

Understanding BRN Implementation

RISE Tanzania Country Research Team

RISE

RESEARCH ON IMPROVING
SYSTEMS OF EDUCATION

RISE research agenda

I. Education reform in retrospect

system diagnostic;

competence-based curriculum reforms

implementation report;

estimates of impact.

II. Education reform in prospect

Understanding BRN to look forward

In this session, the focus will be on BRN *implementation*

1. Highlight a first RISE data collection activity
2. Descriptive findings on BRN's results-based focus
3. Descriptive findings on input-oriented components of BRN

A taxonomy of BRNEd Initiatives

1. Pressure to Perform	Official school ranking
	School incentive scheme
2. Teacher motivation	Teacher motivation, including salary arrears
3. Back to Basics	National 3R Assessment
	3R Teacher training
	Student Teacher Enrichment Programme (STEP)
4. School Management and Finance.	School improvement toolkit
	Capitation grants

Data collection

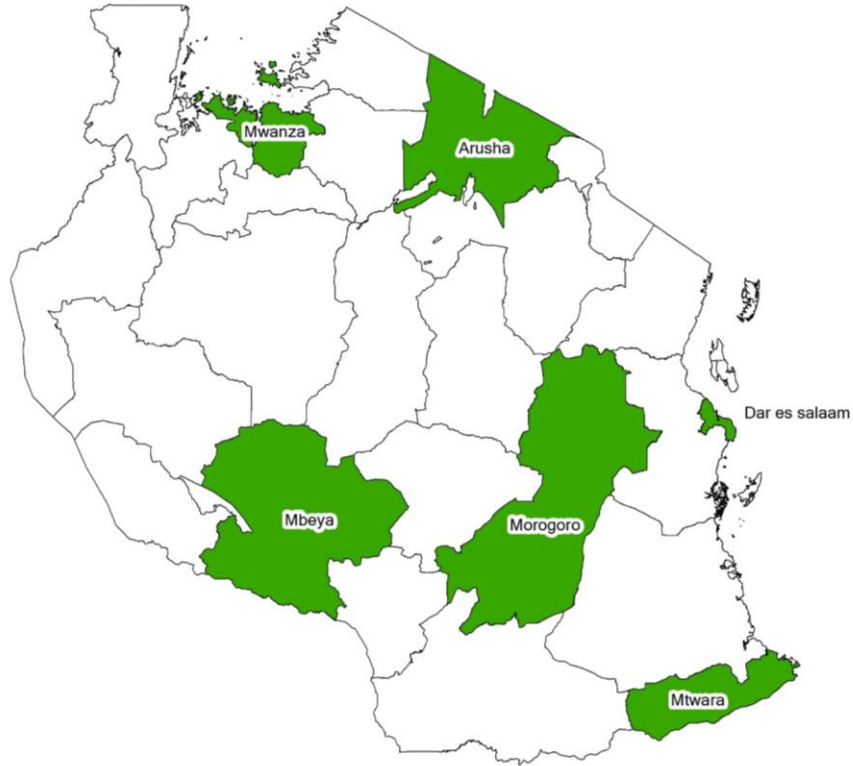
Phone survey sampling strategy: Regional level

Selected regions span regional ranks on primary and secondary exams

	PSLE rank	CSEE rank
Arusha	6	2
Dar Es Salaam	1	1
Mbeya	23	14
Morogoro	18	20
Mtwara	10	24
Mwanza	2	4

Note: 25 regions included in the ranking. Regions outside of mainland Tanzania were excluded.

Regions of phone survey



Sampling strategy: School level

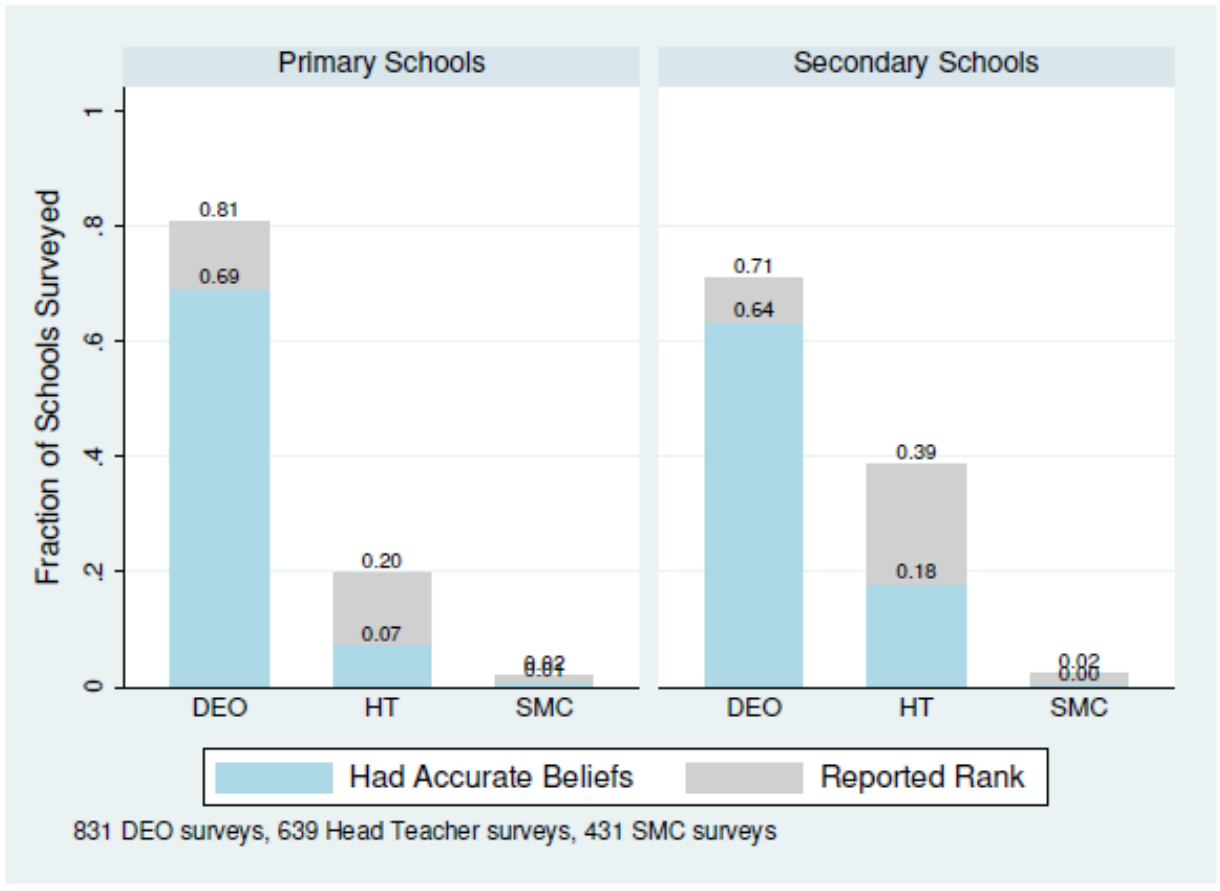
Phone interviews attempted with stakeholders at 600 primary and 300 secondary schools.

School sample overweights top- and bottom 10 percentile on relevant exam score; results presented are weighted back to representativeness.

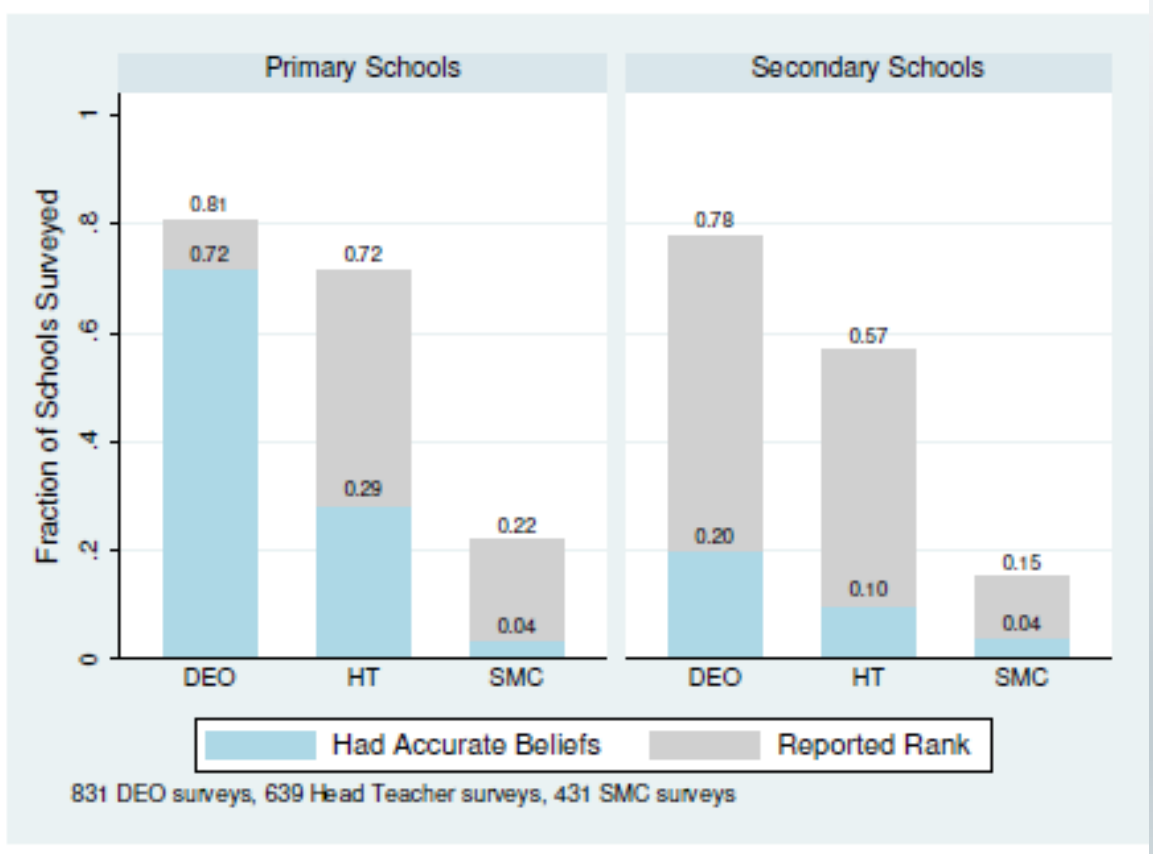
Region	Schools Selected for Survey	DEO surveyed	HT surveyed	SMC surveyed	All three surveyed
Arusha	123	123	81	55	55
Dar Es Salaam	113	57	57	28	8
Mbeya	199	199	171	115	114
Morogoro	175	175	131	93	92
Mtwara	97	97	75	55	55
Mwanza	193	180	124	85	76
Total	900	831	639	431	400

Results orientation in BRN

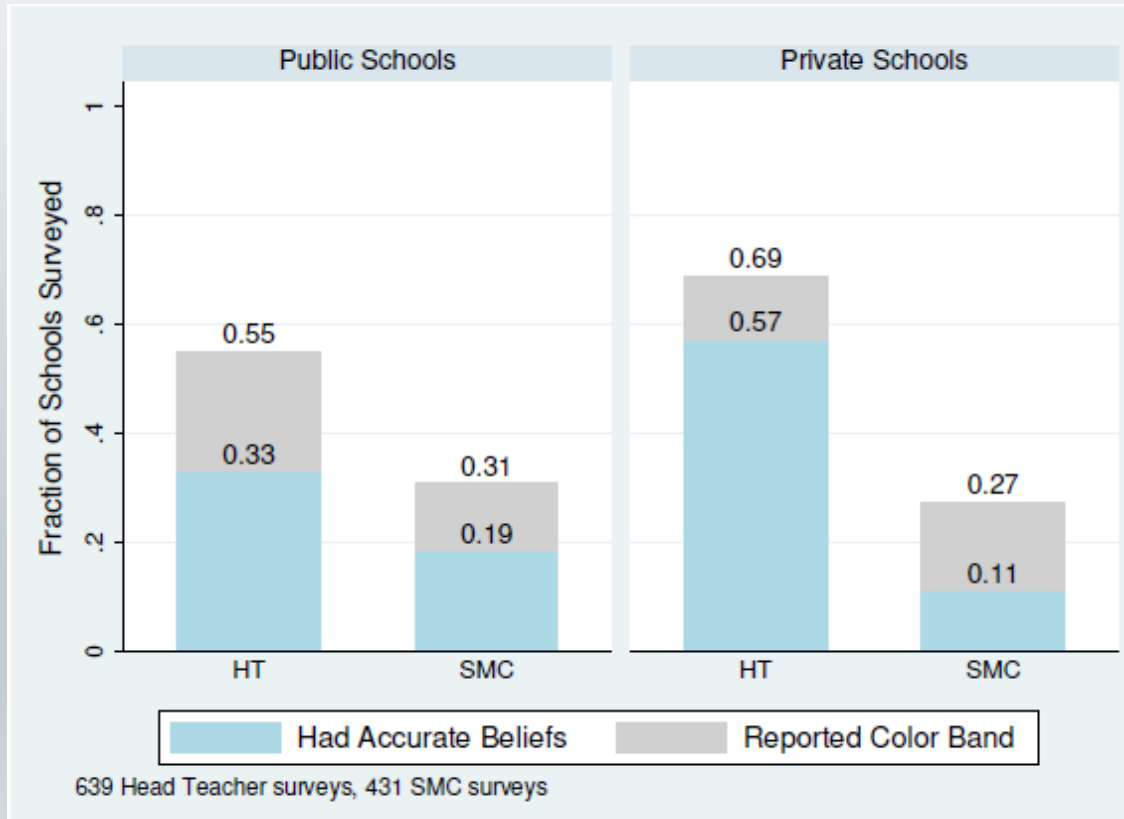
Community not well informed of national rank



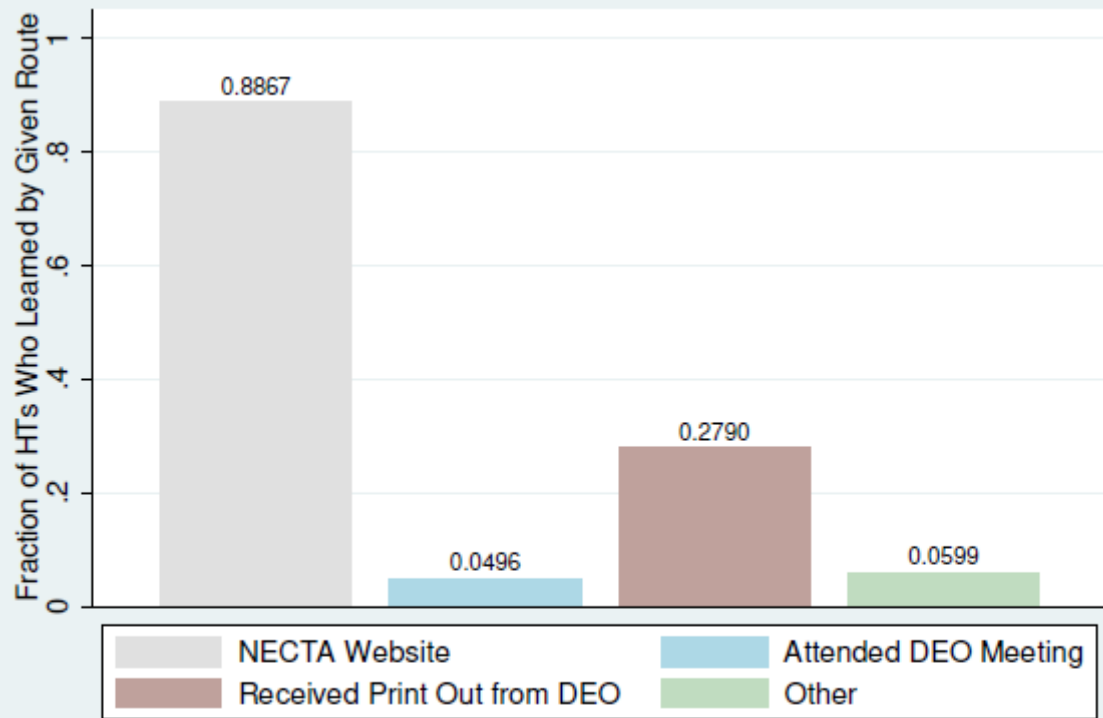
District-rank more salient than national rank



Private schools relatively well-informed of color bands

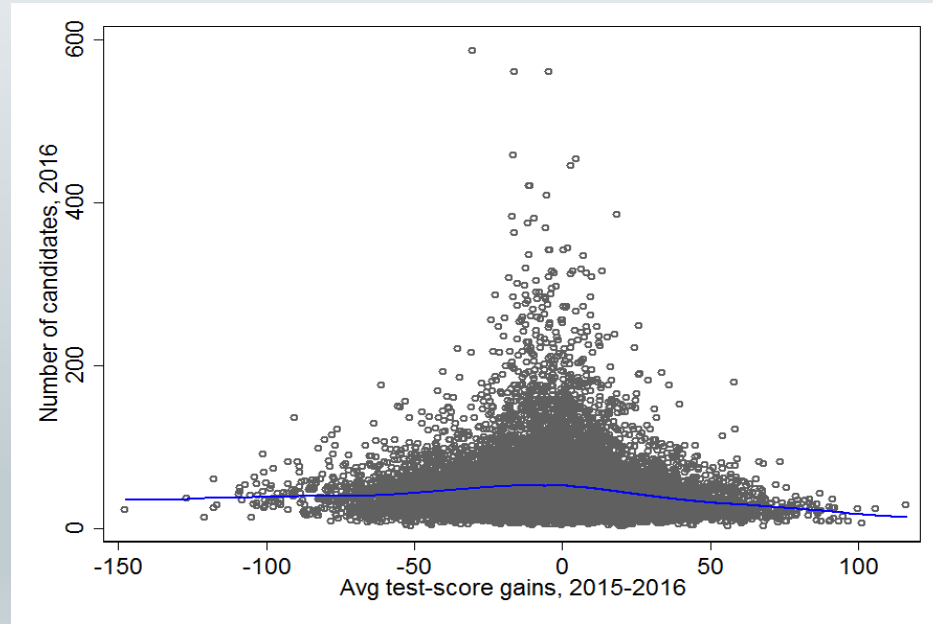


Most head-teachers received information from website

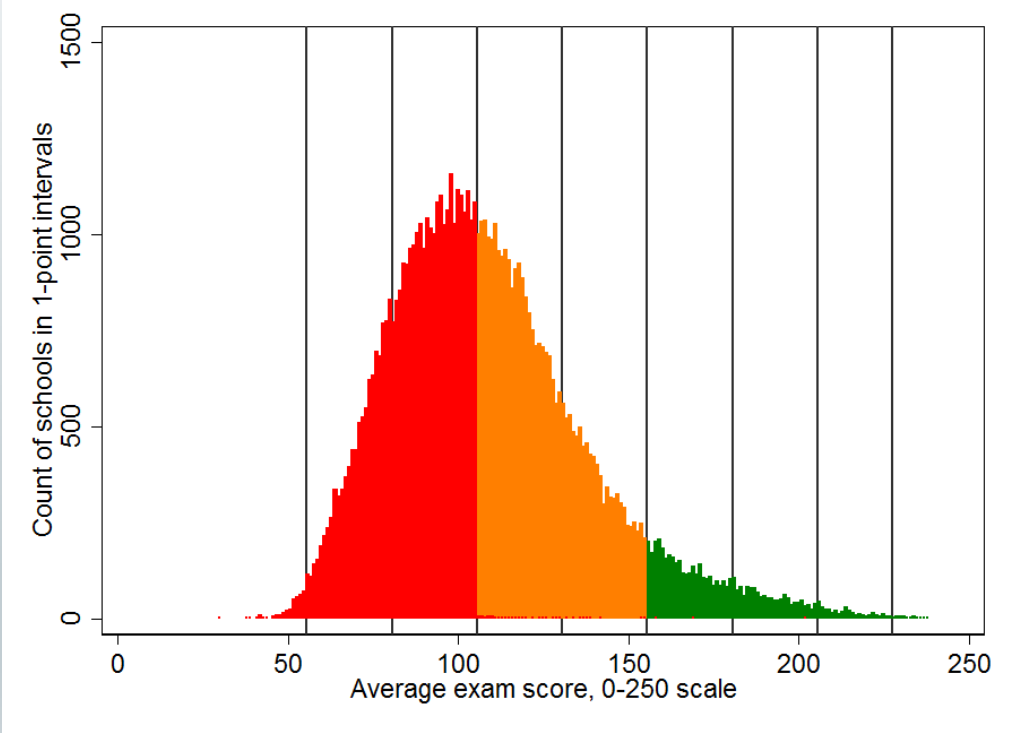


639 Head Teacher surveys
Other sources include SMS short code to NECTA, radio, website, and other

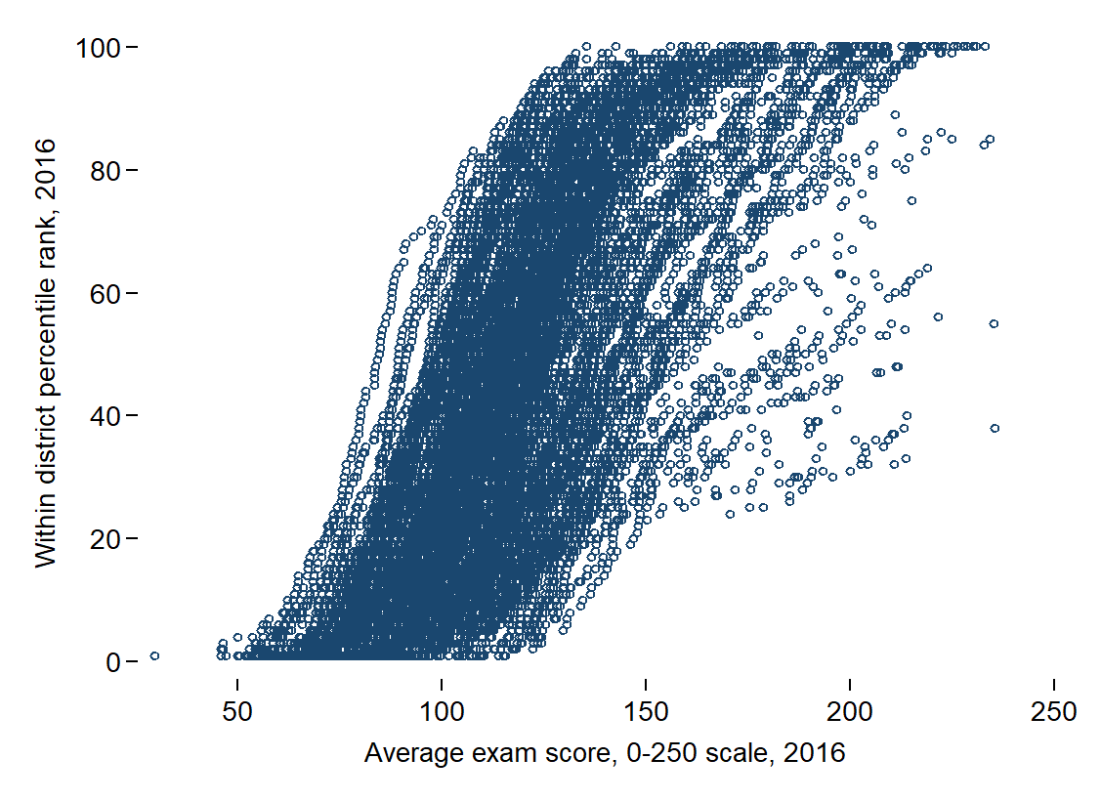
The 'Two Dakotas' problem: Incentivizing learning *changes* (Ellenberg 2014)



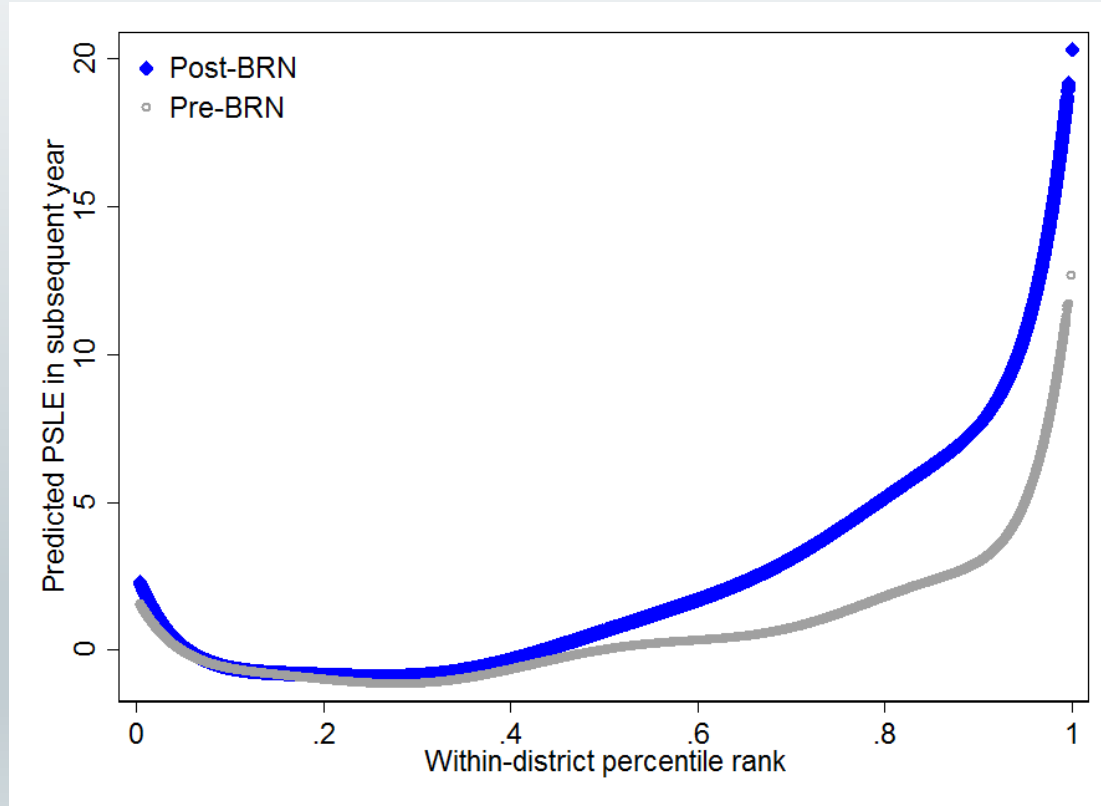
Pressure created by salience of learning *levels*?



District- and national-ranks diverge widely



Within-district rankings: a race to the top?



Input-oriented reforms

Timely Capitation Grants

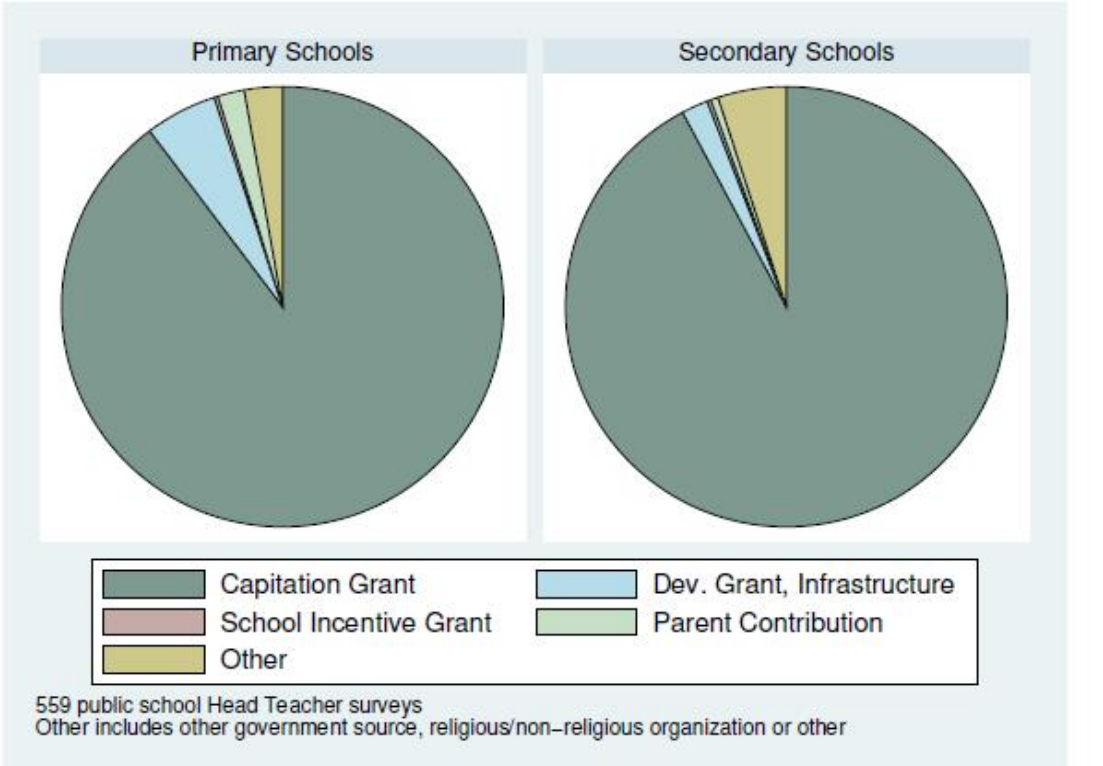
All schools received capitation grants

98% of primary schools received in the past three months.

	Primary Schools	Secondary Schools
3 months or less	402 (98%)	131 (91%)
More than 3 months	7 (2%)	13 (9%)
Total	409	144
Observations	553	

Note: There was one school which reported receiving a capitation grant but the date of the survey was not available .

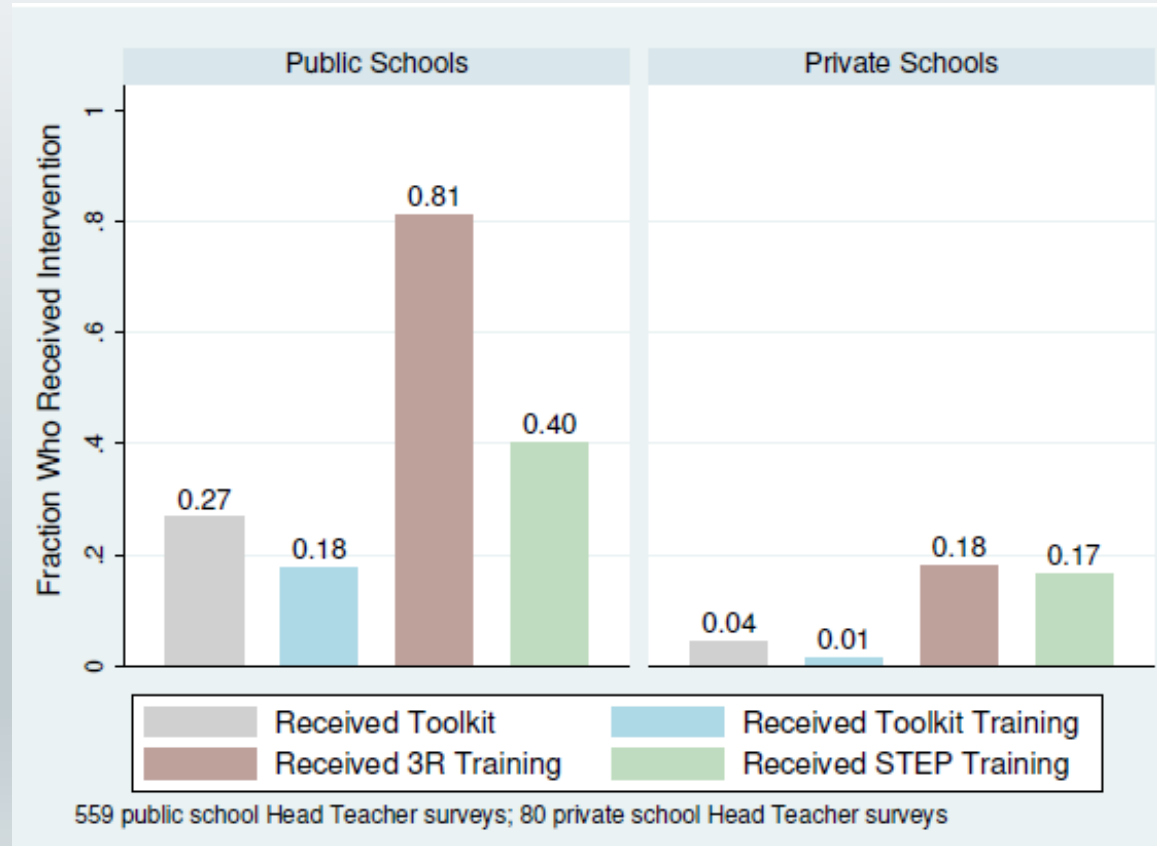
Importance of capitation grant



Other BRN components

Government surpassed initial targets in STEP and 3R training.

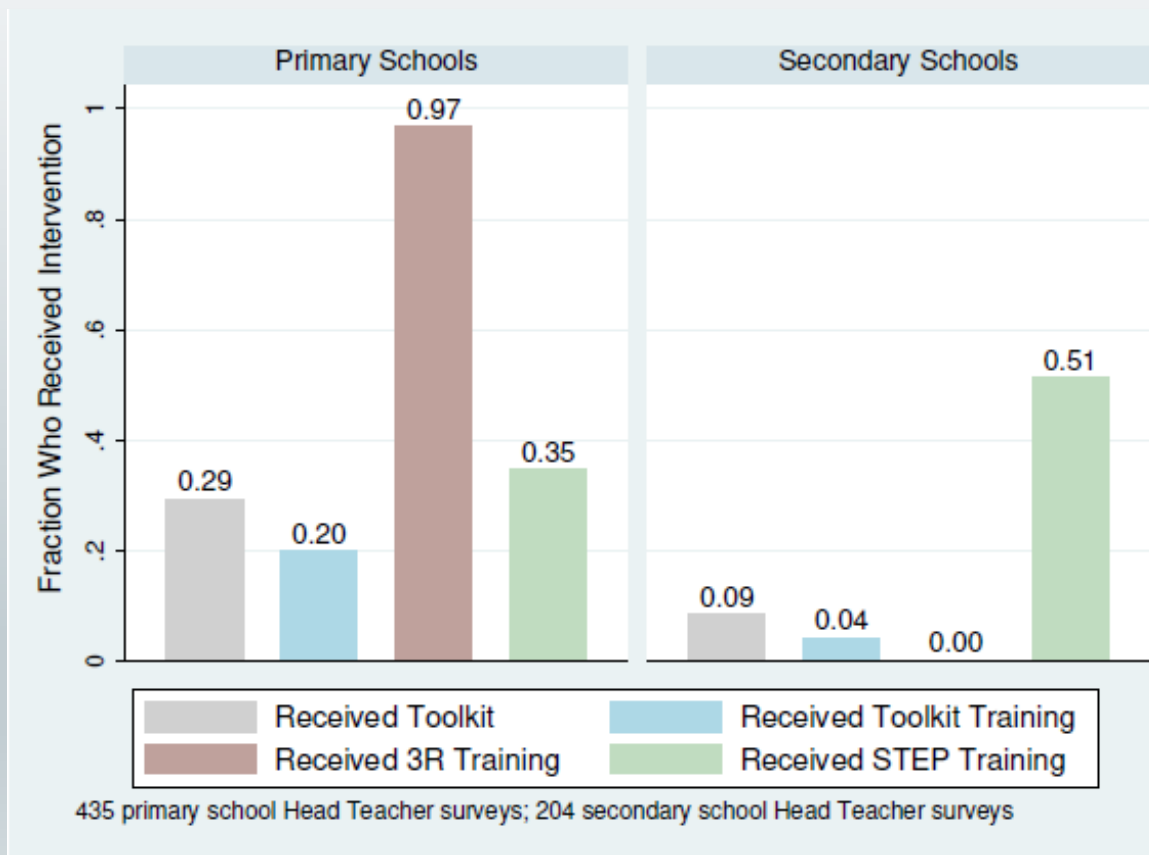
Very few received the toolkit and toolkit training.



Other BRN components

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Compared to other studies?

data from a separate impact evaluation conducted by Oxford Policy Management found that the proportion of HTs that received training in school management was far higher (71%) in the regions where the DFID-funded EQUIP-T project operates.

Separate qualitative study by *Integrity* also found that information of school performance did not filter down to parents.

Directions

Some questions and possible directions

- How might awareness of learning outcomes at the school – and especially the community – be strengthened? *Exit, Voice, Loyalty*.
- Can apparent salience of within-district performance be leveraged in policy design?
- What metrics of learning gains best balance equity and incentives?
- How does pressure created by results orientation interact with the provision of inputs into the learning process?
- Teacher deployment: recruitment, motivation, retention