



LEARNING

TO REALIZE EDUCATION'S PROMISE

#wdr2018

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Kenya, Tanzania, and Uganda



Could understand

“The name of the dog is Puppy”

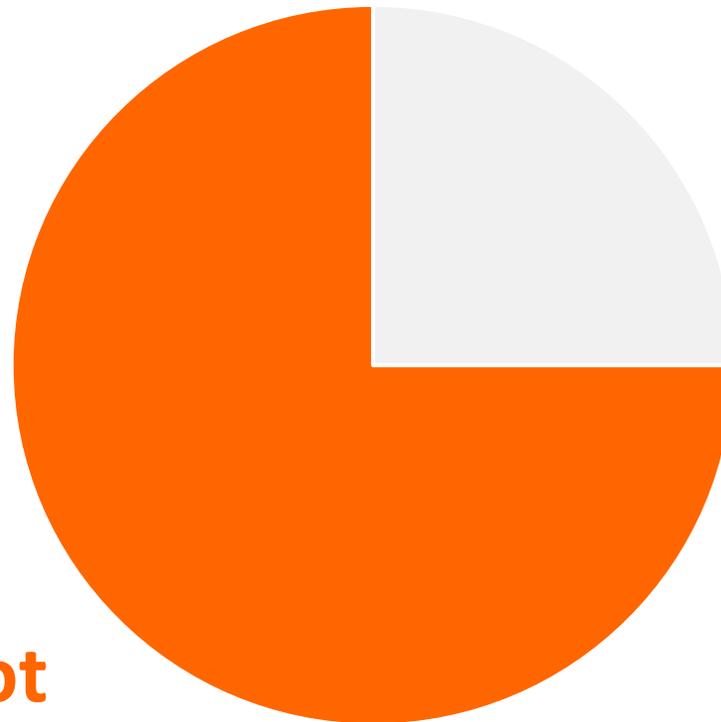
Grade 3



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

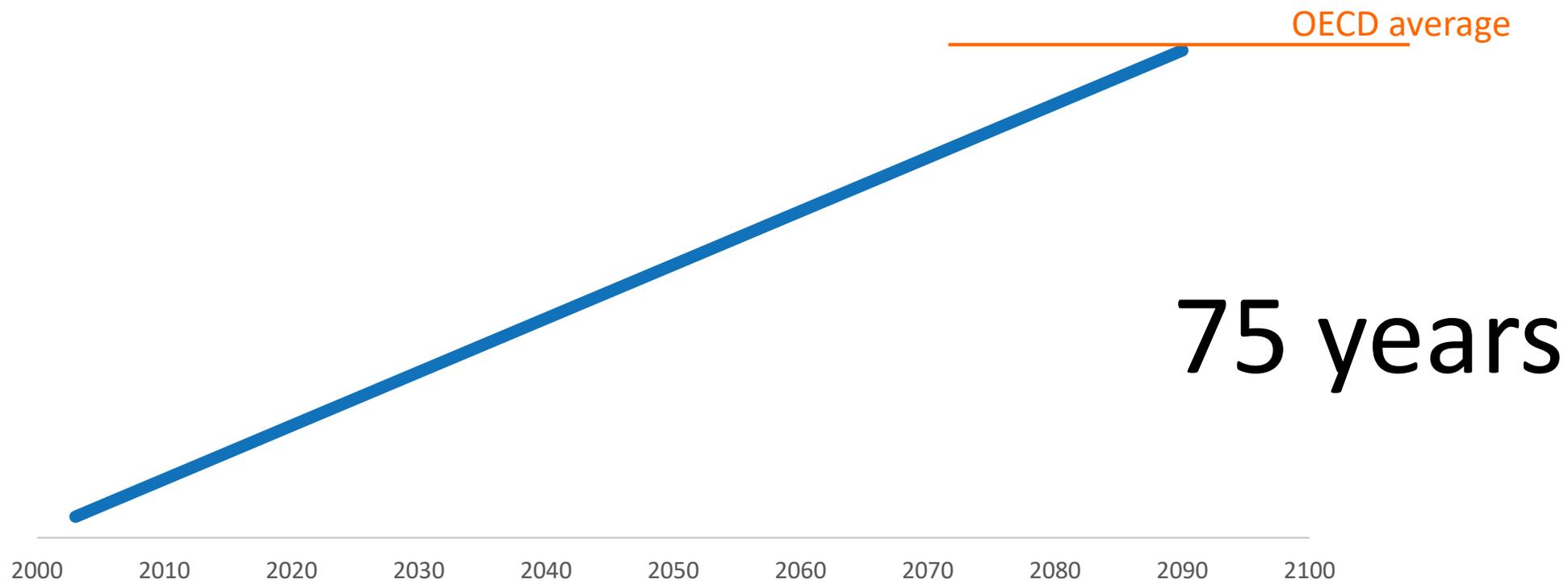
Progress in Math (PISA 15 year olds)





Brazil

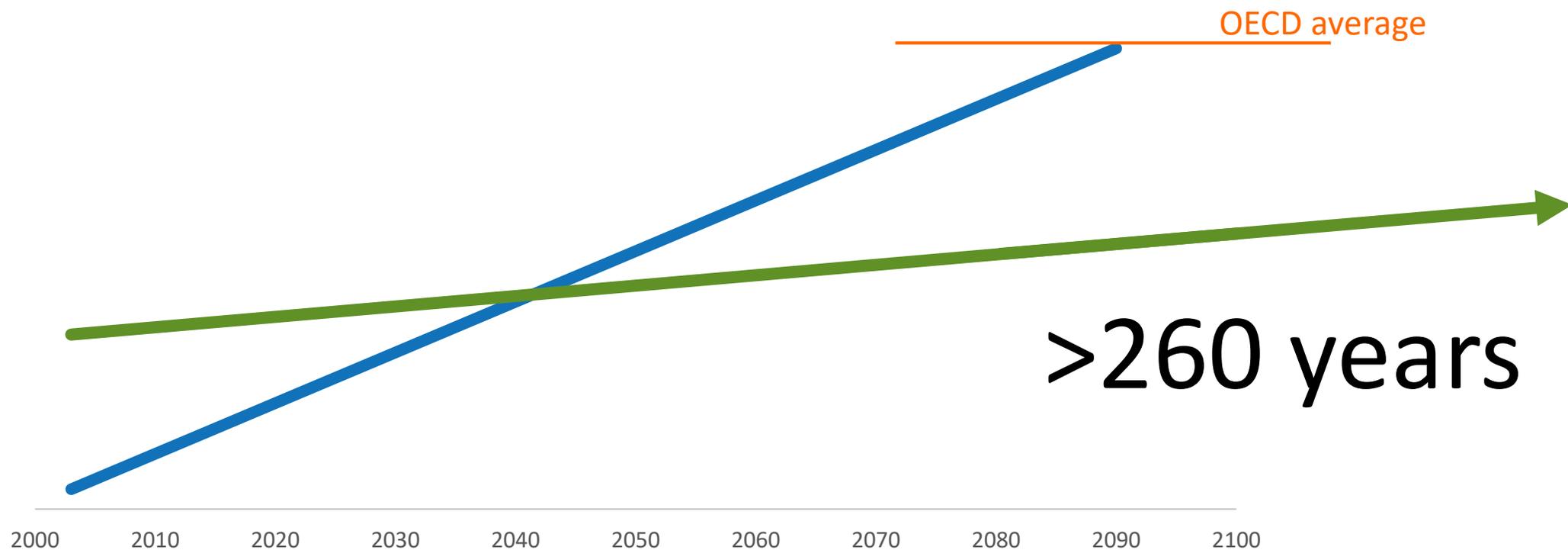
Time to reach OECD average in **Math** (PISA 15 year olds)





Brazil

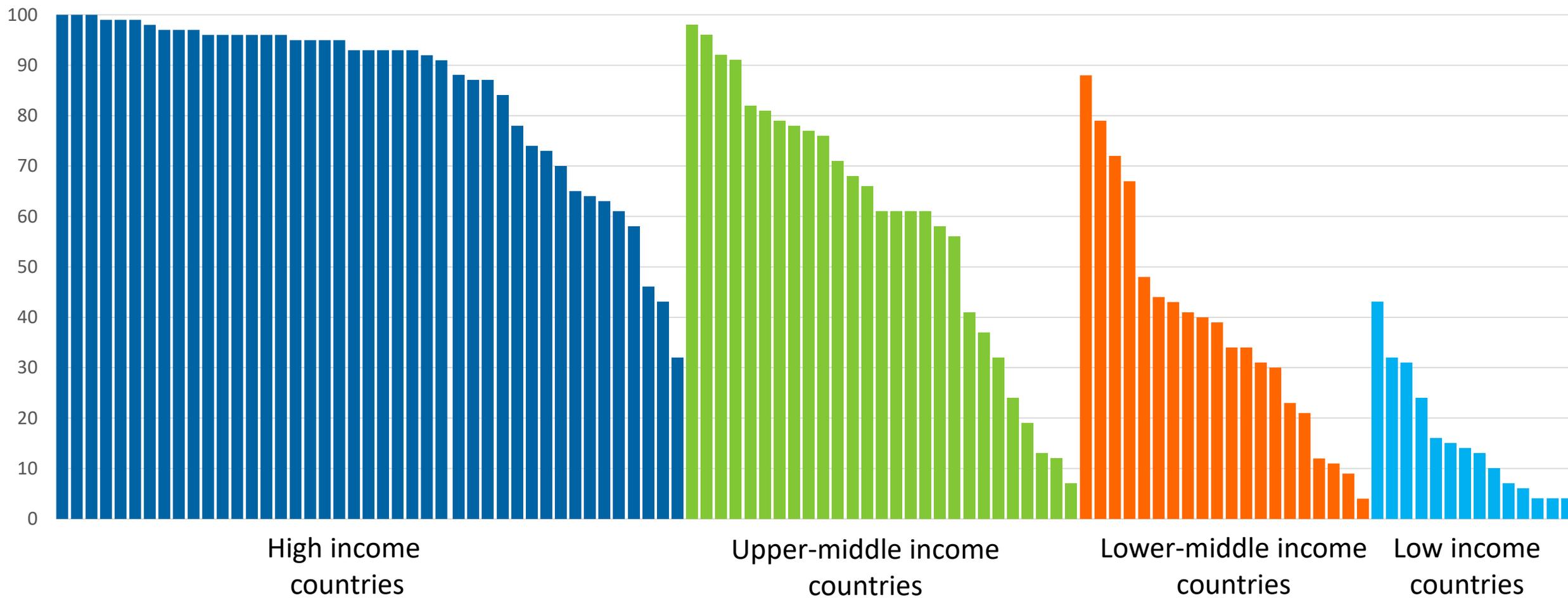
Time to reach OECD average in **Math** and **Reading** (PISA 15 year olds)



>260 years

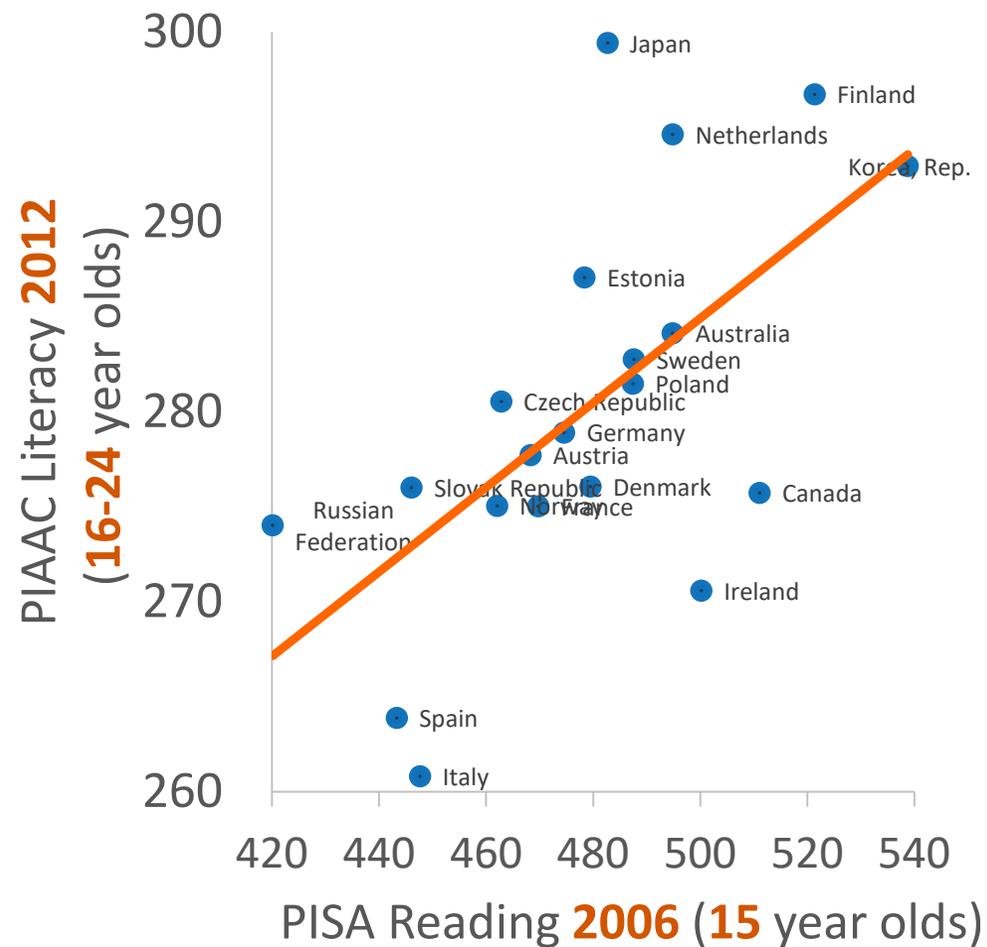
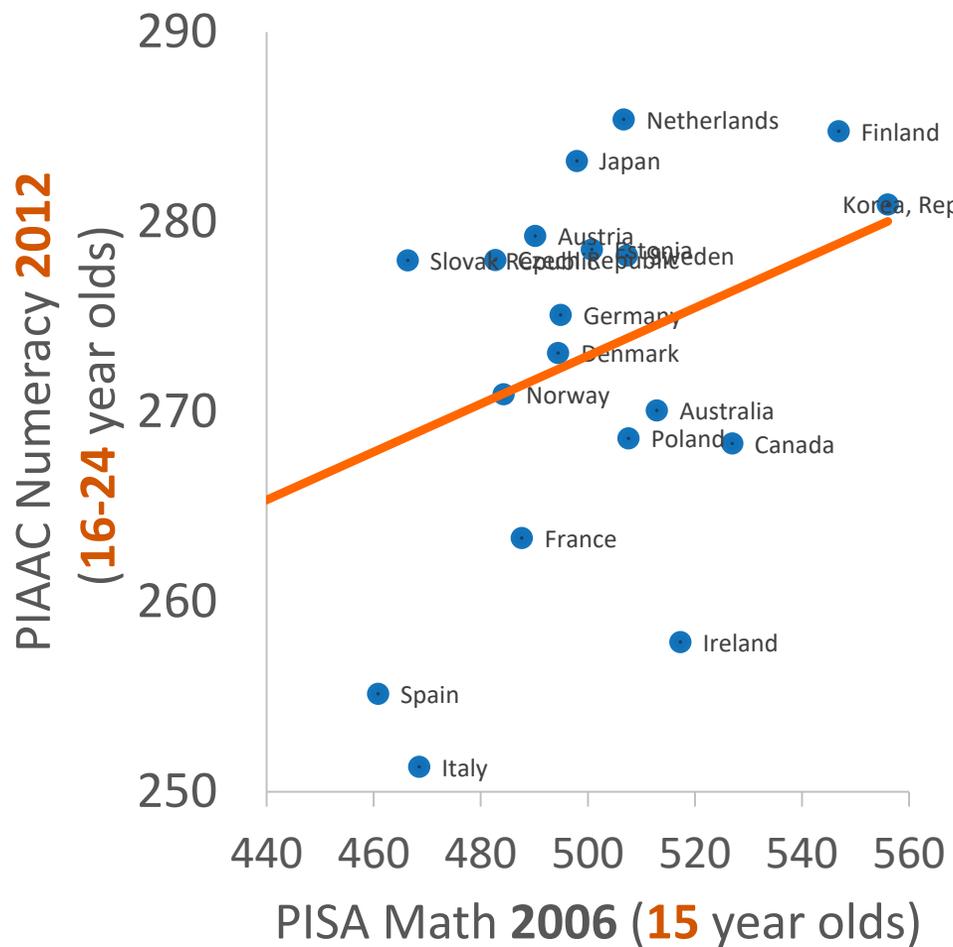


Percent of end-of primary students who meet a minimum proficiency threshold for learning in math?



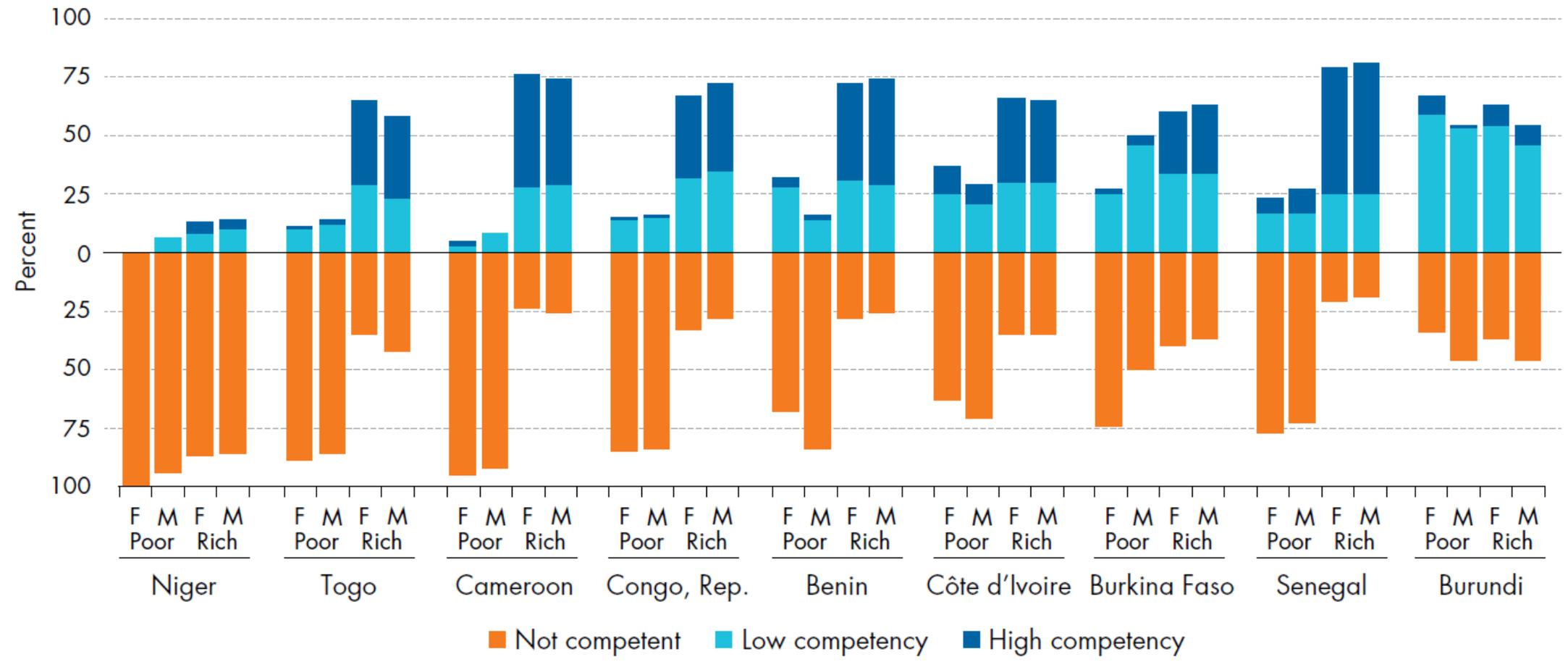


The learning crisis becomes a skills crisis





High inequalities in learning

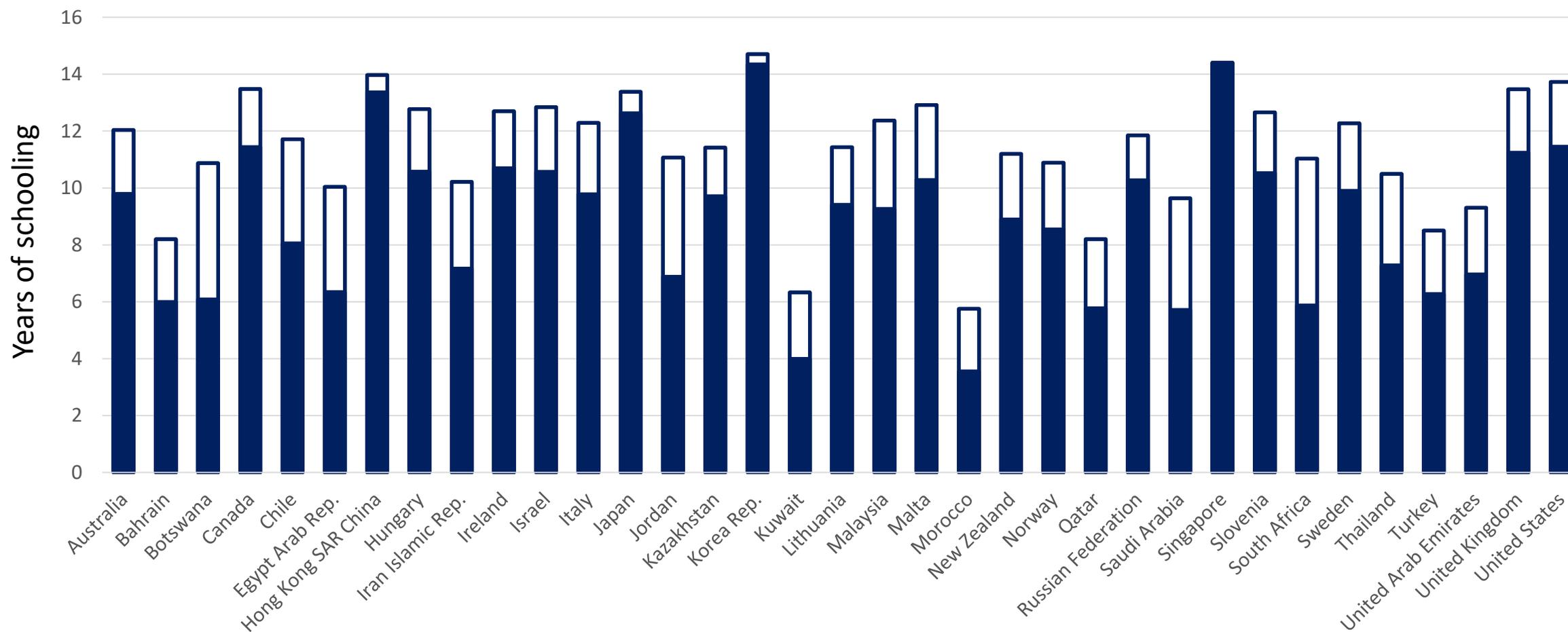


PASEC 2014: Percent of students performing at each competency level (end of primary)



Years of **Schooling** are not the same as **Learning**

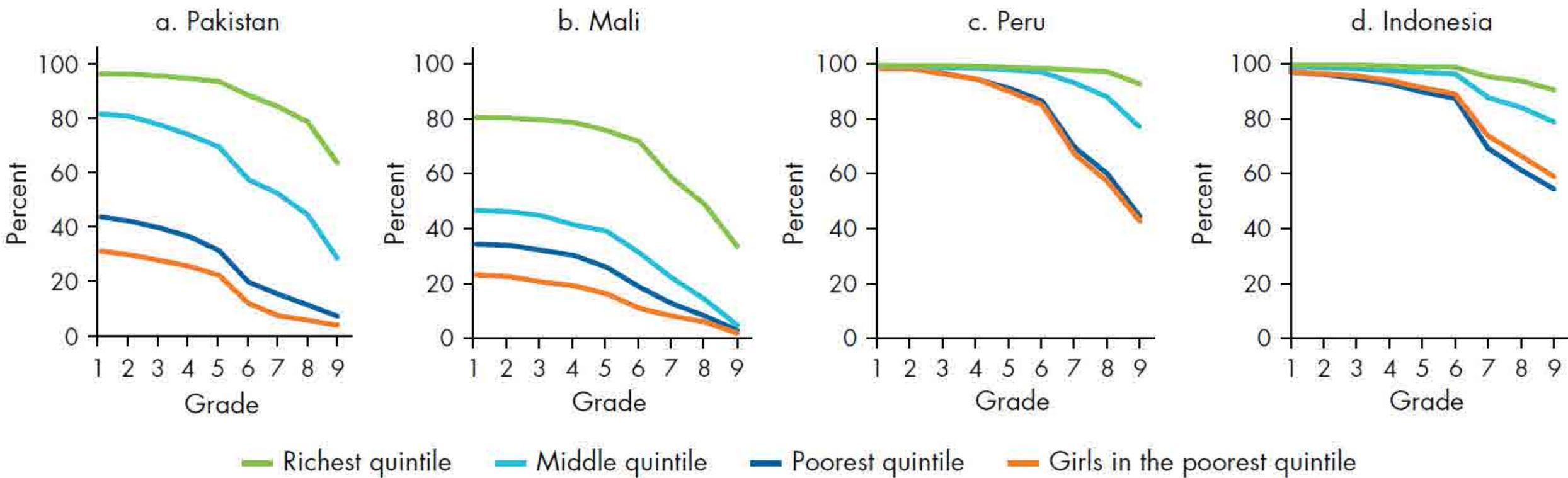
Average years of schooling of 25-29 year olds, unadjusted and adjusted for learning





Remaining inequities in access

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





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

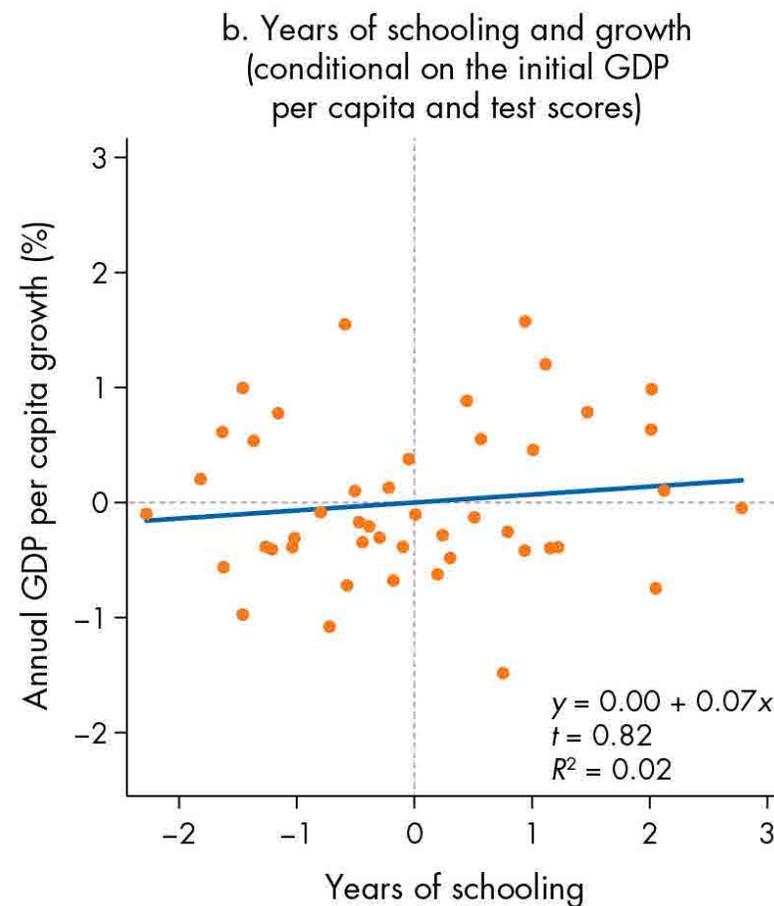
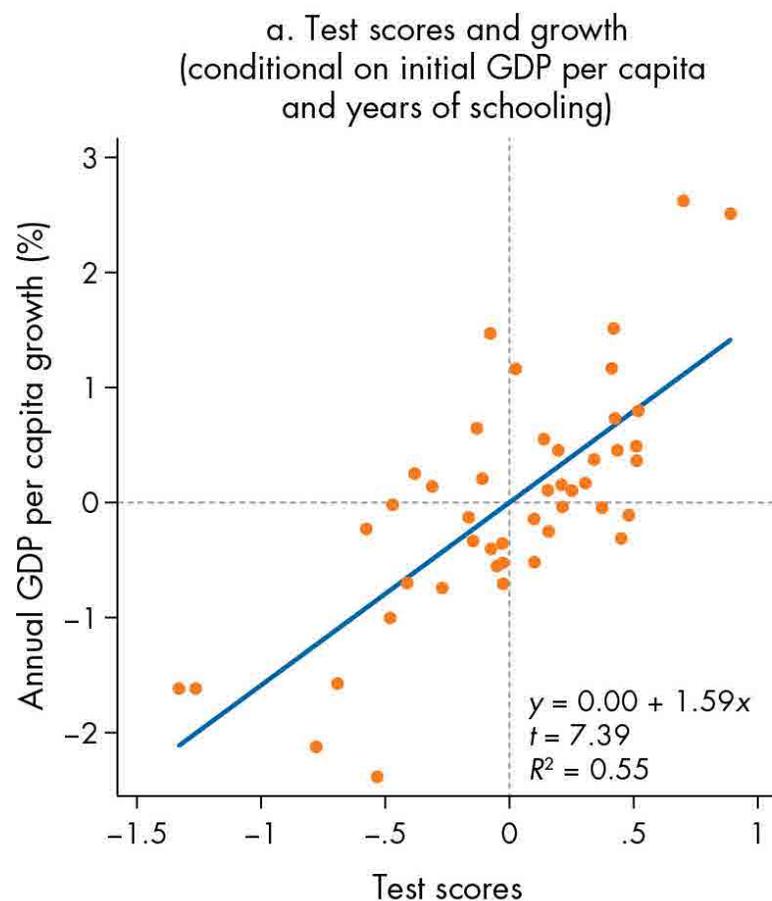
Education can't
do it alone...

...but it can do
much better on learning



What matters for growth is learning

Annual average per capita growth in income 1970-2015, conditional on test scores, years of schooling, and initial income





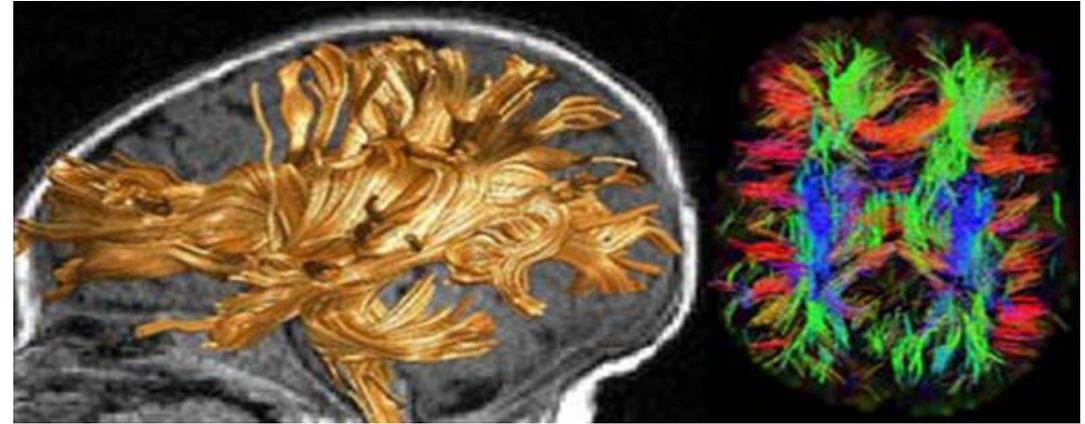
How do teaching and learning break down?

Immediate causes of the learning crisis

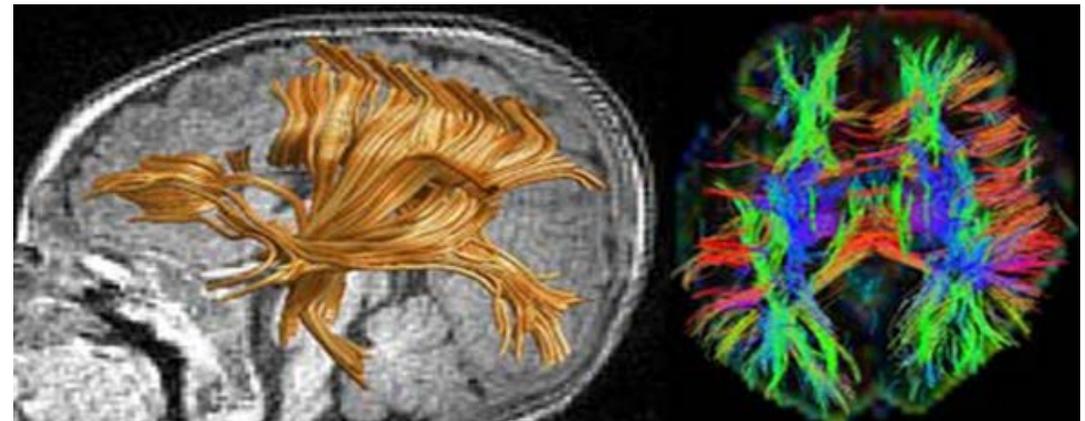




Non-deprived infant

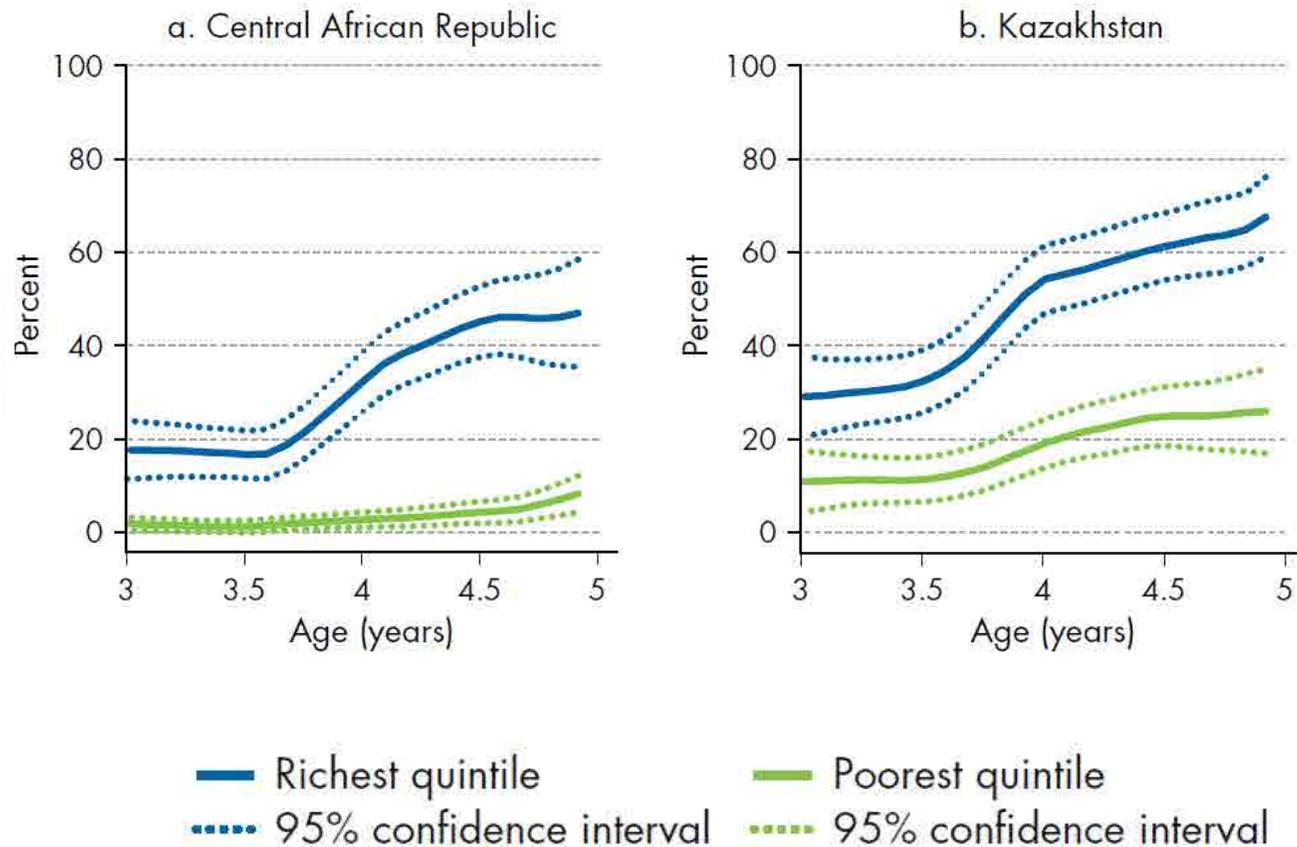


Infant exposed to high deprivation

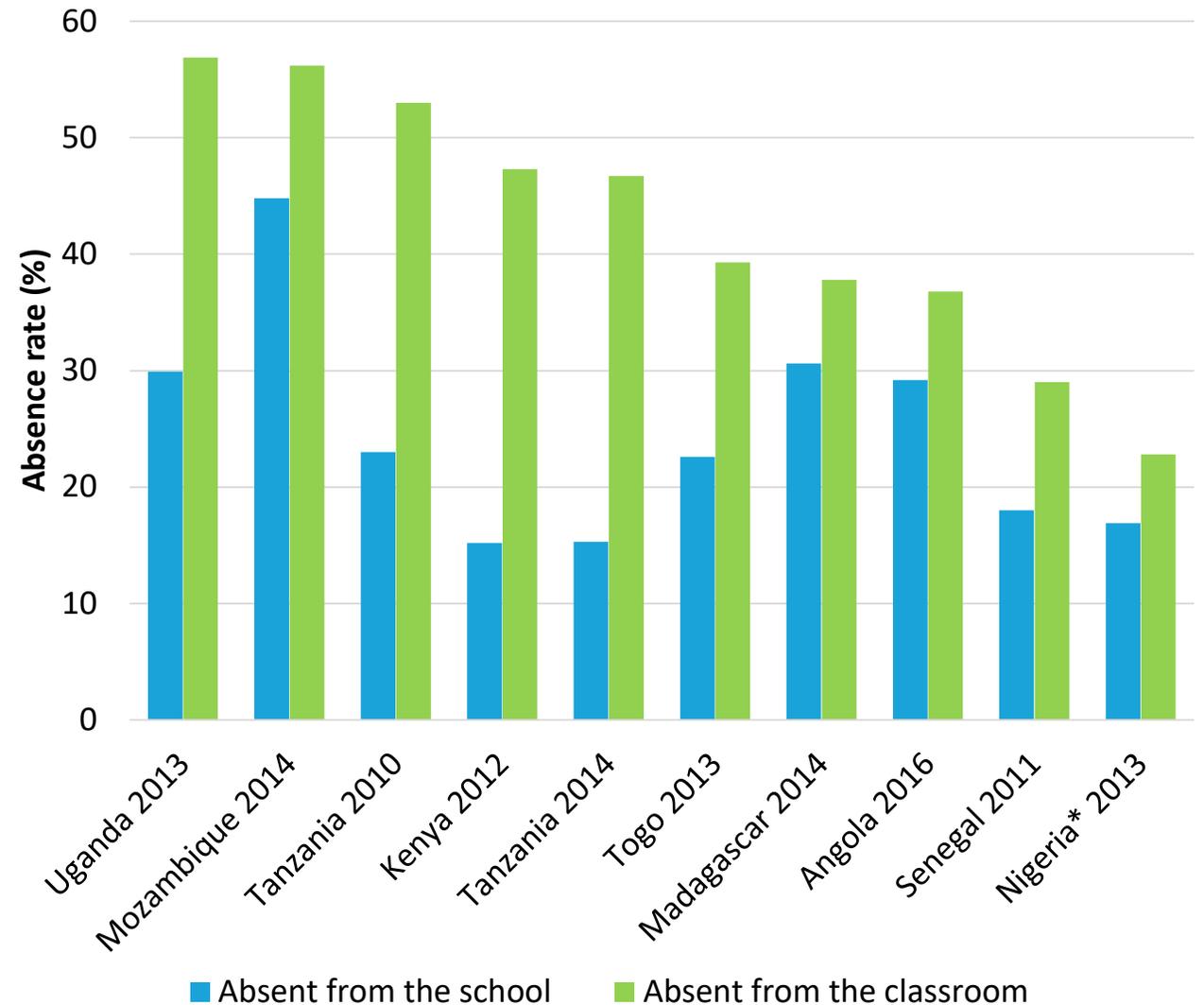


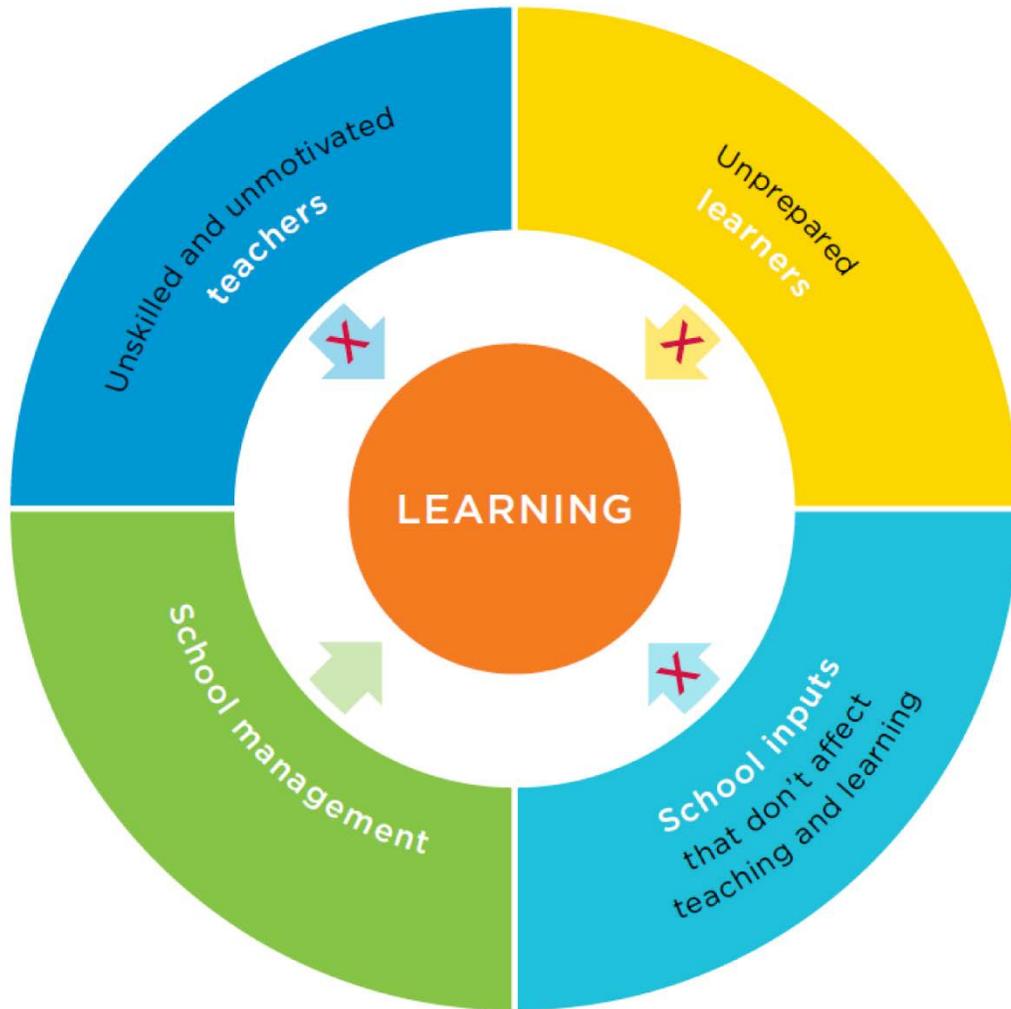


Percentage of children ages 3–5 who can recognize 10 letters of the alphabet



Immediate causes of the learning crisis

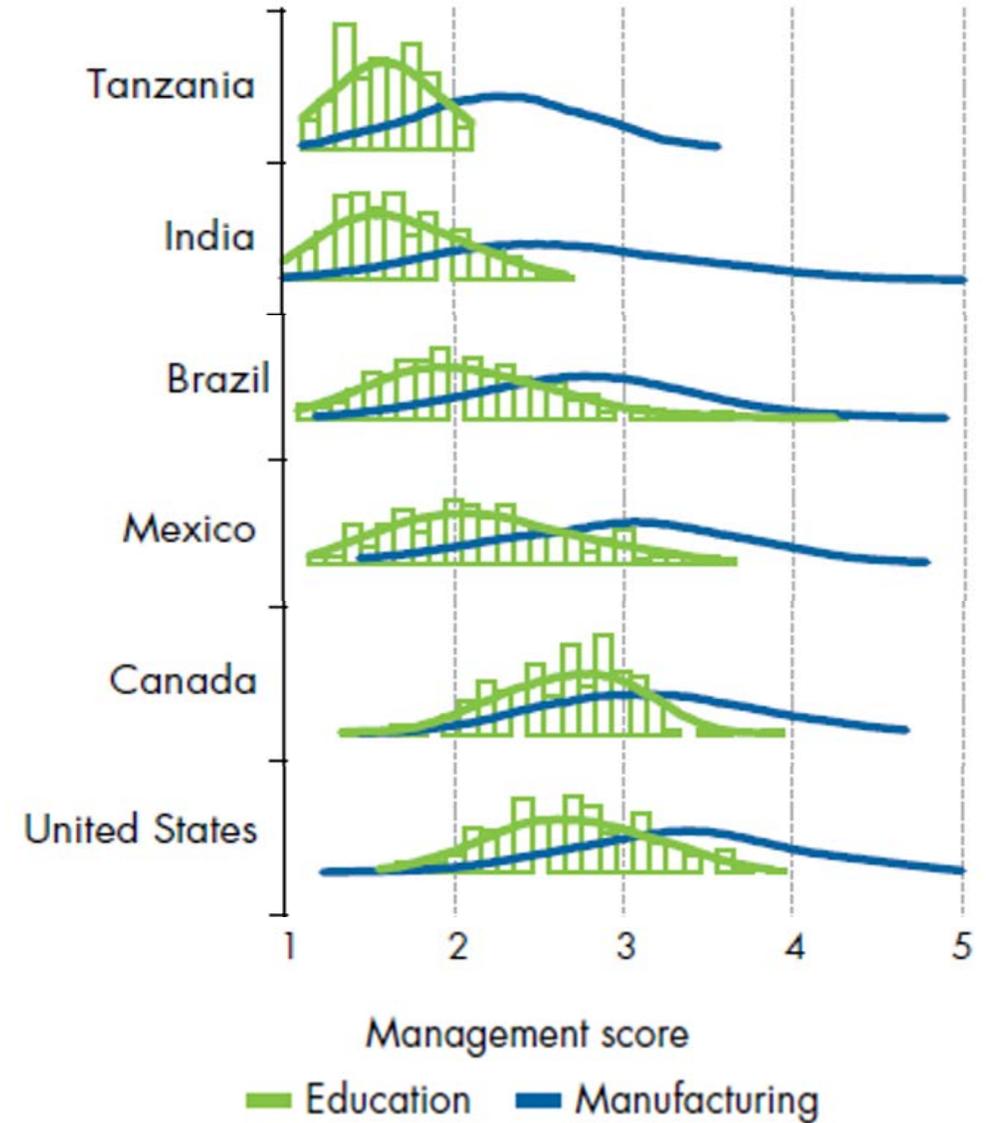




One Laptop Per Child initiative in Brazil

Textbooks in Sierra Leone

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

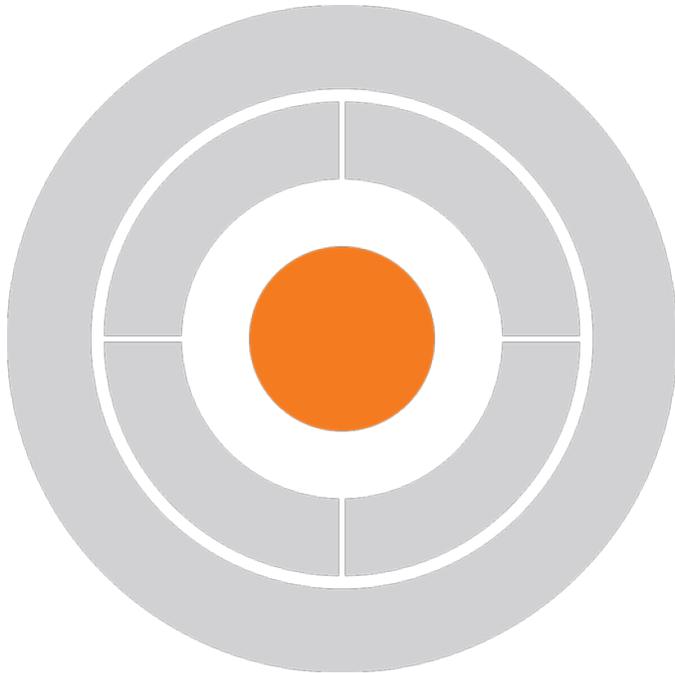


Don't give up: Success is possible

- 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

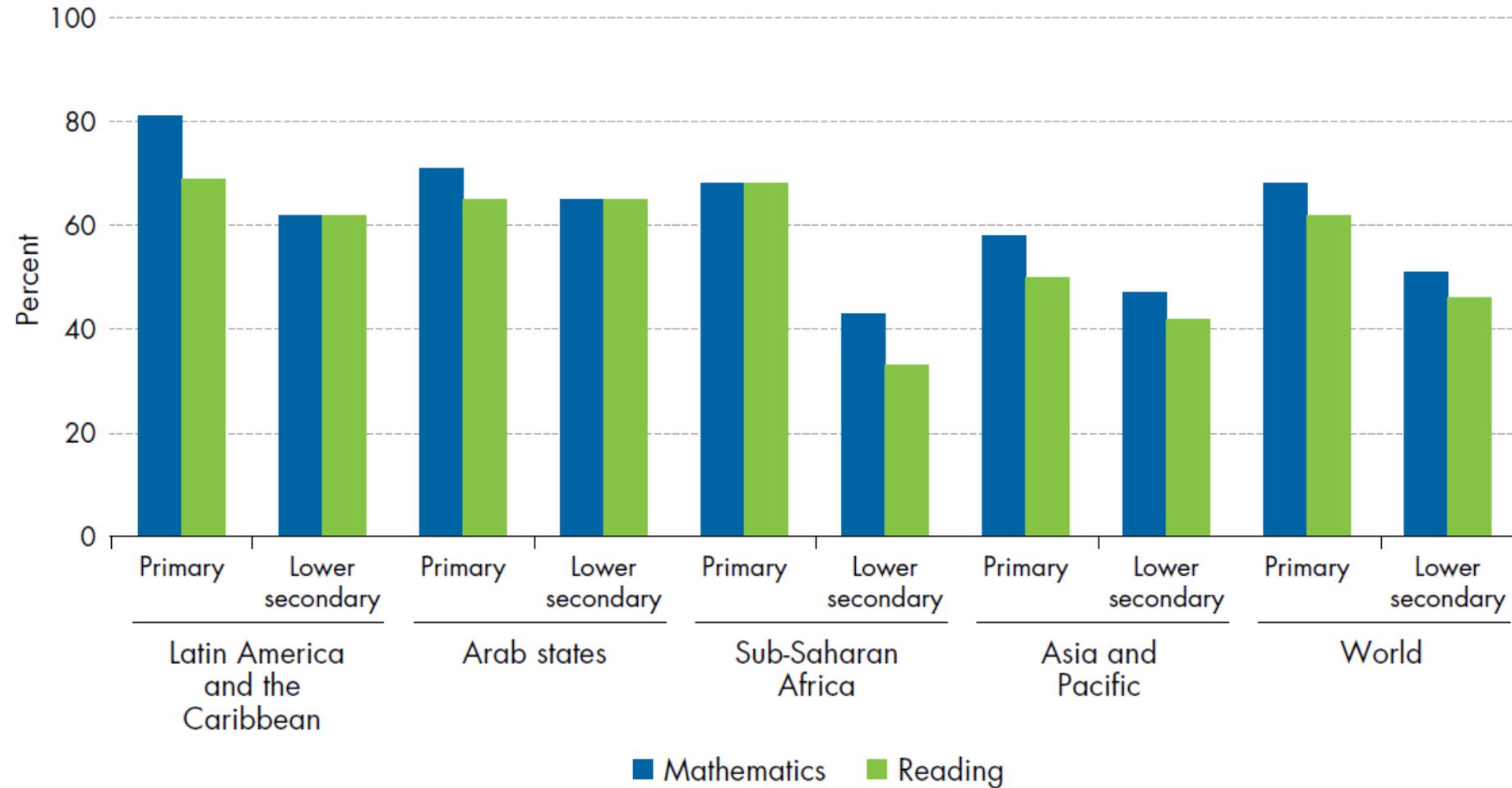


Assess learning

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



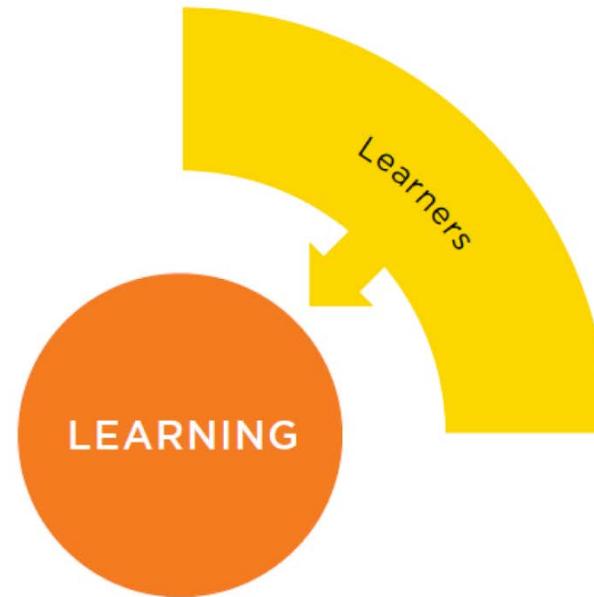
Many countries don't know whether students are learning: Percent of countries in each region with a nationally representative learning assessment





Act on evidence

to make schools
work for all
learners



Ensure learners are prepared and motivated

- Investing in the early years
- Removing financial barriers/Demand-side incentives
- Preparation for training

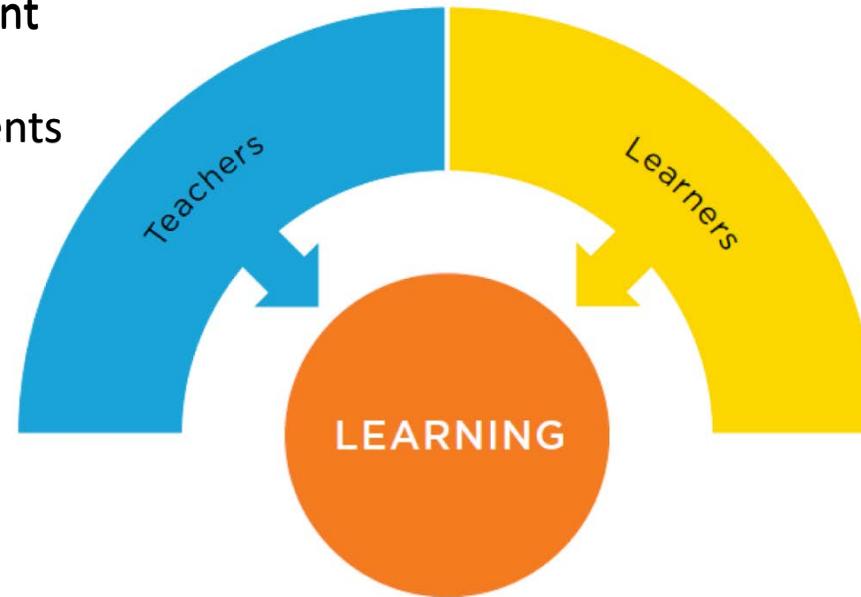
Early childhood program in Jamaica led to 25% higher earnings in adulthood

Conditional cash transfers in Burkina Faso led to a 20% increase in girls' enrollment



Ensure teachers are skilled and motivated

- Effective professional development
- Motivation and incentives
- Teaching to the level of the students



In Liberia, training teachers to use student assessments more than doubled students' reading fluency

Grouping students by ability level in Kenya increased test scores for *all* students



In the US, training *principals* to provide feedback to teachers increased student learning by 0.19 SD on average, reaching as high as 0.35 SD for some schools.

In India, adaptive learning software doubled students' rate of learning

Ensure school investments complement students learning from teachers

- Inputs and infrastructure
- Technology
- Management and school-based decision-making



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



Germany 2000

Peru 2012

“PISA shock” led to large scale reform efforts

Brazil

Index of basic education quality

England

League tables

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 to make schools
work for all learners

Align actors to make
the whole system
work for learning





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