What Have We Learned About Enabling Learning?

Two Assessments and Two Experiments in East Africa

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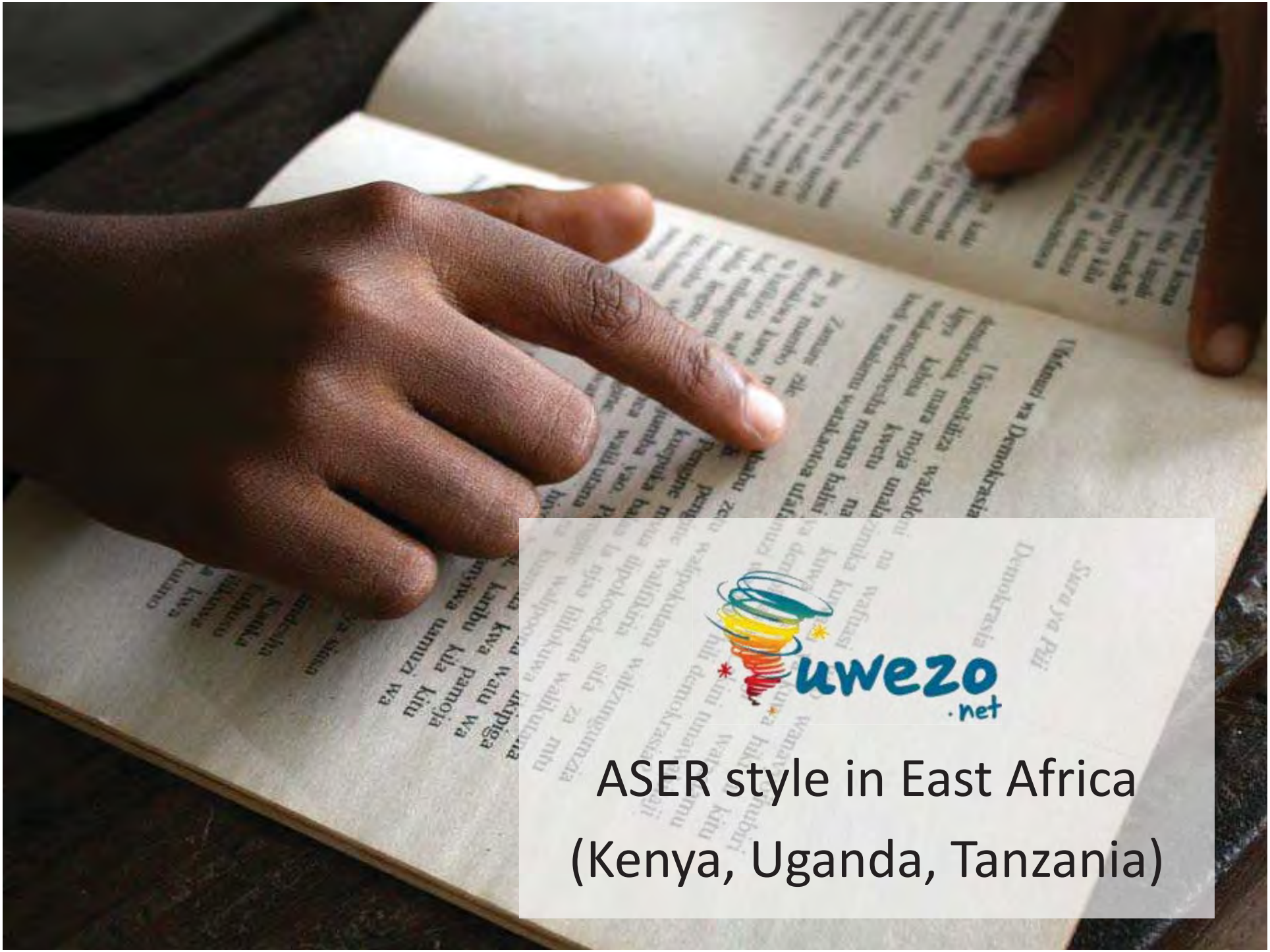
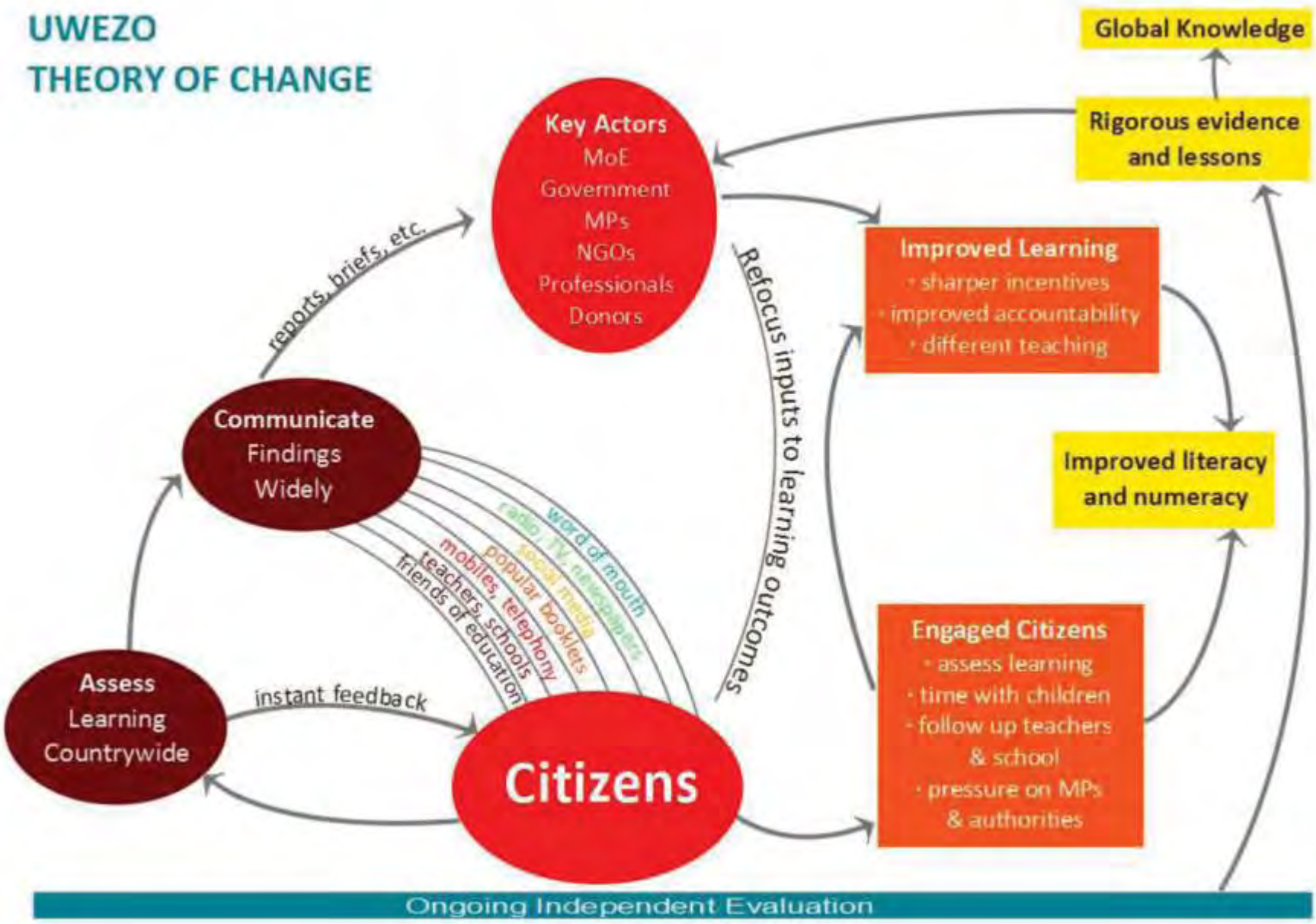
Large expansion of primary school enrollment in Kenya, Tanzania and Uganda
Increased budgets
Teachers trained, hired
Classrooms built

But are children learning?



ASER style in East Africa (Kenya, Uganda, Tanzania)


UWEZO
THEORY OF CHANGE
Global Knowledge
Rigorous evidence and lessons
Key Actors
MoE
Government
MPs
NGOs
Professionals
Donors
reports, briefs, etc.
Refocus inputs to learning outcomes
Improved Learning
· sharper incentives
· improved accountability
· different teaching
Improved literacy and numeracy
Communicate Findings Widely
word of mouth
radio / TV, newspapers
social media
popular booklets
mobiles, telephony
teachers, schools
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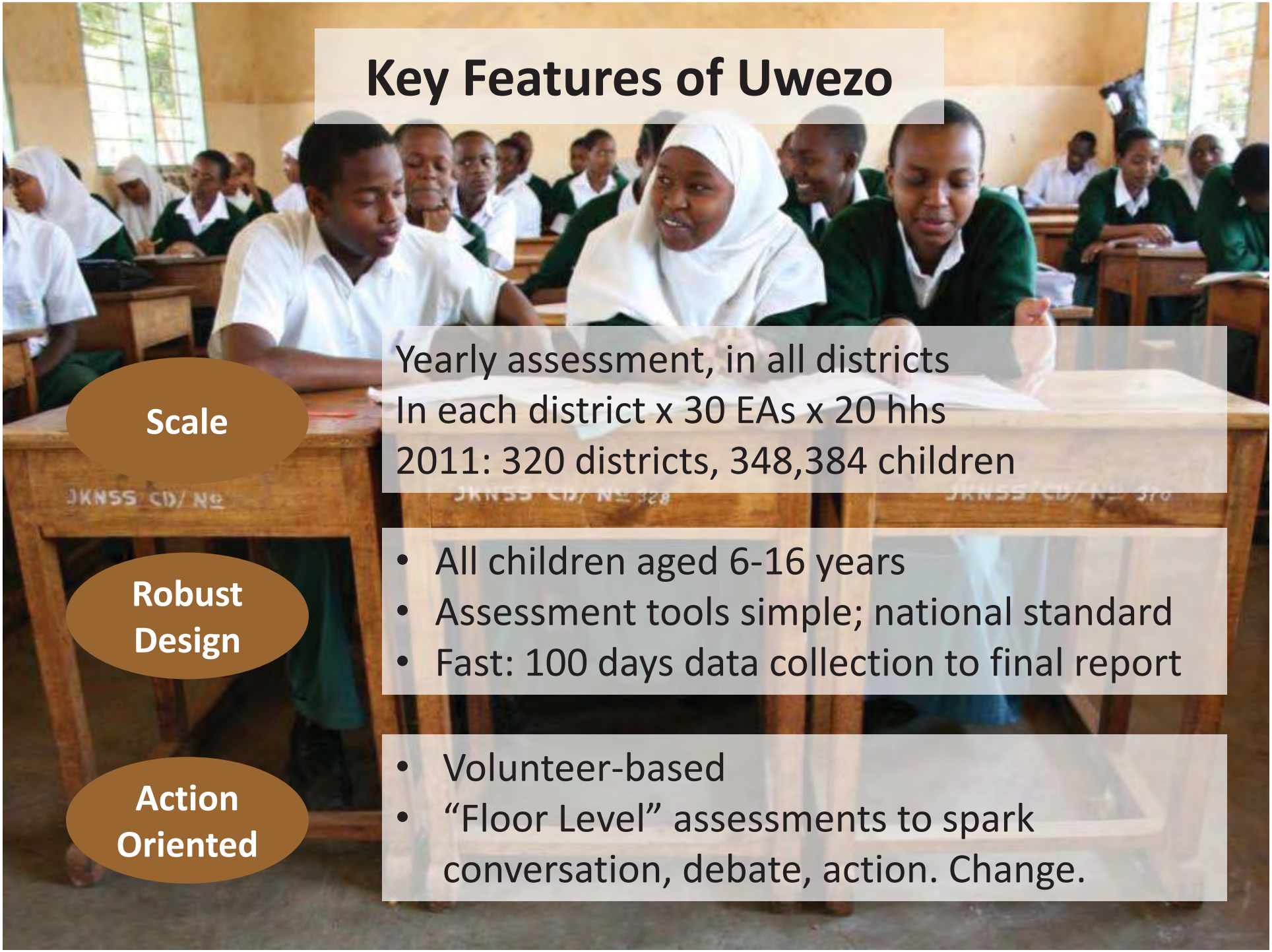
Assess Learning Countrywide
instant feedback
Citizens
Engaged Citizens
· assess learning
· time with children
· follow up teachers & school
· pressure on MPs & authorities
Ongoing Independent Evaluation



Key Features of Uwezo

Scale

Yearly assessment, in all districts
In each district x 30 EAs x 20 hhs
2011: 320 districts, 348,384 children

Robust Design

- All children aged 6-16 years
- Assessment tools simple; national standard
- Fast: 100 days data collection to final report

Action Oriented

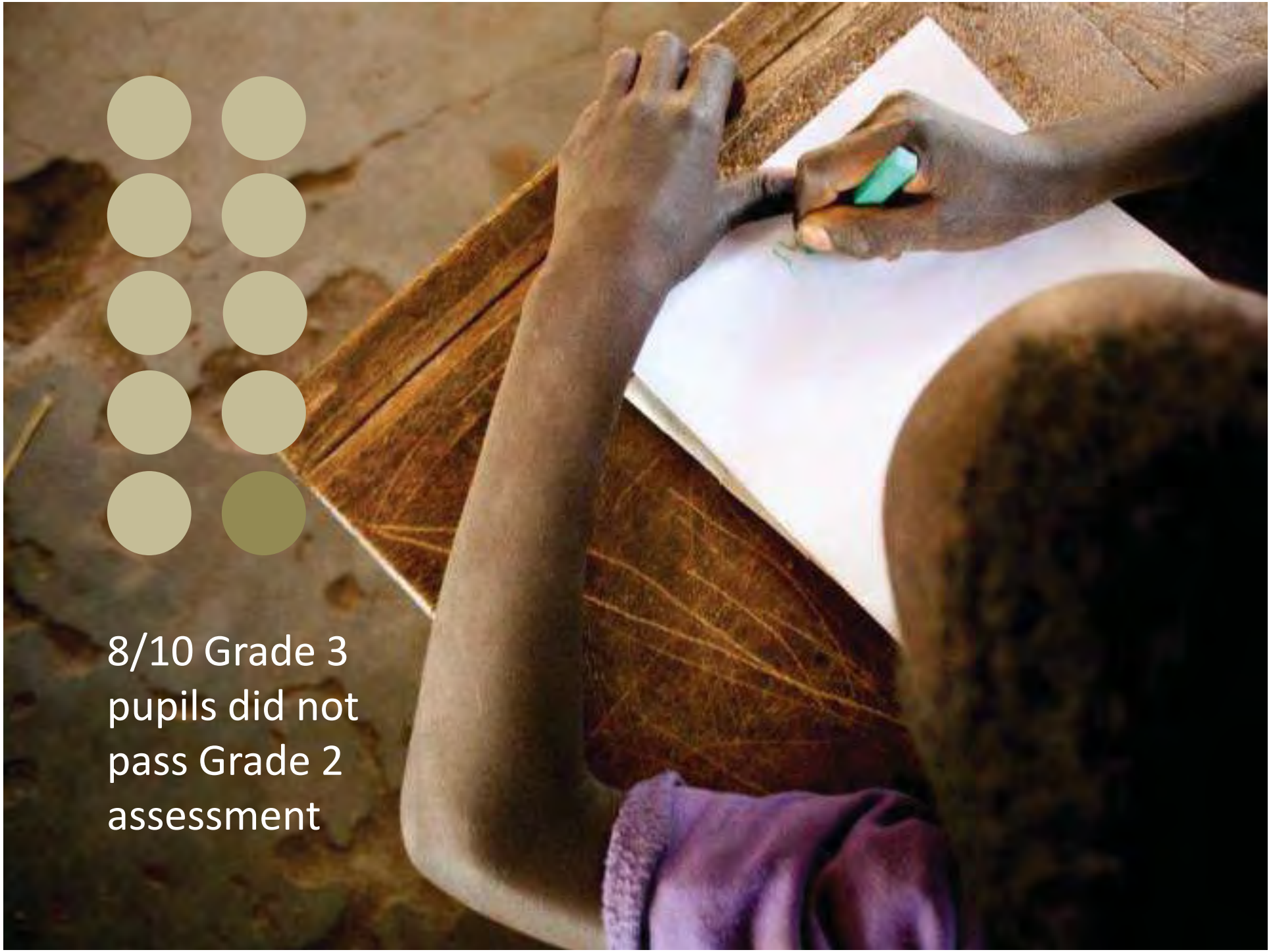
- Volunteer-based
- “Floor Level” assessments to spark conversation, debate, action. Change.

Methodology

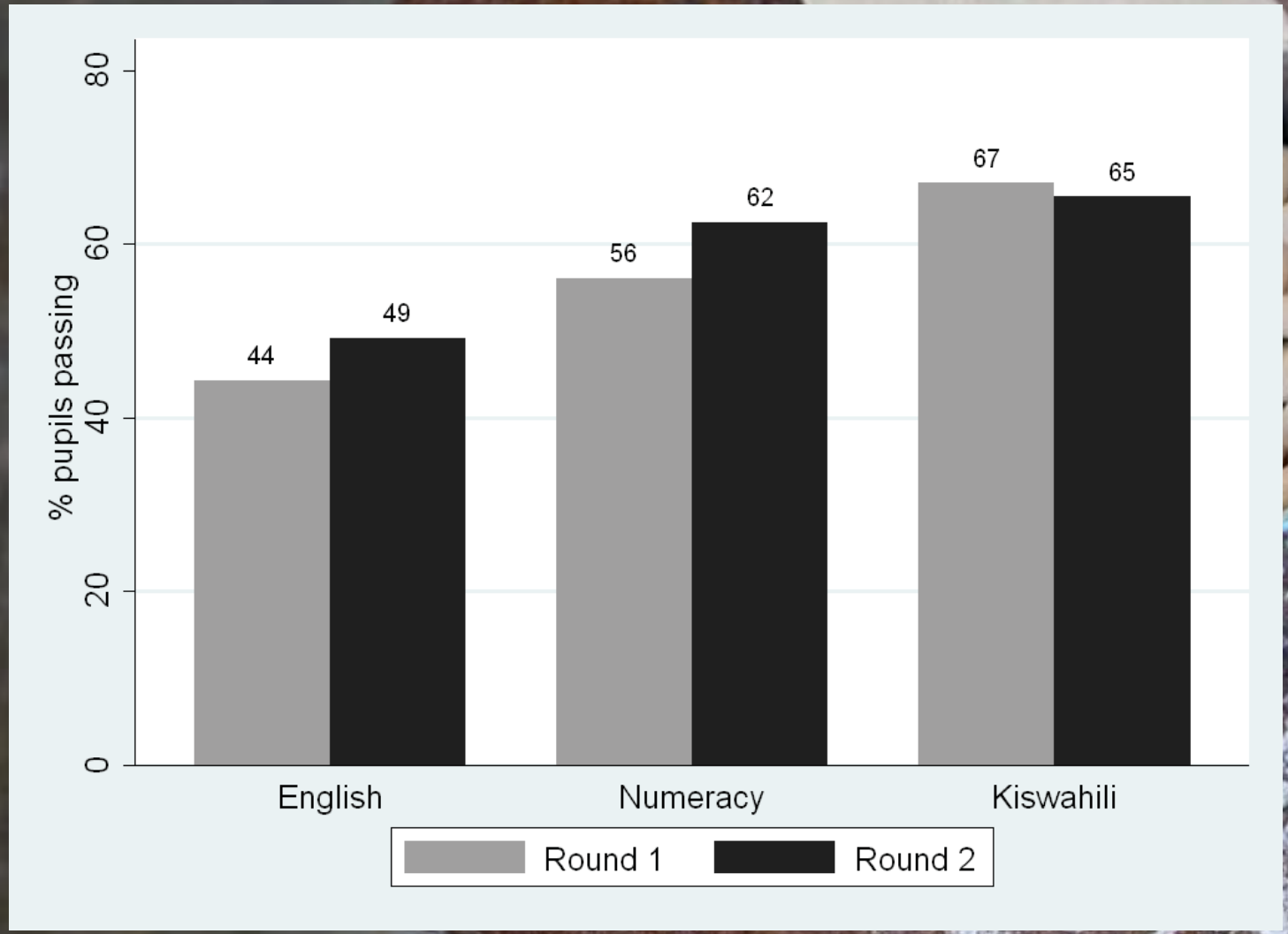
National Bureau of Statistics gives Enumeration Areas (EA) list in every district. Select random EAs.

District Coordinator, local volunteers and village chairperson make household list. Select random households.

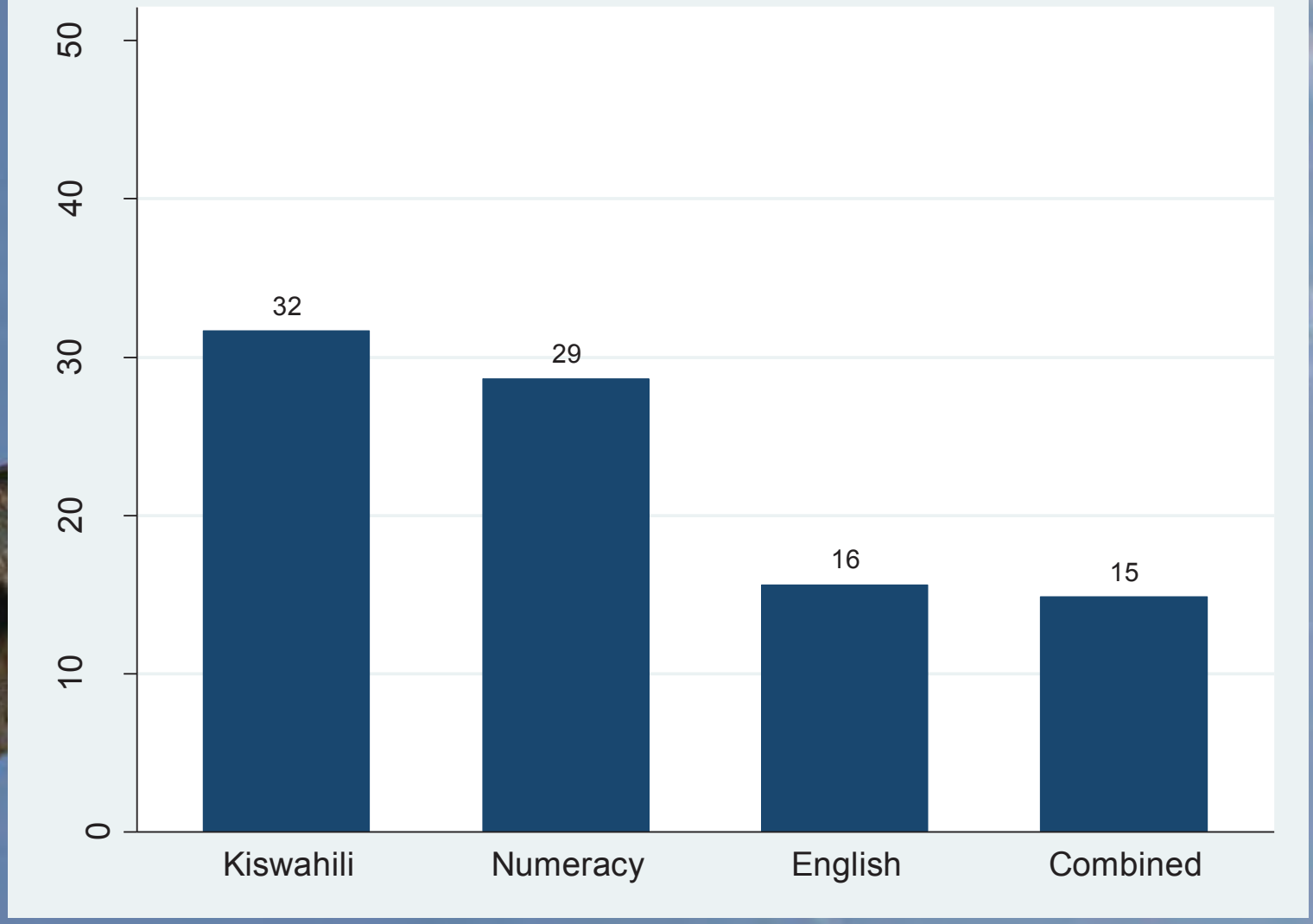
Results weighed by district size to represent the country.


8/10 Grade 3 pupils did not pass Grade 2 assessment

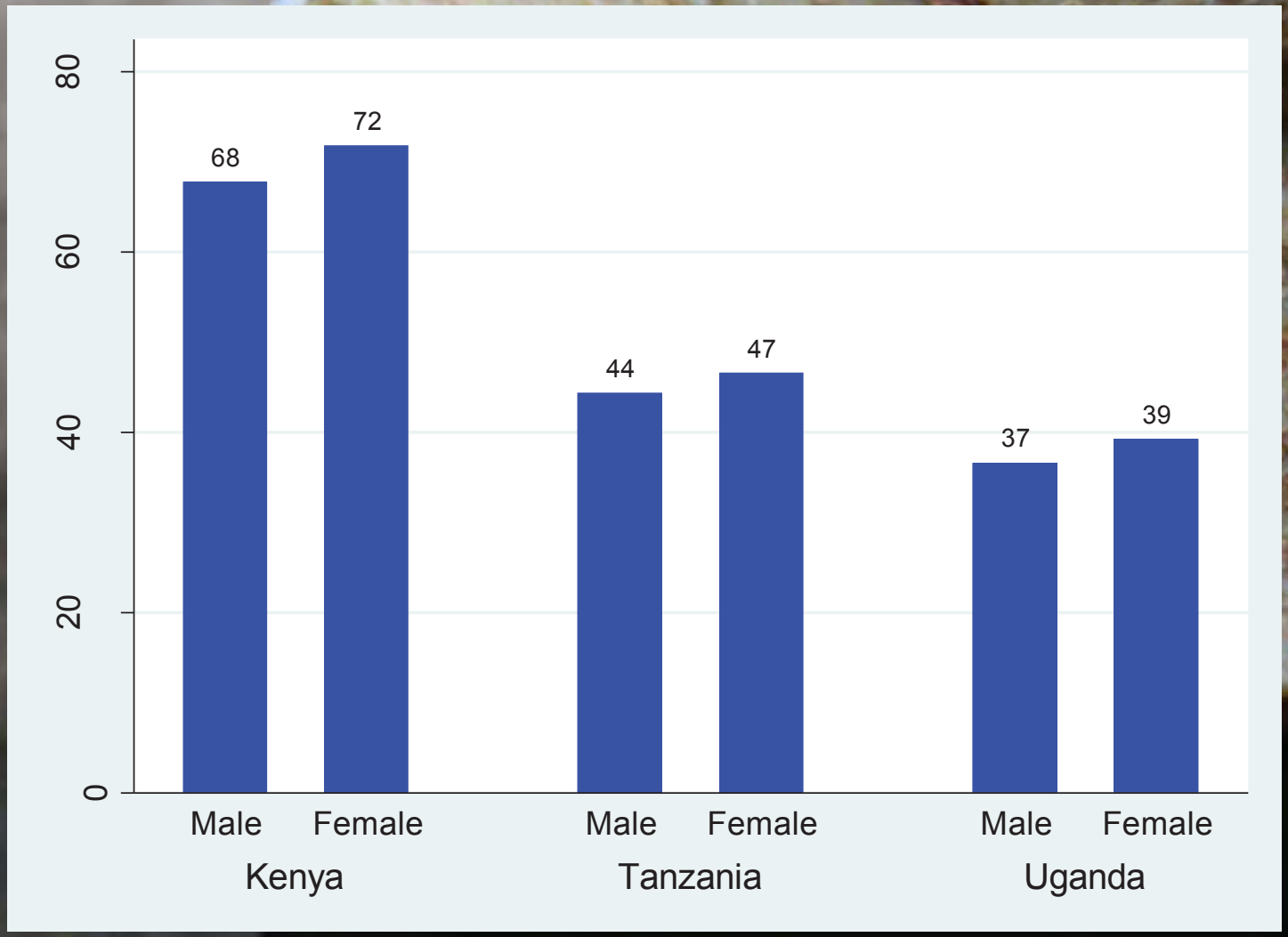
Uwezo literacy and numeracy test results



Pass Rates for Standard 3 Students

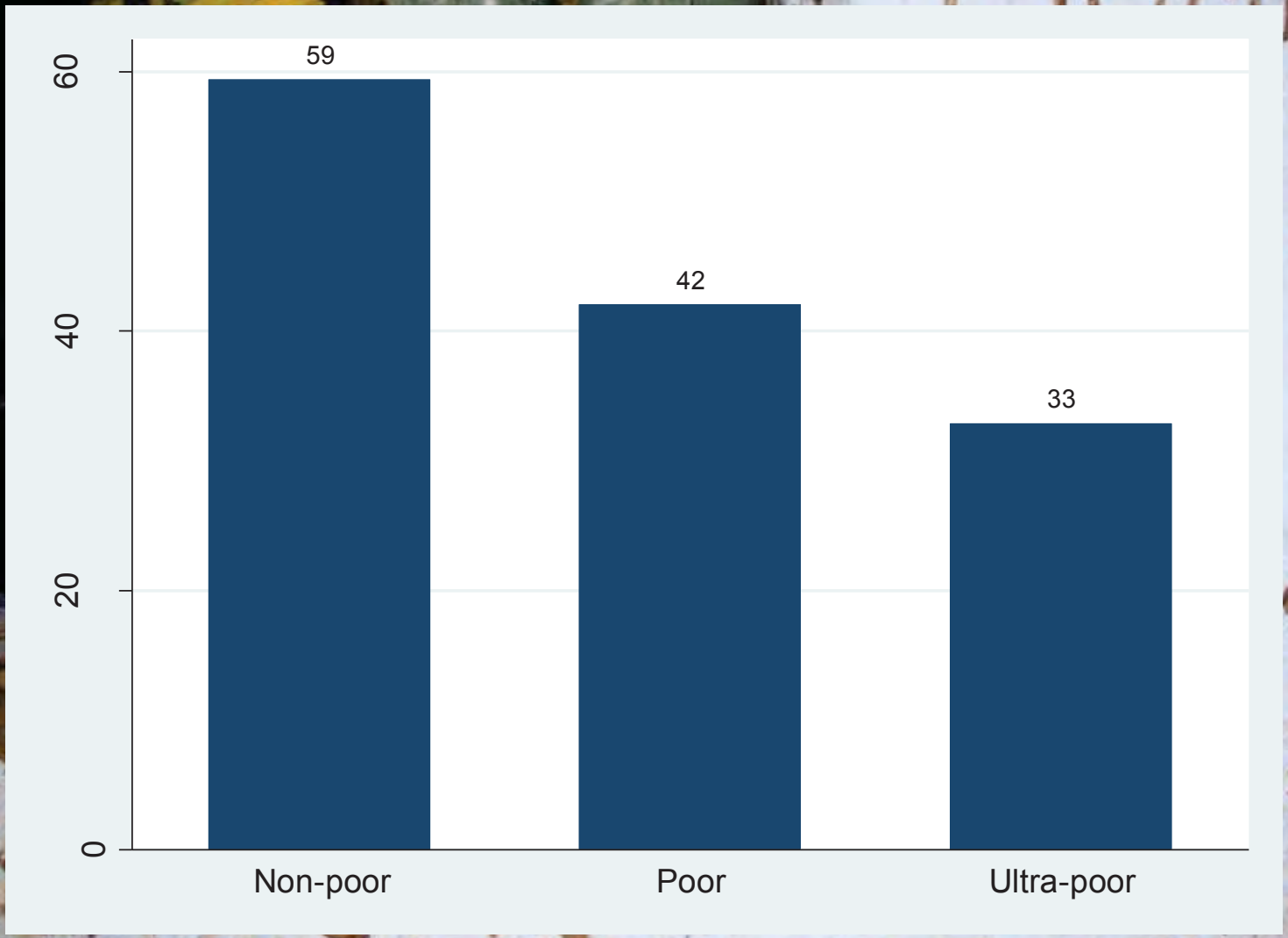


Pass rates by country and sex

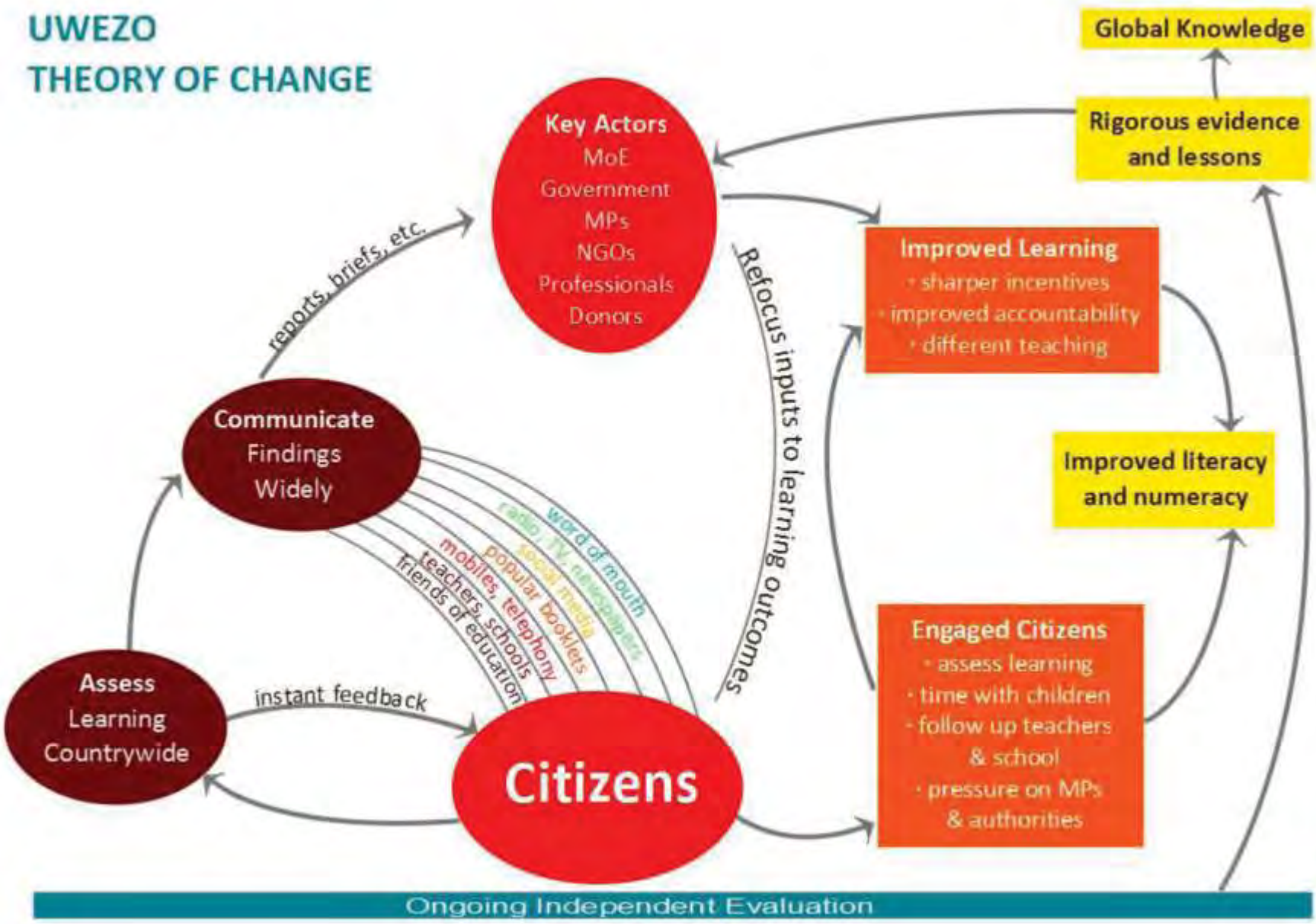


Only 3/10 ultra-poor students passed the Uwezo assessment

Pass rates by categories of socio-economic status



Absent Teachers
Policy: 5+ hours
Actual:
Rural: 2:04
Urban: 1:24
Money for schools
Policy: $10
Actual: < $2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Two Ideas - Two experiments
(RCTs + qualitative)
1. Capitation Grant
2. Local Cash on Delivery

Testing full implementation of current policy /*input incentive* (capitation grant); comparing it with new innovation of *outcome incentive* (local COD)

Capitation Grant

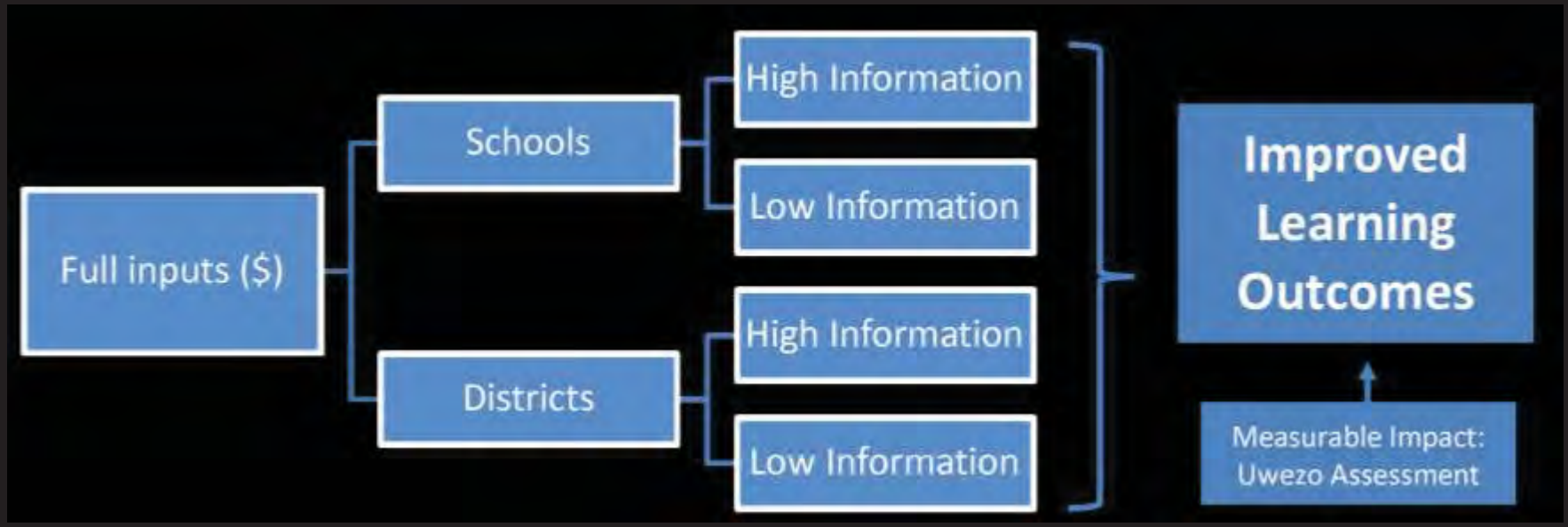
- Paying up front for inputs
- Pay in full 2x/yr
- $10/enrolled pupil
- Treatment arms:
  - Low /high info
  - Districts/direct to schools

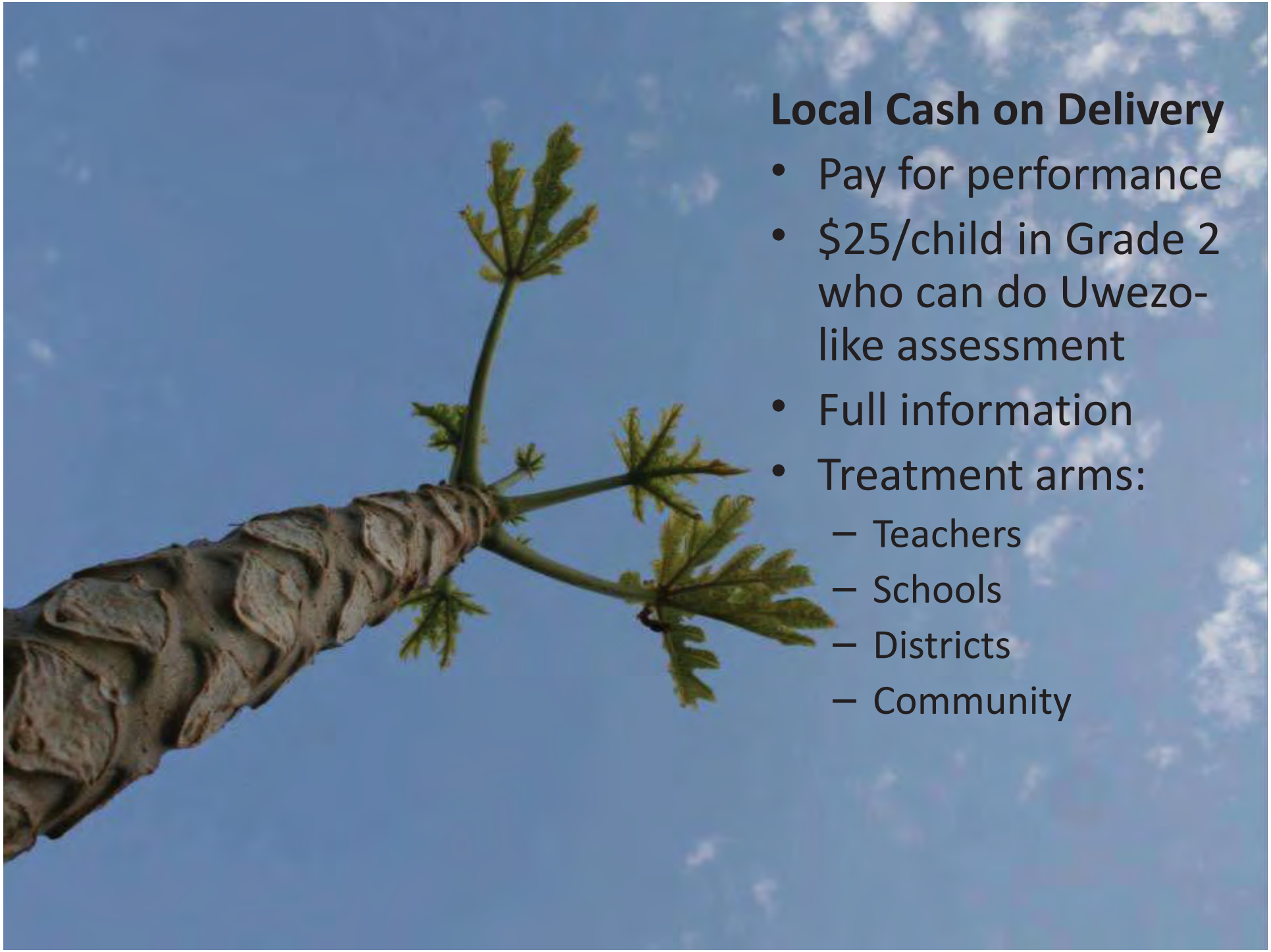
Capitation Grant

Demonstrate you can get money to school

Test whether information makes a difference

Test impact on literacy and numeracy (and Std 7)





Local Cash on Delivery

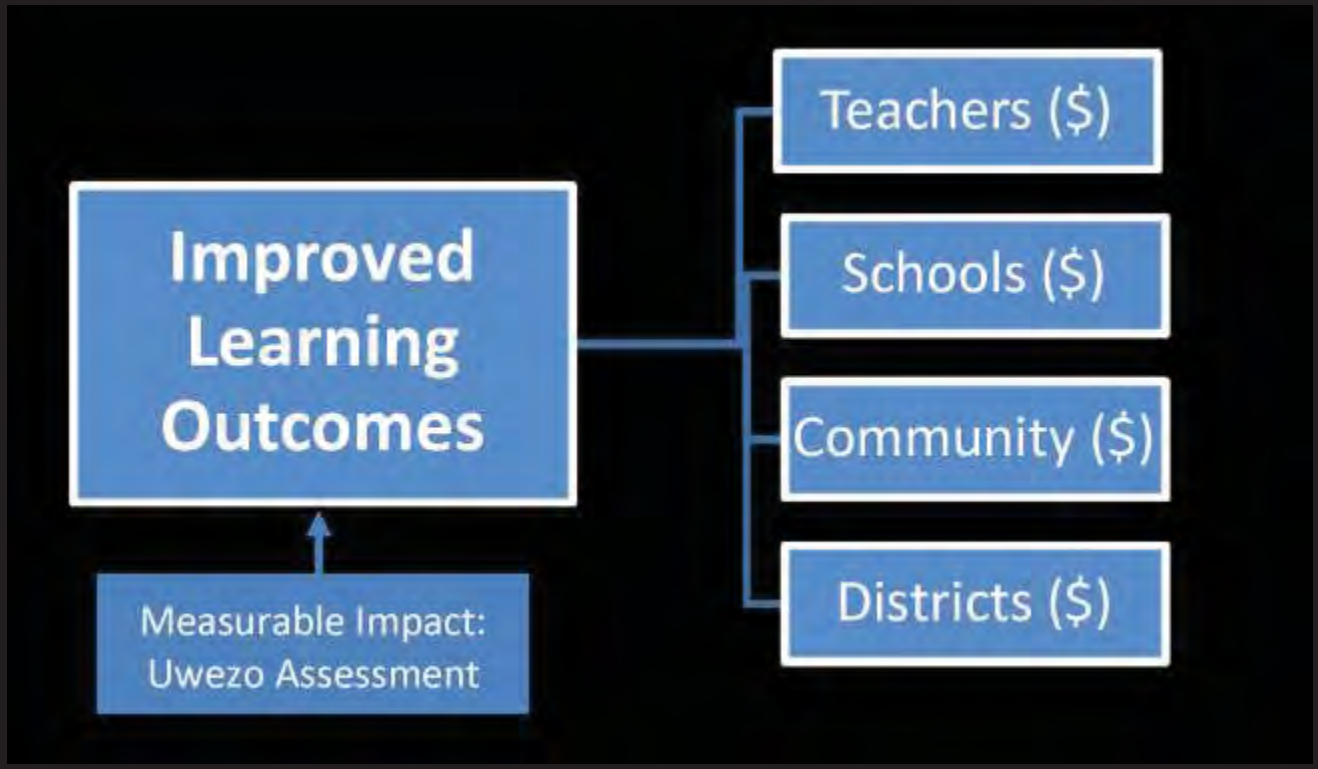
- Pay for performance
- $25/child in Grade 2 who can do Uwezo-like assessment
- Full information
- Treatment arms:
  - Teachers
  - Schools
  - Districts
  - Community

Local Cash on Delivery

Test whether incentive spurs people to figure out learning
(though tell stories of how others have made it happen)

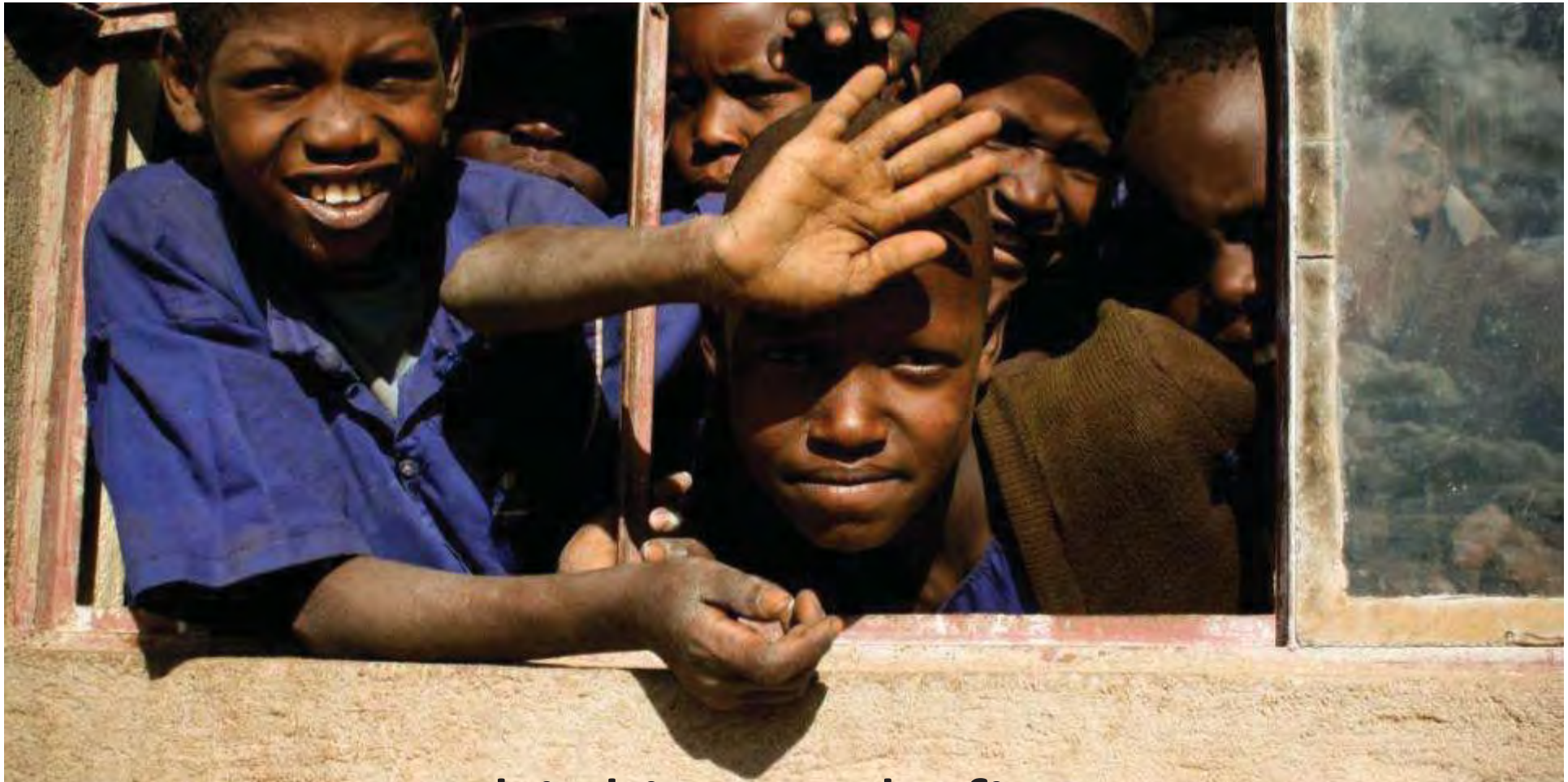
Test which arm (targeting) brings biggest impact

Follow how communication affects local dynamics



Issues to sort out

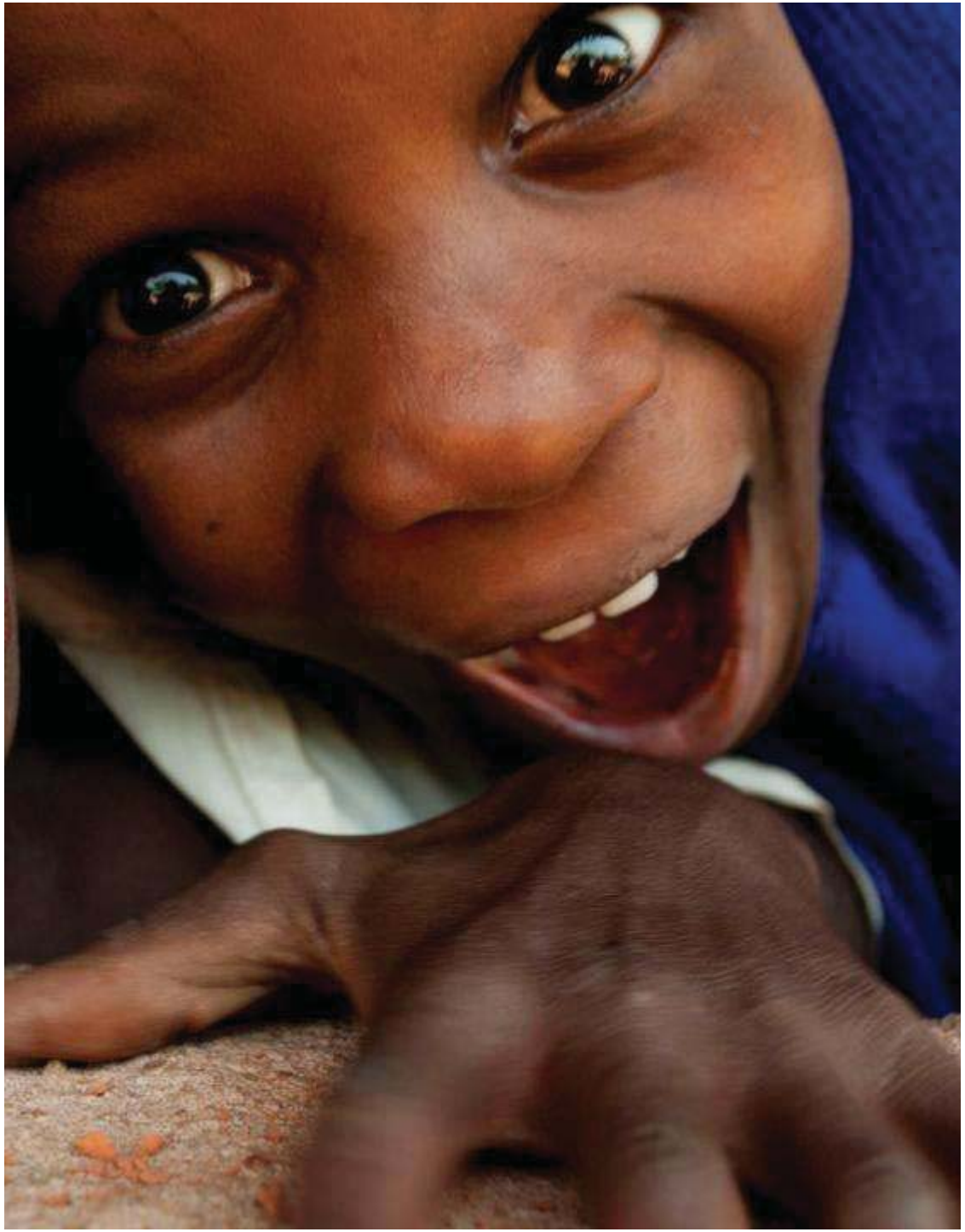
- Pay for absolute level or change?
- Minimum % of all to pass before incentive kicks in?
- Getting champion MPs involved (ruling party, opposition)
- Critical mass of districts needed to drive policy change



Thinking scale first:

Both do-able at national level; both affordable (eg in Tanzania national edu budget is > $1.2 billion)

- Cap grant 9 million pupils x $10 = $90m (+6m)
- Local COD grade 2 max 1m ‘pass’ x $25 = $25m (+9m)



Partners

- TTU Tanzania Teachers Union
- Government of Tanzania
  - President's Office
  - Ministry of Education
  - Prime Minister's Office , local govt
- Independent evaluation entity (JPAL/IPA)
- CGD
- Donors (Twaweza's, WB, DFID, Sida in Tanzania)
- Uwezo assessment tools

Timeline

2012	Firm up design, with evaluator (JPAL, IPA, CEGA) Agreements with partners Implementation coordinator, logistics
2013/4	Implementation and data collection Uganda or Kenya roll out?
2014	Review, kill or tweak, policy advocacy