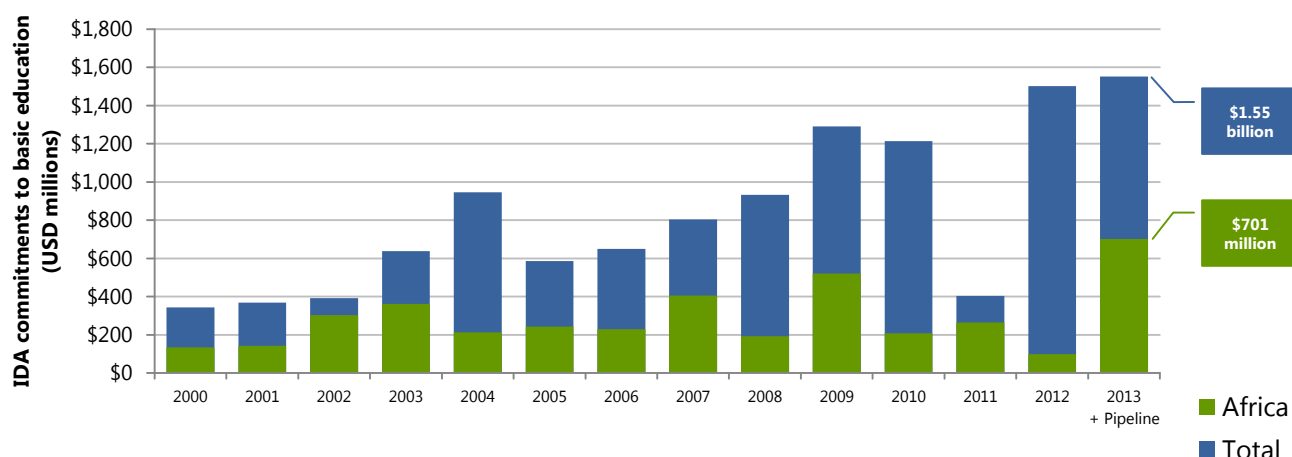
2013 has seen ambitious new developments from IDA in the sub-sector of basic education. This year has the potential to reach a historic high for IDA commitments to basic education, with 2013 and pipeline funds totaling \$1.6 billion, \$1.2 billion of which was already active as of April 2013. Seven out 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. As above, 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 (see Charts 11, 12, and 13 on the following page).

¹² The analysis included the 23 IDA countries that are CAFS with data on out-of-school children. DRC was excluded as an extreme outlier. There was no correlation between the two variables, $r = 0.24$, $n = 22$, $p = 0.282$.

¹³ DRC, India, and Pakistan were excluded as extreme outliers. There were strong but significantly different negative correlations between IDA commitments to basic education from 2000 to 2012 and the change in out-of-school populations of primary school age between 2000 and 2012 in CAFS ($r = -0.68$, $n = 22$, $p < 0.001$) and in non-CAFS ($r = -0.46$, $n = 48$, $p < 0.001$). Simple regression analysis was used to further test if IDA investments in basic education from 2000 to 2012 significantly predicted changes in out-of-school populations of primary school age between 2000 and 2012 in both CAFS and non-CAFS. The results of the regression analyses indicated that for CAFS IDA investment explained 44% of the variance in changes in out-of-school populations ($R^2_{adj} = 0.44$, $F(1,20) = 17.46$, $p < 0.01$) while significantly predicting those changes ($\beta = -2,673$, $p < 0.01$), and for non-CAFS IDA investment explained 20% of the variance in changes in out-of-school populations ($R^2_{adj} = 0.20$, $F(1,46) = 12.46$, $p < 0.01$) while significantly predicting those changes ($\beta = -2,861$, $p < 0.01$).

Chart 11: IDA commitments to basic education, Africa and Total



Over half of the new commitments to basic education in Africa are directed towards Ethiopia's Promoting Basic Services Program Phase III (\$318 million) and its General Education Quality Improvement Project II (\$47 million in the pipeline). Another quarter is dedicated to Nigeria's State Education Program Investment Project (\$120 million) and its Youth Employment and Social Support Operation (\$60 million). Though not nearly enough in terms of need, \$3.75 million of the \$50 million IDA commitment to South Sudan's Local Governance and Service Delivery Project will go

towards basic education, and the Central African Republic, highlighted above for its notable lack of IDA support for basic education in the midst of the GPE Fund, has \$4 million (17 percent of total project cost) in the pipeline for its Education Sector Development Project II.

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

Chart 12: Worldwide IDA commitments to basic education, 2013 + pipeline

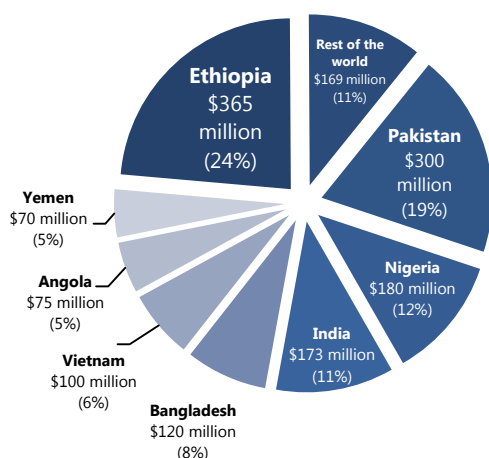
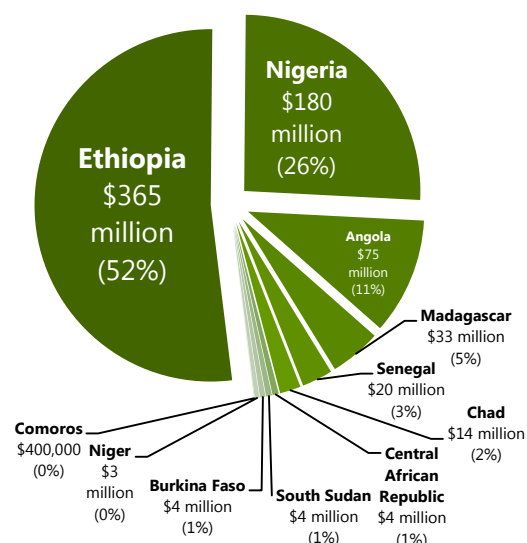


Chart 13: Africa IDA commitments to basic education, 2013 + pipeline

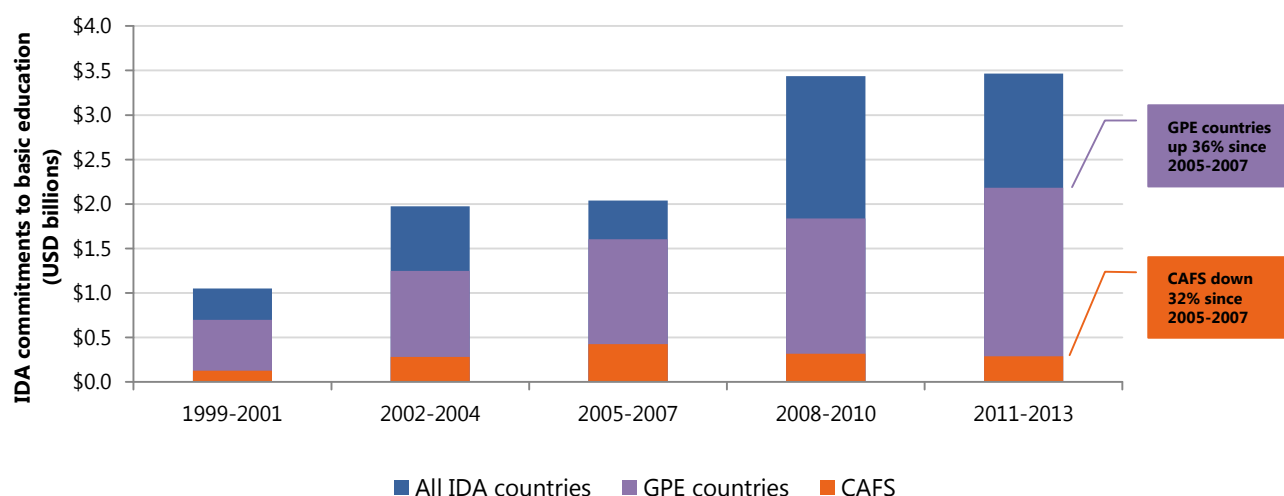


doubling their 2012 share and more than doubling their annual average since 2000. In total, they claim \$1.2 billion of the \$1.6 billion of IDA basic education commitments for the year, though more than 80 percent of it is only reaching four countries (Ethiopia, Pakistan, Nigeria, and Vietnam).

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. As can be seen in Chart 14 below, 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 14: IDA commitments to basic education, 3-year intervals, 1999-2013



THE FINAL SPRINT TO 2015: DELIVERING QUALITY EDUCATION & LEARNING FOR ALL

In April 2013, a global education summit will convene to rally international efforts to reach out-of-school children. Co-hosted by the President of the World Bank Dr. Jim Kim, the United Nations Secretary-General Ban Ki-moon, and the United Nations Special Envoy for Global Education Gordon Brown, the summit, titled "The Final Sprint to 2015: Delivering Quality Education & Learning for All," will bring together the ministers of education and finance from some of the countries with the highest burdens of out-of-school children. The summit will serve as a platform for developing countries, international institutions, and civil society to commit to strategies that aim to accelerate progress on educational access as the current Millennium Development Goals draw to a close in 2015.

Eight countries will participate in the Learning for All Ministerial meetings of the summit: Bangladesh, Democratic Republic of Congo, Ethiopia, Haiti, India, Nigeria, South Sudan, and Yemen. Six of these countries are among the fifteen with the highest populations of children out of primary school. Between the eight of them, they encompass more than 40 percent of the world's children excluded from primary education.

These eight countries have also received 46 percent of IDA commitments to basic education from 2000 to 2012 and claim 58 percent of IDA's planned 2013 and pipeline basic education investments.

Map 4: Participant countries of the Learning for All Ministerial meetings

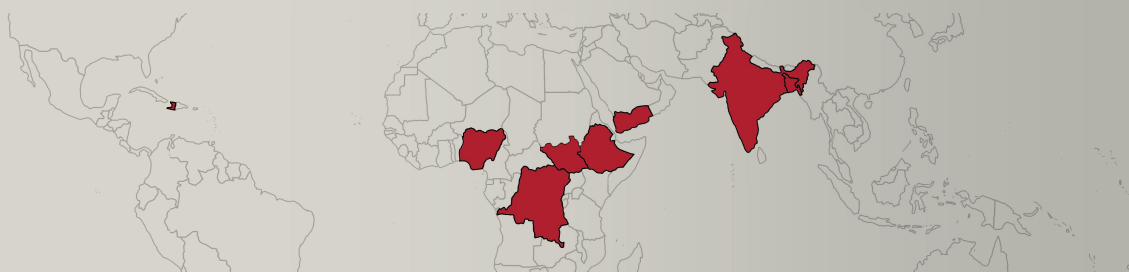
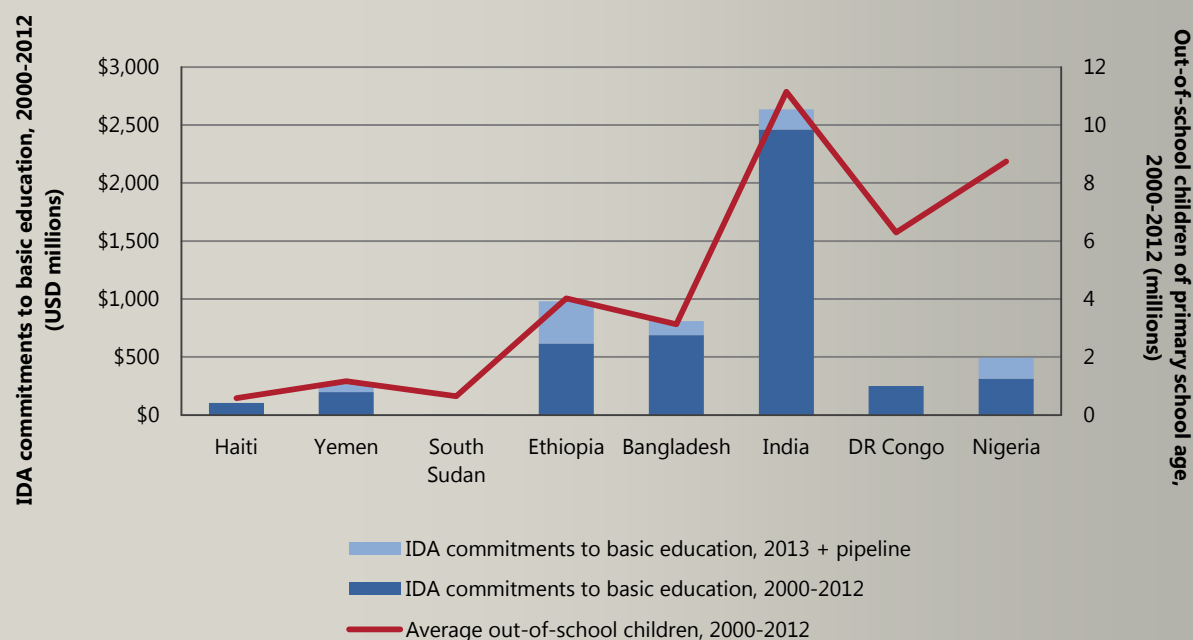


Chart 15: Learning for All Ministerial participants: IDA commitments to basic education vs. out-of-school children, 2000-2012



As visible in Chart 15, the correlation between out-of-school populations and IDA support to basic education is also strong in the Learning for All Ministerial participant countries, with the exceptions of DRC and Nigeria, as previously discussed.

CONCLUSIONS AND RECOMMENDATIONS

World Bank financing of basic education is strongly aligned with out-of-school populations:

A strong positive correlation exists between the numbers of children out of primary school in countries and the amount of support for basic education they have utilized and received from IDA. This is true whether looking at IDA countries as a whole, those that receive the most basic education support from IDA, or those invited to participate in the April 2013 education summit. There is also a strong relationship between levels of IDA investment in basic education and whether or not an IDA country experienced an increase or decrease in out-of-school children between 2000 and 2012. As with any simplified statistical analysis, one should be wary of concluding too much from these results which focus exclusively on two factors; nevertheless, they, alongside anecdotal evidence of World Bank projects effectively expanding educational access, provide an indication that IDA is channeling its efforts to reach out-of-school children.

The World Bank must continue to find ways to engage conflict-affected and fragile states: Some countries fall far short of the general alignment of IDA basic education investment and out-of-school populations. Many of the out-of-school populations left behind by IDA are in conflict-affected and fragile states, and indeed no correlation was found between IDA commitments and out-of-school populations in CAFS. 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 fragile or conflict-affected states. Upon further inspection, this analysis revealed some of the strongest relationships between IDA support to basic education and the reduction of out-of-school children to be in CAFS, suggesting World Bank

education interventions in such contexts may be particularly powerful. While the World Bank is aware of the importance of education in these countries, it is nevertheless struggling to provide such programmatic support, and IDA commitments to basic education in conflict-affected and fragile states are at a period low.

Meanwhile, the first of five objectives of GPE's new strategic plan seeks to expand support to CAFS in developing and implementing their education plans. Such groundwork may not only offer new inroads for the World Bank to improve their processes, mechanisms, and speed of delivery but also yield opportunities for IDA to coordinate with the GPE Fund to more effectively revive education systems in CAFS. Such collaboration may also help the World Bank leverage its convening power to bring together other donors and galvanize support to education sectors in conflict, emergency, or fragile environments.

The World Bank should immediately consult the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia to explore possibilities of utilizing IDA for basic education: Despite having populations of out-of-school children of primary school age above 150,000, and in many cases much higher, the Central African Republic, Cote d'Ivoire, Liberia, Papua New Guinea, and Zambia have received low levels of support from IDA for basic education, less than \$25 million since 2000. Meanwhile, all of these countries are taking advantage of resources offered by the Global Partnership for Education. World Bank country teams should immediately consult ministries of finance and ministries of education of these countries to explore the possibilities of utilizing IDA for basic education. Likewise, ministers for finance of these countries should prioritize basic education considering the unique situation of their out-of-school populations.

World Bank country teams should inform ministries of finance of GPE countries of the power of coordinated support: The co-existence of funding mechanisms offered by IDA and GPE is the greatest means of leveraging their individual resources to maximize positive impacts on education systems. In countries employing GPE program implementation grants, the utilization of IDA allocations for basic education correlates more strongly with decreases in the numbers of out-of-school children than it does 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. The lack of utilization of IDA allocations for basic education in GPE countries represents a significant opportunity lost, and World Bank country teams have an obligation to ensure that ministries of finance are fully informed.

There is a need for GPE to diversify supervising entities: Less than two years away from its origins as a World Bank trust fund with the vast majority of its program implementation grants still managed by the World Bank as the supervising entity in the vast majority of GPE member countries, GPE is mistaken for “Bank funds” in some countries. Considering GPE’s origins and the World Bank’s involved project approval and fund transfer processes, it is not surprising that misperceptions about the World Bank and GPE exist among ministries of finance and ministries of education (and even World Bank staff). This impression contributes to the substitution of IDA resources with GPE funds. In its current strategic plan, GPE has already identified the need to diversify its supervising entities, and doing so will help ensure the combined leverage of GPE and IDA funds in developing education systems in GPE member countries.

Do for Nigeria what was done for India: India began the millennium with over 20 million children out of primary school. After more than ten years of receiving the highest levels of IDA investments in basic education, that number has dropped to just over 2 million. Now Nigeria is in the position of bearing the most out-of-school children on the planet, with more than 10 million children not accessing a primary level education. IDA needs to focus its efforts on Nigeria to do what it did for India and help what turn seems to be an insurmountable task into tomorrow’s success story. At the same time, however, it should learn from the experiences of India and elsewhere and expand access to education in Nigeria without compromising its quality.

Seize the opportunity of the April education summit to develop new strategies for IDA support to basic education, particularly in Nigeria, DRC, and South Sudan: Nigeria and the Democratic Republic of Congo have averaged some of the highest populations of out-of-school children of primary school age since 2000 but have received IDA commitments for basic education far below the trend of those of other countries with high numbers of children excluded from primary school. Seeking stability as a new nation born out of conflict, South Sudan needs targeted support to provide a basic education to its 1.3 million out-of-school children. Having not yet invested in education in volumes relative to those of other summit participant nations, the World Bank should capitalize on the opportunity presented by the April education summit to explore specific strategies in which IDA may further support the provision of basic education in Nigeria, DRC, and South Sudan in particular.

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Table A1: Data on out-of-school children of primary school age and IDA commitments to basic education

| | Out-of-school children of primary school age, 2000 ¹ | Out-of-school children of primary school age, 2012 ² | Average out-of- school children of primary school age, 2000-2012 | Change in out-of- school children of primary school age, 2000-2012 | IDA commitments to basic education, 2000-2012 (USD millions) ³ |
|------------------------------------|--|--|---|---|--|
| 1 Afghanistan | 2,547,896 | 1,980,247 | 2,264,072 | (567,649) | 63.65 |
| 2 Angola | 738,232 | 492,581 | 615,407 | (245,651) | 39.90525 |
| 3 Armenia | 11,793 | 29,836 | 20,815 | 18,043 | 56.395 |
| 4 Bangladesh | 3,300,000 | 1,835,000 | 2,567,500 | (1,465,000) | 689.101 |
| 5 Benin | 338,697 | 110,063 | 224,380 | (228,634) | 47.55 |
| 6 Bhutan | 45,615 | 10,635 | 28,125 | (34,980) | 22.39 |
| 7 Bolivia | 49,332 | 123,455 | 86,394 | 74,123 | 23.18 |
| 8 Bosnia and Herzegovina | 31,143 | 19,123 | 25,133 | (12,020) | 11.393 |
| 9 Burkina Faso | 1,319,720 | 1,022,362 | 1,171,041 | (297,358) | 101.078 |
| 10 Burundi | 618,713 | 17,396 | 318,055 | (601,317) | 57.415 |
| 11 Cambodia | 178,641 | 31,047 | 104,844 | (147,594) | 29.4525 |
| 12 Cameroon | 578,879 | 187,210 | 383,045 | (391,669) | 25.9575 |
| 13 Cape Verde | 467 | 3,949 | 2,208 | 3,482 | 5.8625 |
| 14 Central African Republic | 366,914 | 214,350 | 290,632 | (152,564) | 0 |
| 15 Chad | 612,984 | 556,731 | 584,858 | (56,253) | 37.0385 |
| 16 Comoros | 22,092 | 22,761 | 22,427 | 669 | 2.7756 |
| 17 Congo, Rep. | 253,418 | 46,617 | 150,018 | (206,801) | 36.5005 |
| 18 Cote d'Ivoire | 1,129,244 | 1,160,732 | 1,144,988 | 31,488 | 23.25 |
| 19 Djibouti | 86,834 | 49,526 | 68,180 | (37,308) | 16.427 |
| 20 Dominica | 155 | 275 | 215 | 120 | 0 |
| 21 DR Congo | 5,598,022 | 7,000,000 | 6,299,011 | 1,401,978 | 250.53 |
| 22 Eritrea | 320,841 | 422,148 | 371,495 | 101,307 | 56.73 |
| 23 Ethiopia | 6,342,774 | 1,702,685 | 4,022,730 | (4,640,089) | 616.8575 |
| 24 Gambia, The | 66,308 | 86,417 | 76,363 | 20,109 | 10.11125 |
| 25 Georgia | 50,321 | 4,182 | 27,252 | (46,139) | 19.291 |
| 26 Ghana | 1,052,251 | 640,632 | 846,442 | (411,619) | 157.335 |
| 27 Grenada | 2,981 | 462 | 1,722 | (2,519) | 6.045 |
| 28 Guinea | 703,816 | 258,811 | 481,314 | (445,005) | 49.909 |
| 29 Guinea-Bissau | 93,057 | 56,640 | 74,849 | (36,417) | 11.0905 |
| 30 Guyana | 6,790 | 19,685 | 13,238 | 12,895 | 3.465 |
| 31 Haiti | 571,243 | 600,000 | 585,622 | 28,757 | 104.2595 |
| 32 Honduras | 114,558 | 29,720 | 72,139 | (84,838) | 72.6863 |
| 33 India | 20,007,708 | 2,278,322 | 11,143,015 | (17,729,386) | 2460.86175 |

Table A1 (continued)

| | Out-of-school children of primary school age, 2000 ¹ | Out-of-school children of primary school age, 2012 ² | Average out-of- school children of primary school age, 2000-2012 | Change in out-of- school children of primary school age, 2000-2012 | IDA commitments to basic education, 2000-2012 (USD millions) ³ |
|--|--|--|---|---|--|
| 34 Kenya | 1,814,188 | 1,009,592 | 1,411,890 | (804,596) | 103.201 |
| 35 Kiribati | 139 | 81 | 110 | (58) | 0 |
| 36 Kyrgyz Republic | 37,343 | 15,256 | 26,300 | (22,087) | 15.78 |
| 37 Lesotho | 87,689 | 98,874 | 93,282 | 11,185 | 17.94 |
| 38 Liberia | 225,548 | 385,726 | 305,637 | 160,178 | 0.8 |
| 39 Madagascar | 705,347 | 43,239 | 374,293 | (662,108) | 95.319 |
| 40 Malawi | 17,327 | 62,275 | 39,801 | 44,948 | 72.9045 |
| 41 Maldives | 782 | 1,388 | 1,085 | 606 | 14.93625 |
| 42 Mali | 1,038,117 | 849,651 | 943,884 | (188,466) | 63.29075 |
| 43 Marshall Islands | 137 | 50 | 94 | (87) | 0 |
| 44 Mauritania | 163,972 | 133,538 | 148,755 | (30,434) | 37.28925 |
| 45 Moldova | 18,507 | 13,935 | 16,221 | (4,572) | 11.5875 |
| 46 Mongolia | 21,173 | 2,671 | 11,922 | (18,502) | 5.01375 |
| 47 Mozambique | 1,497,798 | 482,089 | 989,944 | (1,015,709) | 108.18195 |
| 48 Nepal | 926,520 | 173,180 | 549,850 | (753,340) | 242.25 |
| 49 Nicaragua | 138,705 | 48,167 | 93,436 | (90,538) | 82.575 |
| 50 Niger | 1,295,457 | 978,723 | 1,137,090 | (316,734) | 77.1875 |
| 51 Nigeria | 6,940,723 | 10,542,105 | 8,741,414 | 3,601,382 | 312.6125 |
| 52 Pakistan | 8,398,974 | 5,435,834 | 6,917,404 | (2,963,140) | 1468.0925 |
| 53 Papua New Guinea | 448,862 | 674,169 | 561,516 | 225,307 | 1.0875 |
| 54 Rwanda | 336,678 | 20,208 | 178,443 | (316,470) | 107.019 |
| 55 Samoa | 2,201 | 1,898 | 2,050 | (303) | 3.4 |
| 56 Sao Tome and Principe | 2,636 | 118 | 1,377 | (2,518) | 2.29125 |
| 57 Senegal | 626,976 | 423,212 | 525,094 | (203,764) | 88.88975 |
| 58 Solomon Islands | 26,432 | 10,282 | 18,357 | (16,150) | 0 |
| 59 Sri Lanka | 3,329 | 102,107 | 52,718 | 98,778 | 119.75 |
| 60 St. Lucia | 790 | 2,418 | 1,604 | 1,628 | 4.8 |
| 61 St. Vincent and the Grenadines | 253 | 209 | 231 | (44) | 2.6275 |
| 62 Sudan | 3,058,823 | 3,002,000 | 3,030,412 | (56,823) | 0 |
| 63 Tajikistan | 27,739 | 12,580 | 20,160 | (15,159) | 24.294 |
| 64 Tanzania | 3,011,283 | 137,123 | 1,574,203 | (2,874,160) | 377.9565 |
| 65 Timor-Leste | 48,240 | 27,710 | 37,975 | (20,530) | 8.894 |
| 66 Togo | 87,303 | 51,411 | 69,357 | (35,892) | 6.21 |

Table A1 (continued)

| | Out-of-school children of primary school age, 2000 ¹ | Out-of-school children of primary school age, 2012 ² | Average out-of- school children of primary school age, 2000-2012 | Change in out-of- school children of primary school age, 2000-2012 | IDA commitments to basic education, 2000-2012 (USD millions) ³ |
|------------------------------|--|--|---|---|--|
| 67 Tonga | 1,274 | 163 | 719 | (1,111) | 0.375 |
| 68 Uganda | 655,901 | 439,143 | 547,522 | (216,758) | 266.05 |
| 69 Uzbekistan | 491,515 | 148,487 | 320,001 | (343,028) | 36.125 |
| 70 Vanuatu | 203 | 358 | 281 | 155 | 2.695 |
| 71 Vietnam | 281,213 | 121,297 | 201,255 | (159,916) | 551.8491 |
| 72 Yemen, Republic of | 1,386,381 | 948,934 | 1,167,658 | (437,447) | 197 |
| 73 Zambia | 550,498 | 184,450 | 367,474 | (366,048) | 14.84475 |

¹ Unless otherwise noted, 2000 data is from UIS, 2000: Afghanistan (1998) estimate from UNESCO, n.d. and World Bank, 2013b; Angola (1998); Armenia (2001); Bangladesh (2008) from UNICEF, 2009; Benin (1997); Bosnia and Herzegovina (2000) estimate from UNICEF, 2002 and Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, 2010; Cameroon (2001) estimate from FHI 360, n.d.-b and World Bank, 2003; Central African Republic (2000) estimate from U.S. Department of Labor, n.d. and Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, 2010; Congo, Rep. (2005); DR Congo (1999); Georgia (1997); Haiti (1997); Liberia (1999); Malawi (1999); Mali (1999); Marshall Islands (2002); Pakistan (2001); Papua New Guinea (2000) estimate from FHI 360, n.d.-d; Rwanda (2001); Sao Tome and Principe (1999); Solomon Islands (2003); Sri Lanka (2001); Timor-Leste (2000) estimate from Timor-Leste Ministry of Education, Youth, Culture and Sports, 2005; Tonga (1999); Uganda (1999) estimate from Essama-Nssah, n.d. and FHI 360, n.d.-e; Uzbekistan (2001) estimate from UIS, 2005; Yemen, Republic of (1999).

² Unless otherwise noted, latest data is from UIS, 2011: Afghanistan (2009) estimate from Islamic Republic of Afghanistan Ministry of Education, 2011 and World Bank, 2013b; Angola (2010); Bangladesh (2009) from UIS, 2011; Benin (2008); Bolivia (2010); Burundi (2009) estimate from FHI 360, n.d.-a and UNICEF, 2003; ; Comoros (2007); Congo, Rep. (2011); Cote d'Ivoire (2009); Dominica (2010); DR Congo (2011) estimate from IRIN, 2011; Ghana (2012); Grenada (2010); Guinea-Bissau (2010); Haiti (2012) estimate from U.S. Department of State, 2012; India (2008); Kenya (2009); Kiribati (2002); Lesotho (2010); Madagascar (2009) estimate from UNICEF, 2012 and FHI 360, n.d.-c; Malawi (2009); Maldives (2010); Mauritania (2010); Nepal (2011) estimate from XXXX; Nicaragua (2010); Nigeria (2010); Papua New Guinea (2007) estimate from Papua New Guinea Department of Education, 2009; Rwanda (2010); Sao Tome and Principe (2012); Solomon Islands (2010); Sri Lanka (2010); St. Vincent and the Grenadines (2010); Sudan (2009) from UNICEF & UIS, 2012; Tanzania (2008); Timor-Leste (2010); Togo (2008); Tonga (2006); Vanuatu (2005); Vietnam (2010); Zambia (2010).

³ World Bank, 2013a.

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