

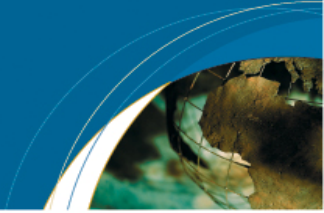


## **Education Services: beyond the education ‘core’**

**Sam Akyianu, Program Manager  
West Africa Private Schools Support Program**

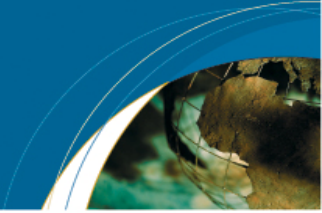
**IFC – Education Conference,  
Washington DC, USA.  
May 14 – 16, 2008**

# Context of Education today



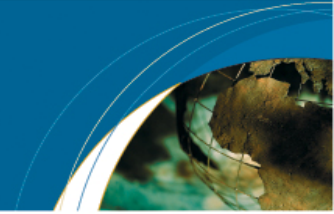
- **Education is fundamental to development goals in emerging market economies.**
- **It is arguably the most effective and sustainable way of raising people out of poverty - It is indicative that the UN MDG's includes education targets.**
- **Even though most African and developing nation governments identify education as important, the pressures of population booms and**
- **Competing demands for infrastructure, energy and now ! food means that resources are insufficient to provide all the education needs via public institutions**

# Context of Education today



- In Ghana, Education is central to its Growth and Poverty Reduction Strategy and two key strategies unfolded by the government are:
  - *Basic Education Capitation Grant - facilities*
  - *School Feeding Program – to attract enrolment*
- Full liberalization of private sector participation in education at all levels.

# Demand for “more than education”



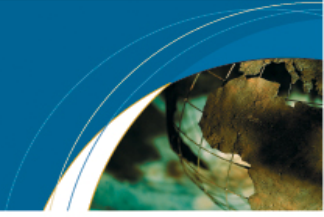
- Demand for educational institutions to provide services “beyond” curriculum teaching and learning is informed by more challenging: work environment, informed parents, demands from civil society;
- Public schools have continued to struggle for resources and motivated manpower for the basics;
- Private educational institutions are therefore more challenged to provide competitive services – “Beyond the Core”:
  - *Being able to provide the state-of-the-art infrastructure to meet the demands of parents and pupils*
  - *Being able to charge commercial fees and still remain competitive*
  - *Having effective Corporate Governance Systems that embrace PTA’s in decision making.*



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# Meeting the Demand...



**To meet this demand, Educational institutions have to pull in additional sources of financing other than school fee revenues:**

- **Financial Institutions eg. Banks, micro-finance institutions for infrastructure; and**
- **Grants/Donations from Donor Agencies, NGOs and other well wishers for specific extra-curriculum activities**

**• Although financial institutions are the most sustainable sources of financing, the concept of education financing is still evolving in sub Saharan Africa making access difficult.**

# Meeting the Demand....

- Difficult as it is, some schools have accessed financing, by putting their house in order through advisory services.
- To deliver these enhanced education services and to access external financing, schools need advisory services in the form of BDS and EDS:

**BDS (for schools) is the cohort of direct business specific services that match the partner banks appraisal needs to access external financing...includes business or strategic plans, EMIS/financial reporting systems and corporate governance/formal legal structure..and..**

**Education Development Services (EDS) helps the schools to improve the delivery of education services to students: it is usually “wholesaled” to the schools; curriculum and teacher training, extra curricular activities, teacher and student performance management, etc – and EDS is the key to ...!**



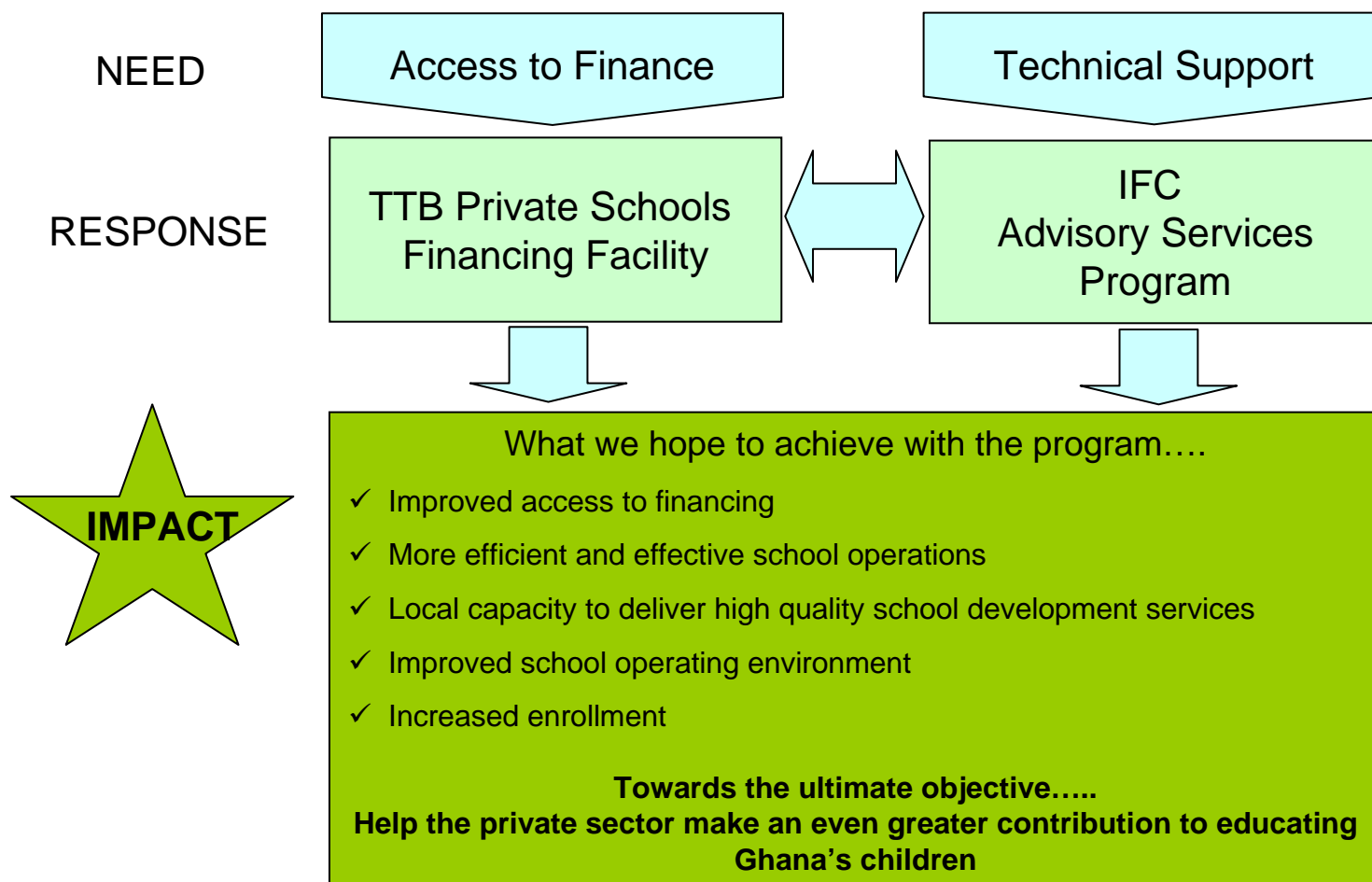
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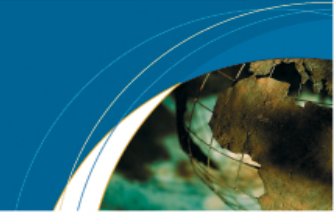
# Need, Response and Impact



**The Africa Private Schools Program (APSP) responds to private schools' need for access to finance and crucial advisory services**

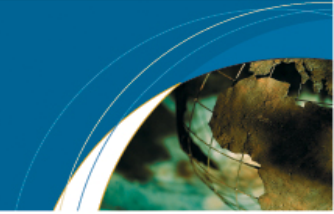


# The issues....



- **Most schools are transitioning from informal “Mom and Pop” schools to legal entities;**
- **Most of the Mom & Pop generation were brought up on a strict no frills academic curriculum diet and struggle to understand the new way of education – internet access, extra-curricula activities...etc**
- **Banks are currently willing to lend only short term to most schools;**
- **“True” Education resource persons (Africa) for advisory services are few and expensive;**

## However, it works...



- **2005, TTB signs up to the risk sharing facility to lend \$2m in local currency to basic schools – Education/ SME financing training was delivered to bank officers and local consultants By May 2007, TTB expands the facility to \$7m and to date has disbursed more than \$3.5m to schools.**
- **35 schools in Ghana received AS support in school diagnostics and business plans on a cost share basis.**
- **20 schools participated in 5 workshops covering: i) School self assessments, Strategy & Vision; ii) business planning and financial management; iii) Curriculum and Learning; iv) HR management and v) Educational MIS.**
- **Participant and Training Manuals on these topics have been compiled and made available to local providers and the schools.**



# Way Forward



- To impact more schools, more banks across Africa/developing economies should be willing to partner with institutions such as IFC to deliver medium term, local currency financing alongside advisory services to schools
  - *IFC has shown the way with its regional programs in East Africa, West Africa and Southern Africa. The board approval of \$50m for the School financing facility across Africa means that more countries will benefit from this program.*
- Promote Public-Private Partnerships (PPPs). WB funded public school infrastructure can be “rented “ out to proven private providers to relieve the pressure on Govs to share resources/ensure access
- Work with the World Bank to promote dialogue and improvement in private education regulatory environment.
- Empower private school associations to advocate in favour of their members

# Last Words

- Public sector authorities need to bring private sector schools into the fold by setting graded and realistic standards, letting representative school associations participate in school supervision, include public schools in grading, publish school grades alongside schools academic performance, think of letting private schools rent new/refurbished public schools on trial basis**
- **Private sector banks and Education service providers need to understand education, by partnering, learning, from their counterparts abroad and disseminate this knowledge broadly....**
  - **Schools and School associations need to position themselves by conducting impartial self assessments, identifying their needs and procure these needs to deliver “beyond the core”**