

GLOBAL PLATFORM FOR EDUCATION FINANCE



WORLD BANK GROUP

Children in different parts of the world have very different education experiences. Changing this situation and improving the lives of children in low-income countries will require **more funding** and the use of it in **more equitable and efficient** ways.

VAST DIFFERENCES IN SPENDING LEAD TO VASTLY DIFFERENT EXPERIENCES

Low-income countries

\$1,300*
(\$900 for teachers)

8 YEARS
of schooling

90%
of children in learning poverty[†]

High-income countries

\$110,000*
(\$66,000 for teachers)

13 YEARS
of schooling

9%
of children in learning poverty[†]

*Overall government spending on educating a child

[†]Unable to read a short story by end of primary school

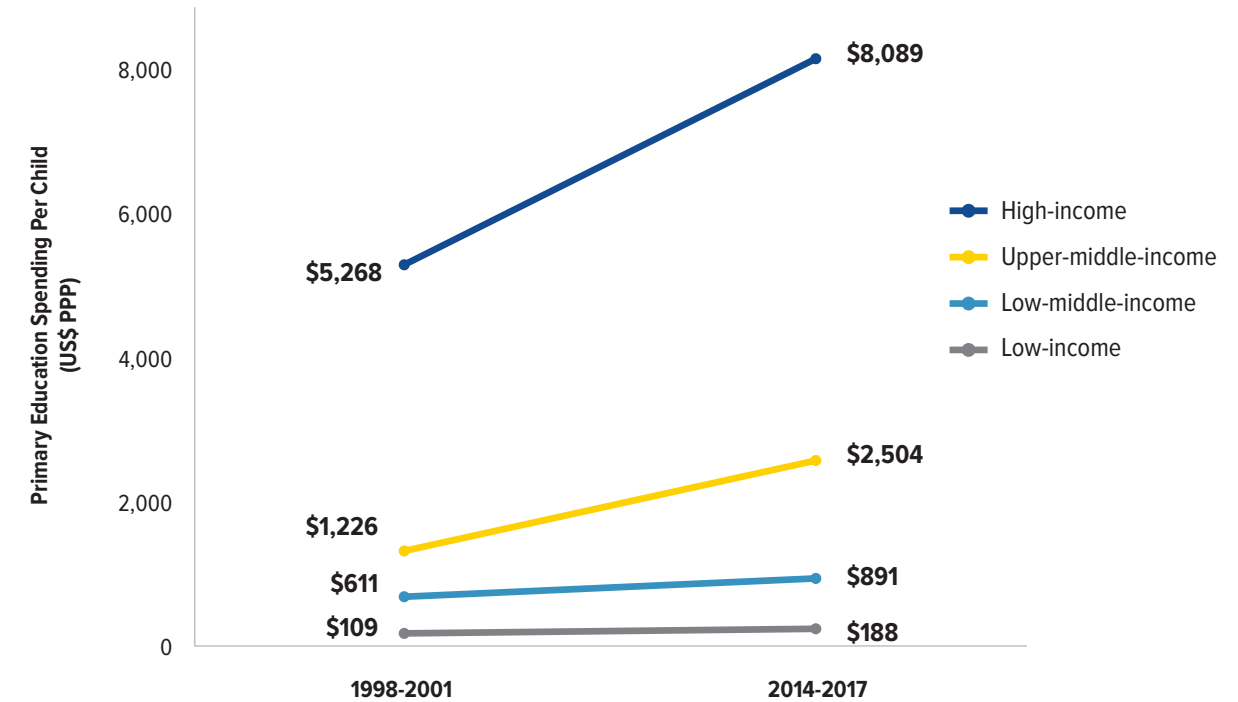




EDUCATION FINANCE CHALLENGES

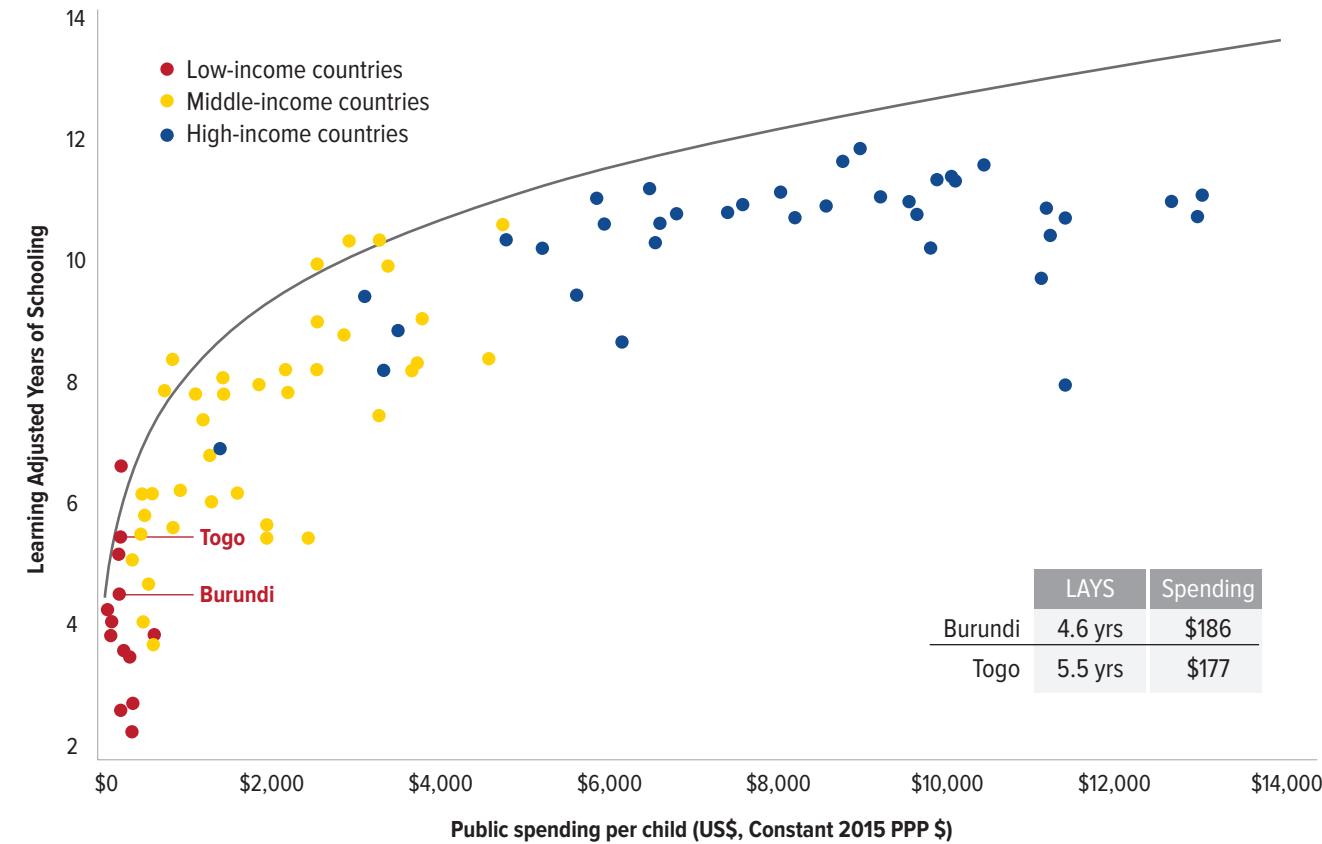
- Mobilizing more resources
- Making spending more efficient and equitable

DISPARITIES IN PUBLIC SPENDING ON EDUCATION BETWEEN COUNTRIES ARE VAST AND GROWING





In many countries, spending is inefficient. While **Burundi** and **Togo** spend a similar amount per school-aged child, in **Togo** it results in one additional Learning Adjusted Year of Schooling.



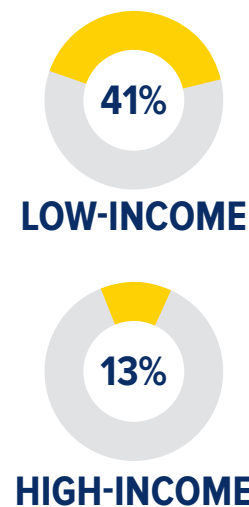


Approximately, one-third of spending is ineffective.

Many factors drive this inefficiency: poor distribution of teachers, poor quality of inputs like textbooks, leakage of funds, and internal efficiency issues like high rates of repetition and dropout. In Indonesia, inefficiencies in teacher management and distribution are equivalent to 22-31% of the salary budget. In Senegal, random visits to schools revealed that 31% of primary school teachers were not in class and 25% lacked minimum levels of mathematics knowledge.

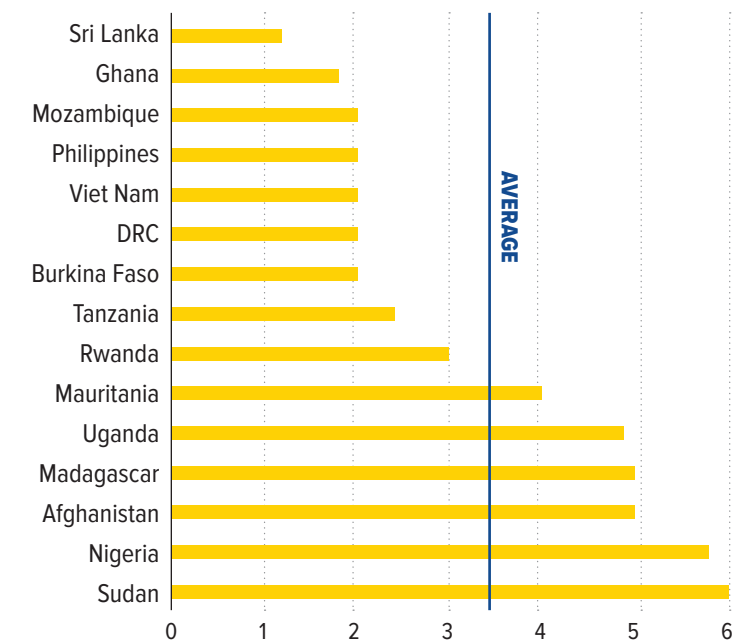
It is not only that **resources are used inefficiently but there are also huge differences in how much households contribute** to total spending on education in low- and high-income countries

Share of Total Education Spending From Households



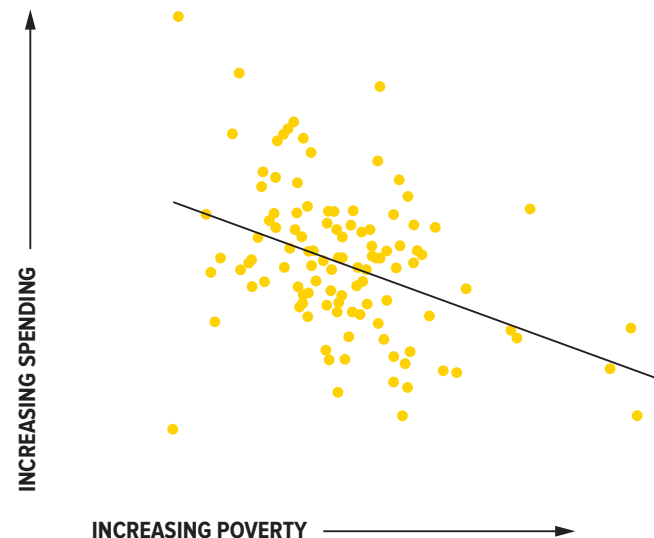
Public spending within countries is also unequal: A child living in one part of a country can go to a school that is provided with three times as much funding as a school in another part of the same country.

Multiple between highest- and lowest-spending regions



Poorer households are **not getting their fair share**. You might expect poorer regions in a country to get more education funding because providing services in remote regions can be more expensive and children from more disadvantaged backgrounds need more support. Yet the **wealthiest households capture on average twice as much government education funding** as the poorest households.

REGIONAL EDUCATION SPENDING AND POVERTY



- Over half of developing countries with data spend significantly more on education per capita in wealthier regions
- Few spend significantly more on education in poorer regions



A MISALIGNED FINANCING SYSTEM LEADS
TO **WASTE AND INEFFICIENCY.**

SUFFICIENT FUNDING USED IN AN
EQUITABLE AND EFFICIENT WAY CAN
ENSURE THAT THE FIVE KEY DRIVERS
OF LEARNING ARE PRESENT.



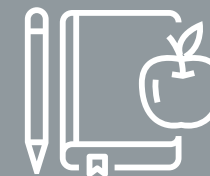
LEARNERS

are prepared
and motivated
to learn



TEACHERS

at all levels
are effective
& valued



CLASSROOMS

are
equipped
for learning



SCHOOLS

are safe &
inclusive



**EDUCATION
SYSTEMS**

are well
managed



**A WELL-FUNCTIONING FINANCING SYSTEM IS CRUCIAL
TO ENSURE THE KEY DRIVERS OF LEARNING ARE PRESENT**



**A GLOBAL
PLATFORM TO
STRENGTHEN
EDUCATION
FINANCING
SYSTEMS**

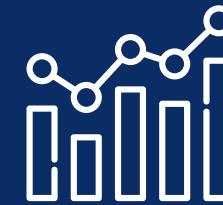
FOUR PILLARS MAKE UP THE WORLD BANK'S NEW GLOBAL EDUCATION FINANCING PLATFORM



**Matching
sustainable
financing
with needs**



**Improving
equity,
efficiency,
and financial
management**



**Strengthening
accountability
with better data
and monitoring**



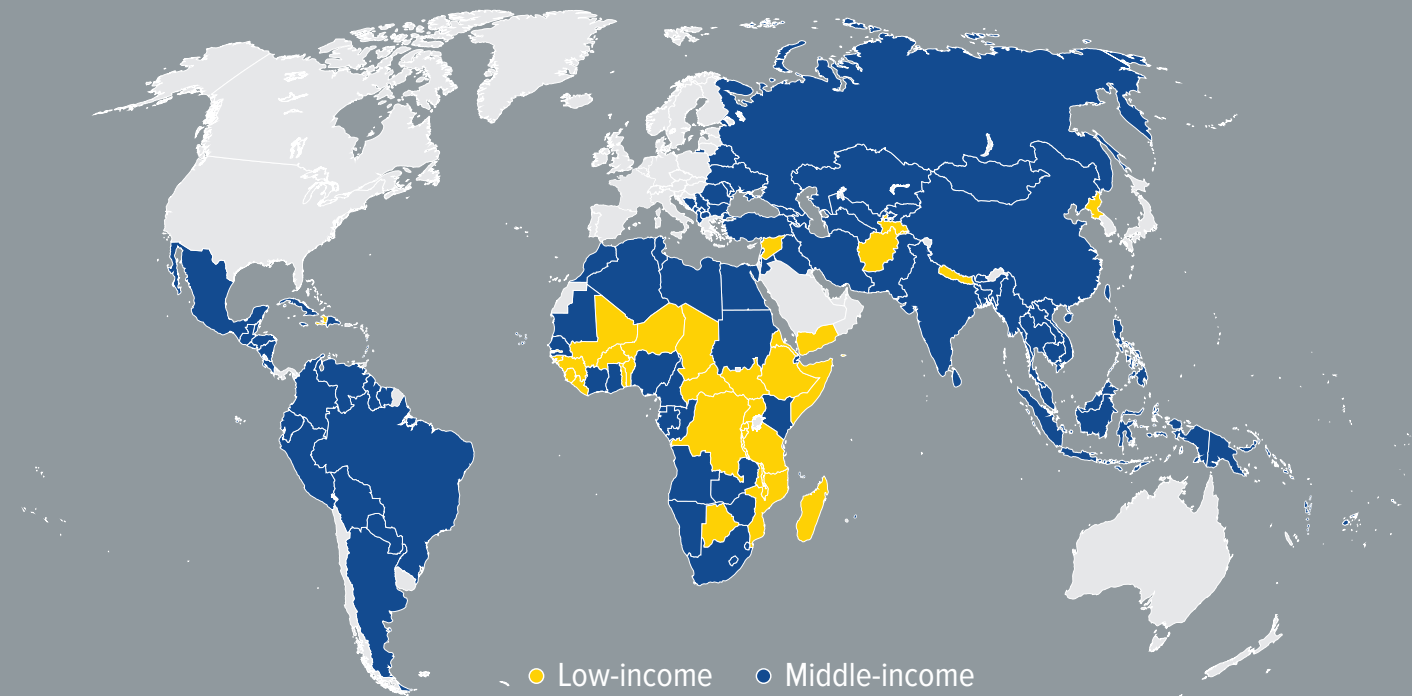
**Building
capacity and
knowledge**

| RESULTS | IMPROVED LEARNING | | | |
|----------------------|--|---|---|---|
| | Strengthened education financing systems | Greater resource mobilization for education | Improved spending equity and efficiency | |
| INTERMEDIATE RESULTS | Matching sustainable financing with needs | Improving efficiency, equity and financial management | Strengthening accountability with better data and monitoring | Building capacity and knowledge |
| | <ul style="list-style-type: none"> • Greater mobilization of domestic and external resources for education • Better policy actions to improve spending quality | <ul style="list-style-type: none"> • Strengthened financial management systems • Improved spending equity and efficiency • Better resource tracking | <ul style="list-style-type: none"> • Improved transparency and accountability • Better information for decision making • Integrated NEA & BOOST data | <ul style="list-style-type: none"> • Improved knowledge and capacity on finance in client countries and Development Partners • Application and use of evidence base by client countries and DPs |
| | ACTIVITIES | <ul style="list-style-type: none"> • Financing strategies for 10 countries and toolkit • Minimum package costing tool • Certification/TA for further 5 countries | <ul style="list-style-type: none"> • PFM for results toolkit • PFM action plans in 10 countries • Certification/TA for further 5 countries | <ul style="list-style-type: none"> • Annual Education Finance Watch • Global Expenditure Database for all countries • Certification/TA for National Education Accounts (NEA) |






The Global Education Finance Platform will prioritize activities in **basic education in low- and middle-income countries** where funding needs are greatest.



JOIN THE LEARNING REVOLUTION

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 @WBG_Education
#LearningPoverty

