

# COMPETENCY TOOLKIT



- **GFF** Competency-Based Approach for Data Use for Decision-Making

Data Use Learning Package



GLOBAL  
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This Toolkit outlines the GFF's approach to strengthening competencies for using data to inform decision-making. It also provides practical tools for assessing competency needs and designing learning strategies to meet those needs. This resource is intended to be used by GFF Country Teams as they work together with government and other partners in the development and implementation of a GFF investment case.

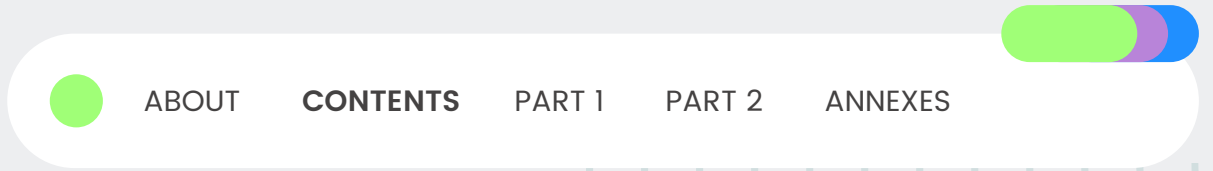
The GFF believes that it is important to invest systematically in strengthening the competencies of counterpart government staff to fulfill their potential as they carry out their work responsibilities. Therefore, as a country develops and implements its investment case, we recommend considering a structured, needs-based approach to identifying and building core competencies of staff in data use. This can support in strengthening both the capacity for the timely generation of quality data and analytics and the use of this data by decision-makers. This should enable more responsive decision-making and action.

This Toolkit includes sample tools and resources to assess and address data use competency needs. These are not exhaustive, and the needs of each context should always be considered. The purpose is to provide a starting point from which government counterparts can work together with their GFF Country Team to define the competency needs of their staff and to identify opportunities for support and engagement from the GFF and other stakeholders.

### **Specifically, the Toolkit is intended to:**

- Enable countries to identify competency gaps on data use to deliver RMNCAH-N outcomes.
- Provide a structured and sustainable approach to data use competency building.
- Share methodologies, learning approaches, and resources for data use competency building.

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# PART 1 INTRODUCTION



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## What is a competency-based approach?

Competencies consist of a 'combination of knowledge, skills, and attitudes that individuals require to successfully perform a role or activities in a specific domain.'<sup>1</sup> Whereas traditional capacity-building often focus primarily on the transfer of knowledge and skills, a competency-based approach also considers the attitudes that may be important for individuals and teams to thrive and apply their skills for greater performance. In relation to data use, for example, having a strong organizational culture of data use is critical. This requires that staff appreciate the value of using this data to inform their decision-making and are curious and open to learning and adapting.



### What are competencies?

While there are a many ways to define competencies, GFF uses the following definitions:

- **Knowledge** - The information, awareness and understanding required to undertake specific roles and responsibilities.
- **Skills** - The ability to apply knowledge effectively in practice to implement daily roles and responsibilities.
- **Attitudes** - The beliefs, values, and mindsets in relation to undertaking those roles and responsibilities.

<sup>1</sup> WHO, 2022

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## **When** to use a competency-based approach?

The guidance and templates in this Toolkit can be used as a starting point for identifying the competency needs and learning strategies in each country in relation to data use for RMNCAH-N policy and programming. They can be used when it may be helpful to incorporate a structured approach to building government staff competencies through the investment case or related WB Project. If a competency-based approach is already being used, then you can cross-reference any existing lists of competencies with those included in this Toolkit.



### Examples of when to consider incorporating a competency-based approach to data use include:

- During investment case or WB Project development;
- During development of action plans/data use plans within the investment case or related WB Project;
- During identification of technical assistance or capacity-building plans related to the investment case, WB Project or other GFF engagement;
- As part of the Country Leadership Program to support the investment case.

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## What support can the GFF provide?

The GFF Country Team (including the Focal Point, Liaison Officer, Results Specialist, and Health Financing Specialist), can discuss with their government counterparts and other partners potential opportunities for support in responding to a country's competency development needs. This may involve direct support from the GFF Country Team and partners, or identifying technical specialists with the right expertise who can work alongside local staff to ensure ownership and sustainability.



### Examples of support from the GFF Country Team could include:

- Convening stakeholders to align on a common definition of objectives in relation to data use for decision-making;
- Carrying out an initial competency-needs assessment;
- Designing and/or rolling out a competency development or learning plan;
- Scoping to identify financial and technical resources in country that can support long-term competency development;
- Connecting with local and regional institutions and partners who may be able to support in the long-term in competency development.

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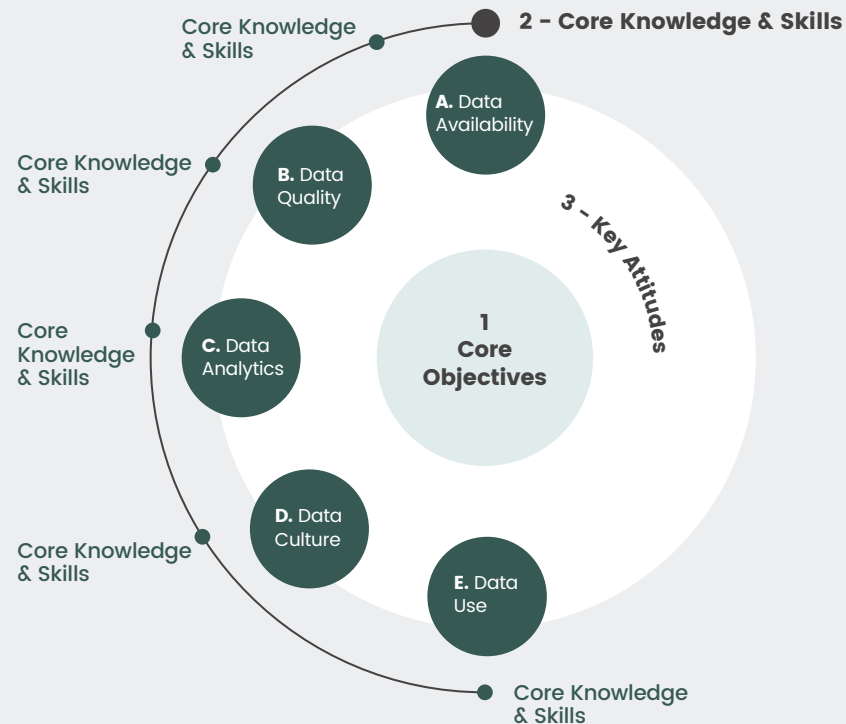
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## GFF Competency Framework

The GFF uses a framework for conceptualizing how competencies can be applied to a given context and/or technical area, in this case data use.



This includes:

**1. Core Objectives:** The core objectives towards which an individual or team is working. For example, in relation to data use, a core objective may be to foster evidence-informed policy and decision-making for RMNCAH-N.

**2. Core Knowledge & Skills:** Fundamental knowledge and skill areas required to carry out roles and responsibilities. For instance, for data use, this includes the knowledge and skills to produce, analyze, interpret, and take action based on data.

**3. Key Attitudes:** Attitudes can drive or hinder change and are pivotal for transforming organizational culture. For data use, this may include how motivated and curious individuals are to use evidence to inform their work, how empowered they feel to act on the evidence, and how open they are to adapting their practices and plans accordingly.

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## GFF Data Use Competency Framework

Core Knowledge & Skills for Data Use Building Blocks

**Data quality assessment & assurance**

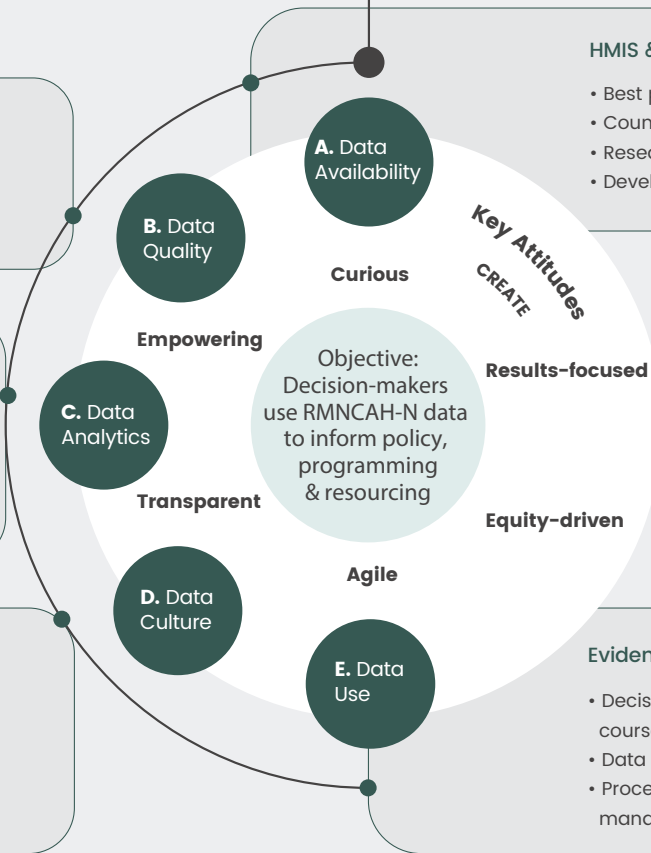
- Advanced data quality concepts, requirements, and procedures, including data quality assessment and assurance.
- Develop, roll out, and promote data quality policies, procedures processes.

**Data Analysis & Dissemination**

- Data analytics concepts, roles and responsibilities, analytical software and capabilities.
- Data disaggregation, triangulation, gender and equity, and interpretation of patterns/trends.
- Design, prepare and routinely disseminate routine data analytics.

**Organizational culture, behavior change, incentives**

- Concepts of organizational culture, including values, principles, and attitudes to evidence-based decision-making.
- Promoting behavior change strategies and developing competencies for data use/evidence-based decision-making.
- Approaches/strategies to incentivize data use.



**HMIS & M&E**

- Best practices in the design/implementation of HMIS and M&E systems and processes.
- Country-specific HMIS and M&E policies & processes in the sector/ministry.
- Research and evaluation/ implementation research methods, tools & frameworks.
- Develop/sustain national HMIS and national M&E systems/plans.

**Evidence-informed decision-making**

- Decision-making processes for policy, planning, resource allocation, implementation, course correction and feedback loops etc.
- Data interpretation and inquiry.
- Processes, roles & responsibilities for staff supervision, mentoring, performance management & reporting.



# PART 2

## STEP BY STEP



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### Step-by-step guidance

Many different approaches can be used to design a competency development intervention or framework, and much will depend on the context and resources available. This section outlines some core steps that you may want to consider and links to relevant resources. A key to success will be having meaningful consultation with the main stakeholders who will be involved in and benefit from the interventions, so they can contribute to and shape the process.

#### The key steps outlined below are:

- **Step 1.** Defining the scope and objectives
- **Step 2.** Mapping key staff involved in data use for decision-making
- **Step 3.** Identifying core competencies needed for data use for decision-making
- **Step 4.** Identifying gaps and prioritizing competency development needs
- **Step 5.** Identifying learning/competency development strategies

# PART 2

## STEP 1 – Defining the scope and objectives

To frame the engagement around competency development, it is helpful to identify the objectives and scope of what you are intending to achieve in relation to data use. For example, your objective may be to strengthen the capacity of decision-makers to use RMNCAH-N data to inform prioritization and resource allocation of the Investment Case. The scope may include decision-making bodies, teams or cadres from the national level down to the frontline, and may include priority areas relating to RMNCAH-N decision-making, such as equity, gender, and/or thematic areas.

To start, identify and convene the key stakeholders who will lead/implement the competency development process (e.g., technical and HR staff, development partners, local institutes, etc.). Take time to reflect together with them on the objectives you aim to achieve through this competency development and what the scope of engagement is going to be. If this is part of a wider process (such as during IC development or World Bank Project development), you can have these discussions as part of the process of identifying areas of engagement and IC/project activities.



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**Questions to discuss may include:**

- **Why is it important to strengthen data use competencies for decision-making in this area of engagement?**
- **Who will benefit directly from this engagement?**
- **What positive change will be achieved overall by strengthening data use in this area?**
- **Broadly what resources and time are available to invest in strengthening data use competencies?**

Based on these discussions, the group can identify one or more objectives that can guide the competency development activities. These should be SMART (Specific, Measurable, Achievable, Relevant, Timebound) objectives, which will make it possible to track progress over time, and keep activities focused on achieving their intended results.

# PART 2

## STEP 2 – Mapping key staff involved in data use for decision-making

A wide range of staff will be involved in the production, analysis and use of RMNCAH-N data for decision-making. Together with relevant stakeholders, map out the key staff involved in supporting the achievement of your data use objective and based on your scope of engagement (step 1). [Table 1](#) shows examples of the staff that are typically involved in relation to the five building blocks – availability, quality, analysis, culture and use – at national and sub-national level (see the middle block of the table, labelled ‘STAFF’). You may choose to use this type of table as your starting point, which can be tailored accordingly.



Questions to discuss may include:

- Who are the key staff/cadres involved in producing RMNCAH-N data and analytical products (e.g., collection, quality assurance, analysis)?
- Who are the key staff/cadres that use this data/analysis for decision-making?
- In which committees/platforms are key decisions made? Who attends these meetings?
- Which staff/cadres are responsible for implementing these decisions?
- Of these staff/cadres above, which play the most critical roles in terms of enabling data use? Which ones will benefit the most from support in developing data use competencies? (These are likely to become your main target for competency development.)

# PART 2

## STEP 3 – Identifying core competencies needed for data use for decision-making

Once the key staff/cadres have been identified, map out the knowledge, skills, and attitudes they need to meet your data use objectives. Depending on the scope of your engagement, you could invite a sample of these staff across all these cadres to participate in a group working session for this exercise (this could be in person or through a virtual meeting).

Rather than starting with a blank slate, we recommend using the competencies of the five [GFF Building Blocks for Data Use](#) included in [Table 1](#) of this Data Use Competency Toolkit (see the first column of the table) or something similar that is adapted to your needs. You can ask participants to validate or tailor the pre-prepared list of competencies and add any missing knowledge, skills, and attitudes. To frame your discussions, share the Data Use objectives you have identified and the scope of engagement. Also, explain and discuss how you want to define 'knowledge, skills and attitudes'.



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Questions to discuss may include:

- What types of decision-making are you responsible for? (Or – if a data provider rather than user – ‘What types of decisions do you need to provide data for?’). E.g., planning, budget allocation, targeting, HR management, addressing equity gaps, addressing performance issues etc.
- Which knowledge and skills do you need to provide/interpret/use data to inform these types of decision-making? (Refer to the existing list in [Table 1](#) in the Annex as a starting point).
- What level of knowledge or skills is necessary? (e.g. fundamental/intermediate/advanced)?
- Which attitudes will be most critical to enable and motivate staff to apply their knowledge and skills to fulfill their responsibilities? (Refer to the existing list of attitudes in [Annex 2](#) as a starting point).

Additional resources for identifying competencies:

- [Skills, attitudes and behaviours that fuel public innovation \(p. 59 - 61\) - NESTA](#)
- [What are the best methods and tools for conducting stakeholder interviews and focus groups? - LinkedIn](#)

# PART 2

## STEP 4 – Identifying gaps & prioritizing competency development needs

Once the core competencies have been mapped out, they can be used to identify and prioritize capacity-building needs and the resources available to address those needs. Ask the same sample of participants you engaged in step 3 to reflect on the extent to which these competencies are present or whether there are gaps or areas that need strengthening. These could be captured in a table, similar to the format presented in [Table 1](#) (refer to the final column of the table).

Depending on the context and the resources / time available for this exercise, you could develop a survey to assess the level of competencies among staff, providing a thorough baseline for building a competency development plan. You could also carry out group sessions (in person or virtually), where teams reflect on their current competencies and areas that need to be strengthened. (See examples of such exercises in Section 5 of [NESTA's Competency Development Guide](#) pages 59-65).



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Questions to discuss may include:

- **Considering the competencies that have been identified as important for RMNCAH-N data use, which are we actively using? Where are the main gaps?**
- **Why are we not using some competencies? Why are we lacking some competencies?**
- **Are there negative attitudes that are hindering the effective use of data for decision-making? How could these be transformed into positive attitudes that motivate staff and enable them to fulfill their responsibilities in relation to data use?**

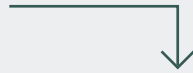
Additional resources you may find useful, include:

- [Skills gap analysis guide - Valamis](#)
- [Skills gap analysis: A modern framework - Instride](#)

# PART 2

## STEP 4 - Example of prioritizing competency development needs

Building Block E. Data use					
COMPETENCIES - Knowledge, Skills & Attitudes	Senior ministry leadership	District managers / Clinical leads	District HMIS / M&E Staff	Facility managers	Gaps/priority competency development needs
<b>Knowledge (Understanding of...)</b>					
Decision-making processes for policy, planning, resource allocation, implementation, and course correction	●	●	●		
Sub-national decision-making processes for planning, resource allocation, implementation, course correction etc.	●	●	●	●	
Data interpretation and inquiry (inc. of different data types, e.g., routine data, surveys, research), and evidence-based management approaches.	●	●	●	●	
Feedback loops, both between different levels of decision-makers and between data users and data producers.	●	●	●	●	



COMPETENCIES - Knowledge, Skills & Attitudes	Senior ministry leadership	District managers / Clinical leads	District HMIS / M&E Staff	Facility managers	Gaps/priority competency development needs
<b>Knowledge (Understanding of...)</b>					
Decision-making processes for policy, planning, resource allocation, implementation, and course correction	✓	✓	✗		<i>Understanding among district managers regarding their role within the national processes is currently weak.</i>
Sub-national decision-making processes for planning, resource allocation, implementation, course correction etc.	✓	✓	✓	✗	<i>Facility managers have not been sensitized to processes within their district, which affects their ability to work according to expectations.</i>
Data interpretation and inquiry (inc. of different data types, e.g., routine data, surveys, research), and evidence-based management approaches.	✓	✓	✓	✗	<i>Need for improved knowledge and skills for data interpretation.</i>
Feedback loops, both between different levels of decision-makers and between data users and data producers.	✓	✗	✓	✗	<i>Feedback loops are not something that has been promoted; need for better understanding of what this involves and how to do it.</i>

# PART 2

## STEP 5 – Identifying learning/competency development strategies

By the end of step 4, you should have a clear idea of the core competency development needs. The next step is to identify suitable learning/competency development strategies. It is not always necessary to create stand-alone training/supervision interventions; it is often less costly and more effective to integrate these competencies into existing capacity-development programs where possible. Therefore, it is important to engage local staff/departments responsible for human resource development to explore different options and design activities that build on or complement existing programs or plans.

There are a range of learning methods that can be used which may include, but not be limited to, those listed below. Examples of different learning methods are provided in [Annex 3](#).



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### Learning Methods

#### Knowledge development

- Training programs
- Online learning/webinars/knowledge products and case studies
- Academic or professional qualifications

#### Skills development

- Structured on-the-job training and aids
- Tailored competency building workshops
- Skills-development courses & experiential learning
- Mentoring programs

#### Attitudes development

- 360 feedback from colleagues; other feedback processes that focus on attitudes development
- Guided reflection activities
- Communities of practice
- Organization-wide behavior change campaigns
- Mentoring and coaching programs
- Learning exchanges (e.g., South/South exchanges)

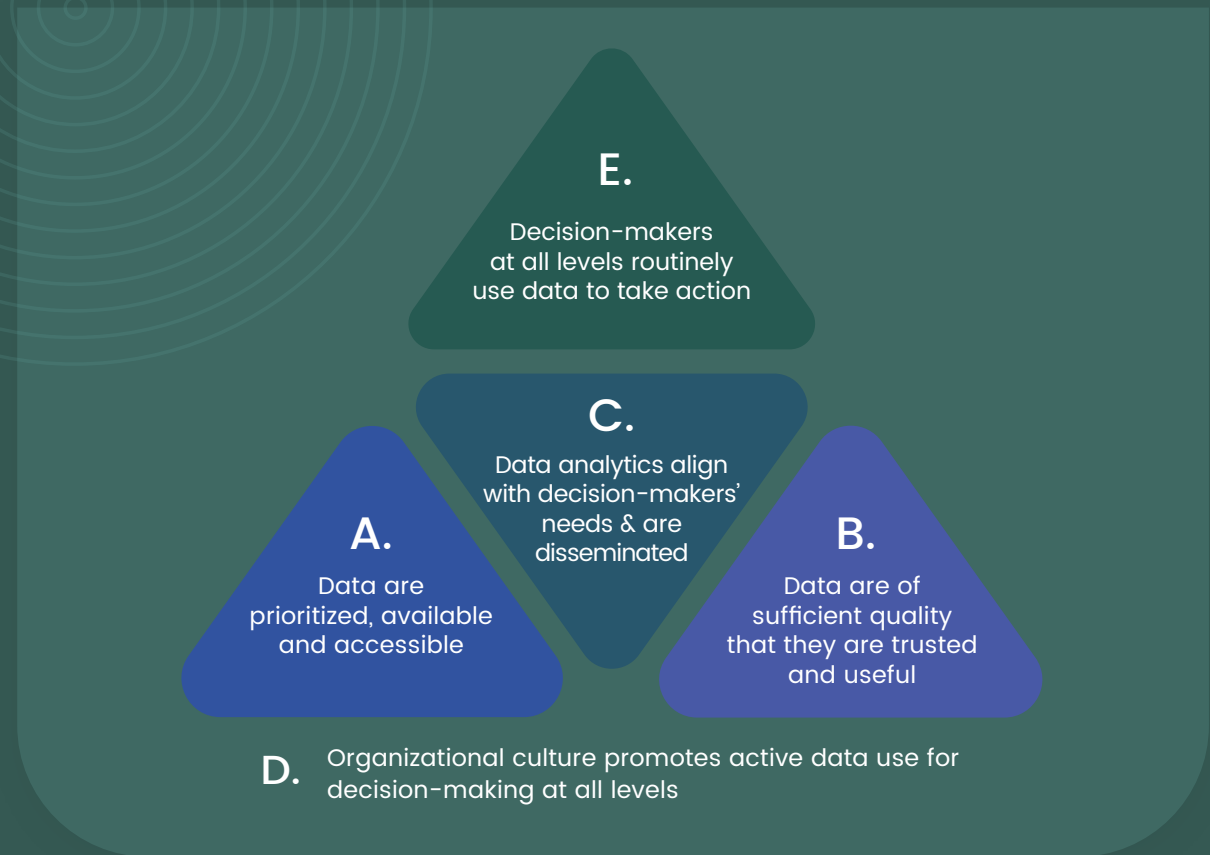
# ANNEX 1

## Mapping key staff, competencies, and development needs

In Table 1 below, we have mapped out the broad range of competencies that may be required for the collection, analysis and use of quality data to inform decision-making for RMNCAH-N policy and programming. This includes competencies at national and sub-national levels, as well as for frontline service delivery.

The GFF has identified five key areas that are considered critical for enabling the effective data use to inform decision-making – herein referred to as ‘building blocks’ and illustrated in the diagram here. These building blocks are mutually reinforced and are likely to be developed in parallel as a country builds its capacity in collecting, analyzing and using data. For any progress to be achieved across these building blocks, staff will need a range of knowledge, skills and attitudes to carry out their relevant roles and responsibilities. These are described in more detail in the [GFF Data and Evidence Use Guidance](#).

### Building Blocks for Data and Evidence Use





# ANNEX 1



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## How to Use Table 1: Mapping key staff, competencies, and development needs

This summary table is intended as a reference, which can support in identifying the core competencies required for staff, teams, or cadres in relation to data use. It will be important to tailor this list depending on the role, level, and needs of your given context. Once the competency development needs have been mapped out, you can begin to develop a learning/competency development plan in response.

The examples provided below are only indicative and should be tailored according to local context.



# ANNEX 1

## TABLE 1

### Template for mapping key staff, competencies, and development needs

<p><b>Core objective:</b> Data is used by key decision-makers at national and subnational level on a routine basis to inform prioritization, policy, resource allocation and program improvement for RMNCAH-N</p>										
<p><b>Building Block A. Data availability</b></p>	<p><b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)</p>									
<p><b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)</p>	National HMIS/M&E management	National HMIS/M&E technical staff	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	Data clerks	CHWs	Others	<p><b>Gaps/Priority competency development needs</b></p>
<p><b>Knowledge (Understanding of...)</b></p>										
Core HMIS and M&E concepts and frameworks.	•		•		•	•	•	•		
Key indicators needed for decision-making by policy and program staff.	•	•	•	•	•	•	•	•		
Best practice in the design and implementation of HMIS and M&E systems and processes.		•		•						
Country-specific HMIS & M&E policies & processes in the sector/ministry, inc. all aspects of data collection, compilation, storage, management, security.	•	•	•	•	•					
Full scope of health systems data (e.g. service delivery – including availability, readiness – finance, HR, logistics, civil registration etc.).	•	•		•						
Research & Evaluation/ Implementation Research, including methods, tools & frameworks.	•	•		•						

# ANNEX 1

## TABLE 1

<b>Building Block A. Data availability</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	National HMIS/M&E management	National HMIS/M&E technical staff	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	Data clerks	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Skills (Be able to...)</b>										
Develop & sustain national HMIS, including national data collection forms, tools & processes.	•	•								
Develop & implement national M&E systems & M&E plans, including identification of results frameworks, key priority indicators & targets. Enable interoperability with related data systems where necessary.	•	•		•						
Prepare timely, routine reports/policy briefs/statistical profiles/dashboards/bespoke reports (national & sub-national).		•		•						
Develop & implement relevant studies & research, including Implementation Research & Evaluation.	•	•		•						
Compile, aggregate & submit data into national systems & feedback to lower administrative levels/facilities.				•						
Enter data into information systems, maintain & manage records. Store and ensure adequate security of data (at national & sub-national levels).				•	•		•			
Check for completeness and accurate collection of all data in registers/ledgers.					•	•	•	•		
Accurately complete primary registers/ledgers/other paper and/or digital data collection tools.						•	•	•		

# ANNEX 1

## TABLE 1

Attitudes (Be...)											
Attitudes are cross-cutting to all building blocks, refer to <a href="#">table 2</a> .											
Building Block B. Data quality		STAFF (Examples of staff typically involved are provided here but these should be tailored to local context.)									
COMPETENCIES - Knowledge, Skills & Attitudes (Examples of competencies provided here should be tailored to local context)		National HMIS/M&E management	National HMIS/M&E technical staff	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	Data clerks	CHWs	Others	Gaps/Priority competency development needs
Knowledge (Understanding of...)											
Core data quality concepts and policies.		•		•		•	•	•	•	•	
Advanced data quality concepts, requirements, and procedures, including data quality assessment and assurance.			•		•			•			
Skills (Be able to...)											
Develop, roll out and promote/enforce data quality policies, procedures and processes.		•	•								
Identify and resolve data quality issues.		•	•								
Train/mentor staff at lower levels on data quality assurance concepts, requirements, and procedures.			•		•						
Conduct data quality assurance checks and feedback to lower levels/facilities.			•		•						
Delegate resolution of data quality issues to sub-national levels.			•		•						
Conduct quality checks of data in registers/ledgers, provide feedback and mentor/train staff.							•	•	•		


# ANNEX 1

## TABLE 1

Attitudes (Be...)										
Attitudes are cross-cutting to all building blocks, refer to <a href="#">table 2</a> .										
Building Block C. Data analytics	STAFF (Examples of staff typically involved are provided here but these should be tailored to local context.)									
COMPETENCIES - Knowledge, Skills & Attitudes (Examples of competencies provided here should be tailored to local context)	National HMIS/M&E management	National HMIS/M&E technical staff	District managers/ Clinical leads	District HMIS/ M&E staff	Facility managers	Facility providers	Data clerks	CHWs	Others	Gaps/Priority competency development needs
Knowledge (Understanding of...)										
Data analytics concepts, roles and responsibilities.	•	•	•	•	•	•				
Advanced analytical concepts, analytical software and capabilities.		•		•						
Data analytics software and capabilities.		•		•						
Data disaggregation, triangulation, gender and equity, and interpretation of patterns/trends.	•	•	•	•	•					
Linkages between different types of health systems data (e.g. service delivery, finance, HR, logistics, civil registration etc.).	•	•		•						
Innovative and rapid cycle approaches to analytics (e.g. FASTR approach etc.).	•	•		•						

# ANNEX 1

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<b>Building Block C. Data analytics</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	National HMIS/M&E management	National HMIS/M&E technical staff	District managers/ Clinical leads	District HMIS/M&E Staff	Facility managers	Facility providers	Data clerks	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Skills (Be able to...)</b>										
Identify needs of data users; design, prepare and routinely disseminate data analytics (reports/visuals/ dashboard etc.); conduct advanced analysis and interpretation.	•	•	•	•						
Compile data from sub-national levels into aggregate analysis.		•								
Use and interrogate analysis, interpret patterns/trends, including analysis of gender, equity etc. Triangulate with other data sources.	•	•	•	•	•	•		•		
Develop/implement/support training of sub-national staff to conduct/use analytics.		•		•						
Develop/implement/support training for sub-national/facility level to conduct/use analytics.		•		•						
Prepare, update and disseminate facility-level analytics. Access and interpret facility-level analytics.					•	•	•	•		
<b>Attitudes (Be...)</b>										
Attitudes are cross-cutting to all building blocks, refer to <a href="#">table 2</a> .										

# ANNEX 1

## TABLE 1

<b>Building Block D. Data culture</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	Senior ministry leadership	Divisional managers	Health Program managers	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Knowledge (Understanding of...)</b>										
Policies, processes and guidance on data use in decision-making.	•	•	•	•	•	•	•	•		
Concepts relating to organizational culture, including values, principles and attitudes (both barriers & enablers) relating to evidence-based decision-making.	•	•	•	•	•	•	•	•		
How to promote behavior change strategies within the organization.	•	•	•	•	•					
Approaches / strategies to incentivization, including performance-based financing, performance management frameworks, accountability tools etc.	•	•	•	•	•					

# ANNEX 1

## TABLE 1

<b>Building Block D. Data culture</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	Senior ministry leadership	Divisional managers	Health Program managers	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Skills (Be able to...)</b>										
Develop, implement and oversee policies, processes and guidance on data use.	•	•	•							
Support development of competencies for data use and evidence-based decision-making.	•	•	•	•	•	•	•	•		
Demonstrate through communication, personal decision-making and other opportunities, the importance of data for decision-making.	•	•	•	•	•	•	•	•		
Support lower administrative levels in promoting/ reinforcing data use culture, including through supportive supervision etc.	•	•	•	•	•	•	•	•		
<b>Attitudes (Be...)</b>										
Attitudes are cross-cutting to all building blocks, refer to <a href="#">table 2</a> .										



# ANNEX 1

## TABLE 1

<b>Building Block E. Data use</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	Senior ministry leadership	Divisional managers	Health Program managers	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Knowledge (Understanding of...)</b>										
Decision-making processes for policy, planning, resource allocation, implementation, and course correction etc.	•	•	•	•	•	•	•	•		
Sub-national decision-making processes for planning, resource allocation, implementation, course correction etc.	•	•	•	•	•	•	•			
Data interpretation and inquiry (inc. of different data types, e.g. routine data, surveys, research), and evidence-based management approaches.	•	•	•	•	•	•	•	•		
Feedback loops, both between different levels of decision-makers and between data users and data producers.	•	•	•	•	•	•				
Processes, roles & responsibilities for staff supervision, mentoring, performance management & reporting.	•	•	•	•	•	•	•	•		

# ANNEX 1

## TABLE 1

<b>Building Block E. Data use</b>	<b>STAFF</b> (Examples of staff typically involved are provided here but these should be tailored to local context.)									
<b>COMPETENCIES - Knowledge, Skills &amp; Attitudes</b> (Examples of competencies provided here should be tailored to local context)	Senior ministry leadership	Divisional managers	Health Program managers	District managers/ Clinical leads	District HMIS/ M&E Staff	Facility managers	Facility providers	CHWs	Others	<b>Gaps/Priority competency development needs</b>
<b>Skills (Be able to...)</b>										
Review and interpret data and evidence to inform decision-making.	•	•	•	•	•	•				
Assimilate and use key findings/messages from data to inform prioritization, policy development, resource allocation, course correction and performance management.	•	•	•	•	•	•				
Interpret and use data to inform frontline service provision while carrying out daily responsibilities.						•	•	•		
Provide timely feedback, strategic direction and support to lower levels.	•	•	•	•	•	•	•	•		
Carry out timely supervision, mentoring, performance management, and reporting.	•	•	•	•	•	•	•	•		
<b>Attitudes (Be...)</b>										
Attitudes are cross-cutting to all building blocks, refer to <a href="#">table 2</a> .										

# ANNEX 2



## Exploring attitudes – towards a data use culture

Attitudes are ways of thinking and feeling that influence our behavior and how we respond in different situations. They are shared by our experiences, and the rules, norms, and culture that affect our lives, including the places where we work. They are often fluid yet may take time to evolve. In a competency-based approach, specific attitudes can be identified and nurtured to reinforce and motivate people to apply their knowledge and skills. Overall, they can contribute to a rewarding working environment that enables staff and teams to thrive.

Tangible approaches to promoting data use attitudes could include positive workplace policies (e.g., policies that encourage access to and sharing of data), processes (e.g. 360-degree feedback, coaching, mentoring, supportive supervision), and incentives (e.g. training opportunities, rewards for performance based on results, etc.). Less tangible, but equally important, is strong, consistent leadership that sets the tone, role models


attitudes and behaviors, and helps to connect the work staff are doing with the organization's values and goals. Identifying data use champions at different levels of the organization is one example of how key individuals or groups can actively reinforce positive attitudes and practices around data use (including, for example, the Country Platform as a data use champion).

Based on internal GFF consultations with Results and M&E Specialists, a range of attitudes have been identified that can contribute to a positive data-use culture. These are Curious, Results-Focused, Empowering, Agile, Transparent, and Equity-Driven (see table 2 below). We have combined these into the acronym 'CREATE' so they are easy to remember. These attitudes are broad in order to be relevant for most staff engaged in data production or use at any level. But they are just a starting point; it will be valuable to explore with staff the attitudes that they consider to be most relevant for their context.

# ANNEX 2

## TABLE 2




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### Key attitudes that can enable data use for decision-making

Attitudes for Data Use	How to enable this attitude?	Practical Example
<b>Curious</b>		
The desire to learn more about a topic, try new things, and embrace challenges as an opportunity to learn and grow. Exploring and testing multiple possibilities and wanting to gain new knowledge and insights to drive change. Committed to exploring different perspectives and experiences, while demonstrating awareness of power dynamics.	<ul style="list-style-type: none"> <li>• Encourage open communication, facilitating a space for everyone to share their perspectives.</li> <li>• Encourage collaboration across different departments or disciplines to foster new ideas.</li> <li>• As a leader, promote autonomy to take risks and explore own ideas and solutions.</li> <li>• Establish constructive feedback mechanisms that focus on improvement rather than criticism. This helps refine creative ideas.</li> <li>• Provide access to continuous learning opportunities.</li> </ul>	A team member is encouraged by a supervisor to join a new training opportunity to learn more about a certain challenge the team is facing. They are encouraged to share their learning from the training with their whole team to hear others' perspectives and brainstorm collective solutions.
<b>Results-focused</b>		
Committing to achieving results and impact; motivated by the change that results can generate. Demonstrating a strong commitment to data and evidence use to inform decisions and to address issues. Drawing on reliable sources of information to inform actions.	<ul style="list-style-type: none"> <li>• Define clear goals, objectives and performance indicators that are aligned to the vision and mission.</li> <li>• Prioritize tasks based on their impact on overall goals.</li> <li>• Develop Key Performance Indicators (KPIs).</li> <li>• Guide others to use data and evidence for improved results and decisions.</li> <li>• Encourage accountability for results, including social accountability to the public for the use of public resources.</li> <li>• As a leader, encourage teams to make the link between data, results, and impact.</li> </ul>	<p>A Project supports public community dashboards on health service delivery to demonstrate results in relation to agreed targets to the whole community, encouraging the community to engage with, support and hold service providers accountable for services.</p> <p>A team decides to measure their impact using a performance-based approach, instead of a process-based approach.</p>

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### Key attitudes that can enable data use for decision-making

Attitudes for Data Use	How to enable this attitude?	Practical Example
<b>Empowering</b>		
Using decision-making as an opportunity to motivate and bring the best out of others. Providing resources and guidance to drive change. Valuing efforts for team building and growth. Inviting others to join new ways, informed by evidence.	<ul style="list-style-type: none"> <li>• Provide autonomy in decision-making and task execution.</li> <li>• Contribute to peer coaching and provide mentoring opportunities.</li> <li>• Provide resources and opportunities for skills development and continuous learning.</li> <li>• As a leader, promote open communication and a growth mindset, recognizing and praising efforts and results.</li> </ul>	A peer-coaching initiative is developed for new team members, where senior staff guide and empower newer staff as part of their onboarding process.
<b>Agile</b>		
Responding flexibly, rapidly and with an open mind to changing environments. Able to react to unexpected challenges and disruptions. Adapting plans and processes to specific resources and contexts, incorporating feedback openly and speedily, while iterating in rapid learning cycles.	<ul style="list-style-type: none"> <li>• Promote iterative planning and execution, breaking down projects into smaller iterations.</li> <li>• Establish regular feedback loops, to course correct based on insights gained and ongoing assessments.</li> <li>• As a leader, foster a culture of continuous learning, that encourages team members to reflect on their processes and learn from their experiences, seeking opportunities for improvement.</li> <li>• Establish regular team meetings to look at the data and make decisions.</li> <li>• As a leader, decentralize decision-making and empower team members to make decisions.</li> </ul>	Adopt agile practices such as daily/weekly stand-up meetings and sprint planning into the team's routine.

# ANNEX 2

## TABLE 2



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### Key attitudes that can enable data use for decision-making

Attitudes for Data Use	How to enable this attitude?	Practical Example
<b>Transparent</b>		
Sharing and disseminating data processes, results and values with others for collective decision making. Indicating where data comes from, being open about its quality and how to best use it for decision making.	<ul style="list-style-type: none"> <li>• Establish clear communication channels where processes, data, and information can be easily shared and accessed.</li> <li>• Proactively share data and relevant information with team members.</li> <li>• Conduct regular team meetings to discuss progress, challenges and upcoming plans.</li> <li>• As a leader, decentralize decision-making and involve team members in these processes when appropriate.</li> <li>• As a leader, promote transparency in the data process, methodologies, and decision-making criteria.</li> </ul>	Sharing in a meeting that the data used is not 100% accurate and explaining the potential errors; but still using it as a baseline to act and continue to improve it.
<b>Equity-driven</b>		
Proactively seeking diverse sets of data. Seeking and including diverse perspectives. Using the data to reveal disparities and inequities, aiming to create inclusive, equitable approaches. Aware of and sensitive to power imbalances.	<ul style="list-style-type: none"> <li>• Ensure data collection methods are inclusive and capture diverse perspectives. Avoid underrepresentation.</li> <li>• Identify and acknowledge data gaps, recognizing that missing data can be a source of bias.</li> <li>• Actively seek a diverse range of perspectives in interpreting data to inform decisions.</li> <li>• Disseminate data and insights in an equitable manner, ensuring that data and information is accessible to diverse audiences.</li> </ul>	<p>In routine reporting, exploring potential trends in equity, making it part of a routine analysis and interpretation.</p> <p>In consultation about data, ensuring there are diverse perspectives, encouraging all stakeholders to share their opinions and thoughts.</p>

# ANNEX 3



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## Examples of learning/competency development methods

There are a wide range of learning methods that can be used to strengthen knowledge, skills, and attitudes for data use. Some methods may be more suited for transferring knowledge, some to practical skills development, and others to fostering attitudes. However, they are not mutually exclusive and can be tailored to respond to the competency development needs and used in combination. They should also link with other staff development programs and processes that are underway such as staff inductions, on-the-job training, performance management processes, etc. Finally, they should be designed in consideration of other processes underway to strengthen organizational culture for data use. Below are some examples of learning methods, including links to useful resources.



# ANNEX 3

## TABLE 3


### Examples of learning/competency development methods


Domain	Knowledge Understand/Know about...	Skills Be able to...	Attitudes Be...
Learning methods	<p><b>Online Courses</b></p> <p>Self-paced online learning activities to address specific content areas and that are targeted in time and features. As on-demand resources, they introduce or deepen certain data use thematic content. They can include microlearning resources, instructional videos, online courses, and knowledge-based activities. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Foundations Online Course on Data Use</a></li> <li>• <a href="#">Data Use for Program Managers</a></li> <li>• <a href="#">TCI Essentials Data for Decision-Making Toolkit</a></li> <li>• <a href="#">DHS Data Use</a></li> </ul> <p><b>Knowledge Briefs</b></p> <p>A succinct asset that focuses on a specific data use thematic area and highlights up-to-date knowledge and best practices. They include a summary of the facts of a topic or situation with updates and current advice on addressing this specific topic.</p> <ul style="list-style-type: none"> <li>• <a href="#">Monitoring and Action for Gender and Equity (MAGE)</a></li> </ul>	<p><b>Competency-building Workshops</b></p> <p>In-person tailored activities to address competency-building gaps. These workshops include practical exercises to put knowledge into practice and to strengthen specific skills. They include a facilitator or expert on a topic that supports learners on data use concepts, technologies and skills.</p> <p><b>Hands-on Webinars</b></p> <p>Online session with a hands-on and practical approach to introduce data use concepts, technologies and skills. Can be based on a guided exercise and include further facilitation or tutoring. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Measure Evaluation webinar series on data demand and use</a></li> </ul>	<p><b>Feedback for Attitudes Development</b></p> <p>Feedback session, individual or in group, from leaders/supervisors to staff or teams. They provide actionable advice that supports team growth and development.</p> <p><b>Guided Reflection Activities</b></p> <p>Individual or group reflections that allow staff to think back on and learn from their experiences, constructing new knowledge and applying that knowledge to new experiences. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Fostering reflective practice in development programming - Zambia case study</a></li> </ul>



# ANNEX 3

## TABLE 3



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### Examples of learning/competency development methods

Domain	Knowledge Understand/Know about...	Skills Be able to...	Attitudes Be...
<b>Learning methods</b>	<p><b>Case Studies</b></p> <p>Case studies can be used to showcase practical examples of 'how' data use has been promoted and contributed to positive results in-country. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">GFF Knowledge &amp; Learning Platform</a> (includes a range of case studies and other knowledge and learning products)</li> <li>• <a href="#">Data Uptake Series: Countdown to 2030</a></li> <li>• <a href="#">USAID: Data Demand and Use, Case Study Series</a></li> </ul>	<p><b>Mentoring Programs</b></p> <p>A program to provide team members the opportunity to give/receive mentorship from senior peers or a coach. The goal is to match experienced professionals with people who could use guidance on data practices, technology and procedures.</p> <p><b>South-to-South Learning Experiences</b></p> <p>Country sharing, including virtually, in-person through country visits, multi-country workshops etc., where best practices can be extracted, promoting cross-learning and addressing challenges together. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Countdown to 2030: Multi-Country collaboration</a></li> </ul>	<p><b>Community of Practice (CoP)</b></p> <p>A virtual space for peers and stakeholders that share common data use working practices, concerns or set of challenges, and that come together to work collaboratively to fulfill an individual or collective demand. They focus on sharing data use best practices and creating new knowledge jointly. This community can include other countries to promote south-to-south learning. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">GFF Communities of practice hub</a></li> <li>• <a href="#">Data Community Africa</a></li> </ul> <p><b>Coaching</b></p> <p>Coaching can be used to enhance an individual's skills, knowledge and attitudes through one-to-one conversations with a trained coach. For example:</p> <ul style="list-style-type: none"> <li>• <a href="#">Coaching for Improved Data Use for Health Service Delivery – Rivers State, Nigeria case study</a></li> <li>• <a href="#">TCI Coaching</a> for results-driven family planning and adolescent and youth sexual and reproductive health (ASYRH) programs</li> <li>• <a href="#">Leadership Coaching through AMP Health</a></li> </ul>

