Learning Adjusted Years of Schooling (LAYS) is a measure that standardizes the varying quality of schooling delivered in different locations to compare the quantity (in years) of schooling attained by learners. For instance, learners who have attained 1.1 LAYS have the same learning outcomes regardless of the location and number of nominal years they attended school.

The RCT was conducted entirely within the time frame of Uganda’s school closures.

Learning gains for learners in the SMS-only treatment group were 0.207 SD.

Learning gains for learners in the SMS+phone treatment group tutored by CEVs for 160 minutes were 0.891 standard deviations (SD), equivalent to up to 1.1 Learning Adjusted Years of Schooling*, as compared to the control group.

Learning Adjusted Years of Schooling (LAYS) is a measure that standardizes the varying quality of schooling delivered in different locations to compare the quantity (in years) of schooling attained by learners. For instance, learners who have attained 1.1 LAYS have the same learning outcomes regardless of the location and number of nominal years they attended school.

Individualized phone-based learning curricula may be a viable option for providing education remotely when school is disrupted or as a highly-targeted complement to support low-performers.

CEVs have the ability to deliver highly-targeted instruction that leads to positive learning outcomes comparable with more formalized professional or semi-professional groups.

CEVs are viable education extension agents that can provide steady instruction to mitigate learning loss or facilitate learning gains in times of disruption.

*Building Resilient Education Systems: Evidence from Large-Scale Randomized Trials in Five Countries* examines Youth Impact’s five-country replication study on low-tech remote education. The full paper is accessible on the National Bureau of Economic Research website.