



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

RESULTS IN EDUCATION FOR ALL CHILDREN (REACH)

2. Country or countries where the practice is implemented *

Lebanon, Nepal, Rwanda, Peru, Indonesia, etc

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

World Bank

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

Results in education, Results-based financing, children, vulnerable communities

6. What makes it a best practice? *

The REACH initiative is a good practice because of its applicability in different segments of education and its continued application across different countries in the world.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

Results in Education for All Children (REACH) is an initiative that seeks to help countries strengthen their education services by focusing programs and initiatives on results, with the ultimate goal of boosting learning outcomes especially among the most vulnerable populations. Established in 2015, the World Bank program funds results-based financing projects and provides technical support and advice on results-based financing in education to other World Bank teams and development partners. One of its main goals is to contribute to the evidence base around results-based financing in education, gathering data and knowledge that can be used to develop better education programs and policies, with the goal of boosting education outcomes. REACH is funded by the Government of Norway through NORAD, the Government of the United States of America through USAID, and the Government of Germany through the Federal Ministry for Economic Cooperation and Development, GPE, among others.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

*

The following are some of the activities that have conducted in the implementation of the REACH initiative:

Brown Bag Event Series

REACH has organized and continued to carry-out its Brown Bag Event series (including virtually during the COVID-19 crisis). These events share with participants the key elements and findings of closed REACH grantee projects, along with any further developments or impacts that they may have had. REACH held five of these events in 2020. Three focused on the use of RBF at the meso level, with specific reference to grants in India (which focused on training middle managers to better support teachers), in Nepal and Bangladesh (which targeted how decisions are made at the meso level), and Peru (where the grant funded an evaluation of national reforms on principal hiring).

RBF for Breakfast Series

REACH's knowledge-capturing efforts, conducted through RBF for Breakfast events, focused mostly on the theme of teachers in 2020. These meetings bring together a small group of knowledgeable task team leaders and other practitioners and experts (usually 20 to 25 people) to share operational knowledge as a community of practice. In 2020, the REACH team initiated a 2.0 version of the series to focus expert discussion on indicators used to measure progress (disbursement-linked indicators, or DLIs) in different thematic areas related to RBF in education. Disbursement-Linked Indicator Database and Fact Sheet Series

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

Just-in-Time Support

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

REACH Newsletter and Additional Communications Products

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

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

Below are highlights of some of the results the REACH initiative has achieved:

Stronger Education Systems and Improved Education Outcomes

REACH provided two Country Program Grants (CPGs) that directly supported World Bank and Global Partnership for Education (GPE) operations in Nepal and Lebanon. The CPGs funded specific disbursement-linked indicators (DLI) to the amount of US\$4 million in each country. REACH also provided US\$450,000 to each country team for technical assistance and implementation support for project implementation and monitoring. REACH's investments in the CPGs represent the most direct link between funding, stronger systems, and improved education services. By the end of 2019, all of the DLIs funded by REACH in Nepal and Lebanon were achieved, and all of the REACH funds were completely disbursed.

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

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

Increased awareness and capacity to use Results-Based Financing appropriately

One of REACH's main missions is to increase understanding of results-based financing among education practitioners, including why the approach is important, when it is appropriate to use, whom it should target, and how it can be applied to improve learning outcomes. REACH brings together information from the results of its RBF grants and from other sources and disseminates this to educators and experts through a variety of channels. In so doing, it seeks not only to share knowledge within and outside the World Bank but also to build capacity and create a community of practitioners. As the COVID-19 pandemic shuttered schools around the world, the World Bank launched an initiative to support reading at home called Read@home. To support this initiative, REACH has provided funding to five countries looking to implement results-based Track and Trace systems and organized a Brown Bag event with the grantee project team from Cambodia and other reading experts so they could share knowledge and discuss ways to adjust book delivery systems to support getting books into students' homes.

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Theories of change: a nudge instead of a lever.

There exists a view that external financing can provide governments with an incentive to undertake actions that they otherwise might not, actions which are more important to the financier than to the client. Based on the principal-agent model, this theory argues that external financing can serve as a lever to shift the agent (e.g., recipient government) toward the principal's (e.g., donor's) objective, creating an alignment of sorts. This presumes, however, that the agent does not inherently value the result, or at least not to the same extent as the principal. Evidence however often suggests otherwise: If there is no alignment in objectives at the outset, between donor and country or within the country system itself, success is unlikely, especially in the long term.

Being careful not to exceed capacity for providing just-in-time support.

The REACH core team has often adopted a first come, first served approach to taking on just-in-time support requests. This has worked well, as it has allowed REACH to serve teams most ready for support and has encouraged regional managers to prioritize operations to work with REACH. However, demand is much higher than REACH capacity, and so a more formal prioritization/selection of teams is ideal.

Other lessons from the "Program-for-Results: Learning from Tanzania's Big Results Now" include:

- Effective instrument for reform, as it generates political will, and helps address multiple bottlenecks.
 - But requires clarity and specificity about desired reforms, especially discrete, actionable steps
- Main challenge: Not about capacity, but willingness: – for open data, and – to incentivize implementation level.
- Teams should pay close attention to two things: Results chain, and the implementation level actors.
 - Teams should invest in three things: Open dialogue, open data, and open course-correction.

11. Conclusions (250 words)

Please describe why may this intervention be considered a "best practice".

What recommendations can be made for those intending to adopt the documented "best practice" or how can it help people working on the same issue(s)? *

The REACH initiative is a good practice because of its applicability in different segments of education and its continued application across different countries in the world.

The overarching goal of the Multi-Donor REACH Trust Fund is to improve the learning outcomes of millions of children and young people who are enrolled in school, increase the numbers who stay enrolled until they finish the secondary level, and ensure that the remaining out-of-school children are enrolled and learn. Some recommendations regarding REACH would include supporting more country programs that are ready for scale-up, strengthening global partnerships, and planning ahead for REACH staffing needs so as to meet future technical, financial, and operational directions and objectives.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

World Bank (2016). Results in Education for All Children (REACH). Assessment of the Pilot Year. <https://documents1.worldbank.org/curated/en/610511468197072257/pdf/103712-WP-REACH-Assessment-v5-web-PUBLIC.pdf>
Results-Based Education for All Children. <https://www.worldbank.org/en/programs/reach#12>