

KiuFunza: Motisha Kwa Walimu

KUBORESHA MATOKEO YA KUJIFUNZA KATIKA MADARASA YA MWANZO KUPITIA MALIPO KWA WALIMU BAADA YA MATOKEO NCHINI TANZANIA

Utangulizi

- 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 watoto watatu anayeweza kufanya hesabu za kuzidisha za kiwango cha Darasa la 2 (Uwezo, 2017).
- Sababu zinazoweza kuchangia ni pamoja na:
 - Walimu kukosa ari ya kufanya kazi.
 - Mahudhurio ya walimu darasani ni chini ya asilimia 50.
 - Walimu wanasema kuwa hawaridhiki na mishahara yao na wengi wao hawana matumaini ya kupandishwa madaraja, japokuwa wanaridhika na uhakika wa ajira.
- KiuFunza II ina lengo la kupima matokeo ya kujifunza kupitia njia mbili za Malipo Baada ya Matokeo (COD) kwa walimu wa Madarasa ya I - II - III wa shule za msingi za serikali.
- KiuFunza:
 - Inapima stadi ambazo mwanafunzi amejifunza;
 - Inawalipa walimu kutokana na ufaulu katika stadi hizo;
 - Inawapa walimu mrejeshe wa utendaji wao.

Utafiti Ulivyofanyika

- Utafiti huu umefanyika kwenye shule za Msingi za Serikali 180 katika wilaya 10 nchini Tanzania. Wilaya na shule zilichaguliwa kinasibu ili matokeo yawe na uwakilishi wa Kitaifa.
- Utafiti huu ulitumia njia mbili za malipo baada ya matokeo. Katika kila Wilaya kulikuwa na shule 12 za utafiti na shule 6 za kulinganisha:
 - Malipo baada ya Matokeo - Stadi:** katika shule 6, malipo yalitolewa kwa kila stadi mwanafunzi aliyofaulu katika mthani, kwa mfano katika darasa la II Kiswahili, stadi zilizopimwa ni kusoma maneno, kusoma sentensi, kuelewa hadithi, na katika somo la Hesabu: stadi zilizopimwa ni kufanya hesabu za kujumlisha na kuzidisha.
 - Malipo baada ya Matokeo - Mashindano:** katika shule 6, malipo yalitolewa kutokana na kiwango alichofikia mwanafunzi miongoni mwa wanafunzi waliokuwa katika kundi moja la uwezo. Kwa mfano, katika kundi la wanafunzi wanaoweza kusoma maneno lakini hawawezi kusoma sentensi, mwanafunzi aliyefaulu zaidi ndiye atakayempatia mwalimu wake bahshishi kubwa.

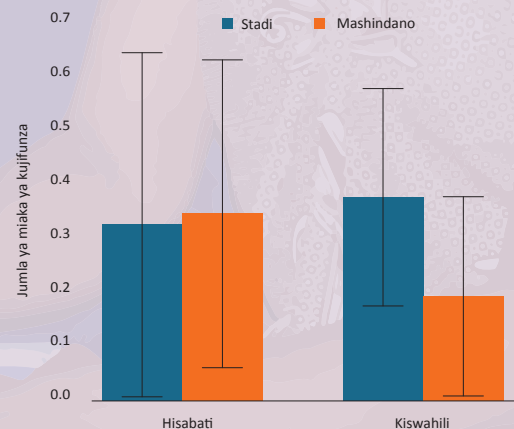
Matokeo

Kwenye shule za KiuFunza, katika mwaka wa masomo mwanafunzi wa kawaida alifaulu kama kwamba ameongezewa theluthi moja ya mwaka wa masomo.

- Baada ya mia ka miwili ya utafiti (2015 na 2016), matokeo yanaonesha kuwa:
- Kuna ongezeko ka kujifunza ambao ni sawa na **theluthi moja ya tatu ya mwaka wa masomo**, iliyoongezwa kwenye mwaka wa kawaida wa masomo.
 - Njia zote mbili za Malipo baada ya Matokeo zimeonyesha kuwa zina uwezo wa kuboresha matokeo ya kujifunza. Utaratibu wa malipo kwa kila Stadi ni rahisi zaidi kuelezea na kuutekeleza kuliko utaratibu wa Mashindano.
 - Ongezeko la matokeo ya kujifunza ni kubwa kwa asilimia 30 - 70 kama tungetumia matokeo ya mitihani ya ushindani (*high stakes*).
 - Hakukuwa na matokeo, mazuri ama mabaya, kwenye madarasa au masomo ambayo hayakutathminiwa au kupewa motisha.

Matokeo ya kisera

- Matokeo haya yanaonesha kuwa malipo ya fedha kwa walimu na walimu wakuu baada ya matokeo huboresha kujifunza.
- Kwa sasa, Tanzania inatumia asilimia 16% ya bajeti yote ya serikali kwenye elimu na mishahara ya walimu ndiyo gharama kubwa zaidi. Malipo baada ya matokeo yanaweza kuleta matumizi yenye tija ya bajeti ya elimu na kuchochea kujifunza kwa watoto katika shule za msingi.
- Kwa wastani mwalimu wa KiuFunza, walipokea malipo ya motisha sawa na asilimia 3.5 ya mishahara wa mwaka.



KiuFunza:

Teacher Motivation

IMPROVING EARLY-GRADE LEARNING OUTCOMES IN TANZANIA THROUGH TEACHER CASH ON DELIVERY

Background / Objectives

- 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 three children in Grade 3 can do multiplication at the Grade 2 level (Uwezo, 2017).
- Possible causes include teacher lack of motivation
 - Class attendance is below 50 percent among teachers on duty.
 - Teachers report low satisfaction with current salary and promotion potential, but high satisfaction with job security.
- **KiuFunza II** aims to measure the impact on student learning of two different **Cash on Delivery (COD)** incentive programs for teachers in Standards I-II-III of public primary schools. KiuFunza **measures** student skills; KiuFunza **pays teachers for performance** based on these skills; and KiuFunza provides **feedback to teachers** about their performance.

Intervention

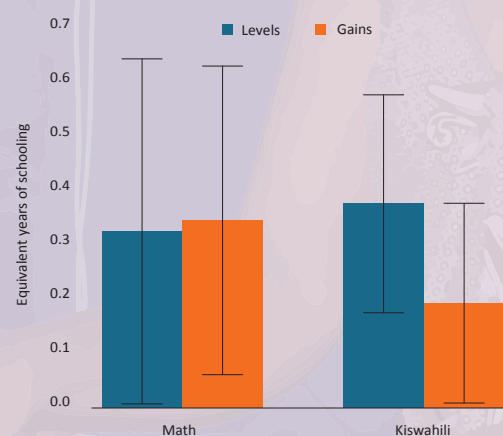
- This evaluation has been implemented in 180 government-run, primary schools across 10 districts in Tanzania. Districts and schools were sampled randomly so that results are nationally representative.
- The study has 2 treatment arms and a control group:
- **COD Stadi (Levels):** paying for each skill a child has learned. Examples of tested skills are: reading words; reading sentences; understanding a story; doing addition; doing multiplication.
- **COD Mashindano (Gains):** for each grade and topic, paying for the rank a child achieves among children of the same starting ability. For example, within the group of children who can read words but not sentences, a child with a higher score earns a higher bonus for the teacher.

Results

In KiuFunza schools the average child performed as if it received one-third year of added schooling.

After two years of treatment (2015 and 2016), findings show that

- The impact is equal to **one - third of a year of schooling**, added to the *business as usual* learning progress (without incentives).
- **Both types of Cash on Delivery program improve learning outcomes.** The Stadi (Levels) incentive program is **easier to communicate and implement** while it is at least as effective as Mashindano (Gains).
- The learning impacts are **30-70 percent higher** when we use **high-stakes test data** (used for the teacher payments). There is no effect, negative or positive, on grades or subjects that are not tested or incentivized.



Policy Implications

- Cash incentives for teachers and head teachers improve learning.
- Tanzania currently spends 16 percent of total Government budget on education and teacher salaries are the largest cost component.
- For the average KiuFunza teacher, the incentive payment amounts to 3.5 percent of the annual salary.

