



Building Resilient Education Systems:

Evidence from Large-Scale Randomized Trials in Five Countries

Authors: Noam Angrist, Micheal Ainomugisha, Sai Pramod Bathena, Peter Bergman, Colin Crossley, Claire Cullen, Thato Letsomo, Moitshepi Matsheng, Rene Marlon Panti, Shwetlena Sabarwal, Tim Sullivan



A Strong Partnership Coalition

Implementing and Research Coalition

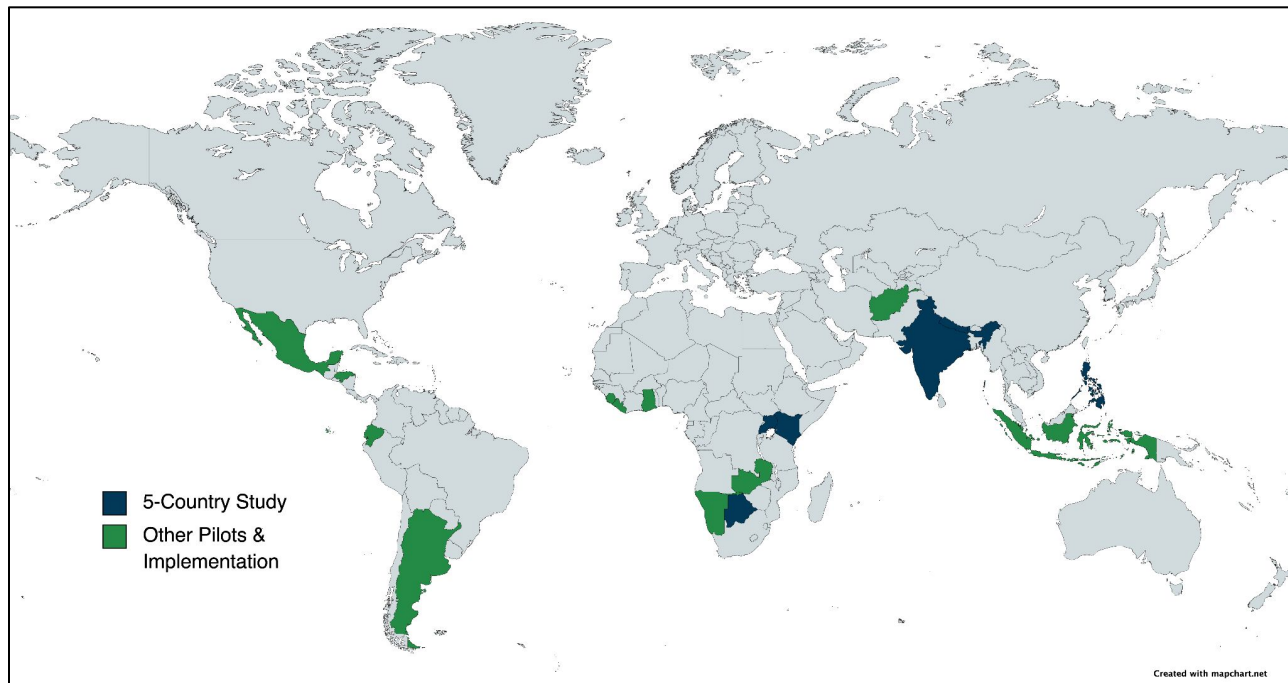


Funding Partners



Replicated & Scaled via RCTs in 5 other countries

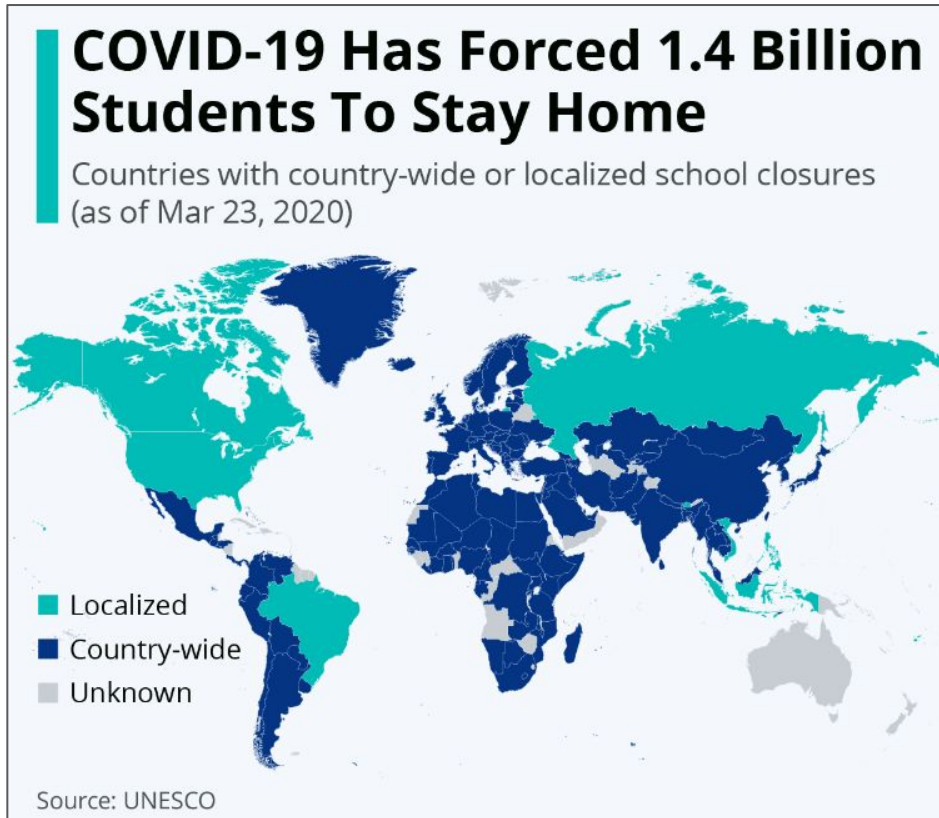
Partners: Governments (MoEST in Nepal and DepEd in the Philippines), World Bank, Teach for All, Street Child, NewGlobe, Global School Leaders, Alokita, IPA, Building Tomorrow).



→ **33,550+**
students

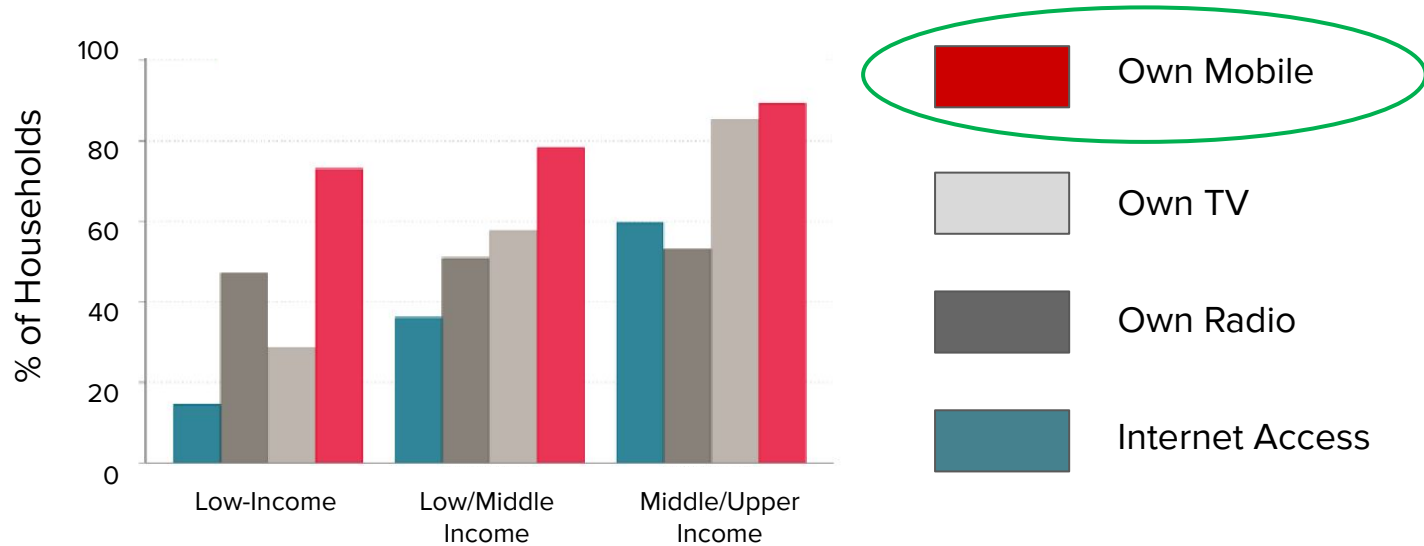
→ **500+**
educators

Context: Reaching Out-of-School Youth



Mobile Phones: High-Access, Low Cost

Household Availability of Technology



Adaptation: New Model, Same Principles



1

**Meeting people
where they are.**



2

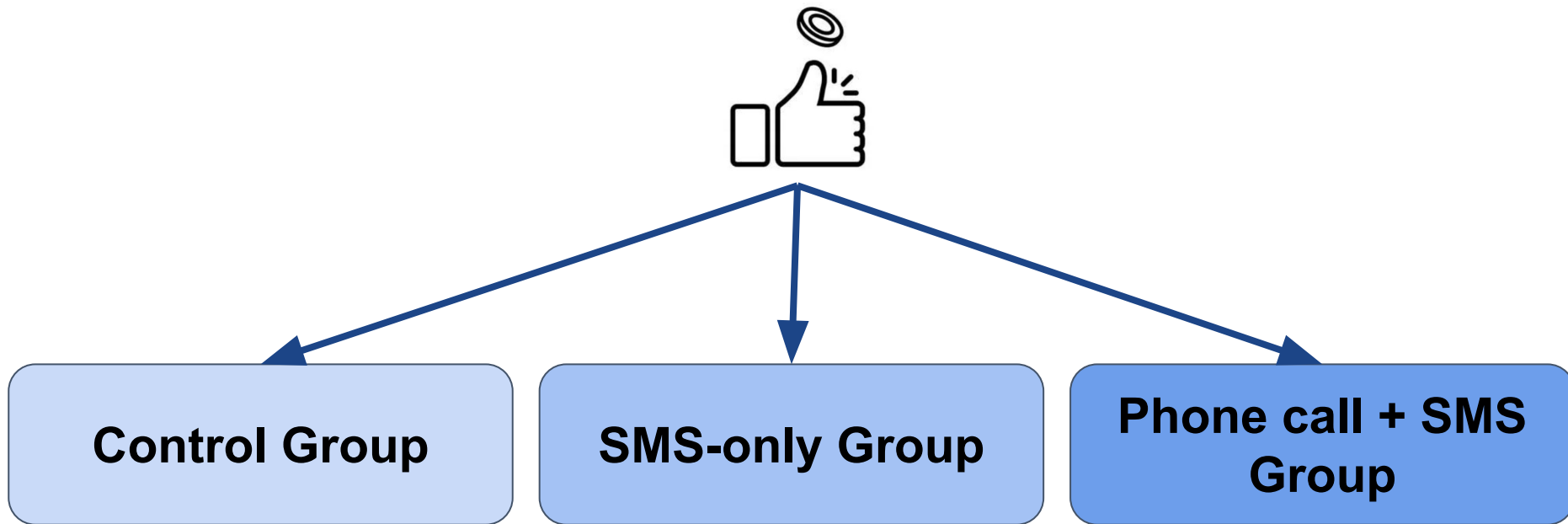
Target instruction.



3

**Focus on
foundational skills
through 1-on-1
tutoring.**

Design: Randomized Control Trial



The Intervention: ConnectEd

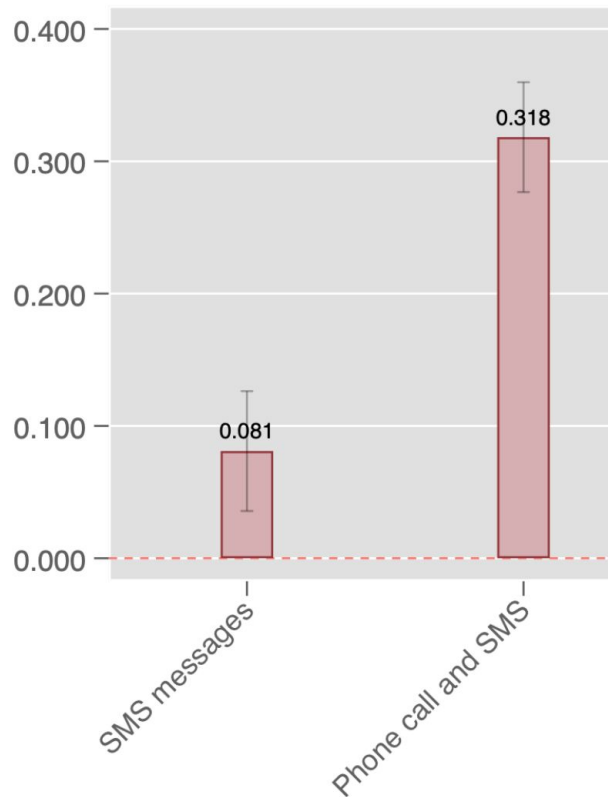
1x simple SMS p. week with practice math problems



20-minute weekly tutoring calls to households

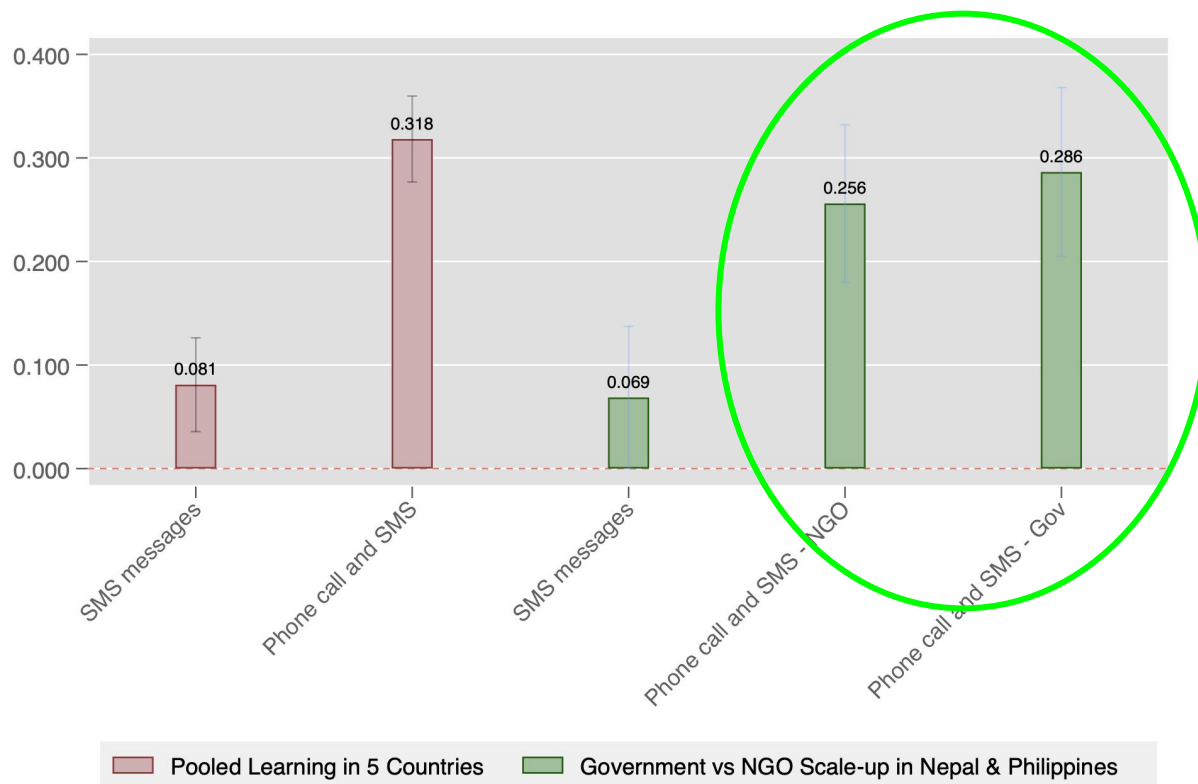


Learning: Large improvements from Phone + SMS



- Both improved learning, but impact delivered by SMS was small - only slightly effective.
- **SMS + Phone calls were 3X as effective as SMSes by themselves.**
- This is one of the most effective education interventions in the literature.

Learning: NGO & Government Equally Effective



- Teachers and NGO tutors were **equally effective at improving learning.**

Uganda Zoom In on Learning: Community Education Volunteers Extremely Effective

Less than three hours of remedial tutoring by Community Education Volunteers delivers over one year of high-quality schooling.



0.891

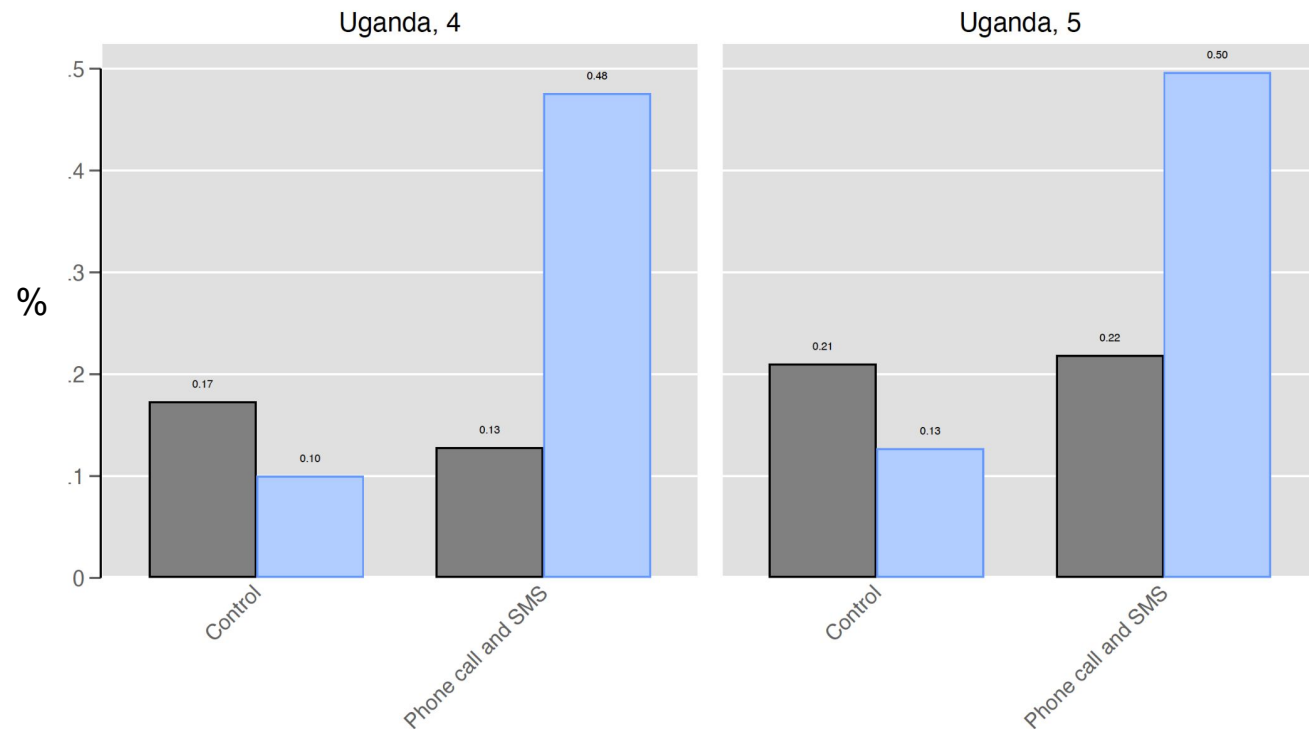
Learning gains for learners in the SMS+phone treatment group tutored by CEVs for 160 minutes were 0.886 standard deviations.



1.1

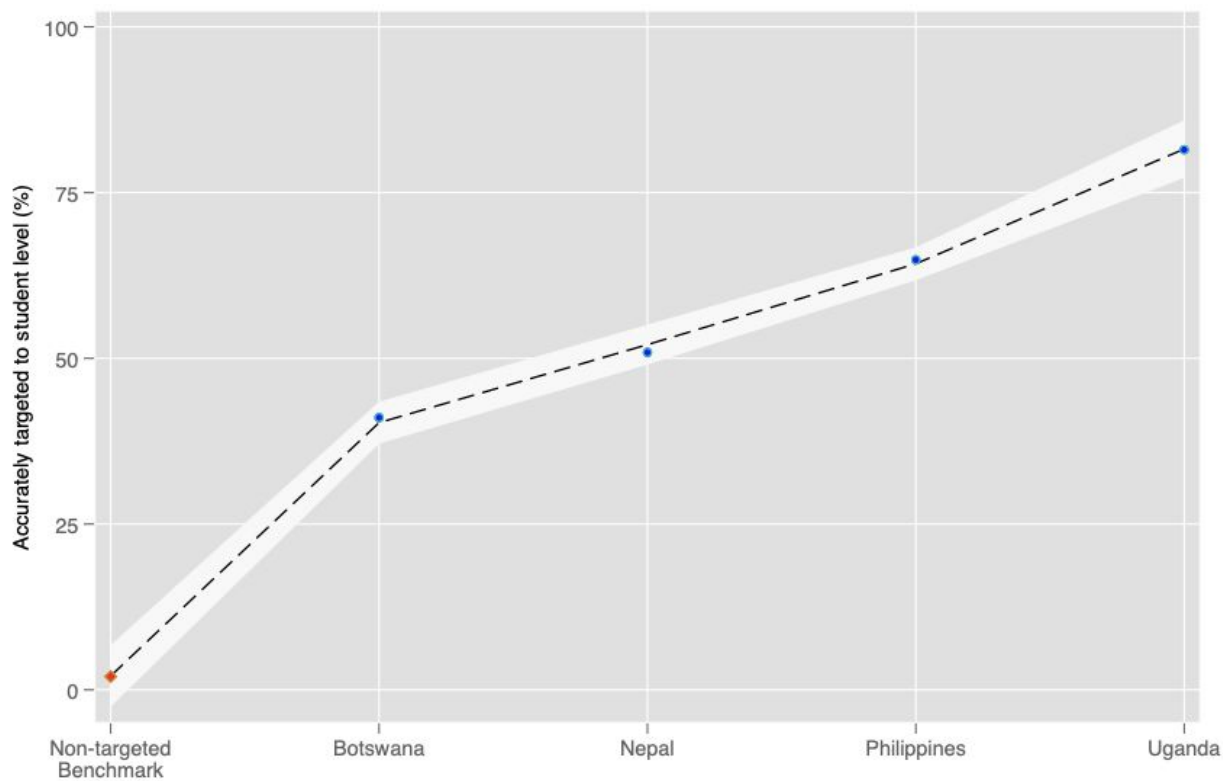
Learning gains for the SMS+phone treatment group in Uganda were equivalent to up to 1.1 learning-adjusted years of schooling (LAYS).

Zoom in: Uganda students getting division correct

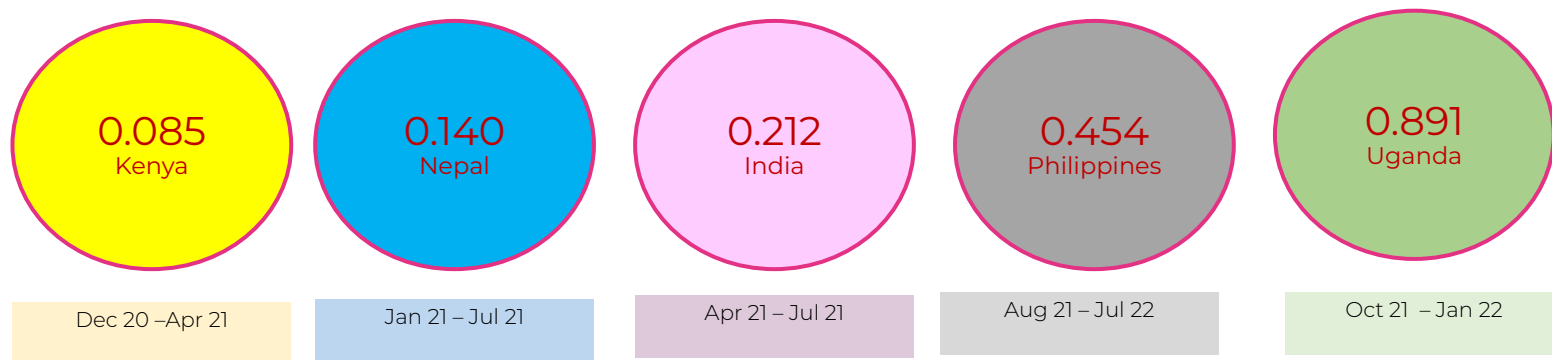


1. Students in **control group** forget learning from baseline to endline.
2. Phone call **students fully recover** this lost learning.
3. The program **improves learning by more than a standard year** of schooling.

Implementation: Trial-by-trial: Improved Targeting of Instruction



Comparing Across Trials: Uganda Stands Out



There were consistently large and robust effect sizes of phone call tutorials on learning across contexts with average effects across all five countries between 0.30 – 0.35 standard deviations. Uganda stands out as having the largest effect size.

Policy Implications



Extremely Cost Effective: Average cost of \$12 per child, & 3-4 years of high-quality schooling per USD 100



Scaleable: effective when implemented through governments & NGOs



An effective **delivery mechanism for proven tutoring + targeted instructional approaches.**

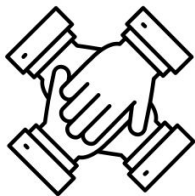
Next Steps: 2023 & Beyond!



Youth Impact will continue **scaling in Botswana** as a complement to its TaRL program.



Optimized A/B testing across different settings & contexts, including Uganda.



Support scale in 3-5 countries (ie. the Philippines), where gov't partners are heavily involved in ConnectEd delivery.

Next Steps: 2023 & Beyond!

Building Tomorrow... **Ewaka**



A/B testing in collaboration with Youth Impact...

Building Tomorrow will continue to scale its Community Education Volunteer model as key implementers of its Roots to Rise (TaRL-based foundational learning) program