

2020 ANNUAL REPORT

Results in Education
for All Children (REACH)
Trust Fund

Public Disclosure Authorized

Public Disclosure Authorized

Public Disclosure Authorized



Acknowledgements: This Annual Report was prepared by Saamira Halabi, Kathy Chen, Jessica Lee, Aliya Kadirov, and Minna Mattero.

CONTENTS

| | |
|---|----|
| Introduction | 1 |
| Using RBF in Country Program Grants to Strengthen Education Systems and Improve Learning Outcomes | 5 |
| Impacting Policy through Evidence Gathered from REACH KLI Grants | 7 |
| Increasing Awareness of RBF and Strengthening Practitioner Capacity | 15 |
| Brown Bag Event Series | 16 |
| RBF for Breakfast Series | 17 |
| Senior-Level Discussions on Select RBF Topics | 18 |
| Disbursement-Linked Indicator Database and Fact Sheet Series. | 19 |
| Just-in-Time Support | 20 |
| REACH Newsletter and Additional Communications Products | 20 |
| REACH Website | 22 |
| Strengthening the Global Evidence Base on RBF in Education | 23 |
| Summary of Grant Status and Updates | 24 |
| Path Ahead for REACH | 37 |
| Knowledge Sharing and Communications | 38 |
| Summary Knowledge Products | 38 |
| REACH Results Framework. | 40 |
| REACH Financial Statement, 2015–20 (in US\$) | 42 |
| Annex 1: Grant Descriptions | 47 |



FIGURES & TABLES

| | |
|--|----|
| Figure 1: Share of RBF in IBRD/IDA Commitments for Education 2017–2020 | 2 |
| Figure 2: Share of RBF in Global Partnership for Education Commitments, 2016–19 | 2 |
| Figure 3: REACH Results Chain | 3 |
| Table 1: REACH-Funded DLIs in Country Program Grants. | 5 |
| Table 2: Result 1—Stronger Education Systems and Improved Education Outcomes Through Direct Use of RBF | 6 |
| Table 3: Result 2—Application and Use of REACH Knowledge and Learning on RBF in Education by Policy Makers and Development Practitioners | 7 |
| Table 4: Result 3—Increased Awareness and Capacity to Use RBF Appropriately | 15 |
| Figure 4. Disbursement-Linked Indicator Database | 19 |
| Table 5: Result 4—Strengthening Evidence Base on Results-Based Financing in Education | 23 |
| Table 6: REACH Grants Focused on RBF and Teachers | 25 |
| Table 7: REACH Grants Focused on RBF and Students and Families | 26 |
| Table 8: REACH Grants Focused on RBF and Schools. | 27 |
| Table 9: REACH Grants Focused on RBF and Governments | 30 |
| Table 10: REACH Grants Focused on RBF and the Book Chain. | 32 |
| Table 11: Additional REACH Activities. | 36 |



Introduction

Results-Based Approaches to Strengthen Education Financing Systems and Improve Student Learning

The global response to the COVID-19 pandemic led to an extraordinarily disruptive year on all fronts. Education systems around the world were especially affected as countries closed schools while rushing to provide remote learning solutions. The disruption of schooling has led to an estimated average loss of 0.6 years of schooling adjusted for quality, and, in the absence of compensatory policy responses, will result in a loss of approximately \$10 trillion of lifecycle earnings (at present value in 2017 PPP) for this cohort of learners due to lower levels of learning or their potential for dropping out from school. This represents approximately 16 percent of the investments that governments have made in this cohort of students' basic education.¹

In the medium-term, the pandemic is expected to have a negative impact on education financing, interrupting a decade-long pattern of increasing allocations. Government education budgets, aid to education, and household education spending are expected to contract, exacerbating the position of countries that were vulnerable prior to the pandemic. It will become extremely important to mobilize the resources required not just to

return to baseline operations, but also to provide remedial support to students.²

Beyond the absolute sums to be allocated, the way in which funds are spent is equally important. Inequalities and inefficiencies that had existed pre-pandemic were exacerbated by school closures and uneven access to remote learning opportunities. With more limitations on education funding on the horizon, it is more critical that spending be aligned more tightly to improvements in education outcomes.

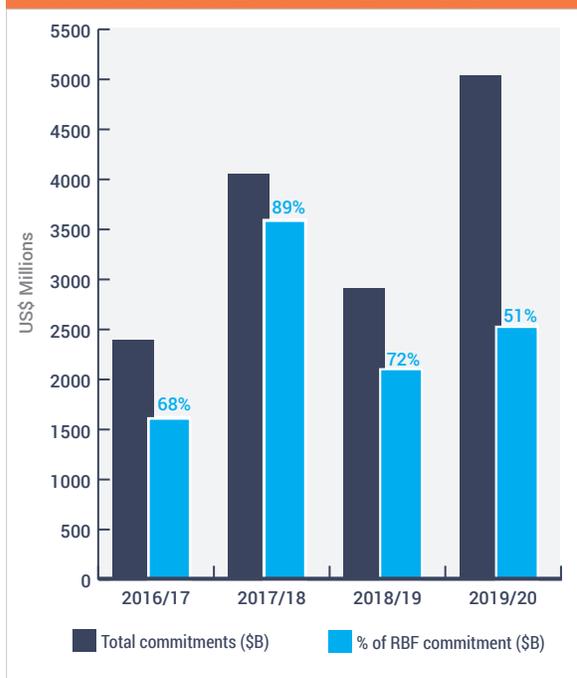
The evidence generated through REACH is expected to support this alignment through increased knowledge on how RBF programs can most effectively be designed to maximize education development outcomes. Results-based financing can be used to address inefficiencies in the education sector by strengthening incentives to make better use of education funds, by driving improvements in monitoring and evaluation, and ultimately, by sharpening the system focus on expanding access to quality education for all children.

Since 2015, REACH has supported this agenda in three ways: (i) providing direct funding and technical assistance for results-based projects through Country Program Grants; (ii) building an

1 Azevedo et al. 2020. Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates. Policy Research Working Paper; No. 9284. World Bank, Washington, DC. <http://pubdocs.worldbank.org/en/798061592482682799/covid-and-education-June17-r6.pdf>

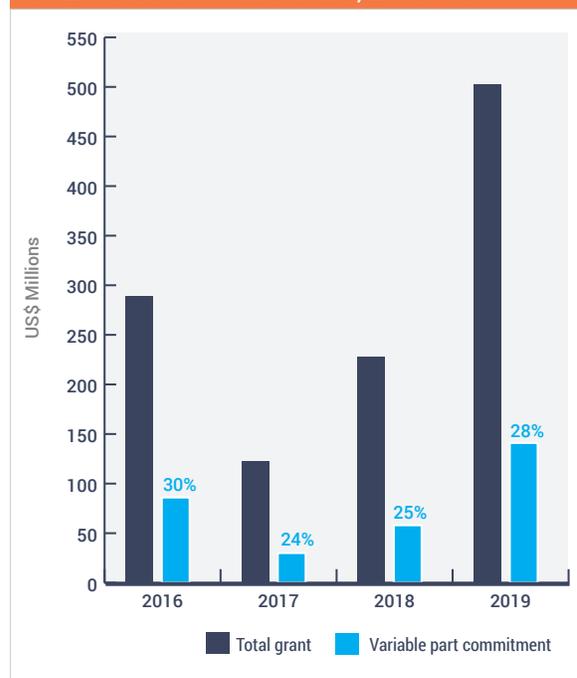
2 Al-Samarrai et al. 2021. Education Finance Watch 2021. Washington, D.C.: World Bank Group. <http://documents.worldbank.org/curated/en/226481614027788096/Education-Finance-Watch-2021>

Figure 1: Share of RBF in IBRD/IDA Commitments for Education 2017–2020



Source: World Bank Projects Database. Note: Percentages in Figure 1 show the proportion of project commitments linked to results. IDA = International Development Association; IBRD = International Bank for Reconstruction and Development. Figures for previous years have been updated based on more accurate tagging of RBF projects in the World Bank system.

Figure 2: Share of RBF in Global Partnership for Education Commitments, 2016–19



Source: GPE Results Report 2020.

evidence base on results-based financing through Knowledge, Learning, and Innovation grants; and (iii) organizing capacity-building and learning events as well as providing just-in-time support for World Bank and Global Partnership for Education (GPE) teams designing and implementing projects using results-based financing.

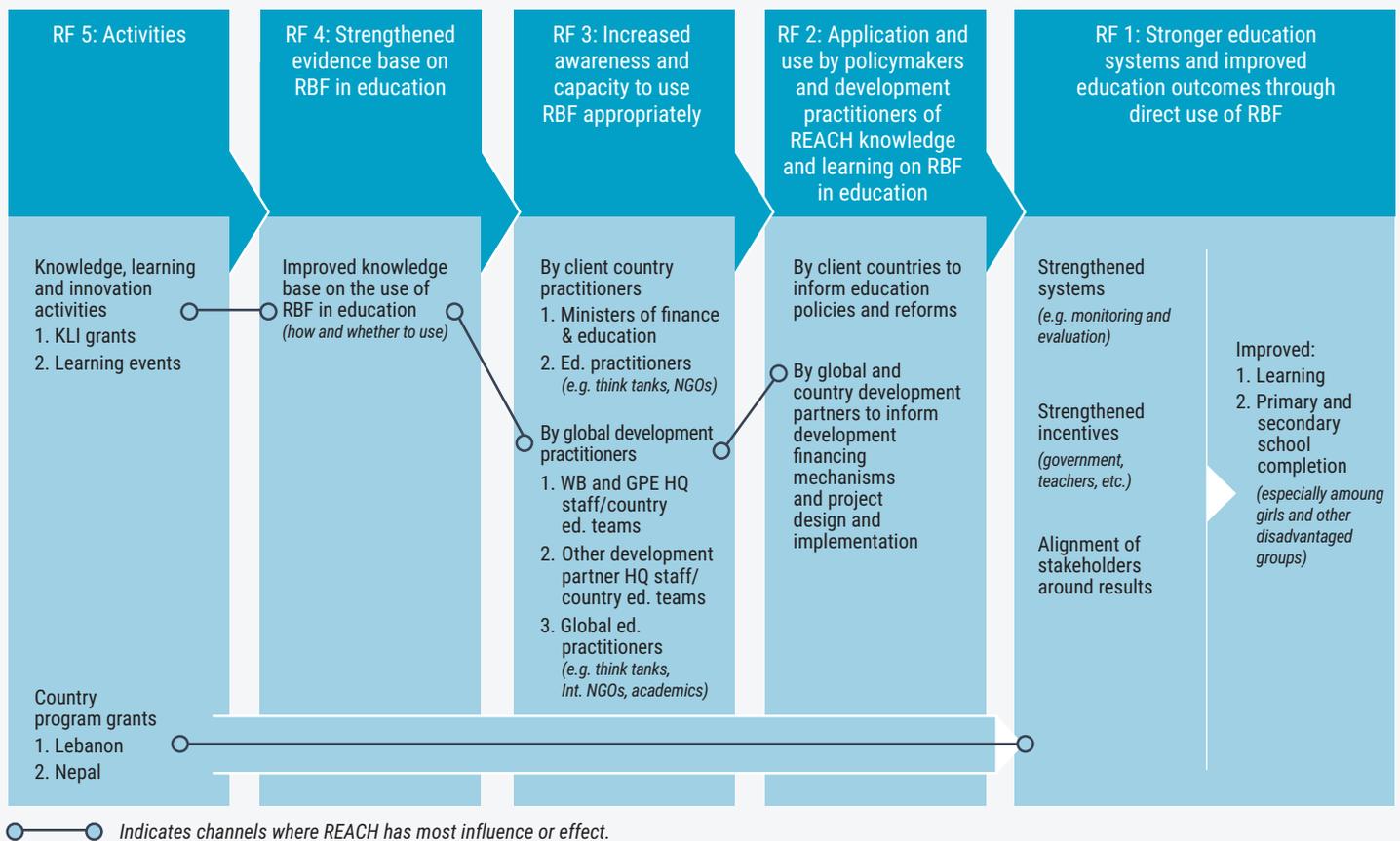
2020 also witnessed an observable dip in the proportion of World Bank education financing that is linked to results. In 2018/19, the share of RBF in the education portfolio reached a high of 89 percent. Most recently, that share has dropped to 50 percent while overall commitments have increased (Figure 1). It is unclear whether this is driven by a tendency for traditional investment projects due to pandemic response or other factors.

At GPE, the proportion of funding linked to results (known as the Variable Part) has remained relatively constant over time, aligning with the 2015 new funding model requirement to link at least 30 percent of Education Sector Program Implementation Grants (ESPIGs). These results indicators are split across three themes: equity, efficiency, and learning outcomes (Figure 2). The figure below does not include COVID-response projects, which did not include a variable part.

The 2020 report is structured around the revised REACH results framework and highlights the activities and results in four main areas (see figure 3 for the REACH Results Chain):

RESULT 1: Stronger education systems and improved education outcomes through direct use of results-based financing.

Figure 3: REACH Results Chain



RESULT 2: Application and use of REACH knowledge and learning on RBF in education by policy makers and development practitioners.

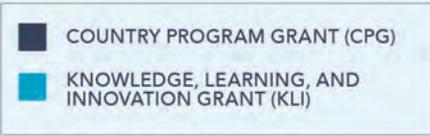
RESULT 3: Increased awareness and capacity to use results-based financing appropriately.

RESULT 4: Strengthened evidence base on results-based financing in education.

In 2020, as teams and client countries adapted to a remote working approach, five new “Evidence” and two “Practice” notes were developed from the evidence generated by REACH grants and from knowledge and learning events undertaken on operational aspects of results-based financing. REACH also supported nine learning events and developed seven resource packages as a result. In addition, REACH has commissioned several studies to broaden the evidence base around

various RBF topics such as impact bonds. Finally, comprehensive country assessments of RBF use were produced for Mozambique, Nepal, and Tanzania.

REACH financing is also being utilized for innovative COVID response efforts. School closures in many countries led to students having to study from home, elevating the home’s role in learning and highlighting inequalities therein. To respond, the Read@Home initiative was created, representing a major effort to get reading, learning and play materials into homes of families who are unlikely to be reached with the remote learning approaches being rolled out by ministries of education. REACH has provided support to Read@Home, specifically for Track and Trace (TnT) to introduce RBF into book supply chains in El Salvador, Cameroon, Niger, Senegal, and Sudan.



IBRD 44724 | OCTOBER 2019

CHAPTER 1

Using RBF in Country Program Grants to Strengthen Education Systems and Improve Learning Outcomes

Result 1: Stronger Education Systems and Improved Education Outcomes through Direct Use of RBF

REACH provided two Country Program Grants (CPGs) that directly supported World Bank and Global Partnership for Education (GPE) operations in Nepal and Lebanon. The CPGs funded specific disbursement-linked indicators (DLI) to the amount of US\$4 million in each country. REACH also provided US\$450,000 to each country team for technical assistance and implementation support for project implementation and monitoring. REACH's investments in the CPGs represent the most direct link between funding, stronger systems, and improved education services.

Details of the DLIs funded by REACH are given in Table 1 below.

The indicators for Result 1 include those drawn from the results frameworks of the projects in Nepal and Lebanon. They reflect the development objectives of each project and are closely aligned with REACH's overall objective to support countries to provide more and better education services, especially to the most excluded groups, by helping country systems focus more sharply on achieving results. By the end of 2019, all of the DLIs funded by REACH in Nepal and Lebanon were achieved, and all of the REACH funds were completely disbursed.

Both projects are currently still active, and information about each project is available online:
[Nepal](#) | [Lebanon](#)

Additional information on activities funded under the country program grants is available in past REACH Annual Reports.

Table 1: REACH-Funded DLIs in Country Program Grants

| Country | REACH-Funded Disbursement-Linked Indicator ^a | Total value | Total disbursed | Date achieved |
|---------|---|---------------|-----------------|---------------|
| Nepal | DLI 4: Independent verification of EMIS data ^b | US\$2 million | US\$2 million | December 2017 |
| Nepal | DLI 5: Strengthening of financial management capacity at the school level | US\$2 million | US\$2 million | July 2018 |
| Lebanon | DLI 3: Teacher performance measured and evaluated | US\$4 million | US\$4 million | December 2019 |

Notes: ^aA disbursement-linked indicator (DLI) is a results indicator that must be achieved before a monetary sum can be received. When that indicator is met and independently verified, the predetermined sum attached to that indicator is disbursed.

^bEMIS = education management information system.

Table 2: Result 1—Stronger Education Systems and Improved Education Outcomes Through Direct Use of RBF

| Indicator | 2019 | 2020 | End target |
|---|---------|-------------------|----------------------|
| Number of REACH system-strengthening DLIs achieved in Lebanon and Nepal | 3 | - | 3 |
| Nepal—primary education net enrollment rate | 97.2 | 97.2 ^a | 97.5 ^b |
| Lebanon—number of Lebanese and non-Lebanese children (3–18 years) enrolling in formal education | 488,000 | 500,677 | 500,000 ^c |

Notes: Values are cumulative.

^a Data last updated in June 2018.

^b Target is for 2019 when project is due to close.

^c Target is for 2022.



CHAPTER 2

Impacting Policy through Evidence Gathered from REACH KLI Grants

Result 2: Application and Use of REACH Knowledge and Learning on RBF in Education by Policy Makers and Development Practitioners

REACH's Knowledge, Learning, and Innovation (KLI) grants explore how results-based financing (RBF) can incentivize different actors in the education system to improve performance, service delivery, and ultimately, learning. Since its inception in 2015, REACH has held seven grant rounds, issuing a total of 37 grants. These grants have supported education systems in low- and middle-income countries in Africa, Asia, South America, and the Middle East. The incentives have targeted key players from government authorities to schools and principals to teachers, students, and families. The grants have helped to strengthen the capacity of policy makers, educators, and development partners to use results-based financing effectively.

As the REACH Trust Fund moves towards closing in 2022, these grants have collectively generated rich evidence on the conditions under which RBF can improve education outcomes. Some countries that piloted RBF programs in education are now implementing the strategy on a regional or national scale. Their success is also inspiring other countries. After Cambodia was able to improve the performance of its textbook supply chain by using a digital book-tracking platform and nonfinancial incentives to monitor results, the government has started to implement the program nationwide. Five other countries are also drafting their own plans for implementing a similar program.

REACH summarizes the broad impact of its grants in Impact notes as part of its Knowledge Suite of products launched in 2019. Impact notes describe how grantees and their client countries and development partners use the lessons and knowledge from REACH-funded interventions to inform system-level or other large-scale reforms.

Table 3: Result 2—Application and Use of REACH Knowledge and Learning on RBF in Education by Policy Makers and Development Practitioners

| Indicator | 2019 | 2020 | End Target (2022) |
|--|------|------|-------------------|
| Countries where REACH activities informed the design, scale-up, reform, and/or adoption of RBF mechanisms | 4 | 7 | 11 |
| Countries where REACH activities informed improvements in the design and use of data or information systems for monitoring results | - | 1 | 5 |

Note: values are cumulative

Up to now, REACH has produced five Impact notes, and we discuss four additional impact case studies in this section. More Knowledge Suite products are available on the [Reach website](#).

Brazil: Supporting Education Systems to Reduce Learning Poverty

Brazil's poor, northeastern state of Ceará used to rank among the bottom half of states in the national assessment of education quality. In an effort to redress the situation, Ceará used results-based financing to incentivize local government officials—specifically, mayors—to work towards better education outcomes. Brazil has one of the greatest degrees of decentralization in the world, and its municipalities are in charge of all public primary and lower-secondary schools. The municipal secretariat of education, whose head is appointed by the mayor, oversees operation of the schools, including the hiring and firing of teachers and building maintenance. Under Ceará's reform program, the state awarded

additional, discretionary funds to mayors based on the performance of their education systems, as evidenced by improvements in annual reading assessment results for primary school students. These performance-based payments were issued on top of existing education funding for municipalities and could be used for any mayoral priorities, not just education.

Ceará subsequently has seen substantial advances in education outcomes, particularly in terms of the number of 10-year-olds who can read. Today, its municipalities rank among the top in Brazil in terms of quality of primary education. Ceará's success has made it a model for the rest of the country and for developing countries around the world, with many seeking to replicate its approach.

REACH issued a grant to a World Bank team to promote knowledge exchange on the Ceará model and to provide hands-on support to governments interested in learning how to



implement it.³ The World Bank is partnering with eight countries under the intervention: Colombia, Ecuador, Mozambique, Angola, the Democratic Republic of the Congo, Kenya, China (Hunan province), and Guatemala. Meanwhile, the World Bank team in Brazil is working with authorities in several states and at the national level to expand implementation of Ceará-style reforms.

As part of the intervention, a World Bank team visited Ceará and met with the current vice governor (formerly the state secretary of education) to learn more about its reforms. Officials from the partner countries had planned to travel to Ceará for a knowledge exchange, but pandemic-related lockdowns necessitated an alternative approach. Stakeholders will instead participate in a virtual workshop in May 2021 to work on blueprints for implementing Ceará-inspired reforms in their own education systems. Participants are expected to include ministers, vice ministers, and technical staff from each partner country; delegates of Brazilian states; Ceará officials; and World Bank representatives.

The Brazilian legislature recently passed an amendment to the Constitution requiring all 26 states to roll out reforms based on the Ceará model by 2022. The amendment also requires the implementation of a nationwide results-based financing mechanism featuring details supported by the World Bank. Several states including São Paulo and Rio Grande do Sul are working on reform legislation, with the Bank providing advisory services. Mato Grosso has already drafted legislation, which education authorities expect to submit to the state assembly in March.

The World Bank team is helping Mato Grosso to design the incentive mechanism for its education reform and to conduct simulations of potential impacts. The team will also provide technical support for its implementation. Mato Grosso's education reform will cover 327,000

students enrolled in 1,480 municipal schools and potentially also the 387,000 students enrolled in 772 state schools. When all of Brazil's states implement the Ceará reforms, this is expected to impact all 38 million students enrolled in public education in the country. Once the education reform is completed, the Bank will provide support to the government to devise indicators for incentives aimed at improving health outcomes and preserving the environment.

To advance knowledge on how Ceará achieved its results, the team is promoting strategies for designing effective incentives and implementation mechanisms. The World Bank team in Brazil teamed up with Ceará experts to compile two manuals in Portuguese and English. The first manual focuses on how to design RBF incentives, and the second covers how to design technical assistance programs to support the implementation of RBF reforms. These resources are available online, with more than 100 downloads of the Portuguese version already. Hard copies will be distributed to ministers and counterpart teams in the eight countries as well as to several state secretaries of education in Brazil. These manuals will be used by other Brazilian states implementing the Ceará reforms and serve as a guide for other countries seeking to introduce RBF into their education systems.

Cambodia: Incentivizing Communities to Ensure Children Receive the Books They Need

Cambodia's schools have long struggled to get enough of the right textbooks into the hands of students in time for each new school year, and a significant number of primary school students face a chronic lack of quality textbooks. Some of the issues trace back to the book supply chain, which has traditionally used a cumbersome, paper-based process for ordering and distribution. The process is prone to error

³ The one-year grant was originally slated to close in January 2021 but has been extended for six months because of pandemic-related delays.



and delay, with many schools not receiving books until well into the school year. And books that turned up often did not match the titles or numbers requested by the school. Central authorities often did not receive any information from schools for months, so they had no idea when books got lost in transit or if schools received incorrect orders. They also had no way of knowing if students actually used the books that were received. Under a REACH-funded pilot, nonprofit organizations World Education and JSI Research & Training Institute tested the use of a technology-based system to track book request, distribution, and receipt in Cambodia. The pilot created nonmonetary rewards to be given to School Support Committees (SSCs) that used the system to report whether their schools had received their books and had made them available to students.

The pilot centered around Track and Trace, a digital tracking platform operable on smart phones that allows users to easily input and obtain

information about book orders and distribution. Under the pilot, school directors from 416 public primary schools used the platform to submit book orders for the next school year to the central government, bypassing district authorities who would normally have tallied up the paper-based requests and sent them on to the central government. Track and Trace then allowed users to follow the transit of books to schools, where the directors used the system to acknowledge receipt of the books and to note any errors in delivery. Under the results-based component of the pilot, School Support Committees were awarded certificates for verifying their school's book receipt and for conducting classroom spot checks to ensure that students were using the books.

Some 624 school officials and 832 SSC members were trained in how to use the system during the pilot, and all 416 schools registered with Track and Trace and used the platform to request books. The system collected these requests in two weeks, compared to six months previously.

"In early 2020, the Ministry's Publishing and Distribution House (PDH) decided to take over the Track and Trace system because [we] believed that it would help [to] increase [the] effectiveness and efficiency of textbook supply to schools. So far PDH and World Education Cambodia have continued to improve and to use Track and Trace for collecting textbook demands for school year 2021–2022 from schools throughout the country." -His Excellency Sok Rithy, Director of the Publishing and Distribution House, Ministry of Education, Youth and Sports, Cambodia.

Districts received all shipments sent from central warehouses, and more than 99 percent of school directors reported getting shipments from the district, with 94 percent of the books matching the approved allocations. Sixty percent of the School Support Committees fulfilled their tasks and received certificates.

Following the pilot's success, the education ministry's Publishing and Distribution House has taken over operation of the Track and Trace platform. The government had hoped to roll out the system nationwide in 2020, but school closures due to the pandemic disrupted and delayed these plans. Although the platform could not be used for book requests, 96 percent of the directors of the country's 9,600 public primary and secondary schools registered on the platform, and 15 percent had used it to confirm receipt of their book allocations by the end of 2020. With schools being closed, it was not possible for School Support Committees to confirm classroom book use.

The government is eager to use Track and Trace for the complete book supply cycle for the 2021–22 school year and has issued an official directive to school personnel mandating its use. Once the platform was made available to

users, 61 percent of school directors had already registered their book orders. REACH has provided additional funds and a grant extension to support the system's expansion through September 2021, and World Education and JSI have simplified the platform and produced a suite of digital training tools and disseminated them to all school directors. World Education plans to conduct in-person training for 200 district education officials, who in turn will be able to train and support school directors to use Track and Trace to confirm their receipt of books. World Education also hopes to strengthen monitoring by School Management Committees (formerly School Support Committees), especially secondary school committees, whose members tend to be younger and more digitally savvy.

The intervention is also having a broader impact. Five other countries—El Salvador, Senegal, Niger, Cameroon, and Sudan—are following in Cambodia's footsteps to develop their own Track and Trace programs. Working with JSI and World Education under the World Bank's Read@Home initiative, these countries will create blueprints for digital book-tracking systems aimed at improving the performance of their book supply chains.

Mozambique: Scaling up Performance-Based School Grants

Mozambique has invested substantially in expanding its primary education system over the last decade, and both the number of primary schools and student enrollment rates have grown as a result. The country has been less successful upholding the quality of education amid this rapid growth. Primary school students on average receive only two hours of effective schooling daily versus the four hours of education mandated by the government. The majority of schools are located in hard-to-reach rural areas, which means that there is little official support for and monitoring of those schools, leading to weak accountability among teachers and principals and poor education quality.

The use of performance-based school grants can incentivize teachers, principals, and local administrators to improve education quality. Mozambique has a Direct School Grant Program (ADE) to help schools pay for materials and services, but the grant amounts are based mostly on the number of students and classrooms. REACH funded a pilot to test a performance-based component in which schools could qualify for additional funding if they met certain criteria aimed at improving education services and learning outcomes.

Before launching the pilot, the World Bank team worked with Mozambique education authorities to design effective incentives. The project team tested three models that measured results in four areas. The first model assessed each school on its improvement in terms of four composite indicators: (i) principal and teacher absenteeism; (ii) school committee participation; (iii) the transparent management of school grants; and (iv) student reading performance. Each of these composite indicators was comprised of multiple sub-indicators. The second model measured

simplified, noncomposite versions of the same four indicators, while the third measured students' reading scores as the single indicator of school performance.

The results of the trial suggested that some indicators were too complex or failed to measure the intended behavior, although it was difficult to collect robust endline data because of Tropical Cyclone Idai. A plan to reward district officers for verifying results led to conflicts of interest and poor quality data. Based on these findings, the Ministry of Education and Human Development decided to proceed with the first model after reducing the number of sub-indicators, simplifying their verification process, and training implementers. It launched the pilot in 2018 in 552 primary schools in three of the country's 11 provinces.

The three districts with the highest student dropout rates in each province served as treatment districts (400 schools total) while the districts with the fourth-highest dropout rates in each province constituted the control



group (152 schools). All 552 schools continued receiving ADE grants, but the treatment schools could also qualify for a performance-based grant based on their student enrollment rates and on the schools' performance on the four indicators measured by comparing baseline and endline data. A one-day workshop introduced the program to provincial and district authorities, school directors, school committee presidents, and parent and community representatives.

The Ministry of Education and Human Development collected baseline data in May 2018 and endline data in March 2019. In March 2019, Tropical Cyclone Idai struck Africa, killing more than 1,300 people and causing massive damage. Parts of Mozambique were harder hit than others, and treatment schools were impacted more than control schools. Ultimately, both the treatment and control schools showed some improvement, although control schools registered slightly larger improvement. This outcome was likely due to the unequal effect of Tropical Cyclone Idai on schools and to the Ministry's decision to continue the pilot with a nonrandomized sample of schools, which limited the accuracy and validity of the evaluation.

One of the pilot's biggest impacts has arguably been to increase the openness of Mozambique authorities to testing new approaches. The pilot provided a learning experience that helped them understand how performance-based school grants work, what are best practices for designing indicators, and why proper monitoring is essential. The pilot improved data quality because schools had to report on their progress, and more significantly, the government has committed itself to including results-based elements in a major new project with the World Bank.

This new US\$300 million project will support basic education in Mozambique, with two results-based initiatives. The first, a US\$48 million initiative, will expand the school grants pilot to six provinces including the three where the original pilot was carried out. Details are still being

discussed, but tentative plans suggest that it may include six indicators and be launched in autumn 2022. The second initiative will involve allocating funds to districts (inspired by the Ceará model) to finance training and capacity-building aimed at improving data collection and monitoring. An RBF component will be included with the aim of incentivizing district-level officials to improve their work in this area and in their provision of technical support to schools. Independent firms will likely be retained to conduct spot checks to monitor district-level performance.

Peru: Improving the Principal Appointment Process Using a Results-Based Approach

Peru has achieved near-universal access to schooling, but learning outcomes are generally poor and vary widely between rural and urban schools. Rural schools tend to be small, with one teacher overseeing multiple grades, and students typically score lower on national exams than their urban counterparts. Principals can play a vital role in determining the performance of a school, but in Peru, local authorities have traditionally picked these leaders from the ranks of teachers, without clear criteria from the central government.

The government sought to change this as part of broader education reforms following Peru's poor performance in the 2012 Programme for International Student Assessment (PISA). The *Programa de Educación para los Logros de Aprendizaje* or PELA aimed to improve learning outcomes by introducing more results-based elements into education financing. One measure involved implementing competitive, merit-based evaluations and appointments for school principals. (The others sought to improve standardized student assessments to yield better data, and to base the appointment and promotion process for teachers more on results.) REACH supported an evaluation of the specific impact of the principal-focused reform across the whole school system.

Peru's reform required the principals of all 14,000 public preprimary, primary, and secondary schools to undergo a performance examination. Those who did well retained their position, while those who did poorly were reassigned as teachers. Only 3,000 principals passed the evaluation. Eligible, qualified teachers took a national examination to compete for a school managerial position, with the inaugural exam testing 43,000 teachers. The highest scorers were offered principal or vice principal jobs. Both the newly appointed principals and existing principals who were allowed to remain in their posts based on their examination results received higher salaries than principals who were temporarily appointed to fill a vacancy or those who had been appointed under earlier regimes.

The team used a type of econometric analysis that compared the performance of schools that got a new principal (treated group) and those that retained their original principal (nontreated group) over time by observing standardized student test scores before and after the reform and the differences between rural and urban schools in terms of these scores. The team also conducted surveys to find out how the reform affected first-time principals and what constraints they faced in managing their schools.

Findings from the analysis showed that the introduction of this merit-based selection and compensation system for principals had a negative impact on learning in rural schools in the short term and no impact on learning in urban schools. The results were not totally unexpected, as schools with different principals likely experienced adjustment issues as the new leaders learned the ropes. However, the results also underscored existing challenges in Peru's education system, including a paucity of qualified candidates available for principal positions and a lack of preparedness among first-time principals to head rural schools. In many schools, the new principal had not performed significantly better than the outgoing one on the performance evaluation.

Peru's government is tackling the challenges highlighted by the evaluation. Under the country's

current career path for principals, the monetary and nonmonetary incentives offered to those working in rural schools are too low, which has led to a lack of interest among potential candidates in taking up these positions. Also, rural school principals typically have teaching responsibilities as well as their managerial duties, which reduces the amount of time that they can dedicate to their leadership role. And given the size of rural schools, these principals tend to have a limited number of pedagogical and administrative staff.

To address these problems and attract quality talent, the Ministry of Education is experimenting with establishing two new categories of school managers: (i) network principals and (ii) network vice principals. Under this model, each pair of network principal and vice principal oversees five to 10 schools with a combined student body of fewer than 140 students. Network principals and vice principals receive higher compensation than regular school principals and vice principals respectively. They also receive more staff support with the addition of school life and administrative coordinators who facilitate their interaction with teachers and students and help them to overcome the isolation felt by many rural school leaders. A pilot in 2018–19 bundled 678 rural schools into 50 networks, and the final plan is to establish 5,400 networks, which will create a total of 10,800 new school management jobs.

The World Bank Peru task team is supporting the government's efforts. It organized four meetings in 2020 aimed at helping the ministry to hone the eligibility criteria for selecting principals. About 15 technical and senior government officials participated in those meetings. With the REACH grant extended until March 2021, the team is completing a compilation of best practices for training principals based on programs in other Latin American countries. The team is also helping to improve the design of the principal assessment to ensure that the questions are distributed across the seven key management skills known to have a positive impact on learning outcomes.

CHAPTER 3

Increasing Awareness of RBF and Strengthening Practitioner Capacity

Result 3: Increased Awareness and Capacity to Use Results-Based Financing Appropriately

One of REACH's main missions is to increase understanding of results-based financing among education practitioners, including why the approach is important, when it is

appropriate to use, whom it should target, and how it can be applied to improve learning outcomes. REACH brings together information from the results of its RBF grants and from other sources, and disseminates this to educators and experts through a variety of channels. In so doing, it seeks not only to share knowledge within and outside the World Bank but also to build capacity and create a community of practitioners.

Table 4: Result 3—Increased Awareness and Capacity to Use RBF Appropriately

| Indicators | 2019 | 2020 | End Target (2022) |
|--|--------|------------------|-------------------|
| Percentage of participants in REACH Knowledge and Learning events reporting improved understanding of RBF or ability to apply it | - | 94% ^a | 80% |
| Number of qualitative examples of participants of REACH Knowledge and Learning events applying knowledge gained in their work | - | 8 | 15 |
| Number of REACH website visits | 10,115 | 20,119 | 21,100 |
| Number of downloads of REACH-funded papers, policy notes and learning packages | 9,982 | 13,765 | 15,000 |
| Related indicators | | | |
| Number of learning event packages made publicly available | 16 | 23 | 26 |
| Number of Evidence notes published | 12 | 17 | 27 |
| Number of blogs and newsletters produced | 8 | 15 | 18 |
| Number of RBF learning events (global) | 25 | 33 | 33 |
| Number of RBF learning events (country level) | 3 | 4 | 3 |

Note: Values are cumulative totals

^a Percentage of respondents who report greater understanding of RBF and improved ability to apply it. Ninety-four percent of respondents agreed or strongly agreed with the statement.

REACH's communications efforts focus on compiling success stories and lessons learned that can help practitioners to effectively apply results-based financing to improve education quality and learning outcomes. To achieve this, REACH organizes learning events such as presenter/discussant-style talks, workshops, and expert panels. REACH also provides the latest information on the evidence base through its [website](#), including its Knowledge Suite of reports and other products. Its target audiences include World Bank and development partner staff, practitioners, and policy makers.

Over the last year, REACH successfully continued its outreach despite the COVID-19 pandemic by shifting to virtual knowledge and learning events. Work on the evaluation of closed grants and the production of notes and reports based on results also continued, and REACH expanded its products and audience through the publication of blog posts and articles.

REACH held nine learning events in 2020, eight with a global focus and one with a country-specific theme. Seven new learning packages were produced and are available on the REACH website. REACH also produced a dozen other reports and articles that strengthened the evidence base on RBF in education and that have been posted on the REACH website. These include five Evidence Notes, one Impact Note, two newsletters (also shared through REACH's email distribution list), two blog posts (one published so far), and one Q&A article (authored in 2020 but published in 2021).

Brown Bag Event Series

REACH continued to organize its Brown Bag Event series in 2020 but transformed them into fully virtual sessions due to the COVID-19 crisis. These events share with participants the key elements and findings of closed REACH grantee projects, along with any further developments or impacts that they may have had.

REACH held five of these events in 2020. Three focused on the use of RBF at the meso level, with specific reference to grants in India (which focused on training middle managers to better support teachers), in Nepal and Bangladesh (which targeted how decisions are made at the meso level), and Peru (where the grant funded an evaluation of national reforms on principal hiring). The other two events centered on RBF and the book chain, with reference to grant projects in Zambia (which sought to improve the last-mile delivery of textbooks) and Cambodia (which implemented a digital tracking system to improve book delivery to schools).

“Being a part of analytical work implemented in Cambodia under the REACH grant and not having all the tools handy to understand how RBF works, the learning events organized by REACH did help me to learn more about the grant and its impact on Cambodia, and other places. Also, learning events were a means to know about the teams that have previously worked on RBF interventions and to understand from them the challenges that they faced and how they navigated those challenges. Overall, I believe, the learning events were very well planned and helpful for those who are doing the similar work.”

– Extended Term Consultant, East Asia.

“We used the ideas on how incentives (both financial and non-financial) were approached, designed, and implemented to think about incentives in our experiments. I would go so far as to say that, since we've been working on these grant projects, it's also helped us be more cognizant of thinking about behavior and incentives in lending operations.”

– Consultant, Global Education Team.

The focus of REACH grants on meso-level players has sparked much interest in an under-researched aspect of education service delivery, and the knowledge-sharing events on this topic have been well attended. REACH is becoming a



significant contributor to the small but growing body of evidence on this subject.

The Brown Bag events also disseminated new insights gained from REACH grant projects on how to incentivize different actors along the book chain. There has been growing interest in increasing children's access to books amid a renewed focus on promoting foundational literacy both at the World Bank and within the broader development community. REACH has consequently emerged as one of the key sources of information on this topic. For example, as the COVID-19 pandemic shuttered schools around the world, the World Bank launched an initiative to support reading at home called Read@home. To support this initiative, REACH has provided funding to five countries looking to implement results-based Track and Trace systems and organized a Brown Bag event with the grantee project team from Cambodia and other reading experts so they could share knowledge and discuss ways to adjust book delivery systems to support getting books into students' homes.

All of the Brown Bag events were well attended, with more than five dozen participants at each

meeting. Feedback has also been largely positive, with some comments shared above.

RBF for Breakfast Series

REACH's knowledge-capturing efforts, conducted through RBF for Breakfast events, focused mostly on the theme of teachers in 2020. These meetings bring together a small group of knowledgeable task team leaders and other practitioners and experts (usually 20 to 25 people) to share operational knowledge as a community of practice.⁴

In 2020, the REACH team initiated a 2.0 version of the series to focus expert discussion on indicators used to measure progress (disbursement-linked indicators, or DLIs) in different thematic areas related to RBF in education. Based on the much-used and recently revamped RBF Education Disbursement-Linked Indicator Database (formerly the Disbursement-Linked Indicator Library), REACH produced Fact Sheets of key indicators to complement the other knowledge products explored during the RBF for Breakfast roundtables. (See also the [Disbursement-Linked Indicator Database](#) section.)

⁴ A community of practice is a group of people who have a common interest in something and learn how to do it better by sharing information and collaborating.



The inaugural RBF for Breakfast 2.0 event focused on indicators used to incentivize teachers. To expedite dialogue, a Fact Sheet summarizing key indicators that have been used in teacher-related projects was shared with participants in advance and presented during the event. The event itself focused on identifying the qualitative factors that helped determine why certain indicators were selected and on explaining whether the indicators produced the desired results. The REACH team selected specific projects to highlight the different elements related to designing and implementing indicators, and the task team leaders of these projects initiated discussions on them. Feedback was positive, with participants responding that the event was highly relevant and useful.

“These events are very difficult to organize and I think this one was very well thought out. Truly, great job! I think the format was dynamic and quick, which is fit for [this] purpose. Better than most discussions I have attended on strategic questions, and I especially appreciate the focus on operationalization of our ideas. I also really appreciated the quick take-aways and summaries of the discussion, which made sure that we kept the focus.” – Economist, South Asia region.

REACH also held one traditional RBF for Breakfast meeting in 2020. The meeting, which was held virtually because of the pandemic, focused on incentives aimed at boosting teachers’ participation in professional development opportunities and was organized in collaboration with the World Bank’s TEACH and COACH teams (which focus on teacher research and coaching respectively). The breakfast featured key practitioners and academics who discussed different aspects of design and implementation of DLIs related to teacher coaching. Despite the virtual format, 100 percent of the participants who responded to the event survey said they were satisfied with the event.

Senior-Level Discussions on Select RBF Topics

In an effort to engage senior education sector decision makers in the World Bank and partner organizations, REACH introduced a new approach to learning events. These targeted conversations are by invitation only and are designed to feature an expert on a current RBF topic of widespread interest. After the event, REACH conducts an interview, which is then turned into a feature story.

The first high-level discussion was organized to share the experience of Brazil’s Ceará state, which has successfully turned around its poor-performing education system by adopting a results-based approach. Under the reform, Ceará awarded performance-based payments to mayors (on top of their regular budget allocations) if school dropout rates decreased in their cities and annual reading assessment scores of primary school students improved. REACH brought together the Bank’s teams working on Ceará and the Hunan province in China so the Ceará team could provide guidance on how to design similar reforms for Hunan’s education system.

REACH also disseminated information about the Ceará model through a blog post on the issue,

which ran on the World Bank’s website and in a REACH newsletter. (Please see the [REACH Newsletter and Additional Communications Products](#) section for details.)

After the first gathering, REACH temporarily shelved the senior-level discussions for the duration of the pandemic, given that the event design worked best with in-person attendance.

Disbursement-Linked Indicator Database and Fact Sheet Series

Disbursement-linked indicators (DLI) are a vital aspect of the results-based financing approach. In 2020, REACH greatly expanded its Disbursement-Linked Indicators Library and converted it into a database to provide education teams and interested practitioners with easier access and more information. The Disbursement-Linked Indicator Database (Figure 4) contains information on World Bank education projects and is available to anyone who requests access. REACH also rolled out a DLI Fact Sheet series, which summarizes information about the indicators that can be used to measure

progress towards specific goals and to trigger disbursements.

The database exists to help education teams design and implement projects that use disbursement-linked indicators, and consists of three main sections:

- **RBF projects.** This section includes general information about World Bank education projects between FY2016 and FY2020 that used a disbursement-linked approach in project financing.
- **DLIs.** This section includes a list of all DLIs used in World Bank education projects and their main targets by project. It also gives a more detailed overview of what DLIs focus on and how they are planned, budgeted, and verified. The section provides a snapshot of how DLIs are disbursed, rated by internal audits, and changed over time.
- **Dashboard.** The dashboard summarizes data from the two sections above and allows users to choose and filter information by project focus area, topic, or other categories. It then generates a list of projects based on the selection criteria for the user to review.

Figure 4. Disbursement-Linked Indicator Database

The screenshot shows the Disbursement-Linked Indicator Database interface. At the top, there are several filter panels: Focus area, Topic, Region, Country, Lending Instrument, Restructuring, and DLI rating. Below these filters is a table with columns: Region, Project ID, Project Title, Lending Instrument, and Count of DLI/DLR. A dropdown menu is open over the table, showing options for DLI and DLR.

| Region | Project ID | Project Title | Lending Instrument | Count of DLI/DLR |
|--------|------------|--|--------------------|------------------|
| AFR | P151847 | Eastern and Southern Africa Higher Education Centers of Excellence Project | IPF/DLIs | 4 |
| AFR | P152810 | Education and Skills for Productive Jobs | PforR | 10 |
| AFR | P153111 | Africa Higher Education Centers of Excellence Project - AF | IPF/DLIs | 4 |
| AFR | P153277 | Zanzibar Improving Student Prospects Project | IPF/DLIs | 4 |
| AFR | P154185 | Malawi Education Sector Improvement Project (MESIP) | IPF/DLIs | 3 |
| AFR | P158570 | Zambia Education Enhancement Project | IPF/DLIs | 4 |
| AFR | P160088 | Kenya Secondary Education Quality Improvement Project | IPF/DLIs | 5 |
| AFR | P160430 | Better Education Service Delivery for All | PforR | 5 |
| AFR | P160442 | Madagascar Basic Education Support Project | IPF/DLIs | 10 |
| AFR | P160926 | Cameroon Education Reform Support Project | IPF/DLIs | 7 |
| AFR | P162470 | Education Program for Results Additional Financing | PforR | 9 |
| AFR | P163050 | Ethiopia General Education Quality Improvement Program for Equity | PforR | 8 |
| AFR | P163899 | Eastern Africa Skills for Transformation and Regional Integration Project | IPF/DLIs | 8 |
| AFR | P163575 | Senegal Quality Improvement and Equity of Basic Education - AF | IPF/DLIs | 7 |
| AFR | P163608 | Ethiopia Education Results Based Financing Project | IPF/DLIs | 5 |
| AFR | P163628 | Secondary Education Improvement Project Additional Financing | IPF/DLIs | 5 |
| AFR | P164223 | Equity with Quality and Learning at Secondary Project (EQUALS) | IPF/DLIs | 5 |
| AFR | P164293 | Burkina Faso Higher Education Support Project | IPF/DLIs | 6 |
| AFR | P164294 | Cabo Verde Education and Skills Development Enhancement Project | IPF/DLIs | 4 |
| AFR | P164546 | First Africa Higher Education Centers of Excellence for Development Impact | IPF/DLIs | 7 |



Just-in-Time Support

Just-in-Time support is an advisory service that REACH offers to World Bank task teams that are working on projects taking an RBF approach. In 2020, REACH provided a variety of services, from advice about how to structure the RBF component of a grant proposal to support for an in-country workshop for stakeholders in an RBF book chain project.

REACH supported the Call 6 grantee team from India on the design and facilitation of its final in-country stakeholder workshop on the use of results-based financing in the book chain. The one-day workshop used the design thinking methodology to identify and understand problems in the book delivery chain in Nagaland, India. The results of a feedback survey revealed high levels of satisfaction with the event and an appetite for organizing such events more often.

REACH also provided technical support to other grant teams, conducted peer reviews for publications that address results-based financing, and provided resources on RBF to task team leaders. Given that much of the operational focus this year was on pandemic response, the number of requests for Just-in-Time support was limited.

REACH Newsletter and Additional Communications Products

REACH continued to strengthen and expand its outreach through the production and dissemination of a variety of printed materials. These include the RBF Education Newsletter, which addresses areas of interest in the education development community related to results-based financing. REACH produced several blog posts and news articles that aimed to introduce RBF in education to a wider audience. It also issued two

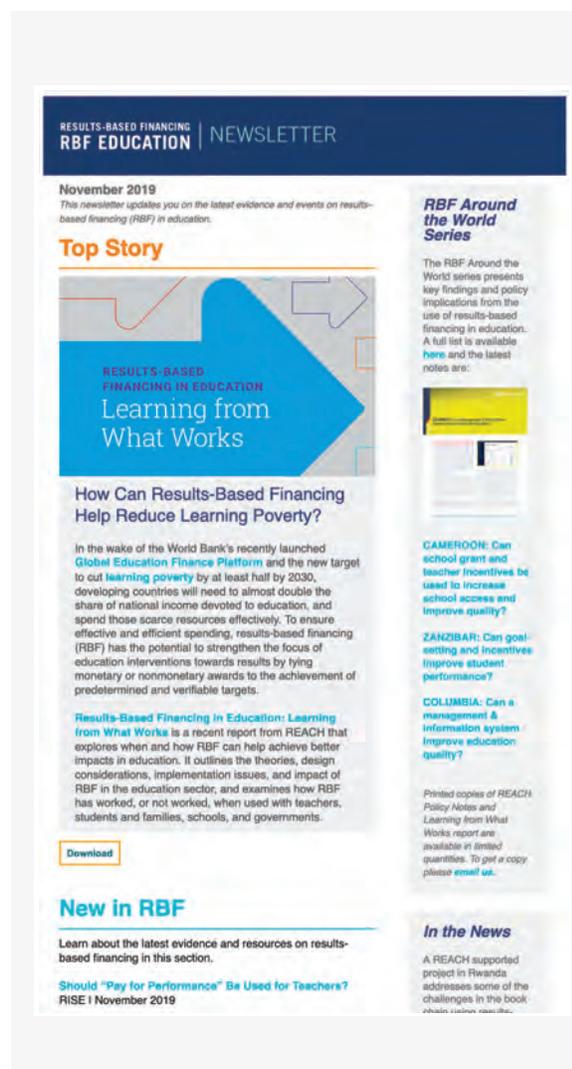
news releases to announce the rollout of its RBF Education Knowledge Suite and of the Education Disbursement-Linked Indicator Database, respectively. REACH also sent out an email announcement after publishing these notes.

REACH's knowledge products are disseminated through its distribution list of about 1,000 recipients. These include about 350 contacts outside the Bank, including those in the media, academia, think tanks, multilateral and bilateral partner organizations, and civil society groups in addition to the World Bank Human Development Sector and Global Partnership for Education staff. REACH products are also made available on the REACH website, and relevant products are shared in the RBF Education Newsletter and promoted during REACH events.

Two digital newsletters were published in March and July of 2020. The newsletters are part of a communications strategy to better publicize the work of REACH and its grantees and to share the latest news, knowledge products, and developments in the field of results-based financing in education with stakeholders inside and outside the Bank. Each newsletter features a main story, a roundup of new evidence related to the use of RBF in education and related fields from around the world, and upcoming events on RBF at REACH and elsewhere.

REACH is also seeking to reach a broader audience through the publication of less technical, more accessible communications products, such as blog posts, feature stories, and Q&As focused on RBF in education. A key target audience is education policy makers, and these products strive to appeal to them by featuring prominent education leaders who share the lessons that they have learned from RBF projects in education. For 2020, REACH produced two blog posts and a Q&A.

- [Blog post on the results-based component of the Ceará reform in Brazil](#). This post by World Bank education expert and RBF champion [Lars Sondergaard](#) focuses specifically on the incentive payments to mayors.
- Soon-to-be-published blog post on the importance of consulting stakeholders as part of the grant proposal development process. This post was written by REACH consultant Minna Mattero, who participated in numerous workshops for Call 6 grantees.
- [Q&A feature story and vlog with Jaime Saavedra](#), World Bank Global Director of Education. These focus on an education reform that was introduced in Peru when Saavedra was the Minister of Education and under which midlevel education officials were incentivized to improve their performance.



REACH produced a number of additional knowledge products in 2020. Prior to the COVID-19 pandemic, the REACH Trust Fund printed copies of all the Evidence notes that had been produced thus far and disseminated them to World Bank country teams, country directors, and education sector leads to share with their government counterparts and partners. The copies were also distributed at events and showcased in the World Bank Education Global Practice office.

Also in 2020, REACH developed a new knowledge product, an Event Resources notes series. The notes package information from Brown Bag events, including a recording of the event, Power Point Presentations, contact information for the panelists and other experts, and any additional background material. REACH produced five Event Resources notes in 2020, one following each Brown Bag event.

REACH Website

REACH continued to organize and develop new content for its website (www.worldbank.org/REACH), which serves as a repository for information on the use of results-based financing in education. REACH rebranded its Resources webpage as the “Knowledge Suite” in the beginning of 2020 and reorganized the knowledge products under the umbrella to provide easier access to them.

In 2020, the REACH website logged 10,004 visits, a similar number as in 2019. REACH-funded papers, policy notes, and learning packages were downloaded 4,552 times in 2020, for a cumulative total of 13,765 downloads since 2016, close to REACH’s end target of 15,000.

CHAPTER 4

Strengthening the Global Evidence Base on RBF in Education

Result 4: Strengthened Evidence Base on Results-Based Financing in Education

This results area measures REACH's contribution to the global evidence base on the use of results-based financing in education. REACH Knowledge, Learning, and Innovation (KLI) grants are a key source of new knowledge and are contributing to a growing body of comprehensive and good quality evidence on RBF in education.

KLI grants funded by REACH can be categorized under five themes: (i) results-based financing

and teachers; (ii) results-based financing and students and families; (iii) results-based financing and schools; (iv) results-based financing and governments (which includes grants that focus on information and data systems); and (v) results-based financing and the book chain.

REACH has increasingly taken a strategic approach to selecting projects that can fill crucial gaps in the knowledge on RBF. Another key goal is to disseminate the findings from these projects to practitioners, policy makers, and the wider development community to strengthen their understanding of RBF in the field of education.

Table 5: Result 4—Strengthening Evidence Base on Results-Based Financing in Education

| Indicators | 2019 | 2020 | End Target (2022) |
|---|-----------|-----------|-------------------|
| Number of Country Program Grants completed | 2 | - | 2 |
| Number of ongoing KLI grants | 17 | 12 | 0 |
| Number of KLI grants completed | 20 | 25 | 37 |
| Total number of KLI Grants | 37 | 37 | 37 |
| Number of papers/reports published from KLI grants in peer-reviewed journals and other publications | 5 | 7 | 10 |
| Number of rigorous experimental or quasi-experimental evaluations of RBF completed | 10 | 13 | 13 |
| Number of Evidence notes published | 12 | 17 | 27 |
| Number of REACH strategy and synthesis reports published ^a | - | - | 13 |
| Number of teams provided with just-in-time support to inform RBF approaches on the ground | 32 | 39 | 40 |

Note: Values are cumulative totals.

a. Includes reports on country assessment, fiscal transfers, meso-level grants, etc.

The indicators under Result 4 focus on the grants that REACH provides to build the evidence base. At the end of 2020, the REACH KLI portfolio included 37 grants (see Table 5). Currently, there are 12 active grants, with two set that are ready to close (Jharkhand in India and Sierra Leone). Despite some COVID-19 related delays, all grants are on track to close by December 31, 2020.

Summary of Grant Status and Updates

This section is organized by theme and includes a summary of new evidence on RBF in education from those grants that produced deliverables in 2020 and provides updates on active grants. Please see [Annex 1](#) for short descriptions of all REACH grants.



Results-Based Financing and Teachers

Update from active REACH grant

There is one active grant in Bangladesh under this theme, which will test whether RBF can improve teacher participation and performance via virtual teacher training. Thus far, a quasi-baseline phone survey with 400 teachers was completed in November 2020, and the virtual teacher training is being prepared. The intervention is expected to be launched on March 15, 2021.

Table 6: REACH Grants Focused on RBF and Teachers

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date ^a | Revised closing date ^b | Status of grant | Outputs | Update |
|--|---------------------|---|-----------------|------------------------------------|-----------------------------------|-----------------|---|----------|
| RWANDA: Pay-for-Performance for teacher recruitment and retention | \$195,273 | 100% | 07/01/15 | 06/01/16 | 10/01/17 | Closed | Policy brief (by IPA) Policy brief (by SIEF) Research paper | - |
| TANZANIA: Does the design of pay-for-performance schemes matter for student learning gains? | \$204,903 | 100% | 07/01/15 | 06/01/16 | 09/30/17 | Closed | Evidence note Impact note Research paper (published) | - |
| CHINA: Building the foundation to incentivize teacher training institutes to deliver better teachers | \$199,801 | 100% | 01/01/16 | 11/01/17 | 01/15/18 | Closed | Evidence note Research paper (published) | - |
| INDIA: Creating a valid teacher assessment for future pay-for-performance schemes | \$119,987 | 100% | 01/01/16 | 10/31/17 | 12/31/18 | Closed | Evaluation proposal submitted | - |
| BANGLADESH: REACH to Teach for Impact | \$200,000 | 37% | 03/10/20 | 01/31/21 | 11/30/21 | Active | - | On track |

Note: ^a Grant activities are expected to be completed by the closing date.

^b The revised closing date is the new closing date for grants that have been extended.

Results-Based Financing and Students and Families

All grants under this theme are closed, and all of the corresponding Evidence Notes have been published.

Table 7: REACH Grants Focused on RBF and Students and Families

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant | Outputs | Update |
|---|---------------------|---|-----------------|-----------------------|----------------------|-----------------|--|--------|
| MOZAMBIQUE: Testing demand-side incentives to keep girls in school | \$198,997 | 100% | 07/01/15 | 06/01/16 | 09/30/17 | Closed | Evidence note Research paper (published) | - |
| TANZANIA: Do students who set goals for themselves perform better? Or do they require financial incentives? | \$198,821 | 100% | 07/01/15 | 06/01/16 | 03/01/17 | Closed | Evidence note Research paper (presented at Nepal-Bhutan Human Capital Forum in June 2019) | - |

Results-Based Financing and Schools

Update from active REACH grant

In **CAMEROON**, two activities have been completed: (i) a mapping exercise that outlines which regions, councils, communities, and schools have been affected by conflict and violence and (ii) a feasibility study on the use of RBF in conflict-affected areas of Cameroon. Currently, a shortlist of firms has been identified to carry out an RBF pilot in 20 schools, which is expected to begin in March 2021.

Update from closed REACH grant (evidence note in progress)

For the closed REACH grant to **INDIA** that examined the use of performance contracts between the government and second-chance education providers, the grant team has submitted their final report for peer review and has published a version online (see Table 8). Ultimately, the report did not find any evidence to demonstrate that RBF approaches worked better in motivating students or providers in this particular case but found that incentives nevertheless are a key aspect of many training programs. The report also highlighted the importance of paying attention to incentives at different stages of a training program in order to ensure that providers and participants maintain a focus on the desired outcomes.

Table 8: REACH Grants Focused on RBF and Schools

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant | Outputs | Update |
|---|---------------------|---|-----------------|-----------------------|----------------------|-----------------|--|------------------------------|
| DEMOCRATIC REPUBLIC OF CONGO: Do schools that receive RBF subsidies perform better than those that do not? | \$209,125 | 100% | 03/01/16 | 06/01/18 | 08/30/18 | Closed | Evidence note Research paper (published) | - |
| INDONESIA: Evaluating performance-based school grants in Jakarta | \$49,524 | 100% | 01/01/16 | 06/01/17 | 04/30/18 | Closed | Evidence note Impact note Research paper (published) | - |
| MOZAMBIQUE: Designing performance-based school grants | \$130,186 | 100% | 07/01/15 | 06/01/16 | 12/30/18 | Closed | Evidence note | - |
| CAMEROON: Pre-piloting a performance-based school grant | \$199,894 | 100% | 01/01/16 | 06/01/17 | 06/30/18 | Closed | Evidence note Impact note | - |
| INDIA: Evaluating performance contracts between second-chance education providers and the Government of India | \$195,346 | 100% | 01/01/16 | 12/01/17 | 07/01/18 | Closed | Discussion Paper | Evidence note being produced |
| INDONESIA: Piloting self-evaluation and performance contracting in Jakarta schools | \$130,000 | 100% | 01/01/16 | 06/01/17 | 03/01/18 | Closed | Evidence note Impact note Research paper | - |
| CAMEROON: Ways to improve school effectiveness for fragile and conflict regions | \$200,000 | 5% | 04/03/20 | 01/31/21 | 06/30/21 | Active | - | On track |

Results-Based Financing and Government

This theme also includes grants that focus on information and data systems. Such systems are particularly important for the purposes of monitoring and verifying results, which are essential components of RBF. REACH has funded several grants that examine the importance of such systems as a precondition for the application of RBF and how RBF can be used to build the foundation for those systems.

Update from active REACH grants

In the course of 2020, REACH extended its grant to **BRAZIL** to account for COVID-related disruptions to international travel. The original plan was to organize an in-person workshop for countries that were interested in implementing sub-national performance contracts similar to the one implemented in Ceará. Currently, the workshop is scheduled to take place virtually in May 2021. Please see the section on Result 2 for more detailed information about grant activities in Brazil.

The team in **COLOMBIA** for a grant creating an RBF monitoring system covering multiple dimensions of education quality is currently conducting fieldwork, and final results will be available in March 2021. The activities were delayed as a result of the government prioritizing its response to COVID-19.

The grant in **INDIA** designed to incentivize and empower district-level officers is set to close but faced challenges when the pandemic began as the grant activities were already underway. The endline survey was unable to be completed as initially planned, so it was replaced by a brief phone survey with participating teachers and teacher trainees to determine the impact of RBF, with special emphasis on how the expectation of the incentive affected how they carried out their duties, their resilience (in light of COVID-19), and their psycho-social characteristics. Preliminary estimates suggest that training plus the result-based incentives significantly increased teacher

attendance by a magnitude of 11 to 19 percent in a four-month period. However, neither treatments had any impact on the self-reported mentoring and monitoring capabilities of resource persons (middle managers). The team also found that there were no improvements in self-reported teaching activities. These findings suggest that result-based incentives need to be directly or jointly targeted to teachers to increase teacher attendance and improve classroom instruction.

Update from closed REACH grants (evidence notes in progress)

The grant to the **DOMINICAN REPUBLIC** supported the Government of the Dominican Republic in improving regional and district-level management of education. This was done by introducing a more transparent and meritocratic selection of regional and district directors, along with results-based performance agreements and monitoring systems, to prepare for the introduction of results-based financial transfers to the district level. The government was able to successfully introduce this meritocratic selection system as well as performance agreements for regional and district-level officials. An evidence note based on the report is currently being prepared. The next stage of the reform is expected to introduce performance agreements linked to financial transfers for entire districts.

The team in **PERU** used funds to evaluate the effects of a new merit-based selection and compensation program for managerial positions in schools at all levels of basic education. The study found slight improvements in the test scores of students from those rural schools whose principals had changed, while finding no significant effect on the improved test scores of students from urban schools. Additional data suggest that newly appointed principals in rural areas were generally less skilled than those in urban areas and did not have substantially higher levels of skills than those whom they replaced. For more information about follow-up grant activities, please see the section on Result 2.



Table 9: REACH Grants Focused on RBF and Governments

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant | Outputs | Update |
|--|---------------------|---|-----------------|-----------------------|----------------------|-----------------|---|---------------------------|
| MOROCCO: Developing and piloting performance-based contracts between national, regional, and local education authorities | \$94,041 | 100% | 01/01/16 | 12/01/16 | 12/31/18 | Closed | Impact note Draft performance contract Analysis of SDI survey | - |
| DOMINICAN REPUBLIC: Designing performance agreements to improve district-level performance | \$198,658 | 100% | 12/01/17 | 02/10/19 | 08/10/19 | Closed | Final report | Evidence note in progress |
| INDIA: Incentivizing and empowering district-level officers to collect real-time data | \$200,000 | 99% | 12/01/17 | 02/28/20 | 07/30/20 | Active | Draft Impact Evaluation report Final report | Evidence note in progress |
| PERU: Evaluating performance-based career path and compensation reforms for school leaders | \$180,332 | 100% | 01/10/18 | 10/01/19 | 06/30/20 | Active | Final report Evidence note | - |
| BANGLADESH, NEPAL: Understanding how district education officers make decisions in order to design better targeted RBF interventions in the future | \$111,272 | 100% | 11/01/17 | 12/31/18 | - | Closed | Evidence note | - |
| BRAZIL: Replicating RBF model used in Ceara | \$200,000 | 51% | 02/07/20 | 01/31/21 | 06/30/20 | Active | Implementation Guide | On track |
| RBF and Governments: Information and Data Systems | | | | | | | | |
| HAITI: Developing a quality-assurance system for RBF | \$199,983 | 100% | 07/01/15 | 06/01/16 | 06/01/18 | Closed | Evidence note | - |

Table 9: REACH Grants Focused on RBF and Governments

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant | Outputs | Update |
|--|---------------------|---|-----------------|-----------------------|----------------------|-----------------|---|----------|
| NIGER: Developing a sustainable monitoring and evaluation system for future RBF | \$99,983 | 100% | 07/01/15 | 06/01/16 | 06/30/18 | Closed | Completion report | - |
| VIETNAM: Designing a predictive set of indicators for future RBF | \$198,753 | 100% | 07/01/15 | 06/01/16 | 06/30/17 | Closed | Research paper Evidence note | - |
| COLOMBIA: Creating an RBF monitoring system that covers multiple dimensions of education quality | \$199,827 | 100% | 01/01/16 | 01/01/17 | 12/31/17 | Closed | Evidence note | - |
| REP. OF CONGO: Increasing accountability through open data to inform an RBF program for school finance | \$99,590 | 100% | 01/01/16 | 09/01/17 | 02/28/18 | Closed | Completion report | - |
| COLOMBIA: Piloting an RBF-monitoring system in Bogota | \$200,000 | 98% | 03/16/18 | 12/31/19 | - | Closed | Evidence note | - |
| COLOMBIA: Monitor Escolar | \$200,000 | 0% | 02/25/20 | 01/31/21 | 03/31/21 | Active | - | On track |

Results-Based Financing and the Book Chain

Books are essential to learning, but children in many countries have limited access to them. Problems in the book supply chain, from forecasting need for books to their distribution and use, can result in shortages of textbooks and storybooks. Results-based financing has not often been used to address incentive problems in the book chain, but REACH is testing a number of interventions in various countries aimed at increasing efficiency at different points along the book chain (see Table 10).

Updates on active REACH grants

All active grants under this theme have experienced delays as a result of the COVID-19 pandemic. In these countries, school closures and nationwide lockdowns have prevented teams from conducting their planned activities on time. All grants under Call 6 (for Cambodia, India, Niger, and Rwanda) are still

expected to close by December 30, 2021, with some teams modifying their grant activities in order to meet this deadline.

There are two active grants in **CAMBODIA** related to this theme. One is led by a World Bank team, and the other is the ongoing work of World Education.

World Education has been working consistently with the Cambodia government to roll out the use of Track and Trace to increase accountability and transparency in the book supply chain (see the Result 2 section for more information on its impact thus far). Given the delays associated with COVID-19, an extension was granted for phase 2

of this initiative because the system could not be used for book requests or by school management or support committees to make spot-checks, and only a small percentage of school directors used the system to confirm their book deliveries. World Education is expected to provide on-the-job, in-person training to Ministry of Education staff to ensure the sustainability of the system after the project closes.

The World Bank team working on the Cambodia had to amend the scope of their household surveys because of a country-wide pandemic lockdown. In addition, they had to delay hiring a firm to assist with book market and cost analysis

Table 10: REACH Grants Focused on RBF and the Book Chain

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant (risk) | Outputs | Update |
|--|---------------------|---|-----------------|-----------------------|----------------------|------------------------|---|--------------------------------|
| CAMBODIA: Using RBF to increase accountability and transparency in the book supply chain | \$870,000 | 78% | 07/01/17 | 07/15/19 | 09/31/21 | Active | Phase 1: project report Evidence note Phase 2: on track | Extension provided for phase 2 |
| SOUTH AFRICA: Testing how incentives work in a private-public partnership | \$520,000 | 100% | 07/01/17 | 07/31/19 | - | Closed | Project report Evidence note | - |
| ZAMBIA: Incentivizing more efficient book delivery | \$500,000 | 98% | 07/01/17 | 12/31/18 | 11/30/19 | Closed | Evidence note | - |
| BANGLADESH: Using RBF to create more diverse reading materials in mother tongues | \$520,000 | 100% | 04/04/18 | 12/01/19 | - | Closed | Evidence note Project report | - |
| SIERRA LEONE: Putting books (and teachers) to work for better reading | \$490,000 | 70% | 10/01/18 | 12/31/19 | 12/31/20 | Active | Final output submitted | Evidence note in progress |

until January 2021, which also delayed the RBF intervention, since it is contingent upon a clear understanding of the book market. This market and cost analysis should be ready by the end of February 2021.

The activities related to the **INDIA** grant aimed at using technology to transform the early-grade textbook supply chain have largely stayed on track, with a diagnostic of the textbook supply chain completed as well as a review of the country's education management information system (EMIS). Currently the team is developing a demand estimation module as part of a tech-monitoring system for textbook ordering and

delivery. Once the system is up and running, incentives will be introduced in the form of performance contracts and behavioral nudges.

School closures in **NEPAL** have necessitated an extension of this grant aimed at bringing schools and publishers together to bring books into the classroom so that World Vision can complete its evaluation of the KITAB Bazaar platform. At the moment, schools have reopened so a second wave of book ordering has begun, and the second round of incentives to schools to maintain book corners has been provided, and the schools are being monitored. An evaluation firm has been hired and will begin endline work in March 2021.

Table 10: REACH Grants Focused on RBF and the Book Chain

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant (risk) | Outputs | Update |
|--|---------------------|---|-----------------|-----------------------|----------------------|------------------------|------------------------|------------------------------|
| MOZAMBIQUE: Delivering the right books on time to hard-to- reach districts | \$500,000 | 100% | 02/06/19 | 05/31/20 | 06/30/20 | Closed | Final report submitted | Evidence note being produced |
| NEPAL: Uniting schools and publishers to bring books into the classroom | \$500,000 | 80% | 09/28/18 | 02/29/20 | 04/31/21 | Active | - | On track |
| RWANDA: Digitizing books for quality basic education | \$1,000,000 | 55% | 06/24/19 | 09/30/21 | - | Active | - | On track |
| INDIA: Technology-enabled transformation of early-grade textbook supply chains | \$1,000,000 | 22% | 01/20/20 | 09/30/21 | - | Active | - | On track |
| CAMBODIA: High-quality supplementary texts for young readers | \$988,000 | 26% | 06/03/19 | 12/31/21 | - | Active | - | On track |
| NIGER: Channeling storytelling culture into children's book development | \$875,000 | 13% | 08/5/19 | 12/31/21 | - | Active | - | On track |

The activities for the **NIGER** grant aimed at incorporating local storytelling culture into children's book development have been completed, including a language validation workshop, community sensitization to local languages (which had to be done virtually), and a landscape analysis of other reading interventions, and the books are currently being written. Once the books are ready to be published, the team plans to enter into performance contracts with publishers. In addition, work is underway on the design of a Track and Trace system that uses incentives to ensure that the books are delivered.

In the **RWANDA** grant aimed at producing and digitizing books for basic education, the books have been developed and community librarians have been trained in how to use them. The project also launched a children's story time program on eight radio stations across the country as a response to COVID-19 to provide children with literacy support and to boost publishers' interest in investing in digital resources. The goal of the book development was to encourage publishers to create open educational resources, and non-monetary incentives were provided to publishers to produce such content. These incentives included streamlined approval from the Rwanda Education Board for any future titles that they might produce and support for the production of print and/or digital versions of the books. The next step being planned is the provision of training on open licensing by the Global Digital Library.

The grant in **SIERRA LEONE** is set to close but needs to finalize disbursement. The team conducted an impact evaluation to assess the efficacy of four early grade teaching and learning interventional approaches that aimed to improve teacher pedagogies and literacy. Schools were grouped into four study groups: (i) some schools were provided with workshops, training materials, teacher aids, and children's anthologies; (ii) some schools were provided with workshops and community of practice support, including

a coach; (iv) some schools were provided with workshops, community of practice support, and financial incentives based on improvements in their performance indicators; and (iv) some schools received workshops and more intensive community of practice support. The evaluation found that while teacher pedagogies improved, children's performance did not, but this may have been due to the constrained timeline of the intervention. It does not appear that the addition of financial incentives made much of a difference or that the most intense Community of Practice model generated the best results.

Update on closed REACH grant

The grant in **MOZAMBIQUE** used RBF to try to fix leakages in the book supply chain with the hopes of getting books into schools. The NGO Creative Associates hosted a workshop with district officers to identify what kind of intervention would be most useful. The participants agreed on an intervention to encourage the construction or repair of book storage units, which would improve the conditions for delivering books during the rainy season. Unfortunately, due to COVID-19, it was not easy to collect endline data. The project report found that, while many book storage facilities were constructed, there was no significant increase in book deliveries.

COVID-19 Challenges and Delays to REACH KLI Grants

The latter half of 2020 became challenging for all REACH grantees because of travel restrictions and school closures related to the COVID-19 pandemic. REACH proactively reached out to all grantees to assess the extent of delays and is continuing to check in with them on a quarterly basis to ensure that the grants remain on track. The average delay for all active grants was around six months. All grants are still expected to close by December 31, 2020, so that the associated knowledge products can be produced ahead of the agreed upon closing date for the REACH trust fund.

Progress Update on Additional Active REACH Work

In addition, REACH has undertaken several new activities as part of the extension of the trust fund until June 30, 2022 (see Table 11).

The final **country assessment reports** for Nepal, Mozambique, and Tanzania and a synthesis report have been completed. World Bank country teams have received copies to validate and subsequently share with in-country partners. The firm that conducted the assessments has been invited to speak at the annual REACH donor meeting in March 2021.

A study of **intergovernmental fiscal transfers** has been completed and has undergone an internal peer review. The report sets out a framework for looking at fiscal transfers in education, identifies key design elements, assesses the performance of fiscal transfers in selected countries and makes recommendations on how to strengthen fiscal transfers in education with a focus on linking them to results. The featured countries are Sudan, Uganda, Indonesia, Colombia, Brazil, Bulgaria, and China.

Four additional studies of RBF have been commissioned this past year. Researchers have been hired to take on the RBF and equity study and the RBF and meso-level study, while the selection of researchers for the other two studies is at the shortlisting stage.

The **meso-level study** will synthesize evidence about the use and impact of RBF at the meso level of the education system. For the purposes of the study, the meso level of the education system is defined as local governments (provinces, regions, and districts) and the actors at that level, such as district education officers and school principals. Researchers at NORRAG (a network for international policies and cooperation in education and training) has been hired to conduct this study.

The **RBF and equity** study will examine the existing literature on how the use of RBF mechanisms in the provision of basic social services affects equity. Researchers at the Amsterdam Institute of Global Health and Development have been selected to conduct this study.

The **RBF and health** study will look at the existing literature on RBF in health to summarize its main findings and assess the applicability of lessons on its use in health for the education sector.

The **impact bonds** study will be an independent assessment of the current state of impact bonds in the education sector and other sectors relevant for the education sector and how they compare with other forms of results-based financing (such as Program for Results at the World Bank and other RBF approaches used at the country level), innovative financing (such as loan buy-downs, social impact investments, or debt conversion development bonds) and public-private partnership (PPP) mechanisms.

The **Read@home** initiative was launched by the World Bank as a response to COVID-19 to ensure that reading materials would reach children while schools were closed. The REACH grant to Read@Home will be modeled on its successful experience in Cambodia with using Track and Trace to introduce RBF into book supply chains. Due to long delays with procurement, the activity has just been initiated in five countries—Cameroon, El Salvador, Niger, Senegal, and Sudan. JSI and World Education have been hired to establish the necessary architecture for these countries to improve their book distribution systems using RBF. The firm has been in touch with each country team as of March 2021.

The **Rapid Assessments of System Readiness for RBF** work is underway, with an approved internal concept note. This work is being carried out in conjunction with the World Bank's Governance global practice and will focus on how to assess the public financial management

bottlenecks within the education sector, and how those bottlenecks might be unlocked through incentives. The team is currently in the process of selecting countries where they will begin work on the mapping of the education sector's financial streams and piloting the RBF readiness tool.

Finally, the **financing strategies** concept note has also been approved. Currently the team is hiring an extended term consultant with a public financial management background to support the development of a toolkit that will help countries develop their financing strategies by piloting the approach in four low-income countries.

Table 11: Additional REACH Activities

| Grant name | Grant amount (US\$) | Rate of disbursement (as of Dec 31, 2020) | Initiation date | Original closing date | Revised closing date | Status of grant (risk) | Outputs | Update |
|---|---------------------|---|-----------------|-----------------------|----------------------|------------------------|--|---|
| Review of RBF (Compendium) | \$113,330 | 100% | 02/02/18 | 12/31/18 | - | Closed | Review of RBF | - |
| Country assessments | \$450,000 | 100% | 03/22/19 | 07/01/20 | 11/30/20 | Closed | Workshops completed in Niger, Cambodia, and Rwanda | Dissemination being planned |
| REACH/GBA in-country workshops | \$62,331 | 100% | 01/21/19 | 12/31/19 | - | Closed | Final report | - |
| Intergovernmental fiscal transfers in education | \$350,000 | 94% | 03/25/19 | 12/31/20 | 03/31/21 | Active | - | Awaiting publication |
| Equity Study | \$40,000 | 0% | 11/02/20 | 07/31/21 | - | Active | - | Methodology expected March 2021 |
| Meso-level Study | \$120,000 | 0% | 02/18/21 | 07/31/21 | - | Active | - | Firm hired |
| Health Study | \$40,000 | - | N/A | - | - | - | - | Shortlisting stage |
| Impact Bonds Study | \$40,000 | - | N/A | - | - | - | - | Shortlisting stage |
| Read@home | \$750,000 | 0% | 07/10/20 | 07/31/21 | 09/31/21 | Active | - | Kick-off calls with countries completed |
| Rapid Assessments of System Readiness for RBF | \$330,000 | 5% | 04/20/20 | 12/31/21 | - | Active | - | Concept note completed |
| Financing Strategies | \$360,000 | 1% | 08/10/20 | 12/31/21 | - | Active | - | Concept note completed |

CHAPTER 5

Path Ahead for REACH

REACH is now at the stage where the majority of its Knowledge, Learning, and Innovation grants and Country Program Grants have closed (28 of 39) with two more set to close soon. These grants have generated valuable knowledge and learning on the use of results-based financing in education. REACH will continue to share lessons learned through a variety of events, knowledge products, and e-publications with various

audiences, including development partners such as GPE. These activities are outlined in the REACH communications plan for 2021 and 2022, which will be heavily focused on knowledge dissemination. In addition, REACH will finalize its remaining additional activities that situate results-based financing at a systems level, where RBF is examined within the overall financing context of the education sector. In short, all of these products



correspond to REACH's higher-level objectives in the results chain, where it seeks to support strengthening of education systems around improved performance and achievement of results.

Knowledge Sharing and Communications

REACH will be continuing its efforts to increase awareness and knowledge of RBF among different audiences and strengthening practitioners' capacity. The findings of the closed grants will be shared through the development and publishing of several Evidence notes and organization of brown bag events and the further effects disseminated through the Impact note series. REACH will also continue its successful RBF for Breakfast expert roundtable events to capture the tacit operational knowledge and share the key take-aways broadly through the Practice note series. Focus will be given on learning more about the indicators used in RBF programs to provide practitioners highly practical information and tools to use in program design.

RBF in Education Global Conference

Depending on the global situation and ability for the participants to travel, REACH will organize a global RBF in Education conference ahead of the closing date of the trust fund in 2022. The conference would bring together the global community working on RBF and education to share evidence and operational knowledge. This will be one day event for approximately 100 participants from key development agencies (e.g., multilaterals, bilaterals, NGOs) and the research community (e.g., academia, think tanks) as well as potential private sector partners and funders. The event is aimed to take place in connection with a large education finance (or education) forum in Europe or the U.S. It would help build a common understanding of the work ahead and foster partnerships to continue the RBF education agenda.

The REACH Blended Learning Series

Outside of the existing Knowledge Suite, knowledge and learning efforts will focus on sharing the lessons from the commissioned studies mentioned in Table 11 above. The resources produced from all REACH grants and research will be part of a blended training program on RBF in education. This modular program will consist of a series of professionally produced learning components that highlight the lessons and knowledge captured by REACH over its lifetime and give the audience an opportunity to engage with experts. The program will offer an online resource repository that will be available for audiences beyond the closing date of the trust fund.

Summary Knowledge Products

By the end of 2021, all REACH grants will have closed, and knowledge products that summarize the findings of these grants will be developed a part of the legacy of REACH's contributions in generating evidence around results-based financing in education. In particular, a report on all seven book chain related grants (aside from Call 6 grants) will be commissioned to distill the lessons learned from the activities that have attempted to use RBF to improve various parts of the book chain. An update to the "Learning from What Works" paper will also be commissioned to highlight new research, both from REACH grants and from academia, around the four themes set out in the original paper: (i) RBF and teachers, (ii) RBF and schools, (iii) RBF and students and families, and (iv) RBF and governments (including data and monitoring systems).



REACH Results Framework

| Objective / Indicators (cumulative) | Baseline (2015) | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 ⁵ | End Target (2022) |
|--|-----------------|------|-------|---------|---------|--------|-------------------|-------------------|
| RESULT 1: STRONGER EDUCATION SYSTEMS AND IMPROVED EDUCATION OUTCOMES THROUGH DIRECT USE OF RBF | | | | | | | | |
| 1.1 REACH system-strengthening disbursement-linked indicators achieved in Lebanon and Nepal | 0 | - | 1 | 2 | 3 | - | - | 3 |
| 1.2 Nepal – Primary education net enrollment rate | 92 | 97 | 97.2 | 97.2 | 97.2 | - | - | 97.5 |
| 1.3 Lebanon – Number of Lebanese and non-Lebanese children (3–18) enrolling in formal education | 400,000 | - | - | 488,000 | 490,274 | - | - | 500,000 |
| RESULT 2: APPLICATION AND USE OF REACH KNOWLEDGE AND LEARNING ON RBF IN EDUCATION BY POLICYMAKERS AND DEVELOPMENT PRACTITIONERS | | | | | | | | |
| 2.1 Number of countries where REACH activities informed the design, scale-up, reform, or adoption of RBF mechanisms | 0 | - | - | - | 4 | 7 | 4 | 11 |
| 2.2 Number of countries where REACH activities informed improvements in the design and use of data or information systems for monitoring results | 0 | - | - | - | - | 1 | 4 | 5 |
| RESULT 3: INCREASED AWARENESS AND CAPACITY TO USE RBF APPROPRIATELY | | | | | | | | |
| 3.1 Percentage of participants at REACH knowledge events reporting improved understanding of RBF or ability to apply it ⁶ | 0% | - | - | - | - | 94% | 80% | 80% |
| 3.2 Number of qualitative examples of REACH knowledge-event participants applying knowledge gained in their work | - | - | - | - | - | 8 | 7 | 15 |
| 3.3. Number of REACH website visits | - | - | - | 4,593 | 10,115 | 20,119 | 1,000 | 21,100 |
| 3.4. Number of downloads of REACH-funded papers, policy notes and learning packages | - | 457 | 2,163 | 4,804 | 9,982 | t.b.d | t.b.d | 15,000 |
| RESULT 4: STRENGTHENED EVIDENCE BASE ON RBF IN EDUCATION | | | | | | | | |
| 4.1. Number of papers or reports published from KLI grants in peer-reviewed journals or other publications | - | - | 1 | 4 | 5 | 7 | 3 | 10 |
| 4.2. Rigorous experimental or quasi-experimental evaluations of RBF completed | - | - | 4 | 6 | 10 | 13 | - | 13 |
| 4.3. Number of learning event packages made publicly available | - | 6 | 10 | 12 | 16 | 23 | 3 | 26 |
| 4.4. Number of REACH team strategy and synthesis reports published | 1 | 2 | 3 | 4 | - | - | 7 | 13 |
| 4.5. Number of Evidence notes published | - | - | 0 | 6 | 12 | 17 | 10 | 27 |
| 4.6. Number of blogs and newsletters produced | - | 5 | 6 | 7 | 8 | 15 | 3 | 18 |
| RESULT 5: ACTIVITIES | | | | | | | | |
| 5.1. Number of Country Program Grants completed | - | - | - | 1 | 2 | - | - | 2 |
| 5.2. Number. of ongoing Knowledge, Learning, and Innovation grants | 8 | 17 | 19 | 15 | 17 | 12 | - | 0 |
| 5.3. Number of Knowledge, Learning, and Innovation grants completed | - | - | 2 | 14 | 20 | 25 | - | 37 |
| 5.3. Number of teams provided with just-in-time support to inform RBF approaches on the ground | - | 6 | 17 | 29 | 32 | 39 | 1 | 40 |
| 5.4. Number of RBF learning events (global) | - | 8 | 15 | 18 | 25 | 33 | 4 | 33 |
| 5.5. Number of RBF learning events (country level) | - | - | - | - | 3 | 4 | - | 3 |

⁵ Indicative target for 2021 (not cumulative)

⁶ Percentage of respondents who report improved understanding of RBF and ability apply it. About 94% of respondents agreed or strongly agreed with the statement.

REACH Financial Statement, 2015–20 (in US\$)

| Expense Category | Total Commitments | Cumulative Disbursement | Disbursements | | | | | | | |
|---|-------------------|-------------------------|------------------------|------------------|------------------|------------------|------------------|----------------|---------------|--|
| | | | FY21 (Jul-Dec 2020) | FY20 | FY19 | FY18 | FY17 | FY16 | FY15 | |
| PROGRAM MANAGEMENT AND ADMIN | | | | | | | | | | |
| OVERALL | 2,277,369 | 2,277,369 | 133,321 | 704,096 | 590,271 | 394,883 | 665,115 | 359,821 | 62,265 | |
| Knowledge Sharing & Learning | - | 864,426 | 67,229 | 14,216 | 290,766 | 157,453 | 211,009 | 109,463 | 6,488 | |
| Just-in-Time Support | - | 268,496 | - | - | 52,854 | 33,727 | 108,636 | 56,947 | 1,861 | |
| REACH Team | - | 1,144,447 | 66,092 | 689,881 | 246,651 | 203,703 | 345,470 | 193,412 | 53,916 | |
| KNOWLEDGE, LEARNING AND INNOVATION | | | | | | | | | | |
| OVERALL | 14,680,755 | 9,634,354 | 1,021,739 | 2,813,328 | 1,939,138 | 1,813,140 | 1,626,901 | 420,107 | - | |
| KLI Call 1 (FY16) | 1,606,421 | 1,606,421 | - | - | 53,587 | 202,479 | 1,011,635 | 338,720 | - | |
| KLI Call 2 (FY16) | 1,317,491 | 1,317,491 | - | - | 96,306 | 524,532 | 615,266 | 81,387 | - | |
| KLI Call 3 (FY17) | 2,475,870 | 2,209,051 | 100,000 | 532,123 | 734,285 | 842,643 | - | - | - | |
| KLI Call 4 (FY18) | 911,261 | 904,338 | 46,616 | 235,207 | 453,746 | 168,769 | - | - | - | |
| KLI Call 5 (FY19) | 1,530,000 | 1,479,124 | 222,596 | 785,275 | 471,252 | - | - | - | - | |
| KLI Call 6 (FY20) | 3,352,782 | 920,565 | 207,191 | 713,374 | - | - | - | - | - | |
| KLI Call 7 (FY20) | 920,000 | 306,043 | 144,177 | 161,866 | - | - | - | - | - | |
| KLI Call 8 (FY22) | 560,000 | - | - | - | - | - | - | - | - | |
| Compendium | 113,330 | 113,330 | - | - | 38,614 | 74,717 | - | - | - | |
| Country Assessments | 463,600 | 449,512 | 269,707 | 179,805 | - | - | - | - | - | |
| Intergovernmental Fiscal Transfers | 350,000 | 328,479 | 31,452 | 205,677 | 91,350 | - | - | - | - | |
| Read@Home | 750,000 | - | - | - | - | - | - | - | - | |
| RBF readiness assessments (PFM toolkit) | 330,000 | 49,502 | 39,950 | 9,553 | - | - | - | - | - | |
| COUNTRY PROGRAM GRANTS | | | | | | | | | | |
| OVERALL | 8,899,938 | 8,899,588 | - | 3,129,201 | 4,276,674 | 1,407,314 | 42,290 | 44,109 | - | |
| Nepal DLIs (recipient-executed) | 4,000,000 | 4,000,000 | - | - | 4,000,000 | - | - | - | - | |
| Nepal impact evaluation & supervision | 449,938 | 449,938 | - | - | 127,710 | 237,992 | 40,128 | 44,109 | - | |
| Lebanon DLI (recipient-executed) | 4,000,000 | 4,000,000 | - | 3,000,000 | - | 1,000,000 | - | - | - | |
| Lebanon impact evaluation & supervision | 450,000 | 449,650 | - | 129,201 | 148,964 | 169,322 | 2,162 | - | - | |

FY = fiscal year, June 30 - July 1

Data as of December 31, 2020

REACH Financial Statement, 2015–20 (in US\$)

| Expense Category | Total Commitments | Cumulative Disbursement | Disbursements | | | | | | | |
|-------------------------------------|-------------------|-------------------------|------------------------|-----------|-----------|-----------|-----------|---------|---------|---|
| | | | FY21 (Jun–Dec 2020) | FY20 | FY19 | FY18 | FY17 | FY16 | FY15 | |
| PLANNED ACTIVITIES 2020-2022 | | | | | | | | | | |
| OVERALL | 1,995,792 | 79,713 | 79,713 | - | - | - | - | - | - | - |
| Meso-level summary | 120,000 | 59,757 | 59,757 | - | - | - | - | - | - | - |
| Reach for reading summary | 50,000 | - | - | - | - | - | - | - | - | - |
| RBF summary-updated compendium | 50,000 | - | - | - | - | - | - | - | - | - |
| Impact Bonds | 40,756 | - | - | - | - | - | - | - | - | - |
| RBF and Health | 40,000 | - | - | - | - | - | - | - | - | - |
| RBF and Equity | 53,600 | 19,956 | 19,956 | - | - | - | - | - | - | - |
| Blended learning course on RBF | 100,000 | - | - | - | - | - | - | - | - | - |
| REACH closing conference | 250,000 | - | - | - | - | - | - | - | - | - |
| Education Financing Strategies* | 360,000 | - | - | - | - | - | - | - | - | - |
| Knowledge sharing & learning | 200,000 | - | - | - | - | - | - | - | - | - |
| Just-in-time support | 100,000 | - | - | - | - | - | - | - | - | - |
| REACH team | 350,000 | - | - | - | - | - | - | - | - | - |
| REACH Evaluation | 100,000 | - | - | - | - | - | - | - | - | - |
| TOTAL PLANNED ACTIVITIES | 1,814,356 | - | - | - | - | - | - | - | - | - |
| 10% contingency | 181,436 | - | - | - | - | - | - | - | - | - |
| Administration fee | 367,749 | 367,749 | 67,229 | 14,216 | - | 23,985 | 10,718 | 174,486 | 77,115 | - |
| Indirect costs | - | 889,423 | 76,748 | 208,174 | 168,356 | 203,292 | 159,327 | 73,526 | - | - |
| Total disbursements | - | 21,891,176 | - | 5,970,961 | 6,806,084 | 3,639,322 | 2,345,023 | 998,524 | 139,379 | - |
| Undisbursed funds | - | 7,446,133 | - | - | - | - | - | - | - | - |
| Total commitments | 28,854,006 | - | - | - | - | - | - | - | - | - |
| Uncommitted funds | 483,303 | - | - | - | - | - | - | - | - | - |
| DONOR CONTRIBUTIONS | | | | | | | | | | |
| TOTAL DONOR CONTRIBUTIONS | 29,337,310 | - | - | - | - | - | - | - | - | - |
| Germany | 2,763,415 | - | - | - | - | - | - | - | - | - |
| Norway | 13,520,474 | - | - | - | - | - | - | - | - | - |
| United States | 11,700,000 | - | - | - | - | - | - | - | - | - |
| Investment income | 1,353,420 | - | - | - | - | - | - | - | - | - |

*pending donor approval
FY = fiscal year, June 30 - July 1

Data as of December 31, 2020



ANNEX 1

Grant Descriptions

TEACHER INCENTIVES

RWANDA: Pay-for-Performance for Teacher Recruitment and Retention (\$195,273; Closed)

The Government of Rwanda has established a system of performance contracts for public sector employees that allows for performance-based bonuses averaging 3 percent of salary. The KLI grant is funding a study that builds on the existing civil service contracts by introducing a second bonus scheme that rewards teachers who score within the top 20 percent of their district on this performance measure with a merit bonus worth 15 percent of their base salary. The research will address two questions that are also relevant to other developing countries: first, whether a pay-for-performance scheme can improve teacher performance and produce student learning gains; and second, how effective are pay-for-performance contracts at attracting skilled and motivated teachers to undersupplied schools, particularly in rural areas?

CHINA: Assessment of Teaching Practices for Changes in the Classroom (\$199,801; Closed)

Guangdong Province's Department of Education has been strengthening its in-service training of teachers to make them more effective in the classroom. The KLI grant funded a pilot intervention to incentivize teacher-training institutions to strengthen their in-service training programs. In the pilot, the Classroom Assessment Scoring System (CLASS) was used to conduct classroom observations of 36 teachers and to assess the strengths and weaknesses of their teaching practices. Teachers scored high on classroom organization but lower on emotional support and instructional support. The pilot established a baseline of teaching practices in Guangdong and demonstrated that classroom observations can be used as an outcome measure in results-based financing schemes designed to give teacher training providers incentives to change teacher behavior. The results from the pilot, provided that several preconditions are met, can be used to inform the design of results-based financing schemes in other contexts aimed at establishing performance-based contracts for teacher training providers.

INDIA: Improving Teacher Performance through Outcome-Linked Incentives (\$119,987; Closed)

The Bihar state government is considering designing a teacher performance-pay program to improve service delivery in its schools. The incentive program will be based on a teacher composite score designed by the Indian civil society organization Pratham. The KLI grant will fund research to test the validity of an existing teacher assessment and composite score system to inform this work, and, if the assessment is found to be valid, design a pilot for this program.

TANZANIA: Aligning Teacher Pay with Performance of All Students (\$204,903; Closed)

In 2015 the Government of Tanzania announced its commitment to using innovative approaches to improve longstanding problems with the quality of, and access to, the country's education system. The KLI grant funded a study that examined the impact of issuing bonuses to teachers linked to the learning outcomes of students. The study compared the impact of rewarding teachers for relative and incremental gains in student learning against rewarding them based on the number of students who passed a defined threshold. The evaluation found that both systems raised test scores. The simple teacher incentive scheme that linked rewards to the number of students who achieved specific learning levels improved learning at least as much as the more complex scheme that rewarded teachers based on learning gains. Given the limited administrative capacity in Tanzania and other developing countries to implement complex results-based financing schemes, the evidence gained from this program suggests that simple incentive schemes that reward learning levels may be suitable for wide-scale implementation.

BANGLADESH: Testing Results-Based Financing to Inform Scale-Up of a School-Based Instructional Leadership Program (\$200,000; Active)

Through this grant, the World Bank team will work intensively with 300 schools to identify the most effective design to scale up an instructional leadership program that incorporates a results-based financing approach. The program, called Time Spent Teaching (TST), taps head teachers to observe teachers in the classroom and provide feedback to them on their teaching. The Government of Bangladesh plans to expand the program by introducing the revised version into 1,500 schools starting in the 2020–21 school year. The government is interested in incorporating “performance-based recognition incentives” into the Time Spent Teaching program to identify and reward the best-performing teachers (for instructional quality) and head teachers (for instructional leadership).

STUDENT AND FAMILY INCENTIVES

MOZAMBIQUE: Keeping Rural Girls in School Using Cash, Goods, and Information (\$198,997; Closed)

In Mozambique, the rate of primary school completion is low, especially in rural areas, where only 14 percent of boys and 8 percent of girls finish upper primary school. The KLI grant funded research to test the effect of demand-side incentives on school attendance for girls. Specifically, the study compared the impact of providing girls with tokens to buy school-related items such as uniforms and supplies; of providing households with cash; and of providing households with information about school attendance without any financial or in-kind incentive. The evaluation found that all three interventions significantly increased girls' school attendance and that providing information alone had a substantial effect on attendance, even without any financial incentive. Given that providing information is less costly and complex than making financial transfers, this may be a promising and easily scalable policy option for governments in developing countries that lack the administrative and budgetary capacity to implement a conditional cash transfer program.

TANZANIA: Incentives for Students to Stay—and Succeed—in School (\$198,821; Closed)

In Zanzibar, almost half of the students entering secondary school drop out without graduating, but the Ministry of Education and Vocational Training hopes to reverse this trend. The KLI grant is enabling a World Bank research team and the Ministry to collaborate on how to design performance-based incentive schemes for students to maximize learning impacts and reduce dropouts at the secondary school level. The project sought to identify which of two measures was more effective in incentivizing poor-performing students: setting learning targets for individual students or organizing teams of students to work toward a collective goal. The project also examined how results-based

financing might help students overcome psychological barriers preventing them from responding to performance-based incentives. This research is expected to inform the body of evidence on how financing demand-side incentives can lead to better results.

SCHOOL INCENTIVES

Indonesia: Piloting Performance-Based Contracting in Schools in DKI Jakarta (\$49,524; Closed)

In the Special Capital Region of Jakarta (DKI Jakarta), resource allocation to schools can be inefficient. At the same time, many schools have failed to effectively implement new National Education Standards, which govern such things as student learning, teacher competency, and school facilities. Education officials addressed both problems simultaneously by linking school funding to key performance and competency indicators under the National Education Standards. Under this new performance-based program, all government schools continued to receive basic grant allocations, but top-performing schools received an added per-student bonus equivalent to 20 percent of the basic grant. While the performance bonuses led to improved learning at junior secondary schools, mixed results at primary schools showed that incentives do not necessarily benefit all schools. These results suggest several potential avenues for improving the results-based program and maximizing positive impact in the future, including how to design more flexible grants and incentives that link local budgeting to existing national standards.

MOZAMBIQUE: Learning from Performance-Based School Grants (\$130,186; Closed)

Mozambique's Ministry of Education has engaged in a far-reaching reform program to upgrade teachers' knowledge and performance and to strengthen service delivery at the local level. It is seeking to encourage schools to improve their performance by providing direct financial incentives through a performance-based school grants program, complemented by other interventions aimed at improving local and school management. A school grants scheme is already in place but has not proved as effective as hoped. The KLI grant funded a pilot for a revised program based on lessons learned from the existing scheme. A World Bank team simultaneously supported the development of management tools for mid-level managers, in particular school directors and district officers, to enable them to administer the school grants effectively. This intervention sought to generate knowledge about how conditional school grants and improved supervision by mid-level managers can help strengthen learning outcomes.

CAMEROON: Results-Based Financing for Improved Education Service Delivery (\$199,894; Closed)

Building on the success of results-based financing in the country's health sector, the Government of Cameroon was keen to experiment with the approach as a tool for increasing girls' enrollment in schools and improving service delivery in two of its most disadvantaged school districts. The KLI grant funded a feasibility study and pre-pilot for a performance-based school grants program in the North and Far North. The lessons learned will inform a two-year pilot, which will be scaled up beyond pilot districts if successful.

INDIA: A Review of the Global Evidence on Results-Based Financing of Education and Skills Training Programs (\$195,346; Closed)

Nai Manzil is the Government of India's first nationwide pilot of an integrated education and skills training program. The government is currently monitoring the program, with an eye to potential scale up. To support officials through this decision-making process, a World Bank team has reviewed global evidence on integrated education and skills training programs, particularly those with a performance or results-based financing modality.

DEMOCRATIC REPUBLIC OF CONGO: Impact Evaluation of RBF Approach in South Kivu (\$209,125; Closed)

The South Kivu provincial government, in partnership with Dutch nonprofit organization Cordaid, piloted results-based financing to improve education service delivery. After the pilot concluded, the KLI grant funded an impact evaluation to assess whether the approach generated better education results and whether primary schools receiving conditional subsidies registered better learning outcomes than those that did not receive such subsidies.

INDONESIA: Using Performance Contracts to Address Weaknesses in Schools (\$130,000; Closed)

The Jakarta government has been experimenting with different approaches for linking education financing to results. As part of this, it has introduced a performance and equity school grants program that looks at whether merely announcing an incentive is enough to change school behavior and student performance. The government also plans to introduce performance contracts for schools, using national standards to identify areas of weakness at the school level and to develop school-improvement agreements between schools and the district office. The KLI grant funded an evaluation of both activities and provided insights into the viability of using incentives to support the take-up of school improvement plans.

CAMEROON: Ways to Improve School Effectiveness (WISE) for fragile and conflict regions (\$200,000; Active)

The REACH grant will support analytical and advisory services to develop a pilot to adapt the existing results-based financing mechanism (developed under a previous REACH grant and currently scaled up under the Education Reform Support Project [ERSP]) to regions in crisis as well as neighboring regions hosting internally displaced persons (IDPs). Cameroon is witnessing increasing insecurity in two of its 10 regions, North West and South West, due to the Anglophone Crisis. Eighty percent of primary schools have shut down since 2017 amid the crisis as armed groups target schools and teachers to show their supremacy. Challenges faced by these regions and neighboring regions include: lack of access to affordable basic education, poor quality of basic education, crowded classrooms, a limited number of teachers, and weak management and governance.

GOVERNMENTS

MOROCCO: Support for Performance-Based Contracting to Improve Governance (\$94,041; Closed)

The Government of Morocco is keen to use performance-based contracts to bring about education system and governance reform. The KLI grant supported the development and piloting of performance-based contracts among local, regional, and national governments in two regions in Morocco.

BANGLADESH AND NEPAL: Improving District-Level Decision Making (\$111,272; Closed)

In many countries, district education officers play an important role in helping schools access resources and function smoothly in general. However, the ways in which district education officers make decisions and how they are evaluated for success are not transparent. The KLI grant funded the development of a field-based experiment that sought to better understand how district education officers in two countries make decisions. Using mobile phones and gaming technology, district education officers were shown hypothetical data on schools and are asked to make resource-allocation decisions. The experiment tested assumptions about district education officers in order to generate information on how to better align their decision making with results-based financing principles and to ensure that future results-based interventions targeted at these officers are evidence-based.

DOMINICAN REPUBLIC: Linking Funds to School District Performance (\$198,658; Closed)

The Dominican Republic has spent a decade decentralizing the distribution of financial resources and responsibilities to school districts and schools, based on the idea that schools know best what they need. As part of this process, the Ministry of Education is seeking to improve sector management at the meso-level, by linking financial transfers to performance agreements at the district level. The KLI grant supported the design and implementation of these performance agreements. The lessons learned are expected to inform the design and approach for establishing results-based financing mechanisms and performance-based contracts in other decentralized contexts.

INDIA: Utilizing Technology to Strengthen Elementary School Monitoring (\$200,000; Active)

In India, the Jharkhand state government has hired a cohort of resource persons as contract staff on fixed remuneration to visit schools, mentor teachers, and galvanize local participation through school committees. These individuals often receive limited professional development and little oversight. The KLI grant is using results-based financing to support the improvement of quality-assurance mechanisms by empowering and incentivizing these resource persons through on-the-job training and by providing them with technological tools to collect real-time data. This intervention is expected to inform the body of evidence on how incentivizing meso-level actors can lead to increased transparency and better results at the school level.

PERU: Evaluating Performance-Based Career Path Reforms for School Leaders (\$200,000; Closed)

Improving the quality of the education system has been the focus of ongoing reforms in Peru. As part of this push, education officials have sought to formulate a performance-based career path and compensation program for managerial-level staff in schools at all levels of basic education. The KLI grant funded an impact evaluation to assess the implementation of a 2014 and 2016 system-wide, meso-level change in policy that primarily focused on improving the management and organization of schools. The results of the evaluation can help inform policy making and strengthen the country's system for appointing school leaders.

BRAZIL: Supporting Education Systems to Replicate the Brazil-Ceará Results-Based Financing Model to Reduce Learning Poverty (\$200,000; Active)

This grant aims to promote south-south knowledge exchange and hands-on implementation support to countries in Latin America, Sub-Saharan Africa, and South Asia on the use of results-based mechanisms to reduce learning poverty. The initiative is inspired by the Ceará experience in Brazil, which consists of a pay-for-performance system coupled with an increase in autonomy and technical support. Ceará is a poor state in the northeast of Brazil that despite severe socioeconomic and capacity restrictions was able to substantially improve education outcomes (particularly foundational learning) in recent years. The state also saw a substantial decrease in the proportion of fully illiterate 10-year-olds (the goal of the World Bank's campaign to reduce learning poverty), and its municipalities now have some of the top primary education systems in Brazil.

GOVERNMENTS: INFORMATION AND DATA SYSTEMS

HAITI: Building Capacity for Result-Based Financing Mechanisms in Fragile States (\$199,983; Closed)

The Government of Haiti has increased primary school enrollment by providing tuition waivers to children from low-income households to enroll in private schools. To enhance the Tuition Waiver Program, the government set a goal to provide financial incentives to schools that improve conditions, instruction, and learning outcomes for poor students, while reducing grade repetition and dropout

rates. The activities funded by this grant successfully created a quality-assurance system in Haiti that collects information on five dimensions of learning conditions in schools, provides schools with clear standards to meet, and gives them information about their progress toward reaching these standards. The KLI grant enabled Haiti to develop the capacity and systems necessary to develop a functioning results-based financing mechanism that informs policy makers, as well as the World Bank and other future donors, about how to lay the foundations for results-based financing programs in low-income, fragile states.

NIGER: Resolving the Indicator Bottleneck for Results-Based Financing (\$99,983; Closed)

The Government of Niger has access to a great deal of data about its education system and young population. Such data include assessment results, social development indicators, and population census and household survey findings. The Government is interested in using results-based financing mechanisms in its education system, but the available data in their current form do not provide the meaningful, usable, and reliable indicators needed by policy makers and donors to accurately gauge learning outcomes. The KLI grant enabled Niger to work with the World Bank to establish a sustainable monitoring and evaluation system that provides access to more accurate and effective indicators and lays the foundation for future results-based financing operations in education in Niger. The country's experience is expected to produce useful lessons on how to establish a national data system in a resource-constrained environment.

VIETNAM: Are School Traits and Teaching Practices Reliable Proxies for Learning Gains? (\$198,753; Closed)

Vietnam's Ministry of Education and Training has been improving its teacher performance evaluation system by introducing new curricula and methods of instruction and developing a comprehensive learning assessment system for its general education program. As the country has a large amount of available data on learning, the KLI grant funded research to use existing data to identify the underlying factors that affect school quality in Vietnam. Specifically, the grant funded the development of a tool to analyze and predict which variables are the key drivers of student performance in language and math. The experiment revealed that student characteristics (cognitive ability, physical factors, routines and habits, and school trajectory) and teacher characteristics were the most predictive categories of variables in determining student performance. These findings will help the Government of Vietnam to design and implement results-based financing incentives, teacher evaluation strategies, and other effective interventions. In addition to generating insights about Vietnam's education reforms, this project established a predictive model that other countries could adapt to evaluate factors that impact learning in various contexts.

COLOMBIA: Development of a Results-Based Monitoring System (\$199,827; Closed)

The Colombian government has been taking a results-based approach to education policy making since 2014, using a "synthetic index of education quality" to measure progress for all basic-education schools as determined by annual, preset targets. However, this index covers a limited number of indicators, and policy makers need more information to make well-informed decisions. The KLI grant supported the development of a results-based monitoring system that covers multiple dimensions of education quality, with the eventual goal of targeting fiscal transfers to areas that are shown to need improvement. This project is expected to inform the body of evidence on how establishing preconditions for results-based financing can lead to stronger incentive systems in countries with nascent data and technology systems.

REPUBLIC OF CONGO: Citizen Voice for Education (\$99,590; Closed)

Only a small portion of education funds disbursed by the Ministry of Finance reach schools in Congo-Brazzaville, with leakage believed to be a main culprit. The KLI grant financed the establishment of an open data system that allowed community members to report on funds arriving at their local school. If the system is effective, it could be used as a blueprint to set up a national results-based financing program to fund schools across the country.

COLOMBIA: Using School Information to Improve Service Delivery (\$200,000; Closed)

This KLI grant was a continuation of the second-round grant that supported the development of a results-based monitoring system in Colombia by creating a multidimensional set of indicators focused on education quality. The education quality indicators cover teachers and principals; pedagogic and academic measurements; family, school and community; school climate and well-being; administrative performance; and infrastructure and equipment. The new system provides a school-level view of these six dimensions of quality by collecting information from the school director, teachers, parents, and students. In this iteration, the system was piloted in Bogotá, with the aim of transforming three aspects of decision making at the meso-level: targeting of programs, targeted support for school improvement plans, and allocation of resources. The pilot used results-based financing to try to influence school directors by increasing funding for directors whose schools showed improvements in quality in these areas. The results of this pilot can be used to evaluate the overall effectiveness of an information system organized around dimensions of quality and results-based financing (instead of the traditional outcomes or inputs approach).

COLOMBIA: Monitor Escolar (\$210,000; Active)

The objective of this grant is to scale up implementation of Colombia's results-based monitoring and management system, called Escolar. (REACH funded the development and piloting of this system.) The scale up take place as part of a national program to strengthen the management capacity of local governments and schools. The project will support schools to manage for results, improve their self-evaluation process, and design better action plans to improve learning. It will provide support to local governments adopting results-based financing approaches to improve the allocation of resources and programs in schools through better-quality and actionable information about school needs. The Ministry of Education will partner with the World Bank to offer technical assistance (in collection, analysis, and formulation of plans) to local governments to implement the system

BOOK CHAIN

BANGLADESH: Incentivizing Local Authors to Create Diverse Books (\$520,000; Closed)

This book creation competition in Bangladesh sought to generate incentives for communities to meet the need for diverse materials in mother tongue languages and align with the Prime Minister's Access to Information project. This intervention trained local content creators on how to create high-quality supplementary readers in local languages, which can also be made available for digital distribution on the national reading database. The KLI grant also funded a survey to assess regional and national readiness for a results-based competitive approach to content creation, the implementation of the book challenge, along with a cost analysis on the use of results-based financing to support the competitive creation of books. This research is expected to inform the body of evidence on how financing demand-side incentives can lead to better results.

CAMBODIA: Enhancing Book Distribution Using Track and Trace (\$920,000; Active)

Two key challenges facing book supply chains in Cambodia include a lack of transparency of data along the supply chain and poor use of data by government, school-level leaders, and parents to inform decision making and track the delivery and use of books. This intervention is funding the implementation of a Track and Trace system, which can help to identify past and current locations of textbooks and supplemental readers along the book chain. Results-based financing is being adopted to incentivize stakeholders to use of this data to relieve bottlenecks along the book chain and promote the timely delivery of books to schools. The lessons learned are expected to inform the design and use of Track and Trace systems in other country contexts and highlight the way that results-based financing can incentivize actors along the supply chain to improve the timely distribution of textbooks and supplemental readers.

SOUTH AFRICA: National Public-Private Storybook Development Initiative (\$520,000; Closed)

After evaluating assessments that showed that many South African children cannot read at the appropriate grade level, the government launched a national campaign in 2015 aimed at improving the reading abilities of all South African children. To support this initiative, the KLI grant funded the creation of a national public-private working group to establish best practice recommendations for the creation of early-grade storybooks. The grant also financed the provision of technical assistance and capacity building to publishers of early grade storybooks, resulting in the distribution of more than 100,000 books to government schools through a pooled procurement process. This intervention sought to generate evidence on the effectiveness of using results-based financing to incentivize writers and publishers and to keep them engaged over the two year duration of the program: Writers received their full payment after completing their books; publishers shared profits for participating in the pooled procurement, a process in which they gathered smaller orders into a large one for printing to achieve economies of scale. The country's experience produced useful lessons on how results-based financing can support the establishment of a public-private partnership for book creation and incentivize the development of pooled procurement among various supply chain actors.

ZAMBIA: Evaluating Results-Based Textbook Delivery Systems (\$500,000; Closed)

The textbook delivery system in Zambia relies on centralized procurement at the national level followed by the transfer of books to District Education Board Secretaries' offices at the regional level and final delivery by these offices to schools. This KLI grant used results-based financing to evaluate whether stipends tied to the delivery of local-language textbooks can improve the delivery process and help ensure that books reach their destinations. The grant funded the rollout of two randomized results-based delivery stipends to district offices and private publishers, with the aim of identifying which group would be most effective to target in order to improve textbook delivery and reduce shortfalls at the school level. This project is expected to inform the body of evidence on how financing supply-side incentives can lead to better results and ultimately get the right books to kids in classrooms.

SIERRA LEONE: Putting Books (and Teachers) to Work for Better Reading (\$490,000; Active)

In Sierra Leone, the government through its national reading program set out to improve reading levels for students in grades 1–3 by providing reading books to every student in the early grades. However, a 2014 study showed that book availability does not always lead to use, as 87 percent of students at the end of grade two could not read a single word of a short passage. This grant is testing four low-cost models (professional coaching for teachers, peer-based teacher learning circles, school-based coaching, and classroom observations) for improving “effective use” of reading books and supplementary teaching materials in the early grades. The project is utilizing results-based financing approaches and leveraging smartphones and tablets. The interventions will incorporate incentives for all four models and seeks to provide evidence on how low-cost teacher support and supervision models might strengthen effective book utilization in the classroom.

MOZAMBIQUE: Delivering the Right Books on Time to Hard-to-Reach Districts (\$520,000; Closed)

In Mozambique, heavy rains and other factors often delay book delivery to schools, resulting in a shortage of learning materials for students. The Ministry of Education and Human Development is responsible for procuring books annually and currently uses paper records to track their journey through the education system. The KLI grant has funded a program that seeks to incentivize districts to get books to schools on a timely basis by incentivizing book storage unit construction to improve book delivery.

NEPAL: Uniting Schools and Publishers to Bring Books into the Classroom (\$520,000; Active)

Nepal's School Sector Development Plan has suggested that all grade 1–3 classrooms should have at least 50 grade-appropriate books each in their book corners, yet four-fifths of schools fail to meet this standard. This intervention is offering cash and other performance-based incentives to schools and publishers to help classrooms achieve the 50-book standard. A new digital platform will facilitate communications between teachers and publishers and allow policy makers to track school book purchases. This KLI grant project will test whether technology and conditional payments can unite schools and publishers to achieve a common goal of increasing quality learning materials in the classroom.

RWANDA: Developing Local-Language Books for School Readiness (\$700,000; Active)

Like many countries, Rwanda faces a lack of reading materials for preprimary children. However, somewhat unique to the country are *imihigos*, performance contracts that all individuals and teams in the country sign and are responsible for fulfilling on an annual basis. Building on this culture of accountability, the proposed intervention explores whether and how results-based financing can be utilized to enhance the production of children's books by incentivizing publishers to produce books in the official language Kinyarwanda with open licensing for the Global Digital Library. In addition, teachers and librarians who use these books effectively will be rewarded with additional copies and with community recognition.

INDIA: Technology-Enabled Transformation of Early-Grade Textbook Supply Chains (\$1,000,000; Active)

India faces a number of challenges in its school textbook supply chain, including with forecasting, storage, distribution, and transportation of books to government school classrooms (Grades 1–5). Problems in these areas lead to an estimated annual loss of \$15 million across the country. The REACH-funded intervention builds and tests a technology-enabled supply chain solution in the Indian state of Nagaland. The intervention seeks to establish clear-cut standard operating procedures and service-level indicators to trigger financing, with the expectation that this will result in behavioral changes and significant savings. Various incentives will target multiple actors within the book chain, including government officials, school principals and school management committees, transportation vendors, and teachers, parents, and students. These efforts are expected to improve system transparency and governance practices.

NIGER: Supporting Book Development, Production, and Distribution for Early-Grade Reading (\$875,000; Active)

Almost 20 percent of primary schools in Niger have no access to textbooks, while access to readers in any language, but especially local languages, are near nonexistent. The funded activity focuses on using results-based financing to incentivize publishers to produce titles, complete printing, and distribute books directly to schools. Should this approach be effective, it can be scaled up and possibly extended to other Sahelian countries that have similar low-resource contexts.

CAMBODIA: Promoting Development and Home Reading of Supplementary Books (\$803,193; Active)

Children in Cambodia generally have low levels of literacy and many do not read at their appropriate grade level. The Government of Cambodia's Ministry of Education, Youth, and Sports (MOEYS) is pursuing a variety of initiatives to improve literacy, from encouraging book production to encouraging book use. One initiative focuses on developing a culture of reading in schools and homes and on promoting positive attitudes about reading. To this end, researchers are testing how incentives might motivate parents to read with their children at home, with various degrees of support. A complementary activity involves conducting a market analysis on demand for educational books. The findings can help inform the design of incentives to improve the production and accessibility of supplemental reading materials.



PHOTO CREDITS:

Unless otherwise noted, photos are made available by creative commons license CC BY-NC-ND 2.0.

Cover: "Children in the classroom at Thuong Nong Primary School" by ILO/Truong Van Vi

"Sala, aged six, and her schoolmates attend a maths class in Bosso" by UNHCR / H. Caux / January 2014

"A blind student at Sebeta School for the Blind checks her answers after taking a geography exam; Sebeta, Oromia, Ethiopia." by GPE/Kelley Lynch

Page ii: "Children at play at Thuong Nong Primary School" by ILO/Truong Van Vi

Page iv: "School Children" by Tushar Dayal (CC BY-NC 2.0)

Page vi: "Teacher Hari Gopal Shrestha" by GPE / Kelley Lynch

Page 6: "Student in class, Niger, April 2017" by GPE / Kelley Lynch

Page 8: "Students in classroom" by Stephan Bachenheimer/ World Bank

Page 10: "Phalla Neang, teacher. Cambodia" by GPE / Krousar Thmey

Page 12: "Children posing outside their school during recess" by Save the Children

Page 17: "Teacher wearing spectacles" by Community Eye Health (CC BY-NC 2.0)

Page 18: "Ccorca girls" by Bob Betzen (CC BY 2.0)

Page 20: "Sala, aged six, and her schoolmates attend a maths class in Bosso" by UNHCR / H. Caux / January 2014

Page 24: "Special needs student Chalachew Tesfane helps his fellow classmates" by GPE/Kelley Lynch

Page 29: "The story of Colette - An inclusive education story" by GPE/Chantal Rigaud

Page 37: "Students read from their chalkboards" by GPE/Kelley Lynch

Page 39: "GCS Tenure, Madre de Dios, Peru" by Yoly Gutierrez/CIFOR

Page 46: "Teachers and students gather to watch the flag raising ceremony" by GPE/Kelley Lynch

Page 57: "Inclusive education in Rwanda" by GPE/Sarah Beeching

RESULTS IN EDUCATION FOR ALL CHILDREN (REACH)

REACH is funded by the Government of Norway through NORAD, the Government of the United States of America through USAID, and the Government of Germany through the Federal Ministry for Economic Cooperation and Development.

worldbank.org/reach
reach@worldbank.org