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**Evaluating Impact:  
Turning Promises into Evidence**

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**Reaching out of school (ROSC)**

**Md. Ataul Haque  
Dr. Mokhlesur Rahman (WB)  
Dr. Syed Shahadat Hossain  
Mosharraf Hossain  
Fazle Siddique Md. Yahya  
Mohammad Showkat Ali  
And  
Moderator: Lorenza de Icaza**

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# 1. Background

- ❑ Notable improvement in the primary education sector in Bangladesh Since independence but 3 million children are still out of school, 38% children have dropped out from formal education.
- ❑ The focus of ROSC is to enroll both drop out and the out of school children to achieve national (eradication of illiteracy by 2014), EFA and MDG goals as a complimentary project of the GOB.
- ❑ ROSC leverages partnership from local & national level NGOs to support low income communities in their effort to bring out of school children into the formal education system by facilitating non formal mood of service delivery.

# 1. Background

- ❑ ROSC project was launched in July 2004 covering 90 Upazilas( sub districts) throughout Bangladesh. By 2010 the ROSC project has established 23,000 learning centers that have recruited and trained teachers for each of them, serving 783,000 children.
- ❑ The size of the project is 100 million US dollars.
- ❑ The project provides BDT: 55,000-65,000 per year for each learning center which includes recruitment, training and remuneration of teachers. Students receive stipends, uniforms, and education materials.
- ❑ The government plans to extend the project in June 2013 to include 150 new Upazilas. Targeting Upazilas with highest drop out rates, greatest gender disparity on public school enrollment, and highest poverty ratios.

# 3. Results Chain

Inputs	Activities	Outputs	Outcomes	Long term Impact
<ul style="list-style-type: none"><li>• Student allowance</li><li>• Student uniforms</li><li>• LC grants</li><li>• Textbooks</li><li>• Repair funds</li><li>• Human resources for activities.</li></ul>	<ul style="list-style-type: none"><li>• Identification of out of school children</li><li>• CMC formation and management training</li><li>• Establishment of LCs</li><li>• Teacher training</li><li>• Student examination</li><li>• Allowance distribution</li><li>• Opening bank account</li><li>• Carryout third party monitoring and studies</li></ul>	<ul style="list-style-type: none"><li>• LC established</li><li>• CMCs formed and trained</li><li>• Teachers trained</li><li>• Student examination conducted</li><li>• Disbursement of grants and allowances</li><li>• Half yearly monitoring report published</li><li>• Third party independent report published</li><li>• Textbook and materials distributed to children</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Primary education completion</li><li>• Equivalency with formal primary students</li><li>• Students passed terminal examination</li><li>• Students enrolled in secondary education</li><li>• Women participation</li><li>• GO NGO and Community partnership</li></ul>	<ul style="list-style-type: none"><li>• Increased Literacy rate</li><li>• Advancement in EFA/MDG goals</li><li>• Women empowerment</li><li>• Equity</li><li>• Skill enhancement</li><li>• Community empowerment</li></ul>

# 4. Primary Research Questions

1. What is the overall impact of the program?
2. How will this effect change if the amount of financial incentive to households is increased?
3. Does the magnitude of the effect vary for different levels of outcomes?

# 4. Outcome indicators

- ☐ # of students completing primary education.
- ☐ # of main streaming to secondary school.
- ☐ # of enrollment in LCs.
- ☐ # Dropout in LCs.
- ☐ Attendance rate of students.
- ☐ Attendance rate of the teacher.

# 6. Identification Strategy/ Method

## **Ranking:**

- ❑ Sub-districts will be ranked on the basis of dropout rates, poverty index, grade 5 completion examination results and gender disparity.
- ❑ A transparent and valid index will be constructed for this ranking using these variables.

## **Regression Discontinuity:**

- ❑ A cut-off will be transparently agreed upon so that treatment and control groups can be appropriately identified.
- ❑ T and C will be clustered near to the cut-off for the anticipated third phase of the project (2018).

## **Treatments:**

- ❑ T1 Community+ 50 Tk allowance per pupil
- ❑ T2 Community + 100 Tk allowance per pupil

## **Sub-groups:**

Sampling will be representative for different outcome levels

A cost-benefit analysis will also be done.

# 7. Sample and Data

- ❑ Analysis will be carried out at the Upazila level.
- ❑ Approximately 150 UZ will be assigned to both T1 and T2.
- ❑ The assignment of the T1 and T2 will be done randomly.
- ❑ Power calculation will be done for determining the number of Upazilas in the control group.
- ❑ Subgroup analysis will be done.

# 8. Time Frame / Work Plan

- ☐ Base line study Aug-September 2012
- ☐ Qualitative data collection December 2012
- ☐ Base line report December 2012
- ☐ Follow Up study Aug-September 2014
- ☐ Qualitative data collection December 2014
- ☐ Mid Term Report August 2015
- ☐ End line study Aug-September 2017
- ☐ Qualitative data collection December 2017
- ☐ Final Report December 2018

# 9. Sources of Financing

Source	Base line Study	Follow Up	End line Study
IDA	95000 US Dollar	25000 Us Dollar	95000 US Dollar
Bangladesh	5000 US dollar	5000 Us Dollar	5000 US dollar
Total	100,000 US Dollar	30,000 US Dollar	100,000 US Dollar
Grand Total			230,000 US Dollar

**Your question  
please!**

# See you again