



School-based Management in Ugandan Primary Schools

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Outline

- Key findings
- Background
 - Original study by Barr et al. (2012)
- Present study (2019)
 - Preliminary results phone survey with headteachers during pandemic
- Conclusions



Key Findings

- Engaging local stakeholders in the management of primary schools can improve educational outcomes
- The theory of change of such interventions might not be as direct as is often assumed
- Interventions can improve emergency response
 - Recent study during coronavirus pandemic



Community Monitoring Interventions

- Community monitoring addresses a range of different issues
 - Teacher performance, building maintenance, feeding programs



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Community Monitoring Interventions

- Potential advantage of local level stakeholders to manage public services



School-Based Management (SBM)

- One of the most popular education reforms of the past half century
- Between 2000 and 2006 the World Bank devoted \$1.7 billion dollars to SBM reforms, representing 18% of the Bank's total education financing



School-Based Management (SBM)

- A 1998 review of 82 SBM studies in the US (Leithwood & Menzies, 1998)
 - 72 different effects were reported
 - 45 were positive and
 - 27 were neutral or negative (and mostly negative)
- A 2016 review of SBM in low- and middle-income countries (Carr-Hill et al., 2016) included 26 impact studies
 - 19 estimates for student learning,
 - 1 negative and statistically significant,
 - 5 positive and significant
 - 13 were neutral or insignificant



Original Study

- *Information and collective action in community-based monitoring of schools: Field and lab experimental evidence from Uganda*
 - Abigail Barr, Frederick Mugisha, Pieter Serneels, Andrew Zeitlin (2012)
- Evaluation of a primary school scorecard program



Barr et al. (2012)

- Scorecard intervention
 - Community members elect representatives to monitor issues at their school
 - Document those issue on a scorecard
 - Share that scorecard with key stakeholders



Barr et al. (2012)

- 2 treatment variations: **STANDARD** and **PARTICIPATORY**
 - Same in every respect, except for process to select issues for the scorecard
 - **Standard treatment** – researchers, NGO, government determined a standard scorecard
 - **Participatory treatment** – community members elected the issues to be included on the scorecard



Barr et al. 2012

Participatory Scorecard

- Reduced student absenteeism by 9 percentage points
- Reduced teacher absenteeism by 13 percentage points
- Improved student test scores by 0.19 standard deviations

Standard Scorecard

- Smaller and statistically insignificant results

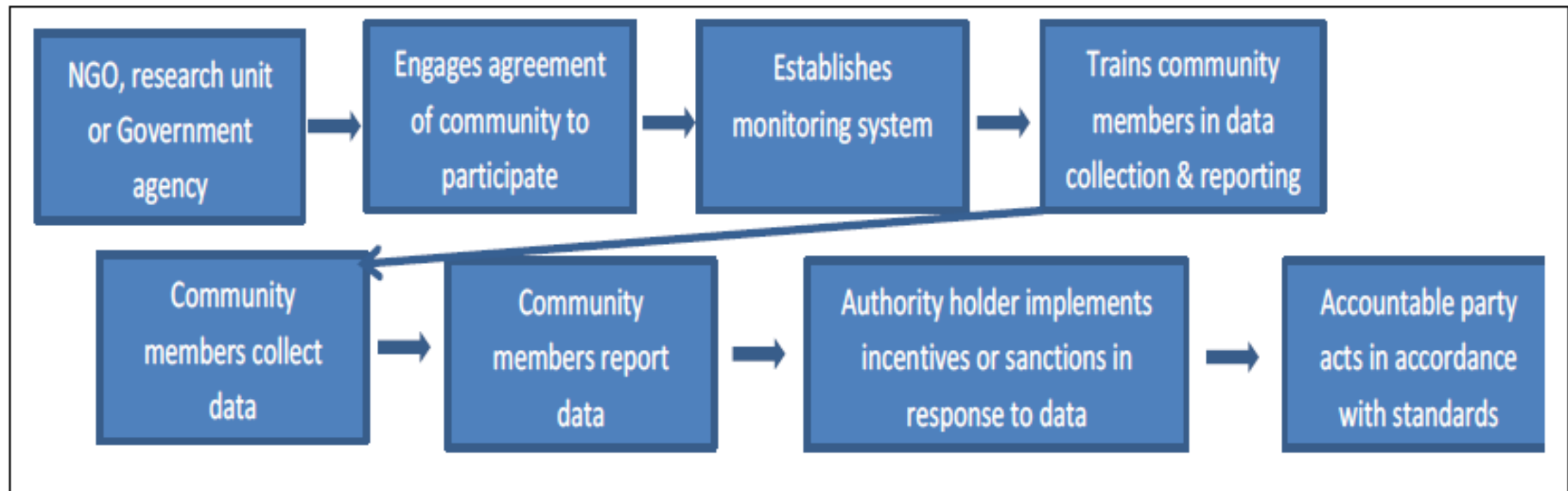


Why?



Theory of Change

Figure 3: Programme theory of changes for specific community-accountability initiatives

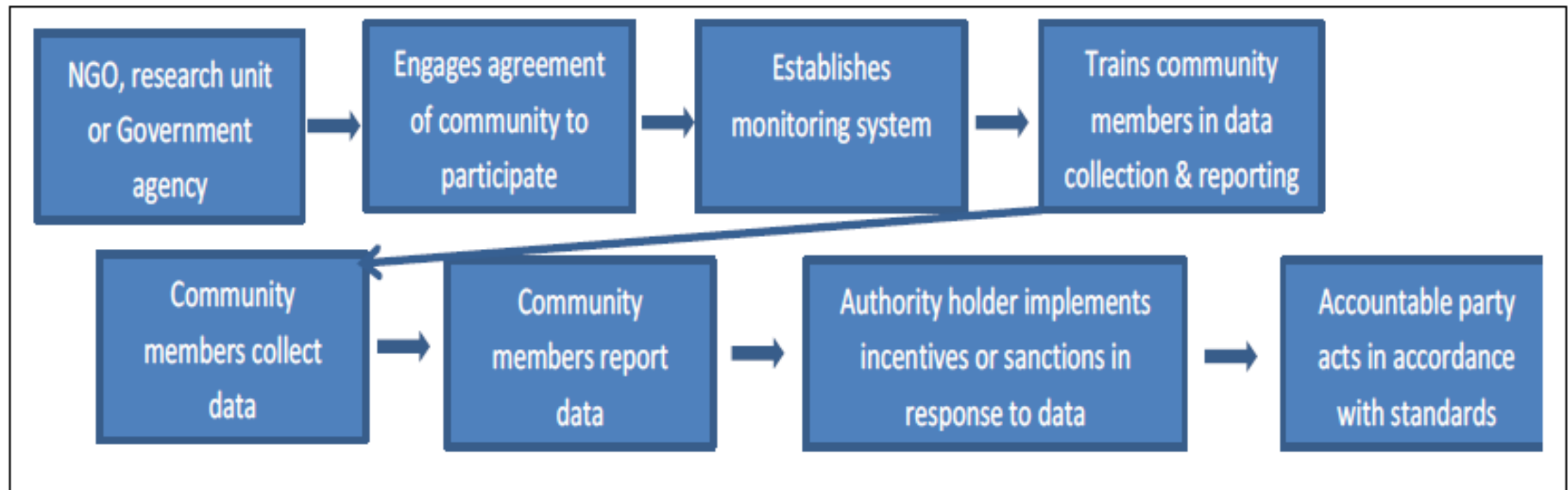


“Enhancing community accountability, empowerment and education outcomes in low and middle-income countries” (Westhorpe et al. 2014)



Theory of Change

Figure 3: Programme theory of changes for specific community-accountability initiatives

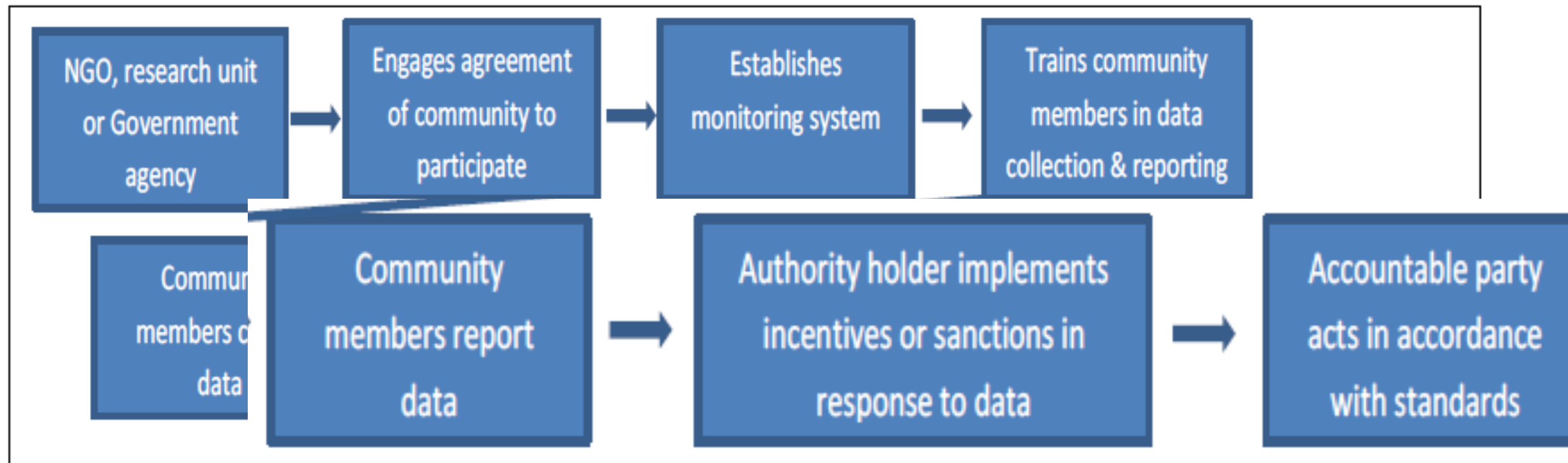


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Participatory Scorecard

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Less than 20% of participatory schools monitored teacher attendance

Less than 30% of participatory schools monitored pupil attendance

Standard Scorecard

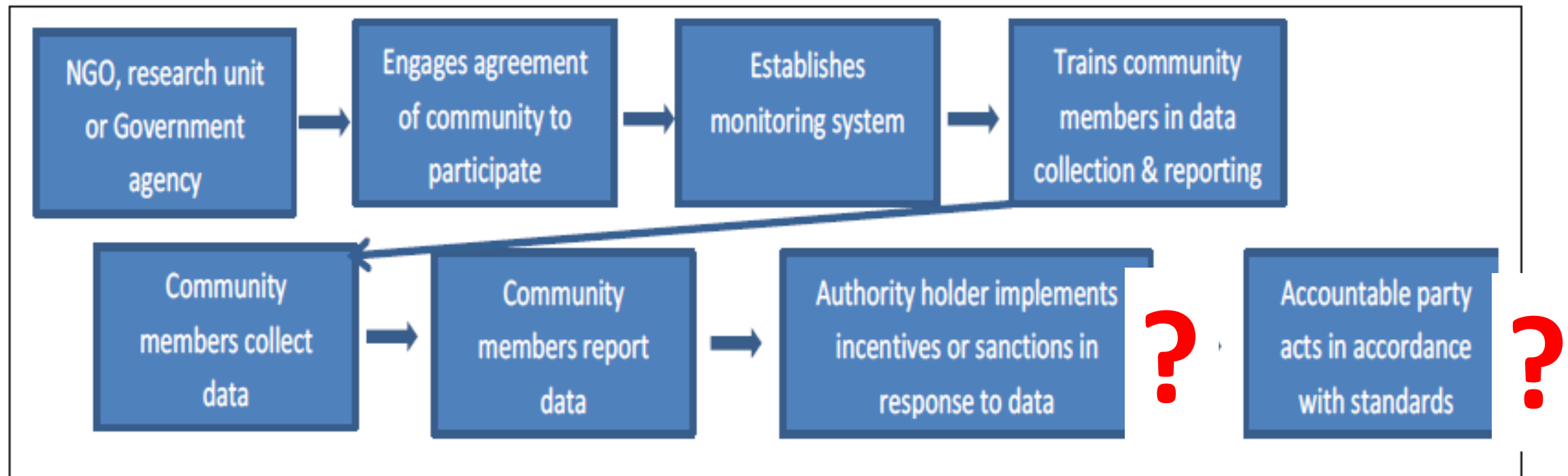
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All standardized schools monitored both teacher and pupil attendance



Theory of Change

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Behavioral Game

- Experiment to model decision-making and behavior
 - Voluntary Contributions Mechanism (VCM) (Cardenas & Jaramillo, 2007)
 - Measure willingness to invest in public good / collective action



Behavioral Game

- Dichotomous, one-shot simultaneous move game



5,000 shillings
Personal Account

5,000 shillings + 1,000 shillings
for every person that invests in
the School Account

1,000 shillings
School Account

1,000 shillings for every person
that invests in the School
Account



Behavioral Game

- Dichotomous, one-shot simultaneous move game



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Investment in the public good

School Account

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Collective Action

- **Participatory Scorecard** members were more likely to choose the **School Account**
 - Participatory version of the scorecard led to higher levels of collective action



Collective Action

- **Participatory Scorecard** members were more likely to choose the **School Account**
 - Participatory version of the scorecard led to higher levels of collective action
- “The key feature of the participatory approach was that it better engaged the community in a process of discussing school goals, constraints, and progress” (Barr et al., 2012)



Current Study



Focus on participatory scorecard

Potential for sustainability and scale



Current Study

- What does collective action mean in the Ugandan context?
 - How do different stakeholders perceive primary education and their roles and responsibilities?



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 - What are the mechanisms of impact?
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Current Study

- What does collective action mean in the Ugandan context?
 - How do different stakeholders perceive primary education and their roles and responsibilities? **QUALITATIVE STUDY**
- Can Elevate further investigate how the participatory scorecard program works? **PROCESS EVALUATION**
 - What are the mechanisms of impact?
 - For which schools and under what conditions does the program work?
- Will Elevate's implementation of the participatory scorecard intervention result in the same positive impacts on teacher attendance, pupil attendance, and test scores? **IMPACT ASSESSMENT**



Impact Assessment

- No impact on teacher or student attendance
 - Baseline, 75 percent of teachers were present at school
 - Endline, 88 percent of teachers were present at the school
- Decrease school dropout
 - Dropout rate in control schools: 9.84%
 - Dropout rate in treatment schools: 6.24%
- Decrease on school transfer
 - Transfer rate in control schools: 20%
 - Transfer rate in treatment schools: 16%
- Increase on teachers' likelihood of choosing the school account

CAUTION: Significant differences between original and present studies



Understanding Collective Action

Interview with School Management Committee Chairperson

“It emphasizes collective effort. One voice, one from parents, from the school administration, and even from the pupils themselves. . .

You come together and we identify some of the problems in the school.”



Understanding Collective Action

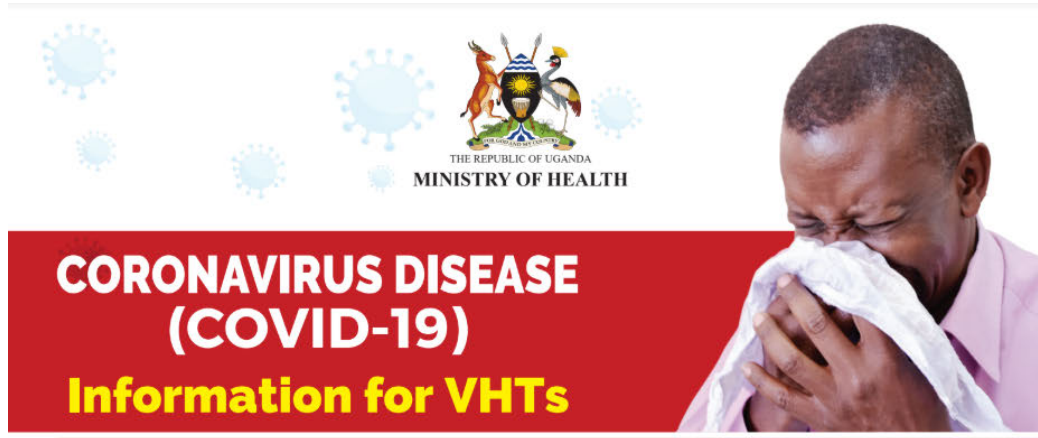
- Behavioral Game
 - Choice between personal account and school account
 - School account signals willingness to invest in the public good
- What was associated with choosing the school account?
 - Individuals who disagreed with the following statements were more likely to choose the school account
 - “Parents often blame teachers for problems at this school”
 - “The biggest problem in primary education here in Mukono is parents’ attitudes”



Understanding Collective Action

- Moving away from the blame game
- *“We are now united in solving the challenges, without figure-pointing to individuals”*
- *“The scorecard program came to bring parents, pupils, teachers and headteachers together to solve the problems of our school”*





**CORONAVIRUS DISEASE
(COVID-19)**
Information for VHTs

1. What is Coronavirus?

This is a new virus that causes a respiratory illness in people and animals and can spread from person-to-person through sneezing and coughing droplets. This virus has signs and symptoms similar to the common cold but is dangerous and if not reported early and managed by Health Workers it can cause severe illnesses in humans and can lead to death.

2. How is Coronavirus Disease (COVID-19) transmitted?



Person-to-person

It is spread from person-to-person through the droplets when an infected person who is within 2 metres



Contact with contaminated surfaces or objects

It is also possible that a person can get Coronavirus by touching a surface or object that has the virus on it and then touches their

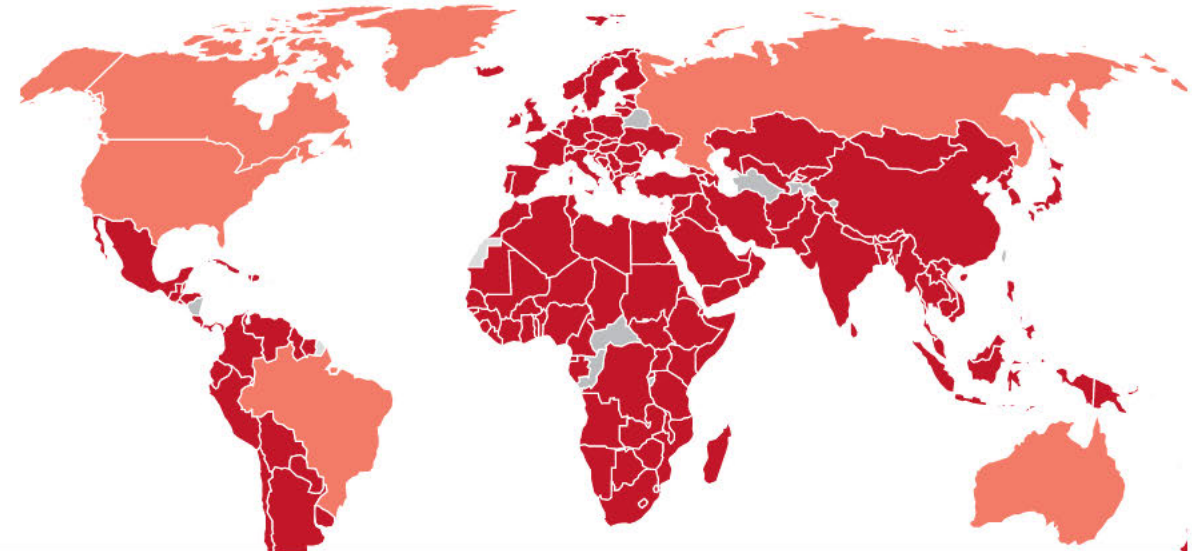
Coronavirus school closures worldwide

PUBLISHED MARCH 18, 2020 | LAST UPDATED: MARCH 31, 2020, 8:00 A.M. GMT

As the number of confirmed COVID-19 cases continues to rise, **191 countries and regions** have declared or implemented nationwide or localized shutdowns of educational institutions.

Countries and regions closing schools and universities

All schools Some schools No policy announced

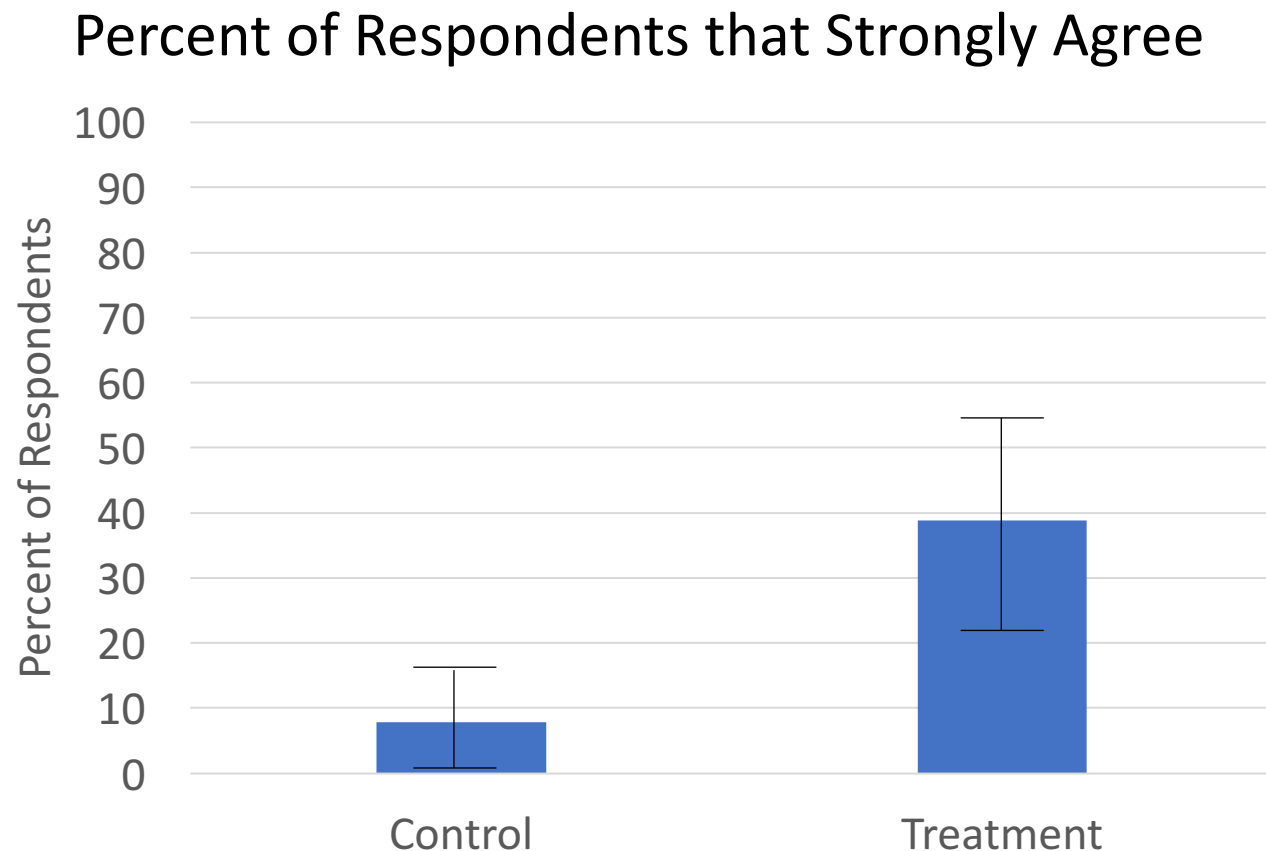


Coronavirus study

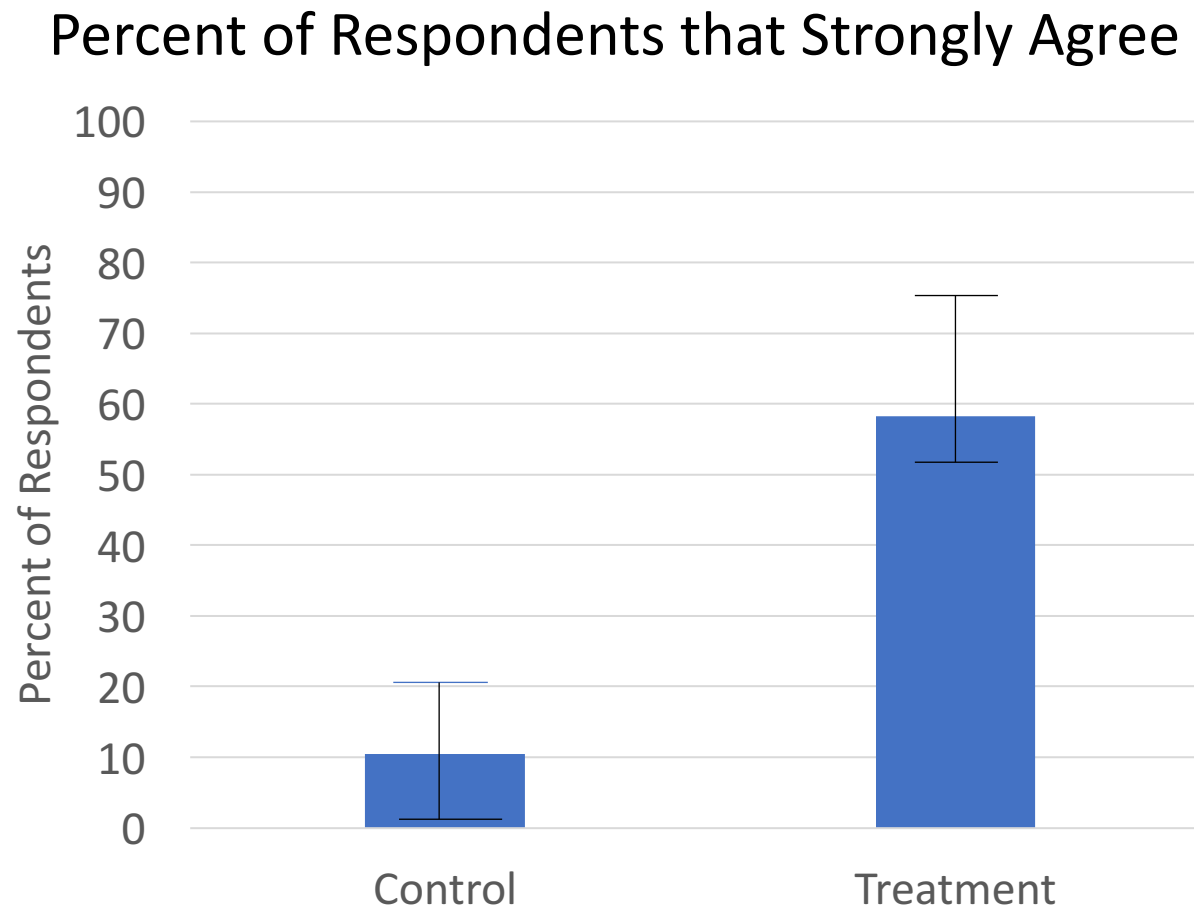
- Phone survey with headteachers
 - Understanding of coronavirus, response to school closures, feelings towards crisis
- Asked a series of questions
 - Strongly Agree, Agree, Neither, Disagree, Strongly Disagree



If I were to talk to members of my community about the coronavirus, they will trust me and believe what I have to say



I believe as a headteacher in this community I have a special role to play in a situation like this



Conclusions

- Community monitoring interventions can improve educational outcomes
 - In order to move towards sustainability and scale, need to better understand underlying mechanisms of impact
- Participatory process aligns different stakeholders towards shared goal
 - Moving away from blaming / finger-pointing
 - Important narrative in Ugandan Primary Education policy
- Community monitoring interventions and aligning stakeholders could help to develop more resilient education systems



Elevate: Partners in Education

<https://elevateeducation.org/>

[Working Paper](#)



Thank you!

