

PUBLIC PRIVATE PARTNERSHIP PROGRAMMES DOCUMENT

This document is structured in 3 sections, followed by 2 tables and Annexures:

- Section 1: Objective or purpose of the Partnerships Programme
- Section 2: Types of partnerships
- Section 3: Detailed features of the Partnerships Programme
- Table A: Selection criteria for Categories i and ii
- Table B: Evaluation criteria for Category i
- Annexures.

SECTION 1. OBJECTIVE OR PURPOSE OF THE PARTNERSHIPS PROGRAMME:

The overall objective of partnerships is to provide high quality education to children from the most economically under-privileged communities, through support from NGOs/Sansthas, foundations and private agencies (commonly referred to as “private agency or partner”) with expertise in education. This is consistent with the overall objective and principles of the Right to Education Act (RTE) and with the mandate of MCGM.

The World Bank and DFID have studied many practices for improvements in public school systems around the world, particularly through effective partnerships. The design principles of the Partnerships Programme take into account such inputs as well as inputs from other experts.

SECTION 2. TYPES OF PARTNERSHIPS:

MCGM can enter into four types of partnerships. Most partnerships are expected to be long term in nature (i.e. under the categories i, ii and iii below). One-time school support (category iv below) will be used only for specific requirements.

- i. **Full school Management with private partner teachers (FSMPT)**, where a private partner can manage an existing or new MCGM school and provide free and high quality education to children in the neighbourhood, with its own teachers and principal. **The staff should be fully employed by the partner and will not be treated as municipal employees.**
- ii. **Full school support (FSS)**, allowing a private partner to “facilitate” an existing MCGM school, along with MCGM’s own teachers (and HM/DHM), by providing teaching-learning materials and methodologies, teacher training/ coaching support, headmaster training/ coaching support, and managerial and other inputs, for the purpose of improving quality of education.
- iii. **Specific services partnerships (SSP)**, for getting specific services/inputs relevant for improving the quality of both curricular and co-curricular education in MCGM schools. This may include, but not be limited to, the following:

- a. Student competency assessment – covered under SEP¹
- b. Teacher training – covered under SEP
- c. Principal training – covered under SEP
- d. Remedial education – to be covered under SEP
- e. Training in English speaking – to be partly covered under SEP
- f. Early childhood education
- g. Providing teachers
- h. Providing supplemental teachers
- i. Providing pre-school support
- j. Vocational programmes
- k. Special needs education
- l. MIS – to be covered under SEP
- m. Community engagement – to be partly covered under SEP
- n. Running of computer classes
- o. Running of language labs
- p. Facilities management including maintaining the school playground
- q. Any other services relevant from time to time, for quality improvement.

For Specific Service Partnerships, MCGM will mainly use the School Excellence Programme (SEP) as a vehicle to determine its needs for specific service partnerships, from time to time, and invite and select partner organizations accordingly. As mentioned in the list above, some of the services (e.g. student assessment, teacher training, principal training) are already covered under SEP, and some of the services (e.g. remedial education) are likely to be covered under SEP in the near future. For such services, MCGM will use the established SEP process for inviting and selecting partner organizations.

For other services not covered under SEP (e.g. providing teachers, providing supplemental teachers), MCGM will evaluate specific proposals through the same Selection Committee as defined in Section 3, point 3c.

In addition, voluntary activities by private partners along the above lines, which are already taking place in many schools, may be allowed to continue, at the discretion of MCGM.

- iv. **School input**, where a private agency may offer input to the school through a **one-time donation** of materials or services; e.g. computers, furniture, books, teaching aids, uniforms, one-time capacity building workshop for teachers, one-time training for students.

SECTION 3. DETAILED FEATURES OF THE PARTNERSHIPS PROGRAMME:

The Partnerships Programme will have the following key features:

1. **Applicability:** The Partnerships Programme is **applicable for all mediums of MCGM** and will be used to improve quality across mediums.

¹ MCGM's School Excellence Programme

2. **Need-based view:** The Education Department will regularly form a **proactive view of its own requirements** to provide high quality education and partnerships that are relevant for this purpose:
 - a. For categories i and ii, the Department will identify schools or school types that will benefit most from management or support.
 - b. For category iii, as mentioned in Section 2, the Department will mainly use the School Excellence Programme (SEP) as a vehicle to identify, from time to time, educational services that are most relevant for quality improvement in some or all of its schools, and invite partnerships accordingly (e.g. student assessment, teacher training, principal training, remedial education). For other services not covered under SEP at a point in time, and not planned for SEP over the subsequent 2 years (e.g. providing teachers, providing supplemental teachers), MCGM will evaluate specific proposals through the same Selection Committee as that used for Categories i and ii.
 - c. For category iv, the Department will create an **inventory system** of needs that would be most useful to fulfill through donation (including types of books that can be provided for libraries).
3. **Selection:** To ensure that only high quality agencies are part of this Programme, partners will be brought on board through a clear procedure and **well-defined selection criteria**.
 - a. **Elimination criteria for all categories of partnerships:** For all categories of partnerships, the private agency must have the following criteria to be even considered:
 - i. No communal or political agenda
 - ii. Clean legal record
 - iii. Additionally, for category iv (school input or one-time donation), any other criteria applicable in MCGM for receiving donations.
 - b. **Procedure for categories i and ii:** This procedure will be common for both existing partners at any point in time wanting to apply for additional schools, or new partners.
 - i. The details of the Partnerships Programme and the application form will be available on-line, with a prescribed deadline. Typically the receiving of applications will open in the previous September and final decisions and communication will take place by March, for that academic year. Specific intermediate deadlines will be provided each year.
 - ii. For category ii in particular, the sign-up of the school will be on a voluntary basis (though the Department may suggest to some

schools that they will benefit from the partnership)². Based on the sign-up of schools, the list of possible schools for category ii will be put up, as part of the details.

- iii. A private agency interested in participating should apply through the form provided. **Interested private agencies will need to indicate:** (a) their interest in Full School Management with Private Partner Teachers (category i) or Full School Support with MCGM teachers (category ii); (b) the number of schools they would like to provide full school management or support for; (d) any specific school that the partner has already identified or is working in (though not necessary). **In addition, the application form will ask for information about the partner's experience as well as detailed plan for the school(s)** in line with the selection criteria mentioned in point 3d below and detailed out in **Table A**.
- iv. It is also possible for a lead partner (e.g. a corporate) to bid in a joint mode, with a different entity bringing the technical expertise; however, the tie-up between the lead partner and the expert agency or agencies should be established and evidence of the same (e.g. an agreement) shown at the time of bidding, for the combined strengths and experiences to be considered.
- v. Applications will be sent to the **Selection Committee** (defined in point 3c below). The Committee will apply the selection criteria as mentioned in point 3d below and detailed out in Table A. Scoring and ultimate selection will be done by the Selection Committee.
- vi. Scoring will be done based on the written proposal of the private agency as well as a presentation made to the Selection Committee. In case there is a large number of applicants, the Selection Committee may do a shortlisting of agencies for presentation.
- vii. The Selection Committee will revert to all applicants within 4 weeks after the application deadline.
- viii. The score obtained by each applicant and the applicants finally selected with their scores will be put on the website to ensure transparency in the selection process.

c. Selection Committee for categories i and ii:

- i. **Background:** As part of the UNICEF-MCGM MOU for the School Excellence Programme, a **Steering Committee** is being set up, which will consist of (approximately) **13 members: 5 ex-officio members from government** (Municipal Commissioner/Additional Municipal Commissioner as the Chair; Deputy Municipal Commissioner, Education; SSA State Project Director; Education Committee Chairperson; one nominated representative of the

² The sign-up will be decided by the headmaster (or senior-most in-charge) of the school in consultation with all the teachers. >70% of the teachers need to agree for the school to sign-up. For the remaining teachers, MCGM will transfer them to another school in the zone, and invite interested teachers to join the partner-supported school.

Standing Committee); **4 reputed private leaders** with commitment to education (e.g. main donors to the School Excellence Programme, industry persons committing CSR money to education, other foundation or multi-lateral persons, etc.); **2 reputed civil society or NGO leaders** with experience in education; **2 experts** in the education space. **The Deputy Municipal Commissioner will be the Member Secretary of the Steering Committee and will convene the meetings.** The **Education Officer will be the Coordinator** for Steering Committee meetings. The non-government members of the Steering Committee will be selected/invited for the first time by a **3-member task force** consisting of the MC/AMC, SSA SPD and Dr. Kumud Bansal, former Secretary, MHRD; subsequently, the non-government members will be refreshed through a process where 1/3 of the members change every 3 years and substitute members are nominated by the same 3-member task force and ratified by the entire Steering Committee.

ii. **The Steering Committee** will function as follows:

- The Steering Committee will meet once every 3 months.
- The Steering Committee will review the overall progress of the School Excellence Programme through a structured scorecard, and analyse in detail the highest and lowest performing zone.
- The Steering Committee will also review the progress of the Partnerships Programme (described in this document).
- The Committee will be empowered to take key decisions on both technical and administrative aspects of the programme. Examples of such decisions include: terminating or changing a partner based on a factual performance review; adding or dropping an intervention based on factual results from reviews and evaluation; and so on.
- The programme management partner for the School Excellence Programme will play a facilitating role, in the near term, in ensuring that these meetings happen with the right inputs.

iii. **The Selection Committee for the Partnerships Programme will a sub-committee of the Steering Committee** and will have 5 members (not including any persons from applying private agencies): 2 from MCGM under the Chairpersonship of the MC/AMC, 1 private leader, 1 civil society leader and 1 expert.

d. **Selection criteria for categories i and ii:** The private agency will be brought on board, only if it meets the selection criteria.

i. **Detailed scoring out of 100** will be based on the criteria and weightages in **Table A**. The Selection Committee may refine these

criteria further, from time to time, based on specific rationale, with approval from the Steering Committee, though the revised criteria and weightages need to be signed off on, at least 3 months before the selection process starts.

- ii. For getting selected, a private agency should have a **minimum total score of 60 out of 100**.
 - iii. In case the total number of schools indicated across qualifying partners (i.e. score of 60 out of 100) is larger than the number of schools MCGM considers suitable for partnership, at any point in time, the Selection Committee will apply judgment to decide on the number of schools to be allocated, keeping two principles in view: (i) each qualifying partner to get some schools; (ii) qualifying partners with the top quartile of scores to get the number of schools they have asked for, as far as possible.
 - iv. For any school where a private partner is already playing a role in school adoption or school management/facilitation at the time of adopting this Partnerships Programme, while the same selection process and criteria will be applied, if the partner qualifies, then MCGM will allow that partner to retain the school where it was working earlier, during allocation.
- e. **Selection process for Category iii or Specific Services Partnerships (SSP):**
- i. For category iii (SSP), the Education Department of MCGM will scope out the specific requirements for any of the items mentioned in Section 2, category iii or other items envisaged from time to time, primarily through the School Excellence Programme, and run a well-defined process for partner selection.
 - ii. In line with broader MCGM guidelines, for any service where payment is expected to be greater than the threshold, the Education Department will create a Terms of Reference (TOR) and run a transparent process. In this process, **70% weightage will be given to technical criteria (i.e. quality parameters) and 30% weightage to cost** – this is a well-established process for getting good outcomes in the case of services where quality is important.
 - iii. Specifically for the service of placing teachers in schools, MCGM may choose to use a pre-defined cost per child benchmark, similar to that in categories i and ii, and select the partner(s) based on meeting a minimum technical score (similar to the process for categories i and ii).
 - iv. While the specific selection criteria in the case of category iii will be defined in each TOR, the Education Department should use the following criteria as broad guidelines:

- Demonstrated track record in getting strong learning outcomes and other outcome parameters by providing support to teachers/ students/schools or by running schools
 - Depth of experience in the specific service being sought
 - Past experience of working with public school systems in India
 - Proposed approaches and innovations for achieving learning outcomes or other outcomes sought from the specific service
 - Strength of specific managerial and field team proposed for this effort.
- v. The Standard MOU or contract template for the SSP will also be defined in the specific TOR, and will include expectations from the partner (including outcomes that the partner will be held to), support to be provided by MCGM, and duration of the MOU (typically 3 years) and conditions for renewal.
4. **Time period:** For **categories i and ii** (i.e. full school management with private partner or MCGM teachers), the MOU will be for **10 years**, and renewable subsequently. For **category iii** (i.e. services), the MOU will typically be for **3 years** (and again renewable subsequently), though MCGM or the Steering Committee can consider longer durations in special cases (e.g. services involving direct teaching responsibilities rather than being supplemental). In all categories, there will be regular check-points with evaluation, which can lead to ending of the MOU earlier, as defined in point 9 below.
5. **Boundary constraints:** To ensure that there is no misuse of the Partnerships Programme, the partners will be expected to adhere to some boundary constraints. These will include, but not be limited to, the following:
- a. Follow the law as defined in the Right to Education Act.
 - b. Not charge any fees from students.
 - c. Not use any part of the school premises for activities other than those supporting the education of MCGM children in the school (the agency's office is also not allowed to be placed in the school premises).
 - d. Not undertake any additional construction/extension to the building. Not undertake any major repair without explicit permission from MCGM. Cooperate with MCGM in any repairs undertaken (with MCGM being required to give the partner at least one month notice and agree on timings that are acceptable to the partner also).
 - e. Use the competencies as listed under NCF 2005 as the over-arching framework or standards, for teaching, teacher training, remediation and assessment.
 - f. Follow MCGM's reporting requirements as defined in the MOU. A preliminary list of such requirements is captured in **Annexure II** to this document.

6. **Elements of flexibility for partners in category i:** At the same time, to ensure that the expertise of the partners is leveraged fully, it is critical to provide a few important elements of flexibility to the partners. In the case of categories i (full school management with private partner teachers), these will include, but not be limited to, the following:
- a. The partner will have full flexibility to use its own pedagogy and materials, as long as it is following the competencies of NCF 2005 and SSC.
 - b. The private partner will have the flexibility to appoint a principal or headmaster for the school (irrespective of the size of the school), with an office in the school premises for the principal or headmaster.
 - c. The private partner will have the flexibility to determine its own teacher training/development plan and schedule, including use of holidays, summer, etc. if required.
 - d. The private partner will have the flexibility to run parent, community and student development activities, including during holidays (e.g. educational camps), in the school premises, as long as no payment is charged from the student or the parent for the same, and as long as the participation is restricted only to the school's enrolled students and their parents.
 - e. The private partner will have the flexibility to do minor repairs (e.g. painting, bulletin board, minor repairs, etc.), without damage to the school premises and at its own cost, without specific permission from MCGM. This will not include any items for which even fully private entities in general need to take permission. A full list of allowed items is provided in **Annexure III** of this Partnership Programmes Document, capturing **“minor repairs that can be undertaken by partner organizations under FSMPT and FSS”**.
 - f. MCGM's supervisory cadre will inspect these schools only twice a year and using a well-defined “BO school observation template for partner-managed schools” developed as part of the School Excellence Programme and provided in **Annexure IV** of this Partnership Programmes Document.
 - g. Teachers and principals/headmasters appointed by partner organizations will not be asked to perform any administrative work or leave the school premises for any reason (other than any duties applicable to private unaided school teachers also, as per the RTE). Specific reporting requirements that partner organizations are responsible for are captured in **Annexure II** as mentioned earlier.
7. **Elements of flexibility for partners in category ii:** In the case of category ii (full school support), the elements of flexibility will include, but not be limited to, the following:
- a. The partner will have full flexibility to use its own pedagogy and materials, as long as it is following the competencies of NCF 2005 and SSC.
 - b. The teachers and headmaster/deputy headmaster of the partner-supported school, while continuing to be MCGM employees, will work

under the guidance of the private partner, with the sign-up by the school being on a voluntary basis, as per the guideline mentioned in point 3b-ii. To make this attractive, the private partner will be expected to provide an additional incentive to all the teachers of the school, based on the school's overall performance (not based on individual teacher performance). The incentive amount will be 10% of annual salary if the school's total score is "above 75 out of 100", and 6% of annual salary if the school's total score is "above 50 and up to 75 out of 100", as per the evaluation method detailed out in point 11 of this section.

- c. The private partner will have the flexibility to determine the teacher and headmaster training/development plan and schedule, within the working and training days guidelines of MCGM. These trainings will be counted in lieu of mandatory SSA or MCGM trainings, for those teachers.
- d. The teachers and headmaster will need to take leave sanction from the specified person in the private partner organization, with the sanction being based on MCGM guidelines.
- e. The private partner, the partner will have flexibility to administer an assessment of teacher skills, and on that basis, run an additional needs-based training program for a subset of teachers, with support from MCGM.
- f. The private partner will also have the flexibility to assess the teachers' skills based on regular observations and assessments at key check-points, and recommend re-patriation of any teacher back into other MCGM schools. MCGM will try its best to accommodate such re-patriation and fill the position created in the partner-supported school (through transfer or recruitment) within a period of 2 months.
- g. While the headmaster will continue writing the Confidential Report (CR) for the teachers, the private partner will provide additional comments for the headmaster to include. Similarly, while the Beat Officer (BO) will continue writing the Confidential Report (CR) for the headmaster, the private partner will provide additional comments for the BO to include.
- h. The private partner will have the flexibility to run parent, community and student development activities, including during holidays (e.g. educational camps), in the school premises, as long as no payment is charged from the student or the parent for the same, and as long as the participation is restricted only to the school's enrolled students and their parents.
- i. The private partner will have the flexibility to do minor repairs (e.g. painting, bulletin board, minor repairs, etc.), without damage to the school premises and at its own cost, without specific permission from MCGM, **as long as the building in-charge is agreeable**. This will not include any items for which even fully private entities in general need to take permission. A full list of allowed items is provided in **Annexure III** of this Partnership Programmes Document, capturing "**minor repairs that can be undertaken by partner organizations under FSMPT and FSS**".
- j. MCGM's supervisory cadre will inspect these schools only four times a year (twice a term) and using a well-defined "BO school observation

template for partner-managed schools” developed as part of the School Excellence Programme and provided in **Annexure IV** of this Partnership Programmes Document.

- k. Specific reporting requirements that partner organizations are responsible for are captured in **Annexure II** as mentioned earlier. No additional reporting will be asked for, from the partner organizations.
 - l. Teachers and principals/headmasters in partner-supported schools will have the same additional duties as applicable to all MCGM teachers (e.g. election duty).
 - m. In case MCGM does not fill teacher vacancies in the partner-supported school by Aug 31 of each year (i.e. 2+ months after start of the academic year), the private partner will have the flexibility to put in its own teachers (who are qualified as per the RTE though they may not fulfill MCGM-specific criteria), to fill those vacancies. The cost of these teachers will be reimbursed by MCGM, and till the partner’s teacher is there, MCGM will get explicit agreement from the partner before appointing a teacher to this class in the future. Further, the partner will also have the flexibility to put in supplemental temporary staff to “manage” the children or provide basic skills, till the MCGM’s teacher comes on board, though in such a case, MCGM will not bear the cost of the temporary staff and can ask the temporary staff to be removed from the class as soon as the teacher is appointed.
8. **In the case of category iii**, elements of flexibility will be defined based on the specific requirements of the service, at the time of partner selection.
9. **Support from MCGM (other than funding covered in point 12):** MCGM will provide the following types of support to partner organizations in categories i, ii and iii, and partner-managed or supported schools:
- a. Send a circular to all concerned (including other schools in the same building) on the Partnerships Programme, role of the partner organization, elements of flexibility, etc.
 - b. Provide all 27 items for students (e.g. uniform, shoes, etc.) that are given to children in other MCGM schools, and also midday meals.
 - c. Provide students with all other facilities that MCGM students typically receive from MCGM or the state (e.g. scholarship for minority students, bank accounts for girl students, medical facility from SSA/MCGM, etc.).
 - d. Allow participation in standard 4 scholarship exams for children in partner-managed and partner-supported schools and ensure that similar benefits are given to children who win the scholarship.
 - e. Provide rent, electricity, water facility, sanitation, cleaners and security facility (e.g. having MCGM sub-contracted persons in schools), that are provided to other MCGM schools. Toilets should be maintained to be hygienic and in working order.

- f. In the case of rented (i.e. non-MCGM owned) buildings also, pay rent and other facilities paid for in all MCGM rented schools. Secure permission and conduct necessary repairs in these buildings also, as done for other MCGM schools.
- g. Ensure that major repairs (infrastructural, electrical, toilets, etc) conducted in a timely manner and scheduled along with the private partner, to minimize disturbance to teaching/learning.
- h. Provide grant of Rs. 500/- per teacher for creating teaching aids and Rs. 5000/- for minor repair, painting etc., as provided to all MCGM schools.
- i. Provide normal furniture (working blackboards, age-appropriate desks/benches, staff room desks/chairs) as meant for all MCGM schools. In case the private partner would like a changed furniture design or arrangement based on its pedagogy:
 - i. In the case of category i, for new classrooms, provide alternative furniture as per partner's design, with the partner paying for any difference in cost compared to the standard MCGM cost benchmark; in existing classrooms with furniture already present, only enable removal of MCGM furniture if the partner so desires, with the agreement that the partner will not ask for it in the future.
 - ii. In the case of categories ii and iii, partner to agree on the change with the Education Officer, after which MCGM may incur any additional cost for the same as per normal procedure.
- j. Additionally, in the case of category i:
 - i. Ensure that any existing MCGM teachers in these schools are transferred to other schools to enable all private partner teachers to be placed.
 - ii. Allow the private partner to restrict admission to 30 students per class in primary and 35 students per class in secondary in line with RTE. Also ensure that the private partner is allowed to follow a lottery as per RTE and there is no out-of-turn admission.
 - iii. Ensure availability of sufficient classrooms from Junior KG to standard 10 (as intended for MPS schools). Also, agree on the capacity of the school, in terms of number of divisions, upfront, at the time of signing of the MOU; partners will be expected to admit children accordingly: not over 30 children in primary and 35 in secondary, per division.
 - iv. Provide library, science lab, art room, computer lab, staff room and HM office. Remove any old furniture or other items stored in these rooms.
- k. Additionally, in the case of category ii, ensure that timely recruiting of teachers takes place, with the private partner having flexibility to recruit for any vacancies still existing as of Aug 31 each year (as mentioned in point 7m).

- I. In category iii (specific support services), provide training venue, printing of classroom materials, and so on (unless explicitly agreed on during the selection process, that some of these should be in the purview of the private partner).

The **full set of boundary constraints, flexibility and expectations from both the partner organization and MCGM (main aspects of which are captured in points 5 to 9 above)** will be detailed out in the MOU, specifically for each type of partnership. These are defined for categories i and ii in the **Annexure I** of this Partnerships Programme Document, i.e. **“Standard MOU templates”**. In the case of category iii, these will be defined based on the specific requirements of the service, at the time of partner selection.

10. Regular common third party assessment of student learning: As decided under the School Excellence Programme, MCGM will undertake regular third party assessment of student learning by a credible third party agency, based on the standards of NCF 2005 and SSC, and covering at least first language, maths and second language. **The assessment for a particular standard will include competencies of previous standards also, with % competencies of each standard defined scientifically and consistently.**

- a. **System level third party assessment:** MCGM will undertake annual third party assessment of student learning for the entire system, covering at least 50% of the MCGM schools each year, for 2 standards (standards 3 and 6), and including all schools with partner support (under categories i, ii or iii). This common assessment will form the main part of a “school rating system” for MCGM as a whole and will also play a central role in the evaluation of partner organizations, as described in point 11 below.
- b. **All classes covered for partner schools:** For partner schools in categories i and ii, all classes will go through this assessment (rather than only standards 3 and 6). In the first year of the Partnership Programme for any particular class, there will also be a baseline assessment in the beginning of the year. For Year 2 onwards, the endline of the previous year for that specific class will be used as the baseline for the next year (with new children directly joining the class going through a separate baseline assessment).

11. Evaluation of partners in categories i and ii and corresponding consequences:

- a. Each school will be evaluated separately and consequences (e.g. payment, exit) will be determined separately by school, even within the same partner organization.
- b. The scoring of the evaluation will be disclosed to the partner organization, along with reasons, to ensure transparency.
- c. As mentioned in point 10, the end-of-year third party assessment for each standard will include **two parts within the same assessment paper: competencies of the previous two standards and competencies of the standard just completed.** The scores of these will be taken into

account separately for criterion i and criterion ii in point d below, respectively.

- d. In category i, the schools will be evaluated on the following **4 criteria with 80% weightage to the objective third party assessment and 20% weightage to key processes** (measured through well-defined surveys):
- i. Baseline to endline movement for each classroom, on the competencies of the previous standard, through the objective third party assessment of student learning: 45% weightage
 - ii. Average performance on the competencies of the current standard through the same objective third party assessment of student learning: 35% weightage
 - iii. Holistic school observation/survey by third party: 10% weightage
 - iv. SMC/PTA feedback through a third-party survey: 10% weightage
- e. The same four criteria will be used in **category ii**, with 70% weightage to third party assessment and 30% weightage to processes.
- f. **In the case of category iii**, evaluation criteria will be developed in line with the nature of service provided and will be specified in the TOR for the Specific Service Partnership, with the following guidelines:
- i. For all services that are focused directly on learning quality (e.g. teacher training, providing teachers, etc.) at least 50% weightage to parameters related to objective third party assessment (i.e. criteria similar to i and ii in point 11c), ~25% weightage to intermediate outcomes (e.g. teacher competency improvement in case the partner is providing teacher training support) and ~25% to key inputs or processes.
 - ii. For all services that are indirectly impacting learning quality (e.g. headmaster training), at least 30% weightage to parameters related to objective third party assessment (i.e. criteria similar to i and ii in point 11c).

For intermediate outcomes and processes, evaluation criteria for partners supporting teacher training/coaching and headmaster training/coaching being developed as part of the School Excellence Programme, can be used as a precedent.

- g. **Scoring** of the schools will be done on a scale of 1-4 for each of the 4 criteria, as defined in **Table B**, and a **“final score” out of 100 will be provided for each school at the end of each academic year.**
- h. **Check-point for payment:** If the final score is “above 75 out of 100”, the partner will receive 100% of the funding for the school, specified in point 12 below. If the final score is “above 50 and up to 75 out of 100”, the partner will receive 60% of the funding for the school, specified in point 12 below. If the final score is 50 or below, the partner will not receive any payment for the year for that particular school.

- i. **Expansion:** Further, private partners which have all schools scoring above 75 out of 100 may be proactively invited by MCGM to provide management to additional existing or new schools (though all partners can apply for additional schools through the defined selection process).
- j. **Check-point for warning and exit for categories i and ii:** If the final score is 50 or below, the partner will receive a specific notice from MCGM and a small Panel will be set up jointly by UNICEF and MCGM, to review the school in depth:
 - i. Based on the findings of the Panel, if there seem to be positive efforts being made but specific inputs or the linkage to outcomes may be missing, the partner will be given constructive feedback and will be asked to show improvement. If the final score remains below 50 for the third consecutive evaluation, the partnership will be terminated.
 - ii. However, based on the findings of the Panel, if there are egregious violations or negligence on the key inputs for quality, the partnership can be terminated sooner, after approval from the Steering Committee.

12. Funding and payment:

- a. MCGM will use a specific “**funding benchmark**” for each type of partnership:
 - i. **Category i (full school management with private partner teachers):** The “**funding benchmark**” for private partners under Category i will be a “**cost per child**” number calculated using the total aid for private-aided schools (including teacher, headmaster and staff costs paid by MCGM), adjusted to the RTE norm of student: teacher ratio of 30:1 and latest MCGM salary adjustments. The partners are expected to continue bringing the balance contribution from philanthropic sources.

The benchmark will be reviewed and re-set every 2 years by the Steering Committee, in line with cost inflation in the private-aided school budget, and based on the experience of the Partnerships Programme.
 - ii. **Category ii (full school support):** MCGM will continue to bear all current costs. In addition, the partner organization will be provided non-salary grants from SSA (e.g. teacher training), as a lumpsum, for the total number of teachers in that school. The partner is expected to bring the remaining funding for its support from philanthropic sources.
 - iii. **Category iii (specific service partnerships):** Here the cost will be derived through the 70-30 selection process, as described in point 3e.
- b. In the case of Category i, the **private partner will be paid by MCGM at the end of each year, starting from the end of Year 1, for the**

classrooms run that year, as a lumpsum amount, based on the evaluation criteria and check-point for payment described in point 11h³. In the case of Category iii, the private partner will be paid by MCGM at milestones as agreed upon for the specific service at the time of signing the MOU.

³ The payment is expected to be made within a period of one month after the evaluation is complete and results are provided to the private partner, with the evaluation results themselves being made available to partners within 15 days after the end of the academic year. These details will be specified in the MOUs.

TABLE A: Selection criteria for Categories i and ii:*(This will be accompanied by a well-defined rubric for the Selection Committee)*

| # | Criterion | Weight-age | Scoring guideline (i.e. break-up of total weightage for specific sub-criteria and method of scoring) |
|---|---|------------|--|
| 1 | Number of years and breadth of experience in education | 20 | <p>1.1 Number of years of education experience (out of 5 points):</p> <ul style="list-style-type: none"> • ≥ 15 years (4 points) • ≥ 8 years and < 15 years (3 points) • < 8 years (2 points) <p>1.2 Range of themes worked in (e.g. running schools, teacher training, remedial, etc.) (out of 4 points)</p> <p>1.3 Number of locations of work (out of 3 points)</p> <p>1.4 Number of students covered per year across programmes with public systems (out of 4 points)</p> <ul style="list-style-type: none"> • > 1000 (4 points) • 500-1000 (3 points) • < 500 (0 points) <p>1.5 Number of years of experience in working with public systems (out of 5 points):</p> <ul style="list-style-type: none"> • ≥ 5 years (5 points) • ≥ 2 years and < 5 years (3 points) • < 2 years (0 points) |
| 2 | Focus on measuring learning outcomes and concrete examples of impact on learning outcomes | 20 | <p>2.1 % of programs of the private agency, with consistent rigorous third party assessment of learning outcomes; the assessment results with level of detail, along with name of the third party to be provided, by program (out of 5 points)</p> <p>2.2 % of programs of the private agency, with consistent internal assessment of learning outcomes; the assessment results with level of detail, to be provided, by program (out of 5 points)</p> <p>2.3 Extent of learning outcomes improvement per year as demonstrated by well-recorded third party assessment (out of 10 points); in exceptional cases, some weightage could be given to internal assessment if the Committee is convinced of its rigour.</p> |
| 3 | Proposed approach and detailed plan for the school (including pedagogy, teaching-learning material, teacher recruiting and training, community outreach, any innovations, etc.), with focus on improving learning outcomes; this should | 30 | <p><i>The Selection Committee will do an in-depth qualitative evaluation of the approach and plan, by assessing both the written proposal and the presentation by the private agency (including Q&A). The Selection Committee may invite additional experts into the panel for doing the detailed evaluation while the full Selection Committee only takes final decisions based on summaries by the experts.</i></p> <p>3.1 In-depth coverage of all aspects of a “detailed school plan”, as captured in Annexure VI of this partnerships programme (out of 5 points)</p> |

| | | | |
|---|--|------------|--|
| | be substantiated by using similar approaches elsewhere | | <p>3.2 Qualitative evaluation of the robustness of the proposed approach and plan, especially its ability to have significant impact on learning outcomes, its ability to be sustainable and its ability to be used at scale (out of 20 points)</p> <p>3.3 Example(s) of the private agency or proposing individuals using a similar approach in other situations (out of 5 points)</p> <p><i>If the agency is selected to become a partner, it will be asked to provide a “self-compliance” to the proposed approach at the end of each year, and key elements of the approach could be included in the UNICEF survey mentioned in evaluation criterion 3 in Table B (section 5).</i></p> |
| 4 | Strength of leadership and managerial team for proposed school adoption or school management | 15 | <p>4.1 Management/leadership team of organization – experience and reputation in the field of education/ social contribution (out of 5 points)</p> <p>4.2 Team members with education background/ expertise (out of 5 points)</p> <p>4.3 Strength of current field support vis-à-vis number of schools the private agency would like to support (out of 5 points)</p> |
| 5 | Ability to garner outside funds and sustain grants for any additional expenses | 15 | <p>5.1 Budget track record – stability and increase over time (out of 7 points)</p> <p>5.2 Near term confirmed funding commitments vis-à-vis number of classrooms that the private partner is adopting (out of 8 points)</p> |
| | TOTAL | 100 | |

TABLE B: Evaluation criteria and scoring for Category i or Full School Management with Private Partner teachers (FSMPT):

The table below is a suggested scoring grid. The Steering Committee may ask the third party assessment agency to refine the scoring levels based on on-the-ground experience. Further, **the Steering Committee may re-look at these criteria once a year and refine them based on experience**, with specific rationale.

For categories ii and iii, a modified version of the criteria and/or weightages will be used as described in Section 3, point 11e,f.

| # | Criterion | Scoring | | | | Weight-ed score |
|---|---|---|---|---|--|---|
| | | 1 (low) | 2 | 3 | 4 (high) | |
| 1 | Baseline-to-endline increase in % children with >80% competencies of the previous two standards ⁴ – average across classes in the school (45% wt.) | <5 per cent points increase in % of children | >= 5 and <15 per cent points increase in % of children | >= 15 and <20 per cent points increase in % of children OR >=60% and <80% children in end-line | >=20 per cent points increase in % of children OR >80% children in end-line | |
| 2 | Average score of competencies of the current standard, scaled to a total score of 100, with comparison being with the same standard in the previous year ⁵ (35% wt.) | < 5 per cent point improvement from previous year AND < 40 | >=5 and <10 per cent point improvement from previous year | >=10 and < 15 per cent point improvement from previous year | >=15 per cent point improvement from previous year OR >=75 | |
| 3 | Holistic school observation/survey, by third party, using a pre-determined rubric, on a scale of 0 to 10, including SMC/PTA feedback as one of the criteria (20% wt.) ⁶ | < 3 | >=3 and <5 | >=5 and < 8 | >=8 | |
| | Total score | | | | | X; multiply this by 25, to get final score Y (out of 100) |

⁴ For example, for a standard 3 classroom, this would be based on % children attaining standard 1 and 2 competencies between baseline and endline.

⁵ i.e. For a different set of children each year, in the same school. This improvement metric will not be available for Year 1; therefore, for Year 1, as an exception, a comparison across schools taking the assessment (MCGM and partner-run schools) will be used to provide a rating of 1/2/3/4.

⁶ This survey will be done by the third party, twice a year for each school, on a surprise basis, within a pre-defined month in each term. The survey design will be created by the third party and approved by the Steering Committee.

ANNEXURES: TO BE CREATED:

- I. Standard MOU templates
- II. Reporting requirements for partner-managed schools
- III. Minor repairs that can be undertaken by partner organizations under categories i and ii (FSMPT and FSMMT)
- IV. BO school observation template for partner-managed or partner-supported schools
- V. Checklist of key aspects for a detailed school plan.