Fourth International Policy Dialogue Forum

PPP in Teacher Education

Delhi - May 29, 2012
The Three Critical Players for Development
Government

- Legitimacy (in democracies, elected by popular mandate) & Permanency
- Constitutional responsibility for universal quality education
- Have resources – people, finances, organization structure

- Serious gaps in execution
- Absence of accountability – uncertain tenure, lack of risk-reward system
- Mismatch between challenges and available talent

Grass without roots
Civil society organisations (not-for-profits)

- Passionate, competent, qualified people
- Credible with the communities

- Dependence on external funding – unable to plan long term
- Lack of outcome orientation and accountability
- Do not network adequately and effectively
The Corporates

- Have resources – people and finances – backed by risk rewards
- Performance / results oriented
- Some models in good governance

- Too self-centred – profits, shareholders, customers and employees
- Too focussed on brand leverage - “showing” than “doing”
- Social and environment consciousness – not deep enough

Fruits without the grass and the roots
Myths about public private partnership

1. **Private sector is synonymous to efficiency, good governance, quality & results**

2. **Private sector has the necessary competence to deliver quality education**

3. **Private partner means – corporate organisation**

4. **Many private partners will be willing to establish schools under their CSR**

5. **It is possible to run a high quality school in a sustainable manner thru fees**
General caveats on PPP

1. Any partnership is a difficult proposition – both at organizational and individual level

2. Partners come with different objectives, expectations, cultural and human settings

3. Successful partnerships are based on position of strength, mutual respect and deeper connect with the larger philosophical approaches to work

4. Commercial approach of PPP in Indian education are unlikely to work

5. High clarity needed on objectives of PPP and criteria to choose partner
For serious PPP the Government will need

1. Enormous political will and continuity – flavour of the year will not work
2. A serious mindset to create enabling frameworks – e.g. Single window clearances
3. Flexibility to suit individual cases
4. Going beyond the rhetoric
Public Private Partnership by Azim Premji Foundation
### Possible approaches to drive change

<table>
<thead>
<tr>
<th>Approach</th>
<th>Example organization/ situation</th>
<th>Some Challenges</th>
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<tr>
<td><strong>Funder</strong></td>
<td>▪ Michael &amp; Susan Dell Foundation</td>
<td>▪ Prioritization of areas to avoid fragmented funding</td>
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<td>▪ Bill &amp; Melinda Gates Foundation (also partly catalyst and doer)</td>
<td>▪ Selection of projects that are well-designed for impact and long term sustainability</td>
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<td>▪ Ford Foundation and Rockefeller Foundation in the Green Revolution</td>
<td>▪ Strong tracking</td>
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<td>▪ Some large foundations do this, in addition to funding/catalysing</td>
<td>▪ Bringing together relevant stakeholders</td>
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<td>▪ Most smaller scale non-profits</td>
<td>▪ Strong program management abilities (if the organization is also the program manager)</td>
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<td>▪ TISS</td>
<td>▪ Access to expertise and funds as required (potentially from outside the organization)</td>
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<td><strong>Catalyst</strong></td>
<td>▪ Aga Khan University</td>
<td>▪ Clarity of linkage between near term activities and outputs, to bigger picture of change</td>
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<td><strong>Doer</strong></td>
<td>▪ Teach for America/India</td>
<td>▪ Strong tracking of outputs and longer term outcomes</td>
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<td><strong>Talent creator</strong></td>
<td>▪ TISS</td>
<td>▪ Sustained funding model</td>
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<td>▪ Aga Khan University</td>
<td>▪ Appropriate selection and orientation of incoming people, to ensure that they become change agents in the long term</td>
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Our approach to partnership with Government

1. **Working with Government and larger Eco-system:** If you want to contribute to changing the system you must understand it thoroughly. Need to get a benign entry.

2. **No Silver Bullets:** Spending time in understanding issues and evolving possible solutions together

3. **Focus on change at larger scale:** Islands of excellence have limited or no value. A policy level change that creates a smaller but large scale change is more relevant

4. **Building human resources and competence:** A long term commitment to building necessary human resources is important to continuously evolve, sustain and meet ever changing challenges.

5. **Supplement Government work and not substitute it:** Focus on issues that the Government is not focussing, do not invest in infrastructure

6. **Ground level connect and value building:** Senior leaders constantly change for political and organizational reasons – it is critical build value at ground level
Our overall strategy

Our strategy has four distinct strands that will unfold synergistically, creating the possibility of deep, at-scale and sustained impact:

1. **TALENT**: Develop a critical mass of people with vision, competence & deep motivation to engage in social action. This includes developing fresh talent and enhancing capacity in the existing talent (estimated at 7 mln. people)

2. **KNOWLEDGE**: Create knowledge & evidence to provide deeper insights into the solutions to challenges in education and development in Indian context and culture. Create a culture of evidence based decisions in policy & program

3. **INSTITUTIONS**: Establish strong institutions that will develop talent, build knowledge, and work for reform in education and allied developmental areas on a sustained basis

4. **SOCIAL PRESSURE DEMAND**: Through strong institutions, continuing education, field impact and awareness building, change the way communities and functionaries think about issues in education and development – so that they begin to demand higher quality
Areas of PPP

1. **Capacity Building:** At Institutional level (E.g. SCERT, DIET, District and Block Offices) Individual Levels (School Leaders, Teacher Educators) Academic Support System, Leadership & Management area, Teacher Learning Centres

2. **Institution Building:** Participate in visioning, designing, execution of institutions such as DIETs, SIEMAT, SISLEP etc. Contribute through relevant people resources

3. **Policy & Research:** Participate in issues such as curriculum development, teacher education policy, research in areas such as gender, structuring of a school, role of technology in education etc

4. **Evaluation & Assessment:** evaluation of Teacher Education institutions, teacher assessment, learner assessment,

5. **Community education:** Illustratively, awareness of RtE, capacity building among SMCs, NGOs, SHGs etc
## 5 Year Goal and Where We Stand

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<th><strong>5 Year Goal</strong></th>
<th><strong>Current Status</strong></th>
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| **University** | 350 faculty, 3500 full-time students  
Reach out to 500,000 existing functionaries | 2 Masters programs, 90 students  
Admissions announced for 200 students  
Preparation on for increasing range of programs for internal and external audience |
| **Field Institutions** | 50 District & 8 State Institutes | 7 District & 3 State Institutes |
| **Schools** | 100 own schools | 6 schools commissioned |
| **Institute for Assessment & Accreditation** | Establish as a credible national resource for institutional assessment. | Working on developing ready to use assessment frameworks for school, teachers and learners |
A Dream of a Just, Equitable, Humane and Sustainable Society

Thank You