

DELIVERING EDUCATION in the Midst of FRAGILITY, CONFLICT, and VIOLENCE (FCV)

Ensuring a safe environment for children to learn is more than a mission for the World Bank. It is an urgent imperative. In large part, the success of our FCV Strategy is predicated on education. There are few spheres of development with so much potential to contribute to violence prevention and peace building. Schooling, therefore, has a critical role in developing the social cohesion for stability, as well as the skill base needed for our client countries to advance in their development and achieve economic prosperity.



THE RISKS ARE APPARENT IN THE NUMBERS

Of the **27 million refugees** worldwide today, about **half are CHILDREN UNDER 18**

Of those who are **forcibly displaced** from their homes, **75% ARE WOMEN AND CHILDREN**

For children living in situations of fragility, conflict, and violence (FCV), **learning poverty**—which is the share of children age 10 who cannot read an age-appropriate text—**ALMOST ALWAYS EXCEEDS 90%**

REFUGEE CHILDREN—especially adolescents—have few opportunities to learn. **Only 31% have access to secondary education (compared to 84% globally); and a mere 3% have access to tertiary education (compared to 37% globally).**

GIRLS are two and a half times more likely to be out of primary school if they live in conflict-affected countries—**NEARLY 90%** more likely to be out of secondary school than their non-FCV counterparts.

COVID-19 HAS INTENSIFIED THE IMPACTS

1 BILLION CHILDREN missed at least one year of in-person schooling, **including millions of children in FCV countries.**

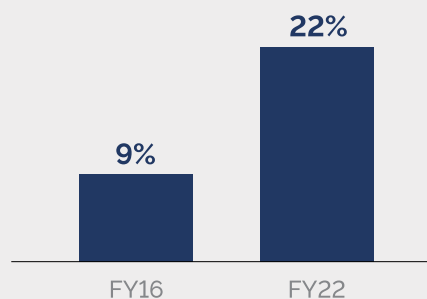
The pandemic pushed **70 MILLION ADDITIONAL PEOPLE** into extreme poverty in 2020, **the biggest setback to poverty-reduction efforts in decades.**

THE WORLD BANK RISES TO THE CHALLENGE AS THE LARGEST EXTERNAL FINANCIER OF EDUCATION IN FCV SETTINGS

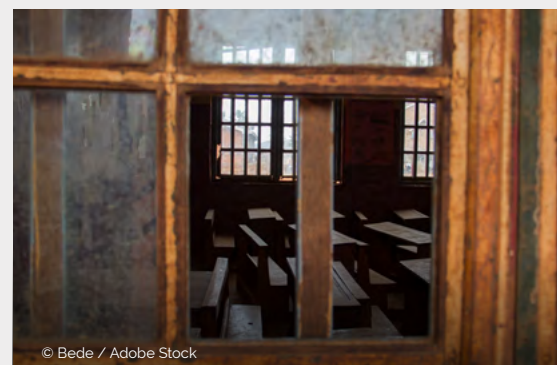
Our education portfolio in Fragility, Conflict, and Violence settings has grown rapidly in recent years, reflecting the ever-increasing importance of the FCV agenda in education. In fiscal year (FY) 2022, our investment in FCV settings stood at **\$5.2 billion**, accounting for about 22% of the World Bank's education portfolio and representing **45 projects in 26 countries.**

This share will continue to grow under our [Strategy for Fragility, Conflict, and Violence 2020-2025](#). An additional \$2.7 billion in funding for education in FCV countries is expected to be approved in FY23 and FY24.

Relative share of Education Portfolio in FCV countries (FY16 and FY22)



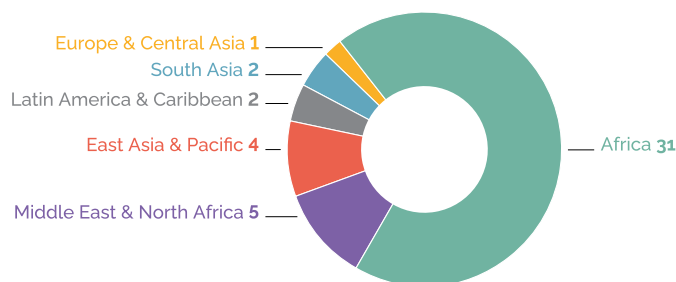
1. All dollars are US\$.



Today only 2.6% of humanitarian aid goes to education. Yet the children most in need of a good education are also at greatest risk of having their learning disrupted, whether by conflict, violence, pandemics, climate, or other crises. The World Bank, through technical assistance, loans, and grants, works in collaboration with humanitarian actors and other stakeholders to minimize these disruptions and advance education in FCV settings.

REGIONAL DISTRIBUTION OF THE EDUCATION PORTFOLIO IN FCV SETTINGS

In FY22, 31 out of 45 projects in our education FCV portfolio were in Sub-Saharan African countries. In the Middle East and North Africa region, the ongoing Syrian refugee crises and other regional instabilities have led to an increase in projects.



EMERGENCY RESPONSE IN UKRAINE

The World Bank is supporting **Ukraine** in the face of the current conflict. The World Bank's education support in Ukraine includes: financing of teacher salaries; support for a remedial online tutoring program for displaced students; and reallocating \$100 million to support and protect academic scholarships for higher education students.

The World Bank is also providing support to Ukrainian refugees, including through the **Moldova Education Reform Project**, which includes provision of laptops to access distance-learning resources; and in Romania through the **Romania Secondary Education Project**. This includes repurposing some of the school grants supported by the project to target high schools and universities that receive displaced Ukrainian students, to ensure the continuation of their education and immediate integration into the school system.

The World Bank is also tracking education and humanitarian interventions for war-displaced populations in Ukraine and neighboring countries. It is coordinating with other education partners active in Ukraine, to connect and learn from new and ongoing interventions, aimed at sustaining access to education and opportunities to learn during the crisis.



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KEEPING ADOLESCENT GIRLS IN SCHOOL

In **Nigeria**, adolescent girls face many constraints in accessing and completing secondary education. In northern Nigeria, the lack of secondary schools is significantly greater, with up to 10 primary schools for every secondary school. The **AGILE project** expands and improves secondary schools to ensure safe, accessible, and inclusive infrastructure. It also provides skills training for adolescent girls on digital literacy, health education, gender-based violence awareness and prevention, negotiation skills and self-agency. The project aims to benefit about 6.7 million adolescents and 15.5 million direct beneficiaries, including families and communities, in seven states.



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PREPARING FOR TOMORROW

FUTURE SUCCESS WILL INCREASINGLY BE DETERMINED BY OPERATING EFFECTIVELY IN FCV SETTINGS

The current global situation, characterized by a changing climate, shifting geopolitics, and the lingering impacts of a pandemic, is most likely a preview of the uncertainties that countries will face in the future. **By 2030, more than half of the poor, and two-thirds of the extreme poor, will live in situations of fragility, conflict, and violence (FCV).**

For the World Bank to achieve its goals of ending extreme poverty and boosting shared prosperity, it will need to succeed in FCV settings. Launched in February 2020, our [Strategy for Fragility, Conflict, and Violence 2020-2025](#) is an important milestone in how the World Bank serves populations living in these settings. The strategy rests on four pillars.

The World Bank's recent white paper "[Safe and Learning in the Midst of Fragility, Conflict, and Violence](#)" recommends actions across these **four pillars of engagement for Education.**



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PILLAR 01

Education has a key role to play in **preventing violent conflict and interpersonal violence.**



PILLAR 02

Remaining engaged during crises and active conflict requires new delivery modalities, mission-driven partnerships, and a greater tolerance for risk.



PILLAR 03

Helping countries transition out of fragility requires consensus on the sequence of reforms, and investing in state capabilities.



PILLAR 04

Mitigating the spillovers of FCV is key. Programs should address the needs of internally displaced persons (IDPs) and refugees, as well as host communities.

DELIVERING STRATEGIC OPERATIONAL SUPPORT FOR WORLD BANK WORK IN FCV SETTINGS

To strengthen our response, the World Bank has mobilized a new **Education and FCV Response Team** to provide just-in-time advice and support to country staff on operations in FCV settings. This specialized group is also producing analytical work, distilling best practices and generating creative solutions for service delivery in these challenging contexts. The team is also working to nurture and expand our partnerships with UN agencies, NGOs, communities, and non-traditional education actors, and facilitating knowledge-exchange among country teams and across sectors.



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SAFEGUARDING ACCESS TO LEARNING IN AFGHANISTAN

In **Afghanistan**, the [Education Emergency Response in Afghanistan \(EERA\)](#) project will help maintain access to learning opportunities and improve learning conditions for girls and boys. The project will support: (i) formal and non-formal community-based education programs in disadvantaged areas with low school coverage; (ii) grants to NGOs to support innovative, grassroots learning opportunities for adolescent girls who are otherwise excluded from education; (iii) provision of teaching and learning materials; and (iv) gender-focused rehabilitation and construction of school infrastructure to improve school access and attendance.



ENABLING SCHOOLS TO FUNCTION IN YEMEN

For years the poorest country in the Middle East and North Africa, **Yemen** has suffered from one of the worst humanitarian crises in the world. Embroiled in conflict since 2015, fighting has devastated its economy, pushing more people into extreme poverty.



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The World Bank's ***Yemen Restoring Education and Learning Project*** provides a school package to over 1,100 schools that includes four key elements: (i) teacher training and performance-based teacher payments; (ii) learning materials and school supplies; (iii) rehabilitation of school infrastructure; and (iv) school feeding. The project reaches almost 600,000 children, targeting the most vulnerable districts.

It also supports delivery of remedial education for struggling students in grades 1-6 to address learning losses in math and language, as well as strengthening local capacity for managing education. The project includes close collaboration with partners—UNICEF, the World Food Program (WFP), and Save the Children.



GIVING CHILDREN IN HAITI A CHANCE TO SURVIVE AND THRIVE THROUGH EDUCATION

Haiti's economic and social development continues to be hindered by political instability, increasing violence and fragility. Natural disasters—hurricanes and earthquakes—have taken a massive toll. Haiti remains the poorest country in Latin America and the Caribbean, and among the poorest countries in the world. On the UN's Human Development Index, Haiti ranked 163 out of 191 countries in 2021.

The World Bank's ***Haiti Education for All Project*** helped provide access to quality primary education through: (i) tuition waivers for over 482,000 students, which helped increase and maintain enrollment; (ii) a School Health and Nutrition program that reached over 457,000 children; and (iii) pre-service teacher training for over 3,500 teachers in rural communities, which increased the number of certified teachers in the country.



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EXPANDING GLOBAL KNOWLEDGE

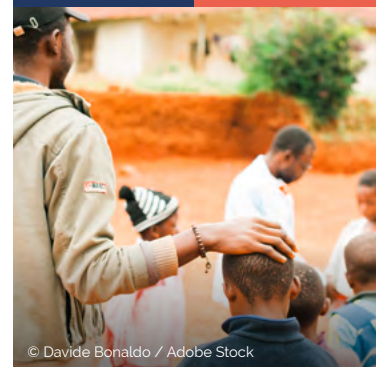
The World Bank aims to inform evidence-based solutions for education in FCV settings. As an example, the ***Forced Displacement and Education Case Study Summary*** analyzes what works to include displaced populations within host country national education systems. In ***The Global Cost of Inclusive Refugee Education***—a joint report of the World Bank and UNHCR—we estimate the cost of educating refugee children in host country systems.

BUILDING NEW PARTNERSHIPS TO REACH BENEFICIARIES

Success will also depend on strengthening existing partnerships and forging relevant new ones.

The World Bank's growing investments in education in FCV settings mark an opportunity to partner with and learn from others who have a longstanding presence in this space, including both our traditional partners (e.g., UNICEF and UNHCR, international NGOs, bilateral agencies), and newer partners (e.g., municipalities or community-based organizations).

We also continue to expand our partnerships with humanitarian actors from civil society, including faith-based organizations and local entities like associations of women's groups. These organizations have a strong presence on the ground in hard-to-reach areas and offer crucial contextual knowledge and technical know-how. Together, we can more effectively advance education and learning in the world's most challenging settings.



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For more information on the World Bank's work on Education, please visit: www.worldbank.org/education

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