

ADB



ASIA-PACIFIC
SOCIAL PROTECTION WEEK 2023
Social Protection in a Changing World

26–28 September • ADB Headquarters, Manila, Philippines

Connecting evidence and policy: the role of monitoring and evaluation in social protection –

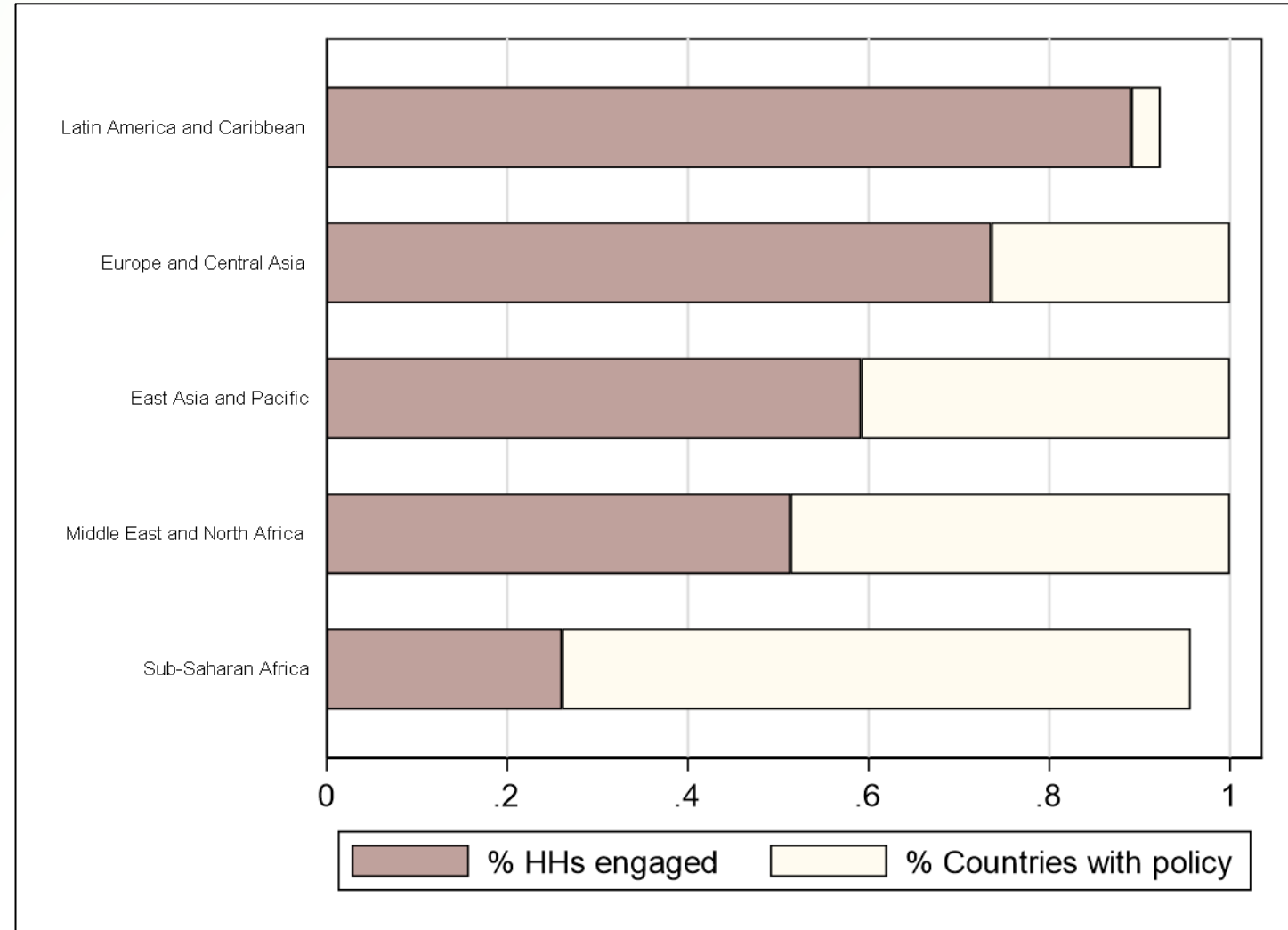
The Role of Education: Evidence from three studies

**Noam Angrist,
Youth Impact, University of Oxford**

First, measure if policies were implemented.

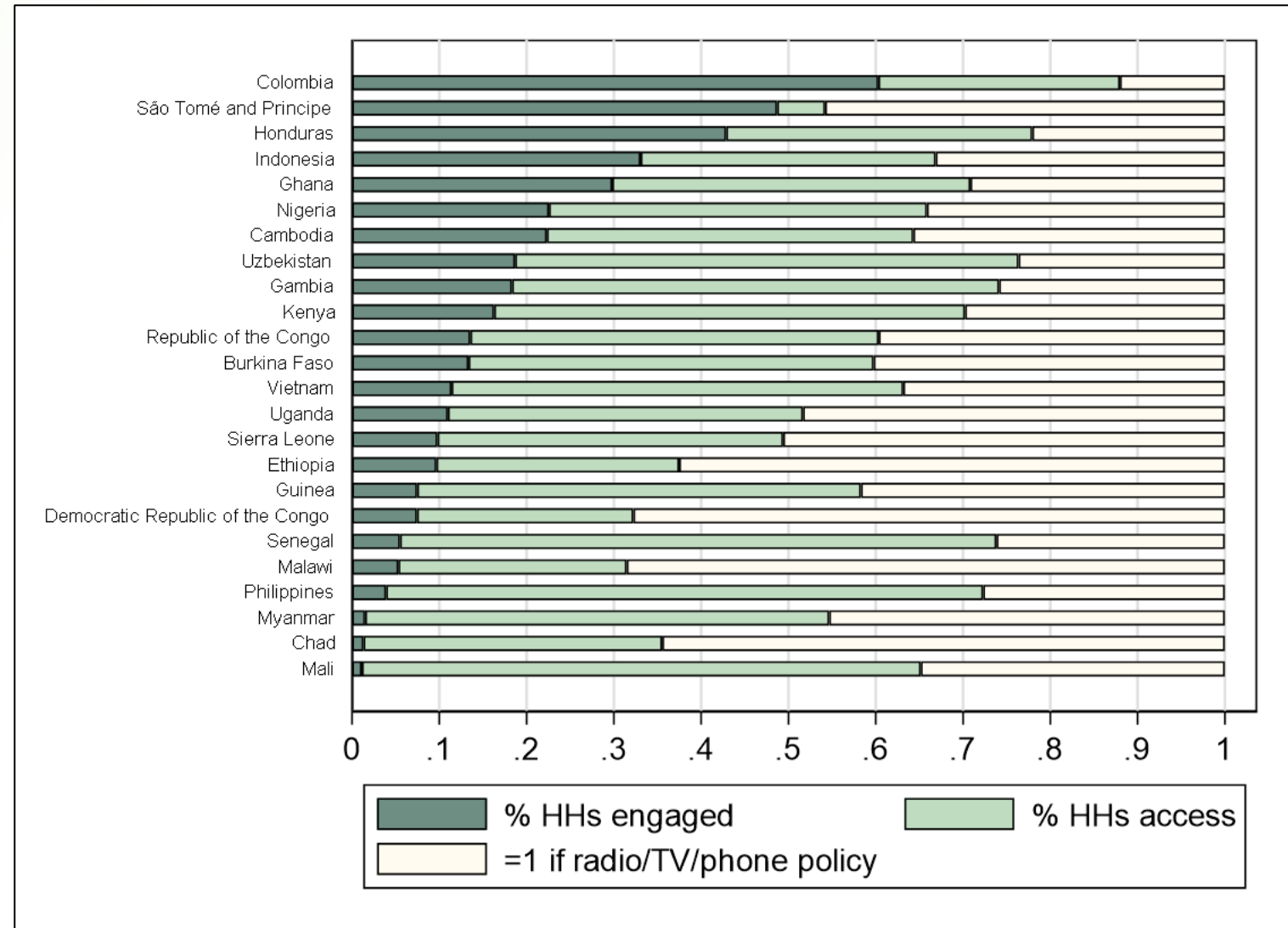
First, measure if policies were implemented.

- Leverage gov surveys & household surveys.
- Surveys by World Bank, UNICEF, UNESCO in 100+ countries.
- Nearly all countries during covid-19 issued distance education policies.
- Less than half of households received distance education in East Asia and the Pacific, MENA, SSA.



Naïve policy or ineffective service delivery?

- Philippines implemented policies but had less than 10% household engagement in them.
- But over 70% of households had access to the services, suggesting ineffective service delivery rather than naïve policy design.



**Second, invest in evidence of
“what works” to inform policy**

global policy/intervention evidence-based investment guidance



**COST-EFFECTIVE APPROACHES
TO IMPROVE GLOBAL
LEARNING**

*What does recent evidence tell us are “Smart Buys”
for improving learning in low- and middle-income countries?*

Recommendations of the Global Education Evidence Advisory Panel



Second, know “what works.”

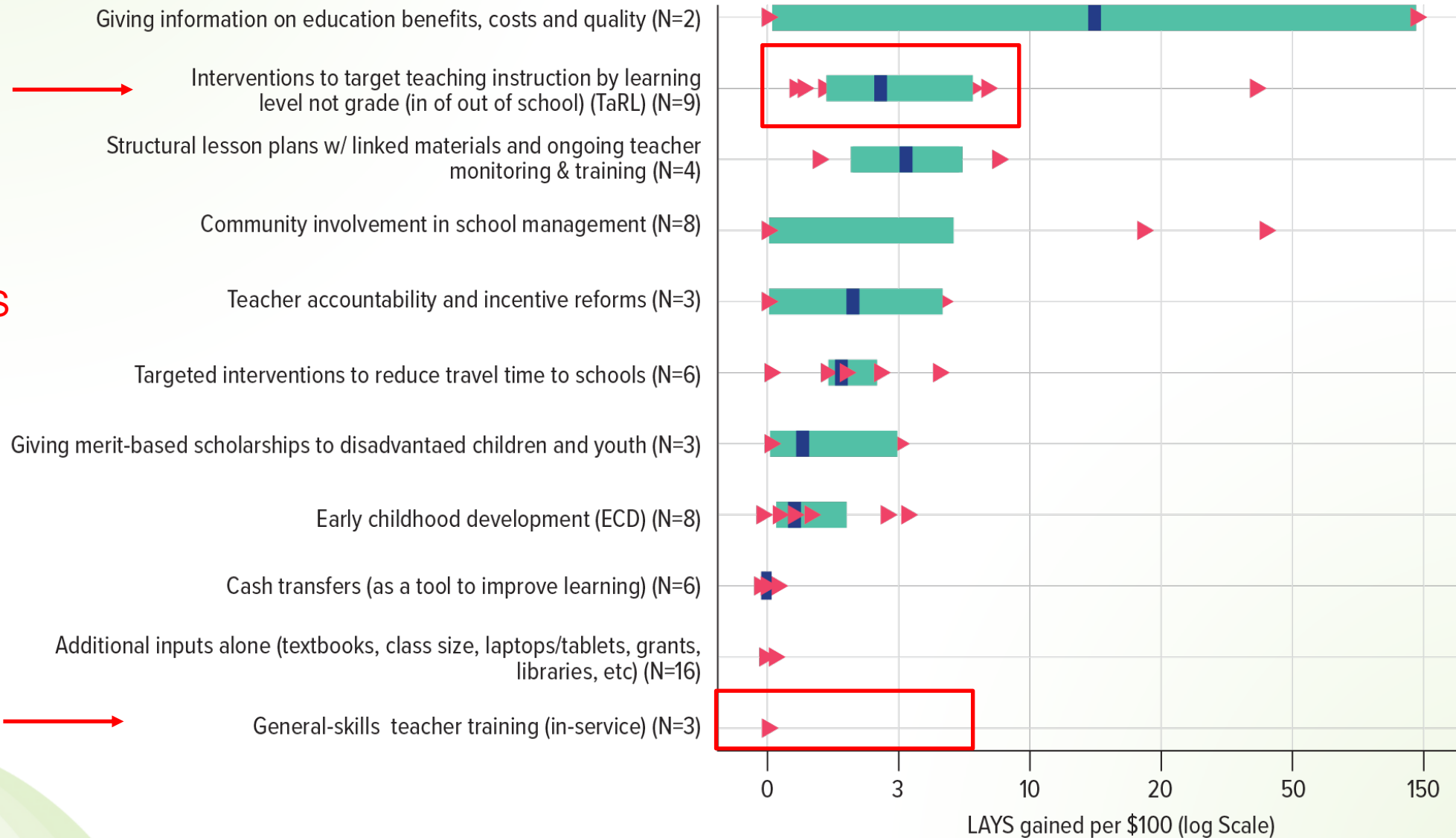
Learning-adjusted years of schooling (LAYS) gained per \$100 (log scale)

3 median LAYS gained



(large share of total LAYS system gap)

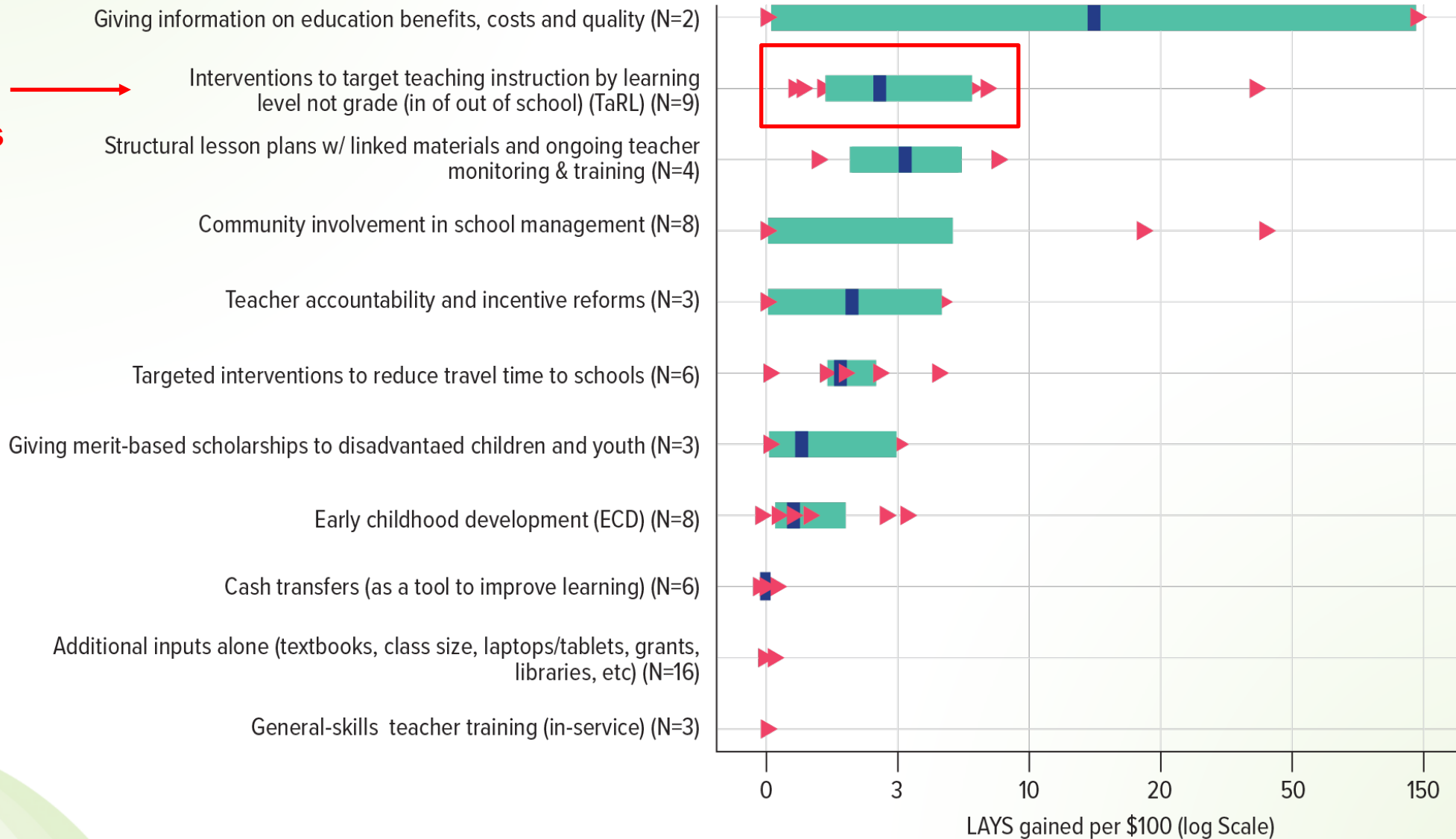
0 LAYS gained



Second, know “what works.”

Learning-adjusted years of schooling (LAYS) gained per \$100 (log scale)

Zoom in
to
examples



A promising reform: target instruction or “teaching at the right level”



| | No Operations | Addition/ Subtraction | Multiplication/ Division |
|---------|---------------|-----------------------|--------------------------|
| Grade 3 | 40% | 50% | 10% |
| Grade 4 | 30% | 55% | 15% |

Building Resilient Education Systems:

Evidence of a Cost-effective Mobile Math Tutoring Program in the Philippines

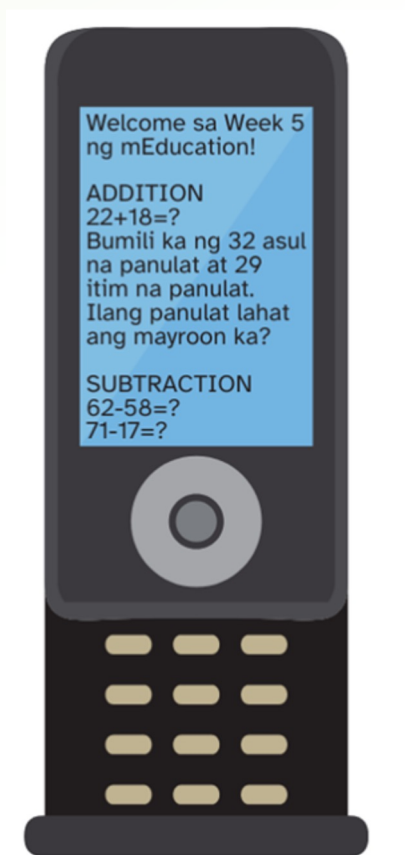
Trisha Anne Cruz

Senior Associate, IPA Philippines

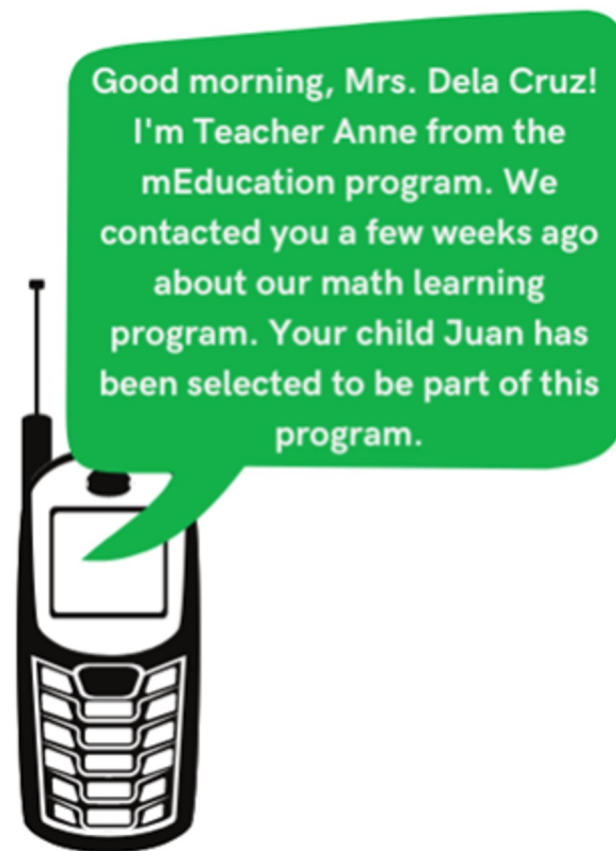


The Program: Phone-based Targeted Tutoring

Text message 1x/week
with practice math problems



20-minute weekly TARGETED
tutoring calls to learners



How mEducation works



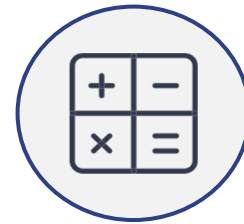
SMS Exercises

Parent receives weekly math exercises via SMS to practice with their child at home.



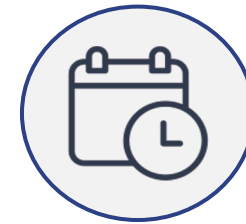
Phone Call

The teacher calls the parent weekly at the agreed tutorial schedule.



Targeted instruction

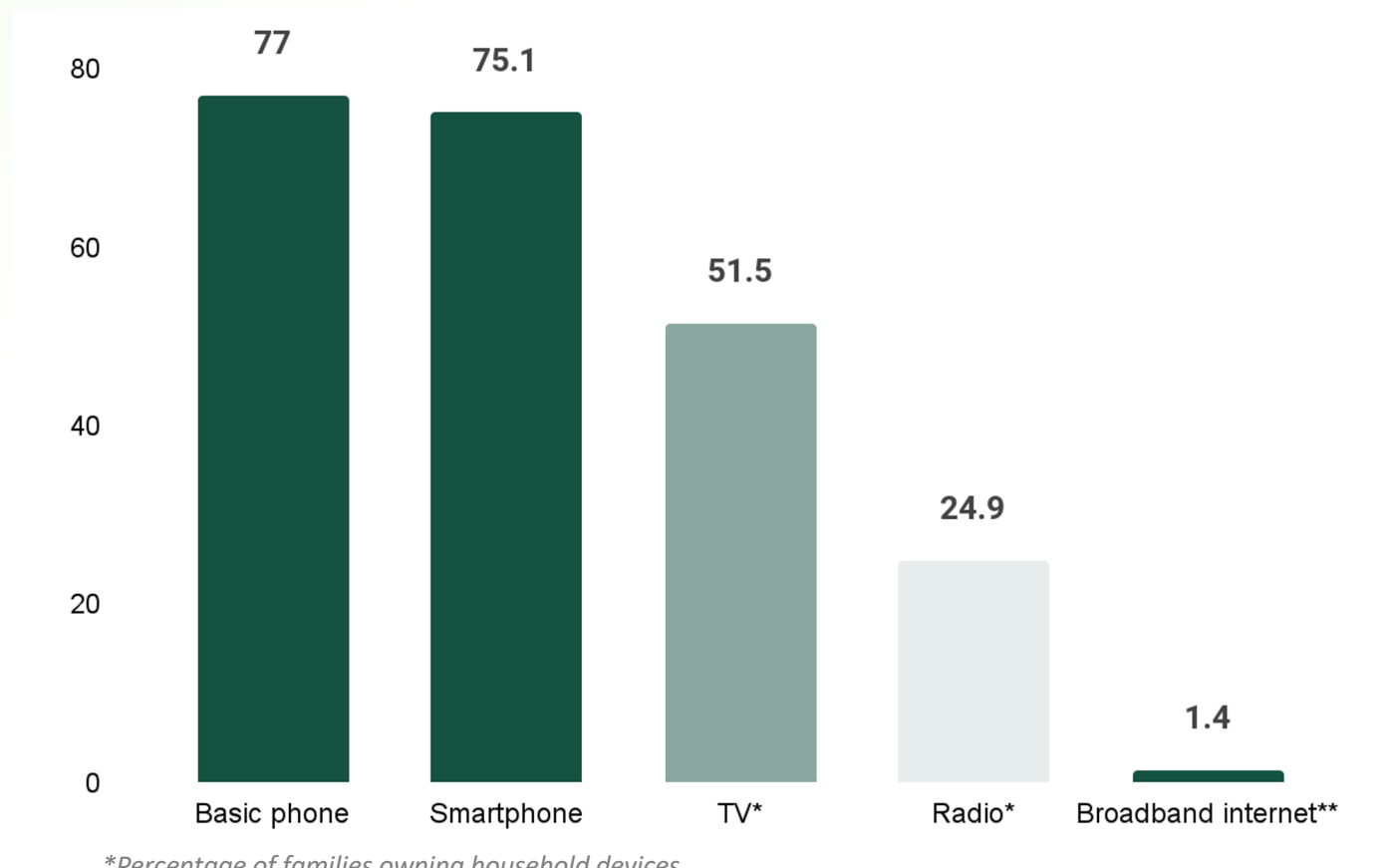
For 20 minutes, the teacher and the student discuss the math operation that matches the student's level.



Schedule next call

The teacher schedules the date and time for the session next week.

Reach at the right level and teach at the right level



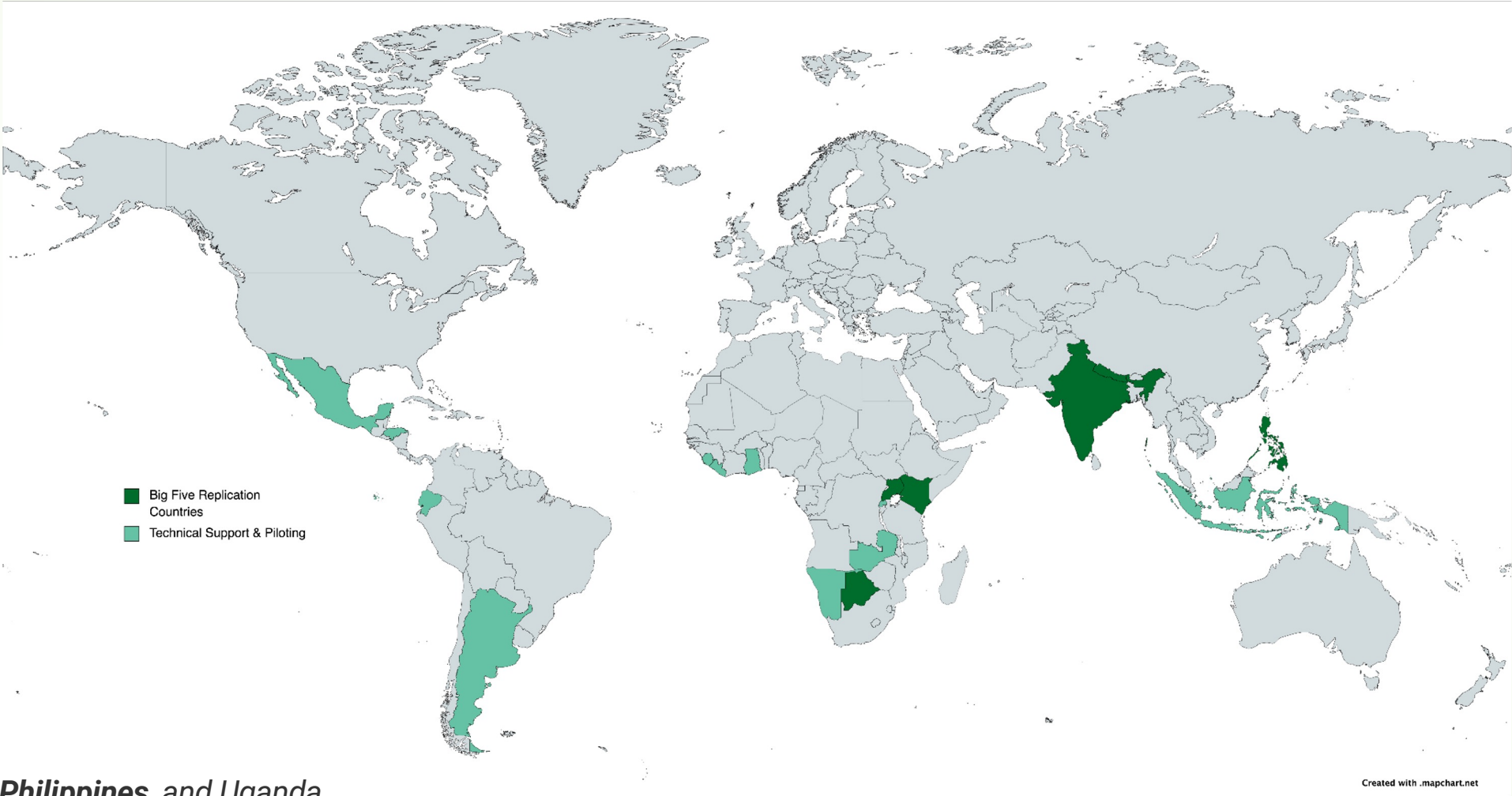
**Percentage of families owning household devices*

***Percentage of families with subscription*

Source: Philippine Statistics Authority. 2022. Annual Poverty Indicators Survey.

Global evidence-based movement

- **5** global trials
- **15,000+** students
- **500+** educators



*Kenya, Nepal, India, **Philippines**, and Uganda*

1st evidence on distance education during covid-19



Experimental evidence on learning using low-tech when school is out

Noam Angrist^{1,2,3}, Peter Bergman^{4,5} and Moitshepi Matsheng^{1,6}

School closures occurred extensively during the COVID-19 pandemic, and occur in other settings, such as teacher strikes and natural disasters. The cost of school closures has proven to be substantial, particularly for households of lower socioeconomic status, but little evidence exists on how to mitigate these learning losses. This paper provides experimental evidence on strategies to support learning when schools close. We conduct a large-scale randomized trial testing two low-technology interventions—SMS messages and phone calls—with parents to support their child in Botswana. The combined treatment improves learning by 0.12 standard deviations, which translates to 0.89 standard deviations of learning per US\$100, ranking among the most cost-effective interventions to improve learning. We develop remote assessment innovations, which show robust learning outcomes. Our findings have immediate policy relevance and long-run implications for the role of technology and parents to support education provision during school disruptions.

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Building Resilient Education Systems: Evidence from Large-Scale Randomized Trials in Five Countries

Noam Angrist, Micheal Ainomugisha, Sai Pramod Bathena, Peter Bergman, Colin Crossley, Claire Cullen, Thato Letsomo, Moitshepi Matsheng, et al. (View all)

WORKING PAPER 31208

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The 5-country replication studies were conducted over 18 months and reached over 25,000 children globally, representing some of the **largest multi-country evidence base ever generated in education**



Philippines study

Government and NGO delivery

Participating Regions

- Regions IV-B, VI, and IX
- (5 School Division Offices in each region)

Participating Schools







- 110 schools

Participating Students

- 3,395 learners



Phone Tutoring Effective in Multiple Settings

| | | SMS only | SMS and call |
|-----------------|---|----------|--------------|
| 5-country study |  Botswana | 0.02 | ↑ 0.12 |
| | Average | ↑ 0.08 | ↑ 0.33 |
| |  Kenya | -0.02 | ↑ 0.09 |
| |  Nepal | 0.05 | ↑ 0.14 |
| |  India (Telangana) | N/A | ↑ 0.21 |
| |  Philippines | ↑ 0.09 | ↑ 0.45 |
| |  Uganda | ↑ 0.21 | ↑ 0.89 |

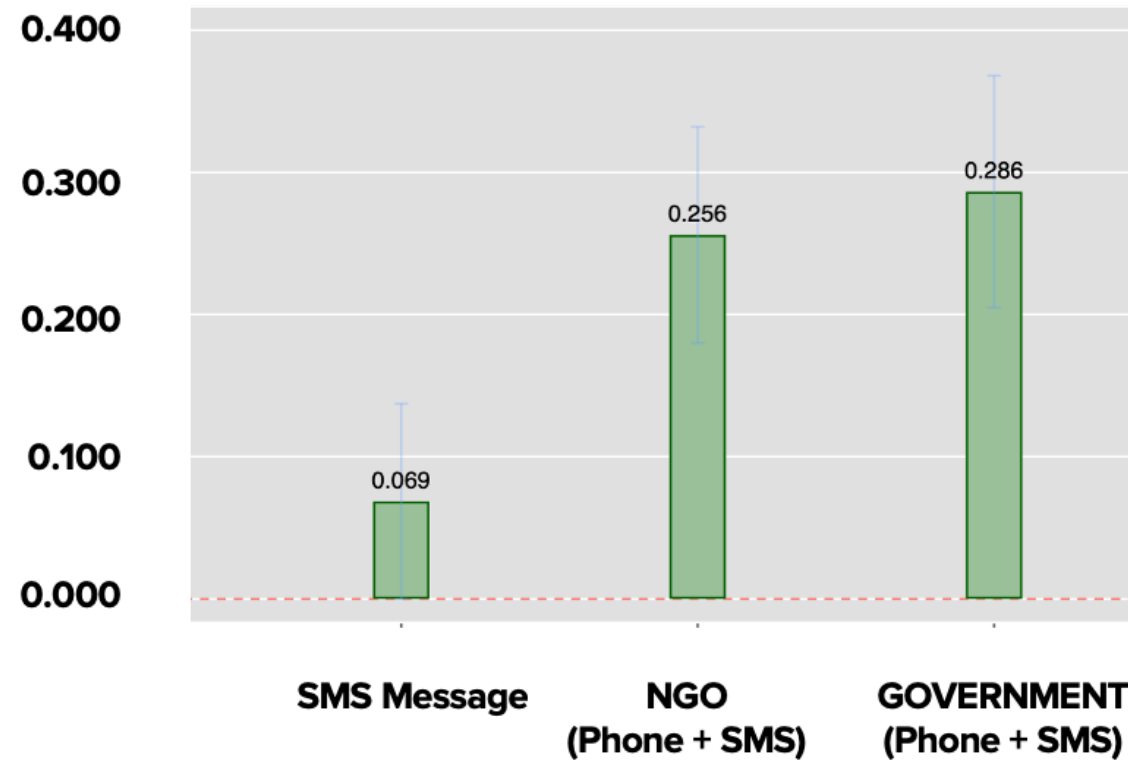
On average cost \$12/child (PhP650)

Among most cost-effective edtech and pedagogy interventions in education

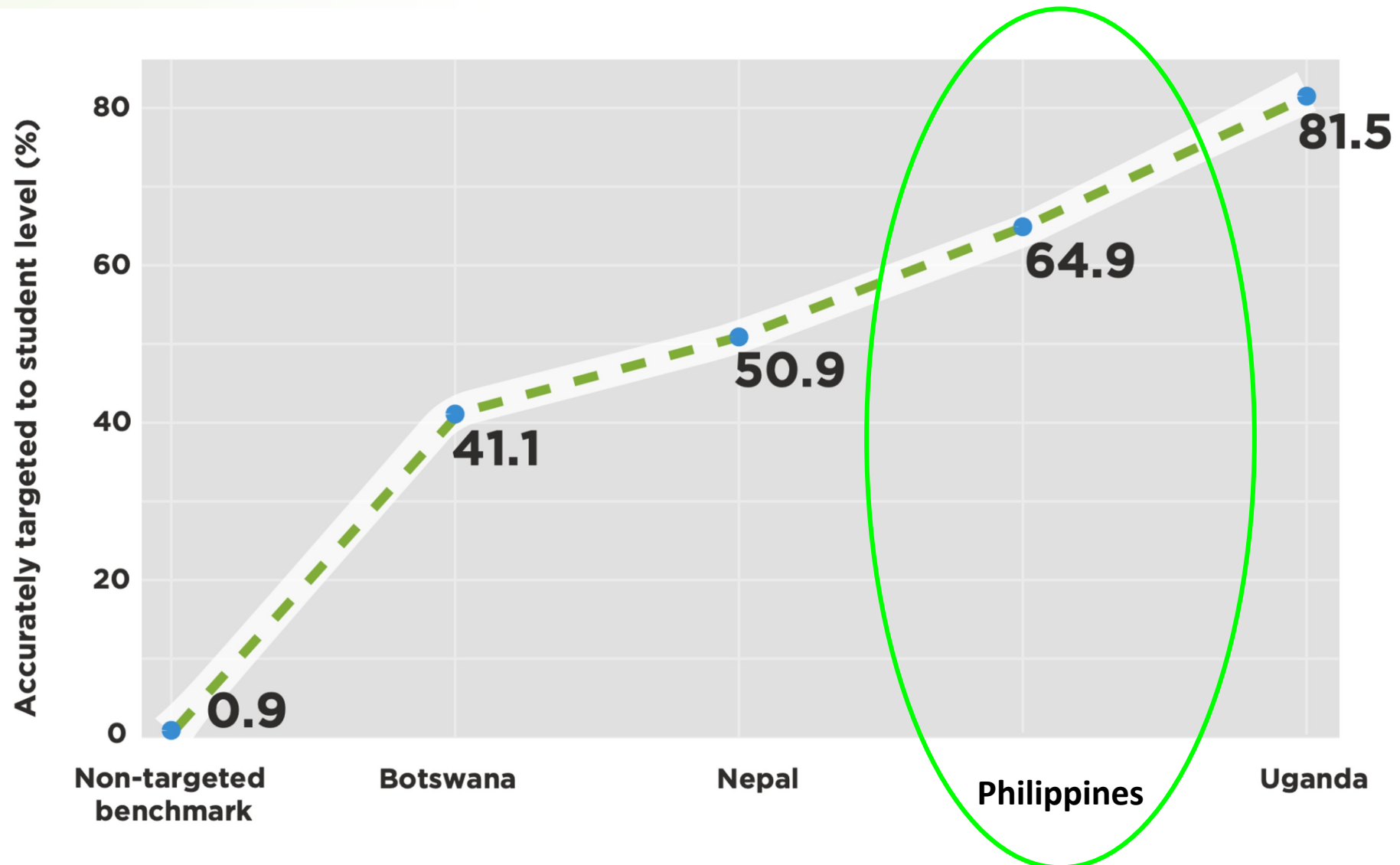
Results in standard deviatons

↑ Statistically significant result

Working with government



Targeting instruction = key to success



Third, the story continues...ongoing follow through to connect evidence with policy and scaled action.

