

Positive disruption

Education in a digital age

Executive summary

Executive summary for education experts.
Adapted from *Positive disruption: health and education
in a digital age.*



Cover Image, 12-year-old Basanti uses an online education tool, Udaipur, Rajasthan, India.
Photograph: Ishan Tankha, Pathways Commission 2018.

Pathways Commission 2019.



Positive disruption: health and education in a digital age
written by the Pathways for Prosperity Commission
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Foreword

In this era marked by a growing uncertainty of what technology will mean for humanity's future — how we work, how we connect with each other, and how our economies grow — this new Pathways for Prosperity report, *Positive disruption: health and education in a digital age*, makes the case that technology, if properly harnessed, can be a transformative force for the poorest and most marginalised.

Technology has the potential to revolutionise patient health and the way students learn. For the poorest, most marginalised people living in the farthest regions of the world, technology could mean faster communication with healthcare professionals, more education opportunities for remote students, and more efficient services — thanks to tools that monitor disease outbreaks and track whether teachers are showing up for work.

But these positive outcomes are not an inevitable by-product of innovation. Technology is not a silver bullet, and cautionary tales are abundant. *Positive disruption: health and education in a digital age* argues that realising the full potential of innovation in the areas of health and education requires policymakers and practitioners to enshrine inclusion as a core goal up front as they design and scale new technologies in these areas.

Positive disruption: health and education in a digital age builds on previous reports from the Pathways for Prosperity Commission. Developing countries have an important window of opportunity to design policies that ensure technology in their countries advances in a way that improves the lives of all their people. This will require smart investments in human capital, forward-looking approaches to innovation and regulation, and a willingness to understand innovation as part of broader social and economic systems.

This report sets out a number of practical considerations for governments, industry, and civil society to consider as they work to embrace technology in a way that will drive the greatest gains in inclusivity, human well-being, and more equitable growth. We hope this report contributes to a vital and vibrant dialogue on these topics.

Melinda Gates

Sri Mulyani Indrawati

Strive Masiyiwa



Acknowledgements

The co-chairs and commissioners would like to extend their thanks and acknowledge the dedicated people that made this report possible. It was drafted by a team led by the Commission's academic directors Professor Stefan Dercon and Professor Benno Ndulu, and the secretariat's head of research and policy, Toby Phillips. Invaluable contributions to this report were made by the Commission's executive director Elizabeth Stuart, and researchers Raluca David, Sophie Ochmann, Andrea Tartakowsky Pezoa, Francesca Walker, Chris Eleftheriades, Kate Samuelson, and Cole Scanlon.

Communications and production of this report were led by Meena Bhandari, the Commission's head of communications and events, with Philippa King, Emily Cracknell, Rose Marsh, and Liliana Resende.

The team greatly benefited from the advice of the Dean of the Blavatnik School of Government, University of Oxford, Ngaire Woods, together with the school's faculty and staff.

For their helpful and stimulating conversations the team would like to thank the people who participated in our workshops on fintech (Nairobi), edtech (New Delhi and Oxford), primary healthcare (Kigali), Digital ID (New Delhi), systems management (Oxford) and service delivery policymaking (Washington DC). For further conversation and comments, the team would particularly like to thank Alice Albright, Noam Angrist, Ralph Arnold, Girindre Beeharry, Jean Boulton, Liliana Chamas, Christopher Elias, Mike English, Roberta Gatti, Gargee Ghosh, Amanda Glassman, Stephane Guimbert, Rachel Hinton, Ari Johnson, Priya Balasubramaniam Kakkar, Kim Kerr, Dan Kress, Ju-Ho Lee, Ruth Levine, Richard Meredith, Calum Miller, Susanna Moorehead, John Norris, Shantanu Nundy, Alex Palacios, Chris Paton, Jamie Proctor, John-Arne Rottingen, Jaime Saavedra, Justin Sandefur, Siddarth Shetty, Mike Trucano, Pramod Varma, Ken Warman, Tim Wilson, and Rob Yates.

The depth of the report is thanks in part to independent research and analysis conducted for the Commission by Karishma Banga, Olly Buston, Areeq Chowdhury, Jonathan Dolan, Matthew Homer, Diwakar Kishore, Zahra Mansoor, Kay McGowan, Prakhar Misra, Naomi Muinga, Bernard Naughton, Chris Paton, Anna Pick, Dhvani Shah, Dirk Willem te Velde, and Priya Vora.



About the Pathways Commission

The Pathways for Prosperity Commission on Technology and Inclusive Development is proud to work with a talented and diverse group of commissioners who are global leaders from government, the private sector and academia.

The Commission is based at Oxford University's Blavatnik School of Government. We collaborate with international development partners, developing country governments, private sector leaders, entrepreneurs, and civil society to produce cutting-edge research.

The Commission aims to catalyse new conversations and to encourage the co-design of country-level solutions aimed at making frontier technologies work for the benefit of the world's poorest and most marginalised men and women.

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- Shivani Siroya – Founder and Chief Executive Officer of Tala
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Executive summary

This report sets out a vision for how developing countries can significantly improve their education systems by making effective use of data-driven technology. It examines the potential benefits of these technologies, and offers guidance on how to achieve change. Education services in developing countries are notoriously complex; and this report does not shy away from the many failures of technology. But with this dose of realism, we maintain that digitally enabled technology has the potential to create more effective, efficient and equitable education systems by looking beyond the classroom, to transform the underlying decision-making, management and administrative apparatus. This report describes the necessary digital building blocks to realise this vision, and provides a set of principles to help make digital technology a positive disruptor, rather than just a distraction to policymakers.

The opportunity

Digital technologies have led to progress in education, setting out clear examples of what is possible. In India, a study of a free, after-school programme that introduced Mindspark, a digital personalised-learning software, showed improvements in mathematics assessment scores of up to 38% in less than five months, thereby dramatically reducing students' learning gaps.¹ The Delhi-based programme could be rolled out at scale at a fraction of the cost of current per-pupil spending in schools. A successful example of digital technology *not* at the point of delivery comes from Kenya, where many school children perform at learning levels more than two years lower than their grade would suggest. A new technology-aided programme, Tusome, is boosting outcomes. This national literacy programme, introduced by the Kenyan Ministry of Education, includes digitised teaching materials and a tablet-enabled teacher feedback system. If implemented effectively at national scale, programmes like Tusome can close the learning gap in early grades for under \$150 per child.²

Digital solutions that are *embedded* in education systems can improve service delivery in three ways. They can boost productivity at the point of delivery, improve interconnectivity within the system, and allow for more effective organisational designs. For example, digital monitoring tools can address motivational gaps that lead to absenteeism of teachers – so long as incentives of actors within the wider system are acknowledged and addressed. Digital data collection can improve weak management structures by supporting decision-making, improving interconnectivity and recording integrated data from test scores to attendance, for example. Curated digital libraries can bridge the knowledge gaps of teachers and improve their practice. Or, a free video

learning platform can improve access to information and raise awareness about the importance of education and, by improving interconnectivity within the system, lead to greater attendance by students.

Such progress is happening today. But in the near future, digital technologies will offer the possibility of something more: the potential to completely reimagine the delivery of education services. Pioneering examples already exist in developing countries which demonstrate the viability of this transformative potential. Moreover, these leading efforts suggest that with deliberately designed implementation, such approaches can be cost-effective and inclusive. In this report, we set out five visions of how technology-driven tools and the data underpinning them can improve the delivery of education services in the future. These visions are all interrelated: they draw on the potential of data and of technologies such as machine learning, algorithms and communication technologies, and they reflect the consequences for how students will learn, and the associated changes in how services will be delivered and systems will be managed. The five visions are:

1. **Creating responsive learning systems.** In a *learning system*, data-driven technologies could enable feedback loops at all levels, informing decisions and continuously advising on best teaching practices by bridging the current gap between research and practice. Pockets of such systems are already taking shape, powered by digital technology such as Ghana's School Mapping platform,³ a smartphone-based platform allowing integrated collection of data on resources, teachers and infrastructure of schools, and thereby fostering better decision-making and investments.
2. **Targeting at-risk people in education.** Systems could also be made *proactive* to ensure services get to the people that need them most. In the education sector, this is starting to emerge in programmes that use digital personalised learning software to identify students whose learning is lagging and allow more precise targeting of interventions.
3. **Tailoring education services to individual needs.** *Personalised education* holds great potential to revolutionise effectiveness, efficiency and equity. For example, digital personalised learning software greatly improves test scores by tailoring content based on a student's proficiency level, rather than that of the rest of the class.
4. **Redefining the roles of educators.** With digital technologies, the *roles of teachers will change*. Digital technologies including machine learning may lead to the automation of certain tasks, especially routine or codifiable parts of the job. Consequently, teachers' skills will change markedly. They will remain a crucial part of the system, but will spend less time on routine tasks and place greater focus on core strengths such as judgement, initiative, and the socio-emotional "human touch".
5. **Bringing quality education to remote areas.** In the future we may also see *virtual systems* which break down the walls of classrooms, reaching out to students in the most remote areas to provide quality education through videoconferencing or other forms of delivery.

The challenge

Technological solutions cannot guarantee success. Too often, they fail to deliver impact, or to work at scale. To date, most innovation has been focused on the point of delivery: classrooms. This model has repeatedly failed when technological innovations ignore constraints across the wider system. For example, the One Laptop per Child programme in Peru had little effect on maths and reading test scores, and other similar programmes succeeded *only when integrated with broader changes to teaching*. Effective education delivery addresses the complexity of systems, and involves a variety of actors and end users who have different roles and motivations.

Policymakers need to take a systems approach both to better understand where the problems within education lie, and to better predict how the system is likely to respond to new technologies. The value of this approach is clear. New technologies – even the most advanced ones – only work well when the broader enabling environment is right.

Success in adoption will depend on the system as a whole: the various actors, connections among these actors, organisational norms, and the local and national political context. The absence of such an enabling environment, however, should not serve as a reason to wait to introduce reforms. Indeed, even when specific elements of the system are not working perfectly, reforms made in a joined-up manner can enhance outcomes, challenging the status-quo. For example, digital payrolls can stymie corruption, feedback systems can boost motivation and thereby tackle absenteeism, and data-systems can create incentives for more transparency in decision-making. And, in the process, such initial steps can start the redesign of systems.

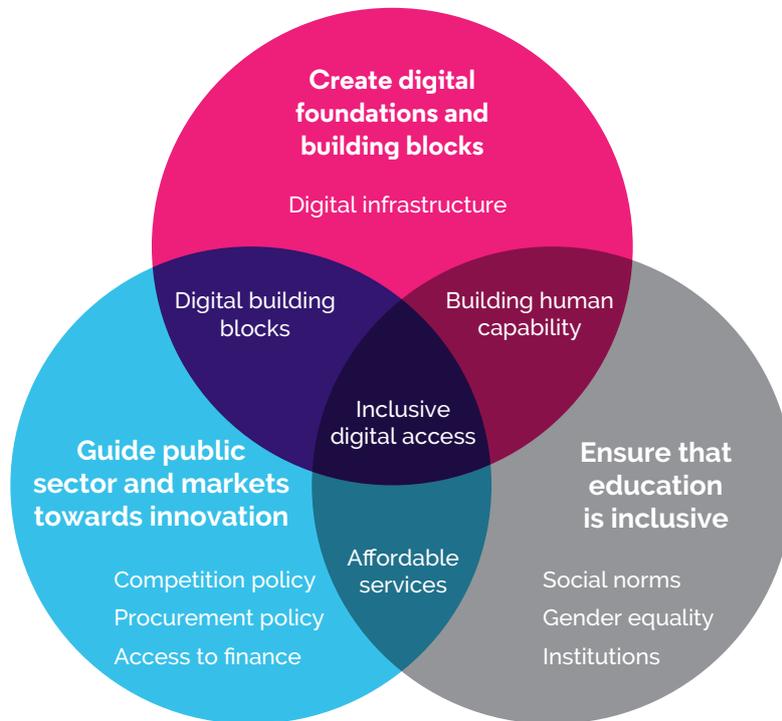
What to do next?

The time is ripe to plan for scale, and to bring digital technologies into education systems. Many recent attempts towards innovation still need to prove their success. Even those with careful evaluations are typically no more than pilot studies, at a relatively small scale. The potential is nevertheless clear and the next step is to start using digital technologies to deliver at scale. This is a critical moment. Decisions made by funders and policymakers today will determine whether the roll-out of digital technologies will be a costly way to exacerbate failings and inequalities in existing systems, and a distraction for policy-makers, or a force of positive disruption towards more effective, efficient and equitable systems.

For implementation at scale, the focus will need to be on promoting innovation in the private and public sector, ensuring that progress is inclusive and, especially, creating the right digital foundations for scale. In Figure ES1, below, we have adapted a framework from our previous report, *Charting Pathways for Inclusive Growth*, which outlined policy priorities for technology-enabled growth.⁴ The same priorities are valid for innovation in the delivery

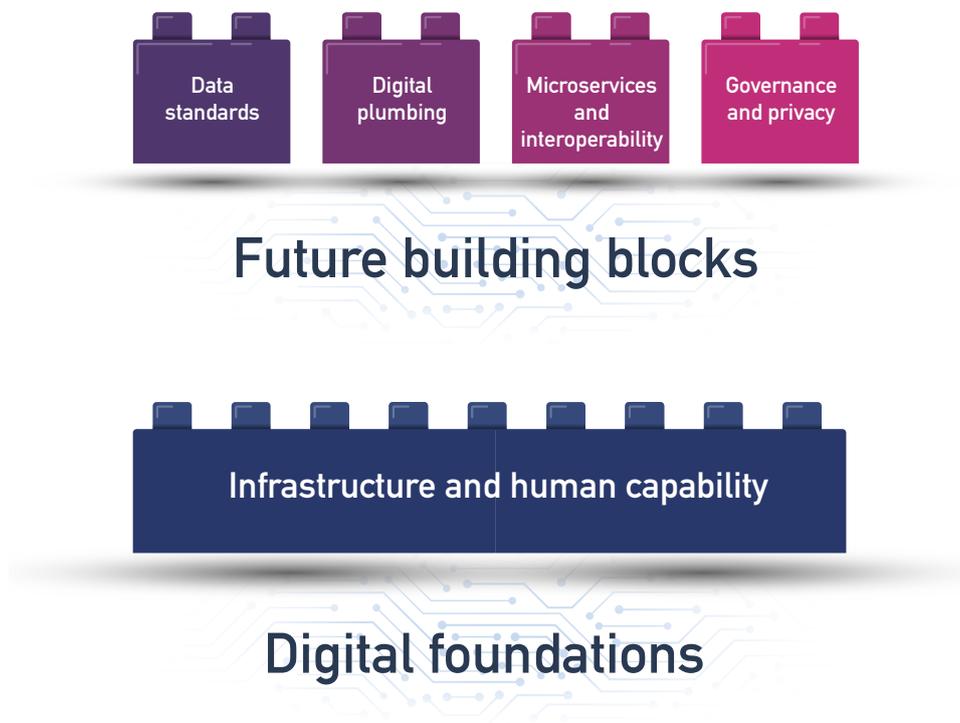
of education. The key driver for success in using digital technologies in education delivery – the effective use of data – requires a focus on creating the right enabling digital foundations and digital building blocks (explored further below). In addition, governments must create space for innovation in education, both in the public sector and with private actors. Finally, ensuring that education is inclusive will require special attention to issues such as access, affordability and digital literacy. This report, alongside our previous work, argues that in the absence of such an explicit focus, existing inequalities by wealth or gender will be exacerbated.⁵

Figure ES1. **A policy framework for education for all through digital technology**



Data will be the fuel that powers future digital systems. The five future visions put forward in this report all rely on data to reimagine the design and architecture of these systems. However, many countries are working from a low existing baseline in effectively capturing and using data. Countries must ensure the right *digital foundations* are in place: even the simplest digital services require digital infrastructure, including access to electricity and internet, and digital skills. When setting up such digital foundations, inclusive access must be considered. Furthermore, truly harnessing data will require establishing the *building blocks for future digital systems*. Clear rules around data governance and privacy must be established: these future visions require significant centralisation of data about citizens, and while the potential upside is large, so, too, is the potential for harm. New regulations, protocols and rules must be established to guard against privacy violations, data misuse, and algorithmic bias. From there, data standardisation will be key to breaking down silos between programmes, and ensuring information can be compared across regions and between organisations. Likewise, countries will want to develop “digital plumbing” – metaphorical pipes that collect and transport information for data aggregation – and open digital services to ensure that the insights and value from data can be harnessed by innovators, incumbent providers, and ordinary people.

Figure ES2. **Foundations and building blocks for future service delivery systems**



How to do it?

This report offers four principles that can help everyone – citizens, workers, policymakers, funders and entrepreneurs – harness the opportunities of the digital age for better education, and avoid some of the previously experienced pitfalls of inappropriate adoption and poor implementation of technological innovations at scale.

- 1. Deploy technology only when it offers an appropriate and cost-effective solution to an actual problem.** Policymakers and funders should invest time and effort in identifying the specific problems holding back their education systems, and they should only decide to use a digital solution if it is the best solution on offer. They also should be confident that an intervention will work in the local and national contexts, and be cognisant of the local political or organisational culture. Moreover, efficacy at a small scale does not fully inform impact at scale, let alone affordability. Rather, impact and costs of scaling need to be monitored carefully.
- 2. Focus on the content, data sharing, and system-wide connections enabled by digital technology, not exclusively on hardware.** All too often, when policymakers look to deploy technological solutions to education, the focus is on procuring pieces of hardware. However, digital solutions will only have impact if they are used by everyone – teachers, citizens, and officials. This means that people must have access to the right inclusive digital foundations (infrastructure and skills), and that software and digital components must be crafted to serve the end users.
- 3. Invest in digital building blocks, not just the bulk collection of raw data, in order to move towards the systems of the future.** Good data can inform decision-making, fuel active feedback loops in a learning system, and offer personalised services. In practice, digital building blocks provide a way to build the required domestic capability as well. These data frameworks enable system managers to learn from experience, compare interventions, and set standardised criteria for success – boosting their ability to understand their system and implement solutions at scale.
- 4. Ensure that the technology genuinely works for all by making deliberate efforts to engage with and build solutions for people who are typically left behind.** This should start with explicit attempts to understand the specific wants, needs and priorities of marginalised communities. Resulting actions can be as simple as providing free educational content online, or as complex as a tailored learning programme, such as a personalised adaptive learning software which can help children lagging behind, and can bridge gender gaps in learning from early on.

Decisions made today by funders and policymakers will determine whether digital technologies can truly change education for all. By deploying new tools, and by following the principles outlined in this report, developing countries can enhance and change the functioning of their education systems. They should critically monitor progress in terms of scale, impact and cost. If done carefully and judiciously, positive disruption is possible, and digital services will bring developing countries closer to the ambition of offering better education for all.

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