

# School Governance Reform at Scale—Experimental Evidence from Tanzania

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In turn, the responsibility for improving school quality often falls onto mid-level bureaucrats, both in providing schools with support/resources and holding them accountable.

There is growing evidence and interest in studying the management of bureaucrats [3], but very little direct empirical evidence on the impact of effective bureaucratic effort on school quality.

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2. Does the success depend on the monitoring and support provided by the close-to-school local education officers?

We answer these questions in a randomized evaluation of the Government of Tanzania's reform and implementation of the School Quality Assurance program.

# The Reform

# SCHOOL QUALITY ASSURANCE (SQA)

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1. **Accountability** → **diagnostic feedback** and support.
2. **Focus:** **student learning, teaching quality, and management practices.**

## KEY COMPONENT: **Whole School Visits (WSV)**

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4. All of these recommendations are communicated to school stakeholders during an **exit meeting** on the last day.
5. They **submit** a brief report to the District Executive Director.
6. **Follow-up visits** by SQAOs are required, but time constraints made this impossible.

# AMBITIOUS NATIONAL ROLL-OUT

As part of a donor-funded **Pay-for-Results (P4R)** program, the government committed to conducting WSVs roughly **a quarter** (5,570) of **schools every year**, over a period of four years.

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**4,144 primary schools** were visited over a **five month period**: January-June 2019.

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⇒ diagnostic feedback + recommendations to teachers and head teachers

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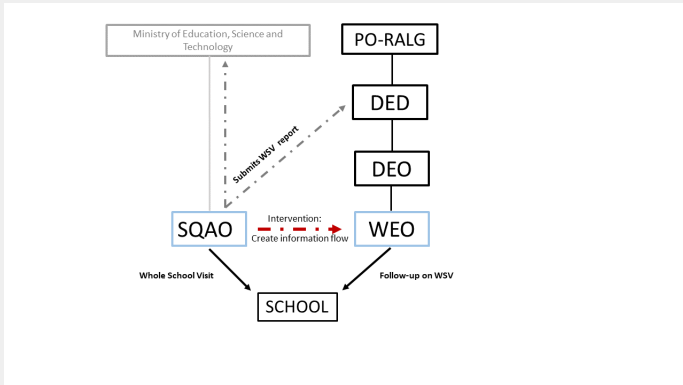
⇒ changed beliefs

⇒ improved management and teaching practices



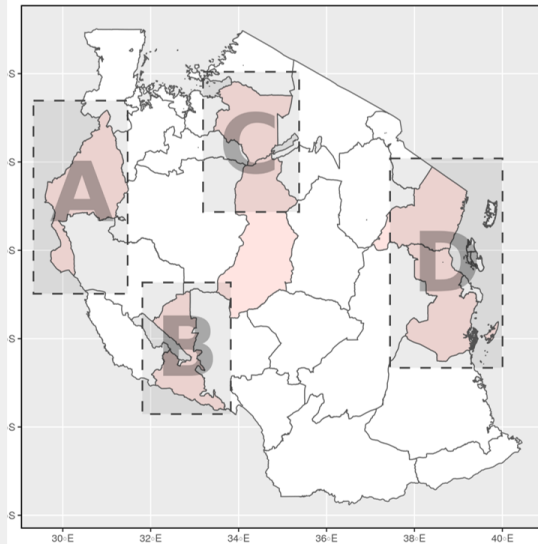
# INFORMATION FRICTIONS BETWEEN DIFFERENT MINISTRIES

**Ward Education Officers (WEOs)** are best equipped to perform follow-up activities, but they report to a different line of ministry and do not receive information directly from the SQAOs.

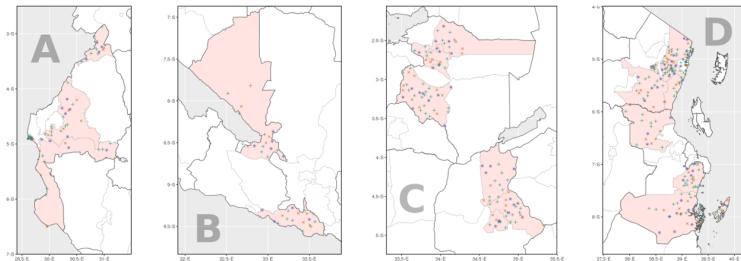


# Sampling and Evaluation Design

# DATA COLLECTION IN **Six Regions**



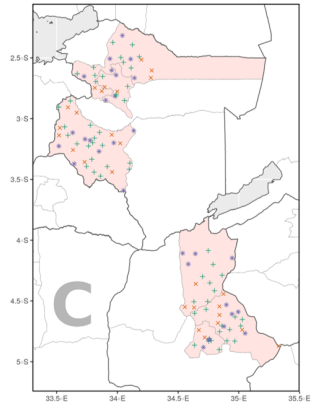
# RANDOMLY SELECTED 23 Districts



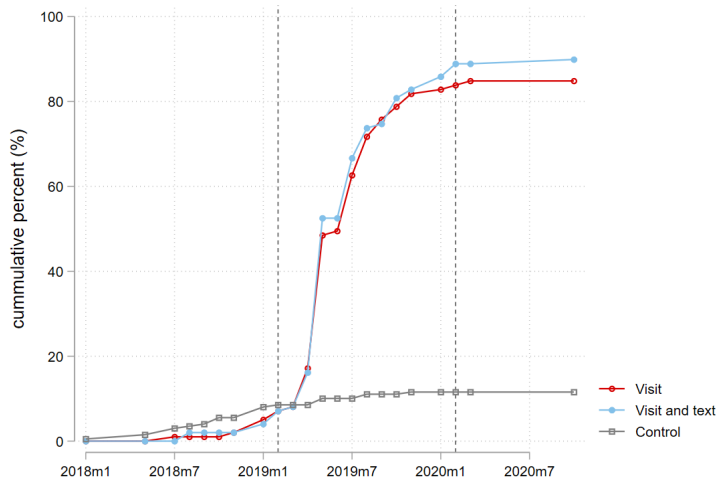
Then randomly selected **One School** in **Every Ward** in these districts.

# TREATMENT ASSIGNMENT

- **Visit:** Receive a standard **Whole School Visit (WSV)**. (N=99)
- **Visit & Text:** Schools receive **WSV AND WEOs receive text messages**, informing them of the recommendations and encouraging them to follow up on them.
- **Control:** Only receive the WSVs after November 2020. (N=199)



# IMPERFECT COMPLIANCE



# TWO ROUNDS OF DATA COLLECTION

- District Education Officers (23)
- Ward Education Officers (397)
- Head teachers (397)
- Teachers (10 per school)
- Student assessment (10 Std. 3 standard Std. P4)
- Classroom observations (2 per selected teacher)
- **Baseline:** February 20th to May 10th, 2019
- **Midline:** February 2020
- **Endline:** February 2021

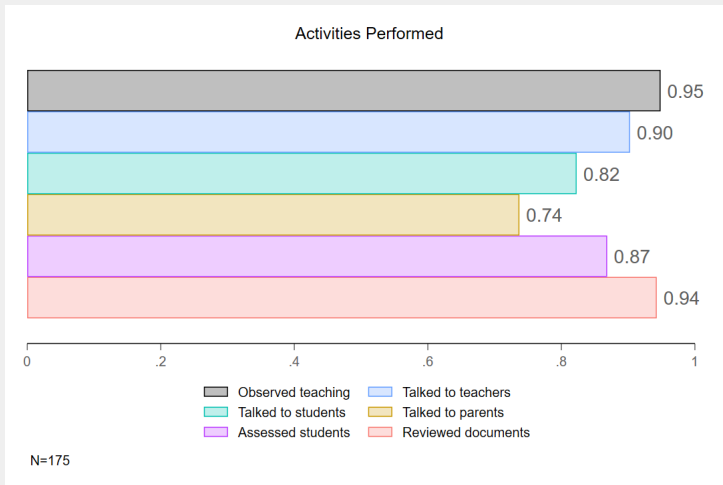
# Results



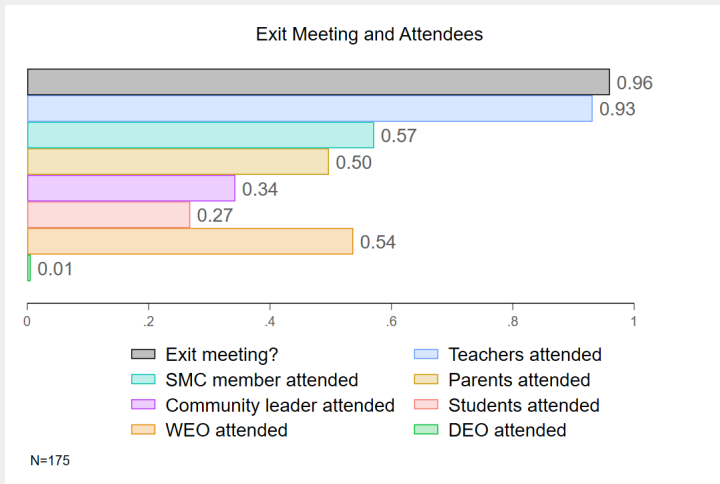
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## Nature of Whole School Visits

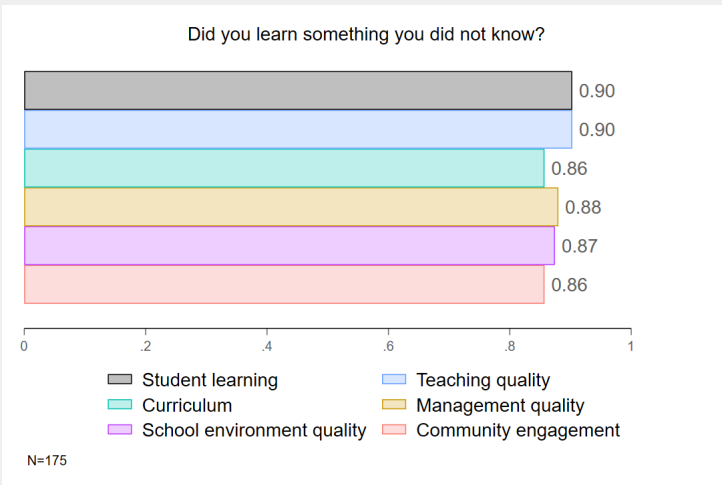
# PERFORMED THE CORRECT ACTIVITIES DURING THE WSVs



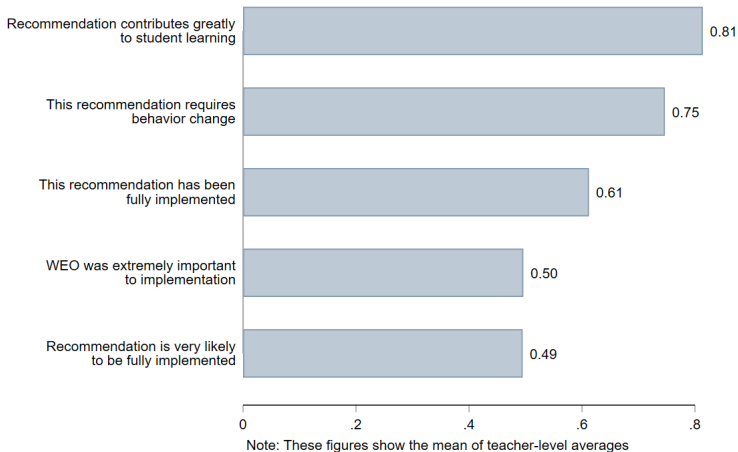
# LIMITED WEO&COMMUNITY ATTENDANCE AT THE EXIT MEETING



# HEAD TEACHERS FELT THAT THEY LEARNT SOMETHING NEW



# CHALLENGES IN IMPLEMENTATION



# OVERALL SCORE CORRELATED WITH SCHOOL AVERAGE **Growth** IN **Student Learning**

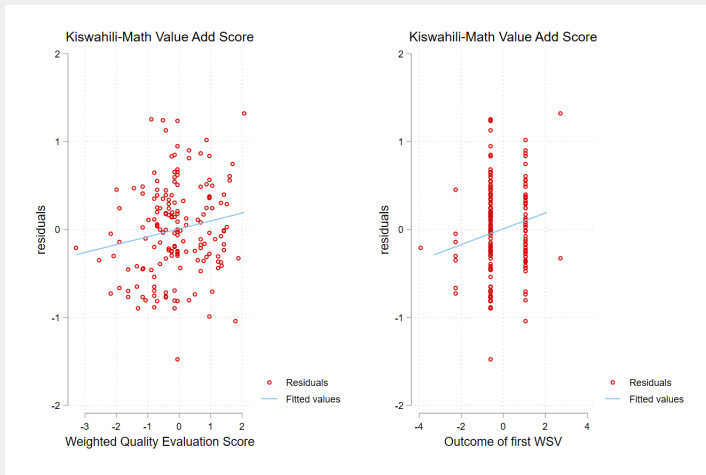


Figure: Caption

# Results

**Beliefs, behavior, and student learning**

# SLIGHT **Downward Shift** IN HEAD TEACHERS' **Be-** **liefs** ABOUT **Management Quality**

	Room for Improvement			
	(1)	(2)	(3)	(4)
	Leadership	Teaching	School environment	Community Involvement
Visit	-0.012 (0.126)	-0.132 (0.119)	0.096 (0.118)	0.129 (1.118)
Visit&Text	-0.218* (0.124)	0.025 (0.118)	-0.041 (0.108)	-0.132 (1.138)
F-Test	0.141	0.257	0.279	0.846
Control Mean	0.000	0.000	-0.000	0.836
Observations	387	387	387	391
R-Squared	0.096	0.187	0.102	0.071



# NO CHANGE IN **Beliefs** ABOUT **Education Production Function**

	Prioritize			
	(1) Early vs Late grade	(2) Training vs Renonavation	(3) Learning vs Curriculum	(4) Participatory learning
Visit	0.057 (0.036)	-0.127* (0.066)	-0.082 (0.061)	0.032 (0.027)
Visit&Text	0.036 (0.038)	-0.027 (0.067)	0.086 (0.065)	-0.014 (0.035)
F-Test	0.599	0.188	0.021	0.201
Control Mean	0.785	0.515	0.359	0.908
Observations	391	390	391	391
R-Squared	0.088	0.046	0.123	0.093

# NO CHANGE IN **Teacher Beliefs** ABOUT **Student Ability**

	Prop. of students who can...		Proficiency at grade...			
	(1) Add	(2) Read	(3) 1	(4) 2	(5) 3	(6) 4
Visit	0.016 (0.036)	0.084* (0.048)	-0.019 (0.020)	0.025 (0.029)	-0.006 (0.023)	0.008 (0.013)
Visit&Test	-0.015 (0.040)	0.036 (0.045)	-0.008 (0.018)	-0.011 (0.024)	0.049** (0.023)	-0.014 (0.011)
F-Test	0.474	0.326	0.630	0.240	0.047	0.101
Control Mean	3.657	3.517	0.170	0.407	0.267	0.045
Observations	1524	1427	2626	2626	2626	2626
R-Squared	0.018	0.025	0.013	0.040	0.045	0.031

# NO CHANGE IN MONITORING AND CURRICULUM GUIDANCE BY LEADERSHIP

	(1)	(2)	(3)
	WSDP	Monitor	Curriculum
Visit	-0.010 (0.049)	0.021 (0.078)	0.052 (0.059)
Visit&Text	0.104* (0.053)	0.112 (0.076)	0.032 (0.060)
F-Test	0.061	0.327	0.779
Control Mean	0.205	-0.000	0.000
Observations	391	2369	2369
R-Squared	0.116	0.117	0.030

# BUT CHANGES IN Teacher Effort AND Teaching Practice

	(1)	(2)	(3)	(4)	(5)
	Attendance	Teaching practice	Preparation	Assessment	Homework
Visit	-0.006 (0.043)	0.125 (0.112)	0.049 (0.035)	-0.055 (0.039)	-0.031 (0.081)
Visit&Text	0.079** (0.039)	0.260** (0.103)	0.047 (0.034)	0.016 (0.038)	0.123 (0.089)
F-Test	0.073	0.243	0.947	0.100	0.113
Control Mean	0.457	0.000	0.000	-0.000	1.698
Observations	362	521	2626	2626	3973
R-Squared	0.202	0.181	0.043	0.073	0.124

# MOSTLY DRIVEN BY INCREASED TIME ON TASK

	(1)	(2)	(3)	(4)
	Overall	Culture	Instruction	Time on task
Visit	0.125 (0.112)	0.138*** (0.047)	0.021 (0.063)	-1.706 (3.625)
Visit&Text	0.260** (0.103)	0.074 (0.047)	0.091* (0.055)	7.699** (3.669)
F-Test	0.243	0.192	0.293	0.021
Control Mean	0.000	3.320	2.564	55.867
Observations	521	521	521	520
R-Squared	0.181	0.277	0.139	0.224

# SMALL (MINUSCULE) IMPROVEMENTS IN KISWAHILI

	(1) Combined	(2) Math	(3) Kiswahili
Visit	0.009 (0.025)	-0.005 (0.029)	0.019 (0.027)
Visit&Text	0.037 (0.027)	0.017 (0.031)	0.050* (0.028)
F-Test	0.354	0.517	0.320
Control Mean	-0.001	-0.004	0.000
Observations	6626	6623	6596
R-Squared	0.619	0.553	0.548

But too soon to tell.

# NO CHANGE IN FREQUENCY OF MONITORING BY WEOs

	(1)	(2)	(3)	(4)	(5)	(6)
	Overall	Days since last visit	Days since last call/text	Checked: teacher present	Observed teaching	Assessed student
Visit&Text	0.004 (0.165)	-2.470 (6.732)	2.246 (9.246)	-0.007 (0.045)	-0.006 (0.076)	0.003 (0.068)
Control Mean	0.904	24.060	12.988	0.904	0.590	0.699
Observations	166	166	166	166	166	166
R-Squared	0.119	0.115	0.119	0.172	0.181	0.193

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Implications:

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Implications:

1. It is possible to effect change. But small effects, challenges in implementation, and lots of room for improvement.
2. Small changes in institutional processes could really matter.

# REFERENCES

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# ATTRITION

	(1)	(2)	(3)	(4)
	Attrite	Math	Kiswahili	Age
In-Kind	0.008 (0.009)	0.017 (0.055)	-0.010 (0.053)	0.122 (0.108)
Recognition	-0.002 (0.008)	-0.031 (0.053)	-0.023 (0.055)	0.131 (0.125)
Attrite		-0.268*** (0.087)	-0.278*** (0.091)	-0.371 (0.531)
Attrite x In-Kind		-0.094 (0.127)	-0.120 (0.144)	0.738 (0.550)
Attrite x Recognition		0.024 (0.145)	0.073 (0.142)	0.635 (0.554)
F-Test	0.312	0.470	0.840	0.922
Control Mean	0.051	0.010	0.013	8.833
Observations	6991	6981	6916	6991
R-Squared	0.017	0.061	0.045	0.012