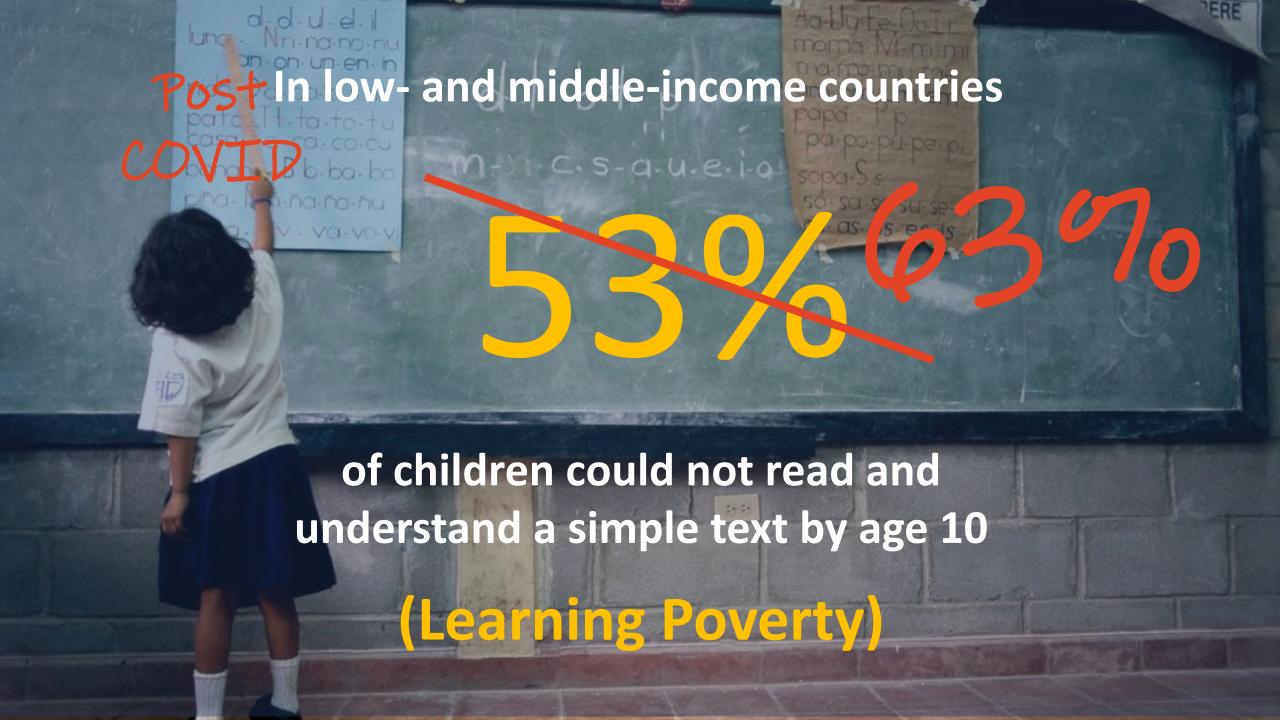
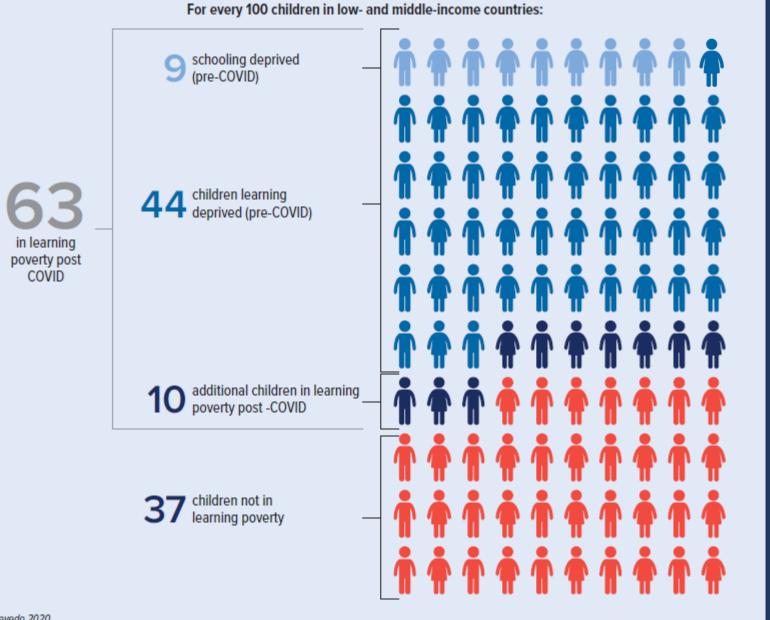
Realizing the Future of Learning

FROM LEARNING POVERTY TO LEARNING FOR EVERYONE, EVERYWHERE





HOW THE PANDEMIC IS INCREASING LEARNING POVERTY



Source: Azevedo 2020

ENDING LEARNING POVERTY

A KEY ELEMENT OF PROMOTING EQUITY AND INCLUSION

RESPONDING TO COVID-19: PIVOT TO BUILDING BACK BETTER

GOAL:

Seize opportunities to make education more inclusive, effective, and resilient than it was before the crisis

Coping

While schools are closed:

- Protect health, safety, and nutrition
- Prevent learning loss through remote learning
- Draw on tertiary education

Managing continuity

As schools reopen:

- Prevent increase in dropout
- Protect health and safety at school
- Prepare for staggered and partial reopenings
- Prepare teachers to assess learning losses and close learning gaps
- Provide adequate financing for recovery needs, especially for disadvantaged students

Improving and accelerating

Throughout, seize opportunities to improve the system for the long term:

- Scale up effective COVID-response approaches (e.g. incorporate remote learning, teach at the right level, track at-risk students to prevent dropout)
- Focus on creating build-back-better education systems
- Protect and enhance education financing

Source: World Bank (2020), <u>The COVID-19 Pandemic: Shocks to Education and Policy Responses</u>

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 wellmanaged

- 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

Focus on inclusion and equity, a progressive path towards universalism

Ensure
financial
commitment
commensurate
with what is
needed

Political commitment to pursue systemic reform

Example of evidence for building back better:

"GREAT BUYS" AND "GOOD BUYS" FOR PROMOTING FOUNDATIONAL LEARNING

Intervention

Giving information on the benefits, costs, and quality of education



Structured lesson plans with linked materials and ongoing teacher monitoring and training



Target teaching instruction by learning level, not grade (in or out of school)



Reduce travel times to schools



Giving merit-based scholarships to disadvantaged children and youth



Using software

that adapts to

level of the child

(where hardware

the learning

is already in

schools)

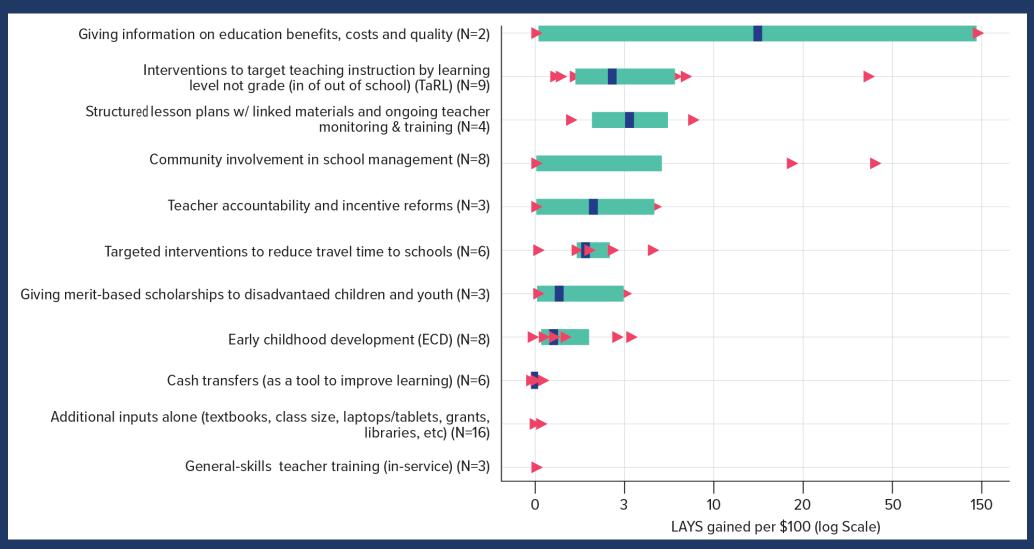
Pre-primary education (ages 3-5)



Source: Global Education Evidence Advisory Panel (2020), <u>Cost-Effective Approaches to Improve Global Learning</u>

COST-EFFECTIVENESS OF INTERVENTIONS:

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



Source: Angrist et al (2020)

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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Link to full report

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