

**Report**

**Annual Data Validation 2019**

**BRAC Education Programme**

**BRAC Monitoring Department**

**January - February 2020**

**Preface**

During the monitoring period of January to February 2020, BRAC Monitoring Department conducted an Annual Data Validation study for BEP. The key objective of this study was to validate the annual results reported by BEP for AOP and SPA RF in 2019. BEP’s MIS was also assessed under the scope of this study for its effectiveness and efficiency in producing quality data for the programme.

During the monitoring period, monitoring officers shared the findings with the concerned BEP personnel at the field level. After cleaning, processing, and analyzing the collected data, findings were shared with the concerned BEP HO level personnel by means of a presentation. After incorporating the feedback received during presentation, the narrative report is now being published. This report also contains the action plans shared by the programme based on the study findings.

We acknowledge the valuable contributions and support extended by the BEP colleagues during the monitoring activities.

Any constructive suggestion regarding monitoring issues and report will be warmly accepted.

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Head, BRAC Monitoring Department

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# Executive Summary

**Introduction:** Annual data validation study aims to provide decision making support to BEP on the data quality and the data management system. The study focused on ten major components of BEP in consultation with the programme, which include - Early Childhood Development (ECD), BRAC Pre Primary School (BPPS), BRAC Primary School (BPS), Adolescence Development Programme (ADP), Gono Kendro (GK), Shishu Niketon (SN), Especial Supported Programme (ESP) pre-primary and primary, Bridge, Second Chance School (SCE), Support to Mainstream Secondary school (SMSS). The goal of the Annual Data Validation Study 2019’s were to validate annual results reported by BEP for 2019 through the programme AOP and SPA RF, evaluate and rank the programme MIS according to data quality standards and recommend ways for improving the present data system; as well as the follow-up on the recommendation of 2018.

**Methodology:** Both quantitative and qualitative techniques for data collection were administered to collect data for this study. In order to get maximum coverage of the selected components, this study covered 11 purposively selected branches from 8 regions where randomly selected 175 parents, 40 teachers, 22 new student, 6 graduate student, 39 SMC club member, 30 ADP club members, 25 GK members and 14 SMSS trainees were interviewed for field level verification through quantitative data collection tool. In addition, 41 programme officials were interviewed through qualitative data collection technique.

**Findings:** Findings of this study are presented into three segments: Field Verification Findings, Data Flow Verification Findings and Data Quality Assessment. In the **field level verification**, all the components’ data were validated under SPA RF indicators and AOP activities. A gap in the selection process of the children with disability was found, as the scientific method of disability measurement is not properly followed. This is resulting in putting children with temporary impairment under the category “children with disability”. It was also found that Parents’ meeting is not always conducted and/or documented because of PO’s engagement with other programmatic works. At the same time, for SMSS/PACE schools, it was observed that no support was provided to some schools (based on programme's definition of support), only the communication was established. For **data flow verification** findings, there was cases of mismatch (over-reporting and under-reporting) in a number of the indicators. Overall. 3.36% mismatch was found. However, even after last year's recommendation of attaching notes to missing data, it was not implemented. Also, at times, formal procedure of reporting and submission of document is not followed, rather, the data is reported with SMS/calls. Also, BMD had to go through hard time to obtain the calculation sheet and the data itself. BMD suggests that the data and calculation sheet should be readily available once the data is reported. Findings on **data quality assessment findings** indicate that all data were submitted in time. However, at the field level, not every received training on data collection and management. Also, most of the field employees are not aware of the draft guideline prepared in head office and its contents. At the same time, even after last year's recommendation of protecting documents in locked-cabinets, there were cases of mismatch. Based on the parameters of management information system, BEP achieved a MIS score of 2.9 out of 5.

**Recommendations:** From the study findings, BMD has a number of recommendations for BEP to improve their data quality and management system which includes - regular cross-checking of MIS data by supervisor to address missing data, transcription error and calculation error, ensuring proper document submission and nor reporting the number over phone/SMS, ensuring adequate safekeeping of data in field, redefining SPA RF output indicator 3.1 as a measurable one based on discussion with Climate Change programme, following appropriate method of children with disability selection, and ensuring availability of indicator-wise excel file for each of the reported indicators.

# Introduction

BEP’s data validation was conducted for both SPA RF indicators and for 2019 AOP results. In the introductory section of this report, programme overviews for selected ten major components of BEP (ECD, ESP Pre Primary and Primary, BPPS, BPS, Bridge, SCE, SN, ADP, GK, Support to Mainstream Secondary school) are discussed. The background of this study, objectives and scope along with the key questions are mentioned under introduction section.

* 1. **Programme Overview**

**BRAC Education Programme (BEP):** BRAC Education Programme has become a leader in providing education support for the underprivileged children and is an active contributor in government’s efforts to achieve quality education. BEP’s contribution has been appreciated by UNESCO for its involvement in operating thousands of non-formal schools and ensuring girls’ participation in primary level schools. Since the beginning of Education programme, it has expanded its range to a variety of segments. Other than primary schools, BEP initiated pre-primary education, Early Childhood Development programme, Adolescent Development Programme, BRAC Secondary schools, Gono Kendro, Support to mainstream secondary school.

**BRAC Monitoring Department (BMD)**: works to support the institutional efficiency of the organisation in planning, implementing, tracking various programs and functions, and facilitating organizational learning at various levels. BMD’s major objective is to provide dynamic decision support to BRAC in improving operational efficiency. In view of that Monitoring department assess the quality and effectiveness of the program interventions as well as the corresponding reporting.

* 1. **Study Background**

As per management decision, annual data validation has been conducted for the results reported by BEP in 2019 similar to the one conducted for the 2018 results. Results reported under SPA RF and AOP were validated. The scale of this validation at field level was less than the ideal level to match with the available resources of the BMD.

* 1. **Study Objectives**

The objectives of the 2019 Annual Data Validation by Monitoring Department were to:

* Validate annual results reported for 2019 through the program AOPs and SPA RF
* Recommend ways of improvement in the data system
* Evaluate programme MIS as per standard data quality criteria
* Follow-up on 2018 recommendation of data validation
* Provide support for the upcoming DFID IRR
  1. **Scope of the Study**

This study focused on major ten components of BEP program after consultation with programme team. These components are large in nature. The selected components include Early Childhood Development (ECD), BRAC Pre Primary School (BPPS), BRAC Primary School (BPS), Adolescence Development Programme (ADP), Gono Kendro (GK), Shishu Niketon (SN), Especial Supported Programme (ESP) pre-primary and primary, Bridge, Second Chance School (SCE), Support to Mainstream Secondary school (SMSS).

Due to time constraint and limited human resources, this study only focused on validating the AOP activities which are significant, have impact on the participant level, and have contribution to SPA RF indicators. The AOP objectives and activities which deal with setting guidelines, policy, participation in conferences, producing report, mainstreaming indicator, submission of proposal, etc. were out of the scope of this study. Operational definitions of the SPA RF indicators and AOP activities validated under this study are mentioned in the below table along with relevant reference points:

**Table 1. Operational definitions relevant to this study as per the reference documents**

| **Activities/ Indicator Definition provided by BEP** | **Description** |
| --- | --- |
| **BEP AOP 2019** | |
| **Objective 1:** To Improve quality of education for all students in BRAC school | |
| Activity 1.1.1.: Provide subject base training to teachers (who get B and C Grade in assessment) as per teacher development plan and ensure Basic training for 100% newly recruited teachers | As per teacher’s development plan, teachers who got B and C grade in special assessment conducted for Shishu Niketon and pre-primary teachers will be given training on particular subjects like Math, English and pedagogical.  All newly recruited teachers will get basic training, before the pre-primary and primary schools start. |
| Activity 1.3.1: Formation of five-member "action group" in each ADP center who will advocate for no early marriage | For advocating for no early marriage, each ADP centre will have a five-member “action group”. |
| **Objective 2:** To increase access to quality education in an equitable and inclusive way for children and adolescents | |
| **Activity 2.1.1:** Operate a total of 14,388 schools and centers which include 4,880 new schools and centers across the country | Pre-primary and primary schools including Shishu Niketon. Schools that have classroom with required supplies, adequate number of trained teachers, number of students as per school’s policy are known as operational schools |
| **Activity 2.2.1:** Targeted enrolment of children, adolescent and youth following inclusive policy in all components | Targeted enrolment of children and youth in schools, adolescent club and Gonokendra respectively; inclusive of ethnic minority, disability, and sex ratio |
| **SPA RF** | |
| **Output indicator 1.4A:** # of teachers trained (foundational training) (basic training) | |
| The terms **“teachers trained”** refers the teachers who have completed the scheduled training (foundational training / basic or initial training) successfully in the duration of 1 week to 2 weeks either residential or non-residential, and they are confident as per trainer assessment to conduct the classes.  Foundational training is mandatory for the teachers who have recruited newly in the BEP schools or who have not received this kind of training before.  1 week and 2 weeks training are respectively relevant for the teachers of ECD /preprimary school and primary school (e.g. NFP /ESP School /BPS, Bridge school, Shisu Niketon School etc.)  Calculation method: Count the teachers who successfully trained as per office records in a given year (or reporting period). | The term “teachers trained” refers to those who have completed the scheduled training successfully and they are confident as per trainer assessment to conduct classes. Foundational training is applicable and mandatory for the newly recruited teachers, who never received this kind of training before. Foundational training is usually of 1 week to 2 weeks duration (1 week for ECD-Pre-primary teachers, and 2 weeks for Primary teachers).  Flow: BM/AM>RM>HO |
| **Output indicator 1.4B:** # of teachers received monthly refreshers training | |
| **“Teachers received monthly refreshers training**”refers all teachers (ECD, Preprimary to Primary schools) who received monthly (8 to 10 times) refreshers training in order to improve their lessons’ delivery in more interactive fashion. They (the teachers) also prepare the next month lesson plan in this training session. The monthly refreshers training receivers are already developed through foundational training*,* and orientation which held at the beginning of each grade/class.  Calculation method: Count the teachers who received refreshers training as per office records in a given year (or reporting period) | Teachers who completed Refresher’s training refers to the teachers (all type of schools: ECD, Preprimary to Primary) who received monthly refreshers training in order to improve their lessons’ delivery in more interactive fashion. They (the teachers) also prepare the next month lesson plan in this training session. The monthly refreshers training receivers are already developed through foundational training, and orientation which held at the beginning of each grade/class.  \*SOP of MIS calculation method  Flow: BM/AM>RM>HO |
| **Output indicator 1.5:** # of students graduated from BRAC operated schools (including NGO partner schools) | |
| School’s type definition of “# of students graduated”:  **NFP school (BPS/ ESP) Graduate / graduation:** A student or children who have successfully completed the BRAC Non-Formal Primary (NFP) school’ cycle (or cohort) from grade-1 to grade-5 in four years’ cycle is called NFP graduate.  If a student is survived up to grade 5 in NFP school, or s/he has already been completed the DR (Descriptive role) form to sit in the PEC examinations (PECE), and s/he is continuing grade-5 till the PEC examinations, then BEP will call him/her a BRAC graduate of the NFP school.  Classroom assessment and attendance rate are the key elements for successfully completed the NFP School.  Similar definition will be applicable for the BRAC Bride school graduate. This school will complete Grade-2 (Starting grade) to Grade-5 in 3.4 years, or Grade-3 to Grade-5 in 3 years.  **ECD graduate/ graduation:** A student (or children) who successfully survived in ECD school/centre for two years is called ECD graduate.  **Preprimary graduate/Graduation:** A student (or children) who successfully survived in a school year, a one year’ duration, is called preprimary graduate.  **Formal Primary school’ Graduate:** These types of school will follow the national definition like DPE (directorate of Primary Education, Govt.). The students who passed the PECE (Primary Education Completion Examination) in the given year are called them graduate from the BRAC formal primary school.  BRAC formal school, Shisu Niketon School (Single classroom and multi-classroom) and BRAC academy are included in this segment.  **“BRAC Operated schools”** refer all types of schools of BEP (BRAC) such as ECD, Pre-primary, Primary (NFP, Bridge, Shisu Niketon etc,) including partner NGO schools (ESP) and BRAC secondary school. | Students graduating from BRAC will have completed at least one year of school) (usually more), therefore fulfilling DFID criteria for decent education. Following graduation criteria for BRAC-   1. Children who accessed to ECD centers with integrated play-based curriculum and complete two years of early-age education; 2. Children who accessed to pre primary with a basic academic foundation along with social, emotional, physical development and successfully complete this one year course; 3. Children of one-classroom non-formal primary schools who accessed to lots of supplementation materials and activity for quality education along with NCTB curriculum, and complete the 4 years course. Grade wise duration of courses are:   Grade I – 9 months, Grade II – 9 months, Grade III – 9 months, Grade IV- 10 months, Grade V – 11 months.   1. For Shishu-Niketon / Formal Primary Schools, students who complete the primary school syllabus in five years. 2. For BRAC operated secondary schools, students who complete the five years of secondary education by passing the national SSC exam.   Flow: BM/AM>RM>HO. |
| **Output indicator 1.6:** # of children enrolled in BRAC operated schools (including NGO partner schools) **(IRR)** | |
| **“# of children enrolled”** refer that students who registered in BEP (BRAC) schools, and/or attending classes /grades (e.g. grade 1, Grade 2, Grade 3 etc.). Or, any student who has registered in BEP school and taking part in classes/ grades in a given year.  **“BRAC Operated schools”** refer all types of schools of BEP (BRAC) such as ECD, Pre-primary, Primary (NFP, Bridge, Shisu Niketon etc,) including partner NGO schools (ESP) and BRAC secondary school. | This indicator shows the number of children who enrolled to different types of BRAC operated schools in a particular year.  Enrolment in BRAC schools is a process that starts with the identification of location of schools based on socio-economic data analysis, primary meeting with government and local government officials and representatives and meeting with a large group of community people. Then, BRAC identifies areas considering the numbers of available children or children dropped out from the system through door to door survey by field staff along with community people. To ensure proper enrolment, BEP makes linkage with local government primary school and establishes schools 1 kilometer far from government primary schools for avoiding overlapping enrolment. The component-wise enrolment eligibility of children are as follows:  Early Childhood Development (ECD): 3 to 5-year-old children  Pre-primary School: Children aged 5 years  Non-formal Primary School (NFP): Children aged 8-12  Shishu Niketon (formal) School: Children aged above 6  Flow: BM/AM>RM>HO. |
| **Output indicator 1.7:** # of beneficiaries in Adolescent Development Programme (ADP) and Gonokendro in BRAC Education Programme (BEP) **(IRR)** | |
| **# of beneficiary** (or beneficiaries) refers that the “members” or “community members” who are registered in ADP (Adolescent Development Programme) clubs / centres and Gonokendro (Multi-purpose Community Learning Centre); and who are using these types of clubs/centres as platform for self-development.  This indicator represents the total numbers of members who registered in BEP’s ADP and Gonokendro centres in a given (or reporting) year | The milestones represent the total number of beneficiaries (members) of the reporting year.  The term beneficiary refers to the “members” or “community members” who are registered in BEP ADP and Gonokendro (multi-purpose community learning centers-MCLC); and who are using this type of clubs/centers as a platform for self-development.  Members of ADP are 15 years to 19 years old who are vulnerable due to their age-group, especially the girls. ADP clubs are safe spaces for them where they exchange their experiences and get life skills.  Gonokendro members are high school students within the high school premises, and local youth, women and elites in the communities, who get access to books to sustain their reading habits and to meet the demand of extra books other than textbooks, and also participate in various activities.  Flow: BM/AM>RM>HO. |
| **Output indicator 1.8A:** # of non-government secondary schools (PACE) supported **(IRR)** | |
| The terms “Non-government secondary schools” refers the schools which are recognized by the government of Bangladesh. BEP (BRAC) names this types of schools as “Support to mainstream Secondary School (SMSS”  “# of non-government secondary schools supported” refers the total number of schools which were supported by the BRAC (BEP) in a reporting period/ year.  Calculation method: Count all non-government secondary schools (SMSS) which are operational in BEP (BRAC) in a given year (of reporting period) | BEP supplements government‘s effort in improving the quality of education in mainstream non-government secondary schools (PACE) which are mainly located in rural areas beyond upazila level. These schools are selected based on the criteria: (a) poor quality schools with JSC and SSC results below national standard, and (b) recognized by the government such as monthly payment order (MPO) recipient and SMC recognized by the Education Board. These schools receive pedagogical training for teachers, management training, subject based training (math, science, and English), student mentoring, student debate, and student courses like geometry etc.  Flow: BM/AM>RM>HO |
| **Output indicator 1.8B:** # of students graduated from BRAC supported schools | |
| # of students graduated from BRAC supported schools refer the total number of students who passed the SSC (Secondary School Certificate) examinations in a given year or reporting period  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP names this school as “Support to mainstream Secondary School (SMSS)” | # of students graduated from BRAC supported schools is counted/measured yearly with sex disaggregation.  BEP supplements government‘s effort in improving the quality of education in mainstream secondary schools. Students after passing primary education completion examination (PECE) get enrolled in these secondary schools and complete another 5 years of secondary education. After that they sit for Secondary School Certificate (SSC) Examination by GoB. Once they successfully pass SSC Examination, they are called as **Secondary School Graduates** |
| **Output indicator 1.8C:** # of students enrolled in BRAC supported schools | |
| **# of children enrolled in BRAC supported schools** refer that the students who registered in BRAC supported schools, and/or attending classes in Six to ten. Or, any student who has registered in BRAC supported school and taking part in classes/ grades in a given year.  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP named this school as “Support to mainstream Secondary School (SMSS)” | # of students who are in BRAC supported (PACE) schools during intervention, counting from grade six to grade ten; applicable for secondary schools |
| **Output indicator 1.8D:** Average of attendance rate of the students in BRAC supported schools | |
| Attendance rate is the number of attendees out of total number of students in a reporting period.  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP named this school as “Support to mainstream Secondary School (SMSS)”  Calculation method:  Formula = x 100  **Note:** Average of attendance rate of the students in BRAC supported schools will be observed on a sample basis in a given year. | Attendance rate is the number of attendees out of total number of students observed on sample basis in a given year; applicable for secondary schools |
| **Output indicator 1.8E:** Average retention rate of BRAC supported schools | |
| Retention of BRAC supported schools (Support to mainstream secondary school -SMSS) is the number of students graduated / survived in a given school year out of the students enrolled in the first grade of a given cycle of education (cohort enrolment)  Calculation method:  Formula = x 100 | Retention rate is the number of graduates out of cohort enrolment; applicable for secondary schools |
| **Output Indicator 2.1:** # of school management committees and women-led community organisations with women represented in the majority | |
| “SMC (School Management Committee)” refers the committee that ensures regular attendance of the students and teachers, and to maintain school and its timing.  By design, each school (ECD, Preprimary and Primary including Shisu Niketon) of BEP has a SMC. The SMC meeting organize at the school premises once a month jointly with parents’ meeting.  Calculation method:  Formula = x 100  Where i equals to school 1, school 2, school 3 etc.  Once the calculation has done by this formula, then count total BEP schools where women are over 50 percent to calculate “# of SMC in which women are represented in the majority”.  ***Notes:*** *As per SMC formation guideline (Ref: PO manual “Dharpon”) of BEP, each school has a SMC (School Management Committees) which comprises 7 members. This 7 members SMC includes 3 mothers of BEP students, 1 BEP teachers (a locally recruited, especially women), 1 wise person who may be male or female, and 2 fathers of BEP students.* |  |
| **Outcome indicator 3.1:** % difference in the pass rate of the national standard exams (PECE, JSC, SSC) achieved in BRAC and BRAC supported schools, compared to the national average (disaggregate by exam type, e.g. PECE, JSC and SSC) | |
| The terms **“percentage difference”** refers the percentage that is to be higher than the national and local standard examinations (PECE, JSC, SSC)  **“BRAC Operated schools”** refer all types of schools of BEP (BRAC) such as ECD, Pre-primary, Primary (NFP, Bridge, Shisu Niketon etc,) including partner NGO schools (ESP) and BRAC secondary school.  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP names this school as “Support to mainstream Secondary School (SMSS)”  **Calculation method:**  Pass rate of PECE= x 100  Where T equals to school type like NFP school (BPS including ESP), Shisu Niketon school etc.  **Pass rate of JSC/SSC=** x 100  Where S equals to secondary school-1, School-2, School-3, etc.  Formula (Cumulative) = x 100 | The indicator (outcome indicator 3.1) is a proxy one, for demonstrating greater competencies of the children and adolescents graduating through BRAC operated and BRAC supported schools.  Percentage difference is to be higher than the national and local standard, even by a small percentage point. That is because even a small % higher than the national or local pass rate reflects achieving results comparable/close to local/national average in standard exams, despite the fact that the children in BRAC Schools are from the disadvantaged and disfranchised segment of population and govt. secondary schools are selected from amongst poor performing school/poor capacity/outreach communities". |
| **Outcome indicator 3.2A:** % of children and adolescent in the BRAC education programme that are girls | |
| Children and adolescent in BRAC Education Programme (BEP) refer the composition of boys/male and girls/female  % share of girls in the BRAC Education Programme (BEP) in terms of participation (enrolment) for a reporting year (or period). Here, "BEP" refers to all the activities involving children and adolescents - BRAC operated and supported schools, ADPs and Gonokedros.  Calculation method:  Formula = x 100 | % share of girls in the BRAC Education Programme in terms of participation (enrolment) for a reporting year. Here, "BRAC education programme" refers to all the BEP activities involving children and adolescents - BRAC operated and supported schools, ADPs and Gonokedro-s. |
| **Outcome indicator 3.2B:** % of students graduated from BRAC operated and BRAC supported schools that are girls | |
| Please see the definition of graduate/ graduation in indicator 1.5  **“BRAC Operated schools”** refer all types of schools of BEP (BRAC) such as ECD, Pre-primary, Primary (NFP, Bridge, Shisu Niketon etc,) including partner NGO schools (ESP) and BRAC secondary school.  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP names this school as “Support to mainstream Secondary School (SMSS)”  Calculation method:  Formula = x 100 | BRAC operated schools includes all primary schools those are directly operated by BEP like Non Formal Primary (NFP) including ESP, Shishu Niketan of BEP, and BRAC secondary schools. BRAC supported schools are non-government mainstream secondary schools. |
| **Outcome indicator 3.3:** % of the children enrolled in all BRAC operated and all BRAC supported schools who have disabilities | |
| The terms **“Students enrolled”** refers that students who registered in BEP (BRAC) Schools, and/or attending classes/grades (e.g. grade 1, Grade 2, Grade 3 etc.). Or, any student who has registered in BEP school and taking part in classes/grades.  **“Children have disabilities”** refers those children who are diagnosed with disabilities such as visual, hearing, physical, intellectual and multiple from mild to moderate level  **“BRAC Operated schools”** refer all types of schools of BEP (BRAC) such as ECD, Pre-primary, Primary (NFP, Bridge, Shisu Niketon etc,) including partner NGO schools (ESP) and BRAC secondary school.  **“BRAC supported schools”** refer the non-government secondary schools which are recognized by the government of Bangladesh. BEP names this school as “Support to mainstream Secondary School (SMSS)”  Calculation method:  **Formula** = x 100 | Children who are diagnosed with disabilities like visual, hearing, physical, intellectual and multiple from mild to moderate level except for Neuro Development Disability (NDD) centres at the time of enrolment, and eventually they are attending classes in BRAC operated schools and BRAC supported schools. |
| **Outcome indicator:** Number of HHs (any one of the parents/ guardians per HH) of the students/ adolescents trained or passed the test, can mention/practices any three key CC messages from the workbook/ flipchart or training materials | |
| Total number of HHs that can mention or practice any main three messages from workbook/ flipchart or training materials | Total number of HHs that can mention or practice any main three messages from workbook/ flipchart or training materials |
| **Indicators related to climate change** | |
| **Output indicator:** Number of BEP primary students completed the lessons on CC & environment and passed the corresponding test | |
| Total number of BEP primary students that completed lessons on Climate change & environment, and passed the relevant test | |
| **Output indicator:** Number of Secondary students/ adolescents trained on CC & environment related issues | |
| Total number of secondary students/ adolescents that got training on climate change and environment related issues | |

Within Objective 1 and 2, few activities were not selected for this study. The activities which are not selected are as follows-

* **Activity 1.1.2 Gradual scale up of ECERS (Early Childhood Environment rating scale) in pre-primary schools:** ECERSR schools are piloting and are not within the scope of this study)
* **Activity 1.1.3 Implement revised comprehensive assessment system in all BRAC Primary school (all components) process:** Not within the scope of this study
* **Activity 1.2.1 Implement the newly formed “School Supervision Checklist” at all levels:** (MIS data not available for these activities)
* **Activity 1.2.2** **Start a pilot to track student school days:** Piloting and not within the scope of this study

Moreover, AOP activities under objectives 3, 4, 5 & 6 are not included in this assessment –

* **Objective 3 (financial viability), objective 4 (leadership capacity) & objective 5 (operational efficiency**) were not included as they are Organizational by nature; rather than being Programmatic.
* **Objective 6 (Education strategy)** is not included as the data are qualitative and requires separate assessment thus does not fit within the scope of this study

## 

## Key Questions

The study sought answers to the following key questions:

1. Whether the reported MIS data is valid?
2. Whether the reported data is consistent at different level i.e. from field to HO?
3. Whether the data flow system/MIS is stable, consistent over different places, and providing timely data?
4. How the system can be improved?

* Follow-up on the recommendations from the 2018 annual data validation study

# Methodology

### 

The methodology section explains sources of data, data collection techniques, MIS ranking and data quality standards, sample distribution and study locations of the study.



## **Sources of Data**

Data for this study were collected from both primary and secondary sources. Primary data for this study was collected from the following categories of respondents through face to face interview using both structured and semi-structured questionnaires:

* Parents/ students
* Teachers
* Field staff
* MIS managers at HO level

Secondary data was collected through review of relevant programme documents such as, Annual Operating Plan (AOP), Log frame, MIS reports at various reporting layers, etc. Sources of data for this study is shown in the chart below:

**Chart 1****. Sources of Data**

## Understanding of BEP MIS

Monitoring Department and BEP programme personnel had several interactions, including formal meetings. This ensured that BMD and BEP have clear and common understanding regarding –

* BEP MIS dataflow and corresponding tools & procedures
* The process of MIS data validation
* Scope and reference period of the study
* Defining population/coverage for the indicator and the AOP activities
* Operational definitions for the indicators and activities

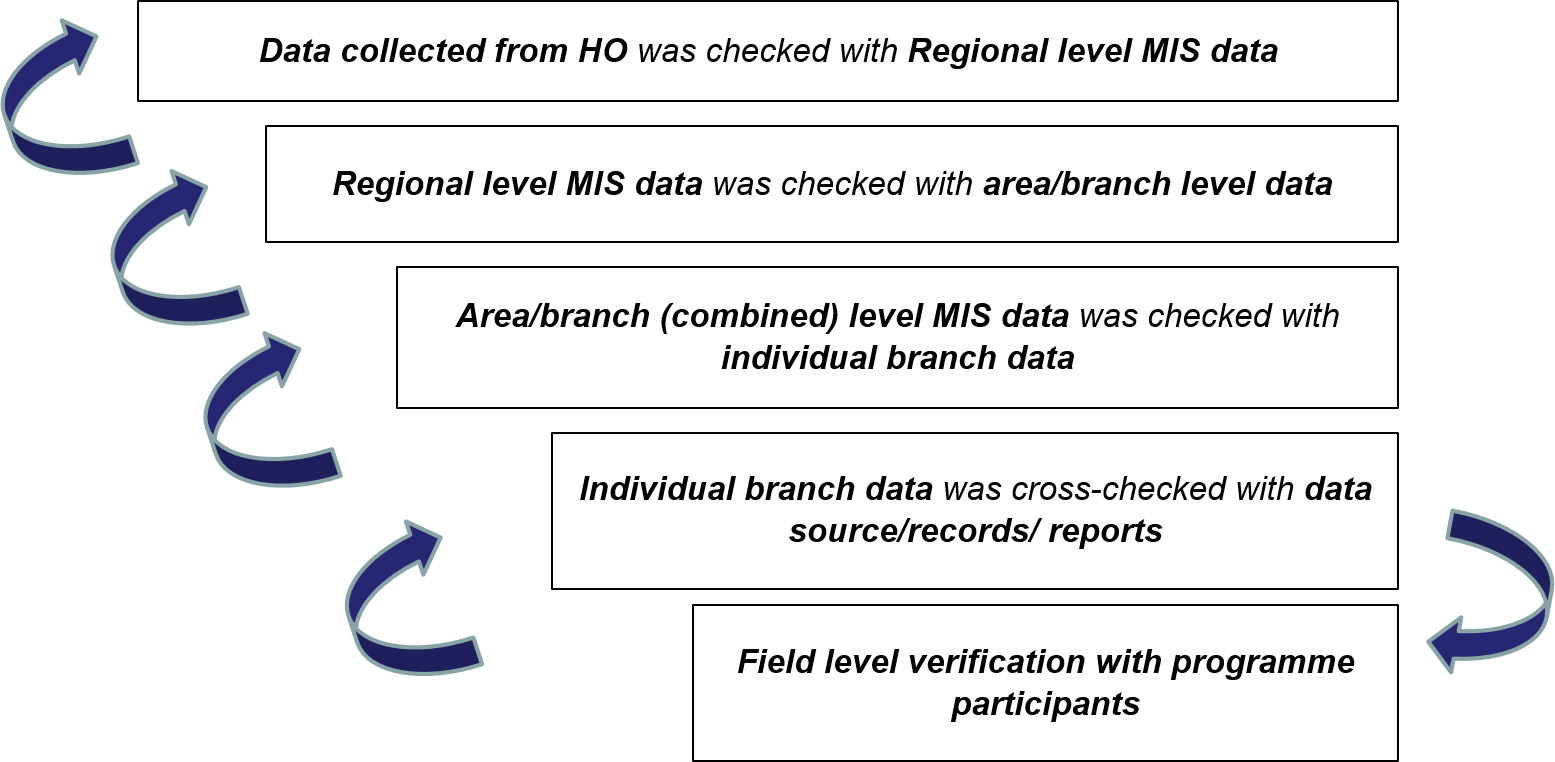
BEP has four-tire MIS reporting chain. The primary unit of MIS reporting is at branch level by PO in paper. A branch/area manager at branch/area office reports the data from few POs to Regional manager of regional Office. Regional manager reports at HO.

The flowchart below describes the MIS flow:

**Excel based reporting starts from here**

## **Process of BEP Data Verification**

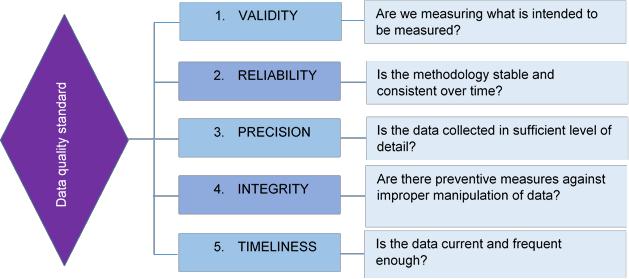
The flowchart below shows how data verification was carried out in step by step from participants to HO:

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**Chart 3. Steps of data verification**

## **Data Quality Assessment**

To assess if the data flow system is reliable, Data Quality Assessment was done based on the following Five (5) Data Quality Standards:



**Chart 4. Data Quality Standards**

## **MIS Ranking Standards**

Scores on various aspects of the BEP MIS were assessed and scored based on the data quality standards mentioned above. Combining the scores for those aspects, according to their relative importance, a ranking of the MIS was done. The scoring principles followed are mentioned below:

**Table 2. Scoring principles for MIS ranking**

| **Parameters** | **Standard for an ideal MIS** | **Relative weight** |
| --- | --- | --- |
| 1. Data flow | * Real-time, computerized MIS up to field or Branch level * Efficient data flow followed for programme * Data is available to all concerned upward the flow * Processed data comes back to all concerned with proper meaning | 20% |
| 1. System Integrity | * There are security measures in the system to restrict unauthorized changes in the data * There are sufficient safeguards to minimize transcription error | 20% |
| 1. Data Precision | * Data is collected & available in sufficient level of detail * There are methods for detecting duplicate and/or missing data | 15% |
| 1. Reliability of process & tools | * Written procedures/instructions in place for data collection, cleaning, analysis and reporting * Consistent procedure used over different time and places * Flexibility of the system to align with changes in programme requirement | 25% |
| 1. Timeliness of data | * Current and frequent data is available | 10% |
| 1. Validity of data found in MIS verification | * There are sufficient resources allocated for collecting data * People collecting data are properly trained and supervised to minimize “personal bias” * Error fond in MIS checking is negligible (less than 5%) | 10% |

***Note:*** *The parameters or standards defined here are not aimed or weighted for assessing quality of the data itself. Rather, the focus here is on the system that produce and manage those data.*

**Scoring:** For each of the parameters, a score was assigned based on a scoring/ranking plan (**please see Annex-2 for detailed scoring**) and corresponding field findings. The score ranges from minimum 1 to maximum 5 – where, 1 being “Very Poor” to 5 being “Excellent”. Score for whole MIS was calculated combining scores for the parameters using the relative weights as mentioned above. If the score obtained is 2 (poor) or 1 (very poor) even for one parameter, the MIS was ranked as poor or very poor accordingly.

However, the scores assigned/calculated and the rankings done for the MISs are merely indicative, rather than being a measurement. That’s because the nature of the issues under assessment may vary widely from activity to activity, time to time and programme to programme. The attempt is to get an idea about the systems in place, to identify rooms of improvement and associated steps taken.

## **Sampling**

In order to get maximum coverage of the selected components, this study covered 11 purposively selected branches from 8 regions and 10 major components of BEP (ECD, ESP Pre Primary and Primary, BPPS, BPS, Bridge, SCE, SN, ADP, GK, Support to Mainstream Secondary school).

A detailed breakdown of the samples covered through both quantitative and qualitative methods in this study is given below:

**Table 3. Sample distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quantitative** | | **Qualitative** | |
| **Respondents** | **Number** | **Respondents** | **Number** |
| Parents | 175 | Regional Manager (RM) | 9 |
| Graduate Students | 6 | Area/Branch Manager (AM/BM) | 14 |
| New students | 22 | Programme Organizer (PO) | 16 |
| Teachers | 40 | HO Official | 2 |
| SMC Members | 39 |  |  |
| ADP club members | 30 |
| GK members | 25 |
| SMSS Trainees | 14 |

# Findings

The relevant AOP activities and corresponding output indicators were verified. Following are the findings from the field level verifications



## **Field Level Verification of AOP Activities**

Findings from field verification with the participants from selected BEP activities reported in the AOP 2019 and SPA RF are given below.

***A. AOP Activity 1.1.1.*** Provide subject *based training to teachers* (who get B and C Grade in assessment) as per teacher development plan and ensure *Basic training for 100% newly recruited teachers.*

***SPA RF Output indicator 1.4A:*** # of teachers ***trained (foundational training) (basic training)*** *and* ***Output indicator 1.4B:*** # of teachers received ***monthly refreshers training***

For this indicator and activity, below are the findings from field verification:

* All teachers who joined in 2019 received **basic training**
* All the sampled teachers scoring B/C grade in assessment test received **subject-based training**
* All the teachers received monthly **refreshers training**

***B.*** ***AOP Activity 2.1.1:*** Operate a total of 14,388 schools and centers which include 4,880 new schools and centers across the country.

For ***new schools***, field level verification findings are:

* Ceiling fan was absent in many schools (11 out of 29 schools; Gazipur Sadar, Mymensingh, Chandgao, Bangalhalia)
* Safe drinking water was unavailable in some schools (4 out of 29 schools; Manikgaj Sadar, Mirpur)
* Some schools did not have any latrine facilities (5 out of 29 schools; Poba, Mohonpur)
* A few materials (mainly writing materials: pencil and pen) as per school opening guideline were not available in schools

For ***ongoing schools***, it was found that:

* New students got enrolled on time. However, there is a mismatch of PO Opening report (533) with school register copy (493). The variation was found as opening registers and attendance sheets were not found in case of 2 schools (Rajsthali Upazila).
* List of sampled graduate students who were supposed to appear at PSC matched the record of PSC graduates found in reports
* Parents meeting, SMC meeting were held. However –
  + In 4 (Cumilla Sadar, Jashore Sadar (2), Mirpur) out of 37 cases parents’ meetings were not arranged. One of the reasons in 2 schools were time constraint of PO for managing meetings.
  + In 2 (Mymensingh Sadar) out of 37 schools a few meetings were not documented out of mistake.

***C.*** ***SPA RF Outcome indicator 3.3***: % of the children enrolled in all BRAC operated and all BRAC supported schools who have disabilities.

***AOP Activity 2.2.1***: Targeted enrolment of children, adolescent and youth following inclusive policy in all components.

For ***students with disability*** as per selected by BEP, it was found that-

* New students with disability number has a mismatch between PO’s opening report (25) and school register (15)
* In many cases students with disability was not identified through proper procedure.

Also, in the selected sample BPPS: Norishcha Natun Para 2, Jhakuar Tila; BPS: North Joynagar, Sara Shiya) as per the attendance register, school opening report, graduate student records).

***D. SPA RF Outcome indicator 3.2A:*** % of children and adolescent in the BRAC education programme that are girl.

No mismatch was found between field verification and reported number in this indicator. However, in some cases boys to girls ratio mismatch between register and PO opening report was found, whereas the total student number remained same.

***E. SPA RF Outcome indicator 3.2B:*** % of students graduated from BRAC operated and BRAC supported schools that are girls

There was no mismatch found between field verification and reported number in this indicator.

***F. SPA RF Output indicator 1.5:*** # of students graduated from BRAC operated schools (including NGO partner schools)

No mismatch was found between field verification and reported number in this indicator.

***G. SPA RF Output indicator 1.6:*** # of children enrolled in BRAC operated schools (including NGO partner schools) (IRR). No mismatch was found between field verification and reported number in this indicator.

***H. SPA RF Output Indicator 2.1:*** # of school management committees and women-led community organisations with women represented in the majority

No mismatch was found between field verification and reported number in this indicator.

*I.* ***SPA RF Output indicator 1.7:*** # of beneficiaries in Adolescent Development Programme (ADP) and Gonokendro in BRAC Education Programme (BEP).

The followings were found:

* In one place, 210 people registered in Gonokendro on January 2019. This is mentioned in the register. However, it was not found in the BM’s report.
* In one instance, it was found that after 2012 the register never got updated.

***J.*** ***SPA*** ***Output indicator 1.8A:*** # of non-government secondary schools (PACE) supported

Based on the definition of support, mismatch was found in this indicator Two PACE schools are listed by BEP as they have been provided with support (Abul Hossain High School in Dhamrai and Elokeshi High School in Dhamrai). However, the school authority reported not to receive any support. According to them, BRAC only discussed the prospect of supports to the Principals of the schools, but no service was provided.

Since the sampled schools were not provided with any support by the programme, the other two indicators could not be validated which are:

* ***SPA RF Output indicator 1.8B:*** # of students graduated from BRAC supported schools
* ***SPA RF Output indicator 1.8C:*** # of students enrolled in BRAC supported schools

***K.***. ***SPA RF Output Indicator 3.1: #*** of people receiving support to better cope with the effects of climate change

This indicator measures the number of BEP primary students completed the lessons, and secondary students/adolescents trained on CC and passed the corresponding test. Out of 10 sampled schools, students of 9 schools were able to answer minimum one question. Considering the schools located at climate vulnerable districts, students of 3 schools out of 4 were able to answer minimum one question. Students were asked about tree plantation, 3R (reduce, reuse and recycle), dos during thundering/earthquake and 3 colours of bins.

Among the 10 schools, students of most of the schools were able to answer to the question regarding tree plantation (n=8), and dos during thundering/earthquake (n=6). On the other hand, in climate vulnerable districts i.e. Dhaka and Rajshahi, students of only one school were able to answer or say something relevant for all the questions whereas the others could not answer anything or able to answer to maximum two questions.

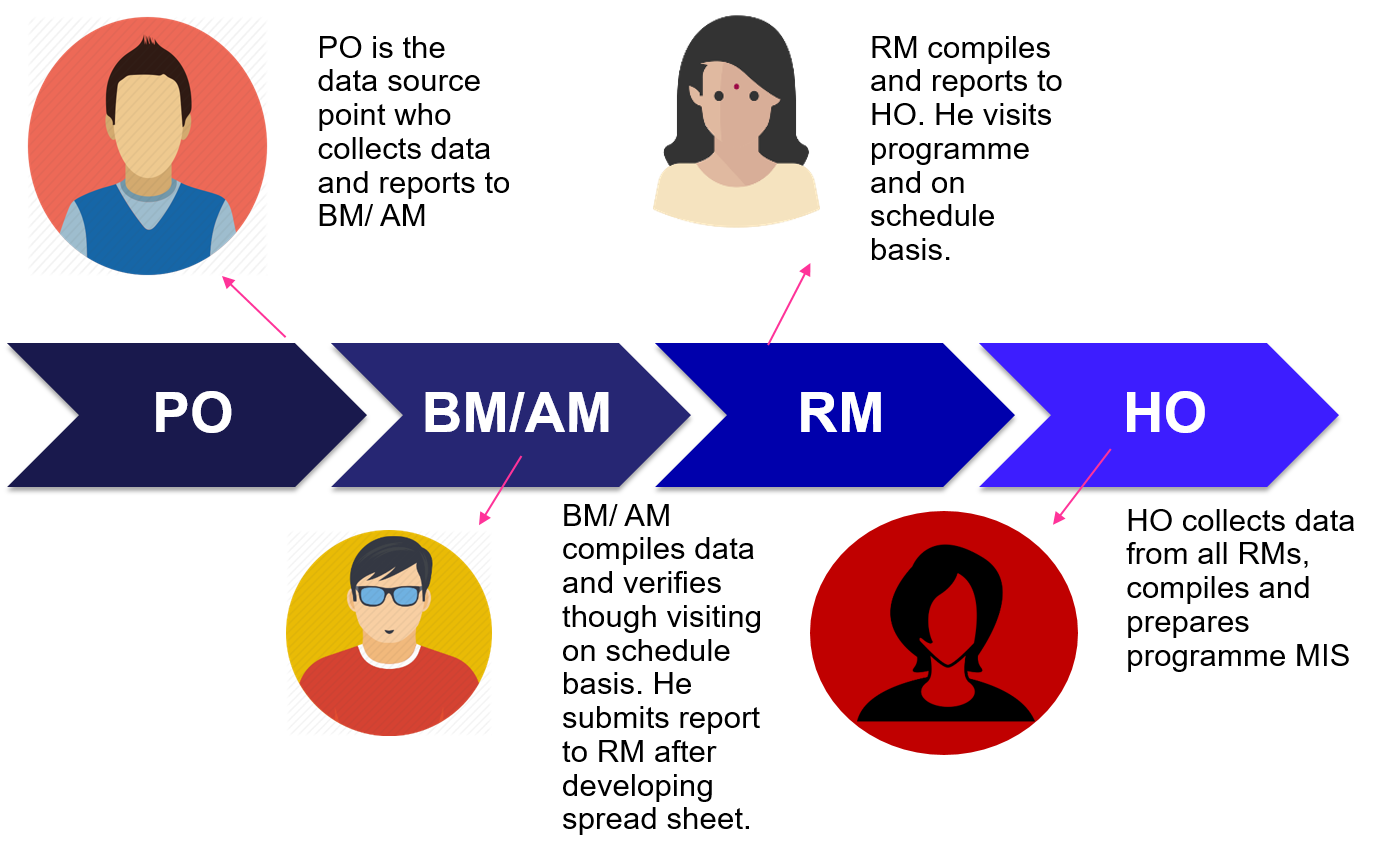
Students were also asked whether they inform the climate change and environment related messages to their parents or not. Students of most of the schools (9/10) reported that they deliver the messages to their parents. At parents’ level verification, 64% (9/14) parents of BRAC Primary School students could tell at least one information about climate change and environment. However, 100% reported climate change and environment related information as a discussion point of the SMC or parents meeting.

**Key Findings from Field Level Verification**

* There is a gap in the selection process of the children with disability as the scientific method of disability measurement is not properly followed. This is resulting in putting children with temporary impairment under the category “children with disability”.
* Parents’ meeting is not always conducted and/or documented because of PO’s engagement with other programmatic works.
* For SMSS/PACE schools, support was not provided as per the indicator definition, there are some schools where only communication from BRAC has been established with the school authority, no support was provided but those schools have been reported under “support provided” schools.

## **BEP Data Flow**

To understand the data flow of BEP, study assessed actual practice of data collection from the field and reporting process of every steps against the programme guideline for the data flow. Following are the findings on BEP data flow.



**Chart 5: Data flow of BEP**

**Table 4. Detailed findings from MIS checking**

| Activity/Indicator | PO to AM/BM | BM/AM to RM | RM to HO |
| --- | --- | --- | --- |
| AOP Activity 1.1.1 | **No mismatch found** | **2% under-reporting found. There were data missing from RMs sheet.** | **No mismatch found** |
| SPA RF Indicator 1.4A | **No mismatch found** | **2% under-reporting found. There were data missing from RMs sheet.** | **No mismatch found** |
| AOP Activity 1.3.1 | **No mismatch found** | **30% under-reporting found. RM number did not match with BM** | **No mismatch found** |
| AOP Activity 2.1.1 and AOP Activity 2.2.1 | **2% over-reporting found. As there is no PO in one area, according the BM the numbers are communicated to him through phone and SMS. Thus, there is transcription error** | **3% over-reporting found. There were reports missing to BM.** | **Slight under-reporting in the number of bridge schools (in some cases)** |
| SPA RF Indicator 1.4B | **No mismatch found** | **No mismatch found** | **ESP Preprimary numbers are under-reported in some places** |
| SPA RF Indicator 1.5 and SPA RF Indicator 3.2B | **No mismatch found** | **No mismatch found** | **No mismatch found** |
| SPA RF Indicator 2.1 | **No mismatch found** | **2% over-reporting found. A BM report was missing** | **No mismatch found** |
| SPA RF Outcome Indicator 3.1 | **No mismatch found** | **No mismatch found** | **No mismatch found** |
| SPA RF Indicator 3.2A, SPA RF Indicator 1.6 and SPA RF Indicator 3.2B | **Less than 0.50% over-reporting which the BM could not explain** | **10% under-reporting found.**  **There were numbers not written in RM report.** | **No mismatch found** |
| SPA RF Indicator 1.7 | **No mismatch found** | **57% under-reporting found.**  **There were numbers missing in RM report, as a result the mismatch is found** | **In one instance the ADP numbers do not match** |
| SPA RF Indicator 3.3 | **2% under-reporting found, which was claimed as an input error by PO.** | **4% under-reporting found. RM report was missing.** | **No mismatch found** |
| SPA RF Indicator 1.8A | **No PO for pace schools.** | **No mismatch found** | **No mismatch found** |
| SPA RF Indicator 1.8B | **For PACE schools, there is no PO assigned. The numbers are directly reported to BM. However, the BM also could not provide us with many of the required numbers for this indicator. Thus, it could not be verified.** | | |
| SPA RF Indicator 1.8C |
| SPA RF Indicator 1.8D |
| SPA RF Indicator 1.8E |
| Special Mention | | | |
| SPA RF Output Indicator 3.1 | BEP has reported the total number of students of BRAC Primary Schools in Bangladesh which is 74,973 (male 25,225 & female 30,296). As the number reported by BEP is added with the number of people received support from different BRAC programmes to cope with effects of climate change in the 41 climate vulnerable districts; a note needs to be added while reporting this number stating that, this number shows the number of students in all BRAC Primary Schools of Bangladesh whereas, the number of students in 41 climate vulnerable districts is 60,930 (male 27,555 & female 33,375) | | |

Overall, 3.36% (includes both over and under-reporting) mismatch was found during the MIS checking.

**Summary of MIS verification findings**

**Key Findings from MIS Verification**

* Boy-girl student ratio is not rightly calculated at PO level in some branches.
* Missing data does not contain notes with the reason why they are missing.
* Sometimes formal procedure of reporting and submission of document is not followed, rather, the data is reported with SMS/calls.
* Obtaining the calculation sheet for each indicator is a timely consuming process in HO, which should be readily available.

## **Data Quality Assessment**

Standard data quality assessment procedure described in methodology section was followed in this study. To assess the data quality of BEP, relevant programme staff of all layers were interviewed and necessary data and documents were reviewed. Data quality findings are marked in the following three colors indicating the data quality standards.

Alarming Could be better All okay

Findings on data quality from this year’s study and a comparison with the last year’s data quality findings are narrated below:

**Validity**

Validity refers to the extent to which a measure actually represents what is intended to measure. Key dimensions of validity that are most often relevant to development programming includes: face validity, attribution, and measurement error.

|  |  |
| --- | --- |
| **Assessment level** | **Findings of 2019** |
| **HO** | * Field data is regularly cross checked following consistent process taking reference from previous months, and requirement |
| **RM** | * Supervisor from HO verifies RM’s data through back-check in person and over phone * Correct data on soft copy * Send soft copy to HO and collect soft copy from AMs/ BMs |
| **BM/AM** | * Few didn’t receive training on data collection but they have experience * Correct data on soft/ hardcopy, mostly through field visit, back-check in person and over phone * RMs verify data through field visit, back-check in person and over phone |
| **PO** | * Most have work experience but they didn’t receive formal training on data collection process * POs without formal training on data collection learn from work, workshop/ meeting, and supervisor * BM/AM verifies and corrects data; Corrections are made on softcopy/ hardcopy |
| **Summary** | For many indicators, the data is invalid due to misreporting at the collection level. Also, lack of training in data collection and management is evident |
| **Comparison with 2018 findings** | Unlike 2018, number of refresher training, number of student enrolled, number of graduates matched as per calculation criteria and definitions. Rest of the issues with validity remained same |

**Reliability**

Reliability refers to the idea that data should reflect stable and consistent data collection processes and analysis methods over time. While validity refers to the extent to which a measure actually represents what is intended to measure. Reliability refers to the stability of the measurement process.

|  |  |
| --- | --- |
| **Assessment level** | **Findings of 2019** |
| **HO** | * All okay |
| **RM** | * All use same reporting format given by HO, similar to BM/AM’s format * Do not have written guideline from HO but they use circulars, verbal instructions as guidelines |
| **BM/AM** | * Use specified format for collecting and reporting data * BM/AM’s MIS format is different from BM/AM’s data source format (POs) * Have circulars and handouts that are being followed as guidelines |
| **PO** | * All follow same procedure for data collection and reporting in all the places * All sampled PO use specific printed format for data collection and reporting * POs have written instructions for data collection and reporting, but no formal guideline |
| **Summary** | Formal guideline on data collection and report still not available |
| **Comparison with 2018 findings** | Guidelines for data collection have been distributed for feedback from field but there was no such guideline in use in field in 2018 and 2019 |

**Precision**

Precise data have a sufficient level of detail to present a fair picture of performance and enable management decision-making.

|  |  |
| --- | --- |
| **Assessment level** | **Findings of 2019** |
| **HO** | * Sufficient level of detail data were there but not readily available * Duplicate/ missing data are taken care of during data cleansing and calculation * Formula for calculating AOP results are written in SOP |
| **RM** | * Sufficient level of detail data were there |
| **BM/AM** | * Sufficient level of detail data were there (such as, sex, age, education disadvantaged group, PWD) * BMs/ AMs check for duplicate/ missing data * Monitor and check back if duplicate/ missing data found |
| **Summary** | Sufficient level of detailed data available at all levels |
| **Comparison with 2018 findings** | Precision of data improved |

**Integrity**

Integrity focuses on whether there is improper manipulation of data. There are generally two types of issues that affect data integrity. The first is transcription error. The second, and somewhat more complex issue, is whether there is any incentive on the part of the data source to manipulate the data for political or personal reasons.

| **Assessment level** | **Findings of 2019** |
| --- | --- |
| **HO** | * HO computes are password protected * Safeguards are encouraged in meetings. SOP has instruction on data backup, quality assurance, password ensures, unattended devices * Transcription errors are fixed over phone and by re-exchanging of files |
| **RM** | * Data files are stored in PC/ Laptop, mostly password protected (except 2) * Only RMs have access to the password protected files * RMs correct data while collecting data or finalize the report * Only RMs can view the protected data |
| **BM/AM** | * 50% BM/AM saves data in laptop without any passwords or in open cabinets * Only AM/BM/RM has access to password protected files * Correct data by direct entry/ mail/ phone * In a few cases PO can view the protected data |
| **PO** | * In most cases the data files were kept in open cabinets * POs can change data by putting direct entry before submitting the finalized version |
| **Summary** | At PO level, documents are not protected in locked cabinets. All BM/AM’s computers are not password protected. |
| **Comparison with 2018 findings** | Data safekeeping standards still not yet maintained at BM/AM and PO level as found in 2018 |

**Timeliness**

Data should be available and up to date enough to meet management needs. There are two key aspects of timeliness. First, data must be available frequently enough to influence management decision making. Second, data should be current or, in other words, sufficiently up to date to be useful in decision-making.

|  |  |
| --- | --- |
| **Assessment level** | **Findings of 2019** |
| **HO** | * Data received frequently and required correction is done on regular basis * Reports are timely received |
| **RM** | * RM sends data on the first week of the following month * Submits 1 to 4 times a month * Receives report from AM/BM maintaining timeline |
| **BM/AM** | * BM/AM sends data on the first week of the following month * Submits 2-6 times a month * There is timeline and PO sends reports maintaining that timeline |
| **PO** | * PO collects data everyday * PO sends data on the first week of the following month * Submits reports twice a month |
| **Summary** | Data in all levels are reported on time as decided by programme management |
| **Comparison with 2018 findings** | Timeliness of reporting well maintained in 2019 similar to 2018 |

## Use of data

At different level of BEP MIS, employees have identified how they use the data:

|  |  |
| --- | --- |
| **Assessment level** | **Findings of 2019** |
| **HO** | * All the below mentioned ones, for budget and for donors |
| **RM** | * In order to meet materials’ need, work plan, know progress, ensure accountability RM uses data * Set goals, take work related decisions, correct mistakes and improve staff capacity * Plan project correctly |
| **BM/AM** | * In order to meet materials’ need, work plan, know progress, ensure accountability * Set goals, take work related decisions, correct mistakes and improve staff capacity BM/AM also uses the data. |
| **PO** | * In order to meet materials’ need, work plan, know progress, ensure accountability PO uses data |

1. **Challenges faced to use data in the field**

* Need to take permission from supervisor/ upper level management
* At times information provider hides information/ lies
* Collected information cannot be verified always
* All decisions related to project implementation are being taken from HO
* Field level information is not being used in taking decisions related to project implementation/ management

1. **According to field staff, the following actions are recommended to maximize use of data in field**

* Providing ability to make decisions locally by analyzing data
* Keeping the information available to the information receiver
* Ensuring participation of field level staff in decision making regarding program work
* Making the use of information compulsory at any stage of decision making
* Creating competition over the use of information in decision making

**Major Findings from Data Quality Assessment**

* Not everyone at BM/AM/PO level received training on data collection and management.
* Draft guideline is prepared but not available to all the employee in the field level.
* There is still instances of unprotected computers and unlocked cabinets in the field.
* Data submission is always completed in time.

# **Follow-up on 2018 Validation Study Recommendation**

During the 2018 annual data validation study, recommendations were provided to BEP from BMD’s half; and based on the recommendations, programme provided with action plans with timeline. The status of those action plans was followed up on during annual data validation study of 2019.

**Table 5. Status of programmes actions based on 2018 annual data validation recommendations**

| **Recommendations** | **Programme’s Action Plan** | **Status as of Feb. 2020** |
| --- | --- | --- |
| **Short-term** | | |
| Operational definitions for each activity and indicator should be clearly defined | It will be reflected into the MIS guideline/ SOP | Indicators have been identified and based on that some MIS formats have revised and sent to field offices. Definition of each indicator has been drafted. |
| There should be a clear written instruction on data quality management, aligned with the donor specifications and AOP activities | It will be reflected into the MIS guideline/ SOP | Guideline is written in full. |
| Special notes with signature could be attached with reasons to address missing information. | Notes will be given at the time of AOP reporting if there is any missing information | Notes will be placed into the any formal report, if applicable, with follow-up |
| Before finalizing AOP results, data validation survey is required for specific activities such as number of ADP and GK beneficiaries | Will take special focus on ADP and GK data verification. | Revised format has been sent to field offices to capture each ADP/GK centre details. Will validate beneficiary’s number through BEP internal mechanism before finalizing AOP annual report.  \* Address to V1.0\_30.10.2019 |
| The data source and data processing file should be readily available as per indicators and designed activities. | Noted. | It’s available as per reporting indicators. |
| A note needs to be added while reporting SPA RF Output 3.1 that the reported number shows the number of students in all BRAC Primary Schools of Bangladesh whereas, the number of students in 41 climate vulnerable districts is 60,930 (male 27,555 & female 33,375). | No comments | No comments |
| **Long-term** | | |
| A large programme like BEP should have digitalized system. | BEP already has developed a web based MIS and it is partially functional. Further development is required to incorporated others AOP indicators (e.g. graduates, training / refreshers, parents meeting etc.) that are still missing. In addition, Student’s fee digitization (e.g. SN) has been fully functional in 2018. Over 200K SN students’ fees have been collected through bKash connected with BEP web based MIS. Besides, school supervision check list has added into BEP MIS as part of data digitization. | Data digitization is an ongoing process for BEP\*\*. MIS Web portal (bepmis.brac.net) development is on to address the notes BEP has already provided. However, over 40 PCs have been distributed in 2nd quarter of this year to field offices for implementing the portal. Meantime, SMS based tools has been incorporated into current MIS portal to capture the daily attendance rate of BEP students as pilot basis.    \*\* Within 2020 in development stage |

# **MIS Score**

Based on the parameters of management information system, the table below describes total MIS score of BEP for both 2018 and 2019. Programme scores are assigned in between 1 to 5, and each parameter has relative weights assigned to it. The overall MIS score of BEP is 2.9 in 2019 whereas it was 2.7 in 2018.

The following score has been determined for BEP MIS:

***Table 6. BEP MIS score***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Parameters** | **2018** | | **2019** | |
| **Score (1-5)** | **Total Score** | **Score (1-5)** | **Total Score** |
| Data flow | 3 | 2.7 | 3 | 2.9 |
| System Integrity | 2 | 3 |
| Data Precision | 3 | 3 |
| Reliability of process & tools | 3 | 3 |
| Timeliness of data | 3 | 4 |
| Validity of data | 2 | 3 |

# **Recommendations and Conclusion**



## Recommendations

Based on the findings of the study, recommendations were formulated to assist BEP. Materialization of some recommendations needs to be immediate; rest have a larger time window to complete. The recommendations are:

**Recommendations for immediate action**

**Field Level**

* Data segregated by sex should be accurately available in the field (school register and PO report should have similar number).
* Parents’ meeting should be regularly recorded. Teacher’s register for recording parents’ attendance in the meeting should be preserved at least till the batch is graduated even after the pages of register is finished.
* Adequate safekeeping of data should be ensured (with passwords and locks as applicable).
* For missing data on any document along the chain, a note with the reason should be attached.

**HO Level**

* Notes should be attached with definitions of indicators to ensure clarity (i.e. what counts as support to PACE school) or rectify previous reporting (i.e. Output Indicator 3.1 on climate change is reported by the number of students in all BEP primary schools, whereas it will be only the students in primary schools of 41 climate vulnerable districts).
* Scientific method (i.e. Washington group of questions) of disability measurement should be used to identify and enroll the children with disability.
* School opening guideline (i.e. materials/supplies, size of classroom, teachers’ qualification) should be updated and readily available.
* A guideline for data collection, management, reporting and protection should be immediately finalized and disbursed in field.
* A guideline with data flow for different components of BEP should also be prepared for external consultants (i.e. for PACE schools there is no PO, schools directly send the numbers to the BM).
* Indicator-wise excel file for each of the reported indicators should be readily available in HO.

**Long-term recommendations**

**Programmatic**

* Ensuring basic training for all the newly enrolled teachers before classes start.
* Topics discussed in parents’ meetings need to be recorded and checked by PO.
* Registers for attendance and meetings should be maintained.
* Appropriate method should be followed to identify children with disability.
* Redefine Output Indicator 3.1 as a measurable one.

**Data Quality**

* Ensure adequate safekeeping of data and reports at the field level.
* Separate guideline for the staff on data collection, reporting, and data protection. Use of guideline should be tested from time to time.
* Training on data collection for POs, and training on data reporting and management for BM/AM/RM.

**Data Flow**

* Different types of variances were found in reports and registers as mentioned. Proper cross-checking should be done with valid reasons for eliminating such differences.
* POs should maintain a top-sheet with sex segregated number of each type of schools and calculate the male-female student number correctly (as in many cases they have to segregate the sex by looking at names).
* BM/AM/RM report should be regularly checked by supervisor to avoid problems like missing data, transcription error and calculation error.
* Proper document submission to supervisor must be ensured, as it was seen that in some cases numbers are communicated through phone/SMS during reporting time.
* HO MIS should be digitized to ensure the availability of data in all cuts once the numbers are reported.

## Conclusion

Annual Data Validation 2019 study for BRAC Education Programme (BEP) came up with findings that will assist BEP to understand how to improve its data quality and the overall system. There are definitions which needs updating. In terms of data quality standards, BEP needs to put extra effort in reducing transcription errors and ensure on availability of comments in the places where data is missing. By achieving the action plans set against the recommendations suggested by BMD, BEP can overcome these few gaps and will be able to score higher MIS score in future.

# Programme’s Action Plan

The list below details out the action plan provided by BEP programme based on the recommendations made by BMD:

| **Serial No.** | **Recommendation** | **Action Plan** | **Timeline** |
| --- | --- | --- | --- |
|  | **For Immediate Action** | | |
| 1 | Sex segregated data should be accurately present in the field (school register and PO report should have similar number) | BEP has decided to prioritize this issue through conveying a message to field managers to report the sex segregated data at PO level accurately.  Along with that, MIS SOP (the Guideline) will be implemented at field offices this year which will help to ensure the accuracy of data (e.g. Sex) at PO level. | Feb–Dec  2020 |
| 2 | Parents’ meeting should be regularly recorded. Teacher’s register for recording parents’ attendance in the meeting should be preserved at least till the batch is graduated even after the pages of register is finished | Parents’ meetings are already being recorded at school-level; however, it will be further reinforced through field managers.  Records preservation (at field office and school) has been addressed in the MIS SOP (the guideline) in the section titled “SOPs for data storage/ archive”. It is expected that these instructions will be fully followed once the SOP is implemented. | Mar-Dec  2020 |
| 3 | Adequate safekeeping of data should be ensured (with passwords and locks, as applicable) | BEP agrees to this recommendation, and will give attention to this issue through arranging orientation/training session for the field managers and POs.  In addition, this safeguarding issue of data has been addressed at the SOP (the guideline) of MIS. It will be functional after the SOP is in place. | Mar–Dec  2020 |
| 4 | For missing data on any document along the chain, a note with the reason should be attached | Notes will be placed where applicable, for any missing data | During data reporting |
| 5 | Notes should be attached with definitions of indicators to ensure clarity (i.e. what counts as support to PACE school) or rectify previous reporting (i.e. Output Indicator 3.1 on climate change is reported by the number of students in all BEP primary schools, whereas it will be only the students in primary schools of 41 climate vulnerable districts) | Notes on PACE school “supported” will be prepared for further clarification of earlier definition.  However, output indicator 3.1 and outcome 4.1 on climate change related issue (BEP part) has already been revised and shared with CCD. | Feb-Mar  2020 |
| 6 | Scientific method (i.e. Washington group of questions) of disability measurement should be used to identify and enroll the children with disability | BEP field staff follows the guideline (prepared in Bengali: “Disability guidebook for staff”) to identify the children with disabilities which covers the “Washington group of questions” too.  BEP will give additional training to the field staff for identifying the appropriate children with disabilities. | Mar-Dec  2020 |
| 7 | School opening guideline (i.e. materials, school dimensions, teachers’ qualification) should be updated and readily available | BEP revises school opening guideline each year and send it to field offices, which is readily available at field managers as well as HO.  However, BEP has plans to revise its PO manual, named “Dorpon”, updating all aspects related to school opening and school operation. | Apr-Sep  2020 |
| 8 | A guideline for data collection, management, reporting and protection should be immediately finalized and disbursed in field | The first version of this guideline (the SOP of MIS: V1.0 - 30102019) has been shared to all regional managers for implementation in early November 2019, and to incorporate their feedbacks.  It will be revised once BEP receives the feedback of field managers. | Apr-Sep  2020 |
| 9 | A guideline with data flow for different components of BEP should also be prepared for external consultants (i.e. for PACE schools there is no PO, schools directly send the numbers to the BM) | Data follow for different components of BEP has been incorporated in the guideline (MIS SOP).  However, this data follow will be revised to make it clear for the internal and external users. | Mar-Apr  2020 |
| 10 | Indicator-wise Excel file for each of the reported indicators should be readily available in HO | MIS team maintains it, and will continue the next years. | During AOP/ RF reporting |
|  | **Long-term** | | |
| 11 | Basic training should be ensured for all the newly enrolled teachers before classes start | Basic training is applicable for the newly enrolled teachers. Usually the teachers receive this training before classes start.  BEP will consider this recommendation in near future, if there is no constraints. | Before starting the classes. |
| 12 | Training on data collection should be provided to POs, and training on data reporting and management should be provided to BM/AM/RM | This training will be taken place for field managers/POs once the MIS SOP (the guideline) revised. | Jun-Dec  2020 |
| 12 | Thorough documentation of all the school activities should be maintained along with a checklist | It’s an ongoing process from BEP’s side. | 2020 and onwards |
| 14 | HO MIS should be digitized to ensure the availability of data in all cuts once the numbers are reported. | HO MIS digitization is ongoing as per plan. An online MIS web portal has been developed for most of the school’s program, however more time will be needed to incorporate all other components and make it’s a comprehensive system. | 2020/  2021 |

## Annex 1: BEP AOP 2018

|  | **Objective** |  | **Measure of Success** |  | **Key Activities** | **Term 1 (January - June)** | **Term 2 (July - December)** | **Remarks** | **Year to date** | **Contributions to attain the indicators of the SPA RF** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Plan** | **Plan** |
| 1 | **To Improve quality of education for all students in BRAC school** | 1.1 | At least 90% course completers (ECD, Pre-primary & Primary) achieved readiness to be enrolled in next grade in the following year and achieved higher pass rate than the national average (PECE/Primary Education Completion Examination) | 1.1.1 | Provide subject base training to teachers (who get B and C Grade in assessment) as per teacher development plan and ensure Basic training for 100% newly recruited teachers | 51,125 Teachers | 36, 518 Teachers | 1) Teachers' development plan will be developed based on the findings of Teachers' Assessment conducted in 2018 (jan-Jun 50% and Jul-Dec 50%) 2) No of new teacher may vary based on location and availibility of exisitng teachers in those locations (Jan-Jun 100%) 3) Teachers of BRAC supported schools are also included here | 87,643 teachers | **Output Indicator 1.4** # of teachers trained in order to improve learning outcomes **Outcome Indicator 3.1** # of children & young people graduated through BRAC schools and demonstrate competence in (i) reading proficiency (ii) basic mathematics skills, & (iii) age-appropriate scientific concepts, including climate change adaption concepts.  **Output Indicator 1.5** # of children graduating (receiving decent education) |
|  | 1.1.2 | Gradual scale up of ECERS (Early Childhood Environment rating scale) in pre-primary schools | 300 school (initiated) | 300 school (maintained) |  | 300 school (maintained) |
|  | 1.1.3 | Implement revised comprehensive assessment system in all BRAC Primary school (all components) | 6,262 school (initiated) | 6,262 school (maintained) | 1) Grant based 3,155 2) Cost Sharing 1,050 3) Social Enterprise- 2,057 schools | 6,262 school (maintained) |
|  | 1.1.4 | Revisit Pre-primary and NFPE (Non Formal Primary Education) curriculum, materials of grade 1-3 and supplementary materials | 1 Framework | 15 Material | Review curriculum will ensure sex and climate sensitiveness, value driven, regional issues by BEP with support from appropriate external to improvee quality  1) Jan-Jun: Framework for curriculum review will be developed 2) Jul-Dec: Reviewed curriculum and materials/supplementary for Pre-primary and Primary | 1 framework and 15 materials |
|  | 1.2 | Strengthen supportive supervision through "School Supervision Checklist" in 100% school | 1.2.1 | Implement the newly formed "School Supervision Checklist" at all levels. | 8,805 school (initiated) | 8,805 school (maintained) |  | 8,805 school |
|  | 1.2.2 | Start a pilot to track student school days | 10 Schools (initiated) | 10 Schools (maintained) | Develop tech based tracking mechnanism to capture and report by subject student attendence regularly/weekly | 10 Schools (maintained) |
|  | 1.3 | Early marriage among ADP (Adolescent Development Programme) club members have not exceeded 20% | 1.3.1 | Formation of five-member "action group" in each ADP center who will advocate for no early marriage | 5000 member (Initiated) | 5000 member (Maintained) | \* BEP will recognize ADP clubs, MCLCs & Secondary Schools which has 0% early marriage \*Day Celebration for awareness | 5000 member |
|  | | | | | | | | | | |
| 2 | **To increase access to quality education in an equitable and inclusive way for children and adolescents** | 2.1 | 1.2 Million children, adolescent and youth received educational services from BEP. | 2.1.1. | Operate a total of 14,388 schools and centers which include 4,880 new schools and centers acroos the country | 1.2 Million (initiated) | 1.2 Million (maintained) | Distribution of total schools and centres- i) Social Enterprise- 2,069 schools  ii) Cost Sharing-4,180  iii) Grant Based-8,139 | 1.2 Million Students | **Output Indicator 1.6** # of children enrolled in BRAC schools  **Output Indicator 1.7** # of beneficiaries in Adolescent Development Programme (ADP) and Gonokendro in BRAC Education Programme (BEP)  **Output Indicator 1.8** # of PACE Schools to support Government of Bangladesh in strengthening skills development initiatives and Leverage BRAC’s existing program resources, networks, and expertise  **Output Indicator 2.1** # of management committees in which women are equally represented |
| 2.2 | Ensure participation of 50% girls. Of all children,7% PWD | 2.2.1 | Targeted enrollment of children, adolescent and youth following inclusive policy in all components | i) 50% girls  ii) 89,910 PWD (Initiated) | i) 50% girls  ii) 89,910 PWD (Maintained) | Distribution of total schools and centres- i) Social Enterprise- 2,069 schools  ii) Cost Sharing-4,180  iii) Grant Based-8,139 | i) 50% girls  ii) 89,910 PWD (Initiated) | **Outcome Indicator 3.2** Sex equity achieved in both enrolment in and successful graduation from BRAC learning and development institutes (measured as % of students that are girls). **Outcome Indicator 3.3** Special-need focused education curriculum used for children and adolescents living in hard-to-reach areas and differently abled students. |
|  |  |  |  |  |  |  |  |  |  |  |
| 3 | **To Increase BEP’s financial sustainability and diversity** | 3.1 | 1) Generate revenue of BDT 164 million from cost sharing and BDT 234 million from Social Enterprise. 2) Improve cost sharing viability to 55% (based on cost sharing budget portion) 3) Social enterprise will have viability of 56% 4) 16% of total BEP budget for 2019 (BDT 1,688 million) will come from bilateral partners | 3.1.1 | Revenue of BDT 164 million from cost sharing | 82 BDT million | 82 BDT million | \* External Factors such as flood may impact on the program viability \* Discuss child protection policy in parents meeting in all school | BDT 164 million |  |
|  | 3.1.2 | Revenue of BDT 234 million from Social Enterprise | 117 BDT million" | 117 BDT million" | BDT 234 million |  |
|  | 3.2 | Reviewed fee structurture ready for 2020 | 3.2.1 | Conducting a study on the community's capacity to pay for the education services | 1 Preparatory Work | 1 Study Report | study with recommendation available for 2020 planning | 1 Study Report |  |
| 4 | **To Increase leadership & people management capacity of staff** | 4.1 | Capacity building training conducted for 130 field managers (70% of total field managers) & 180 POs (50% of total Pos)  (50% female participants) | 4.1.1 | Develop and implement staff capacity development plan for  2019 | 150 participants (staff) | 160 participants (staff) | Capacity building on Programme operational issues, New Assessment System, business communication, Child Protection, Knowledge management and Advocacy | 310 participants (staff) |  |
| 4.2 | Female staff increased by 5% in managerial & leadership position (both in the field and the HO) | 4.3.1 | Identify potential female staff and developing their managerial & leadership capacity. | 3 female staff | 5 female staff |  | 8 female staff |  |
| 4.3 | At least 30 partner NGO heads are equipped with result based management skill | 4.4.1 | Develop modules and provide training on result based management for NGO heads | 15 NGO heads | 15 NGO heads | \* If NGO heads are unable to attend then representative can attend the training if agreed by BEP. | 30 NGO heads |  |
|  | | | | | | | | | | |
| 5 | **To Improve operational efficiency through smart use of technology** | 5.1 | Introduce distance/online learning course for primary and secondary school teacher | 5.1.1 | Develop partnership with key stakeholders (such as IED, BIL, Open university etc.) to introduce distance/online learning courses | 1 Framework | 1 Course Offered |  | 1 Course Offered |  |
| 5.2 | Operational process optimisation activities in BEP as per recommended ICT consultant initiated | 5.2.1 | Engaging external experts for developing solutions and deploying internal team to coordinate the development process | 1 expert (Hired) | 1 Draft Report |  | 1 Draft Report |  |
|  |  | 5.3 | 100% Librarians received their honorium through bKash and 50% students (Cost Sharing) of 5 branches paid school fees through bKash |  | Digitalizing of fee transactions in cost sharing schools through bKash | 2,900 Librarians 1250 students (Initiated) | 2,900 Librarians 1250 students (Maitained) |  | 2,900 Librarians 1250 students (Maitained) |  |
|  |  |  |  |  |  |  |  |  |  |  |
| 6 | To Develop Education Strategy for BEP alligned with SDG, National plan of action and BRAC's strategy for 2021-2025 | 6.1 | Education strategy for BEP developed for 2021-2025 (with a vision of 2030) | 6.1.1 | Develope BEP programmatic strategy | 1 strategy document |  |  | 1 strategy document |  |
|  | 6.2 | Life long strategy developed to support education strategy | 6.1.2 | Developing life long strategy developed to support BEP education strategy aligning with BRAC's strategy | 1 Consultant Hired | 1 Strategy Document |  | 1 Strategy Document |  |
|  | **\*\*\* Sex disaggregated data will be available for all relevant information** | | | | | | | |  |  |

## Annex 2: Detailed Scoring Plan for Assessing Quality of the MIS

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Rank** |  |  | **MIS Data Flow** |  |  | **System Integrity** |  |  | **Data Precision** |  |  | **Reliability of process &** |  |  | **Timeliness of** |  |  | **Validity of data found** |  |
|  |  |  |  |  |  |  |  | **tools** |  |  | **data** |  |  | **in field verification** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | Sufficient safeguard to | |  |  |  |  | Data collection tools and | |  |  |  |  |  |  |
|  |  |  |  |  |  |  | All data are | |  | procedures are consistent | |  |  |  |  |  |  |
|  |  |  | Automated real-time MIS | |  | restrict unauthorized | |  |  |  |  |  |  |  |  |
|  |  |  |  |  | available in | |  | over different time and | |  |  |  |  |  |  |
|  |  |  | up to field staff or branch | |  | changes & to minimize | |  |  |  | Current and | |  |  |  |
|  |  |  |  |  | sufficient level of | |  | places. | |  |  | <2% error found in data | |
|  |  |  | level with reports/ | |  | transcription error. | |  |  |  | frequent data | |  |
| Excellent = 5 | |  |  |  | detail | |  | Written instructions are in | |  |  | and Field people are well | |
|  | dashboards | |  | Authorization and | |  |  |  | available when | |  |
|  |  |  |  |  | and the system can | |  | place for data collection, | |  |  | trained | |
|  |  |  | There are no duplication | |  | verification systems are | |  |  |  | required by users | |  |
|  |  |  |  |  | detect duplicate | |  | cleaning, analysis, | |  |  |  |  |
|  |  |  | of work at any level | |  | inbuilt in computerized | |  |  |  |  |  |  |  |  |
|  |  |  |  |  | and missing data | |  | reporting and are updated | |  |  |  |  |  |  |
|  |  |  |  |  |  | System | |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | periodically | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | There are sufficient | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | safeguards to restrict | |  |  |  |  | Data collection tools and | |  |  |  |  |  |  |
|  |  |  | Automated real-time MIS | |  | unauthorized changes & | |  |  |  |  | procedures are consistent | |  |  |  |  |  |  |
|  |  |  | up to Upazila/ District level | |  | to minimize transcription | |  |  |  |  | over places; but varies | |  |  |  |  | 2% to <5% error found in | |
| Good = 4 | |  | with reports/ dashboards | |  | error in the | | - | |  |  | from year to year. | | - | |  |  | data and Field people | |
|  |  |  | There are minimum | |  | computerized system; | |  |  |  |  | Written instructions are in | |  |  |  |  | are well trained | |
|  |  |  | duplication of work | |  | but no | |  |  |  |  | place ; but not very | |  |  |  |  |  |  |
|  |  |  |  |  |  | authorization/verification | |  |  |  |  | updated | |  |  |  |  |  |  |
|  |  |  |  |  |  | System | |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | There are some | |  |  |  |  |  |  |  | Data available | |  |  |  |
|  |  |  |  |  |  | safeguards to restrict | |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Spreadsheet based MIS | |  |  | Most data are | |  | Data collection tools and | |  | when required by | |  |  |  |
|  |  |  |  | unauthorized changes | |  |  |  |  | <5% error in data, but | |
|  |  |  | from Upazila/ District level | |  |  | available with | |  | procedures are consistent | |  | users; but there | |  |
| Moderate = 3 | |  |  | or to minimize | |  |  |  |  | Field people are not | |
|  | There are minimum | |  |  | sufficient level of | |  | over places but there are | |  | are some | |  |
|  |  |  |  | transcription error only | |  |  |  |  | trained | |
|  |  |  | duplication of work | |  |  | disaggregation | |  | no written instructions | |  | under/over | |  |
|  |  |  |  | (some computerized | |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | reporting found | |  |  |  |
|  |  |  |  |  |  | and some manual) | |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | Paper based (but | |  |  |  |  |  |  |  | Data collection tools and | |  |  |  |  | 5% to <10% error in | |
|  |  |  | structured formats) | |  | Some manual | |  |  |  |  |  |  |  |  |
| Poor = 2 | |  |  | - | |  |  | practices do not match | | - | |  |  | data, Field people are | |
|  | There are lots of | |  | measures only | |  |  |  |  |
|  |  |  |  |  |  |  |  | with written instructions | |  |  |  |  | well trained | |
|  |  |  | duplication of work | |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | Very few | |  | There is no prescribed | |  | Data is not | |  | 10% or more error in | |
| Very Poor = 1 | |  | Unstructured | |  | No such measure | |  | disaggregation is | |  |  |  |
|  |  |  |  | tools or procedures at all | |  | available in time | |  | data | |
|  |  |  |  |  |  |  |  |  | available | |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |