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

GPE Transforming Education

unesco Institute for Statistics

ACER

MILO report launch 21 January 2022, Maurice Walker

Four goals

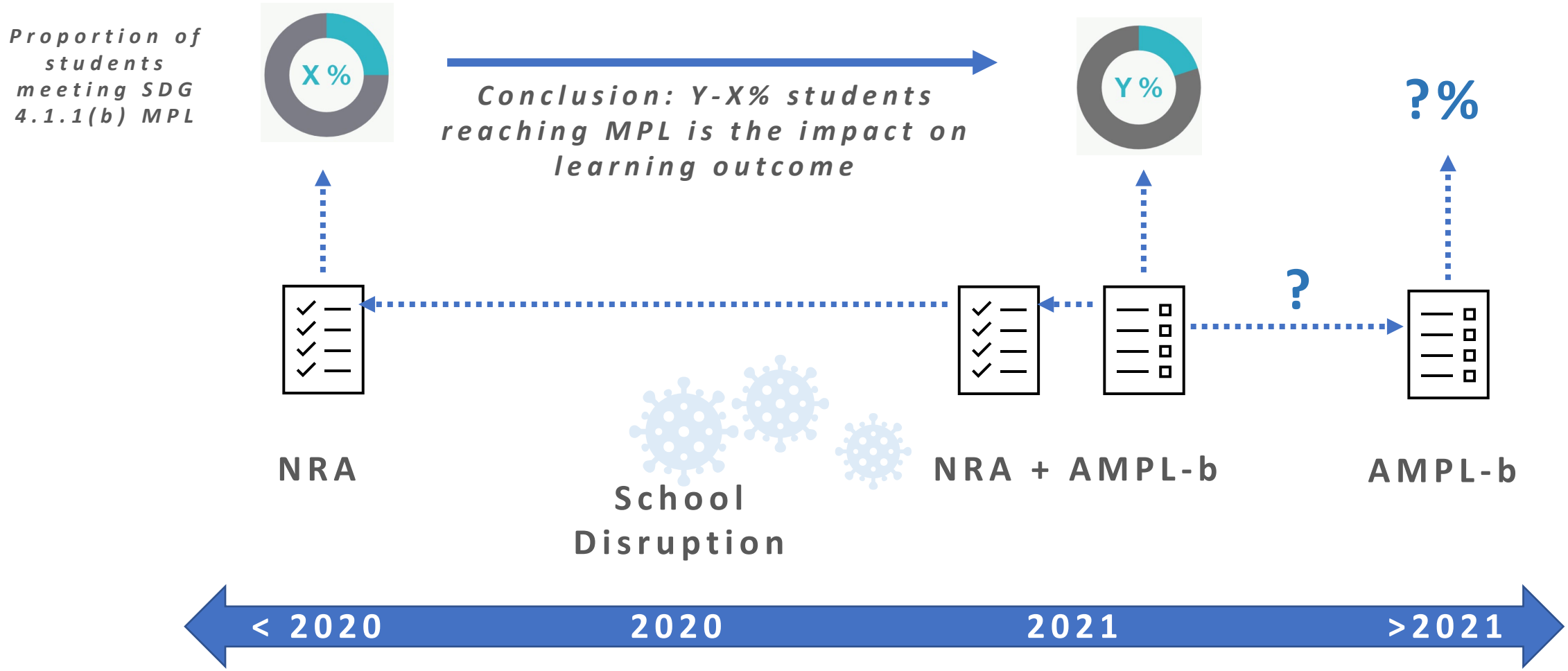
Evaluate the impact of COVID-19 on reading and mathematics learning outcomes by reporting against SDG indicator 4.1.1 b

Identify the impact of different distance learning mechanisms put in place to remediate the learning disruption generated by COVID-19

Expand the UIS bank of items for primary education

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



Study design

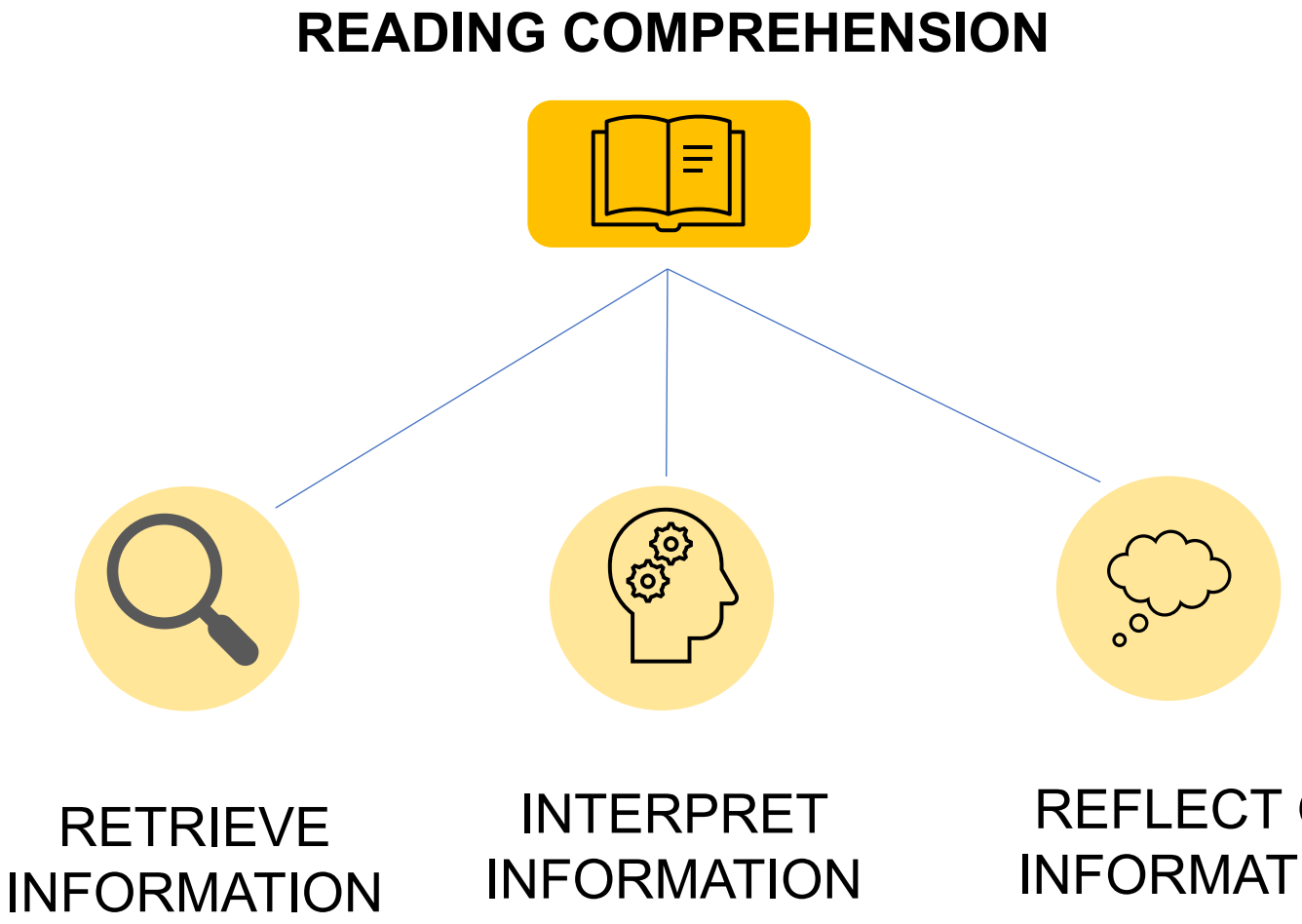
Language, grade and historical assessments

Country	Language of administration	Grade assessed	Historical assessment
Burkina Faso	French	6	Programme for Analysis of Educational Systems (PASEC) 2019
Burundi			
Côte d'Ivoire			
Senegal			
Kenya	English	7	National Assessment System for Monitoring Learner Achievement (NAMSLA) 2019
Zambia		5	National Assessment Survey (NAS) 2016

Participation rates

Country	Number of participating schools	School response rate	Number of participating students	Student response rate
Burkina Faso	289	100%	5684	84%
Burundi	252	100%	4993	95%
Côte d'Ivoire	250	100%	4867	96%
Senegal	265	100%	6417	98%
Kenya	247	99%	4675	98%
Zambia	252	99%	4954	93%

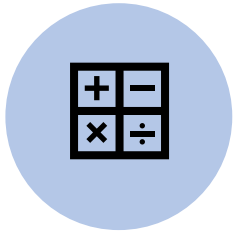
Assessments for Minimum Proficiency Levels



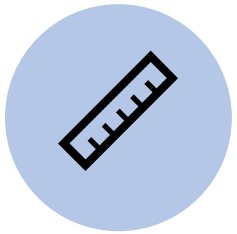
Strongly aligned with the Global Proficiency Framework

AMPL-b Reading

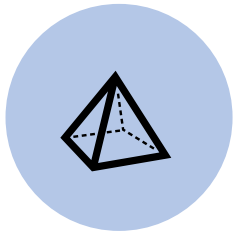
Assessments for Minimum Proficiency Levels



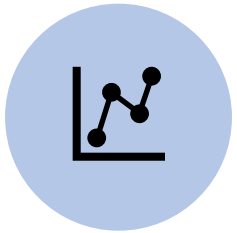
NUMBER AND OPERATIONS



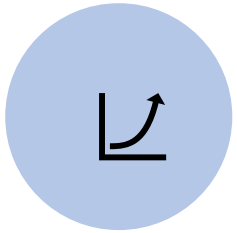
MEASUREMENT



GEOMETRY



STATISTICS AND PROBABILITY



ALGEBRA

Strongly aligned with the Global Proficiency Framework

Setting the MPL-b standards

TRAINING

INDEPENDENT JUDGEMENTS

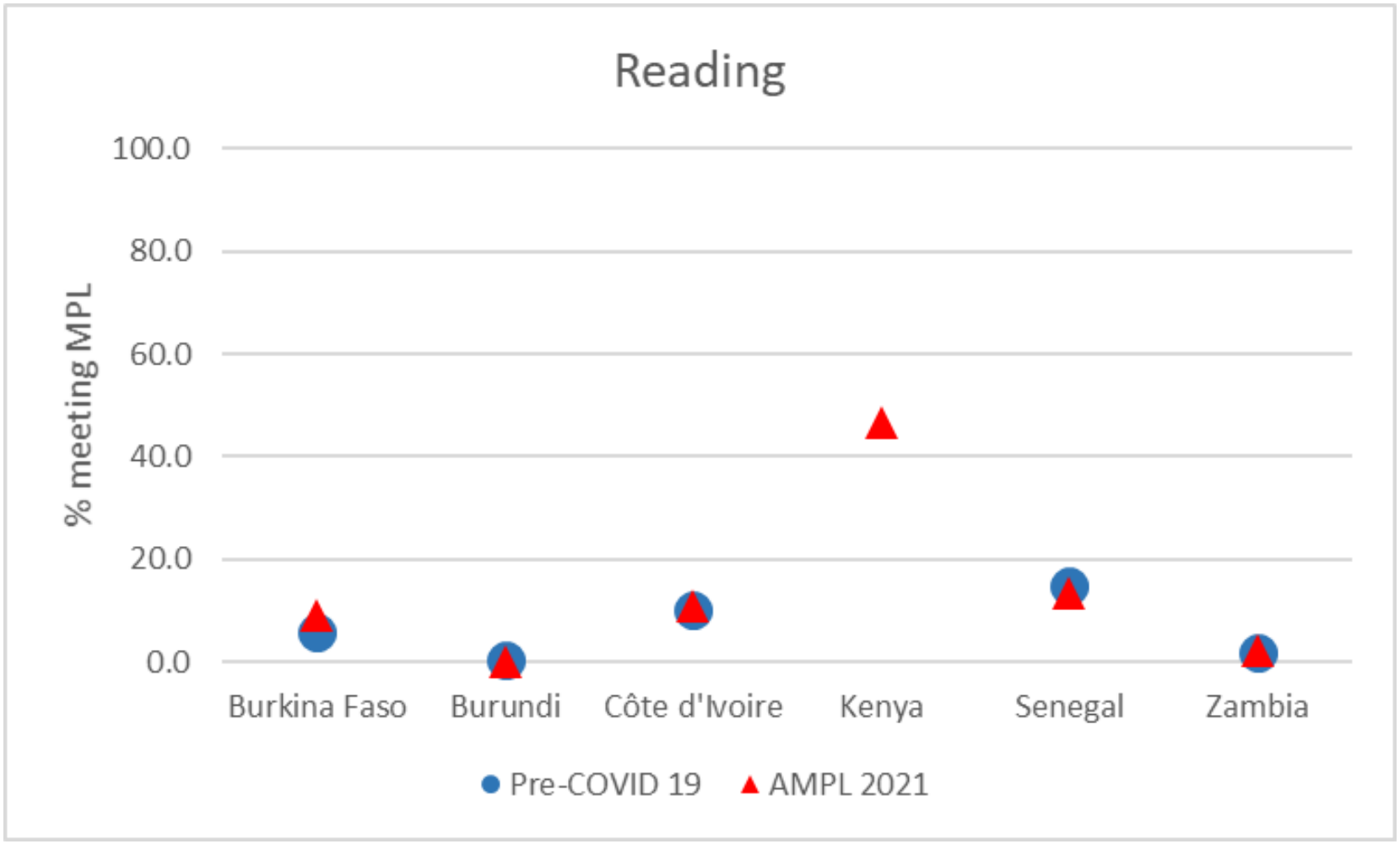
GROUP CONSENSUS BUILDING

EXPLORATION OF ALIGNMENT

EXTERNAL EXPERTS

Process was comprehensive, representative, participatory

Cognitive results, reading



no evidence of learning loss in reading 2019 - 2021

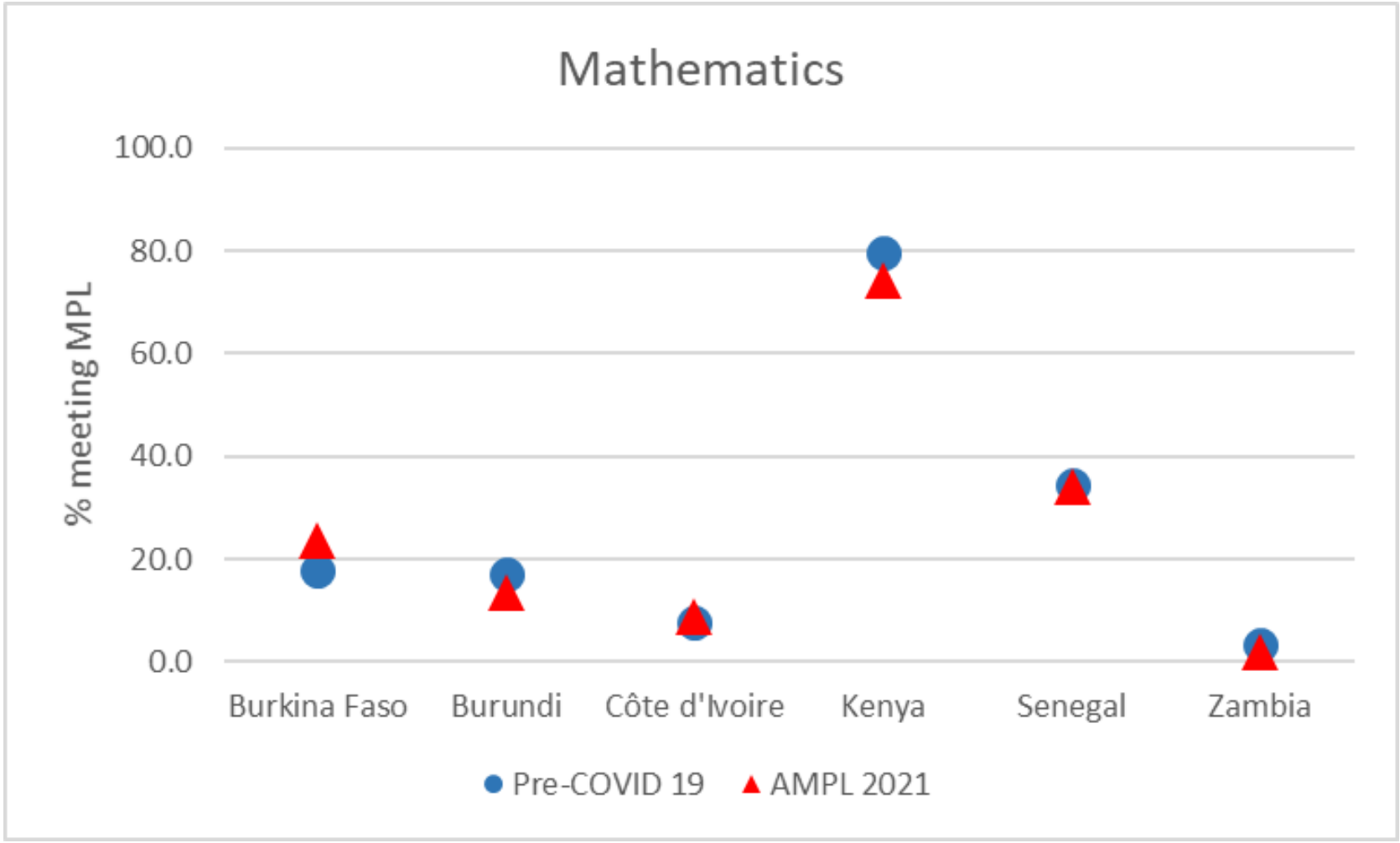
Analysis by gender, reading

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

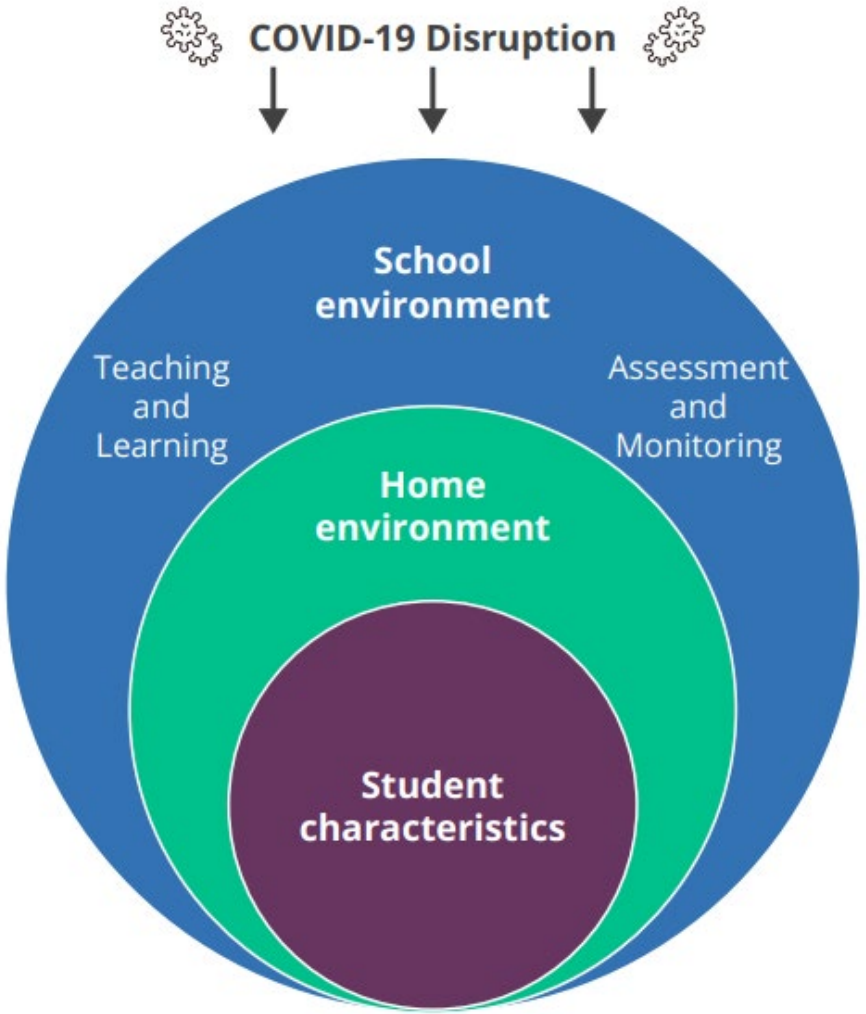


no evidence of learning loss in mathematics 2019 - 2021

Analysis by gender, mathematics

- In **Burkina Faso**, there was an **improvement** in learning outcomes from 2019 to 20121 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



SYSTEM QUESTIONNAIRE

SCHOOL QUESTIONNAIRE

STUDENT QUESTIONNAIRE

School closures

Country	Full closure (weeks)	Partial closure (weeks)
Burkina Faso	9	4
Burundi	-	-
Côte d'Ivoire	7	6
Kenya	28	10
Senegal	13	9
Zambia	15	13

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

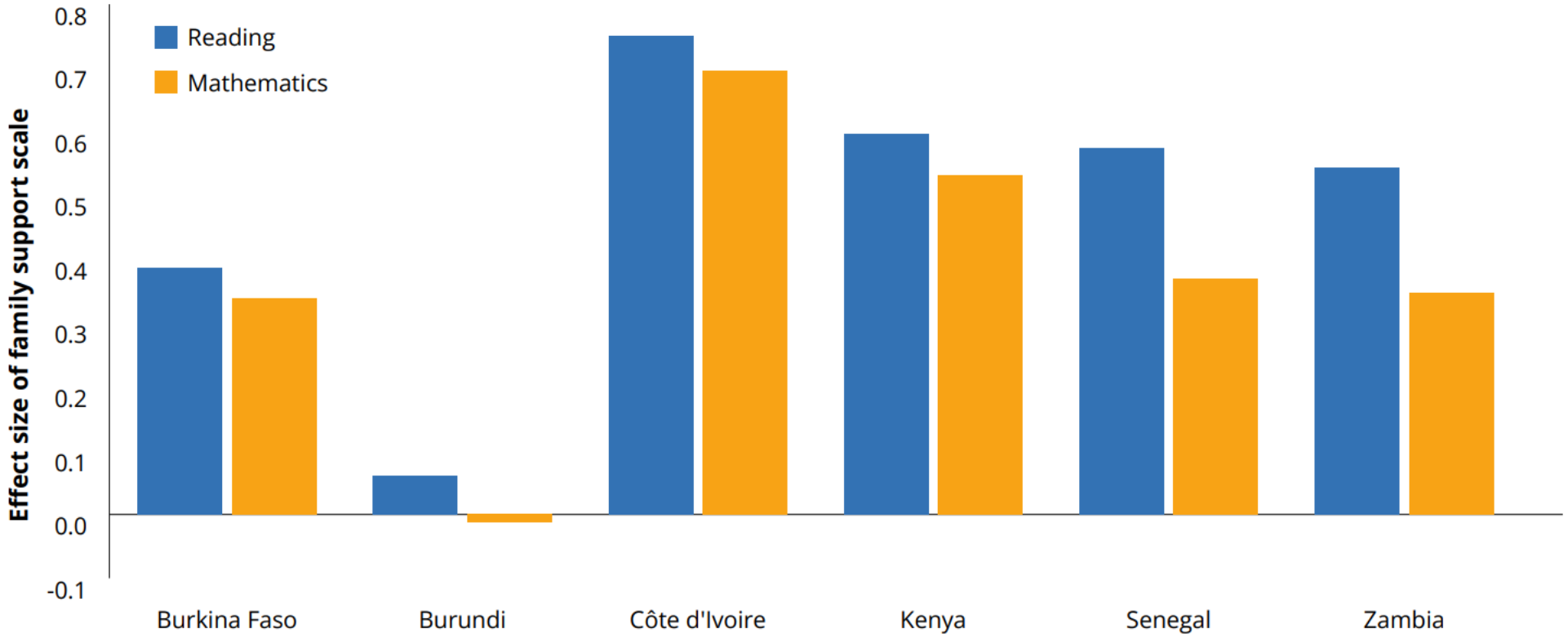
- **Difficulty in distributing materials**
- **Lack of learning materials**
- **Inability to communicate**

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

Family support related with proficiency

FIGURE 7.2 Reading and mathematics proficiency by family support scale



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

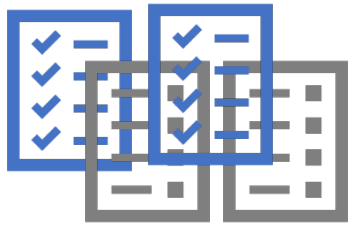
Implications

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

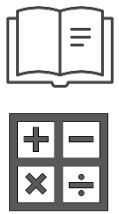
AMPL-b as a resource

AMPL-b as a standalone assessment 

AMPL-b integrated into national assessment

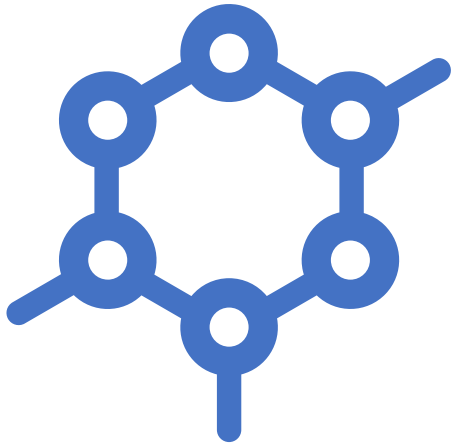
- as a whole booklet form 
- rotated through national forms 

Future possibilities: Expand the AMPL



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

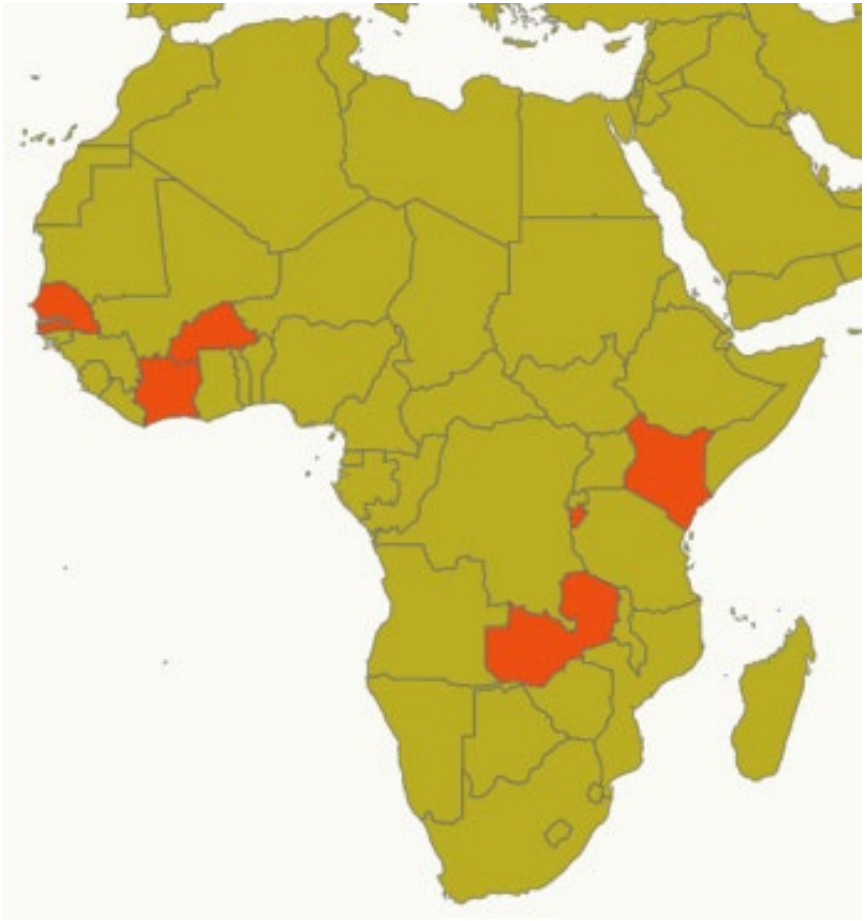
AMPL-c	At the end of lower secondary
AMPL-a	At the end of lower primary



Thank you

MILO participating countries

Senegal
Burkina Faso
Côte d'Ivoire



Kenya
Burundi
Zambia