

JULY 2023



# Transforming Education in the Philippines

*Insights and Innovation*



# mEducation Implementation Partners



Supported by:





# Innovations for Poverty Action

A global **research & policy non-profit** that discovers and advances what works to improve the lives of people living in poverty.

Started work in the Philippines in **2002 (20 years)**

Over 70 research projects conducted in 83% of all provinces in the Philippines

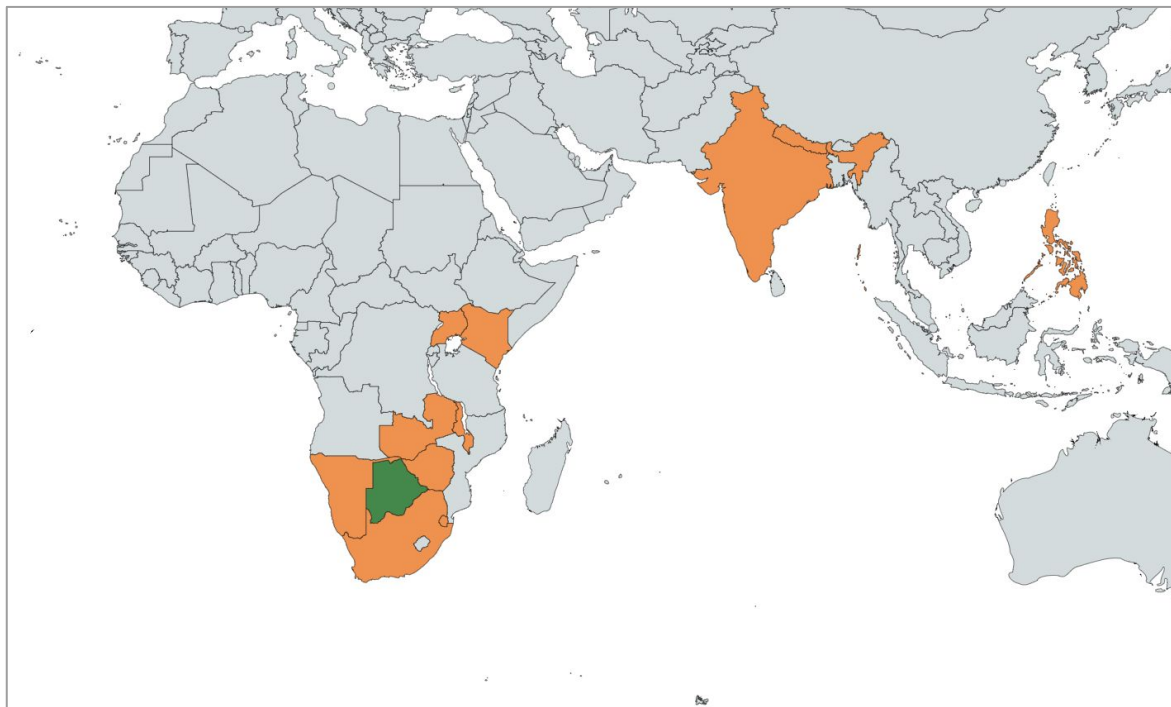


## IPA-DepEd Partnership

- **Partnership building** started in 2015
- Executed a **5-year MOU** in 2020 to continue and deepen knowledge sharing and capacity building partnership; signed a **DSA** in 2021
- Partner in **research, knowledge sharing, and M&E capacity building**

# Youth Impact is a global NGO headquartered in Botswana

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- **130,000+** youth reached with health & education programs
- Implemented in **11 countries** with partners w. Govts, NGOs, multilaterals
- **25+** rapid trials in 3-years
- **MOU in Botswana** to scale evidence-based programs nationally through government.

# Policy Issue

- While higher-income families have easier access to alternative sources of instruction, many low-income families do not.
- Poor learning outcomes prior to the pandemic, learning loss exacerbated by long school closures during COVID-19
- **How can we provide low-cost learning support to students to help them catch up in school?**



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# The Program: Phone-based Targeted Tutoring

1x simple SMS per week



20-minute weekly TARGETED instructional calls to children & caregivers



# Philippines mEducation Pilot

- a **mobile phone-based math learning program** using SMS and phone calls to support student learning and improve parental engagement at home.
- Our program utilizes low-tech mobile phone technology to deliver **simple and targeted instruction** to students in **Grades 3 and 4**



# How mEducation works



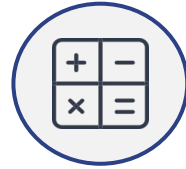
## SMS Exercises

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.





# Philippines Pilot

## Participating Regions

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

## Participating Schools

- 110 schools

## Participating Students

- 3,395 learners

# Implementation Timeline



## ORIENTATION

Orientation with selected SDOs and schools



## BASELINE & CONSENT

Obtain parent's consent and assess child's learning level



## TRAINING

3-day training of teachers



## PROGRAM IMPLEMENTATION

8 weeks of SMS and phone call instruction

## ENDLINE ASSESSMENT

Caregiver survey and assess child's learning level

## DEBRIEFING

Debriefing with tutors/teachers to learn about their experience

# Implementation Design: Two Models

## TEACHER-AIDE ARM (NGO)

- **40 IPA-hired tutors** conducted the weekly tutorials
- These tutors were DepEd teacher applicants who were recommended by SDOs
- 1 tutor: 20 students per week
- October to December 2021

## DEPED TEACHER ARM (GOV'T)

- **130 volunteer** teachers from participating schools conducted the weekly tutorials
- Each teacher allotted only around **1.5 hours per week** on the program
- 1 teacher: 3-4 students per week
- May to July 2022

# Program Costs



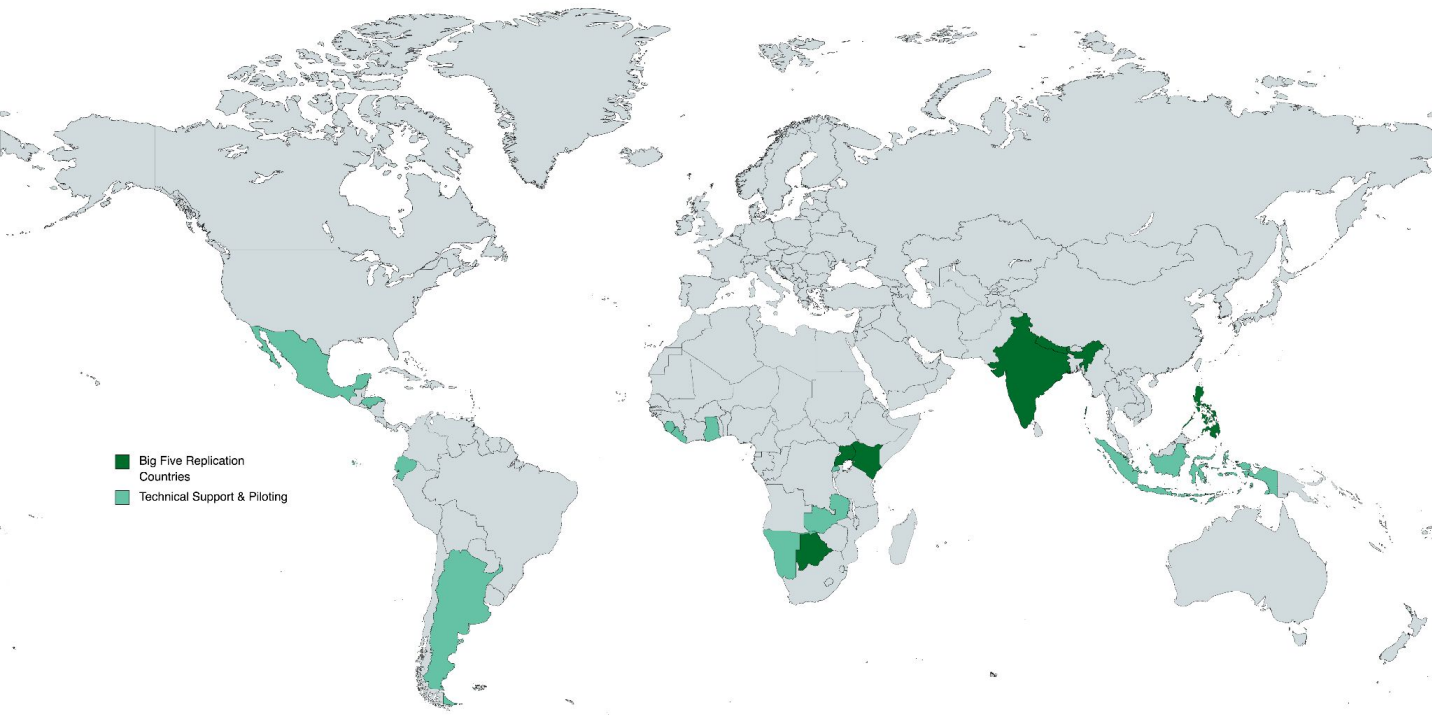
- ✓ 1-day teacher training for phone tutoring
- ✓ mobile phone airtime



- ✓ teacher time for scheduling and calling
- ✓ staff time spent preparing lesson content
- ✓ staff time for supervision and management

# 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<sup>1,2,3</sup>, Peter Bergman<sup>4,5</sup> and Moitshepi Matsheng<sup>1,6</sup>

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.

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**



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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)

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