



**A LEARNING
REVOLUTION
TO ERADICATE
LEARNING
POVERTY**



WORLD BANK GROUP



OCTOBER 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.”**

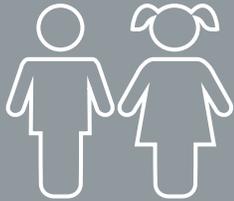
EVEN THOUGH MANY COUNTRIES HAVE
SIGNIFICANTLY RAISED EDUCATIONAL
INVESTMENTS, TODAY THE WORLD IS
FACING A LEARNING CRISIS.





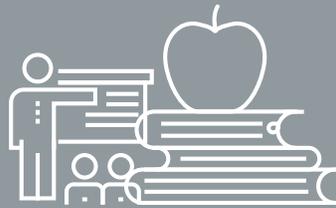
THE HUMAN
CAPITAL PROJECT
IS **BUILDING**
POLITICAL
COMMITMENT FOR
ACCELERATING
INVESTMENT IN
PEOPLE.

A LEARNING REVOLUTION TO ERADICATE LEARNING POVERTY



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)

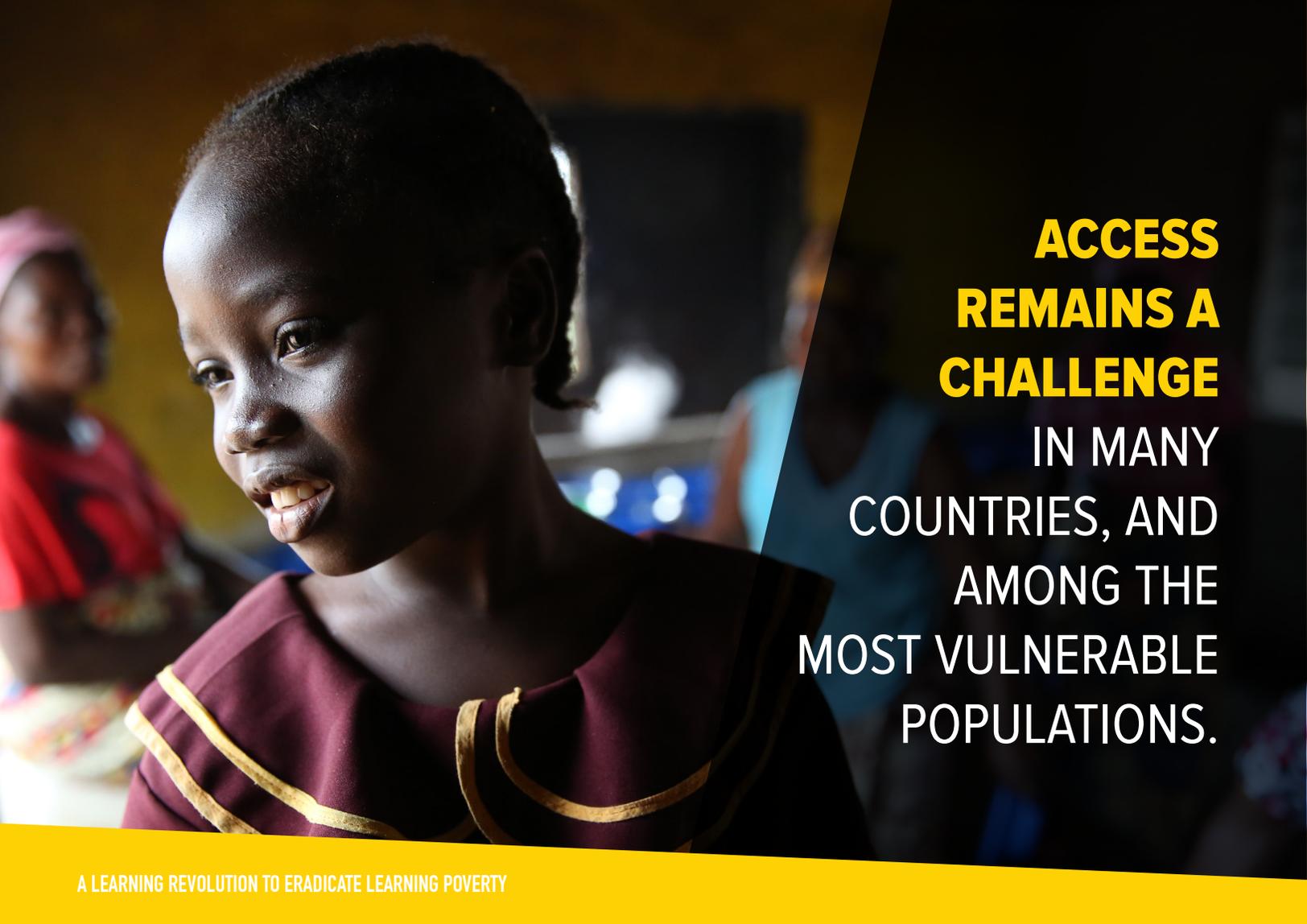
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X

=

Human capital index: The productivity of a child born today is expected to be only 56% of what it would be in countries invested enough in adequate health and education services.

Most of the distance to the frontier relate to education outcomes, mostly learning, to a lesser extent, access.



**ACCESS
REMAINS A
CHALLENGE**

IN MANY
COUNTRIES, AND
AMONG THE
MOST VULNERABLE
POPULATIONS.

Education systems
still have work to do to
**bring all children
to school.**

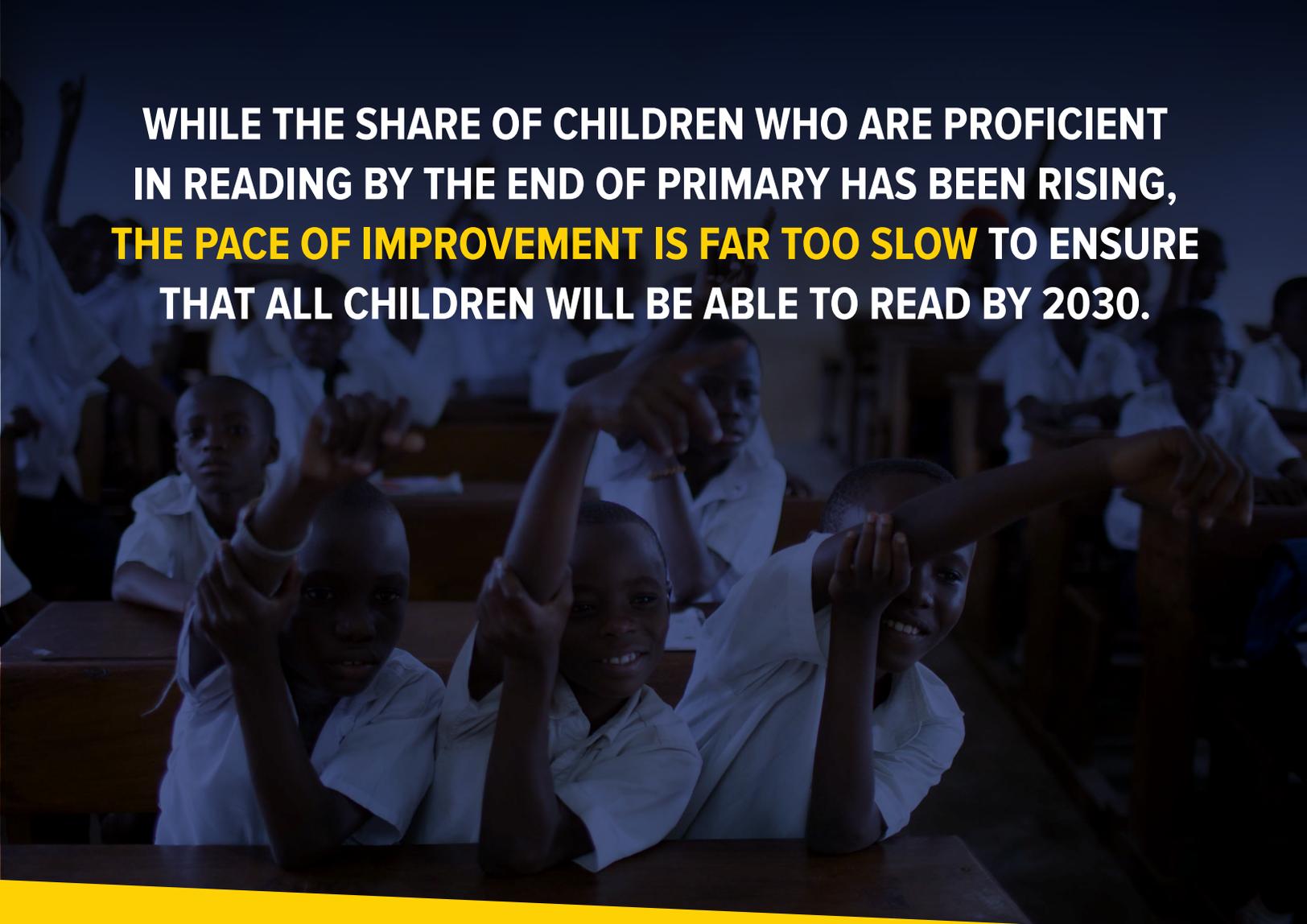
New data reveal **little or
no progress** for more
than a decade.

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

*According to UNESCO



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

A photograph of a classroom full of children, mostly young boys, sitting at their desks. Many of them have their hands raised, indicating they want to participate or answer a question. The children are wearing white shirts. The background is slightly blurred, focusing attention on the children in the foreground. The overall lighting is somewhat dim, with a blueish tint, except for a bright yellow bar at the bottom of the image.

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.



LEARNING POVERTY

THE SHARE OF
CHILDREN WHO
CANNOT READ &
UNDERSTAND
A SIMPLE TEXT
BY AGE 10



Today, in low- and
middle-income
countries

53%

**OF CHILDREN
ARE LEARNING
POOR**

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

THE SHARE OF LEARNING-POOR CHILDREN

Those who cannot read and understand a simple text by the end of primary

90%

POOR
COUNTRIES

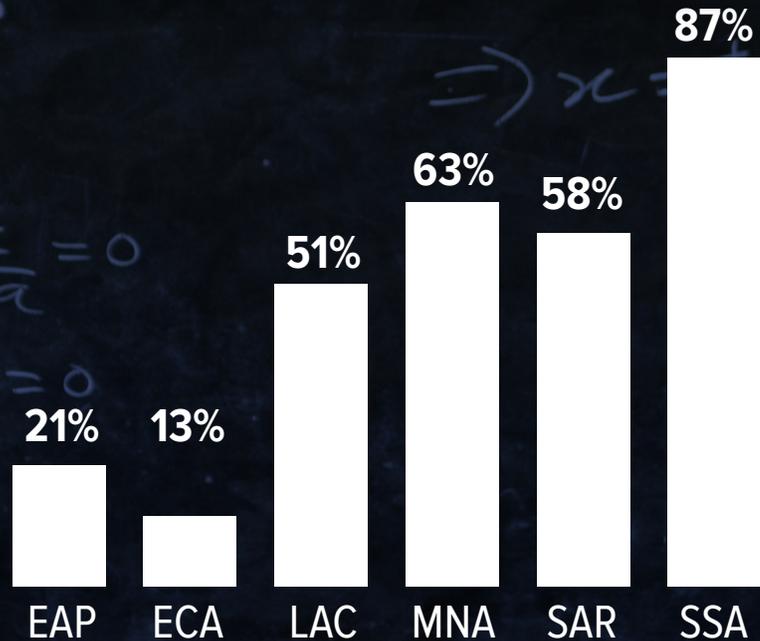
9%

RICH
COUNTRIES

LEARNING POVERTY

AMONG LOW- AND MIDDLE- INCOME COUNTRIES

(% of children who cannot read and understand a simple text by age 10)



PROGRESS HAS BEEN SLOW

AT THE CURRENT RATE GLOBALLY,
LEARNING POVERTY

will drop from

53%



43%

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.**

A close-up photograph of a young girl with dark skin and her hair styled in braids. She is looking off to the side with a thoughtful expression. The background is blurred, showing other people in a crowd. The lighting is warm, with a yellowish-orange tint.

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.

Given the critical importance of foundational skills, we are setting an ambitious but achievable **LEARNING TARGET:**

**BY 2030, REDUCE BY AT
LEAST HALF THE SHARE
OF 10-YEAR-OLDS WHO
CANNOT READ.**

Even if a global target is set, **EACH COUNTRY** has to define its own path to eventually eliminate learning poverty:
KNOW YOUR NUMBER

This will require a **DRAMATIC IMPROVEMENT** in the capacity to measure learning, in particular in low-income countries





To **support countries to improve the human capital outcomes** of their people, we will use:

- 1. Refreshed education approach**
- 2. Literacy policy package**
- 3. An ambitious measurement and research agenda**

1. 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

2. LITERACY POLICY PACKAGE

INTERVENTIONS **FOCUSED SPECIFICALLY ON PROMOTING ACQUISITION OF READING** PROFICIENCY IN PRIMARY SCHOOL



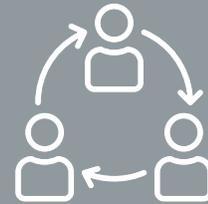
TEACHERS

- Ensure effective teaching for literacy
- Prepare teachers to teach at the right level
- Continuous in-school practical pedagogical support



CLASSROOMS

- Detailed guidance through tightly structured and effective pedagogy
- Access to more texts and readers with content suitable to the level of students
- Teach children in their mother tongue



MANAGEMENT

- Assure political & technical commitment
- Assess learning to inform policy & classroom instruction

3. AN AMBITIOUS MEASUREMENT AND RESEARCH AGENDA

CLOSE THE MEASUREMENT GAP AND CONTINUE ACTION-ORIENTED RESEARCH AND INNOVATION ON **HOW TO BUILD FOUNDATIONAL SKILLS.**





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THE FIGHT AGAINST LEARNING POVERTY WILL REQUIRE

- Multi-sectoral approach
- Large political, financial and managerial commitment
- Attention to the role families and communities play in building demand for education

JOIN THE LEARNING REVOLUTION

WWW.WORLDBANK.ORG/EDUCATION

 @WBG_Education

#LearningPoverty

