Pilot Evaluation: Nepal Community School Support Project

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Political-Economy of Devolution

- Long history of community managed schools
- Nationalization of schools in 1972
- ‘Government Failure’/Civil-War
- Initiative to ‘hand over’ schools back to communities (2001)
- Community School Support Project (June 2003 Board Approval Date)

Project Intervention

- Community expresses desire to take over management of school
- One-time Incentive grant ($1,500)
- Surge of take-overs in first year/Followed by slower steady-state
- 4,000 Primary schools (18%) currently managed by community

Why Evaluate

- The Community-Train has already left the station …
- Knowledge Generation and Learning
- Information that might help communities
- Explore for other complementary role of the state besides financing
- Patience …

What to Evaluate

- What is the impact of the change in school management on:
  - School Governance and Accountability
  - School Enrollment and Quality
- What metrics to use to assess impact:
  - Teacher Absenteeism
  - Financial Management
  - Enrollment, Retention, Inclusion
  - Quality of Learning

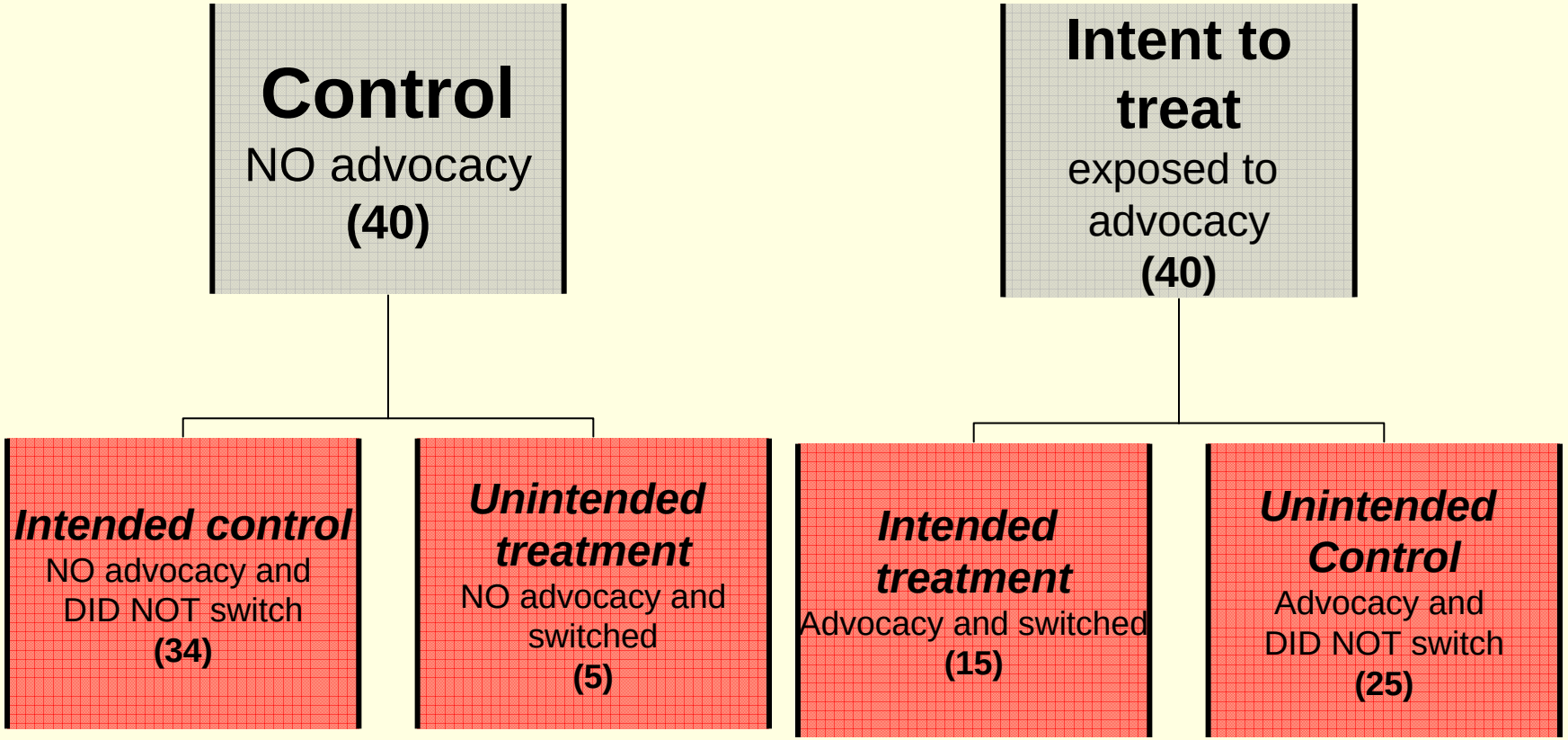
How to Evaluate

- Tracer studies; Qualitative studies; etc
- Focus on ‘Causal Impact’
  - NGO Social Mobilization as ‘Instrument’
  - Government vs.. Community Management
  - School Report Cards
  - Support from School Network

Impact Evaluation Design

- Pilot in 80 schools and their communities from six districts in the country
- Two-stage stratified random sampling
- 40 randomly “treated” with NGO advocacy
- Pilot Baseline survey fielded in December 2005-February 2006
- Advocacy conducted in June-September 2006
- Pilot Follow-up/Baseline August – November 2007

Pilot Design and Realization



Note: one school switched to CBM before advocacy and was excluded from analysis

Sample Size (pilot)

BASELINE

- 6 districts, 80 school communities
- Child Census: 12K HHs (76K roster), 20K kids from 5-14 age group
- Curriculum-based Child Test (math and Nepali):
  - 2400 kids of 5-14 age group, in and out of school
  - 10% out-of-school, 10% private, 80% public
  - Detailed HH information from these ~2400 HHs
- TIMMS-type Child Test (Math and Science)
  - 1300 students in grade 5 from 65 schools
  - Facts, Concepts, reasoning, problem solving
  - Two tests of 20 multiple choice items (1 hour altogether)
- 80 Head-teachers, 400 teachers and 360 tests
- 80 schools, 400 grades/classrooms, 80 classroom teaching observations
- 160 community members

FOLLOW UP

- 6 districts, 80 school communities
- Child Census: 11K HHs (67K roster), 20K kids from 6-16 age group
- Curriculum-based Child Test (math and Nepali):
  - 2,458 kids (didn't match other details from the data☹
- TIMMS-type Child Test (Math and Science)
  - 1,562 students in grade 5 from 70 schools
  - 3 sets of tests
- 80 Head-teachers, 478 teachers
- 154 class observations of Math and Nepali
- 159 community members

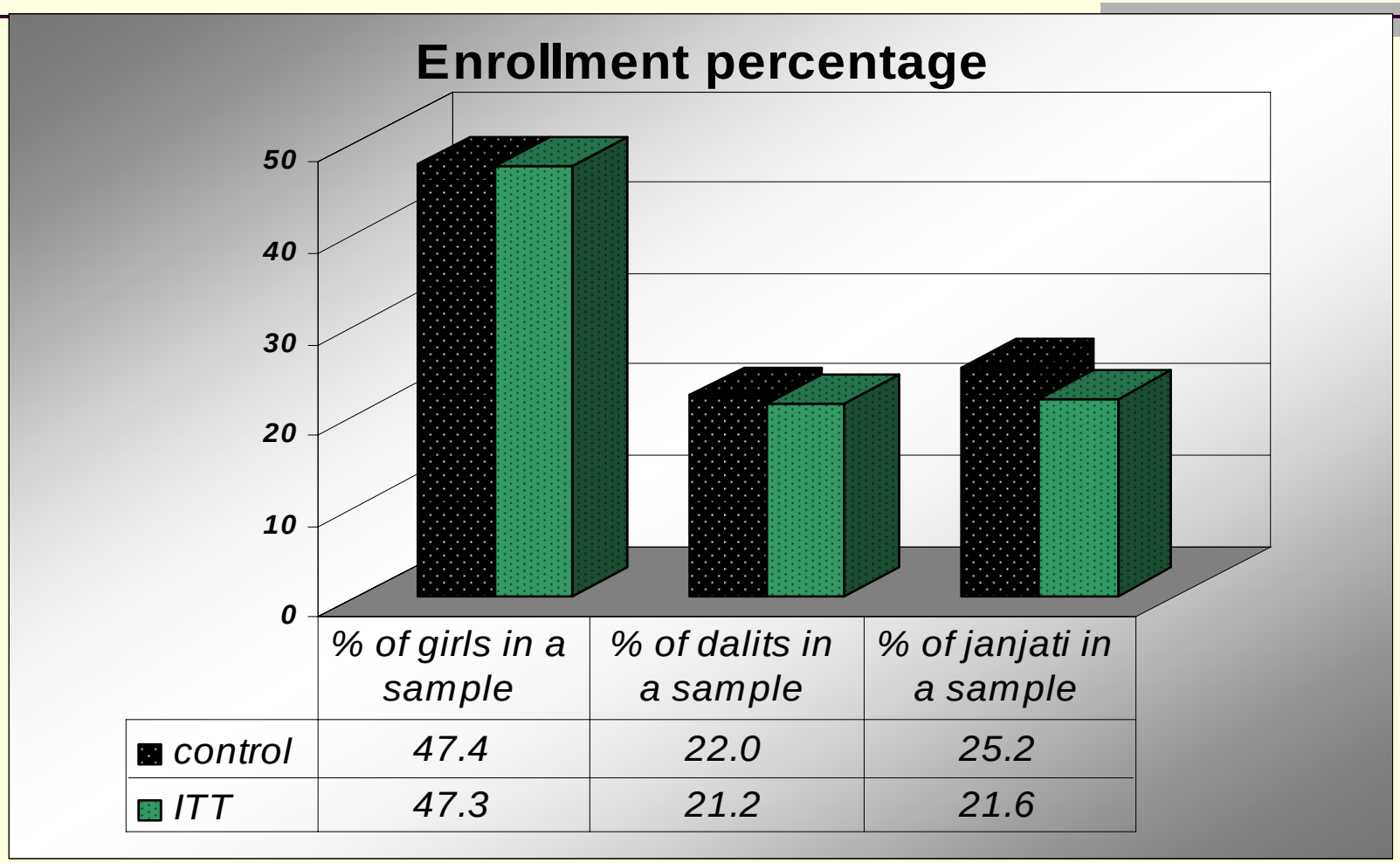
Detailed Baseline

- **220 Schools/Communities in 16 districts**
- **August 2007-November 2007**
- **Household/Child Census: 29,241**
- **Child Achievement Tests: 6,769 (Anthropometric data collected)**
- **Teacher Competency Tests: 801**
- **Grade 5 TIMSS-type Tests: 4,104**
- **Class-room Observation Modules: 439**

Pilot Baseline Well-Balanced

- No statistical difference between Control and Treatment Group for a vector of variables (e.g.):
  - Enrollment (also Composition), Dropout
  - Management of School Accounts
  - School Infrastructure
  - Learning Levels

Baseline characteristics: Enrollment



Total Enrollment (grade1-5): control – 8, 281, ITT – 7,488 students

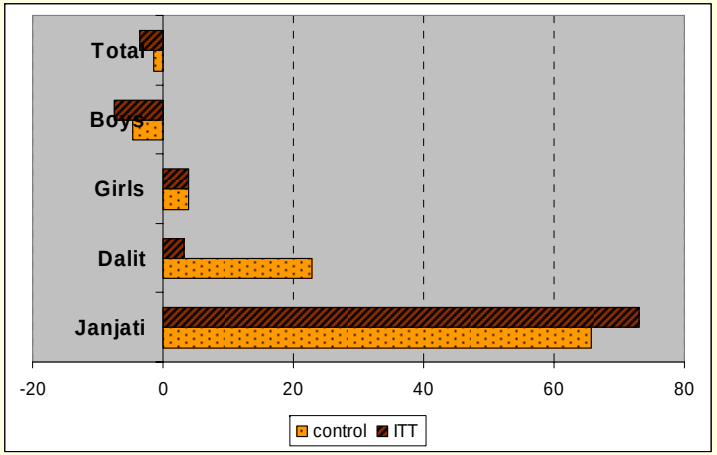
NOTE: NO statistical difference between Control and ITT enrollments

Baseline vs.. Follow up: Enrollment and Transition

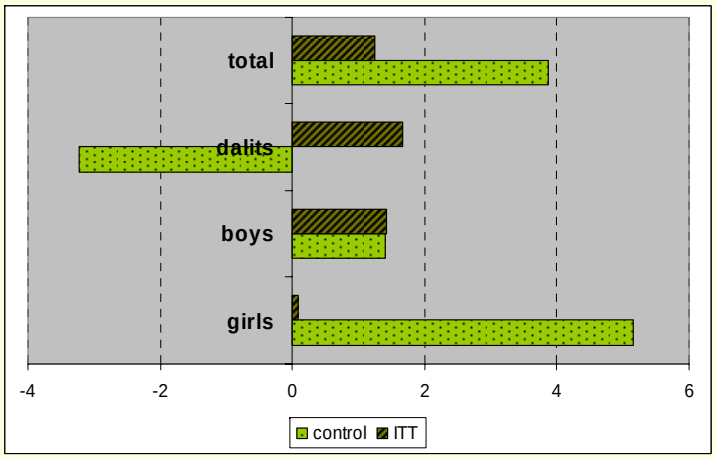
% point diff in attrition (grade 2/ grade1) between follow up and baseline

	control	***ITT***
all	24.2	21.7
boys	20.1	16.1
girls	30.6	30.4
dalits	21.9	23.1
janjati	15.1	55.3

% diff in enrollment



% point diff in dropout rate (grade1)



NOTE: differences are coming up in intended treatment group vs. other groups: intended treatment schools have better performance indicators

Note: numbers are reported as average per school differences

Baseline vs. Follow up: Processes

Parents support: % of schools that got following support

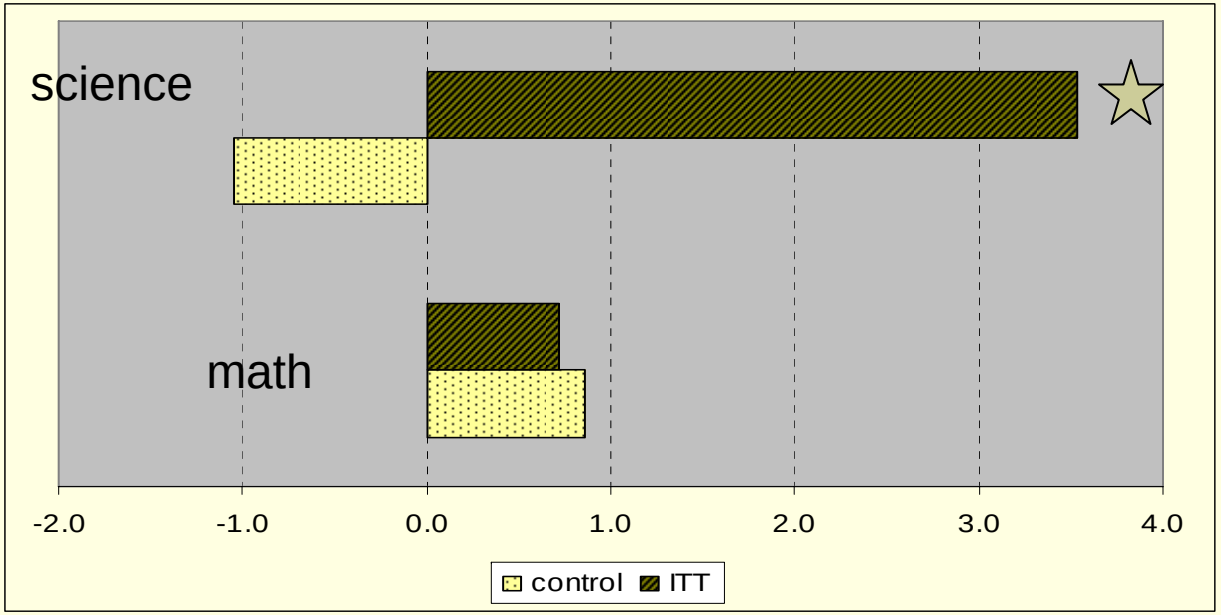
	Material for construction or other uses for the school		Allowed use of personal facilities or land for school purposes		Cash contributions for special projects other than school fees	
	Baseline	Follow up	Baseline	Follow up	Baseline	Follow up
C1: intended control	20.6	17.6	5.9	11.8	17.6	5.9
T2: unintended treatment	20.0	40.0	20.0	20.0	20.0	60.0
C2: unintended control	25.0	33.3	4.0	16.0	20.8	8.3
T1: intended treatment	20.0	33.3	0.0	20.0	15.4	23.1

Baseline vs. Follow up: Processes (cont.)

	In your experience as headmaster have you had a case that a teacher has been issued a verbal warning?			
	Baseline	Follow up		
C1: intended control	62.5	56.3		
T2: unintended treatment	60.0	60.0		
C2: unintended control	58.3	58.3		
T1: intended treatment	40.0	60.0		

Note: in their experience head masters almost never witnessed radical measures (dismissal, suspension, transfer, etc) taken against a teacher in their school

Baseline vs.. Follow up: Student Performance (TIMSS)



Percentage point difference in avg % of students that answered all questions correctly between follow-up and baseline

DD Regressions tell same story

- First Difference Regressions (w/wo covariates) indicate that only Significant Impact of CS is on:
  - Increasing TIMSS-based Science Test Scores

Next Steps

- More analysis to be done from Pilot Baseline
- Much more analysis from Detailed Baseline
- Dissemination of Information
- Peer-to-Peer Networks
- Other things to look at ? (social audits)