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Foundational Learning Compact Umbrella Trust Fund

Progress Report

OCTOBER 2022–SEPTEMBER 2023

Strengthening Systems for
Better Learning Outcomes



FOUNDATIONAL LEARNING COMPACT UMBRELLA TRUST FUND

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OCTOBER 2022–SEPTEMBER 2023

Strengthening Systems for Better Learning Outcomes



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1818 H Street NW
Washington DC 20433
Telephone: 202-473-1000
Internet: www.worldbank.org

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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, 2022, to September 30, 2023.

Abbreviations

ACER	Australian Council for Educational Research	IVR	interactive voice response
AIM-ECD	Anchor Items for Measurement— Early Childhood Development	LAISE	Learning Acceleration in Secondary Education
AMPL	Assessment for Minimum Proficiency Levels	LDC	Learning Data Compact
AMPL-b	Assessment for Minimum Proficiency Levels for Sustainable Development Goal 4.1.1b	LIRE	Learning Improvement for Results in Education
ECD	early childhood development	LLECE	Latin American Laboratory for the Assessment of the Quality of Education
ECE	early childhood education	MINEDH	Ministry of Education and Human Development
EdoBEST	Edo Basic Education Sector Transformation	MOE	Ministry of Education
EdTech	education technology	PIRLS	Progress in International Reading Literacy Study
ELP	Early Learning Partnership	PISA	Program for International Student Assessment
EMIS	education and management information system	RoC	Reinventing our Classroom
ERCE	Regional Comparative and Explanatory Study	SABER	Systems Approach for Better Education Results
FCDO	UK Foreign, Commonwealth & Development Office	SBTS	School-Based Teacher Support
FCV	fragility, conflict, and violence	SDG	Sustainable Development Goal
FLC	Foundational Learning Compact	SRGBV	school-related gender-based violence
FLN	foundational literacy and numeracy	SUNSET	Scaling Up National Support for Effective Teaching
FTS	Foundational Teaching Skills	TCPD	teacher continuous professional development
FY	fiscal year	TPD	teacher professional development
GEPD	Global Education Policy Dashboard	UIS	UNESCO Institute for Statistics
GPE	Global Partnership for Education	UNESCO	United Nations Educational, Scientific and Cultural Organization
IBRD	International Bank for Reconstruction and Development	UNICEF	United Nations Children’s Fund
ICT	information and communication technology	USAID	United States Agency for International Development
IDA	International Development Association	ZIP	<i>zona de influencia pedagógica</i>
IFC	International Finance Corporation		

Foreword from the Global Director

For children everywhere, attaining foundational skills—especially for the world’s most vulnerable and marginalized youth—**cannot wait**. Foundational learning teaches basic literacy, numeracy, and transferable competencies that will allow children to fulfill their potential and contribute to a country’s sustainable development, inclusive growth, gender equality, and peace and prosperity. Ensuring all children attain foundational skills is a game changer in reversing learning losses and ending learning poverty.

Today we have a crisis in education where 70 percent of 10-year-old children from low- and middle-income countries are unable to read with comprehension (World Bank et al. 2022). This is also significant as a signal of the overall quality of the education system in these countries.

Without urgent action, learning poverty and lost schooling will become a life sentence for these children. As it stands, this generation of students risks losing \$21 trillion in future lifetime earnings—or the equivalent of 17 percent of today’s global gross domestic product (GDP)—up from the \$17 trillion estimated during the pandemic in 2022 (World Bank et al. 2022).

When we look at the numbers behind domestic spending for education, one of the stories we find is about a lack of understanding of the severity of the learning crisis. After the onset of the COVID-19 pandemic, 40 percent of low- and lower-middle-income countries reduced their spending on



“As education systems emerged from pandemic closures, renewed commitments to education were declared at the highest political levels at the UN Secretary-General’s 2022 Transforming Education Summit. These pledges are welcome, and what must now follow is action. We need to seize this opportunity to build strong and resilient education systems. We cannot do that without improving foundational learning outcomes for all children. To do that, we must leverage the Foundational Learning Compact as an important collaboration platform to support evidence-based interventions that will help move the needle.”

education by an average of 13.5 percent (World Bank and UNESCO 2021).

While most spending for education was recovered in higher-income countries, in 2022, education budgets in low- and lower-middle-income countries continued to decline, indicating a lack of government prioritization to combat the learning crisis (World Bank and UNESCO 2022).

The severity of this learning crisis requires increased public awareness and immediate political commitment to address the situation and move past the “business-as-usual” approach to education. These are difficult times, and our common goals, like the Sustainable Development Goals, hang in the balance.

The ability to recover and accelerate learning will take all of us working together. For our part, the World Bank has been stepping up to deliver solutions and impact at scale.

The Foundational Learning Compact (FLC) complements and leverages the Bank’s IDA and IBRD funding of \$25 billion in 95 countries. It furthers global knowledge that facilitates the improvement of learning outcomes at national scale. It provides technical assistance to improve the quality and reach of evidence-based interventions and technically supports high-level policy dialogue with countries to undertake important reforms. **Trust fund resources are essential in making this vision of foundational learning for all children everywhere a reality.**

Over the last several years, the World Bank has been working in close coordination with global education partners, including the Bill & Melinda Gates Foundation, the UK Foreign, Commonwealth & Development Office, UNESCO and the UNESCO Institute of Statistics, UNICEF, and the United States Agency for International Development to join our voices, programming, and funding to promote foundational learning for all.

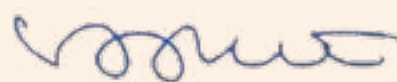
The World Bank is proud to be part of the founding of this Coalition for Foundational Learning since 2022, which has since been picked up as a Global Initiative by the High-Level Steering Committee for Education. The **Foundational Learning Compact is the World Bank’s main platform for this**

collaboration, enabling us to receive funding from our partners so that we can jointly deliver on our commitment to foundational learning and have a bigger and more targeted impact on improving learning outcomes.

Collectively, we have been working to highlight the importance of foundational learning and align strategically to bring greater focus—but there is much, much more we need to do that can only be accomplished if we work together, most importantly at the country level.

We have deepened our partnerships to reflect the crisis in learning, but we now need to mobilize greater funding to countries to provide more support to more countries.

Education is vital in shaping the trajectory of individuals, families, communities, and societies toward peace and prosperity and in realizing all other development goals, from poverty alleviation to climate action. Less than a year after World Bank shareholders asked us to evolve to take on a set of complex global challenges, we are making progress toward becoming a better, bigger, and smarter World Bank. As an institution, we are delivering on the first phase of an evolution that will significantly scale up our impact and help achieve an ambitious new vision: **ending poverty on a livable planet.** We look forward to engaging with you on what this could look like in the context of global education. The investment we make today will be one for all our futures. Our children are counting on it.



Luis Benveniste
Global Director
Education Global Practice


Program Manager's Note

Since its inception in 2020, the Foundational Learning Compact (FLC) has been supporting countries to accelerate foundational learning and strengthen education systems for better learning outcomes. Although the World Bank is the largest external financier of education in the developing world with a portfolio of over \$25 billion in 95 countries, partnerships are the key to achieving more targeted impact than we could on our own.

The FLC leverages some \$16.5 billion in International Development Association/International Bank for Reconstruction and Development (IDA/IBRD) program funding, through the FLC Anchor Trust Fund and the associated ELP Trust Fund. It has a global footprint of support in 86 countries. It also supports the development of global public goods, such as innovative tools, evidence and data, and analytics, as well as the provision of technical assistance to implement evidence-based interventions to improve learning outcomes and systemic reforms.

The FLC was launched during the pandemic, which created unforeseen challenges. Although many FLC activities were impeded by school and ministry closures, the past year has seen an acceleration in implementation, leading to the results that you will read about in the coming pages. To date, the FLC Anchor has awarded 39 catalytic grants totaling around \$21 million to provide tailored support to 29 countries (some are benefiting from support for multiple activities), as well as 3 regional grants for multi-country activities and 19 grants for global



 The FLC is a platform for collaboration for donors and the World Bank that enables us to jointly deliver on our commitment to accelerate learning for all children everywhere.”

public goods and support to evidence-based global initiatives. The ELP has also approved 72 catalytic grants for \$15.5 million.

Our activities are yielding exciting results, with increased implementation, capacity building, research, innovation, dissemination, and policy dialogue. We are tracking results at the FLC portfolio level to capture these results, as you requested at the last Partnership Council. In [section 2](#), you will see that the FLC activities have benefited more than 36.3 million students, 5.1 million teachers and school leaders, and close to 300 policy makers. The activities have also influenced government policy in 65 countries through evidence, data, and analytical work.

In the last year, the countries in the Accelerator Program have developed learning targets and Investment Cases, which are major milestones for improving learning outcomes. Some are formally adopting these targets into their national plans, resulting in greater stakeholder accountability and stronger likelihood of achievement of the learning outcomes.

The FLC has supported more countries with learning measurement and data. It has produced 57 country briefs using Progress in International Reading and Literacy Study 2021 data, and it has supported country-level policy dialogue in these countries. The FLC has also provided just-in-time support to 14 countries to strengthen their national learning assessment systems.

To support teachers and improve teaching practices, the SUNSET grants have supported 23 countries. They are benefiting 4.9 million teachers to improve their classroom interactions with students to support learning outcomes for 27.9 million students.

The FLC has also increased its impact on gender. For example, 92,000 female Bangladeshi students directly benefited from evidence-based interventions to help them return to school, support mental health and well-being, and remediate learning loss.

Technology and innovation research also play an important role in the FLC's mission to help reverse learning losses. In the past year, the EdTech Hub has produced 45 products and services to support government policy makers. The Hub's integrated approach involves both qualitative and quantitative research to support decision-making and innovative "sandboxes" that generate real-time evidence to explore how to improve EdTech interventions or scale up successful EdTech pilots. And inputs from the EdTech Policy Academy have

informed 23 policy design and interventions for education systems.

Among many workstreams, the ELP is also active in the fragility, conflict, and violence (FCV) space. It has provided seven grants for \$1.1 million, conducted workshops for FCV settings on the early childhood development learning agenda, and recruited four Early Years fellows in FCV locations.

These are just a few highlights, but I will let this year's progress report speak for itself. The main point is that the FLC is catalyzing the World Bank's large IDA/IBRD program to deliver impact. Our agenda is ambitious but must be tempered by the reality of our existing financing. More funding will enable us to continue to increase impact on learning outcomes and more cross-cutting work on girls, climate, FCV, and inclusivity.

We hope this report will be an illuminating glimpse into FLC activities and see the potential for even more scale and impact in more countries in the future. I would like to thank you, our partners—the Bill & Melinda Gates Foundation, FCDO, the Ministry of Foreign Affairs of Finland, and the LEGO Foundation—for joining us in our mission to accelerate learning. The learning crisis is one of many competing global challenges in the current context. But compelling evidence and experience have shown that one of the strongest investments that can be made to reduce poverty and improve health, gender equality, peace, and stability is education.



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

Executive Summary

A renewed focus on foundational learning is instrumental in global efforts to regain lost learning and accelerate learning outcomes for all children. With a portfolio of about \$25 billion in 95 countries, the World Bank is the largest source of external financing for education in developing countries and has become a strong advocate for foundational learning—which is evidenced by the many World Bank lending operations that are focused on foundational learning with the objective of reducing learning poverty. The World Bank’s Foundational Learning Compact (FLC) offers

development partners a platform for collaboration and a way to leverage the World Bank’s vast portfolio and deep policy dialogue to accelerate the achievement of learning outcomes.

The Foundational Learning Compact Progress Report October 2022–September 2023 presents the progress in FLC activities and provides highlights from its associated trust fund, the Early Learning Partnership (ELP). It picks up where the [last FLC Progress Report](#) (World Bank 2022) left off on October 1, 2022, and goes through the end of September 2023.



This includes the trust fund’s overview and highlights, including key portfolio indicators; implementation progress in achieving outcomes during the reporting period based on the Results Framework, including updates on the components of the different activities, collaboration with development partners, country progress, and outputs and resources developed; expected activities looking ahead for the rest of 2023 and 2024; FLC financials update; and annexes with updated data for FLC and ELP activities or projects funded, as well as the updated Results Framework, among others.

The FLC was designed to enhance global and country-level efforts to pursue systemic and sustained improvements in early childhood, primary, and secondary education resulting in better learning outcomes for all.

Both the FLC Anchor Trust Fund (the centerpiece of the umbrella) and the associated ELP Trust Fund support countries to implement evidence-based interventions that can contribute to the higher-level objectives of reducing learning poverty and increasing learning-adjusted years of schooling. The FLC Anchor focuses on primary and secondary education, while the ELP focuses on early childhood development (ECD) for children ages 0–5.

FLC Anchor activities are supporting 86 countries around the world.

The greatest number of the countries supported by the FLC—approximately half—are in Africa, followed by South Asia, the Middle East, and Latin America. The FLC aims to concentrate support where there is strong government ownership and need. Reflecting this priority, Bangladesh, Central African Republic, Djibouti, Ethiopia, Ghana, Jordan, Kenya, Mexico, Mongolia, Mozambique, Nepal, Niger, Nigeria, Pakistan, Romania, Rwanda, Senegal, Sierra Leone, and

Tanzania each have three or more ongoing FLC activities.

To date, the FLC Anchor has awarded 39 Bank-executed catalytic country grants (totaling around \$21.2 million) to 29 countries, as well as 3 grants for regional activities and 19 grants for global activities (totaling \$17.2 million).

The FLC has provided funding to World Bank country programs, which has enabled the provision of technical assistance to governments to increase their capacity to improve foundational learning skills. Grants have been provided on a rolling basis based on need and government ownership. The number of requests for support reflects the interest governments have in the targeted and evidence-based support funded by the FLC. Demand for support has far exceeded available funding. With respect to the previous reporting period, the FLC increased disbursements by nearly 20 percent—which reflects the acceleration of implementation in the last year across all activities.

Since 2020, FLC activities have benefited 36.3 million students, 5.1 million teachers and school leaders, and close to 300 policy makers in 86 countries.

This impact has been supported by FLC global public goods—including 111 tools, reports, and analyses—and technical assistance.

The FLC is a vehicle for collaboration with donors to jointly address the tremendous challenges in global education.

The FLC Anchor Trust Fund donors are the Bill & Melinda Gates Foundation, the LEGO Foundation, the Ministry for Foreign Affairs of Finland, and the UK Foreign, Commonwealth & Development Office (FCDO). The donors to the ELP associated trust fund are governments of Australia, Canada, Germany, the United Kingdom, and the United States; the Bernard

Van Leer Foundation, the Bill & Melinda Gates Foundation, Echidna Giving, the Hewlett Foundation, the Hilton Foundation, the LEGO Foundation, Philanthropy Advisors, Porticus, and Rockefeller Philanthropy. The FLC also works closely with other partners, specifically, the Global Partnership for Education (GPE), UNESCO, the UNESCO Institute for Statistics (UIS), UNICEF, and the US government.

With the support of these key actors in global education, the FLC finances targeted interventions. These interventions are aimed to accelerate foundational learning, increase learning measurement and data, improve teaching quality, and improve the use of effective education technology (EdTech)—all toward the objective of improving learning outcomes. FLC activities are yielding results due to post-COVID scale-up of implementation. Data and analysis from FLC-funded activities have been used by governments as

well as other stakeholders and are helping identify policy findings as well as gap areas for further research. The following summarizes the main results for FLC activities as of September 2023, including for the ELP.

Accelerator Program

This year, the Accelerator Program picked up pace and achieved several milestones across the participating governments. The program has shaped the design of International Development Association (IDA)¹ and International Bank for Reconstruction and Development (IBRD) operations, has influenced government sector plans² and the focus on foundational learning outcomes.³ In addition, the program intensified efforts to provide timely, demand-driven technical assistance to improve the effectiveness of foundational learning programs. Mozambique,



Niger, Edo State (Nigeria), Rwanda, and Sierra Leone have set learning targets; while Mozambique, Edo State, Pakistan, Rwanda, and Sierra Leone have developed prioritized plans to improve foundational learning outcomes (Investment Cases). This has resulted in greater stakeholder accountability and a stronger likelihood of achievement of learning outcomes. The program has focused on the following:

- **Providing technical assistance at the country level** to address resource and implementation capacity gaps by identifying experts to support country efforts in Niger, Edo State, Rwanda, and Sierra Leone.
- **Fostering cross-country learning** by convening country or regional events to bring the dialogue closer to their context—for example, the biannual Symposiums on Foundational Learning organized by Rwanda, the Edo Education Week organized by Edo State, the Foundational Learning Exchange organized by Sierra Leone, and the Accelerator Strategic Forum.
- **Disseminating technical resources and tools** through dissemination events such as the Foundational Learning Knowledge Café series and the development of a one-stop-shop intranet page for World Bank task team leaders working on foundational learning.
- **Supporting countries in finalizing their target-setting exercises and development of Investment Cases.** Currently, FLC Accelerator grants support Kenya, Mozambique, Edo State, Niger, Pakistan, and Rwanda. Other countries are benefiting from indirect support, and more countries are expected to be added over time.

Learning Measurement and Data

Numerous FLC efforts are undertaken in the context of the commitments under the Learning Data Compact and the Global Coalition for Foundational Learning to increase the measurement of learning. Notably, the FLC has continued supporting the development of global and country reports on COVID-19 learning losses and recovery analysis; supporting countries in implementing tools such as the updated Policy Linking toolkit and the Assessments for Minimum Proficiency Levels (AMPLs); providing technical support and policy dialogue related to Cross-National and National Learning Assessments; and supporting implementation, dissemination, research, and technical innovations related to the Global Education Policy Dashboard (GEPD). Further detail is provided below:

- **COVID-19 learning losses and recovery analysis.** The FLC helped produce the global synthesis report *Learning Recovery to Acceleration: A Global Update on Country Efforts to Improve Learning and Reduce Inequalities* (World Bank 2023c) to take stock of what countries have done so far to recover and accelerate learning since reopening schools, and what we have learned from their experience. The FLC also supported development of the COVID learning loss report “Effects of COVID-19 on student learning: assessing learning losses using adaptive technology in the Dominican Republic”; this report quantifies learning losses between 2020 and 2022 using data from a sample of ninth grade students who benefited from the use of adaptive learning software.
- **Policy Linking.** The World Bank supported the dissemination of Policy Linking

exercises in The Gambia and Ghana, as well as implementation of the methodology in Pakistan and Rwanda. Rwanda, with support from FLC funding from the Accelerator Program, is implementing a Policy Linking benchmarking study using the results of the 2021 national assessments in grades 3 and 6; this will help inform progress on the 2023 national assessment. Pakistan, with support from both the World Bank and FCDO, conducted a Policy Linking benchmarking exercise using the results of its 2021 national large-scale assessment study; this will be disseminated to policy makers. Additional capacity building was provided to the national assessment agencies in Pakistan and Rwanda to improve their capacity to perform benchmarking activities in the future.

- **AMPL-b.**⁴ This year, the World Bank disseminated the results of the AMPL-b implemented in Sierra Leone; it also supported the administration of the AMPL-b assessment as a stand-alone module, along with the GEPD, in three regions of Pakistan. The Bank continued the dialogue with government counterparts to nurture demand for learning data, including through AMPLs. The main outputs developed were “AMPL-b in Sierra Leone: Stage 2 Item Analysis, Conditioning and Student Outcomes,” “Analysis for the Pilot of the AMPL instrument in Urdu,” and “Test and Item Analysis of AMPL-b 2023 Pakistan (Khyber Pakhtunkhwa) Pilot Data.” Discussion is ongoing in other countries such as Jordan (where it is more advanced), Cabo Verde, Colombia, and Haiti.
- **Cross-National Learning Assessments.** During the reporting period, the World Bank provided technical support and

review for the upcoming cross-national learning assessments, as well as continued dialogue with international and regional learning agencies. With the release of 57 country briefs under the Progress in International Reading Literacy Study (PIRLS) 2021 data in May 2023, the World Bank also provided global, regional, and country-level technical support and dialogue on the results to national policy makers to highlight the need to accelerate foundational learning.

- **National Learning Assessment Systems.** To support the strengthening of national learning assessment systems, the World Bank provided just-in-time technical support to Bank country teams and government counterparts in Argentina, the Central African Republic, Djibouti, the Arab Republic of Egypt, Haiti, Maldives, Malawi, Mali, Mexico, Nepal, Pakistan, Sierra Leone, Sudan, Tanzania, and Tunisia. The Bank also provided workshops to share country team experiences in the implementation of learning assessments and assessment support, and on resources and support services for learning assessments and existing learning data.
- **Global Education Policy Dashboard.** The World Bank collected comprehensive, rigorous, and actionable primary data on 5 education systems (bringing the total to 12): Islamabad Capital Territory (Pakistan), Jordan (second round), Gabon, Chad, and Khyber Pakhtunkhwa (Pakistan). The Dashboard generated detailed data on education in contexts of fragility, conflict, and violence (FCV), such as Chad and Niger; and it supported a second implementation in Jordan in 2023. The Bank provided training opportunities to participating countries such as Madagascar to create capacity at the ministry

level to either collect (replicate the exercise) or use the data; Madagascar is using insights from the GEPD surveys report to inform reforms that will be included in the revision of its Education Sector Plan. The GEPD is currently in the field in four education systems—the Central African Republic, Edo State (Nigeria), and Balochistan and Sindh (Pakistan). Stakeholder validations and dissemination events have been organized to ensure the data were presented to a wide audience. GEPD data and insights are being integrated into multiple high-value outputs, including public expenditure reviews (Ethiopia), revisions to education sector plans (Madagascar), GPE country compacts (Sierra Leone), country partnership framework—World Bank country strategy (Madagascar), learning poverty plans (Niger, Sierra Leone), and project-related documents (Niger, Sierra Leone), among others; the interactive Shiny App that provides the data for the GEPD’s primary indicators that are driving learning outcomes; a Madagascar

policy brief that presents the results and recommendations from Service Delivery Indicators initiatives and the GEPD; and the “Republic of Madagascar: Education Service Delivery Indicators—Round II and Global Education Policy Dashboard—Round I” report, which gives strategic policy and investment recommendations to improve service delivery in Madagascar. The World Bank also innovated by administering the AMPL-b as part of the GEPD to enable countries to report on Sustainable Development Goal 4.1.1.

Teachers

Global Coach. Over the past year, the Global Coach program has focused on developing and publishing tools and resources, building internal capacity to use the resources to support governments, and developing a global report on teachers that uses findings from behavioral science and psychology to propose a more effective approach for teacher policies.

Coach Mozambique. The Coach Mozambique program has focused on monitoring field implementation of the pilot, improving and designing new program materials, and supporting the pilot’s expansion to more schools.

Teach-Coach Scaling Up National Support for Effective Teaching (SUNSET) grants. The SUNSET grants in 23 countries have focused on implementation and supporting cross-country learning opportunities for grantees. Overall, some of the analytical work of FLC activities is helping identify policy findings as well as gap areas for further research—for example, the rapid evidence review of Teach and Coach on how to support teachers and effective teaching in FCV contexts.



Education Technology

EdTech Hub. The EdTech Hub is a global research partnership sponsored by FCDO, the Bill & Melinda Gates Foundation, UNICEF, and the World Bank to empower the global education community by providing evidence and policy advice on the effective use of digital technologies for developing countries. The main elements of the partnership between the EdTech Hub and the World Bank are (1) the Hub's provision of technical assistance to World Bank staff via the Helpdesk, (2) the annual development of joint knowledge products, and (3) the World Bank's strategic guidance to the Hub through its participation on the Hub's Executive Committee and Strategic Advisory Board. The Helpdesk is currently supporting 142 countries and regions.

The EdTech Policy Academy. The EdTech Policy Academy is a learning and capacity-building

initiative designed to provide World Bank and partner staff, and government counterparts, with opportunities to deepen knowledge and skills for EdTech policy design and program implementation. This year, two EdTech Policy Academies were offered, reaching 198 participants from 26 countries.

Education Policy Academy

Building on the rich lessons from the EdTech Policy Academy, the World Bank is expanding and developing more offerings under the Education Policy Academy. The goal of the Education Policy Academy is to provide World Bank staff and clients with learning opportunities to deepen knowledge and skills for education policy design, program implementation, and policy dialogue in priority thematic areas. Education Policy Academy activities are partially supported by the FLC, and this year they focused on three thematic



areas: literacy policy, teachers, and inclusive education.

- The Literacy Policy Academy introduced participants to the science of reading and to policies that promote effective early grade reading at scale under six online modules; it is currently being translated into different languages.
- The Teachers Policy Academy built capacity building around fundamentals of teacher policy and how to provide high-quality in-service teacher professional development; it is currently piloting a synchronous course in Romania and Tunisia.

Bangladesh Secondary Education Program

This program is helping to build back better the country's secondary education system to protect and boost learning after COVID-19.



It is doing so by identifying core areas to address COVID-related disruptions and learning losses and improve the overall secondary system. This year, the program focused on delivering eight activities on evidence-based decision-making, research, and policy outreach. These activities benefited approximately 92,000 students through learning targeted interventions; and delivered training to 2,252 teachers, principals, and other pedagogical leaders. The program includes activities specifically targeting girls to help them return to school and support mental health and well-being. The activities have had direct implications for policy making and provide a roadmap for further research.

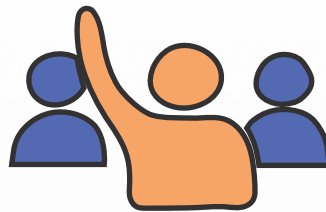
Early Learning Partnership

The ELP associated trust fund leverages World Bank strengths—a global presence, access to policy makers, and technical analysis—to improve early learning opportunities and outcomes for children worldwide. The ELP supports World Bank teams in advocating for investments in ECD, designing effective policies, and implementing impactful programs. It operates through three main workstreams: catalytic country grants, high-value analytical work and special initiatives, and capacity building. The ELP provides funding for ECD services, conducts analytical work to measure early childhood outcomes, and supports initiatives such as Read@Home and Quality Early Learning. It launched the Invest in Childcare program to expand access to quality childcare in low- and middle-income countries. The ELP also focuses on capacity building through initiatives like the Early Years Fellowship and the Education Policy Academy.

Key FLC Results: October 2022–September 2023

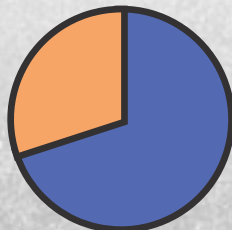
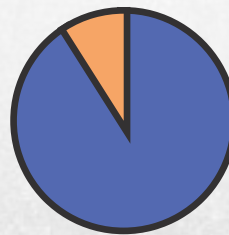
The FLC catalyzes **\$16.5 billion** in World Bank funding
through the FLC Anchor Trust Fund

The FLC has benefited more than
36 million
students



The FLC has benefited more than
5 million
teachers and school leaders

FLC activities have supported
86 out of 95
countries in the World Bank
education portfolio



FLC activities have supported
policy dialogue in
66 out of 95
countries



The World Bank Group brings value to trust-funded partnerships. Its convening power, at both the international and country level, optimizes coordinated action on shared development priorities to achieve impact at scale. Partners benefit from the World Bank Group's extensive technical expertise, country experience and supervision capacity, and its ability to monitor and report on results."

**Akihiko Nishio, Vice President,
Development Finance, World Bank**



SECTION 1

Trust Fund Overview and Highlights



Context

Foundational learning has emerged as a pivotal issue facing global education. Foundational skills—literacy, numeracy, and socioemotional skills—are the essential building blocks for developing all other learning, knowledge, and higher-order skills. Without these foundational skills, children will not be able to fulfill their potential. As efforts intensify to regain lost learning and accelerate learning outcomes, the critical nature of foundational learning has come into sharp focus, as shown in the report *Learning Recovery to Acceleration: A Global Update on Country Efforts to Improve Learning and Reduce Inequalities* (World Bank 2023c).

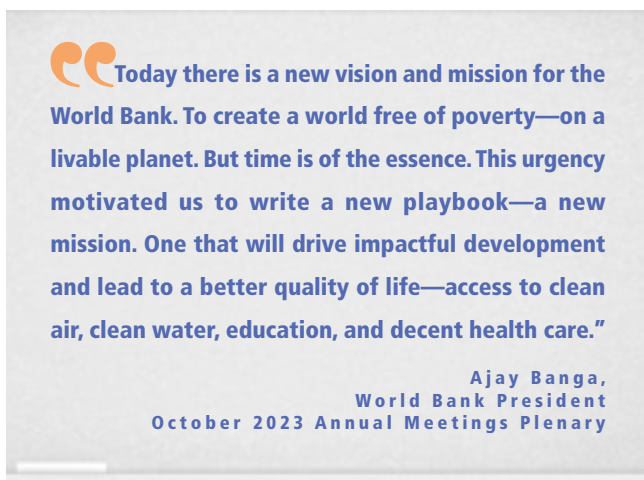
In 2022, several donors joined forces to create the Global Coalition for Foundational Learning to amplify their impact and collectively contribute to improving foundational learning. The Coalition founders were the Bill & Melinda Gates Foundation, the UK Foreign, Commonwealth & Development Office (FCDO), UNESCO, UNICEF, the United States Agency for International Development (USAID), and the World Bank. The initiative has three objectives:

- Coordinate and align support to low- and middle-income countries to implement evidence-based solutions to improve foundational learning outcomes at scale.
- Support countries to monitor learning progress through high-quality, reliable, comparable learning data to help them improve learning programs, particularly in Sub-Saharan Africa.⁵
- Support strategic advocacy and communications to call for implementation of the Commitment to Action (described below), create an enabling environment for policy change, and help drive accountability for implementation.

The Commitment to Action on Foundational Learning was launched during the Transforming Education Summit in 2022 convened by the United Nations Secretary-General.

Under this commitment, countries and stakeholders have committed to ensure that all children—including the most marginalized—develop foundational learning, and that learning poverty is reduced by half by 2030. As of September 30, 2023, nearly 30 countries and 35 organizations had endorsed the commitment.

Unfortunately, analysis of national commitments reveals that the urgency of foundational learning and of the learning crisis has been systematically underestimated and is in fact absent from national education priorities (World Bank 2023c). According to the World Bank report, only 18 percent of countries had an explicit strategy, plan, or program for recovering and accelerating learning. A decline in education budgets in low- and lower-middle-income countries indicates a lack of government commitment to combat the learning crisis.



On the positive side, some progress has been made in promoting foundational skills even without curricular reforms, which can be a challenging and lengthy process, often complicated by political entrenchment. Some countries are implementing evidence-based interventions, supporting their teachers, and measuring learning, which are key drivers of learning. Global education stakeholders can support governments to encourage country responses to recover learning losses, focus on acceleration—and ultimately improve foundational learning and reduce inequalities (World Bank 2023c).

The Foundational Learning Compact (FLC) is uniquely positioned as a vehicle through which the World Bank can work with its partners to deepen focus on foundational learning. Further, it can support countries in implementing evidence-based interventions that can contribute to reducing learning poverty (see World Bank et al. 2022) and increasing learning-adjusted years of schooling (see Filmer et al. 2018).

Foundational learning constitutes the bedrock of a child's education. Ensuring foundational learning for all contributes to sustainable development, inclusive growth, gender equality, national cohesion, and peace and prosperity—and bolsters progress on all the other Sustainable Development Goals (SDGs).

This FLC progress report covers the period October 2022 through September 2023. It picks up where the last progress report ended.

FLC Overview

This subsection provides information on the FLC's structure, governance, management, objectives, pillars, themes, and activities; and

provides a snapshot of the main FLC portfolio indicators and key results.

Structure, governance, and management

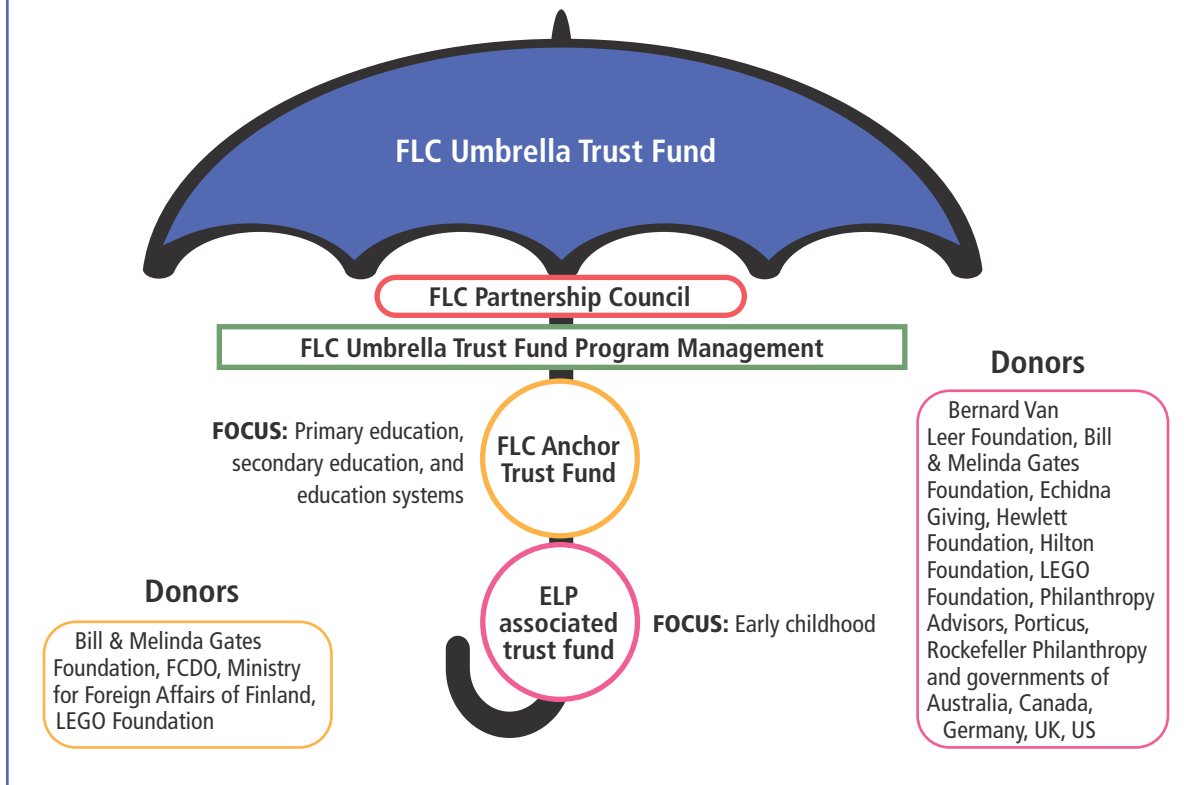
The FLC is an umbrella trust fund created in August 2020 to finance education activities that strengthen global and country efforts to make systemic and sustained improvements at the early childhood, primary, and secondary education levels. The FLC enables donors to contribute resources to be used for evidence-based interventions that leverage World Bank financing and high-level policy dialogue to together tackle the tremendous challenges that face global education.

FLC activities are aligned with the World Bank's priorities in education, particularly in foundational learning. These priorities include a focus on measurement, teachers, education technology, and other evidence-based interventions such as the Accelerator Program. The World Bank's education portfolio of \$25 billion for 95 countries consists of financing through the International Development Association (IDA)—the part of the World Bank that gives grants and credits to the poorest countries—as well as the International Bank for Reconstruction and Development (IBRD)—the World Bank's original concessional lending facility.

The FLC Umbrella Trust Fund consists of an Anchor multidonor trust fund as its centerpiece and an associated Early Learning Partnership (ELP) Trust Fund. All activities financed by this associated trust fund support the FLC's development objectives. [Figure 1.1](#) depicts the current program architecture. As did last year's, this progress report focuses on the FLC Anchor, but also includes a summary of the ELP.

FIGURE 1.1

Structure of the FLC Umbrella Trust Fund



The ELP was linked to the FLC in July 2022 with a clear mandate on early childhood; the FLC Anchor focuses on primary and secondary education. The ELP was originally established in 2015 as a multidonor trust fund working with countries to promote increased investment in children’s early years through research, policy planning, project design, and finance. The ELP provides resources and technical assistance to support early childhood development (ECD). Through its major global work program, Invest in Childcare, the ELP catalyzes a whole-of-World-Bank approach to increase investments in quality childcare.




The current donors to the FLC Anchor include the Bill & Melinda Gates Foundation, FCDO, the LEGO Foundation, and the Ministry for




Foreign Affairs of Finland. Donors to the ELP are the governments of Australia, Canada, Germany, the United Kingdom, and the United States; the Bernard Van Leer Foundation, the Bill & Melinda Gates Foundation, Echidna Giving, the Hewlett Foundation, the Hilton Foundation, the LEGO Foundation, Philanthropy Advisors, Porticus, and Rockefeller Philanthropy.

The FLC Partnership Council and the Program Management and Administration Team are at the core of FLC Umbrella governance, management, and administration. See [figure 1.2](#) for more details, including information on the three Partnership Council meetings held annually since 2021.

FIGURE 1.2

Governance of the FLC Umbrella Trust Fund

HOW: FLC Partnership Council		
WHO	WHY	WHAT
 World Bank, donors, other relevant stakeholders: All donors contributing to the FLC Anchor and associated trust funds within the FLC Umbrella	 Meets annually to discuss the strategic direction of the trust fund, update its members on the progress of activities, and discuss annual work plans and budgets	 Annual Partnership Council meetings organized with the support of the Program and Administration Management team <ul style="list-style-type: none"> ■ Inaugural PC meeting (April 15, 2021): FLC was formally launched. Partners discussed core principles that would guide the structure, governance, operations, and communications of the FLC, as well as how to work together within the umbrella trust fund structure. ■ Second PC meeting (May 4, 2022): Core documents were finalized, and Bank presented status of activities. Budget and work plan for the FLC Anchor were endorsed by Anchor donors. ■ Third PC meeting (March 16–17, 2023): Provided update of activities and work plans for the FLC for FY23–FY24. Donors asked for more focus on results and impact in future reporting.

FLC Umbrella Trust Fund Program and Administration Management Team		
WHO	WHY	WHAT
 Technical and administrative World Bank staff	 Management, planning, fundraising, and reporting for the FLC program	 <ul style="list-style-type: none"> ■ Daily program management and administration of FLC ■ Organization of annual Partnership Council meetings ■ Progress reporting ■ Monitoring and evaluation ■ Work planning and budgeting ■ Communications and outreach

Objectives, pillars, and cross-cutting themes

The FLC is fully aligned with and contributes to the achievement of **SDG 4 on Quality Education** and with the World Bank’s strategic education policy approach (World Bank 2020a). SDG 4 ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all. The FLC is aligned to two targets under SDG 4:

- By 2030, ensure that all girls and boys have access to good-quality, early


childhood development, care, and preprimary education so that they are ready for primary education.

- By 2030, ensure that all girls and boys can complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

The FLC was established to align partnerships, financing, and technical support to contribute to the high-level objectives of decreasing learning poverty and increasing learning-adjusted years of schooling. It is

organized around three pillars: measurement, evidence-based policies and systemic reforms, and capacity building (see figure 1.3). While strategically focusing on these three pillars, the FLC also includes gender; climate; education technology (EdTech); inclusion; and fragility, conflict, and violence (FCV) as cross-cutting themes or areas of special emphasis. The FLC, with donor support, has been expanding its activities under these areas as well.

- **Gender.** Ensuring that all girls and young women receive an education is a strategic priority of the World Bank. The prioritized interventions for girls' education include removing barriers to schooling, promoting safe and inclusive schools, improving the quality of education. FLC efforts in the

 **Keeping girls in school, by making schools safer and better suited for girls, is the smart thing to do to boost human capital and advance economic development on the continent."**

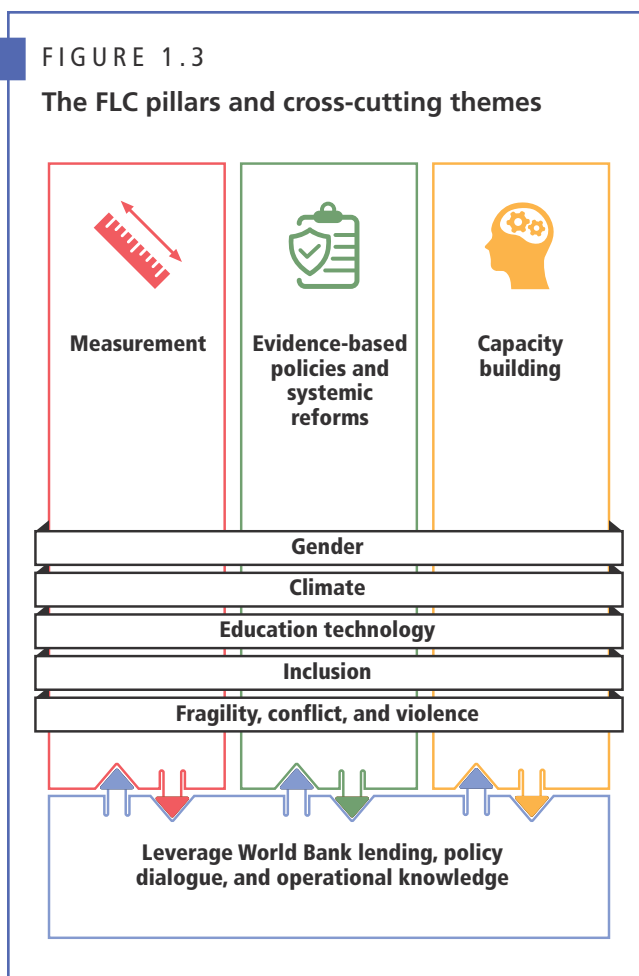
**Victoria Kwakwa, Vice President,
Eastern and Southern Africa,
World Bank**

area of gender include support to Rwanda in undertaking a study that looks at constraints or barriers to girls' education and psychosocial support in Bangladesh. The FLC is interested in expanding work in this critical area, providing governments with targeted technical support in implementing the above-listed interventions.

- **Climate.** Poor countries are likely to be disproportionately affected by climate change and to bear significant costs during transitions to greener economies, but education can be leveraged to combat the significant costs of climate change. The World Bank plans to use education to boost climate action, focusing on behavior change, resilient education infrastructure, and green innovation. For example, the FLC's Bangladesh Secondary Education Program has initiated a study on harnessing secondary education for climate action. As a part of this study, the team collected baseline data that show that secondary students have low knowledge but high anxiety about climate change, and that teachers are strongly supportive of mainstreaming climate education in their curricula. The World Bank is looking for partners to expand activities in climate, in particular to develop global public goods and evidence for solutions at the country level.

FIGURE 1.3

The FLC pillars and cross-cutting themes



- **Education Technology.** The World Bank supports the use of EdTech to improve the quality and access of education for all students, both inside and outside the classroom. It is committed to helping countries adopt digital technologies to enhance teaching and learning and make education accessible to all learners. A notable EdTech activity in this regard is the EdTech Policy Academy, a capacity-building program designed to provide government officials, World Bank staff, and staff of partner organizations with opportunities to deepen their knowledge and skills. The year's two EdTech Policy Academies were attended by a total of 198 participants from 26 countries.
- **Inclusion.** The World Bank's education policy approach prioritizes equity and inclusion, recognizing that marginalized children and youth from poor and less educated households suffer the most significant learning losses. To answer this need, the Bank is focusing on accessible, remote-learning technologies; dropout prevention; learning recovery; practical, effective, and inclusive pedagogy; foundational skills; and socioemotional support. The Teach Primary classroom observation tool incorporates behaviors measuring the extent to which teachers display bias or challenge stereotypes related to disability, and the extent to which they explain lesson content using multiple forms of representation. The Bank is in discussions for future funding to develop global public goods to engage and equip teachers and school staff to use inclusive teaching practices to ensure all learners can access education and for expanded implementation of the Inclusive Education Policy Academy.
- **FCV.** The World Bank's 2020–2025 Strategy for Fragility, Conflict, and Violence ([World Bank 2020b](#)) focuses on creating a safe learning environment for children in FCV situations through four pillars: preventing violent conflict, remaining engaged during crises, helping countries transition out of fragility, and mitigating the spillovers of FCV. Under the FLC Umbrella, the FCV in ECD catalytic funding round was launched with 17 proposals submitted, requesting a total of \$3.8 million. Additionally, the FLC is actively looking for a partner to co-create a What Works Hub for Education in FCV settings and provide country grants for learning recovery and out-of-school children.

Activities

The FLC Anchor includes a wide range of programs and activities. These are the Accelerator Program; learning measurement and



data activities, comprising COVID-19 learning losses and recovery analysis, Policy Linking, assessments for minimum proficiency levels (AMPLs), cross-national learning assessments, national learning assessment systems, and the Global Education Policy Dashboard (GEPD); support to teachers through Global Coach, Coach Mozambique, and Teach-Coach Scaling Up National Support for Effective Teaching (SUNSET) grants; education technology, including the EdTech Hub and the EdTech Policy Academy; the Education Policy Academy; and the Bangladesh Secondary Education Program. [Figure 1.4](#) shows the mapping of all the FLC activities by education level, including those under the ELP associated trust fund. These activities are discussed in [section 2](#).

FLC Anchor activities are supporting 86 countries around the world. As [map 1.1](#) shows, the greatest number of countries supported by the FLC—approximately half—are in Africa, followed by South Asia, the Middle East, and Latin America. The FLC aims to concentrate support where there is strong government ownership and need. Reflecting this priority,

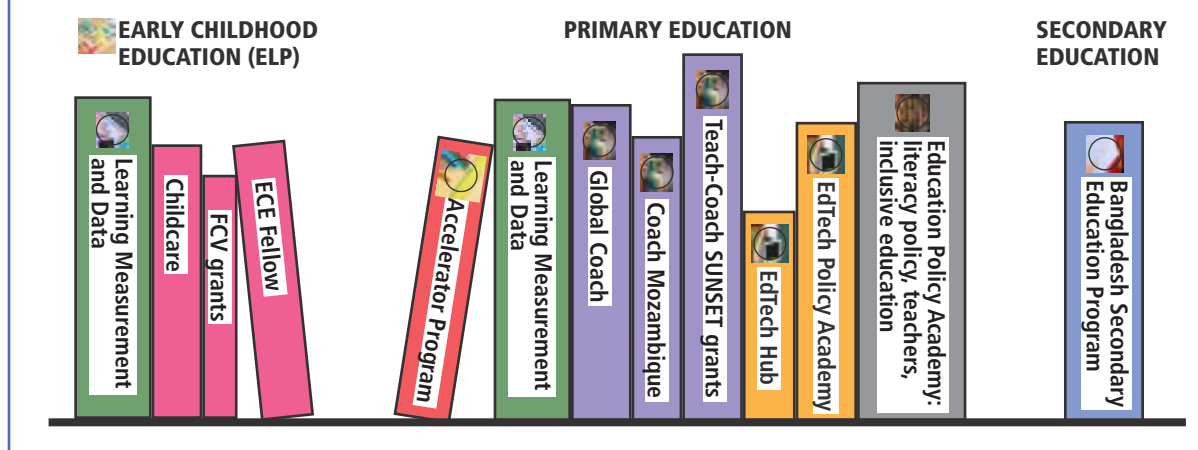
Bangladesh, Central African Republic, Djibouti, Ethiopia, Ghana, Jordan, Kenya, Mexico, Mongolia, Mozambique, Nepal, Niger, Nigeria, Pakistan, Romania, Rwanda, Senegal, Sierra Leone, and Tanzania each have three or more FLC activities ongoing.

FLC Portfolio Indicators

With acceleration of implementation in this past year, FLC activities have been yielding results and increasing impact. This is discussed in further detail in [section 2](#), and the display at the end of this section includes the main portfolio indicators for FLC activities as of September 30, 2023.

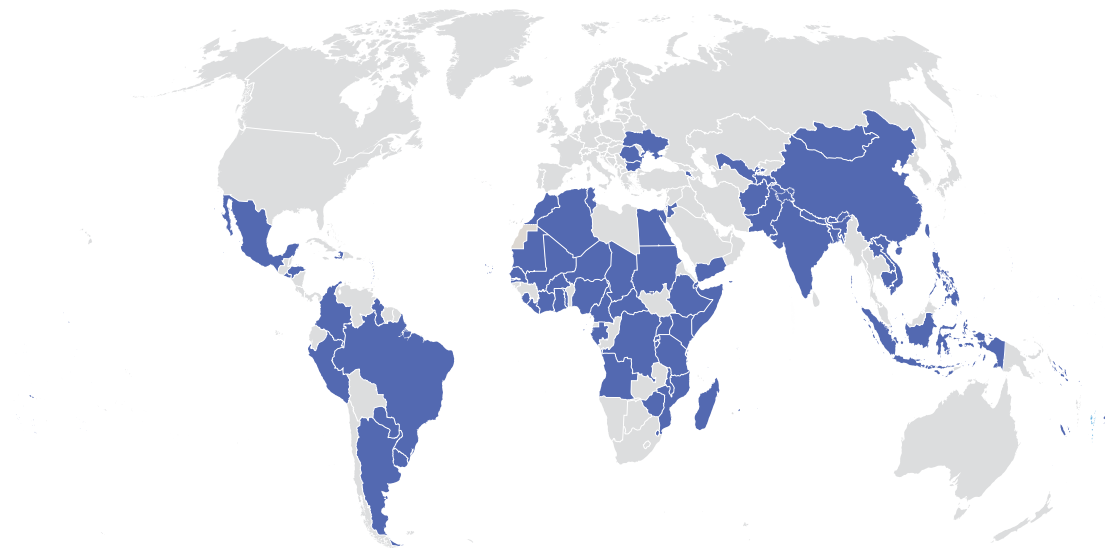
To date, the FLC Anchor has awarded 39 catalytic country grants (totaling around \$21.2 million) to 29 countries, as well as 3 grants for regional activities and 19 grants for global activities (totaling \$17.2 million). The FLC has provided funding to World Bank country programs, which has enabled the provision of technical

FIGURE 1.4
FLC activities



MAP 1.1

The FLC supports 86 out of 95 countries in the World Bank education portfolio



Middle East and North Africa: [Algeria](#) Teach-Coach SUNSET Grants; [Djibouti](#) Learning Measurement Data, Teach, Teach-Coach SUNSET Grants, and EdTech Hub; [Arab Republic of Egypt](#) Learning Measurement and Data; [Jordan](#) Learning Measurement and Data, GEPD, and EdTech Hub; [Morocco](#) Teach, Teach-Coach Sunset Grants, and EdTech Hub; [Tunisia](#) Learning Measurement and Data, Education Policy Academy; [West Bank and Gaza](#) EdTech Policy Academy; [Republic of Yemen](#) EdTech Hub

Europe and Central Asia: [Armenia](#) Teach, Teach-Coach SUNSET Grants; [Bulgaria](#) Teach; [Montserrat](#) Teach; [Romania](#) Teach, Teach-Coach SUNSET Grants, EdTech Policy Academy; [Tajikistan](#) Teach; [Ukraine](#) EdTech Policy Academy; [Uzbekistan](#) Teach-Coach SUNSET Grants

South Asia: [Afghanistan](#) Teach, EdTech Hub; [Bangladesh](#) Secondary Education Program, EdTech Hub, EdTech Policy Academy; [Bhutan](#) EdTech Hub; [India](#) Teach, Teach-Coach SUNSET Grants; [Maldives](#) Learning Measurement and Data; [Nepal](#) Learning Measurement and Data, Teach-Coach SUNSET Grants, EdTech Hub; [Pakistan](#) Accelerator, Learning Measurement and Data, GEPD, Teach, Teach-Coach SUNSET Grants

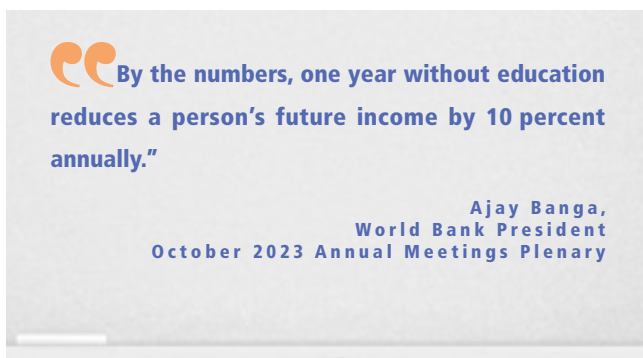
Latin America and the Caribbean: [Antigua and Barbuda](#) Teach; [Argentina](#) Learning Measurement and Data; [Brazil](#) Teach, Teach-Coach SUNSET Grants; [Colombia](#) Teach; [Dominica](#) Teach; [El Salvador](#) Teach, Teach-Coach SUNSET Grants; [Grenada](#) Teach; [Guyana](#) Teach; [Haiti](#) Learning Measurement and Data, Teach; [Honduras](#) Teach, Teach-Coach SUNSET Grants; [Mexico](#) Learning Measurement and Data, Teach, Teach-Coach SUNSET Grants; [Paraguay](#) EdTech Policy Academy; [Peru](#) GEPD, Teach; [St. Kitts and Nevis](#) Teach; [St. Lucia](#) Teach; [St. Vincent and the Grenadines](#) Teach; [Uruguay](#) Teach

West Africa: [Burkina Faso](#) EdTech Policy Academy; [Cameroon](#) Teach-Coach SUNSET Grants; [Cabo Verde](#) Teach-Coach SUNSET Grants; [Central African Republic](#) Learning Measurement and Data, GEPD, Teach, Teach-Coach SUNSET Grants, EdTech Hub; [Chad](#) GEPD, EdTech Policy Academy; [Côte d'Ivoire](#) Teach, Teach-Coach SUNSET Grants; [Democratic Republic of Congo](#) EdTech Policy Academy; [Gabon](#) GEPD; [The Gambia](#) Learning Measurement and Data, EdTech Policy Academy, Education Policy Academy; [Ghana](#) Learning Measurement and Data, Teach, EdTech Hub; [Liberia](#) EdTech Hub, EdTech Policy Academy; [Mali](#) Learning Measurement and Data, EdTech Policy Academy; [Mauritania](#) EdTech Policy Academy; [Niger](#) Accelerator, GEPD, Teach, EdTech Policy Academy; [Nigeria](#) Accelerator, GEPD, EdTech Policy Academy; [Senegal](#) Teach, EdTech Hub, EdTech Policy Academy; [Sierra Leone](#) Accelerator, Learning Measurement and Data, GEPD, Teach, EdTech Hub; [Togo](#) EdTech Policy Academy

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

East Asia and Pacific: [Cambodia](#) EdTech Hub; [China](#) Teach; [Indonesia](#) Teach-Coach SUNSET Grants; [Lao PDR](#) Teach; [Mongolia](#) Teach, EdTech Hub, EdTech Policy Academy; [Pacific Islands](#) Teach-Coach SUNSET Grants; [Philippines](#) Teach, EdTech Hub; [Tonga](#) Teach; [Tuvalu](#) EdTech Hub; [Vietnam](#) EdTech Policy Academy

Source: Designed by the World Bank FLC program management team, with the support of the World Bank cartography team, October 2023.



assistance to governments to increase their capacity to deliver foundational learning. Grants have been provided on a rolling basis based on need and government ownership. The number of requests for support reflects the interest governments have in the targeted and evidence-based support funded by the FLC.

Demand for support has far exceeded available funding. With respect to the previous reporting period, the FLC increased disbursements by nearly 20 percent—which reflects the acceleration of implementation in the last year across all activities. The increase in disbursement is due to the intensive and targeted technical assistance provided with FLC funding, which has been critical at the country level for implementation of specific interventions shown to improve foundational learning outcomes.

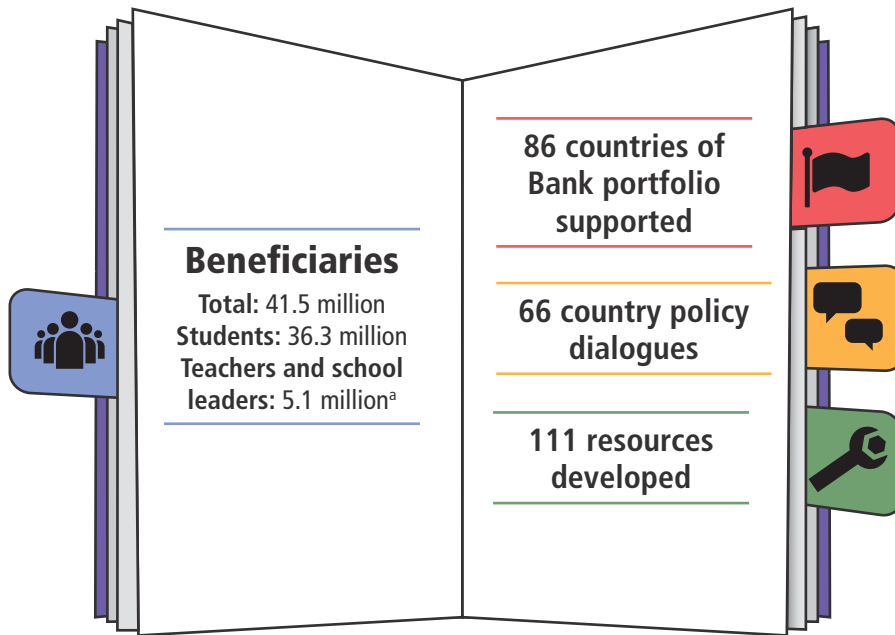
Since 2020, FLC activities—including 111 tools, reports, and analyses—and technical assistance have benefited a wide variety of stakeholders. Specifically, around 60.4 million students, 5.1 million teachers and school leaders, and close to 300 policy makers in 86 countries. Some of the activities are being scaled up or expanded, and more countries will be added as more funding becomes available.

Evidence, data, and analytical work have informed country dialogue and have led to policy changes in approximately 66 countries. Data and analysis from FLC-funded activities such as the Accelerator, the GEPD, Teach, Coach, the EdTech Hub, and the EdTech Policy Academy have been used by governments as well as other stakeholders. For instance, Madagascar is using insights from the GEPD report to inform reforms that will be included in the revision of its Education Sector Plan. In the Bangladesh Secondary Education Program, eight activities on evidence-based decision-making, research, and policy outreach have had direct implications for policy making and provide a roadmap for further research. Some of the analytical work of FLC activities is helping identify policy findings, as well as gap areas for further research—for example, the rapid evidence review of Teach and Coach on how to support teachers and effective teaching in FCV contexts.

To further support knowledge sharing between donors and World Bank experts, the FLC team hosted two events during the reporting period as part of a series of technical discussions with FLC donors on cross-cutting themes. The first discussion, “Education in Fragile, Conflict & Violence-affected Settings,” with the Global Lead for Education in FCV, presented the World Bank’s work in this area, including lessons learned. The second discussion, “Inclusive Education and the World Bank,” featured presentations by the Global Lead for Inclusive Education and members of the World Bank Education country teams in Nepal and Rwanda.

FLC by the Numbers

Portfolio Indicators as of September 30, 2023



\$16.5 billion in IDA/IBRD funding catalyzed through the FLC Anchor Trust Fund

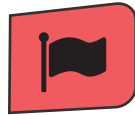
\$21.2 million for **39** country grants

\$17.2 million for **3** regional and **19** global grants



Number of beneficiaries supported through FLC grants

Accelerator: 8.3 million students (Kenya: 2.5 million, Mozambique: 3.3 million, Niger: 346,764, Nigeria [Edo State]: 293,022, Rwanda: 1.7 million, Sierra Leone: 209,381)
EdTech Policy Academy: 350 teachers/school leaders, 262 policy makers
Teach/Coach SUNSET grants: 27.9 million students, 4.9 million teachers, more than 20,000 principals, more than 54,000 coaches, and more than 150,000 pedagogical leaders
Coach Mozambique: 476 school leaders, 1,010 teachers, and 45,450 students
Bangladesh: 92,000 students



Number of countries supported in World Bank portfolio by FLC activities

Accelerator: 7 countries
Learning Measurement and Data (excluding GEPD): Learning assessment support in 20 countries
GEPD: 16 country systems
Teach: 42 countries^b
Teach-Coach SUNSET grants: 23 countries
EdTech Hub: 26 countries
EdTech Policy Academy: 26 countries
Bangladesh: 1 country



Number of countries in which policy dialogue has been informed by FLC work

Accelerator: 7 countries (all Accelerator have leveraged policy dialogue to inform technical assistance)
Learning Measurement and Data (w/o GEPD): 3 countries
GEPD: 11 countries
Teach-Coach: 42 countries
EdTech Policy Academy: 26 countries
Education Policy Academy: 6 countries
Bangladesh: 1 country



Number of tools, materials, and reports developed with FLC support

Accelerator: 7 outputs
Learning Measurement and Data (excluding GEPD): 8 materials + 57 PIRLS briefs
GEPD: 12 tools and materials
Teach-Coach: 4 tools
EdTech Policy Academy: 26 country project design presentations
Education Policy Academy: 3 tools
Bangladesh: 2 tools for measuring social norms and student mental health

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

a. Other activities for which it is difficult to quantify beneficiaries are not included.

b. The FLC has supported Teach implementations and scale-up.



Countries can successfully tackle the learning and skills crisis, and the World Bank 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 Global Practice, World Bank**



SECTION 2

Implementation Progress



The Accelerator Program

Activity Overview

The Accelerator Program was launched in late 2020 by the World Bank in partnership with UNICEF, the Bill & Melinda Gates Foundation, FCDO, UIS, and USAID to improve learning outcomes at scale through focused evidence-based interventions.⁶ This initiative provides support to countries that have demonstrated strong political and financial commitment to tackling learning poverty; a willingness to measure and monitor learning outcomes; and readiness to implement large-scale, evidence-based reforms to improve foundational literacy and skills.

An initial global cohort of 10 countries and subnational entities have been engaged as Accelerators in Africa, Latin America, and South Asia: Brazil (state of Ceará), Ecuador, Kenya, Morocco, Mozambique, Niger, Nigeria (Edo State), Pakistan, Rwanda, and Sierra Leone. Each of these countries has a large-scale program to improve foundational learning financed by IDA/IBRD, the Global Partnership for Education (GPE), development partners, and/or government funds that are being leveraged for impact at scale. The current Accelerator grants provide direct technical and/or financial support to 6 of the 10 countries—Kenya, Mozambique, Niger, Nigeria, Pakistan, and Rwanda—with funding ranging from \$250,000 to \$2.6 million; the other countries benefit from indirect support. The intensive and targeted technical assistance provided with the funding is critical at the country level for implementation of specific interventions known to improve foundational learning outcomes.

The Accelerator model contains three core elements: target setting, developing a foundational learning improvement plan (Investment Case), to achieve the targets,

and capacity strengthening through targeted technical assistance. These activities are complemented with communications, analytical services, and partner alignment consultations by UNICEF, as shown in figure 2.1 and further discussed in annex D.

The program is well aligned with the Global Coalition for Foundational Learning, and the Accelerator countries are among its focus countries. The Accelerator Program’s stakeholder engagement element, which is intended to bring stronger alignment among agencies and coordination in the dialogue with government, has served as an inspiration for the Coalition’s own country-level engagement. And the Foundational Learning Check-in, a tool used by the Coalition at the country level to initiate coordination and joint reflection

on foundational learning, is adapted from the Accelerator Program.

The program has aligned development partners and has engaged governments at all levels. Development partner alignment has been taking place through regular meetings with partners to share knowledge and interventions proven to boost literacy, collaborate on Investment Cases, speak with one voice vis-à-vis government officials, align operations in country and build on each other’s successes, and conduct joint advocacy campaigns. The program supports governments through strong engagement during the learning target setting, development of the Investment Case, and technical assistance to develop work plans to implement the Investment Case.

FIGURE 2.1

The World Bank’s and UNICEF’s collaboration under the Accelerator Program



Source: World Bank.



Young student reading a book while attending class, Edo State. Photo: World Bank

Progress and Outcomes

To date, the Accelerator Program has been influential in several ways:

- **The program has shaped the design of IDA operations.** For example, in Sierra Leone, additional financing to an existing IDA operation supported implementation of the Sierra Leone Zero Learning Poverty Plan (the Investment Case), which includes a revision to existing teaching and learning materials for foundational literacy. In Mozambique, a new human capital investment is in the pipeline; this is informed by Mozambique's Investment Case.
- **The program has influenced government sector plans.** Rwanda's National Foundational Learning Strategy (Investment Case), which captures government priorities, is guiding national and donor investments in foundational learning. In Pakistan, the Accelerator Program triggered a national focus on foundational learning and led to the establishment of subnational foundational learning hubs.
- **The program has influenced governments' focus on foundational learning outcomes.** In Edo State, Nigeria, the first statewide learning assessment was conducted in March 2023; and the state government launched its Learning Agenda, which emphasizes the importance of learning outcomes.
- **The program intensified efforts to provide timely, demand-driven technical assistance.** This assistance is critical to

improving the effectiveness of foundational learning programs.

The Accelerators have made significant progress this year toward key results. Mozambique, Niger, Edo State, Rwanda, and Sierra Leone have set learning targets. Mozambique, Edo State, Pakistan, Rwanda, and Sierra Leone have developed prioritized plans to improve foundational learning (Investment Cases). The Accelerator Program has focused on providing technical assistance at the country level that corresponds to specific country needs. For example, in Kenya, technical assistance is aimed at complementing the country's GPE Compact, which has incorporated some relevant Accelerator activities. Boxes 2.1 to 2.7 present a summary of country implementation progress in the [Rwanda](#), [Nigeria](#) (Edo State), [Kenya](#), [Mozambique](#), [Niger](#), [Sierra Leone](#), and [Pakistan](#) Accelerators. [Table B.1](#) in [annex B](#) presents the progress to date of key milestones of the Accelerator Program.

At the global level, Accelerator Program activities focused on four objectives. These were (1) fostering cross-country learning through different engagements, (2) disseminating technical information and resources, (3) facilitating technical and operational support for country teams, and (4) supporting countries in finalizing their target setting exercises and development of Investment Cases, as detailed in the following subsections.

Fostering cross-country engagements

SUPPORT TO COUNTRY AND REGIONAL FOUNDATIONAL LEARNING EVENTS

Part of the success of the Accelerator lies in bringing the dialogue around foundational



National Foundational Learning Symposium in Rwanda. Photo: Adedotun Soyebi/World Bank

learning to the country level. As such, different Accelerator countries are opting to convene their own country or regional events to bring the dialogue closer to their context. Examples include the biannual Symposiums on Foundational Learning organized by Rwanda, the Edo Education Week organized by Edo State (Nigeria), and the Foundational Learning Exchange organized by Sierra Leone. The World Bank has supported these convenings by identifying and inviting relevant speakers, promoting the events to other Accelerators, and providing technical inputs to the program—including the use of data and evidence on interventions that move the needle for foundational learning. The World Bank also convened official representatives of three Accelerators (Mozambique, Edo State, and Rwanda) for a panel discussion at the Association for the Development of Education in Africa (ADEA) Triennale in October 2022.

CEARÁ STUDY TOUR

The Accelerator Program facilitated a study tour to the Brazilian state of Ceará to foster peer learning among the Accelerator countries. Held in March 2023, complementary funding for the tour was provided by the

World Bank's South-South Facility. Ceará has emerged as a recent example of a successful government-led education reform, having surged from near the bottom in terms of learning results to among the country's highest in less than two decades despite being one of the poorer states in Brazil. The study tour included delegations representing Ceará, Kenya, Mozambique, Nigeria (both federal and Edo State), and Sierra Leone. The tour allowed Accelerator counterparts to see in person and on the ground what it takes to improve learning outcomes.

ACCELERATOR STRATEGIC FORUM

The Accelerator Program Strategic Forum took place in Nairobi, November 2–4, 2022. This first in-person gathering for the program brought together key members of seven country education teams, regional managers, leadership from the Bank's Education Global Practice, as well as technical experts involved in the program. The objectives of the forum were to elevate technical capabilities on foundational learning, reflect on the

implementation of the Accelerator Program, and align on the program's future direction. By the forum's end, the country teams all had revised roadmaps for implementing the program in their countries.

Disseminating technical information and resources

DISSEMINATION EVENTS

The Accelerator Program launched a Foundational Learning Knowledge Café series. This virtual/in-person learning series aims to showcase initiatives and programs that improve foundational learning outcomes. Topics covered included building government capability to deliver foundational learning, good practices and lessons learned to improve book procurement and delivery, and capacity building for structured pedagogy programs, among others. The objective is to highlight and disseminate promising foundational learning initiatives within the Bank's Education Global Practice.



Participants at Nairobi Accelerator Program Strategic Forum. Photo: Julie Belanger/World Bank

ONE-STOP SHOP ON FOUNDATIONAL LEARNING

To make relevant resources easily accessible to country teams, the World Bank is developing a one-stop-shop intranet page. Aimed at World Bank task team leaders working on foundational learning, the page will include technical resources, sample terms of reference for key activities, expert consultant rosters, and other useful resources to facilitate progress on foundational learning at the country level.

Facilitating technical and operational support for country teams

IDENTIFYING EXPERTS

As countries seek technical expertise to fill capacity gaps for foundational learning, the World Bank identifies and facilitates collaboration with quality technical experts. For example, the Niger team was connected to a specialized organization for its work on mother-tongue lesson plans; multiple teams (Edo State, Rwanda, and Sierra Leone) were connected with assessment and psychometric experts; and the Rwanda team has been



Governor of Edo State (center) with World Bank staff.
Photo: World Bank

connected to various experts for ongoing dialogues (e.g., expert for textbook review); among others.

SUPPORT COUNTRY ACTIVITIES

The global Accelerator Program offers 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. Examples include Kenya (strengthening of the School-Based Teacher Support initiative), Edo State (review of lesson plans), and Rwanda (textbook review). The global team provides supports by serving as reviewers in the selection process and with quality assurance.

Supporting countries on target setting and Investment Cases

The World Bank has provided technical support to all Sub-Saharan Africa Accelerators to set realistic, useful, and relevant foundational learning targets. As of September 2023, Mozambique, Niger, Edo State, Rwanda, and Sierra Leone have set learning targets. In the case of Kenya, the government had already embedded learning targets in its education sector plans and/or in the results framework of the active program.

The World Bank has also supported Mozambique, Edo State, Pakistan, Rwanda, and Sierra Leone in developing Investment Cases for foundational learning. While the case names have varied from country to country because they are embedded in the respective government's own program, the plans or strategies all focus on effective interventions for foundational learning specific to the country

context. In all five countries, the plans are government-owned, and dissemination has been broad across a variety of stakeholders. The World Bank provided technical guidance

for the development of the plans, provided inputs to identify and prioritize interventions relevant to the country context, supported the costing, and was closely involved in providing feedback on drafts of the plans.

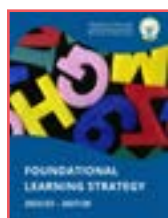
Outputs and Resources



"Could Mozambique be the next role model for improving education quality?"

Blog post discusses the reforms and factors that made Ceará, Brazil, leapfrog in foundational learning, and how Mozambique has all the ingredients to be the next Ceará.

Mozambique's Investment Case. Outlines Mozambique's strategy to improve foundational learning.



Rwanda's Investment Case: "National Foundational Learning Strategy." Outlines Rwanda's strategy to improve foundational learning.

Pakistan's Investment Case. Outlines Pakistan's strategy to improve foundational learning.

Sierra Leone's Investment Case: "Zero Learning Poverty Plan." Outlines Sierra Leone's strategy to improve foundational learning.



Edo State's Investment Case: Learning Agenda: Learning To Read." Outlines Edo State's strategy to improve foundational learning. It includes specific reading targets the government aims to meet over the next few years and a series of actions to achieve them.

Edo State's Learning Assessment Report. Outlines a census-based learning assessment for English and math implemented by the government in February 2023 with World Bank and Accelerator Program support.

BOX 2.1

Rwanda Accelerator Grant

The Accelerator work in Rwanda leverages a sizable basic education portfolio (\$477 million) that focuses on four pillars: policy, dialogue, and partner coordination; teaching and learning materials; measurement and diagnostics; and instructional practice.

On **policy, dialogue, and partner coordination**, the Accelerator Program has supported Rwanda with the following:

- **Foundational Learning Strategy.** The draft strategy has been reviewed and endorsed by development partners and all relevant stakeholders. In discussions on May 23, 2023, the Minister of State, as chair of the Foundational Learning Steering Committee, stated that the Ministry of Education in Rwanda was ready to present the strategy to the Cabinet for approval. In parallel, the World Bank has been supporting the government to cost the strategy.
- **Symposiums on Foundational Learning.** The World Bank has organized four successful symposiums resulting in several key achievements, including a vision and plan for the review of teaching and learning materials, teacher training reform, and preprimary coordination. The most recent symposium took place July 6–7, 2023.

On **teaching and learning materials**:

- **Textbooks.** The World Bank collaborated with USAID to engage independent consultants to develop recommendations to revise the P1–P3 Kinyarwanda, English, and math textbooks in preparation for the upcoming textbook procurement (with \$15 million in World Bank financing). Support included review and feedback on the English and math textbooks and teacher guides. The World Bank has also engaged a master designer to help improve the design of the books to make them more engaging and impactful.
- **Book procurement efficiency.** Procurement specialists are supporting the development of technical specifications of textbooks and teacher guides. The ongoing support includes the development of a framework agreement for textbook procurement, taking into account the full textbook provision cycle. The World Bank is also supporting the development of a track-and-trace system—a software-based solution to track textbook delivery from the supplier to the school.

On **measurement and diagnostics**:

- **Strengthening the national learning assessment and aligning with the Global Proficiency Framework.** A Policy Linking exercise was supported by the Accelerator Program, and a draft report is being finalized. Learning Achievement in Rwandan Schools (LARS) is an educational assessment that aims to study the state of learning in literacy and numeracy in selected grades in Rwanda’s primary schools.
- **Diagnostic of learning constraints and needs for girls.** The Accelerator Program is supporting Rwanda’s first comprehensive diagnostic of why girls, across ages and subjects, continue to underperform in learning outcomes. A firm has been contracted, and the study, which includes primary data collection, is ongoing; a draft report is expected in November 2023.

On **instructional practice**:

- **Teacher training reform.** A firm is being contracted to support the design of a practical model to train uncertified primary school teachers recently recruited by the government and piloting this model with 2,000 teachers, while developing the capacity of the Rwanda Basic Education Board, district education officers, school leaders, and inspectors. This critical activity will strengthen teacher professional development for basic education.

BOX 2.2

Edo State Accelerator Grant

The Accelerator work in Edo State leverages a \$75 million basic education World Bank project focused on four pillars: policy dialogue, measuring outcomes, data and evidence, and sustainable quality of instruction.

On **policy dialogue**, the Accelerator Program has supported Edo State with the following:

- **Edo State Learning to Read.** The Edo State Learning Agenda: Learning to Read has been developed; this is an abridged version of the Investment Case that was developed through the Accelerator Program. This strategy document outlines Edo State's plans to improve foundational learning. It includes specific reading targets that the government aims to achieve over the next few years and a series of actions to achieve them.
- **Edo Education Week.** The Accelerator Program technically and financially supported elements of Edo Education Week. The event focused on shifting attention from inputs and processes toward learning outcomes, and emphasized the need to sustain ongoing reforms. The government launched the Edo Learning Agenda during the event (pictured below), which was attended by approximately 700 people, including representatives from academia, teachers, government officials, parents, community and religious leaders, and students. The event also brought together stakeholders from other states in Nigeria, and discussions were held to expand reforms based on the science of reading. The event was covered by local news media outlets.



On **data and evidence**:

- **Learning assessment.** The Accelerator Program supported the development of the Edo State learning assessment. The first round was conducted in March 2023; it was census-based and included English and math for grades 3, 6, and 9. The Accelerator Program supported the activity, including developing items, training teachers to develop items, developing learning standards and frameworks in alignment with the national curriculum and the Global Proficiency Framework, organizing a pilot, and helping with implementation and communication. The preliminary report has been finalized, and the standard-setting exercise is under way. Capacity building to sustain the assessment system and develop local capacity was a key aspect of program support.
- **Basic Education Management Information System (BEMIS).** The Accelerator Program supported the design of a comprehensive Basic Education Management Information System that includes data at the school, student, and teacher levels. The system consolidates information that is currently being collected but not systematized or utilized by the government, such as time spent on lesson delivery, and information from classroom observation. The Accelerator also provided capacity building to ensure the government will be able to manage the system, including support for the government team to participate in the EdTech Policy Academy focused on education management information systems.
- **Assessing the drivers of learning.** Edo State has agreed to implement the Global Education Policy Dashboard, which will provide information on all levels of the education system; this is discussed further in the Learning Measurement and Data subsection. The firm that will collect the data has been contracted, and data collection was expected to take place in October 2023.

(continued)

BOX 2.2

Edo State Accelerator Grant *(continued)*

On **sustainable quality of instruction**:

- **Science of reading.** The Accelerator Program is supporting the technical analysis of learning materials for early grade reading, which will include recommendations and resources for improvement. The review will analyze and provide a technical assessment on the adequacy of the lesson plans in P1–P3 to achieve literacy goals. It will also enhance the government’s understanding of the science of reading, and provide support and capacity building to develop lesson plans and other teaching and learning materials aligned with the science of reading.
- **Teachers.** The Accelerator Program has supported the development of an index of teaching quality (composed of eight indicators) with corresponding targets for subsequent years in alignment with the Teach tool. A technical expert has been engaged to support the government in understanding the challenges and opportunities to improve teaching and teachers recruitment, deployment, and training; supporting the development of a performance-based teacher management system; improving in-service training; and increasing the fidelity of implementation of the Edo Basic Education Sector Transformation (EdoBEST) program across all schools by strengthening teacher capacity.
- **Sustainability.** The Accelerator Program is supporting a deep and comprehensive analysis of the Nigerian education system, which will draw on data collected from national- and state-level actors and will particularly focus on the Edo State system. It will leverage the existing framework of the Research on Improving Systems of Education (RISE) program. The approach identifies the key actors in the education system, the relationships between them, the primary alignment(s) of the relationships, incoherences within the system, and priorities for reform. Other efforts related to sustainability that are under way or planned for the next months include technical support to develop (1) a sustainability plan for the EdoBEST program; (2) feedback loops to better monitor and evaluate progress, and build capacity on data and policy design and implementation related to foundational learning; (3) an education sector plan aligned with the learning agenda; and (4) a behavioral intervention to increase the durability of textbooks (1.5 million books were distributed in April 2023). All areas of support have a strong focus on building government capacity, rather than on supporting the government through external consultants.

BOX 2.3

Kenya Accelerator Grant

- **The Accelerator work in Kenya leverages the World Bank–financed Kenya Primary Education Equity in Learning Program (\$445 million) which is grounded in the government’s National Education Sector Strategic Plan (NESSP II, 2022–26).** NESSP II includes four pillars critical for addressing inequities in access to quality basic education: access and participation, equity and inclusiveness, quality and relevance, and governance and accountability. The Accelerator Program strengthens and complements ongoing reforms, specifically the School-Based Teacher Support (SBTS) initiative.
- **The SBTS is an initiative to assist teachers with improving content mastery and pedagogical skills in grades 1, 2, and 3.** The World Bank is supporting re-examination of the SBTS initiative to further strengthen school-based teacher professional development, equipping teachers with integrated digital and pedagogical skills to ensure they leverage digital technologies for successful implementation of Kenya’s Competency Based Curriculum. The Accelerator Program is supporting research that will inform the SBTS reform. The Bank is also providing advisory services and leveraging that research to develop an application introducing research-based innovations for the SBTS. A firm was hired in April 2023, and work is ongoing.

BOX 2.4

Mozambique Accelerator Grant

The Accelerator work in Mozambique will leverage the \$300 million Mozambique Human Development Integrated Project which is expected to be effective by the first half of 2024. The program has two main pillars: (1) supporting the government in developing its Investment Case for recovering and accelerating foundational learning; and (2) strengthening government capacity to design, implement, and monitor effective programs to accelerate progress toward learning targets.

The outcomes of the Accelerator Program in Mozambique are (1) greater alignment across the

government (under the leadership of the Ministry of Education and Human Development—MINEDH) and key partners toward an evidence-based approach to reach the learning targets; (2) government teams are better prepared to plan and implement programs to improve foundational learning; and (3) partners support the outlined Investment Case to reach the government's targets.



Students raise their hands in a classroom in Mozambique. Photo: World Bank

To date, the World Bank has provided technical support and conducted policy dialogue for the design and implementation of the Aprender+ Program (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); this is discussed further under the [Teachers](#) subsection; also see the discussion there on [Coach Mozambique](#). In addition, the Bank has provided technical support and conducted policy dialogue in the design and implementation of the national learning assessment for the early grades of primary education, and implementation of the national teacher policy strategy.

- **As discussed in the main text, a Mozambican delegation traveled to Ceará in Brazil in March 2023 along with other Accelerator delegations.** The Mozambican delegation included five MINEDH directors and five Accelerator Program focal points (planning, teacher training, primary education, learning assessment, and quality assurance) as well as the permanent secretary of the MINEDH. Key takeaways from the study tour were (1) the need for political commitment to achieve learning targets; (2) the importance of establishing a literacy package for schools, with clear lesson plans; and (3) the importance of the effective use of learning assessments to guide action to improve education quality. A summary of lessons learned from the Ceará mission and a blog post have been produced.
- **The program finalized the Investment Case, which outlines a clear, costed, and evidence-based strategy for meeting the learning targets.** The document includes a learning target (aligned with the 2020–2029 Education Strategic Plan) and an updated diagnostic of foundational learning for understanding the current learning levels as well as classroom and systemic factors affecting learning; mapping of existing programs and policies; a results framework; and an analysis identifying gaps and additional financing needed.
- **The Mozambique president joined the [Human Capital Summit](#) held in Tanzania in July 2023.** The Investment Case was used as the basis for the president's presentation; in it, he reaffirmed the country's commitment to improve the quality of education, demonstrating government ownership.
- **The program completed the first version of the Advocacy Strategy Planning, led by UNICEF.**

BOX 2.5

Niger Accelerator Grant

The work in Niger has been temporarily paused given the current political situation. Up until July 2023, the Accelerator Program had leveraged the ongoing work of the Learning Improvement for Results in Education (LIRE) project (\$140 million) for greater impact, focusing on three pillars: policy dialogue, data and evidence, and strengthening teaching.

- **Policy dialogue.** With the president keenly focused on education and safety, a priority for the government was constructing schools and boarding schools for girls. As part of the Accelerator Program, the World Bank continued to advocate for the prioritization of learning quality. As part of this dialogue, literacy interventions were scaled up and learning targets set, and issues of quality remain at the core of the education strategy.
- **Data and evidence.** Part of the Accelerator work involved implementation of the Global Education Policy Dashboard to identify the most pressing issues at all levels of the education system; for more, see the discussion in the [Learning Measurement and Data](#) subsection. Implementation was finalized in November 2022 and yielded detailed information that can be leveraged to inform upcoming projects, technical assistance, and strategic documents such as education sector plans. Implementation of the GEPD also allowed for reporting of a baseline for a teaching quality indicator that is monitored through the LIRE project. To monitor the indicator over time, the government will work on developing its own classroom observation tool, leveraging GEPD instruments and Teach.
- **Strengthening teaching.** A core element of the LIRE project is the introduction of structured lesson plans in mother tongue for the early grades as a way of improving teaching and learning. As part of the Accelerator work, this effort is being supported by contracting with a firm to support the team in developing early grade lesson plans in Hausa and Zarma that can then be scaled up through the project.

When the work in Niger was temporarily paused, the country team was negotiating additional financing for the LIRE project that was approved in June 2023 for \$240 million. Planned activities included construction of 4,250 new classrooms and three new boarding schools, and scaling up the Sahel Reading Initiative.



BOX 2.6

Sierra Leone Accelerator Grant

The Accelerator work has leveraged around \$106.6 million in additional financing for the Sierra Leone Free Education Project, which will accelerate the acquisition of foundational literacy for children in grades 1 and 2. This additional financing also has supported development of the Zero Learning Poverty Plan (Investment Case), which the government has widely disseminated. The plan has been used to inform the country's priorities on foundational learning, which are now reflected in a new compact, an upcoming education sector plan, and other government investment plans.

- **The Accelerator Program has supported the establishment of learning targets and a plan to monitor learning over time based on good practices.** This includes leveraging multiple efforts to collect learning data in the country (2021 Early Grade Reading Assessment/Early Grade Mathematics Assessment Study, 2022 AMPL-b, and 2023 P4 pilot national assessment).

- **Sierra Leone implemented the Global Education Policy Dashboard in 2022.** The data have been validated and used to inform strategic documents such as those mentioned above. For more on this, see the [Learning Measurement and Data](#) subsection.

- **The World Bank is supporting the government to accelerate progress on foundational learning through a multiyear process that will cover all government-approved primary schools.**

The National Technical Team for Literacy (seen at work in the photo) was set up in April 2023 to develop a package of materials, training, and assessment, with guidance and support from international experts who are building capacity to ensure the effort's sustainability. The process includes (1) revisiting the learning outcomes and scope and sequence of the syllabus for P1–P4 with regard to early grade



reading/writing and oral language; (2) defining expected literacy outcomes at the end of each grade; (3) revising the weekly timetable to allow for sufficient time for reading/writing and oral language; (4) developing and distributing high-quality student books (which follow the principles of explicit pedagogy and the science of reading) and aligned student workbooks to be distributed in a one-to-one ratio; (5) developing explicit and well-structured teacher guides with lesson plans; (6) developing and/or revising other complementary materials for oral language development in English; (7) designing and providing continuous, practice-focused teacher professional development for literacy in P1–P4; (8) supporting monitoring and evaluation of expected learning outcomes; and (9) supporting parental and community involvement in foundational learning.

BOX 2.7

Pakistan Accelerator Grant

Following the COVID-19 pandemic and massive floods in 2022, Pakistan has started focusing on the immediate need to remedy learning losses, and on strengthening foundational learning outcomes among primary school children.

- **With Accelerator support, the government prepared an Investment Case to improve foundational reading, with inputs from all four provinces.** A Technical Working Group on Foundational Reading has been formed to sustain the focus on the priority areas identified in the Investment Case. The World Bank is providing technical assistance to the provinces to develop and present work plans and budgets to support foundational literacy-focused initiatives. Once the provincial work plans have been presented and discussed, the World Bank will support the development of roadmaps and monitoring mechanisms to track delivery and progress of the foundational learning initiatives.
- **In parallel, the Ministry for Federal Education and Professional Training is carrying out National Aptitude Test 2023, a nationwide assessment covering grade 4 math, English, Urdu, and Sindhi.** The results from this assessment will be used to calculate updated learning poverty levels. In the wake of the pandemic and the 2022 floods and their impact on learning continuity, the expectation is that learning poverty will increase from the last learning poverty level calculated at 75 percent to 77–79 percent. Pakistan will also participate in the International Association for the Evaluation of Educational Achievement’s Literacy and Numeracy Assessment this year.
- **The Global Education Policy Dashboard is being implemented in all provinces of Pakistan.** This is discussed further in the [Learning Measurement and Data](#) subsection.
- **The Accelerator Program catalyzed action toward the Learning Conference: Building Foundations held on June 21–22, 2023.** The event was a bold call to action for Foundational Learning and Early Childhood Education, which was attended by over 200 participants, 47 speakers and influencers, including 10 international experts and core development partners. An outcome has been the establishment of the Pakistan Foundational Learning Hub, an initiative of the Ministry of Federal Education and Professional Training, to drive systemic improvements in foundational learning. The Hub will work with all partners to enable quality learning opportunities for all by providing evidence-based strategies and support to policy makers across Pakistan to make tangible improvements in foundational learning.



Accelerator Program in Brazil's Ceará State

How Ceará became a leader in the education reform movement and why African countries are paying attention

In March 2023, education officials from Kenya, Mozambique, Nigeria, Sierra Leone, and the World Bank joined in a visit to Brazil's Ceará State. The delegates spent time in classrooms and discussed with teachers, school leaders, and local authorities how Ceará had transformed its education system and learning outcomes despite limited resources. The five-day trip, organized by the Accelerator Program, inspired the African officials to focus on tackling learning poverty as they implement ambitious education reform programs in their own countries and states.

In the municipality of Sobral, where the state's education reform began, literacy rates rose from 52 percent in 2015 to 92 percent in 2021—elevating learning outcomes to some of the country's highest levels. Municipal government leaders prioritized literacy by grade 2 as a universal goal. "Poverty is not an excuse to fail in education," said Sobral's former mayor, José Clodoveu de Arruda Coelho Neto, who spearheaded the reforms starting in late 1990s. He continued, "Many reforms are not costly; it's more about the commitment and focus given to the learning results."

So how did Ceará manage its transformation? Key decisions included consolidating small schools into bigger centers, enforcing merit-based recruitment of principals and teachers, determining that every child in every school should read by the end of grade 2, using assessment

data as a teaching tool and to guide improvements, supporting teachers as a central pillar for student learning, and implementing incentives to ensure all stakeholders were focused on the same goals.

During the trip, "We discovered that what is happening in the state of Ceará is not because they have a lot of money, but that they are utilizing well the little resources they have," said Nigeria's deputy director of basic education, Joy Ene Onoka. "When we go back, we [will] start to use the little that we have to [implement] the ideas that we have gotten from this place."

Mozambique's permanent secretary of MINEDH, Abel Fernandes, was struck by the "autonomy that states, municipalities, and particularly schools have to adjust to specific needs" in Ceará. He was impressed by the organization and structure of the schools, the teamwork between teachers and supporting staff, the training that takes place in school, and the role of the municipalities. He also noted the use of formative assessments, which allows policy makers to take needed corrective action. Mozambique is well positioned to accelerate improvements in foundational learning and be the next role model for improving education quality (Loureiro, Nhampos, and El-Kogali 2023).

Sierra Leone's then-chair of the Teaching Service Commission, Conrad Sackey (now Minister of Education), underscored the



Students in Sobral, Ceará, Brazil. Photo: World Bank

importance of making regular and effective use of assessment data to improve teaching practices and learning outcomes; cultivating a well-prepared, motivated teaching force through continuous professional development and incentives; recruiting school leaders based on merit; and reimagining education finance to provide incentives to local authorities and other stakeholders.

Kenya's director of education, William Sugut Kiplagat, was inspired by the attention given Ceará's school leaders to student absences from school, noting that his country could implement stronger follow-up on student attendance. He said the work of field officers could be refocused to support Kenya's teachers. He also noted the importance of strengthening special needs education by including special caretakers in addition to assistant teachers, as well as sign language interpreters where needed.

For Elias Abdi Jillaow, director-general of Kenya's Ministry of Education, the importance of providing school-based teacher training resonated strongly, as well as ensuring that all students have their own textbooks for reading, numeracy, and all other subjects.

Nigeria's Edo State has implemented some policies similar to Ceará's during its six years of reform, including continuous teacher training and the introduction of technology and evidence-based learning materials into the classroom. Even so, Eyitayo Salami, chairman of the Edo State Universal Basic Education Board, said she came away from the visit "with not just learning but action points."

The former mayor of Sobral emphasized that change is possible, saying, "It starts with breaking down the myth that poor people cannot learn, and with people like you making changes. You can do that. That's what we did."



Learning Measurement and Data

Overview

Learning measurement and lack of data continue to be a massive and persistent challenge, particularly in low-income countries. Current learning data gaps are significantly more prevalent in low-income countries. For example, 24 countries in Sub-Saharan Africa do not report schooling and learning data (World Bank et al. 2022). Without intentional effort to create demand and support countries to generate learning data, these gaps will remain.

To address this problem, the World Bank joined forces with UNESCO and UNICEF to design the [Learning Data Compact \(LDC\)](#), launched in 2021 (World Bank 2021b). The LDC is a global framework for measurement in education; one of its key commitments is to close learning data gaps and ensure that all countries—especially low- and middle-income countries—have at least two quality measures of learning in two grades in two subjects by 2030, so all countries can have relevant data with which to make sound decisions to strengthen their national assessment systems and ultimately improve learning outcomes. Multiple rounds of temporally comparable data are needed to identify what is working to improve learning, determine and rectify gaps, and respond to needs in order to accelerate the acquisition of learning.

The LDC is organized around three main pillars. Pillar 1—measure learning progress—encompasses COVID-19 learning losses and recovery analysis, Policy Linking,

Assessments for Minimum Proficiency Levels, Cross-National Learning Assessments, and National Learning Assessment Systems. Pillar 2—measure the drivers of learning—includes the Global Education Policy Dashboard. Pillar 3—measure what happens in the classroom—encompasses Global Coach and Coach Mozambique, and Teach-Coach SUNSET Grants.

The World Bank works closely with partners in the LDC effort to advocate for and coordinate around learning data and uses policy dialogue and World Bank projects to encourage the development and use of learning data with additional technical support from the FLC.

The [Global Coalition for Foundational Learning](#) has also seen the value in learning measurement and has made it a core pillar of its agenda.⁷ One of its key commitments is to support the availability and use of internationally comparable learning data—particularly in countries where there are no learning data—and to reduce fragmentation among agencies by agreeing on common technical guidelines to support countries.

Sub-Saharan Africa is an area of focus because nearly half of the countries do not have comparable learning data. The Coalition agencies have agreed on common technical guidelines to help countries report on Sustainable Development Goal (SDG) 4, specifically on indicators measuring reading and math outcomes at

the beginning and end of primary school (linked to SDG 4.1.1a and 4.1.1b which refer to the proportion of children and young people in grades 2 and 3 and at the end of primary school, respectively).

During 2023, the Coalition closely engaged with countries to advocate for learning data and generate demand, created a narrative for how countries can develop data, and developed a framework to help countries envision their own roadmaps, including what assessments could be right for them.

In the context of these commitments, the FLC has continued supporting key learning measurement and data activities. The FLC has produced global reports on learning acceleration, supporting implementation of the updated Policy Linking toolkit and the AMPLS; providing technical support and policy dialogue related to Cross-National and National Learning Assessments; and supporting implementation, dissemination, research, and technical innovations related to the GEPD. These activities, covered in this subsection, have taken place in coordination with other development partners such as UIS, the International Association for the Evaluation of Educational Achievement (IEA), the Organisation for Economic Co-operation and Development (OECD), and the Australian Council for Educational Research (ACER), among others. [Table B.2 in annex B](#) presents the progress to date of key milestones of the learning measurement and data activities.

COVID-19 LEARNING LOSSES AND RECOVERY ANALYSIS



A synthesis report takes stock of what countries have done to date to recover and accelerate learning since reopening schools, and what has been learned from their experience. Learning Recovery to Acceleration: A Global Update on Country Efforts to Improve Learning and Reduce Inequalities (World Bank 2023c) follows the RAPID (Reach, Assess, Prioritize, Increase, and Develop) Framework for Learning Recovery and Acceleration. This framework was developed jointly with FCDO and other donors in 2022 as a menu of policy actions based on past evidence and policies many countries were already implementing.

To a large extent, many of the policies and interventions needed to recover from the pandemic setbacks and accelerate learning are known. The main lesson is that political and financial commitment are vital for improving learning outcomes.

A COVID learning loss report in the Dominican Republic has been finalized. Forty-five schools implemented the adaptive technology platform for assessment in May 2022; preliminary results were made available the following month.

Outputs and Resources: COVID-19



Learning Recovery to Acceleration: A Global Update on Country Efforts to Improve Learning and Reduce Inequalities. Comprehensive report takes stock of what countries have done so far to recover and accelerate learning since reopening schools, and what they have learned from their experience.



Effects of COVID-19 on student learning: assessing learning losses using adaptive technology in the Dominican Republic. Using data for 2,270 ninth graders, study quantifies 2020–22 learning losses in math. Its analysis of students' mastery of individual math topics offers a broad knowledge assessment and indicates no significant change in average math performance.

POLICY LINKING

Policy Linking is a benchmarking methodology developed by USAID, UIS, and other development partners.⁸ It is used to link and compare 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. By linking national assessment results to global results, this methodology allows countries to report on SDG 4.1.1 indicators and improve the comparability of results reported for them.

The Policy Linking methodology 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, in turn, allows for alignment of student learning outcomes in proficiency levels consistent with the SDG 4.1.1 target and indicators. With the involvement of local experts and assessment units/departments in all steps of the Policy Linking methodology, the latter increases the likelihood of stakeholders' owning the results achieved and making use of these results to report on and inform policies and programs.

Progress and Outcomes

During the implementation period, the World Bank supported the dissemination of Policy Linking exercises in The Gambia and Ghana, as well as implementation of the methodology in Pakistan and Rwanda. After internal dissemination of results in The Gambia and Ghana were concluded and the activity had closed, Ghana's government expressed interest in using the results to report progress on international learning indicators. To scale up the initiative, the World Bank and other development partners supported implementation of Policy Linking in Rwanda. The Bank also provided technical assistance to Pakistan to implement the methodology (see [box 2.8](#)).

The World Bank provided UIS and other development partners with technical inputs and suggestions for the recent changes made to the Policy Linking methodology. These

changes reflect lessons learned during the implementation on the ground and aim to refine the benchmarking of the assessment results and to produce more accurate estimates of the share of students above minimum proficiency in reading and mathematics.



BOX 2.8

Implementation of Policy Linking in Rwanda and Pakistan

Rwanda (2023). Rwanda, with support from FLC funding from the Accelerator Program and technical guidance from the Learning Assessment and Data team, is implementing a Policy Linking benchmarking study using the results of the 2021 national assessments in grades 3 and 6. Additional capacity building was provided to the national assessment agency to improve its capacity to perform benchmarking activities in the future. The results of this activity will help to inform progress on the 2023 national assessment.



Two members of Rwanda's national assessment agency attend a Policy Linking workshop in September 2023. Photo: World Bank

Pakistan (2022). Pakistan, with support from both the World Bank and FCDO, conducted a Policy Linking benchmarking using the results of the country's 2021 national large-scale assessment study. The Policy Linking results report has been finalized and is in the process of being disseminated to policy makers. Additional capacity building was provided to the national assessment agency to improve its capacity to perform benchmarking activities in the future. Further recommendations to enable comparability of results and report on learning progress over time have been included in the report as part of broader support to strengthen the national assessment system.

Outputs and Resources: Policy Linking



Pakistan—Policy Linking for the National Achievement Test: Training and Workshop Report. Provides details about implementation of the methodology, main conclusions, policy recommendations, and

lessons learned from capacity-building training and Policy Linking workshops.

ASSESSMENTS FOR MINIMUM PROFICIENCY LEVELS

The Assessments for Minimum Proficiency Levels are ground-breaking tools targeted at measuring the attainment of a single proficiency level for each of the reading and mathematics domains at a given level of the education cycle.⁹ AMPL tools allow the user to identify the proportion of children and young learners at each level of education (early primary, end of primary, or lower secondary) who are achieving 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. Participating countries

are engaged from the very beginning in the consultation and discussion regarding AMPL implementation. They have full ownership of the assessment process; test administration; and 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. This can be done either in whole booklet form or as a rotating booklet through national forms. The administration of AMPLs integrated in national learning assessments allows countries to preserve the integrity of the national assessment while strengthening their own capacity to produce data that are comparable globally.

Progress and Outcomes

The World Bank disseminated the results of the AMPL-b implemented in Sierra Leone and supported administration of the AMPL-b assessment as a stand-alone module, as part of GEPD implementation, in three regions of Pakistan. The AMPL-b instrument was designed to measure key aspects of reading comprehension and mathematics at the upper primary level, corresponding to SDG 4.1.1b. The AMPL-b data show that in reading and mathematics, respectively, 3.2 percent and 8.1 percent of Sierra Leonean grade 5 students (2.1 percent and 8.3 percent boys; 2.4 percent and 4.8 percent girls) meet or exceed the minimum proficiency level set for the end of primary education. These results were shared with the Ministry of Basic and

Senior Secondary Education (MBSSE) in a presentation in October 2022. The results were disappointing for the ministry, in light of the several initiatives that were implemented over recent years to improve learning outcomes. Concerns were expressed related to the validity of the tool; these were discussed during the October meeting. The Ministry chose not to use the AMPL results to report on SDG 4.1.1b immediately. However, it invested in designing a stronger national learning assessment, which is to be piloted in November 2023. In this context, the ministry has expressed an interest in integrating AMPL-a, corresponding to SDG 4.1.1a, and -b into its upcoming national learning assessment.

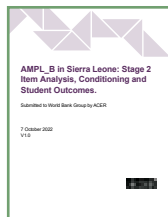


The World Bank supported the translation and psychometric validation of the AMPL-b booklets into different languages. In Pakistan, after being piloted in the Islamabad Capital Territory in September 2022, the Urdu translation was used in the Khyber Pakhtunkhwa province (March 2023); preliminary analysis of the data confirms the psychometric validity of this version. It will be implemented in all provinces of Pakistan in the coming school year. The AMPL-b was also translated into

Arabic in March 2023. It will be implemented in a pilot as a stand-alone module as part of the GEPD in Jordan. The World Bank is currently in dialogue with the assessment unit of Jordan’s Ministry of Education on a few items in the Arabic translation. Once these issues are resolved, the government has indicated that it is interested in integrating the AMPL into its national learning assessment.

The World Bank continued to promote opportunities for AMPL usage through dialogue with government counterparts. In the discussions, the World Bank continues to grow demand for learning data and to highlight opportunities for and the relevance of administering the AMPLs as a stand-alone activity or integrated into national learning assessments for later statistical linking purposes for reporting on the SDGs. In Pakistan and Sierra Leone, these conversations have already resulted in implementation. Discussion is ongoing in other countries such as Jordan (where it is more advanced), Cabo Verde, Colombia, and Haiti.

Outputs and Resources: AMPLs



AMPL-b in Sierra Leone: Stage 2 Item Analysis, Conditioning and Student Outcomes.

Reports on proportion of students, by gender, in grade 5 in Sierra Leone meeting or exceeding the minimum proficiency level set for the end of primary level in reading and mathematics. Outlines the instrumentation, comments on the sample weighting approach, and details the psychometric results.



Analysis for the Pilot of the AMPL instrument in Urdu. Outlines the analysis for the planned

pilot of the Urdu instruments with approximately 300 students.



Test and Item Analysis of AMPL-b 2023 Pakistan (Khyber Pakhtunkhwa) Pilot Data.

Focuses on response data from the recent 2023 pilot study of the AMPL-b assessment in Pakistan and provides key recommendations.

CROSS-NATIONAL LEARNING ASSESSMENTS

Cross-national learning assessments refer to regional and international assessments and can validate information that emerges from national assessments to benchmark learning outcomes in a comparative manner. Regional assessments involve countries in a geographic region, often with a common linguistic or cultural background. Cross-national assessments that include countries from many regions are referred to as international large-scale assessments. On the demand side,

in order to increase the amount of learning data in low- and middle-income countries, the World Bank continues to use broader sectoral policy dialogue to motivate country participation in these cross-national initiatives and to maximize the use of results to improve policies and interventions. On the supply side, the World Bank is in constant coordination with a variety of regional and international assessment programs.

Progress and Outcomes

The World Bank provided technical support for and review of upcoming cross-national learning assessments and continued the dialogue with international and regional learning agencies. Coordination and provision of technical guidance to the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE) and UNICEF ensures these regional and international assessment initiatives are strongly aligned with the following principles of the LDC and of the Global Coalition for Foundational Learning:

- **Technical review of context questionnaires for the next round of Latin America's Regional Comparative and Explanatory Study (ERCE) 2024.**¹⁰ At the request of the LLECE in charge of UNESCO's ERCE, the World Bank provided feedback and technical review of the teacher context questionnaires to be administered in the next round of the regional assessment. The feedback included highlighting the need for questions to teachers linked to

the COVID-19 pandemic and ensuring sufficient comparability with data from the previous regional assessment study round.

- **Technical review of contents and methodology recommendations to UNICEF for version 2.0 of the Foundational Learning Module.** At UNICEF's request, the World Bank provided technical support during the design phase of updating the Foundational Learning Module. The Bank conducted a review of the new assessment and provided guidance on psychometrics and piloting considerations.

With the release of the Progress in International Reading Literacy Study (PIRLS) 2021 data in May 2023, the World Bank provided global, regional, and country-level analysis, technical support, and dialogue on the results. The PIRLS 2021 data are significant as the first internationally and temporally comparable learning data set since the COVID-19



pandemic's unprecedented school closures. The data allow analysis of reading outcomes of 4th graders in 57 countries and territories, including 45 countries for which data are available from both before (2016) and during (2021) the pandemic. The following stem from the PIRLS 2021 study:

- The World Bank produced a blog on the PIRLS 2021 data to increase understanding and consumption of the data globally.
- At the regional level, the PIRLS 2021 results were presented at a High-Level Regional Conference for the Middle East and North Africa—Learning to Read: A Path to Improving Arabic Literacy in MENA—to representatives of governments, academia, development partners, and civil society.
- At the country level, the World Bank developed 57 individual briefs to support country capacity to analyze and interpret PIRLS results.

Outputs and Resources: Cross-National Learning Assessments



[PIRLS 2021 survey highlights low reading outcomes.](#)

New literacy data shines a spotlight on the learning crisis.

Blog post explains how new data from the



PIRLS 2021 results in MENA: Why should we care? What are we learning? Presentation included an overview of the PIRLS 2021 results for the Middle East and North Africa region. Delivered in a closed session during the High-Level Regional Conference.



accelerate foundational learning.

PIRLS country briefs. Set of 57 country briefs (South Africa sample shown here) summarize main results from PIRLS 2021 for national policy makers. The briefs have been used in sectoral dialogues to highlight the need to

NATIONAL LEARNING ASSESSMENT SYSTEMS

At the education system level, national learning assessments are critical for monitoring the quality and equity of national systems.¹¹

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.

Progress and Outcomes

To strengthen national learning assessment systems, the World Bank provided just-in-time technical support as well as learning workshops to the following 15 countries:

- **Argentina.** Review of existing and planned projects and analytical services on learning assessment, and use of learning data to improve reading outcomes and dropout prevention.
- **Central African Republic.** Training support on the development and use of learning data provided to Ministry of Education staff working on assessment.
- **Djibouti.** Technical guidance to the government on policy reform of its national assessment system with an emphasis on formative assessment of foundational learning in early primary grades. As a result, Djibouti decided to modify its early grade assessment system, taking out the high-stakes exam in grade 2 and instead including classroom assessments of French and math.
- **Arab Republic of Egypt.** Support on the technical review of learning assessment frameworks, drafting of consultant terms of reference, and guidance to the government on learning assessment activities for the next round of its national assessment.
- **Haiti.** Technical support to the government on the use of learning assessment results to produce internationally comparable indicators, and on translation and adaptation of assessments for the Haitian context.
- **Malawi.** Support for preparation of terms of reference and identification of consultants in support of a review of the national assessment system and policy recommendations, in response to a request submitted to the Global Coalition for Foundational Learning.
- **Maldives.** Support for technical review of the learning assessment component of a new project during its preparation stage.
- **Mali.** Support for preparation of terms of reference for consultants to support the government in the implementation of its next national assessment study.
- **Mexico.** Training support and technical review of learning assessments for primary and secondary education to the state of Guanajuato. Recommendations for improvements of its state-level assessment were adopted, and the state started using assessment and other data for early detection of students at risk of dropping out of the system.

- **Nepal.** Support for technical review of the learning assessment component of a new project during its preparation stage.
- **Pakistan.** Support for the technical review of learning assessment frameworks, drafting of consultant terms of reference, review of inputs and outputs of Policy Linking, and guidance to the government on learning assessment activities for the next round of its national assessment and participation in international assessment programs.
- **Sierra Leone.** Support for the technical review of learning assessment frameworks, drafting of consultant terms of reference, and guidance on target setting of foundational reading skills.
- **Sudan.** Support for the technical review of a learning assessment results report and recommendations to strengthen the assessment system.
- **Tanzania.** Support for technical review of the learning assessment component of a new project during its preparation stage.
- **Tunisia.** Support for the design, implementation, and analysis of result of a nationally

representative Early Grade Mathematics Assessment to inform student acquisition of foundational numeracy skills.

The following workshops were organized:

- **Learning event sharing country team experiences in the implementation of learning assessments and assessment support from the Education Global Practice.** This workshop was part of the Education Learning Day for World Bank staff in the education sector. Topics covered included the menu of learning assessment options, support services available in the global unit for country teams managing World Bank operations, and sharing of implementation experiences in different regions and contexts.
- **Workshop during the One Africa Education Retreat.** During a retreat for education staff working in World Bank operations across Sub-Saharan Africa, the global unit organized a session on resources and support services for learning assessments and existing learning data.

Getting It Right by
Measuring It Right!
Experiences from operations
on the implementation and
use of learning assessments

Education Learning Day



GLOBAL EDUCATION POLICY DASHBOARD

The GEPD has been measuring, tracking, and linking the progress of key drivers of learning outcomes since 2019. The Dashboard looks at the practice (or service delivery), policy, and political levels, with specific attention to their impact on policy dialogue and decision-making. 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 GEPD includes measures of student school readiness in first grade, literacy and numeracy learning outcomes in grade 4, and classroom observations of teachers' teaching behaviors with the use of the Teach Primary tool.¹² Although every country needs to identify priorities for investment and policy reforms that are best suited to its own context, the Dashboard can provide a strong evidence base to help governments prioritize reforms.

The Dashboard offers timely, cost-effective, comprehensive, and contextualized current information on the specific areas in which countries need to act to improve learning outcomes. According to the 2018 *World Development Report* (World Bank 2018), struggling education systems lack one or more of four key school-level ingredients for learning: prepared learners, high-quality teaching, learning-focused inputs, and the skilled management that pulls all these elements together. These deficiencies are typically signs of deeper systemic problems, such as education policies that are not well designed or implemented to promote learning for all children and youth. These misalignments, in turn, reflect problems caused by

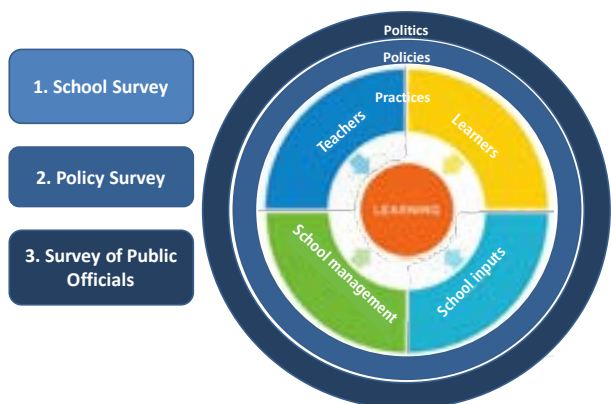
political challenges or a lack of bureaucratic capacity. To tackle the learning crisis and to achieve and sustain learning gains at scale, countries need to know where they stand on all these dimensions.

The Dashboard collects new data in each country using a school survey, a policy survey, and a survey of public officials. 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.

Before the GEPD was created, countries and the World Bank implemented instruments that each captured data on only a small portion of the education system, often at a high cost. To improve the value-cost ratio, the World Bank streamlined well-tested instruments—including Service Delivery Indicators, Teach, Anchor Items for Measurement—Early Childhood Development (AIM-ECD), the Development World Management System, Systems Approach for Better Education Results (SABER), and the Bureaucratic survey—and merged them into three surveys that could be implemented jointly, affordably (at under \$200,000 per country), and quickly (within three months). 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 of the country. The resulting Dashboard concisely highlights—throughout the system—priority areas for possible government focus and serves as a tool for tracking progress.

FIGURE 2.2

Dashboard structure, tools, and indicators



Source: World Bank.

The Dashboard uses 39 indicators that can show progress relatively quickly (in one to two years). Figure 2.2 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 are needed for sustained systemwide improvements in learning.

Progress and Outcomes

With the rapid post-COVID scale-up, the GEPD is having high impact. Whereas in previous years, the Dashboard efforts focused on finalizing technical resources (reference guide, implementation brief, technical guide), refining and piloting the GEPD surveys, launching the [GEPD website](#),¹³ and beginning implementation in countries, the focus this year has been mainly on implementation, dissemination and research, and technical innovations.

IMPLEMENTATION

Over the last reporting period, the World Bank performed the following activities related to implementation:

- **Collected comprehensive, rigorous, and actionable primary data** on 5 education systems (bringing the total to 12): Islamabad Capital Territory (Pakistan), Jordan

(second round), Gabon, Chad, and Khyber Pakhtunkhwa (Pakistan).

- **Provided training opportunities** to participating countries, including Madagascar, to create capacity at the ministry level to either collect (replicate the exercise) or use the data.
- **Leveraged GEPD data to produce reports and briefs and to provide technical inputs** to inform multiple high-value outputs, including public expenditure reviews (Ethiopia), revisions to education sector plans (Madagascar), Global Partnership for Education (GPE) country compacts (Sierra Leone), country partnership frameworks—World Bank country strategy (Madagascar), learning poverty plans (Niger, Sierra Leone), and project-related documents (Niger, Sierra Leone).
- Innovated by **administering the AMPL-b** as part of the GEPD to enable countries to

report on SDG 4.1.1; this is also discussed in the [AMPL](#) subsection presented earlier.

- **Generated detailed data on education in FCV contexts** (Chad, Niger).
- Supported a **second implementation in Jordan** in 2023, allowing for comparison of indicators over time.

In countries where the GEPD was implemented, the World Bank engaged closely with the local authorities to ensure strong political buy-in and to make sure the instruments were well understood. With approval from the ministries, the Bank engaged with all relevant stakeholders in each country to maximize the synergies between projects and the use of the data. Multiple departments (planning, evaluation, monitoring, curriculum) were thus involved in the activities. Part of the implementation also involved reaching out to local organizations to discuss the possibility of collaboration and to ensure the data collected was used to inform, rather than duplicate, their activities. Throughout the process, the World Bank worked closely with government counterparts. This allowed the GEPD to inform country dialogue efficiently and for its data to be used to create indicators for upcoming projects to show progress.

The GEPD is operating in four education systems: the Central African Republic, Edo State (Nigeria), and Balochistan and Sindh (Pakistan). Five more systems are in the pipeline for this year: Bangladesh, Cameroon, Guinea, Punjab (Pakistan), 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. As the number of country increases, cross-country comparisons become more informative.

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 to a wide audience.
- All the **data collected are included on the GEPD website** to increase accessibility.
- Multiple **blogs and papers have been published** to disseminate the country findings. A cross-country analytical paper has also been drafted to summarize the data collected. These are listed under the [Outputs and Resources](#) at the end of this subsection.
- The anonymized **microdata are now available for research**, and multiple papers leveraging all the data collected are planned or being produced.

Beyond the number reached, the dissemination efforts have also had impact. For instance, in Madagascar, the World Bank worked with the Ministry of Education to organize a dissemination event, chaired by the minister, to present the results of the joint GEPD–Service Delivery Indicator surveys (elementary school facility-level survey) carried out in 2016 and 2020/21. In addition to ministry representatives, participants included representatives from development partners, civil society, the private sector, and the media. The minister emphasized the need to use GEPD data to raise awareness. As a case in point, the event was well covered by the local media. As a result, the ministry is working on establishing a research group, in collaboration with local universities, to fully leverage the data. Teams at the ministry are also preparing for another round of data collection. The ministry is using



insights from the report to inform reforms that will be included in its revision of the Education Sector Plan.

At the same time, the World Bank has worked on developing tools that can enhance the usability of the data at the country level.

One such product is the development of Shiny apps 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.¹⁴ 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 Ethiopia and Madagascar.

TECHNICAL INNOVATIONS

Even though the three survey instruments have been streamlined, the GEPD coordinates with other projects to avoid duplicating efforts and to further reduce transaction costs.

In Madagascar, for instance, the GEPD was partnered with the Service Delivery Indicators,

which is a school-based survey, to implement both surveys jointly and reduce transaction costs.

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, the World Bank purposefully sampled schools in Sierra Leone that were part of a prior Early Grade Reading Assessment/Early Grade Mathematics Assessment exercise to allow comparative analysis. In Niger, sampled schools were targeted by the World Bank–financed project to allow for monitoring progress. Furthermore, the World Bank collected systematic classroom observations in two different grades (grades 2 and 4) in Sierra Leone to better inform teacher professional trainings that were scheduled to occur after data collection. In both countries, the Bank also collected highly policy-relevant data, in collaboration with the World Bank Education and Technology Readiness Index, on the use of technology in schools and classrooms.

In Pakistan (Islamabad Capital Territory and Khyber Pakhtunkhwa), the World Bank partnered with UIS and ACER to implement the AMPL-b student assessment alongside the GEPD. This enables the country to report against SDG 4.1.1b and to create a learning poverty estimate for the first time.

Table B.3 in annex B presents the progress to date of key milestones of the GEPD. Table B.4 presents the progress to date made in all the

countries where the GEPD has started activities and/or has been implemented. [Box 2.9](#) and [box 2.10](#) present a summary of country implementation progress to date in Chad and the second round of implementation in Jordan, respectively. Implementation progress in Gabon will be included in the next reporting cycle, as the team was awaiting data validation as of October 2023.

Outputs and Resources: GEPD



Interactive Shiny App with GEPD data.

App enables users to manipulate GEPD data for primary indicators

that are driving learning outcomes.



Améliorer l'apprentissage à Madagascar. Policy brief presents results and recommendations from a joint survey of the Service Delivery Indicators school-based survey and the GEPD.



Republic of Madagascar: Education Service Delivery Indicators—Round II and Global Education Policy Dashboard—Round I. Reports on findings of GEPD data collection in 2021, including strategic policy and investment recommendations to improve service delivery in Madagascar.



Better data for boosting student learning.

World Bank blog post emphasizes the need to generate

data on students, schools, and systems to help governments prioritize investments in education, and how new data from the GEPD in Ethiopia can help.



What is driving the learning crisis? Clues from the initial roll out of the GEPD.

World Bank blog post explains

how detailed GEPD data from multiple countries can help identify common obstacles to learning; the practices, policies, and politics of learning at the system level; and emerging needs and opportunities for programs and for tailoring global efforts to specific country needs.



GEPD findings.

Set of PowerPoint presentations were developed for Chad (pictured here),

Ethiopia, Gabon, Jordan (2023), Madagascar, Pakistan (Islamabad Capital Territory and Khyber Pakhtunkhwa), Niger, and Sierra Leone.

BOX 2.9

Implementation of the GEPD in Chad

To produce information on drivers of learning, the three key instruments of the Dashboard were deployed: the school survey (May 2023), the survey of public officials (July 2023), and the policy survey (ongoing). In addition to the core set of modules, students in grade 2 were assessed using an expanded version of the grade 1 assessment, and a grade 2 classroom was observed using Teach. Once the data were processed, the GEPD identified the core bottlenecks in the education system as the following:

- Learning in grade 4 is critically low, with no (0 percent) students being classified as proficient.
- Scores related to teachers' content knowledge and pedagogical skills, student attendance and readiness to learn, pedagogical leadership, as well as inputs and infrastructure, are all very low.
- At the bureaucracy level, financing and a focus on learning as key objectives of the system are the most lacking.

BOX 2.10

Implementation of the GEPD in Jordan

The GEPD was first implemented in Jordan in 2019 and yielded useful insights that were used by the Ministry of Education to inform the Education Sector Plan and the COVID response. In 2023, the GEPD was implemented for a second time, making Jordan the first country to implement the Dashboard twice. The GEPD was conceived as a diagnostic tool to help policy makers identify priority actions and monitor progress. By re-implementing it four years later, the hope was to capture the progress that might have resulted from newly enacted policies, such as those on early childhood education, and to possibly assess the impact of COVID on learning. To ensure compatibility with the previous implementation, the World Bank mostly went back to the same schools to track the evolution at the school level. Based on a draft analysis of the data and comparison of the indicators between 2019 and 2023, the following was observed:

- Despite some improvements since 2019, learning proficiency at the end of primary school remains low (around 5 percent). It is mainly driven by low proficiency in math.
- Teachers' content knowledge and pedagogical skills show the most room for improvement.
- The de facto implementation of policies related to school management has improved since 2019, and bureaucratic capacity has not changed.

Innovations were also introduced during this second implementation. For instance, schools from refugee camps (Zaatari) were added to the samples, and additional questions were included in the questionnaire to better capture refugee education. The World Bank also included a set of questions to understand how COVID-related school closures were lived by students, teachers, and directors. Finally, the Bank introduced an innovative set of questions aimed at understanding teachers' and directors' knowledge of climate change.



The GEPD in Madagascar

When it comes to effective education reform, good data make the difference

The Global Education Policy Dashboard offers client countries timely, cost-effective, comprehensive, and contextualized information on learning outcomes. For most countries, much of the data collected by the Dashboard is not available from any other source.

For Madagascar, where the country's human capital is plagued by poor education access and learning outcomes, the Dashboard data have proved to be an effective tool for informing policy efforts around education reform. Here is how data gathered by the Dashboard are helping to aid the government-led reform process.

Madagascar, despite possessing considerable natural resources, has one of the world's highest poverty rates. Higher costs of education, driven by low state and partner investments, have been a key driver of school dropouts, leading to lower levels of learning (World Bank 2023b). Additionally, COVID-19 worsened an already grim learning context in the country.

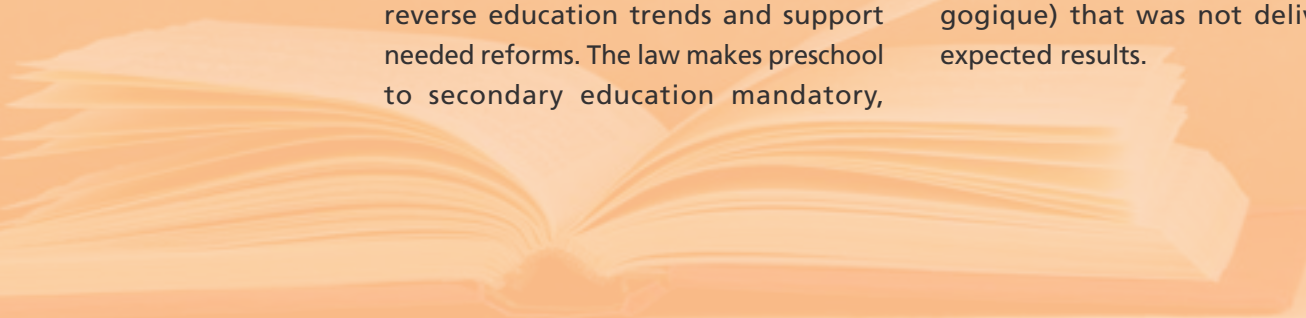
A newly drafted education law—largely inspired by Madagascar's 2018–2023 Education Sector Plan supported by the World Bank and partners—is providing an opportunity for the government to reverse education trends and support needed reforms. The law makes preschool to secondary education mandatory,

reduces the cost to parents, and focuses on the quality of teachers.

As of March 2023, the World Bank portfolio in Madagascar stood at \$4.2 billion and includes 26 national projects across various sectors and two regional operations. Human development projects make up 25 percent (close to \$1.1 billion) of the portfolio, with trust funds like the FLC providing additional analytics and advisory services to support evidence-based decision-making and stronger implementation in the education sector through initiatives such as the GEPD.

Since the World Bank has begun to reengage in the education sector, significant educational gains have been achieved in Madagascar, including an increase in sustainable national standards, and testing for teachers (World Bank 2023b).

GEPD data have helped Madagascar's Ministry of Education prioritize its investments on teacher professional development. Dashboard data shed light on teachers' lack of content knowledge and pedagogical skills—information that has proven invaluable for the government, given that it had been providing continuous training to teachers through the National Teacher Training Institute (Institut National de Formation Pédagogique) that was not delivering the expected results.





Madagascar's Dashboard results were publicly disseminated at a January 26, 2023, event chaired by the Minister of Education, Marie Michelle Sahondrarimalala. Photo: World Bank

Using the GEPD data, the institute revamped the curriculum to address the skills and competences identified as requiring the most improvement. The data were also used to revise the Education Sector Plan, with an emphasis on the need for more qualified teachers and a well-structured monitoring system.

Given the usefulness of the Dashboard, ministry officials have decided to incorporate a smaller, adapted version of

the GEPD within their own operations. Resources made available by the Bank for this effort include instruments, translation, programmed questionnaires, automatized codes, and vetted protocols.

The Dashboard in Madagascar is an excellent example of how the GEPD data can be effectively used to inform policy reforms, and how the government can use the GEPD methodology and instruments to sustain the effort over the long run.



Teachers

Overview

Teachers are the most important in-school element influencing both the quantity and quality of 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. Outstanding teachers also wield a substantial influence on students' overall well-being, affecting not just their educational accomplishments, but also their future social and vocational trajectories long after their school days are over. With significant learning losses due to the pandemic, improving teaching quality has become more important than ever.

Despite the recognized importance of high-quality teaching, in many countries

today teachers are not appropriately recruited, adequately trained, or supported to be successful in the classroom. Evidence shows that many teachers do not have access to high-quality professional development opportunities that can help them improve what they do in the classroom. Teacher training is often outdated, theoretical, and not focused on the "how to" of teaching. It is therefore unsurprising that unprepared and poorly trained teachers struggle to teach students a complex curriculum they may not have adequate mastery of themselves. The result is that students all over the world sit in classrooms day after day exposed to ineffective teaching that is not engaging and not helping them achieve their learning potential. This is the result of system-level policies that do not

appropriately recruit, select, prepare, train, support, and motivate teachers to develop professionally throughout their careers.

The World Bank has developed two initiatives focused on supporting teachers and effective teaching: Teach and Coach. Teach is a classroom observation tool, and Coach is an approach to in-service teacher training. Both contribute to improving teacher classroom practices, ultimately helping drive improvement in student learning outcomes.

The FLC supports the development of Global Coach and Coach Mozambique, which is the country pilot for Coach, as well as the use and scale-up of both Coach and Teach to support improved teaching quality through the SUNSET country grants.



GLOBAL COACH

The Global Coach program aims to help countries design, implement, and evaluate high-quality teacher professional development (TPD) programs and systems that align with global evidence. Its goals are achieved through a three-pronged approach of (1) the development of technical resources and know-how, (2) direct operational support for IDA/IBRD projects seeking to improve systems at the country level, and (3) a 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

Over the past year, the Global Coach program has focused on the following:

- Developing and publishing a collection of tools and resources, designed as **model resources** that can be used to develop training materials for teachers and coaching
- **Building the internal capacity** of World Bank staff on the use of these tools and resources in the policy dialogue and design of World Bank projects with governments
- A **global report on teachers** that uses findings from behavioral science and


psychology to propose a more effective approach for teacher policies

- Development of a **short report with case studies** on integrating classroom observation and teacher coaching.

Table B.5 in [annex B](#) presents the progress to date of key milestones of the Global Coach program.

Publication of the Coach training packages for teachers and coaches

During this reporting period, the World Bank published a set of Coach tools and resources. These materials are designed as exemplary resources for use by countries, education leaders, and program designers to develop training programs for teachers and coaches. The programs are intended to assist teachers in comprehending, practicing, and mastering the complete set of Foundational Teaching Skills (FTS) (Pushparatnam et al. 2021) but can also

 **Good teachers know that if you want kids to learn the foundational minimum skills that they need for life, then they need to make sure the kids persevere, are able to interact with others...be empathetic."**

**Jaime Saavedra, former Global Director,
Education Global Practice,
World Bank**



be broken down into specific subsets of skills, or added to and tailored as needed. The materials provide a fundamental framework that program designers and education leaders can modify, contextualize, and enhance to align with the specific needs of the country and project. The materials include the following:

- **Foundational Teaching Skills Teacher Training Package.** This package provides comprehensive guidance for master trainers who engage with teachers to strengthen their proficiency across the 11 foundational skills, or a chosen subset. It consists of the following:
 - A **training manual**, delivering detailed instructions for a four-day intensive training program, that equips participants to both articulate and independently apply FTS in a classroom setting.
 - A **participant workbook**, designed to accompany the training with essential activities, reflections, and participant-engaging questions.

- **Scripts for training videos** that cover all FTS components.
- A **training assessment** to evaluate participants' grasp of the training content.
- A **Coach FTS Contextualization Note**, offering insights for teams to customize FTS training to meet their specific requirements (e.g., sample agendas for two-day sessions).
- **Foundational Teaching Skills Coach Training Package.** This package offers comprehensive guidance for master trainers working with coaches to enhance their expertise in the 11 foundational skills or a chosen subset. The package comprises a training manual, a participant workbook, training video scripts, and a training assessment.
- **Coach Companion Manual.** This manual serves as a guide for coaches or school leaders as they conduct routine classroom visits. It assists in identifying specific skills that teachers require support in, and in offering targeted feedback, modeling, and practice for teachers.

Development of Coach training program to build internal capacity

As the Coach program rolls out its tools and resources through the World Bank education portfolio, the FLC is actively developing more robust internal World Bank capacity to improve TPD. This Teachers Policy Academy (discussed in the [Education Policy Academy](#) subsection) uses the Coach methodology to strengthen policy dialogue and collaboration with government counterparts, which includes designing, developing, and launching a specialized training program aimed at existing or prospective short-term consultants to provide technical assistance to country teams.

This training focuses on the use of Coach tools and resources to improve TPD in localized contexts. It equips participants to effectively support countries in designing, implementing, and evaluating high-quality TPD programs and systems. Specifically, the training aims to help participants understand the fundamental steps involved in crafting a quality in-service TPD program attuned to the specific needs of the local setting by leveraging the Coach tools and resources—and, when relevant, utilizing the Teach tools and framework. The training places particular emphasis on designing and implementing a TPD framework that centers around tailored, focused, practical, and ongoing support to educators—including through an individualized coaching approach, as well as in contexts where such individualized support is not yet possible. The training presents key resources from the Teach and Coach programs and demonstrates how these can be used to support policy dialogue, early program conceptualization, program design, and program implementation at the country level.

This comprehensive training was structured around both live sessions spanning 16 hours and self-paced asynchronous activities spanning 20 hours. The training was conducted March 20–23, 2023, and included 17 participants from 13 countries. The design of the training incorporated a blend of independent assignments and materials, complemented by interactive live sessions fostering collaborative discussions where participants could share experiences and insights for mutual learning.

Finalization of Global Teachers' Report

The Global Teachers' Report highlights the potential of using behavioral science and psychology to enhance the efficacy of policies related to teachers and teaching. This report draws in part on insights from the development and application of the Coach tools and resources. The report delves into the intricate challenges linked to the widespread implementation of teacher policies. It contends that successful policies require an understanding of how teachers perceive and experience them. Specifically, policy makers must go beyond what works in teacher policy, and shift to a focus on how to support teachers in different contexts to adopt what works, while making sure it is implementable at scale and can be sustained over time.

Ultimately, 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. The report presents an approach that builds on insights from behavioral science and psychology to identify and address barriers to change at the individual level, and secure the conditions needed to drive and sustain changes at the system level to impact

teaching and learning in the classroom. The report was published in November 2023.

Documenting countries' experiences using Coach tools and resources

The World Bank is developing a short report documenting countries' experiences in

implementing the Coach tools and resources.

This report will present a series of case studies of countries that have used the Coach tools and resources to integrate classroom observation and teacher coaching as part of high-quality TPD. It will highlight the different ways the Coach tools can be used to respond to different country needs. The report will also present lessons learned from this work to date. The first full draft of this report is being finalized.

COACH MOZAMBIQUE

Coach Mozambique is a country pilot of the Coach program 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 and 2. 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 Coach; 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.



Coach Mozambique monitor training participants, July 2022. Photo: World Bank

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 Portuguese-language lessons using the structured lesson plans. Coaches are trained to support teachers regularly by observing classes; providing individualized feedback; and checking whether the

resources are being used by teachers effectively, using an adapted version of the Coach tools and resources. School cluster—*zona de influência pedagógica* (ZIP)¹⁵—coordinators play the role of monitors and are trained to implement monthly visits at the school level to support coaches and teachers, as well as assess students' literacy outcomes. In 2022, the Aprender+ model was tested in 60 schools in the provinces of Niassa and Manica; in 2023, Aprender+ was expanded to reach a total of 343 schools.

Progress and Outcomes

In the past year, the Coach Mozambique program has focused on field implementation of the pilot program, improving and designing new program materials, and supporting the scaling of the program to more schools. [Table B.6](#) in [annex B](#) presents the progress to date of key milestones of the Coach Mozambique program.

Field implementation in Manica and Niassa

During September–October 2022, the World Bank conducted an extensive review of program implementation data. These data were furnished by program monitors—the ZIP coordinators—utilizing a KoboToolbox software platform. This effort provided key insights and enabled needed refinements prior to scaling up the program. Twenty monitors (80 percent of the cohort) carried out school visits to support 48 pedagogic advisers and attended 85 classes in the target schools of the Aprender+ program—an average of two lessons per monitor over the two months. The following results were achieved:

- Ninety-three percent of the teachers applied the competencies foreseen by the Aprender+ program.
- Ninety-five percent of the pedagogical advisers acted in accordance with the guidelines in the manual regarding their posture and attitudes during and after classroom observation

The results of the monitoring visits show that teachers have greater challenges in applying the following:

- Demonstration and practice (competence 2)
- Checking for student comprehension (competence 3)
- Building relationships (competence 4).

Refining Aprender+ for Scale-up

To improve the quality of the program and fidelity of implementation in advance of scale-up, focus group discussions were conducted. These discussions were held with



Participants of Aprender+ program group discussions. Photo: World Bank

three distinct groups in both Niassa and Manica in November 2022: teachers, pedagogical directors (coaches), and monitors to gauge their perspectives on program implementation at the school and ZIP levels.

The exercise elicited comprehensive feedback from teachers, pedagogical advisers, and monitors regarding program materials, training methodologies, and the overall program design. The feedback from teachers toward the structured lesson plans, including recognition of their added value, was encouraging. Additionally, there was favorable reception of the training model, with participants underscoring the efficacy of the immersive training approach and its concentration on practical skill development. Based on the feedback, the following improvements were made:

- **Revised grade 1 program materials.** The Bank supported a thorough review of the existing grade 1 program materials, which included the Teacher Guide, Coach Guide, and Monitor Guide. Based on insights derived from the first year of

implementation, all grade 1 materials were updated and enhanced. Extensive feedback was gathered to refine the guides, training structure, delivery methods, and the accompanying PowerPoint presentations tailored for trainers, teachers, coaches, and monitors.

- **Developed grade 2 program materials.** Building on the adjustments made to grade 1 materials, the Bank supported formulation of new program materials for grade 2. This comprehensive package encompasses a grade 2 Teacher Guide, including a carefully sequenced compilation of 150 structured early grade lesson plans in Portuguese. The materials were approved by the Ministry of Education and Human Development (MINEDH), and are now being used by the teachers who participated in the pilot for the grade 1 lesson plans in 2022.
- **Developed posters to complement classroom materials.** The World Bank supported the creation of educational posters to enhance the classroom materials and

help teachers in the effective use of lesson plans. A total of 10 posters were generated for grades 1 and 2; these serve as visual aids to enhance students' comprehension of the instructional content.

Supported Year 2 expansion of Aprender+

PREPARED A YEAR 2 WORK PLAN WITH MINEDH

The World Bank has been working closely with the MINEDH to chart the strategy and roadmap for the scale-up and execution of Aprender+ during the second year of implementation. This entails defining the scope of the intervention, validating program materials, handpicking and conducting liaison with participating ZIPs and schools in Niassa and Manica, as well as devising a logistics blueprint for the training activities.

The team conducts weekly meetings with MINEDH and Aprender+ focal points. Attendees are from crucial directorates at MINEDH, such as the National Directorate for Teacher Training and the National Institute of Educational Development. These meetings ensure that the ministry is invested and reinforces the capacity-building endeavors throughout the program.

SUPPORT FOR YEAR 2 IMPLEMENTATION

The World Bank contracted a firm to offer support of Aprender+ training for teachers, monitors, and coaches in the second year. A Mozambique-based nongovernmental organization known for its substantial expertise in education—particularly in teacher training and social services—was chosen. This firm also

provided support during the program's Year 1 implementation. The organization delivered the second round of trainings conducted in April and May 2023 in Niassa and Manica.

DESIGNED APRENDER+ IMPACT EVALUATION

An impact evaluation strategy has been devised for Aprender+. The protocol's development, sample selection, and instrument formulation have been successfully completed and are now primed for a pilot. The protocol has been presented to the MINEDH for consultation, and subsequent submission to the National Bioethics Committee for Health is imminent. This evaluation initiative will be carried out concurrently with the second year of program implementation and is focused on gauging the program's effect on teaching quality and student literacy outcomes.

SELECTED AN IMPACT EVALUATION FIRM

The World Bank contracted with an impact evaluation firm in mid-September 2023 to help with data collection for the impact assessment. A respected research and advisory entity known for its extensive experience in executing surveys for international organizations within Mozambique was selected. The firm has begun survey programming and enumerator training. The Bank also recruited a field coordinator based in Mozambique to provide support for the impact evaluation activities.

Training

In April–May 2023, teachers, coaches, and monitors were trained using a cascade model.

The purpose was to give continuity to Year 1 program implementation in the district of Lichinga (in the province of Niassa) and to expand the program in all districts of the province of Manica.

- **In Lichinga, a total of 358 participants were trained:** 147 grade 1 teachers, 130 grade 2 teachers, 63 coaches, and 18 monitors, involving 48 primary schools distributed in 18 ZIPs.
- **In Manica, a total of 1,154 participants were trained:** 735 grade 1 teachers, 19 grade 2 teachers, 302 coaches, and 98 monitors, involving 304 primary schools and 98 ZIPs.

The training focused on demonstration and practice to allow teachers and school directors to practice, receive feedback, and feel comfortable using effective techniques integrated in

the lesson plans. Education officials at the local level were also trained to be able to support the intervention during school supervision visits. Training was actively attended by all participants, and positive feedback was received throughout the sessions.

In June 2023, field monitoring visits to gather insights from implementation were carried out in both provinces (in one district in Niassa, and two districts in Manica) in 33 schools. Teachers are using structured lesson plans and consider these plans useful, especially for their alignment with students' textbooks and the curriculum. Positive coaching practices were also observed. Monitors were preparing to conduct their first school visit to support coaches and teachers. Local education authorities were also well prepared to supervise the implementation.



Teacher and students in a classroom in Mozambique. Photo: World Bank

TEACH-COACH SUNSET GRANTS

Teach is the World Bank’s open-access classroom observation tool. It is available for the primary level ([Teach Primary](#)), as well as for early childhood education (Teach ECE), and for the secondary level (Teach Secondary).¹⁶ The Teach tools help capture both the time spent on learning as well as the quality of general (not subject-specific) teaching practices. Teach was first launched in 2019 for the primary level to help assess and evaluate the quality of teaching practices that nurture children’s cognitive and socioemotional skills and support learning for all children. FLC funding supports the scale-up and use of Teach in more countries to help policy makers track and improve teaching quality.

The SUNSET country grants support countries to implement tailored Coach and Teach

activities adapted to the country context. These grants can also leverage the larger IDA/IBRD projects in the country. SUNSET grants support countries to

- **Collect data on teaching practices** to understand strengths and weaknesses in the time spent on learning and the 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 TPD¹⁷); and
- **Contribute to the global evidence base** and address current knowledge gaps related to the design and implementation of TPD activities, or to the links between teaching quality and learning outcomes.

Progress and Outcomes

The SUNSET grants program focused on managing the country grants, including technical support and providing cross-country learning opportunities for grantees. [Table B.7](#) in [annex B](#) presents the progress to date of key milestones of the SUNSET grants.

Supporting use and scale-up of Coach and Teach through SUNSET grants

During 2022, 23 countries were awarded Teach-Coach SUNSET grants totaling almost \$5.5 million. These grants are to support countries’ focus on ensuring enhanced professional support for teachers to deliver high-quality

learning, ultimately improving learning outcomes. During June to December 2022, the World Bank disbursed Agile grants (for funding amounts of \$50,000 and under), in full, to 9 countries; and the first half of Scaled-up grants (for funding amounts between \$50,001 and \$500,000) to 13 countries, with the remaining half to be disbursed in June 2023 conditional upon satisfactory progress against midline targets. Grantees also completed results frameworks with baseline and endline targets.

According to the latest progress update, 33.2 million beneficiaries will benefit from the grants. These comprise 27.9 million students, 4.9 million teachers, more than 20,000 principals, more than 54,000 coaches, and more than 150,000 pedagogical leaders.

As the activities were being implemented over the past six months, the World Bank focused on providing technical assistance to the countries. Each country has an assigned focal point from the Bank, who provides the ongoing technical support. [Table 2.1](#) summarizes the full list of countries receiving SUNSET grants. [Box 2.11](#) presents a summary of country implementation progress of SUNSET grants in three countries.

Development of cross-country learning activities in Latin America and the Caribbean

A regional teachers workshop took place in Guanajuato, Mexico, May 23–25, 2023. It gathered technical delegations from eight countries (Argentina, Brazil, Colombia, Ecuador, El Salvador, Honduras, Mexico, and Uruguay) and five subnational governments (Bogota, Guanajuato, Nuevo Leon, Mato Grosso, and Mendoza) to share evidence on teacher training and the challenges associated with learning recovery and acceleration. By sharing the latest evidence-based insights on enhancing classroom instruction quality, the workshop offered government officials the chance to tackle intricate challenges in learning recovery and acceleration specific to their own country. Notably, the workshop fostered a deeper understanding of designing and implementing effective strategies that bolster classroom instruction quality, while considering teachers' support and incorporating a systemic viewpoint. Throughout the workshop, participating teams applied the knowledge they had acquired to address contextual challenges. At the conclusion of the workshop, participants presented the

TABLE 2.1
All countries receiving SUNSET grants

Country	Amount awarded (\$)
Pakistan	495,000
India	500,000
Romania	498,900
Djibouti	245,000
Somalia	353,235
Tanzania	500,000
Uzbekistan	356,000
Cameroon	499,800
Mexico	290,600
Burundi	200,000
El Salvador and Honduras	499,200
Côte d'Ivoire	462,500
Pacific Islands	150,000
Morocco	50,000
Brazil	50,000
Central African Republic	50,000
Eswatini	50,000
Nepal	50,000
Indonesia	50,000
Cabo Verde	50,000
Armenia	50,000
Algeria	43,000
Total	5,493,235

Source: World Bank.

strategies and solutions they had developed during the sessions.

The workshop included four types of sessions: keynote presentations, "lightning" sessions on teaching enhancement topics, collaborative teamwork sessions, and a field visit. Attendance exceeded 60 participants. The carefully chosen and engaged participants benefited from discussions and learning opportunities with both peers and experts, centered around refining classroom teaching practices, particularly in the context of learning recovery and acceleration.

BOX 2.11

Implementation of SUNSET grants in Mexico, Romania, and Uzbekistan

Mexico. Employing Teach, the World Bank captured teaching practices in grades 4, 5, and 6 across 106 primary schools in the state of Guanajuato. Drawing insights from Teach, groundwork for a pilot TPD program known as Metodología de Acompañamiento is under development. This program, rooted in the Coach methodology, focuses on enhancing school leaders' capacities to promote improved teaching practices. It encompasses initial training and monthly modules for school leaders, blending online asynchronous sessions with in-person meetings. The Teach tool has been tailored to the Guanajuato context, with local enumerators trained, data collected from observed classrooms, and the Teach Guanajuato report published and presented to the state Ministry of Education.

Romania. The Teach Primary tool is being adapted to produce a customized online Teach training, and a Coach TPD intervention is being piloted leveraging the insights from Teach. Achievements to date include the following:

- The Teach materials have been adapted to the Romanian context, including designing an online/in-person hybrid course to certify observers on Teach-Romania.
- In total, 438 experts selected from the national body of teaching career mentors were registered on the Teach-Romania platform to follow the asynchronous modules. Among those, 95 mentors attended a two-day synchronous module, organized February 20–24, 2023, and 94 obtained certification for Teach at the primary and/or ECE level.
- A coaching intervention was piloted among 374 primary and ECE teachers from 71 schools. The intervention consisted of two group/cluster coaching sessions held by regional facilitators and personalized feedback on FTS. The regional facilitators have delivered 36 coaching sessions, helping teachers set improvement objectives and providing customized feedback based on the FTS Framework.
- An impact evaluation on the coaching approach has commenced. At baseline, 1,053 teachers were observed, of which 632 have been observed at endline.

Uzbekistan. The grant activities are designed to respond to TPD challenges facing the Ministry of Preschool Education and will be expanded and leveraged through the World Bank Promoting ECD Project, aimed at strengthening teaching practices and improve learning outcomes. Since receiving grant funds in July 2022, the following has been achieved:

- The Teach ECE tool was adapted to survey preschools in Uzbekistan.
- Ministry staff were trained on the benchmarks for quality early childhood care and education.
- Teaching was assessed in beneficiary classrooms, with a particular focus on social and emotional learning and classroom culture.
- Materials on child-centered learning and play-based pedagogy were developed and are available, along with a short introductory video, on a learning platform in English and Uzbek. Additional materials include an overview to the blended learning platform, how to use technology to support TPD, a guide on mentoring and coaching, and a guide for implementation.

A first cohort of 76 expert trainers was slated to be trained in August 2023 (to include testing the coaching/mentorship modules). In September, more than 500 trainers from the regions were to be prepared for implementation, and teacher training for 15,000 teachers will roll out between September and December of this year.

The workshop synthesized current and cutting-edge evidence on the pivotal role of teachers, encompassing insights into effective teacher training and development approaches. It addressed both design and implementation aspects, as well as pertinent subjects such as technology integration and formative evaluation. The approach drew on contemporary global and regional studies, successful country cases, and the context of recent initiatives in learning assessment and recovery in Guanajuato, complemented by insightful school visits. Renowned experts, colleagues, and delegation members contributed to the presentations.

Participant feedback indicates that the workshop provided a valuable blend of expert presentations, hands-on sessions for crafting contextualized TPD plans, and ample time for in-depth discussions. The collaborative environment enabled by the workshop nurtured connections among counterparts, and the participants expressed keen interest in maintaining this community of practice.



Presentation during Guanajuato regional workshop. Photo: World Bank



Guanajuato regional workshop participants. Photo: World Bank

Outputs and Resources



Coach Program Foundational Teaching Skills: Teacher Training Package. Helps users plan a Foundational

Teaching Skills training with all the materials needed for each module; includes both trainer's manual and participant workbook.



How to Facilitate Effective 1-1 Coaching Sessions: Insights from a Teacher Training

School in Finland. Podcast episode utilizes findings from a technical guidance note on the topic as a starting point to discuss how education systems can support pedagogical leaders in training and coaching teachers.



Teacher-Directed vs. Student-Centered Instructional Approaches: New

Insights. Podcast episode features a conversation on these different instructional approaches with an international education consultant/researcher/author.



Coach Program—Foundational Teaching Skills—Coach Training Package. Field guide for coaches to use when observing and coaching teachers. Provides step-by-step guidance through the coaching

copies of all coaching tools, and pages for recording coaching visits.



Teach Primary, Second Edition. Revised tool incorporates new behaviors measuring the extent to which teachers

display bias or challenge stereotypes related to disability, and the extent to which they explain lesson content using multiple forms of representation.



Putting teachers' well-being and empowerment at the center of learning recovery

and acceleration. Blog post summarizes celebration of World Teachers' Day 2022, during which the Teachers Thematic Group at the World Bank brought together policy makers, practitioners, and international education leaders to underscore the essential role of teachers in accelerating learning recovery efforts, and to discuss how to best support them with a strong focus on their well-being, motivation, and empowerment.



Five lessons to support teachers in strengthening their teaching. Blog post summarizes five lessons

from first regional workshop focused on high-quality teacher professional development to support student learning. Lessons focus on how to design and implement in-service professional development programs that support teachers in strengthening their classroom teaching.

Teach-Coach SUNSET Grant in Tanzania

Scaling up the first nationwide teacher training system

Primary school teachers throughout Tanzania are receiving continuous professional training that is meant to be as effective as it is affordable.¹⁸ The key to this training's success lies in its collaborative and school-based approach. Teacher professional training can be transformational in nature and used to lay the foundation for the future dissemination of new curricula or innovative pedagogy.

The program, the National Framework for Teacher Continuous Professional Development (TCPD)—popularly known by its Swahili acronym MEWAKA—was introduced in 2020, not long after the Tanzanian government found that 80 percent of its teachers had not received any training for five years.

The program supports the \$500 million World Bank-funded BOOST Primary Student Learning Program for Results, which aims to improve equitable access to quality learning in preprimary and primary education. This is the first national, school-level model to be orchestrated by the Tanzanian government.

A Teach-Coach SUNSET grant of \$500,000 covers the development of digitized teacher training modules, intense training for primary school math tutors (in partnership with the UNESCO Teacher Education Center in Shanghai), capacity building for peer facilitators and school leaders, and monitoring and evaluation.



*A teacher in Zanaki Primary School in Dar es Salaam delivers a class.
Photo: Sarah Farhat/World Bank*

The following activities have been completed to date:

- An evaluation of the TCPD in 26 pilot localities
- Training of mathematics tutors on school-based TCPD
- Production of lesson plans and teaching videos on primary and lower secondary mathematics education
- Digitized training modules.

In addition, the TCPD program, through the Tanzania Institute for Education, carried out the country's first teaching skills competition. In total, 99 teachers applied, and the top 18 finalists were granted prizes.

Some 2,950 public primary schools had implemented TCPD by January 2023. This innovative and transformational program is set to be scaled up and implemented in every school by the end of 2026.



Education Technology

Overview

The World Bank is committed to promoting the effective and efficient use of educational technology (EdTech) to support teachers and education systems enhance access to quality education for all students—both in traditional classrooms and beyond. The goal is to collaborate with various stakeholders

to identify technology-driven educational solutions backed by evidence. These solutions are tested on a smaller scale and then expanded to reach a wider audience. The knowledge gained from these endeavors is widely shared with policy makers, while providing support to build the capacity needed to leverage this new knowledge.

The EdTech Hub and the EdTech Policy Academy aim to encourage governments to adopt evidence-based policies related to EdTech. They also seek to enhance the capability to implement EdTech interventions effectively, ultimately leading to improved learning outcomes.

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 in education.¹⁹ 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 & Melinda Gates Foundation, UNICEF, and the World Bank, among others.

Through its integrated approach combining research, innovation, and technical assistance, the Hub helps decision-makers in and outside government 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 emphasizes five focus areas: digital personalized learning, technology and teacher professional development, data and data systems, participation in schooling and learning, and girls’ education. All of these have the potential to directly affect the global learning crisis, align with the Hub’s expertise and portfolio of work, and contribute to the research base in the Hub’s seven focus countries: Bangladesh, Ghana, Kenya, Malawi, Pakistan, Sierra Leone, and Tanzania.

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 via 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 EdTech Hub's Helpdesk supports 142 countries and regions. On behalf of countries, FCDO, UNICEF, and the World Bank can request and receive short-term, discrete technical support. The Helpdesk provides relevant

and just-in-time knowledge services in response to questions that governments have with regard to EdTech policy and program design and implementation. The Helpdesk provides the following types of services singly or in combination in response to requests:

- Expert consultation
- Program document review
- Topic briefs
- Curated list of resources
- Q&A documents.

Table B.8 in [annex B](#) presents the progress to date of key milestones of the EdTech Hub.

Outputs and Resources



EdTech Horizon Scan: Rapid scan of online safety in education.

Position paper examines the issue of online safety in digital education: why it should be prioritized, how it is currently being approached, and its potential to become central to education design in low- and middle-income countries.



Cost-Effectiveness and EdTech: Considerations and case studies.

Selected case studies examine how EdTech was used in cost-effective (and less cost-effective) ways for structured pedagogy and teacher coaching; low-tech messaging to support learners, parents, and caregivers; and self-led learning with the potential for personalization and adaptation.



How can I rapidly upskill my large teacher workforce?

One of several presentations made by the Hub during a day-long workshop focused on harnessing information and communications technology (ICT) for better teaching and learning; aim was to promote learning, discussion, and problem solving among the participants.



Implementing Adaptive Learning Programs: Lessons from the EdTech Hub.

Academic research about the role of technology in education.



Developing a national EdTech strategy.

Resource aimed at education policy and decision-makers, including ministry officials and development partners; also relevant for government stakeholders that are involved in strategy development and implementation.

EDTECH POLICY ACADEMY

The **EdTech Policy Academy** is a learning and capacity-building program providing users with opportunities to deepen their knowledge and skills in areas where EdTech can be catalytic to improving an education system.²⁰

It is designed as a hands-on clinic to engage project teams—generally government officials, World Bank staff, and staff of partner organizations (FCDO, EdTech Hub, UNICEF)—on a specific challenge or priority in the country dialogue. The approach employed is to have the country teams select topics of interest for the governments they work with, and work on them over the course of two to three weeks with the support of two World Bank instructors per country team.

Topics that have been covered by the EdTech Policy Academy include the following:

- Blended learning systems
- Adaptive and personalized learning systems
- Digital content
- Teachers’ digital skills
- Connectivity
- Devices
- Education management information systems (EMISs).

All seven of these topics were featured in the Fall 2022 EdTech Policy Academy. Blended learning and digital skills were the two topics discussed in the Spring 2023 EdTech Policy Academy.

Progress and Outcomes

During the reporting period, two policy academies were held—the Third and Fourth EdTech Policy Academies—with a total of 198 participants from 26 countries.²¹

The Third EdTech Policy Academy

The Third EdTech Policy Academy was offered between October and November 2022 with the theme of “EdTech to Accelerate Learning.”

There were 86 participants in this round from Bangladesh, The Gambia, Liberia, Mongolia, Nigeria, Paraguay, Romania, and the West Bank and Gaza. Among the participants there was a particularly high demand for adaptive and personalized learning systems, EMISs, and teachers’ digital skills. [Table 2.2](#) provides a snapshot of participating countries, selected

topics, and Bank-financed projects that were informed through the activity.

The Policy Academy approach adopted for this iteration involved project-based, issue-focused learning. Drawing from preidentified challenges, participating countries engaged in formulating tangible outcomes that would directly benefit the Bank-financed projects. While certain countries concentrated on crafting initial concept notes, others focused



TABLE 2.2
Participating countries/economies, EdTech topics, and Bank-financed projects in the Third Policy Academy

Country/economy	EdTech topic	Project supported	Project phase
Bangladesh	Blended learning	Learning Acceleration in Secondary Education (LAISE)	Preparation
The Gambia	EMIS	The Gambia Human Capital Development Project	Implementation
Liberia	Adaptive learning	Improving Results in Education Project	Implementation
Mongolia	Teacher digital skills	Mongolia Education Quality Reform Project (EQRP)	Ongoing
Nigeria	EMIS	Edo Basic Education Sector Transformation (EdoBEST)	Implementation
Paraguay	Adaptive learning	Joining Efforts for Improving the Quality of Education in Paraguay	Preparation
Romania	Adaptive learning	RAS on Digital Skills	Preparation
West Bank and Gaza	Adaptive learning	Supporting and Education Reform Agenda for Improving Teaching Assessment and Career Pathways	Implementation

on delineating pivotal progress-tracking indicators. Some teams developed succinct “elevator pitches” detailing the forthcoming projects that were being designed.

At the end of the Policy Academy, the World Bank conducted an exit survey to collect information about participants’ knowledge developed and experiences with various features of the course. The survey captured participants’ enriched knowledge and experiences, aiding in the enhancement of the Policy Academy. Notably, participants reported significant knowledge advancement in EdTech, the chosen topic, and the five key EdTech principles (Hawkins et al. 2020). The survey’s findings were instrumental in informing improvements to course content and delivery. A majority (76 percent) found the course features to be of high quality, particularly valuing personalized instructor guidance and direct interactions. The online platform received a less favorable rating (only 34 percent rating it as excellent), possibly due to limited usage. While most respondents (86 percent) agreed with statements

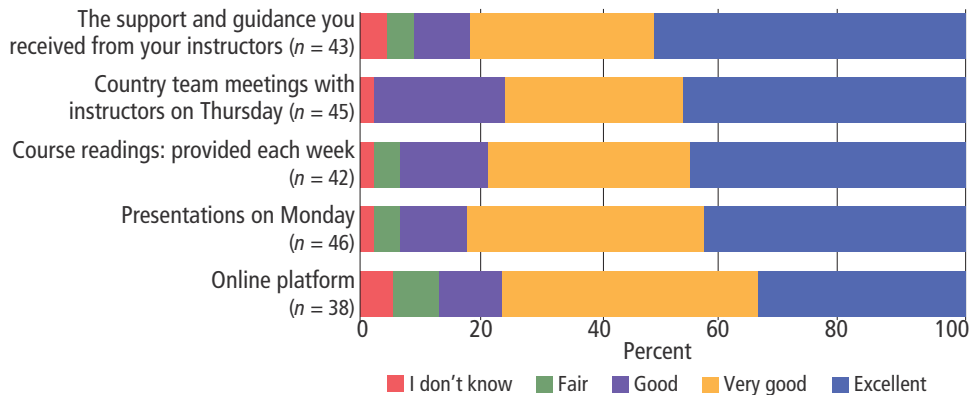
about course features, the forum component showed the highest level of disagreement (14 percent) due to its underutilization. Synchronous sessions were deemed feasible by 73 percent, with connectivity and workload issues cited by the minority who found them challenging (see [figure 2.3](#)). The final project was regarded as highly useful by the majority (89 percent), even though 11 percent cited time constraints.

Fourth EdTech Policy Academy

The Fourth EdTech Policy Academy, “EdTech to Accelerate Learning-Strategies and Action Plans,” was focused on Africa and took place in May 2023. There were 122 participants from 12 countries and one regional team. Each country group included staff from ministries of education, other national institutions, World Bank staff, and partner organizations. This Policy Academy featured two main topics: hybrid learning systems and digital skills.

FIGURE 2.3

Participant quality ratings on main features of Third Policy Academy



In its fourth iteration, the EdTech Policy Academy introduced several novel approaches.

It marked the debut of a Policy Academy with a specific regional focus, Sub-Saharan Africa. It also offered a dual-language course catering to both English- and French-speaking participants from countries such as the Democratic Republic of Congo, Mali, Senegal, Togo, and the Sahel region. This inclusivity extended to providing content, learning materials, and activities in both languages, supported by professional interpreters for synchronous sessions. Another innovation was the inclusion of a regional team from the Sahel, consisting of members from Burkina Faso, Chad, Mali, Mauritania, and Niger. This team focused on devising strategies and an action plan to establish an open school, enhancing education accessibility for marginalized groups.

The course expanded its instructor lineup to 18 experts, with 13 instructing in English and 5 in French. Instructors, primarily drawn from the World Bank EdTech team along with experienced external consultants, have specialized backgrounds in EMIS, digital skills

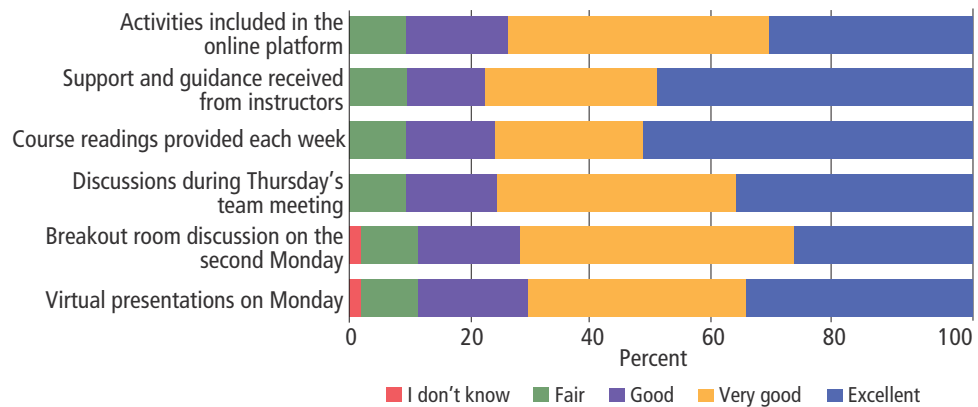
for educators, and devices, among others. Each instructor managed an average of two countries, maintaining a participant-to-instructor ratio of six to one. The instructors were given prior training and shared resources throughout the program, enhancing the learning experience for participants.

At the end of the Policy Academy, the World Bank conducted an exit survey to collect information about participants' knowledge and experiences.

As shown in figure 2.4, participants highlighted the value of reading materials, which were rated as excellent by more than half (about 53 percent) of the respondents. Notably, the support and guidance provided by instructors garnered high praise, with 76 percent of participants rating them as excellent or very good. Conversely, virtual synchronous Monday presentations, platform activities, and breakout room discussions were less well received, although the latter still achieved an excellent rating from over 30 percent of participants. In evaluating engagement methods, strong agreement (60 percent) was observed regarding the positive impact of instructor support. Additionally, content presented during Monday plenaries

FIGURE 2.4

Participant quality ratings on main features of Fourth Policy Academy



(55 percent), platform activities' utility for final projects (53 percent), and WhatsApp groups (53 percent) were positively acknowledged. Opportunities for enhancement were identified, including achieving a more balanced representation between English and French (29 percent strongly agreed) and improving the accessibility of suggested weekly materials (27 percent strongly agreed).

Four key takeaways emerged from the survey feedback. First, there is a recommendation to restructure the Monday plenary sessions to enhance engagement and relevance. Second, although the introduction of breakout rooms

was well received, participants felt that the allocated time for intercountry discussions was insufficient. Third, a widespread desire for in-person interactions was expressed, which could foster increased collaboration opportunities among participating countries. Finally, improvements are sought in the asynchronous course component related to the need for a better user experience on the online platform and allowing participants more time to review reading materials.

Table B.9 in annex B presents the progress to date of key milestones of the EdTech Policy Academy.

Outputs and Resources



Fall 2022 EdTech Policy Academy Aide Memoire. Contains information on the overall structure of the Third EdTech Policy Academy, followed by findings from the exit survey. The report closes with suggestions for the next iteration, as well as conclusions and ideas for moving forward.



Spring 2023 EdTech Policy Academy Aide Memoire. Contains information on the overall structure of the Fourth EdTech Policy Academy, followed by findings from the exit survey. The report closes with the main takeaways for the next iteration as well as conclusions and ideas for moving forward.





Education Policy Academy

Activity Overview

Building on the lessons and value of the EdTech Policy Academy, the World Bank in 2023 started to expand this capacity-building program to include other offerings under the Education Policy Academy.

The academy's goal in FY24 is to provide World Bank staff and clients with learning opportunities to deepen knowledge and skills for education policy design, program implementation, and policy dialogue in priority

thematic areas. Education Policy Academy activities, which are partially supported by the FLC, will focus on additional thematic areas such as measurement of learning, literacy, teachers, and inclusive education.

Progress and Outcomes

The Literacy Policy Academy introduces participants to the science of reading and to policies that promote effective early grade reading at scale. The academy's aim is to equip World Bank and partner teams and government counterparts with the requisite knowledge to design and implement effective early grade reading projects. An additional module was added this year to the five completed in June 2022. The six modules currently online are (1) How Do Children Learn to Read?; (2) What Should Teachers Do in the Classroom to Best Teach Children to Read?; (3) What Are the Best Ways to Ensure Effective, Affordable, and Efficient Textbooks and Learning Materials for Every Child?; (4) How Can We Best Address Language of Instruction Issues in Early Grade Reading?; (5) What Can Be Done at Home and in the Community to Promote Literacy for Young People?; and (6) Who Has Moved the Needle on Reading at Scale and How Did They Do It? The modules provide

a comprehensive and detailed overview of the main themes a task team leader or policy maker needs for dialogue, program design, or implementation of policies and programs to improve foundational literacy. The Literacy Policy Academy is now only available in English, but client demands for delivery in Spanish, French, and Arabic are increasing. Translations into different languages are ongoing.

The Teachers Policy Academy currently consists of two courses: Teachers 101: Fundamentals of Teacher Policy, and Provide High-Quality In-Service Teacher Professional Development. Three others are in the pipeline for development: (1) Make Teaching Attractive, (2) Improve Preservice Training, and (3) Promote Meritocratic Selection. The activity that is still in progress for this course is piloting the synchronous course in Romania and Tunisia in FY24.



Bangladesh Secondary Education Program

Activity Overview

The Bangladesh Secondary Education Program is unique for two reasons: it is the only stand-alone country grant in the FLC—not under a global initiative—and it is focused on secondary education. Designed in 2021, the program is currently executed by the World Bank, FCDO, and other partners with the goal of strengthening the secondary education framework and accelerating learning recovery in the aftermath of the COVID-19 pandemic.

The initiative complements the Bangladeshi government’s Secondary Education Development Program, a prominent and extensive platform for enhancing the secondary education system.

The program focuses on four areas: protecting and boosting key skills; enhancing teacher performance; protecting and promoting student retention, especially for girls; and supporting evidence and data. These areas were selected based

on their potential for substantial impact within a short time frame, and their emergence as priorities given the challenges posed by COVID-19.

The Bangladesh Secondary Education Program is helping inform the design of the World Bank’s new \$300 million program for results operation in secondary education, Learning Acceleration in Secondary Education (LAISE). LAISE is expected to become effective before the end of 2023.

Progress and Outcomes

This year, the Bangladesh Secondary Education Program delivered eight evidence-based decision-making, research, and policy outreach activities. These activities benefited approximately 92,000 students through learning targeted interventions; and delivered training to 2,252 teachers, principals, and other pedagogical leaders. [Table B.10 in annex B](#) presents the progress to date of key milestones of the Bangladesh Secondary Education Program.

feedback—specifically, formative assessments delivered through printed report cards—on students’ foundational skills. Following the administration of two sets of report cards within a single academic year, students’ math scores improved by 0.21 standard deviation, which is a significant impact. The positive impacts on learning outcomes were notably concentrated among low-achieving students and on foundational skills.

Protecting and boosting key skills

PILOT AND EVALUATE FORMATIVE ASSESSMENT PROGRAM

A comprehensive large-scale randomized experiment, concluded in December 2022, was conducted across 468 schools in Bangladesh, examining one teacher per school. The study’s primary focus was to investigate the effects of providing educators with diagnostic

An examination of teachers’ instructional strategies and their interactions with students was also conducted. The study used classroom observation tools developed specifically for this intervention to record one-on-one interactions between students and teachers in a classroom. This analysis was undertaken to understand the mechanism of impact. It yielded some of the first experimental evidence from a middle-income country on a scalable diagnostic feedback mechanism built into existing national assessment systems to achieve learning gains.



BASELINE AND INTERVENTION FOR STUDY ON LEVERAGING ICT FOR ADDRESSING COVID-RELATED LEARNING LOSS

One of the core challenges in addressing learning loss lies in identifying measures that are both effective and scalable. Information and communication technology (ICT) solutions can be part of the answer. In Bangladesh, basic feature phones are far more prevalent than smartphones, presenting an opportunity to create a cost-effective intervention that leverages the country's existing ICT networks. This study sought to examine the efficacy of a low-tech remedial education intervention in a developing country context to produce a rigorously validated, scalable solution to address learning losses among secondary school students.

The intervention used interactive voice response (IVR), which is an automated phone technology system that enables incoming callers to access prerecorded instruction without speaking to an attendant (tutor). The system also allowed callers to select lessons from a list of menu options using the phone keypad. Unlike television and radio programs, IVR lessons require only basic feature mobile phones and may be accessed at any time, allowing students to study at their convenience and pace. The intervention developed and recorded a series of audio lessons

(podcast format) providing math and English instruction for ninth-grade students. These prerecorded lessons were delivered through a toll-free IVR-based line. The intervention targeted students who were scheduled to take the high-stakes end-of-school examinations (the Secondary School Certificate examinations) in 2024 after completing the tenth grade.

The Intervention was implemented between January and June of 2023 for a duration of six months (24 weeks). During the intervention period, weekly lesson plans for both subjects (math and English) were shared with the students. Each participating student had access to approximately 1,440 minutes of prerecorded IVR lessons throughout the intervention period. The recorded lessons also addressed issues related to students' educational aspirations and hope.

To implement and evaluate the intervention, the World Bank partnered with a well-established research nongovernmental organization with expertise in executing large-scale educational programs. The study took place in two southwestern districts, Satkhira and Khulna, across 208 schools. Baseline data were collected in October–November 2022.

Enhancing teacher performance

EVIDENCE-BASED REFORMS FOR IN-PERSON TEACHER TRAINING

Reinventing our Classroom (RoC) was an intervention designed to help 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

Testimonials for Reinventing our Classroom

“Since introducing the RoC project, I’ve noticed an improvement in my students’ behavior, and I no longer have to raise my voice to keep them calm as I did before. Grouping the students according to the RoC instructions has resulted in increased helpfulness among the students, fostering a more supportive atmosphere in the classroom.”

—Fatema Tuz Johra, Assistant Teacher, Danga High School

“As part of the RoC activity, I invested time in designing different activities for each group. Although it initially added to my busy schedule, witnessing the positive impact it had on bringing students together to solve problems and boosting the performance of weaker students made it all worthwhile and rewarding. After the fourth week of implementation, I noticed that I have been able to successfully manage to fulfill my weekly lesson plans for my classroom consistently.” —Mojibur Rahman, Teacher, Monohordi Pilot High School



RoC participant teacher Monoranjan Sarkar from the Narsingdi Pilot High School. Photo: Ali Islam Khan Alifi/World Bank

work carried out in Year 1 (December 2021–September 2022). The RoC intervention was conducted from September 2022 to September 2023 in the Narsingdi district, covering 500 teachers and 8,000 students across 127 schools. Sixth- and seventh-grade teachers received training on effective classroom management techniques, including by empowering students. Baseline and endline data collection was carried out during the year. Early results suggest that the intervention reduced teacher absenteeism by 3.5 percentage points. It also improved student-teacher relationships and student cohesion.

IMPROVING TEACHER AND HEAD TEACHER MINDSETS

This study provided some of the first empirical evidence of teachers’ beliefs, behavioral intentions, and actual implementation of learning loss recovery strategies in Bangladesh. This information was then benchmarked against

comparable data from two other South Asian countries, India and Nepal. To collect this information, the World Bank conducted a survey of nearly 1,000 teachers across three countries—Bangladesh, India, and Nepal—that had experienced some of the longest pandemic school closures in the world. The surveys took place from August to December 2022 and included questions on baseline implementation (whether teachers were conducting remedial classes at the time), teacher beliefs about learning recovery strategies (whether this remediation should be required), and behavioral intentions to spend additional time in school on learning recovery. The data suggest global policy guidance on learning remediation to be implemented in practice by teachers and informs the potential for further policy uptake.

The results have direct implications for policy makers. They provide a roadmap for further research on the gap between policy guidance and implementation in practice generally, and

for COVID-19 learning recovery strategies more specifically. The data suggest large gaps between policy guidance and implementation in practice, with around 50 percent of teachers not implementing frequent assessments or remedial classes. However, there was high confidence in these strategies and willingness by teachers to adopt them, ranging from 75 to 95 percent across three major policy domains—frequent assessment, remedial classes, and even some of the most controversial policies such as school reopening. These results reveal substantial untapped potential to increase take-up of global best practices. The main barriers do not appear to be at the teacher level, but rather at the system level—such as a need for dedicated time in the school schedule to conduct remedial classes, and additional support to enable implementation.

An exploratory study on teacher mindsets was also conducted. This study took place in December 2022 and was based on six focus group discussions and a survey of 200 eighth-grade math teachers across 40 schools. The findings indicate two sets of teacher beliefs that may be particularly important in the context of eighth-grade classrooms:

- Some teachers held a strong belief that their role was to be supportive, encouraging students' learning and exploration in the classroom.
- While related to a growth mindset of intelligence, teachers focused on the motivation and effort students displayed in class and had a fixed or growth-oriented view. Some teachers believed that student motivation was fixed, and that there was not much they as teachers could do to change it.

Examining the data further suggests that supportive beliefs are related to contextual factors—such as having supportive peers and a manageable workload—and teaching behaviors—such as meeting more with students and planning lessons. These supportive beliefs also relate to student reports, instructional quality, and feelings of respect from teachers. Fixed motivation beliefs relate most to having a high workload, but did not significantly relate to many teaching behaviors. Teachers' fixed motivation beliefs are correlated to students' fixed intelligence beliefs, lower feelings of respect from teachers, and lower ratings of instructional quality.

Protecting mental health and promoting student retention, especially for girls

ADOLESCENT MENTAL HEALTH PILOT

In Bangladesh, more than 30 percent of adolescents—and about 16 percent of adolescent girls—suffered from mental health disorders such as depression and anxiety disorders, respectively.²² In urban and semi-urban schools, 36.6 percent of teenagers have depressive symptoms (Anjum et al. 2019). Moreover, the COVID-19 pandemic exacerbated the incidence of mental health disorders, particularly due to changes imposed on people's lives such as severe restrictions on movement, social isolation, school closure, job losses, fear of infection, and increased exposure to death and morbidity.

The Adolescent Mental Health Pilot intervention provides free tele-counseling for students in grades 8 and 9 in four schools in Natore. The program, offered through an intervention partner that provides mental health



and well-being services, is called Mon Khule School e, which translates to “Let’s go to school with a free/open mind.” The intervention was implemented from October 2022 to December 2022 and has three treatment arms: awareness only, student ambassador program, and teacher ambassador program. As part of the pilot, data were collected from 481 students attending grades 8 or 9 government or monthly pay order nongovernment schools.²³ Additionally, parental surveys and 33 in-depth interviews were conducted from November 23 to 25 with three stakeholder groups—students, guardians, and teachers.

The pilot’s main takeaway is that adolescents need mental health support, and the platform is well-designed and potentially scalable. The overall findings are summarized by Seager et al. (2022); for more on this publication, see [Outputs and Resources](#) at the end of this subsection.

EVIDENCE-BASED STUDENT OUTREACH TO PROMOTE RETENTION: EVALUATION OF THE GROWTH MINDSET PROGRAM

The Growth Mindset program was designed to promote the belief that personal characteristics such as intellectual abilities can be nurtured and developed. The intervention was completed in Year 1 (December 2021–September 2022). In Year 2 (September 2022–September 2023), the World Bank published the results and engaged in strong dissemination in Bangladesh and beyond. The results showed that the program led to increased study time for both boys and girls. However, this translated into improved test scores only for boys—possibly because girls and boys engaged in different types of learning modalities during school closures, with boys relying more on media and girls on books. This requires further exploration.

The program also showed that the framing of messages made a difference and affected boys and girls differently. In particular, gender-neutral outreach led to greater

confidence, especially among girls. Adding in gender-sensitive messages dampened the impact, presumably because this reminded girls of contextual constraints. On the other hand, gender-sensitive outreach led to more gender-equitable attitudes, especially among boys. Layering one type of message over the other could change overall impacts drastically.

There is preliminary evidence that the intervention reduced boys' employment in favor of school attendance and girls' likelihood to be engaged or married, suggesting the potential for lifelong impacts. Additional data collection and analyses are being planned to assess the longer-term impacts of the interventions on grade 10 completion and school-to-work transitions in 2024/25.

The program findings were presented at a high-level stakeholder dissemination event in March 2023. They have also been featured in three journals (*Review of Economic Analysis*, *Journal of Human Resources*, and *Bangladesh Development*) and presented at multiple international academic conferences (including the American Economic Association 2023 and the Western Economic Association International 2023 conferences).

The findings have led to the mainstreaming of school-related gender-based violence (SRGBV) prevention in the World Bank's LAISE program. The Growth Mindset program report shows that 59 percent of adolescents (63 percent of boys and 56 percent of girls) believe that girls share the blame for sexual harassment.²⁴ In interviews, many adolescents mentioned that it is girls' responsibility to avoid capturing boys' attention. Such findings have led to a strong SRGBV prevention component in LAISE, which has robust disbursement-linked indicators related to raising awareness on SRGBV and building the

capacity of educational institutions to adopt survivor-centered standard operating procedures in response. LAISE's SRGBV response will entail psychosocial counseling services, functional sexual harassment prevention committees with adequate timely redressal, and referral pathways and linkages to multi-sectoral service providers (including mental health, legal, and rehabilitation providers).

HARNESSING SECONDARY EDUCATION FOR CLIMATE ACTION

Based on the latest global evidence,²⁵ climate change can contribute to student retention—especially for secondary students. There is significant scope to better harness the secondary education system for climate change mitigation and adaptation. In addition, Bangladesh is vulnerable to climate risks that significantly hamper learning continuity.

To address these risks head on, the World Bank has initiated a study on harnessing secondary education for climate action. Baseline data for the study were collected in Year 2 and reveal 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 their curriculum.

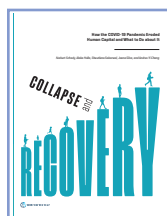
Supporting evidence and data: LAISE feasibility study

The LAISE program's feasibility study was designed as a comprehensive analysis of all potential critical aspects of Bangladesh's secondary education sector to determine the likelihood of transformative success in the short, medium, and long term. The

study was conducted in the second half of 2022, with findings shared in November of that year. It reviewed the viability of the proposed LAISE program from a value for money perspective, as the basis for an eventual cost-benefit analysis of program outcomes and impacts over the long run. Indicators to be assessed—student learning and retention, teacher effectiveness, the secondary education system, and others—will be reflected in the LAISE program design. These indicators are contextually in line with the government’s education policy, secondary education roadmap, blended learning plan, 8th Five-Year Plan, the Ministry of Education’s Sustainable Development Goal framework, and other policy documents. The study focused on proposed interventions under the LAISE program toward ensuring quality education, which will increase the teachers’ teaching and students’ learning competency.

The feasibility study showcased a market/demand analysis and demonstrated that there is an ongoing need to adapt to changes in how students learn and the teaching-learning processes, while also being able to withstand shocks. Prolonged school closures due to COVID-19 resulted in significant learning losses among secondary school students, highlighting the need to enhance system readiness in the face of disasters, climate change, and pandemics. The direct and indirect causes of this problem were described, as well as the likely consequences if no intervention is made in the public sector. The study findings were presented at a high-level stakeholder dissemination event by the Bangladesh Secretary of Education.

Outputs and Resources



Collapse and Recovery: How the COVID-19 Pandemic Eroded Human Capital and What to Do about It, Chapter 3. Describes the cost of COVID-19–related school closures for children ages 6–14 and identifies actionable strategies for

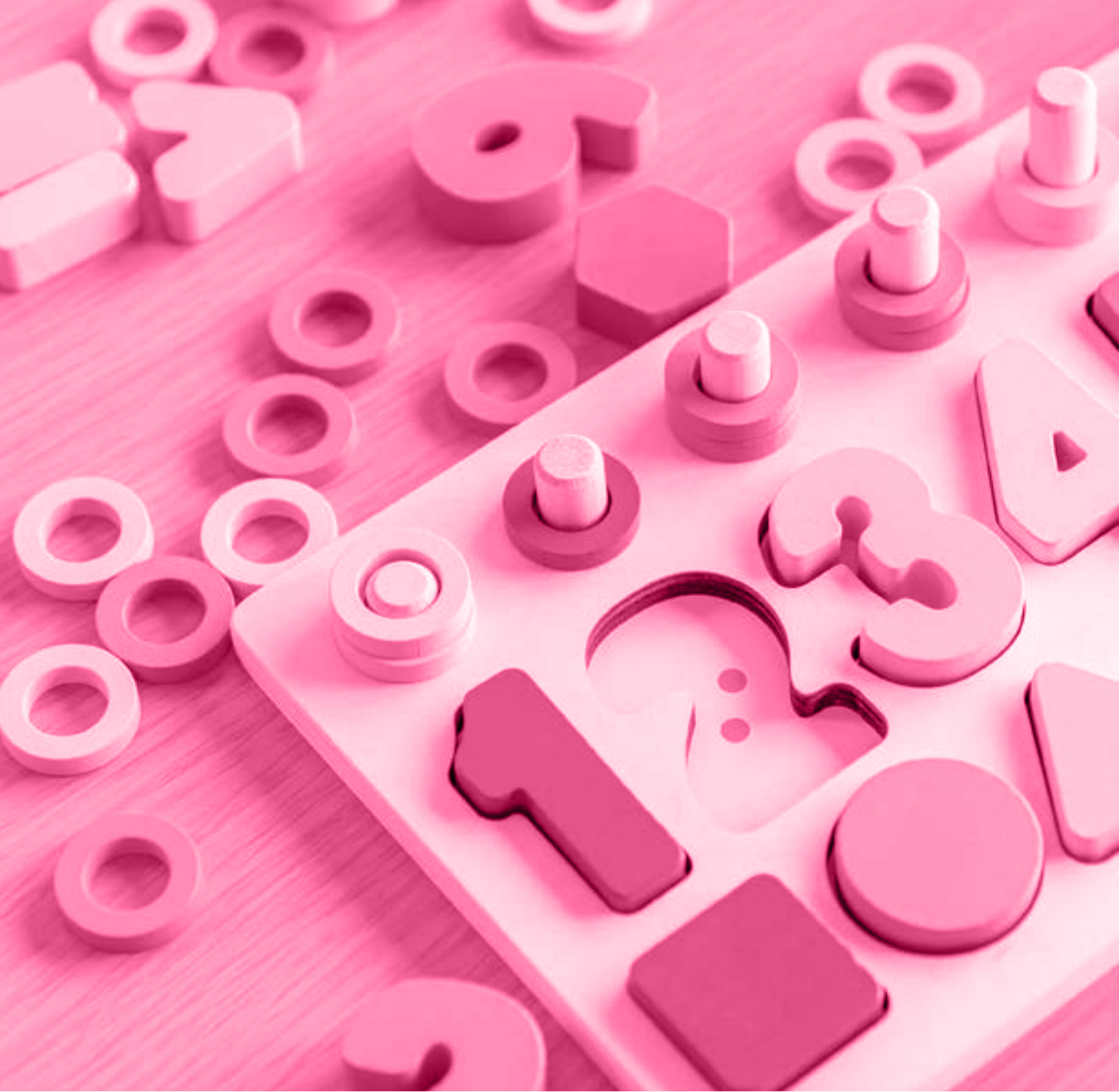
learning recovery. Data from Bangladesh demonstrate that, in some contexts, the months of learning lost were much higher than the months of school closure because students also forgot skills they had already mastered.



Gender, Growth Mindset, and Covid-19: A Cluster Randomized Controlled Trial in Bangladesh.

Explores the gendered impacts of COVID-19–related school closures on continued learning and motivation among secondary

school students in Bangladesh and presents short-term impacts of a cluster randomized intervention that offered students an innovative, virtually delivered Growth Mindset curriculum.



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, and capacity building.

Progress and Outcomes

Table 2.3 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.

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). Since 2012, the ELP has provided \$31.5 million in 195 grants that have leveraged \$3.7 billion in new and more impactful ECD finance. 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.

The ELP has concluded two funding rounds since the last FLC report. In late 2022, the ELP concluded a round on childcare, Read@Home,

and ECD in fragile contexts with 36 grants totaling \$7.1 million approved. In mid-2023, the ELP held another funding round on parenting and adversity, quality early learning, and ECD measurement topics, and awarded \$8.4 million to 36 grants. Table 2.4 summarizes the grants awarded.

Across these two funding rounds, a total \$41 million was requested for 143 proposals. The unprecedented number of requests from country teams reflects the continued increase in demand from countries for support on ECD across a range of topics and regions.

High-value global analytical work

ECD MEASUREMENT

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

TABLE 2.3
Progress on catalytic grants, high-value analytical work, and capacity building under the ELP

ELP activity	Progress update
Funding round 1 (2022)	36 grants totaling \$7.1 million approved
Funding round 2 (2023)	36 grants totaling \$8.4 million approved
ECD measurement	Since July 2022, nine countries have implemented AIM-ECD measurement tools, and three countries implemented Teach ECE measurement tools in 2022 and 2023. Additional countries have confirmed the implementation of these measurement tools in FY24 with support from ELP thematic grants and Teach-Coach SUNSET grants. Two dissemination activities were conducted on ECD/ECE measurement work, one with other UN agencies and another at an international academic conference.
Read@Home	Seventeen countries have been supported with technical assistance on book development and selection, parent engagement, and/or procurement; five workshops held with internal and external partners; guidance on parent engagement (one package) and procurement (10 products) developed; a printing price calculator launched; and over 1,600 print-ready titles in 23 languages available on the Early Learning Resource Network .
ECD in FCV	Seven 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 are being explored.
Childcare	All major streams of work have been launched, including awarding 26 catalytic country grants (totaling \$4.5 million), awarding 5 countries with recipient-executed funding (totaling \$17.9 million) to scale up childcare investments, financing 8 impact evaluations (\$2 million), financing work by Women, Business and the Law and the Living Standards Measurement Study teams to launch childcare modules and the production of a range of global public goods and diagnostic notes around diagnosing supply and demand of childcare, quality of childcare, and other key topics. In the first year, the team has committed \$35 million and is likely to use the full \$102 million within three years (instead of the initially planned five years) due to high demand from countries.
Capacity building: Early Years fellows	Cohort 3 has completed its first year
Capacity building: Policy makers	Cohort 1 has concluded; Cohort 2 will launch in October 2023

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 Scaling Up Measurement in Early Childhood project was successfully finalized in FY23, with all deliverables submitted and project objectives achieved. This project delivered a set of measurement tools, with associated resources guiding implementation,

TABLE 2.4

Aims of thematic funding rounds and proposals received and approved

Theme	Aim	Proposals received	Proposals approved
Childcare (2022)	Support countries to design, implement, and evaluate quality childcare operations and policy changes that increase women's economic empowerment and improve child development, as well as have a broader positive impact on families, businesses, and economies	38, requesting a total of \$8.9 million	26, totaling \$4.5 million
ECD in fragile and crisis settings (2022)	To make the case for greater investment in ECD in FCV and forcibly displaced settings and, ultimately, to support the design and implementation of quality operations at scale	17, requesting a total of \$3.8 million	7, totaling \$1.1 million
Read@Home (2022)	Expand opportunities for children to read at home in the languages spoken at home	22, requesting a total of \$5.3 million	7, totaling \$1.5 million
ECD measurement (2023)	Support ECD measurement activities that produce more, and better, data on ECD outcomes and early learning environments to inform policies, programs, and interventions and strengthen ECD systems	28, requesting a total of \$7.9 million	12, totaling \$2.3 million
Quality early learning (2023)	Provide funding to World Bank country teams for operational and analytical activities to improve the quality of ECE services being delivered within government programs and World Bank–financed projects	32, requesting a total of \$9.0 million	12, totaling \$2.1 million
Parenting and caregiving (2023)	Support World Bank country teams to strengthen parenting interventions and empower parents and caregivers to improve the quality of their interactions with their children and better address the causes and consequences of adversity	34, requesting a total of \$8.9 million	18, totaling \$4.0 million

to measure relevant developmental domains in early childhood and key quality features in ECE.

ECD and ECE measurement efforts will continue and expand under projects that are now in preparation, with new thematic areas on childcare quality measurement and ECD measurement in contexts of fragility, conflict, and violence (FCV). Analytical work also has resulted in dissemination activities in research conferences, in dialogue with other development organizations, and in

engagement with policy makers interested in implementing measurement activities as part of their ECD/ECE policies. Along with other efforts supported by the ELP, a new round of thematic grants on ECD measurement was launched in FY23. In all, 28 grant applications were received to support measurement initiatives covering seven world regions; 12 country grants were awarded. Grantees will be supported with additional technical assistance, a community of practice on ECD/ECE measurement, and implementation support in FY24.

READ@HOME

The Read@Home initiative expands children's opportunities to read in the language spoken at home. To date, the World Bank has provided assistance under Read@Home to 17 countries, including sourcing, selecting, and developing high-quality reading materials; involving caregivers and communities; optimizing the book supply chain; and reducing the unit cost of books.

From 2020 to 2022, 12 countries participated in the first wave of Read@Home programming.

In December 2022, five additional countries were awarded ELP catalytic grants, and two that had received funding in the first wave received an additional grant. The Bank has developed a range of demand-driven public goods in connection with the Read@Home initiative, including a global [Read@Home manual](#), 10 [guidance notes](#) on book selection and procurement, 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 so all caregivers can participate, regardless of literacy level. These products are further detailed under [Outputs and Resources](#) at the end of this subsection.

In 2022, the World Bank launched the [Early Learning Resource Network \(ELRN\)](#). This is 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 also hosts a [print cost calculator](#) to estimate the cost of printing these resources.²⁶ The World Bank is currently developing a low-cost, open-source book distribution/track and trace system that will

be available to all Bank and other education projects. The Bank works with partners at the country and global levels, including the Global Book Alliance, USAID, UNICEF, and various nongovernmental organizations.

QUALITY EARLY LEARNING: NURTURING CHILDREN'S POTENTIAL

The publication *Quality Early Learning: Nurturing Children's Potential* (Bendini and Devercelli 2022) was launched in May 2022.

It brought together a diverse group of experts to write about essential elements of quality learning in lower- and middle-income countries from both an academic and implementation perspective. The publication aims to equip policy makers and World Bank country teams with practical, evidence-based, and cost-efficient strategies for implementing high-quality ECE on a larger scale.

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.

Invest in Childcare 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. This work program is key to delivering the IDA's 20th replenishment (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 International Finance Corporation (IFC). The first year of implementation has been

highly successful, with demand exceeding expectations: more than 60 requests have been received from countries and World Bank teams for financial and technical assistance, and the IDA20 policy commitment on childcare is on track to be exceeded.

Invest in Childcare is designed to dramatically increase and improve investments in childcare.

It does so through catalytic country grants, research and upstream analytical work, operations, and policy dialogue. Financing and efforts have been central to strong achievement thus far, with the target likely to be met and exceeded.

At the country level, the initiative will provide catalytic grants, technical assistance, and capacity-building opportunities 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: Bank-executed funding and recipient-executed funding. Recipient-executed funding flows directly to governments and requires matching funding to be provided (see [figure 2.5](#)), incentivizing countries to invest public resources in childcare and creating sustainable pathways to scale access to quality, affordable childcare.

Initial funding of \$102 million has been secured.

This funding has come from the governments of Australia, Canada, Germany, and the United States; the Bill & Melinda Gates Foundation; the Hilton Foundation; Echidna Giving; the Hewlett Foundation; and the LEGO Foundation. The IDA20 policy commitment on childcare is 15 countries; 10 countries have been reached so far and 5 more are in the pipeline for approval this year. The IBRD pipeline is also strong with more than eight countries with childcare activities in FY23 and FY24 so far.

Internal coordination, collaboration, and engagement around Invest in Childcare are

FIGURE 2.5

Summary of Invest in Childcare activities and financing

<p>1 Country and global work to make the case for childcare and develop quality operations (Bank-executed funding)</p>	Catalytic grants to countries	\$25 million
	Global analytical work	
	Capacity building	
<p>2 Project funding to incentivize countries to invest scarce resources and scale up implementation (recipient-executed funding)</p>	Match funding for project finance (IDA and IBRD) \$1:\$1 for IDA and \$1:\$2 for IBRD countries up to \$10 million per country	+\$80 million



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](#) 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 and supporting the Gender Strategy Update.

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

- **Catalytic country grants:** \$4.5 million awarded so far to 26 country grants
- **Recipient-executed grants:** \$17.9 million recipient-executed grants awarded so far to five countries (out of \$80 million available)
- **Global analytical work** (data collection, evaluations, and tools and guidance for teams):
 - Sample instruments for situation assessments ready for review by members of the World Bank staff Childcare Working Group
 - Women, Business and the Law module on childcare scaled up to 150 countries
 - The Living Standards Measurement Study is developing a short childcare module to integrate into household surveys
 - Various guidance notes under preparation for review by members of the World Bank staff Childcare Working Group
 - Eight impact evaluations financed with Development Impact Evaluation/Development Economics/Gender Innovation Labs; impact evaluations are being prepared for all recipient-executed grants

- **Capacity building:** 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).

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.

In 2022, the ECD in FCV catalytic funding round was launched, with 17 proposals submitted requesting a total of \$3.8 million. Seven proposals were approved for funding, totaling \$1.1 million across sectors. A further five grants received funding under Read@Home and Childcare that are in FCV settings and/or reach displaced populations.

All grant teams supporting activities in FCV settings were invited to join the FCV in ECD learning agenda. Since January 2023, five workshops have been offered to staff on topics relevant to their grant activities. These workshops have been well attended and have received positive feedback on content and relevance.

Four Early Years fellows have been recruited in FCV locations and have received training on supporting ECD operations in fragile contexts. As their capstone project, one group of fellows is working on a literature review of the socioemotional effects of ECD programs in refugee and forced displacement settings.

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 will be made publicly available in the coming months.

Capacity building (internal and external)

EARLY YEARS FELLOWS

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

In September 2022, the third cohort, with 15 new fellows working in 17 countries, was successfully launched. An in-person orientation held in October 2022 in Washington, DC, provided an opportunity to meet with leadership and understand how the World Bank works across health, nutrition, social protection, and education to deliver early childhood interventions; build relationships as a cohort; interact with ECD partners; and begin their professional development program. Fellows have finalized the topics of their capstone group projects, and they will develop global public goods over the next eight months on five major ECD themes: FCV, childcare, ECD measurement, parenting and adversity, and quality early learning. Each thematic group receives guidance from an expert coach in addition to professional development on the writing, presentation, and dissemination process for their final products.



Participants at Engaging Policymakers in Early Childhood Program. Photo: World Bank

POLICY MAKERS

The Education Policy Academy's 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 program commenced in early 2021, selecting a cohort of 12 countries from a pool of over 40 applications. The chosen countries are represented by a diverse group of 100 participants, communicating in six distinct languages.

The first cohort completed the program in November 2022. Their graduation was attended by education ministers from El Salvador and Liberia, among others,

and featured remarks by the World Bank's Education Global Director. Since then, the World Bank has finalized bespoke technical assistance for each participant country on identified topics such as supervision, formative assessment, standards, workforce competencies, and classroom quality. The Bank is continuing to engage the cohort in postgraduation check-ins and is finalizing case studies with each country, documenting the value added of the program to strengthening their early childhood system.

The Bank worked to adapt the learning content tested with policy makers for the ECE Policy Academy. So far, four modules have been launched: Building Effective Early Learning Systems, Measuring Early Childhood Classroom Quality, Measuring ECD Outcomes, and Quality Early Learning Outputs and Resources.

Outputs and Resources



Read@Home Parent Engagement Materials. Provides a variety of practical resources to encourage and support parent engagement during reading activities at home. Content is available in different formats (e.g., flip books, pictures, video, audio, and discussion guides) so all caregivers can participate, regardless of their own literacy levels.



Procurement support guidance. Ten guidance documents supporting Read@Home have been produced to date, including “Books for All: How to Ensure Every Child Has the Texts They Need to Learn to Read” (in multiple languages) and “Read@Home Guide for Writers, Illustrators, and Designers of Books for Young Readers.”



Print Cost Calculator. Online resource to estimate the costs of printing books (textbooks, teacher’s guides, and books for reading practice) for foundational literacy programs serving schools, children, and their families.



Early Years Fellows Profiles. Comprehensive profiles for the current cohort (Cohort 3) of 14 Early Years fellows, covering their previous work experience, education, and motivation for becoming an Early Years fellow.



Teach ECE. Online brief provides summary description—and links to additional resources—for Teach ECE, a free classroom observation tool for use with children ages 3–6 to help countries monitor and improve teaching quality following the Teach Primary framework.



AIM-ECD. Online brief provides summary description—and links to additional resources—for AIM-ECD, which is

designed to help countries in diverse settings assess and improve early childhood.



Invest in Childcare. Online brief providing summary description—and links to additional resources—for the Invest in Childcare initiative.



Quality Early Learning: Nurturing Children’s Potential. Publication synthesizes evidence across disciplines and charts a course forward for quality ECE. The authors provide the latest evidence on how young children learn most effectively and how ECE programs can foster children’s natural ability and motivation to learn. Available in English with summary briefs in five additional languages.



ECE Policy Academy. Online access to four Policy Academy modules designed to equip World Bank staff with frontier knowledge around ECE and with tools to support countries in making more and better-quality investments in early childhood.



Four questions to answer before selecting an early childhood development measure.

To address the complex question of selecting an ECD measurement tool, the World Bank has published a nontechnical guidance note—discussed in this blog post—that guides users through critical questions, including defining the purpose of measurement, identifying the population of interest, mapping relevant ECD domains or outcomes, and considering logistical realities of data collection.



Engaging policymakers in early childhood development: Promoting joint

learning to improve quality. Blog post discusses the World Bank’s launch of a multiyear effort to engage with countries and strengthen policy-maker capacity to promote South-South learning and generate positive peer pressure to yield more and better ECE investments at the country level.

Early Years Fellowship in Ethiopia

Developing in-country champions to promote the early childhood 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.

Over 1,200 global applicants applied to join the third cohort in September 2022, and only 14 were selected. These fellows are teachers, researchers—in education and early childhood—and health and child protection specialists. Together, this group of World Bank Early Year fellows will be working in 17 countries with Bank staff, policy makers, and partners in country to advance the ECD agenda. Over a quarter of the current group has previously served in their country governments at the national level on policies, programs, and research to support young children and families.

One of those individuals is Tina Asnake. Here is her story.



"My public health background, along with my present involvement in the education sector, has put me in a unique position to strategically

advocate for multisectoral ECD interventions across the continuum of care.

"My name is Tina Asnake and I am 35 years old. Before joining the World Bank as an Early Years fellow, I worked as an ECD program coordinator and expert in newborn and child health at the Ethiopian Ministry of Health for six years. During my career at the ministry, I championed the early childhood agenda and led the integration of ECD programs into the national health system.

"My work at the Bank includes the General Education Quality Improvement Program for Equity (GEQIP-E) project, particularly supporting quality enhancement and assurance of early childhood education. I have contributed to the Inclusive Education Initiative, the COVID-19 Education Response Project, the Addis Ababa ECD project, and the first National Health Exhibition through technical support for the ECD theme and as a speaker to advocate for ECD to regional and federal stakeholders.



Children in Sire District, Ethiopia. Photo: Natalia Cieslik/World Bank

“One of my major achievements in this fellowship adventure has been the ratification of the National Early Childhood Development and Education policy framework. I have contributed with technical inputs and by reviewing and translating the document. I worked relentlessly with key stakeholders to get the policy endorsed, in part by establishing a series of platforms for sectors and development partners to meet regularly. My reputation as an established actor in ECD in Ethiopia made it easy for me to communicate with my counterparts in key sectors, navigate

through them, and better support my team.

“I was also instrumental in the launch of the policy framework, which brought together stakeholders from throughout the country and served to build awareness around the ECD policy framework.

“I am passionate about using my skills to support key sectors in Ethiopia in advancing the early years agenda and ensuring that all children can access high-quality nurturing care.”



Education is essential to finding the solutions and promoting innovation necessary to address the problems of our time."

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



SECTION 3

Risks and Challenges



This section presents an overview of the risks and challenges for the FLC Umbrella, followed by the risks and challenges at the activity level. Mitigation measures illustrate how the program or activity has overcome these risks and challenges.

Risks and Challenges for the FLC Umbrella

Strategic risk

The strategic risk for the FLC Umbrella 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 activities. The Bank's strategic education policy approach (World Bank 2020a) is anchored in 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 in order to achieve learning for all. It is also aligned with Sustainable Development

Goal (SDG) 4 to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

There is limited duplication with other trust funds within the World Bank, except with respect to those regional trust funds that cover preprimary and basic education. The FLC is the main platform for donor collaboration for early childhood, primary, and secondary education in the World Bank.

Stakeholder risk

Stakeholder risk is moderate. FLC roles and accountability are clearly defined according to corporate guidance in the Partnership Document. However, the stakeholder risk is that all donors contribute to the existing FLC based on preferred activities rather than via general contributions. This creates an inflexibility that does not allow the World Bank to adjust to country demand, implementation realities such as slow disbursement, and external shocks such as changes in government. 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 of 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 and reporting needs. 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 their collaboration deepens. 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.

A not insignificant stakeholder-related risk is a growing trend for donors to move away 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.

COVID's impact on donor economies—and the accompanying shrinkage in development budgets—and the war in Ukraine's diverting funding away from education pose another risk. The mitigation is to continue to engage with donor countries by stressing the urgency of the impact of COVID on education and human capital 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 FLC results are limited by the amount of funding.

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—even if the installment is agreed upon in the

BOX 3.1

The Global Coalition for Foundational Learning

During the Transforming Education Summit convened by the UN Secretary-General in September 2022, the Global Coalition for Foundational Learning was founded by FCDO, the Bill & Melinda Gates Foundation, USAID, UNESCO, UNICEF, and the World Bank. The Coalition successfully advocated for a renewed focus on foundational learning, including through a **call to action for foundational learning**. The SDG4-Education 2030 High-Level Steering Committee has named the Coalition as a global initiative on foundational learning that will be monitored and tracked. In 2023, the Coalition has continued to advocate for and track learning acceleration, in addition to creating a space for joint dialogue around foundational learning and understanding of country-level gaps and how Coalition agencies provide targeted support at the global level.

administrative agreement and the 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 management of the trust fund, and how the 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, near 70 percent. The needs in education are great and, relative to that need, the FLC will not receive enough contributions to measurably affect learning poverty or learning-adjusted years of school—which may take significant resources over time to change. Additional funding is needed to continue to expand the impact of the FLC, which currently has very limited program-mable funding. More funding is needed to meet the demand for learning data; more funding is also needed to expand the Accelerator cohort and to continue to support



teachers, education technology, and expand the Education Policy Academy offerings.

Risks and Challenges at the Activity Level

● Accelerator Program

Launching the Accelerator Program during the COVID-19 pandemic affected timelines during its first year of implementation. Initial activities related to the setting of learning targets and the development of Investment Cases took longer than anticipated given that ministries were closed and, when they first reopened, governments were focused on responding to challenges resulting from school closures and reopenings. The World Bank tried to use this time to engage in a dialogue with governments to explain the program and thus build ownership at the country level; this was not an easy task given the governments' focus on reopening. Nonetheless, the

program effectively adapted to the demands of the moment, using the countries' narrative of learning loss and the need to accelerate learning outcomes at scale—in a relatively short time—to make the case for the Accelerator Program. Despite setbacks, the program has now moved to a phase of providing targeted technical assistance to complement larger World Bank–financed projects in each of the accelerators, and the pace of implementation has picked up. The experience highlights the need for the program to remain flexible, as countries face myriad overlapping crises.

Target setting and publicizing poor learning outcomes continued to be a complex process given political sensitivities. Experience with target setting has demonstrated that this is more challenging than originally envisioned. There are sensitivities around publicizing existing data from national learning assessments and selecting indicators, even when technically appropriate. Despite this difficulty, with much intentional outreach and consensus building—including in partnership with UNICEF—targets around foundational reading outcomes have been successfully set in multiple countries. Effective communication facilitated this process and has been critical in ensuring that poor outcomes are perceived as an opportunity to develop a narrative around the change that is possible, the actions that are being taken to address them, and the relevance of this issue as a priority for the country.

Identifying needed consultants in key areas related to foundational learning has been a challenge in several countries. For example, the World Bank has worked with a handful of reading experts around the globe. As the program matures, reading experts will be needed simultaneously in multiple languages.

Finding these experts in difficult environments, such as Niger, will be a particular challenge. The program is thus putting a strong focus on strengthening the facilitation of technical assistance to countries. Several efforts are under way, including developing sample terms of reference, developing rosters of consultants, and procuring on-demand external technical support at the global level that can be made available to country teams at strategic times.

Learning Measurement and Data

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; filling that gap is urgent. The commitment to this work by donors of the Global Coalition for Foundational Learning and the Learning Data Compact is unprecedented, and much progress has been made to determine what can be offered to support governments. The World Bank is preparing a work program to deliver this support to countries conditional on funding. However, as was seen in the target-setting exercise in the Accelerator Program, some governments are reluctant to measure learning because performance is likely to be poor, which touches on political sensibilities. There is also inadequate technical capacity in addition to funding challenges. The World Bank—through policy dialogue and financing that often includes components on measurement—continues to stress the importance of measuring learning in order to track improvement in learning outcomes and as an indicator of the quality of the education system as a whole.

POLICY LINKING

The actual use of Policy Linking results for reporting on SDG 4.1.1 indicators takes time and engagement with policy makers, given political sensitivities. As of this writing, policy makers have not yet used the results of the two Policy Linking studies thus far prepared to report on SDG 4.1.1 indicators. In Ghana, the Minister of Education appears interested in using the results to update international learning indicators, although no action has yet occurred. In The Gambia, additional engagement with policy makers is needed to motivate them to report on SDG 4.1.1 indicators, while balancing concerns over potential political backlash if poor results are publicized.

ASSESSMENTS FOR MINIMUM PROFICIENCY LEVELS

AMPLs add value in countries where learning poverty is high. The World Bank, in partnership with UNESCO's Institute for Statistics and the Australian Council for Educational Research, has implemented the AMPL-b assessment in Sierra Leone and selected provinces of Pakistan. Although the tool has proven to be extremely nimble and cost-effective, information is needed on competencies *below* the SDG 4.1.1b threshold in countries where learning poverty is high—especially among Sub-Saharan countries. To address this need and increase the value addition of the tool, UIS has been working with ACER on the development of an AMPL a+b. This assessment will enable the measurement of student competencies at the end of primary education using both SDG 4.1.1a and SDG 4.1.1b thresholds.

Translation, technical quality assurance, and validation of the AMPL booklets are



time- consuming and technically demanding tasks. Although it is critical to preserve the psychometric properties of the original tool as it is translated into other languages, the turnaround time for review and feedback has been lengthy. Realistic timelines and adherence to these once they have been agreed upon will help ensure that multiple organizations are able to support this work.

Integrating AMPLs with existing national learning assessments is effective in allowing countries to report on national as well as international standards. While the analysis from stand-alone AMPLs can be useful feedback for countries, national learning assessments are a better vehicle to track learning over time. In most countries, however, the national learning assessments lack sufficient alignment to the Global Proficiency Framework and therefore cannot be used to report on the share of students meeting internationally comparable thresholds (the minimum proficiency levels). Integrating AMPLs in national

learning assessments allows countries to report on their national standards as well as on international standards. Several countries have expressed an interest in doing this. Methodological guidance for carrying out this integration is essential.

Only a limited number of organizations provide technical assistance for AMPLs. As of now, ACER is the only organization able to provide technical support to AMPL implementation and results analysis. Although ACER has deep expertise in the field of learning assessment and global monitoring of learning outcomes, it is in high demand for other projects and activities. In recognition of this limitation, UIS has requested ACER to prepare clear guidelines for translation, as well as for integration of AMPL in national learning assessments; these guidelines are not yet available. Their absence has already been a limiting factor on the World Bank's ability to support countries in AMPL implementation—a situation that will continue until the guidelines are validated and

available. Guidelines and codes to delegate analysis at the piloting and administration stages would also be useful.

CROSS-NATIONAL LEARNING ASSESSMENT

There is a lack of secured funding for participation in cross-national learning assessment programs. Although the World Bank has successfully mobilized countries to express their interest to participate in the 2024 Program for the Analysis of Education Systems (PASEC), several countries have not yet been able to secure funding. These countries are at risk of withdrawing their participation if funding is not available to cover the international fees. This eventuality would be a serious setback to the Learning Development Compact and to Pillar 2 of the Global Coalition for Foundational Learning objectives in Sub-Saharan Africa. In addition, the World Bank in Southeast Asia and Latin America has inquired about funding allocations for country participation in the Southeast Asia Primary Learning Metrics (SEA-PLM) and the Latin American Laboratory for the Evaluation of the Quality of Education (LLECE) programs in 2024. Without financial resources, many countries will miss a critical, time-sensitive opportunity in 2023 and 2024 to close existing learning data gaps.

GLOBAL EDUCATION POLICY DASHBOARD

While there are more GEPD surveys implemented in settings of fragility, conflict, and violence (FCV), where the political situation is volatile and insecurity is on the rise, there are delays in implementation and technical challenges. Due to political upheaval in some countries, it has become more difficult to

always have a focal point in the Ministry of Education. This lack makes the work of the survey more difficult, as enumerators usually need ministerial authorization to proceed to the field. Furthermore, insecurity due to terrorists' attacks or climate shocks has made enumerators' work more dangerous. A high degree of flexibility and adaptability is needed for the GEPD to continue to adjust to the developing reality in the field and to collect data in areas that are accessible.

The GEPD will also need to find a way to scale up its approach quickly and in a sustainable manner. As more countries express interest in the GEPD, the World Bank needs to find a way to implement it more quickly, with limited staff and resources. This flexibility was envisioned from the beginning, when the World Bank discussed the idea of creating, for instance, online classes that would explain in detail how to implement the GEPD in each country. To date, little progress has been made on this front given budget constraints. The Bank intends to focus on this effort in the upcoming year to ensure the Dashboard's sustainability.

The GEPD should ensure its highly valuable data is used to its fullest potential. As the GEPD rapidly expands, there is a risk that its data will be overlooked and not used. To avert this situation, data production must be coupled with continued engagement and capacity-building activities that enable client countries to harness data and enact evidence-based policies. Capacity must continue to be built within client governments so that there is a clear understanding of the utility of these data and how to incorporate this GEPD-produced information into discussions on policy reform, government sector strategies, and World Bank country strategies.



Global Coach, Coach Mozambique, and SUNSET Grants

A challenge for both Global Coach and the SUNSET grants is scalability. The tools and resources in the Coach program aimed at improving teachers' professional development focus on a one-on-one coaching model—which can be difficult to scale up and may not be efficient or locally relevant in some contexts. Countries have adapted the Coach tools and resources in some cases, but more effort is needed to guide and support those countries for which this model may not currently be a scalable and sustainable solution. It will 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. Country teams also need additional support on issues related to the entirety of the teacher career trajectory, including initial teacher education, teacher career workforce planning, and teacher career pathways, all of which affect teachers' practices and performance.

A continuous challenge for Coach Mozambique is enhancing government ownership of the program and the active role of internal system actors. In preparing for its planned expansion under Aprender+, the World Bank recognizes the importance of the government's ongoing and progressive ownership of the pilot program and strengthened communications between the central government and provincial-level authorities. This ownership and communication will enable the government to implement the program and deliver training with minimal support down the line as the program expands—as well as monitor program implementation within its own annual work plan. To build sustainability, the Bank trained provincial and district education officers, and identified one focal point in each district to closely support program implementation in 2023. At the central level, the Bank is supporting a dialogue among key ministry units to integrate monitoring of the intervention within the school district supervision system.

EdTech Policy Academy

Minimize time zone differences. There was an ongoing challenge accommodating a large group of countries with various time zones. For example, some teams did not get the chance to interact with other teams, which

is a critical piece to the overall Policy Academy learning experience. Minimizing the regional dispersion continues to be an area to work on. One solution is regional implementation to minimize time differences.

Require minimum connectivity and explore low-tech solutions. In regions like The Gambia, where Internet access is limited and expensive, bandwidth-intensive synchronous activities like videoconferencing are impractical. Instructors adapted by utilizing low-tech alternatives such as email resource sharing, recorded presentations, and WhatsApp discussions. Moving forward, the World Bank will inform upcoming participants of the necessity for stable connectivity for the Policy Academy and concurrently consider the feasibility of a low-tech version.

The platform design could improve and be more user-friendly, and the content better organized. The course platform's user experience and user interface have undergone significant enhancements, led by an instructional designer, who focused on simplifying user journeys and clarifying user expectations. However, there is still potential for growth, with only a third of users rating the platform as "excellent" in quality. To address this, the team plans to utilize learning analytics for better insights, introduce check-in-quizzes for formative assessments, and develop brief self-paced micro-courses on high-demand topics, including short videos and guided reflection activities.

Curating more practical content is a must. The participants have shown positive reception toward the weekly course readings, particularly the knowledge packs, with 45 percent of attendees rating their quality as "excellent" and 49 percent strongly agreeing on their relevance to their work. To enhance the

learning materials, the Bank aims to gather and organize more hands-on resources for practical EdTech implementation, document lessons learned, and analyze case studies with real-world instances. Additionally, participants expressed the need for increased multimedia resources to aid in instructions and demonstrations.

Ensuring Bank task team leaders' participation as country champions makes for better engagement. To streamline communication and synchronize activities with ongoing Bank operations, task team leaders were designated as country champions to oversee and guide country teams. In certain cases where task team leaders were absent, others assumed the role of country champions, affecting overall participation, engagement, and team performance. Ensuring the complete attention and commitment of task team leaders to the course is essential, if not strongly advised, to guarantee a high-quality learning experience for government participants.

Bangladesh Secondary Education Program

Translating evidence into action requires significant effort. Although the government has been very supportive and interested, truly internalizing the work 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. The World Bank is mitigating this by working closely with the government team designing the new secondary education programs to ensure that existing evidence is mainstreamed in design and implementation choices. A high-level conference with the leadership



of the Ministry of Education, the World Bank, and FCDO was held in March 2023 to disseminate the findings. This meeting generated much discussion and plans on how to ensure the work makes a difference in policies and programs. Several successful Bangladesh pilots have been included as explicit disbursement-linked indicators in the new World Bank Learning Acceleration in Secondary Education (LAISE) program, which is expected to become effective before the end of 2023.

Without timely disbursement of donor tranches, teams cannot deliver. Overall, the disbursement process has been relatively seamless. Nevertheless, the program's activities are closely linked to the school calendar, which means that even a brief delay at an inopportune moment can cause disruptions.

The World Bank is making concerted efforts to improve this situation by implementing early planning and maintaining effective communication with the donor.

Early Learning Partnership

A 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 that understand the importance of prioritizing early childhood development.



SECTION 4

Looking Ahead



This section discusses key FLC activity and program milestones planned for the next 6–12 months.

Accelerator Program

Over the next year, the Accelerator Program will roll out a series of activities to wrap up the first phase, take stock of lessons learned, and prepare for the next phase. Specific activities will include the following:

- **At the global level**, a Foundational Learning Helpdesk will offer country teams a range of support on pedagogical focus areas: curriculum and curricular goals, teaching in the classroom, teaching and learning materials, assessment, and system support (using the foundational learning check-in tool). Helpdesk support activities would include reviewing concept notes, recommending/matching consultants, reviewing terms of reference, sharing examples, and supporting client dialogue. The Foundational Learning Knowledge Café series will continue to showcase success stories and lessons learned. A set of global public goods will be produced, including guidance on good practice for bridging students' first

language to the language of instruction, teachers' use of literacy screening assessments, and good practices for task team leaders advising governments on the recruitment of third-party implementers.

- **At the country level**, technical assistance will continue in Mozambique, Nigeria (Edo State), Pakistan, Rwanda, and Sierra Leone.

Preparations are under way for the next phase of the program, incorporating important lessons learned. Key features include the following:

- **Expanding the cohort of countries.** This will be achieved by allocating smaller grants for technical assistance in prioritized intervention areas, such as structured pedagogy, and coaching.
- **Refining the country selection process to make it competitive.** The application process should take into account the type of technical assistance needed and what the program can support in a short time frame, other programs being implemented and/or in the pipeline, and the level of commitment from country-level stakeholders, among other key aspects.
- **Streamlining the process to develop Investment Cases and targets.** To the extent possible, a significant part of the work entailed in developing Investment Cases and targets should take place during the application process (identifying learning data sources, assessing bottlenecks to learning, etc.) so technical assistance can start quickly. The program will also be flexible if target setting and Investment Case are not what is critically needed in the country context.
- **Strengthening the facilitation of technical assistance to countries.**



Learning Measurement and Data

Policy Linking

The World Bank will support dissemination of the Policy Linking done in Pakistan. Conditional on funding and interest of countries, more policy-linking exercises could be supported.

AMPL

The World Bank will continue supporting the administration of AMPL-b in Pakistan and the dialogue with Jordan for integrating AMPL in its national learning assessment. Conditional on funding and interest of countries, the World Bank could provide technical and financial support for implementation of the AMPL as a stand-alone module with the GEPD or integrated in national learning assessments, as in Jordan and Sierra Leone. This Bank support could include implementation of AMPL-a, -b, or a+b. Adding the AMPL to the GEPD will increase the cost.

Cross-National Learning Assessments

The World Bank will continue to coordinate with international and regional agencies to promote more and better use of learning data. For example, the World Bank is in discussions with the Organisation for Economic Co-operation and Development to produce Program for International Student Assessment (PISA) briefs similar to the Progress in International Reading Literacy Study (PIRLS) 2021



briefs. The World Bank is also preparing the next learning poverty country-level updates, which use newly released learning assessment data (mainly PIRLS).

The World Bank will continue to support reducing the barriers for country participation in regional and international assessments. Conditional on funding and interest of countries, the World Bank could provide grants to countries for participation in cross-national learning assessment and use of data.

Strengthening National Assessment Systems

The World Bank will continue providing just-in-time technical support and organizing workshops and events to strengthen the accountability of education systems. Conditional on funding and interest of countries, the World Bank could provide country grants to strengthen national learning assessment systems.



Global Education Policy Dashboard

Over the next 12 months or so beginning in October 2023, the World Bank will focus on the following.

- **Continue to expand coverage of the GEPD through additional implementations.** As part of this effort, the World Bank will finalize the four ongoing implementations in Central African Republic, Edo State (Nigeria), Sindh (Pakistan), and Balochistan (Pakistan), and initiate implementation in pipeline countries and countries currently under discussion.
- **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 develop resources such as step-by-step field guides, task team leader guides, and low-cost online training resources. These tools will enable local implementation of the GEPD by country teams, partners, or governments without necessarily requiring involvement from the World Bank or its global team.
- **Leverage the growing amount of GEPD data to expand the analytical agenda of education service delivery.** Making use of all the data collected, the World Bank will work on analytics. In particular, the Bank is working on a series of research papers and blogs to disseminate GEPD insights as well as exploit the richness of GEPD data for topics where evidence may be scarce. One such topic is the relationship of teaching and learning, with an emphasis on play-based teaching behaviors. Other potential topics include (1)

exploring beliefs, mindsets, and motivation across education actors (teachers, principals, and bureaucrats) and their relationship to service delivery; (2) the landscape of the education bureaucracy around the world and the significance of bureaucratic factors in education service delivery; (3) the relationship between service delivery indicators (i.e., teaching skills) and climate factors, leveraging geocoordinates to bring in climate data sources; (4) the role of students' socioeconomic background in the classroom; and (5) education service delivery in settings of fragility, conflict, and violence (FCV), leveraging GEPD data, GEPD geocoordinates, and distance to conflict leveraging the [Armed Conflict Location & Event Data Project](#) (ACLED) data sets; among others.

Teachers

Global Coach

- **Continued technical support and guidance for countries to improve teaching practices using Teach and Coach.** This support will be provided to World Bank country teams engaged in projects focused on improving teaching quality through teacher professional development, including through (1) ongoing training on Teach and Coach tools and resources; (2) sessions and workshops on the Teach and Coach work programs, to orient country teams on the resources available and to disseminate the products developed; and (3) technical support to country projects.
- **Publication, launch, and dissemination of the Global Teachers' Report in fall 2023.** This report underscores the potential of behavioral science and psychology in

enhancing the efficacy of policies related to teachers and teaching; it draws insights from the development and application of the Coach tools and resources thus far.

- **Development and publication of a report documenting countries' experiences leveraging Coach tools and resources.** This short report will present a series of case studies of countries' use of the Coach tools and resources to design and implement high-quality teacher professional development programs and systems. The report will also present lessons learned from this work to date.

Coach Mozambique

The World Bank will provide ongoing technical support. Most recently, it coordinated with Mozambique's Ministry of Education and Human Development and the implementing firm to conduct monitoring visits in September and October 2023 in Manica and Niassa to closely follow program implementation. The team will also continue to develop the following tasks.

- **Collect midline data for Aprender+.** The World Bank conducted an impact evaluation in September and October 2023, which included data collection to measure the impact of the program on teaching practices, teacher knowledge, and teacher motivation (as measured in teacher surveys); the workload of the *zona de influência pedagógica* (ZIP) coordinator, school principal, and Coach; and a round of qualitative data collection to inform and improve implementation, focusing on understanding program fidelity through implementation, teacher perceptions of the program, professional development

activities in the control group, and potential constraints to program impact.

- **Review program materials.** This review will be done based on Year 2 experience, before the ministry expands implementation, through the World Bank–financed MozLearning project.
- **Convene the final local advisory board meeting.** The World Bank will convene this meeting in February 2024 to discuss findings from Year 2 implementation and findings to date from the impact evaluation of Aprender+.

Teach-Coach SUNSET Grants

- **Ongoing grant management.** The World Bank will continue technical supervision and management of the 23 SUNSET grant-implementing projects focused on improving teaching quality and leveraging Coach tools and resources.
- **Development of cross-country learning activities for additional regions.** The World Bank will provide cross-country learning activities for additional regions among SUNSET country grantees. It will also support knowledge generation and the codification of lessons learned through country projects implementing SUNSET grants; this will in turn inform the development of new and revised technical products.
- **Development and conduct of a series of regional workshops and conferences.** These workshops will be focused on topics related to supporting teachers and effective teaching to help build external capacity at the country level on how to best use Teach and Coach tools to support improved education outcomes.

Education Technology

EdTech Hub

- **Continue generating demand among World Bank country teams for the EdTech Hub Helpdesk.** The World Bank will suggest next steps for country support and applications to the EdTech Hub’s Helpdesk. The EdTech Hub will work with country teams that participated in the EdTech Policy Academy to support the “what” and “how” of EdTech approaches.
- **Create joint products.** The June 2023 World Bank–EdTech podcast, “[Supporting EdTech Policies and Projects: a Conversation with the EdTech Hub](#),” is the most recent joint product completed. Planning is ongoing for three other joint products for completion by March 2024.

EdTech Policy Academy

- **Next iterations of the EdTech Policy Academy.** The World Bank utilized the summer of 2023 to define the methodology and develop more content for the Fall 2023 EdTech Policy Academy, which is planned for October 2023. The Policy Academy will be open for all countries in the Europe and Central Asia, South Asia, East Asia and Pacific, and Middle East and North Africa regions. The World Bank team is currently debating whether to open the Spanish-language course for Latin America and the Caribbean in winter 2024 or merge it with the rest of the regions in fall 2023. The Spring 2024 EdTech Policy Academy will explore the

potential of hybrid options, combining in-person and virtual sessions.

- **Other-language pilots.** The need to expand the course to various languages was emphasized by non-English-speaking participants, along with the possibility of a Spanish-language pilot given the prevalence of native Spanish-speaking EdTech team members.
- **Interactions and relationships with Policy Academy alumni.** The Bank will prepare a Policy Academy alumni distribution list and communicate on a regular basis to support a community of practice.

Education Policy Academy

- **Literacy Policy Academy.** Next steps include (1) expanding the academy to include synchronous as well as the current asynchronous delivery modality, and (2) increasing the number of clients and partners that have the opportunity to participate.
- **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.
- **Learning assessments for System Improvement Policy Academy.** Next steps include the redesign of existing course content, consultations with country teams to identify training needs, and a systematic review of existing courses offered by other agencies to identify collaboration opportunities and inform design.

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 World Bank's Learning Acceleration in Secondary Education (LAISE) program. In the coming year, as the program comes into effect, the focus will be on supporting evidence-based implementation. The team will also focus on disseminating findings of more recent work—notably, from the Reinventing Our Classroom endline, the formative assessment endline, and the teacher mindsets baseline.
- **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 Bangladesh Ministry of Education (MOE) in leveraging secondary education for climate action.** This support will be provided through two linked studies that (1) establish the impact of increased heat on learning outcomes in Bangladesh and (2) generate climate-positive knowledge, mindsets, and action among secondary students. A high-level event is planned that brings together key stakeholders on secondary education and climate to operationalize action based on the evidence generated.
- **Support the MOE 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 MOE 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

- **Invest in Childcare.** A second round of Bank-executed grants (up to \$250,000 per grant) for childcare was launched with applications to be accepted until October 31, 2023. 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 Engaging Policymakers in Early Childhood Program (within the Education Policy Academy).** The first cohort has now concluded, and preparations have begun for a second cohort focused exclusively on childcare. Work has also begun on integrating modules on early childhood education (ECE) into the Education Policy Academy platform, with new modules planned on childcare, early childhood development (ECD) in FCV contexts, and parenting and adversity.
- **Parenting.** A new advisory services and analytics on parenting is expected to begin later this calendar year; it aims to close some of the evidence gaps around implementation of the parenting intervention and curate existing evidence in a way that is accessible and easy to use for policy makers interested in implementing parenting interventions at scale. An evidence review is currently being undertaken to inform the focus of the work. It is expected that this activity will produce a number of papers focused on implementation challenges specific to particular regions.
- **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. The Bank will also develop global public goods

by piloting the Track and Trace system; expanding the Parenting Engagement Package; documenting lessons learned through implementation; providing additional procurement guidance globally and to internal and external teams; and expanding the library of open source, print-ready books for schools, children, and families.

- **ECD measurement.** Existing ECD measurement activities will continue over the next 12 months and the development of new activities on the measurement of childcare quality will begin. Additional technical assessment and capacity-building activities will be implemented to prepare the new cohort of the Early Years Fellowship program on ECD measurement activities and to oversee the development ECD measurement projects led by the fellows. Learning activities are being planned and will be implemented to support a new cohort of ELP grantees that require technical assistance in ECD/ECE measurement topics to support projects supported by ELP grants. In coordination with UNICEF and the World Health Organization, the ELP will co-organize a regional conference for policy makers and staff on ECD measurement in East Africa to promote policies and initiatives on monitoring ECD measurement for 0- to 6-year-olds. We will finalize the guidance materials for inclusion of the AIM-ECD tools as household survey modules in World Bank surveys. Existing analytical work will be submitted for publication in a research book and a research journal.



Trust funds complement the core funding and activities of the World Bank Group, increase the scope and reach of its activities, and further its knowledge and learning agenda.”

**Akihiko Nishio, Vice President,
Development Finance, World Bank**



SECTION 5

Trust Fund Financials



As of September 30, 2023, a total of \$37.6 million in paid-in contributions has been allocated to agreed-upon initiatives, with \$25.2 million (59 percent) having been disbursed. These disbursements represent a 19 percent increase over the previous reporting period. Grant commitments account for \$13.9 million, which is roughly \$300,000 more than the fund

balance—the result of grant allocations based on future planned donor contributions. This circumstance, along with accelerating child grant disbursement rates, indicates that donor contributions will be exhausted before the FLC closes in 2025. Tables 5.1 and 5.2 provide more details on the status of contributions.

TABLE 5.1
FLC Umbrella Trust Fund financial status as of September 30, 2023 (\$)

Development partner	Amount (\$)
Funds committed by development partners	48,858,021
Bill & Melinda Gates Foundation	13,814,563
LEGO Foundation	10,000,000
Ministry for Foreign Affairs of Finland	6,208,694
UK Foreign, Commonwealth & Development Office	18,834,764
Funds received from development partners	37,615,569
Bill & Melinda Gates Foundation	10,924,469
LEGO Foundation	8,499,982
Ministry for Foreign Affairs of Finland	6,208,694
UK Foreign, Commonwealth & Development Office	11,982,424
Total disbursements	25,009,772
Total funds allocated	13,636,518
Total commitments	13,922,231

Source: World Bank Trust Fund Portal.

TABLE 5.2
ELP associated trust fund financial status as of September 30, 2023

Development partner	Amount (\$)
Funds committed	132,475,996
Bernard van Leer Foundation	257,050
Bill & Melinda Gates Foundation	9,997,917
German Federal Ministry for Economic Cooperation and Development	21,253,200
Government of Australia	2,052,648
Government of Canada	7,751,341
Hewlett Foundation	2,000,000
Hilton Foundation	5,500,000
LEGO Foundation	32,600,000
Porticus	500,000
Rockefeller Philanthropy	3,000,000
UK Foreign, Commonwealth & Development Office	1,063,840
United States Agency for International Development	47,000,000
Funds received	56,696,805
Bernard van Leer Foundation	257,050
Bill & Melinda Gates Foundation	9,997,917
German Federal Ministry for Economic Cooperation and Development	21,253,200
Government of Australia	1,673,508
Government of Canada	7,751,341
Hewlett Foundation	2,000,000
Hilton Foundation	5,500,000
LEGO Foundation	5,199,948
Rockefeller Philanthropy	2,000,000
UK Foreign, Commonwealth & Development Office	1,063,840
United States Agency for International Development	0
Total disbursements	11,679,006
Total funds allocated	47,220,459
Total commitments	31,153,943

Source: World Bank Trust Fund Portal.



First, interventions which balance school accountability with sufficient autonomy for innovation can significantly boost learning outcomes. Second, empowering teachers with the necessary resources is vital to ensure their teaching practices are focused on learning. Finally, systematic and regular measurement is critical. It not only allows for timely adjustments to learning approaches but also ensures that the ultimate objective, genuine learning in the classroom, is realized."

**Anna Bjerde, Managing Director of Operations,
World Bank**



Annexes



Ongoing FLC- and ELP-Funded Activities or Projects

TABLE A.1
Ongoing FLC-funded activities or projects

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Global Education Policy Dashboard	TF0C2831	Central African Republic	9/19/23	230,000	0	To improve access to and quality of preprimary and basic education and strengthen education system management and resilience
Education Policy Academy FY24	TF0C2464	Global	8/21/23	150,000	0	To provide World Bank staff and clients with learning opportunities to deepen knowledge and skills for education policy design, program implementation, and policy dialogue in priority thematic areas
Assessments System for Foundational Learning	TF0C2395	Malawi	8/15/23	28,000	617	To carry out a functional review of current assessments for foundational learning and the utilization of assessment data
Bolstering Global Support for the Teaching Profession and Workforce	TF0C2449	Global	8/15/23	2,200,000	117,078	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
Bangladesh: Global Education Policy Dashboard	TF0C2436	Bangladesh	8/13/23	200,000	0	To improve the quality of and enhance equitable access to education from preprimary to grade 5
Global Education Policy Dashboard 2.0	TF0C2291	Global	8/1/23	765,500	26,236	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
Accelerating Learning Measurement for Action—Primary Education	TF0C2146	Global	8/1/23	535,000	11,936	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

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Teach/Coach SUNSET Grants	TF0C2167	Mexico	7/25/23	164,515	8,024	To support federal and state education authorities in promoting that all students can regain their educational trajectories in the aftermath of the pandemic
Foundational Learning Compact Implementation in Pakistan	TF0C2123	Pakistan	7/17/23	250,000	0	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	100,000	95,076	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	TF0C1442	Mozambique	5/4/23	1,069,924	167,370	To help Mozambique design, implement, and evaluate high-quality teacher professional development programs and systems that align with global evidence
Strengthening Foundations in Learning through Early Grade Math Assessment	TF0C0643	Tunisia	1/31/23	50,000	49,767	To support the design, implementation, and analysis of results of a nationally representative early grade mathematics assessment to inform student acquisition of foundational numeracy skills in Tunisia
ARISE and Align: Improving Teacher Professional Development in Cameroon	TF0B9868	Cameroon	10/24/22	250,000	42,393	To improve teaching quality in Cameroon
Teach Nepal	TF0B9593	Nepal	9/16/22	50,000	5,670	To improve teaching quality in Nepal
LEGO Teach-Coach Global Grant	TF0B9526	Global	9/13/22	300,000	38,996	To accelerate student learning by improving in-service professional development in low- and middle-income settings
Early Childhood Education Classroom Observation	TF0B9151	Regional: Maghreb	7/21/22	43,000	0	To collect data to inform decisions to modify and scale up the ECE-level model, and potentially expand the model of teacher training to higher levels of education (primary and beyond); to strengthen the notion of classroom observations in ECE, and the quality control exercised by the government
Scaling Up Teachers' Continuous Professional Development	TF0B9175	Tanzania	7/20/22	250,000	294,002	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/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
First Teacher Coach Professional Development Program	TF0B9066	Somalia	7/7/22	176,618	106,858	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
Enhancing Professional Support to ECE and Primary Education Teachers in Pacific Island Countries	TF0B9007	Regional: Pacific Island countries	7/6/22	75,000	127,476	To support measurement of teaching practices and guidance for practical and tailored TPD in Tuvalu and Kiribati
Equip Teachers with Modern Tools and Resources to Improve Classroom Practices	TF0B9045	Romania	6/30/22	249,450	32,640	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
Increase Efficiency of Instruction: Impact Evaluation of a Pioneering Study on Teaching Practices	TF0B9036	Mexico	6/30/22	150,000	264,112	To improve teaching quality in Mexico
Using Teach to Strengthen Teacher Professional Development in Cabo Verde	TF0B8936	Cabo Verde	6/30/22	50,000	147,324	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
Gujarat Outcomes for Accelerated Learning (GOAL)	TF0B9042	India	6/29/22	62,500	0	To enable the state of Gujarat to strengthen needs-based TPD informed by data from the Teach Primary tool
Strengthening Coaching and Adapting to Local Languages in Education (SCALE) in Punjab and Khyber Pakhtunkhwa	TF0B9016	Pakistan	6/29/22	247,500	30,212	To support the adaptation and contextualization of classroom observation and teacher mentoring tools in Khyber Pakhtunkhwa and Punjab to improve elementary education services
India: Strengthening Teacher Education and Professional Development (I-STEP)	TF0B9044	India	6/29/22	37,500	1,819	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/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Teach-Coach SUNSET Grants	TF0B9043	India	6/28/22	150,000	22,174	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
Teacher Professional Development Materials and Activities to Support Local Governments in North and Northeast Brazil	TF0B9032	Brazil	6/28/22	50,000	41,897	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
Scaling Up Improved Teaching Practices	TF0B9012	Djibouti	6/27/22	122,500	107,364	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
Ensuring Effective Teacher Professional Development for Early Learning	TF0B9014	Regional: El Salvador, Honduras	6/27/22	250,000	156,052	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
Teach-Coach SUNSET Grant	TF0B9013	Morocco	6/24/22	50,000	49,573	To support improved teaching practices in primary and secondary education and strengthen management capacity and accountability along the education service delivery chain
Indonesia Assessment on Teaching Practices	TF0B9006	Indonesia	6/24/22	50,000	33,495	To collect data on teaching practices using the Teach instrument from a sample of 350 schools where learning assessments will be conducted by a separate survey funded by other resources
Building Back Better Education Systems	TF0B8883	Bangladesh	6/21/22	1,221,666	2,331,342	To guide the secondary education system on how to build back better for improved retention and learning after COVID-related disruptions and learning losses

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Central African Republic Teach Pilot	TF0B8976	Central African Republic	6/20/22	50,000	18,197	To improve teaching quality in the Central African Republic
Capacity Building in Armenia through Teach and Coach	TF0B8969	Armenia	6/20/22	50,000	23,610	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	230,000	236,122	To scale up the tools, approaches, and activities developed to update Côte d'Ivoire's early learning and in-service training strategies
Strengthening Teaching Quality in Eswatini at Early Childhood Care, Development, and Education (ECCDE) Level	TF0B8905	Eswatini	6/15/22	50,000	268,296	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	178,000	36,998	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
Global Support—Accelerator Program	TF0B8523	Global	4/28/22	2,778,430	2,201,349	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
Understanding Learning Losses and Drivers of Learning for the Recovery and Acceleration of Learning	TF0B8298	Global	3/25/22	663,320	315,427	To increase and strengthen the measurement of learning and the drivers of learning for informed decision-making in order to improve teaching and student learning outcomes, and help countries achieve their education goals
Kenya: Accelerating the Fight Against Learning Poverty	TF0B8275	Kenya	3/22/22	526,397	198,326	To accelerate learning outcomes in Kenya
Pakistan Accelerator Case	TF0B7898	Pakistan	1/27/22	200,000	198,513	To enhance coordination among key actors in implementing evidence-based approaches to foundational learning in order to catalyze learning poverty reductions and improve education sector resilience through better targeting to include vulnerable populations and those in disadvantaged areas

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Niger: Accelerate Learning Improvement for Results in Education	TF0B7767	Niger	1/11/22	686,397	606,374	To build and maintain political commitment, stakeholder alignment, and mutual accountability for a common set of priority targets set by the government around learning poverty to ensure that the key evidence-based interventions of an effective foundational learning improvement program are clear, prioritized, and costed
EdTech Policy Academy	TF0B7288	Global	11/2/21	1,048,033	842,020	To provide World Bank education staff and client country counterparts with learning opportunities to deepen knowledge and skills for education policy design, program implementation, and policy dialogue in priority thematic areas
Edo State: Accelerating the Fight Against Learning Poverty	TF0B7302	Nigeria	11/2/21	2,779,352	1,297,329	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
Accelerating Improvements in Learning	TF0B7310	Mozambique	11/1/21	776,397	509,404	To accelerate learning outcomes in Mozambique
Accelerating the Fight Against Learning Poverty	TF0B7072	Rwanda	10/8/21	2,639,352	1,014,772	To accelerate learning outcomes in Rwanda
Coach Mozambique Program	TF0B4347	Global	11/30/20	2,291,765	1,748,332	To accelerate student learning by improving in-service professional development in Mozambique
Global Coach Program	TF0B4350	Global	11/4/20	2,586,110	1,173,203	To accelerate student learning by improving in-service professional development in low- and middle-income settings
Support to Expanding Learning Assessment Comparability	TF0B3355	Global	7/7/20	280,000	279,312	To expand the availability of tools to ensure the global comparability of learning outcomes by piloting policy linking
Education Policy Dashboard	TF0A9297	Global	12/12/18	3,807,356	3,807,261	To build and implement an Education Policy Dashboard that will allow countries to monitor progress on policy efforts in three core dimensions of their education systems—service delivery, policies, and politics—that can drive improvements in education outcomes

Source: World Bank Trust Fund Portal.

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

TABLE A.2
Ongoing ELP Trust-funded activities or projects

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Enhancing Design for Community-Managed Childcare Support for NEET Youth	TF0C0359	Bangladesh	12/22/23	315,500	28,533	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
Supporting the Introduction of One Year of Quality, Government-Provided Preprimary Education	TF0C2130	Uganda	7/20/23	77,500	0	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 Universal Health Coverage	TF0C2134	Côte d'Ivoire	7/17/23	100,000	0	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	TF0C2076	Afghanistan	7/12/23	250,000	0	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
Care Economy	TF0C2083	Indonesia	7/10/23	85,174	794	To support the government and development partners in addressing gender inequalities in Indonesia through dialogue, technical assistance, and evidence
Technical Assistance for Enhancing the Quality of National Early Childhood Education Assessment Using MELQO	TF0C1986	Ethiopia	6/29/23	111,818	0	To improve internal efficiency, equitable access, and quality in general education (O-Class to grade 12)
Supporting First 1,000-Day Parents and Caregivers	TF0C1971	Papua New Guinea	6/28/23	269,300	7,342	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	6/4/23	246,080	50,605	To improve the delivery of select services that promote ECD in underserved areas of the country

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Building the Foundation for Quality ECE Systems	TF0C1553	Burundi	5/19/23	200,500	10,462	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	5/3/23	228,300	122,234	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	5/2/23	175,000	6,362	To increase employment and earnings and promote savings for selected vulnerable youth, at national scale
Empowering Women through Education and Skills Project	TF0B8653	Somalia	3/7/23	2,000,000	230,769	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	2/28/23	153,000	75,384	To improve ECCE teaching practices nationwide, upgrade physical learning environments of selected ECCE centers, and strengthen institutional capacity for education sector management
Improving Access to Childcare and Women's Engagement in Income-Generating Activities	TF0C0748	Sierra Leone	2/20/23	245,000	41,637	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	2/14/23	245,420	9,794	To promote the literacy of vulnerable children by providing them with age-appropriate books and guidance to parents about the importance of home learning
Childcare Services to Promote Women's Empowerment and Improve Child Development Outcomes	TF0C0678	Benin	2/6/23	150,000	15,413	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
Early Learning and Care Support	TF0C0668	Azerbaijan	2/6/23	225,000	55,634	To reduce information and knowledge gaps about ECE demand and supply and provide critical evidence for informing policy making in the country
ECD Home Support for the Most-Vulnerable Children	TF0C0389	Iraq	2/2/23	279,685	21,295	To enhance teaching practices of Arabic and mathematics teachers and improve literacy and numeracy skills among the most-vulnerable primary students in lagging governorates

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Read@Home	TF0C0596	Tajikistan	1/30/23	265,500	10,111	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	1/28/23	328,943	15,917	To improve equitable access to quality basic education, with a focus on selected disadvantaged areas
Enhancing the Provision of Early Childhood Services	TF0C0607	Zambia	1/24/23	197,500	27,119	To improve equitable access to quality learning conditions in ECE in targeted areas
Quality Early Childhood Education	TF0C0494	Kosovo	1/16/23	150,000	37,758	To improve equitable access to and quality of ECD services
Skills for Creating a Childcare Workforce in India	TF0C0474	India	1/13/23	250,000	56,975	To enhance institutional mechanisms for skill development and increase access to quality and market-relevant training for the workforce
Childcare and Empowerment of Women	TF0C0371	Liberia	1/9/23	228,000	70,462	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
Eastern and Southern Africa—Catalyzing Knowledge and Investment on Childcare	TF0C0388	Regional: Eastern and Southern Africa	1/5/23	250,000	9,112	To enhance women's economic empowerment in the region through generating new regional knowledge, facilitating regional exchange, and catalyzing investments
Enhancing Early Arabic Learning	TF0C0318	Regional: Middle East and North Africa	1/5/23	250,000	122,916	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
Improve Access to Quality, Age-Appropriate Storybooks to Children in Conflict-Affected Areas	TF0C0264	Ethiopia	12/23/22	267,600	57,701	To improve internal efficiency, equitable access, and quality in general education (0-Class to grade 12)
Expanding Access to Quality Childcare	TF0C0089	Cabo Verde	12/21/22	217,000	60,378	To improve access to basic services and labor market-relevant training
Inclusive Early Childhood Development Initiative	TF0C0296	Burundi	12/16/22	190,000	41,587	To improve nutrition, and access to basic services and economic opportunities in the targeted areas

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Enabling Childcare Services for Women Entrepreneurs	TF0C0088	Uganda	12/15/22	200,000	105,299	To increase access to entrepreneurial services that enable female entrepreneurs to grow their enterprises in targeted locations, including host and refugee communities
Paving the Road for an Improved and Gender-Transformative ECD System	TF0C0270	Colombia	12/13/22	375,000	115,807	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
Understanding the State of Child and Caregiver Outcomes in Khyber Pakhtunkhwa	TF0C0154	Pakistan	12/13/22	250,000	56,392	To improve availability, utilization, and quality of primary healthcare services and elementary education services in selected districts of Khyber Pakhtunkhwa
Sanar para Crecer: Improving Quality of ECD and Promoting Socioemotional Well-Being for Venezuelan Migrant Children	TF0C0245	Colombia	12/12/22	250,000	11,620,064	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
Enhancing Quality of Childcare and ECD Provision for the Poorest	TF0C0213	Rwanda	12/7/22	150,000	72,682	To improve the delivery and quality of childcare in community and home-based ECD centers
Support to Enabling Environment for Childcare and Women's Economic Empowerment Activities	TF0C0155	South Sudan	12/7/22	206,500	157,234	To develop a curriculum and training package for childcare services and apply them in pilot locations nationally
Early Childhood Development	TF0C0211	Yemen, Rep.	12/6/22	146,000	38,548	To maintain access to basic education, improve conditions for learning, and strengthen education sector capacity in select districts of the country
Empowering Women ECD Entrepreneurs	TF0C0182	Congo, Rep.	12/1/22	202,650	82,016	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	11/30/22	112,500	8,490	To contribute to the women's economic empowerment agenda in the country by piloting a new model of childcare service provision: home-based care
Community Childcare for Women's Productive Inclusion	TF0C0090	Madagascar	11/21/22	170,000	40,444	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

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Understanding Maternal Employment and Inclusive Childcare for Mothers of Children with Disabilities	TF0C0105	Regional: Kenya, Tanzania, Uganda	11/21/22	211,700	81,297	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
Improving Access and Quality of Child Daycare Services	TF0C0091	Bangladesh	11/19/22	195,500	23,454	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	São Tomé and Príncipe	11/18/22	237,233	84,329	To equip girls with life skills and improve student learning outcomes for all
Expanding Access to ECD Services Provision for Ukrainian Refugees and the Local Population by Harnessing the Potential of the Private Sector	TF0C0021	Moldova	11/11/22	180,000	44,663	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	11/10/22	250,000	95,321	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
ECCE National Policy Implementation	TF0B9931	Mexico	11/1/22	58,953	58,953	To support national and state-level education authorities in the implementation of the initial Education Policy and recovery from the learning losses caused by the COVID-19 pandemic
Support for the Care Economy	TF0B9888	Indonesia	10/26/22	120,000	34,825	To increase access to high-quality and reliable childcare services by working women and promote economic empowerment by facilitating women's entry and retention in the labor market during childbearing years
Promoting Family and Community Engagement in Early Learning	TF0B8654	South Sudan	5/20/22	50,891	0	To strengthen institutional capacity and human capital formation through the development of a package for parents to support early learning and school readiness
ECD Global Solutions Group Support from ELP	TF0B7982	Global	3/22/22	900,000	880,822	To support World Bank staff and client countries to expand the size of ECD investments and improve the quality and impact of investments to ensure improved ECD outcomes

Activity/project	Grant no.	Country/region	Approval date	Grant amount (\$)	Amount disbursed (\$)	Objective
Read@Home	TF0B7983	Global	2/10/22	867,987	731,616	To deliver reading, learning, and play materials to hard-to-reach homes as quickly and efficiently as possible, along with support for parents and others to enhance children's learning
Engaging Policy Makers in Early Childhood Education	TF0B5050	Global	2/3/21	835,000	771,741	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
Improving Quality in Early Childhood Education	TF0B4632	Honduras	11/30/20	267,787	194,658	To improve preschool management, teaching practices of preschool teachers and educators, and physical learning environments in preschools that serve children in targeted areas
Innovative Playful Learning Approaches	TF0B3977	Uzbekistan	9/20/20	235,000	199,250	To finance the development of innovative, playful learning approaches to improve children's readiness for primary education
Playful Parenting for Better Nurtured and Eager-to-Learn Children	TF0B3936	Myanmar	9/10/20	150,000	146,583	To support the expansion of cash transfers for improved maternal and child nutrition in the vulnerable regions of Ayeyarwady and Shan
Promoting Play Mahay Mikolo	TF0B3692	Madagascar	8/10/20	173,300	172,579	To integrate playful parenting components into existing parenting interventions, building in opportunities for analytical work of both policy and scientific merit, and assessing the potential of these activities for feasibility at scale
Early Years Fellows Grant	TF0B2118	Global	2/12/20	2,200,000	2,076,974	To build the capacity of young professionals to support World Bank teams and client countries to scale up quality early years' activities

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.

Progress on Key Milestones of FLC Anchor Activities

TABLE B.1
Accelerator Program

Milestone	Mozambique	Niger	Nigeria (Edo State)	Pakistan	Rwanda	Sierra Leone ^a
Learning targets are developed by the government with support from the World Bank	Completed	Completed last reporting period	Completed	Completed	Completed	Completed last reporting period
Learning target baselines are established by the government with support from the World Bank	Completed	Completed last reporting period	Completed	Completed	Completed	Completed last reporting period
An Investment Case that outlines a strategy for meeting learning targets is developed	Completed	Paused	Completed	Completed	Completed	Completed
The Investment Case is costed with a realistic budget	Completed	Paused	Completed	Completed	Completed	Completed
Resource and capacity gaps for project implementation are identified among government and local implementors by the World Bank	Completed	Completed	Completed	Completed	Completed	Completed
Technical assistance to address identified resource and implementation capacity gaps is provided by the World Bank	In progress	Paused	In progress	In progress	In progress	In progress
A community of practice focused on sharing data and lessons from the accelerator experience and learning poverty reduction efforts is implemented and supported by the World Bank	In progress	Paused	In progress	In progress	In progress	In progress

a. Sierra Leone did not receive a country grant because there were already sufficient resources; however, it is benefiting from being in the first cohort of Accelerator countries through the program's global activities of the program.

TABLE B.2
Learning Measurement and Data

Milestone	Status	Results
Scale up of Policy Linking in additional national assessment programs, including technical assistance	In progress	Additional support for the implementation of the benchmarking methodology in Rwanda and Pakistan
Implementation of AMPL-b to support global monitoring of learning outcomes in selected countries	In progress	AMPL-b has been translated into Urdu and Arabic and implemented in Sierra Leone and Pakistan, with potential scale-up to additional countries
Development of global report on teaching and learning (using Global Education Policy Dashboard data including analysis of PLAY)	In progress	The report will outline landscape of teaching profession, explore relationship between teaching and student learning outcomes, and explore factors linked to teaching quality (e.g., types of teaching support, recruitment practices)
Development of global report on learning losses due to the COVID-19 pandemic	Completed	Report <i>Learning Recovery to Acceleration: A Global Update on Country Efforts to Improve Learning and Reduce Inequalities</i> completed and released publicly
Development of country report on learning losses due to the COVID-19 pandemic	Completed	Country report for the Dominican Republic (internal working draft) completed and shared with local policy maker

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

TABLE B.3
Global Education Policy Dashboard

Milestone	Status	Results
Develop a revised version of all instruments, indicators, and other relevant documents to be used during the second round of data collection	Completed	All instruments, training materials, and their translations have been cleaned up, revised where needed, and organized
Revise the GEPD interface to integrate all feedback received during listening labs	In progress	Listening labs and structured interviews were completed, and report—including recommendations—is available; website adjustments to follow in the next reporting period
Complete the first round of data collection in any remaining countries	Completed	The initial scope/plan to complete data collection in 13 countries has been met; the team is now focused on scaling up the initiative
Develop a short note outlining evidence on use and influence through key stakeholder survey	In progress	This short note is being developed as preparation for the next phase of the GEPD, to identify areas where strengthening might be needed
Complete the second round of application of data collection in the 8 new countries	In progress	A second round of data collection was completed in Jordan; in other countries, a repeat survey will be done if funding becomes available
Develop a report outlining progress between the two rounds of data collection in Jordan	In progress	Given the limited funding for repeat surveys, this activity is ongoing, but will focus only on the two rounds of data collection in Jordan; this report/note will be delivered by the next reporting period
Develop training materials	Completed last reporting period	
Add at least one country beyond the original group to join the GEPD	In progress	The current number of completed, ongoing, and pipeline systems exceeds the 13 originally planned
Develop data processing programs	Completed	
Automate training (development of massive open online course)	Pipeline	This activity is conditional on funding becoming available
Analyze micro-data for 3–5 countries in the first cohort, and finalize a report on findings and disseminate it	In progress	Draft completed; will be finalized and disseminated in the next reporting period

Note: GEPD = Global Education Policy Dashboard.

TABLE B.4
Global Education Policy Dashboard: country progress

Country/province	Status	Notes
Bangladesh	Pipeline	Participation confirmed; survey firm being procured
Cameroon	Pipeline	Country has expressed interest, implementation under discussion
Central African Republic	In progress	Fieldwork is ongoing
Chad	In progress	Fieldwork completed, awaiting validation.
Gabon	In progress	Fieldwork completed, awaiting data validation with government counterparts; country team is cofinancing effort
Guinea	Pipeline	Country has expressed interest and will finance data collection with its own resources
Jordan [Round 2]	In progress	Fieldwork completed, awaiting validation
Madagascar	Completed last reporting period	Very positive response, with ministry staff working jointly on report; combined implementation with service delivery indicators survey; currently working on dissemination phase
Mozambique	Completed	Data collected through survey of public officials and policy survey, to complement recent service delivery indicators survey
Niger	In progress	Fieldwork is completed; Niger, an Accelerator, will use the GEPD for Learning Improvement for Results in Education (LIRE) project monitoring and capacity building; awaiting data validation with government counterparts
Nigeria—Edo State	In progress	Fieldwork is ongoing
Pakistan—Balochistan	In progress	Fieldwork is ongoing; country team is cofinancing effort
Pakistan—Islamabad	Completed	Fieldwork completed; country team is cofinancing effort
Pakistan—Khyber Pakhtunkhwa	Completed	Fieldwork completed; country team is cofinancing effort
Pakistan—Punjab	Pipeline	Firm hired; data collection to start when Sindh/Balochistan are completed
Pakistan—Sindh	In progress	Fieldwork is ongoing; country team is cofinancing effort
Sierra Leone	Completed	Fieldwork and validation completed; data leveraged for various country-level efforts
South Sudan	Pipeline	Country has expressed interest and will finance data collection with its own resources

Note: As presented in table 4 of the FLC Progress Report January 2021–September 2022, implementation of the Dashboard was already completed for Peru, Jordan, Ethiopia, Rwanda, and Madagascar. The latter has been included in this table, as the World Bank is currently working in the dissemination phase.

TABLE B.5
Global Coach Program

Milestone	Status
Draft training materials and guidance note for implementation developed	Completed last reporting period
Global Coach guidelines, training materials, and guidelines for implementation are finalized based on inputs and adaptations from country applications	Completed
International Technical Advisory Board established and consulted	In progress
Report that codifies know-how created	In progress
Webpage with all training resources developed	In progress
Global Coach program disseminated globally	In progress

TABLE B.6
Coach Mozambique Program

Milestone	Status
Local advisory board established	Completed last reporting period
Coach fellow hired for two-year assignment	Completed last reporting period
Consultations on adaptation and application of Coach protocol in Mozambique conducted and a brief on key findings developed	Completed last reporting period
Training materials developed	Completed last reporting period
Training materials developed and number of ZIP coordinators/teachers trained ^a	Completed
Monitoring tool developed	Completed
Monitoring tool applied and integrated into the government data collection system	In progress
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	In progress
Endline data collected and cleaned, and a report written in Year 2 of the initiative	Not started

a. ZIPs (*zona de influência pedagógica*) are areas of pedagogical influence in Mozambique. ZIP coordinators function as school cluster leaders.

TABLE B.7
SUNSET Grants

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

TABLE B.8
EdTech Hub

Milestone	Status	Results
World Bank facilitation of consultation and technical advice provided by EdTech Hub	In progress	45 Helpdesk requests
Develop joint knowledge products	In progress	9 products

TABLE B.9
EdTech Policy Academy

Milestone	Status
Launch and implement a World Bank Policy Academy for policy makers and World Bank and FCDO staff	Completed last reporting period
Conduct Policy Academy courses and certify at least 70 participants	Completed last reporting period
Develop curricula for 4 courses based on research evidence and knowledge packs based on World Bank–Hub collaboration	Completed
Create a community of practice that develops 5 collaborative products each year for use at the academy	In progress

Note: FCDO = UK Foreign, Commonwealth & Development Office.

TABLE B.10
Bangladesh Secondary Education Program

Milestone	Status
Pilot and evaluate online teacher training	Completed
Pilot and evaluate platforms for teacher networks	In progress
Improve teacher and head teacher mindsets	In progress
Prepare a report that codifies the know-how created	In progress
Launch an intervention focused on improving students' aspirations and sense of self	Completed

FLC Results Framework

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 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, which is appropriate in a young trust fund where activities may be in the early stages of implementation. This does not reflect the ambition of the activities, but rather what can be captured appropriately in the Results Framework.

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.

Trust Fund: Foundational Learning Compact (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

Pillar 1: Measurement. Development objective: Measure and monitor learning outcomes and drivers of learning

Pillar 1, Outcome 1: Greater focus by governments on accountability to achieve key foundational learning outcomes

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Foundational learning targets developed by Accelerators and adopted publicly by government	Number of Accelerators	0 (2021)	3	5	5 (2023)	<p>Activity: Accelerator Program</p> <p>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.</p> <p>Data source: Accelerator Program documents and/or technical notes</p> <p>Who will collect: World Bank Accelerator team</p>

Pillar 1, Outcome 2: Increased measurement of learning and drivers of learning

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Learning assessment implemented in selected countries	Number of countries/ systems	0 (2021)	1 (Sierra Leone)	3 (Sierra Leone; Islamabad Capital Territory and Khyber Pakhtunkhwa, Pakistan)	4 (2023)	<p>Activity: LDC^a</p> <p>Definition: LDC 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 and AMPL-b and AMPL-a+b. Learning assessment data need to meet the criteria established under the LDC, aligned with UIS standards.</p> <p>Data source: LDC</p> <p>Who will collect: World Bank Learning Assessment team in coordination with UIS and UNICEF</p>
Indicator 2: Countries implementing learning assessments that allow international comparisons based on SDG 4.1.1	Number of countries	Baseline: 0 (2021)	2 (The Gambia and Ghana)	4 (The Gambia, Ghana, Pakistan, and Rwanda)	2 (2023)	<p>Activity: Policy Linking</p> <p>Definition: Policy linking is a method developed by USAID, UIS, and other partners to link national student assessments to a common scale. This approach allows countries to use their existing large-scale learning assessments to report on global student learning outcome indicators, including SDG Indicator 4.1.1 (a, b, and c).</p> <p>Date source: Policy linking assessments</p> <p>Who will collect: World Bank Learning Assessment team in coordination with UIS</p>

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 3: Global Education Policy Dashboard implemented in selected countries/systems	Number of countries/systems	Baseline: 3 (2021)	7	13 country/ education systems (Peru, Rwanda, Jordan, Ethiopia, Madagascar, Mozambique, Islamabad, Khyber Pakhtunkhwa, Sierra Leone, Niger, Gabon, Jordan [2], Chad)	13 (2023)	<p>Activity: GEPD</p> <p>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</p> <p>Data source: GEPD website (for data approved for release by governments); World Bank team (for other cases)</p> <p>Who will collect: World Bank GEPD team</p>
Indicator 4: Implementation of Teach in selected countries/systems	Number of countries/systems	Baseline: 30 (2021)	35	44	40 (2024)	<p>Activity: Teach</p> <p>Definition: Number of countries where Teach (primary or ECE) is implemented</p> <p>Data source: World Bank Teach team</p> <p>Who will collect: World Bank Teach team</p>
Indicator 5: Implementation of ECD outcome measurement tools in countries, including in FCV settings	Number of countries	Baseline: 22, including 6 FCV settings (2021)	29, including 7 FCV settings	36, including 9 FCV settings	32, including 11 FCV settings (2027)	<p>Activity: ELP</p> <p>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.</p> <p>Note: This indicator does not include Teach ECE, which is covered under Indicator 1.2.4.</p> <p>Data source: ELP team</p> <p>Who will collect: ELP team</p>

Pillar 2: Evidence-based policies and systemic reforms. Development objective: Improve policies to deliver better learning outcomes

Pillar 2, Outcome 1: Government implement evidence-based interventions to improve foundational learning

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Children/students benefiting directly from evidence-based interventions to improve learning (cumulative and disaggregated by gender and level of education)	Number of students	Baseline: 0	Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 0 + Bangladesh: 74,000 + Accelerator: 0 + ELP: Data are captured in Indicator 2.4.1.2	36.3 million Coach Mozambique: 45,450 SUNSET grants: 27.9 million + Bangladesh (cumulative): 92,000 + Accelerator: 8.3 million <ul style="list-style-type: none"> ▪ Nigeria (Edo State): 293,022 ▪ Mozambique: 3.3 million ▪ Sierra Leone: 209,381 ▪ Rwanda: 1.7 million ▪ Niger: 346,764 ▪ Kenya: 2.5 million 	21.1 million Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 10 million + Bangladesh: 1 million + Accelerator: 10.1 million [Note: For the Accelerator Program, the indicator includes children/students potentially benefiting indirectly from evidence-based interventions to improve learning.] <ul style="list-style-type: none"> ▪ Nigeria (Edo State): 250,000 ▪ Mozambique: 3.8 million ▪ Sierra Leone: 651,222 ▪ Rwanda: 2.5 million ▪ Niger: 450,000 (2026) ▪ Kenya: 2.5 million (2026) 	<p>Activity: Bangladesh Secondary Education Program + Coach + Teach-Coach + Accelerator + ELP</p> <p>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</p> <p>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.</p> <p>Data source: Bangladesh Ministry of Education; Coach, SUNSET grants, and Accelerator Program documents</p> <p>Who will collect: Bangladesh Secondary Education Project team, Teach-Coach team, and World Bank Accelerator team</p>
Indicator 2: Accelerators that implement interventions to reduce learning poverty or increase learning outcomes [Note: The language of this indicator has been slightly modified to clarify that it refers to the number of Accelerator countries.]	Number of Accelerators	Baseline: 0 (2021)	0	6 (Sierra Leone, Rwanda, Pakistan, Mozambique, Nigeria [Edo State], Kenya)	5 (2027)	<p>Activity: Accelerator Program</p> <p>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.</p> <p>Data source: Accelerator Program documents and/or events</p> <p>Who will collect: World Bank Accelerator team</p>

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Intermediate results, Indicator 1: Investment Cases that outline costed plan to meet foundational learning targets	Number of prioritized and costed Investment Cases	Baseline: 0 (2021)	2	5 (Rwanda, Sierra Leone, Pakistan, Mozambique, Nigeria [Edo State])	4 (2023)	<p>Activity: Accelerator Program</p> <p>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.</p> <p>Data source: Accelerator Program documents and/or technical notes</p> <p>Who will collect: World Bank Accelerator team</p>

Pillar 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

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Teacher policies or programs changed or informed	Number of teacher-related policies or policy documents informed	Baseline: 0 (2021)	2 Bangladesh: 2 (program around teacher training and program around formative assessment) + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 0	44 Bangladesh (cumulative): 4 [Note: In addition to Year 1, teacher training related to prevention of sexual harassment, teacher training related to student mental health.] + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 40	10 Bangladesh Secondary Education Program: 5 (2027) + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 5 (2027)	<p>Activity: Bangladesh Secondary Education Program, Global Coach, Coach Mozambique, Teach-Coach</p> <p>Definition: Teacher-related policy documents that make reference to findings, recommendations, or direct citations of analytical work under the Bangladesh Secondary Education Program. Client survey that indicates that Global Coach, Coach Mozambique, and/or Teach-Coach activities influenced, informed or changed teacher policies. The focus is on teacher policies or programs that are evidence based and address bottlenecks in the quality of learning.</p> <p>Data source: Bangladesh Ministry of Education, Global Coach survey</p> <p>Who will collect: World Bank Bangladesh Secondary Education Project team, World Bank Coach team</p>
Intermediate results, Indicator 1: Coach teacher training program developed	Number of teacher training programs	Baseline: 0 (2021)	0	1	1 (2024)	<p>Activity: Global Coach</p> <p>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</p> <p>Data source: Coach team</p> <p>Who will collect: World Bank Coach team</p>
Intermediate results, Indicator 2: Scalable teacher training platforms and networks piloted	Number of pilots implemented	Baseline: 0 (2021)	3	5 (online teacher training, classroom management, formative assessments, mindsets, student mental health)	2 (2024)	<p>Activity: Bangladesh Secondary Education Program</p> <p>Definition: Piloting, evaluating, and scaling-up mechanisms for classroom monitoring and academic supervision</p> <p>Data source: Bangladesh Ministry of Education</p> <p>Who will collect: World Bank Bangladesh Secondary Education Project team</p>

Pillar 2, Outcome 3: Greater adoption by government of evidence-based EdTech policies

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: EdTech focused interventions or policies designed or informed	Number of interventions or policies	Baseline: 0 (2021)	16	23	15 (2027)	<p>Activity: EdTech Policy Academy and EdTech Hub</p> <p>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.</p> <p>Data source: EdTech Policy Academy platform</p> <p>Who will collect: World Bank EdTech team</p>
Intermediate results, Indicator 1: Participants completing EdTech Policy Academy course modules (cumulative)	Number of participants	Baseline: 0 (2021)	179	791 (cumulative; 612 between Oct. 2022 and September 2023)	400 (2027)	<p>Activity: EdTech Policy Academy</p> <p>Definition: Participants to include Ministry of Education technical teams, World Bank, and FCDO staff</p> <p>Data source: EdTech Policy Academy platform</p> <p>Who will collect: World Bank EdTech team</p>

Pillar 2, Outcome 4: Greater adoption and implementation by government of evidence-based early childhood and childcare policies

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
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	Baseline: 0 (2021)	2	5	8, including 2 in FCV settings (2027)	<p>Activity: ELP</p> <p>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</p> <p>Data source: Case studies</p> <p>Who will collect: ELP team</p>
Intermediate results, 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	Baseline: 0 (2021)	2	5	10, including 2 in FCV settings (2027)	<p>Activity: ELP</p> <p>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.</p> <p>Data source: Reporting by World Bank grant teams</p> <p>Who will collect: ELP team</p>

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Intermediate results, Indicator 2: Increased access to quality early childhood services	Number of children	Baseline: 0 (2021)	4.7 million [Note: The team is revisiting the methodology and will revisit this later.]	1.7 million	10 million (2027)	<p>Activity: ELP</p> <p>Description: Number of children reached with early childhood services</p> <p>Data source: Project reporting (the eligibility criteria for recipient-executed grants will specify these reporting requirements)</p> <p>Who will collect: ELP team</p>

Pillar 3: Capacity Building. Development objective: Improve the effectiveness of education systems

Pillar 3, Outcome 1: Increase government implementation capacity to improve foundational learning skills

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Technical assistance delivered to governments and stakeholders to fill implementation capacity gaps for Accelerators	Number of Accelerators	Baseline: 0 (2021)	5	6	10 (2027)	<p>Activity: Accelerator Program</p> <p>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).</p> <p>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.</p> <p>Data source: Accelerator Program documents or technical notes</p> <p>Who will collect: World Bank Accelerator team</p>
Indicator 2: Increase country capacity for evidence-based policy or program design and monitoring based on measurement interventions	Number of countries	Baseline: 0 (2021)	10 Policy Linking and AMPL: 3 + GEPD: 5 + COVID learning losses: 2	12 Policy Linking and AMPL: 7 + GEPD: 3 (Niger, Sierra Leone, Madagascar) + Teach-Coach: not available COVID learning losses: 2	10 (2025)	<p>Activity: LDC, GEPD, Teach</p> <p>Definition: Number of countries or systems that use LDC, GEPD, Policy Linking, or Teach data to strengthen policy or programs or use indicators or tools from LDC, GEPD, Policy Linking, or Teach to monitor their education system</p> <p>Data source: GEPD website, World Bank LDC team</p> <p>Who will collect: World Bank LCD, GEPD, and Teach teams</p>

Pillar 3, Outcome 2: Increase government implementation capacity for in-service teacher professional development and teacher capacity to implement evidence-based teaching practices

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Teachers, principals, coaches, classroom observation monitors, and pedagogical leaders trained (disaggregated by gender)	Number of teachers, principals, coaches, classroom observation monitors, and pedagogical leaders	Baseline: 30 (2021)	1,944 Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 290 + Bangladesh Secondary Education Program: 1,654	5.1 million Coach Mozambique: 1,486 [Note: Teachers and coaches trained.] + Teach-Coach SUNSET grants: 4.9 million teachers and 150,000 pedagogical leaders [Note: Includes coaches and principals directly affected, although not necessarily trained.] + Bangladesh: 2,252	200,000 Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 190,000 (2027) + Bangladesh: 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; teachers trained as a result of direct interventions supported by Bangladesh Secondary Education Program Data source: Global Coach, Teach-Coach, Coach Mozambique program documents and World Bank Bangladesh implementation status and results reports Who will collect: World Bank Coach team and World Bank Bangladesh Secondary Education Project team
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	Baseline: 30 (2021)	52	52 [Note: Technical assistance provided to the countries is the same as 2022.]	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 3, Outcome 3: Increase implementation capacity of EdTech interventions to improve learning outcomes

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Indicator 1: Use of EdTech Hub products and services (cumulative)	Number of responses	Baseline: 7 (2021)	40	45	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

Pillar 3, Outcome 4: Increase implementation capacity of evidence-based ECE interventions

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Pillar 3, Outcome 4, Indicator 1: Fellows and policy makers complete the early childhood professional development program	Number of fellows or policy makers	Baseline: 45 fellows 0 policy makers (2021)	59 fellows 77 policy makers	59 fellows 77 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

Cross-cutting themes

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Gender Indicator G1: Female children and youth benefiting directly from evidence-based interventions to improve learning (cumulative)	Number of students	Baseline: 0 (2021)	37,000	4.3 million Accelerator: <ul style="list-style-type: none"> ▪ 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	5.2 million Accelerator: 5.1 million [Note: The Accelerator team is working with country teams to collect these data for the remaining countries.] <ul style="list-style-type: none"> ▪ Nigeria (Edo State): ~125,000 ▪ Mozambique: 2.0 million ▪ Sierra Leone: 325,611 ▪ 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	Status September 2022	Expected results September 2023	End target	Note
Gender Indicator G2: Evidence-based student outreach conducted to promote girls' retention	Number of girls reached	Baseline: 0 (2021)	14,000	15,738	20,000 (2027)	<p>Activity: Bangladesh Secondary Education Program</p> <p>Definition: Evaluation and scale-up of novel approaches that target adolescent aspirations and sense of self with girl-focused interventions</p> <p>Data source: World Bank implementation status and results reports</p> <p>Who will collect: World Bank Bangladesh Secondary Education Project team</p>
Gender Indicator G3: Increased access to quality childcare to support women's economic empowerment	Units of measure: Number of mothers reached Number of children reached	Baseline: 0 (2021)	0	Not available [Note: The data will be available after November 2023.]	2 million mothers (2027) 4 million children (2027)	<p>Activity: ELP</p> <p>Definition: Number of mothers and children reached by quality childcare services supported under World Bank operations</p> <p>Data source: Project reporting (the eligibility criteria for recipient-executed grants will specify these reporting requirements)</p> <p>Who will collect: ELP team</p>
Inclusion Indicator I: FLC activities that are disability inclusive	Number of FLC initiatives	Baseline: 0 (2021)	2 (EdTech Policy Academy and Teach)	3 (EdTech Policy Academy, Teach, GEPD)	3 (2027)	<p>Activity: FLC</p> <p>Definition: FLC activities address inclusion of children with disabilities</p> <p>Data source: FLC teams</p> <p>Who will collect: PMA team</p>

Indicator	Unit of measure	Baseline	Status September 2022	Expected results September 2023	End target	Note
Knowledge and learning Indicator K1: Knowledge or learning events delivered	Number of knowledge or learning events	Baseline: 0 (2021)	6 Accelerator: 1 + LDC: not available + EdTech Policy Academy: not available + Global Coach, Coach Mozambique, Teach-Coach SUNSET grants: 5	22 Accelerator: 4 (Kenya forum, Brazil study tour, 2 brown bag lunches) LDC: 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 (cumulative): 11 [Note: The list of activities included for Teach-Coach are World Teachers' Day (September 2022), Teach ECE training (winter 2022), Teach Secondary inaugural training (winter 2022), Coach methodology training (winter 2022), Teachers' team workshop in Guanajuato, Mexico (May 2023).]	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
Knowledge and learning Indicator K2: Knowledge or results briefs on lessons learned and/or impact disseminated	Number of knowledge or results briefs	Baseline: 0 (2021)	14	63 LDC: 57 PIRLS country briefs GEPD: 4 (Madagascar report, Ethiopia report, 2 blogs) EdTech Policy Academy: 2	8 (2025)	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; ECE = early childhood education; ELP = Early Learning Partnership; FCDO = UK Foreign, Commonwealth & Development Office; FCV = fragility, conflict, and violence; GEPD = Global Education Policy Dashboard; LDC = Learning Data Compact; PASEC = Program for the Analysis of Education Systems; PIRLS = Progress in International Reading Literacy Study; PMA = Program Management and Administration; SDG = Sustainable Development Goal; UIS = United Nations Educational, Scientific and Cultural Organization Institute for Statistics; UNICEF = United Nations Children's Fund; USAID = United States Agency for International Development.

UNICEF-Accelerator Transfer Out

This annex focuses on the three primary components of the FLC's Accelerator Program in which UNICEF holds the lead implementation role, detailing progress achieved up to June 2023.

Background

The Accelerator Program is a pivotal facet of UNICEF's engagement in foundational literacy and numeracy (FLN) efforts. Positioned as a fundamental element of the broader UNICEF Foundational Literacy Initiative, the Accelerator Program concentrates on aims to enhance the integration of foundational learning across UNICEF's global educational initiatives. The primary objective is to furnish nations with technical guidance, assistance in designing and expanding interventions, and access to resources and tools for use in enhancing the quality of their FLN initiatives. The program aligns with the broader strategy of reinforcing learning within UNICEF's programmatic endeavors.

UNICEF leads three components of the Accelerator Program: advocacy and communications, analytic and advisory services, and partner alignment and accountability. These are strategically devised to bolster target awareness, augment the accessibility and utilization of empirical evidence, and ensure close synchronization and collaboration among partners in designated countries. They are tailored to complement the program's other three

components, spearheaded by the World Bank—namely target setting, Investment Case, and institutional capacity. UNICEF's support is in harmony with the World Bank's assistance in addressing learning poverty across five Sub-Saharan African countries with low and lower-middle incomes: Mozambique, Niger, Nigeria (Edo State), Rwanda, and Sierra Leone.

The fundamental aim of the World Bank–UNICEF alignment in the context of the FLC is to harness their respective technical proficiencies and comprehensive engagement across governmental, private sector, civil society, community, and parental spheres—all within a unified agenda to mitigate learning poverty. By coordinating their efforts at the country level to address specific national requirements for both technical expertise and financial backing, the World Bank and UNICEF stand a higher chance of realizing their shared goals of fortifying educational systems and enhancing foundational learning outcomes in the immediate future. This collaborative endeavor places a distinct emphasis on catering to the needs of the most marginalized children, including those who are economically disadvantaged, girls, children with disabilities, linguistic minorities, and those situated in underserved and remote areas.

Implementation progress

- **Advocacy and communications.** Tailored advocacy strategies on FLN have been developed for all five target countries through a series of participatory, multiday workshops. The strategies provide contextually sensitive roadmaps to advocate for the right of children to basic quality learning with three key elements: (1) long-term goals and shorter-term outcomes/interim results; (2) power mapping to identify opportunities to influence decision-makers; and (3) relevant advocacy tools, tactics, and approaches.

UNICEF country offices are implementing these strategies, guided by the interim results they have identified.

- **Analytical and advisory services.** The analytical and advisory services component of the Accelerator Program is aligned to the global public goods UNICEF is producing as part of its global FLN initiative. Global public goods to help build foundational learning skills for all children around the world have been developed and housed online at the [FLN Hub](#). The contents of the FLN Hub have been updated and are widely disseminated through webinars available through the [FLN Academy](#).²⁷

At the country level, UNICEF has provided various forms of analytical and advisory services to inform better foundational learning interventions. These services include, for example, an analysis on education and management information systems and learning assessment, development of a learning assessment plan focused on FLN, capacity development of teachers and government officials, and documentation of best practices and cost-effective initiatives.

- **Partner alignment and accountability.** In all five countries covered, UNICEF and the World Bank are working closely to ensure improved coordination and alignment. To support this process, political economy analysis of the key stakeholders involved in foundational learning is ongoing in three countries—Niger, Nigeria (Edo State), and Sierra Leone—with technical assistance from UNICEF headquarters and its implementing partner Delivery Associates. Mozambique and Rwanda have made alternative arrangements to gain analytical insights on stakeholder mapping and on the broader coordination mechanism called Local Education Group assessment.

[Table D.1](#) summarizes the main deliverables expected from UNICEF by December 2023 under the three key components as well as progress made as of June 2023.

TABLE D.1
Summary of UNICEF Accelerator Program component progress

Deliverable	Status
Advocacy and communications component, deliverable 1. Communication and advocacy plans in place	Completed
Advocacy and communications component, deliverable 2. Number of people who have been reached through the advocacy strategy	In progress
Advocacy and communications component, deliverable 3. Number of stakeholders providing cofinancing for implementation of the advocacy plans	In progress
Analytical and advisory services component, deliverable 4. Outputs such as capacity assessments, costing tools, equity analysis, institutional analysis, and positive deviance research outputs like scorecards	In progress
Partner alignment and accountability component, deliverable 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)	In progress
Partner alignment and accountability component, deliverable 6. New data brought to the LEGs and included in joint sector reviews	In progress
Partner alignment and accountability component, deliverable 7. Spotlight on partners who are actively supporting the learning target and Investment Case	In pipeline

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Notes

1. For example, in Sierra Leone, additional financing to an existing IDA operation supported implementation of the Sierra Leone Zero Learning Poverty Plan (the Investment Case), which includes a revision to the existing teaching and learning materials for foundational literacy. In Mozambique, a new human capital investment is in the pipeline and is being informed by Mozambique's Investment Case.
2. For example, Rwanda's National Foundational Learning Strategy (Investment Case), which captures government priorities, is guiding national and donor investments in foundational learning. In Pakistan, the Accelerator Program triggered a national focus on foundational learning and led to the establishment of subnational foundational learning hubs.
3. For example, in Edo State, Nigeria, the first statewide learning assessment was conducted in March 2023, and the state government launched its Learning Agenda, which emphasizes the importance of learning outcomes.
4. The AMPL-b instrument measures key aspects of reading comprehension and mathematics at the upper primary level consistent with Sustainable Development Goal 4.1.1b indicator.
5. Nearly half of Sub-Saharan African countries do not have comparable learning data (World Bank 2023c).
6. For more information on the Accelerator Program, see World Bank (2021a). For more information on the Accelerator Program's launch, see World Bank (2020c).
7. For more about the Global Coalition for Foundational Learning, see the [webpage](#) on the Global Partnership for Education website.
8. For more information, see [Policy Linking for Measuring Global Learning Outcomes](#) on the USAID website and [Policy Linking](#) on the UNESCO website.
9. For more information on AMPLs, see [MILO: Monitoring Impacts on Learning Outcomes](#) on the UNESCO website.
10. The ERCE is a large-scale assessment that tests primary students from all over Latin America in reading, mathematics, and science to measure learning achievement. See Cofré (2019).
11. For more on designing national learning assessments, see [Designing a national learning assessment](#) on the UNESCO website's International Institute for Educational Planning Portal.
12. For more on the Teach Primary tool, see the description and resources on the World Bank's online brief, [Teach Primary: Helping Countries to Measure Effective Teaching Practices](#). Also see the discussion under [Teach-Coach SUNSET Grants](#) in the Teachers subsection of this report.
13. The [GEPD website](#) contains links to the resources, surveys, and other information discussed here.
14. Interactive web-based Shiny apps are developed using open-source R software.
15. ZIPs are areas of pedagogical influence in Mozambique.
16. For more information on and links to the Teach suite of tools, see the World Bank's online brief, [Teach Primary: Helping Countries to Measure Effective Teaching Practices](#).
17. These principles can also apply to initial teacher education (preservice).

18. The information for this spotlight story is drawn from World Bank (2023a).
19. For more information, see the [EdTech Hub website](#).
20. For more information, see the [EdTech Policy Academy website](#).
21. The first and second EdTech Policy Academies were discussed in the previous FLC Progress Report. See World Bank (2022).
22. Adolescents are here defined as those between 13 and 18 years old. Data are from a recent cross-sectional study in Dhaka by Moonajilin, Rahman, and Islam (2020).
23. Monthly pay order is the government's share in the payroll of nongovernment educational institutions.
24. The program report was generated as a confidential government document; it is not publicly accessible.
25. See, for example, Will and Prothero (2022).
26. The [Read@Home cost calculator](#) can be accessed on the Early Learning Resource Network website.
27. The [FLN Academy](#) is accessed through the FLN Hub website.

The World Bank's Foundational Learning Compact Umbrella Trust Fund

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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.

FLC-Secretariat@worldbank.org

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