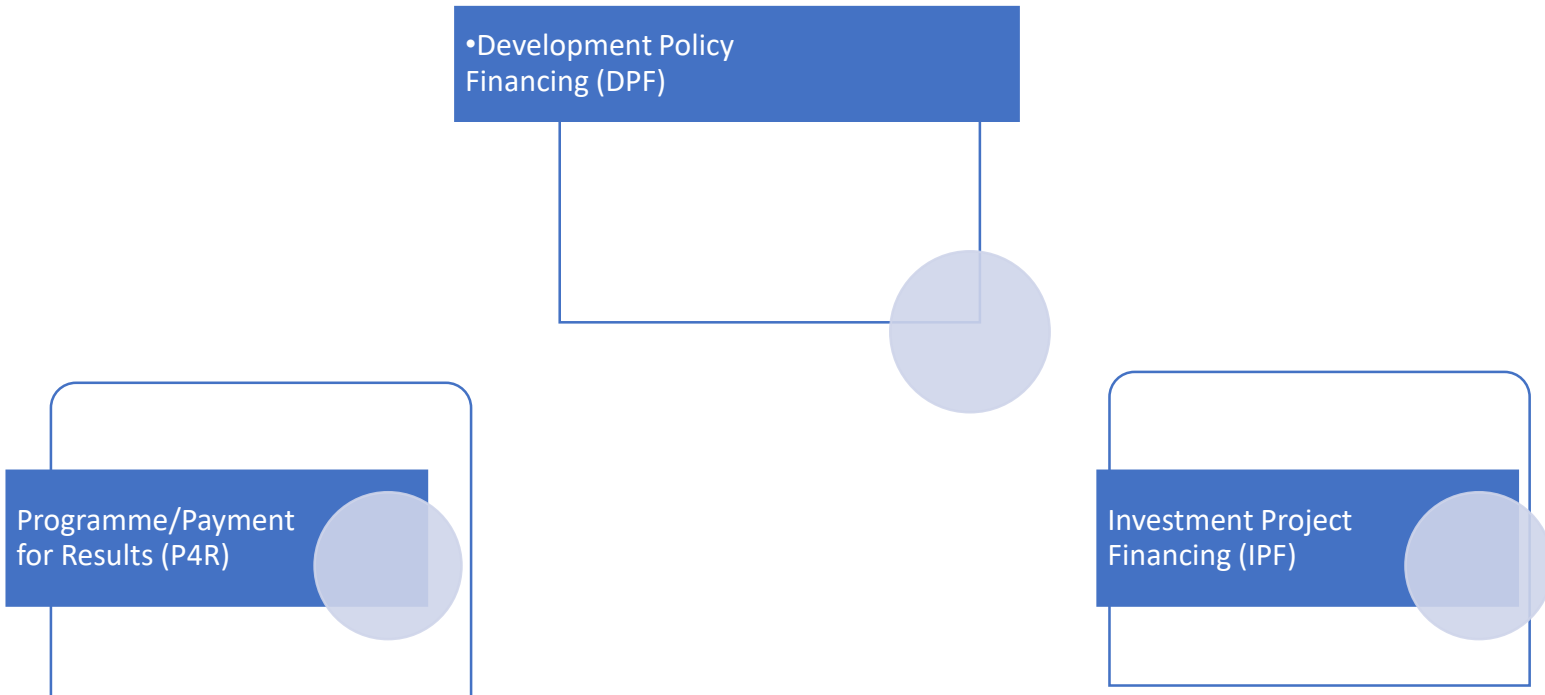


UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION , SCIENCE AND TECHNOLOGY



Brief Presentation on Education Programme For Results (EP4R)
July, 2017

INTRODUCTION: EDUCATION PROGRAMME FOR RESULTS (EP4R)



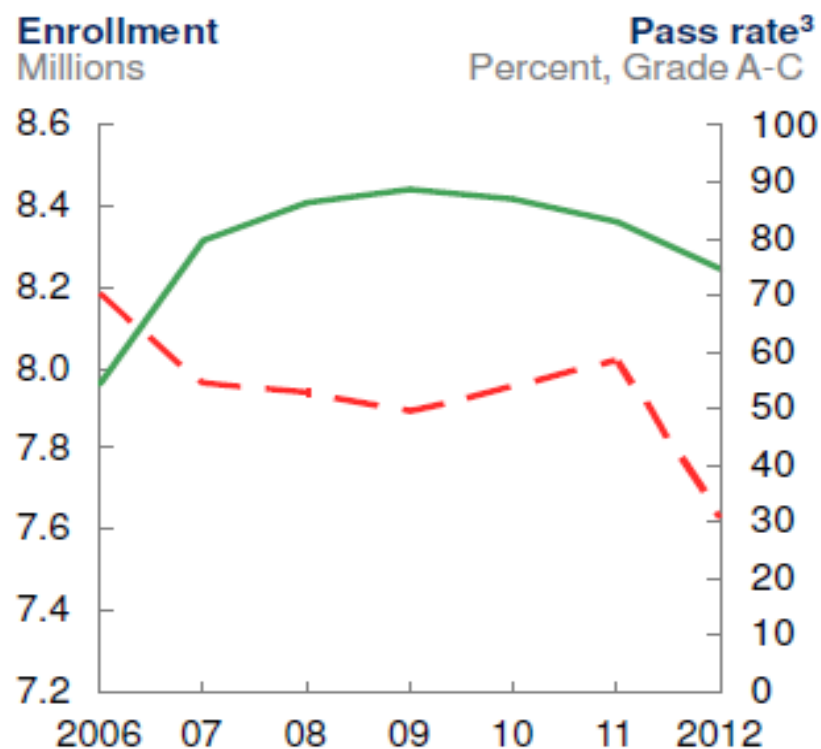
Introduced since 2012

INTRODUCTION: EDUCATION PROGRAMME FOR RESULTS (EP4R) Cont.....

- Project design was guided by two key principles: **(i) high potential impact on student learning;** and **(ii) fast delivery**
- Disbursement Linked Results (DLRs) have been designed to serve as triggers for performance-based payments within the program
- Funding available under the program will depend on verifiable results

Rationale: Trends in Enrolment and Exams results

Primary level, PSLE¹



Secondary ordinary level, CSEE²

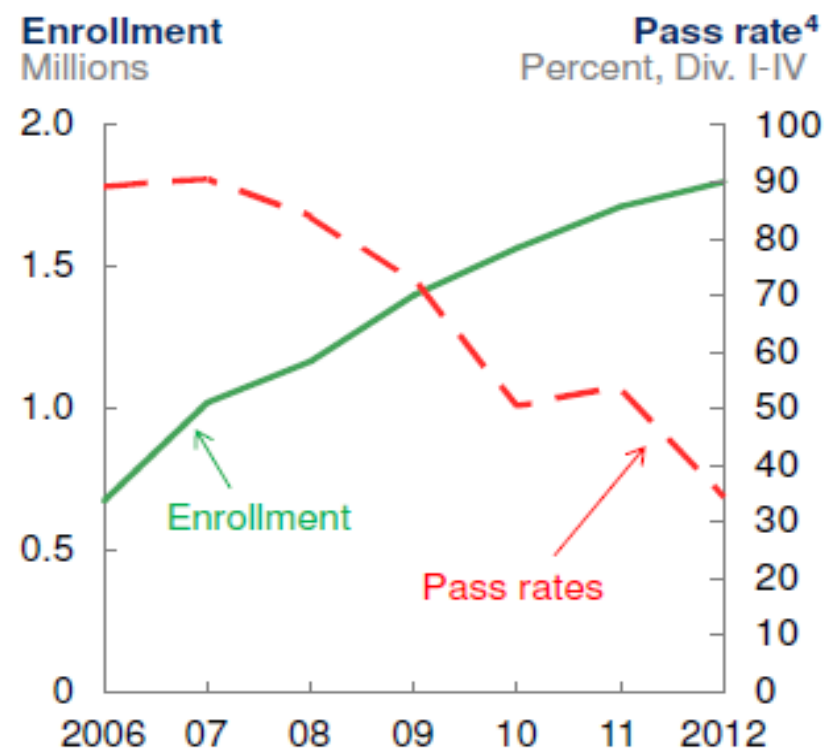
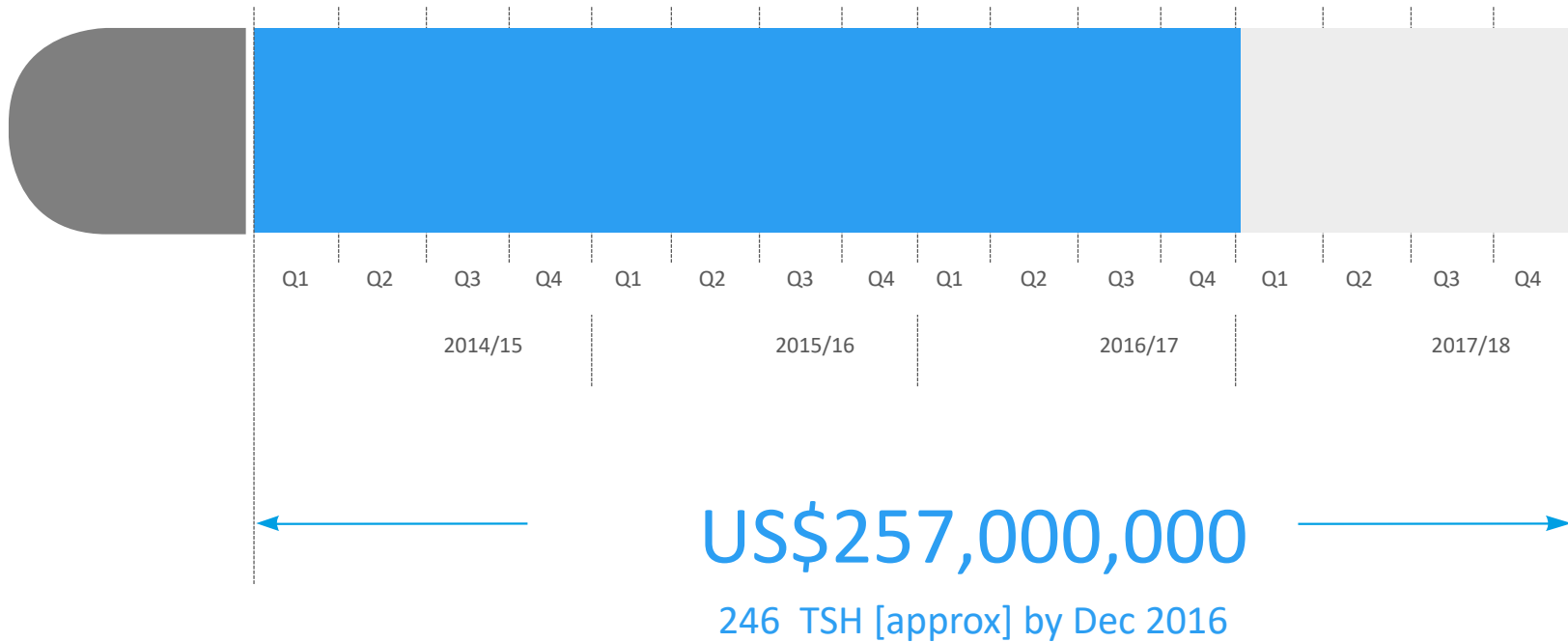


Figure 1: Trends in Enrollment and Exam Results

Source: Government of Tanzania (2013), Education National Key Result Area Lab

INTRODUCTION

Programme Duration and Financing



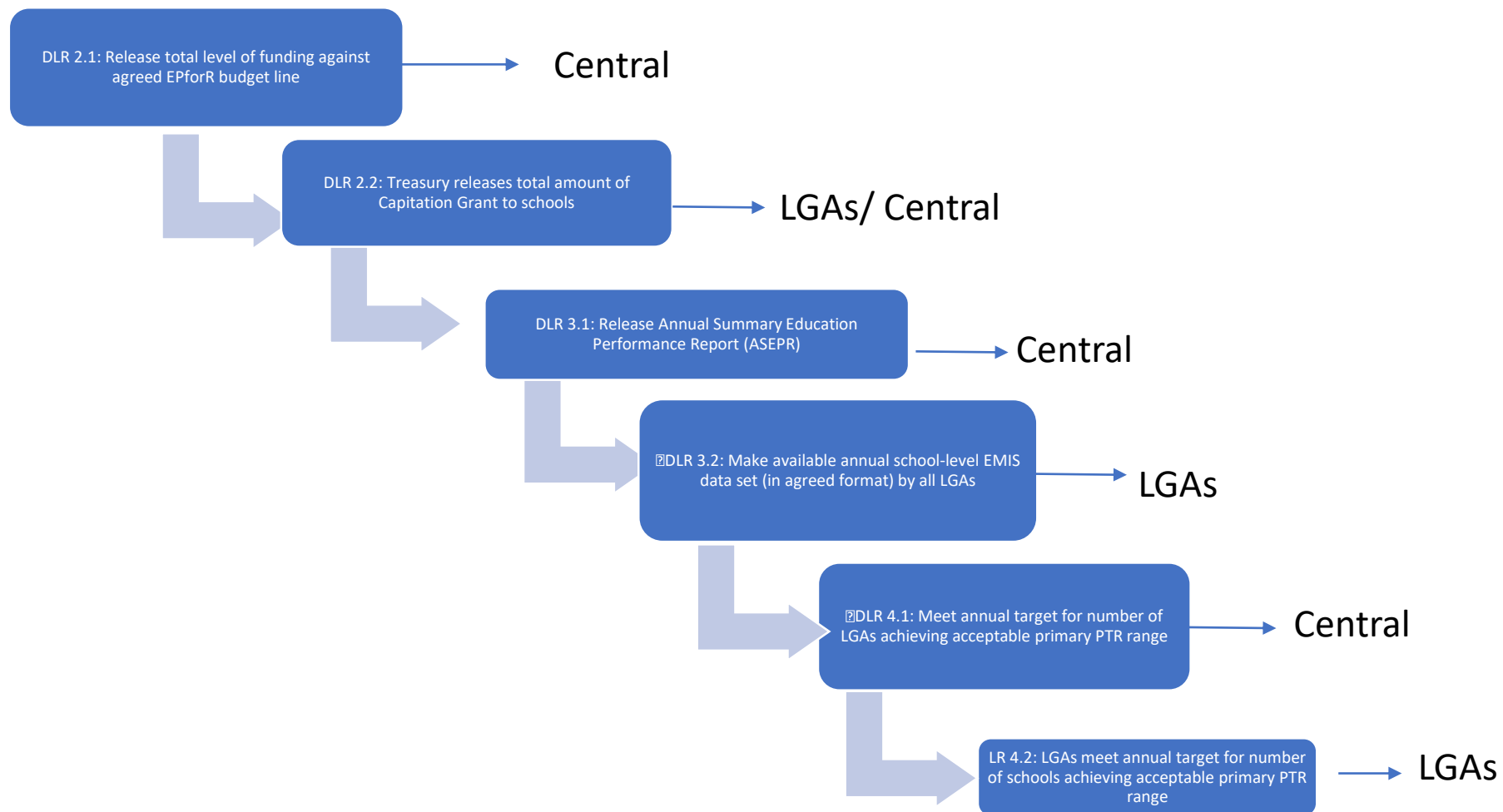
PROGRESS WITH THE FOUNDATIONAL DLRS

The BRN Education Program for Results (P4R) contained a set of 7 Disbursement Linked Results (DLRs) classified as 'Foundation Activities'. These are set out in table 1.

Table 1: Summary of DLI funding in each Tanzania Financial Year 2015-16 to 2018-19

Disbursement-Linked Result	Verification Periodicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total Maximum Release
DLRs assessed as Foundational Activities							
Agree on 4-year BRNEd budget framework	One-time	-	-	-	-	-	3.0
Establish robust and comprehensive EMIS (job descriptions & school census)	One-time	-	-	-	-	-	3.0
Prepare on format for CG transfer to schools	One-time	-	-	-	-	-	3.0
prepare list of primary and secondary schools	One-time	-	-	-	-	-	3.0
Establish format, baseline, and targets for primary PTRs	One-time	-	-	-	-	-	3.0
Framework for SIGs established	One-time	-	-	-	-	-	3.0
Framework for STEP established	One-time	-	-	-	-	-	3.0
Framework for STEP established	One-time	-	-	-	-	-	3.0

RECURRENT DISBURSEMENT LINKED INDICATORS



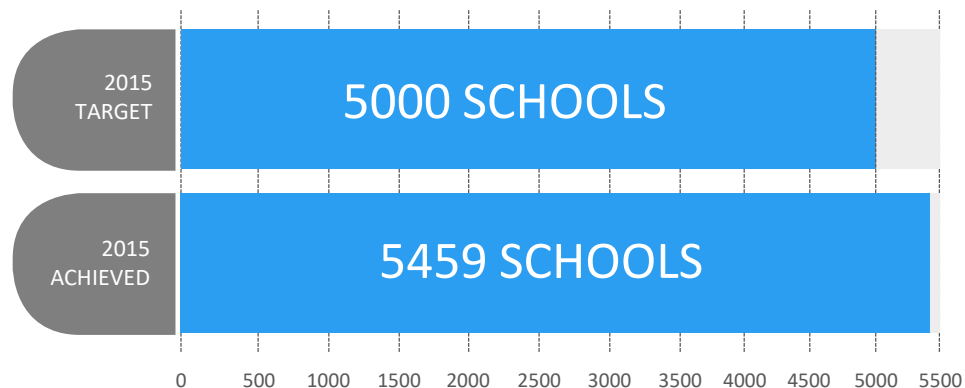
SAMPLE: PROGRESS WITH THE RECURRENT DLRS

DLR 5.3: MEET ANNUAL TARGET FOR SCHOOLS CONDUCTION

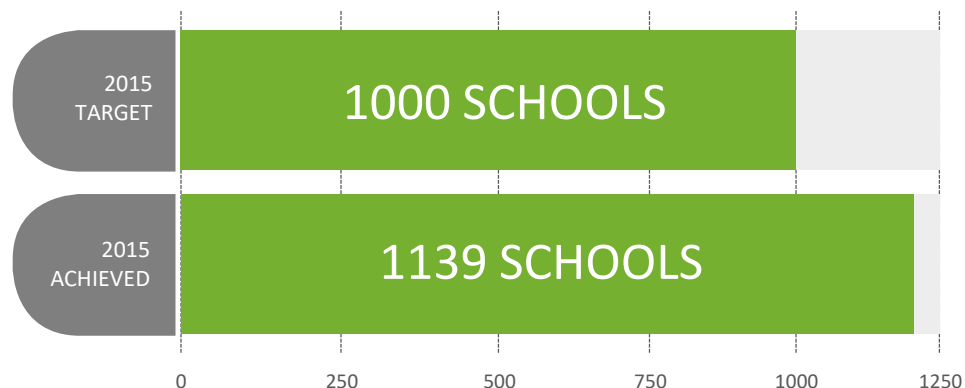
STEP ACTIVITIES – *Completed and US\$ 2 Million to be*

claimed

PRIMARY
SCHOOLS



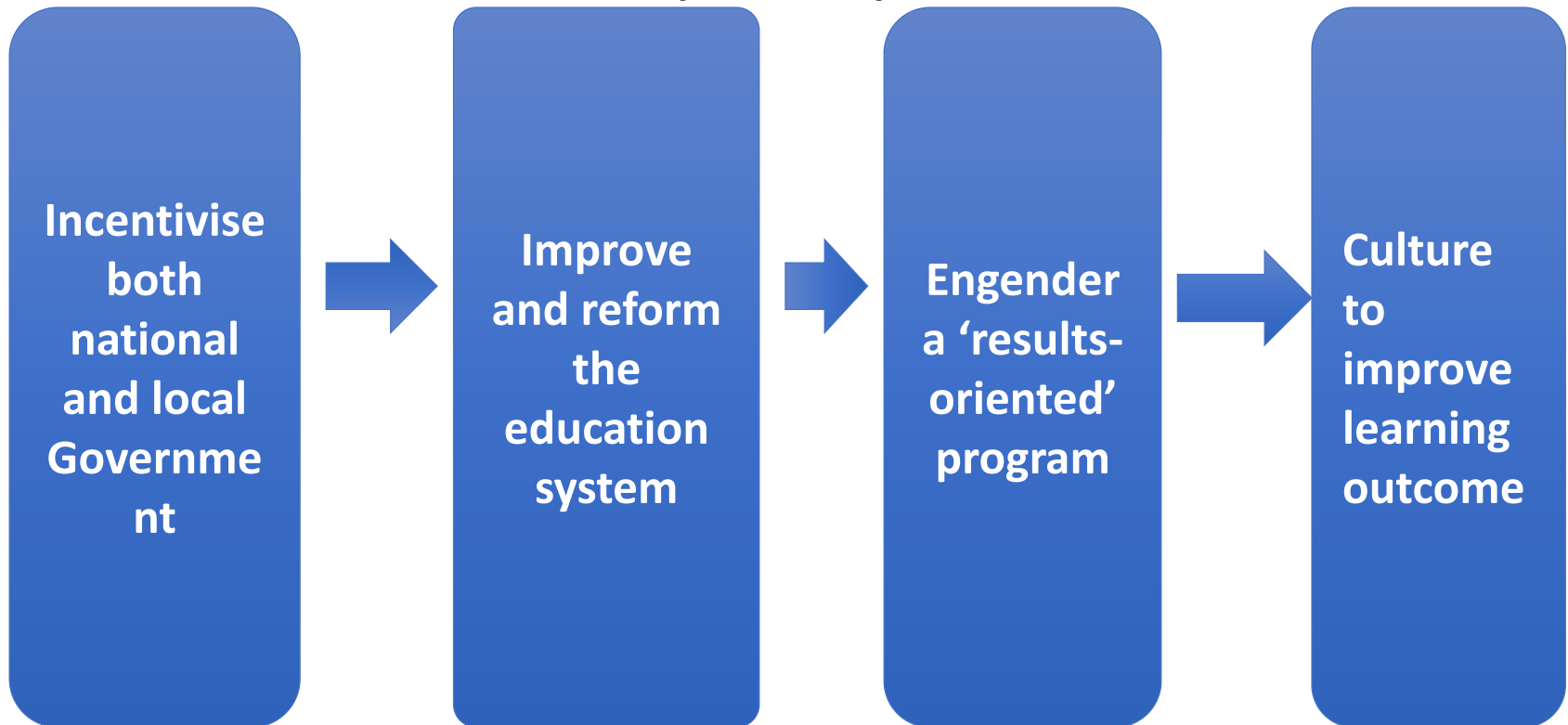
SECONDARY
SCHOOLS



The DLIs are expected to enhance the focus on key results and incentivize the performance improvements in areas critical for increasing enrolment and improving quality and relevance of training programs but which appear to be weak and/or poorly functioning at the various levels

THEORY OF CHANGE

Adopting a direct, incentive-driven approach to achieve the development objectives



Theory of Change

To improve student learning outcomes at primary and secondary education level in Tanzania

SYSTEM LEVEL IMPROVEMENT

- 1 Efficient resource utilisation
- 2 Incentive driven approach

IMPROVEMENT IN EDUCATION DELIVERY^x

- 3 Accountability
- 4 Incentive mechanism

IMPROVEMENT IN STUDENT LEARNING

- 5 Mastering of 3Rs for early grades pupils
- 6 Students attainment

Linking Incentives to key achievement

Improved Results Monitoring and Data Management

BENEFITS OF EP4R

- PforR uses a country's own institutions and processes, without imposing parallel project structures;
- Links disbursement of funds directly to the achievement of specific programme results;
- The instrument also focuses on building sustainable institutional capacity within the sector being supported;
- Shifts the dialogue from details to results;
- reduces the transaction processes involved in World Bank financing;
- builds capacity within the client government's own domestic systems;
- and institutionalizes the independent verification of results.

Ahsanteni