

Realizing the Future of Learning

FROM LEARNING POVERTY
TO LEARNING FOR EVERYONE,
EVERYWHERE



Post
COVID

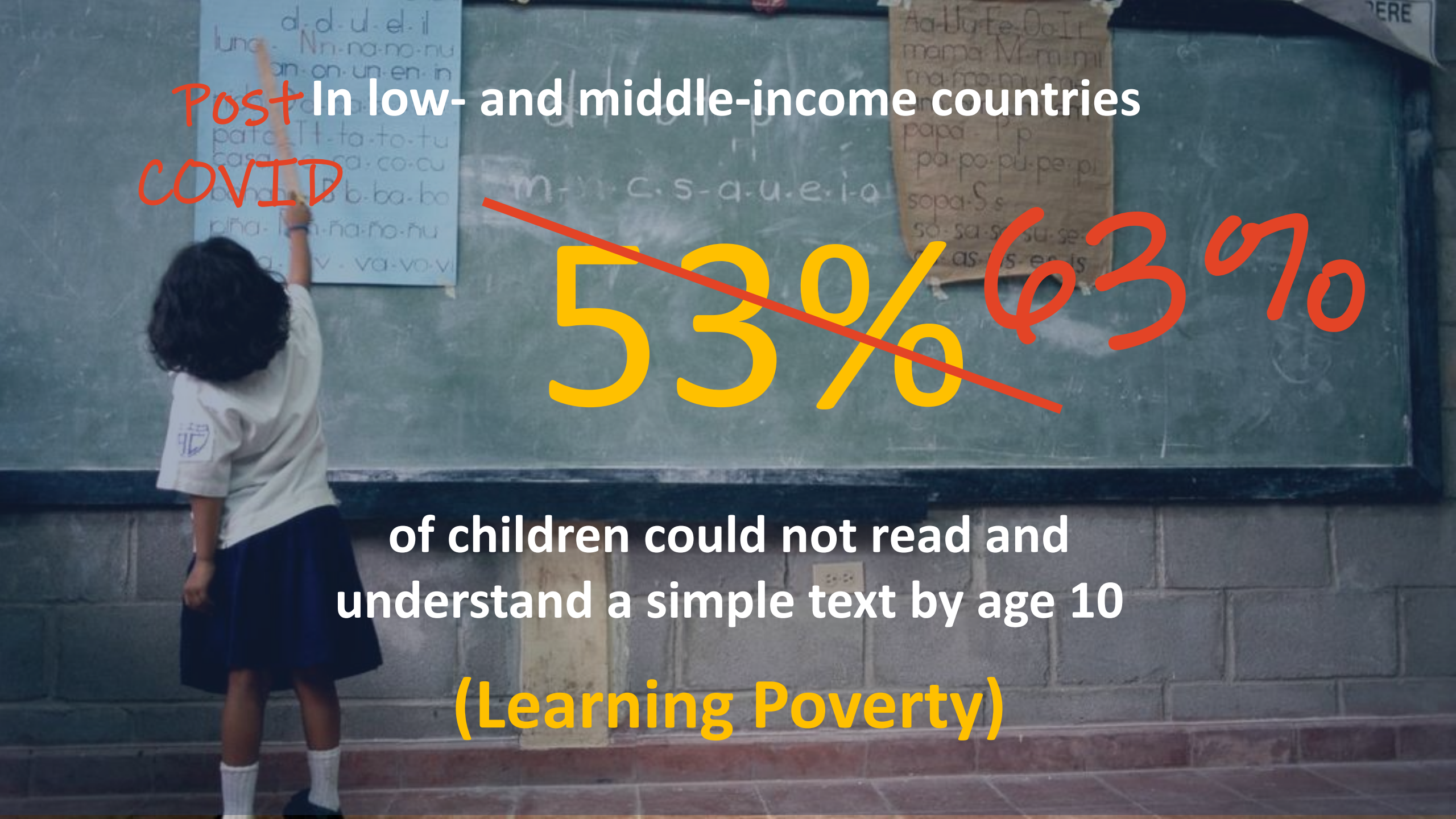
In low- and middle-income countries

~~53%~~

63%

of children could not read and understand a simple text by age 10

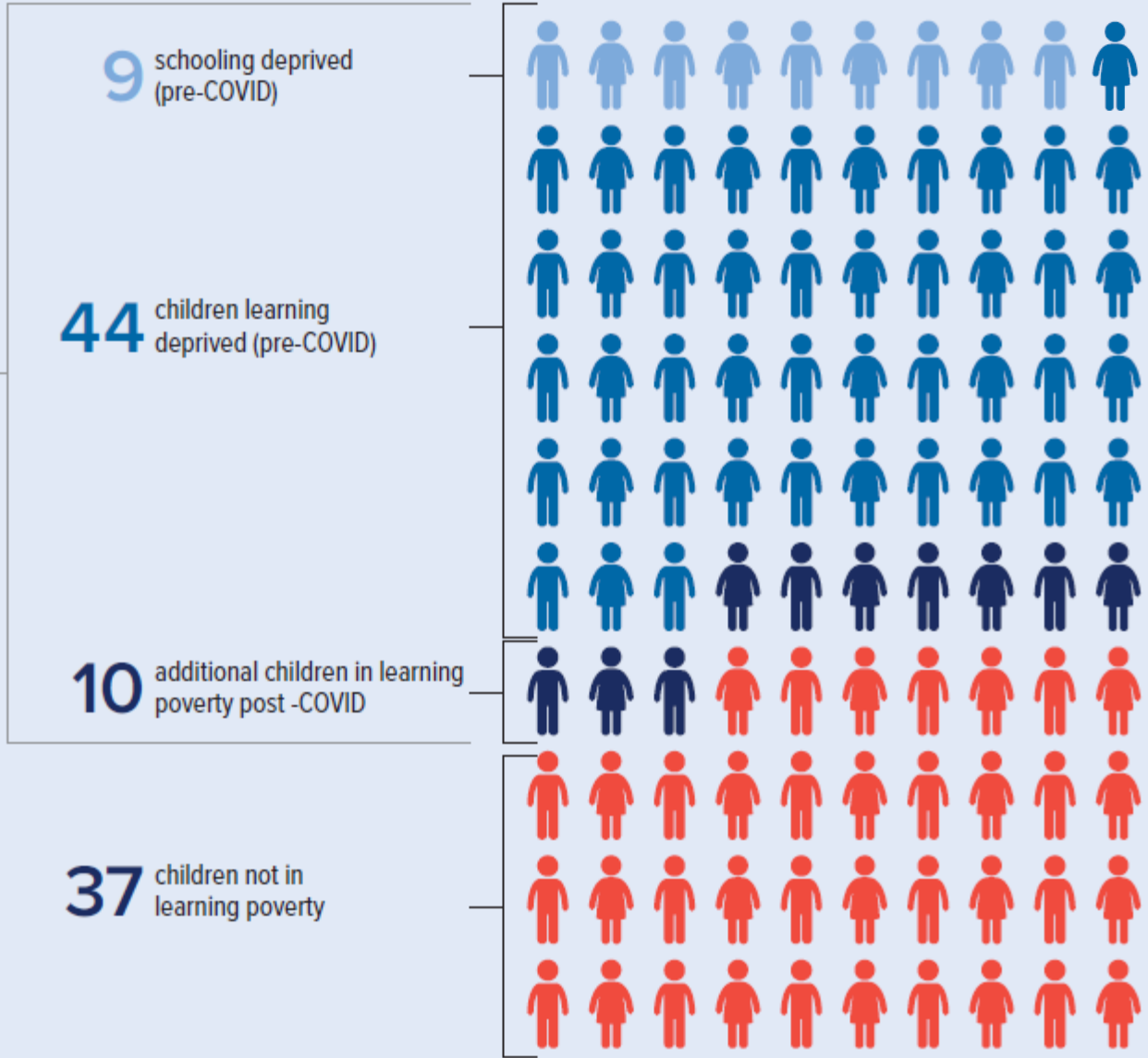
(Learning Poverty)



HOW THE PANDEMIC IS INCREASING LEARNING POVERTY

63
in learning poverty post COVID

For every 100 children in low- and middle-income countries:

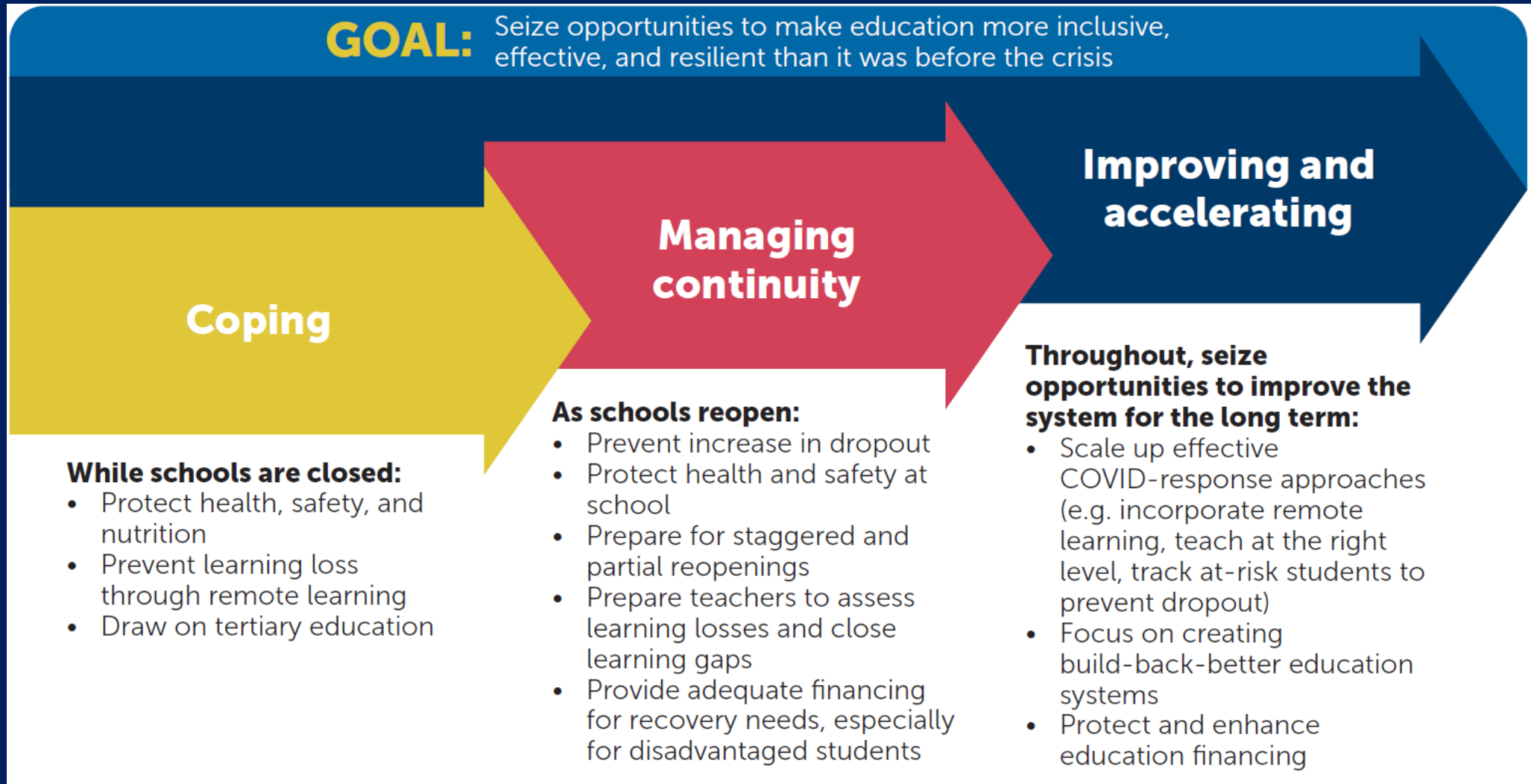


Source: Azevedo 2020

ENDING LEARNING POVERTY

A KEY ELEMENT OF PROMOTING
EQUITY AND INCLUSION

RESPONDING TO COVID-19: PIVOT TO BUILDING BACK BETTER



Source: World Bank (2020), [*The COVID-19 Pandemic: Shocks to Education and Policy Responses*](#)

LESSONS FROM THE PANDEMIC

Close the **digital divides**

- Connectivity / devices / software
- Enhance human connections and empower teachers
- A balance between technology and the human factor



Recognize the crucial role of **schools**

- Equalize opportunities
- Social space



Resilience requires tackling **inequalities outside school**

- Home environment as part of public policy
- Parents and communities are key players



COUNTRIES NOW HAVE THE
OPPORTUNITY TO BUILD THE
FOUNDATIONS OF THE
FUTURE OF LEARNING

VISION: LEARNING WITH JOY, PURPOSE, AND RIGOR FOR EVERYONE, EVERYWHERE



Learners are prepared, motivated, and empowered to learn



Teaching is a socially valued career and teachers are there to facilitate learning



Learning resources are adequate and diverse



School environments are safe and inclusive



Systems are well-managed

THIS VISION NEEDS TO BE TRANSLATED
INTO COUNTRY POLICY ACTIONS

KEY POLICY ACTIONS TO LAY THE FOUNDATIONS



Learners are prepared and motivated to learn

- Nutrition, stimulation, and care in the early years
- Engage parents and improve the home learning environment



Teachers facilitate learning

- Teaching as a meritocratic career that is demanding and socially valued
- Practical, tailored, and focused continuous professional development



Learning resources are adequate and diverse

- Curriculum as effective, focused tool
- Tools to teach to the level of each student
- Provide all children books and learning resources that encompass the home and the wider community



Schools are safe and inclusive

- Schools free of any type of violence and discrimination
- Quality education for children with disabilities
- Teach children first in their mother tongue



Systems are well-managed

- Create a career path for principals and give them the tools to be school leaders
- Build a high-quality bureaucracy

PRINCIPLES TO SCALE AND SUSTAIN THE VISION

Invest
smartly in
technology

Focus on
results and
base policy
on **evidence**

Political
commitment
to pursue
**systemic
reform**

Focus on
**inclusion and
equity**, a
progressive
path towards
universalism

Ensure
**financial
commitment**
commensurate
with what is
needed

Example of evidence for building back better:

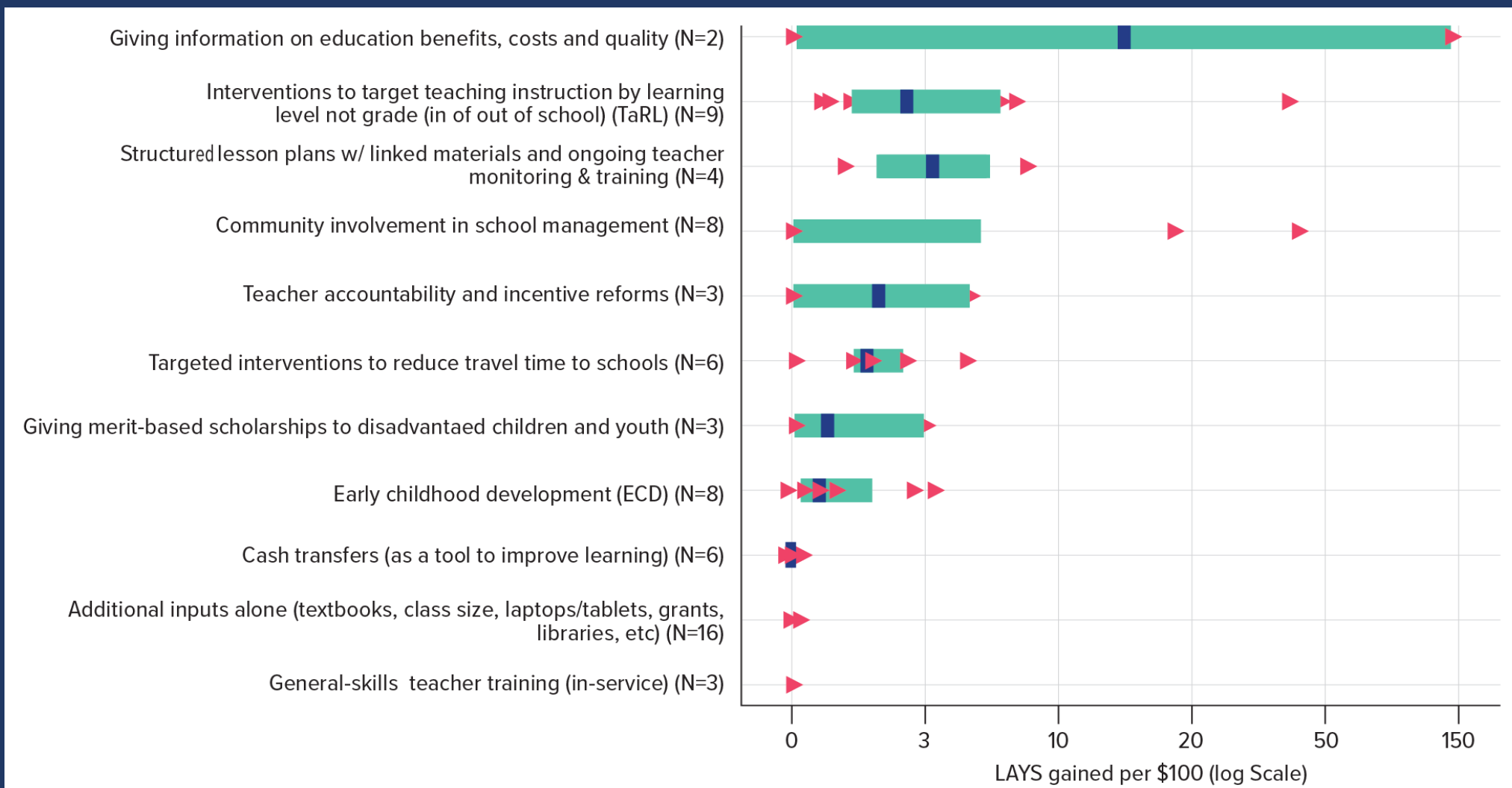
“GREAT BUYS” AND “GOOD BUYS” FOR PROMOTING FOUNDATIONAL LEARNING



Source: Global Education Evidence Advisory Panel (2020), [*Cost-Effective Approaches to Improve Global Learning*](#)

COST-EFFECTIVENESS OF INTERVENTIONS:

Learning-Adjusted Years of Schooling (LAYS) per \$100



A person in a white lab coat is working with a red breadboard circuit in a laboratory setting. The breadboard has several red components and wires connected. The person's hands are visible, and they appear to be adjusting or connecting the circuit. The background is slightly blurred, showing a computer monitor and other lab equipment.

THE FUTURE OF LEARNING STARTS
WITH BOLD & VISIONARY
ACTIONS TODAY

BASED ON AN UNDERSTANDING OF
WHERE WE ARE NOW AND WHAT
WORKS BEST TO PROMOTE INCLUSION

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**FROM LEARNING POVERTY
TO LEARNING FOR EVERYONE,
EVERYWHERE**

[Link to full report](#)

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