New initiatives to address data gaps

A lifecycle approach to measure learning and non-cognitive measures using high-frequency phone surveys

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THE PROBLEM

- Fragmented data collection system (space for greater economies of scope)
- Low take-up by statistical agencies
- Lack of population level statistics
- Critical analytical limitations

... exception UNICEF/MICS program (although also incomplete)


The objective of this task is not to create a vertically integrated scale of learning across all this assessments.
WHAT HAVE WE DONE

• Workshop (February 3rd and 4th) ([LINK])
• UIS/UNICEF/WB/OECD
• Agreement on the principle of a MVP
• Next steps (see TOR)
• Identification of items
• Consolidation of protocols
• Face-2-Face and Phone
• Pilot of integrated approach
Significant demand for data to understand the crisis and its implications.

COVID-19 created a significant demand for data; and created spare capacity in many statistical offices

Lots of data on government response, very little on take-up

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**MEASUREMENT USING PHONE: LEARNING ENGAGEMENT AND TAKE-UP**

<table>
<thead>
<tr>
<th>EDUCATION</th>
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<tbody>
<tr>
<td>5a</td>
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<tr>
<td>Were any of the children attending school before schools were closed due to coronavirus?</td>
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<tr>
<td>YES.1</td>
</tr>
<tr>
<td>NO.2</td>
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| 5b        |
| Have the children been engaged in any education or learning activities since the schools closed? |
| YES.1     |
| NO.2      |

| 6         |
| In what types of education or learning activities have the children been engaged since the schools closed? |
| READ OPTIONS. SELECT ALL THAT APPLY. |

- Completed assignments provided by the teacher .................1
- Used mobile learning apps .....................................2
- Watched educational TV programs ...............................3
- Listened to educational programs on radio .....................4
- Session/meeting with Lesson Teacher [tutor] ....................5
- OTHER [SPECIFY] ...............................................96
Very heterogeneous learning engagements across countries
Different learning modalities can be substitutes or complementary

And level of parental education also matters