

Public Private Partnerships in Education in Nepal

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Presentation outlines

- **PPPs: Meaning and Characteristics**
- **Rationales for PPPs in education**
- **Different provisions of education**
- **Different forms of PPPs in education**
- **PPPs policies in Nepalese education**
- **Examples of PPPs from Nepalese education**
- **Issues and Problems**
- **Conclusions**

PPPs: Meaning and Characteristics

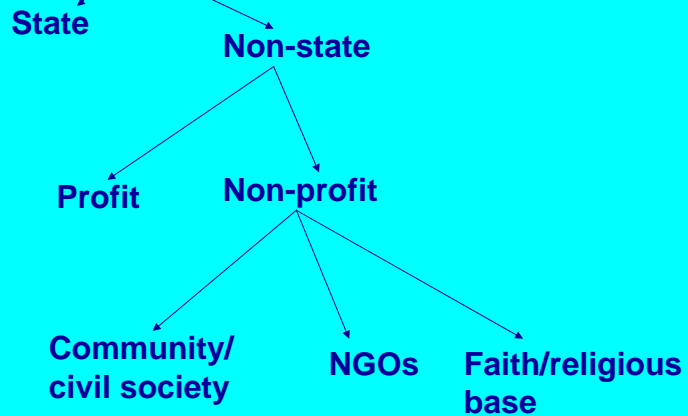
- **Not fixed definition: Contextual**
- **Cooperative relationships between government, profit making and non-profit private sectors**
- **A flexible and collaborative arrangement on contractual basis**
- **Sharing of responsibilities, risks and benefits between partners**
- **Complementary roles of public and private sectors**
- **Focus on outcomes and services**

Rationales for PPPs in education

- **Increase management efficiency (through competition, performance incentives, specialized skills)**
- **Promote innovations**
- **Generate resources for education**
- **Provide choice of educational services**
- **Increase access and improve quality of educational services**
- **Allow government to focus on the areas of comparative advantage**

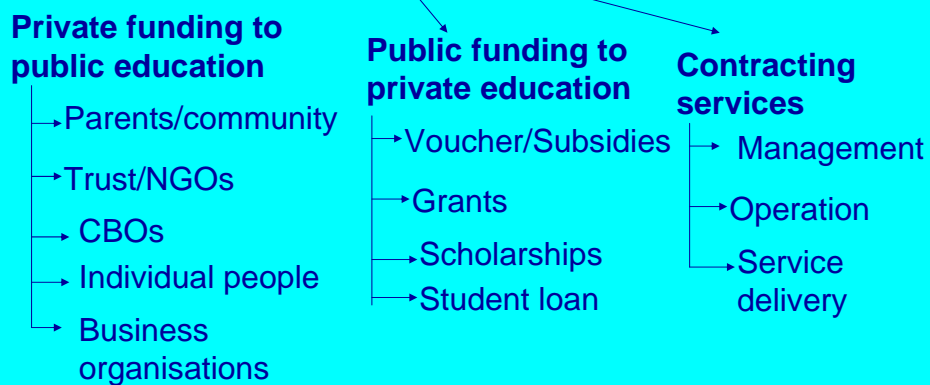
Different provisions of education

Provisions of education



Different forms of PPPs in education (1)

Forms of PPPs in education



Different forms of PPPs in education (2)

Contracting service delivery in education

- Specific service contract
- Auxiliary service contract
- General service contract for the core functions

Different forms of PPPs in education (3)

- **Further areas for PPPs in education**
 - Curriculum development
 - Quality assurance and accreditation
 - Research
 - Training
 - Alternative provisions for education

PPPs policies in Nepalese education (1)

- The Eighth and Ninth Five Year Plans
- PRSP: The Tenth Five Year Plan
- The Three Year Interim Plan
- Education Commission Reports
- Education Act and Education Regulation
- Local Self Government Act and Regulation
- Education for All Programme
- School Sector Reform Plan
- Government policies and programmes for FY 2065/066

PPPs policies in Nepalese education (2)

- **Eighth Five Year Plan (1992- 1996):** promotion of private sectors, local communities, NGOs for the development and expansion of education
- **Ninth Five Year Plan (1997-2001):** policy strategies to seek community and private participation in education
- **Tenth Five Year Plan (2002-2006):**
 - encouraged private sectors involvement to make education sectors more competitive, effective and relevant.
 - Community managed schools: provide opportunity for the effective participation of the user groups (parents and local communities) in planning, policy formulation, and implementation and monitoring of educational programme at the school.

PPPs policies in Nepalese education (3)

Three Years Interim Plan (2007-2009): encourages for the PPPs in Education by emphasizing

- school based management accountable to the local government
- community participation in literacy and ECD programmes
- performance contract
- public-private partnerships in technical education and vocational training
- cost sharing in higher education
- partnerships in secondary education with interested community or groups

PPPs policies in Nepalese education (3)

- **Policy and program of the GON (2008):** a mechanism for Public Private Participation will be put in place in order to accelerate the PPP approach in the education sector
- **Budget Speech for FY 2065/066:**
 - Public and barren land will be available on long term lease to the private sector to established universities and technical institutes on their own investments (98)
 - Adopting cost sharing and cost-recovery system in higher education(167, 179)
 - Higher education institutions will be developed as autonomous agencies (179)
 - Creating necessary competitive environment in textbook printing and distribution (173)
 - Empowering School Management Committee, make them responsible for construction of schools and physical infrastructure development, increasing participation of guardians and local bodies in school management, participatory literacy programme

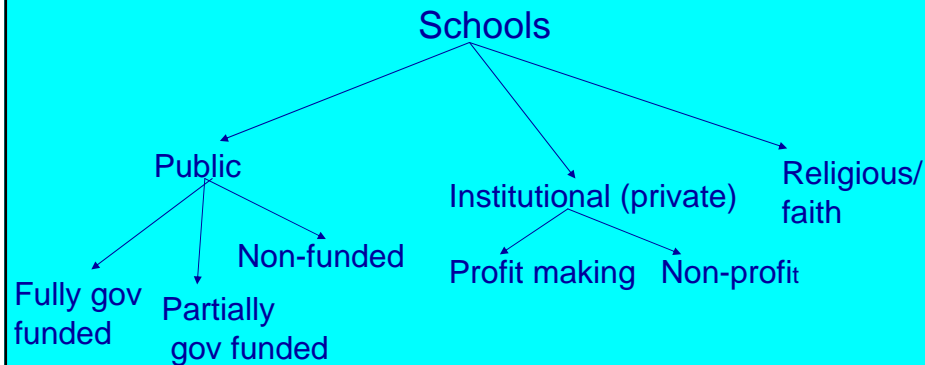
PPPs policies in Nepalese education (4)

- **School Sector Reform Plan (2008)** proposes different forms of PPPs in education:
 - community management for basic education
 - cost sharing for higher education
 - cooperative schools
 - management contract
 - school choice

Examples of PPPs in Nepalese education (1)

- Traditionally, education was non-state business: Gurukul, Gumba/Vihar, Mosque as well individuals were the major education providers for a long time
- Since 1951, government as well as community contributed for the expansion of schooling
- The NESP (1971) played discouraging role for people's participation in establishing and managing the schools
- Since the 1980s private schools started to extend

Examples of PPPs in Nepalese education (2)



Examples of PPPs in Nepalese education (3)

- Public, community and private schools and higher educational institutes
- Religious/faith base schools/education
- Cooperative schools and higher educational institutes
- Community management of public schools
- Management contract: community, NGOs, local government
- Operational contract: trade schools
- Auxiliary service contract with private sectors
- Involvement of NGOs, CBOs and local bodies in literacy and ECD

Issues and problems (1)

- Lack of clear and stable policies and supportive rules and regulations
- Traditional bureaucratic mentality of the government
- Profit motives and threat of monopolization from private sector
- Uncertain and unpredictable working environment
- Lack of trust among partners
- Lack of appropriate code of conduct and violation of code of conduct by different actors
- Weak security situation and frequent disturbances in educational services

Issues and problems (2)

- Limited capacity of local bodies and limited activities and working areas of civil societies and NGOs
- Lack of political consensus and excessive political party affiliation of pressure groups and different actors
- Effect of long conflict and violence
- Difficult geographical structure and lack of infrastructure
- Hierarchical and exclusionary social practice and existing social differences
- Quality difference in public and private schools
- Lack of effective monitoring mechanism

Conclusions

- PPPs is not a panacea, but it can contribute in improving educational services
- Competition can benefit parents and children, but specific attention is needed towards disadvantaged people
- PPPs is not an alternative to public schools but rather complementary to each other, and therefore public, private and PPP systems in education can supplement each other

Conclusions

- It is necessary to develop context specific PPPs modalities and use of multiple modality and strategies
- Peace, security and predictable environment are pre-requisite for effective PPPs
- Clear, practical and stable regulatory framework and workable code of conduct help sustaining partnerships