

Focus to Flourish

Five Actions to Accelerate Progress in Learning

There has been tremendous progress toward ensuring that every child has access to school —and now that most children are in school, the focus must shift to ensuring universal learning, which requires fundamental changes.

Commit

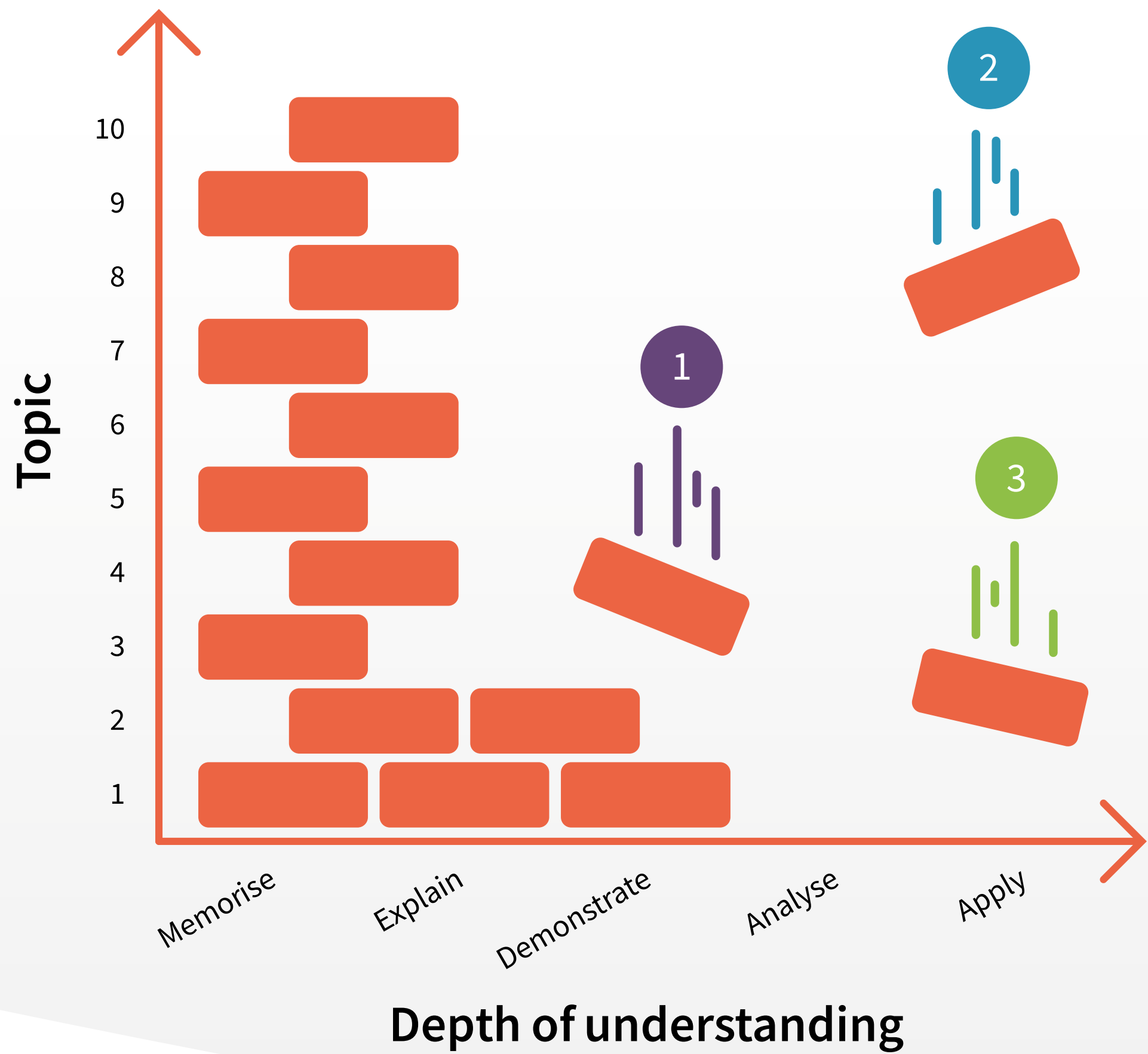
to universal, early foundational learning



Align Measure
Commit Support
Adapt

If children do not gain foundational learning in the short term, they cannot attain more complex educational goals in the long term

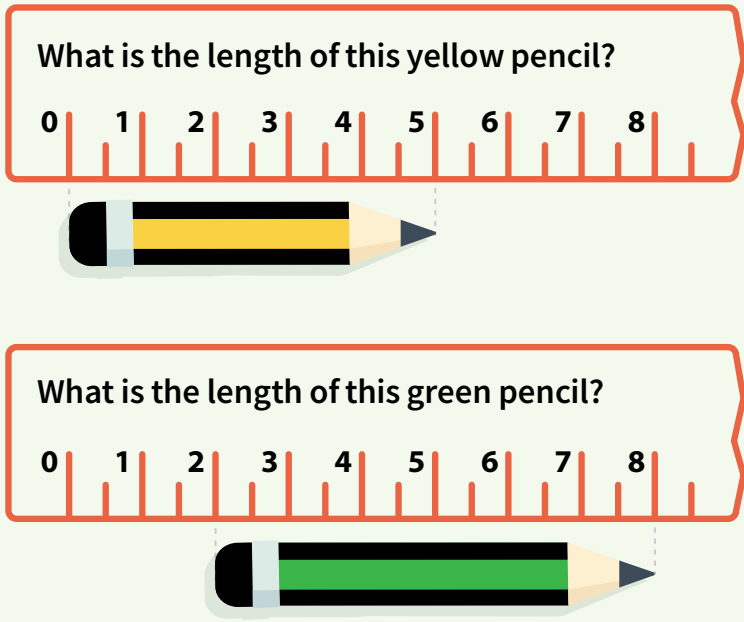
Without strong foundations, children and youths ...



1 ... cannot progress:
In 2014, less than a quarter of 12th graders in Indonesia could correctly answer " $\frac{1}{3} - \frac{1}{6} = ?$ "

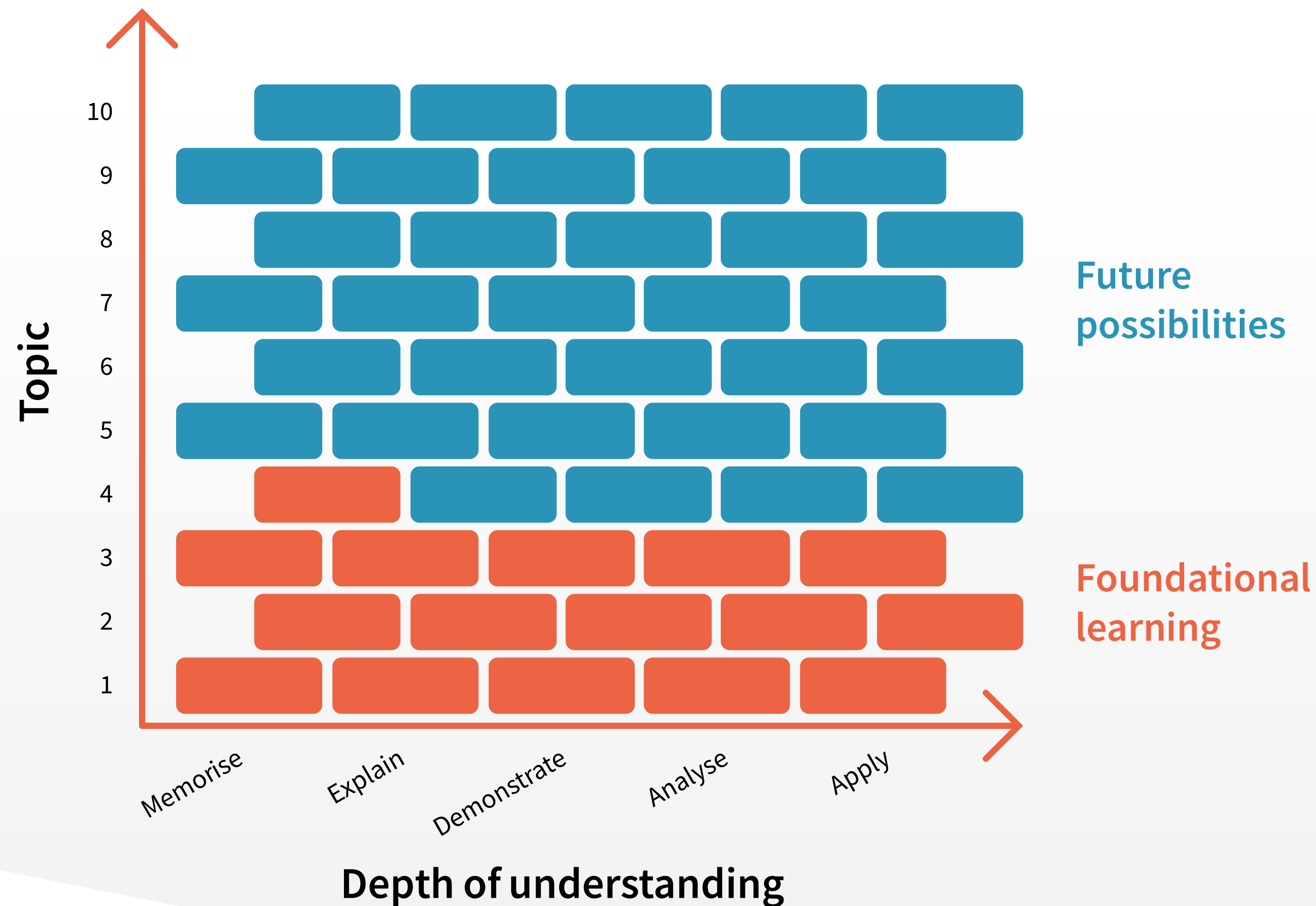
2 ... cannot master competency-based tasks:
Among the 7 middle-income countries participating in the PISA-D assessment, an average of 36% of 15-year-olds scored below Level 1c (the lowest category of PISA competencies).

3 ... cannot move beyond memorisation:
While 86% of Indian youths could correctly state the length of the yellow pencil, less than 40% of them could correctly state the length of the green pencil.



Sources: Illustration informed by Atuhurra & Kaffenberger, 2022.
(1) Beatty et al., 2021; (2) Pritchett & Viarengo, 2021;
(3) ASER, 2018; Educational Initiatives, 2009.

A commitment to universal early conceptual and procedural mastery of foundational skills in literacy and numeracy is an ambitious and forward-looking goal



With strong foundations, children and youths are empowered to access a world of knowledge and ideas.

“First you learn to read,
then you read to learn.”

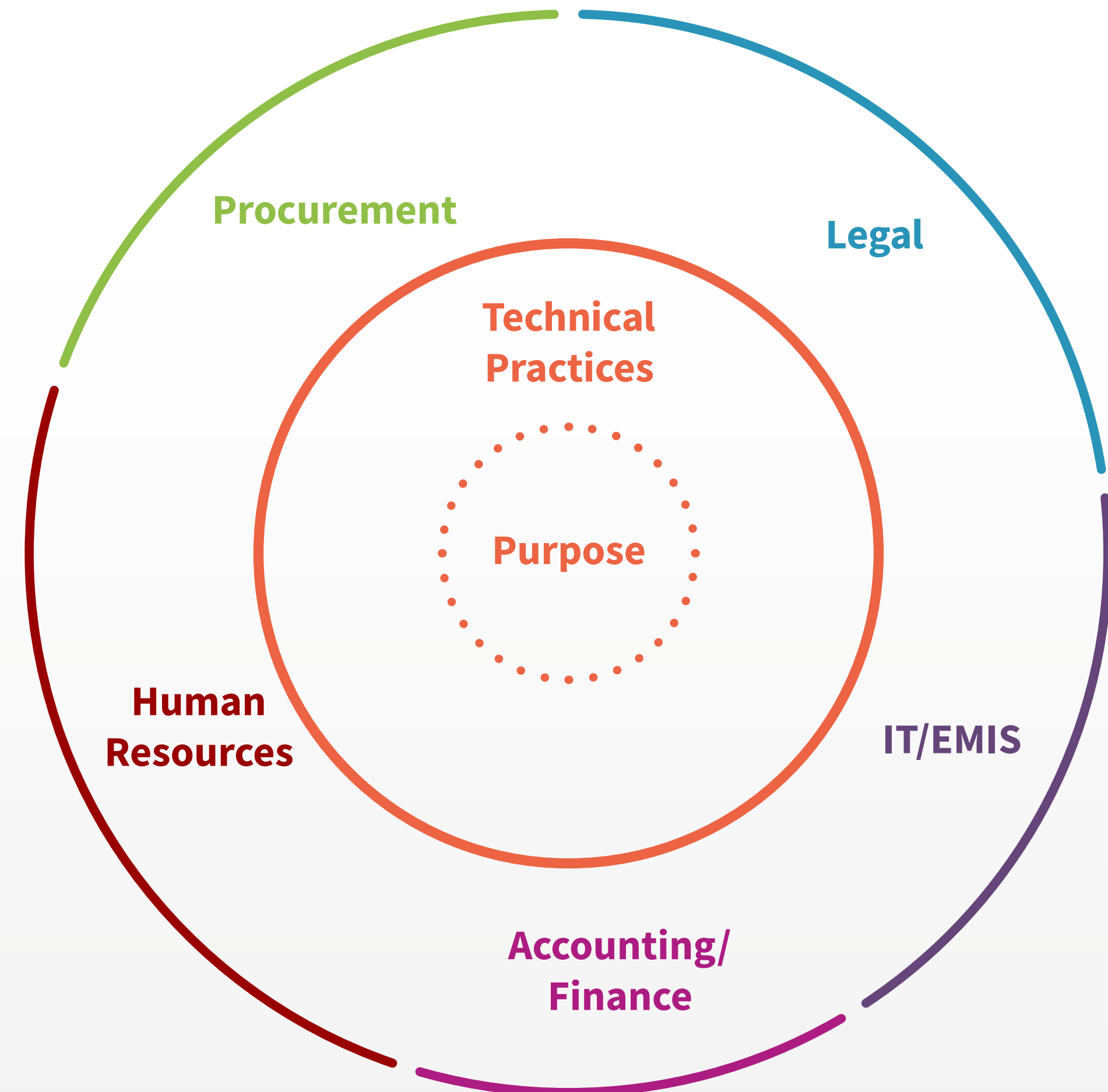
Foundational learning means conceptual and procedural mastery of broadly applicable knowledge and skills that offer a solid foundation for subsequent learning and other applications.

Learning for all requires a fundamental commitment to the purpose of universal, early foundational learning in each education system

A commitment to the purpose of learning at the core of an education system creates an enabling environment for improving technical practices and other parts of the system.

Without this commitment at the core, sustaining and scaling improvements to other parts of the system will remain challenging.

Learning for all will require all for learning.



Source: Kaffenberger, forthcoming, 'The role of "purpose" in education system outcomes: A conceptual framework and empirical examples'.

For more, see [Bano & Dyonisius, 2022](#); [Nweke, Ogwuiké, & Iheonu, 2022](#); [Asgedom, Carvalho, & Rose, 2021](#); and [London, 2021](#).

Align Measure Commit Support Adapt





Commit to universal, early foundational learning
Measure learning regularly, reliably, and relevantly
Align systems around learning commitments
Support teaching
Adapt what you adopt as you implement

The full references for the research cited in this slide deck can be found on the RISE website:
<https://riseprogramme.org/five-actions-slide-deck-sources>

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