



Press Release | 14 December 2017

Performance pay for teachers means their students get an additional three months of learning during the school year

Teacher incentive program helps over 48,000 students to improve in Kiswahili and Mathematics

14 December 2017, Dar es Salaam: After a two year trial, Twaweza, in collaboration with COSTECH and Innovations for Poverty Action (IPA), has shown that cash on delivery (or performance pay) for teachers can significantly improve learning outcomes. The results show positive effects on student learning with pupils learning in one year what would normally cost them 15 months to learn.

The results of the pilot project known as KiuFunza, the largest of its kind in East Africa, were presented during a discussion event with education stakeholders in Dar es Salaam.

Over the two years of KiuFunza, 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)

Both models were tested to compare results achieved against a group of control schools whose teachers were not given the incentive. 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 it also tends to advantage to teachers with higher-ability students (often in urban schools).

The average bonus earned by subject teachers is TZS 266,315 or about 42% of the average net monthly wage in 2016. The lowest bonus paid was TZS 8,100 and a few teachers received nothing. But the highest paid teacher earned TZS 3.6 million, or about six months of the average teacher salary.

Aside from improving learning, performance pay is also supported by the majority of teachers:

- Nine out of ten teachers in trial schools support the idea of performance-based pay
- When asked whether the government should include a performance-based bonus scheme in a future salary review, 63% of teachers say yes (while 37% prefer a flat increase).

In 2016

1. There were 134 schools in 21 districts 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 primary schools in 2016:

- 41% of teachers were in class, 27% were not at school and 32% were in school but out of class.
- The estimated cost of this teacher absenteeism from school is TZS 793 billion every year.

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 here in Tanzania, that the combination of motivation and accountability can yield great results for children. We have produced concrete evidence of what works to ensure that children learn.”*

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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 OGP.
- To calculate the loss of taxpayer money caused by teacher absenteeism: a Standard 1-3 teacher costs on average TZS 9 million per year (based on pre-tax compensation, reported by teachers). According to Basic Education Statistics (BEST) data, Tanzania employed 191,604 teachers in public primary schools in 2016. This means that the total primary school wage bill is about TZS 1,724 billion per year. (This is a low estimate since the cost per teacher is for Standard I-III teachers and higher grades are typically taught by more senior and better-paid teachers). Using the 46% classroom absence rate for 2016 across all grades we estimate that taxpayers are losing TZS 793 billion annually for teaching services contracted but not delivered (or TZS 4.1 million per teacher).
- 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.
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