FLN Academy 2
February 2022

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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
Planning – Delivery Plans
Feb 10, 2022
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.

- Please keep your microphone muted if you are not speaking.

- To share a comment or question, use the “Raise hand” option in Zoom to get the presenters attention

- Please use the chat for comments and questions throughout.

- Please rename yourself in Zoom to include your organization/country, e.g.: Name (organization, country)
Our presenters

Faith Ndizimandze

Raahema Siddiqui
In today’s session we are joined by colleagues from Pakistan, Sudan, South Sudan, and Uganda.
Introductions
What do you want to achieve from today’s session?
Our Agenda for today

10 min  Welcome and Opening Remarks

10 min  Recap: Delivery Plans

25 min  Exercise: Evaluating a Delivery Plan

15 min  Delivery Chains

20 min  Exercise: Testing a Delivery Chain

10 min  Summary and Closing
10 min  Welcome and Opening Remarks

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10 min  Summary and Closing
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?
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>
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<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>
Let’s see an example of the Delivery Planning process
Our first step is to prioritize from the possible strategies that we can use to achieve our goal.

**Example: Prioritizing strategies**

**Goal:** Increase % of students scoring ‘proficient’ on standardized assessments

**Target:** 70% of students score proficient by May 2023

Possible Strategies

- Introduce CAL in schools
- Introduce formative assessments
- Remedial education
- Higher salaries for teachers
- Free transport for students
- Build new schools

**Priortized Strategies**

- Introduce CAL in schools
- Introduce formative assessments
- Remedial education
We can then begin planning our Strategy using a Strategy Profile

<table>
<thead>
<tr>
<th>Description</th>
<th>Introduce formative assessments in public schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>This strategy is intended to help the goal of increasing student scores in end of year assessments</td>
</tr>
<tr>
<td>Rationale</td>
<td><em>Formative assessments will help teachers to better support their students</em></td>
</tr>
<tr>
<td>Scale</td>
<td><em>We will aim to launch formative assessments in 100 schools as a start</em></td>
</tr>
<tr>
<td>Definition of success</td>
<td><em>100 schools have successfully introduced formative assessments by Dec 2022</em></td>
</tr>
<tr>
<td>Milestones</td>
<td>New assessment framework developed and piloted, findings from pilot incorporated</td>
</tr>
<tr>
<td>Leadership</td>
<td>Secretary Education Department</td>
</tr>
<tr>
<td>Resources required</td>
<td>Require support of Technical Assistance (TA) team</td>
</tr>
</tbody>
</table>
We can create an Action Plan for all the activities to be completed for each Strategy

Example: Plan template for “Introducing formative assessments in public schools”

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible</th>
<th>Timeline</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate new draft assessment framework and submit it to Education Dept.</td>
<td>TA team</td>
<td>31 Jan 2022</td>
<td>Complete</td>
</tr>
<tr>
<td>Share feedback with TA team</td>
<td>HoD Assessment Wing</td>
<td>10 Feb 2022</td>
<td>Complete</td>
</tr>
<tr>
<td>Formulate second draft of assessment framework and submit to Education Dept</td>
<td>TA team</td>
<td>15 Mar 2022</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Approve final Assessment Framework</td>
<td>HoD Assessment Wing</td>
<td>25 Mar 2022</td>
<td>To be started</td>
</tr>
<tr>
<td>Pilot new framework in select schools</td>
<td>HoD Assessment Wing</td>
<td>15 Apr 2022</td>
<td>To be started</td>
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Questions
Our Agenda for today

10 min  Welcome and Opening Remarks

10 min  Recap: Delivery Plans

25 min  Exercise: Evaluating a Delivery Plan

15 min  Delivery Chains

20 min  Exercise: Testing a Delivery Chain

10 min  Summary and Closing
Exercise

Time: 25 min

Work in groups:

• Consider the Delivery Plan shared with your group
• How would you rate this Plan across the four selected elements of the Delivery Plan Rubric?
• How can we strengthen the plan?
### Worksheet

<table>
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<th>Key Questions</th>
<th>Rating</th>
<th>Rationale</th>
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<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>
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# Delivery Plan Rubric

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What is a Delivery Chain?

A delivery chain is **the set of actors and relationships through which a given strategy is implemented**

A delivery chain answers two major questions:
*Who is involved in making sure a plan becomes a reality?*
*And how will they work together to make it happen?*
A delivery chain maps out how — and through whom — a strategy actually happens

**Example: Delivery Chain for development and distribution of teacher guides**

<table>
<thead>
<tr>
<th>Province</th>
<th>District</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Minister</td>
<td>Education Department</td>
<td>District Field Coordinator</td>
</tr>
<tr>
<td>Technical Assistance team</td>
<td>Curriculum and Textbook Board</td>
<td>Teachers</td>
</tr>
<tr>
<td>Directorate for Staff Development</td>
<td>Cluster Training Centers</td>
<td>Students</td>
</tr>
</tbody>
</table>

**Description of role**

1. Technical Assistance team researches best practices and develops content.
2. Technical Assistance team sends the Teacher Guides for review to the Curriculum and Textbook Board and Dir. for Staff Dev.
3. Technical Assistance team sends the Teacher Guides to Field Coordinators for field testing.
4. Field Coordinators test chapters with teachers.
5. Teachers share feedback with Coordinators.
6. Coordinators share feedback with Technical Assistance team.
7. Final Teacher Guides printed and sent for distribution.
Delivery chains can be useful for planning, diagnosing problems and collecting feedback

- **Planning**
  - Identify **who is responsible for implementation** at each stage
  - Ensure you **build relationships** with the most influential actors
  - Help you **identify risks** to implementation and mitigation
  - Ensure you apply the **right level of pressure and support** at every stage of the chain

- **Diagnosing problems**
  - Provide a ‘**complete set**’ of **places to investigate** as delivery problems arise
  - Identify other relationships near the problem in the chain that can support you to problem-solve quickly

- **Collecting feedback**
  - **Identify stakeholders** you should engage to seek feedback and understand how implementation is going
  - Identify areas for **field work** to investigate problems as they arise
There are several typical areas of risk and weakness we see in many delivery chains

Questions to ask

**Individual relationships**
- What is the **quality of each relationship** between actors in the delivery chain?
- Which are the **strongest links** and which are the **weakest ones**?

**Capacity**
- How confident are we that each key actor has the necessary **skill and will** to play the role identified in the chain?

**Choke-points**
- Are there particular actors that we **depend on disproportionately** to get something done?
- What is the risk they will be **overburdened** or **not up to the task**?

**Complexity**
- **How many actors are involved** in the delivery chain?
- How easy is it to **coordinate** those actors to get something done?
- Is the chain unnecessarily complex?

**Funding flows**
- Who controls the **flows of funding and resources**, and in which direction(s) do they flow?
- How aligned are they with the **flows of influence** in the delivery chain?
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Exercise

Time: 20 min

Work in groups:

• Consider the Delivery Chain shared with your group

• What are some issues that might exist around individual relationships, capacity, choke-points, complexity, and funding-flows?

• What can we do about these issues?
Exercise
Example from a Caribbean Island

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:

Roles of actors in the delivery chain

1. Provide vision, target and strategic guidance for MoE
2. Support Deputy CEO in steering an action plan and liaise with DEOs and Principals
3. Support Numeracy Hours team in goal setting and problem solving
4. Manage team and project deliverables on a day to day basis
5. Develop lesson plans and standardized assessments
6. Observe and coach teachers; provide necessary support
7. Support on teacher training, printing, and team coordination
8. Provide schools with administrative and logistical support for Numeracy Hours
9. Influence and inspire teachers to utilize lesson plans
10. Use lesson plans to deliver effective lessons and improve student learning
Worksheet

Challenges

1. text
2. text
3. text
4. text
5. text
6. text
7. text
8. text
9. text
10. text
Welcome and Opening Remarks

Recap: Delivery Plans

Exercise: Evaluating a Delivery Plan

Delivery Chains

Exercise: Testing a Delivery Chain

Summary and Closing
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

Capacity Builder

A self-directed capacity building journey to improve the implementation of your FLN interventions/programmes. Note accepting a limited number of countries to participate in the Capacity Builder, so please register your interest if you would like to take part.

Use the “Register your interest” button on the FLN Hub Capacity Builder page for access to the tool.

The Capacity Builder assesses the strength of your programme across the Deliverology® framework.
Thank you!
Backup
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<th>Weak Plan (Red)</th>
<th>Strong Plan (Green)</th>
</tr>
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<tr>
<td>Articulate our aspiration</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></td>
<td>• There is no sense of urgency</td>
<td></td>
</tr>
<tr>
<td>Identify the relevant activities</td>
<td>• No activities are defined or activities are vaguely defined</td>
<td>• Clear set of activities are defined</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activities are sequenced for maximum impact</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is clear how each activity impacts the aspiration</td>
</tr>
<tr>
<td>Assign leadership and governance</td>
<td>• No owner or multiple owners identified for overall plan and each activity</td>
<td>• Overall plan has a single owner</td>
</tr>
<tr>
<td></td>
<td>• Other roles not defined</td>
<td>• Each activity has a single accountable owner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Role of delivery team is well defined</td>
</tr>
<tr>
<td>Analyse the relevant delivery chain(s)</td>
<td>• Plan paints inaccurate/incomplete picture of realities on the ground</td>
<td>• Plan includes clear view of delivery chain for each activity, the role of each of the main actors along it, and an understanding of actors’ relationships, motivations, and concerns</td>
</tr>
<tr>
<td>Set a trajectory for implementation</td>
<td>• No intermediate milestones defined</td>
<td>• Intermediate milestones identified, based on a series of evidence-based estimates of each activity’s impact</td>
</tr>
<tr>
<td></td>
<td>• Link between activities and impact is unclear</td>
<td></td>
</tr>
<tr>
<td>Prepare to manage and communicate</td>
<td>• No communication activity identified or just generic messages</td>
<td>• Plan demonstrates deep understanding of top stakeholders and their concerns</td>
</tr>
<tr>
<td></td>
<td>• Little stakeholder prioritization exists</td>
<td></td>
</tr>
<tr>
<td>Describe the resources and support</td>
<td>• Resources are not mentioned or are vague/unrealistic</td>
<td>• Plan includes detailed picture how to achieve the aspiration with resources available – or it specifies how to obtain needed resources</td>
</tr>
<tr>
<td>required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anticipate and prepare for risks</td>
<td>• No risks identified, or risk assessment is unrealistic</td>
<td>• Plan includes clear view of main risks and constraints along delivery chain</td>
</tr>
<tr>
<td></td>
<td>• Little attempt at real solutions</td>
<td>• Practical solution to manage each risk in place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>