



Results in Education for All Children (REACH) Annual Report 2016



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BULLETIN BOARD

Child in white shirt and dark pants walking on the path.

Two children in white shirts leaning on the railing.

Child in white shirt and blue checkered skirt standing near the door.

Child in white shirt and blue checkered skirt standing near the door.

Results in Education for All Children (REACH) Annual Report 2016

This Annual Report tracks progress made by the Results in Education for All Children (REACH) initiative during 2016. The report outlines contributions to building the knowledge base around results-based financing (RBF) and developing operational expertise and capacity among World Bank Group (WBG) Education staff and country clients in applying RBF approaches.

REACH's mission is to support efforts toward more and better education services, especially to those most excluded, by helping country systems focus more sharply on results. In line with the WBG's [Education Strategy 2020](#), REACH supports the institution's efforts to build evidence on what works for a systems approach to education reforms and investments. It complements the WBG's Systems Approach for Better Education Results (SABER) diagnostic and benchmarking platform and its growing portfolio of RBF operations in the education sector.

To achieve these goals, REACH has established three primary pillars of activities:

- **Country Program Grants (CPG)** — REACH provides larger financing to RBF schemes that strengthen country systems in specific [IDA](#)¹ countries;
- **Knowledge, Learning and Innovation (KLI) Grants** — REACH provides smaller financing to RBF schemes in IDA and [IBRD](#)² countries that will contribute to the global evidence base; and
- **Capacity-Building and Learning around RBF** — REACH also organizes capacity building and learning events, maintains a website on global knowledge in RBF and provides just-in-time support to WBG teams and clients on projects with RBF components.

Demand from WBG teams and country clients alike to better understand RBF and its applications in various contexts is high and growing. Both staff and country clients are keen to use RBF to center policy dialogue on results. REACH has been able to offer concrete support to WBG teams and country clients by providing funding and technical assistance to help countries raise the bar toward better education quality, and reaching highly vulnerable children still excluded from education systems.

¹ The International Development Association (IDA) is the part of the World Bank that helps the world's poorest countries by providing loans (called "credits") and grants for programs that boost economic growth, reduce inequalities, and improve people's living conditions. IDA countries are low income countries which qualify for IDA assistance.

² The International Bank for Reconstruction and Development (IBRD) is the original World Bank institution. It provides loans and other assistance primarily to middle income countries. IBRD countries are middle income countries which qualify for IBRD assistance.

The Road to Results-Based Financing: Achievements so Far

In 2016, REACH received additional investments from the Government of Norway and the United States Agency for International Development with sustained support from the German Federal Ministry for Economic Cooperation and Development.

To date, REACH has achieved the following:

- Financing of 20 RBF activities in 16 countries that cover 5 SABER policy domains (see Figure 1).
- Generating knowledge around RBF by organizing nine formal learning events with over 250 participants, and publishing on various RBF-related topics through web and social media.

REACH funds RBF activities through large country program grants in Nepal and Lebanon and through several smaller activities under the KLI Grants. While the CPGs leverage more money, KLIs are also embedded in WBG projects. This strategic

investment in a series of smaller activities has allowed REACH to quickly identify patterns of research around the world, and to build relationships with those working on RBF both inside and outside of the WBG.

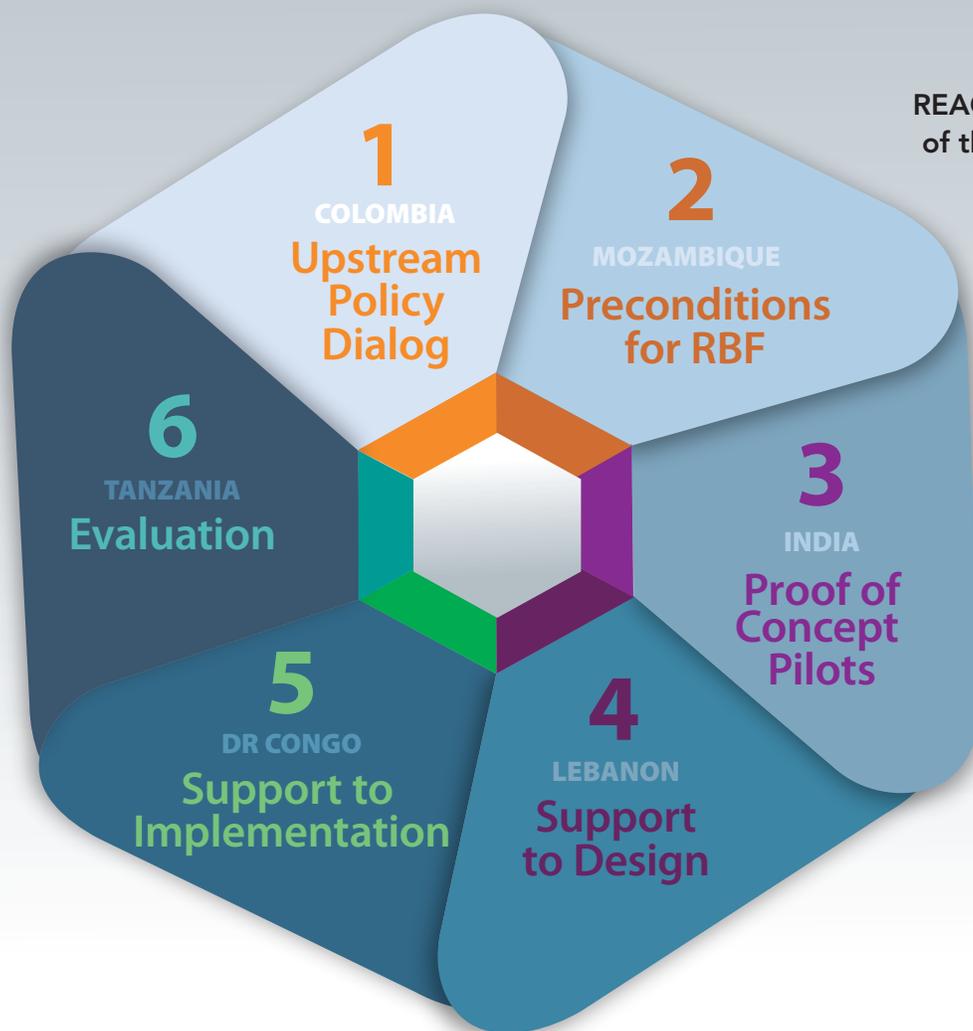
REACH only supports activities that receive client government support and have the potential to be scaled up; ensuring that funds invested will pave the way for long-term systemic change.

In addition to funding, REACH provides expertise and advisory services, either from in-house experience, or by connecting those seeking technical support with leading global experts. This has been facilitated through learning events, just-in-time support, and informal networking with task team leaders at the WBG and the Global Partnership for Education (GPE). The support to teams in generating knowledge and evidence and advising clients extends to every stage of the policy process, as illustrated in Figure 2.

FIGURE 1:
Countries Receiving
KLI and CPG Grants



FIGURE 2:
REACH at Every Step
of the Policy Process



Results-Based Financing: The Path Ahead

REACH enters its third year of operations with much momentum. Having solidified the conceptual basis, consolidated the team, and established the trust fund as the leading operational platform for results-based financing in education, the path ahead consists of targeting specific RBF sub-topics for knowledge generation, distilling and disseminating knowledge, and setting up enabling conditions for going to scale.

Targeting specific areas to grow RBF evidence base:

1. **KLI Round 4:** In contrast to the open KLI calls in Rounds 1 and 2, and the single thematic focus of Round 3 (REACH for

Reading), KLI call Round 4 seeks to narrow the scope within RBF. Some topics under consideration are performance-oriented school grants, teacher policies/incentives (including monetary and non-monetary), and proxies for learning indicators that are suitable for RBF.

2. **REACH for Reading (KLI Round 3):**

Using RBF to fix the broken supply chains of books will continue to be a REACH focus in 2017. In addition to selecting the finalists under the first call, which focuses on underserved languages, REACH expects to launch a second REACH for Reading call later in 2017.

Distilling and disseminating knowledge:

- **Products from KLI Round 1:** Beginning in April 2017, the deliverables from the first round of KLI grants will be completed. These will mainly consist of policy notes and other short deliverables ready for consumption by a broader audience. In addition, REACH will set up a series of public dissemination events to feature products (potentially by topic) as they become available.
- **The KLI Compendium:** Working from the products and knowledge garnered from Round 1, REACH will prepare a KLI Compendium on RBF that organizes lessons learned. Given that the KLI grants have supported RBF activities at each stage of the policy formulation process, the Compendium's structure will likely mimic that process, from upstream policy dialogue to evaluation (see Figure 2).
- **Learning and training:** Building on the successes and the positive brand associated with REACH's learning and training activities to date, some highlights for 2017 will be RBF on Trial during Human Development (HD)

Week (which will bring together over 800 WBG staff working in Education, Health and Social Protection & Labor), and the next *'It's Debatable'* on teacher incentives (co-sponsored with the Africa Chief Economist Office's *'Smackdown'* program). (See the *Spreading the Word* section for more details).

Enabling conditions to take RBF to scale:

- **Partnerships and leverage:** REACH has established solid relationships with a number of internal and external partners through outreach efforts. As a result, REACH has demonstrated added value to teams working in countries using IBRD, IDA, and GPE financing and is now the first stop for operational teams serving clients that wish to apply an RBF approach. Thus far, REACH's small envelope of CPG funds (US\$8 million) has been matched by US\$100 million of IDA (Lebanon), US\$120 million of Trust Fund resources (Lebanon Syria Crisis Trust Fund), and US\$59.3 million of GPE funding (Nepal). This spirit of partnership will continue to guide REACH activities and amplify the impact of our financial envelope.



Leveraging Results-Based Financing for Systems Strengthening

Country Program Grants are selected on the basis of demonstrating country ownership, readiness to implement a large program, a clear financing gap, and strong technical merits of the proposed operation.

Country Program Grant: Nepal³

In early 2016 the Nepal School Sector Reform Program (SSRP) received additional financing of US\$63.3 million from the Global Partnership for Education (GPE) and REACH, with US\$21.8 million conditioned on achieving targets for five pre-identified disbursement linked indicators (DLIs).

The SSRP supports the entire school education sector (grades 1–12), benefiting more than 7 million students and 200,000 teachers in over 28,000 community schools across the country. **The program that REACH supports provides more than US\$800 million in sector financing to improve access to education and to raise quality, with a specific focus on children from marginalized groups.**

There are three main components to the SSRP: (i) to ensure equitable access to and quality of basic education for all children in the 5–12 year age group, prepare preschool-age children through early childhood programs for basic education, and deliver basic numeracy and literacy to youths and adults, especially women and marginalized groups; (ii) to improve access, equity, and quality and relevance of secondary education and targets children in the age 13–16 year group, with a view to ensuring access to

quality secondary education; and (iii) to improve the capacity of SSRP implementation agencies and its partners to enhance delivery and monitoring of educational services and products. Progress under each component is further described below.

Component 1: Equitable access to and quality of basic education

- The program has made significant progress in this component. More specifically, the end-of-period targets have already been met for basic level net enrollment rates (NER) and national student assessment completion for grades 3, 5 and 8.

Component 2: Equitable access, equity, quality and relevance of secondary education

- The program has made good progress in this component as well. Secondary education NER has reached 34.7 percent, surpassing the end-of-project target of 33.2 percent, and gender parity in NER at this level has also been achieved. A database of higher secondary level students receiving government scholarships has been established, meeting one of the DLIs for FY 2013–14.

Component 3: Improve capacity of SSRP implementation agencies to enhance delivery and monitoring

- Notable progress in this component include teacher redeployment within 65 districts, distribution of per-capita salary grants to support schools with underserved students, and provision of professional development training to more than 95 percent of teachers in community schools.

³ This section adapted from World Bank (2009 & 2016). Nepal: School Sector Reform Program. Project Appraisal Document and Additional Financing Project Paper. Washington DC.

The SSRP is the outcome of high-level partnership between the Government of Nepal (GoN) and development partners and demonstrates their commitment to the Paris Declaration on Aid Effectiveness.

The partnership has matured over the past two decades. Twelve donors are supporting this program, of which nine are financing it by pooling their funding with that of Government of Nepal, and three through parallel financing. Pooled donor resources constitute more than 90 percent of the donor financing for the program. The financing for the program accounts for over 95 percent of the financing for the school sector, i.e. this program provides a holistic treatment of the school sector.

Program Development Objectives (PDO) and key results

The Program Development Objective is to increase access to and improve the quality of school education, particularly basic education (grades 1–8), especially for children from marginalized groups. The key results are:

- Increase in net enrollment rates for basic education (grades 1–5, grades 1–8);
- Increase in primary and basic education completion rate;
- Increase in Gender Parity Index for primary, basic and secondary education;
- Completion of National Assessment of Student Achievement (NASA) rounds for grades 3, 5 and 8; and
- Development of equity strategy and its implementation for basic education.

Results-based approach

Despite good progress, overall financial management at the central and district levels as well as in schools is still weak, and several audit reports have raised concerns about financial irregularities. While social

and financial audits are mandatory for all schools, the quality of these audits is not adequately scrutinized by District Education Offices. **For these reasons, DLIs were created to incentivize the Government to prioritize certain actions, particularly around Education Management Information Systems (EMIS) and Financial Management (FM).**

More specifically, the DLIs are set as “stretch” targets and were developed as a product of extensive consultation with the Local Education Group and the Government. The five DLIs are embedded in the Results Framework are: (i) implementation of single subject certification in the School Leaving Certificate and Higher Secondary examinations, (ii) number of community schools where standardized classroom-based early grade reading assessments for grades 2 and 3 are conducted by teachers, observed by parent representatives, and results are shared and discussed with parents; (iii) development of an equity index and its utilization for providing targeted support to districts (reflects equity at the basic level) to reduce the percentage of out-of-school children; (iv) implementation of independent verification of EMIS data on sample basis; and (v) provision of technical and financial assistance to select schools to improve their financial record-keeping and FM capacity. REACH specifically finances DLIs 4 and 5.

Three of the five DLIs fit under the three indicator categories that GPE requires for its variable tranche funding: equity, efficiency and learning. The REACH funded DLIs fall under Component 3.

Equity:

- Targeted interventions implemented in 10 *most disadvantaged* districts according to the newly developed equity index; out-of-school children reduced by 20 percent in these 10 districts



Efficiency:

- Single subject certification implemented in School Leaving Certificate examinations and approved for Higher Secondary examinations

Learning:

- Standardized classroom-based Early Grade Reading Assessment (EGRA) for grades 2 and 3 are conducted with parent observation, and results are shared and discussed with parents in 3,000 schools/communities

These DLIs are meant to tackle systemic issues, for example, the implementation of the single subject certification in the School Leaving Certificate (SLC) is a direct response

to the significantly decreased enrollment between grade 10 and grade 11. There is no other currently available intervention to confront this problem, and since failing the current SLC (which produces an aggregate score), leads to the large dropout rate, it was decided that a single subject SLC could certify students' proficiency in specific subjects without penalizing them with an aggregate "fail."

Attaching DLIs to interventions that unlock critical bottlenecks, such as changing the SLC and fixing broken EMIS and FM systems, encourages the Government of Nepal to prioritize those activities to ensure that the main challenges facing the Nepali school system are addressed.

TABLE 1: Disbursement-Linked Indicators in Nepal School Sector Reform Project

Stretch Indicator/DLI		Period 1 (January 1, 2016 – March 31, 2017)	Period 2 (April 1, 2017 – March 31, 2018)
<p>DLI #1: Implementation of single subject certification in the SLC and higher secondary school examinations (Efficiency dimension)</p>	Target:	SLC issued to 2016 and 2017 SLC candidates as per single-subject certification policy	Single subject certification policy approved for higher secondary school examinations
	Allocated Amount(US\$):	3,000,000	3,000,000
	Baseline:	Single subject certification policy: (i) approved for SLC, but not implemented; and (ii) not approved for higher secondary school examinations	
	Disbursement Rule:	(A) Period 1: non-scalable for SLC issuance and	(B) Period 2: non-scalable for approval of policy for higher secondary school examination
	DLI Verification Process:	(A) Period 1: LEG (or SE in the absence of LEG) reviews DOE’s report on achievement of DLIs and SLC mark sheets distributed to students	(B) Period 2: LEG (or SE in the absence of LEG) reviews the official document showing that the single subject certification policy for higher secondary school examinations has been approved
<p>DLI #2: Community schools where standardized classroom-based early grade reading assessments for grades 2 & 3 are conducted by teachers, observed by parent representatives, and results are shared and discussed with parents (Quality/Learning outcome dimension)</p>	Target:	2,600 (600 in 2015 and 2000 in 2016)	3,000 (cumulative 5,600)
	Allocated Amount(US\$):	3,000,000	3,000,000
	Baseline:	0	0
	Disbursement Rule:	(A) Period 1: (i) percent of achievement of target (i.e. 2,600 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% achievement to be eligible for disbursement (scalable)	(B) Period 2: (i) percent of achievement of target (i.e. 3,000 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% of the target achieved to be eligible for disbursement (scalable)
	DLI Verification Process:	Periods 1-2: (i) DLI Verification Agent reviews DOE’s report on achievement of DLIs and MIS; (ii) DLI Verification Agent conducts sample survey of schools that includes interviews with teachers and parents, review of school-level assessment records, report cards, and records of results	

TABLE 1: *Continued*

Stretch Indicator/DLI		Period 1 (January 1, 2016 – March 31, 2017)	Period 2 (April 1, 2017 – March 31, 2018)
DLI #3: Development of the Equity Index and its utilization for providing targeted support to districts (Equity dimension)	Target 1:	Targeted interventions implemented in 5 most disadvantaged districts (according to Equity Index)	Targeted interventions implemented in 10 most disadvantaged districts (according to Equity Index)
	Allocated Amount(US\$):	700,000	700,000
	Target 2:	20% reduction in the aggregate number of OOSC in these 5 districts	20% reduction in the aggregate number of OOSC in these 10 districts
	DLI Value (in US\$):	2,200,000	2,200,000
	Baseline Target 1:	Equity index not developed	
	Baseline Target 2:	Baseline data on number of OOSC in the 10 districts to be collected by DOE by March 15, 2016	
	Disbursement Rule:	(A) Target 1: Periods 1-2: non-scalable for targeted interventions implemented; (B) Target 2: Periods 1-2: (i) percent of achievement of target (i.e. 20% reduction = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% of the target achieved to be eligible for disbursement (scalable)	
	DLI Verification Process:	(A) Period 1: (i) Target 1: LEG (or the World Bank in the absence of LEG) reviews DOE's report(s) on achievement of DLI detailing the Equity Index; revised intervention plans for OOSC; dataset listing OOSC brought into basic education; and the official document showing that the Equity Index has been approved by the Recipient; and (ii) Target 2: DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records	(B) Period 2: (i) Target 1: LEG (or the World Bank in the absence of LEG) reviews DOE's report(s) on achievement of DLI detailing revised intervention plans for OOSC and dataset listing OOSC brought into basic education; (ii) Target 2: DLI Verification Agent conducts a sample survey of OOSC (brought into basic education in intervention districts) that includes interviews with students, parents and teachers, and review of school/learning center records

TABLE 1: *Continued*

Stretch Indicator/DLI		Period 1 (January 1, 2016 – March 31, 2017)	Period 2 (April 1, 2017 – March 31, 2018)
DLI #4: Independent Verification of EMIS data <i>(Monitoring and accountability dimension)</i>	Target:	Verification survey completed by an independent firm and agreed corrective actions implemented	
	Allocated Amount(US\$):	2,000,000	
	Baseline:	Verification survey is part of the SSR Program monitoring system but not implemented	
	Disbursement Rule:	EMIS Verification survey completed and agreed corrections actions implemented (non-scalable)	
	DLI Verification Process:	LEG (or SE in the absence of LEG) reviews DOE’s report on achievement of DLI that includes survey firm’s EMIS verification report (based on survey of representative sample of schools funded by SSRP) and DOE’s implementation of agreed corrective actions from the report’s recommendation	
DLI #5: Strengthening of Financial Management (FM) capacity at school-level <i>(Financial management dimension)</i>	Target:	500 schools receive school-based FM capacity strengthening support	
	Allocated Amount(US\$):	2,000,000	
	Baseline:	0	0
	Disbursement Rule:	(i) percent of achievement of target (i.e. 500 schools = 100% of target) on or before the last day of the period equal to the percent of total allocated amount to be disbursed; and (ii) minimum of 51% achievement to be eligible for disbursement (scalable)	
	DLI Verification Process:	(i) DLI Verification Agent reviews DOE’s report on achievement of DLIs and EMIS; (ii) DLI Verification Agent (third party) conducts sample survey of schools that includes interviews with teachers and review of school-level financial record-keeping	

Role of development partners. The ongoing SSRP (2009-16) is implemented by the Ministry of Education through a Sector Wide Approach (SWAp), with financial contributions from the Government of Nepal and a group of development partners, including the International Development Association (IDA) of the World Bank Group

and GPE. The partners are signatories to a Joint Financing Arrangement with the Government. Otherwise, the program is implemented primarily using country systems. The experience with the SWAp has been a positive one, and is regarded as a best practice example in the country.

Country Program Grant: Lebanon⁴

At the end of September 2016, the World Bank Group approved a financial package for the Government of Lebanon in support of the Reaching All Children with Education (RACE) program. Prepared in five months, the package represents a mix of grants (including from REACH) and a concessional loan from IDA awarded to Lebanon on an exceptional basis. REACH also provided Just-in-time support to the Lebanon team, with the REACH Program Manager serving as a co-Task Team Leader during the preparation of the operation.

The RACE program (2016–2021) that REACH supports is estimated to cost approximately US\$2.1 billion over five years. The REACH grant (US\$4 million) is co-financing RACE along with IDA (US\$100 million), the Lebanon Syria Crisis Response Trust Fund (US\$120 million), and many other bilateral donors and UN agencies. The program was developed in an open and participatory manner led by the Ministry of Education (MEHE) and including the Center for Education Research and Development (CERD) and other national and international actors. The successes and lessons of the first phase of RACE (2013–2015) were incorporated along the way, with the conclusion being a broadening of the scope to focus on issues of quality and systems strengthening. RACE 2 is therefore structured around three pillars: i) Equitable Access, ii) Enhanced Quality, and iii) Strengthened Systems. Each of these is described below.

Pillar 1: Equitable Access

1. The first pillar seeks “enhanced access to, and demand from, children, youth, and their caregivers; for equitable formal or regulated non-formal education.” Within this pillar, there are two outputs:



A.1 Children, youth, and their caregivers are provided with the necessary support to increase their demand for formal education or regulated non-formal education.

A.2 Children and youth have improved and equitable access to appropriately equipped public schools, especially in underserved areas.

Pillar II: Enhanced Quality

2. The second pillar strives for “enhanced quality of education services and learning environments provided, to ensure grade-appropriate learning outcomes for children and youth.” Specifically, activities will contribute to the following three outputs:

B.1 Teachers and educational personnel have enhanced capacities to provide learner-centered pedagogy in public schools or learning spaces.

B.2 Educational personnel at the school-level are capacitated and empowered to proactively contribute to better school governance and safe/enabling learning environments.

B.3 Communities are capacitated to actively engage in the promotion of learning and well-being of students in learning spaces.

⁴ This section adapted from World Bank (2016). Lebanon: Support to RACE 2. Project Appraisal Document. Washington DC.

Pillar III: Strengthened Systems

3. The third pillar is focused on “enhanced governance and managerial capacities of the MEHE and the CERD to plan, budget, deliver, monitor, and evaluate education services.” This pillar has four outputs:

C.1 An effective and accurate Education Management Information System (EMIS) is established and functional.

C.2 Revised curricula for schools and learning spaces are developed and endorsed to improve quality learning, life-skills and employability for children and youth.

C.3 Appropriate policy frameworks are endorsed and implemented to regulate education programs and services, strengthen school management, and professionalize teaching services.

C.4 MEHE and CERD at the central and regional levels are strengthened to lead and coordinate the planning, implementation, and evaluation of the relevant RACE 2 activities.

Within the Government program, REACH co-finances the RACE 2 Program objectives linked to formal education.⁵

The Bank-supported Program objectives are spread across all three pillars, and exclude activities that are exclusively within the purview of international partners, such as UNICEF and UNHCR. Although these activities are not part of the Bank-supported Program, they continue to be core elements of the overall RACE 2 program. Activities financed by international partners but implemented by MEHE are typically within the scope of the Bank-supported Program.

The overall RACE 2 program depends on a broad set of partnerships for success.

The public education system cannot absorb all Lebanese and refugees of school age,

and thus depends on actors in the private and non-profit sectors to provide education services as well. While MEHE and CERD will implement many of the RACE 2 activities, donors, UN agencies and their partners may be best placed to carry out some of the demand-side activities that are crucial to achieving the RACE 2 objectives. Similarly, many of the targets in the formal education sector in later years can only be met through support to the non-formal education sector in the current period, since the particular needs of refugee students require a multi-pronged approach. Some children have been out of school for a year or more and need instruction in non-formal settings to catch-up on subject matter and adapt themselves to instruction in French or English, a characteristic of the Lebanese education system. Finally, the RACE 2 strategy is for all children, Lebanese and non-Lebanese, and it is aligned with the long-term sustainability needs of the education system as a whole, in its response to the protracted refugee crisis.

Program Development Objectives (PDO) and key results

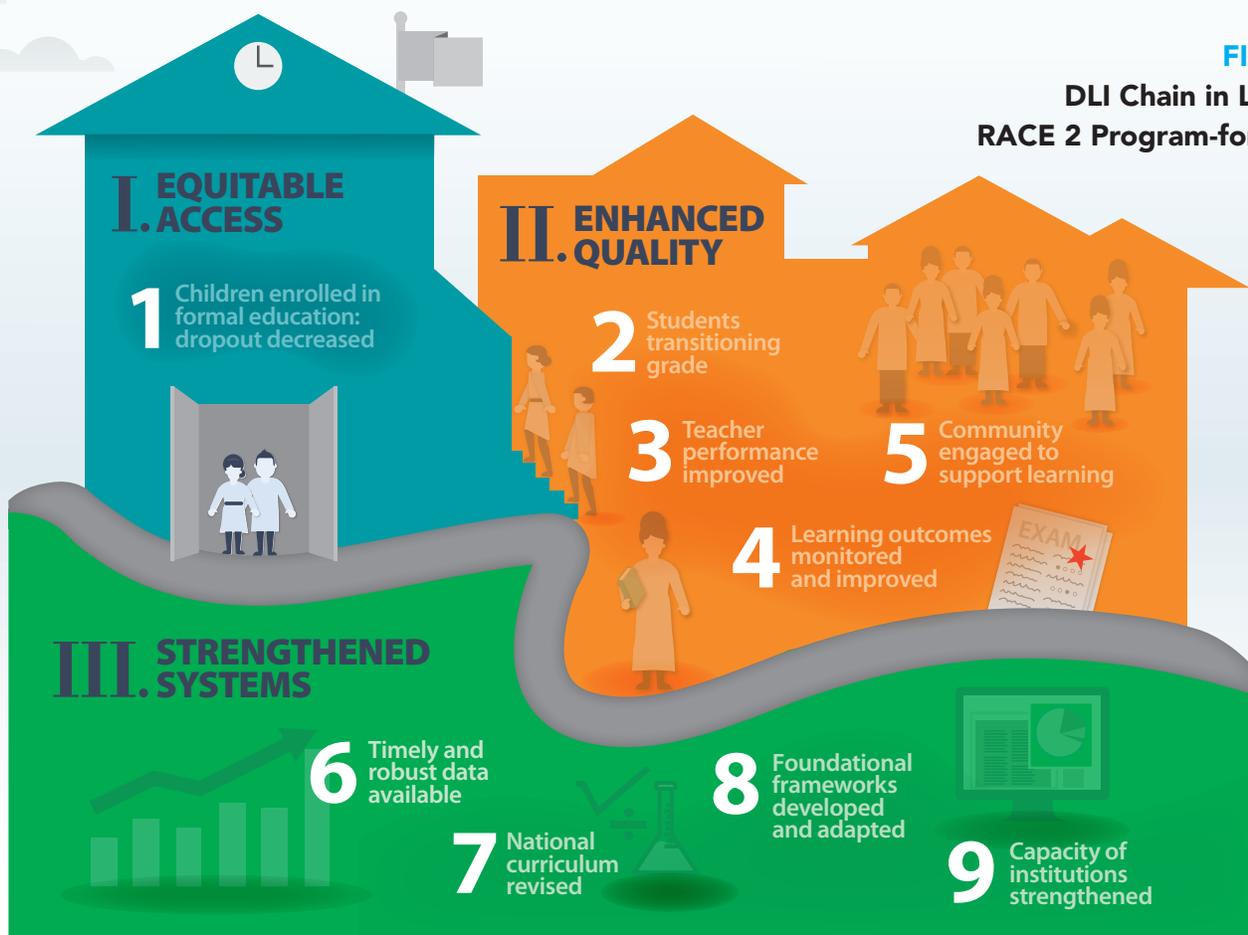
The Program Development Objective is to promote equitable access to education services, enhance quality of student learning, and strengthen the education systems in Lebanon’s education sector in response to the protracted refugee crisis. The key results are:

- Increase in the proportion of school aged Lebanese and non-Lebanese children (3–18) enrolled in formal education (disaggregated by school type, education cycle, nationality, and gender);
- Increase in the proportion of students passing their grades, and transitioning to the next grade (disaggregated by school type, grade, nationality, and gender); and
- Timely and robust data available for evidence informed policy-making and planning.

⁵ To distinguish the overall RACE 2 program from the smaller Program that the WBG will finance, a capital ‘P’ is used to identify the Bank-supported Program.

FIGURE 3:

**DLI Chain in Lebanon:
RACE 2 Program-for-Results**



**Program-for-Results (PforR)
Program Scope**

To achieve the Bank-supported RACE 2 Program result areas, a broad set of activities by MEHE and partners are required. These activities are linked to the expansion of supply of education services, improvements in the quality of those services (including student learning outcomes), and an increase in the long-term ability of MEHE and CERD to manage, plan, monitor and deliver those services, according to their institutional mandates.⁶ RACE 2 was created in response to a crisis and is not a sector plan, though it forms the foundation of an eventual sector plan, which would include tertiary education. Table 2, on page 15, presents the overall RACE 2 program, and situates some of the key elements being supported through

the Bank-supported Program, namely through the use of Disbursement-Linked Indicators (DLIs).

The DLI under Pillar I, “Equitable Access” relates to the number of children that are enrolled in formal education. Importantly, the proposed age range (3–18 years) extends beyond the compulsory education band for Lebanon (6–15 years). As agreed through the RACE 2 framework, this is to incentivize greater enrollment at the Early Childhood Education level (3–5 years), as well as the secondary level (15–18 years). This number represents all children enrolled in formal public education. Activities under the Equitable Access pillar include supply-side activities for expanding the access to formal schooling, such as school construction, expansion, and rehabilitation.

⁶ For more on MEHE and CERD’s institutional mandates, please see Annexes 1 and 4.

There are four DLIs that contribute to Pillar II, “Enhanced Quality”. The DLIs will incentivize actions to help children stay in school, measure what they are learning, and support teachers to better help students most in need. The first is enhanced quality of education services and learning environments measured through grade completion and transition to higher grades. The second is the improvement of teacher performance through the measurement and evaluation of teacher performance and provision of support and training. The third is the measurement of student learning with the view to improve learning outcomes. Finally, the fourth measures the active engagement of community members with schools to prevent dropouts and increase transparency. The activities under this pillar are expected to contribute to these results include targeted support for teachers based on classroom-observations performed by MEHE’s Office of Pedagogical and Scholastic Guidance (DOPS) and tailored trainings offered by CERD. This support and training linked to specific needs identified through classroom-observation will be further connected to student performance in formative student assessments. Students identified as requiring additional assistance will receive supplemental support. Monitoring and accountability for results will be strengthened by increased outreach to communities and stakeholders, particularly parents. This chain of interconnected activities extending from teachers through support services to individual students and outward to communities will be articulated in school improvement plans to be supported by a program of grants and other activities to improve teaching and learning throughout the public school system.

There are four DLIs proposed for the Strengthened Systems pillar, which will incentivize capacity development and foundational policy work to ensure a lasting impact of the Program. The first Systems DLI is timely and robust data available for evidence-based policy-making. The second Systems DLI incentivizes the updating of the national curriculum, for all levels of the education system. The third DLI is linked to the foundational conditions for learning, rewarding key policy areas of teachers and student assessments, and the fourth strengthens MEHE and CERD’s capacity to review, evaluate, and update Program implementation. The activities under this pillar to improve the timeliness and accuracy of data collection (which is essential for decision-making by MEHE and CERD) include the procurement of data collection infrastructure including computers and increased internet connectivity to all schools along with training on the data collection software and guidelines for data entry, verification and deadlines. This is expected to greatly improve timeliness and accuracy of education metrics, and allow disaggregation by gender, year in school, and nationality, among other key variables. In addition, MEHE and CERD capacities will be assessed to better understand current functionality as compared to projected needs. Systems strengthening at the central and regional levels will be implemented, including sustained increases in the numbers of staff in units with current shortages, such as accounting, procurement, projects planning and implementation, and CERD departments. CERD will lead the development of a new national curriculum, which will include learning objectives for each grade, and together with MEHE, will develop and endorse teacher performance standards, as well as a comprehensive learning assessment strategy.

TABLE 2: Disbursement-Linked Indicators for Lebanon RACE 2 Program-for-Results

RACE 2 Program Result Areas	Disbursement-Linked Indicator (DLI)	Total financing to DLI (In US\$ Billions)
I: EQUITABLE ACCESS		
Outcome A: Enhanced access to, and demand from, children, youth, and their caregivers for equitable formal or regulated non-formal education	DLI#1	DLI#1 Number of school aged children (3–18) enrolled in formal education in participating schools 95
II: ENHANCED QUALITY		
Outcome B: Enhanced quality of education services and learning environments provided, to ensure grade-appropriate learning outcomes for children and youth	DLI#2	DLI#2 Proportion of students transitioning grades 27
Output B.1: Teachers and educational personnel have enhanced capacities to provide learner-centered pedagogy in public schools or learning spaces	DLI#3	DLI#3 Teacher performance measured and evaluated 6
Output B.2: Educational personnel at the school-level are capacitated and empowered to proactively contribute to better school governance and safe/enabling learning environments	DLI#4	DLI#4 Number of participating schools that implement formative and summative assessments for students in Grade 3 in reading and math 18.4
Output B.3: Communities are capacitated to actively engage in the promotion of learning and well-being of students in learning spaces	DLI#5	DLI#5 Proportion of participating schools with active community partnerships 15.6
III: STRENGTHENED SYSTEMS		
Output C.1: An effective and accurate Education Management Information System (EMIS) is established and functional	DLI#6	DLI#6 Timely and robust data available for evidence informed policy making and planning 15
Output C.2: Revised curricula for schools and learning spaces are developed and endorsed to improve quality learning, life-skills and employability for children and youth	DLI#7	DLI#7 Curriculum revised to improve quality of learning 28
Output C.3: Appropriate policy frameworks are endorsed and implemented to regulate education programs and services, strengthen school management, and professionalize teaching services	DLI#8	DLI#8 Foundational Framework and Policies are developed and adopted to support teaching and learning 16
Output C.4: MEHE and CERD at the central and regional levels are strengthened to lead and coordinate the planning, implementation, and evaluation of the relevant RACE 2 activities	DLI#9	DLI#9 MEHE and CERD's improved capacity to plan and implement the Program 3

The Bank-supported Program beneficiaries are the students, teachers, communities of Lebanon, refugees, and MEHE and CERD. Total cumulative direct beneficiaries of the Program include approximately 540,000 public school students and staff over the life of the Program. This includes an estimated 500,000 students who will benefit from increased quality in service delivery, some of whom might have dropped out or who might not have enrolled in school without the Program support, and an estimated 40,000 teachers and school administrators who will receive support and training through the Program. MEHE and CERD personnel will also benefit from increased capacity. Policymakers and education sector stakeholders will benefit from increased availability of data on key education system outcomes, among other benefits. Investments in infrastructure and system functionality will remain with MEHE and CERD long-term, regardless of the duration of the refugee crisis.

Role of development partners. The Program Expenditure Framework for the Bank-supported RACE 2 Program is estimated at about US\$1.8 billion, or about US\$369 million per year. This is a significant increase in annual program financing over RACE 1 to reflect greater enrollments and a greater package of services to students.

In addition to the IDA credit (US\$100 million) and grant financing provided through the REACH and Lebanon Syria Crisis Response Trust Funds (US\$124 million), other funds through development partners are estimated to be US\$172 million of commitments, covering many of the costs for the next 18 months. It is estimated that about US\$150 million could be available for each of the four subsequent years for RACE 2 from current partners, based on partner financing over the last three years in support of the first iteration of RACE. This is a small amount of the approximately US\$12 billion that was pledged at the London conference for the Syrian Crisis Response in February 2016, a portion of which is expected to be allocated to education in Lebanon.

Partner financing and activities beyond the scope of the Bank-supported Program are also important. For example, cash transfer programs financed and implemented by partners are expected to increase demand for education, which will help reach the ultimate RACE 2 objectives of enrolling all children. Similarly, technical support for curriculum development may be expected to play a role in the achievement of important results linked to the curriculum. Other support, including research and capacity strengthening activities and technical assistance from donors are expected to contribute to achievement of the overall RACE 2 results framework.

In terms of coordination, the RACE Executive Committee played a coordinating role during the implementation of RACE 1 between donors, UN agencies, and the Government. The Committee is expected to continue to play this role for the duration of RACE 2 and to enable the incorporation in future years of new financing from other institutions for the currently under-financed RACE 2 goals.



Growing the Global Evidence-Base: Knowledge, Learning and Innovation Grants

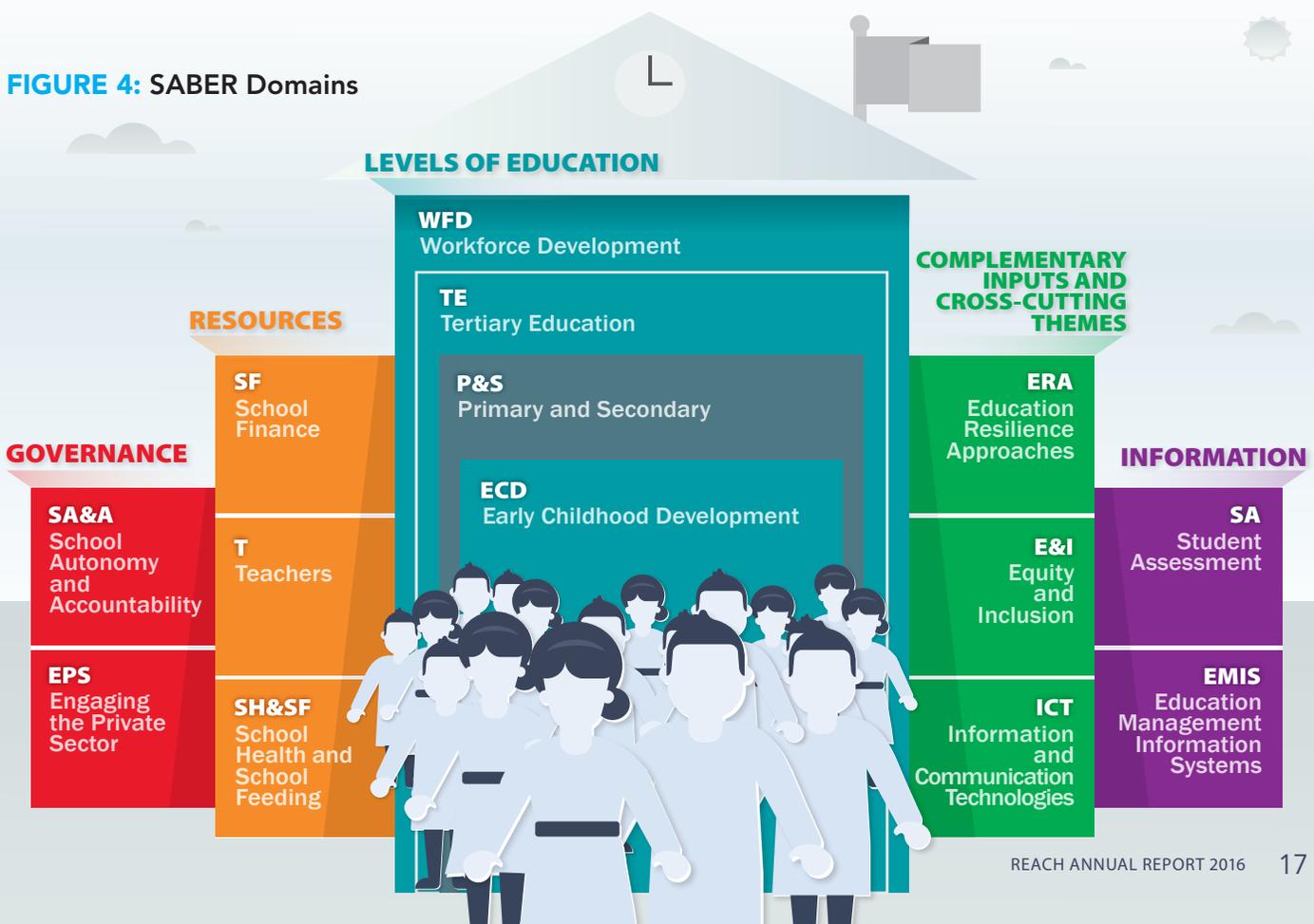
The objective of the KLI Grants is to expand knowledge about how RBF can be used to strengthen education systems in low and middle-income countries. There have been three calls for proposals to date, two general calls in April and October 2015, and one thematic call, REACH for Reading, with a submission deadline of November 22, 2016.

Under the first two general calls, 18 grants were approved totaling approximately US\$3.1 million. One grant that was tentatively approved for Zimbabwe was rescinded when the implementing organization was unable to secure a letter of support from the government.

The general calls award up to US\$200,000 per grant and each application undergoes a rigorous selection and interview process. Approval criteria include the technical merits of the proposed activities, methodological rigor, potential contribution to global

knowledge beyond the proposed country context, strategic opportunities for long-term engagement on the topic, demonstrated client commitment, and impact on country systems. Results can be broadly defined, including both outputs and outcomes. The projects selected for grants represent a range of situations from low-income, fragile and conflict-affected countries to middle-income economies across multiple regions. While the intention of the first two calls was to be purposely broad in order to capture more comprehensive knowledge around RBF, there are six **SABER** domains that naturally lend themselves more to RBF: School Autonomy and Accountability; Engaging the Private Sector; School Finance; Teachers; Student Assessment and Education Management Information Systems (See Figure 4). The cross-cutting themes affect any approach to education,

FIGURE 4: SABER Domains



and RBF can also be applied across all levels of schooling (though REACH's focus tends to be more toward basic education).

At the end of the grant cycle, each research team will contribute a policy note or similar knowledge product to contribute to the growing body of global evidence and knowledge on RBF in education, with the view to compiling all of the knowledge from

the first two calls into Compendiums (as mentioned in *RBF: The Path Ahead*). Table 3 lists all of the grants made during the two calls launched in 2015, with the knowledge products each research activity is expected to generate. More detailed descriptions of each grant activity follow, along with more information about REACH for Reading, as the review process is still underway.

TABLE 3: KLI Grants: Expected Deliverables and Timelines

Name	Amount Approved (in US\$)	Mid-term report or deliverable(s) due	Expected completion
KLI GRANTS APRIL 2015			
HAITI: From Financing Access Results to Learning Results	200,000	October 2016	June 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note detailing approach taken to and lessons learned from introducing RBF in Haiti, outlining implications for establishing RBF in low-income, fragile contexts.</i>			
INDONESIA: Piloting Performance-based Contracting in Schools in DKI Jakarta	50,000	n/a	June 2016
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: N/A The research feeds directly into a larger activity funded by the October 2015 grants.</i>			
MOZAMBIQUE: Learning from Performance-based School Grants	198,000	October 2016	August 2017
MOZAMBIQUE: Keeping Rural Girls in School – Testing the Impact of Cash, Goods, and Information	180,000	October 2016	June 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Mozambique Joint Final Deliverable: Policy note or case study integrating both approaches to RBF in Education Mozambique, and outlining implications for the global context.</i>			
NIGER: Resolving the Indicator Bottleneck for Results-Based Financing	100,000	July 2016, July 2017	June 2018
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note detailing the approach taken to and lessons learned from establishing national monitoring and evaluation systems and procedures in Niger, and outlining implications for laying the foundations for RBF in low-income countries with limited exposure to and experience of using data for policy making.</i>			

TABLE 3: Continued

Name	Amount Approved (in US\$)	Mid-term report or deliverable(s) due	Expected completion
RWANDA: Pay-for-Performance for Teacher Recruitment and Retention	195,741	October 2016	June 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note summarizing the findings and outlining the implications for policy makers considering introducing performance-based pay for teachers.</i>			
TANZANIA: Aligning Teacher Pay with Performance of All Students	198,500	October 2016	September 2017
TANZANIA: Incentives for Students to Stay – and Succeed – in School	200,000	October 2016	March 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Tanzania Joint Final Deliverable: Policy note or case study integrating both approaches to RBF in Education in Tanzania, and outlining implications for the global context.</i>			
VIETNAM: Are School Characteristics and Teaching Practices Reliable Proxies for Learning Gains?	200,000	October 2016	June 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note commenting on the potential for replication of this research and the corresponding implications for governments wishing to undertake a similar analysis.</i>			
KLI GRANTS OCTOBER 2015			
CAMEROON: Results-Based Financing for Improved Education Service Delivery	200,000	July 2016	December 2017
<i>Mid-term Deliverable: Copy of the feasibility study including a section on the similarities and differences between service delivery in health and education as they pertain to performance-based contracting.</i>			
<i>Final Deliverable: A design of the pilot; evaluation strategy for pilot, explanatory note to accompany pilot.</i>			
CHINA: Assessment of Teaching Practices for Changes in the Classroom	200,000	October 2016	December 2017
<i>Mid-term Deliverable: Implementation plan for the final pilot.</i>			
<i>Final Deliverable: Policy note outlining the approach taken to and lessons learned from introducing RBF to improve in-service teacher training in China, and outlining implications for policy makers globally considering this type of reform.</i>			
COLOMBIA: Results-Based Monitoring System	200,000	January 2017	December 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note that details the piloting and use of the results-based monitoring system in Colombia, any subsequent RBF-related activities, and lessons on global implications of this work.</i>			

TABLE 3: Continued

Name	Amount Approved (in US\$)	Mid-term report or deliverable(s) due	Expected completion
DEMOCRATIC REPUBLIC OF CONGO: Impact Evaluation of RBF Approach in South Kivu	200,000	January 2017	December 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note outlining globally applicable lessons on using citizen monitoring to verify RBF indicators in education.</i>			
INDIA: Improving Teacher Performance through Outcome Linked Incentives	50,000	n/a	September 2016
<i>Mid-term Deliverable: n/a</i>			
<i>Final Deliverable: A feasibility study assessing whether the teacher assessment model can be used as the basis for measuring improvements in teacher effectiveness for RBF programs.</i>			
INDIA: New Horizons	200,000	January 2017	December 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Policy note on the lessons learned from the evaluation of performance-based contracts between agencies and their impact on the skills development of school youth.</i>			
INDONESIA: Assessing the Impact of Alternative Approaches to Linking Funding to School Performance in Jakarta	270,000	October 2016	December 2017
<i>Mid-term Deliverable: Design for the qualitative evaluation; note detailing the final identification strategy selected for the impact evaluation accompanied by the diagnostics.</i>			
<i>Final Deliverable: Extended policy brief outlining the major findings of the different approaches to improving the effectiveness of public education resources, including a set of recommendations on potential adjustments and integration of programs; knowledge brief on the approach utilized for discussing the findings in more detail will also be prepared as the foundation for the policy brief.</i>			
MOROCCO: Support to Performance Contracting in Education	200,000	June 2016	December 2017
<i>Mid-term Deliverable: Mid-term report</i>			
<i>Final Deliverable: Two policy notes focusing on: i) How to construct a performance-based contract for education system reform; ii) How to use performance-based contracts to align incentives and actors along the service delivery chain.</i>			
REPUBLIC OF CONGO: Congo Citizen Voice for Education	200,000	January 2017	December 2017
<i>Mid-term Deliverable: Instruments for data collection and communication of data to parents and communities; evaluation design for the activity; proposal for a policy note or other evidence-based knowledge product to be delivered after the completion of the research project.</i>			
<i>Final Deliverable: Policy note on globally applicable lessons, to be determined at mid-term check in.</i>			

Haiti



From Financing Access to Learning Results (KLI Call #1)

GRANT DESCRIPTION:

The Government of Haiti has successfully increased primary school enrollment through a results-based mechanism called the Tuition Waiver Program, which pays schools fees for enrolling poor children in non-public schools. It intends to build on this achievement by providing financial incentives for schools to improve conditions, instruction, and learning outcomes for poor children in these schools, while reducing grade repetition and dropouts. The KLI grant is enabling Haiti to develop the capacity and systems necessary to develop a functioning RBF mechanism so as to inform future Bank and other donor funding, and, more importantly, national policy. Haiti's experience of establishing these preconditions will generate knowledge about how to lay the foundations for RBF in low-income, fragile situations.

The REACH grant helped design a project component that focuses on a data-driven Quality Assurance System, which will serve as the basis for future financing against results.

PROGRESS TO DATE:

Despite the challenging political situation and the many changes in leadership at the Ministry-level, the team has been able to mitigate implementation risks by continuously engaging officials and introducing them to RBF through a component in a new IDA financed project.

Improving public management of the education sector is a key objective of the project, which centers around a Quality Assurance System (QAS) that comprises tools to measure key dimensions of school learning conditions (including infrastructure, water and sanitation, leadership, pedagogy, and others), tools to assess student learning, and corresponding standards, all grounded

in existing Ministry of Education regulations. The QAS would provide a means to consistently track progress across schools in Haiti, support schools in developing improvement plans, and measure results of interventions in the sector. The QAS could also serve as the technical foundation for a renewed school accreditation process.

CHALLENGES AND LESSONS LEARNED:

The main challenge thus far has been mentioned above, the unstable political climate. The team has spent considerable energy towards hosting workshops with Ministry officials to ensure that they understand how results-based financing works, specifically targeting technical staff whose turnover is much lower.

Mozambique



Keeping Rural Girls in School— Testing the Impact of Cash, Goods, and Information (KLI Call #1)

GRANT DESCRIPTION:

The KLI Grant will fund research that tests the effect of demand-side incentives on school attendance for girls. The study compares the impact of providing girls with tokens to buy school-related items such as uniform and supplies, providing households with cash, and providing households with information about school attendance without any financial or in-kind incentive. The research will generate knowledge about whether it is more effective to incentivize students or households, and about whether information is an incentive in itself.

PROGRESS TO DATE:

For baseline sample and experimental balance, 173 schools were included which were stratified by district and then allocated randomly to the four experimental groups using a random number generator spreadsheet.

Given the emphasis on intra-household relationships between parents and daughters, and the intervention focus on the last two years of primary school (grades 6 and 7), the household survey targeted girls who still lived with their parents and had attained at least grade 5 and at most Ggrade 6 by the end of the previous school year (2015).

The initial strategy was to sample 20 girls from each school at random, drawn from the two lists proportionally to the size of each list. The household of each sampled girl was then to be included in the sample provided that the girl in question still lived with her parents or guardians. In practice, however, nearly all recent drop outs no longer lived

with their parents or guardians, so that nearly all the sample is drawn from the population of eligible girls enrolled in 2015.

CHALLENGES AND LESSONS LEARNED:

The end-line household survey will not take place before late fall of 2016, but the team already has attendance data from the first trimester's attendance spot checks. Female attendance is highest in the parental incentives group (by 4 percentage points for a baseline of 80 percent), and significantly so at the 10 percent significance level. Attendance is nearly as high in the girl incentives group, although it is not quite significantly different from female attendance in the control group based on the overall first trimester attendance. Female attendance is also higher in the "information only" treatment group than in the control group, although again the difference is not statistically significant using these early data. It is interesting to note that male attendance, which was not incentivized, is essentially identical across all treatment arms, with differences of less than one

percentage point, except for a (statistically insignificant) negative coefficient in the parental incentives group.

The team also observed that attendance by teachers in charge of the lesson during which the spot check takes place is higher in the treatment groups, especially in the parental incentives group. One candid explanation could be that parents (and, to a lesser extent, pupils), are more likely to hold teachers accountable when pupils' presence at school is incentivized, or even simply better monitored (through report cards). One concern could have been that the compensation payment (in air time) made to the teachers in charge of filling in the report cards may create an incentive in itself for teachers to attend school. However, this interpretation is ruled out by our findings for attendance of the principal teachers. These teachers are the ones in charge of filling the report cards, and the only ones entitled to receive air time, directly to their mobile phones. If this air time incentive

(conditional on correct and complete filling in of the attendance report cards) was the reason behind the increase in attendance observed among teachers in charge of the specific lesson during which the spot check takes place (which includes some principal teachers), then the team should observe a larger increase in attendance among principal teachers. Instead, they find no effect on attendance for principal teachers.

In order to further probe the interpretation of the above estimates, and to try and predict which of these results are likely to be reinforced as more data is obtained, the team also looked at the same estimates separately for the first and for the second spot check, for the 160 schools which had two spot checks during the first trimester. The pattern is clear: as pupil attendance starts decreasing (over time), the treatments start having an effect on female, but not male, attendance, as one would expect given that male attendance is not monitored using report cards or incentivized in any way.

Learning from Performance-based School Grants (KLI Call #1)

GRANT DESCRIPTION:

The KLI Grant funds the pilot of a revised school-grants scheme, using lessons learned from an existing scheme to improve the incentive system. The team simultaneously supports the development of management tools for mid-level managers, to enable them to administer the school grants effectively. This intervention will generate lessons learned about how school grants can support improvement in learning outcomes and about the impact of strengthening capacity of mid-level management as part of a school grants program.

The Ministry has learned that designing performance-based school grants requires a number of preconditions, such as continuous data availability, strong leadership, and good monitoring and evaluation systems to track progress.

PROGRESS TO DATE:

The team traveled to Mozambique in late September 2016 to support the Ministry

of Education and Human Development (MINEDH) in the revision of the formula for the allocation of School Grants (ADE) to

achieve better education results through adding performance-based and equity-based allocations.

In May 2016, MINEDH created an interdepartmental Incentives Committee that includes representation from all five relevant departments (Quality Assurance, Planning, Finance, Primary Education, and Human Resources). The Committee has finalized the Regulation of Awards, which was approved by the Minister in September 2016, providing a framework for the application of financial and non-financial awards, both collective and individual, and for central, provincial, district, and school levels.

CHALLENGES AND LESSONS LEARNED:

At the request of the Ministry, a full day workshop was organized to foster direct exchanges with teams who have implemented school grant programs in Indonesia and Brazil. Discussions focused on how a new formula for the allocation of school grants could be operationalized in the Mozambican context. Lessons learned from other countries have highlighted the following points as being essential to the success of performance-based school grant models, namely: (i) continuous data availability; (ii) legal backing; (iii) socialization to promote awareness of incentives criteria; (iv) strong leadership and assurance of commitment at all levels; (v) targeting allocations to address structural issues of inequality that contribute to under-performance; (vi) monitoring and evaluation

systems to track implementation and oversee expenditures; and (vii) inclusion of a mix of results and process indicators, to support implementation quality and motivation for more immediate managerial changes (in addition to more long-term results in learning outcomes).

The mission also facilitated a meeting to share the experience of using performance based allocation (PBA) funds under the Public Financial Management Program-for-Results Project between officials of the Health and Education ministries. The Central Medical Stores (CMAM) have developed incentives schemes to better manage drug storage at warehouses, which have contributed towards meeting key disbursement-linked indicators (DLIs) monitored through the Project. Next steps include sharing further details of the incentive measures that CMAM have used in the recent past, as well as proposed plans to improve allocations between provinces to ensure equity and incentivize “improved” performance (not “best performance” alone).

MINEDH will also produce a Technical Note about incentives and an addendum to the current regulation of incentives, based on lessons learned from Indonesia and Brazil as well as the inputs of the discussions with the World Bank. The Technical Note will precisely define the criteria for equity grants as well as the selection criteria for performance grants in ADE.

Niger



Resolving the Indicator Bottleneck for Results-Based Financing (KLI Call #1)

GRANT DESCRIPTION:

The KLI Grant is enabling the Government of Niger, in collaboration with the WBG, to establish a sustainable monitoring and evaluation system, using data from recently conducted or upcoming surveys and assessments. This will lay the foundation for future RBF operations in education in Niger, using more effective indicators and best available data sources. The Government of Niger's experience in moving towards results-based policy in a resource-constrained environment is expected to produce useful lessons in establishing national data systems.

PROGRESS TO DATE:

Progress has been difficult given that travel was restricted to Niger in the wake of the terrorist attacks in Mali and the unpredictable political climate after two election cycles. However, the team was still able to collaborate with the WBG Governance Global Practice on a public sector and service delivery reform project.

The project has a strong focus on implementation readiness, as well as increased attention on primary school service delivery by incentivizing improvements in resource management. Specifically, the project will provide

incentives for achieving better teacher deployment, improving the proportion of qualified teachers in schools, and monitoring qualitative education service delivery indicators.

CHALLENGES AND LESSONS LEARNED:

Aside from logistical challenges, the technical capacity of government officials is relatively strong, but the cross-sectoral work may dilute some ownership across ministries. It will be important to ensure that all stakeholders play an active role in mutually identifying results and working together to achieve them.

Pay-for-Performance for Teacher Recruitment and Retention (KLI Call #1)

GRANT DESCRIPTION:

The KLI Grant is funding a study which builds on existing civil-service contracts, by introducing a bonus scheme that rewards teachers who score within the top 20 percent of their district. The research will address two questions: firstly, whether a pay-for-performance (P4P) scheme can improve teacher performance, and produce student learning gains. Secondly, how effective are P4P contracts at attracting skilled and motivated teachers to undersupplied schools, particularly in rural areas. This research will generate information about how P4P schemes can alter the demographic spread and skills of teachers.

The grant has benefitted from the Rwanda Education Board introducing the requirement of an entry exam for applicants to new teaching positions — this data will provide another source about the impacts of the team’s treatments on the quality of candidates.

PROGRESS TO DATE:

A large uncertainty that was resolved since receiving the first grant disbursement is the number of districts that would have new hires for the 2016 school year (there were six districts with sufficient scale) and the level at which people would apply—and so the unit of randomization. Those districts with new hires for 2016 conduct recruitment centrally, so the first stage of randomization (positions advertised as either fixed wage or pay-for-performance contracts) was conducted at the district-by-subject of qualification level. This is a slightly more aggregated unit of randomization than some of the alternative scenarios that could have arisen. A second-stage, re-randomization of teachers into contracts conditional on selection will be conducted at the school level as planned.

Another positive update is that the Rwanda Education Board (REB) introduced the requirement of an entry exam for applicants to new teaching positions. Access to this data should provide another source of information about the impacts of the team’s treatments on the quality of applicants. It also provides

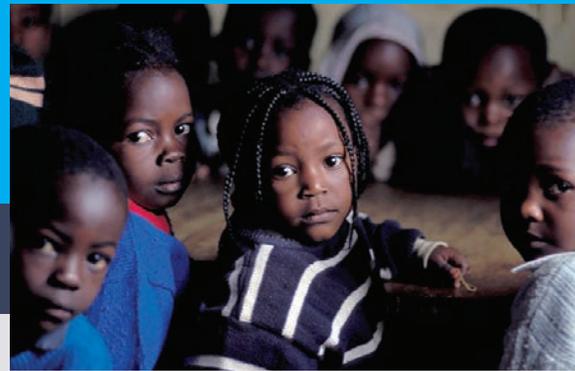
an opportunity for policy engagement: the Director General of REB has expressed interest in having the study inform the design of this application exam for the cohort of new teachers in 2017 and beyond.

CHALLENGES AND LESSONS LEARNED:

One positive outcome is that the team ran what appeared to be a successful advertisement campaign, with some promotional materials to spread information about the P4P and fixed wage interventions. Job fairs were attended by more than 200 potential applicants, whose outcomes will be tracked.

The greatest challenge is one of statistical power; because REB advertised positions in a limited number of districts, and because those happened to be districts to which people apply centrally rather than at the sub-district (“sector”) level, the team had to use a unit of randomization that is more aggregate than the advertisement of P4P vs. fixed wage positions. However, there was high interest in those positions, so the team is optimistic about potential effect sizes.

Tanzania



Incentives for Students to Stay— and Succeed—in School (KLI Call #1)

GRANT DESCRIPTION:

In Zanzibar, almost half the students entering secondary school drop out before secondary completion. The Ministry of Education and Vocational Training Zanzibar intends to reverse this trend. The KLI grant is enabling the research team to generate clear guidance to the Ministry on how to design performance-based incentive schemes for students to maximize learning impacts and reduce dropouts at secondary level. The research will answer questions about whether directly incentivizing students improves their performance. In addition, this research will examine how results-based financing can be designed to help overcome psychological barriers that might prevent students from responding to performance-based incentives. Specifically, this research tests whether helping students to set goals for themselves increases the potential impact of performance-based incentives. This research is expected to inform the body of evidence on how financing demand-side incentives can lead to better results.

The greater focus on results and on education quality has allowed policymakers to broaden the use of more creative, low-cost interventions that were originally designed as part of the REACH grant.

PROGRESS TO DATE:

The research design has been successfully implemented as originally proposed, with the full cooperation of the Ministry of Education (MoE) and teachers/head teachers.

The evaluation sample includes all lower secondary schools in Zanzibar (211). The team has (i) sharpened the intervention design based on discussions with Ministry of Education and numerous focus group discussions with teachers and head teachers, (ii) collected detailed baseline data in all 211 schools, including testing of about 18,000 students, and (iii) undertaken follow-up visits to sub-sample of schools.

The team was also hoping to examine nuances in the operationalization of ‘independent verification.’ This has been postponed due to some delays in the timelines of the broader project, but the plan is still to generate insights on this aspect.

CHALLENGES AND LESSONS LEARNED:

The MoE has been very enthusiastic, particularly about the goal setting intervention. Based on the positive feedback from teachers and head-teachers in treatment schools, the government is planning a broader communication and outreach campaign aimed at directly motivating students in crucial grades where

drop-outs tend to be higher. They also plan to use the anonymous goal-setting data to generate insights about the design of a guidance program aimed at students with high risk of drop-outs. The MoE feels that these types of low-cost interventions,

which also have intrinsic merit, regardless of their impacts on student performance, present scalable and valuable strategies for a small and fiscally constrained but highly-committed and centralized education system like Zanzibar.

Aligning Teacher Pay with Performance of All Students *(KLI Call #1)*

GRANT DESCRIPTION:

Building on previous research by the civil society organization Twaweza, the KLI Grant is funding a study that compares the impact of rewarding relative and incremental gains in student learning against rewarding teachers whose students pass a defined threshold, in order to improve service delivery. By continuing to work in this set of schools, the research will provide insights into the “long term” effect of learning in an environment where teachers are paid for performance. The research will generate information about how teacher P4P programs can be best structured to benefit all children.

PROGRESS TO DATE:

Baseline fieldwork was conducted from February 22–March 17, 2016. Each field team was composed of two interviewers and one supervisor; each supervisor was in charge of two teams of interviewers (that is, one supervisor led two teams of two interviewers who went to separate schools). Each set of interviewers spent two days at each school. Teams were encouraged to begin with student tests and teacher interviews on the first day of a school visit, to ensure that any absent students or teachers could be captured on the second day of the visit. Day two was reserved for remaining interviews that could not be completed on day one, along with the household and school questionnaires.

Upon receipt of final data, Innovations for Poverty Action (the contracted vendor) did a quality check to ensure that data was properly collected, key indicators are balanced across

treatment groups, that all modules were asked to all relevant respondents, and that enumerators are not significantly influencing interviewees responses.

CHALLENGES AND LESSONS LEARNED:

This year, due to the free education policy recently implemented by the government of Tanzania, there were some schools that had over 800 students enrolled, which was more than the survey software allowed, meaning that only 800 students could be included in the sample.

In addition, it was deemed that two interviewers had falsified teacher data for 15 teachers. In these instances, additional phone interviews were conducted and the two portions that had visual components will have to be gathered at endline.

Otherwise, strong quality assurance processes were in place to ensure proper capture of data.

Vietnam



Are School Characteristics and Teaching Practices Reliable Proxies for Learning Gains? (KLI Call #1)

GRANT DESCRIPTION:

Vietnam has a large amount of data available about learning across the whole system. The KLI Grant is funding research that will use existing data to establish the underlying factors that affect school quality in the country. The results will inform the redesign of the general education teacher performance evaluation system using evidence about what works in Vietnam. The research will both generate knowledge about Vietnam and establish a model that could be adapted by other countries to evaluate which factors impact learning in their unique contexts.

PROGRESS TO DATE:

The team has advanced quite a bit in selecting and preparing the *Young Lives* survey database for their analyses of “over-performance” and “under-performance” on math and reading. The team also consolidated and cleaned the useful data and re-coded it so that it can be used in the predictive model. Thirdly, they have developed the predictive analysis software and plugged in the data. Currently, the predictive model correctly classifies 90 percent of students by test score based on background variables. Finally, the team has commenced discussions with partners in Vietnam establishing the best methods for disseminating our results later in 2017.

CHALLENGES AND LESSONS LEARNED:

The challenge is whether or not the most important predictive variable will be subject to intervention and therefore amenable to results-based approaches, though this challenge is beyond the team’s control. The weights/importance of some immutable aspects of student background, such as living in rural communities, is currently larger than other factors such as teacher feedback on homework. However, the team will use a variety of methodologically sound approaches for the investigation and continues to believe that this approach will prove robust and be a means for making results-based projects based on previously unused data.

Updates on October 2015 KLI Grants

The majority of the KLI grants awarded in October 2015 are still not at mid-term stage, thus only progress to date is reflected in the descriptions.



Cameroon

Results-Based Financing for Improved Education Service Delivery (KLI Call #2)

GRANT DESCRIPTION:

Building on the success of RBF in the health sector in Cameroon, the government of Cameroon is keen to experiment with RBF as a tool for increasing girl's enrollment and improving service delivery in two of its most disadvantaged districts. The KLI Grant funds a feasibility study and pre-pilot for a performance-based school grants program in the North and far-North of the country. The lessons learned will inform a two-year pilot, which will be scaled up beyond pilot districts if successful.

The pre-pilot being financed by REACH will pave the way to bring the performance-based school grant scheme to scale, potentially reaching over 400 schools.

PROGRESS TO DATE:

A national team has been set up to conduct the pre pilot with consultants and a national NGO. The pre-pilot is based on lessons of implementation experiences of RBF type interventions in Cameroon and elsewhere in both the education sector and the health sector.

Practically speaking, the pre-pilot is set up in one disadvantaged subdivision, and targets 20 primary public schools. With the technical support of a national NGO hired as partner agency, schools prepare an individual school project and a short action plan. This documentation is discussed with the active participation of the school council "conseil d'école" which is an official representative structure, involving school management, student-parent associations, local administration and school community. The existence of a school project and

action plan triggers a first disbursement into the school's budget. From there, disbursements are linked to trimestral assessments by the partner agency and local inspector. Selected indicators have been carefully designed to improve school functioning, teacher monitoring, students' participation and retention (with a focus on girls and vulnerable students, including IDPs and refugees), respect of free education, and other good practices at local level. At the end of the school year, another final incentive will reward global improvements of the school. Expected incentives could lead to a 20 to 30 percent increase of actual annual school budgets. Specific disbursement mechanisms will be further detailed during the pre-pilot implementation and included in the operational manual of the pre-pilot.

Assessment of Teaching Practices for Changes in the Classroom (KLI Call #2)

GRANT DESCRIPTION:

The Guangdong Department of Education is innovating to improve the impact of in-service training towards greater effectiveness of its teaching force. The KLI Grant funds a pilot intervention to incentivize teacher-training institutions who deliver in-service training that teachers actually use in classrooms to improve student learning outcomes.

PROGRESS TO DATE:

A desk review was conducted to assess the availability of classroom observation instruments. On the basis of this review two candidate instruments were identified: the Stallings and the Classroom Assessment Scoring System (CLASS). A pre-pilot was undertaken to assess the viability of these instruments in the Guangdong context. The pre-pilot was conducted in two ways. The first consisted of applying both Stallings and CLASS to several classrooms visited during a project identification mission. The second consisted of applying CLASS to several videotaped classroom sessions from Guangdong. The review of videotaped classroom sessions was summarized in a brief and the findings discussed with the government. On the basis of these discussions with the government the Classroom Assessment Scoring System (CLASS) instrument was selected for further investigation.

Training on the use of CLASS was conducted in Guangzhou in two waves: the first wave took place from September 7–10, 2016 and the second wave took place from September 12–14, 2016. The training was conducted by Teachstone, the developers of CLASS. A total of 34 individuals participated in the training. The training was followed by validation testing that each participant needs to successfully complete in order to receive certification on use of the CLASS tool.

The first wave was made up of representatives from the provincial Department of Education as well as representatives from all 16 of the project counties (including representatives from county bureaus of education, teachers and principals from primary and middle schools). In this wave, 14 of 18 trainees passed the first round of validation testing, and another two passed on the second round of testing. One participant was unable to take the second round of testing and another took it, but did not pass.

The second wave was made up of partner institutions largely based in Guangzhou:

1. South China Normal University,
2. Guangdong Institute of Education,
3. Guangdong Teachers College of Foreign Language and Arts,
4. Guangdong University of Education,
5. Guangdong Department of Education

Of the 16 participants in this second wave, nine passed during the first round of testing. A second round of validation testing was not held due to the mid-Autumn Festival holiday. The participants who have yet to pass are currently receiving a second opportunity to take the test. This is being done using an online format where Chinese translation voiceover has been provided.

Colombia



Results-Based Monitoring System (KLI Call #2)

GRANT DESCRIPTION:

The Colombian government has ongoing efforts to manage its education system based on results. Since 2014, Colombia has had a “synthetic index of education quality” for all basic education schools, with yearly targets at the school level. However, this index is limited, and more information is needed for policymakers to make well-informed decisions. The KLI Grant will support the development of a results-based monitoring system that covers multiple dimensions of education quality, with a view to targeting fiscal transfers towards improvement in those dimensions.

PROGRESS TO DATE:

The team has been working closely with the Ministry of National Education (MEN), and has advised on the selection of indicators based on the following dimensions selected by the MEN: (i) pedagogy; (ii) teachers; (iii) administration; (iv) infrastructure; (v) community engagement; and (vi) student welfare. A preliminary matrix of indicators has been developed for all six dimensions, but it includes too

many indicators, which also tend to be concentrated on inputs and structural factors in the school. The World Bank team is currently working to simplify the matrix by cutting down the number of indicators, and focusing them on key outputs, outcomes and processes related to quality of service delivery. In addition, the team plans to pilot the collection and reporting of select indicators in 1,000 schools.

Congo-Brazzaville



Congo Citizen Voice for Education (KLI Call #2)

GRANT DESCRIPTION:

It is believed that leakage in the education system in Congo-Brazzaville results in only a small proportion of funds disbursed by the Ministry of Finance arriving at schools. The KLI Grant finances the set-up of an open data system, which allows community members to report on the funds which arrive at their local school. If the system is effective, it could be used to inform an RBF program for school finance.

PROGRESS TO DATE:

The grant design went through multiple iterations, and the team will now work closely with BlueSquare rather than Cordaid, though the two organizations often work together in the region. BlueSquare is a company that provides technology solutions around RBF (particularly in the health, education and governance sectors). BlueSquare will produce the following: (i) an analysis of the education monitoring framework and identification of indicators to be collected through routine surveys; (ii)

a technology solution that allows collecting and managing data about satisfaction from students, parents and volunteer teachers through mobile phone. The solution should also plan for other forms of data collection in case there is no phone coverage; and (iii) a public dashboard to display results from the surveys.

The survey is embedded in a larger WBG project that is awaiting government signature, which has been delayed due to elections and post-elections violence.

Democratic Republic of Congo

Impact Evaluation of RBF approach in South Kivu (KLI Call #2)

GRANT DESCRIPTION:

The Government of South Kivu, in partnership with the Dutch NGO Cordaid, has been piloting RBF to improve education service delivery. As the end of the pilot approaches, the KLI Grant funds an impact evaluation to assess whether its RBF approach has generated better education results and whether learning outcomes in primary schools receiving RBF subsidies are higher than in primary schools that do not receive them.

A challenge in DRC that is true for several grants is the availability of good data, which is a necessary precondition for RBF.

PROGRESS TO DATE:

One of the primary challenges in this fragile context is the availability of good data, especially since target beneficiaries reside in Shabunda 1 and Walungu 1, districts that have been historically affected by ethnic

violence. The fieldwork and data entry have just started, because identifying and training staff and enumerators took longer than originally anticipated.

India



Improving Teacher Performance through Outcome Linked Incentives (KLI Call #2)

GRANT DESCRIPTION:

The Government of Bihar is designing a teacher performance program to improve service delivery in its schools using a teacher composite score designed by the Indian civil society organization Pratham. The KLI Grant funds research to: i) test the validity of an existing teacher assessment/composite score to inform this work; ii) if the assessment is valid, design a pilot for this program.

PROGRESS TO DATE:

The team has developed the design for a study that will use three sources of evidence to establish validity of test scores. The validity study aims to establish content validity, construct validity and predictive validity.

In addition, the team deliberated on several options for the design of the impact evaluation taking into consideration aspects of external validity and reliability of findings while balancing scope and costs towards implementation. While a larger sample of schools and teachers would be preferable in terms of being able to generalize the findings across the state of Bihar, the cost of implementing the study in a large number of schools while avoiding spillover effects and closely monitoring progress would be too substantial. Thus, the study will cover about 750 schools across 4 districts in the

state of Bihar and include about 3,000 teachers and 55,000 students.

The team has also had discussions with experts and with the Government of Bihar to determine the type of incentive that will be given to teachers. The Government has had some apprehension around financial incentives for teachers and this concern is especially sensitive in the context of Bihar where teachers are hired at the decentralized level by the community and any tinkering with their structures lead to drawn out legal battles. The team has undertaken a quick field survey to gather principals' opinions on the types of incentives that will motivate teachers towards better performance. The findings from the survey indicate that the Government is most likely to agree to non-monetary rewards for teachers.

New Horizons (KLI Call #2)

GRANT DESCRIPTION:

India's National Institute of Open Schooling (NIOS) provides second chance education for religious and other minority students who have dropped out of school. The KLI Grant funds research to evaluate the design of performance contracts between the Government of India and service providers, as well as the cost-effectiveness of varied levels of monitoring.

PROGRESS TO DATE:

The REACH grant is in two parts. The first activity consists of a qualitative survey to better understand how private sector providers are reacting to the performance based contracts. The study is looking at the performance of education training providers before performance based financing on education outcomes was included in the contract. The first group of students have just completed their exams, and initial findings will not be ready until March 2017 or later.

The second activity is a randomized impact evaluation of alternative monitoring instruments. This activity is going slower than expected, as the agencies that will implement the project have not yet been awarded their contract due to staff changes in the Ministry. The team expects that these agencies will begin providing education and training to students by April 2017.

Thus far, the pilot intervention has revealed that training providers did not focus on students passing the exam when financing was not conditioned on that result. However, this is anecdotal and the team hopes to get more detailed information over the next month or so.

The biggest obstacle so far has been: getting the education and training providers hired and convincing the new Secretary and Joint Secretary to keep the agreed upon performance based financing milestones in the terms of reference for the recruitment of training providers. They were nervous that good providers would not want to participate in a program where their payments were conditional on something they may not be able to control (i.e. students passing the exam). The team was able to overcome this concern by finding an education target that they were more comfortable with.

Indonesia



Assessing the Impact of Alternative Approaches to Linking Funding to School Performance in Jakarta (KLI Call #1 and #2)

GRANT DESCRIPTION:

The two activities under this proposal are part of an overarching exercise by the Jakarta government to experiment with different approaches to linking financing with results: a) the introduction of a performance and equity school grant; and b) the introduction of performance contracts with schools. The already implemented performance and equity school grant program looks at whether the announcement of an incentive would be enough to change school behavior and ultimately student performance. The pilot for the performance based contracts goes further by using the national standards to identify areas of weakness at the school level developing school improvement agreements between the school and the district office based on this information. The KLI Grant funds the evaluation of both activities.

PROGRESS TO DATE:

For the evaluation of the performance and equity grant, the team is still collecting and cleaning data that will allow them to ensure that some of the effects they are finding are not driven by other changes in the system. The team also intends to select a small group of schools (20–30) to do in-depth interviews and data collection exercises. The purpose would be to better understand the impact of the incentive in terms of changes in school activities/organization as well as how schools have changed the way they spend their money (meaning, all resources, and not just the grant amount) in response to the grant.

On the performance contracting side of things, the schools have started using the electronic (or web-based) school planning forms. For school evaluation, the team has conducted the baseline survey for 150 schools and is now doing the analysis.

In addition, the school self-evaluation tool has been developed and the team has conducted a “training of trainers” for the self-evaluation too. Subsequently, 100 schools of the 150 will be trained in utilizing the instrument.

Morocco



Support to Performance Contracting in Education (KLI Call #2)

GRANT DESCRIPTION:

The KLI grant supports the design of a performance-based contracting model in education between national, regional, local and school-levels in Morocco, with a specific focus on improving the effectiveness and efficiency of mandatory education service delivery (preschool through lower secondary).

The REACH grant has helped align actors such as the Ministry of Education, Regional Academies, the Ministry of Finance and international donors, and moved their conversations away from inputs.

PROGRESS TO DATE:

Performance contracts are being piloted in two regions, the mostly urban region of Rabat and the rural region of Oriental, with a view to using lessons learned to design and implement a client-led scale up in more regions if the activity is successful. The grant is also contributing to the preparation of the Morocco Education Program-for-Results, a USD\$200 million pipeline WBG operation that aims to support governance reforms in the education sector to increase accountability among stakeholders and strengthen service delivery along the results-chain. This results-based financing activity would be the first of its kind in the Middle East & North Africa region.

In May, a workshop was held to present the performance contract framework to the Ministry of Education (MoE), regional academies, Ministry of Finance and international donors. Following that, a framework was developed by WBG and MoE experts in line with the National Performance plan. In June 2016 regional academies will submit their diagnostics and draft formal contracts. These drafts will be reviewed and further revised based on feedback received from participating institutions, making the contracting process an iterative one.

Update on REACH for Reading

In collaboration with the Global Book Alliance, the [REACH for Reading Call for Proposals](#) was launched on September 8, 2016, International Literacy Day. The REACH for Reading Call for Proposals seeks to support innovations that get the right books to all children at the right time, using results-based financing modalities. Activities financed through this call for proposals will vary in scope, scale and duration but will primarily be designed to transform the quality and availability of primary grade textbooks and reading materials for underserved languages. During the open call period, nearly 250 public and private partners submitted proposals for RBF-based REACH for Reading interventions in 64 countries.

Proposals for REACH for Reading grants will be slightly larger than the general KLI calls, as applicants can request up to US\$500,000. Similar to the previous KLI calls, submissions will undergo a rigorous selection and interview process. Approval criteria include relevance to reach for reading's goals, technical soundness, methodological rigor, strategic opportunity for long-term engagement and government and partner commitment. Approximately 10-12 grants are expected to be announced in the Spring of 2017 for interventions that will last anywhere between six months to two years. An overview of the REACH for Reading review process and evaluation rubric is located in the Annexes.





Spreading the Word: Building Capacity and Confidence in RBF as a Real-World Tool

REACH is dedicated to expanding the body of knowledge on RBF in education and building evidence on what works for a systems approach to education reforms and investments. To accomplish these goals, REACH focuses on generating (through KLI grants), acquiring and sharing knowledge on what works in RBF. The main knowledge management goal is to equip operational staff inside and outside the World Bank with the knowledge and tools to implement RBF programs and to inform a broader audience about RBF and its benefits, limits, and uses.

The REACH knowledge sharing and organizational strategy for 2016 focuses on:

- **Transfer of tacit operational knowledge.** REACH has a specific focus on acquiring, packaging, and sharing tacit RBF knowledge given how important yet difficult it is to capture it.
- **Connecting teams and topics.** This consists of bringing together actors from different sectors from inside and outside of the WBG to share knowledge and to further illuminate issues that are often referenced but never teased out, i.e. how are schools like (and unlike) health clinics?
- **Building communities of practice (CoPs).** These informal CoPs focus on specific topics for continuous sharing and provision of just-in-time support by WBG experts. For example, REACH is heavily involved in the Education Finance CoP.
- **Creating and compiling tools and information.** The learning events serve as a way to share, but also to extract and

compile knowledge from a wide range of actors. The key conclusions of each event are shared with the participants and the broader RBF community with a focus on the information being in an operationally friendly, concise format.

- **Feedback loops to ensure continuous relevance of the activities.** REACH is regularly collecting feedback from the target groups on the type of support needed/received to design/improve the knowledge sharing activities accordingly.

The Knowledge Sharing and Organizational Learning Plan was developed through a consultative process with WBG staff and partners. The REACH team also sought guidance and support from the WBG's communications team. These events typically receive high interest and feature interactive involvement of participants. A focus is placed on embedding ICT to modernize the pedagogy and maintain a fast pace at the learning events.

The REACH team deeply invests in the preparation of learning and training events in order to have state of the art content on hand, and well-informed, dynamic speakers and presenters. Event formats are also designed carefully, with attention to choosing the best fit for desired learning outcomes. An important criterion for REACH learning activities is whether or not they meet the immediate needs of operational teams. Overall, the goal is to create an environment conducive to candid and open sharing.

Examples of formats used at REACH learning events are:

- **'It's Debatable'**: The signature REACH event using debate as a way to highlight pros and cons of a new topic. There have been three events to date: (i) Is learning

the only result worth financing?; (ii) Can school grants buy learning?; and (iii) Can fiscal transfers generate results? The fourth 'It's Debatable' meets 'Smackdown' on teacher incentives is currently being planned (details to follow).

- **Operational Clinic**: This model allows KLI grantee teams to receive inputs from other country teams and expert discussants for specific operational questions.
- **Talk Show**: This format is a way to bring out diverse views through moderated discussion, with the goal of the guests staying on message but also engaging in open discussion.
- **Open Space Expert Round Tables**: Loosely based on the "open space" concept, these round tables focus on sub-topics identified by participants, with expert discussants at each table. Participants are allowed to move around freely.
- **Trial**: This will be featured at HD Week in May 2017, where RBF will participate in a courtroom trial, complete with a judge, jury, defense attorney and prosecutor.
- **Brown Bag Lunches (BBLs)**: These are more traditional learning events hosted by the WBG that generally involve one presenter, a chair and discussants.

REACH believes in engaging the audience and sustaining their attention as much as possible. To do this, various tools are utilized, including: (i) audience engagement and polling tool to answer survey questions via mobile phone; (ii) Ignite presentations that are time-bound and short; and (iv) competition quizzes that get the audience to interact with one another and the presenters.

Knowledge Sharing and Learning Events 2016

In 2016, REACH organized nine knowledge sharing and learning activities this year, reaching over 250 participants:

1. DLI TTL Luncheon: Learning from Early Operations	
Date:	February 24, 2016
Description of the Event:	<p>Luncheon with a survey of World Bank Task Team Leaders (TTLs) using Disbursement Linked Indicators (DLIs) in their projects to capture their tacit knowledge and learn from their early experiences.</p> <p><i>Format:</i> A facilitated discussion, using an interactive, online survey to ask provocative questions, each question followed by a discussion for the participants to elaborate on their answers and further explore the topics.</p>
Client/Co-host:	Global WBG regional teams
Main Objective:	To capture the tacit knowledge of TTLs who have significant experience using DLIs and share that information with interested teams
Background Information:	REACH was interested in extracting some lessons / testing some hypotheses about the WBG's early experiences with DLI operations in Education. In particular, the team was interested in getting more knowledge on how to craft meaningful and realistic DLIs, as they become a greater and growing part of the portfolio
Participants:	15 World Bank TTLs with experience on DLIs and Operational Policies and Country Services (OPCS) unit representatives
Materials:	Note on Lessons Learned

2. GPE BBL: “The Promise and Potential of RBF in Education”

Date:	March 22, 2016
Description of the Event:	<p>Sharing lessons learned from the WBG’s operational teams with GPE colleagues. Specifically, presenting Tanzania’s Big Results Now; one of the first Program-for-Results (PforR) operations in Education.</p> <p>Agenda: Short presentations were made by the program manager of REACH on ‘Top 10 Lessons Learned about RBF to date’ and the TTL of Big Results Now, followed by a Q&A.</p> <p>Format: BBL with a presentation including an audience poll and an illustration quiz</p>
Main Objective:	Prepare the GPE staff to advise clients on RBF
Client/Co-host:	Global Partnership for Education (GPE) Staff
Background Information:	Every GPE grant has a variable tranche, which is 30% of financing linked to RBF. The new funding model is relatively recent, and GPE and WBG staff are still working through what it means in implementation. This session was designed to share information with GPE staff on the benefits and challenges with RBF.
Audience:	25 GPE staff
Materials:	Presentation on Lessons Learned thus far, Presentation of Big Results Now

3. KLI BBL: Beyond Test Scores: Measuring Education Quality in Colombia

Date:	April 7, 2016
Description of the Event:	<p>Brown Bag Lunch on Colombia's current system for measuring school performance and ongoing work in the selection of education quality indicators. Discussion on how to create a new, more results based monitoring system that looks at quality beyond test scores.</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Presentations made by the representative of the Colombian Ministry of Education, followed by the World Bank education team. 2. A World Bank Education Practice manager served as a discussant, reflecting on the presentation, providing examples of similar programs and relevant research findings and addressing the questions and challenges raised by the team. 3. Open discussion. <p>Format: traditional BBL</p>
Main Objective:	<p>Sharing experiences of identifying the metrics for predicting education quality.</p> <p>Main discussion topics:</p> <ul style="list-style-type: none"> ■ What is a rigorous but practical methodology for identifying indicators for school quality, beyond test scores? ■ How could the results based monitoring system be designed for better targeting?
Client:	Colombia Education Team/Ministry of National Education (MNE)
Co-host:	Latin America and Caribbean Practice Manager
Background Information:	<p>Colombia has a "synthetic index of education quality" for all basic education schools. This index is a single number for each school comprised of three components focusing primarily on test scores. To address some of its limitations, the index is complemented with a monitoring system of dimensions that looks at education quality in broader terms, beyond test scores. A set of indicators linked to each dimension is being created with a focus on key outputs, outcomes and processes related to quality of service delivery rather than mere inputs. Emphasis is put into how to use the system to better target programs in the MNE; how it could be used for performance based transfers at different levels, and how it could be used to engage the community.</p>
Participants:	29 World Bank and external participants, mostly from the education sector
Materials:	Presentation by the MNE

4. REACH KLI Operational Clinic on Education Quality Metrics

Date:	April 12, 2016
Description of the Event:	<p>A concentrated operational clinic for the Colombian MNE and the REACH KLI grantee team to get feedback from other country teams and experts for specific operational questions (below in Background information section).</p> <p>Agenda:</p> <ol style="list-style-type: none"> 1. Short presentation of the Colombia project, focusing on the proposed approach by the team, main challenges, and outstanding questions to be addressed. 2. Open discussion between KLI team and discussants chaired by the education practice manager: All discussants reflecting on the presentation and providing inputs based on their own experience on similar considerations and challenges, and providing feedback on how to address the questions and challenges raised by the KLI team. <p>Format: Operational Clinic</p>
Main Objective:	Identifying the metrics for predicting education quality beyond test scores in Colombia.
Client (KLI grantee):	Colombia Education Team/Ministry of National Education (MNE)
Background Information:	<p>See the Background information in “BBL: Beyond Test Scores: Measuring Education Quality in Colombia”</p> <p>Specifically, the Colombia team was seeking feedback on the following areas:</p> <ul style="list-style-type: none"> ■ The matrix content ■ Dimensions: Are all dimensions included, that should be included? ■ Selecting indicators. ■ Piloting the monitoring system ■ Uses of the system ■ Piloting of the use of the monitoring system for “policy making”
Participants:	20 Internal and external experts providing feedback on the matrices, including the Shanghai, Vietnam and Haiti teams with similar projects.

“You can actually improve learning outcomes through teacher incentives. Well designed incentives can actually move the needle a little bit.”

Professor Isaac Mbiti from the University of Virginia, KLI Grantee

5. IT'S DEBATABLE: Fiscal Transfers Don't Generate Results

Date:	May 4, 2016
Description of the Event:	<p>This event is part of REACH's 'It's Debatable' series. It explored whether or not fiscal transfers can buy results in education. Learning from flagship examples from health and governance (Argentina's <i>Plan Nacer</i> in the health sector and the Mozambique Public Management PforR led by the Governance GP), the debate and the following discussion aimed to inform the approach that education sector teams should take when designing results-based projects with clients. In particular, the event explored how education reform initiatives can be better embedded in larger public financial management reform, starting with inter-governmental transfers and performance-based budgeting. One of the key questions posed was whether public financial management mechanisms can be harnessed to ensure more efficiency, equity, or even student performance.</p> <p>Agenda:</p> <ul style="list-style-type: none"> ■ Facilitated by the Vice President of HD, Keith Hansen ■ Opening remarks by Claudia Costin, Senior Director of the Education GP ■ Overview, using an audience poll ■ 5 minute ignite presentations by the TTLs of the Argentina and Mozambique programs ■ Debate between Debbie Wetzel, Senior Director, Governance GP and Teresa Curristine, Senior Economist, IMF ■ Discussion ■ Closing arguments by the debaters <p>Format: Debate</p>
Co-host:	Governance global practice (with support from the HD Vice President's office)
Main Objective:	<p>The purpose of this event was to: (i) encourage cross functional and organizational sharing of perspectives on performance-oriented fiscal transfers in the social sectors, and (ii) contribute to the knowledge base on RBF in education by debating what key sector results, if any, might occur if fiscal transfers in education are linked to performance.</p> <p>The work on this topic continues through the recently established Education Finance Community of Practice ("EduFin CoP").</p>
Background Information:	<p>Demand from clients on how to structure national—subnational arrangements for financing service delivery is growing and at the same time, the World Bank is moving toward meeting President Kim's commitment of doubling RBF in education to US\$ 5 billion by 2020. The Education GP therefore expects substantial growth in this area, and is reaching to teams within the Bank to help task teams be better positioned to advise clients.</p> <p>Performance-oriented fiscal transfers in the Health Sector have demonstrated promising outcomes. Groups such as Governance also have rich experience to draw from which could support this work in education where such transfers are more nascent with a limited body of existing evidence to draw from. Drawing on expertise from colleagues in governance, education and health from inside and outside of the World Bank, this event brought together groups who are engaged in RBF and fiscal management work, and fostered knowledge sharing on intergovernmental transfers and binding financing on results.</p>
Participants:	Participants: 34 mostly education staff (current and former WB staff and external researchers. Additional 30 participants through WebEx.
Materials:	notes, video, presentations

6. RBF: Paradigm Shift, or Latest Fashion? An Interactive Talk Show about RBF in Education

Date:	June 16, 2016 (Oslo, Norway)
Description of the Event:	<p>In this talk show-style event RBF experts and practitioners debated the benefits and possibilities, as well as the limitations and concerns related to RBF in an entertaining way, yet sharing substantial information. The ‘host’ of the show led a conversation by a diverse group of guests about what RBF can and cannot achieve, how RBF can strengthen education systems and about the use of RBF interventions, i.e. performance-based school grants and teacher incentives. The panelists also covered RBF risks and how they can be mitigated.</p> <p>The talk show ‘guests’ represented a wide variety of actors working on RBF from NGOs and practitioners to researchers and program designers, as well as many different viewpoints.</p> <p>Format: Talk Show</p> <p>Additionally, audience members shared their opinions, commented and asked questions throughout the session using an interactive online tool, Poll Everywhere.</p>
Co-host:	Norwegian Ministry of Foreign Affairs, NORAD, and the Norwegian Teachers’ Union. Organized as part of the side event to the GPE Board Meeting in June.
Main Objective:	To showcase some of the latest work on results-based financing in education, and highlight the benefits and opportunities as well as the challenges and limits of RBF.
Background Information:	Education is one of the surest means to end poverty, but much of this potential is lost if students do not acquire skills in school that they need to succeed in life. Achieving learning for all will require moving beyond simply financing the inputs that education systems need, to strengthening these systems to deliver results. This, in turn, implies aligning governance, financing rules, incentives, and management practices with the ultimate goal of better learning outcomes, especially for children from the world’s poorest families—for whom access to quality education remains deeply inequitable. There is growing demand from countries for RBF, which is a promising set of tools to help achieve this critical alignment within education systems. But there are also many questions that remain to be answered and addressed if RBF is to be effectively and productively used in education.
Audience:	40–50 Nordic civil society organizations, teachers’ union representatives, teachers and government representatives and some GPE Board members.
Materials:	Video, Note on main takeaways, Note on points presented by the panelists

7. PforR: Scaling up for Sustainable Results

Date:	September 27, 2016
Description of the Event:	<p>This second PforR training, organized with OPCS and ESDP, targeted staff who are getting ready to prepare a PforR. The one-day event helped to highlight the key pillars for developing successful PforRs and discuss how PforR relates to institutional capacity building elements and results based financing approaches.</p> <p>Drawing from four cases (India, Vietnam, Lebanon and Tanzania) the focus was on exploring why and when to use PforR, explain challenges related to it and share key lessons.</p> <p>Agenda:</p> <ul style="list-style-type: none"> ■ Overview of PforR: Towards Building Institutions and Financing Results ■ India PforR on Skills Training for Employability Leverage PPP ■ Vietnam Enhancing Teacher Education PforR ■ Tanzania PforR, including preliminary lessons learned from the Mid-Term Review and Process Evaluation for Tanzania Basic Education PforR (BRNEd) ■ Lebanon PforR providing an example of developing PforR in a complex situation ■ Simulation where participants got a chance to apply what they learned during the day to convince the government of to agree to use PforR <p>Format: Part I: Short, focused PowerPoint presentations with the overview presentation including polling questions to stimulate audience engagement Part II: Simulation</p>
Co-host:	Education Staff Development Program (ESDP) and OPCS
Main Objective:	To enhance knowledge of PforR instruments among Education GP task teams and introduce key concepts that are essential to program design and implementation; and to link PforR theory/principle with education global practices.
Background Information:	PforR is still a new financing instrument for many TTLs. REACH has made an effort to join forces with the ESDP and OPCS to provide regular offering of this training.
Audience:	41 world bank staff members
Materials:	5 presentations

8. Workshop: Dos and Don'ts on GPE's Variable Tranche

Date:	October 13, 2016
Description of the Event:	<p>An informal breakfast workshop of Bank TTLs to share real-life experiences with GPE's new funding model that has an RBF component. This was the first meeting among the World Bank TTLs implementing GPE projects to discuss:</p> <ol style="list-style-type: none"> 1. How to get most out of the GPE grant variable tranche? 2. How to get started with designing and implementing the RBF component? 3. How to customize the variable part? 4. How to present and explain the variable tranche to government counterparts? 5. What kind of training/support is needed for the TTLs going forward? <p>Agenda:</p> <ol style="list-style-type: none"> 1. Taking the temperature—a participant poll and facilitated discussion about where we are at in implementing the variable tranche and about its benefits and challenges. 2. Lessons shared by those furthest along in implementing the variable tranche. <p>Format: Discussion facilitated using poll questions. 6 minute ignite presentations by the TTLs with Q&A and open conversation throughout.</p>
Co-host:	The World Bank GPE focal point
Main Objective:	To understand the experience of designing and implementing the GPE variable tranche to be able to better support the Bank TTLs in this area.
Background Information:	Recent experience indicates that projects financed under GPE's new funding model are proving to be more complex and time-consuming to design and implement than under the prior model. In particular, designing the variable tranche of these projects is leading to delays in preparation, which ultimately affects the submission of applications.
Participants:	13 staff, mostly World Bank TTLs implementing or planning on implementing a GPE grant
Materials:	Compiled Dos and Don'ts extracted from the presentations and conversation

"RBF is a tool for learning, it's a tool for experimentation, and it's a tool for course correction."

Petra Vergeer, Sr. Health Specialist at the Global Health Financing Facility team at the World Bank

9. How are Schools like Clinics: SP&L, HNP and EDU Joining Forces on RBF

Date:	November 22, 2016
Description of the Event:	<p>Cross sectoral knowledge sharing event contributing to the knowledge base on RBF across HD. Bringing together operational teams from three sectors to share lessons on RBF, identify what works and to what extent the lessons from one sector apply to the others.</p> <p>Sub-topics identified for the groups to discuss: incentives, sustainability, verification, demand side incentives, indicators, and verticalization of the system. Each group discussed the lessons and their applicability within the subtopic.</p> <p>Agenda:</p> <ul style="list-style-type: none"> ■ Welcome and introduction by Amit Dar, Director of Strategy and Operations, HD ■ Introducing the topic and the objective of the session ■ Presentation on results of the Impact Evaluations on RBF in Health ■ Creating the working agenda: The audience is given a chance to suggest additional topics and vote for the most relevant ones. ■ Expert Round Tables ■ Closing Plenary by Roberta Gatti, Lead Economist, HD <p>The event was promoted as a “Road to HD Week ‘17” linking it to the biggest learning event of the sector and testing the new format’s suitability for it.</p> <p>Format: Open Space Expert Round Tables, testing a new format to the World Bank that encouraged informal sharing among colleagues.</p>
Co-host:	RBF Health Team
Main Objective:	Share lessons on RBF between sectors. Capture the tacit knowledge of the operational teams working on RBF, identify key lessons, and discuss to what extent those lessons apply to the other sectors.
Background Information:	<p>Encouraged by the success of RBF approaches particularly in the health sector, some countries—and country teams—have started asking for guidance on how to implement similar programs in Education. This raised the questions: “how are schools like (and unlike) clinics?”</p> <p>The innovative new format of “Open Space Expert Round Tables” was developed specifically for this event to test whether small group conversations with limited structure and more freedom for people to discuss what was most relevant to them would be a good way to capture the often hard to manage tacit operational knowledge.</p>
Audience:	<p>Discussants in each group: HNP, education and SP&L expert discussant on each sub-topic</p> <p>Other participants: TTLs and other staff across sectors; 52 participants in total</p>
Materials:	Summary of the main conclusions from each table (sub-topic)



Knowledge Sharing and Learning Events 2017

As REACH continues to build on its brand for dynamic and highly productive learning events, plans for 2017 are already in motion. As before, events will focus on capturing, compiling and sharing new knowledge on RBF, with select events open for public participation, either in person or virtually via WebEx.

1. **Operational clinic on performance-based school grants** between four teams. School grants are one of the most popular RBF schemes in education. Potential discussion topics are: design; levels vs. gains; verification; capacity.
2. **'It's Debatable'** (fourth in the series) on teacher incentives (co-sponsored with the Africa Chief Economist Office's 'Smackdown' program). David Evans, of the Africa Chief Economist's Office, has published extensively on the topic and has been featured in previous REACH events.
3. **HD Week:**
 - Third PforR Training
 - *RBF on Trial*
 - Second Open Space Expert Round Tables event on RBF sub-topics
4. **Comparative International Education Society (CIES) Annual Conference.** This annual conference draws in over 2500 participants from all over the world. The REACH team will participate on two panels. The first will feature a frank conversation on the virtues and vices of RBF with Professor Alec Gershberg at the New School; Petra van Haren at Cordaid; Joseph Holden of Foresight Associates and John Patch with PriceWaterhouseCoopers (and evaluators of the Girls Education Challenge); former WBG staff Barbara Bruns will serve as chair; discussants will be Karen Mundy of GPE and Najeeb Safiq of the University of Pittsburgh. The second panel will focus on the REACH for Reading process and grantees.

5. **Building Evidence in Education (BE2) meeting.** The 2017 BE2 meeting provides another opportunity to host an event similar to Oslo, with an emphasis on evidence in RBF, for an external audience. The REACH team will present the paper, “Financing Results to Strengthen Systems: The WBG Approach to RBF in Education” and host a panel with diverse representation from international partners, academia and NGOs.

Communications

This year REACH has made a concerted effort to ensure that updated information and materials on RBF are made publicly available at: www.worldbank.org/reach. Focus was also given to collaboration with the World Bank communications and knowledge management colleagues for their guidance, and to identify the best channels and methods to effectively share knowledge.

This website is updated with information about calls for proposals (two open Webinars were hosted to answer questions about REACH for Reading); the latest literature and media on RBF; information related to topics of events hosted by REACH and other RBF initiatives within the Bank. REACH has also published several blogs, both internal and external, to publicize the trust fund itself and to offer perspectives on RBF. These resources are available in the [News and Events](#) section of the website.

REACH has also guest blogged on other websites, notably the Education Finance Commission’s, on [how RBF can help achieve the SDGs](#).

In addition, REACH captures and collects knowledge on RBF for Bank staff—this is evident in the creation of the Education Finance Community of Practice. The conversation continues in this virtual space amongst staff members and the Community

has identified experts in the topic who are available for technical support.

REACH also has a publicly available cloud-based folder of RBF materials — this includes RBF FAQs, various research on RBF and a DLI Library that lists sample DLIs from World Bank projects (within the last 10 years), categorized by level of education and type of indicator. This has proven to be very useful for Bank TTLs who are designing RBF projects, so that they do not have to invent new DLIs. There are currently over 125 examples, with the library being regularly maintained as new projects are approved.

Just-in-Time Support

While knowledge sharing and learning are top priorities for REACH, one of the most valuable and impactful services REACH offers is support to operational teams seeking to implement RBF. As part of REACH’s stated goal to be “the most task team friendly” trust fund within the World Bank Group, REACH has developed strong camaraderie with multiple teams working with clients that range from fragile states to Upper Middle Income Countries. REACH’s involvement is iterative, with support being provided at various stages of the project cycle (concept, design, implementation, evaluation). Some examples of the customized support that REACH has provided are below:

Lebanon: Aside from being the recipient of a Country Program Grant, WBG management requested that REACH provide intense support in the preparation of the overall operation in the education sector, with the view of having the project be results-based. This resulted in the REACH program manager serving as co-task team leader, helping to lead the policy dialogue, assemble the team, craft the results, design the financial engineering across implementers, and build in the

requisite technical assistance to ensure that the national actors are able to carry out the activities and achieve the agreed upon results. This implied three trips to Beirut in four months to accelerate the preparation of the project, which represents the first time the Government of Lebanon used the Program-for-Results lending instrument (in any sector).

Nigeria: In Nigeria, the REACH team served in an official capacity of peer review for the operation. The original project design proposed an ambitious model using a form of “output-based aid” similar to how the health sector has operated in the country. After much deliberation, further discussions with the client and the fiduciary team, and separate one-on-one advisory sessions with the REACH team, it was agreed that the country context, especially the fiduciary capacity within the targeted states for the operation, was not yet ready for embracing such a form of RBF. In the end, the team settled on a traditional Investment Project Financing approach. This serves as an important example of the relevance of traditional approaches in some country contexts, and that RBF is not necessarily always the best approach.

Liberia: Continuing from the support provided last year, REACH facilitated a workshop with the Ministry of Education’s planning team to discuss options for RBF under the GPE model. Working from the “GPE Do’s and Don’ts” list (see previous section), REACH guided the task team, government team, and local education donor group on some important principles, options, and lessons, as they move forward in the process. In December, REACH will serve in an official peer review capacity for the operation.

Sierra Leone: Also continuing from 2015, REACH’s technical support was requested again as the original school scorecard design

underwent a second iteration. The REACH team’s original comments on the complexity and overly ambitious nature of the first scorecard were taken into account and it is now being simplified. The Sierra Leone team is now aiming to reduce the signal-to-noise ratio of the indicators and is using lessons learned from RBF education projects in Pakistan’s Sindh and Punjab provinces. The consultative process with REACH will help further ground the design in the realities of rural Sierra Leone. In addition, REACH has invited the Sierra Leone team to showcase its performance-based school grant model in a forthcoming operational clinic.

Cambodia: Cambodia’s Ministry of Education has requested Bank support for a Secondary Education Improvement Project. The project will feature disbursement-linked indicators, and as such the REACH team was called upon to review the proposed indicators, and advise on their design and selection.

Cameroon: REACH provided peer review services to the Cameroon team in the design of their forthcoming Education Sector Reform Project, which plans to use disbursement-linked indicators. In line with the recommendations from the REACH team, the design of the project is now being greatly streamlined to ensure greater success with RBF. The original project had too many DLIs and disparate activities that did not link together to leverage the benefits of RBF as a systems strengthening modality.

Uruguay: REACH participated in a workshop exploring the rationale and the options for introducing RBF elements in a pipeline education project in Uruguay. It was agreed that a project component would feature DLIs as a way to introduce the concept with the client, to see if this small pilot could work. The component will include results related to student assessment systems and other key sector policies.

Indonesia: The Indonesian authorities are seeking to address issues of teacher under-performance by introducing incentives and/or bonus pay, as part of the overall teacher remuneration package. REACH collated evidence in this area for the Indonesia team, and put them in contact with the Principal Investigators for the REACH-financed KLI grants that are also exploring teacher incentives. This conversation is ongoing, with the Indonesia designers benefiting first hand from the experiences of similar pay-for-performance programs in Kenya and Tanzania.

Egypt: The Ministry of Planning and International Cooperation has requested a new education operation in Egypt, and would like to use the PforR lending instrument. As such, the Egypt education team contacted REACH to help bring the team up to speed on the operational implications of PforR, and to share early lessons from other PforR experiences in education. REACH prepared a custom-made presentation for the team to deliver to the client, and gave them with

examples of results frameworks to help illustrate the possibilities of such an approach to the Ministry of Education in Egypt. The team will go on mission in mid-December 2016 and have requested that REACH be on standby to potentially virtually participate in meetings around RBF.

Tanzania: The Education Global Practice's first PforR was in Tanzania. The project is now at the midterm review mark, two-years into implementation. REACH was requested to review the proposed additional financing for the program, to total US\$100 million. In particular, REACH provided some feedback on the design and selection of the indicators, and on how to set the targets for each proposed DLI. REACH will continue to advise the Tanzania team as the development of the targets matures, and as discussions with the client advance.

REACH's experience in supporting teams allows the trust fund to keep a finger on the pulse of all RBF-related activities at the WBG and ensures that REACH is well-versed in the real-life challenges and benefits of RBF.





REACH: Looking Ahead

In brief, REACH's activities in 2016 were well aligned with the overall trust fund objectives. In 2017, while most of the planned activities and knowledge products have already been outlined in above sections, REACH will continue to grow its impact through:

- **Financing:** Thus far, and learning from the Health Results and Innovation Trust Fund experience, REACH has moved quickly to the operational level, financing a number of activities in countries to begin supporting clients in this area immediately. As a result, REACH resources have been committed in their entirety. Future activities will require additional financing.
- **REACH team:** The core REACH team has been consolidated. The team has acquired both a deep and broad understanding of RBF in education, and is steeped in the available evidence. This is complemented with skills in logistics and systems, communications, and training. Together, these have resulted in high and quickly growing demand for Just-in-time support from REACH.

As the international development community makes a push towards the SDGs, even more attention will be focused on how financing can achieve greater results in education. REACH looks forward to bringing more evidence to the table, and helping to grow the RBF agenda.

REACH Gross Balance Sheet 2015-2017 Updated (in US\$)

	Total Commitments	2015	2016	2017
DONOR COMMITMENTS				
Federal Ministry for Economic Cooperation and Development	2,149,700.00	0	1,074,850.00	1,074,850.00
NORAD	12,302,341.10	7,516,512.53	4,785,828.57	0
USAID	11,700,000.00	4,500,000.00	7,200,000.00	0
Total	26,152,041.10	12,016,512.53	13,060,678.57	1,074,850.00
ALLOCATIONS TOTAL ALLOCATIONS				
Administration Fee (2%)	523,040.82	240,330.25	261,213.57	21,497.00
Program Management and Administration*	2,236,759.28	885,936.46	976,700.36	374,122.46
Country Program Grant	8,500,000.00	4,250,000.00	4,250,000.00	0
Knowledge, Learning and Innovation Grants	13,392,241.00	3,392,241.00	10,000,000.00	1,500,000.00
General Calls	4,892,241.00	3,392,241.00	0	1,500,000.00
REACH for Reading	10,000,000.00	0	10,000,000.00	0
Total	26,152,041.10	8,768,507.71	16,987,913.93	1,895,619.46

*The Program Management and Administration fee is calculated based on actual and projected costs.

Results Framework

Objective / Indicators ^a	Baseline	2015	2016 Actual	2017 Planned	2018 Planned
GOAL OF THE REACH TRUST FUND: To support efforts toward more and better education services, especially to those most excluded, by helping country systems focus more sharply on results.					
RESULT 1. Country systems and capacity for RBF in education strengthened^b	0	14	16	15	15
1.1 Financial and technical support to Country Programs and Pilots (see CPG Results Frameworks, Annex IV)		1	2	2	2
1.2 Financial and technical support to activities for Knowledge, Learning, and Innovation (KLI)		19	18	29	29
1.3 Just-in-time support to WBG program teams, informing RBF approaches on-the-ground ^c		4	6	7	8
RESULT 2. Global evidence base for RBF in education is developed and made publicly available					
2.1 Total number of KLI grant policy notes on RBF approaches prepared and disseminated		0	0	9	18
2.2 Total number of impact evaluations		6	6	8	8
2.3 REACH website operating and regularly updated with new knowledge ^d		1	1	1	1
2.4 Number of RBF learning events (open to the public)		1	2	5	8
2.5 Number of external blogs/articles published		1	3	10	15
RESULT 3. Approach Paper on RBF in education published and disseminated	0	0	1	1	1

a Data in this table is cumulative

b Represents number of countries. Some countries receive support across different streams.

c Countries that are not receiving CPG or KLI Grants

d Including externally-generated evidence

Annexes

REACH for Reading Review Committee Guidelines

Evaluating Applications

The Review Committee will evaluate applications based on how each applicant contributes to the REACH for Reading goals of funding high quality, robust, cost-effective experiments, designed to transform the literacy space through results based-financing models. This rubric is the core of the REACH for Reading application evaluation, and is designed to guide in assessing the strength of each applicant. The five rating criteria are as follows:

- Relevance to REACH for Reading's goals (30%)
- Technical Soundness (35%)
- Methodological Rigor (20%)
- Strategic opportunity for long-term engagement (15%)
- Government and Partner commitment (First Round Review Only)

Three panels will review applications:

1. REACH Core Team
 - *Provides an initial screening of all applications received, using a pre-designed rubric*
2. REACH for Reading Review Committee
 - *Provides a first round review of all eligible applications, scoring against the same pre-designed rubric. A quorum of individuals from the REACH for Reading Review Committee and the REACH Core Team will also conduct interviews*
3. Technical Review Committee (World Bank Education GP management team)
 - *Authorizes all grants (as per the governance arrangements specified in the Administrative Agreement)*

Review Process

The application submissions are assessed in the following order:

- 1. November 28–November 30th (First Round Review):** The REACH Core Team screens all applications received using the (evaluation rubric as a guide) according to the eligibility and submission criteria. If it becomes clear before, during or after the review phase that one or more of the eligibility criteria have not been fulfilled, the proposal is declared ineligible and withdrawn from any further examination. Only those applications that meet all four of the following eligibility and submission criteria are referred to the REACH for Reading Review Committee:
 1. Proposed intervention reforms one or more aspects of the way books are developed, procured, produced or supplied, using results-based financing
 2. A focus on primary grade books for reading instruction and practice in an underserved language is clearly articulated
 3. Evidence of an existing reading program and/or reform is provided
 4. Applicant is likely to gain government endorsement for the proposed intervention
- 2. December 1st–December 9th (Second Round Review):** REACH for Reading Review Committee review applications that pass the initial screening stage and score against the Evaluation Rubric:
- 3. December 12th (Virtual Review Meeting):** Once all committee members have completed their assigned applications for scoring, a Virtual Review Meeting is convened to discuss the scores awarded. Proposals that are below the interview threshold of 80% (but above 65%) are prioritized for discussion. However, the Review Committee may decide, at their discretion, to discuss proposals with scores above the 80% interview threshold. The Review Committee reaches a consensus and the top 15–20 applicants are referred to the interview process.
- 4. January 9th–January 20th (Final Round – Interviews):** REACH for Reading Review Committee interviews candidates using a standard form that includes proposal specific notes/questions derived from the Virtual Review Meeting discussion. When possible, Review Committee members are assigned to interviews based on expertise. World Bank Task Team Leaders (TTLs) may be invited to participate in interviews of external candidates for which the proposed intervention (country) is aligned with the TTLs current portfolio. The Committee reaches a consensus and applicants are scored: (2) Highly recommend (1) Recommend with contingencies (0) No recommendation.
- 5. January 23rd–January 31st (Final Round – Recommendation):** REACH for Reading Review Committee interview notes and recommendations are compiled and submitted to the committee for a final review before submission to the World Bank Technical Review Committee for endorsement. Letters of acceptance are emailed to candidates starting February 1, 2017.

REACH for Reading: Evaluation Rubric

Relevance to REACH for Reading's Goals (30%)

- How does the applicant's proposed intervention reform one or more aspects of the way books are developed, procured, produced, or distributed?
- Does the applicant's proposed intervention strongly demonstrate the use of results-based financing mechanism to transform book quality, availability, accessibility, affordability and/or use?
- To what extent does the applicant's proposed intervention focus on early grade books in underserved languages? Is there an existing literacy program in place?

SCORE	CORRESPONDING ASSESSMENT
30–25	<ul style="list-style-type: none"> ■ The fit between the proposed intervention and likely impact on content development, access, financing, procurement and/or supply chains is very strong. ■ The proposed intervention strongly demonstrates the use of results-based financing to transform book quality, availability, accessibility, affordability and/or use. ■ The proposed intervention is clearly focused on early grade books in underserved languages.
24–17	<ul style="list-style-type: none"> ■ The fit between the proposed intervention and likely impact on content development, access, financing, procurement and/or supply chains is demonstrable. ■ The proposed intervention demonstrates the use of results-based financing to transform book quality, availability, accessibility, affordability and/or use. ■ The proposed intervention has a strong focus on early grade books in underserved languages.
16–7	<ul style="list-style-type: none"> ■ The fit between the proposed intervention and likely impact on content development, access, financing, procurement and/or supply chains is adequate. ■ The proposed intervention somewhat demonstrates the use of results-based financing to transform book quality, availability, accessibility, affordability and/or use. ■ The proposed intervention has a focus on early grade books in underserved languages but it is weakly demonstrated.
6–0	<ul style="list-style-type: none"> ■ The fit between the proposed intervention and likely impact on content development, access, financing, procurement and/or supply chains is weak or unclear. ■ It is unclear how the proposed intervention incorporates the use of results-based financing to transform book quality, availability, accessibility, affordability and/or use. ■ The proposed intervention has no focus on early grade books in underserved languages.

Technical Soundness (35%)

- Has the applicant included a clearly defined theory of change? Is the theory of change grounded in evidence? Does it demonstrate how the intervention could lead to improved book development, procurement, production or distribution systems/ supply chains using RBF?
- Is the proposed intervention likely to lead to improved book quality in a country or region using one or more underserved languages as a language of instruction?
- What, if any, impact will the applicant’s proposed intervention have on strengthening country systems?
- Has the applicant clearly demonstrated the capacity required to implement all the proposed activities?

SCORE	CORRESPONDING ASSESSMENT
35–27	<ul style="list-style-type: none"> ■ The intervention is very likely to lead to improved book quality, affordability and accessibility in a country or region using one or more underserved languages as a language of instruction. ■ It is very likely that the intervention will directly lead to lower unit costs, more efficient supply chains, higher quality and/or more available books for the primary grades. ■ Very strong demonstration of the use of results based financing to strengthen country systems and transform the literacy space.
26–17	<ul style="list-style-type: none"> ■ The intervention is likely to lead to improved book quality, affordability and accessibility in a country or region using one or more underserved languages as a language of instruction. ■ It is likely that the intervention will directly lead to lower unit costs, more efficient supply chains, higher quality and/or more available books for the primary grades. ■ Strong demonstration of the use of results based financing to strengthen country systems and transform the literacy space.
16–7	<ul style="list-style-type: none"> ■ The intervention is somewhat likely to lead to improved book quality, affordability and accessibility in a country or region using one or more underserved languages as a language of instruction. ■ It is likely that the intervention will indirectly lead to lower unit costs, more efficient supply chains, higher quality and/or more available books for the primary grades. ■ Adequate demonstration of the use of results based financing to strengthen country systems and transform the literacy space.
6–0	<ul style="list-style-type: none"> ■ The intervention does not clearly address how it will lead to improved book quality, affordability and accessibility in a country or region using one or more underserved languages as a language of instruction. ■ It is unclear how this intervention will indirectly lead to lower unit costs, more efficient supply chains, higher quality and/or more available books for the primary grades. ■ Weak or unclear demonstration of the use of results based financing to strengthen country systems and transform the literacy space.

Methodological Rigor (20%)

- To what extent has the applicant demonstrated its ability to rigorously evaluate the intervention using quantitative and/or qualitative methods?
- How will the applicant’s intervention contribute to or inform the global evidence base?
- Has the applicant demonstrated that effective data quality control measures are in place?

SCORE	CORRESPONDING ASSESSMENT
20–15	<ul style="list-style-type: none"> ■ Evaluation methods (including quantitative and qualitative) and used to determine the impact of the intervention are rigorous AND Proposed mechanisms to monitor and evaluate the intervention are rigorous AND highly effective data quality measures are in place.
14–10	<ul style="list-style-type: none"> ■ Evaluation methods (including quantitative and qualitative) and used to determine the impact of the intervention are effective AND Proposed mechanisms to monitor and evaluate the intervention are effective AND effective data quality measures are in place.
9–5	<ul style="list-style-type: none"> ■ Evaluation methods (including quantitative and qualitative) and used to determine the impact of the intervention are adequate AND Proposed mechanisms to monitor and evaluate the intervention are adequate AND adequate data quality measures are in place.
4–0	<ul style="list-style-type: none"> ■ Evaluation methods (including quantitative and qualitative) and used to determine the impact of the intervention are inadequate AND Proposed mechanisms to monitor and evaluate the intervention are inadequate AND inadequate data quality measures are in place.

Strategic Opportunity for Long-term Engagement (15%)

- Does the applicant's proposed intervention have the potential for cost-effective scale up within country (or other countries/regions) beyond the funding window?
- Does the knowledge generated from this intervention have a strong likelihood of informing policy decisions?

SCORE	CORRESPONDING ASSESSMENT
15–12	<ul style="list-style-type: none"> ■ It is very likely that the activity will be scalable and implemented in a cost effective way either in the current geography or elsewhere beyond the funding window AND The value added from the knowledge generated from this activity either in the current geography or elsewhere for informing policy decisions is very high.
11–8	<ul style="list-style-type: none"> ■ It is somewhat likely that the activity will be scalable and implemented in a cost effective way either in the current geography or elsewhere beyond the funding window AND The value added from the knowledge generated from this activity either in the current geography or elsewhere for informing policy decisions is significant.
7–5	<ul style="list-style-type: none"> ■ It is unlikely that the activity will be scalable or implemented in a cost effective way either in the current geography or elsewhere beyond the funding window AND The value added from the knowledge generated from this activity either in the current geography or elsewhere for informing policy decisions is adequate.
4–0	<ul style="list-style-type: none"> ■ It is very unlikely that the activity will be scalable or implemented in a cost effective way either in the current geography or elsewhere beyond the funding window AND The value added from the knowledge generated from this activity either in the current geography or elsewhere for informing policy decisions is inadequate.

Government and Partner Commitment (First Round Review Only)

- Does the applicant demonstrate commitment and ability to secure government endorsement of the proposed activities? (Required)
- To what extent are country teams/local researchers strongly engaged in planning and implementation? Does the applicant demonstrate commitment and ownership from a partner/implementing agency?

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