Brief Presentation on Education Programme For Results (EP4R)
July, 2017
INTRODUCTION: EDUCATION PROGRAMME FOR RESULTS (EP4R)

Introduced since 2012

- Development Policy Financing (DPF)
- Programme/Payment for Results (P4R)
- Investment Project Financing (IPF)
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

Figure 1: Trends in Enrollment and Exam Results

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

Programme Duration and Financing

US$257,000,000

246 TSH [approx] by Dec 2016
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

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<tbody>
<tr>
<td>Agree on 4-year BRNEd budget framework</td>
<td>One-time</td>
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<td>Establish robust and comprehensive EMIS (job descriptions &amp; school census)</td>
<td>One-time</td>
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<tr>
<td>Prepare on format for CG transfer to schools</td>
<td>One-time</td>
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<tr>
<td>Prepare list of primary and secondary schools</td>
<td>One-time</td>
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<td>Establish format, baseline, and targets for primary PTRs</td>
<td>One-time</td>
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<td>Framework for SIGs established</td>
<td>One-time</td>
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<td>Framework for STEP established</td>
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RECURRENT DISBURSEMENT LINKED INDICATORS

- **DLR 2.1:** Release total level of funding against agreed EPforR budget line
- **DLR 2.2:** Treasury releases total amount of Capitation Grant to schools
- **DLR 3.1:** Release Annual Summary Education Performance Report (ASEPR)
- **DLR 3.2:** Make available annual school-level EMIS data set (in agreed format) by all LGAs
- **LR 4.1:** Meet annual target for number of LGAs achieving acceptable primary PTR range
- **LR 4.2:** LGAs meet annual target for number of schools achieving acceptable primary PTR range
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**
- **2015 TARGET**: 5000 SCHOOLS
- **2015 ACHIEVED**: 5459 SCHOOLS

**SECONDARY SCHOOLS**
- **2015 TARGET**: 1000 SCHOOLS
- **2015 ACHIEVED**: 1139 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

Incentivise both national and local Government

Improve and reform the education system

Engender a ‘results-oriented’ program

Culture to improve learning outcome
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
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
• 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.
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