

Public-Private Partnership and School Effectiveness



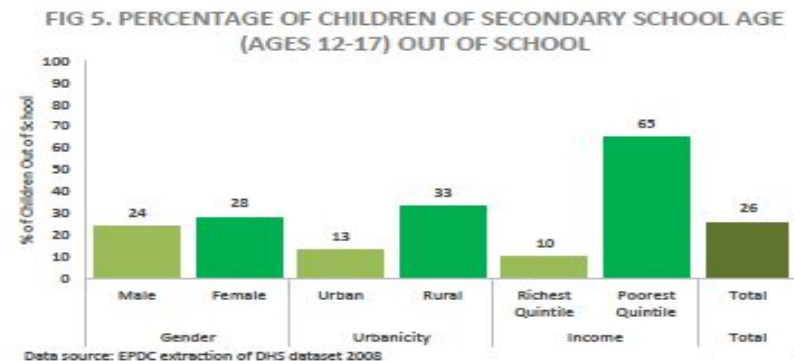
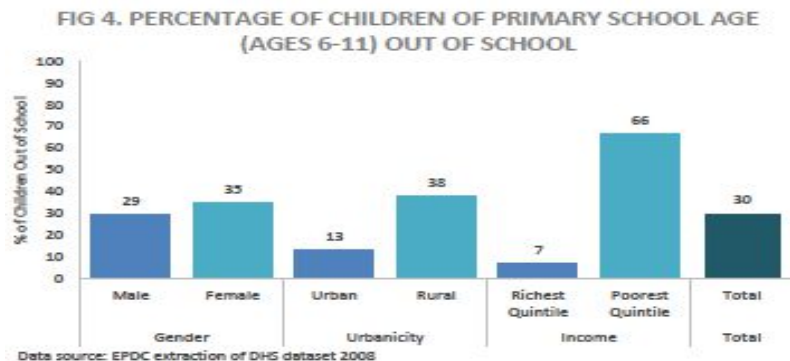
...Global standards for education partnerships

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Access: A third of children who should be in school are not in school

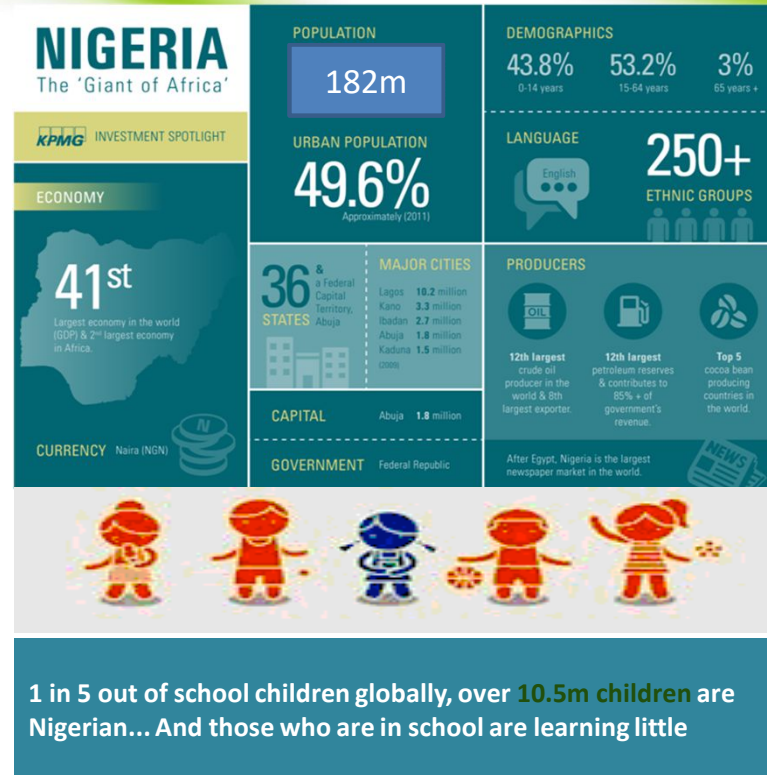
Policy: 1 year of ECCDE and 9 years of basic education compulsory education mandated, but in reality...

- 30% of primary school-aged children are not in school
- 26% of secondary school -aged children are not in school



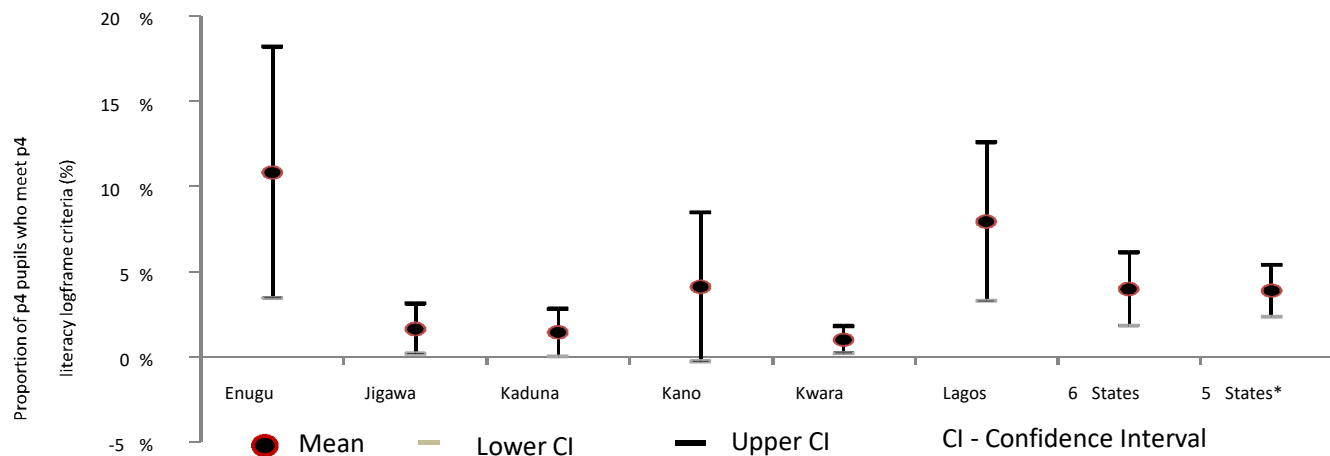
Education in Nigeria: 3 challenges

- Access
- Quality
- Equity



Quality: In the six states (Lagos, Jigawa, Kaduna, Kwara, Enugu and Kano states) where ESSPIN conducted a composite survey, only 4% of Grade 4 students performed at grade level in reading comprehension while 7% were able to perform at that level in arithmetic (ESSPIN, 2013)





Figure 1: Proportion of primary 4 pupils able to read with comprehension by state, and for 6 states and 5 states combined(%)



Note: *5 states estimate excludes Kano because for this state estimate there is a very large design effect which makes its estimate less reliable.

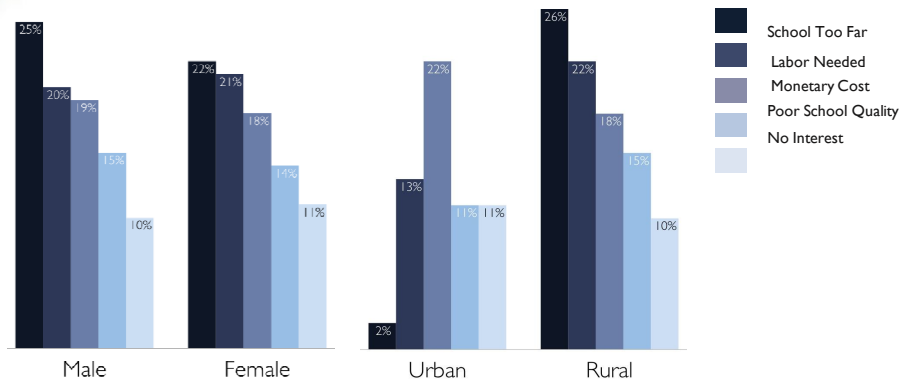
LG	No. of HH	Surveyed children	Tested children
NW	507	1289	979
SW	462	893	741

Results representative only at level of LGA surveyed

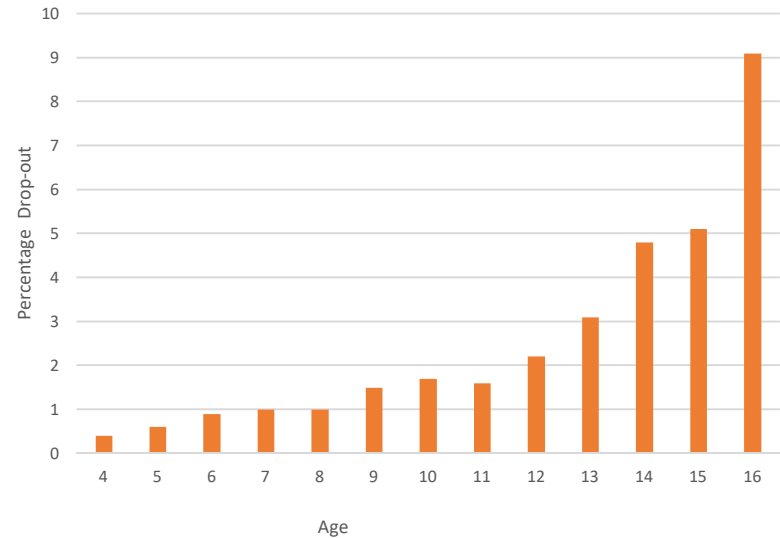
LGA								
	8 YEARS	15 YEARS	MALE	FEMALE	GRADE 3	GRADE 9	PRIVATE	PUBLIC
NW	1.4%	42.0%	10.8%	9.9%	10.6%	65.5%	15.4%	9.9%
SW	37.4%	84.6%	45.6%	48.6%	40.3%	75.5%	51.9%	42.3%

Equity: Adding to the inequality is the rate at which girls drop out of school. Data from the 2015 National Education Data Survey show that girls drop out of school for two major reasons: school distance from home and paid / unpaid care work

Top Reasons for Drop-outs by Gender and Location



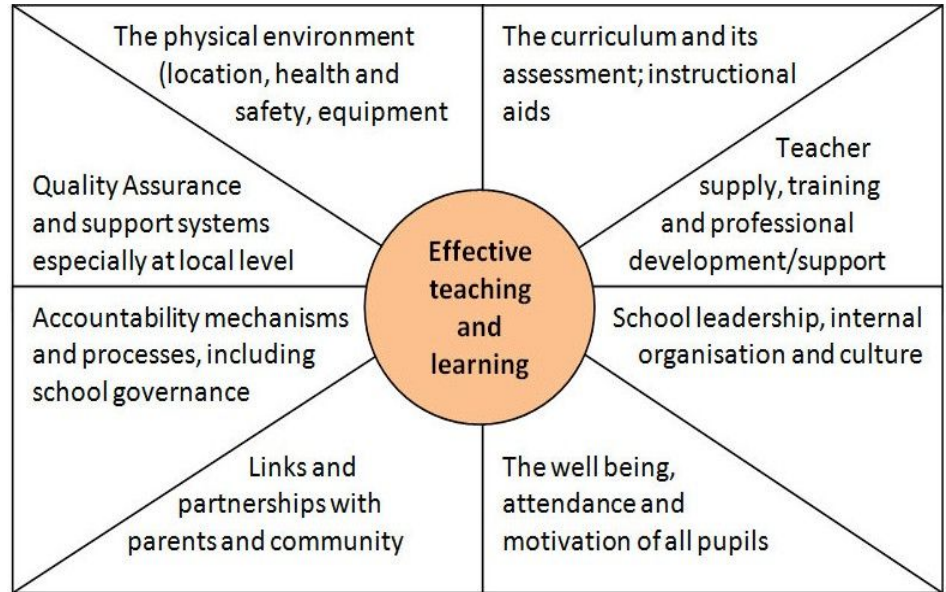
Female Drop-out Rates by Age



Source(s): National Population Commission (NPC). 2015 National Education Data Survey (NEDS) Report.

A conceptual lens: Determinants of School Effectiveness

- A conceptual model of school-level teaching and learning effectiveness
- Eight “domains” that focus on school as a context and consider the influence of other non-school factors



Source: (Saunders, 2000: 4)

1. The Physical Environment

- The physical environment includes location, health and safety, and equipment
- School environment, infrastructure, and resources can facilitate or impede learning
- PPP can provide infrastructure support for design, building, operation, and maintenance
- Parents and communities have a major role to play in enhancing the physical environment eg. SBMCs and PTAs

2. The Curriculum and its Assessment

- The curriculum guides the process of teaching
- Teaching methods, textbooks and instructional materials, and available learning opportunities also affect the learning process
- Assessments provide a means to adjust and enhance ongoing teaching and determine pupil knowledge after a period of teaching and learning
- The notion of homework presupposes that parents and families have a major role in assessment and learning

3. Teachers

- The training and professional development of teachers plays a critical role in the education outcomes of pupils
- Competent and motivated teachers can compensate for socioeconomic disadvantages pupils face
- Teacher motivation and capacity are critical for an effective learning environment
- Teacher attitudes and expectations also influence pupils' perceptions of their abilities – Pygmalion effects
- Voice, exit and loyalty – parents and families serve as a powerful force for improving teacher quality

4. Leadership

- Organisation and structure of school leadership affect the effectiveness of the learning environment
- The educational values and qualities of school leadership impact pupil outcomes
- The strategic actions to improve school conditions are often taken by school leadership
- The higher the autonomy of the school head, the more accountable teachers will be
- Voice, exit and loyalty – parents and families serve as a powerful force for improving school leadership

5. Well-being and Attendance of Pupils

- Regular school attendance is the minimum condition for academic success
- The physical and emotional well-being of the student also affects learning achievement
- Nutrition deficiency has been shown to have a direct negative impact on academic performance
- All of these factors are closely associated with household and family characteristics

6. Parents and Community

- Learning outcomes are influenced by multi-layered interactions between the home and the school
- Parental and community partnerships are critical to promoting educational access
- Children in supportive families and communities tend to thrive academically
- Parental motivation is also a critical factor in student learning outcomes

7. Accountability

- Public and private schools have different structures of governance and accountability
- Private schools are accountable first to parents while public schools are primarily accountable to the State. This often explains the variation in school type effectiveness
- For maximum effectiveness, priorities must be harmonized across accountability groups

8. Quality Assurance

- Effective education planning requires regular monitoring and evaluation and well-implemented quality assurance systems
- Learning outcomes must also be consistently measured for educational improvement
- Local community governing structures are vital to quality assurance efforts

Public-Private Partnership for School Effectiveness

- Both the public and private sector have strengths and competencies that can be shared. The 'private' or 'non-state' sector includes families
- Several studies show that the effect of the household on learning outcomes is greater than that of the school
- Education can no longer be viewed as the sole responsibility of the government
- Several opportunities to strengthen the role of the family in the schooling process. For example:
 - Strengthening curriculum implementation and assessment
 - Providing enrichment and work readiness opportunities
 - Funding, resource mobilisation and and capacity development



Thank you

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