

## Unit 2: Goals of Education Systems

Education systems pursue many goals including preparing young people for employment, civic participation and broader human flourishing. Central to these goals is the development of knowledge, understanding and skills in relation to defined curricula and expectations. In particular, skills such as basic literacy and numeracy are often considered foundational.

In many LMICs, however, actual performance, including in terms of basic skills, is very far from expectations, contributing to a 'global learning crisis'.

Increased attention globally and in many LMICs to the 'learning crisis' in recent years has drawn attention to the potential trade-off between access (expansion) and quality and to the need to 'pivot' towards learning where outcomes are weak.

Low levels of learning at any particular point in a child's educational career are the result of a trajectory or 'learning profile' in the years prior to that point and are often linked specifically to poor learning progress in the early years. Learning profiles are an important tool for analysis and diagnosis of a range of systemic issues which contribute to low levels (and shallow trajectories) of learning.

The notion of a learning profile plays a key role in empirical analysis of educational quality including in relation to 'learning productivity' and school or teacher 'value-added'. These analytic approaches offer an alternative to 'input-based' conceptualization and analysis of school quality.

After completing the unit, students should:

- Be able to demonstrate knowledge and understanding of the nature and extent of the 'global learning crisis' and its connections to SDG4
- Be able to demonstrate understanding and basic application of the concept of a 'learning profile' as an analytic and diagnostic tool in relation to education system analysis
- Be able to demonstrate understanding of educational quality in relation to 'learning productivity' or 'value-added'
- Be able to interpret and evaluate studies employing concepts including 'learning profiles' and 'learning productivity' or 'value-added' in relation to analysis of education systems and the 'learning crisis'
- Be able to demonstrate understanding that equity goals are of central importance for education systems and be able to identify key trade-offs that systems may face when pursuing access, quality and equity.

### Required Readings

World Bank. (2019). Ending learning poverty: what will it take?

<https://documents1.worldbank.org/curated/en/395151571251399043/pdf/Ending-Learning-Poverty-What-Will-It-Take.pdf>

M. Kaffenberger, L. Pritchett (2020). Aiming higher: learning profiles and gender equality in 10 low- and middle-income countries. *International Journal of Educational Development*, 79, 102272. <https://doi.org/10.1016/j.ijedudev.2020.102272>

Crouch, L., Rolleston, C., & Gustafsson, M. (2021). Eliminating global learning poverty: The importance of equalities and equity. *International Journal of Educational Development*, 82, 102250. <https://doi.org/10.1016/j.ijedudev.2020.102250>

## Further Readings

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Silberstein, J. 2021. Measuring, Visualising, and Simulating Solutions to the Learning Crisis: New Evidence from Learning Profiles in 18 Countries. 2021/029. [https://doi.org/10.35489/BSG-RISE-RI\\_2021/029](https://doi.org/10.35489/BSG-RISE-RI_2021/029)

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Maryam Akmal, Lant Pritchett. Learning equity requires more than equality: Learning goals and achievement gaps between the rich and the poor in five developing countries. *International Journal of Educational Development*, Volume 82, 2021, 102350, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102350>

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Luis Crouch, Michelle Kaffenberger, Laura Savage. Using learning profiles to inform education priorities: An editors' overview of the Special Issue. *International Journal of Educational Development*, Volume 86, 2021, 102477, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102477>

Natalie Bau, Jishnu Das, Andres Yi Chang. New evidence on learning trajectories in a low-income setting, *International Journal of Educational Development*, Volume 84, 2021, 102430, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102430>

Michelle Kaffenberger, Lant Pritchett. A structured model of the dynamics of student learning in developing countries, with applications to policy. *International Journal of Educational Development*, Volume 82, 2021, 102371, ISSN 0738-0593.

<https://doi.org/10.1016/j.ijedudev.2021.102371>

Doug Johnson, Andres Parrado. Assessing the assessments: Taking stock of learning outcomes data in India. *International Journal of Educational Development*, Volume 84, 2021, 102409, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102409>

Daniel Rodriguez-Segura, Cole Campton, Luis Crouch, Timothy S. Slade. Looking beyond changes in averages in evaluating foundational learning: Some inequality measures. *International Journal of Educational Development*, Volume 84, 2021, 102411, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102411>

Lee Crawford. Accounting for repetition and dropout in contemporaneous cross-section learning profiles: Evidence from Rwanda. *International Journal of Educational Development*, Volume 85, 2021, 102443, ISSN 0738-0593.

<https://doi.org/10.1016/j.ijedudev.2021.102443>

Amanda Beatty, Emilie Berkhout, Luhur Bima, Menno Pradhan, Daniel Suryadarma. Schooling progress, learning reversal: Indonesia's learning profiles between 2000 and 2014. *International Journal of Educational Development*, Volume 85, 2021, 102436, ISSN 0738-0593. <https://doi.org/10.1016/j.ijedudev.2021.102436>