

Global Education Reform Debates: The View from Nowhere

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Center for Global Development

September 7, 2018

Outline

- 1) Measuring the learning crisis
- 2) The teacher wars
- 3) The rise of private schools

Outline

1) Measuring the learning crisis

- The how and why of global learning metrics
- Internationally comparable mathematics scores for 14 African countries

2) The teacher wars

3) The rise of private schools

Why do we need global learning metrics?

Research

- Comparative analysis of the determinants of system performance

Policy

- Track UN Global Goals
- Allocate development aid
- Foster domestic accountability, pressure for reform? (“PISA shock”)

Grades 8-10



International
assessment



Regional
equivalent



Non-standardized
test (ASER, EGRA)



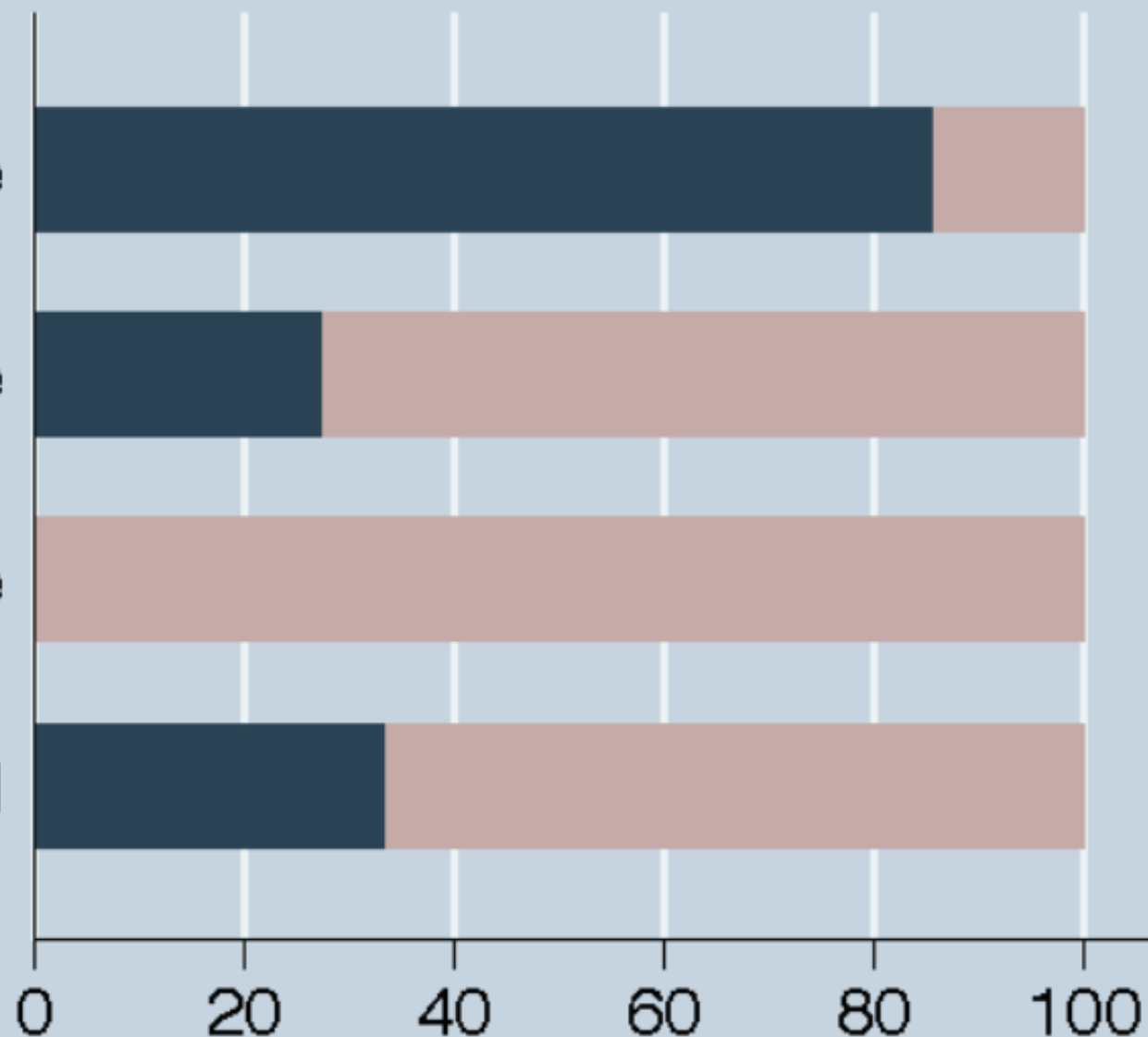
None of
the above

High income

Middle income

Low income

World



Grades 4-6



International
assessment



Regional
equivalent



Non-standardized
test (ASER, EGRA)



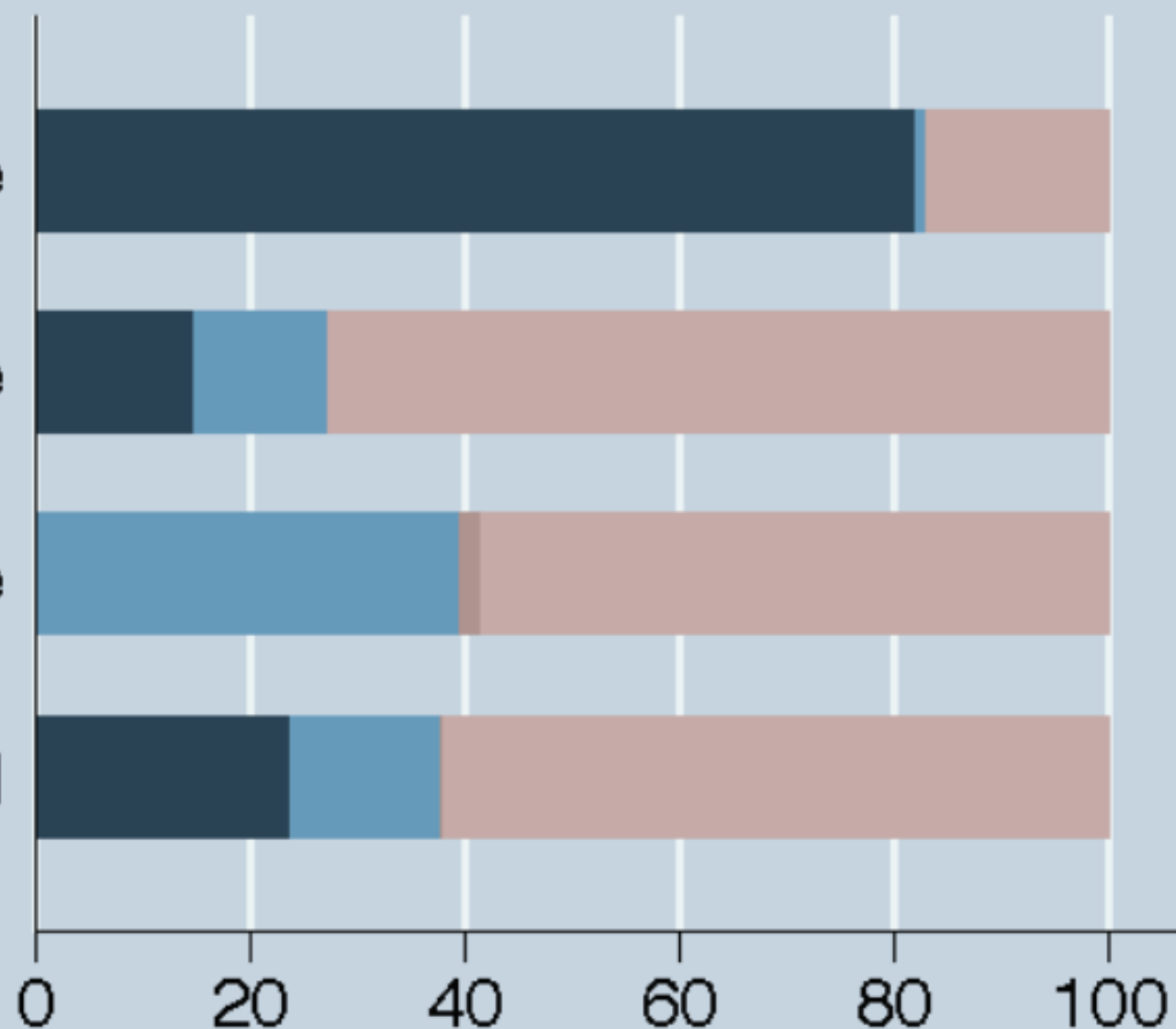
None of
the above

High income

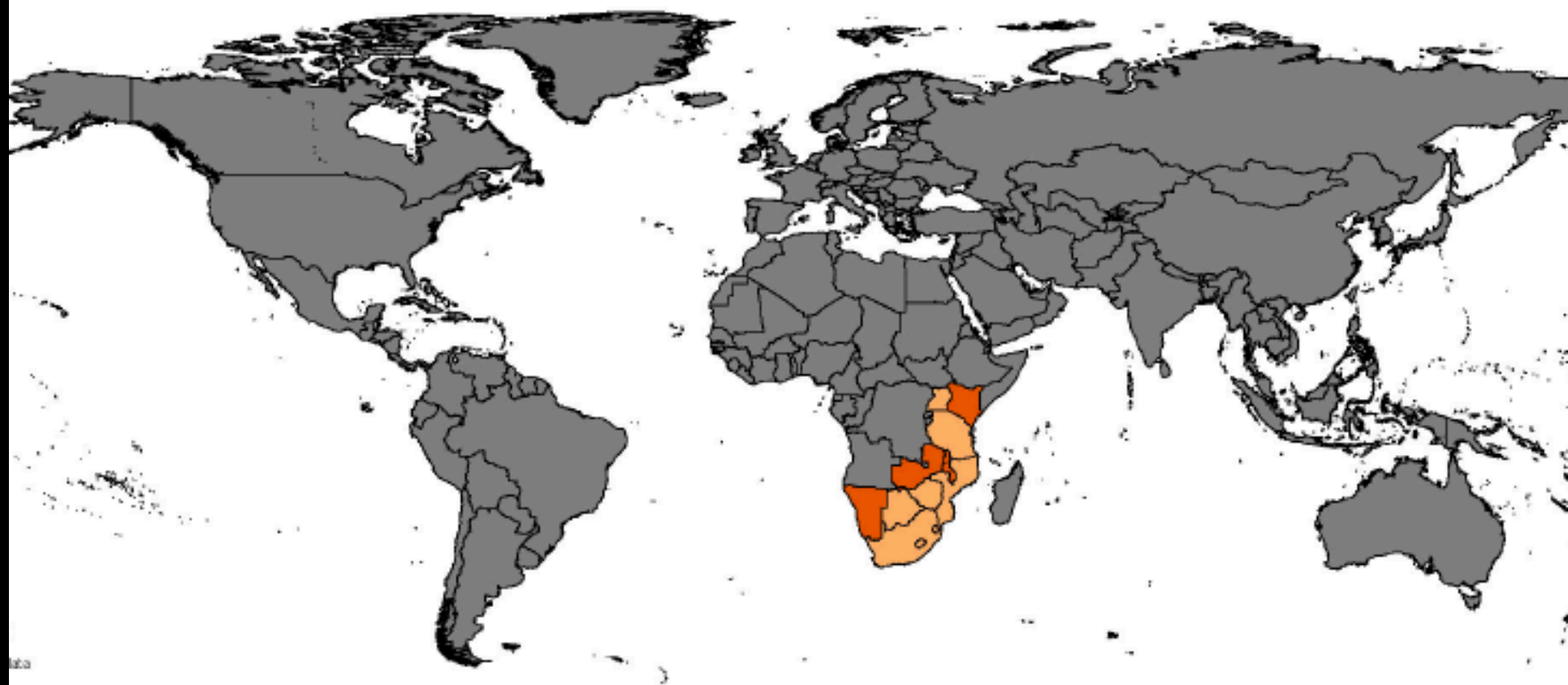
Middle income

Low income

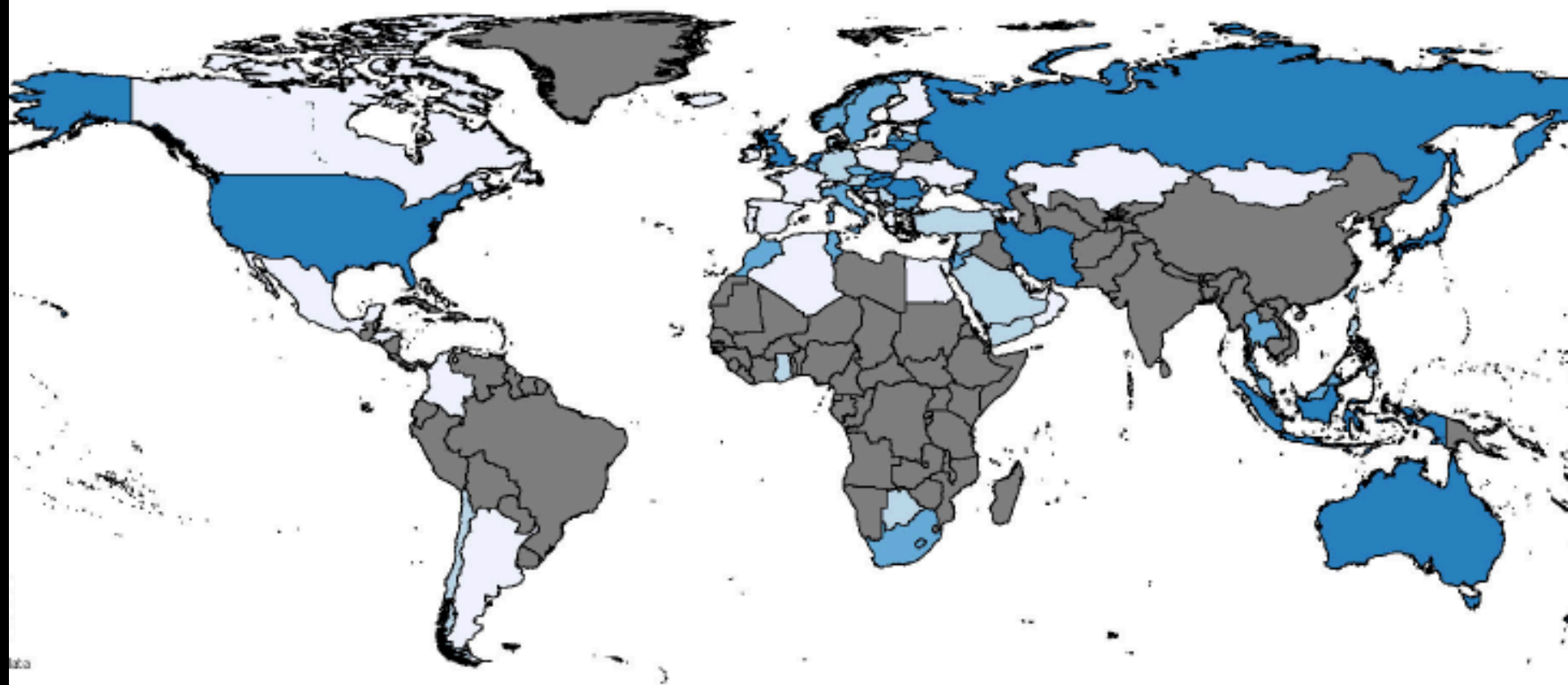
World

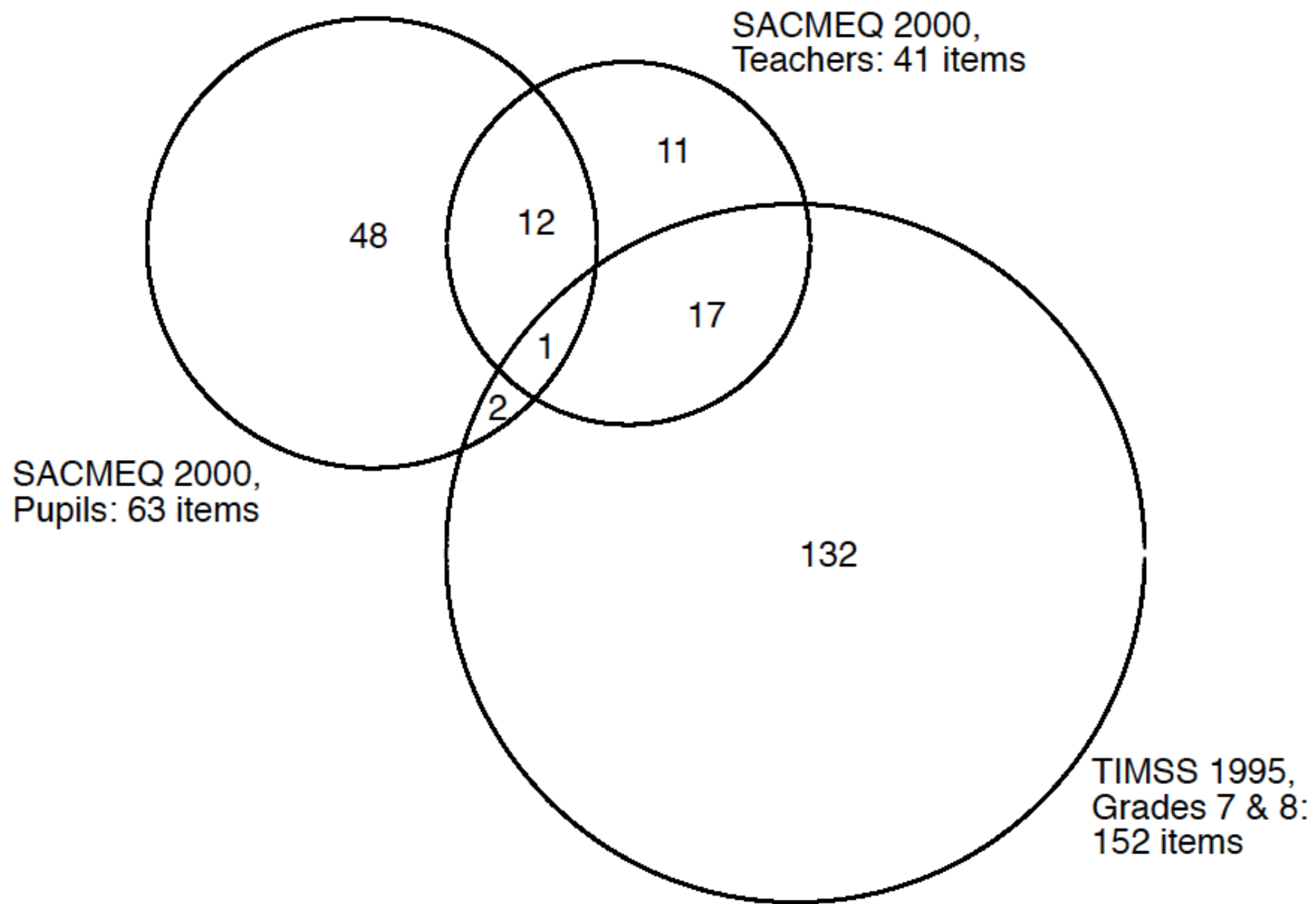


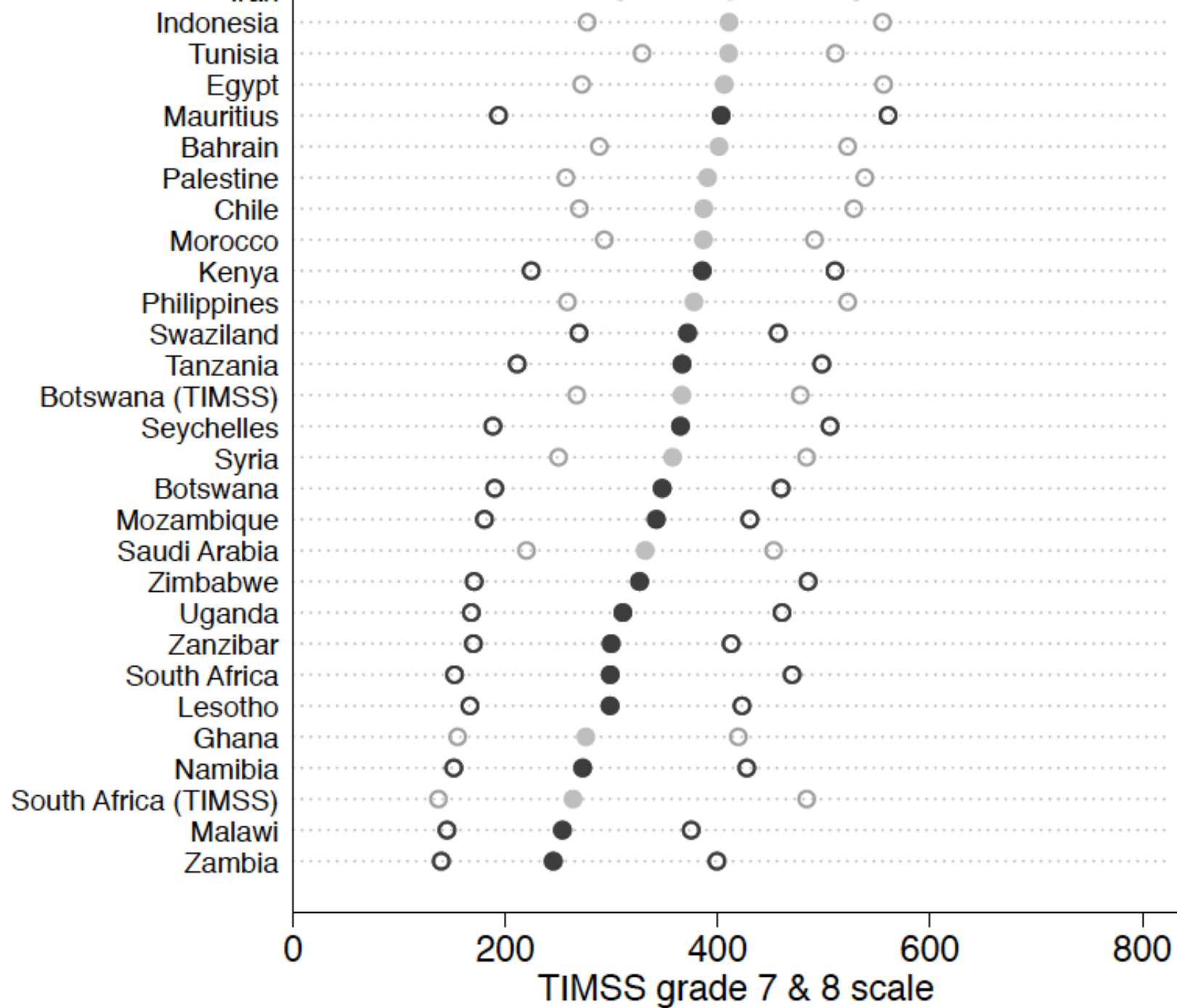
SACMEQ (math and reading in English; grade 6)

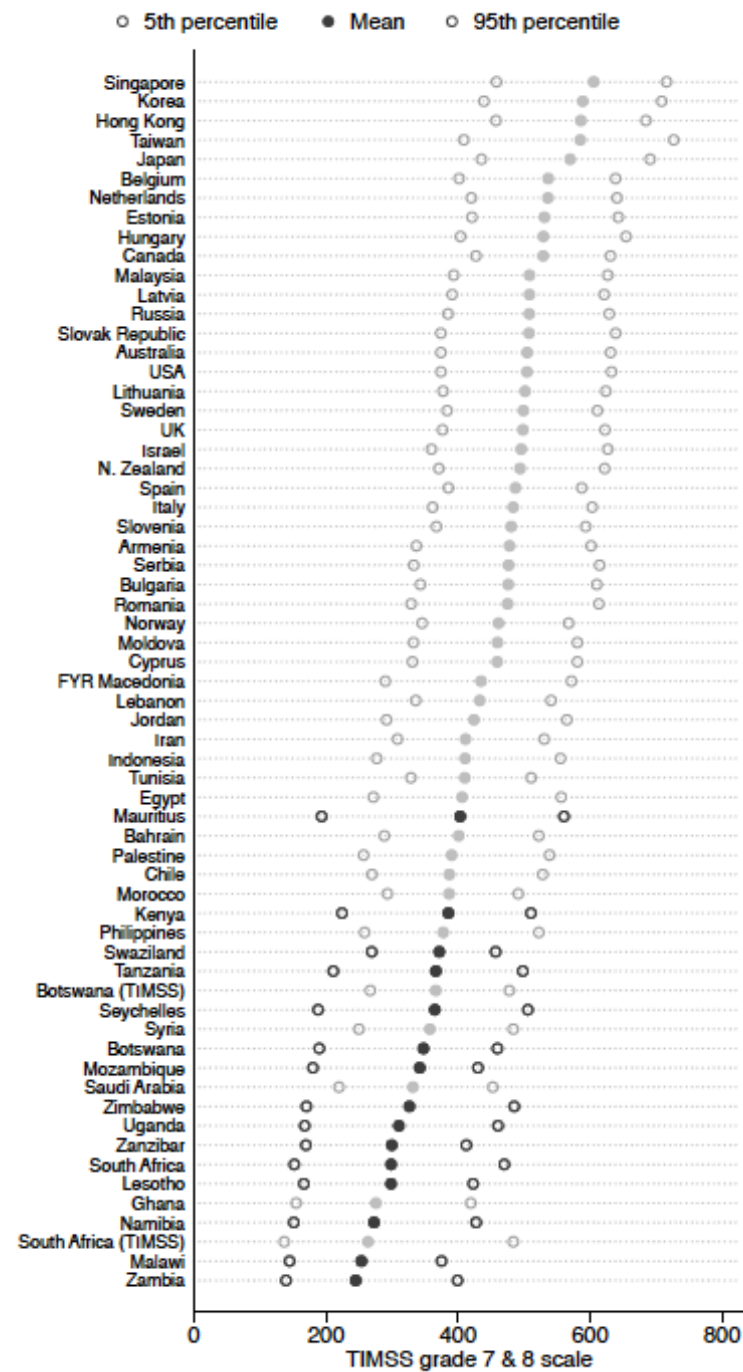


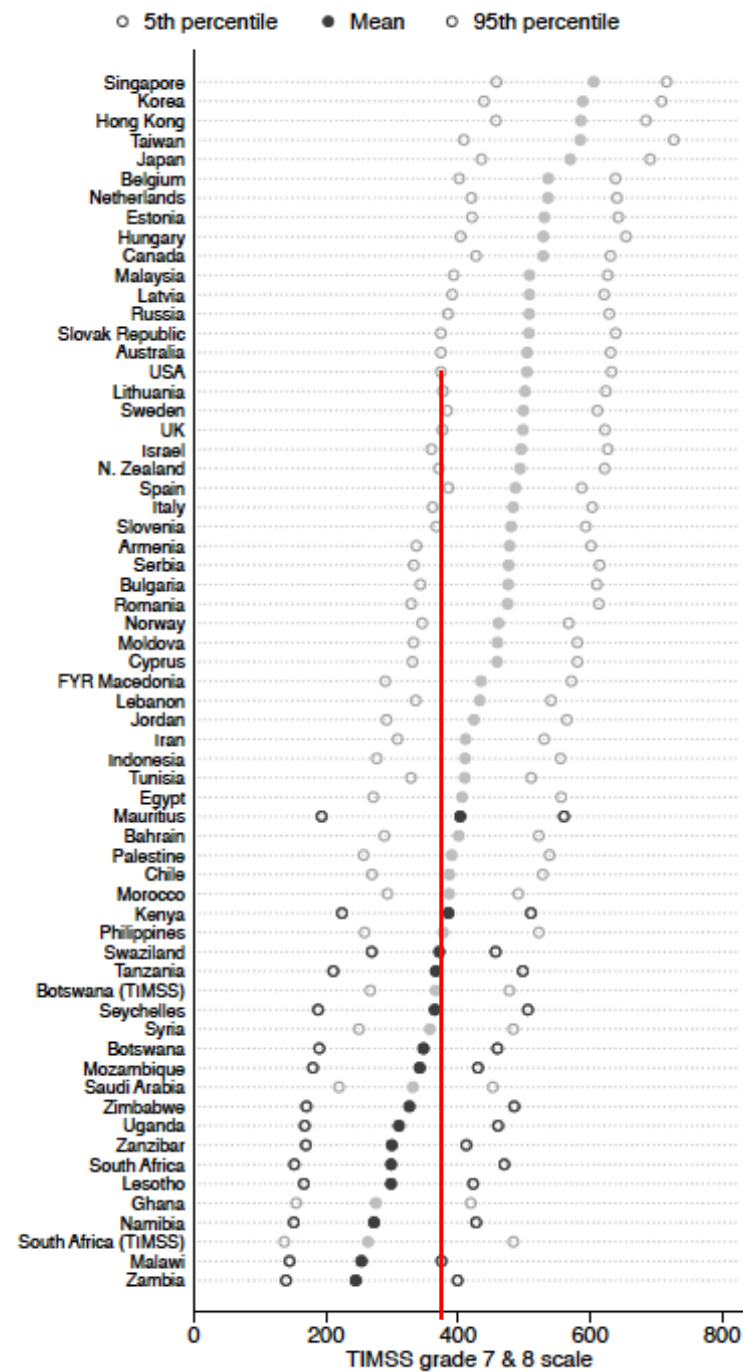
TIMSS (math, science; grade 4 and/or 8)



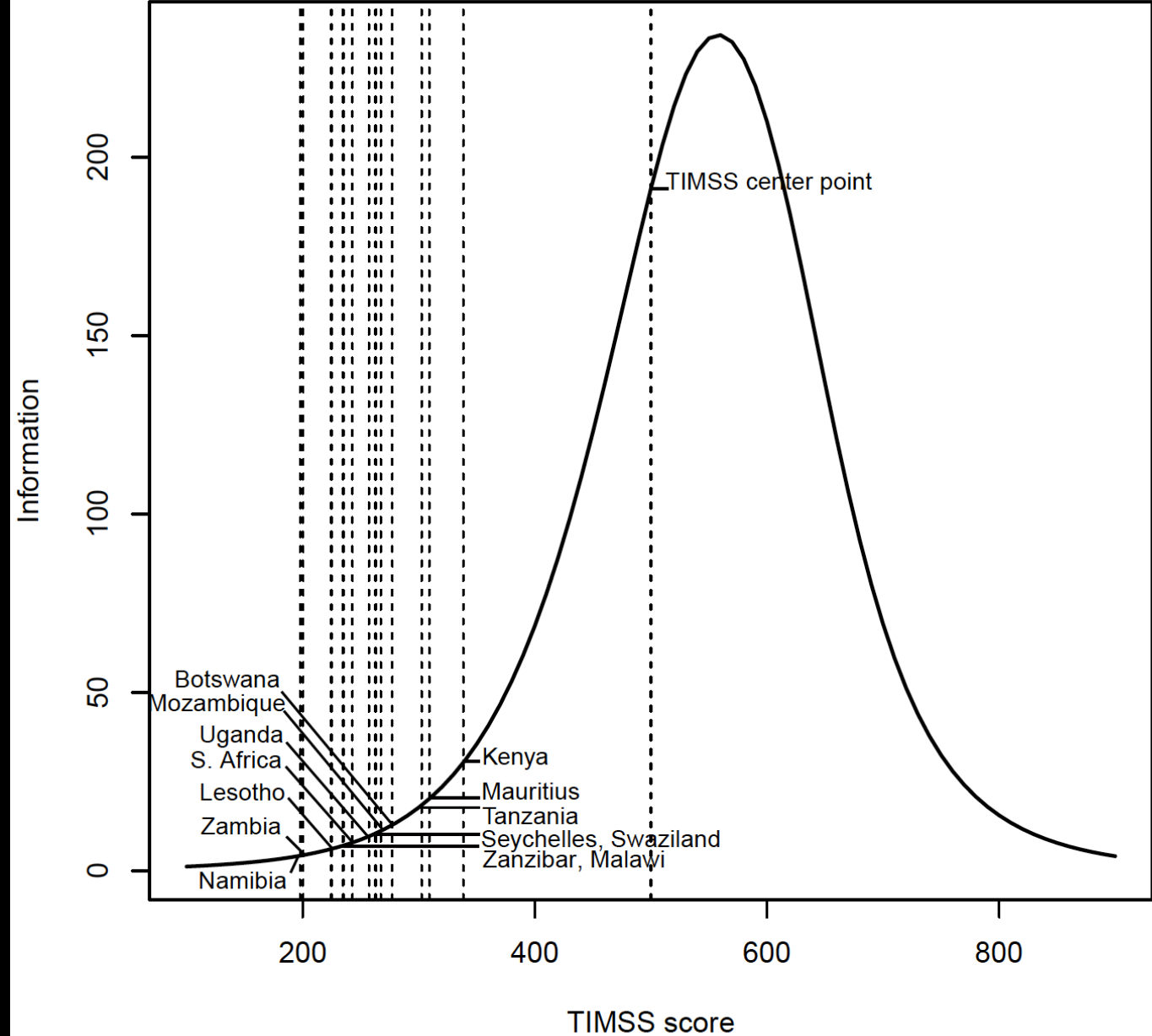








Test Information Function: TIMSS (math grade 8)

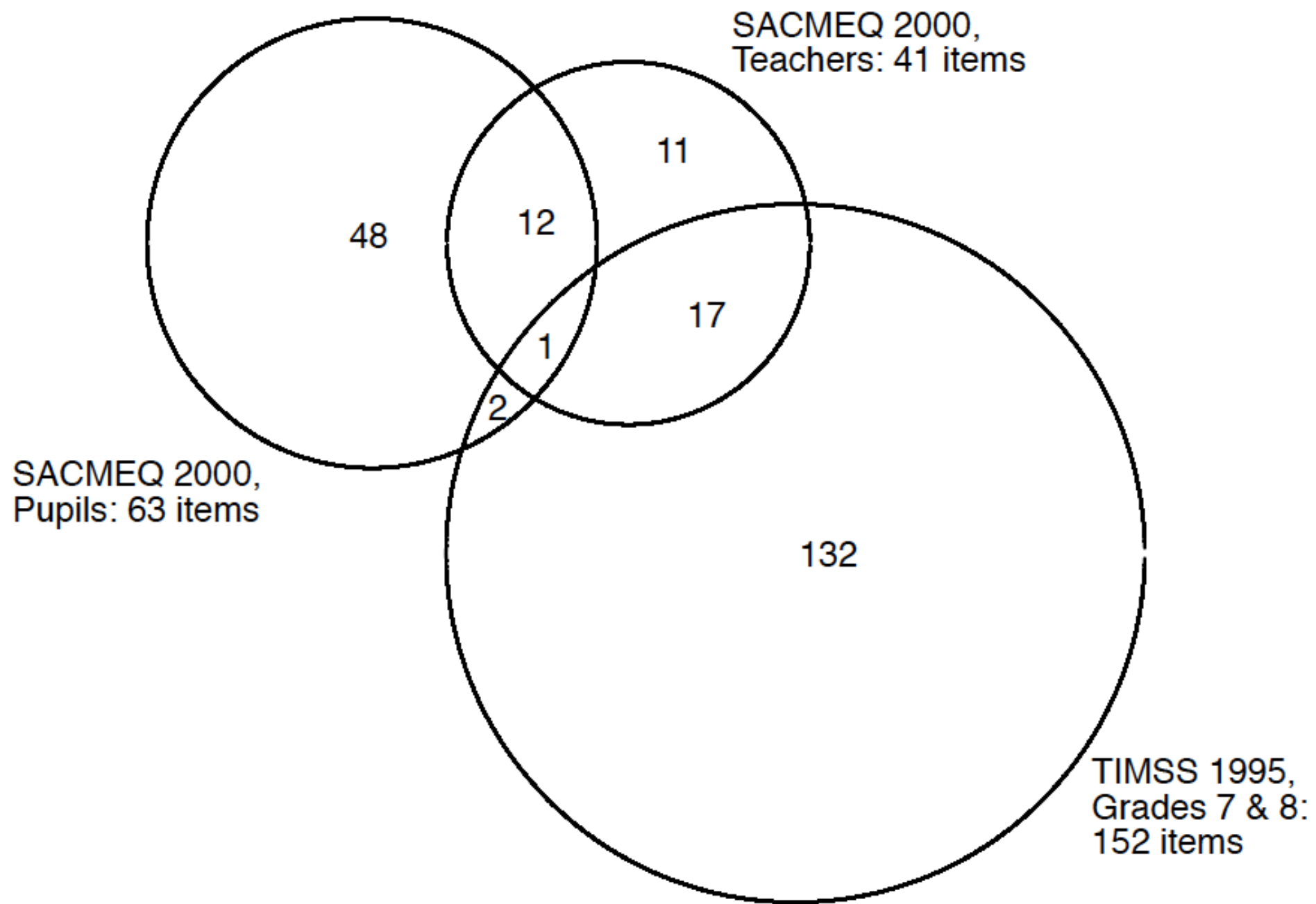


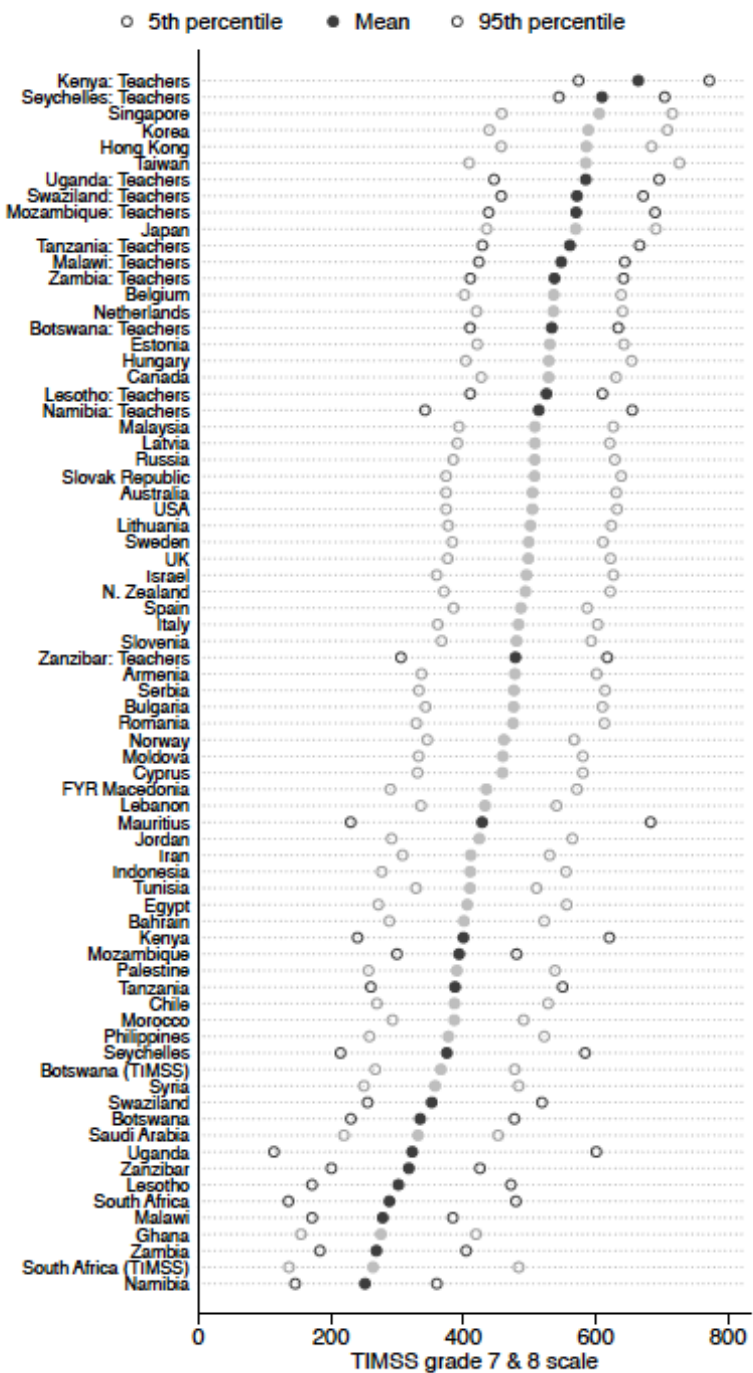
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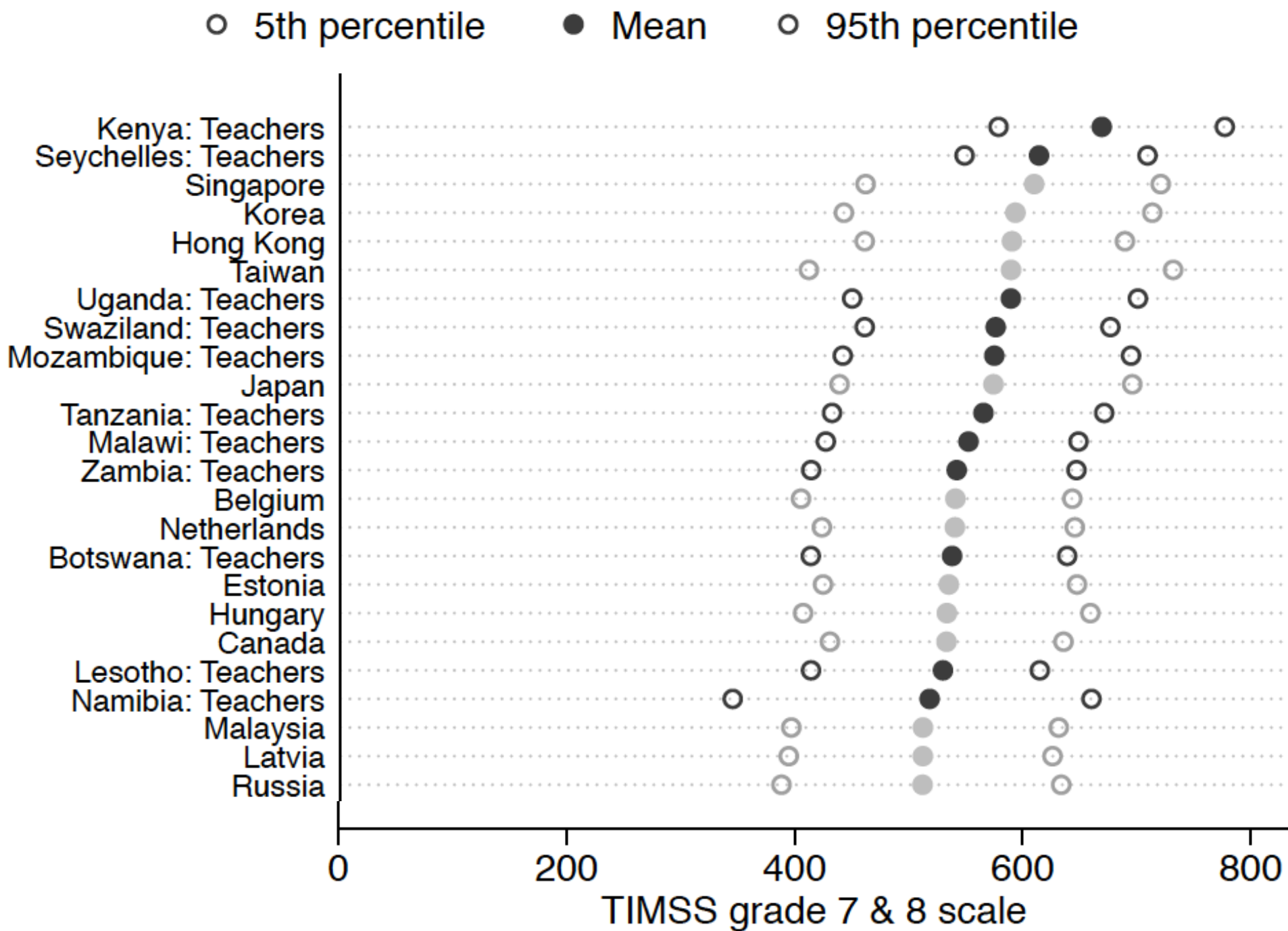
- 1) Measuring the learning crisis
- 2) The teacher wars
- 3) The rise of private schools

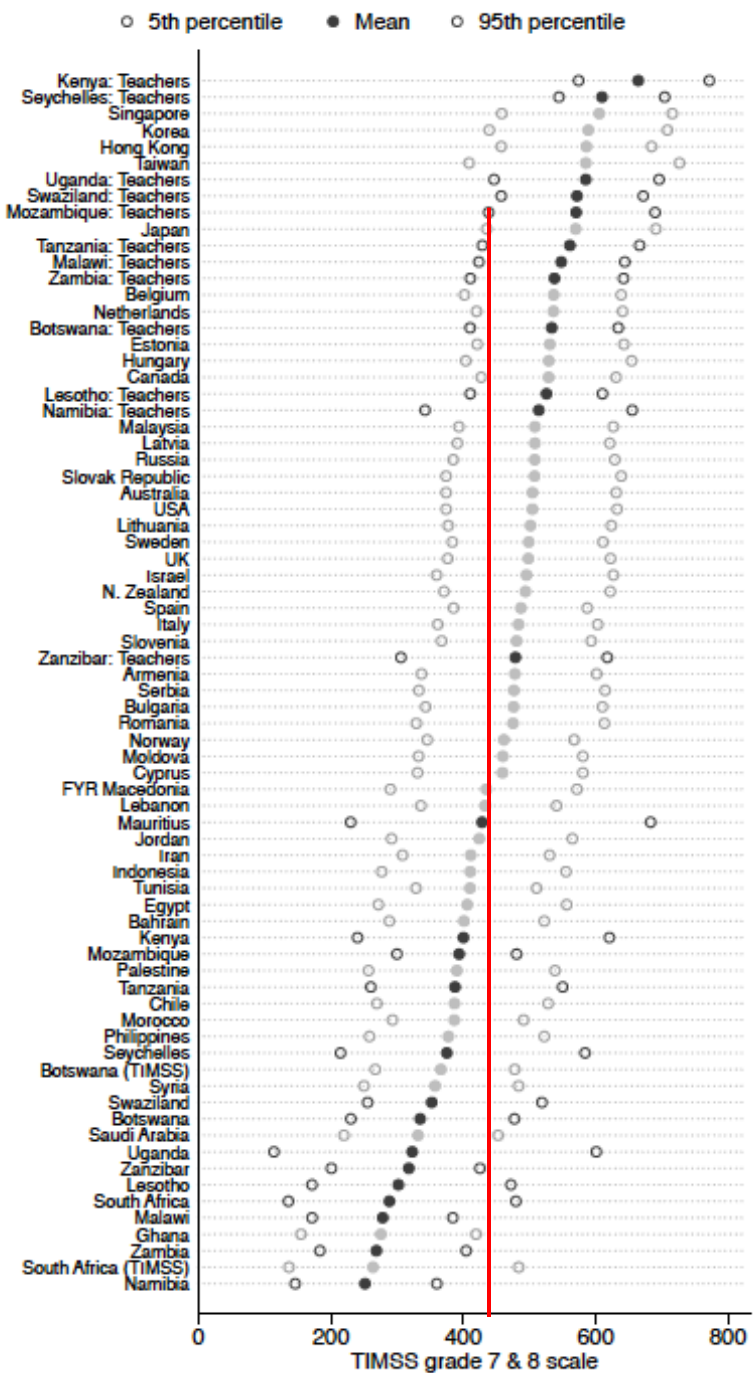
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- 1) Measuring the learning crisis
- 2) The teacher wars
 - Teacher skills and the scope for improvement
 - Salaries and the fiscal challenge of SDG4
- 3) The rise of private schools

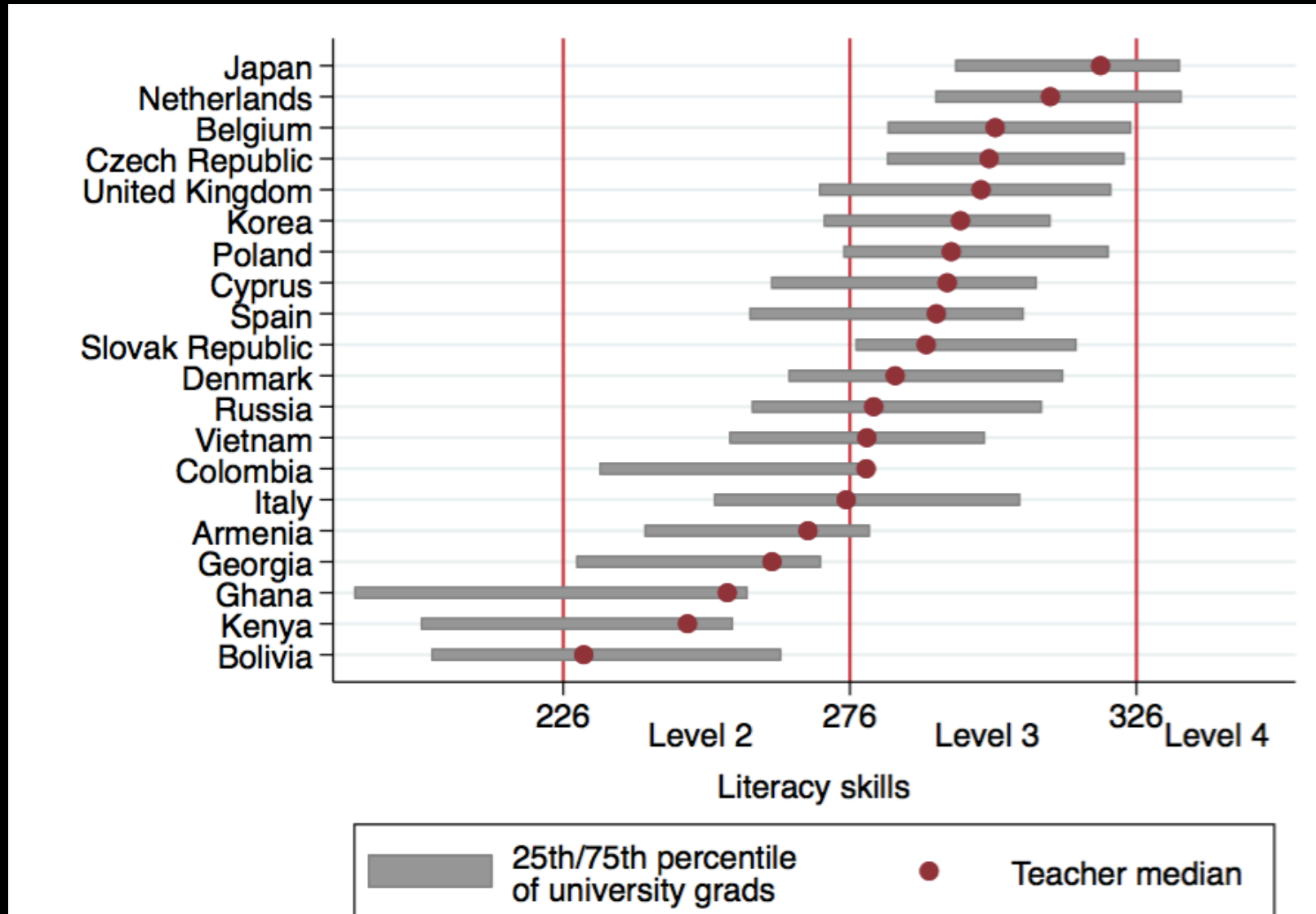








World Bank STEP surveys: Crawford (2018) building on Hanushek et al (2014)



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The fiscal cost of SDG4

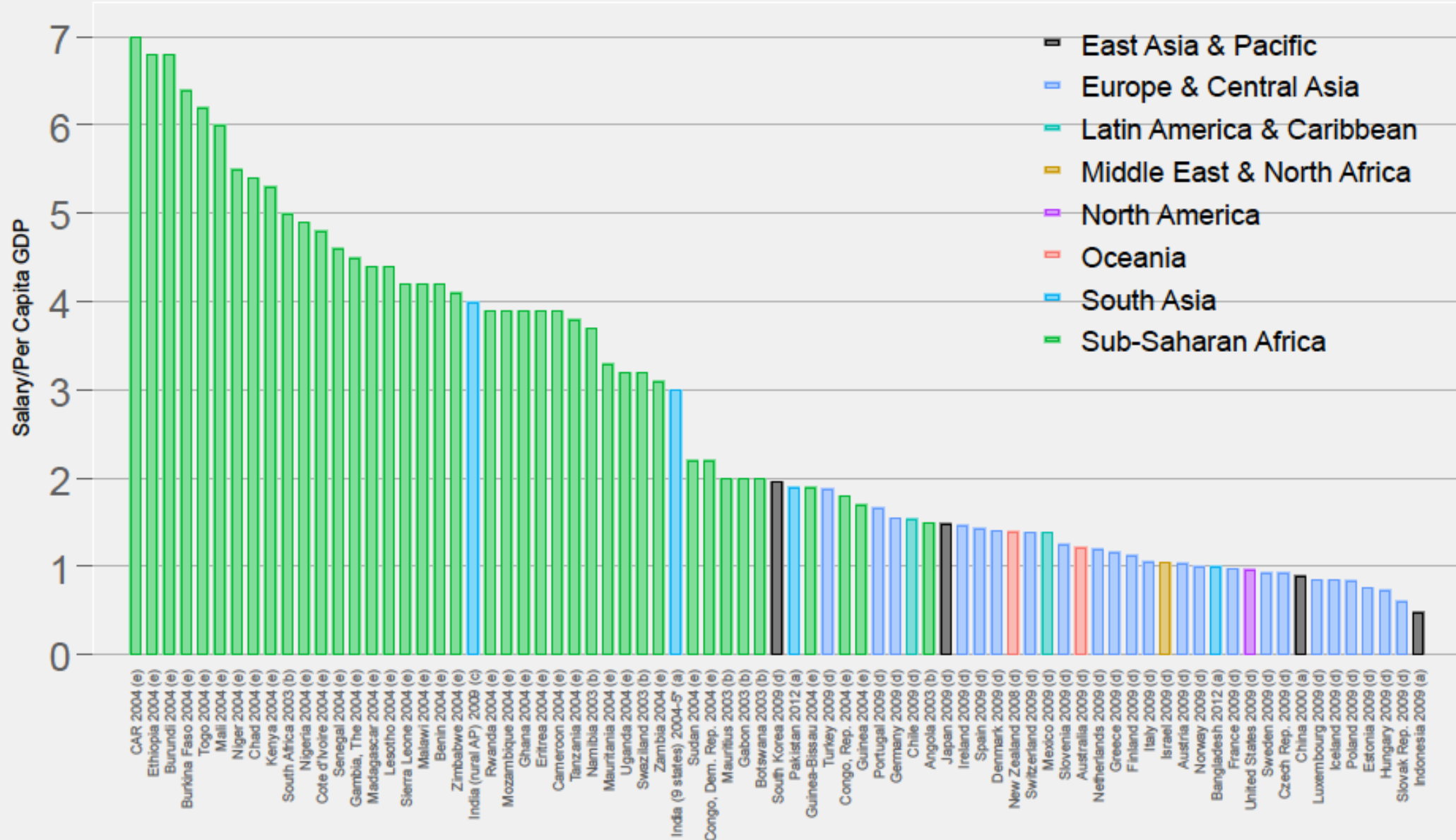


Gordon Brown's Education Commission

- Education expenditure in low- and middle-income countries would rise from \$1 trillion in 2015 to \$2.7 trillion in 2030.
- Big driving factor is assumption of increasing teacher salaries

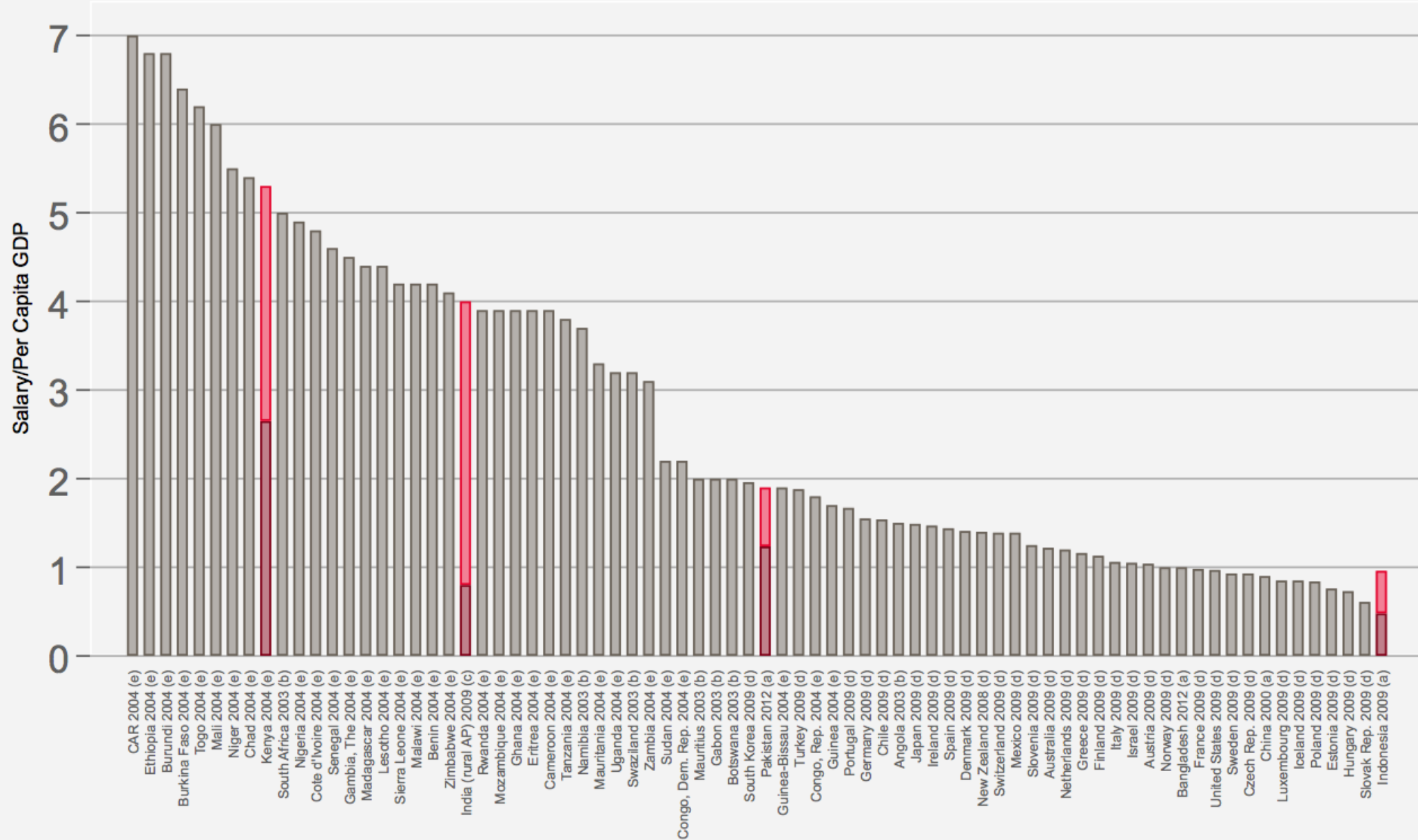
How much do teachers earn around the world?

Teacher Salaries as a Multiple of Per Capita GDP



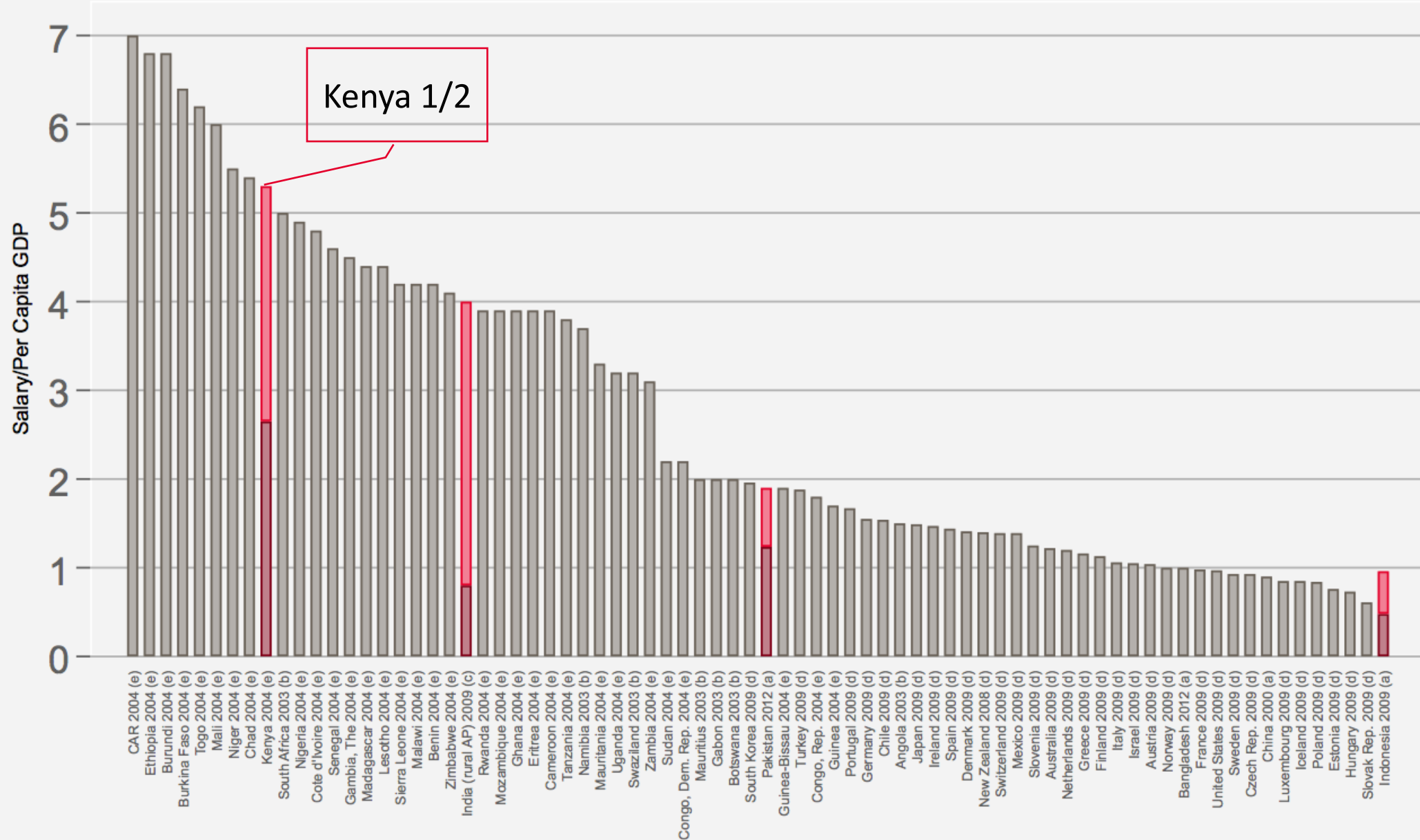
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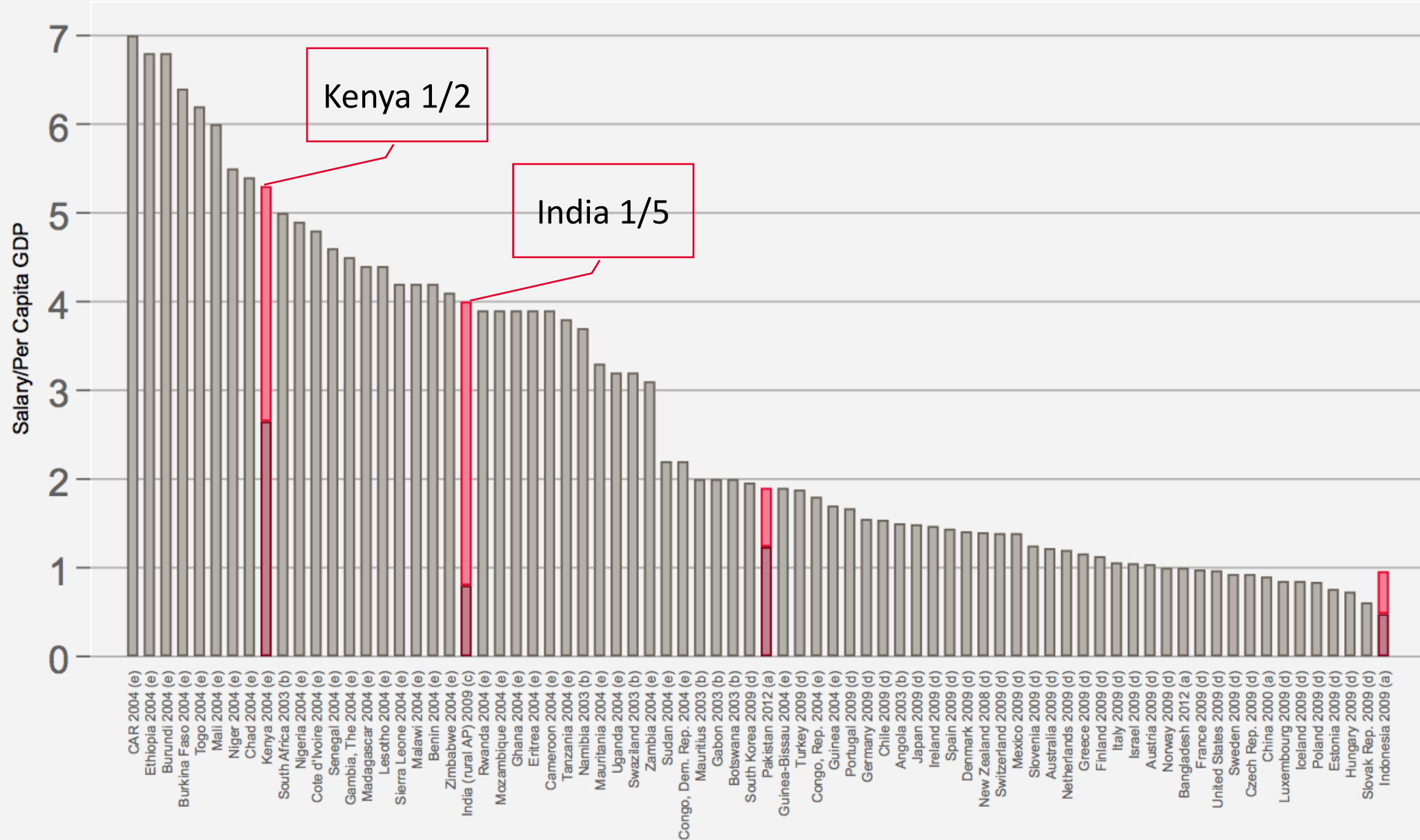
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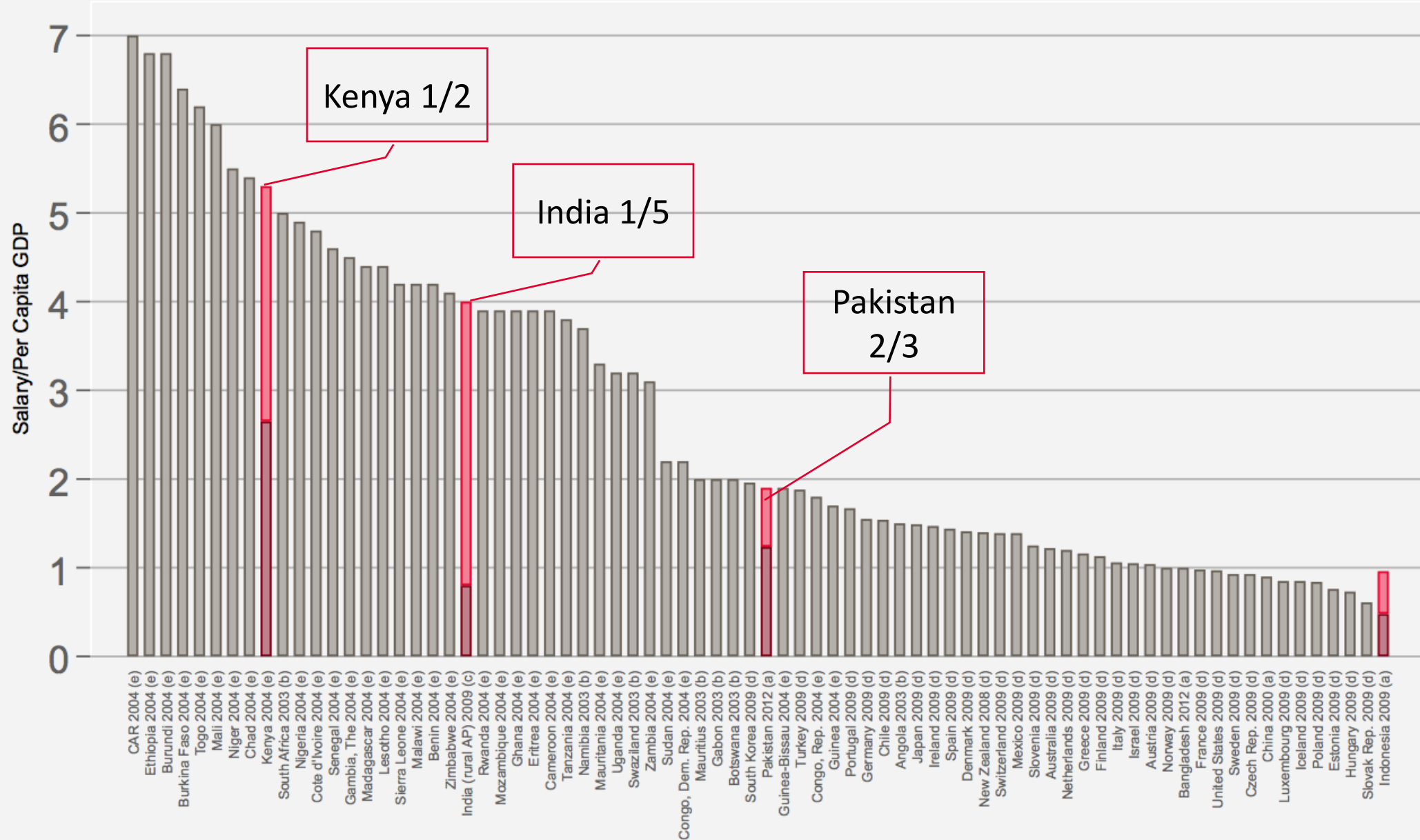
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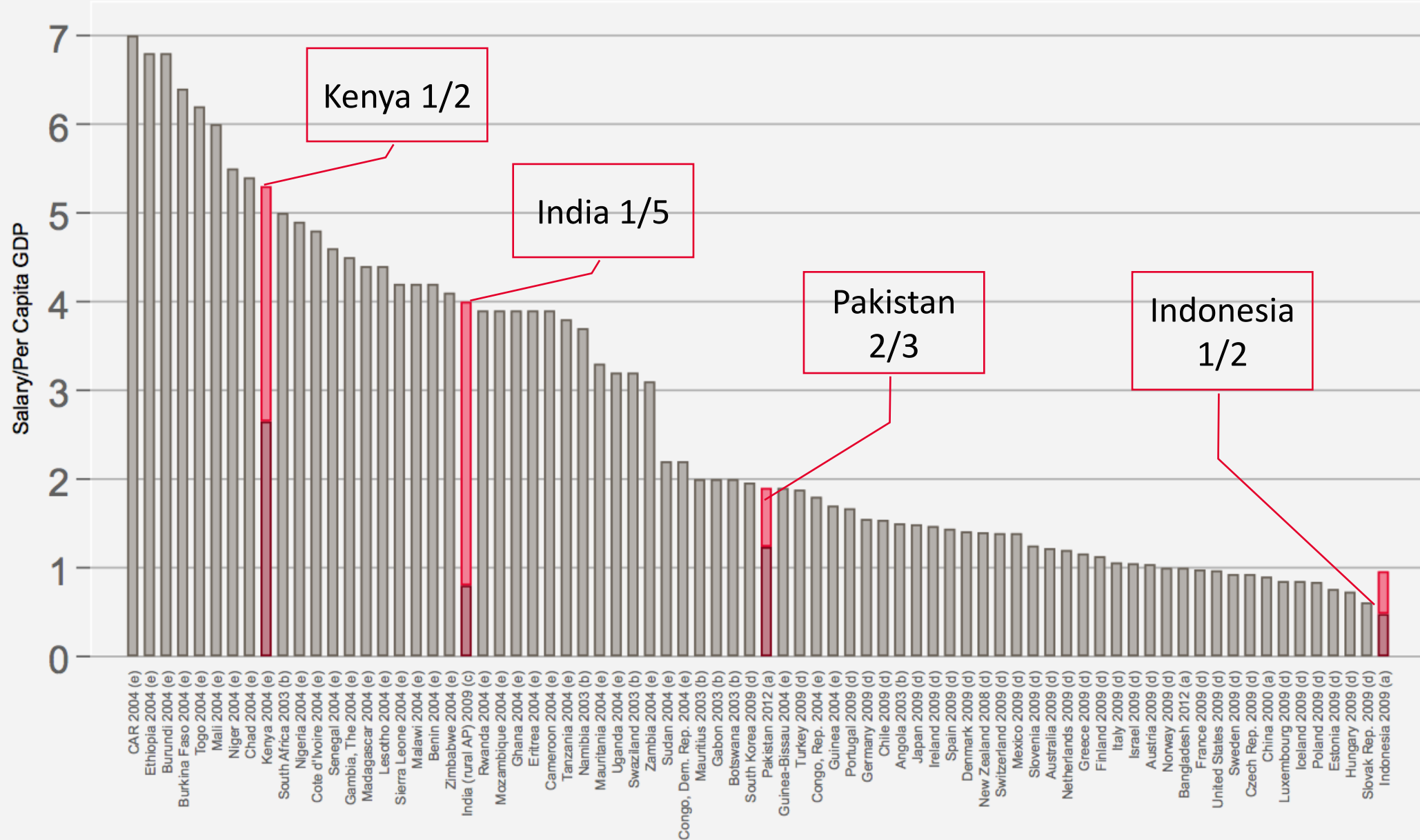
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Three camps?

1. Skills – focus on higher pay, higher qualifications
2. Accountability – focus on absenteeism, performance pay, flexible contracts, (and perhaps suppressing wage growth)
3. Pedagogy – take general skill distribution and accountability as given, focus on improving pre-service and in-service training, teaching technologies that are attractive to teachers/unions

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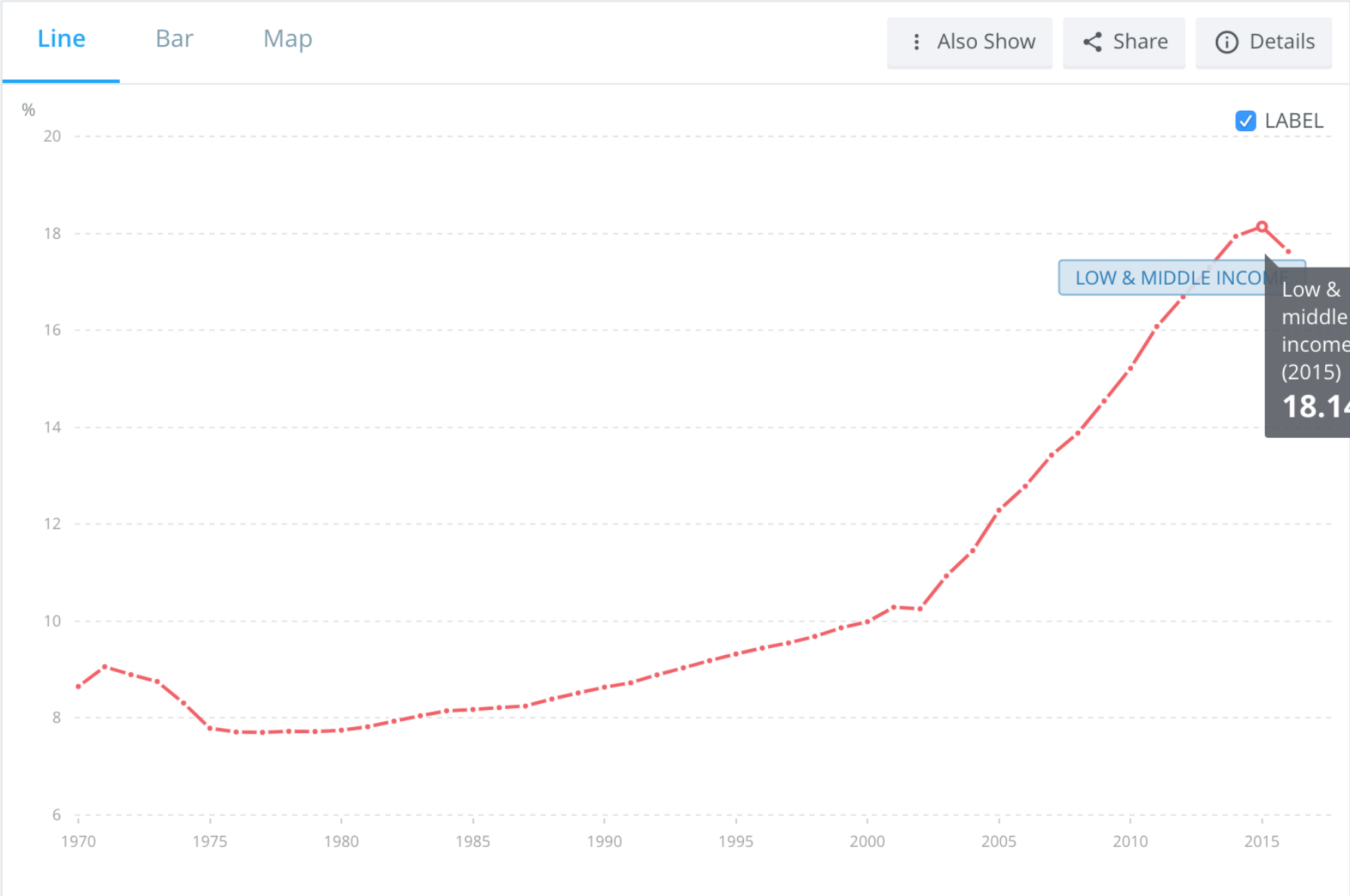
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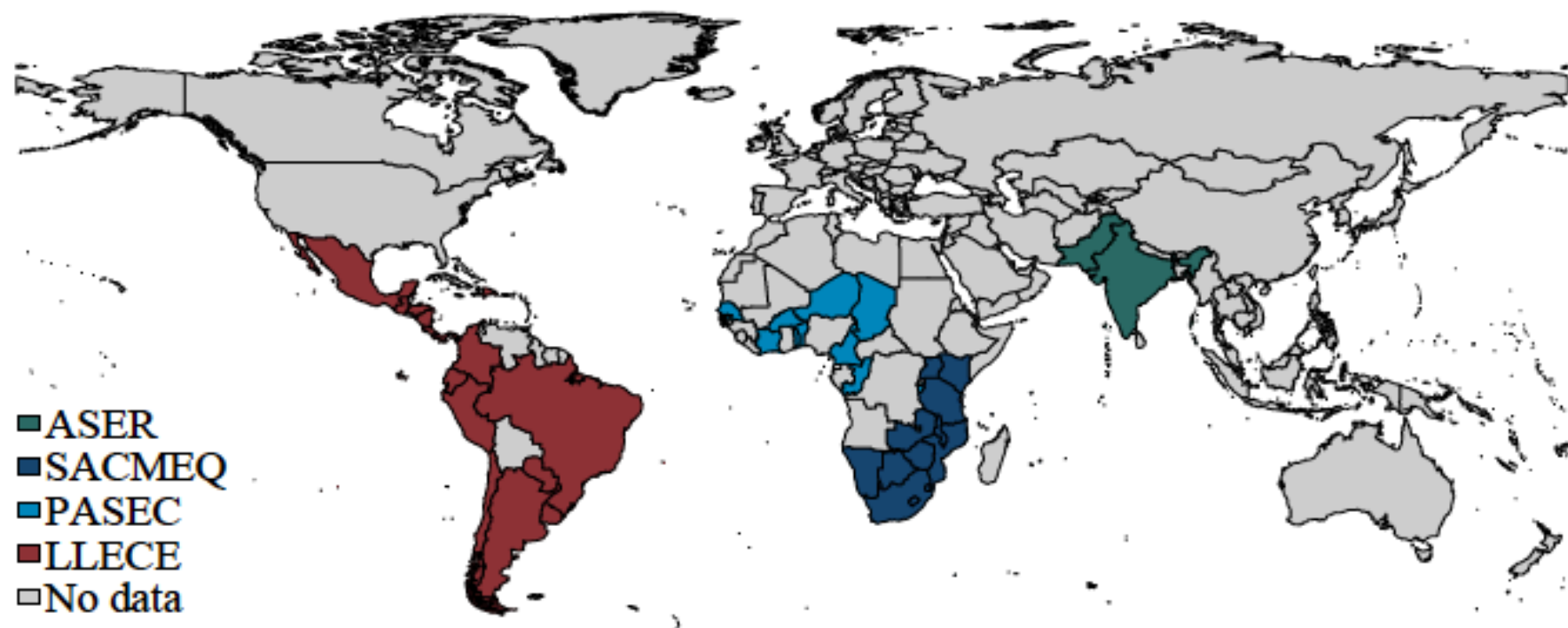
School enrollment, primary, private (% of total primary)

UNESCO Institute for Statistics

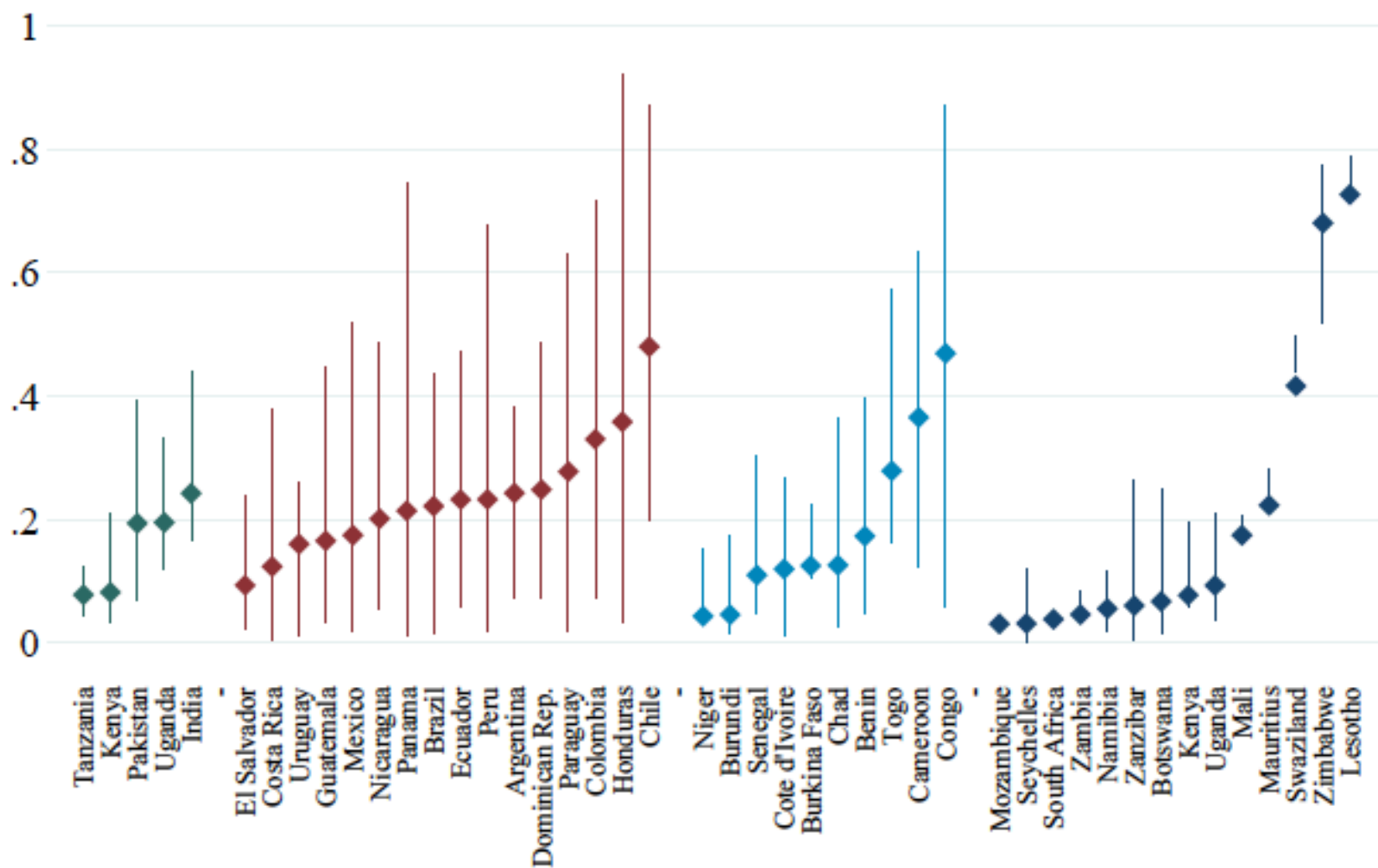
License : CC BY-4.0 ⓘ



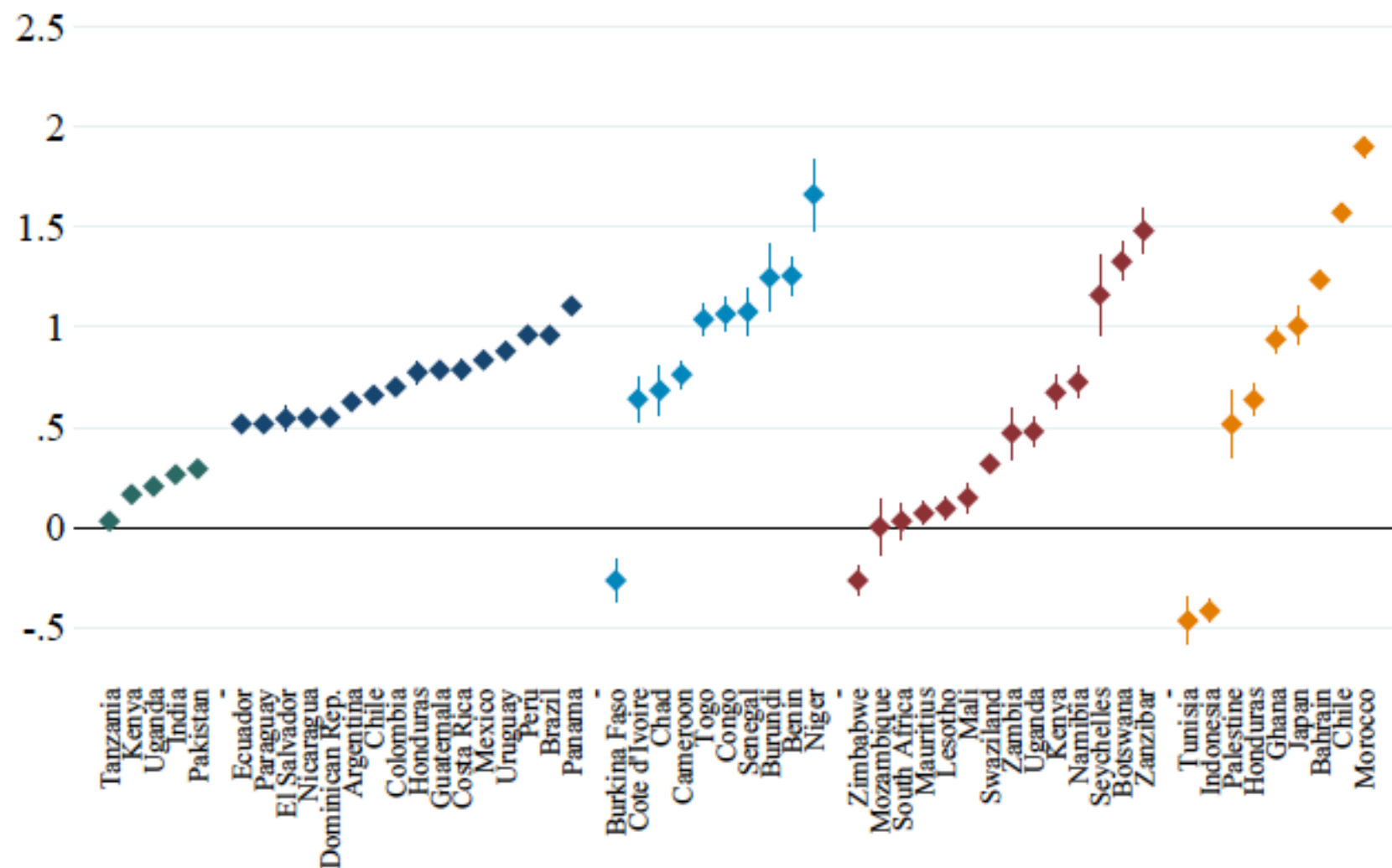
Data sources: learning assessments in public & private schools



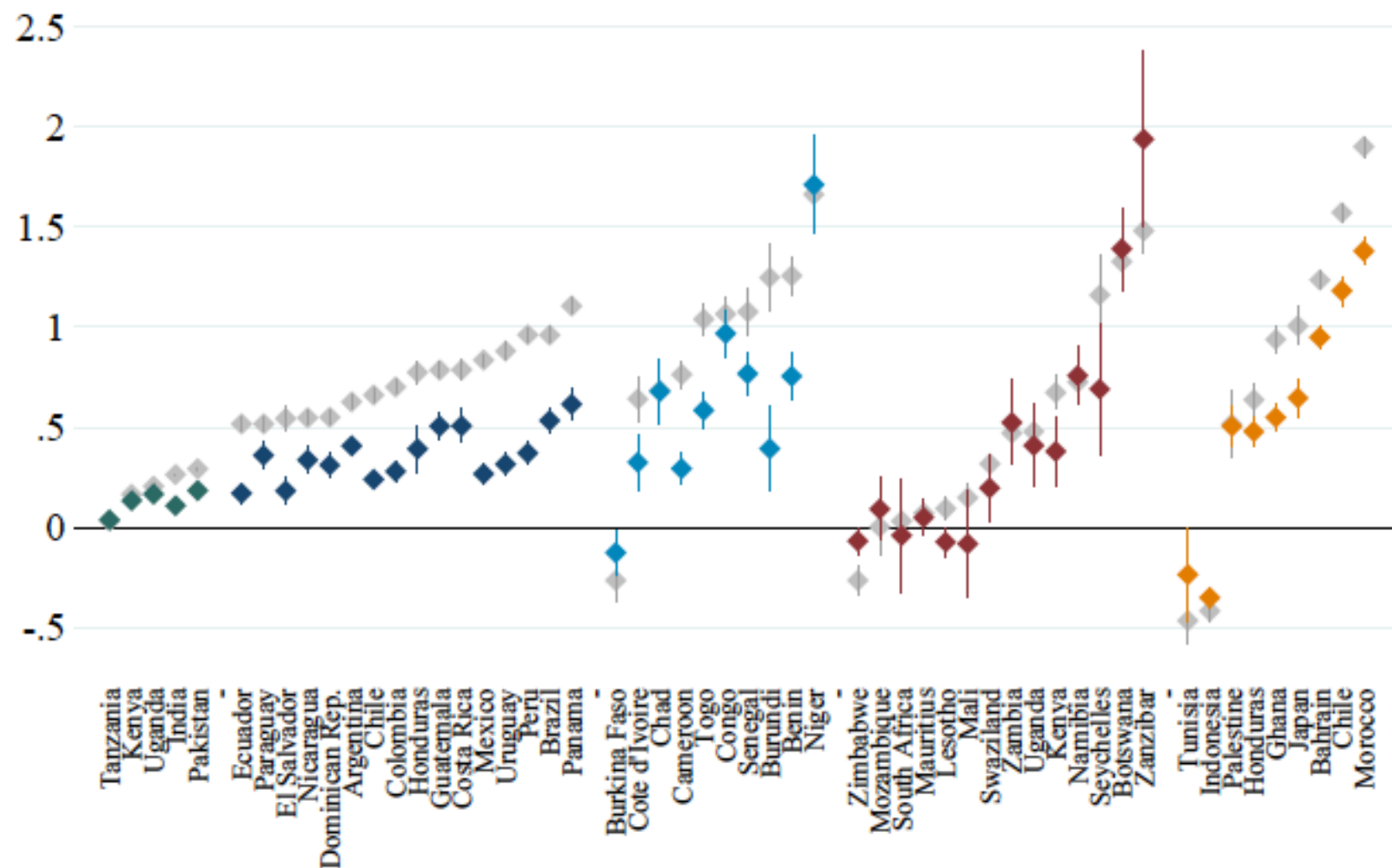
Private-school share: **richest and poorest 20%**



Private-public math-score gap



Private-public math-score gap: **controlling for wealth**



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- India: low cost, low return
- Liberia: PPP with higher cost, higher return, other challenges

Experiment #1: Vouchers for low-cost private schools in Delhi



Experiment #2: Private management of government schools in Liberia

The Economist

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Ashes to classes

Liberia's bold experiment in school reform

A war-scorched state where alm



Print edition | Middle East and Africa
Feb 23rd 2017 | MONROVIA

FT Magazine + Add to myFT

Liberia is outsourcing education. Can it work?

- Free
- Non-selective
- Government schools
- Staffed by government teachers
- With \$50/pupil subsidy to private providers to train, manage, etc. for 1 year

RCT results

Delhi vouchers

- Lower cost
- High demand:
 - 80% take-up, 50% increase in private school attendance
- After 6 years (1 year after end of primary):
 - Math scores: 0
 - Hindi scores: slightly negative
 - English scores: $\sim .1$ sd improvement, insignificant
 - Non-cognitive skills: 0

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Liberia PPP

- High cost
 - >double government budget
- Higher quality
 - Reduced teacher absenteeism
 - About 60% faster learning progress
- Unintended consequences
 - Students expelled to reduce class sizes
 - Teachers fired en masse

Conclusions

1) Measuring the learning crisis

- No surprise that math scores in SACMEQ countries are low by global standards
- Linking is noisy – but more thought needed on how much precision is really needed

2) The teacher wars

- Low graduate skills may limit scope for improvement through selection margin
- Salaries in the region are high by almost any relevant benchmark
- Suggests focus on other margins: training, support

3) The rise of private schools

- Can't assume higher test scores are causal
- Main advantages may lie more in social exclusivity and lower cost