COVID-19 Monitoring Impacts on Learning Outcomes (MILO)

Presentation outline

• Study goals
• Study design
• Participation rates
• Tools and method
• Cognitive results
• Contextual findings
• Possible reasons for results
• Implications
• AMPL: future possibilities

MILO report launch 21 January 2022, Maurice Walker
Four goals

1. Evaluate the impact of COVID-19 on reading and mathematics learning outcomes by reporting against SDG indicator 4.1.1.b
2. Identify the impact of different distance learning mechanisms put in place to remediate the learning disruption generated by COVID-19
3. Expand the UIS bank of items for primary education
4. Generate a toolkit to scale assessment results to international benchmarks, reporting against SDG indicator 4.1.1.b
Measuring the impact of COVID on learning

**Conclusion:** $Y-X\%$ students reaching MPL is the impact on learning outcome.

- **Proportion of students meeting SDG 4.1.1(b) MPL**
- **School Disruption**
- **NRA**
- **NRA + AMPL-b**
- **AMPL-b**

**Study design**

< 2020 2020 2021 > 2021
### Language, grade and historical assessments

<table>
<thead>
<tr>
<th>Country</th>
<th>Language of administration</th>
<th>Grade assessed</th>
<th>Historical assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>French</td>
<td>6</td>
<td>Programme for Analysis of Educational Systems (PASEC) 2019</td>
</tr>
<tr>
<td>Burundi</td>
<td></td>
<td>7</td>
<td>National Assessment System for Monitoring Learner Achievement (NAMSLA) 2019</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td></td>
<td>5</td>
<td>National Assessment Survey (NAS) 2016</td>
</tr>
<tr>
<td>Senegal</td>
<td></td>
<td>5</td>
<td>National Assessment Survey (NAS) 2016</td>
</tr>
<tr>
<td>Kenya</td>
<td>English</td>
<td>7</td>
<td>National Assessment System for Monitoring Learner Achievement (NAMSLA) 2019</td>
</tr>
<tr>
<td>Zambia</td>
<td></td>
<td>5</td>
<td>National Assessment Survey (NAS) 2016</td>
</tr>
</tbody>
</table>
## Participation rates

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of participating schools</th>
<th>School response rate</th>
<th>Number of participating students</th>
<th>Student response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>289</td>
<td>100%</td>
<td>5684</td>
<td>84%</td>
</tr>
<tr>
<td>Burundi</td>
<td>252</td>
<td>100%</td>
<td>4993</td>
<td>95%</td>
</tr>
<tr>
<td>Côte d'Ivoire</td>
<td>250</td>
<td>100%</td>
<td>4867</td>
<td>96%</td>
</tr>
<tr>
<td>Senegal</td>
<td>265</td>
<td>100%</td>
<td>6417</td>
<td>98%</td>
</tr>
<tr>
<td>Kenya</td>
<td>247</td>
<td>99%</td>
<td>4675</td>
<td>98%</td>
</tr>
<tr>
<td>Zambia</td>
<td>252</td>
<td>99%</td>
<td>4954</td>
<td>93%</td>
</tr>
</tbody>
</table>
Assessments for Minimum Proficiency Levels

READING COMPREHENSION

- RETRIEVE INFORMATION
- INTERPRET INFORMATION
- REFLECT ON INFORMATION

Strongly aligned with the Global Proficiency Framework
Assessments for Minimum Proficiency Levels

Strongly aligned with the Global Proficiency Framework

NUMBER AND OPERATIONS
MEASUREMENT
GEOMETRY
STATISTICS AND PROBABILITY
ALGEBRA

AMPL-b Mathematics
Setting the MPL-b standards

- Training
- Independent Judgements
- Group Consensus Building
- Exploration of Alignment
- External Experts

Process was comprehensive, representative, participatory
Cognitive results, reading

no evidence of learning loss in reading 2019 - 2021
Analysis by gender, reading

Between 2019 and 2021 there are no statistically significant differences in the proportions of either boys or girls meeting the reading MPL, in any MILO country.

The difference between boys and girls meeting reading MPL in 2021 is not statistically significant, in any MILO country.

No evidence of learning loss in reading 2019 - 2021
Cognitive results, mathematics

no evidence of learning loss in mathematics 2019 - 2021
Analysis by gender, mathematics

- In **Burkina Faso**, there was an **improvement** in learning outcomes from 2019 to 2021 for both boys and girls (increase of 7 percentage points and 5 percentage points, respectively).

- In **Kenya**, there was **learning loss for boys** between 2019 and 2021 (decrease of 9 percentage points).

- For all other countries, there were **no statistically significant differences** in the proportions of boys or girls meeting the mathematics MPL.

- For **Burundi** in 2021, more boys met the mathematics MPL than girls (difference of 5 percentage points).

- In all other countries, there was no statistically significant differences in the proportion of boys and girls meeting the mathematics MPL in 2021.
Contextual Framework & Instruments

COVID-19 Disruption

School environment
- Teaching and Learning
- Assessment and Monitoring

Home environment

Student characteristics

STUDENT QUESTIONNAIRE

SYSTEM QUESTIONNAIRE

SCHOOL QUESTIONNAIRE

STUDENT QUESTIONNAIRE
## School closures

<table>
<thead>
<tr>
<th>Country</th>
<th>Full closure (weeks)</th>
<th>Partial closure (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burkina Faso</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Burundi</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Côte d’Ivoire</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Kenya</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Senegal</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Zambia</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>
Policies during the educational disruption

Remote schooling
- Television, radio and the internet

Organisational changes
- Health and wellbeing at school and home
- Remote learning
- Remedial learning

Disadvantaged students
- Support for special needs and students from socially disadvantaged homes

Minimising academic disruption
- Supporting ICT
- Engaging families
- Adjusting teaching and learning

Staff wellbeing
- Peer support
- Counselling
- Training in supporting the health of others
Availability of remote learning

National level
• National plans or policies provided remote learning options

Principal reports
• Only a quarter of students attended a school offering remote learning programs to all students
Barriers to remote learning

Most common barriers reported were

• **Student access to digital device**
• **Student access to internet**

Other common barriers were

• **Difficulty in distributing materials**
• **Lack of learning materials**
• **Inability to communicate**
Common strategies for support during and after school closures

**Minimising academic disruption**
- Engaged the broader community
- Increased communication between staff and students

**Facilitating return to regular teaching**
- Monitoring students’ health and safety

**Supporting health and wellbeing**
- Checking-in with students and contacting families
Other indices reported include:
- Teacher support
- School support
- Student anxiety
- Family wealth
- Home language
- Parental education
- Parental literacy
Possible reasons for maintaining learning outcomes

- Learning gains may have been suppressed by the pandemic
- Students on track to achieving the MPLs may have been less impacted by COVID-19
- Low proportions of students meeting the MPLs in historical assessments make decline difficult to observe
- Students may already have recovered from any learning loss
- Mitigation strategies may have lessened the impact on reading and mathematics outcomes compared to other areas
- Families, schools and educational systems were able to offset much of the impact of the disruption
Implications

Remote teaching and learning
Prepare to provide effective remote teaching and learning for future disruptions

Support well-being
Continue to emphasise supporting the wellbeing of the school community

Monitor learning outcomes
Ensure that there are effective systems in place to continue to monitor learning outcomes
AMPL-b as a resource

- AMPL-b as a standalone assessment

- AMPL-b integrated into national assessment
  - as a whole booklet form
  - rotated through national forms
Future possibilities: Expand the AMPL

Measure the attainment of other Minimum Proficiency Levels in reading and mathematics referred to SDG 4.1.1

AMPL-c At the end of lower secondary

AMPL-a At the end of lower primary
Thank you
MILO participating countries

Senegal
Burkina Faso
Côte d’Ivoire

Kenya
Burundi
Zambia