

Interventions and Learning outcomes

Comments on Isaac Mbiti's Presentation:

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PART A

An institutional *Context* that is conducive to *Children's Learning: Its Elements*

- 1). Teaching at the right level (necessary but not sufficient).
 - 2). Parents' enrollment of pupils at the right age; (as soon as ready to learn -- (not too early or late).
 - 3). Payment of teachers on time (Tessa Bold et al., AERC SDI Project) to avoid their school absence.
- This context should structure smooth interaction between, *pupils, teachers, parents* and ***school management*** – fostering *continuous learning*.

The Context should be established at all LEVELS of the School System by **School Managements**

- ❑ However, it is easily established at the Primary Level (PL), where the children's learning needs are straight forward to identify.
- ❑ **PL** is the foundation for learning.
- ❑ School Mgt should ensure the 3 elements of the CONTEXT are present at this level.

*No child should be bypassed by the
Opportunity to Learn fully.*

- To minimize this risk, the 3 elements should also be established in schools for children with special needs.
- However, school Managements in these schools will need more resources to do this.
- ❑ The Learning Production Functions (LPF) for kids in these schools are *generally* Leontief (learning inputs are combined in fixed proportions).
- An example: Each blind child needs a braille & a teacher: unlike a book, it cannot be shared.

Part B

Comments on some key literature

- (1). Julie Buhl-Wiggers, *et al.*, 2022, “Some children left behind: Variation in the effects of an educational intervention”, *Journal of Econometrics*, May 2022: **Northern Uganda Learning Program (NULP)**.
- Program was effective in raising learning outcomes but not for every child.
 - This is due to heterogeneity of kids’ learning abilities due to unobservable factors.
- Why are the controls for moderators so many and the program was randomized?

Part B...

(2) Cristian Pop-Eleches and Miguel Urquiola (2011)
“Going to a Better School: Effects and Behavioral Responses”,
AER, March 2011.

- Better school improves learning outcomes.
 - But can also bring about behavioral responses on the part of parents, children and teachers:
 - *P_ may reduce effort into kids' learning => (due to better scores).*
 - *C_ can be discouraged => (due to new challenges).*
 - *T_ can be reallocated to better streams => (to attract pupils).*
- Behavioral responses can shift EPF up or down for a given set of inputs, complicating results interpretation.
- Is this likely to be an issue in the proposed study?

Part C

(3) Comments on presented material

-- Comments to be made on the floor, if necessary.

==THANK YOU VERY MUCH==

Acknowledgement:

I'm most grateful for a very valuable assistance that I received when formulating this response during lunch time yesterday (13.3.2024).

Thank you very much.