



Evaluating Impact: Turning Promises into Evidence

Results Based Aid for Transition from Primary to Secondary Education in Rwanda

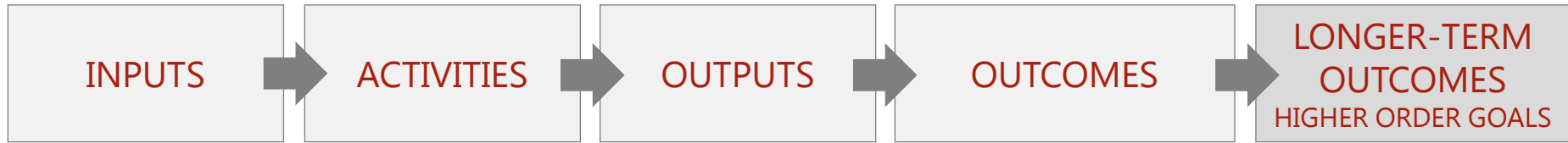
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1. Background

- ❑ 94% of children in Rwanda complete primary school but only 25% approximately remain in school by the third grade of senior school.
- ❑ DFID Rwanda are piloting a results-based aid (RBA) mechanism which will provide GBP 9mn to the education sector as a top up to GBP 50mn provided as sector budget support. (2013-2015)
- ❑ RBA will be administered by the Government of Rwanda and offered to districts whose schools reach a target set for the number of children transitioning from primary to secondary school.
- ❑ DFID Rwanda are interested to understand whether offering an incentive leads to higher transition rates and retention to the third grade than traditional sector budget support only. They are also interested in:
 - ❑ the processes underlying this; and
 - ❑ the effect that disbursement at different levels (national, regional, school) has on results.

2. Results Chain



Additional incentive of GBP 9 million

(out of GBP 55 million SBS and 600 million education sector budget)

- Agree expectations, target levels, structure of incentives
- Communicate structure and level of incentives
- Avail information needed to make informed decision

- Recipients (at appropriate point) are aware of level and structure of incentives
- Recipients receive information to improve performance in line with incentive structure

- Recipients are making use of information to improve performance in line with incentive structure

LONGER-TERM
OUTCOMES
HIGHER ORDER GOALS

- Improved educational outcomes as measured by improved transition from primary to secondary

3. Primary Research Questions

- Does offering an incentive result in higher transition rates to the third grade of senior school than government and donor aid alone?
- What are the processes underlying this?

4. Outcome Indicators

☐ Transition to the third grade of senior school. This will be measured by:

☐ Number of **additional** children who transition from the final year of primary school (P6) to sit exams in the final grade of lower secondary school (S3)

5. Identification Strategy/ Method

- ❑ 30 districts are in the total sample universe (Rwanda).
- ❑ 15 districts, containing 1000 schools randomly assigned to the treatment group and 15 districts, containing 1000 schools randomly assigned to the control group.
- ❑ Schools in the control group will receive government and donor support only.
- ❑ Schools in the treatment group receive additional (proportionate) incentive to top up government and donor support if they achieve targeted retention rates.

6. Sample and Data

Sampling

- ❑ Stratify the country by province to ensure all provinces are represented in sample.
- ❑ Randomly assign districts to treatment and control from stratified sample.
- ❑ Select all schools within districts for evaluating increase in rate of completion (impact)
- ❑ For the process evaluation select a sample of schools randomly from both treatment and control districts

Data

- ❑ MIS data for randomizing and evaluating impact of completion
- ❑ A mixture of quantitative and qualitative data collection for process evaluation

7. Time Frame / Work Plan

Project duration 2013-2015

- ❑ July 2012 - Baseline data for process evaluation
- ❑ September 2012 - communicate incentives to treatment schools
- ❑ October 2012 - baseline from MIS data
- ❑ January 2013 - school year (evaluation year) begins
- ❑ October/ November 2013; 2014 and 2015 Process evaluation
- ❑ Assessment data based on October 2013, 2014, 2015 sit rate
- ❑ March 2014 - First tranche of payment based on October 2013 sit rate. Consequent payments March 2015 and 2016

8. Sources of Financing

- ❑ Program evaluation budget 10% (SEIF)