Roadmap for Measuring Learning through the Lifecycle in Multi-Topic National Household Surveys

IEA, OECD, UNICEF, UIL, UIS, WORLD BANK

TCG- WORKING GROUP ON HOUSEHOLD SURVEYS

REFERENCE DOCUMENT: WG/HHS/4

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Motivation

Household surveys can be important part of measurement agenda around student learning

Pros and Cons with this approach, but:
- Can reach out of school students
- Can help populate SDG indicators (4.1.1, 4.2.1, 4.5.1, and 4.6.1)
- Provide rich detail of household environment (Intergenerational understanding, explaining learning poverty)
- COVID school closures

World Bank, UIS, UNICEF, OECD, UIL, and IEA are collaborating to develop short learning assessments for household surveys

Roadmap report has been prepared discussing how to fit these into household surveys

Key Principles

Provide set of modules measuring learning for use in household surveys as global public good

- ◦ Less than 30 minute modules (with some models can be implemented in parallel)
- ◦ Can discriminate around proficiency thresholds for SDGs

Principles:

1. Build on what exists
2. Made available to any organizations (Must abide by licensing rules and guarantee that items remain confidential)
3. Available for use free of charge.
4. Survey modules and item response scoring shall not be constrained to any particular survey platform, software platform, or firm.
5. Complement, not substitute, for large scale learning assessments.

Number of countries with household surveys in the last 5 years

	Global	LIC	LMIC	MIC	HIC
Total number of countries	217	29	50	56	82
Countries with a multitopic household household survey used to report on SDG 1 in last 5 years (including MICS)	81	19	34	21	7
Countries that have tested learning with a household survey (MICS FLM)	61	12	24	21	4

The integration wiht Household Surveys enable us to have a much richer contextual information

Large scale classroom assessments are accompanied by context questionnaires filled by the students.

The length and quality is limited, and often with many missing data.

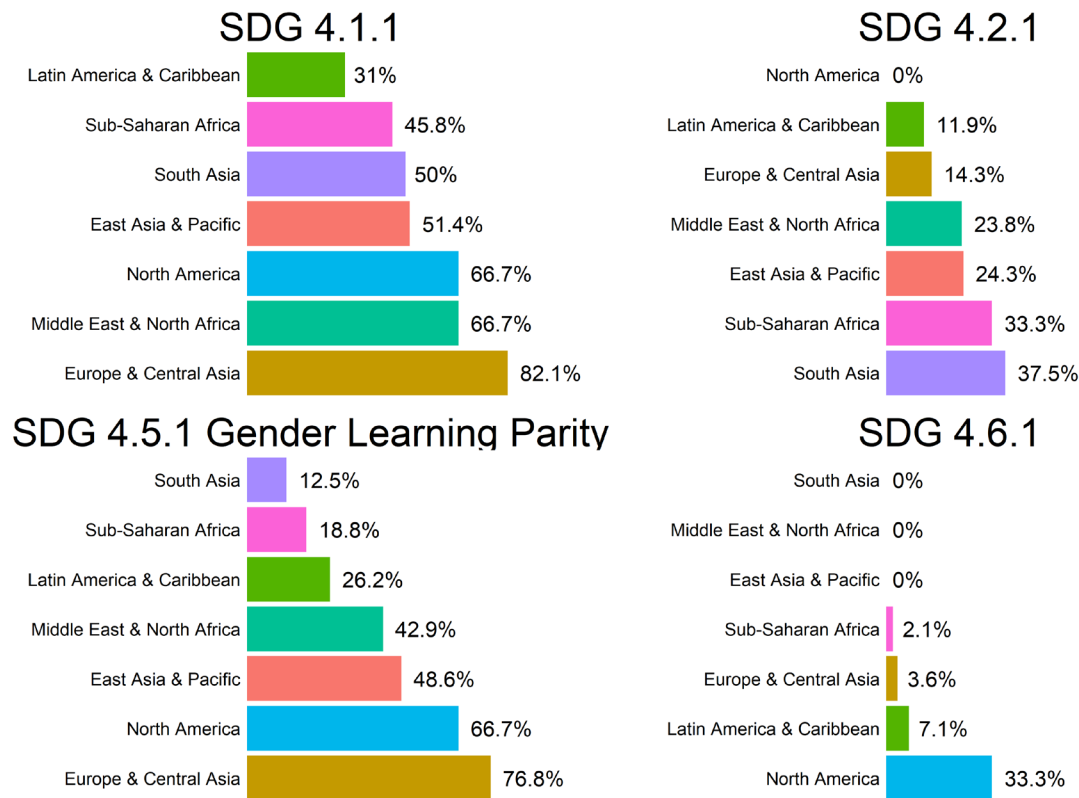Data on child well-being and household characteristics is limited
◦ Not necessarily able to capture household shocks such as unemployment or death of bread winners.

Integration with modules of traditional multitopic household survey
◦ Can shed new light
◦ Confirm understanding of the main drivers of learning are correct.

… and might help us fill some SDG Data Gaps

Figure 1. SDG Indicator Availability by Region between 2017 and 2020.

SDG 4.1.1

Region	%
Latin America & Caribbean	31%
Sub-Saharan Africa	45.8%
South Asia	50%
East Asia & Pacific	51.4%
North America	66.7%
Middle East & North Africa	66.7%
Europe & Central Asia	82.1%

SDG 4.2.1

Region	%
North America	0%
Latin America & Caribbean	11.9%
Europe & Central Asia	14.3%
Middle East & North Africa	23.8%
East Asia & Pacific	24.3%
Sub-Saharan Africa	33.3%
South Asia	37.5%

SDG 4.5.1 Gender Learning Parity

Region	%
South Asia	12.5%
Sub-Saharan Africa	18.8%
Latin America & Caribbean	26.2%
Middle East & North Africa	42.9%
East Asia & Pacific	48.6%
North America	66.7%
Europe & Central Asia	76.8%

SDG 4.6.1

Region	%
South Asia	0%
Middle East & North Africa	0%
East Asia & Pacific	0%
Sub-Saharan Africa	2.1%
Europe & Central Asia	3.6%
Latin America & Caribbean	7.1%
North America	33.3%

Source: UN Global SDG Database.
Figure shows the percentage of countries in each region with at least one SDG indicator between 2010 and 2020.

Even High and Upper-middle Income struggle

Figure 2. SDG Indicator Availability by Income Level between 2017 and 2020.
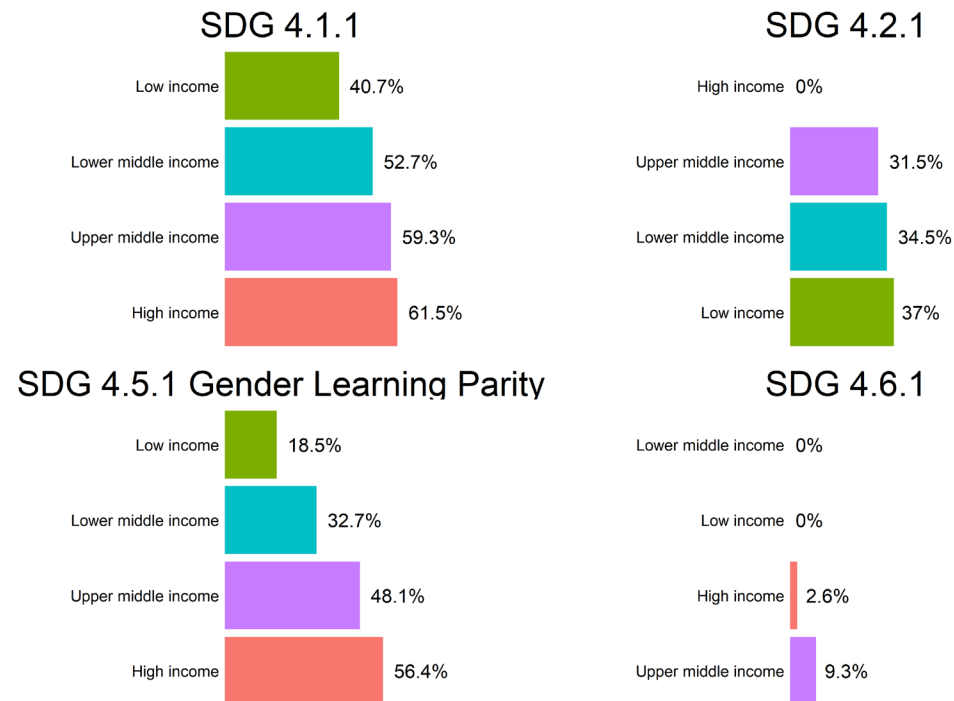
Source: UN Global SDG Database.
Figure shows the percentage of countries in each income group with at least one SDG indicator between 2010 and 2020.

What are our current tools?

Table 3. Sample and Age Range of Instruments

Population	SDG	Instrument	Type	Age	Agency
Adults	4.6	Mini-LAMP	Direct Assessment	15+	UNESCO
Secondary	4.1.1c	PISA-HSM	Direct Assessment	14-16	OECD
End of Primary	4.1.1b	mini-LaNa/ mini-MILO/ Foundational Learning Extension	Direct Assessment	10-14	IEA/ ACER/ UIS/ UNICEF
Early Primary	n/a	Foundational Learning Module	Direct Assessment	7-11	UNICEF
Pre-Primary	n/a	AIM-ECD	Caregiver	4-7	WB
ECE for under 5	4.2.1	ECDI 2030	Caregiver	24-59 months	UNICEF
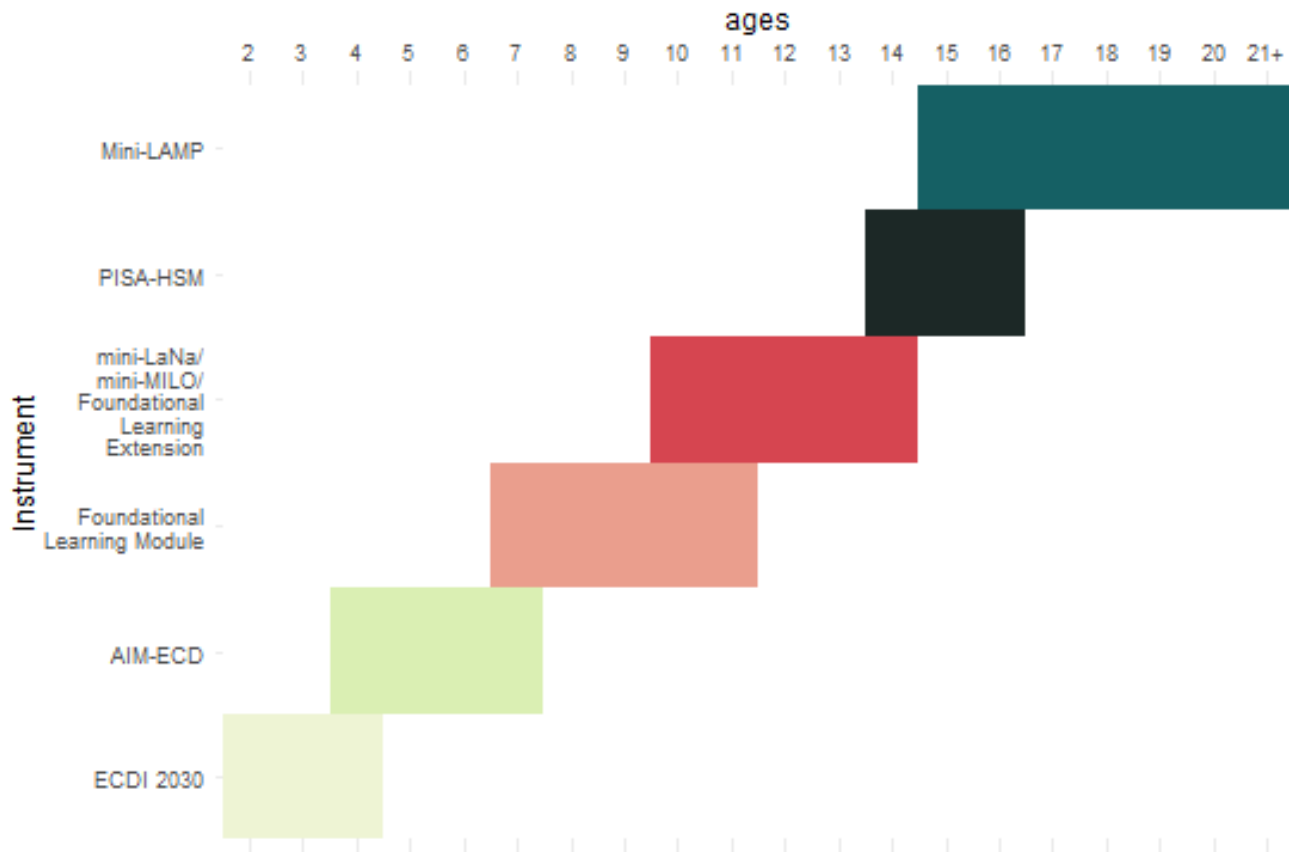
Tools can cover the age span

with the understanding that we are not trying to build a single scale

Will need pilots to learn how to implement

Some piloting needed to fit the modules together

Guidelines needed on implementation:
- Ethical and Privacy Considerations
- Background information to be collected
- Enumerator Training
- Sampling
- Implementation
- Translation and Localization protocols
- MOUs and item replacement

Pilot Goals

Examine how modules would fit together into single household survey

Produce guidance document with lessons learned

After this exercise then scale up

Parameters of a Pilot

Examined data from 15 countries (i.e. Vietnam, Kyrgyz Republic, Romania, Brazil, Colombia, Peru, Egypt, Morrocco, Bangladesh, Pakistan, Angola, Ethipia, Kenya, Nigeria, and Uganda); from 6 regions

Assumptions:
◦ 600 interviews per module
◦ Each module takes around 40 minutes

Would need to visit approximately 2,700 households

Would take around 111 minutes per household (~ 3 modules per household)

Pilot Design & Cost estimates

2-5 Pilot Countries

Timeline:
- 18-24 months

Costs:

$500K - $1 million per country for the piloting

* Cost includes only marginal cost of learning modules

Questions and Feedback

1. What countries could be interested in joining this pilot?

2. Is the Roadmap motivation sufficiently clear enough?

3. What is missing to get from here to implementation before 2030?

Thank You!