

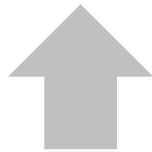
Remote Learning Assessments - COVID-19 Survey

Adolescent Girls' Education in Somalia (AGES) Project

Remote Learning Assessments

Design of phone-based literacy and numeracy assessments

- Familiar word lists
- Short passage
- Reading comprehension questions (using LOI)



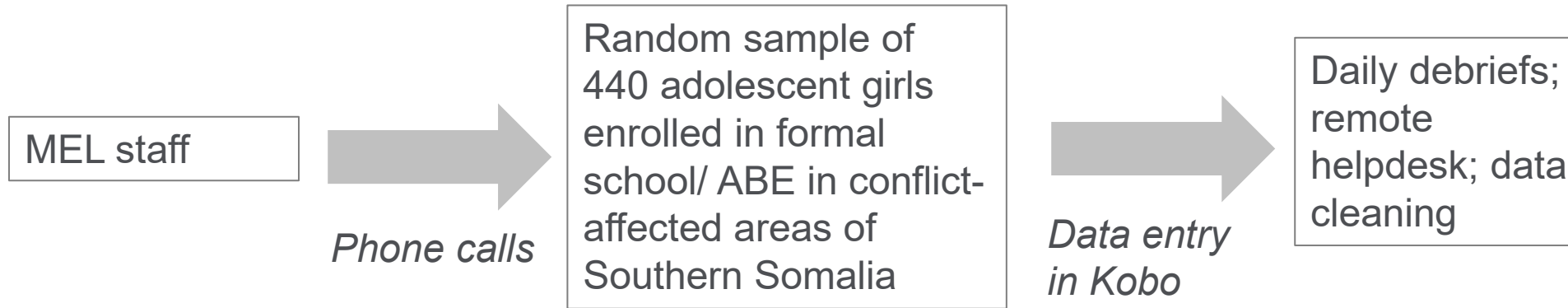
- Word lists/ passage sent via SMS
- Instructions in the students' mother tongue / texts in LOI
- Comprehension questions asked orally

- Word problems: Addition, subtraction, multiplication (single and double-digit)



- Avoiding simple calculations (phone calculator)
- Oral administration in the students' mother tongue
- Repetition as necessary

Data Collection



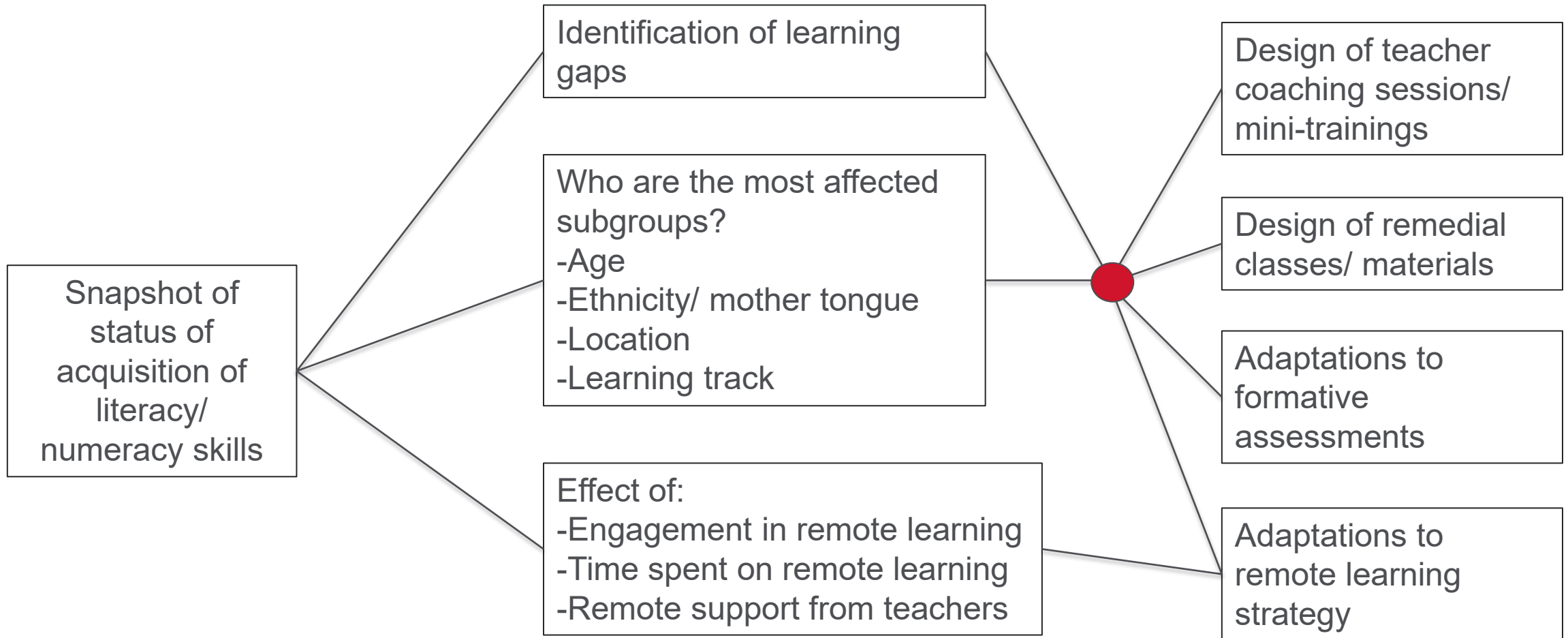
Challenges/ limitations:

- Restricted to girls with access to phones
- Some feature phones allow for SMS to be open during calls while others don't (affecting reading fluency measures)
- Potential for biased results (sibling/ parent responding; some students may not know how to use the phone)

Advantages:

- Reduced cost
- Ability to reach large samples in shorter periods of time
- Easier to deploy in conflict-affected areas
- Useful for 'temperature checks'

Decision-Making



Stemming Learning Loss During the Pandemic: A Rapid Randomized Trial of a Low-Tech Intervention in Botswana

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Botswana National
Youth Council

Prior to Covid-19 Scaling Up TaRL

Reached 15-20% of primary schools



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BROOKINGS



COVID-19 Response: Low-Tech Education

Low-tech: Calls,
Texts & Radio



Parents as Teachers at the
household



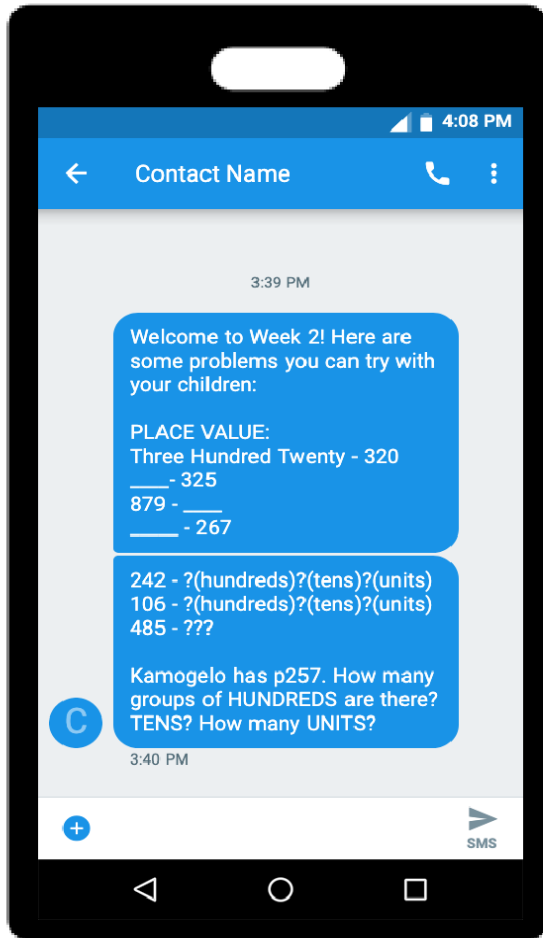
Rapid trial, data in
monthly cycles



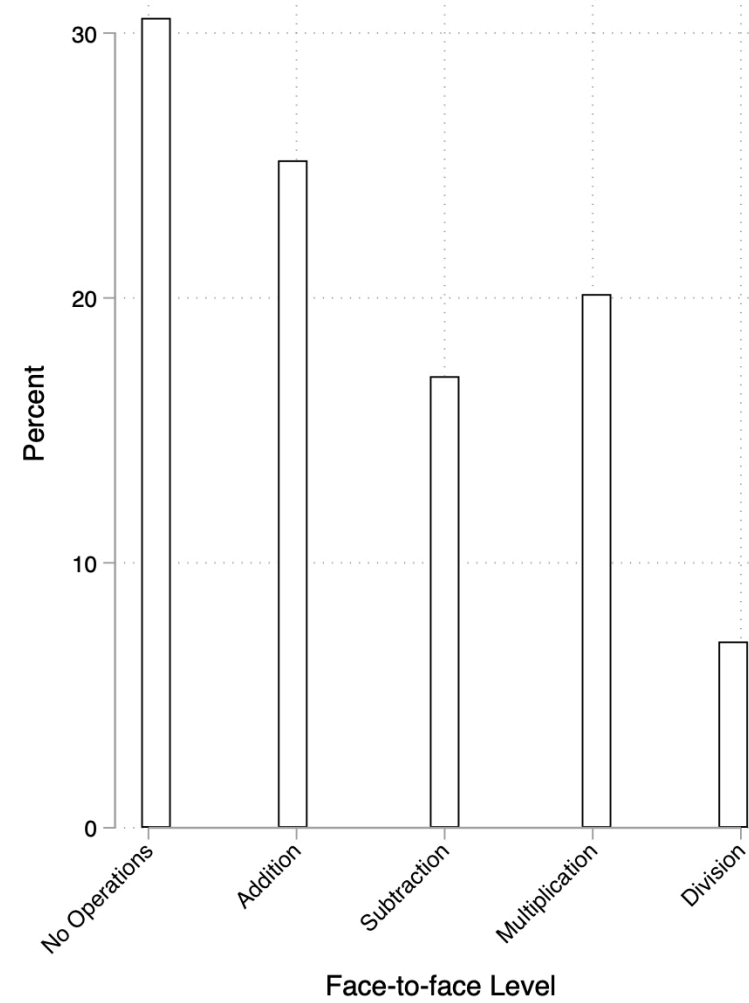
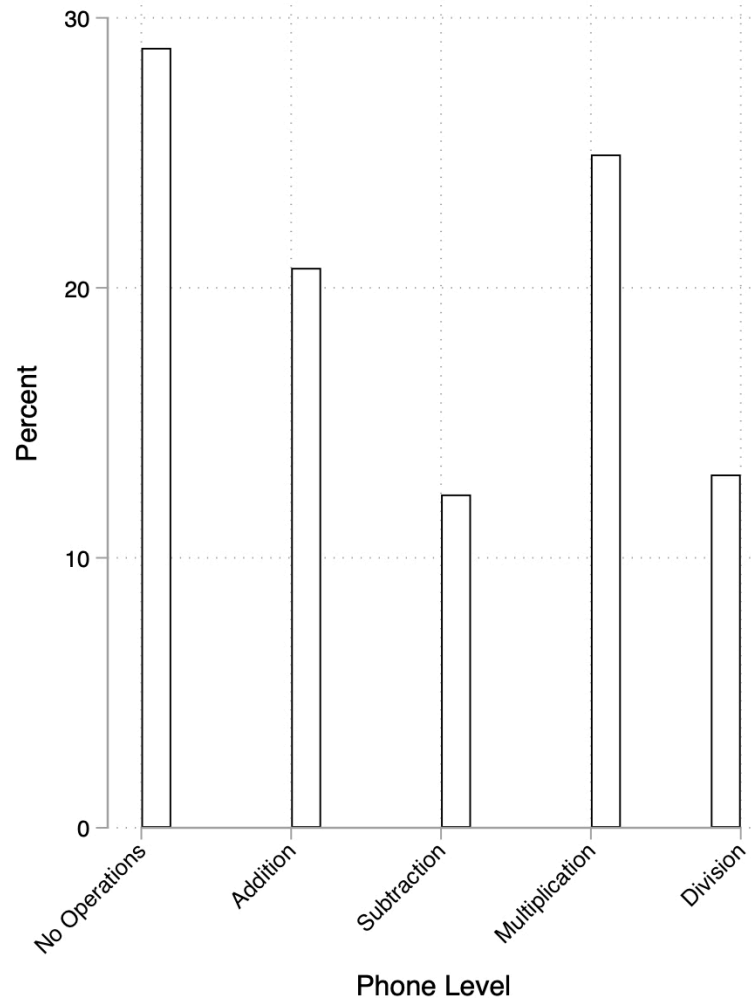
Immediate policy implications for
government & teachers



Sample Texts and Calls

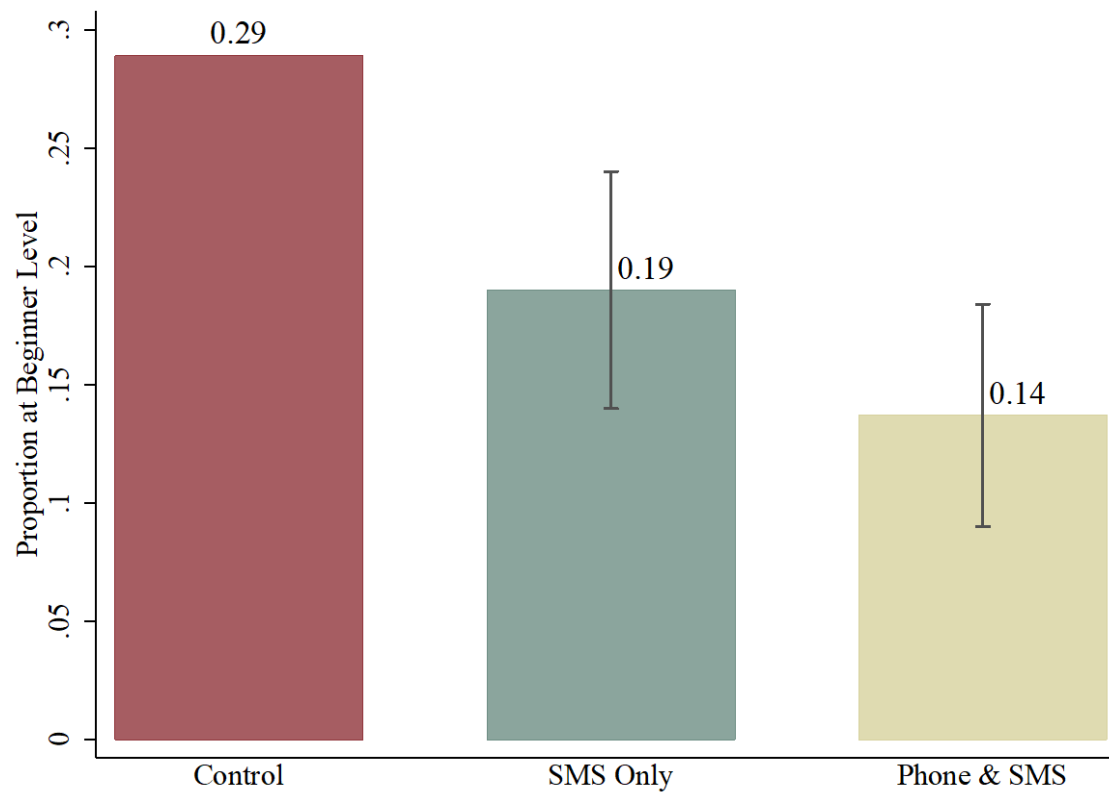


Measured Learning Via Phone – Adapted ASER, Similar Levels



Results: Learning

Proportion of students who can't do any operations



Related Papers

BMJ Global Health

Practical lessons for phone-based assessments of learning

Noam Angrist,^{1,2} Peter Bergman,³ David K Evans ,⁴ Susannah Hares,⁵ Matthew C H Jukes,⁶ Thato Letsomo²

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ABSTRACT

School closures affecting more than 1.5 billion children are designed to prevent the spread of current public health risks from the COVID-19 pandemic, but they simultaneously introduce new short-term and long-term health risks through lost education. Measuring these effects in real time is critical to inform effective public health responses, and remote phone-based approaches are one of the only viable options with extreme social distancing in place. However, both the health and education literature are sparse on guidance for phone-based assessments. In this article, we draw on our pilot testing of phone-based assessments in Botswana, along with the existing literature on oral testing of reading and mathematics, to propose a series of preliminary practical lessons to guide researchers and service providers as they try phone-based learning assessments. We provide preliminary evidence that phone-based assessments can accurately capture basic numeracy skills. We provide guidance to help teams (1) ensure that children are not put at risk, (2) test the reliability and validity of phone-based measures, (3) use simple instructions and practice items

Summary box

- ▶ Assessing children and youth remotely is essential to mitigating the adverse short-term and long-term public health and education impacts of the COVID-19 pandemic, as well as future school closures due to health and other crises.
- ▶ There is existing literature on best practice strategies to carry out phone-based surveys of adults, on oral face-to-face testing of learning among children and youth, and on using technology to help community health workers identify ill or at-risk children. However, there is little evidence on assessing learning among children and youth over the phone.
- ▶ Pilot experience with phone-based testing among our team, together with experience with oral assessments and phone-based surveys, provides preliminary guidance to orient those who would assess learning for out-of-school children when face-to-face assessments pose a public health risk.



Stemming Learning Loss During the Pandemic: A Rapid Randomized Trial of a Low-Tech Intervention in Botswana

Noam Angrist, Peter Bergman, Caton Brewster, and Moitshepi Matsheng

July 2020*

CSAE Working Paper WPS/2020-13

Abstract

The COVID-19 pandemic has closed schools for over 1.6 billion children, with potentially long-term consequences. This paper provides some of the first experimental evidence on strategies to minimize the fallout of the pandemic on education outcomes. We evaluate two low-technology interventions to substitute schooling during this period: SMS text messages and direct phone calls. We conduct a rapid trial in Botswana to inform real-time policy responses collecting data at four- to six-week intervals. We present results from the first wave. We find early evidence that both interventions result in cost-effective learning gains of 0.16 to 0.29 standard deviations. This translates to a reduction in innumeracy of up to 52 percent. We find increased parental engagement in their child's education and more accurate parent perceptions of their child's learning. In a second wave of the trial, we provide targeted instruction, customizing text messages to the child's learning level using data from the first wave. The low-tech interventions tested have immediate policy relevance and could have long-run implications for the role of technology and parents as substitutes or complements to the traditional education system.



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Distance Learning and Parental Engagement in Ethiopia: Read II Project Findings

Basic Education Coalition-
Global Reading Network

Webinar

31st August 2020



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The Research

Purpose:

- Assess reach, support and use of Tsehai Loves Learning (TLL) television and radio distance education program, broadcast in 7 Mother Tongue languages in 7 regions

Research Questions:

- Is distance learning a viable option for MOE post-COVID programming?
- To what extent is TLL accessed, used and supported by households?
- What are the challenges of home learning?
- What are implications for future programming?

Methodology:

- Telephone surveys of parents, district education offices and schools



Key Findings from Households

1. Access is uneven:

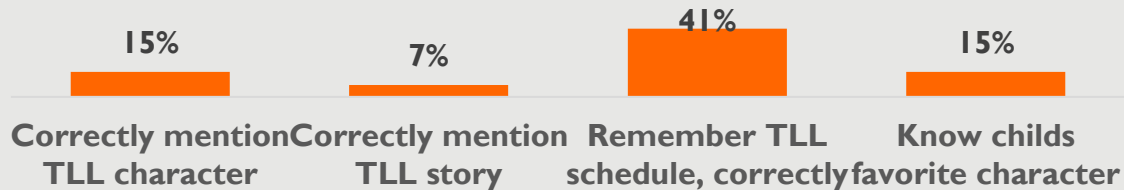
- 19% of HHs have no access to radio, tv or electricity, varying by languages (4-30%) and locales (19% no access even in Addis Ababa)
- Radio ownership higher in rural areas (83%);TV ownership higher in urban areas (82%)

2. Viewership/listenership is respectable:

- 60% of households surveyed watched/listened to TLL at least once
- 76% listened/watched in the past two weeks
- 92% children (64% in rural & 28% in urban) reported listening to TLL in the last two weeks.

3. Parent interaction with TLL is limited:

- Only 7 % parents correctly and 14% somewhat correctly mention TLL story



Key Findings from Education Stakeholders

I. Education Stakeholder (ES) reports inconsistent with households:

- ES (46%) rated parent support of TLL learning as low and 36% as fair.
- ES estimate student distance education viewer/ listenership to be low.



	Rural	Urban
	3 - 33%	5 - 47%
	0 - 6%	3 - 53%

2. Education Stakeholders say they are prepared to support Distance Learning:

- 89% of Education Stakeholder claim to support Distance Learning
- But, only 65% of Education stakeholders (ES) do have guidance on how to support Distance Learning during COVID -19 period.



Parental Engagement



Parental Engagement in At-Home Learning

- **Most parents (87%) believe they can support at-home learning and 88% of them say they would discuss the TLL show with their children....**

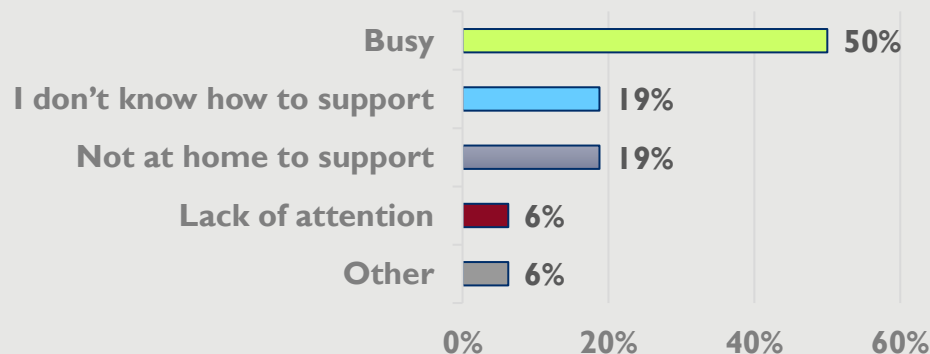
1. Siblings interact more on TLL than parents:

- Siblings were more likely to watch/listen to TLL with students than parents (56% v. 21%)

2. Parents engagement in TLL is limited:

- 82% of parents (60% rural) indicated that their children got support in their home studies in the past two weeks. 18% did not.

3. Parents don't have the time and the know how to support home learning





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