Global education overview

June 2023
Agenda

1. Measure Early
2. Measure Comparably
3. This is the year to get it right
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2. Measure Comparably
3. This is the year to get it right
Foundational learning outcomes are dire for 10 year olds in sub-Saharan Africa and likely worse post covid

9 in 10 children in high-income countries **can** read by age 10

9 in 10 girls and boys in Sub-Saharan Africa **cannot** read by age 10

Despite majority completing 4 years of primary school

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Yet, Only 34 countries report on foundational literacy and numeracy

Coverage of learning assessments, by level of education
This is a paradox for two reasons (1/2): Matthew effect

- Clearly increasing variance of student performance over time
- Most of the learning happens in grades 1 and 2; the learning trajectories a lot flatter in grades 3, 4 and 5
  - Instruction probably better matched in early grades (large ‘access’ effects)
  - Grade 3 is a key inflection point of when the textbooks expect you to “read to learn”, and this is where kids who have not made it essentially get left behind
- The system essentially caters only to the top 10% of students (who are the only ones progressing at the rate of syllabus)
- Students at the bottom 10% of the distribution appear to learn nothing from spending many years in school
This is a paradox (1/2): We know what works
This is a paradox (2/2): We know what works

Both categorized as “great buys” and highly cost-effective: Median of 3.4 additional learning-adjusted years of schooling for $100/student for SP and 1.9 additional learning-adjusted years of schooling for $100/student for TaRL. (GEEAP, 2023)

Structured Pedagogy (SP) for literacy

SP is a coherent package of components that work together to improve classroom teaching & learning

Learning at Scale: 6 of the 8 most effective large-scale programs used structured pedagogy: Tusome (Kenya), SERI (India), Ghana Learning, LPT (Senegal) produced at least 0.5 sd reading gains at large or national scale

Structured Pedagogy how-to guides and consultancy made available to the sector via RTI

Teaching-at-the-Right-Level (TaRL)

Assessment-informed-instruction approach for children that need extra support

TaRL tutor-led and 20-day camps (India)

0.62-0.7 sd increase in test scores

TaRL tutor-led remedial instruction 2 hours per day during school year (India)

0.6 sd improvement in second year

Remediation to respond to pandemic related learning losses

Assessment-informed-instruction to remediate learning losses. Key components include:

UNICEF created the RAPID framework for remediation, providing helpful policy structure

Remediation how-to guides recently published


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Three key points can help guide us forward

1. Measure Early

2. Measure Comparably

3. This is the year to get it right
An incredible amount of work – led by UIS- has happened in the last few years to create evidence-based standards for the measurement of learning (1/2)
An incredible amount of work – led by UIS- has happened in the last few years to create evidence-based standards for the measurement of learning (2/2)

Source: UNICEF 2023
Why should you measure comparably

1. Facts don’t speak for themselves, they need to be mediated by standards and theory. UIS/ UNESCO have provided frameworks anchored in the science of reading and learning math;

2. Comparable learning assessments provide complementary information to national systems;
1. Measure Early

2. Measure Comparably

3. This is the year to get it right
Example from health: the power of focusing on a simple metric
Malaria and education numbers

Latest WHO numbers on malaria cases (above) and death (below) -2022:
all countries report annually

In 2021: 56 million children in GPE partner countries did not have
a single data points to monitor foundational learning

Excerpted from GPE 2023 Results Report
So what can be done?
So, what can be done?

1. Member-states are the decision-makers through the TCG and IAEG-SDG.
   - In terms of data collection: we should not let it be the enemy of the good when it comes to measuring foundational literacy and numeracy and include as many data sources as possible.

2. If your country is not currently reporting on SDG 4.1.1.a. There are resources that the International community can provide, in particular the Coalition for Foundational learning.
   - Resources available include the new AMPL tool and PASEC.
Conclusion