



WORLD BANK GROUP

**A LEARNING
REVOLUTION
TO ERADICATE
LEARNING
POVERTY**



SEPTEMBER 2019



A LEARNING REVOLUTION TO ERADICATE LEARNING POVERTY

SDG 4

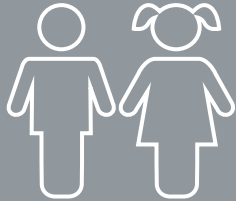
“BY 2030, ENSURE THAT
ALL GIRLS AND BOYS
**COMPLETE FREE, EQUITABLE
AND QUALITY PRIMARY AND
SECONDARY EDUCATION.”**

EVEN THOUGH MANY COUNTRIES HAVE
SIGNIFICANTLY RAISED EDUCATIONAL
INVESTMENTS, TODAY THE WORLD IS
FACING A LEARNING CRISIS.



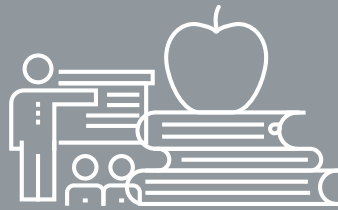
THE HUMAN
CAPITAL PROJECT
IS **BUILDING
POLITICAL
COMMITMENT FOR
ACCELERATING
INVESTMENT IN
PEOPLE.**





SURVIVAL

Children who don't survive don't grow up to become future workers



SCHOOL

Contribution of quality-adjusted years of school to productivity of future workers



HEALTH

Contribution of health (adult survival rate and stunting) to productivity of future workers



HCI

Productivity of a future worker
(relative to benchmark of complete education and full health)

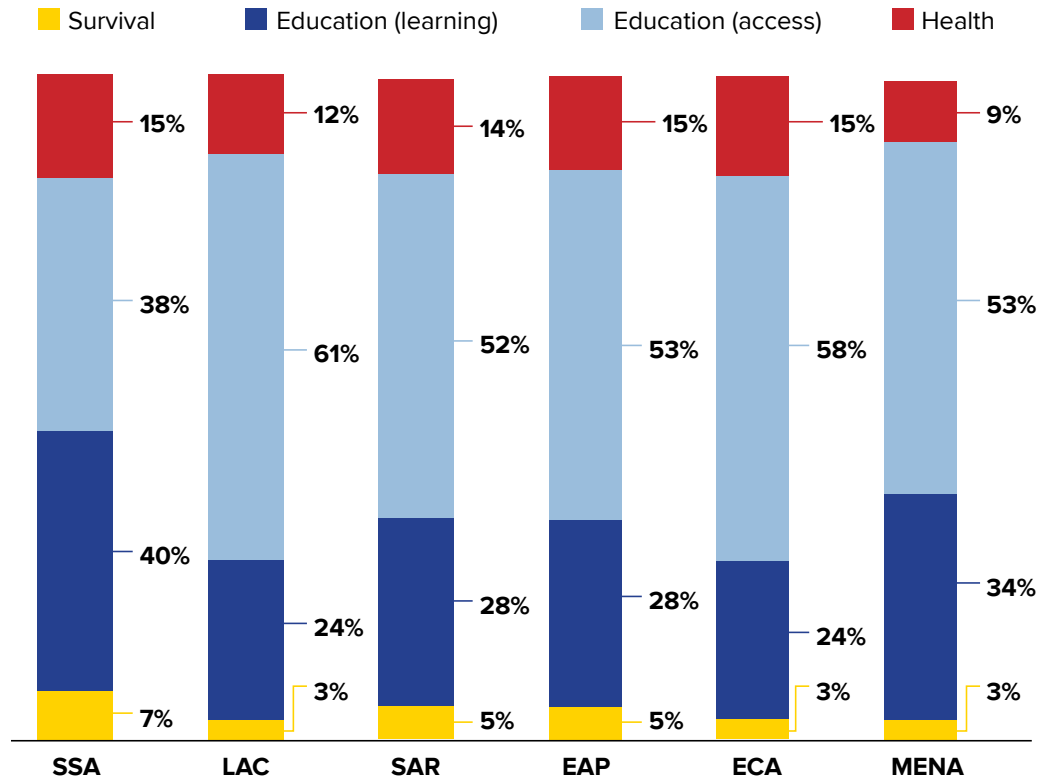
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The Human Capital Index (HCI) shows that, globally, the productivity of the average child born today is expected to be only 56% of what it would be if countries invested enough in adequate health and education services.

Much of the HCI's variation across countries is due to differences in education outcomes—shortcomings in access, and learning.



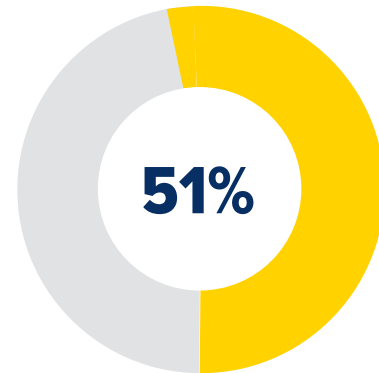


OBTAINING THE FUNDAMENTAL SKILLS
OF **READING AND BASIC MATH** IS A
PRECONDITION FOR ACTIVE PARTICIPATION
IN MODERN SOCIETY.

AS READING IS ONE IMPORTANT GATEWAY SKILL,
ALL CHILDREN SHOULD BE ABLE **TO READ AND
UNDERSTAND** A SHORT STORY BY AGE 10.



Yet **more than half** of all children in low- and middle-income countries are “learning poor” – they **do not have this basic skill** even by late primary school.



AT CURRENT RATES OF PROGRESS,
A GOAL OF ALL CHILDREN READING BY
2030 IS **FAR OUT OF REACH.**

While the share of children who are proficient in reading by the end of primary has been rising, the pace of improvement is far too slow to ensure that all children will be able to read by 2030.



**ACCESS
REMAINS A
CHALLENGE**

IN MANY
COUNTRIES, AND
AMONG THE
MOST VULNERABLE
POPULATIONS.

Even as the policy focus is on learning, **exclusion from the education system** must be eliminated.

New data reveal **little or no progress** for more than a decade.

258 million children, adolescents and youth were **out of school** in 2018.*

*According to UNESCO



THERE ARE **HUGE DIFFERENCES** IN LATE-PRIMARY READING OUTCOMES ACROSS COUNTRIES

In low-income countries, the share of learning-poor children is **78%** while the share in high-income countries is **11%**

LOW-INCOME
COUNTRIES



78%

HIGH-INCOME
COUNTRIES



11%

THE PACE OF IMPROVEMENT **IS WORRYINGLY SLOW**

AT THE CURRENT RATE OF PROGRESS,
GLOBALLY, **LEARNING POVERTY**

will drop from

51%



41%
by 2030



This is **morally and economically unacceptable.**

Aspiring to eliminate **learning poverty** is akin to the goal of ending hunger and extreme poverty.

This high rate of learning poverty is an **early warning that all education goals are in jeopardy.**



Solving this crisis requires a large and **persistent financial and political commitment of all countries** as solutions hinge on country efforts.

The international community will have to **expand its efforts and be as efficient** as possible to leverage and support reforms.

WORLD BANK EDUCATION APPROACH

FIVE PILLARS TO HELP REALIZE THE PROMISE OF LEARNING FOR ALL



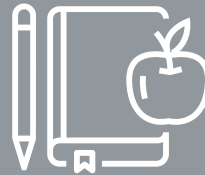
LEARNERS

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



USING TECHNOLOGY WISELY

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#LearningPoverty

