

**Impact Opportunities 1: Inputs or Accountability?
How to improve the supply of education services?**

How to make schools work?

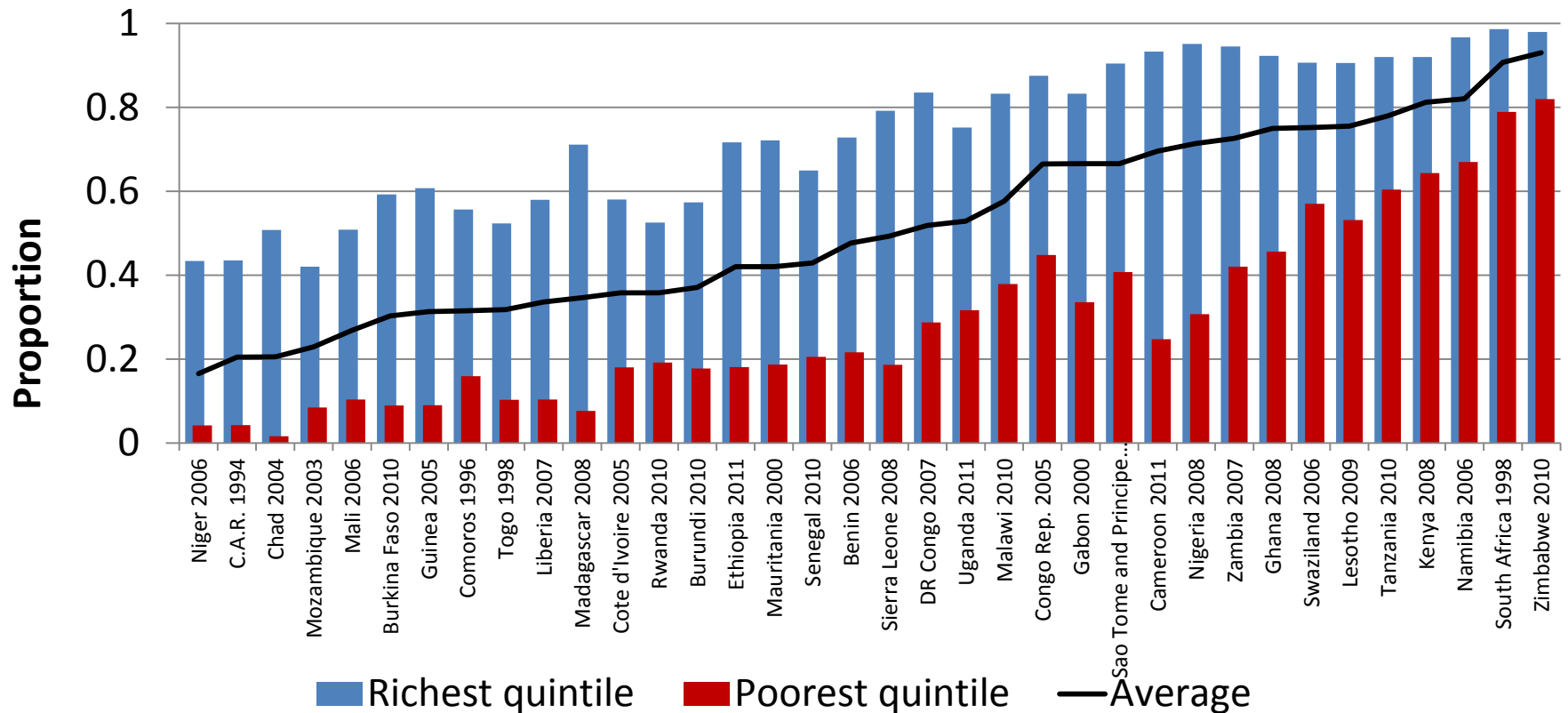
**Deon Filmer, Lead Economist
World Bank**

**Dakar, Senegal
Monday, September 30, 2013**

What's the problem?

Within-country **inequalities** in schooling attainment are big

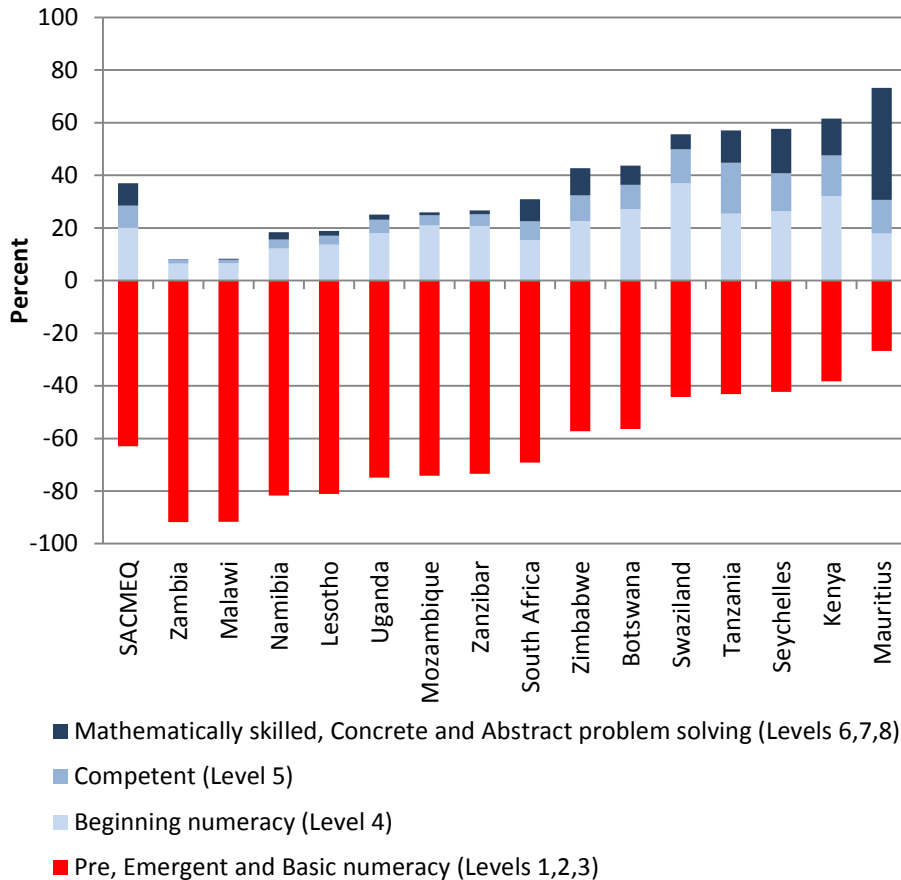
Rich-Poor Gaps in Proportion of 15-19 Year Olds who have Completed Grade 6



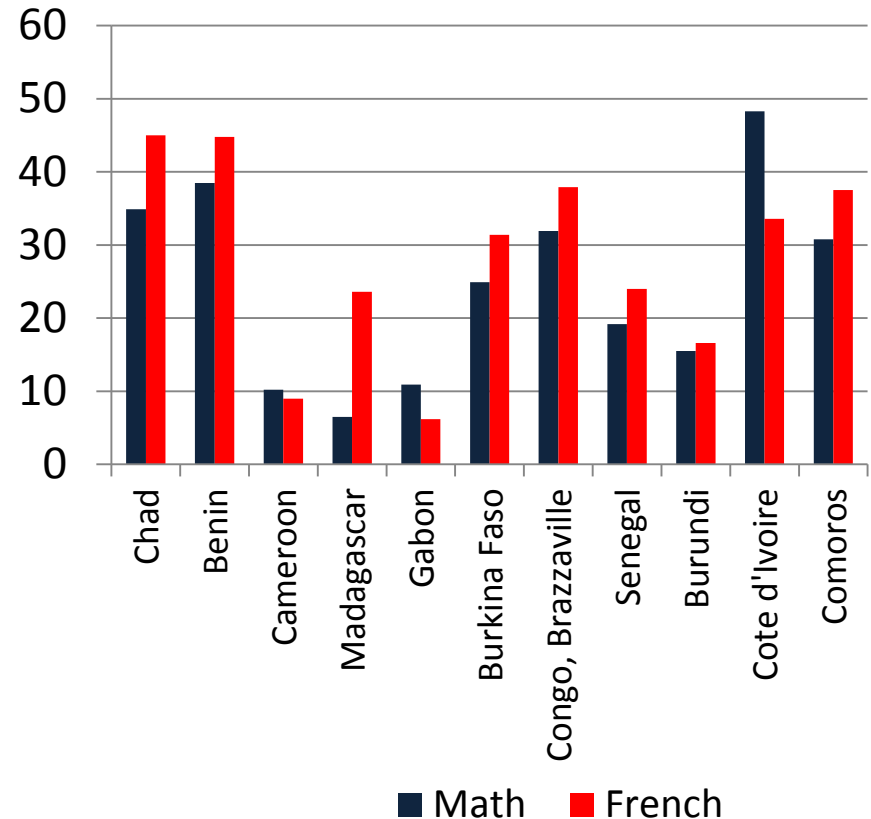
What's the problem?

Low performance ... relative to expected

SACMEQ Math 2007: Grade 6 students scoring at various levels



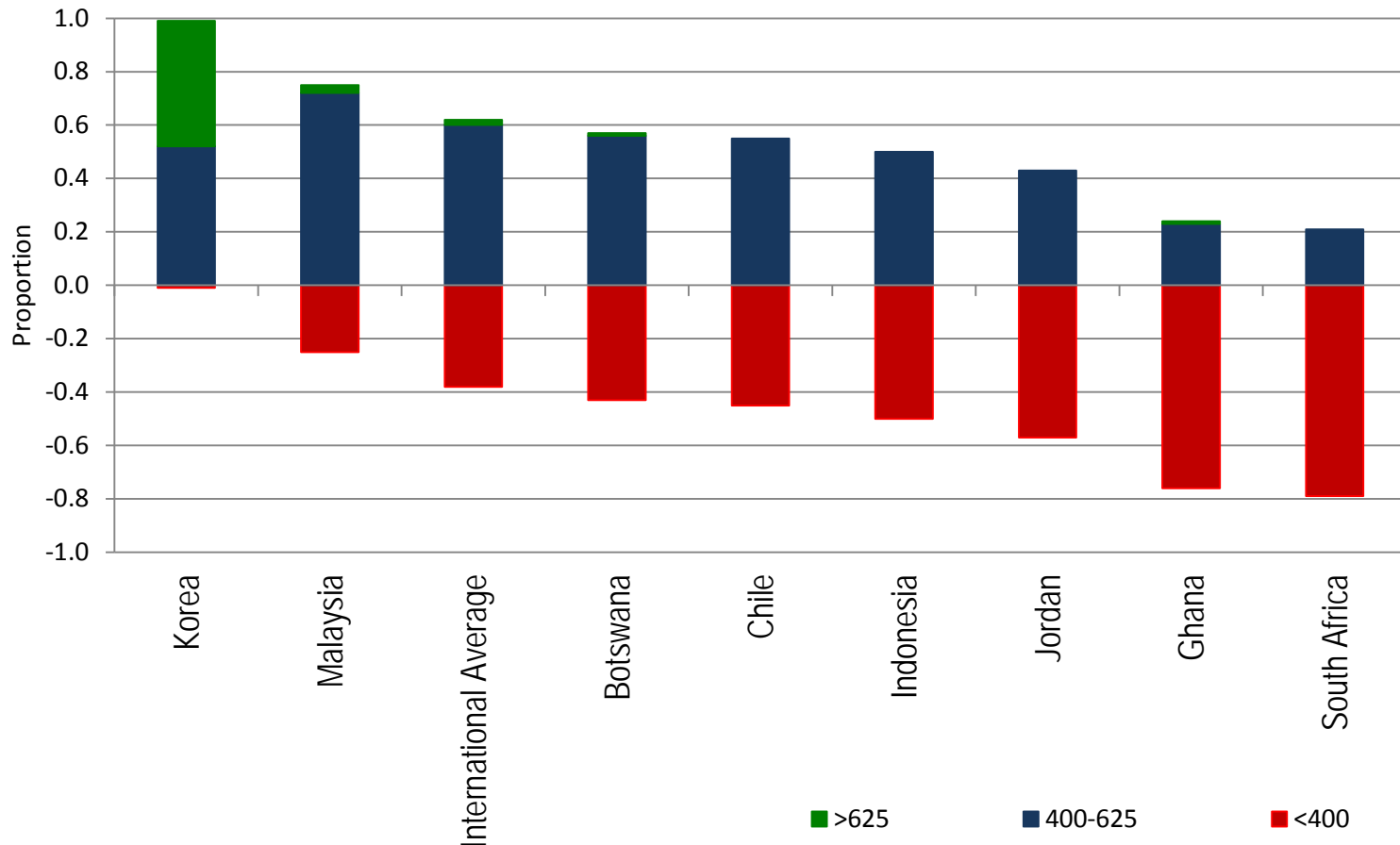
PASEC: Grade 5 test-takers who perform at a level **no better than random guessing**



What's the problem?

Low performance ... relative to comparators

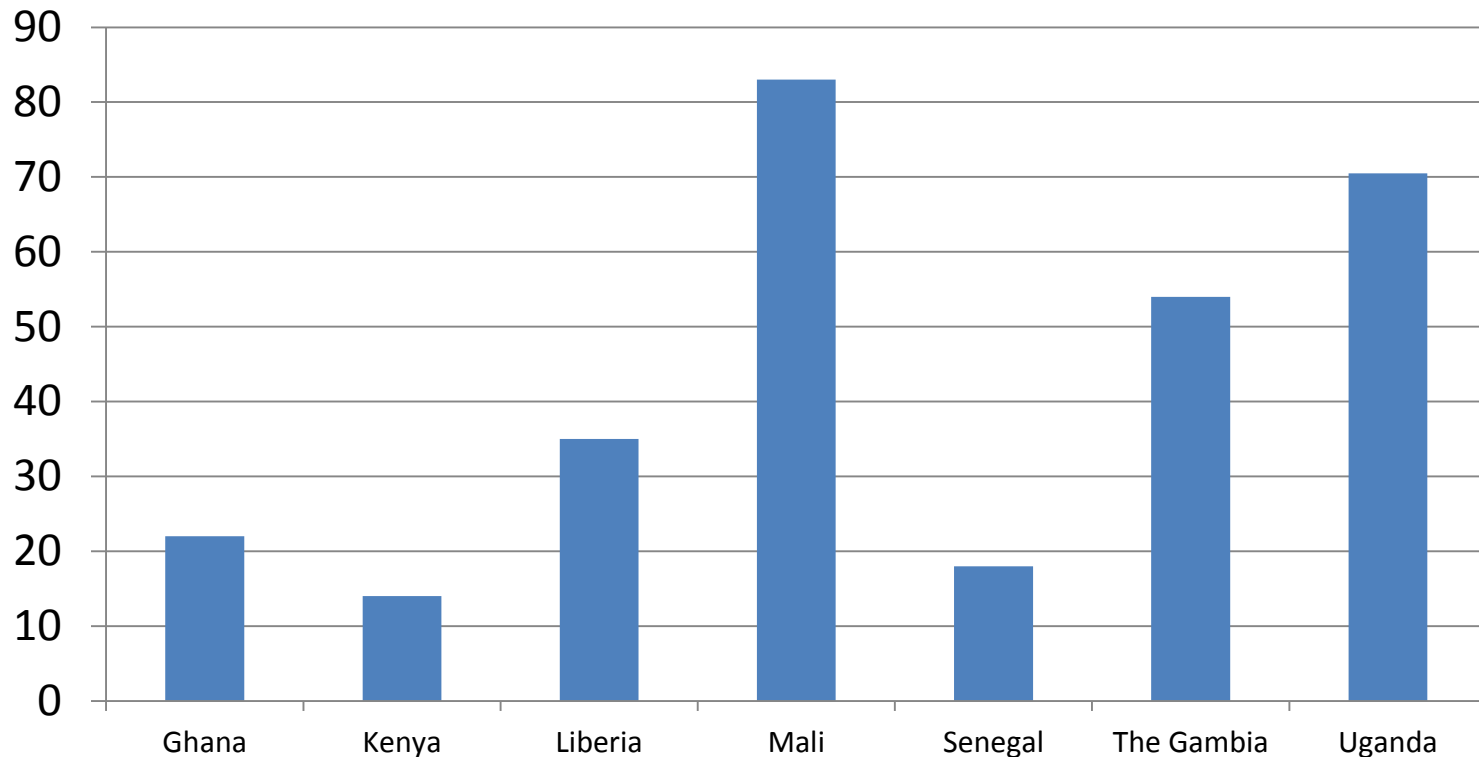
Proportions of Grade 8 students scoring at “low” intermediate/high” and “advanced” Benchmarks (Math, TIMSS 2011)



What's the problem?

Low performance ... starts early

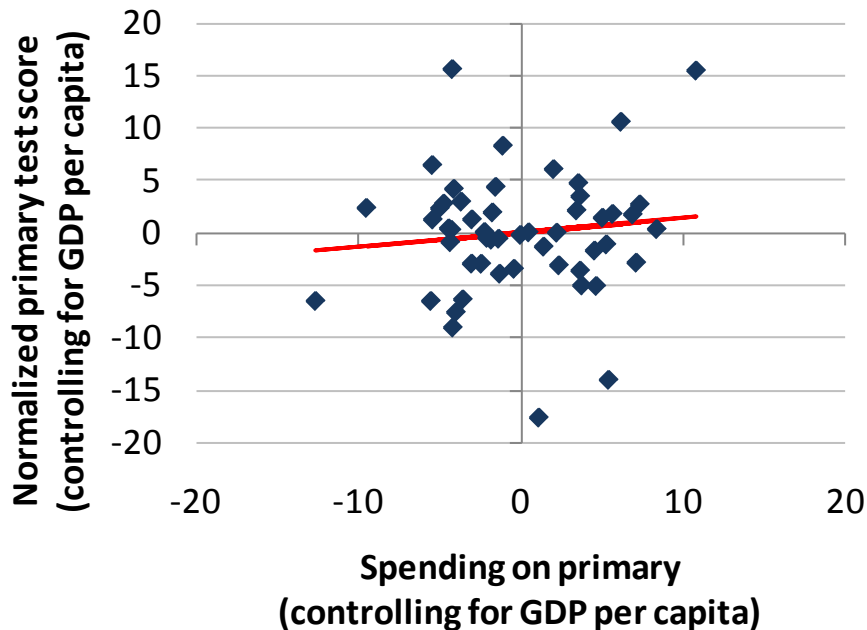
Percent of 3rd graders who cannot read a single word



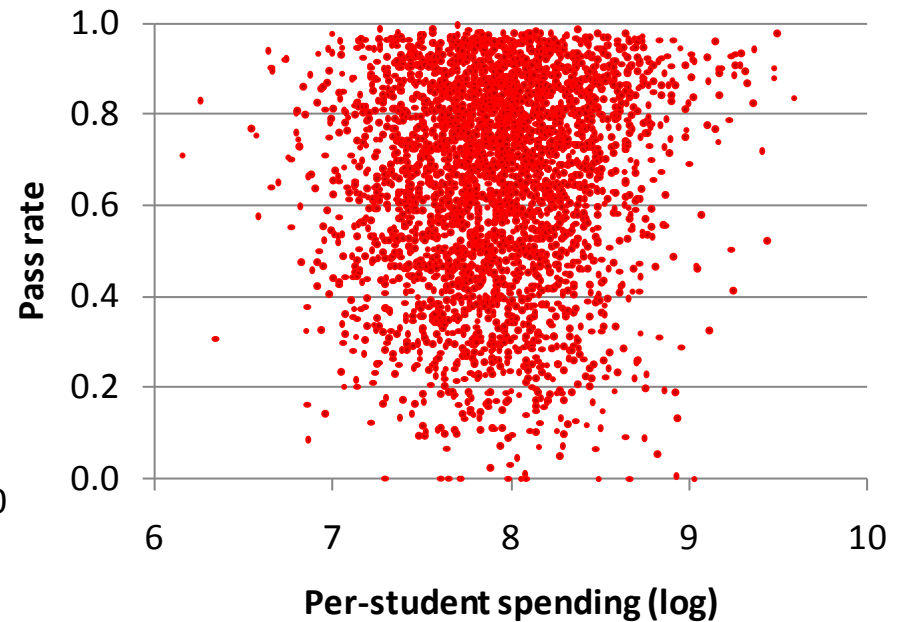
What to do?

Just spend more?

Primary math test scores vs. public education spending



Malawi Primary School Leaving Exam (PSLE) pass rate vs. per-student spending



- ◆ Normalized primary test score (controlling for GDP per capita)
- Predicted Normalized test score

What to do?

A range of entry points

- **Child endowments/readiness to learn**
 - Early Child Development, deworming, ...
- **Demand side policies**
 - Scholarships, Conditional Cash Transfers, ...
- **Supply side policies**
 - Increased inputs (classrooms, textbooks, extra tutors, teacher training)
- **Accountability reforms**
 - Change the environment in which decisions about resource allocation get made

Can simply increasing inputs help?

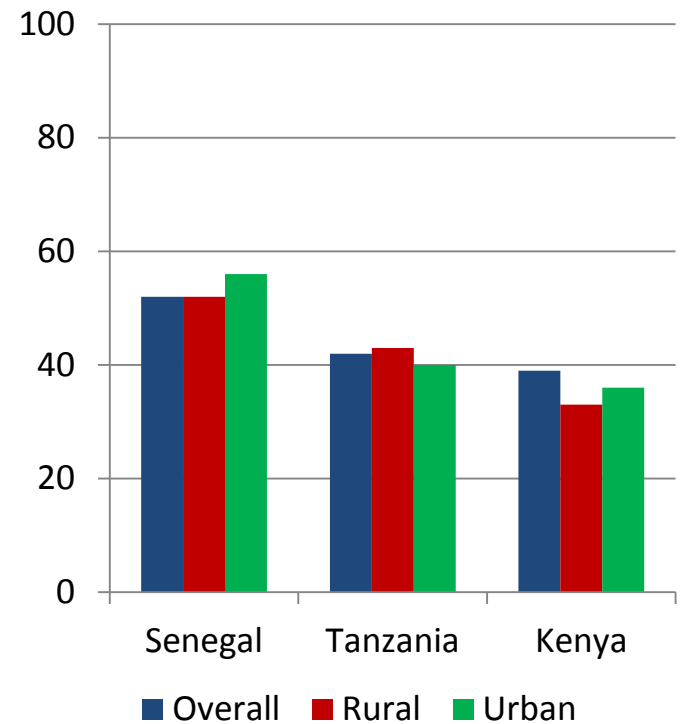
- **Yes, sometimes** ✓
 - Kindles in Lagos
 - Appropriate books and materials in South Africa
 - **But ...**
 - Systematic reviews suggest that purely working on inputs can lead to disappointing outcomes
 - (Glewwe et. al 2011; Krishnaratne et al. 2013)
 - Recall, money itself isn't enough
- In many cases **funding and inputs are available**, but there is **service delivery failure**

What is “Service delivery failure”?

What teachers know

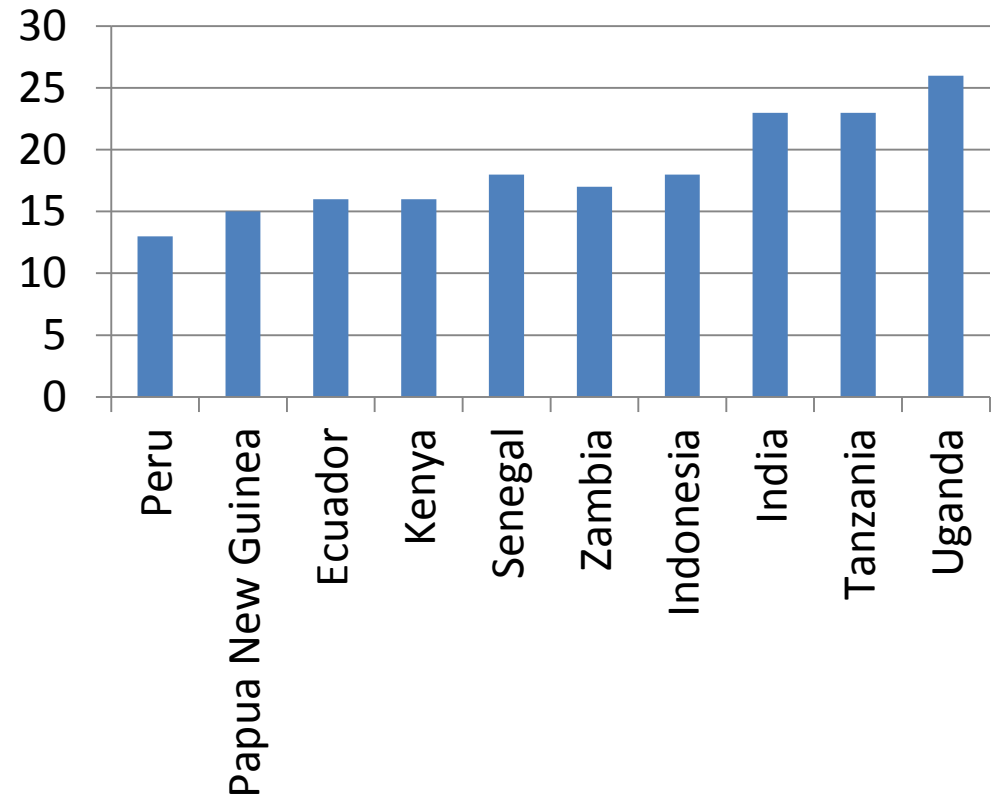


Percent of teachers with Minimum Content Knowledge



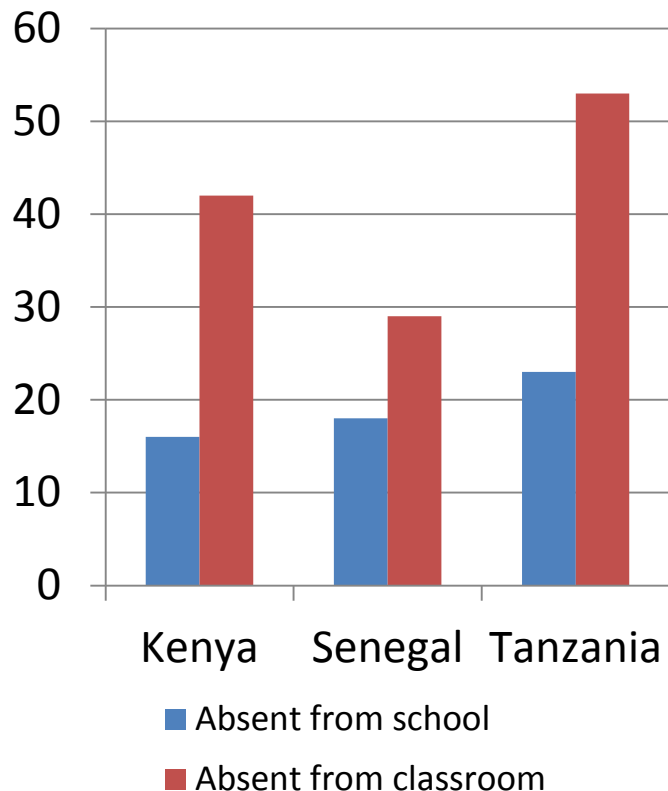
What is “Service delivery failure”?

Teachers absent from school



What is “Service delivery failure”?

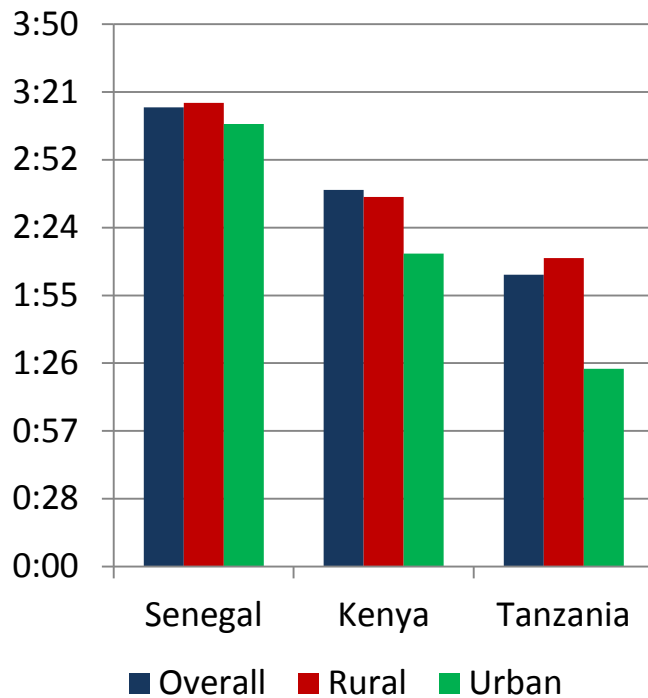
Teachers absent from school, **and from the classroom**



What is “Service delivery failure”?

Time on task

Time Children are in School
Being Taught (per day)



How to address service delivery failure?

- Not just a set of technical decisions, e.g.
 - What is the right number of textbooks per student that the ministry should send to each school?
 - What is the right teacher training protocol?
- Rather:
 - **Who has information and can provide pressure and oversight?**
 - **What are the incentives to provide effort?**
 - **Who has the capability and authority to act?**

How to strengthen relationships of accountability

Policymakers



Students, families and communities



Providers



Tools to increase accountability

– Information For Accountability

- The generation and dissemination of information about inputs, outputs, and/or outcomes.

– School Autonomy/School Based Management

- The decentralization of school-level decision making to school-level agents.

– Teacher Incentives

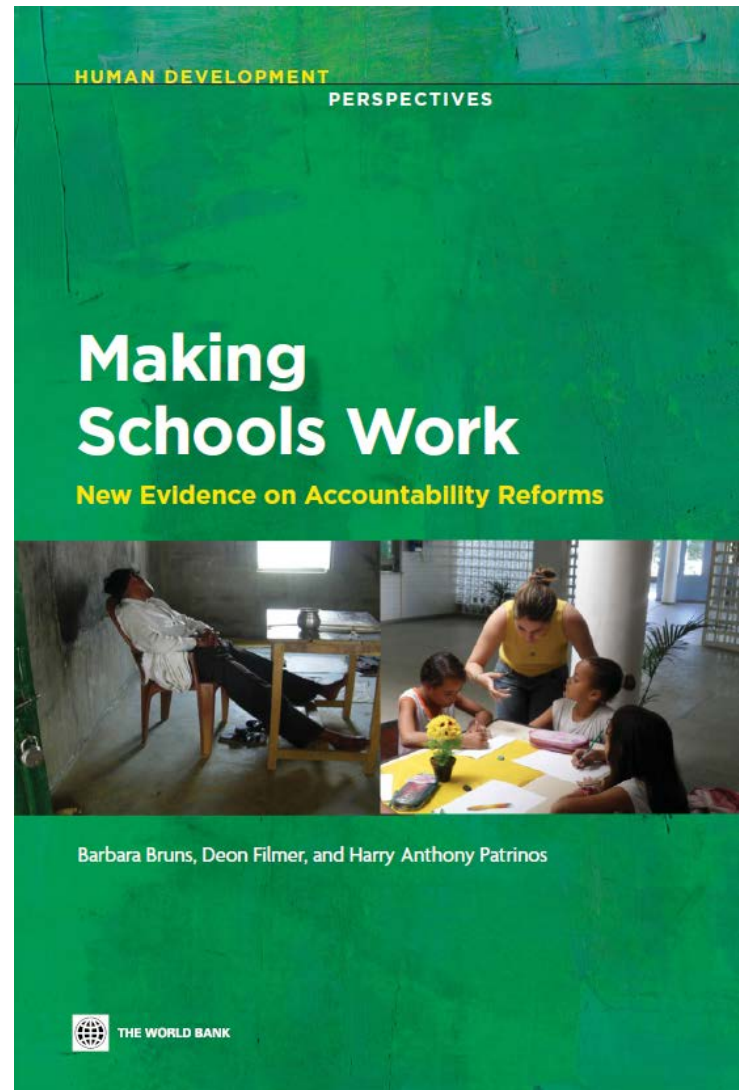
- The linking of teacher pay to measures of effort and performance and/or the hiring of local teachers whose performance is evaluated by the school community

Further reading on recent evidence on
accountability reforms

Making Schools Work

By Barbara Bruns, Deon Filmer and Harry Anthony Patrinos

<http://hdl.handle.net/10986/2270>



Further reading

- “School Resources and Educational Outcomes in Developing Countries: A Review of the Literature from 1990 to 2010”
 - Paul Glewwe, Eric A. Hanushek, Sarah Humpage, Renato Ravina
 - <http://www.nber.org/papers/w17554>
- “Quality education for all children? What works in education in developing countries”
 - Shari Krishnaratne, Howard White and Ella Carpenter
 - http://www.3ieimpact.org/media/filer/2013/09/10/wp_20.pdf

Thank you