
The World Bank and EFA: Education for Competitiveness and Growth

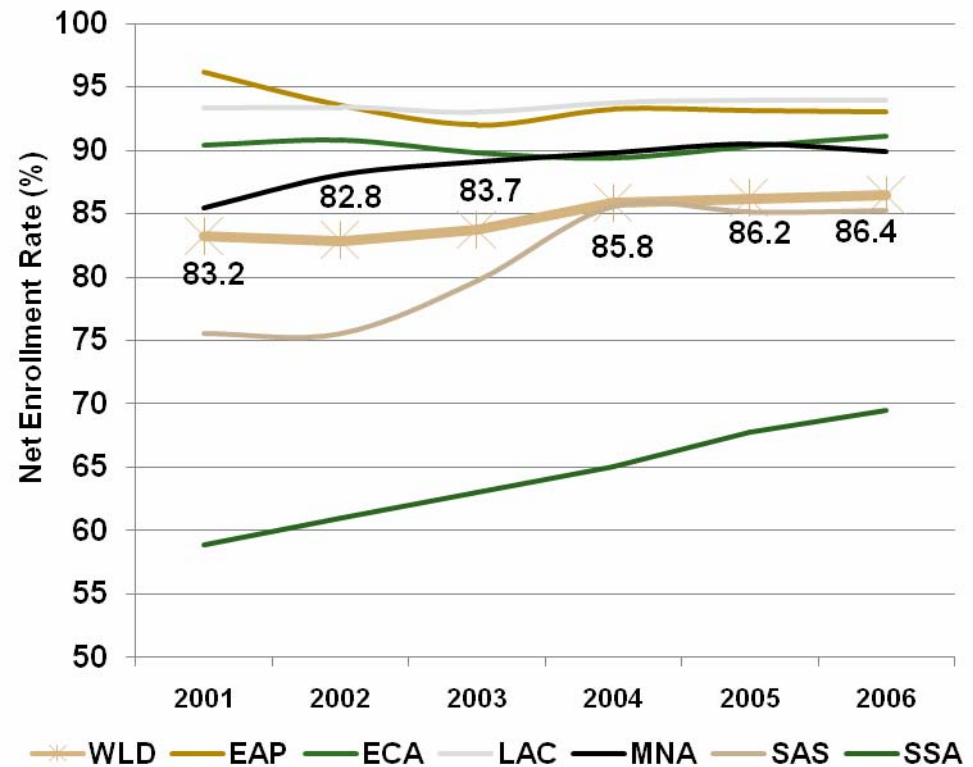
Dr. Mae Chu Chang
Human Development Coordinator
Education Cluster Leader
World Bank Office Indonesia
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There has been a great deal of success in the area of access...

Primary Net Enrollment Rate

- The global NER generally has been rising since 2001 (83.2%); 86.4% of primary age students were enrolled in school in 2006.
- Most regions have seen very little improvement in their NERs between 2001 and 2006. No region has more than a 95% NER in 2006, but four regions are between 90% and 95%.
- The EAP region has the second highest NER and has been at over 92% for the 2001-2006 period

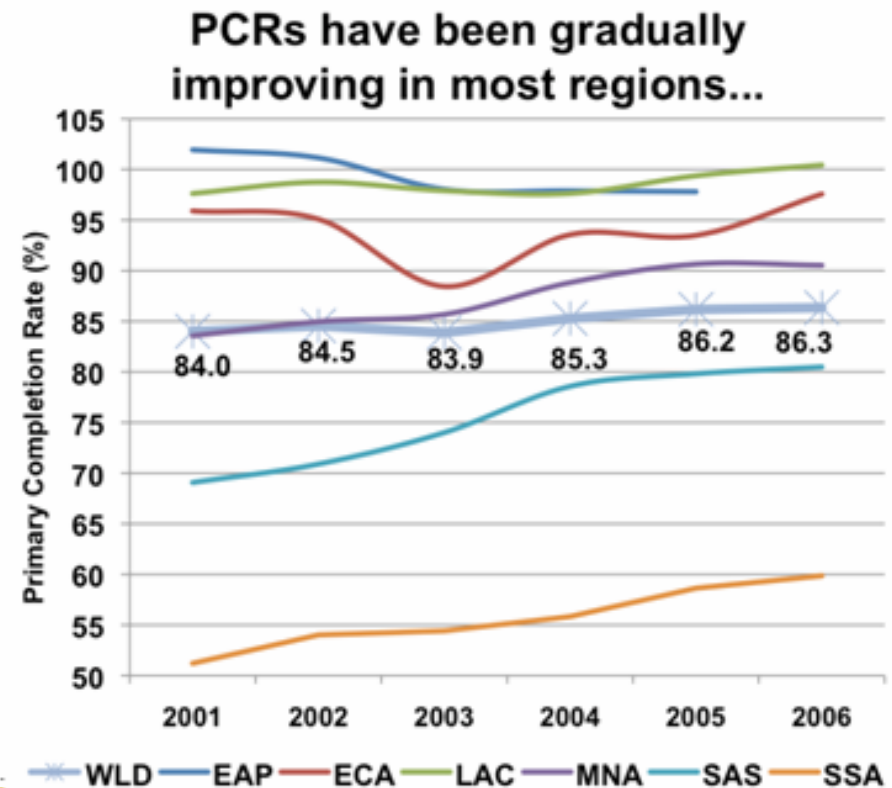
NERs in most regions remained fairly stable between 2001-2006...



Source: UNESCO Institute for Statistics in EdStats, June 2008

Generally good completion rates outside of Africa, and East Asia is near the top

- Globally, the PCR has improved by 2.3 percentage points since 2001.
- EAP has seen declining PCRs from 2001 (101.9%) to 2005 (97.8%), but this decline is due mostly to reducing repetition rates
- Africa regions still lag behind, but are showing improvement



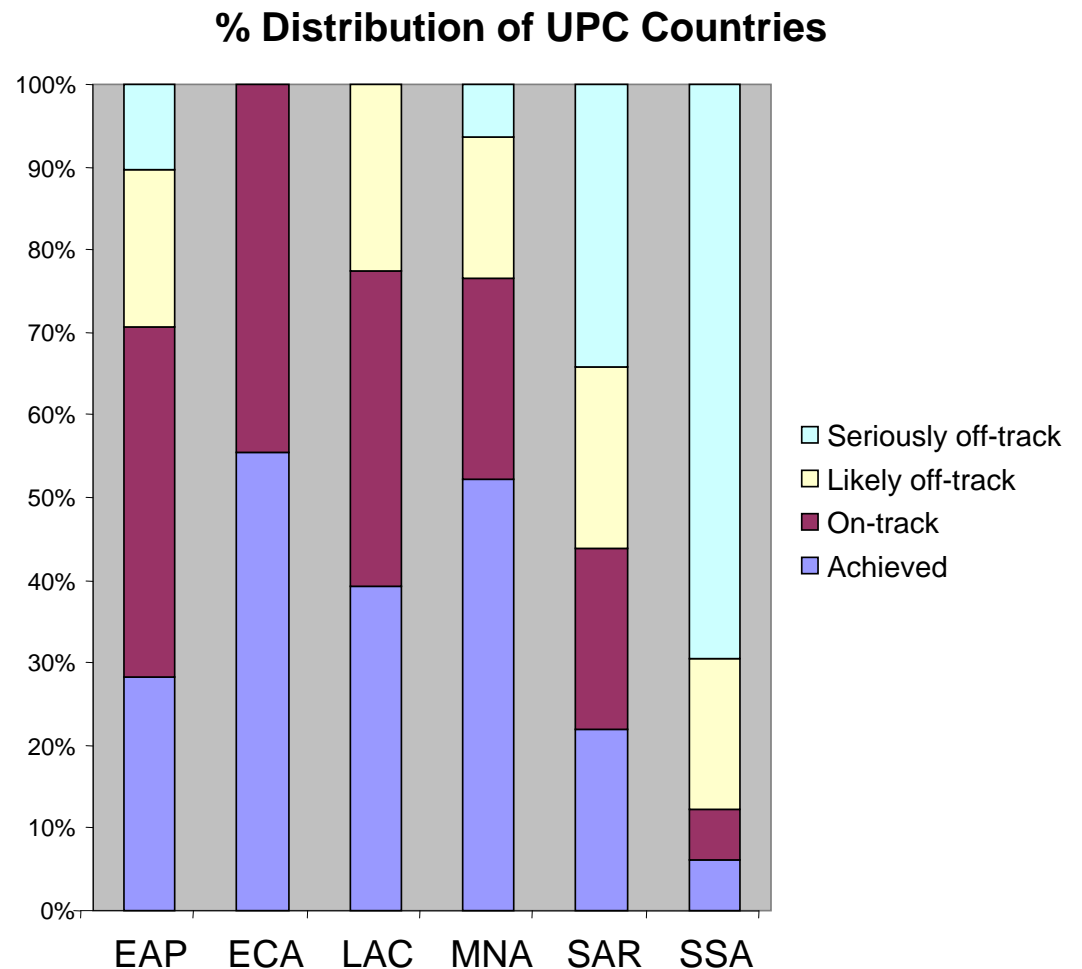
Source: UNESCO Institute for Statistics in EdStats, June 2008

Note: PCRs of over 100% are usually a product of high repetition rates and are not always a reliable indicator of primary completion.

How many countries will achieve UPC?

Regional View

- Globally, 69% of the likely off-track countries and 86% of the seriously off-track countries are in Sub-Saharan Africa.
- 70% of EAP countries are on-track to achieve UPC by 2015.
- Of EAP countries, Lao PDR and Myanmar are likely off-track and Papua New Guinea is seriously off-track



Source: WB estimates using Edstats data

Note: countries with "no data" are not included in the graph.

Pct. of countries with no data: EAP: 22%, ECA: 18%, LAC: 3%, MNA: 6%, SAR: 27%, SSA: 18%

...but access and completion rates alone are not enough...

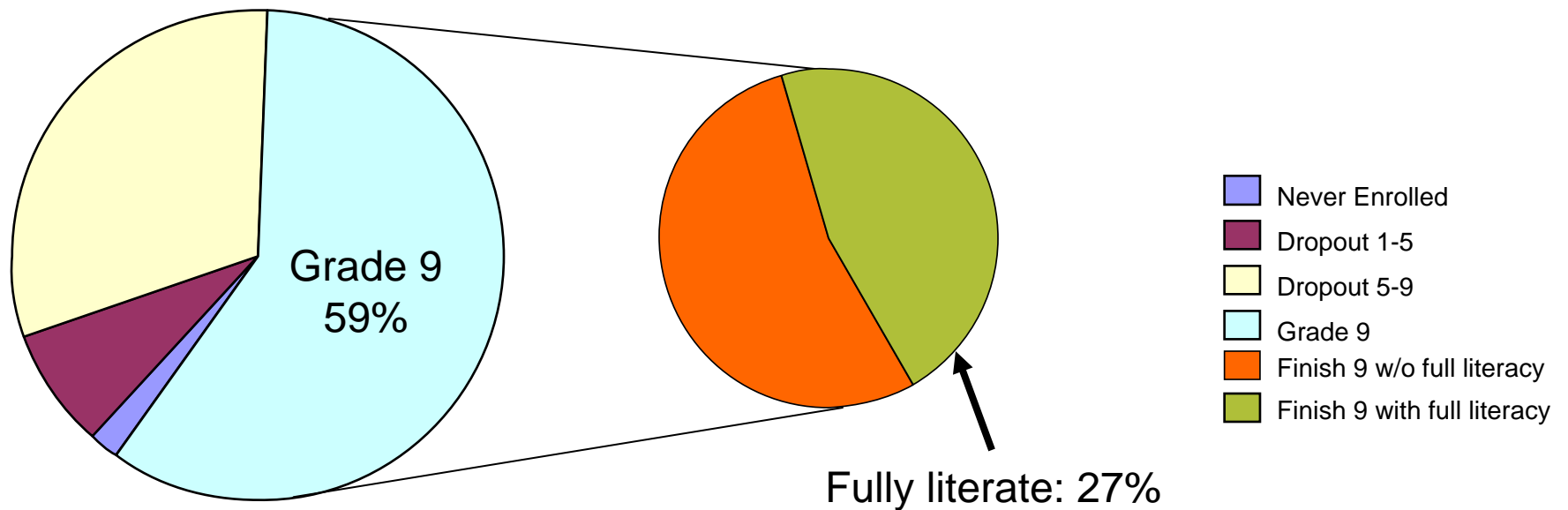
- Gains in access and in completion rates are insufficient if the education that many children receive is of low quality.
- Studies show that quality is, in fact, the key determinant of the impact of education on economic growth
- Today, both national and international assessments reveal pervasively low education achievement in most developing countries.

The EFA Goals stress the importance of Quality

- **Education Goal 2:** Ensure that by 2015 all children, particularly girls, those in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education **of good quality**.
- **Education Goal 5:** Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education **of good quality**.
- **Education Goal 6: Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.**

Despite success in access, many students still have low literacy and cognitive skills

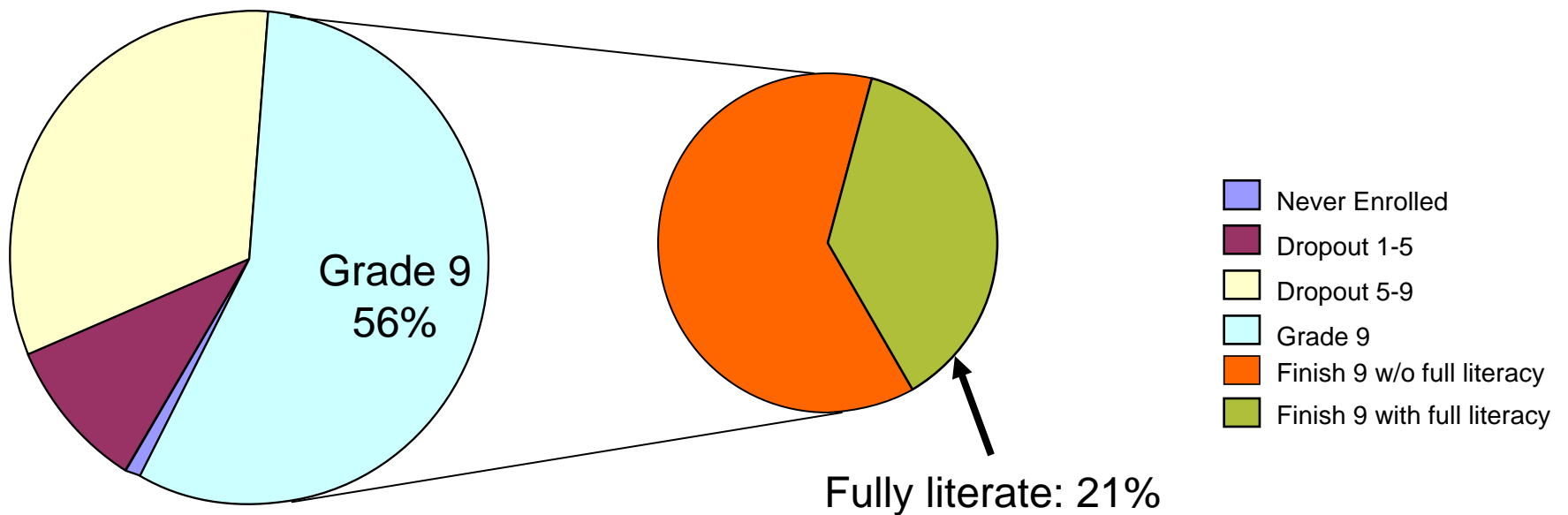
INDONESIA



Source: Hanushek and Wößmann calculations based on Filmer (2006) and micro data from different international student achievement tests.

Similar results are found in the Philippines and many other countries...

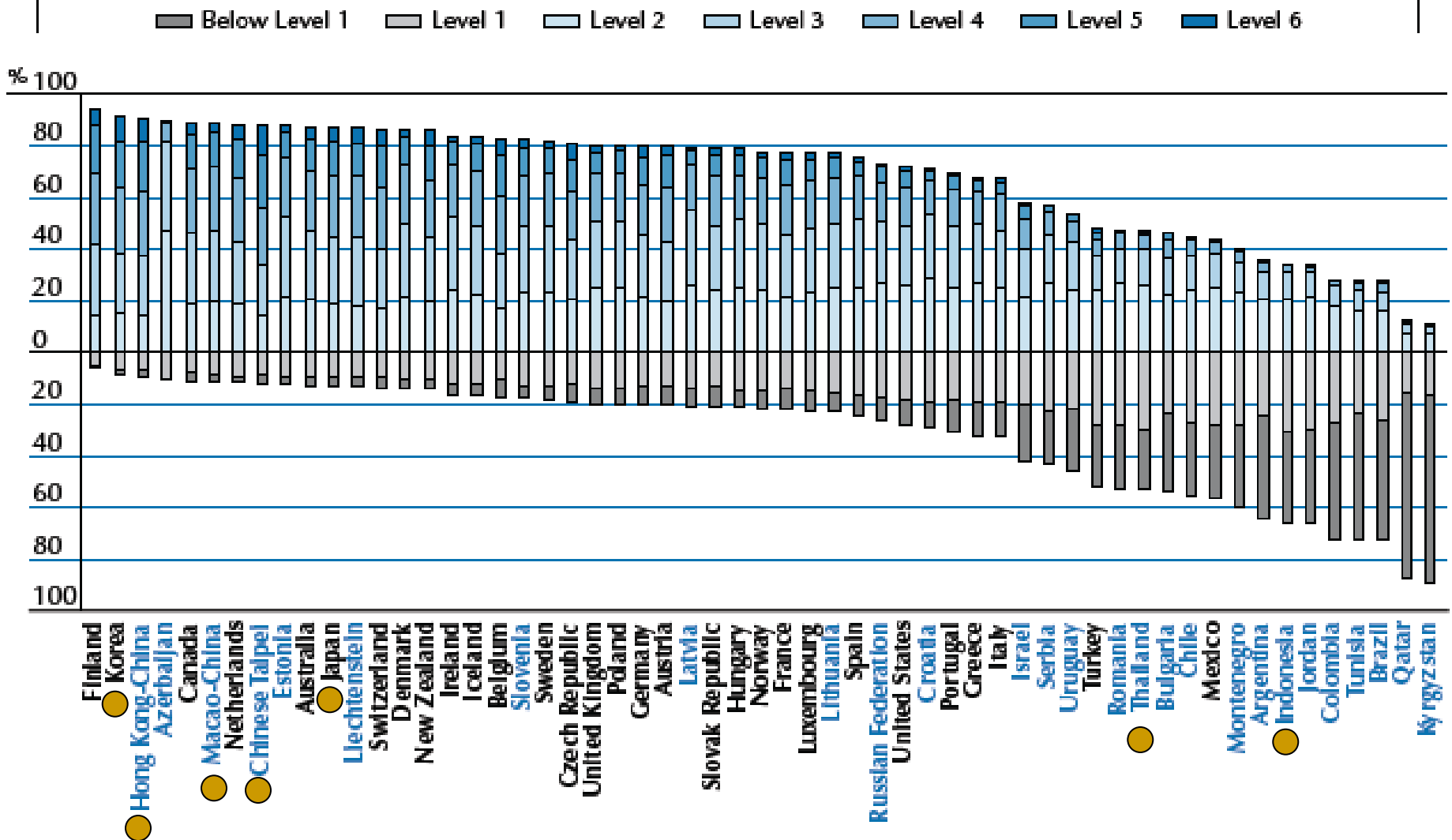
PHILIPPINES



Source: Hanushek and Wößmann calculations based on Filmer (2006) and micro data from different international student achievement tests.

PISA 2006 Results in Math

Percentage of students at each proficiency level on the mathematics scale



Countries are ranked in descending order of percentage of 15-year-olds at Levels 2, 3, 4, 5 and 6.

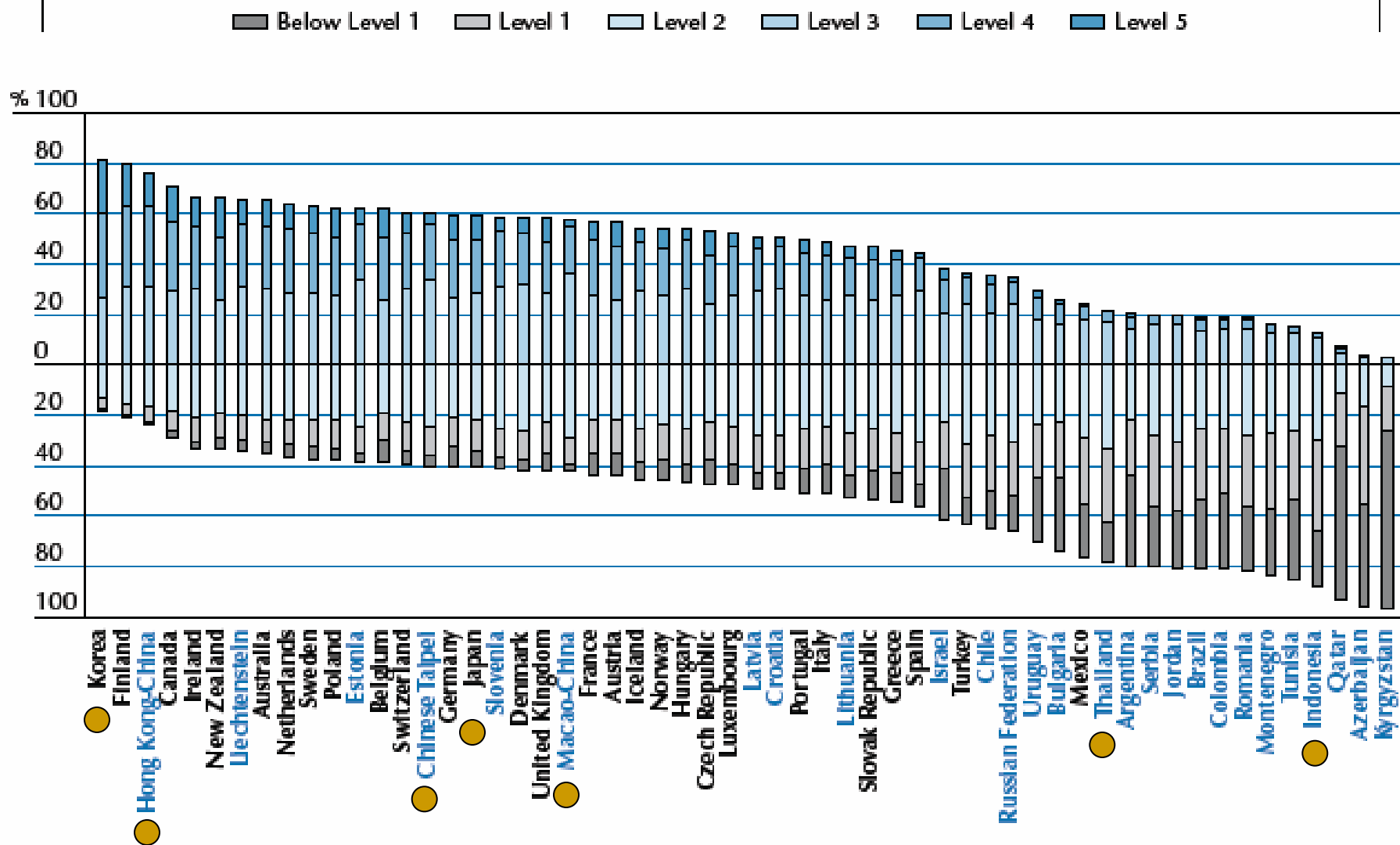
Source: OECD PISA 2006 database, Table 6.2a.

StatLink <http://dx.doi.org/10.1787/142046885031>

● = indicates East Asian country

PISA 2006 Results Reading

Percentage of students at each proficiency level on the reading scale



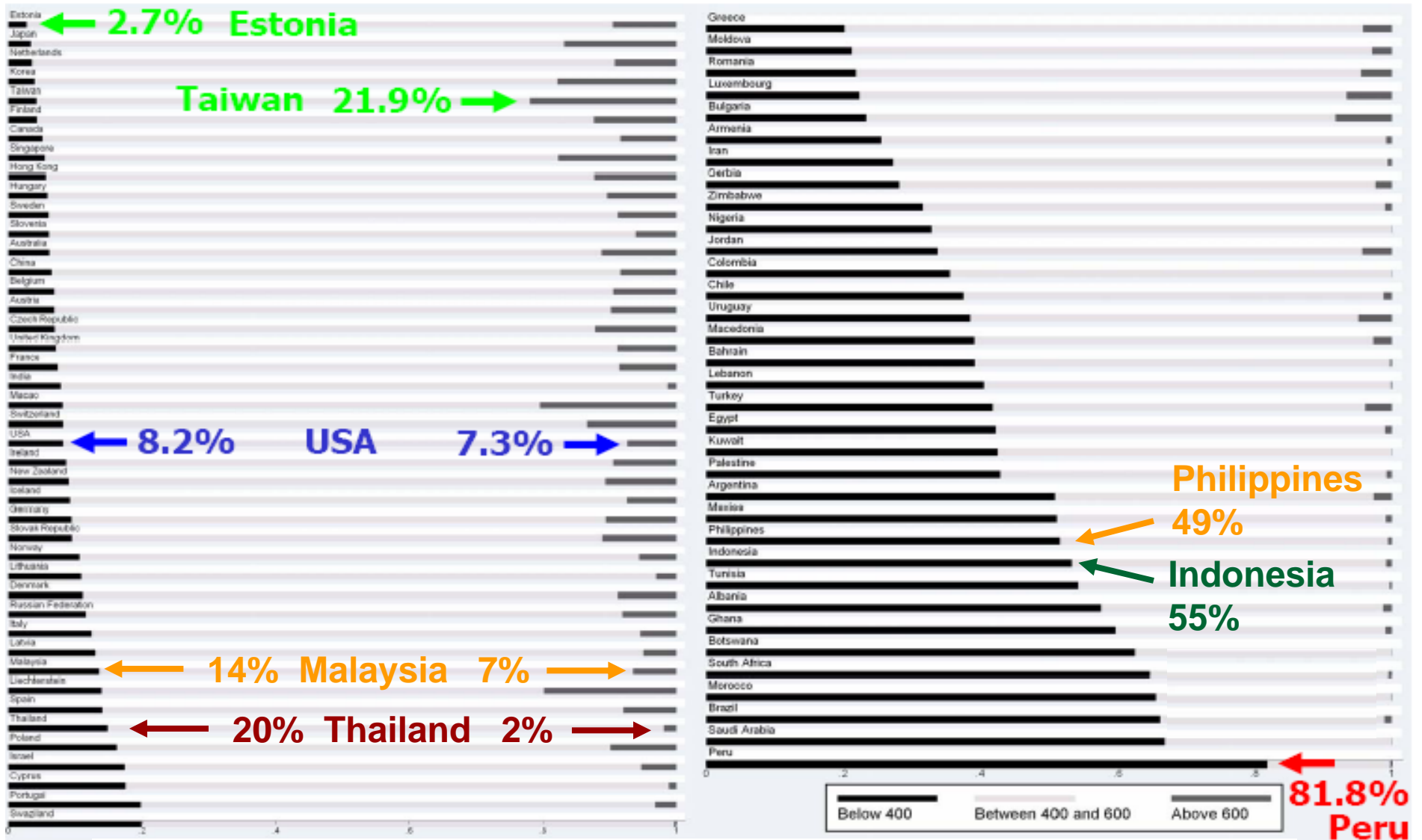
Countries are ranked in descending order of percentage of 15-year-olds at Levels 3, 4 and 5.

Source: OECD PISA 2006 database, Table 6.1a.

StatLink <http://dx.doi.org/10.1787/142046885031>

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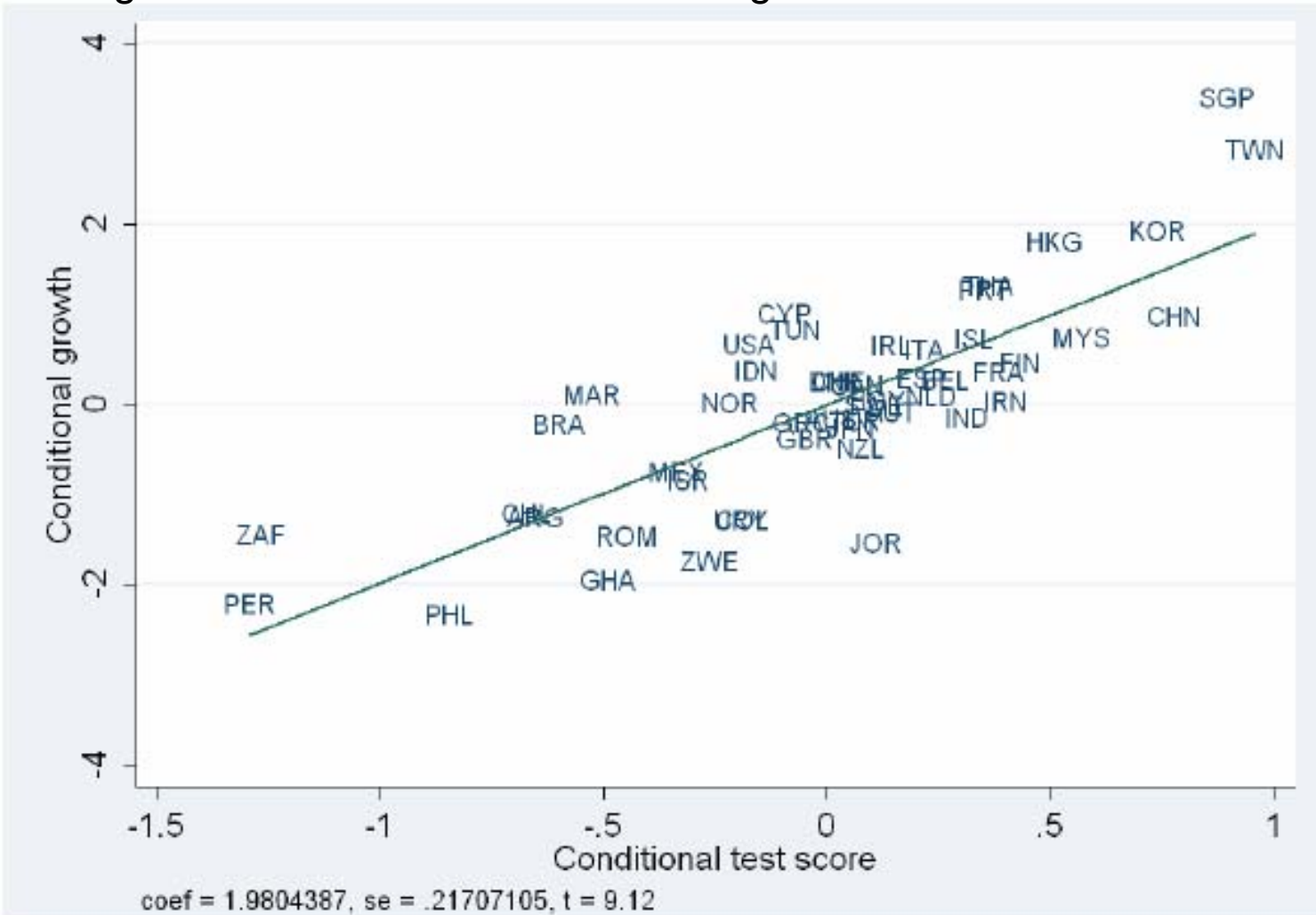
Distribution of Education Quality



Source: Hanushek and Wößmann (in process), based on several international tests

Education Quality and Economic Growth

Strong correlation between conditional growth and conditional test scores



Source: Eric Hanushek, Schooling Quality and Economic Growth

What is the World Bank doing to support EFA goals?

- The World Bank supports EFA efforts primarily through the following multi-dimensional efforts:
 - Increasing access and equity in primary schooling **as well as better quality and learning outcomes**
 - Focusing on girls' education to improve dropout and retention rates, as well as learning outcomes
 - Helping education systems cope with HIV/AIDS
 - Promoting early childhood development
 - Protecting EFA prospects in post-conflict countries
 - Promoting literacy and adult Education
 - Supports the Fast Track Initiative (FTI) as a primary vehicle for accelerating progress on good quality, Universal Primary Education (UPE) and the achievement of EFA goals

Key drivers in achieving EFA goals

- Improved policy environment based on a thorough analysis of the education system
 - Enhanced capacity of the Ministry of Education at all levels to implement policies and programs
 - More timely reliable data to monitor and evaluate performance
 - Increased resources to finance the activities of the program
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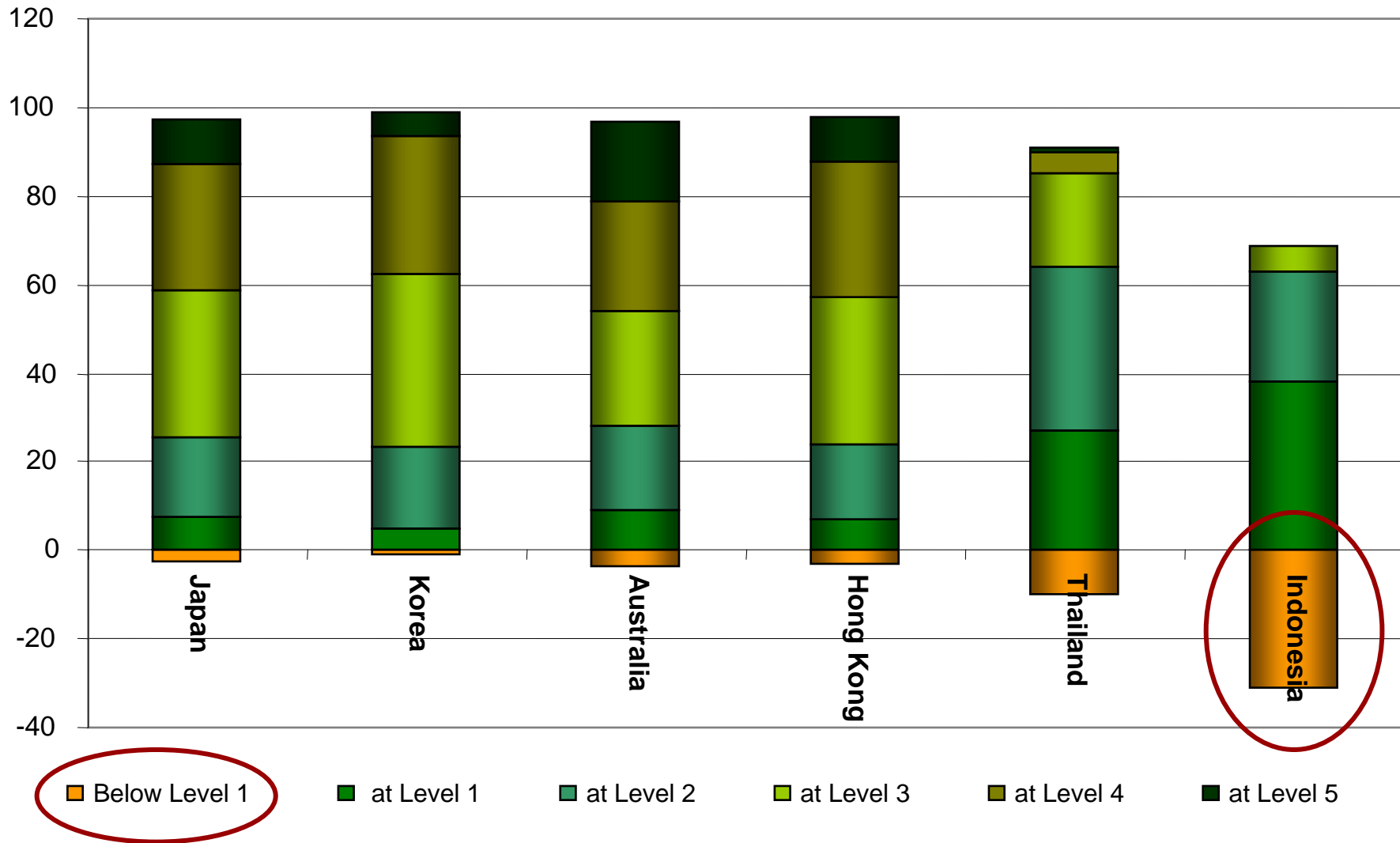
WB Education Projects Worldwide

REGION	Number of Projects	Total Amount (USD)	Pct of Total
AFRICA	58	7,558,216,353	27%
EAST ASIA AND PACIFIC	23	2,508,069,716	9%
EUROPE AND CENTRAL ASIA	21	723,335,000	3%
LATIN AMERICA AND CARIBBEAN	38	3,350,245,913	12%
MIDDLE EAST AND NORTH AFRICA	21	2,255,375,621	8%
SOUTH ASIA	20	11,455,550,000	41%
OTHER	1	1,193,888	0%
TOTAL	182	27,851,986,491	

Bank Education Projects in East Asia

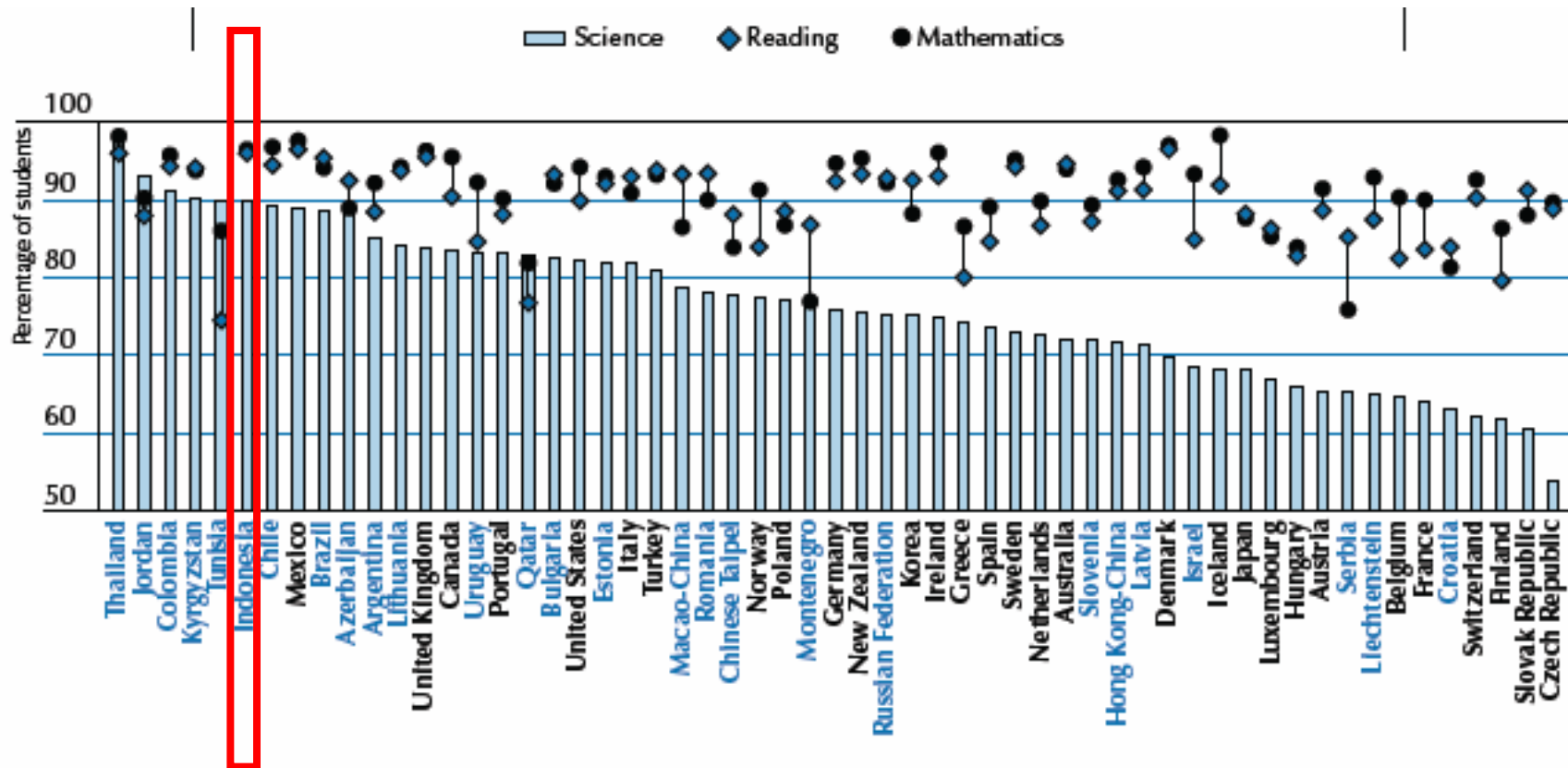
PROJECT NAME	Amount (USD)	Pct Total
Cambodia Total	87,490,000	3%
Basic Education Project	30,090,000	
Education for All Fast Track Initiative (EFA-FTI) Catalytic Trust Fund	57,400,000	
China Total	280,861,000	11%
Accounting Reform & Development Project	50,000,000	
Basic Education in Western Areas Project	147,340,000	
Rural Migrant Skills Development and Employment Project	83,521,000	
Indonesia Total	1,039,521,000	41%
BERMUTU-Better Education through Reformed Management and Universal Teacher Upgrading	195,060,000	
Teacher Employment and Deployment Pilot (Trust Fund)	2,184,000	
Early Childhood Education and Development Project	127,740,000	
Higher Education for Relevance and Efficiency	114,537,000	
BOS-KITA School-based Management Program	600,000,000	
Lao People's Democratic Republic Total	28,500,000	
Poverty Reduction Fund Project	15,000,000	
Second Education Development Project	13,500,000	
Mongolia Total	13,200,000	1%
Education for All Fast Track Initiative (EFA-FTI) Catalytic Trust Fund	8,200,000	
Rural Education and Development (READ) Project	4,000,000	
Supplement Rural Education and Development (READ) Project	1,000,000	
Philippines Total	232,000,000	9%
National Support for Basic Education	200,000,000	
Support for Basic Education Sector Reform	32,000,000	
Vietnam Total	826,497,717	33%
Education-For-All in Vietnam	4,024,720	
Ho Chi Minh City Development Learning Center	302,997	
Primary Education for Disadvantaged Children Project	243,670,000	
Support for National Education-for-All Plan Implementation Program	508,000,000	
Second Higher Education Project	70,500,000	
EAST ASIA AND PACIFIC TOTAL	2,508,069,717	

LEVELS OF STUDENT COGNITIVE PERFORMANCE IN MATH AND SCIENCE: INDONESIA'S COMPARATIVE POSITION ON QUALITY




PISA test scores in Math, 2003

Indonesian students see science, reading and math as very important relative to other countries



Source: OECD PISA 2006 database, Table 3.7.

StatLink  <http://dx.doi.org/10.1787/141846760512>

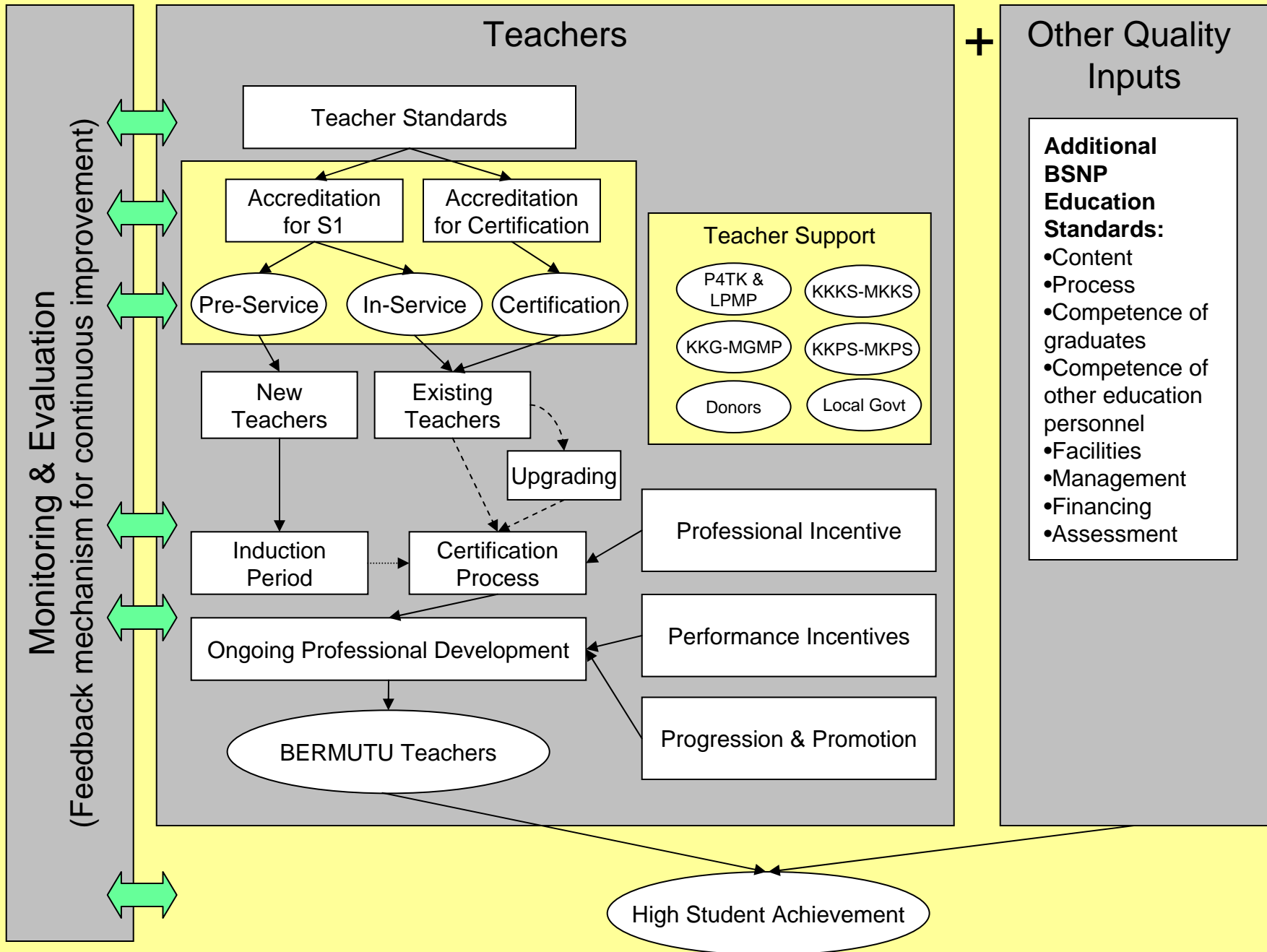
Some International Research on Teacher Quality and Student Achievement

- “The quality of an education system cannot exceed the quality of its teachers”¹
- Research has shown that what teachers know and are able to do does improve the academic performance of their students
- Comparative study of Indonesia, Malaysia and Singapore²
 - Indonesian students have more instructional time in math, BUT Indonesian teachers
 - had a lower level of formal education
 - were less likely to have math degrees
 - had less professional support in improving content knowledge and teaching skills

1 – “How the world’s best-performing school systems come out on top”, McKinsey & Company, September 2007

2 - M. Martin and I. Mullis, 2006

Framework of Quality of Education



WB Indonesia Work Related to Improving Quality

- AAA Work:
 - Teacher Quality
 - Support for Government's Teacher Certification program
 - Video Study
 - Reforming Teacher Accountability and Incentives Systems
 - Technical Assistance on student achievement measurement (development of new instrument, integration of TIMSS/PISA)
 - Projects:
 - BERMUTU (Teacher quality improvement project)
 - BOS-KITA (School improvement, school-based management)
 - Pipeline SWAp – components on student measurement, district and school contracting for improved performance
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