

12th Regional Meeting of National EFA Coordinators
Seoul, 25 – 28 July 2011

Governance Mechanisms for Accelerating EFA Progress: The Role of State and PPP

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Why Governance?

EFA commitment

- develop responsive, participatory and accountable systems of educational governance and management

EFA challenges

- Inequalities in access to and quality of education
- Financing (insufficient fund and efficiency in spending)

Lessons from past decade

- Governance matters in overcoming inequalities
- Financing EFA requires more than just increases in spending, but more weight is needed on equity and efficiency

Policy implications

- Good processes, policies and institutional arrangements are needed for
- connecting many actors in education
- governing the mobilization, allocation and use of resources

Why Engaging with Non-Public Sector?

- ▶ An important actor, for both financing and provision of education
- ▶ The preferred or, in some cases, the only available providers of education services for the underserved by the public system (lack of state ability to provide state schooling to all)
 - e.g. NGO/BRAC schools serving the hard to reach groups in Bangladesh, NGOs serving the rural areas in Cambodia
- ▶ A modality for resource mobilization, especially in case of financial constraints by the government
- ▶ Choice and competition of education services:
 - different learning needs
 - cost effectiveness, responsiveness and accountability of private fee-charging schools

Questions

- ▶ What role can non-state actors play in order to address EFA challenges, especially inequalities, exclusion and financing?
- ▶ How should the state strategically engage with the non-state actors in education, especially through public – private partnership?

Types and Roles of Non-State Actors

Non state providers	Exclusion addressed	Government recognition	Examples
Private	Low-income groups in urban areas, excess demand in perceived low quality government provision. Does not address <i>all</i> excluded groups	Registered and unregistered schools. Often not explicitly recognised in government policy.	Low-budget private schools in many countries
NGOs	Hard-to-reach groups requiring alternative service delivery models, e.g. street children, refugees etc.	Registration often not on education-related criteria; Usually does not receive state support; Not always explicitly recognised in government policy	INGOs, Save the Children BRAC, Bangladesh Aga Khan Rural Support Programme, Pakistan
Faith-Based Organisations	Responsive to differentiated demand, may include moral obligation to cater to the poor	Some registered and recognised in government policy; Others choose to avoid government interference	Madrasahs, India and Pakistan; Church-owned schools, Malawi and Nigeria
Spontaneous Community Approaches	Demand-driven provision often in rural areas	Often undergo process of registration to gain government support	Registered Non-Government Primary schools, Bangladesh
Philanthropic Associations	Focus on poorest	Often seek government recognition	CARE, Pakistan

Source: Centre for International Education, University of Sussex (Outputs of **DFID funded study of non-state service providers**)

Engaging the Non-Public Sector Continuum



Modalities of Non-Public Engagement in Education

- ▶ **Multi-stakeholder partnership (MSHP):**
 - Involves many actors – government, the private sector, civil society, academic institutions and other organizations – to increase access to and improve the quality of education
- ▶ **Private provision**
 - Private independent schools: private schools which operate without Government funding
 - Publicly funded private schools: private schools which receive funding from the Government but funding is not outlined in a contract on a per student basis
- ▶ **State purchase of services**
 - Move away from direct government provision
 - State as a financier and facilitator in education
- ▶ **Voluntary contributions**
 - Resource contribution from those who have an interest in education
 - Limitations associated with relatively small, short term contribution, sometimes large administrative fees and often with the agenda of the funders

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Public Private Partnership

- ▶ Loosely defined as an arrangement between government and private sector entities for the purpose of providing public infrastructure, community facilities and related services (Jeffery & Farah)
- ▶ Wide range of possible non-state involvement from provision of non-educational services (e.g. school lunch) to provision of teaching services
- ▶ Different models (Private schools, charter schools, etc.)
- ▶ Many expected benefits including improved service delivery but needs rigorous evaluation
- ▶ Need state-specific strategies



Public Private Partnership

Pros and Cons

Pros

- ▶ Increased access
- ▶ Potentially improves equity in access
- ▶ Additional resources mobilized for education
- ▶ Cost effectiveness, responsiveness and accountability of private fee-charging schools

Cons

- ▶ Ambiguous learning outcomes
- ▶ Private sector vs. public sector goals
- ▶ Governments at times ill prepared to benefit from partnerships

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Public Private Partnership:

Examples

- ▶ **Low Fee Private Schools (India)**
 - significant growth over the past decade
 - their growth was to fulfill gaps in public education
- ▶ **NGO Run Schools (Bangladesh)**
 - run by Bangladeshi Rural Advancement Committee (BRAC)
 - serve marginalized and needy populations
 - not recognized by public school system
- ▶ **Public Subsidy of Poor Children to Attend Private Schools (Philippines)**
 - Gov't purchases "places" on per-pupil funding basis (at or below public unit cost)
 - Gov't certifies quality of private schools (faculty, facilities, curriculum, administration, etc.)
 - Double-shifting allows more efficient use of infrastructure
 - School hires/fires all staff



Addressing Challenges in PPP - What Role for the State?

Challenges

- ▶ Reluctance of the traditional state-run system and states to acknowledge the role of non-state sector in education
- ▶ Inadequate monitoring and regulation of non-public schools – Different non-state actors have different missions or mandates
- ▶ Risk of two tier system where good quality is attached to affordability
- ▶ Lack of incentive system for non public sector to serve in the rural or disadvantaged areas

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Thank you

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