The Foundational Learning Compact Umbrella Trust Fund

Progress Report
October 2023–September 2024

Transforming Education, Improving Learning Outcomes, Changing Lives

Foundational
Learning
Compact

WORLD BANK GROUP

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This progress report examines the progress made by the activities under the Foundational Learning Compact Multi-Donor Umbrella Trust Fund from October 31, 2023, to September 30, 2024.

Abbreviations

ACER	Australian Council for Educational Research
AIM-ECD	Anchor Items for Measurement—Early Childhood Development
ALMA	Accelerating Learning Measurement for Action
AMPL	Assessment for Minimum Proficiency Levels
AMPL-a	Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1a
AMPL-a+b	Assessment for Minimum Proficiency Levels for Sustainable Development Goals 4.1.1a & 4.1.1b
AMPL-b	Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1b
CONFEMEN	Conference of Ministers of Education of Francophone Countries
CPD	continuous professional development
ECD	early childhood development
ECE	early childhood education
EdoBEST	Edo Basic Education Sector Transformation
EiE	Education in Emergencies
ERICC	Education Research in Conflict and Protracted Crisis
EdTech	education technology
ELP	Early Learning Partnership
ELRN	Early Learning Resource Network
FCDO	United Kingdom Foreign, Commonwealth and Development Office
FCV	fragility, conflict, and violence
FLC	Foundational Learning Compact
FLN	foundational literacy and numeracy
FY	fiscal year
GEPD	Global Education Policy Dashboard
GPE	Global Partnership for Education
IBRD	International Bank for Reconstruction and Development
ICT	information communications technology
IDA	International Development Association
IFC	International Finance Corporation
INEE	Inter Agency Network for Education in Emergencies
INSPIRE	Inclusion Support Program for Refugee Education

ITE	initial teacher education
LAISE	Learning Acceleration in Secondary Education
LDC	Learning Data Compact
LIRE	Learning Improvement for Results in Education
LLECE	Latin American Laboratory for the Assessment of the Quality of Education
MINEDH	Ministry of Education and Human Development
MOE	Ministry of Education
NGO	nongovernmental organization
OECD	Organisation for Economic Co-operation and Development
OLC	Open Learning Campus
PASEC	Program for the Analysis of Education Systems
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
RoC	Reinventing our Classroom
SDG	Sustainable Development Goal
SRGBV	school-related gender-based violence
SUNSET	Scaling Up National Support for Effective Teaching
TIMSS	Trends in International Mathematics and Science Study
TPD	teacher professional development
UK	United Kingdom
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WWHGE	What Works Hub for Global Education
ZIP	*zona de influência pedagógica*

Foreword from the Global Director

"

Responding to the learning crisis will take a better, bigger World Bank that is equipped with a catalytic financing platform like the FLC. The FLC is an important tool to combat the learning crisis and enable the global community to come together around a shared commitment to improving learning outcomes for all children.

Climate, geopolitical, and socioeconomic crises are putting prosperity out of reach for millions across the globe, with devastating consequences for developing countries. By 2030, up to two-thirds of the world's extremely poor, half of whom are children, will live in contexts characterized by fragility, conflict, and violence (FCV). Of the 15 million refugee children and youth worldwide, more than half are not in school. Nearly half of the world's children, 'live in extremely high-risk countries' vulnerable to impacts of climate change, with extreme weather events disrupting education systems, causing prolonged school closures, and increasing learning poverty, particularly in low-income countries.

This comes on top of the global learning crisis, which continues to hinder the development of critical essential skills such as literacy, numeracy, and socioemotional skills. We know the power of education—of foundational learning. We know how skills build on themselves and have lifelong benefits for students. But the reverse is also true: crises build upon each other. By not addressing the learning crisis now, we are setting ourselves up for more and deeper crises tomorrow: low growth, instability, and continued poverty.

There are many pieces to solving this puzzle. First, governments must focus more on the quality of teacher recruitment and on the content of teacher training and professional development so that teachers can be more effective.

Classrooms should be equipped to foster effective learning through a simple, effective curriculum that is supported by textbooks, learning materials, and structured pedagogy. Second, learning outcomes must be measured and tracked through learning assessments that ensure children acquire necessary foundational skills and that enable governments to adjust the curriculum to improve learning outcomes. Third, education spending is insufficient; recurrent costs are very high, and many governments are also facing large debt. Governments must prioritize smarter, more effective, and efficient spending to secure better outcomes for all children. Fourth, the capacity of governments, from the central level to the district level, must be strengthened to effectively implement interventions that move the needle on foundational learning outcomes. And finally, we must build resilient education systems that can adapt to challenges such as conflict, climate change, and natural disasters, ensuring children can continue learning despite disruptions. The World Bank supports governments in addressing all these priority areas to address the learning crisis.

Foundational learning is the basis for students' learning in other subjects, in higher grades, and in their lives beyond school. Without strong foundational skills, children face a steep uphill battle in school and life. In Sub-Saharan Africa, 86 percent of 10 year-old children cannot read and understand a relevant text, highlighting the urgency of the global learning crisis. Ensuring that the most marginalized students—including girls, children in rural and remote areas, minority groups, students with disabilities, and displaced students—develop strong foundational skills is the first step in ensuring equitable learning opportunities for all.

The Foundational Learning Compact (FLC) demonstrates the value of partnerships to achieve our collective aim of No Learning Poverty, which is also the main education indicator in the new World Bank Corporate Scorecard. By leveraging the World Bank's $27.1 billion (active portfolio as of September 2024) global education portfolio, the FLC is at the forefront of transforming education systems through collaboration, data-driven solutions, and technical expertise.

Many of the initiatives that the FLC has developed and piloted have been scaled up and are now being implemented more broadly with more funding. They are also many public goods that can be used by all stakeholders. This report highlights the noteworthy interventions that are making impact—and the support of the FLC was instrumental in making these a reality.

Countries can and must accelerate learning. Let us continue to work together to ensure that learning poverty becomes a thing of the past, because the cost of inaction is too high. Realizing the full potential of education requires our unwavering commitment.

Through collective action, we can ensure that every child receives the necessary skills needed to thrive and contribute to a more prosperous and equitable world on a livable planet. Let's get to work and scale up!

Luis Benveniste
Global Director
Education Global Practice

> Success for the FLC is continuing to develop knowledge, tools, and support for evidence-based interventions at the global level that have the potential to be transformative in as many countries as possible by complementing and contributing to World Bank policy dialogue and financing at the country level.

Program Manager's Note

> Translating our shared vision to accelerate foundational learning and transform education systems is a major lift that demands a level of investment from multilateral institutions, governments, foundations, and the private sector never seen before. The FLC is proud to be a platform for collaboration for this shared vision of learning for all children.

With a global footprint in 76 of the 86 countries in the World Bank education portfolio, the Foundational Learning Compact (FLC) supports the development of global knowledge, data, tools, as well as country-level analytics, technical assistance, and capacity building to transform education systems. Partner funding through the FLC leverages approximately $33.4 billion in financing, including the World Bank's own International Development Association (IDA) and International Bank for Reconstruction and Development (IBRD) funding. The FLC provides an invaluable platform for collaboration with our partners as we work together towards the achievement of SDG 4. Although the World Bank is the largest external financer of education in the developing world with a portfolio of 162 projects amounting to over $27.1 billion in 86 countries (as of September 2024), funding remains insufficient, and partnerships remain the key to achieving deeper impact.

In this reporting period, the FLC Anchor has benefitted more than 23.6 million students and 3.9 million teachers and school leaders. The activities have also influenced government policies in 81 countries through evidence, data, and advisory services. The FLC has also developed nearly 86 analytical reports, tools, and notes. This has been achieved through 51 catalytic grants totaling around $25.6 million. These grants provide tailored support to 38 countries and include three regional grants as well as 14 global grants for global public goods, knowledge, and initiatives.

FLC grants at the country level leverage the World Bank-financed education program and contribute to improving government capacity to implement evidence-based interventions. Overall, these activities strengthen country dialogue with better data and knowledge and enhance implementation capacity, enabling the World Bank to work with governments to design and implement effective reforms and interventions that improve learning, through World Bank, government, and other financing, such as Global Partnership for Education (GPE) grants.

> In this reporting period, the FLC Anchor has benefitted more than 23.6 million students and 3.9 million teachers and school leaders.

As the partnership expands, we have added three new programs to the FLC this year. The Accelerating Learning Measurement for Action (ALMA) program was launched in January 2024 to increase the availability and use of quality data on the learning outcomes. Another new initiative, the Inclusion Support Program for Refugee Education (INSPIRE), supports governments to integrate refugee children into national education systems, leveraging financing from the IDA Host-Refugee Window. Finally, the new Implementation Science for Education Program, launched in April 2024 in partnership with the What Works Hub for Global Education (WWHGE) at Oxford University, aims to support World Bank-financed projects with research to improve implementation at scale.

Existing programs also expanded this year. The Accelerator Program, which has influenced government focus on foundational learning in five countries in Sub-Saharan Africa has evolved into Accelerator 2.0, a program that will benefit many more countries with technical assistance on core aspects of foundational learning. The Education Policy Academy, which started with Education Technology, has been expanded with more and updated offerings, including Learning Assessment, Literacy, and Inclusive Education Policy Academies.

Governments are demanding innovative and evidence-based ideas at scale, as well as knowledge and capacity building to help them transform education systems characterized by high learning poverty into drivers for long-term growth. These demands require resources and commitment from the education community. We hope this report will give you a glimpse into FLC activities and the potential for even more impact at scale. We value your contributions, insights, and expertise. I would like to thank you, our partners for joining us in our mission to invest in people, accelerate learning, and end learning poverty.

Kanae Watanabe
Senior Partnership Coordinator and FLC Program Manager
Education Global Practice

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Executive Summary

The *Foundational Learning Compact Progress Report October 2023–September 2024* presents the progress made in FLC activities and highlights from its associated trust fund, the Early Learning Partnership (ELP). It picks up where the last FLC Progress Report (World Bank 2023a) left off on October 1, 2023. While most of the document will focus on the FLC Anchor Trust Fund (TF) part of the FLC Multi-Donor Umbrella Trust Fund, there is also a dedicated section for the ELP Associated Trust Fund. The report contains sections on the overview of the FLC Anchor TF, implementation progress of specific activities, risks and challenges, activities planned for the remainder of 2024 and into 2025, a specific section for ELP, and a financial update for both the FLC Anchor and ELP TFs. It also includes annexes with updated information on all of the FLC Umbrella TF grants and an updated Results Framework for the FLC Anchor TF.

The FLC is a partnership platform that:

- Streamlines donor investments to maximize impact on foundational learning at a national scale.

- Fosters high-level policy dialogue with countries to undertake critical reforms for foundational learning.

- Supports tool development, data generation, evidence, and knowledge to inform policy reforms and interventions for foundational learning.

- Provides deep knowledge and technical expertise to support policies and interventions to improve learning outcomes.

- Develops global public goods, such as data and analytics, to improve the quality of early and foundational learning outcomes that can be used by the global education community.

The objective of the FLC is to enhance global and country-level efforts to pursue systematic and sustained improvements in early childhood, primary, and secondary education resulting in better learning outcomes for all. With the support of partners, the FLC finances targeted interventions aimed to accelerate foundational learning at scale, increase learning measurement and data, improve teaching quality, and improve the quality of foundational learning interventions—all toward the objective of improving learning outcomes.

In this reporting period, the FLC Anchor TF supported 76 countries around the world. Approximately half of these countries are in Sub-Saharan Africa, followed by Latin America and the Caribbean, South Asia, and the Middle East and North Africa. The FLC focuses its support where there is strong government ownership and need.

The FLC Anchor has benefited 23.6 million students and 3.9 million teachers and school leaders through the support of FLC global public goods—comprising 86 tools, reports, and analyses—and technical assistance. FLC financed tools, data, evidence, analytical work, and technical assistance contributed to country policy dialogue in approximately 81 countries. This has been achieved through 51 Bank-executed catalytic country grants (totaling $25.6 million) to 38 countries, as well as three grants for regional activities (totaling $3.9 million) and 14 grants for global activities (totaling $15.6 million). The FLC has provided funding to World Bank country programs, which has enabled the provision of technical assistance to governments to increase their ability make policy decisions and implement programs to improve foundational learning outcomes. Compared to the previous reporting period, the FLC has disbursed $12.9 million this year—which reflects the acceleration of implementation in the last year across all activities. The following summarizes the main results for FLC activities as of September 2024, including for the ELP.

US$33.4 BILLION CATALYZED
including IDA/IBRD funding, GPE grants, co-financing, and government financing

23.6 MILLION
students benefitted

3.9 MILLION
teachers and
school leaders trained

76 countries
and territories
supported

1,190
practitioners

81
country policy
dialogue informed

86 global
public goods
developed
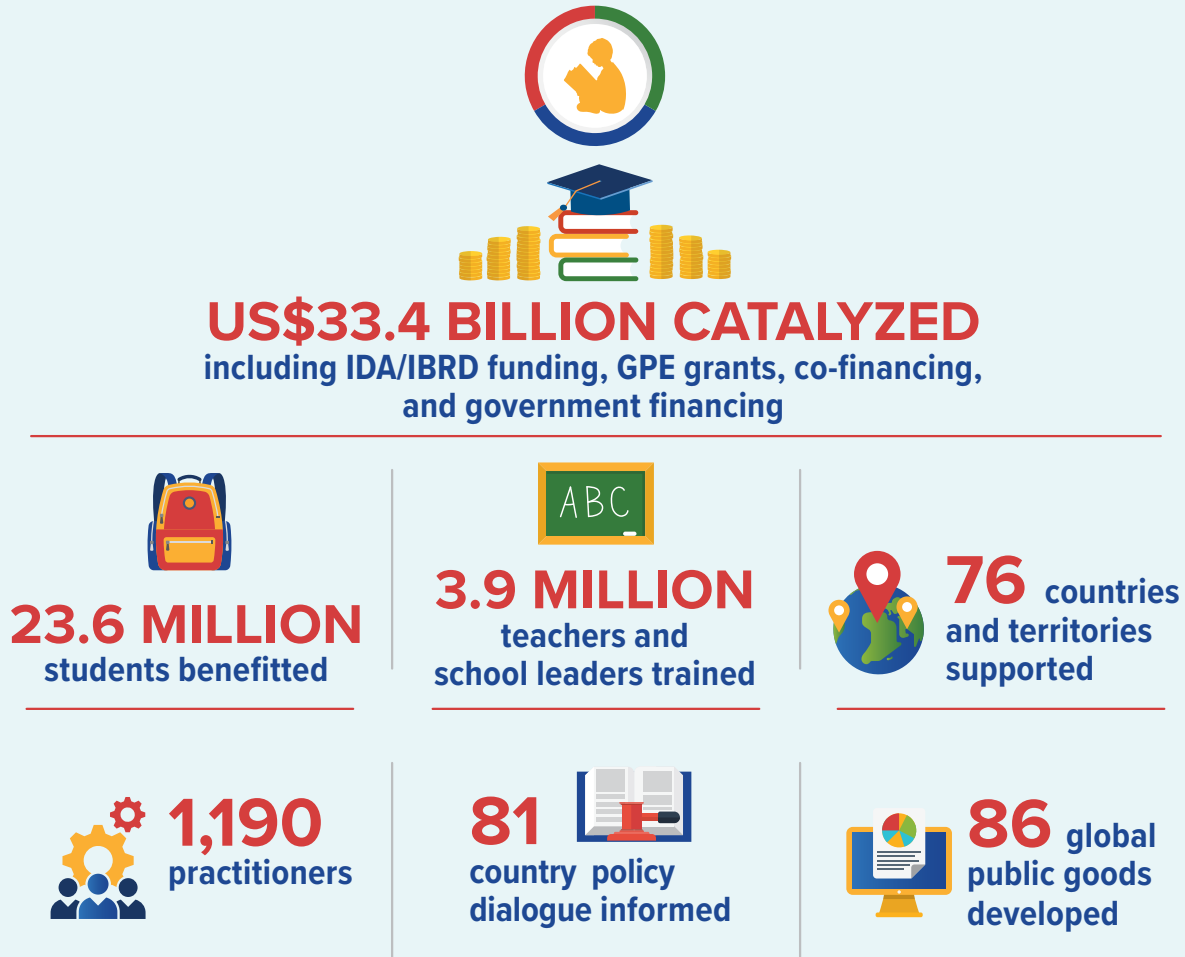
Source: Visual in updated FLC brochure.

The FLC Umbrella supports the following programs and initiatives: the Accelerator Program and Accelerator 2.0; Learning Measurement and Data initiatives; support for Teachers; EdTech Hub; Education Policy Academy; and the Bangladesh Secondary Education Program; new initiatives, such as Inclusive Support for Refugee Education (INSPIRE) and Implementation Science for Education (ISE); and the associated Early Learning Partnership (ELP) trust fund.

Accelerator Program

The Accelerator Program made substantial progress this year, achieving several key milestones in participating countries. The program continued to shape the design and implementation of World Bank-financed education projects with a strong focus on foundational learning, while advancing evidence-based instructional interventions. Below are the major achievements:

- **Influence on foundational learning design and government policies.** The program has influenced government sector plans and the design and implementation of World Bank-financed education operations in Mozambique, Edo State (Nigeria), Rwanda, and Sierra Leone, where foundational learning has been prioritized. National and sub-national strategies now focus on structured pedagogy and enhanced learning assessments.

- **Support for evidence-based interventions.** The program provided financial and technical support to implement structured pedagogy programs, including revising literacy and numeracy curricula, to provide textbooks and teacher guides, and to deliver intensive teacher training to enhance classroom instruction in countries such as Sierra Leone, Mozambique, and Edo State (Nigeria).

- **Learning assessments and data systems.** In Edo State, the first state-wide learning assessments was completed, enabling the government to monitor progress in foundational learning. Rwanda has also prioritized learning assessments as part of its National Foundational Learning Strategy.

- **Cross-country collaboration and knowledge exchange.** The program facilitated multiple cross-country learning events, including symposiums and knowledge-sharing workshops in Rwanda and Ghana. These engagements have fostered stronger collaboration among governments and development partners.

- **Technical and operational support to country teams.** Implementation advice and support helped country teams identify and address capacity gaps, ensuring the effective design and implementation of foundational learning programs. For example, Sierra Leone piloted a new literacy package for grade 1, which will be scaled up to grade 2 classrooms by early 2025.

- **Orientation sessions for Accelerator 2.0.** The program conducted multiple orientation sessions on Accelerator 2.0 for country teams. These sessions provided key operational details and outlined the types of technical assistance available under the new program.

Looking ahead, the new Accelerator 2.0 program will provide grants to more countries. It will strengthen the instructional core, reinforce regional technical expertise, and foster knowledge exchange on foundational learning. These efforts will be based on evidence-driven interventions aimed at improving classroom learning quality.

Learning Measurement and Data

Learning measurement and data is reorganized under three workstreams: (1) Learning Assessment; (2) Learning Data Analytics; and (3) Drivers of Learning under the Global Education Policy Dashboard (GEPD). The achievements this year are summarized below:

Learning Assessment

- Policy Linking report for Rwanda and benchmarking exercise in Iraq were completed.

- The implementation of Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1b (AMPL-b) continued in Pakistan, and preparations began to implement AMPL-a and AMPL-a+b in Lebanon.

- Just-in-time technical assistance and support were provided to enhance learning assessment systems and activities in 13 countries: the Arab Republic of Egypt, Bangladesh, Ghana, Guyana, Malawi, Mexico, Papua New Guinea, Pakistan, the Philippines, Rwanda, Sint Maarten, Somalia, and Tunisia.

Looking ahead, the new ALMA program[1] was launched and the selection of the first round of country grants will be made by October 2024.

Learning Data Analytics

- With the release of the Organisation for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) 2022 in December 2023, the World Bank conducted analysis and disseminated results in 49 country briefs in January 2024 and May 2024.

Upon the expected release of 2023 Trends in International Mathematics and Science Study (TIMSS) data in December 2024, country briefs will be produced that will harmonize and analyze the new data. A Global Learning Poverty Update is scheduled to be released in late 2026 based on recent learning outcome data.

Drivers of Learning – Global Education Policy Dashboard

- Data collection and country coverage: Collected comprehensive, actionable data on four education systems: Edo State (Nigeria), and the Balochistan, Punjab, and Sindh regions in Pakistan, bringing the total to 17 systems. Validated and disseminated results for eight additional systems: Chad, Edo State (Nigeria), Gabon, and Balochistan, Punjab, Sindh, Khyber Paktunkhwa, and Islamabad regions in Pakistan.

- Dissemination and impact: GEPD data is being used to shape policy recommendations and inform upcoming World Bank operations, such as the Human Capital Opportunities for Prosperity and Equality (HOPE – Education) in Nigeria. In Edo State (Nigeria), GEPD data identified key gaps in pedagogical skills and learners' preparedness for school, prompting a renewed focus on early childhood education. In Balochistan (Pakistan), GEPD insights drove the government to focus on Early Childhood Development and Continuous Professional Development initiatives.

- Currently, implementation is ongoing in eight systems (Bangladesh, Central African Republic, Colombia, Lebanon, Papua New Guinea, Peru, Seychelles, and Togo).

Looking ahead, the GEPD implementation will be completed in four more systems that are in the pipeline: Guinea, South Africa (Western Cape province), Somalia, and South Sudan. With United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics (UIS) and the Australian Council for Educational Research (ACER), GEPD will also be implemented in Pakistan and Sierra Leone along with the AMPL-b student assessment, which will enable countries to report on SDG 4.1.1b and generate learning poverty estimates for the first time.

Teachers

The Teachers program includes Global Coach, Coach Mozambique, and Teach-Coach Scaling Up National Support for Effective Teaching (SUNSET) grants. In addition, a new work program on initial teacher education launched last year with FLC support forms a key part of the Teachers program. The progress and future plans are the following:

Global Coach

- The Global Coach program was concluded in January 2024 and all resources have been made publicly available. The knowledge gained from the program has contributed to the Teachers Policy Academy, which aims to enhance technical knowledge on teachers' professional development (TPD) among World Bank staff and clients in order to improve the quality of TPD programs.

- The global teachers' report, "Making Teacher Policy Work," published in November 2023 (World Bank 2023b), emphasizes the need for teacher policies to be designed with a deep understanding of teachers' experiences, while a subsequent report on the Coach program, released in March 2024, highlights case studies from six countries and insights on continuous professional development for teachers.

Coach Mozambique

- The Coach Mozambique program expanded the pilot, finalizing materials for grade 2 and conducting extensive data collection for an impact evaluation. Results indicate positive changes in teacher practices and significant progress in student literacy across monitored schools.

- Joint monitoring sessions with coaches (pedagogical director) and monitors (cluster-school coordinators (zona de influência pedagógica (ZIP)) confirmed the effective use of lesson plans and increased support for teachers, with a significant rise in both the number of assessed students and their skills from the second to third term.

- The third round of training for teachers and monitors, conducted in June 2024, enhanced pedagogical practices and feedback mechanisms.

Teach-Coach Scaling Up National Support for Effective Teaching (SUNSET) grants

- Under the SUNSET program, 24 countries received nearly $5.5 million to enhance teachers' professional development through the Teach and Coach programs.

- The program successfully concluded in June 2024. The program focused on managing grant closures, evaluating outcomes, and preparing analysis on lessons learned for dissemination through various channels.

- Additional technical assistance was provided to SUNSET country teams, alongside documentation of achievements and lessons learned, with plans for an online event to share findings.

- Under the grants, countries adapted and implemented the Teach classroom observation tool to gather data about quality of teaching and to inform teacher professional development efforts. From there, many countries designed or updated continuous professional development initiatives, and in some cases leveraging Coach materials. These efforts took a range of forms, from mentoring and 1:1 coaching to online training platforms to international knowledge exchange. Analysis of lessons learned under the grant is currently underway.

Looking ahead, the Mozambique's Aprender+ program will be expanded to 5,500 schools, grade 3 lesson plans will be finalized, and an impact evaluation will be conducted. Globally, the program will disseminate insights from Global Coach and SUNSET Grant programs, launch a study on initial teacher education, and engage in workshops, research, and assessments to improve teacher preparation and measure teaching effectiveness.

📖 Education Technology

The partnership with the EdTech Hub include the Hub's provision of technical assistance to World Bank staff through the **Helpdesk**, the annual development of **joint knowledge products**, and the World Bank's provision of **strategic guidance** through its participation on the Hub's Executive Committee and Strategic Advisory Board. Progress is listed below:

- Since the launch of the Helpdesk in April 2020, World Bank staff has made 48 active requests for support. The Helpdesk provides relevant and just-in-time knowledge services, such as document reviews, expert consultations, curated list of resources, and topic briefs, in response to questions that governments have about EdTech policy and program design and implementation.

Looking ahead, the EdTech Hub will continue increasing engagement with World Bank country teams through its helpdesk and collaborate on joint projects, including content development for the EdTech Policy Academy in October 2024. It will also support the development of Sierra Leone's National Digital Learning Strategy, expected to be completed in early 2025.

📜 Education Policy Academy

Building on the lessons from the EdTech Policy Academy, the World Bank has expanded its offerings under the Education Policy Academy and established it as a core training program for World Bank teams and governments counterparts to build knowledge and capacity to design and implement effective education policies and programs. Education Policy Academy activities are partially supported by the FLC, and this year they focused on five thematic areas: foundational learning, inclusive education, teachers, education technology, and early childhood education (featured under the ELP section). Program achievements include the following:

- The **Foundational Learning Policy Academy** incorporated and expanded upon the previous **Literacy Policy Academy**. The online Literacy Policy Academy introduced participants to the science of reading and to policies that promote effective early grade reading at scale in six modules.

- **The Advancing Foundational Teaching and Learning event**, held in Accra, Ghana in May 2024, offered training to all World Bank education staff working in SSA in foundational learning. This included effective curriculum development, teacher training, and the provision of quality instructional resources. The event also included two learning modules on classroom and large-scale assessment, paired with country cases from regional staff and insights from practitioners and policymakers from Ghana.

- The **Inclusive Education Policy Academy** (IEPA) was expanded to include Malawi, which completed Phase 1 of IEPA in June 2024. Malawi joined Rwanda and Zambia in IEPA Phase 2, which was launched with World Bank country teams and government counterparts. An in-country workshop is being planned to take place in Rwanda in February 2025.

- The **Teachers Policy Academy** built capacity around the fundamentals of teacher policy and high-quality in-service teacher professional development. A pilot 2-day workshop was conducted customizing the content of the "Teachers: Strengthening Continuous Professional Development" course to Morocco's specific context.

- The **EdTech Policy Academy** in Spring 2024 focused on "Strategies to Support Teacher Capacity Building through Technology," with 48 participants from the ministries of education in Georgia, Moldova, Jordan, and the Philippines. The micro-course format allowed participants to engage with the content at their own convenience.

Looking ahead, the Education Policy Academy as a program will focus on increasing accessibility and engagement through new self-paced modules, bite-sized content, and more face-to-face courses. All courses were migrated to the World Bank Open Learning Campus, ensuring a consistent user experience and improved tracking of progress. In the next year, each policy academy has specific next steps. The Literacy Policy Academy will conduct training events in Colombia and the Central African Republic, with additional materials translated for Lusophone countries. The Teachers Policy Academy will roll out new professional development modules, expand course delivery, and develop content on initial teacher education. The Inclusive Education Policy Academy will hold a workshop in Rwanda (to be confirmed) in early 2025, launching Phase 3 by June 2025. The EdTech Policy Academy will assess current EdTech policies and implementation strategies during the planned October 2024 session, helping countries prioritize actionable steps for advancing their goals. The updated Learning Assessment Policy Academy will build on field experiences in Ghana and develop learning data analytics content, including for ALMA grantees.

🧑‍🧒‍🧒 Inclusion Support Program for Refugee Education (INSPIRE)

This is a new global initiative launched in February 2024, in collaboration with UNHCR, to support governments in the inclusion of refugee children in host country education systems. INSPIRE supports host countries strengthen and implement policies, reinforce system capabilities for integrating refugee children into national education systems through country grants. At the global level, the program generates policy and operationally relevant knowledge and lessons on refugee

education and convenes global events to advance the agenda on refugee education. Achievements to date include the following:

- A Guidance Note on Refugee Inclusion is currently being drafted to help World Bank teams and governments to design and implement programs to incorporate refugee children into national school systems.

- A global knowledge event is being planned at Wilton Park in the United Kingdom (UK) to bring together governments that have committed to host refugee children in their education systems with experts, refugee advocates, and partners to support the development of refugee inclusion plans.

- Phase 1 countries have been selected and implementation has begun in four countries (Burundi, Chad, Ethiopia, and South Sudan) to provide technical support to governments to developing refugee inclusion plans, as well as designing and implementing programs.

Looking ahead, INSPIRE will prioritize the global dissemination of its Guidance Note on refugee inclusion, with knowledge-sharing webinars planned on key topics to ensure broad access. In addition, the program will continue providing just-in-time technical assistance to countries as needed, offering ongoing support for refugee education efforts. A new round of country grants will also be awarded, expanding the program's reach and supporting additional countries in implementing refugee inclusion initiatives.

Implementation Science for Education (ISE) Program

This new program, developed in April 2024 in partnership with the What Works Hub for Global Education at Oxford University, supports the delivery of evidence-based reforms and programs to improve foundational learning at scale, while developing resources and knowledge on implementation science in education. Achievements to date include the following:

- Phase 1 countries have been selected, research design is underway, and baseline data collection will begin soon. The team has seen strong uptake and interest from country teams.

Looking ahead, the ISE Program will focus on finalizing research plans for Phase 1 countries and selecting data collection firms to implement these plans. Baseline results from these Phase 1 countries will be compiled to assess initial findings and inform future efforts. Additionally, the program will conduct a call for proposals to identify and select Phase 2 countries, laying the groundwork for the next phase of research and implementation.

Bangladesh Secondary Education Program

This program is the one activity in the FLC Anchor on secondary education. Progress is summarized below:

- The program delivered evidence-based research that informed programs benefitting students and teachers.

- The "Reinventing Our Classroom" intervention reduced teacher absenteeism and improved classroom management and student behavior.

- Advisory services have supported the government with a teacher need assessment mapping, and technical assistance has been provided to address school-related gender-based violence (SRGBV) and mental health, aiming to reduce dropout rates and improve student retention.

- Surveys were conducted to gain insights on green skills and technical assistance was provided on the topic.

Looking forward, the program will focus on disseminating evidence generated to enhance outreach and influence on policy. The program will also assist the Ministry of Education in achieving targets for learning loss recovery and dropout prevention through the Learning Acceleration in Secondary Education (LAISE) program, as well as provide technical assistance for piloting blended learning and supporting vocational and technical education for at-risk students in secondary schools.

Early Learning Partnership

The Early Learning Partnership (ELP) trust fund leverages the World Bank's global presence, access to policymakers, and technical expertise to enhance early learning opportunities and outcomes for children worldwide. It supports World Bank teams in advocating for ECD investments, designing effective policies, and implementing impactful programs through three main workstreams: catalytic country grants, high-value analytical work and special initiatives, and capacity building. Achievements to date include the following:

- The ELP made significant strides in enhancing early learning opportunities globally. Key achievements include the approval of 136 catalytic grants totaling $27.7 million between 2022 and 2024, and the implementation of ECD measurement tools in 36 countries. It is estimated that since 2015, ELP has now leveraged more than $4 billion in increased funding for early childhood development through IDA, IBRD, GPE, and domestic resources.

- The ELP's capacity building initiatives, including the Early Childhood Policy Academy and Early Years Fellowship, have engaged 400+ policymakers, partners and World Bank staff to create solutions, innovate and share cross-country knowledge to expand access to quality early learning and childcare to foster improved early learning and childcare systems. These efforts have contributed to stronger policy dialogue, better quality interventions, and stronger early childhood systems.

- The Invest in Childcare initiative, launched by ELP, has catalyzed tremendous growth in the World Bank's portfolio of analytical and operational work. The team has responded to more than 100 requests from country teams and clients for technical assistance and catalytic finance in 2024. A recently completed portfolio review shows that the number of World Bank projects with childcare activities has increased from 8 in 2017 to 152 in 2024. The initiative has been key to meeting and exceeding the IDA20 Policy Commitment on childcare, which was to support 15 countries to expand access to quality, affordable childcare (16 reached so far), and to ensuring childcare has a strong institutional anchor within the newly released World Bank Gender Strategy.

Over the next year, the ELP will continue to support region- and country-based teams with technical assistance, catalytic grant funding (both Recipient- and Bank-Executed), high quality guidance and cutting-edge analytical work, and opportunities for capacity building and cross-country exchange. The program will complete its second global cohort of the Early Childhood Policy Academy focused on Investing in Childcare, and it will extend its offering of self-paced courses on the Education Policy Academy. Additionally, ELP will continue to provide guidance on scaling parenting interventions and support the Read@Home initiative, focusing on book development and caregiver engagement. Efforts to measure childcare quality are also underway to strengthen program effectiveness in early childhood education and care.

> *We need to do much more to develop foundational skills like literacy, harness technology advances and provide training for skills that are needed in growing economies. This is a mission critical at the World Bank.*

**Ajay Banga, President,
World Bank
2024 Generation Unlimited Global Leadership Council**

Trust Fund Overview and Highlights

In this section

The Foundational Learning Compact (FLC) Progress Report October 2023–September 2024 presents the progress made in FLC activities and highlights from its associated trust fund, the Early Learning Partnership (ELP). Section 1 provides an overview of the FLC Trust Fund that includes the context, structure, objectives, pillars, cross-cutting themes, and key activities, alongside a summary of FLC Anchor portfolio indicators and highlights from the Results Framework.

Subsequent sections include implementation progress of activities, including outputs, risks and challenges for the FLC and for individual activities as well as mitigation measures, outlook for planned activities for the remainder of 2024 and into 2025, a financial update, as well as annexes with updated grant information, projects supported, and the updated Results Framework.

Context

Foundational skills—literacy, numeracy, and socioemotional skills—are the bedrock of a child's education. The focus on foundational learning is grounded on the notion that basic literacy, numeracy, and socioemotional skills are not only valuable on their own, but also serve as an essential building block for more advanced learning and skills. Ensuring foundational learning for all also contributes to sustainable development, inclusive growth, gender equality, national cohesion, peace, and prosperity, while also supporting progress on all other Sustainable Development Goals (SDGs).

While governments have made efforts to increase total education spending over the past decade, low-income countries still lack sufficient funding to overcome their learning crisis.

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Low- and lower-middle-income countries face a particularly challenging "double jeopardy:" their financial resources are both scarce and often misallocated. Although increased investment enhances educational performance, particularly in low-income countries, inefficient use of available funds restricts this impact. To improve educational outcomes, governments must enhance the efficiency of current spending by optimizing public financial management, strengthening governance, and ensuring more effective resource allocation, particularly focused on evidence-based interventions that improve foundational learning outcomes.

Despite the urgent need to accelerate the attainment of learning outcomes, national commitments have largely overlooked its urgency and the broader learning crisis (Alonso et al. 2023). While there is evidence of what works, progress in implementing evidence-based interventions and improving learning outcomes remains slow. Global education stakeholders can support governments to recover learning losses, focus on acceleration, and ultimately improve foundational learning and reduce inequalities.

This lack of progress in improving foundational learning is especially concerning in regions like Sub-Saharan Africa, where the situation remains critical. Current estimates indicate that nearly nine out of 10 children in Sub-Saharan Africa are in learning poverty, meaning that they cannot read and comprehend a simple text by age 10. This region also faces significant challenges in access and retention, with over 25 percent of school-aged children still out of school, according to recent United Nations Children's Fund (UNICEF) figures.

In addition, climate change is having a significant impact on education systems, particularly in low- and middle-income countries. Increasingly frequent and severe climate-related events, such as floods, droughts, and heatwaves, are disrupting schooling, leading to prolonged closures and learning losses. For example, students in low-income countries that experienced a climate related school closure between January 2022 and June 2024 lost an average of 45 days of schooling, compared with just six days in high-income countries according to the recent World Bank report [Choosing Our Future: Education for Climate Action](#) (Sabarwal et al. 2024). Ensuring that education systems are resilient and adaptable to these climate risks is essential for safeguarding both current and future learning outcomes.

"

As climate change increases the frequency of extreme weather events, more frequent school closures will result in learning losses. Worldwide, education is the single strongest predictor of climate change awareness. A year of education increases pro-climate beliefs, behaviors, and green voting. Studies show that climate education for children also increases climate concerns among parents. However, we need to strengthen climate education in schools. Our World Bank education programs increasingly include components focused on strengthening climate education.

Luis Benveniste, Global Director,
Education Global Practice, World Bank

There is growing momentum on foundational learning, which can be leveraged alongside climate resilience efforts to implement evidence-based strategies at scale. Now is the time to agree on a forward plan for securing foundational learning for all children. Numerous countries are successfully implementing evidence-based interventions, supporting teachers, and

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measuring learning—key drivers of educational improvement—with the support of the FLC. The path forward involves a blend of immediate, scalable solutions and long-term strategic investments in education systems to ensure every child not only attends school but also gains essential literacy, numeracy, and social-emotional skills.

Over the past four years, the Foundational Learning Compact (FLC) has served as the World Bank's primary instrument for collaboration with global education partners to support governments in improving foundational learning. This FLC progress report covers from October 2023 through September 2024. While this progress report primarily focuses on the FLC Anchor trust fund, it also provides a dedicated section on the ELP.

FLC Overview

This section outlines the FLC's structure, governance, management, objectives, pillars, themes, and activities, and summarizes key portfolio indicators and updates on the results framework.

Structure, Objectives, Pillars, and Cross-Cutting Themes

The FLC remains an important mechanism to support governments in pursuing foundational learning outcomes at scale. Established in August 2020, the FLC operates as an umbrella multi-donor trust fund, pooling contributions from donors to fund evidence-based interventions focused on improving early childhood, primary, and secondary education. Aligned closely with the World Bank's education priorities, particularly foundational learning, the FLC concentrated its efforts on areas such as learning acceleration, learning measurement, teacher capacity building, education technology, and promoting inclusion of children with disabilities and refugee children.

The report describes how the FLC strategically leverages the World Bank's own education portfolio ($27.1 billion as of September 2024), which includes funding from the International Development Association (IDA) and International Bank for Reconstruction and Development (IBRD) funding, covering 162 projects across 86 countries. By catalyzing the World Bank's own financing, the FLC enables partners to support impact at scale through national education systems.

The FLC Umbrella Trust Fund is centered around its Anchor multi-donor trust fund, with the ELP Trust Fund contributing to the FLC's overarching development objectives.[2] Figure 1.1 illustrates the current program architecture. The FLC Anchor is governed by the FLC Partnership Council, comprising all donor partners and managed by the FLC Program Management Team under the leadership of the World Bank's Global Director for Education.

FIGURE 1.1   Structure of the FLC Umbrella Trust Fund

FLC Umbrella Trust Fund

FLC Partnership Council

FLC Anchor Trust Fund

DONORS:
Bill & Melinda Gates Foundation, UK Foreign, Commonwealth & Development Office (FCDO), LEGO Foundation, Ministry for Foreign Affairs of Finland, the Government of Scotland

FOCUS:
Primary and secondary education and education systems

FOCUS:
Early childhood

DONORS:
Bernard Van Leer Foundation, Bill & Melinda Gates Foundation, Echidna Giving, UK Foreign, Commonwealth & Development Office (FCDO) Hewlett Foundation, Hilton Foundation, LEGO Foundation, Philanthropy Advisors, Porticus, Rockefeller Philanthropy, and Governments of Australia, Canada, Germany, US

ELP Associated Trust Fund

FLC Umbrella Trust Fund Program Management

The Annual Partnership Council (PC) meetings have been organized since April 2021, with the fourth PC meeting taking place on May 24, 2024. Hosted by FCDO, it provided an update on activities and work plans for the FLC for FY24-FY25. The Results Framework was revised and updated to reflect the following: (1) new funding as new programs have joined the FLC, and (2) the evolution of existing programs. The meeting noted that an independent evaluation of the FLC (including ELP) would be launched in 2025.

Structurally, the FLC is organized around three core pillars: measurement, evidence-based policies and systemic reforms, and capacity building.[3] Furthermore, it emphasizes five cross-cutting themes: gender, climate, education technology (EdTech), inclusion, and fragility, conflict, and violence (FCV) (see figure 1.2).

Activities

The FLC Anchor encompasses a set of targeted programs and activities that aim to improve learning outcomes. These include:

- Accelerator Program, which has expanded to Accelerator 2.0 to benefit more countries with foundational learning.

- Learning Measurement and Data activities, which focus on (1) Learning Assessments, (2) Learning Data Analytics, and (3) Drivers of Learning.

- Support for teachers is provided through programs like Global Coach, Coach Mozambique, and the Teach-Coach Scaling Up National Support for Effective Teaching (SUNSET) grants.

- EdTech Hub to support governments and country teams to tackle incorporation of education technology.

- Education Policy Academy, which has been expanded and updated to cover foundational learning (including learning assessment and literacy), inclusive education,

FIGURE 1.2 The FLC Pillars and Cross-Cutting Themes
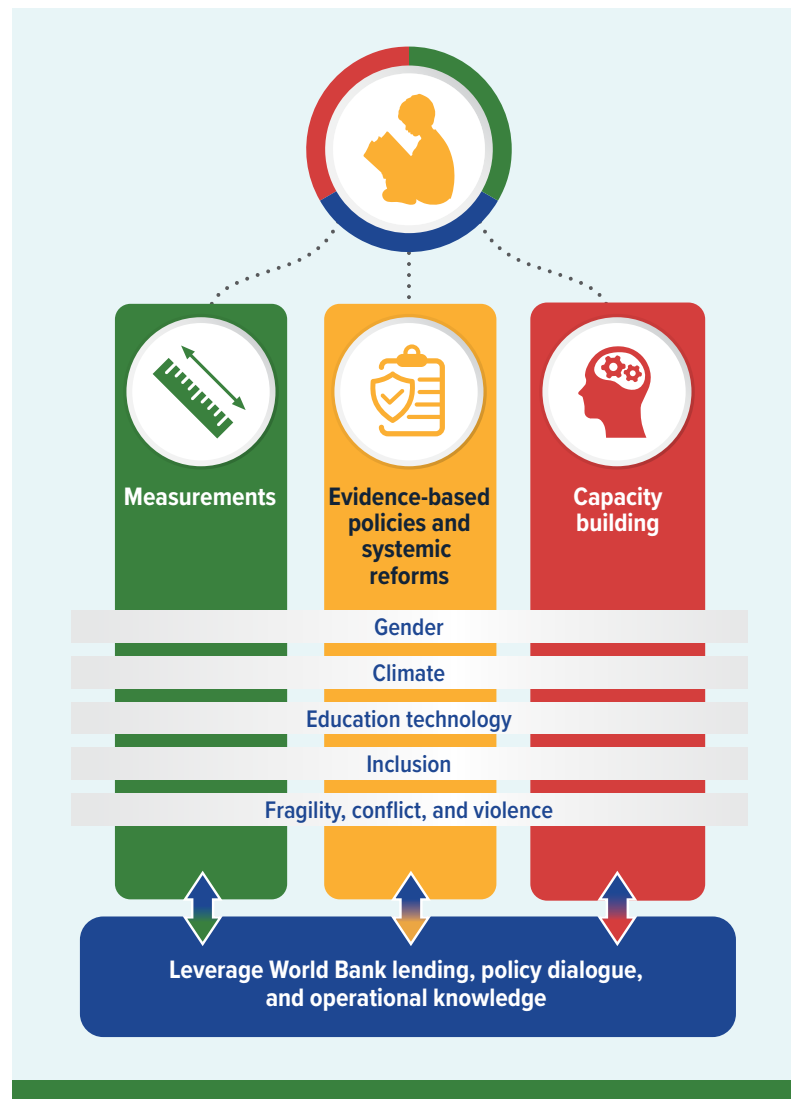
teacher support, education technology, and early childhood education.

- Bangladesh Secondary Education Program.

- Two new initiatives: the Inclusive Support for Refugee Education (INSPIRE) to support government to incorporate refugee children in national education systems; and the Implementation Science for Education (ISE) to support implementation research at scale to inform operations.

Figure 1.3 maps the FLC activities by education level and those under the ELP associated trust fund. Progress by activity are discussed in section 2.

FIGURE 1.3   Activities under the FLC Umbrella Trust Fund

Activities under the FLC Umbrella Trust Fund

**EARLY CHILDHOOD DEVELOPMENT
(EARLY LEARNING PARTNERSHIP)**

- Invest in Childcare
- Parenting and Caregiving
- ECD Measurement
- Read@Home
- ECD in FCV Settings
- Engaging Policymakers
- Early Years Fellowship

**PRIMARY EDUCATION
(FOUNDATIONAL LEARNING COMPACT)**

- Accelerator Program
- Learning Measurement and Data
- Global Coach
- Coach Mozambique
- Teach-Coach SUNSET grants
- EdTech Hub
- Education Policy Academy
- Inclusion Support to Refugee Education (NEW)
- Implementation Science (NEW)

**SECONDARY EDUCATION
(FOUNDATIONAL LEARNING COMPACT)**

- Bangladesh Secondary Education Program

FLC Anchor activities are supporting 76 countries around the world. As map 1.1 shows, nearly half of these countries are in Sub-Saharan Africa, followed by Latin America and the Caribbean, South Asia, and the Middle East and North Africa. The FLC concentrates its support where there is strong government ownership and a clear need. Reflecting this priority, countries such as Bangladesh, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, El Salvador, Eswatini, Ethiopia, Ghana, Lebanon, Morocco, Mozambique, Niger, Nigeria, Pakistan, Rwanda, Senegal, Sierra Leone, Somalia, Tanzania, and Togo each received support through three or more FLC activities.

MAP 1.1 The FLC Supports 76 out of 86 Countries in the World Bank Education Portfolio

Number of activities supported
in countries by the FLC

1	The darker the
2	shade, the more
3	activities are being
4	implemented in
5	the country

IBRD 46842 | DECEMBER 2024
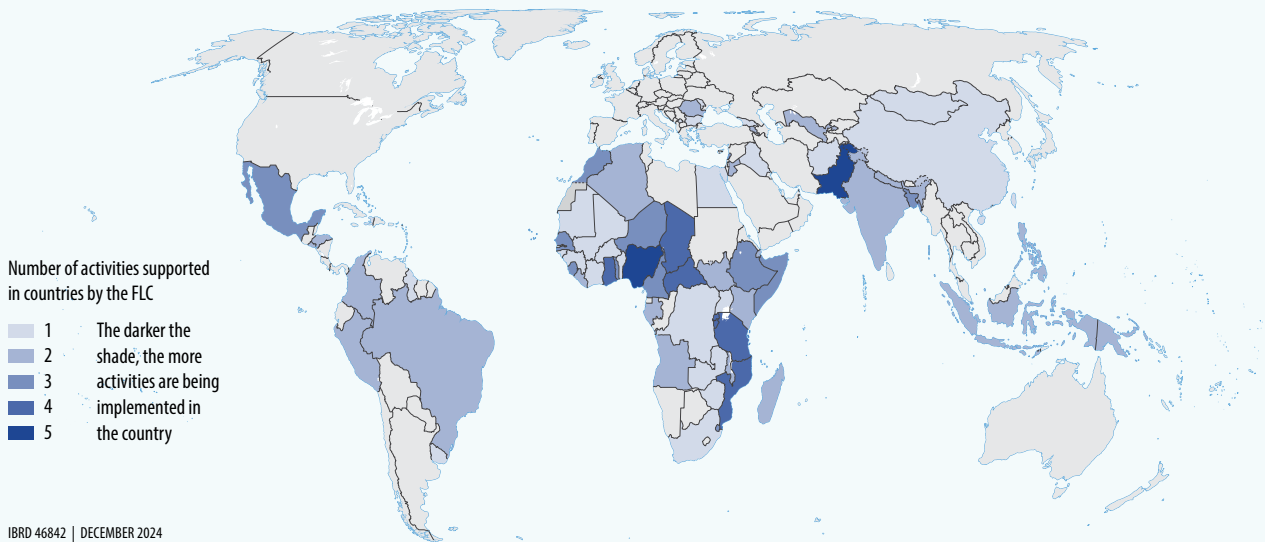
Middle East and North Africa: Algeria Teach, Teach-Coach SUNSET Grants; Comoros Education Policy Academy; Djibouti Teach, Teach-Coach SUNSET Grants; Arab Republic of Egypt Learning Measurement and Data; Iraq Learning Measurement and Data; Jordan Teach, Education Policy Academy Lebanon Learning Measurement and Data, GEPD, Teach; Morocco Teach, Teach-Coach Sunset Grants, and Education Policy Academy

Europe and Central Asia: Armenia Teach, Teach-Coach SUNSET Grants; Bulgaria Teach; Georgia Education Policy Academy; Kosovo Teach; Moldova Education Policy Academy; Romania Teach, Teach-Coach SUNSET Grants; Uzbekistan Teach, Teach-Coach SUNSET Grants

South Asia: Afghanistan Teach; Bangladesh GEPD, Teach, Bangladesh Secondary Education Program; India Teach, Teach-Coach SUNSET Grants; Nepal Teach, Teach-Coach SUNSET Grants, EdTech Hub; Pakistan Accelerator, Learning Measurement and Data, GEPD, Teach, Teach-Coach SUNSET Grants

Latin America and the Caribbean: Brazil Teach, Teach-Coach SUNSET Grants; Colombia Teach, GEPD; El Salvador Teach, Education Policy Academy; Guyana Learning Measurement and Data; Haiti Teach; Honduras Teach, Teach-Coach SUNSET Grants; Mexico Learning Measurement and Data, Teach, Teach-Coach SUNSET Grants; Peru GEPD, Teach; Sint Maarten Learning Measurement and Data; Uruguay Teach

West Africa: Benin Education Policy Academy; Burkina Faso Education Policy Academy; Cameroon Teach-Coach SUNSET Grants, Education Policy Academy; Cabo Verde Teach-Coach SUNSET Grants, Education Policy Academy; Central African Republic GEPD, Teach, Teach-Coach SUNSET Grants, Education Policy Academy; Chad GEPD, Teach, Education Policy Academy, INSPIRE; Côte d'Ivoire Teach; Democratic Republic of Congo Teach; Gabon GEPD, Teach; The Gambia Education Policy

Academy; Ghana Accelerator, Learning Measurement and Data, Education Policy Academy, ISE; Guinea Education Policy Academy; Guinea-Bissau Education Policy Academy; Liberia Teach, Education Policy Academy; Mali Education Policy Academy; Mauritania Education Policy Academy; Niger Accelerator, Teach, Education Policy Academy; Nigeria Accelerator, Learning Measurement and Data, Education Policy Academy, ISE; Senegal Accelerator, Teach, Education Policy Academy; Sierra Leone Accelerator, Teach, Education Policy Academy; Togo GEPD, Teach, Education Policy Academy

East Africa: Angola Teach, Education Policy Academy; Burundi Teach, Teach-Coach SUNSET Grants, Education Policy Academy, INSPIRE; Eswatini Teach, Teach-Coach SUNSET Grants, Education Policy Academy; Ethiopia Teach, Education Policy Academy INSPIRE; Kenya Accelerator, Education Policy Academy; Madagascar Teach, Education Policy Academy; Malawi Learning Measurement and Data, Education Policy Academy; Mozambique Accelerator, Coach, Teach, Education Policy Academy; Rwanda Accelerator, Learning Measurement and Data, Education Policy Academy, ISE; São Tomé and Príncipe Teach, Education Policy Academy; Seychelles GEPD; Somalia Learning Measurement and Data, Teach, Teach-Coach SUNSET Grants; South Africa Education Policy Academy; South Sudan Education Policy Academy, INSPIRE; Tanzania Teach, Teach-Coach SUNSET Grants, EdTech Hub, Education Policy Academy; Uganda Education Policy Academy; Zambia Education Policy Academy; Zimbabwe Education Policy Academy

East Asia and Pacific: China Teach; Indonesia Teach, Teach-Coach SUNSET Grants; Kiribati Teach, Teach-Coach SUNSET Grants; Mongolia Teach; Papa New Guinea Learning Measurement and Data, GEPD; Philippines Teach, Education Policy Academy; Tuvalu Teach, Teach-Coach SUNSET Grants

Source: Designed by the World Bank FLC program management team, with the support of the World Bank cartography team and the report's designer, October 2024. IBRD46842.

FLC Portfolio Indicators

This section summarizes the main results of the FLC Anchor TF from October 1, 2023, to September 30, 2024.

During the reporting period, FLC activities and outputs, including 86 tools, reports, analyses, and technical assistance, have benefitted around 23.6 million students and 3.9 million teachers and school leaders in 76 countries. Evidence, data, tools, capacity building, and technical assistance funded by the FLC have contributed to policy dialogue in approximately 81 countries.

To date, the FLC Anchor has awarded 51 World Bank-executed catalytic country grants (totaling $25.6 million) to 38 countries, three grants for regional activities (totaling $3.9 million), and 14 grants for global activities (totaling $15.6 million). The FLC has provided funding to World Bank country programs, enabling the provision of technical assistance to help governments increase their capacity to deliver foundational learning. Grants have been awarded on a rolling basis or through call for proposals depending on the amount of funding based on country need and government ownership. The high number of requests for support, which far exceed funding, reflects the high level of interest from governments in the targeted and evidence-based support provided through the FLC.

During this reporting period, the FLC disbursed $12.9, which reflects the acceleration of implementation, new funding, and several closing programs. The substantial disbursement reflects the intensive and targeted technical support provided with FLC funding, which has supported the development of global knowledge and been critical in helping countries implement specific interventions proven to improve foundational learning outcomes.

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FLC by the Numbers

Portfolio Indicators for the FLC Anchor TF (October 2023-September 2024)

US$33.4 BILLION in financing catalyzed through the FLC Anchor Trust Fund

$25.6 MILLION for 38 country grants **$19.5 MILLION** for 3 regional and 14 global grants

Beneficiaries
Total: 27.5 million
Students: 23.6 million
Teachers & school leaders: 3.9 million

Number of beneficiaries supported through FLC grants
Accelerator: 5.7 million students (Kenya: 2,465,315, Mozambique: 535,000, Niger: 106,726, Nigeria [Edo State]: 257,260, Rwanda: 1,938,510, Sierra Leone: 400,000)
Education Policy Academy: 581 practitioners (online), 609 practitioners (in-person)
Teach/Coach SUNSET grants: 17.7 million students, more than 3.9 million teachers, more than 23,000 pedagogical leaders — Actual figures (direct and indirect) at grant closing
Coach Mozambique: 481 school leaders, 1,879 teachers, and 83,500 students
Bangladesh Secondary Education Program: 10,603 students 1,025 teachers
INSPIRE: 529,000 refugee students, 24,000 (Burundi), 405,446 (Chad), and 100,000 (South Sudan)

76 countries of Bank portfolio supported

Number of countries supported by FLC activities
Accelerator: 9 countries
Learning Measurement and Data – Learning Assessment: 13 countries
Learning Measurement and Data – Drivers of Learning (GEPD): 12 countries
Teach: 51 countries
Teach-Coach SUNSET grants: 24 countries
EdTech Hub: 2 countries
Education Policy Academy: 43 countries
INSPIRE: 4 countries
Implementation Science: 3 countries
Bangladesh Secondary Education Program: 1 country

81 country policy dialogues

Number of countries in which policy dialogue has been informed by FLC support
Accelerator: 9 countries
Learning Measurement and Data – Learning Assessment: 5 countries
Learning Measurement and Data – Drivers of Learning (GEPD): 4 countries
Teach-Coach: 60 countries
Education Policy Academy: 43 countries
Bangladesh Secondary Education Program: 1 country
INSPIRE: 4 countries

86 resources developed

Number of tools, materials, and reports developed with FLC support
Accelerator: 5 outputs
Learning Measurement and Data – Learning Assessment: 3 outputs
Learning Measurement and Data – Learning Data Analytics: 49 PISA briefs + 1 report
Learning Measurement and Data – Drivers of Learning (GEPD): 9 outputs
Teach-Coach: 7 tools and reports
EdTech Hub: 3 outputs
Education Policy Academy: 8 outputs
Bangladesh Secondary Education Program: 2 tools

Sources: Results Framework, project documents, and input from teams.

Results Framework Highlights

The Results Framework has been updated to reflect the evolution of the FLC Umbrella Trust Fund. This evolution includes the following elements: (1) the closing of some programs such as the Global Coach Program, and the Teach-Coach SUNSET Grants and the revision of the corresponding indicators; (2) the overachievement of several indicators; (3) the expansion of programs, such as the Education Policy Academy and Accelerator programs that will require modifications to existing indicators and new targets; and (4) new programs, such as the Inclusion Support Program for Refugee Education, and Implementation Science for Education Program that will have corresponding new indicators.

Nineteen of the indicator targets have been surpassed and one indicator has been achieved during the last reporting period, which account for nearly 65 percent of the indicators in the Results Framework. The rest of the indicators are on track to be achieved in the next three years. Table 1.1 shows how the Accelerator Program, Learning Measurement and Data activities, Teachers Program, and Bangladesh Secondary Education Program have results that have exceeded their targets. More details in annex C.

Several indicators related to the Teachers activities will be updated to reflect the relevance of other activities. For example, the indicator *Teacher policies or programs changed or informed* has been updated to enable the inclusion and tracking of just-in-time support to countries that is informing projects with teacher support interventions and reforms, which had not been captured previously. The indicator *Increased country capacity for evidence-based policy or program design and monitoring based on measurement interventions*

will include the Implementation Science for Education Program going forward as activities contribute to this indicator.

We are also introducing four new or modified indicators to track new activities, namely the expanded Education Policy Academy, the Inclusion Support Program for Refugee Education, and Implementation Science for Education Program. The new indicator *Technical assistance delivered to governments to improve capacity for implementation at scale* will be informed by the Implementation Science for Education Program. There is a modified indicator that will be used to capture *Policymakers participating in the Education Policy Academy* across all the policy academies. To capture policy reforms resulting from the Inclusive Education Policy Academy, there is a new indicator *inclusive education policies/ strategies/programs emphasizing gender equality and/or disability inclusion informed by participating Inclusive Education Policy Academy countries*. Finally, the new indicator *Number of refugee children and youth whose inclusion in national education system is supported* (disaggregated) will be informed by the Inclusion Support Program for Refugee Education.

Finally, two indicators will be dropped after this reporting period. The indicator *Investment Cases that outline costed plan to meet foundational learning targets* will be dropped because this instrument is no longer being required under Accelerator 2.0. The indicator *Technical assistance to World Bank country programs on design and implementation of Teach-Coach–related activities provided* will be dropped because the target has been reached and the program is finished; a new indicator will be introduced next year based on the new Teachers Program.

TABLE 1.1 Indicators That Surpassed Targets As of September 2024: Selected Indicators

Indicator	Current value (September 2024)	Target (December 2023/2024)
Accelerator Program		
Foundational learning targets developed by Accelerators and adopted publicly by government	✦ **6 accelerators**	**5**
Learning Measurement and Data		
Number of large-scale learning assessments implemented or enhanced to increase their international comparability and likelihood to report on international learning indicators.	✦ **9 country/education systems**	6
Global Education Policy Dashboard implemented in selected countries/systems	✦ **17 country/education systems**	13
Teachers Program		
Implementation of Teach in selected countries/systems	✦ **51 country/education systems**	40
Bangladesh Secondary Education Program		
Scalable teacher training platforms and networks piloted	✦ **8**	2

> *In a world in turmoil, speed, scale, and impact spell success. In fact, we have no choice. Because making the kind of progress the world needs collective action and a sense of urgency.*

Anna Bjerde,
Managing Director of Operations,
World Bank

Implementation Progress

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In this section

This section provides implementation progress for each activity and includes context and recent updates, followed by implementation progress and outcomes achieved at the global and country level, as well as outputs and resources developed during the reporting period.

</div>

THE ACCELERATOR PROGRAM

Activity Overview 🔍

The Accelerator Program was launched in 2020 by the World Bank in partnership with UNICEF, the Bill and Melinda Gates Foundation, FCDO, UIS, and USAID to strengthen country capacity to design and implement effective foundational learning programs to reduce learning poverty. The program focuses on countries committed to the agenda of improving foundational learning.[4] The Accelerator Program introduced a methodology to help selected countries with strong political will to set foundational learning targets, develop a costed foundational learning plan (Investment Case), and target technical assistance to identified areas of technical capacity need. Through these activities, the program influenced the design of IDA-financed operations by sharpening the focus on foundational learning, intensifying the national focus on foundational learning outcomes, and strengthening coordination among partners.

Building on the strengths of the original program, Accelerator 2.0 started at the end of the reporting period. This next phase aims to further unlock progress in foundational learning by providing technical and grant support to a broader set of countries in Sub-Saharan Africa to implement evidence-based interventions that improve classroom instruction. Examples of such interventions

include structured pedagogy programs that encompass evidence-aligned literacy and numeracy curricula, quality textbooks with aligned teacher guides, and practical and skills-based teacher training and support. Assessments will be supported under the Accelerating Learning Measurement for Action (ALMA) program, which is described in section 2. Figure 2.1 depicts how these core areas for foundational learning are supported under the Accelerator Program.

FIGURE 2.1   Core Areas for Foundational Learning Supported under the Accelerator Program

Progress and Outcomes 📈

The first phase of the Accelerator Program has continued to achieve notable implementation results during the reporting period. Generally, the program has successfully:

- Raised the level of focus of foundational learning at the national level
- Influenced government sector plans and strategies to focus on effective foundational learning program design and implementation
- Influenced governments' focus on measuring foundational learning outcomes more regularly and reliably
- Influenced the design and implementation of World Bank-financed education programs to include an evidence-based, technically robust interventions for foundational learning
- Strengthened collaboration among donor partners at both local and headquarters levels
- Generated interest from additional countries to join the program

The Accelerator Program has leveraged nearly $2.4 billion in financing across participating countries. It has informed policy dialogue, as well as World Bank, government, and Global Partnership for Education-financed projects in Ghana ($218.7 million), Kenya ($306 million), Mozambique ($499 million), Niger ($140 million), Nigeria (Edo) ($293 million), Pakistan ($522 million), Rwanda ($200 million), Senegal ($100 million), and Sierra Leone ($106.6 million). After the coup in Niger in 2023, the country grant for Niger was reallocated to Senegal and Ghana.

Accelerators like Edo State (Nigeria), Rwanda, and Sierra Leone have made significant progress in putting education systems on evidence-based pathways to improve foundational learning outcomes. For example, in Edo State, Nigeria, the program provided intensive technical support to government counterparts to design and implement the first state-wide learning assessment, enabling the state government to monitor and report on learning progress. In Sierra Leone, the program supported the development of a curricular package that includes high quality teaching and learning materials for foundational literacy, which was a priority activity under the Zero Learning Poverty Plan. In Rwanda, the program elevated the prioritization of foundational learning through the National Foundational Learning Strategy, which now guides activities in the sector. The program has also supported quality in-service teacher training, textbooks, and teaching and learning materials reviews, and a track-and-trace pilot to ensure timely textbook delivery.

Key lessons learned from countries that successfully improved foundational learning outcomes under the Accelerator Program feature the importance of flexibility, instructional focus, and country-specific support. Lessons highlight the need for a more agile approach to supporting the design and implementation of World Bank-financed projects, rather than strictly adhering to the methodology of "target-setting + investment case + strengthening implementation capacity." Key activities that focus on the instructional core and coherence are more effective in improving learning outcomes. Grant amounts should be linked to country-specific activities, and there is a need for greater regional and country-based expertise to enhance project design and implementation. Additionally, the administrative burden of transferring funds to UNICEF did not yield clear benefits for the program's overall impact.

Boxes 2.1 to 2.8 provide a summary of country implementation progress in Rwanda, Nigeria (Edo State), Kenya, Mozambique, Sierra Leone, Pakistan, Senegal, and Ghana. This is followed by implementation of the global Accelerator Program. Table 2.1 at the end of the Accelerator section presents the progress to date of key milestones of the program across these countries.

BOX 2.1 Rwanda Accelerator Grant

The Accelerator Program in Rwanda is guiding national and donor investments in foundational learning and helping improve accountability for results. Leveraging a sizable World Bank-financed basic education portfolio of $200 million, the program focuses on improving policy dialogue, partner coordination, instructional quality, and learning measurement. The program has supported Rwanda with the following:

- **Policy dialogue and coordination.** Rwanda's first National Strategy for Foundational Learning, supported by the program, continues to guide investments to improve learning outcomes. The program has also supported the establishment of platforms for coordinating foundational learning activities, including the Foundational Learning Steering Committee and the National Foundational Learning Symposium. The most recent symposium (March 25-26, 2024) brought together government and development partners to discuss instructional quality, evidence-based curricula, effective teaching and learning materials, and foundational learning program implementation.

- **Instructional quality.** To improve classroom instruction, the program has supported the development of revised textbooks and teacher guides for primary grades P1–P3 (Kinyarwanda, English, and math). It has also introduced more efficient textbook procurement practices and supported the development of a track-and-trace system to improve textbook delivery. Furthermore, the program has strengthened teacher professional

> The Accelerator Program in Rwanda leverages a basic education portfolio of $200 million, including a remedial education program that will expand to 2,500 schools and train 24,000 uncertified teachers.

development by providing quality in-service training to 24,000 uncertified teachers that focused on enhancing their pedagogical skills and improving foundational literacy and numeracy instruction.

- **Learning measurement.** The program continues to strengthen the national learning assessment, the Learning Achievement in Rwandan Schools (LARS), and its alignment with the Global Proficiency Framework (GPF). A Policy Linking exercise is improving the alignment of the national assessment with the GPF.

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BOX 2.2 Edo State Accelerator Grant

In Edo State, the Accelerator Program has helped shift attention towards foundational learning outcomes and enhanced accountability for learning through specific reading targets for early grades.
The Accelerator grant in Edo State leverages $293 million in financing and is focused on policy dialogue and coordination, instructional quality, and learning measurement. Specifically, the Accelerator Program has supported Edo State with the following:

- **Policy dialogue and coordination.** The *Edo State Learning Agenda: Learning to Read* is an abridged version of the Investment Case supported by the Accelerator Program. It outlines Edo State's plans to improve foundational learning with specific reading targets that the government aims to achieve and a series of actions to achieve them. In addition to setting out the path, it continues to help shift the public dialogue towards improving foundational learning outcomes.

- **Instructional quality.** The Accelerator Program has supported the technical analysis of lesson plans for early grade reading, evaluating their alignment with the curriculum and the science of reading, and enhancing the government capacity to design new lesson plans and implement existing ones in-house. In parallel, to improve teacher performance, the program is supporting the Edo State with the development of a teacher performance-based management system.

- **Data.** Accelerator technical assistance strengthened government capacity to

> ✦ Edo State's first-ever learning assessment, backed by a $293 million World Bank project, is enhancing instructional quality and driving national attention to foundational learning.

design and implement the state's first ever learning assessment to measure, monitor, and report on learning progress. The program supported the development of the state-wide learning assessment. It provided continued support for assessment through: (1) analysis of results and preparation for future rounds, (2) standard-setting to determine proficiency thresholds, (3) strengthening policy around institutionalization of learning assessment, and (4) strengthening government capacity to conduct future rounds of assessment and use data for decision-making. Furthermore, the Accelerator Program supported the implementation of the Global Education Policy Dashboard to enable the government to identify gaps in the sector that can be addressed to improve education outcomes.

- **Management Information System.** The program supported the design of a comprehensive Basic Education Management Information System that includes data at the school, student, and teacher levels. The system aims to help the state monitor education targets and key metrics in real time, including data collected through classroom observation tools.

- **Teacher performance and training.** An expert review of existing lesson plans resulted in specialized training for national lesson plan developers to improve their approach to instructional practices for reading. To improve teacher performance in the classroom, the program supported the development of an index of quality teaching practices and a teacher assessment for pedagogical and content knowledge skills. These efforts are expected to reshape the way the government selects, trains, and supports teachers in the classroom.

BOX 2.3 Kenya Accelerator Grant

The Accelerator Program supported Kenya's School-Based Teacher Support Initiative (SBTSi), and lessons have informed the implementation of the World Bank's Kenya Primary Education Equity in Learning Program (KPEEL) program ($306 million), as well as the preparation of the new secondary education program.

- Since SBTSi's inception in 2021, grade 1-3 teachers and other essential stakeholders continue to receive comprehensive school-level support through four key components of the initiative, including capacity building training at national, county, and sub-county levels, cluster-based peer support meetings and activities, in-school peer support from fellow teachers, and support visits from Curriculum Support Officers, Quality Assurance Support Officers, and Sub-County Directors of Education (SCDE).

- Following recommendations from the evaluation of SBTSi and consultations with the government, a strategy has been designed to integrate information and communication technology through the setup of a central repository for the School-Based Teacher Support

The Accelerator work in Kenya has been leveraging the $306 million primary education project, as well as a new secondary education operation grounded in the government's National Education Sector Strategic Plan 2022–26.

Initiative and onboarding teachers onto the Learning Management System. An evaluation of SBTSi conducted in 2023 indicated that while SBTSi has provided much-needed continuous professional development by offering localized support, integrating a digital component is essential to augmenting existing operations. Following the recommendations and in consultation with the government, a strategy has been designed to integrate information communications technology (ICT) by setting up a central repository for the School-Based Teacher Support Initiative and onboarding teachers onto the Learning Management System (LMS). The roll out of the customized LMS aims to be a dynamic tool, fostering content sharing, storage, and information management.

BOX 2.4 Mozambique Accelerator Grant

Accelerator activities outlined in the Investment Case have informed Mozambique's Partnership Compact (and corresponding GPE grant), as well as a new World Bank human capital investment project in the pipeline. The program leverages the $299 million Improving Learning and Empowering Girls in Mozambique Project and the $200 million Mozambique Human Development Integrated Project, with a focus on improving policy dialogue and coordination and instructional quality. Mozambique continues to build on the support provided by the program on the following fronts:

- **Policy dialogue and coordination.** The development of the Investment Case has resulted in greater alignment across the government and key partners toward

> The Accelerator in Mozambique leverages $499 million from the Improving Learning and Empowering Girls in Mozambique Project and the Mozambique Human Development Integrated Project.

an evidence-based approach to reach the learning targets.

- **Instructional quality.** The program has provided technical support for the design and implementation of a literacy package with lesson plans, teacher training, and coaching focused on classroom practice, as well as the use of learning assessments to guide the teaching process (through the Aprender + Program).

BOX 2.5 Sierra Leone Accelerator Grant

The Sierra Leone Accelerator Program has supported the implementation of a revised curricular package (decodable textbooks, teacher guides, and supplementary materials) to improve foundational literacy. The program leverages around $106.6 million in project financing from the Sierra Leone Free Education Project to accelerate the acquisition of foundational literacy for children in grades 1 and 2, while improving coordination among key partners on foundational learning efforts. The Accelerator grant is also leveraging $44.9 million from GPE to UNICEF for foundational learning for numeracy and

> The Accelerator Program in Sierra Leone leverages over $106 million in project financing for the Sierra Leone Free Education Project to accelerate the acquisition of foundational literacy for children in grades 1 and 2. Accelerator-financed technical assistance has been a game-changer in early grade reading.

literacy for grades 3 and 4. The program has supported Sierra Leone with the following:

- **Policy dialogue and coordination.** The priorities identified in the Zero Learning Poverty Plan continue to inform the country's focus on foundational learning. The program has been instrumental in generating alignment among actors on the importance of foundational skills, as well as accompanying interventions and reforms.

- **Instructional quality.** The program is supporting the development of evidence-aligned teaching and learning materials for grades 1-2 and providing high-quality teacher training with a focus on phonics. The development of the literacy package is led by the National Technical Team for Literacy, which has been working on materials design with literacy experts. The package for grade 1 includes evidence-aligned student textbooks and workbooks, teacher guides, supplementary materials, and formative assessments. The program promotes a structured pedagogy approach that includes training teachers on essential skills in phonics-based reading instruction, English language teaching methodologies, and reading and writing strategies. The materials for grade 1 have been piloted, and by January 2025 every grade 1 classroom across Sierra Leone will be equipped with these improved materials. Results from the pilot will be used to inform the national scale up including implementation for grade 2.

- **Teacher training.** The Accelerator support is helping to design the training for the new teaching and learning materials and adapting the continuous teacher professional development software (used in classrooms to observe lessons and provide feedback regarding pedagogy) to include literacy.
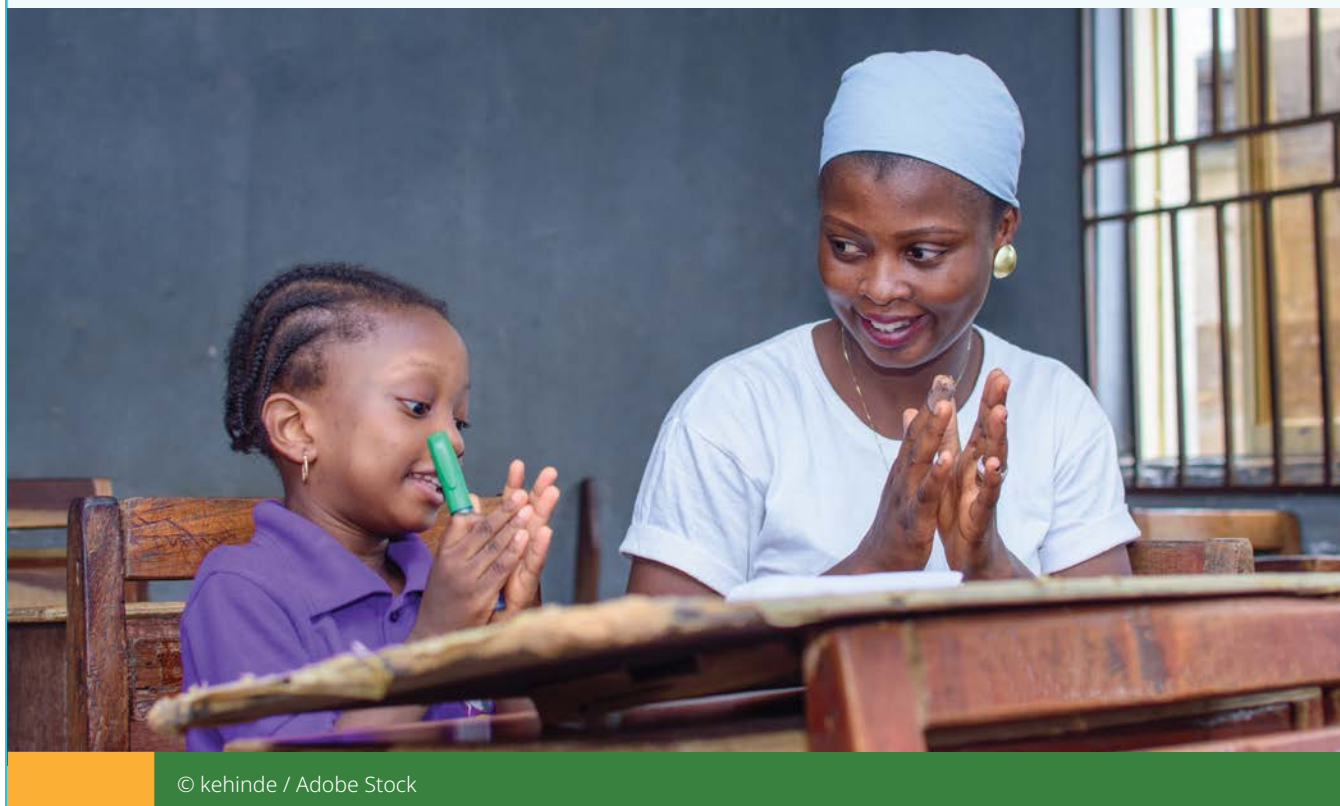
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BOX 2.6 Pakistan Accelerator Grant

The Pakistan Accelerator Program triggered a national spotlight on foundational learning, with federal and provincial governments making a coordinated effort to prioritize interventions that matter for improving reading. The Accelerator Program has supported Pakistan with the following:

- **Policy dialogue and coordination.** The Investment Case to improve foundational learning continues to enhance coordination of foundational learning activities across federal and provincial levels. The program has supported the development of foundational learning policies in all four provinces and in the Islamabad Capital Territory. This is accompanied by the development of a coordination body at the federal level, the Foundational Learning Hub, a one-stop-shop of science of learning information and tools to bring together key government counterparts and development partners and align on foundational learning activities.

- **Instructional quality.** Several key interventions to improve foundational learning are underway, with provincial governments introducing reading hours, teacher training on content knowledge, and a package of improved teaching and learning materials, as well as supplementary reading materials

> *The Accelerator Program in Pakistan leveraged $522 million from the Catalyzing Learning in Pakistan through Analytics Project.*

aligned with the curriculum (with efforts underway to adapt the content for Sindh and Balochistan). The country has also piloted a parental engagement strategy, sending prompts to parents' phones to encourage them to practice reading with their children. In addition, the program is supporting a holistic review of different elements of the foundational literacy and numeracy ecosystem, including private sector, textbook publishing, and learning measurement initiatives across provinces.

- **Data and evidence.** The Accelerator Program also funded the Global Education Policy Dashboard (GEPD), which has been implemented, along with the Assessment of Minimum Proficiency Level aligned with SDG 4.1.1b (AMPL-b), to get data on learning and key drivers of learning. The GEPD data has been validated with key provincial counterparts and is being used to inform World Bank and other governmental programs, as well as dialogue with partners. See the GEPD subsection.

BOX 2.7 Senegal Accelerator Grant

The Accelerator Program influenced the design of an IDA-financed education operation in Senegal to include elements critical to the instructional core to support foundational learning programs.

- The program has prioritized the development and procurement of high-quality teaching and learning materials, including teachers' guides (now available in five languages), textbooks, and alphabet charts. A language mapping to understand dominant spoken languages for each public primary school in the three key regions has been completed. Lessons from these

The program leverages the $100 million Project for Improvement of Education System Performance.

interventions, as well as complementary activities financed by the Read@Home program will be documented in an upcoming report.

- In parallel, efforts are underway to train literacy specialists across the country to support teachers and foundational reading efforts. Engagement with government is underway to identify implementation processes.

BOX 2.8 Ghana Accelerator Grant

The Accelerator Program has supported a diagnostic analysis of key constraints to foundational learning.

- The initial phase focused on identifying key constraints and bottlenecks to improving foundational learning outcomes. In conjunction with technical support to strengthening the national learning assessment system, the program supported an in-depth review and analysis of the existing foundational literacy programs, including curriculum, teaching methodologies, assessment practices, and system-level support.

- Based on the diagnostic, some key areas of focus include resolving distribution

The program leverages the $218.7 million Ghana Accountability for Learning Outcomes Project, which aims to improve the quality of education in basic schools.

bottlenecks to ensure that the teaching and learning materials reach schools, reviewing and assessing the quality of available teaching and learning materials and literacy and numeracy trainings for teachers, and evaluating the differential learning approach implemented in the World Bank-financed project. Findings from the diagnostic is informing the design of the Additional Financing to the GALOP program.

At the global level, the Accelerator Program activities focused on three objectives. These were (1) fostering cross-country learning, (2) disseminating technical information and resources, and (3) facilitating technical and operational support for country teams, as detailed in the following subsections. An additional objective was the distilling of the lessons from the first phase of the Accelerator Program to inform the design of Accelerator 2.0.

Fostering cross-country engagements

Support to country and regional foundational learning events. Part of the success of the Accelerator lies in fostering dialogue around foundational learning at the country level. Some Accelerator countries are convening their own country or regional events to bring the dialogue closer to their context. One example is the biannual Symposiums on Foundational Learning organized by the government of Rwanda. The Global Accelerator Program has supported these convenings by identifying and inviting relevant technical speakers, promoting the events to other Accelerators for learning purposes, and providing technical inputs to the program—for example for the use of data and evidence on interventions that move the needle for foundational learning.

Learning session with the Africa Accelerators for the Foundational Literacy and Numeracy Hub. The Global Program facilitated a learning session on the Accelerator Program on November 15, 2023, during which Accelerator Program teams from Mozambique, Nigeria (Edo State), and Sierra Leone shared updates on program activities and lessons from the field. The session also included government representatives from Edo State and Sierra Leone.

Advancing Foundational Teaching and Learning Knowledge Exchange in Ghana. The Accelerator Program, Education Policy Academy, and the World Bank's Africa regional education teams organized a three-day Advancing Foundational Teaching and Learning event in Ghana on May 28-30, 2024. The event was designed to build the core technical knowledge of World Bank staff in order to provide more focused technical support to governments to raise foundational learning outcomes.

Disseminating technical information and resources

One-stop-shop on foundational learning. To make relevant resources easily accessible to country teams, the Accelerator Global Program developed a one-stop-shop intranet page. Aimed at World Bank staff working on foundational learning, the page enables easy access to technical resources, sample terms of reference for key activities, and other useful resources to facilitate progress on foundational learning at the country level.

Facilitating technical and operational support for country teams

Support to country activities. As countries sought technical expertise to fill capacity gaps for foundational learning, the Accelerator Program identified and facilitated collaboration with quality technical experts. For example, the Ghana team was connected to a specialized literacy expert for its diagnostic work on identifying key constraints to foundational learning. The Accelerator Program provided continuous support to country teams to facilitate procurement of relevant technical expertise. This has entailed working together to develop and review terms of reference for different types of technical support, as well as developing a roster of literacy and numeracy experts.

Accelerator 2.0

Accelerator 2.0 was recently launched. The Accelerator Program hosted multiple orientation sessions for country teams to disseminate

information about Accelerator 2.0 to explain the change in design. The sessions shared technical information about the types of technical assistance focused on improving foundational learning outcomes that will be supported under the new phase of the program. There was significant interest from country teams, as evidenced in the applications for Accelerator 2.0. Grant selection was taking place at the end of the reporting period.

Outputs and Resources

EDO STATE LEARNING ASSESSMENT SYSTEMS AND STRATEGY

MATHEMATICS AND READING COMPREHENSION
PRIMARY 3, PRIMARY 6, AND JUNIOR SECONDARY 3

First Cycle (2021 - 2023)

EdoBESST Programme, Supported by WorldBank

Benin City | January 2024
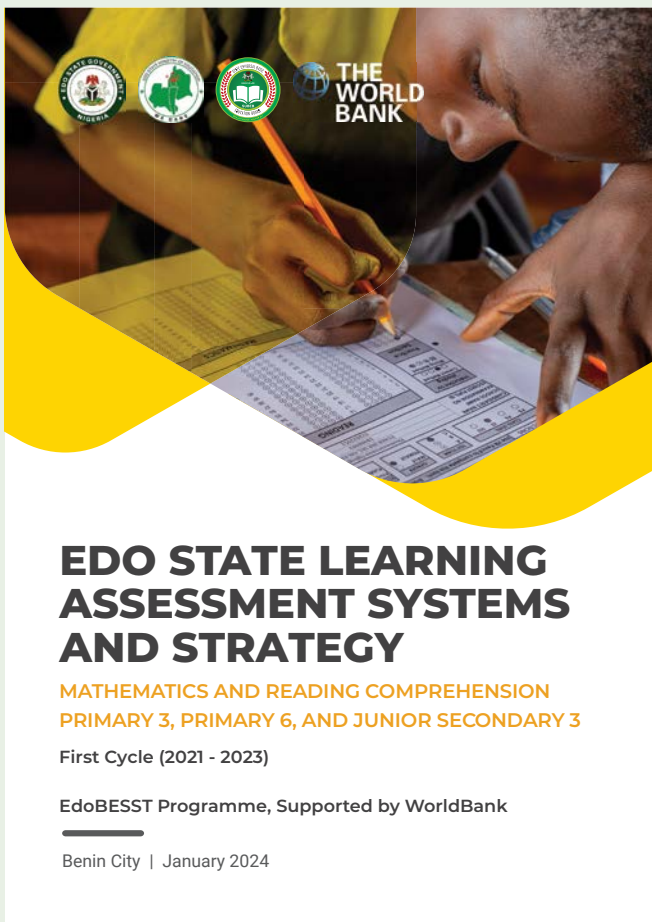
Edo State Learning Assessment Systems and Strategy. Describes the design, implementation, and outcomes of the first cycle of the Edo State Learning Assessment Systems and Strategy (ELASS), in which the assessment domains were mathematics and reading comprehension for primary 3 and 6 and junior secondary 3.

Edo State report (draft). Analysis of lesson plans and their implementation in Edo State.

Edo State paper (draft). Contains quantitative analysis of the structured pedagogy program on learning outcomes in Edo State.

Ghana report (draft). Diagnostic analysis of key constraints to foundational learning in Ghana.

TABLE 2.1 Accelerator Program: Progress on Key Milestones

Milestone	Mozambique	Niger	Nigeria (Edo State)	Pakistan	Rwanda	Sierra Leone
Learning targets are developed by the government	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously
Learning target baselines are established by the government	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously
An Investment Case that outlines a strategy for meeting learning targets is developed	Completed previously	Paused due to security situation	Completed previously	Completed previously	Completed previously	Completed previously
The Investment Case is costed with a realistic budget	Completed previously	Paused due to security situation	Completed previously	Completed previously	Completed previously	Completed previously
Resource and capacity gaps are identified within government	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously	Completed previously
Technical assistance to address identified resource and implementation capacity gaps is provided	On track to be completed by December 2024	Paused due to security situation	On track to be completed by December 2024	On track to be completed by December 2024	On track to be completed by December 2024	On track to be completed by December 2024
A community of practice focused on sharing data and lessons from the Accelerator experience and learning poverty reduction efforts is implemented and supported	Ongoing	Paused due to security situation	Ongoing	Ongoing	Ongoing	Ongoing

Note: A portion of the grants was reallocated from Niger and Rwanda to countries with demand.

From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

LEARNING MEASUREMENT AND DATA

Activity Overview 🔍

Improving learning and reducing learning poverty requires regular and quality measurement of learning outcomes and drivers of learning, as well as analysis and use of the collected data to inform actions and policies. However, learning assessment systems in many countries do not monitor student learning outcomes with enough frequency and reliability.

Gaps in reporting on international learning indicators (SDG 4.1.1) illustrate this challenge. For example, as of March 2024 in the SDG database, 99 countries had not reported on any SDG 4.1.1 learning outcome indicators (namely, SDG 4.1.1 literacy and numeracy indicators for (a) lower primary, (b) end of primary, and (c) end of lower secondary levels) in the prior eight years. Of countries that did report on SDG 4.1.1 indicators, only 18 reported on all indicators. These results indicate that it is urgent to promote more awareness about these data gaps and to increase support to countries to collect this data. Learning data gaps are significantly more prevalent in low- and lower-middle-income countries. Given these persistent

challenges around robust and comparable learning assessments and lack of learning data, the World Bank (1) supports countries in addressing these learning data gaps and generates global, regional, and country-level outputs to strengthen learning assessment systems and increase the availability of high-quality and comparable learning data and data on drivers of learning; (2) produces indicators and analytics to inform policies, programs, and practices; and (3) builds capacity to collect, administer, and use learning data.

This work is aligned with and benefits from recent coordinated efforts with partners to address these learning data gaps. In 2019, the concept of Learning Poverty—the share of children unable to read and understand a simple text by age 10—jointly developed by the World Bank and UIS, was introduced to spotlight the learning crisis. In 2022, a new update released along with a report published by the World Bank, UNESCO, UNICEF, FCDO, USAID, and the Bill and Melinda Gates Foundation indicated that learning poverty in low- and middle-income countries likely increased from 57 to 70 percent due to the pandemic-related school closures and economic shock. In 2021, UNESCO, UNICEF, and the World Bank jointly founded the Learning Data Compact (LDC) to ensure better coordination and harmonization of global partners to scale up the monitoring of learning outcomes, drivers of learning, and what happens in the classroom. In 2022, these UN agencies also joined efforts with FCDO, USAID, and the Bill and Melinda Gates Foundation under the Global Coalition for Foundational Learning (CFL)[5] to support improved learning outcomes and monitoring of learning globally. One of the key commitments is to support the availability and use of internationally comparable learning data—particularly in countries with no learning

data—and to reduce fragmentation among agencies by agreeing on common technical guidelines to support countries. The work is also building on other global learning monitoring and harmonization efforts, such as the Global Alliance for the Monitoring of Learning (GAML),[6] which has supported UIS in defining the Minimum Proficiency Levels needed to benchmark learning data and report results on global learning indicators. Throughout the reporting period, the World Bank strived to maintain close coordination and collaboration with FLC partners, UIS, and assessment organizations such as the International Association for the Evaluation of Educational Achievement (IEA) and the Organisation for Economic Co-operation and Development (OECD), among others.

In the context of these commitments and activities, the FLC has continued supporting key Learning Measurement and Data activities presented below under three workstreams:

- **Learning Assessment:** Focuses on supporting the production of learning data through quality learning assessments and strengthening learning assessment systems.

- **Learning Data Analytics:** Focuses on promoting the effective use of learning data.

- **Drivers of Learning:** Focuses on measuring and utilizing data on practices, policies, and political factors that can be acted upon to improve learning outcomes.

Table 2.2 presents the progress to date of key milestones of the Learning Measurement and Data activities.

LEARNING ASSESSMENT

The first workstream, Learning Assessment, focuses on supporting the production of learning data, including the design and administration of learning assessments while strengthening the overall learning assessment systems. Over the reporting period, the workstream included various types of products and activities related to Policy Linking, Assessments for Minimum Proficiency Levels (AMPL), National Learning Assessments (NLA), and Cross-National Learning Assessments. The new Accelerating Learning Measurement for Action (ALMA) program will mainly support this workstream.

Policy Linking is a benchmarking methodology for learning outcomes and toolkit to equate and compare learning assessment results across countries. This instrument was developed by USAID, UIS, and other development partners to compare (and eventually link) national large-scale student assessment results to global or international student learning standards and outcome indicators, including SDG 4.1.1 (a, b, and c) indicators.[7] It entails workshops that gather teachers and curriculum experts to help determine the content alignment of learning assessments with the learning standards described under the Global Proficiency Framework. This allows for the alignment of student learning outcomes in proficiency levels consistent with the SDG 4.1.1 target and indicators. The involvement of local experts and assessment units in the Policy Linking process increases the likelihood of stakeholders owning the results achieved and making use of these results to report on and inform policies and programs.

The Assessments for Minimum Proficiency Levels (AMPLs) allow countries to report on the SDG 4.1.1 indicators at a relatively low cost by measuring the attainment of proficiency levels in reading and mathematics at a given level of the education cycle.[8] AMPLs allow the identification of the proportion of children and young learners in a level of education (early primary, end of primary, or lower secondary) who achieve at least the minimum proficiency level. This information allows countries to produce internationally comparable learning outcomes data to report on the SDG 4.1.1 a, b, and c indicators. AMPLs are designed to integrate the tools and methodologies in national assessment systems and processes, with country ownership as the guiding principle. Countries are engaged from the very beginning in the consultations and discussions regarding AMPL implementation. They have full ownership of the assessment process, test administration, data management, data outputs, and results. They also have full access to all the materials and documentation that will be used. AMPLs can be administered as a stand-alone assessment or integrated into a national learning assessment. The administration of AMPLs integrated into national learning assessments allows countries to preserve the integrity of their national assessment, while strengthening their capacity to produce internationally comparable data.

National Learning Assessments (NLAs) are critical for monitoring the quality and equity of national systems. Building effective and sustainable learning assessment systems leads to evidence-based decision-making in education policy and practice, supports sector planning, and can lead to improved learning outcomes. NLAs are generally designed to assess outcomes relative to national standards and curriculum rather than global standards. Nevertheless, NLAs can also be used to report on SDG 4.1.1 if they meet the criteria set forth by UIS.[9]

Cross-national Learning Assessments refer to International and Regional Learning Assessments (ILSAs and RLSAs), which can complement information emerging from NLAs to benchmark learning outcomes in a comparative manner with other countries. These are generally used for reporting on international learning indicators. Cross-national learning assessments that include countries from many regions are referred to as international large-scale assessments. Regional assessments involve countries in a geographic region, often with a common linguistic or cultural background.

The Accelerating Learning Measurement for Action (ALMA) program was launched in January 2024 to support these Learning Assessment activities. This includes increasing the availability and use of quality data on learning generated through large-scale learning assessments to inform public policy and programs and supporting countries to report on SDG 4.1.1 while strengthening systems and ensuring sustainable capacity is built. ALMA builds on the existing World Bank education lending and analytical portfolio, prior support to learning assessments, as well as coordination and collaboration with other partners at the global, regional, and country levels and with governments. The program encompasses several components of global and country work, namely to (1) develop and disseminate global public goods to share good practices; (2) build capacity related to learning assessments and data; and (3) provide targeted technical and financial support to priority countries. Box 2.9 provides a summary of ALMA global and country work on learning assessment, and figure 2.2 illustrates how these components connect. ALMA is expected to close in 2027.

BOX 2.9 ALMA support for global and country work on learning measurement and data

- Global Level
  - Development and dissemination of global knowledge, tools, and resources.
  - Peer-learning activities including the development of Education Policy Academy modules on learning assessments and use of learning data and delivery of the Academy.
  - Collaboration with the partners part of the Coalition for Foundational Learning and the Global Alliance for the Monitoring of Learning to foster synergies and coordinate efforts in addressing global learning data gaps.

- Country Level
  - Technical assistance to countries through regional fellows who support a group of countries with large data gaps and projects that finance assessments and through the global team providing just-in-time support to the policy dialogue, as well as planning and implementation of related activities.
  - Country grants: Funding channeled to country teams to (1) systematically assess student learning outcomes at the primary education level at scale; (2) report on international learning indicators; and (3) reduce existing SDG 4.1.1 learning data gaps. Eligible countries are (1) classified as IDA or blend and have not reported on SDG 4.1.1.a or b in the last eight years. The grant supports the design of new learning assessment(s), strengthening of existing learning assessment(s), or administration of learning assessment(s) that will allow reporting on SDG 4.1.1.a or b. Other activities, such as analysis of learning data to create demand for learning assessment(s), technical assistance, and other system-strengthening activities, are supported if they complement the above objectives. Country grant applications are evaluated according to their (1) technical quality, (2) potential for sustainability, (3) demonstration of coherence with national education policies, programs, strategies, and plans, (4) collaboration, coherence, or complementarity with partners, (5) World Bank value-add, and (6) contribution to the evidence base.

FIGURE 2.2 Country-Level Support to Learning Assessment
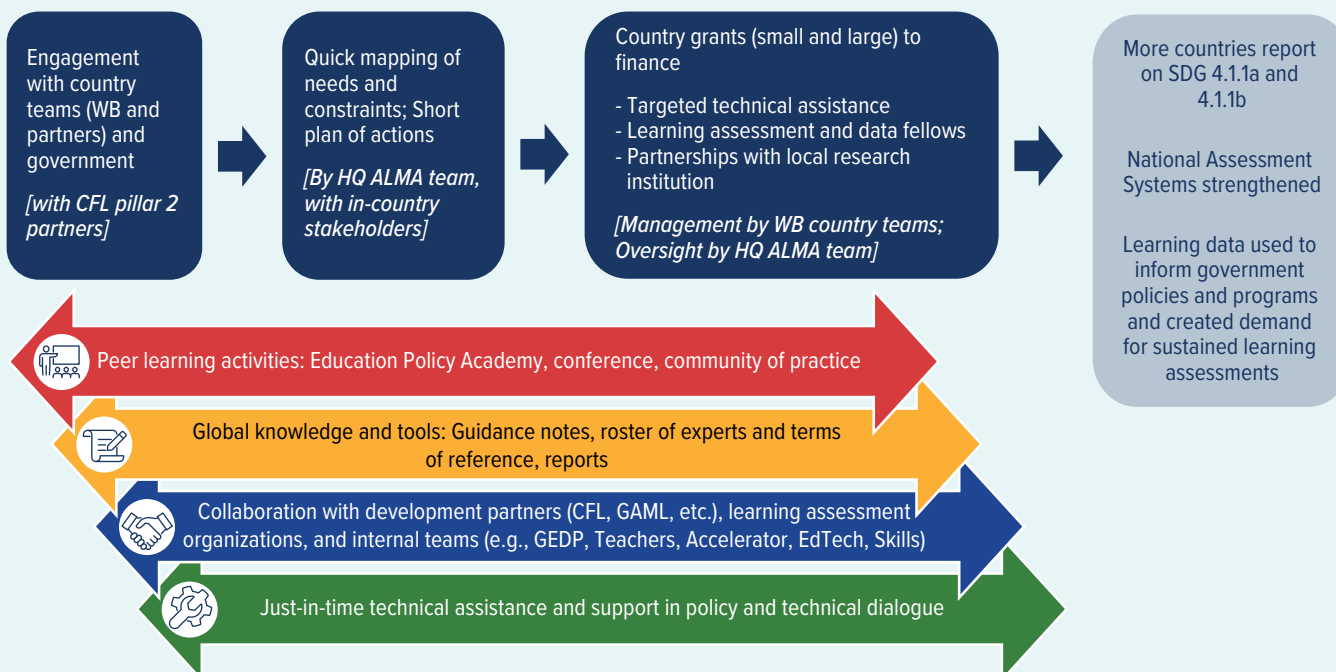
Progress and Outcomes ↗

During the reporting period, the World Bank supported the use of Policy Linking and the administration of AMPL in several countries, provided targeted technical assistance focused on strengthening NLAs and assessment systems, facilitated country participation in ILSAs and RLSAs, launched a call for proposals for the first round of ALMA country grants, and delivered capacity building. The new ALMA program was launched to expand the scale and impact of this work.

The Policy Linking report for Rwanda was finalized, and the benchmarking exercise was implemented in Iraq. The Policy Linking Report was published in October 2023 for Rwanda based on the Policy Linking workshops and benchmarking that took place from April to July 2023 in Kigali, Rwanda to set global benchmarks on the 2021 LARS. This report summarizes the Policy Linking methodology and toolkit used in the LARS to the Global Proficiency Frameworks for Reading and

Mathematics, highlighting the transition from hybrid workshops in 2021-2022 to in-person workshops for the Rwanda LARS 2023. It provides new insights and recommendations to better align future LARS tests with the Framework. In Iraq, the Policy Linking methodology was used to link the expanded Service Delivery Indicator learning assessment (called SDI+) to the Global Proficiency Framework and Minimum Proficiency Levels. Results of the Policy Linking implementation in Iraq indicate that the benchmark for Minimum Proficiency Levels recommended by the panelists was robust, feasible, and reliable. The results show that only 34.7 percent of the grade 4 students assessed with this test were above minimum proficiency in reading, meaning that they had acquired the skills to be able to read with comprehension grade-appropriate texts in Arabic as defined in the Global Proficiency Framework. Box 2.10 presents more information about implementation of Policy Linking in Iraq.

Prior to the Iraq SDI Survey Reading Assessment for grade 4 in 2022, Iraq had not engaged in any international or institutionalized national large-scale educational assessments, aside from high-stakes exams. The most recent standardized learning data for primary education was the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) in 2012.

In 2020, the government sought the World Bank's assistance to conduct a simplified, nationally representative student assessment to update national learning levels and gain insights into factors influencing learning outcomes. This request led to the creation of an enhanced Service Delivery Indicator (SDI) reading survey with a focus on the student assessment module, targeting grade 4 students and enabling international comparisons with the use of Policy Linking benchmarking methodologies. The assessment items were adapted from the Tanzania SDI (2016) and the Arabic version of the

GEPD (2019) and were aligned with the Global Proficiency Framework to ensure they met global minimum proficiency levels. An additional 18 items were included to enhance the assessment instrument by covering under-represented subconstructs in the Framework for reading.

The Policy Linking workshop for the results took place in May 2024. This was a six-day activity with a representative group of subject-matter teachers and curriculum specialists acting as panelists. Following all tasks for a Policy Linking workshop, the panelists and facilitators came up with an estimate of the proportion of students below and above minimum proficiency in grade 4 as defined by the learning standards and milestones presented in the Global Proficiency Framework. The results show that only 34.7 percent of the grade 4 students assessed were above minimum proficiency in reading. On the other hand, 65.2 percent of the students were below the learning threshold of being able to read with fluency and comprehension.

The implementation of AMPL-b continued in Pakistan and preparations began to implement AMPL-a and AMPL-a+b in Lebanon. In both countries, the AMPLs are being implemented as a stand-alone module along with the GEPD. In Pakistan, AMPL-b data collection was completed in all provinces except Sindh (implementation in Balochistan was completed in December 2023 and implementation in Punjab was completed in January 2024). The AMPL-b booklets were translated to Sindhi and the pilot and full implementations in Sindh are expected by December 2024. In Lebanon, building on the existing Arabic translation of the AMPL-b items, preparation is underway for the administration of AMPL-a and AMPL-a+b along with the GEPD.

Conditional on the situation on the ground, the field work is expected to take place between October 2024 and March 2025.

The World Bank provided targeted just-in-time technical assistance and support to 13 countries to enhance their learning assessment systems and activities in Arab Republic of Egypt, Bangladesh, Ghana, Guyana, Saint Marteen, Malawi, Mexico, Papa New Guinea, Pakistan, Rwanda, Somalia, Tunisia, and the Philippines. Highlights include technical review of Egypt's national learning assessment reports and exam guidance; review of Ghana's NLA data quality and policy dialogue; review and guidance on a lending project in Guyana that includes learning assessment activities at primary

and secondary levels, as well as technical advice on assessment design and implementation progress; oversight and guidance for the assessment landscape report supported by the Global Coalition for Foundational Learning for Malawi; technical review and guidance related to state-level learning assessments for primary and secondary education in the state of Guanajuato, Mexico; guidance to the Institute of Education (PIE) of Pakistan on using tools such as AMPLs to embed reporting on SDGs in the National Assessment System; guidance for Rwanda on the technical staffing requirements to perform quality assessment activities, on improvements of assessment practices, and review of benchmarking of assessment results using Policy Linking; and technical dialogue with policymakers of Tunisia and the Philippines. There is a plan to increase support through additional resources provided through ALMA.

To facilitate more meaningful participation in cross-national assessments, the World Bank also launched a study on the cost of large-scale learning assessments in Sub-Saharan Africa. The study is expected to be completed in early 2025. Results will support the dialogue with

Teachers and curriculum specialists work on the benchmarking of their national assessment results in a Policy Linking workshop in Kigali, Rwanda/World Bank.

countries about financing large-scale learning assessments as an activity for improved education service delivery. The World Bank also held a webinar with IEA on the use of international large-scale assessment data for system improvement.

To support the inclusion of internally displaced and refugee children in assessments, the World Bank coordinated the development of a set of questions to identify students with internal displacement or refugees' status. In collaboration with UNHCR, the World Bank also developed a set of context questionnaire items tailored to gather data on students with experiences of forced displacement or refugee status. These items were proposed to the Conference of Ministers of Education of Francophone Countries (CONFEMEN) for potential inclusion in the next round of the Program for the Analysis of Education Systems (PASEC) regional assessment in Africa. To ensure the accuracy and relevance of the questions, the Bank conducted consultations with development partners from the CFL. Their insights helped refine the questionnaire, ensuring it would capture critical information about the educational experiences of displaced and refugee students, contributing to a more inclusive assessment framework.

During the reporting period, a call for proposals was launched for the first round of country grants under the ALMA program to support reporting on SDG 4.1.1. The first call for proposals for these grants was launched in June 2024. Applications were compiled and reviewed in August, and final decision will be made in October.

To support capacity-building activities, two modules focused on learning assessment were delivered in May 2024 as part of the Advancing Foundational Teaching and Learning event. See subsection on Education Policy Academy.

The World Bank continued to engage with partners and assessment organizations to inform support to countries and the development of

global public goods, as well as to maximize synergies. During the reporting period, this included participation in the Global Alliance for Monitoring Learning (GAML) and Technical Cooperation Group (TCG) in December 2023 and in the Conference on Education Data and Statistics in February 2024. The World Bank also continued to participate in the CFL Pillar 2, which supports countries in the monitoring of learning progress and improving availability of learning data. The World Bank has been attending meetings with Global Coalition for Foundational Learning partners, has co-written joint blogs (featured under Outputs and Resources), has contributed to the data plan for 4.1.1a and the review of criteria for reporting on SDG 4.1.1, and has participated in UIS technical consultations.

Outputs and Resources 📑

Engagement with partners: [The Importance of SDG 4.1.1A for Foundational Learning](). Joint blog prepared by partners under the Global Coalition for Foundational Learning on December 2023 on the downgrading of the SDG 4.1.1a indicator, which tracks early-grade reading and math proficiency from Tier 1 to Tier 2. The blog explains how this should concern the international community, as this indicator is crucial for monitoring foundational learning skills. Without improved reporting, the indicator risks being removed from the global SDG framework by 2025, which could undermine efforts to improve foundational learning outcomes.

National Learning Assessment: [When an assessment system works to improve learning: the case of Sobral](). World Bank blog post highlights Sobral, a municipality in Brazil that has been successful in improving foundational learning through a set of policies and programs, including a robust assessment system that helps monitor student progress, inform instruction, and set learning targets, fostering accountability and supporting teacher development. Sobral's model, emphasizing data-driven decisions and a culture of continuous improvement, offers valuable lessons for other education systems aiming to enhance learning outcomes.
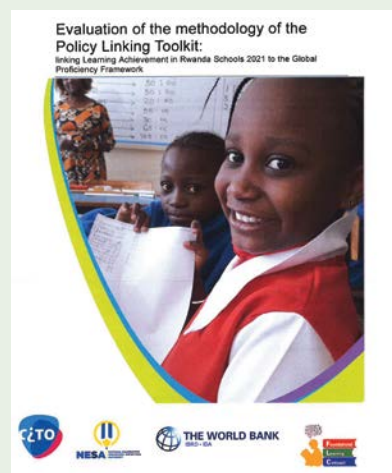
Policy linking: Rwanda – Evaluation of the Methodology of the Policy Linking Toolkit: Linking Learning Achievement in Rwanda Schools 2021 to the Global Proficiency Framework. Report produced in October 2023 from the onsite Policy Linking workshops and benchmarking that took place from April to July 2023 in Kigali.

LEARNING DATA ANALYTICS

The second workstream under Learning Measurement and Data, *Learning Data Analytics*, focuses on compiling, harmonizing, and disseminating learning data, developing indicators, tools, and analytics, and supporting coordination and delivery of data literacy capacity building with country teams and governments. Learning Poverty estimates are regularly updated and disseminated through reports, blogs, presentations, websites, as well as country briefs, and policy dialogue.

The World Bank is archiving, documenting, and curating large collections of country, regional and global learning data, harmonizing these data to facilitate cross-country comparisons and disseminating them for use in policymaking. Building on harmonized microdata available in the Global Learning Assessment Database (GLAD), harmonized country-level learning outcomes (disaggregated by sex, urban/rural, and wealth quintile) are available in the Country Learning Outcomes (CLO) database. Estimation of the Learning Poverty indicators uses the CLO database as one of main inputs. The CLO and Learning Poverty data, as well as other education data from UIS and other organizations, are compiled and made available under the EdStats collection. The collection is currently available for users to explore and download on the World Development Indicators. This data will become available in the new Data360 development data platform that will be launched by the World Bank.

Progress and Outcomes ↗

FLC supported the production of PISA knowledge and tools for policy dialogue on learning data. With the release of the OECD Programme for International Student Assessment (PISA) 2022 in December 2023, the World Bank conducted analysis and disseminated country level briefs for 49 countries for World Bank country teams to use in policy dialogue with governments. PISA assesses the knowledge and skills of 15-year-old students in mathematics, reading, and science. PISA 2022 also included an assessment of young people's financial literacy, which was optional for countries. PISA has been providing temporally and globally comparable results for students since 2000, and 2022 was the eighth assessment cycle. This PISA test was originally due to be conducted in 2021, but it was delayed by a year due to COVID-19. In 2022, over 690,000 15-year-olds from 81 countries and economies participated in PISA.

The World Bank's analytics and briefs were for the 49 countries where the World Bank is engaged (directly or indirectly) with PISA at the country level. Two-page briefs were produced for policy dialogue and to make them more accessible to policymakers in January 2024 and longer briefs (five pages) were released in May 2024. New global evidence from PISA also led to analysis that estimates COVID-19 pandemic related learning losses using global test score data.

> "
>
> *Achieving substantial improvements in international assessments like PISA requires years of focused and sustained efforts led by governments.*
>
> Diego Luna Bazaldua,
> as quoted in a news release of the
> Second Congressional Commission on Education
> (EDCOM 2) by the Government of the Philippines.

In addition, technical dialogue with Tunisia led to implementation of an Early Grade Mathematics Assessment (EGMA). This assessment was conducted by the Tunisia Ministry of Education, with technical assistance from the World Bank.

The EGMA follows on from the successful implementation of the EGRA in 2021, and it informs the Bank financed Strengthening Foundations in Learning Project.

Outputs and Resources 📑
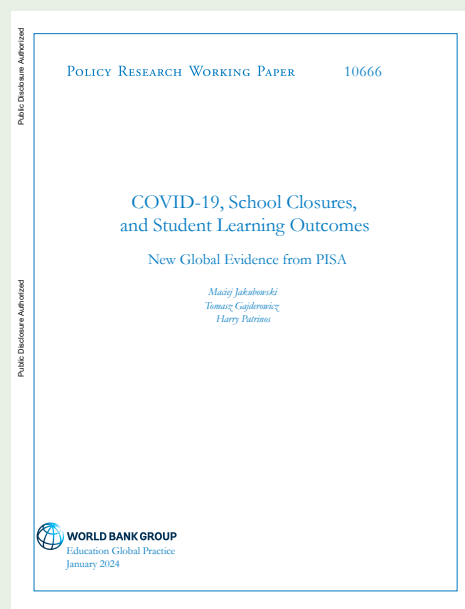
Two sets of 49 PISA country briefs (Jordan sample shown here) were developed and disseminated. Two-page briefs were produced soon after the data was released to ensure timely use for dialogue with governments. The five-page briefs included additional analysis and were disseminated in May 2024. The briefs summarize main results from PISA 2022 for national policy makers. The learning assessment briefs have been used in policy dialogues to highlight the need to accelerate foundational learning to governments.

[COVID-19, School Closures, and Student Learning Outcomes - New Global Evidence from PISA](#) (Jakubowski, M., Tomasz, G., and Patrinos, H. 2024). This paper analyzes global test score data to estimate the impact of COVID-19-related school closures on learning, finding that scores declined by an average of 14 percent of a standard deviation—equivalent to around seven months of learning. Losses were particularly severe for students in schools with extended closures, as well as for boys, immigrants, and disadvantaged students. These educational setbacks could lead to substantial national income losses over time.

DRIVERS OF LEARNING – THE GLOBAL EDUCATION POLICY DASHBOARD

The third workstream within Learning Measurement and Data, *Drivers of Learning*, focuses on the Global Education Policy Dashboard (GEPD). The Dashboard collects data on the practice, policy, and political level factors enabling an analysis of the *de jure* and *de facto* status of what drives learning. Specific attention is given to their impact on policy dialogue and on learning outcomes.

The GEPD has been measuring, tracking, and linking the progress of key drivers of learning outcomes in basic education using three data collection instruments since 2019. The Dashboard (1) highlights gaps between what the evidence suggests is effective in promoting learning and what is in fact happening in each system; and (2) gives governments a means to track progress as they act to close those gaps. The World Bank has worked on filling data gaps, raising awareness on the learning crisis and its drivers, and creating capacity at the ministry level to strengthen the collection and use of data to inform policy. The GEPD includes measures of student school readiness in grade 1, literacy and numeracy learning outcomes in grade 4, and classroom observations of teaching behaviors with the use of the Teach Primary tool. The Dashboard collects new data in each country using a school survey, a policy survey, and a survey of public officials. The school survey collects data on learning and service delivery at the school level, the policy survey analyzes the policy environment, and the survey of public officials sheds light on the bureaucratic capacity. Although every country needs to identify priorities for investment and policy reforms that are best suited to its own context, the resulting Dashboard provides concise evidence of areas throughout the system for potential government prioritization and serves as a tool for tracking progress.

The Dashboard uses 39 indicators that can show progress relatively quickly (in one to two years). Figure 2.3 captures the structure, indicators, and the tools used to measure these indicators. They correlate to the four main school-level service delivery factors, which are labeled in the figure as "Practices": prepared learners, effective teaching, appropriate inputs and infrastructure, and capable school management. Another set of indicators is a proxy for the policies that affect each of these areas (the "Policies" circle in the figure). The final set of indicators captures the political context and bureaucratic capacity of the system (the outermost "Politics" circle). Better performance in these policy and political domains is needed for sustained systemwide improvements in learning.

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FIGURE 2.3   Dashboard Structure, Tools, and Indicators

1. School Survey

2. Policy Survey

3. Public Officials Survey

Politics
Policies
Practices
Teachers
Learners
School management
School inputs
LEARNING
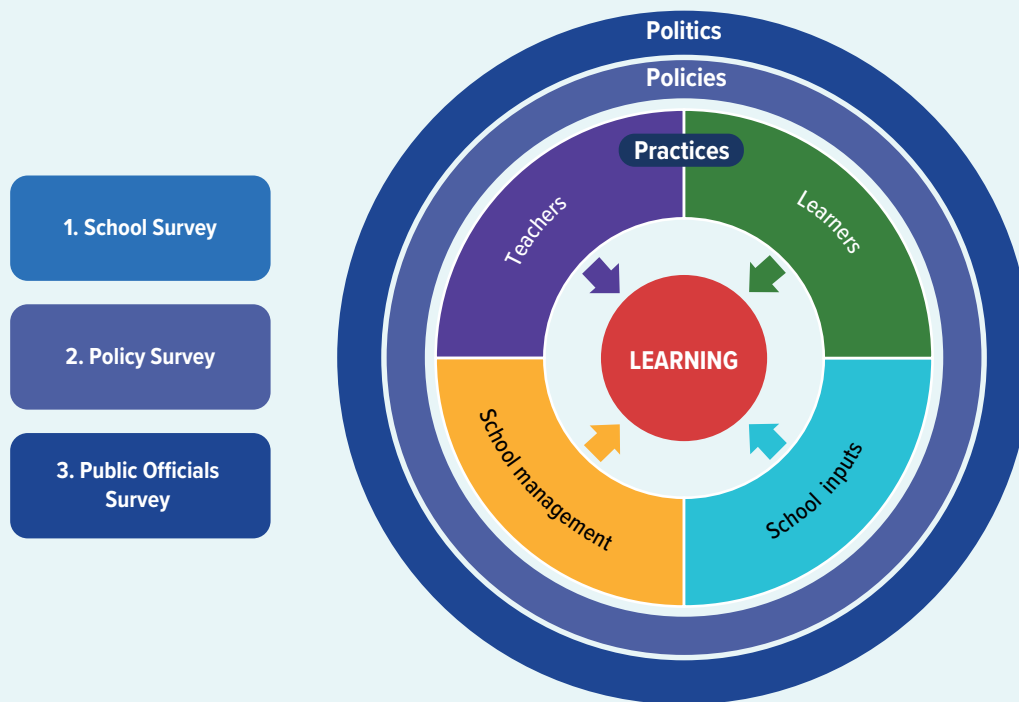
Source: World Bank.

Progress and Outcomes

Similar to last year, the focus of GEPD activities this year has been mainly on expanding implementation, dissemination and research, and technical innovations. These activities are depicted below.

Country Implementation

Over the last reporting period, the World Bank undertook several implementation activities. The Bank collected comprehensive, rigorous, and actionable primary data on four education systems, bringing the total to 17: Edo State in Nigeria, and the Pakistan provinces of Balochistan, Punjab, and Sindh. Additionally, results were validated and disseminated to key policymakers in eight more

systems, bringing the total to 15, including Chad, Edo State (Nigeria), Gabon, and four provinces and the Islamabad Capital Territory of Pakistan. The World Bank also provided training to countries, such as Bangladesh, to build country-level capacity for data collection and use. Furthermore, GEPD data was leveraged to produce reports, briefs, and technical inputs that have informed policy dialogue in multiple countries. For instance, in Edo State, the data and insights helped inform the technical assistance under the EdoBEST program ($293 million) as well as the design of a new World Bank-financed project for $500 million that is under preparation. In Pakistan, tailored policy notes were developed from GEPD data for each province and the Islamabad Capital Territory. These are being

used for policy dialogue to help government prioritize interventions in a finance constrained environment. The data is also being used in other ways in other places from informing World Bank country strategy (Madagascar), program monitoring (Niger, Chad), and Public Expenditure Reviews (Ethiopia), among others.

The GEPD has leveraged nearly $1.1 billion in financing across several countries, while continuing to engage closely with the local authorities to ensure strong political buy-in and that the instruments are well understood and effectively used. With approval from relevant ministries, the World Bank engaged with all relevant stakeholders in each country to maximize the synergies between World Bank financed projects and the use of the data. Multiple departments (planning, evaluation, monitoring, curriculum) were involved in the activities. Part of the implementation also involved reaching out to local organizations to discuss collaboration and to ensure the data collected was used to inform, rather than duplicate, their activities. The World Bank worked closely with government counterparts through the process, which allowed the GEPD to inform country dialogue efficiently and for its data to be used to inform the design of World Bank-financed projects in Chad ($150 million), Gabon ($0.25 million), Nigeria (Edo) ($293 million), and Pakistan ($671 million). GEPD data has also been used for creating indicators for pipeline projects to show progress.

As of the end of the reporting period, implementation is ongoing in eight systems (Bangladesh, Central African Republic, Colombia, Lebanon, Papua New Guinea, Peru, Seychelles, and Togo), and a robust pipeline for GEPD has been developed. Discussions have taken place to prepare for four more systems: Guinea, South Africa (Western Cape province), Somalia, and South Sudan. Other countries have shown interest, and the World Bank is working with the relevant teams to plan implementation and seek further funding.

Dissemination and research

Efforts are made to disseminate the collected data to a significant number of stakeholders. In each country, stakeholder validation and dissemination events were planned to ensure the data were presented and reached a wide audience. All the data collected are included on the GEPD website to increase accessibility. Multiple papers have been drafted to share the country findings, including a forthcoming paper that explores factors affecting teaching and learning, such as the impact of play-based teaching behaviors on learning outcomes. Additionally, a cross-country analytical paper has been drafted to summarize the data collected. The anonymized microdata are now available for research, with multiple papers planned or drafted, leveraging the data. These outputs are listed under Outputs and Resources at the end of this subsection.

The dissemination efforts have also had impact. For instance, in Balochistan province in Pakistan, the government is using GEPD data to drive dialogue with key stakeholders and is focusing on strengthening early childhood development and teacher continuous professional development initiatives. In Edo State (Nigeria), the GEPD has helped identify key gaps within the government-led EdoBEST project, such as weak pedagogical skills, content knowledge, and policy gaps regarding learners' preparedness for school. The government is now interested in putting a stronger focus on early childhood education, which was not a central reform area before. See box 2.11 on Edo State.

BOX 2.11 GEPD Data in Edo State, Nigeria

The GEPD has been instrumental in providing evidence that underscores the strengths of the government's flagship EdoBEST project. It has demonstrated the project's robust teacher presence, effective operational and school management procedures, and the government's strong bureaucratic measures to support education policies and practices. The GEPD has also been a valuable tool for cross-checking other available sources of information, such as the recently developed BEMIS.

The GEPD also helped identify key gaps, including learners' lack of preparedness for school. Based on this, the government is now exploring a potentially stronger focus on early childhood education, which was not previously a central reform area.

> In Edo State (Nigeria), GEPD data prompted a renewed government focus on early childhood education.

The GEPD's takeaways on the lack of pedagogical skills and content knowledge of teachers have informed the technical assistance provided to the government through the Accelerator Program, such as the training for teachers on lesson plan development and pedagogical skills. GEPD data is also shaping the Human Capital Opportunities for Prosperity and Equality (HOPE – Education) operation under preparation.

At the same time, the World Bank has continued to work on developing tools that can enhance the usability of the data at the country level. One such product is the development of improved data visualization tools for each country, which allow users to explore the GEPD indicators for any given country, manipulate the data in different ways to explore technical questions, and leverage built-in features to look at the relationship between different indicators.[10] In countries where there has been demand, the World Bank has also worked on developing more in-depth papers to outline the findings of the GEPD for that country. This has been the case in Edo State (Nigeria).

Technical innovations

Even though the three survey instruments have been streamlined, the GEPD continues to coordinate with other projects to avoid duplicating efforts and to further reduce transaction costs. In Pakistan (all provinces and Islamabad Capital Territory except for Sindh) and Sierra Leone, the World Bank partnered with UIS and Australian Council for Education Research (ACER) to implement the AMPL-b student assessment alongside the GEPD. This complement enables the country to report on SDG 4.1.1b and to create a learning poverty estimate for the first time through a relatively low-cost instrument.

The World Bank has adapted field protocols to incorporate new tools and accommodate country demands. This was done to ensure that the data would be as relevant as possible for country dialogue and ongoing World Bank operations. For instance, for Bangladesh, additional questions related to attitudes about climate change and mitigation behaviors were added. The topic is highly policy relevant given that extreme heatwaves have been disrupting schooling in the country.

The GEPD in Pakistan

Shaping the future: How GEPD data is influencing policy dialogue in Pakistan

Provincial government counterparts and World Bank staff discuss GEPD data in Pakistan/World Bank.

In Pakistan, GEPD data has become a powerful tool for advancing education and reducing learning poverty by revealing critical insights and guiding policy reform. The comprehensive data captured by the Dashboard identifies key systemic issues constraining the learning potential of Pakistan's children and defines a holistic path for human capital development, encompassing the full spectrum of key determinants of learning outcomes.

Earlier this year, GEPD data were presented to provincial government counterparts. The findings sparked discussions on vital reforms and helped shine a spotlight on the poor foundational learning outcomes. Some provincial governments, such as School Education Department (SED) of the government of Balochistan, have been leveraging GEPD insights in dialogue with key stakeholders. Based on GEPD results, the provincial government has shown a keen interest in strengthening early childhood development and continuous teacher professional development initiatives. These efforts, guided by data-driven finding, ensure that interventions are both impactful and aligned with the province's specific needs.

> In Balochistan (Pakistan), insights from GEPD contributed to improvements in early childhood development and teacher professional development programs.

The World Bank has also used GEPD data to prepare specific, targeted policy recommendations for each province. By offering actionable, sequenced, and tailored policy reform options to the government, alongside advice on program design and implementation to improve education outcomes, the program aims to help the country tackle learning poverty. These recommendations were presented to relevant stakeholders during provincial-level policy dialogues and will be incorporated into pipeline operations.

Through these diverse applications, GEPD data is not just informing policy—it is transforming the educational landscape in Pakistan.

Outputs and Resources: GEPD
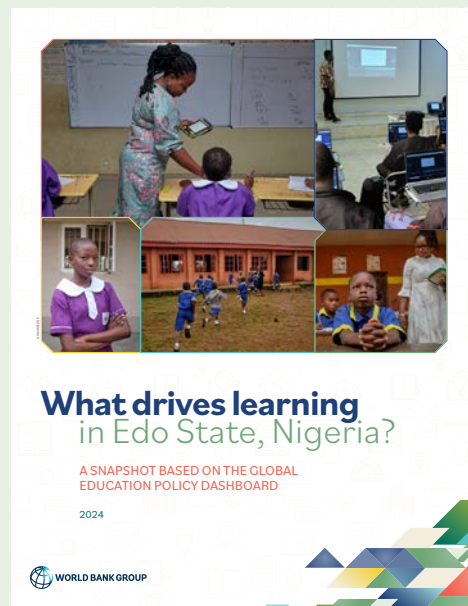
What's at Play? Unpacking the Relationship between Teaching and Learning. Draft paper on the drivers of teaching and learning across GEPD countries, with an emphasis on play-based behaviors.

What drives learning in Edo State, Nigeria? A snapshot based on the Global Education Policy Dashboard 2024. The report summarizes the findings from the implementation of the GEPD in Edo State.

GEPD findings. A set of seven PowerPoint presentations were developed for Chad, Gabon, and Pakistan (Balochistan, Islamabad Capital Territory, Khyber Pakhtunkhwa, Sindh, and Punjab) to facilitate policy dialogue with counterparts.

TABLE 2.2 Learning Measurement and Data: Progress on Key Milestones

Milestone	Status
Learning Assessment	
ALMA country grants are selected	Ongoing
Policy Linking is scaled up in additional national assessment programs, including technical assistance	Ongoing
AMPL-b is implemented to support global monitoring of learning outcomes in selected countries	Ongoing
Global report on teaching and learning (using Global Education Policy Dashboard data including analysis of PLAY) is developed	Completed
Study on the cost of large-scale learning assessments in Sub-Saharan Africa is developed	Ongoing
Learning Data Analytics	
Country briefs on newly released learning data are developed	Ongoing
A Global Learning Poverty Update based on recent learning outcome data is completed	Ongoing
Drivers of Learning - Global Education Policy Dashboard	
The GEPD interface to integrate all feedback received during listening labs is revised	Ongoing
A short note outlining evidence on use and influence through key stakeholder surveys is developed	Ongoing
The second round of application of data collection in the eight new countries is completed	Ongoing
A report outlining progress between the two rounds in Jordan is completed	Completed
At least one country beyond the original group to join the GEPD is added	Completed
Microdata for three to five countries in the first cohort are analyzed, and a report on findings is finalized and disseminated	Ongoing
Drivers of Learning - Global Education Policy Dashboard: country progress*	
Bangladesh	Ongoing
Central African Republic	Ongoing
Chad	Completed
Colombia	Ongoing
Gabon	Completed
Guinea	Pipeline
Jordan [Round 2]	Completed
Lebanon	Ongoing
Niger	Completed
Nigeria—Edo State	Completed
Pakistan—Balochistan	Completed

Milestone	Status
Pakistan—Punjab	Completed
Pakistan—Sindh	Completed
Papa New Guinea	Ongoing
Peru [Round 2]	Ongoing
Seychelles	Ongoing
Somalia	Pipeline
South Africa (Western Cape province)	Pipeline
South Sudan	Pipeline
Togo	Ongoing

Note: ALMA = Accelerating Learning Measurement for Action; AMPL-b = Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1b; PLAY = Playful Learning Across the Years.

* As presented in table 4 of the FLC Progress Report January 2021–September 2022 and table B.4 of the FLC Progress Report October 2022 – September 2023, implementation of the Dashboard was already completed for Peru, Jordan, Ethiopia, Rwanda, Madagascar, Mozambique, Pakistan—Islamabad, Pakistan—Khyber Pakhtunkhwa, and Sierra Leone.

From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

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TEACHERS

Activity Overview 🔍

Teachers are the most important in-school factor for student learning. The shift from an underperforming teacher to an exceptional one can result in a considerable increase in student learning, equivalent to several years of schooling. Teachers also wield substantial influence on students' overall well-being, affecting not just their educational accomplishments, but also their future social and vocational trajectories. In the context of the learning crisis, improving teaching quality has become more important than ever. High-quality teaching requires that teachers are adequately trained, appropriately recruited, equitably deployed, and well-supported to be successful in the classroom. However, many countries face system-wide challenges in their initial education

of teachers, as well as in teacher recruitment, deployment, professional development, and management.

To build strong systems that support the teacher career pathway, the World Bank has undertaken multiple initiatives to strengthen the teaching profession and raise teaching quality. In 2019, the World Bank launched Teach, a suite of classroom observation tools, to measure core teaching practices and contribute to the development of teacher education and professional development programs. In 2021, the World Bank launched the Coach program to develop resources and provide technical assistance on teachers' continuous professional development (CPD).

In 2023, the World Bank began a multiyear global study of initial teacher education (ITE) to analyze how primary school teachers are prepared through various models of ITE as the first step to career-long professional development; and to identify lessons and guiding principles (particularly of relevance to low- and middle-income countries); and to steer future World Bank education operations, advice, and analytics that aim to reinforce teacher effectiveness.

The FLC has supported this work through (1) the Global Coach Program; (2) the Coach Mozambique Program; and (3) the Teach-Coach Scaling-Up National Support for Effective Teaching (SUNSET) Grants. With all three of these programs closing during this reporting period or shortly after, the World Bank has identified priority areas for technical assistance toward teachers for foundational learning based on demand from countries and lessons from operations and policy dialogue. The priority areas for technical assistance include (1) taking a more holistic approach to teachers' careers (beyond teachers' in-service training and follow-on support), including initial teacher education, deployment, induction, evaluation, and career development; and (2) improving the monitoring, assessing, and evaluation of teacher training to determine the efficacy of interventions. As mentioned during the FLC Partnership Council Meeting in May 2024, the World Bank has commenced work on several of these areas, including (1) the global study of initial teacher education, mentioned above; (2) knowledge notes on specific relevant topics, such as teacher and school evaluation, enhancing learning in very large classes, and teacher management in the context of significant shortages; and (3) continued support to implement the Teach classroom observation tools and further develop the tools, such as by adding an early literacy tool. The World Bank plans to engage with key partners in the design of a new teacher's program in the coming year to meet priority technical assistance needs.

GLOBAL COACH

The Global Coach program aims to help countries design, implement, and evaluate high-quality teacher professional development programs and systems that align with global evidence to complement World Bank financed projects. Its goals are achieved through a three-pronged approach consisting of (1) the development of technical resources and know-how, (2) direct technical support for World Bank financed projects seeking to improve systems at the country level, and (3) robust stakeholder engagement and dissemination strategy.

The Coach vision is that all classroom teachers have regular access to high-quality, effective, professional development opportunities that support them in improving their classroom teaching practices and drive student learning. Specifically, the Global Coach program focuses on ensuring that teachers have regular access to professional development opportunities that are tailored, practical, ongoing, and focused.

Progress and Outcomes

The Global Coach program was completed in January 2024. All resources developed under the program are publicly available through the Coach program webpage. Knowledge gained from the Global Coach program is feeding into changes to the Teachers Policy Academy (as discussed in the Education Policy Academy subsection) to actively develop more robust capacity to engage in policy dialogue, as well as project design and implementation related to teachers' professional development among World Bank staff and government counterparts. This section described the dissemination activities that took place during this reporting period. Table 2.4 at the end of this section presents the progress to date of key milestones of the Global Coach program.

Publication of Global Teachers' Report

The global teachers' report *Making Teacher Policy Work* was published in November 2023 (World Bank 2023b), accompanied by a hybrid launch event that included author presentations and expert contributions from policymakers, researchers, and a former Global Teacher Prize recipient.

The report presents an approach for designing and implementing teacher policies that can be effective at scale and sustained over time. The report delves into the challenges linked to the implementation of teacher policies at scale. Drawing from behavioral science, the report argues that teacher policy design and implementation must be grounded in a deep understanding of how teachers experience these policies and what is required for systems to effectively scale and sustain these policies. Specifically, policy makers must go beyond what works in teacher policy by focusing on how to support teachers in different contexts; while making sure it is implementable at scale and can be sustained over time. This report draws in part on insights from the development and application of the Coach tools and resources. The report presents an approach to identify and address barriers to change at the individual teacher level, and how to secure the conditions needed to drive and sustain changes to impact teaching and learning in the classroom at the system level.

Publication of Emerging Findings from the Coach Program

The World Bank also conducted a study of country experiences in implementing the Coach tools and resources. A report of this study, titled *"Improving Teacher Continuous Professional Development: Case Examples from the Coach Program"* (Mufti 2024) was published in March 2024. The report presents case examples from six countries that have used the Coach tools

and resources. It highlights the different ways the Coach tools have been used to respond to country needs and presents lessons learned. To launch this report and further disseminate lessons, a webinar was held in March 2024 bringing together country teams and experts from selected case countries to share learning on teachers' continuous professional development.

COACH MOZAMBIQUE

Coach Mozambique is a country pilot of the Coach program launched in 2022 that adapts its tools and resources to the specific country context. Mozambique's Aprender+ program is a structured pedagogy program that aims to improve reading outcomes for students in grades 1 to 3. The program has three main components: (1) the use of structured lesson plans; (2) initial training of all teachers, coaches, and monitors to develop a common understanding of the Coach model; and (3) ongoing TPD in the form of high-quality instructional coaching that helps ensure teachers consistently and correctly use the Aprender+ teaching materials in the classroom.

The teacher training intervention follows the principles shown to be associated with effective for TPD: that training be ongoing, tailored, focused, and practical. More specifically, the pilot creates high-quality teacher guides for Portuguese-language instruction that are aligned to the curriculum. Teachers are trained in how to teach using these structured lesson plans. Coaches are trained to support teachers regularly by observing classes, providing individualized feedback, and checking whether the teacher guides are being used effectively, using an adapted version of the Coach tools and resources. School cluster—*zona de influência pedagógica* (ZIP)[11]—coordinators play the role of monitors and are trained to implement monthly school visits to support coaches and teachers and assess students' literacy outcomes.

Progress and Outcomes ⤴

After the Aprender+ model was tested in 60 schools in the provinces of Niassa and Manica in 2022, the pilot was expanded to 356 schools in 2023-2024. In the past year, program materials were also finalized for grade 2. At the end of 2023, the project duration was extended by an additional year. The first round of data collection for the impact evaluation was completed in October 2023 and the final round of data collection including student learning assessments is under progress. Preliminary findings from surveys of teachers, coaches, and monitors were analyzed with TEACH coding practices being applied to classroom observation videos. Table 2.5 at the end of this section presents the progress to date of key milestones of the Coach Mozambique program.

Joint Monitoring Sessions in Manica and Niassa

In October 2023, joint monitoring sessions with Coaches (pedagogical director) and Monitors (cluster-school (ZIP) coordinators) were conducted across 24 schools in the provinces of Manica and Niassa, with each province hosting 12 schools, to gather insights from the implementation. These visits confirmed that teachers were utilizing the structures lesson plans and appreciated the additional support and guidance provided by their coaches. Feedback highlighted an increases level of support for teachers from both coaches and monitors. Key interviews revealed that students made notable progress in acquiring essential reading skills. These findings align with results from student assessments conducted by Monitors during their school visits.

Concluded Year 2 Implementation of Aprender+

Concluded year 2 implementation of coaching sessions, monitoring visits, student learning assessments, and ZIP-level meetings

In line with the Aprender+ philosophy of providing continuous teacher training, coaching sessions are conducted by having the coaches (pedagogical director) attend classes twice a month for each teacher, followed by subsequent coaching sessions. For example, during the third trimester (mid-August to mid-November), individual coaching sessions were organized benefiting 705 teachers (438 female).

Monitors (cluster-school (ZIP) coordinators) conducted monthly visits to their cluster schools to observe teachers' classroom practices and coaching sessions, and to assess student learning. During these visits, they observe a complete coaching session, which includes classroom observation and a follow-up meeting between the coach and the teacher. During the third trimester, 529 coaching sessions were observed by 103 monitors, representing 89 percent of 116 monitors, and recorded in the Kobo Toolbox application using the programmed instruments on their tablets.

According to data from the Kobo Toolbox reported, the team noted that teachers were utilizing lesson plans in their classes and following them sequentially. In terms of pedagogical competencies, the teachers effectively utilized all five competencies.[12] Data indicate that most competencies were achieved at levels above 80 percent by teachers. Notably, Competency 2, which involves demonstration and practice, increased significantly from 58 percent (second trimester) to 84 percent (third trimester).

Competency 3, focusing on checking comprehension, also improved from 69 percent to 80 percent, reflecting an increased emphasis on registering student performance.

During their visits, monitors randomly selected and assessed three students per month at their assigned schools using the student learning assessment tool, which was designed to evaluate the effects of the Aprender+ Program. In the second term, 84 out of 105 were assessed during 35 monitoring visits, with results indicating that 81 percent of the assessed students had mastered expressive vocabulary, 62 percent showed auditory comprehension, 58 percent could identify letters, 25 percent could identify words, and 12 percent were able to read a simple sentence. In comparison, by the third term, out of a pool of 2,136 students, 1,283 were assessed during 529 monitoring visits, achieving 60 percent coverage. The results demonstrated that 82 percent of the assessed students had mastered expressive vocabulary, 73 percent showed auditory comprehension, 74 percent could identify letters, 62 percent could identify words, and 34 percent were able to read a simple sentence. Overall, the data indicate a significant increase in the number of students assessed from the second term (84 students) to the third term (1,283 students), as well as an improvement in students' skill acquisition from the second to the third term.

Monitors are responsible for organizing ZIP-level meetings among teachers and coaches at their assigned schools. They use the Kobo Toolbox on their tablets to report on ZIP-level meetings. During the third term, a total of 196 meetings were reported via the Kobo Toolbox platform, a significant increase from the 35 meetings reported during the second trimester. These meetings enabled participants to review the program's overall activities, analyze pedagogical guidance sessions, participate in classroom simulations, share pedagogical insights, and discuss logistical

strategies for monitors' travel to schools. These discussions played a crucial role in enhancing implementation and effectiveness of ZIP-level support to teachers and coaches by providing a space to review program progress, refine the use of the teaching skills embedded in the lesson plans, and address teachers' challenges in real time. Data collected in October 2023 through the impact evaluation show that teachers in treatment ZIPs reported participating in substantially more ZIP meetings than those in control ZIPs. Both coaches and teachers also reported more ZIP visits in treatment schools, indicating a program effect on ZIP coordinators' (monitors) behavior.

Finalized program materials for grade 2 and developing for grade 3

The World Bank finalized the development of grade 2 materials (teacher guide and posters) and started developing the grade 3 teacher guide. Throughout Years 1 and 2 pilot implementation, extensive feedback was collected to refine the guides, training structures, delivery methods, and presentations tailored for trainers, teachers, coaches, and monitors.

Fostering a close collaboration with the ministry

The World Bank fostered close collaboration with the Ministry of Education to ensure government ownership and smooth implementation. This entailed defining the scope of the intervention, validating program materials, handpicking and liaising with participating ZIPs and schools in two provinces (Niassa and Mania), as well as devising a logistics blueprint for training. The World Bank maintained regular communication with crucial directorates, such as the National Directorate for Primary Education and the Institute for National Development of Education, which were directly involved in all project activities. The biweekly meetings, which also involved the implementing firm, ensured that the Ministry reinforced the capacity building endeavors throughout the

program and has a central role in coordinating with the province and district levels throughout the implementation.

Conducting data collection for impact evaluation

An impact evaluation for this Coach model was conducted. The team conducted the first round of data collection in September and October 2023 to measure the impact of the program and inform and improve implementation, focusing on understanding program fidelity, teacher perceptions of the program, professional development activities in the control group, and potential constraints to program impact. Baseline data collection in October 2023 covered 227 schools, including 118 Aprender+ schools and 109 comparison schools. Specifically, 305 surveys from grade 1 teachers, 170 surveys from principals, 117 surveys from coaches (typically deputy principals), and 63 surveys from ZIP coordinators were collected.

The data collection showed important positive changes in treatment school staff behavior. Namely, in treatment schools, teachers demonstrated higher quality of pedagogical practices, as measured through TEACH, ZIP monitors increased their visits to schools and number of ZIP-level meetings, and coaches increased the frequency of observing teaching and providing feedback to teachers. For example, 50 percent of treatment teachers report receiving coaching at least once a month, as opposed to 30 percent in control schools, as measured two to three months after initial trainings.

The final round of data collection is being conducted from August to November 2024 to assess students' literacy in Portuguese and administer surveys to the school staff. The aim is to allow students to benefit more fully from the program and enable the observation of any longer-term impact in teaching and coaching practices.

In this round of data collection, the full evaluation sample (356 schools) is being evaluated to assess grade 1 students' Portuguese literacy, as well as collect another round of school surveys. This will provide information about the impact of Aprender+ on student learning and a broader sample to reach conclusions about the impact on teacher pedagogical practices, Coach, and ZIP behavior.

Support for year 3 implementation

During the reporting period, Aprender+ training for teachers, monitors, and coaches has been extended by one year. The third round of trainings was delivered in June 2024 in Niassa and Manica, consisting of a two-day refreshment training for trainers and a two-day training for grade 1 teachers. In addition, grade 2 teacher guides were distributed to all teachers who participated in 2023 training as grade 1 teachers as they moved to grade 2.

Training

The training focused on demonstration and practice to allow teachers to practice, receive feedback, and feel comfortable using effective techniques integrated in the lesson plans.

In June 2024, grade 1 teachers, and monitors were trained using a cascade model. This was organized in three levels. The first level was the provincial level, which was reserved for refresher training of trainers from teacher training institutions and provincial officials. The second level consisted of district centers for the refresher training of monitors conducted by teacher training institutions' trainers. The third level was at ZIP-level for the training of grade 1 teachers by their respective monitors. At this level, 813 grade 1 teachers were trained, including 677 teachers (256 female) in Manica and 136 teachers (122 female) in Niassa, respectively.

TEACH-COACH SUNSET GRANTS

The Scaling-Up National Support for Effective Teaching (SUNSET) grants enabled the implementation of activities related to measuring classroom observations (for example, using Teach) or teacher professional development (for example, using the Coach program tools and resources), adapted to country contexts. In several cases, the grants were associated with projects already under implementation. SUNSET grants supported countries to:

- **Collect data on teaching practices** to understand strengths and weaknesses in terms of time spent on learning and quality of general teaching practices.

- **Enhance the quality of TPD (in-service) programs** along the four dimensions of the Coach model (more tailored, practical, focused, and ongoing professional development).

- **Contribute to the global evidence base** and address knowledge gaps related to the design and implementation of TPD activities, or to the links between teaching quality and learning outcomes.

Progress and Outcomes 📈

After two years, the SUNSET grants program closed in June 2024. During the current reporting period, the program focused on managing the closing of the country grants, documenting the activities, evaluating the outcomes and articulating lessons learned, preparing for the dissemination of the results and lessons.

Table 2.3 in the end of this section presents progress to date of key milestones of the SUNSET grants.

Supporting Use and Scale-Up of Coach and Teach through SUNSET Grants

In 2022, 24 countries were awarded Teach-Coach SUNSET grants totaling almost $5.5 million to support efforts to improve teachers' professional development leveraging nearly $11.7 billion in World Bank financing. Agile Grants for funding amounts of $50,000 and under were awarded to nine countries. Scaled-Up Grants for funding amounts between $50,001 and $500,000, were awarded to 15 countries, as shown in table 2.1. Grantees completed results frameworks with baseline and endline targets.

The grants closed on June 30, 2024. A small number of grants had slightly different closing dates to align with the closing dates of the associated World Bank projects. Unused funds were distributed in the form of small top-ups (up to $20,000) to six high-performing country grants to finalize related activities in July and August 2024, and to contribute to documentation and dissemination activities.

Under the global Teachers program, just-in-time technical assistance was also provided to the SUNSET country teams to strengthen their ability to support related World Bank-financed projects. Support was also provided to document achievements and lessons learned from the implementation of SUNSET grants, including through the drafting of selected country snapshots, a note of key lessons learned, and preparation for an online event to share the learning from the SUNSET grants. All dissemination activities are scheduled to take place around November 2024. See box 2.12.

TABLE 2.3   All Countries Receiving SUNSET Grants

Scaled-up grants	Agile grants
Pakistan, India, Romania, Djibouti, Somalia, Tanzania, Uzbekistan, Cameroon, Mexico, Burundi, El Salvador, Honduras, Côte d'Ivoire, Kiribati, and Tuvalu	Indonesia, Cabo Verde, Armenia, Algeria, Morocco, Brazil, Central African Republic, Eswatini, Nepal

Source: World Bank.

BOX 2.12 **Implementation of SUNSET Grants in Tanzania, Djibouti and India**

Strengthening CPD has been a major area of interest in Tanzania, including through development of the Teacher Continuous Professional Development framework, Mafunzo Endelevu ya Walimu Kazini (MEWAKA). As of 2020, only a small percentage of teachers had received CPD in the prior five years, making improvements to CPD a high priority. With the support of a SUNSET grant, data were gathered on the roll-out of MEWAKA to help inform policy dialogue around CPD. A knowledge exchange partnership was developed between Ministry of Education and the UNESCO Teacher Education Center in Shanghai, which has helped inform Tanzania's development of its CPD approach by learning from Shanghai's history of school- and cluster-based CPD. The grant also enabled the Ministry of Education to design and test CPD modules for headteachers, principals, and school quality officers to monitor the quality of teaching practices. The CPD resources for teachers were distributed, with 15 modules digitized and shared with teachers for use in communities of practice. Finally, two national teaching skills competitions were also held to help recognize and celebrate teachers.

As Djibouti works to improve teaching and raise student learning outcomes, the Ministry has worked to improve CPD through classroom observation and mentoring. Through the SUNSET grant, school leaders and pedagogical advisors were trained to conduct regular classroom observation and mentoring of teachers and a teacher mentoring program was developed that is now being rolled out nationwide to preprimary, primary, and lower secondary school teachers. The mentoring program includes attention to specific foundational teaching skills. In addition, to boost knowledge exchange across francophone countries, a lesson-sharing trip to Morocco was arranged to share experiences related to implementation of classroom observation and teacher mentoring.

India's 2020 National Education Policy set ambitious goals for foundational learning and needs-based CPD plays an important role in reaching these goals. In support of these efforts, the SUNSET grant supported implementation of the Teach ECE and Teach Primary classroom observation tools. Data from over 4,000 classrooms fed into a pilot study of teachers' needs, and more than 1,800 teachers received written feedback on their pedagogical practice. Classroom observations also helped to inform CPD provision in Maharashtra and Andhra Pradesh. Moreover, the Teach ECE framework will help inform a training course for ECE teachers.

Supporting cross-country learning through regional workshops and other events

Three regional workshops were held in 2024 to strengthen learning across countries and increase capacity. A Pacific regional workshop on teachers was held in Suva, Fiji. An Eastern Europe and Central Asia regional workshop on teachers took place in Vienna, Austria. And an Africa regional workshop on foundational learning, which included significant attention to teacher issues, was held in Accra, Ghana. The Pacific workshop focused on enhancing teacher skills and the ECA workshop focused on a broad range of teacher policy issues, including CPD; both workshops brought together policy makers from the regions. The Africa workshop focused particularly on teacher education and development in the context of foundational learning. The Africa workshop brought together over 100 World Bank staff and representatives from partner organizations. All three workshops incorporated lessons from the SUNSET grants on how to strengthen teacher professional development.

Early lessons from seven of the SUNSET grants (El Salvador, India (Maharashtra), Mozambique, Pakistan (Punjab), Sierra Leone, South Africa, and Tanzania) were shared in a publication released on March 15, 2024 on Improving Teacher Continuous Professional Development: Case Examples from the Coach Program (Mufti 2024). These were also discussed within a webinar on March 21, 2024, titled "A Conversation on Strengthening Teacher Continuous Professional Development" featuring speakers from Tanzania, China, Oman, Kenya, Mozambique, and Finland. In addition, a session on "Sustainable and Resilient Teacher Preparation and Development in Low- and Middle-Income Countries" was organized as part of the "Reimagining Teachers and Teacher Education for Our Futures Conference" in Helsinki, Finland (June 17-20, 2024). The panel brought together key speakers from China, the West Bank, Mozambique, and Finland, along with the World Bank, to share learning including from the SUNSET grants.

Last year, the World Bank launched a study on initial teacher education (ITE). This study, funded by the FLC, is expected to be launched in June 2025 at a global conference on teacher education in Rabat, Morocco. This study aims to respond to critical gaps in the knowledge base and in policy guidance related to initial teacher education and to help make the case for investing in ITE to help build strong teacher pathways and high-quality educations systems.

As part of the study, a diverse group of case studies are being developed to examine key ITE issues in context and three background papers have been commissioned, covering education technology's potential role in ITE, the economics of initial teacher education, and empirical research on ITE's impacts on teaching quality. In addition to these papers and extensive literature review and interviews with experts, the study is supporting data collection in at least two countries. The results of the study will be published in a report that synthesizes the available evidence on key ITE issues and presents key considerations and principles for strengthening ITE systems.

> *This was an excellent workshop—first post-COVID to bring policy makers and practitioners together to share their country experiences and challenges, matched with evidence-based research.*
> *It addressed the typical gap in Pacific education workshops where practical activities often lack alignment with presented data. Future topics could bridge policy and institutional levels and focus more on realistic task execution.*
>
> Statement by a participant of the Pacific regional workshop.

Outputs and Resources
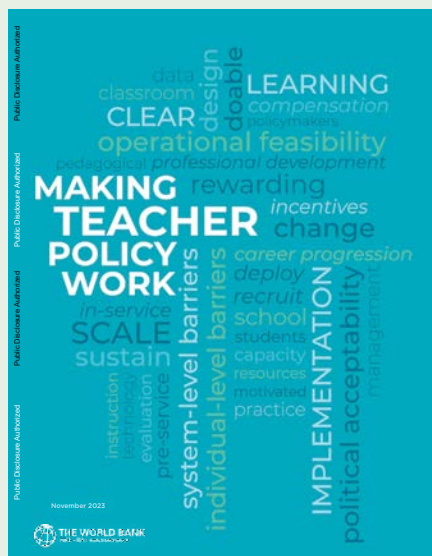
Making Teacher Policy Work.
This report zooms into what lies behind the success or failure of teacher policies: how teachers experience these policies, and how systems scale and sustain these policies.
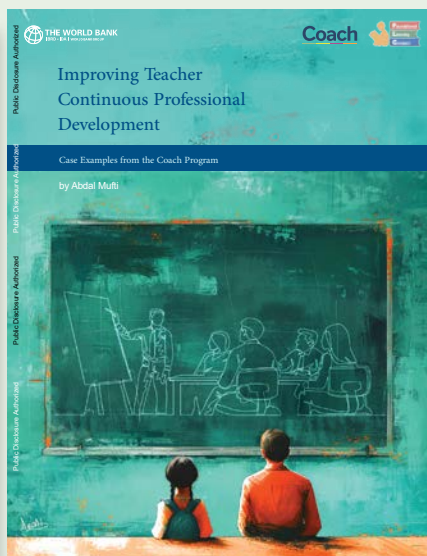
Improving Teacher Continuous Professional Development: Case Examples from the Coach Program. This document examines how the World Bank's Coach program, supported by partners through the Foundational Learning Compact, has been implemented and adapted in different contexts to support improvements in teacher CPD. It provides a summary of the different tools and resources that have been developed to support the design, implementation, monitoring, and evaluation of teacher CPD.
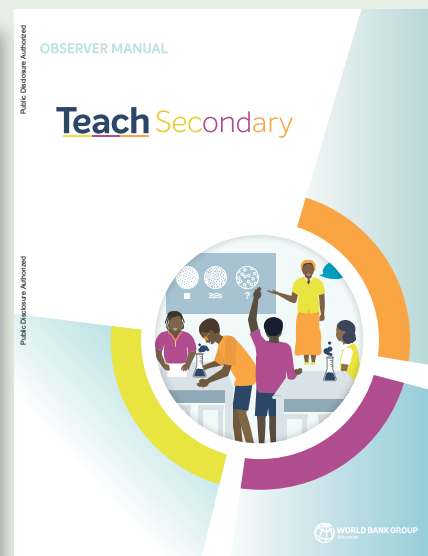
Teach Secondary suite of resources. Teach Secondary is a free classroom observation tool that provides a window into one of the less explored and more critical aspects of a student's learning: what goes on in the classroom. The tool is intended to be applied in secondary classrooms (grades 7-12). It was designed to help countries collect data on teaching practices to improve teaching quality following the Teach framework.

Teach-Coach SUNSET Grant in Mexico

Using measurement and data to improve education policy and teaching practice

In Guanajuato, the state government is working to strengthen primary school teachers' classroom skills by investing in school leaders' pedagogical leadership skills. In the wake of pandemic-induced learning losses, the Secretariat of Education conducted classroom observations to examine teachers' needs, with the aim of designing and delivering a professional development intervention for primary school principals that would help recover and accelerate student learning. Improving school principals' mentoring and pedagogical leadership has been a focus in the state since 2015, and support from the SUNSET grant helped to deepen this focus.

Participants of the methodology workshop in Guanajuato, Mexico/World Bank.

As a result of the grant, post-pandemic teaching practices were measured in primary schools in Guanajuato using the Teach Primary classroom observation tool. The observations, which were conducted in classrooms for grades 4 to 6, provided important information to inform on how to support teachers. Based on the findings, a hybrid coaching program for primary school principals in Guanajuato was developed. This program works to build school leaders' ability to provide 1:1 coaching to teachers with the goal of helping teachers in grades 4 through 6 improve their teaching practices. The program was piloted with 270 school principals, reaching more than 1,215 teachers, representing approximately 16 percent of all primary schools in the state. An evaluation of the coaching program was conducted, and findings are currently being analyzed. Under the grant, a monitoring and evaluation strategy was designed to help inform potential scale-up of the coaching program across the state.

TABLE 2.4 Global Coach Program: Progress on Key Milestones

Milestone	Status
Draft training materials and guidance note for implementation developed	Completed previously
Global Coach guidelines and training materials for implementation are finalized based on inputs and adaptations from country applications	Completed previously
International Technical Advisory Board established and consulted	Completed
Report that codifies know-how created (a global teachers report, and a report examining emerging findings from the Coach program)	Completed
Webpage with all training resources developed	Completed
Global Coach program materials disseminated globally	Completed

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

TABLE 2.5 Coach Mozambique Program: Progress on Key Milestones

Milestone	Status
Local advisory board established	Completed previously
Coach fellow hired for two years	Completed previously
Consultations on adaptation and application of Coach protocol for Mozambique conducted and a brief on key findings developed	Completed previously
Training materials developed	Grades 1 and 2 completed. Grade 3 underway
Training materials developed and number of ZIP coordinators/teachers trained	Completed
Monitoring tool developed	Completed
Monitoring tool applied and integrated into the government data collection system	Ongoing
Process evaluation conducted in year 1 to assess areas of strength and intervention areas that need improvement	Completed
Baseline data collected and cleaned, and a report written in Year 2 of the initiative	Completed
Endline data collected and cleaned, and a report written in Year 2 of the initiative	Ongoing

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

TABLE 2.6 SUNSET Grants: Progress on Key Milestones

Milestone	Status
Call for proposals launched	Completed previously
Country grants selected and awarded	Completed
Grant implementation, monitoring, and reporting	Completed
Technical assistance provided to 8–10 country teams on designing sustained integration of Teach- and Coach-related activities into country systems	Completed
Technical resources developed to support the independent, sustained integration of Teach- and Coach-related activities into country systems	Completed

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

EDUCATION TECHNOLOGY

Activity Overview 🔍

The World Bank is committed to promoting the effective and efficient use of education technology (EdTech) to support teachers and education systems enhance access to quality education for all students—both in classrooms and beyond. The goal is to collaborate with various stakeholders to identify technology-driven solutions backed by evidence. These solutions are tested on a smaller scale and then expanded to reach other potential users. The knowledge gained from these endeavors is widely shared with policy makers and supports the capacity building needed to leverage EdTech.

EDTECH HUB

The [EdTech Hub](#) is a global research partnership that generates and facilitates access to the evidence needed to make decisions about effective uses of technology.[13] The Hub provides rigorous research and policy advice on the effective use of digital technologies in low- and middle-income countries. Established in 2019, the Hub is delivered by a consortium of organizations led by Results for Development (R4D), and including Brink, Jigsaw Education, Open Development & Education (OpenDevEd), and the University of Cambridge's Faculty of Education. It is supported by FCDO, the Bill and Melinda Gates Foundation, UNICEF, and the World Bank, among others. Through its integrated

approach combining research, innovation, and technical assistance, the Hub helps World Bank teams and government counterparts to make clear, evidence-based policy decisions to achieve maximum impact. The aim is to improve learning outcomes and address the obstacles to implementing and using EdTech in ways that are effective, impactful, cost-effective, context appropriate, and scalable. The three strands of its approach are (1) qualitative and quantitative research to support decision-making; (2) innovation "sandboxes" generating real-time evidence to explore how to improve EdTech interventions or scale up successful pilots; and (3) just-in-time technical assistance support through its Helpdesk and long-term close collaboration with governments.

The Hub provides support in the following focus areas in relation to EdTech:

- Digital personalized learning to support learning and teaching at the level of the student.

- Teacher continuous professional development to support in-service professional development and structured pedagogy.

- Data to advance data use and decision-making.

- Participation and messaging to promote participation in school.

- Girl's education and technology to tackle the barriers girls face in the pursuit of education.

- Climate, emergencies, and protracted conflict data to support more resilient and inclusive education systems.

- Special educational needs and disabilities data to support teaching and learning of marginalized learners.

Progress and Outcomes ➚

The main elements of the partnership between the EdTech Hub and the World Bank are the Hub's provision of technical assistance to World Bank staff through the Helpdesk, the annual development of joint knowledge products, and the World Bank's provision of strategic guidance through its participation on the Hub's Executive Committee and Strategic Advisory Board.
The progress on this can be seen in Table 2.7. Since the April 2020 launch of the Helpdesk, the World Bank has had 48 active requests for support. The Helpdesk provides relevant and just-in-time knowledge services, such as document review, expert consultation, curated list of resources, and topic briefs, in response governments' questions related to EdTech policy and program design and implementation.
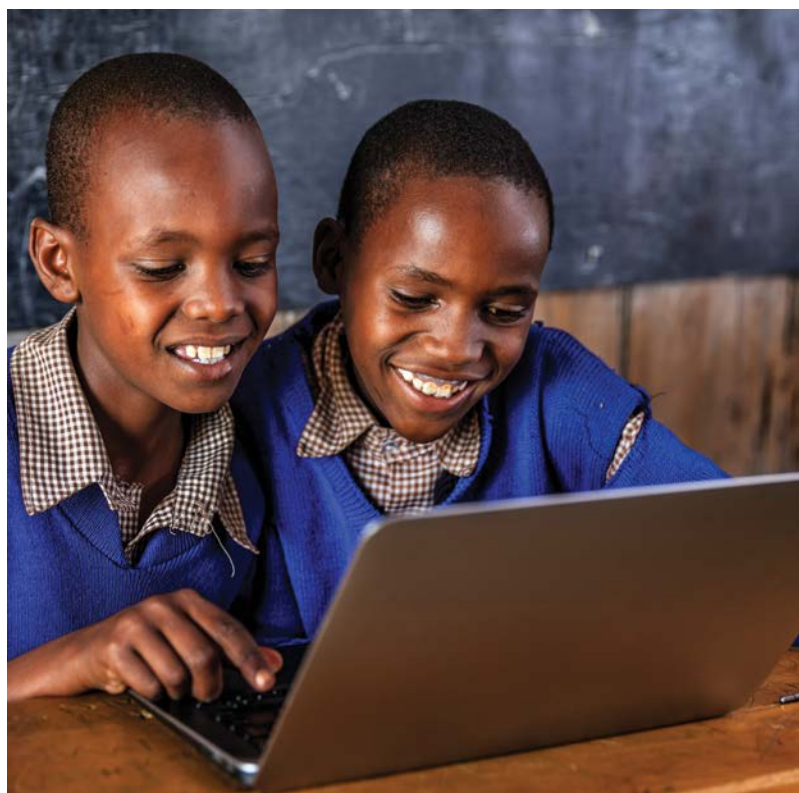
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Outputs and Resources 📑

'What EdTech Solutions to Choose?' podcast. Explores the development, use and lessons learned of an innovative tool that provides a framework to help governments choose better EdTech solutions.

EdTech Policy Scan for Sub-Saharan Africa. Rapid desk review conducted by the Help Desk to identify current policies pertaining to EdTech across Sub-Saharan Africa, completed in anticipation of the Africa EdTech Policy Academy.
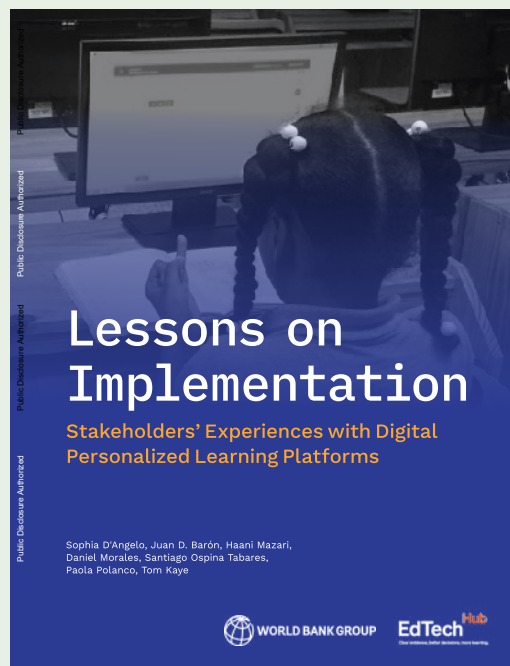
Lessons on Implementation: Stakeholders' Experiences with Digital Personalized Learning Platforms (D'Angelo et al. 2024). A study that looks at the perceptions and experiences of students, parents, teachers, and other education stakeholders involved in Prográmate, a project that uses a digital personalized learning platform to develop secondary school students' mathematics skills and knowledge in the Dominican Republic.

TABLE 2.7 EdTech Hub: Progress on Key Milestones

Milestone	Status
World Bank facilitation of consultation and technical advice provided by EdTech Hub	Ongoing
Develop joint knowledge products	Ongoing

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

EDUCATION POLICY ACADEMY

Activity Overview 🔍

Launched in January 2022, the Education Policy Academy has grown into the World Bank's core training program for education, aimed at building knowledge and technical capacity of policy makers and practitioners in effective policy dialogue, policy and program design, and program implementation in priority thematic areas. Aligned with the new corporate World Bank Group Academy under the recent World Bank Knowledge Compact, the Education Global Practice has launched a new phase of the Education Policy Academy during this reporting period. This will provide expanded and updated courses to governments—primarily technical staff from Ministries of Education—as well as World Bank teams and partners. This phase of the Academy, partially supported by the FLC, includes

the Foundational Learning Policy Academy, encompassing Learning Assessment modules and the Literacy Policy Academy, the Inclusive Education Policy Academy, the Teachers Policy Academy; the EdTech Policy Academy, and the Early Childhood Education Policy Academy (featured in the ELP section).

The Academy offers a diverse range of learning experiences, including self-paced online courses, webinars, workshops, face-to-face activities, and knowledge exchanges. Each course has several modules that can be taken as a full course or separately, with additional modules currently under development. Courses are designed to influence and support World Bank financed projects and improve learning outcomes.

Progress and Outcomes

During the reporting period, the Education Policy Academy customized courses for delivery at country and regional levels to fit specific local contexts, continuously updated and created new content tailored to emerging needs, translated learning materials into multiple languages, and established a network of experts and facilitators. The courses supported participants to more effectively conduct policy dialogue, design and implement projects, as well as diagnose and address operational challenges. The courses strive to be timely and enhance activities financed under World Bank financed projects.

In total, the Education Policy Academy is catalyzing over $15 billion in financing across El Salvador, Central African Republic, Ethiopia, Gambia, Georgia, Jordan, Malawi, Moldova, Morocco, Philippines, Rwanda, and Zambia among others. Key counterparts in select Ministries, World Bank staff, and partners are now more knowledgeable and better prepared to engage in policy dialogue, project design and implementation on priority thematic areas. Many of the academies have been implemented in the field and are tailored to country contexts. There continues to be high demand for more hands-on, customized learning events.

With over 1,000 practitioners participating in Education Policy Academy, feedback has been overwhelmingly positive, and partners remain interested in collaborating on the development and delivery of the Education Policy Academy. For the reporting period, 581 practitioners participated online and 609 participated in person in the courses. Across all courses, participants expressed high levels of satisfaction with the skills and knowledge gained. Many participants noted that the Academy had already impacted their work, with some planning to apply its lessons in future work.

The following subsections outline the progress of each Policy Academy financed by the FLC, including lessons from design and dissemination phases based on participant feedback. These Policy Academies are the Foundational Learning Policy Academy—which expands on the Literacy Policy Academy and includes Learning Assessment modules, Inclusive Education Policy Academy, Teachers Policy Academy, and EdTech Policy Academy. See figure 2.4 for a view of the relevant themes.

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FIGURE 2.4   Core Elements and Cross-Cutting Themes of Foundational Learning in the Education Policy Academy

THE FOUNDATIONAL LEARNING POLICY ACADEMY

The Foundational Learning Policy Academy expands on the Literacy Policy Academy. Initially, the Literacy Policy Academy introduced participants to the science of reading and the policies needed to scale early grade reading programs. Now, as part of the broader Foundational Learning Policy Academy with updated context, it continues to play a pivotal role in advancing these goals. Designed to enhance the capacity of policymakers and practitioners in crafting and implementing foundational learning related policies, this Academy focuses on ensuring that all children achieve literacy. See table 2.8.

TABLE 2.8 Literacy Policy Academy Courses Offered During Reporting Period

Course	Format	Platform	Country	Dates	Participants
Literacy Policy Academy (English)	Asynchronous	World Bank Open Learning Campus (OLC)	Global	Ongoing	196
	Synchronous	Teams	Global	April 2 – May 10, 2024	30
Política de Alfabetización (Spanish)	Asynchronous	OLC	Global	Ongoing	*Pending*
	Synchronous	In-person event	El Salvador	May 8, 2024	50
L'Académie des Politiques de l'Alphabétisation (French)	Asynchronous	OLC	Global	Ongoing	*Pending*
	Synchronous	In-person event	Central African Republic	June 12-14, 2024	*Pending*

One major in-person event delivered through the Academy was Advancing Foundational Teaching and Learning, held in Accra, Ghana from May 28-30, 2024. The cross-thematic event attracted approximately 120 participants, mainly practitioners from the East and West Africa regional units together with international development partners such as FCDO and the Bill and Melinda Gates Foundation and policy makers from Ghana. The event focused on deepening technical knowledge to better support governments to improve foundational learning outcomes.

The capacity building event discussed strategies and approaches to enhance learning outcomes, including effective curriculum development, teacher training, and the provision of quality instructional resources. The event highlighted the importance of a whole-system approach, emphasizing the need for collaboration between researchers, implementers, and governments. It also underscored the significance of evidence-based practices, cost-effective interventions, and sustainable solutions to address the high learning poverty in the region. Participants shared

Participants at the Advancing Foundational Teaching and Learning knowledge event in Accra, Ghana/World Bank.

knowledge on successful implementation of effective interventions, explored opportunities for collaboration, and delved into challenges that hinder improvement in learning outcomes.

This event also included newly developed content on learning assessment. The event included two modules on measurement, one on classroom and the other on large-scale assessment. In each module, practitioners learned about core concepts of learning assessment, the landscape of learning assessment activities in Africa, and how the World Bank can support counties to enhance learning assessment systems through projects and technical support. These modules included country cases from the region and interventions from practitioners and policymakers from Ghana who are involved in learning assessment.

Feedback from the events was overwhelmingly positive. 90 percent of respondents reported that they gained a better understanding of the key technical elements needed for foundational learning and felt more equipped to assist government in improving literacy outcomes. This included knowing when and how to access tools and resources for effective assessment and identifying opportunities to enhance evidence-based teaching practices. Participants also emphasized the importance of establishing networks for ongoing dialogue and accessing technical resources to support foundational learning. This event emphasized peer learning and collaboration across the region and with global expertise, spotlighting knowledge and expertise from the regions, and focus on key areas in World Bank-financed projects, such as curriculum and instructional resources, teachers, classroom-based assessment, large-scale assessment, education technology, gender, and education finance.

In addition, the online Literacy Policy Academy, which initially launched in 2021 as a pilot course with five modules, was updated during the reporting period and is now also available in Spanish and French. The content was integrated into the Foundational Learning Policy Academy

in Accra. Based on increasing client demands for the Literacy Policy Academy in different languages, all course content (including audios, videos, quizzes, additional resources) was adapted and translated for French and Spanish speaking audiences. Adapted examples from scopes and sequences, lesson plans, and training manuals were included for each language. Three seminal reports from the [Tools for Improving Reading Series](#) are included in the modules. The course will also be translated into Portuguese in FY25.

These adaptations were used to create tailored in-person Literacy Policy Academy courses that were delivered in El Salvador (Spanish) and Central African Republic (French) in May 2024. Content was also tailored to address specific literacy challenges and educational goals of each country. These events demonstrated the flexibility of the course content and its applicability to diverse educational contexts. The course has since been made a prerequisite for similar upcoming in-person regional events, further solidifying its importance in foundational learning initiatives.

The face-to-face workshop in El Salvador assessed the extent to which the Spanish Literacy Policy Academy module met clients' needs for an effective and relevant training experience. The workshop confirmed the usefulness of the translated Academy to counterparts and demonstrated that adapted, local language versions of the courses provide significant value. The workshop had strong ministerial support, including the participation of the Minister of Education. See spotlight story on El Salvador Literacy Policy Academy workshop.

Participants have expressed high levels of satisfaction with the Literacy Policy Academy, noting the value of the multimedia content, quizzes, and the practical applicability of the material. They highlighted the importance of including concrete examples and expert insights in the course, which enriched their learning experience and supported high-quality policy dialogue.

EDUCATION POLICY ACADEMY

"

You offer lots of detail and concreteness for learners to delve into if they want, and include some inspiring examples of success at scale, you include quizzes that actually required understanding the material, etc.

Statement by a participant of the Literacy Policy Academy.

Lessons learned underscore the flexibility of the course—evolving from a pilot version to a comprehensive multi-language offering and pilot in-person events—and the ability to tailor content for different contexts. Participants praised the engaging experts and inclusion of concrete implementation examples. These factors contributed to the course's success and its impact.

Participants at the Advancing Foundational Teaching and Learning knowledge event in Accra, Ghana/World Bank.

Enhancing Foundational Literacy in El Salvador

Building literacy foundations to push El Salvador's educational reform

El Salvador's commitment to improving foundational learning took a significant step forward with the Education Policy Academy Workshop held in May 2024. Faced with a learning poverty rate of 69 percent, the country is actively working to address this crisis. This workshop was tailored to the unique literacy challenges faced by the country. The workshop is closely linked to the $250 million World Bank-financed Growing and Learning Together Project aimed at improving early childhood development. The project focuses on improving and strengthening literacy skills in children, particularly through the production of educational materials, teacher training, and promoting reading at home.

The event was a face-to-face workshop focused on strengthening capacity in literacy instruction. It deepened knowledge to improve teacher training, align the national literacy plan with global evidence, and reinforce critical skills such as decoding and reading comprehension. The event had 53 participants: 46 government officials from El Salvador, in addition to two government officials from Honduras and six staff from the two World Bank country teams. Participants engaged in collaborative discussions, analyzing their country's strategies and proposing actionable improvements.

Michael Crawford, World Bank Lead Education Specialist, at the Literacy Policy Academy in El Salvador/World Bank.

Among the key outcomes of the workshop were the recognition of the need for continuous teacher training to reinforce phonics teaching methods and promote key skills such as decoding and reading comprehension from the early grades; the importance of political commitment to ensure sustainable progress; the need for constant evaluation of students; and availability of adequate materials. These findings are essential inputs for El Salvador´s new Literacy Plan. The workshop not only provided valuable insights for El Salvador but also sparked interest among Honduran officials to replicate the model in their country. This collaborative approach, combined with the tailored Literacy Policy Academy content in Spanish version, demonstrated the adaptability and impact of the program in addressing different educational contexts.

By emphasizing evidence-based reforms, aligning literacy efforts with international best practices, and fostering regional collaboration, the workshop highlighted how targeted interventions could significantly improve foundational literacy outcomes. The success of the event has paved the way for further educational reforms and the scaling of foundational learning programs across the country.

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THE INCLUSIVE EDUCATION POLICY ACADEMY

The main objective of the Inclusive Education Policy Academy is to strengthen education systems to be more inclusive for all learners. This initiative aims to build the knowledge, engagement, and technical capacity of policy makers, with a focus ensuring quality education system for all, including learners with disabilities. The content is based on the latest research in inclusive education and is delivered through a series of online and hybrid learning modules, in-person workshops, and field visits. These are particularly useful for countries working towards or starting their journey in developing more inclusive education systems.

During this implementation period, the Inclusive Education Policy Academy (IEPA) has built upon the program established in 2021 with other funding and expanded to include Malawi, Rwanda, and Zambia with support from the FLC. The cohort includes selected representatives of the Ministry of Education, Ministry of Health, and other relevant line ministries, civil society actors, including organizations of persons with disabilities, researchers and academics, as well as practitioners from formal or nonformal education settings in Malawi, Rwanda, and Zambia. The IEPA targets policymakers who are designing and implementing education policies or programs and who have more direct influence on the overall policy decisions and resource allocation at the national and subnational levels aiming towards more inclusive education systems.

With new funding from the FLC, a Phase 1 country specific IEPA was launched with Malawi between April-June 2024. This engagement included 45 practitioners. Specific content for this professional development was identified through consultation with the key stakeholders in Malawi, and included self-study materials such as assignments, surveys and quizzes. See figure 2.5 for themes. Global and regional speakers led eight live sessions, complemented by local perspectives. Participants collaborated on diverse final group projects. Rwanda and Zambia had completed their Phase 1 of IEPA earlier in 2022 and 2023.

FIGURE 2.5   Menu of Selected Themes Tailored to Each Cohort of the Inclusive Education Policy Academy

Key concepts and principles of inclusive education and disability inclusion	Fundamental of Inclusive Education	Inclusive Education Policy and Legal Frameworks	Elements for inclusive education policy and legal framework
Inclusive EMIS, essentials for collecting disability disaggregated data	Data and evidence	Multisectoral Approaches to Inclusive Education	Coordination, collaboration, and roles of key stakeholders in supporting inclusive education
inclusive teacher education and CPD, inclusive leadership, curriculum, instruction, TLM, assessment, EdTech, financing	System-wide Reform to Ensure Disability Inclusion in Education	Principles of Universal Design for Learning	Applying UDL principles, facilitating educational accessibility, encouraging individualization when necessary and considering heterogeneity of disability
Deeper dive for case studies/interventions to support learning of persons with different disabilities	Interventions to Support Learning of Persons with Disabilities	Operationalizing Disability Inclusion in Education	Deeper dive for disability inclusive project design, preparation, and implementation following the recently launched guidance for disability inclusion in education

Participant feedback was positive. There was an average attendance rate of close to 83 percent and high satisfaction regarding the relevance and critical engagement with the content. However, connectivity issues during virtual sessions were noted as a challenge. This will be mitigated in the future Phase 1 offerings.

A select group of participants will advance to Phase 2 for a deeper, in-country learning experience. While all selected IEPA participants have participated in Phase 1 of the Academy and completed self-study and engagement in live sessions (including preparation of a project proposal as a group work), a smaller selection of these participants will have the opportunity to continue participating in Phase 2, which will include an in-country workshop in an African country (Rwanda, to be confirmed) in February 2025.

THE TEACHERS POLICY ACADEMY

The objectives of the Teachers Policy Academy are (1) to develop increased knowledge to support teacher reforms that translate into high-quality teaching practices and improved student learning outcomes, and (2) to develop deeper skills to effectively implement and monitor such reforms. Under the Teachers Education Policy Academy, the foundations have been set for World Bank teams to be able to engage policy makers at country or regional levels on various aspects of teacher policy.

The Teachers Policy Academy includes "Teachers Policy 101" and "Teachers—Strengthening Continuous Professional Development". These two course offerings provide the following:

- Teachers Policy 101 - Fundamentals of Teacher Policy (available in English and French): This course provides a high-level overview of policies related to preparing, developing, and managing a sustainable pipeline of effective teachers. It draws on strategies for effective teacher policy, including making teaching an attractive career, improving the quality of initial teacher education (preservice), promoting meritocratic selection of teachers, and providing high-quality professional development and school leadership. The course provides evidence-based knowledge on teacher policy, emphasizing interventions that have demonstrated improved teacher effectiveness, featuring operational insights on how to implement such programs across various settings.

- Teachers - Strengthening Continuous Professional Development (in English): This course is currently being updated (previously titled "Provide High-Quality In-Service Teacher Professional Development"). It introduces key principles and considerations for designing, implementing, and monitoring strategies and programs for the continuous professional development (CPD) of teachers.

The two courses are offered as asynchronous online courses, hybrid courses (asynchronous online with virtual or in-person components), and bespoke regional and national workshops. Course materials are continually updated based on insights from World Bank-financed projects and new research. Tailored workshops mentioned earlier in the Teachers section have stimulated particular interest in this theme from country participants, fostering ongoing engagement with interest in the development of communities of practice. To aid the design and delivery of these workshops, the online courses are being converted into Knowledge Packs, allowing offline and hybrid options, and to enable easy adaptation for customized and contextualized use.

A pilot two-day workshop that customized the content of the "Teachers: Strengthening Continuous Professional Development" course to the specific context of Morocco's education reforms was developed and implemented in June 2024 with around 20 officials from the Ministry of National Education. The workshop outlined teacher preparation and development pathways, presented evidence-based principles for effective CPD, and explored different CPD modalities, including through country case studies. The Moroccan officials presented ongoing teacher reforms, leading to an active discussion among participants. Discussions touched on a wide variety of topics, including policy directions for supporting novice teachers, use of the Teach tool, including to inform decisions about CPD, potential CPD modalities tailored to Morocco, and the current and potential roles of inspectors and school leaders. The response to the workshop was positive. In a survey at the end of the workshop, 80 percent of respondents reported that they found the workshop to be very useful and relevant to their work, while the remaining 20 percent considered it rather useful and relevant. 90 percent expressed a strong likelihood of applying what they learned from the workshop in their work (with the remaining 10 percent moderately likely to do so).

Key lessons from the implementation of the Teachers Policy Academy highlight the importance of continuously updating course materials. Feedback recommendations emphasize the incorporation of peer reviews, adaptation to local contexts, and the integration of both immediate and follow-up participant feedback.

EDTECH POLICY ACADEMY

The EdTech Policy Academy was developed to provide systematized just-in-time cross-support and capacity building to practitioners on the most demanded topics in EdTech. It is a project-based, hands-on clinic to provide actionable knowledge and skills in areas where EdTech can be catalytic for effective education systems.

During the reporting period, the Spring 2024 EdTech Policy Academy "Strategies to Support Teacher Capacity Building through Technology: Tools, Modalities, Contents and Use of Data," was held between March and April 2024, with 48 participants from Georgia, Moldova, Jordan, and the Philippines. Each country team included policy makers from ministries of education, other national institutions, World Bank country teams. Task team leaders in each group were nominated as "country champions" and served as team leaders. See table 2.9.

This Policy Academy was offered in a micro-course format. This format enabled a more personalized capacity-building experience, allowing teams to receive guidance and support tailored to the specific needs of the country. The goal was to develop a comprehensive, self-paced online course where participants can access and engage with the content at their convenience to enable participation. While participants of the 2024 Policy Academy were encouraged to complete the micro-course during the official Policy Academy week, the format allows the World Bank to easily cater to ad hoc requests from countries seeking additional technical support through these offerings.

At the end of the Policy Academy, an exit survey was conducted to collect information about participants' experience with various features of the course. The findings were instrumental in informing improvements to course content and delivery. The rating of the different course components was highly positive across all areas, with "Excellent" and "Very good" ranging from 72 to 89 percent. Among the various course features, Policy Academy participants valued the reflection activities on the platform and the support and guidance received from instructors the most (i.e., "Excellent" – 67 percent). The features that received the lowest endorsement were the platform

activities - including readings, videos, and country examples and the additional materials offered in the dossier, which appears as the least favorite yet rated "Excellent" at 50 percent.

TABLE 2.9   Education Policy Academy: Progress on Key Milestones

Policy Academy	Milestone	Status
Literacy	Launch and implement a World Bank Policy Academy with five modules for policy makers and practitioners	Completed previously
	Deliver Policy Academy courses to least 200 participants	Completed
	Achieve high participant satisfaction with course delivery	Completed previously
	Deliver multilingual courses	Completed
	Deliver two regional pilot in-person events	Completed
	Develop short one-module slide deck version to introduce participants to the key themes and/or used to initiate policy dialogue with client countries.	Planned
Inclusive Education	Launch and implement a World Bank Policy Academy for policy makers and practitioners	Completed previously
	Deliver Policy Academy courses to least 200 participants	Ongoing
	Achieve high participant satisfaction with course delivery	Completed previously
	Deliver virtual course to second country cohort	Ongoing
	Develop additional disability-inclusive curriculum content and self-study materials	Completed
	Develop five new course modules	Planned
Teachers	Launch and implement a World Bank Policy Academy for policy makers and practitioners	Completed previously
	Deliver Policy Academy courses to least 200 participants	Ongoing
	Achieve high participant satisfaction with course delivery	Completed previously
	Develop PPTs and knowledge packs for greater flexibility in delivery	Ongoing
	Deliver multilingual courses	Planned
	Develop a course on Initial Teacher Education (Preservice)	Planned
EdTech	Launch and implement a World Bank Policy Academy for policy makers and practitioners	Completed previously
	Deliver Policy Academy courses to at least 200 participants	Completed previously
	Achieve high participant satisfaction with course delivery	Completed previously
	Deliver multilingual courses	Completed
	Develop curricula for four courses based on research evidence and knowledge packs based on World Bank–Hub collaboration	Completed
	Create a community of practice that develops five collaborative products each year for use at the Academy	Ongoing

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

Outputs and Resources

Advancing Foundational Teaching and Learning Knowledge Exchange Virtual Conference Experience. A set of presentations, videos, and other materials developed for the Knowledge Exchange.
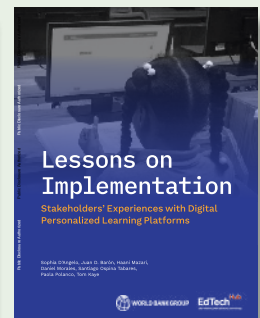
Translation of Literacy Policy Academy materials into Spanish and French. Five documents have been produced to date as translations under the series "Tools to Improve Reading," including "Cómo aprenden a leer los niños: Hacia una planificación de clases basada en la evidencia," "Cómo impartir una enseñanza eficaz de la lectura," "L'arc-en-ciel de la lecture en début de scolarité: Un guide rapide pour mettre fin à la pauvreté de l'apprentissage," "Comment les enfants aprennent á lire: Ver une planification des cours fondée sur des données probantes," and "Comment dispenser un enseignement efficace de la lectura."
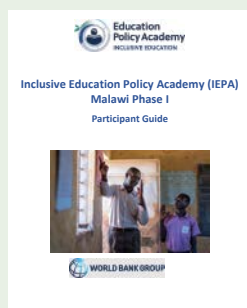
Malawi IEPA materials. Participant guide, materials, and resources for live sessions prepared for the Malawi IEPA

Strengthening Continuous Professional Development (CPD) in Morocco. Presentation developed for the Morocco Teachers Policy Academy highlights key strategies for improving teacher induction and ongoing professional development.

Spring 2024 EdTech Policy Academy Aide Memoire. Summarizes the content of the Fourth EdTech Policy Academy, findings from the exit survey, and key takeaways for the next iteration as well as ideas for moving forward.

INCLUSION SUPPORT PROGRAM FOR REFUGEE EDUCATION

Activity Overview 🔍

One-fifth of children are currently displaced or living in a fragile, conflict-affected, or violent (FCV) context. Among the 15 million refugee children and youth worldwide, over half are not in school. To prevent them from becoming a lost generation, the most sustainable solution for educating refugee children is their inclusion into host country education systems.

The Inclusion Support Program for Refugee Education (INSPIRE) is a global knowledge and technical assistance initiative launched in February 2024. This program aims to strengthen the capabilities of host governments to incorporate refugee children into national education systems. It supports host countries to act on the "Mega Pledge" commitments made at the 2023 Global Refugee Forum to improve formal school access rates for refugees by 2027. The program provides a unifying framework, as well as accompanying technical assistance to enable governments to include refugee children in national education systems wherever they may be along the inclusion spectrum, as figure 2.6 shows.

FIGURE 2.6 INSPIRE Framework

Lays out a framework inclusion and on-ramps required at different points

Parallel system

Instruction outside of the national education system, delivered by NGOs or humanitarian organizations in temporary education centers

Policies and Systems

Policies & legal issues

Documentation

Strengthening data systems

Results-based financing

Schools

Registration of schools into national system

Application of standards

Teacher training

Refugee teachers

Students

Language acquisition activities

Remedial/ accelerated education programs

Psychosocial support

Included in separate spaces

Included in national education system; instruction delivered in temporally or geographically separate spaces

The INSPIRE program has two main pillars: (1) Global Knowledge, Monitoring, and Capacity Development, which focuses on creating tools like a Guidance Note for Refugee Inclusion, peer learning events, and just-in-time technical assistance; and (2) Country grants to provide technical assistance to countries to integrate refugee children into national education systems through tailored interventions. Some of the interventions supported include remedial foundational learning, language of instruction, teacher development to support refugee children, measurement of learning, education technology to increase access, psycho-social support, and disability inclusive education.

One of the objectives of the INSPIRE program is to use the technical assistance delivered by the country grants to leverage larger funding from the IDA Host-Refugee Window, as well as to leverage World Bank-financed projects to deliver targeted interventions for refugee students. INSPIRE country grants will provide technical assistance to support countries to design and implement programs for refugee inclusion. Figure 2.7 illustrates this model.

FIGURE 2.7 INSPIRE Model
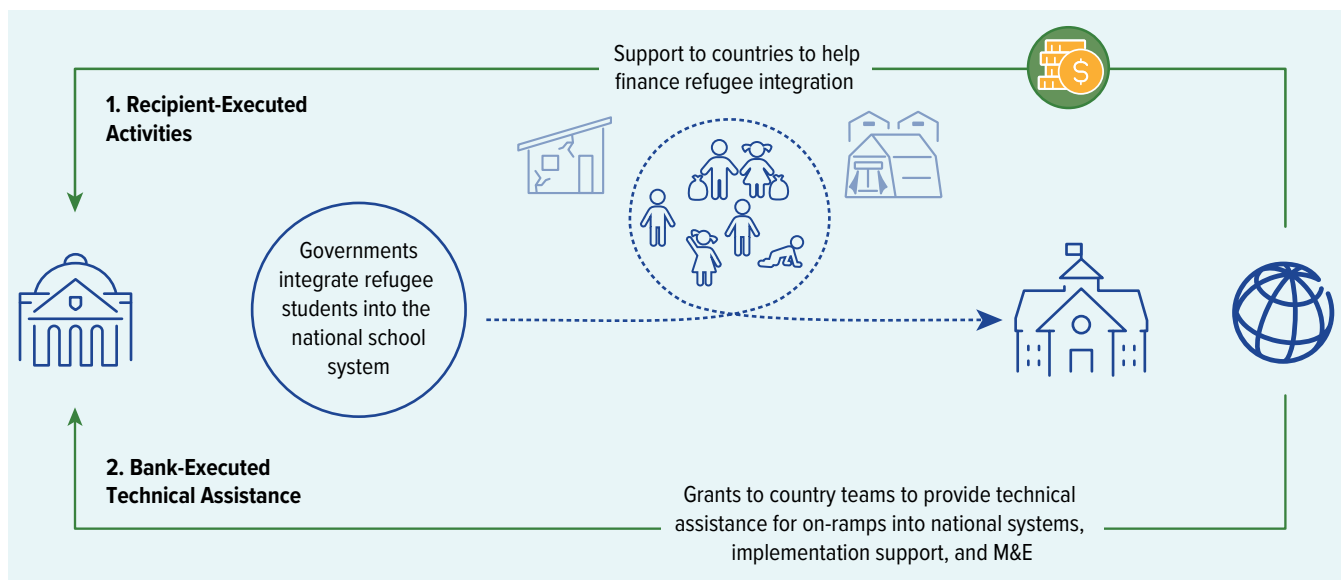
The program adopts an approach that meets countries where they are. A menu of interventions are adapted to each country's unique context.

This flexibility ensures that each country can select and operationalize the most relevant interventions to address their specific challenges. See figure 2.8.

FIGURE 2.8 Menu of Interventions to select and operationalize
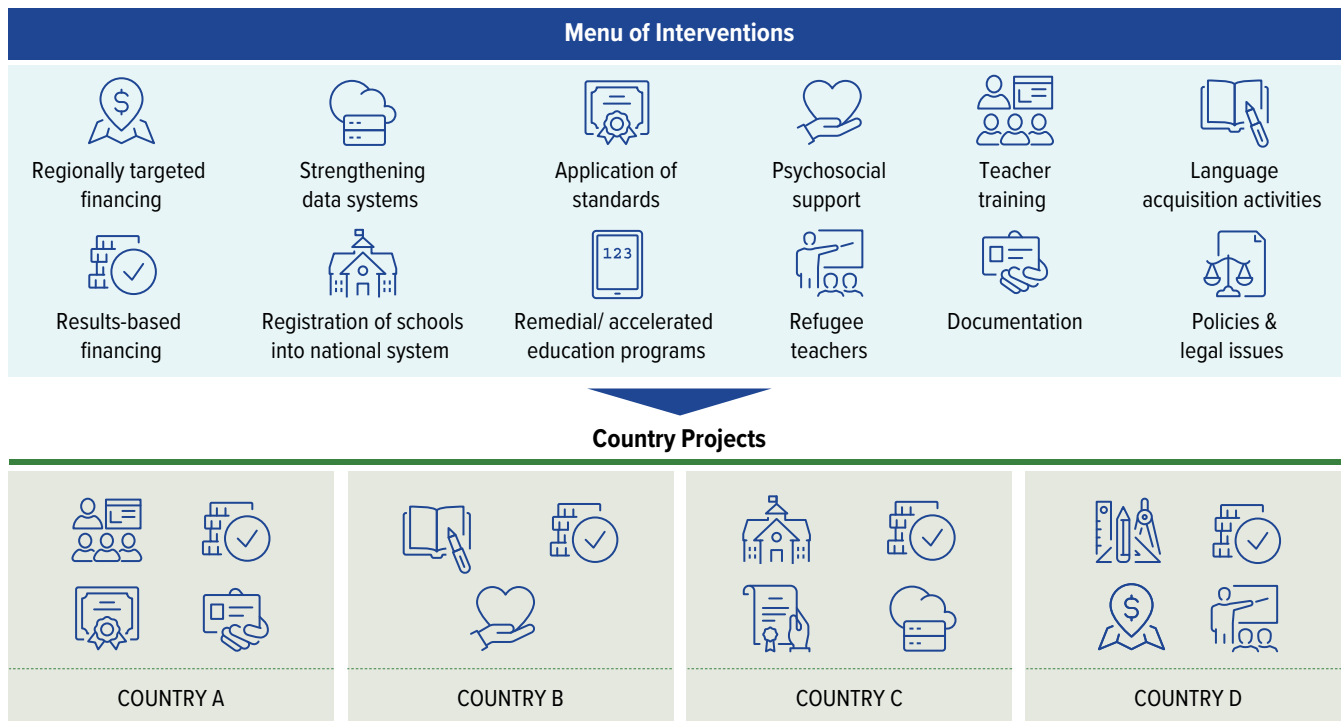
INSPIRE is implemented in partnership with the United Nations High Commissioner for Refugees (UNHCR) and other partners. The program will run from 2024 to 2027, with potential for continuation based on financing.

Progress and Outcomes 📈

Since its launch in February 2024, at the global level INSPIRE has been fostering knowledge and providing technical support, while at the country level it has been building capacity for refugee inclusion in national education systems. The progress of key milestones can be seen in . The global activities are described below:

INSPIRE is developing a Guidance Note for Refugee Inclusion in Education to inform policy dialogue, development of government refugee inclusions plans, and design and implementation of World Bank financed projects. This will provide a common framework for refugee inclusion and operational "How To…" notes for specific inclusion interventions. The paper is being produced in collaboration with UNHCR and the Education Research in Conflict and Protracted Crisis (ERICC). This reference document has been through an internal concept note review with peer reviewers in August.

Together with UNHCR and FCDO, the World Bank have been planning and co-organizing a global knowledge event "From Commitment to Action: Refugee Inclusion in Education" at Wilton Park in the United Kingdom that will be held in November 2024. The event will bring together ministries of education and refugee agencies from countries benefiting from INSPIRE grants, refugee led organization, refugee advocates, key partners, and international experts. It will be a follow-up to the Global Refugee Forum (GRF) of 2023 that will create a space for the delegations from Burundi, Chad, Colombia Ethiopia, Jordan, Turkey, Zambia that have made commitments to host refugees in their national education systems to learn from each other and from technical experts and reflect on how they will implement of those commitments. The content from the Guidance Note on targeted interventions will be used as technical inputs to the event and the event will serve to preview the report.

The INSPIRE program has organized several learning events over the first seven months. This includes hosting a session entitled "Refugees and the Impacts on Education in Host Communities", featuring evidence from Colombia and Jordan, as well as a dialogue on "Making Schools Safer in Situations of Fragility, Conflict, and Violence," featuring experiences from DRC relevant to refugees. INSPIRE has also been featured in learning sessions hosted by UNHCR and GPE and participated in events organized by the Geneva hub on Education in Emergencies (EiE), Inter-agency Network for Education in Emergencies (INEE), ECW, and others.

INSPIRE has provided just-in-time technical advisory and help desk support to enhance policy dialogue, as well as project design and implementation. The INSPIRE program is advising World Bank teams as their government counterparts consider responses for refugee populations in Uganda, Lebanon, Gaza, and West Bank. The support ranges from contracting technical assistance on issues such as certifying prior learning for refugees (Uganda), to organizing an operational clinic to stress test response ideas (Lebanon), to developing short policy notes to inform the design of World Bank operations (West Bank and Gaza).

At the country level, country grants aim to enhance refugee education within World Bank-financed projects. Since the launch of the program, four countries have been identified, proposals have been drafted, and technical support has been provided to improve the quality of the proposals. Country grants have been awarded to Burundi, Chad, Ethiopia, and South Sudan for an average grant size of US$200,000. These grants are for technical assistance, training, analytics and policy dialogue that support the design, planning, and implementation of refugee education components in IDA/IBRD financed projects, to advance refugee student inclusion in national systems.

Boxes 2.13 to 2.16 summarize progress in **Burundi**, **Chad**, **Ethiopia**, and **South Sudan** during the first three months of implementation. After the initial grantee selection in May, the country grants began implementation in June 2024. The boxes below provide a summary as of September 30, 2024.

BOX 2.13 Implementation of INSPIRE Grant in Burundi

The grant will provide technical assistance for the finalization of a strategy and costed action plan for the integration of refugees into the national education system, conduct an assessment / design an operational plan for providing skills training to out of school refugee youth, and provide technical assistance aimed at formulating an approach to language acquisition with the objective of smoothing the integration of refugee children into school settings and enhancing their educational experiences through inter alia socio-emotional support.

To ensure smooth implementation, a series of coordination meetings have been held with key stakeholders, including with UNHCR and the government. The dialogue has focused on validating the strategy for integrating refugees into the national education system and launching the implementation of its associated action plan. As of the end of September, two key experts—a curriculum specialist and a language acquisition expert—have been recruited. Their primary task is to compare the curricula of Burundi and Congo, where the refugees come from.

The study is critical to identify gaps and areas of alignment, particularly in subject content, learning outcomes, and pedagogical approaches. Based on this analysis, a transition framework will be developed to support refugee students in adapting from Lingala (the primary language of instruction in the Congolese system) to Kirundi and French, which are the official languages of instruction in Burundi.

BOX 2.14 Implementation of INSPIRE Grant in Chad

The objectives of the grant are (1) to design evidence-based interventions aimed at assessing and identifying the most effective methods for facilitating the integration of refugee children into Chad's national education system; and to (2) establish the necessary groundwork for fostering an enabling environment conducive to initiating constructive policy dialogues and informing the design and implementation of results-oriented initiatives geared towards addressing the educational needs of refugee children.

As of end of September, there has been a coordination meeting with UNHCR to better understand their activities and to develop synergy. A meeting was held with the Ministry of Education to introduce INSPIRE. There was

also a coordination meeting with the Ministry of Social Affairs, Solidarity and Humanitarian Action in Charge of Refugees to better understand INSPIRE and the government's vision.

A coordinating meeting with the ministry in charge of early childhood development has been held. There has also been a meeting with nongovernmental organizations (NGOs) working on refugee education to learn about their experiences and programs. Terms of Reference have been developed to appoint an NGO for an impact evaluation on remedial education programs complemented with psychosocial support in order to assess the effectiveness of this policy instrument in facilitating the successful adaptation of disadvantaged children within schools.

BOX 2.15 Implementation of INSPIRE grant in Ethiopia

The initial proposal has been revised to include basic education focusing on activities involving Education Technology (EdTech) to facilitate access to quality education. Discussions have been initiated to identify local partners with experience in implementing EdTech activities in consultation with the Ministry of Education, Regional Education Bureaus (REBs), and the Refugees & Returnees Service.

The next step is to identify the beneficiary schools, contract, and commence implementation. The technical assistant provided by the grant will inform the education project currently being designed and will also be aligned with the Ministry's overall Digital Education Strategy.

BOX 2.16 Implementation of INSPIRE grant in South Sudan

This grant includes two activities: language mapping in schools serving refugee and host community students, and psychosocial support to teachers. Under the first activity, a consultant with expertise in language-in-education in South Sudan has been hired and a draft language prioritization tool has been developed and presented to Education Under Secretary and Department of Languages in the Ministry of General Education and Instruction.

Development of plans for mapping languages in refugee and host community areas is ongoing.

Under the second activity on psychosocial support to teachers in South Sudan, consultants have been hired with expertise on teacher mental wellbeing and psychosocial support interventions. Development of theory of change, intervention curriculum and data collection instruments are ongoing.

INSPIRE also supports refugee children in early childhood. The ELP Associated TF builds on previous work on ECD in FCV context to expand the scope of INSPIRE to cover ECD. The approach includes providing top-ups to existing, high performing ELP FCV in ECD grants to explore inclusion efforts (two top-ups to date in Burundi and Zambia) and new grants to countries already receiving INSPIRE grants to ensure that there is a focus on ECD (one new grant awarded to date in Chad). Additionally, INSPIRE ELP has been cosponsoring events. For example, the Hilton Foundation hosted a panel on partners day at the World Bank Fragility Forum, partnering with ECD in FCV and INSPIRE to design and organize the session. The event aimed to drive greater attention to the critical importance of addressing the needs of young children and their caregivers in these contexts. It brought together a diverse group of policymakers, program implementers, and researchers to share lessons from interventions in Africa, Latin America, and the Middle East that serve forcibly displaced and host children (ages 0-5) and their caregivers. It was attended by around 20-30 people in-person and further 50-60 online.

TABLE 2.10   Inclusion Support Program for Refugee: Progress on Key Milestones

Milestone	Status
Country grants selected	Ongoing
Deploy technical assistance	Ongoing
Generate and share knowledge and lessons	Ongoing

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

THE IMPLEMENTATION SCIENCE FOR EDUCATION PROGRAM

Activity Overview

Although there is a large and growing body of evidence that identifies the kinds of education systems, policies, and programs that are needed to improve learning outcomes, knowing what is needed is insufficient. Systems need to learn how to make changes in practice that roll out at the classroom level, at scale. Real-world challenges—technical, systemic, and political—often hinder well-designed programs and prevent large investments in foundational learning from achieving their potential.

The Implementation Science for Education (ISE) Program is a new initiative under the FLC launched in April 2024 in partnership with the What Works Hub for Global Education (WWHGE)[14] at Oxford University that aims

to address this gap. This program embeds implementation science research in World Bank-financed operations and deploys insights from implementation science to help World Bank projects deliver reforms and programs to improve foundational learning at scale, while contributing to global education by developing knowledge on implementation science.

The ISE program leverages the World Bank's unique position, including its on-the-ground teams, policy dialogue, financing, and operational support to the national education systems. The program has a three-step model for embedding implementation science in government programs. Figure 2.9 provides an illustrative example that includes the following steps:

1. Work with teams to identify potential **implementation challenges and related questions**

2. Answer these questions **with "right fit" evidence**

3. Work with counterparts to **adjust implementation based on results**, feed into global knowledge

FIGURE 2.9 Types of Implementation Science Research at Scale

1. Work with teams to identify potential implementation challenges and related questions
2. Answer these questions with "right fit" evidence
3. Work with counterparts to adjust implementation based on results, feed into global knowledge

Qualitative interviews and FGDs

Awareness and buy-in
- Are local gov, teachers, and parents aware of and bought into program?

Modality for training
- Will training be in person or virtual? Universal or waterfall?
- Will it be delivered by government trainers or service provider?

Training uptake
- Are there barriers to teacher training attendance?
- How is teacher learning assessed?

Instructional materials modality and availability
- What instructional materials?
- Will they be edtech or analogue?
- What finance and distribution plans?

A/B testing

Curriculum crowding
- How will space be made in the timetable for the new program?
- Will it be additive or replace something else in the timetable?

Interaction with high stakes assessment
- Is the program being implemented in a year where there is a high stakes assessment? If so, how will this be managed?

Monitoring
- How will deployment of the program in classrooms be monitored?
- What local gov official(s) will oversee role out?

Impact
- Is the program leading to improvements in learning outcomes

Policy review

Admin data for process monitoring

Nimble impact evaluation that produces fast results

Teams work with counterparts to build feedback loops and adjust implementation based on results
Program feeds into global knowledge on implementation and design

Progress and Outcomes ↗

The Bank issued a call for proposals in May 2024 that led to the award of three country grants to Ghana, Nigeria and Rwanda linked to projects that have a component aimed at improving foundational learning outcomes. Selected projects have a component aimed at improving foundational learning outcomes rooted in a strong evidence base, linked to a key project milestone, and led by a task team leader with a track record of incorporating research into operations. The response to the call for proposals was strong, and

in June 2024 the World Bank selected the three country teams. Although the plan had been to only select two country proposals in the initial round, given the strength of the proposal pool, a third grant was also awarded. The program is leveraging nearly $1.2 million in financing across Ghana ($218.7 million), Nigeria (Edo) ($735 million), and Rwanda ($200 million).

Teams were awarded grants between $200,000 and $300,000 and are collaborating with experts

to finalize research plans and prepare for data collection in the current school year. The selected country teams worked closely with the ISE core team and the WWHGE to develop research plans, leveraging cutting-edge methods and tools for real-time monitoring and implementation measurement data. The WWH has assigned a researcher from their team to provide dedicated technical support to each project research team. In August 2024, WWH researchers began providing technical input on the design of the research plans. All three teams are finalizing their plans, with the goal of beginning data collection during the second semester of the current school year. See box 2.17. The progress of key milestones can be seen in Table 2.11.

BOX 2.17   Research Plans under Development in Three Target Countries: Ghana, Rwanda, and Nigeria

Ghana. ISE supports the improved delivery of a differentiated learning curriculum. The team is examining how differentiated learning is understood and implemented in the system, and the role that coaching and monitoring play in delivery. Data collection activities include desk reviews, school-based data collection, and qualitative interviews. The team plans to use the findings to inform adaptations to the differentiated learning programs and pilots using A/B testing.

Rwanda. ISE is focused on supporting the government's implementation of remedial education. The government has designated Fridays as remedial days and is investing in the development of a remedial education curriculum. The ISE program will support the government to refine and test their implementation plan, using both quantitative and qualitative methods, and make recommendations for improvements as the program scales.

Nigeria. ISE is supporting the implementation of a new structured pedagogy program. ISE resources and technical support will examine the readiness of the system to roll out this program, including understanding, readiness, and acceptance of structured pedagogy by support officers and teachers and exploring monitoring. The findings will be used to improve implementation in the target state and to inform scale-up plans.

As findings from these activities emerge, the knowledge sharing components of the program will begin. The program has two components: (1) knowledge use at the country level, where findings will be used to adjust implementation plans and inform scale up; and (2) development and dissemination of global knowledge products, which will include presentations at conferences and exchanges with WWHGE partners and others, country-specific policy notes or blogs to document and share experience, and global synthesis and guidance notes. These products will support the growing agenda on implementation science under the World Bank's agenda on building government capability for implementation, and they have the potential to influence the design of future World Bank-financed projects.

TABLE 2.11   Implementation Science for Education: Progress on Key Milestones

Milestone	Status
Proposals received from country teams	Completed
Draft research plans delivered	Ongoing
Partner(s) and/or vendors to collect implementation data identified	Ongoing
Baseline data collection completed	Not yet started
Midline and/or endline data collection completed	Not yet started

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

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BANGLADESH SECONDARY EDUCATION PROGRAM

Activity Overview 🔍

The Bangladesh Secondary Education Program stands out as the only country-specific grant in the FLC, not part of a global initiative, and is focused solely on secondary education. Launched in 2021 and implemented by the World Bank, FCDO, and partners, its goal is to strengthen the secondary education system and accelerate learning recovery post-COVID-19. The program complements the government's existing Secondary Education Development Program. The program has four key areas: enhancing essential skills, improving teacher performance, promoting student retention—particularly for girls—and strengthening evidence and data use. These priorities were chosen for their potential to deliver quick, impactful results in response to COVID-19 challenges. The program helped inform the design

of the World Bank's new $300 million project in secondary education, Learning Acceleration in Secondary Education (LAISE). Including the project, this program is leveraging 750 million in World Bank financing in Bangladesh.

Progress and Outcomes 📈

This year, the program delivered three pieces of evidence-based, decision-making research and technical assistance for teacher training and school-related gender-based violence. The studies are *Harnessing Education for Climate Action In Secondary Schools, Reinventing Our Classroom: Evidence-Based Reforms For Teacher Training, and*

System Readiness For Green Skilling, which are described below. <u>Table 2.12</u> at the end of this section presents the progress to date of key milestones of the Bangladesh Secondary Education Program.

Harnessing education for climate action in secondary schools

Bangladesh is vulnerable to climate risks that significantly hamper learning continuity. Based on the latest global evidence, there is significant scope to better harness the secondary education system for climate change mitigation and adaptation. To address Bangladesh's risks, the World Bank initiated a study on harnessing secondary education for climate action. Previously, baseline data for the study were collected that revealed that secondary students in Bangladesh have low knowledge but high anxiety about climate change. At the same time, teachers are strongly supportive of mainstreaming climate education in the curriculum.

During the study, the midline data collection was conducted from September to October 2023, an intensive intervention was conducted, and the endline data was collected. The data collection focused on the same indicators as the baseline, with new indicators added to assess whether students and teachers had engaged in or contemplated any new activities related to climate change, their interest in science, technology, engineering and math (STEM) fields, and their motivations. This round targeted the same students who participated in the baseline round, as well as new grade 8 students who were absent during the baseline round, to evaluate any spillover effects from the intervention. An intensive intervention was conducted where a climate change information booklet was distributed to students. The booklet provided information about the climate crisis, emphasizing how science can be used to find creative solutions

or mitigation strategies. To incentivize students to read and absorb the material, a test on the booklet content was announced for two months later with rewards for the top performers. The endline data collection for this research was conducted in April 2024. The data collection instrument included the same indicators as the baseline and midline, with the addition of measures to assess students' willingness to migrate in the future. Students' climate knowledge was tested with a quiz on the climate change knowledge from the midline booklet.

Below are the impacts that were observed:

- The information intervention was seen to increase knowledge, decrease skepticism, and boost willingness to contribute to combating the climate crisis. The findings noted that the effects on anxiety are ambiguous: more knowledge about negative future consequences may increase anxiety, but a better understanding of the phenomenon might reduce it.

- Results from the study suggest interest in STEM varied by gender. One reason for this may be that girls' education and career choices are more influenced by prosocial goals, which could show a larger increase in STEM interest compared with boys.

- There was variation in outcomes between the two districts. Exposure to more climate risk may lead to more experience and awareness of climate change, making the interventions less effective. Conversely, those exposed to climate risk might be more responsive to the interventions due to their firsthand experience motivating better absorption and retention of the material.

- Greater climate change awareness from the interventions were noticed that could increase the desire to migrate among students in the high-risk district.

Reinventing our classroom: Evidence-based reforms for teacher training

Reinventing our Classroom (ROC) was an intervention designed to improve teacher classroom management by shedding light on the management challenges teachers face in the classroom. It was designed based on the insights gleaned from teacher mindset work carried out in Year 1 (December 2021–September 2022) of the grant, covering 500 teachers and 8,000 students across 127 schools. In 2023-2024, another round of data collection was undertaken to study the medium-term impacts of the program. The intervention, "Reinventing Our Classroom," was a straightforward intervention in typically overcrowded secondary school classrooms to equip teachers with simple pedagogical tools to manage their classrooms effectively. Teachers split students in the classrooms into smaller groups and gave them full responsibility for establishing and reinforcing good behavioral norms in their classroom. With minimal teacher interference, students first collectively establish the types of acceptable and unacceptable behaviors in the classroom and put forward a classroom code of conduct during the first month. Students self-assessed and monitored their weekly progress. The total program length was 15 weeks.

Treated students performed better in the endline Math and Bangla tests, but the treatment effects were not statistically significant. The program made no impact on overall academic test scores. By contrast, there was strong evidence that treated students internalized the behavioral component. Students reported large and statistically significant improvements in both prescriptive and descriptive behavioral norms. For example, they exhibited better behavior, have a higher sense of belonging to their school, and reported better relationships with their teachers. They also exhibited higher empathy and lower impulsivity. Further analysis of the social ties in the classroom revealed that

the program decreased the prevalence of social exclusion. The program also was highly effective in lowering teacher absenteeism without affecting perceived teacher competency.

System readiness for green skilling

The purpose of the study was to gather insights from youth and university lecturers regarding their perspectives and experiences with 'green' skills. Respondents were asked about their awareness, attitudes, and practices around green skilling, and to identify the current gaps and opportunities in green skills education and training. Three data collection activities took place: The youth survey involved an online questionnaire targeting 200 youth aged 17 to 24 years was conducted in April 2024. Complementing this, qualitative interviews were held with five key decision-makers from universities in Bangladesh that teach green skills. The insights from these interviews informed the design of a subsequent quantitative lecturer survey, which took place in January 2024. This quantitative survey also consisted of a questionnaire distributed to 41 key decision-makers and lecturers across various universities, with 29 percent identifying as female. Additionally, technical assistance was provided to support the government in developing training modules on climate change and green skills for teachers. These modules will be adopted by the National Curriculum Textbook Board (NCTB) to facilitate teacher training in secondary grades. Support has also been deployed to help draft guidelines for climate change awareness at the school level.

Advisory services and technical support

Advisory services and technical assistance are now in place to conduct a teacher need assessment. This is currently being undertaken, which will ensure that the Ministry of Education is able to better understand the teacher professional

development needs in different grades, subjects, and geographical areas. Based on this assessment, the World Bank will support the development of a teacher training manual to pave the way for future teacher trainings. Several stakeholder consultations with teachers and stakeholders have been conducted using online feedback software and in-person workshops. Based on the feedback, the manual will be developed and submitted to the government for approval and dissemination to the district education offices.

Based on the findings of the previous studies, the government plans to focus on school-related gender-based violence (SRGBV) and mental health. Accordingly, technical assistance is in place now to support government with a guideline on SRGBV and mental health to be implemented at school level to reduce drop out and improve retention. Through this support, schools are expected to have a better system in place to report SRGBV related incidents and support students with mental health counselling. There is ongoing discussion to develop training modules for teachers on mental health and SRGBV to ensure that every school has at least one teacher trained in SRGBV and mental health.

TABLE 2.12   Bangladesh Secondary Education Program

Milestone	Status
Pilot and evaluate online teacher training	Completed
Pilot and evaluate platforms for teacher networks	Ongoing
Improve teacher and head teacher mindsets (including for classroom management)	Completed
Prepare a report that codifies the know-how created	Ongoing
Launch an intervention focused on improving students' aspirations and sense of self	Completed
Improve climate knowledge of students and system readiness for green skilling	Completed

Note: From this reporting period and going forward, the term "Ongoing" will be used to refer to activities that are in progress and/or that need periodic updates. This replaces the term "In Progress" used in previous FLC Progress Reports.

Outputs and Resources 📑

Feasibility study report covering secondary education sector in Bangladesh (internal). A feasibility study to examine several reforms that could be undertaken in the education sector to improve education outcomes.

LAISE program document covering secondary education sector in Bangladesh (internal). This document shows several reform areas in secondary education, mainly covering student support for improved learning and retention, improved teacher capacity, and improved secondary systems and resilience, for the next five years.

EARLY LEARNING PARTNERSHIP

Activity Overview 🔍

The Early Learning Partnership (ELP) associated trust fund leverages World Bank strengths—a global presence, access to policy makers, and strong technical analysis—to improve early learning opportunities and outcomes for children around the world. The ELP is designed to support World Bank teams to get the information they need to make the case to invest in early childhood development (ECD), design effective policies, and deliver impactful programs. At the country level, ELP grants provide teams with resources for early seed investments that can generate large financial commitments through World Bank finance and government resources. At the global level, ELP research and special initiatives work to fill knowledge gaps, build capacity, and generate public goods. ELP has three main streams of work:

catalytic country grants, high-value analytical work and special initiatives, as well as capacity-building efforts.

Progress and Outcomes 📈

Catalytic financing to build the pipeline and improve the portfolio quality

The ELP hosts competitive funding rounds to support ECD services through project preparation and supervision, pilots, evaluation, and upstream analytical work (up to $250,000 per grant). ELP funding rounds focus on specific topics; each round has a learning agenda to promote cross-country knowledge sharing and ensure that teams

can access the latest evidence, tailored technical assistance, and support to measure impact.

ELP continues to have a large active portfolio of grants covering a range of topics, including Measuring ECD, quality early learning, parenting and resilience, ECD in FCV settings, childcare, and Read@Home. In 2024, the ELP has concluded one round of funding awarding $9.5 million to 51 grants. The grants are supporting country teams to undertake a number of different activities, including to identify pathways to expand access to childcare, make the case for childcare, and design implement and evaluate operations and policy changes related to childcare.

High-value global analytical work and special initiatives

ECD Measurement

The Scaling Up Measurement in Early Childhood project supports countries in measuring early childhood outcomes (primarily ages 4–6) and the quality of early learning environments, while working toward the generation of globally comparable data. The World Bank has developed tools and materials to scale up ECD measurement: Anchor Items for Measurement—Early Childhood Development (AIM-ECD) and Teach Early Childhood Education (ECE). Since their launch in 2020, these tools have been used in more than 30 countries in seven regions. Efforts are focused on their rollout in more countries through household and national school surveys, and as part of lending projects and thematic grants. Also, in coordination with UNICEF and World Health Organization teams, these tools are now being rolled out in countries with little system-level information on ECD or ECE. Analytical work has also been focused on disseminating measurement results and validation studies on these tools. The project was successfully finalized in FY23, with all deliverables submitted and project objectives achieved.

In FY24, the work continued under the new ALMA program mentioned in an earlier subsection on

Learning Measurement. One of the pillars under ALMA is focused on ECD measurement activities. Analytical work also has resulted in engagement with policy makers interested in implementing measurement activities as part of their ECD/ECE policies, including the co-organization and participation with UNICEF and WHO in regional conferences in Eastern and Southern Africa for policymakers. Along with other efforts supported by the ELP, the ECD Measurement grant thematic round, which was launched in FY23 has continued in FY24 with tailored technical support for grantee countries. Teams have recently submitted their midline progress reports, which are currently being reviewed. The midline progress will help to identify areas of additional technical support, understand some initial lessons learned, and guide improved ECD monitoring policy and practice. As part of analytical work, the team supported a World Bank country publication on the use of ECD and ECE measurement tools and published a scientific book chapter highlighting validity evidence for the Teach ECE classroom observation tool.

Read@Home

Improving foundational literacy outcomes requires effective reading instruction and access to books for reading practice in languages children know. The Read@Home initiative expands children's opportunities to read in and outside school, in homes, schools and communities in the language they know. To date, the World Bank has provided assistance related to Read@Home to 18 countries,[15] including sourcing, selecting, and developing high-quality reading materials, involving caregivers and communities in reading, and optimizing the book supply chain with a focus on improving procurement to improve efficiency and reduce costs.

The Bank has developed a range of demand-driven public goods in connection with the Read@Home initiative, including a global [Read@Home manual](#), practical [guidance notes](#) on book

selection, licensing, and critical aspects of book procurement, along with an open-source book distribution ('Track and Trace') app to ensure that children get the books they need when they need them, and a parent engagement package that provides practical resources to support reading activities at home. This last includes flip books, pictures, video, audio, and discussion guides in English, Spanish, French and Arabic that can be translated into additional languages and adapted to a range of contexts so all caregivers can participate, regardless of language or literacy level. The latest Read@Home product is the First 100 Books Framework, which guides countries on the types of books that should be included in initial collections of titles for underserved languages. All of these products are available to the wider public and are openly licensed to permit translation and adaptation. These products are further detailed under Outputs and Resources at the end of this subsection.

The World Bank continues to expand the resources available on the Early Learning Resource Network (ELRN), an online platform that hosts textbooks, teacher guides, and reading books along with the procurement and parent engagement resources for use in ECD and foundational literacy and numeracy programs. These materials are openly licensed and ready to print. The ELRN currently provides access to print-ready files for more than 4.600 books in 55 languages. The ELRN also hosts a print cost calculator to estimate the cost of printing these resources and the Track and Trace app.[1] The World Bank has developed a low-cost, open-source book distribution ('Track and Trace') system that is available to all Bank and other education projects. The World Bank works with partners at the country and global levels, including the Global Book Alliance, USAID, UNICEF, and various nongovernmental organizations to support the uploading, downloading, and use of ELRN resources.

Quality Early Learning: Nurturing Children's Potential

The publication *Quality Early Learning: Nurturing Children's Potential* (Bendini and Devercelli 2022) was launched regionally at the *Investing in Quality Early Childhood Education (ECE) to Promote the Potential of Latin America* event in November 2023. The event brought together 30 delegations from 14 countries, reaching a participation of almost 200 people, including representatives from government agencies responsible for the provision of early childhood education services, NGOs, the private sector, as well as global and regional experts and cooperation leaders, including the International Finance Corporation (IFC), UNICEF, UNESCO, the GPE, and the Inter-American Development Bank. The conference was coordinated with other high-profile events, including the November 2023 Joint Education Sector Review co-led by the government of El Salvador, the World Bank, and UNICEF, as well as the Central American Integration System-Central American Education and Cultural Coordination (CECC-SICA regional ministerial meeting hosted by El Salvador), which helped enhance visibility (through extensive positive TV, newspaper, radio, and social media coverage), participation, and productivity.

This event exemplifies how global analytical work is influencing policy, programs, and interventions in countries. It provided a space for exposure to new knowledge, hands-on learning and discussion, and sharing experiences across participating countries on how to enhance the quality of early childhood education. For example, the delegation from Paraguay, where the World Bank is preparing a new ECD project, had the opportunity to learn from the El Salvador ECE project and strategic agenda on how to strengthen governance and quality standards of ECE systems.

Invest in Childcare

The World Bank launched Invest in Childcare as a whole-of-Bank effort to expand access to quality, affordable childcare in low- and middle-income

countries. This initiative is designed to expand the size and improve the quality of investments in childcare, yielding benefits for women's economic empowerment and child development, as well as broader benefits for families, businesses, and economies. It does so through catalytic country grants, research and upstream analytical work, operations, and policy dialogue. The program is key to delivering the IDA20 policy commitment on childcare, which is to support at least 15 IDA countries in expanding access to quality, affordable childcare, especially for low-income parents. It also mobilizes dozens of teams at the global and country levels from both the World Bank and the IFC. The first year of implementation has been highly successful, with demand exceeding expectations: more than 140 requests have been received for countries for financial and technical assistance, and the IDA20 policy commitment on childcare has been exceeded (16 countries so far, exceeding target of 15).

At the country level, the initiative provides catalytic grants, technical assistance, and capacity building to support countries to design and implement quality projects that maximize benefits for women, children, families, businesses, and economies and to make the case for further investments.

At both the global and country levels, analytical work, impact evaluations, data collection efforts, and the development of new tools and guidance will address knowledge gaps, build the evidence base, serve as global public goods, and support country work. The work program is grouped into two streams of complementary funding that work together to drive quality investments in childcare at the country level and contribute to the global evidence base and public goods: World Bank-executed funding and recipient-executed funding. Recipient-executed funding flows directly to governments and requires matching funding to be provided, incentivizing countries to invest public resources in childcare and creating sustainable pathways to scale access to quality, affordable childcare.

Initial funding of $105 million has been secured. This funding has come from the governments of Australia, Canada, Germany, and the United States; the Bill and Melinda Gates Foundation; the Hilton Foundation; Echidna Giving; the Hewlett Foundation; and the LEGO Foundation. In the first 18 months, the team committed $70 million out of the $104 million. Internal coordination, collaboration, and engagement around Invest in Childcare are strong and growing. The World Bank Staff Childcare Working Group has 35 members representing 21 units (including the IFC), terms of reference, and regular meetings. A thematic brief on [Addressing Care to Accelerate Equality](#) (Ahmed, T. et al. 2023) was prepared for the World Bank's Gender Strategy Update. Partner/external interest continues to be high, with the team participating in 12 external events, including civil society consultations.

All major strands of work are launched and progressing, including the following:

- **Catalytic country grants:** $13 million awarded so far to 75 country grants

- **Recipient-executed grants:** $50 million recipient-executed grants awarded (out of $80 million available) to thirteen countries, with five more likely by June 2025.

- **Global analytical work** (data collection, evaluations, and tools and guidance for teams):
  - Women, Business and the Law (WBL) module on childcare scaled up to 190 countries and integrated into the WBL index as of 2024
  - The Living Standards Measurement Study (LSMS) team has developed a childcare module to integrate into household surveys
  - 14 impact evaluations financed with Development Impact Evaluation/ Development Economics/Gender Innovation Labs; impact evaluations are being prepared for all recipient-executed grants

- Priority tools and guidance developed, including safeguarding and quality assurance guidance and situation assessment tools, for review by members of the World Bank staff Childcare Working Group

- **Capacity building:** knowledge exchange and technical assistance rolling out with high demand:
  - Internal World Bank Childcare Community of Practice launched with 200+ staff members
  - all 14 Early Years fellows completed multisession childcare training; the content is being converted to a self-paced publicly available course (in the ECE Policy Academy)
  - 13 countries selected for 18-month "Invest in Childcare Policy Academy" program (out of 26 applications)

ECD in FCV

The ECD in FCV work program aims to increase investment in ECD interventions in FCV contexts. Holistic, programmatic ECD interventions can potentially reduce the long-term impact of conflict and violence on development and contribute to peacebuilding efforts.

Twelve catalytic grants in nine countries totaling $1.8m have been supported under the ECD and FCV program. In recognition of the nature of crises and that the timing of the need for funds may not fit within our funding cycle, a small amount of funds has been made available to World Bank teams on a rolling basis. Since the FCV funding window closed in 2023 with seven grants totaling $1.1 million, five additional grants have been awarded, four to countries requiring just-in-time support (Afghanistan, Lebanon, Burundi, and Zambia) and one to Chad to explore opportunities to integrate refugee children into the national education and childcare system. This brings the total number of grants supported under the ECD in FCV contexts program to 12.

Four Early Years fellows were recruited in FCV locations and received training on supporting ECD operations in fragile contexts. As their capstone project, one group of fellows from Ethiopia and El Salvador wrote a literature review of the socioemotional effects of ECD programs in refugee and forced displacement settings. The report will be published by end-2025.

To support the expansion of ECD measurement work in FCV locations, a how-to note on measuring child development outcomes in fragile contexts has been developed. This note has gone through peer review and will be made publicly available in December of 2024. The ECD Measurement team will work on dissemination activities and explore how to integrate key information from this note in upcoming capacity

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building activities for policymakers and other stakeholders.

The ECD in FCV initiative has joined the INSPIRE program mentioned in an earlier subsection to ensure ECD is included in these efforts. The approach includes providing top-ups to existing, high performing ELP ECD in FCV grants to support them to explore inclusion efforts (two top-ups to date in Burundi and Zambia) and providing new grants to countries already receiving INSPIRE grants to ensure that there is a focus on ECD (one new grant awarded to date in Chad). This strategic engagement is still in the early stages and evolving.

Parenting and Caregivers

The last initiative, Parenting and Caregivers contributes to the growing high-quality evidence from systematic reviews and meta-analyses, randomized trials, and other quasi-experimental and observational research on the effectiveness of parenting interventions. However, while investments in parenting interventions through World Bank operations have grown sharply since the beginning of the COVID-19 pandemic, early evidence suggests that these interventions are not operating at the intensity necessary to achieve transformational impact. The aim of this program is to provide actionable and clear advice on how to implement effective parenting interventions at scale. Activities include the following:

- **TA to ELP grants teams and establishing a community of practice on parenting:** to support the quality of parenting activities being implemented under World Bank projects, a community of practice on parenting is being established. A seminar series has been launched that promotes cross-country and cross-regional knowledge sharing and ensures that teams can access the latest evidence being generated on this topic.

- **Review existing evidence on implementing at scale:** Guides on implementing parenting programs have been developed by various development partners for specific pilot interventions for various contexts. This activity has reviewed these existing guides and developed a "how to" guide for implementing parenting interventions at scale.

- **Partner with ELP grant teams to build the evidence base:** There are several clear evidence gaps on implementing at scale particularly on costing. The global parenting team is partnering with country teams that received ELP grants to collect data to fill these gaps. For example, the parenting team is working with grant teams to collect data on costing of parenting interventions to compare the cost of such interventions across countries. To complement the more systematic data collection on design elements, case studies on various interventions on parenting being implemented under the grants will also be developed to support and inform future parenting interventions under World Bank operations.

Synthesizing these lessons for use as written guidance at the global level: Based on the new analytical work generated from partnering with grant teams and reviewing existing evidence, the team are developing written guidance such as how-to guides which are adaptable, evidence-based and open source.

Capacity building

Early Years fellows

The Early Years Fellowship selects young professionals to work as short-term consultants for the World Bank for two years in their home countries on cross-sectoral ECD work programs. These young professionals have played an important role in bringing ECD expertise into the Bank's work at the country level and increasing

country-level collaboration with other sectors on ECD. The fellows are simultaneously enrolled in an extensive professional development program (20 percent of their time). Three cohorts of fellows have been supported since 2017.

The third cohort, which launched in September 2022 with 14 fellows working in 17 countries, graduated in September 2024. Fellows have been active ECD stakeholders in their respective countries and regions, supporting interventions, analytical work, and policy dialogues across health, nutrition, social protection, and education. They have also been actively engaged in their professional development program, completing virtual courses, trainings, and capstone projects on various ECD themes such as ECD in FCV, childcare, ECD measurement, parenting and caregiving, and quality early learning. In March 2024, 22 current and former Early Years Fellows travelled to Dar es Salaam, Tanzania, to participate in the [Africa Early Childhood Network's (AfECN) East and Southern Africa Regional Conference](). At the event,

they engaged with conference attendees and key partners, which included 1,000 practitioners, researchers, donors, and policy makers, presented their capstone projects in five conference sessions, and participated in learning exchanges with experts to deepen learning and bring back evidence-based examples to their country teams. The final capstone projects, including a literature review and guidance notes, will be published and disseminated by end-2025.

Policy makers

The Early Childhood Policy Academy (formerly called Engaging Policymakers in Early Childhood Program) is a comprehensive, multiyear initiative designed to enhance the capabilities of policy makers. This program aims to facilitate South-South knowledge sharing and foster constructive peer interactions—all with the ultimate goal of encouraging increased and improved investments in ECE. The first cohort of 100 policymakers and World Bank staff focused on early childhood education graduated 2022.

Eastern Africa Regional Early Childhood Conference in Tanzania/Tina Belaynehe.

Eastern Africa Regional Early Childhood Conference in Tanzania/Tina Belaynehe.

The second cohort is focused on childcare and launched in early 2024. It consists of 110 policymakers and 60 World Bank staff from 13 countries, which were selected from over 26 countries in an open recruitment process. The cohort has completed its first hybrid course, Introduction to Investing in Childcare, which introduced key topics and policy considerations around expanding access to affordable, decent quality childcare, and explored the rationale for investing in childcare and the relationship between childcare and women's economic empowerment outcomes, child development outcomes, family welfare, business productivity, and economic growth. All topics introduced in this course will be explored in more depth through courses, learning exchanges, and other activities throughout the program, which will run until December 2025.

Based on content piloted with policymakers and World Bank teams, self-paced courses ranging between two to six hours and bite-sized learning products are adapted and launched onto the World Bank's Open Learning Campus for staff, policymakers, and partners. In early 2024, the existing four self-paced courses were published on the platform: Building Effective Early Learning Systems, Measuring Early Childhood Education Quality, Measuring ECD Outcomes, Quality Early Learning. A fifth course on Learning Through Play was launched in May 2024. Two more courses on ECD in FCV contexts and childcare are currently being developed.

Table 2.13 presents a summary progress update for the catalytic grants, high-value analytical work, and capacity-building efforts conducted under the ELP during this reporting period.

TABLE 2.13 Progress Update Summary for ELP

ELP activity	Progress Update
Catalytic grants	
2022	47 grants totaling $9.1 million approved
2023	38 grants totaling $9.0 million approved
2024	51 grants totaling $9.6 million approved
High-value analytical work	
ECD measurement	Since July 2022, 21 countries and subnational governments have implemented the Anchor Items for Measurement—Early Childhood Development (AIM-ECD) measurement tools, and six countries have implemented Teach ECE measurement tools. Additional countries have implemented Teach ECE with support from FLC SUNSET grants but are not counted here to prevent duplication. Two dissemination activities were conducted on ECD/ECE measurement work, one with other UN agencies in a regional event for policy makers from Eastern and Southern Africa and another at an international academic conference. The team has also published and supported analytical work in World Bank publications and peer-reviewed academic books showcasing the technical properties of these measurement tools and their use to understand the relationship between quality ECE service delivery and child developmental outcomes.
Read@Home	Eighteen countries have been supported with technical assistance for book development and selection, parent and community engagement, and/or procurement; more than nine workshops held with internal and external partners; guidance on parent engagement (one package) and procurement (10 products) developed and disseminated; a book distribution management app (Track and Trace) developed and launched in more than five countries; a print price calculator launched; and over 4,600 print-ready titles in 55 languages, along with textbooks and teacher guides, available on the [Early Learning Resource Network](#).
ECD in FCV	Eleven grants awarded to teams supporting ECD interventions in fragile settings, a knowledge and learning agenda has begun (five workshops to date). A note on measuring ECD outcomes in FCV settings drafted and ready to be submitted for peer review. Partnerships with the Joint Data Center on Forced Displacement funding is being made available to teams to collect data on ECD indicators as part of household surveys of displaced populations. More recently, the ELP has been mainstreaming ECD activities into INSPIRE described in a previous subsection to ensure efforts to include refugees into national education systems include ECE services.
Childcare	Interest in childcare continues to grow and demand is high. More than 140 requests have been received from countries and World Bank teams for finance and technical assistance and internal and external interest in the childcare agenda is high and continuing to gain momentum. $70 million (out of $105 million available) has been committed in first 18 months, with $104 million+ in new IDA/IBRD and domestic resources leveraged so far. All major work launched and progressing well, with many targets to be exceeded, including the IDA20 Policy Commitment on Childcare.

ELP activity	Progress Update
Parenting	A new program of work has begun to provide World Bank task teams and governments with actionable and clear advice on how to implement effective parenting interventions at scale. Activities include: (i) **generating operational lessons from country and regional experiences:** through ELP catalytic grants, the team will support upstream analytical work and help country teams build the pipeline for future operations with parenting activities;(ii) **synthesizing these lessons for use at the global level:** together the operational lessons from these various experiences will be captured in written guidance in the form of "how-to" notes to improve parenting practices; and (iii) **constructing cost estimates for interventions:** a key activity is collecting costing data on parenting interventions across 5-10 different countries.
Capacity building	
Early Years fellows	Cohort 3 will graduate in end-September, with 14 Fellows having worked in 17 countries to support World Bank teams and governments in all ECD-related work programs, as well as having pursued a professional development program consisting of a virtual learning program, in-person summits, a capstone project, mentorship, and career counselling.
Policy makers	Cohort 1 concluded in November 2022; Cohort 2 launched in early 2024 with 110 policymakers and 60 World Bank staff from 13 countries completed a four-week Introduction to Investing in Childcare course in June 2023.

Outputs and Resources 📑

Early Learning Resource Network. Provides access to openly licensed, print-ready and digital instructional resources for foundational literacy and numeracy (FLN) in a wide range of languages.
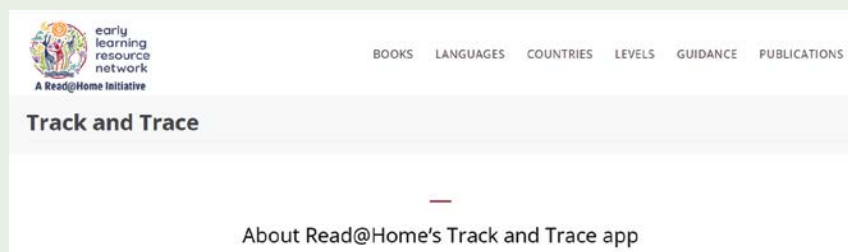
"Track and Trace" to Strengthen Book Distribution Management. Read@Home's Track and Trace app is a revolutionary low-cost, openly licensed platform designed to bring transparency and efficiency to the TLM supply chain.
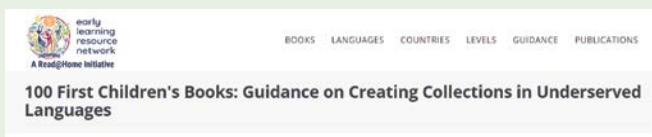
First 100 Books Framework. Read@Home's 100 First Children's Books Framework offers guidance to projects developing book collections in underserved languages.
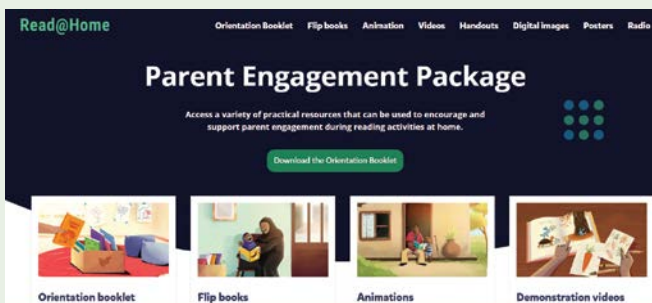
Read@Home Parent Engagement Materials. Provides a variety of practical resources to encourage and support parent engagement during reading activities at home.
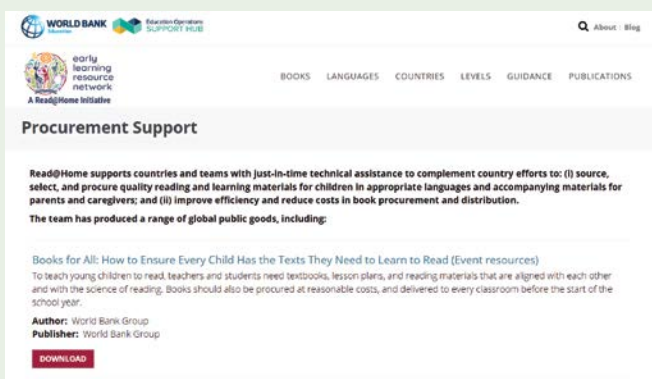
Procurement support guidance. Ten guidance documents supporting Read@Home have been produced to date, including guidance for procuring books through World Bank systems, optimal technical specifications for durability and cost-effectiveness, guidance on copyright and licensing.
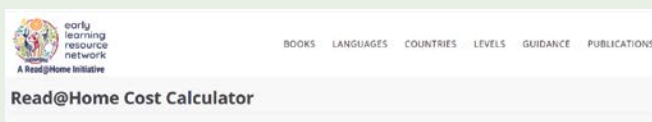
Read@Home cost calculator. This tool has been designed to estimate the costs of printing books (textbooks, teacher's guides, and books for reading practice) for foundational literacy.
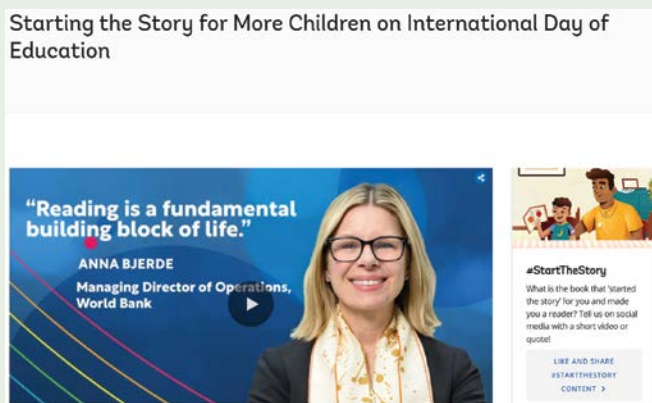
Start the Story. Campaign to highlight the power of children's books and celebrate the International Day of Education on 24 January 2024.

Early Years Fellowship in Tanzania

Developing in-country champions to promote the ECD agenda

Since launching in 2016, the ELP's Early Years Fellowship program has been developing the next generation of in-country leadership needed to scale up investments in the early years. Two cohorts have since graduated: 20 young African professionals worked from 2017 to 2019, and a global cohort of 25 fellows supporting 36 countries worked from 2020 to 2021. Both groups have made substantial contributions to the World Bank and to client countries' engagement in early childhood work in terms of analytical work, operations, and support to early years systems building.

The third cohort, which launched in September 2022 with 14 fellows working in 17 countries, graduated in September 2024. Fellows have been active ECD players in their respective countries and regions, supporting interventions, analytical work, and policy dialogues across health, nutrition, social protection, and education.

One of those individuals is Magreth Paul Mziray. Here is her story.

"I am Magreth Paul Mziray, an Early Years Fellow at the World Bank working in Tanzania. I have over a decade of professional experience in multisectoral Early Childhood Development, encompassing Health and Nutrition, Education, and Childcare.

Magreth Paul Mziray, a World Bank Early Years Fellow in a classroom in Tanzania/World Bank.

Before joining the World Bank, I worked as a Program Coordinator for international and local organizations. Over the years, I worked with government, civil society, partners, and media and contributed to spearheading the National ECD policy dialogue development and implementation.

I joined the World Bank in 2022 and was seconded to work at the Ministry of Education. Working at the government office, I have created strong partnerships as a focal point with government to ensure the success of the World Bank projects. I have supported the US$500 Million BOOST Primary Student Learning Program in Tanzania: specifically Early Childhood Education, providing technical assistance to strengthen the quality of early learning in Tanzania.

I have contributed to the development of Early Childhood Development (ECD) and Early Childhood Education (ECE) materials, including Quality Early Learning Packages, guidelines, curriculum, training programs, and other teaching and learning materials that will impact over 12,000 preprimary classes.

I have secured grants from the Early Learning Partnership (ELP) on Quality Early Learning and Invest in Childcare Policy Academy. I am also a focal person supporting 10 delegates from Tanzania mainland and Zanzibar participating in the Policy Academy Program.

Since joining the World Bank, I have engaged and represented the World Bank in National ECD forums, including the National ECD stakeholder Forum; I am a member of the secretariat coordinating the implementation of the National Multi-sectoral Early Childhood Development Program (NM-ECDP 2021/22-2025/26); and I participate in the Tanzania Early Childhood Network (TECDEN) and Africa Early Childhood Network (AfCEN). I was a key organizer of the Eastern Africa Regional Early Childhood Conference in 2023 and facilitated the participation of the World Bank country team.

I aspire to use my expertise to support ECD work that aims to improve access to and quality of services for children's holistic development."

"

Foundational learning is particularly important as we work to ensure that education systems leave no one behind. Ensuring that the most marginalized students—including girls, students in rural and remote areas, students from minority groups, students with disabilities, and displaced students—develop strong foundational skills is the first step in ensuring equitable learning opportunities for all.

**Luis Benveniste, Global Director,
Education Global Practice, World Bank**

Risks and Challenges

> **In this section**
>
> This section presents an overview of the risks and challenges for the FLC Umbrella, followed by the risks and challenges at the activity level, including mitigation measures.

Risks and Challenges for the FLC Umbrella

Strategic risk

The strategic risk for the FLC Umbrella Multi-donor Trust Fund is low. The FLC's high-level objective of reducing learning poverty and increasing learning-adjusted years of school is at the core of the World Bank's early childhood, primary, and secondary education program. In addition, in 2024, learning poverty was chosen as a core indicator in the new World Bank Scorecard, further encoding it as a corporate indicator against which the whole Education portfolio is measured. The FLC's development objective of enhancing global and country-level efforts to pursue systemic, sustained improvements to early childhood, primary, and secondary education systems to achieve learning for all is also anchored in the World Bank's strategic education policy approach (World Bank 2020a). The development objective is also aligned with SDG 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

The FLC is the main platform for donor collaboration for early childhood, primary, and secondary education in the World Bank. There is limited duplication with other trust funds, except those regional trust funds that cover preprimary and basic education. Even in those instances, regional trust funds, which provide only funding, are not accompanied with the kind of technical support and quality assurance provided by the FLC.

Stakeholder risk

Stakeholder risk is moderate. FLC roles and accountability are clearly defined according to corporate guidance in the Partnership Document. However, there is a risk that all donors contribute to the FLC based on soft preferencing rather than via general contributions. This creates an inflexibility that prevents the World Bank from adjusting to country demand, implementation realities such as slow disbursement, and external shocks such as changes in government, conflict, or natural disasters. It also limits the scale of results to the amount of financing available for each activity based on specific donor contributions. This model

also leads to a fragmentation in the Partnership Council, with donors more likely to focus only on those activities they are funding. Mitigation involves trying to convince both existing and potential donors to contribute generally to the FLC without preference. This shift is a challenge, because many donors have their own priorities. In addition, with constrained development budgets, some donors are not able to provide further financing. Program management is thus continuously reaching out to other potential bilateral donors, as well as to foundations to fundraise.

Another stakeholder risk is that donors may tend to become overly involved and directive in the management and technical aspects of the activities as they become familiar with technical aspects of the activities. The mitigation here is to put the contribution in perspective with the scale of the challenge and the World Bank portfolio, which is becoming increasingly challenging with some donors. There is residual risk that cannot be mitigated.

A not insignificant stakeholder-related risk is a growing trend for donors to move from financing themes, such as education, toward financing country programs. Mitigation of this risk entails high-level advocacy of the need to address the world's learning crisis, as well as continuing to engage with donors not only at the global level but also at the country and regional levels.

Shrinking development budgets and the diversion of funding away from education to topics such as Ukraine, food insecurity, and climate pose another risk. The mitigation is to continue to engage with donor countries by stressing the urgency of the learning crisis and the lack of sufficient progress toward SDG 4 (see box 3.1).

One more risk is that stakeholders' high expectations of the World Bank and of the FLC sometimes may not be in proportion to the actual amount of funding contributed. The mitigation

for this is to continue to stress to donors that the biggest impact comes from influencing the larger amounts of World Bank financing but sometimes there are constraints to the willingness to be influences, such as other government priorities, politics, low capacity to name a few. Also, FLC results can be limited by the amount of funding. For example if the country grant is too small relative to the larger World Bank operation, it may be difficult to get teams to pay attention to the small pot of funding because they are focused on the World Bank financing, which is aligned with World Bank corporate incentives. There is residual risk that the expectation with the limited funding is disproportional to the contribution.

Financial risk

Financial risk is also moderate. There are two financial risks. The first is that the payment of installments may be delayed if a donor is not satisfied with implementation or if financial/political conditions in donor countries result in decreases in aid funding—even if the installment is agreed upon in the administrative agreement and/or implementation delays are outside the World Bank's control. Mitigating this risk includes explaining the reasons for the implementation delay, emphasizing the need to follow the installments in the legal agreement as much as possible to prevent negative impacts on the program and on the smooth functioning of the overall trust fund, and how the World Bank plans to accelerate implementation and disbursement. There will be some residual risk that cannot be fully mitigated.

The more significant financial risk is that it will take time to improve learning poverty, which is, in the wake of COVID-19, near 70 percent. The needs in education are great and the FLC does not receive enough contributions to measurably affect learning poverty or learning-adjusted years of school, which may take significant resources and support as well as favorable policies over time to change. Additional funding is needed to continue

to expand and sustain the impact of FLC funding. More resources are needed to meet the need for learning data, to expand the Accelerator cohort, continue to support teachers, implement education technology, expand the Education Policy Academy offerings, broaden implementation science, and support more refugee inclusion.

Risks and Challenges at the Activity Level

Accelerator Program

Identifying deep technical expertise needed in key areas related to foundational learning is a challenge in several countries. For example, the World Bank has worked with a handful of reading experts around the globe. As the program has matured, reading experts are needed simultaneously in multiple languages. The program is thus putting a strong focus on strengthening the facilitation of technical assistance to countries. At the global level, the Bank is strengthening its global team on foundational learning by recruiting specialists in curriculum and instruction and learning assessment and developing closer partnerships with regional teams to build client capacity to design and implement foundational learning programs. Several efforts are also under way, including developing sample terms of reference, developing a roster of consultants, and procuring on-demand external technical support that can be made available to country teams at strategic times.

Learning Measurement and Data

Learning Assessment

The lack of reliable assessment systems to measure learning limits governments' ability to monitor indicators of quality in education systems and to make meaningful changes, and filling that gap is urgent. The World Bank is implementing a work program to deliver this support to countries with FLC funding channeled through ALMA. The World Bank—through policy dialogue and financing that often includes components on measurement— continues to stress the importance of measuring learning to track improvement in learning outcomes.

Policy Linking. Given political sensitivities, the actual use of Policy Linking results for benchmarking national assessment results takes time and engagement with policy makers. As of this writing, policy makers have not yet used the results of the two Policy Linking studies prepared to report on SDG 4.1.1 indicators. Separately, UIS is working on expanding the technical specifications of learning assessments for SDG reporting to facilitate reporting.

Assessment for Minimum Proficiency Levels. The implementation of Assessments for Minimum Proficiency Levels (AMPL) across multiple countries faces several challenges, including the time-consuming translation and validation process

required to maintain the psychometric integrity of the tool, slow turnaround times for review and feedback, and the difficulty of aligning AMPLs with existing national learning assessments. Additionally, there is limited availability of technical assistance, with the Australian Council for Educational Research (ACER) being the sole provider, and a lack of clear methodological guidelines for integrating AMPLs into national systems. To mitigate these risks, it will be essential to work towards establishing realistic timelines, improving coordination across partners, identifying and enabling additional assessment agencies to provide technical support, and preparing fallback strategies for addressing delays in technical quality assurance, translation, or validation to streamline the implementation process and expand technical capacity.

Cross-national learning assessments. There is a lack of funding for countries to participate in cross-national learning assessments and limited information on the costs. Although the World Bank has informed countries about available options in regional and international assessment programs (e.g., the 2024 round of the Programme for the Analysis of Education Systems (PASEC]), several countries have not been able to secure funding to participate in such cross-national assessments. These countries are at risk of withdrawing their participation if funding is not available to cover the international fees. Without financial resources, many countries will miss a critical, time-sensitive opportunity in 2024 and 2025 to close existing learning data gaps. In addition, the market for large-scale assessments and public information of costs is limited, particularly in low- and lower-middle-income contexts. To address this, the World Bank promotes innovative assessment tools, such as the GEPD with AMPL. In addition, the World Bank conducts studies to gather information on large-scale assessment costs, provides World Bank

country teams and clients comparative information on costs, and works with partners to encourage the adoption of these tools.

Drivers of Learning – the Global Education Policy Dashboard

Underutilization of the data is a risk for the GEPD. To ensure take-up of the resulting data, it is important to make sure that the country selection is demand driven. Countries working on strategic documents such as country strategies, Education Sector Plans, analytics, public expenditure reviews, project documents and associated Result Frameworks are most likely to need access to relevant data and data collection instruments that can support ongoing efforts. In the absence of such efforts and such demand, there is a risk that the data and analysis will be underutilized. In such cases, governments may not validate the data, which could make it challenging to use. To mitigate this risk, the World Bank will prioritize support to countries where there is strong demand and a clear plan on how the data will be used. The new focus on country-driven implementation could also reduce this risk.

Increasingly, the GEPD is being implemented in FCV countries where there is significant insecurity or where climate-related school closures can create delays. Because of political upheaval in some of the countries, it has become increasingly difficult to always have a focal point in the relevant ministry. This makes the work of the survey more difficult, as enumerators usually need authorization from the ministries to proceed to the field. Furthermore, the insecurity due to terrorists' attacks or climate shocks has made enumerators' work more dangerous. There is a need for a high degree of flexibility and adaptability to continue to adjust to the moving reality in the field.

Teachers

Global Coach, Coach Mozambique, and SUNSET Grants

One risk of the tools of the Coach program is that they are aimed at improving teachers' professional development, with many (not all) of them focusing on a one-on-one coaching model that can be difficult to scale up and may not be efficient or locally relevant in some contexts. While countries have adapted the Coach tools and resources in some cases, alternative models will need to be explored for scalability and sustainability. It will also be important to continue to monitor how countries are responding to teachers' professional development needs and how well Coach tools and resources support those efforts.

For Coach Mozambique, it is a continuous challenge to ensure government ownership and the active role of internal system actors. In expanding the program, the World Bank recognizes the importance of the government's ongoing and progressive ownership of the pilot and strengthened communications between the central government and provincial-level authorities. To support the Ministry of Education in transitioning smoothly from the pilot to the nationwide expansion, the firm that supported Year 1 and 2 implementation is assisting the Ministry in developing detailed training plans and logistics for the scale up. Other challenges for Coach Mozambique relate to resource allocation and management. The successful national expansion requires meticulous planning and allocation of financial and human resources and training consistency and quality across six provinces. It requires robust coordination among central and provincial authorities and well-structured training programs for trainers, coaches, and teachers.

Education Policy Academy

Policymakers need more tailored support than ever to deliver high-quality education. The Education Policy Academy courses have been instrumental in helping practitioners design and implement projects, as well as resolve operational challenges pertinent to the theme. For instance, the Literacy Policy Academy pilot events in El Salvador and the Central African Republic both tailored content to address specific literacy challenges of those countries.

However, connectivity issues during virtual sessions, particularly in the Inclusive Education Policy Academy, highlighted the need for reliable internet access. To address this, the Academy is exploring solutions like data bundle purchases and leveraging World Bank country office support for future cohorts.

For the EdTech Policy Academy, first, the language barrier was a significant issue, highlighting the need to offer content in multiple languages for future editions. The lack of simultaneous translation and the availability of the platform only in English could explain the differences in the level of engagement among participants. Addressing these language barriers significantly enhances the accessibility and impact of the course. Second, the length of the course and the clarity around its goals also require attention.

Additionally, the course workload was considered excessive by some, indicating a need to balance the readings and activities on the platform more effectively. Ensuring that the workload is manageable will depend on having clear and well-defined course objectives. There is also room for improvement in enhancing the flow of the activities on the platform and making the content less time-consuming, which will help create a more manageable experience.

Inclusion Support Program for Refugee Education

There are policy constraints for Refugee Inclusion. Legal and policy frameworks governing education may lack provisions or guidelines for the inclusion of refugee children, leading to regulatory challenges and bureaucratic hurdles. This is especially true in the case of rules for freedom of movement, which could greatly affect the feasibility of inclusion programs. This would be mitigated through policy dialogue and technical assistance where there is government interest on the adoption of inclusive education policies at the national and local levels to address the specific needs and rights of refugee children.

Political instability and conflict risk in the host country may disrupt the implementation of the program, leading to delays or interruptions in activities. This is mitigated through political risk assessments undertaken in the context of the Windows for Host Communities and Refugees eligibility to identify potential areas of instability and conflict. Further mitigation would be accomplished by engaging with key stakeholders, including government authorities, community leaders, and international partners, to build consensus and support for the program. Finally, where practicable, contingency plans and adaptive management strategies could be developed to respond to changes in the political environment and mitigate the impact on program implementation. There will be residual risk that cannot be mitigated.

Insufficient funding or financing constraints may limit the resources available for the implementation of refugee inclusion, compromising the effectiveness of the technical assistance. This would be mitigated through careful costing and budgeting analyses to estimate the costs associated with program implementation. Furthermore, INSPIRE would advocate for additional funding from international donors,

governments, and humanitarian organizations to bridge funding gaps and ensure the sustainability of inclusion programming.

Limited capacity in and attention to refugee inclusion could hinder the impact of INSPIRE. This would be mitigated through assembling a roster of technical experts from a wide variety of partners, including non-traditional partners like local academics and municipalities. This could be supported by training and knowledge development for World Bank staff to build their capacity in relevant areas.

Although this risk is likely to manifest itself differently in each country, social and cultural barriers, including prejudice, discrimination, and xenophobia, may impede the social integration and acceptance of refugee children within the host community and education system. This would be mitigated through community outreach and awareness campaigns to promote tolerance, diversity, and inclusivity, as well as better understanding of the benefit to the host community among students, teachers, parents, and community members, and via cultural sensitivity training and intercultural dialogue to foster understanding and respect for different backgrounds.

Implementation Science for Education

The biggest risk to the program is that challenges in the implementation of the components of World Bank-financed projects being studied in the grant cause delays in the ISE activities. The Bank is taking several steps to mitigate this risk. First, all three projects were selected because the ISE work is closely relevant to a key project milestone (Disbursement Linked Indicator or similar). This means that all project teams and governments have strong incentives to make progress on implementation of the component. Second, all three teams have proposed either a baseline activity and/or process evaluation that

can begin immediately, even if there are some delays in project implementation. Third, three project were chosen, rather than the minimum two originally proposed, to ensure that knowledge can be distilled. Fourth, researchers from WWH are embedded in the research teams to support the teams to modify research plans if there are changes to the project, while maintaining the original spirit of the award.

Bangladesh Secondary Education Program

The main challenge is that translating evidence into action requires significant effort. Although the government has been supportive, internalizing the knowledge and using it to inform program and policy design is neither easy nor straightforward. Entrenched ideas, vested interests, path dependence, and political economy constraints prevent full uptake.

Given the recent change of government, there is a risk that the activity will slow and the government uptake will be impacted. The World Bank is assessing the situation and taking measures to ensure that there is continuity. To ensure timely execution of plans, the World Bank is working closely with the interim government and following-up on current plans.

Early Learning Partnership

The core risk is that shrinking fiscal space at the country level could crowd out domestic financing in early childhood development. The Engaging Policymakers program is a way to mitigate this constraint by creating a cohort of champions in the sector. The Early Years Fellowship program is another effort to nurture the leaders of tomorrow who understand the importance of prioritizing early childhood development.

Another risk is that the number of funders interested in funding for ECD seems to be getting smaller. ELP has not received any new contributions to support general ECD work since the last major contribution from the LEGO Foundation in 2021. All recent contributions have focused on Invest in Childcare. There is no money remaining to host competitive funding rounds unless new resources are raised. The program has a strong history of impact, as well as the strong linkages to the learning poverty agenda that will be leveraged for fundraising.

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>
> **Anna Bjerde, Managing Director of Operations, and Ed Mountfield, Vice President, Operations Policy and Country Services, World Bank**

Looking Ahead

In this section

This section discusses key FLC activity and program milestones planned for the next six to 12 months, including expanding program implementation, developing new resources, conducting research, and strengthening capacity.

Planned Activities for the FLC Umbrella

Independent Evaluation

An independent external evaluation of the FLC umbrella program, including the ELP associated trust fund, is required at the five-year mark and will measure the overall health and impact of the program since inception. The evaluation is required by World Bank guidelines and will assess design, implementation, and results of the FLC Umbrella Trust Fund. Terms of Reference will be developed during mid-2025, and the evaluation is anticipated to take place during the fall of 2025 throughout the spring of 2026. The evaluation will allow for adjustments to the trust fund as needed, including of the Results Framework.

One critical decision that will result from the evaluation will be for FLC partners and stakeholders to collectively decide whether to extend the FLC Trust Fund, which has an end disbursement date of December 31, 2027. As the evaluation will report on program progress and efficacy, it will be an opportunity for feedback and knowledge sharing to inform decisions about the FLC and its future programming.

Planned Actions at the Activity Level

Accelerator Program

- **Over the next year, the Accelerator Program will implement the next phase of the program.** Building on lessons from the original Accelerator Program, the second phase provides demand-driven country grants to a broader set of countries to support preparation or implementation of foundational learning operations. The program will support evidence-based activities that are directly linked to foundational learning in the classroom. In doing so, the program will emphasize the importance of designing and implementing interventions with a solid evidence base for improving foundational learning.

- **Accelerator 2.0 has three components:**
  - Country grants to support strengthening of instructional core and related delivery systems
  - Reinforcing regional technical expertise on foundational learning and high-level stake holder convenings
  - Foundational learning knowledge creation and exchange

Learning Measurement and Data

Learning Assessment

- **Complete the Policy Linking exercise in Iraq and the administration and data analysis of AMPLs in Pakistan and Lebanon, depending on the situation on the ground.** In the coming months, the Policy Linking report in Iraq will be finalized and shared with counterparts for validation. AMPL-b will be piloted and implemented in Sindh by December 2024. AMPL-a and AMPL-a+b are planned to be implemented in Lebanon by March 2025, if possible.

- **Continue providing targeted technical support to countries on the topics of learning assessment and learning assessment system.** Support to countries will progressively move towards a focus on ALMA grantees while continuing to provide just-in-time support to non-grantees.

- **Finalize and launch the report on the costs of large-scale assessments.** The report is expected to be completed by March 2025. The team will coordinate with other development partners to avoid duplication and determine additional entry points with governments for data collection and for dissemination activities.

- **Recruit learning assessment experts to support regional teams.** The fellows will be based in the regions with the biggest learning data gaps and largest number of World Bank-financed projects and ALMA grants. These local experts will be hired by December 2024 and work closely with country teams and governments, offering hands-on assistance in the day-to-day activities linked to learning assessment. Additionally, these fellows will gain on-the-job experiences and training, helping to develop local human resources necessary to sustain and improve their assessment systems over time.

Learning Data Analytics

- **Harmonize, analyze, and produce country briefs using the newly released TIMSS data.** The 2023 TIMSS data are expected to be released in December 2024. The World Bank will seek advance access to the data so that country briefs can be prepared and release in December as well. The short briefs will summarize key results and will inform policy dialogue by interpreting the results, as well as program design and implementation.

- **A Global Learning Poverty Update is scheduled to be released in late 2026 based on recent learning outcome data.** A Concept Note review meeting was held on March 30, 2024, and the World Bank team is currently analyzing the data.

Drivers of Learning - Global Education Policy Dashboard

- **Continue to expand coverage of the GEPD through additional implementations.** The World Bank will finalize the ongoing implementations and initiate implementation in pipeline countries and countries currently under discussion. The team will continue to complete validation exercises in countries

where data are collected and use these opportunities to improve governments' understanding and use of the data.

- **Enable off-the-shelf use of GEPD instruments through the development of practical resources and guides to facilitate implementation.** To help tackle the challenge discussed in section 3 regarding scale-up, the World Bank plans to release an implementation guide to facilitate local implementation of the GEPD by country teams, partners, or governments with minimal involvement from the GEPD global team. This will be a step-by-step guide with sequential instructions for countries to implement the GEPD survey. The World Bank also plans to improve the modularity of the survey so that countries can easily add or remove modules depending on country needs. This modularity will allow countries to manage the duration and cost of the administration. Optional modules would

include the EdTech readiness index, climate, additional classroom observation, the longer grade 4 assessment (AMPL) that allows for reporting on SDG 4.1, and others.

- **Leverage the growing amount of GEPD data to expand the analytical agenda.** In particular, the World Bank is working on a series of research papers and blogs to disseminate GEPD insights as well as to exploit the richness of GEPD data for topics where evidence may be scarce. A draft paper analyzing the relationship of teaching and learning, with an emphasis on play-based teaching behaviors, will be published later this year. Another area of work is on the relationship between education and climate. Finally, a paper looking at cross-country statistics across GEPD countries is being planned. Alongside, the team will continue to refine a tool showcasing key GEPD insights through user-friendly data visualizations and continue to revamp the website.

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Teachers

Coach Mozambique

- **The World Bank will continue providing support to the Ministry of Education on the expansion of Aprender+ program to additional provinces, covering approximately 5,500 schools across 74 districts.** This expansion aims to ensure a uniform teaching approach and enhance engagement and monitoring capabilities, thus promoting consistent educational quality. Joint monitoring visits are being planned for mid-October 2024 in Manica and Niassa.

- **Reviewing all materials developed through the program based on Year 1 and 2 implementation feedback.** The materials will be used for the scale up of the program through the World Bank-financed MozLearning project.

- **Finalizing the grade 3 Teacher Guide consisting of 120 Lesson plans.** The first set of 40 lesson plans was shared with government. All 120 lesson plans were shared by mid-August 2024. Based on the Ministry's feedback, plans will be reviewed, designed, and handed to Ministry for the expansion in grade 3.

- **An Impact Evaluation of Aprender+ is being conducted and the final round of data collection will take place between August-November 2024.** This will evaluate long-term implementation fidelity and the program's effects on student learning and teaching practices. The evaluation will provide valuable insights for the expansion and inform the Global Coach program with insights from field implementation.

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Global Teachers Work Program

- **With Global Coach and SUNSET grants closing, lessons will be disseminated widely and incorporated into the Teachers Policy Academy,** which will influence design and implementation of World Bank-financed projects.

- **The global study on initial teacher education is expected to be launched in June 2025** at a global conference on teacher preparation and development. Preparations for this conference are underway, and partners and stakeholders will be invited to share evidence on teachers' education and professional development.

- **The World Bank plans to engage with key partners in the design of a new Teachers program** that could potentially include the following:

  - Regional/country-level workshops to contextualize the recommendations from the global study of the initial teacher education.

  - Support of collaborative research on teacher preparation to improve local, evidence-informed policy making.

  - Support to countries to monitor, assess, and evaluate teacher training.

  - Support to countries to measure effective teaching practices, including through piloting and scaling up use of the Literacy add-on for Teach, and to use the results to inform policy and practice.

  - Support to countries on teachers' careers, including deployment, induction, evaluation, and career development.

Education Technology

EdTech Hub

- **Continue disseminating the availability of the EdTech Hub Helpdesk to World Bank teams looking for EdTech solutions.** To date the Hub has worked with 25 different World Bank country teams.

- **Create joint knowledge products with the Hub.** The Hub has been participating in weekly planning sessions leading up to the Policy Academy proposed for October 2024. The Hub has already completed a rapid scan of EdTech policies and will potentially contribute to additional content development. In addition, ongoing collaborative support is being provided to the Sierra Leone Ministry of Basic and Senior Secondary Education on the development of its National Digital Learning Strategy, which is anticipated to be completed in early 2025.

Education Policy Academy

- **Working closely with the World Bank Group Academy and Open Learning Campus, the Bank will roll out Education Policy Academy 2.0 in the fall of 2024.** New courses will include physical learning environments, student assessment, and skills development, alongside the continuation of the original six modules.

- **By increasing face-to-face courses, translating and adapting materials into multiple languages, and developing bite-sized versions of existing content, the World Bank aims to make learning more engaging and accessible.** Self-paced modules tailored to participant feedback will also be prioritized.

- **The Bank plans to maintain the current set of technical content areas, in addition to developing a new course on Strategic Choices for Education Reform** tailored to senior policy makers that need to tackle systemic change issues.

- **The Bank will continue to explore possibilities for delivering the courses alongside technical partners through existing and new avenues.** The collaborations with global and regional multilateral institutions and with technical partners are strong. The next phase will include exploring other types of partners, including think tanks, local institutions, and universities where relevant and possible.

Following are next steps regarding the thematic Education Policy Academies:

- **Inclusive Education Policy Academy.** Phase 2 of IEPA will include an in-country workshop in Rwanda in February 2025. Phase 3 of the Academy will be launched by June 2025, and it will provide opportunities for the participants to join global forums such as the Global Disability Summit organized in Berlin in April 2025. These offerings will be expanded with new self-paced online modules, which can be flexibly used, that will be launched by June 2025. A self-paced e-learning module for this academy, which can also be used for future country cohorts addressing the fundamentals of disability inclusive education, will be finalized by May 2025.

- **Literacy Policy Academy.** Between two and four synchronous events will be conducted, delivering the Literacy Policy Academy to local education policy makers and school staff, including teachers and education managers. A confirmed event in Colombia in October will train over 150 school leaders from two subnational education systems: Cundinamarca/ Bogotá and Antioquia/Medellín. A follow-up workshop in the Central African Republic will

focus on instructional design for early grade reading programs, targeting education officials. Additionally, the course will be translated into Portuguese in FY25 to benefit Lusophone countries.

- **Teachers Policy Academy.** Next steps include (1) preparing for synchronous components for five in-service teacher professional development modules, including a facilitator's guide for each of the modules; (2) building a network of expert facilitators; and (3) applying the synchronous course in more country contexts. The following actions would help meet learning needs while also improving the current offerings, and could be carried out subject to funding:

  - Continue to develop the two courses in Knowledge Pack mode for greater flexibility in delivery.

  - Expand implementation of bespoke regional, subregional, and national workshops, and hybrid delivery of courses with country teams.

  - Translate materials into additional languages.

  - Develop a course on initial teacher education (preservice) (based on the global study underway) or add materials to the "Teachers: Strengthening Continuous Professional Development" course so that the one course covers both teacher preparation and development.

- **Learning Assessment Content.** Building on the implementation experience of the two modules in Ghana, the World Bank will update and expand content on Learning Assessment and Systems for the Policy Academy and its translations to reflect newer country cases, information on existing and new learning assessments, and emerging themes that are relevant for practitioners. The updating will continue during the rest of 2024 and 2025. The Bank will also develop content on Learning Data

Analytics for the Academy to support capacity development, particularly for ALMA grantees. These updates will include consultations with policymakers, development partners, and World Bank country teams so that the updated learning materials reflect their information needs. In addition, content planning and development will continue for sessions on learning assessment for the upcoming regional event for policymakers in Nepal co-organized with the UNICEF office for South Asia.

- **EdTech Policy Academy.** As a follow up to the Spring 2024 EdTech Policy Academy, the objective of the upcoming EdTech Policy Academy (expected to be in October-November 2024) is to provide a continuation of the learning experience and assess the progress and current needs of participating countries. In particular, the focus will be on evaluating current EdTech policies and strategies, emphasizing strategic implementation choices, and identifying existing EdTech Policies and achievable goals.

Inclusion Support Program for Refugee Education

In the coming months, the global program will focus on the following activities:

- **Organize and co-host the Wilton Park event for refugee inclusion in November 2024.** The event will bring together INSPIRE counterparts, stakeholders and experts to support these governments to turn commitments they have made on refugee inclusion at the GRF into action.

- **Finalize the Guidance Note and conduct global dissemination.** This resource document will be used by World Bank teams and governments to inform policy dialogue as well as program design and implementation. An internal decision meeting with peer reviews will be conducted in January. There will also be consultation with partners. Webinars will be held on various refugee inclusion topics.

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- **Continuation of just-in-time technical assistance to countries as situations emerge,** including continuing support to Uganda and Lebanon.

Implementation Science for Education Program

- The ISE Program will execute Phase 1 of the program and beginning plans for Phase 2 as follows:

  - Finalize design of research plans for Phase 1 countries.

  - Select data collection firms and implement research plans in Phase 1 countries.

  - Compile baseline results for Phase 1 countries.

  - Conduct call for proposals and begin selection of Phase 2 countries.

Bangladesh Secondary Education Program

- **Continue disseminating evidence generated under the grant with partners to enhance outreach and leverage evidence-based policy measures.** Key findings have been reflected in the design of the new World-Bank financed LAISE program. In the coming year, the focus will be on supporting evidence-based project implementation.

- **Support disbursement-linked indicators.** Next steps involve supporting the development of indicators related to preventing school-related gender-based violence and mental health support in the LAISE program, building on data/evidence generated by the Bangladesh program in Years 1 and 2.

- **Support the Ministry of Education in achieving targets on learning loss and dropout prevention.** This will be done using disbursement-linked results under the LAISE program, building on data and evidence generated by the Bangladesh program in Years 1 and 2.

- **Support the Ministry in making better decisions using impactful evidence and data, using study evidence to pilot blended learning in secondary schools.** Provide technical assistance on supporting vocation and technical education in secondary schools, especially for dropout-prone students.

Early Learning Partnership

- **Two rounds of Bank-executed grants (up to $250,000 per grant) are underway in Invest in Childcare until end-2026.** Just-in-time Bank-executed grants (up to $25,000 per grant) will also be introduced to support project preparation or implementation with more limited application and reporting requirements. The World Bank will be accepting applications for these until December 30, 2024. Recipient-executed match funding is available for childcare activities within World Bank operations on a one-to-one match basis for IDA and IDA–IBRD blend countries, and on a one-to-two match basis for IBRD countries (leveraging IDA, IBRD, domestic, or other resources), up to a maximum of $10 million ELP match funding per country. Applications will continue to be accepted on a rolling basis until December 30, 2024.

- **The second cohort of the Engaging Policymakers in Early Childhood Program (within the Education Policy Academy) focused exclusively on childcare has been launched and will conclude in December 2025.** Self-paced courses on early childhood education have been migrated into the Education Policy Academy platform on the World Bank Open Learning Campus (OLC), with new modules planned on childcare, early childhood development in FCV contexts, and parenting and adversity.

- **New guidance on implementing parenting interventions at scale as well as a paper on costing parenting interventions are expected to be completed by the end of FY25.**

- **For Read@Home, over the next year, the World Bank will continue to provide technical assistance for book development, selection, and procurement, as well as parent and caregiver engagement.** A series of rapid reviews will take place to consolidate the available evidence on shared reading interventions, packaged into user-friendly programmatic guidance. In addition, high-quality evaluations—both in terms of impact and cost-effectiveness—will be conducted in selected geographies to help generate a more robust body of data. The Bank will also develop global public goods by developing a training course on strengthening the book supply chain (with a focus on procurement), rolling out the 'Track and Trace' system; expanding the Parenting Engagement Package; documenting implementation lessons;

providing additional procurement guidance globally and to internal and external teams; and expanding the library of open source, print-ready books.

- **On ECD measurement, existing activities will continue over the next 12 months, and new activities on the measurement of childcare quality have begun with a literature review and landscape review of childcare quality measurement tools to capture structural and process quality elements in childcare settings.** The team will continue providing technical guidance and support to the ELP grantees and just-in-time support to policy makers and staff who require guidance on ECD measurement topics. In addition, a country results report reflecting the integration of ECD measurement tools from UNICEF, WHO, and the World Bank is currently under development and will be delivered for Senegal next fiscal year. In addition, analytical work will be submitted to academic conferences and journals focused on ECD and ECE.

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> *It is time to seize these opportunities and work together towards a more effective and efficient aid delivery system that truly benefits developing countries.*

Akihiko Nishio, Vice President, Development Finance, World Bank
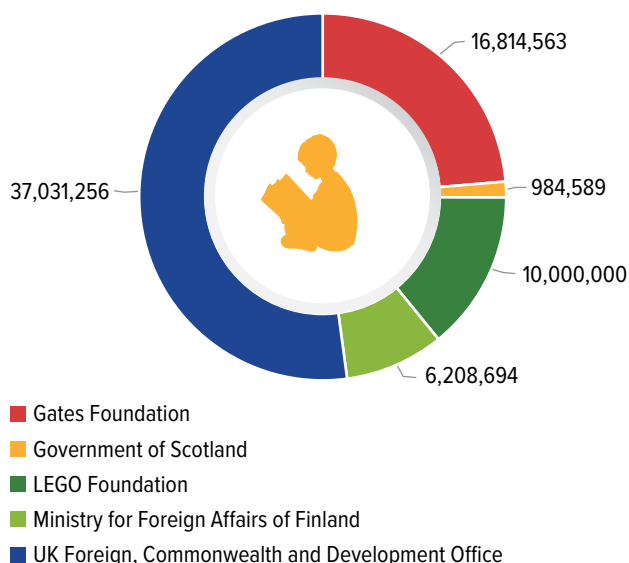
SECTION 5

Trust Fund Financials

In this section

This section outlines financial highlights for the FLC Umbrella TF. It covers program expansion, the status of funds received and disbursed, as well as figures and detailed financial tables that provide information on allocation and utilization of contributions from development partners for the FLC Anchor Trust Fund and for the ELP.

As of September 30, 2024, there was a total of $50.9 million in paid-in contributions from development partners and $19.9 million in unpaid contributions for the FLC Anchor. Of those contributions, $37.8 million has been disbursed and $8.7 million remains to be executed.

FIGURE 5.1 Total Funds Committed by Development Partners as of September 30, 2023 ($)

- 16,814,563
- 984,589
- 10,000,000
- 6,208,694
- 37,031,256

- 🟥 Gates Foundation
- 🟧 Government of Scotland
- 🟩 LEGO Foundation
- 🟩 Ministry for Foreign Affairs of Finland
- 🟦 UK Foreign, Commonwealth and Development Office

Source: World Bank Trust Fund Portal.

Nearly all the available amount is allocated to new programs that were launched this year, including Implementation Science, INSPIRE, and ALMA, or those that were expanded such as the Accelerator 2.0 and the Education Policy Academy. As all FLC funding targets specific activities, there are no unallocated or unprogrammed funds in the FLC Anchor (see figure 5.1).

During this period, 37 grants, namely the SUNSET grants, Global Coach, and Coach Mozambique were closed. Approximately 38 percent of grants benefitted Africa (see figure 5.2).

Disbursements represent a 6.1 percent increase over the previous reporting period. The FLC disbursed $12.9 million this year, which reflects the acceleration of implementation in the last year across all activities. Table 5.1 and Table 5.2 provide more details on the status of contributions, disbursements and funds available.

FIGURE 5.2 FLC Grants by Region as of September 30, 2023 ($)
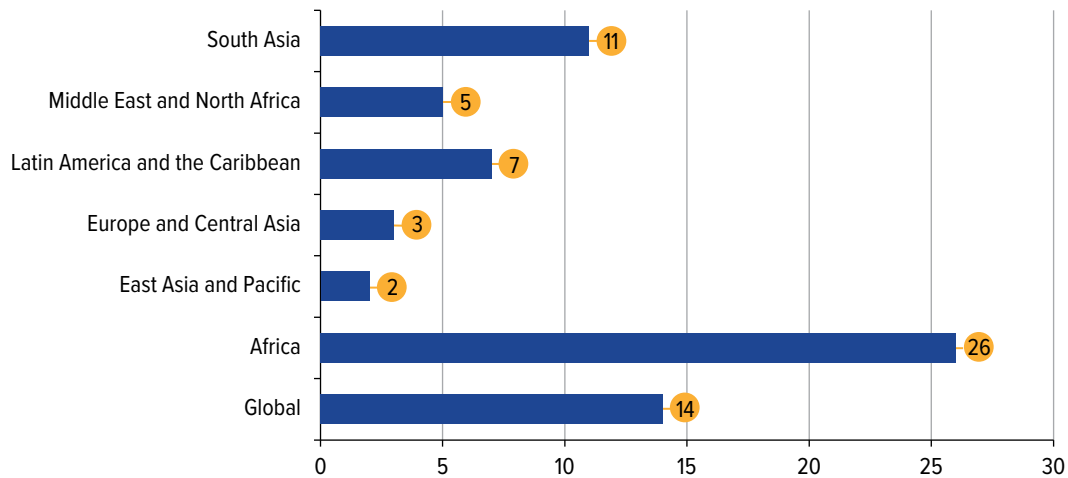
Source: World Bank Trust Fund Portal.

TABLE 5.1 FLC Umbrella Trust Fund Financial Status as of September 30, 2024 ($)

	Reporting Period	Cumulative
Total funds committed by Development Partners	-	71,039,102
The Bill and Melinda Gates Foundation	-	16,814,563
Government of Scotland	-	984,589
LEGO Foundation	-	10,000,000
Ministry for Foreign Affairs of Finland	-	6,208,694
UK Foreign, Commonwealth & Development Office	-	37,031,256
Total funds received from Development Partners	13,292,038	50,907,607
The Bill and Melinda Gates Foundation	2,600,000	13,524,469
Government of Scotland	752,675	752,675
LEGO Foundation	1,500,000	10,000,000
Ministry for Foreign Affairs of Finland	0	6,208,694
UK Foreign, Commonwealth & Development Office	8,439,372	20,421,796
Pending contributions from Development Partners	-	19,895,701
The Bill and Melinda Gates Foundation	-	3,000,000
Government of Scotland - Directorate for External Affairs	-	231,914
LEGO Foundation	-	0
Ministry for Foreign Affairs of Finland	-	0
UK Foreign, Commonwealth & Development Office	-	16,663,760
Total funds disbursed to grants	12,865,834	37,864,805
Program management & administration costs	629,040	1,824,037
Total funds transferred out to other institutions	0	1,079,922
Total funds available	-	8,724,039

Source: World Bank Trust Fund Portal.

TABLE 5.2 ELP Associated Trust Fund Financial Status as of September 30, 2024 ($)

	Reporting Period	Cumulative
Total funds committed by Development Partners	-	132,497,032
Bernard van Leer Foundation	-	257,050
The Bill and Melinda Gates Foundation	-	9,997,917
German Federal Ministry for Economic Cooperation and Development	-	21,253,200
Government of Australia	-	2,073,683
Government of Canada	-	7,751,341
Hewlett Foundation	-	2,000,000
Hilton Foundation	-	5,500,000
LEGO Foundation	-	32,600,000
Rockefeller Philanthropy (from Echidna Giving)	-	3,000,000
UK Foreign, Commonwealth & Development Office	-	1,063,840
United States Agency for International Development	-	47,000,000
Total funds received from Development Partners		89,762,746
Bernard van Leer Foundation	-	257,050
Gates Foundation	-	9,997,917
German Federal Ministry for Economic Cooperation and Development	-	21,253,200
Government of Australia	65,950	1,739,458
Government of Canada	-	7,751,341
Hewlett Foundation	-	2,000,000
Hilton Foundation	-	5,500,000
LEGO Foundation	9,999,991	15,199,939
Rockefeller Philanthropy	1,000,000	3,000,000
UK Foreign, Commonwealth & Development Office	-	1,063,840
United States Agency for International Development	22,000,000	22,000,000
Pending contributions from Development Partners	-	42,730,336
Bernard van Leer Foundation	-	0
Gates Foundation	-	0
German Federal Ministry for Economic Cooperation and Development	-	0
Government of Australia	-	330,275
Government of Canada	-	0
Hewlett Foundation	-	0
Hilton Foundation	-	0
LEGO Foundation	-	17,400,061

	Reporting Period	Cumulative
Rockefeller Philanthropy	-	0
UK Foreign, Commonwealth & Development Office	-	0
United States Agency for International Development	-	25,000,000
Total funds disbursed to grants		24,319,177
Program management & administration costs	419,852	1,311,157
Total funds transferred out to other institutions	0	0
Total funds available	-	14,889,241

Source: World Bank Trust Fund Portal.

ANNEXES

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Partnerships and commitments signal the World Bank's recognition that meaningful, collaborative action on foundational learning is imperative for ensuring that the promise of education is realized.

Luis Benveniste, Global Director, Education Global Practice, World Bank

Ongoing FLC- and ELP-Funded Activities and Projects

TABLE A.1 Ongoing FLC-Funded Activities and Projects

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
ISE-DL Coaching and Mentoring	TF0C6243	Ghana	9/9/24	130,000	0	To enhance the quality of basic education in underperforming schools and bolster equity and accountability in the education sector
Global Education Policy Dashboard	TF0C6230	Lebanon	9/10/24	75,000	0	To engage key stakeholders to identify constraints to and options for preserving and rebuilding human capital
Global Education Policy Dashboard	TF0C5981	Colombia	8/23/24	200,000	0	To enhance tertiary education quality in participating institutions and increase enrollment of students from disadvantaged backgrounds in quality programs
Global Education Policy Dashboard	TF0C5591	Peru	7/16/24	200,000	732	To provide technical assistance for investments in building, protecting, and utilizing human capital
Inclusive Education Policy Academy	TF0C5558	Global	7/15/24	424,321	77,323	To offer World Bank education staff and client country counterparts learning opportunities to enhance knowledge and skills in education policy design, program implementation, and policy dialogue in key thematic areas.

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
INSPIRE Regional Management, Coordination and Supervision	TF0C5329	Global	5/31/24	300,000	5,295	To manage, coordinate, and supervise INSPIRE activities at the regional level
Enhancing Educational Support for Refugees	TF0C5293	Chad	6/24/24	254,000	0	To enhance access to primary education, improve the quality of literacy and numeracy teaching, and strengthen essential management systems.
INSPIRE Global Program	TF0C5274	Global	6/24/24	300,000	45,594	To produce actionable, policy-relevant evidence and lessons, monitor progress on refugee education, and support selected host countries in strengthening and implementing policies.
Support for Integrating Refugees in TVET	TF0C5187	Ethiopia	6/10/24	104,467	16,735	To improve employment outcomes of the TVET system of Ethiopia with a focus on women and marginalized groups
Enhancing Educational Support for Refugees	TF0C5186	Burundi	6/7/24	249,000	0	To empower boys and girls through improved access to quality nutrition, healthcare and basic education services
Inclusion of Refugees in National Education System	TF0C5036	South Sudan	5/30/24	199,000	0	To support the design and implementation of activities aimed at fostering the inclusion of refugee students in national schools
Improving Foundational Literacy	TF0C3293	Senegal	11/3/23	70,000	69,198	To improve the quality of foundational literacy for students in grades 1-3
Accelerators Program	TF0C3218	Sierra Leone	11/1/23	150,000	92,632	The grant will enhance Sierra Leone's education system by improving learning conditions, teaching practices, foundational literacy, and reducing learning poverty

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Global Education Policy Dashboard	TF0C2831	Central African Republic	9/19/23	230,000	158,354	To improve access to and quality of preprimary and basic education and strengthen education system management and resilience
Global Education Policy Dashboard with AMPL-B	TF0C2788	Pakistan	9/14/23	500,000	426,523	To enhance sector resilience through better coordination with a focus on disadvantaged areas and vulnerable populations
Bolstering Global Support for the Teaching Profession and Workforce	TF0C2449	Global	8/15/23	2,240,209	1,115,041	To develop the teaching profession and workforce for improved student learning through the development and provision of global evidence-based tools and recommendations to support policy dialogue and operations
Global Education Policy Dashboard	TF0C2436	Bangladesh	8/13/23	200,000	60,551	To improve the quality of and enhance equitable access to education from preprimary to grade 5
Assessments System for Foundational Learning	TF0C2395	Malawi	8/15/23	48,000	35,375	To carry out a functional review of current assessments for foundational learning and the utilization of assessment data
Global Education Policy Dashboard 2.0	TF0C2291	Global	8/1/23	765,500	503,910	To improve measurement of education service delivery, and offer countries much-needed, comprehensive, and timely information to strengthen the effectiveness of the decisions made to improve learning
Teach-Coach SUNSET Grants	TF0C2167	Mexico	7/25/23	181,487	181,116	To support federal and state education authorities in promoting that all students can regain their educational trajectories in the aftermath of the pandemic

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Accelerating Learning Measurement for Action - Primary Education	TF0C2146	Global	8/1/23	535,000	239,652	To increase the availability and effective use of quality data on learning of children and youth generated through technically sound large-scale learning assessments to inform global, regional, and national systems, policies, and programs
Foundational Learning Compact (FLC) Implementation	TF0C2123	Pakistan	7/17/23	250,000	211,818	To provide actionable, sequenced, and tailored policy reform options to the government of Pakistan, as well as advice on program design and implementation to improve education outcomes, specifically addressing learning poverty
Leading the Path of Learning for Burundi	TF0C1511	Burundi	5/15/23	200,000	199,173	To improve student learning and progression in early grades in Burundi and, in the event of an eligible crisis or emergency, provide immediate and effective response
Coach Mozambique TF	TF0C1442	Mozambique	5/4/23	1,870,653	1,299,595	To help Mozambique design, implement, and evaluate high-quality teacher professional development programs and systems that align with global evidence
Arise and Align: Improving Teacher Professional Development	TF0B9868	Cameroon	10/24/22	250,000	177,357	To improve teaching quality in Cameroon
TEACH Nepal	TF0B9593	Nepal	9/16/22	125,000	120,062	To improve teaching quality in Nepal
Scaling up Teachers Continuous Professional Development in Tanzania	TF0B9175	Tanzania	7/20/22	573,000	572,151	To support the rollout of strengthened, continuous professional development activities in 26 local systems, enhancing the support teachers receive and improving their teaching practices

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Early Childhood Education (l'année préscolaire) Classroom Observation	TF0B9151	Regional: Maghreb	7/21/22	43,000	41,052	To support the rollout of strengthened, continuous professional development activities in 26 local systems, enhancing the support teachers receive and improving their teaching practices
First Teacher Coach Professional Development Program	TF0B9066	Somalia	7/7/22	353,236	214,724	To identify coaching practices that support teachers in improving the quality of their classroom instruction by piloting and evaluating Somalia's first Teacher Coach professional development program, with a focus on female coaches
Equip Teachers with Modern Tools and Resources to Improve Classroom Practices	TF0B9045	Romania	6/30/22	498,900	463,169	To support the Ministry of Education in enhancing its capacity to address early school leaving and prevent dropouts by increasing learning quality at preschool and primary levels, contributing by piloting Teach and Coach tools, delivering training, and completing a randomized controlled trial
Strengthening Teacher Education and Professional Development (I-STEP)	TF0B9044	India	6/29/22	75,000	72,401	To facilitate the rollout of the Teach 2.0 ECE tool in Andhra Pradesh and the downward extension of the Teach 2.0-based practice of regular classroom observations that the state has already rolled out at the primary and secondary levels

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Teach-Coach SUNSET Grants	TF0B9043	India	6/28/22	362,500	348,020	To enable greater exposure to and facilitate the contextualization, adaptation, and rollout of Teach ECE and Teach Primary tools across India's education portfolio, including the development of training materials and digitized/video content; translation of the Teach tool into local languages; orientation/capacity-building workshops at decentralized federal levels; and development of a digital application to support rollout
Gujarat Outcomes for Accelerated Learning (GOAL)	TF0B9042	India	6/29/22	62,500	62,450	To enable the state of Gujarat to strengthen needs-based TPD informed by data from the Teach Primary tool
Teacher Professional Development Materials and Activities to Support Local Governments in North and Northeast Brazil	TF0B9032	Brazil	6/28/22	68,500	57,353	To support states and municipalities to enhance teacher training capacity at the local level and by equipping teachers with the pedagogical tools necessary for learning recovery
Strengthening Coaching and Adapting to Local Languages in Education (SCALE) in Punjab and Khyber Pakhtunkhwa	TF0B9016	Pakistan	6/29/22	250,000	207,757	To support the adaptation and contextualization of classroom observation and teacher mentoring tools in Khyber Pakhtunkhwa and Punjab to improve elementary education services

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Ensuring Effective Teacher Professional Development for Early Learning	TF0B9014	Regional: El Salvador and Honduras	6/27/22	519,200	513,793	Utilize Teach and Coach frameworks to understand classroom practices linked to learning and develop structured materials to support regular coaching and feedback sessions on a national scale
Scaling Up Improved Teaching Practices	TF0B9012	Djibouti	6/27/22	300,000	299,752	To support the Ministry to tailor and modernize TPD and teacher monitoring through the rollout of improved classroom observation and coaching at the preschool level and in basic education grades 1–9
Enhancing Professional Support to ECE and Primary Education Teachers in Pacific Island Countries	TF0B9007	Regional: Pacific Island countries	7/6/22	305,000	292,077	To support measurement of teaching practices and guidance for practical and tailored TPD in Tuvalu and Kiribati
TEACH Pilot	TF0B8976	Central African Republic	6/20/22	105,000	104,831	To improve teaching quality in the Central African Republic
Capacity Building through TEACH and COACH	TF0B8969	Armenia	6/20/22	50,000	48,213	To improve the quality of preschool and general education using Teach and Coach to design training courses based on teachers' needs
Scaling-Up National Support for Effective Teaching	TF0B8937	Côte d'Ivoire	6/17/22	517,500	462,754	To scale up the tools, approaches, and activities developed to update Côte d'Ivoire's early learning and in-service training strategies

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Using TEACH to Strengthen Teacher Professional Development	TF0B8936	Cabo Verde	6/30/22	60,000	58,759	TEACH is expected to help improve teacher pedagogical practices and focus greater attention on evidence-based practices that have been shown to lead to higher learning outcomes
Strengthening Teaching Quality at Early Childhood Care, Development, and Education (ECCDE) Level	TF0B8905	Eswatini	6/15/22	105,000	95,145	To assess quality of the ECCDE to develop a comprehensive package of interventions to improve service quality
Strengthen Early Childhood Education Teacher Practices to Boost Social-Emotional Learning Outcomes in Early Learning Programs	TF0B8904	Uzbekistan	6/15/22	356,000	355,993	To collect and use data on teaching practices to improve pre- and in-service TPD programs at scale; enhance the quality of pre- and in-service TPD with more tailored, practical, focused, and ongoing professional development; and contribute to the global evidence base
Building Back Better Education Systems	TF0B8883	Bangladesh	6/21/22	4,139,986	3,499,609	To guide the secondary education system on how to build back better for improved retention and learning after COVID-related disruptions and learning losses
Global Support - Accelerator Program	TF0B8523	Global	4/28/22	3,290,567	2,869,592	To support selected national and subnational committed governments to improve foundational learning and reduce learning poverty through the implementation of coherent and evidence-based plans

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Accelerating the Fight Against Learning Poverty	TF0B8275	Kenya	3/22/22	526,397	526,374	To accelerate learning outcomes in Kenya
Accelerating Improvements in Learning	TF0B7310	Mozambique	11/1/21	776,397	651,495	To improve the teaching and learning processes in basic education and expand access to quality digital skills and entrepreneurship development programs for youth in Edo State
Edo State: Accelerating the Fight Against Learning Poverty	TF0B7302	Nigeria	11/2/21	2,710,629	2,584,235	To accelerate learning outcomes in Mozambique
Accelerating the Fight Against Learning Poverty	TF0B7072	Rwanda	10/8/21	2,139,352	1,846,436	To accelerate learning outcomes in Rwanda

Source: World Bank Trust Fund Portal

Note: ECE = early childhood education; TPD = teacher professional development.

TABLE A.2 Ongoing ELP Trust-Funded Activities and Projects

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Enhancing Access to Quality Childcare and Empowering Women	TF0C5001	El Salvador	10/3/2024	200,000	0	To improve access to employment opportunities and skills development of selected vulnerable groups of El Salvador by (1) addressing the knowledge gap concerning access to childcare among vulnerable young mothers and (2) supporting and informing the implementation of a childcare allowance
Evaluating the Impact of Child and Maternity Benefits on Parents' and Children's Time and Well-Being	TF0C6286	Georgia	9/26/2024	249,500	397	To build the evidence base to help the Ministry of Health, IDPs, Labor and Social Assistance of Georgia understand constraints to access to affordable, quality childcare services and improving outcomes for women, children, and families
Expanding Access to Quality Childcare and Preschool Amidst Forced Displacement	TF0C6091	Ukraine	9/5/2024	250,000	2,562	To (1) improve teaching and learning conditions; and (2) strengthen management capacity of the education system by exploring options to increase access to affordable, high quality, public and private childcare
Unlocking Barriers to Center-Based Childcare Services	TF0C6090	South Africa	9/4/2024	160,000	7,445	To strengthen the evidence base and the policy dialogue around South Africa's twin goals of improving access to quality ECD services—a critical building block of the education and health systems' preparedness to respond to social, economic, and environmental changes

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Improving Childcare Infrastructure and Services	TF0C6093	Guinea	9/2/2024	51,000	0	To support access to quality childcare and early learning in Guinea by improving children's health and education outcomes, as well as women's employment and productivity
Strengthening the Quality of Community-Based Care	TF0C2566	Chile	9/1/2024	130,800	66,851	To support the government of Chile to design quality community care services to guarantee care and development for children with limited access to standard ECD services, and contribute to the expansion of both the national care system and the new minimum guarantees protections for children
Life Cycle Impacts of Center-Based Childcare for Children and Women in the Kyrgyz Republic	TF0C6052	Kyrgyz Republic	8/31/2024	150,000	0	To strengthen data and the knowledge base on the welfare impact of key development challenges and trends and to inform operations and policy design in Central Asia countries by generating data to inform childcare policy in Kyrgyzstan and in the CA region
Response - Recovery	TF0C4699	Ethiopia	8/30/2024	3,000,000	0	To improve access to multi-sectoral response services for Gender-Based Violence (GBV) survivors; in selected conflict-affected communities in Ethiopia
Piloting Child Care Provision for Inclusive SACCOs and FPOs in Kenya	TF0C4932	Kenya	8/28/2024	250,000	13,971	To increase market participation and value addition for targeted farmers in select value chains in project areas by promoting access to childcare services

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Childcare in the Crosshairs of Climate Change and Disaster Risk	TF0C5832	Regional: Eastern and Southern Africa	8/8/2024	249,900	0	To prioritize childcare in disaster preparedness, response, and recovery efforts in the face of intensifying climate shocks by analyzing the complex childcare-disaster nexus, engaging stakeholders, and building capacity
Understanding Child Penalty in Türkiye	TF0C5639	Türkiye	8/2/2024	86,495	7,148	To support the Turkish government in the analysis of trends in standards of living and the design of public policy interventions towards reduction of poverty and inequality, with a focus on childcare and gender norms in relation to child penalty
Strengthening Support for Improved Access to Quality Childcare and Early Childhood Education Services	TF0C5724	Chad	8/1/2024	205,000	0	To increase access to primary education and the quality of teaching for literacy and numeracy, to strengthen key management systems, and to better integrate and improve education services for refugee children in Chad, while also benefiting host community children
Invest in Childcare	TF0C5725	Armenia, Azerbaijan, and Georgia	7/30/2024	246,000	0	To provide advisory and analytical support to the governments of Armenia, Azerbaijan, and Georgia
Promoting Effective Childcare Policies for the National Policy on Childcare	TF0C5726	Sri Lanka	7/29/2024	102,000	0	To address gender and social inclusion gaps in Sri Lanka by identifying opportunities available to promote childcare and facilitate economic recovery from the economic crisis by increasing female labor force participation through the implementation of effective childcare models and by ensuring implementation of a revised Child Daycare Policy

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Empowering Women Entrepreneurs, Climate Refugees and Displaced People in Burundi	TF0C5641	Burundi	7/26/2024	206,000	4,889	To improve nutrition, access to basic services, and economic opportunities in the targeted areas through access to profitable, climate-resilient economic (employment and self-employment) opportunities, and the promotion of childcare services
Boosting Women's Labor Force Participation and Children's Development through Family-Based Kindergartens	TF0C5643	Tajikistan	7/24/2024	250,000	0	To promote economic inclusion of jobseekers (mainly female) through support to development and piloting of family-based Kindergartens (FbK) model in Tajikistan
Assessing the Role of Early Learning Centers on Parents' Time Use and Perceptions	TF0C5574	Madagascar	7/18/2024	93,800	0	To improve learning outcomes and increase retention in basic education by conducting a study targeting parents and primary caretakers of young children, and specifically focusing on mothers
Enhancing Women Economic Opportunities (IPF)	TF0C4299	Jordan	7/8/2024	5,000,000	0	To support the government of Jordan to expand access to quality childcare services as a way to address constraints that women face to enter and stay in the labor force
Assessment of Childcare Quality, Demand-side Constraints to Uptake, and Women's Employment	TF0C5348	Malaysia	6/28/2024	150,000	0	To support the government of Malaysia's inclusive growth objectives through advisory and analytical activities in select key areas of human capital development by strengthening the evidence base on both the supply and demand side of childcare

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Empowering Tomorrow: Innovations in Childcare Services for Children with Disabilities in Uzbekistan	TF0C5330	Uzbekistan	6/25/2024	231,500	7,928	To support the government of Uzbekistan to design a climate resilient and gender sensitive economic inclusion program for vulnerable households
Validating and Applying a Childcare Toolkit for Agricultural Investments	TF0C5287	Honduras	6/19/2024	149,880	3,003	To contribute to boosting women's participation in lucrative commercial and processing activities promoted under the Productive Alliance's investments
Understanding and Addressing Barriers to Accessing Childcare	TF0C5234	Bosnia and Herzegovina	6/13/2024	100,000	0	To increase formal private sector employment among targeted groups of registered jobseekers
Community-Based ECD and Women's Empowerment Pilot in Guinea-Bissau	TF0C5180	Guinea-Bissau	6/12/2024	245,000	4,668	To strengthen service delivery in the social sectors to improve human capital outcomes and provide women with income generating opportunities
Promoting Women's Empowerment and Improving Child Development Outcomes	TF0C5164	Niger	6/11/2024	61,000	0	To improve the capacity of the Niger adaptive safety nets system to respond to shocks and to provide access for poor and vulnerable people to safety nets and accompanying measures by mapping existing childcare services and piloting of community childcare spaces to promote the participation of women in training, productive inclusion and cash for work activities

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Building the ECD Evidence Base in Tanzania	TF0C5159	Tanzania	6/7/2024	175,000	0	To (1) build the evidence base and address country and global knowledge gaps and (2) ensure the quality of childcare services (plotting and/ or at scale)
Community Childcare for Women Beneficiaries of Safety Net Programs Engaged in Economic Opportunities Activities	TF0C5160	Comoros	6/5/2024	185,000	2,703	To support investment in affordable community-based childcare services for Women beneficiaries of safety net programs engaged in economic activities
Promoting Early Childhood Development through Childcare	TF0C5043	Argentina	5/29/2024	248,750	12,104	To support the government of Argentina to promote the human capital of vulnerable children in the early years by supporting early childhood development policy dialogue at national and subnational level, assessing childcare quality, and promoting positive parenting practices through childcare
Building Futures for Children and Women: Setting the Foundations for Investments in Childcare in West Africa	TF0C5044	Regional: Western Africa	5/23/2024	250,000	0	To increase girls' enrolment and completion in secondary education by exploring the possibilities of childcare provision to support adolescent girls that are out of schools and that would be targeted by the project for training
Design and Implementation of a Cash Plus Care Strategy	TF0C5002	Peru	5/22/2024	250,000	21,732	To strengthen the coordination and improve the provision of services to poor and vulnerable children from the Cuna Mas and Juntos programs in Peru

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Enhancing the Operation and Quality of Early Childhood Care Centers	TF0C5003	Panama	5/21/2024	250,000	4,052	To increase the capacity of MIDES to scale up a Parenting Community Model in Panama's indigenous territories by enhancing the ECD Centers program, with the objective of expanding its coverage, improving its quality, and generating evidence for effective intervention
Building Equity for Childcare Investments	TF0C4931	Cameroon	5/16/2024	183,500	15,511	To harmonize childcare and early childhood services rolled out by the Social Protection and Education sectors
ECD Measurement-Quality Early Learning ELP Grant	TF0C4822	Dominican Republic	5/2/2024	126,000	86,773	To improve the Borrower capacity to: (1) recruit and train primary and secondary school teachers, (2) assess student learning in primary and secondary education, (3) evaluate the quality of service provided by public early childhood development centers, and (4) enhance the process for decentralizing public school management
Quality ECD Home Support for the Most Vulnerable Children in Iraq	TF0C4823	Iraq	5/2/2024	196,286	3,534	To provide quality home support for vulnerable preprimary age children in Iraq
Understanding Public Land Allocation for Early Learning services (Global and Country Deep-Dives)	TF0C4527	World	4/2/2024	218,000	36,677	To study the processes for public land allocation and the impact that has on the publicly facilitated service delivery of child childcare, that we know reduce women's unpaid work

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Improving Access to Quality Childcare	TF0C4591	Cabo Verde	4/1/2024	157,500	20,543	To improve the regulatory environment for childcare including accreditation and licensing procedures for childcare providers
Supporting the Egyptian National Railways to Establish the Childcare Facility	TF0C4574	Egypt, Arab Republic of	3/31/2024	75,000	7,021	To improve the performance and support the decarbonization of the logistics and transport sectors in the Alexandria Greater Cairo Area railway corridor by boosting women's employment through quality childcare facilities
Assessing the Potential of Childcare Services to Strengthen Diversity and Inclusion in the Water Sector	TF0C4502	Latin America and Caribbean	3/22/2024	250,000	92,149	To mainstream historically excluded groups in World Bank operations, policy dialogue, and analytics of the Latin America and the Caribbean Region by exploring opportunities to provide inclusive and accessible childcare services and facilities to strengthen diversity and inclusion in the water sector
Expanding Access to Quality Childcare	TF0C4503	Bhutan	3/21/2024	249,000	6,246	To support the RGoB to think through how its ECCD model might be extended to include children aged 0 to 2 and tweaked to also improve employment outcomes for women by supporting their childcare needs

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
National Childcare Situation Assessment	TF0C4375	Gambia, The	3/14/2024	180,000	8,639	To increase (1) foundational learning of early-grade students; (2) access to job-relevant training for youth, and (3) income-generating opportunities, including for the poor and vulnerable, in The Gambia by providing a nationwide overview of childcare demand and conducting two supply assessments focused on childcare arrangements in higher education institutions and the potential for mobile childcare centers
Guidance note and Toolkit for Operationalizing Childcare in Agriculture	TF0C4407	Latin America and Caribbean	3/14/2024	50,000	23,269	To supporting economic recovery among beneficiaries in Argentina's agrifood system by creating or maintaining 1,050 jobs for women through improved childcare systems
Education Quality Improvement Project – Expanding Access to Childcare via the ECCE Activities	TF0C1507	Moldova	2/5/2024	5,000,000	200,000	To expand access to childcare in Moldova with the focus on ensuring access for disadvantaged students
Read@Home	TF0C4027	Jordan	2/4/2024	326,764	87,300	To bridge the gap between informal home dialects and formal Modern Standard Arabic, which is crucial for improving reading outcomes and overall educational conditions for children in Jordan

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Reader-Friendly Homes to Improve Literacy	TF0C3523	Eswatini	1/19/2024	250,000	10,853	To strengthen education service delivery and management systems in the early years by testing out demand-side interventions at the household level to improve early literacy outcomes and promote school readiness
Higher Education Project - ESPOIR-Jeunes	TF0C1702	Senegal	12/22/2023	1,900,000	0	To increase equitable access to market-relevant, short-term vocational tertiary education and strengthen governance and research in higher education
Piloting Community Based ECD Centers to Promote Child Development and Support Poverty Reduction in Three PSNP Regions (Amhara, SNNP, Sidama)	TF0C3576	Ethiopia	12/15/2023	250,000	30,623	To facilitate the establishment and operation of community-based childcare centers, to ease the challenges women face in balancing economic pursuits with childcare responsibilities
Developing Reach Up and Learn for Paternal Engagement	TF0C3609	Indonesia	12/14/2023	135,000	0	To provide the international research community, civil society and policy makers with a better informational basis to guide efforts to improve service delivery in developing countries
Promoting ECD measurement and Policy Monitoring in Honduras and El Salvador	TF0C3524	Honduras & El Salvador	12/11/2023	261,600	27,050	To support the government of Honduras in having valuable information related to children's development and achievement to support the improvement of teaching practices with the ultimate input from children's outcomes

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Providing Quality Childcare in Ghana's Safety Net Programs	TF0C3482	Ghana	12/8/2023	250,000	66,928	To enhance the quality of childcare provision under the Labor-Intensive Public Works (LIPW) component of the Ghana Productive Safety Nets Project 2 (GPSNP2), thereby ensuring that more women are able to partake in this important income-generating opportunity while simultaneously ensuring children from poor and vulnerable households benefit from early learning activities
Entrepreneurship and Childcare	TF0C3501	Ghana	12/8/2023	250,000	26,601	To provide analytical underpinnings and technical advisory support to strengthen the capacities of the three client countries to design and implement their social protection policies and labor and economic inclusion programs
Vietnam Quality Early Childhood Education	TF0C3426	Viet Nam	12/7/2023	490,150	125,892	To provide policy advisory and technical assistance for high-level and impactful ECEC reforms aimed at (1) universal quality preschool for all children aged 3-5 and (2) improved access to quality, affordable childcare for children under 3 years old
Developing a Monitoring & Evaluation System for Nurturing Care Interventions	TF0C3502	Bangladesh	12/7/2023	365,000	137	To support development and implementation of a monitoring and evaluation framework to monitor project results and inform evidence-based intervention design and decision making of the nationwide child benefit program

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Investing in Parenting to Improve Stunting, Nutrition, Hygiene and Early Stimulation	TF0C3223	Pakistan	11/27/2023	500,000	0	To improve reading skills of early grade primary students and increase student retention in primary schools in selected districts
Agile Support For Parents And Caregivers Program (Northern Nigeria)	TF0C3346	Nigeria	11/27/2023	225,000	20,693	To improve secondary education opportunities among girls in targeted areas in participating states
Design and Implementation of Group Modality for ECD Parenting Services within the Brazilian Social Assistance System	TF0C3427	Brazil	11/27/2023	238,500	28,682	To protect the income of poor families with children from 0 to 6 years of age and mitigate risks that might damage those children's human capital
ECE Quality Analysis (LEQA)	TF0C3340	Liberia	11/21/2023	220,750	89,201	To improve foundational literacy instruction and equitable access in public primary schools and to strengthen the education system
More and Better Data to Monitor Quality of Services and ECD Outcomes for Evidence-Based Policies in Ecuador	TF0C3177	Ecuador	11/19/2023	249,250	105,898	To strengthen the government of Ecuador's ability to make evidence-based policy decisions and enable future impact evaluations for the national strategy "Ecuador Crece sin Desnutrición" on indicators of parenting and others relevant to the strategy

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Building an Integrated M&E System for ECE Provision	TF0C3341	Morocco	11/16/2023	246,100	72,509	To establish an enabling environment for quality Early Childhood Education service delivery by supporting the development of an integrated monitoring and evaluation system for ECE provision, including enhanced multidimensional tools, convergence in the data platforms, and institutionalization of the use of ECE measurements by stakeholders
Improving Access to Quality Early Learning Opportunities	TF0C3345	Congo, Republic of	11/16/2023	245,000	37,163	To help ensure that the government's goal to significantly expand access to quality education will include expanded access to affordable early learning opportunities and that this will be done in a way that mirrors best practices and is accessible to the most vulnerable populations
Piloting Classroom Observations of Pedagogical Practices to Promote Teaching Quality and Strengthening Teacher Professional Development Policies	TF0C3224	Bulgaria	11/12/2023	245,000	145,562	To (1) strengthen ECE policy environment and MOES capacity to manage investments in teaching improvement to boost quality in ECE classrooms in Bulgaria and to (2) promote a unified approach to child-centered pedagogy in ECE standards
Sustainable Scale-up of Nutrition Improvements through Cash and Health Education (NICHE)	TF0C3289	Kenya	11/9/2023	220,000	33,878	To strengthen delivery systems for enhanced access to social and economic inclusion services and shock-responsive safety nets for poor and vulnerable households

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Operationalizing the National Early Childhood Development and Education	TF0C3106	Ethiopia	11/6/2023	212,842	50,307	To improve learning outcomes and nutrition services for girls and boys, and to strengthen service delivery and accountability, in all regions including areas affected by conflict, droughts and high levels of refugees
Parenting Education Program	TF0C3068	Sao Tome and Principe	11/6/2023	157,000	75,895	To strengthen the social protection system and expand the coverage of social protection programs
Measuring ECD in Nigeria	TF0C3237	Nigeria	11/3/2023	233,314	127,736	To increase the availability of nationally representative data on ECD in Nigeria and to develop a guidance note on better training practices for enumerators to collect data on ECD
Diagnostics for Improved Childcare and Access to ECD in Malawi	TF0C3175	Malawi	11/1/2023	200,000	155,276	To improve learning environments for students in lower primary in government schools by conducting diagnostics to explore the nature of formal and informal ECD support available and designing pilot models for improved provision
Scaling Up Access to Childcare	TF0C3152	Jordan	10/30/2023	100,000	11,173	To enhance women's economic empowerment in the Mashreq region through increased access and multi-sectoral collaboration for childcare
Health Nutrition and ECD Program for UHC	TF0C1703	Cote d'Ivoire	10/25/2023	5,000,000	328,587	To improve quality and accessibility of childcare services provided by community nutrition centers (known as FRANCs)

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Nurturing Care: Promoting Early Childhood Development in Lebanon	TF0C2879	Lebanon	10/25/2023	168,000	8,660	To provide technical assistance and analytics to inform the policy dialogue on selected Social Safety Net, Jobs, and Pensions reforms in Mashreq countries, focusing on ECD diagnostics and the design of a 'Nurturing Care' module for the Emergency Social Safety Net project
Support to Women Affinity Groups under the Nigeria for Women Project (NFWP) to Enhance Positive Parenting	TF0C5163	Nigeria	10/24/2023	225,000	0	To institutionalize Women Affinity Groups (WAGs) and other platforms for women's economic empowerment and enhance the economic opportunities of unbanked women
Supporting Transformative Parental Engagement in Early Childhood Education through the Utilization of Assistive Technologies - Phase 2	TF0C5689	Indonesia	10/24/2023	244,000	56,070	To provide analytical and advisory support to the government of Indonesia to enhance its evidence-based policy making and implementation of the National Education Strategy 2020-2024
Supporting Philippine Pantawid Program's Digital Innovations on Parenting and Caregiving Complementary Services	TF0C3032	Philippines	10/24/2023	250,000	126,437	To provide technical assistance and advisory services to the DSWD in key areas supporting the efficient and effective delivery of the Pantawid program

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Multisectoral ECD Database	TF0C3057	Philippines	10/24/2023	250,000	12,670	To support strengthening the system for monitoring access to and quality of ECE services so that improvements and interventions can be systematically planned to help young children's holistic development for their smooth transition to kindergarten
Using Evidence to Improve the Quality of ECE and Childcare in Tanzania	TF0C3074	Tanzania	10/23/2023	250,000	24,610	To improve equitable access to quality learning in preprimary and primary education in mainland Tanzania
Mainstreaming Playful Parenting in Social and Behavioral Change Communication	TF0C3070	Gambia, The	10/23/2023	229,000	76,433	To increase (1) foundational learning of early-grade students; (2) access to job-relevant training for youth; and (3) income-generating opportunities, including for the poor and vulnerable, in The Gambia
Enhancing Parenting and Caregiving Interventions within Social Safety Net Programs	TF0C3072	Comoros	10/20/2023	174,000	98,859	To provide emergency cash transfers and improve the resilience of vulnerable households
Solutions to Tackle Parental Stress and Improve Mental Resilience	TF0C3073	Senegal	10/18/2023	245,250	82,461	To support the government of Senegal's effort to build efficient, adaptive social protection systems through technical assistance and the production and dissemination of operational knowledge

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Assessing and Supporting Quality of ECE in Pacific Islands	TF0C3071	Pacific Islands	10/15/2023	500,000	174,880	To guide policy makers of selected Pacific Island Countries on how to improve early childhood education outcomes through more effective teacher professional development programs and stronger education systems
Understanding and Supporting Parenting during Climate-Stress	TF0C2991	Uganda	10/14/2023	250,000	112,119	To generate data and evidence on the extent and channels through which climate shocks contribute to childhood adversity, explore the current coping and adaptive mechanisms used by caregivers, and identify possible entry points to promote positive parenting during climate-related shocks
Scaling Up a Parenting Community Model in Indigenous Territories	TF0C2949	Panama	10/12/2023	250,000	75,476	To expand the evidence-base and increase the capacity of Ministry of Social Development (MIDES) to scale up a parenting community model in Panama's indigenous territories
Improve the Quality of ECE Services in CAR Community-Based Learning Centers	TF0C2973	Central African Republic	10/11/2023	172,250	94,632	To improve access to and quality of preprimary and basic education and strengthen education system management and resilience
Measuring Parenting Practices, Risks to ECD, and Access to Support Using Phone Surveys in West Africa	TF0C2965	Regional: Western Africa	10/9/2023	231,250	98,373	To enhance the Bank's and client's understanding of the risk to early childhood development and early childhood education, and the availability of services based on new data; and to summarize global knowledge on low-cost parental interventions to mitigate risk for children's development

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
ECD Measurement ELP Grant	TF0C2897	Kenya	10/5/2023	250,000	37,566	To reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes
Read@Home in Sierra Leone	TF0C2849	Sierra Leone	9/28/2023	356,511	242,119	To a) improve the management of the education system through the implementation of better procurement practices and increase the efficiency of distribution of teaching and learning materials (TLM); and b) improve learning conditions through the identification of age-appropriate, suitable, and engaging storybooks to be distributed to students of the public education system
Supporting Learning at Home	TF0C2653	World	9/13/2023	815,000	477,427	To support parents and caregivers to effectively engage with children's development
Childcare Entrepreneurship	TF0C2654	Republic of Congo	9/7/2023	300,000	23,063	To support the government of the Republic of Congo to implement its Education Sector Strategy (2021-2030), with a focus on (1) improving equitable access to quality basic education and (2) strengthening education management systems
Early Learning Partnership RETF - Stunting Prevention and Reduction Project	TF0C0802	Rwanda	8/23/2023	4,000,000	1,149,610	To contribute to the reduction in the stunting rate among children under five years of age (with a focus on those under two) in the targeted districts and provide immediate and effective response in the case of an eligible crisis or emergency

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Expanding Measurement in Childcare and Early Childhood Education	TF0C2328	World	8/8/2023	600,000	90,053	To develop the teaching profession and workforce for improved student learning through the development and provision of global evidence-based tools and recommendations to support policy dialogue and operations
Accelerating Learning Measurement for Action Early Childhood	TF0C2237	World	7/26/2023	500,000	277,239	To increase the generation, availability and effective use of quality data on early childhood developmental outcomes generated through technically-sound learning assessment activities to inform global, regional, and national systems, policies, and programs to improve learning outcomes of preprimary age children
Supporting the Introduction of One Year of Quality, Government-Provided Pre-Primary Education in Uganda	TF0C2130	Uganda	7/20/2023	77,500	12,741	To improve teaching and learning in early grade reading in target schools, improve learning environments in target schools, and increase the coverage of the Education Management Information System
Health, Nutrition and ECD Program for UHC	TF0C2134	Cote d'Ivoire	7/17/2023	100,000	56,522	To improve access and utilization of quality health, nutrition, and early years' development services, particularly for women, children, and indigent populations
Cultivating Evidence for Brighter Futures: Advancing ECD and Empowering Afghan Parents Through Resilient Mobile Intervention (Afghanistan CEBF)	TF0C2076	Afghanistan	7/12/2023	250,000	113,140	To analyze the current ECD country landscape and develop, implement, and evaluate a small-scale, fit-for-purpose, phone-based intervention for parents of young children

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Supporting First 1000-day Parents and Caregivers in PNG	TF0C1971	Papua New Guinea	6/28/2023	276,300	110,345	To support the design of the Child Nutrition and Social Protection Project and build the institutional capacity of key counterparts to implement the Fast-Track Initiative to Reduce Stunting
Peri-Urban Integrated Child Growth, Care, Nutrition, and Development (MindUp)	TF0C1651	Senegal	6/4/2023	246,080	165,139	To improve the delivery of select services that promote ECD in underserved areas of the country
Building the Foundation for Quality ECE Systems	TF0C1553	Burundi	5/19/2023	275,500	128,554	To improve student learning and progression in early grades and provide an immediate and effective response to an eligible crisis or emergency
Supporting Childcare Expansion	TF0C1470	Morocco	5/3/2023	328,300	266,480	To support analytical work, cross-country exchange, and policy dialogue to explore opportunities to expand access to quality, affordable childcare
Integrating Childcare into Youth Skills Efforts	TF0C1392	Kenya	5/2/2023	175,000	44,035	To increase employment and earnings and promote savings for selected vulnerable youth, at national scale
Empowering Women Through Education and Skills Project	TF0B8653	Somalia	3/7/2023	2,000,000	305,769	To support childcare activities to enable women to participate in skills and leadership training programs
Promoting Access to Affordable and Quality Childcare	TF0C0899	El Salvador	2/28/2023	158,000	157,899	To improve ECCE teaching practices nationwide, upgrade physical learning environments of selected ECCE centers, and strengthen institutional capacity for education sector management

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Improving Access to Childcare and Women's Engagement in Income-Generating Activities	TF0C0748	Sierra Leone	2/20/2023	245,000	127,188	To inform the design of a pilot of community-based childcare services to encourage participation of women in income-generating activities, and entrepreneurial and life skills trainings
Enhancing Children's Early Language And Reading Development At Home	TF0C0803	Serbia	2/14/2023	249,420	73,213	To promote the literacy of vulnerable children by providing them with age-appropriate books and guidance to parents about the importance of home learning
Invest in Childcare-global	TF0C0652	World	2/9/2023	1,250,000	690,329	To improve the size and quality of world bank investments in childcare
Childcare Services to Promote Women's Empowerment and Improve Child Development Outcomes in Benin	TF0C0678	Benin	2/6/2023	250,000	156,418	To improve the efficiency and adaptivity of the social protection system and to increase the coverage of vulnerable households in the Productive Social Safety Net
Read@Home Tajikistan	TF0C0596	Tajikistan	1/30/2023	277,100	82,630	To increase the utilization of a basic package of health and preschool education services for 0- to 6-year-old children
Strengthening Equitable Access to Reading	TF0C0621	Cameroon	1/28/2023	332,443	161,987	To improve equitable access to quality basic education, with a focus on selected disadvantaged areas
Enhancing the Provision of Early Childhood Services	TF0C0607	Zambia	1/24/2023	252,500	91,536	To improve equitable access to quality learning conditions in ECE in targeted areas
Skills for Creating a Childcare Workforce in India	TF0C0474	India	1/13/2023	250,000	220,619	To enhance institutional mechanisms for skill development and increase access to quality and market-relevant training for the workforce

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Childcare and Empowerment of Women	TF0C0371	Liberia	1/9/2023	240,000	159,531	To improve social and livelihood services for women and girls in targeted communities, foster positive social norms, and strengthen the government's capacity to advance women's and girls' empowerment
Enhancing Early Arabic Learning	TF0C0318	Middle East and North Africa	1/5/2023	250,000	235,771	To bring together regional and international knowledge and experience to make the case for scaling and integrating ECD services and financing and to inform policy making to achieve universal coverage in the region
Catalyzing Knowledge and Investment on Childcare in Eastern and Southern Africa	TF0C0388	Regional: Eastern and Southern Africa	1/5/2023	250,000	160,027	To enhance women's economic empowerment in the region through generating new regional knowledge, facilitating regional exchange, and catalyzing investments
Enhancing Design for Community-Managed Childcare Support for NEET Youth	TF0C0359	Bangladesh	12/22/2022	203,000	92,221	To support the design of a community-based childcare support model targeted to NEET youth to address care constraints and lay the foundations for evaluating impact on increasing access to skills and employment
Expanding Access to Quality Childcare	TF0C0089	Cabo Verde	12/21/2022	217,000	187,328	To improve access to basic services and labor market–relevant training
Inclusive Early Childhood Development Initiative	TF0C0296	Burundi	12/16/2022	193,500	97,888	To improve nutrition, and access to basic services and economic opportunities in the targeted areas
Understanding the State of Child and Caregiver Outcomes in Khyber Pakhtunkhwa	TF0C0154	Pakistan	12/13/2022	269,000	259,355	To improve availability, utilization, and quality of primary healthcare services and elementary education services in selected districts of Khyber Pakhtunkhwa

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Improve Access to Quality, Age-Appropriate Storybooks to Children in Conflict-Affected Areas	TF0C0264	Ethiopia	12/13/2022	267,600	265,994	To improve internal efficiency, equitable access, and quality in general education (grade 0 to grade 12)
Paving the Road for an Improved and Gender-Transformative ECD System in Colombia	TF0C0270	Colombia	12/13/2022	223,055	207,149	To provide technical assistance and analytical inputs to the government in the redesign and reform of ECD, childcare, and malnutrition systems to improve coverage, quality, and inclusiveness
Sanar para Crecer: Improving Quality of ECD and Promoting Socioemotional Well-Being for Venezuelan Migrant Children in Colombia	TF0C0245	Colombia	12/12/2022	250,000	249,948	To provide technical assistance and analytical inputs to the government in the redesign and reform of ECD, childcare, and malnutrition systems to improve coverage, quality, and inclusiveness
Quality Early Childhood Education	TF0C0494	Kosovo	12/11/2022	150,000	47,399	To improve equitable access to and quality of ECD services
Support to Enabling Environment for Childcare and Women's Economic Empowerment Activities	TF0C0155	South Sudan	12/7/2022	206,500	195,844	To develop a curriculum and training package for childcare services and apply them in pilot locations nationally
Enhancing Quality of Childcare and ECD Provision for the Poorest	TF0C0213	Rwanda	12/7/2022	150,000	141,913	To improve the delivery and quality of childcare in community and home-based ECD centers

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Empowering Women ECD Entrepreneurs	TF0C0182	Congo, Republic of	12/1/2022	352,650	210,429	To provide emergency income support to households affected by the COVID-19 crisis and increase access to productive safety nets for poor and vulnerable households and youth
Home-Based Childcare	TF0C0158	Lebanon	11/30/2022	112,500	18,639	To contribute to the women's economic empowerment agenda in the country by piloting a new model of childcare service provision: home-based care
Understanding Maternal Employment and Inclusive Childcare for Mothers of Children with Disabilities	TF0C0105	Regional: Kenya, Tanzania, Uganda	11/21/2022	251,700	186,444	To build internal staff capacity to support clients in implementing disability inclusion in operations, and to enhance the quality and level of disability data in the Bank for operations
Community Childcare for Women's Productive Inclusion	TF0C0090	Madagascar	11/21/2022	170,000	68,879	To support improved livelihoods and increased resilience to shocks for women in extremely poor households by facilitating the scale-up of community-based childcare provision for beneficiaries with young children
Improving Access and Quality of Child Daycare Services in Bangladesh	TF0C0091	Bangladesh	11/19/2022	209,300	105,995	To provide consumption support to vulnerable households with pregnant women and mothers of children under 4 years of age and increase knowledge of nurturing care services that contribute to ECD
Expanding Access to Quality Storybooks	TF0C0080	Sao Tome and Principe	11/18/2022	240,853	157,499	To equip girls with life skills and improve student learning outcomes for all

Activity	Grant No.	Country	Approval Date	Grant Amount ($)	Amount Disbursed ($)	Objective
Enabling Childcare Services for Women Entrepreneurs in Uganda (ENCAWE-Uganda)	TF0C0088	Uganda	11/15/2022	200,000	134,458	To increase access to entrepreneurial services that enable female entrepreneurs to grow their enterprises in targeted locations, including host and refugee communities
Expanding Access to ECD Services Provision for Ukrainian Refugees and Local Population by Harnessing the Potential of the Private Sector	TF0C0021	Moldova	11/11/2022	180,000	172,093	To support identification of incentives for the private sector to expand the access to and quality of preschool education with an emphasis on disadvantaged students, including Ukrainian refugees
Tailoring Childcare Options in Productive Alliances	TF0C0020	Argentina	11/10/2022	250,000	216,052	To support economic recovery and promote climate-smart practices among project beneficiaries in the country's agri-food system, and respond effectively in case of an eligible crisis or emergency
Engaging Policymakers in ECE	TF0B5050	World	2/3/2021	1,035,000	890,871	To help build policy maker and World Bank staff engagement and technical capacity to yield more and better-quality investments in ECE in a select group of countries

Source: World Bank Trust Fund Portal.

Note: ECD = early childhood development; ECCE = early childhood care and education; ECE = early childhood education; NEET = not in education, employment, or training.

ANNEX B

FLC Results Framework 2021–2027

The FLC has developed a theory of change and a Results Framework. They reflect the perspective of the umbrella, which is a high-level view and is meant to capture the *breadth* of activities—as opposed to the *details* of each activity, which are tracked separately at the activity level, in activity-level results frameworks. Also, as noted in the FLC Partnership Document, both the theory of change and the results framework are indicative, because the activities will develop and evolve during the course of FLC implementation as new funds come in and new donors join the FLC, and activities adjust to realities on the ground including external shocks.

The Results Framework, presented starting on the next page, shows the key results from the various activities that contribute to pillar-level objectives; these in turn contribute to the FLC's higher-level objective. The FLC Results Framework is consistent with the World Bank Umbrella Trust Fund guidance and is different from the more granular activity-level results frameworks, which will continue to be monitored in parallel. To make the Results Framework more manageable and coherent, a few key indicators have been chosen from each of the activity results frameworks. Some indicators may be output-oriented rather than measuring outcomes. Efforts have been made throughout this report to document the influence and impact of the activities.

Also, the scale of the outcomes is directly linked to the availability of current funding and the length of time for implementation. As contributions and/or the implementation period increases and activities mature, the ambition of the targets/results can be appropriately increased and more focused on outcomes.

The indicators and objectives are pegged to the end of the activity and/or of the FLC Umbrella itself, which at present will conclude in 2025. Given that many of the activities were rolled over from the predecessor Systems Approach for Better Education Results (SABER) Umbrella Facility Trust Fund and that other activities, although initiated after the rollover, predate the FLC Results Framework, the indicators are effectively retrofitted into this Results Framework.

The current Results Framework has been updated to reflect the evolution of the trust fund, including the closing of some programs, and the addition of new programs.

Indicators that are new, modified, or to be dropped are indicated below. Notes can be found below the table.

Umbrella Program/Anchor MDTF level	**Trust Fund:** Foundational Learning Compact (FLC) **FLC Development Objective:** FLC will enhance global and country efforts to pursue systemic and sustained improvements to early childhood, primary, and secondary education systems in order to achieve learning for all						
Indicator	**Unit of Measure**	**Baseline**	**Sept. 2022**	**Sept. 2023 (cumulative)**	**Sept. 2024 (cumulative)**	**End Target (calendar year)**	**Notes**
Pillar level	**Pillar 1: Measurement** **Development objective: Measure and monitor learning outcomes and drivers of learning**						
Pillar level outcome 1	**Outcome 1: Greater focus by governments on accountability to achieve key foundational learning outcomes**						
Outcome 1 indicators							
Indicator 1: Foundational learning targets developed by Accelerators and adopted publicly by government	Number of Accelerators	0 (2021)	3	5	6 (Mozambique, Niger, Nigeria [Edo State], Pakistan, Rwanda, Sierra Leone) ✨ **Target Surpassed**	5 (2023)	**Activity:** Accelerator Program **Definition:** New foundational learning targets that measure early grade literacy and/or numeracy are established or existing learning targets in the Education Sector Plan are revised and prioritized as appropriate. Accelerators are governments participating in the Accelerator Program. **Data source:** Accelerator Program documents and/or technical notes **Who will collect:** World Bank Accelerator team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level outcome 2	Outcome 2: Increased measurement of learning and drivers of learning						
Outcome 2 indicators							
♺ **MODIFIED** Indicator 1: Number of large-scale learning assessments implemented or enhanced to increase their international comparability and likelihood to report on international learning indicators[a]	Number of countries/ education systems	0 (2021)	3	6	9 (The Gambia; Ghana; Iraq; Islamabad Capital Territory, Khyber Pakhtunkhwa, Balochistan, and Punjab [Pakistan]; Rwanda; Sierra Leone) ✨ **Target Surpassed**	6 (2023)	**Activity:** Learning Measurement and Data **Definition:** Learning Measurement and Data criteria, including Policy Linking criteria, to be used in country selection based on a lack of adequate assessment systems or assessment data. Learning assessments include cross-national assessments such as the PASEC, AMPL-b, and AMPL-a+b. Learning assessment data need to meet the criteria established under Learning Measurement and Data, including Policy Linking, aligned with UIS standards. **Data source:** Learning Measurement and Data, including Policy Linking **Who will collect:** World Bank Learning Assessment team in coordination with UIS and UNICEF

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator 2: Global Education Policy Dashboard implemented in selected countries/ systems	Number of countries/ education systems	3 (2021)	7	13	17 (Peru, Rwanda, Jordan, Ethiopia, Madagascar, Mozambique, Islamabad, Khyber Pakhtunkhwa, Punjab, Sindh, Balochistan, Sierra Leone, Niger, Gabon, Jordan [2], Chad, Edo State [Nigeria]) **Target Surpassed**	13 (2023)	**Activity:** GEPD **Definition:** Number of countries or education systems in which data collection has been completed, in response to demand from and in coordination with government counterparts **Data source:** GEPD website (for data approved for release by governments); World Bank team (for other cases) **Who will collect:** World Bank GEPD team
Indicator 4: Implementation of Teach in selected countries/systems	Number of countries/ systems	30 (2021)	35	44	51 **Target Surpassed**	40 (2024)	**Activity:** Teach **Definition:** Number of countries where Teach (primary or ECE) is implemented **Data source:** World Bank Teach team **Who will collect:** World Bank Teach team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator 5: Implementation of ECD outcome measurement tools in countries, including in FCV settings	Number of countries	22, including 6 FCV settings (2021)	29, including 7 FCV settings	36, including 9 FCV settings	43, including 11 FCV settings ✨ **Target Surpassed**	32, including 11 FCV settings (2027)	**Activity:** ELP **Definition:** Number of countries where ECD outcome measurement tools are implemented, with financial or technical support from the ELP team. These tools may include, but are not restricted to, AIM-ECD, MELQO, GSED, ECDI2030, CREDI. **Note:** This indicator does not include Teach ECE, which is covered under Indicator 1.2.4. **Data source:** ELP team **Who will collect:** ELP team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level	**Pillar 2: Evidence-based policies and systemic reforms** **Development objective: Improve policies to deliver better learning outcomes**						
Pillar level outcome 1	**Outcome 1: Government implement evidence-based interventions to improve foundational learning**						
Outcome 1 indicators							
♻ **MODIFIED** Indicator 1: Children/ students benefiting directly and indirectly from evidence-based interventions to improve learning (cumulative and disaggregated by gender and level of education)	Number of students	0	Total: 74,000 Coach Mozambique, Teach-Coach SUNSET grants: 0 + Bangladesh Secondary Education Program: 74,000 + Accelerator: 0	Total: 26.1 million Coach Mozambique: 45,450 SUNSET grants: 17.7 million + Bangladesh: 92,000 + Accelerator: 8.3 million Nigeria (Edo State): 257,260 Mozambique: 3.3 million Sierra Leone: 209,381 Rwanda: 1.7 million Niger: 346,764 Kenya: 2.5 million	Total: 29.2 million ✨ **Target Surpassed** **Coach Mozambique**: 128,950 **SUNSET grants**: 17.7 million[b] + **Bangladesh**: 102,603 + **Accelerator**: 11.3 million Nigeria (Edo State): 257,260 Mozambique: 3.8 million Sierra Leone: 609,381 Rwanda: 3.6 million Niger: 453,490 Kenya: 2.5 million	Total: 21.4 million (2027) **Coach Mozambique, Teach-Coach SUNSET grants**: 10 million + **Bangladesh Secondary Education Program**: 1 million + **Accelerator**: 10.4 million[c] Nigeria (Edo State): 250,000 Mozambique: 3.8 million (2025) Sierra Leone: 900,000 (2027) Rwanda: 2.5 million Niger: 450,000 (2026) Kenya: 2.5 million (2026)	**Activity:** Bangladesh Secondary Education Program + Coach + Teach-Coach + Accelerator **Definition:** Number of students in intervention area in Bangladesh + number of students in intervention area for Coach + number of potential students in intervention area in Accelerators Evidence-based interventions will be defined as being informed by Smart Buys or other sources for evidence-based interventions. Level of education will be primary and secondary. **Data source:** Bangladesh Ministry of Education; Coach, SUNSET grants, and Accelerator Program documents **Who will collect:** Bangladesh Secondary Education Project team, Teach-Coach team, and World Bank Accelerator team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator 2: Accelerators that implement interventions to reduce learning poverty or increase learning outcomes	Number of Accelerators	0 (2021)	0	6	7 (Sierra Leone, Rwanda, Pakistan, Mozambique, Nigeria [Edo State], Kenya, Senegal) ✨ **Target Surpassed**	5 (2027)	**Activity:** Accelerator Program **Definition:** This could be in reducing learning poverty or increasing learning outcomes according to national targets as defined by the government in relation to the Accelerator Program. **Data source:** Accelerator Program documents and/or events **Who will collect:** World Bank Accelerator team
Intermediate results indicators							
⬇ **TO BE DROPPED** Indicator 1: Investment Cases that outline costed plan to meet foundational learning targets[d]	Number of prioritized and costed Investment Cases	0 (2021)	2	5	5 (Rwanda, Sierra Leone, Pakistan, Mozambique, Nigeria [Edo State]) ✨ **Target Surpassed**	4 (2023)	**Activity:** Accelerator Program **Definition:** An Investment Case is a costed plan to reach the learning targets and to align internal and external actors' programs and funding. It supports greater alignment across governments and key partners toward an evidence-based approach to reach government targets to improve foundational learning outcomes. **Data source:** Accelerator Program documents and/or technical notes **Who will collect:** World Bank Accelerator team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level outcome 2	**Outcome 2: Greater adoption by government of evidence-based teacher policies and effective teacher professional development programs developed and implemented to contribute to improved teaching practices**						
Outcome 2 indicators							
🔁 **MODIFIED** Indicator 1: Teacher policies or programs changed or informed, or preparation/ implementation of World Bank projects with teacher interventions or reforms informed	Number of teacher-related policies or policy documents informed	0 (2021)	Total: 2 Bangladesh Secondary Education Program: 2 + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 0	Total: 44 Bangladesh: 4 + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 40	Total: 66 ✨ **Target Surpassed** **Bangladesh**: 6 + **SUNSET grants, Teach implementation, and teacher-related conferences**: 60	Total: 10 **Bangladesh Secondary Education Program**: 5 (2027) + **Global Coach, Coach Mozambique, Teach-Coach SUNSET grants**: 5 (2027)	**Activity:** Bangladesh Secondary Education Program, Global Coach, Coach Mozambique, Teach-Coach, INSPIRE **Definition:** Teacher-related policies and programs that are influenced, or World Bank projects with teacher reforms or interventions that are informed. **Data source:** Bangladesh Ministry of Education, Global Coach survey, program documents **Who will collect:** World Bank Bangladesh Secondary Education Project team, World Bank Coach team, INSPIRE team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Intermediate results indicators							
Indicator 1: Coach teacher training program developed	Number of teacher training programs	0 (2021)	0	1	1 ✨ **Target Surpassed**	1 (2024)	**Activity:** Global Coach **Definition:** Package of training materials developed for teachers and coaches, based on Coach in a modular manner to be adaptable to different contexts and to be assessed to meet key quality criteria **Data source:** Coach team **Who will collect:** World Bank Coach team
Indicator 2: Scalable teacher training platforms and networks piloted	Number of pilots implemented	0 (2021)	3	5	8 ✨ **Target Surpassed**	2 (2024)	**Activity:** Bangladesh Secondary Education Program **Definition:** Piloting, evaluating, and scaling-up mechanisms for classroom monitoring and academic supervision **Data source:** Bangladesh Ministry of Education **Who will collect:** World Bank Bangladesh Secondary Education Project team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level outcome 3	**Outcome 3: Greater adoption by government of evidence-based EdTech policies**						
Outcome 3 indicators							
Indicator 1: EdTech focused interventions or policies designed or informed	Number of interventions or policies	0 (2021)	16	23	27 ✦ **Target Surpassed**	15 (2027)	**Activity:** EdTech Policy Academy and EdTech Hub **Definition:** Academy coursework enables technical diagnostics of existing and planned initiatives by participants. Interventions or policies designed using input from EdTech Policy Academy or products or services from EdTech Hub. **Data source:** EdTech Policy Academy platform **Who will collect:** World Bank EdTech team
Pillar level outcome 4	**Outcome 4: Greater adoption and implementation by government of evidence-based early childhood and childcare policies**						
Outcome 4 indicators							
Indicator 1: Countries adopt/integrate early childhood learning through play and/ or childcare into the formal education or gender/child protection system	Number of countries	0 (2021)	2	5	7	8, including 2 in FCV settings (2027)	**Activity:** ELP **Definition:** Number of countries where policy makers develop or strengthen initiatives focused on integrating and strengthening ECE, childcare, and/or learning through play within their system **Data source:** Case studies **Who will collect:** ELP team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Intermediate results indicators							
Indicator 1: Change in national policy commitments to, and enabling environments for, early childhood development, playful parenting, childcare, and quality play-based early learning, including in FCV countries	Number of countries	0 (2021)	2	5	16, including 5 in FCV settings ✨ **Target Surpassed**	10, including 2 in FCV settings (2027)	**Activity:** ELP **Definition:** Countries that have had meaningful shifts in ECE and/or childcare policies and/or the enabling environment that can be reasonably attributed to ELP funding. Changes to enabling environments could include inclusion of ECD or related topics within subsector or sector strategies, quality standards, regulations, quality assurance system, curricula, practitioner frameworks, training curricula, financing amounts and/or mechanisms, and addressing demand-side barriers. **Data source:** Reporting by World Bank grant teams **Who will collect:** ELP team
Indicator 2: Increased access to quality early childhood services	Number of children	0 (2021)	0 (2022)	1.7 million	2.4 million	10 million (2027)	**Activity:** ELP **Definition:** Number of children reached with early childhood services **Data source:** Project reporting (the eligibility criteria for recipient-executed grants will specify these reporting requirements) **Who will collect:** ELP team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level	**Pillar 3: Capacity Building**						
	Development objective: Improve the effectiveness of education systems						
Pillar level outcome 1	**Outcome 1: Increase government implementation capacity to improve foundational learning skills**						
Outcome 1 indicators							
Indicator 1: Technical assistance delivered to governments and stakeholders to fill implementation capacity gaps for Accelerators	Number of Accelerators	0 (2021)	5	6	7 (Sierra Leone, Rwanda, Pakistan, Mozambique, Nigeria [Edo State], Kenya, Senegal)	10 (2027)	**Activity:** Accelerator Program **Definition:** Technical assistance to be provided in the form of workshops, meetings, notes, recruitment of experts, and so on. This is the activity of the program that is expected to help lead to the outcomes (learning targets established, Investment Cases set, capacity gaps identified and addressed). Technical assistance to substantively fill implementation capacity-building gaps could include tailored activities such as early grade literacy/ numeracy curriculum, teaching, teaching and learning materials, parental and community engagement, and language of instruction. **Data source:** Accelerator Program documents or technical notes **Who will collect:** World Bank Accelerator team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator 2: Increased country capacity for evidence-based policy or program design and monitoring based on measurement interventions	Number of countries	0 (2021)	Total: 11 Policy Linking and AMPL: 3 + GEPD: 5 + COVID learning losses: 3	Total: 17 Policy Linking and AMPL: 7 + GEPD: 7 (Ethiopia, Jordan, Madagascar, Niger, Peru, Rwanda, Sierra Leone) + COVID learning losses: 3 (Dominican Rep., Brazil, Chile)	Total: 22 ✨ **Target Surpassed** **Learning Assessment (incl. Policy Linking and AMPL)**: 8 + **Learning Data Analytics**: 3 + **GEPD**: 11 countries (Ethiopia, Jordan, Madagascar, Niger, Peru, Rwanda, Sierra Leone, Chad, Edo State [Nigeria], Gabon, Pakistan)	Total: 10 (2025)	**Activity:** Learning Assessment, GEPD, Teach, Implementation Science for Education Program **Definition:** Number of countries or systems that use Learning Assessment, GEPD, Policy Linking, Teach data, or other assessments to strengthen policy or programs or use indicators or tools related to Learning Assessment, GEPD, Policy Linking, Teach, or other assessments to monitor their education system **Data source:** GEPD website, World Bank Learning Assessment team **Who will collect:** World Bank Learning Assessment, GEPD, and Implementation Science

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level outcome 2	**Outcome 2: Increase government implementation capacity for in-service teacher professional development and teacher capacity to implement evidence-based teaching practices**						
Outcome 2 indicators							
Indicator 1: Teachers, principals, coaches, classroom observation monitors, and pedagogical leaders trained	Number of teachers, principals, coaches, classroom observation monitors, and pedagogical leaders	30 (2021)	Total: 1,944 Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 290 + Bangladesh Secondary Education Program: 1,654	Total: 5.1 million Coach Mozambique: 1,486 Teach-Coach SUNSET grants: 4.9 million teachers and 150,000 pedagogical leaders + Bangladesh: 2,252	Total: 3.9 million ✨ **Target Surpassed** **Coach Mozambique**: 2,360 **SUNSET grants**: 3.9 million teachers, 23,000 pedagogical leaders[e] + **Bangladesh**: 3,277 (2,252+1,025)	Total: 200,000 **Global Coach, Coach Mozambique, Teach-Coach SUNSET grants**: 190,000 (2027) + **Bangladesh Secondary Education Program**: 10,000 (2027)	**Activity:** Global Coach, Coach Mozambique, Teach-Coach, and Bangladesh Secondary Education Program **Definition:** Teachers, principals, coaches, classroom observation monitors, and pedagogical leaders supported by Global Coach, Coach Mozambique, and Teach-Coach country grants, Bangladesh Secondary Education Program **Data source:** Global Coach, Teach-Coach, and Coach Mozambique program documents; World Bank Bangladesh implementation status and results reports **Who will collect:** World Bank Coach team, and World Bank Bangladesh Secondary Education Project team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
⬇ **TO BE DROPPED** Indicator 2: Technical assistance to World Bank country programs on design and implementation of Teach-Coach–related activities provided	Number of World Bank education country programs	30 (2021)	52	52	52ᶠ ✨ **Target Surpassed**	45 (2027)	**Activity:** Teach-Coach **Definition:** Technical assistance provided by Teach-Coach core global team to the design and implementation of measurement and teacher professional development activities in World Bank portfolio **Data source:** Coach team, Teach-Coach grant monitoring **Who will collect:** World Bank Coach team
Pillar level outcome 3	Outcome 3: Increase implementation capacity of EdTech interventions to improve learning outcomes						
**Outcome 3 indicators**							
Indicator 1: Use of EdTech Hub products and services (cumulative)	Number of responses	7 (2021)	40	45	48	100 (2027)	**Activity:** EdTech Hub **Definition:** Number of additional individuals, technical working-level joint queries responded to by EdTech Hub Helpdesk in support of World Bank–funded operational activities and country dialogues **Data source:** Helpdesk tracker **Who will collect:** World Bank EdTech Hub team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Pillar level outcome 4	**Outcome 4: Increase capacity to implement interventions that improve learning outcomes**						
⭐ **NEW** Indicator 1: Technical assistance delivered to governments to improve capacity for implementation at scale	Number of countries	0 (2024)	N/A	N/A	3	6 (2027)	**Activity:** Implementation Science for Education Program **Definition:** Technical assistance provided in the form of workshops, meeting notes, comments, and consultancies to design and execute implementation science research plans alongside World Bank financed operations **Data source:** Implementation Science for Education Program documents and program notes **Who will collect:** Implementation Science for Education Program team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
↻ MODIFIED Indicator 2: Policymakers participating in the Education Policy Academy[g]	Number of participants	0	EdTech: 179 in-person/ hybrid	EdTech: 791 (612+179) in-person/hybrid	Total: 1,430 in-person; 581 online **ECE**: 150 in-person/ hybrid; 242 online **EdTech**: 839 (791+48) in-person/hybrid **Inclusive Education**: 45 in-person; 36 online **Literacy**: 110 in-person; 287 online **Teachers**: 286 in-person; 16 online	Total: 1,000 in-person/ hybrid; 1,500 online (2027)	**Activity:** Education Policy Academy **Definition:** Number of participants completing a course **Data source:** Course leads and OLC **Who will collect:** World Bank Education Policy Academy team
Pillar level Outcome 5	Outcome 5: Increase implementation capacity of evidence-based ECE interventions						
Indicator 1: Fellows and policy makers complete the early childhood professional development program	Number of fellows or policy makers	45 fellows 0 policy makers (2021)	59 fellows 77 policy makers	59 fellows 77 policy makers	59 fellows 187 policy makers	85 fellows 175 policy makers (2027)	**Activity:** ELP **Definition:** Number of fellows and number of policy makers who complete the early childhood professional development program offered under the Early Years Fellowship and ECE policy maker program **Data source:** Attendance reporting from professional development program **Who will collect:** ELP team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Cross cutting themes							
Gender							
Indicator G1: Female children and youth benefiting directly from evidence-based interventions to improve learning (cumulative)	Number of students	0 (2021)	37,000	Total: 4.3 million Accelerator: Nigeria (Edo State): 146,500 Mozambique: 1.8 million Sierra Leone: 83,232 Rwanda: 839,480 Niger: 172,529 Kenya: 1.2 million + Bangladesh Secondary Education Program: 88,709	Total: 5.7 million ✨ **Target Surpassed** **Accelerator**: 5.6 million Nigeria (Edo State): 128,630 Mozambique: 1.9 million Sierra Leone: 292,531 Rwanda: 1.8 million Niger: 225,883 Kenya: 1.2 million + **Bangladesh**: 88,709	Total: 5.2 million **Accelerator**: 5.1 million Nigeria (Edo State): ~125,000 Mozambique: 2.0 million Sierra Leone: 441,000 (2027) Rwanda: 1.3 million Niger: 200,000 (2026) Kenya: 1.2 million (2026) + **Bangladesh Secondary Education Program**: 60,000 (2027)	**Activity:** Accelerator Program and Bangladesh Secondary Education Program **Definition:** Number of female students in intervention areas in Accelerators; number of female students in intervention area in Bangladesh **Data source:** Accelerator Program documents and Bangladesh Ministry of Education **Who will collect:** World Bank Accelerator team and World Bank Bangladesh Secondary Education Project team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator G2: Evidence-based student outreach conducted to promote girls' retention	Number of girls reached	0 (2021)	14,000	15,738	22,738 ✨ **Target Surpassed**	20,000 (2027)	**Activity:** Bangladesh Secondary Education Program **Definition:** Evaluation and scale-up of novel approaches that target adolescent aspirations and sense of self with girl-focused interventions **Data source:** World Bank implementation status and results reports **Who will collect:** World Bank Bangladesh Secondary Education Project team
Indicator G3: Increased access to quality childcare to support women's economic empowerment	Number of mothers reached Number of children reached	0 (2021)	0	0	82,654 children 45,010 women	2 million mothers (2027) 4 million children (2027)	**Activity:** ELP **Definition:** Number of mothers and children reached by quality childcare services supported under World Bank operations **Data source:** Project reporting (the eligibility criteria for recipient-executed grants will specify these reporting requirements) **Who will collect:** ELP team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Inclusion							
Indicator I1: FLC activities that are disability inclusive	Number of FLC initiatives	0 (2021)	2 (EdTech Policy Academy and Teach)	3 (EdTech Policy Academy, Teach, GEPD)	5 (EdTech Policy Academy, Teach, GEPD, Inclusive Education Policy Academy, INSPIRE) ✨ **Target Surpassed**	3 (2027)	**Activity:** FLC **Definition:** FLC activities address inclusion of children with disabilities **Data source:** FLC teams **Who will collect:** PMA team
⭐ **NEW** Indicator I2: Inclusive education policies/strategies/programs emphasizing gender equality and/or disability inclusion informed by participating Inclusive Education Policy Academy countries	Number of policies/strategies/programs	0 (2024)	N/A	N/A	3	3 (2027)	**Activity:** Inclusive Education Policy Academy **Definition:** Number of new inclusive education policies/strategies/programs in Malawi, Rwanda, Zambia. **Data source:** Project documents **Who will collect:** Inclusive Education Policy Academy team
Fragility, Conflict and Violence							
⭐ **NEW** Indicator F1: Number of refugee children and youth whose inclusion in national education system is supported (disaggregated), informed by the Inclusion Support Program for Refugee Education	Number of refugees	0 (2024)	N/A	N/A	Total: 729,446 Burundi: 24,000 Chad: 405,446 Ethiopia: 200,000 South Sudan: 100,000	Total: 729,000 (2027)	**Activity:** INSPIRE **Definition:** Number of refugee children and youth supported by national education systems through INSPIRE country grants **Date source:** Project documents **Who will collect:** INSPIRE Team based on inputs from country teams

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Knowledge and Learning							
Indicator K1: Knowledge or learning events delivered	Number of knowledge or learning events	0 (2021)	Total: 6 Accelerator: 1 + Learning Measurement and Data: not available + EdTech Policy Academy: not available + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 5	Total: 22 Accelerator: 4 (Kenya forum, Brazil study tour, 2 brown bag lunches) + Learning Measurement and Data: 3 (Education Learning Day, One Africa retreat; Middle East and North Africa high-level regional conference) + EdTech Policy Academy: 4 + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 11 (including World Teachers' Day, Teach ECE training, Teach Secondary inaugural training, Coach methodology training, Teacher's team workshop in Mexico)	Total: 35 (incl. 13 from current reporting period) ✨ **Target Surpassed** **Accelerator**: 7 (4 + 1 Ghana event, 1 FLN Hub event, 1 Accelerator 2.0 Information Session) + **Learning Measurement and Data**: 6 (3 + 1 webinar with IEA, 2 Ghana event learning assessment sessions) + **Education Policy Academy**: 5 (4 + 1 Ghana event) + **Global Coach, Coach Mozambique, Teach-Coach SUNSET grants**: 11 + **Bangladesh**: 6 (3 stakeholder consultations with teacher, 2 dissemination events with MoE, 1 Knowledge exchange)	10 (2025)	**Activity:** All FLC activities **Definition:** Number of learning or knowledge-sharing events delivered to promote lessons learned and collaboration among donor partners, country decision-makers, and/or World Bank staff **Data source:** PMA team **Who will collect:** PMA team

Indicator	Unit of Measure	Baseline	Sept. 2022	Sept. 2023 (cumulative)	Sept. 2024 (cumulative)	End Target (calendar year)	Notes
Indicator K2: Knowledge or results briefs on lessons learned and/or impact disseminated	Number of knowledge or results briefs	0 (2021)	14	Total: 63 Learning Measurement and Data: 57 PIRLS country briefs + GEPD: 4 (Madagascar report, Ethiopia report, 2 blogs) + EdTech Policy Academy: 2	Total: 122 (incl. 59 from current reporting period) **Learning Data Analytics**: 57 PIRLS country briefs + 49 PISA briefs + **GEPD**: 13 (4 + 1 Teaching and Learning paper, 7 PPTs with GEPD findings, 1 Report for Edo State) + **Education Policy Academy**: 3 (2 + 1 Advancing Foundational Teaching and Learning Knowledge Exchange Virtual Conference Experience)	Total: 12 (2027)	**Activity:** All FLC activities **Definition:** Number of knowledge or results briefs on lessons learned and/or impact that have been disseminated, including among the FLC donors or on the FLC website, to promote knowledge sharing, learning, and collaboration among donor partners, country decision-makers, and/or World Bank staff **Data source:** PMA team **Who will collect:** PMA team

Note: AMPL-b = Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1b; AMPL-a+b = AMPL for Sustainable Development Goal 4.1.1.a and 4.1.1b; ECD = early childhood development; ECE = early childhood education; ELP = Early Learning Partnership; FCV = fragility, conflict, and violence; FLN = foundational literacy and numeracy; GEPD = Global Education Policy Dashboard; IEA = International Association for the Evaluation of Educational Achievement; INSPIRE = Inclusion Support Program for Refugee Education; MoE = Ministry of Education; OLC = Open Learning Campus; PASEC = Program for the Analysis of Education Systems; PIRLS = Progress in International Reading Literacy Study; PISA = Program for International Student Assessment; PMA = Program Management and Administration; SDG = Sustainable Development Goal; SUNSET = Scaling Up National Support for Effective Teaching; UIS = United Nations Educational, Scientific and Cultural Organization Institute for Statistics; UNICEF = United Nations Children's Fund.

a. To streamline, two previous indicators: "Learning assessment implemented in selected countries" and "Countries implementing learning assessments that allow international comparisons based on SDG 4.1.1." had to be combined in this one indicator.

b. These are the actual figures at grant closing.

c. For the Accelerator Program, the beneficiaries are benefiting indirectly.

d. This indicator will be dropped after this reporting period because this instrument is no longer being required under Accelerator 2.0.

e. Previous year's numbers for beneficiaries were projections. The figures this year include actual direct and indirect beneficiaries.

f. The target has been reached and the program is finished. A new indicator will be introduced next year based on the new Teachers Program.

g. This indicator was broadened to include all the thematic policy academies to reflect the expansion of the academies.

UNICEF-Accelerator Transfer Out

This is a UNICEF provided report for the components of the Accelerator Program, in which UNICEF holds the lead implementation role. This is based on funds were Transferred Out to UNICEF from the FLC at the beginning of the Accelerator Program.

Background

The Accelerator Program is a crucial part of UNICEF's efforts in foundational literacy and numeracy. It aims to integrate foundational learning into UNICEF's global educational initiatives by providing technical guidance, designing and expanding interventions, and offering resources to improve foundational literacy and numeracy quality. The program supports UNICEF's broader strategy to enhance learning outcomes.

These are the components led by UNICEF:

- **Advocacy and Communications:** Develops tailored advocacy strategies for FLN in five target countries through participatory workshops. These strategies include long-term goals, power mapping, and relevant advocacy tools.

- **Analytical and Advisory Services:** Aligns with UNICEF's global FLN initiative, providing global public goods and country-specific services like education system analysis, learning assessment plans, and capacity development.

- **Partner Alignment and Accountability:** Ensures coordination and alignment with

the World Bank in five countries. Political economy analysis and stakeholder mapping are conducted to support this process.

UNICEF and the World Bank collaborate to address learning poverty in Mozambique, Niger, Nigeria (Edo State), Rwanda, and Sierra Leone. Their joint efforts focus on leveraging technical expertise and financial support to strengthen educational systems and improve foundational learning, especially for marginalized children.

Implementation progress

Program adjustments ensured continued focus on foundational learning amid political challenges in Niger. The political emergency that took place in Niger from July 2023 posed significant challenges for program implementation. After close consultations with the country team, the World Bank and Bill and Melinda Gates Foundation focal points, the remaining balance of the program funds in UNICEF Niger was reallocated to UNICEF Headquarters and repurposed for tracking progress in foundational learning with RAPID 5 (formerly "Big 5") indicators in line with Foundational Learning Action Tracker. Meanwhile, the program implementation in other four countries was completed in December 2023.

The reporting period was marked by increased intensity in the implementation of Program activities based on the country workplans and the advocacy strategies. Main activities undertaken and achievements include:

- Guided by the roadmap set in the national advocacy strategies, UNICEF country offices undertook numerous advocacy activities related to foundational literacy and numeracy (FLN), reaching at least 7.5 million people and featured in several media outlets, including 228 media mentions in Nigeria.

- UNICEF Headquarters has worked on sharing global evidence, tools, and knowledge products that provide information and guidance on FLN activities through the FLN Hub and other knowledge-sharing mechanisms.

- UNICEF country offices provided various forms of analytical and advisory services to inform better foundational learning interventions, resulting in the development of key guiding materials such as investment case with Theory of Change, education data brief and factsheet, pedagogical guidance notes, cost analysis report, etc.

- Partner group coordination and alignment mechanisms for foundational learning have been established and/or strengthened in all five target countries in close consultation with government partners and key stakeholders; and

- Political economy analysis of the key stakeholders involved in the foundational learning in Niger, Nigeria Edo State, and Sierra Leone as well as the stakeholder mapping and Local Education Group (LEG) assessment in Mozambique and Rwanda were completed, and the results were used for enhancing partner coordination and accountability system in each country.

TABLE C.1 Summary of UNICEF Accelerator Program Progress

Component	Deliverables	Status
Advocacy and Communications	1. Communication and advocacy plans in place	Completed
	2. Number of people who have been reached through the advocacy strategy	Completed
	3. Number of stakeholders providing cofinancing for implementation of the advocacy plans	Completed
Analytical and Advisory Services	4. Outputs such as capacity assessments, costing tools, equity analysis, institutional analysis, and positive deviance research outputs like scorecards	Completed
Partner Alignment and Accountability	5. Materials supporting Local Education Group (LEG) alignment and mutual accountability (e.g., data-informed LEG presentations, data synthesis for joint sector reviews, assessment of LEG effectiveness documents)	Completed
	6. New data brought to the LEGs and included in joint sector reviews	Completed
	7. Spotlight on partners who are actively supporting the learning target and Investment Case	Completed

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Notes

1. ALMA was launched in January 2024 to support countries to increase the availability and use of quality data on the learning of children and students generated through large-scale learning assessments to inform public policy and programs, and report on SDG 4.1.1 while strengthening systems and ensuring sustained capabilities.

2. The ELP was originally established in 2015 as a multi-donor trust fund working with countries to promote increased investment in early childhood development (ECD) through research, policy planning, project design, and finance. Through its major global work program, Invest in Childcare, the ELP catalyzes investments in quality childcare. For more on this, see the ELP subsection.

3. Measurement: Improving the country's capacity to better measure learning outcomes. Evidence-Based Policies and Systemic Reforms: Supporting governments to adopt evidence-based interventions. Capacity Building: Partnering with governments to improve strengthening government capacity and increasing the effectiveness of the education systems.

4. For more information on the Accelerator Program, see World Bank (2022) and World Bank (2021). For more information on the Accelerator Program's launch, see World Bank (2020).

5. For more about the Global Coalition for Foundational Learning, see the webpage on the Global Partnership for Education website.

6. The Global Alliance to Monitor Learning (GAML) is an institutional platform to oversee the coordination efforts to measure learning and the harmonization of standards for measuring learning. The GAML work in tandem with the Technical Cooperation Group (TCG) on the Indicators for SDG 4 to support the use of learning assessments to report on SDG 4 indicators. For more information, see https://gaml.uis.unesco.org/ on the GAML website.

7. For more information, see Policy Linking for Measuring Global Learning Outcomes on the USAID website and Policy Linking on the UNESCO website.

8. For more information on AMPLs, see Assessment for Minimum Proficiency Levels on the AMPL website.

9. For more on designing national learning assessments, see the new criteria for national assessments to report on SDG 4.1.1a by the UNESCO's Institute for Statistics.

10. Interactive web-based Shiny apps are developed using open-source R software.

11. ZIPs are areas of pedagogical influence in Mozambique.

12. Competency 1 (effectively using the teacher's guide), Competence 2 (demonstrating and practicing), Competence 3 (checking for students' comprehension), Competence 4 (building relationships), and Competency 5 (effectively managing the classroom)

13. For more information, see the EdTech Hub website.

14. The What Works Hub for Global Education was funded by the FCDO and the Bill and Melinda Gates Foundation, with other strategic partners aligning resources and providing in-kind support.

15. Burundi, Cameroon, Djibouti. El Salvador, Eswatini, Ethiopia, Honduras, Iraq, Niger, North Macedonia, Pakistan, Republic of the Marshall Islands, Sao Tome and Principe, Senegal, Serbia, Sierra Leone, South Sudan, and Tajikistan.

The FLC would like to thank our donors for joining us in our mission to to invest in people, accelerate learning, and end learning poverty.

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The FLC works closely with other technical partners to navigate the tremendous challenges in global education. Given the many powerful actors in the global aid architecture for education, the FLC finances several activities that work in coordination across multiple multilateral agencies—to move the needle on learning data and close the digital divide on remote learning. The FLC is proud to work closely with: GPE; UNESCO; UIS; UNICEF; and USAID.

Contact the FLC: We welcome all questions about this critical learning initiative. The FLC is open to country governments and donor agencies, as well as foundations, and private sector donors. Send emails to flc-secretariat@worldbank.org.

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