# FLN Academy 2021

Introductions

While we wait to get started, please introduce yourself in the Chat.

Optimizing our experience

- The session is being recorded.

- **Interpretation is available** – select the English, French or Spanish channel using the *interpretation icon* at the bottom of your screen. When you speak, use only the language of the channel you have selected. ⊕

- Check to ensure your **audio settings** are set to the desired outputs.

- Please use the **Q&A tab for questions and chat for comments**. Send to everyone, not only presenters. 🗨️Q&A 🗨️Chat

- There is a Jamboard with guiding questions and space for you to share ideas – see link in the chat. You may **post on the Jamboard at any time** (before, during and **after the sessions**).

- Your microphones and cameras will be muted – please keep them muted unless you are speaking.

Journey through the Academy

Module 1
Foundations of FLN
The basics of "what works" in FLN
June 24, 2021

Module 2
Assessment
Why formative assessments are important and how to design and use them
July 1, 2021

Module 3
Remedial education
How can education systems support children to catch up?
July 8, 2021

Module 4
Language of instruction
Effective approaches to planning mother-tongue-based multilingual education
July 22, 2021

Module 5
Teaching at the Right Level (TaRL)
Everything you ever wanted to know about TaRL... and then some
July 29, 2021

Module 6
Implementation
Planning for and delivering literacy and numeracy programs at scale
August 5, 2021

Roadmap of today's session

- Brief Reflection on Module 5 and Framing of Module 6

- Introduction to Delivery Associates

- Why good governance is critical to building strong education systems

- Targeted actions

- Fieldwork

- Data and routines

- How can we help

- Q&A/ Discussion

Reflection on Module 5,

Framing Module 6

Hsiao-Chen Lin, Education Consultant, UNICEF HQ

Framing Module 6

- What we've learned so far – the "what" / content for better FLN programming

- Delivering on FLN objectives requires effective implementation (the "how" – the process that is in place to put into motion the "what")

- Effective implementation is the operationalization of our commitments, policies and plans
  - This matters even more for the **most disadvantaged children and families** that we want to reach
    - They stand to benefit the most
    - Multiplier effect of implications of weak implementation

- This module will showcase a proposed approach for strengthening implementation
  - How is this applicable for your context? How might you adapt it? What aspects fit with what you're currently doing, and what others might not be relevant?

Journey through the Academy

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Delivery Associates

FLN Academy Series: Delivering Impact in Education Outcomes
5th August, 2021

Welcome!

What do you hope to achieve out of our session today?

Tell us in the ZOOM Chatbox!

Introducing our team

Richard Page Jones　　　　**John Tully**　　　　**Melon Adamou**　　　　**Matt Rowett**　　　　**Mariam Aamir**

Agenda for today

00:00 – 00:10	Welcome and keynote
00:10 – 00:25	Why good governance is critical to building strong education systems
00:25 – 00:50	**Targeted Actions:** How can systems develop strategies that pave the way for reform?
00:50 – 01:10	**Fieldwork:** How can stakeholder networks be leveraged to deliver?
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01:40 – 1:50	How can we help?
01:50 – 2:00	Reflection and next steps

Who is DA?

Delivery Associates works with governments to transform citizens' lives

Lasting meaningful results for citizens

Organizing for Delivery

Bringing delivery insight to solve governments' most critical issues

Driving Delivery

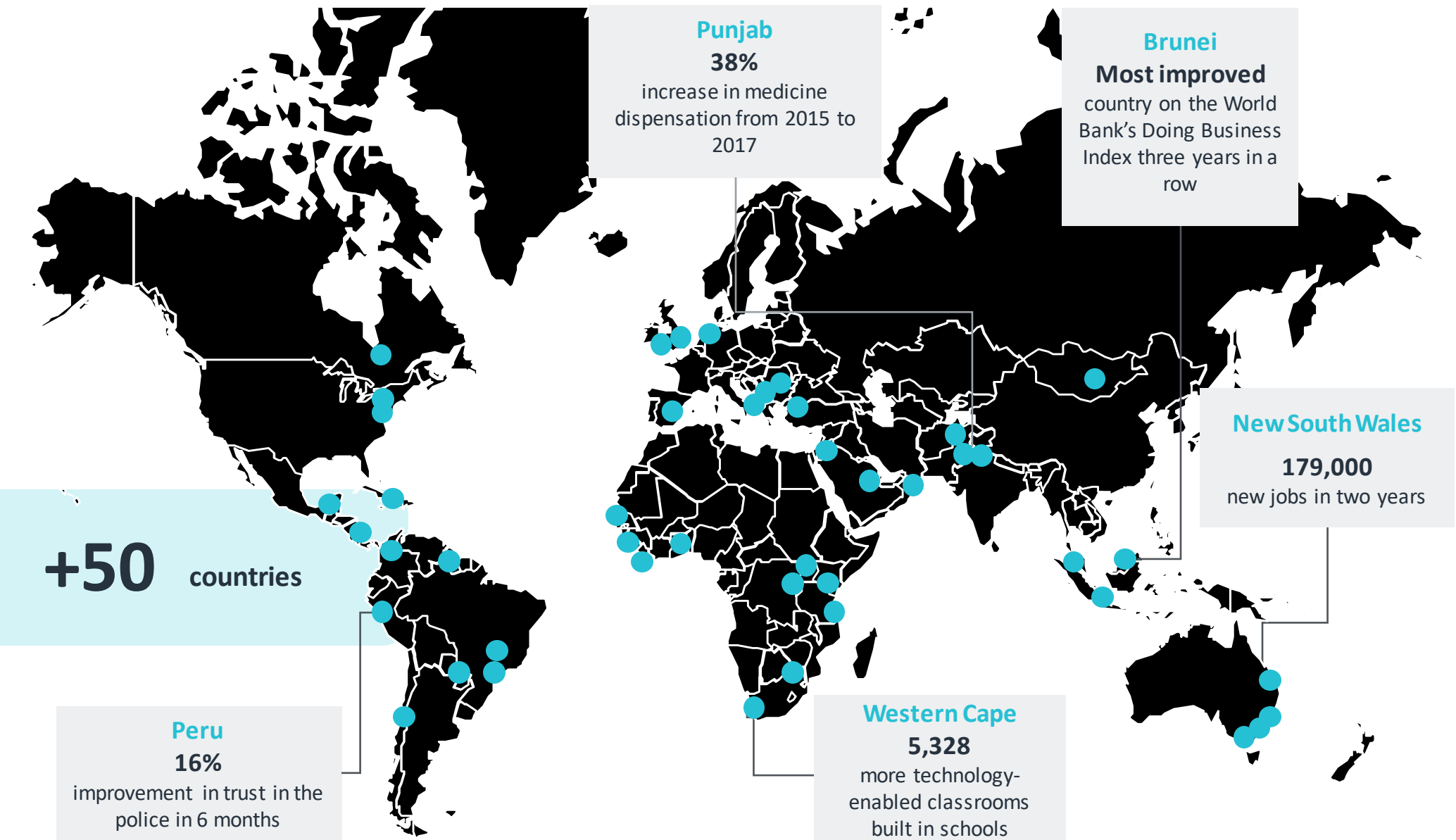Embedding support to keep focus and overcome implementation challenges

Leveraging technology for Delivery

Applying technology solutions to accelerate and deepen impact at lower cost

Building Delivery capacity

Training the next generation of public sector leaders

Using this approach, we have worked with governments across all continents to deliver concrete results for citizens

Punjab
38%
increase in medicine dispensation from 2015 to 2017

Brunei
Most improved
country on the World Bank's Doing Business Index three years in a row

New South Wales
179,000
new jobs in two years

+50 **countries**

Peru
16%
improvement in trust in the police in 6 months

Western Cape
5,328
more technology-enabled classrooms built in schools

Delivery Associates

You may be wondering by now, what is "Deliverology®"?

Deliverology® = good government = lasting meaningful results for citizens.

Governments often underestimate the importance of implementation

Unsuccessful reforms spend 90% of the effort on policy and 10% on implementation

Policy	Implementation

90 : 10

Fails

For reforms to be successful, 90% of the effort has to be focused on quality implementation

Policy	Implementation

10 : 90

Succeeds

Leaders worldwide have used the Deliverology® **approach to deliver meaningful impact for citizens**

Our approach can be categorized into four main components

Targeted Actions

Lay out and implement **carefully targeted and prioritised actions** that will have the **most impact** on your goal

Fieldwork

Talk to the front line to learn **what is really happening**, hear their **challenges**, and **identify and share best practices**

Data

Ensure you have the data you need to understand **what impact you are having** and **how to improve**

Routines

Set up **regular check ins** to test progress and **learn early** what you need to improve to achieve the best results

We focus on outcomes for students and extensive data-sharing across the delivery chain

KEY PRINCIPLES

◆ **STUDENT-CENTEREDNESS**

Ensuring that the final beneficiary – the student – is at the heart of every reform effort

◆ **USING DATA**

Establishing sound goals and a shared language around progress, insights, and accountability within the system

◆ **ENGAGING THE DELIVERY CHAIN**

Engaging people at all levels, from education officers to head teachers, and empowering them to deliver

Our work in Education has led to dramatic improvements in student outcomes around the world

Punjab, Pakistan

Participation rate of 5-9 year-olds **increased from 85% to 91%** in 7 years

Student scores in English, Math, and Urdu **increased from 56% to 77%** in 4 years

New South Wales

Students in top two national **learning bands increased from 32.7% to 35.4%** in 4 years

Bahamas

2474 new preschool enrolments (93% of target) in the first year (2018)

Gauteng, South Africa

Prevalence of **schools rated as "poor" decreased from 27% to 3%** in 3 years

Brunei

Students passing end of year exams increased from 64% to 71% in 4 years

Delivery Associates

To summarize

The 90:10 split

- Governments and leaders often underestimate the importance of implementation in delivering successful reform, which can cause powerful interventions to fall short on impact.

The right approach makes all the difference

- Our approach ensures that you **select the right priorities** that give you the highest possible impact, listen to and **leverage voices in the field**, use **data-based evidence** to make decisions, and **track progress often** through regular routines

Keep a laser focus on outcomes

- Deliverology is a system that works to generate the greatest impact for the most citizens. It ultimately boils down to outcomes, and the moral purpose that guides our work,

Do you have any questions or thoughts?

Share questions in the Zoom Q&A, and your thoughts in the Chatbox!

Agenda for today

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What are some of the defining characteristics of a well-governed education system?
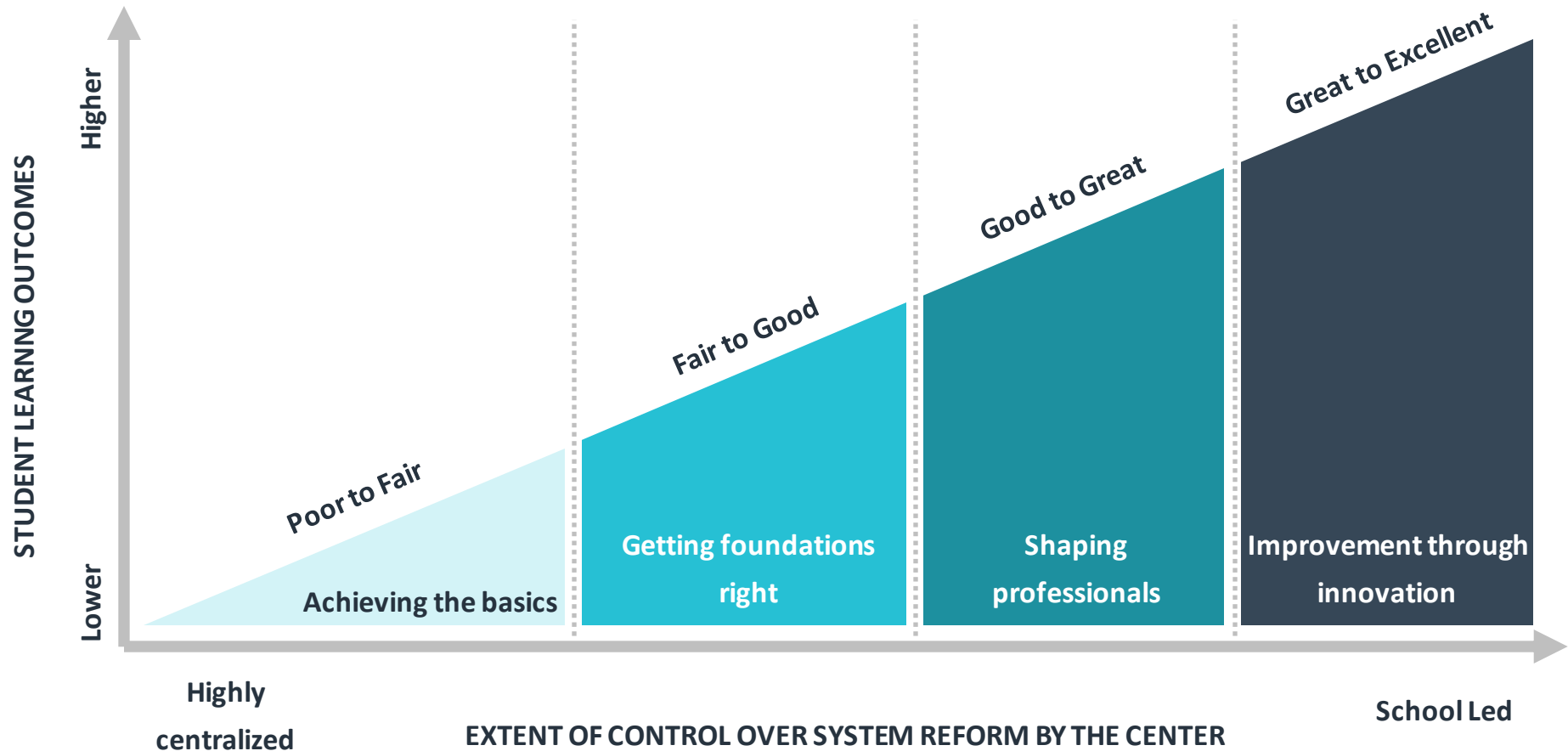
Standards and Accountability

Human Capital
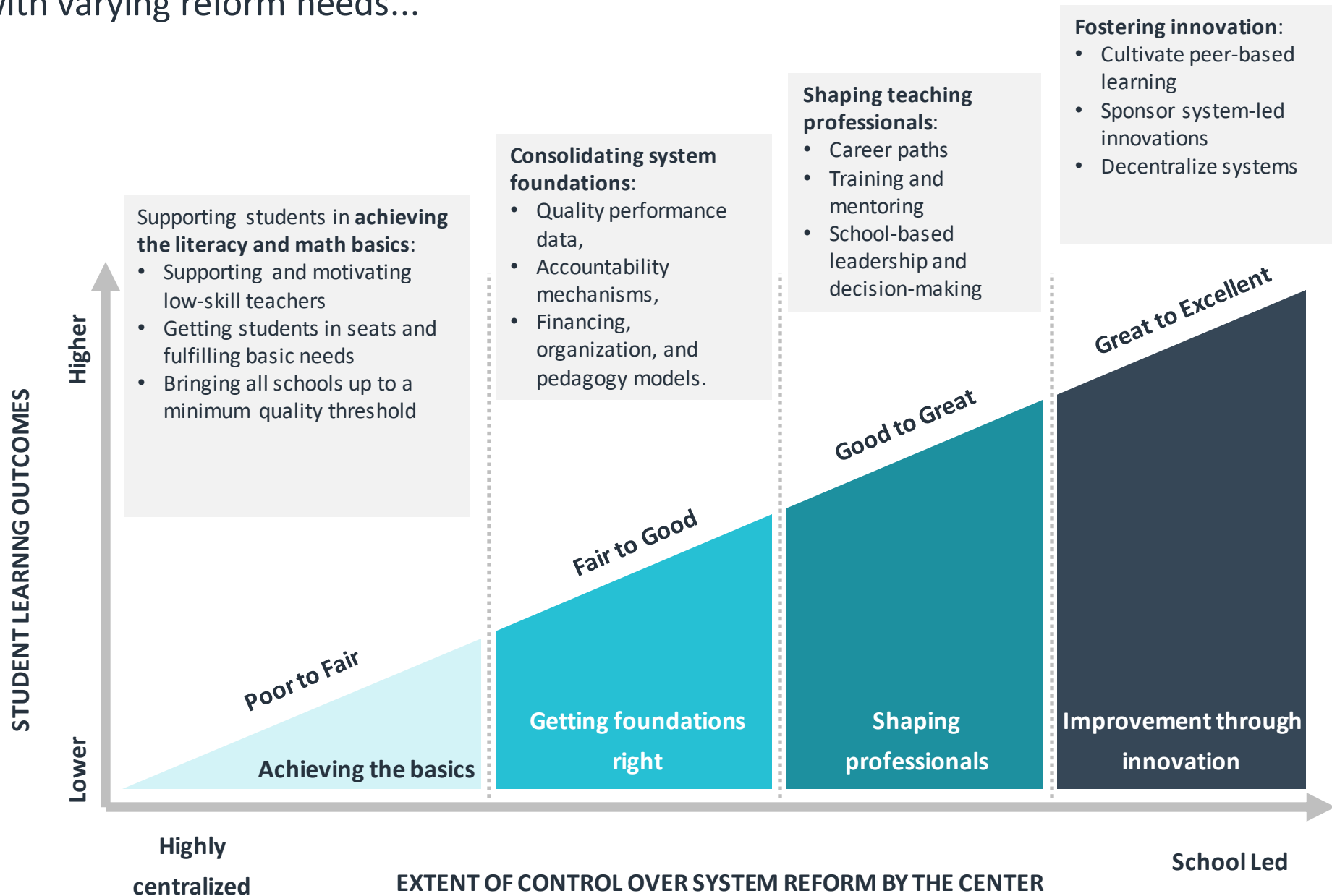
Structure and Organisation

Source: Barber, et al. "How the world's best-performing school systems come out on top" (2007)

Broadly, education systems can be grouped into a range of performance categories, with varying reform needs…

STUDENT LEARNNG OUTCOMES

Higher

Lower

Poor to Fair

Fair to Good

Good to Great

Great to Excellent

Achieving the basics

Getting foundations right

Shaping professionals

Improvement through innovation

Highly centralized

EXTENT OF CONTROL OVER SYSTEM REFORM BY THE CENTER

School Led

Source: Barber, et al. "How the world's best-performing school systems come out on top" (2007)

Delivery Associates

Broadly, education systems can be grouped into a range of performance categories, with varying reform needs...

Fostering innovation:
- Cultivate peer-based learning
- Sponsor system-led innovations
- Decentralize systems

Shaping teaching professionals:
- Career paths
- Training and mentoring
- School-based leadership and decision-making

Consolidating system foundations:
- Quality performance data,
- Accountability mechanisms,
- Financing, organization, and pedagogy models.

Supporting students in **achieving the literacy and math basics**:
- Supporting and motivating low-skill teachers
- Getting students in seats and fulfilling basic needs
- Bringing all schools up to a minimum quality threshold

STUDENT LEARNING OUTCOMES

Higher

Lower

Poor to Fair

Fair to Good

Good to Great

Great to Excellent

Achieving the basics

Getting foundations right

Shaping professionals

Improvement through innovation

Highly centralized

School Led

EXTENT OF CONTROL OVER SYSTEM REFORM BY THE CENTER

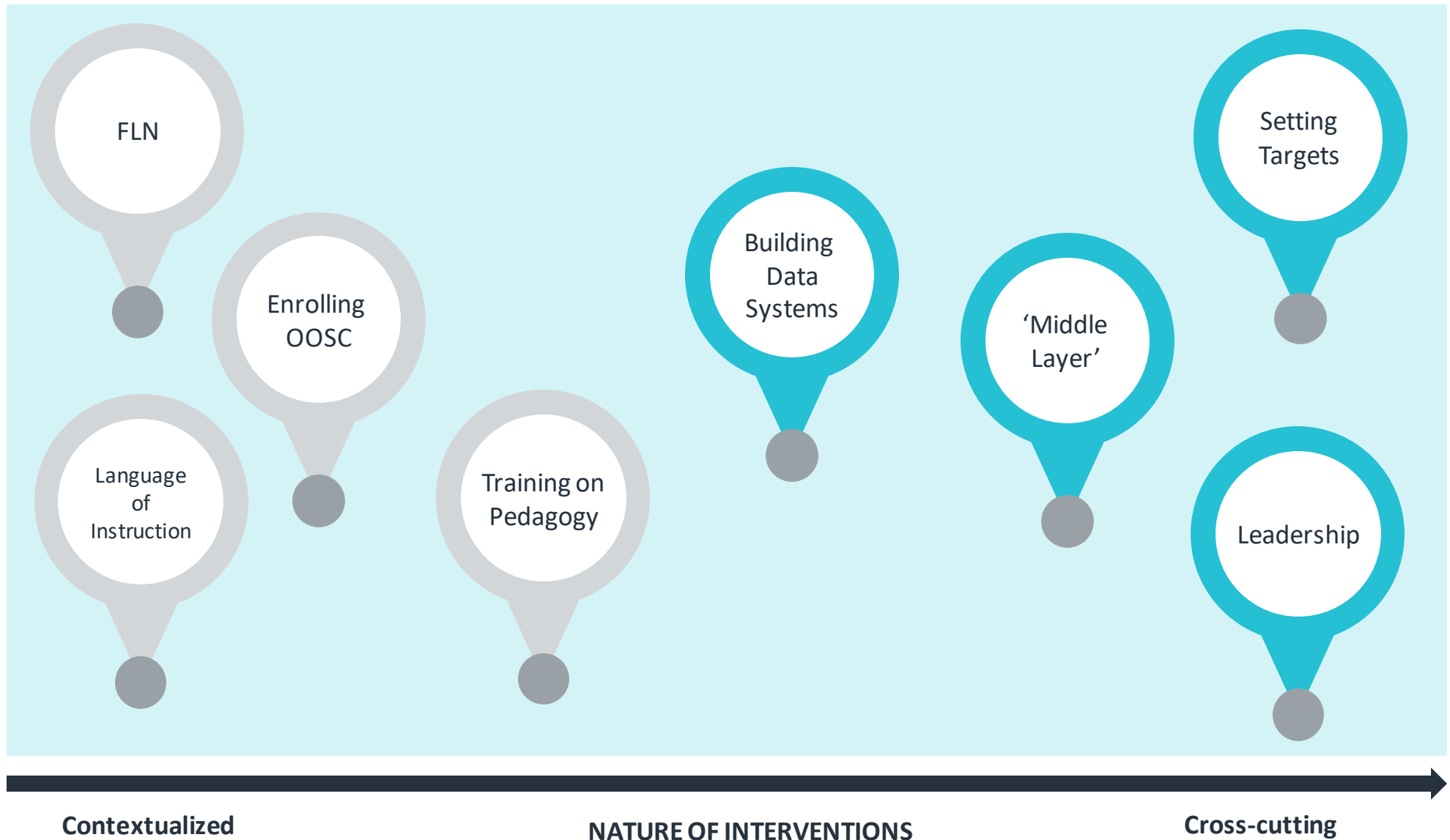Source: Barber, et al. "How the world's best-performing school systems come out on top" (2007)

Delivery Associates

Previous sessions have shared powerful tools and interventions that can bring transformative change to education systems

TaRL

Deep-dive into the evidence-based approach to improve children's FLN skills

05

MULTILINGUAL INSTRUCTION

Effective approaches to planning multilingual instruction

04

REMEDIAL EDUCATION

Effective strategies and models for education systems to support catch up

03

FORMATIVE ASSESSMENTS

Introduction to elements, adaptations and use of Pratham/ASER assessments for FLN to guide action

02

MENU OF EDUCATION EVIDENCE

Summary of evidence-based approaches to improve FLN and resources to guide operationalization

01

These tools collectively strengthen Foundational Literacy and Numeracy in the education system, which is a critical and foundational intervention for all systems to build themselves on.

A system can make significant gains from wherever it starts – the important thing is that it begins

While it is important to tailor interventions to context, sustainability of efforts lies in interventions that strengthen implementation

FLN

Enrolling OOSC

Language of Instruction

Training on Pedagogy

Building Data Systems

'Middle Layer'

Setting Targets

Leadership

Contextualized

NATURE OF INTERVENTIONS

Cross-cutting

Source: Barber, et al. "How the world's best-performing school systems come out on top" (2007)

Delivery Associates

To summarize

Selecting the right strategy is critical

- Assessing system performance (e.g. fair to good) will help set the strategy.

- Building on students' Foundational Literacy and Numeracy (FLN) skills and strengthening teachers is critical for setting the foundations for a strong education system.

Focusing on governance delivers sustained impact

- Strategy and implementation go hand in hand; While it is important to select the right priorities, strengthening governance ensures sustainability

Our session today will focus on elements of our approach that are critical to helping you scale-up and sustain delivery

Targeted Actions

How can systems develop strategies that pave the way for reforms?

Tools: 3M's Framework, Prioritization

Fieldwork

How can stakeholder networks be leveraged to deliver?

Tools: Delivery Chains, Guiding Coalitions

Data and Routines

How do data systems and routines drive progress towards goals?

Tools: Data Systems, Cadence of Routines

Our aim is to make this session engaging and informative for you

The following structure will apply to each section of our presentation

01

02

03

A case study from our global experience in education reforms

Feedback and Q&A on lessons identified - watch out for polls and activities!

Overview of selected tools that enable you to plan for effective delivery

Agenda for today

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01:50 – 2:00	Reflection and next steps

In 2017, the Ethiopian education system faced many challenges, with some that stood out as particularly troubling

NLA Proficiency Results Grade 4: 2011 and 2015

NLA Proficiency Results Grade 8: 2011 and 2015
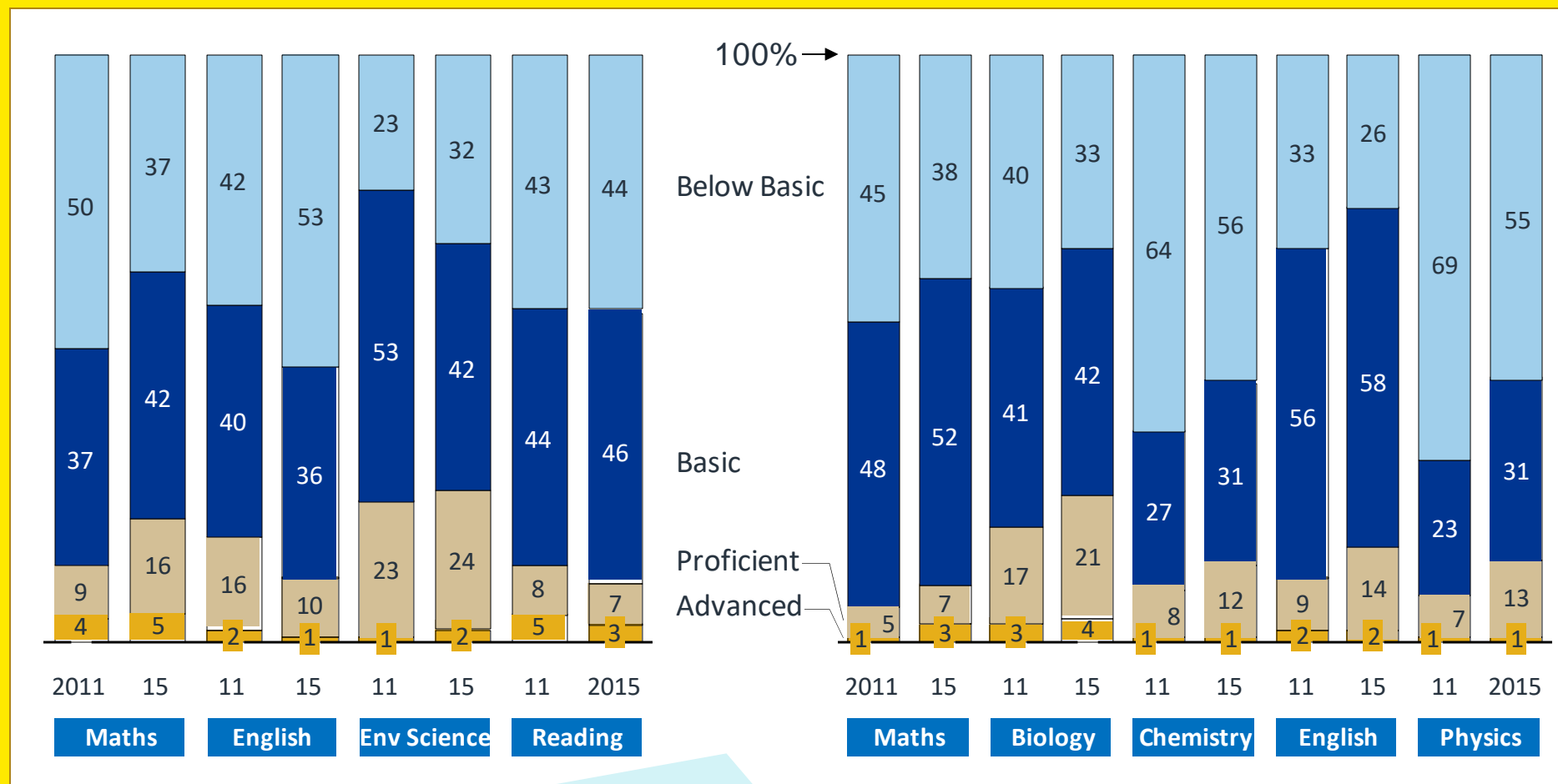
Barely half all students achieved a Basic standard in the National Learning Assessments

The latest policy commitment, ESDP V, outlined an ambitious plan for reform achievements by 2020

6

Priority programmes:
- › Capacity development for improved management
- › General education: quality
- › General education: access and equity
- › Adult and non-formal education
- › Technical and Vocational Education and Training
- › Higher education

54

Major KPIs...
- › Increase TVET enrollment to 564,054
- › 70% of grade 1-12 teachers to be licensed
- › 60% of schools rated level 3 or higher in inspections
- › GPI of 1.00 pre-primary to grade 12
- › 50% (both genders) of grade 4, 8 and 10 students and
  - 70% of grade 12 students achieving 50+% in NLA
- 80% of university graduates (first degree) with degree- relevant employment within 12 months

(to name a few)

370

Strategies for implementation...

Targeted Actions: How can systems develop strategies that pave the way for reform?

36

Implementation had begun based on the plan, but execution was uncoordinated, and the government faced many challenges

Areas of improvement

Areas of Strength

TIGHTER FOCUS
Need to prioritize quick wins with greatest impact

✗

✔
COMMITTED LEADERSHIP
Aware of the challenges and supportive of reform

BETTER DATA
Need strong systems and routines to support actionable decisions

✗

✔
AMBITIOUS PLANS
A great deal of work to define what it is that needs to be done

SUPPORT THE FIELD
Develop leadership capacity at regional, local and school level

✗

We worked with leaders in the Ethiopian education system to prioritize and define 3 ambitious system-wide goals

Higher Education	General Education	TVET
>80% of graduates employed with degree-relevant **employment within 1 year**	**All students** (grades 1-12) **achieve 50% and above** in all NLA subjects*	**>90%** TVET graduates will be **employed or self employed** within 1 year

* For Grades 1 – 4, 50% or above in Basic Literacy and Numeracy (English, Math) and for Grades 5 – 12, 50% or above in English, Math, Science

For each goal, leaders then prioritized a set of strategies that would deliver the most impact...

General Education

All students (grades 1-12) achieve 50% and above in all NLA subjects

Strategies adopted across all regions

1. Use of lesson plan and lesson study*
2. Data and assessment*
3. Coaching
4. Instructional leadership
5. Parent's Engagement
6. Monitoring and Accountability*

Region specific strategies

7. School Feeding
8. Teacher Availability
9. Basic Facilities

*Prioritized strategies

...And identified targeted actions that would move numbers for each strategy

| General Education	Situation at baseline	Expected change by 2018	Requirements to effect change
Use of lesson plan/ lesson study	▪ Many teachers do not use lesson plans / studies consistently — Most regions have varying standards — Most teachers prepare, but do not follow in classrooms	▪ All teachers develop standard lesson plans and actively use them in class rooms ▪ All teachers take part in at least two lesson studies per semester	▪ 350,000 Teachers and cluster supervisors trained on lesson plan development ▪ 1 visit per week per teacher by principals to ensure compliance
Account-ability	▪ No systematic method to hold officials responsible for their region's education performance	▪ Accountability framework developed and endorsed by MoE and REBs ▪ REB officials, principals and teachers held accountable for the student performance	▪ Data packs on student performance indicators developed monthly ▪ Data reviewed periodically by REB and woreda officials for follow-up actions
Data	▪ Data on school inputs and the quality of learning not gathered periodically	▪ Conduct tablet based assessments on basic literacy and numeracy for grades 3 ▪ Collect independent school data on key inputs for grades 1-12	▪ 202 MEAs hired to conduct the tablet-based assessment and data collection on 5,720 schools / month (pilot phase) ▪ ~800 MEAs and tablets for full scale collection ▪ 40K tablets given to school principals for daily self-reported data ▪ Item bank developed for testing students

A tailored approach was developed to support the MoE in moving the numbers on each of the four targets

**Set up delivery architecture with federal and regional delivery units**

Identified regional needs through field visits

Conducted five delivery planning workshops to develop and refine 61 plans

Accelerated delivery through federal stocktakes and capacity building of ~600 leaders and 500,000+ field staff
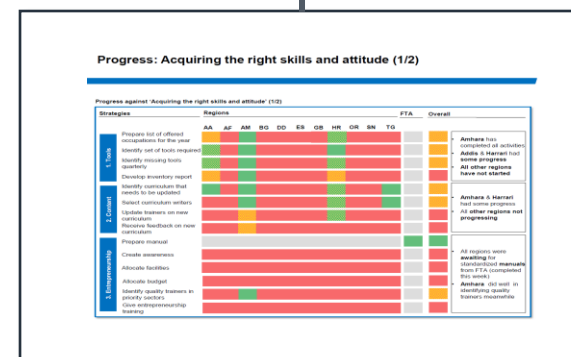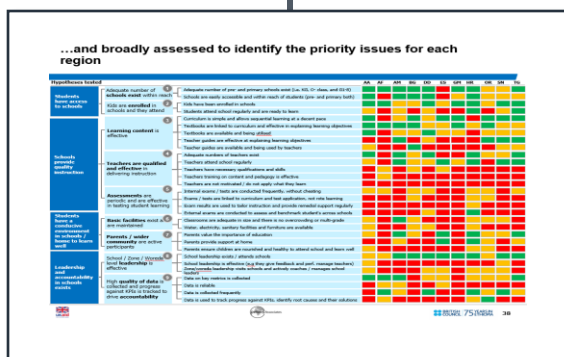
Targeted Actions: How can systems develop strategies that pave the way for reform?
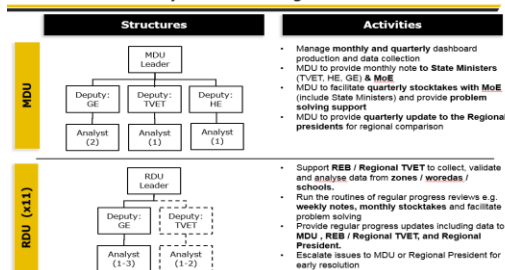
41

Early results in General Education since November 2017 showed a promising start to implementation

5 practical guides developed on lesson plans, school leadership, parental engagement, school feeding & monitoring outcomes
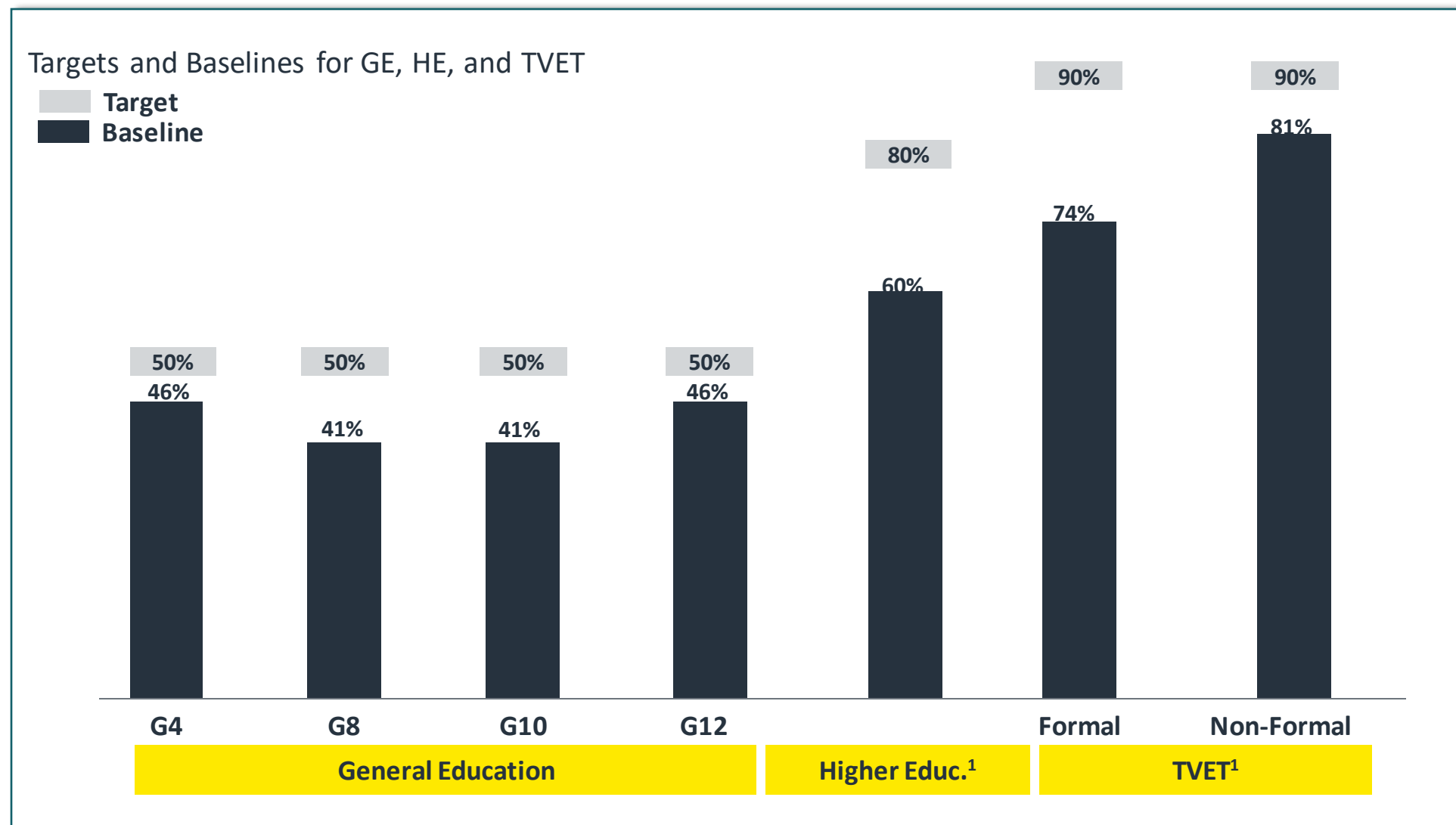
200 tablets arranged by MoE to begin independent data collection

500,000 USD pledged by a development partner for piloting the data system

With targeted efforts underway, the MoE was better positioned to work towards its goals on the long road ahead

Targets and Baselines for GE, HE, and TVET

Target
Baseline

	50%	50%	50%	50%		80%	90%	90%
46%				46%				81%
	41%	41%			60%		74%	

G4　　G8　　G10　　G12　　　　　　Formal　　Non-Formal

General Education　　　　**Higher Educ.[1]**　　**TVET[1]**

1: Self-reported

Targeted Actions: How can systems develop strategies that pave the way for reform?

43

Activity

What were some of your key takeaways from this case study?

Tell us in the ZOOM Chatbox!

Some lessons identified

Prioritization is key

- Resisting the urge to fix everything simultaneously is a critical first step to setting up for effective delivery; Be selective, and adopt a laser focus on few, high-impact goals.

Be ambitious, but realistic

- When setting targets, it is important to benchmark against your current performance to ensure that expectations are realistic.

- Balance realism with ambition, and set a target that challenges your system stakeholders to do things differently.

Align people at every level

- A goal is a goal once you have aligned everyone from top-leadership down to field stakeholders on the vision and expected outcomes.

- It is especially critical to sensitize stakeholders on the actions that are required to move the numbers, to sustain focus on outcomes.

Targeted Actions: How can systems develop strategies that pave the way for reform?

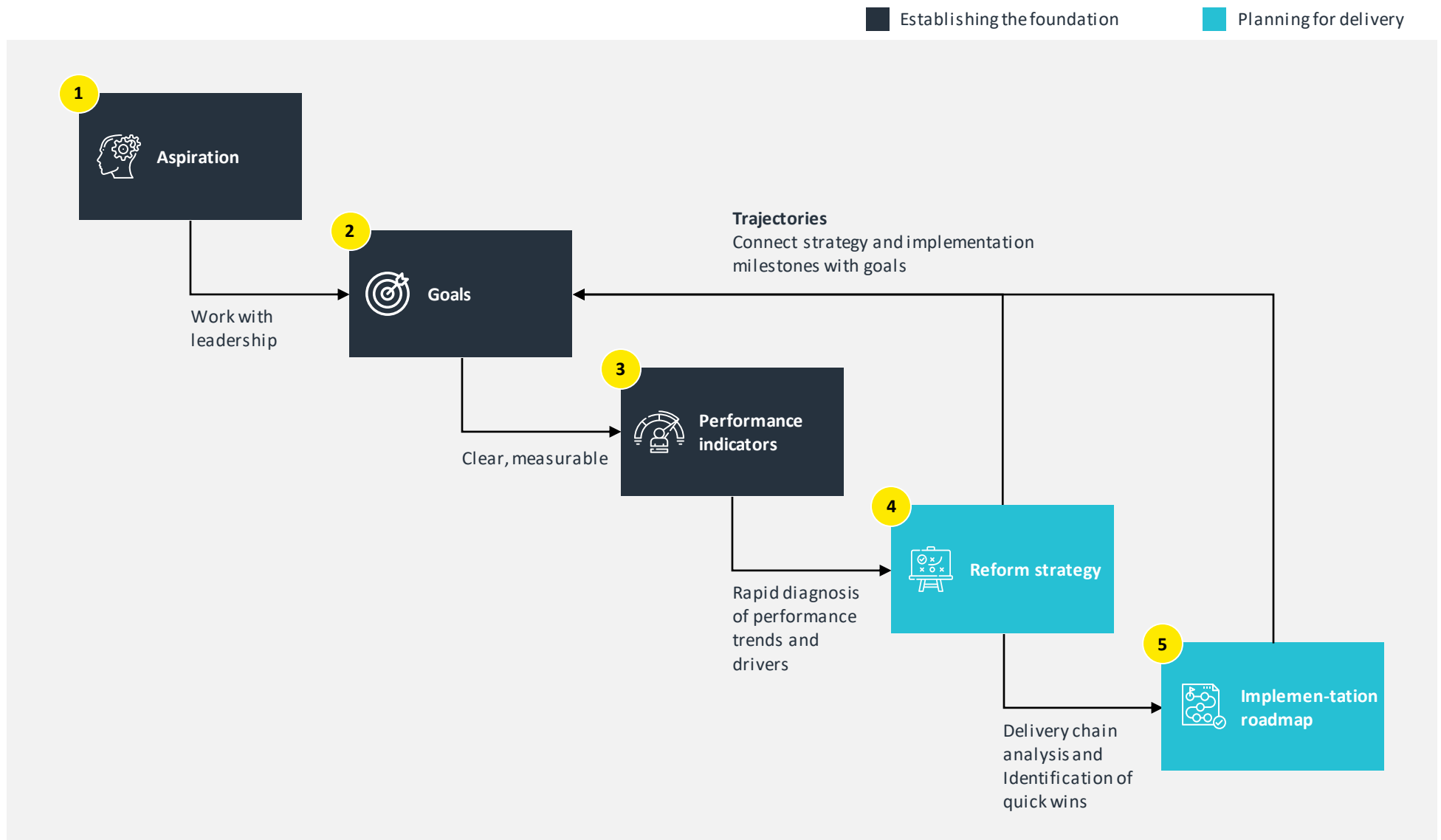Let's talk about some of the delivery tools that were used in these case studies
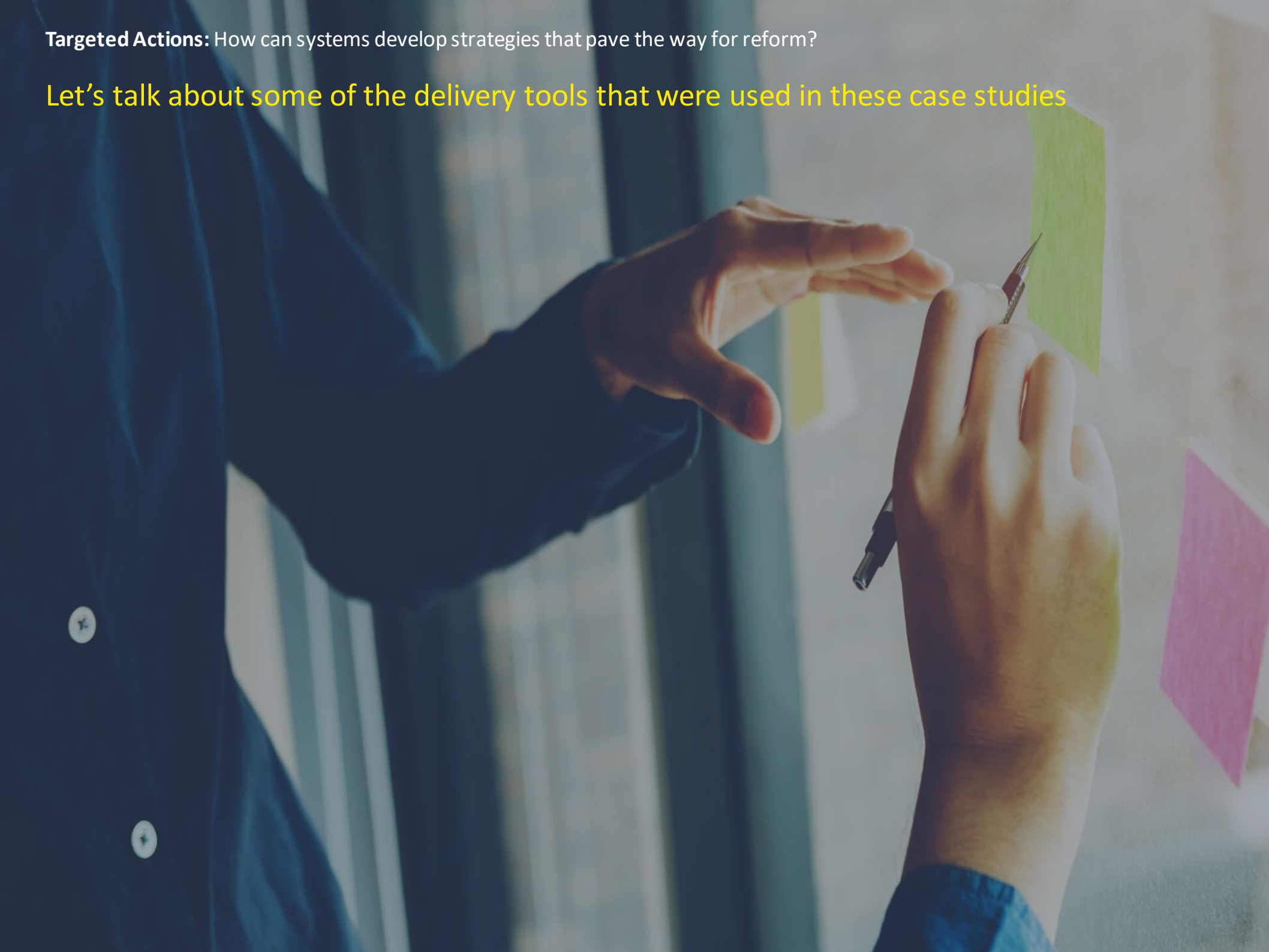
Activity

Has your country set aspirations and defined targets to improve FLN?

Share your answers in the Zoom Poll!

Delivery starts with an aspiration for change that can be translated into measurable goals that help define a reform strategy

Legend: ■ Establishing the foundation ■ Planning for delivery

1 Aspiration

Work with leadership

2 Goals

Trajectories
Connect strategy and implementation milestones with goals

Clear, measurable

3 Performance indicators

Rapid diagnosis of performance trends and drivers

4 Reform strategy

Delivery chain analysis and Identification of quick wins

5 Implemen-tation roadmap

Source: Adapted from Barber (2011)

Example: Goals driven by clear aspirations

Aspire to get every primary school aged child into school, attaining a minimum 95% Participation Rate[2] for 5-9 year olds across Punjab

"Increase the proportion of New South Wales students in the top two NAPLAN [school exam] bands by 8% by 2019"

Increase basic literacy and numeracy levels in primary schools, attaining a 75% average score on the independently administered Six-Monthly Assessment (6MA)[1]

Targeted Actions: How can systems develop strategies that pave the way for reform?

Delivery Tool: The 3M's Framework

A good indicator is moveable, measurable, and meaningful
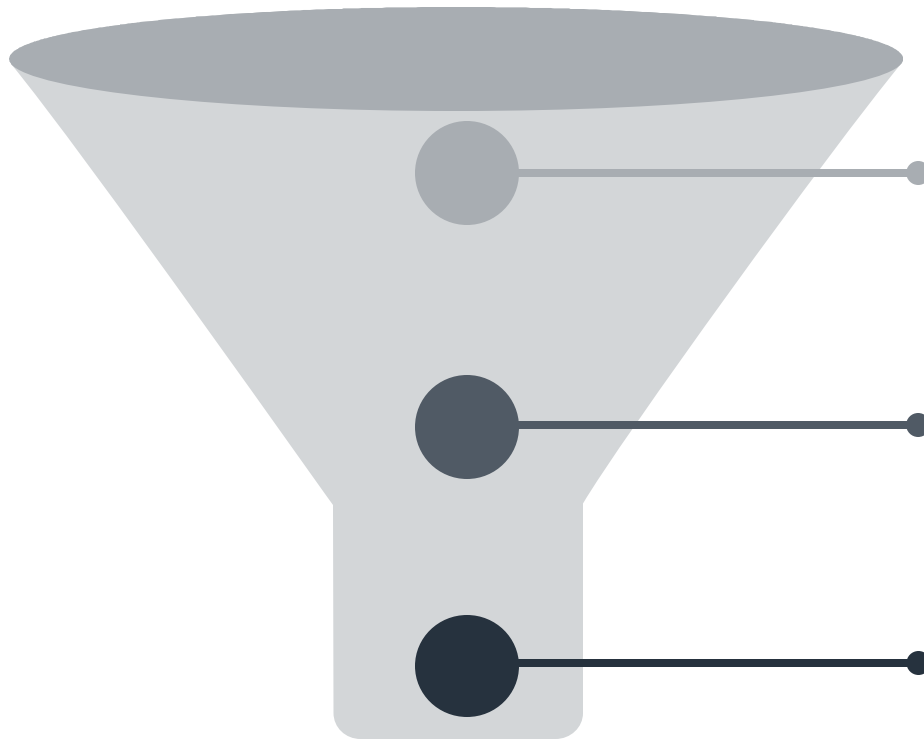
MEANINGFUL

Will improving this indicator deliver real benefit for citizens?
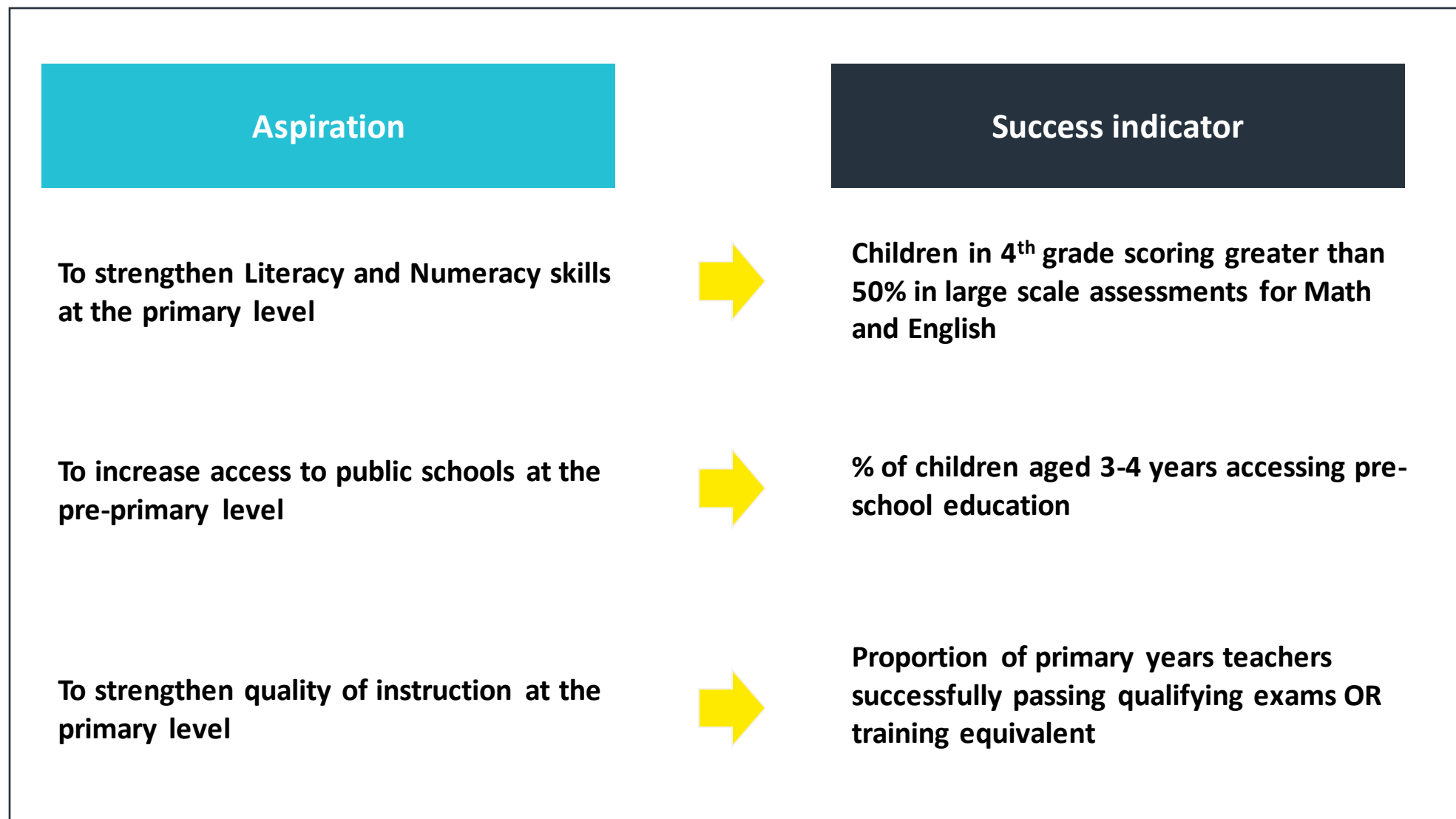
MOVEABLE

Can we realistically move the numbers on this indicator with the tools at our disposal and in the time available?

MEASURABLE

Do we already collect useful data on this indicator OR are we willing to make an immediate investment to get that data within the next 3 months?
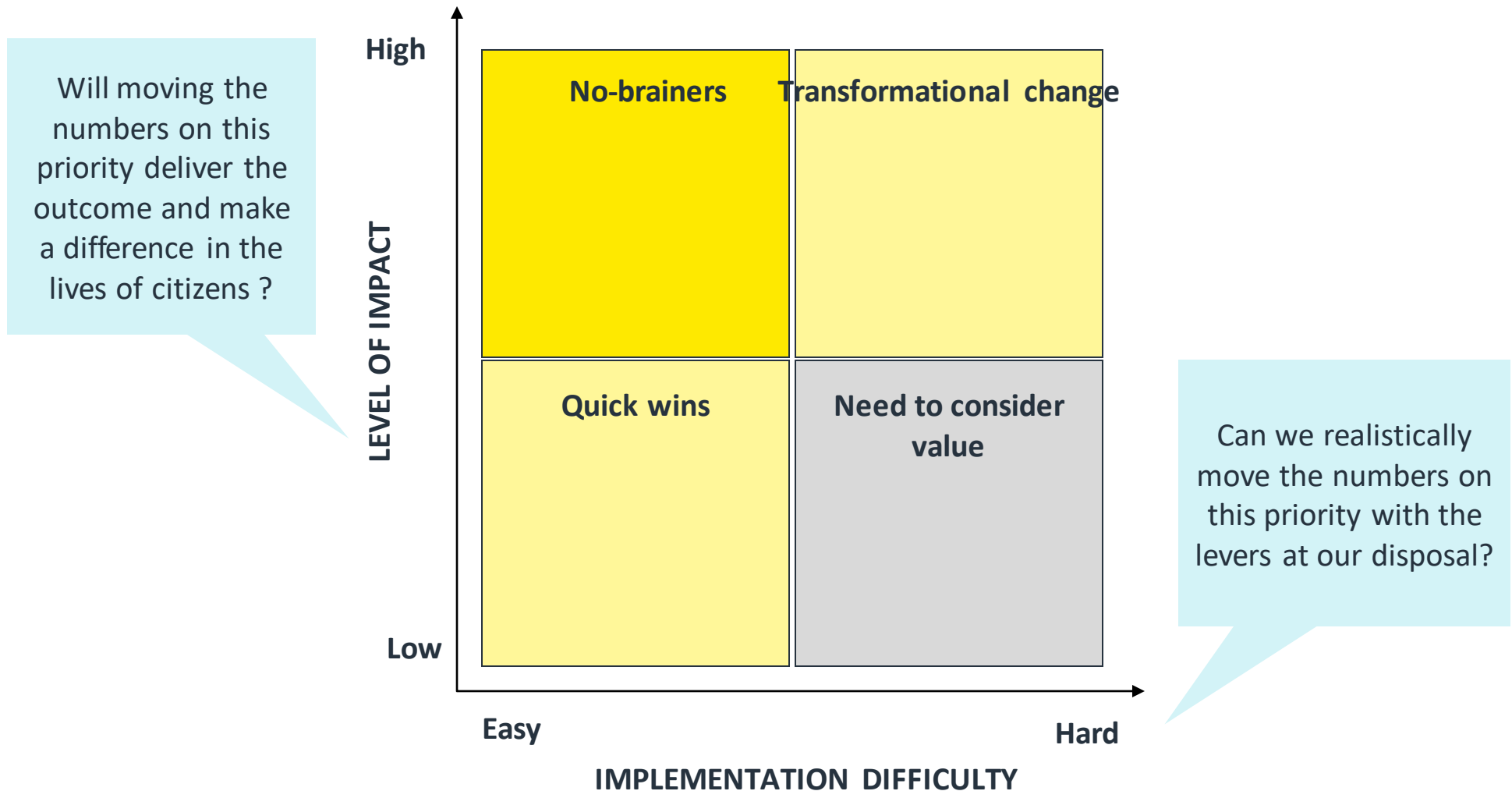
PRIORITY INDICATORS

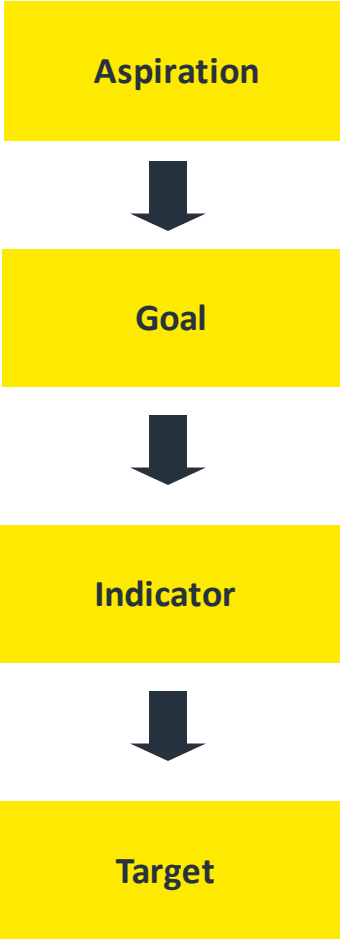## Example: Translating Aspirations into Indicators

Aspiration	Success indicator
To strengthen Literacy and Numeracy skills at the primary level	**Children in 4th grade scoring greater than 50% in large scale assessments for Math and English**
To increase access to public schools at the pre-primary level	**% of children aged 3-4 years accessing pre-school education**
To strengthen quality of instruction at the primary level	**Proportion of primary years teachers successfully passing qualifying exams OR training equivalent**

Targeted Actions: How can systems develop strategies that pave the way for reform?
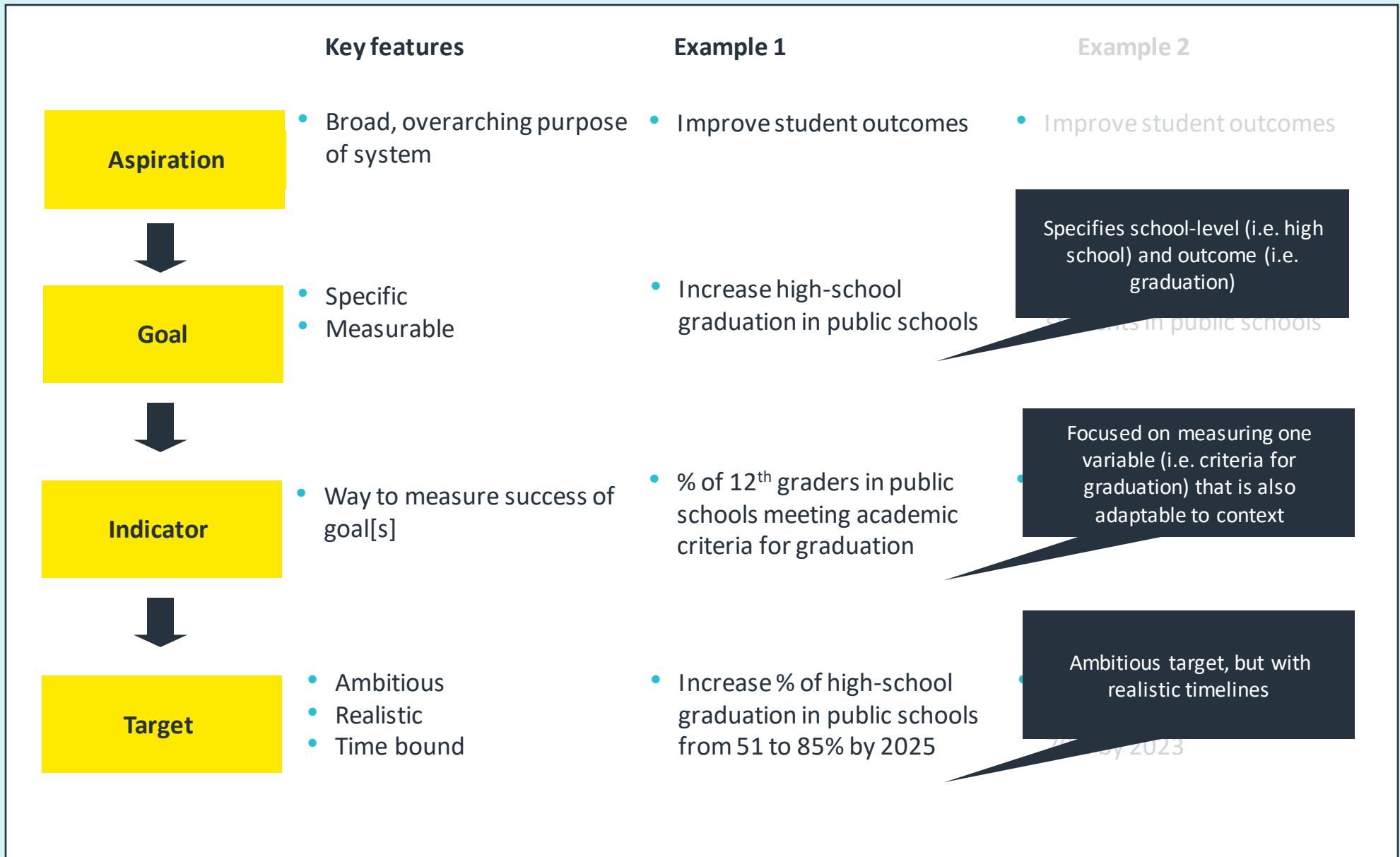
Delivery Tool: Prioritization

What should a system do if it understands the challenges well but cannot decide where to focus?

Will moving the numbers on this priority deliver the outcome and make a difference in the lives of citizens ?

LEVEL OF IMPACT

High

Low

No-brainers

Transformational change

Quick wins

Need to consider value

Easy

Hard

IMPLEMENTATION DIFFICULTY

Can we realistically move the numbers on this priority with the levers at our disposal?

Targeted Actions: How can systems develop strategies that pave the way for reform?

52

Activity: Which example is better set up for success?

	Key features	Example 1	Example 2
Aspiration	• Broad, overarching purpose of system	• Improve student outcomes	• Improve student outcomes
Goal	• Specific • Measurable	• Increase high-school graduation in public schools	• Increase performance of students in public schools
Indicator	• Way to measure success of goal[s]	• % of 12th graders in public schools meeting academic criteria for graduation	• % of students passing annual assessments
Target	• Ambitious • Realistic • Time bound	• Increase % of high-school graduation in public schools from 51 to 85% by 2025	• Increase average scores of students in public schools to 70% by 2023

Targeted Actions: How can systems develop strategies that pave the way for reform?

Activity: Which example is better set up for success?

	Key features	Example 1	Example 2
Aspiration	• Broad, overarching purpose of system	• Improve student outcomes	• Improve student outcomes
Goal	• Specific • Measurable	• Increase high-school graduation in public schools	Specifies school-level (i.e. high school) and outcome (i.e. graduation)
Indicator	• Way to measure success of goal[s]	• % of 12th graders in public schools meeting academic criteria for graduation	Focused on measuring one variable (i.e. criteria for graduation) that is also adaptable to context
Target	• Ambitious • Realistic • Time bound	• Increase % of high-school graduation in public schools from 51 to 85% by 2025	Ambitious target, but with realistic timelines

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01:40 – 1:50	How can we help?
01:50 – 2:00	Reflection and next steps

Remember to keep sharing your questions and comments, and we will respond throughout the session!

Targeted Actions

How can systems develop strategies that pave the way for reforms?

Tools: 3M's Framework, Prioritization

We are here!

Fieldwork

How can stakeholder networks be leveraged to deliver?

Tools: Delivery Chains, Guiding Coalitions

Data and Routines

How do data systems and routines drive progress towards goals?

Tools: Data Systems, Cadence of Routines

In 2014, good lessons were the exception in Brunei

SOURCE: CSEC Examinations data, 2019; Statistical Digest, 2018

'46 days intervention' in late 2014 at 15 low-performing primary schools built belief: 12 improved student results vs 2013

Improved attendance

- Nationwide communication campaign on importance of PSR
- At-risk students offered transport or housed at boarding school

Increased teaching time

- Targeted pull-out and other extra support offered struggling pupils
- Extra classes in non-core subject time, and on Fridays/ Sundays

Increased quality teaching

- Deployment of secondary school maths teacher to each school
- Intensive Teaching & Learning of core subjects based on need

Strengthened school leadership

- Ministry officials' mentored Catalyst Schools leaders
- Workshop on Leadership Best Practices on 2 September 2014

7 catalyst schools no longer in the bottom 30

Chart columns: SR. OKBI SUBOK, SR. SENGKURONG, SR. KG. MATA-MATA, SR. PSN. PG MOHD YUSOF, SR. TUNGKU, SR. PEHIN DATO JAMIL, SR. PB. LIMAU MANIS, SR. PUSAR ULAK, SR. JALAN 49 LAMBAK KANAN, SR. DATO MARSAL, SR. KATOK, SR. PSJ PG ABD MOMIN, SR. SUNGAI SIAMA, SR. SABA D..., SR. D...

■ 2013 RANKING (OUT OF 119)
◆ 2014 RANKING (OUT OF 115)
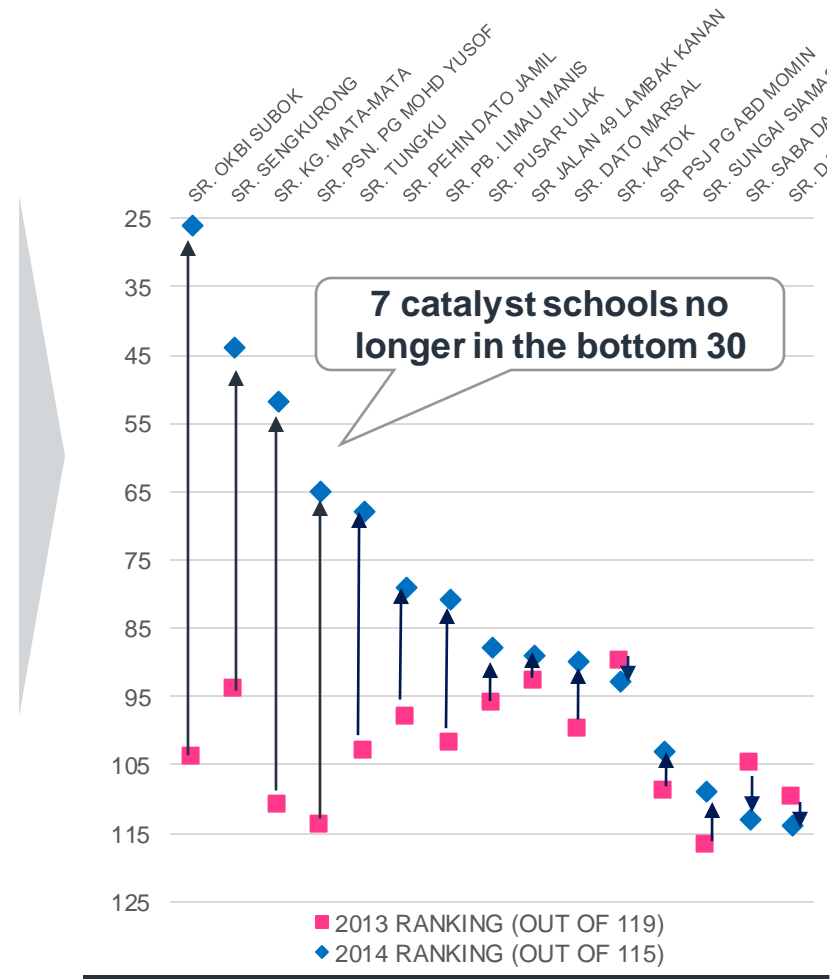
'Catalyst' school results 2014 vs 2013

Source: Brunei Ministry of Education, PENGGERAK, Delivery Associates; Note: results = % students achieving A-C in all 5 subjects in the end of primary school/year 6 exam ('PSR')

MoE launched their flagship coaching initiative in 2016, but early feedback and in-year assessments signalled the need for a review

The ministry embedded 60 highly qualified 'Coaches' to improve literacy and numeracy skills in combined 150 primary and secondary schools

Further progress needed

- Literacy skills showed promise at primary level, but required continued build-up at 10pp behind target

- However, Numeracy skills were 30pp behind target, with >80% of 8 years old falling behind expectations

- There was a discrepancy in the way different stakeholders in the system assessed performance of students

Early successes

- International Coaches **brought high-quality expertise** to schools and built **strong relationships** with communities

- There was **genuine enthusiasm for the programme in the system**

- The **early focus on dialogic teaching had an impact** with Learning Partners who began engaging pupils more confidently

- Whole school **CPD was well received**

The MoE tasked a dedicated team to conduct a priority review and ensure that the LNC was on track to produce results

School visits	Interviews	Core question

+ =

- 7 school visits in total

- School visits included 1-on-1 interviews with stakeholders at the school-level

- Visits also included observation of some English and Maths lessons

- 14 additional interviews outside schools, with stakeholders at all levels of the delivery chain

How can we ensure maximum sustainable impact from the International Coaches, principally on the primary target for 2017, and secondarily on the PISA target in 2018?

The team utilised the delivery chain to further their understanding of key risks, and possible solutions

Ministerial Team	Ministerial Departments	School

Risks identified

1. **Low quality of coaching** in topics which have not been priorities to date

2. School leaders have **different understanding of their role**

3. Clusters **unsure how to work with international coaches**

4. **Significant variability** in leaders' assessment of lesson quality

5. **Role of inspectors not clear** – they do not feel responsible for improving learning

The team was able to take remedial action based on their analysis, and the support they received from key stakeholders

Non-exhaustive

Design of content based coaching sessions

Performance management metrics for International Coaches to guide MoE

Alignment of stakeholders on responsibilities along the delivery chain

Development of best practice videos to build capacity of Stakeholders and align on definition of quality

64	67	68	71 +7pp
2014	2015	2016	2017

% students passing PSR in 2017
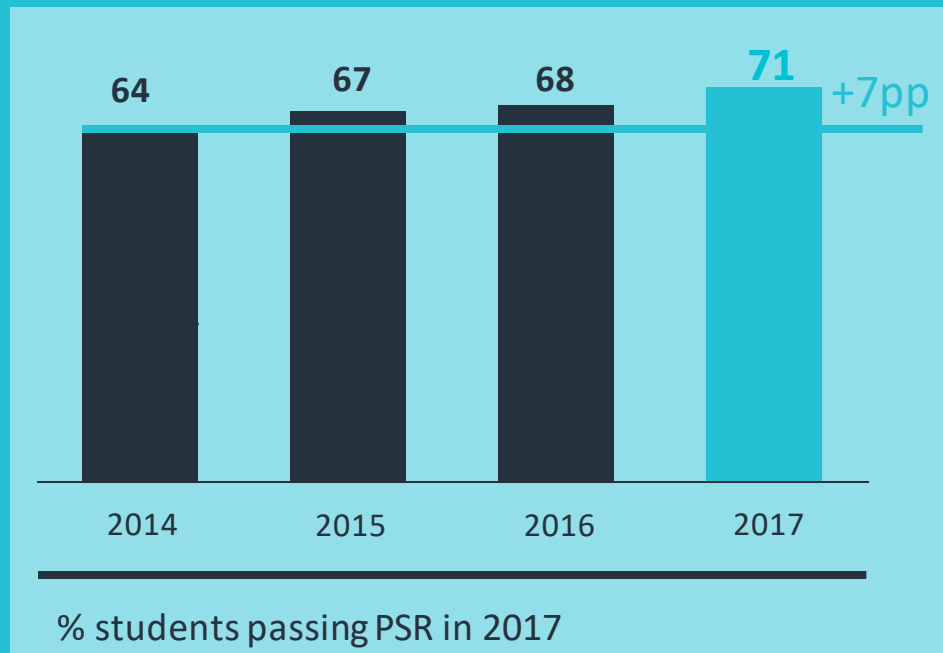
Primary education results continued to rise. In 2019, they are now up by 10 pp in 4 years from 2015. PISA 2018 results were also ~50 pts higher than in the pre-test in 2016.

Fieldwork: How can stakeholder networks be leveraged to deliver?

Activity

What were some of your key takeaways from this case study?

Tell us in the ZOOM Chatbox!

Some lessons identified

Support from the Ministry is critical

- Support from **top leadership** helps not only in target setting, but in building belief and maintaining commitment to implementation

Investing in people is as important as the work itself

- Bringing in the **right support**, and **empowering high-performers** in your own system will create motivation in your system to deliver

Use data – and people - to stay on track

- Using **available data** to develop an understanding of performance is critical for identifying areas of support, benchmarking and target setting, and course-correction during implementation

- Course correction is as strong as **your network**; Knowing who to support (e.g. Teachers) and follow-up with well (e.g. International Coaches) will help move efforts in the right direction

Fieldwork: How can stakeholder networks be leveraged to deliver?

Let's talk about some of the delivery tools that were used in these case studies

Delivery Tool: Delivery Chain

A delivery chain is the map of the actors (people or organizations) involved in delivering a policy, and the relationships between them, through which a given strategy is implemented.

Planning

- Ensure you are involving the right delivery actors
- Identify risks to implementation and ways to mitigate them

Diagnosing and Solving Problems

- Identify where problems are arising
- Problem-solve quickly using other agents in the chain

Collecting Feedback

- Identify stakeholders to engage for feedback
- Identify areas for field work to investigate problems as they arise

Delivery Tool: Delivery Chain (1/2)

Delivery chains help us connect between the centre and the frontlines – no matter the scale

Sample delivery chain: UK National Literacy Strategy

1	Person responsible for delivering the results
1	Director of the National Literacy Strategy
15	Regional Directors
150	Local authorities, each with someone playing my role at local level
400	Literacy consultants
19,000	Head Teachers, each with a literacy co-ordinator (another 19,000)
190,000	Teachers teaching literacy hours
3.5 million	Children, experiencing the strategy

Example: Delivery Chain (2/2)

The delivery chain can be used to identify feedback loops on implementation

State	Region	District	School	Classroom	What metrics will we use?

Chief — 1

Curriculum/ instruction team — 1

Regional centers — 15

(1) Curriculum directors — 150

Principals (5) 1500 → (2) Teachers (4) 65,000

Coaches (5) 400 → (2) Teachers (4) 65,000

Curriculum committees — 150 → Teachers (2) (4) 65,000

Website — 1 → Teachers (3) (4) 65,000

What metrics will we use?

(1) Number of districts undergoing training

(2) Number of teachers undergoing training

(3) Number of teachers who have accessed web portal

(4) Number of teachers who are 1) using new materials and 2) satisfied with them

(5) Number of teachers whose classroom behavior is changing, as reported by principals and educator leaders

Agenda for today

00:00 – 00:10	Welcome and keynote
00:10 – 00:25	Why good governance is critical to building strong education systems
00:25 – 00:50	**Targeted Actions:** How can systems develop strategies that pave the way for reform?
00:50 – 01:10	**Fieldwork:** How can stakeholder networks be leveraged to deliver?
01:10 – 01:40	**Data and Routines:** How do data systems and routines drive progress?
01:40 – 1:50	How can we help?
01:50 – 2:00	Reflection and next steps

Remember to keep sharing your questions and comments, and we will respond throughout the session!

Targeted Actions

How can systems develop strategies that pave the way for reforms?

Tools: 3M's Framework, Prioritization

Fieldwork

How can stakeholder networks be leveraged to deliver?

Tools: Delivery Chains, Guiding Coalitions

We are here!

Data and Routines

How do data systems and routines drive progress towards goals?

Tools: Data Systems, Cadence of Routines

Data and Routines: How do data systems and routines drive progress?

71

In 2011, the province of Punjab was facing an education crisis

40%   Of Pakistan's school-aged children were out of school

>20%   Of teachers did not show up to work on an average day

47%   Of third graders in Punjab could read a sentence in Urdu

SOURCE: CSEC Examinations data, 2019; Statistical Digest, 2018

The Roadmap set four precise, ambitious outcome goals

Area	Goals by 2018
Teaching quality	**Increase basic literacy and numeracy levels in primary schools**, attaining a 75% average score on the independently administered Six-Monthly Assessment (6MA)[1]
Enrolment and access	**Aspire to get every primary school aged child into school**, attaining a minimum 95% Participation Rate[2] for 5-9 year olds across Punjab
Schools and teachers	**Significantly improve infrastructure in Punjab's schools:** ▪ 36,000 new classrooms and 46,000 new teachers ▪ 100% functioning facilities in schools
Public Private cooperation	**Improve access and quality through Public Private cooperation**, enrolling at least 2.6 million students in PEF schools by 2018

1 Independently administered assessment that tests Grade 3 students on English, Math, and Urdu SLOs
2 Participation rate as opposed to Net Enrolment Rate (NER)

Senior leadership commitment and effective routines were critical in driving reforms

Quarterly stocktakes were the key drivers of progress

- **The Chief Minister always attended,** this level of leadership commitment drove accountability

- **Data on performance was reviewed closely in each meeting,** particularly for delayed (red or amber-red) actions

- **Preparation leading to the stocktake was rigorous –** routines with key officials were used to align on actions

- **Attendees were thoughtfully identified,** including government officials and other stakeholders (NGOs, multilaterals, private sector, academics) to provide insight

- **Meeting follow-up was critical.** Minutes were always shared with clear decisions and follow-up action items

Chief Minister Stocktake, July 2017

Pre-Stocktake with Chief Secretary, March 2018

Pre-Stocktake with DfID, March 2018

Data and Routines: How do data systems and routines drive progress?

The use of high quality, real-time data was integral to driving progress towards targets

To address the dearth of data on 50,000 publics schools in Punjab, a data system was set up that linked with routines to drive accountability

FEEDBACK

Leadership reviewed and problem-solved during routines

ACTION

Officials would follow-up at school level

MONITORING ON-GROUND

1,100 MEAs would visit schools monthly and collect data using tablets

CALLIBRATION

The data would be fed to a central database linked to the monitoring application

REPORTING

Data would be analyzed and shared via monthly reports

PROGRESS TOWARDS TARGETS
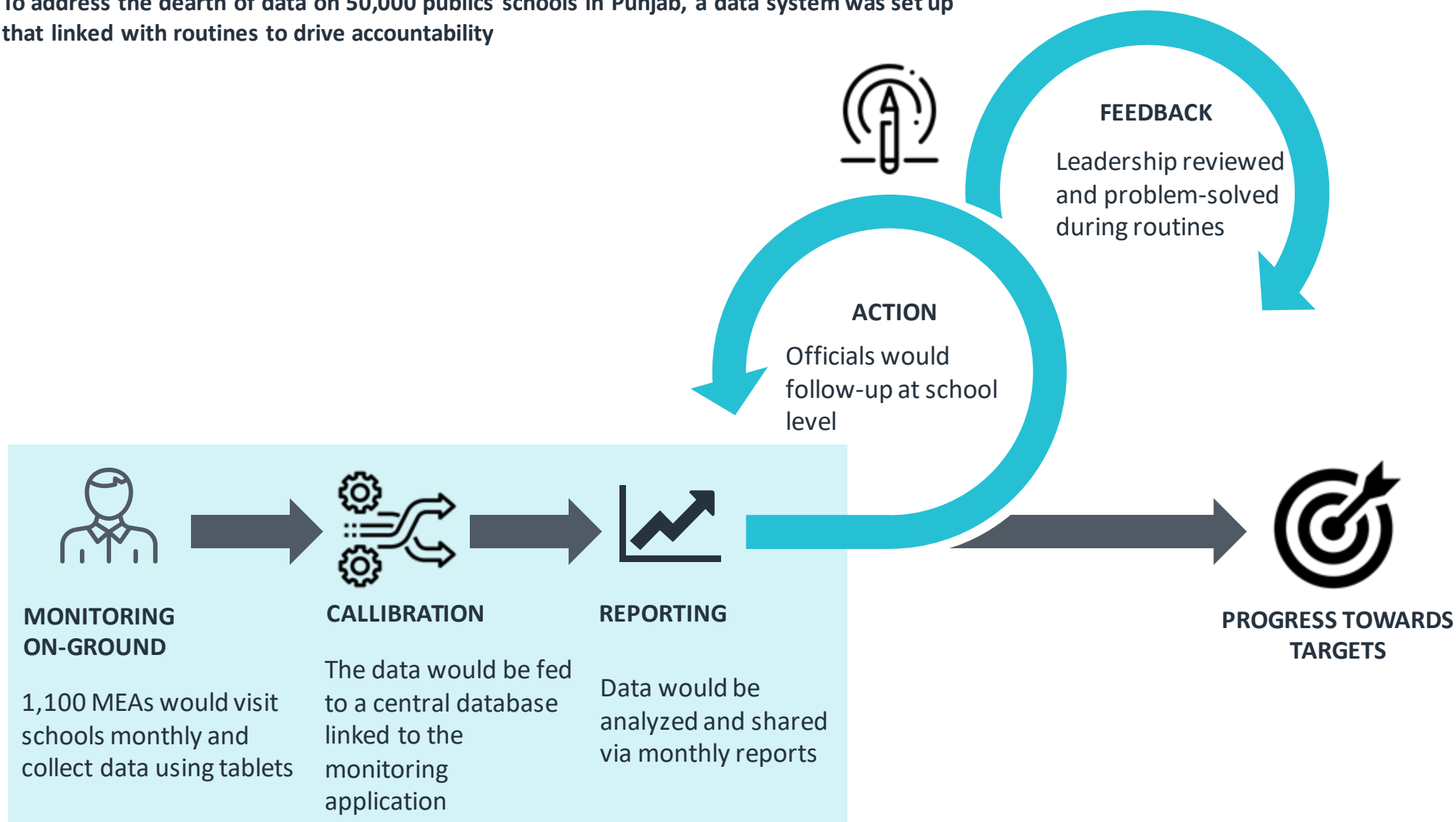
Data and Routines: How do data systems and routines drive progress?

Early efforts in the Roadmap focused on fixing the "basics" and achieved significant success

Teacher attendance
Percentage

Target - 90%

85   93

NOV '11   NOV '15

Student attendance
Percentage

Target - 90%

83   92

NOV '11   NOV '15

Functioning facilities[1]
Percentage

Target - 90%

81   96

NOV '11   NOV '15
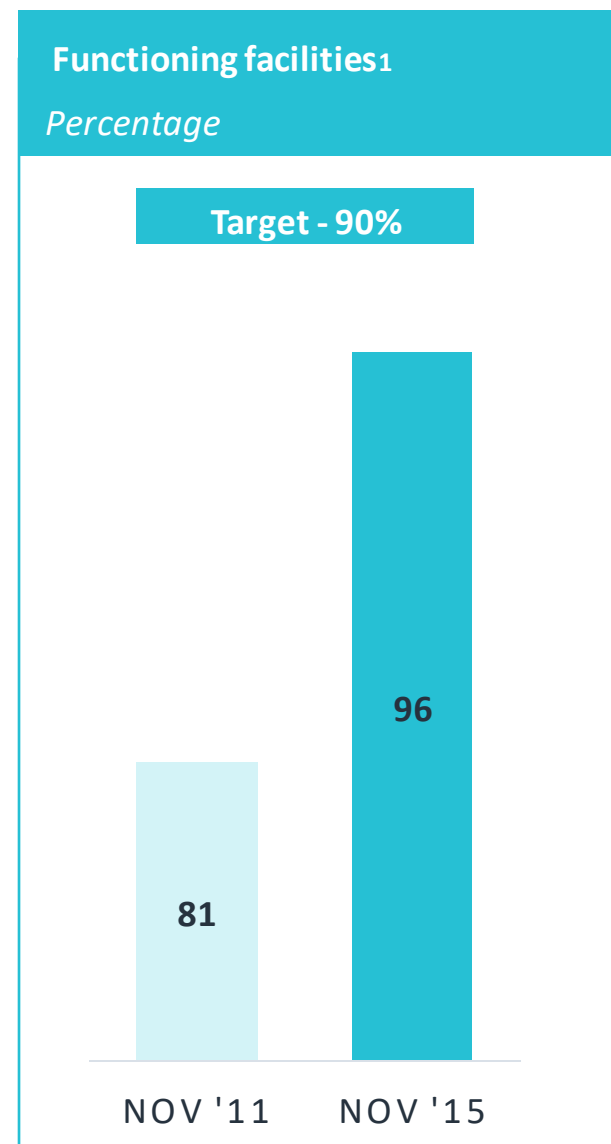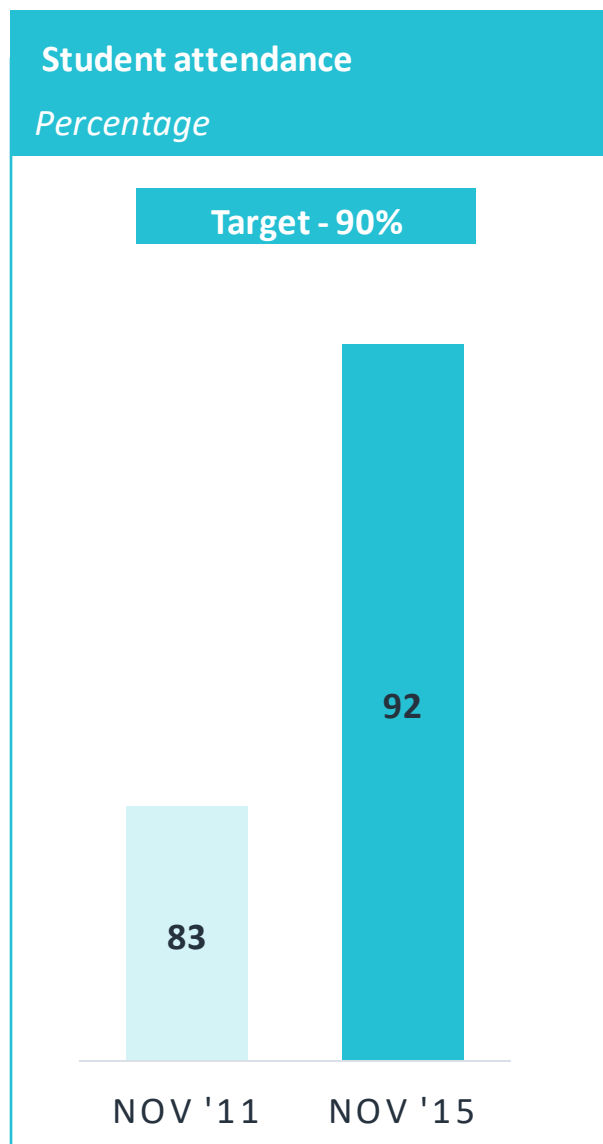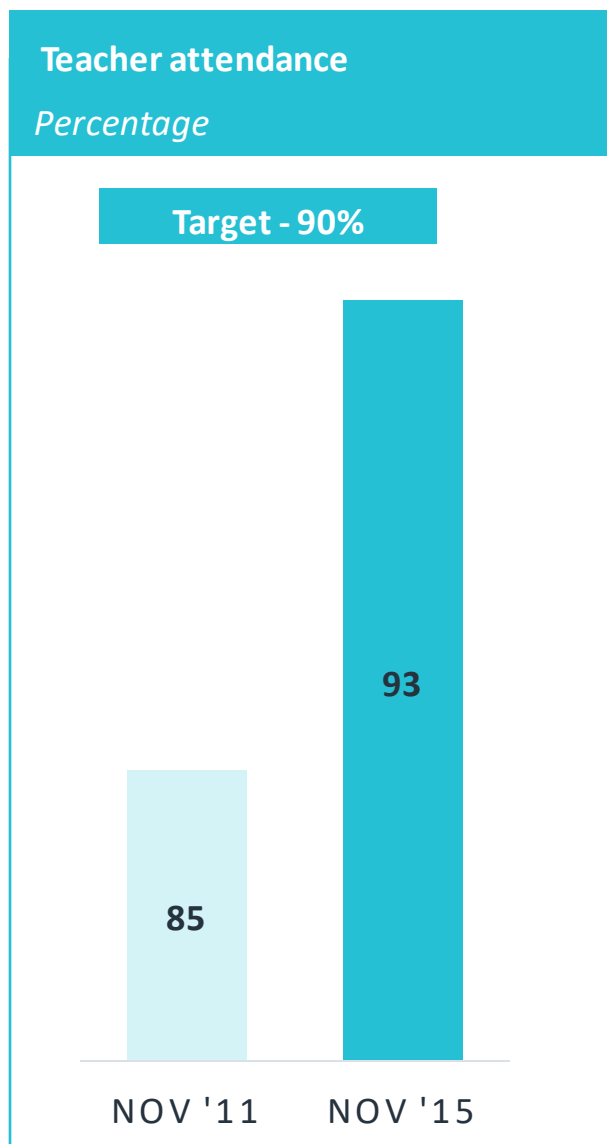
1. Electricity, drinking water, toilets and boundary walls

Source: PMIU monthly monitoring data, 2012-2015, SED, Roadmap analysis

Delivery Associates

Punjab's education success story is one of improvements in both enrolment as well as learning outcomes

Enrolment	Learning outcomes

Participation rate of 5 to 9 year olds (%)

85% (2011)	91% (2017)

Six Monthly Assessment – Math scores (%)

63% (2015)	84% (2018)

Delivery Associates

Data and Routines: How do data systems and routines drive progress?

Activity

What were some of your key takeaways from this case study?

Tell us in the ZOOM Chatbox!

Some lessons identified

Political will is critical

- Political leadership and will is critical – without it there is no Roadmap

- Reforming the system requires good leaders at multiple levels, who stay in their role long enough to drive change

Use data to be effective

- Regular and accurate data is critical to enable careful targeting of interventions

- Granularity of data matters - to be effective, we needed data at district, tehsil, household and child level

- Invest time in ensuring the frontline workers understand your data and what it means for them in simple terms

- Don't just collect data, report it and use it in routines to guide decisions

Create a positive culture of reform

- Implementation matters more than strategy and planning – don't let perfection be the enemy of good; learning as you proceed is more important

- Regular, outcome-led routines are critical for keeping implementation on-track

- Create a positive culture in districts by recognizing performance and distributing credit where it is due

Data and Routines: How do data systems and routines drive progress?

Let's talk about some of the delivery tools that were used in these case studies

Data and Routines: How do data systems and routines drive progress?

80
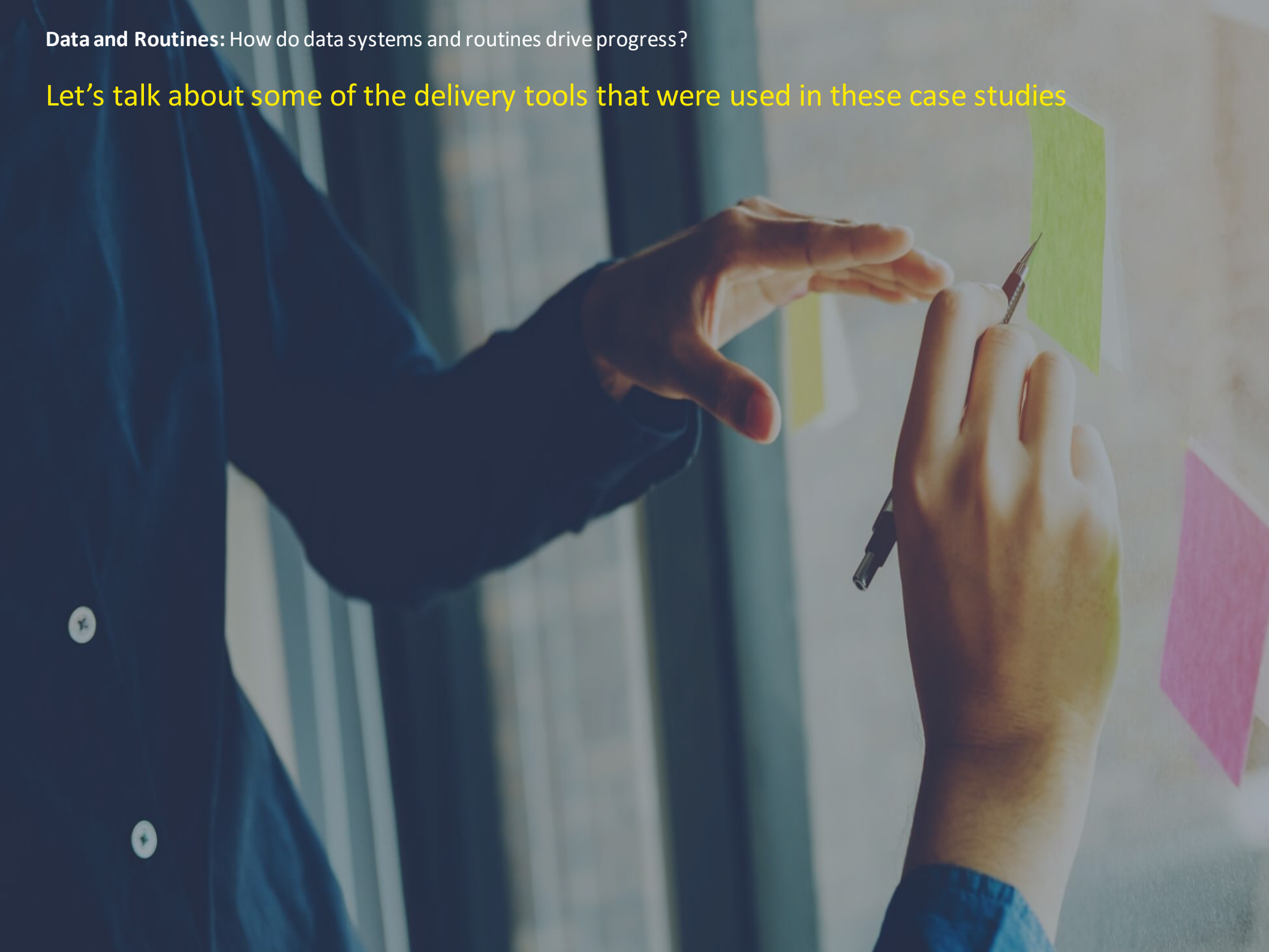
Activity

Let's talk about data systems.

Please respond to the ZOOM Poll!

Good data, backed by strong systems, is a critical to setting up for delivery

1 **Identify** needs and challenges of your system

2 Set baselines and **track** progress

3 **Problem solve** rigorously and often

4 Dynamic planning to **adapt** to evolving needs

5 Get **support** for actions needed to deliver

6 **Demonstrate** progress on outcomes to citizens.

Data and Routines: How do data systems and routines drive progress?

Delivery Tool: Characteristics of an effective data system

1 Frequency — At any point in time, can the data show how the system is currently performing?

2 Granularity — Does the data show the system's performance at the right level of detail?

3 Reliability — Does the data exist to give a true picture of on-the-ground realities?

4 Engagement — Do system leaders understand and engage with what data shows and what it means for citizens?

5 Utilization — Is the data routinely used to improve policy planning and implementation?

6 Transparency — Do constituents have access to data and can they use it to improve performance?

Example: Punjab's Data System

1 Frequency

Collected **monthly**. Available immediately. Entered directly into central database

2 Granularity

School level

B. STUDENT ATTENDANCE
Schools with low student attendance
These are the first schools to focus on to improve student attendance; they are medium and large schools with a student attendance significantly below the average for their markaz

September 2011
ATTOCK

Markaz	School	Head teacher (reported phone number when available)	Enrolled	Absent students on day of inspection
CHHEB	GGHS HADDOWALI	Shazia Noureen (03025055499)	174	56
HASSANABDAL	GGHS HASSAN ABDAL	Sajida Munir (03004843869)	647	156
HASSANABDAL	GGES SHAHIA	Bushra Sadiqa (03225176432)	360	141
HASSANABDAL	GGES (MC) MODEL HASSANA	Gulnaz Begum (03145780200)	427	99
HASSANABDAL	GPS HASSAN ABDAL NO.1	Sohail Akhtar (03025126561)	375	96
HASSANABDAL	GHS SHAHIA	Asif Mehmood (03155714964)	287	80

3 Reliability

A **number of checks** used:

- Exam results evaluated by PwC
- Additional randomized MEA* validation on sample basis
- Nielsen survey on learning outcomes twice a year

MEAs are rotated to avoid corruption

4 Engagement

"I will sleep with these maps under my pillow every night!"
-Punjab Chief Minister

5 Utilization

Every month, district officers are provided detailed **data packs**:

- review progress of schools
- revise plan of action
- intensely support improvement of specific schools

On-the-ground learnings used for **decision making** and policy

6 Transparency

Displayed at source and **published**

Data and Routines: How do data systems and routines drive progress?

84

Activity: How would you rate this data system?

Rate the data system using the Zoom Poll!

- Data is collected **annually** on the **most important indicators** (student enrollment, performance on national assessments), but **no formative assessment data** is collected

- **Not all schools submit their data** during the annual collection – in some cases, data is only **available in hard copy** form at individual schools

- Many **students do not take the annual assessments**

- Schools have access to their own data, but **results across schools and communities are not published** for students and families to review

- Leaders at the agency are **able to access and use the data** that is collected, but they report that **they don't generally use the data to make decisions**, because of the issues mentioned above

Data and Routines: How do data systems and routines drive progress?

Our Rating: Summary outcome from the data audit

Criteria	Rating	Rationale
Frequency	**O**	• Data is only collected annually on important indicators • Monthly student performance data is not available • Teachers or education officers don't have access to formative data to track student progress during the academic year
Granularity	**Y**	• Data is available at the school and student level for most schools, but there are some schools who don't submit data annually
Reliability	**R**	• Most of the data is only available in hard copies, which makes it hard to consider it as fully reliable • Within each school, not all students complete their annual assessments

Routines are the engines of delivery

What are routines?

- **Regularly-scheduled checkpoints** to assess if delivery on track

- **Engines that drives delivery forward**; without routines, delivery will stall or eventually fall off the agenda

- **Sources of structure and discipline** that create a culture of 'government by performance' where leaders expect to be held accountable

What purpose do routines serve?

- **Monitor performance** toward the aspiration

- **Celebrate successes** and learn from what is working

- **Identify and surface issues** that are inhibiting progress, analyze data to **pinpoint causes**, and discuss and **decide how to overcome challenges**

Delivery Tool: Typical routines used by governments

Check-ins with the working team	Update notes to senior leaders	Performance dashboards	Stocktakes with system leaders
• Routine pulse checks that drive day-to-day implementation	• Briefs that provide a macroscopic view of performance	• Analyzed and aggregated metrics based on data collected	• Deep-dives on core priorities to review progress/course-correct
• Weekly/Bi-weekly	• Monthly, six-monthly	• Real-time	• Quarterly

Example: a sequence of routines set up for the Chief Minister

Example from a South Asian Country

Meeting	Description	Frequency	Purpose
Delivery Report	A written summary of progress showing the current state of delivery across targets	Every 6 months	For a big picture view across targets
Stocktake	• Formal, face to face meeting where the owner of a priority presents on progress and is held accountable • Participants discuss issues and solve problems	• Quarterly	• To secure political buy-in and leadership commitment for key priorities • To problem solve and maintain momentum
Update note	• A short-written status update • Focuses on the most critical issues in the last month and the month ahead	• Monthly	• Quick problem-solving of issues found in fieldwork

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01:40 – 1:50	How can we help?
01:50 – 2:00	Reflection and next steps

What comes next?

Leaders worldwide have used the Deliverology® **approach to deliver meaningful impact for citizens**

Our approach can be categorized into four main components

Targeted Actions

Lay out and implement **carefully targeted and prioritised actions** that will have the **most impact** on your goal

Fieldwork

Talk to the front line to learn **what is really happening** , hear their **challenges** , and **identify and share best practices**

Data

Ensure you have the data you need to understand **what impact you are having** and **how to improve**

Routines

Set up **regular check ins** to test progress and **learn early** what you need to improve to achieve the best results

Deliverology offers a wide range of adaptable tools to strengthen and guide reform efforts

Role model behaviors, culture and relationships

Diagnostic	Set-up	Driving Delivery
Capacity review	Priorities	Routines
Priority review	Planning	Problem solving (priority reviews et al)
Delivery Unit review (DINO)	DU structure & recruitment	Sustainability Planning
Public value review (Treasury)	Developing data systems	Embedding data routines

Quick Wins

Stakeholder Engagement

Ongoing capacity building

| For the Delivery Unit (formal and applied) | For Ministers | For top civil servants (institute) |

It boils down to one thing: what would it take to make a real, tangible impact in the lives of citizens?

Beyond the FLN Academy, countries can receive resources and curated support through our digital product

Digital Resource Hub

A platform that brings together powerful tools and resources from partners in the FLN Academy, tailored to helping you select the right interventions, and guide your efforts on-ground

Capacity Review Tool

Our proprietary tool; The CRT is a simple, yet powerful survey that can help you and your colleagues assess your areas of strength and improvement needs to deliver your selected intervention.

In-Country Support

We're here to help! Participants can access more hands-on support and detailed reviews through UNICEF and partners. Share your CRT results, and select the tools you would want to explore further.

Welcome to the FLN resource hub

Building foundational literacy and numeracy capacity to enable success for children in development and emergency contexts

unicef

J-PAL
ABDUL LATIF JAMEEL POVERTY ACTION LAB

Pratham
Every Child in School & Learning Well

Delivery
Associates

Journey Hub

This platform will help you achieve your goals in 3 steps
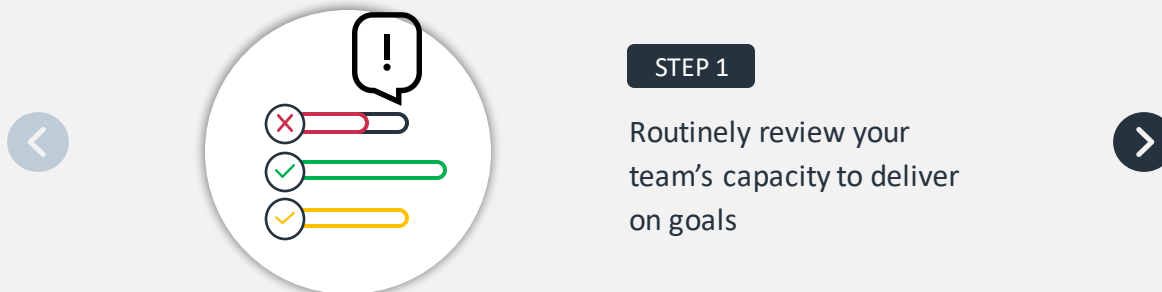
STEP 1

Routinely review your team's capacity to deliver on goals

✕ Hide introduction

How can we help?

Welcome to the FLN resource hub

Building foundational literacy and numeracy capacity to enable success for children in development and emergency contexts

3 ways to explore the FLN resources

1. Capacity building journey

A step by step journey centered around your focus area

Identify focus area → Assess capacity → Build capacity → Explore solutions →
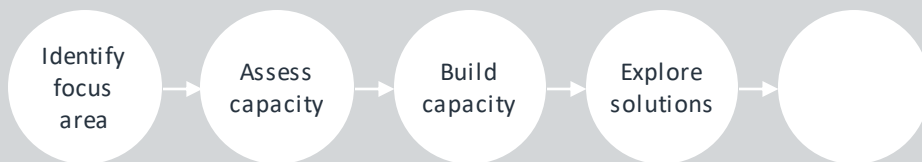
2. Browse by focus area

Browse through all the resources available

Formative assessments	Differentiated instruction	Parental engagement
Digital learning	Early childhood education	Mother tongue instruction

3. Search by various categories

Domain	Cost effectiveness	Evidence strength	Type of resource	Focus area	Sub themes

Capacity Review Framework

The survey will assess your team's performance against 15 criteria:

Develop a foundation	Understand the challenge	Plan for delivery	Drive delivery	Create the right culture
Define your objective	Evaluate performance	Determine strategy for change	Sustain momentum	Build team capacity
Review current state	Understand drivers of performance	Identify key people to delivery	Solve problems early	Communicate the delivery message
Build the team		Set targets and establish trajectories	Establish routines to drive performance	Alchemy of relationships
Guiding coalition				

At the end of the survey, you will receive results that identify strengths in your team's ability to deliver as well as areas for improvement. We recommend you use this feedback to inform your priorities and next steps.

Begin review ▶

Our team is aligned on the outcomes we want to achieve to increase access or quality of pre-primary education for children

Strongly agree

Somewhat agree

Somewhat disagree

Strongly disagree

Don't understand the statement?

? Ask for help

Recommendations

In response to your team's survey answers we've recommended some next steps in relation to areas of weakness.

Foundation

∨ Define your objective ⓘ

> Explore the 'define your objective' section of **the delivery playbook** for detailed steps on how to do this well

> Define and agree a clear aspiration for how you want people's lives to be better

> Your objective should be measurable, meaningful, moveable and time-bound

> Write down the objective in clear and simple language, and use this consistently across the team

> Cultivate a network of internal stakeholders and persuade them to support the aspiration

> Review of current state ⓘ

∨ Build the team ⓘ

> Develop a dedicated team with clear roles and responsibilities to achieve your organisation's aspiration

> Establish a reporting line between the team and the organisation leader, outside of the line management hierarchy, based on trust with a clear mandate to deliver

> Create a plan to equip the team with the necessary relationships and tools for successful delivery

How can we help?

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Reflection and Next Steps

Activity: Reflecting on today's session

What is one thing you plan to do differently as part of your efforts to support FLN after today's session?

Please share your responses on Menti using the link shared in the chatbox!

You can also go on www.menti.com and type 1075 0026 to participate!

Thank You!

Thank you and next steps

- A recording and slides from this module will be shared after the session. We will also re-share the recordings and presentations from previous modules.

- A link to a [brief survey](#) will also be shared for your feedback.

- Closing reflections from Peter de Vries (Senior Education Adviser, UNICEF HQ).

- The Way Forward, Kenneth Russell (Education Specialist, UNICEF HQ).

What happens next?

Academy Certificate

Global Public Goods

- Education Menu
- Formative Assessment Tools
- TaRL Implementation Package
- Online Capacity Review and Support

Other engagement

- Country support
- Maintain network
- Periodic updates from us

Way Forward

- Review of Academy
- Feedback to the survey re way forward
  https://forms.office.com/r/BA8FMD96s8

Thank you! Merci!