

Education Stakeholders Workshop Report
Engaging the Private Sector in Delivering Basic Education in Ghana
29 March 2017 | Accra, Ghana

Co-hosted by IDP Foundation, Inc. and the World Bank Group

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Summary Report

The IDP Foundation, Inc. and the World Bank co-hosted an Education Stakeholders Meeting on Wednesday, 29 March 2017 at the Alisa Hotel in Accra, Ghana. The half-day event brought together government officials, development partners, NGOs and other stakeholders in education to discuss and identify opportunities for effective collaboration and engagement between the Ghana Education Service and Ministry of Education with the low-fee private school sector in Ghana. Additionally, stakeholders examined practical actions that can be taken to include low-fee private schools and identify where more research is needed to promote evidence-based policymaking.

Mr. Akwasi Addae-Boahene, National Programme Manager for Transforming Teacher Education & Learning Ghana (T-TEL) acted as moderator for the workshop. Mr. Addae-Boahene opened the workshop with remarks and informed participants of the intent of the meeting, stating the needs of contribution from the private sector in Ghana. Mr. Addae-Boahene also shared that there has been little acknowledgment and appreciation of the low-fee private school (LFPS) sector, little established to regulate LFPS, and that there is something to learn from these schools as they are operating and educating children.

Lastly, Mr. Addae-Boahene concluded his remarks by encouraging attendees to look toward the future and work together to guide the Ministry of Education on new policies and ideas that support quality education in Ghana for all children.

Mr. Arjun Upadhyay, Program Officer for Results for Development Institute (R4D), and Mr. Ireneus Gundona, Managing Partner for Consumer Insights Consult (CIC) commenced their presentation, “Understanding Household and School Proprietor Needs in Low-Fee Private Schools in Ghana: A Needs and Impact Assessment of the IDP Rising Schools Program.” Mr. Upadhyay opened the presentation by providing an overview and background of the study, sharing the aims of the report, including the need to assess the impact of the [IDP Rising Schools Program \(IDPRSP\)](#)¹, understand the needs of LFPS and household perceptions of quality education, and examine supply and demand.

Mr. Upadhyay explained that the study included a mixed method approach, collecting data from 150 schools (110 IDP Rising Schools Program schools and 40 non-IDPRSP schools), and 1,980 households. He also provided a definition of LFPS, stating that these schools are privately owned and managed by local proprietors. Additionally, these schools are considered “low” if fees for all children in a family are at most 10 percent of total family income for the two lowest income quintile groups in Ghana. This study did not include international private school chains, non-state education providers such as religious schools or NGO schools.

¹ The IDP Foundation’s keystone initiative, the IDP Rising Schools Program, was developed in Ghana with Sinapi Aba Savings & Loan as a model for improving educational infrastructure in existing low-fee private schools that serve the poor. The multi-faceted program is rapidly scaling and is proving to be a viable and sustainable model that can be replicated around the world.

Mr. Upadhyay provided context on education in Ghana, sharing that primary enrollment rates have doubled during 2000 -2011, and the out-of-school children number have decreased, but significant inequality remains. Additionally, he mentioned that the private sector growth had outpaced the government school expansion with a 46 percent increase in private schools since 2009, and that literature shows that LFPS satisfy the demands for quality schooling among low-income households.

Mr. Ireneus Gundona outlined several key findings from the report. First, proprietors and households cited improved infrastructure as the greatest need for schools. Second, the report disputes the notion that proprietors are profiteering off the poor, with only one third of proprietors surveyed reporting modest school profits. Third, the poorest of the Ghanaian populations are not reached by LFPS. Fourth, despite financial challenges, schools have been able to survive due to flexible fees and gradual investments in infrastructure.

Mr. Akwasi Addae-Boahene introduced Ms. Oni Lusk-Stover, Senior Education Specialist for the World Bank Group, who delivered her presentation, "The Role of the Private Sector in Providing Basic Education Services in Ghana: An In-Depth Report." Ms. Lusk-Stover provided global context of education citing the Education Commission's newly released report, ["The Learning Generation."](#) She mentioned that there is a need to think differently with regards to education, and all resources that are available need to go towards what is known to work. Moreover, Ms. Lusk-Stover stated that growth of the private sector is the highest in low-income countries for primary education.

Ms. Lusk-Stover reiterated that the intent of the presentation is not to advocate for the privatization of education, but to provide an understanding of non-state actors to improve regulation and engage non-state providers – essentially giving the government the tools by which to work with the private sector. She also spoke about the rapidly expanding Kasoa community and the government's request for more information about private sector actors in education.

Ms. Lusk-Stover explained that the study surveyed 211 schools (7 public, 187 private, 12 faith-based, and 5 charity/NGO schools) in Kasoa and had findings consistent with that of the previous study conducted by R4D/CIC - 9 percent of private schools in Kasoa were considered low-fee schools and 15 percent of household income goes to education.

Lastly, Ms. Lusk-Stover shared five (5) report recommendations including 1) safeguarding access, 2) improving quality, 3) ensuring equity, 4) delivering cost efficiency, and 5) Increasing evidence and data availability. She concluded by referencing the presentation's finance provision matrix, which highlights that the government can regulate schools without financing or acting as a service provider, and that regulation by the government is essential. Additionally, Ms. Lusk-Stover stated that the public-private partnership continuum reinforces low- and high-engagement and the need to identify where Ghana sits on the continuum.

Mr. Akwasi Addae-Boahene opened the floor for questions, then shortly thereafter, attendees were organized into 12 groups to discuss the four following policy recommendations:

1. Strengthened regulatory environment
2. Increased data availability on private schools
3. Strengthened operating environment
4. Targeted funding for marginalized communities

Each group reported back on their respective policy recommendation topic, sharing key takeaways and next steps:

Recommendation 1: Strengthened Regulatory Environment

The government need not be the sole provider of education services; but, should play a stewardship role and strengthen the current regulatory environment.

- Registration guidelines should be easily accessible, simplified, sequenced and prioritized.
- Schools should be held accountable: one mechanism is the introduction of school report cards.
- Strengthen the National Inspectorate Board (NIB) to ensure that inspections take place regularly. Given resource constraints, inspections can be needs-based and target the lowest performing schools.

Group feedback:

- Proprietors should liaise with the municipal/district education office to obtain an understanding of the regulations and procedures for establishing and operating a school. MOE should sensitize the public to follow established rules prior to establishing schools.
- There should be extensive monitoring and evaluation of private schools. The National Inspectorate Board, Circuit Supervisors, and all regulatory bodies must be strengthened and resourced to supervise the schools and ensure there is efficient teaching and learning.
- Private schools should undergo yearly performance appraisals to assess if they are really achieving value.
- School finances must be checked and schools must undergo auditing periodically.
- Schools who refuse to provide information to officials must be sanctioned.
- Inventory of schools that are not registered should be undertaken.

Recommendation 2: Increased Data Availability

Inspire national data collection and availability on the number and location of schools and parental decisions in choosing schools. Following on data collection and availability, encourage more rigorous research of non-state service delivery to enable evidence-based policymaking.

- Map non-state providers and conduct provider surveys to understand the size of the market and quality of education services provided.
- Survey parents to find out more about the factors which determine their choice of school.
- Evaluate the non-state sector's role in delivering learning outcomes and the cost of delivery.
- Pilot new public-private partnership models to determine effectiveness before scaling.

Group feedback:

- Districts need to update their data on private schools termly.
- Through random selection, phone parents and find out what informed their choice of a particular school.
- The EMIS Unit of the District Education Directorates should be strengthened to collect accurate and reliable data to counteract the deliberate attempts by private schools to conceal data from education authorities.
- MOE should commission studies in collaboration with private schools.
- Policies should cover both public and private sectors.
- Private sector is needed to complement the efforts of the government in the education system. A lot of communities have no public schools and these private schools are doing much to give out quality education.
- Include private schools in INSET with the public schools without any financial obligation.
- Provide textbooks, curriculum, other educational materials and a tax waiver to these private schools to reduce fees. It is believed that all expenditures of the proprietor are translated into fees for parents.

Recommendation 3: Strengthened Operating Environment

Recognize the support private schools provide to the government in advancing learning for all and provide an enabling environment for under-resourced schools to access school improvement services.

- Provide teachers in low-fee private schools free access to government teacher trainings.
- Create an enabling environment for schools to access affordable finance.
- Consider within the decentralization framework how districts can improve engagement and support the private school sector.
- Pilot inclusion of private schools in government and donor-funded projects and disaggregate impact findings by public and private schools.

Group feedback:

- MOE/GES should directly engage GNAPS to develop a roadmap/implementation framework for better including private schools.
- For provision of teacher training, ensure that training is distance learning so teachers are not away from the classroom. There should be a requirement that teachers return to the private school, and there should be government financial support to supplement teacher salaries after training.
- If teachers are post-secondary level, they should be able to access diploma programs. If they are not post-secondary, then they can access UTDBE. If schools already have qualified teachers, then they can access INSET.
- Government should use a trainer-of-trainers approach to train head teachers/personnel, as it is more cost-efficient.
- Improving engagement between public and private schools at the district level is important. There is a two-way learning process – what can the public sector learn from private schools and vice versa. There can also be sharing of resources and facilities and public schools may improve their own operations and performance.
- Parents of children in both public and private schools should pay taxes.
- In terms of financing, Government can consider tax rebates for registered schools. They can use the sustainable Sinapi Aba model to use and engage finance.

Recommendation 4: Targeted Funding for Marginalized Communities

Improve equity and efficiency by targeting resources to under-resourced and under-represented households and locations.

- Provide resources to underserved populations to access education services, in both public and private schools.
- Pilot public-private partnerships, such as vouchers, cash transfers, or government-funded private schools.

Group feedback:

- Develop an operationalized framework for public-private partnerships.
- Broaden and deepen dialogue and collaboration between researchers and practitioners. Both public schools and private schools should see themselves as collaborators and not as competitors.
- Engage other microfinance institutions as this is a niche that can be further explored.
- Budgeting allocation should be considered to support private schools.
- Existing structures need to be strengthened to collect accurate data.

Mr.

Addae-Boahene concluded the workshop by summarizing what was shared in group discussions and provided closing remarks. Mr. Addae-Boahene spoke about the need to create a forum where MOE, GES, and the private sector can examine issues and create a short- and long-term roadmap for moving forward. He mentioned that the private sector needs to form a united front and develop a strong advocacy group on behalf of the children and people they are serving.

Mr. Addae-Boahene acknowledged that there is missing data on quality and reiterated that researchers and funders should seek opportunities that assist in uncovering this information. He also mentioned that relationships between public and private sectors matter, as many district officers have believed that the school proprietors are making money, when in fact, the majority are not. Additionally, he suggested looking at collecting data on costs and quality in order to inform policy decisions (e.g. can the case be made that private schools are delivering better quality at lower costs?).

Mr. Addae-Boahene concluded that budgetary savings coming from the low-fee private schools should be considered, and the private sector should be included in education policy.

Appendix 1 - Agenda

TIME	ACTIVITY
2:00PM – 2:30PM	Registration
2:30PM – 2:45PM	Welcome and Moderator Opening Remarks Mrs. Irene Pritzker, President, IDP Foundation, Inc. Mr. Akwasi Addae-Boahene, National Programme Manager, Transforming Teacher Education & Learning Ghana (T-TEL)
2:45PM – 3:05PM	“Understanding Household and School Proprietor Needs in Low-Fee Private Schools in Ghana: A Needs and Impact Assessment of the IDP Rising Schools Program” Mr. Ireneus Gundona, Managing Partner, Consumer Insights Consult Mr. Arjun Upadhyay, Program Officer, Results for Development Institute
3:05PM – 3:25PM	“The Role of the Private Sector in Providing Basic Education Services in Ghana: An In-Depth Report” Ms. Oni Lusk-Stover, Senior Education Specialist, The World Bank Group
3:25PM – 3:35PM	Question & Answer
3:35PM – 4:05PM	Discussion of Policy Recommendations for Engaging the Private Sector <ol style="list-style-type: none"> 1. Strengthened regulatory environment 2. Increased data availability on private schools 3. Strengthened operating environment 4. Targeted funding for marginalized communities
4:05PM – 4:55PM	Summary of Group Discussions
4:55PM – 5:00PM	Closing Remarks
5:00PM – 6:30PM	Cocktail Reception

Appendix 2 - Speaker Biographies



Mrs. Irene Pritzker

President, IDP Foundation, Inc.

Irene Pritzker became a founding member and President of the IDP Foundation, Inc. in 2008. It is her belief that education is the way to conquer the world's greatest challenges, and that everyone should have equal access to education to provide hope, opportunity and economic impact on their homeland. The IDP Foundation is dedicated to encouraging and supporting the development of innovative and sustainable solutions to complex global issues. She believes a combination of smart philanthropy and investment solutions can be galvanized to make that future a reality. Exemplifying this philanthropic approach is the IDP Rising Schools Program, which was developed in Ghana as a model for improving educational infrastructure in existing low-fee private schools that serve the poor. This multi-faceted program is proving to be a viable and sustainable model that can be replicated around the world. After a successful pilot with 105 schools with an initial enrollment of 27,000 children, the program is scaling up to reach a total of 580 schools and impacting 150,000 children by July 2017. The program's success is attributed to its emphasis on working within the Ghanaian government's educational framework to educate all children, and through the development of strong partnerships in Ghana with local stakeholders and organizations like the UNDP SDG Philanthropy platform. Irene believes that through a collaborative spirit and information sharing, we can address education sustainably, and above all, inclusively.



Mr. Akwasi Addae-Boahene

National Programme Manager, Transforming Teacher Education & Learning in Ghana (T-TEL)

With more than 19 years working experience with International Development Organizations, Mr. Akwasi Addae-Boahene is currently the National Programme Manager of the DFID funded Transforming Teacher Education and Learning (T-TEL) in Ghana implemented by Cambridge Education. From 2013 to 2014, he was the Executive Director of Associates for Development Partnerships, and was the Country Director of World University Service of Canada (WUSC) in Ghana from 2004 to 2013. As Country Director for WUSC, he was responsible for a portfolio of education and community development projects implemented in Ghana, with funding from USAID, CIDA and others. In addition, Mr. Addae-Boahene was the Chief of Party for the Ghana Education Decentralization Project (GEDP) funded by USAID and implemented by WUSC in collaboration with the Ghana Ministry of Education from 2010 to 2012, and also Project Director for the Bibiani Anhwiaso Bekwai District Development Project. He was briefly the Director for Field Operations for the SHAPE Project implemented by World Education based in Boston, USA and funded by USAID/Ghana in 2004, and

also the Associate Director for Field Activities of the Community School Alliances (CSA) Project, a component of the USAID funded Quality Improvement in Primary Schools (QUIPS) Program in Ghana from 1998 to December 2003.



Mr. Ireneus A. Gundona

Managing Partner, Consumer Insights Consult

Mr. Ireneus Gundona is an astute consumer research professional with over sixteen years' experience at senior research management levels in diverse companies and projects. Mr. Gundona is currently the managing partner of Consumer Insights Consult, Ghana, a company he co-founded in 2010. He currently provides direction for the overall strategic direction for the company. He is also a partner at Hallmark Solutions and Akayet Mining & Supply Services where he provides direction for the development and execution of the company's marketing and client service strategy. Mr. Gundona began his research career when he joined Research and Marketing Services at a pan African Research company in 2000 as a Senior Research Executive. He left after four years for further studies, but re-joined the company as Research Manager in 2007 and rose to the position of Country Head in the company's Regional Office in Abidjan, Cote D'Ivoire. As Country Head, He managed the overall strategic business and research plan for the local market and also pioneered business growth by developing marketing and implementation of customized research solutions for the business community amongst others. Mr. Gundona, holds a Master of Science (MSc) Degree in Marketing and Business Management from the University of Bedfordshire, United Kingdom. He also holds a Post Graduate Diploma in Marketing from the Chartered Institute of Marketing, United Kingdom, a Bachelor of Arts (B.Arts.) Political Science from the University of Ghana.



Mr. Arjun Upadhyay

Program Officer, Results for Development Institute

Mr. Arjun Upadhyay is a program officer on the global education team at R4D. His work centers on education economics, finance, and project evaluations. His areas of activity include research on early childhood development (ECD) financing, education costing and expenditure analysis, and low-fee private schools. At R4D, Mr. Upadhyay has contributed to numerous studies such as the interim evaluation of the Global Partnership for Education and an ECD financing report for the International Commission on Financing Global Education. Prior to joining R4D, he was an associate program officer at The Asia Foundation in the Philippines. He has also consulted for USAID and the UN Institute for Training and Research. He holds a Bachelor's Degree in International Relations and Economics from the College of Wooster and a Master's Degree in International Development and Education from Georgetown University's School of Foreign Service. He is proficient in French and speaks conversational Nepali.



Ms. Oni Lusk-Stover

Senior Education Specialist, World Bank

Ms. Oni Lusk-Stover is a Senior Education Specialist with the World Bank's Education Global Practice. She is the team leader for the Systems Approach for Better Education Results-Engaging the Private Sector program, contributing to the global evidence base regarding the non-state sector in education. Under SABER-EPS, she has worked with education stakeholders to produce over twenty reports detailing the laws and policies pertaining to the non-state education sector in sub-Saharan Africa and South Asia. The SABER-EPS team also developed and implemented policy implementation tools and provider-level surveys in Kasoa, Ghana; Lagos, Nigeria; Morogoro, Tanzania; and Pikine and Guédiawaye, Senegal. Ms. Lusk-Stover is also the Education Lead for Gender within the World Bank, overseeing the Bank's US\$2.5 billion education commitment over five years (2016-2020) through projects that directly benefit adolescent girls. Since joining the World Bank in 2006, she has managed the Partnership for Education Development, a partnership with the United Kingdom's Department for International Development supporting research on education resilience, school finance, teacher policies, workforce development, and education markets for the poor. She was a team member of the Education Sector Strategy 2020, Learning for All, and has worked on education projects in sub-Saharan Africa and South Asia.

Appendix 3 – Attendee List

Name	Institution
Alexander Atta Asante	(CODE) Conf. of District Directors of Education
Margaret Frempong-Kore	(CODE) Conf. of District Directors of Education
Alex Ackaah	(COHBS) Conf. of Heads of Basic Schools
Emmanuel Kwame Boateng	(COHBS) Conf. of Heads of Basic Schools
Rev. Thomas Kofi Arboh	(COMEU) Conf. Managers of Edu Unit/FBO
Eric Appiah	(GNAPS) Ghana National Association of Private Schools
Paul Avorkah	(MOLG) Ministry of Local Government
Dr. Eric Daniel Ananga	(NCRIBE) National Centre for Research into Basic Education
Frank Aidoo	(NIB) National Inspectorate Board
Arjun Upadhyay	(R4D) Results for Development
Margaret Brew-Ward	Action Aid
Susannah Hares	ARK
Cynthia Bosumtwi-Sam	Basic Education Division
Samuel Ntow	Basic Education Division
Rudolph Ampofo	Craft Education
Antoinette Ashong	Day Centres Association of Ghana
Janice Dolan	DFID
Kwame Essah	FHI 360
Hilda Eghan	GES
Rosetta Addisson Sackey	GES Inspectorate Division
Veronica Dzeagu	GNECC
Irene Pritzker	IDP Foundation, Inc./IDP Rising Schools Program
Michael Owusu	IDP Rising Schools Program
Peter Colenso	IDP Foundation, Inc./IDP Rising Schools Program
Allison Rohner	IDP Foundation, Inc./IDP Rising Schools Program
Benedicta Boateng-Apeadu	IDP Foundation, Inc./IDP Rising Schools Program
James Sims III	IDP Foundation, Inc./IDP Rising Schools Program
Jenna O'Brien	IDP Foundation, Inc./IDP Rising Schools Program
Raphael Akomeah	IDP Foundation, Inc./IDP Rising Schools Program
Festus Ankrah	IMANI, Center for Policy & Education
Franklin Cudjoe	IMANI, Center for Policy & Education
Keshia Osei - Kufuor	IMANI, Center for Policy & Education
Israel Titi-Ofei	IMANI/FFER (Forum for Education Reform)
Sonja Giese	Innovation Edge
Joyce Laynor	International Child Development Program, ICDP
Bridget Konadu Gyamfi	IPA
Dylan Ramshaw	IPA
Jemima Okal	IPA
M. Nusselman	IPA
Osman Siddiqi	IPA

Suleiman Asman	IPA
Luke Strathmann	J-PAL
Alainguy Tauefo	OMEGA Schools
Hon. Dr. Augustine Tawiah	Parliament Select Committee on Education
Bernard Ayensu	PBME
Nana Afrah Duah - Agyeman	Registration Desk
Peter Adongo	Sinapi Aba Savings & Loan
Tony Fosu	Sinapi Aba Savings & Loan
Francesca Haizel	TED
Gideon Ahoholu	TED
Akwasi Addae-Boahene	T-TEL
Maya Ziswiler	UBS Optimus Foundation
Isaac Ofosu-Debrah	UNDP
Tirso Dos Santos	UNESCO
Kwasi Asare Odoi-Anim	UNESCO
Leonora Dowley	Varkey Foundation
Deborah Mikesell	World Bank
Eunice Ackwerh	World Bank
Jean-Christopher Maur	World Bank
Oni Lusk-Stover	World Bank

Appendix 4 – Mr. Arjun Upadhyay and Mr. Ireneus Gundona PowerPoint

Understanding Household and School Proprietor Needs in Low-Fee Private Schools in Ghana

A Needs and Impact Assessment of the IDP Rising Schools Program




1

Overview

- I.I. Background and Methodology
- I.II. Education in Ghana
- I.III. Findings – Needs Assessment
- IV. Conclusions




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2

Background of the Study



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The IDP Rising Schools Program (IDPRSP) provides low-fee private schools (LFPS) in Ghana with access to training and financing

IDPRSP provides 1) training and 2) micro-loans to LFPS, which provide a quality education to low-income children at an affordable price.

Since 2009, when the program was established, IDPRSP has grown to over 550 schools, which serve nearly 132 thousand students.

- IDPRSP proprietors are trained in financial literacy and school management
- Eligible schools are able to apply for asset acquisition or working capital loans

557 SCHOOL PROPRIETORS	131,980 STUDENTS	379 LOANS DISBURSED	93% LOAN REPAYMENT RATE
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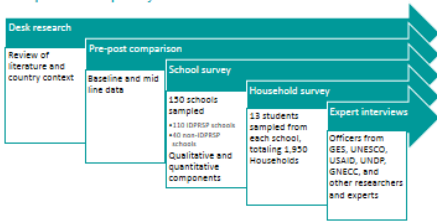


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Aims of the report:


- 1) Assess the impact of IDP Rising Schools Program
- 2) Understand the needs of LFPS and households' perceptions of quality education services



RESULTS FOR DEVELOPMENT

C I C

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Definition of Low-fee private schools

Low-fee private schools are:

- Privately owned and managed by a local proprietor
- Schools that offer low school fees,
 - Fees are considered "low" if fees for all children in a family are at most 10 percent of total family income for the two lowest income quintile groups in Ghana
- Study does not include international private school chains, non-state education providers such as religious schools or NGO schools



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Education in Ghana



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Access to education has rapidly increased...

- Primary enrollment nearly doubled between 2000 and 2011, partly due to:
 - Population growth
 - Economic growth
 - Changes in government policy
- KG and primary NER have risen rapidly, decreasing the number of out of school children.

...but significant inequalities remain!

- Income:** net enrollment rate of richest quintile is 24 points higher than the poorest quintile.
- Location:** Net attendance rate in urban areas is 12 points higher than in rural areas, and Northern regions have much poorer education outcomes.

Figure 1. Out of School Children

Figure 2. Proportion of students with above average BEC grades, 2014

1. Based on literature review

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Private sector growth has outpaced government school expansion

Figure 3. Percent of total enrollment in private schools

Figure 4. Number of government and private schools


	2009/10	2014/15	Percent Change	
Kindergarten	Government	12,461	13,828	10.8%
	Private	4,990	7,132	43.0%
Primary	Government	13,835	14,405	4.1%
	Private	4,722	6,904	46.2%
JHS	Government	7,369	9,445	18.5%
	Private	2,799	4,395	57.0%

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9

Literature shows that LFPS satisfy the demand for quality schooling among low-income households

- LFPS offer quality education to lower-income households.
- Literature describes greater efficiency, accountability, and lower operating costs in LFPS.
- Households choose LFPS because they are closer, seem to yield higher test scores, and because teachers are less likely to be absent.
- Although tuition and supplemental fees are higher than in government schools, many households feel the price represents a good investment in quality.



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Findings:

Challenges and Needs of LFPS



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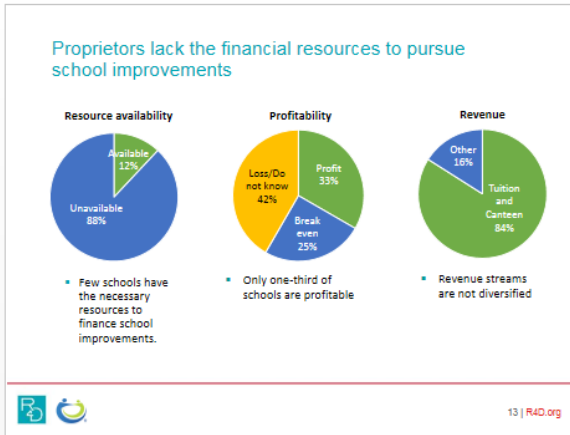
Improved infrastructure is the greatest need among proprietors

- 44% say infrastructure is the school's biggest challenge.
- 75% say improved infrastructure is either the top priority and an area they want to invest in.
- Infrastructure is weakest in schools that are rural, unregistered, or located in the Upper East.
- Household satisfaction with infrastructure is lower than with any other school characteristic.

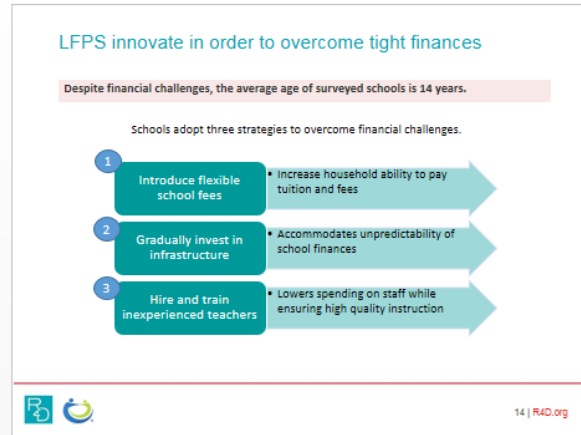



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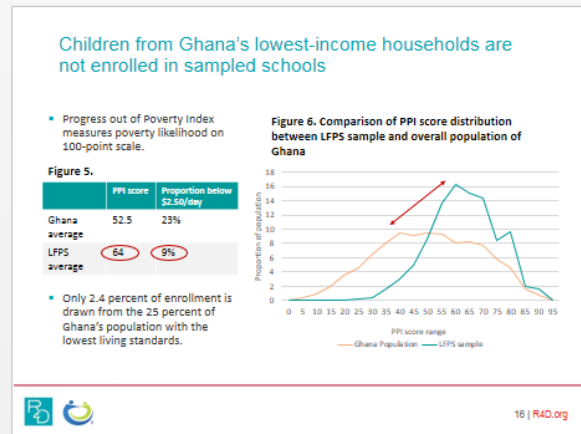
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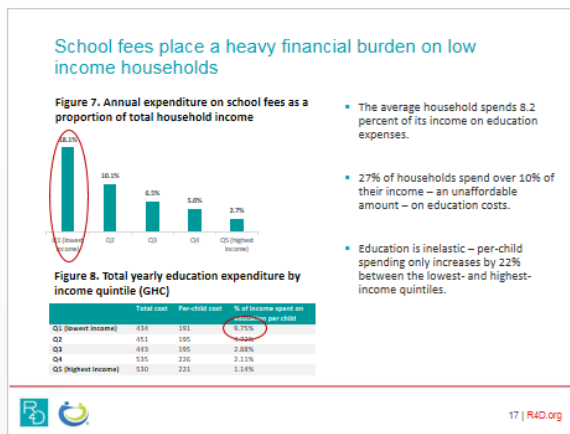
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The key takeaways from this report are:

- 1 ▪ This study disputes the notion that proprietors are ruthless business owners. To the contrary, findings suggest that **most proprietors are either breaking even or suffering a small loss.**
- 2 ▪ **Poor infrastructure** emerged consistently as the **greatest challenge** faced by LFPS
- 3 ▪ LFPS in our sample are **not reaching the poorest** segments of the Ghanaian population



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Thank you

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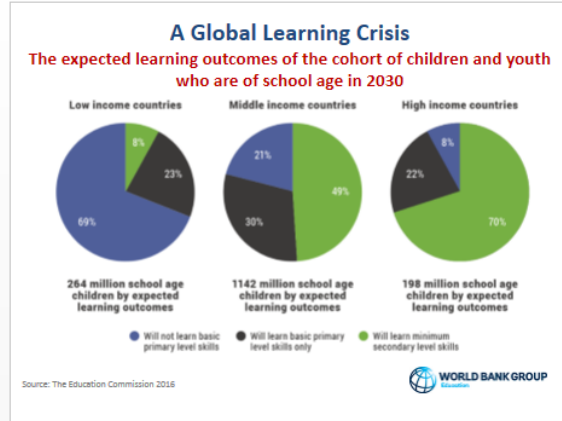
Appendix 5 – Ms. Oni Lusk-Stover PowerPoint

THE ROLE OF THE PRIVATE SECTOR IN PROVIDING BASIC EDUCATION SERVICES IN KASOA, GHANA
STAKEHOLDERS' WORKSHOP

Oni R. Lusk-Stover
The World Bank Group
March 29, 2017



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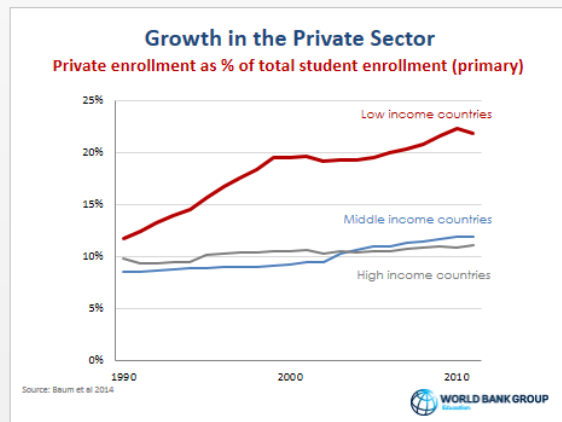
The Education Commission's 12 Recommendations to get all Children Learning

- I. Performance**
Successful education systems put results front and center
 - 1. Set standards, track progress and make information public
 - 2. Invest in what delivers the best results
 - 3. Cut waste
- II. Innovation**
Successful education systems develop new and creative approaches to achieving results
 - 4. Strengthen and diversify the education workforce
 - 5. Harness technology for teaching and learning
 - 6. **Investment strategies for school-level learning**
- III. Inclusion**
Successful education systems reach everyone, including the most disadvantaged and marginalized
 - 7. Prioritize the poor and early years – progressive universalization
 - 8. Invest across sectors to tackle the factors preventing learning
- IV. Finance**
Successful education systems require more and better investment
 - 9. Mobilize more and better domestic resources for education
 - 10. Increase the international financing of education and improve its effectiveness
 - 11. Establish a Multilateral Development Bank (MDB) investment mechanism for education
 - 12. Ensure leadership and accountability for the Learning Generation

Source: The Education Commission 2016




3




4

Systems Approach for Better Education Results (SABER) Engaging the Private Sector (EPS)
comprehensive approach that assesses policy intent, implementation, and markets for school services to address issues of access, quality, and equity to promote learning for all children and youth

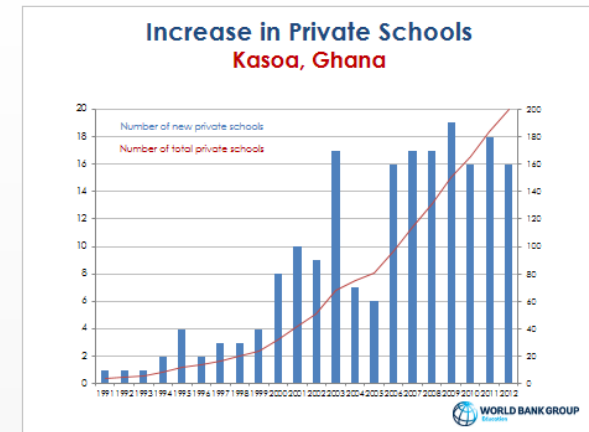


1 Policy intent
2 Policy implementation strategy
3 In-depth analysis

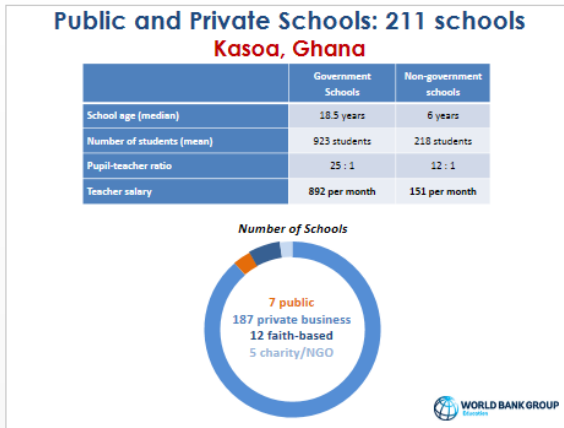
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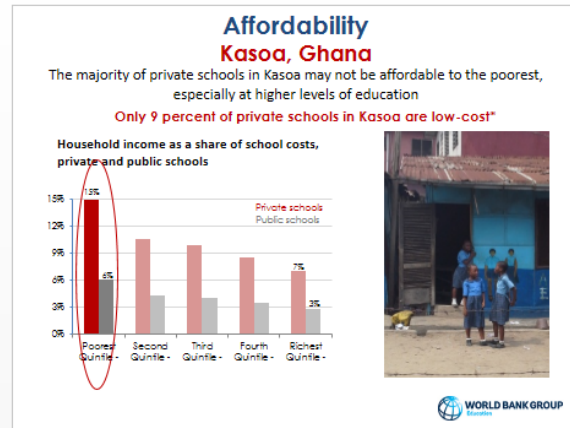
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Five Report Recommendations

- 1. Safeguarding Access**
Recommendation 1: The government need not be the sole provider of education services; but, in response to fast growing urban areas, should play a stewardship role and strengthen the current **regulatory environment**.
- 2. Improving Quality**
Recommendation 2a: Strengthen the implementation of **quality assurance mechanisms** for all schools.
Recommendation 2b: Establish **partnerships between high performing schools and low performing schools** to improve quality across the system.
- 3. Ensuring Equity**
Recommendation 3: Improve equity and efficiency by targeting **resources to under-resourced households and locations**.

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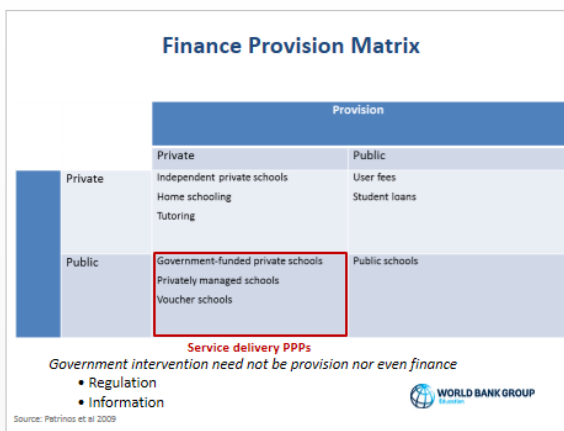
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Five Recommendations

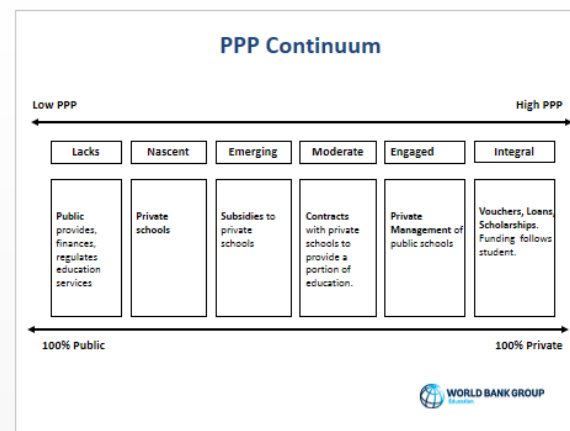
- 4. Delivering Cost Efficiency**
Recommendation 4: Private Finance Initiatives could be used to mobilize **private sector resources** and meet the infrastructure needs at the senior high school level.
- 5. Increasing Evidence and Data Availability**
Recommendation 5a: Encourage more **rigorous evaluations** to determine the impact and cost of the private sector delivery and pilot new PPP models to determine effectiveness before scaling.
Recommendation 5b: Improve **national data availability** on the number and location of schools and **survey parents** on their reasons for choosing schools.

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Principles for Designing and Implementing Education PPPs

Defining PPPs in Education	
Principle 1	Government should decide the nature of PPPs based on its role in education and the relative costs and benefits of private involvement
Principle 2	Equity impact of PPPs should determine the nature and extent of PPPs
Promoting PPPs in Education	
Principle 3	A sound general policy and legal environment
Principle 4	Enabling regulatory environment
Principle 5	Access to capital markets
Principle 6	Promoting foreign investment
Implementing PPPs in Education	
Principle 7	Processes should be free from corruption and subject to appropriate levels of accountability
Principle 8	Output and performance based specifications part of the contract
Principle 9	Process for awarding PPP contracts should be competitive and fair
Principle 10	Public agencies responsible for forming and overseeing PPPs should have the relevant resources, information and skills
Principle 11	Authorities should have the capacity to keep private partners accountable
Principle 12	Authorities should have an effective communication and awareness strategy
Encouraging Responsible Business Conduct	
Principle 13	Private partners should observe the principles and standards for responsible business conduct
Principle 14	Harmonize communication strategy with the government
Principle 15	Private providers need to be mindful of the consequences of their actions for communities

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