

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

Performance-based teacher incentives

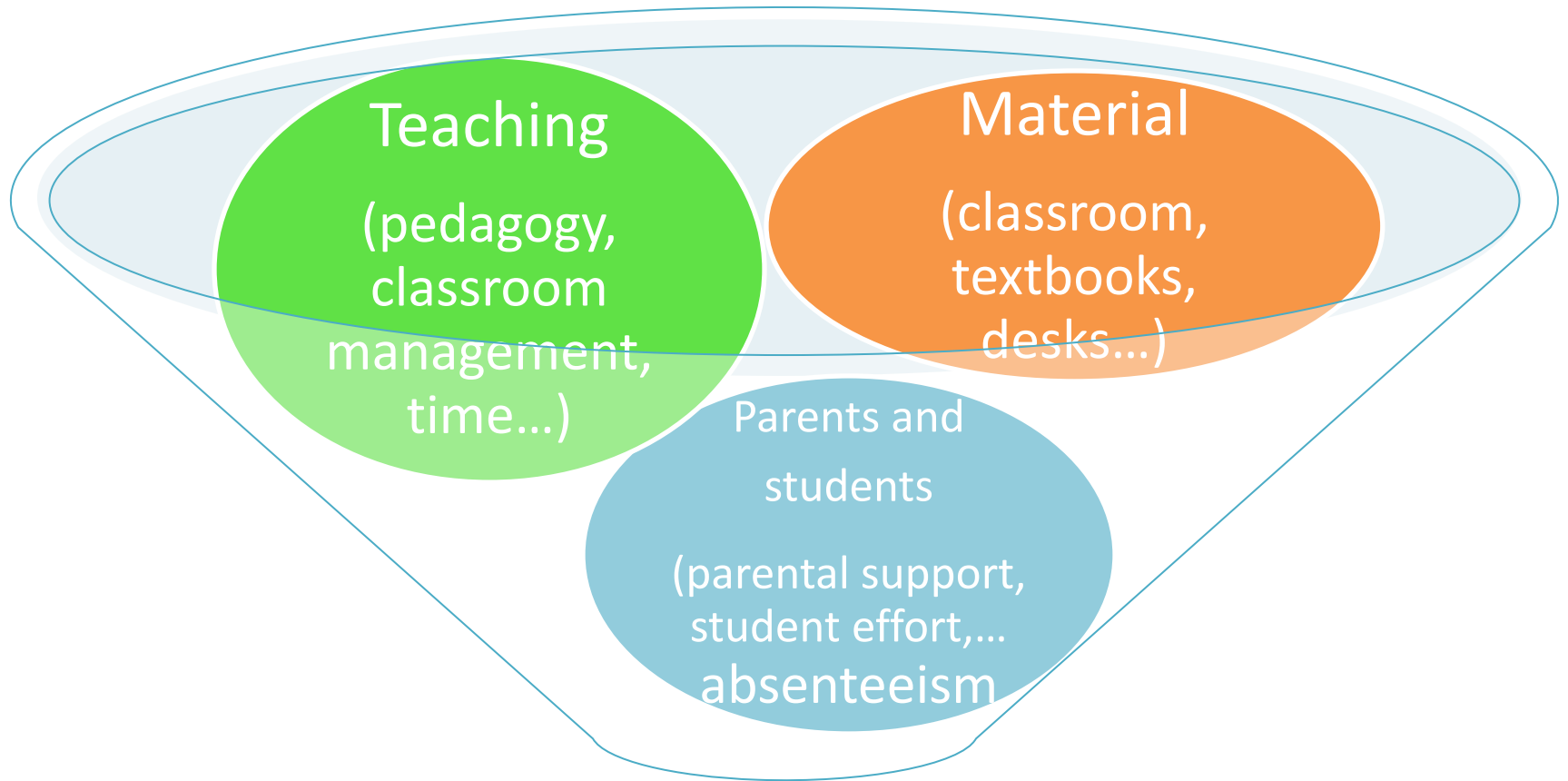
Marie-Hélène Cloutier

World Bank

Dakar (Sénégal)

Monday, September 30, 2013

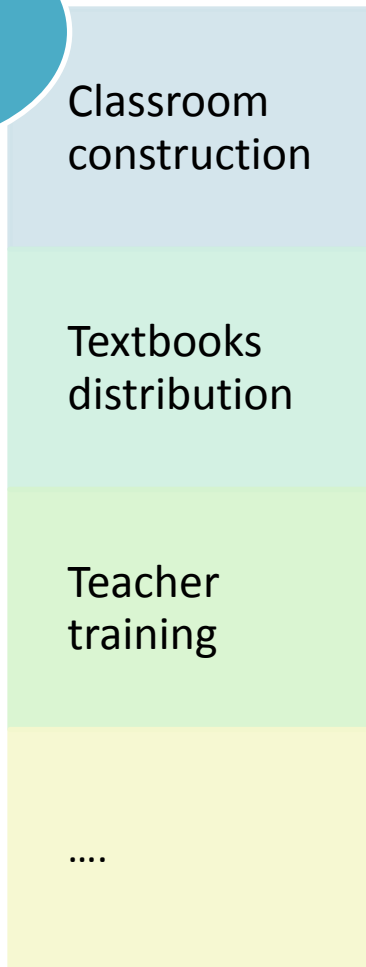
“Producing Education”



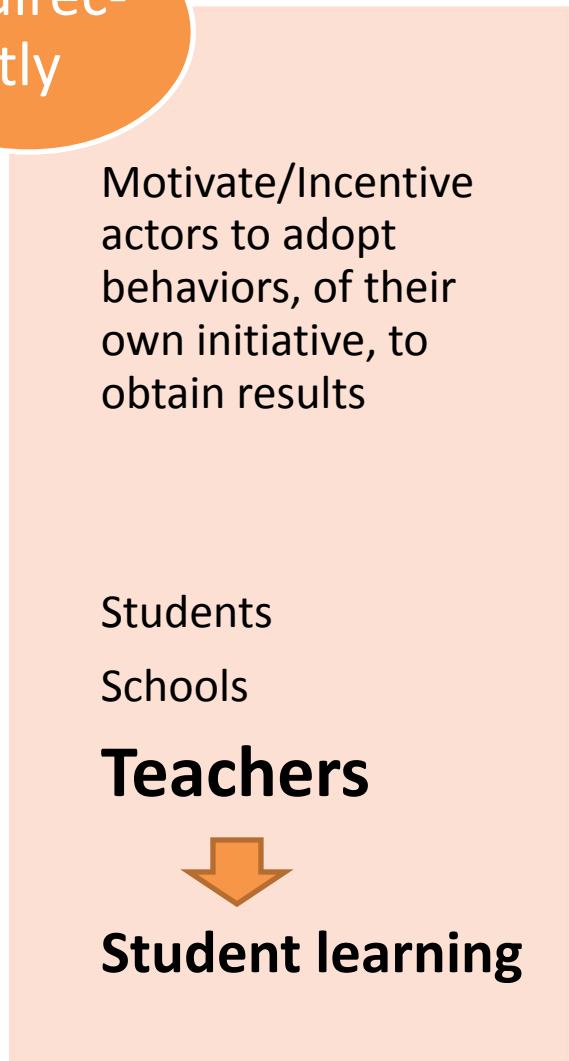
Student learning

How can we improve student learning?

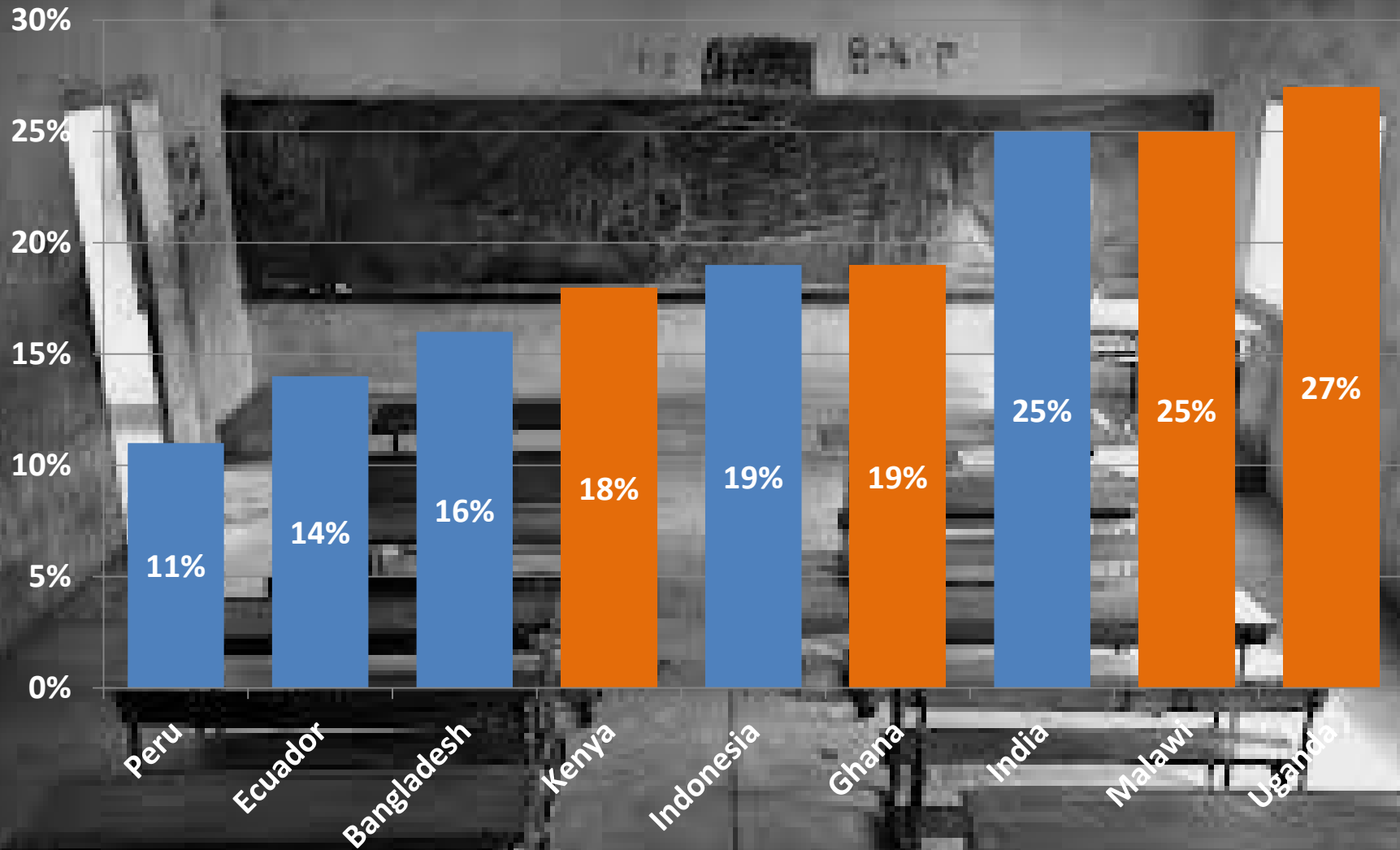
Directly



Indirectly

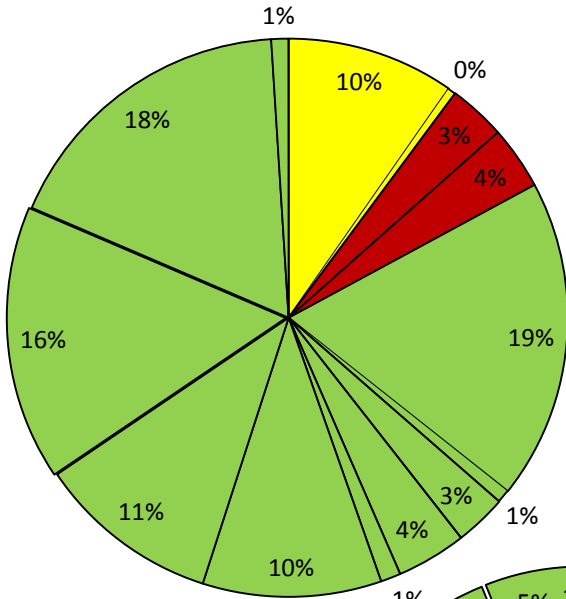


Weak motivation? Teacher absenteeism

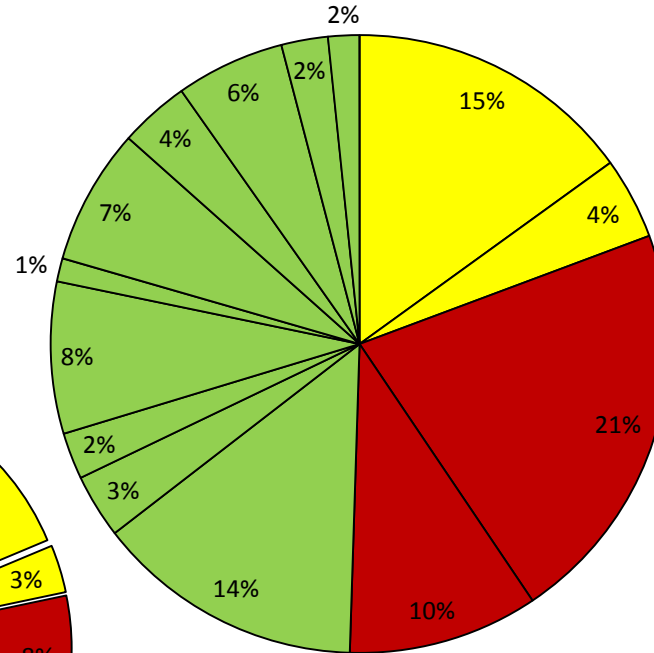


Weak motivation? Time on Task

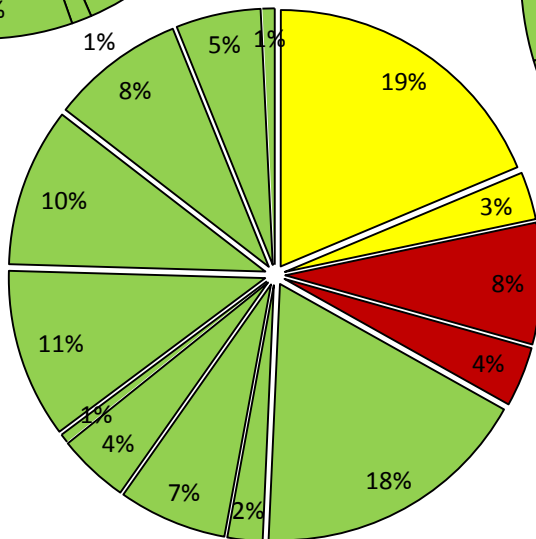
Malawi



Mozambique



Ghana

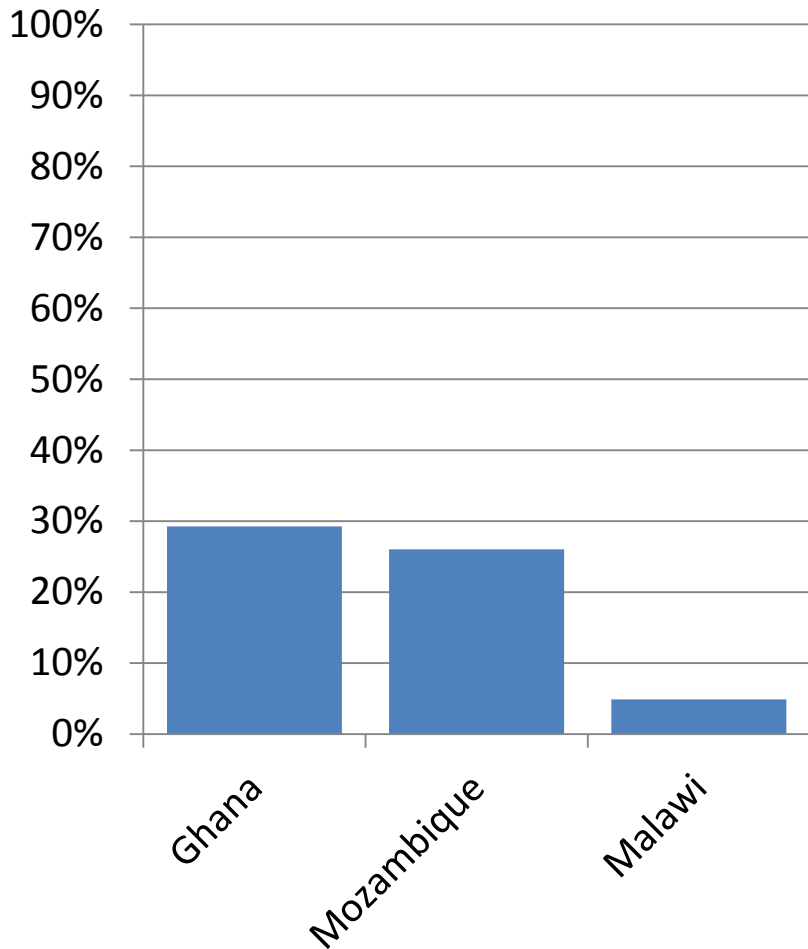


- No instructional activity
- Classroom management
- Copying (from chalk board)
- Recitation/Role learning/Practice drill
- Lecture
- Receiving assignment
- Listening to teacher read
- Reading aloud
- Reading in silence
- Receiving question(s) or answer(s)
- Asking or answering questions
- Individual / Written seatwork
- Whole class work/discussion

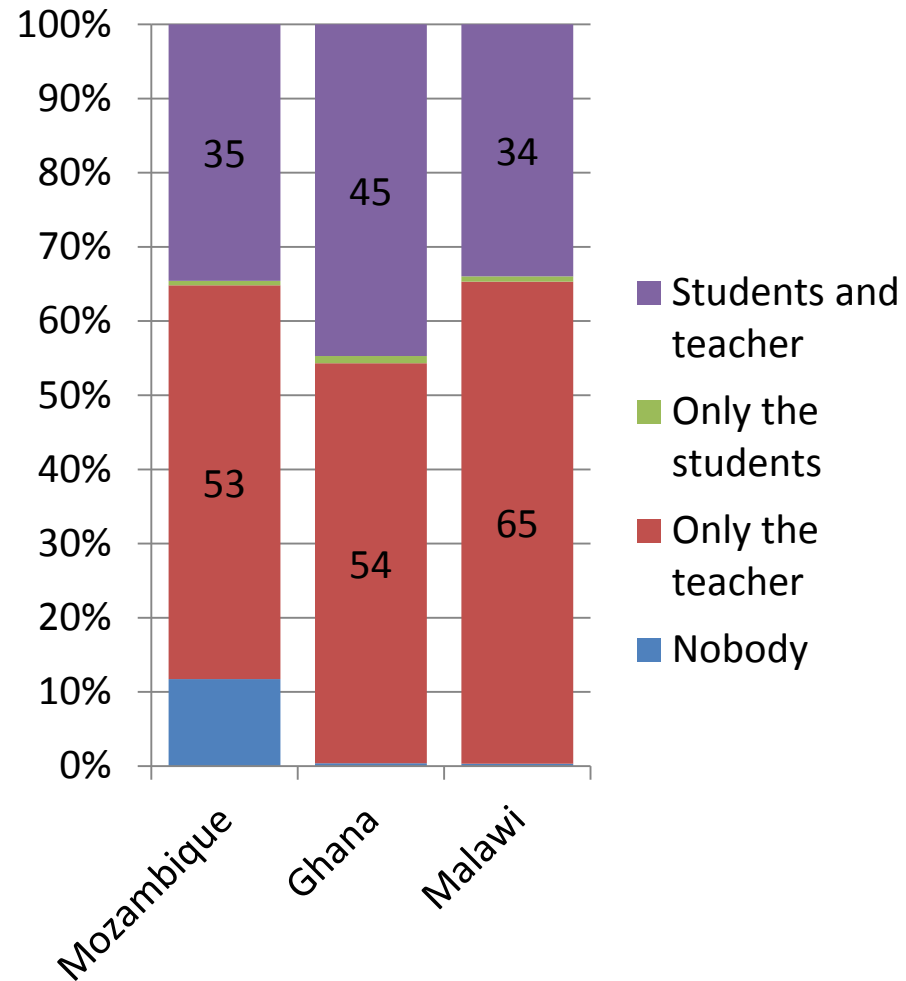
Weak Motivation?

Homework and pedagogy

Assigned homework

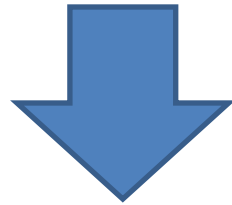


Usage of blackboard

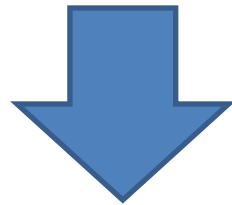


Concretely, how do we do it?

Measure student learning
(standardised test)



Different award/incentive levels



Distribution of awards/incentives to deserving
teachers

Do teacher incentives on learning outcomes work?



Israel (Lavy, 2002, 2004)

England (Atkinson et al., 2004)

India (Muralidharan and Sundararaman, 2009)

Brasil (Ferraz and Bruns, 2013)

Kenya (Glewwe and al., 2006)

US (Springer and al., 2010)

US (Goodman and Turner, 2009)

US (Fryer, 2010)

Portugal (Martins, 2009)

YES, but not always.... The devil is in the details.

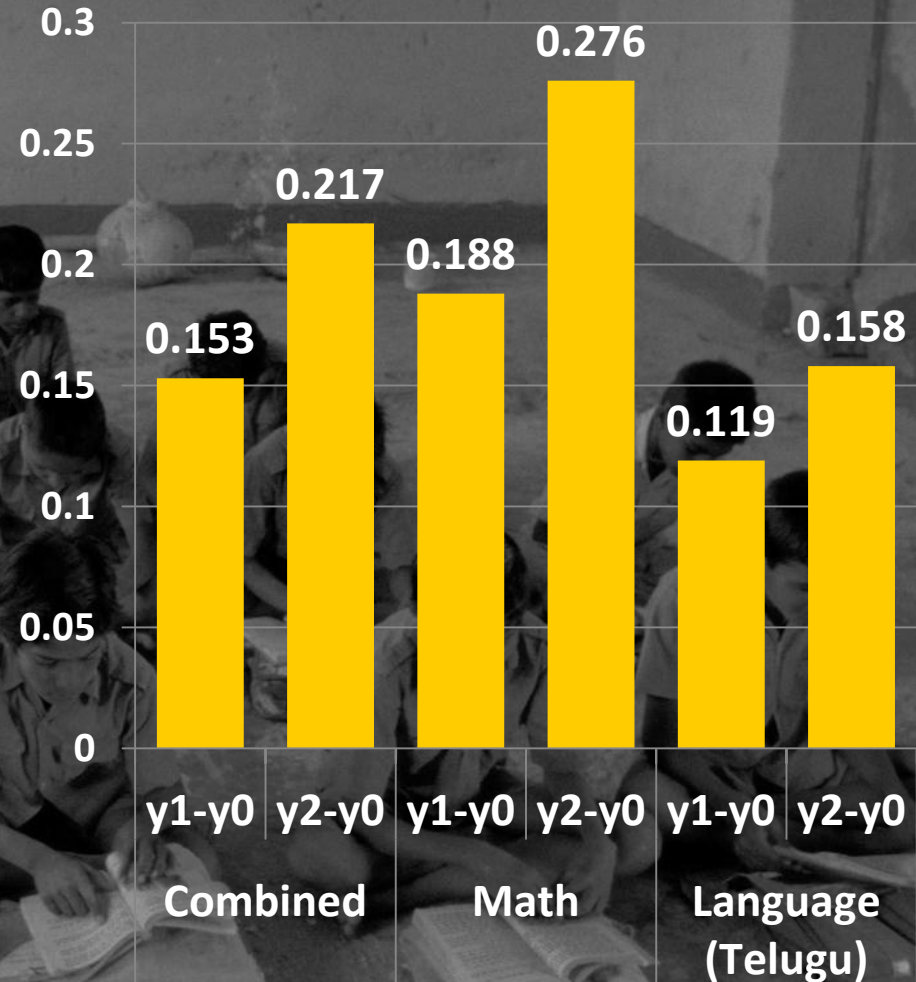
India

300 schools in Andhra Pradesh

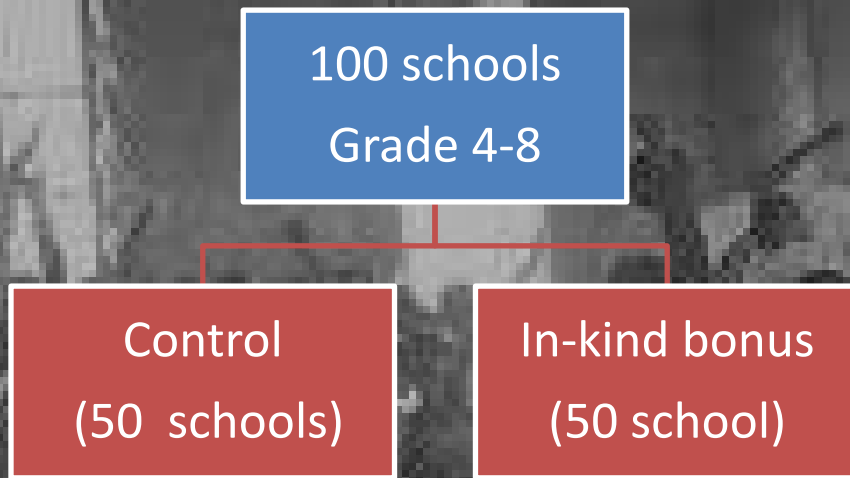
Monetary Incentives
(200 schools)

Control
(100 schools)

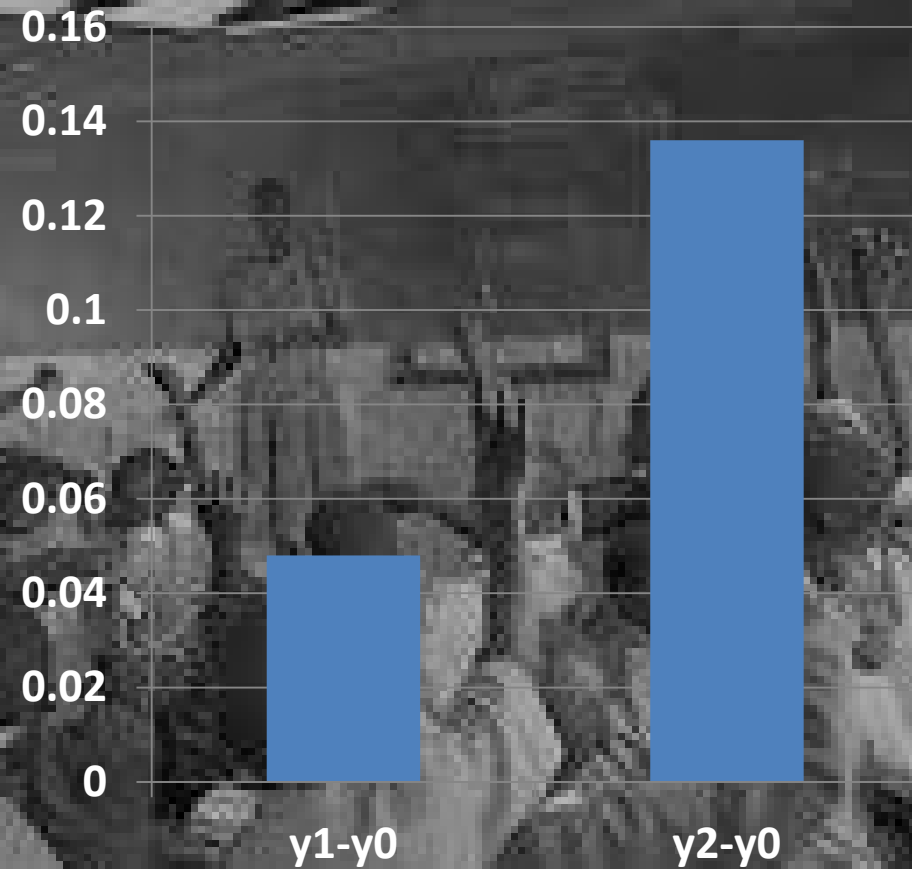
Incentives (pooled)



Kenya



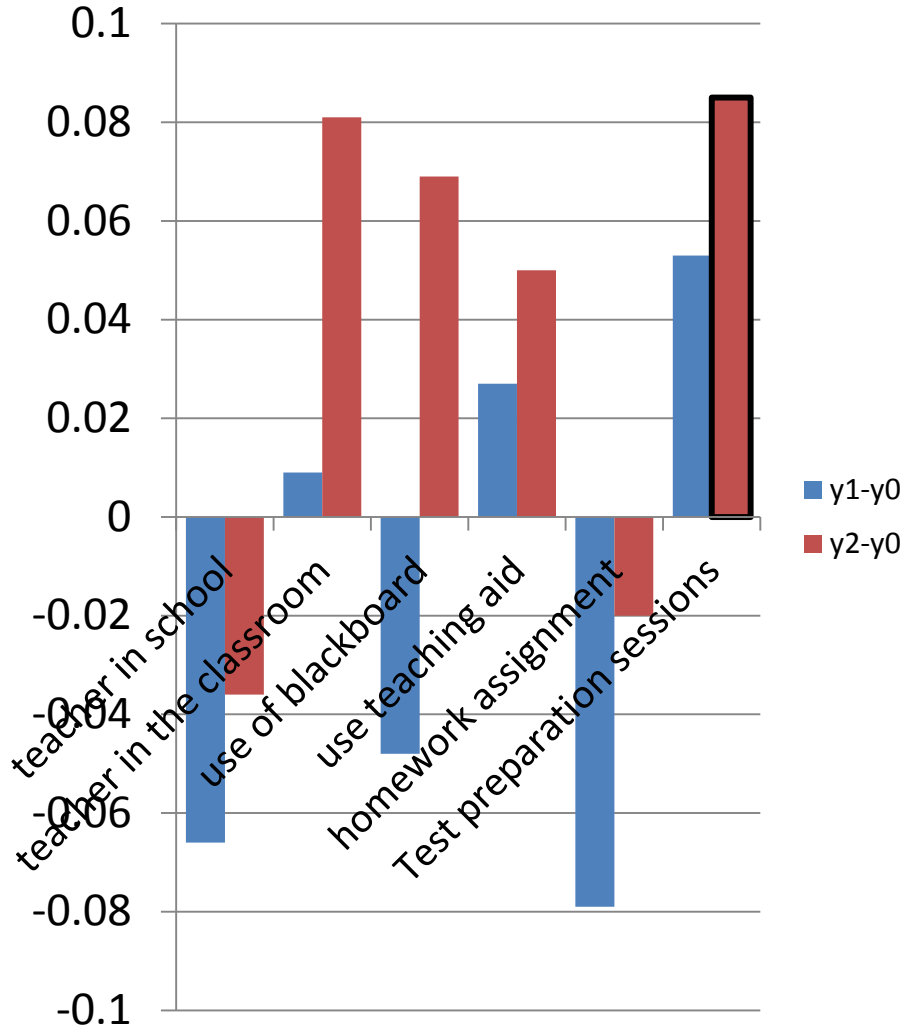
Scores on government exam



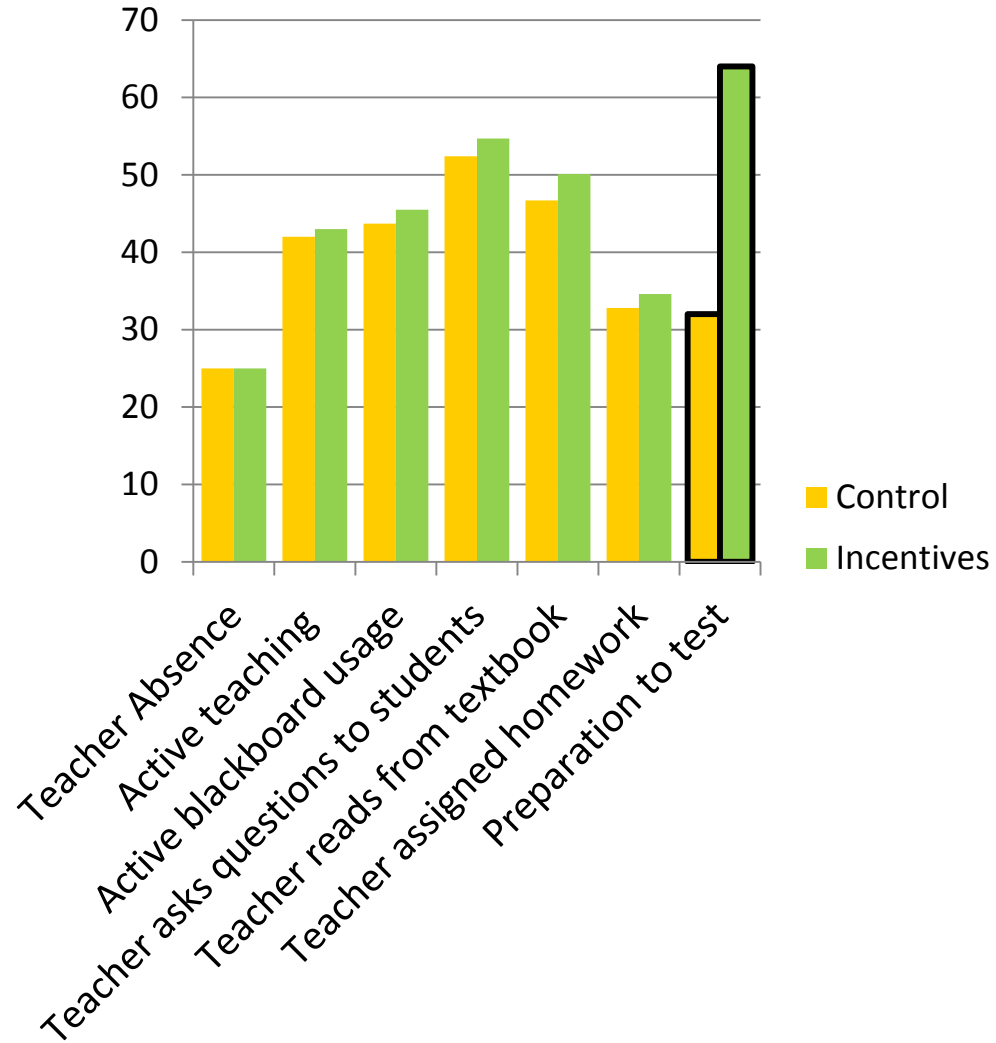
Where are these results coming from?

Time on task and pedagogy

Kenya



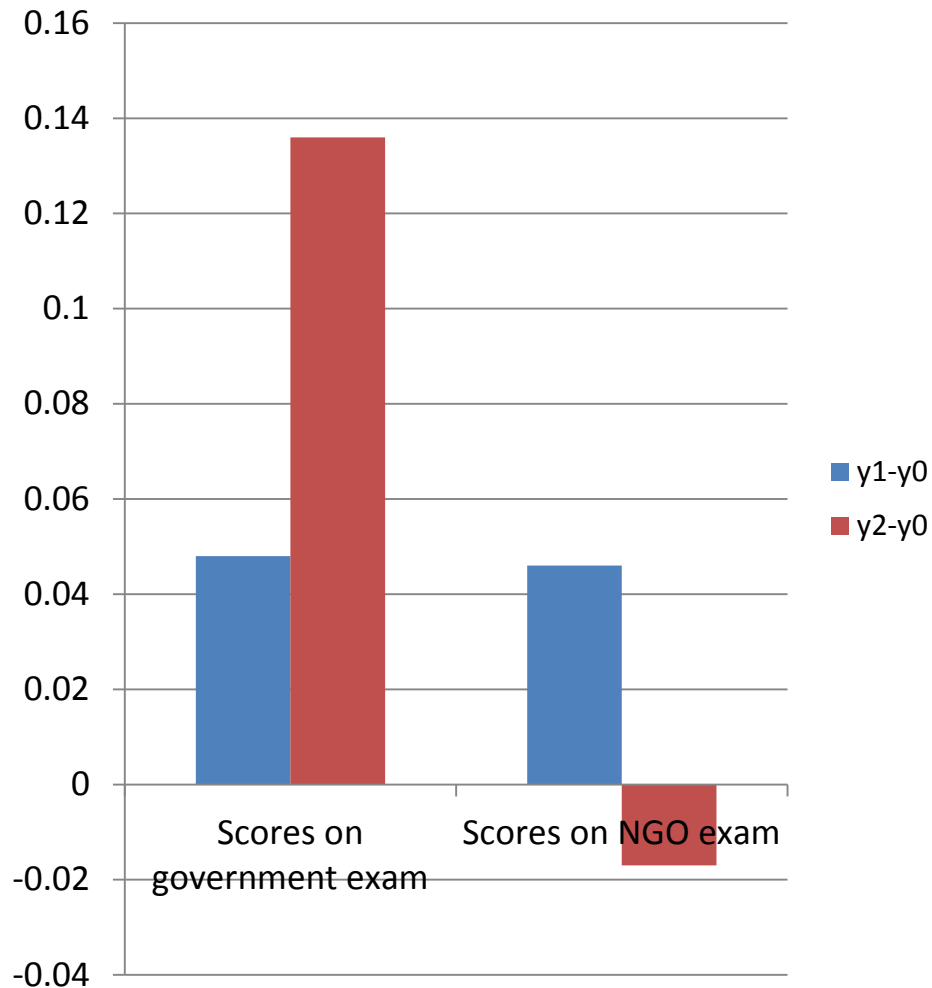
India



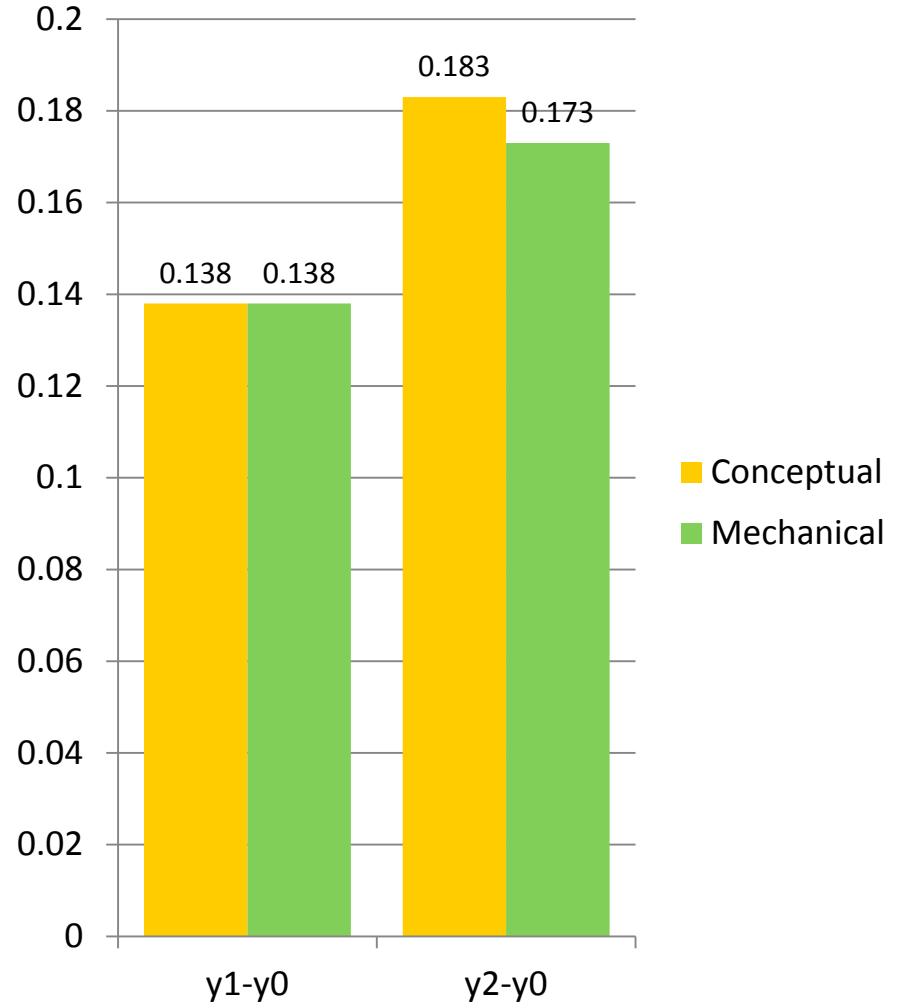
Where are these results coming from?

Teaching to the test

Kenya

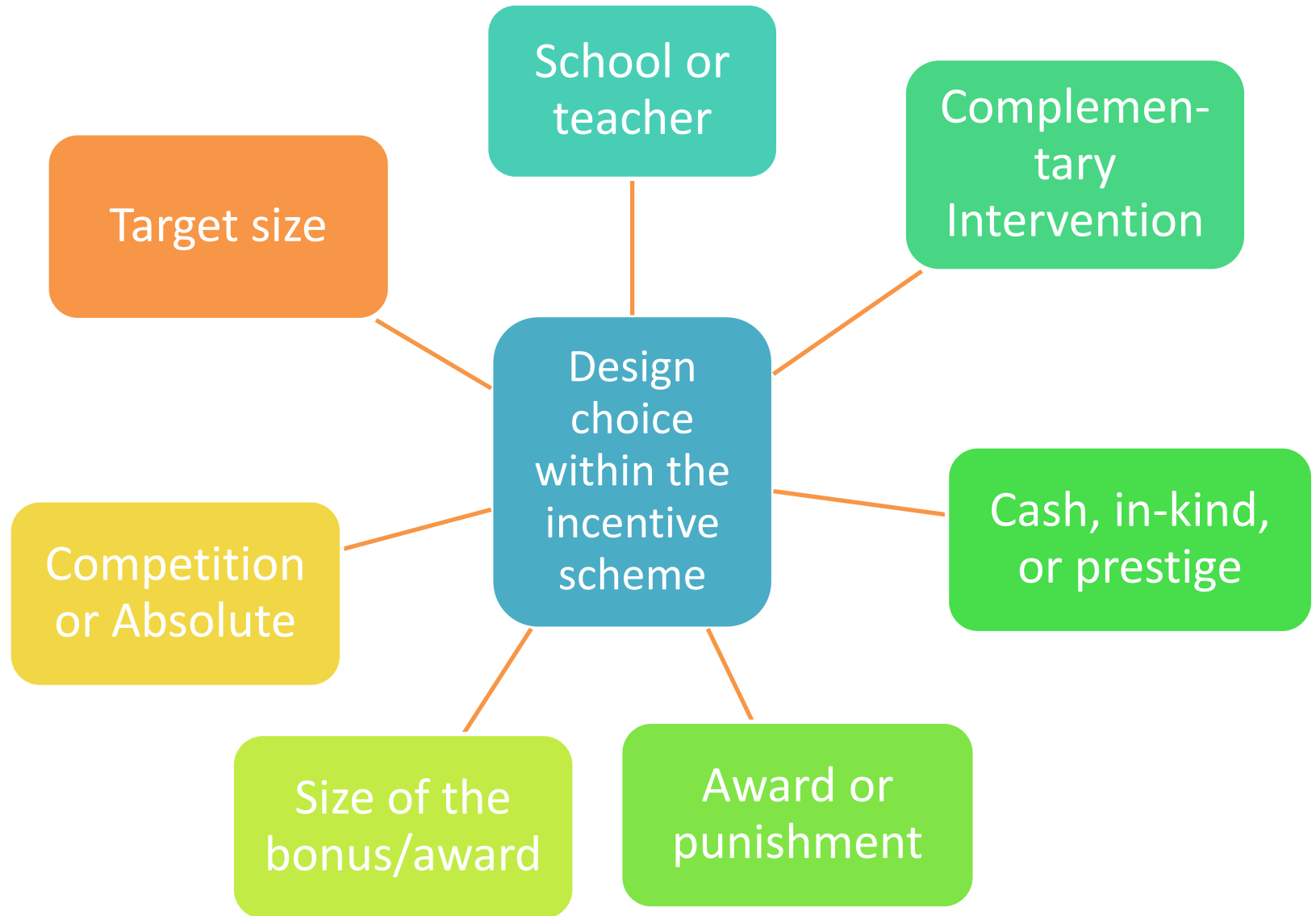


India



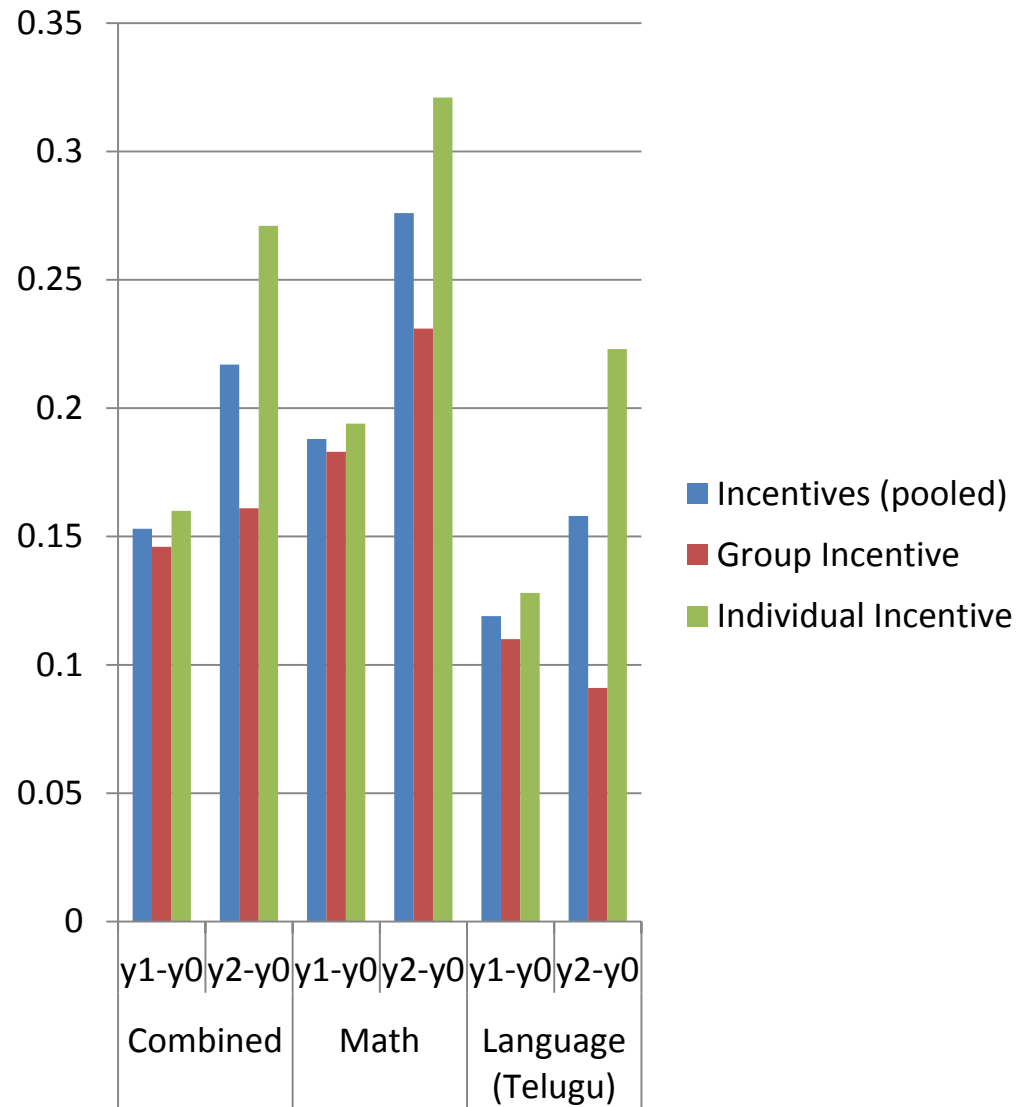
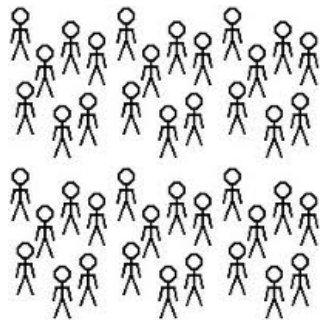
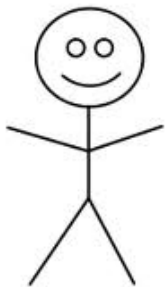
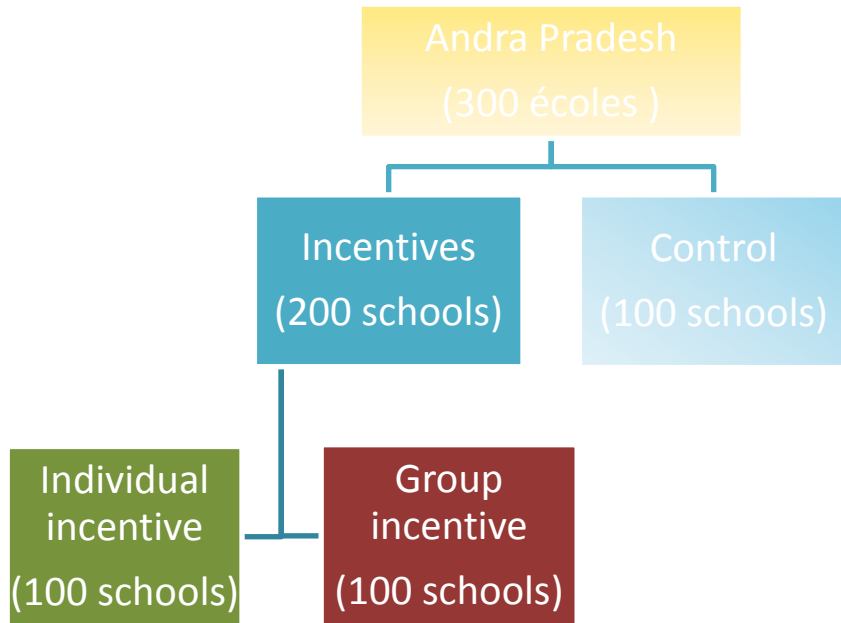
And what about the devil?

Design Issues

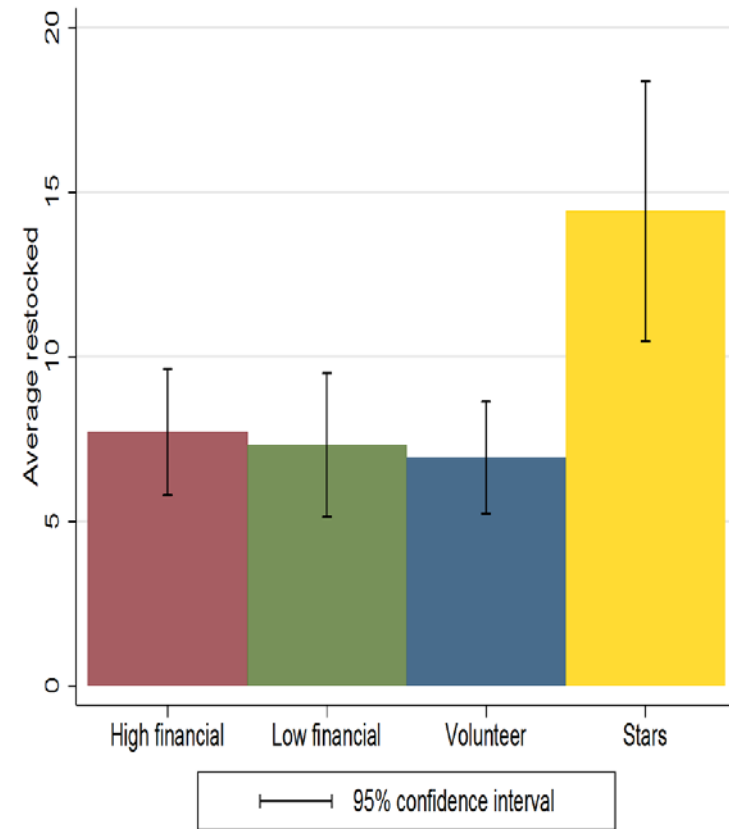
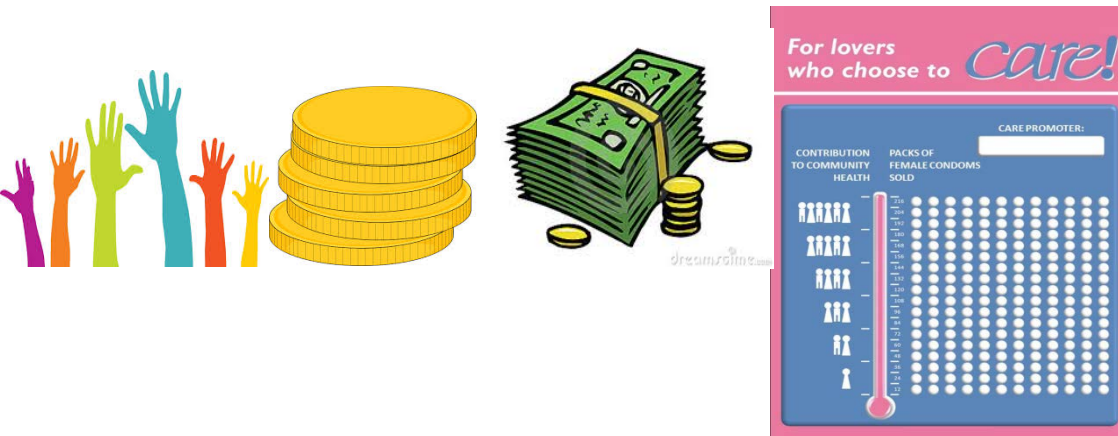
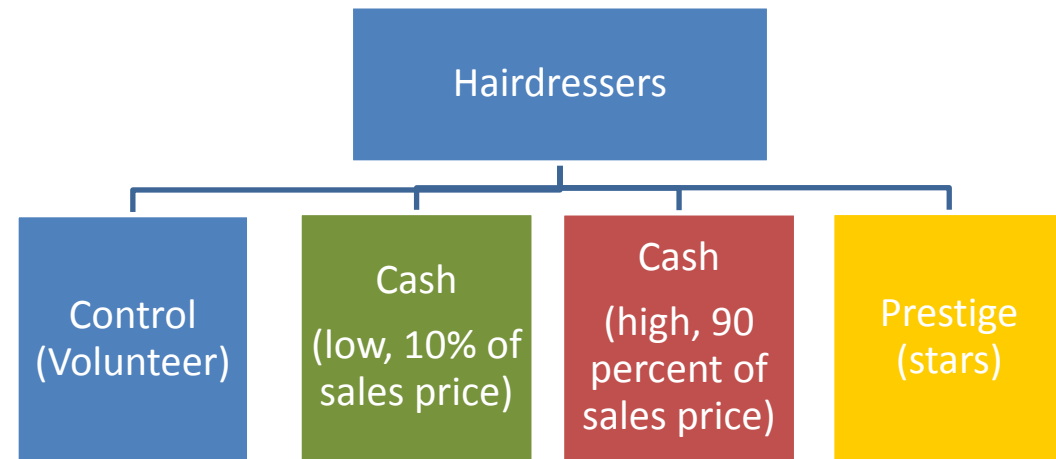


School (group) or teacher (individual)?

India

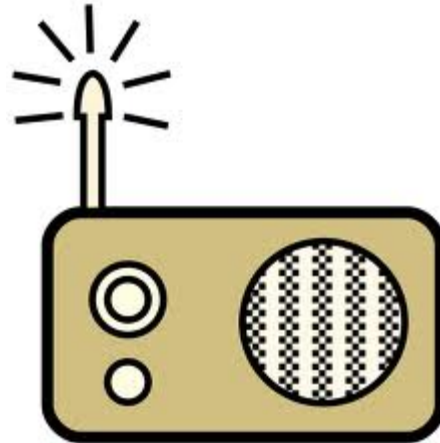
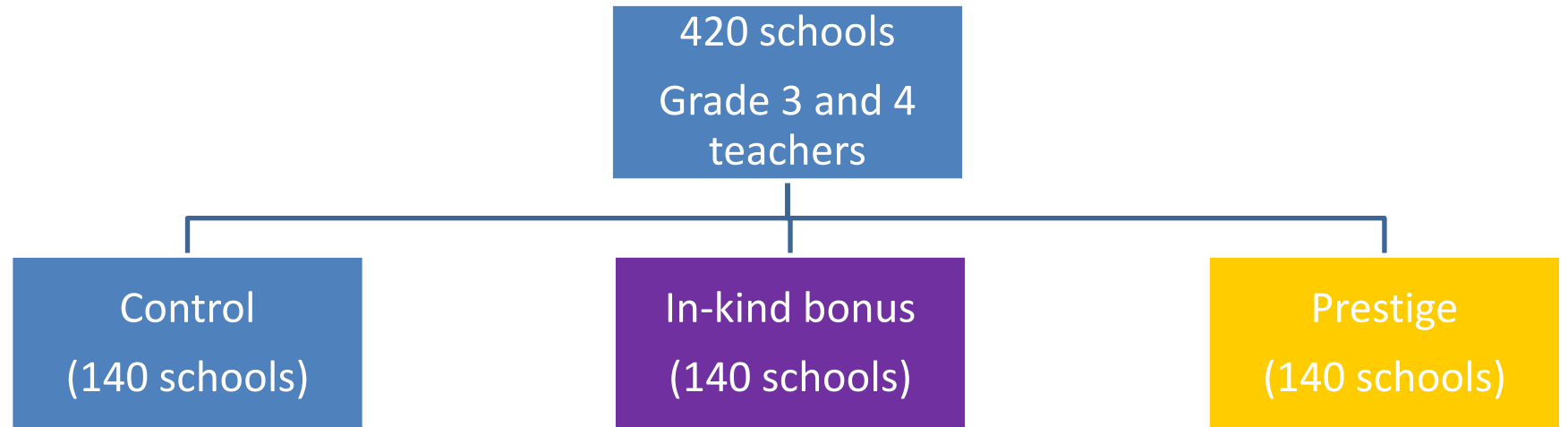


Espèces, nature, prestige ? Montants? Coiffeurs en Zambie



Nature ou prestige?

Enseignants en Guinée (en cours)



And so?

- Performance-based incentives **can have important positive impacts**
- But one must be pay attention to!
 - Specific **design options** of the program
 - Stakeholders' **behavioral changes** leading to the results
- Beneficial to couple implementation of the program to an **impact evaluation**