



UK support for education public private partnerships



Executive Summary

What do the UK public know about the global lack of learning and the shortage of quality teachers? How do they feel about some of the approaches to tackling these issues? This report looks at UK public perception of the global learning crisis and some policy options on the role of non-state actors to help.

Both the UK Department for International Development and the World Bank have newly published education strategies that embrace the role of the private sector in assisting with the delivery of quality education in low and middle income countries. This new independent research, commissioned by Bridge International Academies and conducted by OnePoll, sought to understand if the general public agree with this stance taken by the UK government and various other development finance institutions.

A survey of two thousand UK adults was conducted in March 2019. By exploring public attitudes towards education in a development context, the survey revealed that more than half of people think there should be more education public private partnerships in developing countries.

Other key findings in the the research include:

- Low levels of awareness regarding the global education crisis.
- Only 17% of people do not think that a mix of organisations should help governments by offering parents more education options.
- More than half of respondents believe there should be more private providers to support the delivery of affordable or free education in countries that struggle.
- The majority of people said a social enterprise—like Bridge—should help governments who ask for support.

OnePoll are a leading UK survey organisation that conducts market research for major brands such as Nestle, Groupon, Waitrose, ITV, and TSB bank. Their UK surveys are carefully distributed to ensure the respondents represent the right mix of ages, locations, income brackets, ethnicity, and all demographics. In this way the two thousand respondents are representative of the whole UK population.

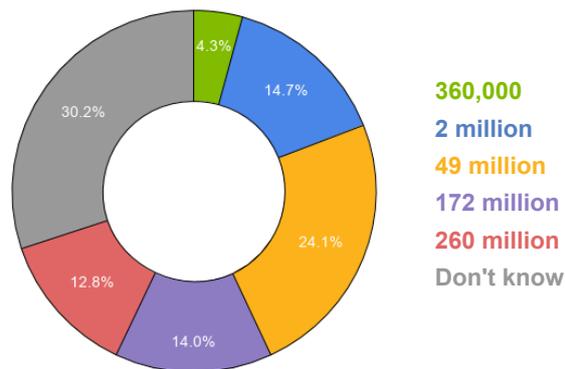
The global learning crisis

There remains a great deal of work to do in the UK in terms of raising awareness of the plight of young people in low and middle-income countries who want to learn.

Despite increased international focus and media reporting of the education landscape around the world, most people underestimate the vast scale of the challenge ahead, as this poll revealed.

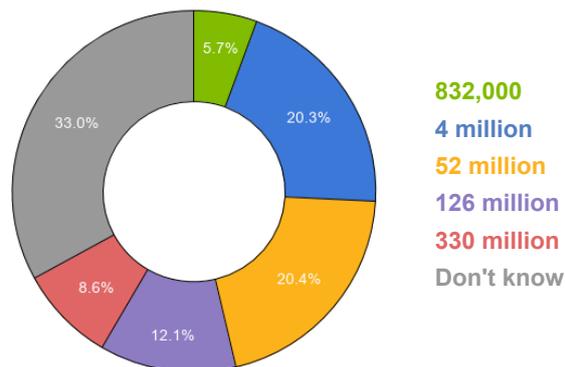
Almost nine in ten people surveyed do not know the scale of the learning crisis when it comes to the global number of children currently out of school.

According to the UN. How many children and young people (aged 4-17 years old) in the world do you think are out-of-school? (Correct answer: 260 million)



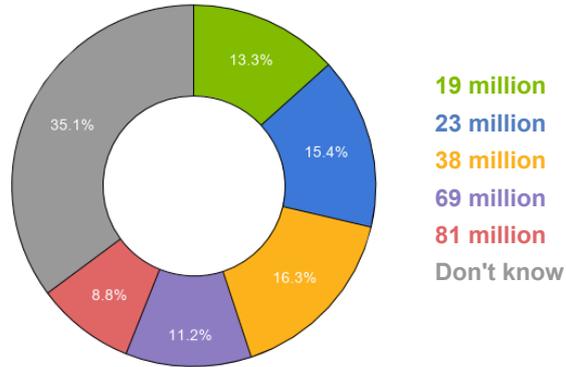
Less than one in ten people realise that around the world there are an estimated 330 million children in school but not learning.

Given that one of the answers below is correct, how many children and young people in the world do you think are in school but not learning? (Correct answer: 330 million)



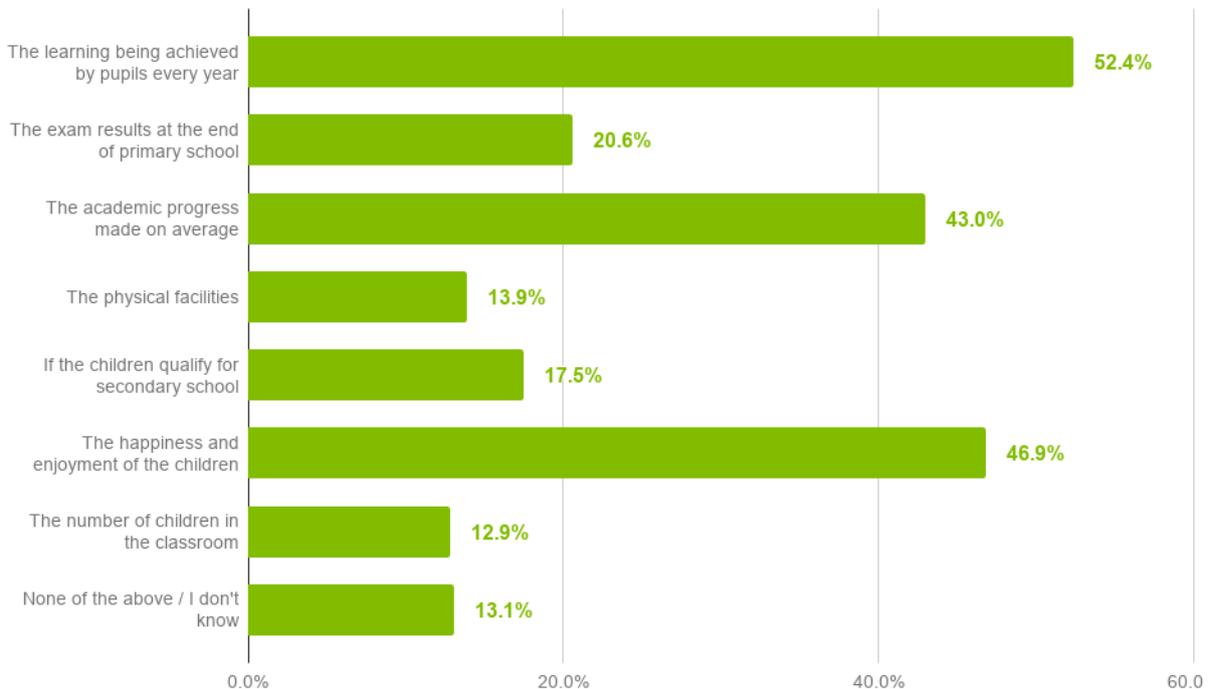
Just 11 per cent know that there is a shortage of 69 million teachers to achieve quality education for all by 2030.

How many more teachers do you think are needed worldwide to reach the UN Sustainability Goal of 'education for all' by 2030?? (Correct answer: 69 million)



The most popular way of judging the success of a primary school was through 'the learning being achieved by pupils.' But this is the very metric that many countries in the world are failing to measure properly.

Which of the following do you think are the most effective ways of judging the success of a primary school? (Select all that apply)



The role of non-state actors

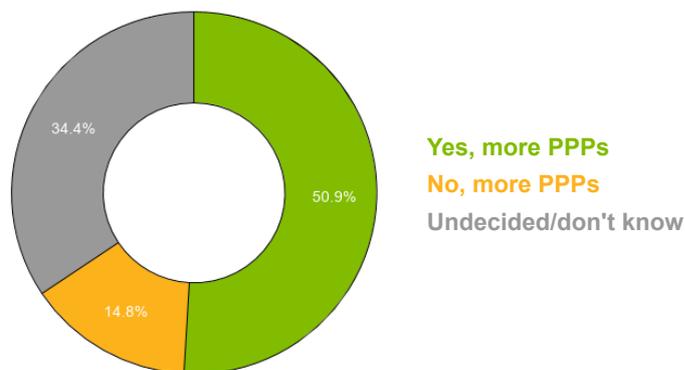
Without exception, across all questions in this theme, there was always a small minority of people opposed to non-state actors helping governments with education.

Participants in this poll were introduced to education Public-Private Partnerships (PPPs) as 'when a non-state partner (including private companies) assists a government with more or better teachers and public schools, following all the standards and rules set by the government. The school remains free to attend.'

When asked what they think about this approach in low and middle income countries, the most popular choice was always to show support. However, there remains a considerable group of people who are still undecided.

Over 50% of the UK public surveyed believe there should be more education public-private partnerships, to help governments that are struggling with quality education for all.

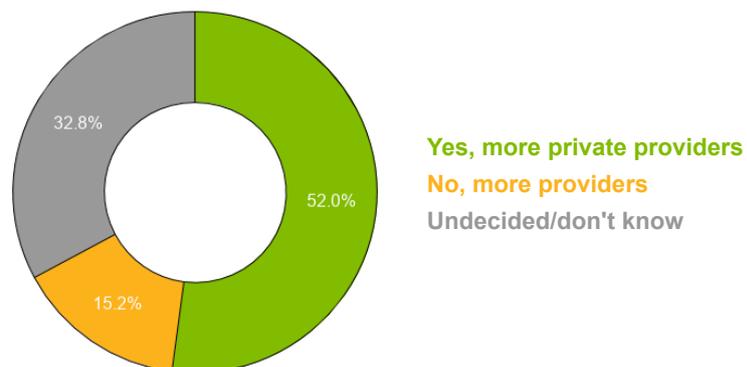
Do you think there should be more education PPPs in countries where the government struggles to teach all the children?



More than half of those polled said that they believe there should be more private providers of affordable or free education.

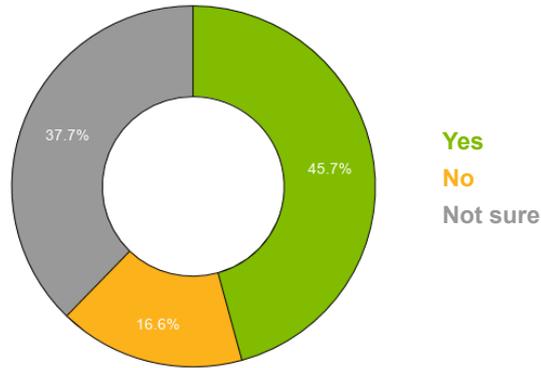
This reflects a positive sentiment towards operators of low-fee schools and non state actors who are improving government schools.

Do you think there should be more private providers of affordable or free education in a country where the government struggles to offer enough education for all?



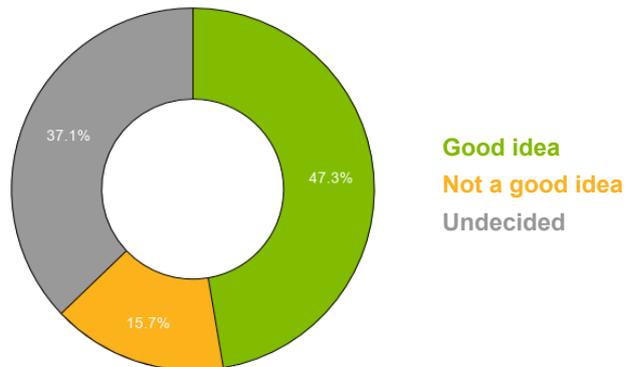
When people were asked if they think a wide range of organisations should help governments 'by running extra schools...that meet proper standards' the most popular answer was 'yes'.

Do you think charities, NGOs (non-governmental organisation), companies, and faith organisations, should all help the above governments by running extra schools, more than they do now, that meet proper standards?



A small minority of people don't think that education PPPs are a good idea.

Which of the following apply to you with regards to the following statement? In countries where there is a reported lack of quality primary schools and teachers, a social enterprise could run a quality school that costs parents around £6 UK pounds per month if they choose to send one child there.



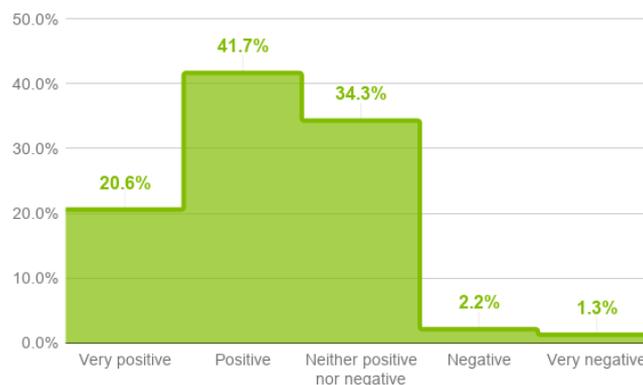
Support for Bridge International Academies

This public poll introduced people to Bridge International Academies ('Bridge') and its work, giving people an overview of what Bridge does in Africa and Asia.

The public were then invited to share their views on what they think about this particular approach to supporting education. Most people expressed support for the work of Bridge in creating and running schools and in improving government schools and teachers.

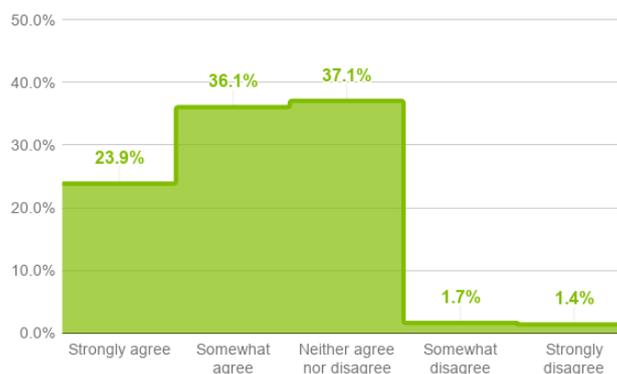
After explaining the work of Bridge and the outcomes for children and teachers, most people think that Bridge is having a positive impact in the world. More than six in ten people said they think Bridge is positive or very positive.

Bridge International Academies is a social enterprise that creates new schools or helps to improve government schools. It teaches hundreds of thousands of children in hundreds of schools in countries where the local government struggles to provide quality education for all. They empower local teachers with training, support and very high quality, detailed lesson plans. Children in schools linked to Bridge International Academies do better in tests than their peers in regular government schools. Based on the above, do you think Bridge International Academies are overall positive, negative or neither?



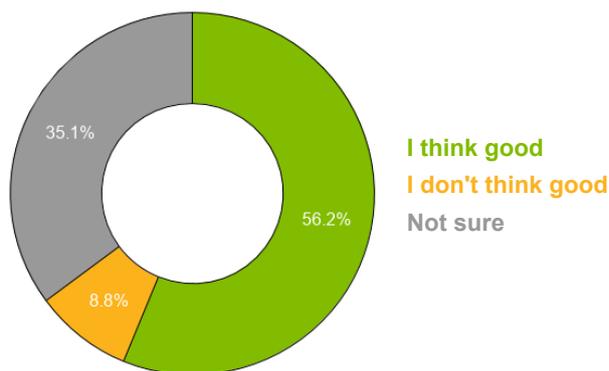
Approximately sixty per cent believe that Bridge supports teachers to be better teachers.

Bridge International Academies gives thousands of teachers in developing countries more resources, support and training so they can use detailed lesson guides created by education experts. These lesson guides share best practice teaching research with local teachers in Africa and Asia. To what extent do you agree or disagree with the following statement? 'Bridge International Academies supports teachers to be better teachers in low and middle income countries.'



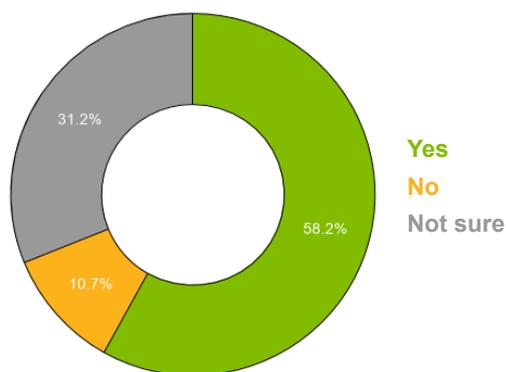
When people learn about the work of Bridge International Academies, more than half agree that such schools 'are good for children' in Africa and Asia.

Bridge International Academies helps local teachers in Africa and Asia by giving them training, support and very detailed lesson guides. The teachers follow these guides closely. The lesson guides are continuously updated by experts in the light of feedback from the teachers and pupils. The overall results of using this method for Bridge International Academies in developing countries, has been children learning more quickly than peers in other schools. Based on the above, which of the following apply to you?



A majority of people believe that 'a social enterprise, like Bridge' should help governments who ask for support to improve teaching quality.

In many low and middle income countries, Bridge International Academies re-trains government teachers and gives them new resources, tools and support that the government has approved. This has led to an increase in learning for local children in free state schools. Do you think a social enterprise, like Bridge International Academies, should help governments who ask for support to improve the teaching quality in their free state schools?



Bridge/OnePoll survey results



UK REPRESENTATIVE SAMPLE OF 2,000 ADULTS

Survey conducted: 11/02/2019-06/03/2019

REGION BREAKDOWN SUMMARY

Region	%	Responses
E. Anglia	8.75%	175
E. Midlands	6.90%	138
London	13.25%	265
N. East	4.15%	83
N. West	11.00%	220
N. Ireland	2.90%	58
Scotland	8.05%	161
S. East	13.75%	275
S. West	8.95%	179
Wales	5.05%	101
W. Midlands	9.20%	184
Yorkshire & Humber	8.05%	161

GENDER BREAKDOWN SUMMARY

Gender	%	Responses
Female	52.00%	1040
Male	48.00%	960

AGE RANGE BREAKDOWN SUMMARY

Age range	%	Responses
18-24	10.15%	203
25-34	17.15%	343
35-44	16.25%	325
45-54	18.25%	365
55+	38.20%	764



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