Strengthening Public Education System towards Equitable, Inclusive and Quality Education and Lifelong Learning for All by 2030

Asia South Pacific Association for Basic and Adult Education (ASPBAE)

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Asian countries that adopted PPP and encouraged private sector participation as part of education sector plans

• India - sees a “substantive role” for PPPs to harness private sector investment in public services
• Sri Lanka – to establish PPPs to improve learning of ICT, languages, etc.
• Mongolia – greater private sector participation in infrastructure and social services
• Philippines - looks at PPP as a “cornerstone” strategy of the national development plan
• Cambodia - strengthen partnership with private sector to improve quality of education services
• Indonesia - improve partnership with private sector, business/industry, community groups, professional organizations
• Nepal - Possibilities for public private collaboration and to run school through cooperatives
• Bangladesh - Encourage private initiative and funding for women’s education
• Pakistan - considers PPP as an “anchor” for its education sector reform action plan
Public-Private Partnerships in Education

Q2 - Privately owned, managed and financed
- Private schools
- Home schooling
- Low-fee private
- Shadow schooling
- Trade in Education

Q1 - Privately financed, publicly owned & managed
- School fees
- Students loans
- Corporate Social Responsibility
- Adopt-a-School
- Individual Philanthropy

Private provision

Q3 - Publicly financed, privately owned & managed
- Vouchers
- Education Service Contracting
- Private management of Public Schools/Charter schools
- NGO-Managed/operated Learning Centers/CLC

Public financing

Q4 - Publicly owned, managed and financed
- Government schools

Public provision
International studies show:

**PISA 2012:**
- When socio-economic factor is controlled, private schools do not perform better than public school

**OECD study of 13 high income countries 2010:**
- Little private school advantage when socio-economic background is factored in

**DFID Study 2013:**
- Ambiguity in the “size of the true private school effect”
- Weak evidence to show that private schools reach the poor
- Small but consistent evidence that private schools are more expensive
Concerns on Gender Equity in Education

Free schooling may be the “single most important policy measure” to ensuring that girls (as well as boys) are able to access education – UNGEI

User fees/top-up fees forces parents to choose to invest in boys education more than girls

“The poorest rural families must make hard choices about scarce resources and often choose to invest in private education for their sons over their daughters” – India

PPPs reinforce structural barriers to girls and women’s access to quality education
Concerns on Access and Quality in Education

- Not affordable to the poorest and excluded – user’s fees to augment school grants are prohibitive to poor families
- Unclear/Contested evidence on quality (learning outcome)

*Main Findings: Outside of the Elite Public and Private Schools, the rest are doing poorly*

- Implications on quality as teachers’ benefits and rights are not secured:
  - Private schools efficient only because: a) teachers are paid very low salaries (1/2 to just 1/5 of public teacher’s salary);
  - Teachers in private sector have no access to in-service and continuing professional development
Good practices in strengthening public education system

Philippines: Department of Education and Synergeia’s Reading Proficiency Program Model

- **Systemic**: to address all the major components in the learning system
- **Collaborative**: to engage all major stakeholders in implementing the reforms
- **Broad coverage**: to address the problem of scale and to assist all children in public elementary schools in the locality
- **Bottom to top**: to enjoin local governments and communities to take a proactive role in improving access of children to quality education
Capacity development of government-funded schools in Nepal (Parvat and Dhading)

- Investment in curricular reforms, teacher development, materials development and school leadership led to better quality in education provision
- Engaging parents, students and community on the aspirations for quality education (use of English as medium, interactive learning amongst peers, awareness-raising among parents)
- Parents who enrolled their students in private schools returned to government-funded schools
Recommendations

• Solutions needed to address financing gap and persisting inequity in education access that impact most on the poorest and disadvantaged groups
• Raising domestic revenues through progressive taxation supported by external assistance for basic education are the main options for States to address resource gap
• PPPs should build the capacity of the State and the public education system to fulfil its responsibility more effectively consistent with UN Global Compact (2000) on good donation and partnership practices
• To ensure the Right to Education which is universal, equitable and high quality education, governments must be strengthened and have a long-term plan to deliver the right to education for all