

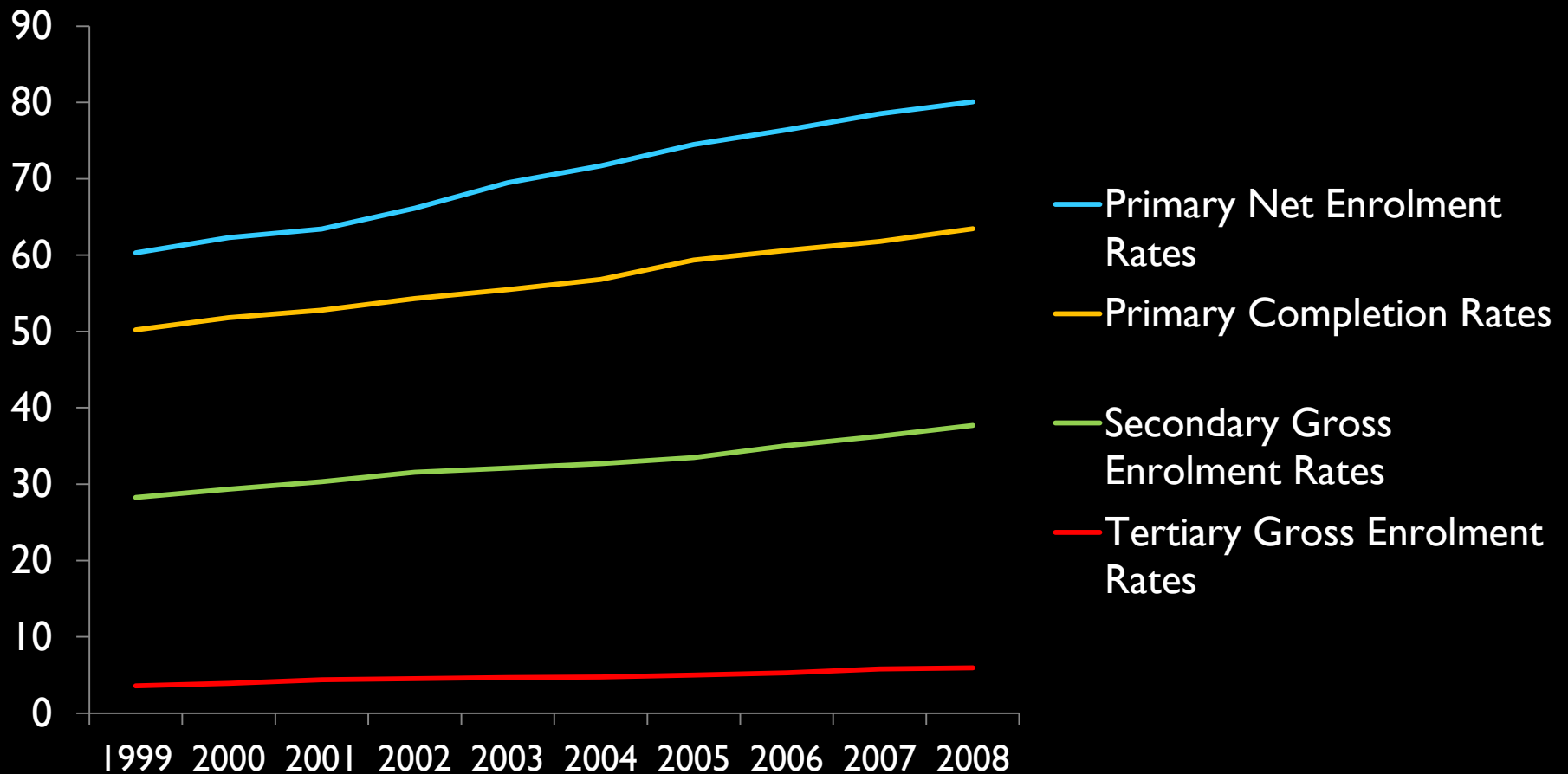
World Bank Education Strategy 2020

Learning for All

Investing in People's Knowledge and Skills to Promote Development



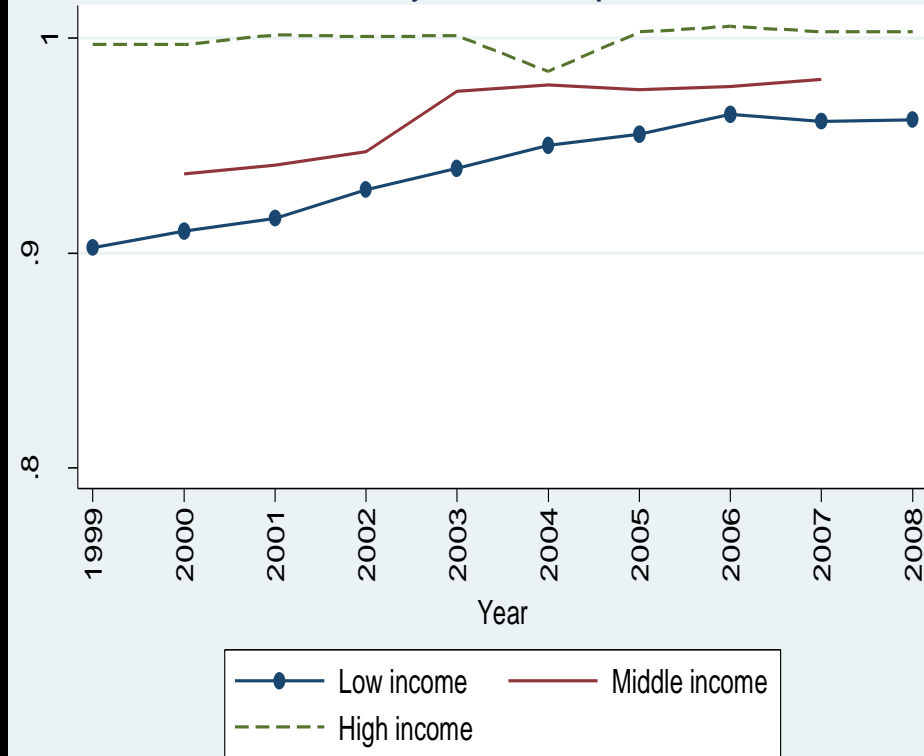
Schooling has continued to increase in low-income countries in the past decade



Source: UNESCO Institute of Statistics

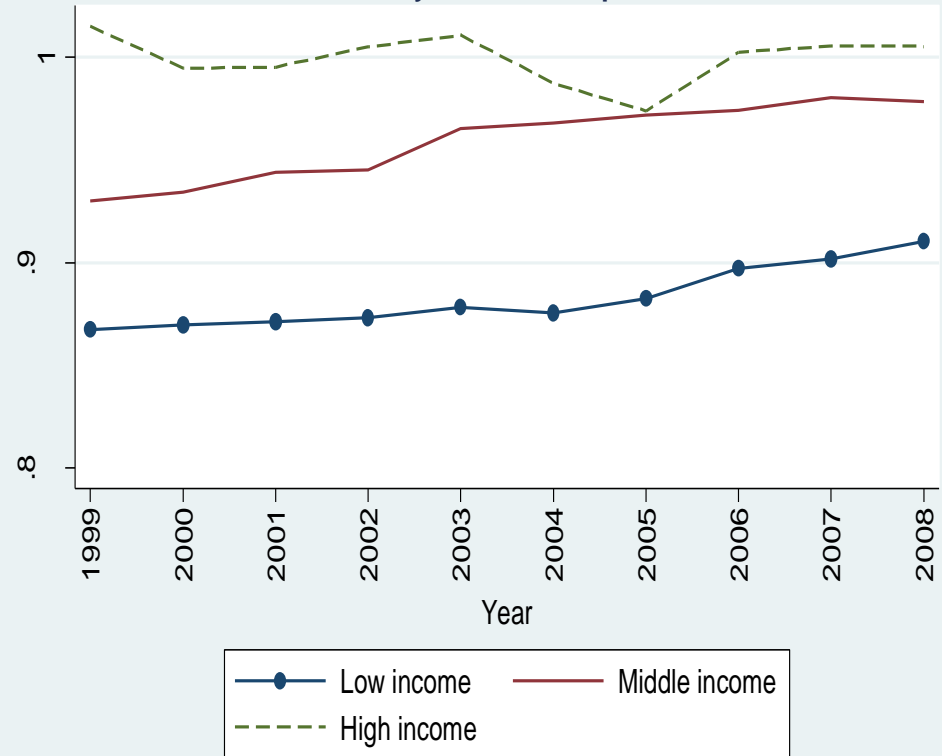
The world is moving toward gender equality in schooling

Ratio of Female to Male Primary Net Enrollment Rates by Income Group



Source: UNESCO Institute for Statistics

Ratio of Female to Male Primary Completion Rates by Income Group

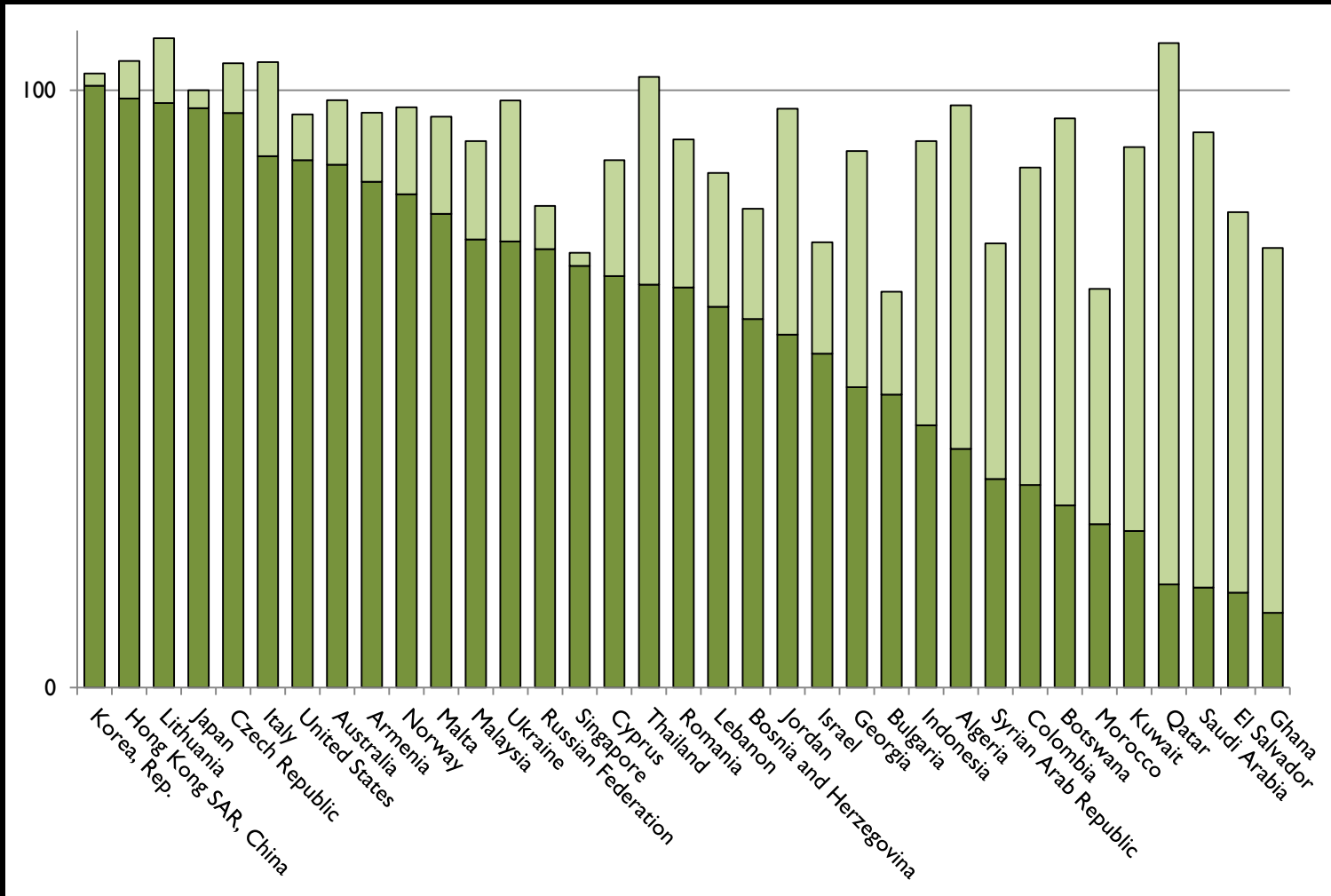


Source: UNESCO Institute for Statistics

Success had bred new challenges ...



Enrolment does not always mean learning



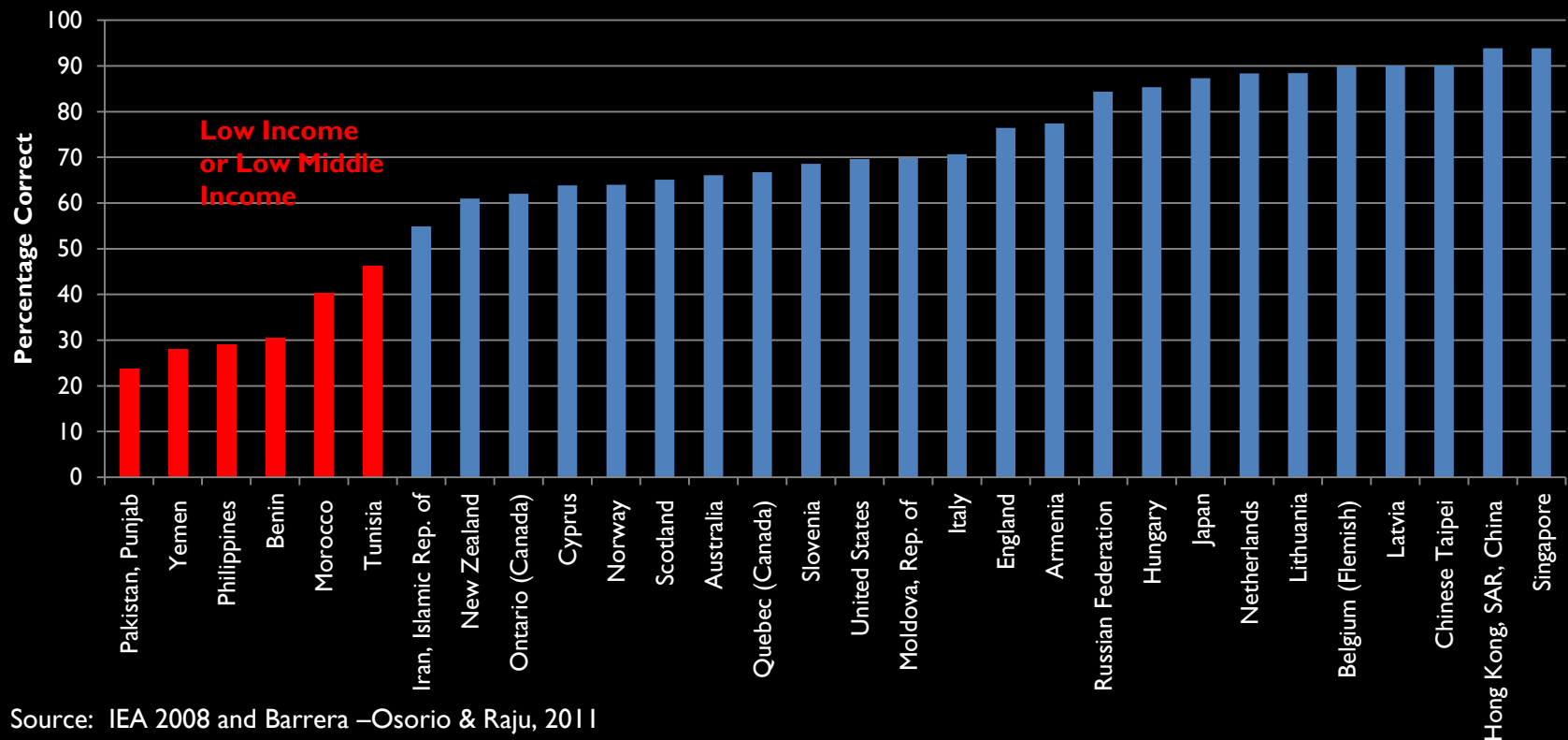
Number of
grade 8 students as a
percent of 14
year-olds

Number of
grade 8 students
**with some
knowledge of
whole
numbers and
decimals,
operations,
and basic
graphs** as a
percent of 14
year-olds

Learning falls short on even the most basic skills

Example of Math Question, Grade 4 and 5

**A piece of rope 204 cm long is cut into 4 equal pieces. Which of these gives the length of each piece in centimeters?
(A) $204+4$ (B) $204*4$ (C) $204-4$ (D) $204/4$**

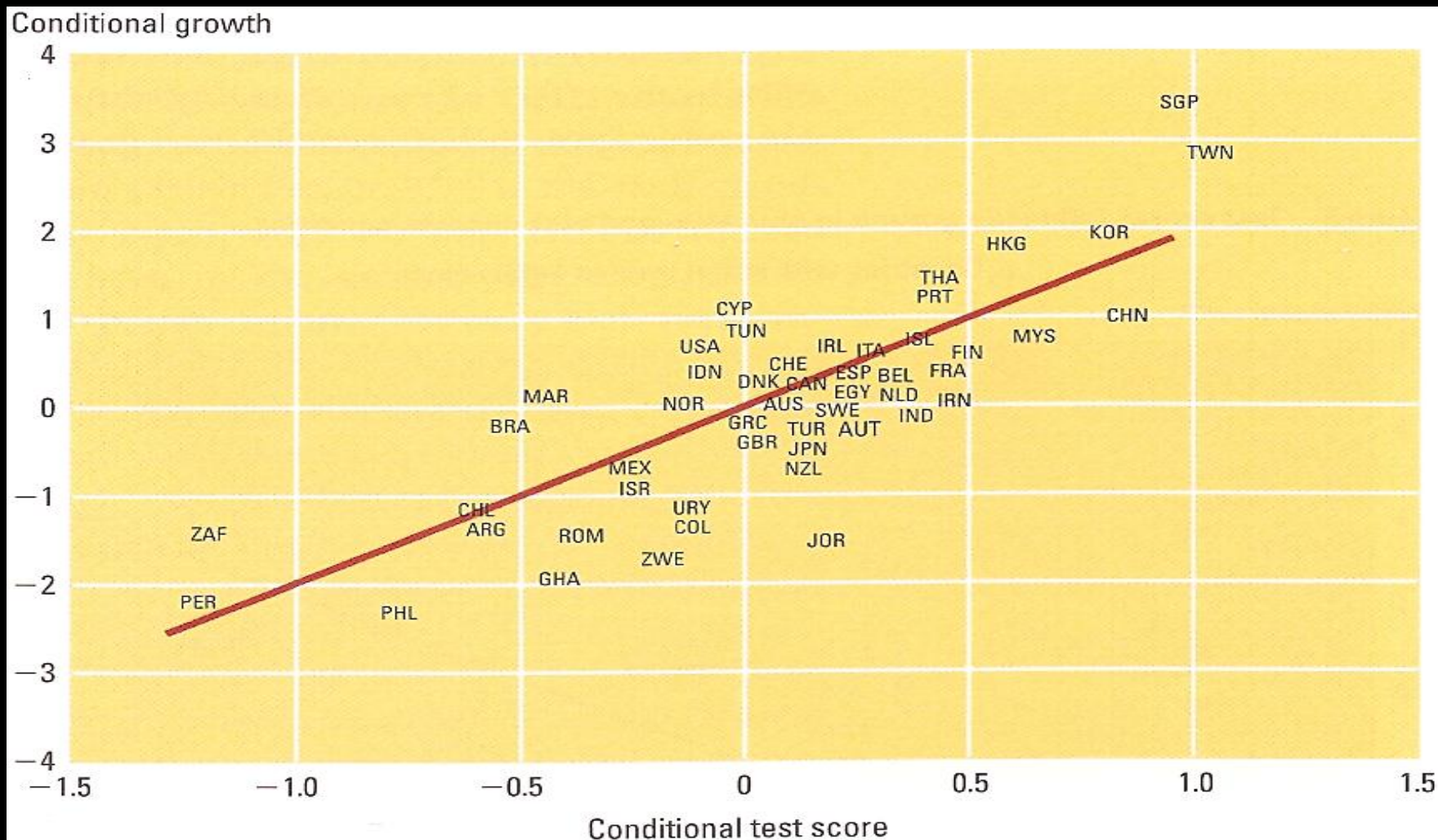


Source: IEA 2008 and Barrera –Osorio & Raju, 2011

When no learning happens, children will be...

- Less healthy
- Less innovative
- Less able to find a job
- Make less money
- Contribute less to their community and their country
- Have less knowledge to pass onto their children

Learning contributes to growth



Source: Hanushek & Woessmann 2007

How Can we Make Learning for All a reality?



Website:

www.worldbank.org/educationstrategy2020

Email:

edustrategy2020@worldbank.org

Invest Early
Invest Smartly
Invest For All

Invest Early

Human capital
investment **early in life**
yields higher returns

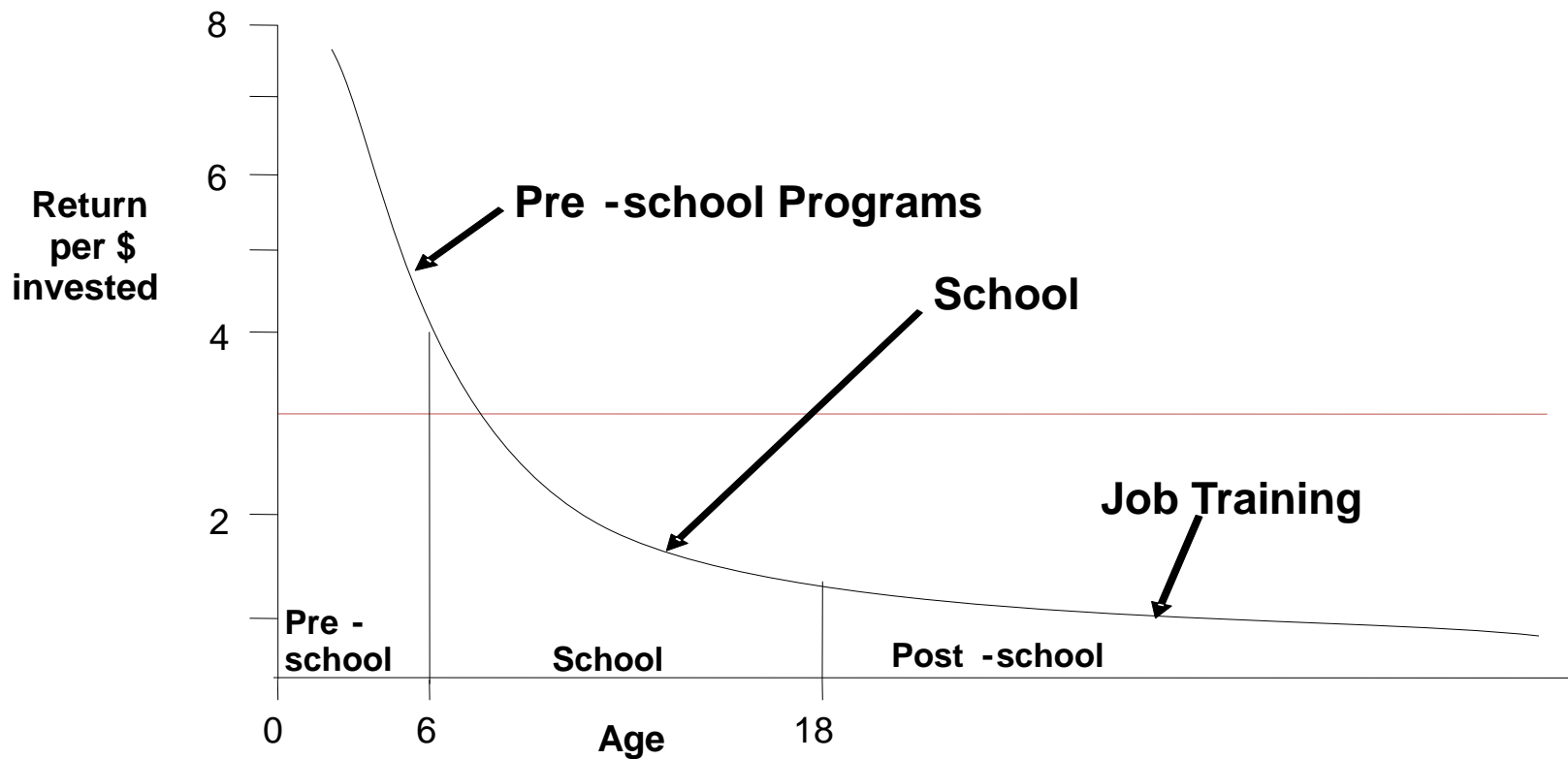
Catching up later is
difficult and expensive



Source: Cunha, Heckman, Lochner, and Masterov 2006

Young girl, taken out of child labour in India.
Photo: © John Isaac

Early interventions have high returns



Source: Carneiro and Heckman (2003)

Invest smartly

Beyond **inputs**

Strengthen education
systems

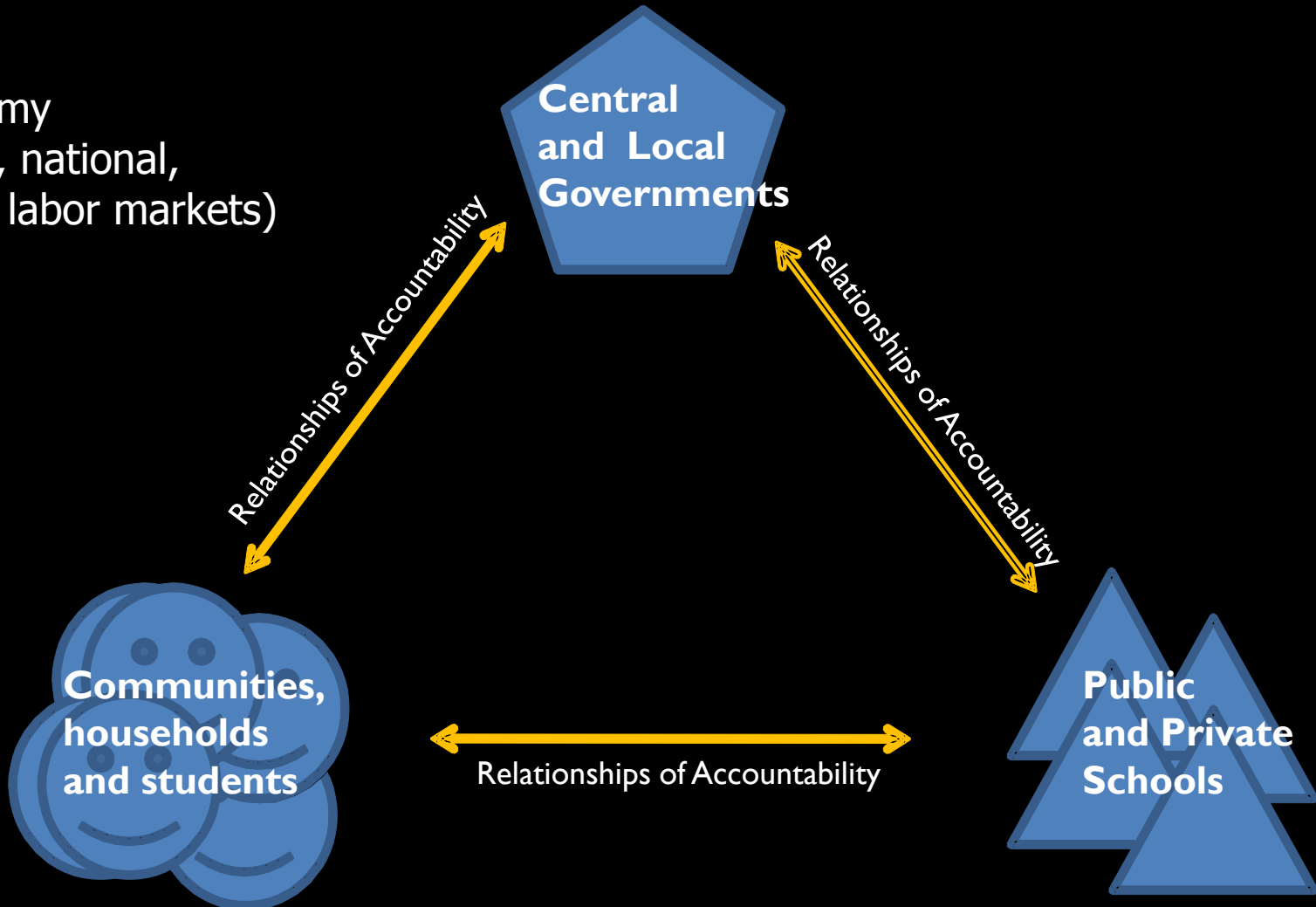
Allocate resources
efficiently and **smartly**

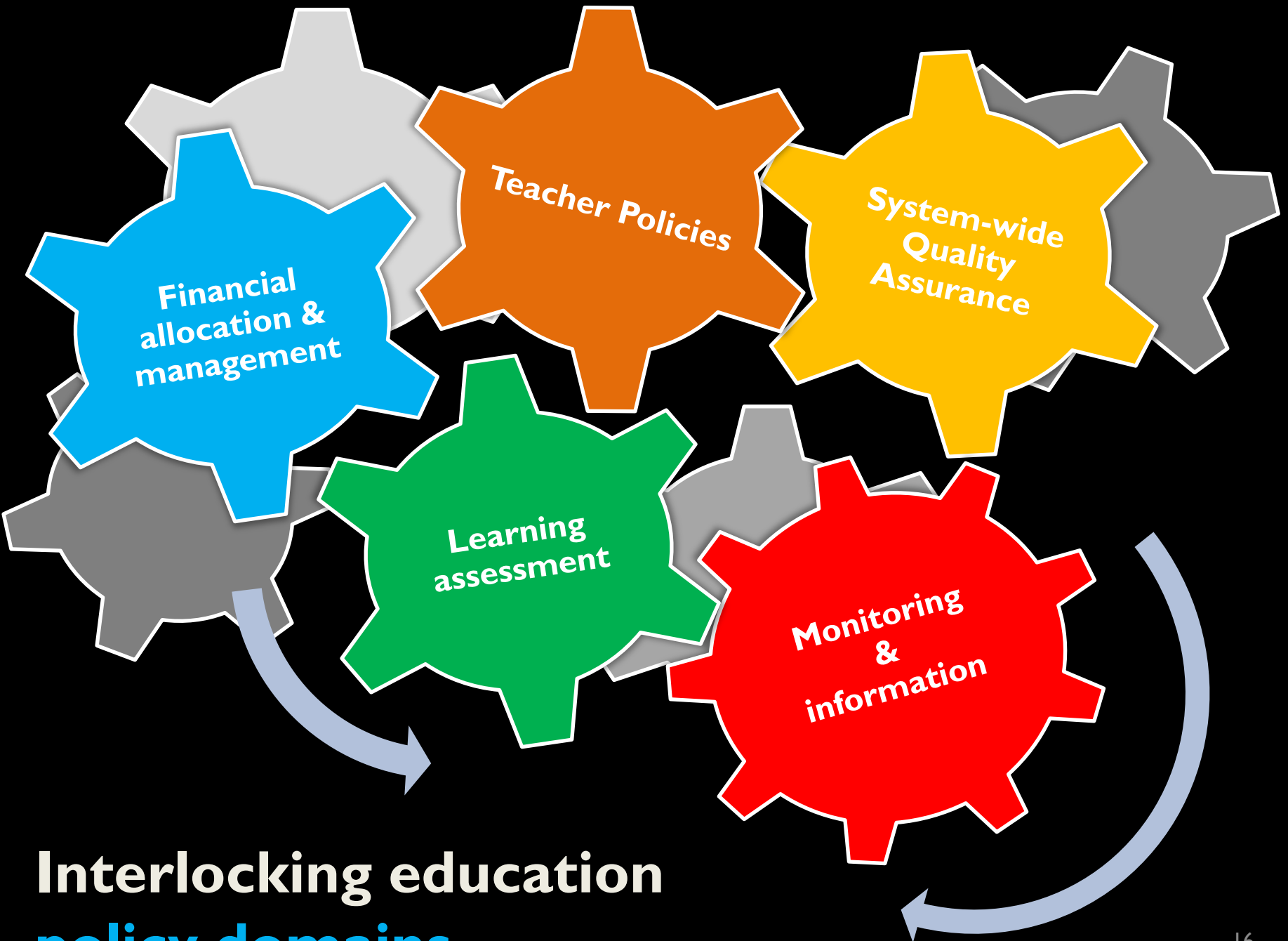
Develop a **knowledge
base** for effective policy
making



What is an Education System?

Economy
(Local, national,
global labor markets)





**Interlocking education
policy domains**

What does it mean to improve an education system?

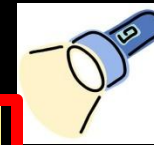
- To align governance, management, financing rules and incentive mechanisms in order to produce learning for all
- To reform the relationships of accountability among actors so they are clear, consistent with functions, measured and monitored
- To establish a clear feedback cycle between financing and results
- Operationally, financial and technical aid from the Bank will be increasingly based on reforms that will help to improve learning outcomes and overcome barriers to education for disadvantaged groups

Using knowledge tools to illuminate the system and get inside the black box

System
assessment and
benchmarking



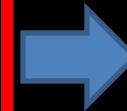
Education
management and
information
system



Quality Inputs



- 1. Quality of the policy-framework**
- 2. Quality of policy-implementation**
- 3. Effects of specific interventions**



Outcomes

Impact evaluations
and research
evidences



Measurements of
learning and skills



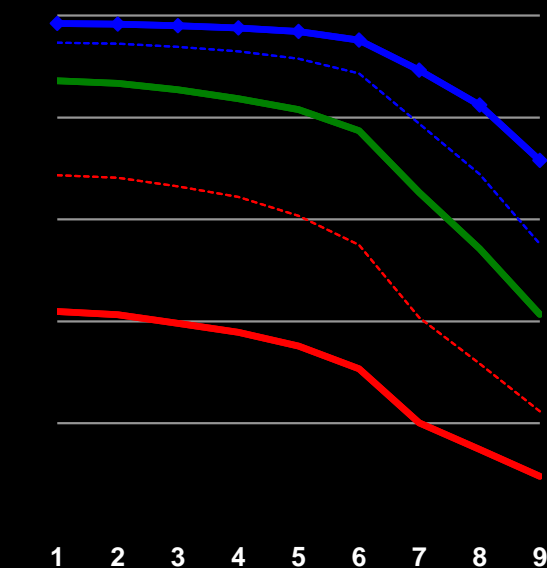
Invest for All

Multiple Sources of Disadvantage



... but large disparities remain within countries

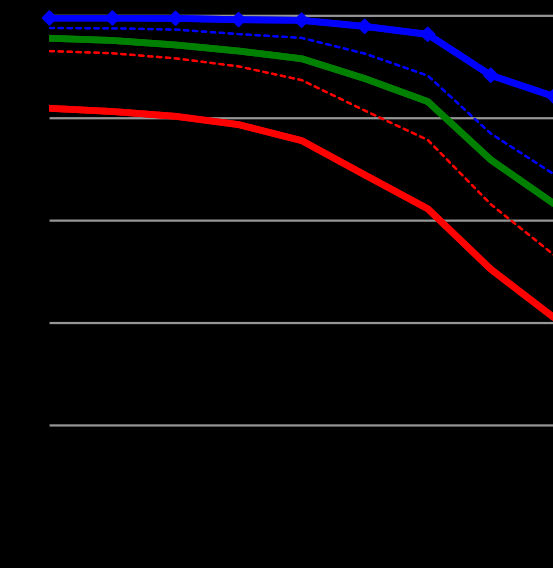
% of youth ages 15-19 who completed a given grade: Latest available data



— Poorest quintile
— Quintile 3
— Richest quintile

- - - Quintile 2
- - - Quintile 4

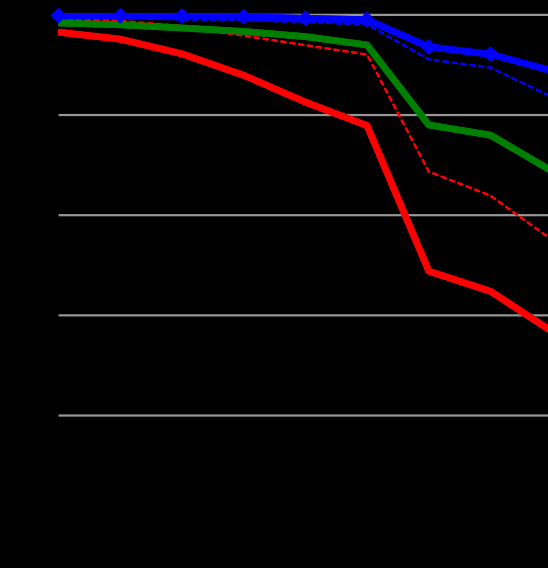
Nigeria 2008



— Poorest quintile
— Quintile 3
— Richest quintile

- - - Quintile 2
- - - Quintile 4

Egypt 2008



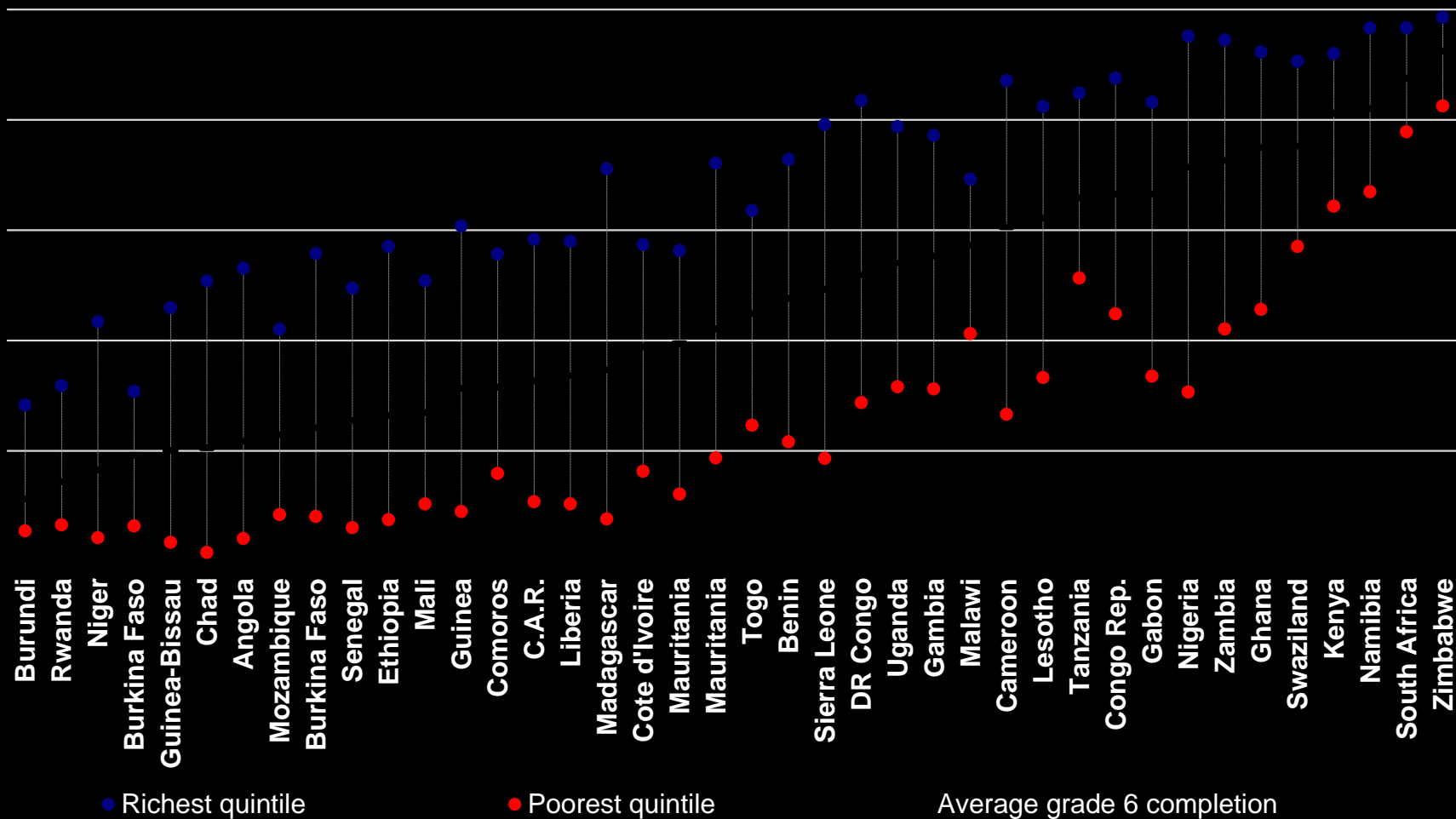
— Poorest quintile
— Quintile 3
— Richest quintile

- - - Quintile 2
- - - Quintile 4

Indonesia 2007

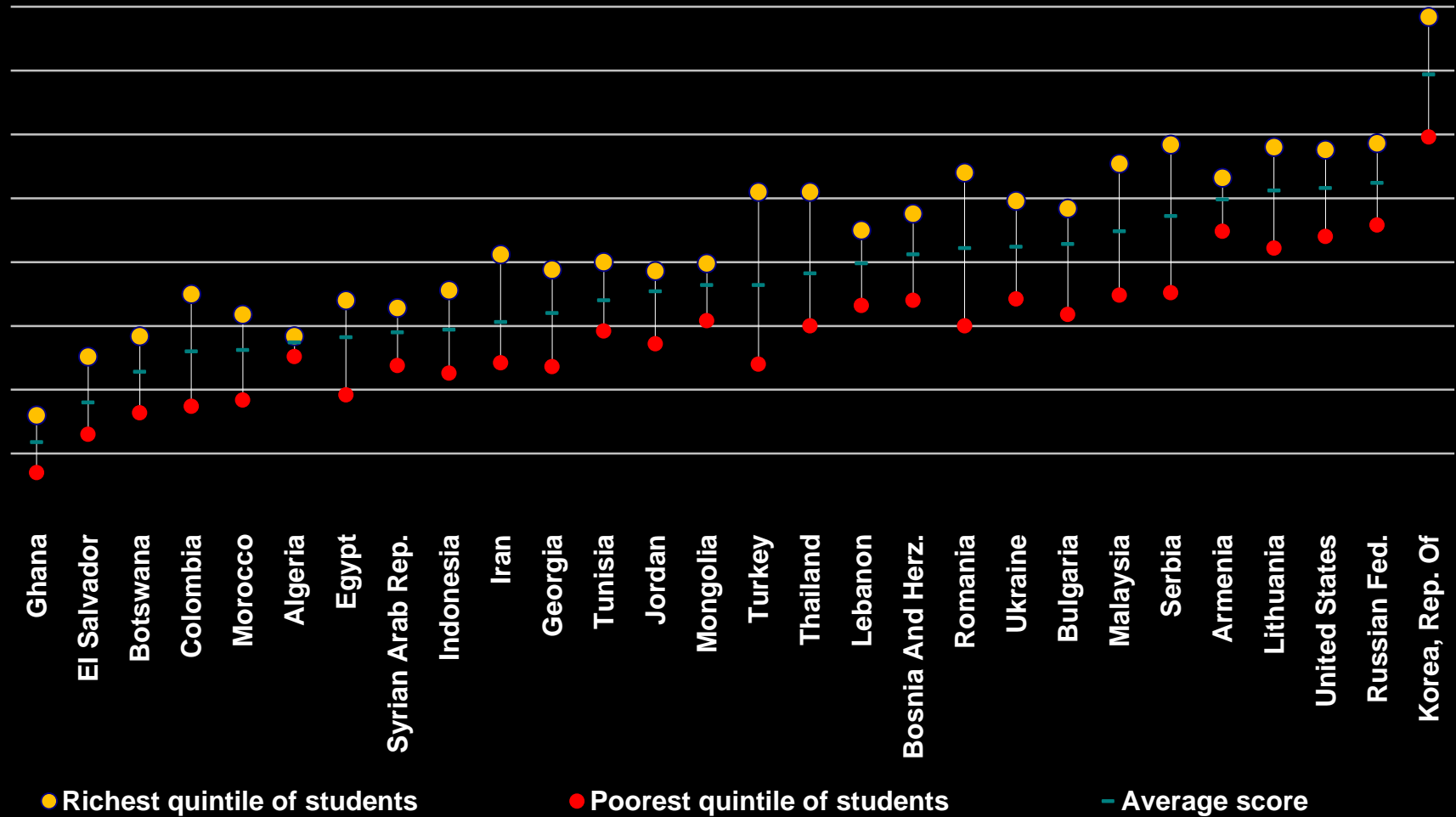
Within-country inequalities are as big as — if not bigger — than between-country inequalities

Grade 6 completion of 15-19 year olds in the richest and poorest quintiles



The poorest students lag the most in learning

TIMSS 2007, Grade 8 Mathematics



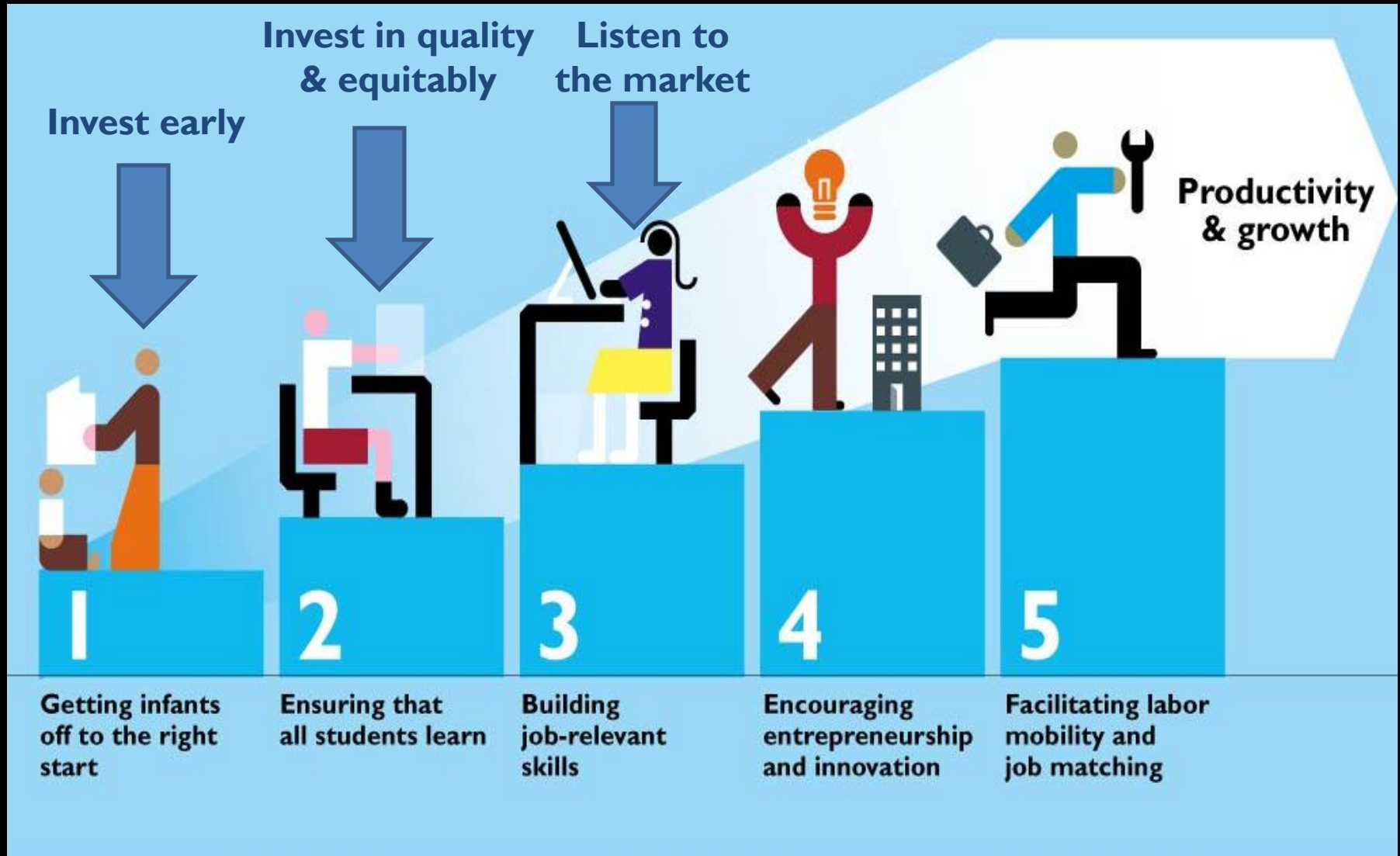
650
600
550
500
450
400
350
300
250

Turkey
Thailand
United States

● Richest quintile of students ● Poorest quintile of students - Average score

If schools for the **poorest** children in Turkey & Thailand **were as good** as the **schools for their richest children**, Turkey & Thailand would rank **alongside the U.S. average**

Invest **early**, invest **smartly**, and invest in **learning for all**



From Strategy to Action

Strategic Priorities in Education for 2020

Bank's Mission in Education	Learning for all	
Strategic directions to achieve results	Strengthen Education Systems	Build a high-quality knowledge base
Implementation levers	Knowledge <ul style="list-style-type: none">• System assessment and benchmarking tools• Learning assessments• Impact evaluations & analytical work	
	Technical and Financial Support <ul style="list-style-type: none">• Technical support for system strengthening• Results-oriented financing• Multisectoral approach	
	Strategic partnerships (UN agencies, donor community, private sector, civil society organizations)	

World Bank Education Strategy 2020

Learning for All

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Thank
you!

