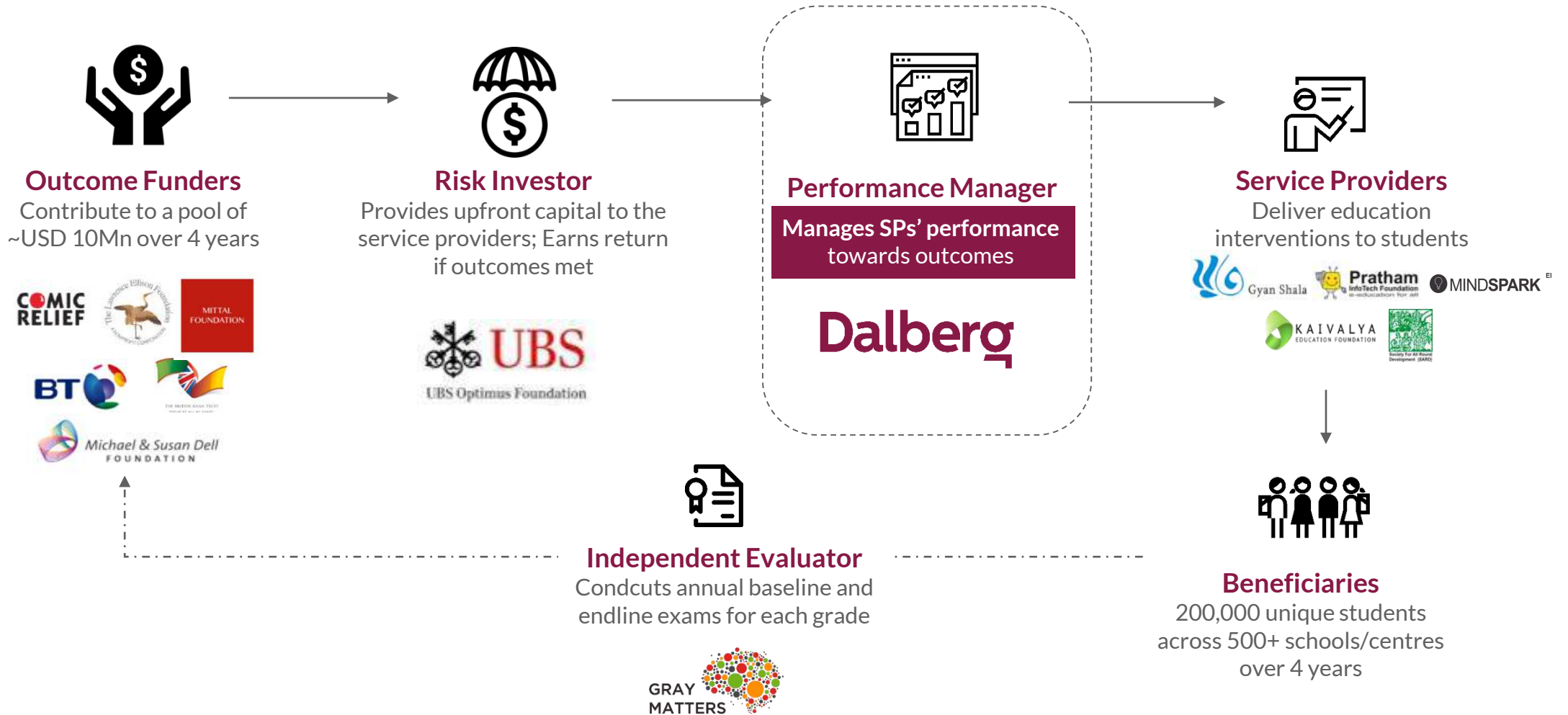# Data & Performance Management to Drive Impact: Lessons from Quality of Education India DIB

IMPACT BONDS WORKING GROUP | MARCH 2020

The Quality Education India DIB is a ~$10mn consortium bond driving foundational learning for 200k students across 500+ schools/centres

Outcome Funders
Contribute to a pool of ~USD 10Mn over 4 years

Risk Investor
Provides upfront capital to the service providers; Earns return if outcomes met

Performance Manager
Manages SPs' performance towards outcomes

Service Providers
Deliver education interventions to students

Independent Evaluator
Condcuts annual baseline and endline exams for each grade

Beneficiaries
200,000 unique students across 500+ schools/centres over 4 years

Consisting of four unique intervention models, the QEI DIB has performed well so far overall

Service Provider	Operating Models
1 — Gyan Shala	• **Operations of low-cost community learning centres** for out-of-school children, providing education directly
2 — Society For All Round Development (SARD)	• **Supplemental remedial education** to close learning gaps for children performing below grade levels • **Teacher training and support** * to improve pedagogical capacity of teachers
3 — KAIVALYA EDUCATION FOUNDATION	• **Principal and teacher training** to improve the quality of school leadership, and quality and motivation of teachers
4 — MINDSPARK EI / Pratham InfoTech Foundation e-education for all	• **Computer-based personalised adaptive learning** to close learning gaps, with handholding for teachers on data literacy and assessments

Targets were set on annual enrolment x learning outcomes (reading & math)

Note: *Not included in the DIB Y2 onwards

Effective performance management hinges on the relationship with the implementers, nature of support, and SP capacity building

Manager-SP relationship

1 Build a *relationship of trust* and support, as opposed to that of a monitoring agency, by getting leadership buy-in

2 Generate more receptivity towards recommendations by *effectively communicating* the severity of the challenges before focusing on the solutions

Nature of support

3 Push service providers towards *long-term strategic planning* instead of making short-term fixes

4 *Customize the PM approach* based on the stage of service provider's intervention journey whilst leveraging their unique strengths and capabilities

5 Ensure robust implementation of *internal programmatic levers* and effective *mitigation of external risks*

SP capacity building

6 *Share learnings* among service providers to break siloes and generate new ideas

7 *Balance* between delegation and control to gradually increase SP capacity

In data-scarce environments, gathering good qualitative data and building data-driven capacity and culture become more critical

1

Collect high-quality qualitative data

✓ Interview management team for input on performance
✓ Organise field visits to interview field teams
✓ Collect survey data from field staff
✓ Conduct focus group discussions with beneficiaries

E.g. In a field visit to Lucknow, we engaged with a headmaster of a school to learn her specific experience with the ed-tech labs and their impact on her students

2

Build capacity to gather, analyse and use data

✓ Put systems in place to generate high-quality data (qual+quant)
✓ Develop field-team data analysis capabilities
✓ Bring in external data experts, where applicable

E.g. We co-developed an 'program usage tracker' for one of the SPs, to allow them to better track software usage and workshopped with them on how to update & use it

3

Promote a data-driven decision-making culture

✓ Advocate to the leadership the benefits of leveraging data
✓ Ensure buy-in from field staff by making it easy and relevant for them
✓ Facilitate a gradual transition from data collection to analysis to use

E.g. We co-created the Management Info System with the various SP stakeholders from field staff to mgmt., and continued to refine them to be less burdensome and more relevant

Not all SPs are able to, or incentivised to be 'performance managed' – there needs to be base level readiness & openness to continue improving

Success factors from SP perspective

1 **Data driven decision-making culture & MEL systems**

- ✓ Is there a data-driven decision-making culture and basic Monitoring, Evaluation & Learning systems & focus within the org?
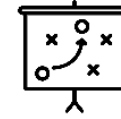- ✓ Can you effectively collect and analyze data to improve intervention delivery constantly?

2 **Mgmt/leadership engagement**

- ✓ Is there time & buy-in from senior/mid mgmt. to guide and support the field teams and help instill excitement & mission-mode all staff involved?

3 **Performance focus & incentives and buffers**

- ✓ Is the org able to maintain a razor sharp focus on delivery & learning to prioritize efficiency, ensure timely & flexible continued course correction (either to innovate or to scale)?
- ✓ Is there dedicated on-ground field staff and are there adequate resources for timely and high quality delivery?
- ✓ Is there adequate buffer for attrition & planning for knowledge transfers in that case?

4 **Ability to manage external risks**

- ✓ Is there capacity to mitigate some of the external risks (e.g., political changes) & maintain good relationships across all levels of stakeholders is important for results (e.g., teacher unions)?