



# **ALL HANDS ON DECK FOR SDG 4**

**An action toolkit for collaboration  
in education systems**



**Case Study on the work of  
the Central Square  
Foundation (CSF) in India**

# Acknowledgements

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The All Hands On Deck For SDG 4 Action Toolkit comprises a set of resources including toolkit, case studies, presentations, guides and facilitator notes to support better collaboration and integration across national, subnational and regional education systems. All Hands On Deck For SDG 4 calls for affirmative action by all education stakeholders, so that governments can benefit from the experiences and expertise of the affordable non-state sector (ANS) through their voice in policy development, implementation, and monitoring.

These resources were developed in consultation with experts including government representatives, non-state providers, researchers, and civil society organisations. Their valuable inputs and insights are a welcome contribution, and are listed in Annexure 3.



**The Global Schools Forum** is a collaborative community of non-state organisations working to improve education at scale for underserved children in low- and middle-income countries.



**IDP Foundation** is passionate about strengthening the global education system, and giving children in all settings access to quality education.



**Oxford MeasurEd** is a global education consultancy dedicated to working with international partners to collect and analyse data and improve learning for all children around the world.

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# Executive Summary

**The 2021/22 UNESCO Global Education Monitoring Report 'Non-state actors in education: Who chooses, who loses?' called for all schools, whether public or private, to be recognised as being part of one system.** This call to action requires that non-state providers, such as those within the Affordable Non-State sector (ANS) who provide education to marginalised communities around the world, be included in policy planning processes.

Currently most non-state schools (often referred to as informal schools or low-fee private schools) run with little support or regulation by governments. A lack of government engagement with the ANS means there is little supportive regulation of these schools in place to ensure a minimum level of quality within all education provisions. Alongside this, the lack of a collective voice for the ANS means they have limited opportunities to support the national education agenda.

All Hands On Deck For SDG 4, referring to the utility of all actors and providers, both state and non-state, in progress towards SDG 4, is an initiative which aims to resolve the challenges of a lack of recognition, integration and support, by creating resources and practical tools to foster better collaboration between the ANS and government.

All Hands On Deck For SDG 4 aims to find a way to support this direction using a case study approach to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors.

This case study is one in a set of four, and focuses on the work of the Central Square Foundation (CSF) with private schooling in India. The work of CSF spans a range of education sub-sectors, including foundational literacy and numeracy, EdTech, Early Childhood Education (ECE), and Private Schools.

CSF's work on private schooling stands out for two reasons. Firstly, it spans three key approaches: improving the evidence environment, pushing for outcome-focused regulation for all schools, and providing a narrative around private schooling that successfully engages all stakeholders, including policy makers. Each of these approaches speaks to the kind of positive engagement that we are interested in for All Hands On Deck.

Secondly, CSF has played a positive role convening and influencing within the Indian education sector, which is a sector in which the issue of low-fee private schools is relatively contentious. This provides an opportunity to learn how to use evidence to navigate a politically sensitive sub-sector to achieve collaboration which results in practical results, to better serve communities that were previously excluded from the policy dialogue.

# I Introduction

## 1.1 Background

**Over the past decade, there has been progress made in growing the support for non-state actors' engagement with government.** However, this space still does not include all non-state actors working to support education in underserved and marginalised communities. The affordable non-state sector including low-fee or no-fee private schools, religious schools, and the ancillary services which support them are often not engaged with governments in policy planning, dialogue, implementation, and monitoring. This limits the diversity of experiences involved in formulating and implementing policies and by extension excludes the communities they serve.

**In a more collaborative environment, governments, as duty bearers for education, would call on insights and experiences from all non-state actors involved in education.** All Hands On Deck aims to find a way to support this direction using a case study approach to synthesise common lessons across diverse initiatives which have built successful engagement between state and non-state actors. This forms the basis for a practitioner toolkit aimed at supporting non-state actors to engage government in education policy planning, dialogue, implementation, and monitoring.

## 1.2 This Case Study

**This case study is one in a set of four, and focuses on the work of the Central Square Foundation with private schooling in India.** The work of CSF spans a range of education sub-sectors including foundational literacy and numeracy, EdTech, Early Childhood Education (ECE), and Private Schools. The objectives of the private schools sub-sector has more recently been realigned and expanded to support their system reforms work, easing the regulatory barriers (supply side) and improving the information provided to parents about school quality, to improve the process of choosing a school (demand side).

**The work of the Central Square Foundation on private schooling stands out for two reasons.** Firstly, it spans three key approaches: improving the evidence environment, pushing for outcome-focused regulation for all schools, and providing a narrative around private schooling that successfully engages all stakeholders, including policy makers. Each of these approaches speaks to the kind of positive engagement that we are interested in for All Hands On Deck. Secondly, CSF has played a positive role convening and influencing within the Indian education sector, which is a sector in which the issue of low-fee private schools is relatively contentious. This provides an opportunity to learn how to use evidence to navigate a politically sensitive sub-sector to achieve collaboration which results in practical results to better serve communities that were previously excluded from the policy dialogue.

Within this context, we use this case study to answer the following two questions:

1	What has been the long-term impact of CSF's support to other organisations working in the sector?
2	Which attributes of CSF's approach to working with private schools have supported the impact of their work?

To answer these questions, we will:

1	Present the <b>findings</b> of the research. This is descriptive data aligned with the research framework. The details against each point in the research framework are shown in Annex 1, with a narrative summary presented in the main body of the report.
2	Draw <b>conclusions</b> from these findings. This is presented under three headings aligned with the three case study questions. These will then be summarised into specific recommendations for organisations looking to build similar partnerships.

This structure is common across all the case studies, with different specific questions being addressed under the first two sections of the conclusions for each, depending on the relevance of that case study.

### 1.3 Methodology

We use an analysis framework (shown in Annex 1) to analyse **(1)** the political and issue context in the setting; **(2)** the geographical level, types of actors, core characteristics, and assets of the initiative; **(3)** goals and approaches, including targeting and **(4)** impact.

There are two key sources of data for this case study. Firstly, we reviewed documents covering the context for non-state actors in India. We then conducted several Key Informant Interview (KIIs) with representatives of the Central Square Foundation, as well as other organisations working with non-state education providers in India.

To answer the case study questions, we:

- Present the **findings** of the research aligned with the analysis framework, with a narrative summary presented in the main body of this report.
- Draw **conclusions** from these findings. This is presented under three headings.
  - The **first** is concerned with how the approach was informed by and adapted to the context.

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- The **second** looks at what lessons can be drawn from the findings, responding to the specific research questions outlined above.
  - The **third** presents recommendations for organisations looking to undertake similar activities to those captured in this case study.

### Limitations of these Case Studies

It is important for us to note that this does not represent in-depth research or evaluation of the impact of the work of the Central Square Foundation, or of any other organisation. Instead, it is a case study, gathering reflections from those involved on lessons they have learned from the process.

# Findings

## 2.1 Context

**In the last 30 years, India has seen an unprecedented expansion of the private school sector.** Civil society as well as the government are aware that private schools are a substantial part of the educational landscape. In 1978, only 3.4% of students attended a privately-managed and financed school – but by 2017, this rose to 36%. The private school sector experienced the most significant growth after 1991, when India experienced economic reforms.<sup>1</sup> The changing socio-economic context sparked parents' aspirations for better quality education for their children than government schools were offering.<sup>2</sup> Now private schooling accounts for nearly 50% of school-going children in India, which makes up 120 million students.<sup>3</sup> A majority of this enrolment is in low-cost private schools, with 70% of students paying monthly tuition fees of less than 1,000 rupees, and 45% of students paying less than 500 rupees.<sup>4</sup>

**Parents are increasingly choosing to send their children to private schools based on the perception that they offer better quality than the education available at government schools.**<sup>5</sup> A study carried out by the Central Square Foundation found that 73% of parents choose private schools based on the belief that they are better quality.<sup>6</sup> While this is a common perception among parents, for the most part learning outcomes in private schools are low.<sup>7</sup> A 2022 ASER report shows that 43% of rural private school students in Grade 5 cannot read a basic grade II paragraph, & 61% cannot solve a simple division problem.<sup>8</sup> This compares to 61% and 72% respectively in the rural government schools,<sup>9</sup> indicating that the learning crisis cuts across both private and government schools, and parents who are often sacrificing a large percentage of their income to pay school fees are not getting the results they believe they are paying for.

**In 2020, India released its National Education Policy (NEP), which came 36 years after the country's former education policy.** "There has been far too much asymmetry between the regulatory approaches to public and private schools, even though the goals of both types of schools should be the same: to provide quality education" - says the new national education policy (NEP) emphatically. This policy was created in consultation with a range of educational stakeholders, including the civil society actors.<sup>10</sup>

1. CSF KII
2. CSF KII
3. <https://www.centralsquarefoundation.org/reports/state-of-the-sector-report-private-schools-in-india>
4. <https://www.centralsquarefoundation.org/reports/state-of-the-sector-report-private-schools-in-india>
5. CSF KII
6. Introduction to CSF Slide deck
7. <https://www.centralsquarefoundation.org/reports/state-of-the-sector-report-private-schools-in-india>
8. Introduction to CSF Slide Deck
9. <https://img.asercentre.org/docs/ASER%202018/Release%20Material/aserreport2018.pdf>
10. CSF KII p.3



It recognises the need to review and revise the current education regulatory system, so that it focuses on improving educational outcomes.<sup>11</sup> It also aims to limit the input regulations to those on safety, security, and a pleasant and productive learning space.<sup>12</sup>

The NEP recognises the restrictive nature of the 2009 Right to Education Act in India (RTE) which states the importance of free and compulsory education for children between 6 and 14 years old.<sup>13</sup> The policy acknowledges that the Right to Education Act focuses too much on inputs and 'mechanistic' standards that schools must adhere to, which do not reflect the realities on the ground.<sup>14</sup> With almost 50% of school-going children in India enrolled in private schools, the government has received the message that the educational landscape in India includes private schools.

## 2.2 Description of Initiative (Characteristics and Assets)

### 2.2.1 Overview of the Central Square Foundation

**The Central Square Foundation (CSF) is a non-profit organisation focused on improving the quality of education in India.** This work is built on four pillars: Foundational Literacy and Numeracy (FLN), Education Technology (EdTech), Early Childhood Education (ECE) and Affordable Private Schools. Across these pillars, CSF employs an approach of framing a national conversation on each pillar, creating public goods, supporting state governments, and investing in innovation and experiments. Of these pillars, FLN is the central focus, with the other three pillars serving to support improved FLN as much as feasible.

**For affordable private schools, the work of the Central Square Foundation has focused on improving the regulatory environment and supporting parents' decision making.** Both goals have been framed by the 2020 state of the sector report on private schools in India.<sup>15</sup> This report synthesised data on private schools in India, to make the case for better regulation and a greater focus on learning outcomes in private schools. The hypothesis is that schools are over-regulated on inputs (compliances, norms like safety, hygiene etc.) and under-regulated on learning outcomes. In parallel, a lack of information on learning outcomes means that parents cannot make informed decisions about which school to choose for their kids, or rather they are deciding based on superficial indicators like the infrastructure they can see. CSF aims to resolve these two barriers to quality.

11. <https://unesdoc.unesco.org/ark:/48223/pf0000383514>

12. NEP 2020

13. <https://neqmap.bangkok.unesco.org/resource/right-to-education-act-2010/>

14. [https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef\\_0000383550&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach\\_import\\_2257deg2-66c7-4ea6-afd9-559a98b25ca1%3F\\_%3D383550eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000383550/PDF/383550eng.pdf#po](https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000383550&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_2257deg2-66c7-4ea6-afd9-559a98b25ca1%3F_%3D383550eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000383550/PDF/383550eng.pdf#po)

15. <https://cms.foundationalllearning.in/wp-content/uploads/2022/11/State-of-the-Sector-Report-on-Private-Schools-in-India.pdf>

## 2.2.2 Characteristics and Assets

**We used our research framework to categorise organisations involved in systems change by the role they play within a sub-sector.** For the CSF, their most prominent role is as **technical experts** with a strong focus on evidence, particularly in what works for supporting Foundational Literacy and Numeracy. Across the pillars of CSF's work there is a focus on evidence-based outreach, positioning them as **influencer communicators**. While CSF has strong connections with the government, our research framework does not consider them to be **political insiders** or **high-level influencers**.

**The next descriptive portion of our framework looks at the characteristics of CSF as an organisation as champions of systemic change.** The first of these characteristics is that CSF is, to a certain extent **influential**, based on credibility built up with the state and non-state actors through their work in the education sector. At the organisational level, CSF is **aligned** around a common message of pivoting the system to focus clearly on improving foundational literacy and numeracy. To support this messaging, CSF is also highly **capable** technically, producing work that is credible and trusted. Using our framework, we see mixed findings on **commitment** to their work on affordable private schools. While CSF is strongly committed to change at the grassroots level, their work on private schools has been exclusively with the bureaucratic top level of the government system. They have recently realigned themselves to provide inputs to the states to:

- (a) set up State School Standards Authority as an independent neutral regulator for the sector, and
- (b) conduct a competency-based census assessment of the students' learning outcomes, to measure and report the school quality publicly for every school in the state, for their parents to base their school choice on the learning outcome achievement information on every school.

This school-wise learning quality benchmark would result in a generation of demand for quality schooling across the private and government spectrum, leading to an organic system reform, without any apparent need for CSF to involve themselves in the private school system directly.

**Finally, our framework looks at the assets which CSF has which can support their work in championing systemic change.** The first of these assets is **formal authority**, of which CSF as a non-state organisation possesses none, working entirely to show evidence for and support change through the government. The second is **public support**, which is weak for their work in private schools. Although many children are enrolled in private schools, the public reports and concerns around cost and quality make it a politically contentious issue. There have been sufficient **financial resources** available for CSF to deliver their work on private schooling in recent years. The final asset is **skilful leadership** which CSF has strongly demonstrated, playing a convening role in the sector, with strong work on thought leadership and issue framing within the education sector and particularly in the non-state schooling sub-sector.

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## 2.3 Approach

**CSF's work on private schools has focused on de-constructing two barriers to the improvement of quality in the sector.** The first barrier is the over-regulation of inputs to determine school quality. For example, the affiliation of schools focuses on material inputs such as size of the school building, provisioning of laboratories etc. While these may be contributors to quality of education, they are not the determining factors. For schools in the informal settlements, some of these may be impossible to achieve. The second barrier is the lack of information for the parents on school performance and learning outcomes. This reduces their ability to make informed choices about which schools to choose for their children. Research shows that in these cases, parents make choices based on school facilities or language of instruction, which do not consistently predict the wellbeing of the students.

**To turn these barriers into enablers, CSF's current work is spread across three workstreams.** These are:

- i) improving the evidence by measuring and disseminating learning data,
- ii) regulatory reform basis school outcomes, and
- iii) build narratives for an enabling environment for the sector.

Within the first of these workstreams, CSF's activities have focused on the development and institutionalisation of a competency-based census assessment which can be deployed across public and private schools to produce comparable data on learning outcomes. Activities under the second workstream focus on implementing the National Education Policy, including the support for development of an independent state regulatory body for all schools, and balancing it with the Right to Education Act requirements. Under the final workstream, CSF's activities focus on producing and disseminating evidence to shift narratives in the sector. This has included the State of the Sector Report, which synthesised evidence on private education across India, as well as other research on the impact of COVID-19 on private schools.

## 2.4 Impact

**Looking at the education sector in general, participants in this case study felt that they were only in the very early stages of shifting the public debate on private schools.** The most positive indication of a shift in the debate is the new National Education Policy. This NEP talks explicitly about the importance of the role that private schooling plays in ensuring access to education in India. It also mandates the creation of independent state regulatory bodies for ensuring a level playing field for both public and private education providers. This has been a priority for CSF and other organisations in the sector, who see it as a pathway to having regulation focused on quality, and the creation of a supportive environment for improving quality in private schools.

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**Among many other actors, CSF has a role in supporting positive change in the education sector.** While it is not possible for this case study to isolate the impact that CSF has had in changing the discourse in the education sector, their role is viewed by others in the sector as significant. CSF is seen as a convener in the sector, helping to frame the debate on private schools. Key to this issue framing has been the publication of the state of the sector report. This is perceived as a very important piece of research which has set a clear, evidence-based benchmark for debates. The report had a wide influence, and was referenced in a variety of different contexts for a variety of different purposes.

**CSF has also demonstrated success in its work on improving the availability of information on learning.** Its work on assessment is showing positive signs, with a successful state-wide assessment in Rajasthan being used for reporting school quality, and more states being interested in taking part in similar initiatives. In another case, a reputed national examinations board of India, Central Board of Secondary Education (CBSE) is implementing a competency-based census assessment in the grades 3, 5, and 8 of all its affiliated schools, to measure their learning quality achievement and to drive systemic improvement. This shows CSF's contribution to large-scale impact in the sector, not just in terms of their role in creating and convening discussions, but also in providing tangible, practical solutions the government is implementing.

**Despite these positive indications, CSF's work on private schooling plays just a small role in their overall strategy.** While there continues to be an outcomes-based governance team looking after private school reforms as well, and they continue to implement activities across the three workstreams outlined here, the focus of CSF is largely on supporting Foundational Literacy and Numeracy in the state education system.

## 3.1 How did the approach adapt to the context?

**The context for low-fee private schools in India is challenging.** While a significant proportion of learners are in private schools, public opinion of private schooling is low. The Right to Education act had created what was perceived to be an ambiguous environment for private schools, and there was low trust between organisations working with private schools, and state governments. The long-term actions of several organisations supported the re-framing of the issue of private schooling within the new National Education Policy. This created a window of opportunity for reform in how private schools are regulated, with a new mandate for the creation of an independent school regulator at every state level.

**Within this environment there were opportunities to be leveraged, and challenges to be overcome; both of which CSF did.** CSF's three workstreams are well adapted to both the opportunities and the challenges presented by the sub-sector in India. The work on supporting better regulation takes advantage of the opportunities created by the NEP. This is supplemented by creating an understanding that private schooling is both a public and a political issue. The workstream focused on narrative shifting uses evidence to push the debate to a pragmatic, evidence-based position, while the work on provisioning the information on learning outcomes from schools aims at further strengthening the evidence base available to parents. The evidence produced is also available for framing discussions about the regulation of and support for, low-fee private schools.

## 3.2 How did the characteristics of the individual/organisation inform the effectiveness of the approach?

### 3.2.1 What has been the long-term impact of CSF's work in supporting the work of other organisations working in the sector?

**The work of CSF has contributed to the potential impact in the sector in both re-framing the issue of private schooling, as well as providing solutions to improve information availability and regulation.** As some of this work is being scaled, the extent to which it influences the other actors in the sector remains to be seen. While there are promising indications of the impact of the work on regulation and tools for measuring learning, CSF's most visible impact has been through its work on re-framing the issue of private schooling. It is notable that the State of the Sector Report is not primary research, but rather brings together data from a range of sources curated around a pragmatic question of how to improve the quality of education in the private sector. It constructs a clear, evidence-based argument for why attention is needed from all parties on the current state of the sector, and then suggests policy solutions to move to a more desirable state of the sector.

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**The impact of the State of the Sector report has been amplified through other organisations working in the sector.** When speaking with representatives of other organisations working in the sub-sector, they report that the publication has created a credible “common ground” in a contentious area. By advancing a clear, evidence-based argument, presented by a credible organisation, the report has introduced a starting point for conversations on how to strengthen education provision in the private sector.

### **3.2.2 Which attributes of CSF and their work on private schools have supported the impact of their work?**

**A key attribute that has supported the impact of CSF's work on narrative building is their credibility across the sector.** In conversations with others in the sector, we found that CSF is seen as having a neutral position in the conversation on private schooling, as against the other organisations. As an organisation, private schooling is not their focus, or even a major focus of their work. Instead, they have positioned support for private schools within a wider portfolio of programmes aimed at improving education outcomes across the sector. This is a pragmatic framing which focuses on a wider goal of reaching as many vulnerable children as possible with FLN, with support to private schools is a critical method to reach that goal, rather than general support to private schools as the goal. This credibility is supported by a history of working closely with both state governments and other non-state organisations. This makes them a trusted voice across the sector, which is a strong platform from which to work on the narrative framing. In addition, positioning the work with private schools within a broader narrative focused on improving the learning outcomes, particularly in the foundational years, potentially contributed to a pragmatic, neutral narrative.

#### **A focus on narrative building characterises and supports the success of CSF's work.**

When looking across CSF's work, you see a strong focus on building clear, consistent, evidence-based narratives. This is not just a feature of their work on private schools. Using the state of the sector report as an example, we can see a clear message that is constructed based on the evidence available. This message is then used as a foundation for suggested reforms in the sector. This creates a clear link between evidence and their work. It also creates a simple framing which is consistently repeated, allowing it to become normalised within the sector. It is noted by other organisations in the sector that CSF has been particularly good at actively working to construct and maintain the momentum for this narrative. This was done by beginning with the report, and then following up with press releases, blogs, social media posts, and other materials. This explicit focus on narrative building around evidence is a hallmark of the success of CSF's approach.

### 3.3 Key Lessons for Other Initiatives

**Looking at the work that CSF has done, we can draw several lessons for the other organisations.** These lessons are particularly relevant for those looking to shift narratives towards a more pragmatic point in contentious sub-sectors.

1

**Understanding where a narrative came from and why it exists is key to changing it.** Education is an issue that affects every family, and is thus an important political matter. The actions of politicians and policy makers are to greater or lesser extents informed by public narratives on issues. Spending time understanding holistically how narratives are formed, and how they manifest in the actions of different actors will support your work. Why is discourse framed the way it is? What are the areas on which consensus is needed to shift the debate?

2

**Evidence is the foundation for changing discourse, but it needs to tell a story.** Once you understand why a discourse exists within a sector, invest in evidence to understand how this is borne out. Often there is a disconnect between popular narratives and factual reality. However, simply presenting the evidence may not be sufficient to create enough attention to start to change these narratives. Once you have the evidence, look at it to find the story that it tells, and how that story can form a bridge between the current reality, and a vision for the future that is shared across the education sector.

3

**Who you are is as important as what you are saying.** What is your position and credibility within the education sector? This is important for building a foundation of trust for the position you are putting forward. This credibility can be built up through your work as an organisation, or from the pre-existing relationships you have with communities, government, or other non-state organisations. The evidence generation process itself can be used to build some of these connections, involving the other organisations or government agencies throughout the process.

4

**Think about who will use your work and for what.** One of the key features of the success of CSF's work on the State of the Sector Report was that it was clearly linked with a set of actions, and actors who could deliver on those actions. This linked evidence to action in a tangible way. Building an understanding of the work being done by other

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organisations, the priorities of the government and the existing opportunities created by policy changes (in this case the new NEP) will help ensure that the evidence you produce can play a supportive role, both in creating a common narrative, and in supporting meaningful action.



# Annexure

## **i** Annex 1 – All Hands on Deck Research Framework

Data Point	Details	Link to Frameworks	Scoring (Initial)
<b>1. Context for Initiative</b>			
<b>Political Context</b>			
<b>1.1 Political Space</b>	Is there political space for civil society/non-state engagement in policy discussions? Is the system democratic or autocratic? Open or closed?	Taken from Champion Building Framework	Open/Mixed/Closed
<b>1.2 Decision makers' openness to influence</b>	Are there for engagement on policy formation? Does the government involve outside voices in technical discussion and reflection?	Taken from Champion Building Framework	Collaborative/Mixed/Non-Collaborative
<b>1.3 Stability of policy sub-system</b>	Are there rapid changes happening in policy at the national level, or is there stability in government? Has the prevalence of non-state providers been changing dramatically?	Taken from Champion Building Framework	Stable/Mixed/Unstable
<b>1.4 Global Connection</b>	Do international organisations have a strong presence in the system? Are they heavily involved in dialogue and policy formation? Is there significant donor funding for education?	Adapted from "geopolitical considerations" point from Champion Building Framework	Weak/Mixed/Strong
<b>Issue</b>			
<b>1.5 Prevalence of non-state actors in education</b>	What proportion of the student population is outside of the public system?	Taken from Champion Building Framework	Low/Moderate/High
<b>1.6 Issue Sensitivity</b>	How sensitive is the issue of non-state education providers? Is it a subject that has been widely debated? Are there important organisations who oppose broadening inclusion?	Taken from Champion Building Framework	Sensitive/Mixed/Supported
<b>1.7 Stage in the policy process</b>	Do clear policies exist for governing/supporting non-state education providers?	Taken from Champion Building Framework	Nascent/Emerging/Established

Data Point	Details	Link to Frameworks	Scoring (Initial)
<b>2. Characteristics &amp; Assets of Initiative</b>			
<b>Description of Initiative</b>			
<b>2.1 Geography</b>	<ul style="list-style-type: none"> <li>Local</li> <li>National</li> <li>International</li> </ul>	Based on supposition from Patillo (2022) on the importance of location	Select one
<b>2.2 Type of Actor</b>	<ul style="list-style-type: none"> <li>Technical/Issue Experts</li> <li>Political Insiders</li> <li>High-Level Influencers</li> <li>Influencer Communicators</li> </ul>	Taken from Champion Building Framework	Present/Absent for each point
<b>Characteristics &amp; Assets</b>			
<b>2.3 Core characteristics</b>	<ul style="list-style-type: none"> <li>Influential</li> <li>Aligned</li> <li>Committed</li> <li>Capable</li> </ul>	Taken from Champion Building Framework	3-point scale for each point
<b>2.4 Assets</b>	<ul style="list-style-type: none"> <li>Formal Authority</li> <li>Enthusiastic Public Support</li> <li>Financial Resources</li> <li>Skilful/Influential Leadership</li> </ul>	Adapted from ACF assets	3-point scale for each point
<b>3. Approach of Initiative</b>			
<b>3.1A Goals</b>	<ul style="list-style-type: none"> <li>System Change</li> <li>Policy Change</li> <li>Attitude and Behaviour Change</li> </ul>	Taken from Naeve et al (2017)	Present/Absent for each point
<b>3.1B Description</b>	Description of the overall/long term goals of the programme	NA	Short written description
<b>3.2A Target Stream</b>	<ul style="list-style-type: none"> <li>Problem</li> <li>Policy/solution</li> <li>Politics</li> </ul>	Based on Multiple Streams Approach	Present/Absent for each point
<b>3.2B Description</b>	Description of any specific outcomes that precede the achievement of the overall/long term goal of the programme	NA	Short written description
<b>3.3A Approaches</b>	<ul style="list-style-type: none"> <li>Advising (insider)</li> <li>Advocacy (outsider)</li> <li>Lobbying (insider)</li> <li>Activism (outsider)</li> <li>Coalition Building (mixed)</li> </ul>	Adapted from Hearne (2020)	Present/Absent for each point
<b>3.3B Description</b>	A short description of what the key activities of the initiative are.	NA	Short written description

Data Point	Details	Link to Frameworks	Scoring (Initial)
<b>4. Impact of Initiative</b>			
<b>4.1A Achievement of Goals</b>	To what extent has the initiative achieved its goals.	None	Not Achieved/ Partially Achieved/ Fully Achieved
<b>4.1B Description</b>	Description of what goals have been achieved, and what evidence exists to affirm this	None	Short written description
<b>4.2A Achievement of Intermediate outcomes</b>	To what extent have other intermediate outcomes been achieved?	None	Not Achieved/ Partially Achieved/ Fully Achieved
<b>4.2B Description</b>	Description of any other successes of the initiative so far	None	Short written description
<b>4.3A Success in Delivering Approach</b>	To what extent has the initiative been able to deliver its planned activities?	None	Not Achieved/ Partially Achieved/ Fully Achieved
<b>4.3B Description</b>	Description of what activities have been undertaken	None	Short written description

## Context in India

### Political Context

<b>Political Space</b>	Mixed
<b>Decision makers' openness to influence</b>	<b>Closed</b> – Not a collaborative environment to engage in real collaborative discussions with government. Seen as a one-way relationship, with non-state organisations invited to provide funding or support, but not to contribute to discussions on policy formation or implementation.
<b>Stability of policy sub-system</b>	<b>Fluctuating</b> – Amendments to the Right to Education act and the new National Education Policy bringing some stability, but generally it seems changes are common in non-state schooling policy environment
<b>Global Connection</b>	<b>Weak</b> – Comparatively little influence of international organisations on policy in education

### Issue Context

<b>Prevalence of non-state actors in education</b>	<b>High</b> – Close to fifty percent of learners in non-state schools
<b>Issue sensitivity</b>	<b>Sensitive</b> – Public support and government support for Low Fee Private Schools (LFPS) is low. Seen as a contentious political and public issue, driven by perceptions of high cost and low quality in private schools.
<b>Stage in the policy process</b>	<b>Emerging</b> – Right to Education act established, but with some ambiguity. Regulatory environment not viewed as productive. No platforms for dialogue between state and non-state schools.

## Characteristic and Assets of CSF

### Geography

<b>Level</b>	<b>National</b>
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### Types of Actors

<b>Technical Issue Experts</b>	<b>Yes</b> – At their core, CSF is an organisation which has built up wide technical expertise in education
<b>Political Insiders</b>	<b>Partially</b> – Some credibility and influence built up with government, but not to the level of being an ‘insider’
<b>High-level influencers</b>	<b>No</b>
<b>Influencer communicators</b>	<b>Yes</b> – CSF has done a lot of work on communications, and is an organisation with strong competencies in translating evidence for public advocacy

### Core Characteristics

<b>Influential</b>	<b>Partially</b> – CSF seen as an influential voice in the sector, but no non-state actors have very significant influence over systems change
<b>Aligned</b>	<b>Yes</b> – Clear messaging on the solutions for improving the regulatory environment and quality of education in private schools
<b>Committed</b>	<b>Partially</b> – Committed to education sector overall, but no longer committed to private schools exclusively
<b>Capable</b>	<b>Yes</b> – Viewed as credible in terms of evidence, and also in communicating evidence for systems change

### Assets

<b>Formal Authority</b>	<b>No</b> – Non-state organisation with no formal links to policy makers
<b>Enthusiastic Public Support</b>	<b>No</b> – Issue of private schooling politically and publicly contentious. Positive support on other workstreams
<b>Financial Resources</b>	<b>Yes</b> – While resources have been always limited for private school's work, CSF is a well-funded organisation overall and financing is not a limiting factor
<b>Skilful/Influential Leadership</b>	<b>Yes</b> – CSF seen as an intelligent actor in the sector, able to skilfully navigate contentious issues and strained relationships

## CSF Goals and Approaches

### Goals for Private Schools

<b>System Change</b>	<b>Yes</b> – aim is to strengthen the work of private schools in providing quality education in India
<b>Policy Change</b>	<b>Yes</b> – shift in regulatory policies to support regulation of outcomes for private schools
<b>Attitude &amp; Behaviour Change</b>	<b>Yes</b> – shift in parents' choice behaviour, driven by access to more information

### Target Stream

<b>Problem</b>	<b>Yes</b> – State of the Sector Report aims to create a shared understanding of the challenges in the sector.
<b>Policy/Solution</b>	<b>Yes</b> – Modelling solutions for assessments in Rajasthan and in CBSE, and support for independent state regulators provide clear policy solutions for government
<b>Politics</b>	<b>No</b> – No explicit work on influencing politics

### Approaches

<b>Advising</b>	<b>Yes</b> – Work on solution modelling, works closely with government
<b>Advocacy</b>	<b>Yes</b> – Narrative shifting work creates public advocacy around a new approach to supporting and regulating the private education sector
<b>Lobbying</b>	<b>No</b>
<b>Activism</b>	<b>No</b>
<b>Coalition Building</b>	<b>No</b>

CSF Impact	
Goals for Private Schools	
System Change	<b>Not yet achieved</b> – CSF's work is at the nascent stage, but there are positive indications that the first step of narrative shifting is having an impact
Policy Change	<b>Not yet achieved</b> – Some positive indications that CSF's work is leading to changes in regulatory policies at state level
Attitude & Behaviour Change	<b>Not yet achieved</b> – No evidence yet that their work on school learning data is having an impact on parental choice behaviours
Target Stream	
Problem	<b>Partially achieved</b> – State of the sector report has been very influential in framing the issue of private schools
Policy/Solution	<b>Partially achieved</b> – Some positive indication that modelled solutions are being translated into policy changes
Politics	<b>NA</b>
Approaches	
Advising	<b>Partially achieved</b> – CSF a trusted advisor for government agencies, but the outcomes have yet to be fully realised
Advocacy	<b>Achieved</b> – CSF seen as a strong advocate for a more pragmatic approach to working with private schools
Lobbying	<b>NA</b>
Activism	<b>NA</b>
Coalition Building	<b>NA</b>

### Central Square Foundation

Kapil Khurana	Central Square Foundation
Amit Chandra	Central Square Foundation
Harish Doraiswamy	Central Square Foundation
Parth Shah	Centre for Civil Society
Prabhat Jain	FICCI Arise
Baladevan Rangaraju	India Institute

### Lagos State

Folasade Adefisayu	Commissioner Basic Education Lagos State MoE
Olanrewaju Oniyitan	SEED
Mo Adefeso-Olateju	TEP Centre
Bunmi Lawson	EdFin Network
	Lagos State Muslim Schools Association of Nigeria
	Association for Formidable Education Development
	League of Muslim School Proprietors
Gboyega Ilusanya	Mott MacDonald
Abiola Seriki-Ayeni	Director Education Quality Assurance Lagos State MoE

### RELI Network

Gaudence Kapinga	Haki Elimu
Margaret Wawira	Zizi Afrique
Emmanuel Lubaale	LGIHE
Goretti Nakabugo	Uwezo Uganda
Samuel Otieno	GESCI
Joyce Malombe	Wellspring Philanthropic
Samson Sitta	Milele Zanzibar Foundation
Khadija Shariff	Milele Zanzibar Foundation
Mauro Giacomazzi	Luigi Giussani Institute for Higher Education
Modern Musiimenta Karema	Stir Education
Emmy Zoomlamai Okello	FICH Uganda

### TRECC

Samuel Kebou	Jacobs Foundation	Darrell High	Nestle
Donika Dimovska	Jacobs Foundation	Isabelle Adam	Touton
Sabina Vigani	Catalytica Consulting	Faustin Koffy	MoE Côte d'Ivoire
Olaf Hahn	Catalytica Consulting		
Matthias Lange	Cocoa Initiative		



