

# New initiatives to address coverage gaps

## A lifecycle approach

## Measurement through phones

João Pedro Azevedo

Lead Economist

World Bank, Education Global Practice

GAML 7 – Session 13

WG/GAML/14

#INVESTinPeople



# THE PROBLEM

- Fragmented data collection system (space for greater economies of scope)

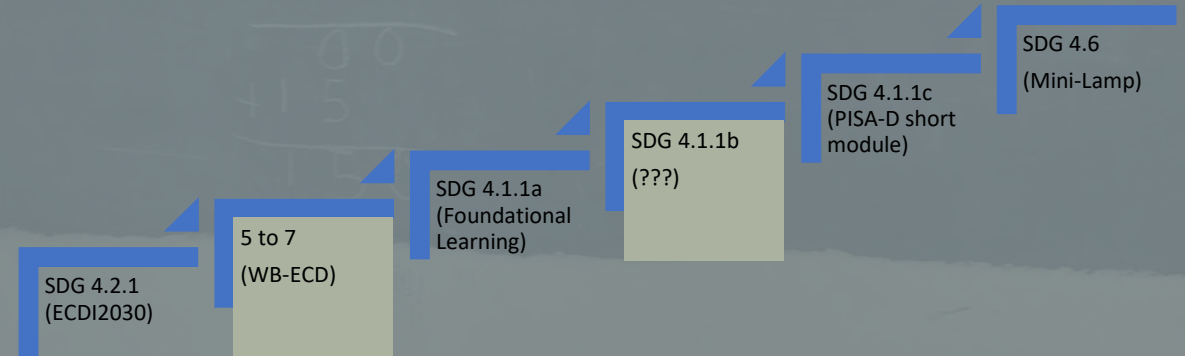
- Low take-up by statistical agencies

- Lack of population level statistics

- Critical analytical limitations

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

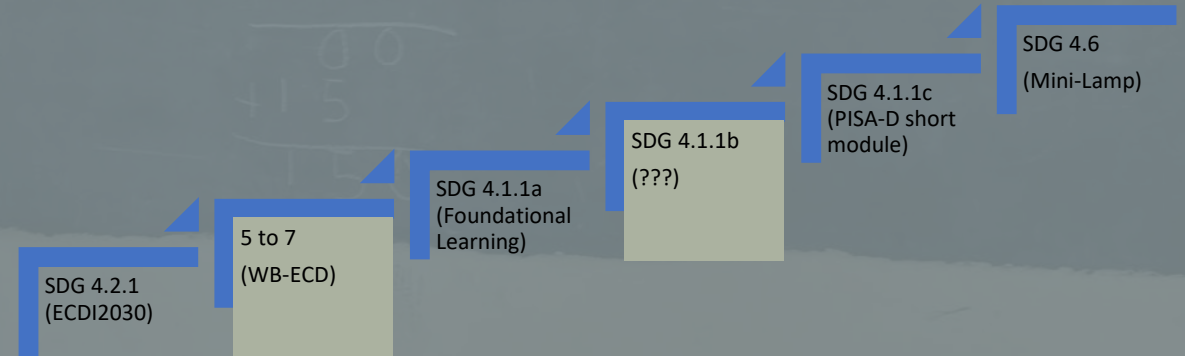
The objective of this task is not to create a vertically integrated scale of learning across all these assessments.



<https://www.worldbank.org/en/programs/lsm/brief/learning-through-the-lifecycle-in-multi-topic-national-household-surveys-options-for-low-income-countries>

# WHAT HAVE WE DONE

- Workshop (February 3<sup>rd</sup> and 4<sup>th</sup>) ([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



# MEASUREMENTS USING PHONE: LEARNING ENGAGEMENT AND TAKE-UP

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

EDUCATION		
6a	6b	6
<p>Were any of the children attending school before schools were closed due to coronavirus?</p> <p>YES..1 NO..2 &gt;&gt;Q9</p>	<p>Have the children been engaged in any education or learning activities since the schools closed?</p> <p>YES..1 NO..2&gt;&gt;Q7</p>	<p>In what types of education or learning activities have the children been engaged since the schools closed?</p> <p>READ OPTIONS. SELECT ALL THAT APPLY.</p> <p>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</p>

# INITIAL RESULTS

Very heterogenous learning engagements across countries



# INITIAL RESULTS

Different learning modalities can be substitutes or complementary

And level of parental education also matters

