

Africa Emerging Markets Forum

Building Human Capital: Improving Education Quality

Abidjan, March 27, 2017

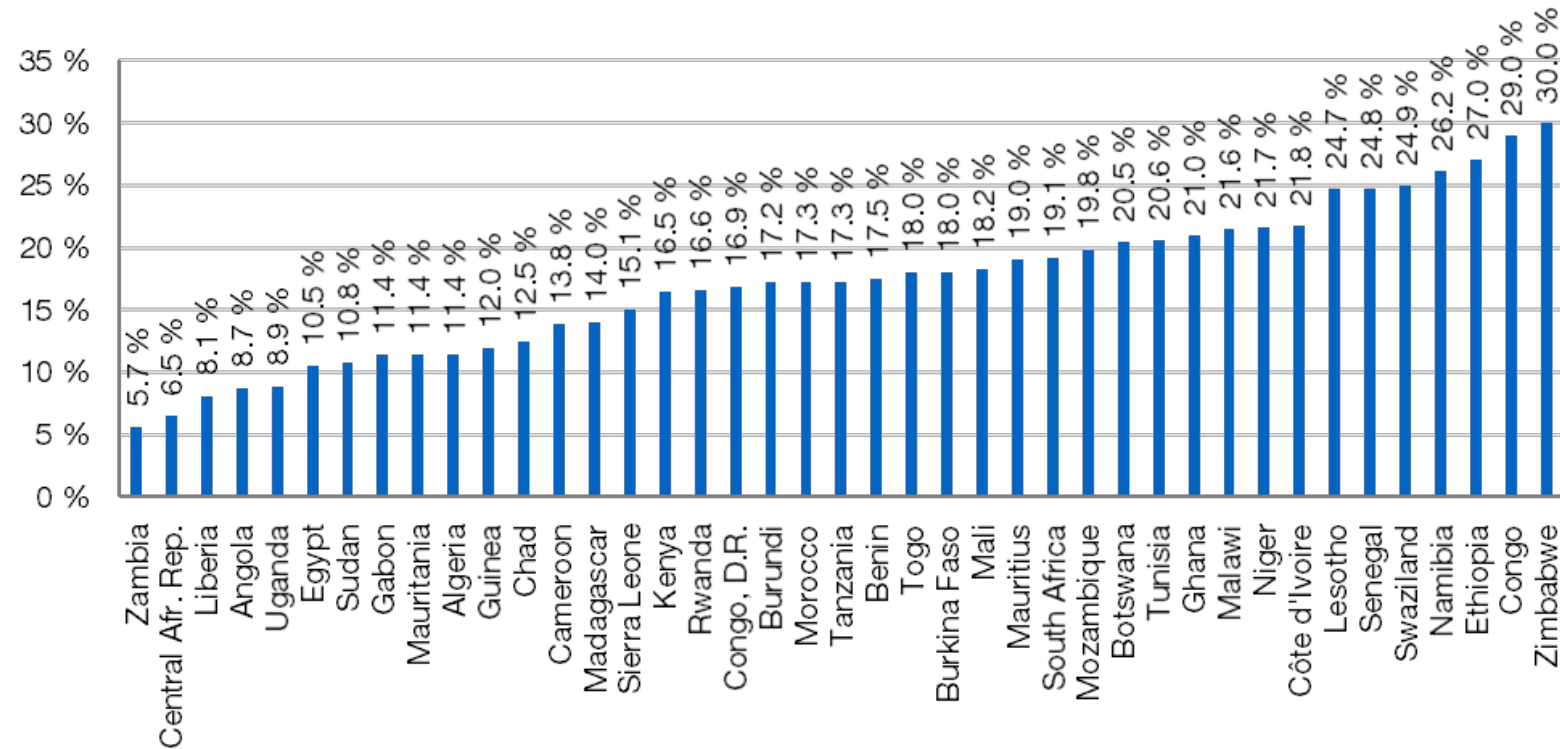


VISION 2050 FOR AFRICA—EDUCATION UPDATE

- By 2050 “basic education would be universal and free for the first nine years, and enrollment would exceed 80 percent in secondary and 35 percent in tertiary education”
- Historically, public policy to advance basic literacy and numeracy has done more to advance human conditions than perhaps any other single policy
- Basic skills cannot be leapfrogged, they must be learned
- Requires a shift from schooling to learning
- Teacher is the single most important school-related factor in learning

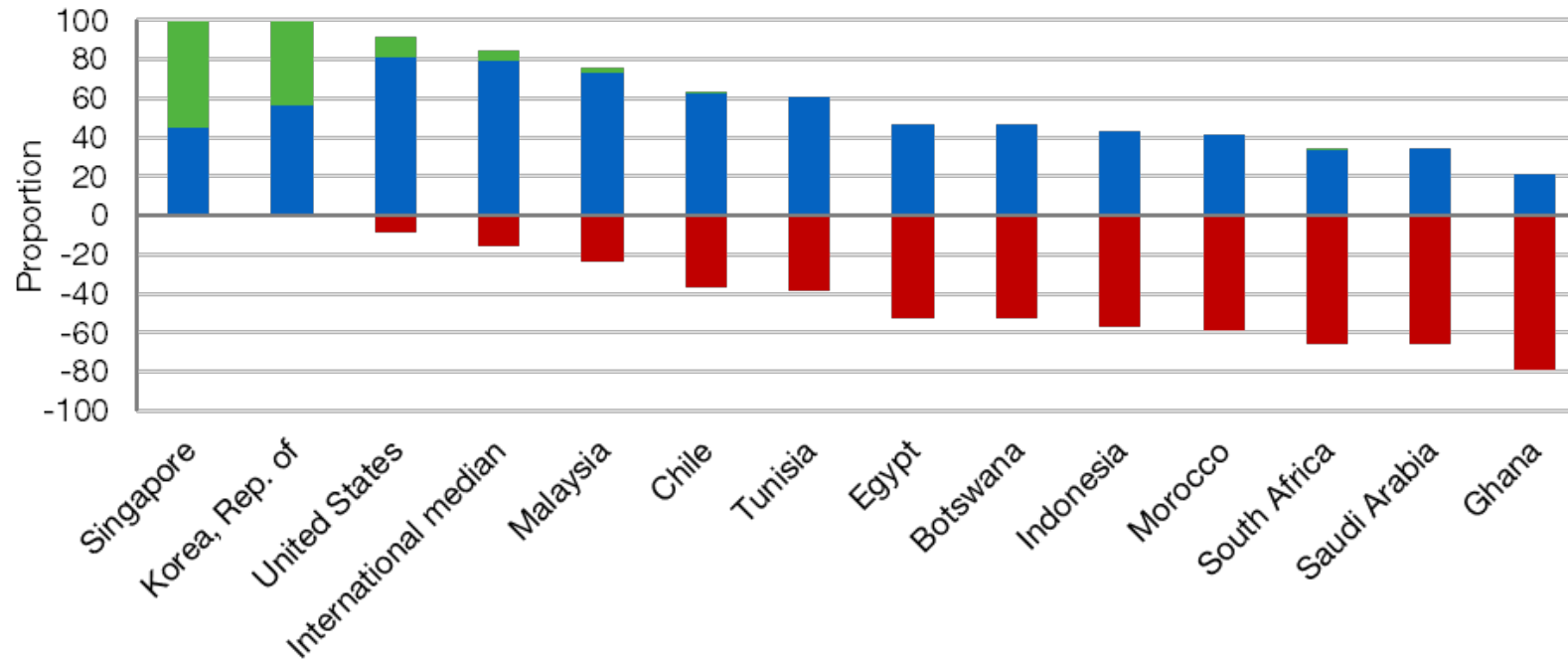
SHARE OF EDUCATION OF TOTAL PUBLIC SPENDING

African countries devote relatively large shares of public spending to education—on par with or higher than OECD countries



LOW PERFORMANCE ON GRADE 8 MATH TESTS

TIMSS in 2015

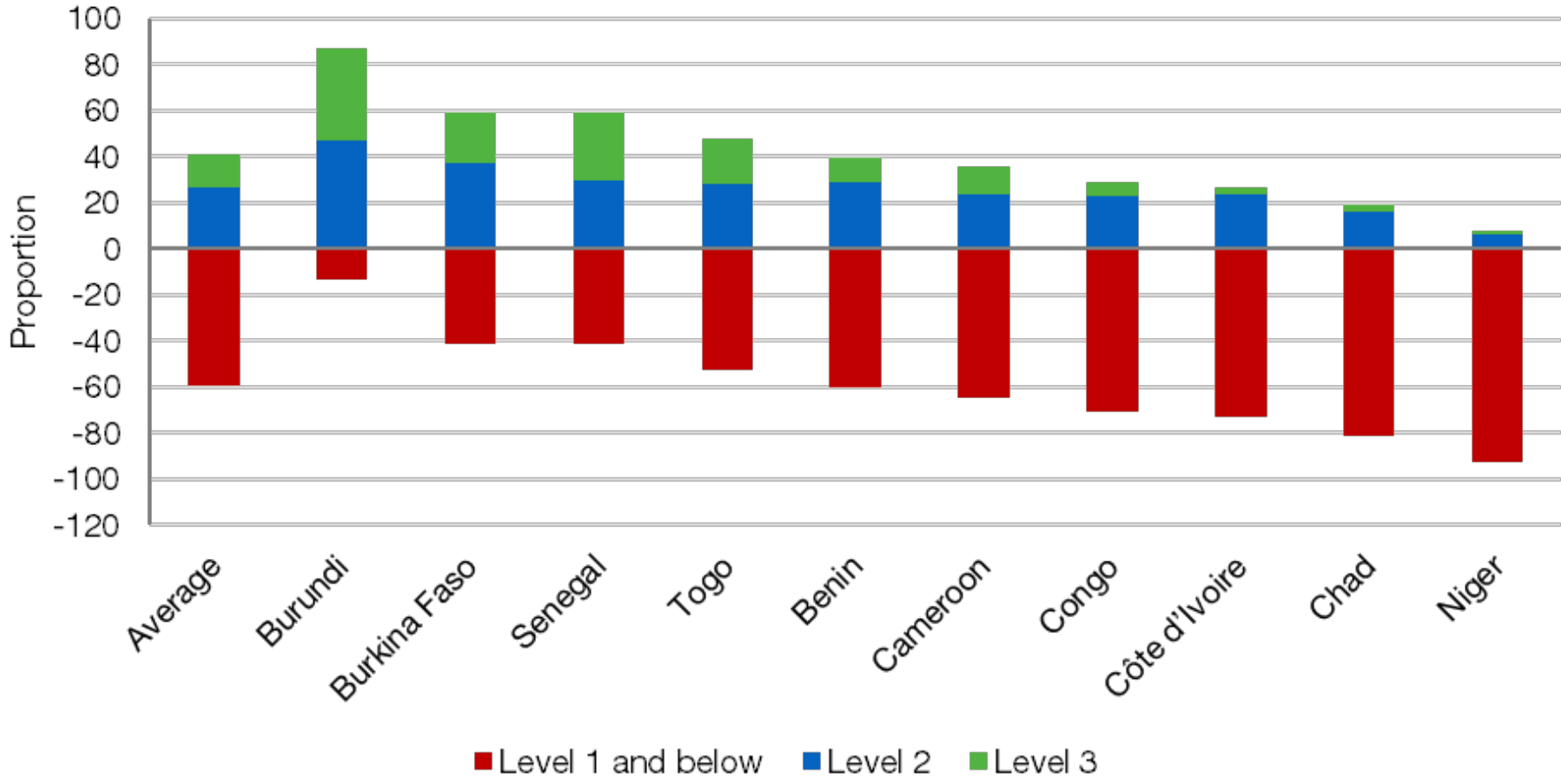


■ Did not reach low benchmark of (400)

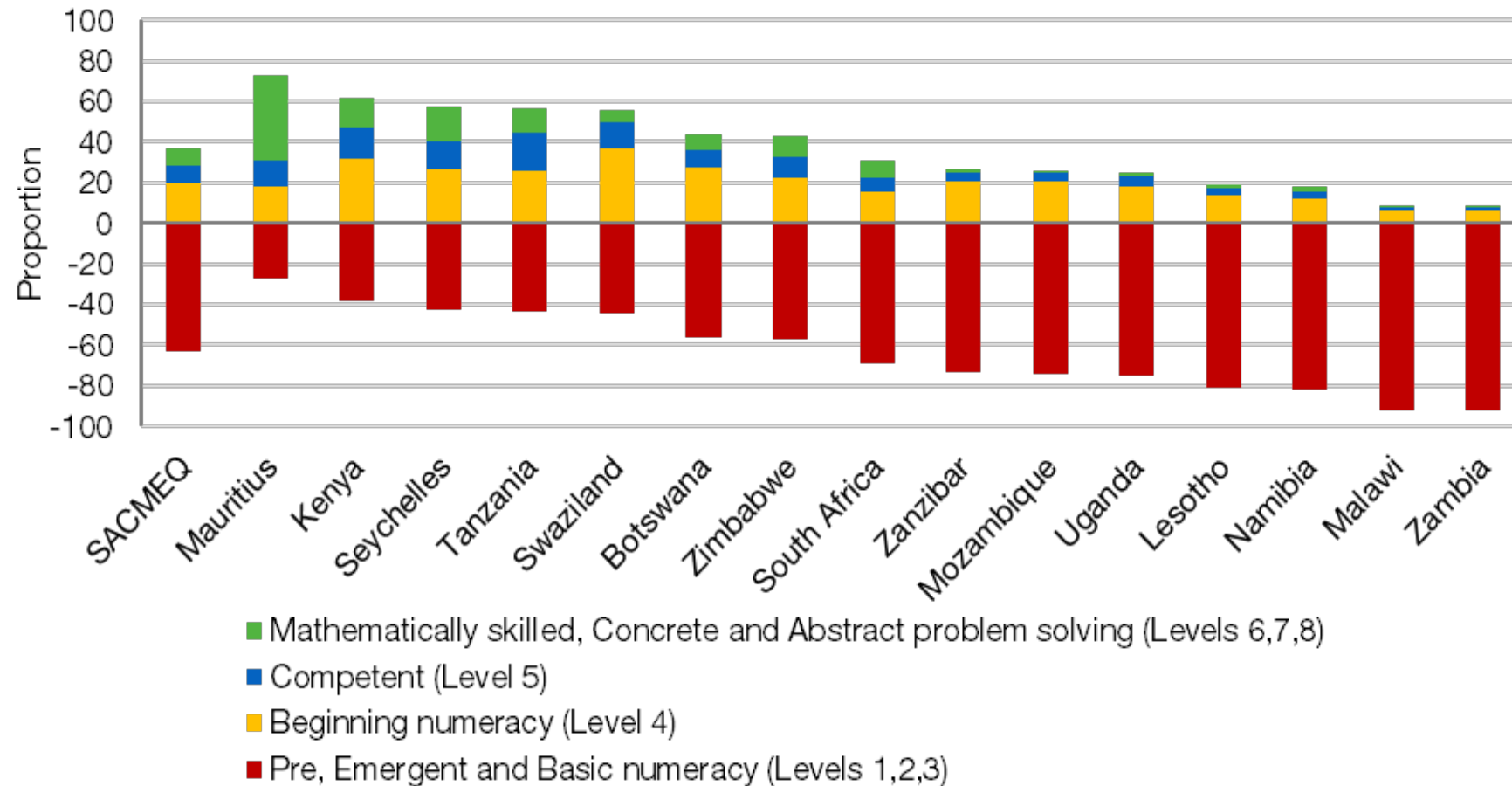
■ Reached advanced benchmark (625)

■ Reached low (400), intermediate (475), and high (550)

PASEC GRADE 6 ASSESSMENT RESULTS IN MATH, 2014

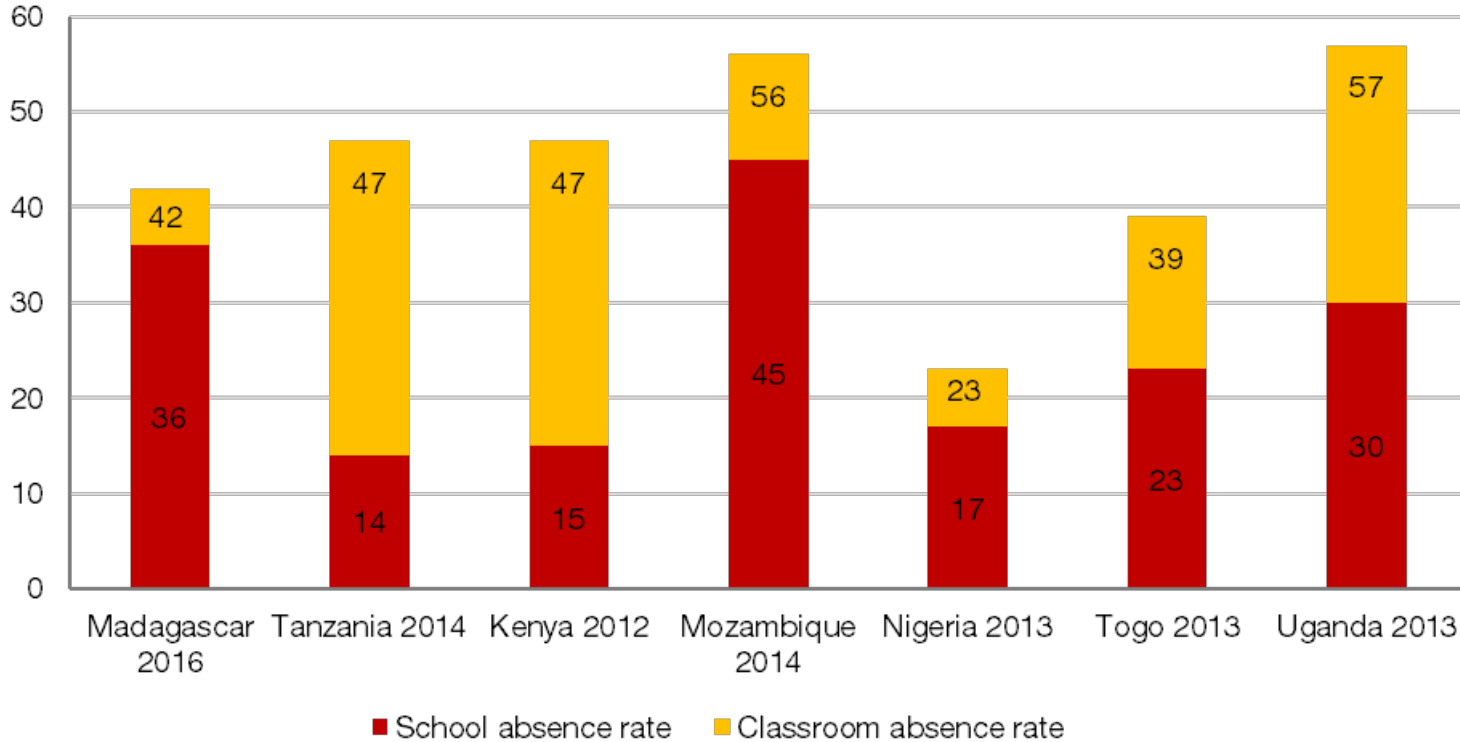


STUDENTS ARE NOT ACQUIRING BASIC NUMERACY SKILLS



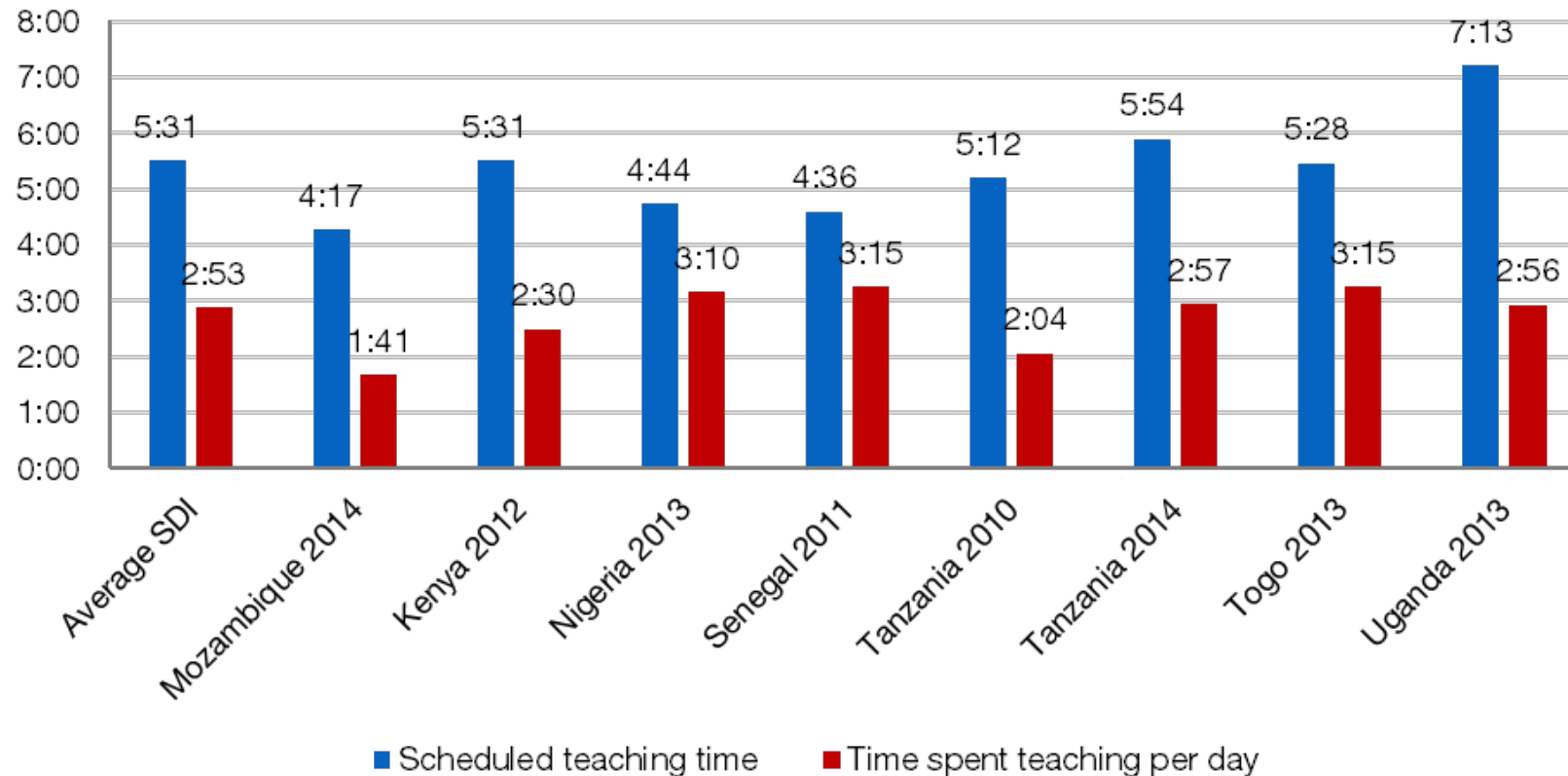
ABSENCE RATES FROM SCHOOL AND CLASSROOM

Service delivery indicators

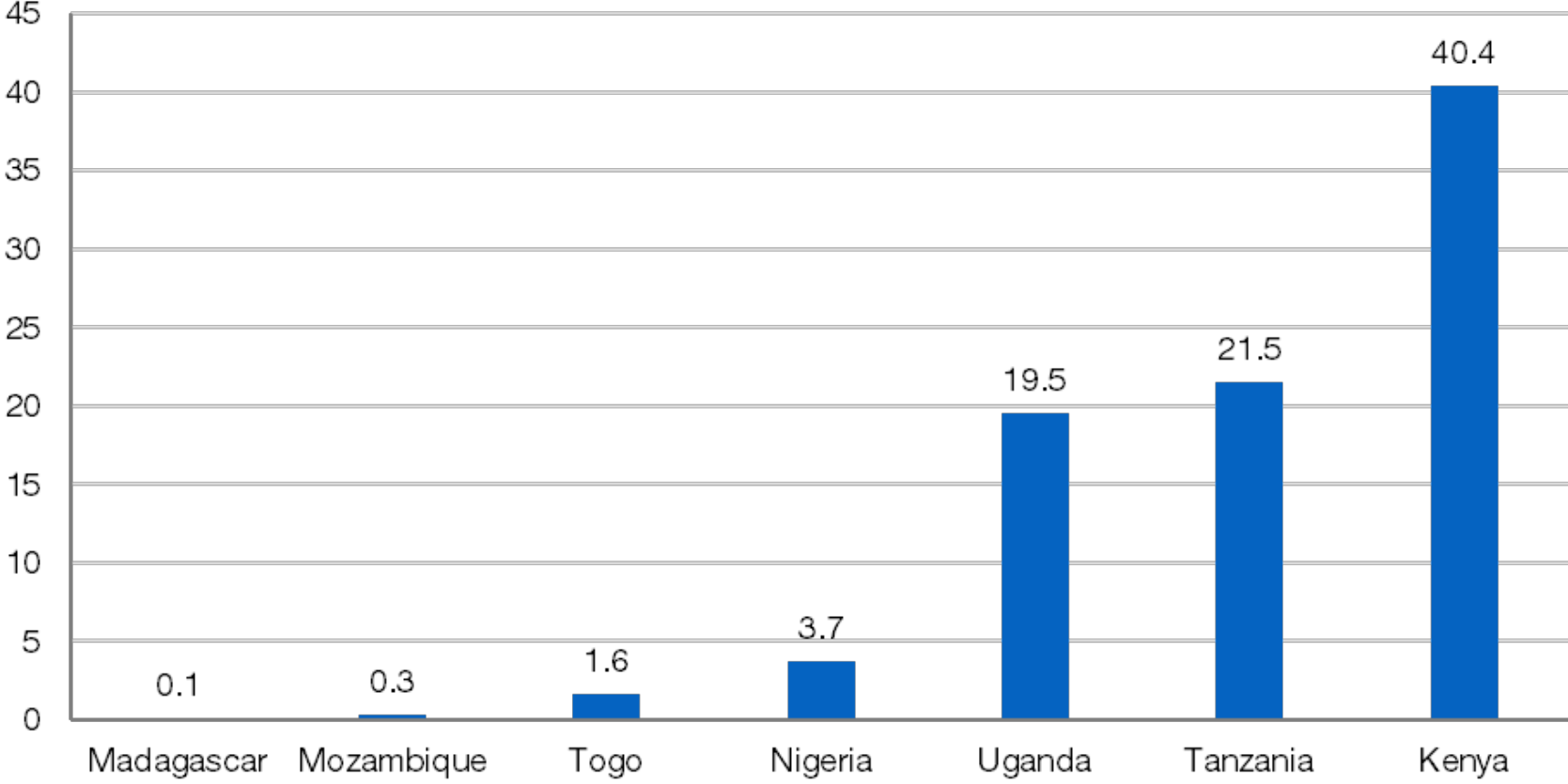


SCHEDULED AND ACTUAL TEACHING TIME PER DAY

(hours, minutes)



TEACHERS POSSESSING MINIMUM KNOWLEDGE IN LANGUAGE AND MATH



STUDENT TEST SCORES IN MATH IN BEST, AVERAGE AND WORST SCHOOLS

Best Schools

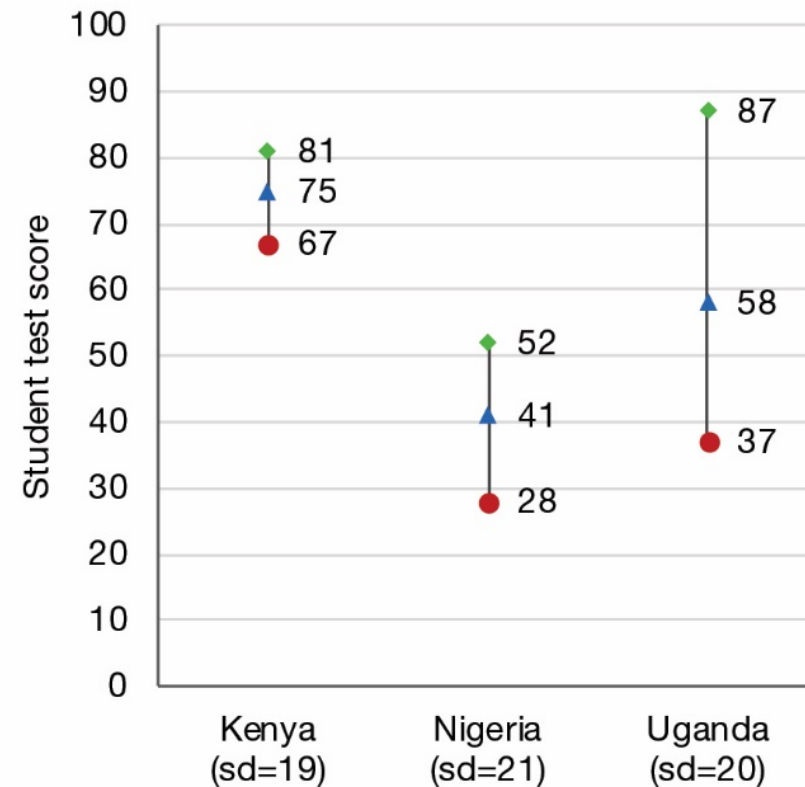
- ◆ In top deciles of teacher presence, and subject knowledge, and in bottom decile of pupil/teacher ratio

Average Schools

- ▲ In 45th - 55th percentile of teacher presence, and subject knowledge, and pupil/teacher ratio

Worst Schools

- In bottom deciles of teacher presence, and subject knowledge, and in top ventile of pupil/teacher ratio



◆ Best schools ● Worst schools ▲ Average schools

ACTION AGENDA

- Basic skills cannot be leapfrogged; they must be learned. Yet, students are learning far too little.
- Teacher is the most important school-related factor for student learning. Yet, teacher absence is far too common—almost ½ of the time
- Teacher knowledge and pedagogical skills are far too weak
- Africa's education agenda needs to shift decisively from schooling to learning
- Improving quality of education is less about money and more about putting the focus squarely on learning
 - Measurement of learning
- It can be done: students taught by good teachers have much higher test scores
- It is not just about teachers but requires reform of the whole education system

Thank you!