5 Actions

to move education systems to the next level

RISÉ

RISE (Research on improving systems of education) is a multi-year, multi-country, research project with nearing 400 distinct written outputs…

Research sources:

- Seven Country Research Teams: (Vietnam, Indonesia, Pakistan, India, Tanzania, Ethiopia, Nigeria)
- Two Political Economy Teams (Adoption, Implementation)
- Research Directorate (three scholars shepherding the effort and contributing)
- Intellectual Leadership Team (multi-disciplinary group of advisers)
- Theme Team (synthesizing research)
- RISE Fellows
- Commisioned papers/case studies

Outputs

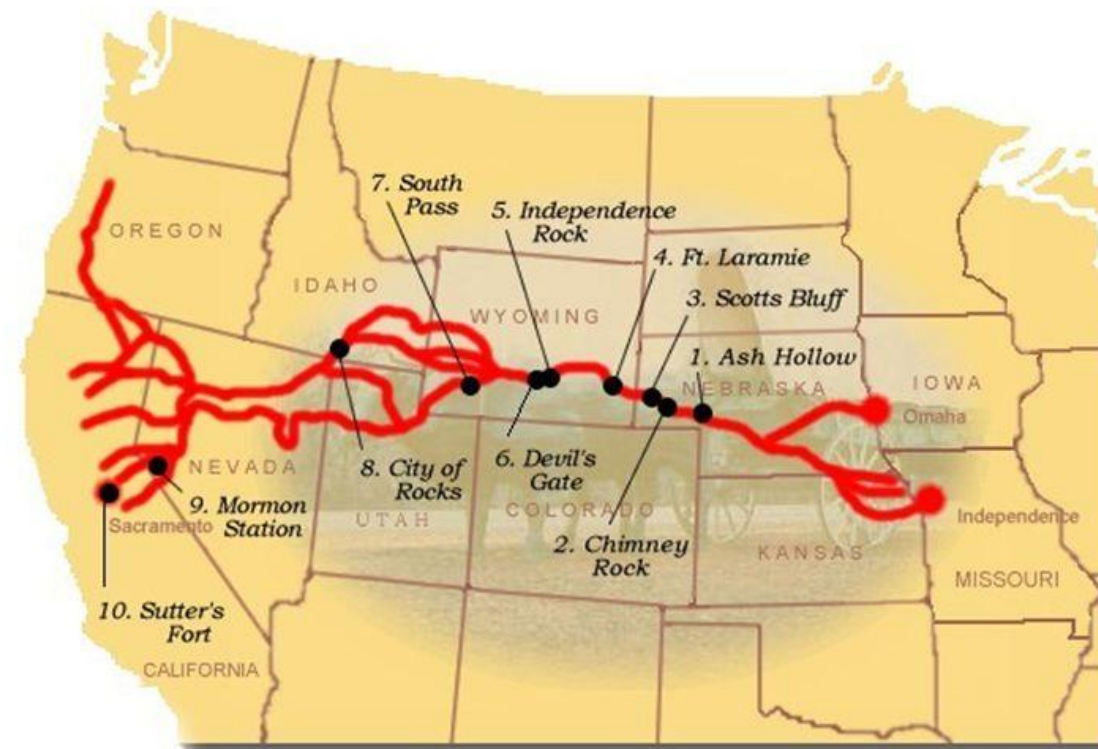Over 100 original research (non-synthesis) working papers

57 synthesis products

A dozen detailed studies of the politics of education systems

235 other written works (Insight Notes, blogs)

Over 500 academic citations to RISE work

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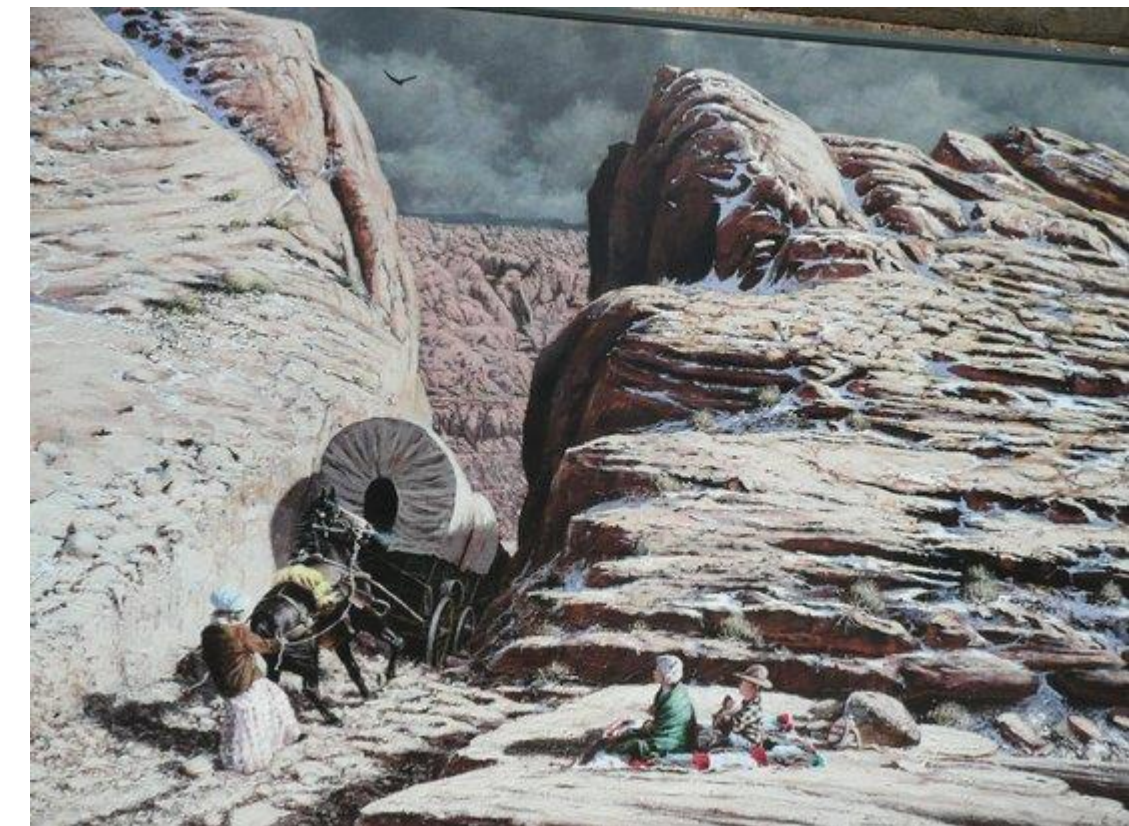# The Overland Trail

http://www.casperwyoming.info/downloads/maps/california.jpg

7. South Pass
5. Independence Rock
4. Ft. Laramie
3. Scotts Bluff
1. Ash Hollow
8. City of Rocks
6. Devil's Gate
9. Mormon Station
2. Chimney Rock
10. Sutter's Fort

There is a learning crisis, as children are not leaving school adequately equipped for their adult roles in the vision of the emergent Indonesia…and there is no more path forward for the business as usual approach

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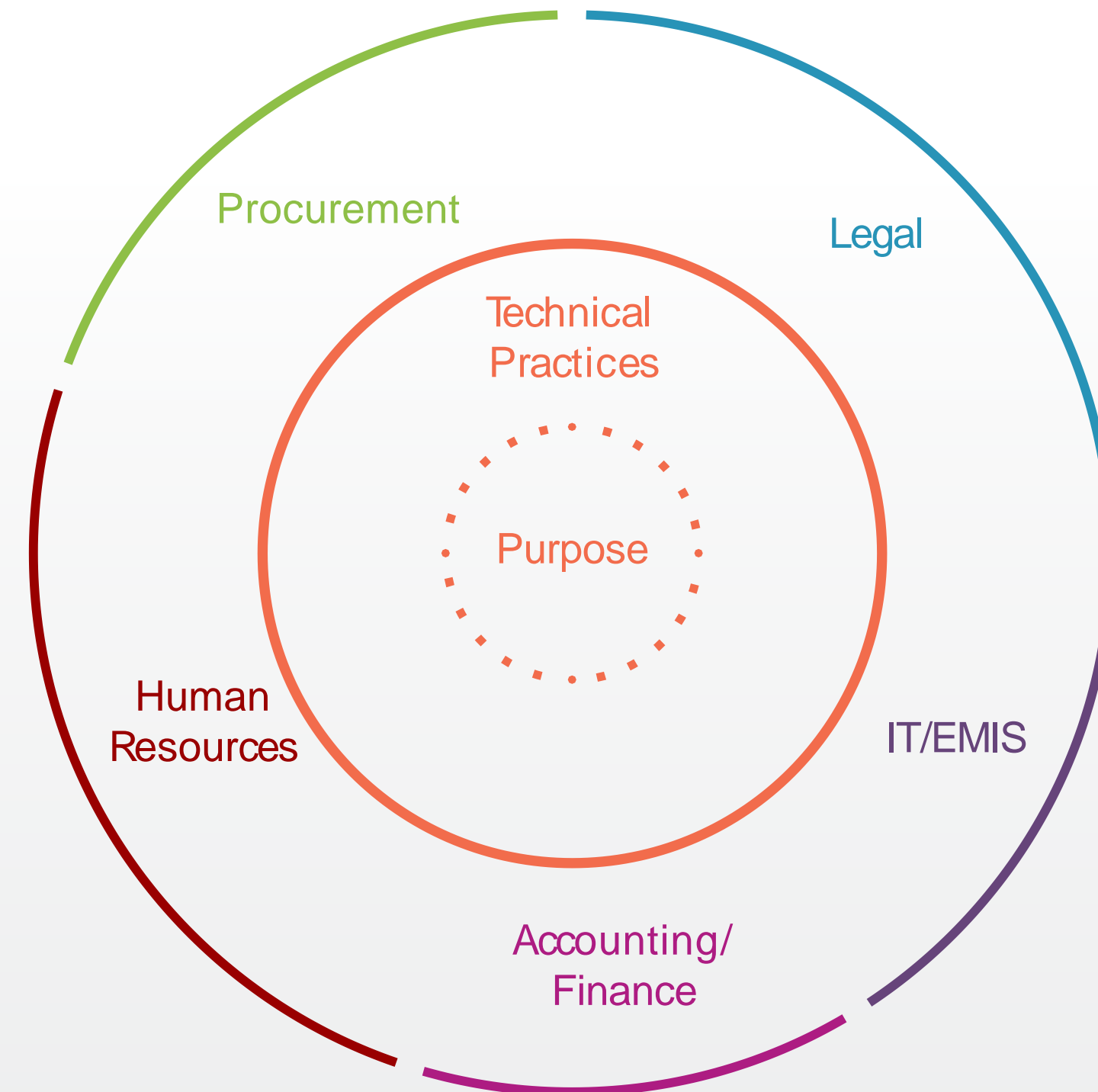# 5 Actions: Sustaining Accelerated Progress in Learning at Scale

Action 1

Commit to foundational learning

Learning for all will require all for learning

> A commitment to the goal of learning must be everywhere in the system. Putting the ***purpose*** of learning at the centre of the bureaucracy will drive improvements in its technical practices and support functions.

Michelle Kaffenberger

Procurement
Legal
Technical Practices
Purpose
IT/EMIS
Human Resources
Accounting/ Finance

Source: Kaffenberger, 2022

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Make improved learning outcomes a clear and urgent social and political priority

Contrasting findings

Political analysis of Vietnam's success finds that the commitment to learning was both a top down priority but also emerged in messy local bottom up struggles (London 2021)

A huge "school improvement plan" program in Madhya Pradesh India succeeded in narrow goals of producing school plans but failed to achieve impact as it was imbedded in a "process compliance" organizational culture (Muralidharan and Singh 2020)

> If a country wants to overcome a learning crisis, the government must have the political will to prioritize learning for all children—and a willingness to commit to the long-term benefits of learning.

Carmen Belafi and co-authors

Sources: London 2021, Muralidharan and Singh 2022, Belafi et al (forthcoming)

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Many policymakers do not yet prioritise tackling the learning crisis, they have to believe in the challenge

Bureaucrat estimates of % at expected level

Actual % at expected level
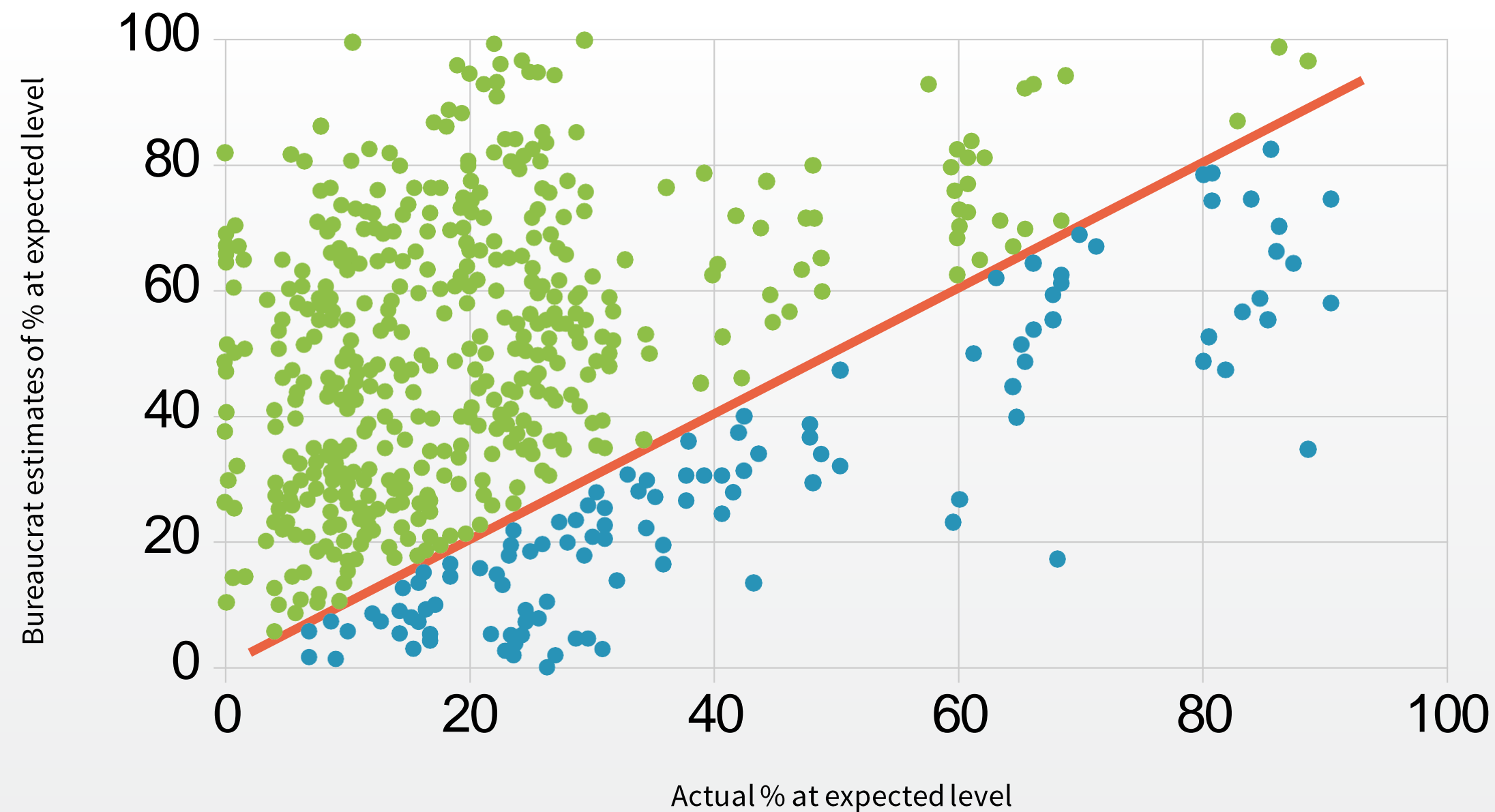
"In a sample of 600 policy makers from developing countries, around 80% overestimated the proportion of children in their country who are learning at the expected level."

- ● Overestimation of children at expected learning level
- ● Underestimation of children at expected learning level
- — Accurate estimation of children at expected learning level

www.riseprogramme.org

Action 2

Measure learning

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Measure learning over time starting early in school

Numeracy score (y-axis) vs Grade (x-axis, 1–12)
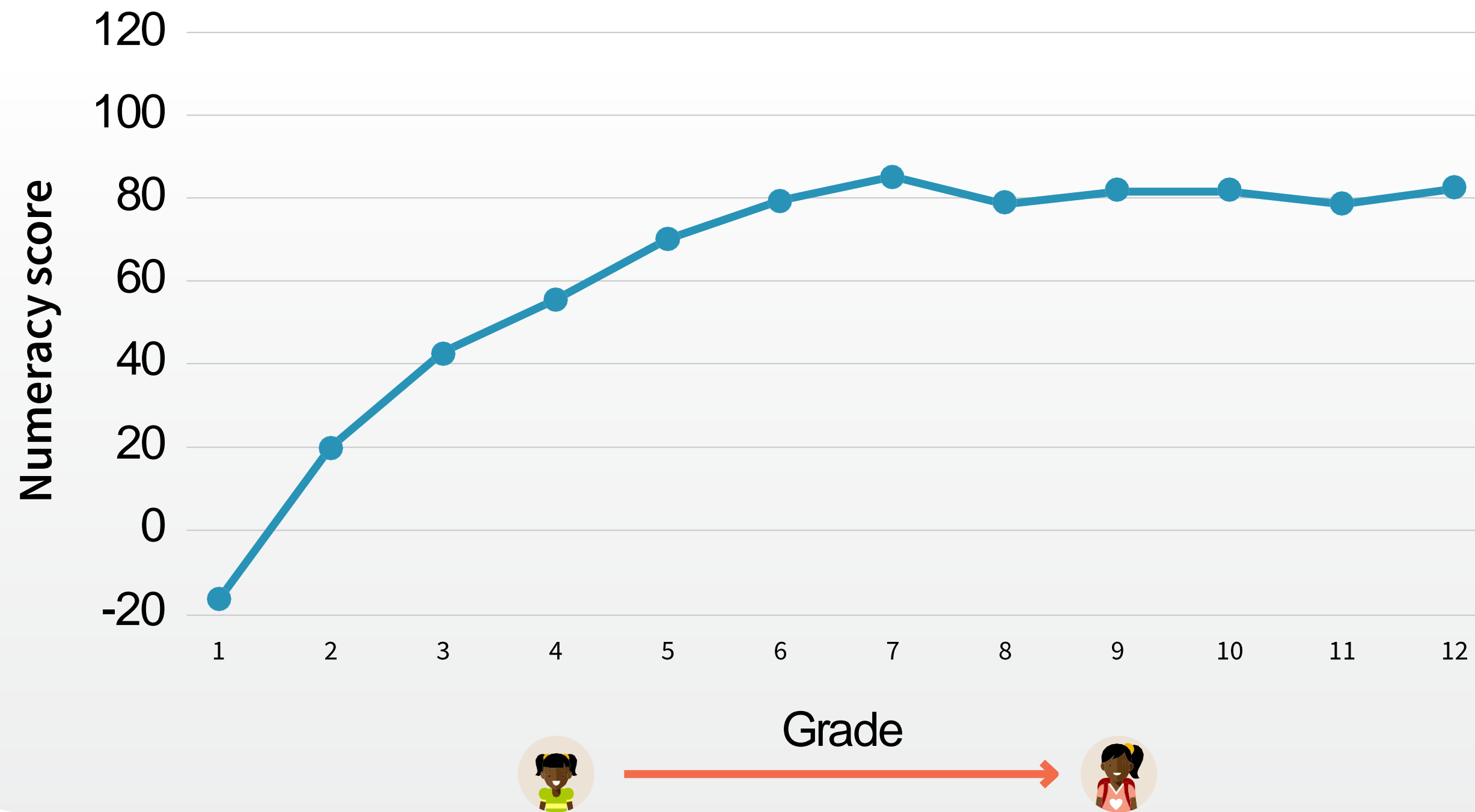
> **If Indonesian children have not gained foundational numeracy by Grade 6 they typically do not gain it later.**

By analysing learning trajectories, policy makers can see at what point children are falling behind and therefore identify what interventions are needed.

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Action 3

Align systems around your commitments

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Curriculum, exams, and teacher instruction are often poorly aligned

Curriculum

Teaching

Exams

Depth
What children should be able to think and do

Topics
What children should know

Phonemic Awareness
Phonics
Vocabulary
Text & Print Features
Fluency
Comprehension
Critical Reasoning
Author s Craft
Writing Processes
Elements of Presentation
Writing Applications
Language Study
Listening & Viewing
Speaking & Presenting

Memorize
Procedures
Demonstrate
Conjecture
Non-Routine

Comprehension
Conjecture

Writing Applications
Demonstrate

Language Study
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Action 4

Support teaching

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Refocus professional development on the craft of teaching, including structured support, to support all teachers in producing quality teaching

" Focus on practical training in the skills of teaching and providing ample opportunity for teachers to practice new skills. "

The Indonesia research team, in a combination of quantitative studies found the pre-service and in-service professional development were not helping teachers in actual classroom practice

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Action 5

Adopt adaptive approaches implementation to achieve effectiveness in context

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Embrace iteration and feeback responsive adaptation as key to sustained success

Deconstruct Local Problem

Identify Actions

Act!!!

Take Stock

Sustain Authority & Legitimacy

Adapt & Iterate

Step by Step

> Adaptation should not be seen as a sign of failure but rather as a precursor of success.

Source: Building State Capability, 2018

While these five acts may sound like common sense, they are often not at all what current education systems do and will require deep changes to achieve and implement

Commit to foundational learning as a core purpose

Too many commitments and fundamentally to expansion, inputs, and process compliance, not to accelerated progress in fundamental learning outcomes

Measure learning early, for feedback to teaching

Measurement is late, high-stakes for the study, narrow, and does no enable and empower better teaching and learning processes

Align learning objectives to the learning levels of students, while retaining strong goals for universal achievement

The system works "modularly" without alignment towards a driving purpose

Supporting effective teaching and learning practices

The systems thinks of supporting teacshers, as sub-units of the civil service, not teaching as a distinct craft and profession

Adapt policies and practices to achieve sustained progress in your local context

The challenges of sustained innovation and adoption of innovations at scale in a massive and decentralized system have not been achieved

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