

SAFE AND LEARNING

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 **26 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—and 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 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

1.6 BILLION STUDENTS are affected by school closures, including **millions of children in FCV countries.**

The pandemic is expected to push **40-60 MILLION** more people into extreme poverty. **The most disadvantaged children are at highest risk of dropping out of school.**

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.



EMERGENCY RESPONSE IN UKRAINE

The World Bank is supporting Ukraine in the face of the current conflict. The World Bank Group education support in Ukraine was recently restructured in response to the crisis and deteriorating fiscal situation, to reallocate US\$100¹ million to support and protect academic and social 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 grants to target high schools and universities that will receive the incoming displaced students to ensure the continuation of their education and immediate integration into the school system.

The World Bank Group 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.



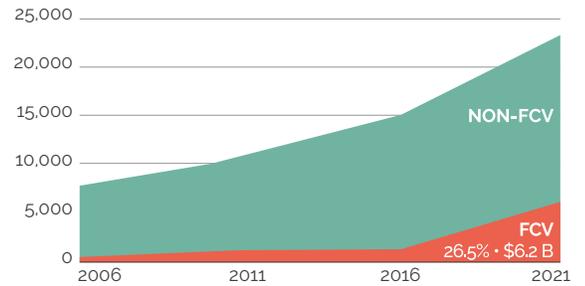
THE WORLD BANK RISES TO THE CHALLENGE

Our education portfolio in Fragility, Conflict, and Violence settings, which stands at \$6.2 billion, has grown rapidly in recent years, reflecting the ever-increasing importance of the FCV agenda in education. **Investments in FCV situations now account for more than 25 percent of the World Bank's education portfolio.** This share will continue to grow under our [Strategy for Fragility, Conflict, and Violence 2020-2025](#).

ACTIVE AND PIPELINE PORTFOLIO

The overall World Bank education portfolio stands at \$24 billion, with the last two fiscal years reaching record highs of \$5.2 and \$5.3 billion in new commitments respectively. **Currently the FCV share of the portfolio includes 64 active projects and nine in the pipeline across 32 countries.** For comparison, the non-FCV portfolio comprises 232 active and 39 pipeline projects. Another **\$676 million** is expected to be approved in FY22, which would sustain the FCV share of the portfolio above 25 percent.

Relative Share of Portfolio in FCV Countries (FY06-FY21), (US\$ Millions)



IMPROVING THE LEARNING ENVIRONMENT IN TIMOR-LESTE

Emerging from decades of conflict, **Timor-Leste** became a sovereign state in 2002. The country has made significant progress in key areas since independence, but fragility remains a challenge as the country contends with the legacies of past conflict. The World Bank's Timor-Leste, *Basic Education Strengthening and Transformation Project (BEST)* will finance the Government's efforts to improve educational outcomes in Timor-Leste through transformational changes in the learning environment. These include physical infrastructure as well as teaching and learning materials, learning assessments, teacher preparation and management, and information systems designed to support management efficiency of the education sector. The project will also lay the foundation for improving educational outcomes, by periodically and systematically measuring learning in early grades during implementation.

REGIONAL DISTRIBUTION OF THE PORTFOLIO

In FY21, projects in Sub-Saharan Africa (AFR) constituted more than three-quarters of the education FCV portfolio. The South Asia region (SAR) is home to one of the longest active conflict regions—Afghanistan. Further, Pakistan and Bangladesh have active refugee projects. In the Middle and North Africa region (MENA), the ongoing Syrian refugee crises, and other regional instabilities, have led to an increase in projects.

Regional Distribution of the Portfolio (US\$ Millions)



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* will use secondary school as a platform to empower girls through education, life skills, health education (e.g. nutrition, reproductive health), gender-based violence awareness and prevention, negotiations skills, self-agency, and digital literacy skills. The project will support access to secondary education and empowerment for adolescent girls in seven states. It will benefit about 6.7 million adolescents, and 15.5 million direct project beneficiaries will include families and communities in participating states.



PREPARING FOR TOMORROW

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

The current global situation, characterized by a changing climate, shifting geopolitics, and 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).

Our definition of FCV is no longer limited to countries (which typically have weak governance and nascent institutions), but extends to situations wherever fragility, conflict, or violence may emerge, for a variety of reasons. As forced displacement shows, these situations are also increasingly protracted, with the response needed shifting from short-term, humanitarian needs to longer term issues of development.

For the World Bank to achieve its goals of ending extreme poverty and boosting shared prosperity, it will need to succeed in FCV situations. 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 FCV situations.

The strategy rests on four pillars: (i) Preventing violent conflict and interpersonal violence; (ii) Remaining engaged during crises and active conflicts; (iii) Helping countries transition out of fragility; and (iv) Mitigating the spillovers of FCV. The implementation of activities across these pillars represents a new vision for our work, with operational implications across sectors.



PILLAR 01

Education has a key role to play in violence prevention.



PILLAR 02

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



PILLAR 03

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



PILLAR 04

Programs should not distinguish between internally displaced persons (IDPs), refugees, and host communities, but serve all of these groups.



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.



ENABLING SCHOOLS TO FUNCTION IN YEMEN

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

The World Bank's [*Yemen Restoring Education and Learning Project*](#) will ensure that specific schools are able to function. The package of activities that are financed include: (i) Support to teachers; (ii) School feeding; (iii) Learning materials and school supplies; and (iv) Rehabilitation of school infrastructure in target schools.

It also supports delivery of remote alternative learning to basic education school-age children when their schools close or are interrupted, 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 the Latin America region, and among the poorest countries in the world. On the UN's Human Development Index, Haiti ranked 170 out of 189 countries in 2020. According to the Human Capital Index, a child born today in Haiti will grow up to be only 45 percent as productive as they could be if he or she had enjoyed full access to quality education and healthcare.

The World Bank's *HT Education for All Project* helped to provide access to quality primary education (through a tuition waiver program; by improving basic educational services in selected rural communities; and by strengthening the school health and nutrition program); gave support to teaching and learning; and fortified institutional strengthening and governance. The program supplied more than 482,932 tuition waivers over the project period, through the *Tuition Waiver Assistance Program (TWP)*; made 465,897 school health and nutrition interventions; and gave grants to establish 57 community-based schools and construct 21 classrooms.



BUILDING NEW PARTNERSHIPS TO REACH BENEFICIARIES

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

As the Bank Group's FCV operations shift to prevention and remaining engaged in situations of conflict, teams are undertaking new activities. These include providing psychosocial support and monitoring education service delivery in conflict zones. This shift is an opportunity to partner with and learn from others who have a long-standing 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 will need to extend our partnerships with humanitarian actors from across local and international civil society. Whether faith-based organizations or local entities like associations of women's groups, these organizations have a presence on the ground in hard-to-reach areas and in marginalized communities, that outpaces our capacity for immediate response. They also offer crucial contextual knowledge and technical know-how for working in FCV settings.



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

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