

The learning ecosystems framework



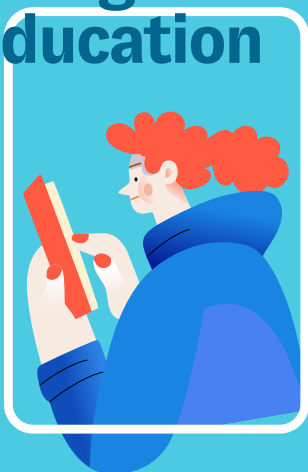
Promoting collaborative and dynamic learning opportunities to achieve positive educational and wellbeing outcomes for young people.

Supported by  JACOBS
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There is growing recognition that education systems require fundamental change to equip young people with the right types of skills and mindsets to remain adaptable and resilient in a rapidly changing world. One approach to revitalising education is the concept of learning ecosystems. This interdisciplinary model moves away from standardised, top-down systems towards a more integrated and personalised approach involving a wider cast of educational providers; but, no single tool exists for evaluating the enabling factors and success of learning ecosystems.

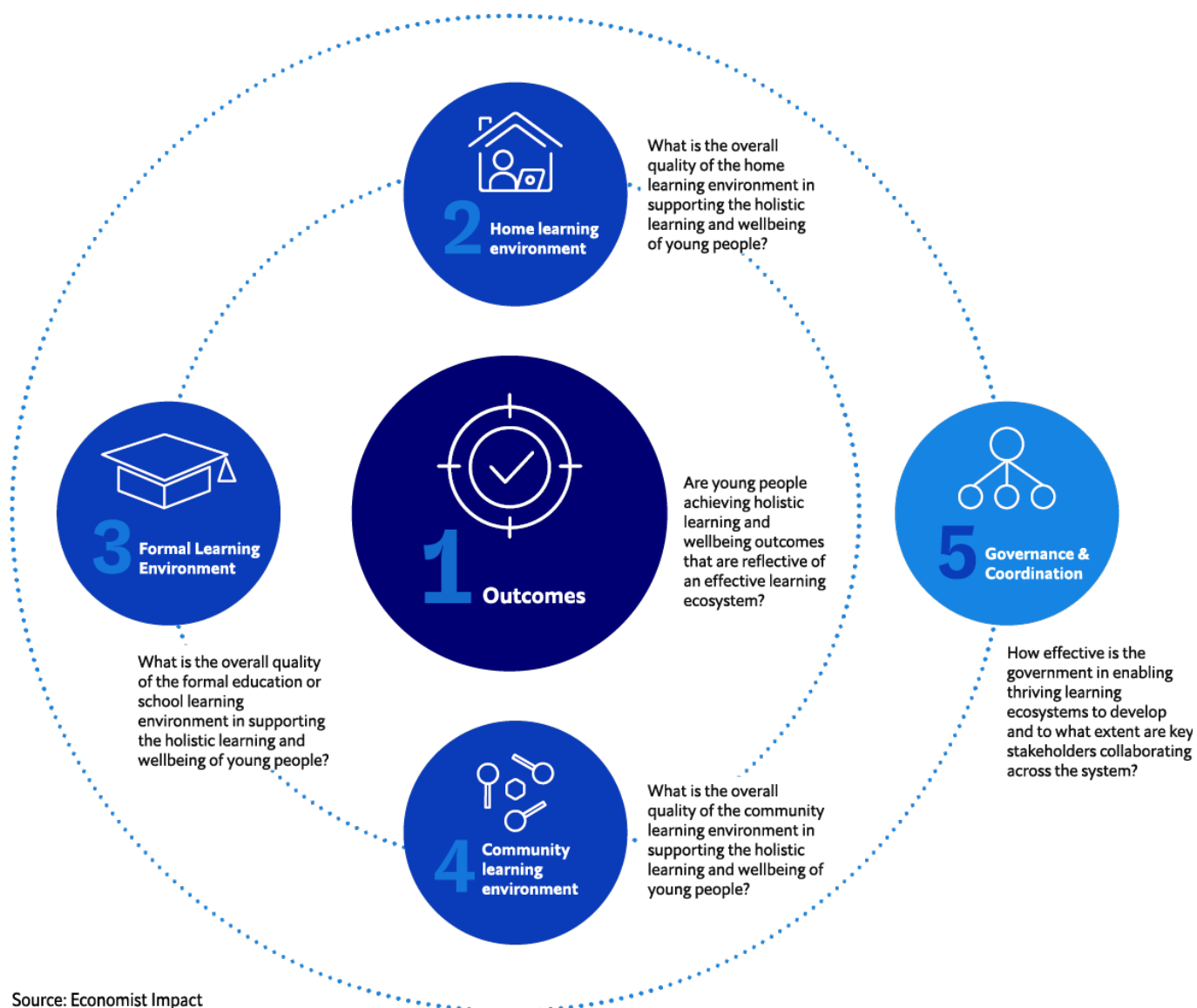


Reimagine education



The Learning Ecosystems Framework, commissioned by Jacobs Foundation, aims to close this gap. The framework pinpoints the key factors that enable the development of thriving learning ecosystems across different environments that work, individually and as a connected network, to deliver learning to young people: the traditional and formal school environment, the home—a child's first school—and the wider community. Economist Impact applied the framework to a diverse selection of 20 countries, covering almost 50% of the world's children. The analysis draws on data collected through a survey of 2,000 teachers and young people (aged 18–20) across these countries to understand individuals' experiences, supplemented by additional desk-based research.

The learning ecosystems framework



Key findings from the research and analysis include:

01

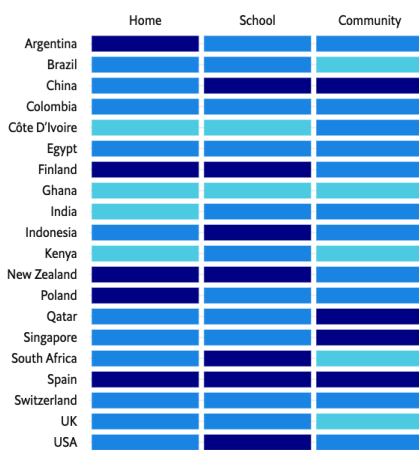
Holistic action to support the learning and wellbeing of young people is lacking globally.

While pockets of good practice are observable across all the 20 countries studied, action to support young people across all of the key learning environments remains low.

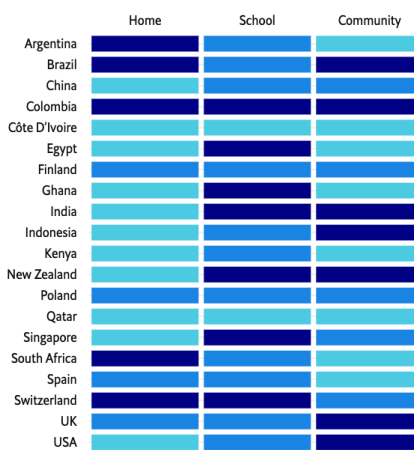
Quality of the home, school and community learning environments

- High performing learning environment
- Low performing learning environment
- Medium performing learning environment
- No data

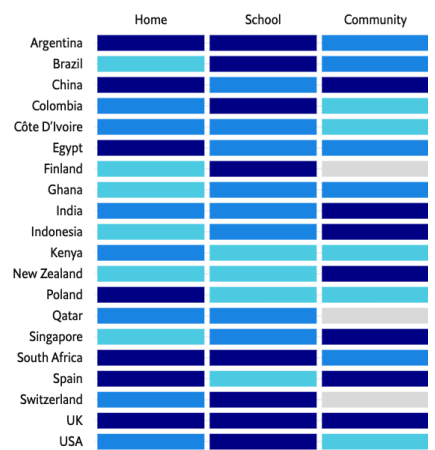
Overall environment



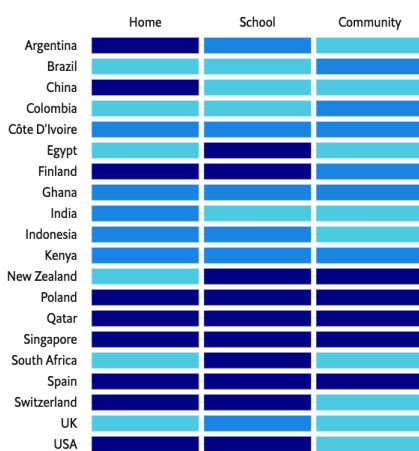
Public policy



Resources



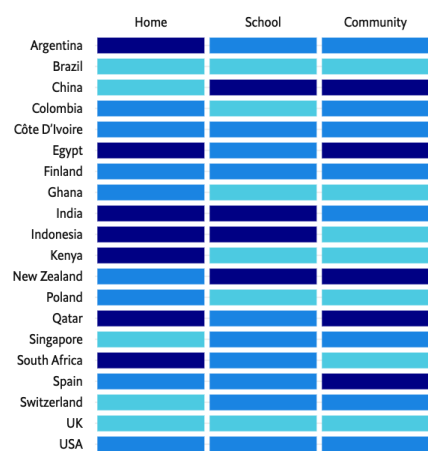
Infrastructure



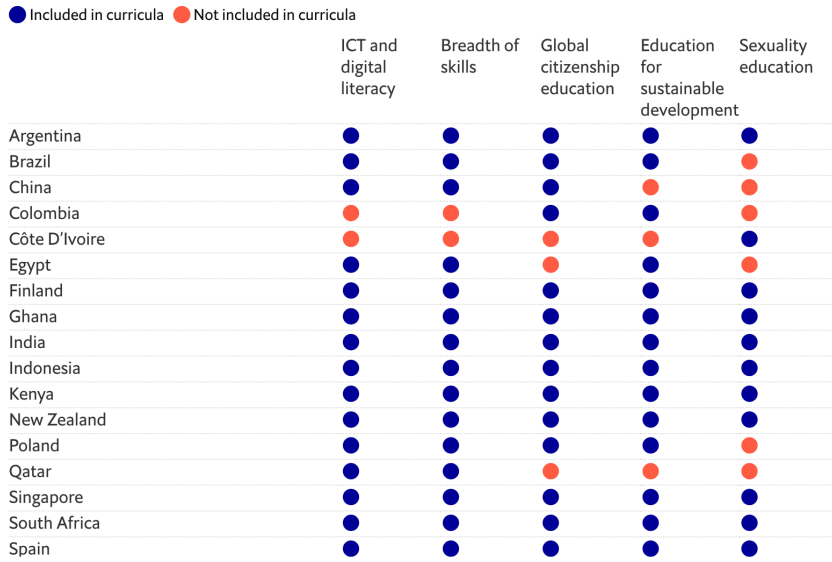
Learning facilitators



Relationships and activities



Coverage of national curricula



Source: Economist Impact research

02

A majority of countries studied have revised education policy and curricular frameworks to enhance learning delivered in schools.

Across countries, education plans, policies and curricula reflect growing consideration for student wellbeing, moving beyond the traditional focus on academia to encompass a wider set of skills and competencies.

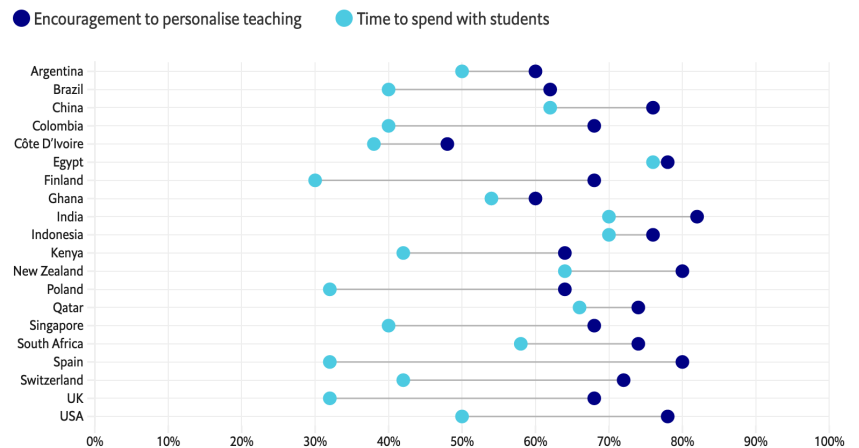
03

High workloads challenge teachers' ability to perform to expected standards.

Our survey found that while 70% of teachers feel encouraged by their school to personalise instruction to the needs of individual students, only 50% report that they have adequate time to spend with each student.

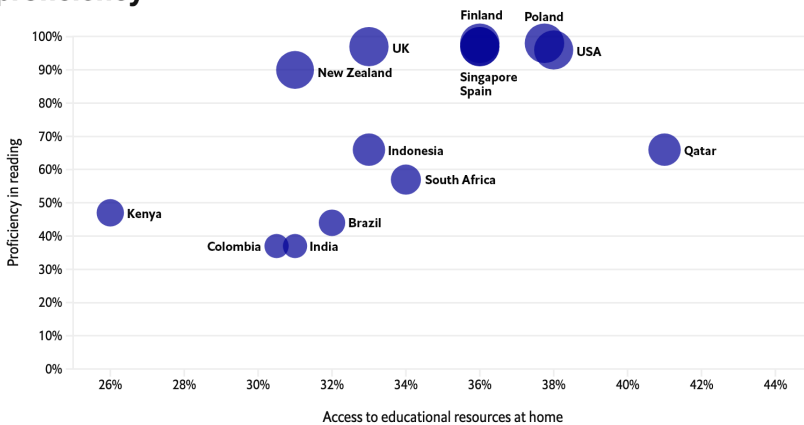
The role teachers are expected to play vs the that time teachers have to play this role

Percentage of survey respondents



Source: Economist Impact survey of teachers

Comparing access to educational resources with reading proficiency



Source: UNESCO (proficiency in reading); Economist Impact survey of young people (access to education resources at home)
 Note: Access to educational resources in the home is measured based on the percentage of young people responding that they had access to education resources in the home while growing up "to a large extent" or "to very large extent". Educational resources considered include: books to help with school work; a quiet or dedicated place to learn; access to a computer/digital device to use for school work or learning; books on art, music, poetry, or classic literature.

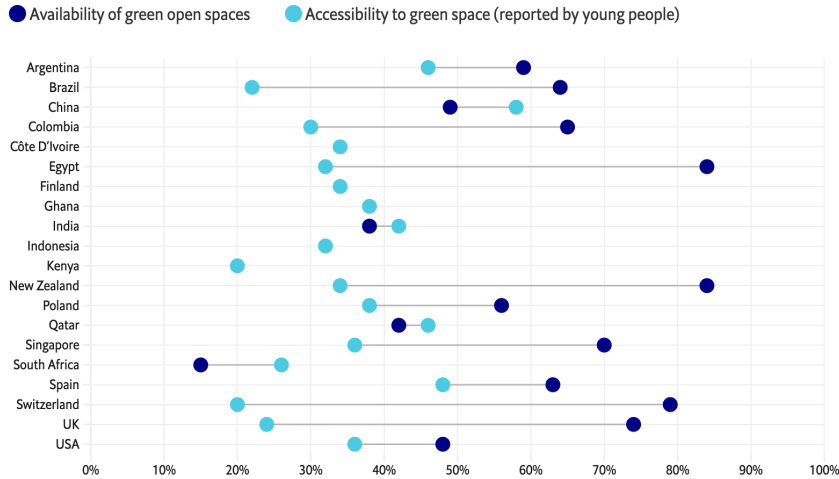
04

Family financial insecurity can prevent access to educational resources and experiences.

One-third of young people report that their family's finances prevent them from accessing education resources, while three-in-ten report an interruption to participation in school activities.

A lack of access to such resources in the home is also associated with poorer learning outcomes, such as lower levels of reading proficiency.

Availability of community-level infrastructure compared with the accessibility for young people



Source: UN Habitat (availability of green open spaces); Economist Impact survey of young people (accessibility to green spaces reported by young people)

05

Access to safe and high-quality community spaces for young people is lacking.

Only a third of young people surveyed said that they had easy access to pedestrian spaces, play facilities and green spaces in their communities while growing up. Countries are doing better developing infrastructure that caters to the needs of the general population—approximately 60% of the adult population in these countries reported having access to open and green spaces—but a greater focus on children and adolescents is needed.

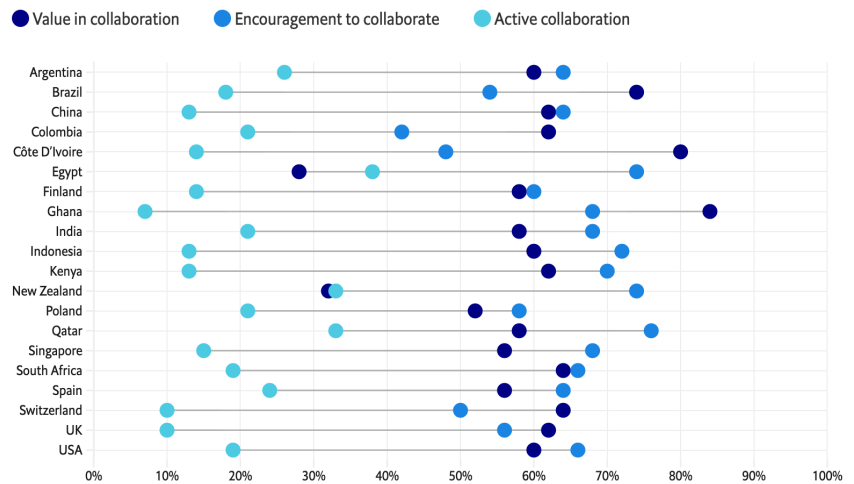
06

Education stakeholders see value in collaboration with external partners to support students, but engagement remains low.

Four-in-five teachers surveyed see value in engaging with actors and organisations beyond the school, while three-in-five agree that their schools actively encourage these activities. In practice, however, such collaboration is not happening: less than 20% of teachers report that their school is actively engaging with external institutions and actors.

Comparing ambition to collaborate with collaboration in practice

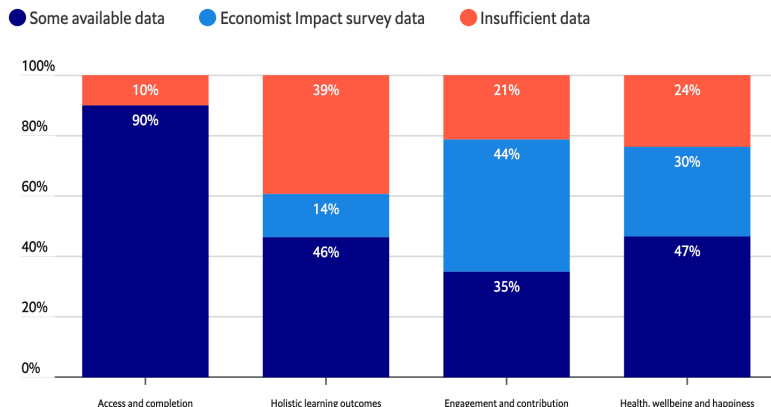
Percentage of survey respondents



Source: Economist Impact survey of teacher

Availability of comparable data on youth outcomes

Percentage of framework indicators with available data



Source: Economist Impact research
 Note: Youth outcomes included in the Learning Ecosystems Framework include: Access and completion (enrolment and completion and equity in completion); Holistic learning outcomes (learning-adjusted years of school, cognitive skills, equity in cognitive skills, meta-cognitive skills, social and emotional skills, digital skills, financial literacy); Engagement and contribution (sustainable development and lifestyles, civil/political engagement, global citizenships, youth transition to work); Health, wellbeing and happiness (Physical health, children developmentally on track, child malnutrition, mental health, sexual health, safety and violence, and happiness, satisfaction and flourishing).

07

A lack of data challenges the ability to evaluate systems and track progress.

Without improvement of measurement tools, we will continue to assess only what can easily be observed and risk perpetuating a system where educational success is measured one-dimensionally.