

Press Release | 5 May 2022

**Teacher incentive program helps over 26,000 pupils to improve in Kiswahili and Mathematics  
Teachers and head teachers were paid a total of TZS 204 million as a bonus on top of their salaries**

**5 May 2022, Dar es Salaam:** After a three-year trial, Twaweza, in collaboration with the Ministry of Education, Science and Technology and the President's Office – Regional Administration and Local Government, have shown that teacher cash on delivery (or performance pay) can improve foundational literacy and numeracy of all pupils in lower primary education.

The results of the randomized control trial known as *KiuFunza*, the largest of its kind in East Africa, will be presented at an event to award some of the teachers their bonus payments in Dodoma on 7 May. MPs and officials from the ministries of education and local government will be present.

*KiuFunza* is an intervention in which bonus payments to teachers based on student learning have been systematically tested since 2013 in order to inform government policy. *KiuFunza* has had three phases so far, each time incorporating new elements to develop the most cost effective, impactful intervention possible.

During this phase 2019-2021, School Quality Assurance Officers were part of the *KiuFunza* implementation teams. The President's Office - Regional Administration and Local Government provided various types of support, including design advice, data and access to implementation schools. The National Examination Council of Tanzania (NECTA) reviewed and provided advice on the student assessments.

Key results are:

- Early results show that *KiuFunza* generates improvements in pass rates equivalent to at least an extra third of a school year. So in one school year a student in a *KiuFunza* school receives three months' worth of additional learning, compared to pupils in schools with no incentives.
- The research further shows that low-performing pupils benefit most from the program.
- In April 2022, Twaweza rewarded 547 Standard I, II, and III subject teachers and head teachers for their performance in 2021.
- Nine schools - the best performing school overall in each region - also received infrastructure bonuses to spend on projects of their choice
- The value of the total bonus fund in each year is TZS 204,000,000 paid to teachers and head teachers from 100 schools across six regions. The average per teacher bonus is 3.5% of average annual teacher salary.
- Almost all teachers support the idea of performance pay. Teachers have very favourable (77%) or somewhat favourable (19%) views on the idea of awarding high performing teachers bonuses based on student learning.

In 2021

1. 100 schools in 21 districts participated in the trial; 100 schools were a comparison or control group
2. 26,751 early grade pupils were enrolled and benefitted from the program

These results are from the third phase of *KiuFunza*. The first phase tested 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 built on this to trial different models of incentive systems since the capitation grant delivery model has already been adopted by the government. The results in this case were also similarly positive: pupils in both types of incentive system performed better than their peers. In this third phase, Twaweza has been experimenting with one incentive system that is partially integrated into government systems.

Twaweza chose to focus on teacher incentives in *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, accountability and focus on student performance are lacking.

- Only 17% of teachers prefer to teach lower primary (Standards I-III) meaning that teachers are not motivated to teach these grades.
- Conditions in schools are difficult in lower grades. Teachers of pupils in Standards I-IV language classes teach 100 or more pupils compared to 65 on average in Standard V.
- Teachers overestimate student performance: teachers of Standards I-III estimated that 70% of their pupils could read a Kiswahili story and understand it while, when tested, only 27% were able to do so. Similarly these teachers estimated that 78% of their pupils could perform addition of numbers between 1 and 20 while only 32% of pupils were able to do so when tested.
- Teacher supervision is uneven: 41% of teachers say that classroom observation never happens, while 36% (the next largest group) say this happens at least once per month.

Aidan Eyakuze, Executive Director of Twaweza, said “*KiuFunza continues to improve learning in a cost effective way. Between 2019 and 2021, Twaweza and the government worked together to begin to integrate key elements of the work into the existing education processes. We have solid evidence of what works to ensure that children learn. And Twaweza has secured new funding to expand the KiuFunza, in collaboration with the government, to some of the poorest performing schools.*”

“*We are also seeing,*” he continued, “*the ideas behind KiuFunza and some of our approaches being taken up by different education actors. For example, the MP for Ubungu offered incentives to mathematics teachers based on the KiuFunza approach. And the team of School Quality Assurance Officers who implement KiuFunza are keen to incorporate its innovative student assessment tool into their school monitoring visits. These are very welcome adaptations. We all have a role to play in ensuring that children learn and teachers are both motivated and accountable for delivering that learning.*”

---- Ends ----

**For more information:** Annastazia Rugaba | e: [arugaba@twaweza.org](mailto:arugaba@twaweza.org) | t: (+255) (0) 687 222 197

#### **Notes to Editors**

- Twaweza works on enabling citizens to exercise agency and governments to be more open and responsive in Tanzania, Kenya and Uganda.
- *KiuFunza* is an incentive system that links teacher bonus payments to KKK skills (reading, writing and numeracy) mastered by their pupils. *KiuFunza* has been implemented and tested in schools across Tanzania since 2013. The *KiuFunza* bonus system targets teachers in Standards 1-3, because these teachers are responsible for KKK and have the largest classrooms. Teachers are paid according to how much their pupils have learned: the more children in their class master basic skills (according to an independent test), the higher the performance bonus.
- The core intervention design of *KiuFunza*: at the start of the school year, program staff visit a school, communicate the bonus offer and enlist teachers; at the end of the school year they assess pupils; then, based on test scores, payments are calculated and incentives are paid at the start of the next year. Importantly, schools and administrators receive a report on student performance by grade-subject to help them identify gaps and improve their practice.
- The teacher and school data presented are drawn from the 2019 RISE Tanzania baseline survey and analysis. RISE Tanzania is part of the RISE (Research on Improving Systems of Education) initiative, an international research program. Data were collected 18 February to 10 May, in 397 primary schools, 22 district education offices, and 397 ward-level education offices across six regions: Simiyu, Pwani, Singida, Tanga, Songwe and Kigoma.
- Follow us: **Web:** [www.twaweza.org](http://www.twaweza.org) **Facebook:** Twaweza Tanzania **Twitter:** @Twaweza\_NiSisi