

Civil Society Perspectives on Accelerating EFA through Partnerships

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Outline of presentation

1. Why PPP?
2. Differentiating 'Partnerships'
3. PPP - a governance issue
4. What CSOs want to see
5. What CSOs do not want happening

Can somebody tell me ...

Where is the equivalent of
MDG-8 in EFA?

Why PPPs?

- One main factor of EFA deficit is lack of public funds for free quality education → some countries are already reaching the 20% of national budget benchmark for education budgets and yet the funding gap is still huge.
- Increasing attention on PPP:
 - It is argued that PPP will help developing countries meet EFA and MDGs for education and to improve learning outcomes.
 - These PPPs can even be targeted specifically to meet the needs of low-income communities.



Differentiating 'partnerships'

Non-State Providers NSPs (UNICEF, ADB) → lumps everyone together (business, corporate foundations, NGOs faith-based groups, etc.) A formal long-term working relationship established between public authorities and NSPs to jointly fulfill a basic service rights' delivery

- Role of state shifts from provider to regulator or purchaser

Differentiating 'partnerships'

1. For-profit
2. CSR Partnerships → corporate foundations under principle of corporate social responsibility
3. Multi-stakeholder Partnerships for Education MSPEs (partnerships with civil society and NGOs)
 - Direct service provision
 - Monitoring and 'narratives'
 - Public advocacy and policy advocacy
 - Capacity building

Planned PPP in India

- PPP in 11th Five Year Plan 2007-2012: the Planning Commission for the first time stated 'voucher schemes can help promote both equity and quality in schooling in areas where adequate private supply exists'.
- New model schools in secondary education, with government mobilising nearly Rs. 10,000 crores (USD 2B) from the private sector to be set up by 2014, with capacity to educate 6.5 million students, of whom 2.5 million will be from the deprived sections, and charged a 'token fee'

- Corporate companies with a minimum net worth of Rs. 2,500,000 are eligible to set up schools under this model
- Each entity should deposit Rp 5M with the government for the first school it proposes to set up and Rp 2.5M per additional school. Each can set up as many as 25 schools.

Prominent PPP and MSPE models in Pakistan in the past

Since 2001 a number of PPP models have gained visibility within Pakistan. Key PPP models promoted with the Pakistan Education Action Plan 2001-2005 were:

- Adopt a School Program/ School Improvement Program
- Concessions to private schools
- Upgrading of schools through community participation (CPP)
- IT programs in government schools (Sindh)
- Mainstreaming of Madaris (religious schools)
- Capacity building of School Management Committees

PPP and MSPE in Philippines

PPP with For-Profits:

- GASTPE Government Assistance to Students and Teachers in Private Education

MPSE with CSO education coalition (policy agenda setting)

- Grand Alliance and National EFA Committee

MPSE with NGO (monitoring)

- Textbook Watch

CSR in Indonesia and South Korea

1. Air ticket for Education: 1% from the airfare is contributed to the pooling of funds for education. Korean Airlines has conducted this initiative to support the UN's programs.
2. It is focused in the areas where the trans national companies have their projects in Indonesia, for example INCO in Sulawesi; Freeport in Papua; car coal companies in Kalimantan; palm oil plantation companies in Sumatra and Kalimantan. For example: Indonesian state owned company (PERTAMINA) in Sorong. This company provides the fund about IDR 1 billion per year for the scholarship for Moi children (IP).

MPSEs in Bangladesh

- Professional development through donors funding
 - Teachers education-- DAM
 - Teachers development both head teacher and assistant teachers-- BRAC and DAM
- Innovations in education
 - Curriculum review and development of learning materials, in particular, for the emerging sectors like ICT in Education-- BRAC and other 12 member organizations of CAMPE
 - Enhance learning outcome by piloting and mainstreaming innovative methods-- the documentation of best practices in education and studies carried out by CAMPE, BIDS, PPRC, BRAC and other organizations

- ECE/ ECD-- the entire spectrum
- Education in emergencies-- post disaster back to school program (planning and governance)
- Policy and regulatory frameworks-- voluntary engagement of CS through CAMPE in SWAP process
- System monitoring and evaluation-- Education Watch, Community Watch, CEF & CSEF initiatives by the grassroots level partners and teacher unions

What CSOs want to see:

1. Programmes to reach the hardest-to-reach and having multiple layers of disadvantage, will be the most costly (and hardly profitable!)



What CSOs want to see:

2. Core competencies needed + specifically adapted content to local context + recognition and accreditation being addressed
eg. Needed in context of addressing social inclusion of displaced persons post-conflict :
 - Yes to employable skills matched with industry (but should not be limited to this only)
 - Also Yes to health, reproductive self-determination for women, legal and para-legal (how to get birth certificates), psycho-social, peace education

What CSOs want to see:

3. Targeting and Delivery → Taking advantage of decentralisation because not one size fits all → but avoiding risk of unregulated privatisation that exacerbates social exclusion
4. Addressing double catch-up needed by the marginalised in a globalised world, with rapidly expanding knowledgebase
“Half of what enrolled students learn will be outdated in 2 years.”

“PPP, more than a financing issue, is a governance issue.”

Questions for governments to ask when thinking about PPP to finance education projects/programmes

1. Is the government able to clarify its objectives?
It should identify what it needs done through private means.
2. Does it know how to cost?
It is not easy to assume that government knows what to do. If consultants from WB and ADB will do these, will the government be able to reject it?

Questions for governments to ask ...

3. After a project has been awarded, are the qualities that need to be delivered easy to monitor?

This is important because it might not be easy to remedy the project if the partner is not delivering on the promise. Some goods like quality of education – unlike quality of water -- are not easy to monitor. It might be better to stick with the public sector, which may not be efficient but is surely well intentioned.

Questions for governments to ask ...

4. If the attributes are observable, are there people on the ground capable of monitoring the services?

Without this, it is easy for the contractor to chisel on the quality of its projects. If the problem can be observed but if there is no one on the ground, PPP will be a problem.

Questions for governments to ask ...

5. Is there an agency, an office, that has a vested interest in receiving reports and deciding on complaints?
6. Finally, what is the true benefit-cost? Will the additional costs of adequately regulating and monitoring be less than the savings of government in entering such a partnership?

Bottomlines → what CSOs do NOT want happening

1. PPPs that lead to a situation where poor students will be left behind in the worsening public schools that lose the support of government and society and where state responsibility for right to basic education is weakened.
2. PPPs that lead to the weakening of teacher union rights due to the flexibility of working arrangements in PPPs.

Bottomlines → what CSOs do NOT want happening

3. PPPs that result in gaps in quality education. Inputs to education, processes, and outputs are very different and require several different forms of interventions. Governments should have comprehensive tools of monitoring and evaluation for it.
4. PPPs that will lead to increasing opportunities for 'leakages' in public finances in the awarding of contracts. Good governance is badly needed in the PPP context.

Tank yu tru
Kop chai
Maraming Salamat
Thank you
Chizu tinbartei

Terima kasih
Cam on
Kob-kun ka
Many thanks
Shukriya Thank you


www.aspbae.org

Input for the:

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Asia South Pacific Association
for Basic and Adult Education
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Raquel Castillo has been working with NGOs for the past two decades -- the past ten years devoted to policy research and policy advocacy, part of which included her role as National Coordinator for the Civil Society Network for Education Reforms or E-Net Philippines, a national lobbying and campaigning network that aims to carry forward civil society's recommendations for equitable access to good quality Education for All. As National Coordinator of E-Net Philippines, she sat in various technical working groups of the Department of Education to put together a National Action Plan for EFA 2005-2015 as well as a legislative agenda for the education sector.

Ms. Castillo is currently Asia Advocacy and Campaigns Coordinator of the Asia South Pacific Association for Basic and Adult Education (ASPBAE), working with Asian national education coalitions on a shared capacity building for policy advocacy, research in EFA deficits, budget tracking and ODA for education, and coordinated campaigning through the Real World Strategies Project of the Global Campaign for Education. Her work involves mobilizing commitment around the broad EFA agenda, but with focus on neglected EFA goals and neglected groups. She represents ASPBAE in the Thematic Working Group for EFA and the TWG on Multilingual Education, both coordinated by the UNESCO Asia-Pacific Regional Office in Bangkok, and the UN Girls Education Initiative (UNGEI) Advocacy and Communications Working Group.