

# District/School Profiles:

## Information feedback systems and tools for increasing accountability (aka “Data Must Speak” project)

### FORM A: PROPOSAL OUTLINE

1. Summary Submission Form	
1. Thematic Area	Systems Improvement
2. Subtheme	Systemic improvements for increased accountability through information feedback systems and tools
3. Managing Entity Contact Information (Program manager)	UNICEF 3 UN Plaza, New York, N.Y. 10017 Mr Mathieu Brossard, Senior Adviser, Education Tel: +1 212 824 6012 Email: <a href="mailto:mbrossard@unicef.org">mbrossard@unicef.org</a>
4. Implementing Agency, Contact Information (Program manager)	1. UNICEF HQ and Regional Offices of the selected countries 2. UNESCO-IIEP Pôle de Dakar (only for African countries) 12 avenue Léopold Sédar Senghor, BP 3311 Dakar Sénégal Mr Guillaume Husson, Head (acting) Tel: +221 33 849 5982 Email: <a href="mailto:g.husson@unesco.org">g.husson@unesco.org</a>
5. Proposed Start/End Dates	February 2014 to January 2017
6. Regional Focus (if any)	Global: Africa and at least one other region to widen knowledge and South-South cross-fertilization
7. Beneficiary partner countries Identify post-conflict or transition status, if appropriate	Five countries will be selected primarily based on evidence of country demand.
8. Knowledge/Capacity Gap to be Addressed (in very brief form)	<ul style="list-style-type: none"> <li>• Technical capacity gap for the development of sustainable feedback/monitoring systems and tools;</li> <li>• Implementation gap for the sustainable and effective utilization of feedback/monitoring systems and tools;</li> <li>• Institutional gap in accountability at decentralized and school levels for equitable and results-based management;</li> <li>• Global knowledge gap about the drivers for a sustainable and effective utilization of feedback/monitoring systems and tools.</li> </ul>
9. Regional capacity used/mobilized	In each participating country: National teams (including a coordinator)
10. Type of Activity Proposed (circle all that apply)	<input checked="" type="checkbox"/> Technical workshops, learning events, conferences <input checked="" type="checkbox"/> Development of innovative partnerships and networks <input type="checkbox"/> Study tours <input checked="" type="checkbox"/> Technical assistance <input checked="" type="checkbox"/> Research and dissemination <input checked="" type="checkbox"/> Pilot interventions including simulations to address specific issues or groups
11. Results Expected (in very brief form)	<ul style="list-style-type: none"> <li>• Enhanced capacity of Ministries of Education (incl. Department of planning, Quality Assurance Agencies and inspectorates) to produce and use monitoring/feedback tools;</li> <li>• Sustainable monitoring, mainstreamed in Education Sector Plans at all levels of the system and able to provide inputs to joint sector reviews;</li> <li>• Increased accountability and quality assurance for equitable access, retention and learning results and for more equitable and cost-effective management ('value-for-money');</li> <li>• Improved global knowledge about the enabling drivers for the development and sustainable utilization of feedback/monitoring systems and tools</li> </ul>
12. Proposed Budget (US\$)	USD 878,069, of which USD 203,899 will be allocated to UNESCO-IIEP Pôle de Dakar for implementation of the project in two African countries
13. Co financing (if any)	UNICEF and development partners at country level.

Submitted by:

Josephine Bourne, Associate Director, Education, UNICEF

Date: 7 November 2013

# Full Proposal

## 1. Summary of the Proposal

The main objective of the proposed project is to strengthen accountability and community participation through the establishment and sustained use of information feedback monitoring systems and tools.

The findings of the project will serve to improve the global knowledge base about the enabling drivers for sustainable and mainstreamed utilization of feedback/monitoring systems and tools.

A list of potential candidate countries has been identified through consultations with UNICEF Regional Offices (in particular in Africa and Asia). Through further assessment and consultations, five countries will be selected based primarily on strength of country demand (request from the Local Education Group (LEG) and inclusion of strategies towards increasing accountability in Education Sector Plans (ESP), see Section 4 for more details).

The project approach is informed by lessons learned from prior efforts in the same area and, in particular, emphasizes four specific strategies aimed at enhancing country ownership and sustainability: i) establishment, at the beginning of the project in each participating country, of a representative advisory panel for consultation throughout project timeline; ii) designing of simple tools that takes into account the capacity levels of relevant producers and users of the tools; iii) focused support on institutional processes, including community involvement, in addition to technical support for designing of tools; and iv) evidence-based advocacy and LEG involvement to sustain political will and investment towards mainstreaming in ESPs.

The following principles will be central to the project methodology: i) flexibility; ii) sustainability and cost-effectiveness; iii) synergy; iv) South-South learning; and v) scalability and replicability. Country level implementation plans will be country-specific and based on the needs emerging from baseline analysis of existing systems and tools for monitoring and quality assurance, as well as institutional and technical gaps that need to be addressed. An action research approach will be employed, where possible, as a means to capacity development and “learning-by-doing.”

The experience of the project in the five countries will be consolidated and will contribute to the global knowledge base on the critical drivers for a sustainable utilization of feedback/monitoring systems and tools.

## 2. Thematic Areas

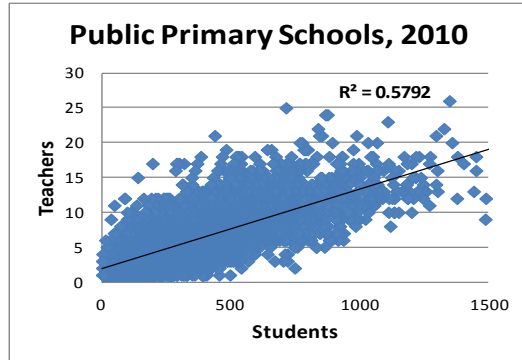
The proposed project focuses primarily on the GPE Strategic Goal IV (*Building for the future*) - through national systems strengthening for improving equity and ‘value for money’ in basic education service delivery. It aims also to contribute to Goal I (*Access for All*) by flagging access and drop-out issues at district and school levels and to Goal III (*Reaching every child*) by supporting countries for targeting support to the most marginalized districts and schools<sup>1</sup>. The project will contribute to the 2012-2015 Strategic Objectives (SO) as follows: SO1) fragile states, by selecting at least one fragile

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<sup>1</sup> They usually include the most marginalized children

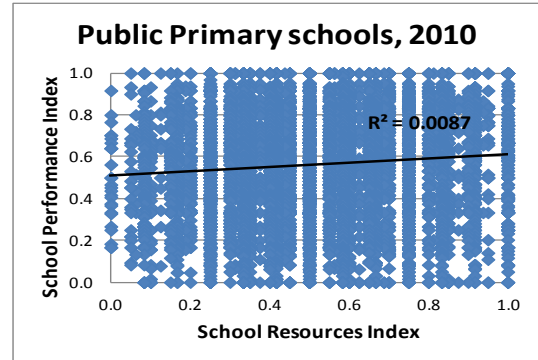
state among the participating countries; SO2) gender parity, by ensuring the inclusion of sex-disaggregated indicators in monitoring tools; and SO4) teacher effectiveness, by focusing on accountability, on community participation and on involvement of quality assurance agencies and inspectorates.

Figure 1: Lack of equity in resources distribution, example



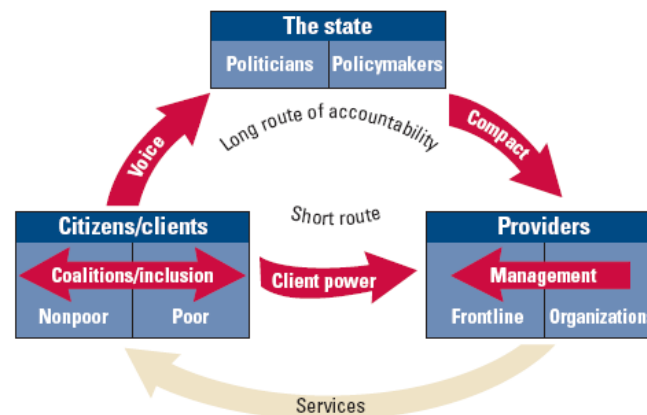
Source: Cameroon, Ministry of Education Data

Figure 2: Lack of 'value for money', example



Source: Cameroon, Ministry of Education Data

Figure 3: Long and short route of accountability, conceptual framework



Source: World Bank, 2003

Despite progress in education access over the past decade in many countries, there is still an unfinished business in access, learning outcomes remain below expected standards, drop-out rates remain high and the most marginalized children are still lagging behind. The rationale of the proposal is based on some of the factors associated with these issues: i) human/material/financial resources allocation to schools are not equitable enough (see Figure 1); ii) lack of 'value-for-money': the correlation between school resources and school performance is weak (see Figure 2); iii) lack of institutional and technical capacity at Ministries of Education for implementing equity-based and results-based management; iv) lack of a short route of accountability (see Figure 3), due in particular to a lack of regular feedback loop providing and making public a comparative picture of school performance which, in turn, effectively facilitates community empowerment in school management; v) national data systems sometimes do not cover all schools, are of questionable quality, not used enough by stakeholders at district level (inspectorates and other

education officers), rarely go back to schools with comparisons (experience shows that sending back analyzed/treated data to schools can be an efficient means to increasing comprehensiveness and quality of existing data systems).; and vi) lack of global knowledge regarding the critical enabling drivers for ensuring sustainable utilization of feedback/monitoring systems and tools in diverse contexts, and there is a need to test and generate knowledge on innovative and scalable methods.

As such, the project's attention to accountability for equitable, results-based management is in line with several knowledge and capacity gaps that have been identified through the consultation process in all three GRA thematic areas, including: (2.1.13) systemic improvements and quality assurance frameworks (including institutional capacity development and whole-school quality benchmarking); (2.1.14) political economy, accountability, and sustainability, including local level; and (2.3.2) scalable experiences, TA around ESPs: envisioned scalable activities, including contextual and non-pedagogical factors, as outlined in the GRA's thematic paper on learning outcomes. At the same time, as outlined in the same paper *"some of the ideas pertaining to accountability and political economy are particularly cross-cutting, so it is difficult to separate them according to the GRA thematic areas of Out of School Children, Quality/Learning Outcomes, and Finance. In fact, accountability is, in a sense, the intersection point of all these"* (p.22). In line with this statement, the project will also contribute to the thematic areas of Out of School Children and of Education Finance. In particular, the project will support the following: (2.1.3) "Gaps in use of data" (at local level) and (2.3) "Management and Implementation Gaps" as described in the Out of School Thematic paper.

### **3. Key Activity Objectives and Expected Results/Outcomes**

The main objective of the proposed project is to strengthen accountability and community participation through the establishment and sustained use of information feedback/monitoring systems and tools.

Information feedback/monitoring systems usually refers to mechanisms of providing and making public the tools containing comparative information from central level to decentralized levels of management and schools, where it is used for decision-making and information sharing at those levels (see Annex 3 for an example of possible process).

Related tools (such as region, district and school profiles or sometimes called 'report cards'<sup>2</sup>) can be varied but usually take the form of one or two-pager snapshot that include comparative indicators on context, available resources and performance of the different schools. They can be designed at school, district or region levels (see examples in Annexes 1 and 2).

Expected outputs and results are presented in the Annex 4.

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<sup>2</sup> In the rest of the proposal the term 'region, district and school profiles' or 'district and school profiles' or 'profiles' will be used instead of 'report cards' in order to avoid confusion since the term 'report cards' can sometimes refer to the reports students receive about their academic progress.

The findings of the project will serve to improve the global knowledge base (overall GRA objective) about the enabling drivers for sustainable and mainstreamed utilization of feedback/monitoring systems and tools.

#### **4. Theory of change, Approach and Methodology**

The potential benefit of feedback systems and tools is two-fold: i) supporting education systems towards more equitable, results-based management; and ii) empowering school communities with improved access to information.

In some countries, the region, district and school profiles include composite indices (i.e., context/resource and performance indices) that are being used as basis for school funding formula and are mainstreamed in the ESP (e.g. in Togo whose implementation is supported by the ongoing GPE program). Availability and annual update of such tools including school composite indices can promote changes in allocation of resources based on context (equity) and results (“value for money”).

In terms of the accountability relationships illustrated in Figure 3, lack of information weakens clients’ power to hold providers directly accountable and also weakens citizens’ voices relative to policy makers. When parents have little comparative information about the performance of their schools or about the inputs those schools are entitled to receive, they have limited ability to hold schools and teachers accountable for efficiency in the use of resources, and have limited empirical foundation to lobby for better public support to their schools<sup>3</sup> (Bruns et al 2011). In Uganda, publishing data on transfers of school grants in newspapers and broadcasting them on the radio increased the grants actual reception rate from 20% to 80% (World Bank 2003). In Madagascar, a randomized control trial (supported by the World Bank and MIT Poverty Action Lab) has shown that the dissemination of school profiles and other tools (accompanied by training of district officers for the use of them) had led to a decrease of students’ absenteeism and repetition by 5 percentage points in ‘treated’ schools, in reference to the control group (see World Bank 2010).

There is also evidence that using feedback systems and tools, can ultimately help to improve learning outcomes. In Pakistan, average test scores increased in the villages where such tools were distributed. Gains were especially noticeable in schools with initially low test scores. In Brazil (Parana state), thanks to similar tools, parents engaged in discussions with teachers about how they might improve school performance and, through school councils, increased their voice (Winkler 2005)<sup>4</sup>. At global level, there is an association across countries between good performance on international student achievement tests and local- and school-level autonomy (Bruns et al 2011).

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<sup>3</sup> Additional research shows that the correlation coefficient between parental satisfaction and objective school performance is only around 0.25, because parents do not get information that is related to objective standards on what they are entitled to. In fact, the poorest, whose schools perform the worst, are often the most easily satisfied because they are grateful merely that a school exists. To create a real sense of rights to education (rather than just schooling) performance standards need to be set and communicated to parents, and performance of schools on those standards also needs to be popularized.

<sup>4</sup> Studies in the U.S. have also found a positive impact of accountability on test scores (Carnoy and Loeb 2002; Hanushek and Raymond 2003, 2005; and Loeb and Strunk 2007).

## **Lessons learnt and remaining knowledge gap**

This proposal builds upon the experiences from previous projects, namely the IEMAC/AGEPA initiative<sup>5</sup> and more recently, a six-month EPDF-funded project related to district and school profiles development in three countries<sup>6</sup>. The key lessons learnt from those past projects are the following:

- The country ownership and sustainability of such systems are very fragile and there is still a knowledge gap on the enabling drivers for sustainable utilization of feedback/monitoring systems and tools;
- There is usually a lack of technical capacity both on the preparation of the tools at central level of Ministries of Education and on the interpretation and use at decentralized and school levels, including by school committees/communities; and
- The lack of institutional capacity is a barrier to effective, mainstreamed and sustained establishment of systems that leads to more transparency and accountability.

In line with those lessons learnt, the experience of the project in the five countries will contribute to the global knowledge base on the critical drivers for a sustainable utilization of feedback/monitoring systems and tools. At country level, the project will concentrate efforts on four specific strategies aimed at enhancing country ownership and sustainability: i) establishment, at the beginning of the project, of an advisory panel (including representatives of managers at the different levels, inspectorates, quality assurance agency, LEG, local NGOs working at school level, schoolmasters and school committees/parents association) for consultation throughout project timeline; ii) designing of simple tools that takes into account the capacity levels of relevant producers and users of the tools; iii) focusing the support more on the institutional processes in addition to the technical support for designing the tools; and iv) evidence-based advocacy and LEG involvement to sustain political will and investment towards mainstreaming in ESP.

Furthermore, as mentioned in the GRA's thematic paper on learning outcomes (p. 19) "*There has been work on quality assurance systems issues such as district management, accountability methods, and innovations such as report cards...but they are often insufficiently grounded in what needs to happen in the classroom, partly because there are not enough experiences of classroom (and teacher support and supervision) practices that are indeed demonstrably capable of boosting learning...So, while we agree with the need to carry out work on these more systemic issues, we believe that a great deal of focus needs to rest on the classroom aspects; it is what all the systems are for, in the end.*" This is a gap the proposed project will try to address. In addition to system improvements to strengthen systems and tools, a few targeted pilots (not necessarily in all five participating countries) will be implemented to test innovative and effective practices for: i) linking the use of monitoring systems with classroom practices for teacher effectiveness via the involvement of quality assurance agencies/inspectorates; ii) in addition to having the school committees/communities represented in the advisory panel, training select communities and local

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<sup>5</sup> IEMAC, also known by its French acronym, AGEPA, which stands for *Amélioration de la Gestion de l'Éducation dans les Pays Africains*, was a World Bank managed pilot initiative funded by the governments of France, Ireland and Norway. The initiative supported seven African countries to address management issues. In the cases of Niger and Madagascar, AGEPA supported the preparation of region, district and school profiles (see also <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/EXTAFRREGTOPEDUCATION/0,,contentMDK:21678004~pagePK:34004173~piPK:34003707~theSitePK:444708,00.html>)

<sup>6</sup> Cameroon, Cape Verde and The Gambia

NGOs working at school level for an effective interpretation and use of tools for designing sound school improvement plans; and iii) understanding the dynamic within school communities and drivers for their participation in preparation of school improvement plans aiming at increasing time on task, improving learning and reducing drop-out, in particular of girls. These few pilots will be implemented in the form of “action research” to ensure local level improvements in community participation and “voice” towards school performance monitoring, and will be evaluated and shared for potential mainstreaming in ESPs and for contributing to global knowledge base and South-South cooperation.

## **Methodology**

A list of potential candidate countries has been identified through consultations with UNICEF Regional Offices (in particular in Africa and South Asia). Through further assessment and consultations, the project will be implemented in five countries selected based on the following criteria: i) evidence of country demand and ownership potential; ii) potential synergy with existing internal or external initiatives<sup>7</sup>; and iii) availability of sufficiently good quality and timely routine data. Strength of country demand will be gauged through review of ESPs and the inclusion of strategies towards increasing accountability or empowerment of local communities. A request from the LEG or from the Ministry of Education will be required for participation of countries in the project.

The project’s methodology will be based on the following principles:

1. *Flexibility*. No one size fits all. In order to ensure that activities will be demand-driven and sustained after the end of the project, a flexible approach will be used for designing country-specific implementation plans. The implementation plans will draw from past project’s lessons learnt and from a baseline analysis of institutional context and existing tools and quality assurance mechanisms. They will only include activities that have the highest potential to meet the gaps found and are feasible to conduct with quality during the project’s timeline;

2. *Sustainability and cost-effectiveness*. The project will use technical assistance with a “learning-by-doing” approach aimed at strengthening the capacity of the Ministries of Education. The focus will be on setting up low-cost systems that could function routinely without external support after project completion, be mainstreamed in ESPs and could provide inputs to joint sector reviews. The tools will be designed in order to be easily updated at least annually through automated data processes. Existing national data<sup>8</sup> and monitoring systems will be strengthened, rather than initiating new data collection systems to prevent creation of parallel systems and reduce recurrent costs<sup>9</sup>. When key information is missing or is not available in a timely manner in existing data

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<sup>7</sup> For example with the GRA-funded IIEP project on school grants

<sup>8</sup> The tools (such as district and school profiles) may include, but are not limited to, the following indicators: i) **Performance indicators (by sex)**: Out-of-School Rate (only at district level), Learning assessment at early grades (by subject), End of cycle Exam Score (by subject) or Pass Rate, Drop-out Rate, Repetition Rate, Gender Parity Index on the previous indicators; ii) **Context/Resources indicators**: Student-teacher Ratio; % of qualified teachers, Textbooks-Student Ratio; Water/Electricity supply; Equipment indicators (see examples in Annex 2 and 3)

<sup>9</sup> The main cost for preparation of the tools will be the first year as they will be designed in a way that allows automatic updates the following year. Recurrent costs for annual dissemination will also be minimized by encouraging countries to use existing regular meetings with districts officers and schools for the transmission of the tools (as shown by past experience)

collection instruments, emphasis will be placed on supporting the update/reinforcement of the existing systems. In such cases, the project will seek collaboration with UNESCO Institute for Statistics (who implement a capacity building program on EMIS) or other development partners at country level.

3. *Synergy.* The project will build on existing initiatives and work in the area of monitoring and accountability in the education sector. It will use the ongoing UNICEF work on monitoring results for equity system, particularly in the Middle East/North Africa region, where there is an initiative to develop a technical guidance on School-based Monitoring of and Action on Equitable Access Learning in normal and humanitarian contexts (SBMA-EAL), and in East and Southern Africa region, where significant work has been done on quality standards (e.g. child-friendly schools standards), quality assurance and on the use of Technology for Development<sup>10</sup> (T4D) tools. It will also build on the experience of the multi-country, NGO-driven UWEZO initiative which feeds back information to communities on quality issues and on the PAISA accountability initiative in India<sup>11</sup> implemented by the National Institute of Public Finance Policy and the ASER center;

4. *Peer-to-peer (South-South) learning.* Implementing the project in several countries will allow “South-South” cross-fertilization and tailoring of the lessons learnt according to different regional and country contexts. Knowledge generated by the project will be documented and shared at global, regional and country levels as explained under section 7 below. After one year of implementation, an international workshop will be organized to share experiences around: i) technical aspects (methodologies, tools design, indicators and composite school indices<sup>12</sup>); ii) institutional aspects (best practices for setting-up and implementing information feedback systems); and iii) key recommendations for continued improvements. When relevant and possible, peer-to-peer learning will also be achieved through missions of a participating country to another;

5. *Scalability and replicability.* The methodological guidelines, lessons learnt and standards developed through the project will eventually be used in the capacity building programs of UNICEF, UNESCO-IIEP Pôle de Dakar and become a “public good” usable by any other interested institutions or countries. Whether it is related to different models for capacity development, different advocacy strategies, or mobilizing of strategic partnerships, the lessons from this project will inform the evidence base for promoting sustainable scale up and replication of efforts across different countries and regions.

**Indicative activities.** The list of activities will be further defined in a country-specific way based on local consultations and baseline analysis of country contexts.

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<sup>10</sup> T4D usually refers to the use of Information and Communication Technologies (ICTs) in the fields of socioeconomic development, international development and human rights. The theory behind this is that more and better information and communication furthers the development of a society. T4D is increasingly used by UNICEF, in particular by its Innovations Unit (see <http://unicefstories.org/2011/02/25/technology-for-development/>)

<sup>11</sup> PAISA is an Accountability Initiative’s flagship project that works to develop innovative models to track social sector programs. It is implemented in collaboration with the National Institute of Public Finance Policy and the ASER (Annual Status of Education Report) Center (the word “aser” also means impact in Hindustani).

<sup>12</sup> Indicators and composite indices should allow comparisons of school performance levels between schools, district averages, or national standards, in a way that controls for different context and resources



Regarding capacity building, the project will use the two following modalities: i) technical assistance to and hands-on learning-by-doing work with national teams; and ii) peer-to-peer learning opportunities for participating country teams.

## 5. Work Plan and Reporting

The project sequence will be generally as follows:

- **Identification** of countries (prior to implementation start) based on the criteria described above;
- **Nomination** of country level teams led by a coordinator (technical team and advisory panel that includes representatives of managers at the different levels, inspectorates, quality assurance agency, LEGs, local NGOs working at school level, schoolmasters and school committees/parents associations) and design of country-specific implementation plans;
- **Baseline analysis** on institutional gap and on existing data, monitoring/feedback systems and tools in each country;
- Preparation of **country-specific action plans** in each country;
- **Implementation.** The in-country activities will be context-based and defined at country level, and may include, but are not limited to the following menu of possibilities:
  - Consultative workshops for national teams (technical teams and advisory panels) for project planning (tools design and content, implementation plan);
  - Hands-on capacity building for producing tools in an automated way and easily updatable at least annually;
  - Training of education region/district officers, inspectorates and quality assurance agencies on the interpretation and use of the tools for informed decision-making on resource allocation and for targeting support to and supervision of schools;
  - Training of school committees, local NGOs on the interpretation and use of the feedback tools for designing sound school improvement plans (pilot basis);
  - Hands-on capacity building for: i) calculating composite school/districts indices<sup>13</sup> ; ii) developing typologies of districts and of schools<sup>14</sup> to be updated and transmitted to Inspectorates annually (See Annex 1 for example); iii) designing equity-based and results-based school funding formula;
  - Classrooms' observations in the most and in the least efficient schools and comparisons (pilot basis);
- **Review** and cross-sharing experiences (international workshop)
- Follow-up of **implementation** at country level, using recommendations from the workshop

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<sup>13</sup> Indices include i) context and resources; ii) performance (learning outcomes and retention); and iii) efficiency ('value for money')

<sup>14</sup> In particular list of i) districts/schools in the most difficult context and with less resources (priority districts/schools for resources allocation; ii) most efficient districts/schools (with better performance in spite of lower resources); iii) least efficient schools (poor performers in spite of higher resources)

- Consolidation and documentation of knowledge generated by countries, alongside a **repository of tools** and country-specific reports on websites.

### **Indicative Timeline:**

Activity	Quarters												
	0	1	2	3	4	5	6	7	8	9	10	11	12
Selection of countries													
Nomination of country level teams													
Baseline analysis at country level													
Design of country-specific work plans													
Implementation at country level													
Review and cross-sharing experiences (international workshop)													
Drafting of consolidated global report													
Repository of tools													

## **6. Partner Consultation, Coordination and Participation**

UNICEF's mandate is to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential. Through the "*promise renewed*" commitment, it has recently re-emphasized its focus on equity and has engaged in supporting countries in monitoring equity for results, down to the district level. UNICEF's comparative advantage is its established presence on the ground as well as its extensive experience in working with school committees and local communities (e.g. through its support through child friendly schools). At Headquarters level, UNICEF has an Innovations Unit that will also be mobilized for project implementation.

In African countries, the project will be implemented through a UNICEF/UNESCO-IIEP's Pôle de Dakar partnership. **UNESCO-IIEP Pôle de Dakar** has the mandate to support African countries in education sector analysis and the preparation and implementation of education policies. It has contributed to the preparation of the series of Education Country Status Reports (CSRs) linked to GPE process and through many partnerships (World Bank, UNICEF, AFD). It has also long experience in supporting countries in data quality control and profiles' design methodologies. The two institutions have collaborated several times in the past, most recently (with also the World Bank as partner) through the preparation of methodological guidelines for education system analysis (CSR type, that includes a chapter on management and learning outcomes).

For the preparation of this proposal, consultation has also been done with the World Bank (which has experience in the area) and with the GPE Secretariat through the consultative process which resulted in the GRA Thematic area papers. As soon as the participating countries will be selected, consultations will be held at country level with LEG (including local NGOs working at school level).

## 7. Organization and Management

UNICEF will be the Supervising Entity and the implementation will be done jointly by UNICEF (Headquarters, Regional Offices and Country Offices) and Pôle de Dakar (only in African countries). When relevant, the project will also seek collaboration with UNESCO Institute for Statistics, particularly with its capacity building program on Education Management Information System. Based on country demand and implementation plans, the project may also be implemented in partnership with local NGOs (i.e. for training of school committees) and private sector partners (i.e. for innovative pilots on the use of the use of mobile phone and other ICT instruments).

A table of selected risks for this work and mitigating measures is provided below:

Potential Risks	Likelihoods/Potential Impact	Mitigation Measures
There is not enough technical and institutional capacity in selected countries for a proper implementation of activities	S/M	(1) The project will focus on activities aiming to strengthen technical and institutional capacity (2) Consultants will be hired as necessary to complement UNICEF and Pôle de Dakar staff for training countries' counterparts
The proposed activities are too supply-driven and do not achieve the expected impact in the selected countries	S/S	(1) The demand from countries for support in the project's area will be used as a key criteria for selecting countries (2) A request from the LEG or from the Ministry of Education will be required for participation of countries in the project
EMIS data are not collected and cleaned up early enough for a timely implementation of region, district and school profiles feedback loop	M/S	(1) The timeliness of EMIS current processes will be used as one of the criteria for selecting countries (2) If necessary, action plan for speeding up EMIS systems will be discussed and agreed upon with Ministries of Education's Directorate of Planning in the framework of the project
Lack of sustainability in selected countries after project activities are completed	S/S	(1) The project will focus on ways to ensure sustainability at country level (2) Lessons learnt from other countries will be used for optimizing chances of sustainability

*Risk Rating: H: High, S: Substantial, M: Moderate, L: Low or negligible*

## 8. Knowledge Sharing Strategy

At country level, results and methods will be disseminated using workshops gathering all key stakeholders in order to ensure sustained implementation after project's closure through integration in ESP (in particular in their Management component). At the regional level, the Pole de Dakar organizes a distance training program in "Sector Analysis and Management of Education Systems" (a first year graduate equivalent, delivered in partnership with University of Cheikh Anta Diop of Dakar and University of The Gambia). After finalization, all materials will be integrated in the module on "management". At global level, methods and practices will be shared among all participating countries through an international workshop.














































The successes and failures of the implementation in the 5 beneficiary countries will be consolidated (in a context-specific way) at the end of the project in order to bring knowledge to be used for implementation in other countries. Lessons learnt, best practices, and country case studies will be disseminated widely, including on GPE, UNICEF and UNESCO-IIEP Pôle de Dakar websites.

## **9. Monitoring and Evaluation Plan**

The project will be monitored and evaluated at global level in reference to the work plan and to the expected outcomes and deliverables. At regional level, it will be monitored by UNICEF Regional offices (and Pôle de Dakar for Africa region). At the beginning of the project, baseline analysis of the institutional gaps and of the currently available tools and mechanisms in each participating country will be established. This will help the identification of the specific gaps to be covered by the project and of the country-specific work plan. This country-specific information will be used as a basis to monitor progress at country level. The monitoring and evaluation at country level will be done in reference to country-specific SMART indicators discussed and agreed upon by the advisory panel at the beginning of the project. The same advisory panel (that will include representatives of local NGOs in addition to education management officers) will also have a role of oversight of the implementation of the project, in reference to country-specific results framework. Ultimately, the extent to which the tools and systems introduced by the project are incorporated in the country's ESPs will be a key measure of success of the project's capacity development and advocacy efforts.





## Annex 1: District Profile, Example of Madagascar<sup>15</sup>

### Front Side (District performance and Resources compared to Department average):

<b>MENRS</b>	<b>REGION:</b> ANTANANARIVO <b>DPT:</b> ANTANANARIVO ATSIMONDRAVO																																																													
<b>DISTRICT PROFILE: YEAR 2005</b> <b>Public and Community Primary Schools</b> <small>(According to data collected in the schools of your district in school years 2004 and 2005)</small>																																																														
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<sup>15</sup> School Profiles, Department Profiles and Region Profiles also existed based on the same source of data (EMIS data and National Exam data)


**Back Side (Categorization of schools to be used by District Education Officer):**

HOW DO YOUR SCHOOLS FARE IN TERMS OF ACADEMIC PERFORMANCE AND STUDENT-TEACHER RATIO?			
	Drop-out Rate	Repetition Rate	Exam Pass Rate
<b>Outstanding schools</b> 	EPP AMBOHIBARIKELY EPP AMBOHITSILAZAINA AMBALAVAO ANTAMBOHO	EPP AMBOHIBARIKELY EPP AMBOHITSILAZAINA AMBALAVAO ANTAMBOHO	EPP AMBOHITSILAZAINA AMBALAVAO
<b>Good schools</b> 	EF1 AMBALAVAO EFPC AMBOHIBARY  EPP MORATSIAGO EPP LOHAMANDRY EPP D'AMPANGABE	EF1 AMBALAVAO EFPC AMBOHIBARY EPP AMBONIANDEREFANA EPP MORATSIAGO EPP LOHAMANDRY EPP D'AMPANGABE EPP AMBOHIDAHY	EFPC AMBOHIBARY EPP AMBONIANDEREFANA EPP MORATSIAGO EPP LOHAMANDRY EPP D'AMPANGABE EPP AMBOHIDAHY
<b>Schools in difficulty</b> 			EPP AMBOHIBARIKELY ANTAMBOHO
<b>Disappointing schools</b> 	EPP AMBONIANDEREFANA EPP AMBOHIDAHY		EF1 AMBALAVAO

## Annex 2: School profile and Simplified School Profile for communities' use, Example of The Gambia<sup>16</sup>

Ministry of Basic & Secondary Education  
Directorate of Planning

*Based on the information collected from the school by the CMs*



### School Profile

2009/10

**Region** 3

District Lower\_Niumi

Local Management Government

School Code 30065

School type LBS

No. of Students 213

School Name Chamen

### Context-Resources

Hardship No

Multigrade No

Double Shift No

Electricity No

Indicator Items	School
Number of seats	125
Number of desks	125
Number of classrooms	7
Of which are permanent	7
Number of teachers	11
Of which are qualified	M
Number of Maths textbooks	M
Number of English textbooks	M

Indicator Ratios	School	District	Region	Gambia
Nb of students per seat	1.7	2.5	2.3	3.0
Nb of students per desk	1.7	2.6	2.7	1.6
% of permanent classrooms	100%	100%	96%	99%
Student teacher ratio	19	28	28	18
% of qualified teachers	M	64%	54%	64%
Nb of students per Maths textbook	M	1.8	1.9	3.1
Nb of students per English textbook	M	1.7	1.7	2.9

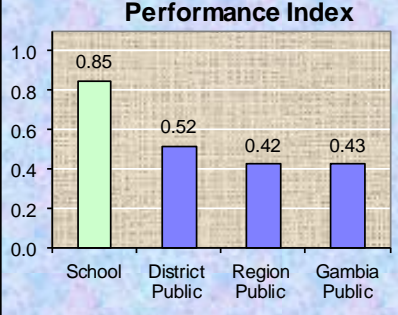
### Performance

		Public Schools		
NAT (% of Correct Answers)	School	District	Region	Gambia
G3 English	39%	29%	27%	27%
G3 Maths	43%	32%	30%	29%
G5 English	48%	32%	30%	30%
G5 Maths	46%	32%	30%	29%
Drop-out rate G1-6	63%	46%	45%	43%

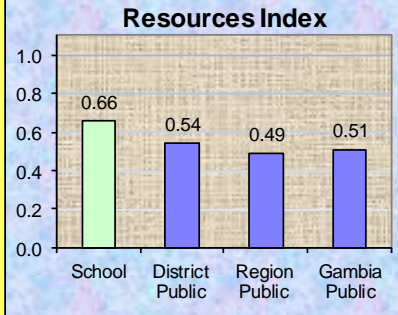
GABECE Scores (Core Subjects)	School	District	Region	Gambia
Aggregate	NA	31.6	32.5	33.0
English	NA	8.6	8.6	6.3
Maths	NA	8.1	8.4	7.9
Sciences	NA	7.4	7.8	6.8
SES	NA	7.5	7.7	7.1
Drop-out rate G7-9	NA	7%	29%	25%

### Indices

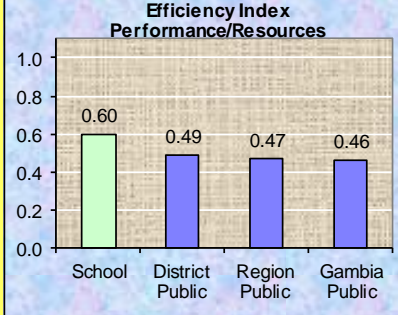
**Performance Index**



**Resources Index**



**Efficiency Index  
Performance/Resources**



Note: NA: Not Applicable      M: missing information

<sup>16</sup> District profiles and Region profiles also exist based on the same source of data (EMIS data and National Learning Assessment and Exam data)

Ministry of Basic & Secondary Education  
Directorate of Planning



Simplified School Profile  
2009/10

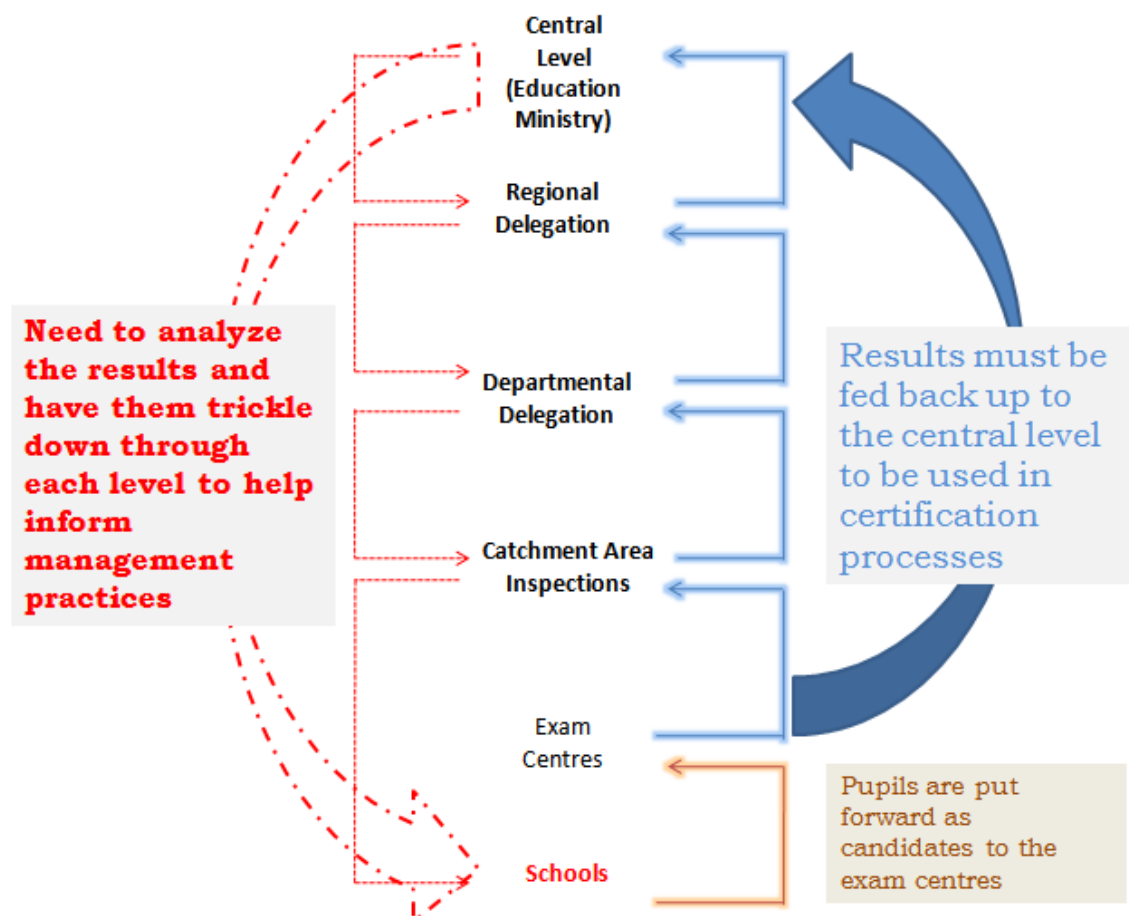
Based on the information collected from the school by the CMs

Region 	Region1
District 	Banjul
School 	Albion
Nb of Students 	663
Nb of classrooms 	15
Of which are permanent 	15
Nb of teachers 	18
Of which are qualified 	M
Nb of Maths textbooks 	582
Nb of English textbooks 	540

Student teacher ratio 					Resources
% of qualified teachers 					
students per Maths textbook 					
students per English textbook 					
	NAT G3 English 				
	NAT G3 Maths 				
	NAT G5 English 				
	NAT G5 Maths 				
	Drop-out rate G1-6 				Performance
	GABECE Aggregate 				
	GABECE English 				
	GABECE Maths 				
	GABECE Sciences 				
	GABECE SES 				
	Drop-out rate G7-9 				Efficiency
Resources Index 					
Performance Index 					
Efficiency Index 					



### Annex 3: Example of a possible information feedback loop



#### Annex 4: Expected Outputs, Results and Overall Goal

Expected Outputs	Expected Results	Goal/objective
Identification of the 5 participating countries based on criteria described in the proposal	Countries are ready to go with implementation of the project in a context-specific way	Strengthened accountability and community participation through the establishment and sustained use of information feedback monitoring systems and tools
Nomination of the country teams and advisory panels in the 5 countries, with participation by relevant stakeholders		
Baseline analysis on institutional gap and on existing data, management and feedback systems and tools in the 5 countries		
Country-specific action plans for the project in the 5 countries		
Templates of information feedback tools (region, district and school profiles) and processes designed in the 5 countries	Countries have technical capacity for the development and annual update of sustainable feedback/monitoring tools (district and school profiles or similar) including indices comparable across schools/districts	
Calculation methodologies for composite school/districts indices capturing i) context and resources; ii) performance (learning outcomes and retention); and iii) efficiency (‘value for money’) prepared in the 5 countries		
Typologies of districts and of schools based on context, resources and performance indicesprepared in the 5 countries		
Training of education regional/district officers, inspectorates and quality assurance agencies, on the interpretation and use of the tools in the 5 countries	Countries have feedback/monitoring systems in place and able to use the tools with community participation	
Training of school committees and communities (incl. with local NGOs participation) on the interpretation and use of the tools received (pilot basis)		
Report consolidating the methodologies and lessons learnt and identifying the best practices	Improved global knowledge and evidence about the enabling drivers for sustainable feedback/monitoring systems and tools in different contexts	
Repository of tools and methodologies on websites		

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