



# What Have We Learned? Improving Development Policy Through Impact Evaluation

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# Improving education outcomes in Kenya

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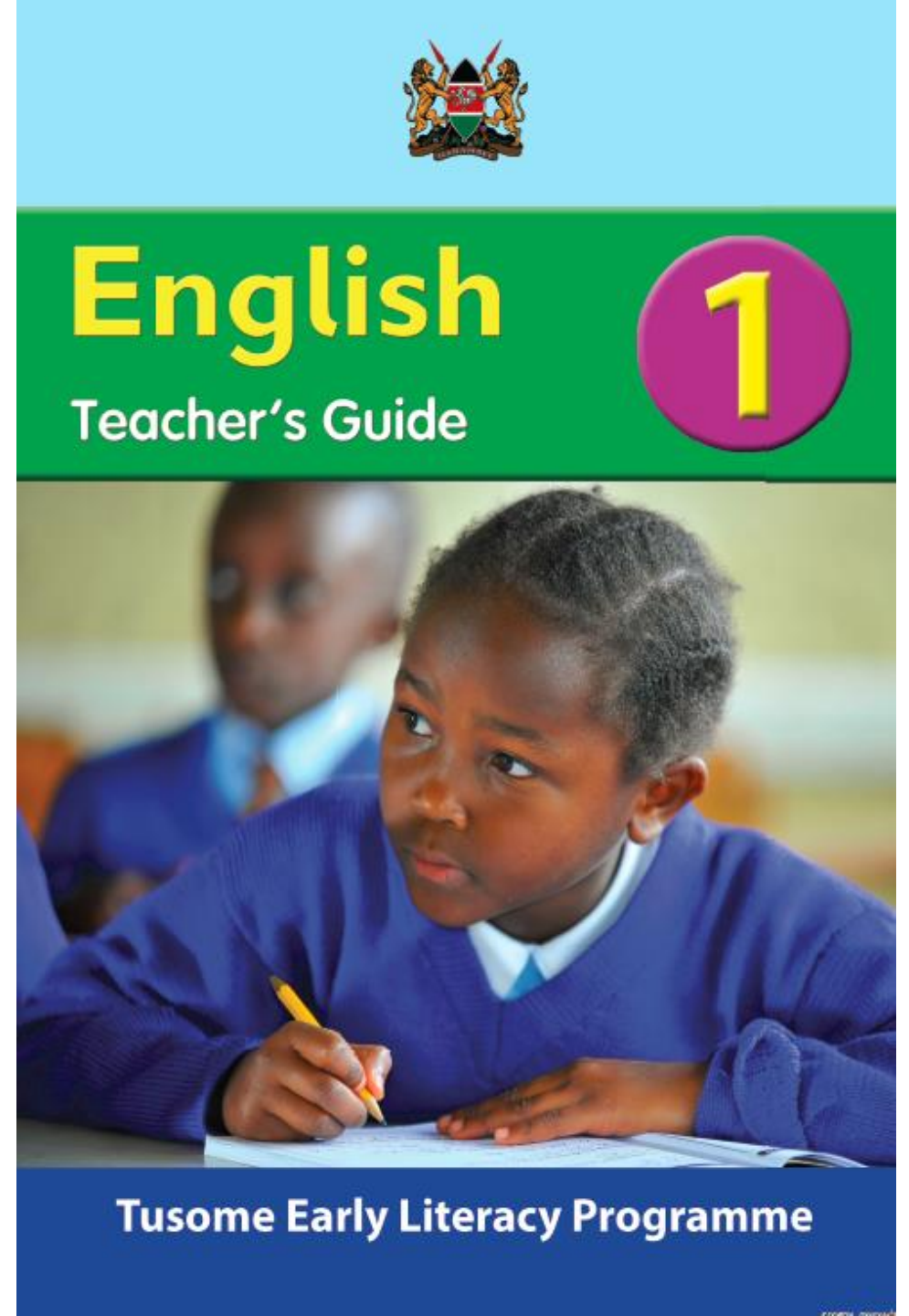
# The context

- Growing evidence of low levels of learning (2 in 5 pupils ages 7-13 unable to read a Std 2 text)
- The problem: Numerous pilots, many scale-up attempts, very few successful scale-up efforts
- The innovation: Design a research activity to answer key GoK policy questions at a price point that GoK could afford to scale



# The research

- PRIMR 2011-2015
  - 1384 schools
  - 250k children
  - Through GoK personnel
  - Testing theory of teacher change
  - Comparing several treatment groups
- Impacts
  - Literacy: 0.2 to 1.0 SD
  - Numeracy: 0.1 to 0.4 SD
  - Mother tongue: 0.2 to 0.7 SD
  - ICT: 0.2 to 0.6 SD, cost-effective at level of coach
  - Showed that GoK systems could implement large scale program





# The scale-up

- Tusome 2015-2019
  - Launched by the President
  - More than 23,000 primary schools
  - 5.2M children
  - Demand for Class 3 and from 5000+ private schools
  - Surprisingly high classroom take-up
  - National Tablet Programme
  - Year 1 impact: 0.4-0.5 SD
  - GPE funds \$40 million used to scale up the PRIMR numeracy program



