

WHAT WOULD IT TAKE

TO HELP
GOVERNMENTS
ACHIEVE THEIR
FOUNDATIONAL
LITERACY &
NUMERACY
GOALS?

A guide to effective delivery for
public sector practitioners

November 2021



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About Delivery Associates

Delivery Associates works with leaders around the world to improve public sector effectiveness and productivity, delivering public value and results that matter for citizens. The company's service delivery is anchored in Deliverology®, as a system for helping leaders of governments and organisations deliver meaningful results. We are the authors of four seminal books on delivery, including "[How to Run a Government](#)" by Sir Michael Barber, one of the world's leading education reformers and Chairman and Founder of Delivery Associates.

Delivery Associates is based in the UK and works with government leaders and social impact organizations in over 40 countries.

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Glossary of Terms

Terms	Definition
3Ms	Criteria used to assess strength of success indicators and metrics: <ul style="list-style-type: none"> ● Moveable: it is possible to move the indicator ● Measurable: it is possible to measure the indicator, the data already exists or can be collected in the future ● Meaningful: metric is important, delivers a change that people care about
Aspiration	A broad statement, outlining what you aim to accomplish, generally connected to a moral purpose
Broker	Role of delivery routine focused on preparing system leader, designing agenda, and keeping the meeting on track
Capacity review	An assessment of how well a system is currently implementing the 15 elements of delivery, available in two versions: a formal capacity review (the long version) and a leadership self-assessment (short version)
Capacity review rubric	Rubric used to rate an organization's current status for each element of delivery, which includes key questions to consider for each element, as well as descriptors for what a "weak" or "strong" rating for delivery looks like
Definition of success	Component of a strategy profile that describes what success would look like for this specific strategy, and by when
Deliverology®	A discipline and approach through which real, tangible results are delivered for people through good implementation
Delivery chain	The set of actors (people or organizations) and the relationships between them through which a given strategy in your delivery plan will be implemented, which can be used to support planning, identify risks, and solve problems
Delivery effort	A concerted and purposeful application of the delivery approach to help an education system set and achieve ambitious goals
Delivery framework / approach	A 15-element framework to break down an organization's capacity to deliver on its goals
Delivery message	Communication about the aspiration and the strategies to achieve it
Efficacy	The ability to produce a desired or intended result, which can be combined with scale to estimate the impact of a strategy
Evidence of progress	Implementation element of the Assessment Framework that assesses the degree to which there is evidence the strategy is working as intended and will have an impact on the goal

*A 'Delivery Element' refers to one of the 15 principles of the Deliverology® Framework. For more information, see page 74.

Glossary of Terms

Terms	Definition
Feedback loop	Body of evidence that a system commits to collecting to know whether its strategy is on track to deliver its promised results
Fieldwork	The process of gathering qualitative information about implementation through interviews, focus groups, surveys, site visits, and/or experiencing the work
Goal	A specific, measurable outcome that the system aims to achieve by a certain point in time
Goal leader	The person identified as responsible for achieving the goal
Hypothesis	A tentative statement about what you think is happening which is testable, plausible, debatable, will lead to insight, and actionable
Inputs	Activities or processes completed (e.g., training on play-based pedagogy)
Impact	A long-term change that matters deeply to citizens
Indicator Map	A tool to help identify the specific logic model by which a system will achieve a result –moving from inputs through outputs and outcomes to impact
Likelihood of success	Overall rating of the Assessment Framework that assesses how likely the system is to successfully implement the strategy
Milestone	Component of a strategy profile that describes important actions or events that will mark a significant change or stage in implementation of a strategy
Notes	Written routines that are written by the broker with input from the accountable leader and sent to the system leader
Outcome	The difference an output will contribute directly to impact (e.g., number of teachers implementing new teaching practices)
Output	The direct result of an activity (e.g. number of people trained on play-based pedagogy)
Prioritization	The process of narrowing down a list to the most impactful set using tools such as a 2x2 matrix (e.g., assess strategies according to their level of impact and difficulty or stakeholders according to their level of influence and support)
Reform Strategy	A set of strategies that will maximize the collective impact on the aspiration

Glossary of Terms

Terms	Definition
Reform Strategy	A set of strategies that will maximize the collective impact on the aspiration
Risks along the delivery chain	Analysis of potential risks (e.g. individual links, capacity, complexity, funding flows, choke points) to success and identification of solutions/mitigation strategies
Routines	A regularly scheduled and structured conversation between a system leader and the people responsible for managing an organization's goals or strategies, which is done with regularity, strong execution, focus on performance, and action on performance
Scale	Component of a strategy profile that describes the number of people impacted or targeted by the strategy
Strategy profile	A tool to help define strategies in greater detail by articulating their description, goal, rationale, scale, resources required, definition of success, milestones, leadership, delivery chain and impact
Stocktake	In-person routines that allow for an in-depth look at progress and active problem-solving, and involve a conversation between the system leader and accountable goal leader
Success Indicators	Metrics for defining and measuring success of each goal
Sustaining momentum	<p>A critical role of any delivery effort that is brought about by the culture and work ethic of the core team working on the strategies to improve the system. There are five principles of this culture:</p> <ul style="list-style-type: none"> ● persist through distractions ● persist through monotony ● manage those who resist ● vigorously challenge the status quo ● celebrate successes
System Leader	The person ultimately responsible for delivering outcomes in the education sector, with direct links to political leaders. This can be the Minister or Secretary of the Education Department, or the Leader of the relevant Ministry.
Target	Translation of a goal into numerical content that is moveable, measurable, and meaningful

Introduction to the Foundational Literacy & Numeracy (FLN) Initiative

A once in a generation opportunity

Millions of children are not developing foundational skills – setting in motion a life of missed opportunities, including the chance to develop the transferable, digital and job-specific skills they need to break cycles of intergenerational poverty. For example, 87% of 10-year olds in sub-Saharan Africa cannot read and understand a simple story by the end of primary school. School closures as a result of COVID-19 have put gains made at risk and further compounded education exclusion amongst the most marginalized (girls, children with disabilities, the poorest and those living in fragile and conflict-affected settings). There is an urgent need to respond to these challenges for the future of an entire generation of learners and ensure that **“every 10 year old can read, write and reason”**.

UNICEF is thus collaborating with partners **Abdul Latif Jameel Poverty Action Lab (MIT)**, **Pratham**, and **Delivery Associates (DA)** to equip governments with the tools and evidence-based approaches they need to improve foundational learning outcomes for students. The partnership purposely seeks to leverage the immediate opportunity afforded by ‘back to school’ initiatives to make rapid progress on foundational skills. It also seeks to use this opportunity to strengthen education systems and build capacity of practitioners to deliver. Partners bring their respective areas of expertise, resources and tools to support countries strengthen FLN and learning equity.

A holistic approach

The partnership’s approach draws together evidence-based strategies to deliver results, quickly and will address the gap between plans and their implementation. UNICEF and partners will support and engage with:



Leaders

Who commit to advancing learning goals for students



Teachers

Who guide their students and ensure they learn



Children

Who are motivated and supported to learn



Parents

Who demand a quality education for their children

As part of its support, the FLN initiative has conducted an online **FLN Academy Series**, and has brought together a repository of evidence and global public goods that can be accessed through the FLN Hub. This playbook is one of the goods available as part of this initiative. It seeks to connect leaders with tried and tested delivery tools that will build their capacity, and in turn support them in the planning and implementation of their vision to enable students through a strengthened education system.

Deliverology® 101

The challenge: Governments must support education systems to improve the learning outcomes – and lives – of children after the Pandemic

Every time governments and other public-sector organizations set a big, ambitious learning goal, they are making a promise to the children they serve. An effective government makes good use of their resources to deliver on these promises, but this is easier said than done. Improving learning outcomes is a much needed, but ambitious task. Delivering on this ambitious task is further complicated by the many challenges governments face – particularly in low and middle-income countries – to manage limited resources, juggle competing priorities, and respond to situations of crisis and conflict. This can pose risks to delivering critically needed reforms.

The Deliverology® approach: The science of delivering results for people

The Deliverology® approach is designed to support leaders translate policy into tangible results for the people they serve. At its heart, Deliverology® is fundamentally about building systems that allow public sector leaders to answer five key questions consistently and rigorously:



WHAT ARE YOU TRYING TO DO?

- Clear priorities
- Specific measurable goals



HOW ARE YOU TRYING TO DO IT?

- Clear, practical plans that are regularly updated



HOW, AT ANY GIVEN MOMENT, WILL YOU KNOW WHETHER YOU ARE ON TRACK?

- Good, steady, close to real-time data
- Monitoring routines (such as stocktake meetings)



IF YOU ARE NOT ON TRACK, WHAT ARE YOU GOING TO DO ABOUT IT?

- Agreed actions followed up and refined if necessary
- Never neglect a problem once identified



CAN WE HELP?

- Constant ambition, refusal to give up
- Focus on the goals, no distractions
- Maintaining routines
- Analysis and problem-solving
- Bringing to bear lessons from elsewhere

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The way forward

The challenges we face to provide quality education and build system capacity require more and better use of technology in combination with delivery disciplines. It also requires a culture of delivery that is ambitious in its aspirations, communicates goals clearly, and consistently focused on improving learning outcomes through sustainable and long-lasting improvements to the education system. Leaders that master these principles and apply them to their implementation efforts create real change for the children they serve – ensuring the outcomes that students deserve and parents demand. This playbook includes a wide range of our Delivery Tools to support practitioners and policy-makers deliver the education impact they commit to.

How to use this guide

This guide provides a repository of tools that are aligned with the Deliverology® approach, and are designed to guide system leaders and education stakeholders on their journey to creating long-lasting, meaningful impact for the citizens. We have carefully selected tools that will guide readers on every step of their implementation journey – from the first step of defining what success looks like based on governing education sector plans and political aspirations for education, to prioritizing and developing strategies that align with sector plans and M&E frameworks, and finally to problem solving and iterating for best results by transforming annual reviews and routines into productive and meaningful sessions.

If you are unsure of where to start, why not start from the beginning? Once readers have identified their broad aspirations to strengthen FLN in their context, or a particular problem they want to solve (for example, preparing students to pass annual assessments after COVID related school closures) following the path set out by numbered sections takes them on a chronological journey.

Alternately, readers can also determine which tools are most useful for them by selecting a Key Focus Area and taking the Self Assessment through the Capacity Builder on the FLN Hub. The results will highlight specific parts of this guide that may be most useful based on the assessment.

Another way to use this guide is to first visit the other playbooks and tools that have been provided for different themes on the FLN Hub – such as the various memos in the Education Menu, or playbooks on ‘Parental Engagement’ or ‘Computer Assisted Learning’. Once readers have identified the interventions they are interested in, they can use the different tools in this playbook to support planning and implementation.

In each section of this playbook, readers will find:

-  An overview of the utility of this aspect of the Deliverology® approach and relevant tools, with sample descriptions for applying them in different contexts
-  A selection of case studies that highlight the use of these tools in different education sector contexts around the world
-  Step-by-step instructions and worksheets that readers can use for tools in each section
-  Tips to help readers think through the application of any one tool, or how it can link to others in this playbook

These tools are deliberately simple – they are a blank canvas for you to bring your expertise and understanding of your needs, while providing some helpful guidelines to direct your thinking. The annexure contains blank templates of the tools that users can download, print, and adapt as needed.

For further information or support on any of the principles or tools, in this guide, [please contact our team](#) and we would be happy to support you!

How to use this guide

There are many critical stakeholders involved in a delivery effort that aspires to improve education systems and strengthen learning outcomes. These range from the Minister of Education at the highest level of decision-making, to the Heads of the Education Department or Ministry that rally support from the system and lead planning, to the regional and local level practitioners who ensure delivery on the ground. Development partners play a critical role across this chain by unlocking financing opportunities and offering technical support and guidance.

The tools in this playbook are for the 'Do-ers' and 'Thinkers' in the system who are directly responsible for transforming aspirations into a reality for children. We have summarized a few below; noting that titles and responsibilities differ from one system to another, please use this as a broad and non-exhaustive list.

Education Leadership Teams, such as the Minister of Basic & Secondary Education, Deputy Ministers and civil service leaders in charge of of the Education (or equivalent) Department, Heads of delivery units or task forces. This guide can be used by high-level stakeholders overseeing specific aspects of the education system to identify broad goals and networks of support, develop strategies to achieve goals, and assess areas where investment is required (such as data systems).

Department Heads, such as the Head of the Planning or Monitoring Department, the Head of the Teacher Training Department, or the Head of the IT Department in the broader education department(s). This guide can be used to support the development of implementation strategies and plans, map out the key actors required to implement those plans, prepare for routines with system leaders, and underscore risks and investment needs in the system.

Development Partners, such as the Education Specialists and Country or Regional Leads in Country Offices. This guide can be used to support government counterparts in identifying goals, developing strategies to support them based on evidence-based approaches.

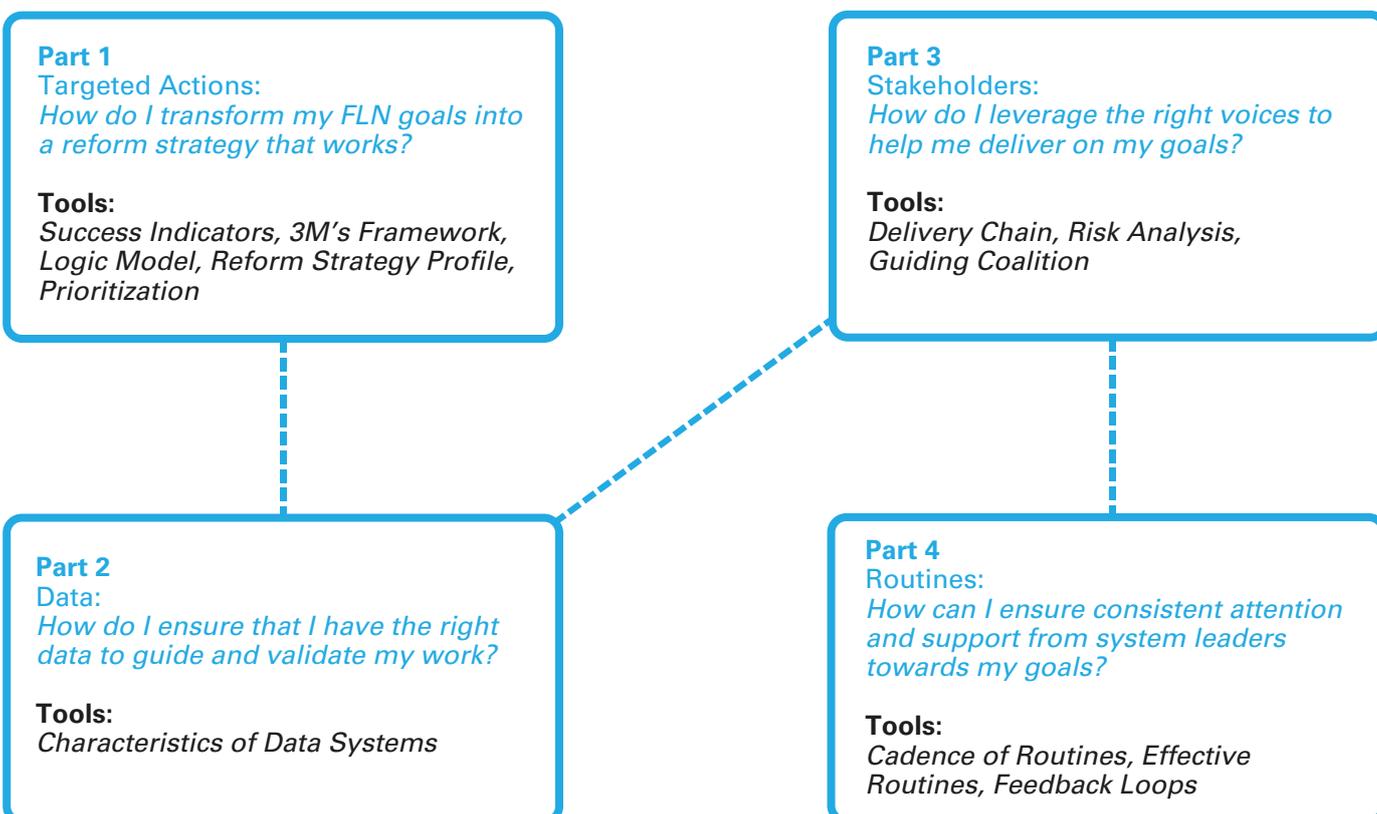
Practitioners in School Systems, such as Regional Coordinators with direct links to schools. This guide can be used to inform efforts to collect feedback and understand implementation risks on the ground, and respond in kind through routines to keep implementation on track.

Your journey through this playbook

Delivery is not a linear process. The approach you take, and the tools you will find the most useful on your way, are dependent on the needs of your context. Good delivery, furthermore, is a flexible, iterative, and adaptive process. It is responsive to changing contexts and never *perfect*, but always starts with *good enough* implementation to enable learning fast from the work, course correcting early and moving closer to goals with urgency and ambition. Above all, it is introspective to *what can be better*.

You may find yourself in a situation where you have clear, concrete goals, but are unsure of which to prioritize (*See: Prioritization Matrix*), or you may be in the middle of a large scale operation, but need support to help keep implementation on track and course-correct as needed (*See: Cadence of Routines, Feedback Loops*). This playbook has been developed to address a broad set of implementation needs that fall on a wide spectrum of user scenarios. We have carefully selected the tools that we think are the most useful – and most iterative – for implementation. You can come back to each of these tools multiple times through your journey to strengthen the implementation of FLN initiatives, and they will serve the purpose of strengthening implementation based on your needs. A Delivery Chain (Part 3), for example, may change with the scale of delivery, and may reflect different risks over time as you move through your journey. You will find the following selection of tools:

Based on years of iterating and applying Deliverology® in multiple countries and contexts, we have simplified our approach to group the tools into four parts that address some of the most fundamental aspects of good implementation: clear, prioritized plans that inform targeted actions in the field; robust data systems to develop and review hypotheses, and monitor progress; the right stakeholders to guide you and support implementation; and effective routines and feedback loops that help you iterate and problem-solve consistently, so you are always in touch with the ground realities.



A map of the different sections of this playbook

START HERE

With the desire to bring real, beneficial change for children



TO REACH HERE

A clear plan of action, and a system that owns its priorities, and a culture that drives impact

PART 1

How are FLN goals transformed into a reform strategy that works?

Delivery starts with a vision for change, with the question “What will be different?”. It is critical to set a meaningful aspiration and clearly defined goals that align with it at this point. This section is designed to facilitate you through critical moments in your journey that will set your aspiration up for successful implementation. It will help you define success, outline a clear logic model for your goals, and craft detailed, thoughtful, and prioritized strategies that will result in targeted actions to make progress on your goals.

At which point in my journey should I focus on targeted actions?

- You are committed to supporting students catch-up, and want to mitigate learning losses incurred after the COVID pandemic. You know you want to focus on foundational literacy and numeracy to give students the support they need to perform well. You need to outline clear commitments for your team that align with this intent and give them some direction
- You have recently completed a series of pilots that have cemented your commitment to select goals (e.g. Successful Teaching at the right level (TaRL) or formative assessment pilot in some states), and plan to scale-up this approach. You want to be sure that your reform strategy is set up for success, and aim to incorporate your learnings from the pilot in your final plan
- You have a clear aspiration, but are unsure of the metrics of success that you should define to align with it. You want to be sure of the indicators that you will use to measure progress and outcomes before you take action

How are FLN goals transformed into a reform strategy that works?

START HERE

With the desire to bring real, beneficial change for children

1 Targeted Actions

How are FLN goals transformed into a reform strategy that works?

1.1

Do education leaders agree on what needs to be done (“the goal”) to strengthen FLN in their systems?

- Start by conducting your problem analysis and then defining your aspiration, or what it is that you want to change. You will need to define what that means in concrete, measurable terms
- At this point, look towards Success Indicators and Logic Models to guide you

1.2

Are leaders clear on the group of actions they need to take to make the most impact on their FLN goals?

- Once you have a clear vision and the right metrics of success, you need to develop strategies to achieve it. There will be multiple options for you to choose from, but you will need to prioritize the ones that will help you deliver quick wins, while working towards transformational change
- At this point, look towards the Strategy Profile and Prioritization Matrix to guide you

2 Data

3 Stakeholders

4 Routines

TO REACH HERE

With a clear path to delivering that change

Targeted Actions

Your journey begins with a signal for a change, or your answer to the question, “What am I trying to do?” You then begin the process of crafting clear goals that speak to your aspiration, defining metrics of success that align with your goal, and developing and prioritizing the strategies that will make the most impact in moving the needle. At the culmination of this process, you arrive at targeted actions, which refers to the set of activities you are undertaking to achieve your goal. They are a response in action to the question “What are we doing to achieve our aspiration, that is most impactful and feasible?”



Your overarching ambition and moral imperative. Your answer to the question: “**What are we trying to do?**”

Specific, measurable, ambitious, realistic, and time-bound outcomes that will move you closer to your aspiration when achieved. They should have clear **metrics, targets**, and a **month or year** in which they will be achieved.

Your belief about the best way to achieve your aspiration, that can usually be expressed in the form of an “**if _____, then _____**” **statement**. It is the organizing force for selecting and prioritizing strategies.

The prioritized body of work that will enable you to achieve the goals you have set

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In this section, we will share the following tools to help you identify a clear pathway to creating impact that is derived from your aspirations to support children:

- **Success Indicators:** Metrics for measuring progress that are meaningful, moveable and measurable. These help us define the results we expect to achieve against defined goals
- **Logic Model:** A model that helps you sequentially map indicators that reflect the inputs, outputs, and outcomes that will help you move the needle towards the impact you want to achieve
- **Strategy Profile:** A detailed outline of your strategy that defines key metrics such as the definition of success, resource requirements, and strategy leaders
- **Prioritization Matrix:** A 2x2 matrix that rates strategies according to their impact and difficulty, to identify prioritized strategies

Key points in this section:

Your aspiration defines what you and your team want to achieve. Your goal is a measurable, data driven extension of this aspiration. Success indicators help your aspirations become quantifiable goals

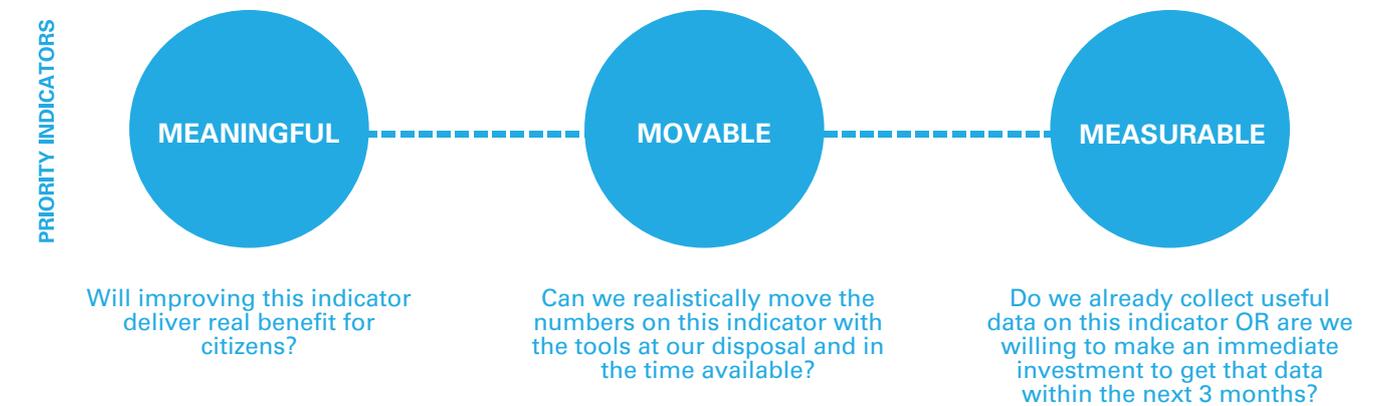
A reform strategy outlines the targeted actions that you undertake to achieve your aspiration. There may be many strategies you can take to reach your goal, but change is difficult, and time is short - so it's important to prioritise and focus on a few key strategies

Success Indicators

Overview

Your aspiration is your overarching ambition and moral imperative; it is your answer to the question, “What am I trying to do?”. An aspiration can be further broken down into different goals. To help it succeed, goals need to be specific and data-driven. This can be done by linking them to a success indicator, which is a specific, measurable, outcome that moves you closer to your aspiration when you move the number. Success indicators have a clear and unambiguous data definition, and should be meaningful, moveable and measurable:

The 3Ms Framework



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Let's look at some sample goals using the 3M's Framework:

In 2014, The MoE in Brunei aspired to deliver a step-change in the quality of education in their primary school system. They aimed to do so by achieving a 90% passing rate in their Primary School Assessment (PSR)

In 2017, The MoE in Ethiopia outlined ambitious aspirations in their Education Sector Plan. One of their goals was to have >80% of graduates employed with degree-relevant employment within 1 year

M **This is Meaningful.** Students who perform well at the primary level establish a strong foundation for success in schooling at higher levels

This is Meaningful. Increasing employment opportunities will improve the quality of life for citizens, and have a positive economic benefit for the country

M **This is Moveable.** Brunei MoE was able to deploy a wide range of strategies, such as strengthening the quality of teaching, to move these numbers

This is Moveable. One strategy focused on increasing career advice centers for graduating students to support their search for employment

M **This is Measurable.** Student PSR pass rates were available by subject and year. Generally, assessments data is widely available to governments

This is Measurable. Governments have access to employment data, and universities typically keep track of their graduates in early years

Sources: Brunei Ministry of Education, PENGGERAK, Ethiopia Ministry of Education, Delivery Associates;

Note: results in Brunei target = % students achieving A-C in all 5 subjects in the end of primary school/year 6 exam ('PSR')

Success Indicators

Worksheet and User Guide

Step-by-Step Instructions:

Once you have a strong conceptual understanding of your aspiration, use this worksheet to brainstorm and rank different success indicators

- Start by writing down a goal that is linked to your broad aspiration for change, and assign an owner. This is important; while multiple stakeholders may be involved in delivering your goals, there needs to be one clear leader who will be held accountable for each goal
- Next, brainstorm and write down potential success indicators that you can define for this goal. Ask yourself, "What were the successes that helped you understand progress for similar goals?" If this is a new goal, you can ask yourself, "If I were to share this indicator with a random passerby in my country, would they find it meaningful? Would it affect their lives in some way?"
- Using the criteria in the grid, rate each potential item on a scale of **1 (weak) to 4 (strong)** with a brief rationale for each. Add up their scores in the **Total Score** column on the right, and choose the three highest. These are your pool of success indicators

What are you trying to achieve (your goal)? _____

Who will own this goal? _____

Success Indicator	IS IT MEANINGFUL?		IS IT MOVABLE?		IS IT MEASURABLE?		TOTAL Score
	Score	Rationale	Score	Rationale	Score	Rationale	

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Tips for Users:

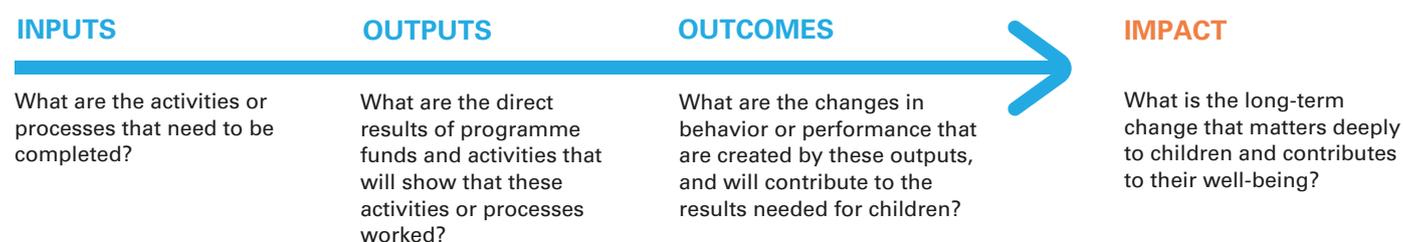
You can use the 3M's framework to evaluate the strength of any indicator, not just the core indicators that are attached to your goals. For example, when constructing a logic model, you can test indicators using this worksheet

Logic Model

Overview

Often, the logical steps required to get from output to outcome, and separately from outcome to impact are where the hard work of delivery is done. The more a government can grasp the critical work needed to translate an input (an activity or first step) to an impact (a change felt in the lives of children), the more primed they will be to do the work to move the numbers effectively. Once you have defined your aspiration and success indicators, you can map their journey from input to outcomes using a logic model.

Understanding what impact looks like for children in the long-term, how you will provide evidence to show this impact, and what are the short-term markers of success that you can use to track progress are an integral part of your delivery effort, and further, any data system that you use or develop. The logic model is a valuable tool in helping governments articulate how they will achieve a result, and is similar to Theory of Change or Logical Framework Approach that education stakeholders regularly use. It will look like this:



Let's look at a sample logic model that we can use.

Your MoE has set the broad aspiration to “strengthen foundational literacy and numeracy skills in young children to promote improved student learning outcomes as they progress to primary school”

As a response to school closures during the COVID pandemic, their goal is to “ensure that 90% of children successfully transition from pre-primary to primary school after 3 months of school closure”

They have consulted various evidence-based interventions provided in the Parental Engagement Guide, and have been inspired by interventions like Tips by Text and Young Love, and want to pilot something similar. A sample logic model can look like:

Inputs	Outputs	Outcomes	Impact
<p>Locally contextualized messaging on student learning and child development</p> <p>Updates and data on student progress from schools</p> <p>Partnerships with governments or local organizations trusted by caregivers</p>	<p>Direct, frequent outreach to caregivers with messaging customized to their child's needs and performance</p> <p>Caregivers enact at home activities to support learning</p>	<p>Steady improvement in student performance records</p> <p>Caregivers are more informed on how to support children academically</p>	<p>Children make learning gains in literacy and numeracy</p>

To see the possible range of indicators that can be aligned with this logic model, refer to DA's section in the Parental Engagement Implementation Guide.

Logic Model

Worksheet and User Guide

Step-by-Step Instructions:

1. There are two ways to do this exercise: working backwards from impact, and working forwards from inputs. Most people think in forward terms, but the backwards version can be an effective anchor if you have a clear impact in mind, but find it difficult to think of the sequential flow of actions and outputs
2. Brainstorm the different steps you will take to move from inputs to impact, and the indicators for each step in the logic model that roll up to your agreed upon final measure of success
3. Fill in the worksheet, and review the flow. Ask yourself: Are my indicators aligned with the 3M's framework? Have I differentiated between outputs and outcomes? If you get stuck at any point, consult the following example:
 - **Input:** A new training for teachers in schools to prevent the spread of COVID, that introduces classroom safety measures and parental engagement guidelines
 - **Output:** A certain number of teachers educate parents in their classrooms to adopt these measures, and encourage vaccinations
 - **Outcome:** A certain proportion of parents have their children vaccinated
 - **Impact:** Fewer students contract COVID
4. For any of the areas on the worksheet that feel too difficult to figure out, or that need additional research on the part of your team, document the questions to be answered and flag them for follow-up. You can come back to your Logical Model and review it with different teams that can help you with the answers, until you have a map that you are satisfied with

Inputs	Outputs	Outcomes	Impact
What are the activities or processes that need to be completed?	What are the direct results of programme funds and activities that will show that these activities or processes worked?	What are the changes in behavior or performance that are created by these outputs, and will contribute to the results needed for children?	What is the long-term change that matters deeply to children and contributes to their well-being?

Tips for Users:

This exercise should be completed by a small group of people who are closely familiar with this particular aspiration, including the data available to measure it

This exercise can get sticky as you unpack the difference between an output and an outcome. Remember, an output is the direct result of an action. An outcome is the difference that output will contribute directly to impact

Strategy Profile

Overview

Once you have laid the foundation for reform, you can begin identifying and defining priority strategies to move and transform your aspiration into tangible improvements to your system, and the lives of children. Your reform strategy is a thoughtful, evidence-based, set of actions you undertake to achieve your aspiration. It is your answer to the question of 'what are we doing' to help children and 'how'. There can be – and often is – more than one strategy deployed to move the needle on your goals. Strategies can be short-term pilots that will deliver quick results, which then require iterations over time to become longer term, sustainable changes to a system. They can also be medium-term solutions that are somewhat slower to evolve but necessary to achieve the aspiration. It is important, however, to identify the following characteristics of a reform strategy as a call to action, that is results-oriented, as opposed to longer term adjustments with no end in sight:

Your strategy is...

Focused on the immediate top priorities

Designed to guide action to address the biggest problems

Designed to accelerate implementation and create quick responses in the system

Inclusive of innovative and new approaches wherever possible

Your strategy is NOT...

A long-term strategy for fixing the whole system with no time limitations

Just another report to decorate the offices of donors and officials

Requiring extensive situation analysis or consultation that will only delay action

About business as usual and just the standard solutions

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In a previous section, we looked at Brunei's aspiration to drive improvement in student learning across the primary school system. The MoE began with a 46 day reform phase* aimed at 15 low performing schools to build momentum. They tested and used a mix of strategies:

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

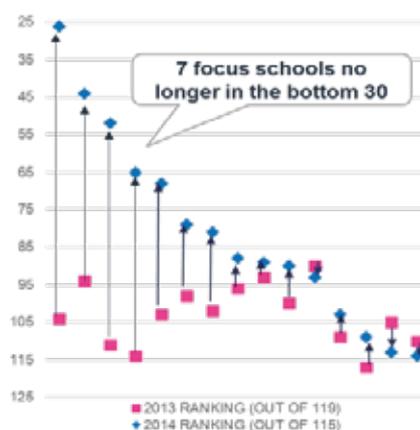
Intensive Teaching and Learning of core subjects based on need

Strengthened school leadership

Ministry officials mentored Catalyst Schools leaders

Workshop on Leadership Best Practices on 2 September 2014

Improved results in 12 schools



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*The reform phase built momentum and trust for longer term strategies to reach the aspiration

Strategy Profile

Worksheet and User Guide

Step-by-Step Instructions:

1. Brainstorm the major strategies that will have an impact on your goals and record each in a different worksheet. You can draw on previously successful strategies and evidence-based approaches as needed
2. For each strategy, complete the first six rows shaded in grey. It is important to be as specific as possible at this stage. If you think there are too many strategies, and you will need to prioritize, you can use the 'Description' and 'Name' of each strategy and plug that into the 2x2 Prioritization Matrix in the next worksheet
3. Once you have prioritized your strategies, work with relevant colleagues and system leaders to complete the profile using the prompts provided

Name of Strategy	Response
<p>Description: Describe the strategy in a sentence or two</p> <p>Goal(s): On which goal (or goals) will the strategy have a significant impact?</p> <p>Rationale: Why do we believe it will have an impact?</p> <p>Scale: At what scale will it be implemented?</p> <p>Resources required: What people, time, money, and technology will be needed to implement it?</p> <p>Definition of success: What would success look like for this specific strategy, and by when?</p> <p>Milestones: What are the most important milestones between now and then?</p> <p>Leadership: Who is the single person responsible for making sure implementation happens?</p> <p>Delivery chain: Who will that person work through to reach the field at scale? What are the risks, and how will we manage them? What feedback loops can we set up to track progress?</p> <p>Impact: What is the estimated impact of this strategy on the goal over time?</p>	

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Tips for Users:

This process does not happen in a vacuum. For example, if you find that too many strategies are identified in the first part of this exercise, use the 2x2 Prioritization Matrix to prioritize strategies according to their potential impact and level of difficulty

For a worked examples of the strategy Profile, you can look at DA's section in the Computer Assisted Learning Implementation Guide

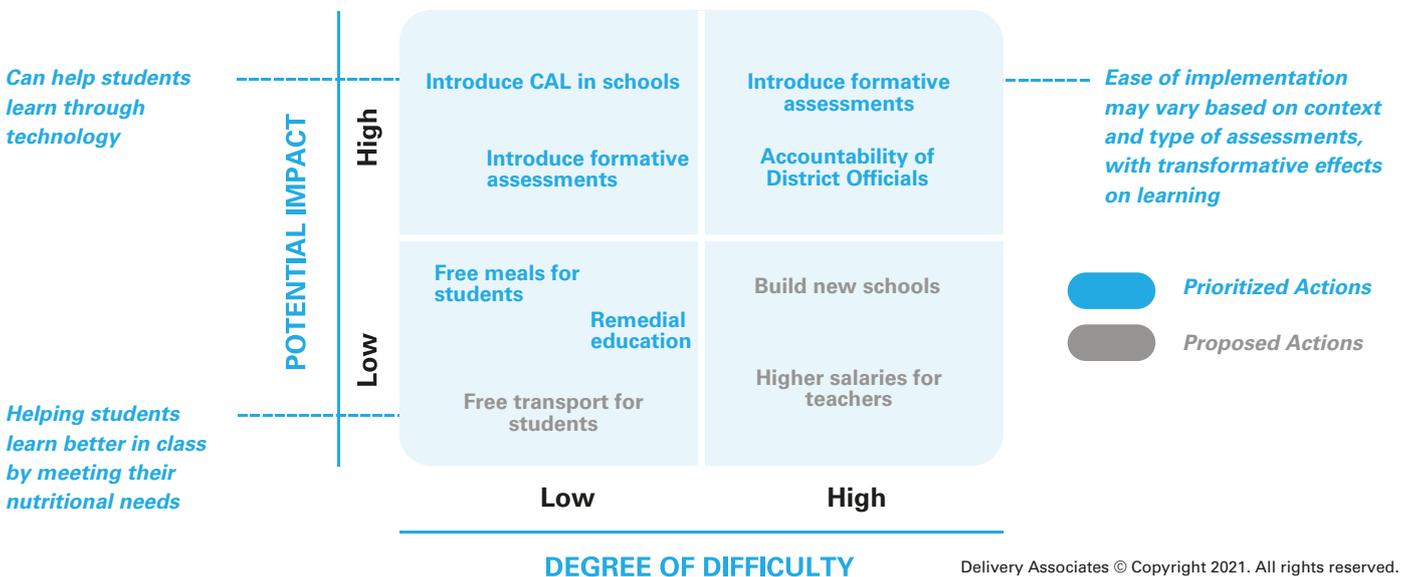
Prioritization

Overview

Prioritizing is a difficult, but necessary exercise that most governments have to undertake when allocating resources to programmes. The desire to do everything at once is always there for system leaders – deliver impact that affects the most citizens using the widest possible array of strategies – but resisting that urge is the beginning of a good delivery plan. Prioritization is a critical tool that helps us select the right, realistic mix of strategies that will have a direct impact on our goals. While the process of prioritization requires consideration of multiple factors, such as resources available, time required, feasibility of implementation based on country context (e.g. conflict settings), we use a simple 2x2 matrix to visualize this exercise and answer some simple – but critical – questions as guides. When asking these questions, it is important to consider the evidence available for different strategies with clarity on what the intervention is intended to achieve, as well as their application in your context.



Let's look at an example of what prioritization can look like. An MoE has the goal to "Increase % of students scoring 'proficient' on standardized assessments". They need to prioritize the possible strategies they can take based on relative impact:



Prioritization

Worksheet and User Guide

Step-by-Step Instructions:

1. Start with a list of strategies that you can link to your goals. You can use the Strategy Profile Tool to help you if you have not identified a list

2. Next, begin placing the strategies (by name or number, for example) on the matrix below. As you do, consider the following questions:

- **For impact:** Consider both scale (how many of our end users will be reached by this strategy?) and efficacy (for all those reached, how many will reach the goal as a result of this strategy?)
- **For difficulty:** Consider scale, resources needed (e.g. human, physical, financial), skills/knowledge needed, political challenges, etc. Consider also whether this strategy complements existing sector plans and/or strategies that your system is currently implementing, or is it one that will require buy-in from education stakeholders
- You can refer to the following table to guide you as you think through specific points to base your judgement on, and group strategies accordingly:

EASE OF IMPLEMENTATION	IMPACT
<p>Implementation Timeline</p> <ul style="list-style-type: none"> . Short term: 6 - 12 months . Mid term: 12 - 24 months . Long term: more than 24 months <p>Costing & Budgeting</p> <ul style="list-style-type: none"> . Costing: low, medium, high . Budgeting: are funds already allocated? Are funds provided by donors? <p>Guiding coalition complexity</p> <ul style="list-style-type: none"> . Number of stakeholders involved (Low < 3, mid 3 < x < 6, high > 6) . Are the stakeholders aligned on interventions? <p>Capacity of Implementation Partners</p> <ul style="list-style-type: none"> . Are the implementation partners clear on the vision? . Do the implementation partners have capacity to implement? 	<p>Scale of impact</p> <ul style="list-style-type: none"> . # of citizens impacted . Level of impact (growth, employment) <p>Ability to measure and communicate success and visibility</p> <ul style="list-style-type: none"> . Are success measures already in place? . Are indicators measured regularly? . Are those measures available to public? . Are they publicized through different media outlets?

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- **For positioning:** Compare the placement of one strategy to others (Is this strategy more difficult or more impactful than this other strategy?)

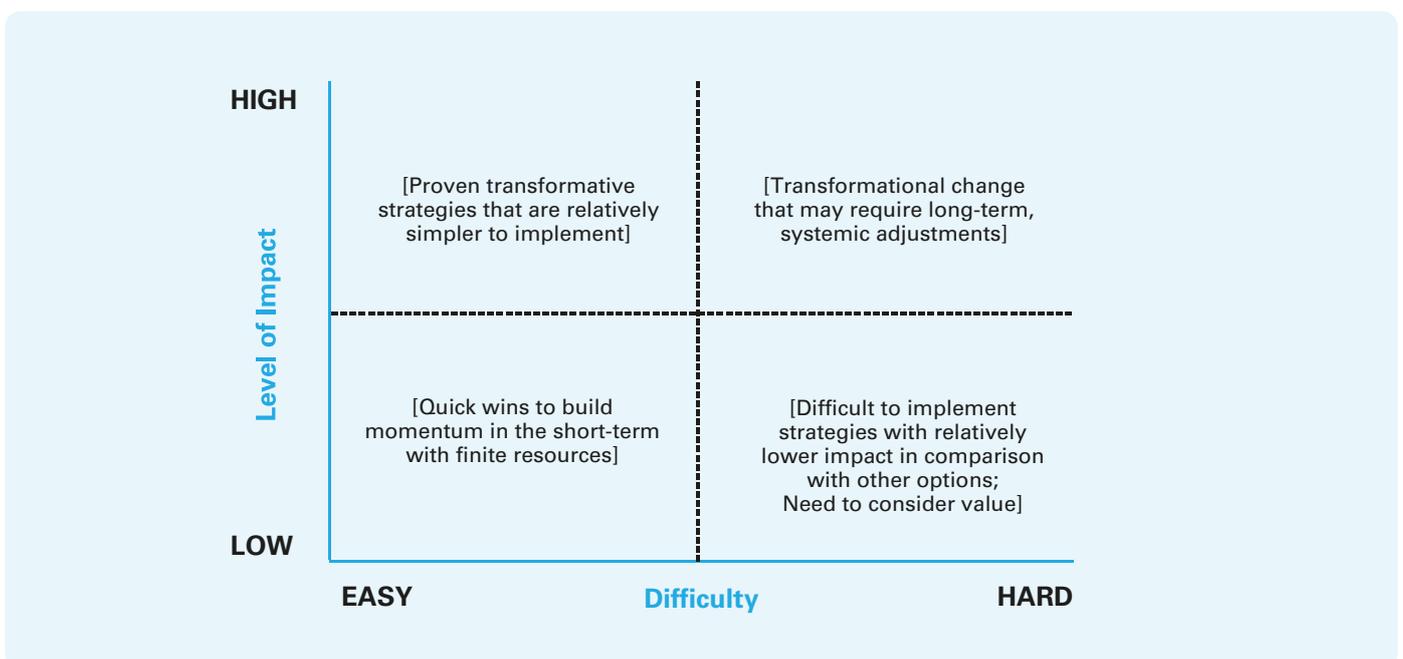
3. Finally, step back from the matrix and contemplate the overall picture. You should aim to select the right mix of strategies for yourself at this point, and try to limit yourself to 5 – 8. When identifying the priority strategies, there is no hard and fast rule as to which “make the cut” and which do not, but you can keep these principles in mind:

- You will likely choose some that fall into the low difficulty/low impact quadrant, as these may be quick wins to show early results
- You should definitely choose some that fall into the low difficulty/high impact quadrant, as these will be easy but achieve strong results
- You will likely also choose some that are high difficulty/high impact, and can lead to tough but transformational change
- Generally, try to avoid strategies that are high difficulty/low impact

Prioritization

Worksheet and User Guide

EASE OF IMPLEMENTATION	IMPACT
<p>Implementation Timeline</p> <ul style="list-style-type: none"> <input type="checkbox"/> Short term: 6 - 12 months <input type="checkbox"/> Mid term: 12 - 24 months <input type="checkbox"/> Long term: more than 24 months <p>Costing & Budgeting</p> <p>Costing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <p>Budgeting: are funds already allocated? Are funds provided by donors?</p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <p>Guiding coalition complexity</p> <ul style="list-style-type: none"> . Number of stakeholders involved (Low < 3, mid 3 < x < 6, high > 6) . Are the stakeholders aligned on interventions? <p>Capacity of Implementation Partners</p> <ul style="list-style-type: none"> . Are the implementation partners clear on the vision? . Do the implementation partners have capacity to implement? 	<p>Scale of impact</p> <ul style="list-style-type: none"> . # of citizens/teachers impacted . Level of impact (growth, employment) <p>Ability to measure and communicate success and visibility</p> <ul style="list-style-type: none"> . Are success measures already in place? . Are indicators measured regularly? . Are those measures available to public? . Are they publicized through different media outlets?



PART 2

How can education systems ensure that they have the right data to guide and validate their work?

Data is a powerful tool to drive delivery, and consequently a regular, continuous part of a delivery effort that can be used at various points, starting from the inception phase of any intervention, all the way till the point of evaluating impact. When you define your metrics of success, it is critical that you have reliable data that is available at the right frequency to provide the information that feeds those metrics. However, governments often don't have a well-established data culture. More often than not, practitioners will say "I have data, but it isn't accurate", or "the data available is owned by someone else". This section underscores the importance of having a strong data system, and will provide a helpful guide for setting up (or evaluating) a data system that works.

At which point in my journey do I need data?

If you are a practitioner, you may find the tools helpful in the following scenarios:

- You are in the process of developing the M&E framework for your plan for structured pedagogy to strengthen student performance in Maths and English. You need information about student performance in these subjects in previous years to establish a baseline and make an estimation of the improvement you aim to bring through your interventions
- You have successfully piloted a programme (say, ECE) in select schools and are planning to expand. For this purpose, you will need to allocate resources (e.g., teachers) as part of your scale-up plan. You will need data on your existing resources (e.g., records of teacher availability across public schools) to make an estimation
- You recently organized an intervention (say, an enrolment campaign in schools in select communities to encourage parents to re-enroll their children after COVID school closures). You want to determine the success of this intervention using data (e.g., additional enrolment in these schools), and share this information with system stakeholders and citizens to build confidence at large in your intervention

How can education systems ensure that they have the right data to guide and validate their work?

START HERE

With a clear goal and success metrics

1

Targeted Actions

2

Data

How can education systems ensure that they have the right data to guide and validate their work?

2.1

Do education stakeholders regularly use data to test how they are doing in achieving their FLN goals?



- At every step of your planning phase, you will need data; when defining metrics of success, mapping indicators to logic models, evaluating past and present performance to establish benchmarks and targets. Understanding the capacity of your data system to support you is an essential part of this phase
- At this point, look towards characteristics of data systems to guide you

3

Stakeholders

4

Routines

TO REACH HERE

A clear understanding of the data you have, and a the blueprint for the system you need

Data

Data is the backbone of delivery as it provides quantifiable units of information that governments and education stakeholders can piece together to create a picture of their education system and its performance on multiple fronts. It needs to be broad and deep, to help measure where implementation is strong, and where it may be breaking down – starting from the frontline to the leadership levels. This would mean not just collecting data at school level on basic infrastructure, assessment, enrolment and quality, but also on governance (e.g. number of monitoring and evaluation visits) and capacity building.

Data collection and analysis is thus critical for creating an understanding of system performance grounded in hard reality, and enabling the hypothesis formation and testing that lies at the foundation of understanding the delivery challenge. Strong data collection and analysis is needed to conduct such rapid assessments of the impact of interventions, identify the problems and successes of the effort early, and design and implement corrective action.

Data systems compile the information that the government and education stakeholders need, and comprise processes and infrastructure that combine to collect, aggregate, generate and analyse data. An investment in good quality, reliable, and frequently available data is an investment in sustained progress.

Data helps to...

- | | |
|---|---|
|  Identify needs and challenges that your system needs to address to benefit school, teachers and students |  Adapt to evolving needs – such as resources for schools - through dynamic planning |
|  Set baselines of student and teacher performance and track progress |  Get support from system leaders for actions needed to deliver |
|  Problem solve rigorously and often to ensure that students' learning is supported |  Demonstrate progress on outcomes to parents of students in your system |

In this section, we will share the following tool:

Characteristics of Data Systems: the six characteristics of a strong data system, that can be used to evaluate your data system at any point in time

Key points in this section:

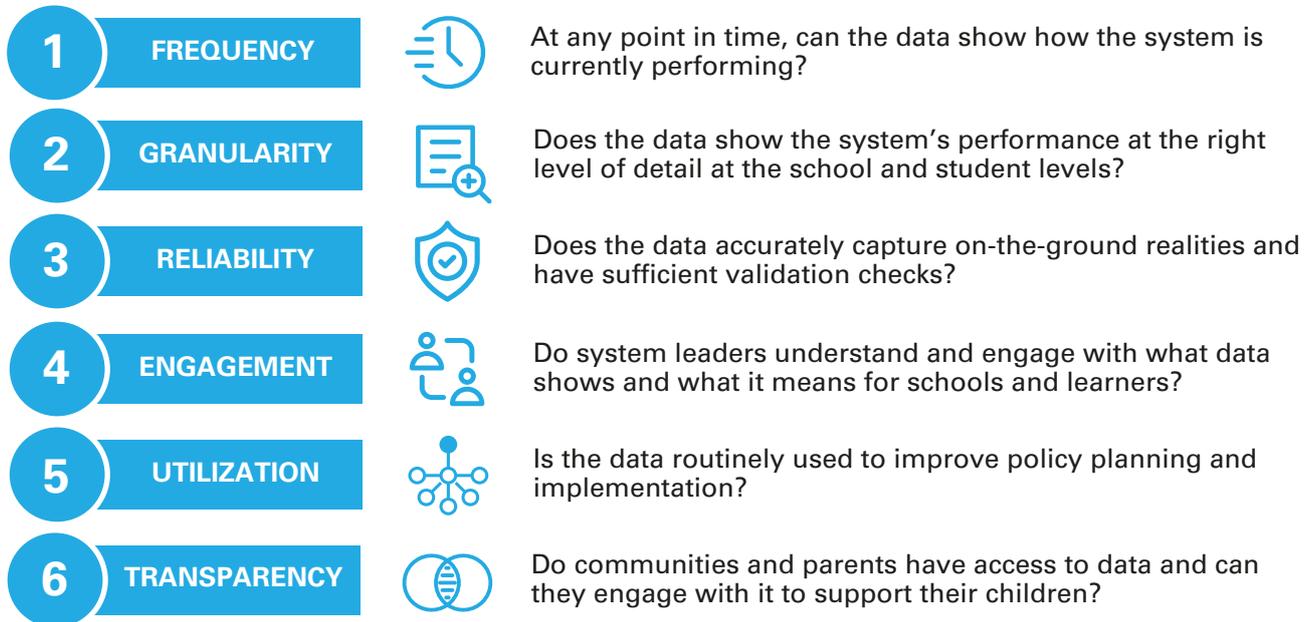
1. Data is critical in helping you define your aspirations, monitor progress during implementation, and provide evidence of success (or the absence of it) at different points in your delivery effort
2. An effective data system helps you see the impact of your interventions in the field and take corrective action fast
3. Good data systems should be fast and circular: from collection to analysis reporting, resulting in targeted, data-driven action

Characteristics of Data Systems

Overview

Data systems compile the information that your team needs to define goals and measure the progress of reform. This information can be both quantitative and qualitative, and covers the breadth of metrics on schools, teachers and learners that education stakeholders will require to make informed assessments. Data systems are more than just the data itself, however, and cover an end-to-end process of collecting data from the field, analysing it, reporting it, and ultimately using it to inform actions on the ground.

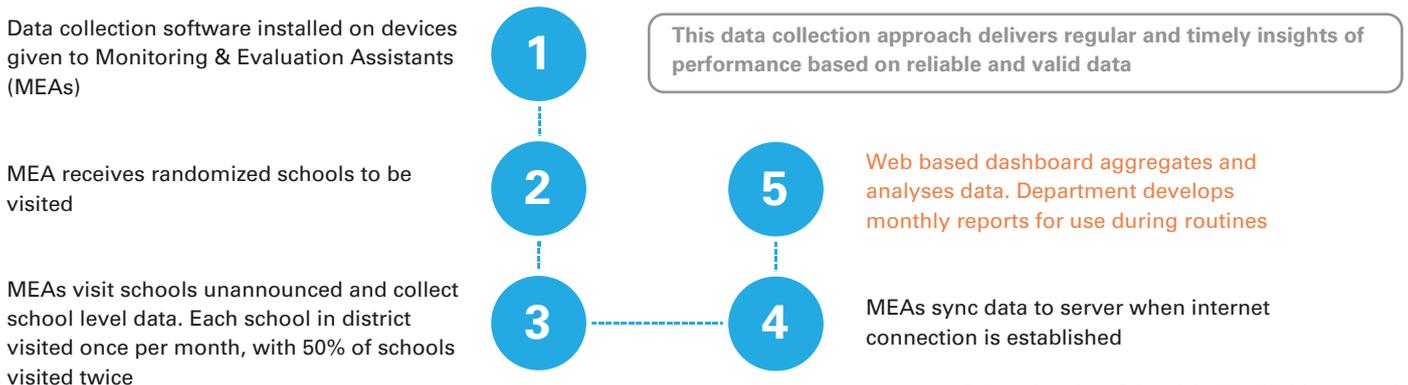
Good data systems enable you to do this with speed; you should be able to analyse the effects of your interventions in the field regularly, identify successes and problem areas early, and design and implement corrective action to keep progress on track. There are six characteristics of a data system you will need to consider:



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Let's look at how data supported reforms in Punjab, Pakistan

The use of high quality, real-time data was integral to driving progress towards targets on the Chief Minister's Education Roadmap. The system they developed provided granular, school-level data frequently, which was used by the government for decision making and problem solving:

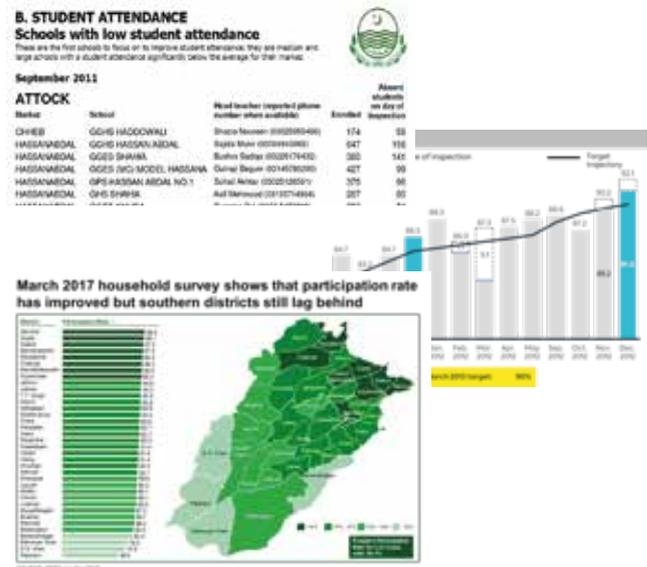


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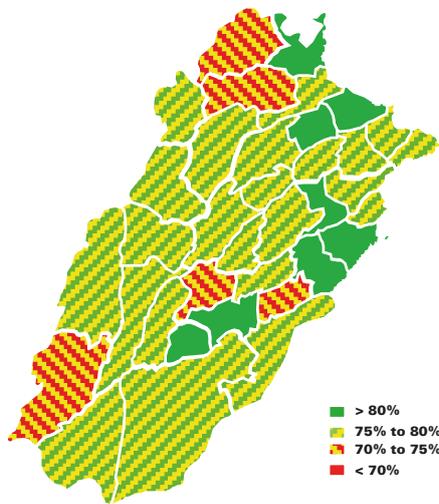
Let's look at how data supported reforms in Punjab, Pakistan

In 2011,

Granular data was collected across multiple indicators, such as teacher presence, student attendance, and in-class assessment results. This was updated **frequently**, based on daily MEA visits to schools that covered all schools on a monthly basis. The system was **transparent**; MEA data was available to the public on an open dashboard. The system also ensured that the information it collected was **reliable**; data from the system was cross-verified through independent surveys (e.g. household surveys, Nielsen surveys on learning outcomes, large-scale assessment results). Most importantly, system leaders frequently engaged with the data in meetings, and utilized it to make decisions for schools, teachers and students.



LND Results, April 2017
% of correct answers



Overall: 78.3 %

Let's focus on one aspect of this data system: The Literacy & Numeracy Drive

To regularly assess student learning outcomes, MEAs conducted the LND test during their monthly visits to each public school. Grade 3 students were tested through android applications on tablets on learning outcomes for English, Maths and Urdu. The app-based test randomly selects assessment questions from a central question bank made by the Punjab Examination Commission (PEC). MEAs were trained by SED on conduct, roles and responsibilities and the assessment process. They were instructed to select 3 students from grade 3 at random, and to test their literacy and numeracy skills through the spot test on their tablets.

Based on the data, monthly reports were generated and shared with districts, which provided school-wise rankings on different indicators.

District-based rankings across indicators were also generated as a performance evaluation. The data was presented in different forms (reports, simple graphs, heatmaps) by the roadmap team during quarterly stocktakes with the Chief Minister of Punjab. The data system enabled leadership to have a granular view on a series of indicators from access to quality. The use of simple heatmaps and visuals helped focus leadership on the challenges that needed course-correction, and the areas that were doing well – simply by cueing the need to move from 'red' to 'green'. Over time, quarterly meetings in Punjab began shaping around 'themes' based on trends in the data that showed areas that needed attention to move towards a 'green' or a higher number (e.g. focus on southern districts), or areas where pilot activities needed decisions on scaling up (pilots to strengthen teacher quality through mentors who conducted classroom observations).

Characteristics of Data Systems

Worksheet and User Guide

Step-by-Step Instructions:

1. Think of the data system you have in place to monitor progress on your goals. For each criteria, give one of four ratings in each category: red, amber red, amber green, or green, using the rubric provided below. Include your rationale for each rating, using the detailed characteristics in the Tool Overview as a guide. You can complete this for multiple goals (for example, consider how equipped your system is to provide timely and reliable assessments data)

2. Then identify 3-5 next steps for strengthening the system to form a blueprint for improvement. Think of the most feasible and necessary changes you need to make

- 1

FREQUENCY



[Reason]
- 2

GRANULARITY



[Reason]
- 3

RELIABILITY



[Reason]
- 4

ENGAGEMENT



[Reason]
- 5

UTILIZATION



[Reason]
- 6

TRANSPARENCY



[Reason]

Key

RED	Highly problematic – requires urgent and decisive action
AMBER/RED	Problematic – requires attention, some aspects need urgent attention
AMBER/GREEN	Mixed – aspect(s) require substantial attention, some good
GREEN	Good – requires refinement and systematic implementation

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Tips for Users:

This exercise is most helpful when done in a group conversation with colleagues responsible for collecting data, organizing the system, and presenting the data to senior leaders

Remember, data systems can be slow to evolve, and sometimes require additional resources to build. When thinking of which changes you need to make to strengthen the system, you can use the prioritization matrix in 3.A to help!

PART 3

How can the right voices be leveraged to support delivery of FLN goals?

While planning for delivery often takes place in the offices of ministries, system experts, development partners, and think tanks – the brunt of the work to translate a vision or policy into action takes place on-ground, through the efforts of multiple, interlinked actors in the system. Effective delivery leverages the voices and support of stakeholders at all levels – from the Minister at the top, to the field officer closest to your target group, and to school leadership and teachers. Your stakeholders are your advocates and supporters, your implementation force, the target groups you aim to serve, and your eyes and ears when problem-solving is needed. This section includes core tools to help you map your stakeholders, collect feedback, and identify champions to support your efforts.

At which point in my journey should I leverage system stakeholders?

You can refer to this section in the following (and more) scenarios:

- You want to introduce a programme (such as a digital learning strategy) to strengthen Foundational Literacy & Numeracy and respond to setbacks during the COVID pandemic. You have a goal, and measurable targets, but are unsure of the system actors who can help you translate this into action
- You are in the early stages of implementing a new programme (such as Educational Credential Evaluators (ECE) in select primary schools), and want to understand the reception of this programme, and any challenges to implementation in the field before you plan to scale-up
- You have launched a successful programme to strengthen teacher pedagogy at the primary level, but recent assessments results show that scores in Maths and English are not improving. You want to understand why progress towards your goals has stalled
- You are planning on revising Transcript of Records (ToRs) for District Officials as a strategy to strengthen school management in districts. You anticipate that there may be some resistance to this effort, and a slow uptake. You need to identify the right support group of stakeholders that will guide the revision of TORs, and motivate officials to own them

How can the right voices be leveraged to support delivery of FLN goals?

START HERE

With a clear goal and a plan of action

1 Targeted Actions

2 Data

3 Stakeholders

How can the right voices be leveraged to support delivery of FLN goals?

3.1

Have education leaders identified and connected with 7-10 people outside their group who are the most influential in helping them achieve their goals?

- While you should begin identifying individuals to form your guiding coalition early on, it may take some time before you are able to identify, convince, and secure the support of your core group. By the time you have a coalition in place, you may be well beyond your planning, and deep into delivery
- Look towards characteristics of a guiding coalition to guide you, and continue to build one as you go

3.2

Are leaders clear who are the most important people they need to work with to achieve their FLN goals?

- Identifying how and who will implement your strategies goes hand-in-hand with – and sometimes before – delivery planning. You may begin mapping your education system stakeholders before you have a strategy in place, and develop and refine it long after you have started implementing your plans
- Look towards a delivery chain to guide your planning and risk analysis, and continue to build on this as you go

4 Routines

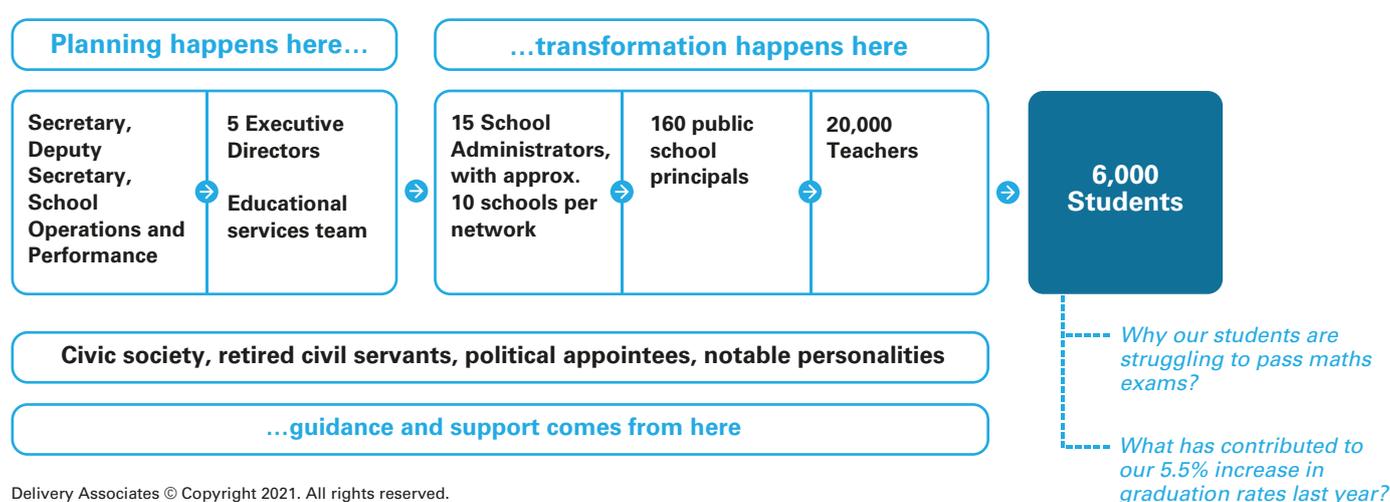
TO REACH HERE

Implementation in full swing

Stakeholders

Stakeholders play a variety of roles in the implementation process. They can inform our planning efforts, remove roadblocks from our aspirations, collaborate with and support implementation, and provide critical insights and feedback. There are multiple ways we can understand the possible roles stakeholders in our system can play, and engage them in our implementation efforts. A guiding coalition, for example, groups influential stakeholders in the system that can act as the core medium of support for our aspiration. Engaging stakeholders is a regular part of a delivery effort that can be conducted at various points, starting from the inception phase of any intervention, all the way till the point of evaluating impact.

The image below shows a simplified and illustrative example; noting that systems are generally complex, each with their own nuances. The key takeaway here is that every stakeholder in the system has a role to play – from those transforming lives at the classroom level, to those developing plans to undertake these transformations at scale.



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In this section, we will share the following tools to support you with effectively leveraging stakeholders:

Guiding Coalition: A set of stakeholders with varying degrees of influence in the system who can support and enable your work

Delivery Chain: The set of actors (people or organizations), and the relationships between them, through which a given strategy will be implemented

Risk Analysis: A framework for identifying possible risks that can impede implementation using the delivery chain

Key points in this section:

1. Your stakeholders play a variety of roles in your delivery journey, ranging from championing your efforts, to removing roadblocks, to providing insights when things are off-track. Understanding who plays what role for you is critical for your planning
2. A Guiding Coalition is a small group of stakeholders that can support your efforts and remove hurdles, forming one early on will help you steer your efforts
3. The relationships between stakeholders and the challenges they face at their level which can inhibit their ability to support you may pose risks to your delivery effort. It is important to identify these in the early stages of implementation

Guiding Coalition

Overview

Delivery requires building and sustaining key relationships within and outside of government. To keep implementation on track, you'll need a critical mass of powerful internal and external stakeholders to be aligned with your aspiration and the work you're doing to achieve it. This group is called a guiding coalition: 'A small team of seven to ten people, in key positions of influence, who agree profoundly with you about what must be done and how to do it.'*

Why is it worth spending time to build a guiding coalition?

Guiding coalitions have at least four roles that could benefit your aspirations:



They contribute **expertise and guidance**



They often **contribute directly** to the work, or at least **remove obstacles** to it



They serve as **champions** for your work



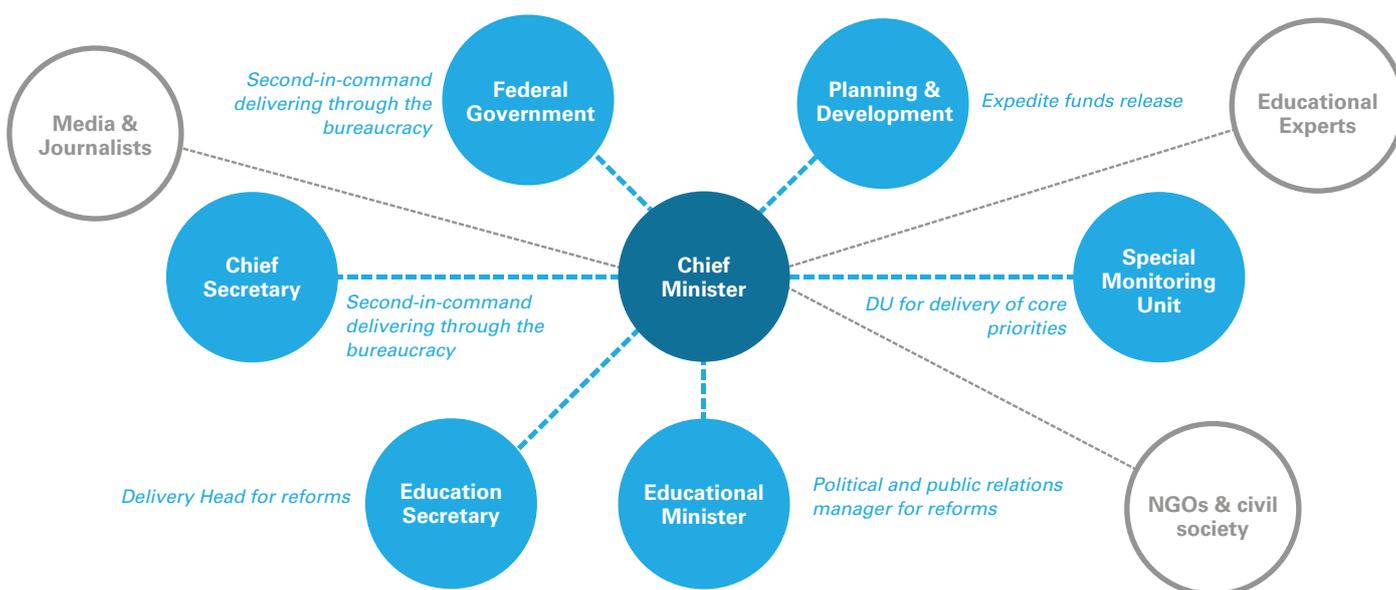
They use **influence and support** to **defend your work** at critical moments

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A good guiding coalition isn't a leadership or management team; it's not even a steering committee. Rather, it's a group that brings together sources of **power from a variety of contexts**, giving you the **right combination of clout to keep your work on track**.

Let's look at a sample guiding coalition developed in Punjab, Pakistan

Between 2011 – 2018, the Chief Minister of Punjab, Pakistan launched an ambitious reform agenda to improve access to and quality of primary education to students in public schools across Punjab. This massive undertaking was enabled by the support of his guiding coalition:



*Source: Kotter, J. (2012). Leading Change. Boston, MA: Harvard Business Review Press.

Guiding Coalition

Worksheet and User Guide

Step-by-Step Instructions:

1. Brainstorm potential members of the guiding coalition and record them under the 'Person' column
2. Next, reflect on the power and influence of each of the potential members of the guiding coalition, particularly discussing for each:
 - How powerful are they relative to the others (low, medium, high, very high)?
 - What kind of power do they have (position power, credibility, expertise, leadership, or some combination)?
 - What is the sphere of influence where they exercise power?
3. After you have filled in all columns of this sheet, **prioritize and narrow the list** to include the 7-10 most important people to focus on as members of the guiding coalition. You can ask yourself the following questions in the process:
 - Is the group sufficiently powerful to give you what you need?
 - Is there sufficient diversity, both in types of power being exercised and sphere of influence?
 - Does the group cover the constituencies you need to be successful?
 - Do guiding coalition members have the potential to work well together?
4. Once you have identified your guiding coalition, you will have to develop strategies to engage each one of them and then invest in strengthening those relationships. . The additional worksheet in the annexure can be a simple but effective way to plan for this next stage.

PERSON	POWER (Low, Medium, High, Very High)	TYPE OF POWER (Position, Leadership, Credibility, Expertise)	SPHERE OF INFLUENCE

What do the four different categories of power mean?

Leadership: Do they have power because they are strong leaders? You will need your guiding coalition members to be competent people who you can trust to act on your behalf and to do so effectively

Position power: Do they have formal authority that is essential to policy or implementation? This could mean that they manage a team or an organization whose support is vital, or that they have authority to make certain critical decisions

Credibility: Do they have informal authority that comes from respect or reputation – particularly with one of the broader circles that you need to influence?

Expertise: Do they have power because they have deep knowledge of your work? Find those who have the knowledge and power to change the way things work

Delivery Chain

Overview

The delivery chain is the set of actors (people or organizations) and the relationships between them through which a given strategy in your delivery plan will be implemented. It can be used to support planning, identify risks, and solve problems and will evolve over time (say, with scale, or with the introduction of new stakeholders). The chain serves different purposes depending on where you are in your journey, as outlined below:

WHAT IS THE UTILITY PROVIDED BY A DELIVERY CHAIN?

PLANNING

- Plans must be believable in every aspect, including the story they tell about who is responsible for implementation at each stage
- A delivery chain can help you ensure you are considering and building solid relationships with the most influential delivery actors
- The chain can also help you identify risks to implementation and plan to mitigate them

DIAGNOSING PROBLEMS

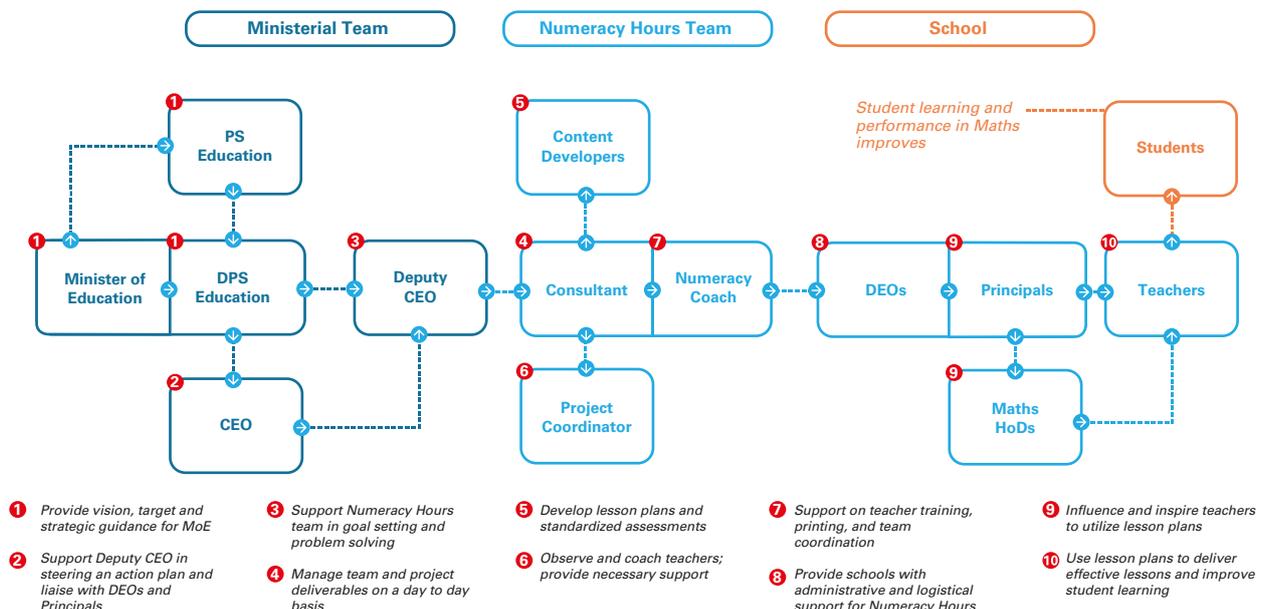
- Delivery problems for a strategy have their source somewhere along that strategy’s delivery chain – so the identified actors and their relationships form the complete ‘set’ of places to look for the causes
- Once you have identified the problem, you can immediately see what other agents or relationships nearby in the chain can support – helping you problem-solve quickly

COLLECTING FEEDBACK

- Use the delivery chain to identify stakeholders you should engage – both to seek feedback and to understand how implementation is working in the field
- The chain can also help you identify areas for field work to investigate problems as they arise

Let’s look at a sample delivery chain used in St Lucia:

The MoE launched a ‘Numeracy Hours’ pilot to address unsatisfactory Maths scores of students in Grade 4. This chain maps the system actors involved in the pilot:



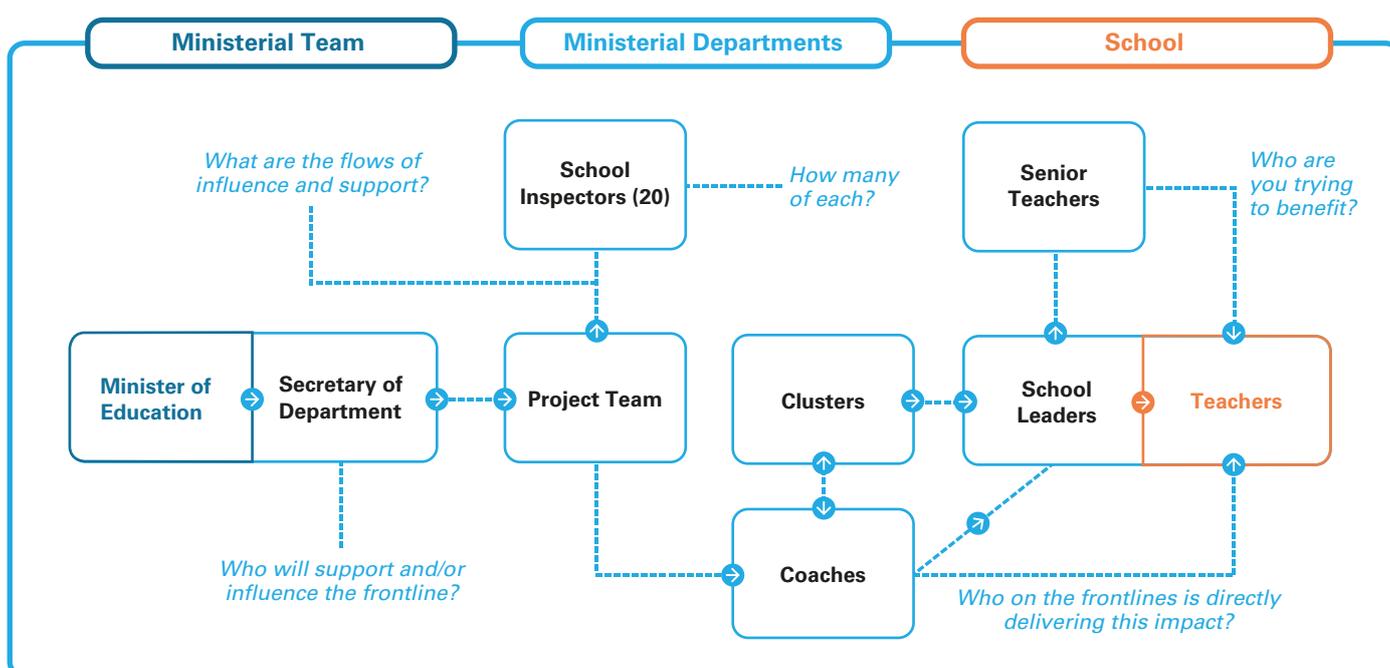
Delivery Chain

Worksheet and User Guide

Step-by-Step Instructions:

There is no set template for this exercise, as the chain may take a number of forms, but you will generally want to draw the chain to **show implementation as it moves from left to right**

1. Start at the end of the delivery chain, and identify: Who are you ultimately trying to benefit? If you are successful, what will be different?
2. Working backwards from there, ask who on the front line will directly deliver that changed experience? What do they need to do differently? Indicate ideal direction of implementation through arrows
3. Working backwards from there, who will support and/or influence the front line to change their behavior? Keep working backwards until you reach yourself and/or the team at the centre of government
4. Make sure your chain includes key visual features, such as all key stakeholders, the number of each, and connection arrows showing the relationship between each



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Tips for Users:

For most policies and programs, work often starts at the level of the Ministry of Education (or equivalent), then moves through the Minister's staff, then out to external stakeholders including donors, state actors, private sector, nonprofit partners, advocacy organizations, and on down to the level of individual students. Setting these frames up front may help with the identification and sorting of actors.

Once you have successfully mapped out the actors on the delivery chain, you can build on your delivery chain to identify potential risks and weaknesses, and look towards strong link to diagnose problems and offer support

You can also use this chain to conduct a stakeholder mapping exercise and identify your guiding coalition

Finally, you can use this chain to identify feedback loops for fieldwork

Risk Analysis

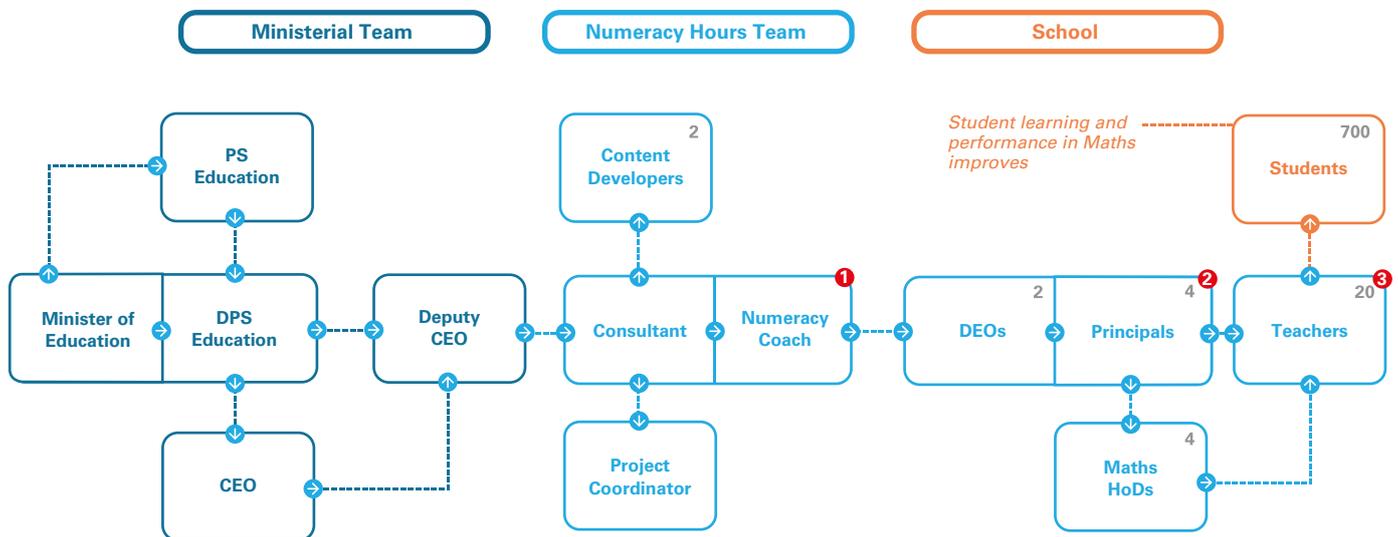
Overview

Once you have constructed a delivery chain, it will be important to analyse it for potential risks, then plan for solutions to address or mitigate those risks. Risks typically fall into several categories, and these should be considered throughout the exercise:

- **Individual links:** What is the quality of each critical relationship between the actors in the delivery chain? Which are the strongest links? Which are the weakest?
- **Capacity:** How confident are we that each key actor has the necessary skill and will to play the role we envision? Are we doing enough to build that capacity?
- **Complexity:** How many actors are involved in the delivery chain? How easy or difficult is it to coordinate those actors to get something done? Is the chain unnecessarily complex?
- **Funding flows:** What are the major sources of funding and resources? Who controls those flows, and in which direction(s) do they go? How well-aligned are they with the flows of influence envisioned in the delivery chain?
- **Choke points:** Are there particular actors that you disproportionately depend on to get something done? What is the risk that they will be overburdened, or not up to the task?

Let's go back to the sample delivery chain used in St Lucia.

The MoE launched a 'Numeracy Hours' pilot to address unsatisfactory Maths scores of students in Grade 4. Once the main system actors were mapped, the chain helped the delivery team identify the following risks, and take corrective actions:



Challenges	1	2	3
	Classroom observations cancelled or teachers absent during scheduled visits	Principals were not sensitized about importance of lesson plans in classrooms	Teachers required additional support and motivation to use lesson plans in classrooms
Actions Taken	<ul style="list-style-type: none"> . Agreed on schedule with Principals and teachers . All classroom observation data reflected on the tool 	<ul style="list-style-type: none"> . Principals debriefed on the importance of lesson plans and get support on Numeracy hours implementation in schools 	<ul style="list-style-type: none"> . Administered anonymous survey to teachers to get feedback on lesson plans . Provided additional support as required

Risk Analysis

Worksheet and User Guide

Step-by-Step Instructions:

1. Review the delivery chain you constructed and identify where there may be potential risks, weaknesses, or areas where the chain may break or work ineffectively. Consider each of the potential risks in the sheet below
2. Mark the areas of risk with an X on the delivery chain and record identified risks in the first column of the template
3. Identify potential solutions or mitigation strategies for each of the identified risks or weaknesses and record those in the second column of the template

ACTIVITY	POTENTIAL RISKS OR WEAKNESSES	POTENTIAL SOLUTION
Individual links: What is the quality of each critical relationship between the actors in the delivery chain? Which are the strongest links? Which are the weakest?		
Capacity: How confident are we that each key actor has the necessary skill and will to play the role we envision? Are we doing enough to build that capacity?		
Complexity: How many actors are involved in the delivery chain? How easy or difficult is it to coordinate those actors to get something done? Is the chain unnecessarily complex?		
Funding flows: What are the major sources of funding and resources? Who controls those flows, and in which direction(s) do they go? How well-aligned are they with the flows of influence envisioned in the delivery chain?		
Choke points: Are there particular actors that you disproportionately depend on to get something done? What is the risk that they will be overburdened, or not up to the task?		
Other: Are there additional risks to consider in the implementation of this strategy?		

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Tips for Users:

Note that there may not be a risk associated with each of the categories provided; in that case, leave that part of the template blank

PART 4

How can systems benefit from consistent attention and support from stakeholders on FLN goals?

There are many excellent delivery plans, but few that leave the shelves and make it to the field. Keeping delivery plans alive, and embedding them into the day-to-day priorities of the government requires discipline and consistency. An important way to keep the focus active regardless of competing priorities is through regular routines. This section will help you identify the right cadence of routines based on your context, and provide helpful guidelines to make them productive and forward-thinking exercises.

At which point in my journey do I need routines?

If you are involved in or leading a delivery effort, you may want to design your routines to support your delivery efforts in the following ways:

- You have launched a series of interventions (e.g., TaRL, teacher training, ECE). You want to keep the momentum going and solve any implementation hurdles as they arise, and you will need your system leader's support to motivate and guide everyone involved
- Your system leader is frequently travelling to attend to an emergency priority, and you want to ensure that you have their buy-in and continued support on your FLN interventions. You need a way of briefing them regularly to ensure their support is received when needed, even if you cannot access them regularly
- You have launched a distance learning strategy, but the delivery chain for implementing it is complex and involves the participation of different ministries outside of Education. You need to keep everyone on track without having to communicate in silos with different stakeholders
- You are piloting a new Language of Instruction policy, and need to consistently monitor implementation in the field to assess its response. You have scheduled monthly routines with your System Leader to update them, but want to rely on qualitative feedback as well as your data system at this stage

How can systems benefit from consistent attention and support from stakeholders on FLN goals?

START HERE

With implementation in full swing

1 Targeted Actions

2 Data

3 Stakeholders

4 Routines

How can systems benefit from consistent attention and support from stakeholders on FLN goals?

4.1

Do education stakeholders regularly meet to discuss up-to-date data on progress towards FLN goals, and what can be done to improve?

- You have defined your goals and prioritized action plans, rallied a guiding coalition behind your cause, and mapped the delivery chain and mobilized the field. You have built momentum that you do not want to lose. Regular routines will help you sustain this effort
- Look towards cadence of routines to guide you, and establish one that fits your context

4.2

Do leaders identify problems early and solve them in order of priority?

- Here is an example of how delivery is not linear. Your delivery chain will continue to serve you as you implement your chosen strategies. Feedback loops can help you gather insights from the field to regularly inform progress and problem-solve individually, and through your routines
- Look towards feedback loops to guide you

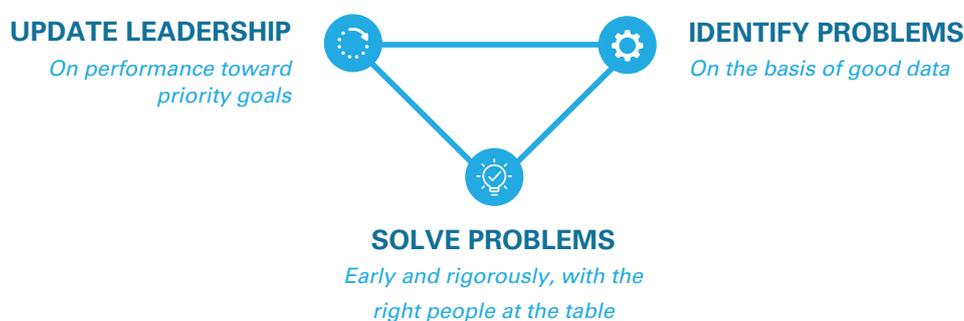
TO REACH HERE

A system that owns your priorities, and a culture that drives impact

Routines

A **delivery routine** is a regularly scheduled and structured conversation between a system leader – say, the Secretary or Minister presiding over the Ministry of Education – and the people responsible for managing its goals or strategies. Routines are one of the more powerful delivery processes. All ministries and government departments have meetings, but it’s up to you to make those meetings different, and to make the content in them really count. If designed and managed correctly, your routines will go from being routine calendar events to a cadence of performance monitoring tools that fundamentally drive delivery. Feedback is another critical element of delivery that supplements and strengthens routines; it involves *listening and understanding* to the perspective of practitioners and users on-ground to solve problems, identify quick wins in implementation by learning about what works, and communicate to strengthen the vision – and ultimately the story – of impact on the ground.

Routines are the engines of delivery, and play three critical roles



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In this section, we will share the following tools that can help you respond to these – and more – scenarios:

Cadence of Routines: The different options that you can utilize when designing your routines, to ensure that follow-up is a regular occurrence and not a “one-off”

Effective Routines: The characteristics of effective routines, and a rubric to support users in both designing and evaluating their routines

Feedback Loops: A body of evidence that you commit to collecting to know whether your strategy is on track to deliver its promised results

Key points in this section:

1. Routines must be regularly-scheduled checkpoints that help you make sure you are on track. Their focus should be on reviewing progress, celebrating successes, identifying and solving problems, and agreeing next actions
2. Their **regularity and predictability** create a culture of government by performance
3. Feedback loops can be used to **understand how things are working** on the frontline, what **best practices** exist, and what **challenges** need to be addressed. Strengthen routines with qualitative and quantitative data from your data systems and the field

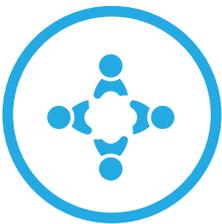
Cadence of Routines

Overview

Routines should always take place in a cadence; a single annual review is less effective than one that teams work towards as a culmination of monthly or quarterly routines.

The first step in designing your delivery routines is to decide what will be discussed at each routine and how often. Typically, routines are structured around a set of delivery goals or strategies, but they can also be built around different entities – for example the Ministry of Education might build their routines focused on how each wing or attached department is progressing on their goals (e.g. Curriculum Wing, Teacher Development Wing). When designing your routines, consider the different mediums you can select:

- In-person routines, also known as **stocktakes**, are more in-depth looks at progress and active problem-solving sessions. They involve a conversation between the system leader and accountable goal leader
- Written routines, also known as **notes or memos**, are written by a ‘broker’ with input from the accountable leader and sent to the system leader. Notes are a lighter touch routine, meant to give the system leader a brief update on progress
- Regular check-ins and performance dashboards are effective tools that working teams can use frequently to support their day-to-day implementation



Check-ins with the working team

1. Routine pulse checks that drive day-to-day implementation
2. Weekly/Bi-weekly



Update notes to senior leaders

1. Briefs that drive decisions based on current performance
2. Monthly, six-monthly



Performance dashboards

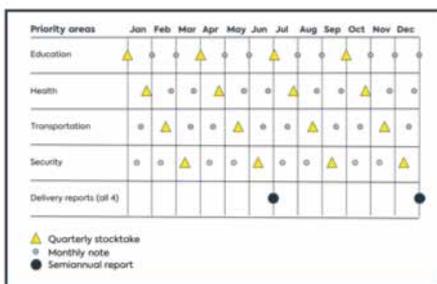
1. Analysed and aggregated metrics based on data collected
2. Real-time



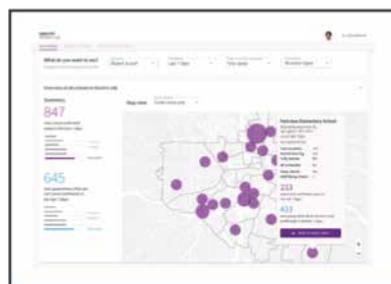
Stocktakes with system leaders

1. Deep-dives on core priorities to review progress/take action
2. Quarterly

A cadence of routines will rely on strong, regular analysis using data, and dedicated time for problem-solving



Sample cadence of routines



Sample dashboard



Sample monthly reports

Cadence of Routines

Worksheet and User Guide

Step-by-Step Instructions:

1. Begin by listing all routines that you currently have to monitor progress towards your goals, such as check-ins, annual reviews, progress updates (etc)
2. Use the first sheet below to help you outline the purpose, frequency, and audience for each to frame your thinking
3. Once you have completed this exercise for any number of meetings you have, you can plug them into the second worksheet provided below. The legend provided refers to different possible ways that you can categorize your meetings (for e.g. a triangle to denote one type of routine, such as a monthly meeting, and a circle to denote a different routine, such as a progress report). This will give you a clear visual of how many touch-points you have to monitor progress on your goals, how they are different from one another, and how frequently they occur
4. Ask yourself: "Am I meeting too often or not enough? Am I using one form of routine (e.g. meeting) too often? What can I do to make this work better for me?" (e.g. you may realize you need to add quarterly meetings to your routine, or replace monthly meetings with memos)

Worksheet 1: Routine Detail

Consider these questions...

Example answer: Education goals

Who is receiving information?	<ul style="list-style-type: none"> ● Minister of Education
Who is being held accountable?	<ul style="list-style-type: none"> ● Lead policy official for Teacher Development
What other stakeholders will be involved?	<ul style="list-style-type: none"> ● Training Managers and Master Trainers
How frequent will the routine be?	<ul style="list-style-type: none"> ● Once every three months
What form will the routine be?	<ul style="list-style-type: none"> ● One-hour review meeting
What subset of data are appropriate to cover, given the frequency and form?	<ul style="list-style-type: none"> ● Data on teacher attendance at scheduled ● Data on teachers who were successfully certified at the culmination of trainings
What deliverables will emerge?	<ul style="list-style-type: none"> ● Clear image of what success will look like for next six months

Cadence of Routines

Worksheet and User Guide

Worksheet 2: Routine Cadence

Priority Areas	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Priority 1												
Priority 2												
Priority 3												

 **Routine 1**  **Routine 2**  **Routine 3**

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Tips for Users:

There are multiple routines that a system may have in any place based on different people or priorities, it is thus imperative that the routines identified and discussed in this exercise are focused on specific, prioritized goals. For tools to support making your current routines more productive and better-designed, refer to the tool 'Effective Routines'

Effective Routines

Overview

Routine meetings, memos and briefings are not an innovative concept. Making those routine events effective, valuable and conscious uses of your time is. Government leaders are often juggling multiple, pressing priorities that need solutions that can be quickly implemented, and at scale. Time is therefore critical, and should be used effectively. Most systems will already have some routines in place – such as annual or joint reviews – that are organized around priorities or people, and one place to start can be an evaluation of what happens in those meetings. To put it simply, the better the meeting, the more impact you will be able to deliver, and the less likely that this priority will fall off the radar in time.

Broadly, when evaluating – and designing – routines, the following four criteria are important to keep in mind:

1 REGULARITY

1. Routine happens regularly enough, per a set schedule, to drive performance
2. The right people are present, including:
 - 'The leader' holding the actors accountable
 - 'The actors' driving the work & reporting progress
 - 'The broker' facilitating the discussion

3 FOCUS ON PERFORMANCE

1. There is a clear area of focus for the routine
2. Routine includes well-synthesized evidence of progress
3. Participants agree on the most critical barriers to progress
4. Agenda and objectives focus on the most important issues impacting performance

2 STRONG EXECUTION

1. Participants come prepared
2. Roles and responsibilities are clear
3. Supporting materials are high-quality
4. Discussion is well-facilitated
5. Next steps are clearly defined

4 ACTION ON PERFORMANCE

1. Tough questions are asked, participants are held accountable
2. Participants engage in creative problem-solving for how to address challenges
3. There is a culture of continuous learning and improvement

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Let's look at routines in Punjab, Pakistan

1. **The Chief Minister always attended**, this level of leadership commitment drove accountability
2. **Data on performance was reviewed closely in each meeting**, particularly for delayed (red or amber-red) actions
3. **Preparation leading to the stocktake was rigorous** – routines with key officials were used to align on actions
4. **Attendees were thoughtfully identified**, including government officials and other stakeholders (NGOs, multilaterals, private sector, academics) to provide insight
5. **Meeting follow-up was critical**. Minutes were always shared with clear decisions and follow-up action items



Effective Routines

Worksheet and User Guide

Step-by-Step Instructions:

The routines rubric helps you assess how well your meetings perform in the 4 categories for effective routines: **regularity, strength of execution, focus on performance and action on performance**. For each category, the rubric asks questions about the meeting in question to focus the conversation

1. Choose a recurring meeting(s) you currently have during which progress on a goal is monitored
2. For each meeting, refer to the detailed description of the four criteria in the Tool Overview and write down descriptions for your meeting under the corresponding columns
3. Next, refer to the rubric provided below, and assign a color to each category (Red = Weak, Green = Strong). You can also ask yourself at every point "Is this useful? Is it helping me make progress on my goals?" wherever you are unsure of what the criteria means
4. Using the criteria available to you, brainstorm what it would take for you to reconfigure your meetings in each of the four categories to go from Red to Green

Meeting Description	Regularity	Strong Execution	Focus on Performance	Action on Performance

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Tips for Users:

Use this exercise with your team to assess current meetings with the routines rubric and then use that information to determine how to turn these meetings into effective delivery routines. This can be used both before routines are established, and to assess the quality of delivery routines after many months of work to make sure they are still useful

Weak delivery



1. Conversations for monitoring progress occur infrequently, if at all; they are often cancelled or postponed in favour of conversations about whatever seems most pressing right now.
2. Conversations do not focus on performance data, and instead focus on merely sharing what work has been done; if performance data are used, they centre on goal metrics and do not include progress metrics or feedback loops.
3. Conversations are not well-prepared and do not have a clear agenda; as a result, they frequently get off-topic and do not lead to clear conclusions or action.

Strong delivery



1. The system leader has regular conversations with the accountable owners to discuss progress, problem-solve, and identify next steps for implementation; these routines occur on a regular cycle, to ensure that each goal and strategy is consistently reviewed.
2. Routines take into account relevant quantitative and qualitative data on implementation including progress on goal metrics and progress metrics, as well as data collected via feedback loops; data are used to come to a shared view of progress.
3. All parties involved are well-prepared for routines, which results in a productive, focused conversation and the identification of clear actions.

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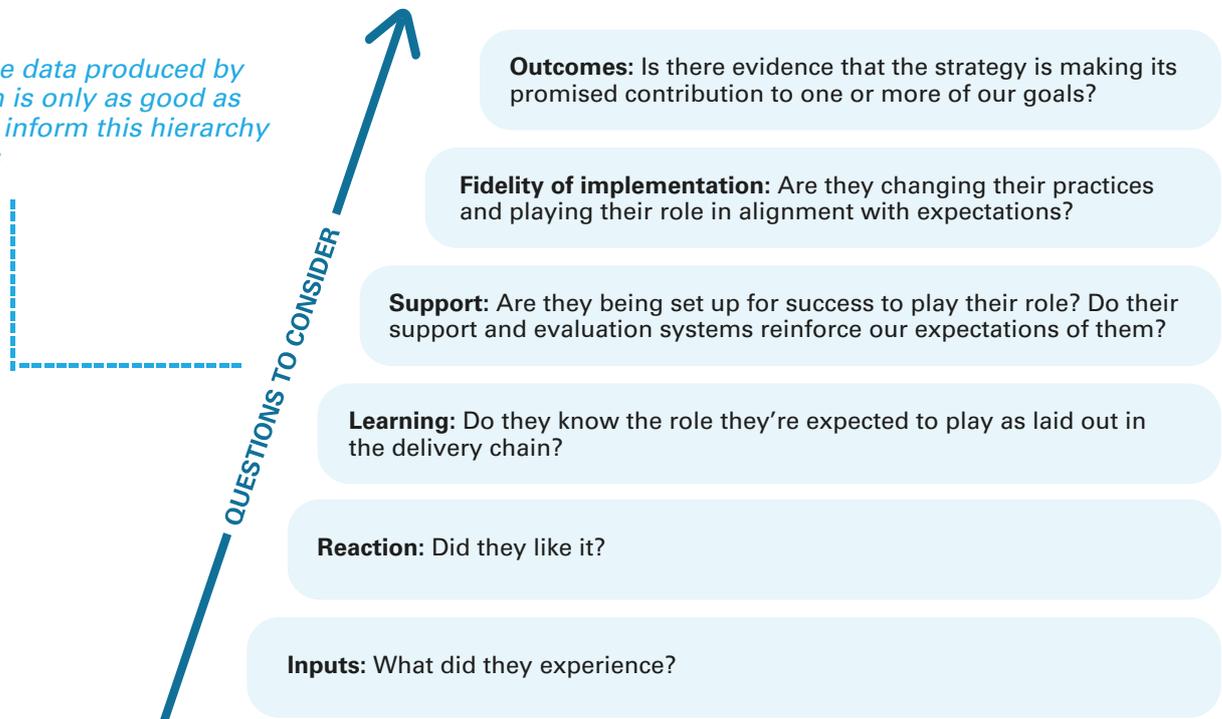
Feedback Loops

Overview

In order to drive and monitor the implementation of your strategies, it is important to be able to understand whether they are being implemented as planned – identifying feedback loops in your delivery chain will help you do just that. A feedback loop is a body of evidence that you commit to collecting to know whether your strategy is on track to deliver its promised results. The collected data from this process can be used to make improvements or adjustments to your plans and implementation efforts. To create feedback loops, first identify the metrics you would measure to know whether implementation is on-track, then identify the mechanisms for collecting the data for those metrics.

Consider the questions you may want to ask for a programme that you have just piloted, and the options for fieldwork available to you:

Note that the data produced by your system is only as good as its ability to inform this hierarchy of decisions



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Mechanism	Description
Surveys	Asking a series of questions via email, telephone, or mail
Site visits	Travelling to sites to make direct observations
Interviews	Asking select individuals a series of questions, in person or via telephone
Focus groups	Gathering select individuals together to ask them questions and observe their discussions
Narrative reports	Requesting written reports that address focused questions
Raw data sources	Using sources that contain raw, unfiltered data

Feedback Loops

Worksheet and User Guide

Step-by-Step Instructions:

1. Identify one of the most important stakeholders in the delivery chain
2. Identify the questions you would want answered for that stakeholder to understand whether implementation is working for them, using the six types of feedback loops
3. Record the questions and potential metrics for each on the template
4. For each of the identified metrics, identify a data collection mechanism (or feedback loop) outlining how that data will be collected, and record them on the template
5. Review the list of potential metrics and feedback loops and prioritize as necessary to reach an agreed-upon list of metrics and feedback loops that is a manageable number for your team

The template below has been filled in for reference.

	What questions would you want to answer?	Metrics for answering those questions	Data collection mechanisms
Inputs	. Did teachers receive professional development (PD)? . How many teachers in the district	Percentage of teachers in the district that received PD	Attendance Lists
Reaction	Did teachers find PD useful?	Percentage of those who received PD who indicated that it was useful	Post-session survey
Learning	Did teachers who participated learn what they were supposed to learn from the PD?	Percentage of those who received PD who were able to correctly answer content questions afterwards	Post-session survey
Support	Are teachers receiving the support they need from their principals following up from the PD?	Percentage of teachers indicating they receive the support they need 6 months after the PD	Teacher focus groups 6 months after PD
Fidelity of implementation	Are teachers implementing what they learned from the PD in their classrooms?	Percentage of teachers implementing the practices learned in the PD 6 months after the PD	Classroom observations 6 months after PD
Outcomes	Are student outcomes changing?	Percentage of students meeting benchmarks on quarterly assessments in classrooms of those who received PD	District quarterly assessment results

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Tips for Users:

The exercise should be completed for the **most important stakeholders** in the delivery chain, but not necessarily every stakeholder in the delivery chain

Keep in mind that some feedback loops can be used to **collect multiple metrics!**

STORIES OF OUTCOMES

The stories in this section demonstrate the application of Deliverology in two distinctly different contexts: Pakistan and New South Wales, Australia. By applying Deliverology tools shared in the different sections of this playbook, the teams on-ground were able to make tangible progress on their aspirations.



A story of outcomes

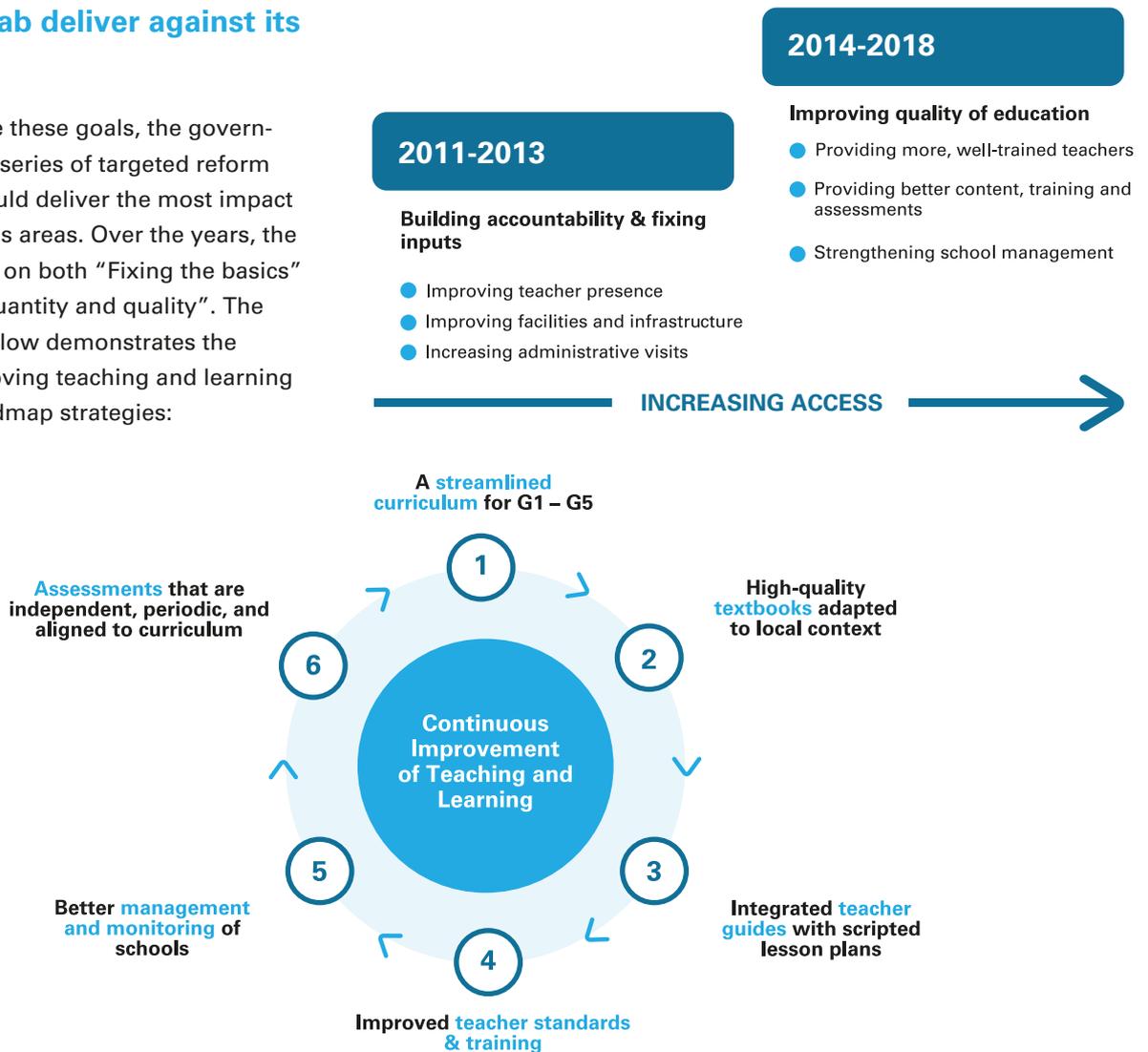
What did Punjab do to address this challenge?

In 2011, with the support of Sir Michael Barber and colleagues, the Chief Minister of the Government of the Punjab launched the Education Reform Roadmap, aimed at improving specific areas with the potential to transform education standards for millions of children, including those from the poorest backgrounds. A summary of the precise, ambitious goals is as follows:

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 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
Public Private cooperation	Improve access and quality through Public Private cooperation, enrolling at least 2.6 million students in PEF schools by 2018

How did Punjab deliver against its goals?

In order to achieve these goals, the government undertook a series of targeted reform strategies that would deliver the most impact in each of the focus areas. Over the years, the Roadmap focused on both "Fixing the basics" and "Increasing quantity and quality". The 'Quality Wheel' below demonstrates the approach to improving teaching and learning that informed roadmap strategies:



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)

A story of outcomes

Efforts in the early years focused on ‘fixing the basics’ and creating accountability and ownership in the system. Targeted actions were taken to build up schools to meet basic infrastructural requirements (e.g. toilets, electricity, clean drinking water and school boundary walls). District Heads were incentivized to conduct routine visits to their schools, and to focus closely on school management. The government paid particular attention to hiring more teachers to counter multigrading, and ensuring that teachers were present in their allocated classrooms.



A school undergoing renovation, and a renovated classroom in Punjab

To increase the participation rate, the government initiated enrolment campaigns to get children into schools. With the support of UNICEF, targeted, visual material was developed for a teacher handbook to help them convince parents to enroll their children. Messages were based on best practices from a pilot activity, and designed to be visual and easy to understand.

Public-Private Partnerships were a hallmark effort of this roadmap. The government introduced vouchers for students from low-income families to attend private schools, in addition to various other efforts to bolster enrolment through PPPs.

Quality of teaching and learning was a core focus early on, and took centre stage after fixing the basics. The government invested heavily in developing teacher lesson plans, new textbooks and teacher guides, and improved teacher trainings. The teacher training wing of the Education Department was revamped to accommodate this focus, and a field force dedicated solely to monitoring pedagogy in the classroom and providing feedback to teachers was deployed.*



Enrolment material designed for teachers

An ‘Action First’ Approach

In 2011, the roadmap team was conscious that a phased approach to building teacher quality was required. In the initial years, their focus thus was on ensuring teachers were in school, and equipping them with the tools to succeed. In what can only be described as an intense logistical feat, the team developed 2,250 lesson plans (150 for each grade from 1 to 5 for each subject) based on the new national curriculum. This was a challenge not simply because of logistical constraints, but because the textbooks aligned with this curriculum had yet to be developed, and teachers were reliant on outdated - or no - textbooks. The government did not want to waste time in waiting for textbooks, and took on the task of designing and distributing these lesson plans to over 60,000 schools and 200,000 teachers. In February 2011, this was the challenge at hand, by August, the “entire task was nearly completed” (Barber, p. 46)

“After all, if we had agreed in early 2011 that new lesson plans should wait for the new textbook, it would have meant not even getting started on teacher quality for two years, perhaps longer. Instead, we got the lesson plans done and then turned to the textbooks.” (Barber, p. 47)

Source: The Good News from Pakistan, Sir Michael Barber, Reform, March 2013

*Focus of the strategies deployed to improve teaching and learning are highlighted in the ‘Quality Wheel’ exhibit on the previous page

A story of outcomes

How did Punjab monitor progress and stay on track?

The government committed itself to investing in and developing a robust data system, regularly leveraged field leadership to drive action, and embedded performance management routines into its core ways of working to ensure that these priorities were never overlooked. In order to achieve these goals, the following aspects of implementation were key:

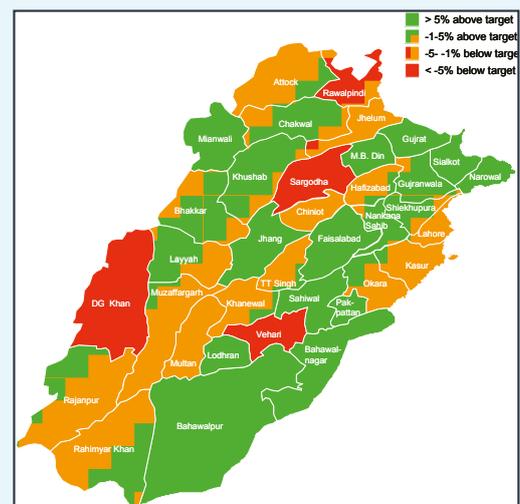
Use of trusted data: Punjab invested heavily in a good data system to support the ambitious reform agenda – the sector recruited hundreds of ex-army officers as Monitoring and Evaluation Assistants (MEAs), provided them with bikes and handheld devices with an app for data collection and a schedule for school visits. MEAs would visit each school at least once a month unannounced, on different dates every month, and supplement that with additional random visits to 50% of the schools. Data from each visit was transmitted directly to the central database. The generation of reliable, granular, regularly collected data enabled the Education Department to monitor performance across schools and drive accountability at various levels: District heads used the data to hold School Managers accountable; the Education Secretary used data to hold District Heads accountable; and the Chief Minister used it to hold the entire Department of Education accountable, and to inform the public about progress.

EXAMPLES OF DATA COLLECTED:

Teacher attendance: teacher registry, physical check of teachers in class and teaching

Teacher quality: teachers are using lesson plans

Learning outcomes: 3 students per class, randomly chosen to answer a few basic literacy & numeracy questions, fit for grade, directly on the device



“We standardised the graphs to make them instantly recognisable from one stocktake to the next. We also had the data district-by-district as well as at province level, so from October 2011 we introduced the “heat maps” which showed the Chief Minister which districts were on track and which weren’t. This gave us new insights and new problems to solve. We often now had a discussion of why a particular district was lagging and what could be done about it. The heat maps also laid bare the relative neglect and greater challenge of delivering in southern Punjab...The Chief Minister loved the heat maps: “I shall sleep with these under my pillow,” he said.” (Barber 62)

Source: The Good News from Pakistan, Sir Michael Barber, Reform, March 2013

A story of outcomes

Effective performance management: The Chief Minister and senior officials participated in regular meetings which were outcomes-led, data-driven reviews of progress. The teams were constantly challenged to show progress against their responsibilities, creating a culture of performance. This was a defining characteristic that brought discipline and sustained rigor to the roadmap activities. Organized performance meetings at district and block level, chaired by District Heads were a way to ensure that accountability and empowerment were hand-in-hand.

In addition to district meetings, high level quarterly stocktakes with the Chief Minister were dedicated to acknowledgements of progress, problem-solving at the highest level in the system, and clear direction for the next few months.

“Once (in May 2012), the stocktake took place in a large tent in a park where the Chief Minister had decamped for several weeks to protest against the federal government’s energy policy which he believed discriminated against Punjab. The point was though that however bizarre the circumstances, the stocktake happened.” (Barber, p. 61)

How did we help?

To achieve these objectives, DA deployed a full-time team that combined world-leading expertise on delivery and public-sector reform implementation to help Punjab improve educational outcomes. Ultimately, however, the strength of execution relied on the Punjab government, and efforts championed by a small, powerful Delivery Unit which was the team responsible for delivering the roadmap. The DU was a mix of government bureaucrats and outside experts and reported directly to the Chief Minister and the Secretary of Education. It brought a clear focus on goals that it rigorously pursued, introduced a culture of problem solving, agility and speed into the government, and regularly managed routines and data analysis. DA supported the roadmap by developing a capacity building plan to address the areas of improvement on an on-going basis through various formal and informal trainings, establishing good practices (e.g. systems, processes and guidelines) in early years, as well as reinforcing delivery behaviors through role modelling throughout the roadmap journey.

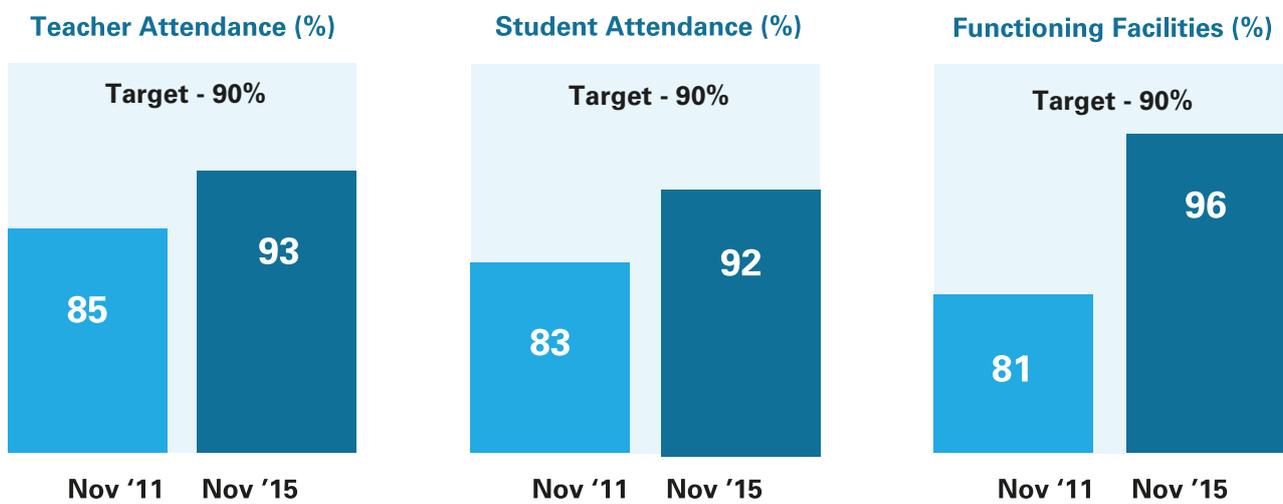
A story of outcomes

The results

Punjab managed to make tremendous progress towards its goals, and efforts by the government continue to build on this impact beyond the lifespan of the roadmap. Key metrics of success show that student enrolment and learning outcomes at the primary level showed real improvement. An intangible, but significant outcome of the roadmap was the culture of delivery it brought to the government, which was then applied in practice by other departments (Health, Water, Solid Waste Management) as a model that worked.

Sample metrics are included below:

Fixing the basics:



Improving quantity and quality:



Enrolment

Participation rate of 5 to 9 year olds (%)



Learning outcomes

Six Monthly Assessment (%)



New South Wales – Bump It Up strategy 2016-2017

The challenge

Literacy and numeracy results had stagnated in NSW from 2010 to 2015. Despite significant investments in education that had reduced the number of students below minimum standards, NAPLAN* data showed that students were not progressing into higher achievement bands.

Creating high expectations for schools and students is important to ensure that all students achieve their potential. A focus on the top two NAPLAN bands in reading and numeracy is an indicator that schools are successfully helping more students to reach their potential. Students with sound literacy and numeracy skills are more likely to complete high school and continue on to tertiary education.

At the end of 2015, the Premier of NSW set **an ambitious target to lift reading and numeracy results by 8% by 2019**. This was **measured by lifting the proportion of students who were in the “top two” NAPLAN bands**, meaning they were above the proficiency standards. This was a shift from previous goals that focused on achieving above the minimum standards.

The approach

To meet the Premier’s Priority, the NSW Department of Education identified three targeted actions:

- 1. Bump it Up:** Targeting schools with highest potential to lift students into the top two bands (see next sections).
- 2. Early Action for Success:** Support for disadvantaged schools to lift students out of the bottom and middle bands.
- 3. HSC Minimum Standard:** To tackle secondary school literacy and numeracy, achieving the Higher School Certificate upon leaving school was linked to meeting minimum literacy and numeracy skills.



*Details of the overall approach are **publicly available***

The ‘Bump It Up’ strategy

For the first time ever, the Department used data to identify schools that were underperforming compared to statistically similar schools (based on remoteness, level of socio-educational advantage and other factors). Traditionally, the Department had focused on the lowest performing schools overall, which meant that middle-performing ‘coasting’ schools had never been targeted and expected to lift their students to achieve their potential.

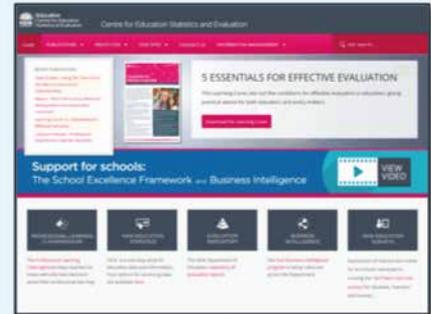
The **strategy focused on strengthening teaching** through structured pedagogy in the classrooms, **leveraged key education stakeholders** to drive implementation and provide feedback, and **routinely used school-level targets and student data** to monitor progress and stay on track.

***Source:** The ‘National Assessment Program – Literacy and Numeracy’ is a national test held in May for students in years three, five, seven and nine to check their progress in reading, writing, spelling, grammar and punctuation, and numeracy. Students are assessed against performance ‘bands’ to demonstrate their skill level (Link: https://www.nap.edu.au/docs/default-source/default-document-library/naplan-assessment-framework.pdf?sfvrsn=67306d5e_2)

New South Wales – Bump It Up strategy 2016-2017

The role of NSW's data systems

NSW focused heavily on strengthening its data systems and analytics capacity. The Centre for Education Statistics and Evaluation (CESE) was created in 2012 as a core part of the Department of Education. CESE's purpose is to create a 'one stop shop' for information needs as a single access point to educational data. It is also responsible for building capacity across the education sector by developing intelligent tools to make complex data easy to use and understand, and providing accessible reports for education stakeholders and citizens to make better use of data.



CESE provides and analyses routine data on literacy, numeracy, parental demographics, attendance, socio-educational advantage and more. Importantly, they also trained teachers to build their data literacy, so they could better diagnose and support students based on their individual needs. Teachers all have access to a Business Intelligence tool called 'SCOUT' which shows student-level, historical data.

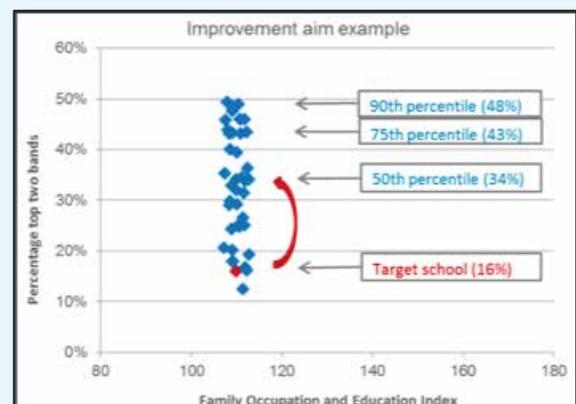
"I'm really impressed when I go into primary schools at how teachers are really teaching to the individual needs of every child. They're using data, they're using evidence, how they're working and operating in teams," – Former Secretary for Education (source)

The use of data was integral to the education reforms in NSW at every stage – from inception, to day-to-day implementation and monitoring, and finally to evaluation of results.

For example, the selection of the original 137 'Bump It Up' schools relied on a two-part methodology. The first element looked at the **school's 'value-add' score**, which measures how well a school improves the performance of its students relative to how they would be expected to perform based on their background alone.

The second element looked at **which schools have a high proportion of students in the middle two NAPLAN bands**. Students just below the top two NAPLAN bands have high potential to move into the top two NAPLAN bands with some additional support. Schools with low value add scores and a high proportion of NAPLAN results in the middle two bands were selected to be part of the *Bump It Up strategy*.

Once 137 primary and secondary schools were selected, the Principal of each school was given an **achievable, locally developed target** based on the performance of schools with a similar level of socio-educational disadvantage*. These targets informed the school improvement plans developed by school leaders and their local Director of Educational Leadership, who was responsible for monitoring the performance of the 20 schools in their network.



New South Wales – Bump It Up strategy 2016-2017

Leveraging key education stakeholders along the delivery chain:

At the school level, principals were asked to lead their school leadership teams to improve the reading and numeracy achievement of students through strategic planning and the identification of targeted initiatives. Each school team developed an explicit improvement plan that focused on targeting assistance to all students at their level of need. Based on these plans, teachers focused on the needs of students in their class achieving in the middle two bands of NAPLAN.

At the local level, Directors of Educational Leadership (DEL) in NSW worked closely with principals of participating schools to ensure that their school plans were appropriately rigorous and contained strategies that could be implemented with consistency. NSW Education doubled the number of DELs, enabling DELs to spend more time coaching and supporting principals.

Delivery Chain

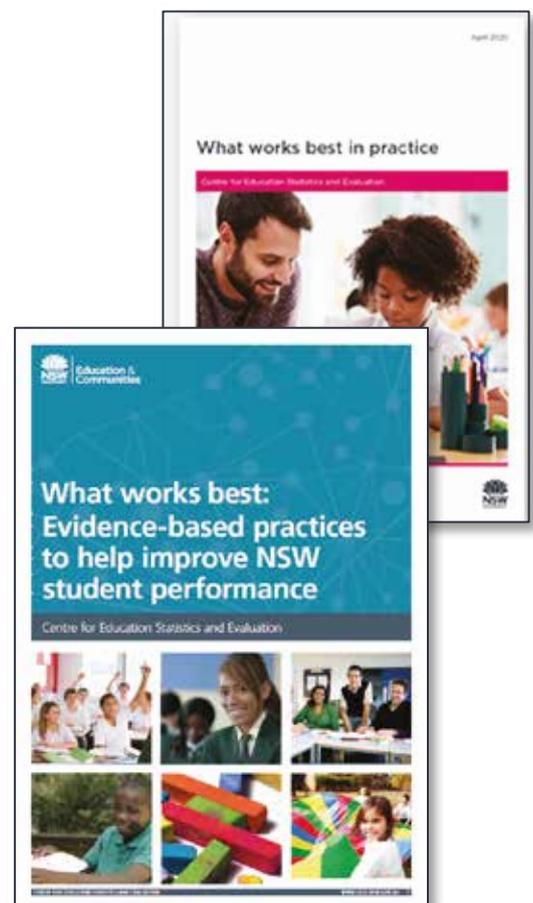


Strengthening structured pedagogy

Investments in professional training to increase teacher data capability was a core focus of the delivery effort. Trainings were conducted to strengthen teacher's judgement against the **literacy and numeracy progressions** (a formative assessment tool) to help teachers monitor student learning outcomes and consequently provide ongoing feedback and tailor teaching. Centre for Education Statistics and Evaluation (CESE) introduced a data system called '**PLAN2**' which allowed teachers to keep track of students' skill development.

CESE also published a '**What Works Best**' guide, which provided evidence-based practices that teachers could use to improve student performance.

NSW relied heavily on teacher innovation and decision-making at the school-level to drive implementation. Teachers were equipped with tools and provided support through guidelines, trainings, and peer-peer mentoring and coaching to strengthen their practices – beyond this, determining which approach they wanted to take in the classrooms, and how they wanted to support their students was left to their discretion.



New South Wales – Bump It Up strategy 2016-2017

Teacher Innovation: The 'Bump it Up' Wall

Teacher innovation and ownership of classroom practices was a strong feature of the delivery effort. To track progress, NSW teachers were required to track their students on PLAN, the DET's online literacy continuum program. They were also encouraged to foster student self-assessment and allow students to track and move learning forward as part of the emphasis on using formative assessments in the classroom. The 'Bump it Up' Wall was one such innovative classroom tool adopted by NSW teachers widely.

Teachers would create a display where students could visually track their learning progress for any subject. The wall would include learning goals and clear levels of progress to reach the goal, with success criteria defined for each. Students could start at different levels, and progress at their own pace towards the goal. Teachers would use this visual aid to tailor their support for different students, who would in turn be motivated to progress to higher levels.



Monitoring and Feedback

A critical factor that contributed to the success of the Bump it Up strategy, and drove implementation was the focus on routine monitoring and feedback collected from the field to iterate and strengthen implementation. Fieldwork and data analysis was conducted by the Department of Education and the Premier's Implementation Unit – a Delivery Unit established with the support of Delivery Associates to monitor and drive progress on the Premier's 12 priorities across sectors - to identify what worked well and what could be improved in the strategy. This led to continuous iterations, and improvements to implementation.

Every three months, the Premier held a Stocktake meeting on the Premier's Priority, along with the Minister for Education, Secretary of Education, Deputy Secretary of School Operations, and the Head of the Premier's Implementation Unit. At this meeting, the Premier was shown data updates and insights from fieldwork visits. This allowed for real-time feedback on the approach and maintained the strong system-level leadership on driving forward work to meet the Premier's Priority. The sustained focus on improving literacy and numeracy was a key part of achieving success across the education system.

New South Wales – Bump It Up strategy 2016-2017

Fieldwork and feedback loops

A strong focus on high quality implementation was a key factor in the success of the Bump it Up Strategy. The Department in partnership with the Premier's Implementation Unit conducted regular fieldwork visits to Bump it Up schools to understand how the Strategy was working on the ground and used these insights to continuously improve.

This was particularly important at the start of the Strategy. When Bump it Up was first announced, some schools were confused about what the Strategy meant and what they were supposed to do to meet expectations. The idea of targets was also stressful to some school leaders. By spending time in schools talking to principals and teachers, the delivery team was able to adapt the communications about the strategy to set clearer expectations and manage confusion. Fieldwork also enabled best practices to be shared between schools, so that the system could learn and scale what worked (for example, the visual 'Bump it Up' walls on the previous slide were an effective tool for explicit instruction in classrooms).

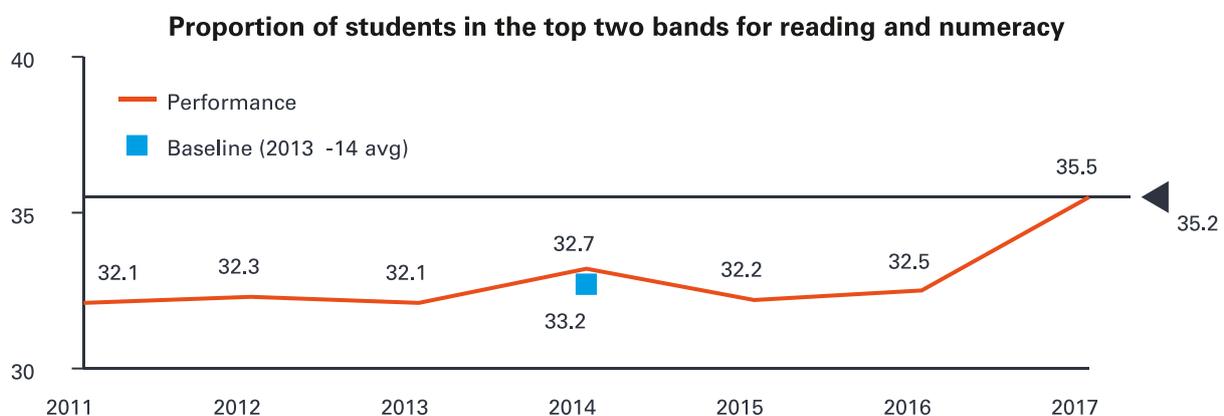
Results

The Bump it Up strategy led to Bump it Up schools improving top two band NAPLAN performance at twice the rate of non - Bump it Up schools. **In combination with Early Action for Success and the HSC Minimum Standard**, this contributed to the overall literacy and numeracy target being achieved two years ahead of schedule in 2017. Due to the success of Bump it Up in increasing accountability and results, the Department has decided to set stretch **improvement aims**, in consultation* with schools, for all 2,200+ schools in NSW. This means that schools are being held to high expectations – so that they in turn can have high expectations for the students of NSW.

Case study: Gorokan Public school

Gorokan PS successfully **lifted performance** after being identified as an Early Action for Success and Bump it Up school. The school used flexible funding to enable teachers to take responsibility for driving their Bump it Up plan. Additionally, all teachers were provided with targeted professional learning that aligned with the school's plan.

In **2017**, the school achieved its best year 3 NAPLAN results in both reading and numeracy in recent years. The top two band results for year 3 students exceeded those for similar schools by around 50 per cent.



*A key learning from the original strategy is that it is important to negotiate targets with school leaders to ensure that local insights are included when setting targets, rather than being centrally imposed. New targets include goals for Aboriginal student HSC attainment, attendance and career pathways, as well as literacy and numeracy.

WORKSHEETS

This section contains the worksheets that have been referenced and explained throughout this guide. They are meant to act as frameworks to guide you on how to approach these exercises, and can be used for group exercises to tackle different problems, or to guide individual thinking about the challenges and decisions that you may face on your journey.

Logic Model

Worksheet

INPUTS

Activities or processes completed

OUTPUTS

How will you know these activities or processes worked?

OUTCOMES

Leading indicators of impact on children



IMPACT

A measure that matters deeply to children and parents

Inputs	Outputs	Outcomes	Impact

Worksheet

WHO: the individual member	WHY: what will they do to help me?	HOW: what will I do to engage them?

Data Systems

Worksheet

Characteristics	Key	Rationale
1 FREQUENCY	<input type="checkbox"/>	[Rationale]
2 GRANULARITY	<input type="checkbox"/>	[Rationale]
3 RELIABILITY	<input type="checkbox"/>	[Rationale]
4 ENGAGEMENT	<input type="checkbox"/>	[Rationale]
5 UTILIZATION	<input type="checkbox"/>	[Rationale]
6 TRANSPARENCY	<input type="checkbox"/>	[Rationale]

Key

RED	Highly problematic – requires urgent and decisive action
AMBER/RED	Problematic – requires attention, some aspects need urgent attention
AMBER/GREEN	Mixed – aspect(s) require substantial attention, some good
GREEN	Good – requires refinement and systematic implementation

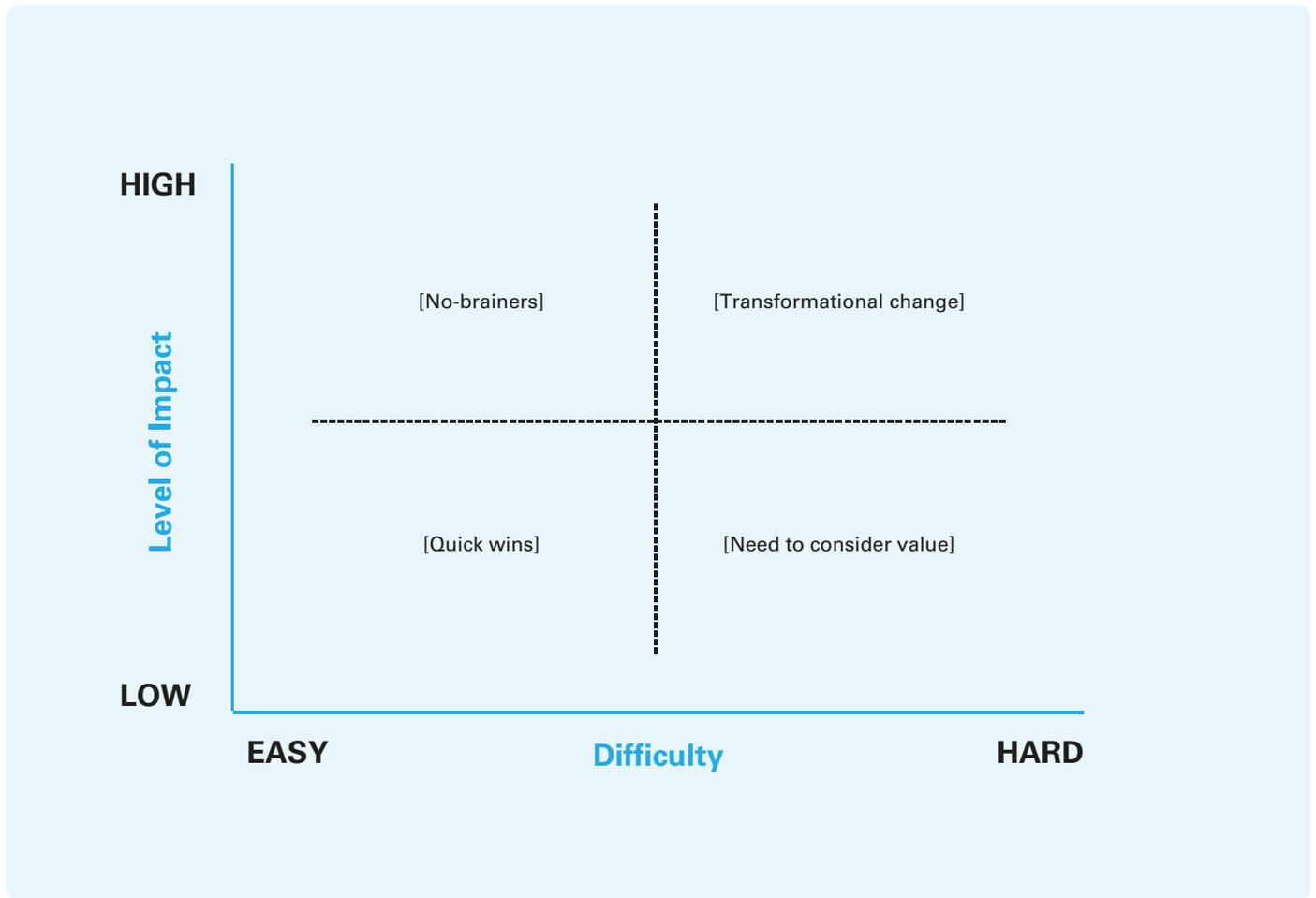
Strategy Profile

Worksheet

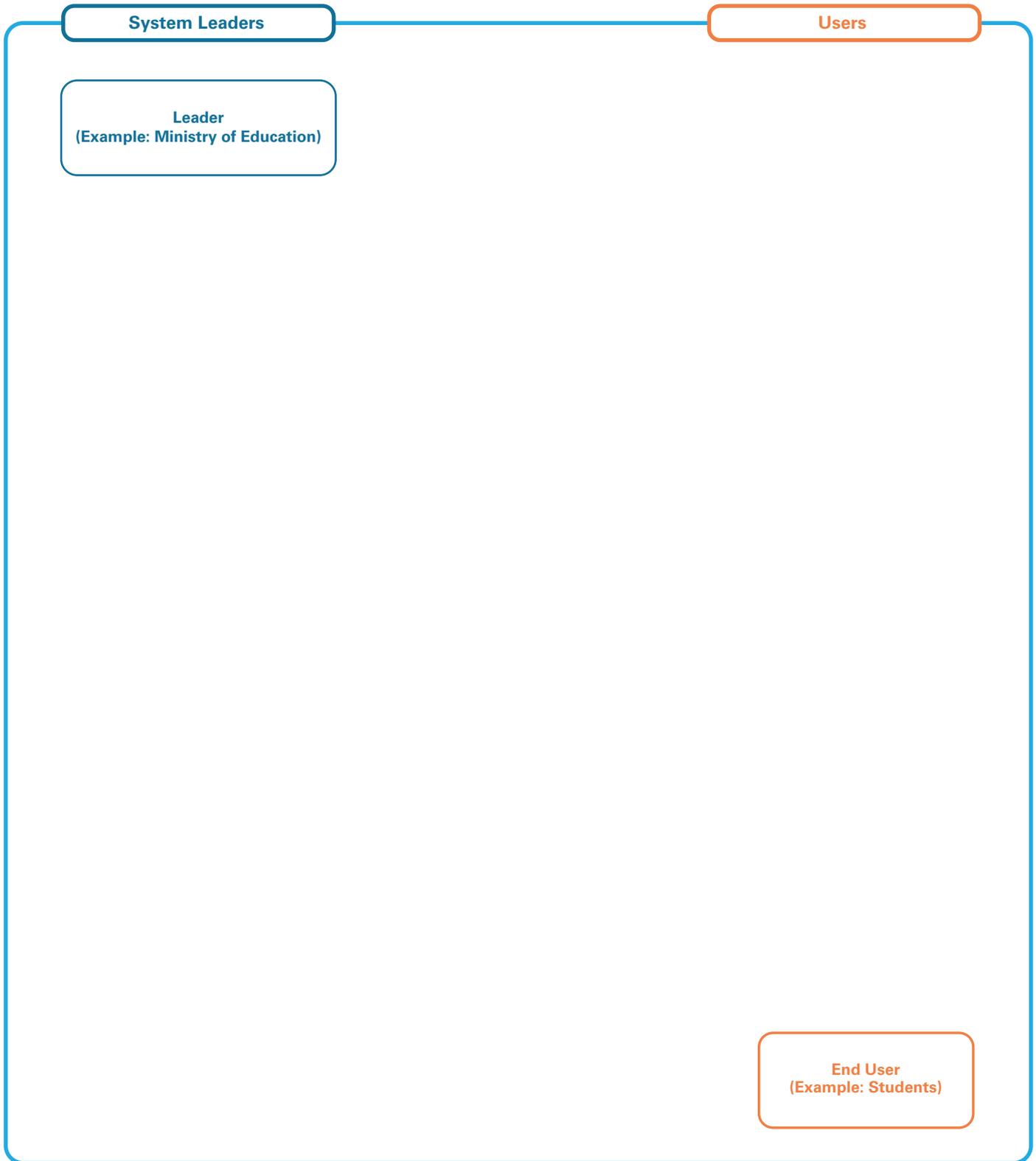
Name of Strategy	Response
<p>Description: Describe the strategy in a sentence or two</p> <p>Goal(s): On which goal (or goals) will the strategy have a significant impact?</p> <p>Rationale: Why do we believe it will have an impact?</p> <p>Scale: At what scale will it be implemented?</p> <p>Resources required: What people, time, money, and technology will be needed to implement it?</p> <p>Definition of success: What would success look like for this specific strategy, and by when?</p> <p>Milestones: What are the most important milestones between now and then?</p> <p>Leadership: Who is the single person responsible for making sure implementation happens?</p> <p>Delivery chain: Who will that person work through to reach the field at scale? What are the risks, and how will we manage them? What feedback loops can we set up to track progress?</p> <p>Impact: What is the estimated impact of this strategy on the goal over time?</p>	

Prioritization

Worksheet



Worksheet



Risk Analysis

Worksheet

ACTIVITY	POTENTIAL RISKS OR WEAKNESSES	POTENTIAL SOLUTION
<p>Individual links: What is the quality of each critical relationship between the actors in the delivery chain? Which are the strongest links? Which are the weakest?</p>		
<p>Capacity: How confident are we that each key actor has the necessary skill and will to play the role we envision? Are we doing enough to build that capacity?</p>		
<p>Complexity: How many actors are involved in the delivery chain? How easy or difficult is it to coordinate those actors to get something done? Is the chain unnecessarily complex?</p>		
<p>Funding flows: What are the major sources of funding and resources? Who controls those flows, and in which direction(s) do they go? How well-aligned are they with the flows of influence envisioned in the delivery chain?</p>		
<p>Choke points: Are there particular actors that you disproportionately depend on to get something done? What is the risk that they will be overburdened, or not up to the task?</p>		
<p>Other: Are there additional risks to consider in the implementation of this strategy?</p>		

Routine Detail

Worksheet

Consider these questions...	Example answer: Education goals
Who is receiving information?	<ul style="list-style-type: none"> ● Minister of Education
Who is being held accountable?	<ul style="list-style-type: none"> ● Lead policy official for Teacher Development
What other stakeholders will be involved?	<ul style="list-style-type: none"> ● Training Managers and Master Trainers
How frequent will the routine be?	<ul style="list-style-type: none"> ● Once every three months
What form will the routine be?	<ul style="list-style-type: none"> ● One-hour review meeting
What subset of data are appropriate to cover, given the frequency and form?	<ul style="list-style-type: none"> ● Data on teacher attendance at scheduled ● Data on teachers who were successfully certified at the culmination of trainings
What deliverables will emerge?	<ul style="list-style-type: none"> ● Clear image of what success will look like for next six months

Effective Routines

Worksheet

Meeting Description	Regularity	Strong Execution	Focus on Performance	Action on Performance

Weak delivery



1. Conversations for monitoring progress occur infrequently, if at all; they are often cancelled or postponed in favour of conversations about whatever seems most pressing right now.
2. Conversations do not focus on performance data, and instead focus on merely sharing what work has been done; if performance data are used, they centre on goal metrics and do not include progress metrics or feedback loops.
3. Conversations are not well-prepared and do not have a clear agenda; as a result, they frequently get off-topic and do not lead to clear conclusions or action.

Strong delivery



1. The system leader has regular conversations with the accountable owners to discuss progress, problem-solve, and identify next steps for implementation; these routines occur on a regular cycle, to ensure that each goal and strategy is consistently reviewed.
2. Routines take into account relevant quantitative and qualitative data on implementation including progress on goal metrics and progress metrics, as well as data collected via feedback loops; data are used to come to a shared view of progress.
3. All parties involved are well-prepared for routines, which results in a productive, focused conversation and the identification of clear actions.

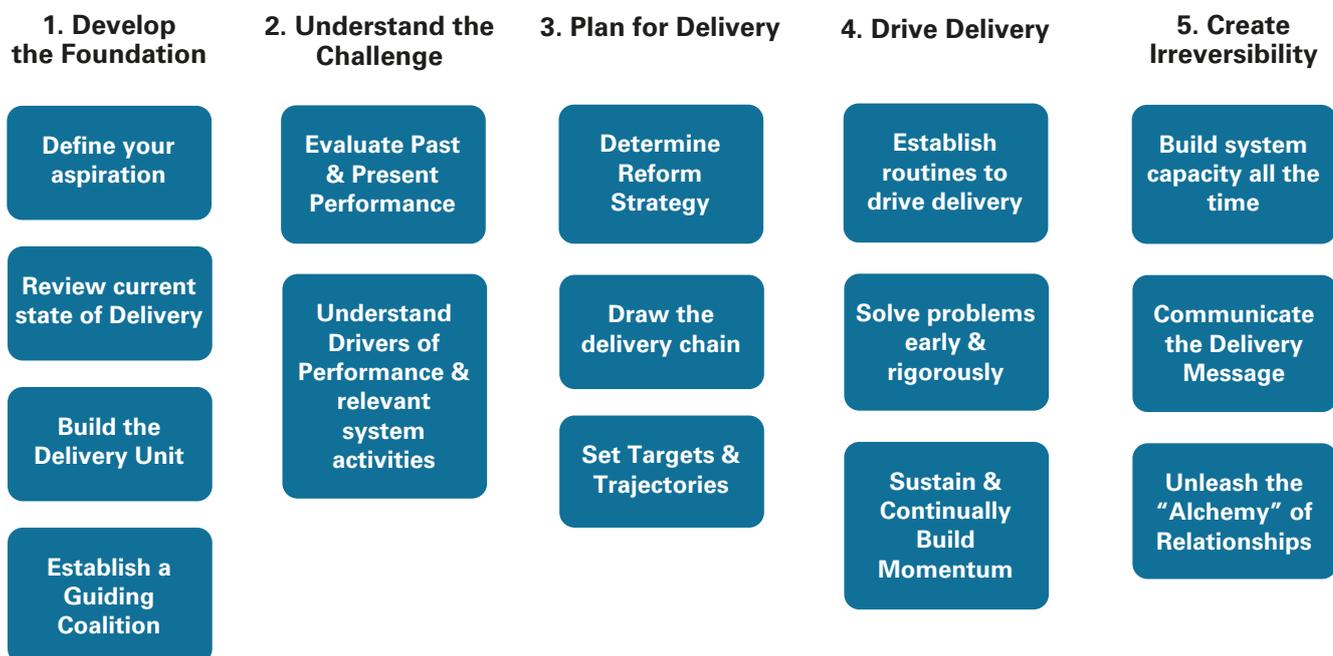
Worksheet

	What questions would you want to answer?	Metrics for answering those questions	Data collection mechanisms
Inputs			
Reaction			
Learning			
Support			
Fidelity of implementation			
Outcomes			

What are the tools that Deliverologists use to help governments make impact on promises?

The Deliverology[®] framework comprises 15 elements as guidelines that have been used extensively to help governments, multilaterals, philanthropies, and public sector practitioners not only assess the challenges they face, but take effective action to address them. It is our answer to the five questions that we ask ourselves throughout our implementation journey. The tools you have engaged with in this playbook align with different elements of this approach. If you would like to learn more about our framework, or access additional tools, you can sign up for our Capacity Builder on the FLN Hub, or contact our team for further support!

The 15 element Deliverology[®] framework





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For more information and support on the contents of this playbook, please contact us.