Final Policy Memo
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Background

In Mexico, one of education's biggest challenges is dropout rates. This rate represents the number of students who leave school during the school year for every 100 students who enrolled at the beginning of that same level of education. The highest rates are presented in students' transition from middle to high school. In the school year 2020-2021, 5,230 594 students were enrolled in public and private high schools in Mexico (Editorial Animal, 2023). Nevertheless, there was a reported dropout rate of 11.6% at this level in the same year, representing over 600,000 students who dropped out of high school(REDIM, 2022). At the same time, right now in Mexico, around 56% of adults ages 25 to 64 didn't go beyond elementary or middle school (García, 2023).

The main factors for dropout are socioeconomic, social, institutional, personal, and family factors. Low income can make accessing and remaining in school difficult. In addition, the lack of family support and the need to work early can hinder their education (Alvarado, 2023). In Mexico, the legal working age is 15, which coincides with the age at which students conclude their middle school education (Redacción, 2021). There are two issues with this: students are still able to drop out between their transition from middle school to high school to work and this legal age limit hasn't prevented young students in Mexico from working, given that around 3.3 million children and adolescents work (Redacción, 2021).

In addition to previous efforts to address this educational obstacle, the current government launched The Benito Juárez National Welfare Scholarship Program. During the first year in office, 10 million students were awarded scholarships from an investment of 60 billion pesos and 3.5 million towards higher education students (Gobierno de México, 2019). The amount of money that higher education students receive from this

program is a monthly stipend of 920 MXN pesos (54 USD) for high school students and 2800 MXN pesos (164 USD) for University students (CNN Español, 2024).

The Problem

Despite the implementation of multiple government scholarship programs, high high-school dropout rates persist. As of 2023,43% of 25-34 year-olds in Mexico have not attained an upper secondary qualification and 26% of 15-19 year-olds are enrolled in general upper secondary education (OECD, 2023). This gap can be attributed to ineffective funding structures that do not target students from the most financially disadvantaged backgrounds and do not assess the financial and academic eligibility of the scholarship recipients. (Hoyos, 2021) The lack of a monitoring system in the current scholarships limits the government's capacity to have concrete results on the effectiveness of such programs. The main requirements for the current scholarships are not academic but financial; you have to be an enrolled student within the public sector of education and belong to a family in poverty or economic vulnerability. (BECAS Benito Juarez, n.d.). Making enrollment the only requirement for financial aid limits the possibility to use these funds to increase not only enrollment but also quality of education; being enrolled does not guarantee being educated. Additionally, while there is a technical requirement to submit some records to demonstrate financial need, there are no monitoring systems in place to keep track of the financial records. (Becasmx, 2024)

   Due to limited accountability, it is likely that recipients do not make full use of the funds and end up dropping out of school even with scholarships. Lastly, a lot of students from the most economically disadvantaged backgrounds don't receive enough funding to complete their education (Hoyos, 2021). Moreover, According to global indexes, the average cost of the basic food basket in Mexican Urban areas is around 3400 MXN pesos (200 USD), and in rural regions, 2343.5 MXN pesos (137 USD) per month (Puebla, 2023). Therefore, as we appreciate, the scholarship is not enough to make one person meet ends, except for the scholarship that University students in rural areas receive. This support is insufficient to keep students at

school if they need to find other means to support themselves and their families financially. The Ministry of Education has been focused on providing a high number of scholarships but has invested less effort into effective scholarship distribution. Based on the background literature reviewed, the current situation in Mexico can be attributed to some key lacunas in the scholarship structure that we aim to address: insufficient scholarship amounts, inability to identify families most in need, lack of accountability and tracking systems for measuring scholarship eligibility and distribution and subsequently ineffective utilization of scholarships.

Suggested Program

A pilot program in technical secondary schools
In response to this issue, there is a need for structured funding which is disseminated rigorously with background assessment of financial needs and tracking systems (like attendance rates). This will help the scholarship program become an effective tool that can prevent recipients from dropping out. Given that our suggested intervention would require an entire program restructure, we wanted to start with a small demographic to test out how feasible it is before we scale the program. We decided to start with the demographic that was at highest risk of dropping out and based on the aforementioned research these are students from the lowest socio-economic backgrounds transitioning to high school.

We propose a pilot scholarship program in Mexico's most socio-economically disadvantaged technical secondary schools. In 2020, Guerrero, Chiapas, and Oaxaca were the states with the highest concentration of poverty in Mexico (CONEVAL, 2021). Hence, the initial target would be one of the schools in these states' most disadvantaged municipalities.

This pilot program would aim to cover the following points:

1) Additional budget for the financial aid: The public expenditure on primary to tertiary education per full-time student in Mexico was $2,684 in 2018, compared to an average of $10,000 in OECD countries (Albiser et al., 2021). Additional funding is necessary for the scholarship to be effective and this could be

acquired from be a collaboration between the Mexican Ministry of Education, Private Companies and International NGOs.

2) Implementation of criteria to apply for the scholarship: Currently, most students are eligible to receive the scholarship due to the limited financial background checks. (Becasmx, 2024) This is why this new pilot program would consider financial background, previous attendance, and general results without discouraging the idea of applying. Ensuring that students who demonstrate engagement in education and need financial assistance receive the scholarship helps increase the likelihood that the scholarship would be used effectively. This can help increase student accountability so that being enrolled can translate to being engaged. The socioeconomic background would be collected with the support of the institutions, and a committee composed of teachers, school administrators, parents, and other students would be in charge of selecting the beneficiaries of the scholarship. This would also increase the students' accountability for the support they receive, as it has been effective in other countries' scholarship programs (Cameron, 2009).

3) An attendance and performance tracking system for scholarship students: To ensure effective scholarship utilization, performance tracking will be limited to attendance and passing grades in required classes. The underlying assumption is that motivated students can make better use of scholarship money and that increased accountability is focused on engagement (and not performance), which can motivate students to stay enrolled in school. Students benefiting from the program should also limit their absences to emergency situations.

4)Practical internship opportunities: While private companies can provide an additional budget for the program, they can also provide practical internship opportunities for the students in these technical schools in return. For example, the most important industries in Oaxaca are agriculture, tourism, wood products, textiles, renewable energy, construction products, and mining (Secretaría de Economía, 2016). Some of the technical skills taught at these technical schools go from agricultural techniques to design, both in creative and engineering fields (Gobierno del Estado de México, n.d.). Hence, the industry's needs and the skills these

students are developing could be aligned. Private companies within the industry could provide students with access to more opportunities. The internship program would also make the beneficiaries feel more committed to their studies (due to the potential of job prospects) and accountable for the support they receive, as well as upgrade their practical experience in the area they specialize in.
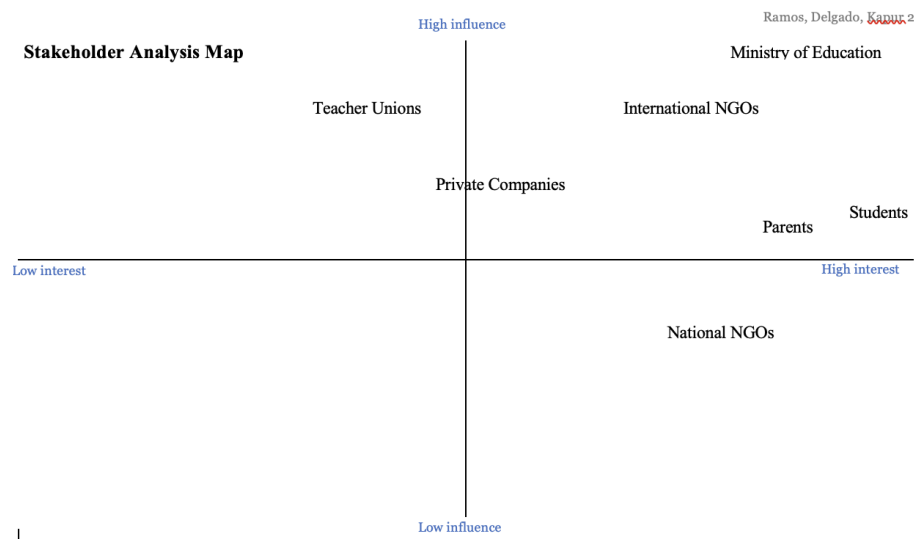
Stakeholder Analysis:

Fig. 1.0 Stakeholder Analysis Msp

To execute our program and increase the rigour of scholarship distribution and assessment without limiting the number of students who receive it, additional funding and collaboration are needed from non-government actors like international organizations and private companies. In developing countries with large gaps in literacy, financing education requires multiple innovative financing strategies, including increased central and state government allocations, and enhancing external finance. External financing includes public-private partnerships and accessing international aid.   (Merhotra, 2012) This involves incentivising multiple stakeholders to support this program and emphasising the importance of a collaborative approach for effective resource allocation.

1)   *Ministry of Education* - High Interest and High Influence: As seen in the Analysis Map, the Ministry of Education is the key ally because they have influence over the systemic restructures needed to monitor and track scholarship distribution and is also in charge of budget allocation to increase scholarship amounts and tracking within the public school system. Moreover, they will be responsible for coordinating multiple stakeholders like International NGOs and private companies. However, the MoE may be hesitant to cooperate due to increased bureaucratic hurdles and lack of adequate funding and capacity. Hence in order to engage the MoE they need to be convinced that it is a high priority for the voting population and aligns with national education goals like improved enrollment rates and test scores. We can potentially incentivize them by focusing on how it will enhance their reputation by demonstrating their commitment to educational advancement. This can prove useful in the international education community as well. Moreover, better educational outcomes lead to an increase in skilled human capital, which is beneficial for the national economy in the long term. If the MoE does not cooperate, the scholarship program and tracking would have to be entirely private which limits the scope of the program significantly. It is also more difficult to get other stakeholders involved if the government itself is not on board due to reliability and issues and potential institutional hurdles.

2)   *International NGOs* - Medium Impact and Influence: International NGOs like the Global Partnership for Education (GPE) Fund play a crucial role in providing external funding and support, enhancing access to global best practices, and increasing credibility and visibility. Their involvement ensures recognition and access to expert resources that can enhance the quality and impact of educational projects. Additionally, working with GPE can create valuable networking opportunities, allowing Mexican educators and policymakers to exchange knowledge and collaborate with international counterparts. GPE's emphasis on accountability and results-based management introduces robust monitoring and evaluation mechanisms to assess and refine educational initiatives based on empirical evidence.

This project aligns well with GPE's mission to strengthen education systems in developing countries and increase school attendance and learning, particularly as it aims to reduce dropout rates and improve educational access. Projects focusing on at-risk or marginalized groups are particularly appealing to GPE. By working with the Ministry of Education, emphasizing rigorous background assessments, tracking attendance, and ensuring transparent funding use can enhance the project's appeal to GPE and support sustainable initiatives beyond GPE's funding period. However, involvement with GPE comes with high demands for rigor and transparency, requiring significant administrative capacity. While our program needs increased transparency, their demands may not even be feasible in the local context and systems. Moreover, GPE funding often necessitates reforms in teacher training, curriculum development, or school management, which might extend beyond the current project's scope focused on increasing high school retention rather than comprehensive curriculum overhauls. Additionally, these changes may face resistance from local stakeholders like teacher unions, parent groups, or businesses, potentially hindering the implementation of necessary reforms. Hence, it is also important to advocate for a balanced approach that leverages local knowledge and capabilities.

3)   *Private Companies* - Low/Medium Interest and Medium Influence: Funding from private companies is important to increase the scholarship budget and provide internship opportunities. Moreover, in contexts like Mexico, they often have a lot of political influence and control over execution and systems. Private companies can participate in policy dialogues and contribute to the shaping of educational policies by bringing in their unique perspectives as stakeholders in the workforce development process. Their involvement can also help ensure that educational reforms are practical and aligned with current industry needs. By entering into partnerships with the government and non-governmental organizations, private companies can help create more sustainable and impactful educational programs. These partnerships can allow for better resource

allocation, risk sharing, and a higher standard of project execution. However, If the benefits of involvement are not clear or direct, companies might be reluctant to allocate resources to the program.

In order to engage them, we need to convince private companies that these programs increase skilled human capital for potential recruitment after school. Investing in education can help develop a more skilled and educated workforce, which is beneficial for companies in the long run. Additionally, many companies are committed to CSR initiatives, which help improve their public image and brand reputation. This investment can lead to a reduction in training costs and higher productivity due to a more competent labor pool. Furthermore, with the help of the MoE, their contributions toward educational and other social programs can be tax-deductible and provide them with some regulatory benefits. This provides a financial incentive for companies to contribute to government and NGO-led projects. Private companies may want educational initiatives to align with their corporate goals, such as workforce development in specific sectors where they have a demand for skilled labor. This could potentially skew the project's focus to meet the needs of the company rather than the broader educational needs. While this could be for the current program about technical secondary schools that focus on specialized skills and employment, it could impede the program's expansion into diverse educational outcomes. Hence, their long-term commitment

4)   *Teacher Unions* - Low Interest, High Influence: Since the program requires more rigorous tracking and distribution of funds and attendance administered by teachers, Teacher Unions are most likely to resist the changes due to the increased administrative load and changes in the student-teacher ratios. Without teacher unions on board, tracking and evaluating needs would be very difficult at the ground level. More importantly, quality teaching is important for student engagement in school.

In order to reduce their resistance, it is important to involve teacher unions in the planning and decision-making process. By giving them a seat at the table, we can acknowledge their importance and ensure their concerns and suggestions are heard and considered. In this process, they can be assured that a lot of the

increased workload of monitoring and tracking will be taken care of by external partners like members from international NGOs. Additionally, if overall salary changes are too expensive, part of the additional funding can go to offering bonuses for achieving certain educational milestones. Unions can also be offered stipends for extra duties, such as after-school tutoring or involvement in dropout prevention programs. With the help of the MoE, we can provide opportunities for career advancement that are tied to active participation in school improvement initiatives. We can focus on teachers as critical stakeholders in solving the dropout problem, emphasizing that their expertise and frontline experience is needed in crafting effective solutions without increasing their workload significantly.

5)Parents - High Interest, Medium/Low Influence: In addition to structural and institutional support, we need to consider other factors that contribute to drop-out rates. Hence, parents are a key stakeholder because they provide essential emotional and motivational support to their children. Their attitudes towards education can significantly influence a child's academic engagement and perseverance. Parents struggling to meet basic needs may encourage their children to leave school to work and contribute to the family income. Hence, in order to engage parents, it is important to emphasize the value of education in contributing to long-term income support in the household. We need to implement targeted communication strategies to educate parents on the importance of continued education by increasing parental involvement in the scholarship program itself. This can help increase their exposure and garner their support. This could include parent-teacher associations, volunteer opportunities, and regular parent-teacher meetings to discuss students' progress. They could also be involved in feedback and decision-making processes related to educational programs. Active parental involvement in their children's education—such as attending school meetings, communicating with teachers, and monitoring academic progress—has been linked to higher student achievement and reduced dropout rates.

Other key stakeholders: If the aim of the program is to reduce drop-out rates we need to change the student and community's mindset to education as a high priority. Students need to be convinced that the program changes will help their careers to be engaged and utilize the funding properly. If graduating from school does not have a direct impact on future employment prospects, students may not be motivated despite the financial assistance. To address this, private companies offering scholarships can highlight their interest in recruiting students who complete their education. Community leaders and local government officials are also key stakeholders who need to be involved in decision making and program implementation to ensure that the program can meet the community's needs. (Tamir, 2010)

Theory of Change

The key factors motivating this theory of change are the assumptions that insufficient scholarship amounts, poor recipient selection, and a lack of accountability drive the poor high-school retention rates of scholarship students.
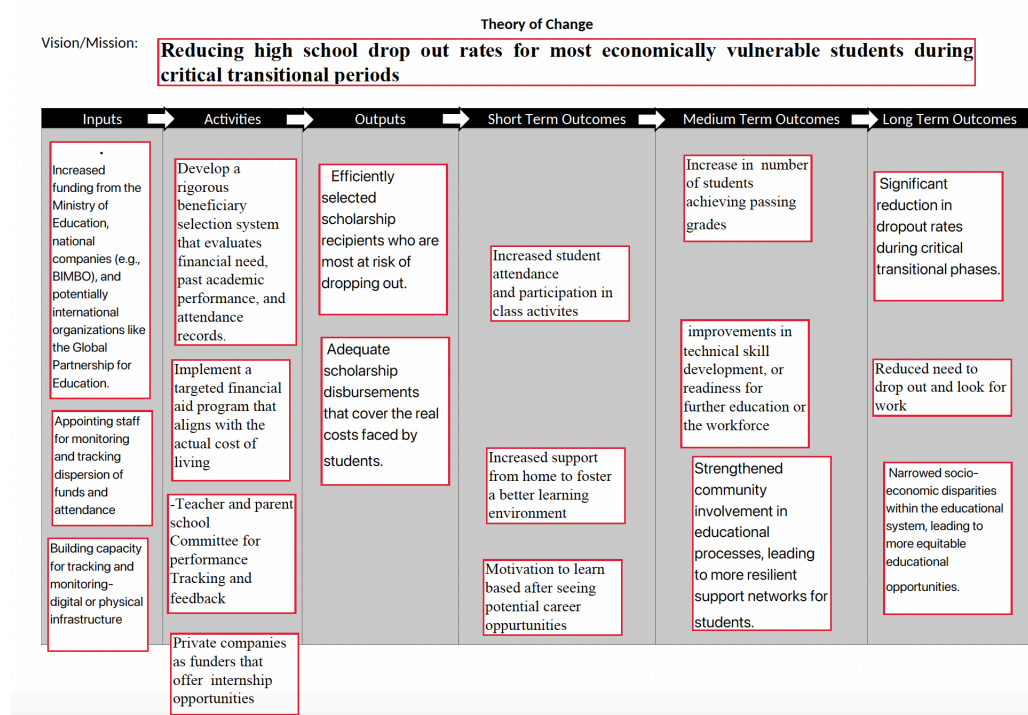
Fig. 2.0 - Theory of Change Model

As seen in Fig 1. the program aims to target the demographic intersection at the highest risk of dropping out: students from the lowest socio-economic backgrounds transitioning to high school. Based on this eligibility, a pilot class will be created with first-year students in the poorest quartiles of a chosen technical secondary school in a low socio-economic neighbourhood, Oaxaca. This approach follows what has been proven effective in countries such as Indonesia through the Social Safety Net scholarship program (Cameron 2009). With the input of additional funding and capacity building, the TOC involves three main activities that work in-tandem with one another to improve educational outcomes: increased attendance, access to opportunities and development of technical skills.

Input: Additional Funding from the MoE, International NGOs and private companies to ensure that scholarships cover the cost of living because the current money that families receive is inadequate to support even an individual (929 MXN pesos/54 USD). (Puebla 2023). As seen in the Stakeholder Matrix in Appendix A, collaboration between stakeholders is important to acquire sufficient financing for the program including public-private partnerships, international aid and government funding. By addressing both the structure of resource allocation and the link between additional funding and educational outcomes, Mexico can better leverage its educational investments to improve learning outcomes and system efficiency (Tamir, 2010). Hence, the focus of the activities are to disseminate funds in a rigorous and structured manner to improve learning outcomes. Additional funding is important but the funding itself needs to be utilized effectively. If additional money is poorly targeted, the program can exclude the same vulnerable demographic. Therefore, the first activity is identifying scholarship beneficiaries.

Activity 1: The program will begin by identifying scholarship beneficiaries based on clearly demonstrated financial need, previous attendance and passing grades in previous school. This is important considering that previous programs have not reached the target population (Soto 2022). The policy must ensure that the most

financially needy students receive an adequate scholarship amount and that these are students who have been engaged students in the past. ***Output:*** A stronger eligibility background check will reduce the pool of recipients and ensure that the students who are within this pool can receive a larger amount of money to adequately cover their living costs.

Short-Term Outcome: Students who have shown interest in education from some of the most socio-economically disadvantaged backgrounds will be able to continue their education.***Medium-Term:*** Eligible recipients from this key demographic will be able to participate in class and develop important technical skills and foundational knowledge. ***Long Term:*** A reduced need for students from economically disadvantaged to drop out of high school and look for work. ***Key Assumption:*** The main reason that students from these backgrounds dropout is financial and improved scholarship amount will lead to improved engagement in school. Since insufficient funding has been identified as a key factor for dropping out (Hoyos 2021:Sotto, 2022) it is a fair assumption that it can alleviate some student's concern. Moreover, basing eligibility on attendance and previous performance indicates that these recipients are inclined to learn and would make use of the money.

Activity 2: An attendance and performance tracking system for scholarship beneficiaries to ensure effective utilization of the scholarship. Community engagement is necessary in the form of teacher, parental and community leader support to implement tracking of attendance and ensure recipients make use of their scholarships. This approach has been effective in other countries (Cameron 2009). ***Output:*** Increased accountability and pressure on scholarship recipients to attend school regularly and demonstrate engagement/maintain passing grades.

Short-Term Outcome: Higher attendance rate from scholarship recipients. ***Medium-Term:*** Increased number of students achieving passing grades/extracurricular engagement and increased parental and community support and involvement in student's education. ***Long-Term:*** Reduction in drop-out rates from high school.

Key Assumption: The underlying assumption is that increased accountability and community involvement focused on engagement (and not performance) can motivate students to attend school. Another assumption is that school attendance will increase engagement and participation in school activities and classes. The link between attendance and participation in learning to achieve passing grades (since it is a minimum requirement) is fairly justifiable. However, the assumption that students will be motivated to stay engaged in school through enforced and community involvement in education needs further support. While these students are eligible scholarship recipients they could potentially lose interest in high school. To try to alleviate this risk, the third activity focuses on potential career opportunities.

Activity 3: Practical Internship Opportunities from private companies in the industry as the technical school the pilot program is being run in. ***Output-*** Direct exposure to career opportunities.

Short Term Outcome- Motivation to stay in school based on relevant career opportunities. ***Medium Term-*** Technical skill development and workforce readiness ***Long Term-*** Decreased drop out rates, increased employment opportunities after school and reduced socio-economic disparities in educational attainment. ***Key Assumption:*** Exposure to technical opportunities will motivate students to continue their education. It is important to try to bring diverse industries to cater to a variety of student needs.

Monitoring and Evaluation

To have better indicators that are interesting to investors, we will focus on key metrics demonstrating the program's impact on educational outcomes and long-term societal benefits. It is also important to link part of the educational funding to specific performance metrics such as student outcomes and school performance. This approach incentivizes schools to improve and makes funding more outcome-oriented. (Timar, 2010). Additionally, including feedback from scholarship recipients and the school committee through surveys and focus group interviews can provide qualitative insights into the program's effectiveness and potential for improvement, which can be valuable for investors seeking to understand the program's real-world impact.

Hence, we suggest the following M&E strategy:

Decreased dropout rates: The monitoring and evaluation of the pilot program will be overseen by an external non-governmental organization, preferably international, to minimize bias, such as the Global Impact Investing Network. This organization will compare the graduation rates of first-year students who received the scholarship to those of their peers who did not. Beginning in the poorest identified region based on household data, the pilot program will initially target first-year students from the lowest income quartiles, directing funds towards high-risk individuals vulnerable to dropping out, thus enabling more effective monitoring. This approach has demonstrated effectiveness in previous programs like Mexico's PROGRESA initiative in the 1990s (BID, 2001).

Attendance reports: The school committee, consisting of parents, teachers, and community members, will collect additional metrics like average attendance and the number of people with passing grade point averages (7/10) for the pilot class annually until graduation. The involvement of more members of the community would produce a higher on the students to stay committed to their studies.

Household income data: Schools will collect this data through surveys. The MoE will annually review the database of students eligible for the scholarship based on their financial background and past track record.

Focus groups: Additionally, the pilot class and the school committee of parents and teachers (in charge of tracking attendance and performance) will be asked for feedback after they graduate from high school, both quantitatively through surveys for all the students and smaller focus group interviews to understand their thoughts on the program and what can be improved.

Budget: The M&E strategy for the budget increase would be measured by private companies' money allocated to the program. The goal would be to increase the scholarship to 150 USD per month (3 thousand MXN). Rigor and transparency make the program eligible and reliable to international donors for additional funding and program sustainability.

Limitations

One potential challenge the initiative may face is data collection. At present, it is difficult to ascertain the number of technical secondary schools in Mexico because a comprehensive database containing this information is unavailable. This is why a strong data collection phase in the program with the support of the Mexican government, the institution, and the communities involved would be necessary as a prelude to the initiative. Additionally, building increased capacity in the most vulnerable areas poses a significant challenge. Coordination among stakeholders is also difficult, especially without existing successful programs and an initial lack of international support. Moreover, a potential challenge could be to clearly interconnect all aspects of the program. Furthermore, the lack of political will and effective governance in Mexico further complicates the initiative's implementation and is often a deterrent for international funders. (Merhotra, 2012)

Conclusion

In conclusion, we consider that the current scholarship program has eliminated some of the financial struggles that millions of students might face. Still, we also believe that the amount allocated to them, especially to the high school students, is barely enough to help them support themselves financially. The suggested policies aim for students to not feel discouraged to try out government programs, creating a system where there are yearly innovations based on the feedback of three important stakeholders: the students, teachers, and parents. Additionally, the program is still attached to the main goal of the current programs, to support the economic burden of Mexican families in the vulnerability of low-socioeconomic context, only making it more effective for the overall development of the country's education system.

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Appendix A

Table: Monitoring and Evaluation Strategy

Expected Outcomes	Indicators	M&E Strategy
Decreased drop-out rates	Enrollment rates from year to year of the students participating in the program.	Start a **pilot program** in the regions identified as the poorest through household data. The program will initially only allow first-year students in the poorest quartiles at these schools to be enrolled. This way, the funds can be allocated to the students who are most at risk of actually dropping out, and it will also facilitate the monitoring of the program's impact.
	Comparison of enrollment rates with the low-income students that are not receiving the scholarship from the year above of the first class enrolled in the program.	
Increased budget to allocate to the scholarships	The budget allocated to the program	MoE partners with private companies to **support the program's budget**, and in exchange, the scholarship beneficiaries enroll in a technical internship program. This way, in addition to better targeting the program's beneficiaries, the amount allocated to the students can increase to 3000 pesos (150 USD).
Improved commitment of the students	Attendance reports	**Improve the scholarship recipients' commitment to their studies and to stay at school** by getting community members, such as teachers, parents, students, and village representatives, to form a school committee to choose the beneficiaries and track attendance and drop-out rates.
Improved criteria to get the scholarship	Household income data	Schools in charge of collecting this data through surveys
	Attendance reports	Improve the scholarship recipients' commitment to their studies and to stay at school by getting community members, such as teachers, parents, students, and village representatives, to form a school committee to choose the beneficiaries and track attendance and drop-out rates.

Appendix B

Stakeholder Analysis Matrix

Stakeholder Name	Impact *How much does the policy/project impact them? (Low, Medium, High)*	Influence *How much influence do they have over the project? (Low, Medium, High)*	What is important to the stakeholder?	How could the stakeholder contribute to the project?	How could the stakeholder block the project?	Risks and Benefits *Why would their participation be important? What risks are there if they are excluded?*	Strategy for engaging the stakeholder	
							about it.	
Global Partnership for Education Fund	Medium	Low-Medium	• Make systemic changes • Align resources and funding to deliver education for marginalized children • Raise learning levels • Withstand shocks and adapt to new challenges • Ensure global human rights • Ensure accessible education	• Strengthened credibility and reach through association with reputable NGOs (with international exposure and network) • Access to additional funding and expertise • Ensure a tracking mechanism and transparency when it comes to the use of funds • Help coordinating and putting in touch different stakeholders • Funding • Provide advice to government on tracking and evaluation	• Withhold additional funding • Organization can have independant priorities and conditions that are not entirely aligned • Not having a tracking system to ensure their money is used correctly • Not providing enough funding • Conditioning the program too much and at their own convenience	• Opportunity to leverage NGO expertise and money for systemic change • If excluded, they could prevent additional sources of funding • If project fails and the money was "wasted" it can impede future collaboration • Another risk would be having their money used wrongly, for other intentions or poorly distributed	• Creating a short and long term plan of how the money is going to be used, transparency in budget. • Align program goals with the NGOs' mission and objectives	nal istry parent ment lback t e, ie try hing

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Private Companies that can finance education	Medium	High or Low depending on the funding	• Tax deduction • Corporate social responsibility to improve reputation • Market gains	• Providing funding • Tracking their funds • Creating networks with other private companies with may be interested in the project	• Conditioning the program too much and at their own convenience • Restrict funding if conditions are not met	• Can leverage lucrative private sector contributions • Not getting any the benefits they expect (especially in financial terms) • Company could expect unrealistic benefits in return • Could support without tangible results	• Highlight the increase in skilled human and labour capital for direct recruitment • Tax Deduction • Highlight the opportunities for public recognition for positive perception of the company • Provide detailed impact reports of ongoing benefits

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Students	High	Low	• Make their education their priority • Develop skills to prepare them for the workforce • Improve their financial conditions	• Make appropriate use of the funding they're receiving • Transparency in the application process	• Being dishonest about their financial needs • Not using the scholarship on what is actually going to support their education path/ on what is going to help them focus on their education	• By prioritising their education and attendance and make full use of the program • With rigorous tracking they feel more accountable and hence improve performance • The program still not being enough to prevent them from dropping out/ to help them financially • Feeling constrained to not be able to work because they are	• Demonstrating clearly the employment opportunities available after completing education • Creating a minimum attendance for the scholarship program • Adding additional financial incentives based on student performance/engagement (as reported by faculty) • Students are not informed about minimum

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						receiving the support, but still not having their financial needs met	attendance requirements until they get the scholarship, making it easier for students to think that they can try it out.
Teacher Unions	High	Medium/ Low	• Decrease drop-out rates • Improve continuity in classrooms • Improve overall achievement in their classrooms • Improve school educational outcomes for improved benefits as employees of the school • Overall budget of the	• Provide quality education • Helping with the tracking system and in evaluating student engagement • Having close contact with students and parents to help identify the sources of drop-out • Spread the word about the program, encouraging students to	• Not providing quality education • Not partaking in tracking and evaluation of student performance (database not enough, need instructor input)	• Oversaturation of students:the amount of students per classroom increases but not the facilities, infrastructure, and other supports to make a crowded classroom work • Lack of	• Demonstrating how financial management for student will result in additional resources and better infrastructure management for teachers as well • Having a clear pathway of how teachers are going to be supported as