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Document Overview: This template is useful to assess implementation prerequisites and enabling conditions for phone-based formative assessment solutions. The assessment contains two broad areas:

- (a) Education system capacity
- (b) Technological and logistical considerations

Education system capacity

Column C- *Indicator* - Outlines the areas that might be helpful to understand the context of the country and readiness of the country to implement remote assessment solutions.

Column D - Evidence - Mentions the details supporting the existence of information corresponding to Column C.

Column E - Source - Mentions the source from where the information in Column D was obtained.

Column F - *Data* - Mentions whether the information for the corresponding indicators in Column C exists or not. **Columns G-H-I** - *Relevance for solution (SMS, IVR, live calls)* - Mentions how relevant the information provided under Column D is relevant for the implementation of three assessment solutions.

Columns J - Description/Comments - It provides further details about the indicators in Column C to accurately fill out the information in Column D.

Technological and logistical considerations

Column C- *Indicator* - Outlines the areas that might be helpful to understand the context of the country and readiness of the country to implement remote assessment solutions.

Column D- *Evidence* - Mentions the details supporting the existence of information **c**orresponding to Column C. For some Dimensions such as demographics, technology and financial, this column provides information of the scale/unit to provide the information.

Column E- *Source* - Mentions the source from where the information in Column D was obtained. For some Dimensions such as demographics, technology etc., this column provides relevant links from where the ifnromation can be obtained.

Column F- Data - Provides the information found using the link in Column E.

Columns G-H-I- *Relevance for solution (SMS, IVR, live calls)* - Mentions how the information provided under Column D is relevant for **the** implementation of three assessment solutions.

Columns J - Description/Comments - Provides further details about the indicators in Column C to accurately fill

Dimensions

Rows 11-19- *Alignment with existing learning content* - Captures the existing and upcoming remote learning initiatives that the World Bank (WB) and/or the Ministry of Education (MOE) are involved in.

Rows 21-24- Human - Captures teachers' ability to participate in remote learning/assessmnet initiatives and their perceptions about it.

Rows 26-28- *Demographics* - Captures the urban population share, literacy rates and language diversity in the country.

Rows 30-37- *Technology* - Captures how widely teh etchnology is available in the country using parameters such as mobile. penetration rates, mobile cellular subscriptions, access to internet, etc.

Rows 39-46- Service providers - Captures the capacity of mobile service providers using indicators, such as existence of mobile aggregators, two-way SMS etc., relevant to implementation of three technology solutions.

Rows 48-51- *Financial* - Captures the cost of various indicators such as cost per SMS using a Mobile Aggregator, cost of mobile data for 1Mb (Prepaid card), etc.

Rows 53-57- *Time* - Captures the indicators that may affect the timeline of the project, such as the existence of a database of phone numbers to ease the collection of phone numbers.

Rows 59-63- Local implementor capacity - Captures the capacity of the implementation firm using indicators

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COUNTRY NAME DIMENSION	INDICATOR	EVIDENCE	SOURCE/REFERENCE	DATA	INPUT PERCEIVED SCORE OF IMPORTANCE (LOW; MEDIUM; HIGH; N/A) N/A = Not Applicable Blank = No data found			
					RELE SMS	VANCE FOR	SOLUTION	DESCRIPTION / COMMENTS
ALIGNMENT WITH EXISTING LEARNING CONTENT	The World Bank is currently engaged with a distance learning initiative in the country			YES / NO				
	The Ministry of Education is currently implementing (or implementing in the near future) one or more distance learning strategies to support educational delivery during COVID-19			YES / NO				Countries that focus on teacher-guided home learning modalities where teachers have remained in contact with students could have higher adoption rates in a phone-base formative assessment, vs. modalities that just rely on self-learning, especially if the t guided modalities involve any of the reviewed technologies (SMS, IVR, Live Calls). layer is the level of technology used in distance learning. A hybrid technology appr could contribute to a broader reach and, therefore, increase the likelihood of a succe
	Current (or soon to be implemented) MoE distance learning approaches are exclusively based on Self-Learning (or assisted learning with the support of parents/guardians			YES / NO				intervention.
	has implemented (or will implement in the near future) Teacher-Guided approaches Current (or soon to be implemented) MoE distance learning approaches use SMS			YES / NO YES / NO				
	technology to reach students Current (or soon to be implemented) MoE distance learning approaches use IVR technology to reach students	,		YES / NO				
	Current (or soon to be implemented) MoE distance learning approaches use Live Calls technology to reach students General perception regarding the <u>accessibility</u> and	1		YES / NO				
	reach of educational resources provided by the MoE in response to the pandemic is mostly positive General perception regarding the guality of			YES / NO				Perceptions around accessibility can influence the adoption of an assessment. If the has not reached a critical mass, the assessment will be less likely to be successful.
	educational resources provided by the MoE in response to the pandemic is mostly positive			YES / NO				Perceptions around quality can influence the adoption of an assessment. If the con considered of low quality, the recipient's participation in an assessment can be affe The crucial human aspects to be considered relate to teacher's ability to participate
HUMAN	Enough teachers have access to a smartphone in order to participate from a phone-based formative assessment			YES / NO				intervention. The two main components are access to smartphones and access to the Such relevance is due to the fact that using a smartphone/mobile app to aggregate for dissemination will heavily influence the time they spend on the tasks related to assessment.
	Enough teachers have access to the internet to connect via mobile devices or any other means Teachers are motivated to support remote			YES / NO				
	learning assessment. The country has at least one nationally representative learning assessment			YES / NO YES / NO				Existence of nationally representative learning assessment in grades 2 or 3 of prime education. Data 2017-2018
	Urban Population Share	% of total population	<u>DataReportal</u>					Share of population (%) living in urban areas.
DEMOGRAPHICS	Adult Literacy Rates Are there multiple national widely spoken languages in the country?	% of total population	<u>DataReportal</u> <u>Ethnologue</u>					% of the population of a given age group that can read and write. (The emphasis of literacy rates relates to the importance of parent involvement in the formative asses process). Language considerations are important for access/costs/ and time. Voice options are recommended in a multilingual setting
TECHNOLOGY	Mobile penetration	% of Population	<u>DataReportal</u>					The estimated unique subscribers of mobile services in a country (per total populat
	Network coverage (GSM)	Total of suscriptions	<u>GSMA</u>					The % of a country's population that is covered by at least one mobile network ope network.
	International Internet fixed broadband Mobile cellular subscriptions	% of Population PPP \$/min	<u>Speedtest Global Index</u> <u>Our World in Data</u>					International Internet bandwidth (kb/s) per Internet user. Mobile phone subscriptions, measured as the number per 100 people.
	Fixed landline telephone subscriptions Mobile connections that are pre-paid Mobile accounts for financial transactions	# per 100 people # per 100 people	<u>Our World in Data</u> DataReportal World Bank Global Findex					 The number of fixed landline telephone and mobile cellular phone subscriptions, i per 100 people. Percentage of mobile connections that are prepaid. The percent of adults who used mobile phones to conduct a financial transaction
SERVICE PROVIDERS FINANCIAL	Access to electricity At least one mobile aggregator works in the	% of Population	<u>GSMA</u> (Africa only) A Guide to Using Mobile Aggregators to Deliver NGO Services at	YES / NO				Proportion of the population with access to electricity. At least one mobile aggregator is the minimum viable option for an implementation
	country Available mobile aggregators in country have SMS capabilities		National Scale	YES / NO				are more, they will be considered in procurement processes post-design. To assess the potential of a Mobile Aggregator it is necessary to review their capab presence in a country (or multiple countries, and other elements to be included in guidance note).
	Available mobile aggregators in country have Voice capabilities (IVR/Calls) There is a mobile aggregator that has both capabilities SMS and Voice capabilities			YES / NO YES / NO				
	Two-way SMS is available in country		(Africa only) A Guide to Using Mobile Aggregators to Deliver NGO Services at National Scale (Africa only) A Guide to Using Mobile	YES / NO				
	Are short codes available in country? Toll-free number setup is available in country The country rarely suffers from internet		Aggregators to Deliver NGO Services at National Scale	YES / NO YES / NO				Frequent internet shutdowns due to infrastructure issues or government decisions or
	outages/shutdowns Average cost per SMS using a Mobile Aggregator	r USD\$	<u>Twilio</u>	YES / NO				service providers' ability to provide an effective service and compromise the interve Cost per individual SMS in USD
	Average cost of mobile data for 1Mb (prepaid card) What is the cost of 1 minute call time out of	USD\$	<u>Visual Capitalist</u>					Cost per 1MB of mobile data in USD. (Accessibility of Mobile Data is important for use of software tools for managing SMS or calls).
	network using a Mobile Aggregator? Prepaid mobile cellular tariffs, PPP \$/min.	USD\$	<u>I WIII0</u> <u>WB TCdata360 (2012-2016)</u>					Cost per 1 minute of call time in USD Average per-minute cost of different types of mobile cellular calls (PPP \$) (Data is adjusted. Accessibility to mobile services is important for teacher's use of IVR or cal
ΤΙΜΕ	MoE or schools manage a parents and students phone number database			YES / NO				MoE or school access to robust databases for receivers can have an impact in rollou implementation. However, participation can also be linked to a marketing campaig enrollment in the service, which is why relevance remains as "Medium".
	Distance learning will persist throughout the first semester of 2021			YES / NO				The persistence of distance learning throughout 2021 has a direct impact on the re establishing remote formative assessments. This item is based on a projected SMS startup timeline * The following items are d
	Implementation timeline allows for a 3-month startup phase Implementation timeline allows for a 4-month startup phase Implementation timeline allows for a 5-month			YES / NO YES / NO				the LeAp team and WB country offices. If there is an urgency to start piloting, a lon- might be a deterrent from using a specific type of technology. This item is based on a projected IVR startup timeline
	startup phase The LeAP team or the WB country offices have identified potential implementing partners working on current distance learning initiatives or with previous phone-based project implementation experience (NGO, Development Contractor)			YES / NO				Having a potential implementing partner can help the WB accelerate the impleme process, but is not crucial. The guidance note will contain a short section profiling " Implementing Partner." A previously identified implementing partner for a remote I intervention can become a potential partner for a PFA.
				VEC / NO				
	The implementing partner(s) have previous experience implementing phone-based development projects			1 E3 / NU				
OCAL IMPLEMENTER CAPACITY	The implementing partner(s) have previous experience implementing phone-based development projects The implementing partner(s) have previous experience working with MNOs and mobile service providers/vendors (e.g. aggregators) Potential partners have or can access an ICT			YES / NO				

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