



Press Release
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**Teacher incentive program helps over 48,000 students to improve in Kiswahili and Mathematics
Teachers and head teachers were paid a total of TZS 251,827,040 as a bonus on top of their salaries**

10 May 2017, Dodoma: After a two year trial, Twaweza, in collaboration with COSTECH and Innovations for Poverty Action (IPA), have shown that teacher cash on delivery (or performance pay) can improve learning outcomes.

The results of the pilot project known as KiuFunza, the largest of its kind in East Africa, were presented at an event to award some of the teachers their bonus payments in Dodoma on 10 May. MPs and officials from the ministries of education and local government were present including Honourable George Simbachawene, Minister – President’s Office: Regional Administration and Local Government.

Over the two years, Twaweza and IPA tested the following initiatives in close to 200 schools across 21 districts in Tanzania:

- Rewarding levels of learning in a one group of schools (Stadi)
- Rewarding value-added learning in a second group of schools (Mashindano)

Preliminary results show positive effects on student learning. Both models were trialed to compare results achieved against a group of control schools. While Mashindano is more complex to understand than Stadi, it is also more equitable for the teachers, since students compete with peers at their own level. Stadi is easier to understand but tends to give an advantage to teachers with higher-ability students (often in urban schools).

Other key implementation results are:

- Twaweza is rewarding 788 Standard I, II, and III subject teachers and 135 head teachers for the 2016 test performance
- The value of the total bonus fund is TZS 251,827,040. 17% of this is paid to head teachers, 83% or TZS 209,855,867 is paid to subject teachers.
- The average bonus earned by subject teachers is TZS 266,315 or about 42% of the average net monthly wage in 2016.
- Nine out of ten teachers in trial schools support the idea of performance-based pay

In 2016

1. There were 134 schools in 21 districts participating in the trial and 60 schools used as a comparison or control group
2. A total of 65,643 pupils were tested including those in the control schools.
3. In total, 48,042 pupils were in schools with the incentives in place and were therefore supported to learn more than their peers

These results are from the second phase of KiuFunza. The first phase trialed the direct delivery of capitation grants to schools (which was subsequently adopted by the government as policy in January 2016) and cash on delivery for teachers – separately and in combination. This phase found significant positive impact on learning outcomes from a combination of teacher incentives and direct delivery of capitation funds. The second phase

builds on this to trial different models of incentive systems since the capitation grant delivery model has already been adopted by the government.

Twaweza chose to focus on teacher incentives for the first and second phases of KiuFunza because evidence from around the world shows that teacher effort can have a significant impact on learning outcomes. In addition, KiuFunza (and other studies) clearly show that teacher motivation and accountability are lacking.

During surprise visits to schools in 2016:

- 54% of teachers were in class teaching
- 27% were not at school
- 19% were in school but out of class

Aidan Eyakuze, Executive Director of Twaweza, said *“Twaweza, working with IPA have shown that teacher bonuses can improve learning outcomes. Although learning is driven by a complex range of factors, we have shown, through rigorous scientific research, that the combination of motivation and accountability can yield good results for children. We have concrete evidence of what works to ensure that children learn. The challenge now is how to scale this up and reach more children across Tanzania in a sustainable way. Given the fifth phase government’s focus on improving service delivery and the lives of ordinary citizens, we hope that the opportunity will be welcomed at the highest levels of government.”*

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Notes to Editors

- Twaweza works on enabling children to learn, citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda. We have programs, staff and offices across all three countries, and a globally respected practice of learning, monitoring and evaluation. Our flagship programs include *Uwezo*, Africa’s largest annual citizen assessment to assess children’s learning levels across hundreds of thousands of households, and *Sauti za Wananchi*, Africa’s first nationally representative mobile phone survey. We undertake effective public and policy engagement, through powerful media partnerships and global leadership of initiatives such as the Open Government Partnership
- KiuFunza II tested two different models of incentives:
 - o In a **Stadi** school a teacher receives a bonus for every child in her classroom that passes a curriculum skill test. For example, in reading Kiswahili, a Standard I student that can read syllables earns her teacher a small bonus; if the child can also read words, the teacher earns more; if she also reads a paragraph she again earns more, and so on. The same applies to Mathematics, where the skills include counting, recognizing numbers, telling which number is larger, adding up, subtracting; and multiplication and (in Standards II and III) division.
 - o In a **Mashindano** school, children were placed in one of 10 national ability groups based on the previous year’s test. Ability groups range from low level (cannot read anything, no knowledge of numbers) to high levels (can read fluently, do math operations well). Each ability group would typically have students from KiuFunza schools from all over the country. For example, a Standard 2 ability group for students who can read Kiswahili words but not sentences could have a student from Mbozi and a student from Geita. The progress of these students over the year is compared and rewarded. At the end of the year, students that did the test very well in their group received a high rank which resulted in a high bonus for the teacher. The total payment for each teacher is determined by the rank of each of his students. Teachers that moved many of their students to the top of their national ability group therefore earned a lot.
- You can follow Twaweza’s work

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