



LEARNING

TO REALIZE EDUCATION'S PROMISE

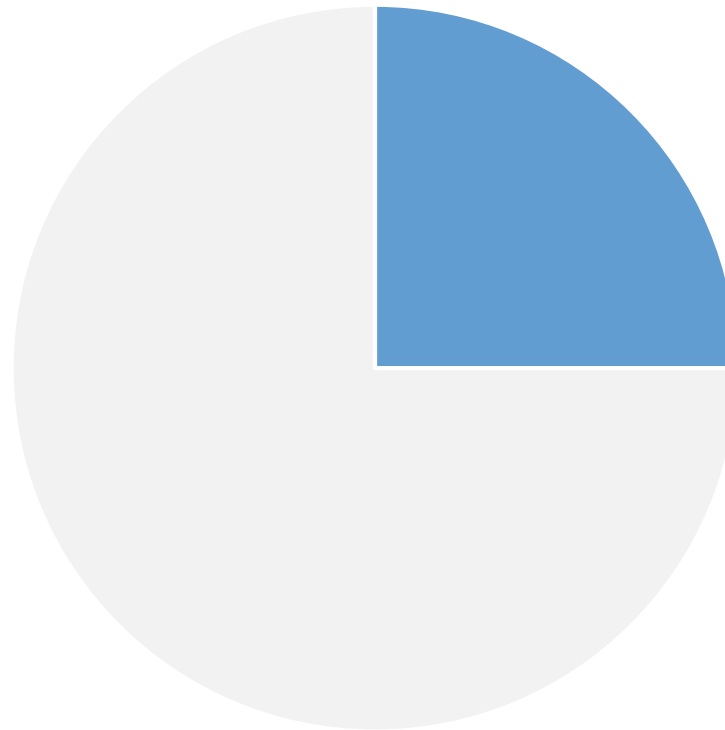
#wdr2018





Kenya, Tanzania, and Uganda

“The name of the
dog is Puppy”



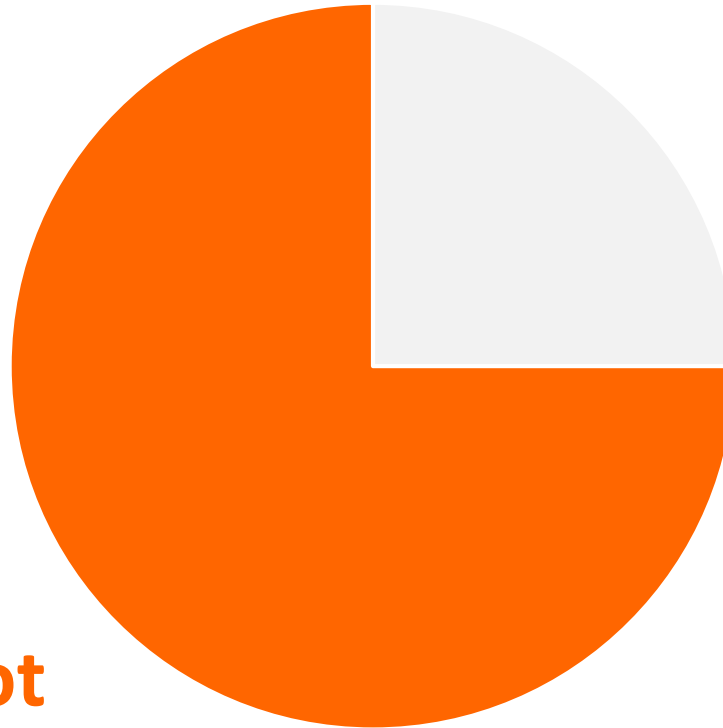
**Could
understand**

Grade 3

Kenya, Tanzania, and Uganda

“The name of the
dog is Puppy”

**Could not
understand**

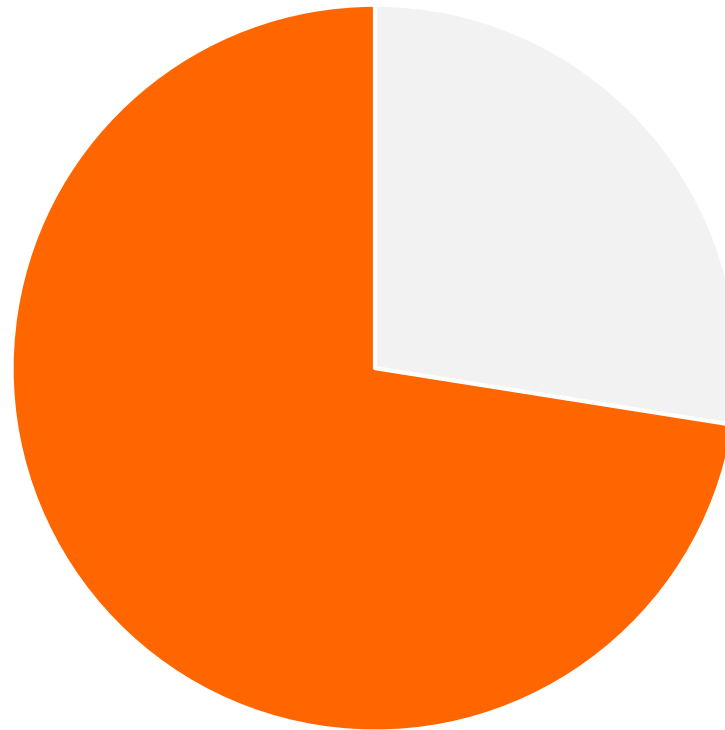


Grade 3



Rural India

$$\begin{array}{r} 46 \\ -17 \\ \hline ? \end{array}$$



Could not solve

Grade 3



Rural India

$$\begin{array}{r} 46 \\ -17 \\ \hline ? \end{array}$$



Could not solve

Grade 5



Brazil

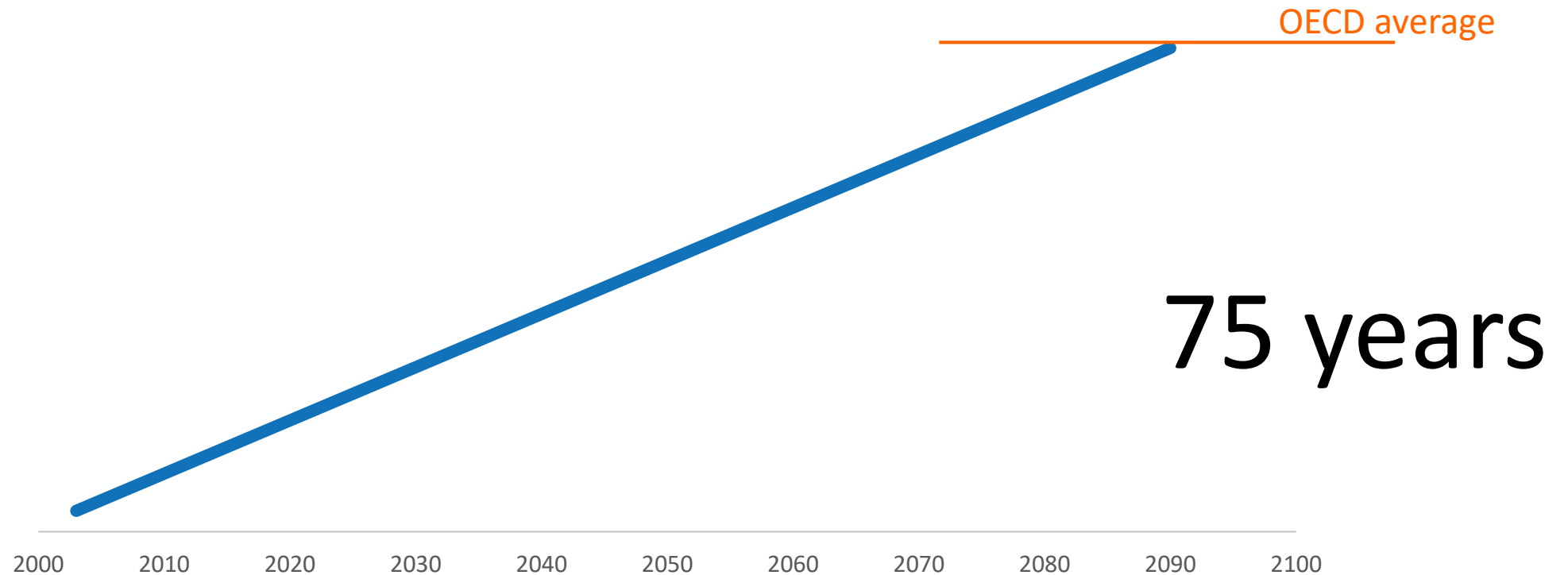
Progress in Math (PISA 15 year olds)





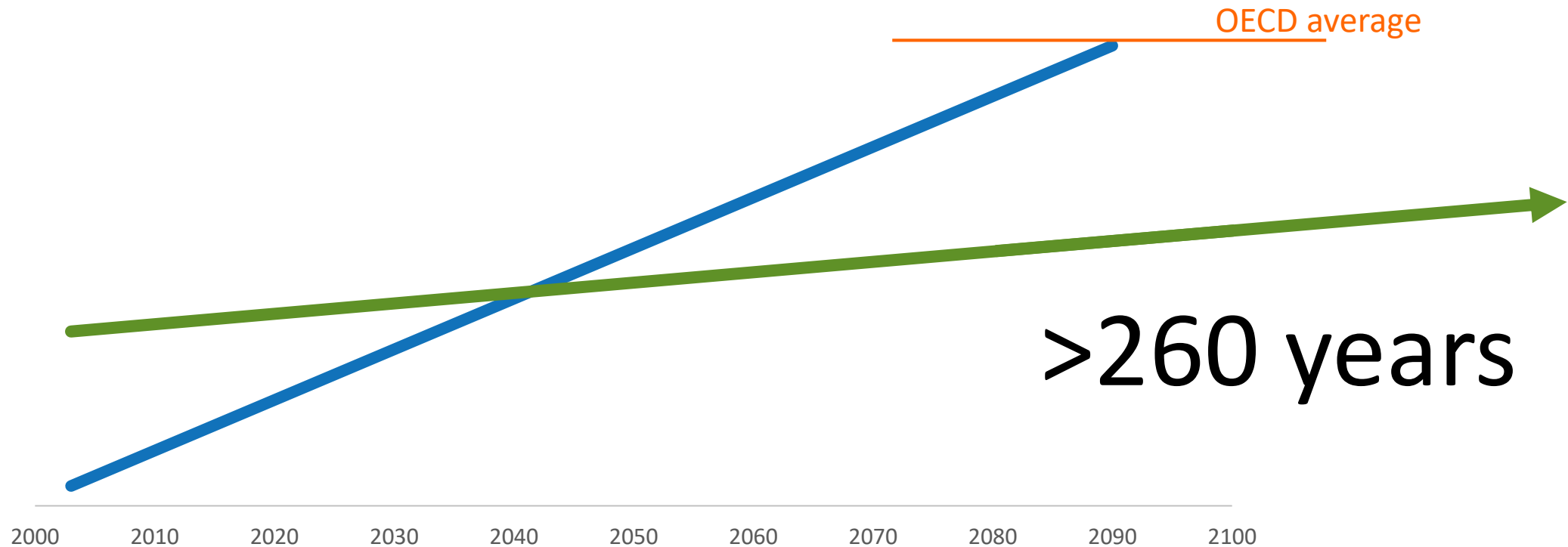
Brazil

Time to reach OECD average in **Math** (PISA 15 year olds)



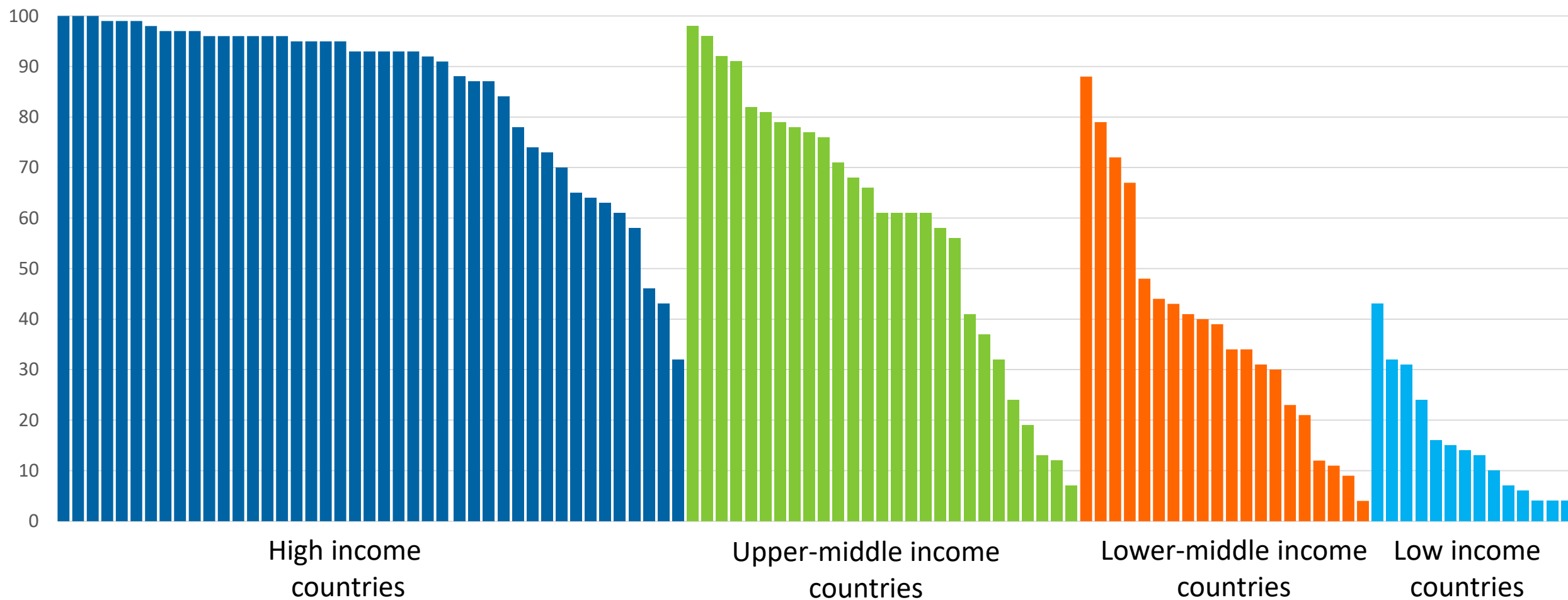
Brazil

Time to reach OECD average in **Math** and **Reading** (PISA 15 year olds)

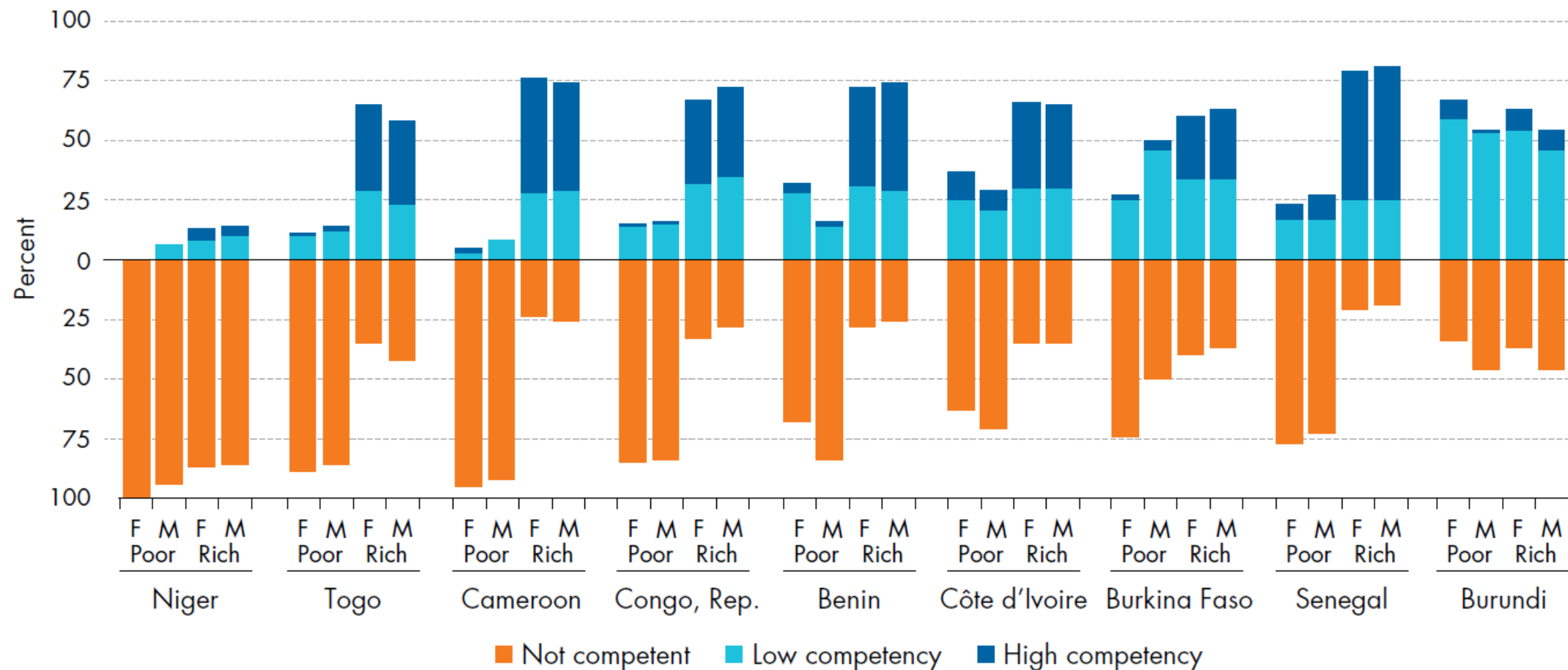




Percent of end-of primary students who meet a minimum proficiency threshold for learning in math?

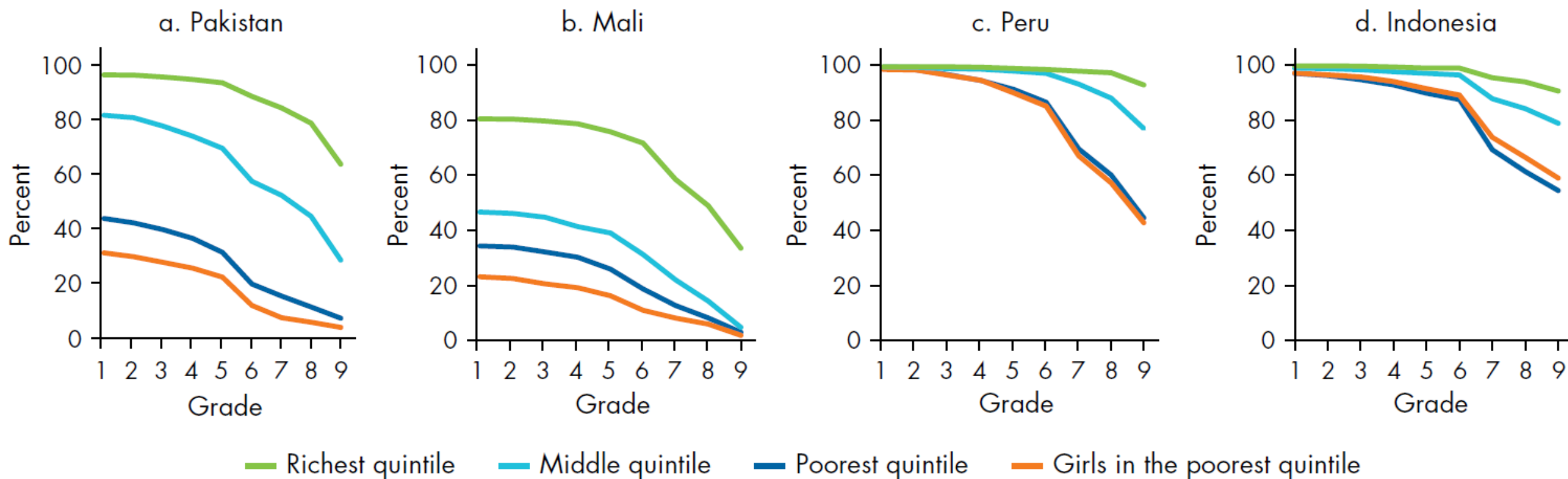


High inequalities in learning



Remaining inequities in access

Percentage of youth (ages 15–19) who have completed each grade (2012)





Jobs and higher earnings
Reduced poverty

Productivity and growth
Poverty reduction

Education has great promise

Healthier and better-educated families
Resilience and adaptability

Better institutions/service delivery
Civic engagement and social cohesion



Education has great promise,
but too often it doesn't deliver

Education can't
do it alone...

...but it can do
much better on learning



How do teaching and learning break down?

Immediate causes of the learning crisis

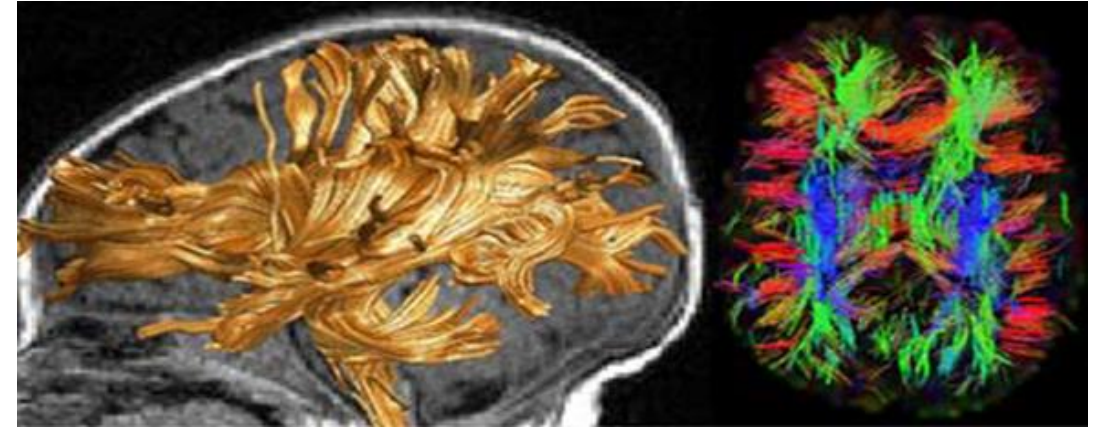
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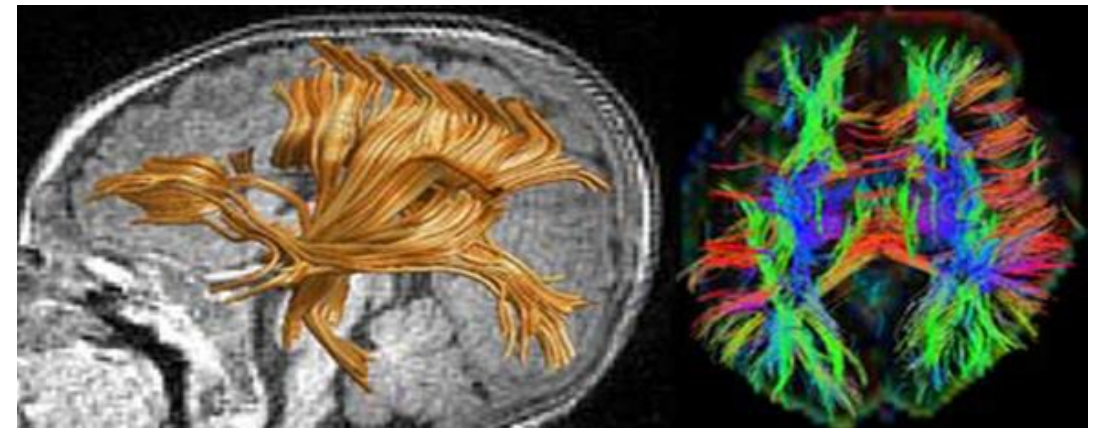
Immediate causes of the learning crisis



Non-deprived infant



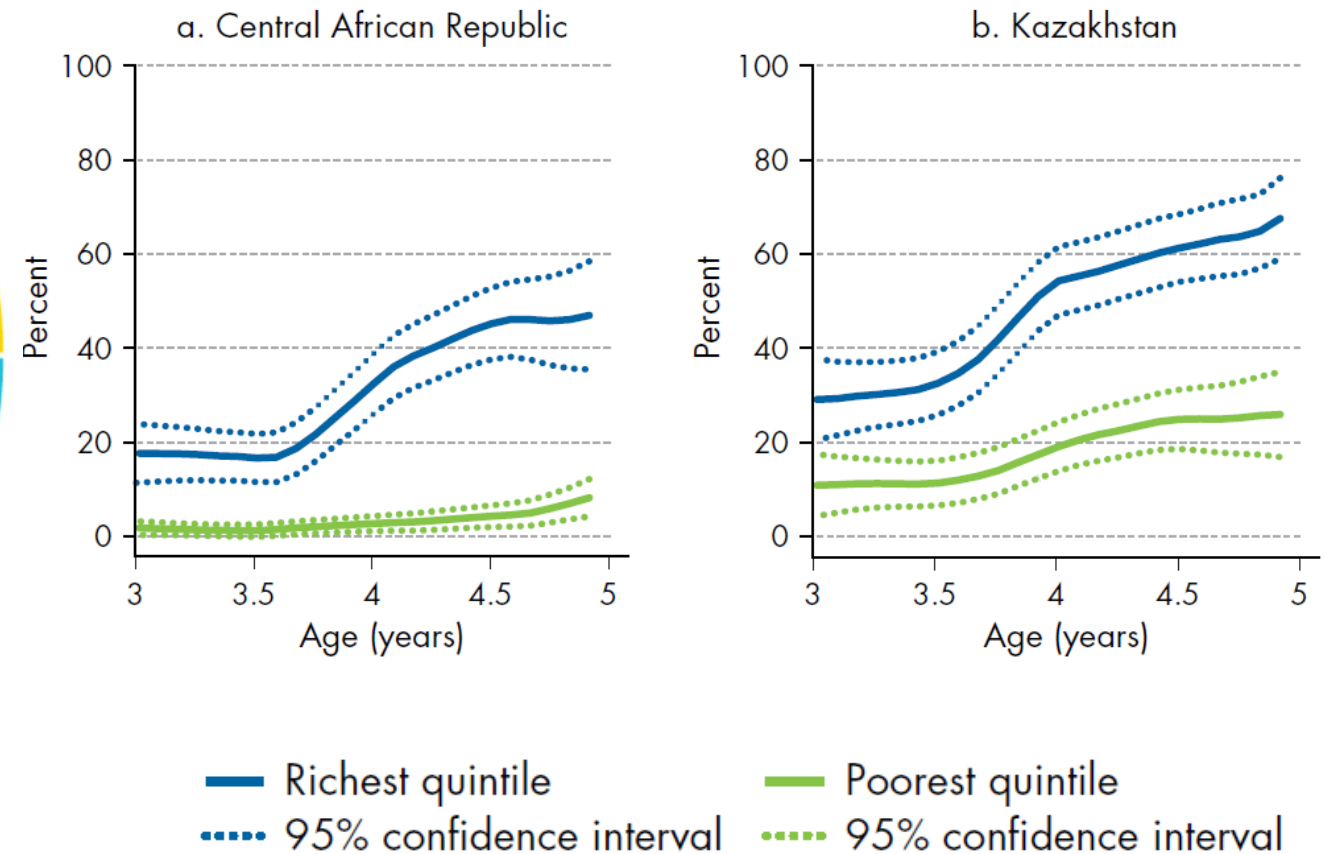
Infant exposed to high deprivation



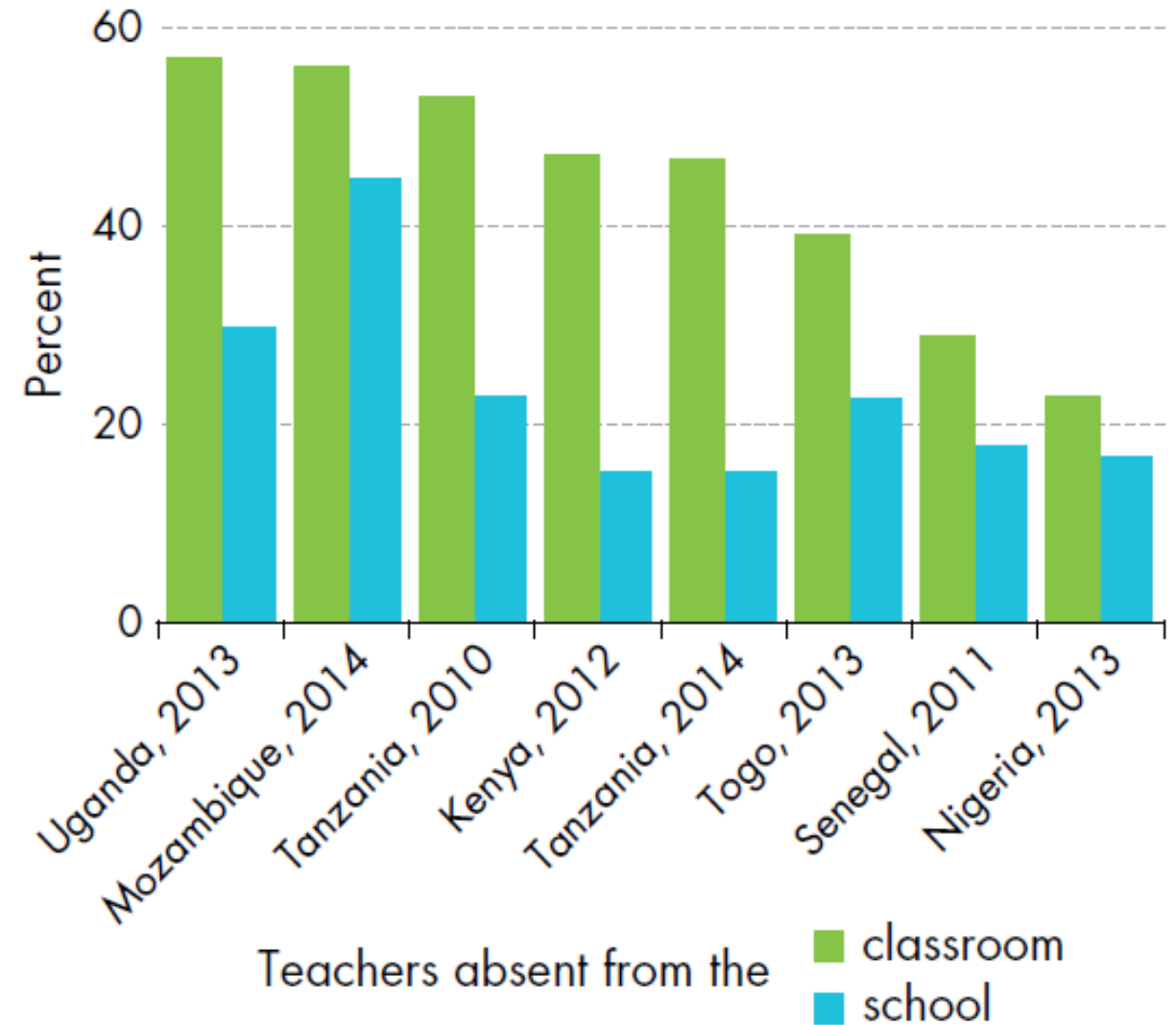
Immediate causes of the learning crisis

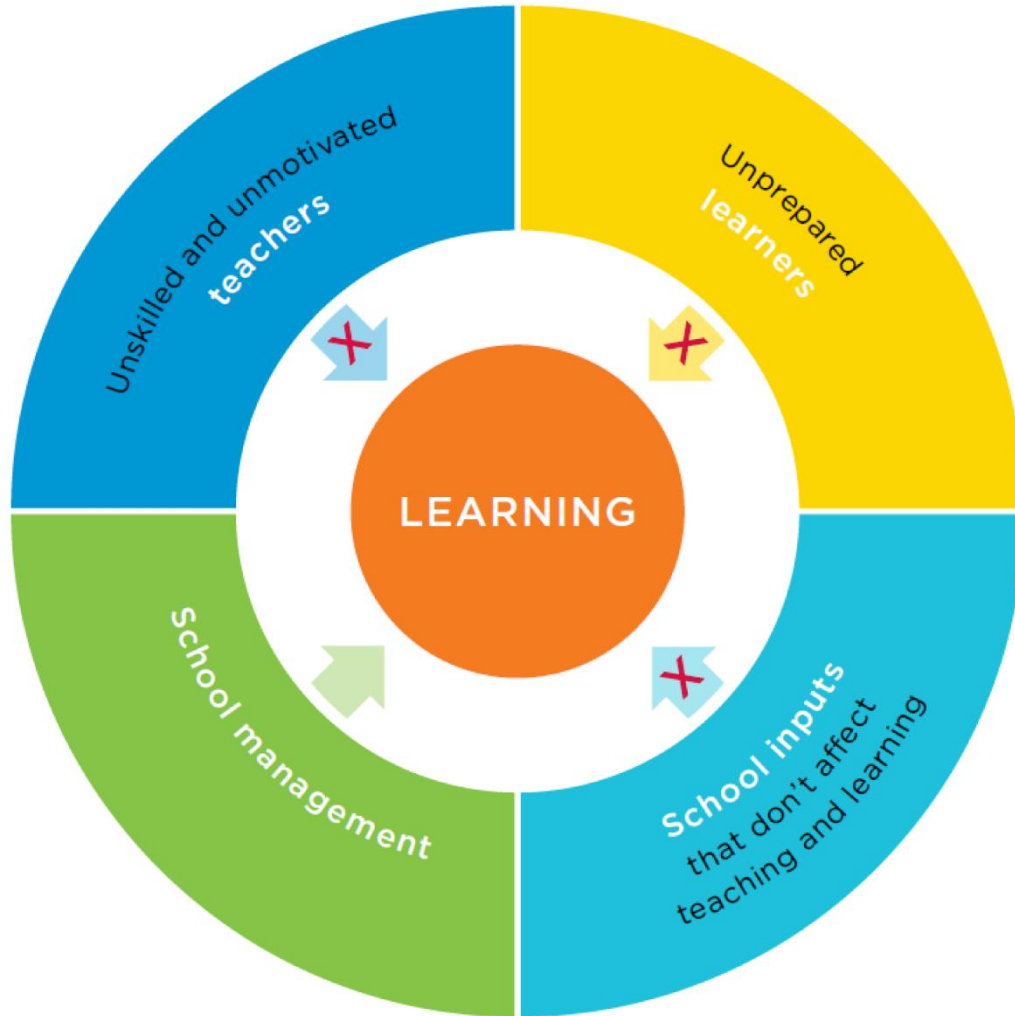


Percentage of children ages 3–5 who can recognize 10 letters of the alphabet



Immediate causes of the learning crisis

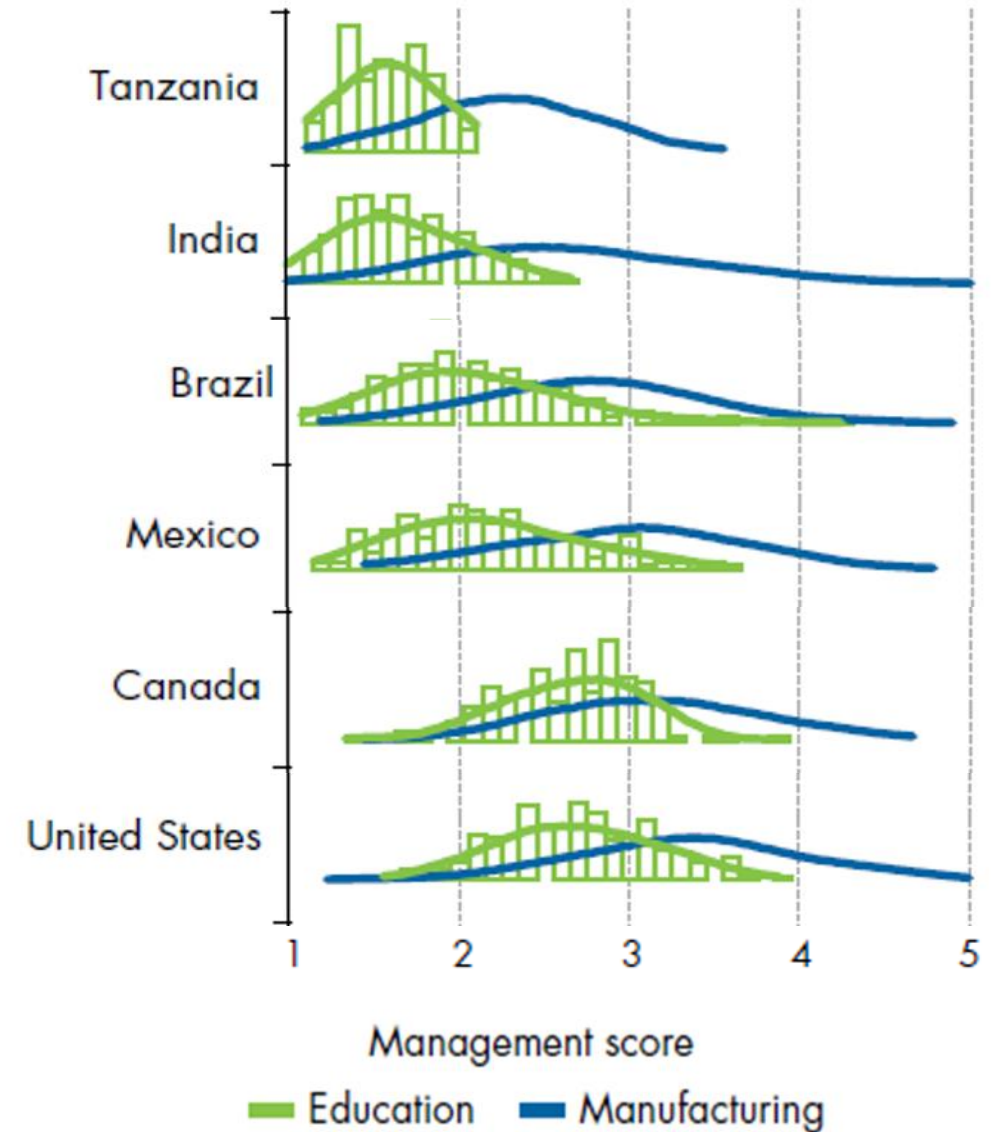




Brazil: One Laptop Per Child initiative

Sierra Leone: Textbooks distribution

Immediate causes of the learning crisis





Why are these problems allowed to persist?

Barriers to learning at scale

Technical complexity

Coherence between elements is hard, e.g. curriculum, teacher preparation, evaluation, student assessment

Lack of coherence undermined teacher effectiveness in South Africa in the early 2000s

Barriers to learning at scale



Political economy

Multiple actors have competing objectives, driving misalignment and incoherence

Political negotiation undermined teacher pay reform in Indonesia in the late 2000s

→ Systems are stuck in a **low-learning, low-accountability, high-inequality equilibrium**



Don't give up: Success is possible



Don't give up: Success is possible

- Sustained improvement: Republic of Korea
- Remarkable performance: Vietnam
- Profound reforms: Peru
- Rapid progress in reading: India, Liberia, Papua New Guinea
- Broad-based approach to improvement: Malaysia, Tanzania



Countries need to take **action** showing
that **learning** really matters to them



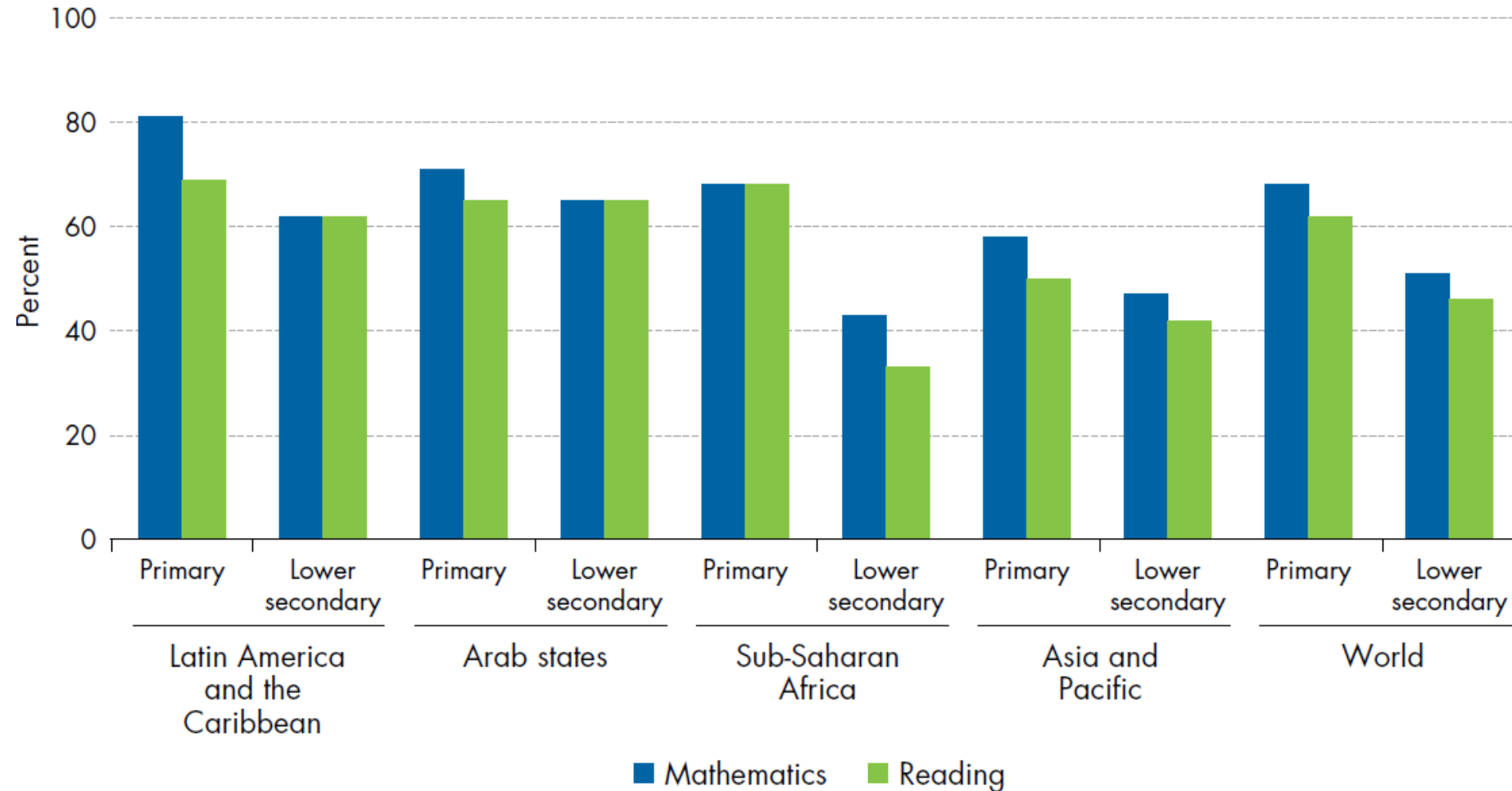
Assess learning

to make it a
serious goal

Assess learning

**... to shine a light on the hidden exclusion
of low learning**

Many countries don't know whether students are learning: Percent of countries in each region with a nationally representative learning assessment





Act on evidence

to make schools
work for all
learners



Ensure learners are prepared and motivated

- ECD
- Cash transfers
- Remediation

Jamaica: 25% higher earnings from ECD

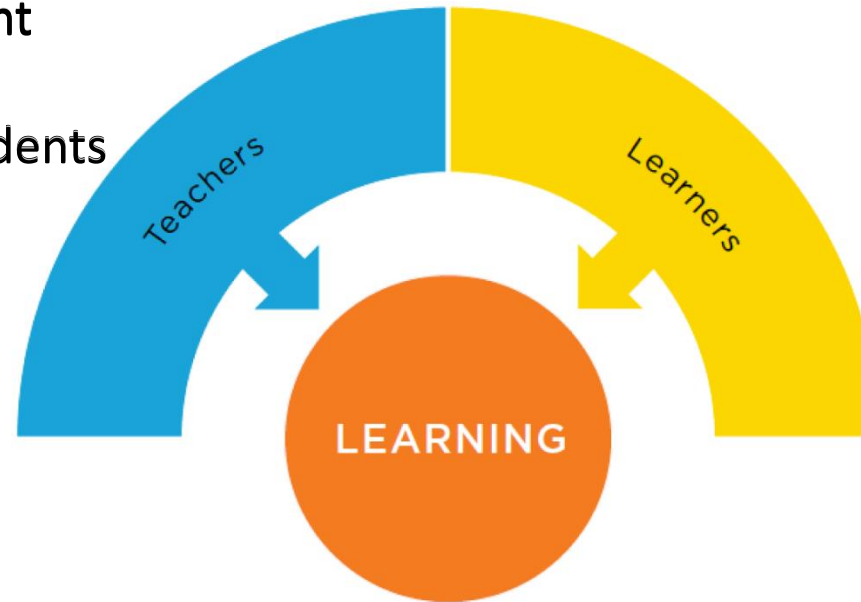
Burkina Faso: 20% increase in girls' enrollment from cash transfers

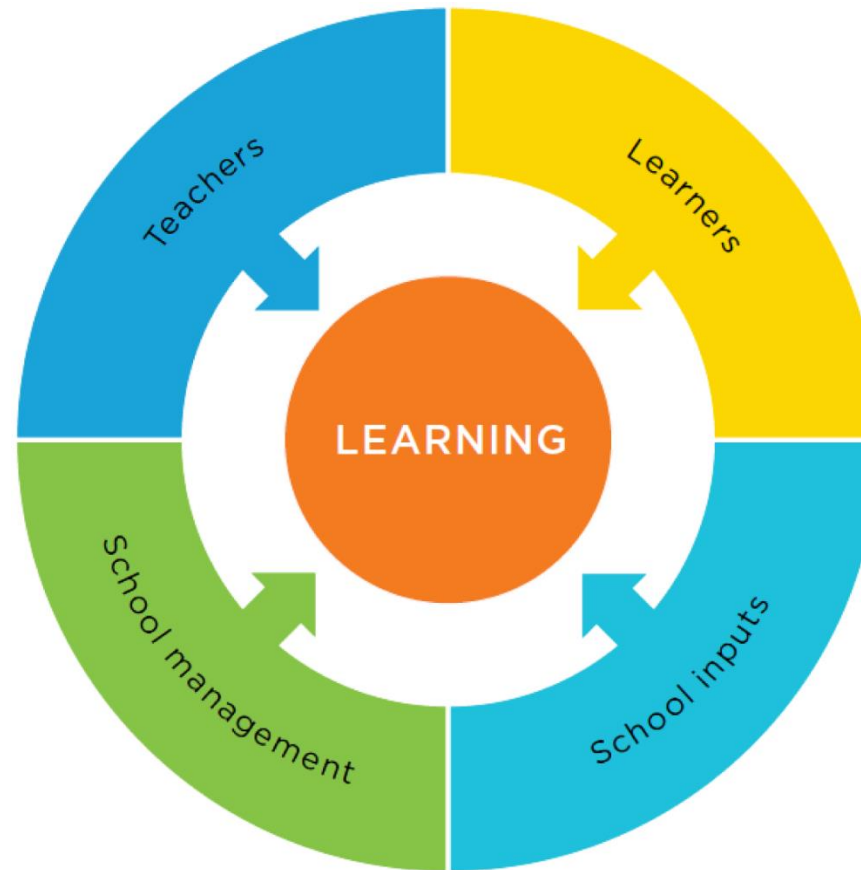
Ensure teachers are skilled and motivated

- Better professional development
- Career-based incentives
- Teaching to the level of the students

Liberia: 2x reading fluency from pedagogical training

Kenya: *All* students improved from ability grouping





United States: Student learning increased by ≈ 0.2 SD from principal management training

India: 2X rate of learning from adaptive software

Ensure school investments help students learn from teachers

- Relevant infrastructure
- Effective technology
- Management training



Align actors

to make the whole
system work for
learning

Tools for **breaking out** of low-learning traps

**Information
and
metrics**

**Coalitions
and
incentives**

**Innovation
and
agility**

Make **learning** salient



Tanzania

School-leaving exam scores +
UWEZO citizen-led assessment +
Service Delivery Indicators

→ Political pressure

→ Large-scale education reform program

Forge **coalitions** for learning

Chile

Long-term
negotiated reform
process

Confidence-building
and opt-in reforms



Malaysia

Lab model:

Two-month exercise
with all key players

Planning and
decision-making

Figure out how to improve learning in the **local context**

Burundi

- Adaptive approach successfully distributed textbooks in post-conflict setting

India

- Experiment showed grouping students by ability level worked
- Then NGO tested variants at scale (with government)



**Innovation
and
agility**

External actors and **strategic change**



**Information
and
metrics**

**Coalitions
and
incentives**

**Innovation
and
agility**



An **aligned** system **focused** on learning

Assess learning to
make it a serious goal

Act on evidence to
make schools work for
all learners

Align actors to make
the whole system
work for learning





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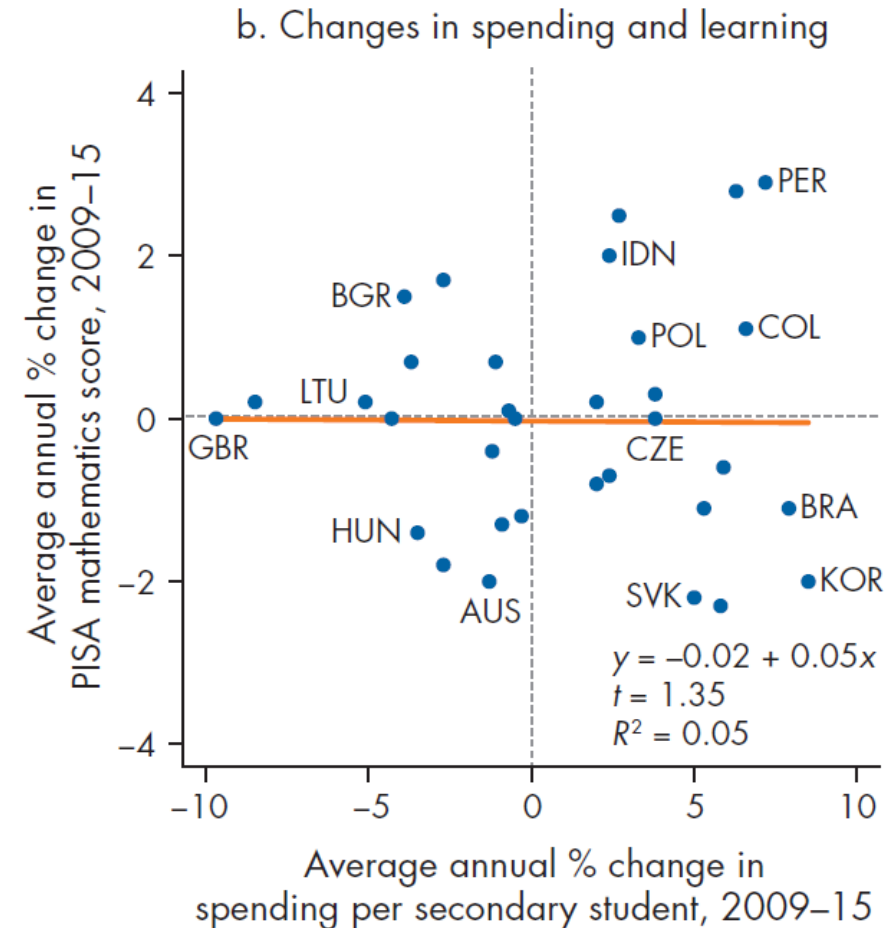
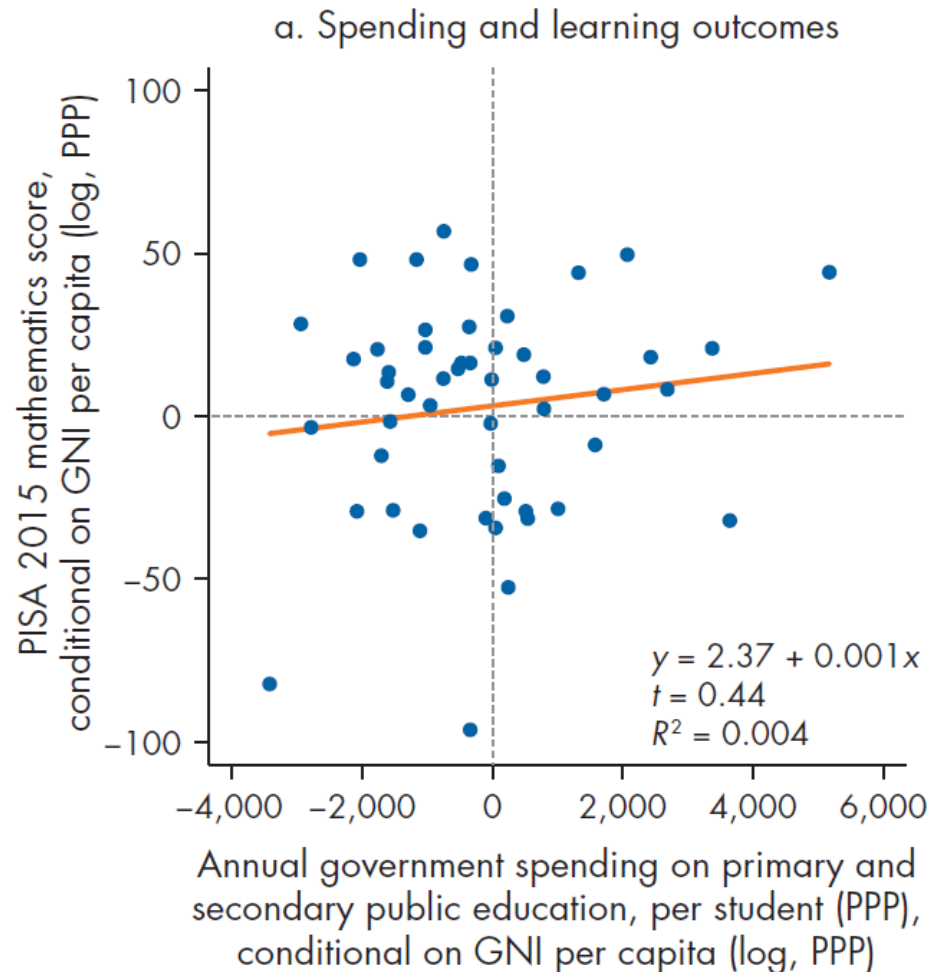
WORLD BANK GROUP

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Search for "WDR 2018"

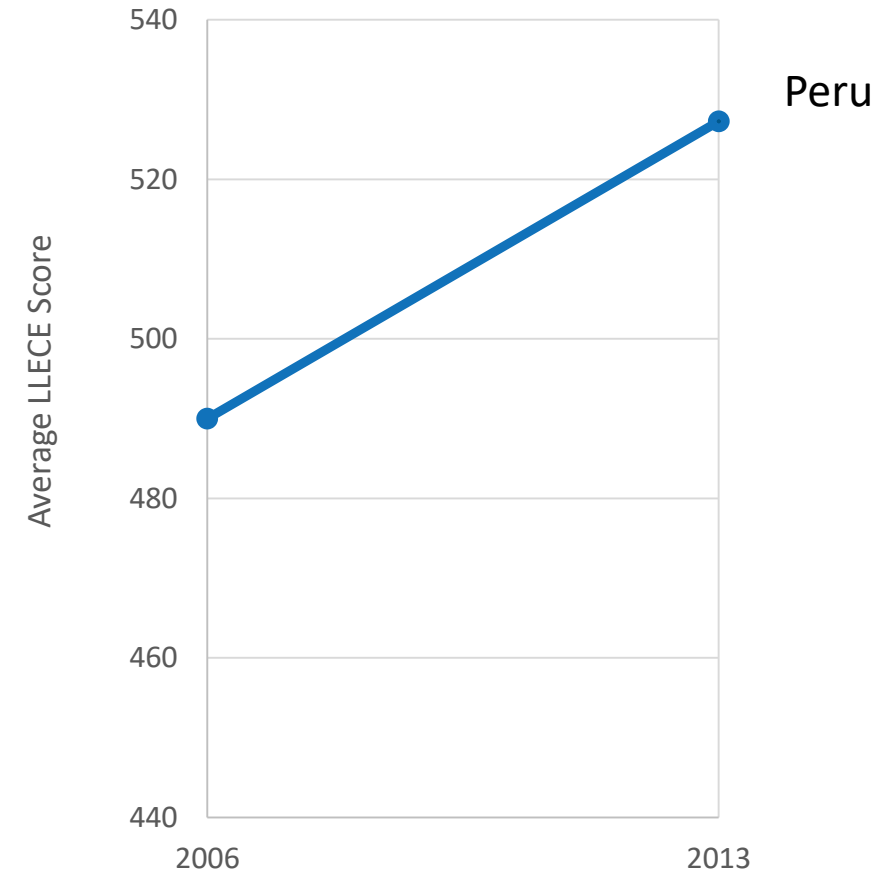
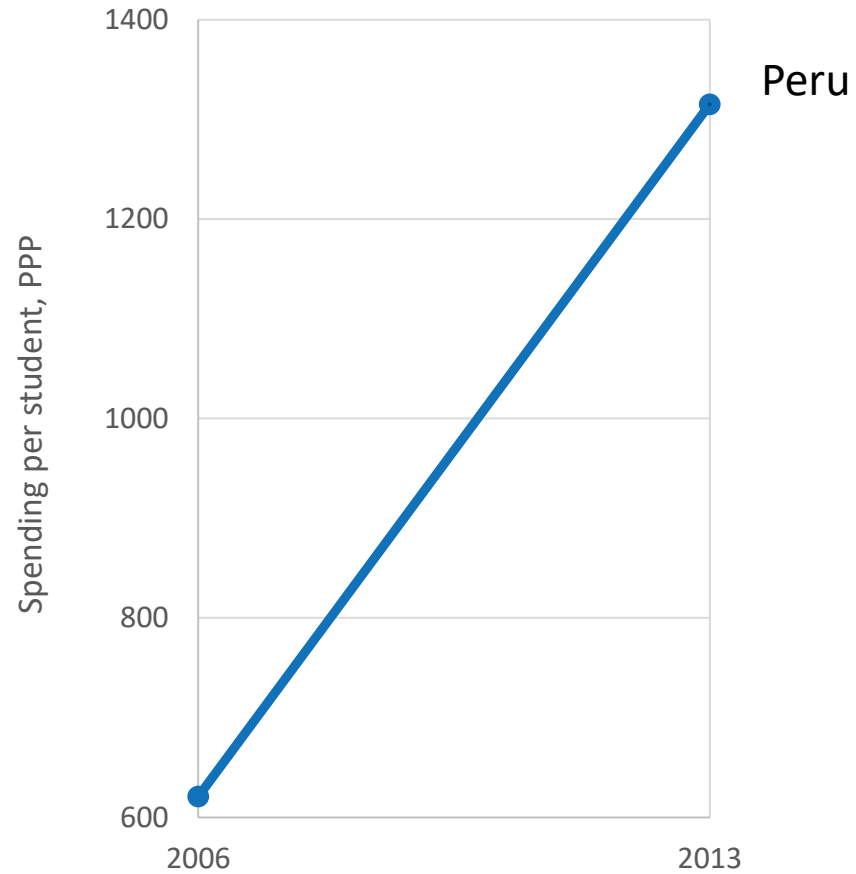


Spending and learning

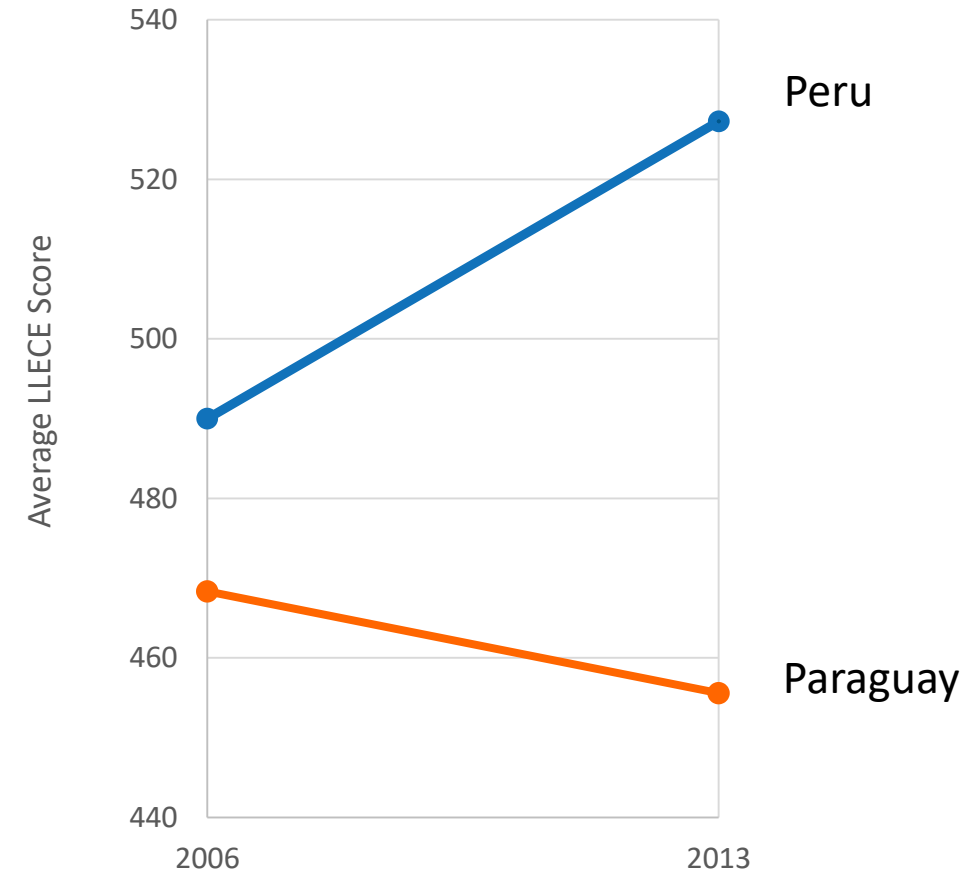
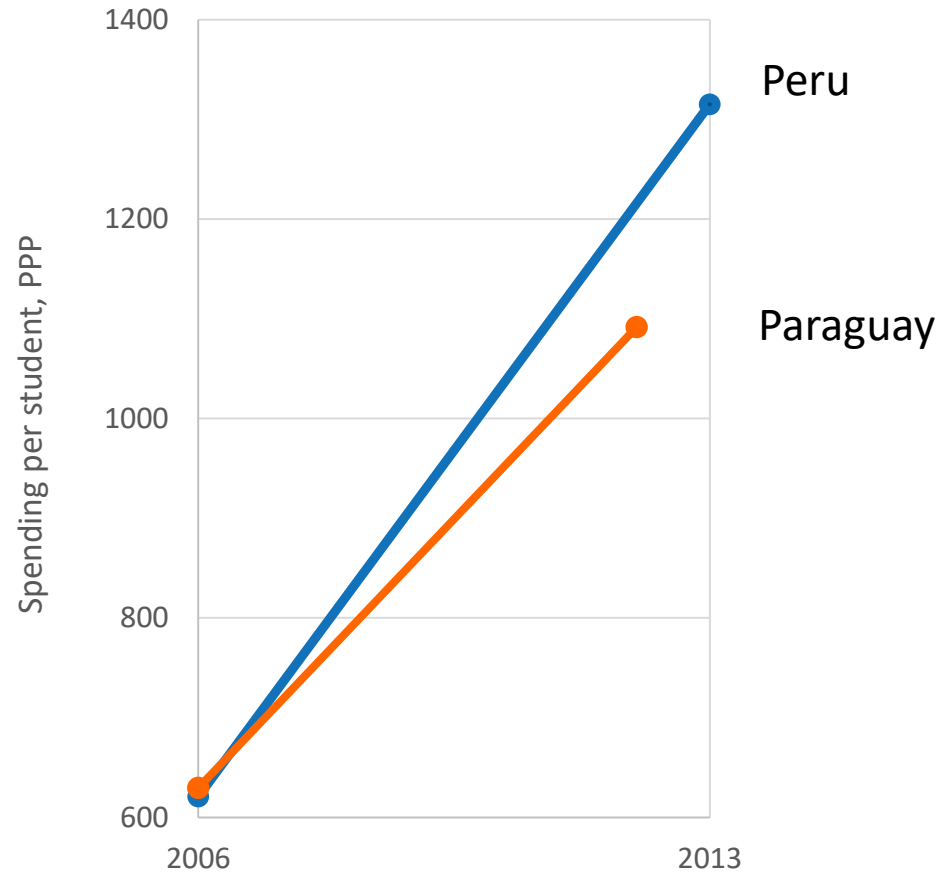
Simple associations between spending and learning are weak



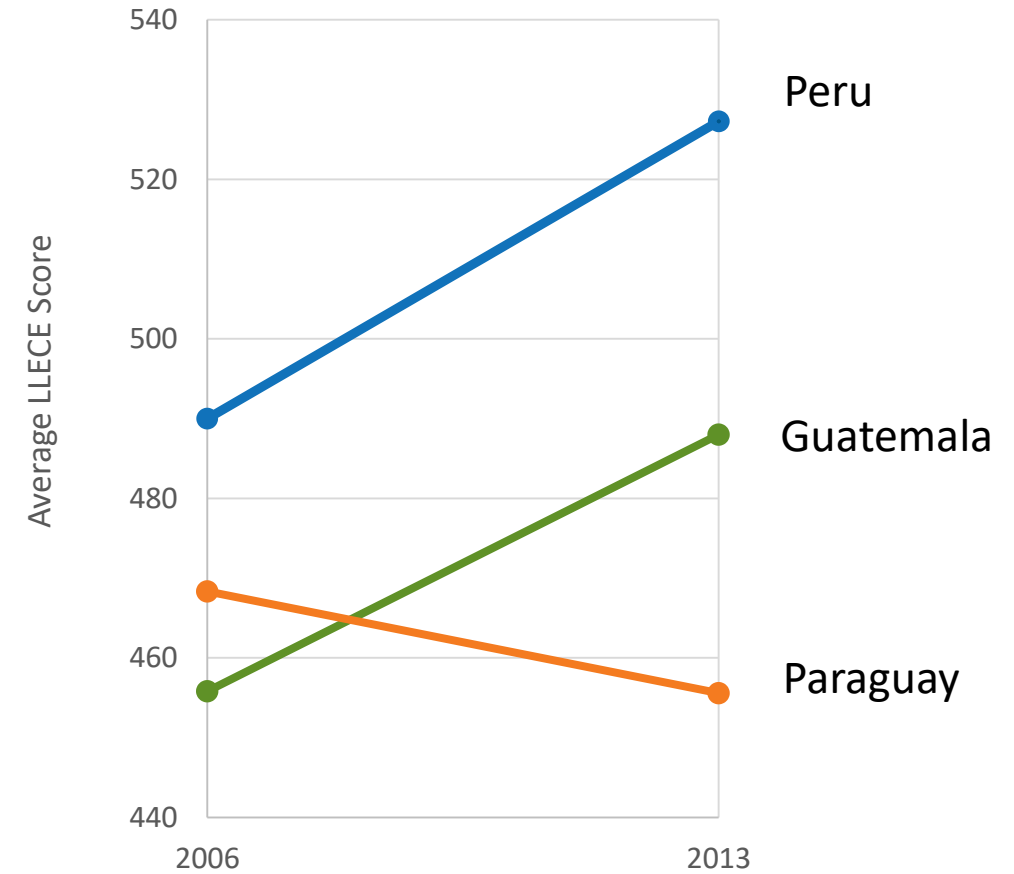
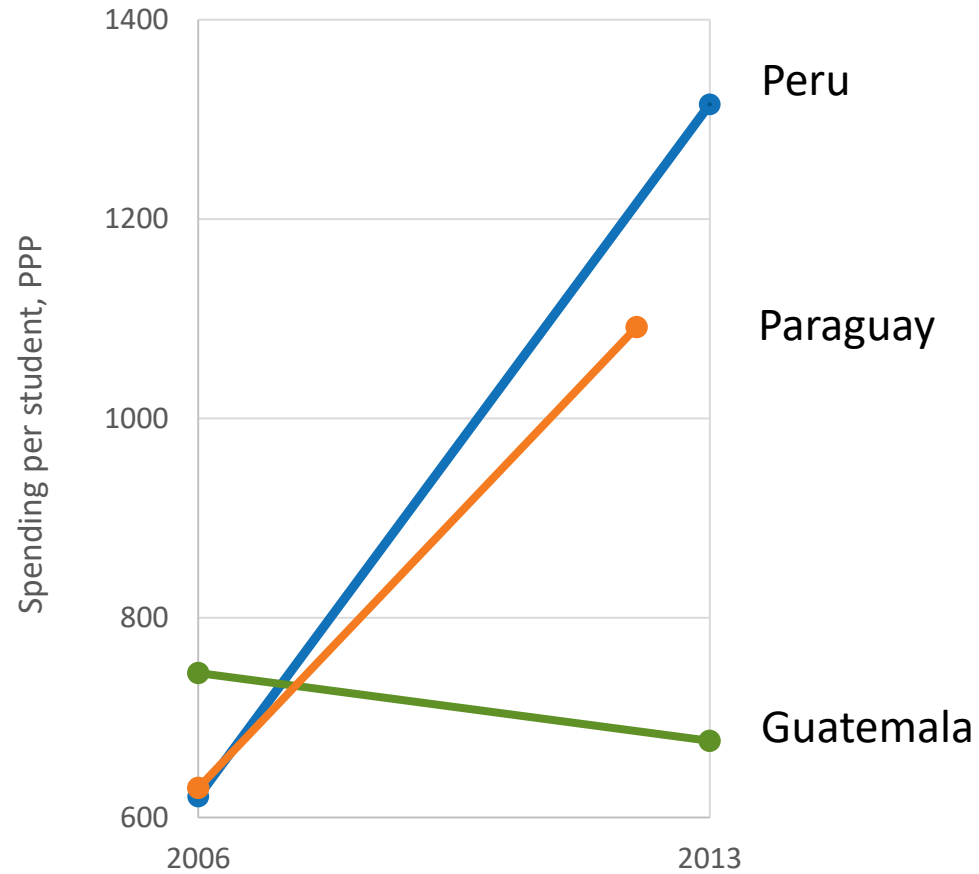
Spending and learning



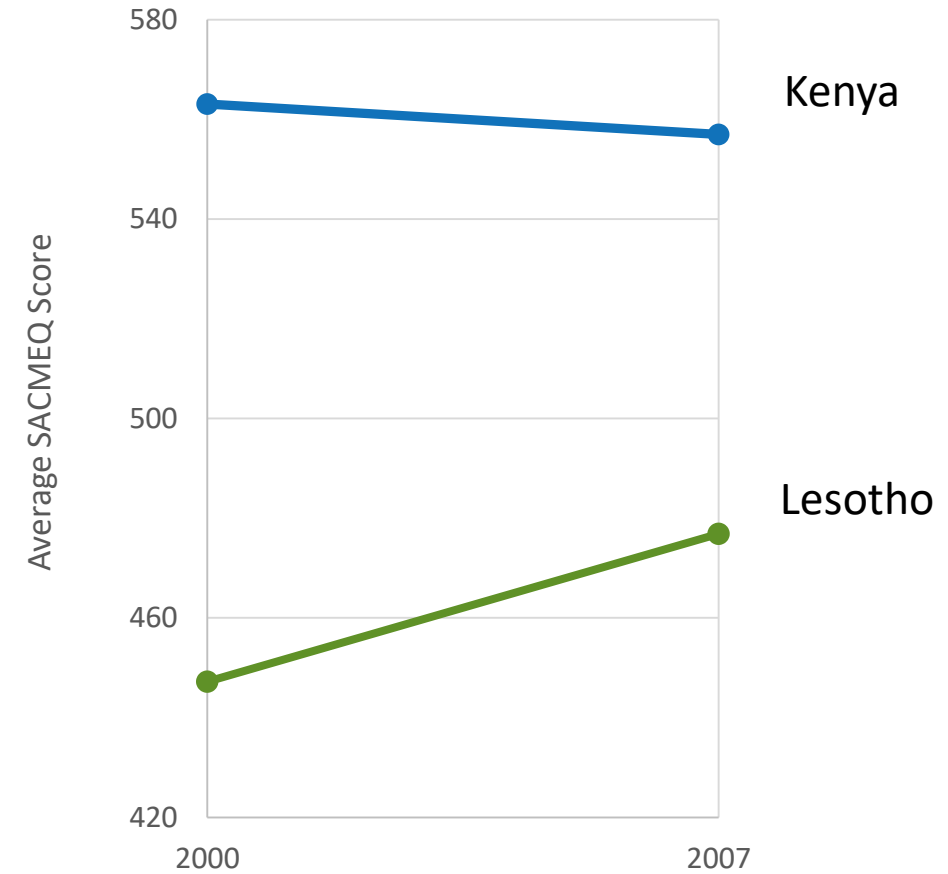
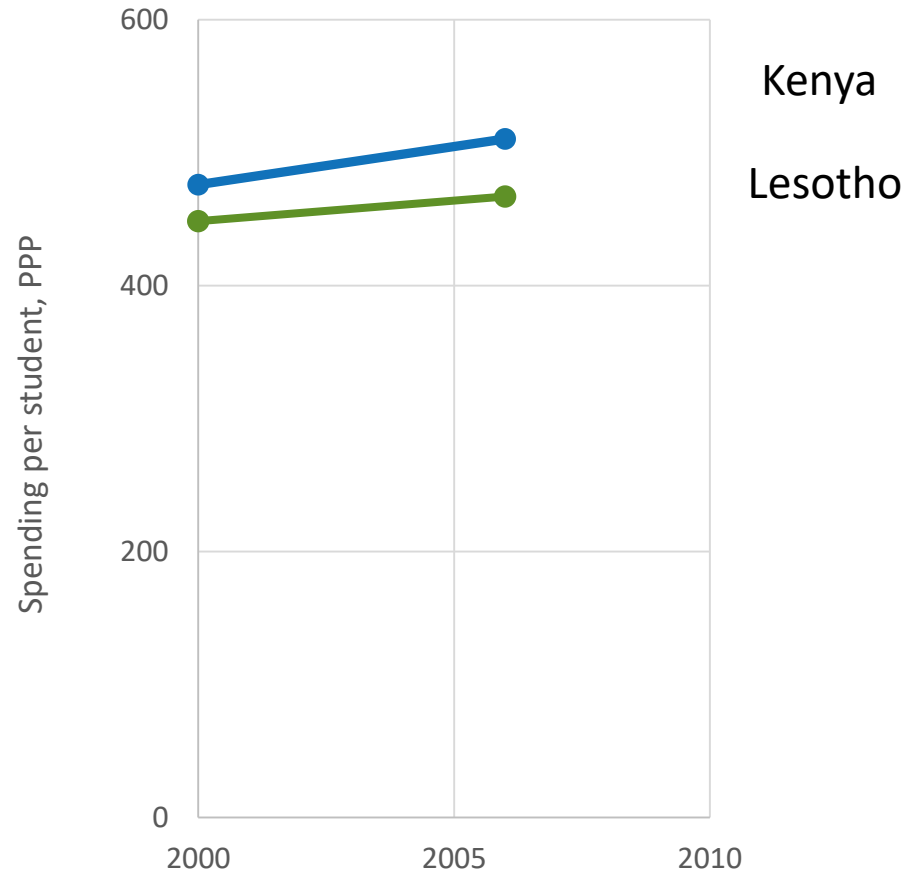
Spending and learning don't always move together



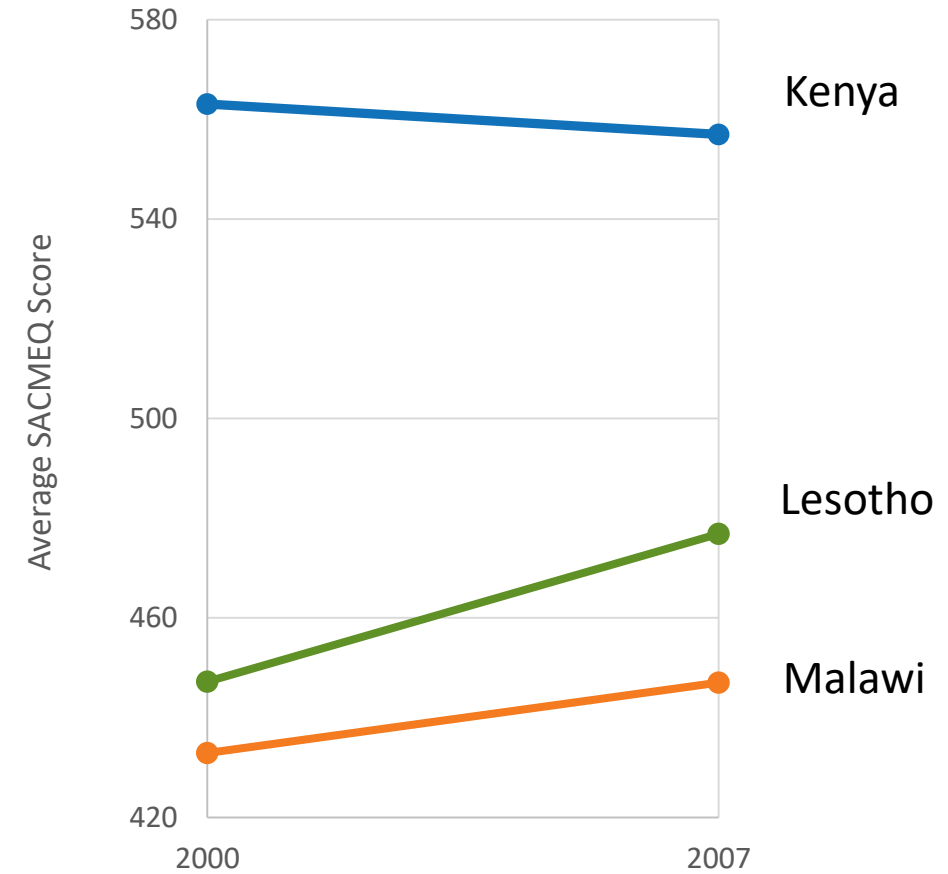
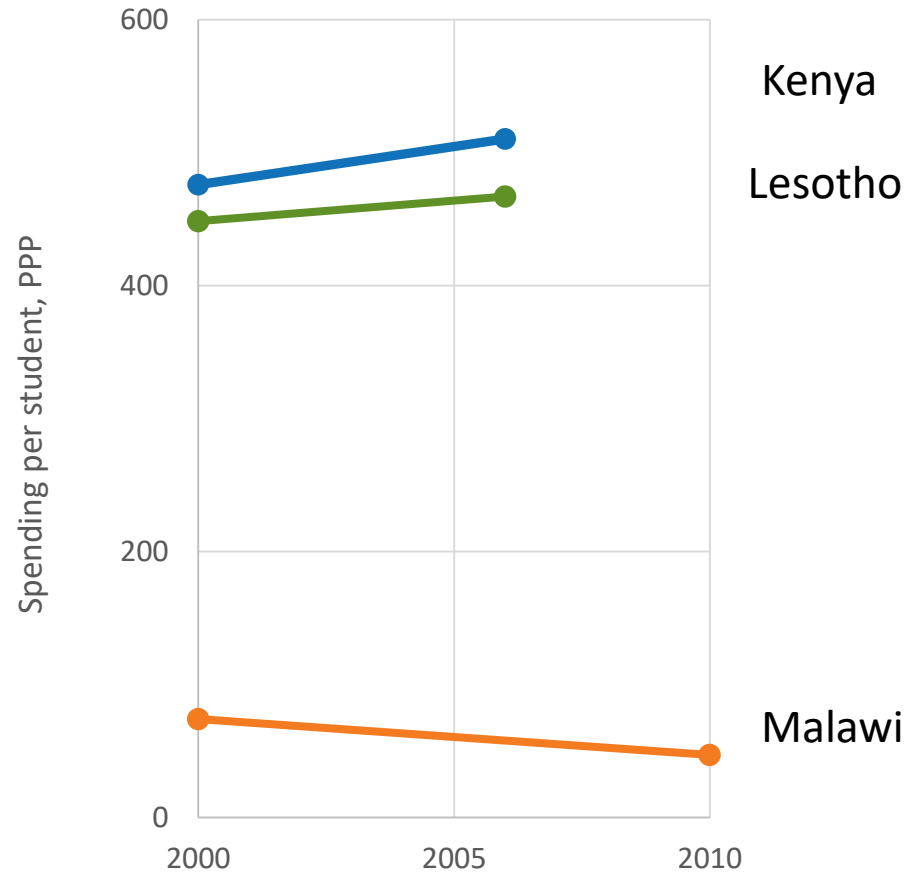
Spending and learning don't always move together



Spending and learning don't always move together



Spending and learning don't always move together



Weak links in the chain between spending and learning

- Spending is not allocated equitably
- Funds do not reach schools or are not used for their intended purposes
- Public spending can substitute for private spending
- Decisions on the use of public funding are not coherently aligned with learning
- Government agencies lack the capacity to use funding effectively

Weak links in the chain between spending and learning

- Spending is not allocated equitably

Country	Year(s)	Primary		Secondary		Tertiary		Total	
		Poorest	Richest	Poorest	Richest	Poorest	Richest	Poorest	Richest
Bangladesh	2010	27	13	13	23	2	55	20	20
Burundi	2006	23	13	12	27	4	59	15	29
Congo, Rep.	2011	21	16	18	18	1	62	—	—
Ghana	2007	19	13	13	20	4	65	12	34
Honduras	2004	31	6	5	20	1	67	—	—
Indonesia	2007	26	11	15	19	4	57	20	23
Pakistan	2007–08	25	11	16	23	9	55	17	28
Thailand	2011	25	14	—	—	1	73	20	26
Uganda	2009–10	19	15	6	38	1	68	—	—
Zambia	2010	22	14	8	39	0	86	15	31



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