Use of Data for Decision Making and Accountability

March 7, 2023
Sequence

- Situation in Punjab Pre-PESRP
- Initiation of school monitoring regimes in Punjab
- Data usage for improving policy decision
- School improvement and accountability
- Challenges and future plan of action
- Q&A
Situation in Punjab Pre-PESRP

- EMIS was generating incomplete and poor quality data
- The use of data was only limited to produce annual report on school education statistics
- Huge time lag in the availability of school data made its use very limited
- Absence of technical staff in the EMIS
- Non availability of quality data resulted in inefficient financial and human resource allocations across districts and schools
- ADP and new interventions were largely driven by political preferences instead of data driven evidence
- There was no reliable mechanism to report progress against foreign funded projects and ADP schemes
- There was no mechanism available to hold districts and schools accountable for poor performance
- Course correction during the implementation phase was not possible
Large Scale School Monitoring

- Absence of timely and reliable data necessitated the initiation of a large scale school monitoring system to track progress and course correction.
- Independent monitors were hired to monitor each school each month against key educational indicators.
- Monitoring of schools ensured timely delivery of free textbooks, stipends and expenditure tracking of NSB.
- Availability of quality data made it possible to allocate resources where they were most needed. (Teachers & provision of facilities)
Data Usage for Improving Policy Decisions

- Need based hiring of teachers
- Leveraging data for resource allocation
- Measure success of new initiatives (Teachers’ Incentive Programme) and improve efficiency
School Improvement and Accountability

- Launch of Punjab Roadmap to hold districts, Tehsils and Markz accountable for low performance
- Increased role of district management ensuring overall performance (DRC)
- Witnessed significant improvement in performance against key educational indicators across districts
- School Improvement framework (SIF) to track performance of individual school and strengthen support mechanism
- Responsibility of each district management tier identified
- Under SIF, a composite score called School Status Index determines the category of school in terms of its need
Challenges

- Non availability of private sector schools data
- No coordination and horizontal data integration within the school education department as well as other departments responsible for education delivery
- No vertical integration with PIE at federal level
- Low level of data literacy at district and below district levels
- Mapping of out-of-School children
- No data standardization and difficulty reporting data nationally and internationally
- There is no data sharing policy
Future Plan of Action

- Ensuring regular conduct of private schools census along with Annual School Census
- Alignment of sector plans/ADPs with SDG4 indicators
- Data standardization and ensuring interoperability between all education databases
- Vertical integration of data ensuring timely provision of data to PIE
- PIE to act as facilitator and provide forum for coordination between provincial education delivery departments
- Make plans to improve data literacy at district and below district levels
- Open data portals both at provincial and federal levels to make data accessible
Thank You