What Have We Learned About Enabling Learning?
Two Assessments and Two Experiments in East Africa

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Large expansion of primary school enrollment in Kenya, Tanzania and Uganda

Increased budgets
Teachers trained, hired
Classrooms built
But are children learning?
ASER style in East Africa
(Kenya, Uganda, Tanzania)
Key Features of Uwezo

**Scale**
- Yearly assessment, in all districts
- In each district x 30 EAs x 20 hhs
- 2011: 320 districts, 348,384 children

**Robust Design**
- All children aged 6-16 years
- Assessment tools simple; national standard
- Fast: 100 days data collection to final report

**Action Oriented**
- Volunteer-based
- “Floor Level” assessments to spark conversation, debate, action. Change.
Methodology

National Bureau of Statistics gives Enumeration Areas (EA) list in every district. Select random EAs.

District Coordinator, local volunteers and village chairperson make household list. Select random households.

Results weighed by district size to represent the country.
8/10 Grade 3 pupils did not pass Grade 2 assessment
Uwezo literacy and numeracy test results

<table>
<thead>
<tr>
<th></th>
<th>Round 1</th>
<th>Round 2</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>44</td>
<td>49</td>
</tr>
<tr>
<td>Numeracy</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>67</td>
<td>65</td>
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Pass Rates for Standard 3 Students

- Kiswahili: 32
- Numeracy: 29
- English: 16
- Combined: 15
Pass rates by country and sex

<table>
<thead>
<tr>
<th>Country</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenya</td>
<td>68</td>
<td>72</td>
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<tr>
<td>Tanzania</td>
<td>44</td>
<td>47</td>
</tr>
<tr>
<td>Uganda</td>
<td>37</td>
<td>39</td>
</tr>
</tbody>
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Only 3/10 ultra-poor students passed the Uwezo assessment.
Pass rates by categories of socio-economic status

- Non-poor: 59
- Poor: 42
- Ultra-poor: 33
Absent Teachers

Policy: 5+ hours
Actual:
Rural: 2:04
Urban: 1:24

Money for schools
Policy: $10
Actual: < $2
UWEZO
THEORY OF CHANGE

Key Actors
MoE
Government
MPs
NGOs
Professionals
Donors

Communicate Findings Widely

Assess Learning Countrywide

Citizens

Global Knowledge
Rigorous evidence and lessons

Improved Learning
- sharper incentives
- improved accountability
- different teaching

Improved literacy and numeracy

Engaged Citizens
- assess learning
- time with children
- follow up teachers & school
- pressure on MPs & authorities

reports, briefs, etc.,

refocus inputs to learning outcomes

ongoing independent evaluation
Two Ideas - Two experiments
(RCTs + qualitative)

1. Capitation Grant
2. Local Cash on Delivery
Testing full implementation of current policy /input incentive (capitation grant); comparing it with new innovation of outcome incentive (local COD)
Capitation Grant

• Paying up front for inputs
• Pay in full 2x/yr
• $10/enrolled pupil
• Treatment arms:
  – Low /high info
  – Districts/direct to schools
Capitation Grant
Demonstrate you can get money to school
Test whether information makes a difference
Test impact on literacy and numeracy (and Std 7)
Local Cash on Delivery

- Pay for performance
- $25/child in Grade 2 who can do Uwezo-like assessment
- Full information
- Treatment arms:
  - Teachers
  - Schools
  - Districts
  - Community
Local Cash on Delivery
Test whether incentive spurs people to figure out learning (though tell stories of how others have made it happen)
Test which arm (targeting) brings biggest impact
Follow how communication affects local dynamics
Issues to sort out

• Pay for absolute level or change?
• Minimum % of all to pass before incentive kicks in?
• Getting champion MPs involved (ruling party, opposition)
• Critical mass of districts needed to drive policy change
Thinking scale first:
Both do-able at national level; both affordable (eg in Tanzania national edu budget is > $1.2 billion)
• Cap grant 9 million pupils x $10 = $90m (+6m)
• Local COD grade 2 max 1m ‘pass’ x $25 = $25m (+9m)
Partners

- TTU Tanzania Teachers Union
- Government of Tanzania
  - President’s Office
  - Ministry of Education
  - Prime Minister’s Office, local govt
- Independent evaluation entity (JPAL/IPA)
- CGD
- Donors (Twaweza’s, WB, DFID, Sida in Tanzania)
- Uwezo assessment tools
Timeline

2012  Firm up design, with evaluator (JPAL, IPA, CEGA)
      Agreements with partners
      Implementation coordinator, logistics

2013/4  Implementation and data collection
        Uganda or Kenya roll out?

2014  Review, kill or tweak, policy advocacy