



Edo State Learning Agenda

Learning to Read

A plan to accelerate foundational learning in Edo state in basic education

This document draws upon the Edo State Investment Case, an evidence-based approach to accelerating foundational learning in Edo State, developed through the Accelerator Program.



Foreword

I am very pleased that our modest efforts, which started in 2017, to transform our basic education sector in Edo State are proving successful and have been recognized and studied internationally. The next step is to build on these reforms and prioritize the focus on learning outcomes. This is why we are launching an Edo State Learning Agenda which will follow a life-cycle approach: it begins with getting children ready to learn, continues with a focus on learning how to read, and ends with the importance of learning for skills. Accordingly, I am delighted to present this document which outlines our vision to increase learning outcomes and achieve foundational learning for every child in Edo state, Nigeria.

Our vision is simple but bold: to be a state where every child is a reading champion by the age of 10. We believe that this is achievable with the right interventions and with a strong focus on early literacy. To this end, we have established targets and outlined a series of interventions for the short term, which include large-scale learning assessments, formative assessments, and the use of data for decision-making.

Our efforts build on the successful Edo Basic Education Sector Transformation (EdoBEST) program that began in 2018. EdoBEST was designed to improve learning outcomes by addressing key challenges in the sector, including teacher quality, infrastructure, and the availability of teaching and learning materials. In spite of the success attained so far, we understand reform as a continuous, adaptive, and iterative process, and we recognize that more work remains to be done.

Our interventions are designed with a focus on sustainability because we understand the importance of achieving long-lasting impacts. We will ensure that all stakeholders, including government agencies, development partners, civil society organizations, the private sector, and most importantly, schools, are fully involved in the implementation of our interventions. We will also work closely with our communities to ensure that they take ownership of the interventions and contribute to their success.

Our focus on foundational learning is not just about reading and writing; it is about providing a solid foundation that will enable our children to thrive in all areas of their lives. We know that education is the key to unlocking the potential of our young people and ensuring that they have the skills and knowledge necessary to succeed in a rapidly changing world.

I am proud to say that our government is committed to ensuring that all children in Edo state have access to quality education that will prepare them for the global labor market. We are committed to providing the necessary resources and support to our schools and teachers to ensure that they are able to deliver the best possible education to our children.

I encourage all stakeholders to support our efforts to achieve our vision of a state where every child is a reading champion by the age of 10. Together, we can ensure that our children have the foundation they need to achieve their dreams and contribute to the development of our great state.

Godwin Obaseki
Hon. Governor of Edo State



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The journey so far and the vision going forward

In April 2018, the education sector in Edo state showed very poor results. Teachers were using outdated teaching materials and methods and were not equipped with the right training to drive learning in the twenty-first century. Teachers and school leaders had no access to relevant tools and instructional materials that could help enrich both teaching and learning. Teacher absenteeism was pervasive, partly due to the lack of accountability and monitoring mechanisms.

With the certainty that education is the cornerstone of development and with a high level of commitment to improving children's education, the government launched the Edo Basic Education Sector Transformation (EdoBEST) program with the objective of improving teaching and learning practices in the state. The year 2023 marks five years since the launch of the program and represents a great opportunity to look back and learn from the past in order to look forward and determine the next steps.

EdoBEST, the government's flagship initiative, is structured around three main goals:

- **Enhance the quality of basic education¹** provision anchored in new technologies and the developmental objectives of Edo state and Nigeria
- **Ensure that all children of basic school age in Edo state are enrolled in school and are actively participating and achieving the set learning benchmarks and outcomes**
- **Revamp basic education management and delivery** to ensure that Edo state children are highly knowledgeable, competent, skillful, morally sound, and globally competitive.

¹ Basic education in Nigeria comprises primary education (primary 1-6) and junior secondary education (JS 1-3, or grades 7-9).

The Accelerator Program

Given the success of the EdoBEST program and its impact on education outcomes, Edo state was selected to join the initial cohort of the Accelerator Program. The Program recognizes and supports cohorts of governments that exhibit the crucial ingredients needed to fight learning poverty. It was launched in late 2020 by the World Bank and the United Nations Children's Fund (UNICEF) in partnership with the Bill & Melinda Gates Foundation; the United Kingdom Foreign, Commonwealth & Development Office (FCDO); the United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute of Statistics; and the United States Agency for International Development (USAID).



The participating governments demonstrate strong political and financial commitment to reducing learning poverty; willingness to measure and monitor learning outcomes; and readiness to implement large-scale, evidence-based reform programs to improve foundational literacy and skills. In addition to Edo state, the initial cohort of Accelerators includes Brazil (state of Ceará), Ecuador, Kenya, Morocco, Mozambique, Niger, Pakistan, Rwanda, and Sierra Leone. In pursuit of Sustainable Development Goal 4 (SDG4), the Accelerator Program aims to demonstrate that with adequate political and financial support, governments that are dedicated to improving their foundational learning outcomes can achieve results within a few years through focused, evidence-based action.

In response to school closures during the COVID-19 pandemic, Edo state also developed an **EdoBEST@Home** program that adapts the EdoBEST program to support remote learning for students. Since 2020, the reforms in Edo have been supported by the **World Bank through a US\$75 million Program-for-Results operation**, which focuses on supporting the government to improve teaching and learning in basic education through technology and innovations.

The government's reforms through EdoBEST have primarily focused on providing key inputs into the education system. These inputs include the following:



Development and dissemination of detailed lesson plans accessible through tablets, which are provided by the technical partner² to all teachers to use in their lessons



Provision of training and ongoing support to teachers to better equip them for effective classroom management and quality delivery of the lesson plans



Provision of learning resources and materials, including textbooks, independent study books, individual homework books, lesson guides for teachers through a tablet, and a standardized daily timetable for each grade



Technology-supported management and quality assurance systems to help school leaders become more effective managers and ensure teachers are present in the classroom and following the lesson plans.

² The EdoBEST Program is implemented with a technical partner, NewGlobe (formerly known as Bridge Academies). The organization is responsible for the delivery of the scripted lesson plans via tablets to teachers.

Edo State's Learning Agenda

The learning agenda for Edo state is a comprehensive plan aimed at creating a conducive learning environment for all children in the state. The objective of the agenda is to ensure that all girls and boys arrive at school ready to learn, acquire real learning, and become ready to enter the job market with the right skills to become productive and fulfilled citizens. The learning agenda represents a step towards learning rather than mere access to education and has a strong focus on sustainability.

The learning agenda prioritizes actions that can be taken in the short term and sustained in the long term. It will be complemented by other long-term policy documents such as the Edo State Education Sector Plan. The agenda does not claim to encompass all the ongoing reforms in the state but does aim to emphasize the focus on learning.

The learning agenda has three distinct components, each developed in separate documents. The first component is "Getting ready to learn," which focuses on early childhood education and is currently under development. The second component, "Learning to read," aims to improve foundational learning in basic education and is presented in this document. The third component, "Learning for skills," focuses on post-basic education and aims to equip young people with skills that will enable them to enter the job market and become productive citizens.



These inputs have had tremendous impact on the education system in Edo state. As of March 2023, 1,302 schools and 375,739 students are benefiting from EdoBEST. More than 16,276 teachers have been trained and the number of field officers has surpassed 200. In other words, virtually all primary schools and junior secondary schools (JSS) are implementing EdoBEST. The program has been successful at establishing a routine in which teachers are in the classroom, teach their lesson plans, and receive constant feedback from learning and development officers that use classroom observation tools to gather information on teaching practices. Teacher attendance has increased dramatically, and it is at 87 percent, its highest historical level. Moreover, more than 20,000 additional children enrolled in schools in the 2018–19 academic year.³ Today, Edo state has among the lowest rate of out-of-school children in Nigeria.⁴

Beneficiaries from EdoBEST

Beneficiaries from EdoBEST As of March 2023



1,302
schools



375,739
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More than
16,276
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Number of field
officers has surpassed
200

³ Godwin Obaseki, "How an Exodus of Young Nigerians Spurred a Rethink on Schools," *Financial Times*, June 10, 2021, <https://www.ft.com/content/6f634094-686a-4123-85dc-3be43d35e1e4>.

⁴ MICS, "Nigeria: 2021 Multiple Indicator Cluster Survey (MICS) and National Immunization Coverage Survey (NICS); Survey Findings Report, August 2022," <https://www.unicef.org/nigeria/media/6316/file/2021%20MICS%20full%20report%20.pdf>.

Vision: A state where every child is a reading champion by the age of 10.

After these first five years of implementation, the reforms must continue with a renewed focus. Any reform process needs to be continuous, adaptative, and iterative.⁵ Since the launch of EdoBEST, four questions have guided the reform efforts in the state: (a) are the teachers in school? (b) are the teachers teaching? (c) are the students in school? and (d) are the students learning? While the first few years have focused on the first three questions, it is now time to focus on the fourth and most important one. It is time to put learning outcomes at the heart of the reforms and ensure the sustainability of the interventions in the medium and long term. These renewed efforts require a clear vision. This document outlines the vision, sets specific targets to achieve it, and highlights key interventions to reach the targets.



⁵ Jaime Saavedra and Martin De Simone. "Improving education in Edo state, Nigeria: time to focus on learning and sustainability", *World Bank Education for Global Development Blog* (April 2023).



Why a focus on reading?

While the vision recognizes the importance of learning in a broad sense, it has a specific focus on foundational learning and, more concretely, on early literacy.

For children to reach their full potential, it is important for each of them to learn to read well enough to be “independent readers” who “read to learn.” While any level of reading ability is better than none, the concrete benefits of human capital acquisition are obtained by those who read to learn independently and across a range of subjects.

Available studies show that the earlier children learn to read and write, the more they will enjoy reading in their lives and, therefore, the more they will be able to make sense of the many ideas they are exposed to.⁶ Moreover, reading is the gateway to learning in almost every other area.⁷

Literacy rates also have positive impacts on civic engagement. Those who learn to read better also tend to be more informed about their realities and participate more actively in democratic systems. Clear relationships have also been found between the ability to read and skills such as empathy and other socioemotional skills.⁸ Literacy is also associated with significant improvements in health. Reading is associated with a longer life span⁹ and reduced cognitive decline.¹⁰ In fact, some studies show that more than half of the child deaths averted between 1970 and 2009 are due to educational improvements. Literate mothers are more likely to vaccinate their children and provide good health care.¹¹

Economically, literacy levels at age seven are predictive of income levels at age 40, even when controlling for many other socioeconomic variables.¹² Being able to read and write well is related to access to better jobs, higher household incomes, and better rates of economic well-being. Some studies even show that literacy rates play an essential role in the economic growth of nations.¹³ In other words, the benefits of early literacy are far reaching. A focus on reading is not a detriment to the development of other skills. On the contrary, a focus on reading means stronger foundations to build any other skill.



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**Reading is a
foundational skill
without which many
other more complex
skills cannot be
developed.**

6 Reading Research Quarterly 1, no. 4 (Summer 1966), <https://www.jstor.org/stable/i230073>.

7 World Bank, “Ending Learning Poverty: What Will It Take?” <https://openknowledge.worldbank.org/server/api/core/bitstreams/1ef8a794-710b-584e-a540-a3923a-d7ea90/content>.

8 David Comer Kidd and Emanuele Castano, “Reading Literary Fiction Improves Theory of Mind,” *Science* 342, no. 6156 (October 2013): 377–80, https://www.researchgate.net/publication/257349728_Reading_Literary_Fiction_Improves_Theory_of_Mind.

9 Avni Bavishi, Martin D. Slade, and Becca R. Levy, “A Chapter a Day: Association of Book Reading with Longevity,” *Social Science and Medicine* 164 (September 2016): 44–48, <https://www.sciencedirect.com/science/article/abs/pii/S0277953616303689>.

10 Yu-Hung Chang, I-Chien Wu, and Chao A. Hsiung, “Reading Activity Prevents Long-Term Decline in Cognitive Function in Older People: Evidence from a 14-Year Longitudinal Study,” *International Psychogeriatrics* 33, special issue 1 (January 2021): 63–74, https://www.researchgate.net/publication/341943590_Reading_activity_prevents_long-term_decline_in_cognitive_function_in_older_people_evidence_from_a_14-year_longitudinal_study.

11 Ana Langer et al., “Women and Health: The Key for Sustainable Development,” *Lancet* 386 (June 2015): 1165–1210, <https://celiaroberts.com.au/wp-content/uploads/2018/09/Women-and-Health-the-key-for-sustainable-development.pdf>.

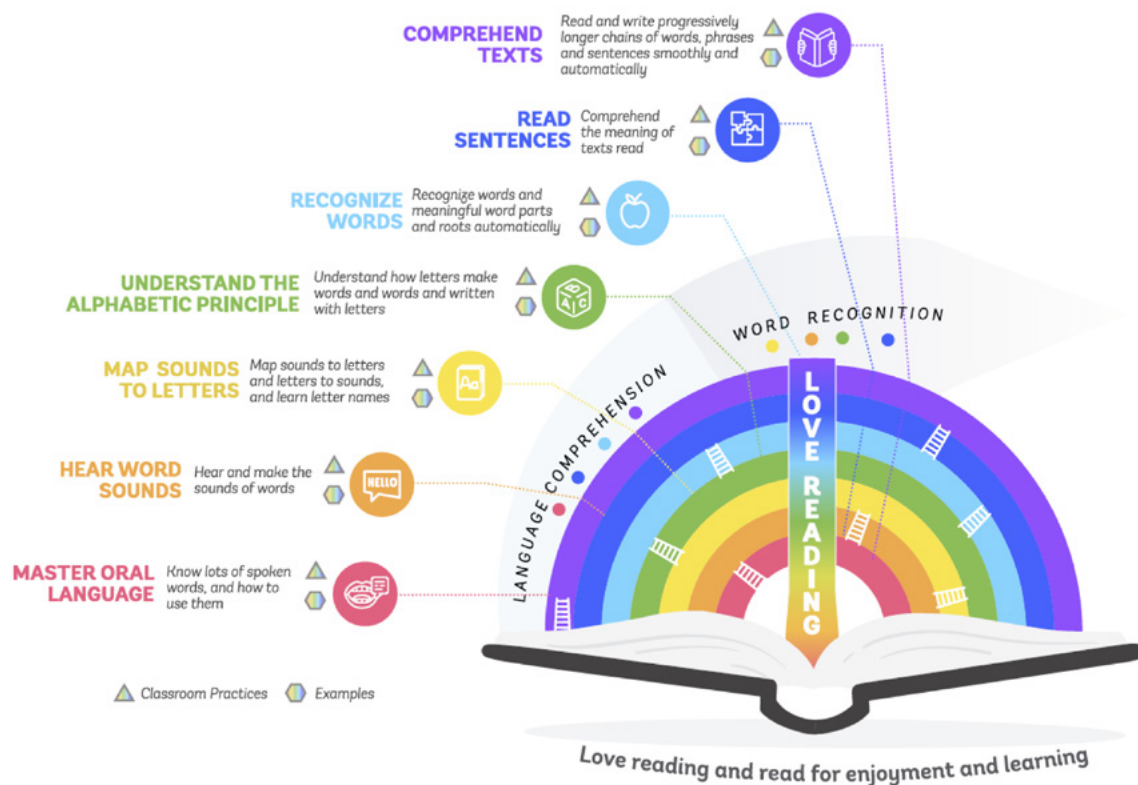
12 Association for Psychological Science, “Early Math and Reading Ability Linked to Job and Income in Adulthood,” May 8, 2013, <https://www.sciencedaily.com/releases/2013/05/130508123125.htm>.

13 Serge Coulombe, Jean-François Tremblay, and Sylvie Marchand, *Literacy Scores, Human Capital and Growth Across Fourteen OECD Countries* (Ottawa: Statistics Canada, 2004), <https://www.worldcat.org/title/literacy-scores-human-capital-and-growth-across-fourteen-oecd-countries/oclc/56371275>.

What skills are required for reading?

The acquisition of reading subskills by children generally follows a sequence, with overlap and feedback loops among subskills (see figure 1). Children first learn language orally. Without oral language subskills, children cannot learn to read printed texts. Letter names and sounds may come next for alphabetic languages; knowledge of these is a basic building block for reading words. Word reading and nonword reading usually follows. Familiar word reading focuses on the ability to correctly read words students have seen previously, while nonword reading tests students' ability to decode (apply knowledge of letter-sound relationships). Next usually comes oral reading fluency, or the ability to read phrases and sentences. Reading comprehension is usually the last subskill acquired and measures whether students can understand, interpret, and apply what they read.

Figure 1: Progression of reading subskills



Source: "Early Grade Reading Rainbow: A Quick Guide to Ending Poverty"¹⁴

14 Michael Crawford and Maria Eugenia Oviedo Buitrago. Early Grade Reading Rainbow : A Quick Guide to Ending Learning Poverty,, (Washington, D.C. : World Bank Group., 2022) <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099005004212230690/p17425207894e40fe0b6e901e4be150bd216>



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The sequence of acquisition of reading subskills aforementioned is reflected in the Global Proficiency Framework (GPF) for Reading, developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the US Agency for International Development (USAID) in collaboration with experts around the world and other development partners, which suggests that

- **Students in Grade 1 will be able to understand oral language and identify letters and words** but will not read fluently yet;
- **Students in Grade 2 are expected to reach a certain level of reading fluency** and retrieve information from text appropriate for their school grade; and
- **Students in Grade 3 are expected to read fluently** and to retrieve and interpret information from a grade-level text.

Where are we now?

The recent Multiple Indicator Cluster Survey (MICS) (2021) covers those children who are in school and those who are not.¹⁵ The MICS Foundational Learning Skills module is designed to measure the basic reading and numeracy skills expected upon completion of Grade 2 of primary education.

In Edo, 50.9 percent of surveyed children were able to correctly read 90 percent of words in a story. There are only six states that performed better than Edo in Nigeria. Foundational reading skills were demonstrated by 46.3 percent of the children, with only four states performing better than Edo. The gender parity index of foundational reading skills was 1.07, meaning that girls performed slightly better than boys in reading skills.

In addition to the MICS study, a selection of subtests from DIBELS (Dynamic Indicators of Basic Early Literacy Skills), a robust system for measuring student progress in early-grade reading, measured the reading abilities of primary school students in Edo state in the academic years 2017–18 through 2020–21. This data provides information on the aforementioned reading subskills, which can provide more insights into the levels at which students begin to lag in reading skills development. Data on current learning levels shows that one out of every 10 students in Grade 2 and in Grade 3 in Edo cannot read (that is, a score of zero on the test), and less than half of them have reached the minimum reading fluency benchmark for their grade.¹⁶

Edo state students get off to a good start in reading and compare themselves to the best readers in English. Edo state students do well in Grade 1; most learn to read some familiar words. In Grade 2 and Grade 3, however, their progress does not keep pace with the expected improvement that would lead them to be “independent readers” by the end of Grade 3. Therefore, they need more time and practice with the early subskills in Grade 1 and Grade 2 to then acquire the text fluency subskills of independent readers.

The data available show a mixed scenario: while students in Edo perform better than in many other states in Nigeria (and in many other Sub-Saharan African countries), there is still much effort required to achieve the vision of a state where every child is a reading champion by the age of 10. The recently concluded census-based learning assessment will provide more granular data to understand the magnitude of the challenge.



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Gender parity index of foundational reading skills was

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¹⁵ One disadvantage of the MICS is its grouping of children ages 7 to 14.

¹⁶ The DIBELS benchmarks are for high-income settings, so this slower progress is not surprising.

From a vision to specific targets

The vision of a state where every child is a reading champion in the medium term requires the achievement of specific targets in the short term. The reading skills included in the targets below (see table 1) are aligned to specific reading constructs, subconstructs, and skills covered in the **GPF for Reading**. Under these international learning standards, it is expected that students in Grade 1 will be able to understand oral language and identify letters and words but will not read fluently yet. Students in Grade 2 are expected to reach a certain level of reading fluency and retrieve information from text appropriate for their school grade. Finally, students in Grade 3 are expected to read fluently and to retrieve and interpret information from a grade-level text.

Table 1: Targets for expected performance on reading skills

Reading skill and expected performance	Baseline 2021 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	2027 (%)
Reading fluency in Grade 2:						
Students able to read fluently at least nine words in a short text in one minute (Global Proficiency Framework [GPF] D.2.1)	40.8	43	45	50	60	70
<i>* Measured as scoring correctly nine or above in RFA task.</i>						
Reading fluency in Grade 3:						
Students able to read fluently at least 58 words in a short text in one minute (GPF D.2.1)	8.4	10	15	20	30	40
<i>* Measured as scoring correctly 58 or above in RFA task.</i>						

Source: World Bank

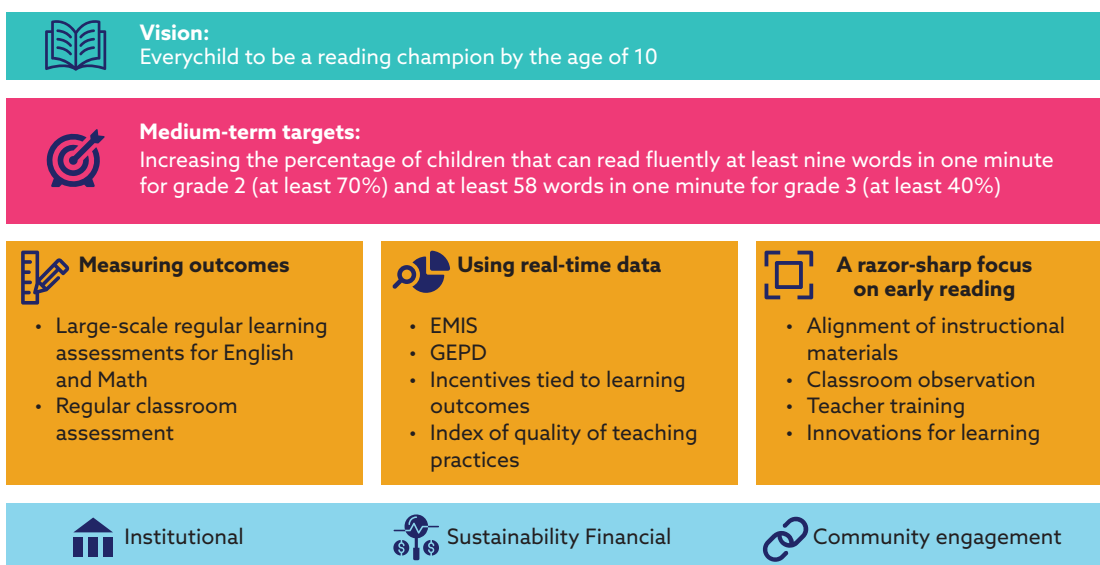
The targets are based on the global evidence combined with the government’s ambitious reform effort. Research from other settings shows that significant improvement is possible when students and teachers are provided with the right resources and adequate support to improve teaching and learning practices over the long term. Aggregated results from more than 15 low- and middle-income countries have shown that effective literacy programs improve students’ foundational reading skills. In particular, programs targeting literacy improvements produce the following results, on average:

- **Word reading** average scores increase by **10 correct words per minute in 2.2 years**.
- **Oral reading fluency** average scores increase by **23 correct words per minute in 1.6 years**.

Since the objective of the targets is to monitor and measure progress toward the achievement of the vision, they might be updated following an iterative process. Particularly, the targets might be updated once the results of the census-based learning assessment conducted in March 2023 are available.

How to get there?

Achieving the targets in the short term requires a laser focus on learning outcomes and a specific emphasis on foundational outcomes. In addition to continuing the multiple interventions begun in 2018, this renewed effort is structured around three pillars.



EMIS: Education Management Information System.
GEPD: Global Education Policy Dashboard.

Measuring outcomes. It is not possible to verify progress in learning without a clear mechanism to measure it. In order to measure learning more systematically, at least two activities are being pursued:

- **Large-scale assessments.** In March 2023, the first census-based learning assessment was conducted, with support from the World Bank and the Accelerator Program. The assessment covered English and Math for Grade 3, Grade 6, and JSS 3. All schools and students who are currently enrolled participated in the assessment. The preparation for the learning assessment included the development of learning standards that are aligned with the GPF, a learning assessment strategy, the production of multiple test items, and the organization of a pilot assessment in 2022 with more than 3,500 students. This learning assessment, whose results are currently being analyzed, constitutes an inflection point for the measurement of learning outcomes in Edo state. The assessment conducted in March is the first step in setting up a system that will rigorously assess students every two or three years. This will allow the government to track learning trajectories, identify schools that need more support, and design strategies to ensure that every child is literate and numerate, following this document’s vision.
- **Classroom assessments.** Classroom assessments for English, Math, and other subjects have been present since 2018. However, the use of this information has not always been clear. These assessments will continue and will be used as a measurement and support “for learning” rather than as a test “of learning.”

The results of these assessments are used in this document to set learning targets that will evolve as new information becomes available.

Better real-time use of data. Since 2018, a plethora of data has been collected on learning in Edo state; however, the data has not always been used to improve learning outcomes. It is now the time to harness these data, fill the current gaps, and systematize the available information with a focus on using it to design better interventions that can improve learning.

- **Developing a strong Education Management Information System (EMIS).** The importance of having a strong information system for education was recently highlighted in the World Bank’s Regional Education Strategy for Western and Central Africa.¹⁷ The Edo state government is working to develop an EMIS that will systematize the available data at the student, school, local government authority, and state levels. It will consolidate information already available, but fragmented, with learning data and real-time information about students’ and teachers’ attendance. More importantly, the strengthening of an EMIS cultivates a culture of data-driven decision-making and can assist in ensuring a more precise alignment between resources and priority goals within the realm of education, especially to ensure a greater focus on foundational learning outcomes.
- **Global Education Policy Dashboard (GEPD).** In the second half of 2023, the GEPD will be implemented in Edo state. The GEPD is a tool designed to help governments reduce learning poverty. It focuses on practices (service delivery), policies, and politics that are key to achieving sustainable learning gains at scale. This tool offers a strong basis for identifying priorities for investment and policy reforms that are suited to each country context. It does so by (a) highlighting gaps between what the evidence suggests is effective in promoting learning and what is happening in practice in each system and (b) allowing governments to track progress as they take action to close the gaps. The GEPD will also collect data on learning outcomes, including those related to literacy, numeracy, socioemotional development, and executive functioning.
- **Design of incentives tied to learning outcomes.** Following the experience of other Accelerator Program members,¹⁸ the government will explore the use of data to design incentives to reward schools based on their improvement of learning outcomes and to provide additional support to those who might need it. This will be done after a careful analysis and will ensure a rigorous design that does not negatively impact the most vulnerable students and areas.
- **Index of quality of teaching practices.** Based on the available data currently collected, the government, as part of the World Bank Program for Results operation, will develop and launch in 2023 an index for the quality of teaching practices. This index will allow a measure of progress in improving teaching in a more systematic way and provide support where needed.



17 World Bank, “From School to Jobs: A Journey for the Young People of Western and Central Africa,” June 27, 2022, <https://www.worldbank.org/en/region/afr/publication/afw-from-school-to-jobs-a-journey-for-the-young-people-of-western-and-central-africa>.

18 For example, the state of Ceará in Brazil designed an education quality index that takes into consideration the improvement of learning outcomes and enrollment rates. The index is used to reward municipalities based on their performance, putting education at the center of the agenda. See World Bank Group, “Implementing a Results-Based Financing Mechanism for Subnational Governments to Improve Education Outcomes: An Implementation Guide Inspired by the Case of Ceará, Brazil,” <https://documents1.worldbank.org/curated/en/561471606111232725/pdf/Implementing-a-Results-Based-Financing-Mechanism-for-Subnational-Governments-to-Improve-Education-Outcomes-An-Implementation-Guide-Inspired-by-the-Case-of-Ceara-Brazil.pdf>.

A razor-sharp focus on early reading. Achieving greater and faster results requires a bigger emphasis on foundational learning across all the interventions currently being implemented. The following actions will be prioritized.

- **Alignment of instructional materials.** The government, with the support of international experts, will perform a review of the instructional materials for early grades. This will help ensure that the materials are aligned with the science of reading and follow the phonemic approach for reading instruction. The analysis will also provide recommendations to increase the alignment across multiple resources, such as lesson plans, workbooks, textbooks, and teaching materials. In terms of the curriculum, a focus on foundational skills for early grades will be prioritized.
- **Classroom observation.** The classroom observation tool, currently used by learning and development officers to provide feedback to teachers regarding their classroom management techniques, will be strengthened to incorporate specific items to give feedback on the methods of instruction for core foundational learning areas.
- **Teacher training.** The importance of enhancing teachers' professional knowledge and skills, as well as their ability to teach effectively in the classroom, cannot be overstated. This is particularly important because teachers have a significant impact on their students. Students who are taught by competent teachers tend to learn more, achieve higher levels of education, earn more income as adults, and be less likely to become teenage parents.¹⁹ Moreover, students of skilled teachers also acquire valuable social and emotional skills.²⁰ EdoBEST has had a strong focus on in-service teacher training. During the implementation of the program, the government also launched the Edo Supporting Teachers Achieving Results (EdoSTAR) teaching fellowship program, an initiative to recruit bright and motivated young people in order to strengthen the teacher workforce. Reforms were also conducted for preservice teacher training, especially regarding the institutional aspects of the College of Education. The next step requires a focused approach to ensure that preservice teacher training is aligned with EdoBEST, prioritizes the science of learning as a key methodology, and offers incentives for in-classroom practice. This work will start with an analysis of teachers and teaching in Edo, which will identify gaps and provide recommendations to support the most important factors in determining students' learning.
- **Innovations for better and more learning.** The government will also explore the implementation of innovations that can boost foundational learning outcomes in Edo. This includes the potential implementation of an adaptive learning system through the use of digital technologies and the deployment of a Read@ Home program. This new program would be accompanied by the ongoing adaptation of EdoBEST@Home, with the objective of complementing learning in school with learning at home.

¹⁹ Raj Chetty, John N. Friedman, and Jonah E. Rockoff, "Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood," *American Economic Review* 104 (September 2013): 2633–79, <https://www.nber.org/papers/w19424>; Erik A. Hanushek, "The Economic Value of Higher Teacher Quality," *Economics of Education Review* 30, no 3 (December 2010): 466–79, <https://www.nber.org/papers/w16606>.

²⁰ Paula Villasenor, "How Can Teachers Encourage (or Impede) the Development of Social Emotional Skills in Their Students?" Banco Mundial Blogs, June 13, 2017, <https://blogs.worldbank.org/es/voices/como-pueden-los-maestros-fomentar-o-impedir-el-desarrollo-de-habilidades-socioemocionales-en-sus-estudiantes>.



Ensuring the sustainability of the reforms

Working on the sustainability of the interventions across political cycles is fundamental. If the interventions continue and are strengthened, a whole generation will benefit from learning, which means much more than schooling. For that to happen, sustainability must be ensured across three dimensions.

- **Institutional sustainability** must be strengthened to ensure that the interventions do not depend only on the political will of the incumbents. The government will prioritize the development of a bureaucracy capable of implementing the reforms autonomously. These investments in human capacity should be accompanied by clear policies. Critical for success will be the institutionalization of EdoBEST 2.0 and the production of a new education sector plan aligned with a strong focus on learning.
- **Financial sustainability** will be a priority since the education sector will continue to require predictable and sufficient resources for years to come.
- **Community support** will be strengthened to guarantee that the reforms are sustained from the bottom up. This will include a communications strategy for engaging parents, community leaders, and other stakeholders to secure their buy-in, support, and commitment to ensuring that all children learn to read.

Once children have acquired reading fluency, education systems must build on these skills to ensure that children continue learning both in and out of school. Therefore, the role of the education system is not finished once children master reading. While this document has focused on literacy, it is worthwhile to note that the focus on learning outcomes must be emphasized across the entire learning life cycle. This will prepare children for the labor market and also develop adults who can be recruited as teachers to continue to strengthen the education system. The third component of the learning agenda, Learning for Skills, focuses on specific activities to be implemented at the post-basic education level.



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