

# Use of Data for Decision Making and Accountability

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# 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

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the frame, creating a modern, layered effect against the white background.