



Impact of Bicycles on Girls' Education & Empowerment in Rural Zambia

Like many countries worldwide, Zambia is characterized by social norms that favor early marriage and limit girls' access to education. While overall enrollment and gender parity have improved at the primary education level, school attendance in rural Zambia remains a challenge. The project investigates the benefits of providing bicycles to girls walking long distances to school. In 2016, researchers (Muradkhani and Prakash) in India found this program successful at reducing the gender gap in enrollment. Still, there is little rigorous evidence on how providing bicycles impacts educational outcomes and empowerment.

In Zambia, IPA is collaborating with World Bicycle Relief (WBR) to evaluate the impact of their program providing bicycles to grade 5-7 girls in remote communities. Throughout November, IPA conducted a needs and feasibility assessment of the eligible districts in Southern and Eastern Provinces in order to inform the evaluation design. The researchers are designing the protocols and instruments to conduct a baseline survey of participating schools and communities, which will be launched in February 2017, following the baseline. Approximately 4,000 bicycles will be distributed to the assigned schools, communities, and households in accordance with the experimental design.

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Partners: World Bicycle Relief (WBR)

endline study conducted by IPA in 2014, which showed that recruiting CHWs with career incentives led to more facility utilization and better health outcomes, IPA is conducting a full endline study from September to December 2016.

Teams are interviewing community members, health facility staff, and the CHWs themselves in all 142 communities where the original cohort of CHWs were placed. The household interviews collect data on health information (e.g., under-5 health status), CHA behavior (e.g., frequency and duration of home visits), and CHA career and educational aspirations (e.g., expected versus desired future occupations). The CHA and health facility interviews focus on CHA work behavior, task shifting within the health facility, interpersonal professional relationships, and CHA career aspirations. All together, the data will provide long-term evidence of the effects of career incentives on performance through selection. Results will be disseminated in mid-2017.

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Improving Basic Literacy & Numeracy Skills in Primary Schools

Despite increases in enrollment, learning levels in Zambia remain low. Large classrooms of learners with a wide range of abilities mean that students who miss basic skills never have the chance to catch up. Evidence from researchers in the J-PAL/IPA network proves that learning programs tailored to the levels of the child help to solve this problem.

Recruiting & Motivating Community Health Workers

In 2010, the Government of Zambia created a new civil service position: the Community Health Assistant (CHA). They are the first line of healthcare for Zambians living in the most remote regions of the country. The government aims to train 5,000 new CHAs by 2017—a massive investment in a country with only 6,000 nurses. CHAs are recruited from the communities, undergo a year of formal training, and then return to their rural home communities to work.

To understand the effect of incentives on performance through selection, districts were randomly assigned to two recruitment strategies: one that stressed career benefits and one that stressed social benefits. After a promising limited



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IPA Zambia is pleased to share with you its final bulletin of the year: "2016 in Review." This bulletin highlights ten of IPA Zambia's research projects, including updates from projects included in the previous bulletin as well as new contributions. We hope you enjoy this look at the high-quality evidence we've generated this past year, and we look forward to continuing this work with you in the year ahead.

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