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THE FOUNDATIONAL LEARNING COMPACT

TRANSFORMING EDUCATION

IMPROVING OUTCOMES

CHANGING LIVES





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In Sub-Saharan Africa, post-pandemic estimates report that **90 percent of 10-year-old children** cannot read and understand a basic text.

The Education Challenge of Our Time

If Children Can't Read, Countries Won't Prosper

Today—an alarming, seven out of ten 10-year-old children in low-and middle-income countries, are unable to read and understand a basic text.

A deep learning crisis —exacerbated by COVID-19—is hindering the development of critical foundational learning skills such as literacy, numeracy, and socio-emotional skills.

In the next decade, 1.1 billion children across the Global South will become working-age adults.

If they fail to master the foundations of learning *today*, they will be unable to acquire the higher-order learning needed to participate in a complex workforce, *tomorrow*.

Education as a Human Right

For millions of people, intertwined crises are pushing prosperity out of reach. The World Bank, the largest financier of education worldwide knows that education remains the most powerful driver of development.

Harnessing the power of education requires a paradigm shift in the approach to global education. One that orients our stakeholders toward an unwavering financial and political commitment to focus on improving learning outcomes, particularly in foundational learning— so that all children can achieve their full potential in a world free from poverty on a livable planet.

The Lost Generation

This generation of children risks losing **US\$21 trillion** in future lifetime earnings.



The World Bank is the largest source of external financing for education in developing countries, with a portfolio of **US\$25.7 billion** in World Bank financing in over **94 countries**.



Source: State of Global Learning Poverty: 2022 Update. World Bank et al. 2022

A Compact to Improve Foundational Learning for All

The World Bank and our partners in global education are working together to transform education by launching the Foundational Learning Compact (FLC), a multi-donor, umbrella trust fund working to strengthen global and country efforts to improve foundational learning in early childhood, primary and secondary education.

Transforming Systems through Financing and Knowledge Power

The FLC leverages the World Bank portfolio of US\$25.7 billion in global education and provides targeted financing to accelerate foundational learning at scale. FLC partners benefit from the Bank's unique position of influencing terms of high-level policy dialogue with governments, deep sectoral and technical knowledge, as well as an unparalleled convening power to support the transformation of national education systems.

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 important reforms for foundational learning.
- Supports data generation and evidence to inform policy reforms for foundational learning.
- Provides deep knowledge and technical expertise to support policies and interventions to improve learning outcomes.
- Contributes technical assistance to improve the quality and reach of evidence-based interventions for foundational learning.
- Develops global public goods to improve the quality of early and foundational learning outcomes that can be used by the global education community.

THE FLC BY THE NUMBERS



US\$16.5 BILLION
in IDA/IBRD funding catalyzed



36 MILLION
students benefitted



5 MILLION
teachers and
school leaders trained



86 countries
and territories
supported



300
policymakers
informed



66
countries' policies
shaped



111 global
public goods
developed

The FLC is Structured around Three Pillars

Measurement

Improving the country's capacity to better measure learning outcomes

Evidence-Based Policies and Systemic Reforms

Supporting governments to adopt evidence-based interventions

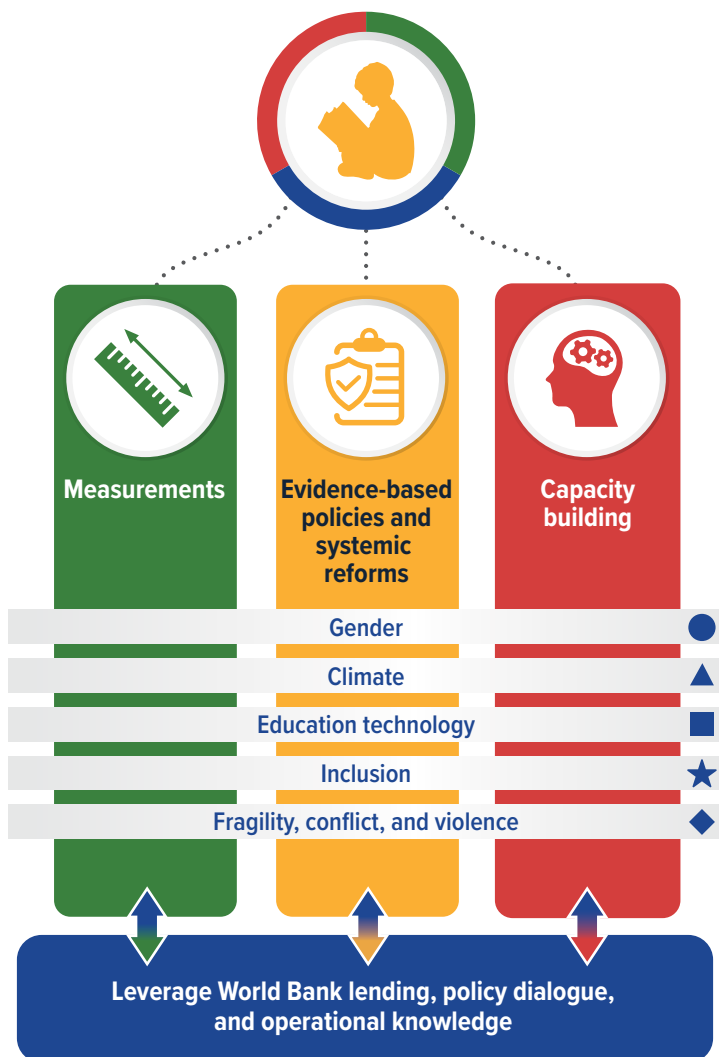
Capacity Building

Partnering with governments to improve strengthening government capacity and increasing the effectiveness of the education system

The Compact is expanding the work in the five cross-cutting themes: **Gender, Climate, Technology, Inclusion, and Fragility, Conflict, and Violence (FCV) settings.**

A few highlights from our **cross-cutting work:**

FLC PILLARS AND CROSS-CUTTING THEMES



● GENDER

92,000 female Bangladeshi students benefited from evidence-based interventions to help them return to school, support their mental health and well-being, and remediate learning loss.

▲ CLIMATE

The World Bank is the largest multilateral funder of climate action and adaptation in the developing world.

■ EDUCATION TECHNOLOGY

Policymakers from 26 countries benefited from the EdTech Hub through 45 products and services to support government policymakers to make education accessible to all learners.

★ INCLUSION

Refugee children will be integrated into the host education system with technical support from the new INSPIRE Technical Assistance (TA).

Policymakers will benefit from the support on including children with disabilities in the education system through the Inclusive Education Policy Academy.

◆ FRAGILITY, CONFLICT, & VIOLENCE (FCV)

7 FCV countries have benefited from grants totaling \$1.1 million through the ELP.

FLC-Activities

The FLC finances targeted interventions to accelerate foundational learning, including learning measurement, literacy, numeracy, and social-emotional interventions, improving teaching quality, and the use of effective education technology.



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PRIMARY EDUCATION

Accelerator Program is an initiative that has supported an initial set of 10 countries that have the political commitment to improve foundational learning outcomes, set explicit learning targets, and implement a policy package of integrated interventions that can improve learning outcomes in the short and medium term, with a results-based approach.

Measurement of Learning is an initiative that accelerates the availability and use of quality learning data by building on existing country capacities to implement learning assessments, close learning data gaps, and strengthen assessment systems.

Global Education Policy Dashboard (GEPD) is a multi-dimensional survey that measures, tracks, and links the progress of key drivers of learning, including education policy, bureaucracy, teaching practices, and learning outcomes. It is implemented in 12 education systems at national and subnational levels.

Coach Global is a global initiative that helps countries improve in-service teacher professional development (TPD) programs and systems to accelerate learning through the development of open-access global public goods in the form of tools and resources for policymakers, researchers, system-level leaders, pedagogical leaders, and teachers.

Coach Mozambique is the Mozambique pilot for the Coach program, improving and designing new teacher training, and supporting the pilot's expansion to more schools.

Teach is an open-access classroom observation tool, that helps countries track and improve teaching quality and inform teacher professional development. Teach is available in 12 languages and has been implemented in 36 countries, reaching at least 200,000 students.

Teach-Coach SUNSET supports the implementation of Teach and Coach and cross-country learning opportunities in 23 countries for grantees.

EdTech Hub is a global research partnership that provides evidence and policy advice on the effective use of digital technologies for developing countries.

Education Policy Academy is a program that provides government counterparts and World Bank staff with learning opportunities to deepen knowledge and skills for education policy design, program implementation, and policy dialogue in priority thematic areas such as foundational learning, teacher development, measurement of learning, education technology, and inclusive education.

The Inclusion Support Programme for Refugee Education (INSPIRE Program) is a new initiative that provides technical assistance such as foundational learning, teacher development, measurement of learning, education technology, and inclusive education to host countries integrating refugee children into their national education systems leveraging financing from the IDA Host-Refugee Window.



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“Countries CAN successfully tackle the learning crisis, and the World Bank, with the partners in the FLC can help them do that. With enough political commitment, skilled teachers, the right pedagogy and classroom environment, and adequate implementation capacity, countries can deliver much stronger foundational learning and skills outcomes regardless of income level.”

Luis Benveniste,
Global Director,
Education,
World Bank



SECONDARY EDUCATION

Bangladesh Secondary Education Program is a program that builds the country’s secondary education system to protect and boost learning after COVID-19. By identifying and addressing COVID-related disruptions and learning losses and improving the overall secondary system.



EARLY CHILDHOOD EDUCATION

Early Learning Partnership (ELP) is a multi-donor trust fund to the FLC and is designed to dramatically increase and improve evidence-based investments to support young children’s development through catalytic grants, high-value analytical work, and capacity building. The ELP supports children ages 0–5.



Design of the Compact

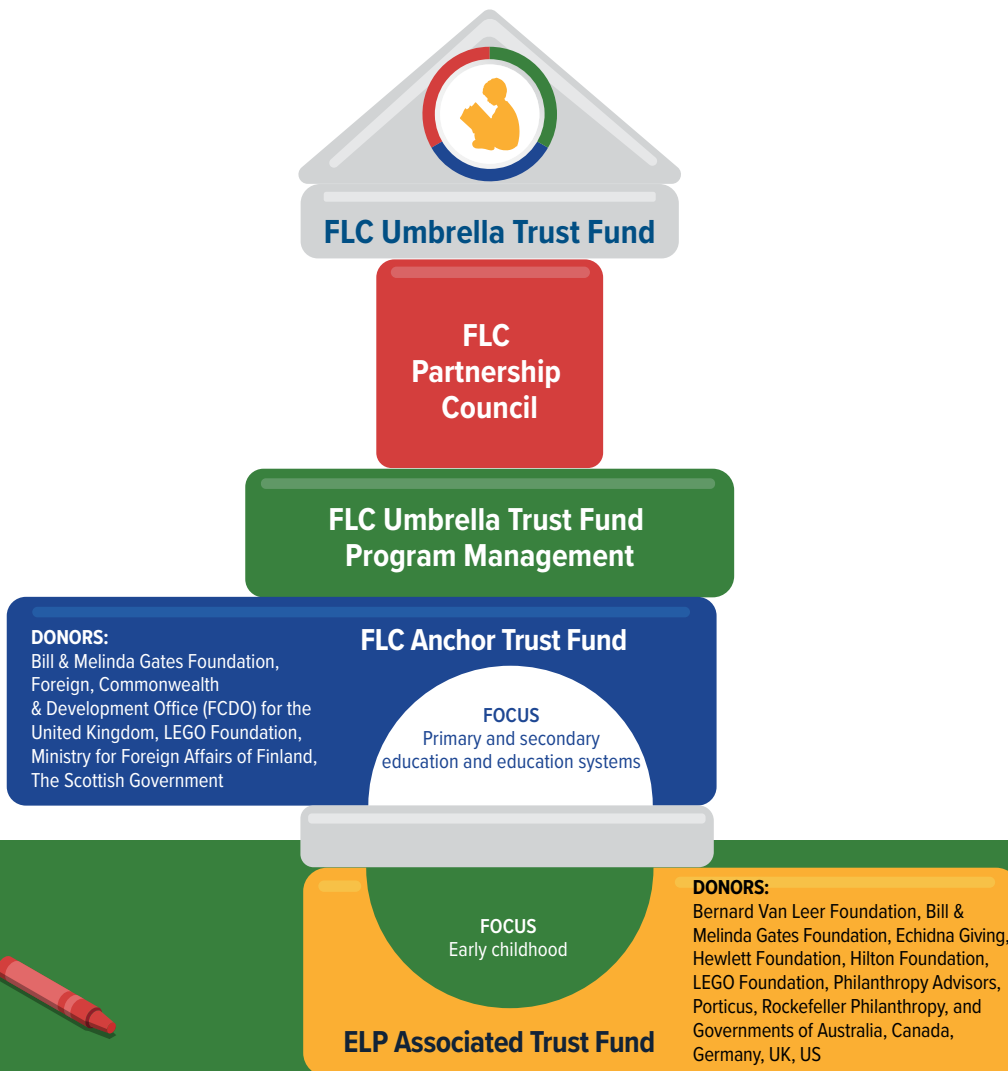
The FLC is an important tool in the World Bank's response to the education crisis as it aligns partnerships, financing, and technical support around the high-level objective of decreasing Learning Poverty.

The structure of the umbrella trust fund is made up of the "FLC-anchor" as well as an "associated" Early Learning Partnership (ELP) trust fund.

The FLC Anchor focuses on primary and secondary education, while the ELP focuses on early childhood development (ECD) for children ages 0–5.

It is governed by the FLC Partnership Council, which consists of all the donors in the trust fund and is managed by the FLC Program Management Team, which is under the leadership of the World Bank Global Director for Education.

STRUCTURE OF THE FLC UMBRELLA





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The Power of Partnerships

Translating our shared vision to accelerate foundational learning and transform education systems is a mighty lift that demands a bigger, better World Bank to meet the challenges of tomorrow.

It will also require a level of investment from multilateral institutions, governments, foundations, and the private sector never seen before.

The FLC is proud to be a compact for this shared ambition for the future of learning.

The FLC would like to thank our donors for joining us in our mission to invest in people, accelerate learning, and end learning poverty.

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GATES *foundation*



Foreign, Commonwealth
& Development Office

The LEGO Foundation



Ministry for Foreign
Affairs of Finland



Scottish Government
Riaghaltas na h-Alba
gov.scot

KEY TECHNICAL PARTNERS OF THE FLC

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

