FLN Academy 2
February 2022

unicef
for every child

J-PAL
ABDUL LATIF JAMEEL POVERTY ACTION LAB

Pratham
Every Child in School & Learning Well

Delivery Associates

With support from

GPE
Transforming Education

WORLD BANK GROUP
While we wait to get started, please introduce yourself in the chat
Welcome! - Let’s get started

• The session is being recorded.

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

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

• Please use the Q&A tab for questions and chat for comments. Send to everyone, not only presenters.
Let’s Chat!

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

Richard Page-Jones

Hafsa Iqbal

Raahema Siddiqui
Delivery Associates works with governments to transform citizens’ lives

**Organizing for Delivery**
Bringing delivery insight to solve governments’ most critical issues

**Driving Delivery**
Embedding support to keep focus and overcome implementation challenges

**Leveraging technology for Delivery**
Applying technology solutions to accelerate and deepen impact at lower cost

**Building Delivery capacity**
Training the next generation of public sector leaders

Lasting meaningful results for citizens
Using the Deliverology® approach, governments across all continents have delivered concrete results for citizens.

- **New South Wales**: 179,000 new jobs in two years
- **Punjab**: 38% increase in medicine dispensation from 2015 to 2017
- **Brunei**: Most improved country on the World Bank’s Doing Business Index three years in a row
- **Western Cape**: 5,328 more technology-enabled classrooms built in schools
- **Peru**: 16% improvement in trust in the police in 6 months

Our Agenda for today

<table>
<thead>
<tr>
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<td>Summary and Closing</td>
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You can access Delivery resources on the FLN Hub

**Implementation Playbook**

**Capacity Builder**

Use the “Register your interest” button on the FLN Hub Capacity Builder page for access to the tool
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“Education is the most powerful weapon which you can use to change the world”

- Nelson Mandela
What does it take to implement successful FLN education reform?
Governments often underestimate the importance of implementation

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

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

90 : 10 10 : 90

Fails Succeeds
Deliverology® is a systematic process to reform services so that we improve citizens' lives

It helps deliver lasting and meaningful results for citizens
To support effective delivery, it is important to create strong foundations and execute with precision

**Strong Foundations**

- ‘Good enough’ plans
- Governance and accountability
- Supporting tools and guidance
- Building commitment and focus

**High quality execution**

- Use data to get a practical focus
- ‘Go to the ground’ and learn fast
- Set routines and solve problems
- Convene and communicate
Effective delivery is underpinned by a culture of ambition, focus, and urgency

**Ambition**
- Believe in step change
- Get it done as well as possible

**Focus**
- Clear sustained priorities
- Avoiding distractions

**Clarity**
- Confront the facts
- Know what’s happening on the ground now

**Urgency**
- Avoid complacency
- Continually build momentum

**Irreversibility**
- Structure, culture, results
- Avoid celebrating success too soon
The Deliverology® framework articulates 15 elements critical for delivering results

1. Develop a foundation for delivery
   A. Define your aspiration
   B. Review the current state of delivery
   C. Build the Delivery Unit
   D. Establish a guiding coalition

2. Understand the delivery challenge
   A. Evaluate past and present performance
   B. Understand drivers of performance and relevant activities

3. Plan for delivery
   A. Determine your reform strategy
   B. Draw the Delivery Chain
   C. Set targets and establish trajectories

4. Drive delivery
   A. Establish routines to drive and monitor performance
   B. Solve problems early and rigorously
   C. Sustain and continually build momentum

5. Create an irreversible culture of delivery
   A. Build system capacity all the time
   B. Communicate the delivery message
   C. Unleash the “alchemy of relationships”
Let’s chat!

Do you have any questions or thoughts?

Share questions in the Zoom Q&A, and your thoughts in the Chatbox!
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</table>
“A goal without a plan is just a wish.”

Antoine de Saint Exupéry
Go to menti.com and use the code 8164 2327

What makes a plan “good”? 
We often encounter 4 types of plans

1. Looks good on the shelf ...
   - Great on paper - covers the ground
   - But little relation to reality
   - Keeping people happy

2. It’s all very difficult ...
   - Superficial treatment “we’re already doing it”
   - Describes the problems “…impossible…”
   - Few actions leading to outcomes

3. Essays decorated with the odd number ...
   - (sometimes beautiful) prose
   - Short on data
   - Brings together existing actions

4. It’s a good start ...
   - Detailed actions to make a difference
   - Living plan – to be used and changed
   - Data and trajectories
   - Who will do what
How do Delivery Plans help us?

Plans are your answer to the question: **How are you going to achieve your goal**

A good plan ensures that all efforts are focused on achieving the goal and creates agreement about what work must be done and who is responsible.
There are three elements to a delivery plan that make it different

1. Prioritized reform strategy
   - Do we have the right set of activities to reach our goals?

2. Delivery chains
   - Have we accounted for and addressed potential risks along our chain?

3. Targets and trajectories
   - When can we expect significant impact from our identified strategies?
Delivery plans are flexible to allow for learning and iteration throughout – they only need to be “good enough” to get started.
Delivery Plans are inherently different from other plans

**Delivery Plans...**

- Focus on the **immediate top priorities**
- Guide action to **address the biggest problems**
- **Accelerate implementation**
- Include **innovative and new approaches wherever possible**

**They are not...**

- **A long-term strategy for fixing the whole system**
- **Just another report to decorate the offices**
- **Based on extensive situation analysis or never-ending consultations**
- **About business as usual, and just the standard solutions**
## A good delivery plan helps you answer 8 questions

<table>
<thead>
<tr>
<th>A good delivery plan will...</th>
<th>...By answering the following questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate our aspiration</td>
<td>What do we want to achieve?</td>
</tr>
<tr>
<td>Identify the relevant activities</td>
<td>What will we start, stop, or improve? When? Who is responsible?</td>
</tr>
<tr>
<td>Assign leadership and governance</td>
<td>Who is in charge? How will performance be managed?</td>
</tr>
<tr>
<td>Analyse the relevant delivery chain(s)</td>
<td>How – and through whom – are we changing behaviour? What are its strengths and weaknesses? How, where necessary, will it be strengthened?</td>
</tr>
<tr>
<td>Set a trajectory for implementation</td>
<td>What impact can we expect over time? When? Incorporate benchmarking to enable comparisons of progress</td>
</tr>
<tr>
<td>Prepare to manage and communicate</td>
<td>Who are our most important stakeholders? How are we engaging them?</td>
</tr>
<tr>
<td>Describe the resources and support required</td>
<td>What do we need for each activity to succeed?</td>
</tr>
<tr>
<td>Anticipate and prepare for risks</td>
<td>What are the top risks? How are we managing them?</td>
</tr>
</tbody>
</table>
As such, our approach to planning must be different

<table>
<thead>
<tr>
<th>Foolproof planning – perfect before you start</th>
<th>Good enough planning – start and refine</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Perfectionist approach</td>
<td>▪ Pragmatic approach</td>
</tr>
<tr>
<td>▪ Developed based on theory, past experience, and intuition</td>
<td>▪ Developed based on practice and feedback loops</td>
</tr>
<tr>
<td>▪ Designed with limited testing of the practicalities</td>
<td>▪ Quickly reveals unintended or unforeseen consequences</td>
</tr>
<tr>
<td>▪ Focus on seeking perfection at the outset</td>
<td>▪ Focus on accepting and learning from success and failure</td>
</tr>
<tr>
<td>▪ Takes longer to start and learn about impact</td>
<td>▪ Faster start and quick to learn about impact</td>
</tr>
<tr>
<td>▪ Steady process of development and editing</td>
<td>▪ Continuous iteration and refinement based on practice</td>
</tr>
</tbody>
</table>
The format of a delivery plan is not important...

Example delivery plans
...but it must be clear on actions, timelines, and accountability

Example plan template

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible</th>
<th>Timeline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Action 1</td>
<td>Owner A</td>
<td>31 Mar 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Action 2</td>
<td>Owner A</td>
<td>28 Feb 2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Action 3</td>
<td>Owner B</td>
<td>15 Jan 2020</td>
</tr>
<tr>
<td>4</td>
<td>Action 4</td>
<td>Owner C</td>
<td>Continuous</td>
</tr>
<tr>
<td>5</td>
<td>Action 5</td>
<td>Owner C</td>
<td>15 Feb 2020</td>
</tr>
</tbody>
</table>

- Clearly identify the immediate actions and activities required to drive delivery
- Identify a clear person to be accountable for the completion of each action
- Each action should be accompanied by a clear timeline for completion

You can also embed traffic light ratings and comments in the plan to document the latest progress.
Go to menti.com and use the code 8911 2218

Rank the following elements of plans according from **most often included** to **least often included**, in plans you have encountered in your work.

a. Goals and Targets  
b. Activities to be undertaken  
c. Timelines for activities  
d. Leadership Roles  
e. Roles for the Delivery Chain  
f. Risks and mitigation strategies  
g. Strategies for communication
Share questions in the Zoom Q&A

Questions
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Go to menti.com and use the code 8070 7217

What are some strengths and weaknesses in how you use data?
Why do we need data?

- Define our vision
- Understand performance
- Identify and solve problems
- Showcase success in an effective way
- Track progress
- Establish accountability
- Reporting to stakeholders
Effective data systems typically play four main roles

**Focusing activities**
- Quick movement towards reaching targets
- Highest value for time and money for your efforts

**Improving management**
- Support high performers and identify weaknesses in system
- Share best practices

**Enabling dynamic planning**
- Constant iteration of your plans and targets
- Reviewing the system regularly

**Driving citizen engagement**
- Get political support for reforms by making data publicly available
- Demonstrate progress on outcomes to citizens
To play these roles, the data system must be circular and fast

1. Identify what you are tracking
2. Collect data
3. Analyse data
4. Data-driven action

Regularly gather the right data – and only that data

Identify trends and outliers – and understand why

Use insights from the data to improve implementation

Engage senior leaders in routines with clear, high quality visuals

Report and explain the data
Let’s look at an example from Punjab, Pakistan to see this in practice
Punjab, Pakistan established a robust data system to monitor schools across the province.

1. Monitoring Agents collect data from schools on selected metrics, across the Punjab province.

2. The data is analyzed by the Education Department to identify trends and outliers, effect of interventions, drivers of good and poor performance.

3. Data on progress against targets is reported to the Chief Minister in Quarterly Stocktake Meetings.

4. Chief Minister takes decisions based on insights from data, which are put into action by the Education Department.

Data is used for performance management of district education departments in Monthly Review Meetings.

District education departments support schools to improve performance.
Reporting data using simple visualizations helped it be accessible and useful for decision making

### Performance Scorecards

#### School Scorecard

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Target</th>
<th>Baseline Jan-19 (%)</th>
<th>Apr-19 (%)</th>
<th>May-19 (%)</th>
<th>Change from Apr-19 (pp)</th>
<th>Change from Baseline (pp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance (all grades)</td>
<td>91%*</td>
<td>93</td>
<td>92.9</td>
<td>91.59</td>
<td>-1.31</td>
<td>-1.41</td>
</tr>
<tr>
<td>Student retention (all grades)</td>
<td>97%</td>
<td>96</td>
<td>-</td>
<td>99.30</td>
<td>-</td>
<td>3.30</td>
</tr>
<tr>
<td>Teacher presence</td>
<td>90%</td>
<td>96</td>
<td>95.2</td>
<td>96.04</td>
<td>0.84</td>
<td>-0.80</td>
</tr>
<tr>
<td>HT presence</td>
<td>90%</td>
<td>96</td>
<td>95.8</td>
<td>96.26</td>
<td>0.80</td>
<td>9.66</td>
</tr>
<tr>
<td>Boundary wall</td>
<td>98%</td>
<td>98</td>
<td>97.4</td>
<td>97.66</td>
<td>-0.10</td>
<td>-0.30</td>
</tr>
<tr>
<td>Sufficiency of toilets</td>
<td>78%*</td>
<td>78.7</td>
<td>86.3</td>
<td>85.50</td>
<td>-0.80</td>
<td>6.80</td>
</tr>
<tr>
<td>Drinking water</td>
<td>95</td>
<td>97</td>
<td>98.9</td>
<td>99.49</td>
<td>0.59</td>
<td>2.49</td>
</tr>
<tr>
<td>Availability of furniture</td>
<td>70</td>
<td>58</td>
<td>79.7</td>
<td>81.65</td>
<td>1.95</td>
<td>23.65</td>
</tr>
<tr>
<td>Hygiene</td>
<td>80</td>
<td>87.10</td>
<td>87.46</td>
<td>86.35</td>
<td>-1.11</td>
<td>-0.75</td>
</tr>
<tr>
<td>LND (combined for G-3)</td>
<td>82</td>
<td>90.1</td>
<td>90.1</td>
<td>82.3</td>
<td>1.60</td>
<td>-7.80</td>
</tr>
<tr>
<td>Complaint resolution</td>
<td>90</td>
<td>97</td>
<td>99</td>
<td>96</td>
<td>-3.00</td>
<td>-1.00</td>
</tr>
<tr>
<td>AEO Classroom observations</td>
<td>80</td>
<td>95</td>
<td>95.7</td>
<td>94.80</td>
<td>-0.90</td>
<td>-0.20</td>
</tr>
<tr>
<td>NSB disbursement</td>
<td>90</td>
<td>20.3</td>
<td>19.5</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NSB utilization</td>
<td>90</td>
<td>58.9</td>
<td>88.0</td>
<td>89.60</td>
<td>1.80</td>
<td>30.90</td>
</tr>
<tr>
<td>Data health</td>
<td>90</td>
<td>76</td>
<td>70.5</td>
<td>69.09</td>
<td>18.59</td>
<td>13.09</td>
</tr>
</tbody>
</table>

*Target value is average of different targets across districts  
*SOURCE: PMU*
Example: Punjab, Pakistan

Reporting data using simple visualizations helped it be accessible and useful for decision making

**Heatmaps**

![LND assessment results](image)

**LND assessment results**

- **LND Results, April 2017**
  - % of correct answers
  - Overall: 78.3%

- **LND Results, February 2018**
  - % of correct answers
  - Overall: 90.0%
Reporting data using simple visualizations helped it be accessible and useful for decision making.

**Example: Punjab, Pakistan**

Graphs

**LND Scores**

<table>
<thead>
<tr>
<th>Breakdown of LND scores, %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
</tr>
<tr>
<td>Apr-19: 79</td>
</tr>
<tr>
<td>May-19: 78</td>
</tr>
</tbody>
</table>

Target: 82%
As well as establishing regular meetings to review and share data

<table>
<thead>
<tr>
<th>Monthly District Review meeting</th>
<th>Participants</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>District Education Departments</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Monthly Data Review Meeting</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District Education Departments</td>
</tr>
<tr>
<td></td>
<td>Punjab Education Department</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quarterly Stocktake Meeting</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Punjab Education Department</td>
</tr>
<tr>
<td></td>
<td>Chief Minister Office</td>
</tr>
</tbody>
</table>
What makes a data system effective?

Six characteristics critical for an effective data system

1. Fast
   - We get the data we want regularly (‘real-time’)
   - We take decisions quickly based on data

2. Detailed
   - We track performance at a detailed level

3. Accurate
   - We are confident the data tells us what is really happening on the ground

4. Clear
   - We understand what the data shows and what it means for citizens

5. Useful
   - We can use the data to improve performance

6. Transparent
   - Frontline workers have access to the data and can use it to improve their performance
Six characteristics critical for an effective data system

Example: Punjab, Pakistan

1. Fast
   - Collected monthly.
   - Available immediately.
   - Entered directly into central database

2. Detailed
   - School level data is collected
   - A number of checks used including validation by external parties twice a year

3. Accurate
   - Data is understood all the way from Chief Minister to school principals

4. Clear
   - Data is used by district officials and by school principals to review performance and identify improvement areas

5. Useful
   - Data is published and is accessible to all education officials

6. Transparent

---

"I will sleep with these maps under my pillow every night!"

- Punjab Chief Minister
Go to menti.com and use the code 9282 2821

Rank the following uses of data in order of importance for your work

a. To track performance
b. To test hypotheses
c. To identify trends
d. To identify problems
e. To share with stakeholders
f. To establish accountability for delivery actors
g. To anchor discussions in meetings
Share questions in the Zoom Q&A

Questions
Our Agenda for today

10 min  Welcome and Opening Remarks

15 min  What is Deliverology®?

25 min  Planning for Delivery

30 min  Data Systems for Delivery

10 min  Summary and Closing
Share your responses in the Zoom Chatbox

What is your key takeaway from today’s session?
You can access Delivery resources on the FLN Hub
You can access Delivery resources on the FLN Hub

The Capacity Builder assesses the strength of your programme across the Deliverology® framework

Use the “Register your interest” button on the FLN Hub Capacity Builder page for access to the tool
Thank you!
Back up
# Delivery Plan Rubric with Descriptors

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Key Questions</th>
<th>Weak Plan (Red)</th>
<th>Strong Plan (Green)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulate our aspiration</strong></td>
<td>What do we want to achieve? How will things be different? Is there a sense of urgency? Does it convey our purpose as a ministry/unit and connect that to our overall mission?</td>
<td>* Aspiration is unclear or ambiguous, not connected to broader purpose</td>
<td>* Aspiration is ambitious and easy-to-grasp, with clear moral imperative, and links to overall system commitments and goals</td>
</tr>
<tr>
<td><strong>Choose our target</strong></td>
<td>What is our specific goal? What metrics will tell us if we are successful? How meaningful is the goal? How measurable is it? How movable is it?</td>
<td>* Desired outcomes aren’t specified</td>
<td>* Specific, measurable outcomes with a time-bound target</td>
</tr>
<tr>
<td><strong>Specify the guiding coalition</strong></td>
<td>Who are <del>7</del>10 leaders we need to drive our aspiration? Are they respected leaders (formal authority, credibility and/or area expertise)? Are they sympathetic/persuadable?</td>
<td>* No guiding coalition is identified</td>
<td>* Guiding coalition members share aspiration and trust each other</td>
</tr>
<tr>
<td><strong>Identify the relevant activities</strong></td>
<td>What will we start, stop, or improve? How and why do we believe the activities will work? How do they fit together and sequence? What are each activity’s main milestones?</td>
<td>* No activities are defined or activities are vaguely defined</td>
<td>* Clear set of activities are defined (including main milestones), based on local and global best practices</td>
</tr>
<tr>
<td><strong>Assign leadership and accountability</strong></td>
<td>Who is responsible for delivering on the plan? Who owns delivery of each activity and individual activities? What is the delivery unit’s role (if any)?</td>
<td>* No owner or multiple owners identified for overall plan and each activity</td>
<td>* Overall plan has a single owner responsible for ensuring that the plan is always on track</td>
</tr>
<tr>
<td><strong>Set a trajectory for implementation</strong></td>
<td>For each activity, what impact can we expect in 6 months? In 12 months? Why do we believe that this is achievable?</td>
<td>* No intermediate milestones defined</td>
<td>* Each activity has a single accountable owner</td>
</tr>
<tr>
<td><strong>Describe the resources and support required</strong></td>
<td>What do we need for each activity to succeed - personnel, technology, finance, etc? If not currently in place, how will we get them?</td>
<td>* Resources are not mentioned or are vague/unrealistic</td>
<td>* Role of delivery team is well defined (if applicable)</td>
</tr>
<tr>
<td><strong>Analyse the relevant delivery chain(s)</strong></td>
<td>How – and through whom – are we changing behaviour at scale? Who are the main actors? What are the relationships between them?</td>
<td>* Plan paints inaccurate/incomplete picture of realities on the ground</td>
<td>* Benchmarks validate trajectory as ambitious and realistic</td>
</tr>
<tr>
<td><strong>Detail performance management routines</strong></td>
<td>What indicators will we monitor to know each activity is on-track? How? How will we collect and analyze data? How often will we review and react to new data on performance?</td>
<td>* No indicators identified other than the main measure of success</td>
<td>* Intermediate milestones identified, based on a series of evidence-based estimates of each activity’s impact</td>
</tr>
<tr>
<td><strong>Anticipate and prepare for risks</strong></td>
<td>What are the top risks and constraints to our aspiration? How are we managing them?</td>
<td>* Data systems and monitoring routines are irregular/absent</td>
<td>* Benchmarks validate trajectory as ambitious and realistic</td>
</tr>
<tr>
<td><strong>Prepare to manage and communicate</strong></td>
<td>Who are our most important partners? How will their views change over time? How will we engage them, understand their views, and motivate them?</td>
<td>* No risks identified, or risk assessment is unrealistic</td>
<td>* Plan includes clear view of main risks and constraints along delivery chain – weak relationships, chokepoints, scale issues</td>
</tr>
</tbody>
</table>

### Rating scale:

- **Red** - Weak Plan
- **Amber/Red** - Weak Plan
- **Green** - Strong Plan

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## Delivery Plan Worksheet

### Articulate our aspiration
- What do we want to achieve? How will things be different? Is there a sense of urgency? Does it convey our purpose as a ministry/unit and connect that to our overall mission?

### Choose our target
- What is our specific goal? What metrics will tell us if we are successful? How meaningful is the goal? How measurable is it? How moveable is it?

### Specify the guiding coalition
- Who are ~7-10 leaders we need to drive our aspiration? Are they respected leaders (formal authority, credibility and/or area expertise)? Are they sympathetic / persuadable?

### Identify the relevant activities
- What will we start, stop, or improve? How and why do we believe the activities will work? How do they fit together and sequence? What are each activity’s main milestones?

### Assign leadership and accountability
- Who is responsible for delivering on the plan? Who owns delivery of each activity and individual activities? What is the delivery unit’s role (if any)?

### Set a trajectory for implementation
- For each activity, what impact can we expect in 6 months? In 12 months? Why do we believe that this is achievable?

### Describe the resources and support required
- What do we need for each activity to succeed - personnel, technology, finance, etc.? If not currently in place, how will we get them?

### Analyse the relevant delivery chain(s)
- How – and through whom – are we changing behaviour at scale? Who are the main actors? What are the relationships between them?

### Detail performance management routines
- What indicators will we monitor to know each activity is on-track? How? How will we collect and analyze data? How often will we review and react to new data on performance?

### Anticipate and prepare for risks
- What are the top risks and constraints to our aspiration? How are we managing them?

### Prepare to manage and communicate
- Who are our most important partners? How will their views change over time? How will we engage them, understand their views, and motivate them?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Key Questions</th>
<th>Rating</th>
<th>Comments/explanation</th>
</tr>
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Rating scale:
- **Red** (R)
- **Amber/Red** (AR)
- **Amber/Green** (AG)
- **Green** (G)
A good delivery plan helps you answer 11 questions

<table>
<thead>
<tr>
<th>What a good delivery plan does...</th>
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</tr>
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<td>How – and through whom – will we change behaviour at scale? Who are the main actors? What are the relationships between them?</td>
</tr>
<tr>
<td>Detail performance management routines</td>
<td>Which indicators will we monitor to know each activity is on-track? How? How will we collect and analyze data? How often will we review and react to new performance data?</td>
</tr>
<tr>
<td>Anticipate and prepare for risks</td>
<td>What are the top risks and constraints that may take the work off track? How will we manage them?</td>
</tr>
<tr>
<td>Prepare to manage and communicate</td>
<td>Who are the most important stakeholders? How will their views change over time? How will we engage them, understand their views, and motivate them?</td>
</tr>
</tbody>
</table>
Data management is an iterative cycle that helps drive delivery

- Data collection
- Data verification
- Visualization
- Analytics
- Decision-making
- Field deployment
A good data system is **circular** and **fast** – data flows in to help you take decisions and then flows back out again as targeted actions.

Regularly gather useful, outcomes-orientated data

1. **Identify metrics and targets**
2. **Collect data**
3. **Analyse data**
4. **Data-driven action**
5. **Report and explain the data**
6. **Engage senior leaders with precise, clear, high quality visuals**

Use insights from the data to agree and launch highly specific, targeted actions.

Analyse the data and identify trends and outliers.
IDCU data supports different components of the delivery process

**Performance Management Routines**
- Performance rankings
- Performance Reports
- Accountability of delivery chain actors

**Insights and Analyses**
- Drivers of performance
- Success of interventions
- How do we account for facility level and district level differences

**Reporting to Stakeholders**
- Dashboards
- Department/stakeholder Reviews
- Stocktake meetings
Let’s see how a circular and fast data system was used in Punjab, Pakistan

1. Collect data
2. Analyse data
3. Report and explain the data
4. Data-driven action

Monitoring Agents collect data from schools on selected metrics, across the Punjab province.
Let's see how a circular and fast data system was used in Punjab, Pakistan

1. Collect data

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The data is analyzed by the Education Department to identify trends and outliers, effect of interventions, drivers of good and poor performance.

3. Report and explain the data

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**School Scorecard**

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Target</th>
<th>Baseline</th>
<th>Apr-19</th>
<th>May-19</th>
<th>Change from Apr-19</th>
<th>Change from Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard attendance (all grades)</td>
<td>99%</td>
<td>98.8</td>
<td>97.8</td>
<td>97.8</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Student retention (all grades)</td>
<td>97%</td>
<td></td>
<td>96.5</td>
<td>96.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Teacher presence</td>
<td>50%</td>
<td>50.5</td>
<td>50.5</td>
<td>50.5</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>HP presence</td>
<td>100%</td>
<td>100.5</td>
<td>100</td>
<td>100</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Boundary wall</td>
<td>99%</td>
<td>99.5</td>
<td>99.5</td>
<td>99.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Sufficiency of toilets</td>
<td>38%</td>
<td>38.5</td>
<td>38.5</td>
<td>38.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Shaking water</td>
<td>95</td>
<td>94.5</td>
<td>94.5</td>
<td>94.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Availability of Sanitation</td>
<td>79</td>
<td>78.5</td>
<td>78.5</td>
<td>78.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Hygiene</td>
<td>82</td>
<td>81.5</td>
<td>81.5</td>
<td>81.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>LND (combined for 6-3)</td>
<td>82</td>
<td>80.5</td>
<td>80.5</td>
<td>80.5</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Complicated resolution</td>
<td>82</td>
<td>80.5</td>
<td>80.5</td>
<td>80.5</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>AOD Classroom observations</td>
<td>82</td>
<td>80.5</td>
<td>80.5</td>
<td>80.5</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>WB enrollment</td>
<td>93</td>
<td>93.5</td>
<td>93.5</td>
<td>93.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>NSS utilization</td>
<td>93</td>
<td>93.5</td>
<td>93.5</td>
<td>93.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Debit health</td>
<td>93</td>
<td>93.5</td>
<td>93.5</td>
<td>93.5</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

*Target value is a range of different supplies across districts.

**LND assessment results**

- **LND Results, April 2017**: Overall: 78.3%
- **LND Results, February 2018**: Overall: 90.8%
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**4. Data-driven action**
The data is used for performance management at different levels of delivery, to focus efforts, and to course-correct where needed.