

GLOBAL PARTNERSHIP *for* EDUCATION

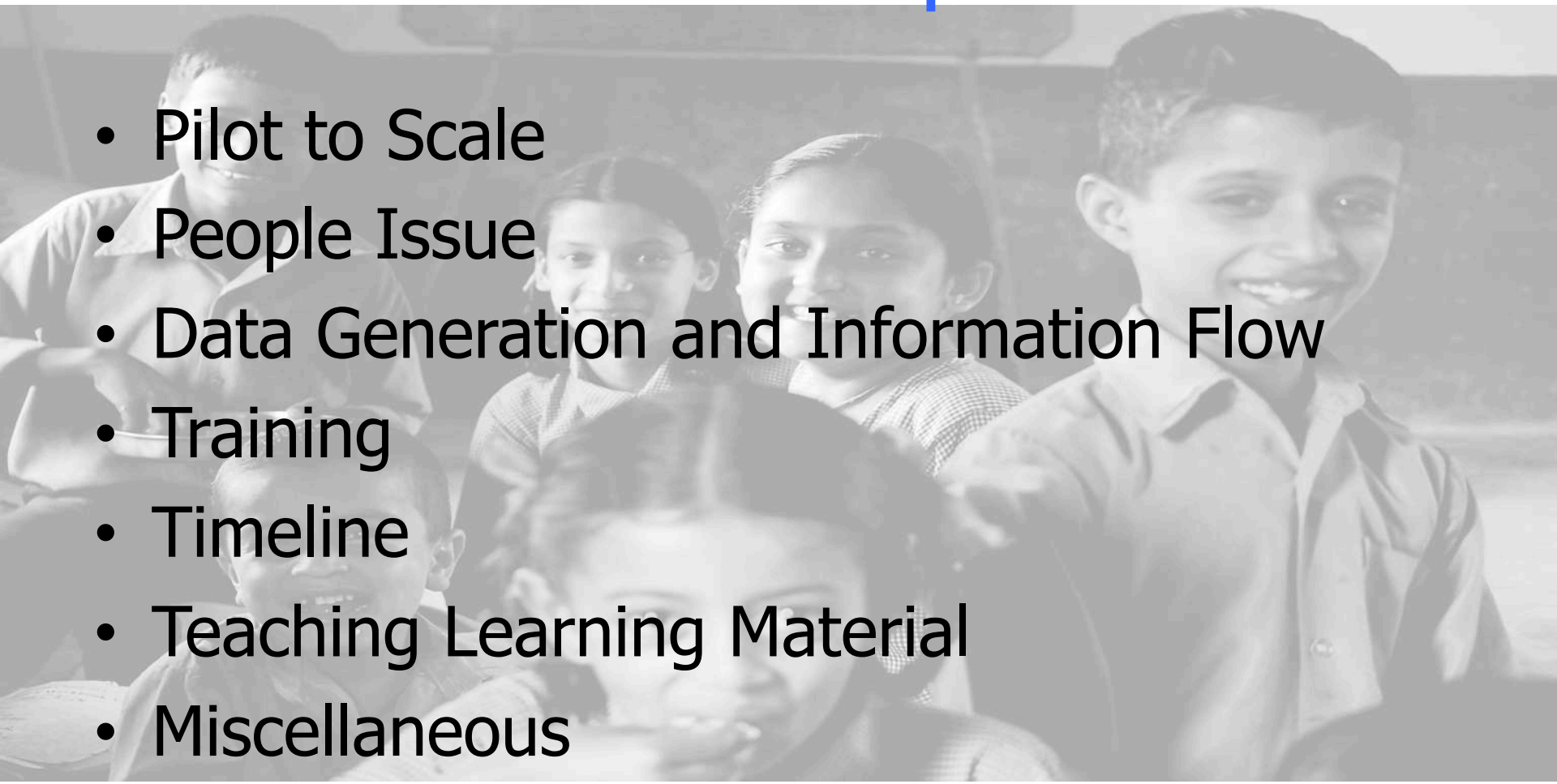
ALL CHILDREN READING

"Logistics and Management"

Bangkok, Thailand
September 17th- 20th, 2012

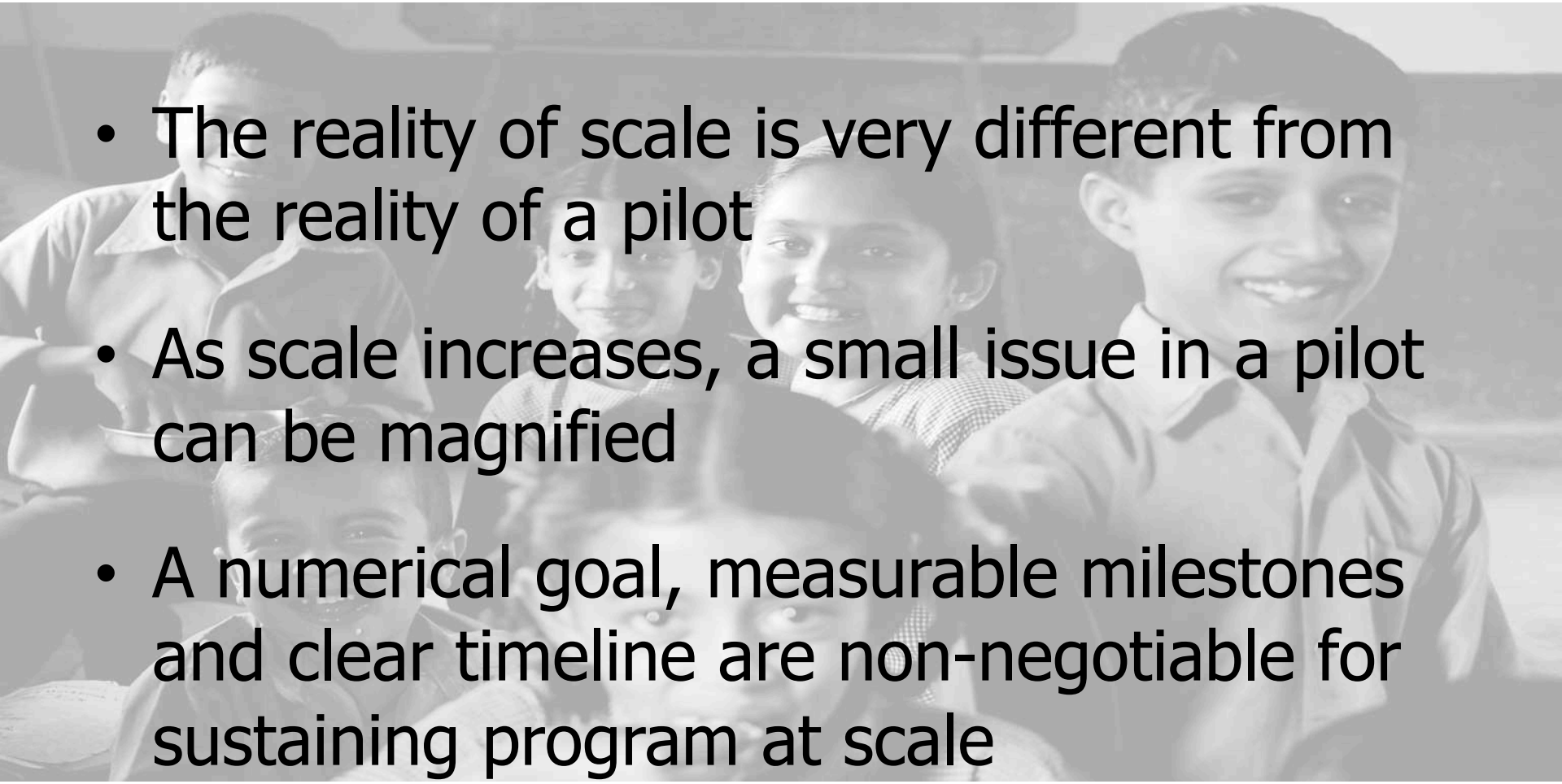
Deepak Dogra
GPE

Road Map



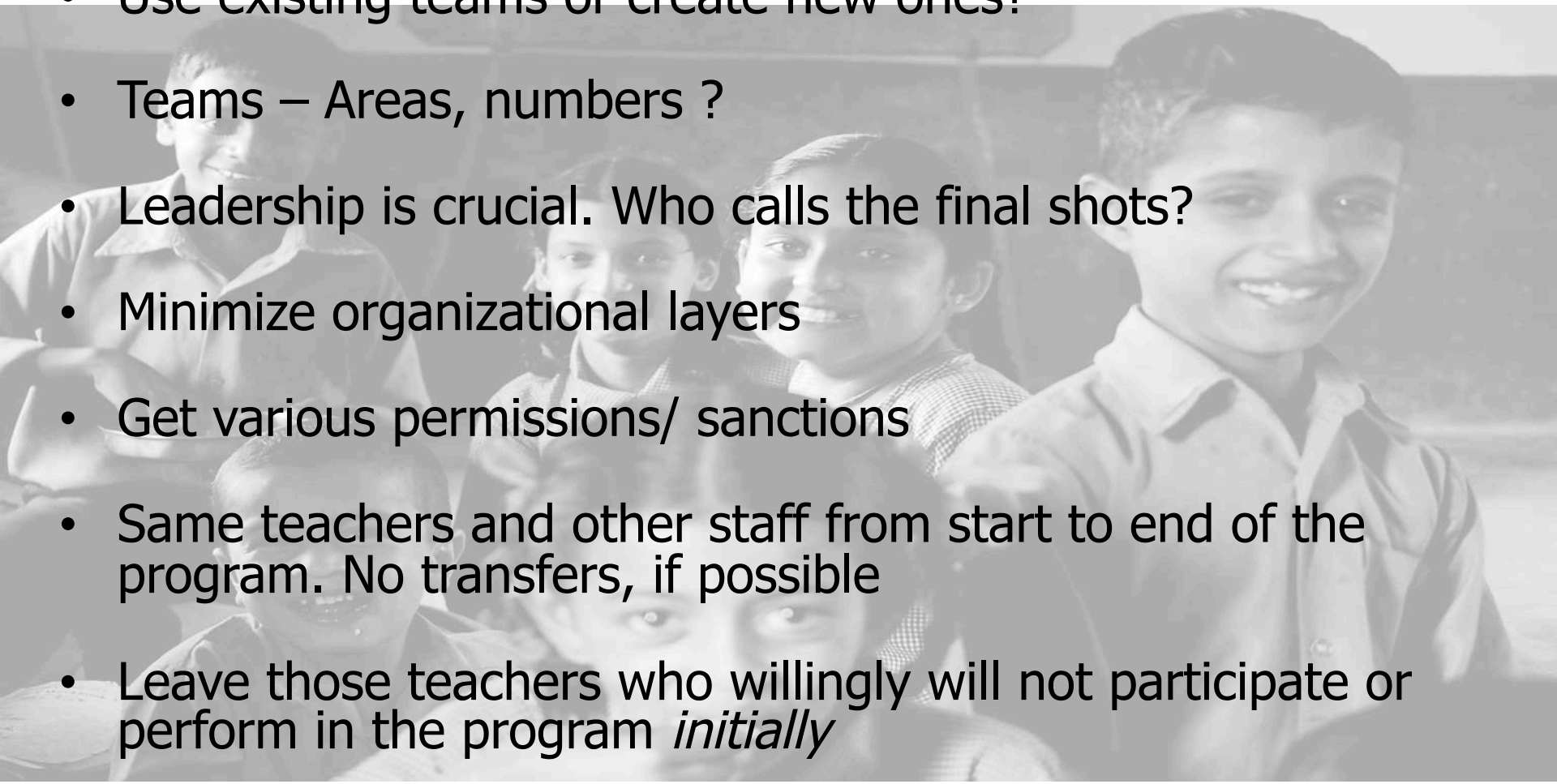
- Pilot to Scale
- People Issue
- Data Generation and Information Flow
- Training
- Timeline
- Teaching Learning Material
- Miscellaneous
- Common Denominators

Pilot to Scale



- The reality of scale is very different from the reality of a pilot
- As scale increases, a small issue in a pilot can be magnified
- A numerical goal, measurable milestones and clear timeline are non-negotiable for sustaining program at scale

People Issues



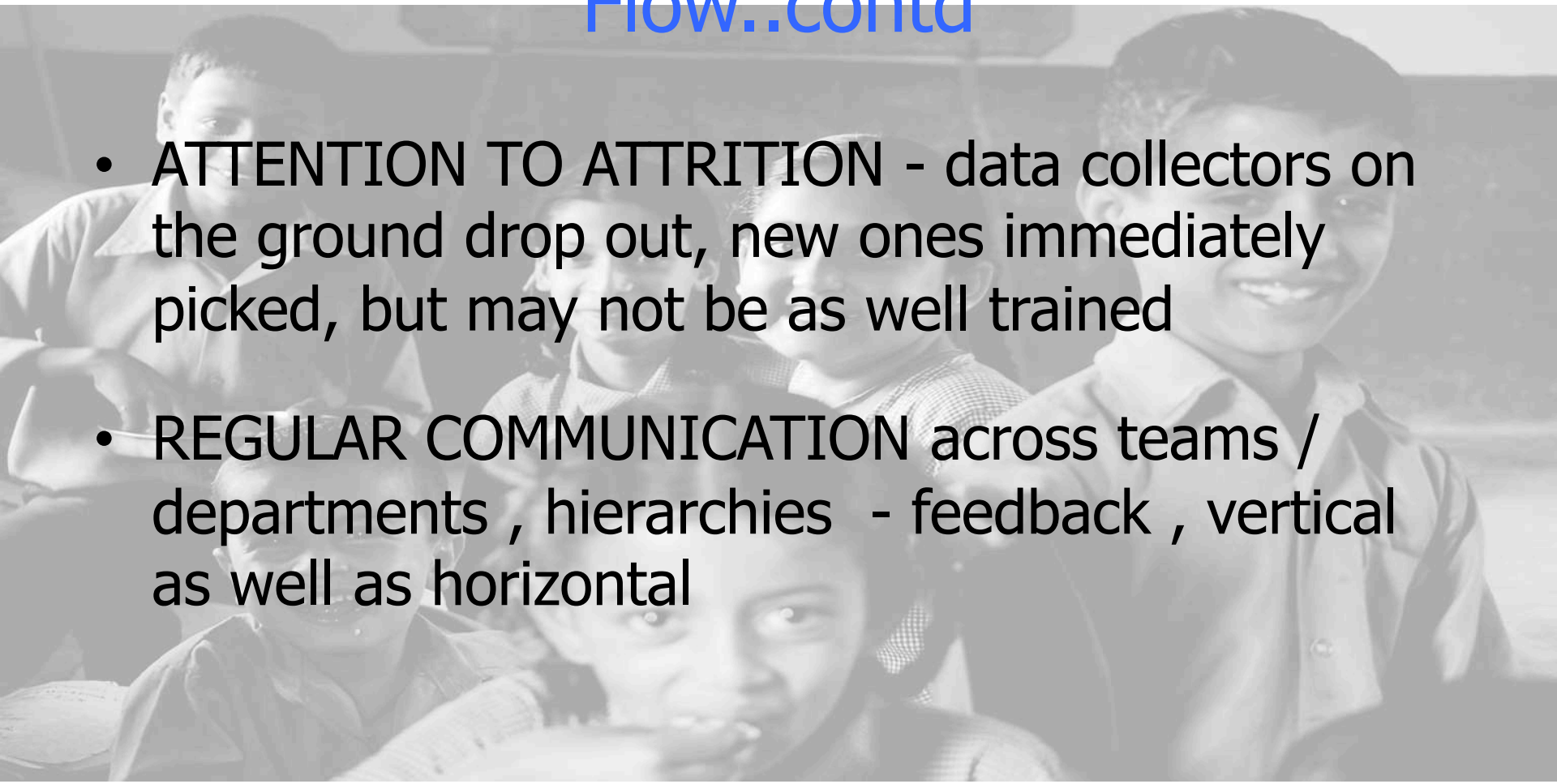
- Use existing teams or create new ones?
- Teams – Areas, numbers ?
- Leadership is crucial. Who calls the final shots?
- Minimize organizational layers
- Get various permissions/ sanctions
- Same teachers and other staff from start to end of the program. No transfers, if possible
- Leave those teachers who willingly will not participate or perform in the program *initially*
- Make sure the most important people are on board before starting the implementation (champions)

Data Generation and Information Flow

- EMIS* - Do we need use the current information system or create a new one?
- DATA GENERATION - Technology vs manual survey format. Simple and easy to understand formats with manuals and minimal data
- INTEGRITY IN DATA COLLECTION - comes from alignment with objectives and practical validation systems at whatever step possible
  - *Various levels of data creation and the type of data*
  - *Measures to prevent creation of fake data*
  - *Use of external evaluators from time to time or cross verification of data*

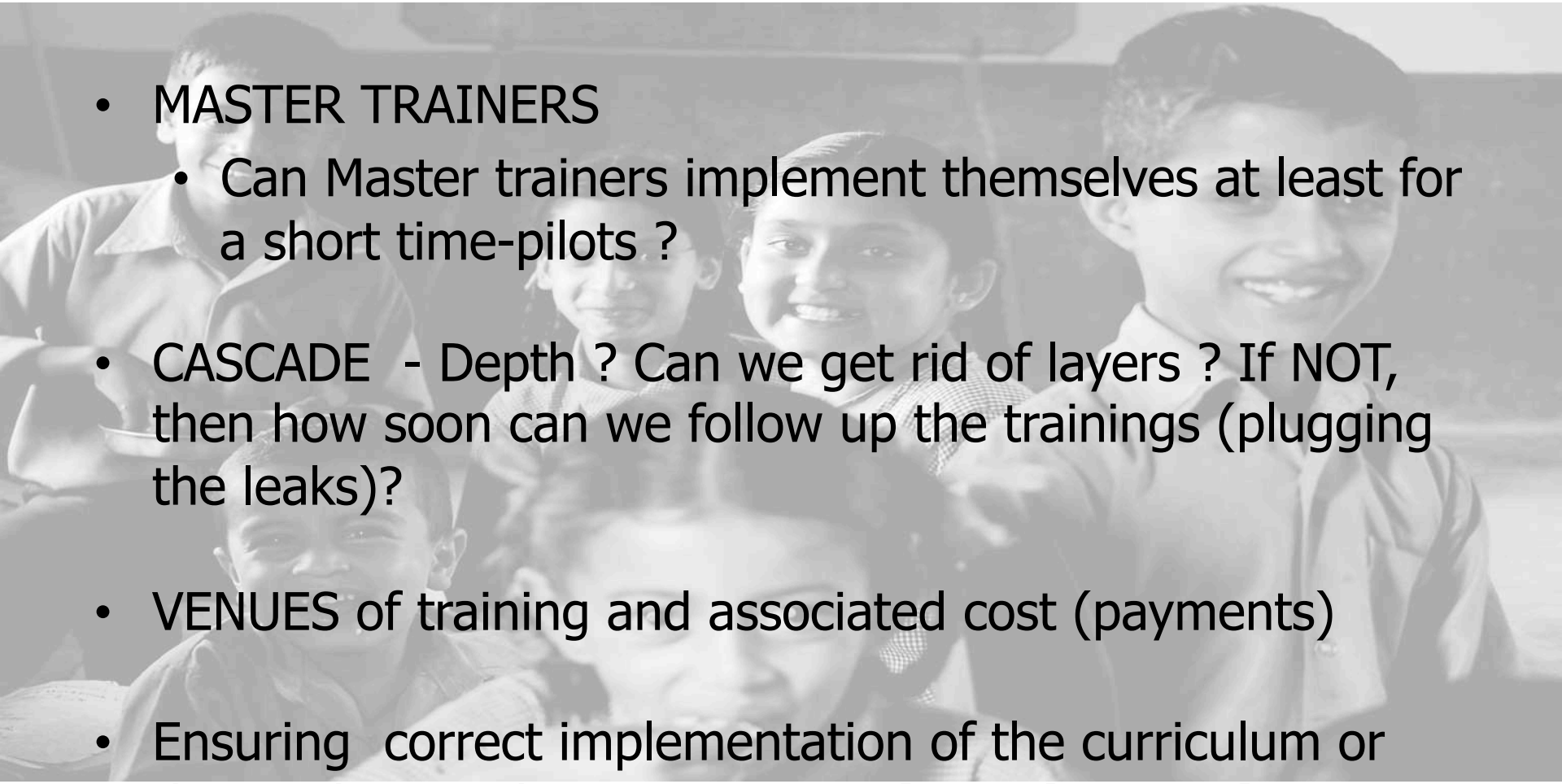
* Education Management Information System

Data Generation and Information Flow..contd



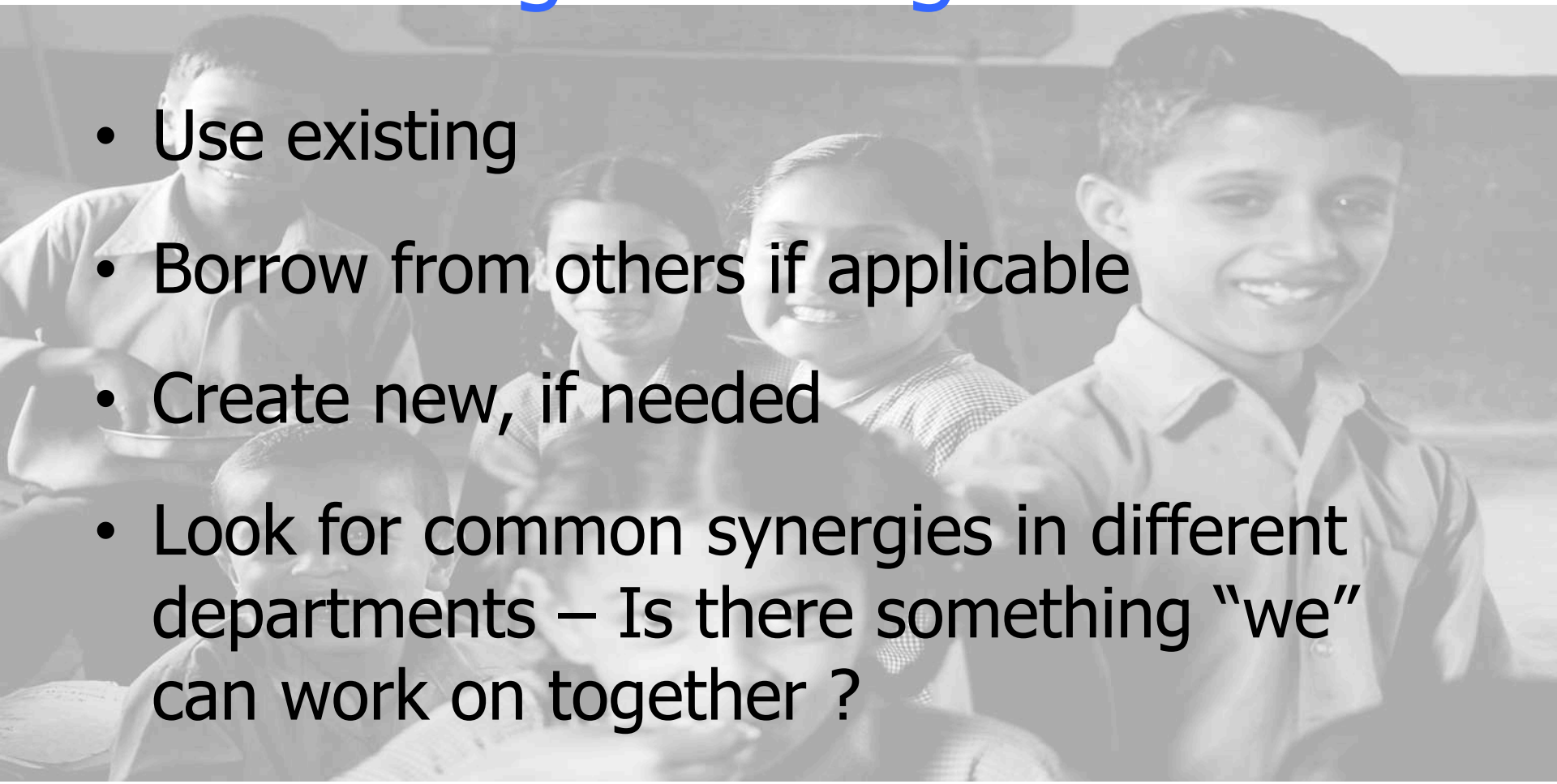
- ATTENTION TO ATTRITION - data collectors on the ground drop out, new ones immediately picked, but may not be as well trained
- REGULAR COMMUNICATION across teams / departments , hierarchies - feedback , vertical as well as horizontal

Training



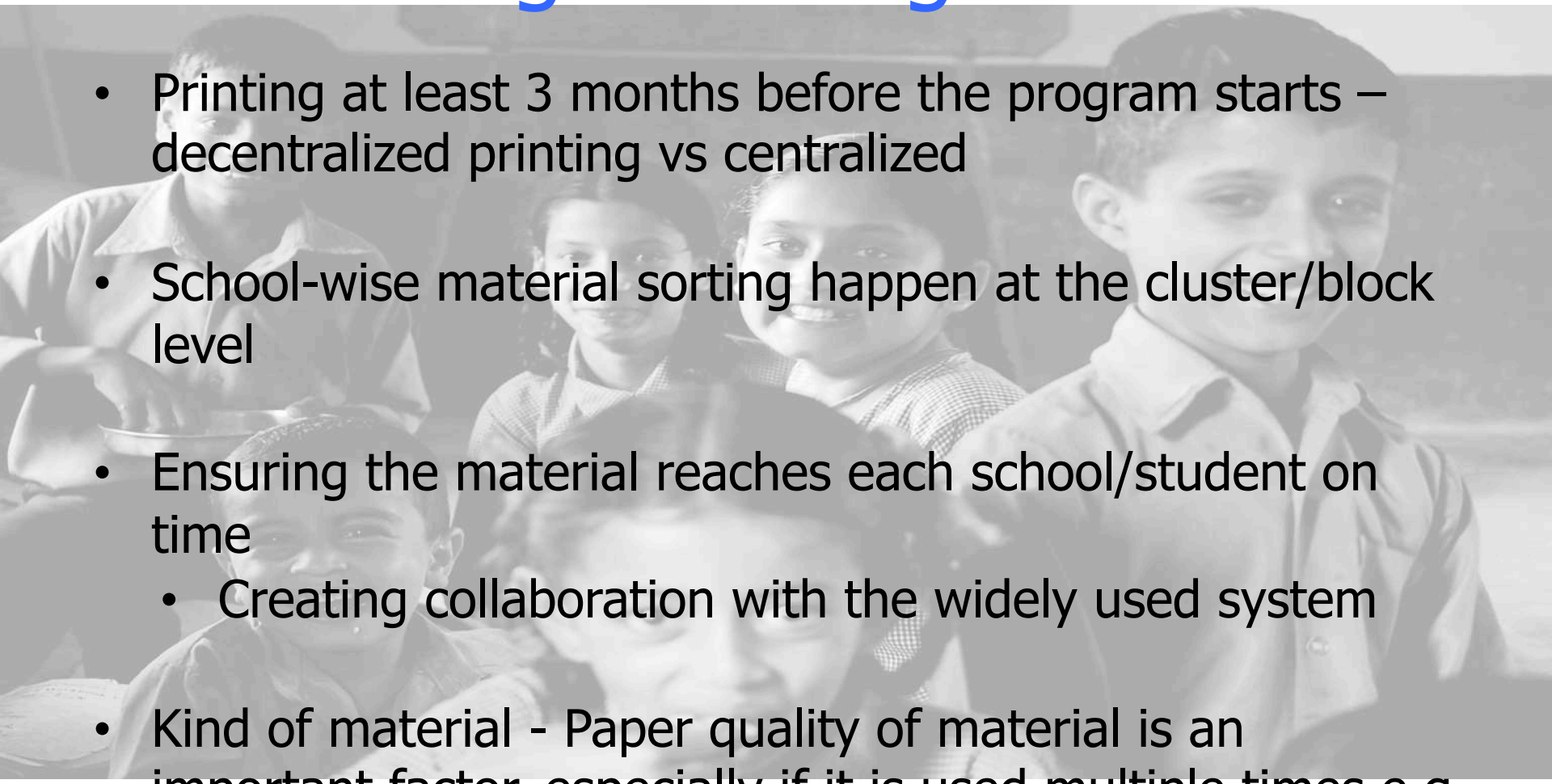
- MASTER TRAINERS
  - Can Master trainers implement themselves at least for a short time-pilots ?
- CASCADE - Depth ? Can we get rid of layers ? If NOT, then how soon can we follow up the trainings (plugging the leaks)?
- VENUES of training and associated cost (payments)
- Ensuring correct implementation of the curriculum or the reading technique– **can trainers be monitors** ?

Teaching Learning Materials



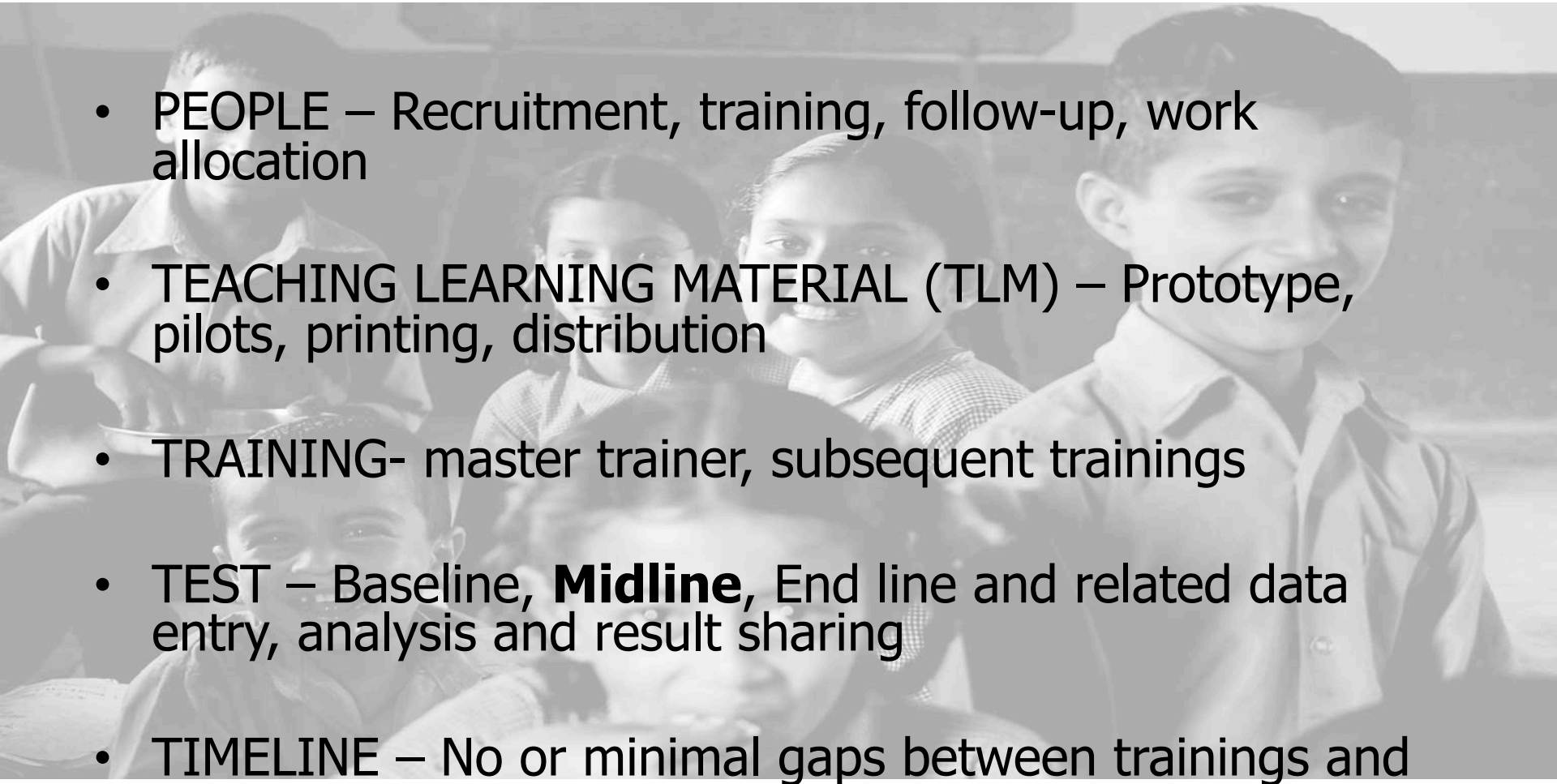
- Use existing
- Borrow from others if applicable
- Create new, if needed
- Look for common synergies in different departments – Is there something “we” can work on together ?
- Be innovative -

Teaching Learning Materials



- Printing at least 3 months before the program starts – decentralized printing vs centralized
- School-wise material sorting happen at the cluster/block level
- Ensuring the material reaches each school/student on time
  - Creating collaboration with the widely used system
- Kind of material - Paper quality of material is an important factor, especially if it is used multiple times e.g Pratham cards; paper cost

Timeline



- PEOPLE – Recruitment, training, follow-up, work allocation
- TEACHING LEARNING MATERIAL (TLM) – Prototype, pilots, printing, distribution
- TRAINING- master trainer, subsequent trainings
- TEST – Baseline, **Midline**, End line and related data entry, analysis and result sharing
- TIMELINE – No or minimal gaps between trainings and implementation and distribution of material, account for holidays/seasons

Reaching destinations





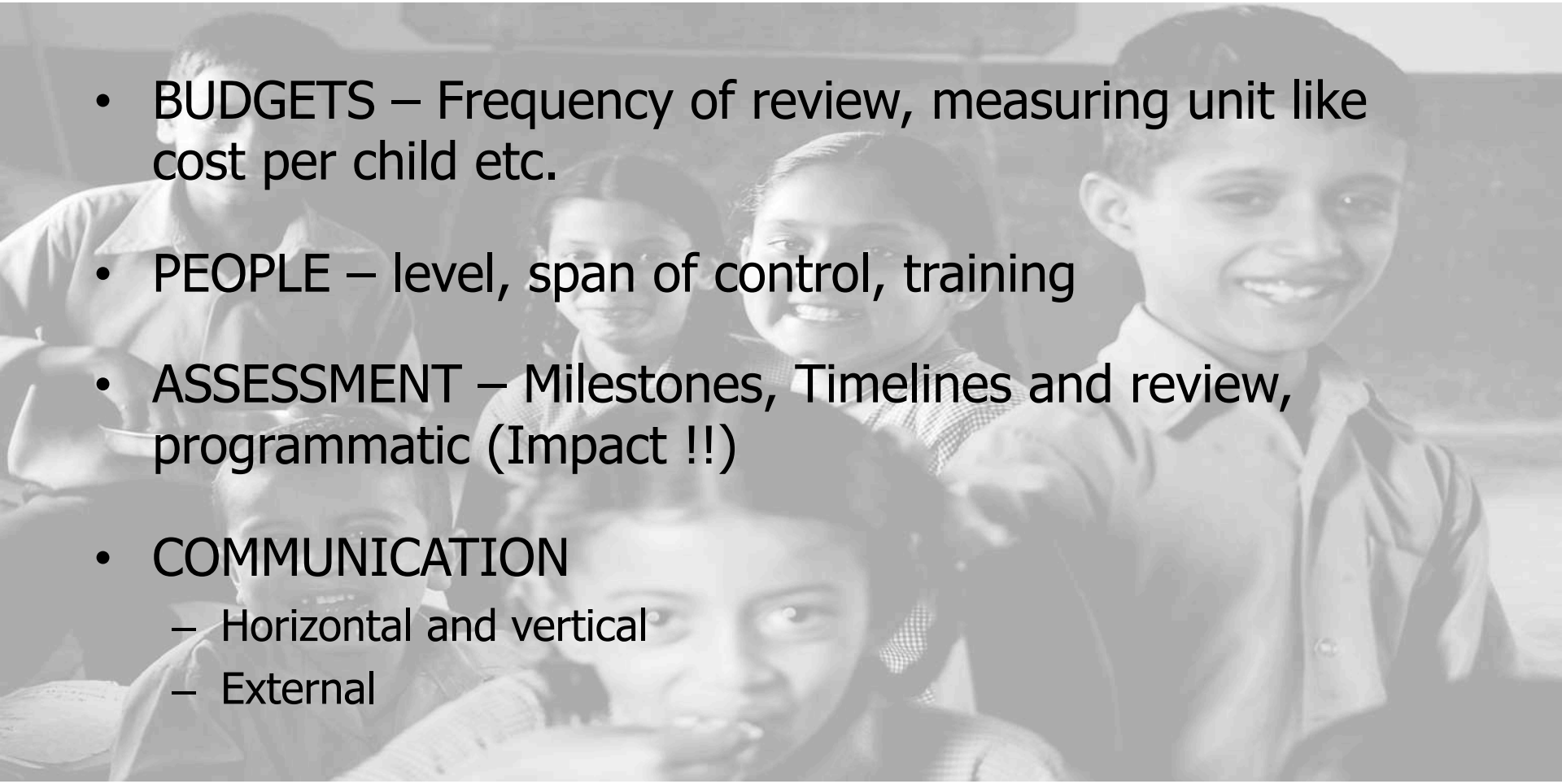




Miscellaneous

- Social media usage. Result reporting inside and outside the country and with various stakeholders
  - Doing a public launch – a way to create enthusiasm and buying
  - Message ?
- Contracts for short term job, with NGOs, and other implementing partners
- Distribution – current channel used by the state govt or separate channel
- Permissions required, if any
- Dealing with teacher unions, non-performing teachers

Common Denominators

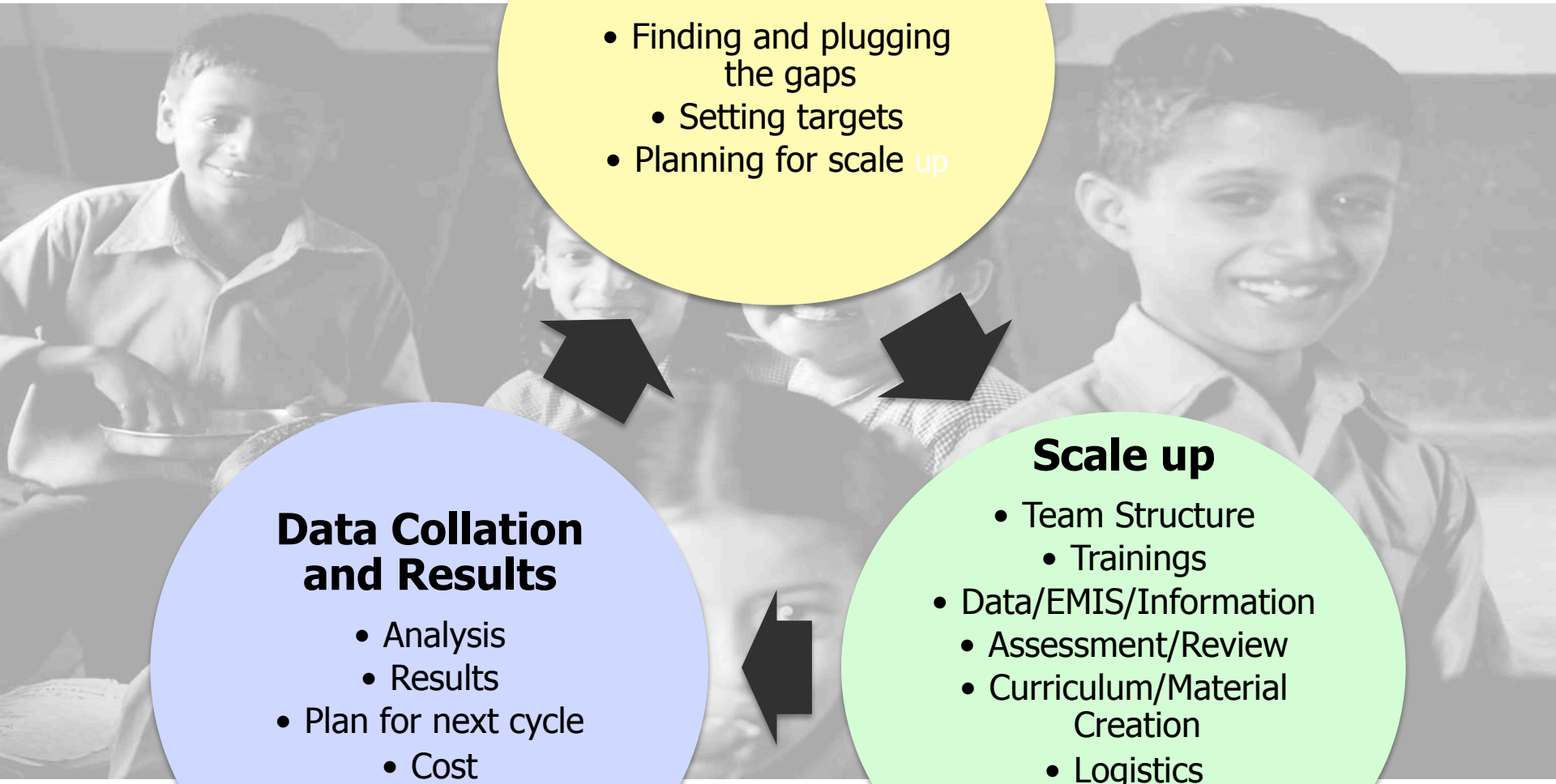


- BUDGETS – Frequency of review, measuring unit like cost per child etc.
- PEOPLE – level, span of control, training
- ASSESSMENT – Milestones, Timelines and review, programmatic (Impact !!)
- COMMUNICATION
  - Horizontal and vertical
  - External

What holds it together ?



	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
PROGRAM ROLL OUT								
PEOPLE								
Advert (for extra/new people)								
Internal/External								
Recruitment								
Selection								
Training								
Deployment								
TEACHING LEARNING MATERIAL								
First Prototype								
First prototype Pilot								
Second pilot								
Final drafts								
Final Print order								
TRAINING								
MTs								
State/Regional trainers								
Cluster Trainers								
Teachers								
Follow up								
Refresher trainings								
MATERIAL DISTRIBUTION								
Central stock								
Regional Stock								
Schools								
TESTS								
Baseline								
Midline 1								
Midline 2								
Endline								
DATA								



Pilot

- Finding and plugging the gaps
- Setting targets
- Planning for scale up

Scale up

- Team Structure
- Trainings
- Data/EMIS/Information
- Assessment/Review
- Curriculum/Material Creation
- Logistics
- Cost
- Misc

Data Collation and Results

- Analysis
- Results
- Plan for next cycle
- Cost
- Media and Commn.


Thank You !!