

A Playbook to Apply Innovative Approaches for Robust Learning Ecosystems

A Tool to Promote Community-Driven Development and Incentive Mechanisms to Improve Outcomes in Learning Ecosystems

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Contents

List of figures	4
List of tables	4
List of boxes	4
List of abbreviations	5
List of key definitions	5
Executive summary	6
1. Introduction	10
1.1. Context: the global learning crisis and the challenge of community participation in decision-making.....	10
1.2. Background: the potential of CDD and IM to enhance community participation and drive performance in the education sector	10
1.3. Objective: designing a tool to guide development actors in assessing, identifying and operationalizing CDD and IM interventions	11
2. The analytical framework	12
2.1. Overview of the analytical framework.....	12
2.1.1. <i>Community-Driven Development (CDD)</i>	12
2.1.2. <i>Incentive Mechanisms (IM)</i>	13
3. Application of the analytical framework	15
3.1. Phase 1: Diagnostic Evaluation: assessing a country’s readiness for CDD and IM	15
3.1.1. <i>CDD assessment rubric</i>	15
3.1.2. <i>IM assessment rubric</i>	17
3.2. Phase 2: Graph of CDD and IM level of readiness definitions	19
3.2.1. <i>Convert the qualitative scores to quantitative units</i>	19
3.2.2. <i>Aggregate quantitative units</i>	19
3.2.3. <i>Identify a readiness level from pre-defined categories</i>	20
3.3. Phase 3: Set of interventions according to CDD and IM levels of readiness	22
3.3.1. <i>Selecting interventions</i>	22
4. Implementation roadmap	27
4.1. CDD implementation roadmap.....	27
4.2. IM implementation roadmap.....	28
Annexes	30
Annex 1: Learning ecosystem toolkit.....	30
Annex 2: Learning ecosystem rubric.....	32
Annex 3: CDD dimension rubric.....	36
Annex 4: IM dimension rubric.....	39
Annex 5: Case study examples of proposed interventions	41
References	48



List of figures

Figure 1: Overview of the three phases of analytical framework presented in the playbook	6
Figure 2: Determining the level of readiness to strengthen CDD	7
Figure 3: Determining the level of readiness for implementing IM	7
Figure 4: Graph of IM and CDD level of readiness definitions	8
Figure 5: Recommended CDD and IM interventions based on the location on the graph of readiness level definitions	9
Figure 6: Overview of the three phases of analytical framework presented in the playbook	12
Figure 7: Simplified typology of RBF instruments	14
Figure 8: The three CDD readiness levels that can be obtained through the evaluation and aggregation process	16
Figure 9: The three IM readiness levels that can be obtained through the evaluation and aggregation process	18
Figure 10: Rubric aggregation process – CDD	19
Figure 11: Rubric aggregation process – IM.....	20
Figure 12: Country readiness model.....	23
Figure 13: Colombia case study: mapping the composite scores to relevant interventions	23
Figure 14: Area of intervention, instrument, and objective for CDD readiness model.....	24
Figure 15: Area of intervention, instrument, and objective for IM readiness model	25
Figure 16: Key components in learning ecosystems	31

List of tables

Table 1: CDD readiness level evaluation rubric	16
Table 2: IM diagnostic evaluation rubric.....	18
Table 3: Colombia CDD country assessment.....	18
Table 4: Colombia Incentive Mechanisms country assessment	19
Table 5: Composite score and description for CDD	21
Table 6: Composite score and description for IM	21
Table 7: Colombia country readiness composite score	21
Table 8: CDD implementation roadmap.....	27
Table 9: Implementation roadmap.....	28
Table 10: Key design features for proposed IM.....	28

List of boxes

Box 1: Community involvement in the development of CDD programs	17
Box 2: Example of CDD program	24
Box 3: Example of an IM.....	26
Box 4: Example of an Impact Bond	41
Box 5: Example of a Performance-Based Transfer	41
Box 6: Example of a Performance Management (PM) System Support.....	42
Box 7: Example of a Performance-Based Contract.....	42
Box 8: Example of Technical assistance / capacity building for IM	43
Box 9: Example of Contractual penalties	43
Box 10: Example of Public rankings and scores	44
Box 11: Example of Community School Management (Option 1)	44
Box 12: Example of Community School Management (Option 2)	45
Box 13: Example of Community Schools.....	45
Box 14: Example of Community Based Monitoring	45
Box 15: Example of Participatory planning	46
Box 16: Example of Community Capacity Building.....	46
Box 17: Example of Administration of Community Grants.....	46



List of abbreviations

CDD	Community-Driven Development
IM	Incentive Mechanisms
LMIC	Low- and Middle-Income Countries
PBC	Performance Based Contracts
PBT	Performance Based Transfers
PMS	Performance Management Systems
SIB	Social Impact Bond

List of key definitions

Community	Community is broadly defined as the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality.
Community-Driven Development (CDD)	Community-Driven Development refers to development programs that emphasize community control over decisions, planning, and resource allocation, particularly regarding local government.
Development funder	An organization that finances development programs. Examples include foundations, bi/multilateral agencies, and governments.
Diagnostic evaluation	The tool used to help a user assess the readiness of a specific country to strengthen community-Driven Development and implement incentive mechanisms programs across multiple dimensions.
Incentive mechanisms (IM)	Instruments that use rewards or sanctions to improve the quality-of-service delivery of predefined results; for example, Results Based Financing. Incentives can be monetary or non-monetary.
Incentivized agent	The agent whose reward is contingent upon results
Implementer	The organization that is intended to be incentivized to improve service delivery. The implementer may be a private or a public organization.
Diagnostic assessment	Tool used to measure the level of readiness of a geographic location to implement CDD and IM.
Learning ecosystems	The social conditions and opportunities that a specific place —country, region, or a local community— offers for learning. These conditions and opportunities are facilitated by a diverse and extensive network of relationships between people, organizations, policies, practices, and systems, etc.
Monetary incentive mechanism	Quantifiable money rewards that a person, company, or organization offers to encourage certain behaviors or actions that would not otherwise have occurred.
Non-monetary incentive mechanism	In-kind incentives that take alternative forms to money —such as opportunities, experiences, objects, among others— that a person, company, or organization offers to encourage certain behaviors or actions that would not otherwise have occurred.
Readiness level	Indicates how prepared a geographic location is to use IM or CDD tools to improve service delivery in the education sector.
Results	A generic term for program outputs, outcomes, and impact.
Results Based Financing (RBF)	A financing arrangement in which part of the payments are contingent upon the achievement of predefined and verified results
Service delivery	A business framework where an agent supplies services to a client. It includes a government providing public services or goods (e.g., education) to its citizens.
Service provider	The agent that works on the ground to deliver a product or service to the program beneficiaries. It can be a public or private (for-profit and non-profit) organization.



Executive summary

The global challenges to education are immense. Nearly two-thirds of 10-year-olds globally cannot read and understand a simple age-appropriate text. The situation has been exacerbated by: (i) the COVID-19 pandemic which has led to prolonged school closures and limited household expenditure on education and (ii) powerful transformations in technology (e.g., artificial intelligence), the environment (e.g., climate crisis), political landscapes (e.g., backsliding in democratic governance), and social trends (e.g., gender parity) that have transformed learners' needs. Community-Driven Development (CDD)¹ and Incentive Mechanisms (IM)² present solutions to service delivery challenges, but there is little literature available on the design and implementation of programs that use these two solutions jointly in the education sector.

CDD and IM have the potential to drive performance in the delivery of public services such as education. On the one hand, Community Driven Development (CDD) (i) strengthens feedback loops between citizens and government, (ii) improves accountability, and (iii) brings program results closer to the needs of communities by putting them at the center of the planning and execution of interventions.³ On the other hand, Incentive Mechanisms (IM) amplify results by (i) aligning service delivery with community needs, (ii) improving transparency in service delivery, (iii) providing flexibility to implementers, and (iv) giving visibility to results to improve accountability mechanisms.

The “Innovative Approaches for Robust Learning Ecosystems” playbook (hereinafter, *playbook*) is a valuable resource for actors in the education sector looking to identify and implement CDD programs, as well as effectively deploy IM to improve delivery performance. It is primarily intended for private and public organizations interested in funding or implementing prioritized approaches.⁴ For example, funders, such as bi/multilateral organizations, foundations, or governments, can utilize the playbook to identify high-impact interventions to finance. Furthermore, implementing organizations such as NGOs, non-profit organizations, or local government agencies can use it as a comprehensive guide to implement programs and strengthen community engagement/interventions.

Overall, this *playbook* is a crucial resource for any organization seeking to enhance their impact in the education sector. Generally, the *playbook* helps assess a geographic location's readiness to develop programs with communities as well as deploy complementary IM and leads to recommendations of potential CDD and IM interventions that could be implemented in a geographic location. It also includes an illustrative tool in Annex 1 and 2 to help users identify bottlenecks in delivering education services and sharpen the intervention selection process.

The *playbook* is based on an analytical framework that determines the readiness level to strengthen CDD and implement IM. From the CDD perspective, this approach aims to identify communities' main challenges, the importance of including them in decision-making processes, and the investment of co-management to make them part of programs that help overcome educational constraints. Regarding the IM component, this methodology aims to evaluate how prepared is a geographic location to use monetary or non-monetary incentives, and to encourage behaviors or actions that positively enhance delivery performance. Based on the readiness level for IM and CDD, the *playbook* provides recommendations of a set of interventions that are more likely to be successful for the given context. Figure 1 highlights the phases of this analytical framework.

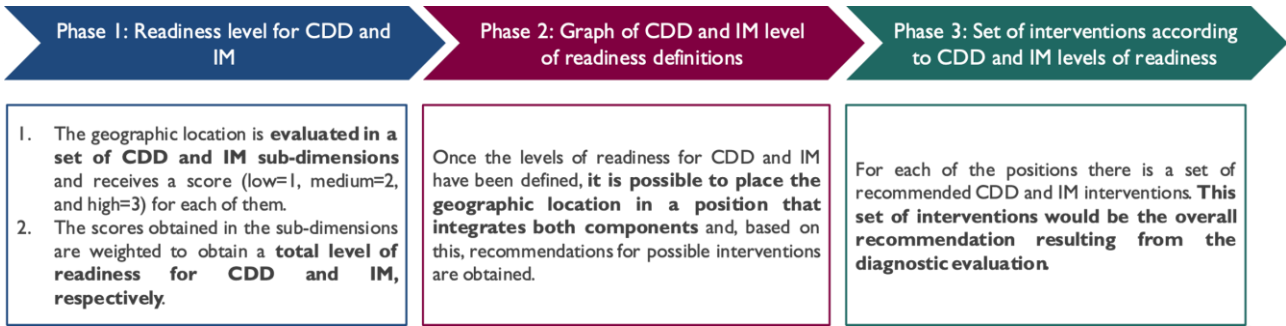
*Figure 1: Overview of the three phases of analytical framework presented in the *playbook**

¹ Community-Driven Development refers to development programs that emphasize community control over decisions, planning, and resource allocation, particularly regarding local government.

² Incentive mechanisms are interventions that use monetary or non-monetary rewards/penalties to influence the quality-of-service delivery by public or private implementers.

³ World Bank. Policy Research Working Paper, 2018, *Community-Driven Development (Myths and Realities)* <https://openknowledge.worldbank.org/server/api/core/bitstreams/d3499cf5-e9c7-5d01-95c7-5a9d3911bb9b/content>

⁴ Even though this *playbook* is expected to be a resource that all actors can leverage, it is recognized that the level of technical knowledge required to navigate this tool might represent a constraint for potential end users, such as communities or beneficiaries.

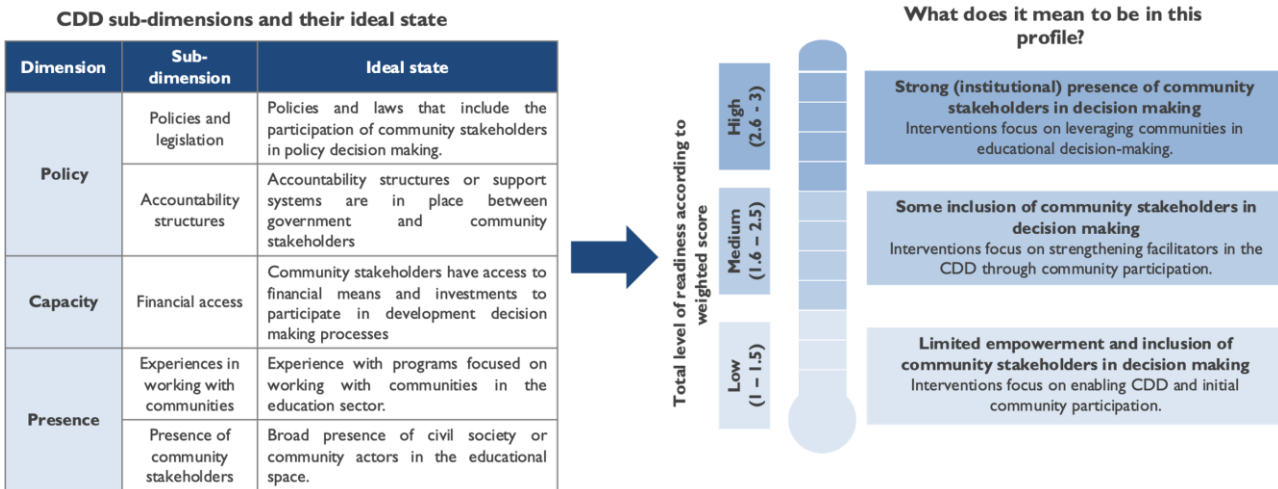


Source: (Author, 2023).

Phase 1 outlines two main steps to determine the level of readiness to strengthen CDD and implement IM in a given geographic location. First, the geographic location is evaluated in a series of CDD and IM sub-dimensions and receives a score according to its similarity to the ideal state. Second, the scores obtained in the sub-dimensions are weighted to obtain a total level of readiness for CDD and IM. This phase is summarized in Figures 2 and 3 for CDD and IMM, respectively.

Phase 2 locates the geographic location in a graph that integrates both levels of readiness, and Phase 3 identifies a set of recommended interventions based on this mapping. Once the levels of readiness for IM and CDD have been selected, Phase 2 consists in locating the geographic location in a graph that integrates both components, as shown in Figure 4. Based on the mapping of the geographic location, Phase 3 consists in identifying a set of recommended CDD and IM interventions (detailed in Figure 5). The interventions obtained in Phase 3 are the overall recommendations resulting from the diagnostic evaluation.

Figure 2: Determining the level of readiness to strengthen CDD



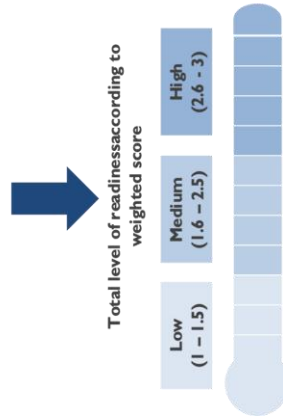
Source: (Author, 2023).

Figure 3: Determining the level of readiness for implementing IM



IM sub-dimensions and their ideal state

Dimension	Sub-dimension	Ideal state
Policy	Regulatory framework (system factors)	Presence of a regulatory framework or systems in place that allow for the implementation of IM
Capacity	Data availability	Existence of reliable, usable, high quality statistics for decision making
	Experience with IM	Experience in the design and implementation of IM
Presence	Presence of implementers	Presence of stakeholders focused on implementing development interventions in the education sector



What does it mean to be in this profile?

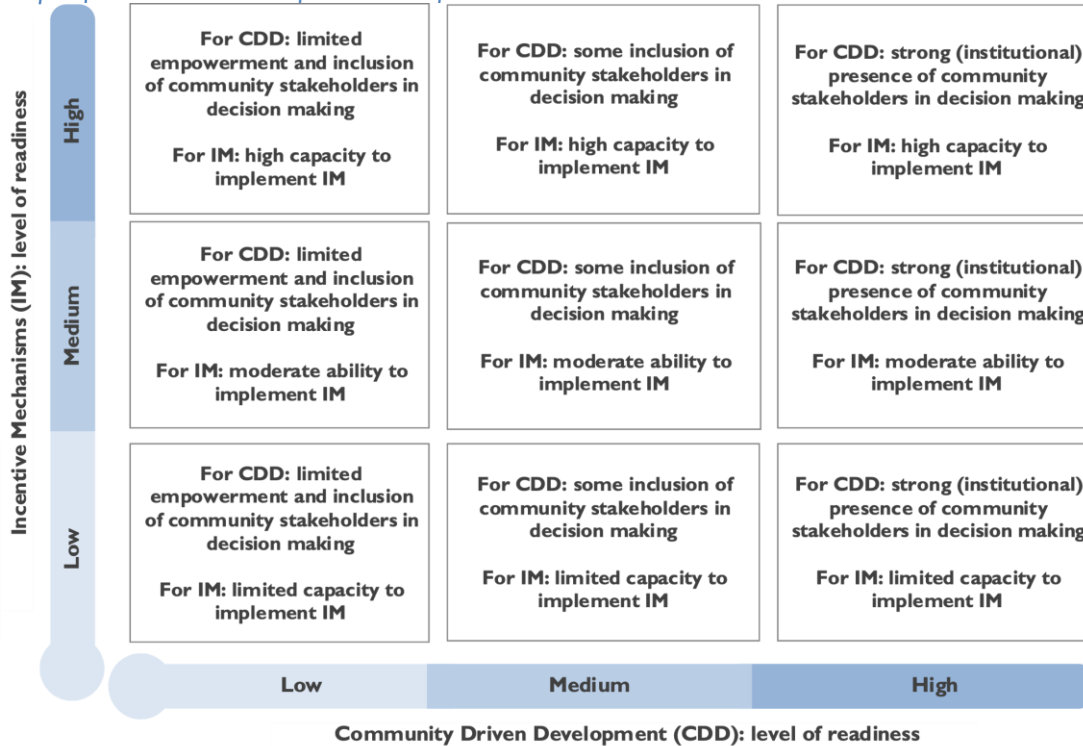
High capacity to implement IM
Interventions with sophisticated IM, at scale and/or that transfer high levels of risk during program implementation (e.g., monetary incentives at scale at the national level) are recommended.

Moderate capacity to implement IM
Interventions that transfer limited risk to implementers, medium scale and/or the inclusion of non-monetary incentives (e.g., Performance Based Contracts that transfer low risk to implementers) are recommended.

Limited capacity to implement IM
Interventions aimed at improving the capacity and knowledge of funders and implementers to execute programs with incentive mechanisms are recommended.

Source: (Author, 2023).

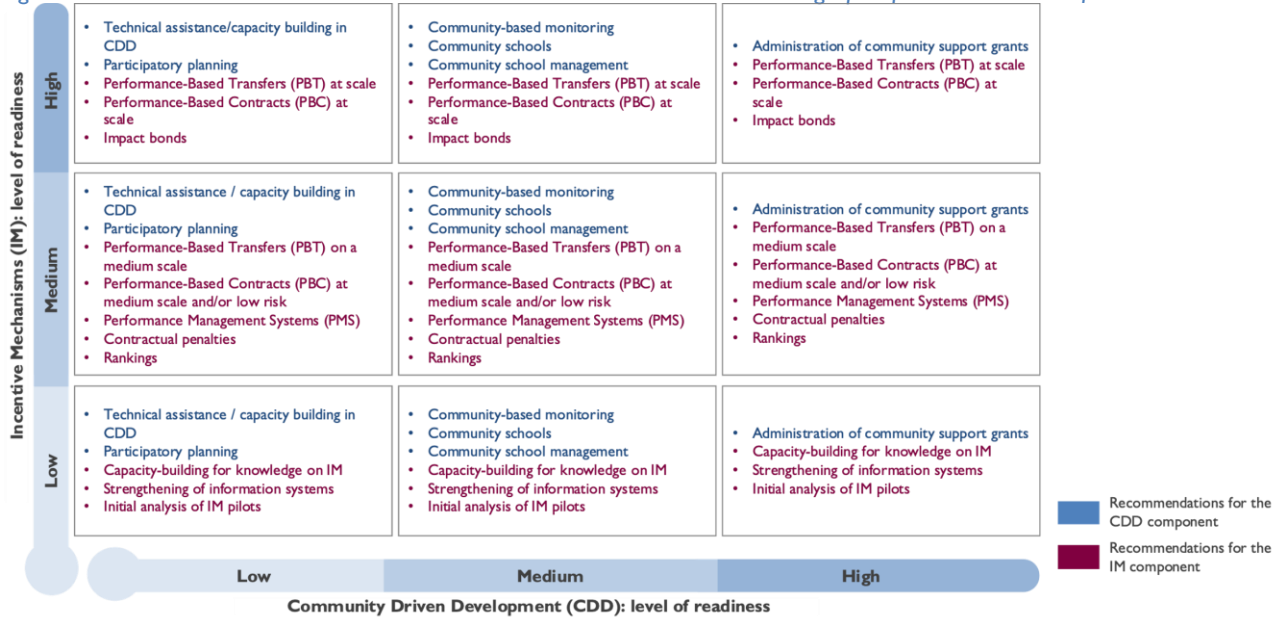
Figure 4: Graph of IM and CDD level of readiness definitions



Source: (Author, 2023).



Figure 5: Recommended CDD and IM interventions based on the location on the graph of readiness level definitions



As a holistic strategy, in Annex 1 and Annex 2, the playbook contains a learning ecosystems assessment framework to help users identify critical bottlenecks affecting their ecosystem. Although the playbook provides directions on identifying bottlenecks, it recognizes that there are other diagnostic tools available, and users should apply the framework best suited to their context. Ultimately, although bottleneck identification is an important step, it does not restrict users from engaging with the CDD and IM rubrics.



I. Introduction

I.1. Context: the global learning crisis and the challenge of community participation in decision-making

Education spending has steadily increased for more than a decade with the fastest growth experienced in Low- and Middle-Income Countries (LMIC) despite limited improvements to education outcomes. Between 2009 and 2019, spending on education rose by 5.9% annually in LMICs compared to a global growth rate of 2.6%.⁵ However, increased spending has not contributed to a commensurate increase in learning outcomes. For instance, despite improved access to education, only a third of 10-year-olds globally can read and understand a simple age-appropriate text. This *learning crisis* is more prevalent in LMICs where up to 75% of third grade learners are unable to read and understand a simple sentence and three-quarters of students are unable to solve a simple two-digit subtraction problem.⁶

The impact of the COVID-19 pandemic —as well as powerful transformations to technological, environmental, political, and social trends— has accelerated the necessity for innovative approaches to ensure the education sector responds to learners’ needs.⁷ The pandemic caused extensive disruptions to the education sector and showed the fragility of existing systems. For instance, prolonged school closures during the COVID-19 pandemic are estimated to have caused nearly 147 million children to miss more than half of their in-person schooling. Furthermore, despite the proliferation of digital learning tools, over 30% of children globally had no access to remote learning during the COVID-19 pandemic.⁸ These challenges have spotlighted the need to build education systems that deliver services to learners equally and at a high quality to be able to effectively respond to the needs of communities.

Despite the critical role of non-state actors in education reforms, there is limited guidance on how to identify and implement relevant interventions to enhance community participation. Current education systems mainly follow rigid industrial models and target top-down relationships of formal education stakeholders (national and subnational government agencies, teachers, pupils, etc.). This has generally influenced decision-making in education with limited attention given to non-state actors outside the traditional framework. However, recent efforts to transform traditional education systems to learning ecosystems (an education model that promotes the incorporation of a diverse group of actors —households, community leaders, business, and industry leaders, among others. — that influence learners directly or indirectly) has generated increased interest in interventions that seek to enhance the participation of non-state actors. Unfortunately, there is limited literature to guide stakeholders on how to easily diagnose an education ecosystem and identify relevant interventions to stimulate community participation as well as to accelerate the performance of implementers (public or private) in the education sector.

I.2. Background: the potential of CDD and IM to enhance community participation and drive performance in the education sector

CDD programs have shown to effectively tackle bottlenecks across various sectors (education, climate change, local economic development, etc.) and reduce inequalities.⁹ Enhanced collaboration between governments and communities, including putting resources under the control of community groups, improving government-citizen feedback loops, and participation in decision-making, enhances the efficiency and inclusivity of public service delivery, particularly among marginalized groups.¹⁰ In sectors such as education, community-led approaches offer an effective local platform to drive improvements in cost-effectiveness, resource mobilization, prioritization, quality of

⁵ World Bank. *Education Finance Watch 2021 Report*. 2021.

⁶ World Bank. *The Education Crisis: Being in School Is Not the Same as Learning*. 2019 <https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework>

⁷ OECD. *Global trends and the future of education*. 2022. https://www.oecd-ilibrary.org/sites/6ae8771a-en/1/3/1/index.html?itemId=/content/publication/6ae8771a-en&_csp_=c08144de6b681428094a3a71a4549454&itemIGO=oecd&itemContentType=book

⁸ UNICEF data hub. *UNICEF Data: Monitoring the situation of children and women 2023*. <https://data.unicef.org/covid-19-and-children/>

⁹ World Bank. 2022 *Understanding Poverty / Community-Driven Development*. 2022. <https://www.worldbank.org/en/topic/communitydrivendevelopment#2>

¹⁰ World Bank. Policy Research Working Paper, *Community-Driven Development (Myths and Realities)*. 2018. <https://openknowledge.worldbank.org/server/api/core/bitstreams/d3499cf5-e9c7-5d01-95c7-5a9d3911bb9b/content>



service delivery, as well as overall accountability of programs at the subnational and local levels.¹¹ **Moreover**, community empowerment —coupled with institutional transformation interventions— could create bottom-up pressures for reforms across the education service delivery chain by championing the integration, accountability, transparency, and participation principles in public systems.¹²

However, CDD faces structural challenges that might limit the impact of interventions (e.g., misalignment between national and subnational incentives). Complementary strategies, such as the use of IM in programs, can foster an enabling environment for community-led approaches to thrive, amplifying the impact of interventions, and sustaining its long-term results. Specifically, using monetary or non-monetary incentives allows development actors to align education delivery systems with community needs, enhance accountability and transparency, and provide space for actors to innovate and adequately respond to context-specific constraints.

1.3. Objective: designing a tool to guide development actors in assessing, identifying and operationalizing CDD and IM interventions

The “Innovative Approaches for Robust Learning Ecosystems” playbook (hereinafter, *playbook*) aims to provide development actors with practical tools to identify opportunities and barriers to implementing CDD and IM interventions. The *playbook* provides a set of structured questions and frameworks to guide development actors interested in using CDD approaches and IM to stimulate community participation in the education sector. Specifically, the *playbook* introduces a generic step-by-step guide to (i) assess the readiness of a country to implement CDD and IM approaches, (ii) identify the most relevant interventions based on a readiness assessment, and (iii) operationalize selected intervention through a high-level implementation roadmap (see Annex 1 and 2). It should be noted that the *playbook* is not a replacement for field exploration. It remains crucial to meet and understand the needs of communities related to educational services, to gain a thorough comprehension of the kind of programs to select, as well as how to implement them. In addition, the *playbook* was developed under a theoretical framework of prioritization of research; this means there may be some relevant factors outside the analysis.

The outlined approach draws on lessons from global experiences in CDD and IM. Sources include secondary data from literature review, expert interviews with development actors, and work done by Instiglio and its partners.

- **Section 2: Analytical framework.** The *Analytical Framework* section introduces a step-by-step guide to support users of the *playbook* identify suitable IM and CDD interventions for a given context. Specifically, this process consists of three phases:
 - Phase I: The readiness level to strengthen CDD and implement IM is determined for the geographic location.
 - Phase II: The geographic location is located in a graph that integrates both readiness levels identified in Phase I.
 - Phase III: A set of recommendations of IM and CDD interventions are assigned to the geographic location according to its location in Phase 2.
- **Section 3: Application of the analytical framework.** The step-by-step process described in Section 2 is applied to the case of Colombia to illustrate the methodology and its application, making it clearer for the reader.
- **Section 4: Implementation roadmaps.** Guidance and useful considerations to design and implement the selected CDD and IM interventions.

¹¹ World Bank. *Understanding Poverty / Community-Driven Development*. 2022. <https://www.worldbank.org/en/topic/communitydrivendevelopment#2>

¹² Asian Development Bank. *Empowerment and Public Service Delivery in Developing Asia*. 2013. <https://www.adb.org/sites/default/files/publication/30228/empowerment-public-service-delivery-asia.pdf>

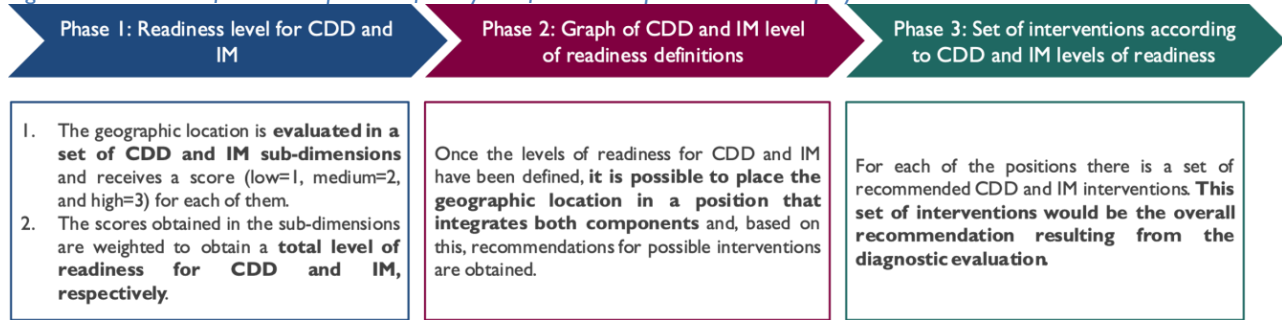


2. The analytical framework

2.1. Overview of the analytical framework

The playbook applies a step-by-step analytical framework to diagnose a country and, based on a set of dimensions, determine its readiness to implement the prioritized approaches —CDD and IM—. As shown in Figure 6, the analytical framework has three main phases:

Figure 6: Overview of the three phases of analytical framework presented in the playbook



Source: (Author, 2023).

2.1.1. Community-Driven Development (CDD)

Building on the growing literature in development,¹³¹⁴¹⁵ including communities in the planning, implementation, and monitoring of development programs in general and education in specific, is beneficial for multiple reasons. Evidence shows that CDD interventions have good results in empowering change agents, improving the efficiency and effectiveness of the interventions, as well as strengthening governance and accountability structures. For example, local autonomy over the allocation of educational grants has been shown to result in improved budget management and increased parents’ involvement in schools, thereby contributing to improvements in education quality and learning outcomes.¹⁶ As a result, CDD interventions in education like community school management programs that promote community participation in the day-to-day and long-term decision-making at the school level, provide an effective way to ensure that targeted programs are better aligned with the needs of schoolchildren.

What actors in society consider “community” is fluid and partially depends on the context in which the program is implemented. As a result, the actors ascribed to a community vary across different countries. In acknowledgement of this variation, community is broadly defined as the people living in one particular area or people who are considered as a unit because of their common interests, social group or nationality. To refine this definition, this playbook invites the end user to follow these guiding principles:

- I. **Stakeholder identification.** Before designing and implementing the program, it is important to understand the stakeholders involved and if they will be considered part of the community.
- II. **Community responsibilities.** Do all the stakeholders have the same responsibilities within the intervention?

The identification of actors at the grassroots level is a critical step in developing community-led programs. As such, the two guiding principles complement a user’s context-specific assessment for identifying those community actors best suited to address identified educational challenges.

The common terminology used for the engagement of communities in development programs is Community-Driven Development (CDD). CDD refers to development programs that emphasize community control over decisions, planning, and resource allocation, particularly regarding local government. It thereby complements market- and state-

¹³ Binswanger-Mkhize, Hans P., Jacomina P. de Regt, and Stephen Spector, eds. *Local and community driven development: Moving to scale in theory and practice.* 2010

¹⁴ Wong, Susan. *What have been the impacts of World Bank Community-Driven Development Programs? CDD impact evaluation review and operational and research implications.* 2012

¹⁵ World Bank 2020 *Cost-effective approaches to improve global learning.* 2020.

¹⁶ OECD. *The Funding of School Education: Connecting Resources and Learning.* 2017. <http://dx.doi.org/10.1787/9789264276147-en>



run activities in the development sphere by creating sustainable results at the grassroots level.¹⁷ However, it is important to note that this does not mean the complete substitution of current actors for community members. On the contrary, the partnerships and cooperation with (local) governmental actors, the private sector, and implementers are core indicators for the success of CDD.

CDD Suitability Guiding Principles

A series of guiding principles are outlined to assess the current readiness to make CDD work, as well as to inform the areas where the geographic location can strengthen their CDD compatibility.¹⁸ The principles touch upon the key indicators CDD aims to transform to create a conducive context in which CDD can be structurally implemented to tackle bottlenecks across different sectors. The five principles are the following:

- I. **Empowering communities.** CDD's main aim is to provide community actors with the agency to determine needs and exercise control over how best to address those needs.
- II. **Empowering local government.** Sustainable empowerment of community actors requires distributing functions and powers to local governmental agencies and other stakeholders like implementers and the private sector as support structures for empowering communities.
- III. **Improving accountability of public service delivery.** For sustainable inclusion of communities in public goods and service provision, strong accountability alignment needs to be in place to translate communities' voices into quality action by ensuring the products and services are in line with community needs and priorities.
- IV. **Capacity development.** Capacity building at the local and community level, as well as for technical sectors, private sector, and nongovernmental agents, as a necessary building block for effective CDD.

CDD approaches

It is unlikely that a geographic location performs at maximum on all the principles underpinning CDD. On the one hand, some geographic locations have a more suitable political system (e.g., decentralized government), but lack capacitated community actors with the ability to engage in decision-making. On the other hand, there are places with substantial representation of communities in development projects, while the political-institutional context makes it difficult for them to be sustainably represented in government. Consequently, there is often ample room for geographic locations to make their context more suitable for CDD.

Specifically, two distinct approaches can be used to facilitate or create enabling conditions for CDD —bottom-up (technical) and top-down (strategic)—.

- I. **Bottom-up.** Focused on facilitating the inclusion of community members in decision-making around development programs. The approach is bottom-up in the sense that communities are engaged in local programs, whereas it has a lesser focus on structurally including communities in decision-making bodies around day-to-day policies.
- II. **Top-down.** In contrast to the bottom-up approach, the main goal of the strategic approach is to institutionalize the voice of community members in (governmental) decision-making processes. In this respect, the approach is top-down and requires a transformation in how (local) governmental institutions operate.

Irrespective of the approach a geographic location takes, both approaches must be prevalent for substantial and sustainable CDD. Guided by the principles, geographic locations can prioritize an approach based on the identified shortcomings to create the enabling environment for CDD.

2.1.2. Incentive Mechanisms (IM)

Governments tend to have the mandate and hold the resources necessary to deliver education services and achieve learning outcomes. However, increased spending on education has yet to equate to improved outcomes. A key constraint has been a limited focus on results across delivery systems. The use of IM (monetary or non-monetary) can be transformational by re-orienting delivery

¹⁷ Dongier, Philippe, Julie Van Domelen, Elinor Ostrom, Andrea Ryan, Wendy Wakeman, Anthony Bebbington, Sabina Alkire, Talib Esmail, and Margaret Polski. *Community driven development*. 2003: 303-327

¹⁸ Heemskerk, Willem, van W. Campen, and G. Baltissen. *Community Driven Development (CDD): toolkit for national stocktaking and review*. 2006.



systems towards results and integrating drivers of quality such as accountability, transparency, autonomy, etc., across the education sector.¹⁹ Examples of IM in education include monetary IM that leverage intergovernmental transfers (national government to subnational entities) by allocating a portion of the funding (or bonus) to influence learning outcomes at the subnational level.

Development programs tend to intrinsically incorporate incentives by leveraging a structure that allows, for example, a principal (funders) to reward or penalize (monetarily or non-monetarily) certain behaviors over the agent (implementers). However, for public services to adequately respond to citizen needs, it is not enough to only reward progress (activities and inputs) and drive efficiency but also to explicitly set incentives that stimulate innovation, sustainability of results, and promote behavioral change.²⁰

Therefore, the playbook explores interventions that leverage monetary or non-monetary incentives to drive programmatic performance or strengthen service delivery systems in the education sector. Mainly, it focuses on tools that enhance the impact of community programs by influencing actors at the subnational level that engage directly or indirectly with target communities to create a thriving learning ecosystem. These instruments are collectively referred to as results-based approaches and are commonly used to:

- I. improve the effectiveness of delivery systems (e.g., incentivizing local government education offices to improve service delivery at the subnational level),
- II. improve the effectiveness of specific programs (e.g., incentivizing implementers to develop innovative solutions to critical education delivery bottlenecks), and
- III. institutional strengthening (improving the capacity of actors to utilize data in decision-making).

The distinction between monetary and non-monetary IM is outlined below.

- I. *Monetary IM* in the education sector have been mostly used in service delivery to generate the greater impact of the resources invested by tying funding to results instead of activities and inputs (e.g., Results-Based Financing (RBF)).²¹ This makes it possible to shift from financing, for instance, teaching materials or training (activities), to financing learning outcomes or access to learning (e.g., enrolment or retention). Monetary incentives have also been used to support government transformation (national and subnational), with organizations tying a portion of funding to the drafting or implementation of reforms.²²
- II. *Non-monetary IM*, including reputational recognition, eligibility criteria, and praise/penalties,²³ that act as external motivation to promote performance, have been leveraged to enhance service delivery and reform approaches. The playbook targets non-monetary incentives that leverage reputational recognition (public ranking of implementers), eligibility criteria (integrating robust data systems), and penalties (contractual penalties that limit an implementer's future participation or promotion) to influence actors engaging with communities.

As a prioritized approach, the playbook will propose interventions based on a user's level of ambition and country readiness to implement either monetary or non-monetary IM in the analytical framework (section 3).

Figure 7: Simplified typology of RBF instruments

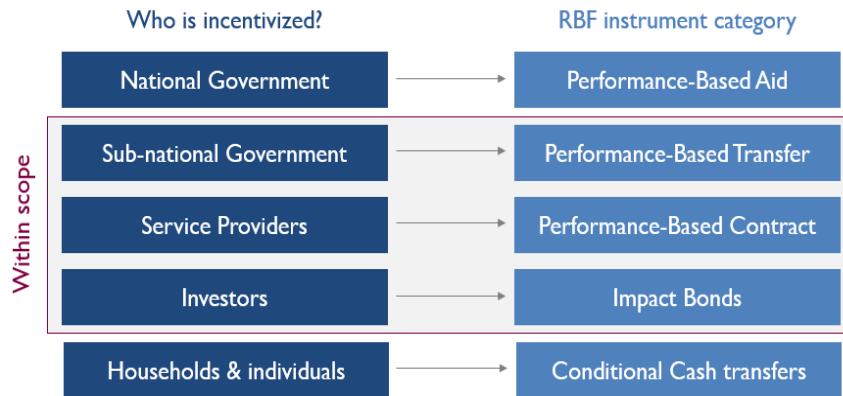
¹⁹ World Bank 2018. Results-Based Financing in Education: Learning from what works. <https://documents1.worldbank.org/curated/en/915061548222619389/pdf/Results-Based-Financing-in-Education-Learning-from-What-Works.pdf>

²⁰ Savedoff, William D. *Incentive Proliferation? Making sense of a new wave of development programs*. 2011. [www. cgdev. org/content/publications/detail/1425405](http://www.cgdev.org/content/publications/detail/1425405).

²¹ The playbook focuses on financing arrangements in which part of the payments are contingent upon the achievement of predefined and verified results (results-based financing).

²² The World Bank has included monetary incentives in its Program for Results (PforR) instrument through the introduction of Disbursement-Linked Indicators (DLIs), that typically tie funding to reform activities, outputs, and specific system performance metrics.

²³ Savedoff, William D. *Incentive Proliferation? Making sense of a new wave of development programs*. 2011. [www. cgdev. org/content/publications/detail/1425405](http://www.cgdev.org/content/publications/detail/1425405).



Source: (Instiglio, 2018).

3. Application of the analytical framework

This following section describes each phase of the analytical framework (from the diagnostic evaluation to identifying interventions or “plays”). The framework is described in a step-by-step format to ease the transition from one phase to another. Additionally, where possible, the playbook will provide case studies or practical examples to support the application of the analytical framework.

Source: (Author, 2023).

3.1. Phase I: Diagnostic Evaluation: assessing a country’s readiness for CDD and IM

The first phase of the analytical framework assesses a country’s readiness to implement CDD and IM. It provides users with tools to measure a country’s enabling environment, based on a set of characteristics. Details of how this assessment is conducted for each of the two main components of this playbook (CDD and IM) are discussed below.

3.1.1. CDD assessment rubric

The CDD diagnostic tool aims to holistically measure an environment’s experience leveraging communities to address education service delivery challenges. The readiness level to strengthen CDD in a geographic location is evaluated in 3 high-level dimensions (see Table 1).

- I. **Policy dimension.** The policy dimension assesses whether the political and legal systems exist to support the participation of communities in decision-making processes. The policy dimension consists of two subdimensions: (i) the existence of policies and legislation around community inclusion, and (ii) the presence of structures of accountability where communities can hold (local) government accountable for their promises and actions.
- II. **Capacity dimension.** The capacity dimension assesses if communities possess and have access to the means necessary to contribute substantially to decision-making processes. Capacity is measured through two dimensions: (i) the availability of financial means to community actors (financial access), and (ii) the degree to which community actors are already involved in decision-making —a proxy for communities’ capacity to substantively participate (decision-making power)—.
- III. **Presence dimension.** Presence evaluates if sufficient community actors are willing to participate in decision-making processes in general and in the education sector more specifically. The presence dimension is composed of two subdimensions: (i) past experiences. Refers to any prior engagements users have had with integrating communities into decision-making processes, and (ii) the number of civil society organizations. Gives an indication of how many organizations that want to influence policy making are already present in the country.

The 3 high-level dimensions explained above are disaggregated into subdimensions in which the geographic location is graded across three levels of performance: low, medium, and high (see Table 1).²⁴ The scores are converted to quantitative units —low=1, medium=2, and high=3— to allow for easier computation of the values generated. Once

²⁴ Taking the policies and legislation subdimension as an example, a statement is used to assess a country’s current level on that specific subdimension. In this example, the following statement is used: *There are the political and legal systems in place that encourage the participation of communities in decision-making processes.*



each subdimension is graded, these scores are aggregated and averaged to obtain a composite score by dimension—.25 Since each dimension is weighted equally, scores are averaged at the sub-dimension level—to obtain the final readiness score for CDD. The complete rubric including the statements and assessment criteria for all subdimensions, in which the user can analyze the conditions that determine the country’s readiness level, can be found in Annex 3. This annex also contains a set of suggested indicators that the user can use to make the assessment when implementing the rubric.

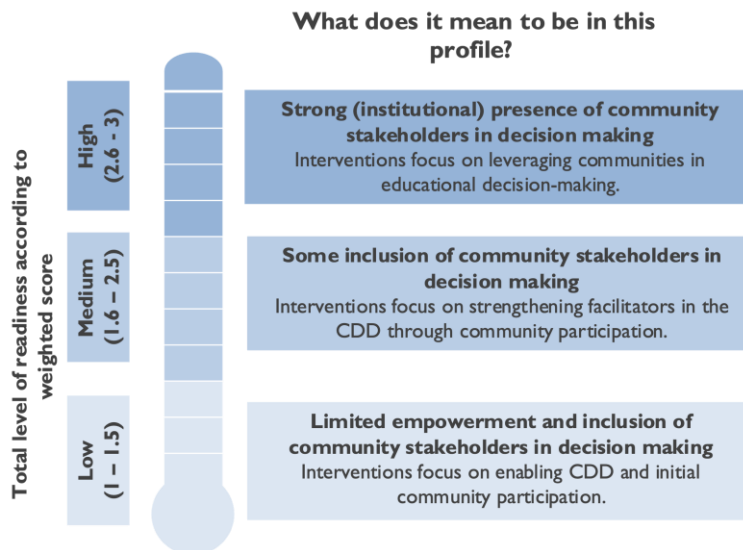
Table 1: CDD readiness level evaluation rubric

Dimension	Subdimensions	Statement / Ideal state
Policy	Policies and legislation	There are policies and legislation which include the participation of community actors in decision-making processes as well as the formalization of community groups.
	Accountability structures	Accountability structures exist whereby communities can hold (local) government accountable for their actions (support systems) (e.g., community ombudsman).
Capacity	Financial access	Community actors have access to financial means and investments to participate in decision-making processes for development.
	Decision-making power	There are community actors with decision-making power or are involved in these processes in the educational sector.
Presence	Experiences working with communities	Experience with programs focused on working with communities in the education sector.
	Presence of community actors	The number of civil society or community actors present in the educational space.

Source: (Author, 2023).

Figure 8 provides an overview of the three profiles that can be obtained through the identification of the total readiness level according to the weighted score.

Figure 8: The three CDD readiness levels that can be obtained through the evaluation and aggregation process



²⁵ The scoring methodology is a guide and does not prescribe a rigid framework to calculate the composite score. Users should apply weights to dimensions they deem relevant based on their context.



Source: (Author, 2023).

Box 1: Community involvement in the development of CDD programs

Community involvement in the development of CDD programs²⁶

It is essential for any CDD intervention to involve and engage deeply with community stakeholders, both prior to and during the diagnostic phase as well as during the design and implementation of interventions. Therefore, before conducting the diagnostic evaluation, it is crucial to identify and sensitize the community stakeholders that the program is meant to target. Some of the targeting methods used in CDD interventions include geographic targeting, participatory social mapping tools, and community-based targeting models.

Geographic targeting involves selecting communities based on regions where vulnerable populations are concentrated. Participatory social mapping tools help breaking down the community along social characteristics and considering local perceptions of prioritized factors such as education priorities. Community-based targeting models promote the community in identifying program participants and could extend to monitoring the benefits of the program as well as participating in the delivery processes.

To further enhance the success of CDD interventions, other strategies such as empowering and strengthening the capacity of target communities, fostering a safe environment for participants, and mitigating the risk of elite capture where benefits are monopolized by more powerful members of the community should also be employed. These measures will instill confidence in the target population to participate in the program and contribute to its success.

3.1.2. IM assessment rubric

To ensure the effectiveness of IM, certain political, technical, and administrative conditions need to be present. The IM rubric assesses the existence of enabling conditions, and where they are not fully in place, helps determine how they can be created or how interventions could be adapted to be effective. This could be achieved, for instance, through providing technical assistance or ensuring interventions evolve as the enabling environment improves. Rather than exhaustively assessing each of the three enabling conditions, the rubric prioritizes three (representative) dimensions — policy, capacity, and presence— to ensure the practicability of the tool when conducting a rapid assessment (see Table 2).

- I. **Policy dimension.** The policy dimension assesses whether a country’s regulatory framework or systems support the implementation of IM. The rubric evaluates whether there are sufficient legal frameworks and policies to support the implementation of IM including (i) institutions have sufficient autonomy to respond to incentives and/or hold accountable for results, and (ii) processes are compatible with executing incentives (e.g., delayed payments in the case of RBF).

Capacity dimension. The capacity dimension focuses on a country’s experience implementing IM as well as the availability and validity of existing data to design interventions and measure results. Therefore, the rubric evaluates whether there is sufficient internal expertise to implement IM (based on experience) and access to data and performance management systems, suitable to support implementation of interventions. **Presence dimension.** The presence dimension explores the existence of implementers delivering interventions in the education sector. Therefore, the rubric evaluates whether there are enough implementers in the education sector with the experience to implement programs and complement public systems —especially when promoting innovation or implementing interventions that transfer a high level of risk to implementers—. The 3 high-level dimensions explained above are disaggregated into subdimensions in which the geographic location is graded across three levels of performance: low, medium, and high (see Table 2).²⁷ The scores are converted to quantitative units —low=1, medium=2, and high=3— to allow for easier computation of the values generated. Once each subdimension is graded, these scores are aggregated and averaged to obtain a composite score by dimension—.²⁸ Since each dimension is weighted equally, scores are averaged at the sub-dimension level —to obtain the final readiness score for IM. The complete rubric including the statements and

²⁶ IFAD. Targeting in community-driven development projects. https://www.ifad.org/documents/38714174/42157091/Targeting_in_CCD.pdf/4dbb4bd9-d3d3-a9e5-b3d0-c1707c5c3f2f

²⁷ Taking the policies and legislation subdimension as an example, a statement forms the basis for assessing a country. In this example, the following statement is used: *What are the political and legal systems in place that encourage the participation of communities in decision-making processes.*

²⁸ The scoring methodology is a guide and does not prescribe a rigid framework to calculate the composite score. Users should apply weights to dimensions they deem relevant based on their context.



assessment criteria for all subdimensions, which helps the users understand the conditions that determine the country’s readiness level, can be found in Annex 4. This annex also presents the suggested indicators that can be followed to make the assessment when implementing the rubric.

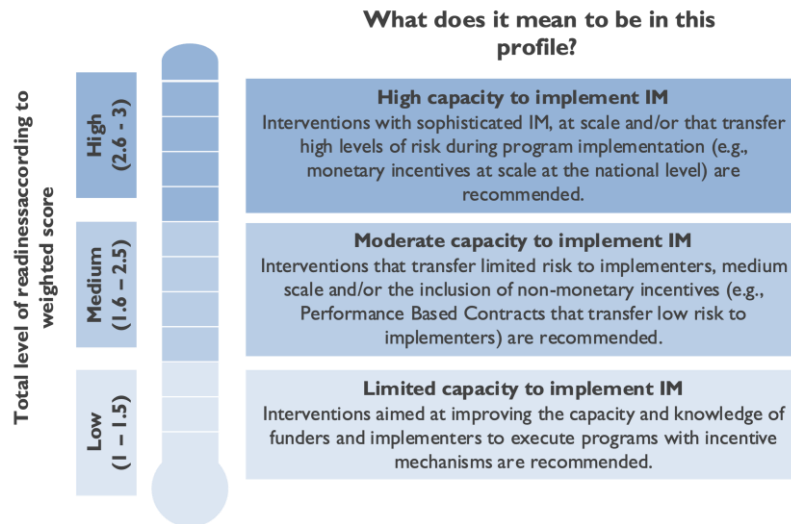
Table 2: IM diagnostic evaluation rubric

Dimension	Subdimensions	Statement
Policy	Regulatory framework (system factors)	The country has an adequate regulatory framework or systems that allow the implementation of IM.
Capacity	Data availability	The country has reliable, usable, and high-quality statistics.
	Experience with IM	The country has experience in the design and implementation of IM.
Presence	Presence of implementers	The country has stakeholders focused on implementing development interventions in the education sector.

Source: (Author, 2023).

Figure 9 provides an overview of the three profiles that can be obtained through the identification of the total readiness level according to the weighted score.

Figure 9: The three IM readiness levels that can be obtained through the evaluation and aggregation process



Source: (Author, 2023).

Colombia as a case-study

As part of the playbook development process, the diagnostic tool was applied to the Colombian context as an initial case study to test its validity. The readiness assessment results are highlighted below (scored from high to low). The assessment is based on desk research and interviews conducted with government partners and non-profit organizations working in Colombia. The results highlight the country’s current performance in each of the assessment dimensions.

Table 3: Colombia CDD country assessment

CDD	Subdimension	Level
	Policies and legislation	High
	Accountability structures	Medium
	Financial access	Low



	Decision-making power	Medium
	Experience in working with communities	High
	Presence of community actors	High

Table 4: Colombia Incentive Mechanisms country assessment

	Subdimension	Level
IM	Regulatory framework	Medium
	Data availability	Medium
	Experience with IM	High
	Presence of implementers	Medium

3.2. Phase 2: Graph of CDD and IM level of readiness definitions

The second phase of the playbook defines a country’s readiness level by (i) computing an aggregate diagnostic evaluation score and (ii) comparing it to a pre-defined readiness scale that highlights the ideal performance at a low, medium, or high level. A country’s readiness level will determine the type of intervention it can feasibly implement (CDD or IM). Therefore, users should ensure the composite score is as true a reflection of its environment (as possible) to identify the most appropriate intervention.

Below, you will find a description of the aggregation process and the definition of readiness levels. Additionally, an example of how this process was applied to a specific country case (Colombia) is provided.

3.2.1. Convert the qualitative scores to quantitative units

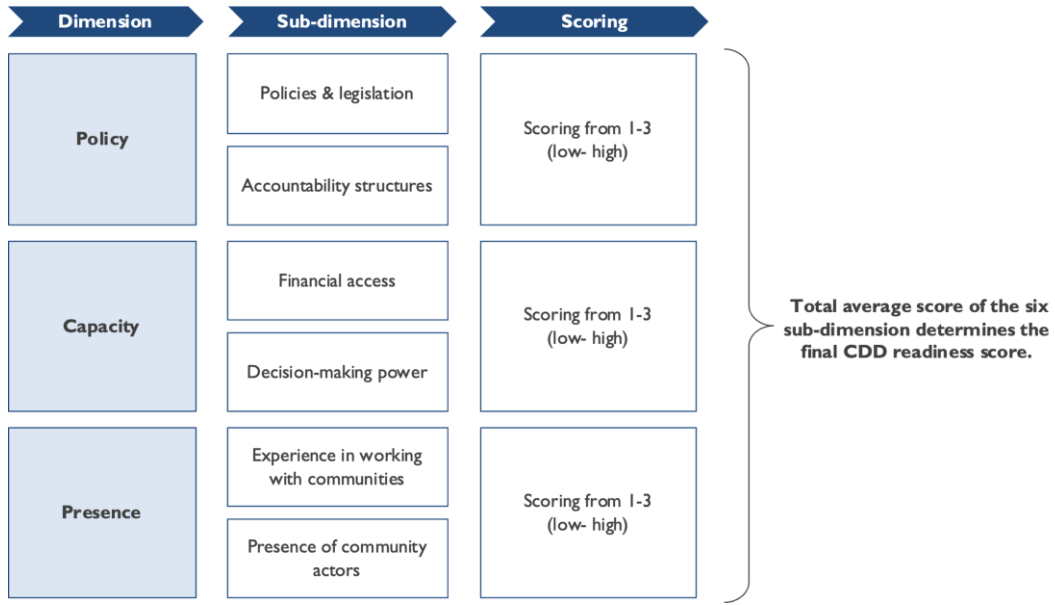
Based on the diagnostic evaluation, scores (low, medium, high) are attributed to each sub-dimension. The scores are converted to quantitative units —low=1, medium=2, and high=3— to allow for easier computation of the values generated.

3.2.2. Aggregate quantitative units

After defining the quantitative units, for each sub-dimension, the scores are aggregated and averaged to obtain a composite score by dimension.²⁹ Since each dimension is weighted equally, scores are averaged at the sub-dimension level —both CDD and IM— to obtain the final readiness score. Figures 10 and 11 provide a schematic overview of the aggregation process for CDD and IM.

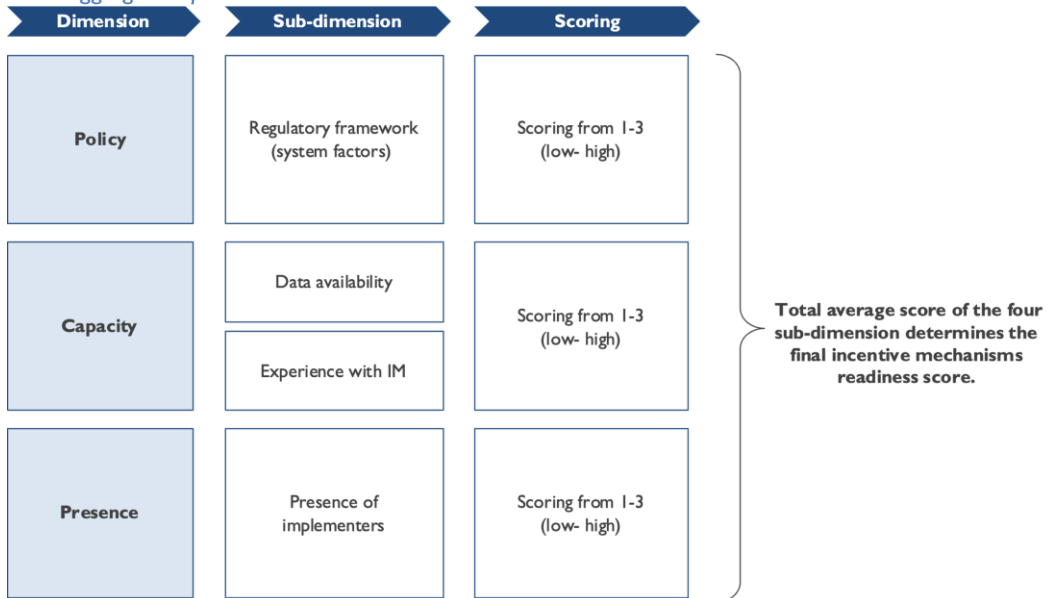
Figure 10: Rubric aggregation process – CDD

²⁹ The scoring methodology is a guide and does not prescribe a rigid framework to calculate the composite score. Users should apply weights to dimensions they deem relevant based on their context.



Source: (Author, 2023).

Figure 11: Rubric aggregation process – IM



Source: (Author, 2023).

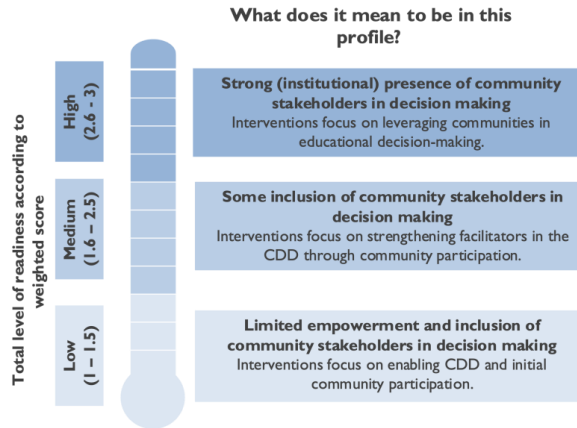
3.2.3. Identify a readiness level from pre-defined categories

Users can then map the composite scores to a pre-defined range that highlights a country's performance at a low, medium, and high readiness level. These categories are aligned with the intervention categorization, whereby proposed



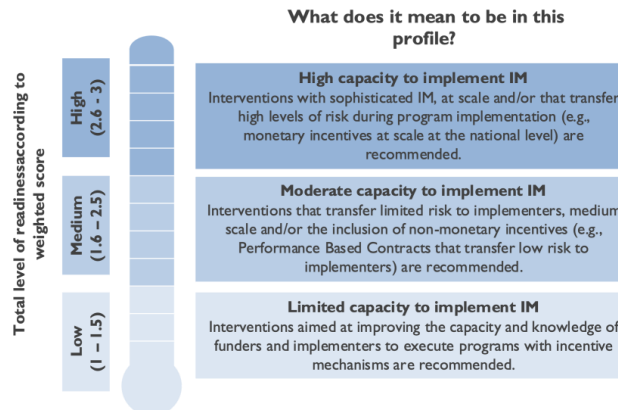
plays are organized based on their complexity (low, medium, high). Therefore, users can subsequently map the country readiness level to interventions that best fit its level of maturity and/or complexity. In Table 5 and 6 you can find the score and description of readiness level for CDD and IM.

Table 5: Composite score and description for CDD



Source: (Author, 2023).

Table 6: Composite score and description for IM



Source: (Author, 2023).

Colombia as a case-study

Following the results of the diagnostic evaluation, a composite score was generated to determine Colombia’s readiness level (table 7).

Table 7: Colombia country readiness composite score

Dimensions	Sub-dimensions	Level	Score	Aggregate results
CDD	Policies and legislation	High	3	Medium (2.30)
	Accountability structures	Medium	2	
	Financial access	Low	1	
	Decision-making power	Medium	2	
	Past experiences	High	3	
	Number of civil society organizations	High	3	
IM	Regulatory framework	Medium	2	Medium
	Data availability	Medium	3	



Dimensions	Sub-dimensions	Level	Score	Aggregate results
	Experience with IM	High	2	(2.25)
	Presence of implementers	Medium	3	

Source: (Author, 2023).

3.3. Phase 3: Set of interventions according to CDD and IM levels of readiness

3.3.1. Selecting interventions

After assessing the rubric for the CDD and IM components, the playbook offers a series of interventions that the end user can pick to design and implement their programs in the education sector. The playbook proposes interventions that the end user can select (Annex 5 provides examples for each of the interventions). Seven are related to CDD, and seven are related to IM. The following are the definitions of each of the interventions:

- I. *CDD interventions:*
 - i. **Technical assistance / capacity-building:** Capacity-building initiatives that provide targeted assistance to support communities or implementers to ensure appropriate implementation and continuous improvement of interventions.
 - ii. **Participatory planning:** Interventions that introduce or facilitate community participation in decision-making processes, priority setting, or budget allocation of public education entities at the subnational level.
 - iii. **Community-based monitoring:** Interventions that empower communities to keep implementers accountable and ensure programs achieve results by overseeing the monitoring as well as evaluation of education development programs.
 - iv. **Community schools:** Interventions that empower communities to contribute to the development of infrastructure in public school (e.g., construction and maintenance of classrooms) or support the provision of complimentary services to students and their families (e.g., academic support, social welfare, or health services).
 - v. **Community school management:** Community members oversee school-management functions including coordinating and managing resources, such as finances, personnel, curriculum, facilities, and partnerships with stakeholders, to ensure the school is meeting its goals and providing quality education to students.
 - vi. **Administration of community school grants:** Community actors oversee the allocation of education grants and the subsequent school spending, including scholarship grants, infrastructure spending, etc. and monitor and audit expenditures.

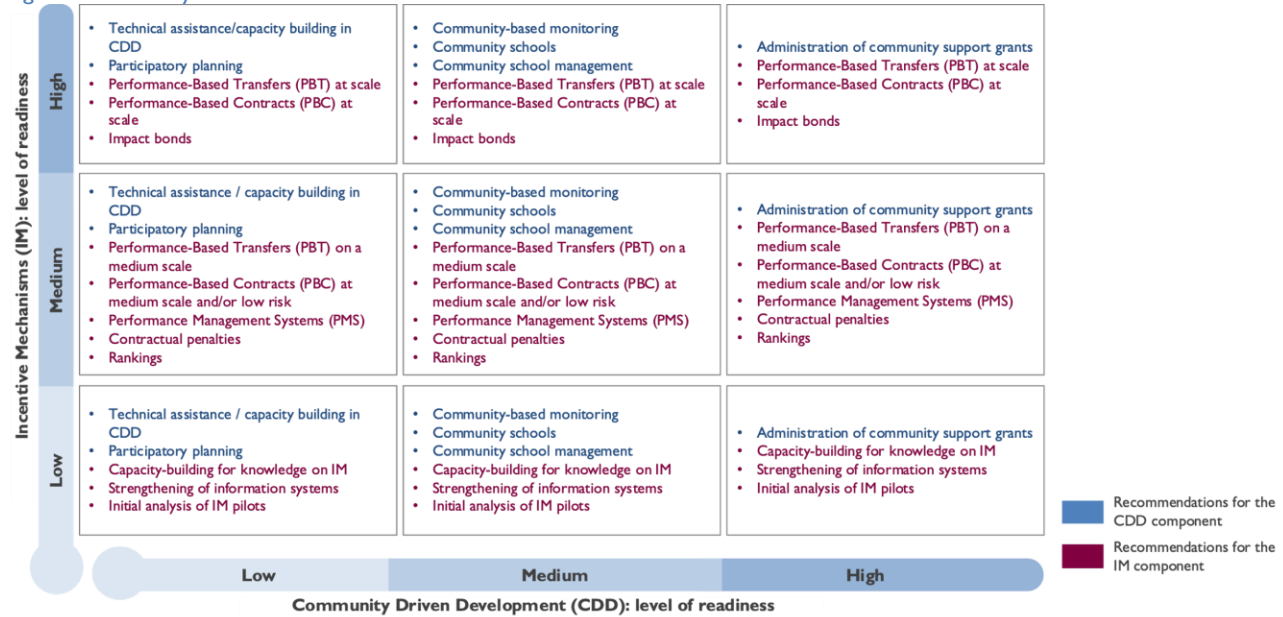
- II. *IM interventions:*
 - i. **Capacity-building:** Capacity building initiatives that provide targeted assistance to support geographic locations or implementers to ensure appropriate implementation and continuous improvement of interventions with IM.
 - ii. **Strengthening of information systems:** Existing information systems are the first approach to have a more rigorous performance management system, strengthening ensures a better recollection and usage of data.
 - iii. **Initial analysis of pilots:** Begin assessing the possibility of implementing an IM pilot by conducting a feasibility and scoping study.
 - iv. **Performance-Based Transfers (PBT):** PBTs leverage intergovernmental transfers (national government to subnational entities) by allocating a portion of the funding (or bonus) to results at the subnational level, this can be developed on a medium or large scale.
 - v. **Performance-Based Contracts (PBC):** PBCs incentivize implementers by allocating a portion of funding to achieving predefined outcomes, this can be developed on a medium or large scale and vary depending on the risk being transferred.
 - vi. **Performance management systems:** Data systems that implementers use to obtain appropriate and relevant data in real time to guide the decision-making process.
 - vii. **Contractual penalties:** Contractual penalties involve a clause in an implementer’s contract to reduce participation or not renew the contract at a later stage if they fail to achieve results.



- viii. Public scores or rankings: The score or rankings measure implementers' performance periodically, based on the prioritized performance area, and publicly rank them against each other. These rankings determine the future rewards of the program, as well as enhance reputation rewards.
- ix. Impact bonds: Impact bonds catalyze innovation by incentivizing investors to provide seed capital to implementers to implement innovative programs. The government or donors repay investors (including a premium) if predefined results are achieved.

Figure 12 shows the different interventions recommended to be implemented in the program according to the country's level of readiness in CDD and IM.

Figure 12: Country readiness model

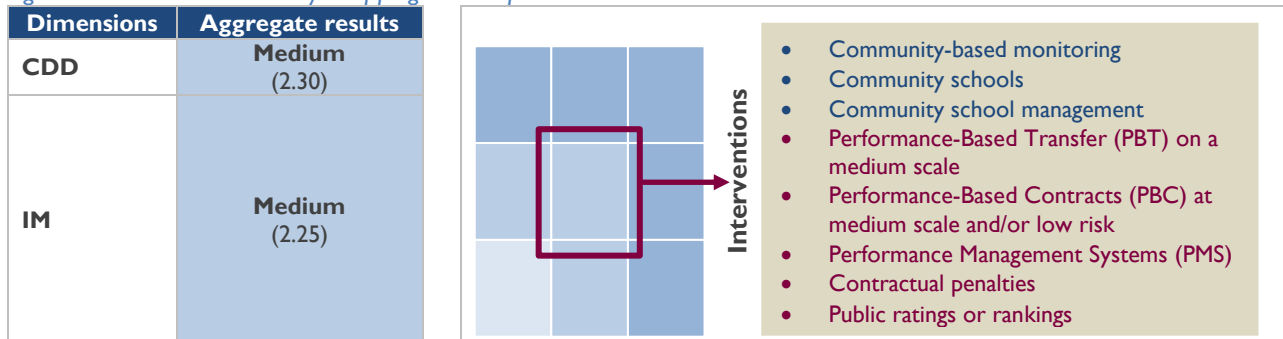


Source: (Author, 2023).

Colombia as a case-study

Lastly, based on Colombia's diagnostic results, the playbook identifies a set of relevant CDD and IM interventions.

Figure 13: Colombia case study: mapping the composite scores to relevant interventions



As the main purpose of this playbook is to incentivize organizations to implement programs that use CDD and IM, the end user should ideally select a combination of the two kinds of interventions presented in Figure 12. The different proposed interventions vary in complexity depending on the country readiness level to implement CDD and incentive programs.



CDD: areas of intervention, instruments, and objective

Figure 14 presents the different areas of intervention and objectives of the instruments proposed for the CDD component.

Figure 14: Area of intervention, instrument, and objective for CDD readiness model

	Area of intervention	Instrument	Objective
High	Decision-making power / Autonomy	Administration of Community grants	Structurally integrate community actors into decision-making processes (at school level)
		Community School Management	
Medium	Decision-making power / Autonomy	Community-based monitoring	Structurally integrate community actors into decision-making processes (at subnational level)
		Community Schools	
Low	Accountability	Community Education Committees	Community actors serve as monitors of educational management, holding public systems accountable to citizens
		Capacity-building	Participatory planning
			Technical assistance / Capacity-building initiatives

Source: (Author, 2023).

The main recommendation of the playbook in this component is that the end user prioritizes interventions aimed at increasing the capacity and decision-making of the stakeholders in the program if the case is that the **country, or region, or municipality** shows a low readiness to implement CDD programs. Building capacity within the community would lead to better results in cases in which different members of the community are not ready—or there is not an enabler environment—to be in charge of the designing and implementation process of the program.

If the readiness level in the CDD component is medium, the end user could follow interventions that aim at improving the accountability process and increasing the decision-making power of stakeholders within the community. These instruments start to create responsibilities for the stakeholders involved in the programs, and this way strengthens the learning ecosystems by going one step forward in the role of communities in the implementation process. The results of these instruments are maximized when the members of the community already have a certain capacity, knowledge, and the right environment to make decisions in the supervision process of the program.

In the case of a high readiness level of the context in which the end user wants to implement the program, Figure 14 suggests working in the area of improving the decision-making power through the management of community schools and the administration of community grants. The main objective of these instruments is to enhance the responsibility that different groups of the community have at the school level. This scenario shows the case of communities that enable the opportunity for all the members of the community to make decisions in the design and implementation process of the programs. At the same time, this scenario requires a high level of capacity of the community and a specific setup in the education sector that allows the participation of different kinds of groups in the implementation process.

Box 2: Example of CDD program



Communities of Excellence (Ghana) facilitated by T-TEL³⁰

Since 2022, Transforming Teaching, Education & Learning (T-TEL) has implemented its ‘Managing for Learning’ methodology to support the government’s objective of increasing community participation in education at the subnational level (Communities of Excellence) in Ghana. The ‘Managing Learning’ methodology provides a framework for districts, schools, and relevant communities to collaboratively prioritize, plan, implement, and monitor reform progress. Specifically, the methodology empowers districts, schools, and communities to co-create their own vision, reach consensus on their current situation and existing bottlenecks, analyze the root causes of existing constraints, and define interventions in the form of Learning and Transformation Agendas (LTAs). To facilitate discussions, the program brings together multiple actors at the district level including government, learners, teachers, parents, civil society, community members, and policymakers within groups called Change Communities that are tasked with executing the LTAs. However, the District Education Office and schools define specific activities to achieve identified priorities and are held accountable by the Change Communities in case results are not achieved.

Source: T-Tel (2023).

IM: areas of intervention, instruments, and objectives

Figure 15 shows the areas of intervention and objectives of the IM component. The instruments presented vary across the context’s level of readiness.

Figure 15: Area of intervention, instrument, and objective for IM readiness model [illustrative]

	Area of intervention	Instrument	Objective
High	Capacity-building	Impact Bonds (Monetary incentives)	Foster the development and uptake of innovative solutions that improve service delivery transparency, etc.
		Performance-based contracts (PBCs) (Monetary incentives)	
Medium	Incentives	Contractual penalties (Non-monetary incentives)	Develop incentives for service providers deliver quality and efficient services
		Public scores or rankings (Non-monetary incentives)	
		Performance-based transfer (PBTs) (Monetary incentives)	Develop incentive mechanisms that improve performance at the institutional level
Low	Accountability	Performance management systems (Non-monetary incentives)	Use of high-powered data systems to inform decision making, increase transparency, enhance accountability
	Capacity-building	Technical assistance / Capacity-building initiatives (Non-monetary incentives)	Technical assistance to improve the capacity of service providers (public or private) to implement incentive mechanism interventions

Source: (Author, 2023).

The figure above shows that not all the instruments proposed are related to monetary incentives, but the end user can focus on programs that entail non-monetary incentives for the actors involved in the implementation. A part of the value added by the playbook is that the end user can consider using non-monetary incentives when actors involved in the design and implementation of the program do not have enough capacity or in cases in which there is not a good regulatory framework that allows the inclusion of monetary incentives.

Thus, the first area of intervention is precisely related to the improvement in the capacity of the actors or the relevant stakeholders in the program. The end user must focus on interventions that seek to build capacity in implementers. This instrument can be used as an initial stage in the program, and once the capacity in the stakeholders is created, the end user can move forward with other instruments.

³⁰ T-TEL. (2023) Our Work, Ghana District Change Project: Communities of Excellence <https://t-tel.org/our-work/gdcp/>.



The medium level of readiness in the IM component suggests working in two areas of intervention: accountability and incentives. The instrument related to accountability allows the end user to focus on the improvement of performance management systems. Having better systems for the interventions allows to increase transparency in the process, but it is also a good input for improving the decisions made within the program and correcting the implementation of the program while it is being executed. Regarding incentives, there are two non-monetary instruments that can be implemented and two monetary instruments.

The non-monetary instruments aim to enhance the performance of the incentivized agent by introducing reputational rewards. The end user can select one of these instruments if the capacity in the ecosystem is medium but wants to increase the results in their programs by giving concrete responsibilities to the actors involved in the implementation. For example, if the program seeks to improve the school infrastructure, the end user can include a monitoring system in which some actors of the community oversee the implementer, assess its performance, and define penalties (as a low score) for future contracts. The creation of public scores could be useful in cases such as the selection of multiple implementers, where the end user scores the performance of each of them and compare their performance so they can have a similar level across the implementation process.

PBCs and PBTs are monetary IM that can be used by public and private end users. PBCs are contracts that seek to incentivize implementers and tie part of the funding to predefined results. Private end users of the playbook can also use this mechanism, which is the most common IM nowadays. PBTs typically incentivize local or subnational governments and tie part of the transfer to expected performance. The transfers are made by national governments or bi/multi-lateral organizations.

Finally, if there is a high capacity in the members of the community and there is proven experience in the implementation of monetary IM, the end user can implement more advance mechanisms such as impact bonds. Such approaches are useful in cases in which the investor wants to promote innovation in the delivery of services in the sector. These mechanisms normally involve the participation of an investor, and outcome payer — that can be a public or private organization—, the implementer, and an independent evaluator that verifies the results achieved by the implementer.

Box 3: Example of an IM

Performance-Based Transfer (PBT) to improve the performance of the education system (subnational) in Perú³¹

In 2016, due to low performance in the education sector —less than 50% of learners in second grade had adequate reading comprehension and only 30% could do a basic math operation, and local governments lacked the capacity, experience, and support necessary to provide high-quality service— the Ministry of Education of Perú designed a system of incentive payments that redefined the performance relationship between the central ministry, regional education directorates, and schools. This entailed introducing a PBT program for USD 45 millions of funding for regional and local educational institutions, conditioning funds on a set of critical results including learning gains in primary and secondary schools, adequate learning materials in schools, satisfaction with services provided by local government agencies, timely payment of utilities in schools, and appropriate attendance of school principals, teachers, and student. After three years of the program, a rigorous evaluation showed that reading comprehension was 10% higher compared to the baseline, and math scores were 17% higher on average compared to the baseline results.

At this point, the end user of the playbook must be ready to understand the readiness level of the context in which they want to implement the programs and the set of interventions that combine CDD strategies and IM. The last section of the playbook shows the generic and high-level implementation roadmap that can be used to maximize the results given the combination of interventions selected.

³¹ Instiglio (2023) Improving Institutional Effectiveness in Education in Perú 2017 <https://www.instiglio.org/impact/improving-institutional-effectiveness-in-education-in-peru-2017/>



4. Implementation roadmap

4.1. CDD implementation roadmap

After selecting suitable CDD and IM interventions, the next step is to provide guidance on how to implement the interventions. The next section will provide a list of considerations when designing and implementing identified interventions (Table 8).

Table 8: CDD implementation roadmap

Pathway to implementation	Sample considerations
Designing the instrument	Decide on core design features such as: I. Define the objectives of the CDD intervention II. Community engagement III. Capacity assessment IV. Establish processes, plans and the infrastructure for CDD V. Design the CDD intervention
Sustainability and scaling of CDD intervention	Set up the structures for sustained community engagement and potential scaling of CDD VI. Testing and calibrating the instrument VII. Developing sustainability strategies: i. Knowledge transfer ii. Management transfer iii. Linking CDD activities

Source: (Author, 2023).

Designing the instrument

- I. **Define the objectives of the CDD intervention.** As a first step, it is important to define clear objectives for the intervention and set guiding principles. These objectives will guide decision-making during the design and implementation phases.
- II. **Community engagement.** The user will organize engagements with identified community actors (e.g., community assemblies) to sensitize design ideas, take stock of the motivation of community members to participate in the program, as well as to build buy-in from community members for the intervention.
- III. **Capacity assessment.** Before engaging in the design of an intervention, a first assessment of the capacity to participate for community members is made. This stage is fundamental for any CDD intervention, but particularly for capacity building, as it will function as the main informant on what capacities need to be addressed.
- IV. **Establish processes, plans and the infrastructure for CDD.** Includes the selection of tools necessary for day-to-day monitoring and communication, the collection of information and data, training of community members in handling and analyzing the data, as well as making evidence-based decisions based on performance reports. These steps are primarily important for monitoring-based CDD interventions including community schools' management and community-based monitoring.
- V. **Design the CDD intervention.**

Implementing and strengthening the instrument (sustainability)

- VI. **Testing and calibrating the instrument.** Start implementation with a strong focus on testing and calibrating key design features to improve the CDD intervention and add to its sustainability. Potential options include piloting an instrument at a small scale to learn its strengths and weakness and course-correct, accordingly; providing capacity building to implementation teams as well community members to strengthen the delivery and management of the program; and testing and calibrating processes and procedures for decision-making to ensure transparency and support democratic community participation.
- VII. **Developing sustainability strategies.**
 - i. *Knowledge transfer.* Set up channels for the transfer of knowledge across community actors based on learnings acquired from the CDD intervention. This will help build capacity and provide a fruitful fundament for alternative ways to engage community actors.



- ii. *Management transfer.* Foster the training of community members in managing their own projects, as well as
- iii. *Linking CDD activities.* Creating a network of CDD initiatives provides a realm for the spill-over of lessons learned and knowledge on community engagement.

4.2. IM implementation roadmap

Similarly, to CDD approaches, following the selection of the IM, users will need to design and implement the instrument(s). For IM, the diagnostic evaluation and intervention selection processes discuss the initial dimensions that stakeholders need to consider when designing or implementing interventions. Therefore, the implementation roadmap outlines these considerations and other design and sustainability features (Table 9).

Table 9: Implementation roadmap

Pathway to implementation	Sample considerations
Designing the instrument	Decide on core design features such as: <ul style="list-style-type: none"> I. Define the objectives of the IM II. Identify relevant actors III. Define the type of outcomes to be incentivized IV. V. Define complementary strategies to be deployed VI. Design the instrument
Scaling and strengthening the instrument	Integrate features to support the future scale-up or sustainability of the intervention: <ul style="list-style-type: none"> VII. Testing and calibrating the instrument VIII. Learning and iterating over time IX. Developing sustainability strategies

Source: (Author, 2023).

Designing the instrument

- I. **Define the objectives of IM.** As a first step, it is important to define clear objectives for the intervention and set guiding principles. These objectives will guide decision-making during the design and implementation phases.
- II. **Identify relevant actors.** Next, it is important to identify and define the actors participating in the intervention. This ensures that the intervention reflects, for instance, the incentivized agent’s mandate, capabilities, and motivation to implement the intervention and the funder’s priorities. Additionally, it ensures other relevant stakeholders are mapped-out and their priorities considered in the design of the intervention (e.g., target communities).
- III. **Define the type of outcomes to be incentivized.** It is important to clarify prioritized outcomes and develop a basket of performance areas the instrument should impact. Identified interventions should be examined for their potential to influence prioritized outcomes.
- IV. **Define complementary strategies to be deployed.** To ensure successful implementation, it is important to develop complementary strategies that mitigate constraints identified during the diagnostic phase. For instance, integrating technical assistance into the program to assist in the design or implementation of the intervention.
- V. **Design the instrument.** The table below highlights key components to consider when designing IM. The list is not exhaustive and subtle differences would exist between different instruments.

Table 10: Key design features for proposed IM



Type of IM	Design feature	Description
<ul style="list-style-type: none"> • Monetary incentives 	Portion of funding attached to results	Setting the level of funding tied to results versus the level attached to inputs and activities.
	Pricing structure	Determining the prices attached to different metrics and across populations.
<ul style="list-style-type: none"> • Monetary incentives • Public rankings • Contractual penalties 	Payment or measurement metrics	Choosing outcomes and outputs to be measured and verified as the basis of rewards or penalties.
	Verification and reporting approach	Deciding on the approach for the verification and reporting on payment or measurement metrics.
	Contractual flexibility	Defining the level of delivery prescription stipulated in the IM agreement.
	Frequency of measurement	Selecting the intervals at which results will be verified and rewards/penalties activated.
<ul style="list-style-type: none"> • Performance management systems 	Data management systems (data collection, analysis, and reporting)	Assessing existing data management systems to identify opportunities to integrate performance management systems.
	Performance management dashboards	Deciding performance metrics to be tracked and developing dashboards to present this information in real-time.
<ul style="list-style-type: none"> • Capacity building 	Training module	Identifying key bottlenecks and developing training material to strengthen an actor's capacity.

Source: (Author, 2023).

Implementing and strengthening the instrument (sustainability)

- VI. **Testing and calibrating the instrument.** Start implementation with a strong focus on testing and calibrating key design features to improve the intervention and add to its sustainability. Potential options include piloting an instrument at a small scale or with moderate incentives to learn its strengths and weakness and course-correct accordingly. The pilot serves as a proof of concept and determines the viability of the instrument, for instance, any positive or negative effects; potential benefits or challenges implementers might experience, and the real cost of implementation compared to initial projections.
- VII. **Learning and iterating over time.** After testing the instrument, it is important to develop a framework for continuous institutional learning and course-correction mechanisms to guide the evolution of the design based on experiences.
- VIII. **Developing sustainability strategies.** It is important to clarify factors that might impact the sustainability of the program from an early stage (context analysis) and define strategies to mitigate any risks in case they materialize.

As stated above, once the end user defines the combinations of interventions they want to use, the suggested roadmap helps as a guide to understand the minimum steps that must be considered for the designing and implementation process of the programs. Thus, the playbook is presented as a practical tool that help organizations understand the main questions and topics when engaging in CDD and IM as valid approaches to increase outcomes in learning ecosystems.



Annexes

Annex I: Learning ecosystem toolkit

Although not explicitly included as an assessment criterion, problem definition³²—identifying target constraints within the ecosystem – is a critical component to the successful design of interventions. The playbook provides a rapid assessment tool for users interested in identifying constraints to performance within their ecosystem.

Traditional formal education systems are characterized by high fragmentation with limited linkages, connectivity, or stakeholder relationships between diverse parts of the learning system, such as formal and informal, public, and private, school and community, government and researchers, etc. The Learning Ecosystem³³ concept attempts to develop living and evolving frameworks responsive to the dynamic conditions needed to systematically support and integrate education stakeholders into relevant processes and systems. This allows for a shift from traditional rigid education systems towards progressively more comprehensive, organic, and diverse learning-centered ecosystems.³⁴

There are two main implications of learning ecosystems compared to traditional formal education systems:

- I. The shift from an industrial model characterized by rigid systems and high levels of standardization to a more networked and decentralized governance that can accommodate the growing complexity of society and its institutions. This leads to the second implication.
- II. The fundamental linkages (connection and dependence) between actors, organizations, and institutions. Like biological ecosystems, learning ecosystems involve diverse participating actors, collaboration, and a complex range of resources and points of influence. This means that all the transformations in learning ecosystems must consider the interaction between these different actors and recognize their responsibilities in the ecosystem.

Learning ecosystems comprise diverse combinations of actors, so there is no set model or template for developing them. Different examples can be equally successful. They can be developed by private organizations, as in the case of T-Tel in Ghana with their program Communities of Excellence,³⁵ or thematic-based, as in the case of the STEM learning ecosystem, or led by official institutions, as in the case of the Ministry of Education of Perú.³⁶ However, all must consider three key pillars:

- I. *Learning outcomes.* There is always the need to define a core set of outcomes that a learning ecosystem should achieve. These can be related to access, completion, and the need to be holistic, so they cover all the environments that affect a child's learning process. Additionally, learning outcomes must generate engagement and contribution from all the stakeholders that interact in the ecosystem.
- II. *Learning environment.* These are the areas of the ecosystem that shape the learner's development. Three areas are connected in learning environments: the home learning environment,³⁷ the formal learning environment,³⁸ and the community learning environment.³⁹

³² Problem definition helps define the nature of the intervention required including what needs to change (behavior, processes, etc.), who needs to change (type of actor), how to influence this change (instruments), and desired outcomes/results.

³³ The work developed by the Jacobs Foundation with Economist Impact shows that a learning ecosystem refers to the social conditions and opportunities that a specific place—a nation, a region, a city, or a local community—offers for individual, collective, lifelong, and life-wide learning. This is a step forward in the education sector, as the definition shows that reforms must take into account different aspects that are all interconnected.

³⁴ Díaz-Gibson, Jordi, et al. (R)Evolutionary Learning Ecosystems for SDG4 Report. NetEduProject. 2022.t

³⁵ T-TEL. *Our Work Ghana District Change Project: Communities of Excellence*. 2023. <https://t-tel.org/our-work/gdcp/>.

³⁶ Instiglio. *Improving Institutional Effectiveness in Education in Perú 2017*. 2023. <https://www.instiglio.org/impact/improving-institutional-effectiveness-in-education-in-peru-2017/>

³⁷ “The home is a child's first school. The character and features of the home environment—including family finances, the quality and security of relationships, and the availability of resources for learning—are foundational to healthy development, learning, and ongoing levels of wellbeing and happiness.” Stewart, K. et al. *Economist learning ecosystem framework*. 2021.

The Economist, (2022). *Economist Impact's Learning Ecosystem Framework*.

³⁸ “Formal learning environments, including early childhood care settings, primary and secondary schools, are the core institutions charged with educating young people.” Stewart, K. et al. *Economist learning ecosystem framework*. 2021.

³⁹ “Stakeholders—including business leaders, religious leaders, neighbors' and many others—influence the healthy development of young people and contribute to positive educational and wellbeing outcomes.” The Economist, (2022). *Economist Impact's Learning Ecosystem Framework*.



- III. *Capacity and coordination.* Level of collaboration between different learning environments and actors. This pillar seeks to achieve government effectiveness, enable the previously described environments, and generate stakeholder engagement.

When studying ecosystems, a key question is: How can the different key components, pillars, and dimensions be measured? In this playbook, we propose to use the pillars and dimensions of learning ecosystems as components that will inform the context of a location and help define a set of bottlenecks that the end user could consider before designing and implementing their programs.⁴⁰ *The Economist* provides a robust learning ecosystem framework that captures key components in most learning environments. Annex 3 further describes the learning ecosystem assessment rubric.

Figure 16: Key components in learning ecosystems

Learning ecosystem pillars	Outcomes	Learning environments			Capacity and coordination
		Home learning environment	Formal learning environment	Community learning environment	
Sub-pillars / assessment dimensions	Educational progression and attainment. (Starting and staying in school)	Policy. Policies/plans supportive of the different learning environment			Government effectiveness and responsiveness. Quality and effectiveness of the government
	Holistic learning and outcomes. Developing a range of key skills needed to be successful and productive	Resources. Resources for parents, guardians, schools, communities, etc., to help young people learn and be healthy			Enabling environment. Environment in the country to enable growth of and stability across the key learning settings
	Youth engagement and contribution. Engagement and contribution to economic growth and productivity and the wellbeing of society/ the environment	Infrastructure. Physical resources at home, in schools, in the community supportive to child well-being and learning			Stakeholder engagement and collaboration. Level of coordination between key learning ecosystem stakeholders
	Health, wellbeing, and happiness. Being healthy, happy, and safe	Learning facilitator capacity. Knowledge, skills, and capacity of parents and guardians, educators, individuals to support young people learn			
		Relationships and activities. Relationships and engagement in activities at home, at school, in the community which support learning outcomes and foster wellbeing			

Source: The Economist Learning Framework. (2022).

⁴⁰ This approach is based on Stewart, K. et al. *Economist learning ecosystem framework*. 2021.

Annex 2: Learning ecosystem rubric

The Economist's learning ecosystem framework has been implemented in more than 20 countries in 2022.⁴¹

Dimension	Sub-dimensions	Statement	Relevance	Measurement
Learning environment	Policy environment	The existence and/or comprehensiveness of national plans and wider policies that target improvements in formal learning, home learning, and social learning and support the well-being of learners (e.g., gender policies)	Assesses the existence of a robust framework to secure the rights and well-being of learners as well as learning facilitators and support learning in each environment	List of relevant policies e.g., education plans, teacher training policy, gender policy, etc. in implementation
	Monetary resources	The availability of financial resources for schools and homes to provide learners access to learning tools and resources and participate in learning activities (including vulnerable groups) and investment in community development to provide or enable learning opportunities	Assesses the availability and/or commitment of the government and other actors to provide financial resources towards supporting learning environments	Measurement of financial expenditure on education including provisions for supporting vulnerable groups
	Physical infrastructure	Access to physical infrastructure that creates a stimulating environment for learning including basic infrastructure (water, sanitation, electricity), digital infrastructure (e.g., internet access), and other learning resources (e.g., books, computers)	Assesses the built environment (critical infrastructure) the ecosystem needs to stimulate learning	Measurement of availability of basic and digital infrastructure in schools, teaching and learning materials, etc.
	Learning facilitators	Knowledge, skills, and well-being of learning facilitators (e.g., teachers, caregivers) to support development and access to community mentors outside the school and home environment	Assesses the knowledge, skills, and capacity of stakeholders to facilitate learning within each environment	Measurement of teacher qualification and access to learning facilitators at home and community
	Government effectiveness and responsiveness	The quality and effectiveness of the government of the country to appropriately distribute resources and respond to change and disruption	Assesses the quality and effectiveness of government service delivery in the education sector	Government effectiveness indices/rankings
	Enabling environment	The extent to which a country has an overall environment that enables growth and stability across the different learning environments (equality in society, healthcare, etc.)	Environment in the country to enable growth and stability across the key learning environments	Measurement of Social equality, healthcare, and norms around education
	Stakeholder engagement and collaboration	The level of coordination and collaboration between key learning ecosystem stakeholders	Assess collaboration between different learning environments and actors (both public and private)	Existence of institutions facilitating collaboration or stakeholders' perceptions around level of collaboration

⁴¹ For further information consult: https://cdn.vew.design/private/BCwBc9ZFZyVz8yOOKr9VelxSnjfl/OZyXdSA_N_Economist%20Impact_Learning%20Ecosystems%20Scorecard_2022.xlsm

Annex 2.1: Learning ecosystem level of maturity (measurement and indicators)

Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Policy environment	The existence and/or comprehensiveness of national plans and wider policies that target improvements informal learning, home learning, and social learning and support the well-being of learners (e.g., gender policies)	Little to no existence of national plans and wider policies	Existence of national plans and wider policies but with limited range or scope	Existence of comprehensive national plans and wider policies
Indicator	Source	Measurement		
Home 1. Public policy. Policies that guarantee parental leave, policies that guarantee child/household social protection benefits 2. Child protection policies. (i) Policies that limit the age for employment (at least 15 years); (ii) policies against corporal punishment	National statistics	Policies do not exist	Policies exist but are not comprehensive	Policies exist and are comprehensive
Formal 1. Free and compulsory education. Number of years that free pre-primary, primary and secondary education guaranteed in legal framework; Number of years compulsory primary-secondary education guaranteed in legal frameworks 2. National plans and policies. Existence, recentness, and quality: of the national education plan; separate national plan on early childhood education; technical and vocational education and training (TVET) policy or plan	1. National statistics 2. National statistics	1. Between 0 and 8 years 2. Policies do not exist	1. At least 9 years 2. Policies exist but are not comprehensive	1. At least 9 years 2. Policies exist and are comprehensive
Community 1. Existence of policies on extracurricular learning and a dedicated agency to oversee associated activities	National education strategy	Policies do not exist	Policies exist but are not comprehensive	Policies exist and are comprehensive
Sub-dimension	Statement	Level of maturity		
Physical infrastructure	Access to physical infrastructure that creates a stimulating environment for learning including basic infrastructure (water, sanitation, electricity), digital infrastructure (e.g., internet access), and other learning resources (e.g., books, computers)	Limited access to basic infrastructure, digital infrastructure, and learning resources	Moderate access to basic and digital infrastructure	Significant access to basic infrastructure, digital infrastructure, and learning resources
Indicator	Source	Measurement		



<p>Home</p> <ol style="list-style-type: none"> WASH/affordable housing/electricity in homes. Proportion of households with access to basic drinking water services, sanitation services and hygiene facilities at home/satisfaction Stimulating home environment. Percentage of children aged 0-59 months who have learning materials at home (children's books and playthings) Digital infrastructure. Proportion of households with access to digital devices 	<ol style="list-style-type: none"> Joint Monitoring Program/Gallup World Poll/World Bank UNICEF National statistics 	<p>Less than 50% of households have access to basic drinking water services, sanitation services, and hygiene facilities</p>	<p>Between 50% and 80% of households have access to basic drinking water services, sanitation services, and hygiene facilities</p>	<p>More than 80% of households have access to basic drinking water services, sanitation services, and hygiene facilities</p>
<p>Formal</p> <ol style="list-style-type: none"> Basic infrastructure. Average basic service levels of the following on school premises: water source; toilets or latrines; and hand washing facilities with water and soap, and access to electricity Digital infrastructure. Proportion of educational institutions with any type of Internet connection Adequacy of teaching and learning materials. Proportion of schools with adequate learning and teaching materials in schools 	<ol style="list-style-type: none"> UNESCO National statistics / survey National statistics / survey 	<ol style="list-style-type: none"> Less than 50% of schools have <ol style="list-style-type: none"> access to basic drinking water services, sanitation services, and hygiene facilities access to an internet connection access to textbooks 	<ol style="list-style-type: none"> Between 50% and 80% of schools have <ol style="list-style-type: none"> access to basic drinking water services, sanitation services, and hygiene facilities access to an internet connection access to textbooks 	<ol style="list-style-type: none"> More than 80% of schools have <ol style="list-style-type: none"> access to basic drinking water services, sanitation services, and hygiene facilities access to an internet connection access to textbooks
<p>Community</p> <ol style="list-style-type: none"> Availability of learning spaces in the learning community e.g., libraries, tutoring centers, studying spaces Availability of free and safe play spaces in local communities e.g., playgrounds, public parks, other green spaces 	<ol style="list-style-type: none"> National statistics / survey National statistics / survey 	<p>Less than 50% of learners have access to learning spaces or play spaces in the community centers</p>	<p>Between 50% and 80% of learners have access to learning spaces or play spaces in the community centers</p>	<p>More than 80% of learners have access to learning spaces or play spaces in the community centers</p>
<p>Sub-dimension</p>	<p>Statement</p>	<p>Level of maturity</p>		
<p>Learning facilitators</p>	<p>Knowledge, skills, and well-being of learning facilitators (e.g., teachers, caregivers) to support development and access to community mentors outside the school and home environment</p>	<p>Low</p> <p>Facilitators have limited literacy levels or do not have adequate qualifications</p>	<p>Medium</p> <p>Facilitators have adequate literacy levels, but moderate qualifications and learners have access to community mentors or tutors</p>	<p>High</p> <p>Facilitators have significant qualifications and learners have access to community mentors or tutors</p>
<p>Indicator</p>	<p>Source</p>	<p>Measurement</p>		
<p>Home.</p> <ol style="list-style-type: none"> Caregiver literacy rate. Proportion of population aged 15 and over that can read and write 	<ol style="list-style-type: none"> UNESCO, WHO; UNICEF 	<p>Score less than 50%</p>	<p>Score between 50% and 70%</p>	<p>Score greater than 70%</p>
<p>Formal.</p> <ol style="list-style-type: none"> Qualified teachers. Percentage of teachers with minimum required qualifications across pre-primary, primary, and secondary institutions. Pupil-teacher ratio. Ratio of pupils to teacher. 	<ol style="list-style-type: none"> UNESCO National education data UNESCO 	<ol style="list-style-type: none"> Score less than 60% Greater than 60:1 	<ol style="list-style-type: none"> Score between 60% and 90% Between 60:1 to 40:1 	<ol style="list-style-type: none"> Score greater than 90% Less than 40:1
<p>Community.</p>	<p>Survey</p>	<p>No access or presence of community mentors and tutors</p>	<p>Presence of engagement between community mentors and tutors and learners</p>	<p>Presence of engagement between community mentors and tutors and learners</p>



1. Access to community mentors and tutors. Access for young people to mentors and/or tutors in the local community.				
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Enabling environment	The extent to which a country has an overall environment that enables growth and stability across the different learning environments (equality in society, healthcare, etc.)	Presence of high-income inequality (greater than 50) and lack of universal healthcare	Presence of moderate-income inequality (50 to 30) and/or the presence of universal healthcare	Presence of low-income inequality (less than 30) and presence of universal healthcare
Indicator	Source	Measurement		
1. Income inequality. Proxied by the Gini coefficient, a measure of the distribution of income across a population 2. Healthcare. Universal Health Coverage (UHC) service coverage index (access to quality essential health services, without having to suffer financial hardship to pay for health care)	1. World Bank 2. Global burden of disease study; WHO	1. Greater than 50 (GINI) 2. Lack of universal healthcare	1. Between 50 and 30 (GINI) 2. Presence of universal healthcare	1. Less than 30 GINI 2. Presence of universal healthcare
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Government effectiveness and responsiveness	The quality and effectiveness of the government of the country to appropriately distribute resources and respond to change and disruption	Limited effectiveness of government to distribute resource or adapt to disruptions	Moderate effectiveness of government to distribute resources and responsiveness to disruption	Significant effectiveness of government to distribute resources and responsiveness to disruptions
Indicator	Source	Measurement		
1. Government effectiveness. Score on the Government Effectiveness Pillar (The Worldwide Governance Indicators) 2. Government responsiveness to change. Perceptions on government responsiveness to change (e.g., technological changes, societal and demographic trends, security, and economic challenges) 3. Effectiveness of budget allocation. Primary government expenditures as a proportion of the original approved budget	1. World Bank 2. World Economic Forum 3. World bank	1. Score of less than 0 2. Score less than 3 3. +/- at least 10% of original budget	1. Score between 0 and 1 2. Score between 3 and 5 3. +/- between 5 and 10% of original budget	1. Score greater than 1 2. Score greater than 5 3. +/- 0 to 5% of original budget
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Stakeholder engagement and collaboration	The level of coordination and collaboration between key learning ecosystem stakeholders	No coordination agency and limited stakeholder engagement across the ecosystem	Availability of coordination agency but moderate stakeholder engagement across the ecosystem	Availability of coordination agency and significant stakeholder engagement across the ecosystem
Indicator	Source	Measurement		
1. Facilitating agency. Existence of a department, facilitator, or various initiatives within or developed/supported by the country's ministry/department of education that helps facilitate	1. National statistics 2. National statistics	1. Facility (department, agency, facilitator, etc.) does not exist. 2. No engagement with stakeholders when	1. Facility (department, agency, facilitator, etc.) exists. 2. Engagement with stakeholders limited to	1. Facility (department, agency, facilitator, etc.) exists. 2. Engagement with stakeholders includes



<p>and incentivize relationships between schools and other sectors</p> <p>2. Stakeholder engagement. Engagement of various stakeholders during the development of education policy and planning in the country (e.g., parents, youth, teachers)</p>		<p>developing education policy and planning</p>	<p>national actors (teacher unions, private sector actors)</p>	<p>actors at all levels including learners, parents, etc.</p>
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Annex 3: CDD dimension rubric

Dimension	Sub-dimension	Statement	Relevance	Measurement
Policy	Policies and legislation	There are policies and legislations which include the participation of community actors in decision-making processes as well as the formalization of community groups	Policies and legislation provide information regarding the political opportunity structure in a country when it comes to including communities in decision-making processes	<ul style="list-style-type: none"> Official policies and legislation that hint on the inclusion of community actors in decision-making structures
	Accountability structures	Accountability structures exist whereby communities can hold (local) government accountable for their actions (support systems) (e.g., community ombudsman).	Provides insights into the support structures between (central) governmental agencies and localized civil society and community actors – crucial for CDD effectiveness	<ul style="list-style-type: none"> Existing policies and/or legislation that dictates reporting requirements and decision-making authority including governmental agencies and civil society-/community-actors
Capacity	Financial access	Community actors have access to financial means and investments to participate in decision-making processes for development	Beyond willingness, community actors need the means to be able to participate and turn voice into action. As such, budget allocation can be crucial for effective CDD engagement	<ul style="list-style-type: none"> Government budget and financial vehicles that are earmarked for development in particular Non-governmental financial streams specifically allocated to community actors
	Decision-making power	There are community actors with decision-making power or are involved in these processes in the educational sector	To assess whether actors have sufficient experience to implement different program components, including human resource capacity, contract management, delivery capacity, etc.	<ul style="list-style-type: none"> Policies of MoE or other governmental educational bodies (e.g., decentralized)
Presence	Experiences working with communities	Experience with programs focused on working with communities in the education sector	Past experience provides information about capacity and the conduciveness of the context to leverage communities for development programs	<ul style="list-style-type: none"> Database for (development) programs running in the country (e.g., Colombia) Database on civil society organizations and their engagement in (past) programs
	Presence of community actors	The number of civil society or community actors presents in the educational space	Catalytica engagements showcased how crucial the presence of social movements is to effective engagement with communities. One way of measuring this it to get an understanding of the number of actors present in the education space	<ul style="list-style-type: none"> National registers/census on the number of civil society-/community-organizations Civil society databases - United Nations Civil Society Participation

Annex 3.1: CDD level of maturity (measurement and indicators)



Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Policies and legislation	There are policies and legislations which include the participation of community actors in decision-making processes as well as the formalization of community groups	There are no policies or legislation targeted at the inclusion of communities in decision-making processes	Some policies touch on the (formal) inclusion of communities in decision-making, but no legislation exists of the sort	There are legislation and policies that hint at the inclusion of community members in formal decision-making processes
Indicator	Source	Measurement		
Policies 1. Public policy. Policies that touch upon the inclusion of communities in programs and decision-making processes (can be either in the education space or not)	National statistics	Policies do not exist	Policies exist but are not targeted at the education sector	Policies exist and are specifically targeted at the education sector
Legislation 1. Community involvement in legislation. Are communities involved in the development of legislation in general, and education policy in specific 2. National plans and policies. Engagement of communities in national educational policies and plans	National statistics National statistics	1. No involvement of communities in the legislative process 2. Policies do not exist	1. Some involvement of communities in the legislative process 2. Policies exist but are not comprehensive	1. Deep involvement of communities in the legislative process 2. Policies exist and are comprehensive
Sub-dimension	Statement	Level of maturity		
Accountability structures	Accountability structures exist whereby communities can hold (local) government accountable for their actions (support systems) (e.g., community ombudsman).	Absence of any accountability structures between (Local) government and community actors	There are existing accountability structures between (local) government and community actors, but they are rarely enforced	There are existing accountability structures in place that are enforced (e.g., showcased by recent examples)
Indicator	Source	Measurement		
Policies 1. Public policy. Policies that touch upon the inclusion of communities in programs and decision-making processes (can be either in the education space or not)	National statistics	Policies do not exist	Policies exist but are not specifically targeted at the education sector	Policies exist and are specifically targeted at the education sector
Legislation 1. National plans and policies. Engagement of communities in national policies and plans that explicitly outline accountability structures	National statistics	Nonexistence of accountability structures around community actors in national plans on education	Existing policies or plans that mentioned accountability structures around community actors, but not specific to the education sector	Existing policies or plans that mentioned accountability structures around community actors, specifically for the education sector
Sub-dimension	Statement	Level of maturity		
Financial access	Community actors have access to financial means and investments to participate in decision-making processes for development	No budget is allocated to civil society and community actors	There are some community-/civil society actors are included in the education sector, but most of the engagement is informal	Part of the budget specifically available to community members and civil society actors
Indicator	Source	Measurement		



National budget 1. Budget. The national budget allocated some financial funds to community and civil society actors	National statistics	No budget is allocated to civil society and community actors	There is space in the budget for allocation to community actors and civil society actors	There is space in the budget specifically for community actors and civil society actors
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Decision-making power	There are community actors with decision-making power or are involved in these processes in the educational sector	No community-/civil society actors are currently included in decision-making processes in the education sector	There are some community-/civil society actors are included in the education sector, but most of the engagement is informal	There are community-/civil society actors formally included in the education sector with significant decision-making power
Indicator	Source	Measurement		
Legislation 1. Policies and plans. Legislation that mentions the formal inclusion of community and/or civil society actors in decision-making processes in the education space	National statistics	No existence of policies and plans mentioning the inclusion of community actors in the education space	Some policies and plans mention the inclusion of community and civil society actors, but not specific to the education sector	Existence of policies and plans that refer to the formal inclusion of community and civil society members in the education space
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Experiences working with communities	Experience with programs focused on working with communities in the education sector	No past experience CDD programs in the education sector	Experience with CDD programs, but not in the education sector	Experience with CDD programs in the education sector
Indicator	Source	Measurement		
(Historical) programs/projects 1. CDD programs. Current or historical programs with inclusion of community actors	National projects database	No existence of programs mentioning the inclusion of community actors	Some programs mention the inclusion of community and civil society actors, but not formally defined	Existence of programs mentioning the formal inclusion of community and civil society members
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Presence of community actors	The number of civil society or community actors presents in the educational space	No community-/civil society actors present in the education sector	Presence of community-/civil society actors, but not in the education space	Presence of community/civil society actors, with minimally one (1) in the education space
Indicator	Source	Measurement		
Community/Civil society organizations 1. Number of organizations. The number of civil society organizations present in a country	1. National civil society bodies database 2. United Nations Civil Society Database	No community-/civil society actors present in the education sector	Presence of community-/civil society actors, but not in the education space	Presence of community / civil society actors, with minimally one (1) in the education space



Annex 4: IM dimension rubric

Dimension	Sub-dimensions	Statement	Relevance	Measurement
Policy	Regulatory framework (system factors)	The country has an adequate regulatory framework or systems that allow the implementation of IM	Measures, whether the country has an enabling regulatory framework to operate effectively certain systems level elements that need to be in place for effective program implementation	List of policies or systems that allow for the implementation of incentive mechanisms
Capacity	Data availability	The country has reliable, usable, and high-quality statistics for decision-making	To understand whether the available data is adequate to design potential interventions (e.g., to estimate targets, appropriate funding levels, pricing results, and assess risks)	Government statistical performance indicators index
	Experience with IM	The country has experience in the design and implementation of IM	To assess whether actors have sufficient experience to implement different program components, including human resource capacity, contract management, delivery capacity, etc.	List of the country's experiences with incentive mechanisms – as a funder, implementor, designer, etc.
Presence	Presence of implementers	The country has stakeholders focused on implementing development interventions in the education sector	In circumstances where funders engage services providers at scale, a strong market made up of numerous providers is preferable because it allows for more efficient delivery of results	Number of stakeholders with a track record of delivering interventions in the education sector

Annex 4.1: Incentive mechanisms level of maturity (measurement and indicators)

Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Regulatory framework	The country has an adequate regulatory framework or systems that allow the implementation of IM	The country has limited regulatory frameworks around the use of incentive mechanisms	The country has moderately regulatory framework around the use of incentive mechanisms	The country has a robust regulatory framework around the use of incentive mechanism
Indicator	Source	Measurement		
Public finance management (PFM). Existence of policies within the PFM framework that provide for the implementation of RBF (e.g., performance-based budgeting guidelines)	National statistics	No policies aimed at supporting RBF exist	Policies for RBF exist but there is limited enforcement of these regulations (mainly focused on donor programs)	Policies for RBF exist and there is enforcement of these regulations (both government system interventions and donor programs)
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Data availability	The country has reliable, usable, and high-quality statistics for decision-making	The country produces little usable data	The country produces usable data with limitations such as little coverage across key sectors, outdated or inaccurate information, etc.	The country produces usable data across all key sectors
Indicator	Source	Measurement		



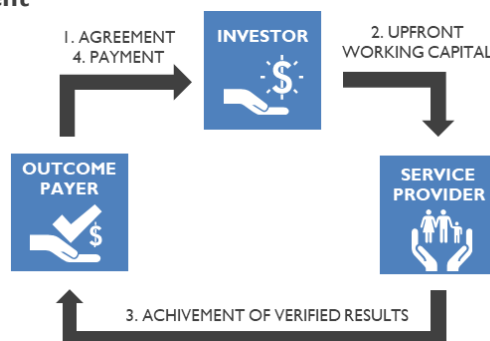
Performance of a country's statistical systems. Composite score across five pillars (data user types, sources, infrastructure, products, and services)	World Bank: Statistical Performance indicators	Bottom 20%	2 nd and 3 rd quintile	4 th quantile and top 20%
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Experience with IM	The country has experience in the design and implementation of IM	There is no experience with incentive mechanisms	There is experience with non-monetary incentives only	There is experience with both monetary and non-monetary incentives
Indicator	Source	Measurement		
Results-based interventions. Existence of programs either government or donor-funded that use incentive mechanisms	National statistics	Results-based programs do not exist	Programs using non-monetary incentive mechanisms exist but no experience with financial incentive mechanisms	Programs using both monetary or non-monetary incentive mechanisms exist
Sub-dimension	Statement	Level of maturity		
		Low	Medium	High
Presence of implementers	The country has stakeholders focused on implementing development interventions in the education sector	The country has few stakeholders implementing interventions in the education sector	The country has an adequate number of stakeholders but with limited experience with incentive mechanisms	The country has an adequate number of stakeholders with experience implementing incentive mechanisms
Indicator	Source	Measurement		
Portfolio of implementers. Existence of high-capacity stakeholders implementing interventions in the country	National statistics	The country has few stakeholders in the education sector	The country has a high number of stakeholders in the education sector but with limited experience with incentive mechanisms	The country has a high number of stakeholders in the education sector that have experience with incentive mechanisms

Annex 5: Case study examples of proposed interventions

Box 4: Example of an Impact Bond

Quality Education India Development Impact Bond (QEI DIB) (2018-2022)⁴²

- **Context:** Despite evidence of improving enrolment, children in India perform lower than expected in literacy and numeracy due to low quality primary school education. More than half of children are unable to read and understand a simple text by the age of 10, and disparities in learning levels persist between states and between the poorest and wealthiest children in India.
- **Intervention:** The Quality Education India Development Impact Bond (QEI DIB) aimed to tackle the learning crisis in India by funding three high performing service providers to improve learning outcomes (e.g., grade-appropriate numeracy and literacy skills) for more than 200,000 school students in Grades 1 to 8.
- **Actors involved:**
 - **Outcomes payer:** Various organizations in India and the UK (e.g., Michael & Susan Dell Foundation, British Telecom, The Mittal Foundation).
 - **Investor:** UBS Optimus Foundation.
 - **Service provider:** Kaivalya Education Foundation, Gyan Shala, SARD, Educational Initiatives and Pratham Infotech Foundation.
- **Structure of the instrument**



- **Results:** Students saw increased levels of learning, despite the COVID-19 pandemic. QEI DIB students saw a 2.5 times improvement in literacy and numeracy skills compared to non-participating students. Despite the challenges of COVID-19, students continued to show learning gains in the program. Also, the actual price per outcome was 46% less than the original expected price, suggesting that DIBs can provide better value for money for funders. Finally, the investor received a return of 8% on its investment, suggesting that impact focused investors can make a return, whilst assuming the responsibility for implementation and the associated risk in such programs.

Box 5: Example of a Performance-Based Transfer

Compromisos de Desempeño – Minedu Perú (2014 - ongoing)⁴³

- **Context:** In 2003, the General Education Law defined Peru's education system as decentralized, giving regional and local governments financial autonomy in the management of educational resources. Despite this reform, the education system still faces low levels of reading comprehension and math and there are heterogeneous results between regions.
- **Intervention:** In 2014, the Ministry of Education (MINEDU) created a Performance-Based Transfer known as *Compromisos de Desempeño*, aimed at improving performance in the management local education agencies to provide educational services in a timely and quality manner. To this end, MINEDU provides transfers to local and regional education entities conditioned to the achievement of students' learning outcomes, adequacy of learning materials, student, principal, and teacher attendance, among other metrics.
- **Actors involved:**

⁴² Government Outcomes Lab. (2022). Quality Education India Development Impact Bond. Retrieved from <https://golab.bsg.ox.ac.uk/knowledge-bank/case-studies/quality-education-india-dib/#intro-the-solution>

FCDO & Ecorys. (2021). Quality Education India Development Impact Bond. Retrieved from https://iati.fcdo.gov.uk/iati_documents/60355187.pdf

⁴³ Instiglio Concept Note based on interview with expert Pamela Navarrete, from Peru's Ministry of Education.



- **Outcomes payer:** Ministry of Education (MINEDU) of Perú.
- **Service providers:** regional education directorates/management (DRE/GRE) and local educational management units (UGEL).
- **Structure of the instrument**

```
graph LR; OP[OUTCOME PAYER] -- "1- AGREEMENT  
3. PAYMENT" --> SP[SERVICE PROVIDER]; SP -- "2. ACHIEVEMENT OF VERIFIED RESULTS" --> OP;
```
- **Results:** More than USD 187 million transferred through the performance-based grant system to local and regional education government agencies. Since 2014, program has achieved 88.5% of its original commitments, with improvements in different education outcomes such as timely hiring of teachers, student enrolment and timely and pertinent delivery of educational material. Finally, more than 15,000 functionaries from subnational governments have attended to technical assistance (TA) workshops by MINEDU.

Box 6: Example of a Performance Management (PM) System Support

Performance Management support to Educate Girls DIB⁴⁴

- **Context:** The Educate Girls was a DIB implemented between 2015 and 2018 aimed at improving the quality of education for girls in Rajasthan, India. Even though the DIB surpassed its target outcomes of learning and enrolment, there were challenges in monitoring and evaluation because techniques lacked focus on real-time outcomes. This made funders, investors and service providers have little clarity on whether the impact of the DIB was attained or not.
- **Intervention:** Performance Management support was provided to Educate Girls DIB with the aim of building the capacity to continuously evaluate and improve enrollment and learning outcomes for all children. This was done through assistance in the development of the program's theory of change, identification of performance indicators, and creation of the dashboard and processes to monitor the results of the program.
- **Actors involved in the Performance Management support:**
 - **Service provider of the DIB:** Educate Girls (received the assistance and implemented the adjustments on the monitoring and evaluation systems).
 - **Design and Performance Management expert:** Instiglio (provided the technical support for the creation of the PM system).
- **Results:** Educate Girls has successfully implemented a Performance Management system to track the DIB outcomes in real time. They have also scaled up the Performance Management system for the rest of the organization.

Box 7: Example of a Performance-Based Contract

Knowledge Improvement through Access to Books (KITAB)⁴⁵

- **Context:** Nepal's 20,000-plus primary schools struggle to provide effective learning to students. By 2018, a study found that 60% of Grade 2 students could not read a single word of a short text in the Nepali language. Children who start school at age four in Nepal can expect to complete only 7.2 years of actual learning by their 18th birthday. One potential driver of Nepal's poor learning outcomes is the country's shortage of textbooks and supplementary reading materials.
- **The intervention:** The KITAB was a Performance-Based Contract aimed to provide children in Nepal with quality books and using them as supplementary reading material in the classroom. This mechanism gave monetary incentives to publishers to incorporate high-quality books in Nepali and minority languages into a book

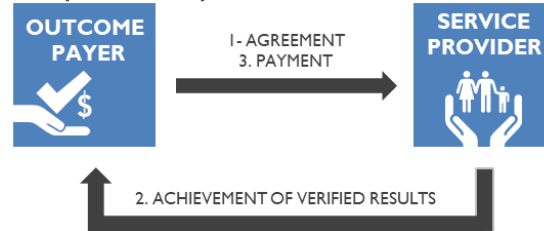
⁴⁴ Educate Girls. Driving Quality at Scale: Implementing the World's First Development Impact Bond in Education. Retrieved from <https://www.educategirls.ngo/pdf/Lessons%20from%20the%20Educate%20Girls%20DIB.pdf>

⁴⁵ World Bank. (2022). Can Incentives Drive Publishers to Produce Quality Reading Materials and Schools to Buy and Use Them? <https://documents1.worldbank.org/curated/en/194491644938265540/pdf/Nepal-Can-Incentives-Drive-Publishers-to-Produce-Quality-Reading-Materials-and-Schools-to-Buy-and-Use-Them.pdf>



marketplace. Also, non-monetary incentives were given to schools to purchase books in this book marketplace and for using “book corners” in classrooms.

- **Actors involved:**
 - **Outcomes payer:** REACH Trust Fund and World Vision.
 - **Service providers:** Publishers and schools.
- **Structure of the instrument (if available)**



- **Results:** More than 130,000 books were ordered and delivered to schools, with an average of 161 books per school and 54 books per grade, benefiting an estimated of more than 53,000 students. The publisher incentives were successful in generating more peer-reviewed books for the marketplace. Authors published 136 peer-reviewed titles to the digital portal.

Box 8: Example of Technical assistance / capacity building for IM

Quality Assurance System (QAS) to help the Government of Haiti establish the necessary preconditions for the adoption of RBF⁴⁶

- **Context:** Net primary enrollment rate in Haiti rose to 79-80% in 2012, but there were not enough public schools to fulfill this demand. Private schools have stepped in to fill the gap, but there is little oversight of these providers, nor are they held accountable for the quality of their teaching or learning. The public sector plays a limited role in both the provision and regulation of the education in the county.
- **The Intervention:** Support to the Ministry of Education (MENFP) in developing a system that would make it possible to link financing to results. The approach also included workshops, meetings, and continuous TA from the World Bank to strengthen the technical capacity of MENFP staff to develop the quality assurance system (QAS) (e.g., establishing standards for learning conditions as well as diagnostic assessment linked to these standards).
- **Actors involved:**
 - Ministry of Education (MENFP): The one receiving TA and building capacity to develop que QAS.
 - World Bank: Actor providing technical support for the development of the QAS.
- **Results:** With the capacity building and TA activities provided by the World Bank, MENFP developed an officially endorsed framework for educational quality that included conditions for learning in schools and student learning outcomes. Also, a nationally representative pilot was held to test this instruments that will yield baseline measurements for the system. Finally, the QAS has been able to shift the focus of policy and technical dialogues in Haiti away from inputs and towards results and helped the Ministry understand how to improve the quality of education.

Box 9: Example of Contractual penalties

México's Teacher Performance Evaluation System⁴⁷

- **Context:** The context in México at the time of implementing the Teacher Performance Evaluation System in 2013 was one of low academic achievement and high levels of teacher absenteeism. México has long struggled with low student performance on international assessments, and research has suggested that teacher quality is a key factor in improving student outcomes. In addition, teacher absenteeism was a significant problem in México, with estimates suggesting that up to 20% of teachers were absent from their classrooms on any given day. The Teacher Performance Evaluation System was implemented to address these issues by providing incentives for

⁴⁶ The World Bank. (2018). Can Preconditions for Results-Based Financing Be Established in Fragile States? Retrieved from <https://documents1.worldbank.org/curated/en/396781538148879585/pdf/Haiti-Can-Preconditions-for-RBF-be-Established-in-Fragile-States.pdf>

⁴⁷ Escamilla, M. I., & Tello, C. (2017). Teacher Performance Evaluation in Mexico: A Case of Compliance or Improvement. Education Policy Analysis Archives



teachers to improve their performance and reduce absenteeism, with the goal of improving student learning outcomes.

- **The Intervention:** México's Teacher Performance Evaluation System was a program implemented in 2013 to improve the quality of teaching in the country. The program was based on performance-based evaluations of teachers, which included evaluations of their teaching skills and student learning outcomes. The evaluations were conducted by trained evaluators and included feedback and recommendations for improvement. The program also included contractual penalties for teachers who perform poorly, such as retraining or dismissal. The goal of the program was to improve teacher quality, reduce absenteeism, and improve student learning outcomes, particularly in math and reading.
- **Actors involved:**
 - Secretary of Public Education.
 - National Institute for the Evaluation of Education.
 - National Union of Education Workers.
 - State and local education authorities.
 - Teachers.
- **Results:** One of the main goals of the program was to reduce teacher absenteeism. Studies have shown that the program led to a significant reduction in teacher absenteeism in some states, particularly among teachers who were at risk of contractual penalties, in fact studies has shown that there was a reduction in teacher absenteeism of around 4 percentage points.

Box 10: Example of Public rankings and scores

Perú's Teacher Performance Evaluation Systems (TPES)⁴⁸

- **Context:** The launch of the Teacher Performance Evaluation System (TPES) in Perú was driven by the context of poor-quality education and unequal access to education. Prior to the implementation of the TPES, many children in rural and remote areas lacked access to quality schools and teachers, while the quality of instruction provided by teachers was often subpar.
- **The Intervention:** Perú's Teacher Performance Evaluation System (TPES) included a public ranking of teachers based on their performance, which was a key aspect of the program. The ranking system was designed to incentivize teachers to improve their performance and to create greater accountability in the education system. The rankings are based on a variety of factors, including classroom observations, student surveys, and self-assessments. Teachers who perform well were recognized publicly and receive monetary incentives and professional development opportunities. The public ranking system has helped to create a culture of continuous improvement among teachers and has contributed to overall improvements in teaching quality in Perú.
- **Actors involved:**
 - Ministry of Education.
 - Independent evaluators.
 - Principals and teachers.
- **Results:** The Teacher Performance Evaluation System (TPES) in Perú has shown significant improvements in teaching quality, student learning outcomes, teacher attendance, job satisfaction, and incentivization of high-performing teachers. The program has contributed to a decrease in teacher absenteeism by 8.8% compared to 2015, and by 20.9% compared to 2014. Additionally, students in schools where teachers scored high on the evaluations had higher learning gains than those in schools where teachers scored low.

Box 11: Example of Community School Management (Option 1)

UWEZO Community School Management in Kenya, Tanzania and Uganda⁴⁹

- **Context:** Learning outcomes in basic education in East Africa are low and children's opportunities are very unevenly distributed. There are large differences in learning outcomes that are attributable to factors other than individual ability like socioeconomic conditions.
- **The solution:** UWEZO was a civil society organization established in 2009 in East Africa that conducts a large-scale household-level learning assessment for the purpose of forming a civil society to act with respect to the

⁴⁸ World Bank (2018). Perú – Improving Teacher Quality through Performance-Based Incentives.

⁴⁹ UWEZO Uganda. (2020). Promoting Equitable Quality Education in East Africa Uwezo Strategy (2020-23)- Retrieved from https://uwezo.uganda.org/wp-content/uploads/2020/10/UwezoUganda2020-2023Strategy-_FINAL_jntmgn.pdf



quality of basic education in Kenya, Tanzania, and Uganda. UWEZO’s main function has been to generate evidence on learning outcomes and use it to engage with policy actors and citizens to address the learning crisis.

- **Results:** UWEZO has influenced the policy space in East Africa. In Tanzania, the education policy reform and revision of the curriculum for the early primary grades to focus on reading, writing and arithmetic has been partially driven by UWEZO findings and advocacy; in Kenya UWEZO staff advised on the recent curriculum reform; in Uganda too UWEZO was one of the forces that pushed the government in the direction of implementing a nationwide early reading program.

Box 12: Example of Community School Management (Option 2)

El Salvador’s EDUCO Program⁵⁰

- **Context:** During the 1990s, government expenditure in education at El Salvador grew exponentially, aiming to increase the access to basic education, especially in rural areas, promote decentralization of educational services and overcome the inefficiency of the public sector in attaining education outcomes.
- **The intervention:** El Salvador Community Managed Schools Program (EDUCO) aimed to expand access to education quickly in remote rural areas. It also promoted community participation in local provision of education services. The program consisted in giving parents’ organizations (*Asociaciones Comunes para la Educación (ACE)*) the authority to manage public funds provided by the Ministry of Education. ACEs were responsible for teacher recruitment and retention and covering the basic operational costs of educational services.
- **Results:** Despite gains in student learning and community accountability for schools, the Salvadoran government closed EDUCO in 2010, centralizing control of school-based management and ending school autonomy over managing teachers. An evaluation found that the change in school management models did not have a significant positive or negative impact on student learning or advancement in former EDUCO schools. Another finding was that the Salvadoran government’s school-based management model, which is common across Latin America, has increased the dignity of teachers, empowered school principals and improved resource equality among schools.

Box 13: Example of Community Schools

Village-based schools in rural north-western Afghanistan⁵¹

- **Context:** Primary school participation rates in Afghanistan are very low, particularly for girls. In rural areas, the gender gap in school enrolment was 17 percentage points in 2007. Girls’ low school enrolment is driven by the lack of schools with separate sanitation facilities and female teachers, as well as gender-segregation in classrooms. Also, early marriage, the lack of labor force opportunities, wage discrimination, and the fact that girls typically join a husband’s household at marriage may all differentially reduce the returns to the education of girls.
- **Intervention:** Village-based schools are public schools that are designed to serve only the children living near the school and are managed by local staff employed by international development organizations. In this case the village-based schools are run by Catholic Relief Services (CRS), which provide educational materials (e.g., notebooks, pencils, government textbooks) and teacher training on topics such as monitoring and evaluation, classroom management, and teaching methods. Schools are housed in existing and available structures.
- **Results:** The village-based schools had a significant effect on girls’ school participation in Afghanistan villages and significantly reduces gender disparities in educational outcomes. This program increases enrolment for girls by 52 percentage points and girls’ test scores by 0.65 standard deviations. The effects for girls are higher magnitude compared to boys, reducing gender disparities in education outcomes. Hence, village-based schools are a viable strategy for getting girls into schools.

Box 14: Example of Community Based Monitoring

The Community Based Monitoring-School (CBM-S) from Integrity Watch in Afghanistan⁵²

⁵⁰ International Initiative for Impact Evaluation (3ie). (2016). Impact Evaluation for Closing the El Salvador Community Managed Schools Program (EDUCO). Retrieved from <https://www.3ie.org/projects/impact-evaluation-closing-el-salvador-community-managed-schools-program-educo>
Meza, D., Guzmán, J.L. De Varela, L. (2004). EDUCO: A Community-Managed Education Program in Rural Areas of El Salvador. Retrieved from https://web.worldbank.org/archive/website00819C/WEB/PDF/EL_SALVA.PDF

⁵¹ Burde, D., Linden, L. (2013). Bringing Education to Afghan Girls: A Randomized Controlled Trial of Village-Based Schools. American Economic Journal: Applied Economics. (5), 3. Pp.27-40

⁵² Integrity Watch Afghanistan, (2018). Education Compromised? A Survey of Schools in 10 Provinces of Afghanistan. Retrieved from <https://integritywatch.org/wp-content/uploads/2014/12/EDUCATION-COMPROMISED-A-SURVEY-OF-SCHOOLS-IN-10-PROVINCES-OF-AFGHANISTAN.pdf>

Integrity Watch Afghanistan. (2021). COMMUNITY BASED MONITORING – SCHOOLS. Retrieved from <https://integritywatch.org/community-based-monitoring-schools/>



- **Context:** Despite showing relevant improvements the educational sector, there are still obstacles for ensuring access to high-quality education for all Afghan students. This includes security concerns, insufficient and low-quality school buildings, limited access to water and sanitation, the limited availability of qualified teachers (especially female teachers), insufficient learning materials, and corruption and mismanagement of resources.
- **Intervention:** The Community Based Monitoring of School (CBM-S) enhanced community monitoring, collaborative information sharing and problem solving to make officials more responsive, encourage communities to support the education sector and advocate for policy change at local and national levels. This program has enabled community members to regularly monitor schools for an extended period and assist school management to resolve school problems.
- **Results:** Since its inception in 2014, communities have monitored 757 schools in Afghanistan. The program has identified 11,321 issues out of which 55% of the problems were solved which includes hygiene in some schools, provision of portable water, attendance of teachers and students, activation of *School Management Shura*, absence of textbooks in some schools, and the construction of boundary walls and even school building in exceptional cases.

Box 15: Example of Participatory planning

School Walk Planning in Ontario⁵³

- **Context:** Recent research from the University of Toronto suggested that encouraging children to be active at a young age through daily routines, like walking or wheeling to school, has a long-term positive impact of levels of inactivity later in life. The importance of schools as community hubs to encourage active transportation is recognized by school boards, municipal governments, and transportation agencies.
- **Intervention:** In Ontario, local school boards and municipalities were encouraged to work together to create active travel plans for their communities. Families were asked to complete a survey about how children travel to and from school as well as their playing locations. The results showed the most popular routes to school to help continue the dialogue about more active lifestyles in the neighborhood.
- **Results:** The pilot project recorded what people are currently doing and shared these experiences and behavior with the broader community as easy, local options for others to incorporate into their lives. Also, the survey showed that elementary schools are community anchors and provide social connections to the surrounding neighborhood. Finally, results from the project identified 13 unsafe neighborhood locations that can be remedied through basic street calming measures. This is valuable information for transportation planners.

Box 16: Example of Community Capacity Building

IDRA (Intercultural Development Research Association)⁵⁴

- **Context:** Poor households across the south of the U.S. are interested in their children's educational success and many of their schools are barely meeting academic standards, if at all, and are informally labelled as undesirable campuses by teachers and the broader community.
- **Intervention:** IDRA (Intercultural Development Research Association) has worked in partnership with community leadership and families in very poor south of the U.S. communities building their capacity to hold their schools accountable. It has also opened conversations with the parents on their children's education to build capacity in families for self-direction in communicating with schools and for increasing the potential for engaging their neighbors for the success of all children.
- **Results:** In 2019 and 2020, IDRA produced over 400 capacity building materials such as including videos and webinars, eBooks, factsheets, and online tools. As COVID-19 materialized, IDRA played a crucial role in supporting schools, districts, and educators as they shifted to student learning from a distance. Then, as students returned to school after an extended time away, IDRA was successful in strengthening the school-family-community bonds to reconnect with students.

Box 17: Example of Administration of Community Grants

⁵³ Shaker, P., Macdonald, S., (2018). School Walk: Family-Friendly neighborhood planning. Retrieved from <https://monitormag.ca/shorthand/school-walk-200221164835/index.html>

⁵⁴ Montemayor, A. (2011). School and Community Capacity Building for Collaboration. IDRA. Retrieved from <https://www.idra.org/resource-center/school-and-community-capacity-building-for-collaboration/>
IDRA. (2021). IDRA 2019-2020 Report. Retrieved from https://www.idra.org/wp-content/uploads/2022/06/2019-2020-IDRA-report_web.pdf



School Management Committees (SMC's)⁵⁵

- **Context:** The country was facing significant challenges in its education sector. The quality of education was poor, with low levels of enrolment, low completion rates, and high levels of teacher absenteeism. Additionally, schools lacked basic infrastructure and educational resources, particularly in rural areas. To address these challenges, the government of Uganda introduced the SMCs program in 1993, which aimed to promote community participation in the management of schools and to provide support for infrastructure development and educational activities.
- **Intervention:** The SMCs program in Uganda is a community-driven intervention that provides grants to local school committees to support infrastructure development and educational activities. The program is run by the Ministry of Education and Sports, with support from international donors. The SMCs work with local communities to identify priority needs and ensure that the grants are used effectively. This approach helps to build local ownership and accountability for educational outcomes and ensures that resources are directed to where they are most needed.
- **Results:** The SMCs program in Uganda has achieved significant quantitative results in improving access to education and promoting community ownership of schools. Over 7,000 schools have been supported through the program, and over 4 million students have benefited from improved educational facilities and activities. In addition, the program has contributed to improvements in enrolment rates and completion rates, particularly in rural areas where schools were previously under-resourced. The SMCs have also been effective in reducing teacher absenteeism and increasing community participation in school management.

⁵⁵ Kasozi, A. B. (2012). School Management Committees and Educational Outcomes in Uganda: Evidence from a School Accountability Intervention.

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