Things I wish I had known during PforR Design

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This Presentation:

Using PforR
- Opportunities
- Threats

Interactions
- Client
- Bank Management

Results
- Design
- Achievement
- Verification

Process Evaluation/ MTR Findings
When to Use PforR

- For System Level Reform
  - To Build Political Will
  - To Address Multiple Bottlenecks at the same time
  - Need extreme clarity

- When Theory of Change is unknown
  - Hard to formulate
  - Context-dependent
  - Context-varying
  - Encourages local solutions
PROCESS EVALUATION: INCREASED FOCUS ON RESULTS

How did Time Use of DEOs Change with PforR?

What were you **doing more**?
1. Visiting Schools
2. Getting and Analyzing data

What were you **doing less**?
1. Training
2. Reporting up
Will the program make schools focus more on exam results?

**Head-Teachers**
- True: 82%
- False: 18%

**DEOs**
- True: 82%
- False: 18%

TRUST & OPTIMISM
Question: Which Enabling Conditions Matter?

Answer:
Its not about capacity but about willingness
1. Willingness for Open Data
2. Willingness to incentivize the implementation level

- Education is often decentralized
- But DLIs target MoF/MoEVT
- Teachers and Head-teachers will exert additional effort only if they truly believe this would pay-off in terms of real incentives
- Are incentives meaningful to people who matter?
PROCESS EVALUATION: INFORMATION/TRUST AROUND INCENTIVES FLOWING TO SCHOOLS WAS SUB-OPTIMAL

Do schools get more money if they show better results?

- **Head-teachers**
  - True: 49%
  - False: 51%

- **DEOs**
  - True: 28%
  - False: 72%

TRUST & OPTIMISM
Dealing with Clients & Management

1. Design Results Chain with Clients
2. Make provisions for Course-Correction
3. Explain the logic of DLI selection
4. Bottom Line:
   1. Leverage your Technical Assessment
   2. Justify well and then hold your ground
Results/ DLIs
What Mattered for Achieving Learning Outcome

DLI

1. Focused Interventions
2. Feedback Loops
3. Safeguards against Gaming
NEARLY ONE-FIFTH OF DEOs BELIEVE GAMING OF RESULTS AT THE SCHOOL LEVEL IS POSSIBLE

DEOs: In order to improve their exam results, schools in my district/region may prevent some students from participating in exams

True, 19%
False, 81%
Think through details – who/when/how
Balance cost-effectiveness with precision
Have a Plan B
Things I wish I had known

• RBF is powerful – but you need to be prepared

• Obsess over 2 things:
  1. Results Chain
  2. Implementation level actors

• Invest in 3 things:
  1. Open dialogue
  2. Open data
  3. Open course-correction