

Appendix A: Letter from Ministry November 2014



REPUBLIC OF KENYA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

State Department of Education

Telegrams: EDUCATION-NAIROB

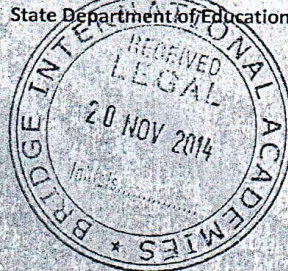
Telephone: Nairobi 318581

Fax No: 254-20-2214287

When replying please quote

Email: psecretary@education.go.ke

Web: www.education.go.ke



JOGOO HOUSE 'B'
HARAMBEE AVENUE
P. O. Box 30040 - 00100
NAIROBI

When replying please quote

Ref: MOE/ESQAC/M/124(4)

Date: 17th November, 2014

Shannon May
Co- Founder & Chief
Strategy Office
Bridge International Academies
P.O. Box 78105-00507
NAIROBI
KENYA.

RE: REGISTRATION OF BRIDGE INTERNATIONAL ACADEMIES

As you are aware, the Ministry has been holding various consultative meetings with the management of your institutions. This was after realizing that:-

- i. The Bridge International Academies Ltd had established over 250 schools in the country.
- ii. These schools were not registered.
- iii. Some centres had been registered by the KNEC as examination centres.
- iv. The schools have pupils who are in class seven.
- v. The schools were alleged not to be following the 8-4-4 curriculum.

During the consultative meeting it was agreed that:-

- Each of the schools be individually registered as private schools as per the provisions of The Basic Education Act 2013 regulations, and guidelines from the MOEST.



- Follow the 8-4-4 approved curriculum and adhere to the requirements on time tabling.
- Ensure that all teachers are trained and registered by TSC.
- Cultivate a working respectable relationship with all education officials at all levels and allow inspection of your schools as the law requires.
- Engage Public Works in designing and construction of school facilities as required.
- Liaise with KICD to vet new innovations to ensure content of the tablet materials and methods of teaching used are in tandem with MOEST policies on curriculum.

In another meeting held on 31st October 2014, it was reiterated that the Bridge International Academies could only be registered after meeting the criteria of the Basic Standard Requirements for Registration of Education and Training Institutions in the Ministry of Education, Science and Technology. The Ministry also wrote a letter to KNEC requesting them to extend the period of registration to 30th November 2014.

In view of the above we wish to reiterate that the Bridge International Academies should follow the laid down procedures of registration of schools as stipulated by law and the guidelines issued by the Ministry of Education Science and Technology.

Masese, Robert M. N
For: AG, EDUCATION SECRETARY

Copy to :
 : Cabinet Secretary
 : Principal Secretary
 : Education Secretary
 : All Directors
 : CEO/KNEC
 : Chairman - NEB
 : Chairman - KPSEA
 : All CDEs

Appendix B: Letter from KICD March 2015

March 2015

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

WRITE UP ON REQUEST FOR TEACHER RESOURCE MATERIALS FOR BRIDGE INTERNATIONAL ACADEMIES

Refer to Folios 68, 78 & 79.

Bridge international Academies held meetings with the Ministry of Education, Science and Technology (MoEST) requesting to have their materials evaluated. The agreement was that Bridge International Academies was to submit all materials they use in teaching from Class 1 to 8.

In 2014, a representative from Bridge came to the Institute, to the office of the Curriculum and Materials Evaluation. He was requesting to have their teachers be trained to interpret the syllabus in order to author the materials. He was advised to write to the Institute to ask if the teachers could be trained by the Institute on syllabus interpretation. He was also advised to write a letter to the Director over the issue but instead went to talk to her.

The Director informed him that the Institute was waiting for the materials as MoEST had requested them to submit the books they were using. Bridge International went back to MoEST and the Director of Secondary Higher Education and Tertiary write a letter to the Bridge to engage KICD directly.

The representation of Bridge came again to ask what they will need to do. We talked and advised that if the Institute was to evaluate their materials it was outside the normal circle and therefore they will cater for all costs. Bridge representative

was also informed that the National Book Policy in place allowed for only 6 course books per subject. She was also informed that without change in the book policy it would not be possible to evaluate their course books. Nevertheless, they were told to write a letter officially to request for the submission and evaluation of their materials. The letter was to enable the Institute to ask pertinent questions and pass important information on submission and evaluation of book course.

In February 2015, Bridge International Academies submitted their books to MoEST without having engaged KICD having engaged the Institute. The representative came to inform the SDDCRS that the books were in MoEST Headquarters. The SDDCRS requested him to have the books delivered here. During a consultation meeting between the office of Curriculum and Materials Evaluation with the SDDCRS it was agreed that the process of evaluation of materials be adhered to. The procedure being that the Ministerial Textbook Vetting Committee (MTVC) which manages the evaluation process giving the go ahead with the evaluation. KICD sought MTVC's direction vis a viz the National book policy.

The MTVC sitting on the 18th March 2015, directed that Bridge International engage KICD and be informed of the procedures and guidelines which govern the process of submission and evaluation of Course books and Supplementary materials thus the reply to Bridge International Academies letter dated 20 April 2015.

Referring to Folio 68, the letter dated November 21 2014, Bridge International Academies indicates the dates when they held meetings, with MoEST. In the letter they seek the indulgence of the Ag. Education Secretary to write a letter to the Director, KICD to review the resource materials with great urgency for National syllabus compliance. In the letter Bridge International Academies shows that they

had agreed with MoEST and KICD to submit materials for Class 7 and ECD to enable them incorporate the comments into all resource materials for all Classes. However, the evaluation process, each material is looked as an entity and contents from the book may not be compared to another.

In the same folio 68, a letter dated 28 March 2014, the Director, Mr. M. Masese wrote to the Director KICD to inform him that MoEST had received a request from Bridge International Academies to have their materials vetted for all schools. He said that he had advised the group to engage KICD directly, in the task of evaluation. From the above communication it emerges that Bridge International did not engage KICD officially to have their materials submitted and evaluated.

The questions that Bridge International Academies is asking in their dated 6 February 2015 should have been sorted out before submission of materials and after the MTVC's direction.

The challenge with the Bridge International Academies materials is:

- The request by Bridge is only possible if the Institute can be presented with the curriculum and they are following. If it is the National Curriculum, the book policy binds all schools both public and private to use any of the six course books in the Orange Book.
- To evaluate materials for Bridge International Academies with open the door for any other institutions to develop their materials and bring them for evaluation. This compromises the quality and standards of education and impendent to quality error.
- Bridge International Academies are equating their materials to the Tusome program. They are not seeking to have their materials evaluated to be aong the 6 books in the Orange Book but like Tusome programe. Tusome program

is a national program as the materials are accessed by all schools while Bridge International Academies materials are only for their schools. Tusome does not own schools, Bridge International Academies owns schools.

CONCLUSION

Bridge International Academies can be invited for a face to face meeting to KICD to enable them understand the evaluation process as per the MTVC's resolution.

Appendix C: Letter from Ministry July 2017



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

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P. O. Box 30040 - 00100
NAIROBI

Ref: MOE.HQS/3/6/56

29th June, 2017

Andrew White

Managing Director, East Africa
Bridge International Academies Ltd.
P.O. Box 78105-00507

NAIROBI

RE: MONTHLY STATUS REPORT ON APBET GUIDELINES COMPLIANCE

We acknowledge the receipt of the April report on compliance.

We however wish to bring the following to your attention.

- i. Bridge academies do not fall under the Apbet description.
- ii. In paragraph 2:2 you have indicated that "The Apbet guidelines provide that a school must have 30% of teachers trained in a government recognized teacher training college and that these teachers be registered with Teachers Service Commission within three (3) years." This however is contrary to what the Apbet guidelines state in 4.2 on standard requirements for teaching, learning and Assessment. 4.2(c) states that "a minimum 30% of the teachers at an institution of Apbet shall have obtained a relevant training" certificate from a recognized teacher training institution at registration. Hence the 30% must be registered by the Teachers Service Commission before employment. Secondly, the remaining 70%, of the teachers must be undertaking recognized in-service training and management of the institution shall progressively ensure that **all** their teachers are registered with the Teachers Service Commission by the third year of Registration of the institution. This means that within three years of Registration, all teachers (100%), must be qualified and registered by Teachers Service Commission.

Also note that even though teachers may have a valid P1 certificate, they do not qualify to teach if they are not registered. Teachers awaiting certificates from KNEC are therefore not registered teachers.

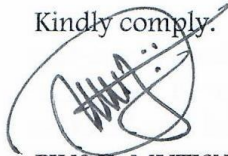
You have also indicated that the County Directors of Education and Teachers Service Commission officials should promote the trained teaching Jobs available at Bridge within their organizations. This cannot happen since your institutions are not yet registered and hence not recognized by the government.

You have also raised the issue of insecurity and that you are in contract with the Principals of Teacher Training Colleges. Please note that the school based teacher training programme is a Ministry of Education programme agreed upon by the relevant stakeholders. The colleges cannot come up with their own programmes without clearance from the Cabinet Secretary.

On matters of curriculum, submission of materials does not mean approval. As of now the KICD did not approve the curriculum being offered by BIA.

In view of the above we insist that BIA has to comply as directed and not hide under the APBET guidelines. The County Education Boards are able to decide which schools fall under APBET and which are basically private. The BIA concept falls under private category.

Kindly comply.



PIUS K. MUTISYA
DIRECTOR, QA & S

FOR: PRINCIPAL SECRETARY

Copy to: Cabinet Secretary
Principal Secretary
Director General
Regional County Education officers
County Directorate Education officers



Appendix D: Letter to IFC March 2018

Linda Oduor-Noah
Acting Regional Director
East African Centre for Human Rights
Nairobi, Kenya
Linda@eachrights.or.ke

1st March 2018

President Jim Yong Kim
World Bank Group
1818 H Street NW
Washington, DC 20433

Subject: WBG investment in Bridge International Academies

Cc: Jaime Saavedra, Senior Director for Education

Philippe Le Hou  rou, Chief Executive Officer of IFC

World Bank Group Board of Directors

Dear President Kim,

We, the undersigned group of 91 organisations, write to share with you our deep concern about the corporate practices and impact of Bridge International Academies (BIA), a commercial school company in which the World Bank Group's International Finance Corporation (IFC) has invested.

We recognize that the majority of World Bank Group investments in education are focused on strengthening public education systems around the world through IDA and IBRD support to governments; this support is crucial in helping governments expand equitable access to high quality education in line with the SDGs. However, given the World Bank Group's mandate to end extreme poverty and promote shared prosperity, the Bank has a special obligation to ensure all of its investments are benefiting the poorest people in the countries where it operates, supporting good governance and the rule of law, and are doing no harm.

A robust and growing body of independent evidence raises serious concerns about BIA's corporate practices and the impact of their operations, and demonstrates that the company is neither contributing to positive disruption nor to meeting the global education goals. These concerns were documented in a statement signed by 174 civil society organizations from 50 countries in August, annexed for your reference. In particular, we would like to call your attention to a **series of concerning practices and associated legal and reputational risks for the World Bank, including lack of transparency, poor labour conditions, and non-respect of the rule of law in host countries**. The annexed statement demonstrates, *inter alia*, BIA's:

- Failure to comply with requests from the Ugandan Ministry of Education to meet its legal and educational standards, resulting in a decision of the High Court of Uganda to uphold the Ministry's order to close all 63 BIA schools in Uganda. Following 18 months of dialogue with the company, the Government of Uganda confirmed in a statement made public on 6th February 2018 that it had decided earlier in the year not to allow BIA to open for the academic year 2018 for failing to meet standards regarding the "safety and security of

pupils", to meet the requirements for licensing, and to submit full documentation for licensing;¹

- Failure to comply with the Kenyan Ministry of Education requests to register schools, use of unapproved curriculum, failure to meet standards for teacher certification, and other violations leading to a court-ordered closure of Bridge schools in Busia County, in Western Kenya, and numerous other court cases;
- Complicity in the arrest and detention without evidence of an independent researcher from the university of Alberta, Canada in Uganda;
- Legal action against the Kenya National Union of Teachers resulting in a gag order preventing the union from publicly mentioning BIA while awaiting trial. The legal action was for allegations of defamation, after the union published a study raising legitimate concerns about BIA. The application for interim injunction was eventually dismissed on 20th February²;
- Poor labour conditions in Kenya and Uganda, in particular for teachers, who are paid below the living wage (around 100 USD a month) for 60 or more hours of work per week; imposition of contractual obligations such as non-compete clauses.

No improved learning outcomes could justify these practices. But evidence suggests that BIA schools are not providing a decent quality education. Recent reports have questioned BIA's claims about improved examination results. The New York Times reported for instance that in preparation for the Kenya national exams, teachers said BIA asked some students to repeat a year, while "the rest were taken to a residential cram school and prepped for the test by teachers who flew in from the United States".³ Other tactics, such as direct or indirect selection, could also impact the results.⁴ The recent independent evaluation of a pilot public-private partnership program in Liberia, which includes Bridge Academies, indicates that BIA spent more than 13 times the Government spending per student and turned away children from schools to reduce pupil-teacher ratios, to reach artificially improved learning outcomes, though still only reaching low outcomes in absolute.⁵

Evidence further suggests that the poorest and most marginalised children are not able to access Bridge schools at all because of the high cost relative to family income. This means that Bridge does not deliver on its promise to reach families living on less than 2 USD a day, fails on its ambition to deliver cost-effective education, and threatens to deepen economic and social inequality and segregation. We question such a model which seeks to extract profit from the aspirations of poor parents, who sacrifice other basic needs to pay fees for an education of uncertain quality.

Recent statements from several UN and regional human rights bodies and experts – including a new report published in November by the African Commission on Human and Peoples' Rights directly addressing concerns about BIA⁶ – have raised strong concerns about the unregulated expansion of school models such as Bridge International Academies. In April, and again in November,⁷ the UK Parliament's International Development Committee expressed specific concerns about BIA regarding the quality of education, relationship with governments, lack of compliance with government regulations, and high cost of fees.

¹ Find the statement from the Government of Uganda: <http://bit.ly/2FSib8g>, and the civil society analysis: <http://bit.ly/2BLNJL2>.

² See <http://bit.ly/2GxEyfm>

³ See <http://nyti.ms/2sUjZpm>.

⁴ As detailed in the annexed statement.

⁵ See <http://www.right-to-education.org/news/new-research-commissioned-liberian-government-confirms-bridge-international-academies-failing>.

⁶ See [http://www.achpr.org/files/sessions/19th-eo/conc-obs/8th-11th-2008-](http://www.achpr.org/files/sessions/19th-eo/conc-obs/8th-11th-2008-2014/kenya_concluding_observations_8th_to_11th_periodic_report_.pdf)

[2014/kenya_concluding_observations_8th_to_11th_periodic_report_.pdf](http://www.achpr.org/files/sessions/19th-eo/conc-obs/8th-11th-2008-2014/kenya_concluding_observations_8th_to_11th_periodic_report_.pdf), paras. 37 and 53.

⁷ See <http://globalinitiative-escr.org/new-uk-parliament-report-finds-bridges-model-problematic-and-raises-questions-about-uk-funding/>.

In light of this significant body of evidence, the undersigned organisations call on the World Bank Group to:

- Fully discharge its legal due diligence obligations and responsibilities by making no further financing commitments to Bridge International Academies, and by using any suspension or termination rights to withhold any planned disbursements and responsibly withdraw existing investments in BIA where contractually possible.
- Expand its financial support to governments in countries where BIA operates, to help them achieve universal, free, high-quality public education, including by supporting the abolition of school fees where they still exist (both formal and informal) and ensuring equitable access for the most marginalised communities, including in slums and other underserved areas where BIA operates schools.
- Ensure full transparency and consultation with stakeholders around the randomised-controlled trial on Bridge Academies being funded by the WBG in Kenya, to ensure the objectives and methodology of the study respond to the most pressing concerns about BIA, including around equity and economic and social impacts.
- Conduct a review of WBG's portfolio of investments in for-profit or commercial school operators to assess whether this approach is in line with the Bank's efforts to end extreme poverty, fight inequality and advance the Sustainable Development Goal for education; and adjust the WBG education strategy and future investments accordingly.

We would welcome the opportunity to have a meeting with you discuss these concerns.

Sincerely yours,

Appendix. You will find the statement of evidence here: <http://bit.ly/biainvestors>.

ActionAid International	International
ActionAid Liberia	Liberia and International
AFPEAH	France
Aide et Action	France
Alliance of Government Workers in the Water Sector	Philippines
American Federation of Teachers	United States of America
ANCEFA Africa Network Campaign on Education For All	International
Asia South Pacific Association for Basic and Adult Education (ASPBAE)	Asia Pacific
Asociación Latinoamericana de Educación y Comunicación Popular	Internacional
Association camerounaise pour la défense des droits de l'homme des libertés et du bien être ACADEHLIB	International
Bank Information Center (BIC)	International
Brazilian Campaign for the Right to Education	Brazil
Bretton Woods Project	International
CADE - Campaña Argentina por el Derecho a la Educación	Argentina
Cameroon Education For All Network	Cameroon
Campaña Argentina por el Derecho a la Educación (CADE)	Argentina
Campaña Latinoamericana por el Derecho a la Educación (CLADE)	Internacional
Campaña Peruana por el Derecho a la Educación	Peru

Center of African Studies of the University of Porto	International
CEPO-ONG /ASBL	RD Congo
Child Rights International Network (CRIN)	International
CIPE CONSULTORES	Honduras
Civil society Action Coalition on Education for All (CSACEFA)	Nigeria
COALICION COLOMBIANA POR EL DERECHO A LA EDUCACION	Colombia
Coalition des organisations mauritaniennes pour l'éducation (COMEDUC)	Mauritanie
Coalition Éducation	France
Coalition for Transparency and Accountability in Education (COTAE)	Liberia
coalition nationale de Madagascar pour EPT /CONAMEPT	Madagascar
CONSTRUISONS ENSEMBLE LE MONDE	DRC
Corner House	UK
CSC-Enseignement	Belgique
dci-tunisia	Tunisia
Defence for Children international - Ghana	Ghana
Defence for Children-Liberia	Liberia
Défense des enfants International Belgique	Belgium
Economic & Social Rights Centre-Hakijamii	Kenya
Equal Education	South Africa
Equal Education Law Centre	South Africa
FECASE	Cameroun
Fédération générale de l'enseignement de base (FGEB)	Tunisie
FEMMES UNIES POUR LE DEVELOPPEMENT (FUD SUD-KIVU)	RD Congo
FERGET ASBL	RD Congo
Ficemea	International
Foundation For Environmental Rights, Advocacy & Development (FENRAD)	Nigeria, West Africa
FP CGIL	Italy
Fundación Manatí para el Fomento de la Ciudadanía A.C.	Mexico
Ghana National Education Campaign Coalition	Ghana
Global Campaign for Education	International
Global Campaign for Education-US	United States
Global Initiative for Economic, Social and Cultural Rights (GI-ESCR)	International
Global Peace and Development Organization	Liberia
Government Teachers' Union	Ile Maurice
HOMABAY COUNTY EDUCATION NETWORK	Kenya
Human Dignity	International
INITIATIVE FOR SOCIAL AND ECONOMIC RIGHTS (ISER)	Uganda
JEUNES ET FEMMES POUR LES DROITS DE L'HOMME ET LA PAIX "J.F.D.HO.P"	International
Labour, Health And Human Rights Development Centre	International
les anges du ciel	DR Congo
Mouvement Anfass Démocratique	Morocco
National Campaign For Education Nepal	Nepal
National Coalition for Education (NCE)	India
National Network for Education Reform (NNER)	Myanmar
Natural Resources Alliance of Kenya (KeNRA)	Kenya
Network for Public Education	United States
Northern Territories Federation of Labour	Canada
OBESSU - Organising Bureau of European Schools Student Unions	International
ONG CEPO/KASAI CENTRAL	RDC

ONG JEUNESSE et EMPLOIS VERTS pour une ECONOMIE VERTE	Regional Benin-Togo
ONG JEVEV (Jeunesse et Emplois Verts pour une Economie Verte)	Benin
organisation démocratique du travail	Morocco
Oxford Human Rights Hub	UK
OXFAM International	International
Pakistan Coalition for Education	Pakistan
Program on Human Rights and the Global Economy	United States
Programa de Comunicación y Educación (CEA-FCS-UNC)	Argentina
Public Services International	International
Red de Educación Popular entre Mujeres de América Latina y el Caribe Repem	Internacional
Rede Lusófona pelo Direito à Educação (ReLus) - The Lusophone Network for the Right to Education	International
RESDEN	Niger
RESEAU IVOIRIEN POUR LA PROMOTION DE L'EDUCATION POUR TOUS	Cote d'Ivoire
RESULTS Educational Fund	United States
Right to Education Initiative	International
SNEN	Niger
Society for International Development (SID)	International
Spanish Coalition Global Campaign for Education	Spain
Sustaining Continuity in Education Foundation (SCEF)	Nigeria
Syndicat National Autonome de l'Enseignement Secondaire (SNAES)	Cameroon
Syndicat national de l'enseignement secondaire (SNES)	Mauritanie
Synficat National descAgents de la Formation et de l,Education du Niger	Niger
The East African Centre for Human Rights (EACHRights)	Kenya
UNISON - the public service union	UK

Appendix E: Response from IFC 2015



Jim Yong Kim
President

August 14, 2015

Ms. Salima Namusobya
Executive Director
Initiative for Social and Economic Rights (ISER)
Plot 60, Valley Drive, Ntinda-Ministers Village
UGANDA

Dear Ms. Namusobya,

Thank you for sharing the joint open letter from civil society organizations on the Bridge International Academies. I would like to take this opportunity to clarify my remarks on this issue.

The World Bank Group believes that every child has the right to a free, quality public education. As the world's largest provider of external development financing for education, the World Bank Group continues to be deeply committed to working with governments to strengthen their leadership in the education sector and to deliver equitable services through their public education systems. The vast majority – more than 90 percent – of World Bank Group's funding for education goes to the public sector, toward our stated goal of Learning for All.

However, public education systems in many countries face challenges in providing quality education to the poorest children. If 250 million children still cannot read or write, although many have attended school for years, this is a tragic breach of a solemn promise. Weak learning outcomes have serious consequences: nearly a billion people remain trapped in extreme poverty today, partly for lack of the literacy, numeracy, and non-cognitive skills needed to unlock human potential in the 21st century.

The inability of many public systems to effectively reach poor and marginalized communities, coupled with low levels of learning, are reasons that many parents opt to put their children in private schools – even if the quality is not higher. For these reasons, the World Bank Group is supporting governments to harness private providers to expand access to quality education, while at the same time strengthening their public education systems. In addition to expanding access and financing, the private sector can be a source of knowledge and innovation that can lead to more innovation and greater effectiveness in the public sector. Our global education strategy is directly focused on helping governments raise the quality of learning in their public education systems so that parents are encouraged to enroll and keep their children in public schools.

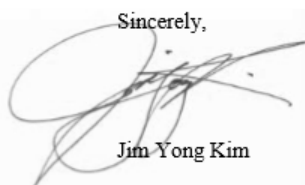
The World Bank Group is working with the governments of Kenya and Uganda to strengthen public education through IDA and other resources. In Kenya, the Bank is the supervising entity for the recently negotiated Global Partnership for Education (GPE) financed Primary Education Development project, and is also undertaking a detailed policy analysis of the sector, which is likely to lead to a complementary IDA-financed project in the near future. In Uganda, we are the supervising entity for the GPE Teacher and School Effectiveness project, and we are also supporting the skills development and post-primary education sector. Our support for Bridge International Academies – which has become an option for low-income families – is complementary to our public sector support, to ensure that parents who decide to invest in private schooling are also getting the best possible education for their children.

We also agree, however, that even if private schooling is relatively low-cost, any price is too high if it keeps just one child from learning, or forces already poor families to stay in poverty to pay for education. Therefore, where private provision is part of the country's toolbox to expand access to quality education, the World Bank Group also works with governments to provide public subsidies for poor and disadvantaged children to attend effectively regulated private schools.

It is clear that we need more evidence of which programs work best. We are launching a rigorous, independent impact evaluation of the Bridge International Academies program in Kenya, which will be the first large-scale, randomized, controlled trial of fee-paying schools in sub-Saharan Africa. Measuring effectiveness of these schools will help governments, policymakers, and parents determine how best to manage growing school enrollments and improve quality.

As I said at the World Education Forum in Incheon, we must ensure that all children have access to quality education and learning opportunities throughout their lives, regardless of where they are born, their gender, or their family's income. We owe it to the world's children to do everything we can to achieve the new global goal of Learning for All.

Sincerely,



Jim Yong Kim

cc: Mr. Louis Rene Peter Larose, Executive Director, The World Bank Group

Appendix F: Response from IFC March 2018



PHILIPPE LE HOUÉROU
Chief Executive Officer

March 19, 2018

Ms. Linda Oduor-Noah
Acting Regional Director/ Project Manager
The East African Centre for Human Rights
P.O. Box 19494-00100
Nairobi
KENYA

Via e-mail: Linda@eachrights.or.ke

Dear Ms. Oduor-Noah,

President Kim asked me to engage with you following your message expressing concerns over IFC's investment in Bridge International Academics (BIA). We wholeheartedly share your passion and commitment to expanding access to quality education in developing countries. This is why the World Bank Group has invested close to \$45 billion in education since 2000, more than 95 percent of that in public education.

As you note in your letter, IFC made its investment in BIA because it was an innovative model with potential for bringing quality, low-cost basic education on a large scale to children living in poverty. The strong performance of Bridge pupils on national secondary school exams in Kenya and Uganda, as well as learning gains in Liberia documented by the Center for Global Development's assessment of the Partnership Schools for Liberia pilot are indications that the model has benefitted many low-income and lower-middle class students.

However, we believe that more information is needed to understand the impact of low-cost schools on education for the poor. We look forward to the results of a rigorous, independent study of Bridge pupils in Kenya to provide more information on which interventions and policies are most effective.

We agree that licensing and regulation are very important for ensuring the quality of services. We understand that Bridge is actively engaging with the relevant government agencies in the markets in which it operates to meet local requirements. We urge governments to provide transparent and timely procedures for complying with licensing requirements, and we urge Bridge to continue sharing information and its dialogue with the relevant government agencies.

Families in developing countries have long recognized that education is the pathway to a better life. It has become even more important during this time of rapid technological and economic change. As you may recall, the World Development Report (WDR18) - *Learning to*

Realize Education's Promise - shows that millions of children are 'getting schooling without learning' and that even after several years in school, millions of children cannot read, write, or do basic math. While people have different views on the causes and solutions for this crisis, I hope that we can continue our conversation and work together to make a significant difference for the children in developing countries to equip them with the 21st century skills necessary to thrive in tomorrow's economy.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Philippe Le Houérou', with a long horizontal stroke extending to the right.

Philippe Le Houérou
Chief Executive Officer
International Finance Corporation

cc: Dr. Jim Yong Kim, President, World Bank Group
Mr. Sergio Pimenta, Regional Vice President, Middle East and Africa, IFC
Mr. Jaime Saavedra, Senior Director, Education Global Practice, World Bank

Appendix G: Bridge School Mathare 2016







