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Experimental Evidence on Alternative Policies to
Increase Learning at Scale

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Abstract

We partnered with the Ghanaian government to evaluate four methods of increasing achievement in schools with low average but heterogeneous student achievement. All methods focused teaching at the learning level of the child—a remedial pull-out program with a teaching assistant, a remedial after school program with an assistant, an assistant teaching half the students, or teachers focusing on homogeneous groups of learners. Despite imperfect implementation, student learning increased across all four.

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We partnered with the Ghanaian government to evaluate four methods of increasing achievement in schools with low average but heterogeneous student achievement. All methods focused on teaching at the learning level of the child—a remedial pull-out program with a teaching assistant, a remedial after school program with an assistant, an assistant teaching half the students, or teachers focusing on homogeneous groups of learners. Despite imperfect implementation, student learning increased across all four more so for female students, and gains persisted after the program ended. Fidelity of implementation decreased

over time for the assistants but increased for the teachers.

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