

How Education Systems Across the World Can Refocus from Enrollment Towards Learning

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Two Overarching Understandings

- Education systems need to shift from regarding their task as a “first generation” or logistical task to a “second generation” implementation intensive task.
- The global system that links actors was a solution, is now a problem, and may become a solution again

The contrast of first and second generation

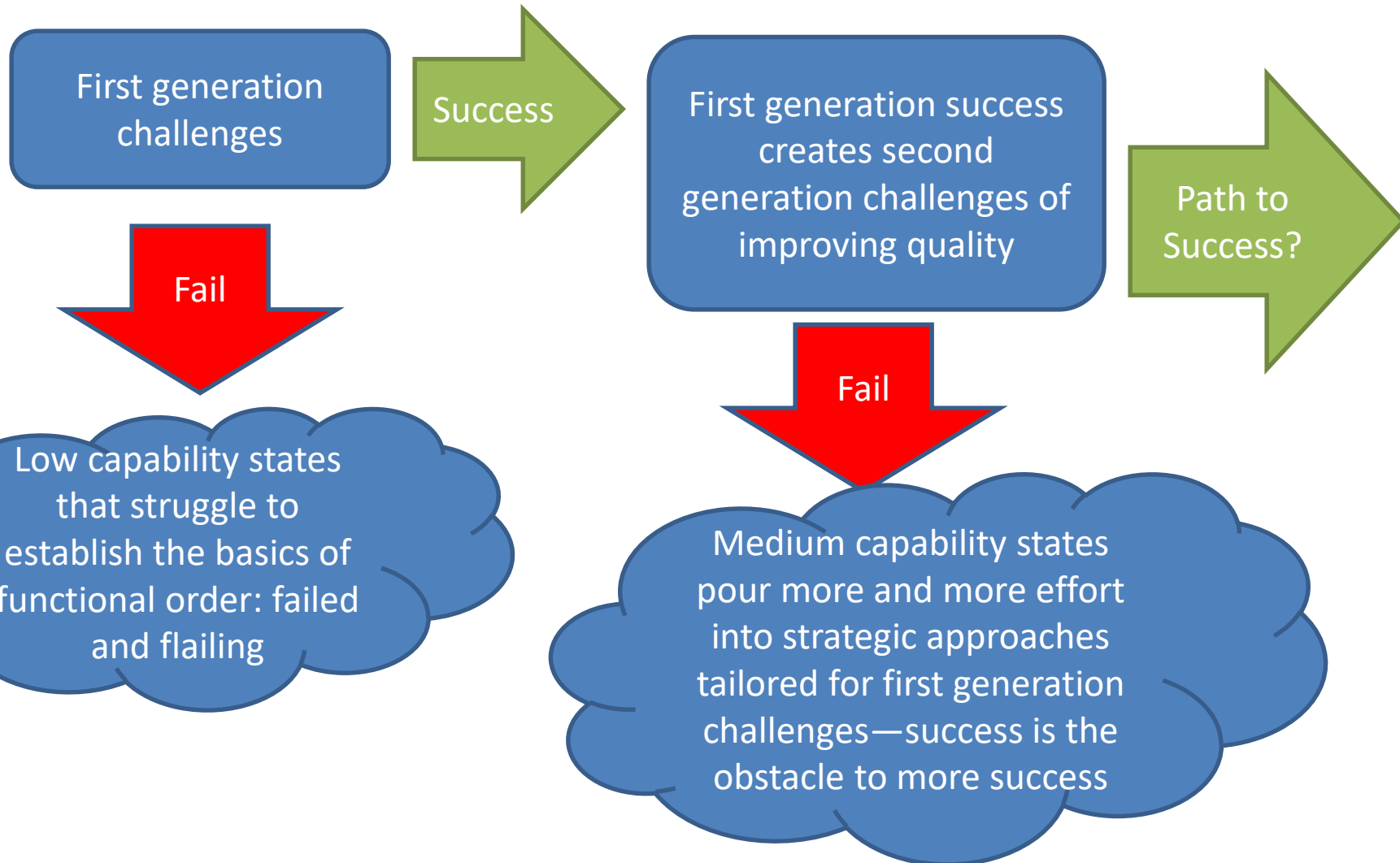
First generation, access as logistics

- While many people may be involved the key elements of their engagement can be reduced to a script based on easy criteria
- Many development successes have been first generation:
 - Vaccinations
 - Family planning
 - Expansion of schooling
 - Building roads
 - Police producing order

Second generation, providing quality services

- Each individual has to act with concern and care in tailoring their actions to conditions in sophisticated ways
- Success in the first leads to challenges in the second:
 - Ambulatory curative care
 - Caring for children
 - Quality of learning
 - Police producing justice

Can the same strategic and system approach produce first and second generation success?



Wildly successful private sector firms fail when the challenges they were successful at shift

- Sears was the most successful retailer in the world in 1984—it has gone bankrupt since
- American airline carriers rose during a period of tight regulation—only three of the seven legacy carriers survived the shift to deregulation.
- IBM was thought by the government to be so big and so successful as to be impervious to market challenge and the US government sought to break it up---the market shifts in computing did it for them



**Problems cannot be solved
by the same level of
thinking that created them.**

Albert Einstein

Research into education systems is not the search for the script for a first generation solution

Evidence of what works (first generation)

- A randomized control trial to test the safety and efficacy of a pill.
- If the pill “works” then it is authorized to be used by medical care providers

Evidence of what works (second generation)

- What are the arrangements for those who might discover a new pill? Patents for any discoverer? Single public sector research group?
- What are the conditions that generate uptake of the pill once discovered? Single monopoly medical care provider? Multiple providers seeking patients

Second big topic, the global to the
local

Direction of global movement setting of “themes”

Global: IMF, World Bank, UN (UNESCO, UNICEF, etc.), International Academics, Think Tanks, Commissions

Creation of national action plans guided by themes

(National) Cosmopolitan: Ministers, top tier academics and think tanks, top consultants, NGOs, activists

Taking plans into actionable designs: budgets, programs, projects

National: Politicians, policy makers and advisers, academics, think tanks, heads of NGOs, top consultants, activists

Administration of implementation of budget, programs, projects (e.g. approvals, training, monitoring)

District/bloc: Government officials, NGO implementers, regional elites

Front-line implementation of routine activities, programs, projects

Inter-sital elites (village level): lowest tier government functionaries, grassroots implementers, activists, volunteers

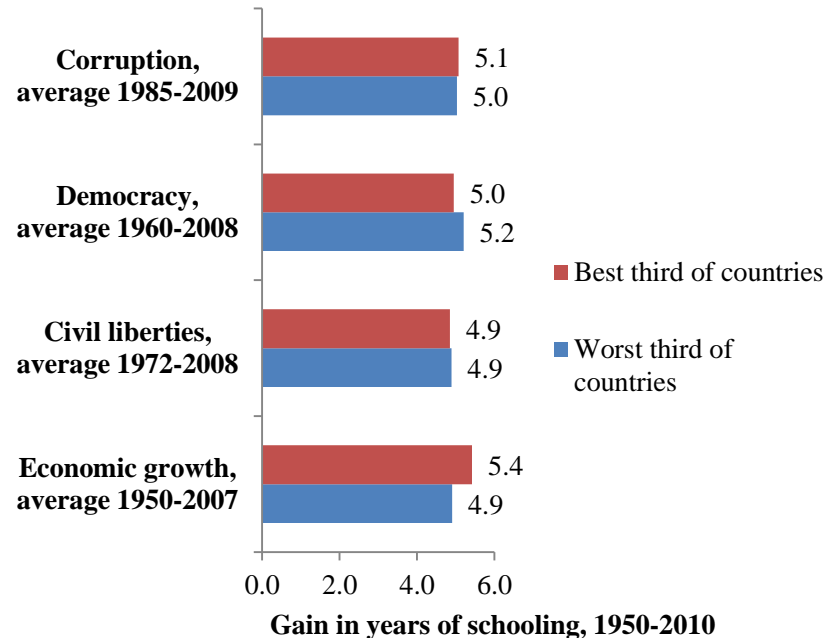
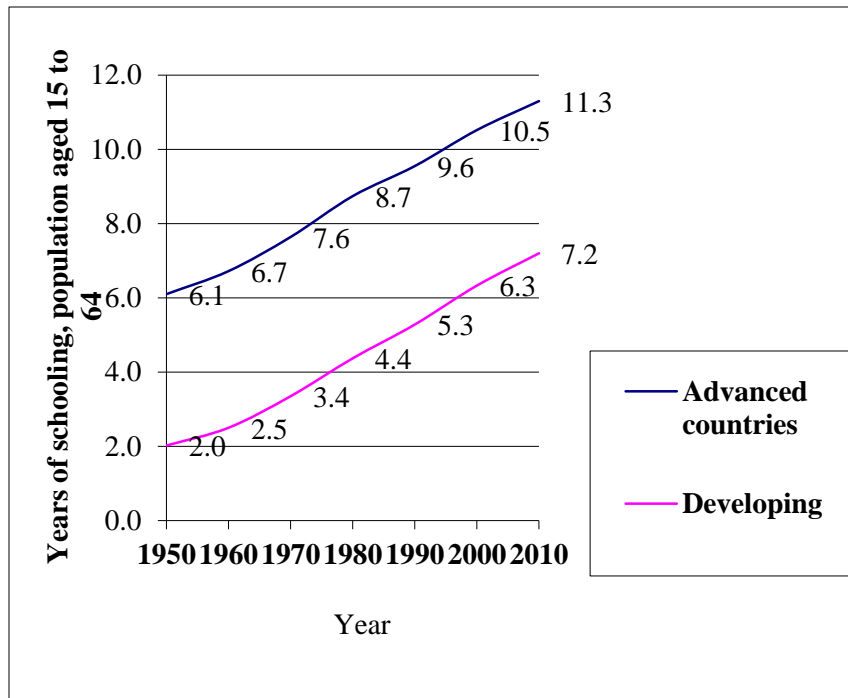
Engagement with implementation (scale of passive to active)

Recipients/participants in action (e.g. citizens, members, program “beneficiaries”). mass movement base

Expansion of schooling a massive and quite universal success

Schooling in the developing world increased more than twice as much 1950 to 2010 as all previous human history

All types of governments—"good" and "bad"—expanded schooling by about the same amount (and even in economic failures)



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Taking plans into actionable designs: budgets, programs, projects

Success in first generation from tight top down link from themes to scripted actions at the front-line

National: Politicians, policy makers and managers, academics, think tanks, heads of NGOs, top consultants, activists

Administration of implementation of budget, programs, projects (e.g. approvals, training, monitoring)

Sub-national: Government officials, implementers, regional elites

Front-line implementation of routine activities, programs, projects

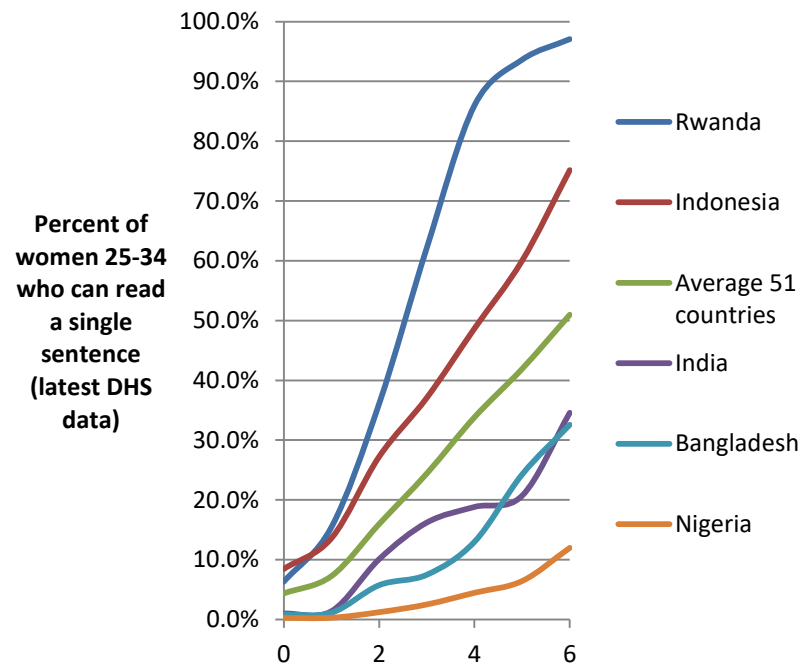
Local: Local elites (village level): lowest tier of government functionaries, grassroots organizations, centers, activists, volunteers

Engagement with implementation (scale of passive to active)

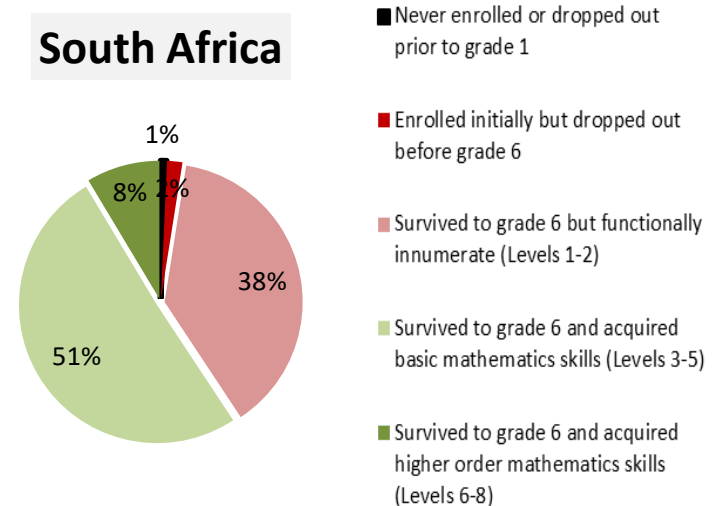
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But “schooling ain’t learning”—the degree to which schooling conveys skills/capabilities varies massively

Fraction of adult women who completed grade 6 who can read varies (roughly) from zero to 1



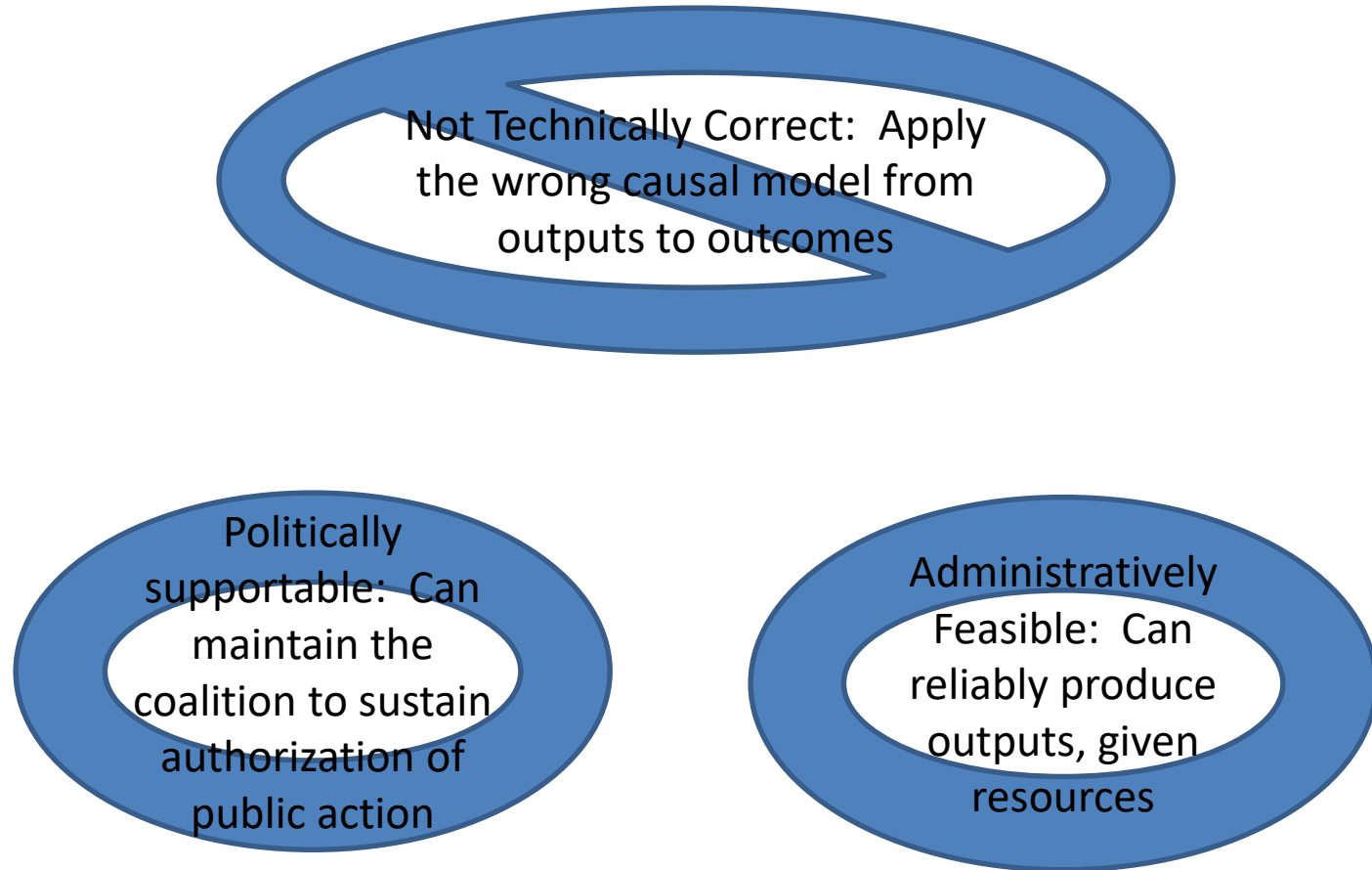
If you want to find an uneducated child...you have to look in school: 40 percent of 12 year olds cannot do math, only 2 percent are not in school



Movements fail when conditions change and isomorphism persists

- Global actors get stuck in pushing more and more of more of the same.
- Cosmopolitans continue to adopt global themes that are out of touch with local realities
- National leaders keep looking for the “script” that will cause second generation success

Different types of failures in mobilizing the Trinity



Different types of failures in mobilizing the Trinity

Technically correct:
Operating on a correct
causal model of a set of
outputs that, if produced,
would improve outcomes

Politically
supportable: Can
maintain the
coalition to sustain
authorization of
public action

Not Administratively Feasible:
Cannot induce the relevant (or
any) organization to reliably
produce the outputs, even given
resources

Different types of failures in mobilizing the Trinity

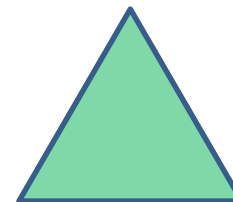
Technically correct:
Operating on a correct
causal model of a set of
outputs that, if produced,
would improve outcomes

Politically supportable: Cannot
create a coalition to generate
adequate authorization for
action

Administratively
feasible: Given
support
(authorization)
organization(s) could
produce outputs

Direction of global
movement setting of
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UNICEF, etc.), International Academics,
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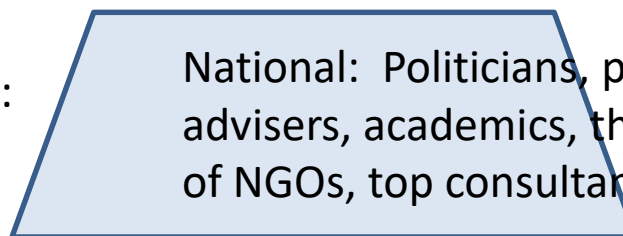
Direction of
national action
plans

(National) Cosmopolitan: Ministers, top
tier academics and think tanks, top
consultants, NGOs, activists



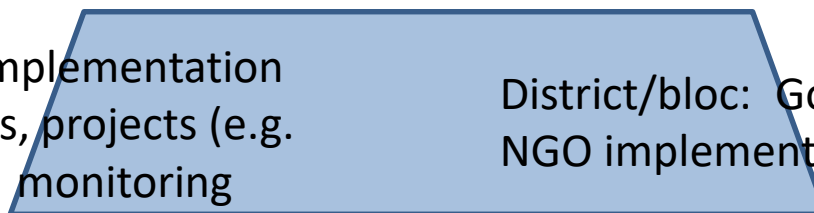
Taking plans into actionable designs:
budgets, programs, projects

National: Politicians, policy makers and
advisers, academics, think tanks, heads
of NGOs, top consultants, activists



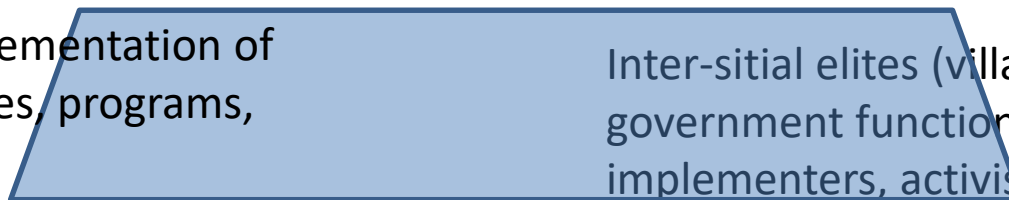
Administration of implementation
of budget, programs, projects (e.g.
approvals, training, monitoring

District/bloc: Government officials,
NGO implementers, regional elites



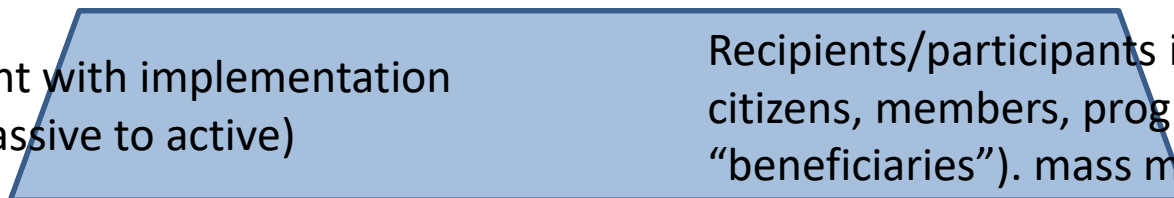
Front-line implementation of
routine activities, programs,
projects

Inter-sital elites (village level): lowest tier
government functionaries, grassroots
implementers, activists, volunteers



Engagement with implementation
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Recipients/participants in action (e.g.
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Direction of national action plans

(National) Cosmopolitan: Ministers, top tier academics and think tanks, top consultants, NGOs, activists

New Reform Effort Led from the Middle

National: Politicians, policy makers and advisers, academics, think tanks, heads of NGOs, top consultants, activists

Taking plans into actionable designs:
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Premise of RISE

- The whole triangle needs to move—the global themes need to shift from access to learning—and how to do that locally
- Isomorphism needs to give way to nationally constructed plans
- The new set of themes have to map from theme to plan to project to action in ways that meet the trinity for the teacher and child.