KiuFunza
Improving Early Grade Learning Outcomes
Introduction: Realities of Primary School Education

- Poor learning outcomes
- Expansion in primary school enrollment
- High student to teacher ratios
- Teacher behavior
- Shortcomings of current CG funding policy

Uwezo Results: Percentage of Standard III pupils who were able to complete the Standard II exercises by year and subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Kiswahili</td>
<td>32.7%</td>
<td>28.3%</td>
</tr>
<tr>
<td>English</td>
<td>7.7%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>30.3%</td>
<td>30.4%</td>
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Evolution of KiuFunza

- Inspiration
- Do RCTs fit into Twaweza strategy?
- Intervention menu, ideas
  - COD aid
  - Capitation Grants
  - Information
  - Accountability
- “Don’t screw up”
 Intervention Design

- Capitation Grant, current policy (input): transfer payments for inputs directly to school accounts
  - TZS 10,000 ($6) per student
  - Normal policy rules on spending, accountability apply
- Cash on Delivery, policy innovation (teacher incentive)
  - Grades 1, 2 and 3
  - Test subjects: Kiswahili, English, Maths
  - TZS 5,000 ($3) to responsible teacher per student who passes Uwezo like test; TZS 1,000 to Head Teacher
- Combination arm
**School inputs**
- White, 3ie: materials have some positive impact on test scores
- Glewwe, Kremer and Moulin (Kenya, 2009)
- Glewwe, Kremer, Moulin and Zitzewitz (Kenya, 2004)
- Dercon, Habyarimana, Krishnan, Muralidharan, & Sundararaman (Zambia and India, 2011)

**Financial Incentives**
- McEwan: performance incentives have consistently positive effects on learning outcomes
- Glewwe, Ilias, and Kremer (Kenya, 2010)
- Muralidharan and Sundararaman (India, 2011)
RCT Design

- **10 Districts**, randomly sampled
- **35 schools** in each district
- **4 intervention groups** in each district
  - COD: 7 schools
  - CG: 7 schools
  - COD & CG: 7 Schools
  - Control: 14 schools

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<thead>
<tr>
<th></th>
<th>COD</th>
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<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Number of Schools per treatment group per district</td>
<td>7</td>
<td>7</td>
<td></td>
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<tr>
<td></td>
<td>Yes</td>
<td>7</td>
<td>14 (control)</td>
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<tr>
<td></td>
<td>No</td>
<td>7</td>
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Intervention districts
Descriptive Data from Baseline

- **Student Performance**
  - 86% of students in Grade 2 were unable to solve even one multiplication problem.
  - Only 8.5% of Grade 3 students were able to correctly read an English paragraph.

- **Teacher Data**
  - The average teacher salary is 575,000 Tsh/month, pre-tax, inclusive of allowances.
  - 47% of teachers report that, if they could start over, they would not choose teaching as a career.
  - 1/3 of teachers report having missed class at least once in the past week.
2013 KiuFunza Agenda

Intervention

• Intervention Launch, April: Information Dissemination
• Midline, July: Monitoring
• Endline, November: Student Testing

Evaluation

• Baseline, January
• Monitoring, July-August
• Endline, September-November
Intervention Launch: Communication Materials
Measurement Methods

- Measuring causal drivers
  - Strategic procurement and distribution of inputs at the school level
  - Pedagogical changes in the classroom
  - Additional teaching effort, testing
- Challenges in measuring causal drivers
  - Allocation of expenditures across grades
  - Governmental redistribution of funding, fungibility
Next Steps

• 2013: Nov/Dec endline testing

• 2014:
  • Incentive payments year 1
  • Essentially replicate year 1 implementation
  • Extensions to current design?

• Partnership between Twaweza and IPA
  • Establish an office in Tanzania
  • IPA is committed in deepening its sector expertise, and we are prioritizing education.
Thank you!
Questions and Discussion