

Comments on
Facing Forward
Schooling for Learning in Africa

Eiji Kozuka

September 3, 2018

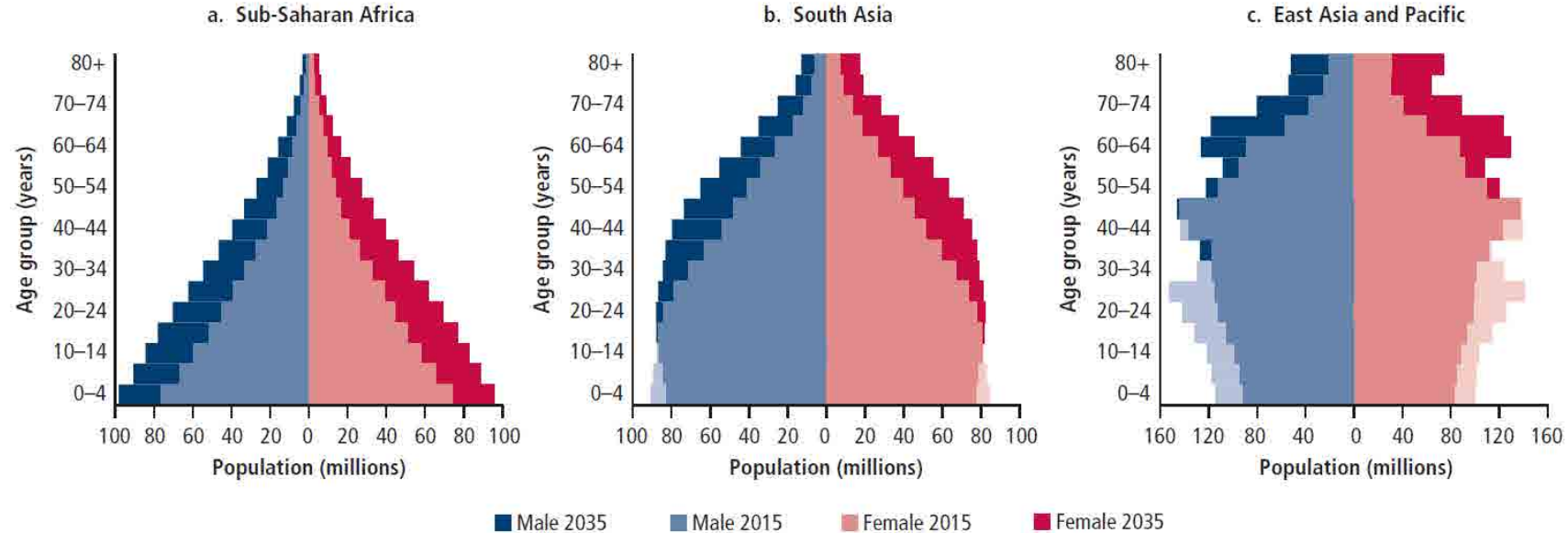
Japan International Cooperation Agency

Significance of *Facing Forward*

- ◆ Provide comprehensive picture of the “Learning Crisis” in Africa
- ◆ Introduce conceptual framework: from service to service delivery
- ◆ Propose in-depth policy recommendations

Why Basic Education in Africa?

Figure 0.1 The structure of Sub-Saharan Africa's population is different than that in other regions



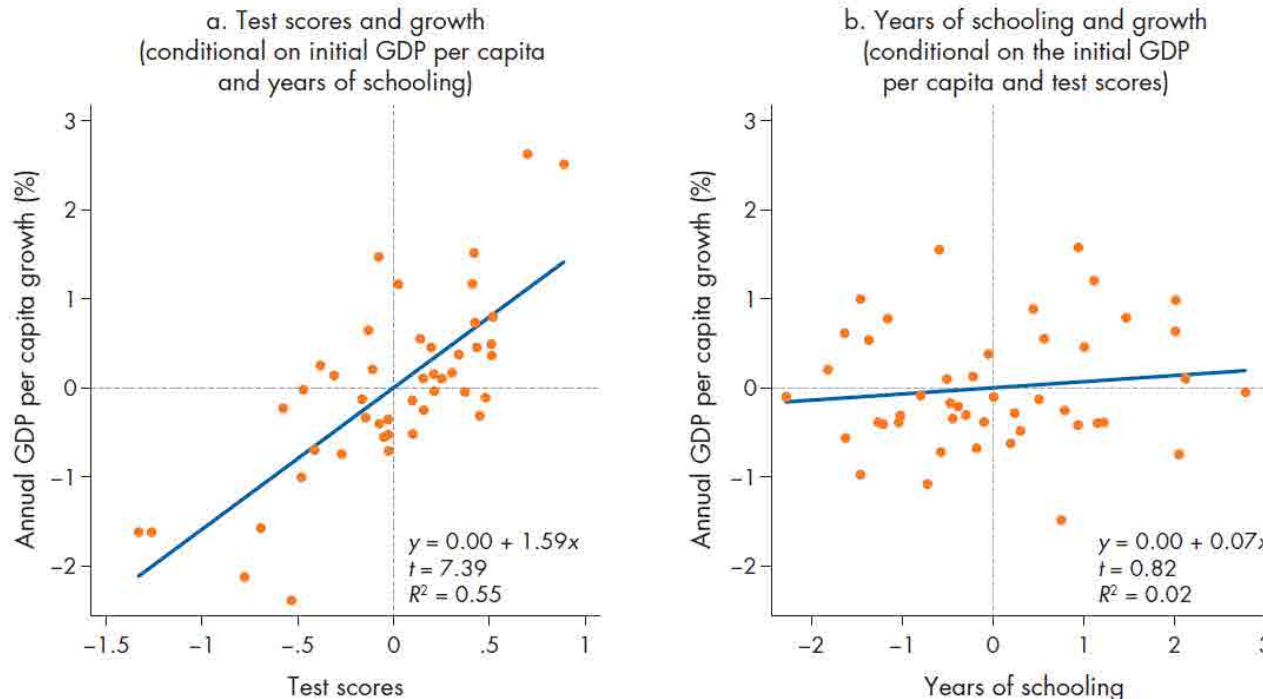
Source: Based on United Nations 2011.

Why Learning Matters?

There is strong evidence that the cognitive skills of the population – rather than more school attainment – are powerfully related to individual earnings, to the distribution of income, and to economic growth (Hanushek and Woessmann 2008).

Figure 1.5 What matters for growth is learning

Annual average per capita growth in GDP, 1970–2015, conditional on test scores, years of schooling completed, and initial GDP per capita



Source: WDR 2018 team, using data on test scores from Hanushek and Woessmann (2012) and data on years of schooling and GDP from the World Bank's World Development Indicators (database), 2017. Data at http://bit.do/WDR2018-Fig_1-5.

What Can We Do? From Science to Service Delivery

*Whether an intervention, program, or policy that works in one context will work in another will depend, to a large extent, on **the contextual factors** as well as **implementation capacity**. ...*

In short, good ideas alone are not enough to improve student learning. Capable individuals and institutions are also required to navigate the complex process of implementing both ongoing “regular” programs and new interventions and approaches.

What Can We Do?

Immediate and Long-Term Challenges

Immediate Challenges: accommodate countries' limited capacity

- Make learning a serious goal
- Strengthen literacy and numeracy in early years
- Ensure children stay in school

Long-Term Challenges (10-30 years?): enhance countries' whole capacities and ownership

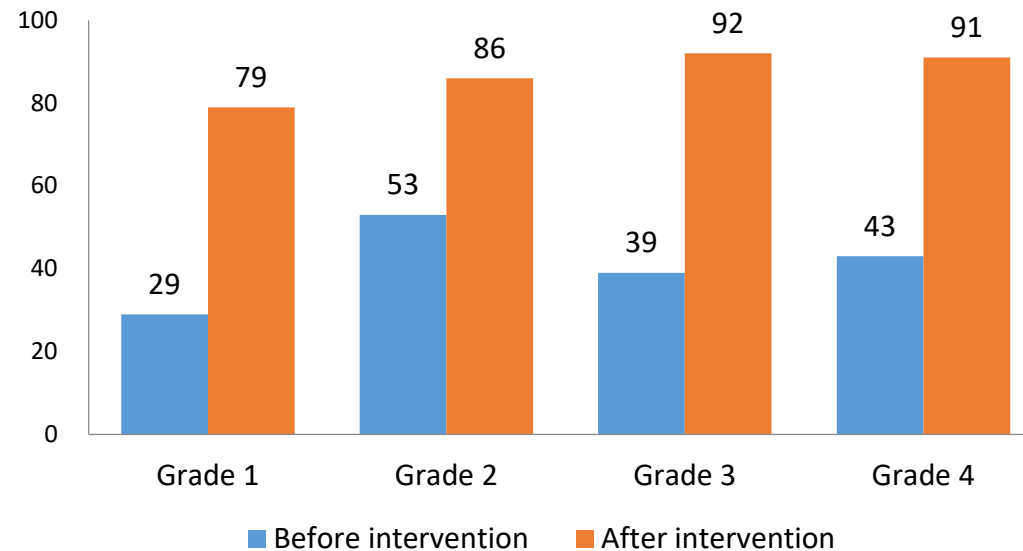
- Improve teacher management and support
- Strengthen budget process
- Strengthen institutional and technical capacity
- Improve secondary and pre-primary education, etc ...

Immediate Response

An Example in Niger

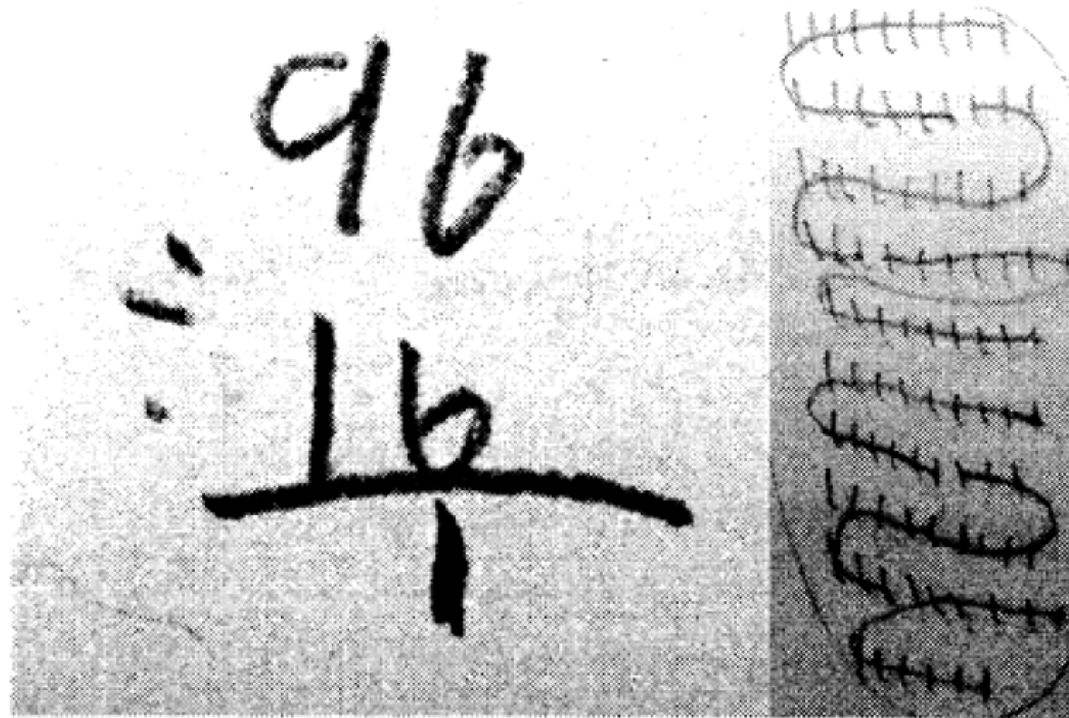
Recent studies suggest that community participation alone is not so effective for improving children's learning, but given the limited government capacity, the role of the community can be a key. Our experience suggest that community participation works by providing communities and parents with information and right avenues to affect children's learning.

Impact of community participation, information, and math workbook intervention on test scores



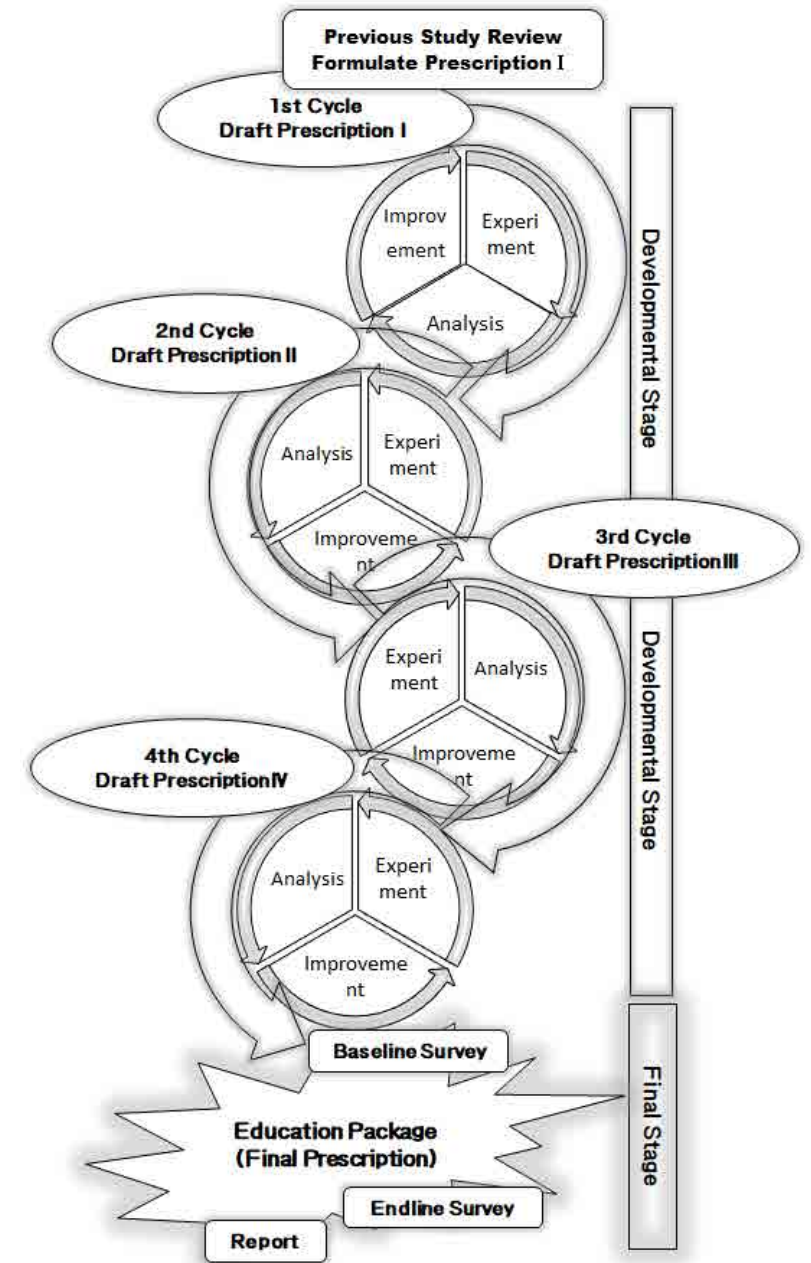
NOTE: The result is comparison between pre and post tests, and is not based on a rigorous impact evaluation. 170,000 children in Tillabéri region of Niger participated in the program and survey. The tests were designed to measure pupils' numeracy skills at their grade levels. The scores are the percentage of right answers.

Long-Term Challenges and Response An Example in Zambia



Hiroshima University (2017)

Figure 2: Survey Order ② & ③



Expectations for the World Bank

The screenshot shows the top navigation of the World Bank Open Learning Campus. The header includes the World Bank Group logo, social media icons for Facebook, Twitter, YouTube, and LinkedIn, and links for 'Log In' and 'Register Now'. Below the header, the text 'Open Learning Campus' is displayed in large blue font, with the tagline 'ACCELERATING SOLUTIONS THROUGH LEARNING' underneath. To the right, there is a search bar and a logo for the 'PARTNERSHIP WITH REPUBLIC OF KOREA MINISTRY OF ECONOMY AND FINANCE'. A secondary navigation bar contains links for 'OLC Home', 'WBx Talks', 'WBa Academy', 'WBc Connect', 'Calendar', 'About OLC', and 'Partners', along with a 'Select a Topic' dropdown menu.

The main content area features a video player with a large central image of a smiling young boy in a green t-shirt. The text on the image reads 'Building Human Capital: A Project for the World' and '#InvestInPeople'. A play button icon is overlaid on the image. To the right of the main image is a smaller video thumbnail showing a man in a suit sitting at a table during a panel discussion. Below the video player, the text reads 'VIDEO Join the panelist to learn about what human capital is and why it matters.' followed by a progress indicator with three circles.

Building Human Capital: A Project for the World

Join Bill Gates, Jim Yong Kim and Penny Mordaunt as they discuss the urgent and critical importance of investing more and more efficiently in people to prepare countries for the economy of the future. They will highlight the powerful link between these investments and economic growth, stability and security. Shining a spotlight on human capital as a project for the world, this

Thank You

