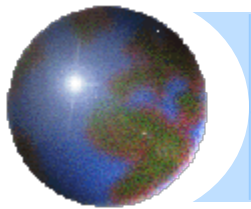


From Evidence to Action

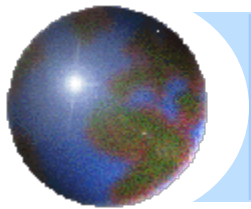
Eric A. Hanushek
Stanford University

*USAID Global Workshop on
Education and Development
Washington, DC
August 2011*



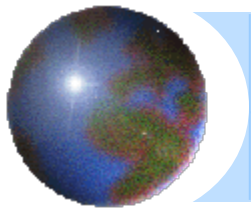
Latin America Then

	GDP/pop 1960	Years schooling
Asia	1891	4.0
Sub-Saharan Africa	2304	3.3
MENA	2599	2.7
Latin America	4152	4.7
Europe	7469	7.4
Commonwlth OECD	11252	9.5



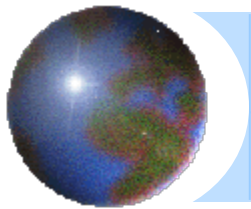
Latin America Then and Now

	GDP/pop 1960	Years schooling	GDP/pop 2000	Growth 1960-2000
Asia	1891	4.0	13571	4.5
Sub-Saharan Africa	2304	3.3	3792	1.4
MENA	2599	2.7	8415	2.7
Latin America	4152	4.7	8063	1.8
Europe	7469	7.4	21752	2.9
Commonwlth OECD	11252	9.5	26147	2.1

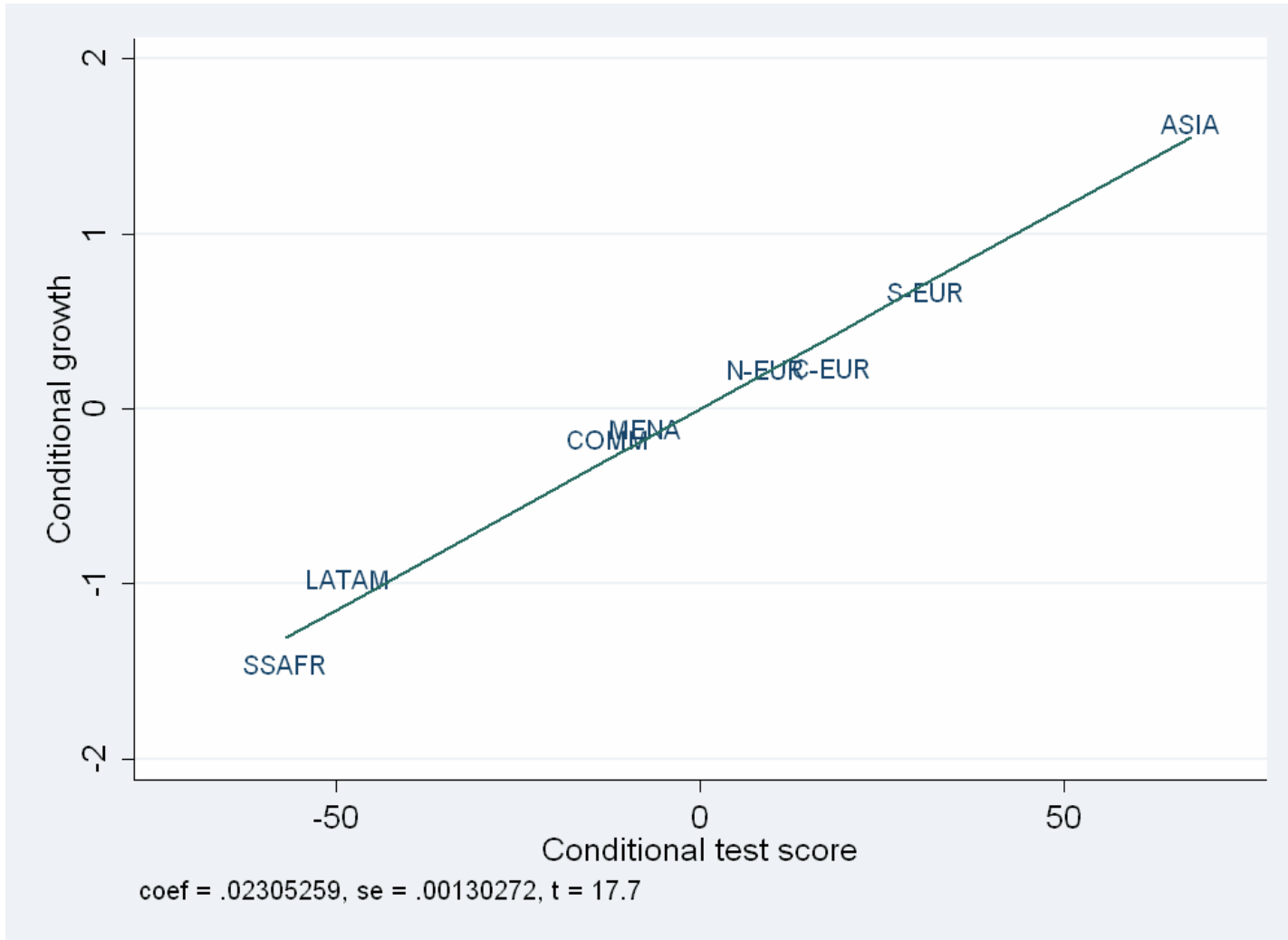


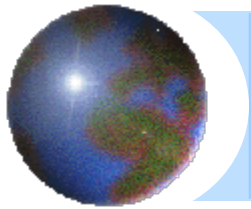
Latin America Then and Now

	GDP/pop 1960	Years schooling	GDP/pop 2000	Growth 1960-2000	Test score
Asia	1891	4.0	13571	4.5	480
Sub-Saharan Africa	2304	3.3	3792	1.4	360
MENA	2599	2.7	8415	2.7	412
Latin America	4152	4.7	8063	1.8	388
Europe	7469	7.4	21752	2.9	492
Commonwlth OECD	11252	9.5	26147	2.1	500



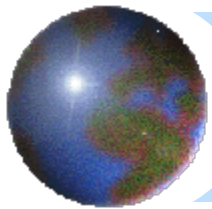
Achievement and Growth across World Regions



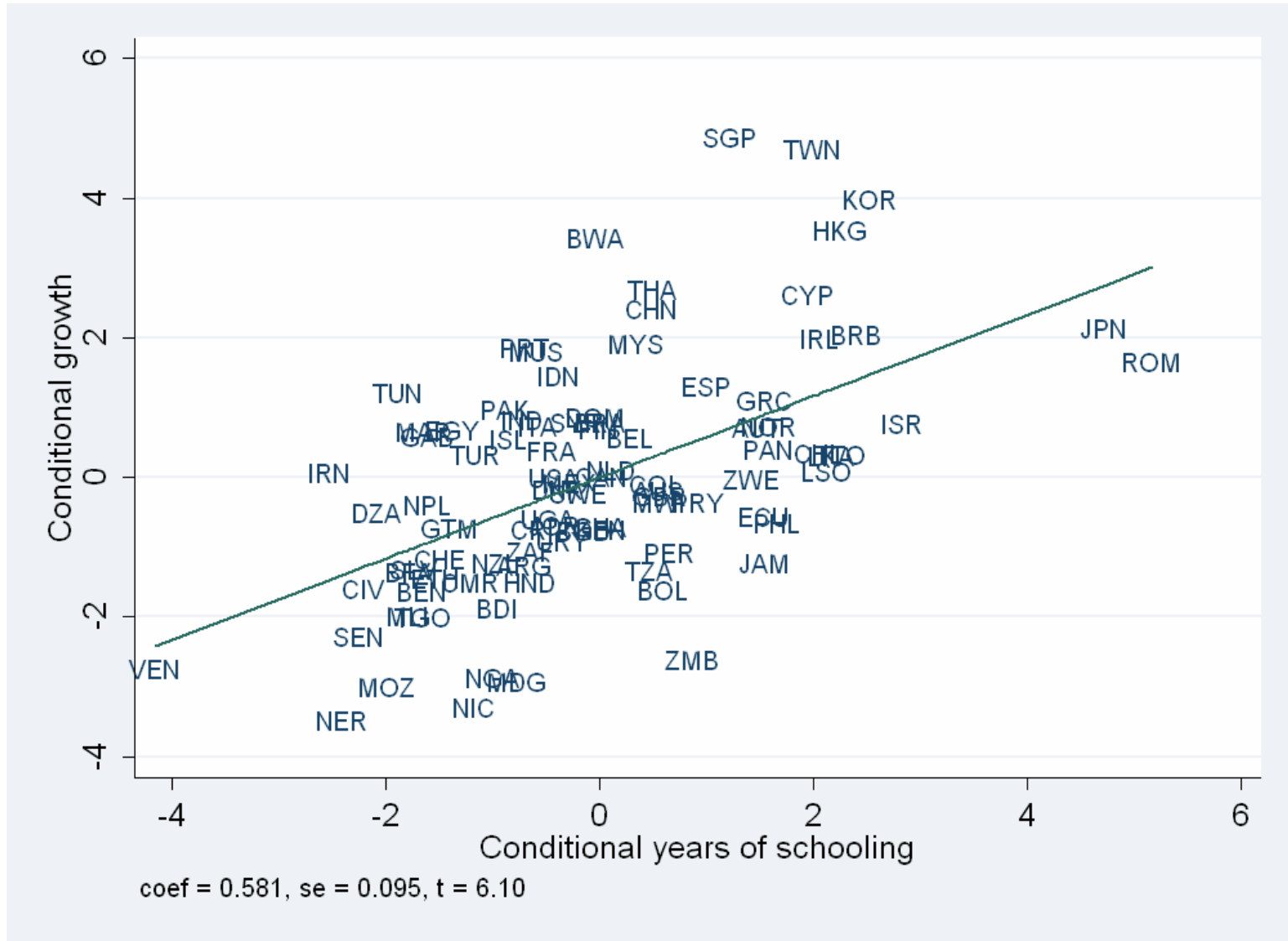


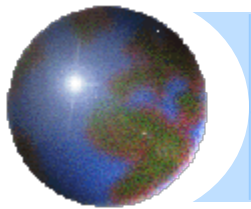
Outline

- Achievement and growth
- Implications for developing countries
- Making better policy

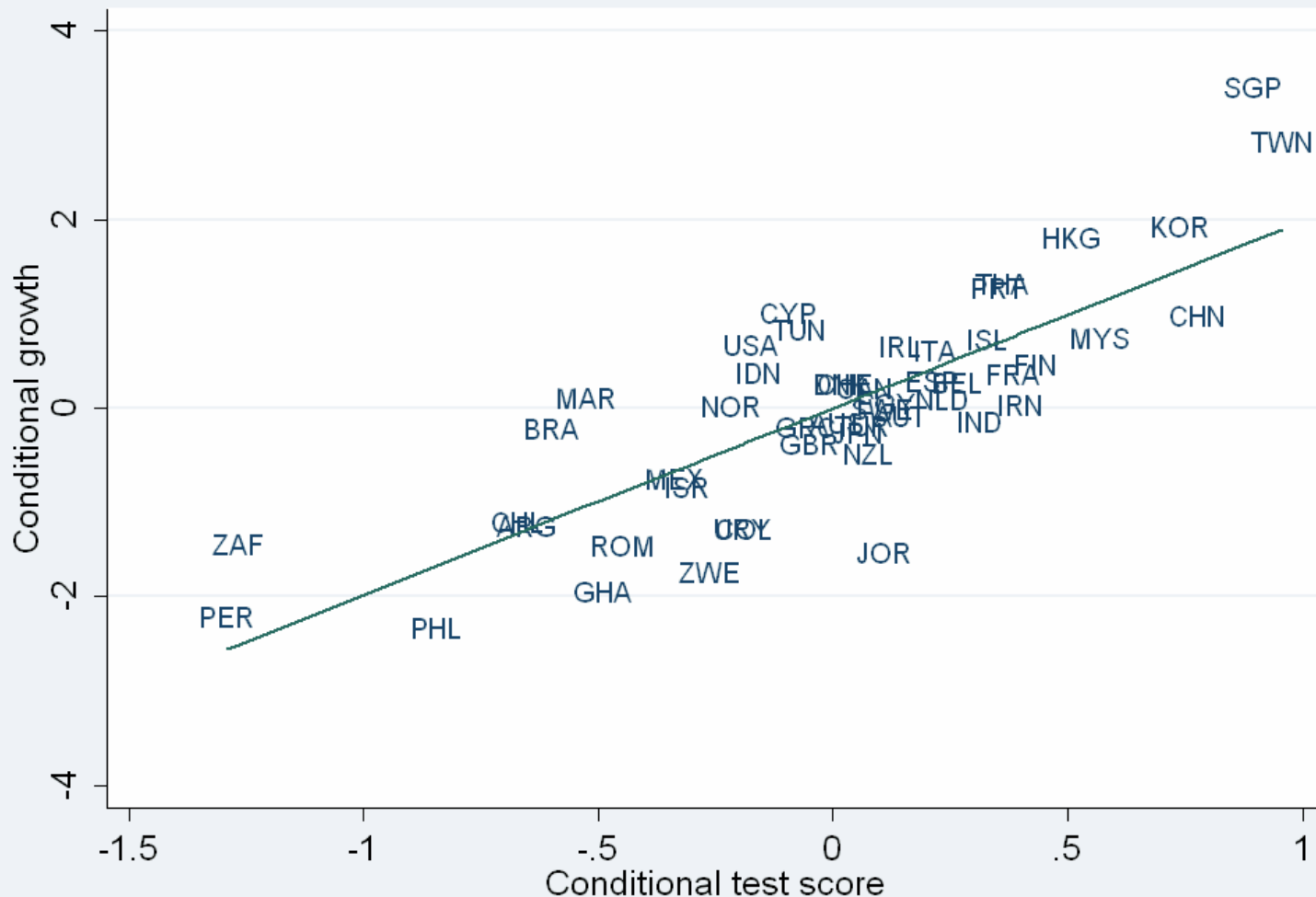


Years of Schooling and Economic Growth

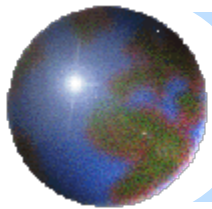




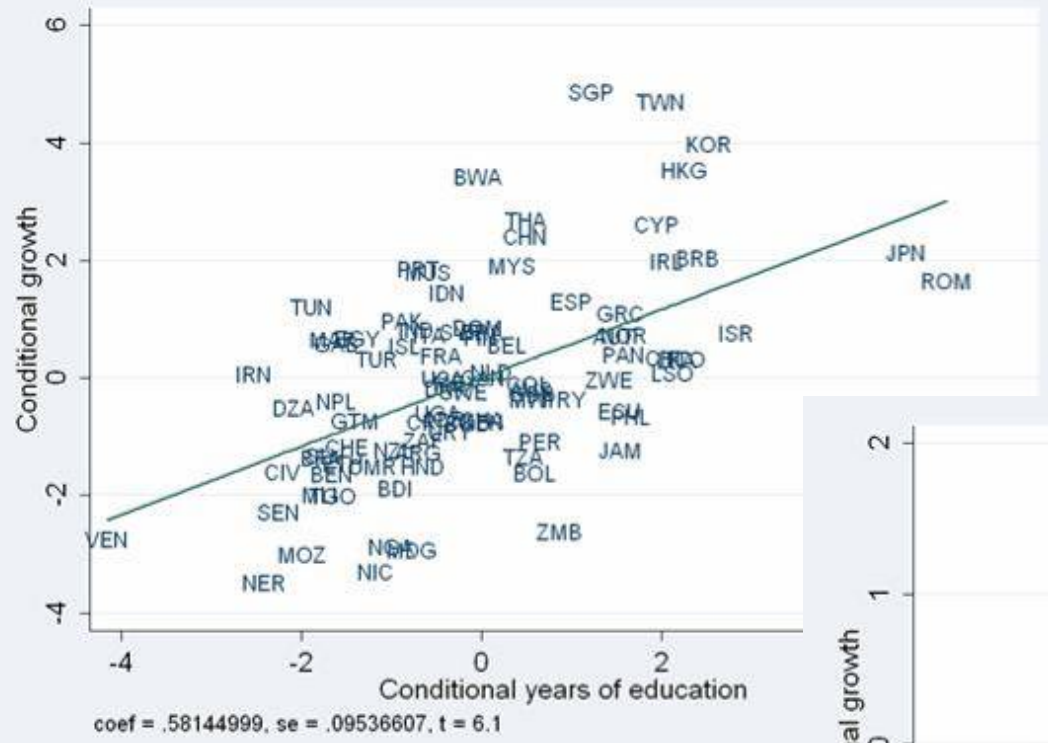
Cognitive Skills and Economic Growth



coef = 1.980, se = 0.217, t = 9.12

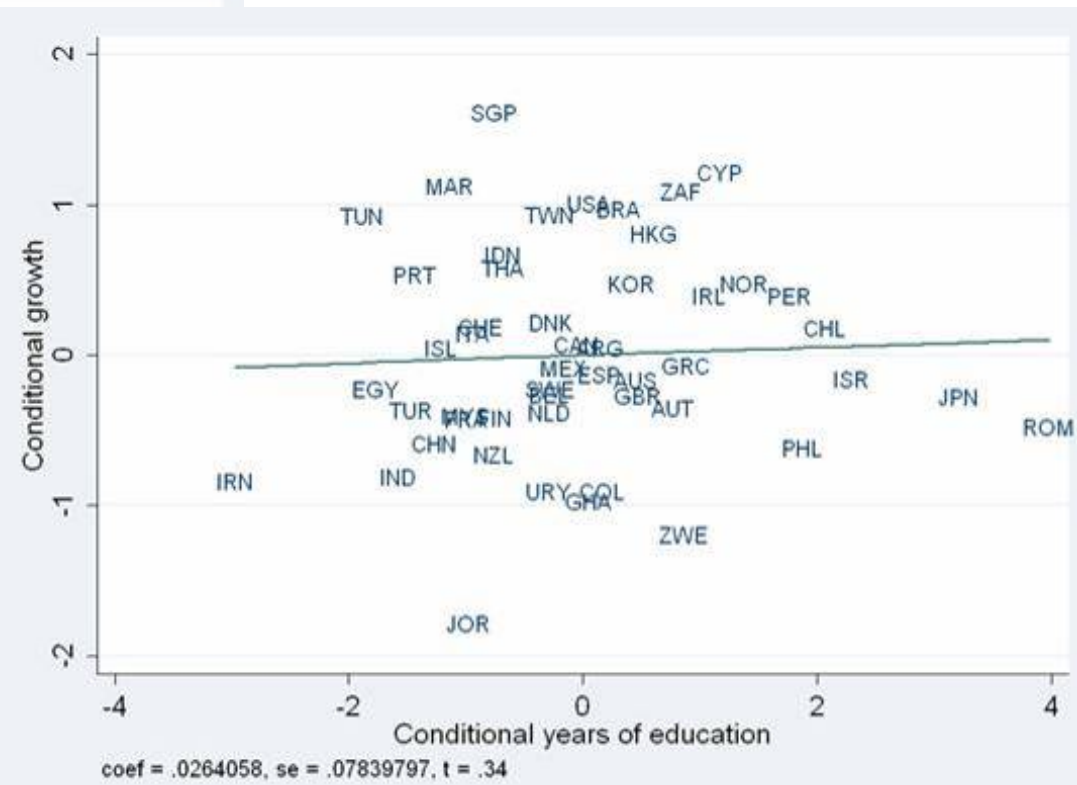


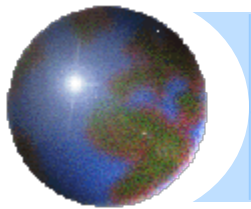
Years of Schooling and Economic Growth



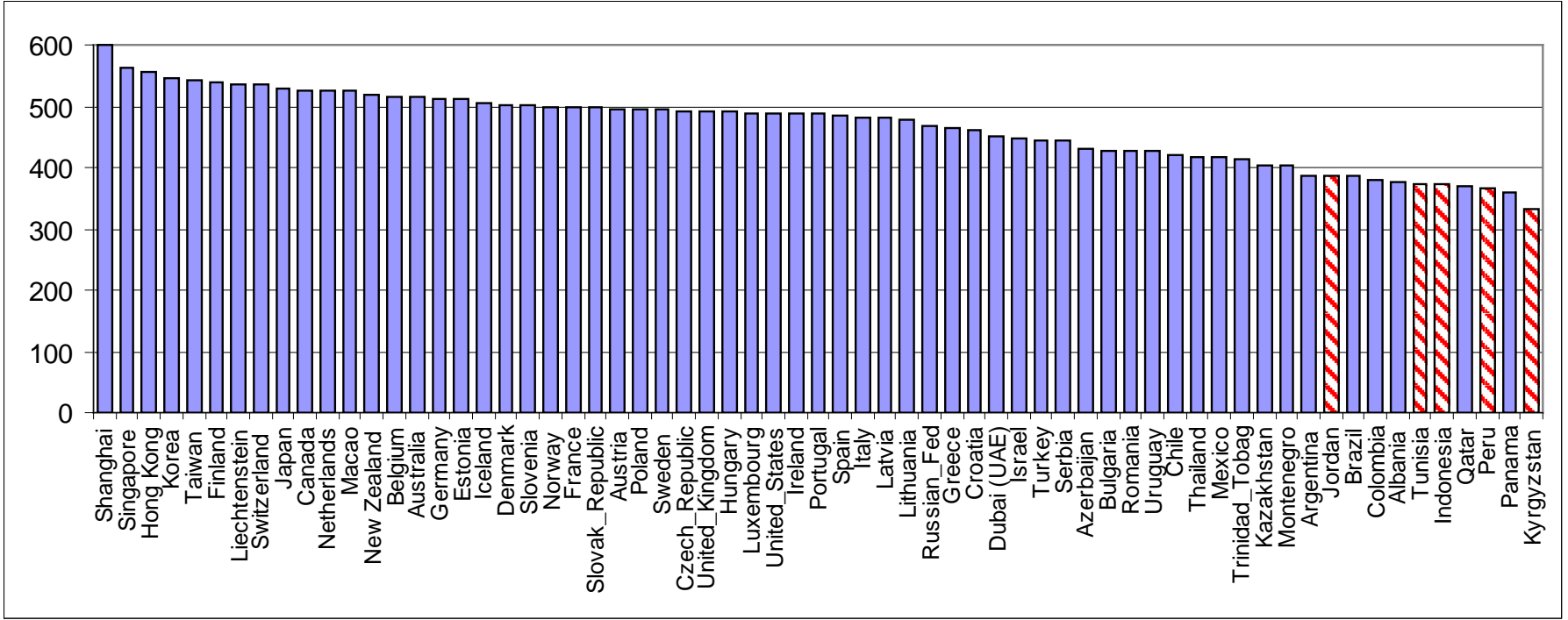
Without quality control

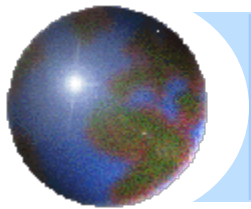
With quality control



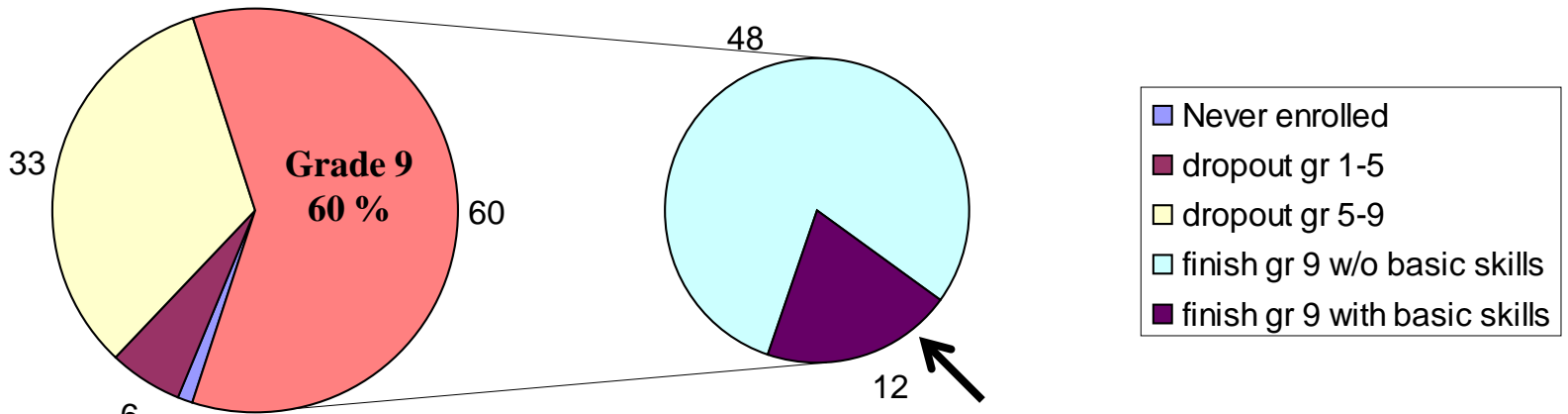


USAID Countries: PISA Math 2009

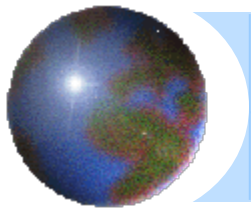




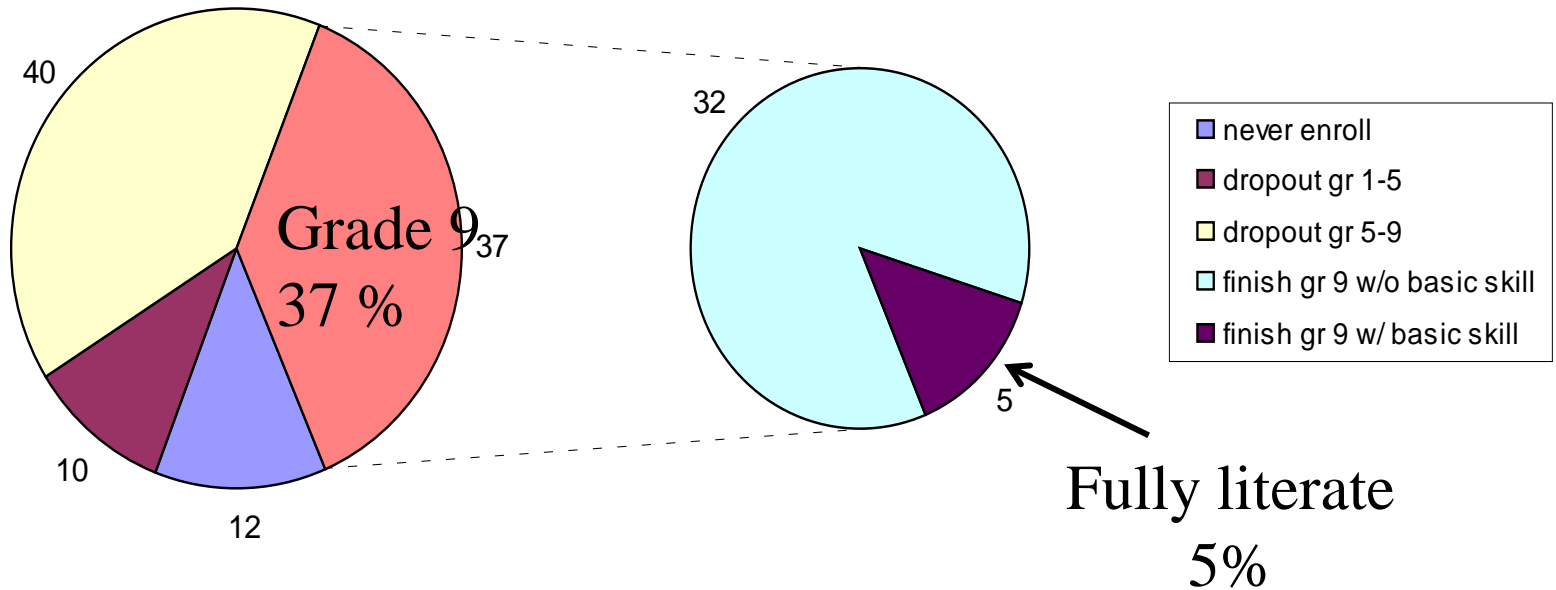
Schooling and Literacy: Peru

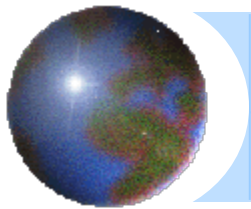


Fully Literate
12%

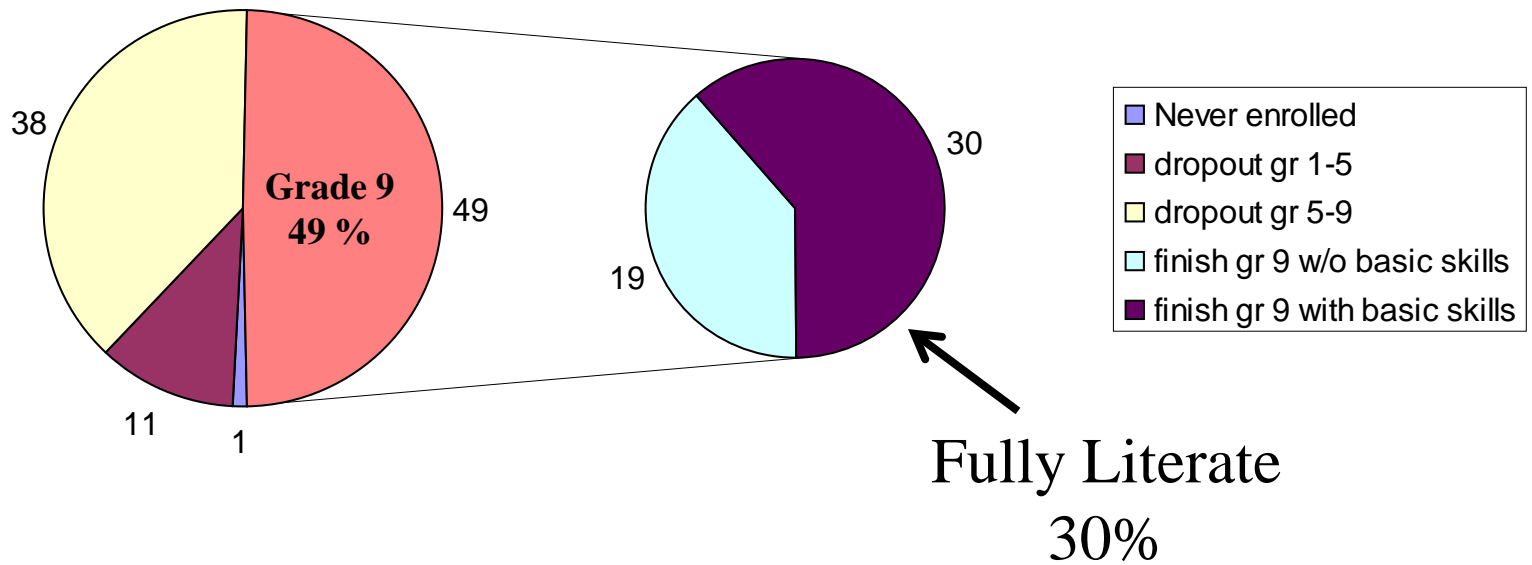


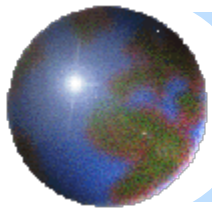
Schooling and Literacy: Ghana



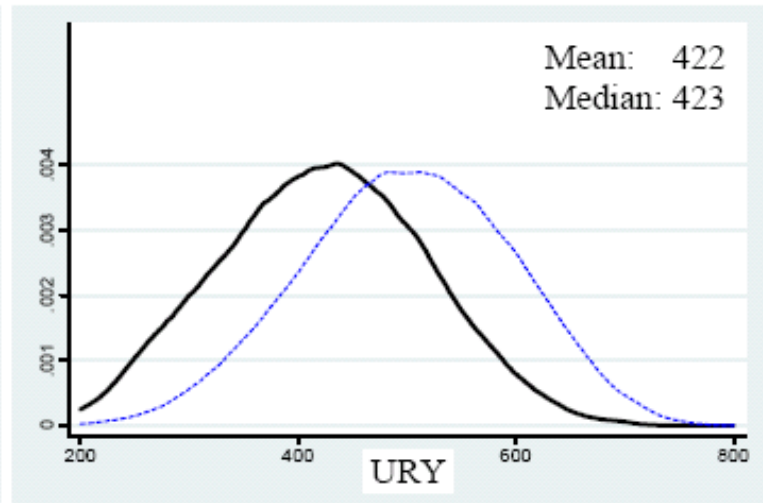
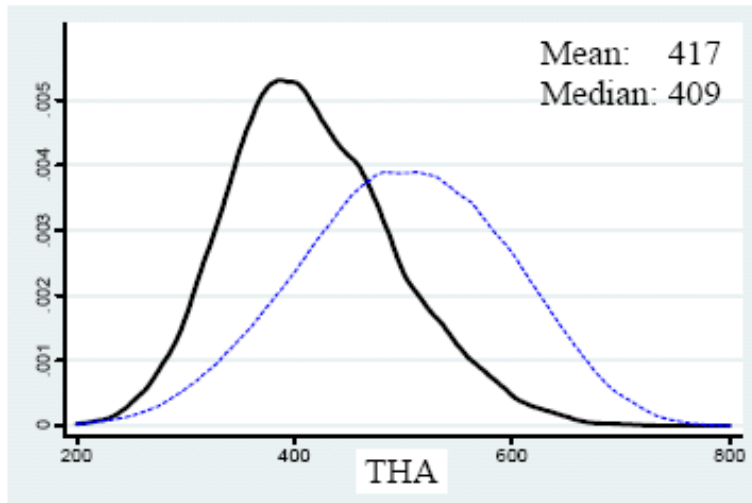
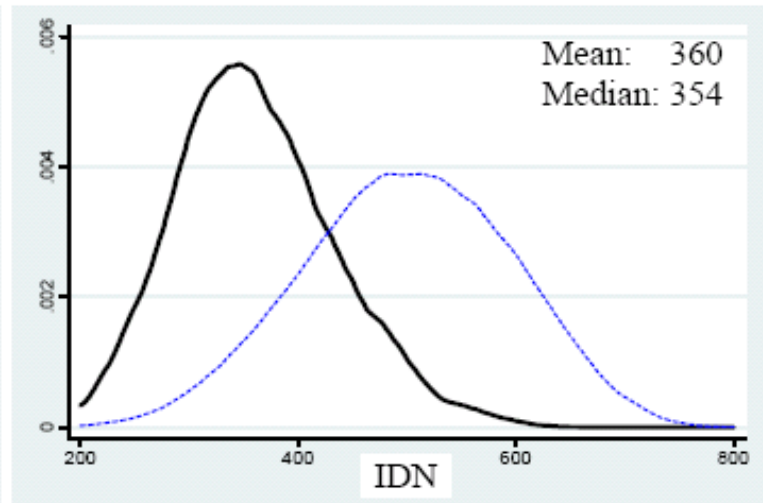
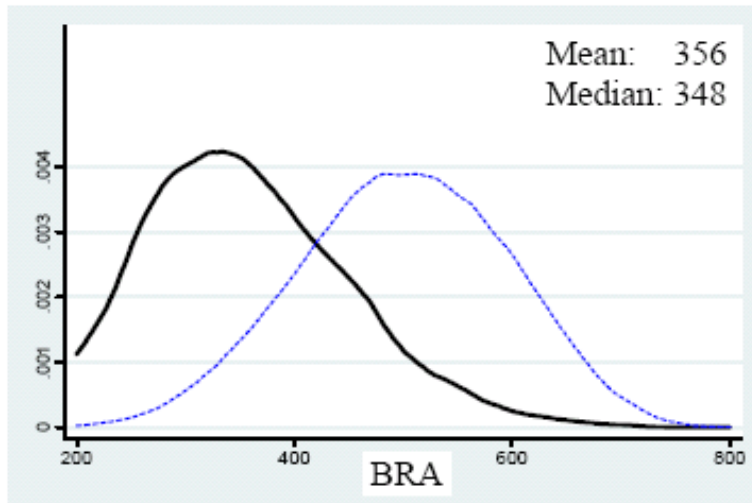


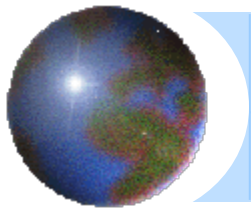
Schooling and Literacy: Columbia





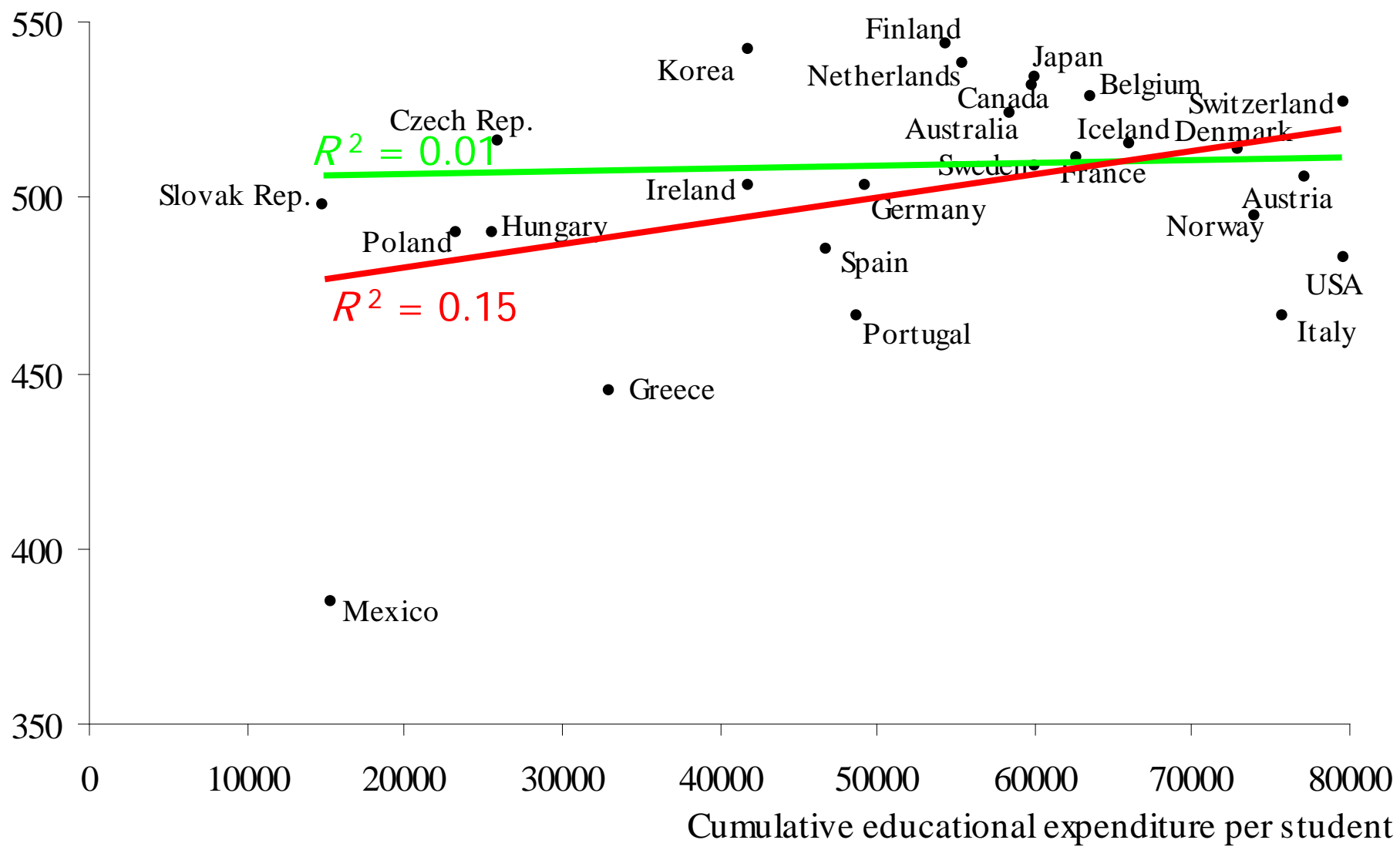
Selected Examples of the Distribution of Student Performance

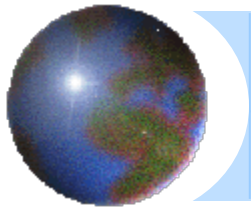




Resources and Performance across Countries

Math performance in PISA 2003

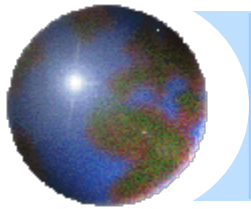




Resource Policies

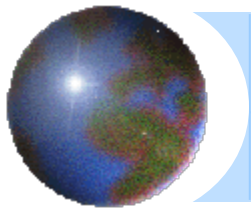
- Little evidence of success
 - Cross country evidence
 - Within country – developed
 - Within country – developing
- Does not say "*resources never have effect*"
- Does not say "*resources cannot have effect*"

***No expectation within current
incentive structure***



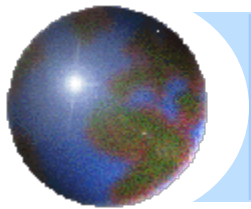
Teacher Quality

- Strongest evidence on systematic effects
- Not related to common measures
- Observable through both student performance *and* supervisor ratings



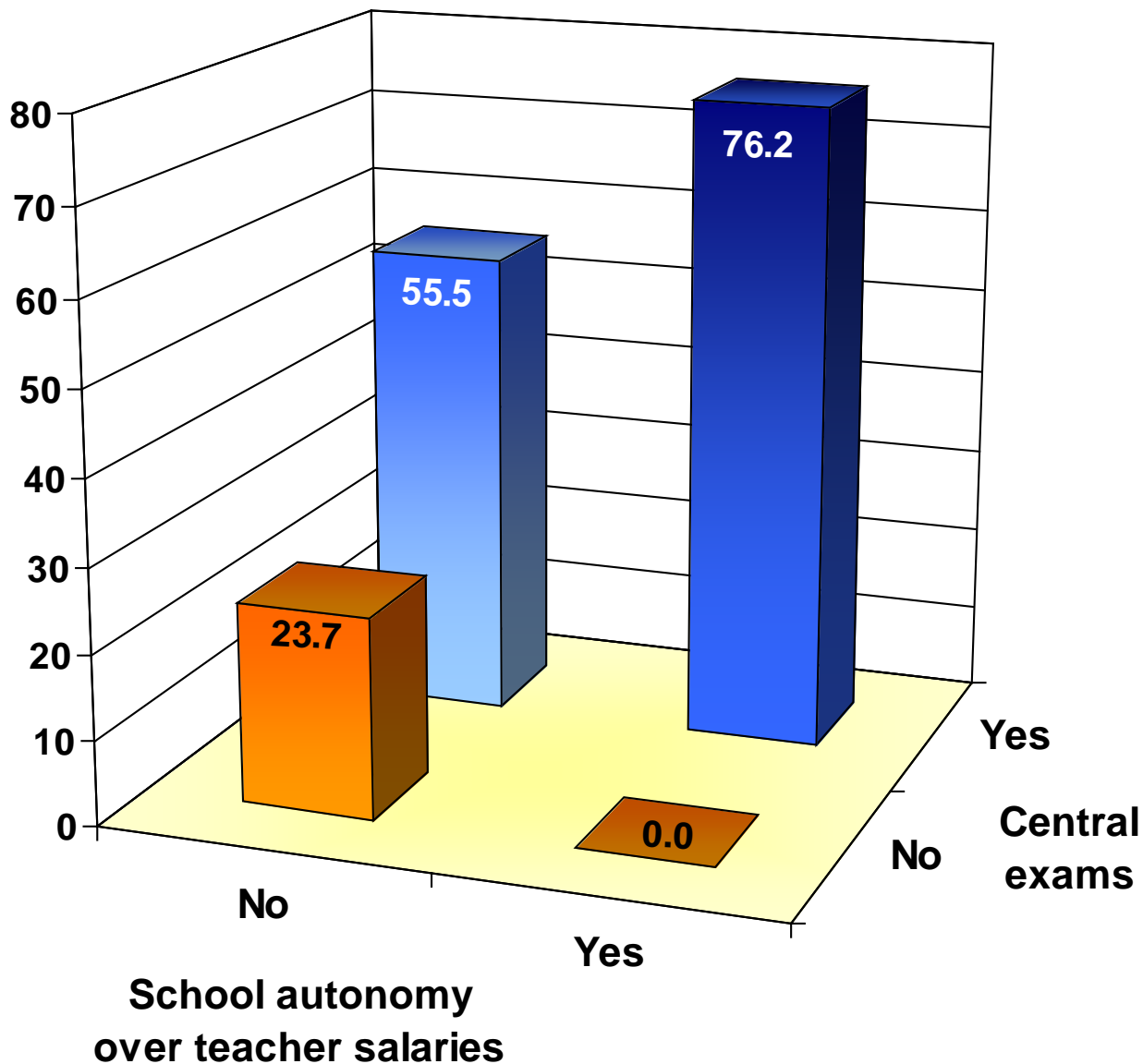
Institutional Reforms Supported by Evidence

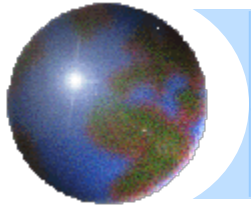
- Centralized exams
- Accountability
- Autonomy/decentralization
- Choice
- Direct performance incentives



Complementarity of External Exams and School Autonomy

Math performance in TIMSS/TIMSS-R test scores (relative to lowest category)





Conclusions

- School quality is not easily changed
- Must focus on teacher quality
- Provide *Incentives* but be careful