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# **USAID Mozambique Presentation for the Global Education Summit on Cost Effectiveness**

**November, 2015**



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# **USAID Education Strategy (Feb, 2011)**

**Goal 1 – Improved reading skills for 100 million children in primary grades by 2015**

1.1 Improved reading instruction

1.2 Improved reading delivery systems

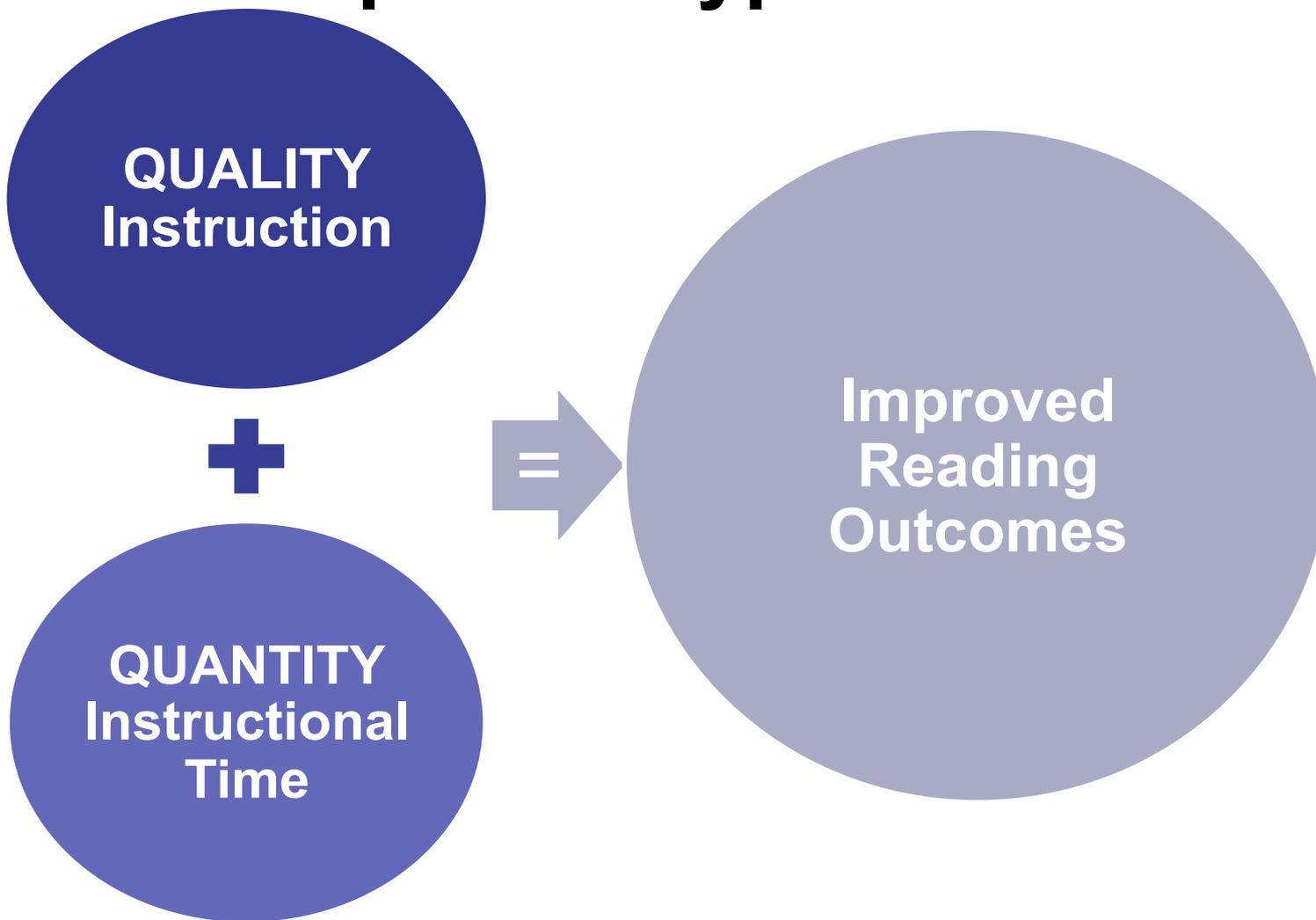
1.3 Greater engagement, accountability and transparency by communities and the public



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# Development Hypothesis





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# Why Cost Effectiveness?

- Evidence-based investment GRM
- Cost effective interventions (dialogue)
- Inform scale up decision
- Inform future design (USAID)
- Ignite wider interest on EGR (evidence)
  - Learning crisis
- Sustainability (GRM and donors)
  - Sector funding



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# What was done?

- Determine cost
  - Per Treatment, student/year
  - Per teacher, class/year
  - Per school per year
- Gains Treatment over Control (2<sup>nd</sup> and 3<sup>rd</sup> grades)
- Unit costs 3<sup>rd</sup> grade Full and Medium
- Sustainability
  - School level resources



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# Findings

**Per treatment, per student, per year**

Medium US\$ 10.58      Full US\$ 13.33

**Per teacher/class per year**

Medium US\$ 566.55      Full US\$710.33

**Per school per year**

Medium US\$ 3,942.60      Full US\$ 5,062.19



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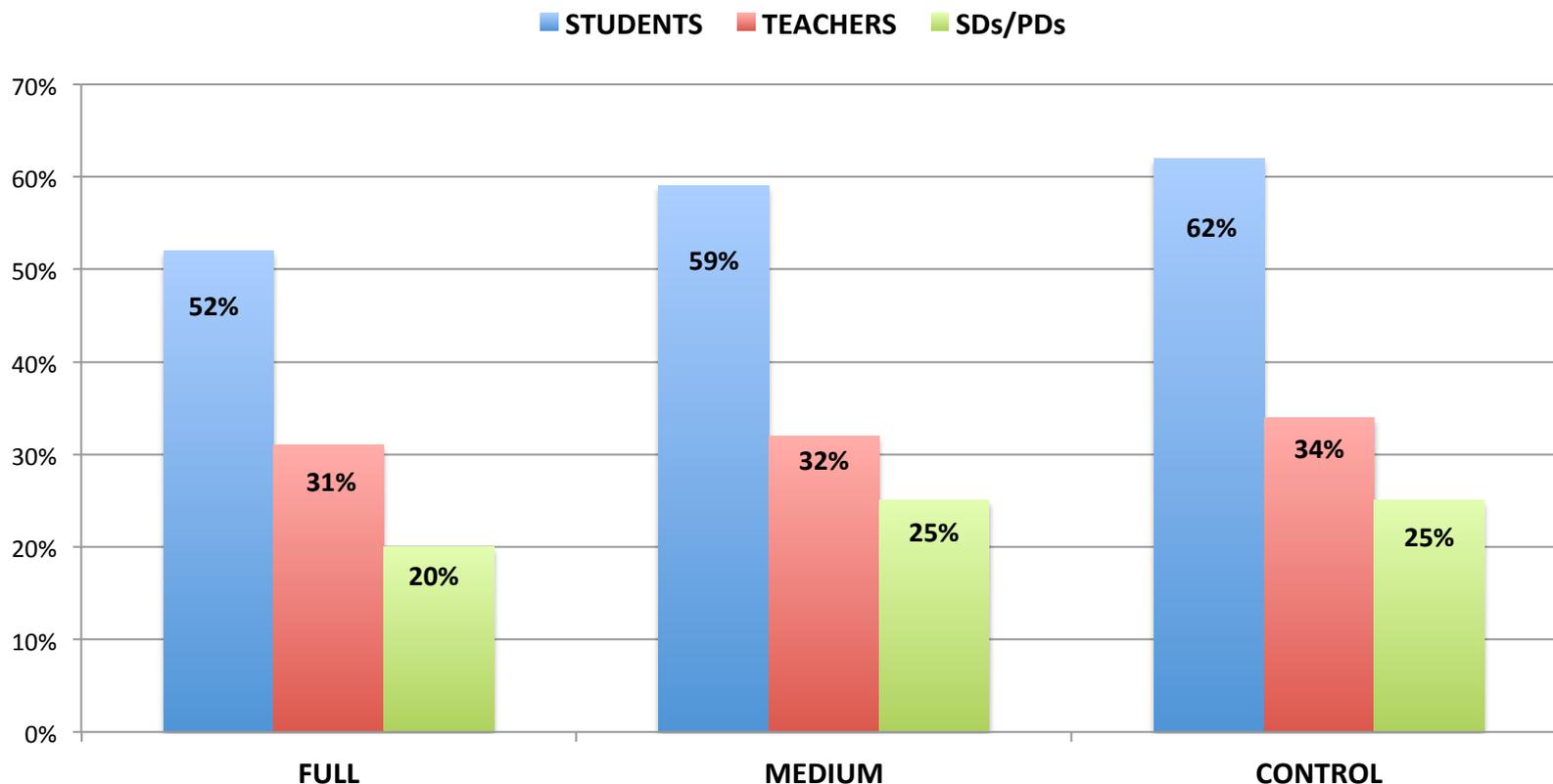
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## Findings (Cont)

**The Full treatment is more cost-effective than the Medium alternative in spite of the additional cost of US\$2.75 per student per year  
(26% over the cost of Medium)**



## Lessons: Absentee rates of students, teachers and SDs and PDs Main Challenge





## Impact on policy makers and sector Dialogue

- Evidence based approaches
- Focus on EGRA and Learning outcomes
- Reduce gaps btw boys/girls
- Growing interest on ApaL approach
- GRM strengthening systems based on ApaL
- Increased collaborating with donors
- Rethinking school management



## THANK YOU FOR LISTENING

