



LEARNING

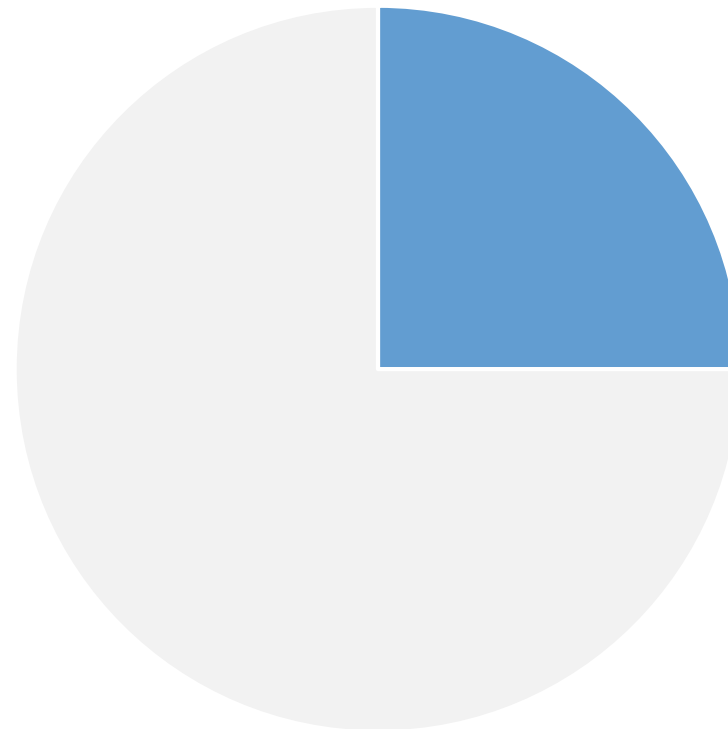
TO REALIZE EDUCATION'S PROMISE

#wdr2018



Kenya, Tanzania, and Uganda

“The name of the dog is Puppy”



Could understand

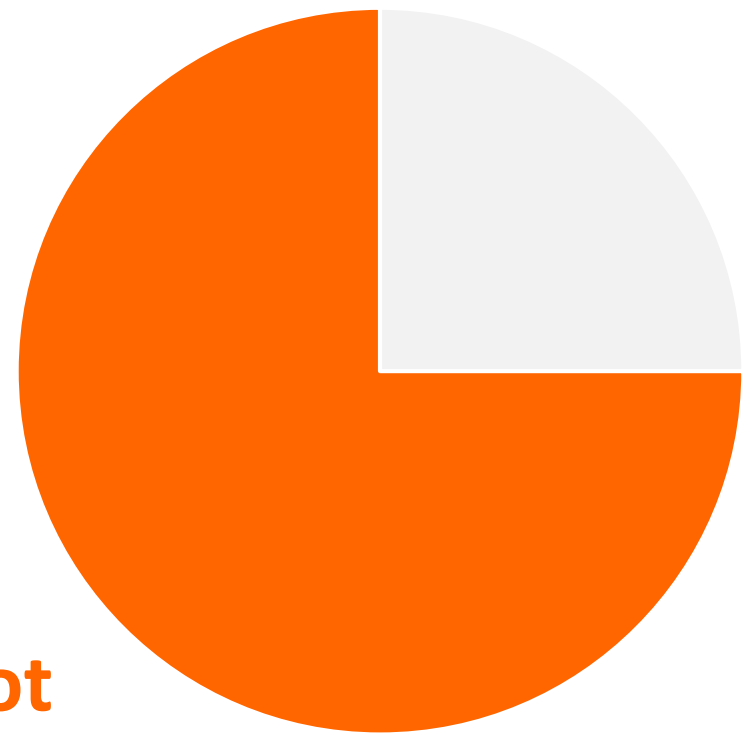
Grade 3



Kenya, Tanzania, and Uganda

“The name of the dog is Puppy”

Could not understand

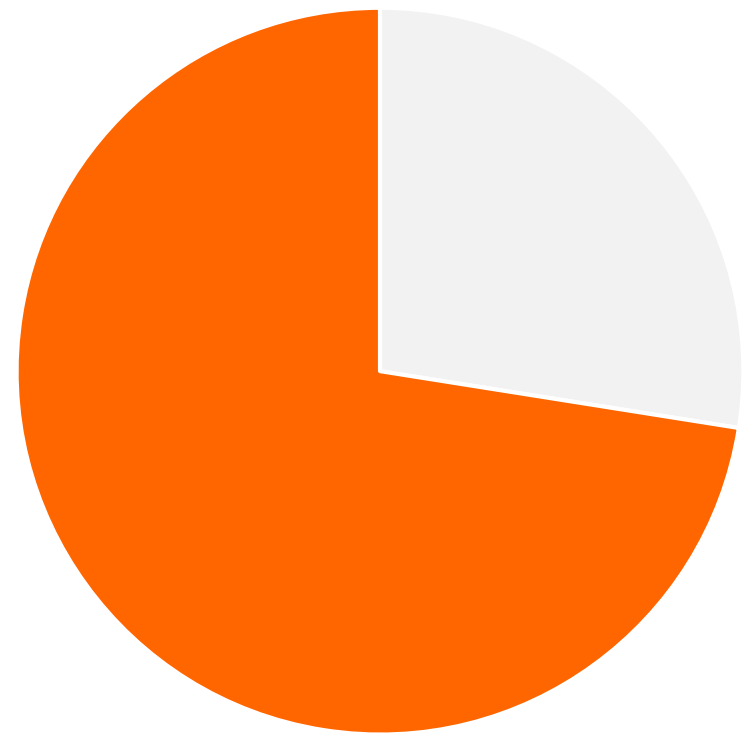


Grade 3



Rural India

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



Could not solve

Grade 3



Rural India

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

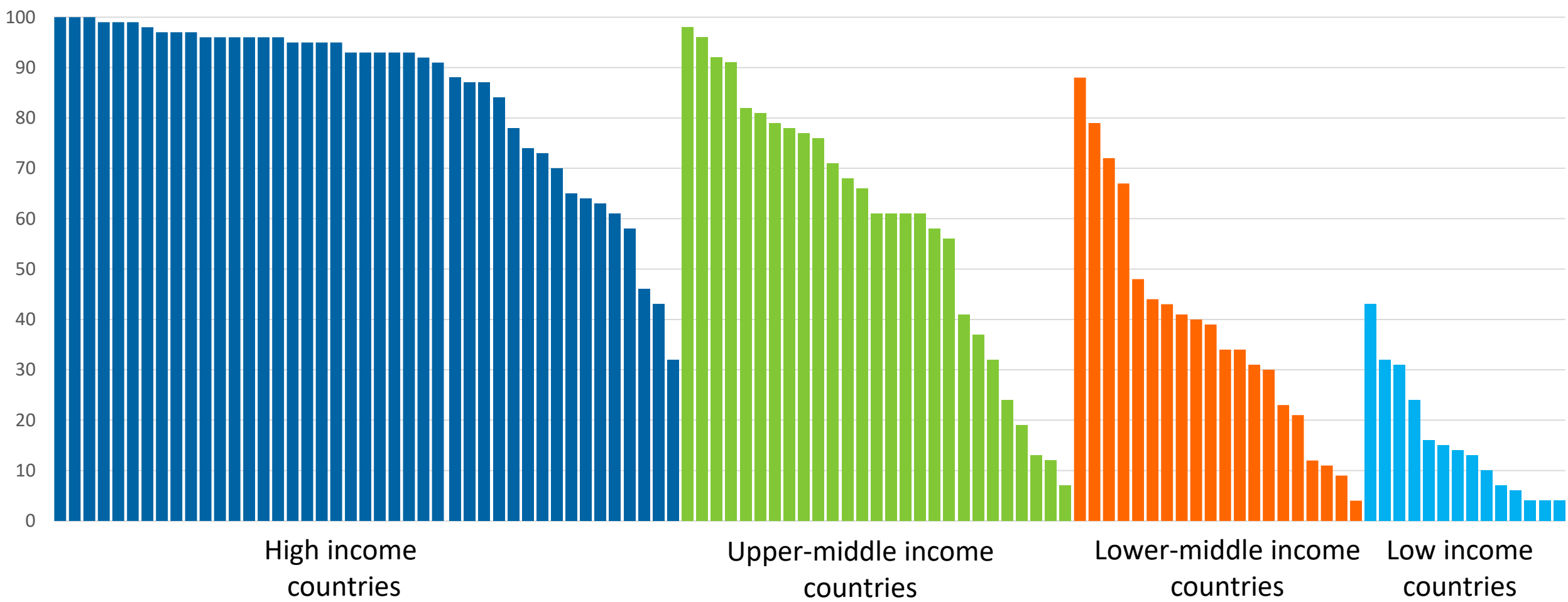


Could not solve

Grade 5



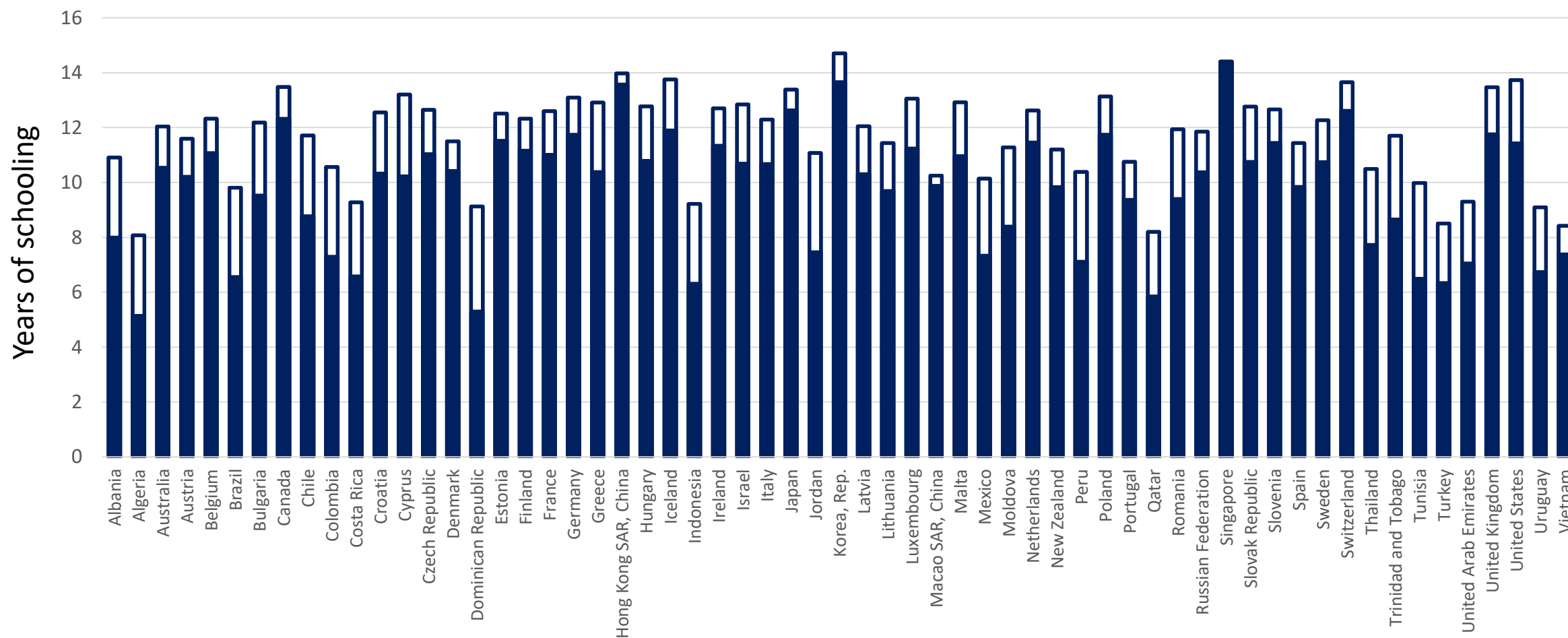
Percent of end-of primary students who meet a minimum proficiency threshold for learning in math?





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

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



Brazil

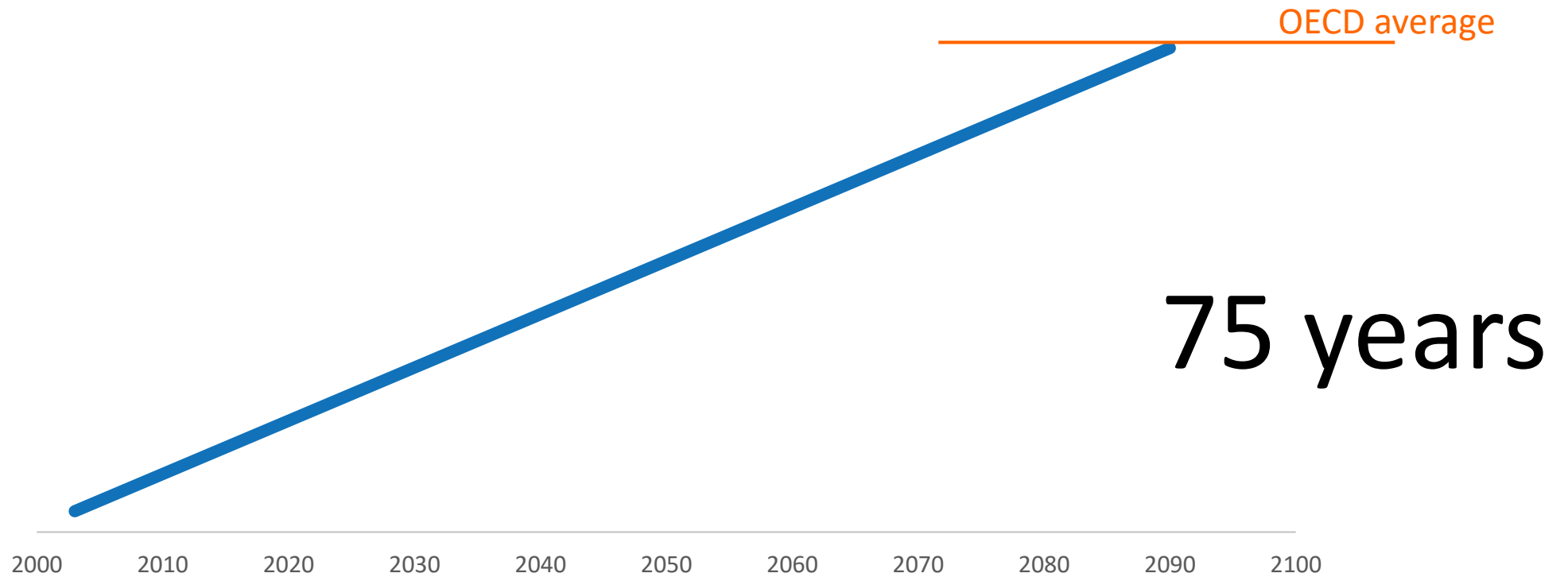
Progress in Math (PISA 15 year olds)





Brazil

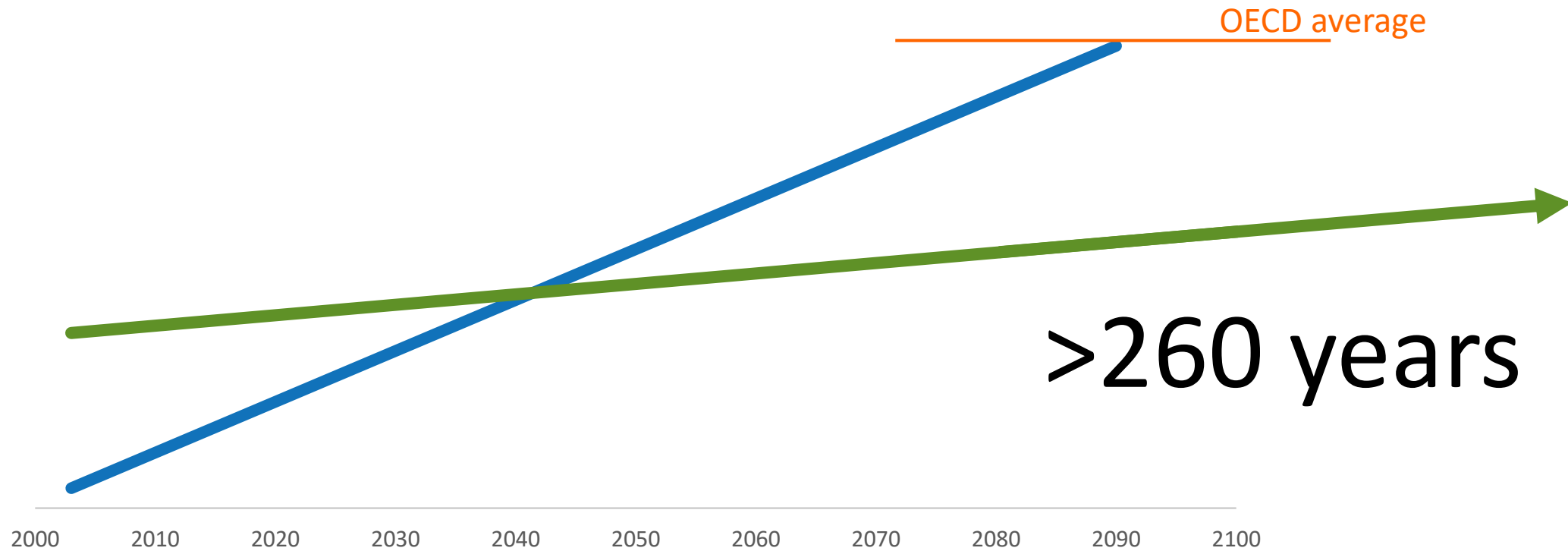
Time to reach OECD average in Math (PISA 15 year olds)





Brazil

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

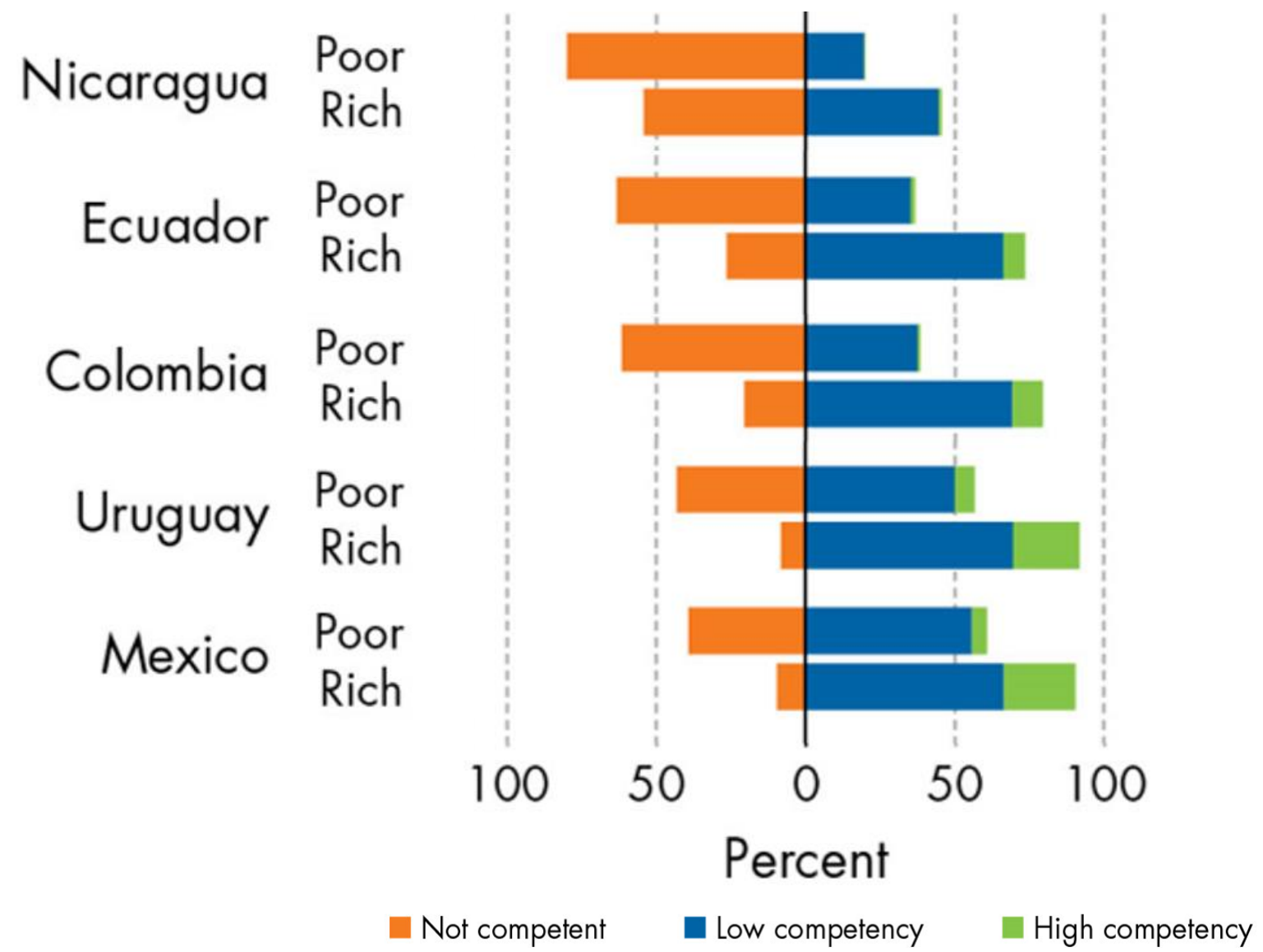




High inequalities in learning

TERCE 2012

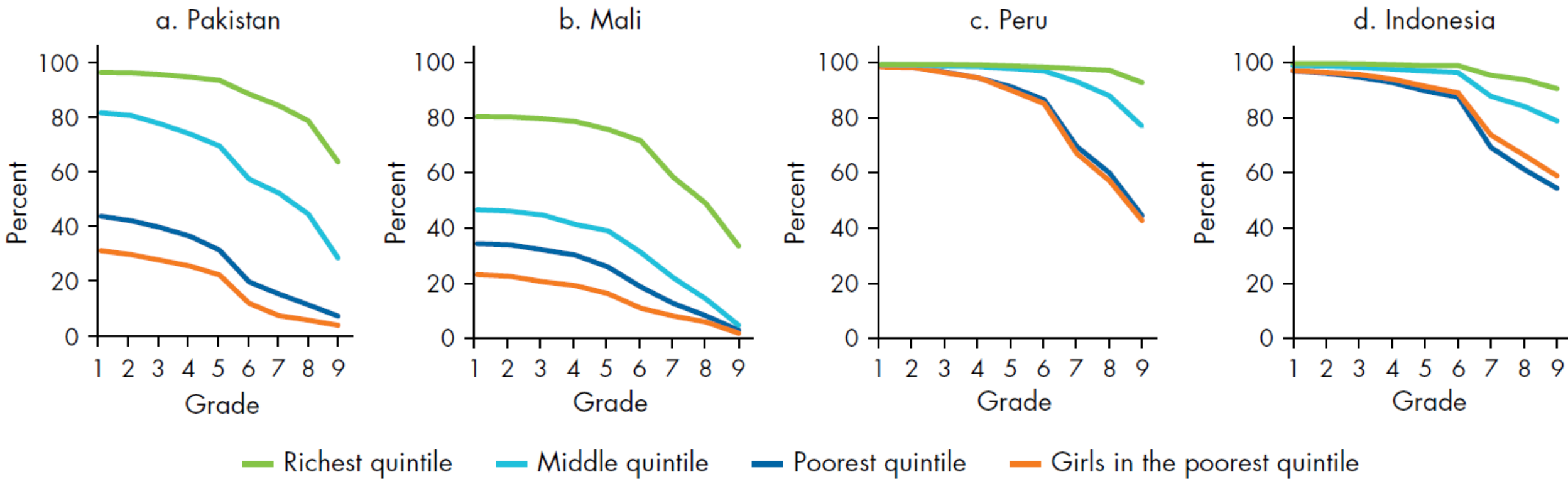
Proportions of students from the richest and poorest quintiles scoring at each level at the **end-of-Primary**





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...

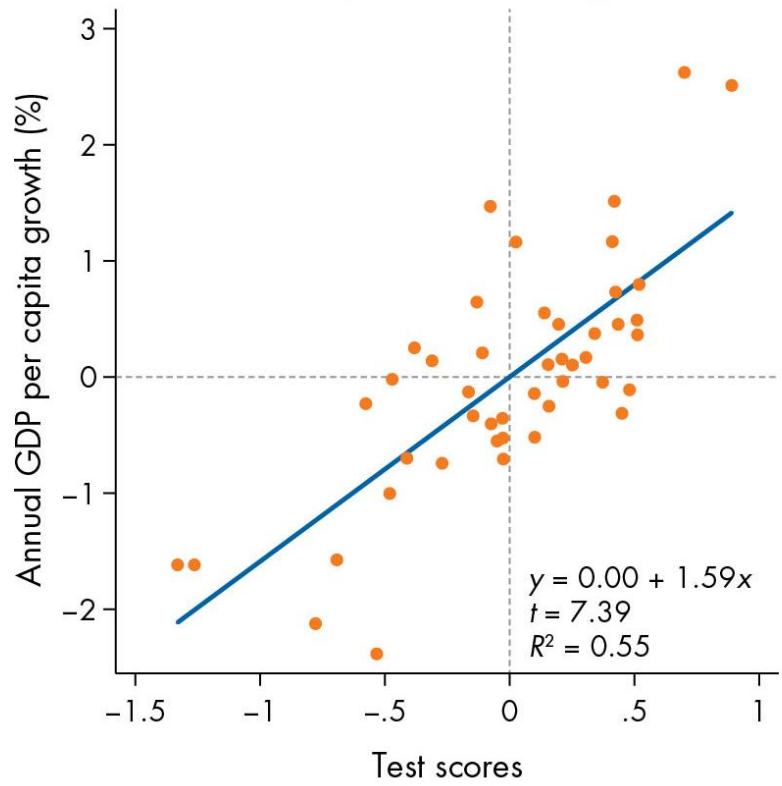
...but it can do
much better on learning



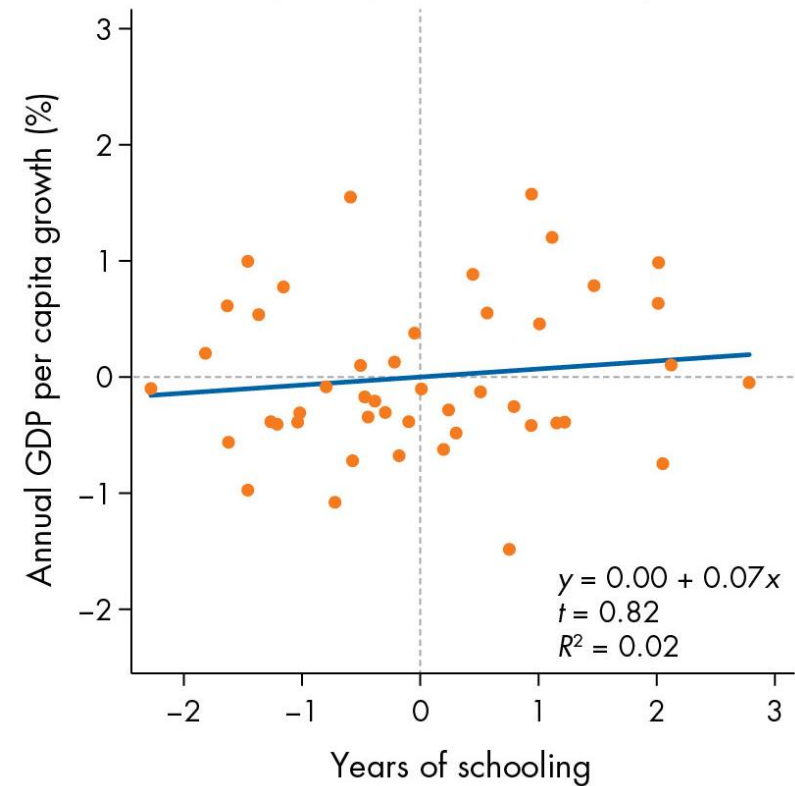
What matters for growth is learning

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

a. Test scores and growth
(conditional on initial GDP per capita
and years of schooling)



b. Years of schooling and growth
(conditional on the initial GDP
per capita and test scores)





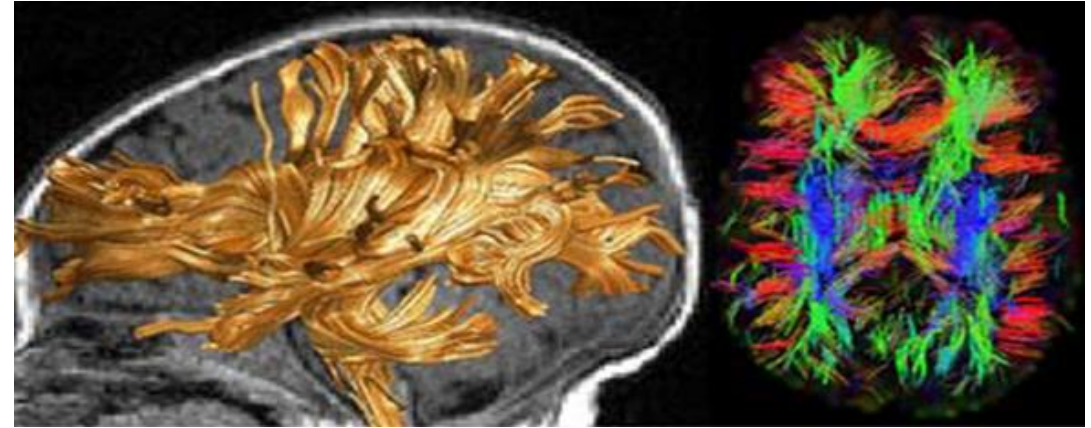
How do teaching and learning break down?

Immediate causes of the learning crisis

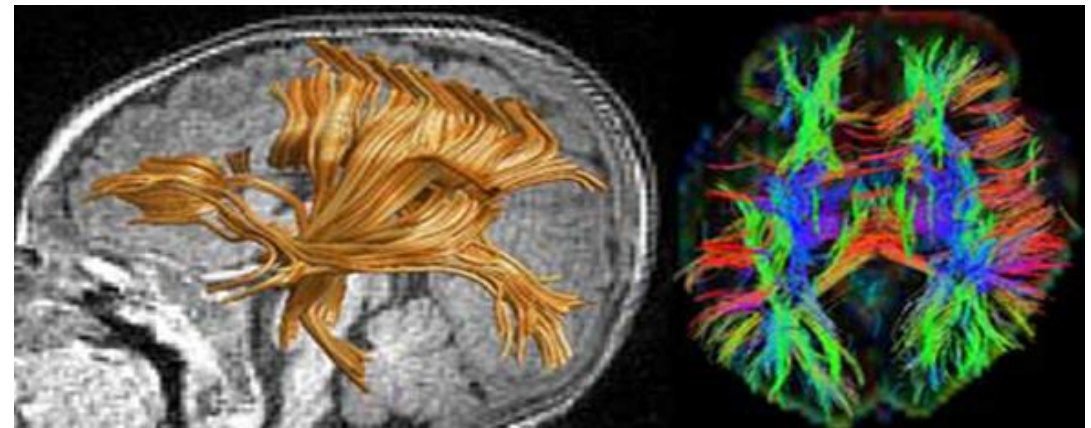




Non-deprived infant

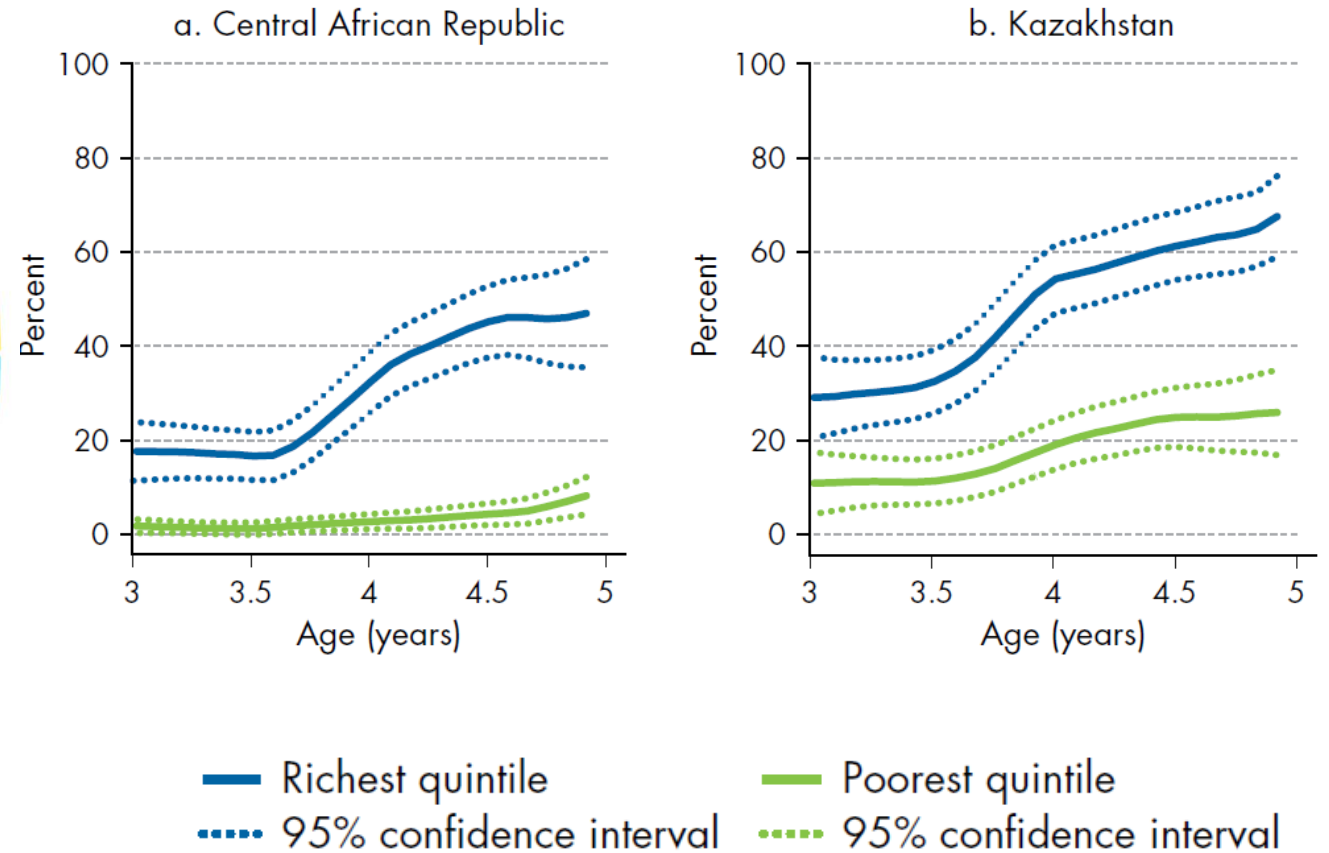


Infant exposed to high deprivation

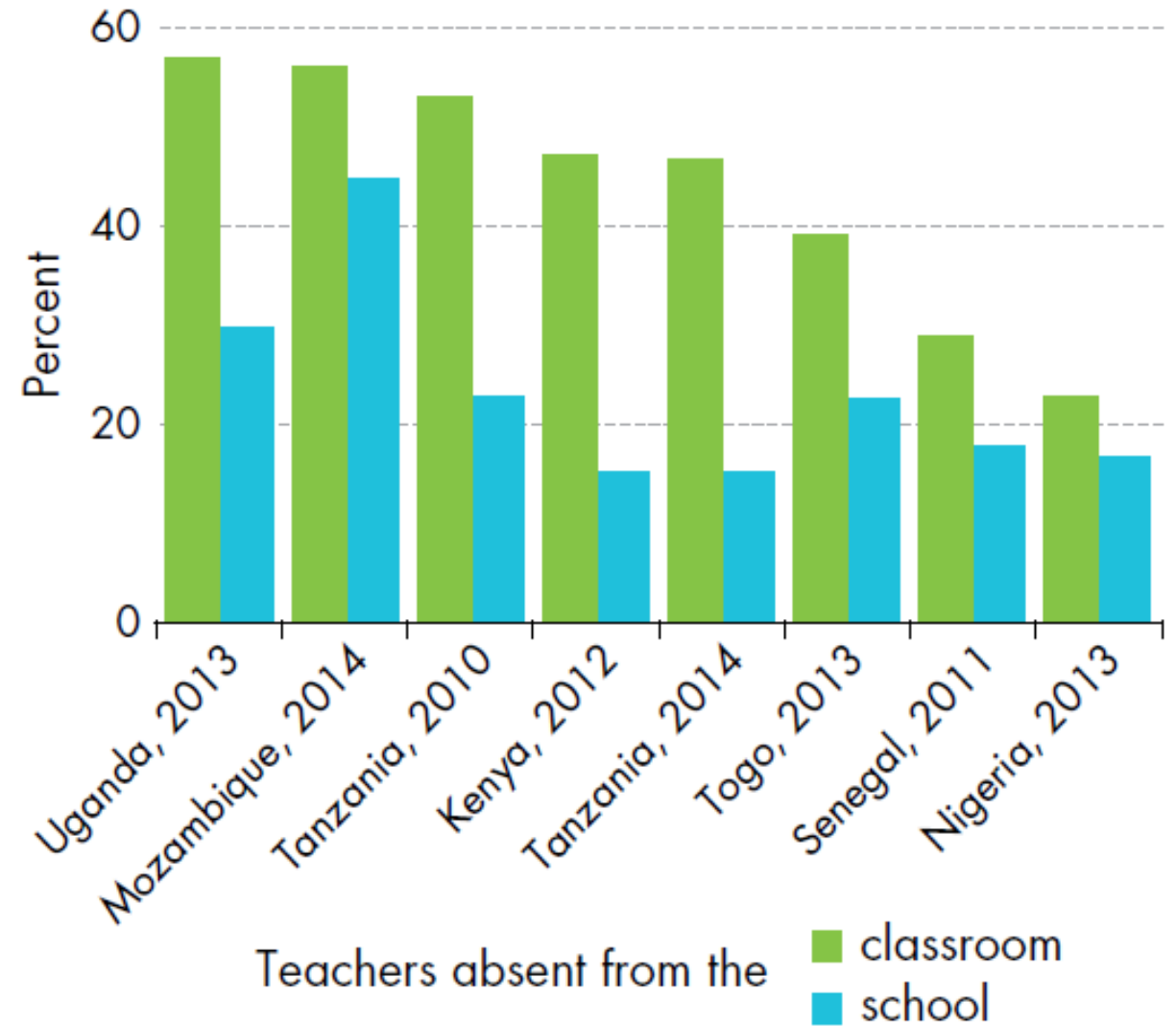


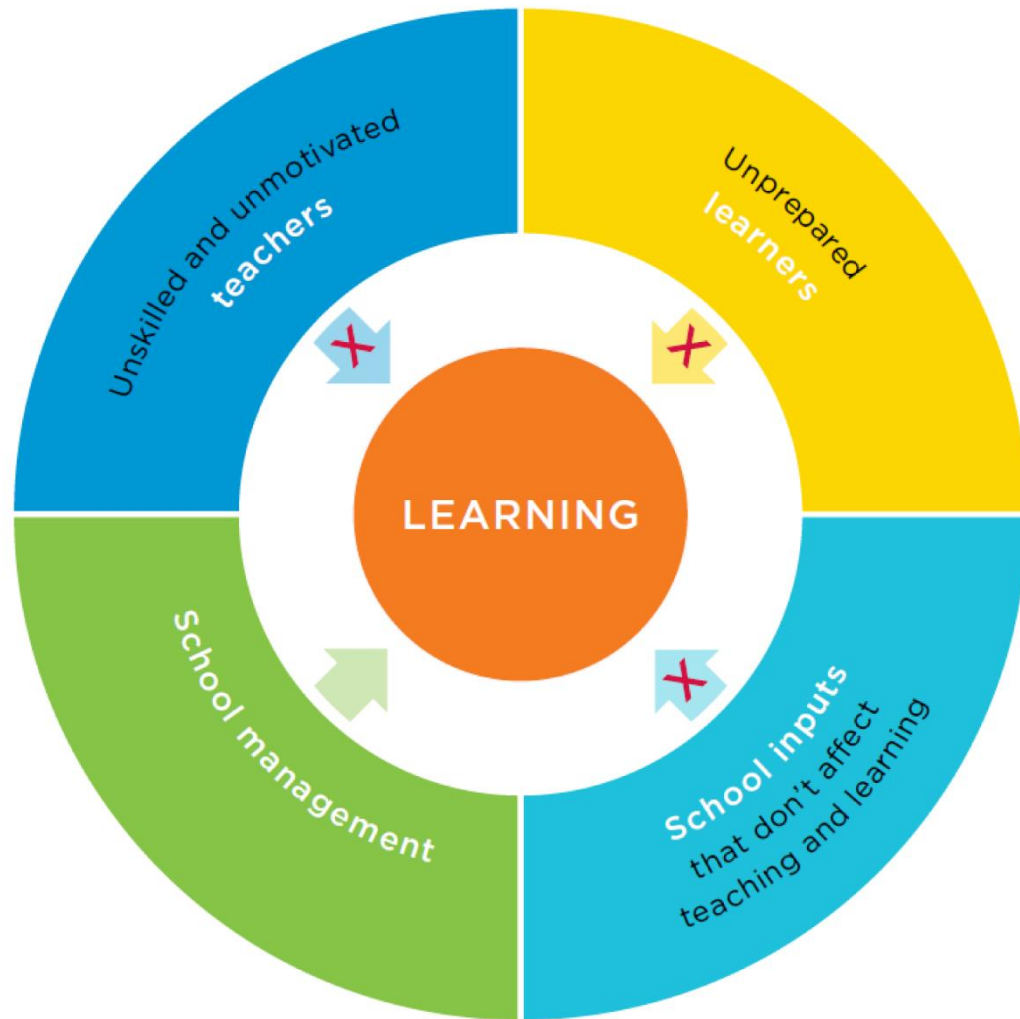


Percentage of children ages 3–5 who can recognize 10 letters of the alphabet



Immediate causes of the learning crisis

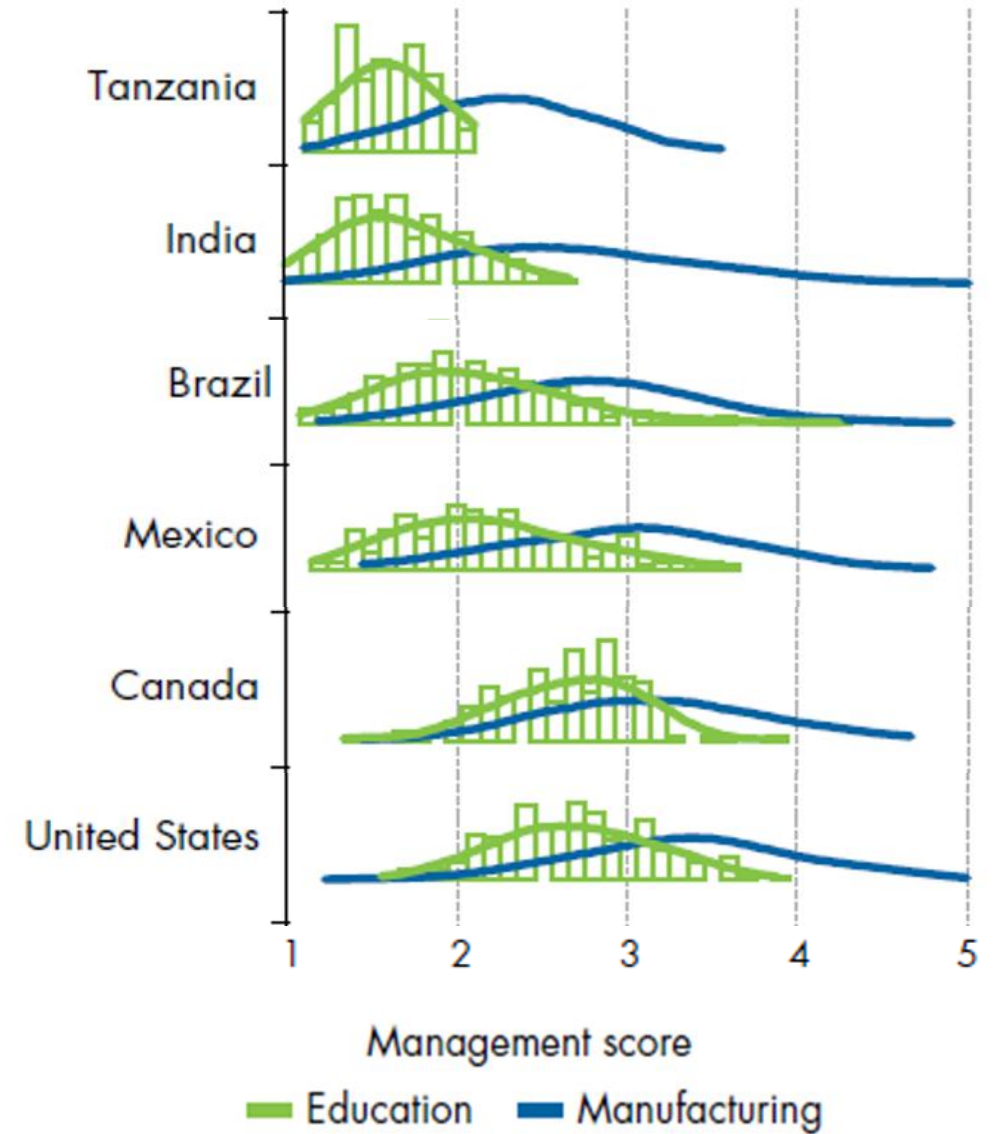




Brazil: One Laptop Per Child initiative

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

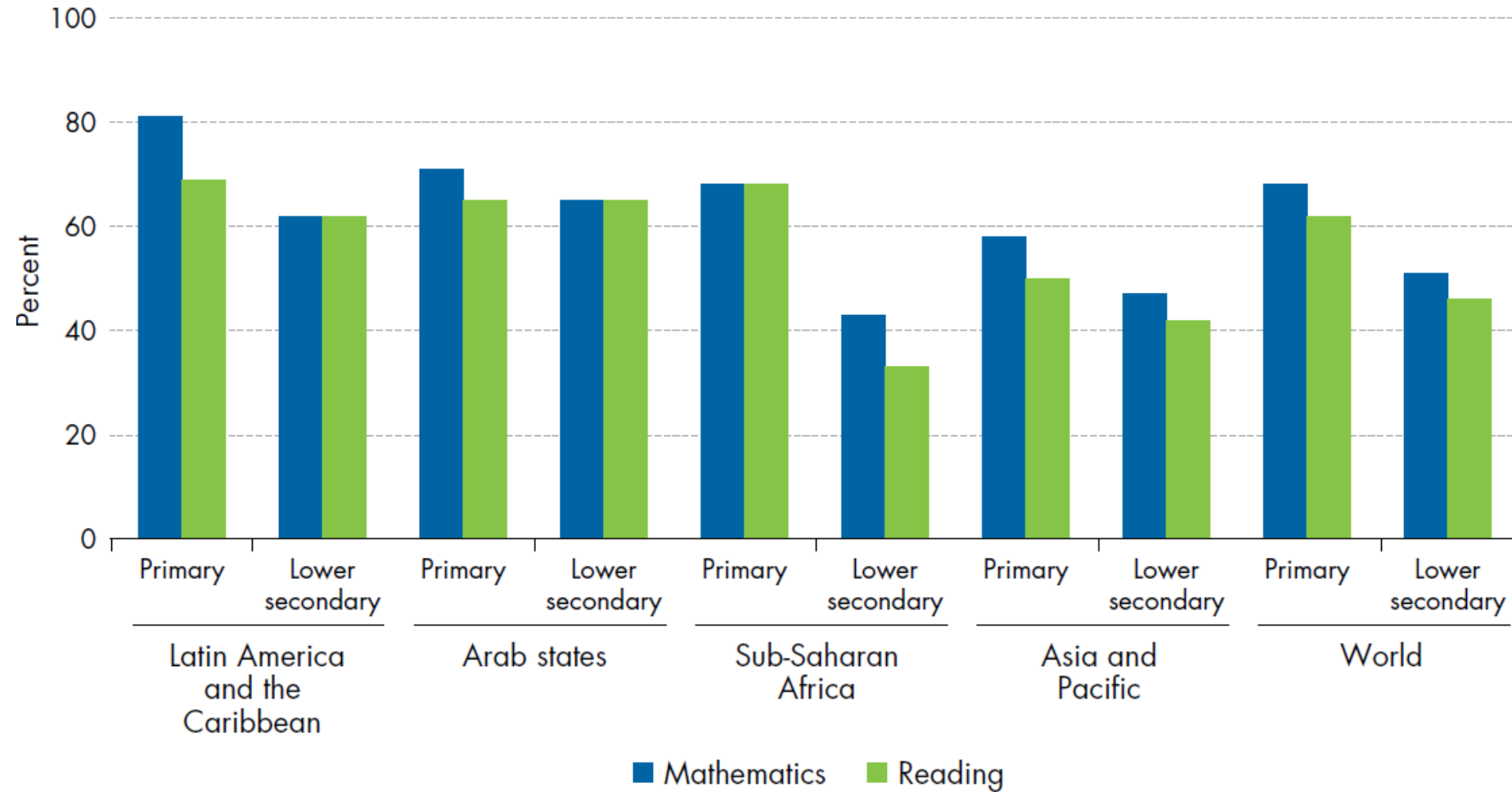


Assess learning

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



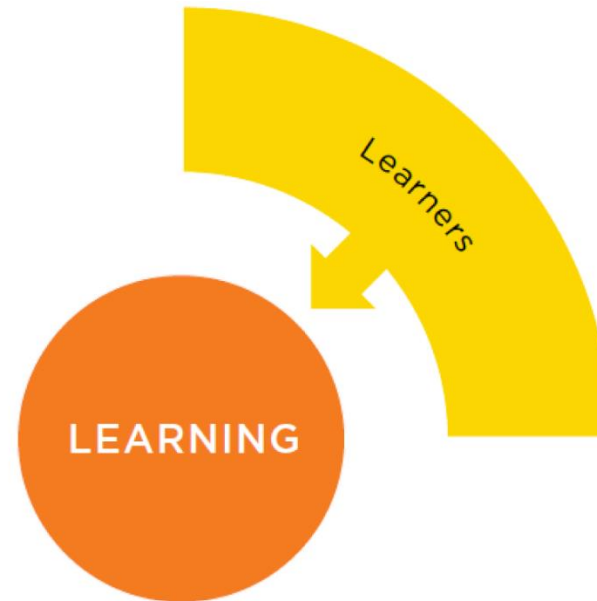
Many countries don't know whether students are learning: Percent of countries in each region with a nationally representative learning assessment





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

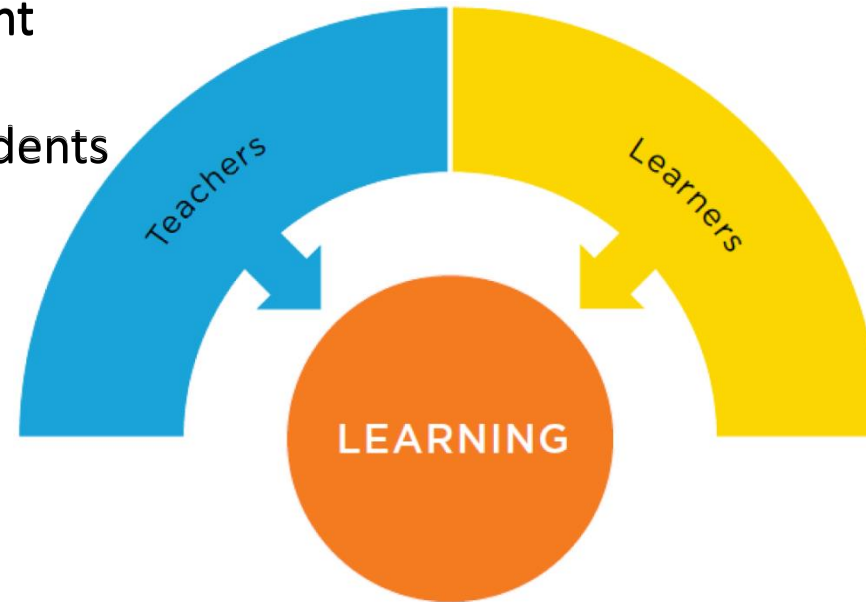


Ensure teachers are skilled and motivated

- 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



Germany 2000

Peru 2012

“PISA shock” led to large-scale reform efforts

Tanzania

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

- Political pressure
- Large-scale education reform program

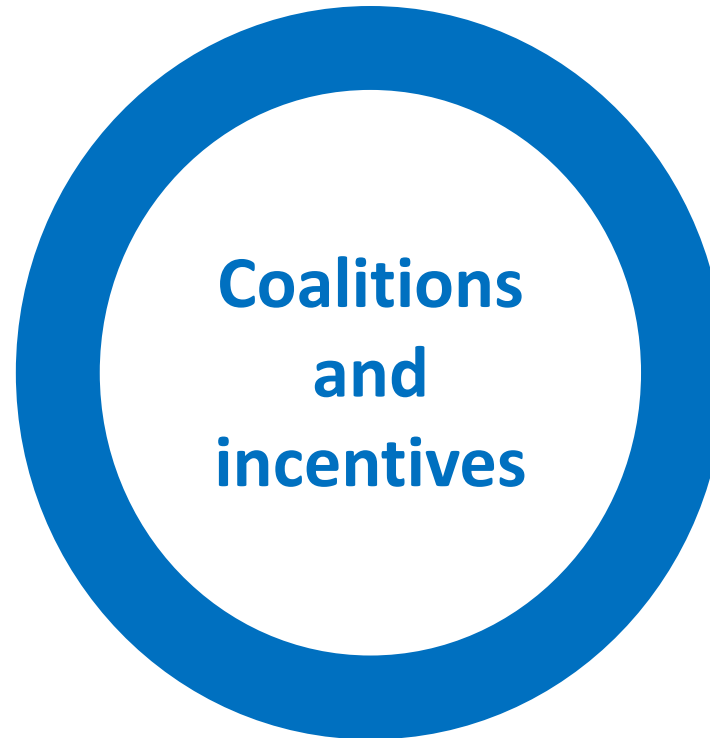


Forge **coalitions** for learning

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)





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



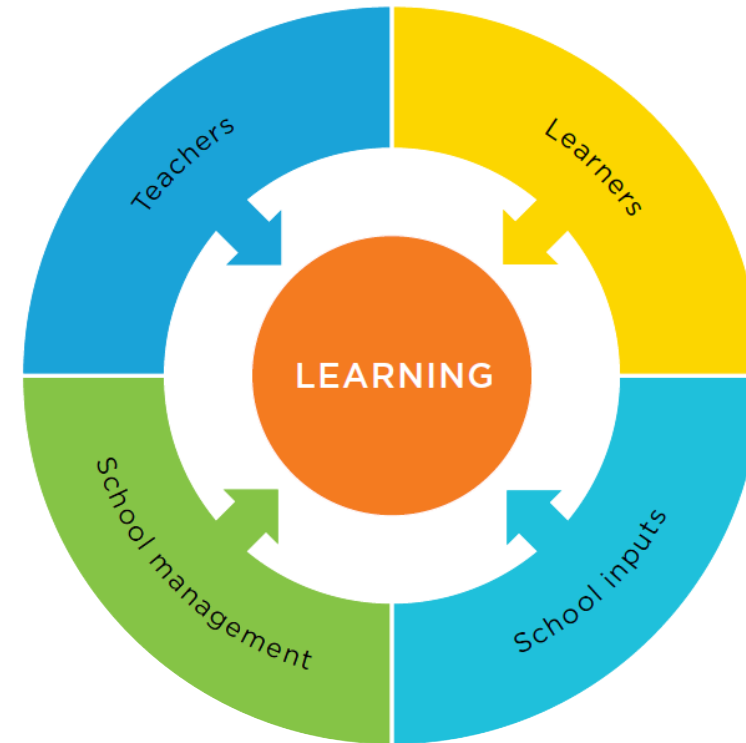
Assess learning to
make it a serious goal





Assess learning to
make it a serious goal

Act to make schools
work for all learners





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





LEARNING

TO REALIZE EDUCATION'S PROMISE

