

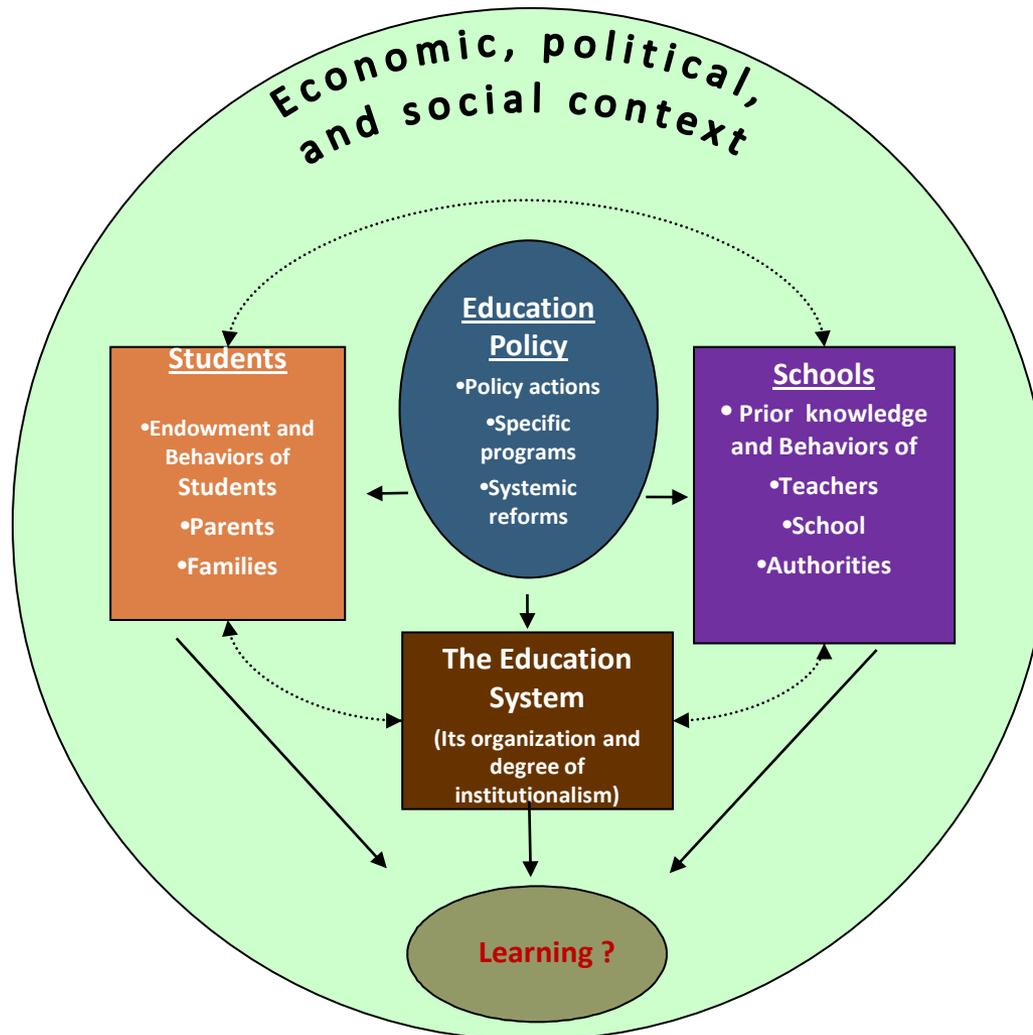
A FOCUS ON STUDENT LEARNING AND THE ELEMENTS THAT PROMOTE IT

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How is student learning achieved?

A common/traditional view where not much is achieved..



Typically, in many developing countries...

Developmental delays

Little effective teaching time

Limited student practice

Unsuitable methods

Ineffective programs and interventions

Spelling complexities

Instruction in foreign languages

Others

Poor reading skills in grades 1, 2, and 3

Cannot process volume of text to extract meaning

Cannot understand more complex material (literacy or numeracy) in later grades

Low student performance in national and international assessments –e.g. PISA, TIMSS, PIRLS

Poor set of basic skills upon completion of primary education

Limited prospects in terms of income and quality of life

An alternative view: 3 As

Teacher
Development

Early Childhood
Development

Culture / Language
Context

Community
Engagement

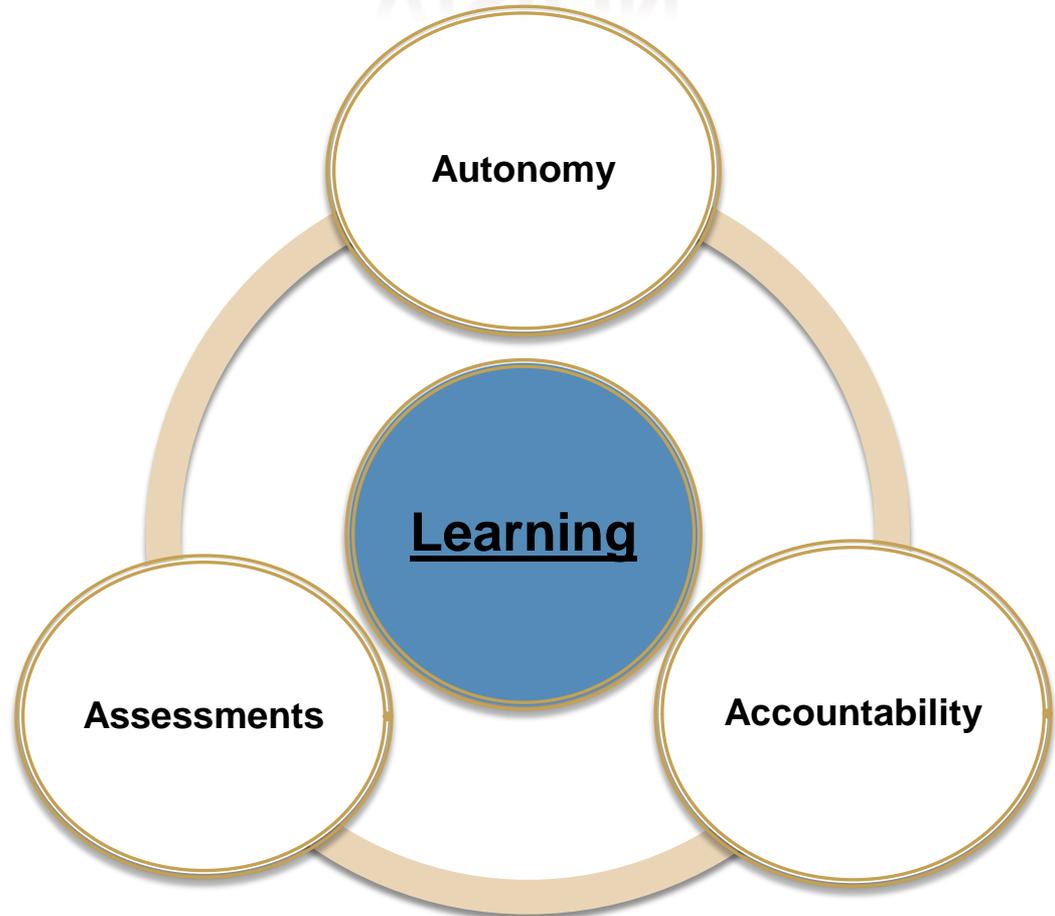
VISION

Autonomy

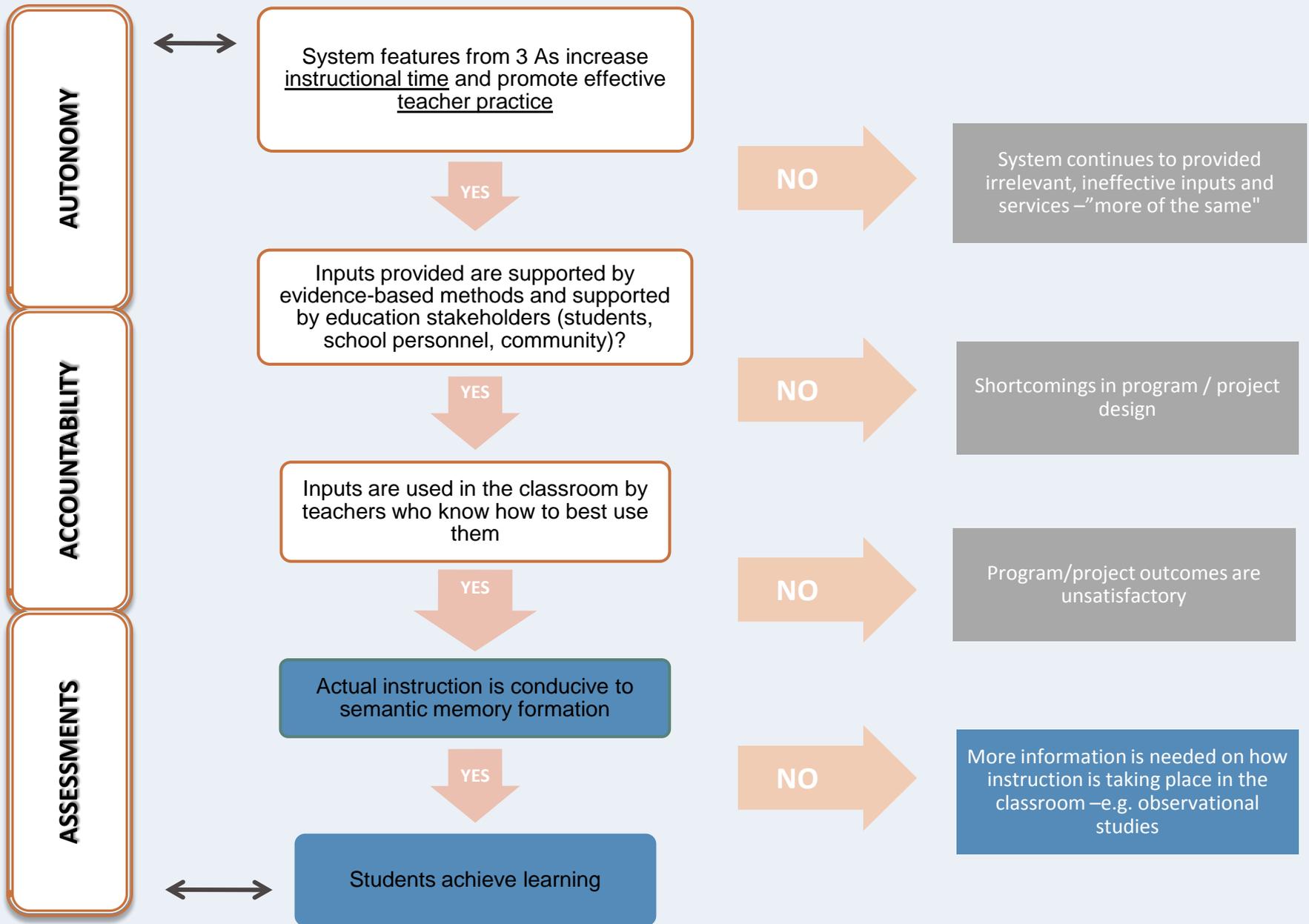
Learning

Assessments

Accountability



A self-reinforcing model



On reading development, research findings on human cognition show

- The analytic-synthetic method (*synthetic phonics*) is best suited to promote semantic memory formation.
- In fact, research on the teaching of literacy in OECD countries recommends that:
 - ▣ teachers be trained to teach systematic explicit phonics, phonemic awareness, fluency, vocabulary, and comprehension.
 - ▣ significant changes to universities' methods of training teachers; even to the extent of making training how to teach reading the single highest priority in primary pre-service teacher education courses.

However, reading development in developing countries...

- ❖ Carried out by teachers with little or no knowledge on how to do explicit teaching - often teacher's colleges do not teach how reading should be taught.
- ❖ Assessment of student performance is weak:
 - *Stakeholders do not understand it (standards).*
 - *Performed only at the end of the year, when in fact assessment should be a constant activity through the year (three times at least).*
- ❖ Feedback to all students is not provided, specially to those that are failing.
- ❖ Evidence from few developing countries applying this method shows positive results
 - *Take Cuba and it's long tradition using this method, typically scoring more than 1 SD above the rest of the countries in Latin America*

Reading development and EGRA

- We still have a long way to go before we can see learning happening for all students
- We lack “silver bullets” but research from different disciplines is growing on the key systemic and instructional elements that make reading happen
- EGRA is a powerful instrument for reading development:
 - ✓ provides a diagnostic of basic reading skills
 - ✓ information is useful to and easy-to-interpret by teachers, administrators and parents
 - ✓ can be adapted for use by teacher and administrators to monitor achievement in the classroom/school
 - ✓ parents can demand accountability from service providers

Next steps

- By Thursday, I hope to learn what we can do together to make sure that we give a better chance to our students.
- The WB and other donors and partners are interested in helping.
- We need you to tell us what your vision and preferences are, and how best we can make this happen.

Questions? Comments?

Thank you!

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