

# The evidence for the sustainable scale-up of low-cost private schools in South West Asia



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## List of abbreviations

ADEA	Association for the Development of Education in Africa
AusAID	Australian Agency for International Development
BLDS	British Library for Development Studies
CIDA	Canadian International Development Agency
CIS	Critical Interpretive Synthesis
CREATE	Consortium for Research on Educational Access, Transitions, and Equity
DANIDA	Danish International Development Agency
DFID	Department for International Development
EEPCT	Education in Emergencies and Post-Conflict Transition
EFA	Education for All
ePPP	Private-Public Partnerships in Education
ERIC	Educational Research Information Clearinghouse
IEE	Institute for Effective Education
INEE	Inter-Agency Network for Education in Emergencies
LCPS	Low-Cost Private School
MDG	Millennium Development Goal
MDTFs	Multi-Donor Trust Funds
MRRD	Ministry of Rural Rehabilitation and Development, Afghanistan
NSP	Non-State Providers
OIC	Organization of the Islamic Conference
PAIS	Public Affairs Information Service
PRDU	Post-war Reconstruction and Development Unit
PRES	Program Review and Evaluability Study
PTA	Parent-Teacher Association
R4D	Research for Development
RCT	Randomised Controlled Trial
RIPORT	Regional Institute of Policy Research and Training, Pakistan
STC	Save the Children
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

## **Executive summary**

### **What do we want to know?**

This systematic review conducted on behalf of the United Kingdom's Department for International Development (DFID) examines the evidence regarding the sustainable scale-up of low-cost private primary schools in South and West Asia, in particular Afghanistan and Pakistan.

### **Who wants to know and why?**

Increasingly, 'low-cost private schools' are seen as a viable education option, especially in countries where government systems struggle to reach all of the school-age children, or provide quality education. DFID's current development goals seek to provide support to nine million children of primary school age, concentrating on unstable and conflict-affected states, where over half of out-of-school primary-age children live. In fragile contexts, education plays an important part in the long-term process of reconstruction and stabilisation. DFID is committed to pursuing flexible and responsive approaches to education in these fragile and conflict-affected environments, such as Afghanistan and Pakistan, including through partnerships with non-state providers, to help overcome the challenges of working in these environments. One of the possible means of ensuring the delivery of quality education for all is low-cost private schools. This review examines the current evidence base to inform policy on the sustainable scale-up of low-cost schools in the South and West Asia region.

### **What did we find?**

The review found that there was no uniform definition of low-cost private schools and there has been little engagement with the concept of sustainable scale-up of such schools in the South and West Asia region. After four rounds of screening for inclusion/exclusion criteria based primarily on the relevance of the documents to the two key concepts of 'low-cost private education' and 'sustainable scale-up', and on the rigour of the study methodology, only 44 documents were found to be appropriate. Of these, 25 documents looked solely at low-cost private schools, the remainder engaging more with the concept of low-cost private schools and sustainable scale-up. Overall, the search found a weak evidence base to inform policy on the sustainable scale-up of low-cost private schools in the region, particularly in the area of the long-term, financial sustainability of such schools in conflict-affected states. There is also a paucity of research into the impact of low-cost private schools on family income.

### **What are the implications?**

This report discusses the results of the synthesis process and provides implications for appropriate scale-up mechanisms and approaches, as well as a broader strategy for engagement with education in the context of fragile and conflict-affected environments, such as Afghanistan and Pakistan. In the context of such states, the reported benefits of low-cost private schools in more stable contexts, in terms of filling gaps in provision at a lower unit cost, need to be considered alongside such issues as weak governance, corruption and lack of security found in many conflict-affected states. They can also reinforce inequitable access to quality education by excluding the poorest families who cannot afford the additional fees. Therefore, support given to the sustainable scaling up of low-cost private schools should involve careful consideration of all these factors and the wider political economy of fragile states.

### **How did we get these results?**

The Review Team employed a mixed-methods approach that built upon a foundation of Critical Interpretive Synthesis, a method that is particularly useful when working with disparate forms of evidence. This approach was also warranted because a fully articulated response to the research question required theorisation and synthesis at the concept level of the review's main hypotheses about sustainable scale-up and low-cost private schools. The review methodology consisted of electronic searches of bibliographic databases and hand searches of the websites of relevant organisations, using a combined search process involving the key concepts of low-cost private education and sustainable scale-up of education projects, all in fragile or conflict-affected contexts. Users from the education sector were also identified during this period and were able to provide invaluable background information, especially relating to Afghanistan, which was lacking in the returned literature. The information contained in the reports was included in the final data set and was guided by three questions: (1) the factors affecting the sustainability of low-cost private schools, (2) the ways in which education projects, particularly those that are private-led or public-private partnerships, are sustainably scaled up in fragile and conflict-affected countries, and (3) the challenges facing the education systems in Afghanistan and Pakistan.

# 1. Background

This report presents the findings of DFID's Systematic Review No. 29, which addresses the question:

*What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?*<sup>1</sup>

This chapter provides an explanation of the objectives for the review and defines key concepts and terms. It then discusses the policy and research background of low-cost private primary schooling, focusing on Afghanistan and Pakistan. The chapter concludes by laying out the objectives of the review.

## 1.1 Aims and rationale for review

### 1.1.1 DFID's engagement in the education sector in South West Asia

As the world's largest bilateral supporter of education, DFID views education as a fundamental tool in the fight against poverty (DFID, 2011a). Currently, DFID estimates that there are 67 million children of primary school age who remain out of school and many more who fail to complete primary education, limiting their ability to find employment and negatively impacting on the national economy (DFID, 2011b). The majority of those excluded from education are children who come from poor rural areas, are disabled, or have mothers who did not go to school. Thus, education exclusion serves to perpetuate cycles of poverty and social exclusion (DFID, 2011b).

DFID's current development goals are to provide support to 9 million children in primary education, concentrating on unstable and conflict-affected states, where over half of out-of-school primary-aged children live (DFID, 2011b). In fragile contexts, education plays an important part in the long-term process of reconstruction and stabilisation. To that end, DFID aims to spend around half of its direct education aid in fragile and conflict-affected states, working with national governments to rebuild the capacity of the ministries of education gradually, enabling them to pay teacher salaries, reopen schools and guarantee safe learning environments, particularly for girls (DFID, 2012).

In addition to increasing school enrolment, a top priority for DFID is to ensure that children receive a quality education. Consequently, DFID aspires to give poor families more choice over their children's schooling, so that it is closer to home, of better quality and more affordable (DFID, 2011b). In Pakistan, for instance, DFID is working towards increasing the range of options for parents, by expanding access to low-cost, local schools

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<sup>1</sup> The research question originally posed for the systematic review was 'How can low-cost private schools be sustainably scaled-up in South and West Asia, in particular in Afghanistan and Pakistan?' Because of the difficulties in answering a 'how' question with such a broadly defined scope with a systematic review, the Review Team restructured the question in a way that is more adaptable to a rigorous systematic review methodology and can be more easily quantified. That way, the Review Team could identify best practices that related to the original question of how low-cost schools can be scaled up in a sustainable way.

During the protocol review, an external reviewer questioned the appropriateness of examining the ways in which low-cost private schools can be scaled-up, without first examining whether they *should* be scaled up, particularly in the context of Western Asia. Although it was suggested that this review examine this issue as a sub-question, the Review Team determined that it was in fact beyond the scope of the review and would be difficult to fully address, given the timeframe allowed for the study. It is, therefore, the recommendation of the Review Team that a separate study be conducted on the suitability of low-cost private schools as a tool to enhance and strengthen education systems in Western Asia, focusing specifically on Pakistan and Afghanistan; the Review Team understands this to be taking place in a separate systematic review commissioned by DFID.

for the poorest children. Further, the organisation will encourage better partnerships between government and the not-for-profit and private sectors, to increase access to education for the poorest and raise overall standards (DFID, 2011b).

Afghanistan and Pakistan remain key recipients of the UK's bilateral aid. In 2011, DFID increased its support to Pakistan, with overall UK assistance projected to double, averaging £350 million per year until the Millennium Development Goal deadline in 2015 (DFID, 2011c). Much of that aid will target education, DFID's top priority in Pakistan. In order to strengthen Pakistan's education system, DFID's strategy for 2011-2015 in Pakistan aims for the following results:

1. educate 4 million more children;
2. recruit and train 90,000 new teachers;
3. provide more than 6 million textbook sets; and
4. construct or rebuild 43,000 classrooms.

(DFID, 2011c).

Furthermore, DFID's operational strategy in Pakistan focuses not only on the quantity of classrooms available to students, but on the quality of the education provided. Likewise in Afghanistan, DFID is projected to provide an average of £30 million per year to the education sector through the Afghanistan Reconstruction Trust Fund from 2011 to 2015 (DFID, 2011d). Through this support, DFID aims to have 211,900 more children - 95,355 of whom are girls - enrolled in primary school by 2015 (DFID, 2011d).

### *1.1.2 Purpose of the systematic review*

Because of the importance of the education sector in DFID's overall aid strategy, as well as the Department's focus on the education sector in South West Asia (particularly Pakistan), information on what works in education sector interventions is vital to the policy and decision-making processes. This systematic review is part of DFID's championing of research into evidence of best practice in development policy. It aims to assist DFID in reaching its goals of supporting governments in developing countries in their efforts to improve education quality and outputs (DFID, 2012). The review also seeks to highlight interventions that provide the greatest impact and value for money (DFID, 2011a).

DFID is committed to pursuing flexible and responsive approaches to education in fragile and conflict-affected states, such as Afghanistan and Pakistan, including through partnerships with non-state providers to help overcome the challenges of working in these environments. One of the possible means of ensuring the delivery of quality education for all is low-cost private schools. There continues to be a considerable debate around the benefits of low-cost private schools and their impact on the wider education system and state fragility. While the elements of this discussion are examined in the studies included in this systematic review, they are not its primary focus. The goal of this study has not been to take a stance on the appropriateness of low-cost private schools as a means of meeting education development goals, but rather it analyses the mechanisms of sustainable low-cost private school scale-up and offers recommendations aligned with the experiences found in the literature.

The geographic scope of this review includes studies from the wider region of South West Asia. This is because methodologically rigorous studies on the general status of education in Pakistan and especially Afghanistan are very limited. There are even fewer studies exploring low-cost private schools in these two countries, with only one of the searches returning a study addressing low-cost private education in Afghanistan as part of a wider

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multi-case study.<sup>2</sup> In addition, studies from other fragile or conflict-affected countries around the world have been included where relevant, especially those relating specifically to examples of sustainable scale-up, as the literature on this subject is very sparse. Finally, in line with DFID's education strategy in Pakistan and Afghanistan, which largely targets children of primary school age, this review focuses predominantly on primary schools (DFID, 2011c; DFID, 2011d).

## 1.2 Definitional and conceptual issues

Several key terms and concepts must be defined in order to ensure internal consistency during the course of this review. They are developed further in Chapter 2.

1. *Low-cost*: Low-cost in this context is relative to the income of the intended beneficiaries of the intervention, not the cost of operating the school. A low-cost school should charge fees that are still affordable to parents earning poverty line wages. For the purposes of this review, the terms low-cost and low-fee are synonymous.
2. *Private school*: Strictly speaking, a private school is one that is not operated by the state. This review recognises that there are many types of private school. Some are solely dependent on the financial support of a development partner or charitable organisation; others are run by for-profit companies. Some private schools are associated with religious organisations and offer a religious-based curriculum, while others are secular. This review focuses on private schools that are not solely dependent on outside financial assistance in the long term, or, if they *are* currently dependent on such assistance, have a clearly defined plan to become self-sustaining within a specified time. In this way, the review is able to address the issue of sustainable scale-up. The review is also limited to schools whose curriculum is not solely religious.
3. *Sustainable*: In this review, a sustainable school is defined as a school that is able to stay open for at least the length of a school cycle (five to seven years), with decreasing external financial support from outside agencies (such as the government, international aid organisations and NGOs). However, as there is limited literature available on private education in South and West Asia within that time frame, the review has considered a school sustainable if it remained in operation for at least three years.
4. *Scale-up*: In this review, scale-up refers to expanding education provision to more children, especially those currently out of education, and the offering of a choice of quality education solutions. An example of scaling up would be a programme that increases the number of schools throughout a country or part of the country.

## 1.3 Policy and practice background

### 1.3.1 Educational challenges in the context of state fragility and conflict

Access to basic education has long been regarded as a universal human right, as enshrined in the 1948 UN Universal Declaration of Human Rights and the 1989 UN Convention on the Rights of the Child. Accordingly, the provision of basic education remains a central cornerstone of the international community's development objectives. In April 2000, under the Dakar Framework for Action, 164 governments committed to the global initiative of achieving Education for All (EFA), which included as one of six goals, the

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<sup>2</sup> Since this report has been drafted, additional relevant literature has been brought to the Review Team's attention. This includes Dana Burde's randomized control trial of community-based schools in Afghanistan (2011), as well as the edited volumes (Philipson, 2008) and (Srivastava, 2013).

provision of universal primary education. Also in 2000, 193 states agreed to the Millennium Development Goals (MDGs). The second MDG commits states and international organisations to work towards achieving universal primary education by 2015, while the third MDG seeks to eliminate gender disparity in primary and secondary education. Such pledges have been accompanied by important policies, particularly in several sub-Saharan countries, including: the abolition of school fees, leading to significantly increased enrolment rates; investment in teaching infrastructure and resources; promotion of girls' education; and expansion of education access in rural areas (United Nations, 2010).

Although the UN has reported that such policies have increased enrolment in primary education in developing countries, it has also acknowledged that the current pace of progress is insufficient to meet universal primary education targets by 2015 (United Nations, 2010). This is reflected by the stark fact that it is estimated that up to 115 million children are out of school in developing countries (Andrabi et al., 2011; United Nations, 2010). In particular, there is increased recognition that the very poor and marginalised, including children with disabilities and girls, are the groups most frequently outside the education system, further cementing poverty traps.

In developing contexts, both demand-based and supply-based factors constrain the delivery of basic education. Demand-based factors include parents unable or unwilling to prioritise education for their children, while important factors on the supply side include availability of teachers, infrastructure and materials. Such educational challenges are exacerbated in contexts of conflict and state fragility. Indeed, one-third of the global out-of-school population is reported to be in fragile states (Turrent, 2009). In fragile states, the average net primary education enrolment rate is 67.8 per cent, compared with 71.2 per cent for other low-income countries. Further, the female to male ratio in fragile states is 0.87, compared with 0.91 for other low-income countries (Turrent, 2009). Fragile states thus face a particular challenge in achieving both MDG 2 and MDG 3.

Key obstacles to education provision in such societies include an inability of the state to provide basic public services to its citizens, a challenge frequently caused by a chronic lack of state capital and expenditure, the result of a lack of domestic revenue. The fragile states' investment in public services is further constrained by a reduction in international funding following an initial relief bubble, challenging the success of longer-term and more sustainable reconstruction processes (Buckland, 2006). Education provision can be further constricted by national and regional instability, especially where the state lacks a monopoly over violence (Turrent, 2009:1). Further supply-side constraints on the provision of education include the fact that violence and displacement frequently leave a legacy of a shortage of qualified teachers (Buckland, 2006). Key (and interrelated) issues surrounding access to education in fragile states concern entry to the primary education system on the one hand, and primary completion on the other (Lewin, 2007). Minority ethnic or political groups in particular may be excluded from either or both of these categories, leading to continued and deepened divisions within a society.

### 1.3.2 Educational challenges in South West Asia

South Asia is second only to sub-Saharan Africa in terms of numbers of children excluded from primary education, accounting for around a quarter of the total global number (United Nations 2010). Within this region, Pakistan and Afghanistan are two countries with the lowest rates of school enrolment and literacy and are significantly lagging behind the 2015 MDG targets (Andrabi *et al.*, 2006a). In both countries, challenges to education delivery have been exacerbated by decades of recurring crises and multiple emergencies, as a result of both violent conflict and natural hazards (Cramer and Goodhand, 2003). In Afghanistan and Pakistan, it is estimated that 39 per cent and 29 per cent respectively of primary school aged children are out of school. Further obstacles arise as a result of the levels of funding and political will directed at overcoming the other challenges facing the education sector in these countries. Pakistan currently only spends 2 per cent of its GDP

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on education, although it plans to increase this to 4 per cent by 2018 (Pakistan, Ministry of Education, Trainings and Standards in Higher Education, 2013), while education spending as a share of GDP in Afghanistan has fallen from 5.7 per cent in 2003/04 to 4.4 per cent in 2008/09, reflective of increased security spending, other sector support and general payroll costs (Islamic Republic of Afghanistan, Ministry of Education, 2011). The fact that a considerable amount of money spent on education projects comes from external funding hinders overall education planning to a certain extent. For example, in Afghanistan, about 60 per cent of all education expenditures are funded externally (Islamic Republic of Afghanistan, Ministry of Education, 2011).

In Pakistan, adult literacy is 50 per cent, in comparison with 58 per cent for the broader South Asia region. In 2004, the reported primary school enrolment rate was 61 per cent, compared with far higher rates for its neighbours Sri Lanka (97 per cent) and India (90 per cent) (Andrabi *et al.*, 2007). In addition, 50 per cent of children aged 7 to 16 from the poorest households are out of school, compared with just 5 per cent from the richest households (UNESCO, 2011:1). Female literacy and girls' school enrolment rates are particularly low in rural areas, reported at 33 per cent and 48 per cent respectively (Pildat, 2011).

Conflict and displacement have grave consequences for education in Khyber Pakhtunkhwa and the Federally Administered Tribal Areas in Pakistan, two of the country's most disadvantaged areas. Some 600,000 children in three districts were reported to have missed one year or more of school (UNESCO, 2011). Insurgent groups in Khyber Pakhtunkhwa (formerly North-West Frontier Province) and the Federally Administered Tribal Areas have targeted girl's primary and secondary schools (UNESCO, 2011). The recognition that mechanisms for providing education to children in these areas - especially girls - must be designed and implemented, has led to NGOs establishing 'satellite schools' in consultation with community leaders in areas where government schools have been destroyed by the Taliban (UNESCO, 2011). However, not all out-of-school children are located in conflict-affected areas of Pakistan; thus solutions must be found that are responsive to their varying circumstances.

In Afghanistan, despite still having a large out-of-school population, school enrolment figures have greatly increased, moving from just 1 million primary age children in 2001 to over 8 million in 2011, with girls comprising 38 per cent of this figure. These statistics include a range of education types, including general education, technical and vocational training, literacy classes, community-based schools and Islamic education (Islamic Republic of Afghanistan, Ministry of Education, 2012). Nevertheless, education provision in Afghanistan faces serious long-term challenges, including poverty. Although education is highly valued, some families cannot afford even free education, as their survival depends upon the labour of their children. Among internally displaced households in Afghanistan, child labour is reportedly the primary reason for young boys being out of school (UNESCO, 2011).

In addition to poverty, violent conflict remains a challenge to education provision. Education retains a political value and some insurgent groups have actively sought to undermine access to education. In the first half of 2010, 74 children were killed as a result of suicide attacks and improvised explosive devices, sometimes deliberately placed on routes used by female students to walk to school. Other incidents included bomb attacks on a secondary school in Khost province and the poisoning of water supplies at girl's schools in Kunduz province, while schools associated with the government and military-civilian Provincial Reconstruction Teams have also been singled out for attacks (UNESCO, 2011).

In addition to issues of access, education quality is a key challenge in Afghanistan. The Ministry of Education has identified the strengthening of education quality as a key area, and to this end has developed a range of projects designed to improve teachers'

qualifications, in particular through ensuring access to teacher training colleges. These projects also aim to increase the number of trained female teachers (Islamic Republic of Afghanistan, Ministry of Education, 2012).

### *1.3.3 Low-cost private schools in policy response to state fragility and conflict*

In recent years, there has been an increased policy interest in the role of non-state providers (NSPs) of basic education (Rose, 2006 and 2007). This can be viewed as the outcome of a combination of factors, including the coinciding of the global focus on Education for All with recognition that developing states have struggled to expand education services to all members of their population. In addition, the global governance agenda has promoted the notion that delivery of services is not necessarily best achieved through direct state provision (Rose, 2007). In particular, debate has focused on the opportunities presented by NSPs to provide access to basic education to those traditionally underserved by government-provided education, such as children from low-income backgrounds and, in the case of fragile states, large elements of the population (Rose, 2007).

Rather than denoting a coherent actor, the categories ‘non-state’ or ‘private’ providers encompass a range of players, including NGOs, religious groups, communities and private entrepreneurs (Rose, 2007; Verger, 2012). Recent research conducted in India, Pakistan and Nigeria has indicated that private schools catering for the poor have emerged. These schools do not solely comprise charity or NGO-funded schools, but also include for-profit schools. Indeed, a recent study on private schools in South Africa identified private schooling for the poor as a ‘global growth industry’ in developing countries (Bernstein and Schirmer, 2010). Frequently, such private schools are perceived as holding an advantage of quality over government schools, leading to families from poor backgrounds turning to private education as an alternative (Rose, 2007).

Key issues surrounding discussion of private providers of education include the distinction between for-profit and not-for-profit organisations, the impact this has on both motivations and, crucially, the type of education provided (Rose, 2007). Criticisms of private schools have centred on the argument that such schools serve only the elites or middle classes, rather than the poor (Tooley, 2004). One effect of such assumptions is that the existence of these schools was initially dismissed or denied, and not factored into policy as a model for aiding in the delivery of development goals (Tooley, 2009).

In recent years, reflecting a partial retreat from the radical privatisation policies promoted by the international aid community during the 1980s and 1990s, there has been significant support for the idea that education services should not be considered as the exclusive preserve of either the private or public sectors, but rather as a partnership between the two (Verger, 2012). Organisations like UNICEF and its development partners are interested in advancing the partnership agenda, to help ensure the realisation of the rights of all children, especially the poor, envisaging the state as an enabler, as well as a provider, of education (LaRocque and Lee, 2011). DFID is also increasingly committed to flexible and responsive approaches to educational challenges, including partnerships with non-state providers (DFID, 2010). Donors and education development organisations are examining ways that will allow them to take the benefits of the private sector - value for money, innovation and entrepreneurship - into the work of meeting the educational needs of the countries in which they work. To facilitate the incorporation of the private sector into service delivery, DFID is committed to helping governments work by supporting streamlined bureaucracy and revised and effective regulations (DFID 2011c).

With an increasing emphasis on public-private partnerships for development, there is a need to construct a design framework to ensure the success of not only the partnership, but the sustainability of its achievements. Generally, successful public-private partnerships need to consider and incorporate the following aspects:

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- vision: describes the objectives, processes, and structure of the partnership;
- intimacy: refers to the level of integration of the partners; and
- impact: looks at the capacity to deliver results, and make sure that the partnership's objectives mirror the country's priorities.  
(Ingram *et al.*, 2006).

When approaching public-private partnerships within the education sector specifically, UNICEF and the Asian Development Bank (LaRocque N, Lee S 2011) assert that the design should reflect the following factors:

- objectives: better access to education, the quality of the education provided, and efficiency of delivery;
- target beneficiaries: the nature of targeting and the target group to be assisted (e.g., girls, ethnic groups, remote geographic areas);
- 'market' factors: the extent of the existing private school network, the potential for new education providers to establish themselves, and the extent of the existing non-profit delivery network.

#### 1.3.4 Low-cost private schools in South West Asia

In South and West Asia, and particularly in Pakistan, alternative education providers, such as low-cost private schools, are increasingly being called upon to fill the gap in educational services in order to help improve access to education in the region (Andrabi *et al.*, 2002). The 1990s saw secular private schools gain a significant share of overall primary enrolment in Pakistan, and this was found to be across all provinces, in both urban and rural areas, and across all income groups (Alderman *et al.*, 2003; Andrabi *et al.*, 2006a). This trend was reported to have continued during the first decade of the 21st century. According to Andrabi *et al.* (2007):

- Between 2000 and 2005, the number of private schools in Pakistan increased from 32,000 to 47,000.
- Since 1995, half of all new private schools have been established in rural areas.
- Private schools are increasingly located in villages with low socio-economic indicators.
- By 2005, one child out of every three enrolled in school was studying in a private school.

More recently, Afghanistan has also seen a rise in private schools, though there is a paucity of academic literature on the Afghan private education sector at present. Private schools in Afghanistan include exclusive high-fee schools and free community-based-schools supported by local communities and international donors. Afghanistan's success in increasing enrolment, especially for girls, can be attributed to its national planning, which includes an acknowledgement of support for private schools alongside public ones (UNESCO, 2011). The National Education Interim Plan drafted in 2011 outlines the Ministry's engagement with private education providers:

The Ministry will encourage the private sector to establish schools, and non-governmental organizations to contribute to the implementation of general education programs. The Ministry will facilitate registration of private schools, and provide them with services and materials like teacher training and textbooks. The Provincial Education Departments will be responsible for monitoring the activities of private education institutes in accordance with the

approved rules and regulations for operation of private schools (Islamic Republic of Afghanistan, Ministry of Education, 2011).

At the same time, the extent to which such policies have been translated into practice is not clear, with the numbers of registered private schools in Afghanistan reportedly around 400 (Arzhang Yusefi 2013 interview). Moreover, many of these schools command high fees and thus cannot be considered low-cost.

Despite this increasing awareness and popularity, it is not uncommon for private education in developing and fragile states to be viewed with scepticism by both donor and recipient governments. The profit motive is often viewed as incongruent with the perception of education as a social rather than commercial good. This perspective has resulted in reluctance amongst some governments and NGOs to support private schooling, leading some to ban the existence of for-profit private schools or to limit the number of schools that can be established (e.g. in India it is illegal to operate schools for profit - *Unnikrishnan vs the State of Andhra Pradesh*, Supreme Court of India, 1993). In addition, registration rates of low-cost private schools are generally quite low, especially where they may face legal or regulatory hurdles which could limit their operations.

Also at the root of much criticism of private providers lies the perception that private funding and delivery of education services is a threat to state authority, rather than a complementary funding stream or delivery mechanism for government programmes. This has reportedly been the case in Pakistan, where the government's development of public-private partnerships (PPPs) in the education sector has purportedly been motivated by a desire to bolster its relationship with powerful supporters of such partnerships amongst the international development community, rather than by a genuine appreciation of the impact of such initiatives. The consequence of a lack of commitment to this policy is that PPP implementation has been uneven and inadequate, resulting in an overall negligible impact on issues of equity despite commendable policy aims (Bano, 2008a).

#### **1.4 Research background: low-cost private education, sustainability and scale-up**

The proliferation of low-cost private schools in the developing world, particularly in countries such as Pakistan, has raised the question of what role such schools can play in achieving the global drive for basic primary education. Research in the area is still in its infancy; hence the small size and relatively low quality of the current evidence base (Aslam, 2007). As a result, this systematic review generated a modest number of rigorous empirical studies, and randomised evaluations have been rare.

##### **1.4.1 Quality**

There is support amongst some of the studies in the literature for the notion that low-cost private schools can improve the quality of education. Comparative studies of public and private schools have found that the latter were superior in a range of quality indicators, including teaching activity, levels of teacher absence and pupil test results (Pal, 2009). Moreover, the real and perceived quality advantage of private schools appears to be a 'pull-factor', in terms of parents choosing private over public schools, leading to greater enrolment. In turn, other studies suggest that because private schools are reliant upon parents' choice, they have advantages over government schools in terms of accountability mechanisms, and are accordingly more responsive to the needs of the local community (Alderman *et al.*, 2003; Tooley, 2007a). Conversely, regulation challenges were noted to be a key issue with respect to quality, with registration processes often being complex and/or corrupt. Equally, other researchers have found little or no difference in test results and there are questions about the self-selecting nature of the sample provided by low-cost private schools (Akaguri, 2011).

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#### 1.4.2 Equity

Some research suggests that low-cost private schools can play a positive role in promoting equity, finding that such schools have the potential to give access to education to poorer communities (Alderman *et al.*, 2001; Tooley, 2004). Tooley (2004) responds to criticisms that for-profit schools will seek to charge high fees, suggesting instead that entrepreneurs are motivated by a desire to serve the poor, and charging excessive fees would run against their interests. In this formulation, the profit motive is viewed as a benign factor in promoting socio-economic equity. Meanwhile, the literature reveals little evidence that the very poor can afford even the lowest of fees (Cameron 2011), while little evidence is offered that subsidies or scholarships for private schools are available for the poor on a large scale (Harma, 2010).

Studies concerned with gender equity find that private schools can contribute to addressing gender inequity in terms of access (Andrabi *et al.*, 2006a; Kim *et al.*, 1999). An important point here is the fact that many low-cost private schools employ local, mostly female teachers, which appears to be linked to increased girls' enrolment (Andrabi *et al.*, 2011). However, other studies show that boys were disproportionately represented in private schools; parents chose to invest more in the education of their sons, while their daughters were left in the free, lower-quality government schools (Harma, 2010). Finally, studies find inequalities between urban and rural communities, with much lower enrolment in rural areas compared to urban areas, especially for girls (Andrabi *et al.*, 2005).

#### 1.4.3 Scale-up

The issue of scaling up low-cost private schooling is not addressed adequately in the literature. Furthermore, scaling up is often considered in terms of general education interventions, rather than specifically low-cost private schools (Samoff *et al.*, 2011). Nevertheless, the scaling-up of education initiatives is considered to be important in order to expand initiatives to a wider group of beneficiaries (Jowett and Dyer, 2012) and difficult to achieve. Samoff *et al.* (2011) note that between 50 per cent and 90 per cent of education reforms fail to be scaled-up. The literature indicates a range of types of scale-up, although most focus on 'replication', defined by Jowett and Dyer (2012) as 'the process of moving a tested prototype programme to additional sites in keeping with the hard (invariable) and soft (variable) aspects of that particular programme's components while remaining sensitive to the local context of each additional site.'

Specific challenges to scaling up include, but are not limited to:

- Insufficient funding;
- An unreceptive political environment, especially in relation to politically charged initiatives such as girls' education and education system reforms; and
- Difficulties surrounding the retention of local community ownership, buy-in, and leadership when small-scale initiatives are replicated on a larger level (Samoff *et al.* 2011).

Initiatives led by NGOs in particular are reported to frequently lack the capacity and resources to expand from local to national levels, often resulting in small-scale 'islands of excellence' (Pick *et al.*, 2008; Bano, 2008). In response to these challenges, the literature suggests that there is no single 'model' for successful scale-up (Jowett and Dyer, 2012). At the same time, common themes for successful scale-up that emerge from the literature are: shared vision, effective management and continual adaptation of the initiative to the local environment.

#### 1.4.4 Sustainability

Although vital to the issue of whether low-income private schools can contribute to equitable access to quality education in the long term, the issue of sustainability is rarely addressed in the literature. The little literature available on the topic reports generally greater challenges to sustainability in rural rather than urban areas. Other challenges to sustainability are the inability of parents to afford school fees, as well as a decreased demand for private schools, as a consequence of parents perceiving government schools to be more attractive choices. Such sustainability challenges were less apparent for schools which emerged as a result of ‘organic’ community initiatives that appeared to be relatively successful in terms of sustainability. Other research points to the fact that private schools are more likely to succeed where there is a minimum level of public infrastructure and educated women (Pal, 2009), though this is perhaps more accurately described as an ‘enabling’ than a sustainability factor.

The rise of private schools in Pakistan has been attributed to their ability to retain low fees. According to Andrabi *et al.* (2006a), rural private schools in Pakistan typically charge Rs 1,000 (roughly £11) per year, which is less than the average daily wage of an unskilled labourer. The ability of private schools to maintain low fees is, in turn, an outcome of their low expenditures, particularly teachers’ salaries. Low teachers’ wages are achieved through employing mainly young, less-educated or -certified women, who are attracted due to limited employment opportunities and who are paid considerably less than male teachers (Andrabi *et al.*, 2006a and 2007). This is especially true in rural areas. While private schools have certainly benefitted from this labour market, the impact on the long-term sustainability of low-cost private schools that rely on low teachers’ wages to maintain low fees is not addressed in the literature. It is unclear whether increased employment opportunities for these women in the future will mean that they can demand higher salaries, thus impacting on the ability of low-cost private schools to maintain their low expenditures and low fees.

#### 1.4.5 Contextualisation

The recent focus on education in fragile states by development actors indicates an increasing awareness that education can play a role in both mitigating and exacerbating the conditions that cause instability and conflict (Buckland, 2006). As DFID (2011f) notes, ‘the quality and availability of education are closely linked to democracy, stability and security. Education can help lessen tension, promote peace and civil engagement and rebuild lives.’ Specific links between education and stability include evidence that socio-economic benefits of education can raise opportunity costs for participating in armed conflict - evidence that participatory schooling systems can raise the social costs of and constraints against the use of violence, and evidence that schools can be a site of social capital development and trust-building between groups (Dupuy, *n.d.*). Thus there is growing realisation that the development of education must be approached in a wider context of social and economic reconstruction and development (Buckland, 2006).

A key limitation of the existing literature on low-cost private education is the tendency for studies to isolate the issue of private education from the broader developmental context of state-building and peacebuilding. In both Pakistan and Afghanistan, where issues of state legitimacy are critical to stability, there is a need for research about education provision to be located within broader enquiries into the relationship between the public and private sectors. While low-cost private schools may be part of the solution to the problems of poor quality and systemic corruption in the state education system, issues of equity of access and the greater impact on the wider political context need to be addressed, as not everyone can afford even very low fees. In this respect, in addition to purely private ventures, locally-driven PPPs, which could combine private efficiency with public governance and regulation, while enabling large-scale co-ordination for numerous initiatives, are worthy of further research.

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Furthermore, in both Pakistan and Afghanistan, the issues of social cohesion and tension are central to development, and thus should be incorporated into debates on private education. The literature on low-cost private schools devotes little attention to the potential (or actual) impact of developing separate public and private education systems on various social relationships, including segregation between the better-off and the poor, and between secular and religious communities.

Finally, it is widely accepted that a key cause of post-war societies experiencing a reversion to violence is the failure of populations to experience a socio-economic 'peace dividend', preventing widespread support for peace to materialise. In the light of this, there is a need for research into low-cost private education, to examine the impact of school fees, including mechanisms through which parents pay for, or borrow, the resources required, and consequent issues of potential indebtedness. Although, as mentioned above, lower teacher salaries are reported to be a key factor in the ability of private schools to provide low-cost education and, by implication, to promote socio-economic equity, there is also a need for more research into the qualifications/quality of privately employed teachers, as well as the employment conditions in which such teachers are working.

### **1.5 Purpose and rationale for review**

The primary objective of this review is to provide the best evidence available on the mechanisms through which low-cost schools can be sustainably scaled-up in South West Asia, with a specific focus on Pakistan and Afghanistan, if this is found to be desirable. The conclusions and implications stemming from the findings of this review would also be useful for a wide range of donor countries, as well as developmental actors in the educational sector concerned with the establishment and operation of primary schools, such as UNICEF, UNDP and Save the Children, amongst other private institutions and civil society organisations.

Because the studies included for synthesis in the final data set are the most methodologically rigorous found in our searches, the results of the review can be relied upon as part of the body of literature that can inform future policy and interventions in the education sector. Additionally, two secondary objectives have been identified:

1. To consolidate available studies on low-cost private schools in South West Asia, so that future research can be based on easily identifiable relevant studies in one database that can be updated regularly.
2. To assess the quality and methodological rigour of the available research on low-cost education alternatives, in order to identify areas in need of further study, or new approaches in research methodology.

### **1.6 Authors, funders, and other users of the review**

The review was led by Sultan Barakat of the Post-war Reconstruction and Development Unit (PRDU), Department of Politics, University of York, as principal investigator. Frank Hardman, of the Institute for Effective Education (IEE) at the University of York, along with Kathryn Rzeszut, a Research Fellow at the PRDU, served as co-investigators. Brigitte Rohwerder, also a PRDU Research Fellow, with experience of educational issues in developing contexts, provided additional support throughout the review period. The team was also supported by PRDU Research Assistants Christina Dimakoulea and John Skelton. Specific feedback and guidance during the protocol development stage was provided by Professor Bette Chambers, the Director of the IEE. Collectively, the team has considerable experience working on education issues in fragile and conflict-affected states, particularly in Afghanistan and Pakistan.<sup>3</sup>

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<sup>3</sup> For more information on the Review Team's experience please see Appendix 1.

The review was funded by DFID as part of a consolidated effort to meet the goals of its developmental educational policy in the most effective way possible. This entails a thorough exploration of all the ways in which it might be possible to deliver quality basic education for all. The commissioning of the review was an outcome of a combination of factors: the emerging evidence of the existence of low-cost private schools catering to the poor; low levels of school attendance amongst families from low-income backgrounds and in fragile and conflict-affected states; DFID's commitment to finding diverse ways to deliver education goals, including working with the private sector; and DFID's commitment to devoting around half its direct education aid budget to fragile and conflict-affected states, especially Pakistan and Afghanistan. The desire to ensure that aid is delivered in a way that best meets the needs of the people and provides value for money means that a thorough examination of the existing evidence is an important contribution towards designing effective aid strategies.

DFID's South West Asia Education Policy Team formed a Review Group to ensure that all the relevant issues which they have come across in their work were addressed. Further reviewing and advice have also been provided where necessary by the academic and professional networks of the PRDU and associates, including international and non-governmental organisations working on education in the region, or in similar contexts. This consultation with experts in the field has ensured that relevant material and issues not immediately obvious from the search of the literature have also been considered.

### 1.7 Review questions and approach

The introduction outlined the overarching review question, namely:

*What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South and West Asia, particularly in Afghanistan and Pakistan?*

This question is focused on examining the evidence about the feasibility, acceptability and impact of the sustainable scaling up of low-cost private primary schools, as defined earlier in Section 1.2 and further explored in Section 1.3. It specifically seeks to draw out information about the successful mechanisms of sustainable scaling up.

The conceptual framework within the review question is based on DFID policy and current educational thought in relation to the idea of low-cost private schools serving the poor and providing a means by which the goal of quality basic education for all can be met. Fragile and conflict-affected countries require flexible and responsive approaches to ensure the provision of education, which can be brought about through partnerships with non-state providers. However, there is also recognition that where the cost of schooling has been removed (or lessened) for households, enrolment in primary education has increased (DFID, 2010). At a time when progress on increasing enrolment is slowing, and equity of access is an issue, the review's conceptual framework examines the role of fee-paying schools in meeting the enrolment aims of the second Millennium Development Goal, especially in relation to fragile and conflict-affected countries.

In order to understand clearly the mechanisms involved in the sustainable scaling up of low-cost private schools, this systematic review consists of individual analyses of the most rigorous and relevant literature on the following two concepts:

1. Low-cost private schools
2. The sustainable scaling up of education projects in fragile states (with a particular focus on private-led development, as well as public-private partnerships).

Further information about this and the review's methodology can be found in Chapter 2.

## 2. Methods used in the review

This section details the methodology employed by the review. It outlines the concepts which inform the search terms used, and the databases, libraries, websites and journals that were searched, and it explains the inclusion/exclusion criteria that were applied to the search results. It also addresses the study's synthesis methods and the process by which it reached its conclusions. These methods were previously established in the systematic review protocol, which was approved by DFID's Research and Evidence Division after a review by DFID staff members in other departments, as well as by systematic review experts from the EPPI-Centre. There were several points at which the search methodology had to be adapted to restrictions posed by limited search tools on numerous individual websites. Any substantial changes to the methodology outlined in the protocol are clearly stated below.

### 2.1 User involvement

One of the main objectives of this systematic review is to provide practical advice for policy makers within DFID about the evidence for the sustainable scale-up of low-cost private education in Afghanistan and Pakistan. DFID is a major donor to the education sectors of both Afghanistan and Pakistan and this may be one of the potential ways in which DFID can help improve access and quality. The review's primary users are currently identified as DFID policy makers, and in particular the department's South/West Asia education policy team. Secondary users are identified as other donor countries, international organisations, non-governmental organisations, civil society organisations, and other actors involved in the provision of education sector interventions and programmes, particularly in the South and West Asia region. Despite the geographic focus on this region, it is an aim of the review to provide findings and recommendations that could be useful in other developing, fragile and conflict-affected states. User involvement in the development and execution of this systematic review was essential to ensure that the information provided in this final report is relevant and useful to actors in this field.

#### 2.1.1 *User involvement in designing the review*

DFID, which commissioned this review, determined the initial review question, which was adjusted slightly to accommodate the systematic review methodology.<sup>4</sup> The DFID policy team provided essential feedback during the development of the protocol, which ensured that it would address DFID's specific policy concerns in this area.

#### 2.1.2 *User involvement in the process of conducting and interpreting the review*

During the review process and dissemination and peer review phase, the reviewers from the University of York engaged with their own academic and professional networks in order to seek additional input from fellow scholars and experts/practitioners from international organisations and NGOs engaged in the education sector in developing countries, such as UNICEF and Save the Children.<sup>5</sup> Additionally, the DFID policy team were involved during this stage of the review, by recommending additional studies to be considered, suggesting other potential users who could be involved in the review process, and providing feedback on the interpretation of the review results.

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<sup>4</sup> See Footnote 1.

<sup>5</sup> See Appendix 2 for a complete list of experts contacted during the course of this review.

In addition, Ehsan Zia (Afghanistan) and Khalid Aziz (Pakistan) provided valuable validation expertise in their respective countries and education sectors during the report review process that has enhanced the interpretation of the review results.

### *2.1.3 User involvement in the communication and dissemination of review results*

The review team has created a database of potential users who will also be the recipients of the final outputs of the review. Other relevant stakeholders in the networks of the University of York and DFID have been invited to be part of the communication and dissemination of the review results.

### *2.1.4 Any known plans for further interpretation and application*

The nature of systematic reviews allows them to be expanded by future studies. As such, this review is meant to be easily replicated and expanded upon in the future, in order to provide DFID with the most relevant and current information for its policy-making processes.

## **2.2 Identifying and describing studies**

The goal of the search was to identify all those studies which might contribute to providing evidence regarding the sustainable scaling up of low-cost private education in South and West Asia, particularly Afghanistan and Pakistan. The Review Team felt that this meant the research question had a multi-dimensional nature - involving the concepts of both low-cost private schools and the mechanisms of sustainable scaling up - and therefore the searches explored both concepts. This structure aimed to mitigate the challenge posed by the limited number of studies focused specifically on the sustainable scaling up of low-cost private schools and allowed for lessons to be drawn from studies which featured factors important to sustainable scaling up. The Research Team took this approach following pilot searches of the Education Resources Information Center (ERIC) electronic bibliographic database. The team determined that when combining the two concepts, only four of the 57 search results were potentially relevant to this review. On the other hand, when the team conducted separate searches on the two concepts, more relevant documents resulted. Thus, we firmly believe that this two-concept search approach has provided the best evidence for a thorough response to the research question, and that it identifies the most rigorous evidence on the sustainable scaling up of low-cost private schools.

The concepts were defined as follows:

**Low-cost private schools:** Private schools are schools that are not operated by the state. Support can come from a number of different sources, including government subsidies, development partners or charitable organisations, or the schools can be run as for-profit operations. Some may be run by religious organisations, while others may be secular. In this review, the private schools considered were the schools which were privately run and (ideally) not solely dependent on government financial assistance in the long term, but able to secure alternative means of long-term funding, so that they might become self-sustaining and therefore suitable for sustainable scale-up. NGO-funded and religious/faith-based private schools were included alongside for-profit schools where they met the criteria for sustainability, and their curriculum was not solely religious-based (i.e. they provided more than religious classes). Private support for education may also involve supporting government service delivery, such as through support to school feeding or building programmes, but the focus of this study was on private service delivery of education itself.

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**Table 2.1:** Summary of types and forms of private (non-state) provision in education

Types of providers	Forms of non-state provision
<ul style="list-style-type: none"> <li>• Community-driven private entrepreneurs operating individual schools</li> <li>• Commercially-driven private school chains</li> <li>• NGOs</li> <li>• Faith-based organisations</li> <li>• Philanthropic associations</li> <li>• Spontaneous community-based organisations</li> </ul>	<p><b>Support for government service delivery</b></p> <ul style="list-style-type: none"> <li>• Supply inputs to government schools (learning materials, school feeding)</li> <li>• Support to infrastructure development of government schools (school buildings)</li> <li>• Support to management of government-run schools</li> <li>• Regulation and quality control of associated services (inspection, teacher training and certification)</li> <li>• Managing and operating government schools</li> </ul> <p><b>Non-governmental service delivery</b></p> <ul style="list-style-type: none"> <li>• Establishing and operating private schools</li> <li>• Private tuition supplementing government provision</li> <li>• Receiving state funds to provide schooling to specific groups of children</li> </ul>

Source: Adapted from Rose (2007:5)

Cost in this context is considered relative to the income of the intended beneficiaries and is synonymous with ‘low fee’. For example, a low-cost school would charge fees of around \$1 to \$2 a month. This amount is considered affordable to parents earning poverty-line wages. Although the protocol originally stated that education costs should not exceed 4 per cent of the household budget to be considered low cost, it was found that in practice the studies which emerged during the review considered schools that charged up to 15 per cent of household income in fees as low cost. This has serious implications for what constitutes ‘low fee/cost’ in relation to equity and financial sustainability and is something which DFID should seek to clarify for its own purposes. Of course, the lower the household income, the higher the percentage cost of schooling. It should be acknowledged that the costs of education involve more than school fees, but include other costs such as uniforms, books and parent-teacher association (PTA) levies. In addition, it is important to remember that household expenditure on education can greatly increase when considering all school-age children in the family.

Due to the focus of the question, the searches concentrated on low-cost private schools in fragile and conflict-affected countries, but examples from developing countries in the region and the world were also considered, where it was readily apparent that they offered relevant lessons learnt. The contribution to increasing access and improving quality is an important consideration when it comes to low-cost private schools, especially in relation to the educational opportunities for girls and children with disabilities, as well as other marginalised children. The main focus was primary education, in order to meet the second MDG. As a result, much of the literature explored primary-level education delivery, although some of the studies engaged with secondary education.

**Sustainable scale-up:** In the context of this review, the term *sustainable* is intended to refer to schools which are able to stay open for at least the length of a primary school cycle - roughly between 5 to 7 years; however, as there is limited literature available on private education in South West Asia within that time frame, the review has considered a school sustainable if it remained in operation for at least three years. Where schools required initial external financial inputs, they had to possess a clearly defined and realistic plan to become self-sustaining (and decreasingly reliant on external financial support from agencies such as international aid organisations, governments and NGOs), if they were to be considered sustainable for the purposes of this review. Having a clearly-defined long-term financial support plan in place that would enable them to remain open also allowed a school to be classed as sustainable. Sustainability emerged as a more problematic concept, as very few of the retrieved studies engaged with it.

Sustainable scale-up was taken to refer to (1) the expansion of low-cost private-schooling, (2) enabling greater access of children, combined with (3) an improved choice of quality education, in a manner ensuring that a school was able to stay open and deliver education to children for the length of a school cycle and not be forced to close and disrupt children's education. The process of scaling up focused on private-sector-led development, as well as public-private partnerships.<sup>6</sup> The factors involved in sustainable scale-up differed depending on factors such as the previous number of low-cost private schools in the country and who was supporting the project. What level of scale-up is desirable and/or feasible is also a factor to be considered.

Due to the paucity of research addressing the sustainable scaling up of low-cost private education, the concept of sustainable scale-up in this review looks beyond low-cost private schools towards the scaling up of other education interventions in developing and fragile states<sup>7</sup> where the lessons learnt would

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- <sup>6</sup> 'Private-sector-led' development refers to development that involves business and enterprise leading projects that contribute to development goals, while 'public-private partnerships' are combinations designed to bring out the best qualities of both by providing opportunities to increase efficiency and innovation, by linking payment to delivery and performance. The public sector defines the scope of the outputs, while the private sector is in charge of delivering them.

<sup>7</sup> Classification of countries was based on the Statistics on International Development (SID) - Recipient Country Information 2011, see also: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/67317/SID-2012.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67317/SID-2012.pdf) and the Failed States Index <http://library.fundforpeace.org/fsi>.

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be relevant to the context of South West Asia. Particularly noteworthy are those examples which arise as a result of schemes which might be replicable for DFID or other donor organisations.

A framework which lays out the scope and context for each of these concepts is provided in Table 2.2. The framework also identifies indicators, outcomes and other relevant factors by which the findings and conclusions of the potential studies were evaluated.

**Table 2.2:** Framework for concepts, scope, context, and indicators of potential studies

Concept	Scope	Context	Indicators/outcomes/other relevant factors
<b>Low-cost private schools</b>	<ol style="list-style-type: none"> <li>1. Schools which are not solely dependent on government financial support and with a long-term source of funding independent of this support.</li> <li>2. Schools whose costs are still affordable to parents earning poverty line wages.</li> <li>3. Focus on primary education.</li> </ol>	<ol style="list-style-type: none"> <li>1. Developing, fragile, and conflict-affected countries throughout the world.</li> <li>2. Western and Southern Asia.</li> <li>3. Afghanistan and Pakistan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased availability of schools.</li> <li>2. Increase in the quality of the education provided, as indicated through standard education indicators (graduation rates, performance on standardised tests).</li> <li>3. Increased access for female students and vulnerable groups (disabled, displaced, extremely impoverished).</li> </ol>
<b>Sustainable scale-up</b>	<ol style="list-style-type: none"> <li>1. The scale-up of education-sector initiatives.</li> <li>2. Private-led or public-private partnerships for scale-up.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fragile and conflict-affected states (and other developing countries where relevant).</li> <li>2. Countries in Asia, particularly West and South Asia.</li> </ol>	<ol style="list-style-type: none"> <li>1. Financial self-sufficiency.</li> <li>2. Long-lasting programmes (when related to schools - at least 3 years but preferably the length of a school cycle).</li> <li>3. Successful sustainability in locations other than the location of initial implementation.</li> </ol>

### 2.3 Defining relevant studies: inclusion and exclusion criteria

All 443,029+ studies emerging from the searches which focused thematically on these two main concepts were included in the initial round of the review. To refine these results, inclusion/exclusion at the second stage of the review was based upon the following criteria:

**Relevance:** Only studies with a primary focus on one or both of the two main concepts were included. Studies that discussed the main concepts, but did not focus primarily on them, were excluded.

**Document Type:** Included documents were: academic articles, reports, books, chapters in books or other professional publications, including ‘grey literature’ (e.g., assessments or evaluations). Book reviews, news articles and non-analytical programme or project reports from governments, multilateral or bilateral development agencies and implementing partners were excluded. Evaluation and assessment reports conducted on behalf of these development organisations were included.

**Methodology:** Documents that were included were assessed according to the appropriateness and robustness of their methodological approach. All included studies were required to possess a significant level of original research, or highly structured review methods (e.g., previous systematic reviews related to the education sector in developing countries, before/after comparative studies,<sup>8</sup> comparative studies of different types of education interventions). Randomised controlled trials, while the most methodologically rigorous, did not form the majority of the relevant studies, due to the nature of the education sector in developing and fragile states, particularly in this region of Asia. Additionally, general commentaries, editorial articles or perception-based assessments were excluded, as they do not rely upon research and may present subjective opinions. However, where the Review Team determined that these documents contained useful background information, they were noted for incorporation into the background section of this report. Due to the politicised nature of the debate on low-cost private schools, agenda bias emerged as a key concern in relation to the methodology of many of the studies. This was factored into the studies’ quality evaluation and their analysis. As such, any study that lacked a stated methodology, and/or failed to present sources of data upon which findings were based, was excluded. This resulted in the exclusion of some potentially relevant studies, as quite a few of the retrieved results suffered from methodological weaknesses, or simply failed to be clear about the methodology used. These studies were used to provide relevant background information where appropriate.

**Language:** Only those studies which were available in English were included.

**Date:** Only documents published from 1991 onwards were considered.

### 2.4 Identification of potential studies: search strategy

This section details the search strategy employed by the Review Team, outlining the sources, the search terms, and the inclusion/exclusion process.

The first stage of the search was the formulation of precise and appropriate search terms, which attempted to balance sensitivity and specificity, in order to uncover the greatest number of relevant studies (Rothstein *et al.*, 2005). The search process aimed to identify

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<sup>8</sup> This review excluded those before/after comparative studies which were not sufficiently rigorous methodologically.

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two types of study. The first related to low-cost private schooling, focusing not only on Afghanistan, Pakistan or South West Asia, but on developing, fragile and conflict-affected states throughout the world. The second addressed the mechanisms of sustainable scaling up of education sector initiatives generally. This dual approach was followed in order to maximise the number of lessons learned relating to sustainable scale-up, with a special focus on private-led and/or public-private partnerships, as it was anticipated that there would be very few studies focusing solely on the sustainable scaling up of low-cost private schools.<sup>9</sup>

A series of pilot searches on ERIC via Proquest, a host for online databases, led the Research Team to carry out separate searches, one for each of the two main concepts. For the concept of low-cost private schools 1,244 results were returned. A review of the first 200 found 34 documents which appeared potentially relevant. For the concept of sustainable scale-up of education initiatives, the search returned 3,808 results. A review of the first 200 found 17 to be potentially relevant. Of those 17 documents, none were found in the 34 identified by the search for low-cost private schools. However, when the searches for the two concepts were combined, only 4 of the 57 results were potentially relevant, indicating the need to conduct two distinct searches.

Electronic searches of bibliographic databases were conducted on the key concepts, while the individual organisation and general website searches had to be tailored to match the limited search capacities of these types of website. When the search had to be modified for the hand searches, the Review Team sought guidance from the staff at the EPPI-Centre and University of York Library, who are knowledgeable in systematic review search methodology. The search terms were structured in this manner:

**Table 2.3:** Search terms by key concept

<b>Concept 1: Low-Cost Private Schools</b>	low cost <i>OR</i> low fee* <i>OR</i> low income <i>OR</i> slum* <i>OR</i> poverty <i>OR</i> poor <i>OR</i> affordable	<b>AND</b>	private <i>OR</i> non- government* <i>OR</i> non-state <i>OR</i> charitable <i>OR</i> NGO fund* <i>OR</i> religious <i>OR</i> faith <i>AND</i> school* <i>OR</i> education	<b>AND</b>	develop* <i>OR</i> fragil* <i>OR</i> conflict <i>AND</i> state <i>OR</i> countr* <i>OR</i> context <i>OR</i> region <i>OR</i> nation* <i>OR</i> Pakistan* <i>OR</i> Afghan* <i>OR</i> south* Asia* <i>OR</i> west* Asia*
<b>Concept 2: Sustainable Scale-Up</b>	Scal* up <i>OR</i> expand* <i>OR</i> roll-out <i>OR</i> grow* <i>OR</i> up-scale <i>AND</i> sustainable <i>OR</i> success* <i>OR</i> replicable	<b>AND</b>	education <i>OR</i> school* <i>AND</i> private led <i>OR</i> <sup>10</sup> public-private partnership <i>OR</i> non-state	<b>AND</b>	develop* <i>OR</i> fragil* <i>OR</i> conflict <i>AND</i> state <i>OR</i> countr* <i>OR</i> context <i>OR</i> region <i>OR</i> Pakistan* <i>OR</i> Afghan* <i>OR</i> south* Asia* <i>OR</i> west* Asia*

<sup>9</sup> The decision was made not to combine the two sets of search terms into one search, as it was anticipated that this would greatly restrict the number of studies returned, especially as many studies of low-cost private education do not deal overtly with sustainable scale-up.

<sup>10</sup> Although our focus was on the private sector, the terms cited might lead to very few results, which is why they could be excluded through the OR option.

The search terms were designed to capture the complexity of (1) low-cost private schools (sometimes called low fee, aimed at the low income/poor, located in areas of poverty/slums, and run by many different types of organisation), (2) sustainable scale-up (which is successful or replicable and may involve expansion, roll-out or growth), and (3) the type of environment which was being investigated (developing, fragile and conflict-affected and more specifically Pakistan, Afghanistan and South and West Asia).

This meant that, accounting for the various different AND/OR options, for each database that was electronically searched, two searches were carried out for concept 1 (low-cost private schools) and six for concept 2 (sustainable scale-up). Details of the searches for the two concepts can be found in Appendix 2.

For those organisation and general websites which were not able to support such extensive search terms, searches were carried out using the following terms:

- low-cost private school;
- low-cost private education;
- low fee private school;
- low fee private education;
- sustainable scale-up.<sup>11</sup>

The search strategy was focused primarily on searches of the following sources (see also Table 2.4):

1. bibliographic databases;
2. references on key websites;  
with further data drawn from:
3. citation searchers of key authors/papers;
4. reference lists of key papers;
5. networks of professional contacts; and
6. direct requests from key informants.

Prior to the study search, a database was set up on EPPI-Reviewer 4.0 to organise the search results and the coding of studies. A separate search log/diary was created, in which each search was recorded, with detailed information that included the researcher, date and time, database searched, the number of search results, and the date the results were uploaded to the EPPI-Reviewer database.<sup>12</sup> The titles and abstracts from the results of the bibliographic database searches were imported directly into the EPPI-Reviewer database, while the search results from individual databases and hand searches were saved as separate lists (the volume was too great to manually enter them all to the EPPI-Reviewer database).

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<sup>11</sup> During the synthesis process, when it became clear that almost no results had been returned for Afghanistan, a separate search was carried out on Google using the terms 'low cost private education in Afghanistan'. Despite returning 11,500,000 results, a screening of the first 100 indicated that none was relevant or of the right document type (indeed a number of the first results were about this very review). It has accordingly not been included with the other searches, as it indicated that the search terms were not at fault; rather there was a lack of relevant literature available.

<sup>12</sup> This search log/diary is attached to this report as Appendix 4.

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**Table 2.4:** Databases by type of search

Bibliographic databases - electronic searches	Organisational websites or general databases - hand searches
<ol style="list-style-type: none"> <li>1. Education Resources Information Center (ERIC)</li> <li>2. Australian Education Index</li> <li>3. Databases from PAIS International (covering 650 social science journals)</li> <li>4. ASSIA/Sociological Abstracts</li> <li>5. The Social Science Citation Index</li> <li>6. Econlit</li> </ol>	<ol style="list-style-type: none"> <li>1. The British Educational Index</li> <li>2. EPPI-Centre’s educational research database</li> <li>3. The Campbell Collaboration Library</li> <li>4. CREATE (Consortium for Research on Education Access, Transitions and Equity)</li> <li>5. IDEAS</li> <li>6. JOLIS (the database for the World Bank and IMF)</li> <li>7. The Asian Development Bank</li> <li>8. Asian Journals Online</li> <li>9. The Indian Citation Index</li> <li>10. Google Scholar</li> <li>11. R4D</li> <li>12. BLDS</li> <li>13. Eldis</li> <li>14. Search4Dev</li> </ol> <p>The publication sites of development partners working with government ministries to improve the capacity of teachers in the developing world were also consulted. These included:</p> <ol style="list-style-type: none"> <li>1. The Association for the Development of Education in Africa (ADEA)</li> <li>2. AusAID</li> <li>3. DFID</li> <li>4. UNESCO</li> <li>5. UNICEF</li> <li>6. UNDP</li> <li>7. DANIDA</li> <li>8. CIDA</li> <li>9. GIZ</li> <li>10. USAID</li> <li>11. The Inter-Agency Network for Education in Emergencies (INEE)</li> <li>12. The Organization of the Islamic Conference (OIC)</li> <li>13. Save the Children (STC)</li> </ol>

In addition to the systematic review searches for the two concepts, the team also gathered relevant background studies outside the search framework. The Review Team focused on locating relevant literature on the developmental challenges to the education

sector in Afghanistan and Pakistan, particularly in relation to issues surrounding conflict and the provision of quality education in fragile states. Understanding the context is important for understanding the impact that any potential scale-up may have on a fragile context, as education programmes have wider impacts than simply educating children. Due to the importance of context to sustainability, documents with relevant background information have been included in the references.

For this review, development challenges to education have been taken to be those which prevent the delivery of quality basic education for all. When it comes to conflict-affected states, the EFA Global Monitoring Report UNICEF, 2011) notes that the major challenges relate to protection, provision, reconstruction and peace building. Developmental challenges to education also include those which impact in a more indirect way on the education sector and on the delivery of quality basic education for all. Knowledge of these development challenges within the context of South and West Asia, particularly Afghanistan and Pakistan, will enable a better evaluation of the role that low-cost private schools can play in meeting the educational needs of the countries. The information obtained has been incorporated into the background contextualisation in this report.

### *2.4.1 Screening studies: applying inclusion and exclusion criteria*

For the two key concept search results, the inclusion and exclusion criteria were applied successively to titles and abstracts/keywords and then to full texts. Full texts were obtained for those studies that appeared to meet the criteria after the first review of the titles and abstracts. The full reports from the electronic search were then uploaded to the EPPI-Reviewer database, while the others were saved in dedicated folders. The inclusion and exclusion criteria were then reapplied to the full reports, and those that did not meet the initial criteria were excluded. This provided an initial data set of included studies.

At each stage of the inclusion/exclusion process, the individual document entry was coded appropriately, making clear the reason for exclusion. The documents were organised in a folder system for easy identification and to record the decision taken for each search.

A log of the screening carried out on the full reports can be found in Appendix 5. This created the final data set of included studies to be coded. The process of coding these full reports led to further exclusions based primarily on issues with the study methodology.

### *2.4.2 Characterising included studies*

The included studies were then assigned to a specific member of the Review Team and were coded by employing the Study Characterisation and Quality Appraisal Tools (Appendices 6 and 7).

The Study Characterisation Tool consisted of basic demographic information, such as the study title, author, source, date, study context, outcomes and conclusions. It was designed to capture:

- information specific to low-cost private schools, including: type and funding, impact on various education indicators, registration status and whether it was the first choice of parents;
- information about the intervention examined in the study, including who implemented it, who it addressed, how long it lasted and its outcomes; and
- information specific to cases of scaling up, including type, process, duration and outcomes. The tool was designed to draw out from the included studies the key themes and information required to answer the review question.

Additionally, studies that addressed the following factors were considered particularly relevant to the review:

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- the feasibility of the sustainable scale-up of low-cost private education (relating to factors such as its ability to keep attracting teachers, keep fees low, and find suitable premises and sustainable funding);
- the acceptability of the sustainable scale-up of low-cost private education (relating to factors such as parental choice, governmental certification and retention); and
- the impact of the sustainable scale-up of low-cost private education (relating to factors such as quality of education, access for marginalised groups and replicability of the model in relation to private-led or public-private partnerships).

The Quality Appraisal Tool was designed to allow the Review Team to assess the methodological rigour of the studies. The nature of the methodology, sample size, data sources and analytical approach were all considered. During the assessment process, attention was paid to potential biases in the studies, specifically study origins, possible data weaknesses and difficulty in impact attribution. The quality of studies was assessed by considering the appropriateness of their methodological approach, the sample size and sampling method, the objectivity of the researchers, and the analytical approach, with a numerical score from a scale of 0 to 4 given for each possible option, enabling an overall score to be calculated for each study. A consistent set of criteria to assess methodological appropriateness and quality was applied to all studies.

The final data set was determined through a comprehensive quality appraisal process utilising the Study Quality Appraisal Tool and paying particular attention to whether the studies had a discernible methodology and whether they presented enough data. The coding tools were initially completed by the assigned Review Team member, but then validated and modified through discussion with a second Review Team member if discrepancies or disagreements existed. Based on this assessment, studies were categorised according to their type and rigour and a number were excluded due to poor methodological rigour. The Quality Appraisal Tool was used once more to determine whether the report had a stated methodology and if the stated methodology illustrated the data upon which its findings were based (Questions 3.2 and 4.1). The report was excluded if it did not meet these criteria and if its Quality Appraisal Score was below 25.

#### *2.4.3 Identifying and describing studies: quality assurance process*

As previously stated, the studies were equally divided between the Review Team researchers for review, summary, and assessment; however, studies which did not appear, to the assigned individual reviewer, to fall clearly within the scope of the inclusion and exclusion criteria were brought to the attention of another Review Team member. The final exclusion/inclusion decision was made consensually following a period of discussion. There were no reports for which a final decision could not be made through this collaborative process.

## **2.5 Methods for synthesis**

This section details the process by which the Review Team synthesised the evidence and developed theories to respond to the overall research question.

### *2.5.1 Selection of studies for synthesis*

All studies which were relevant and which met the minimum methodological requirements (described in Section 2.3) were included in the final data set. There were some reports that would have been included, as they contained relevant information, yet they failed to meet the minimum methodological requirements of a discernible methodology and the presentation of enough data. These studies were used to provide background information and greater depth to the analysis.

### 2.5.2 *Assessing the quality of the studies*

The quality of studies was assessed by considering the appropriateness of the methodological approach, the sample size and sampling method, the objectivity of the researchers and the analytical approach. The majority of studies relied upon a mixed-methods methodology, which included: a desk review, the gathering of quantitative data on schools or households, interviews with stakeholders (including parents, teachers, government officials and teachers), and qualitative methods such as classroom observations. The following aspects were considered within the quality assessment process:

- the purpose and origins of each study;
- the credibility and robustness of the data;
- the length of time considered; and
- the degree to which there was a focus on the sustainable scaling up of low-cost private schools.

Methodology in general was a problematic issue. Some studies lacked methodological rigour, while many failed to include any description of the methodology. The lack of information about the methodological approach employed by the authors resulted in the exclusion of 31 studies which would otherwise have been considered relevant and included in the synthesis process.

The sampling of the studies comparing the impact of low-cost private schools was challenging. This was in part because, even though most claim to have controlled for the background characteristics of the participants, low-cost private schools by their very nature create a hierarchy, with the children who have the advantages of motivated, better-off parents ending up in them. This makes comparing like with like extremely difficult and potentially skews the data relating to low-cost private schools, especially as it is not clear how the background characteristics of the participants have been controlled for.

In addition, there was a lot of reprocessing of the studies between the articles, meaning there was a lack of originality within the overall data sets. For instance, there were four articles which used the same data sets from a study of schools in Bandlaguda, Bhadurpura and Charminar in Hyderabad, Andhra Pradesh, India, three articles looking at data from rural Punjab, Pakistan, and four which used data from a survey of 15 low-cost private schools in Hyderabad, amongst others.<sup>13</sup> This has meant that the included data set has a heavy concentration on a limited number of studies carried out by a small number of authors writing from the same perspectives, which may result in greater weight being given to their work and findings than is warranted. For example, saying 50 per cent of studies find x, and 15 per cent find y, does not make x more valid than y if that 50% is made up of articles using the same data, validly published a number of times for different audiences.

A major issue with the retrieved articles in such a politicised topic was author bias and the role this played in the quality of the studies. Many articles were found to have a clearly distinguishable agenda, with their authors being either for or against the involvement of the private sector in education and presenting their data and arguments accordingly. This bias was something the Review Team kept in mind when assessing study quality, as it does not necessarily invalidate a study's findings, but it does mean that additional analysis is required and care should be taken before the results are accepted.

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<sup>13</sup> See Appendix 8 for greater details.

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Despite these challenges, the Review Team systematically assessed the studies' quality through the use of the Study Characterisation and Quality Appraisal Tools and Excel spread sheets produced using the results. Throughout the analysis, appropriate emphasis was given to the studies that were more methodologically robust.

### *2.5.3 Overall approach to and process of synthesis*

Based on the reviewers' existing awareness of the literature, it was initially presumed - and the study search results confirmed - that the scientifically rigorous quantitative or structured qualitative data that are characteristic of systematic reviews conducted in the health or medical fields were likely to be rare within these studies. Descriptive quantitative and descriptive qualitative studies were the most common types of research methodology and provided the core data for study comparison.

Due to the nature of the question and the type of evidence and data found in the studies included in the final review, the synthesis process employed a mixed-methods approach that built upon a foundation of Critical Interpretive Synthesis (CIS), a synthesis methodology that is particularly useful when working with disparate forms of evidence, where randomised control trials are not viable sources of evidence, and where theory from adjacent fields is relevant (Dixon-Woods n.d.).

There were a number of challenges to data synthesis which should be noted. These included:

- the lack of a uniform definition of key concepts across studies;
- a lack of focus on the question of sustainable scale-up;
- the lack of studies addressing Afghanistan, one of the main contexts of the review question, which is especially problematic given the importance of context for issues of sustainability and scale-up.

Not all the studies, for instance, clarified what they considered to be low cost, so the results ranged from less than 4 per cent to around 15 per cent of household incomes. In addition, while some articles considered the cost of multiple children for a household, it was not clear whether others did so. Appraisals of the quality and impact of low-cost private schools also differed between studies. The lack of uniformity makes it harder to synthesise the data from the studies, although the core ideas of the concept remain similar across the studies.

The lack of articles focusing on sustainable scale-up poses challenges to answering the review question; however, lessons about sustainability and scale-up can still be drawn from those articles which have not chosen to examine the concept specifically through careful analysis. Particularly problematic for the process of synthesis was the lack of articles dealing with Afghanistan. In one multi-study article there was just a single reference to Afghanistan. As a result, the process of synthesis drew on applicable lessons learned from other contexts and background information that establishes the context of Afghanistan. Additionally, despite a comparatively high number of articles focusing on Pakistan, within the final data set there exists a great deal of study repetition, nor can they be said to reflect the whole of Pakistan.

Furthermore, the variety of different approaches which the articles took to examining the topic (ranging from in-depth focused studies to brief examinations of multiple studies in multiple countries) further complicated the synthesis process.

### *2.5.4 Selection of outcome data for synthesis*

The studies included in the final data set were thoroughly reviewed a second time. Descriptive information from each study was input into a synthesis table, a summarised form of which can be found in Appendix 9. This information included the name of the

study, the year, the type of intervention, the study description, findings, conclusions and other themes applicable to the two main concepts identified in Section 2.2, namely low-cost private schools and sustainable scale-up of development programmes in fragile states.

*2.5.4.1 Process used to combine/synthesise data*

The review team then organised the studies by type and assigned a code to each study's intervention, findings, and conclusions. Each study and its coded data were analysed for identification of recurring themes across studies. The recurring themes were further evaluated to identify the most recurrent and significant themes, based on the framework of the two main concepts identified in Section 2.2.

*2.5.4.2 Quality assurance during the synthesis process*

The Review Team members individually extracted the relevant data for the synthesis for their assigned documents. At the conclusion of the review period, the team met to discuss the completed study classification and quality appraisal tools. The data from the tools was then validated and organised by one of the team members using synthesis tools adapted from Excel spread sheets. If questions regarding study findings or the interpretation of the synthesis arose, the Review Team came to a consensus through collaborative discussion. The final synthesis results were discussed and deliberated on by the entire Review Team.

**2.6 Deriving conclusions and implications**

Based upon the results of the coding analysis, theories from data gathered in the included studies, relevant existing theories, and through collaborative discussions with experts in this sector, the research team developed responses to the following sub-questions:

1. What factors affect the sustainability of low-cost private schools?
2. In what way can education projects in fragile and conflict-affected countries - particularly those that are private-led or private-public partnerships - be scaled-up in a way that ensures their sustainability?
3. What are the particular challenges to education in Afghanistan and Pakistan?

These responses were then synthesised into a very specific and comprehensive response to the original research question, following the thematic synthesis approach, as fully outlined in Section 4.

### 3. Search results

This section reviews the process of searching, screening and systematic mapping of studies, and describes how the final 44 articles, containing 36 different studies (data sets), were ultimately selected for synthesis.

#### 3.1 Studies included through searching and screening

A total of 443,029 documents were identified as a result of the search strategy described in Section 2. Of that total, the titles and abstracts of 12,824 were screened to make the process manageable and to ensure that time was not spent unnecessarily screening search results which had very little relevance. Some searches returned large numbers of results with rapidly decreasing relevance to the search terms used. For these databases, the first 50-200 results were saved for screening. Notes on which search results were shortlisted in this way can be seen in the search log in Appendix 4.

Figure 3.1 gives a detailed graphic explanation of the inclusion/exclusion screening process through each stage of the review. The second step of the exclusion process included deleting duplicate citations and excluding documents based on a title or abstract that was easily identifiable as irrelevant to the review, due to lack of reference to the key concepts of the review; a total of 12,692 documents were hereby excluded. After the first round of exclusion screening, 132 documents remained. These documents were then retrieved to be reviewed and screened in full.

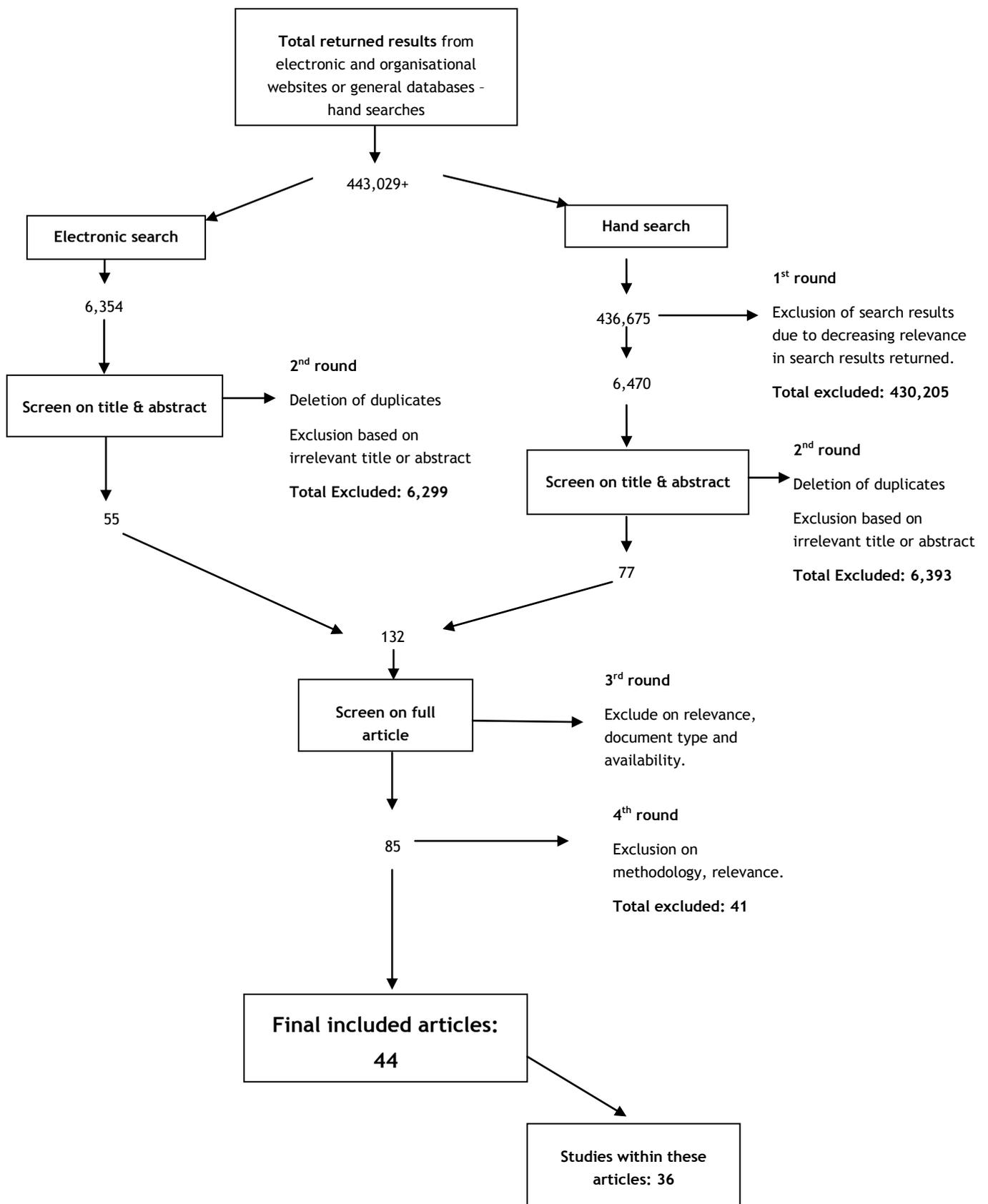
During the next stage of the process, the Review Team conducted a full document screening, which excluded 47 citations because, upon closer examination, they did not focus on the main concepts, they were the wrong document type, or the full document was unavailable. After the full document screening, 85 documents remained for the fourth exclusion round, where they were further examined, and initial coding via the study characterisation and quality appraisal tools took place. This stage was crucial for ensuring that the included studies were the most methodologically rigorous. At this final stage, no study was excluded on the basis of relevance, but purely on the basis of methodological rigour. For example, if a document's authors did not explicitly describe their study's methodological approach (Quality Appraisal Tool Question 3.2) or offer enough detail about their data collection activities that it could be discerned, the study was excluded. Likewise, documents presenting findings or conclusions without supporting data were excluded at this stage (Quality Appraisal Tool Question 4.1). At the end of this process, 44 documents remained to be coded for synthesis.

41 of the excluded documents contained useful background information, and were specifically coded for easy access to the relevant information by the Review Team or DFID policy team at a later date.<sup>14</sup> The information provided by these documents was incorporated into the 'Background', 'Conclusions and Recommendations' sections of this report.

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<sup>14</sup> A list of the documents identified as having useful background information can be found in Sections 7.1 and 7.2.

Figure 3.1: Process of exclusion



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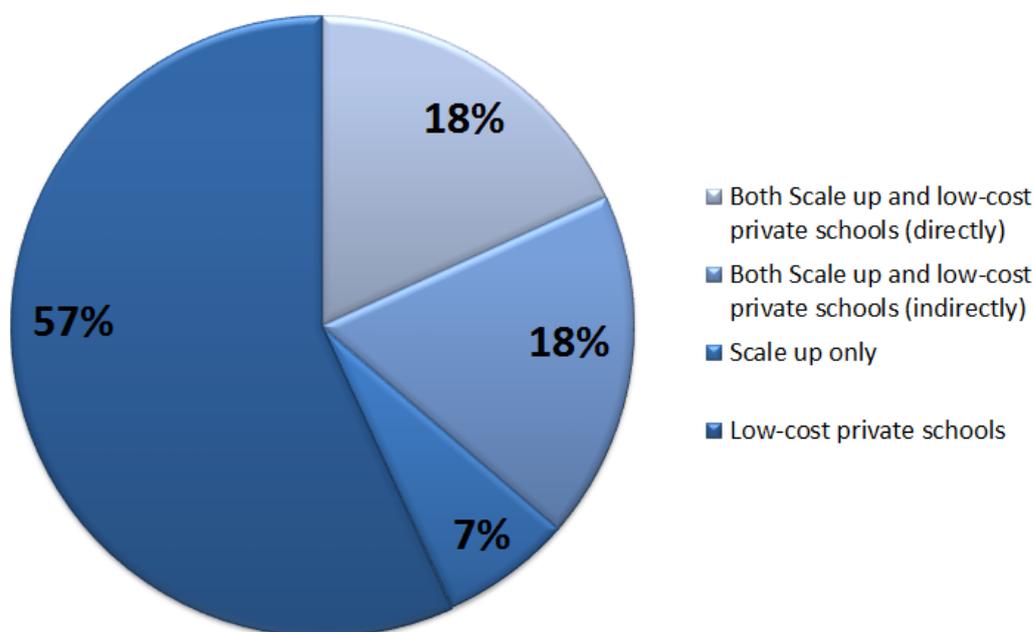
During the screening process, several steps were taken to minimise researcher bias and error. First, the Review Team utilised the EPPI-Centre’s EPPI-Reviewer, a specialist web-based systematic review software package, for the results of the electronic searches; these were uploaded to the reviewer to manage bibliographic references and record the searching, selection and coding processes (Thomas *et al.*, 2010). Cross-checks were made of each other’s decisions and the Review Team also frequently liaised with the EPPI-Centre and University of York Library staff when questions arose regarding systematic review methodology, search terms and strategy and quality assurance.

During the write-up of the final report, the Review Team became aware that, despite the comprehensive nature of the search terms and the wide range of databases, important studies were not returned. For instance, a chapter by Dana Burde in *Educating Children in Conflict Zones*, which was based on a randomised control trial involving community schools in Afghanistan, was not in any of the search results. Instead the Review Team used the information provided to support the conclusions drawn from the synthesis process.

### 3.2 Details of included documents and studies

The final data set for the review included 44 documents: 19 referred to scale-up (11 directly and 8 indirectly), of which 3 dealt solely with sustainable scale-up and 16 dealt with both scale-up and low-cost private schools (8 directly and 8 indirectly); 25 dealt with the concept of low-cost private schools only. Despite the majority of articles focusing solely on the concept of low-cost private schools, these studies still offer valuable insights to the review question. In total, 16 articles referred to Pakistan, 5 of which were multi-case studies, while one also referred to a study in Afghanistan. The remainder of the articles dealt with the contexts of India, Kenya, Ghana, Nigeria, China and Mexico. There was a variety of types of study, 10 of which were of more than one type. There were 26 articles which were descriptive quantitative studies, 17 which were descriptive qualitative, 2 randomised controlled trials and 9 ‘others’, including various case studies.

Figure 3.2: Concepts addressed in the final data set



The 44 articles addressed/reported a total of 36 studies (a number of which looked at very similar study subjects or multiple countries within one study<sup>15</sup>); 14 were located in India (plus 3 in the multi-case studies), 7 in Pakistan (plus 3 in the multi-case studies), 4 in Ghana (plus 1 in the multi-case studies), 1 in Kenya, 1 in Nigeria (plus 1 in the multi-case studies), 1 in China, 1 in Mexico, and 1 in Bangladesh (plus 1 in the multi-case studies), and 6 multi-case studies, one of which very briefly looking at an example in Afghanistan. Twenty-three studies were concerned mainly with private-led low-cost private schools and 11 mainly with public-private partnerships, while in another 2, the funding type was not mentioned. There were a number of overlaps of studies, as they were carried out by the same research group. For instance, Tooley and his research partners carried out similar research in India, Kenya, Ghana, Nigeria and China, and some of his articles refer to these multiple studies. There are also multiple articles by Andrabi et al. referring to their research into a study in rural Pakistan. On the other hand, there were some studies which were mentioned in several articles, such as a survey of 15 low-cost private schools in Hyderabad, India, or research into the Fellowship Schools Programme in Balochistan.<sup>16</sup> This is where the concerns over the lack of originality in the evidence and unwarranted weight given to certain studies arise.

The included studies corresponding to the four categories (as indicated in Figure 3.2) can be found in the References in Appendix 9.

### 3.2.1 *Articles dealing specifically with both low-cost private schools and sustainable scale-up*<sup>17</sup>

Six of the eight articles which dealt specifically with both sustainable scale-up and low-cost private schools focused mainly on studies in the context of Pakistan, with one looking at other examples from Nigeria, Ghana, Kenya, India and China and one being a study of India. This focus on Pakistan by studies which directly address the concepts within the review question is especially advantageous for the synthesis process. However, there is a lot of overlap between these studies, nor can they be taken to be representative of all of Pakistan; some of the studies looked at the general context of the country, while others focused on Punjab and Balochistan. The Indian study focused on Hyderabad.

The studies reported in these articles included: three which looked generally at the relationship between public infrastructure, especially government girls' secondary schools, and the emergence and sustainability of low-cost private schools; two which looked at the rural and urban Fellowship Schools Programme (a public-private partnership seeking to provide low-cost private schools, especially for girls in Balochistan); one which looked at the Foundation Assisted Schools programme in Punjab (which provided public financing to private schools for the poor in return for various quality assurances); and another which looked at low-cost private schools in Hyderabad. In addition, there was a multi-case study comparing government and low-cost private primary schools in India, Kenya, Ghana, Nigeria and China. Having a range of studies which dealt with both private initiatives and

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<sup>15</sup> Within these 36 studies there are two points to be noted: i) if we were including completely unique data sets, a further five would be added; however, three of these were conducted by the same authors looking at the same subject with a few differences in the data they drew upon. The same is the case for the other two and therefore it was decided to include them as two studies rather than five unique ones. ii) There were also a number of studies which looked at multiple cases, but because they were using these cases as part of one study, they have been included as such. There were some other multi-case studies, but they were in the different situation of also existing as unique studies on their own and therefore have been treated as individual studies. Please see Appendix 8.

<sup>16</sup> A full list of studies and their corresponding articles can be found in Appendix 8.

<sup>17</sup> Alderman et al., 2003; Andrabi et al., 2005, 2006b, 2011; Barrera-Osorio and Raju, 2011; Liang, 1996; Tooley, 2007a, 2009. For further details, see Appendix 9.

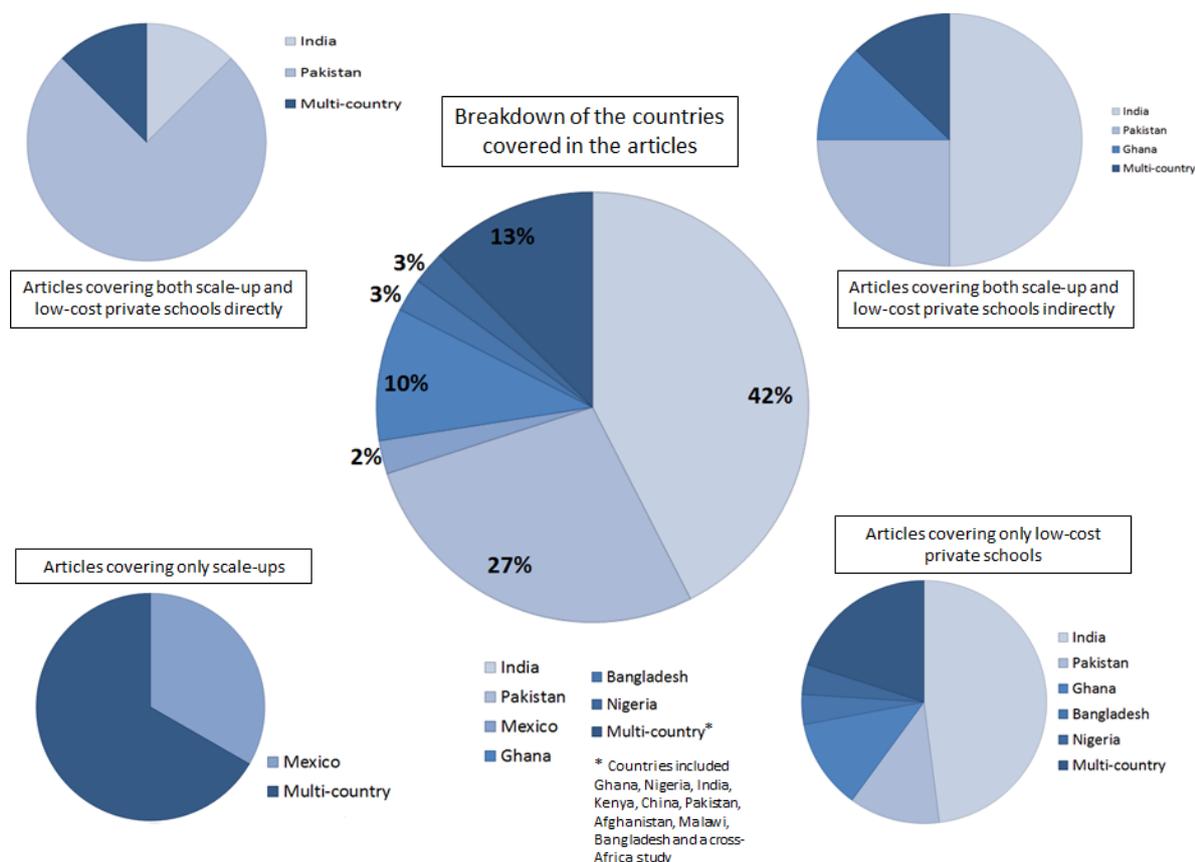
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public-private partnerships and sustainable scale-up ensured that the synthesis process had greater breadth in its response to the review question, as alternative evidence may exist for these two different types of intervention.

The types of study included two descriptive qualitative, three descriptive quantitative, one randomised controlled trial, one regression discontinuity analysis and 1 study which was both descriptive qualitative and descriptive quantitative. The methodologies used include desk reviews, field research, interviews and quantitative surveys.

These articles suggest that low-cost private schools can contribute to providing education for all and can contribute to increasing female enrolment, while public-private partnerships can be a cost-effective way to improve enrolment and some quality indicators. They indicate that community involvement in programmes is important, as is effective management, and that rural areas pose greater concerns for sustainability than urban ones. These schools are found to be overwhelmingly for-profit enterprises, with some chains of low-cost private schools emerging; while the public-private partnerships are pilot projects that are being scaled-up. They are able to keep their fees low due to spending much less on teachers' salaries, made possible by limited alternative employment opportunities for educated women, which poses a limitation in areas where there are few women educated to a high enough standard. They suggest that low-cost private schools are still inaccessible to the poorest, although this may be tackled through the use of vouchers.

**Figure 3.3:** Countries in which studies included in the final data set were conducted



### 3.2.2 *Articles dealing broadly with both low-cost private schools and sustainable scale-up*<sup>18</sup>

The eight articles which looked at low-cost private schools and dealt broadly with sustainable scale-up focused on a range of different countries, including four focusing on India, two on Pakistan, one on Ghana and one which was a multi-case study and included examples from Pakistan and the only case study from Afghanistan. Again it is helpful that the majority of studies which focus on the review's key concepts are located either within the key contexts of Afghanistan and Pakistan, or at least within the region. Within Pakistan, the focus was on Quetta (Balochistan), Punjab and Northern Pakistan; within India it was on Hyderabad, Mumbai, Madhya Pradesh and Andhra Pradesh; and in Ghana it was on Northern Ghana.

The studies included in these articles were ones which looked at the Aga Khan Education Services (a private non-profit education organisation that operate its own schools and supported community- based and government schools, and which aimed to increase female enrolment in remote areas of Pakistan); home- and community-based schooling, especially for girls, supported by NGOs in Afghanistan; the Foundation Assisted Schools programme in Punjab (which provided public financing to private schools for the poor in return for various quality assurances); the urban Fellowship Schools Programme (a public-private partnership seeking to provide low-cost private schools, especially for girls in Balochistan); two different low-cost for-profit school surveys in the slums of Hyderabad, India; low-cost private schools in the slums of Mumbai; low-cost private schools in rural Madhya Pradesh, India; and NGO-supported initiatives to support out-of-school and disadvantaged children in Northern Ghana.

The types of study included two descriptive qualitative studies, two that were both descriptive qualitative and descriptive quantitative, one descriptive quantitative, one randomised controlled trial, one case study and one literature review. The methodologies used included desk reviews, field research, interviews, financial data reviews, qualitative methods such as classroom observations, and quantitative surveys. Interestingly the majority of the studies in this group used a desk review as the primary source of data collection.

These articles suggest that there are many different forms of public-private partnership that can work to increase access for marginalised children, and governments must work to find the best balance for achieving education for all. Schemes aimed at girls were also found to increase male enrolment. These partnerships must respond to the context within which they are working and the circumstances of poor and marginalised groups, if they are to increase their access. There are some concerns over the long-term sustainability of public-private partnerships, especially in relation to long-term funding, and the viability of state subsidies when fee-free quality education emerges. For-profit low-cost private schools are able to charge low fees, yet also make a profit, while providing education to children living in slums, although they are still out of reach to the poorest. In addition, there are some equity concerns in relation to girls and marginalised groups. These schools are believed to provide a better quality education, as a result of greater accountability to parents, and parents will choose to send their children to low-cost private schools if they are unhappy with the quality of government schooling. When governments provide quality education, private enrolment is lower. Private schools are more flexible solutions in slums, where land often cannot be legally given by communities to the government to build a school. There is a growing phenomenon of chains of low-cost private schools run by

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<sup>18</sup> Aga Khan Foundation, 2007; Akyeampong, 2009; Baird, 2009; Barrera-Osorio and Raju, 2010; Johnson and Bowles, 2010; Kim et al., 1999; Tooley and Dixon, 2003, 2005. For more information please see Appendix 8.9.

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individual entrepreneurs, which have brand impact as successful schools. Regulations can be problematic for low-cost private schools, hindering their growth and accountability, making them vulnerable to corruption.

### 3.2.3 *Articles dealing with sustainable scale-up*<sup>19</sup>

The three articles which examined sustainable scale-up consisted of just one which specifically focused on Mexico, while the other two looked more broadly at Africa generally and at various case studies from developing countries. With the exception of the article looking at a case study in Mexico, this much broader contextual focus (than in the previous and later topics discussed) reflects their focus on higher-level concepts relating to education scale-up. This section focuses on contexts far removed from South and West Asia due to the limited amount of studies which concern themselves with the evidence of sustainable scale-up and therefore we have had to look further afield to draw relevant lessons also applicable to the context of the review's question.

Each study looked at examples of scale-up in the education sector. One examined a specific programme in Mexico that involved the scale-up of a sexuality education programme through an NGO-government partnership; another focused on the challenges to the scale-up of pilot education reforms in Africa; while the final study looked at different types of replication as a form of scaling up education programmes in developing countries. This included the Balsakhi Program in India, implemented by an NGO, which was scaled up to provide remedial education to hundreds of thousands of children, and the Non-Formal Primary Education programme scaled up by BRAC to provide over 31,000 primary schools throughout Bangladesh, focusing particularly on girls, hard-to-reach populations, those with disabilities and ethnic minorities.

All three studies are descriptive qualitative studies. The methodologies used involved mainly desk reviews, with field research being carried out in the study in Mexico.

These studies suggest that there are many different ways in which scale-up can occur and what is suitable depends on the project, the context, and the available capacity. They indicate the importance of working with government and creating a generally supportive political environment for the success of an education programme scale-up. In addition, successful scaling up requires careful consideration of suitability and the path to be taken, a charismatic leader, strong community support and sufficient funding. They suggest that scale-up fails as a result of increased costs, overstretched capacity, outpacing of support infrastructure, opposition and being inappropriate for the local context.

### 3.2.4 *Articles dealing with low-cost private schools*<sup>20</sup>

The majority of the twenty-five articles examining the concept of low-cost private schools only focused on India (twelve in total), while three focused on Pakistan, three on Ghana, one on Bangladesh, and one on Nigeria. The remaining five articles had a multi-country focus, including countries such as Pakistan, India, Bangladesh, Ghana, Kenya, Nigeria, Malawi, China and one with a focus on 'low-income contexts'.

Within India, the focus was mainly on the poorer states, with lower educational outcomes, and included states such as Uttar Pradesh, Rajasthan, Madhya Pradesh, Bihar, West

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<sup>19</sup> Jowett and Dyer, 2012; Pick et al., 2008; Samoff et al., 2011. For more information please see Appendix 9.

<sup>20</sup> Akaguri, 2011; Akaguri and Akyeampong, 2010; Alderman et al., 2001; Aslam, 2009; Cameron, 2011; Fennell et al., 2010; Goyal, 2009; Harma, 2010; Lloyd et al., 2005; Mehrotra and Pancharukhi, 2006; Muralidharan and Kremer, 2009; Ohara, 2012; Pal, 2009; Rose, 2007; Smith et al., 2005; Srivastava, 2006; Tooley, 2005; Tooley and Dixon, 2007a, 2007b; Tooley et al., 2005, 2007a, 2007b; Verger, 2012; Woodhead et al., 2013; Zeitlyn and Harma, 2011. For more information please see Appendix 8.9.

Bengal, Assam, Andhra Pradesh, Himachal Pradesh, Orissa and Tamil Nadu. Three focused specifically on the city of Hyderabad. Another city that was the focus of articles was Delhi. One article took the broadest focus of all by gathering data from twenty states. In Pakistan, the focus was on studies in the city of Lahore (Punjab) and on the states of Punjab, NWFP (now Khyber Pakhtunkhwa) and on Pakistan generally. In Ghana, the focus was on the Ga and Mfantseman districts. In Nigeria it was on Lagos state, while in Bangladesh it was on Dhaka. The articles cover a wide range of contexts, including rural and urban, but in general, the focus was on low-income contexts and poor communities.

The types of study included 17 descriptive quantitative studies, 4 descriptive qualitative, 3 which were both descriptive quantitative and descriptive qualitative, and 1 which was unclear. These studies used the whole range of methodology, including desk reviews, field research, interviews, financial data reviews, qualitative methods such as classroom observations, and quantitative surveys.

The studies included in these articles looked at a wide range of schooling types, including for-profit low-cost private schools, low-cost private schools with government subsidies, and international donor- or NGO-supported schools. They included a range of purely private schools and public- private partnerships, but in most cases the focus was on private-led schools (20 articles or 80 per cent). These private-led schools were mainly set up by individual private entrepreneurs responding to a need they perceived in their local community and with costs kept low by employing cheap local female teachers.

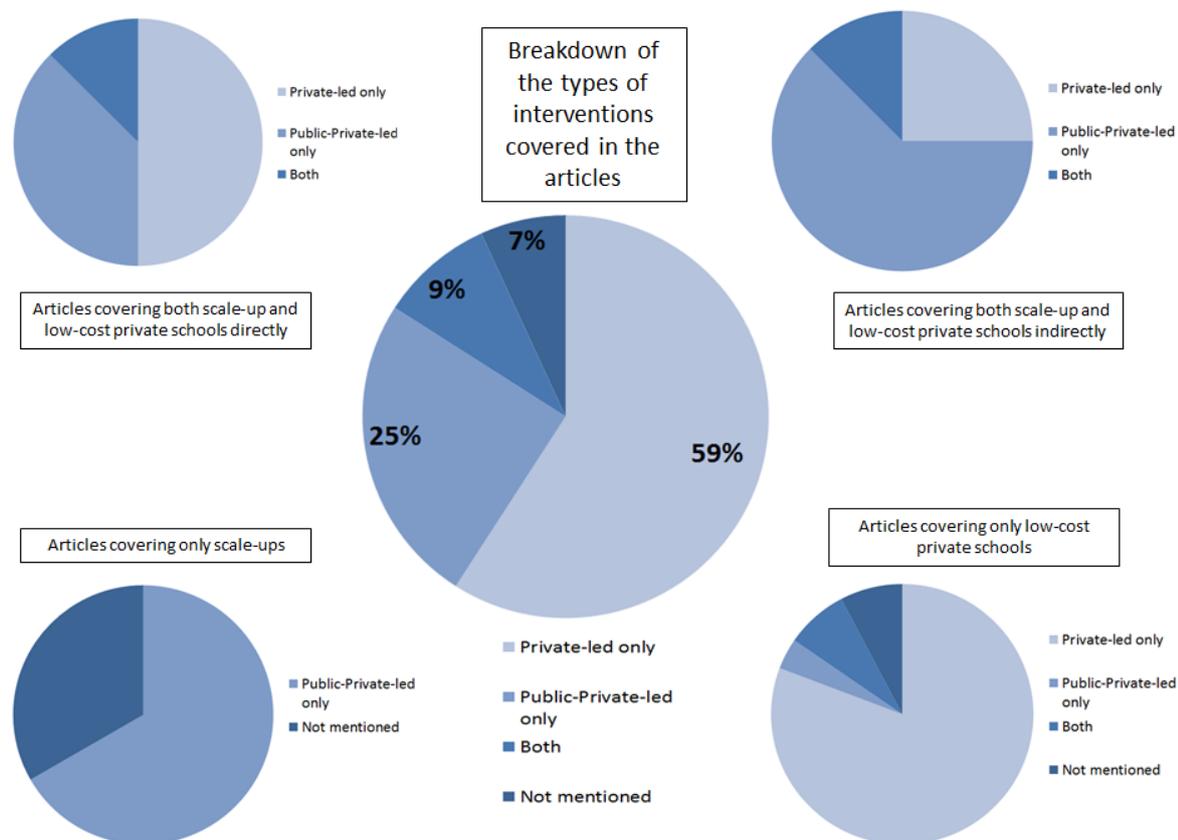
Interestingly, while the studies which examined sustainable scale-up in some way included a good mix of private-led and public-private partnerships, the majority of the articles and studies which failed to address sustainable scale-up looked at examples of schools started by private entrepreneurs - which make up the majority of low-cost private schooling sector, as depicted in Figure 3.4. This indicates that most of the interest in the literature on scale-up concerns government or NGO assistance (which plays a much smaller role in the non-government education sector), rather than how private individuals engage in what has resulted in the widespread scale-up of low-cost private schooling. This bias unfortunately prevents this review from providing a fully comprehensive answer to the review question.

It is clear from the studies that in a number of countries, particularly Pakistan and India, there has been a wide-spread emergence of low-cost private schooling catering to the poor in both urban and rural areas. The studies illustrate both the benefits and disadvantages of low-cost private education. As many schools are unregistered, due to the difficulties and cost of registration, they are not included in official enrolment figures and therefore they may be making a greater contribution to meeting Education for All goals than is realised. Lack of registration can also be a problem for pupils, as they are unable to take official exams, although this can be overcome through strategies of double-enrolment in government schools, or through taking them in officially recognised private schools. Parents are choosing to send their children to these schools because they perceive them to provide a better quality of education, in part as a result of problems with the government system, including high teacher absence and low teaching activity.

A few studies suggest that low-cost private schools produce better test results, although others query this. Another feature that makes them attractive to parents is the fact that many teach or purport to teach in English. They have increased female enrolment in some areas, either as a result of a conscious effort, or through factors such as being located closer to students' homes, giving parents a greater sense of security, and because they tend to employ female teachers. However, it does seem that in some areas boys are disproportionately represented, as parents choose to invest more in their education. Employing unqualified females as teachers means low-cost private schools can keep their costs down and therefore their fees low and affordable to sections of the poor. However,

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

**Figure 3.4:** The types of interventions examined by the studies included in the final data set



they remain unaffordable to the poorest of the poor, despite some examples of scholarships and subsidies provided by a small number of schools. This leads to some concerns over equity and the development of a two-tier system of education, with government schools becoming ghettos for the poor and marginalised.

The wide variety of included studies showed the different aspects of low-cost private education and brought out key themes during the synthesis process, which enabled the Review Team to address the review question. However, there are a number of points to be made about the studies generally which need to be taken into account when considering the evidence they provide for drawing conclusions and offering recommendations. Chapter 5 discusses these factors in greater detail.

## 4. Synthesis results

As described in Section 2.3, the Review Team employed a mixed-methods approach that built upon a foundation of Critical Interpretive Synthesis (CIS): a synthesis methodology that is particularly useful when working with disparate forms of evidence (Dixon-Woods, n.d.). This approach was also warranted because a fully articulated response to the research question required theorisation and synthesis to occur at the concept level for the review's two main concepts:

- low-cost private schools;
- sustainable scale-up.

Then, in order to respond to the review question, the Review Team conducted a final synthesis incorporating the information from the individual concept syntheses.

The information from the studies in the final data set was synthesised employing the approach described above, focusing first on the concept level, then developing a response to the question of sustainable scale-up of private schools in Pakistan and Afghanistan. Three questions guided the synthesis process:

1. What factors affect the sustainability of low-cost private schools?
2. In what way can education projects in fragile and conflict-affected countries - particularly those that are private-led or private-public-partnerships - be scaled-up to ensure their sustainability?
3. What are the particular challenges facing the education systems in Afghanistan and Pakistan?<sup>21</sup>

The following sections outline the results of the synthesis process at the concept level before presenting the response to the overall research question within the framework of the questions outlined above.<sup>22</sup>

### 4.1 Education and low-cost private schools

The Review Team divided the concept of low-cost private schools in South West Asia - particularly Pakistan and Afghanistan - into three elements to develop a more thorough understanding of low-cost private schools in this specific context. These elements, which build upon each other, were challenges to the education system in developing countries, challenges to the education systems in Pakistan and Afghanistan, and finally, the challenges to and benefits of low-cost private schools within the context of the education systems in the region.

#### 4.1.1 Challenges to the education sector in fragile and developing states

In order to gain a more nuanced understanding of the challenges to low-cost private schools in South West Asia, particularly Pakistan and Afghanistan, the Review Team first coded the reviewed documents for themes, around the broader topic of challenges to the

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<sup>21</sup> The original question in the protocol was 'What are the particular challenges in scaling-up development projects in Afghanistan and Pakistan?' During the review period, it became evident that this question was too broad to be useful and that a question focusing on the challenges to the education system in these countries would be more appropriate.

<sup>22</sup> The details of the synthesis results outlining the information provided by each study on the three main concepts can be found in Appendix 9.

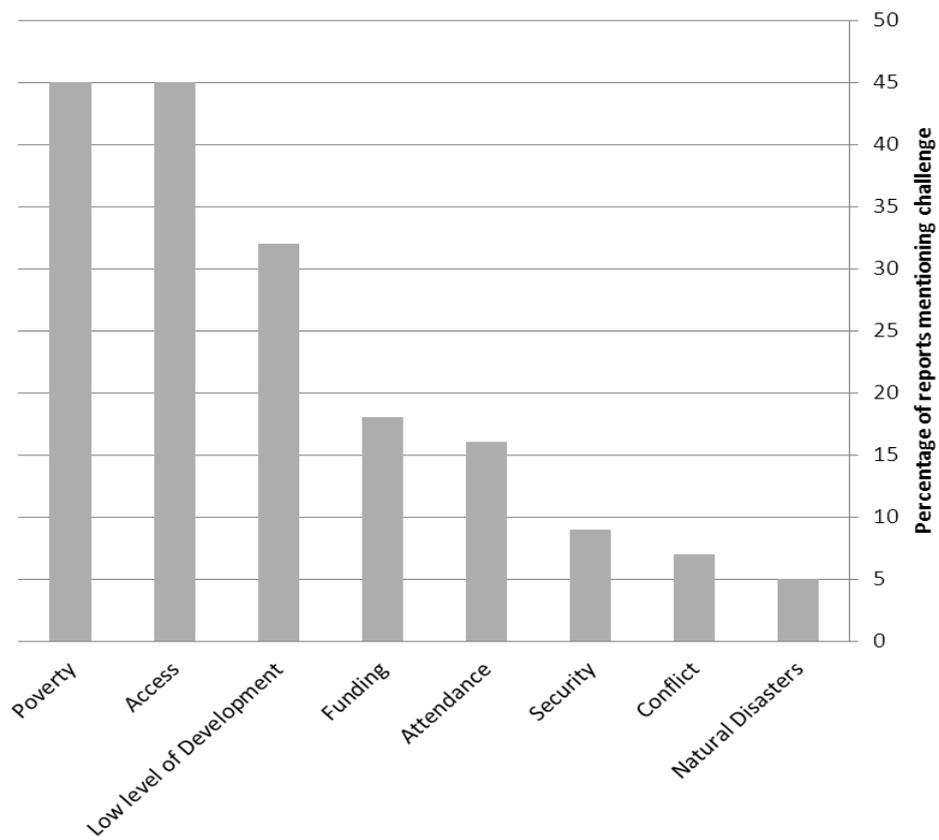
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education sector in fragile and developing countries generally. These were drawn from the categories in Question 3.7 in the Study Characterisation Tool and the synthesis process, as illustrated in Appendix 9. Some of the challenges were coded under the given categories, while others were felt to be distinct and listed under 'Other'. These are only the challenges which have been highlighted by the included studies' authors and should not be taken as a definitive list of all existing challenges, as the challenges facing the education sector were not necessarily something these authors had set out to examine in their articles.

All but one of the articles<sup>23</sup> discussed the challenges that the education sector faced in developing states, with the top two challenges being poverty (n = 20) and access (n = 20). Closely linked to poverty, a low level of development (n = 14) was the third most-stated challenge, followed by funding (n = 8) and attendance (n = 7). Less frequently mentioned challenges included security (n = 4), conflict (n = 3), and natural disasters (n = 2). However, most articles also mentioned some challenges grouped into a generic 'Other' category, which included: poor quality education (n = 18), teacher absenteeism (n = 14), lack of suitable teachers (n = 6), lack of accountability/regulation (n = 6), lack of registration of some private schools (n = 3), objections to private schools (n = 1), literacy levels of parents (n = 4), lack of local ownership and weak participation (n = 1), attitudes to female enrolment and gender disparity issues such as chronic female illiteracy (n = 4), regime change and political opposition (n = 2), corruption (n = 5), and a lack of sufficient demographic information on school-age children (n = 1), amongst others. Such a variety of challenges illustrates the importance of funding suitable solutions that address these challenges in a context appropriate way in the pursuit of quality education for all.

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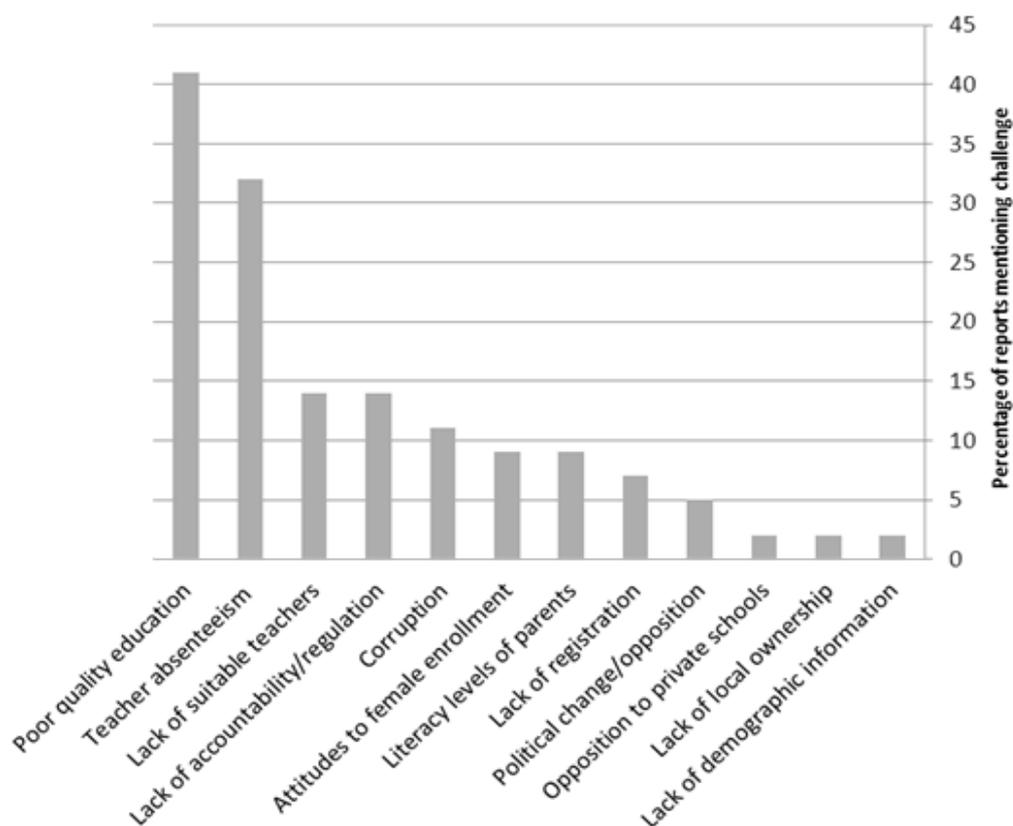
<sup>23</sup> Some articles referred to more than one challenge; therefore, the number of challenges is greater than the number of articles.

**Figure 4.1:** Challenges to the education sector in developing countries

A breakdown of the 'Other' category can be found in Figure 4.2.

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

**Figure 4.2:** Some ‘other’ challenges to the education sector in developing countries



Drawing upon the more detailed information about these challenges provided by the studies, the Review Team further refined the synthesis by organising the main challenges to the education sector into key themes on both the demand and supply sides. Table 4.1 outlines these themes and their individual elements.

**Table 4.1:** Major themes: challenges to the education sector in developing countries

Demand Side	Supply Side
<p>1) Poverty</p> <ul style="list-style-type: none"> <li>• Child labour</li> <li>• Illiteracy</li> <li>• Lack of parental involvement in child's education</li> <li>• Affordability of education for the very poor</li> </ul>	<p>1) Provision</p> <ul style="list-style-type: none"> <li>• Availability of teachers, particularly for remote rural locations</li> <li>• Limited education budgets</li> <li>• Weak state capacity and support</li> </ul>
<p>2) Parental choice for education</p> <ul style="list-style-type: none"> <li>• Willingness to pay what they can for what they consider quality education.</li> <li>• Parents measure quality in education through: <ul style="list-style-type: none"> <li>○ Test results</li> <li>○ Pass rates</li> <li>○ Attendance</li> <li>○ English</li> <li>○ Teaching contact time/attendance</li> <li>○ Teacher involvement</li> <li>○ Community pressure</li> </ul> </li> </ul>	<p>2) Access</p> <ul style="list-style-type: none"> <li>• Ensuring equity of access for all</li> <li>• Addressing the urban/rural disparity</li> <li>• Distance to school</li> <li>• Avoiding the 'ghettoisation' of government schools</li> </ul>
<p>3) Lack of Access</p> <ul style="list-style-type: none"> <li>• Girls</li> <li>• Disadvantaged groups (ethnic/tribal, lower castes)</li> <li>• Children with disabilities</li> <li>• The very poor</li> <li>• Remote rural communities</li> <li>• Urban slums</li> </ul>	<p>3) Infrastructure</p> <ul style="list-style-type: none"> <li>• Limited</li> <li>• Low-cost private schools generally provide better facilities on nearly all of the indicators</li> </ul>
	<p>4) Quality</p> <ul style="list-style-type: none"> <li>• Lower level of teacher attendance and activity in government schools</li> <li>• Generally, lower test results for government schools compared with low-cost private schools, but there is debate in the literature on this point</li> </ul>
	<p>5) Accountability</p> <ul style="list-style-type: none"> <li>• Teacher accountability to children and families</li> <li>• School system accountability <ul style="list-style-type: none"> <li>○ Outdated regulations</li> <li>○ Lack of school registration</li> <li>○ Lax oversight, enforcement, and inspections</li> <li>○ Corruption</li> </ul> </li> </ul>

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

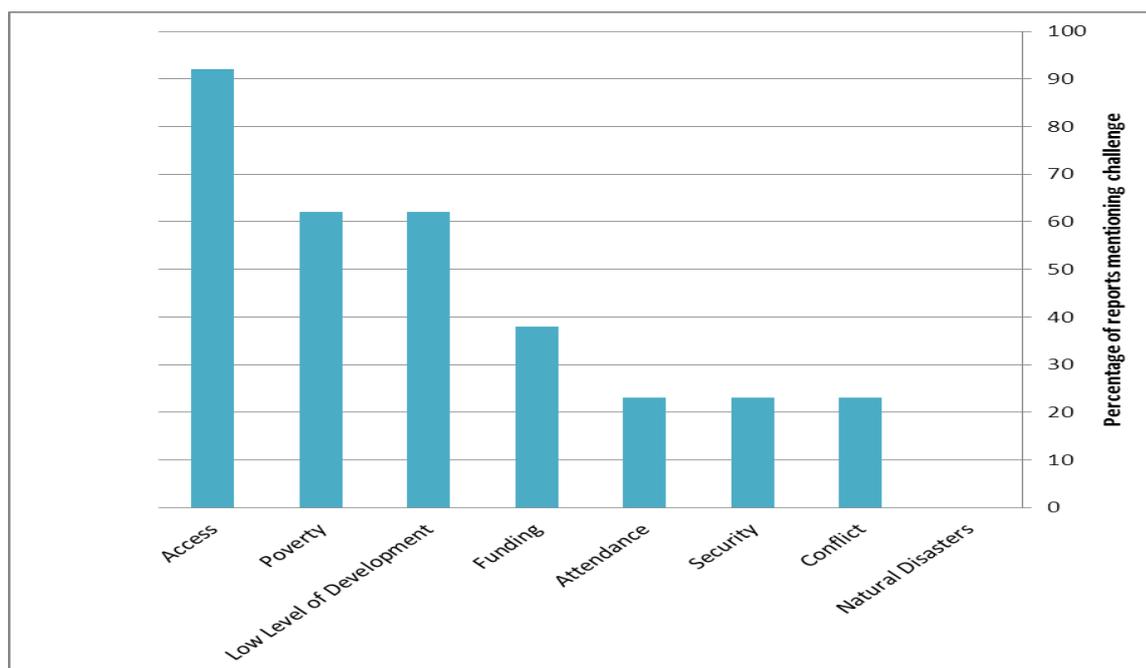
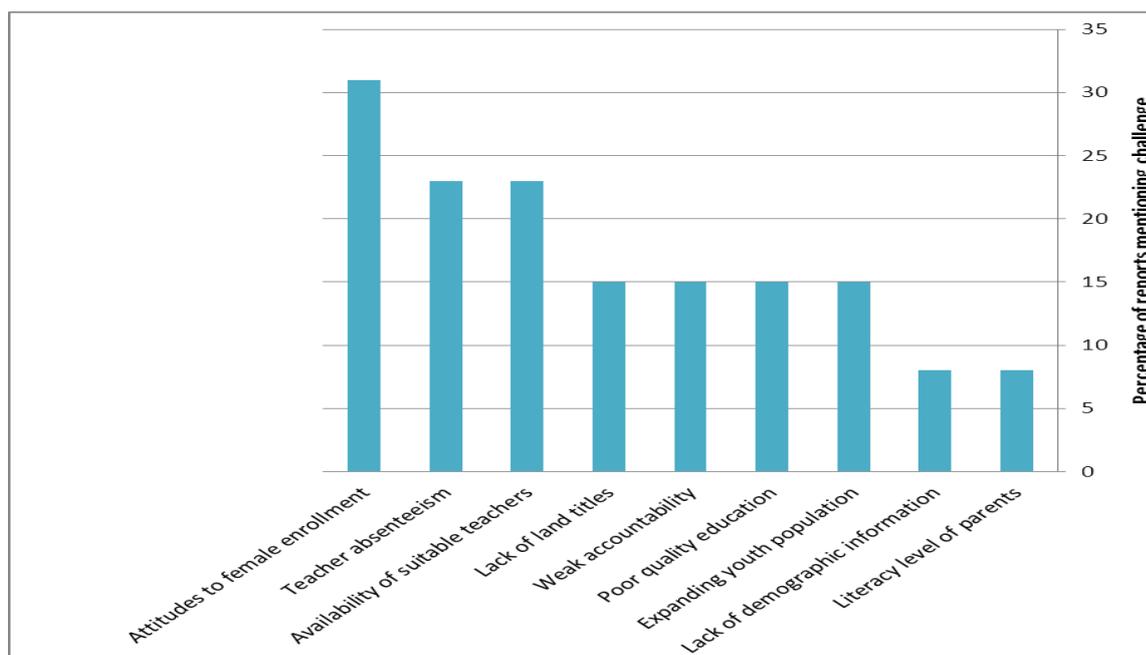
The themes and elements show the complexity and multidimensional nature of the challenges to education provision in developing countries. Governments struggle to provide primary education for all with limited budgets, outdated regulations and laws and corrupt oversight systems, while the majority of comparative studies demonstrated lower test scores by government school students, although a few studies challenged the degree of the 'private-school effect' on test results. What was clear following the synthesis of education challenges, was that, even in the least developed and more fragile countries, there is an overwhelming demand for quality education - including amongst the poorest families - and that state education systems, for a variety of reasons, are struggling or unable to provide it.

#### *4.1.2 Challenges to the education sector in Pakistan and Afghanistan*

Thirteen<sup>24</sup> of the 44 articles in the final data set described studies in Pakistan, with one brief mention of Afghanistan. The main challenge to the education sector was access (n = 12), which included factors such as lack of rural/slum provision and gender disparity issues such as chronic female illiteracy, followed by poverty (n = 8), a low level of development (n = 8) including weak state capacity, and funding (n = 5). Security (especially for girls), attendance and conflict were all factors mentioned equally (n = 3 each). There were overall 21 mentions of different challenges in the 'Other' category, including: the literacy levels of parents (n = 1), attitudes to female enrolment (n = 4), a lack of sufficient demographic information for school-age children (n = 1), availability of suitable teachers (n = 3), teacher absenteeism (n = 3), expanding population (n = 2), poor-quality education (n = 2), weak accountability (n = 2) and lack of land titles (n = 2), amongst others. Significantly, none of the studies referred to natural disasters as a challenge to the education sector in Pakistan, a serious and significant gap in the literature, given that devastating earthquakes and frequent flooding during the monsoon season over the last five years have killed thousands of people and displaced millions. Such events deeply impact not only on the lives of students and their families, but the ability of an already struggling education sector to respond adequately. Despite the frequency and severity of natural disasters in the country, none of the studies conducted in Pakistan took into consideration or mentioned this as a factor with negative impact on education in the country, nor did they address the need for education to be designed and delivered in a manner that reduces the risks these disasters pose.

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<sup>24</sup> Some articles referred to more than one challenge; therefore, the number of challenges is greater than the number of articles.

**Figure 4.3: Challenges to the education sector in Pakistan****Figure 4.4: Some 'other' challenges to the education sector in Pakistan**

Additionally, only one of the articles referred briefly to Afghanistan, and this was on a superficial level. When the regular searches in bibliographic databases returned nothing on Afghanistan, the Review Team conducted more general searches on Google and Google Scholar, but again, no relevant or rigorous studies were found. This clear gap in the literature is particularly troubling, considering that donors spent £153 million on education in Afghanistan in 2011/2012 (World Bank, 2011). Without rigorous studies of the Afghan education system showing positive impact, appropriate strategies and policies, and value for money, there is no concrete evidence to support such a vast investment of funds.

In order to mitigate the lack of rigorous academic research on the Afghan education system and assist the team in developing a response to the research question that would

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

be applicable to the Afghan context, the Research Team communicated with and interviewed people working in, or knowledgeable about, the education system there, such as Arzhang Yusefi, who works on education for UNICEF in Afghanistan. Unlike India or Pakistan, Afghanistan does not have a thriving low-cost private-school industry that caters to the needs of the poor. Rather, much of the private education sector consists of high-fee schools catering to wealthier families. Community-based schools do tend to be private, but are non-profit. Much of the education is provided through the government, with the support of the international community, particularly the World Bank.

Primary challenges to education in Afghanistan include issues of quality in several areas. With regard to teaching, the lack of teacher training and qualifications are major quality issues. A weak curriculum and lack of standardised tests to measure outcomes contribute to overall poor quality. Education for girls is also a fundamental challenge, with nearly half of the districts without girls' secondary education. Much like Pakistan, the lack of qualified female teachers in rural areas is the main reason girls are not absorbed into the education system, as many girls drop out of school as they approach adolescence due to cultural concerns, particularly if they do not have a female teacher. Girls in Afghanistan also face additional physical threats, as attacks on both schools and pupils occur far too regularly. Finally, the school system in Afghanistan is challenged by the social and ethnic divides within the country and does not yet fully grasp the impact - both positive and negative - that education has on these tensions.<sup>25</sup>

#### 4.1.3 Challenges to and benefits of low-cost private schools

In the final step of the synthesis process for the 'low-cost private schools' concept, the Review Team moved from the general challenges to education systems in developing countries to the challenges and benefits related to low-cost private schools. The details provided in the individual studies on low-cost private schools were explored in depth then organised by themes and elements based on challenges and benefits on both the demand and supply sides, depicted in Table 4.2.

**Table 4.2:** Major themes related to the benefits and challenges of low-cost private schools.

Demand-side challenges	Supply-side challenges
<p>1) Context variations</p> <p>2) Girls and disadvantaged groups, for example lower castes in India, tend to end up in lower performing government schools.</p>	<p>1) They are not affordable by the poorest of the poor, so there is still disparity in access to education.</p> <ul style="list-style-type: none"> <li>• There seems to be little evidence of widespread subsidies or scholarships for the very poor in low-cost private schools.</li> </ul> <p>2) There is a fear that low-cost private schools will lead to deterioration of the government school system and further inequity, but none of the studies in the final data set explored this question.</p> <p>3) Girls and disadvantaged groups tend to end up in lower-performing government schools, leading to greater disparity.</p>

<sup>25</sup> Information provided in interview with Arzhang Yusefi on the 22 February 2013.

	<p>4) Difficulty in regulating low-cost private schools.</p> <p>5) Cumbersome and outdated registration processes lead and feed corruption and bribery.</p> <p>6) The preponderance of unrecognised and unregulated private schools without qualified teachers can lead to students who are unqualified and unable to take state exams.</p> <ul style="list-style-type: none"> <li>• Students mitigate this challenge by double-enrolment in both the government and a low-cost private school.</li> </ul> <p>7) There is unclear evidence that the ‘private school effect’ has a strong positive impact, as supporters say.</p> <p>8) Teachers in low-cost private schools tend to have fewer qualifications and less training than teachers in government schools.</p> <p>9) Governments have little engagement with private partners and civil society, particularly in Pakistan.</p> <ul style="list-style-type: none"> <li>• Governments go along with donor-driven public-private partnership initiatives, without real buy-in or long-term engagement with the private partners.</li> </ul>
<b>Demand-side benefits</b>	<b>Supply-side benefits</b>
<p>1) More informed parental choice</p> <ul style="list-style-type: none"> <li>• There is no buy-in to the concept of low-cost private schools; the buy-in is with the idea of quality education.</li> <li>• Sending children to private schools has an element of prestige for some, around the issue of having money to spend on private education.</li> </ul> <p>2) Female enrolment increases - especially if girls are directly targeted by the low-cost private schools - but it still increases even if they are not.</p> <ul style="list-style-type: none"> <li>• Proximity to schools is an important factor in girls’ education.</li> <li>• Having female teachers is a factor for girls in Pakistan and Afghanistan</li> </ul> <p>3) Low-cost private schools increase enrolment generally.</p>	<p>1) Universal education goals may be closer than reported due to enrolment in unrecognised private schools not recorded in official databases and lists.</p> <p>2) Low-cost private schools often offer lower fees for multiple children from the same family, encouraging increased enrolment.</p> <p>3) Low-cost private schools are often established in close proximity to homes.</p> <p>4) Low-cost private schools employ local teachers more frequently.</p> <p>5) There is some evidence - although it is debated in the literature - that low-cost private school students have better test results.</p> <p>6) There is evidence of higher levels of teacher activity and attendance in private schools.</p>

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<p>4) Low-cost private schools are seen to have a positive impact on parental involvement in children’s education.</p> <p>5) Low-cost private schools are seen to have greater accountability to parents because of the power of the parents’ choice in education for their children.</p>	<p>7) Low-cost private schools are often need- or demand-based.</p> <p>8) In Pakistan, many low-cost private schools employ local female teachers.</p> <ul style="list-style-type: none"> <li>• Provides local women with employment and independence.</li> <li>• Local connection is a positive for parents</li> <li>• The presence of a female teacher increases girls’ enrolment, particularly in rural Pakistan and Afghanistan.</li> </ul>
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#### 4.2 Factors affecting scale-up

Much of the literature in the final data set did not directly focus on the scale-up of low-cost schools, with only eight articles addressing the topic directly and eight engaging it indirectly; a further three looked at education scale-up without a focus on low cost-private schools. However it should be noted that even those articles which were considered to have addressed the topic directly did not really set out to address the question posed by this review, and therefore the factors listed below would benefit greatly from further research being carried out which purposefully examines the sustainable scale-up of low-cost private education. However the Review Team was able to code twelve separate factors that contributed to the success of a scale-up:<sup>26</sup>

1. The scale-up was based on a community’s needs, or was demand-driven (Alderman et al., 2003; Akyeamong, 2009; Baird, 2009; Johnson and Bowles, 2010; Jowett and Dyer, 2012; Kim et al., 1999; Pick et al., 2008; Samoff et al., 2011; Tooley, 2007, 2009; Tooley and Dixon, 2005).
2. There was a strong common vision (shared by all stakeholders) and buy-in to the idea (Jowett and Dyer, 2012; Pick et al., 2008). Factors enabling this vision included:
  - The process was fully inclusive, involving all stakeholders.
  - Time was taken to build a foundation of trust both with and between all stakeholders from the inception of the scale-up.
  - The scale-up was based on common interests between major stakeholders.
  - The scale-up was based on a clearly defined scale from the onset.
  - Key stakeholders and implementers had an understanding of the means of the scale-up.
  - Stakeholders engaged in negotiations with any opposition to the scale-up.
3. The scale-up included a piloting phase (Alderman et al., 2003; Barrera-Osorio and Raju, 2010, 2011; Jowett and Dyer, 2012; Kim et al., 1999; Liang, 1996; Pick et al., 2008; Samoff et al., 2011).

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<sup>26</sup> As this is the focus of the review, the articles in which they are mentioned are referenced.

4. There was capacity development for implementers and, if needed, community members (Alderman et al., 2003; Jowett and Dyer, 2012; Kim et al., 1999; Liang, 1996; Tooley, 2009; Tooley and Dixon, 2003; Samoff et al., 2011).
5. The scale-up was run by effective and responsive management (Baird, 2009; Jowett and Dyer, 2012; Kim et al., 1999; Tooley and Dixon, 2003; Samoff et al., 2011):
  - A charismatic and energetic leader in the implementing organisation was typical.
  - The implementing organisation exercised proper human resource management of its staff.
  - It provided motivation and incentives for staff performance.
  - The implementing agency had a future vision for how it could fit into broader sector plans.
6. The scale-up made use of evaluation and adaptation (Jowett and Dyer, 2012; Pick et al., 2008; Samoff et al., 2011):
  - Appropriate evaluation mechanisms were in place and utilised.
  - There was space for feedback and adaptation if required.
7. The scale-up was responsive to the unique and varied contexts and did not attempt a one-size-fits all approach (Jowett and Dyer, 2012; Pick et al., 2008; Samoff et al., 2011).
8. The scale-up took into account organisational capacity (Jowett and Dyer, 2012; Samoff et al., 2011):
  - The scale-up did not attempt to do more than the capacity of the implementing organisation would allow.
  - It focused on specific fields with a target audience, for example, child labour, girls' education, or education for disadvantaged groups.
9. There was sufficient infrastructure, funding and suitable conditions (e.g. pool of low-cost teachers) to support the scale-up (Akyeampong, 2009; Alderman et al., 2003; Andrabi et al., 2005, 2006b, 2011; Barrera-Osorio and Raju, 2010; Jowett and Dyer, 2012; Kim et al., 1999; Liang, 1996; Samoff et al., 2011).
10. The scale-up combined advocacy and support from various stakeholders (Aga Khan Foundation, 2007; Alderman et al., 2003; Johnson and Bowles, 2010; Jowett and Dyer, 2012; Liang, 1996; Pick et al., 2008; Samoff et al., 2011). This theme is multi-faceted, combining many different elements:
  - A support network from various levels of stakeholders, such as donors, the government, the implementing organisation and the community.
  - It received external agency support.
  - New agency structures were created if needed.
  - Supportive statutory mechanisms were put in place or enforced.
  - The scale-up had political support at various levels.
  - The scale-up received reliable and sufficient funding.
  - Accountability mechanisms were in place and utilised.

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- Community participation was vital and tied to community members' buy-in at the beginning of the process (Aga Khan Foundation, 2007; Alderman et al., 2003; Johnson and Bowles, 2010; Kim et al., 1999; Liang, 1996; Samoff et al., 2011). Active women's groups were seen to support successful scale-up.
11. Political context: Successful scale-ups took into account that policies and personnel might change and there were favourable government regulations (Aga Khan Foundation, 2007; Baird, 2009; Pick et al., 2008; Tooley, 2007, 2009; Tooley and Dixon, 2003, 2005; Samoff et al., 2011).

Conversely, there were three elements that impacted negatively on scale-ups:

1. Cost: Unsuccessful scale-ups did not budget realistically or did not have adequate contingency plans (Akyeampong, 2009; Alderman et al., 2003; Liang, 1996; Samoff et al., 2011).
2. Less successful scale-ups did not address the political environment in which they were implemented (Alderman et al., 2003; Liang, 1996; Pick et al., 2008; Samoff et al., 2011). The education sector has many political dimensions, and officials, administrators and educators hold extensive power politically at the national, provincial and local levels. Attempts to change the status quo can trigger reactions that can stymie reform or improved policy and practice. Another political dimension is equity of access for all. For example, the subject of girls' education has political dimensions in many conservative communities, as in Pakistan and Afghanistan. Equity of access for disadvantaged, extremely poor or minority ethnic groups also raises political issues that echo beyond the education sector. Scale-ups that ignored these elements and did not successfully engage with opposition groups did not work well. Additionally, scale-ups have the potential to create new and unforeseen opposition during their implementation. Failure to address arising issues negatively impacted on scale-up success.
3. Unsuccessful scale-ups outpaced the capacity of the implementing organisation and/or eclipsed the needs of the community and the community's capacity to sustain them in the long-term (Alderman et al., 2003; Jowett and Dyer, 2012; Liang, 1996; Samoff et al., 2011).

### 4.3 Sustainability

Much like scale-up, the majority of the articles in the final data set did not address the long-term sustainability of low-cost private schools. Despite the lack of engagement in the literature about sustainability, the Review Team discerned four factors from the information provided in the studies:

1. Low-cost private schools could not maintain enrolment in the long-term (Alderman et al., 2003; Liang, 1996; Akyeampong, 2009; Tooley, 2005; Harma 2010). This occurred for three reasons:
  - Parents could not afford to pay the fees. This element applied particularly to schools that were opened in rural areas as part of development projects and run on the typical three-year project cycle. These implementing organisations were seen to have unrealistic expectations that the parents would be able to afford the higher fees, or the community would be able to sustain the school on its own once the school no longer received outside funding. As a result, the

schools closed when the parents could not pay higher fees and/or the community did not have the income to sustain the school.

- There were not enough children to attend the school. This was particularly true in rural areas, where the population was smaller, resulting in a lower pool of school-aged children.
  - Government schools became more attractive. In some instances, parents perceived that the local government school improved its quality, so they began to send their children to the free government school.
2. Long-term sustainability is a factor of location, with rural schools being less sustainable in the long term than urban schools (Alderman et al., 2003; Liang, 1996, Lloyd et al., 2005; Zeitlyn and Harma, 2011). The elements involved in this factor are:
    - As explained above, there are fewer children in rural areas; therefore, less income is obtained through student fees.
    - The rural areas are more impoverished, thus parents have less capacity to pay fees.
    - It is more difficult to recruit teachers who are willing to work in remote rural areas.
    - There is greater reluctance to send children to school in rural areas.
  3. Low-cost private schools spend substantially less of their budget on teacher's salaries than do government schools, which enables them to maintain lower fees (Goyal, 2009; Ohara, 2012; Rose, 2007). They also employ more female teachers, as well as less qualified and trained teachers, also allowing them to pay lower wages. These teachers have fewer employment opportunities available to them, particularly in the context of Pakistan and Afghanistan. A significant question around the sustainability of low-cost private schools arises when one considers that salaries could increase, should employment alternatives become available to these teachers, resulting in their ability to command higher fees (Andrabi et al., 2005, 2006b, 2011; Mehrotra and Panchamukhi, 2006).
  4. Low-cost private schools that emerged as a result of community initiatives or in response to a need were more sustainable in the long-term (Alderman et al., 2003; Baird, 2009; Liang, 1996; Tooley, 2007, 2009).

#### 4.4 Summary of synthesis results

Returning to the three questions that formed the analytical framework, posed at the beginning of this section, the results of the synthesis are summarised as follows:

##### 4.4.1 *What factors affect the sustainability of low-cost private schools?*

Four key factors affecting the sustainability of low-cost private schools were distilled from the information provided in the studies that explored the concept of sustainability:

- Long-term sustainability is affected by the school's ability to maintain enrolment, its location, low wages for teachers to keep fees low, and whether the school was responding to a community need (Alderman et al., 2003; Akyeampong, 2009; Andrabi et al., 2005, 2006b, 2011; Baird, 2009; Goyal, 2009; Harma 2010; Liang, 1996; Ohara, 2012; Rose, 2007; Tooley, 2005, 2007a, 2009; Mehrotra and Panchamukhi, 2006).

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- Rural schools were more difficult to sustain in the long-term due to higher levels of poverty, fewer schoolchildren to support continued enrolment and difficulties attracting teachers to remote locations (Alderman et al., 2003; Liang, 1996, Lloyd et al., 2005; Zeitlyn and Harma, 2011).
- Negative responses to education, especially for girls, in more conservative rural areas can also impact on the enrolment needed for long-term sustainability (Alderman et al., 2003; Andrabi et al., 2006b; Aslam, 2009; Liang, 1996; Woodhead et al., 2013).
- When government schools became more attractive to parents, they moved their children from the private schools, as the appeal of private education was based on the perception/reality of their having a higher quality in comparison to the often poor quality government schools (Akyeampong, 2009; Harma 2010; Tooley, 2005).

#### *4.4.2 In what way can education projects in fragile and conflict-affected countries - particularly those that are private-led or private-public partnerships - be scaled up to ensure sustainability?*

The nineteen articles that either directly or indirectly examined scale-up of low-cost private schools or scale-up generally pointed to interrelated factors that played a role in the success or failure of a scale-up.

- In the design phase of the scale-up, it was important to base any intervention on community needs and demands, as well as to develop a clear, common vision and ensure that there was buy-in (Akyeampong, 2009; Alderman et al., 2003; Baird, 2009; Johnson and Bowles, 2010; Jowett and Dyer, 2012; Kim et al., 1999; Pick et al., 2008; Samoff et al., 2011; Tooley, 2007a, 2009b; Tooley and Dixon, 2005).
- The design also took into account the possibility of a changing political context (Pick et al., 2008; Samoff et al., 2011).
- Piloting, working within the implementing organisation's capacity, and providing capacity building for both the organisation and key community members also had positive effects on scale-up (Alderman et al., 2003; Barrera-Osorio and Raju, 2010, 2011; Jowett and Dyer, 2012; Kim et al., 1999; Liang, 1996; Pick et al., 2008; Samoff et al., 2011; Tooley, 2009b; Tooley and Dixon, 2003).
- Successful scale-ups had effective and responsive management and utilised appropriate accountability, evaluation and feedback mechanisms (Baird, 2009; Jowett and Dyer, 2012; Kim et al., 1999; Pick et al., 2008; Samoff et al., 2011; Tooley and Dixon, 2003).
- Adequate support was essential, whether that was in the form of infrastructure, statutory and regulatory mechanisms, political support, financial backing or external support networks (Akyeampong, 2009; Alderman et al., 2003; Andrabi et al., 2005, 2006b, 2011; Barrera-Osorio and Raju, 2010; Jowett and Dyer, 2012; Kim et al., 1999; Liang, 1996; Samoff et al., 2011).
- Community participation - particularly by active women's groups - bolstered a scale-up's chances of successful implementation (Aga Khan Foundation, 2007; Alderman et al., 2003; Johnson and Bowles, 2010; Kim et al., 1999; Liang, 1996; Samoff et al., 2011).
- Unrealistic budgets or unmitigated excessive costs contributed to the failure of some scale-ups, as did the failure to address the political implementing contexts and the political dimensions of education (Akyeampong, 2009; Alderman et al., 2003; Liang, 1996; Pick et al., 2008; Samoff et al., 2011).

- Unsuccessful scale-ups also outpaced the capacity of the implementing organisations to deliver, or exceeded the community's need or ability to sustain the school in the long term (Alderman et al., 2003; Jowett and Dyer, 2012; Liang, 1996; Samoff et al., 2011).

#### 4.4.3 *What are the particular challenges facing the education system in Afghanistan and Pakistan?*

The thirteen<sup>27</sup> of the 44 articles in the final data set that examined education in Pakistan pointed to the following as main challenges to that country's education system:

- poverty (Aga Khan Foundation, 2007; Alderman et al. , 2001, 2003; Barrera-Osorio and Raju, 2011; Fennell et al., 2010; Liang, 1996; Rose, 2007; Tooley, 2009b);
- access - including factors such as equity, lack of rural/slum provision and gender disparity issues such as chronic female illiteracy (Aga Khan Foundation, 2007; Alderman et al., 2003; Andrabi et al., 2005, 2006b; Aslam, 2009; Barrera-Osorio and Raju, 2010, 2011; Kim et al., 1999; Liang, 1996; Lloyd et al., 2005; Rose, 2007; Tooley, 2009);
- low level of development - including weak state capacity (Aga Khan Foundation, 2007; Barrera-Osorio and Raju, 2010, 2011; Fennell et al., 2010; Kim et al., 1999; Liang, 1996; Rose, 2007; Tooley, 2009b);
- security - especially for girls (Aga Khan Foundation, 2007; Liang, 1996; Rose, 2007);
- attendance (Alderman et al., 2003; Kim et al., 1999; Liang, 1996);
- funding (Aga Khan Foundation, 2007; Alderman et al., 2001; Kim et al., 1999; Liang, 1996; Tooley, 2009b); and
- conflict (Aga Khan Foundation, 2007; Fennell et al., 2010; Rose, 2007).

Other factors also mentioned included:

- the literacy levels of parents (Alderman et al., 2003);
- attitudes to female enrolment (Alderman et al., 2003; Aslam, 2009; Kim et al., 1999; Liang, 1996);
- a lack of sufficient demographic information on school-age children (Alderman et al., 2001);
- availability of suitable teachers (Alderman et al., 2003; Andrabi et al., 2011; Liang, 1996);
- teacher absenteeism (Alderman et al., 2003; Osorio and Raju, 2010; Fennell, Agbley and Irfan, 2010),
- expanding (youth) population (Andrabi, Das, Khwaja, 2005; Alderman, Orazem and Paterno, 2001),
- Poor quality education (Fennell, Agbley and Irfan, 2010; Rose, 2007),
- weak accountability (Osorio and Raju, 2010; Aslam, 2009), and
- lack of land titles (Alderman, Kim, Orazem Alderman et al., 2003; Kim et al., 1999).

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<sup>27</sup> Some articles referred to more than one challenge; therefore, the number of challenges is greater than the number of articles.

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Significantly, none of the studies referred to natural disasters as a challenge to the education sector in Pakistan, and only one study in the final data set was conducted in Afghanistan. Unlike India or Pakistan, Afghanistan does not have a thriving low-cost private school industry that caters to the needs of the poor.

Primary challenges to education in Afghanistan include:<sup>28</sup>

- issues of quality, including teachers' training and qualifications;
- a weak curriculum and lack of standardised testing;
- ongoing conflict;
- violent opposition to girls' education in many parts of the country; as well as
- the social and ethnic divides within the country.

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<sup>28</sup> Information provided in interview with Arzhang Yusefi on the 22 February 2013.

## 5. Strengths and limitations

This section explores the various strengths and limitations of this systematic review, highlighting some of the challenges encountered during the review period. The approach is two-fold: first, the strengths and limitations of the included studies are explored; secondly, the strengths and limitations of the systematic review as a research approach to identifying and assessing evidence on the sustainable scale-up of low-cost private education in Afghanistan and Pakistan is assessed.

### 5.1 Strengths and limitations of the included studies

#### 5.1.1 Strengths of the included studies

Broadly speaking, the strengths and limitations of the studies and reports included in the final data set can be assessed by concentrating on the quality of the content and the rigour of the methodology. At the conclusion of the review process, the wider body of the included studies was found to be particularly strong in the following areas:

- **Some concentration on Pakistan:** The stated area of focus of this review was South and West Asia, and in particular Afghanistan and Pakistan. The review benefited from the fact that Pakistan featured prominently in a number of studies, either as a country/programme case study, or as one of a set of countries explored in a larger study. However, it must be noted that the articles focus on a limited number of studies within Pakistan and therefore cannot be taken to be representative of the whole.
- **Gender awareness:** The studies demonstrated a good understanding of issues relating to gender and the major factors preventing girls from accessing education, both generally and with specific regard to low-cost private education. Even where gender issues were not explored in depth, they were acknowledged, sometimes in unexpected ways. One of the studies, for example, argued that boys were more likely to enrol in private schools than girls, but those girls who were enrolled and attended were much less likely to be withdrawn or drop out at a later stage than boys.
- **Breadth (but not necessarily depth):** Breadth was present throughout the study sample and the variety of issues raised or explored in the studies was impressive. Besides the gender aspect mentioned above, social, cultural, economic and political issues formed part of the majority of the studies in different ways. Examples include the problem of corruption and the nature of the political system in view of the effective development of public-private partnerships; the equity issue in education arising from the exclusion of or discrimination against children from lower castes and extremely poor families; and the urban-rural divide.
- **Thorough adaptation to local context:** Studies were generally conducted by individuals with a thorough knowledge of the education system in the countries examined, many of them involved researchers writing about their country of origin, and often extensive in-country fieldwork was carried out by the researchers. This allowed for the representation of a more informed, local perspective, which is sometimes lacking when academics from the North write on less-developed countries' issues.
- **Large samples:** Most of the included studies drew evidence from a large sample size. Most single-country studies involved sampling from multiple areas within one country and there was also a good range of multi-country studies. In

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- general, the studies which involved interviewing or surveying key stakeholders sampled large numbers of students/parents/households, who were themselves drawn from a variety of public and private schools.
- **Timeframe:** Even though the research timeframe and/or the time during which the intervention examined occurred were not explicitly mentioned in many of the included studies, it could generally be inferred that a sufficiently large timeframe had been set for data collection and analysis to take place, allowing for rigorous data collection. In many cases, the research involved a time span of more than a year, reaching two to three years, particularly in cases where the study examined a particular intervention evaluating or looking at various aspects of the full project cycle.

### 5.1.2 Limitations of included studies

Along with the above strengths, the Review Team also identified a number of weaknesses inherent both in the structure of the review and in the approach and content of the included studies:

- **Limited focus on sustainability or scale-up:** The majority of the studies lacked a focus on the sustainability of low-cost private education in different contexts, regardless of the exact nature of the intervention explored. The scale-up process was also not explicitly set out, even in the studies where scale-up was clearly occurring. A number of studies did specifically address scale-up, such as the Aga Khan report (2007), but these only included limited information on each individual programme example, rather than thoroughly exploring the scaling-up process. One study which specifically explored the scale-up process was not specific to low-cost private education, but referred to the national scale-up of an education programme in Mexico via a public-private partnership. Most of the focus was on the scale-up of public-private partnerships and not on private-led scale-ups such as the emergence of chains of private schools. Only 16 studies looked at both scale-up and low-cost private schools, with just 8 looking at scale-up specifically; although never really as the primary focus of the article.
- **Bias:** Many articles were found to have a clear agenda, with their authors taking clear sides in the debate about the positive and negative impact of private schools on education systems. While this fact may not be unusual, it was of particular concern when the author was directly involved in the intervention, was a member of staff of the organisation implementing the intervention, or was found to have a vested interest in the outcome of an intervention. All three examples were found repeatedly throughout the final data set.

Attention bias was also found to be an issue - only one study looked at the perceptions of youth on what constitutes good-quality education and on the desirability of low-cost private education, as most studies focused on parents' perceptions and decision-making rationale with respect to enrolling their children either in low-cost private education or in schools more generally. Bias against the public sector was clearly present, in the sense that very few studies explored *why* government schools were failing, how this failure could be prevented and what impact the growth of private schools was having on government schools. Failure of government schooling was taken for granted, and its substitution with the private education sector was offered as a quick-fix solution by the majority of the studies.

- **Methodology:** A large number of the studies explored were either found to lack methodological rigour or a stated methodology altogether, which obstructed

our efforts to assess the reliability and validity of the findings. Weak methodology was also a feature in a number of studies which were included in the final data set, with some having only just passed the inclusion criteria for methodology. This was particularly evident in articles recycling data that had already been published by the author.

- **Sampling:** A number of studies involved sample groups that were skewed in poverty measures. Even though a number of authors claimed that they had attempted to control for socio-economic variables, few went beyond the claim, with an attempt to set out the control process explicitly. In many instances, such omissions, along with other methodological weaknesses, placed the rigour of the study in doubt.
- **Definitions, concepts and indicators:** A number of definitions were not uniform across the studies and definitions were not always explicitly provided. An example of this was the definition of low-cost or low-fee schooling, with numbers varying widely across the studies, or not specifically provided (in which cases, the author simply made an affirmation that the schools looked at were low-fee or low-cost), or with low-cost and low-fee sometimes being conflated. Such a conflation underestimated the true cost of education and the hidden costs normally incurred by parents on top of fees payable directly to the school that seemed to go relatively unnoticed in these studies.
- **Lack of originality:** The literature recycled the same studies, assumptions, perspectives and engagement with the topic. Several of the articles were found to be extremely similar in content, borrowing heavily from each other in terms of the presented argument and assumptions, as well as the way the data was analysed. This repetition has resulted in a significant amount of the literature based around the data with the similar analysis, conclusions, and recommendations.

Similarly, the way in which the literature engaged with the concept of education and low-cost private schools lack originality. The approach toward the research was entirely from an education perspective, with little to no consideration on how the sector was affected by the country's political economy and fragility. The lack of cross-sector collaboration in the literature creates a significant gap, given the importance of the interconnected relationship between the education sector and a country's political and socio-economic context.

- **Limited focus on private-sector scale-up:** There is a lack of engagement in the literature with the scale-up of private education through private entrepreneurs ('edupreneurs'); the main scale-up mechanism explored is public-private partnerships.
- **Extremely limited information on Afghanistan:** Even in the original data set, there is a dearth of information on Afghanistan and a complete absence of analysis of the private education sector. Only one of the studies in the included data set refers to Afghanistan via the example of home schooling, and this reference is very brief with no analytical value.
- **Little or no engagement with the context of fragility/conflict:** Development challenges, such as poverty, access and equity, are significantly aggravated in a context of fragile political and social structures, especially where conflict can be both the cause and the result of such developmental challenges. Despite the fact that the vast majority of the studies either focused on or included a significant number of cases from fragile and conflict-affected states, it was surprising how little engagement was attempted with the context of conflict

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and fragility and its impact on both the education system in general, as well as the issues examined in particular, with respect to low-cost private education. The studies showed a general lack of consideration for the political economy of education, particularly in challenging fragile and conflict-affected countries.

- **Little mention or analysis of financial details in both LCPS and the government sector:** Even though it was continuously stressed that low-cost private schools (LCPS) offered a better quality of service than government schools at a lower per unit cost, (hence providing a more efficient service) there was little mention of the *specific* costs involved in educating children, in both sectors. School fees were provided for a number of private schools, but in the majority of the studies, the figures: were not broken down; did not go beyond the fees themselves to explore additional costs involved in educating a child, either in the private or in the public sector; and were not compared to the equivalent costs incurred by government schools. Studies which looked at NGO or government interventions vis-à-vis the education sector were also lacking in cost-related information to a significant extent, hindering a real analysis of the transferability and possibility of scale-up of such initiatives in other contexts.

## 5.2 Strengths and limitations of the systematic review

### 5.2.1 Strengths of the systematic review

At the end of the review process, there were four strengths which the Review Team found to be particularly relevant to this systematic review:

- **A fuller picture on sustainability and scale-up by drawing lessons from the studies:** Despite the fact that individual studies did not specifically explore issues of scale-up and sustainability, the researchers were able to draw lessons from a large number of studies, including the final data set and background literature, hence making it possible to present a more complete picture of these issues as part of the systematic review.
- **Originality:** This study is the first one to look at the available evidence of scale-up of low-cost private education. It is also the first systematic review to thoroughly explore the context of conflict and fragility and their impact on the education system - both in general and specifically in the low-cost private education sector - in the countries explored. This has provided the opportunity to link low-cost private education and fragility in a way that complements the existing literature, which generally lack any engagement with the conflict and fragility context. The hope is thus to set a precedent for more extensive consideration of the context and its impact on the education sector in the future, both in the literature and in policy making and development practice.
- **Linking theory to policy and practice:** A particular strength of this study is that it has been able to draw upon the insights gained throughout the review period, in order to provide practical recommendations to practitioners and policy makers, based on solid, systematic evidence on how to engage with the issues of (1) low-cost private schools and (2) the education system in the countries explored, as well as pointing out existing gaps in research and directions for future action.
- **Impact on academic research:** This systematic review impacts, we hope, on academic research in two ways. Firstly, the data collection process revealed a number of gaps in the literature with respect to the topic of low-cost private education. As mentioned in section 5.1.2, these include the complete lack of information on the low-cost private education sector in Afghanistan; the

extremely limited focus on sustainability and scale-up; the limited exploration of scale-up by private entrepreneurs; and the lack of engagement with the context of conflict and fragility when discussing challenges to both the education sector in general and to low-cost private education in particular, in the countries studied. The Review Team thus hopes that by identifying and making an initial attempt at addressing these gaps, it will set a precedent for other academics to follow. The second way in which it is hoped that this review will impact on academic research is by pointing out the methodological limitations of the literature, such as bias, sampling challenges and a lack of methodological rigour, which were found to be consistently present in a large number of studies. Methodological improvement will be of paramount importance in developing a more solid evidence framework on which policy decisions for private education scale-up in less-developed countries can be based.

### 5.2.2 Limitations of the systematic review

As expected, the limitations of the included studies as explored in the above section are also largely reflected in the limitations of this systematic review:

- **Little literature on scale-up or sustainability:** Despite the fact that this study offers a fuller perspective on scale-up and sustainability, by offering a broad insight into the evidence available (which would have been impossible by looking at individual studies), the limited engagement of the literature with these issues has unavoidably limited the information that this review has been able to provide, and this should be taken account of when considering the review's conclusions.
- **Little information on scale-up by entrepreneurs:** An initial aim of the systematic review was to look at the evidence of scale-up led by private investors and entrepreneurs. Given the limited evidence and focus within the literature, the review has failed to offer solid insight into this topic.
- **Recycled information and perspectives:** Many of the individual included studies seem to echo each other in terms of their arguments and methodologies. The lack of originality in individual studies, and the reproduction of similar ideas and perspectives with respect to low-cost private education in less developed countries, has meant that the presentation of available evidence on low-cost private education and scale-up is limited in scope.
- **Lack of information on Afghanistan:** As mentioned previously, information on both the education system and on low-cost private education in Afghanistan was extremely limited in both the final set of included studies and the background literature. An extra search was conducted after the synthesis meeting to address the possibility of a mistake in the search process, but none of the studies produced was relevant to this review; information or research on low-cost private education or on sustainable scale-up of development projects in Afghanistan is extremely limited, and hence the review has deviated from the original plan to explore the evidence for the sustainable scale-up of low-cost private education in Afghanistan.
- **Limitations of the search strategy/databases:** A number of potentially relevant studies were brought to the review team's attention after the searches had taken place, which were not returned despite seeming to fall under the search terms used. It is not clear why the databases used did not return them. They have been included in the reference list to ensure that readers can access them for further information.

## 6. Conclusions and implications

Building upon the results of the synthesis summarised in Chapter 4, the following section presents the conclusions about the evidence on sustainable scale-up of low-cost private primary schools in South and West Asia, particularly in Afghanistan and Pakistan. This is followed by implications for appropriate scale-up mechanisms and approaches, as well as a broader strategy for engagement with the education in these countries. It must be noted, however, that the conclusions and implications are drawn from studies which fail to address the question fully and therefore cannot be taken as definitive.

### 6.1 Conclusions

Based upon the information from the literature comprising the final data set, the following conclusions regarding the sustainable scale-up of low-cost private schools are explored through the elements of scale-up highlighted in Chapter 2, namely, feasibility, acceptability and impact. These conclusions were drawn from the synthesis summaries of the three main concepts - low-cost private schools, sustainability and scale-up - as well as the general background information provided by the users identified during the study search process and obtained through a review of the useful excluded documents. While some of these conclusions may already be known - particularly to policy makers and education practitioners in South West Asia - the significance of this review and its conclusions lies in the fact that the information presented here was systematically drawn from results and information from 36 individual studies/44 documents.

#### *6.1.1 Feasibility: Low-cost private schools can offer a lower-cost, higher-benefit solution to gaps in education provision; however, despite this, they are not appropriate or sustainable in all contexts*

Comparatively few studies looking at both government schools and low-cost private schools point to the 'private school effect' measured by students' test results (Goyal 2009; Rose, 2007). However, low-cost private schools have higher teacher attendance and teaching activities than government schools and generally better facilities (Barrera-Osorio and Raju, 2011; Tooley *et al.*, 2007b) and sometimes better test results (Aslam, 2009). They provide these benefits at a lower per-unit cost than government schools, due primarily to the lower teachers' wages (Goyal, 2009). Low-cost private schools often employ less-educated and less-qualified teachers than government schools (Lloyd *et al.*, 2005). Many of the teachers they employ are women from the local community (Andrabi *et al.*, 2006b). In addition to providing employment, this offers an added value, particularly in conservative communities, as parents are more willing to enrol their girls in schools with female teachers (Liang, 1996).

Despite these benefits, low-cost private schools are not appropriate or sustainable in all circumstances or contexts. Schools require a sufficient pool of school-aged children whose parents are able to afford the fees (Zeitlyn and Harma, 2011). This is particularly true of schools that are reliant on subsidies from outside organisations for funding (Akyeampong, 2009). Even when there are plans in place to raise income through other means after outside financial support is withdrawn, impoverished rural communities struggle to maintain the schools without long-term support and parents are unable to afford the higher, non-subsidised fees once the funding is gone (Alderman *et al.*, 2003). Given these factors, scaling up low-cost private schools in impoverished, remote rural locations without long-term support or improved economic conditions in the community is unfeasible.

Additionally, there are long-term issues around the sustainability of low-cost private schools, related to their reliance on mostly female teachers, who are less educated and less qualified. The schools are able to pay them significantly lower wages than government school teacher salaries, because there are limited employment opportunities for these teachers (Andrabi et al., 2006b). Should these circumstances change, low-cost schools would be forced to pay teachers higher wages and would no longer be able to maintain low fees. While such a transformation in the labour market would take time to develop, it is a factor that long-term programming strategies should take into consideration.

Finally, in fragile contexts such as Pakistan and Afghanistan, where the education system can play both a positive and a negative role on societal tensions and where the state is often ill-equipped to deliver education to its population, serious consideration needs to be given to the way in which education is delivered. The government needs to be in charge of co-ordinating (though not necessarily implementing) all education efforts (Sigsgaard, 2009). This would help create ownership, build capacity and strengthen the legitimacy of the government, leading to greater stability. The role and suitability of private education providers must be carefully considered in these contexts, where education is more than just service provision, but a potential mitigator or driver of conflict and fragility, through nuanced interfaces between education policies, planning, and programming and the drivers and dynamics of conflict and fragility (INEE Working Group on Education and Fragility, 2010).

#### *6.1.2 Acceptability: Low-cost private schools are acceptable education alternatives for parents, primarily if there are no high-quality government schools available.*

The literature has demonstrated that the number of low-cost private schools has increased dramatically over the recent past (Ohara, 2012; Tooley *et al.*, 2005; Aslam, 2009). It also shows that low-cost private schools occur in the most unexpected circumstances, and that even in the face of regulatory challenges, such schools - even those that are non-registered and thus illegal - continue to thrive (Tooley, 2005). Many of these schools are established based on community need or desire (Baird, 2009; Tooley and Dixon, 2005). A common example from South West Asia is the school that evolves from a day-care centre opened by a woman looking to supplement her family income in a culturally appropriate way. As the children in her care grow, parents express the need for schooling for their children, either because there is no local government school or because they perceive the government school as being of low quality. The woman offers classes or hires a teacher to offer classes, and the school grows. This example, repeated throughout the literature, as well as the fact that parents choose to spend their often meagre family income so their children can attend these schools (Baird, 2009), demonstrates that low-cost private schools are considered an accepted alternative to government schools.

It is important to note, however, that studies in the final data set show that when parents perceived an increase in the quality of the education offered by the government school or other beneficial changes, many opted to remove their children from the low-cost private school and enrol them in the government school (Harma 2010; Ohara, 2012; Tooley, 2005). The 'buy-in' is to quality education rather than to private education per se, leading to the conclusion that improving the quality of government schools is an acceptable alternative to the scale-up of low-cost private schools.

#### *6.1.3 Impact: Scale-up mechanisms that engage the government are preferable in fragile contexts like Pakistan and Afghanistan*

The governments of Pakistan and Afghanistan face enormous challenges with public service delivery, and education for all is no exception. The studies in the final data set that were conducted in Pakistan did not engage with the country's political economy or the role of education in fragility. In contexts like Pakistan and Afghanistan, where the government's legitimacy is low, service delivery is the cornerstone of rebuilding or

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strengthening the state. While provision through private schools sponsored by donors, international organisations and NGOs may quickly scale-up education access, particularly in remote rural areas, in the mid to long term, this strategy could undermine the credibility of an already weak central government, by reinforcing the idea that families cannot depend on the government for education. In the long term, the impact is a continued weak state.

A more appropriate response in fragile contexts would be a creative engagement with the government, in order to strengthen its delivery, while ensuring increased access to education. Although the literature did not specifically examine them as mechanisms in fragile contexts, much of the literature about sustainable scale-up pointed to positive impact of public-private partnerships (Aga Khan Foundation, 2007; Jowett and Dyer, 2012). When seeking to support government systems while improving rapidly improving access, this is one strategy that studies have shown to be effective and more sustainable in the long term (Barrera-Osorio and Raju, 2010).

*6.1.4 Impact: Although low-cost private schools increase enrolment, they also can reinforce inequitable access to quality education.*

The literature was pretty conclusive about the positive impact that low-cost private schools have on increasing enrolment (Alderman *et al.*, 2003; Johnson and Bowles, 2010); however, the studies demonstrated that there was continued lack of equity in access and in quality in several respects (Harma, 2010; Rose, 2007). First, they can reinforce disparity based on family income levels. Only families that can afford the fees can enrol their children in low-cost private schools, while the most impoverished or disadvantaged children attend the free, but lower-quality government schools (Muralidharan and Kremer, 2008; Woodhead *et al.*, 2013). Although some researchers claimed that scholarships were widely available for the very impoverished (Tooley, 2005), the evidence from the studies was questionable (Harma, 2010). Secondly, studies showed that parents tended to enrol sons in private schools, while daughters were more likely to attend government schools, reinforcing gender disparity in education (Aslam, 2009; Woodhead *et al.*, 2013). Low-cost private schools can also encourage lack of equity within families. Although some schools offer discounted fees for multiple children from the same families, some families cannot afford to send more than one child to a low-cost private school and are forced to choose one child to receive a higher-quality education, while the other children attend the lower-quality government school (Zeitlyn and Harma, 2011). This means that there is a risk that in some places, government schools may become a low quality 'ghettoised' option of the last resort for the poorest and most marginalised in society (Aslam, 2009; Harma, 2010) - often those who struggle to access education in the first place. Mitigating measures to prevent the lack of equity in access are necessary.

## **6.2 Implications**

Expanding upon the ideas presented in the synthesis and the conclusions, the Review Team suggest the following implications from the review of the literature, first focusing on the mechanisms of sustainable scale-up, then turning toward possible strategies of engagement and delivery in the education sector in Pakistan and Afghanistan.

### *6.2.1 Support initiatives that enhance quality for existing schools*

As the synthesis and conclusion have demonstrated, low-cost private schools are meeting needs within communities and exist even in improbable and difficult circumstances (Tooley, 2005). When government schools are beset with problems involving teacher attendance, poor curriculum and poor-quality pedagogy, schools will arise to fill the need (Muralidharan and Kremer, 2008). Both groups of schools should be supported to enhance the quality of provision. Avenues to explore include support and provision of teacher training programmes for both government and low-cost private school teachers to improve pedagogical practices. Provision of teaching materials, books, and other learning aids for

existing schools would also work to enhance quality. Training for administrators in topics such as leadership and management techniques and creating professional networks through school clusters would encourage knowledge sharing and lesson learning across both government and private schools. Exploring ways to bring non-registered schools and their staff into the clusters and ensuring that they are targeted by professional development programmes, should also be considered.

### 6.2.2 *Small-scale subsidies and voucher schemes*

The synthesis process demonstrated that despite catering to the poor through their low fees, low-cost private schools are inaccessible to the poorest of the poor (Baird, 2009; Harma, 2010). In addition, concerns have been raised in relation to equity, as disadvantaged groups are often less well represented in the for-profit schools (Aslam, 2009). One recommendation emerging from the literature to tackle this problem is to issue education vouchers to the poorest, or create scholarship funds for the benefit of the poorest families in the community so that the funding follows the child (Tooley, 2005). Targeted vouchers for particularly disadvantaged groups such as the poorest of the poor, girls and children with disabilities, could ensure that they too have equal access to quality education.

Low-cost private schools often arise in areas that do not have government provision, or where government provision is located too far away for parents to feel comfortable sending their children to these schools (Alderman *et al.*, 2003; Baird, 2009). For instance, a lot of low-cost private schools emerge in slums where there is no government provision, due to land issues and the illegality of the settlements. Their emergence means that more children are able to access education. Public-private partnership schemes also provide education in areas not currently served by government, such as in rural areas. However, such schemes can struggle to be sustainable, as parents cannot afford to pay enough fees to ensure that the school is able to pay for all its expenses (Liang, 1996). Often the shortfall is very small and the school would be sustainable with a small continuous subsidy from the government (Alderman *et al.*, 2003). This may be more cost-effective than setting up a new government school, but still ensure that children in these areas are able to access education, while also retaining the government's legitimacy as an education provider.

### 6.2.3 *Explore innovative ways to strengthen the government delivery while providing access to education*

Based on the findings of the literature, remote rural locations are particularly challenging to the long-term sustainability of low-cost private schools - particularly those established by outside organisations and reliant on subsidised funding to maintain their low fees (Alderman *et al.*, 2003; Harma, 2010). When set up along the traditional three-year project timeframe with unrealistic expectations about the community's ability to sustain the school, their capacity to create or find other avenues of funding is low. Unless there is a dramatic change in the economic conditions of these rural communities that would allow the communities to support the school (or parents) to afford the higher fees once external funding ceases, long-term outside financial support of the schools and/or the inclusion of the schools in the government system is necessary for sustainability. In countries like Afghanistan and Pakistan, effective education programming must aim to strengthen government credibility and include elements that shore up state systems and expand service provision by the government in order to strengthen government credibility. Donors should support mechanisms that either include government's direct involvement in the expansion of schools to rural areas or follow a programme design in which any privately managed schools would eventually be transferred into the government system if they should prove unsustainable but provide important opportunities for access to education (Alderman, *et al.*, 2003).

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#### *6.2.4 Invest in secondary education for girls*

One of the primary labour sources for low-cost private schools is female teachers, many of them from the communities in which the schools operate. Not only does this strategy offer valuable culturally appropriate employment opportunities for women, it can positively impact on girls' enrolment. Studies in the final data set have shown that employing female teachers - particularly locally-based female teachers - is helpful in conservative communities, where parents are more comfortable enrolling their daughters in schools with female teachers (Andrabi *et al.*, 2005). In order to build a broad base of female teachers, further investment in girls' secondary education, including the provision of schools with residential facilities, should be supported. Secondary schooling, combined with additional training, would afford girls sufficient education to serve as para-teachers in community-based schools. It is important that the secondary schools be located close to their communities, to mitigate obstacles to their enrolment, as conservative families can be reluctant to send girls outside communities to attend secondary school.

#### *6.2.5 Ensure that supported education interventions are based upon a clear understanding of the context and have strong pilot programmes*

One of the noticeable gaps in the literature is the lack of consideration of the broader context of the education system being studied. In contexts such as Afghanistan and Pakistan, political economy, conflict and natural disasters impact dramatically on the provision of education. Conversely, education can impact positively and negatively on the political and social system. In Afghanistan, education can play a role as a driver of conflict, or serve as a way to build greater community cohesion. In Pakistan, recurrent major natural disasters (like earthquakes and seasonal flooding) can deeply affect a system that may not have resiliency mechanisms built into it. Schools could also be a point of entry in building greater community resilience in the face of such challenges.

Education programming in these context must be built upon thorough analysis and understanding of the unique contexts in which it is operating and avoid a one-size-fits-all approach. Studies showed that even within small urban areas, community characteristics and dynamics varied dramatically. Thus, community-level programming must first start with thorough capacity and needs assessments and a strong pilot programme, then utilise a responsive monitoring mechanism throughout the implementation period.

#### *6.2.6 Engage at the strategic level to improve government delivery and quality of education*

Just as it is important for donors to include the government in education programming delivery at the community level in order to strengthen government credibility, it is equally important to engage with the government at the strategic level, to help build capacity and address the challenges education systems face with regard to quality. This type of close engagement with the government would allow donors to fight for improved and relevant regulations and enforcement mechanisms, with the goal of increasing quality in both government and private schools. Donors could also support curriculum reviews and sector-wide training programmes for government teachers and school administrators.

#### *6.2.7 Support research that engages with sustainable scale-up by private education entrepreneurs*

As illustrated in Figure 3.4, the majority of the literature focused on the scale-up of public-private partnerships and not on private-led scale-ups, such as the emergence of chains of private schools. What is known about them is that in India, for example, some successful school operators have gone on to open more successful schools on the basis of the strength of their brand name (Baird, 2009; Ohara, 2012). However, no one has sought to look at the process of this form of scale-up, or even in much detail at the process involved in setting up individual examples of low-cost private schools which are

sustainable in the long term, beyond mentioning the need for significant incentives and a favourable and supportive regulatory and business environment - a serious gap in the literature, which should be addressed.

### *6.2.8 Support research that engages innovatively with education and fragility to build an evidence base about what works in fragile contexts and feed that information back into policy and programme design*

As discussed in Chapter 5, there were additional serious gaps in the literature - primarily that across the board the studies did not engage with the concept of fragility.

- The research approached the concepts of education and low-cost private schools without addressing the wider political economic climate. With its potential as both a response to and driver of conflict, education must be explored through a wider, more holistic lens.
- Another oversight was the lack of attention paid to the impact of natural disasters on education in Pakistan and Afghanistan, or the role that education can play in fostering greater community resilience.
- Another gap in the research is the lack of studies on the Afghan education sector.

Future research must address these gaps. Without evidence on what truly works in education programming in fragile countries that takes into consideration the wider political, economic and natural environments, policy makers and education practitioners will not be able to make informed decisions that respond to the true needs and capacities of the communities they seek to support. To that end, support for and use of research that brings together experts from a variety of sectors beyond education is necessary. Donors could engage in a dialogue with researchers and experts across the different disciplinary fields. Events to promote knowledge sharing and to sustain networks between experts would assist in creating innovative ideas on how to study and design programmes that would fill gaps in education provision in fragile states.

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## Appendices

### Appendix 1: Authorship of this report

The review was led by Professor Sultan Barakat of the Post-war Reconstruction and Development Unit (PRDU), Department of Politics, University of York. Professor Frank Hardman of the Institute for Effective Education at the University of York served as Deputy Team Leader. Along with the team leaders, Ms Kathryn Rzeszut and Ms Brigitte Rohwerder, research fellows at the PRDU, conducted the study search, analysis and synthesis. Two research assistants, Christina Dimakoulea and John Skelton, provided additional support throughout the review period. Specific feedback and guidance during the protocol development stage was provided by Professor Bette Chambers, the Chair of the Institute for Effective Education. Two experts in education in the region of South and West Asia, Mr Ehsan Zia and Mr Khalid Aziz, provided added technical and context-specific information during the report review process.

#### *Biographical summaries of key team members*

**Sultan Barakat** is a Professor at the PRDU at the University of York, and specialises in the design of recovery strategies and programmes for crisis-affected contexts. His research has particularly focused on the role of education in development, specifically in crisis-affected and emergency contexts. He was team leader on the Programme Review and Evaluability Study (PRES) of UNICEF's Education in Emergencies and Post-Crisis Transition (EEPCT) Programme (May 2010), as well as being a key member of the World Innovation Summit for Education (WISE), delivering a keynote paper, 'Sustaining Education in Critical Circumstances, Conflict Zones and Poverty', in November 2009. Professor Barakat has worked extensively in Afghanistan, including as an author of a strategic conflict assessment of Afghanistan as part of DFID's 'Understanding Afghanistan' initiative and also as Team Leader for the Mid-Term Impact Evaluation of the National Solidarity Programme in Afghanistan. He recently acted as co-lead investigator on the PRDU's Systematic Review for DFID, entitled *What is the track record of Multi-Donor Trust Funds (MTFs) in improving the impact of aid?* and is experienced in the methods of conducting a systematic review. Further to this, Professor Barakat has been involved in systematically reviewing literature on behalf of major international organisations, including evidence of conflict vulnerability from a political economy perspective in Afghanistan on DFID's behalf, and the role of education in promoting stability, disaster risk reduction and poverty alleviation in crisis-affected contexts for UNICEF. Professor Barakat has extensive experience in writing for peer-reviewed academic journals, in academic books and for policy briefs, as well as reports to disseminate findings of applied research projects for various international, national agencies and governmental organisations. He is the lead author of this report.

**Frank Hardman** is a Professor at the Institute for Effective Education (IEE) at the University of York and the Chair of the Education in Developing Countries. He specialises in the areas of language and education, classroom learning and teacher development in high- and low-income countries. Professor Hardman has been successful in attracting large-scale funding from research councils and government and non-government agencies in the UK and overseas. He has carried out internationally-commissioned studies and consultancy assessments for the Commonwealth Secretariat, the UK Department for International Development (DFID), UNESCO and UNICEF. Through these commissioned studies, Professor Hardman has extensive first-hand knowledge of independent evaluations in education. Most recently, Professor Hardman was Deputy Team Leader in the Programme Review and Evaluability Study of UNICEF's Education in Emergencies and Post-Crisis Transition Programme in 2009-2010, focusing on three case study field contexts of South Sudan, Nepal and Kenya. In the contexts of developing and crisis-affected states, Professor Hardman

specialises and has published extensively in the monitoring of the quality of education in fragile states. His research has played an important role in policy formation and implementation by working with government ministries and international NGOs at a senior level. His research incorporates both qualitative and quantitative methods. With extensive evaluation experience, Professor Hardman has worked on the design of the field research (methods and sampling), has provided expert knowledge of the operational and field contexts, and has played a salient role in the synthesis and dissemination of the research findings and the writing of the final reports.

**Kathryn Rzeszut** is a Research Fellow at the PRDU at the University of York, focusing on development project monitoring and evaluation, conflict analysis and management, and the practical application of development theory, specifically in the field of economic livelihoods. Her work includes evaluations of programmes relating to youth empowerment and women's economic development within the post-conflict environment context. Prior to joining the PRDU, she served for several years in the US Army Civil Affairs Command, where she gained practical experience in the development and security sectors during and after conflict. After completing her military service, she worked as a senior paralegal, concentrating on asylum-related immigration cases at a large Washington, DC law firm. She recently completed, along with Professor Barakat, DFID's Systematic Review No. 48, entitled *What is the track record of Multi-Donor Trust Funds (MDTFs) in improving the impact of aid?* and is thus quite experienced in the methods of conducting a systematic review. She is currently working on a study on behalf of the National Solidarity Programme in Afghanistan to evaluate its impact on the reintegration of returning refugees and internally displaced persons.

**Brigitte Rohwerder** is a Research Fellow at the PRDU at the University of York, and has been assisting on a number of different projects with background research, data analysis and editing. The projects she has worked on include a study on behalf of the Afghan government's National Solidarity Programme, evaluating the programme's impact on the reintegration of returning refugees and IDPs and an evaluation on behalf of UNICEF of its emergency preparedness and response (EPR) and disaster risk reduction (DRR) capacity development efforts in the education sector. In addition, she has gained experience with systematic reviews by assisting with the editing of the DFID's Systematic Review No. 48, entitled '*What is the track record of Multi-Donor Trust Funds (MDTFs) in improving the impact of aid?*'. She received an MA with a distinction in Post-War Recovery Studies at the University of York in January 2012. During her degree, she spent nine weeks with the Education Section of UNICEF Lesotho, working primarily on a post-disaster needs assessment of the education sector and on developing inclusive education material. Her dissertation research looked at the experiences of persons with intellectual/developmental disabilities in conflict and post-conflict contexts, especially in relation to their consideration in humanitarian assistance policy and practice. She has presented her dissertation research at international forums for the humanitarian sector on disability in humanitarian emergencies, and it is being published in the book '*Conflict, Disasters and Disability: Ensuring Equality*' (Routledge, forthcoming 2014).

**Christina Dimakoulea and John Skelton** are Research Interns at the PRDU who assisted the Review Team with the article review and synthesis processes. They also assisted with drafting portions of the final report.

The authors shared responsibility for the conduct of the systematic review, with Professor Barakat maintaining ultimate oversight the content.

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### *Biographical summaries of Advisory Team Members*

**Bette Chambers** is Professor and Director of the Institute of Effective Education (IEE) at the University of York, and has worked extensively on systematic review methodology, particularly in terms of reviewing research on educational programmes and practices. She has therefore provided additional support in terms of reviewing the developed methodology and protocol.

**Ehsan Zia** is the CEO of TADBEER Consultancy, an Afghan research consultancy based in Kabul, is the former Minister of Rural Rehabilitation and Development (MRRD). He has more than 30 years' experience in the design and management of humanitarian, development and governance programmes and policies and has written extensively on Afghanistan. His consultancy firm specialises in providing research and consultancy services to policy makers, including government, donors and development agencies. Mr Zia's extensive knowledge of the Afghan context has been valuable in synthesising the review findings, ensuring that there were no gaps in analysis or content and providing feedback during the drafting stage.

**Khalid Aziz** is the Director of the Regional Institute of Policy Research and Training (RIPORT), based in Peshawar, Pakistan. He has extensive experience in policy-related research in finance, the economy, social protection and governance, amongst other areas, both in Pakistan and across the region. Mr Aziz's experience and knowledge of the regional and country context proved invaluable in synthesising the review findings, ensuring that there were no gaps in analysis or content and providing feedback during the drafting stage, not only relating to the case study of low-cost private schooling in Pakistan but also to the wider findings about the region.

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### **Advisory group (with institutions)**

Professor Bette Chambers, Director, Institute for Effective Education, University of York.

### **Conflicts of interest**

None of the Review Team members has any personal, financial or professional interests which would influence the conduct or outcomes of this systematic review. Professor

Hardman was one of the authors of one of the studies included in the final data set but was not involved in assessing this study.

### **Acknowledgements**

The authors would like to acknowledge the support of the UK Department for International Development in initiating this systematic review process and in commissioning this particular review. The authors would also like to express their appreciation to the staff of the EPPI-Centre for their continued support throughout the review process.

## Appendix 2: Contacted sources

Name	Organisations
Dr Kwame Akyeampong	Centre for International Education (CIE), University of Sussex
H. Alderman	International Food Policy Research Institute
T. Andrabi	Pomona College
Monazza Aslam	Centre for the Study of African Economies, University of Oxford
Ross Baird	Founder of Village Capital
Felipe Barrera-Osorio	Harvard Graduate School of Education
S. Cameron	Centre for International Education, University of Sussex
J. Das	Development Research Group, World Bank, and Centre for Policy Research, New Delhi
Pauline Dixon	School of Education, Communication and Language Sciences, Newcastle University
Caroline Dyer	University of Leeds
Shailaja Fennell	Director of Research, Central Asia Forum, University of Cambridge
Martha Givaudan	Executive Vice-President of IMIFAP
Sangeeta Goyal	Senior Economist, World Bank
Frank Hardman	Director of Research, Institute for Effective Education, University of York, UK
Joanna Harma	Research Officer, EFA Global Monitoring Report Team

Name	Organisations
Sharmeen Irfan	PhD candidate in Development Studies, University of Cambridge
Craig Johnson	Department of Political Science, University of Ontario
A. Khwaja	Kennedy School of Government, Harvard
J. Kim	Current affiliation not provided
Michael Kremer	Department of Economics, Harvard University
Xiaoyan Liang	Human Development Department, World Bank
Cynthia Lloyd	Senior Associate on Poverty, Gender and Youth Programme, Population Council
Cem Mete	Senior Economist, World Bank
Santosh Mehrotra	Director-General, Institute of Applied Manpower Research and team leader of the India Human Development Report 2011
Karthik Muralidharan	Harvard Graduate School of Education
Yuki Ohara	Japan Society for the Promotion of Science, Waseda University, Graduate School of Asia-Pacific Studies
Peter Orazem	Iowa State University
Sarmistha Pal	CEDI, Department of Economics and Finance, Brunel University
P.R. Panchamukhi	Centre for Multi-disciplinary Development Research (CMDR)
Elizabeth Paterno	Statistics and Analysis Unit, Policy Research and Analysis Branch, Ministry of Community and Social Services

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Name	Organisations
Susan Pick	President of IMIFAP and Professor of Social Psychology at the Universidad Nacional Autonoma de Mexico (UNAM)
D. Raju	Senior Economist, South Asia Education Department, World Bank
Michael R. Reich	Harvard Centre for Population and Development Studies
Pauline Rose	Director, EFA Global Monitoring Report
Joel Samoff	Professor of African Studies and Political Science, Stanford University
Zeba Sathar	Country Director, Population Council, Pakistan
Fay Smith	Research Officer, UK Medical Careers Research Group, Unit of Health-Care Epidemiology (UHCE)
Prachi Srivastava	Senior Visiting Research Fellow, Centre for International Education, University of Sussex
James Tooley	Professor of Education Policy, Newcastle University
Antoni Verger	Department of Sociology, Universitat Autònoma de Barcelona
Martin Woodhead	Young Lives, University of Oxford, and Faculty of Education and Language Studies, The Open University

### Appendix 3: Search terms used in electronic search

#### *Concept 1 Search 2*

(low cost OR low fee\* OR low income OR slum\* OR poverty OR poor OR affordable) AND (private school\* OR private education OR non-government\* school\* OR non-government\* education OR non-state school\* OR non-state education OR charitable school\* OR non-charitable education OR NGO fund\* school\* OR NGO fund\* education OR religious school\* OR religious education OR faith school\* OR faith education) AND (Pakistan\* OR Afghan\* OR south\* Asia\* OR west\* Asia\*)

#### *Concept 2 Search 1*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school\* OR private led education OR public-private partnership school\* OR public-private partnership education OR non-state school\* OR non-state education) AND (develop\* state OR develop\* countr\* OR develop\* context OR develop\* region OR fragil\* state OR fragil\* countr\* OR fragil\* context OR fragil\* region OR conflict state OR conflict countr\* OR conflict context OR conflict region OR low income state OR low income countr\* OR low income context OR low income region OR middle income state OR middle income countr\* OR middle income context OR middle income region)

#### *Concept 2 Search 2*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school\* OR private led education OR public-private partnership school\* OR public-private partnership education OR non-state school\* OR non-state education) AND (Pakistan\* OR Afghan\* OR south\* Asia\* OR west\* Asia\*)

#### *Concept 2 Search 3*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (develop\* state OR develop\* countr\* OR develop\* context OR develop\* region OR fragil\* state OR fragil\* countr\* OR fragil\* context OR fragil\* region OR conflict state OR conflict countr\* OR conflict context OR conflict region OR low income state OR low income countr\* OR low income context OR low income region OR middle income state OR middle income countr\* OR middle income context OR middle income region)

#### *Concept 2 Search 4*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (Pakistan\* OR Afghan\* OR south\* Asia\* OR west\* Asia\*)

#### *Concept 2 Search 5*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR

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success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school\* OR education) AND (develop\* state OR develop\* countr\* OR develop\* context OR develop\* region OR fragil\* state OR fragil\* countr\* OR fragil\* context OR fragil\* region OR conflict state OR conflict countr\* OR conflict context OR conflict region OR low income state OR low income countr\* OR low income context OR low income region OR middle income state OR middle income countr\* OR middle income context OR middle income region)

*Concept 2 Search 6*

(sustainable scal\* up OR sustainable expand\* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success\* scal\* up OR success\* expand\* OR success\* roll-out OR success\* grow OR success\* up-scale OR replicable scal\* up OR replicable expand\* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school\* OR education) AND (Pakistan\* OR Afghan\* OR south\* Asia\* OR west\* Asia\*)

#### Appendix 4: Search log

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
1	4 Sep 2012	BR	ERIC via ProQuest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	1,955	
2	4 Sep 2012	BR	ASSIA via ProQuest	all(low cost OR low fee* OR low income OR slum* OR poverty OR poor ORaffordable) AND (private school* OR private education OR non-government* school* ORnon-government* education OR non-state school* OR non-state educationOR charitable school* OR non-charitable education OR NGO fund* school*OR NGO fund* education OR religious school* OR religious education ORfaith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop*region OR develop* nation* OR fragil* state OR fragil* countr* ORfragil* context OR fragil* region OR fragil* nation* OR conflictstate OR conflict countr* OR conflict context OR conflict region ORconflict nation* OR low income state OR low income countr* OR lowincome context OR low income region OR low income nation* OR middleincome state OR middle income countr* OR middle income context ORmiddle income region OR middle income nation*)	168	

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Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
3	4 Sep 2012	BR	British Educational Index	low cost OR low fee* OR low income OR slum* OR poverty OR poor ORaffordableANDprivate school* OR private education OR non-government* school* ORnon-government* education OR non-state school* OR non-state educationOR charitable school* OR non-charitable education OR NGO fund* school*OR NGO fund* education OR religious school* OR religious education ORfaith school* OR faith educationANDdevelop* state OR develop* countr* OR develop* context OR develop*region OR develop* nation* OR fragil* state OR fragil* countr* ORfragil* context OR fragil* region OR fragil* nation* OR conflictstate OR conflict countr* OR conflict context OR conflict region ORconflict nation* OR low income state OR low income countr* OR lowincome context OR low income region OR low income nation* OR middleincome state OR middle income countr* OR middle income context ORmiddle income region OR middle income nation*	0	Did not recognise the search terms
4	4 Sep 2012	BR	British Educational Index	low cost private schools	0	did not recognise the search terms
5	4 Sep 2012	BR	British Educational Index			Searched the descriptor groups - none seem relevant: Agriculture and Natural Resources; Arts; Bias and Equity; Business, Commerce, and Industry; Communications; Media; Counselling; Curriculum Organisation; Disabilities; Economics and Finance; Educational Levels, Degrees, and Organisations; Equipment; Facilities; Government and Politics; Health and Safety; Human Geography; Humanities;

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
						Individual Development and Characteristics; Information/Communications Systems; Labour and Employment; Language and Speech; Languages; Learning and Perception; Mathematics; Measurement; Mental Health; Occupations; Peoples and Cultures; Physical Education and Recreation; Publication/Document Types; Reading; Research and Theory; Science and Technology; Social Problems; Social Processes and Structures; Students, Teachers, Educational Personnel; Subjects of Instruction Tests and Scales; The Educational Process: Classroom Perspectives; The Educational Process: School Perspectives; The Educational Process: Societal Perspectives; The Individual in Social Context
6	4 Sep 2012	BR	British Educational Index	Searched within descriptor group Economics and Finance - sub-heading: private sector	7	Saved to text file but unable to convert to RIS in EPPI
7	4 Sep 2012	BR	British Educational Index	Searched within descriptor group Economics and Finance - sub-heading: educational development	10	Saved to text file but unable to convert to RIS in EPPI
8	4 Sep 2012	BR	British Educational Index	Searched within descriptor group Economics and Finance - sub-heading: privatisation	4	Saved to text file but unable to convert to RIS in EPPI
9	4 Sep 2012	BR	British Educational Index	Searched within descriptor group Government and Politics - sub-heading: Developing countries	8	Saved to text file but unable to convert to RIS in EPPI

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Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
10	4 Sep 2012	BR	EPPI-Centre Education Research Database	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	0	The free text search wasn't able to search for all these terms at once. It could only search for: '(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND'
	4 Sep 2012	BR	EPPI-Centre Education Research Database	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable)	0	
	4 Sep 2012	BR	EPPI-Centre Education Research Database	(private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education)	0	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
	4 Sep 2012	BR	EPPI-Centre Education Research Database	(develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	0	
11	4 Sep 2012	BR	EPPI-Centre Education Research Database	Combining three above searches using AND	0	
12	4 Sep 2012	BR	EPPI-Centre Education Research Database	private school	3	Info saved in word file on laptop
13	4 Sep 2012	BR	EPPI-Centre Education Research Database	low cost private school	0	
14	4 Sep 2012	BR	EPPI-Centre Education Research Database	low fee private school	0	

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Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
15	4 Sep 2012	BR	EPPI-Centre Education Research Database	low cost private education	0	
16	4 Sep 2012	BR	EPPI-Centre Education Research Database	low fee private education	0	
17	4 Sep 2012	BR	ASSIA via ProQuest	all(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	69	
18	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR	0	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)		
19	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	
20	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	1	

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Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
21	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	
22	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	71	
23	4 Sep 2012	BR	ASSIA via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	37	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
24	6 Sep 2012	BR	ERIC via Pro Quest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	62	
25	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	18	
26	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable	0	

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Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)		
27	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	18	
28	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	
29	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success*	1,438	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)		
30	6 Sep 2012	BR	ERIC via Pro Quest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	25	
31	13 Sep 2012	BR	Australian Educational Index via ProQuest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income	124	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
32	13 Sep 2012	BR	AEI via Proquest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	7	
33	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	1	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
34	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	
35	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	1	
36	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
37	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	166	
38	13 Sep 2012	BR	AEI via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	13	
39	13 Sep 2012	BR	PAIS via Proquest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR	556	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
40	13 Sep 2012	BR	PAIS via Proquest	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	45	
41	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	1	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
42	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led school* OR private led education OR public-private partnership school* OR public-private partnership education OR non-state school* OR non-state education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	0	
43	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	7	
44	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (private led OR public-private partnership OR non-state) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	1	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
45	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR conflict state OR conflict countr* OR conflict context OR conflict region OR low income state OR low income countr* OR low income context OR low income region OR middle income state OR middle income countr* OR middle income context OR middle income region)	63	
46	13 Sep 2012	BR	PAIS via Proquest	(sustainable scal* up OR sustainable expand* OR sustainable roll-out OR sustainable grow OR sustainable up-scale OR success* scal* up OR success* expand* OR success* roll-out OR success* grow OR success* up-scale OR replicable scal* up OR replicable expand* OR replicable roll-out OR replicable grow OR replicable up-scale) AND (school* OR education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	9	
47	13 Sep 2012	BR	IDEAS	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR	0	Unable to use the search terms in this way

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
48	13 Sep 2012	BR	IDEAS	low cost private school	90	not possible to download the search so I've saved it as a word document to hand search
49	13 Sep 2012	BR	IDEAS	low cost private education	174	not possible to download the search so I've saved it as a word document to hand search
50	13 Sep 2012	BR	IDEAS	low fee private school	25	not possible to download the search so I've saved it as a word document to hand search
51	13 Sep 2012	BR	IDEAS	low fee private education	38	not possible to download the search so I've saved it as a word document to hand search
52	13 Sep 2012	BR	IDEAS	educational scale-up	1,067	not possible to download the search so I've saved it as a word document to hand search - as there are 1067 results at only 50 a page I have stopped at 250 (5.5% relevance to the search terms and above results)

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
53	13 Sep 2012	BR	The Campbell Collaboration Library	low cost private school	0	
54	13 Sep 2012	BR	The Campbell Collaboration Library	low cost private education	0	
55	13 Sep 2012	BR	The Campbell Collaboration Library	low fee private school	0	
56	13 Sep 2012	BR	The Campbell Collaboration Library	low fee private education	0	
57	13 Sep 2012	BR	The Campbell Collaboration Library	scale-up education	0	
58	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR	0	This search didn't work

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
59	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	Topic: low cost private school	158	
60	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	Topic: low cost private education	349	
61	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	Topic: low fee private school	44	
62	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	Topic: low fee private education	71	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
63	14 Sep 2012	BR	The Social Science Citation Index via the Web of Knowledge	Topic: scale-up education	417	
64	14 Sep 2012	BR	Econlit via Ovid	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	0	The search didn't work in this form
65	14 Sep 2012	BR	Econlit via Ovid	low cost private school	0	
66	14 Sep 2012	BR	Econlit via Ovid	low cost private education	0	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
67	14 Sep 2012	BR	Econlit via Ovid	low fee private school	0	
68	14 Sep 2012	BR	Econlit via Ovid	low fee private education	0	
69	14 Sep 2012	BR	Econlit via Ovid	scale-up education	0	
70	14 Sep 2012	BR	Econlit via Ovid	private school	230	
71	14 Sep 2012	BR	Econlit via Ovid	private education	135	
72	14 Sep 2012	BR	Econlit via Ovid	scale-up	94	
73	14 Sep 2012	BR	CREATE	Private and Non State Providers	7	Under research themes
74	14 Sep 2012	BR	CREATE	Equity, Poverty and Exclusion	16	Under research themes
75	14 Sep	BR	CREATE	Political Economy of Education for All	11	Under research themes

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
	2012					
76	14 Sep 2012	BR	Jolis	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	0	The search didn't work in this form
77	14 Sep 2012	BR	Jolis	low cost private school	1	
78	14 Sep 2012	BR	Jolis	low cost private education	10	
79	14 Sep 2012	BR	Jolis	low fee private school	0	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
80	14 Sep 2012	BR	Jolis	low fee private education	0	
81	14 Sep 2012	BR	Jolis	scale-up education	0	
82	14 Sep 2012	BR	Jolis	scale-up	10	
83	14 Sep 2012	BR	Asian Development Bank	low cost private school	5	
84	14 Sep 2012	BR	Asian Development Bank	low cost private education	8	
85	14 Sep 2012	BR	Asian Development Bank	low fee private school	0	
86	14 Sep 2012	BR	Asian Development Bank	low fee private education	1	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
87	14 Sep 2012	BR	Asian Development Bank	scale-up education	3	
88	17 Sep 2012	BR	Asian Journals Online	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)	0	No results
89	17 Sep 2012	BR	Asian Journals Online	low cost private education	500	200 items saved for hand review - due to layout of website
90	17 Sep 2012	BR	Asian Journals Online	low cost private school	500	200 items of it saved for hand review - due to layout of website
91	17 Sep 2012	BR	Asian Journals Online	low fee private school	500	Seems to have returned exactly the same result as the search for low cost private school so have not saved it separately
92	17 Sep 2012	BR	Asian Journals Online	low fee private education	500	Seems to have returned exactly the same result as the search for low cost private education so have not saved it separately

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
93	17 Sep 2012	BR	Asian Journals Online	scale-up education	0	
94	17 Sep 2012	BR	The Association for the Development of Education in Africa			There was no option to search their publications online so I have saved the catalogue for review
95	17 Sep 2012	BR	AusAid	low cost private school	590-603	The total changed as I went through the pages - first 100 saved
96	17 Sep 2012	BR	AusAid	low cost private education	720-760	The total changed as I went through the pages - first 100 saved
97	17 Sep 2012	BR	AusAid	low fee private school	220	The total changed as I went through the pages - first 100 saved
98	17 Sep 2012	BR	AusAid	low fee private education	270	The total changed as I went through the pages - first 100 saved
99	17 Sep 2012	BR	AusAid	scale-up education	95	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
100	17 Sep 2012	BR	DFID	low cost private school	0	searched publications
101	17 Sep 2012	BR	DFID	low cost private education	0	ditto
102	17 Sep 2012	BR	DFID	low fee private school	0	ditto
103	17 Sep 2012	BR	DFID	low fee private education	0	ditto
104	17 Sep 2012	BR	DFID	scale-up education	0	ditto
105	17 Sep 2012	BR	DFID	private school	0	ditto
106	17 Sep 2012	BR	DFID	low cost private education	1,060	Used Google custom search of website - first 100 saved
107	17 Sep 2012	BR	DFID	low cost private school	750	Used Google custom search of website - first 100 saved
108	17 Sep 2012	BR	DFID	low fee private school	1230	Used Google custom search of website - first 100 saved
109	17 Sep 2012	BR	DFID	low fee private education	1,470	Used Google custom search of website - first 100 saved

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
110	17 Sep 2012	BR	DFID	scale-up education	1,470	Used Google custom search of website - first 100 saved
111	17 Sep 2012	BR	UNESCO	low cost private education	9,810	Used Google custom search of website - first 10 pages saved
112	17 Sep 2012	BR	UNESCO	low cost private school	5,660	Used Google custom search of website - first 10 pages saved
113	17 Sep 2012	BR	UNESCO	low fee private education	11,200	Used Google custom search of website - first 10 pages saved
114	17 Sep 2012	BR	UNESCO	low fee private school	9,250	Used Google custom search of website - first 10 pages saved
115	17 Sep 2012	BR	UNESCO	scale-up education	14,800	Used Google custom search of website - first 10 pages saved
116	17 Sep 2012	BR	UNICEF	low cost private education	1,620	saved first 500
117	17 Sep 2012	BR	UNICEF	low cost private school	1,620	same as the above search results
118	17 Sep	BR	UNICEF	low fee private school	657	saved first 500

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
	2012					
119	17 Sep 2012	BR	UNICEF	low fee private education	657	same as the above search results
120	17 Sep 2012	BR	UNICEF	scale-up education	1,009	saved first 500
121	17 Sep 2012	BR	UNDP	low cost private education	33	
122	17 Sep 2012	BR	UNDP	low cost private school	23	
123	17 Sep 2012	BR	UNDP	low fee private school	0	
124	17 Sep 2012	BR	UNDP	low fee private education	0	
125	17 Sep 2012	BR	UNDP	scale-up education	59	
126	17 Sep 2012	BR	DANIDA	low cost private education	292	saved first 5 pages
127	17 Sep 2012	BR	DANIDA	low cost private school	217	saved first 5 pages
128	17 Sep	BR	DANIDA	low fee private school	202	saved first 5 pages

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
	2012					
129	17 Sep 2012	BR	DANIDA	low fee private education	265	saved first 5 pages
130	17 Sep 2012	BR	DANIDA	scale-up education	52	
131	17 Sep 2012	BR	CIDA	'low cost private school'	0	
132	18 Sep 2012	BR	CIDA	'low cost private education'	0	
133	18 Sep 2012	BR	CIDA	'low fee private education'	0	
134	18 Sep 2012	BR	CIDA	'low fee private school'	0	
135	18 Sep 2012	BR	CIDA	'scale-up education'	0	
136	18 Sep 2012	BR	GIZ	low cost private school	17	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
137	18 Sep 2012	BR	GIZ	low cost private education	21	
138	18 Sep 2012	BR	GIZ	low fee private education	16	
139	18 Sep 2012	BR	GIZ	low fee private school	12	
140	18 Sep 2012	BR	GIZ	scale-up education	25	
141	18 Sep 2012	BR	USAID	low cost private education	over 400 - no total given	saved first 10 pages
142	18 Sep 2012	BR	USAID	low cost private school	353	saved first 10 pages
143	18 Sep 2012	BR	USAID	low fee private school	266	saved first 10 pages
144	18 Sep 2012	BR	USAID	low fee private education	327	saved first 10 pages
145	18 Sep 2012	BR	USAID	scale-up education	over 400 - no total given	saved first 10 pages
146	18 Sep 2012	BR	INEE	low cost private school	0	
147	18 Sep 2012	BR	INEE	low cost private education	0	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
148	18 Sep 2012	BR	INEE	low fee private education	0	
149	18 Sep 2012	BR	INEE	low fee private school	0	
150	18 Sep 2012	BR	INEE	scale-up education	0	
151	18 Sep 2012	BR	INEE	private	10	
152	18 Sep 2012	BR	Organisation of Islamic Cooperation			No option to search the website - browsing through it there doesn't seem to be any relevant information
153	18 Sep 2012	BR	Save the Children	low cost private education	179	saved first 10 pages
154	18 Sep 2012	BR	Save the Children	low cost private school	161	saved first 10 pages
155	18 Sep 2012	BR	Save the Children	low fee private school	256	save first 10 pages

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
156	18 Sep 2012	BR	Save the Children	low fee private education	301	saved first 10 pages
157	18 Sep 2012	BR	Save the Children	scale-up education	329	saved first 10 pages
158	18 Sep 2012	BR	R4D	low cost private school	over 400 - no total given	save first 10 pages
159	18 Sep 2012	BR	R4D	low cost private education	over 400 - no total given	saved first 10 pages
160	18 Sep 2012	BR	R4D	low fee private education	over 400 - no total given	saved first 10 pages
161	18 Sep 2012	BR	R4D	low fee private school	over 400 - no total given	saved first 10 pages
162	18 Sep 2012	BR	R4D	scale-up education	over 400 - no total given	saved first 10 pages
163	18 Sep 2012	BR	BLDS	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school*	0	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
164	18 Sep 2012	BR	BLDS	low cost private education	1	
165	18 Sep 2012	BR	BLDS	low cost private school	0	
166	18 Sep 2012	BR	BLDS	low fee private school	0	
167	18 Sep 2012	BR	BLDS	low fee private education	0	
168	18 Sep 2012	BR	BLDS	scale-up education	2	
169	18 Sep 2012	BR	Eldis	low cost private school	7	
170	18 Sep 2012	BR	Eldis	low cost private education	10	

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
171	18 Sep 2012	BR	Eldis	low fee private education	3	
172	18 Sep 2012	BR	Eldis	low fee private school	2	
173	18 Sep 2012	BR	Eldis	scale-up education	2	
174	18 Sep 2012	BR	Search4Dev	low cost private education	0	
175	18 Sep 2012	BR	Search4Dev	low cost private school	0	
176	18 Sep 2012	BR	Search4Dev	low fee private school	0	
177	18 Sep 2012	BR	Search4Dev	low fee private education	0	
178	18 Sep 2012	BR	Search4Dev	scale-up education	0	
179	18 Sep 2012	BR	Google Scholar	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund*	182,000	first 20 pages saved

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Search #	Date	By	Database	Search Terms Used	# of Search Results	Notes
				education OR religious school* OR religious education OR faith school* OR faith education) AND (develop* state OR develop* countr* OR develop* context OR develop* region OR develop* nation* OR fragil* state OR fragil* countr* OR fragil* context OR fragil* region OR fragil* nation* OR conflict state OR conflict countr* OR conflict context OR conflict region OR conflict nation* OR low income state OR low income countr* OR low income context OR low income region OR low income nation* OR middle income state OR middle income countr* OR middle income context OR middle income region OR middle income nation*)		
180	18 Sep 2012	BR	Google Scholar	(low cost OR low fee* OR low income OR slum* OR poverty OR poor OR affordable) AND (private school* OR private education OR non-government* school* OR non-government* education OR non-state school* OR non-state education OR charitable school* OR non-charitable education OR NGO fund* school* OR NGO fund* education OR religious school* OR religious education OR faith school* OR faith education) AND (Pakistan* OR Afghan* OR south* Asia* OR west* Asia*)	182,000	first 20 pages saved
181	18 Sep 2012	BR	Google Scholar	'Scale-up education'	9	
182	31 Jan 2013	BR	Google	Low cost private education in Afghanistan	11,500,000	First 100 results saved

#### Appendix 5: Full studies screening log - rounds 3 and 4

Note: This log is presented as created by the Research Team, except that: report details have been reduced to save space - full details can be found in the reference lists; the notes have been lightly edited for readability; and a final column has been added to indicate final status of the report (E1 - exclude on date, E2 - Exclude on relevance, E3 - Exclude on language, E4 - Exclude on methodology, E5 - Exclude on document type, B - Excluded but relevant for background, I - Include).

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/KR	DFID - low-cost private education	CfBT (2011)	Yes	Focuses on low-cost private education in India and addresses the issue of scaling it up - including looking at sustainability	No	Exclude on methodology - contains information on scale-up.	B
BR/BR	ERIC Concept 1 Search 1	Akyeampong (2009)	Yes	Maybe someone else should double check as its' more focused on public-private partnerships than low-cost private education but has important info about sustainability of programmes	yes		I
CD/BR	Eldis - low-cost private education	Rose (2002)	yes	Focuses on the expansion of private education in East and Southern Africa following the EFA initiative and looks at the differences and links between public vs. private and elite vs. low-cost education as well as how these play out in addressing the needs of the poor. Conclusion discusses the future of the non-state education sector in addressing the needs of the poor and issues that will need to be addressed if increased reliance on this sector is to be pursued. Note: It does not specifically define low-cost schooling	No	lacks a clear focus on either of the main concepts	B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/KR	Econlit - private school	Alderman, et al. (2001)	yes	Very formula based - looks at effects of school quality and cost on school choices of low-income households - suggests that the threshold the poorest families are willing to pay is up to 10%	yes		I
BR/BR	Econlit - private education	Ali, Khan; Private schooling - a quality puzzle	Yes	Provides a history of private schooling in Pakistan and a study of 60 private schools in Pakpattan.	no		E4
BR	ERIC Concept 1 Search 1	Andrabi et al. (2005)	No	Relevant background - Exclude on relevance - Focuses on madrasas which it defines as having a solely religious curriculum - some useful background data and sources though			B
BR/BR	ERIC Concept 1 Search 1	Andrabi et al. (2006a)	Yes	Considers gender and the importance of the availability of cheap teachers - looks at limitations	No	Exclude on methodology - contains information on scale-up.	E4
BR/JS	ERIC Concept 1 Search 2	Andrabi et al. (2006b)	Yes	focuses on the impact of girls secondary schools on low-cost private schools rather than focusing more on low-cost private schools themselves (too little of a focus directly on low-cost private schools?) - lots of formulas	yes		I
BR	Econlit private school	Asadullah (2009)	No	Relevant background - Exclude on relevance - focuses on wage earnings after private schools but the private schools mentioned tend to be			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				English medium which tend not to be low cost			
BR/BR	Econlit private school	Aslam (2009)	Yes?	doesn't make clear the cost of the private schools it refers to - focuses on gender and school quality	yes		I
BR	ERIC Concept 2 Search 5	Baker (2004)	no	Relevant background - Exclude on relevance - focuses on US context and the scaling up of educational ideas rather than what we are looking at - but has some interesting ideas about evidence bases and so on			B
BR/BR	ERIC Concept 1 Search 1	Alderman et al. (2003)	Yes	focuses on public-private initiatives and their sustainability	yes		I
BR/KR	ERIC Concept 1 Search 2	Bano (2008b)	Yes	Looks at different models of not for profit and their sustainability	no	Exclude on methodology - contains information on scale-up.	B
BR/BR	ERIC Concept 1 Search 2	Barrera-Osorio and Raju (2010)	Yes	Looks at a public private partnership scheme in Pakistan and its impact on student test scores (too much of a focus on this aspect?) - lots of formulas	yes		I
BR/BR	ERIC Concept 1	17. Barrera-Osorio and	Yes	Similar to above - good background to PPP in Punjab - focused on programme uptake and	yes		I

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
	Search 2	Raju (2011)		qualifications - lots more formulas			
BR	ERIC Concept 2 Search 5	Birdsall, Levine, Ibrahim; Towards Universal Primary Education: investments, incentives, and institutions	No	Exclude on relevance - doesn't address either of the main concepts			E2
BR	ERIC Concept 2 Search 5	Bishop, O'Sullivan, Berryman; Scaling up Education Reform: Addressing the Politics of Disparity	No	Exclude on relevance - looks at New Zealand			E2
BR/KR	ERIC Concept 1 Search 1	Cameron (2011)	Yes	Perhaps more appropriate for relevant background? Focuses more on NGO than on for profit private schooling in slums in Bangladesh	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	Eldis - low-cost private education	Kingdon (2007)	No	Generally discusses education in India; it does, however, contain a small section on the development of PPPs in Education and NGO education work			B
BR	Econlit private school	Chakrabarti, Peterson; School Choice International - Exploring Public-Private Partnerships	No	General intro but chapters 5 and 6 sound relevant so have been downloaded for review			E2
CD	Eldis - low fee private education	Ghuman and Lloyd (2007)	No	Relevant Background - Exclude on Relevance: no primary focus on any of the main concepts but may provide useful background on addressing gender issues in education in Pakistan			B
CD/BR	Google Scholar - Concept 1 Search 1	6. Kim et al. (1999)	Yes	Evaluates a programme designed to stimulate girls' schooling through the creation of low-cost private girls' schools in poor urban neighbourhoods of Quetta, Pakistan	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	Google Scholar - Concept 1 Search 1	Kingdon (1996a)	No	Useful for background research and contains some interesting data on why free public education should have a much more considerable role at primary level than private education for considerations of equity - having more private schools at primary than at secondary level creates adverse effects that place the poor at a disadvantage, the author claims. The paper does not specifically deal with low-cost private education, although it acknowledges the presence of private schools that cater for students from low-income backgrounds in India			B
BR/JS	Econlit private school	Muralidharan and Kremer (2008)	Yes	Compares private and public schools in rural India based on a national survey carried out in 2003. Looks at the conditions in which private schools are more likely to be established, as well as at parental characteristics.	yes		I
BR/KR	Econlit private school	66. Kingdon (2009); School Sector Effects on Student Achievement in India	Yes	Looks at the pace of the privatisation of education in urban and rural India and explanations for the relative popularity and growth of different school types. Focuses on PPPs.	no		E4

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	ERIC Concept 1 Search 1	Chapman, Moore (2010); A meta-look at meta-studies of the effectiveness of development assistance to education	No	Exclude on relevance - not focused in any way on the main concepts			E2
BR	ERIC Concept 1 Search 1	Coulson (2003)	No	Relevant Background - Exclude on relevance - Provides some useful references to studies but discusses private schooling generally rather than focusing on low-cost private education			B
BR	PAIS Concept 1 Search 1	Open Society Institute (2007) Education in Pakistan - What works and why	No	Relevant Background - Exclude on relevance - Looks at a number of different types of schools in Pakistan and has suggestions for what works and why - but no specific focus on low-cost private education - useful points to think about when designing policies though			B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	Google Scholar - Concept 1 Search 1	Agarwal (2000)	No	Relevant Background? - Looks at the status of private education in Haryana which is a well-off district, implying that for the most part private education there is not low cost. Makes some interesting concluding recommendations based on findings, which may be useful for our SR and considerations of a public-private partnership in education can be adjusted to low-cost education as well.			B
BR	ERIC Concept 2 Search 5	Cuellar-Marchelli (2003); Decentralisation and privatisation of education in El Salvador: Assessing the experience	No	Exclude on relevance - might have some interesting ideas for background (in relation to community involvement)? Focuses on privatisation of education and not clear about its cost			E2
CD	Google Scholar - Concept 1 Search 1	Kingdon (1996b)	No	Exclude on Relevance - Relevant Background? - Compares private and public education in India using a rigorous research methodology and issues of equity that arise by restricting growth of private schools in the secondary education sector (no specific focus on low-cost private schools)			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	PAIS Concept 2 Search 5	Das, Takahashi (2009)	No	Relevant Background? - Exclude on Relevance - focuses on the sustainable scale-up of slum upgrading projects, not education sector projects - provides many factors to think about though. Focuses on decentralisation and participation. Looks at PPPs.			B
BR	Econlit scale-up	Dodd, Lane (2010); Improving the long-term sustainability of health aid: are Global Health Partnerships leading the way?	No	Exclude on relevance - focuses on health not education - Looks at need for long-term reliable financing for scale-up			E2
BR/BR	PAIS Concept 1 Search 2	Farah and Rizvi (2007)	Yes	Focuses on PPPs in Pakistan rather than low-cost private education specifically but does address the scale-up of education programmes - describes the different partnerships which have emerged and their strengths and weaknesses. If the sustainability of schools established under these programmes depends on fees and community resources, it is likely that schools in the poorest communities will not be able to	No	Exclude on methodology - contains information on scale-up.	B

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				survive.			
BR/BR	PAIS Concept 1 Search 2	Fennell, Malik (2012); Between a rock and a hard place: the emerging educational market for the poor in Pakistan	Yes	Uses 'exit, voice and loyalty' model to look at school choice. Finds that better-off households are benefiting more than the poorer households from the higher quality education provided by low-fee private schools. The poorer households face economic, social and political hierarchies that work against equal access.	no		E4
BR/KR	PAIS Concept 1 Search 1	Goyal (2009)	Yes?	Doesn't make clear the cost of the private schooling. Seeks to establish whether or not private schooling is of higher quality even after you account for the different student and school characteristics.	yes		I
CD/BR	Google Scholar - Concept 1 Search 1	Tooley and Dixon (2003)	Yes	Looks at research investigating the phenomenon of private schools serving low-income families in Hyderabad, India, and suggests that the development community's dismissal of a valuable role for the private sector in meeting the educational needs of the poor is unwarranted	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/BR	Google Scholar - Concept 1 Search 1	Baird (2009) Private Schools for the Poor: Development, Provision and Choice in India	Yes	Looks at private (no support by the Government) enrolment throughout India to explain why private schools for the poor exist and in which cases they are most likely to have the largest effect on enrolment	yes		I
CD/KR	Google Scholar - Concept 1 Search 1	Tooley and Dixon (2005)	Yes	Discusses how corruption makes the regulatory framework regarding low-cost private schools in India ineffective and examines 1. its implications and 2. how this can be resolved through (e.g.) parental accountability measures	yes		I
CD/BR	Google Scholar - Concept 1 Search 1	Tooley and Dixon (2007a)	Yes	Identifies 3 types of privatisation and discusses the findings from a recent study on private schools in Ghana, Nigeria and India to explore issues of student achievement and cost-effectiveness. Concludes by responding to three major objections to the place of de facto privatisation in meeting the needs of the poor.	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/CD	ERIC Concept 1 Search 1	Harma (2011)	Yes	Compares private and government schools in rural areas. Notes that private schools are precarious. Although many parents preferred private schools (because of the quality of the government schools) they could only send their children to the public schools. Poverty is key! Questions the quality and affordability of private schools and looks at the factors around school choice. Concludes that low-cost private schools are not pro-poor and equitable. Market should not be relied upon to supply the deficiencies of the government school system. Government schools are currently the last resort of the poorest and most marginalised.	no	Exclude on methodology - contains information on scale-up.	B
CD/KR	Google Scholar - Concept 1 Search 1	Jimenez and Lockheed (1995)	Yes?	Relevant background - research methodology and analysis very comprehensive	No	Doesn't talk about low-cost private schools.	B
CD	Google Scholar - Concept 1 Search 1	Kitaev (1999)	No	Relevant as background - not explicitly focusing on low cost education (focus on all registered private schools which are mostly community and religious schools rather than spontaneous 'bush' schools or high cost profit-making). Offers some interesting ideas on school financing (e.g. in-kind) discussing different kinds of community and family contributions. Also discusses privatisation of education in its different forms,			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				the conditions that ought to exist for it to take place and potential negative outcomes of it.			
BR	Econlit private education	James (1993)	No	Exclude on relevance - Looks at private schooling generally and what factors in countries lead to increased private schooling (spending on public education, availability of school places, religious/linguistic motivations, public policies etc.). No discussion of low-cost private schooling.			E2
BR/CD	Econlit private school	Johnson and Bowles (2010)	Yes	Doesn't clearly state that this is low-cost private education but a look at the exchange rate for the school fees suggests that it would fit in our criteria. Makes the point that the better off and less marginalised tend to predominate but also notes that private schools provide important opportunities for girls and children from lower caste families. Background of education issues in India. Compares the key differences between public and private schools. Looks at why parents choose private schools (more than just cost is a factor).	yes		I

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/BR	ERIC Concept 2 Search 5	Jowett and Dyer (2012)	Yes	Looks at replication as a form of scaling up that could be used by education NGOs in developing countries. Points out the care needed in choosing which education initiatives are suitable for scaling up. Examines the different advantages and disadvantages of the different forms of replication and suggests own model of replication - network replication. (perhaps needs to be Excluded on methodology- none is stated and it seems more of an analytical literature review - does this still fit under highly structured review methods?)	yes		I
BR/KR	Econlit private school	Lloyd et al. (2005)	Yes?	Not clear if the private schools are low cost - Looks at the role of access, school quality and type plays in enrolment in rural Pakistan. Within the same village, girls and boys often face starkly different options for schooling in terms of distance, type, and quality. Rising levels of household consumption are associated primarily with a rise in private school enrolment. Results suggest that increasing the availability of public girls' schools and improving their quality in villages where all-girls public schools already exist can have an enormously beneficial impact on the primary enrolment of girls. Uses tables to illustrate the likelihood of type of enrolment based on certain paternal etc. characteristics - desegregates for gender. Quality is most	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				important factor for parents.			
BR/BR	PAIS Concept 1 Search 1	Mehrotra and Panchamukhi (2006)	Yes	Looking at the exchange rate at the time the fees are above \$2 and are more than 4% of the households budget (however government schools also cost more than 4%). Compares the physical characteristics, wash facilities, teachers, working days and working environment, attendance, dropout rates and financial burden on households. Finds that private schools do not seem to be a factor favouring gender or social equity despite being described as for the poor (more girls and scheduled castes in government schools).	yes		I
BR	PAIS Concept 1 Search 1	Nambissan (2010)	No	Relevant background - Exclude on Relevance - does discuss low-cost private schools but more in relation to the global economic crisis and the impact on the poor in India. Challenges previous conceptions of 'poor' in relation to low cost schools for the 'poor'. Argues that a divide is emerging benefiting the better off.			B
BR	ERIC Concept 1	Nishimuko (2009); The role of	No	Exclude on relevance - interesting look at a post conflict country. Focuses on the support NGOs and FBOs provide to the education sector in			E2

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
	Search 1	non-governmental organisations and faith-based organisations in achieving Education for All: the case of Sierra Leone		Sierra Leone.			
BR/BR	ERIC Concept 1 Search 1	81. Oketch et al. (2010b)	Yes	Looks at why there are large numbers of slum dwellers pay for their education rather than attend the government schools since the introduction of free primary education. Concluded that excess demand drives poorer parents to low quality private schools, while differentiated demand is driving non-slum parents to choose private schooling for their children over free public schools.	no	Exclude on methodology - contains information on scale-up.	B
BR	ERIC Concept 1 Search 1	Oketch et al. (2010a)	No	Relevant background - Exclude on Relevance - focuses on school transfers but as many of these are between low-cost private schools, contains a discussion of them. Seems moves are as a result of a search for quality. Moves seem to be mainly from private-private and from public-private. They argue that movement from government			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				schools, especially by those who can afford private schools, is not necessarily a negative thing. It can create places in the public schools for the poorest, who may not be able to afford private schools. Point out dilemma for Kenyan government as to whether to recognise them or not.			
BR/BR	ERIC Concept 1 Search 1	Orazem (2000)	Yes	Looks at pilot projects for private schools for the poor in urban and rural Pakistan and the success of the urban project and the relative failure of the rural. Due to the larger supplies of children not served by government schools, the better availability of teachers, and more educated parents in urban than in rural communities. Also concerned with the scale-up and sustainability of the projects. (not clear about methodology but seems to have gathered data on the schools in question/is using data gathered on it).	no	Exclude on methodology - contains information on scale-up.	B
BR/JS	Econlit private school	Pal (2009)	Yes?	Does not make clear what kind of private schools it refers to. Uses lots of different data to establish what kind of villages are more likely to have private schools - private schools are more likely to be present in villages with better-off households and better public infrastructure. Also looks at the impact of private schools on village wide results.	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/CD	PAIS Concept 2 Search 5	Pick et al. (2008)	Yes	Uses case study of the scale-up of a sexual education programme in Mexico to highlight the important aspects involved with a successful scale-up.	yes		I
BR/BR	PAIS Concept 1 Search 1	9. Rao, Hossain (2011); Confronting poverty and educational inequalities: Madrasas as a strategy for contesting dominant literacy in rural Bangladesh	Yes?	Looks at the case study of madrasa education in a village in Bangladesh. Not solely focused on religious education. The authors seem quite pro Madrasa education and I'm not sure if the methodology is rigorous enough.	no		E4
CD/JS	ERIC Concept 1 Search 1	Rose (2007)	Yes	Even though the focus is not explicitly set on low cost per se, the articles does state that the focus is on underserved areas which mainly constitute rural areas where school provision is most constrained and where poor children most likely to reside. Pakistan is one of the countries discussed. Discusses types of non-state education provision and how to best support non-state providers in reaching out to the underserved.	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/CD	ERIC Concept 1 Search 1	2. Schagen, Shamsan (2007); Analysis of International Data on the Impact of Private Schooling - Hyderabad, India.	Yes	Looks at government and private schools in India - analyses characteristics using statistical analysis - VERY formula and table based - not clear what fees are charged by study is in a low income area	no		E4
BR/BR	ERIC Concept 1 Search 1	Smith et al. (2005)	Yes	Looks at the underlying pedagogic practices of low-cost private schools - its dominated by teacher-led recitation. Has implications for the quality of the education Provides background to the schools and pupils characteristics.	yes		I
BR/CD	ERIC Concept 1 Search 1	Mason (2007)	Yes	Only a book review was available online but it makes the book sound very relevant.	No	Not available from library.	B
BR	PAIS Concept 1 Search 2	Stern (2001); Meeting with the Muj	No	Exclude on relevance/ methodology/ document type - describes the experiences of the author of visiting madrasas and links with jihadists.			E2

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/BR	Econlit private education	Tooley (2002)	Yes	brief info note based on Tooley's research into private schools for the poor - maybe exclude on type or methodology	No	More an informative opinion piece and doesn't really illustrate the methodology it's based on or the data.	B
BR/BR	ERIC Concept 1 Search 1	Tooley (2005)	Yes	Challenges myths (prevalence, quality) around private schooling based on research project across countries - involves a description of the schools in selected cities in India, Ghana, China, and Kenya	yes		I
BR/KR	ERIC Concept 1 Search 1	Tooley et al. (2005)	Yes	Looks at literature on low-cost private schools and then uses the example of their research in Lagos to look at the quality of the education provided - fees do seem higher than our scope but serve low income families	yes		I
BR/BR	ERIC Concept 1 Search 1	Tooley, Dixon (2007b)	Yes	Follows a similar examination of the literature on low-cost private schools as the above article and then uses the case study of Delhi to look at the characteristics of low-cost private schools there. Fees are roughly 5% -9% of household income. Suggests ways to deal with quality and equality.	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/BR	Google Scholar - Concept 1 Search 2	Rose (2006)	Yes	Outlining the characteristics of non-state providers of primary education and explores experiences of 5 countries (Bangladesh, Pakistan, Malawi, Nigeria, South Africa) with respect to government - NSP collaboration in the areas of policy dialogue, registration and regulation, facilitation and contracting as part of the EFA agenda and MDGs to support pro-poor provision of basic education	no		B
CD/JS	Google Scholar - Concept 1 Search 2	Tooley (2004)	Yes	Focus on low-cost private education, discussing the desirability of for-profit education initiatives and how globalisation of education (and thus private schooling) can benefit the poor	no		B
CD	Google Scholar - Concept 1 Search 2	Muzaffar (2010)	No??	Relevant Background? - The article outlines the political philosophy behind public and private education and looks at research by two key figures in this debate (Tooley and Ravitch) to answer the question of whether low-fee private schools are the route to quality education for all. He considers 1. whether LFPS manage to include children from the poorest backgrounds and 2. whether LFPS are actually beneficial to those from the poorest backgrounds who manage to attend. Pakistan is not, however, the primary focus as the title claims and the paper focuses more on the theory to challenge privatisation of education as a means to benefit the poor.			B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/CD	Google Scholar - Concept 1 Search 2	Tooley (2009b)	Yes	Outlines the challenges affecting low-cost private schools and discusses possible incentives for improvement	yes		I
CD/BR	Google Scholar - Concept 1 Search 2	Bano (2011)	Yes	Factors affecting government collaboration with Islamic schools (Madrasas) to introduce a higher proportion of secular subjects in the curriculum as a way to increase the potential of Madrasas as partners in achieving Education for All, and especially in expanding access to girls (focus on India, Bangladesh, <u>Pakistan</u> )	no	Exclude on methodology - contains information on scale-up.	B
CD/KR	Google Scholar - Concept 1 Search 2	Irvine (2004) The myth of choice in education 'quasi-markets': the nature and implications of the emergence of private schools in Punjab, India	Yes	Grey Literature (Dissertation) - focus on low-cost private (primary) education in Pakistan and the extent to which it provides meaningful alternatives to state education for low-income families	no	Exclude on methodology - contains information on scale-up.	E4

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/CD	Google Scholar - Concept 1 Search 2	Liang (1996)	Yes	costs and benefits of government subsidies to low-fee private schools in proportion to enrolment for a fixed time period as a way of stimulating the education of girls from low-income families - includes measures taken to ensure sustainability	yes		I
CD/BR	Google Scholar - Concept 1 Search 2	Van Der Gaag (1995) Private and Public Initiatives: Working Together for Health and Education	Yes?	Comparative studies of different approaches of private/public initiatives to health and education provision in various low income countries, including Pakistan. Some information is outdated as this is a 12 year old World Bank Paper, but still contains some interesting insights on PPPs and government-private sector collaboration + suggestions on attaining an optimal public-private mix for education and health initiatives.	no	Exclude on methodology - contains information on scale-up.	E4
BR/KR	ERIC Concept 1 Search 1	Tooley et al. (2007b)	Yes	Similar background information as the other Tooley and Dixon articles. Looks at Hyderabad. Explores some of the assumptions made about the nature and extent of private schooling for low-income families, and compares its inputs (including facilities, teacher commitment, etc.) with those in other management type schools in the same areas. Fees are around 4-5%. Objections to a role for private schools in meeting the MDG target are explored and challenged.	yes		I

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/CD	PAIS Concept 1 Search 1	Tooley (2007a)	Yes	Uses example from research in India to look at the role profit may play in enhancing access to education. Looks at: First, is private education available to the poor? Second, is private education beneficial to the poor? Third, is for-profit private education available to the poor? Fourth, could for-profit private education be beneficial to the poor? 5-15% fees. Discussion of the issues around profit (quite favourable). Suggests means of support for improvement	yes		I
BR	ERIC Concept 1 Search 1	Tooley et al. (2010)	No	Background information - Exclude on Type - Response to criticism of their work - maybe useful if we feel the same			B
BR/KR	ERIC Concept 1 Search 1	Tooley, Dixon, Shamsan, Schagen (2010); The relative quality and cost effectiveness of private and public schools for low-income families: a	Yes	Explores the relative quality of private unaided (recognised and unrecognised) and government schools in low-income areas of Hyderabad, India. Statistical analysis. Private schools seem to do better.	no		E4

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
		case study in a developing country					
BR/JS	ERIC Concept 1 Search 1	Verger (2012)	Yes	Looks at public private partnerships in education and the debates around it and its potential benefits/problems. Proponents suggest it can meet educational needs not met by the state (school choice is expected to ensure competition and quality and accountability), while not being privatisation (although others suggest its almost the same). Looks at what's needed for PPPs.	yes		I
BR/CD	ERIC Concept 1 Search 1	Walford (2011)	Yes	Review of the literature and an examination of what is meant by low-cost private schools. Looks at low fee Christian private schools in England and see what lessons can be learnt for the developing world. Change in the government sector such that these schools became more desirable led to a fall in the number of low-fee private schools and a new equilibrium point was found - may be so in developing world if government schools improve. Doesn't see the emergence of low-cost private schools as an ideological commitment to private schools on the part of its users - based on need.	no	Exclude on methodology - contains information on scale-up.	B
CD	Google	Bangay	No	Relevant Background - exclude on relevance			B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
	Scholar - Concept 1 Search 2	(2007)		(draft paper: not meant for citation - relevant book available in the library) Low cost does not seem to be the primary focus of this paper. Focus on the private secondary education sector in Indonesia and Bangladesh - a comparative analysis to explain the factors causing the differences between state and non-state (for-profit and NGO) education provision and the dynamics between the two. The analysis of Bangladesh mainly refers to medium-high cost private schools, although private schools in Indonesia do tend to be mainly low cost.			
CD/BR	Google Scholar - Concept 1 Search 2	Srivastava (2007)	Yes	Robust Methodology. Even though the discussion revolves around low-fee private schools, the focus is more on the decision making processes with respect to schooling at the household level, and less on the features of low-cost private schools themselves.	no	Exclude on methodology - contains information on scale-up.	B
CD	Google Scholar - Concept 1 Search 2	Rose (2009)	No	Relevant Background - Editorial Introduction - exclude on document type? A summary of all the articles published in the special edition of the journal.			B
CD/BR	Google Scholar - Concept 1 Search 2	Shah and Veetil (date?) Private Education	Yes	Interesting insight into the non-state low-cost education sector in India, including public-private initiatives	no		E4

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
		for the Poor in India					
CD/JS	Google Scholar - Concept 1 Search 2	Bano (2008a)	Yes	Articles reviews the dominant PPP models in Pakistan and explores why they have failed to meet the goals of increasing 'voice and choice' by improving service delivery. Argues that 1. PPPs in education have not managed to fulfil their promises to the poor in Pakistan and 2. this was not because the PPP models used were intrinsically bad but because of inappropriate incentives behind their formation.	no	Exclude on methodology - contains information on scale-up.	B
BR/CD	DFID - low-cost private education	Fennell et al. (2010)	Yes	Provides an overview of evidence from research into parents and youth perception of school choice in Pakistan and Ghana. Indicates that they value different things - with children being more interested in reform of the education system in general than the type of school they were in.	yes		I
BR/BR	DFID - low-cost private education	37. Irfan (2010); Public Private Partnerships and Educational Outcomes in	Yes	Provides background to education system in Pakistan. Overview of research into the decisions of parents in relation to school choice and its impact on gender in Pakistan. More girls out of school. Despite government schools being free, parents unanimously agreed that they would rather pay (where feasible), if that meant getting better education for their children. Boy's	no		E4

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
		Pakistan: A gendered perspective		education paid for more than girls. Doesn't mention cost of schooling but looks at people from low income backgrounds.			
BR/KR	DFID - low fee private education	Zeitlyn and Harma (2011)	Yes	Policy Brief: Looks at the limits of low-cost private education in India. In most cases, private provision of education does not tend to serve areas and people that government provision has been unable to reach. Wealth, even a little wealth, is important for access. Government schools last resort of poorest and most marginalised.	yes		I
BR/BR	DFID - low fee private education	Akaguri (2011)	Yes	Looks at links between perceptions of school quality and school choice. Interesting points about why children may do better in private schools relating to parental investment. Looks at differences in school quality in rural Ghana and suggests reasons why. Private schools perform better in urban areas but research shows no significant difference in the rural area between them.	yes		I
BR/BR	DFID - low fee private education	Woodhead et al. (2013)	Yes	Looks at issues and concerns around low-cost private schools in India and who they cater to. Makes comparisons over time in the same villages. Big focus on gender. Out of reach for the poorest and most marginalised. Looks at the factors leading to likely attendance.	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/JS	DFID - scale-up education	Samoff et al. (2011)	Yes	Very interesting. Looks at successes and failures of scaling-up education programmes in Africa. Highlights the importance of (a) charismatic and effective local leadership dedicated to scaling up, (b) strong local demand for the innovation at each site, and (c) adequate (not necessarily high level) funding. Success depends on responsiveness to the local setting and strong local organisation. Looks at why scaling up fails. Talks about the different understandings of scale-up. Reviews available literature (not a lot there). Looks at role of donors and development actors.	yes		I
BR/CD	IDEAS - low-cost private education	16. Tooley (2007b)	Yes	Makes an argument for supporting the scale-up of low-cost private schools to provide education based on their perceived current benefits. Suggests ways the international community can help and investors get involved.	no	Exclude on methodology - contains information on scale-up.	B
BR	IDEAS - low-cost private education	Shariff et al. (2000)	No	Relevant background - exclude on relevance - looks at proportion of household income spend on education in India. Finds that the poorest spend the highest percentage. Looks at gender differences. Suggests community financing as a means to make education affordable to out of school children.			B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/BR	IDEAS - low-cost private school	Bold et al. (2011)	Yes	Statistical analysis to see whether private schools in Kenya were of higher quality than government schools. Not really that interesting (or relevant) but fits in our criteria.	No	It is not clear that the private schools referred to are low cost (even though the work out cheaper per child than public schools. A rough calculation suggests that the median fee is about 8% of the GDP per capita but the mean was 18%) - therefore excluded on relevance.	B
CD	Google Scholar - Concept 1 Search 2	Khan et al. (2005)	No	Relevant Background - exclude on relevance. A comparative analysis of the non-state and state primary education in Pakistan. Even though the focus research area is rural the author claims that most of the private schools examined and even a significant number of NGO schools were higher-cost schools which did, however, run scholarship schemes for the poorest students	no		B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR/JS	IDEAS - low fee private education	Tsujita (2009)	Yes?	Not sure if entirely relevant. Focuses on children living in slums. Majority of those in school are attending government schools but article looks at why they are here and not in low-cost private schools as reported elsewhere. Provides background to education in India.	No	not really focused on private education. However, it does mention that children in slums are more likely to go to government schools rather than low-paying private schools	B
BR	IDEAS - low fee private education	Mishra, Roi (date unknown); Economics of private schooling industry in Kohima, Nagaland (India)	No	Exclude on relevance - Looks at different forms of schooling in Kohima - sees private education as an industry. Does not focus on low-cost private education. Looks at income/expenditure, profit/loss.			E2

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	IDEAS - scale-up education	Tooley (2004)	No	Relevant background - Exclude on relevance - Response by Tooley to criticism of his work. Does provide references to other studies that support his conclusion but is not focused on one study.			B
BR	IDEAS - scale-up education	Tooley, Stanfield (2004); Editorial: 'Education for all' through privatisation?	No	Exclude on document type - Provides an overview of the journal articles			E5
BR	IDEAS - scale-up education	Kitaev (2004)	No	Relevant background - exclude on relevance - Provides a brief overview of private education across the world based on UNESCO research.			B
BR/CD	IDEAS - scale-up education	Tooley (2004); Private education and 'Education for All'	Yes	Provides an overview of Tooley's research into low-cost private education and his argument for it.	no		E4

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	IDEAS - scale-up education	Watkins (2004)	No	Relevant background (important) - exclude on document type - Challenges assertions made by Tooley - more of a commentary - criticises Tooley's assertions around financing, accountability and preference, as well as the consequences of relying on the private sector			B
BR/BR	IDEAS - scale-up education	Dixon (2004)	Yes	Looks at the impact of regulation on low-cost private schools, and whether the rules and regulations that govern the private education market in the low-income areas of Hyderabad are conducive to entrepreneurial action and market discovery. Seems to suggest less regulation is better.	no	Exclude on methodology - contains information on scale-up.	B
BR/KR	IDEAS - scale-up education	Jagannathan (2001)	Yes	Looks at the potential for NGO and government partnerships in education in India. Provides 6 case studies. Looks at the benefits and issues. NGOs can tackle some of the shortcoming in the education system but are not yet taken seriously by government. Aim at increasing access and quality. Looks at scale-up of the programmes.	no	Exclude on methodology - contains information on scale-up.	B
CD/CD	Google Scholar - Concept 1 Search 2	LaRocque (2008)	Yes	Report reviews the international experience with PPPs focusing on basic education in developing countries. Looks at different forms of PPPs and draws lessons for their design and implementation. Pakistan is used several times as a country example for different forms of PPP.	No	Lack a focus on scale-up.	B

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/BR	Google Scholar - Concept 1 Search 2	Srivastava (2006)	Yes	Analyses the changing institutional context of LFP education in India and the consequent adaptation of the decision-making processes of households regarding girls education. Contains useful statistics and data on LFP schools in Uttar Pradesh and on the profiles of participating households which could potentially be useful for the SR.	yes		I
CD/BR	Google Scholar - Concept 1 Search 2	Andrabi et al. (2006b)	Yes	Mapping of low-cost private primary schools in relation to different kinds of government schools to examine the determining factors for the location decision of private schools - shows that private primary schools are four time as likely to locate in villages with girl's high schools compared to those without, pointing to a supply side channel: girl's public high schools create the next generation of teachers to staff private schools. Contains a large amount of quantitative data which could potentially be used for / included in the systematic review	yes		I

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	R4D - low-cost private education	Cameron (2010)	No	Relevant background - exclude on relevance - Looks at access to education in the slums of Dhaka rather than low-cost private education. Profiles the types of education available in Bangladesh. Talks about the rise in private tutoring. Examines the problems preventing access. Looks at the characteristics of children and their families and how this affects whether or not and where they are in school. Useful for seeing the issues that need to be addressed in improving access for the urban poor.			B
CD/KR	Google Scholar - Concept 1 Search 2	Patrinós, Barrera-Osorio and Guaqueta (2009)	Yes	Presents the results of the first phase of a multi-year WB programme to examine the role of PPPs in education. Focuses on contracting models in primary/secondary education. Reviews theory and empirical evidence regarding the contribution of such a scheme to national education goals and offers guidelines for operations.	no	Exclude on methodology - contains information on scale-up.	B
CD/BR	Google Scholar - Concept 1 Search 2	Andrabi et al. (2005)	Yes	Using new data, the article looks at private schooling in Pakistan to show that 1. there is an increase in the number of students from rural, low/middle-income areas enrolling in private schools; 2. private schools are more adaptable to local realities and can take advantage of local labour markets in a cost-effective manner that allows savings to be passed on to parents	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				through very low fees. Two strategies to ensure low cost education provision are explored: the use of co-ed schools and the use of locally resident female teachers. Argues that separating financing from provision can incur many benefits without compromising equity.			
CD	Google Scholar - Concept 1 Search 2	Andrabi et al. (2009)	No	Relevant Background - Exclude on Document Type (Foreign Policy, 2-page web exclusive). Initially challenging the myth that Madrasa schools serve as a means to instil fundamentalism, this web exclusive provides a very brief but relevant outline of the changing educational context in Pakistan and the potential of low-fee private schools in providing education for the country's poorest children.			B
CD	Google Scholar - Concept 1 Search 2	Herz (2006)	No	Relevant Background - Exclude on Relevance. Even though low-fee private schools are examined as part of this paper (more so in the final chapter) the focus is on female primary and secondary education in various South Asian countries. The article looks at the situation today, and looks at the wider benefits that educating girls can bring to society, then attempts to provide an analysis of what works in educating girls by looking at different methods to increase girls' literacy rates through case studies of various programmes in the education sector of different countries.			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
BR	R4D - low-cost private education	Juneja (2010)	No	Relevant background - exclude on relevance - Provides overview of many different schooling types in India. Focuses on access to primary school. Compares cost between different types of schools - highlights the fact that fees are only one part of the expenditure. One section deals with the rapid rise in private unrecognised schools. Looks at recent trends in education in India. Vast diversity of providers has led to hierarchies of access.			B
CD/BR	Google Scholar - Concept 1 Search 2	Tooley, Dixon and Amuah (2007a)	yes	The article compares inputs across school management types (public registered, private registered, public unregistered, private unregistered). However, private schools examined charge fees between 11% (minimum, private unregistered) and 20% (maximum, private registered) of the monthly minimum wage in Ghana. This corresponds to 5.73% of household income (assuming that both parents work full time, 7 days a week). However the authors see them as part of the low cost school trend. The focus is more on the structure of the education sector in Ghana than on low-cost private schooling.	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/BR	Google Scholar - Concept 1 Search 2	Tooley and Dixon (2006)	yes	Looks like a case study report at the beginning, then an analysis based on different studies, but no explicitly stated methodology. Focus on low-cost primary and secondary schools in the shantytowns of Lagos, Nigeria (schools where roughly 12.5% of the poorest children attend for free and many get concessionary fees, regular fees = \$4/month which, even for families with the maximum income in the area (50\$), corresponds to 8% of monthly household income in the best of cases (according to our definition low cost schooling = fees < \$2/month, with schooling costs in general < 4% of the household budget). They are, however, recognised as low cost and target specifically the poor as opposed to higher-cost private schools that charge between 10 to 100 times more. There is an issue with methodology - it is somehow vague, not sure if appropriate given our criteria for inclusion.	no	Exclude on methodology - contains information on scale-up.	B
BR	R4D - low-cost private education	Ashley (2006); Can private schools in India offer inclusive education?	No	Exclude on document type - Provides and introduction to a study into private school outreach activities. No clear whether the schools involved are low cost. Might be worth looking up the article it's based on: 'From Margins to Mainstream: Private School Outreach Inclusion Processes for Out-of-school Children in India', International Journal of Educational			E5

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				Development 25 (2005) 133-144, by Laura Day Ashley, 2005			
BR	R4D - low-cost private education	Woodhead (2009); Pathways through Early Childhood Education in Ethiopia, India and Peru: Rights, Equity and Diversity	No	Exclude on relevance - Looks at early education and its importance for a good start in life. In urban Andhra Pradesh many poor parents also opting for private pre-schools.			E2
BR	R4D - low fee private education	Galab et al. (2011)	No	Relevant background - Exclude on relevance - presents the findings of a study into the lives of young Indians over time. Most of the report isn't relevant but the education section starting on p.33 and again on p. 52 and p. 79 is quite interesting - provides some attendance figures and looks a little at the growth of the private education sector. Examines reasons for leaving school. Looks at work -school balance for some children. Looks at some of the consequences for			B

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				the fast growing private sector - such as the tendency for boys to be favoured for attendance. Points out risk of increasing inequality.			
BR/KR	R4D - low fee private school	Akaguri, Akyeampong (2010)	Yes	Policy Brief - Looks at difference in spending of rural poor on education. Low-cost private schools are more expensive - but a big expense is food in schools. Points out for the poorest the expense is huge as a proportion of their household income. Low-cost private schools are trying to attract people with 'household friendly' fees policies.	yes		I
BR/BR	Save the Children - low-cost private education	Save the Children (2002)	Yes	Looks at a rights based approach to education and what role private provision may play. Provides an overview of private education in south Asia. Looks at two case studies in Nepal and Pakistan. Suggests the poorest and most marginalised do not gain. The quality of education is at risk of becoming a function of the ability to pay. Schools are a response to parental demand for better education. Looks at some examples of PPPs. Offers recommendations. Weak methodology?	no	Exclude on methodology - contains information on scale-up.	B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	CREATE	Lewin (2007)	No?	Relevant Background - Exclude on relevance. Does not specifically refer to low cost schools, but discusses the extent to which the private sector in the SSA context can reach out to the poorest of the poor through, for example, government subsidies. Mainly discussing for-profit private schools from which the poor (constituting as high a majority as 80% in many of the countries examined) would be excluded if it weren't for government subsidies due to significantly high fees. It does, however, offer an interesting insight into a range of constraints and contextual realities (some of which are relevant for South and West Asia) that will affect and/or shape future development in private education in developing countries, particularly with respect to addressing the challenges of the poor.			B
CD/BR	CREATE	Harma (2010)	Yes	Uses detailed case study data to explore patterns of school choice, participation and costs in an area with a range of LFP Schools and seeks to establish the extent to which the latter meet the needs of children from households in different quintiles of wealth. Shows that costs in LFP schools are such that 20% or more of family income is required to participate for households in the lower three income quintiles.	yes		I

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	UNICEF - low-cost private education	O'Shea (2011)	No	Relevant Background? - Exclude on relevance - exclude on document type - UNICEF newsletter providing summaries of articles published on the topic of equity in education			B
CD/KR	USAID - low-cost private education	Lisman (2012)	Yes?	Focus is on accessibility through scholarships/subsidies - not explicitly low-fee schooling. The article explores the underexploited potential of private schooling in Latin American Countries - author provides a brief outline of the current situation in LA education regarding the dichotomy between public and private and suggests ways in which international donors and governments could increase the educational options available to the poor by facilitating and/or engaging with the private sector.	No	Relevant Background information	B
BR	UNESCO - low-cost private education	Tsujita (2009)	No	Relevant background - exclude on relevance - Looks at the education of children living in slums. Not many in this survey were in low-cost private schools and they are not a focus of the article. Finds that far fewer of them are enrolled in schools than the national average. Focuses on gender. Looks at numbers of overage children and drop outs. Finds that schools in slums don't necessarily mean attendance by children from the slums. Looks at all the costs associated with schooling. And private tuition. Provides			B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
				suggestions for increasing the enrolment and attendance of children from slums.			
BR/CD	UNESCO - low-cost private education	Aga Khan Foundation team (2007)	Yes	Looks into some of the myths and realities surrounding non-state provision of education. Looks at the data worldwide. Over half of all non-state school enrolments at the primary level - 35 million children - are in South Asia. Looks at the different types of non-state provision. Looks at what's working and what doesn't in non-state education. Looks at regulation. Looks at ways in which PPP can work. Provides recommendations. Annexes include list of marginalised children and a case study from Afghanistan. Very broad - more suitable for background?	yes		I

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Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD/BR	UNESCO - low fee private education	Schirmer et al. (2010)	Yes	Explores the rapid growth of low-cost private schools in South Africa and their potential as a means for quality education provision in poorer (especially rural) communities. The article however clearly states that these schools charge higher fees than their counterparts in other developing countries and significantly more so than local public schools (5 to 6 times higher fees than public schools and that is without taking into account those public schools which are completely free), making them inaccessible to the poorest of the poor within these communities who have to make do with government schools.	No	Average fees charged were R682 per month which is above the poverty line of R515 per month and 45% of the lowest average minimum wage of R1500 per month (see <a href="http://www.mywage.co.za/main/salary/minimum-wages/faqs/frequently-asked-questions-about-minimum-wages#sa8">http://www.mywage.co.za/main/salary/minimum-wages/faqs/frequently-asked-questions-about-minimum-wages#sa8</a> ).  This is well above our perimeters and thus this	B

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
						study cannot be considered relevant.	
CD/KR	UNESCO - scale-up education	Subrahmanian (2005)	Yes	Focuses on the scale-up of successful interventions (or specific components) with respect to increasing access to, as well as continuity and quality of education for girls	no	Exclude on methodology - contains information on scale-up.	B
BR/CD	UNESCO - low fee private school	Ohara (2012)	Yes	Looks at the legal legitimacy of low-cost private schools in Delhi. Outlines the challenges made to them by the Social Jurist who argued that they were exploiting the poor. Looks at the different opinions of those involved with the schools to assess practical legitimacy. Recognition doesn't necessarily mean higher quality.	yes		I

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

Reviewer (1st Initial Round 3, 2 <sup>nd</sup> initial Round 4)	Search Source	Name of report	Round 3: Relevant?	Notes	Round 4 Relevant?	Notes	Final status
CD	UNESCO - low fee private school	UNESCO (2009)	No	Relevant Background, esp. pp. 152-170 - exclude on relevance. Focuses on the importance of good governance in education and how to improve it in order to address quality and equity issues with respect to the poor. Identifies four themes on education governance reform, one of which ( <u>Chapter 3: 'Choice, Competition and Voice</u> ) talks about low-cost private education provision and PPPs but views the growth of low-fee private education as a failure of rather than a solution to the government education sector.			B
CD/BR	Asian Development Bank	Asian Development Bank (2010)	Yes	With a view of increasing their funding towards education projects, the ADB reviews a number of PPPs forming part of ADB funded projects initiated/delivered between 2000-2009 in the field of education. The focus is on 4 formal delivery-based PPPs: private management of public schools, contracting for the delivery of education services, vouchers and voucher-like initiatives like grants and scholarships and provision of capacity development services. Bangladesh and Pakistan constitute 34% of the total projects exhibiting PPPs	No	This study does not focus on either low-cost private schools or educational scale-up, just PPPs and therefore does not fit in the inclusion criteria. - possibly useful for background info.	B

**DFID Systematic Review Question 29:**  
**What is the evidence about the sustainable scale-up of low-cost private schools in South and West Asia, in particular in Afghanistan and Pakistan?**

**STUDY CHARACTERISATION TOOL**  
**Concept 1: Low-Cost Private Schools**

**Coder:**

- Sultan Barakat
- Frank Hardman
- Brigitte Rohwerder
- Kathryn Rzeszut
- Christina Dimakoulea
- Other: \_\_\_\_\_

**Section 1: General Study Information**

**Name and author(s) of study:**

**1.1 In what year was the primary document published?**

**1.2 Type of document:**

- Book
- Book Chapter
- Government Report
- Technical Report  
 (reports by non-government research firms, e.g. Mathematica)
- IO/NGO Report  
 (e.g., UNICEF, World Bank, Poverty Action Lab)
- Journal  
 (peer reviewed)
- Dissertation
- Conference Paper

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

	<ul style="list-style-type: none"> <li>o Progress Report/Project Evaluation</li> <li>o Other _____</li> </ul>
<b>1.3 Type of study:</b>	<ul style="list-style-type: none"> <li>o RCT</li> <li>o Non-experiment/Descriptive quantitative</li> <li>o Descriptive qualitative</li> <li>o Other _____</li> </ul>
<b>1.4 Who conducted the study:</b>	<ul style="list-style-type: none"> <li>o Independent researchers</li> <li>o Academics</li> <li>o Donors</li> <li>o Evaluation team contracted by donors</li> <li>o Not stated/not clear</li> <li>o Combination _____</li> </ul>
<b>1.5 Methodology used:</b>	<ul style="list-style-type: none"> <li>o Desk review</li> <li>o Field research</li> <li>o Interviews with donors and beneficiaries</li> <li>o Quantitative surveys</li> <li>o Qualitative methods (classroom observation, etc.)</li> <li>o Other: _____</li> </ul>
<b>Notes:</b>	
<b>1.6 In what country/ies did the study take place?</b>	
<b>1.7 Economic classification of country:<sup>30</sup></b>	<ul style="list-style-type: none"> <li>o High Income</li> <li>o Upper Middle Income</li> <li>o Lower Middle Income</li> <li>o Low Income</li> </ul>
<b>Notes:</b>	
<b>1.8 General classification of country:<sup>31</sup></b>	<ul style="list-style-type: none"> <li>o Fragile</li> <li>o Conflict-Affected</li> </ul>

<sup>30</sup> Classification of countries was based on the Statistics on International Development (SID) - Recipient Country Information 2011, see also: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/67317/SID-2012.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67317/SID-2012.pdf)

<sup>31</sup> Based on the Failed States Index: <http://library.fundforpeace.org/fsi>

	<ul style="list-style-type: none"> <li>○ Neither</li> <li>○ Other: _____</li> </ul>
<b>Notes:</b>	
<b>1.9 Study setting:</b>	<ul style="list-style-type: none"> <li>○ Urban</li> <li>○ Rural</li> <li>○ Mixed</li> <li>○ Other: _____</li> </ul>
<b>1.10 Other information provided on the context(s) of the study</b>	
<b>1.11 To which concept does the study relate?</b>	<ul style="list-style-type: none"> <li>○ Low-cost private schools</li> <li>○ Sustainable scale-up only (Go to Section 3)</li> <li>○ Both</li> </ul>
<b>Section 2: Information Specific to Low-Cost Private Schools</b>	
<b>2. 1 Does the study refer to low cost private schools only?</b>	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> </ul>
<b>Notes:</b>	
<b>2.2 What was the type of private school(s)?</b>	<ul style="list-style-type: none"> <li>○ Fee-paying, for-profit, low-cost</li> <li>○ Fee-paying, for-profit, low-cost with scholarships available</li> <li>○ Fee-paying, for-profit, low-cost with government vouchers</li> <li>○ Fee-paying, for-profit, low-cost with government subsidies</li> <li>○ IO/NGO or charity funded</li> <li>○ Private company funded</li> <li>○ Religious</li> <li>○ Other: _____</li> </ul>
<b>Notes:</b>	
<b>2.3 How much were the fees charged? (as a percentage of household income where available)</b>	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<p><b>2.4 In which of these education indicators has the private school(s) seen an increase?</b></p>	<ul style="list-style-type: none"> <li>○ Enrolments</li> <li>○ Graduation rates</li> <li>○ Test results</li> <li>○ Accessed by girls</li> <li>○ Accessed by disadvantaged groups<sup>32</sup></li> <li>○ Teacher attendance</li> <li>○ None</li> <li>○ Not Mentioned</li> <li>○ Other: _____</li> </ul>
<p><b>Notes:</b></p>	
<p><b>2.5 In which of these education indicators has the private school(s) seen a decrease?</b></p>	<ul style="list-style-type: none"> <li>○ Enrolments</li> <li>○ Graduation rates</li> <li>○ Test results</li> <li>○ Accessed by girls</li> <li>○ Accessed by disadvantaged groups</li> <li>○ Teacher attendance</li> <li>○ Other: _____</li> <li>○ None</li> <li>○ Not Mentioned</li> </ul>
<p><b>Notes:</b></p>	
<p><b>2.6 In which of these education indicators has the private school(s) seen no change?</b></p>	<ul style="list-style-type: none"> <li>○ Enrolments</li> <li>○ Graduation rates</li> <li>○ Test results</li> <li>○ Accessed by girls</li> <li>○ Accessed by disadvantaged groups</li> <li>○ Teacher attendance</li> <li>○ Other: _____</li> <li>○ None</li> <li>○ Not Mentioned</li> </ul>
<p><b>Notes:</b></p>	

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<sup>32</sup> Disadvantaged groups include: children with disabilities, marginalised castes, children from families living below the poverty line, children from displaced or refugee families and children from other vulnerable groups.

<b>2.7 Which of these activities has the school been able to perform?</b>	<ul style="list-style-type: none"> <li>○ Attract and retain teachers</li> <li>○ Maintain low fees</li> <li>○ Find suitable premises</li> <li>○ Find sustainable long-term funding</li> <li>○ Implement long-term sustainable business model</li> <li>○ Other: _____</li> <li>○ Not mentioned</li> </ul>
<b>Notes:</b>	
<b>2.8 Is the school the first choice of parents?</b>	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> <li>○ Not Mentioned</li> </ul>
<b>Notes:</b>	
<b>2.9 Has the school been able to retain pupils?</b>	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> <li>○ Not Mentioned</li> </ul>
<b>Notes:</b>	
<b>2.10 Is the school government recognised?</b>	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> <li>○ Not Mentioned</li> </ul>
<b>Notes:</b>	
<b>Section 3: Information on Interventions Examined in Studies</b>	
<b>3.1 In which part of the education sector was the intervention(s) implemented?</b>	<ul style="list-style-type: none"> <li>○ Pre-school</li> <li>○ Primary</li> <li>○ Secondary</li> <li>○ Tertiary</li> <li>○ Teacher Training</li> <li>○ Education reform</li> <li>○ Curriculum</li> <li>○ Other: _____</li> </ul>
<b>3.2 Provide a brief description</b>	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<b>of the intervention:</b>	
<b>3.3 Who implemented the intervention(s)?</b>	<ul style="list-style-type: none"> <li>○ Government</li> <li>○ Donor</li> <li>○ NGO</li> <li>○ Community</li> <li>○ Other: _____</li> </ul>
<b>Notes:</b>	
<b>3.4 What type of intervention(s) was it?</b>	<ul style="list-style-type: none"> <li>○ Private led</li> <li>○ Public-private partnership</li> </ul>
<b>Notes:</b>	
<b>3.5 How long did the school/ intervention(s) remain open?</b>	<ul style="list-style-type: none"> <li>○ Less than a year</li> <li>○ 1-3 Years</li> <li>○ 3-5 Years</li> <li>○ More than 5 years</li> <li>○ Not mentioned</li> </ul> (Specific Length of Time: _____)
<b>Notes:</b>	
<b>3.6 Which vulnerable groups were addressed in the study and/or the intervention(s)?</b>	<ul style="list-style-type: none"> <li>○ Female participation</li> <li>○ Disabled children</li> <li>○ Marginalised castes</li> <li>○ Children from families living below the poverty line</li> <li>○ Children from displaced or refugee families</li> <li>○ Other: _____</li> <li>○ Not mentioned</li> </ul>
<b>Notes:</b>	
<b>3.7 What challenges to education are mentioned in the study?</b>	<ul style="list-style-type: none"> <li>○ Conflict</li> <li>○ Natural Disasters</li> <li>○ Funding</li> <li>○ Attendance</li> <li>○ Access</li> <li>○ Lack of Development</li> </ul>

	<ul style="list-style-type: none"> <li>○ Security</li> <li>○ Poverty</li> <li>○ Other: _____</li> <li>○ Not mentioned</li> </ul>
Notes:	
3.8 What aspect of programme delivery was impacted by these challenges?	<ul style="list-style-type: none"> <li>○ Access</li> <li>○ Provision</li> <li>○ Quality</li> <li>○ Other: _____</li> <li>○ Not mentioned</li> </ul>
Notes:	
3.9 What were the outcomes of the intervention(s)?	
<b>Section 4: Information Specific to Scale-Up of Interventions</b>	
4.1 Is scale-up of the intervention(s) addressed in the study?	<ul style="list-style-type: none"> <li>○ Specifically addressed</li> <li>○ Broadly addressed</li> <li>○ Not addressed</li> </ul>
Notes:	
4.2 What type of scale-up is discussed?	<ul style="list-style-type: none"> <li>○ Increasing beneficiary/pupil numbers</li> <li>○ Opening more schools/interventions</li> <li>○ Increasing access to disadvantaged groups</li> <li>○ Other: _____</li> </ul>
Notes	
4.3 Briefly describe the scale-up mechanism/process:	
4.4 How large is the scale-up(s)?	<ul style="list-style-type: none"> <li>○ Small (0-50 beneficiaries/pupils affected)</li> <li>○ Medium (51-200 beneficiaries/pupils affected)</li> <li>○ Large (201+ beneficiaries/pupils affected)</li> </ul>
Notes:	

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

4.5 In what year did the scale-up(s) begin?	
4.6 Over what length of time did the scale-up occur?	<ul style="list-style-type: none"> <li>○ A year or less</li> <li>○ 1-3 years</li> <li>○ 3-5 years</li> <li>○ More than 5 years</li> <li>○ Cannot tell</li> </ul>
Notes:	
4.7 What was the outcome of the scale-up?	
4.8 Was the scale-up considered successful?	<ul style="list-style-type: none"> <li>○ Yes</li> <li>○ No</li> <li>○ Other: _____</li> </ul>
Notes:	
4.9 How has the scale-up been received by the impacted community?	<ul style="list-style-type: none"> <li>○ Positive</li> <li>○ Negative</li> <li>○ Not Mentioned</li> </ul>
Notes:	
<b>Section 5: Study's Conclusions</b>	
5.1 What were the study's main conclusions?	
5.2 What, did the study conclude, were the intervention's main areas of success?	
5.3 What, did the study conclude, were the intervention's challenges?	
5.4 What were the study's recommendations for further action, if any?	

## Appendix 7: Study quality appraisal tool

**DFID Systematic Review Question 29:**  
**What is the evidence about the sustainable scale-up of low-cost private schools in South and West Asia, in particular in Afghanistan and Pakistan?**

### STUDY QUALITY APPRAISAL TOOL

<b>Coder:</b>	<ul style="list-style-type: none"> <li>○ Sultan Barakat</li> <li>○ Frank Hardman</li> <li>○ Brigitte Rohwerder</li> <li>○ Kathryn Rzeszut</li> <li>○ Christina Dimakoulea</li> <li>○ Other: _____</li> </ul>	
Question	Responses	Points
Section 1: Sampling		
<b>Name and author(s) of study:</b>		
<b>1.1 Were steps taken to improve the rigor of the study sample?</b>	<ul style="list-style-type: none"> <li>○ Yes, a thorough attempt was made (4)</li> <li>○ Yes, several steps were taken (3)</li> <li>○ Yes, a few steps were taken (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<b>Notes:</b>		

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<p><b>1.2 Was the study's sampling size appropriate, well-reasoned, and justified given the study's topic and research question?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, it was very appropriate (4)</li> <li>○ Yes, it was somewhat appropriate (3)</li> <li>○ Yes, it was slightly appropriate (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>1.3 Were attempts made to obtain a diverse sample?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, a thorough attempt was made (4)</li> <li>○ Yes, several steps were taken (3)</li> <li>○ Yes, a few steps were taken (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes</b></p>		
<p><b>1.4 Were the characteristics of the sample important to the understanding of the study context and research findings?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, they were very important (4)</li> <li>○ Yes, they were somewhat important (3)</li> <li>○ Yes, they was slightly important (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>Section 2: Data Collection</b></p>		

<p><b>2.1 Were steps taken to improve the rigor of the collected data?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, a thorough attempt was made (4)</li> <li>○ Yes, several steps were taken (3)</li> <li>○ Yes, a few steps were taken (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>2.2 Were the data collection tools piloted and/or validated</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>2.3 If the data was qualitative, was the data collection comprehensive, flexible, and sensitive enough to provide a thorough and complete description of the research topic?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, as it was thoroughly comprehensive (4)</li> <li>○ Yes, it was somewhat comprehensive (3)</li> <li>○ Yes, it was slightly comprehensive (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> <li>○ N/A (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>2.4 If the primary basis of the study was field research, was an appropriate amount of time allotted for a thorough data collection period?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, more than enough time was allotted (1)</li> <li>○ Yes, sufficient time was allotted (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<p><b>2.5 Did the study employ more than one method of data collection?</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>2.6 Were steps taken to mitigate potential barriers such as language and cross-cultural differences?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, a thorough attempt was made (4)</li> <li>○ Yes, several steps were taken (3)</li> <li>○ Yes, a few steps were taken (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>Section 3: Data Analysis</b></p>		
<p><b>3.1 Were steps taken to increase the rigor of the data analysis?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, a thorough attempt was made (4)</li> <li>○ Yes, several steps were taken (3)</li> <li>○ Yes, a few steps were taken (2)</li> <li>○ Yes (1)</li> <li>○ No, not at all (0)</li> <li>○ Not stated (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>3.2 Was a methodology described or can one be discerned?</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>3.3 Was the data analysis methodology systematic?</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Cannot tell (0)</li> </ul>	

<b>Notes:</b>		
<b>3.4 Did the analysis explore diverse perspectives?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (0)	
<b>Notes:</b>		
<b>3.5 Did the analysis seek to rule out alternative explanations for the research findings?</b> (In the case of mostly qualitative research, this can be accomplished through the search for negative cases or exceptions, providing preliminary results to research participants, independent data review, or reflexivity.)	<input type="radio"/> Yes (1) <input type="radio"/> No (0) <input type="radio"/> Not stated (0) <input type="radio"/> Cannot tell (0)	
<b>Notes:</b>		
<b>Section 4: Study Findings</b>		
<b>4.1 Was enough data presented to demonstrate how the authors arrived at their findings?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (0)	
<b>Notes:</b>		
<b>4.2 Did the presented data fit the interpretation and support claims about the data patterns?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (0) <input type="radio"/> Cannot tell (0)	
<b>Notes:</b>		
<b>4.3 Did the presented data illustrate the findings?</b>	<input type="radio"/> Yes (1) <input type="radio"/> No (0) <input type="radio"/> Cannot tell (0)	
<b>Notes:</b>		

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<p><b>4.4 If the data is qualitative, were the quotes identified in such a way that it was clear that they originated from more than one or two people?</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Cannot tell (0)</li> <li>○ N/A (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>Section 5: Breadth and Depth of Study Findings</b></p>		
<p><b>5.1 Rate the breadth and depth of the study (breadth: covers 2 or more issues; depth: provides insight into the individual issues).</b></p>	<ul style="list-style-type: none"> <li>○ Yes, there is good breadth and depth (2)</li> <li>○ Yes, there is good breadth, but little depth (1)</li> <li>○ Yes, there is good depth, but little breadth (1)</li> <li>○ No, there is little breadth or depth (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>5.2 Are the perspectives of the research participants fully explored in breadth (the contrast of two or more perspectives) and depth (insight into a single perspective)?</b></p>	<ul style="list-style-type: none"> <li>○ Yes, there is good breadth and depth (2)</li> <li>○ Yes, there is good breadth, but little depth (1)</li> <li>○ Yes, there is good depth, but little breadth (1)</li> <li>○ No, there is little breadth or depth (0)</li> <li>○ N/A (0)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>5.3 Does the study develop theoretically?</b></p>	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Cannot tell (0)</li> </ul>	
<p><b>Notes:</b></p>		

5.4 Does the study develop conceptually?	<ul style="list-style-type: none"> <li>○ Yes (1)</li> <li>○ No (0)</li> <li>○ Cannot tell (0)</li> </ul>	
Notes:		
<b>Section 6: Measurement of Study Quality</b>		
6.1 What weight would you assign this study in terms of its reliability and trustworthiness of its findings?	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
Notes:		
6.2 What weight would you assign this study in terms of the usefulness of its findings in terms of this review?	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
Notes:		
6.3 What weight would you assign the match between the study aims and findings and its conclusion?	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
Notes:		
6.4 What weight would you assign the study's conceptual depth?	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
Notes:		
6.5 What weight would you assign the study's explanatory power?	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
Notes:		

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

<p><b>6.6 What weight would you assign this study's ability to contribute to the formulation of a theory related to the sustainable scale-up of low-cost private schools in South and West Asia, particularly in Pakistan and Afghanistan?</b></p>	<ul style="list-style-type: none"> <li>○ High (3)</li> <li>○ Medium (2)</li> <li>○ Low (1)</li> </ul>	
<p><b>Notes:</b></p>		
<p><b>Study's Total Quality Assessment Score:</b></p>		
<p><b>Study's Ranking (out of total # of studies):</b></p>		
<p><b>Notes:</b></p>		

## Appendix 8: List of included studies and corresponding articles

Study	Corresponding document(s)
Survey of schools in Bandlaguda, Bhadurpura and Charminar in Hyderabad, Andhra Pradesh, India	Tooley and Dixon (2007a) Tooley et al. (2007b) Tooley (2005) Tooley (2009b)
Survey of schools in Mahbubnagar, Andhra Pradesh, India	Tooley J, Dixon P. (2007a) Tooley (2009b)
Survey of 15 low-cost private schools in Hyderabad, India	Tooley and Dixon (2005) Smith et al. (2005) Tooley (2007a) Tooley and Dixon (2003)
Survey in Ga district, Ghana	Tooley et al. (2007a) Tooley and Dixon (2007a) Tooley (2005) Tooley (2009b)
Survey of Lagos State, Nigeria	Tooley et al. (2005) Tooley and Dixon (2007a) Tooley (2009b)
Survey of Fellowship Schools programmes in Quetta, Balochistan Province, Pakistan	Kim et al. (1999) Alderman et al. (2003)
1995 data on Fellowship Schools programmes and Community Support Programme in Quetta, Balochistan Province, Pakistan	Liang (1996)
Survey of Kibera, Mukuru and Kawangware, Nairobi, Kenya	Tooley (2009b) Tooley (2005)
Survey of Gansu Province, China	Tooley (2009b) Tooley (2005)
Surveys of Foundation Assisted Schools,	i) Barrera-Osorio and Raju (2011)

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Study	Corresponding document(s)
<p>Punjab, Pakistan</p> <p>i) Phases 3 and 4</p> <p>ii) Phases 4-8</p>	<p>ii) Barrera-Osorio and Raju (2010)</p>
<p>Surveys looking at links between infrastructure, especially girl's secondary schools and increase in low-cost private schools in rural Punjab, Pakistan using:</p> <p>i) 4 primary government data sources and Learning and Educational Achievements in Punjab Schools survey of 5,000 teachers</p> <p>ii) 4 primary government data sources</p> <p>iii) 3 primary government data sources</p>	<p>i) Andrabi et al. (2005)</p> <p>ii) Andrabi et al. (2006b)</p> <p>iii) Andrabi et al. (2011)</p>
<p>3 major surveys conducted by Young Lives in Andhra Pradesh India in 2002, 2006-7 and 2009.</p>	<p>Woodhead et al. (2013)</p>
<p>Analysis of documents relating to low-cost private schools in Shahdara (most disadvantaged area of Delhi), India</p>	<p>Ohara (2012)</p>
<p>Analysis of main reports on public-private partnerships in education (ePPP) in low-income contexts</p>	<p>Verger (2012)</p>
<p>Survey of the literature on scaling up and education reform in Africa</p>	<p>Samoff et al. (2011)</p>
<p>Survey of public and private schools in Orissa, a poor state in eastern India</p>	<p>Goyal (2009)</p>
<p>Survey of nine schools (four private and five government-run schools) in two villages in Sehore District of Madhya Pradesh (North India)</p>	<p>Johnson and Bowles (2010)</p>
<p>Case study of successful scaling-up of a sexuality education programme in Mexico</p>	<p>Pick et al. (2008)</p>
<p>Survey of non-state providers and public-private-community partnerships in education, including examples from India, Afghanistan (home-based schooling) and Pakistan (Aga Khan Education Services)</p>	<p>Aga Khan Foundation (2007)</p>
<p>Data from the Public Private Partnerships and educational outcomes for the Poor</p>	<p>Fennell et al. (2010)</p>

Study	Corresponding document(s)
(P3EOP) project looking at parental and youth perceptions regarding the schooling experience of youth in poor rural and urban communities. Data collected in Pakistan (Charsadda, Khyber-Pakhtunkhwa and Sargodha, Punjab) and Ghana (greater Accra Region, urban: Accra Metropolitan and La submetro; rural: Obeyeyie and Amasaman in Ga West District)	
Data from a large household, school and state-level study on LFP schooling in Lucknow District, Uttar Pradesh, India	Srivastava (2006)
Survey of schools in the slums of East Delhi, India	Tooley and Dixon (2007b)
Survey of government data for all India, with independent data gathering in Hyderabad and Mumbai, India.	Baird (2009)
Survey looking at correlation between public infrastructure and low-cost private schools using data from villages in Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Himachal Pradesh, India	Pal (2009)
Review of PPP literature - School for Life programme, Shephard School Programme and School Feeder Programmes in Ghana, with some reference to survey data from Ghanaian Statistical Service	Akyeampong (2009)
Data for 20 states from a survey of rural private primary schools in India	Muralidharan and Kremer (2008)
Survey of government and private schools in rural Mfantseman, Ghana	Akaguri (2011)
Reviews the importance of replication as an approach to scaling-up by examining literature. Contains examples from India (Balsakhi Program) and Bangladesh (BRAC)	Jowett and Dyer (2012)
Survey in J.P. Nagar, rural Uttar Pradesh, India	Harma (2010) Zeitlyn and Harma (2011)
Survey of low-income households identified through frame sampling of low- and middle-	Alderman et al. (2001)

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Study	Corresponding document(s)
income areas of Lahore, Pakistan	
Review of ways in which non-state providers engage with the state in education service delivery. Contains examples from Pakistan, Malawi, Nigeria, Bangladesh and India	Rose (2007)
Survey of 12 rural communities in Pakistan - six from Punjab and six from NWFP (Khyber Pakhtunkhwa) - drawn from three districts in each province	Lloyd et al. (2005)
Survey in Lahore district in Punjab province, Pakistan	Aslam (2009)
Survey of four slums in Dhaka, Bangladesh	Cameron (2011)
Survey of three rural communities in the Mfantseman district in southern Ghana	Akaguriand Akyeampong (2010)
Survey of Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, West Bengal, Assam, Andhra Pradesh and Tamil Nadu, India	Mehrotra and Panchamukhi (2006)

Appendix 9: Synthesis tool: summary of factors affecting the sustainable scale-up of low-cost private schools

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
<i>Section 1: Articles dealing specifically with both low-cost private schools and sustainable scale-up</i>						
<b>Tooley (2007a)</b>  <b>Quality Appraisal Score: 42</b>	Urban India, Hyderabad	This study explores theoretical and practical considerations with respect to the desirability and role of for-profit private education in fulfilling EFA goals. It suggests that the emergence of low-cost private schools leads to increased access by the weakest section of the population to low-cost, higher-quality education. It suggests that profit may motivate entrepreneurs to get involved but the nature of the market means that prices will remain affordable and these schools offer better alternatives to the poor than government education. It looks at the Project for the Improvement in Private Education (PIPE) business model and the emergence of chains of private schools. Targeted vouchers may help address issues of equity.	Private-led	Funding  Access to schooling  Poverty	Parental satisfaction with quality.  Access to funding (unrecognised LFPS unable to borrow from banks due to uncertain property rights).  Degree of equity.	Investment in R&D needed for appropriate, cost-effective educational improvements.  Access to capital for school improvement.  Existence of subsidies for the poorest students.  Remove legal prohibitions and allow edupreneurs into the market.  Demand driven.

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
<p><b>Alderman et al. (2003)</b></p> <p><b>Quality Appraisal Score: 44</b></p>	<p>Urban and rural areas in Balochistan, Pakistan</p>	<p>This paper reviews the planning, implementation and sustainability of two pilot projects designed to address the constraints to the education of girls in rural and urban Balochistan. The schools were public private partnerships, set up and run by communities, supported by the government and funded by World Bank credit. A comparison of enrolment growth between pilot and control communities is used to measure the impact of each experimental programme. The programme saw a marked increase in female enrolment in the treated areas, alongside increased enrolment for boys in urban areas (despite the school not receiving a subsidy for them) as many existing schools were overcrowded. The urban schools were more successful at developing a long-term sustainable business plan (taking into account continuing support from the Balochistan Education Foundation). Rural schools failed to do so. The study provides models of what is</p>	<p>Public-private partnership</p>	<p>Attendance.</p> <p>Access.</p> <p>Low levels of income and educational attainment of adults.</p> <p>Parental attitudes to female enrolment.</p> <p>Lack of women with the educational prerequisites to be appointed as teachers, especially in a number of rural areas.</p> <p>Limited supply of female teachers limiting female enrolment and vice versa.</p>	<p>Ability to generate savings in the early years that could be used as a source of endowment income.</p> <p>Availability and continuity of funding beyond the end of the project cycle.</p> <p>Ability to attract more students, boys as well as girls, to generate revenue.</p> <p>Cost-containment and returns to scale (schools that received in-kind transfers of facilities and used experienced school operators were the most successful at containing costs).</p>	<p>Pilot projects.</p> <p>Technical assistance, especially for the more inexperienced rural communities.</p> <p>Willingness of government to continue the PPP - and more generous subsidy.</p> <p>Community involvement - meeting its needs.</p>

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		<p>needed for the schools' sustainability. Urban schools benefited from larger supplies of children not served by government schools, better availability of teachers, and more educated parents with higher incomes. Use of experienced school operators in the urban pilot was another critical difference. Rural areas were poorer and thus less able to afford any level of fees. Rural schools were less experienced with financial management, which made it harder for them to manage costs and stay open.</p>		<p>No clear land titles affecting the ability of slum communities to donate land for a new school as government policy requires.</p> <p>Teachers not locally hired, leading to absenteeism and distrust.</p>	<p>Willingness and ability to afford even a subsidised school fee at the household level, especially in rural areas.</p> <p>Ability of the school to raise more funds to cover increasing teacher salaries or keep teacher salaries low while maintaining high educational quality.</p> <p>Supply of students, availability of teachers, pool of educated, higher-income parents.</p> <p>Cost-effectiveness of programme/LCPS to the government vs cost required to</p>	

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
					<p>initiate and run a government school (highly dependent on local conditions).</p> <p>Experience of operators (village councils/ parents' councils) with financial management.</p>	
<p><b>Barrera-Osorio and Raju (2011)</b></p> <p><b>Quality Appraisal Score: 37</b></p>	Urban and rural Punjab, Pakistan	This study estimates the causal effects of a public per-student subsidy programme targeted at low-cost private schools in Pakistan on student enrolment and schooling inputs, using regression discontinuity methods. The schools are required to be free as part of the programme (Foundation Assisted Schools). The programme increased enrolments and quality (if measured by teacher, classroom and blackboard numbers). The programme expanded across schools and districts covering	Public-private partnership	<p>Poverty</p> <p>Equitable access to schooling.</p> <p>Public sector weakness.</p>	Continuation of subsidies is a prerequisite for the sustainability of these schools.	<p>Success of pilot programme.</p> <p>Scale-up mechanism used: phasing in.</p>

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		over 1,000 low-cost private schools. It is a cheap intervention for generating enrolment gains.				
<b>Tooley (2009b)</b>  <b>Quality Appraisal Score: 34</b>	Urban and rural Nigeria, Ghana, Kenya, India, China and Pakistan	The study looks at evidence from a variety of countries to examine whether and how low-cost private schools can form part of the solution for EFA (including examining Tooley's own intervention), concluding that they can and should be part of the solution. The schools examined varied in their funding. Test scores were found to be higher in low-cost private schools, as were inputs and teacher commitment, and parents were found to prefer them because they felt they were better quality than government schools. The study looks at loan schemes for the improvement of private schools and the creation of chains of LFPS in China, India, Kenya and Ghana (private led), an education voucher programme for selected slums and the Foundation Assisted Schools Programme in	Both private-led and public-private partnerships.	Funding. Access. Lack of development. Poverty. Equity issues.	Market factors; Access to loans for LFPS' improvement difficult due to unrecognised LFPS lacking property rights or being in areas banks are unwilling to lend to.  'Daily fees arrangement' has positive effect on sustainability as it facilitates payment of fees.	Government recognition is beneficial in order for schools to benefit from the development of PPPs in the form of voucher and subsidy programmes.  Capacity development. Loan schemes for LFPS improvement. Creation of chains of LFPS.  Technological innovations for the improvement of pedagogical

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		Pakistan.				outcomes. Demand driven.
<b>Liang (1996)</b>  <b>Quality Appraisal Score: 54</b>	Urban and rural Balochistan, Pakistan	This study focuses on pilot projects implemented in Pakistan linking the government and communities in a partnership that results in new schools for girls staffed by female teachers, in poor urban and rural areas of Balochistan. It describes the characteristics of project design and illustrates the costs and benefits of directly subsidising the schools in proportion to enrolment as a way of stimulating demand for girls' education. The Balochistan project is especially noteworthy because it is the private/NGO sector, not the state, which has assumed responsibility for delivering primary education services. The programme led to increased female enrolment and increased availability of qualified teachers due to initial training. The study concludes that	Public-private partnership	Funding  Lack of local, female teachers.  Female attendance - including parental support for it.  Access (especially in remote rural areas).  Lack of development.  Security (girls travelling a distance to go to school).  Poverty.	Availability of local, female teachers.  Willingness and ability of parents to afford higher fees.  Access to funding beyond the completion of the project cycle - existence of sufficient savings.  Lack of management/ accounting skills/ capacity.  Permanent subsidies at the end of the	Pilot phase.  Community participation and engagement.  Capacity development.  Charging the right amount of fees that both allows parents to afford schooling and makes the running and expansion of schools sustainable.  Availability of locally hired, female teachers.  Cost-effectiveness

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		significant community involvement could have great potential to make public programmes in Pakistan more effective and the use of public resources more efficient. There is a worry about access for the poorest of the poor.		Chronic female illiteracy.	programme?	to government.
<b>Andrabi et al. (2005)</b>  <b>Quality Appraisal Score: 48</b>	Rural Pakistan	This study compares private and government schools in rural Pakistan, finding that increasing numbers are attending low-cost private schools, although this is not evenly distributed across the country. Private schools are better able to adapt to local conditions and use local labour markets in a cost-effective manner, allowing the savings to be passed on to parents through very low fees. Private schools follow two strategies to ensure low costs in the provision of education - the use of coeducational schools and the use of female teachers who are locally resident. This mechanism - the need to hire teachers with a certain demographic profile so	Private-led	Rapid increase of youth population laying stress on education provision and quality.  Low overall educational performance.  Large gender, income and geographical disparities.  Urban-rural divide.  Distance to school.	Low wages so that there are low fees.  Hiring local females keeps wage bill down.  Co-education expands pool of possible students.	Local availability of young, single, untrained women educated to secondary level through presence of government girl's secondary school.  Lack of educated females beyond secondary constrains expansion of low-cost private education beyond primary.

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		that salary costs are minimised - defines both the possibility of private schools (where they arise, fees are low) and their limits (private schools will not arise everywhere and at all levels of education). Private schools arise mostly where the government has set up secondary schools in the last 20 years.				
<b>Andrabi et al. (2006b)</b>  <b>Quality Appraisal Score: 45</b>	Rural Punjab, Pakistan	This study assesses the constraints on the emergence of private schools, looking at the opening up of low-cost private schools in villages where there are girl's secondary schools. This has led to increased female enrolment and test results but has been limited to certain areas, mainly those with government girls' secondary schools. It looks at the role of cultural labour market restrictions, and the prominent role of women as low-cost teachers. Women receive lower wages in the labour market compared to men for the same job; in the absence of this labour	Private-led	School distance can deter parents from enrolling their daughters.  Equity in relation to gender and income.	Ability to charge low wages.  Pool of locally available women with few available employment opportunities to keep teacher salaries low.	Availability of public girls' secondary schools - greater supply of local high school educated women to serve as teachers - allows school owners to minimise costs by keeping wages low and hence charge the lowest fees possible while still implementing a sustainable business model.

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		market distortion, it is unclear whether these schools could have catered to the children from low and middle-income families that are currently enrolled in them.				Distorted labour market keeping female wages, and thus fees, down.
<b>Andrabi et al. (2011)</b>  <b>Quality Appraisal Score: 39</b>	Rural areas of Punjab, Pakistan	This study uses surveys to focus on the supply-side factors that enable the market to offer affordable education - low-cost teachers. Low-cost private schools are three times more likely to emerge in villages with government girls' secondary schools. This is because there is a pool of educated women whose lack of other employment opportunities and inability to move makes them willing to work on low wages as teachers. The presence of private schools was found to increase male <i>and</i> female enrolment and test scores in villages. There needs to be public investment in secondary education, which will also benefit primary education.	Private-led	Availability of teachers	Availability of educated females willing to work for low wages (33% lower than men's), which keeps costs and therefore fees low.  Presence of government girls' secondary schools to provide pool of skilled women.  Restricted female labour environment keeps wages low.  Affordability.	Availability of educated females willing to work for low wages (33% lower than men's), which keeps costs and therefore fees low.  Invest in government girls' secondary schools to provide pool of skilled women.  Restricted female labour environment keeps wages low.

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
<b>Section 2: Articles dealing broadly with both low-cost private schools and sustainable scale-up</b>						
<b>Tooley and Dixon (2005)</b>  <b>Quality Appraisal Score: 40</b>	Urban setting - slums of Hyderabad, Andhra Pradesh, India	This study explored the regulatory regime under which private unaided schools serving low-income families operate, following a multi-strategy case study approach to look at the case of Hyderabad. The schools arose organically as a result of parental demand, delivering arguably better-quality education to low-income families in slum areas. Despite the lack of formal regulations, schools were held accountable by the fact that parents could move their children if they were unhappy, making the schools more responsive to parents.	Private-led	Poverty.  Bribery.	Quality.  Parent satisfaction.  Difficulties in achieving school recognition.  Accountability.  Long-term implications of the lack of enforcement of government regulations.	Demand of poor parents for better-quality schooling for their children;  Reducing number of regulations and enhancing self-regulation through private accreditation would help reduce bribery and facilitate the opening of more private schools.
<b>Kim et al. (1999)</b>  <b>Quality Appraisal Score: 42</b>	Urban Pakistan (Quetta, capital of Balochistan )	This study (RCT) evaluates a programme designed to stimulate girls' schooling through the creation of private girls' schools in poor urban neighbourhoods of Quetta, Pakistan. The communities were supported		Cultural constraints on female education.  Low enrolment for both boys and	Enrolment of a number of fee-paying, unsubsidised boys into the programme, which would allow for an	Pilot phase.  Large pool of school-aged girls in selected areas - based on

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		<p>with slowly decreasing subsidies for enrolled girls to set up private schools which should become largely self-sufficient through fees and savings. The programme had a positive impact on girls' (and to a lesser extent boy's) enrolment. This outcome suggests that programmes targeted at girls can also induce parents to invest more in their boys. From an initial 11, the programme has expanded to include more schools in different cities. It is too early to tell if the scale-up has been successful but the signs are good.</p>		<p>(especially) girls.</p> <p>Supply constraints, especially in rural and poor urban areas.</p> <p>Lack of funding.</p> <p>Poor communities not owning land upon which the government can construct a school.</p>	<p>expanded revenue base.</p> <p>Gender-sensitivity of the programme.</p> <p>Continuous demand from the community.</p> <p>Parental worries regarding the schools' long-term sustainability.</p> <p>Costs, especially teacher salaries.</p> <p>Ability of parents to bear the costs of private education in the future once these schools are no longer subsidised.</p>	<p>community needs.</p> <p>Partnership between parents' committee and school operator.</p> <p>Parental demand and willingness and ability of parent committee/ community to provide resources (land, buildings, equipment).</p> <p>Supply of experienced school operators or capacity/ ability of parents' committees to run the schools themselves.</p> <p>Availability of subsidies for the establishment of primary schools for</p>

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
						girls.  Low start-up costs.  Small distance of schools relative to community location.
<b>Johnson and Bowles (2010)</b>  <b>Quality Appraisal Score: 32</b>	Sehore, Madhya Pradesh - rural India	This study draws upon a case study of private education in the Indian State of Madhya Pradesh to explore the ways in which the establishment of privately funded schools affected the socio-economic composition of students, the quality of teaching, the involvement of parents and caregivers and the performance and accountability of private school teachers and administrators, as well as the impact of government interventions aimed at improving literacy, numeracy and access for disadvantaged groups. Private school establishment increased the opportunities available for girls and children from	Public-private partnership	Access.  Poverty.  Security.  Development.  Weak institutional mechanisms in education.  Low levels of school completion.  Long-standing imbalance of investment in rural	School accountability via effective Parents-Teachers Associations (PTAs).  Parental involvement in education.  Financial and structural capacity (or lack thereof) of government institutions to enforce equity in the private schooling sector via a voucher	Community demand/ engagement (village council).  Local availability of school-aged children.

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		disadvantaged families. The area also saw an increase in enrolment and literacy rates, with female enrolment and primary education seeing the most dramatic change. However the schools were dominated by male students from higher castes.		education.  Low levels of literacy, especially amongst girls and children from disadvantaged communities.	system.	
<b>Aga Khan Foundation (2007)</b>  <b>Quality Appraisal Score: 48</b>	Many examples from urban and rural areas in less economically developed countries, such as India, Afghanistan, Pakistan, Bangladesh, Kenya. No clear focus on one country.	This study reviews initiatives involving the private sector in education, with a focus on less developed countries and various forms of non-state providers, including examples from Afghanistan (home-based schooling) and Pakistan (Aga Khan Education Services). Parents choose to remove their children from public schools and enrol them in non-state schools if they believe it matches their values and their perceptions of quality better. The schemes led to increased access of disadvantaged groups and better co-ordination between government and non-state	Public-private partnership	Conflict.  Natural disasters.  Funding.  Access.  Lack of development.  Security.  Poverty.  Corruption.  Lack of government	Community inputs/ contribution/ engagement.	NGO-government collaborative partnerships.  Local ownership.  Incentives for government collaboration with civil society partners.  Enabling regulatory environment.  Specific strategies for reaching the most disadvantaged

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		providers.		<p>capacity.</p> <p>Political willingness to cooperate with civil society.</p> <p>Inclusiveness and accountability of the education system.</p> <p>Fragility and lack of good governance.</p> <p>Absence of effective/ active civil society organisations.</p> <p>Lack of or weakness of financial, human and intellectual capabilities and assets.</p>		children.
<b>Baird</b>	Urban	This report examines private	Both private-	Government school	Affordability of	Factors leading to

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
(2009)  Quality Appraisal Score: 54	India: Hyderabad and Mumbai.	enrolment throughout India to explain why private schools for the poor exist and in which cases they are most likely to have the largest effect on enrolment. The study utilises a macro-level analysis of various independent factors such as government spending on education, political opinion, economic data, and cultural variables to determine their relationship to private schools in the developing world. Case studies in Hyderabad and Mumbai trace the history of school development. Hyderabad is an example of a case where government school availability and quality exist, but parents prefer private schools for other factors (e.g. English language teaching), and Mumbai is an example of a case where government school availability and/or quality simply do not exist. Describes phenomenon of chain schools - with positive brand name recognition. Indicated that the rise of private schools is demand driven.	led and public-private partnerships.	availability / quality.  Insufficiency/absence of public school teachers.  Distance between schools and communities.  State-by-state variances in tax policy, legal framework, and business conditions could affect supply in the private schooling sector.  Equity issues.	private schooling.  Demand result of real/perceived quality of private education.  Low government spending on state education - increases their desirability.  Provision of a desirable service (e.g. English) not provided by government schools.	entrepreneurial activity - access to capital, legal ability to start a business and raise funds, a loose regulatory framework, and a private sector that makes it easy to open schools or businesses.  Lack of government schools in areas with increased populations - for example when people are resettled in slums - creates incentives for entrepreneurs to set up private schools due to lack of competition from free government schools.  Legalisation of for-

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						<p>profit education.</p> <p>Provision of scholarships and concessions on a large scale.</p> <p>Government recognition (as a motivating factor for parents - although in many cases unrecognised schools are of higher quality compared to recognised schools).</p> <p>Chains of private schools run by effective managers providing recognition and creating a brand name which parents can trust.</p> <p>Existence of significant</p>

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
						incentives for independent school operators to work in this sector.
<b>Tooley and Dixon (2003)</b>  <b>Quality Appraisal Score: 44</b>	Urban Hyderabad, India (although details of other urban areas in India are provided)	This paper outlines research investigating the phenomenon of private schools serving low-income families in Hyderabad, India, and suggests that the development community's dismissal of a valuable role for the private sector in meeting the educational needs of the poor is unwarranted. Parents are actively choosing to send their children to low-cost private schools based on factors such as English medium, affordable fees, better quality than government schools, good reputation and close to home. The study revealed a huge private sector serving poor families in the slums - although the poorest can still not afford the fees.	Private-led	Poor physical facilities, high pupil-teacher ratios, low level of teaching activity.  Corruption, especially with respect to government recognition of LFPS.	Satisfaction of parents with their chosen LFPS;  Distance of school from the targeted community/student houses.  Affordability of fees.  Perceived quality of LFPS vs available government school.  Government recognition.  Abilities of the school manager/	Favourable government regulations.  Training schemes to improve quality and business practices.  Availability of relevant initiatives and funds for investment.  Quality of management and entrepreneurship.  Development and extension of the voucher scheme to allow access by the poorest.

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					<p>entrepreneur.</p> <p>Parents continuing to send their children to the school.</p>	<p>Setting up of an education services company offering school improvement and accreditation services in private schools serving low-income families, to help solve the information problem faced by parents and to raise standards in schools.</p> <p>Establishing an education loans company, to allow schools to borrow to finance capital developments.</p> <p>Liberalisation of the regulatory environment by the Andhra Pradesh government, in particular with the</p>

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
						issue of private unaided schools making surpluses.
<b>Akyeampong (2009)</b>  <b>Quality Appraisal Score: 27</b>	Rural, Northern Ghana	This study examines three examples of non-state provision that have had links with the public sector to improve access of nomadic or rural communities. It evaluates the impact of these public-private partnerships forged to improve access for children who have been out of mainstream education or have difficulty accessing public schools and draws lessons for policy and practice. The programmes resulted in more children receiving some form of education in rural areas and being able to access the public school system. It looks at the reasons for the lack of successful scale-up of these pilot programmes.	Public-private partnership.	Poverty.  Difficulty in monitoring and regulating private education providers - concern that some may be exploiting their clients, especially the urban and rural poor.  Location/ availability of public schools.  Child labour.  Large percentage of school-aged children out of school.  Seasonal nature of	Free government schooling meant parents moved their children there.  Quality of private schooling vs that of government schooling.  Responsiveness of private schools to the needs of parents and students especially with respect to the nature of livelihoods.  Responsiveness/ relevance of curriculum to local culture and	Affordability for parents.  Relevance to local context and conditions.  Formal exit strategy arrangements with the state with secured financial commitments/ funding arrangements as part of the design and programme delivery.

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Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
				livelihoods.	<p>economy.</p> <p>Affordability of private schooling.</p> <p>Ability of implementing partner to sustain the programme financially.</p> <p>Input costs.</p> <p>Strength of partnership between public sector and NGO partner and length/nature of commitment.</p> <p>Flexibility of PPPs in responding to the local conditions and the circumstances of poor and marginalised groups.</p>	

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
					<p>Availability of long-term secure funding.</p> <p>Government accountability affecting the sustainability of the PPP.</p> <p>Degree of reliance of the private sector on public financing.</p>	
<p><b>Barrera-Osorio and Raju (2010)</b></p> <p><b>Quality Appraisal Score: 45</b></p>	Mainly southern Punjab (rural and urban), Pakistan	This study uses five semi-annual rounds of standardised test data to characterise and explain the evolution of student learning over a period which spans three academic years (2007/08-2009/10). The tests were conducted in low-cost private schools supported by public cash subsidies under an innovative test-based accountability programme in the province of Punjab, Pakistan administered by the Punjab Education Foundation	Public-private partnership	<p>Equitable access and attainment.</p> <p>Low participation rate especially amongst girls, children from rural households and children from the poorest households.</p> <p>Chronic weaknesses of</p>	<p>Ability of the schools to achieve a minimum student pass rate in the Quality Assurance Test (QAT) - thus receive the subsidy.</p> <p>Disqualified schools experienced student and staff</p>	<p>Scale-up through phasing in - 6 phases of expansion over a number of years - additional districts as well as schools within districts.</p> <p>Pilot phase - phase 1.</p> <p>Availability of public cash</p>

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		(PEF), called the Foundation Assisted Schools (FAS) programme. It produced sizeable, positive effects on school size, school inputs such as teachers, classrooms and blackboards, and student achievement in programme schools. It has been through six phases of expansion and supports 798,000 students in 1,779 schools in 29 of the 36 districts in the province. The study doesn't describe how the process was brought about and who funded it.		public sector.  Weak accountability and incentive systems.  High teacher absenteeism.	flight and closure.	subsidies to kick-start the programme.
<b>Section 3: Articles dealing with sustainable scale-up</b>						
<b>Samoff et al. (2011)</b>  <b>Quality Appraisal Score: 31</b>	Africa	The study does not examine specific interventions, but rather analyses the literature on the scale-up of pilot educational reforms in Africa. Based on the reviewed literature, the study examines challenges to scale-up, in particular how scale-up is linked to and is on tension with other development objectives,	Not specified.	Funding.  Development.  Local ownership.  Participation.		Factors contributing to sustainable scale-up: a charismatic leader, strong interest and demand in the communities at the sites targeted for expansion, and

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		<p>such as participatory development and local ownership. The study focuses on a particular type of scale-up, which it terms 'scale by expansion' or 'scale by replication'. This involves starting small through a pilot, increasing gradually, and building on success. This contrasts to 'scale by explosion' (which bypasses the pilot stage and instead involves a roll-out across the country simultaneously), and 'scale by association' (which combines several distinct though not necessarily co-ordinated efforts).</p>				<p>sufficient funding.</p> <p>Scale-up fails primarily as a result of the absence of one of the above factors.</p> <p>Other factors which make replication an inappropriate strategy: increasing costs or reducing revenue to the extent that the reform becomes unsustainable; distracting key leadership and spreading managerial and other capacities so widely that they can no longer cope; outpacing the expansion of the needed support infrastructure</p>

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						<p>(such as local knowledge and skills); undermining the initial reform; generating new and ultimately fatal political opposition (political elites may move from cautious toleration to outright objection); the enabling conditions of effective reforms are often not universal or universally reproducible (the reform might not be appropriate to the local context).</p> <p>No blueprint for enlarging scale. Therefore both scale-up of effective pilots and national initiatives are</p>

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						<p>important aspects of education reform.</p> <p>Key challenges of scaling up education reforms in general include: 1) Identifying appropriate roles for national governments and for external funding/technical assistance agencies; 2) Satisfying the tension between scaling up and participatory local development. This tension exists because scale-up often involves undermining previous local ownership because of the departure of charismatic leaders, while going to scale</p>

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						<p>often involves launching programmes in new settings with neither local participation nor local ownership; 3) Identifying appropriate locus of responsibility for initiatives and scale-ups, between national governments, external agencies, NGOs and local communities.</p> <p>Rather than replicating the specific elements of the reform, what must be scaled up are the conditions that permitted the initial reform to be successful and the local roots that can sustain it - e.g. local leadership,</p>

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						<p>local demand and interest, locally-based deliberation of content of reform, funding, and political acceptance.</p> <p>National governments should provide direction and support without impeding a process that must have strong local roots and participation.</p> <p>External agencies should provide financial and other support without dominating the policy agenda or becoming the arbiter for acceptable practice and thereby stymieing local initiative and impeding national</p>

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						ownership and management.
<b>Pick et al. (2008)</b>  <b>Quality Appraisal Score: 53</b>	Mexico	This study looks at the scaling up of a sexuality education programme in Mexico via an NGO-government partnership. It clearly identifies and discusses the stages of the scale-up process as part of the specific case study and goes on to discuss the elements involved in building a successful NGO-government partnership for scale-up. Part of the scale-up process was co-operation with other NGOs nationally as well as of education ministries in other countries when the parent NGO gathered adequate support to scale-up the programme abroad.	Public-private partnership.	Funding.  Change of government.  Opposition from political parties.		Pilot testing and rigorous monitoring and evaluation throughout to identify areas for improvement and assess needs of the beneficiaries and needs of the programme - success at initial stages increasing support from the government side.  Specific scale-up mechanism/ process: a) programme modified to improve the training of adult facilitators who could then replicate the

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						<p>programme with larger numbers of adolescents in schools (quantitative scale-up); b) co-operation with MoE - evidence, existence of an organisational plan for large-scale implementation and demand by the target audience convinced the government to co-operate; c) involvement of various stakeholders (e.g. NGOs) to assist in the scale-up process; d) quality assurance throughout the scale-up process via continuous assessment.</p> <p>Strategies to address the issues</p>

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						<p>and challenges of scaling up: 1) demonstrating to government officials the benefits of investing funds in programme development to create political support; 2) working one-to-one with individual members of opposition groups; 3) maintaining detailed records of each version of the curriculum and materials to assure programme ownership; 4) creating continuity in implementation by working with mid-level government officials; 5) negotiations and compromises are important but so is</p>

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						<p>setting of a clear limit with respect to the concession one is willing to make.</p>
<p><b>Jowett and Dyer (2012)</b></p> <p><b>Quality Appraisal Score: 40</b></p>	<p>Case studies from developing countries - Bangladesh, India most relevant. Mixed study setting</p>	<p>This paper presents four known paths to replication of initiatives in the education sector in various different countries, alongside new illustrative diagrams to explore their advantages and disadvantages, and highlights the need for a fifth approach; 'Network replication' is proposed as a new pathway that draws on known strengths of networks and offers a learning-oriented approach to scaling-up. These programmes led to increased numbers of children in schools, better grades and good quality and successful programmes.</p>	<p>Public-private partnership.</p>			<p>There needs to be careful consideration of the desirability and appropriateness of scale-up and of the best model.</p> <p>Two main lessons emerge for successful replication: to regard it as a learning process; and to ensure it is appropriate to local circumstances.</p> <p>Factors contributing to successful scale-</p>

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						<p>up: a) flexibility to innovate and experiment with new approaches and to adapt according to changing circumstances; b) ability to operate at lower costs; c) increased donor reliance on third sector to deliver development assistance; d) trust and confidence on both sides of the PPP plus willingness to sacrifice a degree of control over the process and the final output in order to ensure the effectiveness of the partnership and the programme.</p> <p>7 key scaling-up principles</p>

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						<p>attributed to BRAC's success in Bangladesh: listening to the people; vision; piloting (for effectiveness and efficiency); training; down-to-earth management; evaluation and adaptation; and advocacy.</p> <p>Large-scale impact by working with the government with the potential to work at the national level through existing systems needs to take into account the individual NGO's circumstances, organisational capacity, culture, and the context in which it will</p>

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						<p>operate.</p> <p>Scaling-up success depends on considering factors such as the impact on and capacity of the initiating organisation, accountability and governance, desired scale, funding, quality and internal processes and approach.</p> <p>By replicating, NGOs can increase impact without falling into identifiable traps, such as ‘losing touch’ with local actors, growing in size and overextending their capacity or entering in to diseconomies of scale. Testing on a</p>

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						<p>small scale before scaling-up has been found to reduce the risk of failure and increase the likelihood of a return on investment.</p> <p>Replication can only be used where an initiative is anticipated to be both feasible and adaptable to the new context. For replication to succeed, its underlying principles must be identified and communicated throughout.</p> <p>Network replication: can be carried out by any organisation and requires only the core, invariable</p>

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						<p>aspects of the original initiative to be replicated. The emphasis is not only on local adaptation, but also networking, two-way communication and mutual learning, with each organisation agreeing to join a network of organisations all working from the same original concept. By retaining the core, invariable elements of the initiative, each organisation is in a position to support and learn from each other, and assist future replication.</p>

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<b>Section 4: Articles dealing with low-cost private schools</b>						
<b>Smith et al. (2005)</b>  <b>Quality Appraisal Score: 36</b>	Urban India, slums of Hyderabad	This qualitative study took place in Hyderabad where there are large numbers of people living in slum areas. It examined classroom interaction and pedagogy in private schools whose students came from low-income families.	Not mentioned.	Pedagogy based on rote learning and memorisation.  Limited understanding of how to support children's learning.	Schools were found to have the same type of rote learning pedagogy as government schools.  Instruction in English was a factor in the type of learning that occurred.  Effective teacher education programmes to address the realities of the classroom context and needs of children.	N/A
<b>Tooley and Dixon (2007a)</b>	Urban and rural areas in Ghana (Ga	A systematic census and survey of government and private primary and secondary schools in selected zones in Andhra Pradesh, India	Private-led.	Objections to private schooling.	Perceived inadequacies of government	N/A

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<b>Quality Appraisal Score: 43</b>	District), Nigeria (Lagos State) and India (Hyderabad and Mahbubnagar). Focus on poor areas only within these localities.	and junior secondary schools only in Lagos State, Nigeria and Ga District, Ghana). School visits and questionnaires and IQ tests for up to 4,000 students in India selected through a stratified random sample.			schools.  Teacher attendance (higher in private schools).  Voucher system <i>could</i> increase access to schools for very poor and girls.	
<b>Woodhead et al. (2013)</b>  <b>Quality Appraisal Score: 40</b>	Urban and rural areas in Andhra Pradesh, India	This paper informs debates about the potential role for low-fee private schooling in achieving Education for All goals in India. It reports Young Lives' longitudinal data for two cohorts (2,906 children) in the state of Andhra Pradesh. Eight year olds uptake of private schooling increased from 24 per cent (children born in 1994-5) to 44 per cent (children born in 2001-2). Children from rural areas, lower socio-economic backgrounds and girls continue to be under-represented. While some access	Not mentioned.	Poor quality of government schools.  Teacher absenteeism.	Parents' aspirations, ability and willingness to pay fees.  Dissatisfaction with government schools.  Education level of parents.  Location of school (urban vs rural; urban children	N/A

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		gaps decreased, the gender gap seems to be widening. Evidence on risks to equity strengthens the case for an effectively regulated private sector, along with reforms to government sector schools.			more likely to be enrolled in a private school, although private schools have increased the most in rural areas).	
<b>Ohara (2012)</b>  <b>Quality Appraisal Score: 49</b>	Shahdara, Delhi	Studies to date show how low-fee private schools, including unrecognised ones, have gained practical legitimacy and continue to increase in number. This paper examines the legal legitimacy of unrecognised schools and illustrates the practical legitimacy of unrecognised schools by comparing perspectives of different actors, including the government, NGOs, managers, teachers and parents.	Private-led.	Development  Poverty  Perceived lack of commitment on the part of government school teachers.  Specific issues related to private schools include: <ul style="list-style-type: none"> <li>Children who graduate from private schools not permitted to attend</li> </ul>	Teacher's salaries are lower than government requirements, allowing the schools to maintain their low fees.  Provision of English education was perceived by parents to be preferable, so schools offering this medium are popular with parents.  Parents'	N/A

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				<p>higher classes because they lack the certification.</p> <ul style="list-style-type: none"> <li>• Legislation that denies legal legitimacy to unrecognised schools.</li> </ul>	<p>perception of teacher quality (commitment of teachers more important than qualifications).</p> <p>The lack of quality government schools in the community drove the demand for low-cost private schools.</p>	
<p><b>Verger (2012)</b></p> <p><b>Quality Appraisal Score: 46</b></p>	'Low-income contexts'	<p>This article explores the emergence of ePPP (public-private partnerships in education) as a 'programmatic idea' and, in particular, the semiotic strategies by means of which this idea has been located in the global education agenda and promoted internationally among practice communities by a network of policy entrepreneurs. The approach reveals the complex way in which policy ideas, political actors,</p>	Public-private partnership.	<p>Access.</p> <p>Low levels of learning outcomes.</p> <p>Lack of competition and incentives in conventional education systems.</p>	<p>Teachers and teachers' unions in particular are a negative constraint for the introduction of competition dynamics in education and advancing PPPs.</p> <p>The creation of an education quality assurance agency</p>	N/A

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		institutions and material factors interact to strategically put forward new policy alternatives in developing contexts.			<p>is recommended.</p> <p>Voucher systems more or less modestly increase student performance.</p> <p>A main barrier for ePPP implementation is the budgetary constraint related to a more intensive exploitation of teachers' labour.</p> <p>Mutual risk sharing is an element impacting ePPP implementation.</p>	
<b>Goyal (2009)</b>  <b>Quality Appraisal Score: 35</b>	Orissa, a poor state in Eastern India	There is a robust belief that private schools offer better-quality learning at a lower cost and are a cost-effective alternative to public schools. Most of the evidence on which this latter claim is based does not	Private-led.	Poverty.  Cost.  Quality.	Lower teacher salaries for low-cost private schools make their unit cost per student low.	N/A

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		<p>correct for selection bias. Students who go to public schools may differ systematically from students who go to public schools on observable and unobservable characteristics. This paper suggests a selection bias in the positive private school effect on test scores.</p>			<p>Accountability mechanisms of low-cost private schools.</p> <p>School quality differences may impact on test scores.</p> <p>Private schools tend to have smaller classes and fewer multi-grade environments.</p>	
<p><b>Fennell et al. (2010)</b></p> <p><b>Quality Appraisal Score: 29</b></p>	<p>Mixed study setting: 2 districts in Pakistan (Charsadda, Khyber-Pakhtunkhwa and Sargodha, Punjab) and 3 districts of the greater</p>	<p>The study compares data from Ghana and Pakistan to look at youth and parental educational choices. Parents were highly in favour of private education, whereas the young people were unimpressed with the quality of education offered by both private schools and government schools, and the opportunities it gave them. There were high dropout rates from private schools as children got older and poverty</p>	<p>Private-led.</p>	<p>Conflict.</p> <p>Lack of development.</p> <p>Poverty - intergenerational.</p> <p>Socio-economic environment.</p> <p>Teacher</p>	<p>Higher teacher involvement in private schools.</p> <p>Concessions provided to students who cannot afford fees.</p> <p>Range of inputs is higher in private schools compared with public</p>	<p>N/A</p>

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	Accra Region in Ghana (urban: Accra Metropolitan and La submetro; rural: Obeyeyie and Amasaman in Ga West District).	was a deterrent to the poorest parents enrolling their children in private schools.		absenteeism.  Lack of teacher commitment.  Low quality of government schools.  Inadequate conditions in government schools (no safe drinking water, lack of electricity, space and furniture).	schools.	
<b>Tooley et al. (2005)</b>  <b>Quality Appraisal Score: 43</b>	Urban and rural Nigeria - 3 local government areas in Lagos State: Surulere (urban), Kosofo (urban), and	A census and survey of schools in selected poor areas of Lagos State explored the nature and extent of private education, and compared inputs to public and private schooling. Of all schools, 71% were found to be private, with more unregistered private than government and registered private schools. It was estimated that 33% of schoolchildren were	Private-led.	Natural disasters.  Poverty.  Low quality of government schools for the poor.  Teacher	Perceived inadequacies of government schools.  Teacher attendance (higher in private schools).  Low wages of teachers, which	N/A

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	Badagry (rural)	enrolled in private unregistered schools and 75% in private schools in general. Teaching activity was found to be considerably higher in private than government schools, and teacher absenteeism was lowest in private schools. Most school inputs showed either comparable levels of provision in government and private schools, or superiority in private schools.		absenteeism.  Lack of teacher commitment.  Inadequate conditions.	may reflect the high levels of graduate unemployment.  Voucher system <i>could</i> increase access to schools for very poor and girls.	
<b>Srivastava (2007)</b>  <b>Quality Appraisal Score: 45</b>	Urban and rural India - Lucknow District, Uttar Pradesh	This paper presents disadvantaged households' 'mental models' about low-fee private schooling for their daughters. It argues that assumptions in the dominant discourse on girls' schooling in India obscure the complex negotiations and trade-offs that disadvantaged families make when considering schooling choices for their daughters. The changing institutional context for education through increased LCPS provision is the focus for analysis. Data show that participants were not selective in choosing the LCPS sector by gender, and	Private-led.	Discrimination.  Teacher absenteeism.  Inadequate education provision.  Low quality of education provision.  Caste issues.	Specific factors related to girls' education and low-cost private schools:  <ul style="list-style-type: none"> <li>Expanded school pool (due to increased number of schools within the immediate area) increased girls' chances for a better quality</li> </ul>	N/A

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		<p>thought of it as representing the best chance for their daughters' livelihoods.</p>			<p>education.</p> <ul style="list-style-type: none"> <li>• Safe and secure access (more a concern for rural parents).</li> <li>• Ability of parents to prioritise female children's schooling (attributed to decreased family size).</li> <li>• Mental model shift related to the importance of education, particularly for daughters.</li> <li>• Changing socio-economic conditions.</li> </ul>	
<p><b>Tooley and Dixon (2007b)</b></p>	<p>Slums of east Delhi India (urban)</p>	<p>A census and survey of schools in the slums of East Delhi, India, explored the nature and extent of private education serving low-</p>	<p>Private-led.</p>	<p>Low quality of government schools for the</p>	<p>Perceived inadequacies of government</p>	<p>N/A</p>

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Quality Appraisal Score: 46	setting)	income families, and compared inputs to public and private schooling. Around two-thirds of all schools were private unaided, with more unrecognised private than government schools. Teaching activity was found to be considerably higher in private unaided than government schools, although teacher absenteeism was lowest in government schools. Most inputs showed either comparable levels of provision in government and private unaided schools, or superiority in private unaided schools. Possible implications are explored, concerning targeted vouchers, increased regulation and self-regulation.		poor.  Teacher absenteeism.  Lack of teacher commitment.  Inadequate conditions.	schools.  Teacher attendance (higher in private schools).  Voucher system <i>could</i> increase access to schools for very poor and girls.  English medium was a parental preference (with private schools offering English as a medium significantly more than government schools).	
Tooley et al. (2007b)  Quality Appraisal	Urban India - 3 slum areas in Hyderabad (Bandlaguda , Bhadurpura	This study conducted a census and survey of schools in notified slums of Hyderabad, India, to contribute to the sparse literature on the nature and extent of private schools for the poor. On a range of indicators,	Private-led.	Lack of development.  Poverty.  Low quality of	Perceived inadequacies of government schools.  Teacher	N/A

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<b>Score: 43</b>	and Charminar)	including private-unaided (PUA), they were enrolling about 65% of total enrolment. On a range of indicators, including pupil-teacher ratio, teaching activity, teacher absenteeism, and classroom and school inputs such as blackboards, desks, chairs, toilets and drinking water, PUA (including unrecognised) schools were found to be superior to government schools. Objections to a role for private schools in meeting the MDG target are explored and challenged.		<p>government schools for the poor.</p> <p>Teacher absenteeism.</p> <p>Lack of teacher commitment.</p> <p>Inadequate conditions.</p>	<p>attendance (higher in private schools).</p> <p>Voucher system <i>could</i> increase access to schools for very poor and girls.</p> <p>English medium was a parental preference (with private schools offering English as a medium significantly more than government schools).</p>	
<b>Tooley (2005)</b>  <b>Quality Appraisal Score: 37</b>	Study setting: Gansu Province, China; Ga, Ghana; Hyderabad, India; and Kibera, Kenya.	Comparative study of four locations, also comparing government and private schools (recognised and unrecognised) in the four different locations using surveys and school visits. The relative cost of education varied depending on location, but poor parents were choosing to send their children to low-cost private	Private-led.	<p>Teacher absenteeism and high teacher-pupil ratios in government schools.</p> <p>Poor building quality in private</p>	Lack of government and international donor support, e.g. in providing loans for improvement or voucher schemes for the poorest.	N/A

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	Mixed study setting	schools as they were found by the study to outperform public schools in many quality indicators. The study criticised the lack of awareness and support of governments and international donors for for-profit low-cost private schools catering to the poor.		<p>schools.</p> <p>Lack of facilities in government schools.</p> <p>Unregistered schools - 40% have only been open for less than 5 years.</p>	<p>Scholarships and subsidized places could help the very poor access low-cost private schools (Hyderabad - currently 7% of children pay no fees, 11% reduced fees).</p> <p>Lack of registration affects the ability of children to gain recognised qualifications.</p> <p>In Kenya, the introduction of free education for all resulted in decreasing enrolments and thus closures in low-cost private schools.</p>	

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<b>Pal (2009)</b>  <b>Quality Appraisal Score: 36</b>	Rural India, villages in 5 states: Bihar, Madhya Pradesh, Rajasthan, Uttar Pradesh and Himachal Pradesh	This study relies on data gathered from the 1996 Public Report on Basic Education (PROBE) to compare government schools and government recognised and unrecognised private schools. The study examines the correlations between public infrastructure available to a village (as well as other factors such as household education, quality of public school) and the presence of, and demand for, private schools. It also examines the effects that private schools have on the education of villages as a whole. Private schools emerged in better-developed villages and led to significantly higher educational standards, although they had no impact on government school pass rates.	Private-led.	Lack of development and investment in disadvantaged areas, leading to lower educational standards due to lack of access to key facilities and inability to organise powerful collective action.	Villages' level of development - demand for private schooling increases in villages with better access to public infrastructure.  Private school demand relates to the quality of government schooling.  Demand for private education is higher in better-off families.	N/A
<b>Muralidharan and Kremer (2008)</b>  <b>Quality</b>	Rural India, 20 states selected and 10 districts within each	This study includes a comparative analysis of characteristics of public and private primary schools in rural villages in India using surveys and interviews. The study suggests that private schools emerge in places where	Private-led.	Attendance  Lack of quality in government schools.	Poorly performing public schools fuel the demand for private schools rather than desire for private education itself -	N/A

What is the evidence regarding the sustainable scale-up of low-cost private primary schools in South West Asia, in particular in Afghanistan and Pakistan?

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<b>Appraisal Score: 39</b>	state	the public sector is failing and that 28% of the population in rural India has access to them. Private schools were found to have better test results compared to government schools and higher levels of teacher and pupil attendance. The earlier teaching of English was also attractive to parents. However, the children attending private schools tended to be from more advantaged backgrounds even in disadvantaged areas. Costs were kept low because teachers were paid much less than in government schools.		Teacher absenteeism.  Too high government school teacher wages?	Low-cost private schools more likely in areas where there is low teacher attendance in government schools.  Attendance was more likely if from an advantaged background.  Long-term teacher commitment is questionable as teachers are willing to accept low wages because they have few other employment alternatives and the short day allows them time for further study or to look for	

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					<p>other jobs.</p> <p>Potential scope for public-private partnerships using vouchers to encourage and support attendance.</p>	
<p><b>Akaguri (2011)</b></p> <p><b>Quality Appraisal Score: 41</b></p>	Rural Ghana, Mfantseman district in southern Ghana	This study used data from surveys, interviews and from the Basic Education Certificate Examination (BECE) to look at school choice in relation to the opening of low-cost private schools in rural Ghana. They found that private schools were valued for the interest in their students, the perception of better test results (aided by selective entry to the BECE), better student-teacher ratios and teaching in English. Due to their educational aspirations, more parents wanted to send their children to private schools than were able to due to the cost. The study concluded that the better	Private-led.	<p>Low levels of teacher training - public schools 50%, private schools 10%.</p> <p>Low levels of enrolment, attendance, and completion.</p> <p>Teacher absenteeism and lateness lead to lost teaching time in rural areas.</p> <p>Introduction of fee-free schools</p>	<p>Quality of school inputs is poorer for low-cost private schools in rural areas.</p> <p>Demand is the result of parents' unhappiness with the perceived falling quality of government schools. Need to keep parents happy with the education they provide in private schools.</p>	N/A

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		<p>quality of private schools was actually the result of perception rather than reality and that public schools in rural areas should become more accountable and responsive to their local communities in order to counter this. However, absenteeism is improved in private schools as teachers are paid for what they deliver and pupils lose what they are paying for if they truant.</p>		<p>suddenly increased enrolment, which impacted negatively on perceptions of the quality of public education.</p> <p>More household resources devoted to children in private schools than to the children in the family attending public schools.</p>	<p>Unrecognised schools cannot provide exams for their students - they have to take them in nearby recognised low-cost private schools.</p> <p>Cost prevents parents from enrolling their children in private schools; this is especially problematic for larger families.</p> <p>Private operators are generally unwilling and or unable to provide services to those with few assets and little income.</p>	
Harma	Uttar Pradesh,	This study uses household surveys and school visits to compare	Private-led.	Poor quality government	Inaccessible to the poorest -	N/A

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
(2010)  Quality Appraisal Score: 62	Rural India	government and low-cost private schools in rural India. It explores whether low-cost private schools are affordable to the rural poor and marginalised by examining the key factors in parental decision making. Parents preferred low-cost private schools but the study found that despite the low fees, these schools were still only accessible to the 'richer' 40% of the poor and therefore not really affordable and offering more choice. However fee paying did ensure higher quality due to accountability to clients. There was a fear that low-cost private schools would lead to 'ghettoisation' and inequality. Villages were found to be unsuitable for low-cost private schools due to insufficient population bases and inadequate wealth in the area. There is a limit to the ability of a market-based education solution to serve the poor and supply the deficiencies of the government education system.		<p>schools.</p> <p>Cultural limitations on female enrolment.</p> <p>Illegal fees demanded in supposedly free government schools.</p> <p>The rise of private schooling has had a negative effect on government schools, which have mostly become schools for children of the most poor and the low-ranked caste groups, resulting in a ghettoisation of schooling - compounds gender and class differences.</p> <p>Lack of recognition</p>	<p>while some three for two concessions existed, there was no evidence of any fully free places and only 17% of parents were offered a discount on an individual child.</p> <p>25% of sample low-cost private schools closed down, due to an insufficient population base and inadequate wealth in the area to support a range of options. Three more schools were finding the market extremely difficult and might close in the near future.</p> <p>Villages did not have the</p>	

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				of around 50% of private schools.	<p>population base necessary to support competition between providers.</p> <p>More boys than girls; less than 30% of scheduled caste and Muslim students; and fewer children of unskilled workers attended low-cost private schools.</p>	
<p><b>Alderman et al. (2001)</b></p> <p><b>Quality Appraisal Score: 45</b></p>	<p>Low- and middle-income areas in urban Lahore, Pakistan</p>	<p>This study uses household and school surveys to investigate the types of schooling choice available to families in Lahore and whether the private schools were suitable for low-income students. Low-cost private schools were the first choice of school as incomes increased as a result of the perceived</p>	<p>Private-led.</p>	<p>Funding - inefficient use of government funds.</p> <p>Poverty.</p> <p>Expanding population.</p> <p>Lack of data -</p>	<p>Cost of fees in terms of affordability for families.</p> <p>Location.</p>	<p>N/A</p>

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		<p>inadequacies of public education. Schooling choices of poor households were found to be sensitive to government and private school fees, distance to school and school quality. In particular, lowering private school fees or distance will increase private school enrolments of poor children. Private schools were found to have better outcomes than government schools. Increased enrolment in private schools is both a result of transfers from government schools and enrolments of children previously out of school. Private schools have a role in the delivery of education to poor households.</p>		<p>unregistered schools and lack of a complete census means it is hard to estimate the number of children in school.</p>		
<p><b>Rose (2007)</b></p> <p><b>Quality Appraisal Score: 28</b></p>	<p>Low-income contexts, with a particular focus on DFID non-state providers (NSPs) in</p>	<p>This study involves a desk review of evidence relating to non-state providers (NSPs) of basic education to the underserved in a variety of countries in relation to Education for All. The study is concerned with the type and quality of engagement between the government and NSPs of basic</p>	<p>Both private-led and public-private partnerships.</p>	<p>Conflict.</p> <p>Access.</p> <p>Lack of development.</p>	<p>Low fees are a result of low teachers' wages.</p> <p>Lack of effective collaboration between NSPs and</p>	<p>N/A</p>

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	Pakistan, Malawi, Nigeria, Bangladesh, India. Mixed study setting.	education, looking at how NSPs can best provide education services to underserved populations. Little evidence was found relating to the quality of these providers and it was found that private providers do not really address the exclusion of the poorest, or non-income exclusion, e.g. gender, caste. This is partly as a result of weak collaboration between governments and NSPs.		Security. Poverty. Weak state will and capacity to provide education. Lack of quality education for 'underserved populations'.	government. Lack of relevant policy for NSP involvement. Poor quality state regulation of NSPs.	
Lloyd et al. (2005)  Quality Appraisal Score: 43	12 rural communities in Pakistan - six from Punjab and six from NWFP (Khyber Pakhtunkhwa)	This study uses a wide variety of data relating to education history and household background gathered from a random sample of households in selected rural communities in Pakistan, as well as data gathered through school visits, to look at the decision to enrol, with a specific focus on female enrolment. School quality varies both by private and public and by girls' and boys' schools. The trade-off for parents is between single-sex education and better-qualified teachers (government) and schools with	Private-led.	Access - especially in rural areas.  Fewer girls' schools - public schools are segregated.  Lower levels of female enrolment.	Prohibitive costs.  In poor communities parents have less capacity to pay, it is more difficult to recruit qualified school operators, and female teachers and cost per pupil were higher because of fewer	N/A

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		proper physical facilities, teachers who are present, who have time to pay attention to their students, and who introduce their children to a language that is not their own (private). All-girl public schools have a positive impact on female enrolment, but only if parents perceive them to be of good quality. Richer households are more likely to send their girls to a private school. The study found little evidence that private school availability increases overall enrolment in rural areas where a public school is already present. Instead, it appears that private schooling provides a preferred alternative to public schooling for some parents due to their perception of its better quality and its local teachers.			students per class.	
<b>Zeitlyn and Harma (2011)</b> <b>Quality</b>	Rural farming communities in Uttar Pradesh,	This study uses household surveys and school visits to compare government and low-cost private schools in rural India. It explores whether low-cost private schools are affordable and accessible to	Private-led.	Access.  Poverty.  Low literacy rates	Children from large families, low castes, with parents working in unskilled professions, with	N/A

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<b>Appraisal Score: 33</b>	India	the rural poor by examining the key factors in parental decision making. Parents preferred low-cost private schools but the study found that despite the low fees these schools were inaccessible to the poorest and therefore not really affordable and offering more choice. The government sector has become a ghettoised option of last resort for the poorest and most marginalised in society. Traditionally privileged groups in society are favoured by the market in education, leaving behind those of low caste or minority religion, the landless, girls, children born later in families and children of larger families. The study found that marketised options are neither sustainable in the context of remote rural villages, nor are they, most importantly, socially equitable. This two-tier education system has the potential to widen already existing inequalities as the children of the already marginalised are excluded from		<p>- 57.4% in Uttar Pradesh.</p> <p>Poor quality government schools.</p> <p>Illegal fees.</p> <p>Attracting high quality teachers to rural areas.</p>	<p>later birth rank, who are girls and have relatively less well-educated parents, are less likely to go to private schools.</p> <p>Poverty prevents access to private schools.</p> <p>Struggle in rural areas - no market logic for their existence.</p>	

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		meaningful learning.				
<b>Aslam (2009)</b>  <b>Quality Appraisal Score: 38</b>	Lahore, Punjab, Pakistan - mixed study setting	This study uses school-based surveys and the Pakistan Integrated Household Survey (PIHS) to look at the opening of low-cost private schools and their impact on female enrolment, focusing on the last year of middle school. There has been a mushrooming of low-cost private schools, especially in Punjab. Girls were found to have substantially and significantly poorer access to private schools than boys and the girls in private schools tended to come from wealthier families. Because private schools were found to be of better quality in terms of literacy and mathematics results, girls were also losing out in terms of quality of education accessed.	Private-led	Pro-male bias in enrolment and household investment in education. (For every 100 boys, only 82 girls).  Lack of registration means slack regulatory environment for private schools.	Female enrolment is lower than male enrolment.	N/A
<b>Cameron (2011)</b>  <b>Quality</b>	Urban slums in Dhaka, Bangladesh	This study uses surveys carried out in the slums of Dhaka to look at the decisions behind choosing a primary school. The study	Both private-led and public-private	Access.  Poverty.	Inaccessible to the poorest.  Attractive by	N/A

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<p><b>Appraisal Score: 57</b></p>		<p>found that many of the children in the slum had attended school (70%). The use of NGO schools declined with wealth, while private schooling (kindergarten and primary schools attached to private secondary schools) increases with wealth). However, location and the range of schools on offer were also important to school choice. Girls were more likely to be enrolled than boys; older children were more likely to be enrolled than younger ones. The very disadvantaged were priced out of the private school market. The study concluded that private primary schools do not hold much promise for expanding the system to accommodate those currently out of school, since they largely cater to the wealthier residents and those who have multiple alternative schooling options. While they might take pressure off government schools by allowing those who can afford to pay to remove themselves from the government system, they tend not to be set up in places</p>	<p>partnerships.</p>	<p>Poor living conditions.</p> <p>Adult illiteracy.</p> <p>Slum populations are not registered on government rolls and not served by the government or NGOs and other organisations - limited school choice.</p> <p>Overcrowded schools lacking resources.</p> <p>Poor quality government schools.</p>	<p>virtue of the poor quality of government schools and the perception of NGO schools as schools for the poor.</p>	

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		where the need is greatest.				
<b>Akaguri and Akyeampong (2010)</b>  <b>Quality Appraisal Score: 27</b>	Three rural communities in the Mfantseman district in southern Ghana	This study used data from surveys to look at school choice in relation to the opening of low-cost private schools in rural Ghana. The government's capitation grant reduced dramatically the cost of education so some parents were able to send their children to private schools. The study found that private schools were valued for their accountability and the perception of better test results, and parents were prepared to buy into this perceived success. Private schools were found to be adopting strategies that induced demand from households. Policies need to be developed to improve access for the poorest, perhaps with public support to poor families who increasingly want to access low-cost private schools.	Private-led.	Ghanaian economy deterioration in the 1970s.  Little progress in education for the poorest.  Despite the capitation grant, there are still educational costs for families to meet - especially in relation to food.  Lack of accountability of government schools.	The very poorest cannot afford low-cost private schools.  High proportion of income spent to send children to low-cost private schools.  Fee discounts for additional children help to reduce household costs.	N/A
<b>Mehrotra and</b>	Mixed study setting:	This study uses household, school and teacher surveys to examine	Private-led.	Large numbers of out-of-school	Attractiveness of low-cost private	N/A

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<p><b>Panchamu khi (2006)</b></p> <p><b>Quality Appraisal Score: 39</b></p>	<p>Rajasthan, Madhya Pradesh, Uttar Pradesh, Bihar, West Bengal, Assam and Andhra Pradesh, and one relative high-achiever state, Tamil Nadu, India.</p>	<p>which schools children go to. The study found that in rural areas, most children attend government schools, while in urban areas, increasing numbers attend private schools. The popularity of low-cost private schools is as a result of the quality of government schools and the fact that they teach in English early. As children progress through school they are less likely to attend private schools. Girls and children from lower castes are more likely to be sent to government schools. The study concluded that private schools do not seem to be a factor favouring gender or social equity - even the very large lower end of the private school system does not serve the interests of equity. Despite their better physical facilities, their teachers are poorly paid and trained; and although their outcome and process indicators are better than for government schools, they remain unregulated and offer a poor alternative to low-quality government schools -</p>		<p>children.</p> <p>High teacher-student ratios in government schools.</p> <p>Low attendance and high drop-out rates in government schools, especially in rural areas.</p> <p>Low quality of government schools.</p> <p>Lack of regulation of private schools.</p>	<p>schools partially as a result of the high teacher-student ratios in government schools.</p> <p>Female and lower caste enrolment lower than male and more advantaged groups.</p> <p>High levels of unemployment mean that teachers are willing to work for low wages.</p>	

Report	Study Location	Description of study	Who implemented the intervention	General challenges to education	Factors affecting sustainability of low-cost private schools	Factors contributing to sustainable scale-up
		both need to be improved.				
<b>Tooley et al. (2007a)</b>  <b>Quality Appraisal Score: 43</b>	Ga District, Ghana	This study was a census and survey of schools in selected poor areas of Ga District which explored the nature and extent of private education and compared inputs to public and private schooling. It found that there were some significant differences in the level and quality of the facilities provided by recognised and unrecognised private schools. On the whole, recognised private schools had better facilities and inputs than government schools. There were more private schools than government schools in this area, indicating that there was lack of access to free education. Many parents preferred private schools but could not afford to send their children there. The preference was as a result of the better quality they offered. The study concluded that private schools might be part of the solution to	Private-led.	Lack of development.  Poverty.	Not affordable for all.  Difference in inputs between private registered and private unregistered.	N/A

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		'education for all'.				

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