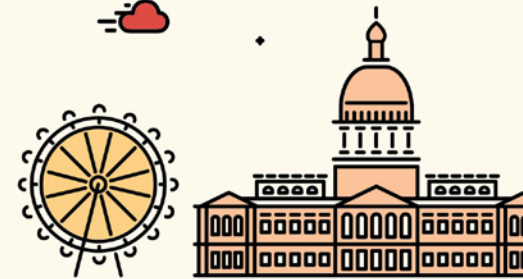
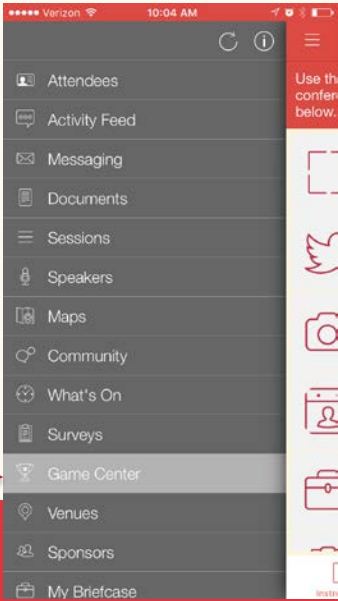




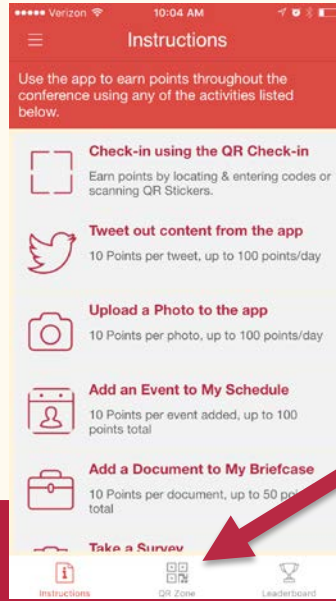
# STAND TOGETHER TO FACE THE FUTURE



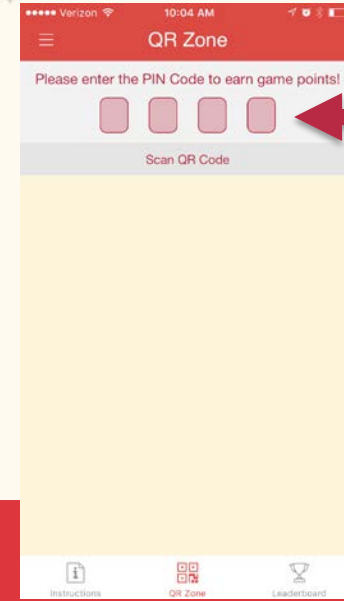
2016 NACSA LEADERSHIP CONFERENCE | ATLANTA, GA



**GO TO THE  
GAME CENTER**



**CLICK "QR  
ZONE"**



**ENTER YOUR  
SESSION'S PIN**

**SESSION NAME: School Choice Without Borders: What Does School Choice Look Like Around the Globe?**

**SESSION PIN:**

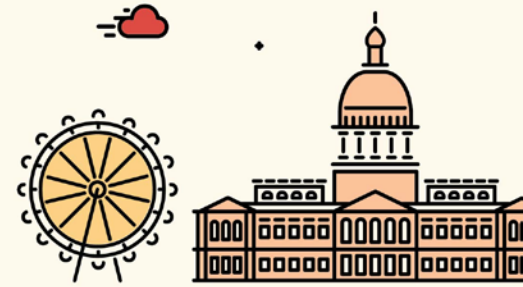
**#NACSAcon**

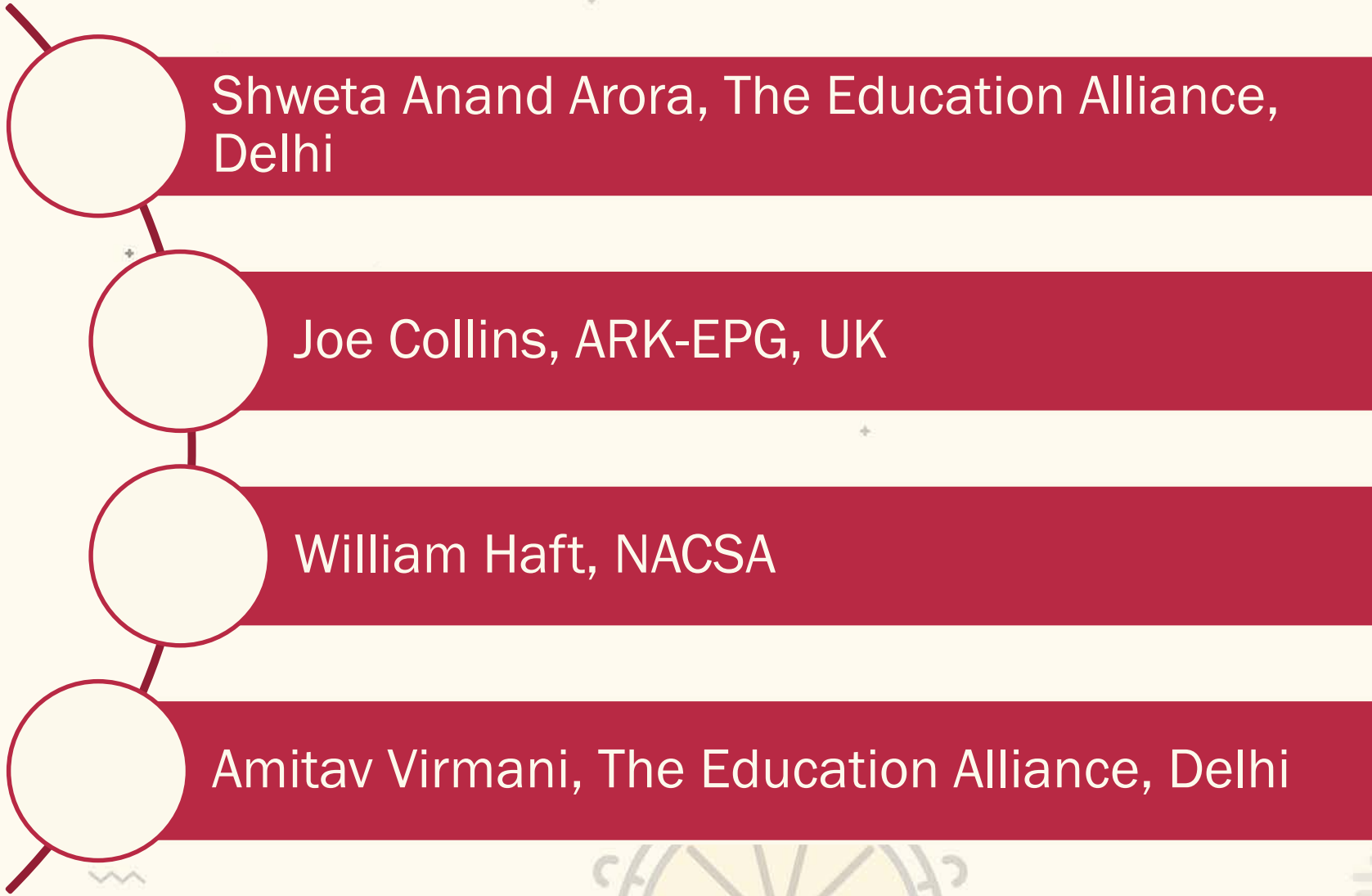
**4710**

**LET YOUR  
PRESENTERS  
KNOW YOU'RE  
HERE, AND EARN  
POINTS!**

# SCHOOL CHOICE WITHOUT BORDERS

WHAT DOES SCHOOL CHOICE  
LOOK LIKE AROUND THE GLOBE?





*If you want something you've never had, you must be willing to do something you've never done.*

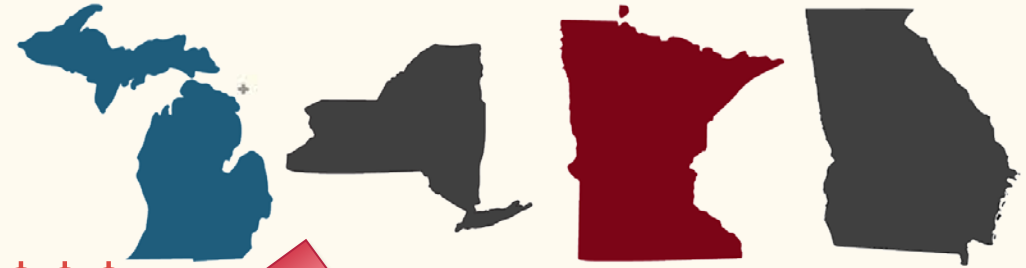
- Thomas Jefferson



# U.S. CHARTER SCHOOL POLICY ENVIRONMENT



FEDERAL GOVT



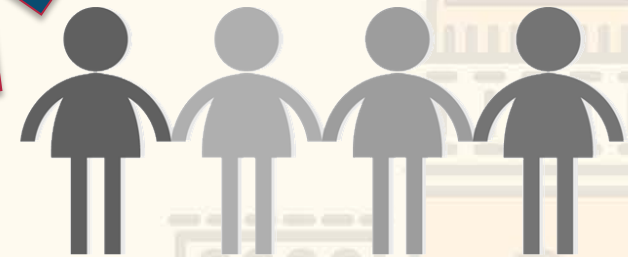
STATE GOVT



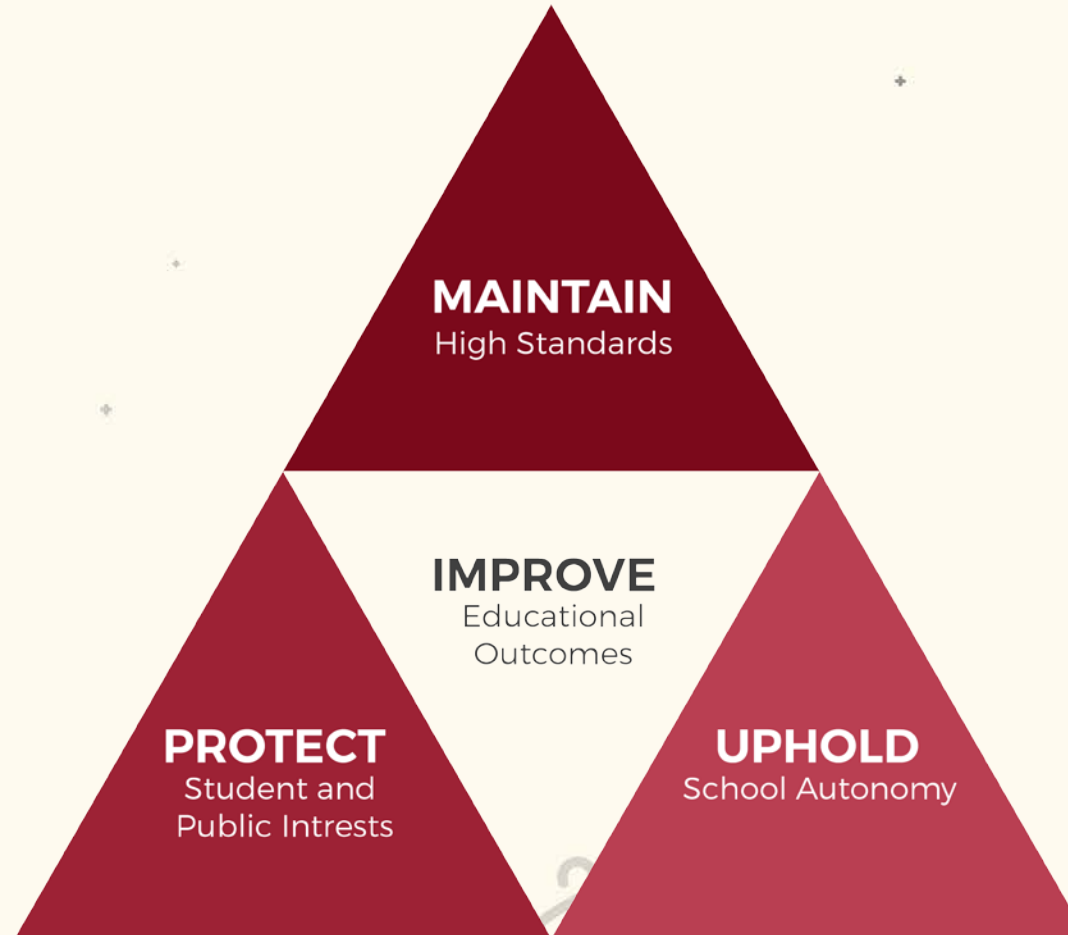
LOCAL GOVT



AUTONOMY & SCHOOL CHOICE



# QUALITY AUTHORIZING



#NACSAcon



# WHAT IS AUTONOMY?

Greater ability to make decisions about:





# CHARTER NUMBERS: NATIONAL

**1992:** First charter school  
(Minnesota)

**43:** Number of states (+ D.C.) with  
charter school laws

**6,600:** ~ number of U.S. charter  
schools in 2015

**2.7M:** number of U.S. children  
enrolled in charter schools (6% of  
public school enrollment)

- **70%:** current public approval ratings for charter schools
- **\$1.5B:** amount of startup funds that the U.S. federal government has provided for charter schools in the last decade.



# CHARTER NUMBERS: MAJOR URBAN AREAS

RANK	SCHOOL DISTRICT	STATE	CHARTER STUDENTS	TOTAL ENROLLMENT	ENROLLMENT SHARE
1	Los Angeles	CA	151K	653K	23%
2	New York City	NY	106K	1.1 M	10%
3	Philadelphia	PA	64K	195K	33%
4	Chicago	IL	58K	413K	14%
5	Miami	FL	56K	957K	16%
6	Detroit	MI	52K	99K	53%
7	Houston	TX	51K	248K	21%
8	New Orleans	LA	43K	46K	93%
9	Broward County	FL	42K	267K	16%
10	Washington, D.C.	DC	38K	85K	44%
11	Denver	CO	15K	88K	17%

# WHAT DO WE EXPECT CHARTERS TO ACCOMPLISH?

- Competition for districts
- Better outcomes for core learning
- Different options for kids who aren't learning
- Innovation
- Education laboratory for districts
- Choice for parents
- Opportunities for teachers

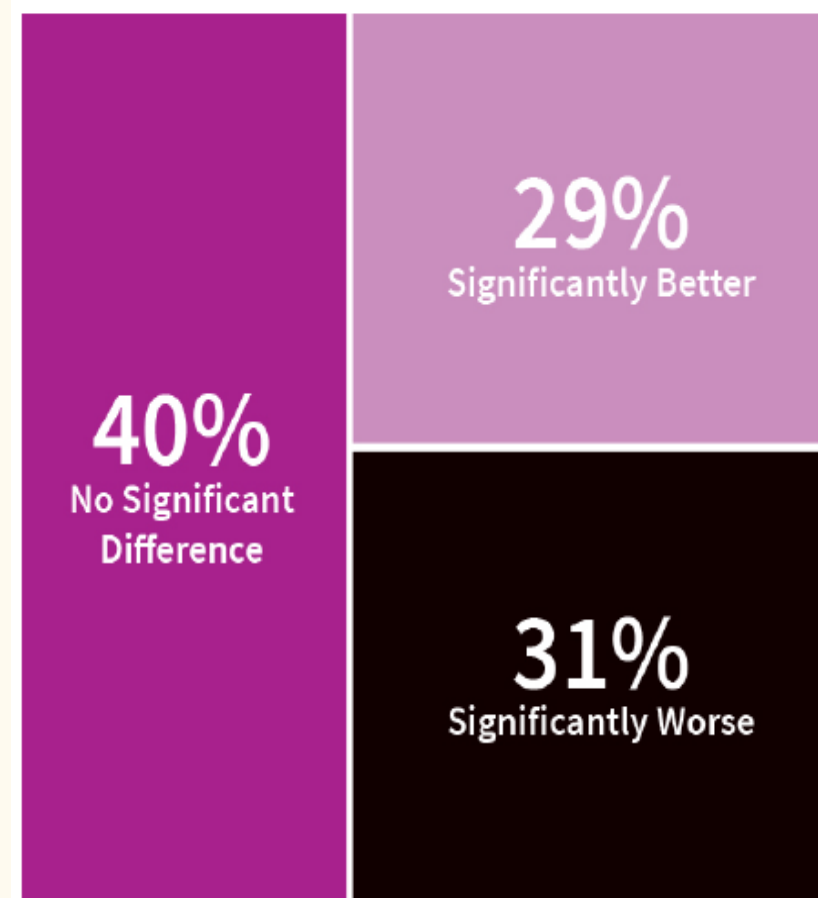


# OUTCOMES: How do we talk about results?

## READING

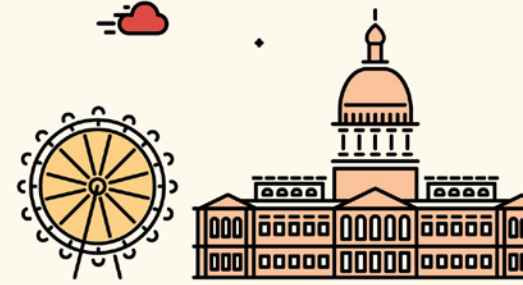


## MATH



# IMPLEMENTING PPPS IN EDUCATION GLOBALLY- REFLECTIONS FROM THE FIELD

ARK EDUCATION PARTNERSHIPS  
GROUP



# ARK EDUCATION PARTNERSHIPS GROUP

1. About Ark Schools and the UK experience
2. The international evidence on PPPs
3. About the Education Partnerships Group
4. Case study - Liberia
5. Reflections about advising on PPPs in education



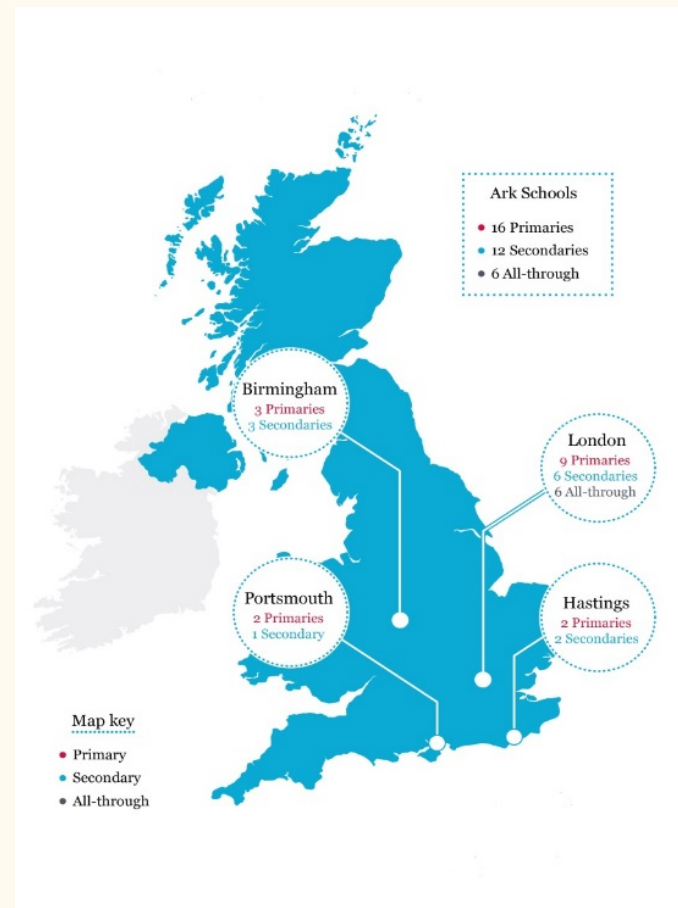
# ARK IS AN EDUCATION NON-PROFIT AIMING TO CLOSE THE ACHIEVEMENT GAP BETWEEN RICH AND POOR

*Ark's vision is to give every child a quality education, no matter what their background. We do this in three distinct ways:*

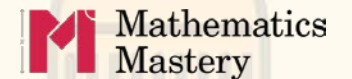
1. Running networks of high performing **non-selective, no-fee PPP schools** serving children from deprived communities.

2. Working at **system level** to help governments address issues of quality and equity.

#NACSAcon

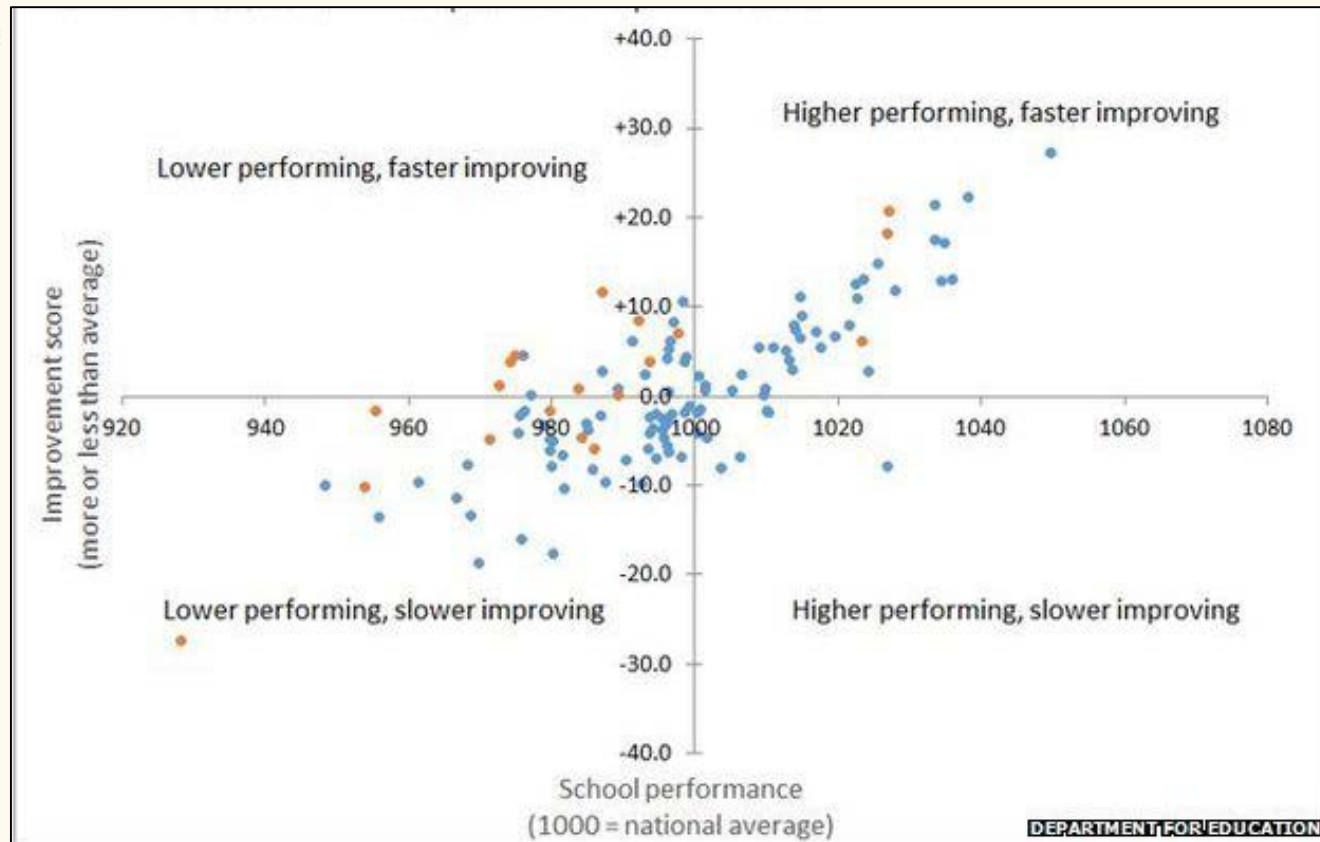


3. Creating and spinning out **stand-alone social ventures** that support schools serving disadvantaged communities.



# ACADEMIES HAVE HAD MIXED SUCCESS, WITH SOME GOOD RESULTS FOR THE POOREST

*However, perhaps the biggest criticism of the Academy Programme is the lack of a coherent 'Plan B'.*



Top four "school groups" are two local authorities and two academy chains

No longer acceptable to be failing poor students – change in London schools in particular is remarkable

Policy focus changed dramatically with a new government

- Sponsor academies more successful

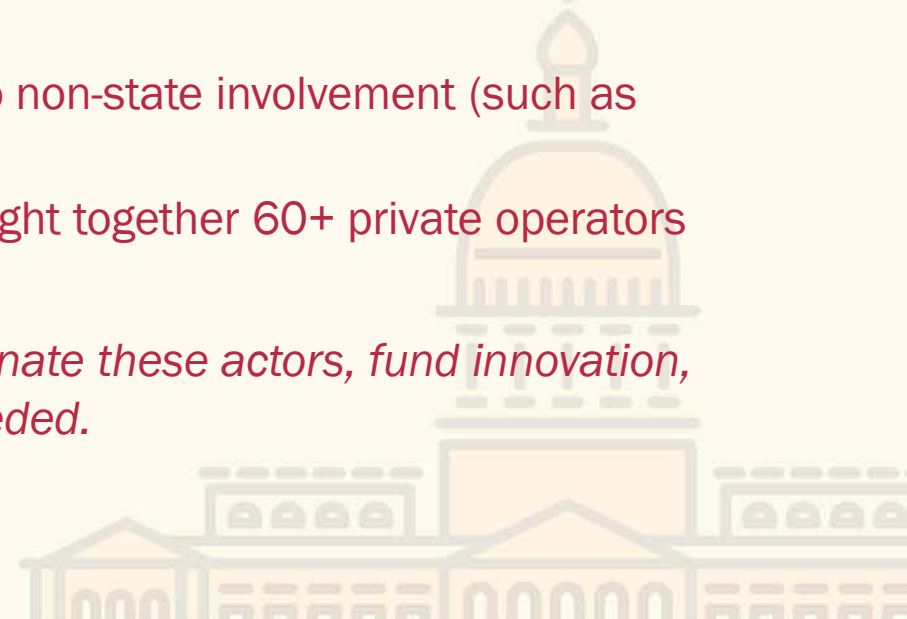


# AT GLOBAL LEVEL, THERE IS INCREASING RECOGNITION THAT THE PRIVATE SECTOR NEEDS TO BE PART OF THE SOLUTION

*The role of private actors is an ideological battleground, but there seems to be some signals that things are changing*

- **Global Goal:** The Education 2030 Framework for Action, which outlines how to translate global commitments into practice affirms the important role of non-state actors in achieving SGD 4.
- **Education Commission:** “Better collaboration and partnership between governments and non-state actors” is one of the EC’s education transformations for a learning generation.
- **Donor support:** Alongside the World Bank, DFID and USAID are exploring the role of non-state actors in improving education delivery.
- **A shifting debate:** Organizations which have traditionally been opposed to non-state involvement (such as Save the Children) are increasingly exploring a diversity in delivery.
- **Global Schools Forum:** the inaugural meeting held in February 2016 brought together 60+ private operators and investors.

*The non-state sector remains diverse and diffuse. Donor support to coordinate these actors, fund innovation, and help drive a non-partisan debate on the role of non-state actors is needed.*



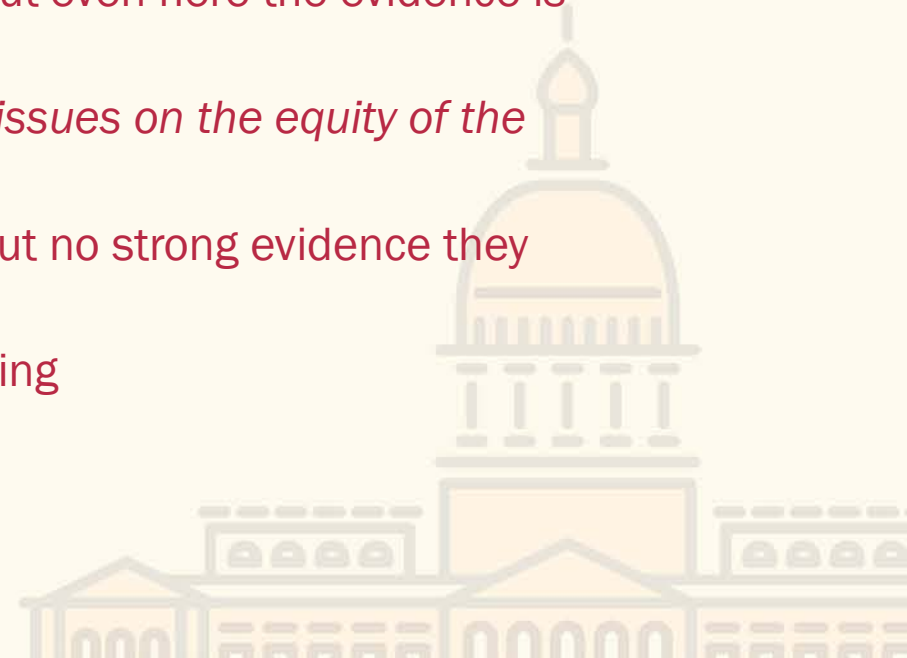
# ARK HAS COMMISSIONED A RIGOROUS REVIEW OF THE EVIDENCE, WITH PUBLICATION DUE IMMINENTLY

Perhaps the clearest finding is that there is limited credible research on 'charter style' PPPs globally:

- **Colombia 'Concession' Schools:** Bonilla 2011 finds large gains in verbal and particularly math scores.
- **Pakistan 'Partnerships for Management':** Malik et al 2015 find gains in learning across Math, Urdu and English in Sindh and Punjab districts

There is more evidence on the use of vouchers outside the US and UK, but even here the evidence is limited and mixed:

- **Chile:** some success on increasing learning outcomes but *major issues on the equity of the program* and potential for increased segregation
- **India:** studies suggest vouchers *can be far more cost effective*, but no strong evidence they increase outcomes
- **Uganda:** *increases to access* have not be matched by more learning



# ARK'S EDUCATION PARTNERSHIPS GROUP WORKS WITH GOVERNMENT AND NON-STATE PARTNERS

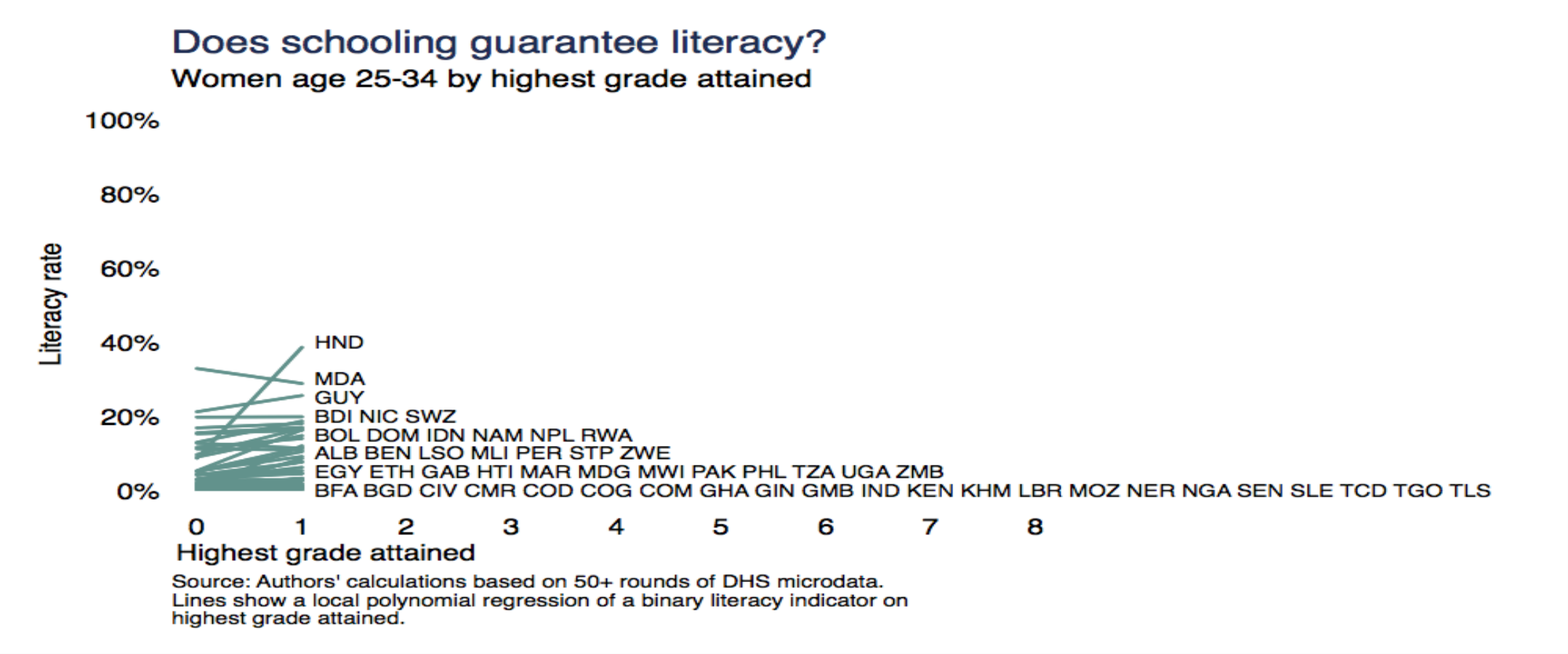
**Vision:** to ensure that every child receives an excellent education regardless of their background.

We support government and non-state partners in developing countries by:

- Helping **governments** improve the capacity, accountability and policy environment required to deliver high quality education.
- Building the market of **high quality operators**, by growing a global coalition of mission aligned organisations, and increasing the supply of school operators serving disadvantaged communities.

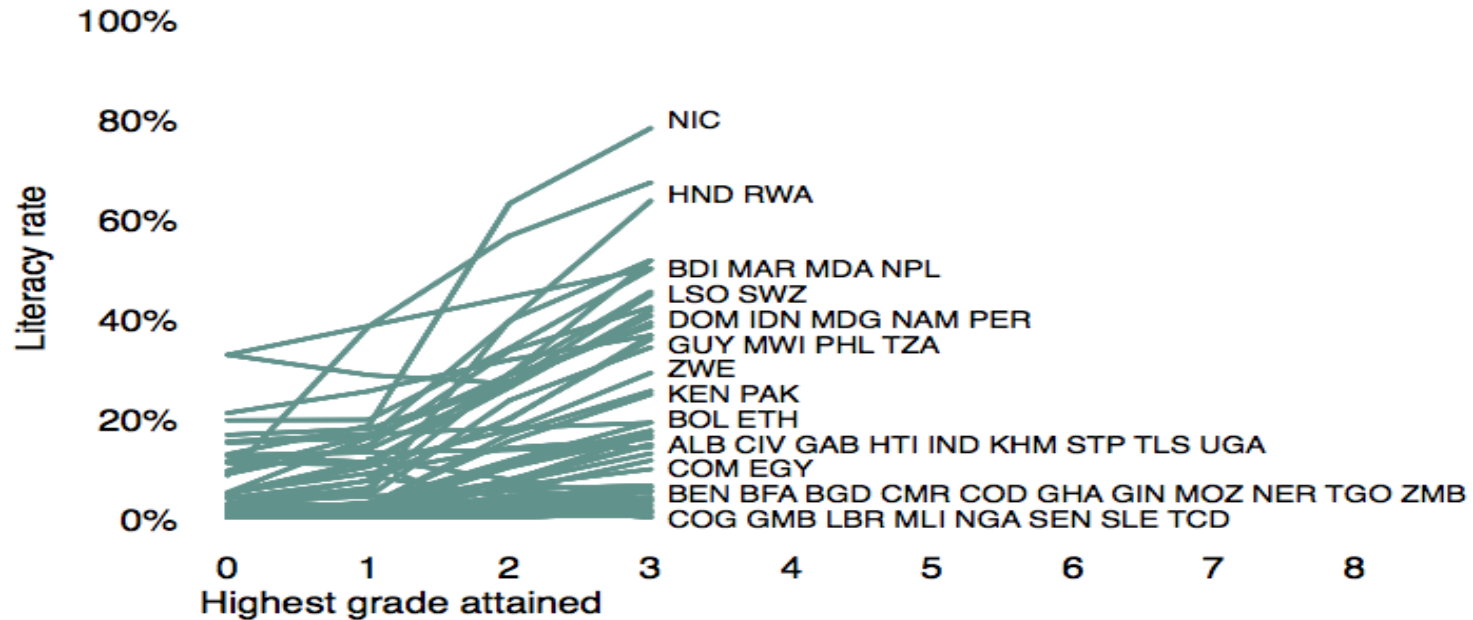


# SCHOOLING DOESN'T MEAN LEARNING – SO EPG FOCUSES ON QUALITY





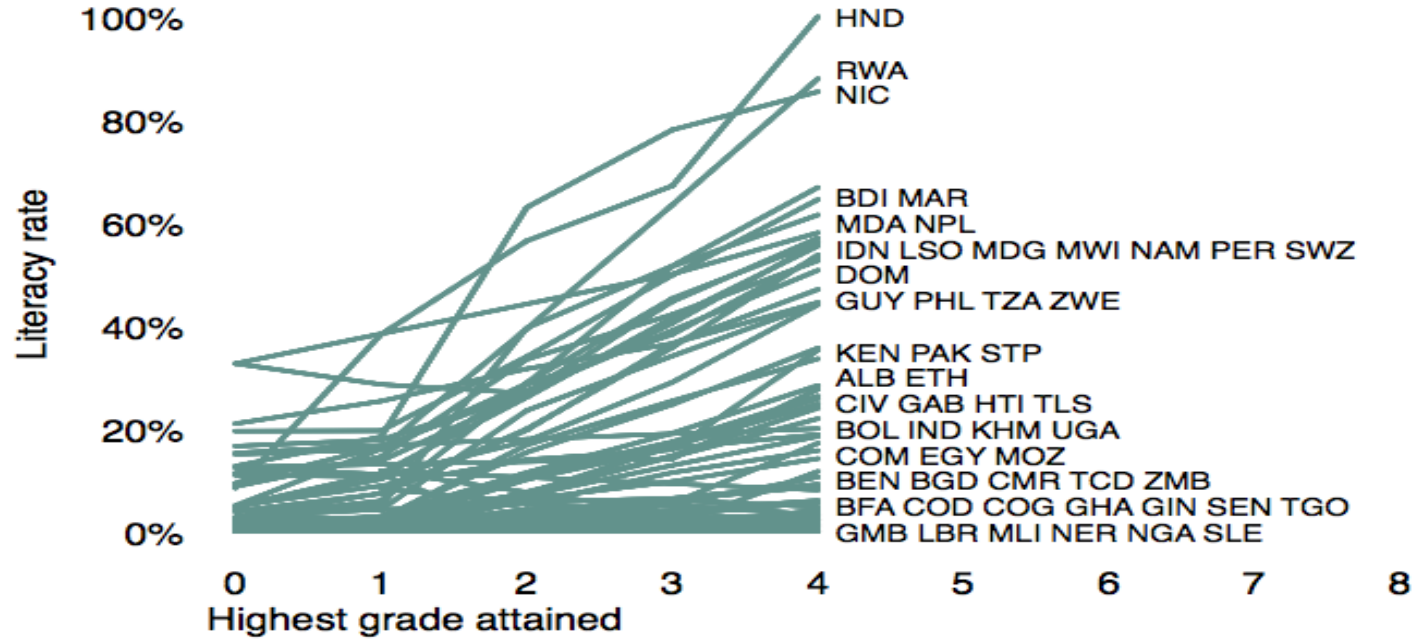
## Does schooling guarantee literacy? Women age 25-34 by highest grade attained



Source: Authors' calculations based on 50+ rounds of DHS microdata.  
Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.



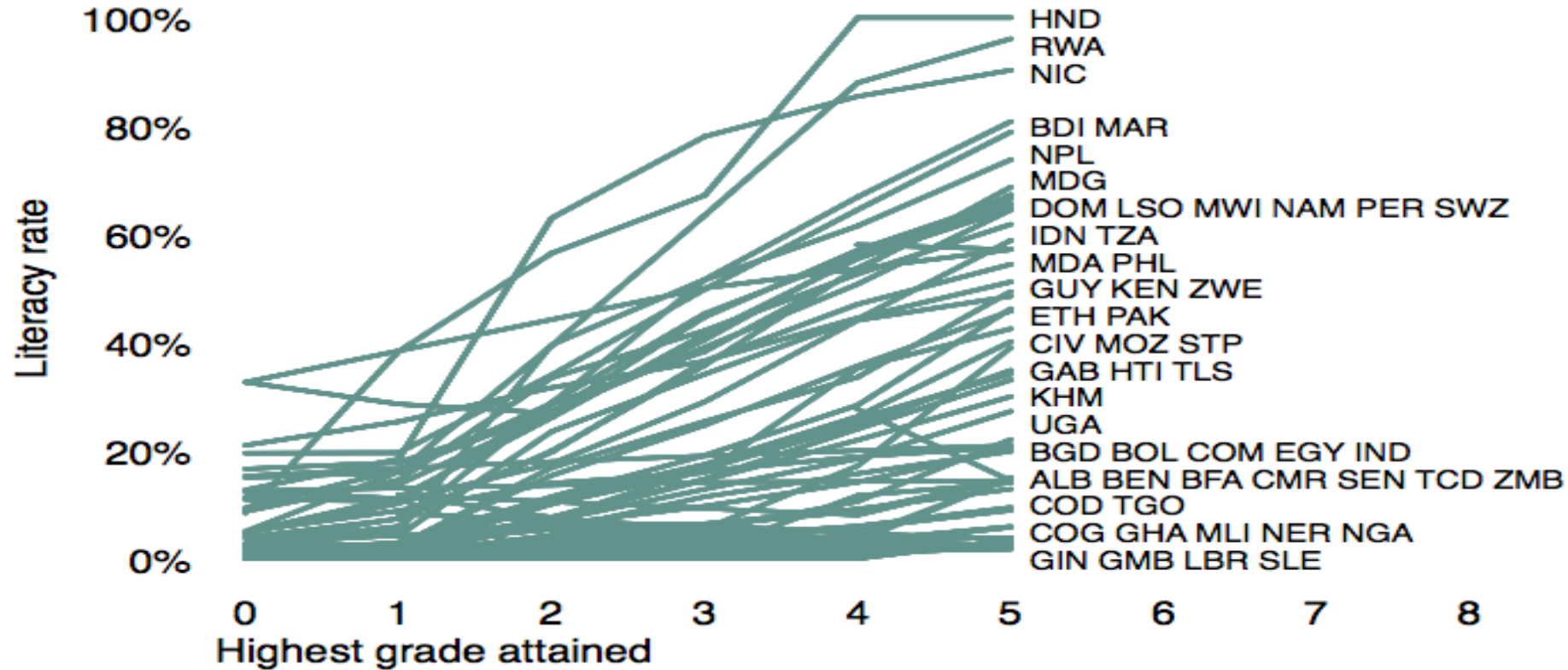
## Does schooling guarantee literacy? Women age 25-34 by highest grade attained



Source: Authors' calculations based on 50+ rounds of DHS microdata.  
Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.

# Does schooling guarantee literacy?

Women age 25-34 by highest grade attained

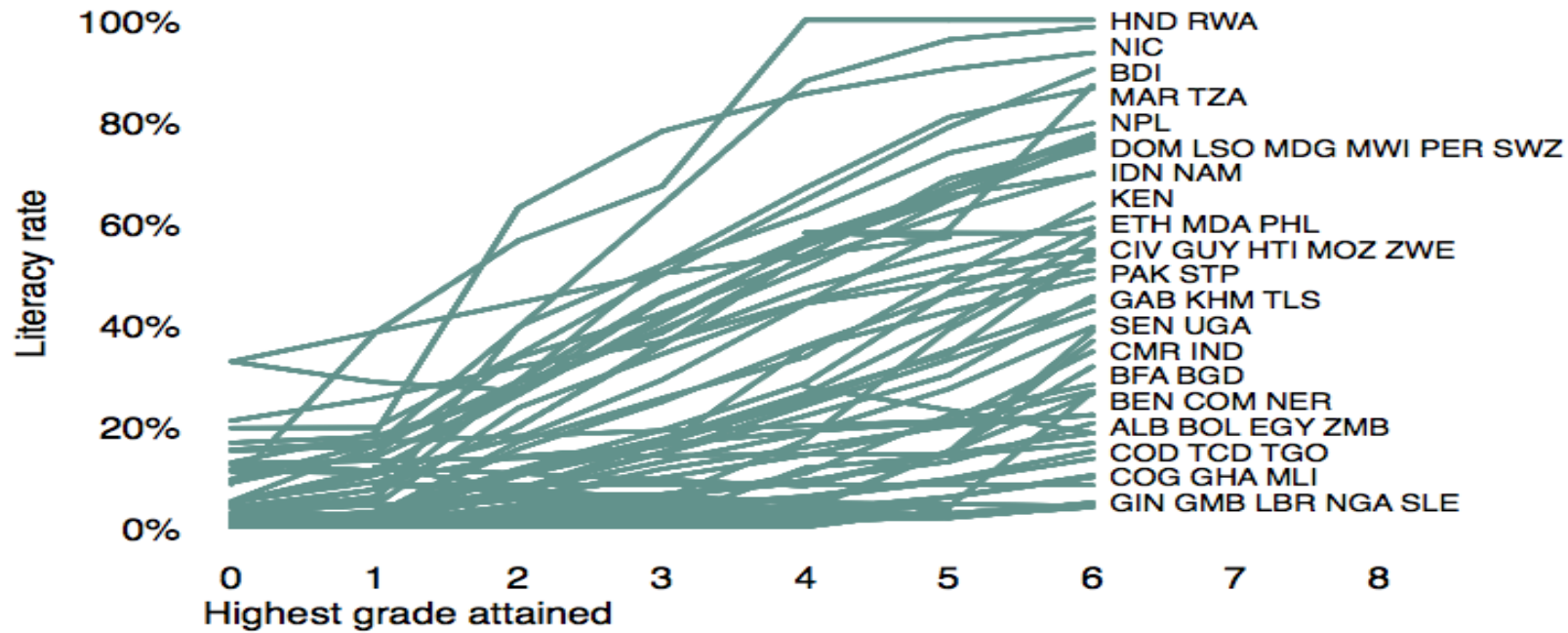


Source: Authors' calculations based on 50+ rounds of DHS microdata. Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.



## Does schooling guarantee literacy?

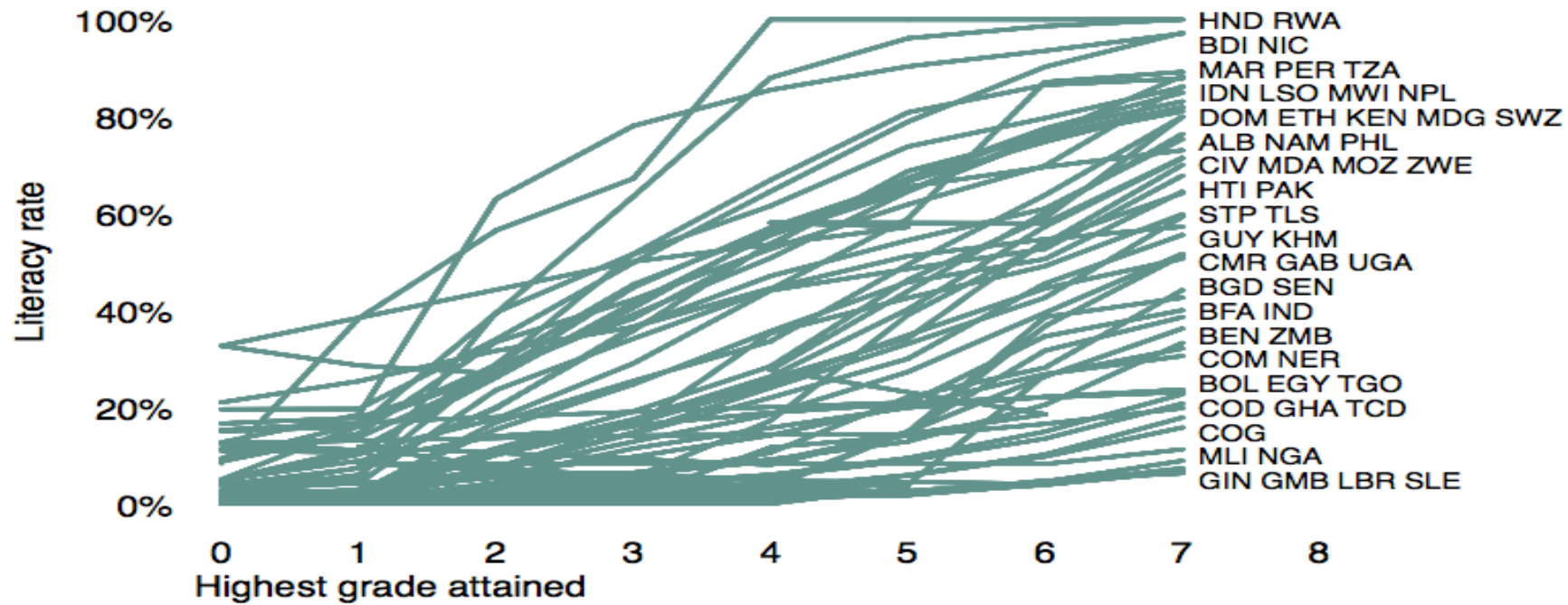
Women age 25-34 by highest grade attained



Source: Authors' calculations based on 50+ rounds of DHS microdata.  
Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.

## Does schooling guarantee literacy?

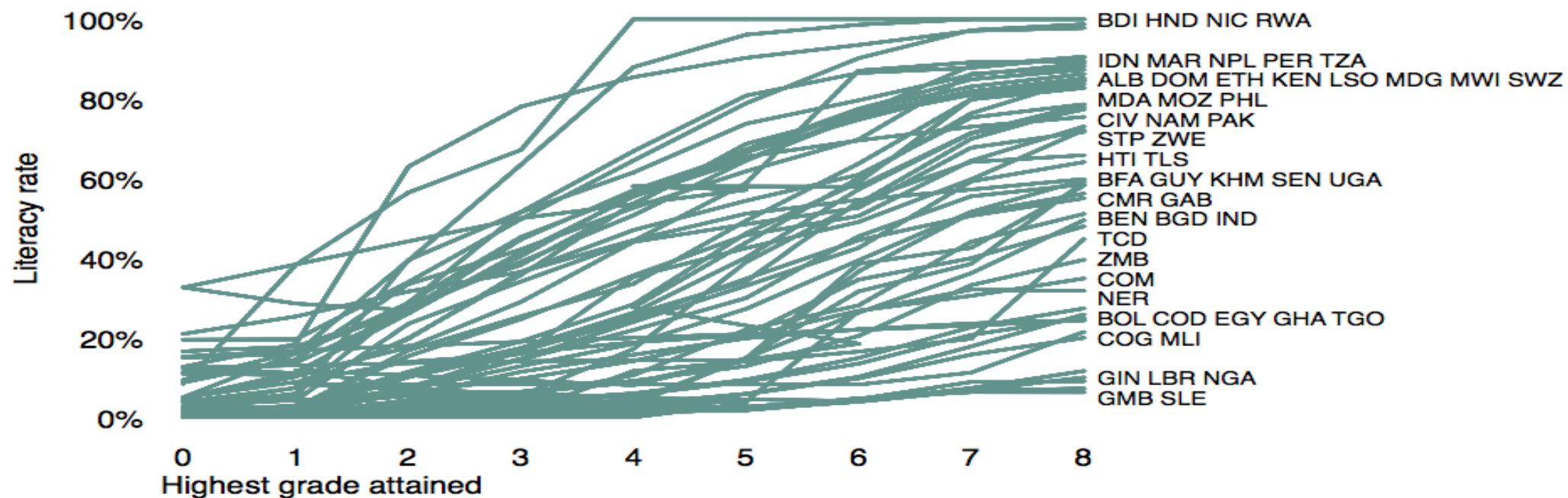
Women age 25-34 by highest grade attained



Source: Authors' calculations based on 50+ rounds of DHS microdata. Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.

## Does schooling guarantee literacy?

Women age 25-34 by highest grade attained



Source: Authors' calculations based on 50+ rounds of DHS microdata.  
Lines show a local polynomial regression of a binary literacy indicator on highest grade attained.

# ARK EPG'S WORK WITH GOVERNMENT PARTNERS FOCUSES ON IMPROVING SCHOOL QUALITY

Establish effective **public-private partnerships** (PPPs) for education

Good and contextually relevant PPP policies

An ecosystem of high quality providers

Robust commissioning and performance management

Design **intelligent accountability systems** to measure performance and help drive school improvement

Measuring school performance especially value add

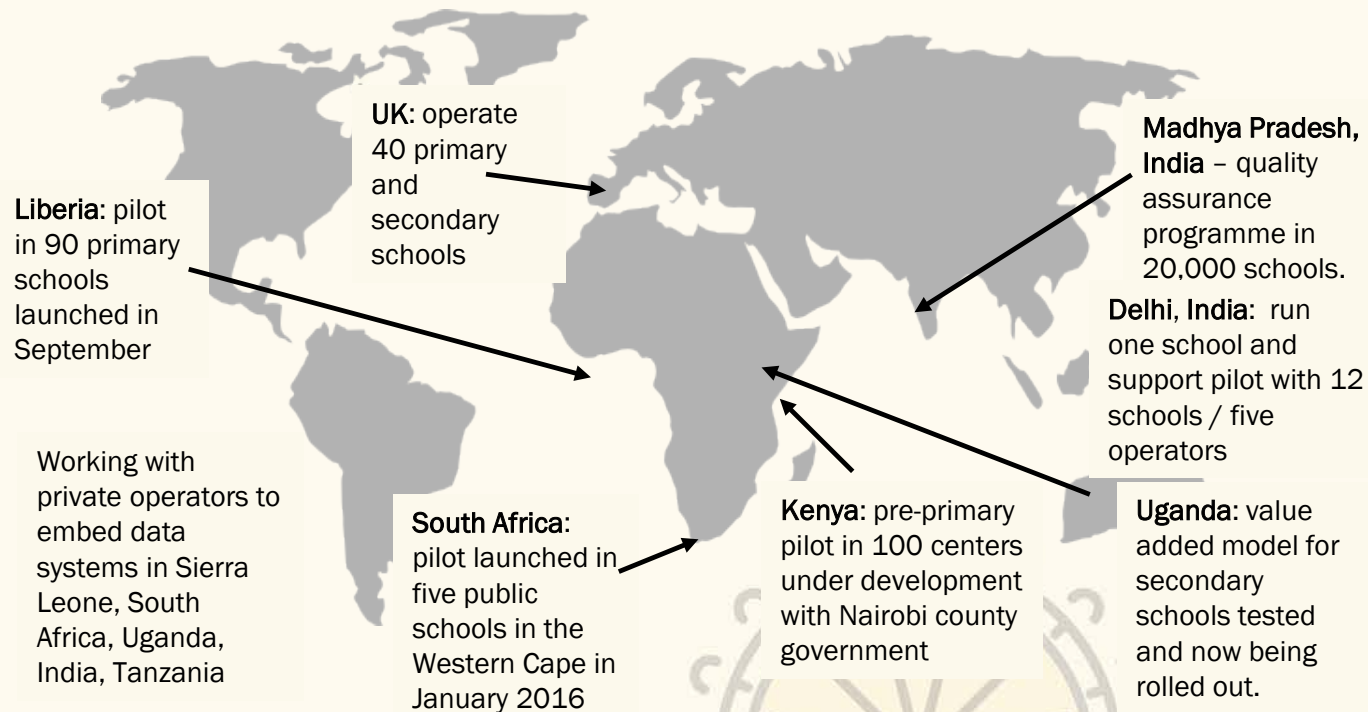
School quality assurance

Collecting and using data for instruction and management

Our work is underpinned by evaluation and evidence. We're currently running a rigorous review on PPP evidence, have two RCTs running and one more evaluation currently being tendered.

# ARK WORKS IN VARIOUS COUNTRIES TO PILOT CHARTER STYLE SCHOOLS AND INCREASE SYSTEM ACCOUNTABILITY

*We are also working with non-state operators to embed school information systems in Sierra Leone, South Africa, Uganda, India, Tanzania*





# LESSON 101: PPPS CAN BE CONTROVERSIAL!

**Vox** WORLD

## Liberia is outsourcing primary schools to a startup backed by Mark Zuckerberg

Updated by Jennifer Williams on April 8, 2016, 8:20 a.m. ET [@jenn\\_ruth](#) [jennifer@vox.com](#)

NEWS

Home UK World Business Politics Tech Science Health Education Entertainment

World Africa Asia Australia Europe Latin America Middle East US & Canada

### Liberia - the country that wants to privatise its primary schools

By Jonathan Paye-Layleh  
BBC Africa, Monrovia

26 April 2016 | Africa



**Mai & Guardian Africa**

HOME | BIG POLITICS | BUSINESS | SPECIAL REPORTS | DEVELOPMENT | EDUCATION | SCI-TECH | HEALTH

### An Africa first! Liberia outsources entire education system to a private American firm. Why all should pay attention

31 MAR 2016 17:02 | CHRISTINE MUNGA

#NACSAcon

# ON 5<sup>TH</sup> SEPTEMBER LIBERIA LAUNCHED THE LARGEST 'CHARTER' MODEL IN AFRICA: 94 PARTNERSHIP SCHOOLS

*The project was announced in January with just one operator planning to run all schools in the country within 5 years. Since then, Ark EPG has supported the GoL in three key areas relevant to the work of authorizers.*

Commissioning operators	<ul style="list-style-type: none"><li>• Run the transparent, competitive commissioning process working with the Liberian public procurement agency</li><li>• 11 operators applied – Liberian/non Liberian, profit/non-profit</li><li>• Eight operators (five Liberian, three international) contracted for pilot</li></ul>
Monitoring and capacity building	<ul style="list-style-type: none"><li>• Developing plan for capacity building of the Ministry to effectively play the role of commissioner, regulator and quality assurer.</li><li>• Implement a quality assurance framework</li><li>• Pilot a practical and rigorous system for collecting and analyzing data</li><li>• Implement assessments to measure numeracy and literacy gains</li></ul>
Rigorous external evaluation	<ul style="list-style-type: none"><li>• RFP for rigorous external evaluation put out to tender and four apps received</li><li>• Independent selection committee met to review bids against criteria</li><li>• Preferred bidders selected and baseline due to begin next week</li></ul>

# WE HAVE WORKED HARD TO MAKE THE LIBERIA PPP STRONGER AND MORE EQUITABLE

*Ark's engagement has focused on ensuring key principles are incorporated:*

**Multi-operator:** eight operators will run 90 public primary schools.

**Transparent commissioning:** operators were selected through a process run in collaboration with the public procurement agency.

**Pathway to sustainability:** the funding formula for 7 operators has a clear trajectory to sustainability at government price point.

**Government capacity:** there is a plan in place to ensure GoL has the capacity to be commissioner, quality assurer, regulator.

**Sector-wide thinking:** MoE keen to use PSL to implement key priorities in their upcoming Education Sector Plan.





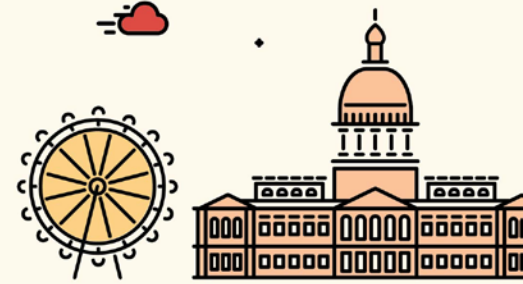
# WHAT HAVE WE LEARNED ABOUT CONTRACT MANAGEMENT PPPS IN DEVELOPING COUNTRIES?

- **Don't go in lightly:** PPPs are not an easy way out for government. They're hard to get right and they are contentious. Government needs to understand their role.
- **Government agency:** government needs to remain in charge – as commissioner, regulator, quality assurer and terminator. None of this is easy.
- **Commission cautiously, grow slowly:** running schools is hard. Not many operators have the capacity to deliver high quality schooling at scale.
- **Vested interests matter:** government needs to know what they want, and not be unduly influenced by donors, unions etc.
- **The big question of profit:** a for-profit PPP may attract a wider range of operators, but incentives are harder to align.
- **Mission-alignment matters more:** effectively commissioning for mission-alignment matters more than whether an operator is for or not-for profit.
- **Think sustainably:** PPPs – including in UK and US – can leverage money into a system, but a long term plan is needed – government needs to consider long term resources and plan appropriately.



# GOVERNMENT- PARTNERSHIP SCHOOLS: INDIA EXPERIENCE

THE EDUCATION ALLIANCE



# INDIA: A LARGE AND DIVERSE NATION



- World's largest democracy: 1.3 billion people
- 200 million below the age of 14
- 29 states and 7 UT's
- 33% urbanization
- 22 scheduled languages, 780 spoken languages
- 5 major religions, and believers of many more
- Multi-party political system with many power centers

# DESPITE THE ECONOMIC GROWTH, STILL FACING CHALLENGES OF POVERTY AND INEQUALITY



Homes in impoverished and wealthy neighborhoods



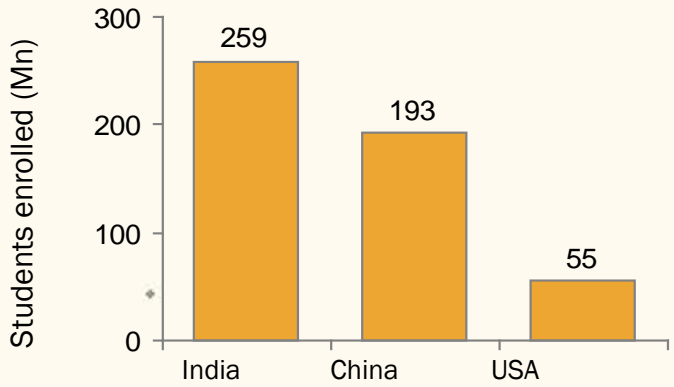
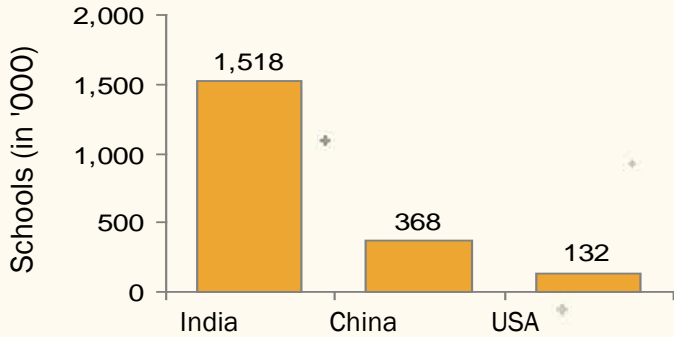
A government school and an elite school

	India	USA
Population	1.3 Bn	320 Mn
GDP	\$ 2 Tn	\$ 17 Tn
GDP per capita	\$ 1805	\$ 53,042
Growth rate	7-8%	1-2%
BPL	270 Mn	45 Mn
Education spend (% of GDP)	3.3%	3.7%
Per child spend	\$ 225*	\$ 9,982**

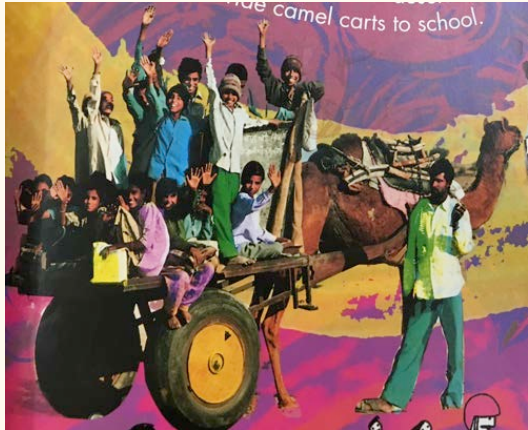
Source: [www.tradingeconomics.com](http://www.tradingeconomics.com); World Bank data; OECD education data; \*Spend in govt schools in median state; \*\*Primary education



# LARGE AND COMPLEX EDUCATION SYSTEM...



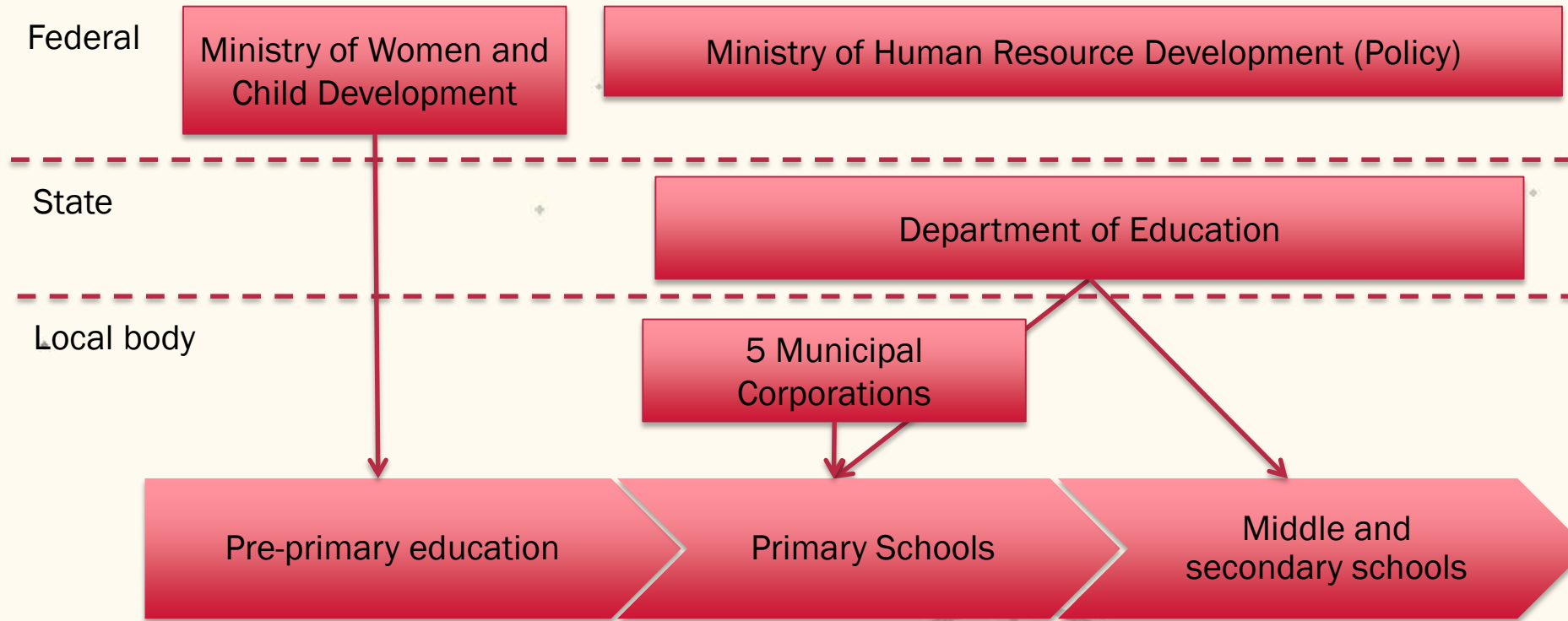
Source: U-DISE School Education in India 2014-15



Largest K12 system in the world - ~260 mn students, ~1.5 mn schools

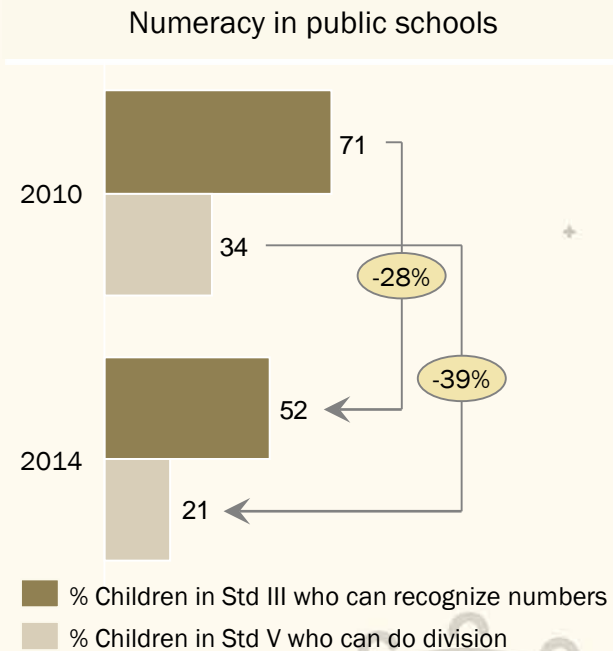
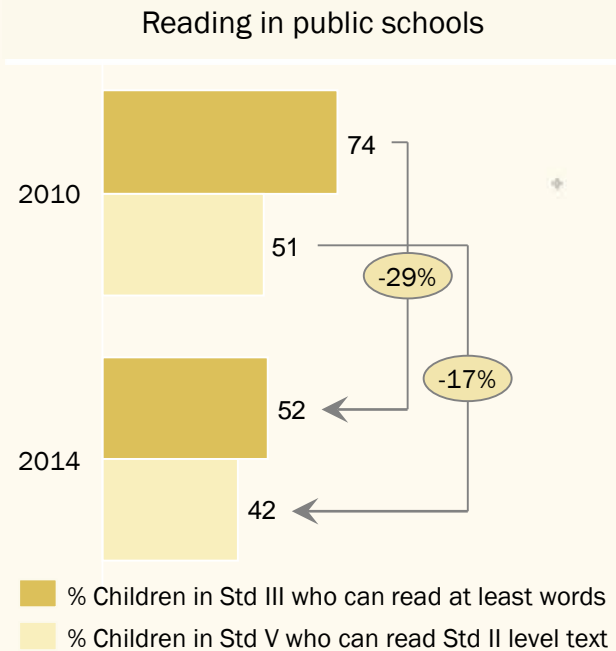
# ...WITH A COMPLICATED ADMINISTRATIVE STRUCTURE

Example: Delhi



# LEARNING LEVELS ARE LOW AND DECLINING

The Annual Status of Education Report (ASER) 2014 shows low levels of literacy and numeracy



PISA Report ranked India second last

"India ranked second last among the 73 countries that participated in the PISA\*. The survey is based on two-hour tests that half a million students are put through."

\* The PISA study, coordinated by Paris-based Organisation for Economic Co-operation and Development, mapped education standards in Himachal Pradesh and Tamil Nadu, two states which rank highly in human development indices

# PEOPLE ARE LOSING FAITH IN GOVERNMENT SCHOOLS

Private school enrollment has increased from 29% to 37% in just five years.

(2008-09 to 2013-14)

Source: Analysis of DISE data





# LACK OF ACCOUNTABILITY IS A KEY FACTOR THAT DRIVES POOR PERFORMANCE IN PUBLIC SCHOOLS

## India school teacher 'absent for 23 years'

7 August 2014 | India

An Indian state school says one of its teachers has been absent for 23 years of her 24-year career.

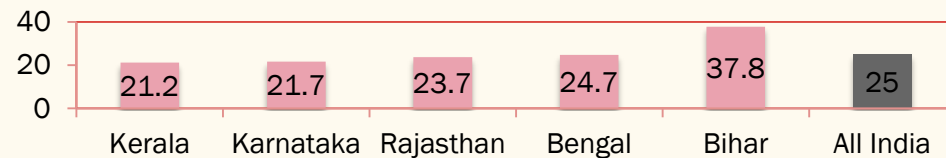
Sangeeta Kashyap was recruited as a biology teacher in the central state of Madhya Pradesh in 1990.

School authorities say they do not know when she was last paid a salary, but she is still listed as an employee.

State education officials told the BBC the teacher would be removed from her post. She is thought to have set an Indian record for staff absenteeism.



## % Teacher absence rates by Indian states



# THE DIALOGUE IS SLOWLY SHIFTING FROM ENROLMENT TO QUALITY OF EDUCATION

## Javadekar seeks cooperation of everybody to improve quality of education

"Prime Minister Narendra Modi has laid emphasis on quality of education and we all will be travelling in that direction," said Javadekar.

By: **PTI** | Kochi | Updated: July 22, 2016 1:48 pm



Human Resource Development (HRD) Minister Prakash Javadekar.

HRD Minister Prakash Javadekar on Saturday said the **Narendra Modi**-led NDA government will make academicians, teachers and students partners in improving quality of education.

In his first public programme after assuming charge of the crucial portfolio, the Minister also said he will try to solve the grievances of teachers and students on issues related to education. Addressing students and teachers at a central school here, Javadekar, who has replaced **Smriti Irani** as HRD Minister, sought "cooperation of everybody" to improve quality of education, particularly in Kendriya Vidyalayas and other educational institutions in the country.

"That is what will make the nation great nation. Prime Minister Narendra Modi has laid emphasis on quality of education and we all will be travelling in that direction. "Therefore, there are educationists, there are officers, you are students, and teachers...all will be partner in our endeavour to improve the quality of education," he said.

# TEA: BRINGING THE CHARTER MODEL TO INDIA



✓ Innovation

✓ Accountability





# THE EDUCATION ALLIANCE: CREATING THE CHARTER ECOSYSTEM IN INDIA

The Education Alliance was set up to facilitate the ecosystem for partnerships in education with a view to improve quality



## Collate & Disseminate Evidence

Create a sound evidence base on impact of Partnership models on education outcomes



## Engage with Government

Help design and facilitate execution of frameworks for Partnership relevant for all stakeholders



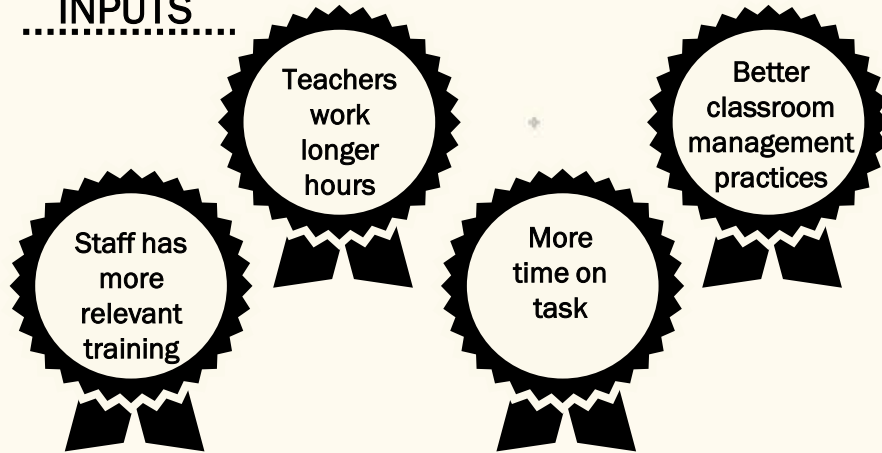
## Stimulate School Operator Pipeline

Develop and support a strong pipeline of quality non-profit private operators with experience and commitment

# OUR RESEARCH ON GOVERNMENT PARTNERSHIP SCHOOLS SHOW PROMISING TRENDS<sup>1</sup>

Government-Partnership schools and Govt. schools attract students from families with similar income levels, but G-PS produce better results

## INPUTS



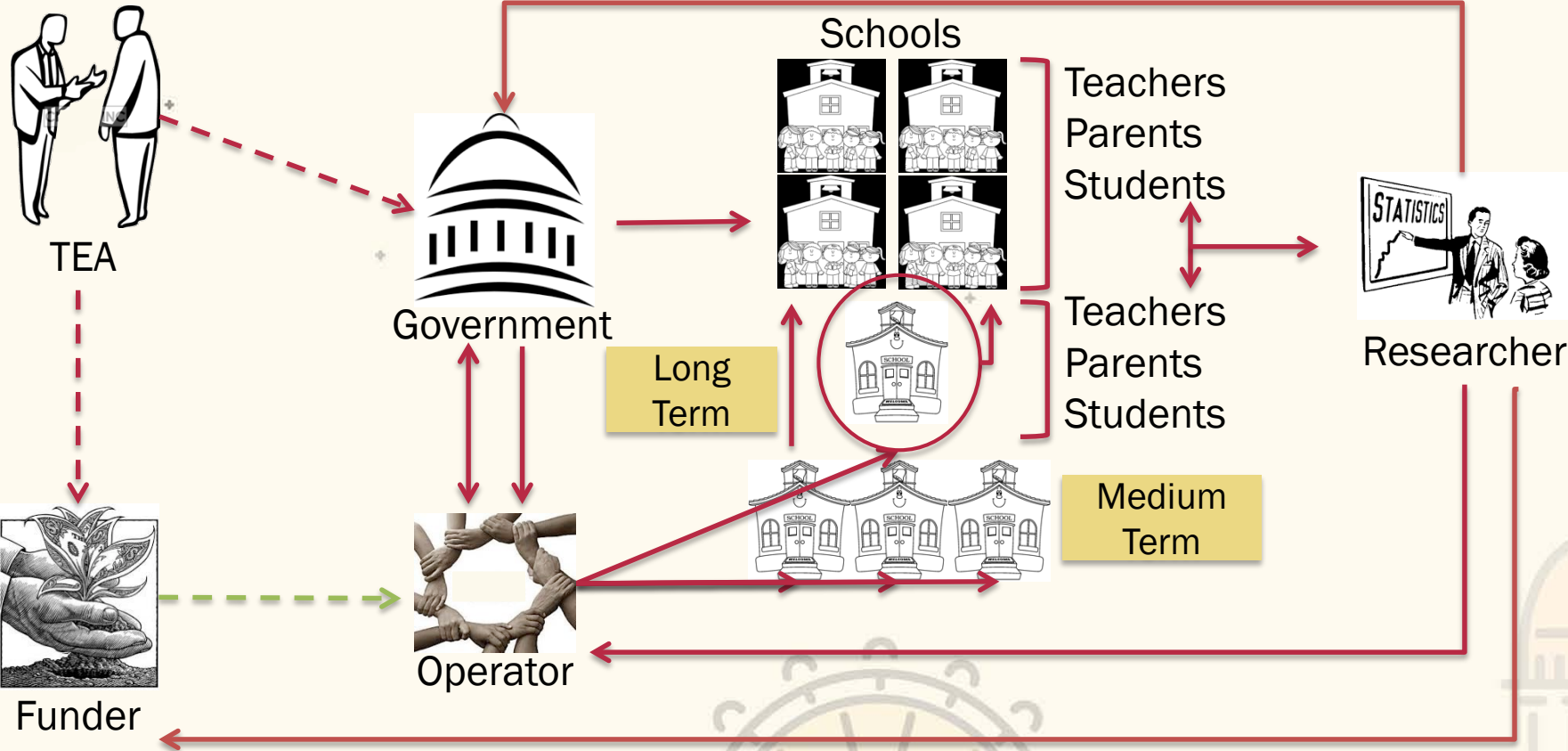
## OUTCOMES



<sup>1</sup>These are schools where land and building is provided by government, and non-profit partners undertake school management. In some models they work with government teachers (School Support Model or SSM), and in others they recruit their own teachers (Whole School Mgmt or WSM)

<sup>2</sup>Outcomes tested in Grade 1 (using the World Bank School Readiness Instrument) and in Grades 3 and 5 for Language and Math

# THE GOVERNMENT-PARTNERSHIP MODEL





# THE PROGRAM IN DELHI

8 NGOs supporting 12 schools



Gap Funding secured for all schools



80% jump in enrollment: 712 to >1300

#NACSAcon



Staff: 50 teachers and leaders from SDMC (22 in SQEP classes), 31 from NGOs



Government and NGOs have collaborated to improve infrastructure



# THE PROGRAM IS ALREADY SEEDING PRACTICES THAT HAVE POTENTIAL TO IMPACT THE WIDER SYSTEM

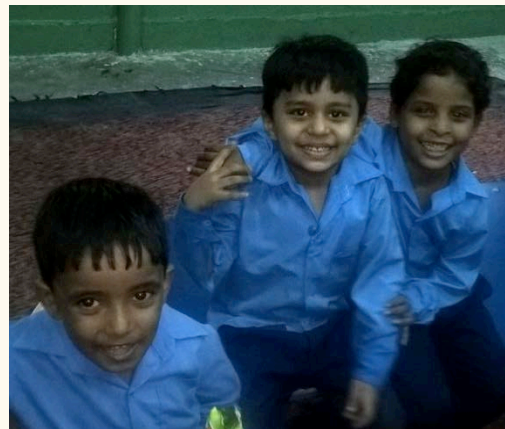
- Performance management
- Decision-making
- Instructional practices
- Reverse inclusion



Review Meeting (Aug '16) SDMC Officials, School Heads & NGOs



Collaborative, hands-on learning



Ongoing subject-based training

# THE WAY FORWARD: SYSTEMIC IMPACT

<b>Direct impact of G-PS Schools</b>	<ul style="list-style-type: none"><li>1 G-PS provide a sustainable long-term model for quality-focused operators to serve the poor</li><li>2 Through accountability and autonomy, these schools are likely to deliver outcomes far superior to the government school system</li></ul>
<b>Systemic impact</b>	<ul style="list-style-type: none"><li>1 Accountability systems for Govt-Partnership schools can serve as a model for the rest of the system</li><li>2 They can serve as labs to develop programs (for example, focused on literacy / math) that can be scaled across the government system</li></ul>
<b>Policy reform</b>	<ul style="list-style-type: none"><li>1 The schools will serve as a proof-of-concept to advocate for policy to support sustainability and promotion of quality models</li><li>2 Success of the model in the initial set of geographies will create a push for more widespread policy implementation</li></ul>



# LESSONS LEARNED



## Staying power

Working with government through design, execution, growth and evaluation of the initiative has helped  
Provided continuity through their own leadership changes

## Project management

Have driven the initiative and kept it on track  
Proactive management from TEA has been key in driving critical milestones (building selection, authorisation letters, teacher allocation)

## Trust and relationship

Have been able to establish a position of trust with the SDMC  
Has helped shape the initiative and increased their receptiveness



## Policy formulation

Efforts have not translated into a formal policy yet  
Original concept of reimbursements has not gone down well

## Scale of model and govt priorities

Viewed as standalone effort and does not align with stated reform efforts  
Not seen as a scale solution

## Slow pace of adoption

Model will take time to stabilize in Delhi, before this showcase drives other governments

## Operator ecosystem

Few established operators, quality yet to be proven, large-scale operators even more limited

# QUESTIONS

- What are the critical building blocks for building an accountable system from scratch?
- What might work to improve buy-in from government staff?
- How do we replicate this ecosystem in other geographies?



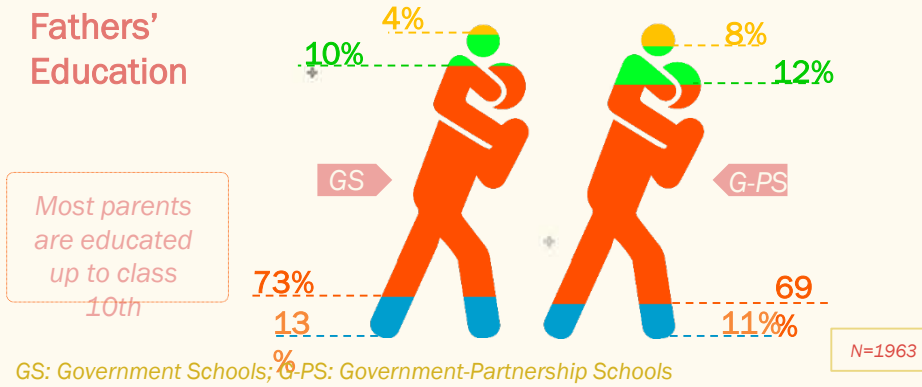




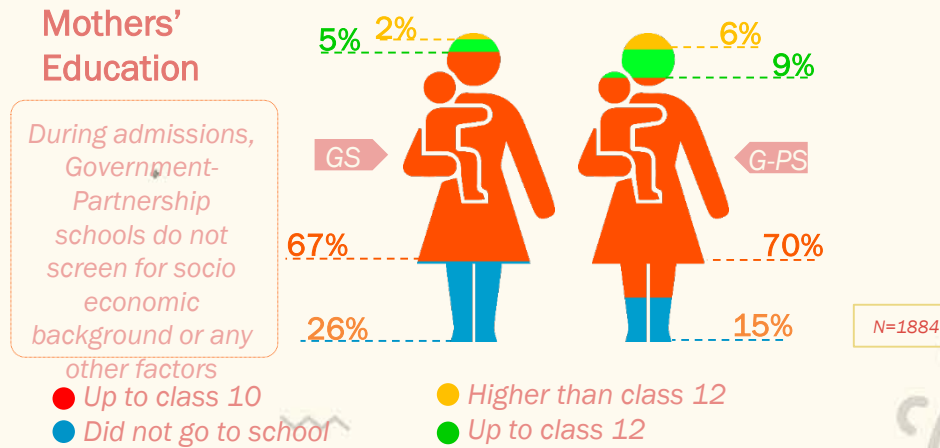


# GOVT.-PARTNERSHIP SCHOOLS AND GOVT. SCHOOLS CATER TO EWS FAMILIES WITH SIMILAR DEMOGRAPHIC PROFILES

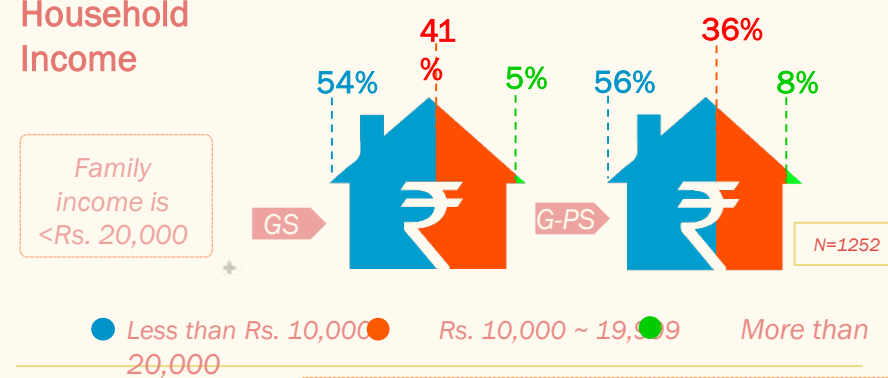
## Fathers' Education



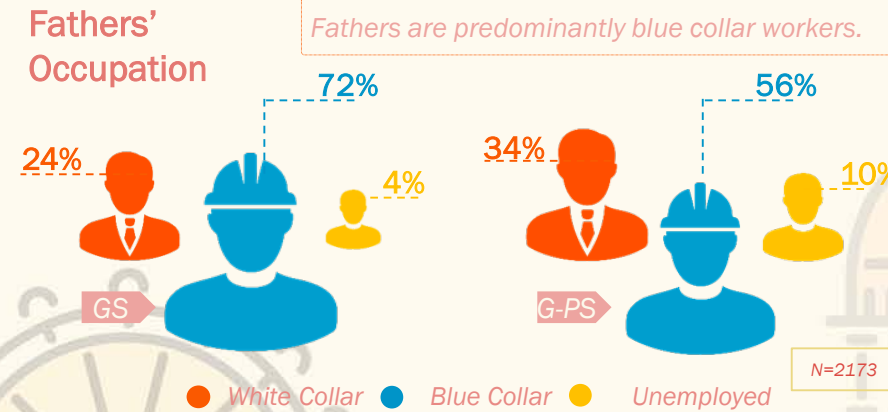
## Mothers' Education



## Household Income



## Fathers' Occupation

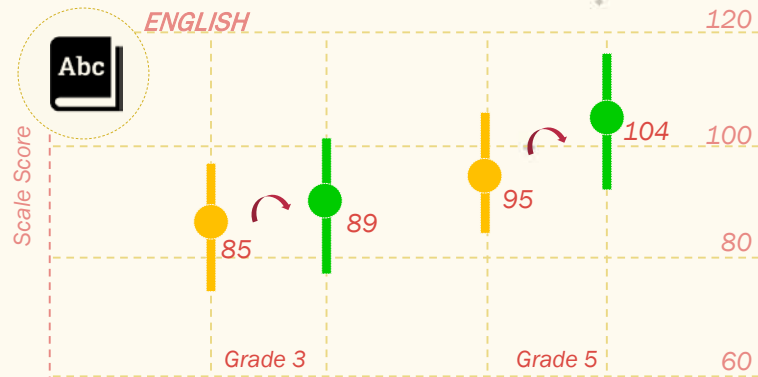


Source: Research Study on Government-Partnership School Models: 2015  
 Details of Study Design in Appendix

# G-PS HELP IMPROVE ENGLISH & MATH PERFORMANCE: TWO KEY FOCUS AREAS OF BOTH PARENTS AND TEACHERS

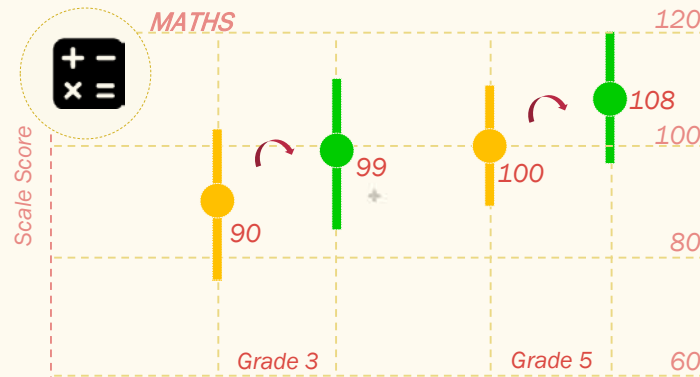
**In English and Math, Government-Partnership Schools perform better than Government schools**

The gap in the learning outcomes increases in higher standards (Grade 5 v/s 3). Hence, it is important for a Long Term focus and commitment to see positive impact



● GS ● G-PS

	Grade 3		Grade 5	
	GS	G-PS	GS	G-PS
Mean	85	89	95	104
Std Deviation	12	12	10	12
Student Count	339	755	267	706



	Grade 3		Grade 5	
	GS	G-PS	GS	G-PS
Mean	90	99	100	108
Std Deviation	13	13	9	12
Student Count	342	753	267	706

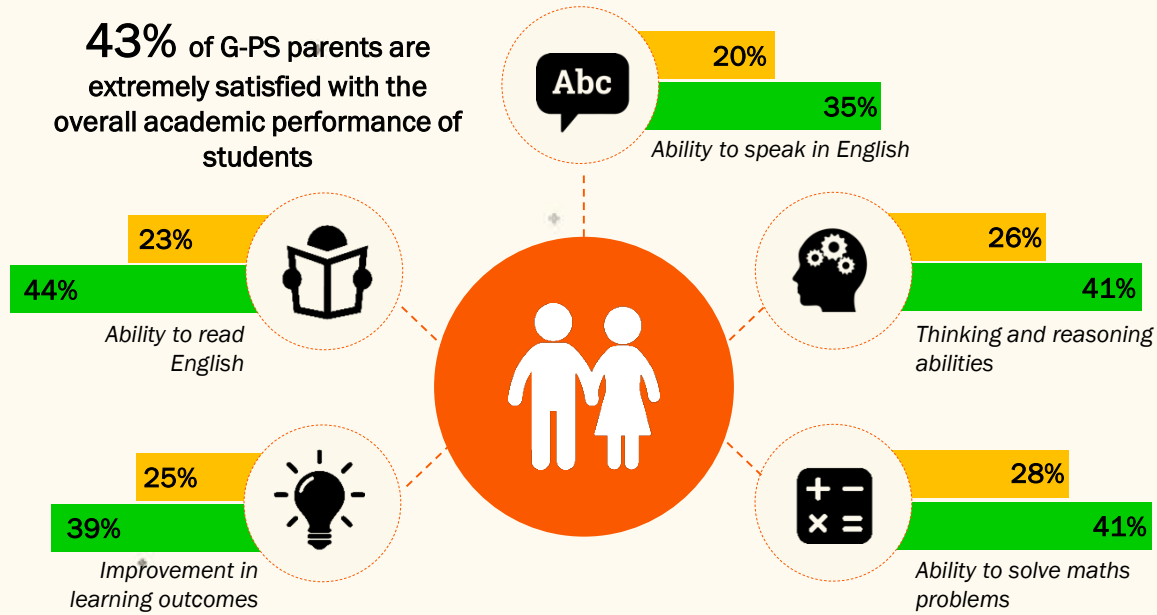
“The ability to speak good English is critical to access better options in any career that children want to choose”  
- G-PS School Parent

Source: Research Study on Government-Partnership School Models: 2015



# IN ENGLISH, MATHS & REASONING; PARENTS OF G-PS ARE MORE SATISFIED. HENCE G-PS ARE IN HIGH DEMAND

43% of G-PS parents are extremely satisfied with the overall academic performance of students

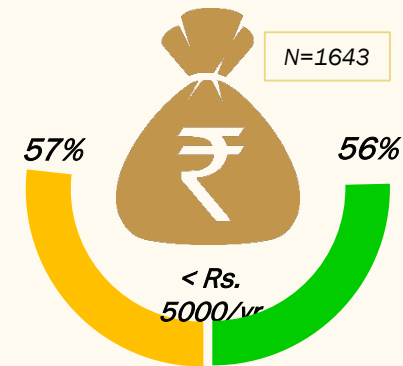


% of Extremely Satisfied Parents

● GS ● G-PS

Government-Partnership Schools receive between **1.5 to 3 times** the number of applications as compared to the capacity of the school

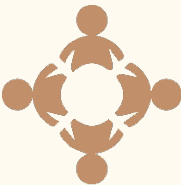
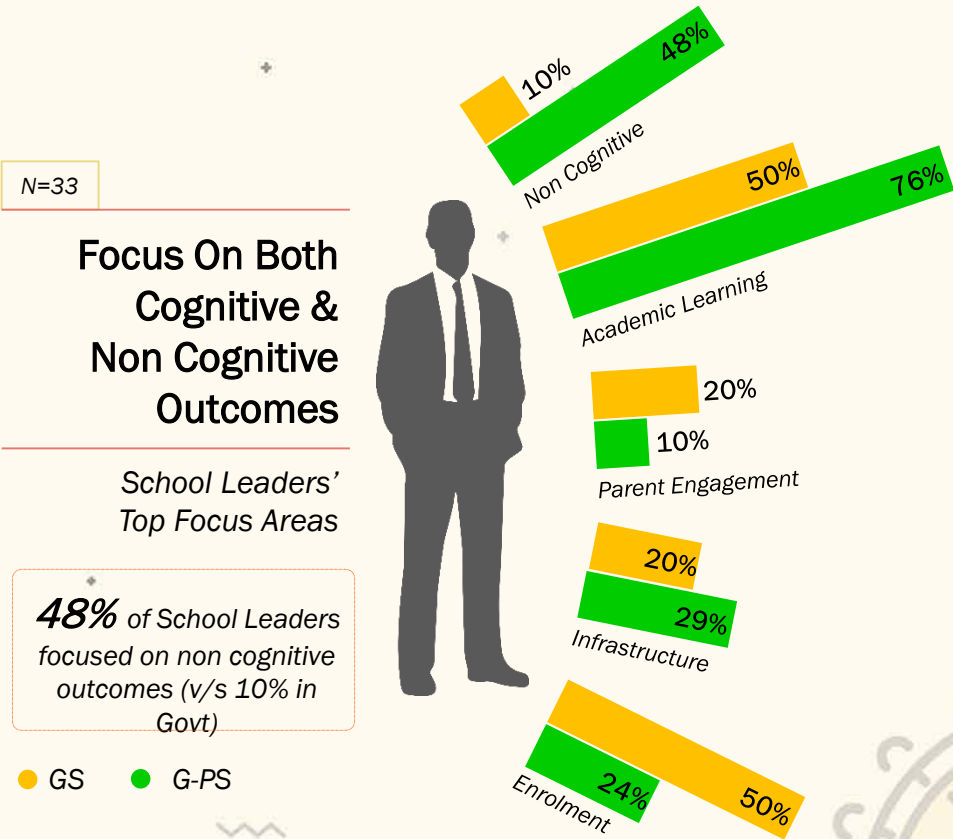
This is despite the fact that parents of Government-Partnership Schools spend the same amount on education as those of Government Schools



N=2210

Source: Research Study on Government-Partnership School Models: 2015

# G-PS LEADERS FOCUSED ON HOLISTIC OUTCOMES, COMMUNITY ENGAGEMENT & STUDENT ASSESSMENTS



Government-Partnership schools have community engagement programs that seek to engage with parents to provide the support and skills they require to support their children's education at home.

## Community Engagement



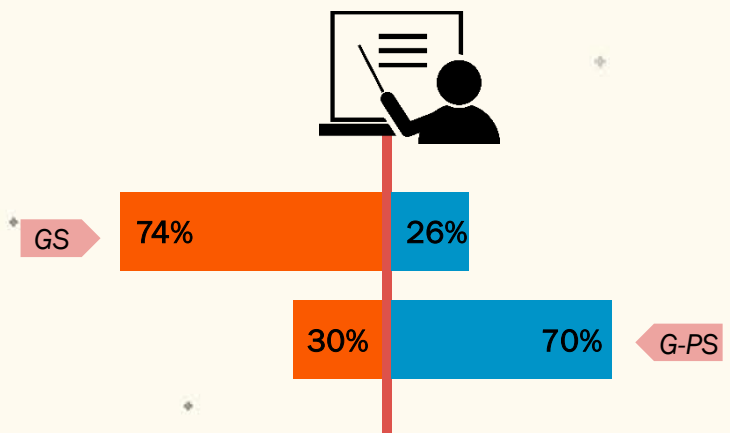
100% of Government-Partnership School Leaders reported the use of internal assessments to monitor student performance

## Student Assessments Conducted

Source: Research Study on Government-Partnership School Models: 2015

# G-PS TEACHERS WORK LONGER HOURS & GO THROUGH RIGOROUS AND COMPREHENSIVE TRAINING

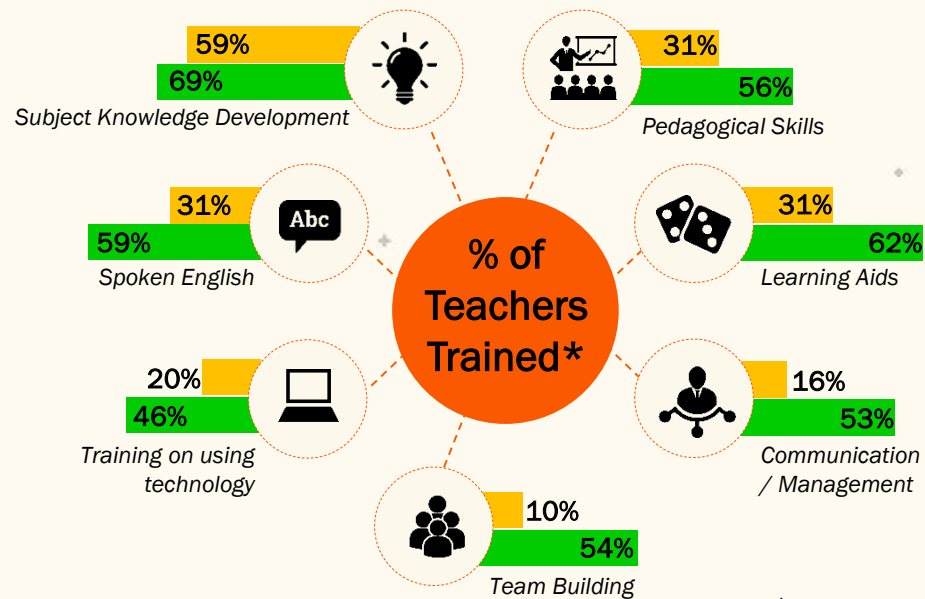
## Teachers Work Longer Hours



## Working Hours for Teachers

- 6 hours or less
- More than 6 hours

N=694



\* in the last two years

## Pedagogical And Soft Skills Training For Teachers

- GS
- G-PS

N=694

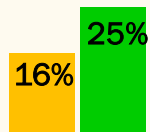
Source: Research Study on Government-Partnership School Models: 2015

# G-PS HAVE BETTER CLASSROOM PRACTICES & FOLLOW MORE PROGRESSIVE METHODS OF TEACHING

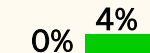
GPS Schools follow codified and structured pedagogies



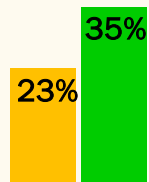
Print (Charts / Posters)



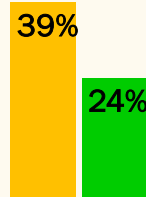
Audio / Visual



Text Books



No Material

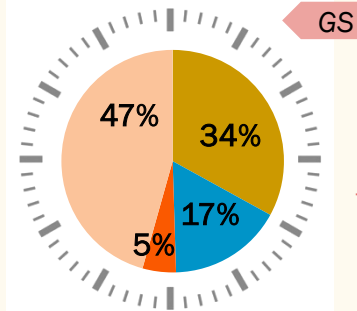


Use of Learning Aids (% Time, Grade 3)

Better use of Learning Aids

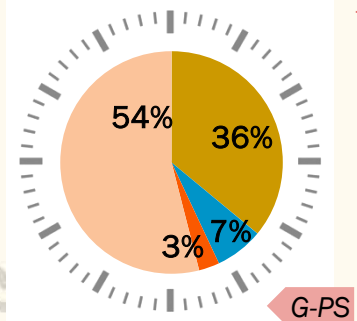
N=28

● GS ● G-PS



GS

Higher Time on Task



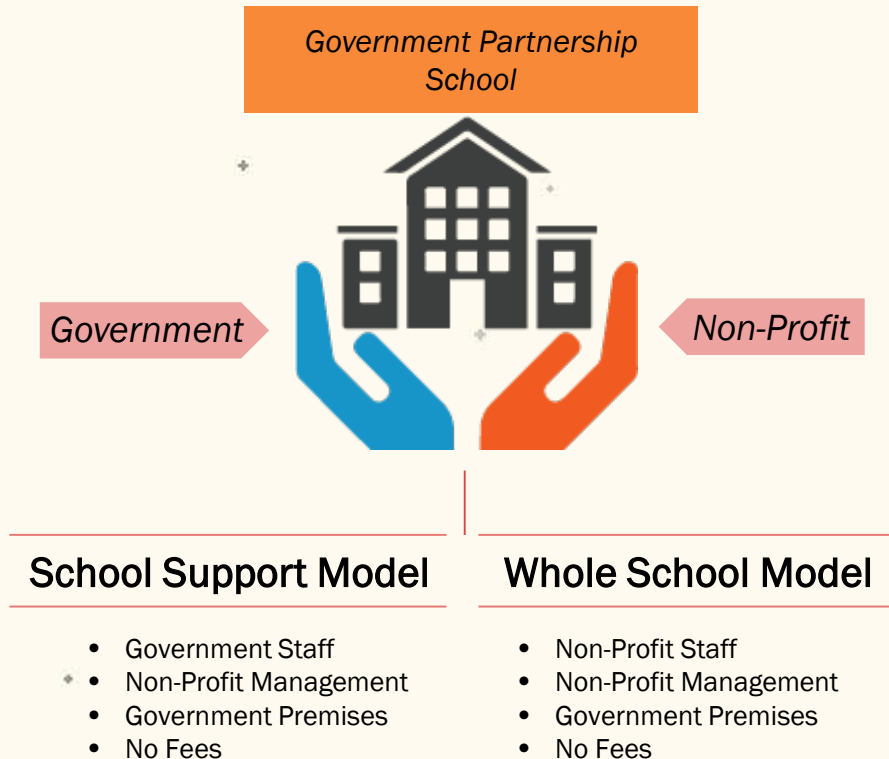
G-PS

N=28

- No Activity
- Unplanned Activity
- Progressive Activities
- Formal Learning

Source: Research Study on Government-Partnership School Models: 2015

# WHAT IS A GOVERNMENT-PARTNERSHIP SCHOOL?



A **government school** that is run in partnership with a **non-profit** education organization. The school runs on **government premises**, is open to the public and is **free of charge**. The government and the partner organization have shared academic and administrative responsibilities.

There are two types of Government-Partnership school models, those where the partners work with existing government staff (**School Support Model** or **SSM**) and others where they recruit their own staff (**Whole School Management** or **WSM**).

# THE RESEARCH DESIGN



A research Study on Partnership school models was conducted by **Gray Matters India** and commissioned by **The Education Alliance**. The study was carried out across **urban and rural locations in two major states of India**.



The Study received **advisory support from CLEAR South Asia**, JPAL's capacity building arm.



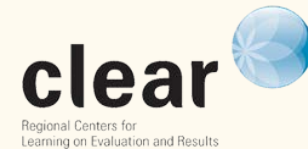
The study evaluated **30 Government Partnership schools, 19 Government schools and 12 Aided schools**.



Learning outcomes were assessed in **Grades 3 and 5** in all schools through the **Indian Progressive Achievement Scale (IPAS)** developed by ACER (Australian Council for Educational Research). The **School Readiness Instrument** was used in **Grade 1**.



Classroom observations were carried out using the **Early Childhood Education Quality Assessment Scale (ECEQAS)** developed by the Centre for Early Childhood Education and Development at Ambedkar University.



# KEEP IN TOUCH

**Shweta Anand Arora**

*The Education Alliance*

✉ [shweta.arora@theeducationalliance.org](mailto:shweta.arora@theeducationalliance.org)

**Joe Collins**

*Ark, Education Partnerships Group*

✉ [joe.collins@arkonline.org](mailto:joe.collins@arkonline.org)

@JF\_COLLINS

**William Haft**

*NACSA*

✉ [williamh@qualitycharters.org](mailto:williamh@qualitycharters.org)

**Amitav Virmani**

*The Education Alliance*

✉ [amitav.virmani@theeducationalliance.org](mailto:amitav.virmani@theeducationalliance.org)

