An Enduring Commitment

Transforming Education:
Getting Public-Private Partnerships Right
Our Founder’s Vision

“Education is the key to solving the world’s problems but has never been at the top of the global agenda. It has become a habit to treat education as a second order priority—but without it, how can we achieve the other global goals?”

Education is a global problem. It is also a global opportunity.

When we look at the state of the world today—stratifications between rich and poor, peace and terror; gender inequities and unequal access to healthcare; violence, misunderstanding, and ignorance—we can argue that education is central to the solution of all of these problems.

It all starts with education. It all comes back to education.

In the last decade or so, digital disruption and innovation have dramatically transformed many sectors. Technology has outpaced education, and we have been slow to pivot. Yet education must continue to evolve. No longer can we stand by and allow education to stagnate in 19th-century practices while the 21st century is demanding nimble, data-driven, accountable solutions.

The time has come to reimagine the education system. And we already have the means for making it happen: the Education Public-Private Partnership (ePPP).

When government and industry partner to improve education we create an ecosystem that prepares the next generation to engage in an innovative economy.

Education is the key to a brighter future—not just for the world’s children, but for the world.
Making Education 2030 a Reality

The future does indeed lie in the hands of our children.

Today’s children are the ones who will ensure that our world is productive, prosperous, and peaceful in the decades to come. They will need to be critical thinkers and creative problem solvers in order to tackle the world’s increasingly complex challenges. For them and for all of us, education is not a luxury—it is a necessity and a human right.

But we are not yet educating all of our children. And according to the latest Global Education Monitoring Report (UNESCO, 2016), this gap requires us to embrace new approaches. We must fundamentally change the way we think about our work in order to ensure inclusive, equitable, quality education and lifelong learning for all by 2030.

But solutions do exist.

As with many things in life, agents of innovative change must look beyond traditional resources to find new answers to longstanding problems. Original ideas and inventive combinations are the key to fostering change that will truly move the needle.

The answer lies in forging partnerships between government and private enterprise. Together, these two forces create a powerful engine for change. Pockets of excellence exist throughout the education ecosystem. We must replicate, scale and innovate with urgency and purpose through Education Public-Private Partnerships (ePPPs).

By leveraging the respective wisdom and expertise of these two partners, we will transform education delivery to all children. When both halves of this equation—the public and the private—begin working synergistically, we will see a new era of cooperation that can dynamically and positively impact our schools, teachers, and students.

This is a call for a renewed commitment to the right kind of ePPPs. They are vital for truly ensuring inclusive, equitable, quality education and lifelong learning for all by 2030.
Acknowledgements: Proof that Solutions Exist

This work and the evolution of the ePPP would not be possible without the valuable contributions, insight, and unrelenting support from numerous people and institutions at the forefront of successful partnerships. Many of the organizations acknowledged publicly support and promote ePPPs. They prove that solutions do exist with undeniable results and outcomes. We thank them for inspiring us to improve and heighten our efforts for partnerships in education.

– The Education Partners, 2017

Contributors

Andreas Schleicher
Director for Education and Skills, Organisation for Economic Co-operation and Development

Amreesh Chandra
Group President of GEMS Education India

Arne Duncan
Former U.S. Secretary of Education

Researchers

Denise Gallucci
Chief Executive Officer
The Education Partners

Geoffrey Canada
Founder, Harlem Children’s Zone®
Chair, The Education Partners
Global Advisory Council

Harry A. Patrinos
Manager, World Bank

Dr. Mary Elizabeth Wilson
Chief Learning Officer
The Education Partners

Kate Ryan
Founding Principal
Christleton International Studio

Emily Jensen
Associate
The Education Partners

Mariana Franco
Associate
The Education Partners

Editors

Chandni Trivedi
Senior Associate
The Education Partners

Dr. Valin Jordan
Associate
The Education Partners

I-nan Chen
Creative and Design Specialist
The Education Partners

We continue to work with and learn from organizations and institutions committed to the prospects and success of ePPPs:
An Enduring Commitment
Transforming Education: Getting Public–Private Partnerships Right

PART ONE
Vital and Urgent: The Role of ePPPs
The Mission
ePPPs Defined
Proven and Fundamental Formats
Solutions Exist: Geoffrey Canada
Solutions Exist: Andreas Schleicher
Solutions Exist: Harry Patrinos

PART TWO
Universal Benefits of ePPPs
Ensure Quality Education
Stimulate The Economy and Create Jobs
Build Strong Infrastructure and Facilities
Support Accountability and Improve Efficiency
Increase Equitable Access
Solutions Exist: Arne Duncan

PART THREE
ePPPs Work: Proven Results from Around the World
Solutions Exist: Amreesh Chandra
Solutions Exist: Dr. Mary Elizabeth Wilson

FORWARD MOMENTUM
Preparing for Success: Delivering a Well-Designed ePPP
Success Factors
A Proven Process
Best Practices
References
About The Education Partners
About GEMS Education
Education Thought Leaders to Follow
Why it pays to invest in education

Investing in education creates benefits beyond the classroom and has a positive impact on society and the economy. Investing in education is far more cost-effective than funding the socioeconomic impact of an education system that does not provide a high-quality education for all.

The modest goal of having all OECD countries raise their average PISA scores by 25 points over the next 20 years will lead to an aggregate gain of OECD GDP of 115 trillion USD over 80 years (OECD, 2010b).

If all mothers completed primary education, maternal deaths would be reduced by two-thirds, saving 189,000 lives.

If all students in low-income countries left school with basic reading skills, 171 million people could be lifted out of poverty. This is equal to a 12% cut in global poverty.

Each additional year of schooling raises average annual gross domestic product (GDP) growth by 0.37%.

One extra year of schooling increases an individual’s earnings by up to 10%.

Part One

Vital and Urgent: The Role of ePPPs
The Mission

A fundamental change in the approach to education is long overdue. Our mission is simple: to provide access to a high-quality education for all the world’s children. Simple, but not easy.

The latest Global Education Monitoring (GEM) Report, issued by UNESCO in 2016, projects that “only 70% of children in low income countries will complete primary school in 2030, a goal that should have been achieved in 2015.” Unless we accept this urgency and embrace new approaches to ensure inclusive, equitable, quality education for all by 2030, we may be leaving some of the world’s children behind.

As Irina Bokova, Director-General of UNESCO, states in her introduction to the GEM Report, “The 2030 Agenda for Sustainable Development calls on us to develop holistic and integrated responses to the many social, economic and environmental challenges we face. This means reaching out beyond traditional boundaries and creating effective, cross-sectoral partnerships.”

The 2030 Education Agenda has set the timer at 13 years. To deliver on our promise within the timeframe, there needs to be a profound transformation in the way we approach education. The scale and urgency of development of education systems and the limitations on traditional funding have created a situation that requires the mobilization of partnerships that can result in measurable improvement quickly. Many countries are seeking to mobilize partners, including PPPs, as they “need partners outside the government to keep it up-to-date, efficient, transparent and engaging.” (Gopalan, 2013).

There has never been a more opportune time for passionate hearts and ready hands to maximize the talent, innovation, and accountability of the private sector. Delay “will not only adversely affect education but will hamper progress towards... poverty reduction, hunger eradication, improved health, gender equality and women’s empowerment, sustainable production and consumption, resilient cities, and more equal and inclusive societies,” says Bokova (as cited in UNESCO, 2016).

The stakes have never been higher.

To put quality education within the reach of every child: Bring all stakeholders together, mobilize resources, and realize efficiencies, sharing the costs, the risks, and the rewards. Working together we will develop customized school improvement efforts and provide high-impact interventions for at-risk schools.
ePPPs are borne out of the knowledge that together, governments—federal, state, and local—and private industry can create the synergy and impetus to accomplish what neither can do alone (McKinsey, 2009).

Throughout the world, successfully pairing the people-centric initiatives and infrastructure of government with the innovation and competitiveness of private industry has resulted in a host of advances in: institutions, hospitals and schools, transportation and roads, recreational facilities, housing, commercial developments, and more (Newman, 2011).

ePPPs are a powerful way to accomplish significant goals in education that will impact generations to come. Education can be advanced and transformed when two or more parties agree to share a single focus—along with the skills and assets, resources, public and private influence, and connections that each brings to the partnership (Patrinos, Barrera-Osorio, & Guaqueta, 2009).

Not only is a tandem approach more efficient, cost-effective, and far-reaching in accomplishing mutual goals, but it also engenders the innovation, synergies, ideas, and resources that can lead to better outcomes for students when responsible, informed partners commit to a shared goal with integrity and transparency (Wössmann, 2005) (Chakrabarti & Peterson, 2009).

An ePPP is a dynamic tool for progress, growth, and widespread benefit for the world’s children and the future they will inherit.
Arrangements whereby the private sector provides infrastructure assets and services that traditionally have been provided by government, such as hospitals, schools, prisons, roads, bridges, tunnels, railways, and water and sanitation plants. While there is no clear agreement on what does or does not constitute a PPP, they should involve the transfer of risk from the government to the private sector.”

- OECD

A long-term contract between a private party and a government entity, for providing a public asset or service, in which the private party bears significant risk and management responsibility, and remuneration is linked to performance.”

- PPP Knowledge Lab

The term “public-private partnership” describes a range of possible relationships among public and private entities in the context of infrastructure and other services.”

- Asian Development Bank
In order to exist in diverse contexts, ePPPs are extremely flexible and can take many forms, resulting in partnerships that can truly improve outcomes for all children.

**School Leadership**

Strong leadership drives school performance. To this end, some governments have contracted private organizations to manage either a single public school or an entire public school district with the goal of improving student learning outcomes. In this model, public schools are operated by private sector groups while remaining publicly owned and publicly funded. An additional benefit is that the resulting competition can motivate the surrounding public schools to become more productive and efficient (Gollust & Jacobson, 2017).

**Teacher Training**

Governments are also reaching out to the private sector to deliver services in the education system such as teacher professional development and curriculum design, among others (Patrinos, H. Barrera-Osario, F. & Guaqueta, 2009).

**Delivering Access to Low-Income Families**

To accommodate this, countries are increasing the number of private, low-cost schools that cater to low-income students, primarily at the secondary level (Heyneman & Stern, 2013).

**Infrastructure School**

This model increases the funding available to new schools for upgrading or maintaining school buildings. The government, in effect, leases a facility from the private sector for a specified period, after which the facility is transferred to the government. The Planning Commission (2008) argued that private finance initiative and public private partnership in “designing, developing, financing and operation is critical not only for meeting wide resource gaps but also for bringing about internal and external resource-use efficiency, improvement in quality service delivery and promotion of excellence.”

**Private Schools**

This is the most popular type of ePPP, in which a government provides funding or subsidies to existing private schools. This allows the government to expand access without any upfront costs related to infrastructure or equipment (Sriram, Venkataraman & Chen, 2014).

**Capacity Building and School Improvement**

In this model, the government pays the private sector to provide specific support—such as curriculum support, pedagogical support, management initiatives, and teacher training—in order to provide high-quality services at scale. The schools remain under governmental control.

**Vouchers and Voucher-like Programs**

In this model, the government provides parents with a voucher to pay for their child’s education at a school of their choice (Gustafsson-Wright, Smith & Gardiner, 2016).

**Supplemental Education**

These partnerships provide academic support for teaching and learning to support all students. Governments contract with the private sector to provide education-related services, such as curriculum development, delivery, assessment, examinations, school evaluation, review, inspection, and school improvement programs.
Innovation in education is absolutely critical. Why, why, why does our education system look so similar to the way it did 50 years ago? Millions of students were failing then, as they are now. But the world cannot wait another 50 years to get this right.

The Harlem Children’s Zone® has always been driven by the belief that the success of our children and the strength of the community go hand in hand. To this end, HCZ created a new paradigm for fighting the education crisis, intended to overcome the limits of traditional approaches. One of the reasons why we have been successful is because of public-private partnerships. HCZ has built a coalition of the willing to scale the critical work it does in serving students and families. Private dollars from foundations, corporations, and individuals have been critical to HCZ’s successful operation. This money enables HCZ to create new programs such as The Baby College, and to augment efforts that are in part publicly funded, such as extending the hours of the universal pre-kindergarten program from 2.5 hours to 10 hours per day.

Flexible dollars linked to strong, rigorous, mutually agreed-upon outcomes enable HCZ to respond to newly arising needs with innovative strategies; to redirect unsuccessful approaches toward new strategies; and to enhance the quality of programs in a seamless continuum.

When President Obama wanted to replicate the work at Harlem Children’s Zone, I recommended scaling best practices through ePPPs. The idea that this should be all on government or all on private sector won’t work. We have got to figure out a way for these two major sectors to work together on one of the toughest challenges around the globe.
Quality education drives economic growth and social progress. The Programme for International Student Assessment (PISA) measures student learning outcomes in Reading, Science and Mathematics in over 80 countries and provides a well-tested method of comparing countries’ success in providing foundation skills. Study of PISA scores over time has shown that increases in scores are a strong predictor of economic growth. If the industrial world boosted the average PISA scores of their 15-year-olds by 25 points, which is less than a school-year’s difference, then there could be an aggregate GDP gain of more than 100 trillion USD over the lifetime of these students. And the fact that change and improvement is possible is witnessed by those countries that have seen dramatic improvements, whether it is countries like Colombia and Peru in South America; Portugal, Poland or Germany in Europe; or Singapore in East Asia.

More and better investment in education is critical, and public-private partnerships can be key to mobilizing the required resources. Education needs to be everybody’s business, and bringing together multiple stakeholders—governments, education providers, industry, unions, parents and communities—who work in different contexts is a very powerful way to leverage transformational change as opposed to just incremental improvement.
In 2000, the Government of Bogota, Colombia, built 25 state-of-the-art schools in the poorest parts of the city and leased them, through competitive bidding, to private operators on 15-year contracts. More than 26,000 students have benefited, with rigorous impact evaluations revealing that students in these concession schools are less likely to drop out and that their test scores improved. Compelling evidence shows that the concession schools are successful at improving the academic performance of their students relative to those students in traditional public schools. There are also benefits to the overall public education system: there appear to be spillover effects in that public schools near concession schools seem to have lower dropout rates as compared with those public schools outside the area of influence.

So increasing the private sector’s role in education can have several potential advantages over the traditional public delivery of education. Whether these benefits are actually realized depends greatly on how well designed the partnership between the public and private sector is, on the regulatory framework of the country, and on the capacity of the government to oversee and enforce its contracts and partnerships with the private sector. When a PPP is implemented correctly, it can increase efficiency and choice and expand access to education services, particularly for households that tend to be poorly served by traditional delivery methods.

*The Role and Impact of Public-Private Partnerships in Education* by Harry Anthony Patrinos, Felipe Barrera-Osorio, and Juliana Guáqueta

Harry A. Patrinos
Manager, World Bank

@hpatrinos
Part Two

Universal Benefits of ePPPs
Universal Benefits of ePPPPs

There are numerous benefits of forging powerful partnerships between public and private enterprise. These partnerships allow governments to capitalize on new and specialized skills from the private sector in planning and executing projects (OECD, 2007). It allows for stakeholders and organizations from different sectors to work together and many associate it with “values such as policy dialog, participation and democracy” (Cardini, 2006).

ePPPPs can ensure that all children receive a quality education, regardless of their socioeconomic status or hometown. They promote innovation, efficiencies, and student learning. They even strengthen infrastructure and the economy. And above all, as public and private partners urgently work to implement innovative solutions, ePPPPs ensure that an entire society shares in the risks and rewards of the profoundly important work of educating our children.

**Benefit 1: Ensure Quality Education**

ePPPPs allow governments to shift their focus from the consuming, day-to-day work of providing services to vital policy and regulatory work. The private sector can provide the strategy, leadership, management, and professional development to run schools, dramatically improving student outcomes in even the lowest-performing schools. Using test results from 15-year-olds in OECD countries (PISA), Woessmann (2005) proposes that schools that are funded by governments but operated by private partners see significant gains in student achievement in math.

**Benefit 2: Stimulate the Economy and Create Jobs**

Technology has reshaped economies around the world. Now, we need to reshape our educational system. Business people and entrepreneurs have unique insight into the skills that current jobseekers lack and the skills that will be valuable to the jobs of tomorrow. They can help ensure that today’s students are prepared to drive our economy in the future. With the freedom to offer incentives such as performance-based pay, privately managed schools can also create new jobs and attract talented teachers with specialized skills, ultimately elevating the profession as a whole. ePPPPs are more positioned to support our economy both in the present and the future (Woesmann, 2005).

**Benefit 3: Build Strong Infrastructure and Facilities**

ePPPPs will design and build new schools to support 21st Century learning. Over time, a network of successful private schools will reduce the need for governments to build and maintain school buildings, enabling them to invest more funds in public schools.
Benefit 5: Increase Equitable Access

ePPPs drive school choice, which promotes equity of access. With vouchers and affordable private schools, even the most financially disadvantaged families can access quality educations. This is particularly meaningful in areas where academic standards are low or public schools are overenrolled (Patrinos, 2009) (Hoxby & Rockoff, 2004). Every child in the world should have access to an excellent education.

Benefit 4: Support Accountability and Improve Efficiency

Like any school, privately managed public schools through ePPPs are accountable for student learning. Their advantage is that they can be truly innovative in achieving results, and more nimble through creating centers of excellence to scale. They can change course in response to parent and community feedback. In addition, given their incentives to reduce costs, privately managed schools actively work to make operations more streamlined and efficient (International Finance Corporation, 2002). These schools can achieve results in sustainable, scalable ways (Gustafsson-Wright, Smith, and Gardiner, 2016).
Twenty years ago, I was lucky enough to help open a new, small, public elementary school on the south side of Chicago, Ariel Community Academy (ACA). Ariel Capital Management, led by John Rogers, was our private sector partner, helping to fund after school and summer enrichment activities for our students, and creating a fantastic financial literacy and investment curriculum for the school.

20 years later, I'm pleased to report that ACA is still one of the highest-performing-high-poverty schools in Chicago. Innovative, long-term public/private partnerships like this can literally create a new world of opportunity for the children, and communities, most in need.

About Ariel Community Academy:

Ariel Community Academy was created in 1996 from a unique partnership with Ariel Investments. Through former Mayor Daley’s New School Initiative Program, Ariel was awarded a corporate sponsorship of a Chicago public school in 1996. Hence, the birth of Ariel Community Academy—a public school located on the south side of Chicago. Currently, Ariel Community Academy (ACA) offers classes from pre-kindergarten through eighth grade serving 500 students and their families. Ninety-eight percent of the student body is African-American and over 85 percent of the students receive subsidized lunches. ACA chose to target the North Kenwood neighborhood precisely because it was one of the most underserved communities in Chicago. Today, the neighborhood is more vibrant, and ACA is a center for community and family life. ACA’s impact extends well beyond the building itself, creating higher academic standards and achievements through a unique corporate-family-school partnership. In short, the vision remains to create a model community school where the doors are always open; where teachers, parents, and members of the community work in partnership to provide world-class educational opportunities; and where financial literacy is not just taught, but practiced.
Part Three

ePPPs Work: Proven Results from Around the World
ePPPs Work: Proven Results from Around the World

Results from around the world prove that well-designed ePPPs have a measurable and profound impact on access to quality education for all. It would be naïve to describe improving educational situations and attribute them completely to ePPPs and not recognize the complexity of economic and social inputs. Taking this into account, there is well-documented evidence that a well-designed and well-implemented ePPP can be a positive approach to building capacity and driving improvement and growth in the education system as it allows “multiple framings, multiple interests, and multiple objectives to be realized” (Newman, 2001). Public-private partnerships help to ease macroeconomic constraints as well as enable the private sector to play a more dynamic role (Van Waeyenberge, 2006).

**USA:** Charter schools in Chicago, under private management, produced a positive impact for elementary school children and increased their results in both math and English (Hoxby & Rockoff, 2004).

**Colombia:** Private management of schools was shown to reduce dropout rates by 1.7%. The voucher system showed more time at school, less likelihood of repeating a year, and higher scores on standardized tests (Barrera Osario, 2007).

**Brazil:** The Pitagoras Network offers schools annual contracts to support school leadership, teaching, and learning (Rodriguez & Hovde, 2002).

**Senegal & Tanzania:** Deregulating the secondary education sector at a relatively low cost showed a positive correlation with enrollment (Patrinos, H. Barrera-Osario, F. & Guaqueta, 2009).

**Sweden:** The voucher system created greater competition between schools, resulting in no failing grades in the National Achievement Test (Sandstrom & Bergstrom, 2004).

**Netherlands:** Education is publicly financed, including private schools, which enroll more than two-thirds of all students (Himmler, 2007).

**Pakistan:** There was a 22% increase in girls’ enrollment following a partnership which developed subsidies (Kim, Alderman & Orazem, 1999).

**UK:** Infrastructure partnerships help with rapidly growing school infrastructure requirements, create better teaching and learning environments (International Finance Corporation/World Bank Group, 2013).

**The Republic of Korea:** Results from TIMSS showed that a voucher system increased the results up to one standard deviation of lower and median level students, closing the gap in attainment (Kang, 2007).

**Philippines:** Education Service Contracting pays private schools to enroll students at public expense to reduce state school overcrowding (International Bank for Reconstruction and Development, 2011).

**Qatar:** The Independent School Program transferred the management of all public schools to independent operators, raising school accountability and academic outcomes (Patrinos, H. Barrera-Osario, F. & Guaqueta, 2009).

**Senegal & Tanzania:** Deregulating the secondary education sector at a relatively low cost showed a positive correlation with enrollment (Patrinos, H. Barrera-Osario, F. & Guaqueta, 2009).
ePPPs create a cycle of prosperity, opportunity, and benefit for all involved—particularly for private sector entities.

Traditionally, private sector entities have been seen as benefactors in the process of school transformation—but in fact, the yielded benefits to private enterprises through a successful ePPP are profound. And the greater the benefits of participation become, the greater the commitment and contributions from the private sector.

In collaborating with private companies, we not only invest in the local and state economies, but also in the social infrastructure, building the future of a nation through an economical and efficient method.

Well-executed ePPPs offer enormous opportunities for the public sector to share in the rewards of transformation with their private partners. There has been proven impact in:

- Creating models of excellence
- Addressing residual gaps in school access
- Encouraging competition, resulting in faster and more efficient project completions

Amreesh Chandra
Group President of GEMS Education India

@AmreeshChandra
acknowledged that the SDGs begin with education and argued that technology and politics alone will not yield the desired Sustainable Development Goals. Lead by UNESCO, Education 2030 embraces a humanistic focus to education grounded in human rights, social justice, inclusion, and collective responsibility, and provides a way for children and youth to further their understanding of the many ways their lives are interconnected with others across the globe.

Education Partnerships, ePPPs

Governments around the world are exploring new models to provide solutions to large-scale social challenges and meet the expectations of Education 2030. Public-private partnerships formed specifically for education are known as ePPPs. These cross-sector partnerships between government agencies, corporate investors, private companies, and NGOs can combine partner knowledge and expertise, leverage resources, and coordinate efforts to address the complexities of providing equitable access to quality education for all.

As the demands for education reform advance, the responsibility for educating the world’s children and youth continues to broaden. Viewed as “game-changers” for school choice in the U.S., ePPPs serve a range of communities across the socioeconomic spectrum. They provide alternative funding to alleviate pressures on public programs, and pair private sector innovation with public scale and impact. Through ePPPs, public and private sectors can join together to complement each other’s strengths and provide quality education for all.

The Education Partners

The Education Partners is uniquely positioned to work across the ePPP continuum in partnership with government agencies and private for-profit and non-profit organizations and institutions. Through ePPPs, The Education Partners makes a tangible difference in the lives of communities and nations by putting high quality education within the reach of every child.

Solutions Exist

Dr. Mary Elizabeth Wilson
Chief Learning Officer
GEMS Education – Americas
The Education Partners

The Import of Education

Viewed as a fundamental human right, education is the foundation for access and entry to other human rights and assurances for others. Quality education provides individuals with the core values, attitudes and beliefs necessary to live in a diverse and increasingly pluralistic global society. Education is the primary vehicle for preparing children and young people for their future by developing the knowledge and skills they need to be architects of their lives and members of communities to which they belong: local, national, regional and global. Globally, school-based education is predominantly focused on: citizenship, personal growth and vocational and occupational preparation.

In addition to the positive benefits for the individual, quality education aggregates these gains across communities and leverages a positive “neighborhood effect” at scale. Across the globe, the role of education is broadly accepted as the means to empower children and adults to fully participate in government, civics, community and the economy, while escaping poverty, compromised health, and other societal woes. It is for these reasons that education is critically important for the success of nations and why governments take on the programmatic and fiscal responsibilities for educating their children and youth.

Global Agenda for Education

The significance of quality education for all gained a tremendous boost during the 2015 World Education Forum (WEF) where the global agenda shifted and education was described as essential for realizing the Sustainable Development Goals (SDG): to eradicate poverty through sustainable development by 2030. Most specifically to education is SDG 4, “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The WEF also

Dr. Mary Elizabeth Wilson
Chief Learning Officer
GEMS Education – Americas
The Education Partners

The Import of Education

Viewed as a fundamental human right, education is the foundation for access and entry to other human rights and assurances for others. Quality education provides individuals with the core values, attitudes and beliefs necessary to live in a diverse and increasingly pluralistic global society. Education is the primary vehicle for preparing children and young people for their future by developing the knowledge and skills they need to be architects of their lives and members of communities to which they belong: local, national, regional and global. Globally, school-based education is predominantly focused on: citizenship, personal growth and vocational and occupational preparation.

In addition to the positive benefits for the individual, quality education aggregates these gains across communities and leverages a positive “neighborhood effect” at scale. Across the globe, the role of education is broadly accepted as the means to empower children and adults to fully participate in government, civics, community and the economy, while escaping poverty, compromised health, and other societal woes. It is for these reasons that education is critically important for the success of nations and why governments take on the programmatic and fiscal responsibilities for educating their children and youth.

Global Agenda for Education

The significance of quality education for all gained a tremendous boost during the 2015 World Education Forum (WEF) where the global agenda shifted and education was described as essential for realizing the Sustainable Development Goals (SDG): to eradicate poverty through sustainable development by 2030. Most specifically to education is SDG 4, “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” The WEF also

acknowledged that the SDGs begin with education and argued that technology and politics alone will not yield the desired Sustainable Development Goals. Lead by UNESCO, Education 2030 embraces a humanistic focus to education grounded in human rights, social justice, inclusion, and collective responsibility, and provides a way for children and youth to further their understanding of the many ways their lives are interconnected with others across the globe.

Education Partnerships, ePPPs

Governments around the world are exploring new models to provide solutions to large-scale social challenges and meet the expectations of Education 2030. Public-private partnerships formed specifically for education are known as ePPPs. These cross-sector partnerships between government agencies, corporate investors, private companies, and NGOs can combine partner knowledge and expertise, leverage resources, and coordinate efforts to address the complexities of providing equitable access to quality education for all. As the demands for education reform advance, the responsibility for educating the world’s children and youth continues to broaden. Viewed as “game-changers” for school choice in the U.S., ePPPs serve a range of communities across the socioeconomic spectrum. They provide alternative funding to alleviate pressures on public programs, and pair private sector innovation with public scale and impact. Through ePPPs, public and private sectors can join together to complement each other’s strengths and provide quality education for all.

The Education Partners

The Education Partners is uniquely positioned to work across the ePPP continuum in partnership with government agencies and private for-profit and non-profit organizations and institutions. Through ePPPs, The Education Partners makes a tangible difference in the lives of communities and nations by putting high quality education within the reach of every child.
Forward Momentum

Preparing for Success: Delivering a Well-Designed ePPP
Success Factors

Well-designed and regulated ePPPs present an attractive offer for governments around the world, as they can raise standards and improve outcomes in all schools supporting inclusive, equitable, quality education for all children. Truly delivering on this powerful opportunity requires careful preparation and execution. In order to guarantee success, governments and private providers must plan for six key elements.

01 Identify Supportive Regulatory Environments and Build Capacity

A supportive regulatory environment is a prerequisite to successful ePPPs. A strong regulatory framework outlines the process for setting up ePPPs, ensures their quality, and offers enough flexibility to facilitate various partnership formats. Given the importance of the design stage when developing ePPPs, it is essential to build capacity within government agencies before launching one. This involves training stakeholders and staff in how to design, implement, and monitor ePPPs effectively (McGivney, Robinson & Winthrop, 2016).

02 Document Requirements, Processes, and Criteria

Before seeking providers, governments must develop and document their requirements, processes, and criteria. These include selection and evaluation processes, performance standards, funding sources, and governance structures. In order to ensure that only the highest quality providers are granted contracts, selection criteria may include school management experience, student outcomes, scale of operations, and cost-effectiveness. Additionally, a clear funding model and budget should be in place before any ePPP is approved in order to prove its cost-effectiveness and financial sustainability.

03 Tailor Approach to Individual Communities

Every community is different and deserves unique ePPPs to meet its needs. Governments and providers should consider a community’s culture, language, and geographic context. They should also ask community members what elements are most important to them. This will help launch ePPPs that are meaningful and lasting.

04 Communicate with All Stakeholders

Communication must occur through the entire design and implementation process. Governments and providers should provide updates to stakeholders at all levels using multiple modes of communication.

Communication may include sharing information about all the educational opportunities available in the community, including traditional public schools. ePPPs can create friendly competition and inspire other schools to improve their programs.

05 Require Accountability

Ultimately, ePPPs must achieve results. A transparent selection process, well-defined evaluation methods, and high standards for student outcomes help ensure that providers are accountable for their results. These elements also ensure that the government maintains control over providers.

06 Clear Policies and Partner Selection

A well-defined ePPP policy clearly outlines processes of selection and evaluation of private operators. The goal is to ensure that only high-quality providers enter into an ePPP contract. These policies have accountability measures to assess progress toward predetermined performance standards.

A Proven Process

Based on an understanding of successful public-private models in various parts of the world, we recognize there are several factors in successful ePPP projects:

- Identifying a true concern which needs addressing and is solvable.
- Well-defined and sustainable funding models: Successful ePPPs are financially sustainable with governments offering clear, well-defined and stable funding terms.
- Autonomy for private operators in school management and leadership, with flexibility in a range of areas.
- High-quality selection process to attract the best partners, including criteria covering school management experience, number of students, learning outcomes, and scale of operation.
- Strong accountability through rigorous measurement of outcomes.
- There is a strong need for a regulatory framework to develop ePPPs and ensure robust quality assurance as well as develop the government capacity to design and implement ePPPs in education.

<table>
<thead>
<tr>
<th>Design</th>
<th>Build capacity</th>
<th>Contract</th>
<th>Delivery Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Enabling regulatory environment which allows for the expansion of options. A sound general policy and regulatory environment, including high standards of public and corporate governance, flexible labor markets, transparency, and the rule of law, including protection of property and contractual rights</td>
<td>5 Build capacity within the public agencies responsible for forming and overseeing ePPPs so they have the resources, information, and skills required to design, develop, and manage the complex contracting processes</td>
<td>9 Use a transparent, competitive, and multi-stage process for selecting private partners in ePPPs, guaranteeing procedural fairness</td>
<td>17 Establish clear, objective, and streamlined criteria for ePPPs</td>
</tr>
<tr>
<td>2 Defining role of private providers: Criteria for ePPPs</td>
<td>6 Education authorities should have the capacity to identify fraud, track payments, and ensure that subsidies and payment claims are legitimate and accurate</td>
<td>10 Project costs projection allows government to consider financial viability, key priorities, and project scoping options</td>
<td>18 Establish quality assurance processes</td>
</tr>
<tr>
<td>3 Education policy design</td>
<td>7 Ensure technical capacity for delivery of solution</td>
<td>11 Ensure that the ePPP contracting agency has adequate capacity</td>
<td>15 Incentives and consequences of non-performance. Establish appropriate performance measures and include performance incentives and sanctions for inadequate performance in ePPP contracts</td>
</tr>
<tr>
<td>4 Diagnostic of education service</td>
<td>8 Design funding streams</td>
<td></td>
<td>16 Introduce a framework for evaluating the outcomes of contracts</td>
</tr>
</tbody>
</table>

Communication – Develop an effective communications strategy to inform the public about the benefits and objectives of ePPPs with all stakeholders

### Best Practices

<table>
<thead>
<tr>
<th>“Partner with a purpose”</th>
<th>“Contribute more than money”</th>
<th>“Manage transaction cost”</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Define a clear mission for the partnership and the relevant and complementary roles each partner will play in achieving this mission</td>
<td>- Recognize that the private sector’s potential contribution goes far beyond money</td>
<td>- Minimize transaction costs to balance public sector consensus-building with private sector instinct to “get things done”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Govern for the partnership”</th>
<th>“Cherish the difference”</th>
<th>“Help everybody win”</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Baseboard composition on contribution private sector can make to governance and not quotas</td>
<td>- Value different perspectives</td>
<td>- Create and communicate a virtuous cycle of mutual benefit for all partners</td>
</tr>
<tr>
<td>- Ensure focus is on what is best for the partnership, not on compromise</td>
<td>- Create processes to ensure all stakeholders’ views can be aired while not requiring consensus for the final decision</td>
<td>- Engage the business side of companies (not just CSR) to harness their core competencies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“Build internal capacity”</th>
<th>“Bring new partners to the collaboration”</th>
<th>“Evolution is essential”</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify passionate leaders within partners to champion the partnership</td>
<td>- Be creative in identifying which capabilities the private sector can contribute to partnerships, and proactive in engaging private companies that possess those capabilities</td>
<td>- Treat change as an opportunity rather than a threat</td>
</tr>
<tr>
<td>- Broaden and deepen commitment to and involvement in the ePPP in partners’ organization</td>
<td>- Be creative in identifying which capabilities the private sector can contribute to partnerships, and proactive in engaging private companies that possess those capabilities</td>
<td>- Continually evaluate and evolve the partnership in step with changing environment and new challenges</td>
</tr>
</tbody>
</table>

Source: GEMS Education, India
References


About The Education Partners

The Education Partners is the specialist consultancy division of GEMS Education, and its services are built on the educational heritage that GEMS has been developing for nearly 60 years. The Education Partners works with public and private clients to transform the quality of global education and skills provision.

The Education Partners uses its expertise and insight to deliver leadership and management solutions, school improvement, skills partnership, and education reform. Its work is focused on making a tangible difference in the lives of learners, communities, and nations, enabling students of all ages to be prepared to succeed in an increasingly competitive world.

The Education Partners serves a range of clients including education ministries, state departments of education, cultural institutions, for-profit and nonprofit organizations, and corporate entities along the pre-K through age 20+ learning continuum to improve social and economic outcomes for individuals, communities, and nations.

We Transform Learning
Measurable Impact

DESIGN
Research
Blueprint
Strategy

INITIATE
Build Capacity
System Integration
Quality Assurance

EMPOWER
Support
Collaborate
Sustain

30
About GEMS Education

For over 55 years, GEMS Education has approached its educational offering from a unique perspective. Our first school was founded in 1969 by educators and is still run by educators. It was this school that defined our approach to education—an approach built around listening to the community and tailoring our schools to meet the community’s needs. We now have schools globally educating over 250,000 students, from 173 nationalities, across 19 countries.

GEMS Education is the world’s leading education company, and through its experience and network of world-renowned experts, including educators and consultants, GEMS continues to be at the forefront of educational development and reform. GEMS Education’s ideas and strategies are proven, in its own schools and through work undertaken for clients around the globe.

Global Reach

GEMS is a world leader in cutting-edge education, ensuring excellence and operational effectiveness across its network of schools.

Key Facts

- Largest K-12 education company in the world
- Global network of award-winning schools
- Educating over 250,000 students representing 173 different nationalities
- Employing over 20,000 education specialists and staff from over 115 countries
Education Thought Leaders to Follow

Andreas Schleicher  
Director for Education and Skills, and Special Advisor on Education Policy, OECD  
@SchleicherOECD

Anne Henderson  
Senior Consultant, Annenberg Institute for School Reform  
Author, Beyond the Bake Sale: The Essential Guide to Family/School Partnerships  
@AnneHenderson

Amreesh Chandra  
Group President of GEMS Education India  
@AmreeshChandra

Arne Duncan  
Former U.S. Secretary of Education  
@arne_duncan

Brian Schreuder  
Director-General: Curriculum and Assessment Management  
Author, Physical Science, Natural Science and Technology textbooks  
@WCED_HOD

Carl Hendrick  
Head of Learning and Research, Wellington College  
@C_Hendrick

Denise Gallucci  
Chief Executive Officer, GEMS Education – Americas and The Education Partners  
@DeniseGallucci

Dylan Wray  
Co-founder of Conference for Curriculum Advisors and Education Week  
Facing Today Blog  
@dylanwray

Emiliana Vegas  
Chief of the Education Division, InterAmerican Development Bank  
@EmiVegasV

Geoffrey Canada  
President and CEO of Harlem Children’s Zone  
Author, Reading up for Manhood: Transforming the Lives of Boys in America  
@gczorg

Glenn McLachlan  
Director of Professional Enhancement at Knox Grammar School  
@GlennMcLachlan

Harry A. Patrinos  
Manager, Education Sector, World Bank  
@hpatrinos

Janice Jackson  
National Equity Project  
Bio: The Education Partners

Jonathan Harber  
Co-Founder of SchoolNet Inc  
@jhharber

Lisa Palmieri  
Principal, Holy Family School, Pittsburg  
Director of Technology, Innovation Collaborative at The Ellis School  
@Learn21Tech

Maciej Jakubowski  
Public Education Evaluation Commission in Saudi Arabia  
Faculty of Economic Sciences, Warsaw University  
@MaciejEvidence

Dr. Mary Elizabeth Wilson  
Chief Learning Officer  
GEMS Education – Americas and The Education Partners  
@TheEduPartners

Mel Ainscow  
Professor of Education and Co-director of the Centre for Equity in Education  
@MelAinscow

Michael Wilshaw  
Director, Wilshaw Education Services  
Bio: The Education Partners

Pak Tee Ng  
Associate Dean, Leadership Learning and the Head of Policy and Leadership Studies Academic Group at the National Institute of Education, Nanyang Technological University, Singapore  
Learning from Singapore: The Power of Paradoxes

Pedro Noguera  
Distinguished Professor of Education in the Information Sciences at UCLA; Director of the Center for Study of School Transformation  
Author, Schooling for Resilience: Improving the Life Trajectories of African American and Latino Boys

Peter Davies  
Education Consultant  
Bio: The Education Consultancy

Phil Beadle  
Teacher, Education Consultant  
Author, Teacher Trainer  
Author, How to Teach  
@PhilBeadle

Rebecca Winthrop  
Director and Senior Fellow, Center for Universal Education at Brookings  
@RebeccaWinthrop

Rose Patterson  
Specialist in Education Policy  
Author, Teacher Quality Reports  
@RosePatterson

Sir Mike Tomlinson  
Chief Advisor of London Challenge  
Bio: The Education Partners

Sridhar Rajagopalan  
Managing Director of Education Initiatives  
@SridharRajagopalan

Susan Mann  
CEO of Education Services Australia  
@SusanMann

Tom Bennett  
Director and Founder of researchED  
Author, TES online and The Behavior Guru

Tony Little  
Chief Academic Officer, GEMS Education  
@TonyLittle

Vicky Colbert  
Founder and Director of Fundación Escuela Nueva  
Skoll.org  
Bio: The Education Partners