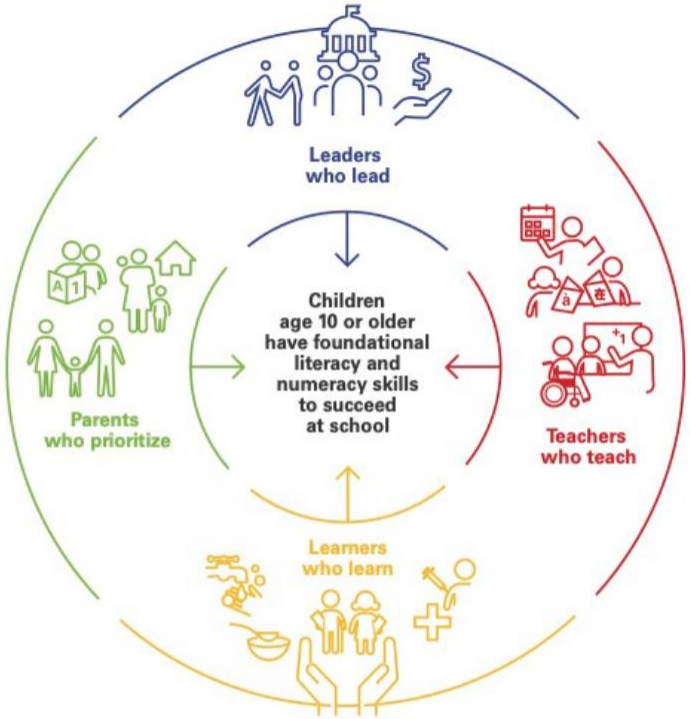
FLN Academy 2

February 2022



unicef
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Pratham
Every Child in School & Learning Well

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GPE Transforming Education

WORLD BANK GROUP

Delivery Associates

Measuring Progress

Feb 17, 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
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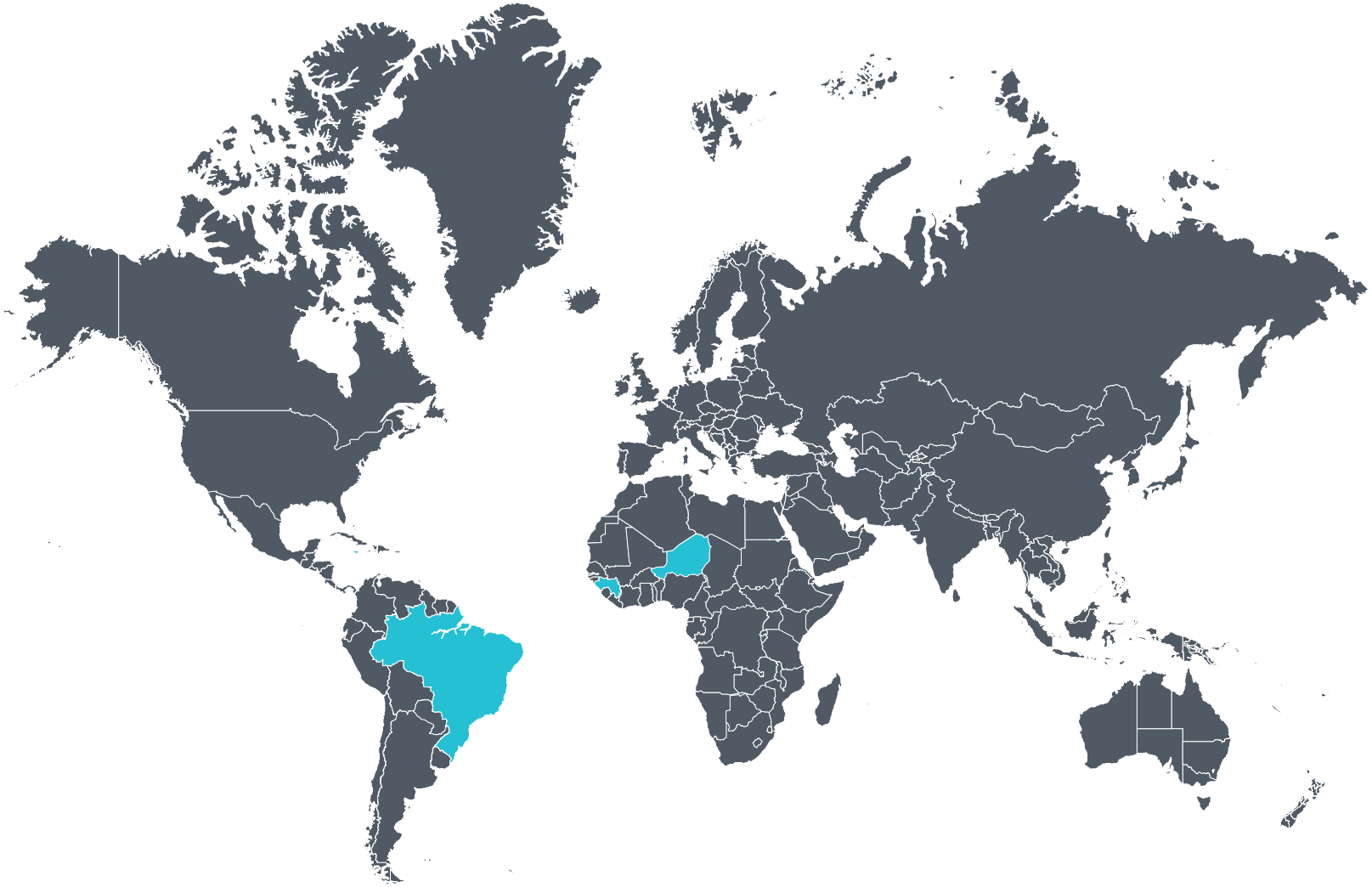
Our presenters

Marlène Ornella Kuadjovi

Raahema Siddiqui

In today’s session we are joined by colleagues from Brazil, Guinea, Jamaica, and Niger



Introductions

Menti

What do you want to achieve from today’s session?

Our Agenda for today

10 min	Welcome and Opening Remarks
10 min	Recap: Data Systems
20 min	Exercise: Evaluating a Data System
15 min	Understanding Metrics
25 min	Exercise: Brainstorming metrics
10 min	Summary and Closing

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Effective data systems typically play four main roles

Focusing activities

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

Enabling dynamic planning

- Constant iteration of your plans and targets
- Reviewing the system regularly

Improving management

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

Driving citizen engagement

- Get political support for reforms by making data publicly available
- Demonstrate progress on outcomes to citizens

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

Schools

District Education Departments

Punjab Education Department

Chief Minister Office

4

District education departments support schools to improve performance

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

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

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 collectedd

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

September 2011

ATTOCK

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

3 Accurate

A **number of checks** used including validation by external parties twice a year

4 Clear

Data is understood all the way from **Chief Minister to school principals**

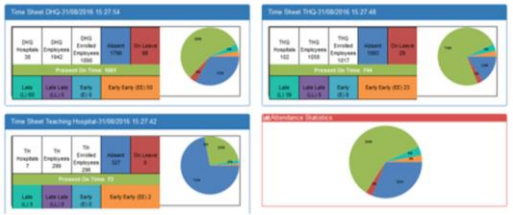
"I will sleep with these maps under my pillow every night!"
-Punjab Chief Minister

5 Useful

Data is used by district officials and by school principals to **review performance and identify improvement areas**

6 Transparent

Data is **published** and is **accessible to all education officials**



Questions

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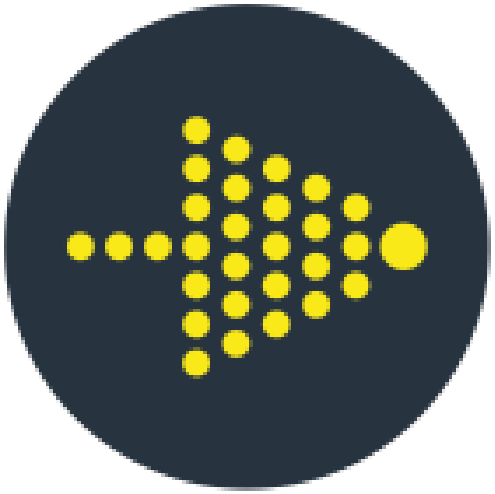
Exercise



Time: 20 min

Work in groups:

- Consider the examples from two countries which show an output of their data system
- Which example of data output is more fast, detailed, useful, accurate clear, transparent?
- Why?

Example from Country A

- Paper based data collection using a **40 page questionnaire** that each school fills out 4 copies of **once a year**
- Analysis consists of **250-300 page long report**
- Statistical report of **50+ pages**
- Report can take **up to a year** to be prepared

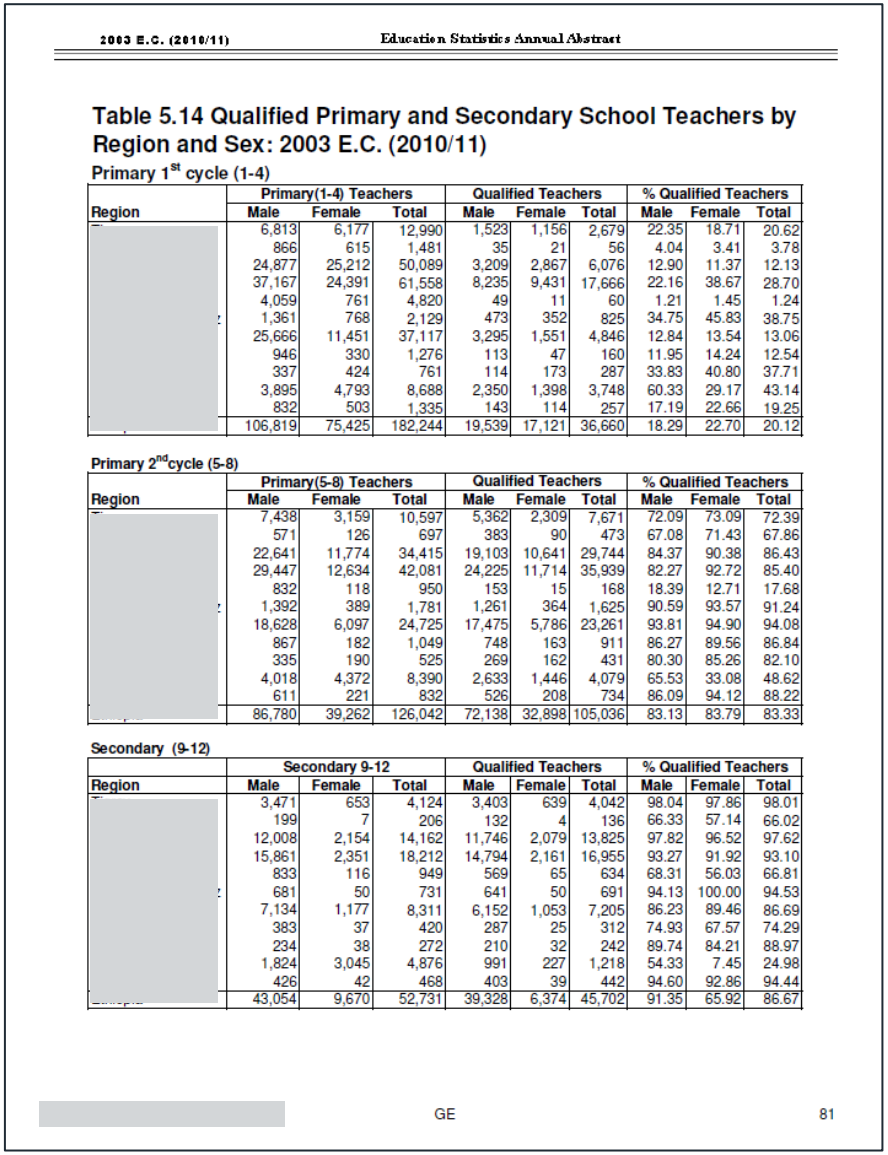


Table 5.14 Qualified Primary and Secondary School Teachers by Region and Sex: 2003 E.C. (2010/11)

Primary 1st cycle (1-4)

Region	Primary(1-4) Teachers			Qualified Teachers			% Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	6,813	6,177	12,990	1,523	1,156	2,679	22.35	18.71	20.62
	866	615	1,481	35	21	56	4.04	3.41	3.78
	24,877	25,212	50,089	3,209	2,867	6,076	12.90	11.37	12.13
	37,167	24,391	61,558	8,235	9,431	17,666	22.16	38.67	28.70
	4,059	761	4,820	49	11	60	1.21	1.45	1.24
	1,361	768	2,129	473	352	825	34.75	45.83	38.75
	25,666	11,451	37,117	3,295	1,551	4,846	12.84	13.54	13.06
	946	330	1,276	113	47	160	11.95	14.24	12.54
	337	424	761	114	173	287	33.83	40.80	37.71
	3,895	4,793	8,688	2,350	1,398	3,748	60.33	29.17	43.14
	832	503	1,335	143	114	257	17.19	22.66	19.25
	106,819	75,425	182,244	19,539	17,121	36,660	18.29	22.70	20.12

Primary 2nd cycle (5-8)

Region	Primary(5-8) Teachers			Qualified Teachers			% Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	7,438	3,159	10,597	5,362	2,309	7,671	72.09	73.09	72.39
	571	126	697	383	90	473	67.08	71.43	67.86
	22,641	11,774	34,415	19,103	10,641	29,744	84.37	90.38	86.43
	29,447	12,634	42,081	24,225	11,714	35,939	82.27	92.72	85.40
	832	118	950	153	15	168	18.39	12.71	17.68
	1,392	389	1,781	1,261	364	1,625	90.59	93.57	91.24
	18,628	6,097	24,725	17,475	5,786	23,261	93.81	94.90	94.08
	867	182	1,049	748	163	911	86.27	89.56	86.84
	335	190	525	269	162	431	80.30	85.26	82.10
	4,018	4,372	8,390	2,633	1,446	4,079	65.53	33.08	48.62
	611	221	832	526	208	734	86.09	94.12	88.22
	86,780	39,262	126,042	72,138	32,898	105,036	83.13	83.79	83.33

Secondary (9-12)

Region	Secondary 9-12			Qualified Teachers			% Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	3,471	653	4,124	3,403	639	4,042	98.04	97.86	98.01
	199	7	206	132	4	136	66.33	57.14	66.02
	12,008	2,154	14,162	11,746	2,079	13,825	97.82	96.52	97.62
	15,861	2,351	18,212	14,794	2,161	16,955	93.27	91.92	93.10
	833	116	949	569	65	634	68.31	56.03	66.81
	681	50	731	641	50	691	94.13	100.00	94.53
	7,134	1,177	8,311	6,152	1,053	7,205	86.23	89.46	86.69
	383	37	420	287	25	312	74.93	67.57	74.29
	234	38	272	210	32	242	89.74	84.21	88.97
	1,824	3,045	4,876	991	227	1,218	54.33	7.45	24.98
	426	42	468	403	39	442	94.60	92.86	94.44
	43,054	9,670	52,731	39,328	6,374	45,702	91.35	65.92	86.67

Example from Country B

- Scorecard published online for schools every month

School Scorecard

Below target by less than 2pp | Below target by more than 2pp but less than or equal to 4pp | On or above target | Below target by more than 4pp

Indicators	Target	Baseline Jan-19 (%)	Apr-19 (%)	May-19 (%)	Change from Apr-19 (pp)	Change from Baseline (pp)
Student attendance (all grades)	91%*	93	92.9	91.59	- 1.31 ↓	- 1.41 ↓
Student retention (all grades)	97%	96	-	99.30	-	3.30 ↑
Teacher presence	90%	96	95.2	96.04	0.84 ↑	- 0.80 ↓
HT presence	90%	86.6	95.8	96.26	0.80 ↑	9.66 ↑
Boundary wall	98%	98	97.7	97.66	- 0.10 ↓	- 0.30 ↓
Sufficiency of toilets	78*	78.7	86.3	85.50	-0.80 ↓	6.80 ↑
Drinking water	95	97	98.9	99.49	0.59 ↑	2.49 ↑
Availability of furniture	70	58	79.7	81.65	1.95 ↑	23.65 ↑
Hygiene	80	87.10	87.46	86.35	- 1.11 ↓	-0.75 ↓
LND (combined for G-3)	82	90.1	80.7	82.3	1.60 ↑	- 7.80 ↓
Complaint resolution	90	97	99	96	-3.00 ↓	-1.00 ↓
AEO Classroom observations	80	95	95.7	94.80	-0.90 ↓	-0.20 ↓
NSB disbursement	90	20.3	19.5	-	N/A	N/A
NSB utilization	90	58.9	88.0	89.80	1.80 ↑	30.90 ↑
Data health	90	76	70.5	89.09	18.59 ↑	13.09 ↑

*Target value is average of different targets across districts

SOURCE: PMIU

41

Worksheet

		Which Country scores higher?	Rationale
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**		
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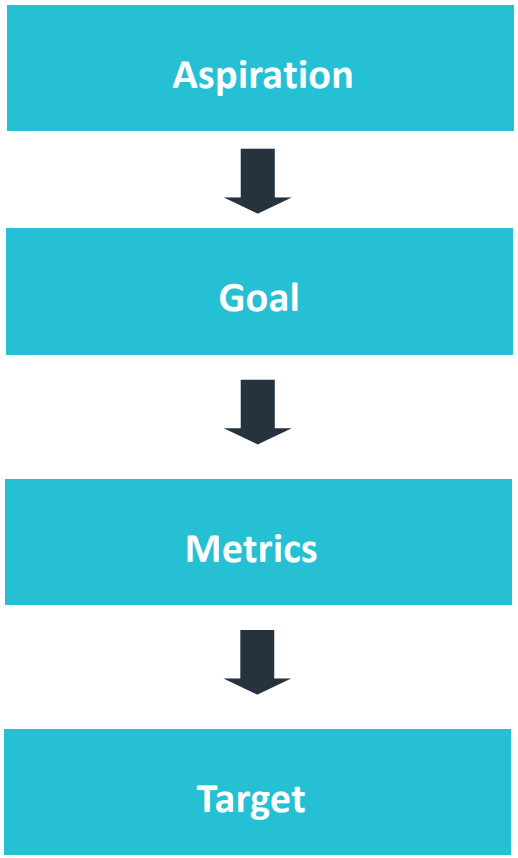
Metrics are useful to track our goals



	Key features	Example
Aspiration	• Broad, overarching purpose of system	• Improve student outcomes
Goal	• Specific	• Increase high-school graduation in public schools
Metrics	• Way to measure success of goal[s]	• % of 12th graders in public schools meeting academic criteria for graduation
Target	• Ambitious • Realistic • Time bound	• Increase % of high-school graduation in public schools from 51 to 85% by 2022

Metrics should be meaningful, moveable, and measurable

Meaningful	Will moving the numbers on this metric **deliver the outcome** and make a **difference in the lives of citizens** that they can feel?
Moveable	Can we **realistically move the numbers** on this metric, given our role in the system?
Measurable	Do we already collect **well-defined data** on this metric OR are we willing to make an immediate investment to get that data within the next 3 months or less?

The best metrics satisfy all three criteria

Example: Good vs. bad metric to evaluate Student Learning Outcomes in Primary schools

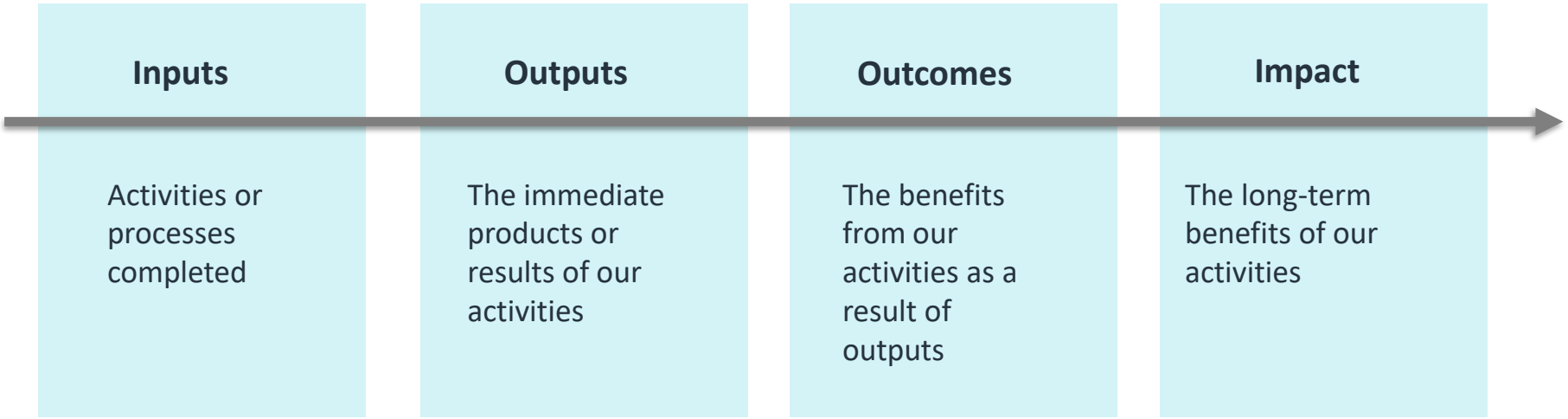
Metric A: Number of students who can recite all poems from English textbook by memory

- Q1: Would the memorization of poems improve student learning in a **meaningful** way? ✗
- Q2: Can anything realistically be changed or **moved** to increase the number of poems memorized by students? ✓
- Q3: Is there any data available to **measure** the number of poems that student can recite? ✗

Metric B: Number of students who obtain passing grades on end of year examination

- Q1: Will increase in number pf students with passing grades be **meaningful** for student learning outcomes? ✓
- Q2: Can tangible actions be taken to **move** to a higher number of students with passing grades? ✓
- Q3: Do we have data available to **measure** the number of students who pass? ✓

Different types of metrics can be used to track different stages of implementation



Example: **Different types of metrics can be used to track different stages of implementation**

Goal: Increase participation rate of primary school age children

Metrics:

Input metrics	Output metrics	Outcome metrics	Impact metrics
Funds allocated for enrolment drive	Number of enrolment drives completed (per district)	New students enrolled in the new academic year	Participation rate of primary school children
No. of personnel appointed for enrolment drive	No. of telephone calls completed	No. of parents who sign up their children for the new academic year	
No. of personnel appointed for enrolment telephone campaigns			

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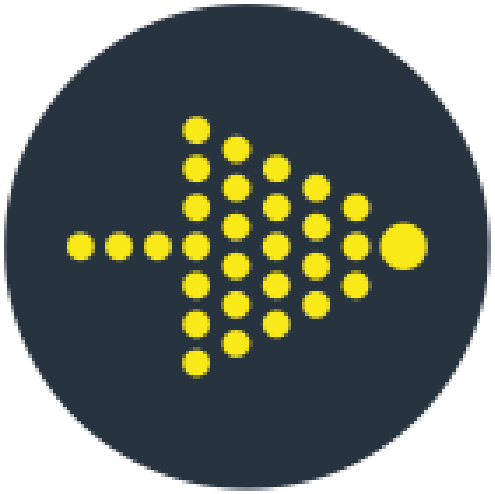
Exercise



Time: 25 min

Work in groups:

- Consider the Logic Model shared with you, which details steps to strengthen foundational literacy and numeracy skills
- What indicators can you use across different stages of implementation?
- Do these indicators satisfy the 3Ms criteria?

Exercise

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**"

The Logic Model below articulates how the Ministry aims to achieve this result:

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

Worksheet (1/2)

	Metrics	Is it Meaningful?	Is it Measurable?	Is it Movable?
Inputs				
Locally contextualized messaging on student learning and child development		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:
Updates and data on student progress from schools		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:
Partnerships with governments or local organizations trusted by caregivers		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:
Outputs				
Direct, frequent outreach to caregivers with messaging customized to their child's needs and performance		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:

Worksheet (2/2)

	Metrics	Is it Meaningful?	Is it Measurable?	Is it Movable?
Outputs				
Caregivers enact at home activities to support learning		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:
Outcomes				
Partnerships with governments or local organizations trusted by caregivers		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:
Impact				
Children make learning gains in literacy and numeracy		Rating (1-4): Rationale:	Rating (1-4): Rationale:	Rating (1-4): Rationale:

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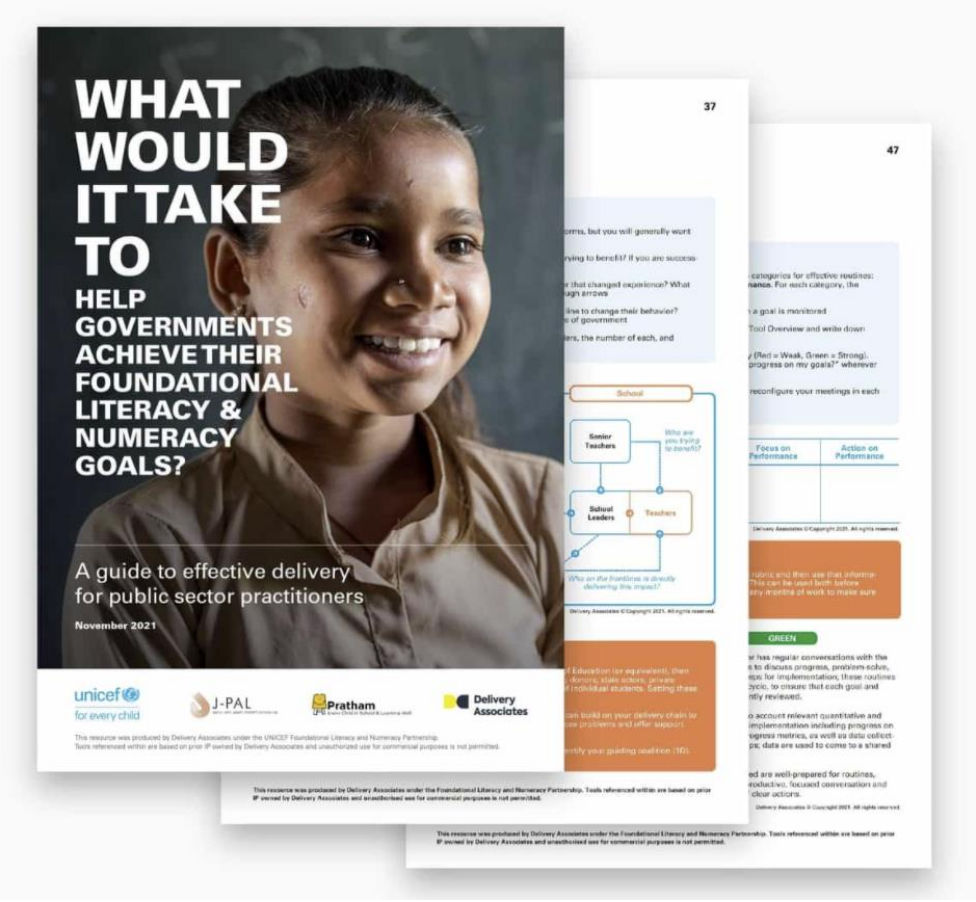
Menti

What is your key takeaway from today’s session?

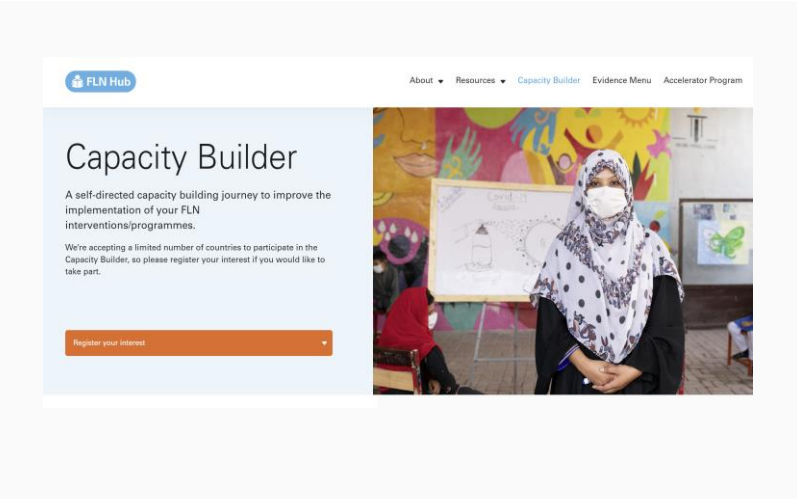
You can access Delivery resources on the FLN Hub

Implementation Playbook

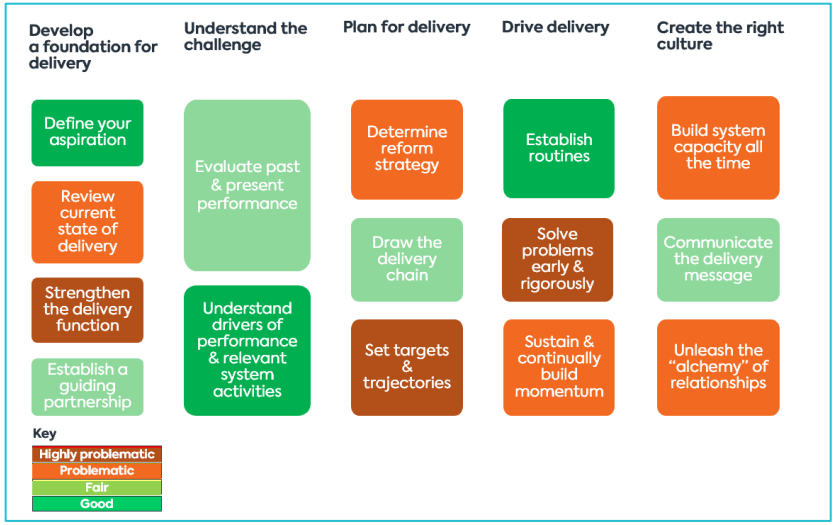


You can access Delivery resources on the FLN Hub

Capacity Builder



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!

Backup

EXAMPLE

Activity 1: Defining Metrics

Goal: Increase participation rate of primary school age children

Input metrics	Output metrics	Outcome metrics	Impact metrics
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