



Fidelity, compliance, take-up, and attrition

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June 12, 2025

GOAL

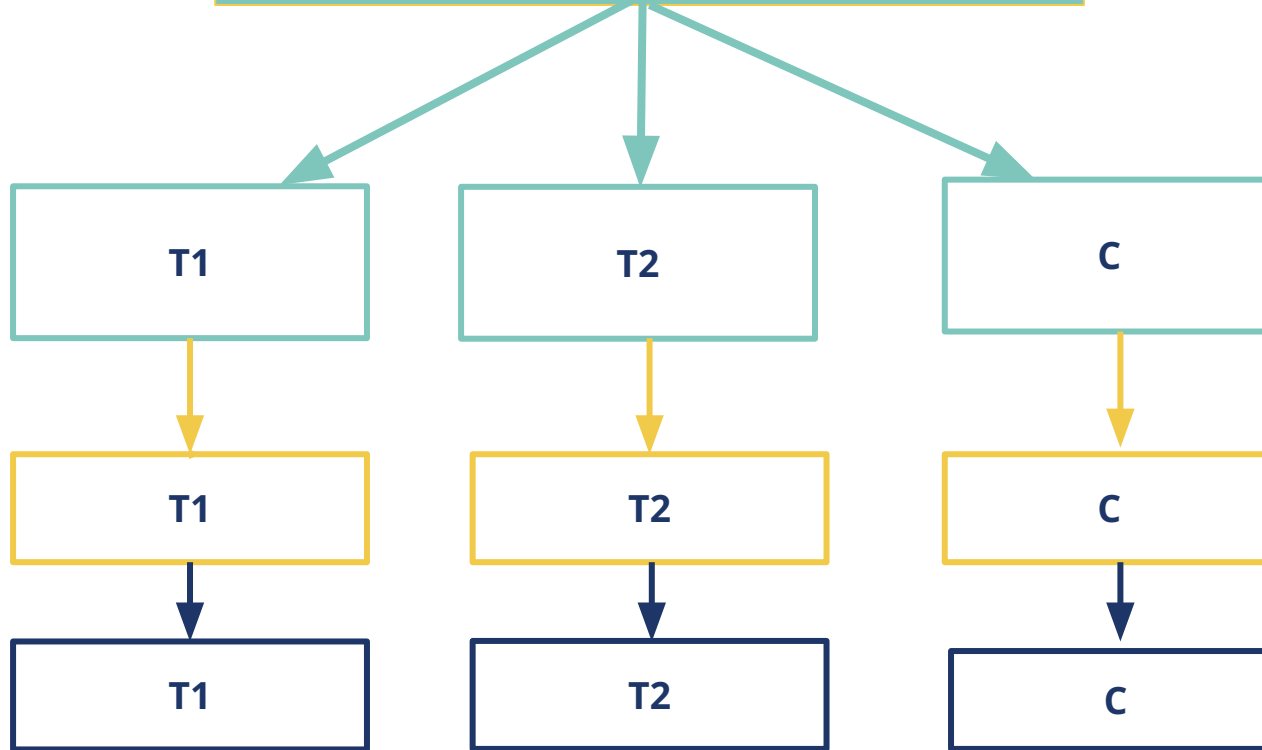
**Revisit and distinguish among
these different concepts**



SAMPLING



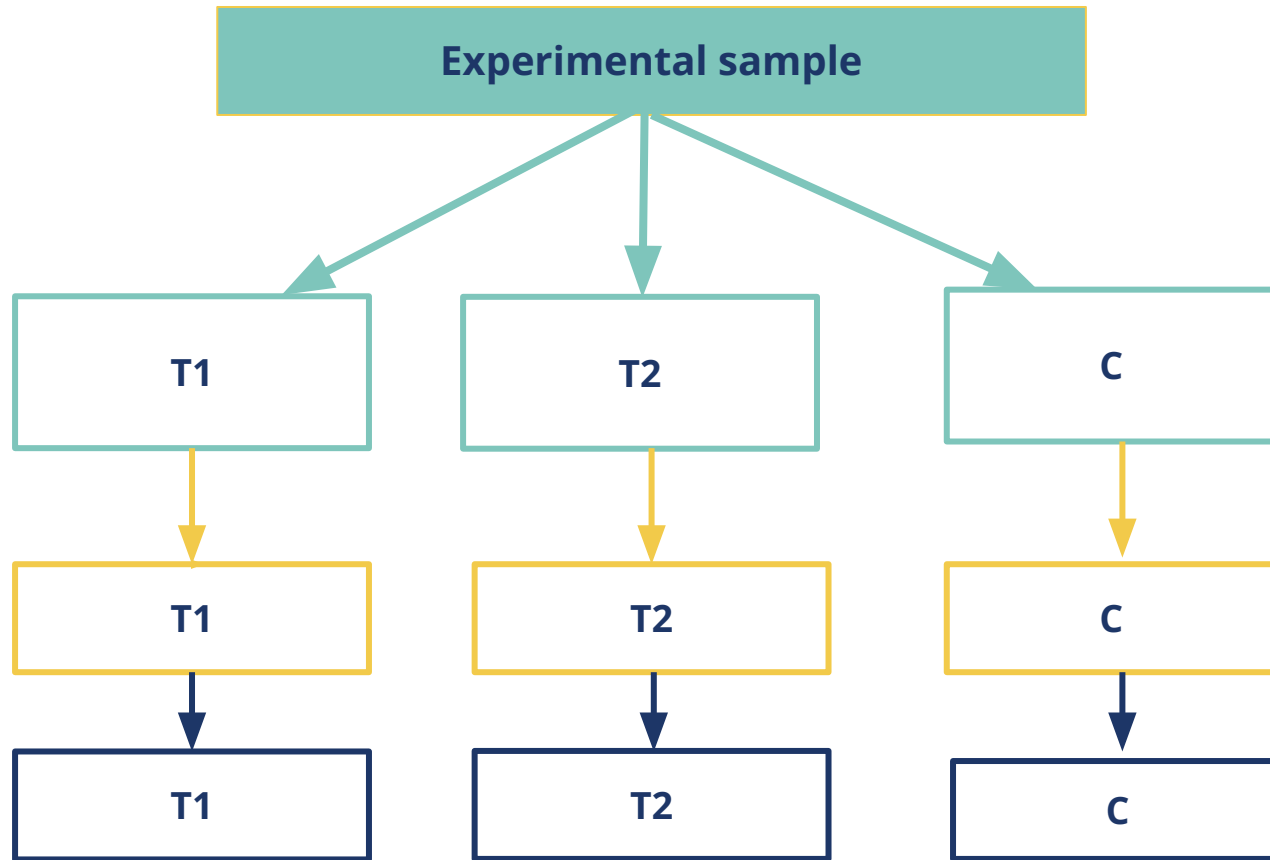
Experimental sample



**Analytical
sample at
baseline**

**Analytical
sample
endline**

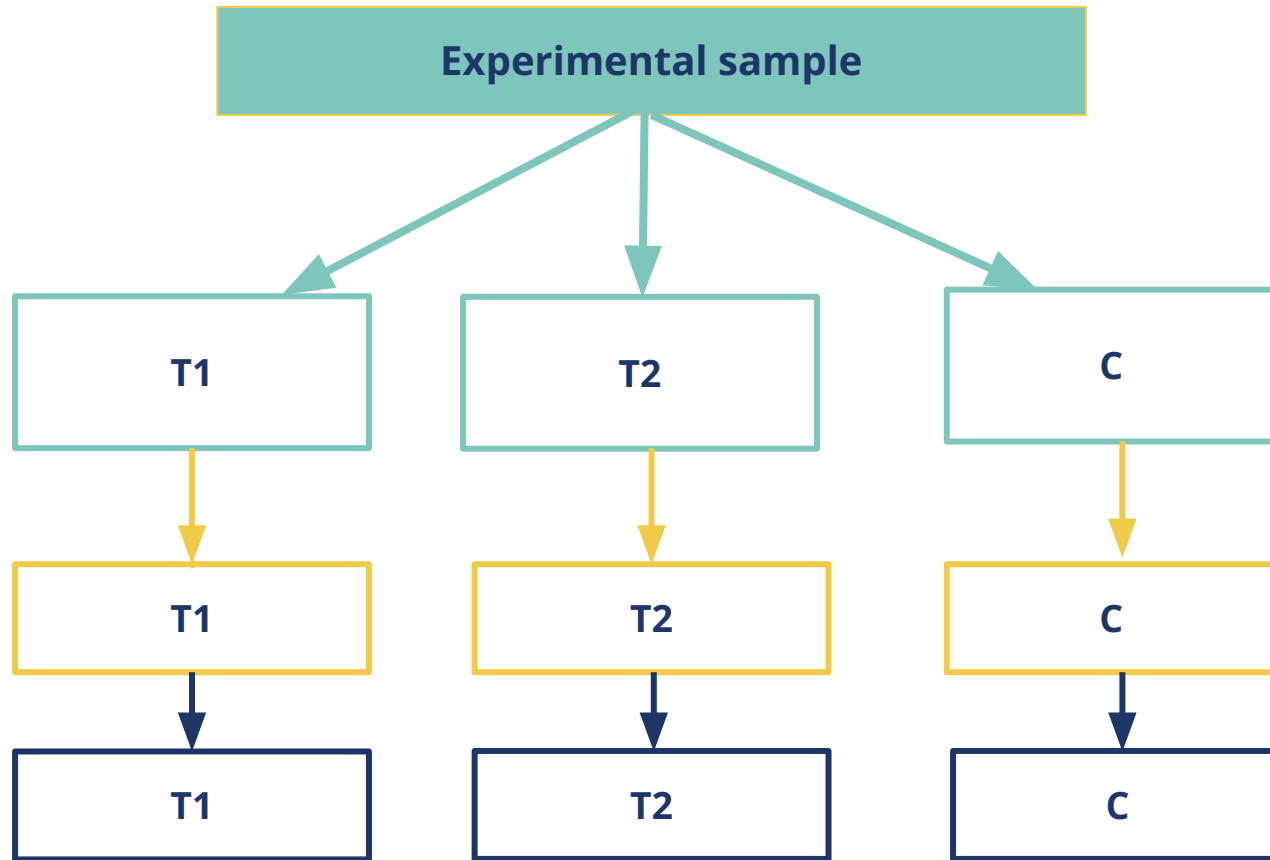
Compliance is about this assignment



**Analytical
sample at
baseline**

**Analytical
sample
endline**

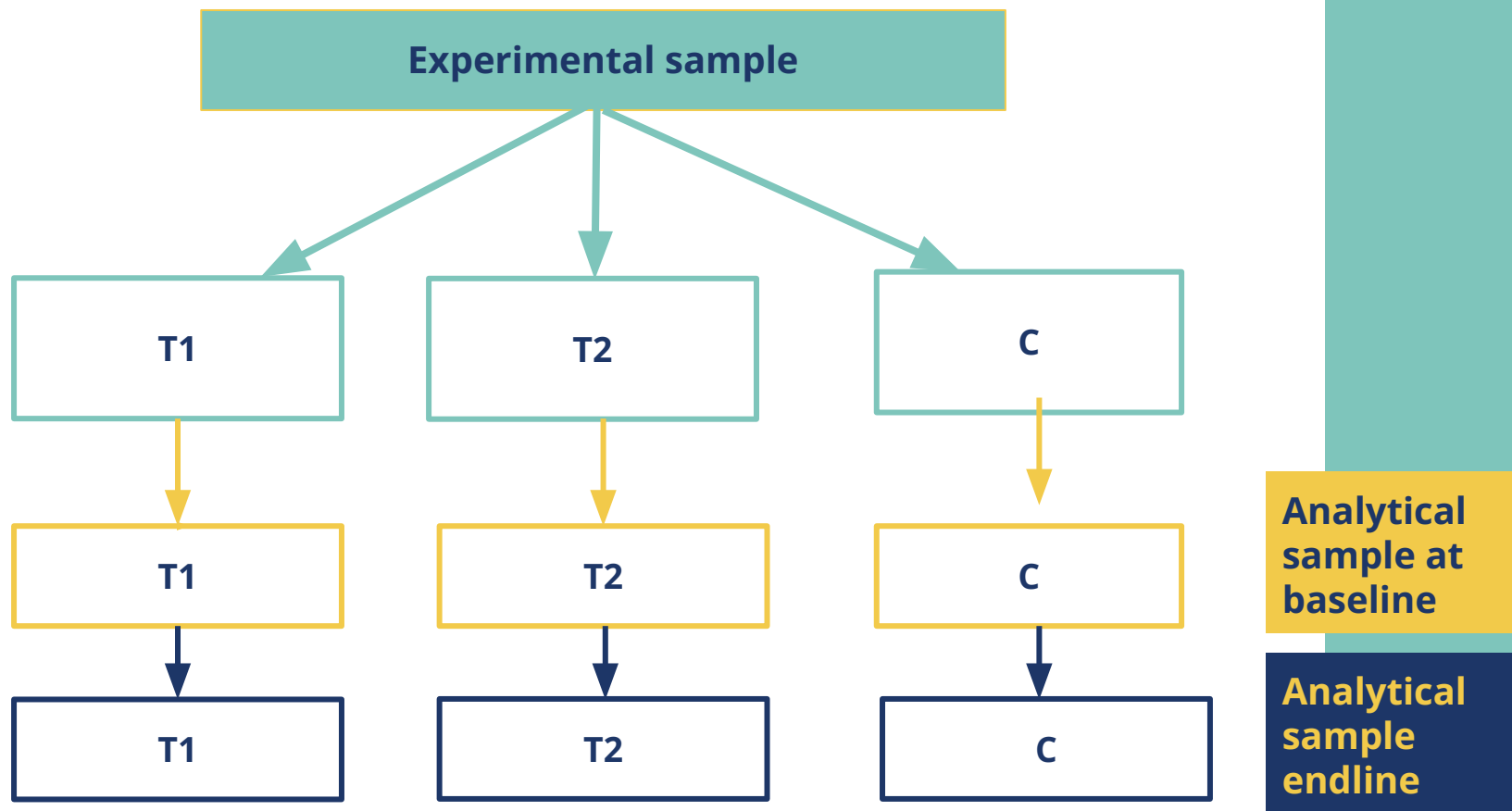
Attrition is about this mapping



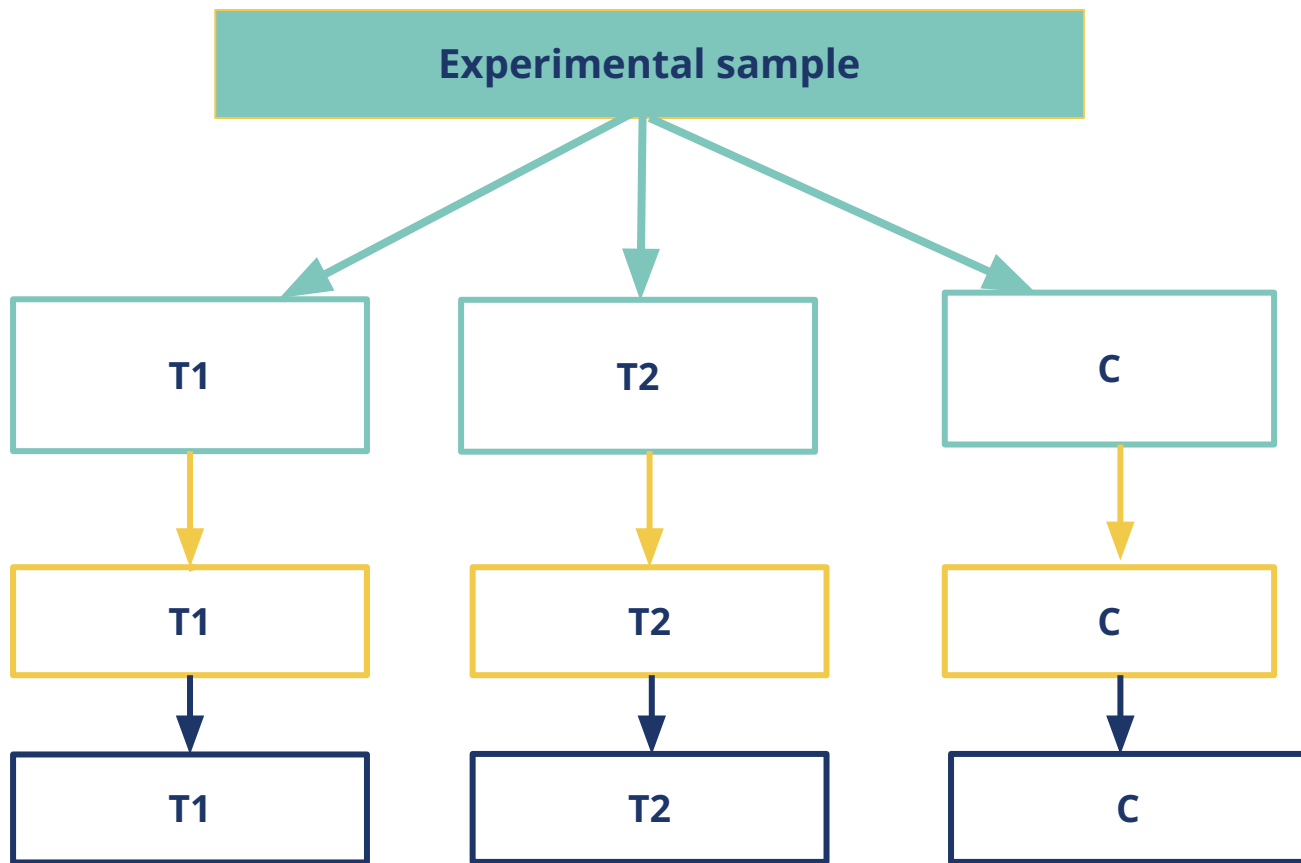
**Analytical
sample at
baseline**

**Analytical
sample
endline**

What about implementation fidelity?



Implementation fidelity is not here.



**Analytical
sample at
baseline**

**Analytical
sample
endline**

Implementation fidelity

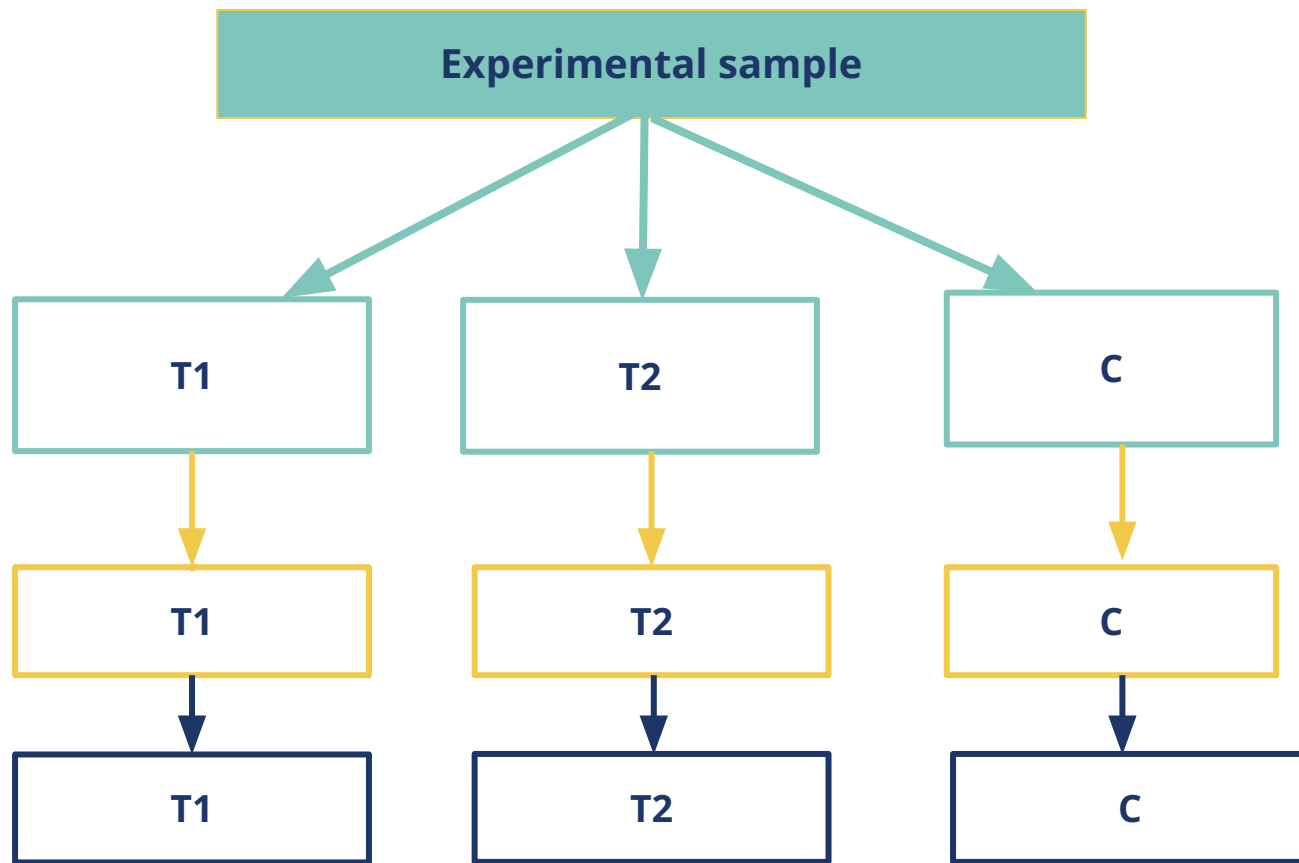
This is about how well the implementation an intervention followed the protocol for the intervention, not for the experiment.

Did social workers make the planned weekly visits, or did they only visit once a month?

Did the training center host 20 sessions, or did they just do 7 sessions?



What about take-up?



**Analytical
sample at
baseline**

**Analytical
sample
endline**

Compliance

There was lack of adherence to randomization protocol.

Example

Some children in the control group were offered the scholarship that was supposed to be randomized.

Take-up

Adherence might be fine but units may not want what was offered

Example

Some children offered the scholarship just don't want it.

Sometimes take-up issues presented as non-compliance.

What do we see here?

Offered
scholarships for
Bridge schools

Can Education be Standardized? Evidence from Kenya

Guthrie Gray-Lobe* Anthony Keats[†] Michael Kremer[‡] Isaac Mbiti[§]
Owen Ozier[¶]

Working Paper

This version: September 16, 2022

We examine the impact of enrolling in schools that employ a highly-standardized approach to education, using random variation from a large nationwide scholarship program. Bridge International Academies not only delivers highly detailed lesson guides to teachers using tablet computers, it also standardizes systems for daily teacher monitoring and feedback, school construction, and financial management. At the time of the study, Bridge operated over 400 private schools serving more than 100,000 pupils. It hired teachers with less formal education and experience than public school teachers, paid them less, and had more working hours per week. Enrolling at Bridge for two years increased test scores by 0.89 additional equivalent years of schooling (EYS) for primary school pupils and by 1.48 EYS for pre-primary pupils. These effects exceed the 90th percentile of studies examined by [Evans and Yuan \(2020\)](#) and the 99th percentile of treatment effects of large sample studies reviewed in the same study. Enrolling at Bridge reduced both dispersion in test scores and grade repetition. Test score results do not seem to be driven by rote memorization or by the income effects of the scholarship.

What do we see here?

Offered
scholarships for
Bridge schools

Enrollment
suggests take-up
was not 100%

	P _{main}	
	Non-recipient mean (1)	Coef. (2)
<i>Panel A: Enrollment in year 2 (2017)</i>		
Bridge	0.166	0.353*** (0.013)
Public	0.733	-0.316*** (0.014)
Private	0.093	-0.036*** (0.008)
Unenrolled	0.008	-0.002 (0.003)

Putting everything together

Compliance

Adherence to planned assignment to arms

Implementation fidelity

Adherence to planned implementation of the intervention

Take-up

Take-up of offered services or product

Attrition

Sample loss across rounds

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Thank you
for listening



Impact Data and Evidence Aggregation Library