

KiuFunza: Motisha Kwa Walimu

KUBORESHA MATOKEO YA KUJIFUNZA KWA MADARASA YA MWANZO

Utangulizi

- Tanzania imefikia karibu lengo la kimataifa la uandikishaji wa watoto katika Tanzania imefikia karibu lengo la kimataifa la uandikishaji wa watoto katika shule za msingi.
- Hata hivyo, watoto wengi katika madarasa ya mwanzo hawana stadi za msingi za kusoma na kufanya hesabu, kwa mfano katika Darasa la 3, ni mtoto mmoja tu kati ya watano anayeweza kusoma kwa kiwango cha Darasa la 2 (Uwezo, 2010).
- Sababu zinazoweza kuchangia ni pamoja na:
 - Utoro wa walimu (ambao kwa wastani huwa darasani kwa saa 2 kwa siku)
 - Rasilimali fedha kutofika shule ipasavyo (chini ya 20% ya fedha za ruzuku huzifikia shuleni)
- KiuFunza ina lengo la kulinganisha matokeo ya sera za aina mbili tofauti katika kuboresha matokeo ya kujifunza katika shule za msingi:
 - Kulipia gharama za vitendea kazi kwa kuzipatia shule Ruzuku ya Uendeshaji;
 - Kuwalipa Walimu bahshishi baada ya matokeo

Utafiti Ulivyofanyika

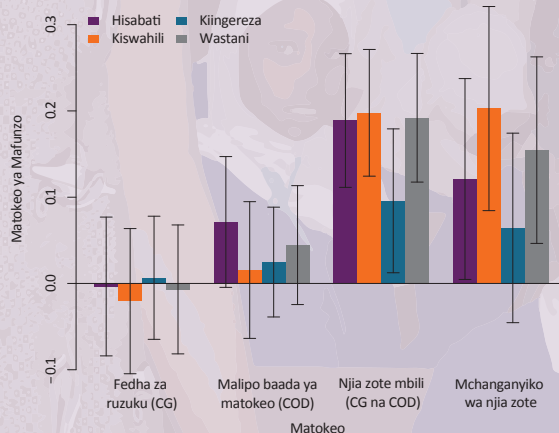
- Utafiti huu umefanyika kwenye shule za Msingi za Serikali 350 katika Wilaya 10 nchini Tanzania.
- Utafiti ulikuwa na mikondo 3 yenye shule 21 pamoja na shule 7 za kulinganisha:
 - Kuzipelekea shule Ruzuku ya Uendeshaji:** Shule 7 zilipelekwa ruzuku ya shilingi 10,000 kwa kila mwanafunzi. Kiasi hiki ni karibu mara mbili ya kiasi kilichokuwa kinapelekwa shuleni kwa kila mwanafunzi kabla ya utafiti huu;
 - Kuwapa walimu Malipo baada ya Matokeo:** Katika shule 7 walimu wa madarasa ya I, II na III na Mwalimu Mkuu walipewa bahshishi ya shilingi 5,000 kwa kila mwanafunzi aliyefaulu mtihani katika masomo ya Kingereza, Kiswahili na Hesabu;
 - Mchanganyiko wa Ruzuku na Malipo baada ya Matokeo:** Shule 7 zilipelekwa fedha za ruzuku pamoja na malipo baada ya matokeo

Matokeo

Baada ya miaka miwili ya utafiti (2013 na 2014), tumegundua kuwa:

- Kuzipatia shule vitendea kazi peke yake (kwa kutumia fedha za ruzuku) **hakukusababisha ongezeko la matokeo ya kujifunza.**
- Kuwapatia walimu Malipo baada ya Matokeo pekee (CoD) kwa wastani hakukusababisha ongezeko la matokeo ya kujifunza.
- Hata hivyo utafiti huu ulionyesha kuwa Malipo baada ya Matokeo (CoD) yana matokeo chanya kwenye kujifunza kwa wanafunzi walio na uwezo wa juu wa kufaulu.
- Mchanganyiko wa Ruzuku na Malipo baada ya Matokeo kwa pamoja kulisababisha ongezeko kubwa la matokeo ya kujifunza.
- Tulibaini kuwa viwango vya ufaulu wa Kiswahili na Hesabu viliongezeka kwa asilimia 20 katika kipindi cha mwaka mmoja.
- Hakukuwa na matokeo mazuri au mabaya kwenye masomo ambayo hayakuwa kwenye mpango wa motisha (mf. Sayansi) au kwenye madarasa ambayo walimu hawakupewa motisha (mf. Darasa la 7).

Matokeo ya mafunzo kwa miaka 2



Matokeo ya Kisera

- Matokeo haya yanaonesha kuwa kuchanganya motisha na rasilimali fedha huchochea ongezeko la kujifunza.
- Mafanikio ya Twaweza kupeleka kiasi kamili cha fedha za ruzuku moja kwa moja kwenye akaunti za shule kwa muda muafaka kumechangia katika maamuzi ya Serikali ya Tanzania ya kupeleka fedha za ruzuku moja kwa moja shuleni kuanzia mwaka 2016.

Hatua zilizofuata

- Kutokana na matokeo haya, Twaweza na IPA walizindua KiuFunza II mwaka 2015.
- Utafiti chini ya KiuFunza II utapima matokeo ya njia mbili mpya za kuwalipa walimu baada ya matokeo ambao umeboreshwa:
 - Malipo kwa kila Stadi
 - Malipo kwa Mashindano

KiuFunza



KiuFunza: Teacher Motivation

IMPROVING EARLY-GRADE LEARNING OUTCOMES

Background / Objectives

- Tanzania imefikia karibu lengo la kimataifa la uandikishaji wa watoto katika Tanzania has achieved near universal primary school enrolment
- However, many children fail to attain proficiency in early grade reading and math, e.g. only one in five children in Grade 3 can read at the Grade 2 level (Uwezo, 2010).
- Possible causes include:
 - Teacher absenteeism (spending, on average 2hr/day in class)
 - Financial resources being diverted (less than 20% of the Tanzania capitation grant is reaching schools)
- KiuFunza aims to compare the impact of two different policy choices on improving learning outcomes in primary school:
 - Paying for inputs
 - Paying for outputs

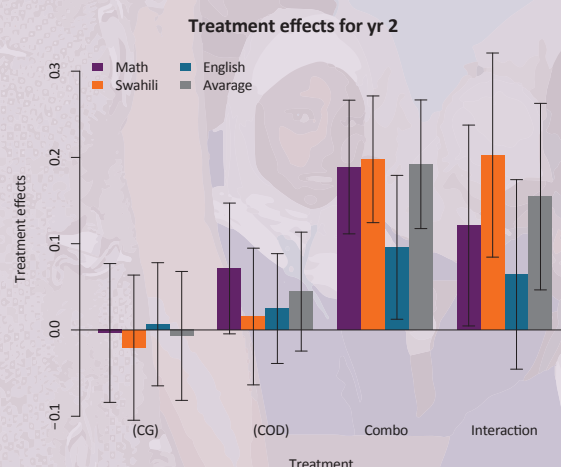
Intervention

- This evaluation is being implemented in 350 government-run, primary schools across 10 districts in Tanzania.
- The study has 3 treatment arms and a control group:
- Inputs / Capitation grant (CG) arm:** Schools are provided block grants of 10,000TZS/6USD per student. This is about twice as large as the mean pre-treatment school expenditure per student
- Outputs Arm / "cash on delivery" (CoD) arm:** Teachers / head teachers are given bonus payments of 5,000TZS/3USD per student who pass basic English, Kiswahili and Math tests
- Combination Arm:** Schools received both CG and CoD

Results

After two years of treatment (2013 and 2014), we find that:

- Increasing inputs alone (CG) has **no impact on learning outcomes**
- The CoD as implemented had **no impact on test scores on average**
- There was suggestive evidence that the CoD has **positive effects on students' learning** for those who were near the passing threshold
- The combination of the two programs **has a positive and significant impact on test scores**.
- We find that Kiswahili and Math pass rates improve by 20% in a single year
- The results of the combination of CoD and CG is more than the sums of the parts (i.e., **there are complementarities between the two**).
- There is no effect (positive or negative) on subjects that are not incentivized (e.g., science) or on grades that are not incentivized (Grade 7)



Policy Implications

- These conclusions show us that it is a combination of incentives and resources that drive learning
- Twaweza's successful delivery of the full amount of the capitation grant to school bank accounts on time has informed the Government of Tanzania in their 2014 decision to commit to disburse CG directly to schools

Next Steps

- Based on these findings, in 2015 Twaweza and IPA have launched KiuFunza II
- This evaluation will test the impact of two new student performance teacher bonus systems, where payouts will be provided based on:
 - A more refined threshold design
 - A pay for percentile improvement design

KiuFunza

