

# Database of Output-Based Aid Education Projects

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## I) Introduction

As part of its analysis of the potential for output-based aid in the education sector, Results for Development Institute (R4D) developed a database of **20 OBA or “OBA-like” education projects**. These projects form the basis of an analysis of the requirements for sustainable OBA projects in education.<sup>1</sup> The projects span a number of geographic regions, notably sub-Saharan Africa, South Asia, and Latin America and Caribbean, as well as a variety of education sub-sectors, including basic primary and secondary education, vocational and/or adult education, among others. Section II provides further detail on the methodology for identifying and profiling the OBA education projects, and Section III explains the scoping criteria used to determine whether a particular project was OBA or contained an “OBA-like” component. Section IV contains the individual profiles for each of the landscaped projects. The project search was conducted in November 2014 – January 2015.

## II) Methodology

The methodology for identifying and profiling these projects is provided below.

### **Identifying potential OBA education projects**

Projects were identified through the following steps:

#### *i. Projects mentioned in systematic reviews and key literature*

The following literature was reviewed for mentions of specific RBF education projects (these are sources that were identified during a literature review that contained references to specific project examples):

- GPOBA. “Terms of Reference to Analyze the Use of Output-Based Aid (OBA) for Education Sector Projects in Developing Countries.”
- Bellinger A. & Fletcher B. 2014. “Non-Traditional Financing for Education.” EPS-PEAKS, DFID.
- Mumssen, Y., Johannes, L., Kumar, G. 2010. *Output-Based Aid: Lessons Learned and Best Practices*. The World Bank.
- de Hennin, C., Rozema, H. 2011. “Study on Results-Based Programming and Financing, in Support of Shaping the Multi-Annual Financial Framework after 2013,” European Union.
- O’Brien, T., Fiszbein, A., Gelb, A., Kanbur, R. and Newman, J. 2012. “Results Based Development Assistance: Perspectives from the South Asia Region of the World Bank.” Cornell University.

#### *ii. Online searches*

Comprehensive online searches were completed to identify results-based projects of a particular donor, using all of the terms synonymous with RBF to ensure projects were identified. Searches used the following format:

RBF term + education  
RBF term + education + donor

Donors searched are listed below. “RBF term” refers to terms consisting of the following (for every donor, searches were run with each of these terms):

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<sup>1</sup> Results for Development Institute, 2016, “Paying for Performance: An Analysis of Output-Based Aid in Education.”

- Pay for performance
- Payment by results
- Results based aid
- Results based financing
- Results based contracting
- Results based payment
- Performance based contracting
- Performance based payment
- Performance based financing
- Output based financing
- Output based contracting
- Output based payment

*iii. Donor outreach*

R4D reached out to contacts at key donor institutions to ensure that no potential education OBA projects had been missed by the desk review landscaping. The following donors were contacted and/or included in the Google searches mentioned in Part ii above:

- GPOBA
- World Bank
- IFC
- DFID
- ADB
- AusAid/DFAT
- Norad
- Netherlands Directorate-General for International Cooperation
- KfW Development Bank
- Islamic Development Bank (IsDC)
- UNICEF
- GPE
- Swedish International Development Cooperation Agency (Sida)
- IFAD

**Developing the database and categorizations**

A template for the database was developed to categorize and profile each OBA or OBA-like education project by a number of quantitative and qualitative dimensions. The full template used is provided below.

	<b>Categories</b>	<b>Answer options</b>
<b>Overview</b>	Project name	OPEN
	Region	SSA / SA / EAP / MENA / LAC / ECA
	Country	OPEN
	Education subsector	Early childhood education / Primary / Lower secondary / Upper secondary / Tertiary / Vocational / Second chance (adult/remedial) / Entrepreneurship/21st century skills
	Funder	OPEN
	Year launched	OPEN
	Project status	Closed / Implementation / Planned / Not specified
	Project objective	OPEN
	OBA approach	OPEN
	Background and rationale	OPEN
	Selection process	Competitive Bidding / Incumbent / Multiple Small Scale/Accreditation / Ranking / Other / Not specified
<b>Service provider</b>	Service provider status	Public / Private (non-profit) or (for-profit) / Other / Not specified
	Service provider description	OPEN
	Prefinancing source	Aid / Cash reserves / Credit / Advanced Payment / Other / Not specified / NA
	Prefinancing description	OPEN
	Implementing agency same as service provider?	Yes / No / Not specified
	Implementing agency	OPEN
	Implementing agency description	OPEN
<b>Funding</b>	Funding sources	Government / Multilateral/bilateral / Private (for-profit) / Private (non-profit) / Public Agency / Trust Fund/GPP / User Contribution / Not specified
	Total funding	OPEN
	Funding description/breakdown	OPEN
	% disbursed	OPEN
	Average subsidy per capita	OPEN
<b>Targeting</b>	Geography	Urban / Peri-urban / Rural / Slum / Not specified
	Targeting	Community-based / Existing / Geographic / Means-tested / Self-selection / Other / Not specified
	Targeting description	OPEN
<b>Outputs</b>	Output categories	Attendance / Enrollment / Test scores / Behavior/ Other / Not specified
	Description of outputs	OPEN
	Number of planned beneficiaries	OPEN
	Number of actual beneficiaries	OPEN
	Number of planned outputs	OPEN

	Number of actual outputs	OPEN
	As of (date)	OPEN
<b>Disbursement Triggers</b>	Disbursement trigger 1 - Amount (unit)	OPEN
	Disbursement trigger 1 – Description	OPEN
	Disbursement trigger 2 - Amount (unit)	OPEN
	Disbursement trigger 2 – Description	OPEN
<b>Monitoring and Verification</b>	Data collection – description	OPEN
	Independent verification?	Yes / No / Not specified
	Verification agency type	Government / private / Other / Not specified
	Verification – description	OPEN
<b>Results and Evaluation</b>	Program results and outcomes	OPEN
	Evaluation conducted?	Yes / No / Planned / Not specified
	Evaluation description and results	OPEN
<b>Stakeholder Arrangements</b>	Government involvement	OPEN
	Other actors	OPEN
	Capacity building	OPEN
	Mitigating performance risk	OPEN
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	OPEN
	Enabling environment - national and local level	OPEN
	Donor enabling environment and safeguards	OPEN
	Challenges, lessons learned, success factors, and recommendations	OPEN
	Sustainability outlook	
	Additional information	OPEN
<b>Resources</b>	Resource 1 – type	Donor report / evaluation / article / other
	Resource 1 – citation	OPEN
	Resource 1 – link	OPEN
	Resource 2 – type	Donor report / evaluation / article / other
	Resource 2 – citation	OPEN
	Resource 2 – link	OPEN

### **Profiling the projects**

Once identified and confirmed as OBA or “OBA-like”, each project was profiled according to the fields laid out in the database. Information was drawn from publicly available program documentation or other online resources (articles, evaluations, etc.). In some cases, where feasible, phone interviews were conducted with project managers to gain more information about the project(s).

The profiling process sought to include information in all categories for each project, with as much detail as provided in publicly available documentation. However, for some projects, information for certain categories was not available (e.g., post-project analysis for currently implemented or planned projects), or details on certain aspects of implementation were not specified in the documentation. To fill gaps,

donor representatives were contacted via email and/or phone interview; those with whom a conversation was possible were able to provide additional information on their project(s).

### III) Scope criteria for inclusion of OBA or “OBA-like” projects in the database

The definition of output-based aid in education developed through R4D’s analysis and used as the basis from which to landscape existing OBA and OBA-like projects is as follows:

*“Output-based aid in education is a form of results-based financing in which service providers are contracted to improve education access and/or quality, especially for disadvantaged populations, whereby service providers assume some degree of performance risk for specific outputs/outcomes upon which payments are contingent.”*

Based on this definition, the following criteria were used to determine whether a project was OBA or OBA-like:

Minimum criteria for inclusion	Common characteristics (but not minimum criteria)
<p><b>Targeting of poor and disadvantaged</b> populations</p> <p><b>Contracting with service providers</b></p> <ul style="list-style-type: none"> <li>• These are often (but not always) private providers, and many OBA projects involve some form of public-private partnership. Service providers can be public or private schools, NGOs, CSOs, religious organizations, training institutes, etc.</li> <li>• <b>Payment</b> (performance rewards, tuition support, contract renewals, etc.) <b>to service providers</b> is made based upon <b>pre-defined outputs</b> (this can often be a fixed sum per student/beneficiary).</li> </ul> <p><b>Performance risk is shifted to service providers.</b></p>	<p>In some, but not all cases, <b>service providers are required to pre-finance their activities.</b></p> <p>In some, but not all cases, OBA projects in education use <b>subsidies to complement or replace user fees.</b></p>

#### IV) Project profiles

<b>Overview</b>	Project name	<b>Bangladesh Education Development Programme (BEDP)</b>
	Region	South Asia (SA)
	Country	Bangladesh
	Education subsector	Primary
	Funder	DFID
	Year launched	2011
	Project status	Implementation
	Project objective	Improve the quality of learning, student participation, education sector management, and infrastructure in primary schools. The proxy measure used for improvements in primary school education quality, the main program impact, is grade 5 completion rate. It employs a results-based aid approach using disbursement-linked indicators (DLIs) to provide financing to the Government of Bangladesh. DFID funding is subject to a core tranche (30%) and a performance-linked tranche (70%).
OBA approach	An output-based contract agreement, linked with payments to outputs relevant to the program, has been agreed with the implementing partner/s annually and progress is measured and monitored every month. Implementing partners include private sector actors (e.g. BRAC). More specific information about the project's OBA approach is not currently available in public project documents.	
Background and rationale	<p>Primary education in Bangladesh shows a mixed picture. While impressive gains have been made in average net enrollment, which now stands at 98.7%, (with girls doing better than boys), only 58% children from the lowest quintile enroll in schools. 1 in 3 children drop out before completing primary education and on average it takes 7.2 years for a child to complete the 5 year primary cycle. The mean math score of a grade 5 student is 63.26%, which is significantly below the 80% target.</p> <p>Over 200 million copies of textbooks are printed and distributed every year but an outdated, non-functional teacher training method has proven to be an obstacle to teaching reform and learning in classrooms.</p> <p>Bangladesh suffers from lack of qualified researchers and trainers stifled innovation and production of quality textbooks and teacher training courses for years. There is thus a need for improving quality and equity in primary education in Bangladesh. This project</p>	



		<p>focuses on improving the primary education system through four pillars:</p> <ul style="list-style-type: none"> <li>- Better quality of learning</li> <li>- More participation</li> <li>- Better sector management</li> <li>- Better infrastructure</li> </ul>
	Selection process	Not specified
<b>Service provider and implementing agency</b>	Service provider status	Public, Private (non-profit)
	Service provider description	The program focuses on strengthening the public system, and therefore works predominantly with government schools. However, one component of the BEDP project also involves serving hard-to-reach children through alternative (NGO-provided) education. DFID is therefore also funding a strategic partnership with BRAC to complement government provision of key basic services.
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	Government of Bangladesh
	Implementing agency description	The Government of Bangladesh is ultimately accountable for delivering the program. A program steering committee will also be created, including ten development partners as well as NGO and civil society representatives.
<b>Funding</b>	Funding sources	Multilateral/bilateral
	Total funding	£118,458,016
	Funding description/breakdown	70.88% for primary education; 12.54% for education facilities and training; 8.61% for education policy and administration; 7.97% teacher training.
	% disbursed	63.53%
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	Not specified
<b>Outputs</b>	Output categories	Enrollment, Other - % of classrooms meeting minimum quality standards (infrastructure); training of primary school teachers; delivery of textbooks at the start of the school year; financial support in the form of stipends to the poorest and most disadvantaged students.
	Description of outputs	The specific outputs to which disbursements for program implementers (service providers) are linked are not specified, however, the four general output areas for the project as a whole are:

		<ul style="list-style-type: none"> <li>- <b>Improved quality of education</b> (competency based Grade 5 exam introduced; proportion of eligible schools receiving textbooks within one month from school opening date; number of children accessing pre-primary education (PPE); number of head teachers and teachers attending training).</li> <li>- <b>Increased equity in primary education</b> (number of new classrooms built; number of disabled children receiving primary education; school report cards show increased access of marginalized children).</li> <li>- <b>Decentralized education management</b> (number of schools receiving school management grant; number of Upazilla with Upazilla education development plans; percentage of field level positions filled).</li> <li>- <b>Strengthened sector planning and management</b> (Annual Schools Census report published on time; National School Assessment conducted on time; Number of teachers recruited).</li> </ul>
	Number of planned beneficiaries	1.6 million students (DFID direct attribution = 132,000).
	Number of actual beneficiaries	Not specified
	Number of planned outputs	<p>Through the project, DFID hopes to increase the grade 5 completion rate to 75% for girls and boys, which represents an additional 535,000 children completing the primary cycle each year. Over the 5 years of the project's implementation, this represents an additional 1.6 million students graduating from primary education. DFID can take direct attribution for approximately 132,000 of these.</p> <p>60% of classrooms meeting minimum standards and over 34,000 new classrooms built; 11,000 new teachers completing a year-long pre-service training in education; delivery of textbooks at the start of the school year for 95% of students; financial support (stipends) to 7.8 million of the poorest and most disadvantaged students each year.</p>
	Number of actual outputs	See 2013 Annual Review Report for detailed information on outputs achieved to date.
	As of (date)	11/2013
<b>Payments</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Not specified
<b>Monitoring and Verification</b>		Tracking progress on indicators relies on two streams of information and data: data provided through the Education Management Information System (EMIS), and data generated through regular national household surveys (e.g. Household Income and Expenditure Survey; Census; DHS, etc.). Verification of
	Data collection - description	

		EMIS data occurs through triangulation with national surveys as well as field assessments. The Annual School Census is used as an important tool for tracking progress.
	Independent verification?	Not specified
	Verification agency type	Government
	Verification - description	See data collection description. Unclear from project documentation whether non-Government verification of data also occurs.
<b>Results and evaluation</b>	Program results and outcomes	See 2013 Annual Review Report.
	Evaluation conducted?	Planned
	Evaluation description and results	A joint, independent evaluation is planned for this program with a mid-term evaluation in May 2014 and the final evaluation in 2016.
<b>Stakeholder Arrangements</b>	Government involvement	The Government of Bangladesh is intimately involved in this project as the overall implementer and entity responsible for meeting outputs linked to DLIs.
	Capacity building	The program includes capacity building for Education sector managers to sustain the delivery of quality education services.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The Government of Bangladesh is committed to improving education outcomes at the primary level, and has previously collaborated with DFID on two Education Development Programmes.
	Donor enabling environment and safeguards	DFID has a history of involvement and support of Bangladesh's education system. Since 1997 it has contributed to two successive large-scale Bangladesh Education Development Programmes (the first phase in 1997-2003, and the second phase from 2004-2011). This third phase builds on the lessons learned from the previous programs.
	Challenges, lessons learned, success factors, and recommendations	In the project's 2013 Annual Review Report, the change of government in 2014 was raised as a potential challenge, due to the possibility that the new government may wish to revise the program's framework.
	Sustainability outlook	There is some evidence of political commitment to financing of primary education from the Government of Bangladesh. Efforts are being made to increase domestic revenue, which will help to ensure the sustainability of government services, including for education.
	Additional information	This project is funded by a consortium of development agencies, including Asian Development Bank, AusAID, CIDA, DFID, European Union, JICA, Sida, UNICEF, Islamic Development Bank and the World Bank.
<b>Resources</b>	Resource 1 - type	Donor report

	Resource 1 - citation	DFID. 2011. "Bangladesh Education Sector Development Programme. Business Case."
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	DFID. 2012. "Bangladesh Education Development Programme. Annual Review."
	Resource 2 - link	
	Resource 3 - type	Donor report
	Resource 3 - citation	DFID. 2013. "Bangladesh Education Development Programme. Annual Review."
	Resource 3 - link	
	Resource 4 - type	Other
	Resource 4 - citation	DFID website. Bangladesh Education Development Programme.
	Resource 4 - link	<a href="http://devtracker.dfid.gov.uk/projects/GB-1-202123/">http://devtracker.dfid.gov.uk/projects/GB-1-202123/</a>

		<b>Female Secondary School Assistance Project</b>
<b>Overview</b>	Project name	I
	Region	South Asia (SA)
	Country	Bangladesh
	Education subsector	Lower secondary, Upper secondary
	Funder	Government of Bangladesh, World Bank
	Year launched	1994 (closed 2001)
	Project status	Closed
	Project objective	Support an increase in enrollment of female students in secondary schools by providing support for stipends for female students, teacher salaries, skills development programs for female students, an awareness program around educating girls, school water and sanitation programs, and capacity building within the Ministry of Education.
	OBA approach	The project provided financial incentive bonus awards for good and improved school performance.
	Background and rationale	The project intended to increase the capability of women to participate in the economic and social development of Bangladesh through increasing female enrollment in secondary school.
Selection process	Other	
<b>Service provider and implementing agency</b>	Service provider status	Public, Private, Other
	Service provider description	All secondary institutions in Bangladesh were covered under this program.
	Prefinancing source	Aid
	Prefinancing description	The schools were able to use funding from other components of the program to run their operations.
	Implementing agency same as service provider?	No
	Implementing agency	Project Implementation Unit
	Implementing agency description	The Project Implementation Unit was overseen by the Director General of Secondary and Higher Education.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$88.4m
	Funding description/breakdown	\$68.1m for stipend and tuition component (which included bonus program)
	% disbursed	Not specified
	Average subsidy per capita	\$65 (stipend and tuition component, using figure for girls receiving stipends)
	Geography	All

<b>Targeting</b>	Targeting	Geographic
	Targeting description	All secondary schools in Bangladesh serving female students were included in the program.
<b>Outputs</b>	Output categories	Enrollment, Test scores, Other
	Description of outputs	Indicators include: enrollment of female students in project schools; ratio of enrollment of boys to girls in project schools; number of girls receiving stipends; number of girls passing the SSC exam
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	1.054 million female students receiving stipends
	Number of planned outputs	Not specified
	Number of actual outputs	1.054 million female students receiving stipends; female student enrollment increased by 16.8% in project schools; girls' enrollment rate (55%) surpassed boys' enrollment rate (45%); 95,735 girls passing the SSC exam (35.22% pass rate)
	As of (date)	05/2002
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	15 Tk (\$0.25) per beneficiary at school per year
	Disbursement trigger 1 - Description	A small bonus payment was provided annually to schools that met specified quality and performance targets (not specified). The top 20% of schools meeting the targets received a payment equivalent to one month's tuition payment (15 Tk (\$0.25) times the number of beneficiaries at the school).
<b>Monitoring and Verification</b>	Data collection - description	The quality of data collected was seen to be weak, with suspicions raised about false data regarding enrollment and attendance. Because of these concerns, independent verification of the data was conducted.
	Independent verification?	Yes
	Verification agency type	Not specified
	Verification - description	Verification of data was conducted in 20 schools.
<b>Results and evaluation</b>	Program results and outcomes	Girls' enrollment in project schools increased by 51.3% over the course of the project. Initial interest in the project was so great that it expanded to include the entire country.
	Evaluation conducted?	Not specified
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The project was overseen by the Directorate of Higher and Secondary Education within the Ministry of Education.
	Capacity building	A component of the overall project was devoted to capacity building within relevant government institutions.

	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The project goals were aligned with the government of Bangladesh's education and development objectives, as it had placed a high priority on women's development and was committed to improving access to education for girls.
	Donor enabling environment and safeguards	The project goals were aligned with IDA's country strategy for Bangladesh and the 1990 World Declaration on Education for All, which emphasized improving girls' access to education.
	Challenges, lessons learned, success factors, and recommendations	<p>Though the bonus scheme incentivized schools to perform better, in order to increase education quality it would have also been necessary to support low-performing schools.</p> <p>Lessons from the overall project include that high quality monitoring and field supervision is necessary to allow for meaningful evaluation.</p> <p>Recommendations include that the incentive system used should be revised to encourage completion of the SCC exam, and that the government should look into using a targeting system (rather than supporting every school in the country).</p>
	Sustainability outlook	The government of Bangladesh demonstrated its commitment to this project through devoting funding for it, and planned to continue the project through FSSAP II.
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2002. "Implementation Completion and Results Report. Bangladesh. Female Secondary School Assistance Project." Report No. 24219.
	Resource 1 - link	

<b>Overview</b>	Project name	<b>Female Secondary School Assistance Project II</b>
	Region	South Asia (SA)
	Country	Bangladesh
	Education subsector	Lower secondary, Upper secondary
	Funder	Government of Bangladesh, World Bank
	Year launched	2002 (closed 2008)
	Project status	Closed
	Project objective	Improve access to and quality of education for girls, through components including teacher training and support, incentive awards for school and student performance, improved facilities, stipend and tuition support, and capacity building within the Ministry of Education.
	OBA approach	The project provided three types of financial incentive awards for good and improved school performance.
	Background and rationale	Due to the success of FSSAP I, the government of Bangladesh decided to continue the program.
Selection process	Not specified	
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	Secondary schools in 121 upazilas (sub-units of districts).
	Prefinancing source	Aid
	Prefinancing description	The schools were able to use funding from other components of the program to run their operations.
	Implementing agency same as service provider?	Yes
	Implementing agency description	Directorate of Secondary and Higher Education The Directorate of Secondary and Higher Education is within the Ministry of Education.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$144.6m
	Funding description/breakdown	\$12.7m target for secondary education quality component (which included school performance awards); actual amount awarded: \$9.6m
	% disbursed	92%
	Average subsidy per capita	\$13 (using actual amount disbursed for secondary education quality component and number of actual beneficiaries)
<b>Targeting</b>	Geography	Not specified



	Targeting	Geographic, Means-tested
	Targeting description	The project used geographic targeting but also included the pilot of a “pro-poor self-targeting scheme,” which included both boys and girls based on poverty criteria.
<b>Outputs</b>	Output categories	Enrollment, Test scores, Other
	Description of outputs	For the overall project, indicators consisted of: the increase in percent of male and female students passing the Secondary School Certificate (SSC) exam; number of awards for best performing female students in classes 8 and 9; number of awards given to girls making highest performance improvements; increase in girls’ enrollment; girls’ enrollment as a percentage of total enrollment; number of girls receiving stipends.  For the school incentive award component, output indicators consisted of the numbers of schools receiving Excellence, School Improvement Plan, and SSC Incentive awards.
	Number of planned beneficiaries	950,000 – 1 million female students receiving stipends
	Number of actual beneficiaries	723,930 female students receiving stipends
	Number of planned outputs	43% increase in percentage of students passing the SSC exam; 55,960 awards for best performing female students in classes 8 and 9; 55,960 awards given to girls making highest performance improvements; increase in girls’ enrollment by 1.2 million; girls’ enrollment as 57% of total enrollment; 950,000-1 million girls receiving stipends.  860 schools given Excellence awards; 424 schools given School Improvement Plan awards; unspecified number of schools given SSC incentive awards.
	Number of actual outputs	63% increase in percentage of students passing the SSC exam; 2,360 awards for best performing female students in classes 8 and 9; 60,711 awards given to girls making highest performance improvements; increase in girls’ enrollment by 1.18 million; girls’ enrollment as 57% of total enrollment; 723,930 girls receiving stipends.  646 schools given excellence awards; 424 schools given School Improvement Plan awards; 6,315 schools given SSC incentive awards.
	As of (date)	06/2008
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Excellence awards were provided to one school in each cluster (a group of about 35 schools) that demonstrated the most

		improvement in SSC pass rates and retention rates in classes 6-10. Schools had to exhibit at least a 5% improvement in transition, dropout, repetition and completion rates for girls, and at least 5% improvement in student performance on the SSC exam.
	Disbursement trigger 2 - Amount (unit)	Not specified
	Disbursement trigger 2 - Description	<p>School Improvement Plan awards were provided to one school in each cluster seeking to make quality improvements. Half was disbursed upon approval of the plan and half upon achievement of stated goals. The plan had to be approved by at least 75% of beneficiary parents.</p> <p>An SSC Incentive award, based on the number of students passing the SSC exam, was introduced following the mid-term review (details not specified).</p>
<b>Monitoring and Verification</b>	Data collection - description	<p>The project used existing monitoring systems to collect data. The Directorate of Secondary and Higher Education and Project Monitoring and Operations Units were responsible for collecting and analyzing data.</p> <p>Results of the Secondary School Certificate exam, along with other examination results, were collected and used to provide performance incentive awards.</p>
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	<p>Most major targets were met (see planned and actual outputs sections). In addition, the project introduced a number of initiatives that were adopted by the Ministry of Education, including head teacher and subject teacher training, mobile training teams, performance incentives to students, teachers and schools, and outreach programs.</p> <p>Other impacts of the program include an increased awareness in communities for the need for girls' education, as well as an increased demand for banking services.</p>
	Evaluation conducted?	Yes
	Evaluation description and results	Not specified
<b>Stakeholder Arrangements</b>	Government involvement	The project was implemented and overseen by the Directorate of Secondary and Higher Education, which is within the Ministry of Education.
	Capacity building	The overall project contributed to institutional strengthening by introducing an innovative teacher training system, improving school management, and enabling the adoption of the project's M&E system by the Directorate of Secondary and Higher Education.

	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The project was aligned with the Government of Bangladesh's education sector plans.
	Donor enabling environment and safeguards	The project was in line with the World Bank's Country Assistance Strategy 2001 for Bangladesh, in which it sought to assist Bangladesh in reducing poverty significantly within one generation.  At the same time as this project, the Ministry of Education underwent other secondary education sector projects and reforms with the assistance of other donors such as ADB and IDA.
	Challenges, lessons learned, success factors, and recommendations	Lessons learned included: <ul style="list-style-type: none"> <li>- The impact of performance incentives is reduced if issues of education quality are not addressed.</li> <li>- In order to keep poor students in school, it is necessary to raise community awareness, provide stipends high enough to meet school costs, and have a system to select poor students.</li> <li>- Community engagement is necessary particularly in rural and poor areas.</li> </ul>
	Sustainability outlook	A number of project initiatives were adopted by the Ministry of Education, enabling their sustainability. However, capacity building at and below the upazila level and better coordination among relevant country systems are needed in order for the project gains to be sustained.
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2008. "Implementation Completion and Results Report. Bangladesh. Female Secondary School Assistance Project II." Report No. ICR0000925.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2002. "Project Appraisal Document. Bangladesh. Female Secondary School Assistance Project II." Report No. 23594-BD.
	Resource 2 - link	

<b>Overview</b>	Project name	<b>Secondary Education Quality and Access Improvement</b>
	Region	South Asia (SA)
	Country	Bangladesh
	Education subsector	Lower secondary, Upper secondary
	Funder	World Bank, Government of Bangladesh
	Year launched	2008
	Project status	Implementation (until 2017)
	Project objective	Improve the quality of secondary education, systematically monitor learning outcomes, and to increase access and equity in 121 project upazilas (sub-units of districts), specifically by: (a) improving education quality and monitoring learning levels in project areas; (b) improving equity and access in project areas through provision of stipends to poor girls and boys; (c) strengthening the institutional capacity of Ministry of Education (MoE) both at central and local levels; and (d) establishing an effective monitoring and evaluation system.
	OBA approach	<p>One sub-component of the project involves providing monetary incentives to educational institutions (secondary schools or madrasahs) to reach and maintain improved educational outcomes. Specifically, awards of Taka 20,000 are made to institutions based on annual improvements in the number of students appearing and passing the Senior Secondary Certificate (SSC) examination and equivalent. Awards of Taka 75,000 are made to institutions achieving a 90 percent weighted average promotion rate from Grades 6-10, with a minimum enrollment of 200 students.</p> <p>The same component of the project also provides monetary student awards and teacher awards based on specific criteria (these awards are not formally OBA as the incentives are not targeted directly to service providers). However these incentives work to reinforce those placed on the schools. For student awards, Taka 500 is awarded to the best performing girls and boys based on final examination marks in Grades 6-9 in all project institutions (8 per institution); and an award of Taka 1,500 is made to each poor student (based on Proxy Means Test) who passes the SCC examinations or equivalent. Awards of Taka 10,000 per institution per subject are given to Mathematics and English teachers if 70 percent or above of students appearing in the SSC or equivalent examination achieve passing marks in these subjects.</p>
Background and rationale	Bangladesh has made impressive gains in education outcomes over the past decades; gross primary enrollment is around 90 percent, secondary enrollment increased by over 50% since	

		<p>Bangladesh's independence, and the Millennium Development Goal (MDG) gender parity target has been achieved at both the primary and the secondary level.</p> <p>Much of this achievement in increasing overall secondary enrollment and female secondary enrollment since 1980 can be attributed to the successful expansion of the private sector via supply-side incentives, and a gender-targeted program that has been implemented since the early 1990s. Supply-side incentives were given to private providers to open secondary schools in rural areas and promote co-educational schools, and on the demand-side, the female secondary stipends program was introduced.</p> <p>Despite this progress, several challenges remain, including low internal efficiency, inadequate access, modest institutional capacity, and weak monitoring and evaluation at the project and ministry level. This project seeks to address these challenges. The World Bank has also been supporting the female secondary stipend programs (FSSAP I and FSSAP II), which provided added rationale for its involvement in the project.</p>
	Selection process	Not specified
<b>Service provider and implementing agency</b>	Service provider status	Private
	Service provider description	Service providers for the OBA component of this project are the educational institutions (secondary schools and madrasahs with students in Grades 6-10). More than 98 percent of secondary schools in Bangladesh are managed and operated by the private sector with financial support from the government. The schools are responsible for (i) enrolling poor eligible girls and boys; (ii) providing educational forms for preparation of Award Confirmation Forms; (iii) providing educational data; and (iv) implementing school-level project activities.
	Prefinancing source	N/A
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Directorate of Secondary and Higher Education (DSHE)
	Implementing agency description	The overall responsibility for the project at the national level lies with the Directorate of Secondary and Higher Education (DSHE), supported by two sub-units (Monitoring and Evaluation Wing (MEW), and SEQAEP Unit). The SEQAEP Unit is responsible for day-to-day project management and implementation. The Monitoring and Evaluation Wing monitors the outcomes of the overall project.

		The DSHE does not itself disburse the stipends to students and tuition to schools, rather this is done by Agrani Bank, a long-standing banking partner from the FSSAP program.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	Total value of the project is US\$ 155.7 million; IDA credit finances US\$ 130.7 million; Government of Bangladesh finances US\$ 25.0 million. The Government of Bangladesh and IDA recently signed an agreement on an additional financing of US\$ 265 million to extend the project until 2017.
	Funding description/breakdown	The OBA component of the project (incentive awards to students, teachers, and institutions) is worth US\$ 11.8m (or approximately 7.5% of the total project grant).
	% disbursed	100%
	Average subsidy per capita	Not specified
	Geography	Rural
<b>Targeting</b>	Targeting	Means-tested
	Targeting description	<p>The process for school selection is not discussed in detail, however, participating schools and madrasahs must meet pre-defined obligations (e.g. compliance with project criteria and procedures, level of project support, and reporting requirements). The main requirement for educational institutions to become eligible for participation in project activities is the formation and functioning of a School Management Committee (SMC) and a Parent-Teacher Association (PTA).</p> <p>Another sub-component of this project provides stipends and tuition to eligible boys and girls twice a year using pro-poor targeting via Proxy-Means Testing (PMT). Students have to meet the following criteria to be eligible for the stipends/tuition: (a) maintaining 75 percent average attendance; (b) maintaining 33 percent pass marks in final examinations; and (c) remaining unmarried until the completion of secondary school (Grade 10).</p>
	Output categories	Enrollment, Test scores, Other – promotion rates
<b>Outputs</b>	Description of outputs	Linked to the OBA component of the project, schools receive monetary awards based on annual improvements in the number of students appearing and passing the SSC examinations or equivalent, and based on reaching a 90 percent weighted average promotion rate from Grades 6-10 (see more detail under “Payment description”).
	Number of planned beneficiaries	3 million students enrolled in grades 6 to 10 are expected to receive stipends or tuition over the course of the project. 470,000 students are expected to receive achievement awards or SSC

		awards. 24,000 schools are expected to be granted SSC pass incentive awards.
	Number of actual beneficiaries	1.8 million students have benefited from the targeted stipends and tuition for secondary education. 0.28 million students have received performance-based monetary incentives.
	Number of planned outputs	The project plans to work in 121 upazilas and approximately 7,000 secondary educational institutions. Outputs under the OBA component include 5-10% annual increases in number of SCC pass rates at project schools, and project schools achieving a 90 percent weighted average promotion rate.
	Number of actual outputs	Not specified
	As of (date)	01/2014
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Taka. 20,000 award (lump sum awarded to school paid directly into institutional accounts).
	Disbursement trigger 1 - Description	This payment is made to schools that show annual improvements in the Secondary School Certificate (SSC) examinations provided they meet the following criteria (which are based on the number of students appearing in the SSC examination): <ul style="list-style-type: none"> <li>- 5 percent increase in the number of SSC or equivalent pass rates in comparison to the previous year (base student number should be 50 or above);</li> <li>- 10 percent increase in the number of SSC pass students (base number 30 – 49);</li> <li>- 5 percent increase in the number of SSC pass students in comparison to the previous year (base student number 0-29);</li> <li>- Institutions showing negative progression compared to previous years are not considered for this award.</li> </ul>
	Disbursement trigger 2 - Amount (unit)	Taka. 75,000 award (lump sum awarded to school paid directly into institutional accounts).
	Disbursement trigger 2 - Description	This award is intended to encourage schools to focus not only on SSC examination results but also on learning achievement at every grade level. Institutions achieving a 90 percent weighted average promotion rate (Grades 6 -10) are awarded Taka. 75,000.
<b>Monitoring and Verification</b>	Data collection - description	A comprehensive and integrated data monitoring system has been put in place to ensure that all inputs, process, outputs, and outcomes are tracked from the beginning.  The MEW monitors and reviews all stipend programs under DSHE. The PMT administrator collects, processes, and maintains a dynamic database associated with all PMT-related activities. This also includes collecting project school data forms on teachers, enrollments, attendance, examinations and other education compliance data on PMT beneficiaries.
	Independent verification?	Yes
	Verification agency type	Government

	Verification - description	To supplement the internal project monitoring mechanisms, the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) provides independent monitoring on the inputs, processes, and outputs of the various components of the project. BANBEIS will conduct a Census of all project schools in 121 upazilas on an annual basis, and will prepare an annual report based on this data. Independent survey firm(s) will carry out a detailed baseline survey (household and school-based) and follow up surveys (at the mid-point and just before the end of the project).
<b>Results and evaluation</b>	Program results and outcomes	Targeted stipends and tuition have reached 1.8 million students (57 percent of these beneficiaries are girls). The quality-focused interventions of the project have benefited 0.83 million students. The project's success led to an additional financing agreement between the Government of Bangladesh and IDA.
	Evaluation conducted?	Planned
	Evaluation description and results	According to the Project Appraisal Report, a rigorous impact evaluation will be undertaken by an independent survey firm to link project interventions to outcomes.
<b>Stakeholder Arrangements</b>	Government involvement	The Government is heavily involved in this project, the overall implementing agency being a department within the Ministry of Education (Directorate of Secondary and Higher Education).  At the local level, Upazila Secondary Education Offices (USEOs) also play a key role in project implementation, responsible for assuring the timely and accurate processing of the forms required for stipend and tuition payment, facilitating timely payment of stipends by Agrani branch offices, and working with SMCs, school management, and PTAs to implement the quality, outreach, and school management and accountability component activities.
	Capacity building	Emphasis is being placed throughout the project on building capacity at all levels (SMCs/PTAs, upazila offices, and DSHE).
	Mitigating performance risk	At the school level, SMC and PTA members will receive proper orientation to enable them to play an effective role at increasing the accountability of educational institutions and supporting them to achieve a focus on learning achievements.
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	There is a strong enabling environment at the national level, the Government of Bangladesh itself having been the one to approach the World Bank to request further support for improving education outcomes through this project following the success of the previous female secondary school stipend programs.
	Donor enabling environment and safeguards	The World Bank had an existing relationship with the implementing agency DSHE and had been previously involved in the successful FSSAP I and FSSAP II projects.



	Challenges, lessons learned, success factors, and recommendations	Potential challenges raised in the Appraisal Report relevant to the OBA component of the project include: (i) improvements in quality will take time to materialize given the large number of first generation learners from disadvantaged backgrounds who have entered the system; (ii) provision of incentives to students, teachers, and educational institutions may not result in the expected benefits if these actors do not display the intended specific behaviors.
	Sustainability outlook	Sustainability of the project will ultimately depend on the success of the implementation of the quality interventions, the PMT mechanism, and capacity development. Financial sustainability will depend on the willingness of the Government to meet recurrent costs associated with the project. The appraisal phase of the project ran fiscal simulations under various scenarios to analyze the budgetary implications for mainstreaming the project, and found that the Government would be able to absorb the additional recurrent costs.
	Additional information	School Management Committees (SMCs) are responsible for ensuring school performance consistent with the agreed-upon criteria and reporting.
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2008. "Project Appraisal Document. Secondary Education Quality and Access Enhancement Project." Report No: 43955-BD.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2014. "Implementation Status & Results. Bangladesh – Secondary Education Quality and Access Improvement (P106161)." Report No: ISR13341.
	Resource 2 - link	

<b>Overview</b>	Project name	<b>Secondary Education Finance Reform</b>
	Region	Latin America and Caribbean (LAC)
	Country	Belize
	Education subsector	Lower secondary, Upper secondary
	Funder	Government of Belize
	Year launched	2011
	Project status	Implementation
	Project objective	Provide funding to secondary schools through grants consisting of three parts: 1) a per-student component, 2) a compensation-based component (for special needs and poor students), and 3) a performance-based component.
	OBA approach	A portion of funding for each secondary school is provided as a performance-based bonus to incentivize improvements in education quality and efficiency.
	Background and rationale	<p>The government of Belize identified several challenges facing the education system, including: much money is spent on education while outcomes remain low; per-student funding varies widely between schools; high tuition costs prohibit many families from educating their children at the secondary level; current incentives do not encourage schools to improve performance. The new financing model helps to level fund distribution to schools and reduce gaps in education provision between urban and rural, and poor and non-poor populations.</p> <p>With support from an IDB policy-based loan (Belize Social Policy Support Program), in 2011 the government of Belize approved the new financing framework for funding secondary schools. Implementation of the reforms began in 2011 with a first phase, with performance-based grants to be implemented during the second stage, by 2016 (information on current status not available).</p>
Selection process	Other	
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	Secondary schools may be public schools or government-subsidized private schools, which have no or low tuition fees.
	Prefinancing source	Other
	Prefinancing description	Expenses may be covered with other components of the school grant.
	Implementing agency same as service provider?	No
	Implementing agency	Ministry of Education

	Implementing agency description	The Ministry of Education is responsible for allocating funds to schools, among other duties. District managers are directly responsible for performance-based funding implementation.
<b>Funding</b>	Funding sources	Government
	Total funding	Not specified
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	N/A
<b>Targeting</b>	Geography	All
	Targeting	Means-tested, Other
	Targeting description	The compensation component of school grants (non-OBA) provides additional funding for poor and special needs students.
<b>Outputs</b>	Output categories	Test scores, Other
	Description of outputs	Student performance on the Caribbean Secondary Education Certificate exam; other indicators to be determined.
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	Not specified
	Number of planned outputs	Not specified
	Number of actual outputs	Not specified
	As of (date)	N/A
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Specifications for the performance bonus were not yet developed as of 2010 (most recent available information) and according to the Ministry of Education website (not dated). Payments may be dependent on some of the following indicators: exam results, repetition and drop out rates, cost-effectiveness, and student and parent satisfaction.  Additional resources may be linked with test results on the Caribbean Secondary Education Certificate.
<b>Monitoring and Verification</b>	Data collection - description	The government recognizes the need for continuous evaluation of the new program. However, as of 2013, the IDB found that Belize did not have a well-functioning system for monitoring education quality; national exams are not used to monitor or evaluate school performance (Näslund-Hadley et al. 2013).
	Independent verification?	Not specified

	Verification agency type	N/A
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	Not specified
	Evaluation conducted?	Not specified
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	This program is implemented by the Government of Belize and the Ministry of Education.
	Capacity building	Not specified
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	N/A
	Enabling environment - national and local level	The Government of Belize have approved and begun the implementation of a policy designed to reform public financing of government-supported secondary schools.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	Not specified
	Sustainability outlook	The overall financing reform plan intends to institute changes gradually to allow for financial sustainability (by avoiding having standalone large expenditures).
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	Näslund-Hadley, E., Alonzo, H. and Martin, D. 2013. "Challenges and Opportunities in the Belize Education Sector." Technical Note. IADB.
	Resource 1 - link	<a href="http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=37750500">http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=37750500</a>
	Resource 2 - type	Donor report
	Resource 2 - citation	IADB. 2011. "Belize. Social Policy Support Program." BL-L1004. Project Completion Report.
	Resource 2 - link	<a href="http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36666025">http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=36666025</a>
	Resource 3 - type	Article
	Resource 3 - citation	Naslund-Hadley, Emma. 2011. "Fairness in Financing Secondary Education in Belize." IDB website.
	Resource 3 - link	<a href="http://www.iadb.org/en/topics/education/fairness-in-financing-secondary-education-in-belize,2299.html">http://www.iadb.org/en/topics/education/fairness-in-financing-secondary-education-in-belize,2299.html</a>
	Resource 4 - type	Other
Resource 4 - citation	Ministry of Education, Belize. 2010. "Secondary Education Finance Reform." Parts 1-3. YouTube videos.	

	Resource 4 - link	<a href="https://www.youtube.com/user/BelizeEducation/videos">https://www.youtube.com/user/BelizeEducation/videos</a>
	Resource 5 - type	Other
	Resource 5 - citation	Ministry of Education website. "Frequently Asked Questions 1 for Secondary Education Finance Reform."
	Resource 5 - link	<a href="http://www.moe.gov.bz/index.php/secondary-education-reform?id=91">http://www.moe.gov.bz/index.php/secondary-education-reform?id=91</a>

<b>Overview</b>	Project name	<b>Improving the Quality of Education in Bubanza</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Burundi
	Education subsector	Primary
	Funder	Cordaid, Dutch Ministry of Foreign Affairs
	Year launched	2014
	Project status	Implementation
	Project objective	Improve the quality of primary education by introducing results-based financing in the Bubanza province. Cordaid will lobby during this 2-year project for introducing RBF at the national level. Reach 63,536 girls and boys, 1,356 teachers, 88 school leaders, 162 schools, and 6 government education services.
	OBA approach	Performance contracts are signed with primary schools, and payment is provided contingent on pre-defined outputs.
	Background and rationale	Primary education has been free in Burundi since 2006, and since then the number of girls and boys enrolled and attending primary schools has been rising. However, many problems remain, particularly related to quality. Teaching materials are limited and there is a relatively low level of pedagogical supervision. As a result, the government has decided to reform the primary education system. This reform started in September 2013, and it is in this context that Cordaid is implementing this RBF project with the goal of improving the quality of primary education in Bubanza province.
Selection process	Not specified	
<b>Service provider and implementing agency</b>	Service provider status	Not specified
	Service provider description	Primary schools in Bubanza province.
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	Cordaid office in Burundi and local Bubanza NGO, ADIS.
	Implementing agency description	The implementing agency is responsible for signing and managing contracts with primary schools, supporting schools to perform according to their contracts, calculating and effectuating payments, defining the roles and responsibilities of the involved parties, training teachers, and organizing capacity building workshops.
Funding sources	Government, Private (non-profit)	

<b>Funding</b>	Total funding	€ 506,049
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Rural
	Targeting	Not specified
	Targeting description	Not specified
<b>Outputs</b>	Output categories	Enrollment
	Description of outputs	Enrollment of vulnerable children in primary schools in Bubanza district.
	Number of planned beneficiaries	63,536 girls and boys; 1,356 teachers; 88 school leaders; 162 schools; 6 government education services
	Number of actual beneficiaries	Not specified (project began in September 2014)
	Number of planned outputs	3,177 vulnerable girls enrolled in primary education; 3,177 vulnerable boys enrolled in primary education; 31,768 girls enrolled in primary education; 162 schools with performance contracts; 31,768 boys enrolled in primary education
	Number of actual outputs	Not specified (project began in September 2014)
	As of (date)	
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Not specified
	Disbursement trigger 2 - Amount (unit)	Not specified
	Disbursement trigger 2 - Description	Not specified
<b>Monitoring and Verification</b>	Data collection - description	Data is collected in a similar manner as other Cordaid-implemented RBF education projects. See descriptions under <a href="#">“Stimulating School Performance”</a> and <a href="#">“Contracting Primary Schools for Performance.”</a>
	Independent verification?	Yes
	Verification agency type	Government, Private, Other – community organization
	Verification - description	Verification occurs in a similar manner as other Cordaid-implemented RBF education projects. See descriptions under “Stimulating School Performance” and “Contracting Schools for Performance.”

<b>Results and evaluation</b>	Program results and outcomes	Not specified (project began in September 2014)
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The government (through the Ministry of Education) has been actively involved in working with Cordaid to identify and determine which indicators to monitor and to tie performance-based payments to.
	Capacity building	Not specified
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	The government is currently reforming its education system and is shifting away from primary schools to “ <i>écoles fondamentales</i> ” which will increase the number of grades covered in one school to grades 1-9. The government faces several key challenges in the education system that can be addressed through the use of performance-based financing, including overcrowded classrooms and insufficient school infrastructure.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	Not specified
	Sustainability outlook	As part of this project, Cordaid is actively lobbying the government to adopt this approach at the national level.
	Additional information	
<b>Resources</b>	Resource 1 - type	Other
	Resource 1 - citation	Cordaid. Improving the Quality of Education in Bubanza. Project page.
	Resource 1 - link	<a href="https://www.cordaid.org/en/projects/improving-the-quality-of-education-in-bubanza/110492/">https://www.cordaid.org/en/projects/improving-the-quality-of-education-in-bubanza/110492/</a>



<b>Overview</b>	Project name	<b>Education and Care for Children</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Central African Republic
	Education subsector	Primary
	Funder	Cordaid, Dutch Ministry of Foreign Affairs
	Year launched	2013
	Project status	Implementation
	Project objective	<p>Improve the quality of education for children in Nana-Mambere department with a particular emphasis on girls. The project focuses on three areas:</p> <ul style="list-style-type: none"> <li>- Strengthening technical and managerial capacity at all levels. Teachers and parents' associations are engaged to strengthen their oversight of the school system.</li> <li>- Improving the infrastructure of schools currently in poor condition.</li> <li>- Raising awareness to encourage parents to send their children to school and keep them enrolled until the end of primary school.</li> </ul>
	OBA approach	This project planned to contract with primary schools that would receive a subsidy based on their quarterly results. A quality bonus of 50% is also provided to schools contingent upon the quality of the school's infrastructure, presence of teaching materials, organization, and pedagogy.
	Background and rationale	This project sought to replicate the successful performance-based financing (PBF) approach that had been implemented by Cordaid in the Democratic Republic of the Congo (DRC). The education situation in CAR is in strong need of support; approximately 67% of the population (and 75% of women) are illiterate. Cordaid decided to implement an education PBF program in Nana-Mambere department given that they were already implementing a health project in that locality, and due to the education context in the department – the number and quality of teachers is very low and the number of schools is very limited there. Moreover, there is a lack of willingness within the community to send their children to school; the preference being for children to work at home or in agriculture, and for girls to get married early. As a result of Cordaid's success with PBF in health in the district, as well as its previous experience with PBF in education in DRC, this project was introduced in CAR.
Selection process	Not specified	

<b>Service provider and implementing agency</b>	Service provider status	Not specified
	Service provider description	Primary schools in the department. The project contracts with 50 schools, reaching approximately 19,000 children (11,000 boys and 8,000 girls).
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	Cordaid RCA (local office)
	Implementing agency description	Cordaid has a number of local offices in country. The Cordaid office in CAR is responsible for overseeing the implementation of this project.
<b>Funding</b>	Funding sources	Government, Private (non-profit)
	Total funding	€ 279,181
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Rural
	Targeting	Not specified
	Targeting description	Not specified
<b>Outputs</b>	Output categories	Enrollment
	Description of outputs	Disbursement triggers are not specified, however the project intends to reach 11,000 boys and 8,000 girls enrolled in primary education.
	Number of planned beneficiaries	11,000 boys and 8,000 girls aged 6-14
	Number of actual beneficiaries	Not specified
	Number of planned outputs	11,000 boys and 8,000 girls enrolled in primary school
	Number of actual outputs	Not specified
	As of (date)	07/2013
<b>Payments</b>	Disbursement trigger 1 - Amount (unit)	Not specified

	Disbursement trigger 1 - Description	Not specified
<b>Monitoring and Verification</b>	Data collection - description	The quality of the schools is evaluated by a regional inspector. Quarterly community surveys will be conducted to assess the communities' satisfaction with the intervention.
	Independent verification?	Yes
	Verification agency type	Government
	Verification - description	As mentioned above, a regional inspector verifies the quality outputs by the schools and whether they meet the disbursement triggers and/or qualify for the quality bonus.
<b>Results and evaluation</b>	Program results and outcomes	None reported to date.
	Evaluation conducted?	Not specified
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	Local government agencies are involved in data verification. Cordaid has also worked with the Ministry of Education to train them on the PBF approach and other methods for achieving structural improvements to the education system (both in terms of increasing access and quality).
	Capacity building	Not specified
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	Not specified
	Donor enabling environment and safeguards	Cordaid has previous experience implementing PBF in education in DRC.
	Challenges, lessons learned, success factors, and recommendations	Cordaid recognized the need to tailor-adapt its PBF approaches in education in different contexts. As a result, the disbursement triggers and weights associated with them differed slightly in this project from the project in DRC.  A key challenge this project encountered was the violence and instability as a result of conflict in CAR. Rebel groups forced project schools to shut down, and many teachers left the community. Consequently, the project has currently had to halt its PBF activities, as given the much more immediate short-term needs facing the education system; it did not

		make as much sense to continue focusing on longer-term structural change.
	Sustainability outlook	Given the current instability in the region, the long term sustainability of the project is currently unclear. However, Cordaid intends to resume the PBF activities as soon as possible.
	Additional information	While Cordaid has suspended its PBF activities until further notice, it is currently working with the Ministry of Education and UNICEF on a rehabilitation program to start to bring teachers back to the communities and to open schools again.
<b>Resources</b>	Resource 1 - type	Other
	Resource 1 - citation	Cordaid. Education and Care for Children. Project page.
	Resource 1 - link	<a href="https://www.cordaid.org/en/projects/education-and-care-for-children/109107/">https://www.cordaid.org/en/projects/education-and-care-for-children/109107/</a>

<b>Overview</b>	Project name	<b>Chile Lifelong Learning and Training Project</b>
	Region	Latin America and Caribbean (LAC)
	Country	Chile
	Education subsector	Second chance (adult/remedial)
	Funder	World Bank, Government of Chile
	Year launched (Year closed)	2002 (2009)
	Project status	Closed
	Project objective	Create the foundation of a lifelong learning and training system in Chile through collaboration with the private sector, through 1) funding more opportunities for basic and secondary education for adults, including creating learning assessment and certification systems, 2) encouraging closer connections between technical secondary education, technical tertiary education, and the labor market through regional networks of education providers, 3) creating professional/vocational pathways in certain sectors and an information management system, and 4) strengthening relevant government branches.
	OBA approach	Providers of basic and secondary education were paid contingent upon students passing an independently administered certification exam. In some cases, teachers showing a certain success rate were provided with financial incentives.
	Background and rationale	<p>At the time of appraisal in 2002, 50% of adults in Chile had not completed secondary education. In addition, Chile lacked a political framework supporting technical/professional education, training opportunities available for employees at SMEs were not being taken advantage of, and there was a disconnect between education and the labor market.</p> <p>Using a results-oriented approach in the payment of education providers ensured that students in the programs attained certain competency levels, motivating providers to ensure that these levels were attained through taking efforts to reduce drop out rates and improve learning.</p>
Selection process	Competitive Bidding	
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	Teaching institutions bid for project funding. Providers consisted of accredited public providers (about 80 municipal centers for adult integrated education and 600 primary and secondary schools offering adult education) and private schools and institutions offering adult basic and secondary education. The total number of providers was 2,024 as of 2008, covering 70% of municipalities.

		<p>Adult students could complete three levels of primary education and two levels of secondary education in modules that were 6-8 months long. Providers offered free tuition and educational materials, as well as flexible course periods and teaching methods.</p> <p>Providers had to comply with recently revised national basic and secondary adult education curricula and student selection criteria for the project in the operations manual (details not specified).</p>
	Prefinancing source	Advanced payment
	Prefinancing description	35% of funding was provided up front based on student enrollment (raised from the initial plan of 25% to make the offer more appealing to providers).
	Implementing agency same as service provider?	No
	Implementing agency	Ministry of Education, National Employment and Training Agency, Fundacion Chile, Project Coordination Unit
	Implementing agency description	The Project Coordination Unit oversaw project implementation and coordinated between actors in the education and labor sectors and central and local governments.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	Total project cost: \$219.3m; IBRD loan: \$47.15m
	Funding description/breakdown	Of total project costs, 48% was spent on the program for basic and secondary education program for adults, 31% on technical/professional education strengthening, 4% on establishing tools to support adult learning and training services, and 17% on institutional strengthening.
	% disbursed	62% (total IBRD funding)
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Self-selection
	Targeting description	Primary targets included adults without complete primary and secondary education, particularly those in the three lowest income deciles including indigenous groups. Free tuition and educational materials helped to encourage participation of target groups.
<b>Outputs</b>	Output categories	Enrollment, Other - Certification
	Description of outputs	Relevant outputs: Enrollment in adult basic and secondary education; certification of students in adult basic and secondary education programs.

	Number of planned beneficiaries	119,889 students
	Number of actual beneficiaries	248,089 students
	Number of planned outputs	119,889 students enrolled and certified in adult education modules (71,332 in basic education and 48,557 in secondary education); 2,349 students benefitting from courses linking adult basic and secondary education with training; 6,000 SMEs trained
	Number of actual outputs	248,089 students enrolled in adult education (75,823 in basic education and 172,226 in secondary education); 2,065 students benefitting from courses linking adult basic and secondary education with training; 7,052 SMEs trained
	As of (date)	06/2012
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Ranging from US \$27.5 (secondary levels) to \$41 (first primary levels) per module per student
	Disbursement trigger 1 - Description	<p>Payments were made to providers based on the number of students who passed certification tests for learning modules. 65% of total payment was made in this manner, with the rest provided up front. This was initially planned to be 75%, but was lowered in order to make the conditions more attractive for providers.</p> <p>Unit payments varied based on the education level of the module being completed, with higher costs for the first levels of primary education and lower for upper primary grades.</p>
<b>Monitoring and Verification</b>	Data collection - description	The project established a certification system for adult students in basic and secondary education programs. This was another component of the project, which was also used to determine whether providers received funding, based on the number of students passing the certification. This involved funding the development of assessment materials, printing and distribution of materials, training of examiners, local technical assistance, analysis of results, exam storage, supervision exam unit teams, dissemination campaigns, and issuing certificates. The assessment and certification system was decentralized, with examiners running approved assessments at public and private provider sites. Processing of results and certificate issuance was conducted by the regional office of the Ministry of Education using existing IT infrastructure (some technical assistance was provided to support data management).
	Independent verification?	No
	Verification agency type	N/A
	Verification - description	The only verification mentioned was the completion of the Independent Evaluation Group's ICR Review, which seeks to independently verify the findings of the ICR.
	Program results and outcomes	It is likely that the availability of the program resulted in increased enrollment rates in adult education, as rates increased while the

<b>Results and evaluation</b>		<p>program was implemented relative to enrollment levels before and after the program was in effect.</p> <p>The adult education program seemed to have some effect on employment and earnings of students, though findings were inconclusive (see “Evaluation description and results”).</p> <p>Over the course of the program, the percentage of adults lacking basic and/or secondary education dropped from 49% to 47.7%. However, it is difficult to attribute this to the program, as this number had been declining before the project began.</p>
	Evaluation conducted?	Yes
	Evaluation description and results	Three evaluation studies were conducted by the program team, a group funded by the program, and an independent consultant. The studies found effects on incomes of participating students to be between 0 and 30% and impact on employability ranging from negative to positive.
<b>Stakeholder Arrangements</b>	Government involvement	<p>The project was overseen by a board including the Ministers of Economy, Labor and Public Welfare. The government contributed significantly to program costs and increased its commitment over the course of the project.</p> <p>According to the IEG Evaluation report, “[Government] leadership at all times reflected strong ownership, strategic vision, and learning from experience” (World Bank 2012). Government actors at both national and local levels were critically involved in project oversight and implementation.</p>
	Capacity building	The program supported the creation of assessments and certifications for adult education learning modules, which were applicable throughout the adult education sector. Other components of the project supported capacity building through initiatives such as vocational instructor training and support for relevant government branches.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	In Chile, the private sector is significantly engaged in education and training provision. In this project, the government of Chile responded to this by taking a relatively hands-off approach compared to other countries in its involvement in adult learning and training, providing only quality assurance, financing, and some regulation.
	Donor enabling environment and safeguards	The project objectives were consistent with the Country Assistance Strategy, specifically with its aim to improve Chile’s human capital and thus its competitiveness.



	Challenges, lessons learned, success factors, and recommendations	<p>Lessons learned included:</p> <ul style="list-style-type: none"> <li>- The involvement of multiple sectors and actors (public and private sector, labor and education ministries, etc.) in providing adult education makes such programs challenging to coordinate and implement.</li> <li>- Adult learning and training systems are country-specific and not easy to transfer to other contexts.</li> </ul> <p>Key success factors included:</p> <ul style="list-style-type: none"> <li>- Incorporating stakeholders closely into the design of the program.</li> <li>- Balancing the empowerment of central and regional governments.</li> <li>- The project provided demand-driven adult education (i.e. students chose their provider)</li> </ul>
	Sustainability outlook	As of 2012, the government of Chile was continuing to fund the adult education program.
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2010. "Implementation Completion and Results Report. Lifelong Learning and Training Project."
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2012. "An IEG comparative review for higher education in Latin America." IEG Public Sector Evaluation. Report No. 68251.
	Resource 2 - link	
	Resource 3 - type	Donor report
	Resource 3 - citation	World Bank. 2002. "Project Appraisal Document. Lifelong Learning and Training Project." Report No. 23632-CH.
	Resource 3 - link	

<b>Overview</b>	Project name	<b>Bogota Concession Schools Program</b>
	Region	Latin America and Caribbean (LAC)
	Country	Colombia
	Education subsector	Primary, Lower secondary, Upper secondary
	Funder	Government of Colombia (City of Bogota)
	Year launched	1999
	Project status	Closed (planned to end in 2014)
	Project objective	Through private school operators, provide public education in public schools targeting low-income students in 25 primary and secondary schools.
	OBA approach	The city of Bogota contracted with private school operators to provide public education in public schools targeting low-income students in 25 primary and secondary schools. Provider performance was monitored using specific measures (test results and enrollment numbers). If they failed to meet the targets for two years, their contract would end.
	Background and rationale	Education coverage has increased in Colombia, with 100% primary enrollment and 75% secondary enrollment as of 2004. However, education quality is still lacking, with average reading achievement scores below the global average. The government's education strategy 2002-06 sought to improve the quality and efficiency of education, while also expanding basic education coverage. Contracting with the private sector is one method that Colombia has used to address issues of coverage and quality.
Selection process	Not specified	
<b>Service provider and implementing agency</b>	Service provider status	Private
	Service provider description	Private providers operated 25 schools for 15 years. They were required to serve the population of students defined by criteria laid out by the state, and were responsible for meeting the performance and enrollment standards set by the Secretary of Education as well as providing education services. They had the autonomy to determine contracting of teaching and administrative staff, as well as implementation of their teaching model.
	Prefinancing source	N/A
	Prefinancing description	N/A
	Implementing agency same as service provider?	Yes
	Implementing agency	N/A
	Implementing agency description	N/A

<b>Funding</b>	Funding sources	Government
	Total funding	Not specified
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Urban
	Targeting	Geographic, Means-tested
	Targeting description	Schools were built in areas that 1) were very poor and 2) had higher demand for primary and secondary education than there were spots in public schools. Students in selected areas could apply for a spot at a concession school, and means-testing was used by the Secretary of Education of Bogota to place students into the schools.
<b>Outputs</b>	Output categories	Enrollment, Test scores
	Description of outputs	Outputs monitored included exam performance (schools were required to achieve average test scores higher than the average of similar schools) and enrollment numbers (details not provided).
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	Over 25,000 students
	Number of planned outputs	Not specified
	Number of actual outputs	Over 25,000 students enrolled in Concession schools
	As of (date)	02/2006
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	\$490-520 per student, approximate
	Disbursement trigger 1 - Description	This amount is more than what most public schools receive (\$430, approximate) (Barrera-Osorio 2006).  The cost was broken down as follows: 57% staff, 5% textbooks, 26% nutrition assistance, 10% overhead, 2% management (World Bank 2005).
<b>Monitoring and Verification</b>	Data collection - description	The Education Secretariat of Bogota created a committee to monitor the program.
	Independent verification?	Yes
	Verification agency type	Private
	Verification - description	Monitoring and verification of outputs was conducted by an independent audit firm hired by the city. The firm visited providers at least three times per year, verified the number of students in attendance, and evaluated school infrastructure and performance.

<b>Results and evaluation</b>	Program results and outcomes	The program was found to increase the probability of high quality service provision among schools and found to create a sense of commitment within the government to providing improved access to and quality of education.
	Evaluation conducted?	Yes
	Evaluation description and results	An evaluation conducted by Barrera-Osorio of the World Bank in 2006 found that Concession Schools demonstrated significantly reduced dropout rates and improved test scores (2.4% improvement in math and 4% improvement in reading) compared to public schools. It also found some evidence that the schools reduced dropout rates in nearby public schools, likely due to positive impacts of their work in surrounding communities as well as their presence resulting in increased competition between nearby schools, leading to school improvement. As the schools are more expensive than public schools to run, though, the study recommends performing a cost-benefit analysis.
<b>Stakeholder Arrangements</b>	Government involvement	The state of Bogota provided school infrastructure, selected students to be enrolled in the schools, and paid a fixed sum per student per year to providers.
	Capacity building	The World Bank provided technical assistance to the Government of Colombia on contracting for education services, which included research and analysis of past experience in contracting for education services and design of impact assessment methodology.
	Mitigating performance risk	Schools were aware that low-income children faced many issues (e.g. family and nutritional problems), so some schools provided psychological counseling and family visits for selected students, as well as an additional food program that is more nutritious than the publicly provided lunch program. Some schools also encouraged community engagement and participation through parent-teacher meetings, adult education, and community programs.
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	N/A
	Enabling environment - national and local level	Contracting with private providers for education services had been used previously in Colombia. The 1991 Political Constitution of Colombia and a variety of laws establish a framework for private contracting of education services as long as they are regulated by the state.  Contracting of public education services is decentralized, with regional and local governments responsible for contracts.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	As of 2006, the administration in Bogota wanted more accountability in the contract with the private providers, more control over using the enrollment system to select students to

		attend the schools, and payment to be for the number of attending rather than enrolled students.
		Technical capacity for monitoring and evaluation need improvement, specifically around monitoring processes and performance indicators (World Bank 2006).
	Sustainability outlook	Barrera-Osorio (2006) was not optimistic about the program's potential for scale, as it requires high-quality private schools to run the public schools, and there are a limited number of these private schools in Colombia both in general and that are willing to participate in the program.  Improved capacity for monitoring and evaluation, as well as impact evaluations, are necessary to increase the sustainability of existing education contracting arrangements (World Bank 2006).
	Additional information	
<b>Resources</b>	Resource 1 - type	Evaluation
	Resource 1 - citation	Barrera-Osorio. 2006. "The Impact Of Private Provision Of Public Education: Empirical Evidence From Bogota's Concession Schools." World Bank.
	Resource 1 - link	<a href="http://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-4121">http://elibrary.worldbank.org/doi/pdf/10.1596/1813-9450-4121</a>
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2006. "Colombia: Contracting Education Services." Report No. 31841-CO.
	Resource 2 - link	

<b>Overview</b>	Project name	<b>Programa de Ampliación de Cobertura de la Educación Secundaria (PACES)</b>
	Region	Latin America and Caribbean (LAC)
	Country	Colombia
	Education subsector	Lower secondary, Upper secondary
	Funder	Government of Colombia, World Bank
	Year launched	1991
	Project status	Closed
	Project objective	To decentralize and expand privately provided education services, expand school capacity, and raise secondary school enrollment rates.
	OBA approach	125,000 students with vouchers that covered about half of the cost of attending private secondary school, conditional upon them maintaining sufficient academic performance to continue to the next grade. This project is OBA-like rather than strictly OBA, as funds were not disbursed to or through schools. In theory however, vouchers are intended to incentivize schools to improve their quality and enhance their efficiency in order to attract increased students that as a result of the voucher, can now afford participating project schools.
	Background and rationale	This program was part of a larger effort by the government of Colombia to decentralize and expand privately provided public services, and was partly funded by the World Bank's Secondary Education Project (Colombia).  In 1993, 89% of children in Colombia were enrolled in primary school but only 75% were enrolled in secondary school. The numbers were smaller for poorest students, with 78% enrolled in primary school and 55% in secondary school.
Selection process	Other	
<b>Service provider and implementing agency</b>	Service provider status	Private (non-profit and for-profit)
	Service provider description	Private secondary schools (grades 6-11) in Colombia's 10 largest cities; about half of the total number participated in the program. The greatest number of students served in one year was 90,000.  The program started with both nonprofit and for-profit private schools participating, but after 1996 only nonprofit schools were eligible (due to problems reported with for-profit schools being created to exploit the voucher system; also the share of students in the program attending for-profit schools was much smaller).  It is likely that more expensive, "elite" private schools opted out of the PACES program, perhaps because vouchers were not sufficient

		to cover payments, that they did not want to be part of bureaucracy in the Colombian Education system, or that they did not want to accept low-income students.
	Prefinancing source	N/A
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Colombian Institute for Education, Credit and Training Abroad (ICETEX)
	Implementing agency description	Government agency. Regional ICETEX offices worked with city governments to determine the number of vouchers to fund, ensure schools were eligible to participate, and oversee project implementation.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total grant amount	\$7.5m (voucher component)
	Grant description/breakdown	\$4m credit, \$3.5m from Colombian government
	% disbursed	Not specified
	Average grant per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Geographic, Means-tested
	Targeting description	<p>Low-income families were targeted by offering vouchers only to families located in neighborhoods falling into the poorest of 2 of 6 economic levels. To confirm their location, applicants had to submit a utility bill.</p> <p>In addition, vouchers were only available for children attending public primary schools, which further reinforced targeting of low-income students as about half of students from the wealthiest economic quintile attended private schools. Studies cited in Angrist et al 2001 found that the targeting was effective in Bogota.</p> <p>To be eligible for a voucher, students must be entering secondary school, admitted to a participating secondary school, and be 15 or younger. Vouchers were allocated by lottery if spots exceeded demand.</p>
<b>Outputs</b>	Output categories	N/A
	Description of outputs	N/A
	Number of planned beneficiaries	Not specified

	Number of actual beneficiaries	125,000 students
	Number of planned outputs	Not specified
	Number of actual outputs	Not specified
	As of (date)	6/2001
<b>Payments</b>	Payment 1 - Amount (unit)	\$190 per voucher
	Payment 1 - Description	<p>Vouchers were initially set to correspond to the average tuition of low to middle-cost private schools. However, the value decreased over time because it did not increase with inflation, so students had to supplement the vouchers with their own payments to cover school fees.</p> <p>City governments paid 20% of the voucher cost and national government paid 80%. Cities decided how many vouchers to fund based on primary school enrollment and available spots in secondary schools.</p>
<b>Monitoring and Verification</b>	Data collection - description	Not specified
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	N/A
	Program results and outcomes	<p>No significant differences in enrollment rate were found between lottery winners (voucher recipients) and losers, though lottery winners were 15% more likely to attend private school. Lottery winners completed 0.1 more years of school and were 10% more likely to have completed 8<sup>th</sup> grade (due to reduced likelihood of grade repetition) than lottery losers. Lottery winners performed slightly better than lottery losers on performance assessments (marginally significant difference).</p> <p>The lottery also resulted in non-educational effects, with lottery winners being less likely to be married or cohabiting, and working about 1.2 hours less per week than lottery losers.</p> <p>About 90% of lottery winners used the voucher or a scholarship, and 25% of lottery losers used a scholarship from another source.</p> <p>About 77% of voucher recipients renewed their vouchers the following year, compared to the 70% national average promotion rate.</p> <p>The results suggest that the vouchers had a greater effect on girls than boys. Vouchers may have allowed some students who already would have attended private school to attend more expensive private schools.</p>



<b>Results and evaluation</b>	Evaluation conducted?	Yes
	Evaluation description and results	Achievement tests were administered in order to collect data for the evaluation. See “Program results and outcomes” section for evaluation results.
<b>Stakeholder Arrangements</b>	Government involvement	The program was implemented by the Colombian Institute for Education, Credit and Training Abroad (ICETEX), a government agency. Regional ICETEX offices worked with city governments to determine the number of vouchers to fund, make sure schools were eligible to participate, and oversee project implementation.
	Capacity building	A separate component of the Secondary Education Project focused on management and institutional strengthening.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	In 1995, a large percentage of secondary school students attended private schools (37% nationwide, and 58% in Bogota).  This program was part of a larger effort by the government of Colombia to decentralize and expand privately provided public services.
	Donor enabling environment and safeguards	The project was part of the World Bank’s Secondary Education Project, which sought to support the Colombian government in co-financing education investments with city governments, incentivize regional and local governments to meet national education targets, and build capacity of city governments to enable them to take on a greater role in education support.
	Challenges, lessons learned, success factors, and recommendations	In theory, students could transfer to a different private school after being accepted into the voucher program; however, most students who transferred ended up losing their vouchers.
	Sustainability outlook	Not specified
	Additional information	A cost-benefit analysis determined that most voucher winners would have attended private schools without the vouchers, so their education costs were reduced (though some switched to better private schools, so their costs increased). However, costs for winners who switched from public to private schools increased (since the vouchers only covered half of tuition). The program was estimated to cost \$24 more per student than creating extra public school spots. However, increased educational benefit by students may outweigh these costs.
<b>Resources</b>	Resource 1 - type	Evaluation
	Resource 1 - citation	Angrist, J.D., Bettinger, E., Bloom, E., King, E., Kremer, M. 2001. “Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment.” National Bureau of Economic Research. Working Paper 8343.
	Resource 1 - link	<a href="http://www.nber.org/papers/w8343">http://www.nber.org/papers/w8343</a>

	Resource 2 - type	Donor report
	Resource 2 - citation	2001. "Colombia. Secondary Education Project. Implementation Completion and Results Report." World Bank.
	Resource 2 - link	<a href="http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2001/05/08/000094946_01042508503041/Rendered/PDF/multi0page.pdf">http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2001/05/08/000094946_01042508503041/Rendered/PDF/multi0page.pdf</a>

<b>Overview</b>	Project name	<b>Stimulating School Performance</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Democratic Republic of the Congo (DRC)
	Education subsector	Primary, Lower secondary, Upper secondary
	Funder	Cordaid, Dutch Ministry of Foreign Affairs
	Year launched	2012
	Project status	Implementation
	Project objective	Increase the number of children passing through primary and secondary school and to improve their learning outcomes, through emphasis on stimulating girls' enrollment and retention in school, as well as the enrollment and retention of orphans and other vulnerable children.
	OBA approach	<p>The project targets 64,000 children via performance-based contracts with 146 schools. While the majority of contracted entities are schools, the program also establishes performance-based contracts with regulatory and political institutions at the government level, including with local school inspectors, local school administration, and provincial administration.</p> <p>Performance-based subsidies are paid to contracted schools for each student enrolled at school per semester. Additional subsidies are made available to schools based on two sets of pre-defined indicators or outputs focused on <i>quality</i> of education. Schools also receive subsidies known as "solidarity bonuses" for enrolling vulnerable children (they are paid the non-tuition costs that parents otherwise would have had to pay to enroll these children, given that in DRC, the government has mandated that all education be free for children up to grade 5). Moreover, schools receive higher subsidies for the enrollment and retention of girls than for boys.</p>
Background and rationale	<p>DRC's education system is weak and limited as a result of years of civil war and unrest. Infrastructure has either been destroyed or is of very low quality and does not provide a safe environment for educating children. Teachers suffer from low salaries and irregular payment, and as a result teacher absenteeism is high and they often search for additional jobs elsewhere.</p> <p>Schools depend heavily on parental contributions to finance basic education given the limited public funding available. Oftentimes, therefore, parents face significant financial barriers to enrolling their children in school. School fees are the main reason for why children are pulled out of school or decide to drop-out. Orphans and disabled children, as well as children not living with their parents are often the most disadvantaged in this regard. Girls often drop-out as a result of early marriage and/or pregnancy, particularly at the secondary level. As a result, there is a strong need to both improve the quality of the supply of basic education, as well as to</p>	

		provide demand-side incentives for disadvantaged children to enroll and attend school.
	Selection process	Other
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	Service providers are 146 selected primary and secondary schools. In order to be selected for the project, schools are required to meet certain minimum standards (must have all six classes of primary or secondary school, must have participated in the national exams before, must offer education for both girls and boys). The project aims to select all schools within a district (to avoid jealousy among schools and shifting of students between schools), and to obtain a fair distribution of schools among public and private schools as well as the various religious denominations of schools.
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	Agence D'Achat de Performance of South Kivu (AAP) and the Cordaid office in Bukavu, South Kivu.
	Implementing agency description	The Agence D'Achat de Performance of South Kivu (AAP) is responsible for contracting the schools and the district school inspection. The Cordaid office in Bukavu is responsible for implementing the performance contracts with the ministry and the provincial school inspection. Both partners are responsible for assessing the level of performance of both schools and other actors against the pre-agreed upon indicators.
<b>Funding</b>	Funding sources	Government, Private (non-profit)
	Total funding	€ 675,435
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	Approximately € 10.55
<b>Targeting</b>	Geography	Rural
	Targeting	Other
	Targeting description	The project uses weighted subsidies and bonus awards to target particular groups, namely girls, orphans and vulnerable children.
<b>Outputs</b>	Output categories	Enrollment, Other

	Description of outputs	Schools receive subsidies based on the number of students enrolled (higher subsidies are awarded for girls than for boys), and in addition, bonus awards are provided to schools that enroll orphans and vulnerable children. In addition, as mentioned in the “OBA Approach” section, subsidies are made to schools based on two sets of quality-related indicators. The first set is comprised of easily quantified and material indicators (such as the number of books available per student, the number of students sitting in chairs in a classroom, teacher attendance, teacher punctuality, number of hours taught, lesson plans being followed, etc.). The second set of indicators is based on qualitative measures focused on pedagogy and didactic techniques, measured through inspector-led classroom visits. This includes for example incentivizing teacher peer review, strengthening the role of school inspectors, and ensuring that sexual reproductive health is taught in the school. 60% of the total potential disbursement a school can receive is tied to the quantitative indicators, and 40% is tied to the qualitative measures (however these weights can be shifted depending on context and priorities).
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	64,000 children
	Number of planned outputs	Exact outputs that disbursements are tied to are not specified. However overall indicators include: <ul style="list-style-type: none"> <li>- 2,350 vulnerable boys enrolled in primary education</li> <li>- 2,311 girls enrolled in secondary education</li> <li>- 43 children with lessons on respect, safety, reproductive health and child rights</li> <li>- 113 vulnerable boys enrolled in secondary education</li> <li>- 20,660 boys enrolled in primary education</li> <li>- 2,350 vulnerable girls enrolled in primary education</li> <li>- 2,428 boys enrolled in secondary education</li> <li>- 76 vulnerable girls enrolled in secondary education</li> <li>- 19,376 girls enrolled in primary education</li> <li>- 138 schools with performance contracts</li> </ul>
	Number of actual outputs	Not specified
	As of (date)	N/A
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Subsidies are provided to schools based on enrollment targets (higher percentage subsidies are offered for girls’ enrollment than boys). Bonus awards are provided for the enrollment of vulnerable children.
	Disbursement trigger 2 - Amount (unit)	Not specified

	Disbursement trigger 2 - Description	Subsidies are provided to schools based on quality indicators (both quantitative and qualitative).
<b>Monitoring and Verification</b>	Data collection - description	The Agence D'Achat de Performance of South Kivu (AAP) and the Cordaid office in Bukavu are responsible for monitoring the performance of schools as well as ministry actors and district and provincial school inspection against their performance-based contracts. Counter-verification is conducted by a community organization. A sample of teachers and classrooms are verified for each school to assess whether they are meeting the pre-defined outputs.
	Independent verification?	Yes
	Verification agency type	Private, Other – community organization
	Verification - description	This community organization conducts counter-verification of the results monitored by the implementing agencies, through conducting interviews with parents and students. A Contract Development & Verification Agency also conducts verification of the data.
<b>Results and evaluation</b>	Program results and outcomes	<p>The project is currently in its fifth year of implementation, and has expanded its reach to South Kivu. In the first three years the project worked with 106 primary schools and the related authorities in the Shabunda area and at the provincial level of South Kivu. Due to the success of the first three years of the project, and the demand for support from other regions, the program has been expanded into 20 primary and 20 secondary schools in the Walungu area in South Kivu.</p> <p>Specific before and after outcomes as a result of the project are as follows:</p> <ul style="list-style-type: none"> <li>- Girls enrolled in school (of total number in school): Before 45%, After 50%</li> <li>- Disadvantaged children in school (from target group): Before 22%, After 100%</li> <li>- Repetition rate: Before 15%, after 6%</li> <li>- Results at national examination (pass): Before 66%, After 76%</li> <li>- Quality of teaching (inspectors reports): Before 22%, After 74%</li> <li>- Teacher absence: Before 30%, After 5%</li> <li>- Textbooks and manuals in classroom: Before 12%, After 94%</li> <li>- Desks and chairs: Before 16%, After 65%</li> </ul>
	Evaluation conducted?	Not specified
	Evaluation description and results	N/A

<b>Stakeholder Arrangements</b>	Government involvement	This project directly involves the government by implementing performance-based contracts with government actors.
	Capacity building	Cordaid recognizes that for performance-based financing (PBF) to be effective, particularly in education, capacity building is a key component. The project therefore seeks to build the capacity of schools and teachers, as well as implement the performance-based subsidies.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	DRC is a fitting context for output-based aid and results-based financing in education, given that while the state in theory offers free basic education, privately-paid school fees and other school expenses that parents are required to pay pose a significant barrier to school participation. Similarly, the government education system requires systemic changes to enhance transparency and governance, improve quality at the state and regulatory level, and encourage more autonomy and entrepreneurship at the school level, all of which this project seeks to provide.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	<p>A key challenge faced by the program relates to the areas in which the project operates. Shabunda District is remote, extremely poor, and politically unstable. Another challenge relates to data – the majority of schools had no harmonized data prior to the launch of the project.</p> <p>Key lessons learned are that when implementing performance-based financing in education, some aspects are easier to change than others. Quantitative and material-related outputs such as number of books, chairs, etc. are easy and quick to bring about through using PBF, however generating changes in pedagogy and didactics is much more complex and occurs over a longer time horizon.</p>
	Sustainability outlook	Through its subsidies targeting regulatory and government actors, this project seeks to generate long-term structural and systems change. The project builds the physical sustainability of schools by providing additional classrooms, latrines, as well as furniture and capacity materials, but also seeks to build the capacity of school inspectors and teachers to generate sustainable improvements in quality. Finally the project works to strengthen the communication between schools and the communities, through empowering Parents Committees’ at schools in order to improve the overall transparency and accountability of the education system.
	Additional information	

<b>Resources</b>	Resource 1 - type	Other
	Resource 1 - citation	Cordaid. Stimulating School Performance. Project page.
	Resource 1 - link	<a href="https://www.cordaid.org/en/projects/stimulating-school-performance/108059/">https://www.cordaid.org/en/projects/stimulating-school-performance/108059/</a>
	Resource 2 - type	Other
	Resource 2 - citation	Center for Education Innovations. "Boosting Quality Education for Girls in the Shabunda District." Program profile.
	Resource 2 - link	<a href="http://www.educationinnovations.org/program/boosting-quality-education-girls-shabunda-district">http://www.educationinnovations.org/program/boosting-quality-education-girls-shabunda-district</a>



<b>Overview</b>	<b>Project name</b>	<b>Pilot Project of Results-Based Aid (RBA) in Education in Ethiopia</b>
	<b>Region</b>	Sub-Saharan Africa (SSA)
	<b>Country</b>	Ethiopia
	<b>Education subsector</b>	Lower secondary
	<b>Funder</b>	DFID
	<b>Year launched</b>	2012
	<b>Project status</b>	Implementation
	<b>Project objective</b>	Improve the performance and attendance of lower secondary students, especially girls and student in poorer regions, by focusing on increasing the number of students sitting for and passing the grade 10 exam.
	<b>OBA approach</b>	<p>The project utilizes the COD model, in that a certain amount is paid to the government of Ethiopia per additional student sitting or passing the grade 10 exam, and that there will be no conditions placed upon the government's use of the funding.</p> <p>At least one region plans to use OBA. Since this project uses a COD model, there are no requirements for how the funds should be used by the central government. However, it is planned that the funds will be distributed in an output-based manner (dependent on sitters and passers of a grade 10 exam) from the central government to regions, and regions to the districts/zones. One region (SNNP) has made a plan of how it will use the funds, which include a similar output allocation to schools (based on sitters/passers) -- so at least this district will be using OBA. However, as of December 2013, none of the funding paid by DFID had been transferred from the central government to regional governments.</p>
<b>Background and rationale</b>	The government of Ethiopia had set ambitious targets for primary and lower secondary school enrollment in its Growth and Transformation Plan (2010-15). Due to these ambitious goals, the past achievements of the GoE, and its results-focus, DFID felt that Ethiopia was a good candidate for an RBA project. In addition, this context met the criteria laid out in DFID's Results Based Aid primer for an RBA projects: the government of Ethiopia was highly supportive of piloting this approach to improving education outcomes following a visit from CGD to Ethiopia in 2008; there was a belief that the results sought are achievable; and there were sufficient data collection systems in place.	
<b>Selection process</b>	N/A	
<b>Service provider and</b>	<b>Service provider status</b>	Not specified

<b>implementing agency</b>	Service provider description	Not specified
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	Federal Ministry of Education
	Implementing agency description	The Federal Ministry of Education decides the manner in which funding received from DFID is allocated.
<b>Funding</b>	Funding sources	Multilateral/bilateral
	Total funding	£31m
	Funding description/breakdown	Secondary education component (85.5%); education policy and administration (14.5%)
	% disbursed	84% (to date)
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	All
	Targeting	N/A
	Targeting description	To encourage a focus on girls and students from poor regions, the payments per student from both categories of beneficiaries include a premium.
<b>Outputs</b>	Output categories	Test scores, Sitting for exam
	Description of outputs	Girls and boys sitting for and passing the grade 10 exam.
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	Not specified
	Number of planned outputs	Increase in the number of girls sitting for the grade 10 exam by 126,403; increase in the number of boys sitting for the grade 10 exam by 87,552; increase in the number of girls passing the grade 10 exam by 108,503; increase in the number of boys passing the grade 10 exam by 59,222
	Number of actual outputs	Not specified
	As of (date)	N/A
<b>Payments</b>	Disbursement trigger 1 - Amount (unit)	Federal level (DFID to GoE): £50 per additional male sitter/passers in non-emerging region; £85 per additional female sitter/passers in non-emerging region; £75 per additional male sitter/passers in emerging region; £100 per additional female sitter/passers in emerging region.

	Disbursement trigger 1 - Description	Information on DFID's calculation of these payment amounts is not provided.  For a table representation of information in the Payments section, see p. 25 of the Annual Report.
	Disbursement trigger 2 - Amount (unit)	Regional level (GoE to region): £25 per additional male sitter/passers in non-emerging region; £42.50 per additional female sitter/passers in non-emerging region; £37.50 per additional male sitter/passers in emerging region; £50 per additional female sitter/passers in emerging region.  Additional payments are made based on the total number of sitters/passers: £0.4-2.2 per male sitter/passers in non-emerging region; £0.7-3.8 per female sitter/passers in non-emerging region; £0.6-3.3 per male sitter/passers in emerging region; £0.8-4.4 per female sitter/passers in emerging region.
	Disbursement trigger 2 - Description	The Federal Ministry of Education allocated payments to districts by providing half of the payment based on the additional number of sitters or passers and the remaining half on the total number of sitters/passers (so as to allow districts to receive funds even if they were not able to raise the number of sitters/passers).
	Disbursement trigger 3 - Amount (unit)	Zonal level (Region to zones): £0.4-3.8 per male sitter/passers, £0.5-5.1 per female sitter/passers
	Disbursement trigger 3 - Description	Information is provided from the SNNP region plan (provided in the Annual Report; other region plans not provided). Funds are based on the total number of sitters/passers and not based upon additional sitters/passers. Funds are intended to be used for activities including capacity building, infrastructure improvement, materials, supporting female and disabled students, and monitoring and evaluation.
	<b>Monitoring and Verification</b>	Data collection - description
Independent verification?		Yes
Verification agency type		Private
Verification - description		An independent verifier (Coffey International) assesses the accuracy of the data collected (students sitting and passing the grade 10 exam) for use in disbursing payments. DFID sees such verification as critical to ensuring proper functioning of the project (Business Case). A £1.5m component of the project funding is devoted to verification and evaluation.  Data is verified annually, and an assessment of baseline data was also conducted.
	Program results and outcomes	The number of girls completing G10, and the number of students, specifically girls, passing the G10 exam, increased over the course

<b>Results and evaluation</b>		<p>of the project; however, causal links between these results and the RBA project have not been confirmed.</p> <p>Improvements were made from 2012 to 2013 in the number of sitters and passers on the G10 exam, and thus funding was disbursed. However, not all of the numbers increased over the baseline 2011 values (see Annual Report p. 15 for more detail).</p>
	Evaluation conducted?	Yes
	Evaluation description and results	The first annual evaluation has been conducted, and found that that the RBA intervention had no effect. However, DFID is not satisfied with the quality of the evaluation (see Annual Report, p. 10-13).
<b>Stakeholder Arrangements</b>	Government involvement	The Government of Ethiopia (GoE) is supposed to determine how funding received by DFID is disbursed to districts. However, the 2013 Annual Report remarks that the GoE has shown less involvement in this project than anticipated (due to lack of capacity or interest), so DFID has been involved with making allocation determinations as well (Annual Report).
	Capacity building	Capacity building was not a significant component of this project. The Business Case suggested that external data collection and evaluation could help build capacity of data systems (Business Case, p. 40); however, examination data was found to be strong and the project was found not to require additional system capacity support (Annual Report, p. 10).
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	At the project outset, the Government of Ethiopia was highly supportive of piloting this approach to improving education outcomes, following a visit from CGD to Ethiopia in 2008. In addition, there were sufficient data collection systems (Ethiopia's Education Management Information System) in place for collecting G10 examination data.
	Donor enabling environment and safeguards	At the time this project started, DFID was heavily involved in supporting the education sector in Ethiopia through two other projects (totaling £60m).
	Challenges, lessons learned, success factors, and recommendations	<p>The Annual Review notes a number of challenges and lessons learned thus far (p. 14-15):</p> <ul style="list-style-type: none"> <li>- The 3-year time frame was seen as likely too short, as it takes a significant amount of time to set up and operate such a program.</li> <li>- The GoE delayed communicating with regions about the RBA program and has not distributed the funds received.</li> <li>- It is not clear if the GoE is responding to the incentives (through trying to increase performance and thus payments received); the GoE has exhibited some ownership of the funding received, but there has been "no evidence of</li> </ul>

		<p>commitment and capacity to turn that ownership into action.” In addition the GoE does not seem to have investigated why test scores have improved in some regions but not others (p. 23).</p> <ul style="list-style-type: none"> <li>- The project tried to avoid setting targets, to reduce the feeling of funding recipients being penalized for failing to reach the targets; however, targets were implied within the project regardless.</li> <li>- DFID had intended to take a “hands-off” role, but this has proved difficult due to DFID’s other work in the Ethiopian education sector and the lack of action being taken by the GoE.</li> <li>- It was challenging to decide on a method of funding allocation to regions that would recognize different qualities of performance while also being perceived as being equal and fair (by providing all regions with at least some funding). The allocation method developed, in using the number of total sitters/passers in addition to the number of additional sitters/passers, did provide some funding to all regions. A conflict related to this cited by the Annual Report is that this method can be seen as harming the goals of COD by dis-incentivizing improvement; however, COD also dictates that the national government should decide how the funding is allocated.</li> <li>- The evaluation team has had difficulties understanding the nature of the RBA pilot.</li> <li>- There has been pressure from the GoE to adjust pilot design in some ways that would undermine the goals of the COD setup.</li> </ul> <p>Recommendations include that DFID should conduct a political economy analysis on the current feasibility of RBA in Ethiopia (Annual Report, p.23).</p>
	Sustainability outlook	Not specified
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	DFID. 2013. “Annual Review. Pilot Project of Results-Based Aid (RBA) in Education in Ethiopia.”
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	DFID. 2011. “Business Case. Independent Verification and Evaluation of a Pilot Project of Results Based Aid (RBA) in the Education Sector in Ethiopia.”
	Resource 2 - link	
	Resource 3 - type	Other - Web page

	Resource 3 - citation	DFID website. "Pilot Project of Results Based Aid in the Education Sector in Ethiopia."
	Resource 3 - link	<a href="http://devtracker.dfid.gov.uk/projects/GB-1-202989/">http://devtracker.dfid.gov.uk/projects/GB-1-202989/</a>

<b>Overview</b>	Project name	<b>Contracting Primary Schools for Performance</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Malawi
	Education subsector	Early childhood education, Primary
	Funder	Cordaid, Dutch Ministry of Foreign Affairs, Stop Aids Now!
	Year launched	2014
	Project status	Implementation
	Project objective	<p>Assess the feasibility of implementing RBF in education in Malawi, by targeting 30 primary full-cycle schools in Mangochi district to jointly improve access, equity, quality and relevance of primary and pre-primary education, with the three main goals being:</p> <ul style="list-style-type: none"> <li>- More equitable access and retention, with special attention for girls and other marginalized children;</li> <li>- Improved quality and relevance: via school performance contracts, capacity building and coaching focusing on materials and infrastructure, pedagogy, improved inspection/supervision, and improved transition from pre-primary to primary education;</li> <li>- Improved governance: strengthen school governance and entrepreneurship via strong community involvement and system improvement.</li> </ul>
	OBA approach	<p>Payments are made to schools linked to verified performance indicators (access, equity, quality, and relevance of primary and pre-primary education). Schools are incentivized through performance-based payments to set-up pre-school facilities, build classrooms, enhance the learning environment, increase efforts to enroll girls and other vulnerable children, and to retain them. Higher subsidies are offered to schools for enrolling girls, children with disabilities, and other vulnerable children.</p>
	Background and rationale	<p>In rural Malawi, high drop-out and repetition rates at the primary level are common. Supply-side constraints include a shortage of classrooms (resulting in overcrowded classrooms), a shortage of learning materials, and a lack of teachers. At a systems-level, the internal efficiency of the educational system is considered to be weak, and approximately 65% of public resources are wasted in paying for repeated grades or schooling for children who dropout out before completing their schooling cycle. The way the education system is currently set up, however, affords little autonomy for school managers to optimally allocate the limited available education budget to bring about improved results.</p>
Selection process	Not specified	
Service provider status	Not specified	

<b>Service provider and implementing agency</b>	Service provider description	The pilot targets 30 primary schools in Mangochi district, each employing on average 11 teachers. In addition, 15 of these schools will set up pre-schools during the 2-year pilot.
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	INNOVA
	Implementing agency description	Not specified
<b>Funding</b>	Funding sources	Government, Private (non-profit)
	Total funding	€ 603,059
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	The estimated program cost (including overhead and construction) per child enrolled in the program per month is US \$1.94.
<b>Targeting</b>	Geography	Rural
	Targeting	Other
	Targeting description	The project uses weighted subsidies to target particular groups, namely girls, children with disabilities, and orphans and vulnerable children.
<b>Outputs</b>	Output categories	Enrollment, Other – establishment of pre-schools, classroom construction, quality indicators
	Description of outputs	Quality indicators include availability materials and infrastructure (classrooms and teaching/learning materials), pedagogy (learning and teaching standards), improved inspection/supervision, and improved transition from pre-primary to primary education.
	Number of planned beneficiaries	28,770 primary and 1,500 pre-primary children (total of 30,270 children).
	Number of actual beneficiaries	Not specified (pilot began in September 2014)
	Number of planned outputs	10% increase in promotion rates among primary education learners by the end of year 2; 30,270 children enrolled in primary and pre-primary schools by the end of year 2; 90% transition rate from pre-primary to primary school among eligible children; Primary schools together with the communities construct a minimum of 10 pre-primary centers and 20 classrooms.
	Number of actual outputs	Not specified (pilot began in September 2014)
	As of (date)	
<b>Disbursement trigger 1 - Amount (unit)</b>	Disbursement trigger 1 - Amount (unit)	Not specified



<b>Disbursement triggers</b>	Disbursement trigger 1 - Description	Not specified
	Disbursement trigger 2 - Amount (unit)	Not specified
	Disbursement trigger 2 - Description	Not specified
<b>Monitoring and Verification</b>	Data collection - description	Tablets will be used in the pilot to collect RBF data, and in addition will be used by the community-based organizations responsible for independent verification.
	Independent verification?	Yes
	Verification agency type	Government, private, other – community organization
	Verification - description	The project conducts verification through three means. Community organizations collect data on the quality and satisfaction of the educational services delivered by the contracted schools. Verification is also conducted by a Contract Development & Verification Agency, and by the Ministry/local inspection, thereby building the capacity of local actors to conduct verification.
<b>Results and evaluation</b>	Program results and outcomes	N/A
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The government is involved at various levels of planning and preparation. Cordaid provided a 2-week RBF training to 3 representatives of the Government of Malawi from the Ministry of Finance, as well as the Ministry of Education, Science and Technology. This core group and their departments have been involved in the planning phase of the pilot from the beginning. The training was followed by a 2-day National Workshop on RBF for the social sector in Malawi. The workshop brought together participants from Government as well as from CBOs, NGOs, and donors, in which the RBF approach and its potential for primary education, early childhood education, and health were discussed. Finally, another planning workshop was held with the Ministry of Education, Science and Technology (MoEST) and the Ministry of Gender, Children, Disability, and Social Welfare (MOGCDSW) at the national and Mangochi district level to jointly identify and agree upon the key indicators to be used for the pilot program. By working closely with key ministries, the project seeks to obtain their buy-in from the start, and to ensure that indicators are fully aligned with the priorities laid out in the new National Education Standards (NES) (2014).
	Capacity building	The project includes capacity building for schools and teachers. 2 half-day training sessions are planned for school management and parent-teacher committees, and will be conducted on governance and accounting. 350-360 pre-school teachers will be trained in

		child-friendly pedagogy/21 <sup>st</sup> century skills (on average through 4 half-day training sessions/teacher/school). At least 2 pre-primary to primary school transition workshops will be conducted for all pre-schools in the pilot. The project will also conduct a half-day training for an estimated 180 community volunteers per year.
	Mitigating performance risk	During the pilot, Cordaid will establish a network of RBF experts and practitioners in Malawi with links to other Cordaid-managed RBF programs in Africa to facilitate peer-learning and possible linkages.
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	The project aligns closely with the Malawian Education Sector Plan II.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	N/A (too early in implementation phase)
	Sustainability outlook	The two-year pilot aims to generate evidence for scalability. The project is working to collect rigorous data and to build relationships with key stakeholders, with the goal that at the end of the pilot in August 2016, the project will have (1) strong proof of concept for a functional results-based financing model that improves the access to and quality of pre-school and primary education in Mangochi, and (2) a support base among relevant stakeholders within the educational system to further scale-up RBF to other districts and ultimately the national level. Finally, the key components of the project align with the government of Malawi's priorities and with the new NES (National Education Standards, 2014).
	Additional information	
<b>Resources</b>	Resource 1 - type	Other
	Resource 1 - citation	Cordaid. Contracting Primary Schools for Performance. Project page.
	Resource 1 - link	<a href="https://www.cordaid.org/en/projects/contracting-primary-schools-for-performance/110988/">https://www.cordaid.org/en/projects/contracting-primary-schools-for-performance/110988/</a>
	Resource 2 - type	Other
	Resource 2 - citation	Contracting Primary Schools for Improved Performance. Program profile submitted to the Center for Education Innovations.

<b>Overview</b>	Project name	<b>Girls' Education Challenge Fund (GEC)</b>
	Region	Global
	Country	N/A
	Education subsector	Early childhood education, Primary, Lower secondary, Upper secondary
	Funder	DFID
	Year launched	2011
	Project status	Implementation
		<p>To fund 37 projects that will support up to one million girls in attaining quality education. Projects are implemented by non-state organizations and prioritize targeting the most marginalized girls. They fall into three categories:</p> <ul style="list-style-type: none"> <li>- Strategic partnerships, which match funding to private partners (e.g. Discovery Channel, Coca-Cola), to undertake education initiatives;</li> <li>- Step-change projects, which are led by private organizations working to improve girls' primary and secondary education in 9 countries;</li> <li>- Innovation projects, which include technology innovations, partnerships, and expanding programs to new areas.</li> </ul>
	Project objective	The Fund Manager for GEC is PwC.
OBA approach	<p>Currently 25 of the 37 GEC projects funded have an RBF component, which is generally around 10% of the funding they receive from GEC. Many of these projects are run by civil society organizations and some by private contractors.</p> <p>More broadly, programs are funded dependent on their progress against the two core program results (improving primary and/or lower secondary school completion rates and improving exam pass rates for female students), as well as Critical Success Criteria (CSC) (which include increasing the number of girls in school, improving learning outcomes, and ensuring interventions are sustainable). (For more info on CSC, see Business Case p. 29).</p>	
Background and rationale	<p>While primary enrollment rates have improved globally, completion rates remain low. At the secondary level, enrollment and completion rates are lower for girls than boys, and particularly low at both the primary and secondary level for girls in poor rural areas. GEC seeks to support marginalized girls, as part of DFID's strategy to assist 11 million students by 2015.</p> <p>GEC decided not to make RBF mandatory for its grantees, as it felt that to do so would be risky given that the impacts of RBF are not yet definitively proven, and that such an approach might exclude</p>	

		<p>smaller organizations and lead to “target driven programming.” However, GEC support of projects still contains performance-dependent components.</p> <p>GEC decided to exclusively fund non-state providers through this program, as it believes that there is potential for non-state providers to take on a larger role in reaching marginalized girls. A report commissioned by DFID concluded that non-state providers could address the needs of marginalized female students by: 1) providing innovative, multi-sector solutions to hard-to-reach girls, 2) improving learning outcomes, 3) providing education in a way that addresses the concerns of parents, and 4) using cost-effective technology solutions to improve education delivery (Business Case, p. 20).</p>
	Selection process	Competitive Bidding
<b>Service provider and implementing agency</b>	Service provider status	Private (non-profit and for-profit)
	Service provider description	Private (non-state) organizations, for-profit or nonprofit. These include community-based organizations, NGOs, faith-based organizations, philanthropy, and private schools. For more detail about the types of service providers eligible for grants, see Business Case p. 19.
	Prefinancing source	Not specified
	Prefinancing description	N/A
	Implementing agency same as service provider?	Varies depending on the project
	Implementing agency	Project partner organization
	Implementing agency description	Varies by project partner organization
<b>Funding</b>	Funding sources	Multilateral/bilateral
	Total funding	£355m (£300m on project funding)
	Funding description/breakdown	Step change projects (66%), innovation projects (33%)
	% disbursed	33% (to date)
	Average subsidy per capita	£300 (using goal of reaching 1m girls)
<b>Targeting</b>	Geography	Varies
	Targeting	Varies
	Targeting description	N/A
<b>Outputs</b>	Output categories	Test scores, Completion

	Description of outputs	The two main program outcomes are: <ul style="list-style-type: none"> <li>- Improving primary and/or lower secondary school completion rates (enabling 650,000 or 1m girls to complete primary or lower secondary school, respectively)</li> <li>- Improving exam pass rates for female students by at least 25% in GEC programs</li> </ul>
	Number of planned beneficiaries	650,000-1m female students
	Number of actual beneficiaries	Not specified
	Number of planned outputs	650,000-1m female students completing primary or junior secondary school; pass rates for female students in GEC programs increasing by 25%
	Number of actual outputs	Not specified
	As of (date)	N/A
<b>Payments</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Payment is based on learning outcomes and retention (with attendance used as a proxy measure for retention).
<b>Monitoring and Verification</b>	Data collection - description	Grantees are required to set up rigorous monitoring arrangements, (see Business Case p. 68 for details), and are supported in conducting monitoring by PwC.
	Independent verification?	No
	Verification agency type	N/A
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	N/A
	Evaluation conducted?	Planned
		The Evaluation Manager (not specified) conducts evaluations at the program level of several programs, as well as at the portfolio and global levels. (See Business Case p. 69 for detail).
	Evaluation description and results	PwC helps to coordinate and assist project partners in preparing for evaluations.
<b>Stakeholder Arrangements</b>	Government involvement	GEC only funds non-state organizations and is deliberately separate from DFID government support. However, GEC encourages its project partners to work closely with local and national governments to ensure project sustainability.
	Capacity building	Capacity building is not an identified component of GEC's support to project partners.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	N/A

	Donor enabling environment and safeguards	The project will complement DFID's current work in global education, which aims to support 11 million schoolchildren by 2015. In addition, the project is in line with DFID's Structural Reform Plan, which prioritizes girls' education, and its Gender Vision, which emphasizes the importance of secondary school completion for girls.
	Challenges, lessons learned, success factors, and recommendations	<p>Strengths of the results-based approach have been so far that 1) it encourages programs to focus on student learning, and 2) baseline data collected as a result of this approach has resulted in some programs making program improvements.</p> <p>Challenges that programs have faced regarding the RBF approach have included that: 1) organizations did not realize the complexity of and amount of effort that would be required to implement the necessary rigorous M&amp;E components, 2) extra time was needed to set baselines and targets, as well as negotiate contracts, and 3) costs of setting up M&amp;E and procuring legal advice were high.</p> <p>Considerations raised by DFID to keep in mind when setting up RBF projects include: 1) measuring the program's impact with enough accuracy, 2) setting up contracts without stifling innovation, but with enough risk, 3) how to measure learning (taking into account possible issues of exam timing, calibration, and whether the information will be captured at school level), 4) setting targets (e.g. expected progress plus 0.2 standard deviations), 5) determining the proportion of the funding that is RBF, 6) allocating extra timing for the project (as RBF requires another 6 months to design and set up contracts), and 7) identifying when the funder should not pay, given that outside events could disrupt results.</p> <p>(Source: Bellinger and Fletcher, 2014)</p>
	Sustainability outlook	Currently there is little evidence on the sustainability of programs like GEC (in which donors support and scale up non-state providers); one goal of GEC is to broaden the knowledge base on this issue (Business Case, p. 20).
	Additional information	One project outcome is to have girls' education costs (program costs and otherwise) taken over by government or other funders over the next 10 years; however, GEC does not address this issue directly.
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	DFID. 2012. "Girls' Education Challenge: Business Case v.4."
	Resource 1 - link	
	Resource 2 - type	Other - Web page
	Resource 2 - citation	DFID website. 2013. "Girls' Education Challenge." Guidance.
	Resource 2 - link	<a href="https://www.gov.uk/girls-education-challenge">https://www.gov.uk/girls-education-challenge</a>

	Resource 3 - type	Donor report
	Resource 3 - citation	DFID. 2014. "Payment by Results Strategy: Sharpening incentives to perform." Policy paper.
	Resource 3 - link	<a href="https://www.gov.uk/government/publications/dfids-strategy-for-payment-by-results-sharpening-incentives-to-perform/payment-by-results-strategy-sharpening-incentives-to-perform">https://www.gov.uk/government/publications/dfids-strategy-for-payment-by-results-sharpening-incentives-to-perform/payment-by-results-strategy-sharpening-incentives-to-perform</a>
	Resource 4 - type	Other - Review
	Resource 4 - citation	Bellinger A. & Fletcher B. 2014. "Non-Traditional Financing for Education." EPS-PEAKS, DFID.
	Resource 4 - link	<a href="http://www.educationinnovations.org/sites/default/files/Non%20Traditional%20Financing%20for%20Education%20Topic%20Guide%20(2).pdf">http://www.educationinnovations.org/sites/default/files/Non%20Traditional%20Financing%20for%20Education%20Topic%20Guide%20(2).pdf</a>

<b>Overview</b>	Project name	<b>Employment Fund Nepal</b>
	Region	South Asia (SA)
	Country	Nepal
	Education subsector	Vocational
	Funder	DFID
	Year launched	2010
	Project status	Not specified
	Project objective	Support private sector Training and Employment Service Providers (T&E) to provide skills to unemployed youth and place them into employment, with a focus on reaching men and women from disadvantaged communities. Support the strengthening of T&Es' capacity and awareness of employment markets.
	OBA approach	Training providers receive funding as "post-financing installments" based upon earnings of graduates from their programs.
	Background and rationale	<p>In Nepal, the unemployment rates in urban and rural areas are 13% and 2%, respectively, and underemployment is at 46%. Disadvantaged groups exhibit higher than average rates in both categories.</p> <p>Government-sponsored technical and vocational training programs exist, but students must have graduated from 10<sup>th</sup> grade and passed a final exam to enter, and only 16% of children in schools do so, resulting in a large number of youth who are unable to access formal vocational training. This project therefore sought to ease the barriers to entry for unemployed youth to access vocational training opportunities.</p>
Selection process	Competitive Bidding	
<b>Service provider</b>	Service provider status	Private
	Service provider description	35 private sector training and employment providers (T&Es) provided life and business skills trainings to youth pertaining to 79 occupations.
	Prefinancing source	Not specified
	Prefinancing description	N/A
	Implementer same as service provider?	No
	Implementing agency	Employment Fund
	Implementing agency description	The Employment Fund is an initiative established in 2008 jointly by the Government of Nepal, the Swiss Agency for Development and Cooperation (SDC), and HELVETAS Swiss Intercooperation, and operated by HELVETAS Swiss Intercooperation. It provides job training to disadvantaged youth and support for young entrepreneurs. It is funded SDC, DFID, and the World Bank. For more information, see: <a href="http://www.employmentfund.org.np/">http://www.employmentfund.org.np/</a>



<b>Funding</b>	Funding sources	Multilateral/bilateral
	Total funding	£14m
	Funding description/breakdown	85% skills training and employment, 10% market research and product development, 5% capacity building
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	The project aimed for 80% of its beneficiaries trained to be individuals from disadvantaged groups and 50% to be women.
<b>Outputs</b>	Output categories	Enrollment, Other – employment, salary
	Description of outputs	Earnings following graduation from training program.
	Number of planned beneficiaries	35,000 (people trained)
	Number of actual beneficiaries	30,594. Projected to be 40,000 by the end of the project.
	Number of planned outputs	80% of trainees earning at least 4,600 NPR per month (approximately US \$46) six months after graduation from the training.
	Number of actual outputs	85% of trainees earning at least 4,600 NPR per month (approximately US \$46) six months after graduation from the training.
	As of (date)	02/2013
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	The unit cost of training students was 25,000 NPR (approximately US \$250).
	Disbursement trigger 1 - Description	Payment was provided to providers based on the number of trainees earning at least 4,600 NPR (approximately US \$46) per month six months after the training is completed.
<b>Monitoring and Verification</b>	Data collection - description	Not specified
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	Not specified
	Program results and outcomes	At the time of review, 68% of 2009 graduates were in employment and their average monthly income had increased from under 2,500 NPR to around 9,000 NPR.  The program created a return on investment of 5.6 (unit cost of training v. income of graduate).

<b>Results and evaluation</b>		<p>The program also helped to strengthen the TVET sector by improving the national skills testing system and relevant government agencies.</p> <p>Some trained graduates of the programs are providing training to others, expanding the reach of the program.</p>
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The project supported the Council of Technical Education and Vocational Training (CTEVT) in developing indicators for evaluating the quality of curricula. The project also did some work with CTEVT in developing and updating curricula.
	Capacity building	<p>One component of the project consisted of supporting T&amp;Es in conducting Rapid Market Appraisals (assessments of the employment and labor markets), by training T&amp;Es in the methodology for this assessment or providing refresher courses. It also supported adding profiles of new trades and updating curricula to make the curricula more current.</p> <p>Another component sought to strengthen the overall capacity of T&amp;Es through individual reviews and coaching. This included management and technical trainings for T&amp;E staff. Trainers were also provided with training on instruction skills.</p>
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Not specified
	Enabling environment - national and local level	Not specified
	Donor enabling environment and safeguards	Not specified
	Challenges, lessons learned, success factors, and recommendations	<p>Providing skills training and employment to women has been challenging, with low initial female enrollment.</p> <p>Training women in “non-stereotype skills” was found to be successful and led to higher incomes. DFID’s Annual Review of the project (2013) suggested that this should be expanded. Training in multiple types of skills was also suggested to be expanded, as this gives trainees increased options for employment.</p> <p>The Annual Review suggested that the project should expand its support of financial services for and businesses of graduates of training programs.</p>

		Key challenges consisted of: developing high quality curricula through the Council of Technical and Vocational Training, low investment by T&Es in staff capacity building (leading to low quality of training), and a low number of new occupation areas proposed by T&Es to expand to (DFID 2013).
	Sustainability outlook	Not specified
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	DFID. 2013. "Annual Review. Employment Fund Nepal."
	Resource 1 - link	
	Resource 2 - type	Other
	Resource 2 - citation	DFID. 2014. "Current outcomes based projects in DFID." Accessed at <a href="https://www.gov.uk/government/publications/dfid-guidance-on-payment-by-results-and-spreadsheet-of-pbr-projects">https://www.gov.uk/government/publications/dfid-guidance-on-payment-by-results-and-spreadsheet-of-pbr-projects</a> .
	Resource 2 - link	

<b>Overview</b>	<b>Project name</b>	<b>Enhanced Vocational Education and Training Project</b>
	<b>Region</b>	South Asia (SA)
	<b>Country</b>	Nepal
	<b>Education subsector</b>	Vocational
	<b>Funder</b>	World Bank, Government of Nepal
	<b>Year launched</b>	2011
	<b>Project status</b>	Implementation
	<b>Project objective</b>	Increase access to quality training programs and strengthen Nepal's technical and vocational education system, through strengthening associated regulatory systems, supporting and improving technical and vocational education programs (public and private), and conducting M&E for these programs.
	<b>OBA approach</b>	<p>This project has three OBA components. Under the technical training support component, institutions providing technical training receive performance grants based on agreed indicators regarding quality, access, relevance, and equity of education provided.</p> <p>The vocational training component of this project has two OBA components. First, in three districts, beneficiaries are provided with vouchers, with which they can choose an institution to attend; the institution covers the cost of their training and is reimbursed in installments at the time of the trainee's graduation and over a period of time afterwards if the trainee is employed. Second, in 15 districts, providers are paid in a similar results-based scheme by which they provide training costs up front and are reimbursed over time as in the voucher program.</p>
	<b>Background and rationale</b>	The technical education and vocational training (TEVT) sector in Nepal is underfunded and suffers institutional weaknesses, resulting in inefficiency and a disconnect between skills training programs and the labor market. See the corresponding section under ADB's <a href="#">"Skills for Employment"</a> profile for more background on Nepal's TEVT ecosystem.
<b>Selection process</b>	Other – Criteria/Selection Committee	
<b>Service provider and implementing agency</b>	<b>Service provider status</b>	Public, Private, Other – Community
	<b>Service provider description</b>	Around 30 public, community, and private institutions and 8 annex programs provide technical training at the Technical School Leaving Certificate and Diploma levels.

		Both public and private vocational training providers offer short-term vocational training in preparation for domestic and international labor markets.
	Prefinancing source	Not specified
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Ministry of Education
	Implementing agency description	The Ministry of Education is overseen by a Coordination Committee at the national level, which coordinates interaction between ministries. Implementation activities are carried out the Project Secretariat.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$50m IDA contribution (\$20.25m grant, \$29.75 loan)
	Funding description/breakdown	\$17.5m for strengthening technical education, \$22.7m for supporting vocational education
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Means-tested, Other
	Targeting description	<p>The project targets disadvantaged youth, specifically: poor, women, low-caste, and marginalized individuals (e.g. disabled).</p> <p>An incentive structure encourages vocational training providers to target women and disadvantaged populations, by providing 100% of the training cost to cover training of poor, lowest-caste beneficiaries, disabled beneficiaries, and other special groups; 80% of training costs to cover poor men from low-castes and disadvantaged regions and poor women of all other castes; and 60% of training costs to cover poor men from all other castes.</p> <p>As of 8/1/14, targets for inclusion of disadvantaged groups had been met or were close to being met. See the Implementation Status and Results report for details regarding target group inclusion.</p>
<b>Outputs</b>	Output categories	Enrollment, Other – Employment rate
	Description of outputs	Employment rate of beneficiaries 3 and 6 months after graduation from program; enrollment in training programs
	Number of planned beneficiaries	75,000 beneficiaries

	Number of actual beneficiaries	Total number not provided
	Number of planned outputs	75,000 beneficiaries (47,500 in technical training and 27,500 in vocational training, 10,000 of which in voucher program); 70% of program graduates employed 6 months after completing training (3 month figures not provided)
	Number of actual outputs	26,888 beneficiaries in vocational skills training (information regarding number of actual technical training beneficiaries not provided); 63% of graduates employed 6 months after training completion (3 month figures not provided)
	As of (date)	08/14
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	\$200,000 per institution over the course of the project (maximum)
	Disbursement trigger 1 - Description	<p>Payment is made to training providers upon agreed performance indicators regarding quality, access, relevance, and equity of education provided (e.g. proportion of disadvantaged groups enrolled); for some of these indicators, failure to meet the target will make the provider ineligible to receive payment. Indicators include: number of days classes were conducted; seat utilization; pass rates; percentages of students who are female, from disadvantaged groups, and from disadvantaged regions; and the employment rate of beneficiaries 6 months after completing training.</p> <p>Indicators for private vs. public institutions were different during the first two years of the program, but were made equivalent during the third year of the program in order to “level the playing field” (Appraisal Report).</p>
	Disbursement trigger 2 - Amount (unit)	Varies by provider (details not specified)
	Disbursement trigger 2 - Description	<p>In 3 selected districts, payments consist of reimbursing vocational training providers for voucher costs. In 15 districts, vouchers are not used and providers are paid in the same results-based fashion.</p> <p>Payment is made in the following installments: at the beginning of training (10%); after training has been completed (40%); 3 months after graduation, if the trainee is employed (25%); and 6 months after graduation, if the trainee is employed (25%). (See page 42 of the Appraisal Report for more detail.)</p> <p>Cost varies by provider, as well as by type and location of the program. The payment covers the cost of training as well as a bonus for placing graduates into employment.</p>

<b>Monitoring and Verification</b>	Data collection - description	The Project Secretariat is responsible for information reporting and analysis, including routine monitoring, regular reviews, a midterm review, a completion review and evaluation, and impact evaluations.
	Independent verification?	No
	Verification agency type	N/A
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	N/A
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The project is implemented and overseen by the Ministry of Education.
		Capacity building of the TEVT sector is a designated component of the broader project, including strengthening CTEVT's regulatory activities and strengthening the activities of the National Skills Testing Board.
	Capacity building	Technical and vocational providers will also be strengthened, through improving management and facilities as well as training skills trainers.
	Mitigating performance risk	Payments are only in part based upon the subsequent employment of trainees, which may be out of the control of the training providers.
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The project is consistent with Nepal's Three Year Interim Plan, which contains goals of improving all education levels.
	Donor enabling environment and safeguards	The World Bank has prior experience in TEVT in South Asia, and its involvement is intended to complement and amplify the efforts of other donors also involved in supporting TEVT in Nepal (ADB, DFID, SDC, USAID).
	Challenges, lessons learned, success factors, and recommendations	Not specified
	Sustainability outlook	The Project Appraisal document identifies ownership, financial viability, and results from evaluations as key determinants of future project sustainability. (Analysis of these factors is not provided).
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2011. "Project Appraisal Document. Nepal: Enhanced Vocational Education and Training Project (EVENT)." Report No. 590308-NP.
	Resource 1 - link	

	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2014. "Implementation Status and Results. Nepal: Enhanced Vocational Education and Training." 9/15/14. Report No. ISR15964.
	Resource 2 - link	



<b>Overview</b>	Project name	<b>Skills Development Project</b>
	Region	South Asia (SA)
	Country	Nepal
	Education subsector	Vocational
	Funder	ADB, Government of Nepal
	Year launched	2013
	Project status	Implementation
	Project objective	Improve the quality of publicly delivered job training, increase private sector involvement in job training and placement services, and improve the management and performance of the government's Technical and Vocational Education and Training (TVET) system generally. Through basic and mid-level training programs, close the skills gap by providing skills for people with low formal educational attainment and limited work experience.
	OBA approach	<p>Performance-based contracts will be made with the private training providers, where 50% of the contract payment is dependent on employment outcomes of trainees.</p> <p>Performance-based contracting will not be used for public providers; however, an incentive structure for these providers (details not specified) will be developed at the start of project implementation.</p>
Background and rationale	<p>In Nepal, formal technical and vocational education and training (TVET) is provided by both public and private providers (public institutes, vocational schools within public secondary schools, and privately-run publicly-affiliated providers). The number of private providers is much greater than public providers (450 vs. 100) and has increased in the last decade.</p> <p>The Council for Technical Education and Vocational Training (CTVET) is the overseeing government body, providing regulatory oversight and service provision through affiliated centers.</p> <p>There is a gap between job vacancies available in Nepal and the skills of job seekers, many of whom lack the necessary skills; a well-functioning TVET system can help address this issue. Shortcomings of the current TVET system include: available spots in TVET programs are not currently sufficient to meet demand; programs tend to be located in urban areas, and women and disadvantaged groups face higher barriers to accessing the programs because of factors including costs, opportunity costs, and distance; programs are outdated and not relevant to the current labor market; according to the ADB Project Proposal, CTVET management of the TVET system is not well-coordinated and needs improvement.</p>	

	Selection process	Not specified
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	Privately-run, publicly-affiliated providers will provide 3-month long basic training programs. Other providers not covered in the OBA approach include public institutions and vocational programs within secondary schools; public providers will provide basic training as well and 10 selected providers will be supported to offer mid-level training. Emphasis is placed on the fields of construction, manufacturing, and basic services where there is a high demand for basic and mid-level skills.
	Prefinancing source	Not specified
	Prefinancing description	Not specified
	Implementing agency same as service provider?	No
	Implementing agency	The Council for Technical Education and Vocational Training (CTVET)
	Implementing agency description	A project implementation unit will be established under the CTVET. The Ministry of Education will be the executing agency, and a TVET sector development unit will be established under it. A project steering committee will coordinate between ministries and oversee implementation.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$20m (of \$25m project total)
	Funding description/breakdown	62% (\$15.7m) for supporting basic- and mid-level skills training programs; 38% for remaining components (of total amount)
	% disbursed	N/A (no documentation on program launch to date)
	Average subsidy per capita	\$349 (for target number of beneficiaries, of total amount for skills training component)
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	Basic skills training programs will target women and disadvantaged groups, with a goal of enrolling 40% women and 30% from disadvantaged groups.
<b>Outputs</b>	Output categories	Other – Additional places made available, Training completion, Employment
	Description of outputs	Additional places available for basic skills training; completion of training by beneficiaries; employment of program graduates
	Number of planned beneficiaries	45,000 trainees
	Number of actual beneficiaries	N/A

	Number of planned outputs	45,000 additional places for basic skills training (36,000 by private providers and 9,000 by public providers); 10,000 additional places for mid-level skills training (at public providers)
	Number of actual outputs	N/A
	As of (date)	N/A
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Two milestone payments are disbursed to providers following verification of training completion rates and employment outcomes of trainees 3 and 6 months after training. Greater payments will be made for training and job placement of women and disadvantaged groups.
<b>Monitoring and Verification</b>		M&E is a primary focus of the project, with one component providing support to the Project Coordination and Implementation Units to conduct rigorous M&E through establishing regional M&E teams, an M&E database, reporting mechanisms, etc.
	Data collection - description	Monitoring of training provision and employment will be conducted by regional monitoring teams.
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	A third party will be used to verify employment information (details not provided).
<b>Results and evaluation</b>	Program results and outcomes	The intended outcome is the creation of a market-responsive, social- and gender-inclusive TVET system.  The rate of return on investment is projected to be 35%.
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The Ministry of Education will oversee the results framework, sector road map, the TVET fund, and the TVET sector development unit. The CTVET will oversee and implement all remaining activities.
		The project will generally strengthen the ability of CTVET and the Ministry of Education to operate the TVET system, and will provide support to the CTVET to use monitoring and performance-based contracting.  Capacity building of local providers may be offered by larger providers to enable smaller providers to enroll increased numbers of trainees.
	Capacity building	
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes

	Enabling environment - national and local level	<p>While neither the capacity of existing institutions nor the political environment will support large-scale regulatory reforms of or investment in the system, the CTVET Act of 1988 allows for reforms without regulatory changes; small-scale reforms can enable better coordination throughout the system. In addition, this can serve as an entry point for donors to support larger-scale reforms in the future.</p> <p>The project is in line with Nepal's Three Year Plan 2011-13, which emphasizes a need for more skills training.</p>
	Donor enabling environment and safeguards	The project is in line with ADB's country partnership strategy 2010-12, and does not activate any safeguard policies.
	Challenges, lessons learned, success factors, and recommendations	N/A
	Sustainability outlook	The Project Proposal projects that the government of Nepal should have the capacity to fund the project following its completion, given the efficiency improvements the project will make in the TVET system and the greater number of fee-based programs.
	Additional information	This project expands upon the work done in TVET in Nepal through ADB's Skills for Employment Project, DFID's Employment Fund, and the World Bank's Enhanced Vocational Education and Training Project by expanding to include basic skills training.
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	ADB. 2013. "Proposed Grant. Nepal: Skills Development Project." Report and Recommendation of the President to the Board of Directors. Project No. 38176.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	ADB. 2013. "Project Administration Manual. Nepal: Skills Development Project." Project No. 38176.
	Resource 2 - link	

<b>Overview</b>	Project name	<b>Skills for Employment Project</b>
	Region	South Asia (SA)
	Country	Nepal
	Education subsector	Vocational
	Funder	ADB
	Year launched	2006
	Project status	Closed
	Project objective	Increase opportunities for short-term skills training, by supporting skills training provision and awareness of program availability, capacity building of relevant government agencies, and supporting sector-specific policy development.
	OBA approach	Performance-based contracts were used to disburse funding to private providers of short-term skills training programs. Support for public providers was planned to be disbursed against agreed-upon performance indicators (details not specified).
	Background and rationale	<p>High unemployment in Nepal and lack of opportunities for social mobility at the time of project appraisal were seen as causes of poverty, income inequality, and conflict. Access to skills training programs was limited for women, low-caste, poor, and disadvantaged groups, and training was often not relevant to the current labor market. Improved and increased delivery of short-term training programs was seen as one way to approach this issue.</p> <p>The technical education and vocational training (TEVT) system in Nepal offers short-term vocational training and long-term technical education (for which entrants need to have passed grade 10). The government is the primary provider of training and approximately 50,000 places are available each year. However, long-term training programs are not accessible to those who have not graduated from grade 10, which is the majority of individuals needing training, and is particularly the case among women, the poor, low-caste and disadvantaged groups, who tend to have lower education levels. Short-term training programs are limited and largely restricted to urban areas, and enrollment is discouraged due to costs and opportunity costs. This project aimed to increase access of the poor and disadvantaged to short-term training opportunities, while also strengthening the broader TEVT system.</p>
Selection process	Competitive Bidding	
<b>Service provider and</b>	Service provider status	Public, Private
	Service provider description	Public and private providers offered market-oriented, short-term skills training programs, which lasted for up to 6 months.

<b>implementing agency</b>	Prefinancing source	Not specified
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Council for Technical Education and Vocational Training (CTEVT), overseen by the Ministry of Education (the executing agency).
	Implementing agency description	CTEVT provides support to public and private training providers, ensures quality of training, and runs some training programs.  A Project Implementation Unit was established under the CTEVT to coordinate and manage project activities.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$25m (Appraisal estimate)
	Funding description/breakdown	\$16.9m (87%) to support skills training provision and awareness (of total financed)
	% disbursed	78%
	Average subsidy per capita	\$332 (using skills training provision and awareness component)
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	The project targeted the poor, female, low-caste, and disadvantaged, with the goal being to have at least 60% of trainees be women (at least 50%), low-caste (at least 25%), or disadvantaged. These targets were reached, with 53.8% of graduates being women, 25.5% low-caste, and 79.4% from disadvantaged groups.
<b>Outputs</b>	Output categories	Other - Completion of training, Employment
	Description of outputs	Trainees completing short-term skills training programs
	Number of planned beneficiaries	80,000 trainees (revised to 55,000 during implementation)
	Number of actual beneficiaries	50,944 trainees
	Number of planned outputs	80,000 trainees (public/private breakdown targets not provided); increase in enrollment in CTEVT training programs by 25%; 50% of trainees employed within one year of graduation.
	Number of actual outputs	50,944 trainees (43,404 through private providers, 7,549 through public providers); increase in enrollment in CTEVT training programs by 37%; 61.3% of trainees employed within one year of graduation.
	As of (date)	07/2013

<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	Not specified
	Disbursement trigger 1 - Description	Performance-based contracts with private training providers were based on performance indicators, such as skills standards, employment, and income generated by trainees (details not specified) and included incentive payments.
	Disbursement trigger 2 - Amount (unit)	Not specified
	Disbursement trigger 2 - Description	Payments disbursed to public training providers were based on performance indicators, such as skills standards, employment, and income generated by trainees (details not specified and implementation not confirmed).
<b>Monitoring and Verification</b>	Data collection - description	Five regional M&E teams were established and supported by independent M&E experts (details not specified).
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	The project increased enrollment in short-term skills training by 37%, expanded access of training programs to poor and disadvantaged groups (enrolling high percentages of women and low-caste and disadvantaged groups), and placed a majority of the graduates into employment within one year of graduation.  The project helped to strengthen the TEVT system, allowing for greater ability to improve the system in the future.
	Evaluation conducted?	Yes
	Evaluation description and results	Independent “tracer studies” were conducted to determine employment outcomes of graduates.
	Government involvement	The project was implemented by the Council for Technical Education and Vocational Training (CTEVT) and overseen by the Ministry of Education.
<b>Stakeholder Arrangements</b>	Capacity building	One component of the project (outside of the component highlighted in this profile) was focused on capacity building of government agencies involved in the TEVT system in areas including monitoring, technology use, curriculum development, training providers, and coordination. This component also included strengthening training providers, through supporting staff management trainings, facility upgrades, and other components.
	Mitigating performance risk	Not specified
	Implemented as part of larger aid package?	Yes
<b>Macro-level Considerations</b>	Enabling environment - national and local level	The project was in line with the government of Nepal’s strategy in its Tenth Five-Year Plan (2002-07), which outlined the strengthening of technical and vocational education programs particularly for women, poor and disadvantaged groups.

	Donor enabling environment and safeguards	The project was in line with ADB's Country Strategy and Program 2005-09 in its emphasis on inclusive human and social development.
	Challenges, lessons learned, success factors, and recommendations	<p>Challenges included:</p> <ul style="list-style-type: none"> <li>- It was difficult to enroll women in programs relating to male-dominated industries.</li> <li>- Even though a stipend was provided to cover the cost of training, poor individuals were often not able to move from rural to urban locations to take advantage of the training.</li> <li>- Women with children had difficulty accessing training programs as they had to take care of their children; child care facilities should be available at centers.</li> </ul> <p>Lessons learned included:</p> <ul style="list-style-type: none"> <li>- Target enrollments for disadvantaged groups may vary by industry area and training location.</li> <li>- Strong ownership of project by all involved actors is needed.</li> </ul> <p>Recommendations include:</p> <ul style="list-style-type: none"> <li>- Projects should continue to set targets for gender, caste, and ethnicity inclusion.</li> <li>- Additional support following graduation, in addition to employment support, should be provided to program graduates (e.g. making loans, borrowing tools, savings groups, etc.).</li> </ul>
	Sustainability outlook	The project completion report assesses the project as "likely to be sustainable," as the project is currently being replicated in Nepal by other development funders. In addition, some aspects of the project have been incorporated into Nepal's TEVT policy.
	Additional information	Methods used in this project have been adapted by other projects including DFID's Employment Fund, the World Bank's Enhanced Vocational Education and Training, and ADB's Skills Development Project. All projects use similar performance-based contracting.
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	ADB. 2013. "Completion Report. Nepal: Skills for Employment Project." Project No. 36611-013.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	ADB. 2004. "Nepal: Skills for Employment Project." Report and Recommendation of the President.
	Resource 2 - link	



<b>Overview</b>	Project name	<b>Lagos Eko Secondary Education Support Project</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Nigeria
	Education subsector	Lower secondary, Upper secondary, Vocational
	Funder	World Bank
	Year launched	2009
	Project status	Implementation
	Project objective	Improve the quality of junior and senior secondary schools in Lagos State by providing school grants, performance-based incentives, teacher training, and standardized testing to 637 public schools, as well as grants for private partnerships to five technical colleges.
	OBA approach	One component of the project consists of performance awards, which are given to the top 40% of schools showing quality improvements consisting of: improvements in composite scores on standardized tests in English, math, science compared to the previous year; significant improvement in teacher attendance; and evidence of school management committee participation.
	Background and rationale	<p>State and local governments are primarily responsible for providing primary and secondary education, while federal government is responsible for providing post-secondary education. Primary and secondary education is free in Lagos State. Poorer families tend to send their children to public schools, while middle- and high-income families tend to send their children to private schools. Though primary completion rates are high, about half of children from the poorest families do not attend secondary school, and out-of-school youth is a large problem. Challenges faced by the education sector in Lagos include: low access of poor students to junior and senior secondary education, low quality of education at all levels (leading to lack of developing skills needed for employment), not enough funding, and low capacity for M&amp;E.</p> <p>The rationale for the World Bank’s involvement in Lagos consisted of the following reasons: strong political commitment to and ownership of the education sector, high poverty levels, importance to Nigeria’s economic growth, and history of Bank support in Lagos.</p>
Selection process	Not specified	
<b>Service provider</b>	Service provider status	Public
	Service provider description	Public junior and senior secondary schools, as well as five technical colleges.

		At the school level, the project is overseen by a project implementation committee, consisting of school leadership, teachers, and community representatives. This committee is responsible for preparing an improvement plan, supporting data collection and M&E, and managing grant procurement and implementation.
	Prefinancing source	Aid, Other
	Prefinancing description	Schools operate with funding from the government as well as support from other components of this project.
	Implementing same as service provider?	No
	Implementing agency	Lagos State Ministry of Education
	Implementing agency description	The state Ministry of Education is responsible for project execution, and the federal Ministries of Education and Finance (FMoE) have oversight of the project. The MoE also helps to coordinate and monitor the project, and is responsible for some implementation.
<b>Funding</b>	Funding sources	Multilateral/bilateral
	Total funding	\$91.2m
	Funding description/breakdown	Award component: \$10.3m
	% disbursed	76% (of total)
	Average subsidy per capita	\$144 (for 634,385 actual beneficiaries)
<b>Targeting</b>	Geography	Urban
	Targeting	Other – school-based
	Targeting description	The project aimed to target poorer students, and so focused on public secondary schools due to the high dropout rate between primary and junior secondary schools and junior to senior secondary schools for poorest students.
<b>Outputs</b>	Output categories	Test scores, Other - Teacher Attendance, School management committee participation
	Description of outputs	Improvement of junior and senior secondary students on standardized tests in English, Math and Science; teacher attendance; organization and participation of school management committee.
	Number of planned beneficiaries	583,900 students (637 schools); >7,000 teachers and administrators
	Number of actual beneficiaries	583,900 students (637 schools); 42,487 teachers; 7,998 administrators
	Number of planned outputs	Increase in secondary students passing West Africa Senior Secondary Certificate Examination in English, Math, and Biology from 41% to 45% (41% to 50% in English, 41% to 49% in Math, and

		<p>41% to 37% in Biology); increase in junior secondary students receiving credit on Junior Secondary School Exams in English, Math, and Integrated Science from 41% to 45% (32% to 45% in English, 31% to 35% in Math, 27% to 31% in Integrated Science); 50% of schools reporting above 80% of teacher attendance.</p> <p>Information not provided on school management committee participation targets.</p>
	Number of actual outputs	<p>Increase in secondary students passing West Africa Senior Secondary Certificate Examination in English, Math, and Biology from 41% to 84% (41% to 85% in English, 41% to 84% in Math, and 41% to 85% in Biology); increase in junior secondary students receiving credit on Junior Secondary School Exams in English, Math, and Integrated Science from 41% to 60% (32% to 70% in English, 31% to 45% in Math, 27% to 65% in Integrated Science); 97% of schools reporting above 80% of teacher attendance.</p> <p>Information not provided on school management committee participation results.</p>
	As of (date)	11/14
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	\$13,000 per school
	Disbursement trigger 1 - Description	<p>Awards are given to schools that have demonstrated improvements in standardized test scores (from the previous year), teacher attendance, and organization and participation of school management committee.</p> <p>Funds transferred directly to schools are sent through the school bank account.</p>
<b>Monitoring and Verification</b>		<p>M&amp;E is overseen by the Lagos Ministry of Education, specifically by the Project Support Unit in the Commissioner for Education's office. Zonal project administrators are assigned to help schools collect and maintain data (as well as provide broader implementation support). Data is collected from the education information management system, school surveys, school assessments, progress reports and exam result data. M&amp;E officers at the district level collect school data and provide district-level reports, which are further consolidated at the state level.</p> <p>Because the current data collection system faces challenges, technical assistance is provided to strengthen education information management systems.</p> <p>The establishment of a standardized testing system, one component of the project, enables data collection on and assessment of student learning.</p>
	Data collection - description	
	Independent verification?	No

	Verification agency type	Government
	Verification - description	Zonal project administrators, senior government education officers at the district level, are responsible for verifying data collected.
<b>Results and evaluation</b>	Program results and outcomes	As of 2014, 90% of schools have shown improvement, with grades on senior secondary exams improving since 2009 from 41% to 85% (English), 57% to 84% (Math), and 52% to 85% (Biology). Junior secondary exam scores also improved.
	Evaluation conducted?	Not specified
	Evaluation description and results	Impact evaluations were planned to be conducted using an RCT in the first and third years of the project (results not available).
<b>Stakeholder Arrangements</b>	Government involvement	<p>A national education sector steering committee, managed by FMoE, provides annual reviews and discussions of project performance and implementation.</p> <p>A state project advisory committee oversees implementation.</p> <p>At the district level, the tutor general/permanent secretary in each district coordinates project activities and provides oversight. Districts are supported by zonal project administrators, education officers responsible for assisting multiple schools in implementing the programs.</p>
	Capacity building	<p>The project plans to strengthen the capacity of schools, districts, and the state Ministry of Education to plan, manage, and monitor service delivery.</p> <p>One component of the project consists of strengthening Nigeria's post-basic education strategy. Most components have a capacity building aspect.</p>
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	Lagos state government had demonstrated commitment and ownership in developing the education sector. They had laid out an Education Sector Plan that aimed to provide "accessible, equitable, quantitative and qualitative education for all" and strengthen education at all levels from ECD to tertiary.
	Donor enabling environment and safeguards	The project supports the main objectives of the World Bank's Nigeria Country Partnership Strategy. The program did not trigger safeguard policies with the exception of possible minor negative environmental impacts from school building renovation.
	Challenges, lessons learned, success factors, and recommendations	Lessons learned from previous World Bank education projects in Nigeria include: the project should be based on the state's education sector plan; the implementation plan should be well-prepared; the Federal Ministry of Education should have a role and funding; state ownership of and commitment to the project should

		be strong; a rigorous monitoring and evaluation system should be in place to enable tracking results and making changes if needed.
	Sustainability outlook	Federal and state governments are committed to education improvement and there is support for programs from the World Bank. The sustainability of the program will depend on the effectiveness of the program and government willingness to allocate funding for program costs; however, this program should amount to a relatively small amount of the Lagos education budget, making the likelihood of its adoption promising, if the program is effective.
	Additional information	<p>The project was initially supposed to run through 2013 but has been extended through 2015.</p> <p>The lending instrument used was a specific investment loan (SIL). The Bank considered using SWAp but decided against it (see page 12 of Appraisal Report for more information).</p> <p>The Bank is partnering with DFID's ESSPIN program as well as with USAID and AfDB, and possibly IFC.</p>
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2009. "Project Appraisal Document. Lagos Eko Secondary Education Project."
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2014. "Implementation Status & Results Report. Lagos Eko Secondary Education Project."
	Resource 2 - link	

<b>Overview</b>	Project name	<b>Balochistan Education Support Project</b>
	Region	South Asia (SA)
	Country	Pakistan
	Education subsector	Primary
	Funder	World Bank
	Year launched	2006
	Project status	Closed
	Project objective	Promote public-private and community partnerships to increase primary education quality and access, particularly for girls, through 1) establishing community schools in rural areas, 2) supporting new private schools, and 3) building capacity of the Balochistan Education Foundation, implementing partners, teachers, and parent committees.
OBA approach	Implementation partners managing established private schools received monthly per-student subsidies based on student enrollment and attendance.  In addition, within the capacity building component, teachers may have been provided with financial incentives (such as salary increases) linked to performance. (Details not specified; implementation not confirmed).	
Background and rationale	Balochistan is the poorest of Pakistan's four districts, with three-quarters of the population living in rural areas and a literacy level of 37% at the time of project appraisal. Some districts had very low literacy and primary enrollment rates (e.g. 4% and 2% respectively), and enrollment rates for girls lagged behind those of boys. This project aimed to improve primary school completion and enrollment rates and reduce gender gaps, through testing public-private and community partnership arrangements.	
Selection process	Other - Eligibility criteria	
<b>Service provider and implementing agency</b>	Service provider status	Private
	Service provider description	Private schools were established in areas where there were at least 50 children ages 4-9 out of school and there was no government primary school or school for girls within one mile. Schools charged low fees.
	Prefinancing source	Aid
	Prefinancing description	Private school operators received part of their payment via monthly subsidies based on student enrollment and attendance, but the remaining payment was disbursed in annual per-student subsidies for facilities and materials.
	Implementing agency same as service provider?	No

	Implementing agency	Balochistan Education Foundation (BEF)
	Implementing agency description	BEF is a financing body set up by the Government of Balochistan that worked with implementing partners (i.e. private school operators) to conduct project activities.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$22m
	Funding description/breakdown	\$13.9 supporting community schools, \$2.1m to support new private schools, and \$4.2m for capacity building.
	% disbursed	Not specified
	Average subsidy per capita	\$94 per student (private school component)
<b>Targeting</b>	Geography	Urban, Peri-urban
	Targeting	Self-selection
	Targeting description	Previous experience in Balochistan has shown that low-fee private schools attract poor students.  When selecting schools, preference was given to schools working to increase female enrollment.
<b>Outputs</b>	Output categories	Attendance, Enrollment, Test scores, Other
	Description of outputs	Increases in private school student enrollment, attendance, completion, and teacher attendance rates, as well as improvements in student performance in project schools on Language and Math exams.
	Number of planned beneficiaries	15,500 new students enrolled in private schools
	Number of actual beneficiaries	22,381 new students enrolled in private schools
	Number of planned outputs	Increased private school student enrollment by 15,500 students; 70% private school attendance rate; 70% private school grade completion rate; 90% private school teacher attendance rate; 3% and 5% increases in student performance in Language and Math (respectively) in private and community schools.
	Number of actual outputs	Increased private school student enrollment by 15,500 students; 87% private school attendance rate; 85% grade private school completion rate; 96% private school teacher attendance rate; 16.2% and 9.6% increases in student performance in Language and Math (respectively) in private and community schools.
	As of (date)	12/2010
	Disbursement trigger 1 - Amount (unit)	\$3.30/student/month

<b>Disbursement triggers</b>	Disbursement trigger 1 - Description	Enrollment subsidies of Rs 200 (\$3.30) per child per month were provided, decreasing by Rs 30 each year of BEF support. Funds were provided to service providers through BEF.
	Disbursement trigger 2 - Amount (unit)	\$1.65/student/month
	Disbursement trigger 2 - Description	Attendance bonuses of Rs 100 (\$1.65) per child per month were provided. Funds were provided to service providers through BEF.
<b>Monitoring and Verification</b>	Data collection - description	Monitoring of private schools was conducted by BEF field supervisors and was validated, processed, and analyzed by BEF.
	Independent verification?	No
	Verification agency type	N/A
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	See “actual outputs” category; additional information not available.
	Evaluation conducted?	Not specified
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The government of Balochistan oversaw project implementation by BEF and provided funding for community schools that was disbursed through BEF.
	Capacity building	A dedicated component of the project focused on capacity building of BEF and its partners through initiatives including teacher training, education material provision, and financial support for BEF.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The government of Balochistan was supportive of the approach taken in this project and willing to test different models to improve education delivery.  Before this project began, private schools were not as common in Balochistan compared to other districts of Pakistan.
	Donor enabling environment and safeguards	The project fit into the World Bank’s Country Assistance Strategy, specifically relating to improving lives, protecting the vulnerable, and improving delivery of education. No safeguard policies were triggered except for an Environmental Assessment Policy.
	Challenges, lessons learned, success factors, and recommendations	Not specified
	Sustainability outlook	Private schools received subsidies over the course of the project and were expected to fund themselves after the end of the project for sustainability purposes, with possible intermittent support from BEF if expanding. This approach has been seen to work in



		previous World Bank experience in Balochistan (through the Balochistan Primary Education Project).
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2006. "Project Appraisal Document. Pakistan. Balochistan Education Support Project." Report No. 34999-PK.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	World Bank. 2014. "Implementation Status & Results. Pakistan: Balochistan Education Support Project – BESP." Report No. ISR15742. Sequence 17. July 30, 2014.
	Resource 2 - link	
	Resource 3 - type	Donor report
	Resource 3 - citation	World Bank. 2011. "Implementation Status & Results. Pakistan: Balochistan Education Support Project – BESP." Report No. ISR1218. Sequence 10. Jan 3, 2011.
	Resource 3 - link	

<b>Overview</b>	Project name	<b>Punjab Education Foundation – Foundation Assisted Schools Program</b>
	Region	South Asia (SA)
	Country	Pakistan
	Education subsector	Primary, Lower secondary, Upper secondary
	Funder	Government of Punjab, World Bank, DFID, and CIDA.
	Year launched	2005
	Project status	Implementation
	Project objective	Support the private sector in providing quality education to students from poor families.
	OBA approach	The Foundation Assisted Schools program, a public-private partnership funded by the Government of Punjab, provides per-student subsidies to low-cost private schools, conditional upon schools meeting quality standards and providing free tuition to students. Schools that do not meet target pass rates on standardized exams twice in a row are discontinued from the program. In addition, performance incentives may be paid to schools and/or teachers with high pass rates.
	Background and rationale	In Pakistan, low-cost private schools are often perceived as offering higher-quality education than public schools and have grown increasingly popular, particularly in rural and poor urban neighborhoods. The government saw low-cost private schools as an avenue to reach students from low-income families and improve education quality.
<b>Service provider and implementing agency</b>	Selection process	Other
	Service provider status	Private
	Service provider description	Low-cost private schools in the program receive per-student monthly subsidies and must provide free tuition and meet student performance standards (a certain percentage of students must pass a biannual Quality Assurance Test). Schools must adhere to the national curriculum, and meet additional conditions including only conducting one class per classroom at a time, not exceeding a teacher-student ratio of 1:35, providing adequate facilities and infrastructure, and not conducting after-hours classes or tutoring. To be selected to participate in the program, a school must demonstrate that 2/3 of its students pass a screening test.
	Prefinancing source	Other
	Prefinancing description	Schools may use monthly disbursements as ongoing funding.
	Implementing agency same as service provider?	No
	Implementing agency	Foundation Assisted Schools Program

	Implementing agency description	<p>The Foundation Assisted Schools Program (FAS), run by the Punjab Education Foundation, is a public-private partnership funded by the Government of Punjab and launched in 2005. FAS provides per-student subsidies to low-cost private schools, conditional upon schools meeting quality standards and providing free tuition to students.</p> <p>The program began in 54 schools in 7 districts in 2005; as of 2012, it was serving over 1 million students in upwards of 29 districts of Punjab.</p> <p>PEF is run by a government-appointed Board of Directors, consisting mostly of representatives from the private sector.</p>
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$29m (2012 total program budget)
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	\$29 (approximate based on 2012 budget figure)
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	N/A
<b>Outputs</b>	Output categories	Test scores
	Description of outputs	At each school, 2/3 of students must achieve grades of at least 40% on the Quality Assurance Test (QAT) to remain in the program.
	Number of planned beneficiaries	Not specified
	Number of actual beneficiaries	Over 1 million students
	Number of planned outputs	Not specified
	Number of actual outputs	Over 1 million students; 1,779 schools
	As of (date)	10/2012 (students figure), 6/2010 (schools figures)
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	\$3 per student (approximate)
	Disbursement trigger 1 - Description	Monthly per-student subsidies are paid to schools. Schools are free to determine how payments received under the program are used.
	Disbursement trigger 2 - Amount (unit)	Not specified

	Disbursement trigger 2 - Description	Performance incentives are paid to schools and/or teachers for good performance (details not specified; implementation not confirmed).
<b>Monitoring and Verification</b>	Data collection - description	To discourage gaming the system, multiple versions of the QAT are prepared and test versions and grades tested vary by school, with the school not being notified of the grades that will be tested until the day of the exam.
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	The program has shown improved student performance and school infrastructure in participating schools (see “Evaluation description and results” for more information).  Cost-effectiveness analysis calculated that this program is one of the cheapest interventions in developing countries resulting in improvement in enrollment rates.
	Evaluation conducted?	Yes
	Evaluation description and results	Multiple evaluations were conducted by Barrera-Osorio and Raju of the World Bank (2010 and 2011). The 2011 evaluation found that nearly all schools threatened with being removed from the program (i.e. failing to meet the required pass rate during one testing round) raised their scores during the following round to meet the targets, but did not raise scores any higher than necessary (the program has since been regularly raising passing requirements in order to encourage continuous improvement). The 2010 evaluation found that schools that tested just above the minimum pass rate and entered the program later improved their facilities and student performance, compared to schools that tested just below the required pass rate, and thus were excluded from the program.
<b>Stakeholder Arrangements</b>	Government involvement	The program is funded by the government of Punjab and run by the government-supported Punjab Education Foundation.
	Capacity building	Not specified
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	N/A
	Enabling environment - national and local level	Low-cost private schools, popular in Pakistan, tend to be attractive for poor families, which perceive them as offering higher-quality education than public schools.
	Donor enabling environment and safeguards	N/A

	Challenges, lessons learned, success factors, and recommendations	<p>Success factors include: strict program entrance requirements for potential schools; the real threat to schools of losing the subsidy if targets were not met (which motivated schools to improve performance); management by PEF.</p> <p>Challenges include: targeting poor students in remote areas; discouraging transfer of students from public to private schools in the program.</p> <p>See Malik 2010 for more takeaways from an analysis of FAS.</p>
	Sustainability outlook	The program is currently supported and run by the Government of Punjab.
	Additional information	The Foundation Assisted Schools Program is and has been supported by the World Bank, DFID, and CIDA.
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2012. "From Evidence to Policy. Pakistan: Can Low-Cost Private Schools Improve Learning?" Learning what works. Human Development Network.
	Resource 1 - link	
	Resource 2 - type	Evaluation
	Resource 2 - citation	Barrera-Osorio, F and Raju, D. 2011. "Evaluating Public Per-student Subsidies to Low-Cost Private Schools: Regression-Discontinuity Evidence from Pakistan." The World Bank and Human Development Network.
	Resource 2 - link	
	Resource 3 - type	Evaluation
	Resource 3 - citation	Barrera-Osorio, F and Raju, D. 2010. "Short-run Learning Dynamics under a Test-based Accountability System: Evidence from Pakistan." The World Bank and Human Development Network.
	Resource 3 - link	
	Resource 4 - type	Other
	Resource 4 - citation	Punjab Education Foundation website. "Foundation Assisted Schools (PEF-FAS)."
	Resource 4 - link	<a href="http://www.pef.edu.pk/pef-departments-fas-overview.html">http://www.pef.edu.pk/pef-departments-fas-overview.html</a>
	Resource 5 - type	Other
	Resource 5 - citation	Malik, A.B. 2010. "Public-Private Partnerships in Education: Lessons Learned from the Punjab Education Foundation." ADB.
	Resource 5 - link	
Resource 6 - type	Other - review	
Resource 6 - citation	LaRocque, N. 2008. "Public-Private Partnerships in Basic Education: An International Review." Page 39. CfBT Education Trust.	
Resource 6 - link		

<b>Overview</b>	Project name	<b>Social Protection Development Project</b>
	Region	South Asia (SA)
	Country	Pakistan
	Education subsector	Vocational
	Funder	ADB, Government of Pakistan
	Year launched	2014 (planned)
	Project status	Planned
	Project objective	Support the Benazir Income Support Program (BISP), the government of Pakistan's safety net program, in expanding its cash transfer programs, strengthening and rolling out its health insurance program, and strengthening its skills development program.
	OBA approach	A performance allocation will be made available to the Benazir Income Support Program, the implementing agency, in the skills development component (as well as the health insurance component). Disbursal of the performance allocation will be based in part upon performance relating to targets including employment rates and number of beneficiaries trained by training providers. (Note: performance-based payments are not made directly to service providers, as in other examples in this database, however outputs remain under the control of the service providers).
Background and rationale	The current skills training program implemented by BISP, Waseela-e-Rozgar (WER), which offers training to families receiving cash transfers, is very expensive and often taught above the level of those attending (who are often partially or totally illiterate). This program will improve the cost-effectiveness, targeting, and effectiveness of WER.	
Selection process	Not specified	
<b>Service provider and implementing agency</b>	Service provider status	Public, Private
	Service provider description	WER provides 4-6 month, center-based formal skills training programs through public and private providers. Skills training will be provided through WER with ADB's support initially in 13 districts and then expanded to additional districts over the course of the project.  Community- and enterprise-based training will also be offered, which will be less expensive and shorter, so as to be more relevant to certain beneficiaries (e.g. women in rural areas).
	Prefinancing source	Not specified
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Benazir Income Support Program (BISP)

	Implementing agency description	<p>BISP is the government of Pakistan's social safety net program. Its primary program is a cash transfer program for poor families, and it also runs health insurance, skills training, and small business loan programs. The skills training program, Waseela-e-Rozgar (WER), was started in 2011 and provides formal skills training to members of families receiving cash transfers.</p> <p>BISP will be both the implementing and executing agencies, with oversight from the BISP board, which includes members of government ministries.</p>
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$573.8 project total; \$430m ADB financing
	Funding description/breakdown	\$108.7m (25% of total) for the skills development component; \$40m (9%) performance allocation component for both the health insurance and skills development components
	% disbursed	N/A
	Average subsidy per capita	\$188 (from total amount for skills component)
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	N/A
<b>Outputs</b>	Output categories	Other - Completion of training, Employment
	Description of outputs	Number of beneficiaries completing skills training programs; unit cost of training program; number of trainees in skilled employment 3 months after completing the program
	Number of planned beneficiaries	577,294 beneficiaries trained
	Number of actual beneficiaries	N/A
	Number of planned outputs	577,294 beneficiaries trained (50% women); average cost of trainee of 15,296 PRs; 42% of program graduates employed in a skilled role 3 months after training
	Number of actual outputs	N/A
	As of (date)	
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	\$40m performance allocation
	Disbursement trigger 1 - Description	The allocation will be disbursed using results obtained through a midterm review. Use of the performance allocation has not been agreed upon by ADB, the government of Pakistan, and BISP, but will depend in part upon performance relating to targets including employment rate and number of beneficiaries trained, as well as upon intermediate process indicators.

<b>Monitoring and Verification</b>	Data collection - description	A monitoring and evaluation framework has not yet been developed.  A midterm review will evaluate the progress of the skills training program and be used to determine the disbursement of a performance allocation fund.
	Independent verification?	Not specified
	Verification agency type	Not specified
	Verification - description	N/A
<b>Results and evaluation</b>	Program results and outcomes	The desired outcome of the project is “increased resilience for BISP female beneficiaries and their families” (ADB 2013).
	Evaluation conducted?	No
	Evaluation description and results	N/A
<b>Stakeholder Arrangements</b>	Government involvement	The project will be implemented by BISP, the government of Pakistan’s social safety net program.
	Capacity building	The skills development component focuses on strengthening existing BISP programs through initiatives including conducting a survey of the current labor market and developing an M&E framework.
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	In 2011, education became a responsibility shared between the central and provincial governments in Pakistan. The WER program has been in operation since 2011 and had 56,000 graduates in 2013.
	Donor enabling environment and safeguards	ADB has supported BISP since it launched. Other donors (the World Bank, USAID, DFID) are supporting BISP in various ways.
	Challenges, lessons learned, success factors, and recommendations	N/A
	Sustainability outlook	Not specified
	Additional information	
<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	ADB. 2013. “Proposed Loan. Pakistan: Social Protection Development Project.” Report and Recommendation of the President to the Board of Directors. Project No. 45233-001.
	Resource 1 - link	
	Resource 2 - type	Donor report
	Resource 2 - citation	ADB. 2013. “Proposed Strategic Roadmap for Waseela-e-Rozgar and for ADB Support.” Pakistan: Social Protection Development Project.



<b>Overview</b>	Project name	<b>Big Results Now in Education (BRNEd)</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Tanzania
	Education subsector	Primary, Lower secondary
	Funder	World Bank
	Year launched	2014
	Project status	Implementation
	Project objective	Support the Big Results Now in Education (BRNEd) program, launched by the president of Tanzania in 2013, which aims to increase learning outcomes of students in primary and lower secondary schools through 1) strengthening school performance and increasing transparency, 2) motivating teachers and schools through incentives, 3) improving teacher conditions, and 4) providing support. Initiatives include creating school rankings, conducting a primary school assessment, providing school incentive grants, teacher recognition awards, providing teacher training, and school grants.
	OBA approach	The OBA component of the program is the school incentive grant program, consisting of financial rewards (recognition awards are also provided), for primary and lower secondary schools that have shown the greatest performance improvements from the previous year.
	Background and rationale	<p>Primary school in Tanzania is free and enrollment is at 95% of children; secondary education enrollment has increased and is currently at 30%. The private sector serves a small amount of the total students enrolled (3% of primary students and 15% of secondary students). While enrollment is high at the primary level, learning outcomes in Tanzania are poor and have been decreasing recently; in 2012, only 31% of students passed the primary school leaving exam (less than 58% in 2010). Decreases in student performance have also been seen at the secondary level.</p> <p>The education system struggles to deliver effective education because of a number of factors, including: lack of accountability and incentive mechanisms for teachers and administrators, poor working conditions for school staff, lack of teacher capacity and support, inequity in resource distribution between districts, and limited school-level monitoring data.</p> <p>The project uses a Program for Results (PforR) setup to disburse funds. The rationale for using PforR in this case is as follows:</p> <ul style="list-style-type: none"> <li>- The government's BRNEd program is clearly defined, with detailed implementation plans and a strong monitoring system in place, as well as technical and financial support from government and development partners.</li> </ul>

		<ul style="list-style-type: none"> <li>- It has strong commitment from high levels of government (including the president of Tanzania).</li> <li>- It helps to encourage a focus on results, and to align incentives along the service delivery chain.</li> </ul>
	Selection process	N/A
<b>Service provider and implementing agency</b>	Service provider status	Not specified
	Service provider description	Primary and lower secondary schools in Tanzania.
	Prefinancing source	N/A
	Prefinancing description	N/A
	Implementing agency same as service provider?	No
	Implementing agency	Ministry of Education (MoEVT) and Prime Minister's Office, Regional Administration and Local Government (PMO-RALG)
	Implementing agency description	MoEVT sets up the overall implementation of the program, while PMO-RALG, through local government authorities, oversees coordinating and allocating resources and implementation.
<b>Funding</b>	Funding sources	Government, Multilateral/bilateral
	Total funding	\$122m
	Funding description/breakdown	Funding for school incentive grants (SIGs) is allocated based on the following disbursement-linked indicators (DLIs): 1) school incentive grant (SIG) guidelines have been prepared (US \$6m) and 2) the annual target number of schools receiving SIG grant has been reached (USD \$6m, \$2m/year).
	% disbursed	N/A (project launched in 2014)
	Average subsidy per capita	N/A
<b>Targeting</b>	Geography	Not specified
	Targeting	Not specified
	Targeting description	N/A
<b>Outputs</b>	Output categories	Test scores
	Description of outputs	One of the overall project's intermediate results (relevant to the OBA component of the project) is the number of schools (target of 4,000) receiving school incentive grants, which are given based on pass rates on primary school leaving exams and Certificate of Secondary Education exams.
	Number of planned beneficiaries	Not specified

	Number of actual beneficiaries	N/A (project launched in 2014)
	Number of planned outputs	4,000 schools receiving school incentive grants
	Number of actual outputs	N/A (project launched in 2014)
	As of (date)	N/A
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	1-10m TSh (approximately US \$600-6,000)
	Disbursement trigger 1 - Description	The 300 and 2,700 primary schools showing greatest improvement (criteria not specified, though likely primary school leaving exam pass rates) will receive awards of 3-5m TSh (US \$1,700-2,900) and 1-2m TSh (US \$600-1,200), respectively. The 100 and 900 secondary schools that show the most improvement in pass rates on Certificate of Secondary Education exams over the previous year will receive awards of 7-10m TSh (US \$4,000-5,800) and 2-4m TSh (US \$1,200-2,300), respectively. The method of determining exact payment amounts is not specified.
<b>Monitoring and Verification</b>	Data collection - description	A national education management information system, managed by the MoEVT, contains data collected through an annual school census including enrollment, expenditures, and infrastructure. Student performance data, including results of primary and secondary school leaving exams, is collected by the National Examinations Council of Tanzania. BRNEd will support the strengthening of these systems.  BRNEd has also established its own monitoring system, which includes math, reading and writing (3R) assessments of grade 2 students. This will be supplemented with feedback from beneficiaries, to gain insights into program implementation, as well as work around the potential for gaming performance incentives relating to the exam pass rates and 3R assessment results. The 3R assessments will be used to measure learning gains.
	Independent verification?	Yes
	Verification agency type	Government, private, donor
	Verification - description	Verification will use government systems to the greatest extent possible, in order to help strengthen these systems. For some indicators, including 3R assessment results, verification will be conducted by a team from the World Bank. All other indicators will be verified by an independent firm hired by MoEVT (see p. 52-53 of the Appraisal Report for details on particular verification components).
<b>Results and evaluation</b>	Program results and outcomes	Program results have not yet been documented.
	Evaluation conducted?	Planned
	Evaluation description and results	Not specified

<b>Stakeholder Arrangements</b>	Government involvement	See “Implementing Agency description” section.
		The program will result in institutional and systems strengthening through creating a culture of greater accountability, rigorous planning, and stronger monitoring within the responsible national government agencies (Ministry of Education and Vocational Training, and the Prime Minister’s office), which will provide assistance to implementing agencies. The program also funds capacity building at local levels (e.g. training for district education officers, teachers, administrators). Technical assistance will also be provided by DFID.
	Capacity building	The program aims to rely heavily on local implementers, enabling long-term systems strengthening.
	Mitigating performance risk	BRNEd will provide capacity building and training to teachers and school staff.  Methods to reduce gaming of results are still being identified.
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	Yes
	Enabling environment - national and local level	The Tanzanian government has overall education sector strategic plans as well as plans for different education sectors (primary, secondary, adult and non-formal, etc.), which are periodically updated. The government signed an Education Reform Compact in 2012 to address issues of quality of primary and secondary education by focusing on results, accountability, and assessments. In 2013, the president launched the Big Results Now in Education program, which focused on using detailed implementation plans, evidence-based interventions, fast delivery, and strong monitoring, and “lay the foundation of an outcome-based performance culture in the education sector” (World Bank 2014).
	Donor enabling environment and safeguards	The objectives of the project are in line with the World Bank’s Country Assistance Strategy 2012-2015, which includes access to and quality of education as key outcomes, and its Learning for All strategy, which focuses on strengthening education systems.  The government has agreed to adhere to the World Bank’s Anti-Corruption Guidelines for PforR operations (see p82, 88-89, and 94-97 of the Appraisal Document for more information on anti-corruption measures, fiduciary risk mitigation, and environmental and social safeguards).
	Challenges, lessons learned, success factors, and recommendations	These have not yet been documented.
	Sustainability outlook	Government systems will be used for monitoring and verification when possible in order to maximize the chances of the project’s long-term sustainability.
	Additional information	BRNEd will also be supported by DFID and SIDA.

<b>Resources</b>	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2014. "Program Appraisal Document. Big Results Now in Education (BRNEd) Program."
	Resource 1 - link	

<b>Overview</b>	Project name	<b>KiuFunza – Thirst to Learn</b>
	Region	Sub-Saharan Africa (SSA)
	Country	Tanzania
	Education subsector	Primary
	Funder	Twaweza
	Year launched	2013
	Project status	Implementation
	Project objective	Identify effective methods for improving education outcomes at the primary level. Using an RCT, test the impact of three interventions on the learning outcomes of primary school children, with the goal of informing and influencing policy decisions in the education sector: (1) transferring payments for school inputs (capitation grants) directly to school accounts (this intervention is referred to as "Capitation Grant"), (2) paying teachers a bonus for every child who is able to read and count, plus a bonus paid to schools based on children's pass rates (this intervention is referred to as "Local Cash on Delivery"), and (3) a combination of the first and second approaches, for an intervention that combines both input-financing with a results-based approach (this intervention is referred to as "Capitation Grant + Cash on Delivery").
	OBA approach	The second intervention, Local Cash on Delivery, is the key OBA-like approach, in that it involves performance-based payments to teachers as well as performance-based bonuses to schools.
	Background and rationale	Until now, the two main approaches used by governments to improve the quality of education in East Africa have been to strengthen teacher training and to disburse a capitation grant for books and related materials to schools. However, capitation grants do not always reach schools in their full amounts, and teachers and administrators are paid regardless of their attendance or performance, creating a lack of accountability and incentives in the system. This project seeks to identify solutions to these challenges, as well to the challenge of how to effectively invest government and donor resources by emphasizing learning outcomes as opposed to educational inputs.
Selection process	Other – random	
<b>Service provider and</b>	Service provider status	Public

<b>implementing agency</b>	Service provider description	The program involves 35 government primary schools per district in 11 districts of mainland Tanzania (Karagwe, Kigoma Rural, Geita, Kahama, Kondoa, Korogwe Rural, Lushoto, Sumbawanga Rural, Mbozi, Mbinga and Kinondoni). 21 schools have been selected for the intervention, and have been randomly assigned to the different interventions. 14 other randomly selected schools are being monitored to provide counterfactual evidence with which to compare the intervention and are not assigned any treatment.
	Prefinancing source	Advanced payment (for Capitation Grant intervention)
	Prefinancing description	Under intervention 1 (and 3 in the combined intervention), Twaweza will provide capitation grants to schools in two disbursements per year, at (TZS 5,000 each per student) on set, predictable dates towards the beginning of each school term. Funds will be disbursed by electronic transfer directly into established school bank accounts. Schools may only use the funds for improving quality through purchasing books, examinations, etc., but not for salaries or major construction. While Twaweza does not establish any special systems for the planning, use, accounting, and reporting of these funds, it does insist that schools be transparent and inform communities of how the money is being spent.
	Implementing agency same as service provider?	No
	Implementing agency	Twaweza
	Implementing agency description	Twaweza is an East Africa-based initiative and civil society organization focused on transparency and governance. Twaweza provides overall leadership and coordination of the various interventions, working in close cooperation with a number of partners.
<b>Funding</b>	Funding sources	Not specified
	Total funding	Not specified
	Funding description/breakdown	Not specified
	% disbursed	Not specified
	Average subsidy per capita	Not specified
<b>Targeting</b>	Geography	Not specified
	Targeting	Random
	Targeting description	Schools and districts for the intervention were randomly selected.
<b>Outputs</b>	Output categories	Test scores
	Description of outputs	Children in Grades 1, 2, and 3 who pass the Uwezo literacy (English and Kiswahili) and numeracy (Mathematics) assessment at the end of the school year.
	Number of planned beneficiaries	The cash on delivery intervention (intervention 2 and the combined intervention 3) is conducted with all students in selected

		schools in Grades 1, 2, and 3. Effects on other grades will be tracked using results of national Grade 4 and 7 examinations.
	Number of actual beneficiaries	Not specified
	Number of planned outputs	Not specified
	Number of actual outputs	Kiswahili average pass rate = 46%, English average pass rate = 5%, Math average pass rate = 27%. Subject teachers earned a total of TZS 165,950,000 in bonus payments, head teachers earned TZS 33,190,000.
	As of (date)	11/2013
<b>Disbursement triggers</b>	Disbursement trigger 1 - Amount (unit)	TZS 5,000 per subject each child passes
	Disbursement trigger 1 - Description	TZS 5,000 per subject the child passes is paid to their teacher (or up to TZS 15,000 per child who is able to pass all three literacy and numeracy tests). Payments are made based on absolute levels of learning, not gains in learning.
<b>Monitoring and Verification</b>	Data collection - description	In its first year, the RCT collected data through three surveys: 1) A baseline survey with limited scale student testing, 2) monitoring of teacher and pupil behavior, attendance, pedagogy changes; school visits, and 3) an “end-line” survey, including testing of full Grades 1, 2, and 3. The research team will also conduct qualitative/process studies in parallel to the RCT to ensure that results can be explained in the local context and help to understand why certain effects did or did not occur.
	Independent verification?	Yes
	Verification agency type	Other – research team.
	Verification - description	The research team collects data to verify whether teachers are eligible to receive payments as described in the “Data collection description” section.
<b>Results and evaluation</b>	Program results and outcomes	After the first year of implementation, the cash on delivery program has had positive, but not significant, impacts on student learning outcomes in focus subjects. Twaweza hypothesizes that the effect will be more significant in year two when teachers come to trust and understand the program more. The combination intervention, delivering both capitation grant and cash on delivery programs, has had a significant and positive impact, increasing learning outcomes in focus subjects.
	Evaluation conducted?	Yes
	Evaluation description and results	This project is unique in that the OBA-like component is in fact one intervention among three being rigorously tested through a randomized control trial. JPAL and IPA have led the research design and impact evaluation component.
<b>Stakeholder Arrangements</b>	Government involvement	The Government of Tanzania supports the idea in principle. It is exploring the best way to disburse capitation grants to schools and is receptive to the idea of exploring a results-based approach. President Kikwete has personally engaged with the Center for

		Global Development and Twaweza on COD and encouraged its implementation in Tanzania. The Ministry of Education and Vocational Training (MOET) and its key institutions will be engaged on policy implications. The Ministry of Finance and Economic Affairs is responsible for overall allocation of funds to ensure alignment with policy goals and value for money.
	Capacity building	Not specified
	Mitigating performance risk	Not specified
<b>Macro-level Considerations</b>	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	See Government involvement section above. National government is open to the idea.
	Donor enabling environment and safeguards	N/A
	Challenges, lessons learned, success factors, and recommendations	N/A
	Sustainability outlook	Twaweza is taking steps to maximize the likelihood of the scale up of this program once the RCT is completed. It is actively seeking to involve all actors and obtain their buy-in throughout the process, from national and local government, the teachers' union, civil society, think tanks, researchers, and donors. Members of Parliament from study districts will also be recognized from the outset. Findings from the RCT will be publicized, including through the media, so as to stimulate public debate.
	Additional information	
<b>Resources</b>	Resource 1 - type	Other
	Resource 1 - citation	Twaweza. 2012. "Improving Literacy and Numeracy in Tanzania, Tanzania Randomized Evaluation in Education 2013/14.
	Resource 1 - link	<a href="http://twaweza.org/uploads/files/RCT%20Briefing%20FINAL.pdf">http://twaweza.org/uploads/files/RCT%20Briefing%20FINAL.pdf</a>
	Resource 2 - type	Other – interim report
	Resource 2 - citation	KiuFunza update: CG and COD payments in 2013
	Resource 2 - link	
	Resource 3 - type	Other – website
	Resource 3 - citation	KiuFunza – thirst to learn – launched. Twaweza website.
Resource 3 - link	<a href="http://twaweza.org/go/kiufunza-launch1">http://twaweza.org/go/kiufunza-launch1</a>	



Overview	Project name	<b>Upper Secondary Education Enhancement Project</b>
	Region	East Asia Pacific (EAP)
	Country	Vietnam
	Education subsector	Upper secondary
	Funder	GPOBA
	Year launched	2010
	Project status	Closed
	Project objective	Increase access for poor and disadvantaged students to private and semi-private upper and professional secondary schools through providing tuition subsidies to students meeting attendance, GPA, and behavior criteria.
	OBA approach	Participating secondary schools bore risk by pre-financing tuition subsidies for students, and they were reimbursed upon demonstrating that students met the necessary attendance and GPA criteria.
	Background and rationale	<p>The higher cost of education at semi-private and private secondary schools (in addition to relevant fees for transportation, tutoring, meals etc.) was seen as a major constraining factor in enabling poor and disadvantaged groups to access secondary education.</p> <p>The project targeted students from poor families and of ethnic minority groups, as in Vietnam children from the lowest economic quintile have lower secondary school attendance rates than the national average, and children from ethnic minorities have lower attendance levels at all levels of schooling than Kinh and Chinese children, with a larger difference in secondary education, particularly upper secondary education.</p>
Selection process	Other	
Service provider and implementing agency	Service provider status	Public, Other – Semi-public
	Service provider description	<p>Service providers consisted of participating schools, as well as regional branches of the Study Promotion Associations (SPAs), a nonprofit formed by the Government of Vietnam that works to strengthen education through community engagement.</p> <p>Schools consisted of private schools as well as semi-public schools (schools privately operated in publicly-owned buildings). Students typically apply first to public schools, which have a higher grade requirement; if they do not get in, they can apply to private or semi-public schools. Two types of secondary schools were included in the program: upper secondary schools and professional secondary schools.</p>

	<p>Schools' responsibilities consisted of: 1) providing evidence of students meeting eligibility criteria, 2) enrolling eligible students, with EMWF and SPAs, 3) pre-financing the tuition for participating students, 4) making sure students met output criteria, 5) providing East Meets West Foundation (EMWF, the implementing agency) and verifying agency with information needed to verify compliance with output criteria, 6) providing lists of eligible students to replace those who had dropped out of the program, and 6) submitting reports each term on every student in the program verifying their attendance and performance.</p> <p>The SPA's responsibilities consisted of: 1) providing training to schools as directed by EMWF, 2) raising awareness about the project in primary and lower secondary schools and identifying potential beneficiaries, 3) supporting schools and parents to enable students to meet criteria, 4) verifying eligibility criteria, with schools, EMWF, and verification agency, and 5) supporting students in other provinces.</p>
Prefinancing source	Credit, Other
Prefinancing description	Schools were required to pre-finance student tuition. To assist schools in covering these pre-financing costs, EMWF took on a bridge loan.
Implementing agency same as service provider?	No
Implementing agency	East Meets West Foundation
Implementing agency description	<p>East Meets West Foundation (EMWF), the implementing partner, is a US-based NGO that has worked in poor provinces in Vietnam for 26 years and currently implements a large-scale education program providing scholarships to 4,600 poor students in Vietnam (Scholarship Program to Enhance Literacy and Learning). EMWF also works in poverty reduction and public health, in addition to education.</p> <p>EMWF conducted training activities for schools and SPAs in addition to project implementation. EMWF's responsibilities were the following: 1) project implementation supervision, 2) providing training to SPAs to implement and monitor the project, 3) communicating with the government about the goals and activities of the project and of OBA generally, 4) making sure high-quality education was being provided through working with SPAs (which EMWF compensated), 5) checking that targeting of students was performed correctly, 6) verifying attendance and exam records through random checks, 7) submitting regular reports to GPOBA and the World Bank on the project's progress, and 8) disbursing GPOBA subsidies to schools.</p>

Funding	Funding sources	Multilateral/bilateral
	Total funding	\$3m
	Funding description/breakdown	\$2,340,218 for student subsidies; \$659,782 for project management support to EMWF (operating costs).
	% disbursed	96.55%
	Average subsidy per capita	\$171 (US\$), \$241 (PSS)
Targeting	Geography	Rural
	Targeting	Community-based, Geographic, Means-tested, Other
Targeting	Targeting description	<p>The project was conducted in 12 provinces. Chosen provinces contained a large percentage of poor and minority households, and also had active Study Promotion Associations (SPAs) through which the community engaged with education. EMWF had experience implementing projects in seven of the eleven provinces.</p> <p>63 project schools were chosen that had good infrastructure (classrooms, library with textbooks, lab equipment, IT rooms), enthusiastic faculty with awareness of innovative teaching methods, and school managers that were highly committed to the project.</p> <p>Students to participate in the program were chosen by the schools and SPAs, from among poor graduates of lower secondary schools that did not gain admission to public secondary schools because of poor performance or economic difficulties, and that had received at least average passing scores, had appropriate behavior, and had demonstrated their commitment to learning, with preference given to students of ethnic minorities.</p>
	Output categories	Attendance, Test scores, Behavior
Outputs	Description of outputs	Enrollment in project upper and professional secondary schools; 80% attendance rate for enrolled students; student overall GPAs of at least 5.0 and subject grades of at least 3.5 each.
	Number of planned beneficiaries	7,500 students enrolled
	Number of actual beneficiaries	8,145 students enrolled
	Number of planned outputs	7,500 students enrolled in upper and professional secondary schools; 80% attendance rate; 7,500 students have an overall GPA of at least 5.0 and subject grades of at least 3.5 each.
	Number of actual outputs	8,145 students enrolled in upper and professional secondary schools; 98% attendance rate; 7,627 students have an overall GPA of at least 5.0 and subject grades of at least 3.5 each.

	As of (date)	06/2013
Disbursement triggers	Disbursement trigger 1 - Amount (unit)	US \$90 per student per year for upper secondary schools, US \$160 per student per year for professional secondary schools.
	Disbursement trigger 1 - Description	<p>Selected students were reimbursed for tuition fees if they maintained a minimum GPA (3.5 out of 5.0) and attendance record (80%) and complied with behavior standards. Students received subsidies for three years.</p> <p>Tuition costs are higher at professional secondary schools. There was no adjustment for the tuition costs due to inflation.</p>
Monitoring and Verification	Data collection - description	At the end of each term and academic year, participating schools submitted term reports on students' academic performance and attendance to EMWF and SPA, and EMWF would submit term progress reports biannually to GPOBA. These were used to approve and make tuition payments at the end of each term and/or year.
	Independent verification?	Yes
	Verification agency type	Not specified
	Verification - description	<p>An Independent Verification Agent (IVA) team was selected by the World Bank to verify outputs. Its responsibilities consisted of: 1) checking admission records and making sure only eligible students were enrolled by performing random checks, 2) verifying attendance records by performing random school visits, 3) verifying that testing was done correctly, 4) confirming the number of students that met attendance requirements and achieved passing grades, 5) validating amount of "force-majeur" dropouts by reviewing reasons for dropouts, and 6) sending report findings to EMWF for "report consolidation and reconciliation" and the World Bank.</p> <p>The verification team visited each school at least once a year. At each school, it conducted a random, in-depth check of at least 5% of all student records, checked eligibility for all students, and visited 3% of student households. If wrong information was discovered, the team would do a thorough check of all records.</p>
	Program results and outcomes	<p>92-96% of enrolled students met the target attendance and GPA criteria each year.</p> <p>The dropout rate in participating schools declined 2.6% over the course of the program. Among beneficiaries, average GPA increased and absent days decreased over the three years (though these changes may not be statistically significant).</p> <p>The program was found not as successful for PSS students as it was for USS students.</p>
	Evaluation conducted?	Yes

Results and evaluation	Evaluation description and results	<p>The evaluation compared outcomes between a treatment group and control group consisting of student classes before and after project cohorts at project schools (disadvantaged and non-disadvantaged students).</p> <p>The evaluation found that enrollment of disadvantaged students increased by 17.6% (excluding the two largest schools, this would be 32.9%).</p>
Stakeholder Arrangements	Government involvement	<p>The central government of Vietnam played a minimal role in the project, expressing its support through a letter and receiving periodic progress updates. Provincial departments of education were more closely involved and worked with SPAs and schools to support project implementation.</p>
	Capacity building	<p>Project partners (schools and SPAs) were supported in strengthening their capacity to monitor and evaluate student performance as well as to reach out to at risk students.</p>
	Mitigating performance risk	<p>The main risk seen was that students would not meet the necessary requirements and would fail to complete upper secondary education. Another risk was improper selection of students. Risks that were found to be underestimated during preparation included: ability of the schools to pre-finance student tuition; poor educational backgrounds of students (i.e. that they came from lower-quality schools and may not have been prepared to do well); and that the subsidies were "flat" and there was not mechanism to adjust the amount. It was intended that the involvement of parents, schools and SPAs would mitigate these risks.</p> <p>There was some flexibility in payment, so that the schools could receive disbursement on a pro-rated basis, adjusted slightly up from the number of students meeting output criteria (e.g., if 95% of students met criteria, 97% of the funding was disbursed).</p> <p>(See the Feasibility Study Report for more information on risks and proposed methods for risk mitigation.)</p>
Macro-level Considerations	Implemented as part of larger aid package?	No
	Enabling environment - national and local level	<p>The project was in line with the Government of Vietnam's Education Development Strategy 2011-2020, which aimed to raise secondary education completion rates to 80% of the population by 2020 from 50% in 2010. The Ministry of Education and Training wrote a letter to GPOBA, the World Bank, and EMWF mentioning that it supported the goals of the project and that it would coordinate with them, supporting and monitoring the project through regional Departments of Education and Training.</p>

		<p>The project was targeted towards areas with histories of strong community engagement in education. SPAs provided additional community support for students and their families.</p>
	<p>Donor enabling environment and safeguards</p>	<p>The project was in line with the World Bank's 07-11 Country Partnership Strategy. The World Bank was already supporting education projects in Vietnam, mostly at the basic education level. The ADB had been involved with school support (improving infrastructure, textbooks, teacher training) in poor areas at upper secondary level and at the time of the project proposal was considering implementing a program addressing policy reforms related to secondary education.</p> <p>The responsibilities of the World Bank consisted of: 1) providing implementation support, 2) contracting the verification team, 3) reviewing progress reports from EMWF and approving reimbursement for EMWF, and 4) administering the GPOBA grant and preparing reports (e.g. ICR report).</p>
	<p>Challenges, lessons learned, success factors, and recommendations</p>	<p>According to the project ICR:</p> <p>Challenges included that:</p> <ul style="list-style-type: none"> <li>- Overhead costs were high, totaling 34% of the amount of tuition subsidies provided, or \$81/student.</li> <li>- Schools had difficulty pre-financing tuition costs for students.</li> <li>- A lot of additional work was required of school project managers to comply with project requirements.</li> <li>- Poor quality of education at lower secondary schools reduced the ability of students to perform well in upper secondary schools.</li> </ul> <p>Lessons learned included:</p> <ul style="list-style-type: none"> <li>- For an OBA project to be successful, it requires thorough preparation, committed and accountable actors, and strong systems for monitoring and reporting.</li> <li>- Even with the subsidy, students still needed strong support from their community (e.g. to deal with other expenses) to succeed.</li> <li>- Issues facing upper and professional secondary school students were very different, so programs should be designed differently for each.</li> <li>- Family and community engagement in education is key.</li> </ul> <p>Key success factors included:</p> <ul style="list-style-type: none"> <li>- Grassroots support, particularly from provincial SPAs.</li> <li>- A detailed operations manual, including procedures for replacing students or schools that dropped out of the program.</li> </ul>

		<p>Stakeholders recommended that student tuition for the first term (before the school received payment from GPOBA) should be financed up-front to enable schools to cover costs, and that the project should expand to cover all students in public schools.</p> <p>Additional recommendations include: greater involvement of the central ministry of education; subsidies should be able to be adjusted automatically to match rises in tuition rates; the number of students in the program should be limited so that risk to the school is reduced, and that student eligibility is ensured; schools should receive some funding for costs associated with complying with extra requirements (monitoring, reporting, verification, etc.).</p>
	Sustainability outlook	<p>Provincial SPAs, schools, and parents were very satisfied with the project and wanted it to continue. Some provincial SPAs have started to use the OBA approach in their scholarship programs.</p> <p>Because overhead costs were relatively high, the sustainability of the program is unclear. Regardless, the Government of Vietnam has no plans to continue funding the project with its own funds; it is not seen as likely that future implementation of the project would receive government funding.</p>
	Additional information	
Resources	Resource 1 - type	Donor report
	Resource 1 - citation	World Bank. 2014. "Implementation Completion and Results Report on a grant in the amount of US \$3.0 million to the East Meets West Foundation for an Upper Secondary Education Enhancement Project for the benefit of the Socialist Republic of Vietnam."
	Resource 1 - link	

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