

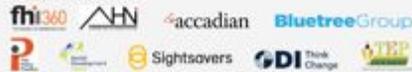
Public-Private Partnership Stakeholders Readiness Report

Kaduna State

December 11, 2023



Consortium Partners





Introduction

Introduction

- The Kaduna State government collaborated with PLANE to explore innovative solutions, with the establishment of a Kaduna State Education Public-Private Partnership (PPP) Forum emerging as a critical initiative
- The Kaduna State government is working with PLANE to explore innovative solutions to the education sector
- Public-private partnerships (PPPs) are seen as an important way to improve education in Nigeria. It is crucial in Nigeria due to high numbers of out-of-school children

Introduction

- PPPs possesses transformative potential in improving educational access, quality, and infrastructure
- The Kaduna State Education PPP Forum is a new initiative that will bring together stakeholders from government, the private sector, and civil society to discuss and implement PPPs in education
- The report evaluates the readiness, willingness, and capacity of stakeholders to support the establishment of the Kaduna State Education PPP Forum

Objectives of the PPP Readiness Assessment

1. Assess stakeholders' readiness for engaging in public-private partnerships in education, focusing on their perceptions of associated benefits and challenges.
2. Examine stakeholders' readiness to contribute to enhancing education quality and addressing gaps through public-private partnerships.
3. Investigate stakeholders' concerns about the potential impact of public-private partnerships on educational standards, equity, and access, considering both positive and negative aspects.
4. Identify key criteria and safeguards for successful private partnerships in the education sector, assessing stakeholders' preparedness to meet them



Methodology

Research Design

- The assessment employed a mixed-method approach, combining both qualitative and quantitative research methods to gather a comprehensive understanding of the stakeholders' readiness to establish the Kaduna State Education PPP Forum.
- This approach allowed for a balanced exploration of stakeholders' perspectives, motivations, and capacity, as well as the collection of data that could be quantified and analysed for more objective insights.

Sample and Sampling Technique

- Convenience Sampling, a non-probability sampling method, was employed to select a sample of 27 stakeholders for the assessment.
- This sample included representatives from diverse stakeholder categories, namely the Kaduna State Ministry of Education, private sector organisations, donor agencies, civil society stakeholders, and beneficiary schools.
- The utilisation of this approach was necessitated by constraints such as time limitations, resource availability, and challenges in accessing a larger pool of stakeholders.

Sample and Sampling Technique

Respondent	Grand Total
Kaduna State Ministry of Education Staff	7
Private Sector, Donor and Civil Society Stakeholders	10
Beneficiary Schools	10
Grand Total	27



Research Instrument

Content of Instrument

- Three research instruments were employed to gather insights from the various stakeholder groups targeted in the survey. These instruments were tailored to the specific needs and perspectives of each stakeholder category.
- The first instrument, the ***Interview Guide for Kaduna State Ministry of Education Staff***, was structured into four distinct sections:
 - Section 1 focused on collecting background information.
 - Section 2 delved into the legal and regulatory environment pertaining to PPPs in education.
 - Section 3 assessed the readiness of the Ministry to host a PPP Forum.

Content of Instrument

- The second research instrument, the ***Interview Guide for Private Sector, Donor, and Civil Society Stakeholders***, consisted of two sections. Section 1 centred on gathering background information, while Section 2 aimed to capture these stakeholders' perspectives on PPPs in the Nigerian education landscape.
- The third instrument, the ***Interview Guide for PPP Beneficiary Schools***, featured two sections as well. Section 1 sought essential background information, while Section 2 was designed to elicit insights into the beneficiary schools' experiences with Federal Education PPP initiatives.

Validity of Instrument

- To ensure the validity of the readiness assessment tool, a rigorous process was undertaken. The tool was initially developed by the PLANE technical team. Subsequently, it was subjected to a critical review by the PLANE monitoring and evaluation team
- Furthermore, gender and safeguarding considerations were integrated into the assessment process. This entailed scrutinising the tools through gender and safeguarding lenses to address potential biases and safety concerns
- This collective effort to enhance the tool's validity contributes to the overall quality and reliability of the readiness assessment instruments

Reliability of Instrument

- In July 2023, a pilot study was carried out in the Ekiti State Ministry of Education to assess the reliability of the assessment tool. The study aimed to determine the consistency and dependability of the tool's questions.
- The results of the pilot study revealed a reliability coefficient of 0.74, which was considered to be an acceptable level. This coefficient signified that the questions in the tool were fair and well-received by the respondents, indicating that they measured the intended criteria reliably.
- Furthermore, the instrument underwent additional scrutiny and review during a session between the PLANE team and the Output 3 Team lead



Data Collection and Analysis Method

Data Collection Method

- The PLANE Research Manager took a hands-on approach for questionnaire administration.
- He maintained direct engagement with stakeholders by personally visiting them.
- The questionnaire was scripted on SurveyCTO for streamlined digital data collection.
- There was real-time data entry during visits to reduce errors and omissions.
- Hands-on and technologically enhanced approach ensured accuracy and reliability.

Data Analysis Method

- The collected survey instruments were analysed using Power BI and the Microsoft Excel package. Types of analysis include: descriptive analysis, categorical analysis, comparative analysis, and thematic content analysis
- Variables of Interest spanned across demographic aspects, legal and regulatory considerations, readiness indicators, perspectives on PPPs, and the experiences of PPP beneficiary schools
- To determine readiness, a Likert scale was employed for questions measuring attitudes or opinions, offering respondents options ranging from Strongly Agree to Strongly Disagree. For ranking questions, a numerical scale (1, 2, 3, 4) was utilized to prioritize items based on respondents' perception



Survey Findings

Background of Respondents

Variable	Kaduna SMoE	Private Organisation	Beneficiary Schools	Grand Total
Gender				
Male	5 (18.5)	8(29.6)	5(18.5)	18(66.7)
Female	2(7.4)	2(7.4)	5(18.5)	9(33.3)
Academic Qualification				
School Certificate	0(0.0)	0(0.0)	0(0.0)	0(0.0)
HND	0(0.0)	2(7.4)	1(3.7)	3(11.1)
Bachelor Degree	5(18.5)	3(11.1)	1(3.7)	9(33.3)
Post Graduate	2(7.4)	5(18.5)	8(29.6)	15(55.6)

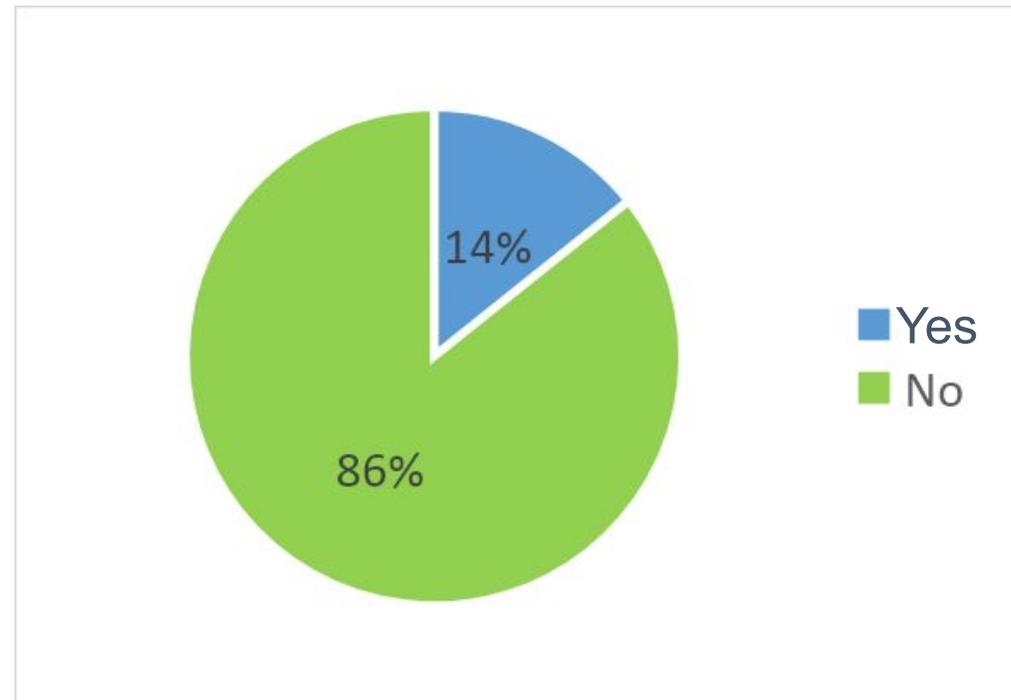
Note: Percentages are enclosed in parenthesis

Background of Respondents

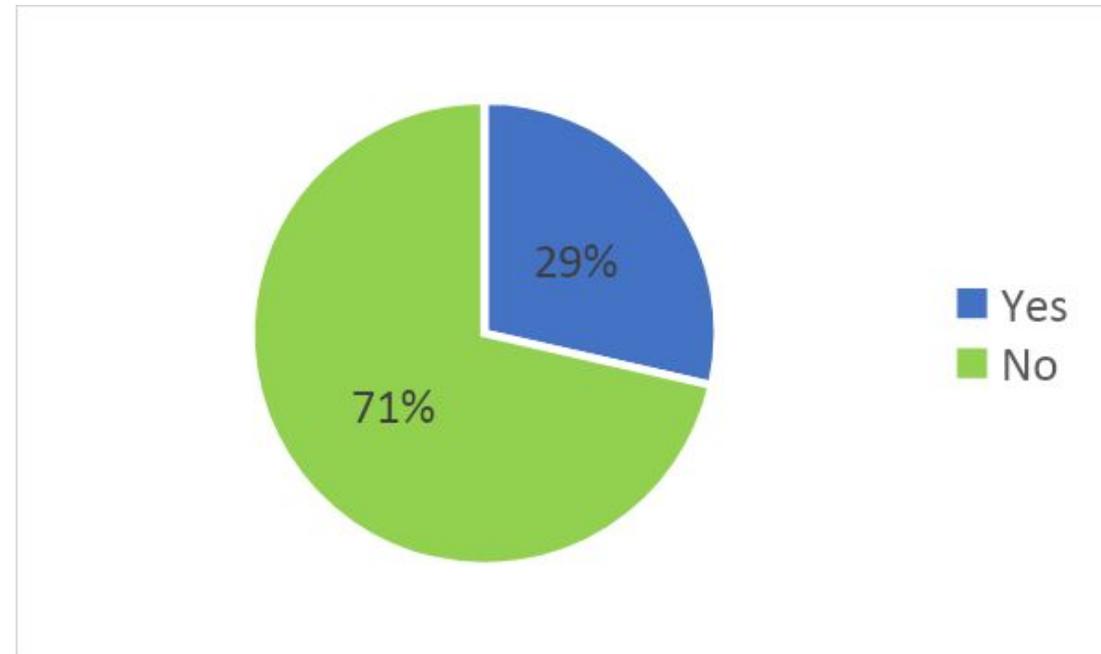
Variable	Kaduna SMoE	Private Organisation	Beneficiary Schools	Grand Total
Years of work experience				
1-5 years	0(0.0)			
6-10 years	1(3.7)	2(7.4)	2(7.4)	5(18.5)
11-15 years	0(0.0)	2(7.4)	1(3.7)	3(11.1)
16-20 years	1(3.7)	1(3.7)	2(7.4)	4(14.8)
21-25 years	1(3.7)	1(3.7)	2(7.4)	4(14.8)
25 years above	4(14.8)	4(14.8)	3(11.1)	11(40.7)

Note: Percentages are enclosed in parenthesis

Availability of Public Private Partnership Policy Framework at the State Ministry of Education



Existence of a Regulatory and Compliance Unit Within the Kaduna State Ministry of Education



Level of Familiarity on the Concept of PPP in the Education Sector

Variable	Frequency	Percentage
Are you familiar with the concept of public-private partnerships in the education sector?		
Yes	6	85.7
No	1	14.3
If you are familiar with the concept of public-private partnerships in the education sector, can you share examples of collaborative projects or initiatives in which you have participated in the education sector		
Teacher training	5	83.3
Education technology	4	66.7
Student and institutional finance	4	66.7
Publishing	1	16.7
Construction	2	33.3
Other Specify	0	0.0

Level of Familiarity on the Concept of PPP in the Education Sector

Variable	Frequency	Percentage
At what level of education was the PPP implemented?		
Tertiary	1	16.7
Secondary	4	66.7
Primary	3	50.0
Pre-primary	3	50.0
In your experience, which ministry of education departments or education agencies are responsible for these collaborations?		
Public Schools Department	4	57.1
Higher Education Department		0.0
Educational Planning and Physical Development	2	28.6
Admin and Supply	0	0.0
Account and Finance	0	0.0
Others Specify (Private Department)	1	14.3

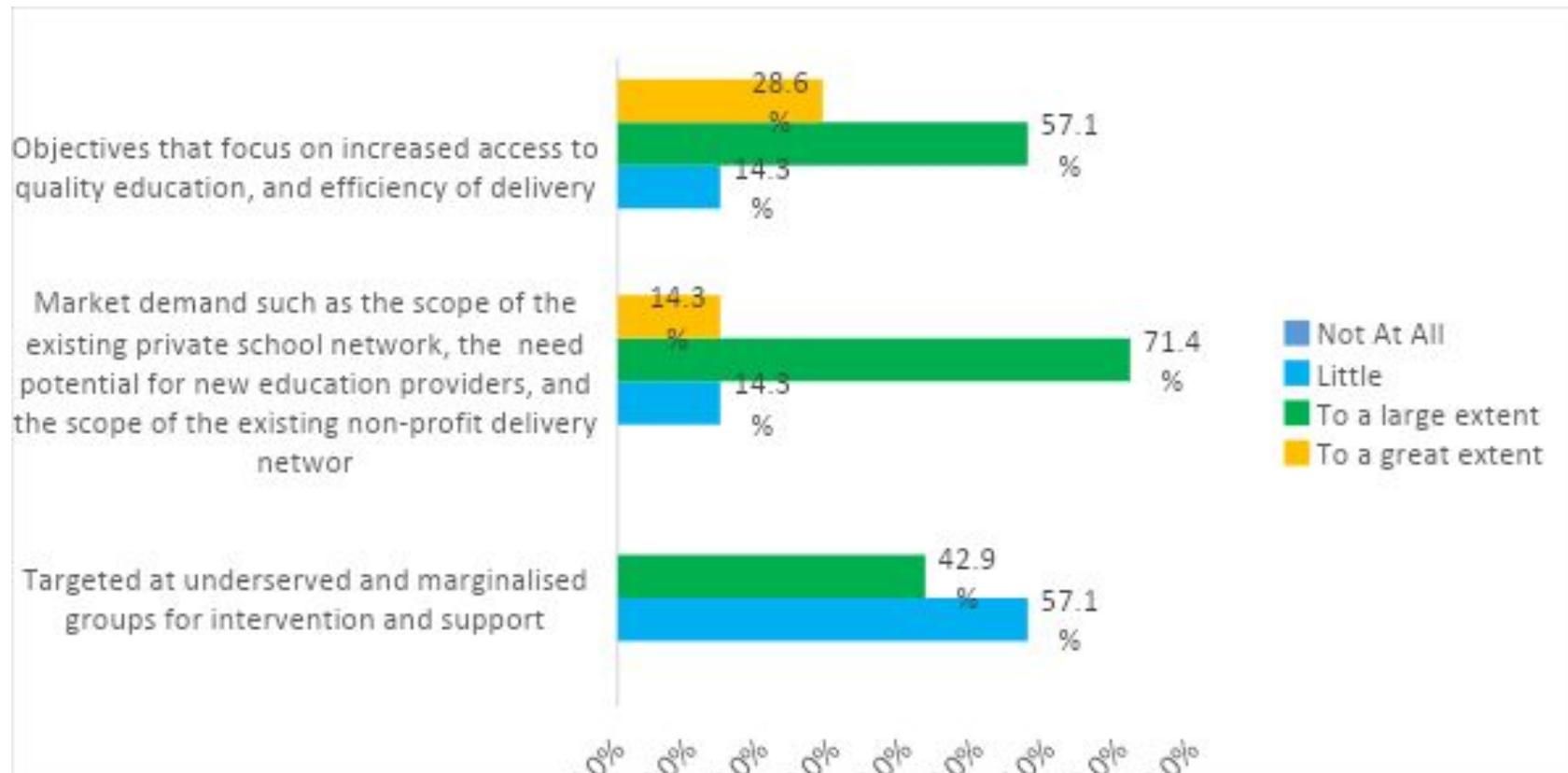
Government Officials Perspective on the Need for PPP in the Education Sector

Variable	Frequency	Percentage
Do you think that the Public-Private Partnership Forum is necessary for the education sector in Kaduna?		
Yes	7	100.0
No	0	0.0
If PPP Forum is necessary, at what level of education do you think the establishment of PPPs would be most useful?		
Tertiary	0	0.0
Secondary	5	71.4
Primary	2	28.6
Pre-primary	0	0.0
Other	0	0.0
Why should the government adopt a Public Private Partnership Forum?		
Increase the level of financial resources committed to public services such as education and to provide better value for money	5	71.4

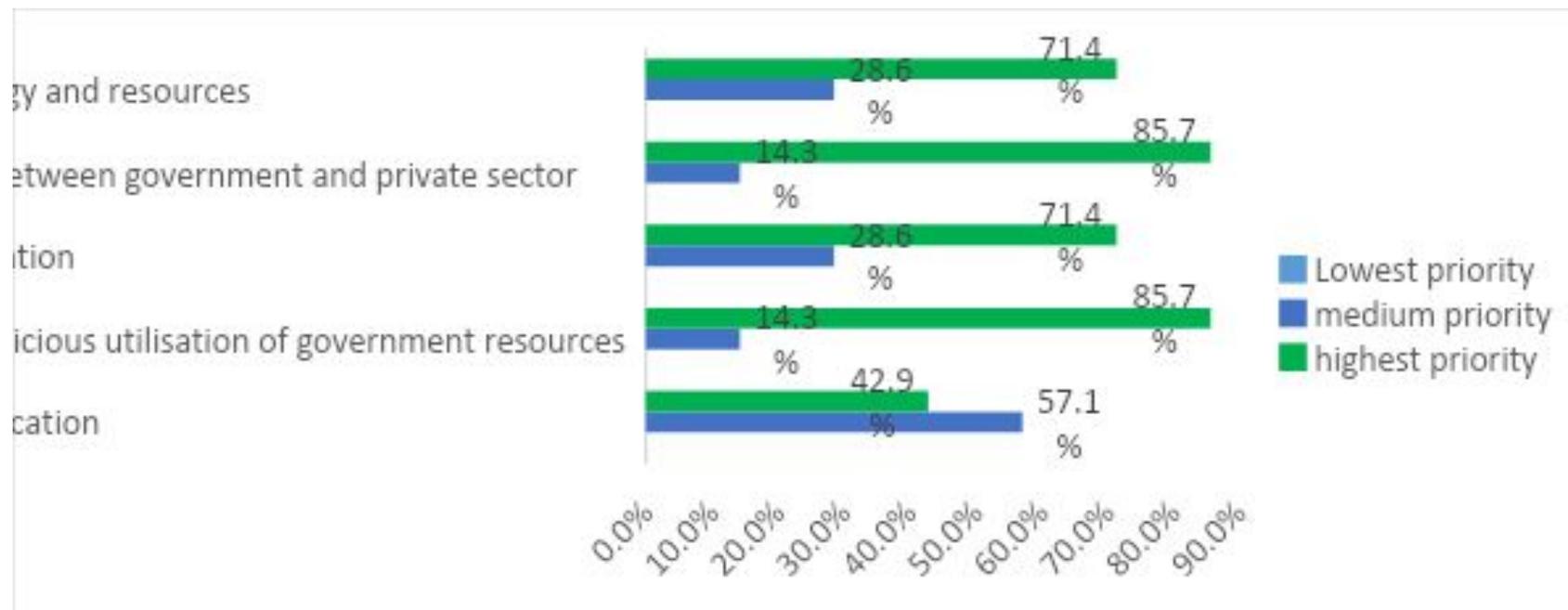
Government Officials Perspective on the Need for PPP in the Education Sector

Variable	Frequency	Percentage
Allow governments to focus on those functions where they have comparative advantage (planning, policy, quality assurance, and curriculum development)	3	42.9
Allow for greater innovation by focusing on outputs and outcomes, rather than processes	1	14.3
Introduce competitive pressure on the provision of public services, and thus innovation and efficiency gains	0	0.0
Others, please specify	0	0.0
How should the public-private partnership forum be managed in Kaduna?		
Centralised management: i.e managed by a single government agency or department, such as the State Ministry of Education	0	0.0%
Consortium management: i.e government and private sector representatives established to manage the forum. This would allow for broader representation and collaboration	7	100.0%
Rotating leadership: i.e the forum could be managed by a rotating leadership structure, with different government and private sector representatives taking turns leading the forum	0	0.0%
Hybrid Model: i.e the private player and government should share investment in infrastructure while operations and management will be taken care of by the private player	0	0.0%
Others, please specify	0	0.0

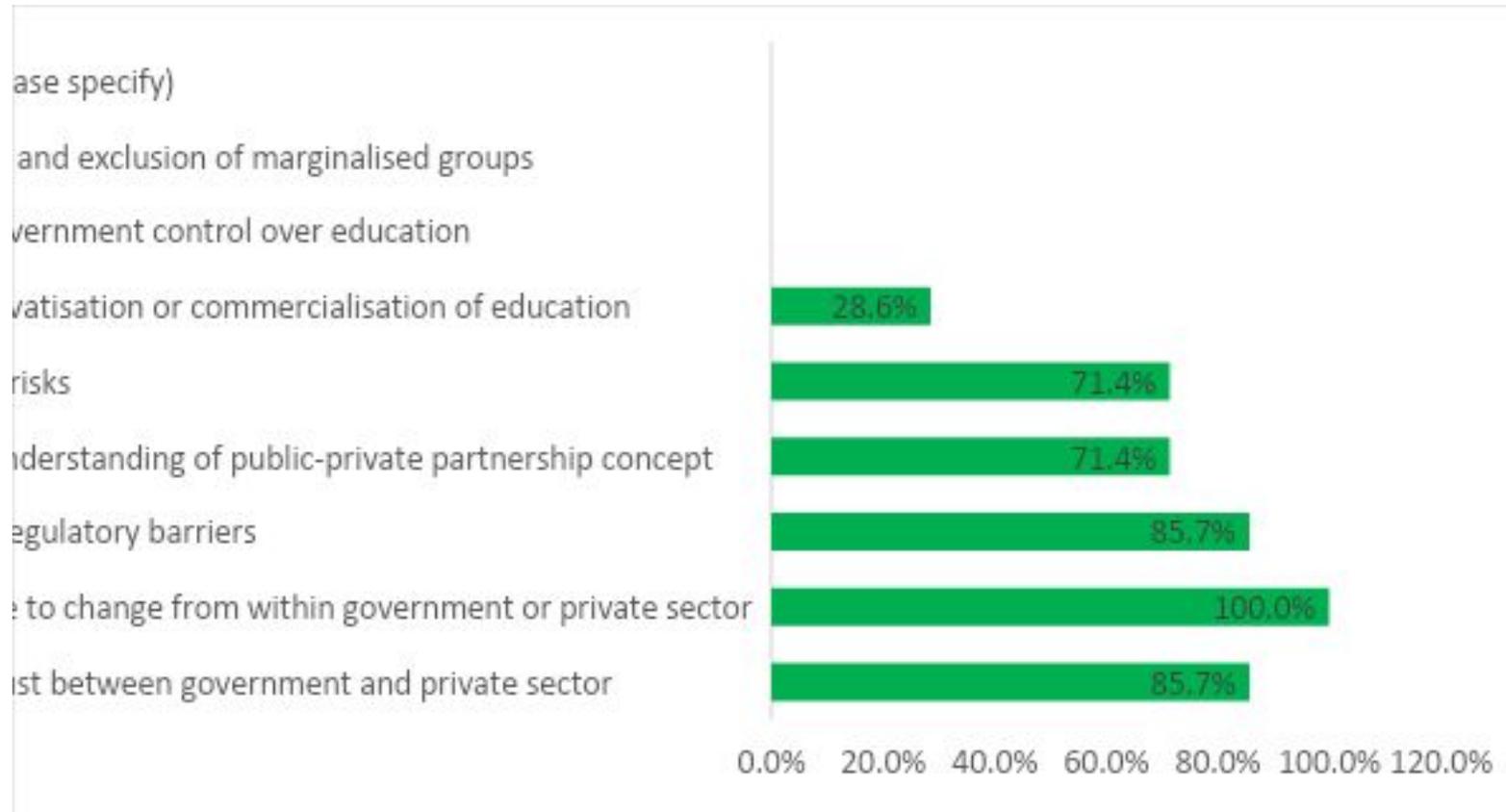
Factors Critical to the Design of a Nationally - Representative Education PPP Forum



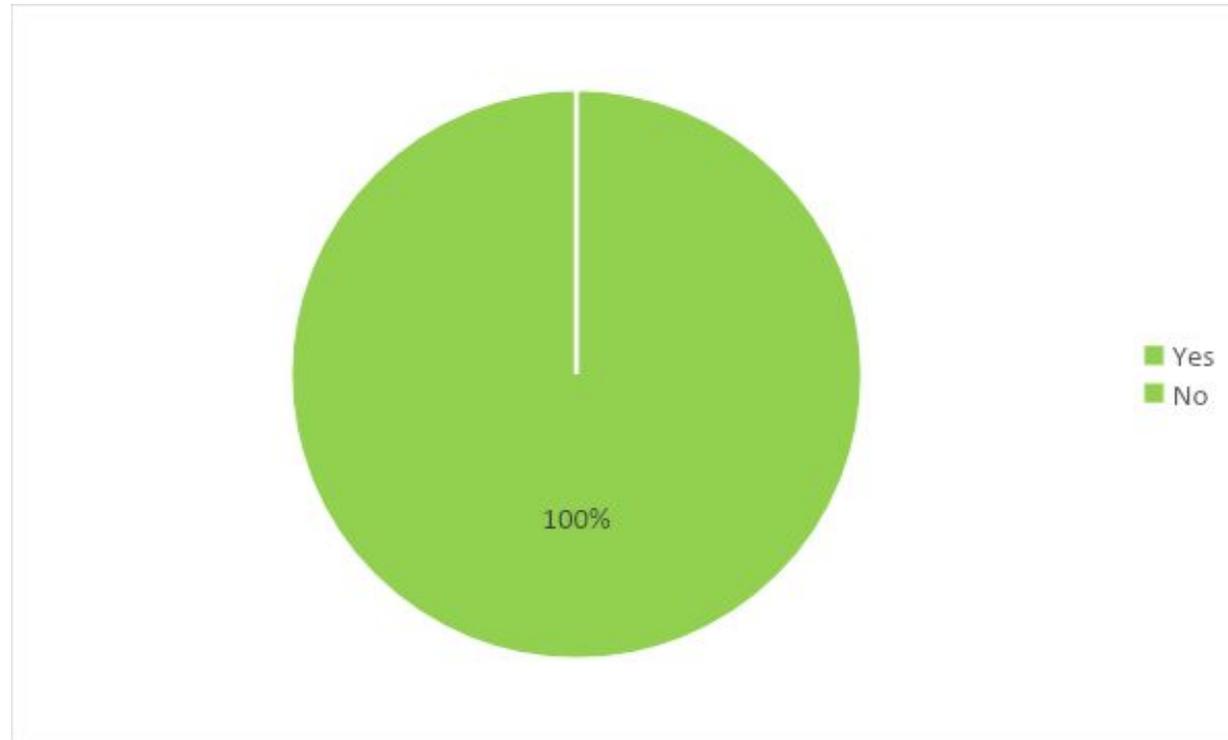
Potential Benefits of a Public-Private Partnership (PPP) Forum



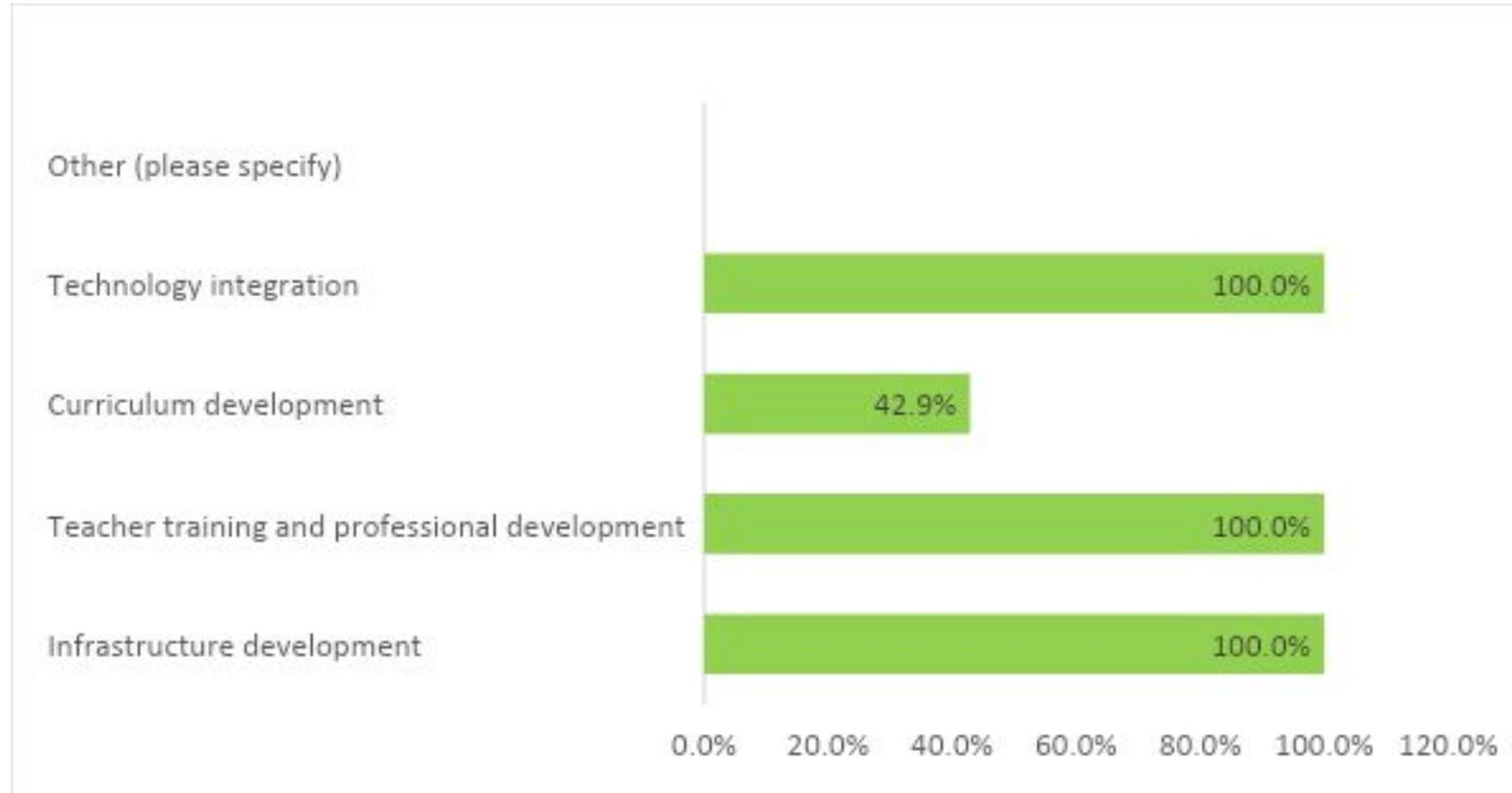
Challenges Foreseen in the Establishment of a PPP Forum in the Kaduna State Education Sector



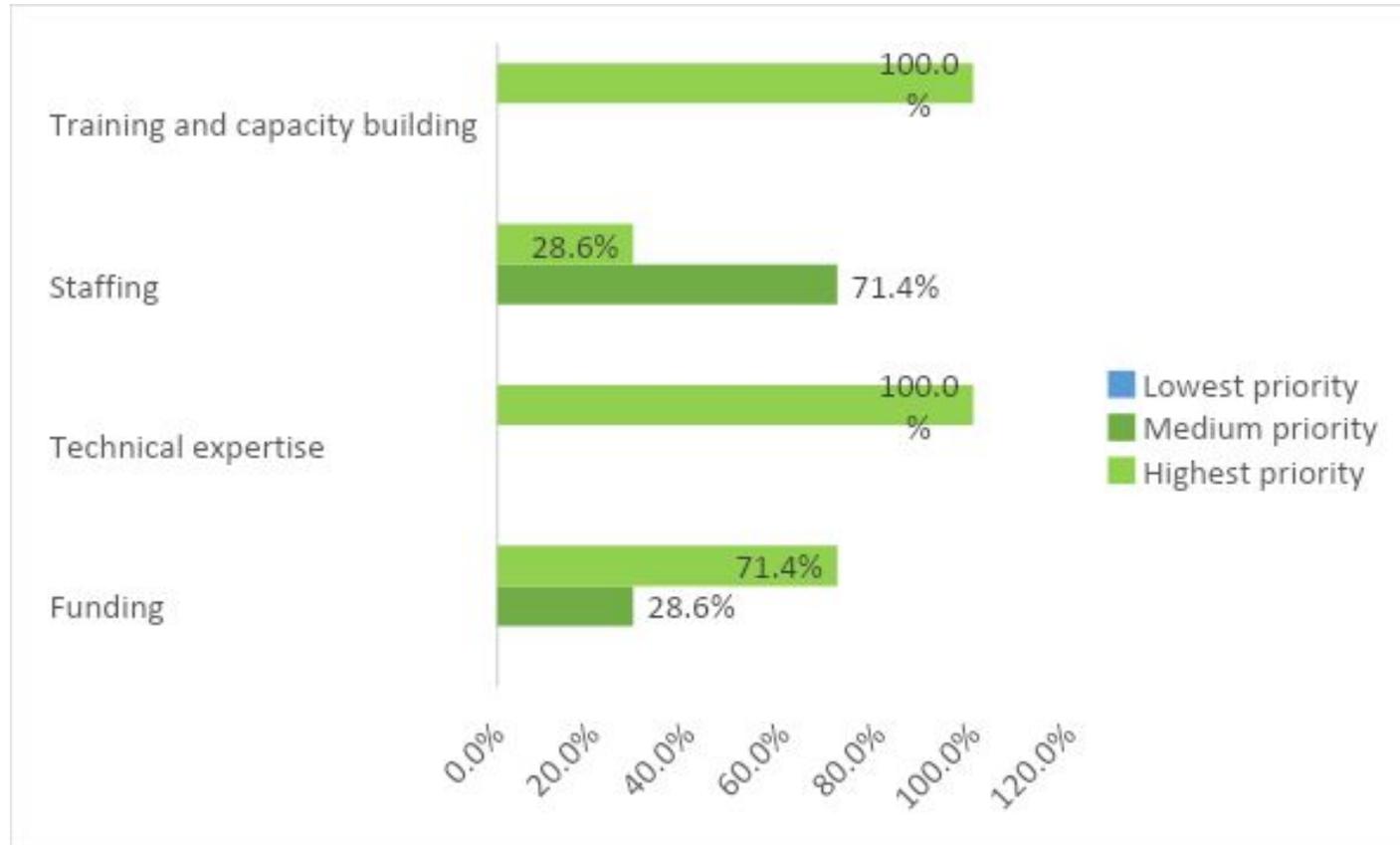
Government Officials Willingness to Participate in a PPP forum in the Education Sector



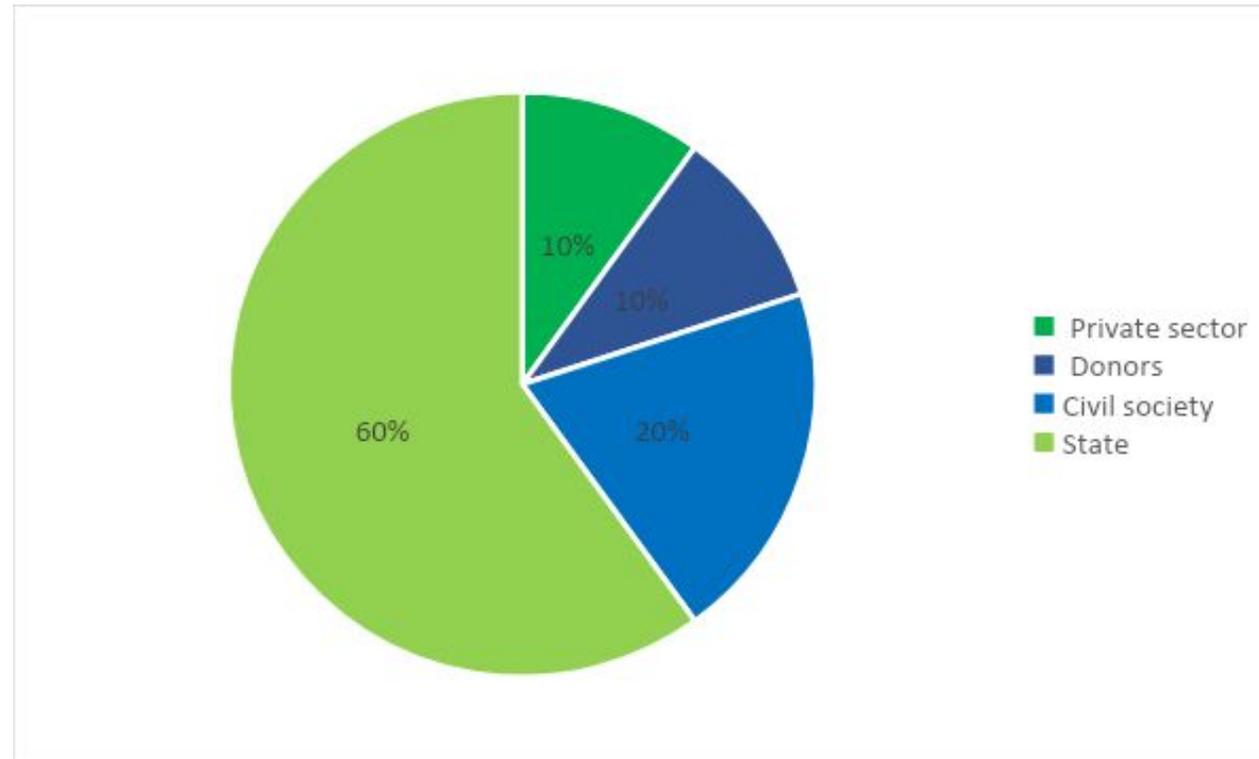
Areas of Focus for the PPP Forum



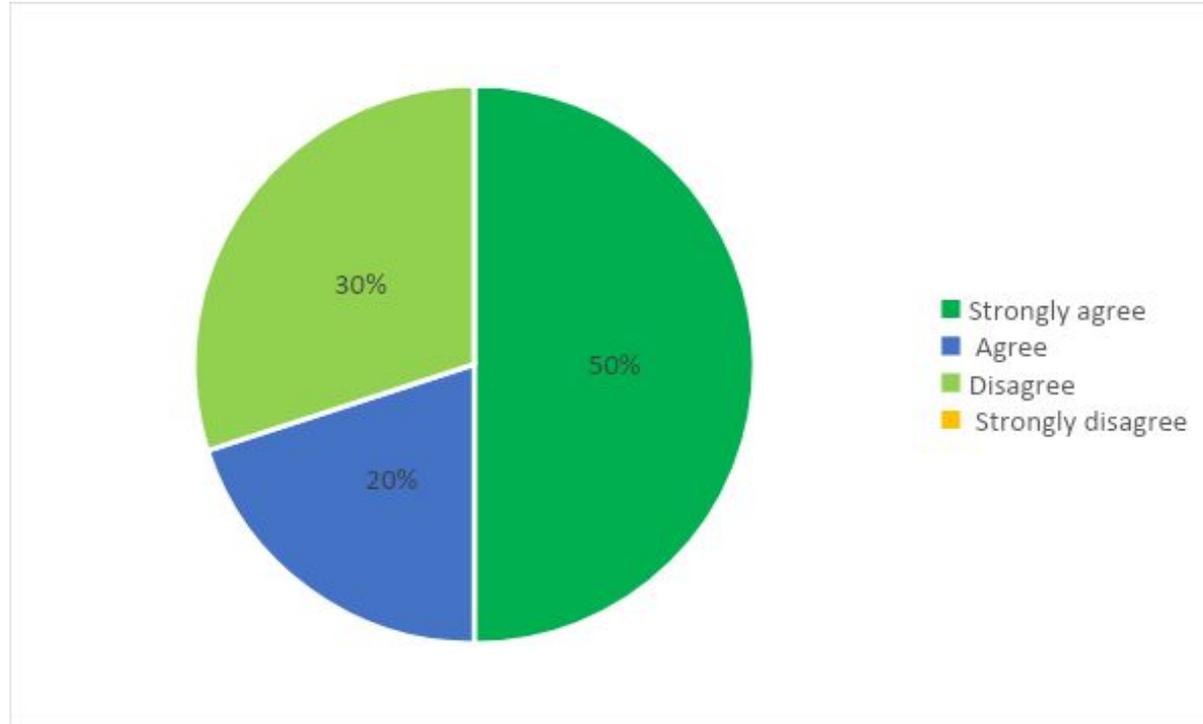
Resources Needed to Effectively Participate in a PPP Forum for Education



Roles for Key Stakeholders in the Design and Implementation of PPP Models in Education

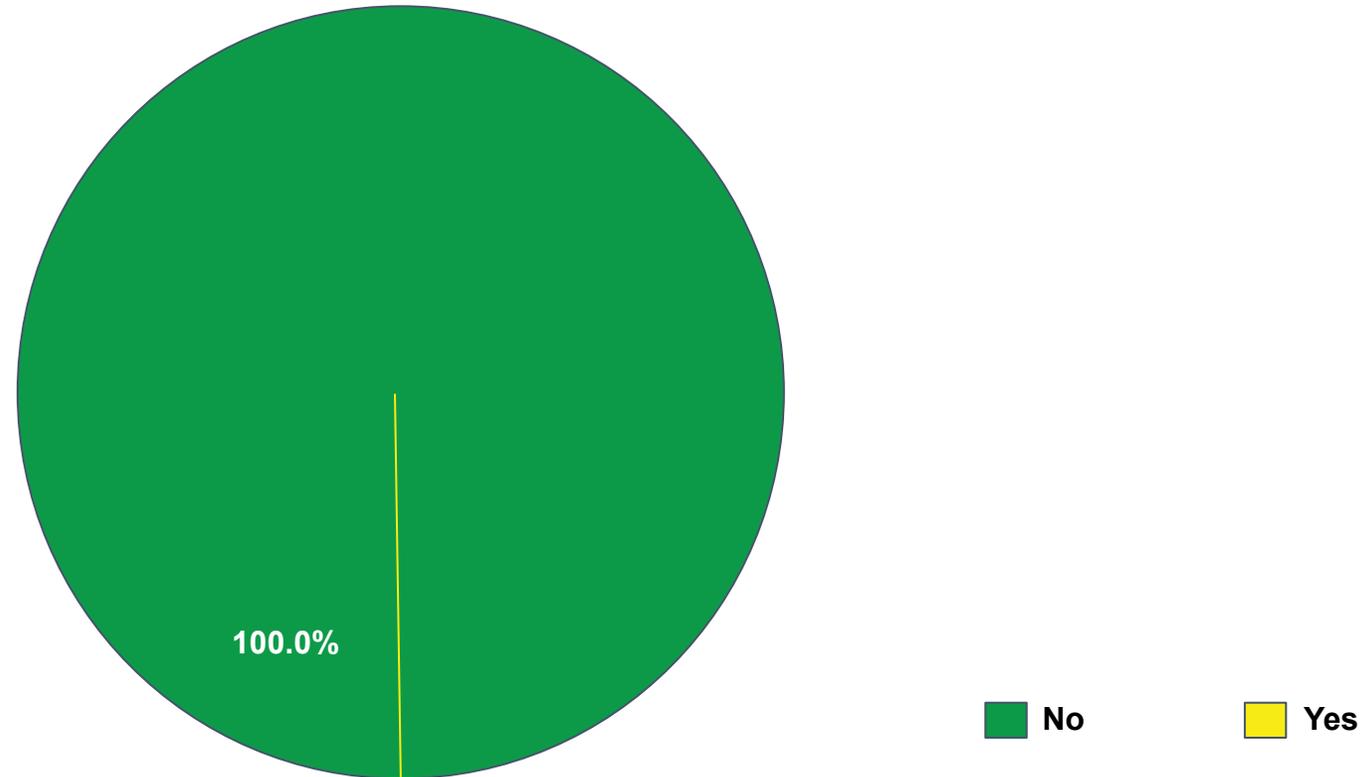


Perceptions on the State Being an Active Regulator to Ensure Equal Access and Quality of Services

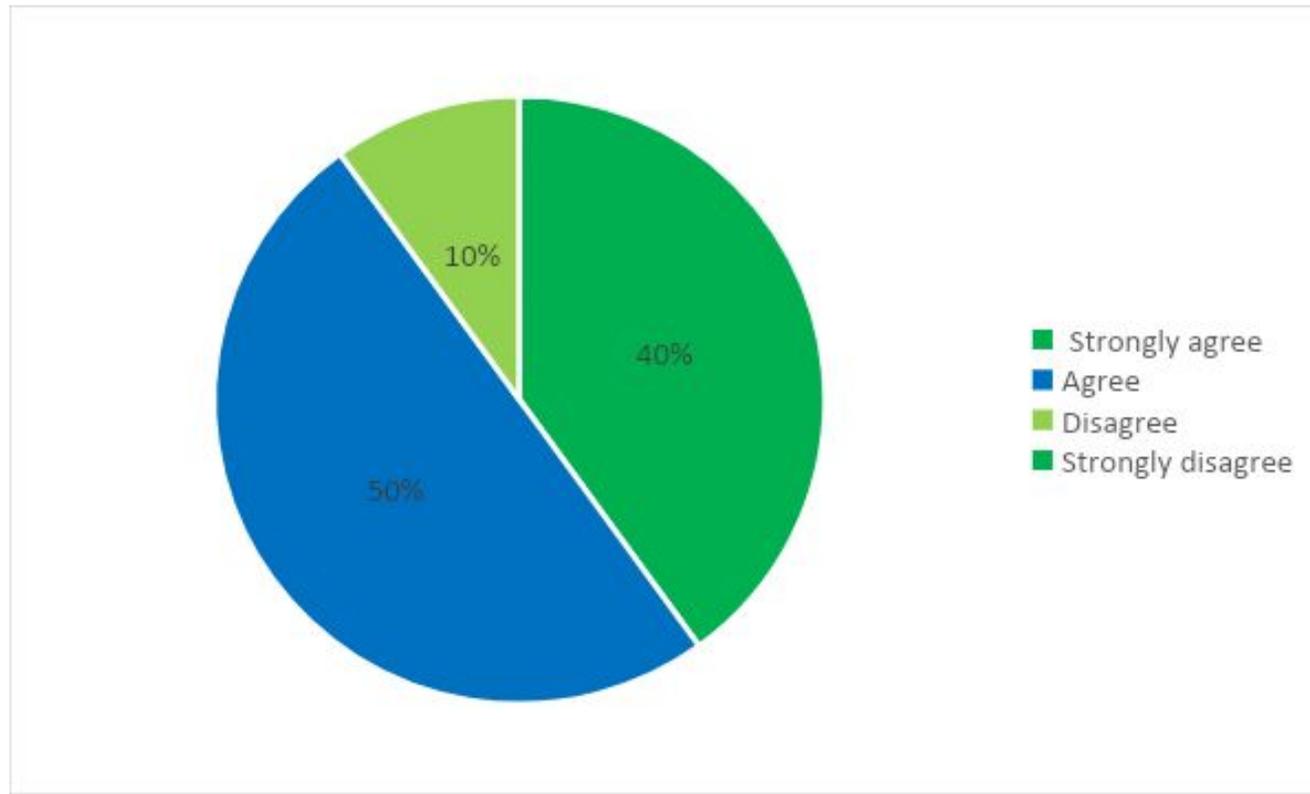


Private Sector, Donor and Civil Society Stakeholders Perceptions on Why the State Should be an Active Regulator to Ensure Equal Access and Quality of Services

Level of Awareness and Perceptions of Beneficiary Schools on Public-Private Partnerships



Beneficiary Schools Perceptions on the State Being an Active Regulator to Ensure Equal Access and Quality of Services





Summary

Summary

- **Demographics and Qualifications:** The majority of participants in the assessment were male (66.7%), with females accounting for 33.3%. Most participants held Bachelor's degrees (33.3%) or Postgraduate degrees (55.6%). There was a relatively even distribution of years of work experience, with 25 years and above being the highest category (40.7%).
- **Lack of PPP Policy:** A significant majority of ministry officials (85.7%) indicated the absence of a formalised PPP policy within the Kaduna State Ministry of Education. This highlights the need for further assessment and potential policy development in the education sector.

Summary

- **The Role of the State in Regulation:** A strong majority (90%) of respondents supported the idea that the state should play an active regulatory role within public-private partnerships in education to ensure equal access and quality of services.
- **Challenges for Beneficiary Schools:** Beneficiary schools faced challenges in providing financial support to underprivileged students, maintaining and upgrading facilities, dealing with deteriorating infrastructure, managing power supply issues, collecting school fees, and addressing security and classroom shortages.



Recommendations

Recommendations for the State Government

- Establish a dedicated regulatory and compliance unit within the Ministry of Education to ensure adherence to PPP-related policies and regulations and to monitor the performance of PPP initiatives.
- Conduct awareness and capacity-building programs to educate stakeholders about PPP concepts, benefits, and best practices, encouraging active engagement and collaboration.
- Facilitate the creation of a PPP Forum with a specific focus on secondary education, where public and private sector representatives can come together to plan, coordinate, and oversee PPP initiatives.

Recommendations for Private Sector, Donor and Civil Society Stakeholders

- Participate in capacity-building and awareness programs to better understand the requirements and expectations of PPP initiatives in the education sector.
- Ensure transparency and accountability in all PPP projects and actively contribute to compliance with policies and regulations.
- Explore opportunities for corporate social responsibility (CSR) activities within the education sector, aligning with the state's educational priorities.
- Consider initiatives that support underprivileged and marginalised students, including scholarships, mentorship programs, and school support.

Recommendations for Beneficiary Schools

- Collaborate with stakeholders to address the challenges faced, such as financial constraints, infrastructure needs, and the provision of quality education.
- Participate in training and capacity-building programs provided by PPP partners to enhance the skills and capabilities of teachers and staff.
- Ensure transparent and accountable use of resources provided through PPP projects, maintaining a focus on educational quality and student welfare.
- Advocate for the needs of your school within the PPP framework, emphasising infrastructure upgrades, teacher training, and technology integration as areas of priority.



Next Steps

Next Steps

- Convene a collaborative working group consisting of key stakeholders from the government, private sector, beneficiary schools, and civil society to collectively draft and finalise the PPP policy framework.
- This working group should draw upon the recommendations and insights from the assessment. The policy should be comprehensive, addressing roles, responsibilities, funding mechanisms, performance indicators, and dispute resolution mechanisms.
- The policy framework should undergo a thorough review process and gain formal approval, setting the stage for its effective implementation and the launch of PPP initiatives in the education sector.

WHO ARE WE

Partnership for Learning for All in Nigeria (PLANE)

Partnership for Learning for All in Nigeria (PLANE) is a seven-year Education Programme funded by the UK Government to invest in a more inclusive and effective education system in Nigeria. The PLANE Programme goal is to realize the Government of Nigeria and the UK Foreign, Commonwealth and Development Office (FCDO)'s shared commitment to drive sustainable improvements in learning outcomes for Nigeria's children.



PLANE IN NIGERIA

PLANE IN NIGERIA

The **PLANE** programme works at Federal Level and in Kaduna, Kano, Jigawa, Yobe and Borno States.

PLANE works on basic education across state and non-state education systems with a focus on marginalised groups, especially girls. It contributes towards real, transformational change, driving progress in the learning environment and supporting improvements in how education is managed and delivered. It will lead to more children going to school, staying in school and learning more.

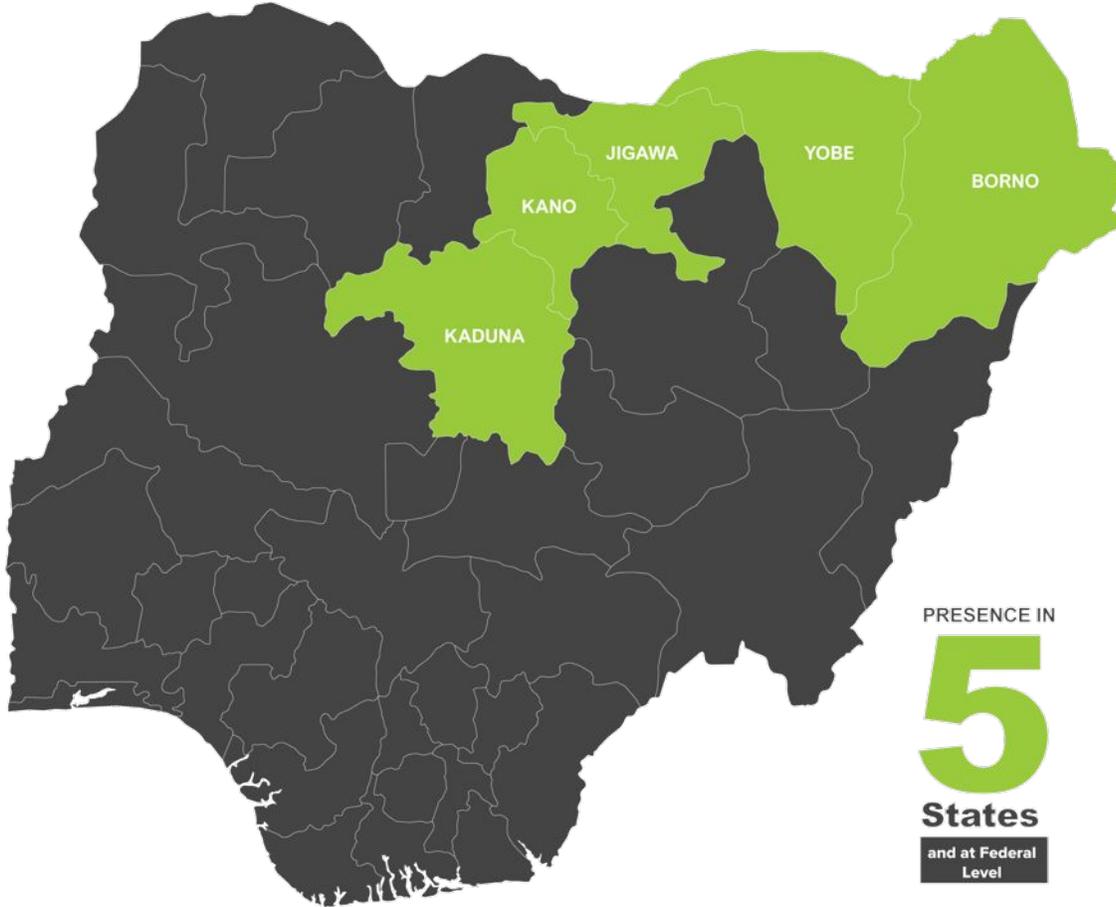


**IMPROVED
EDUCATIONAL
SYSTEMS**

**MARGINALISED
CONFLICT
AFFECTED
CHILDREN**



PLANE STATE PRESENCE IN NIGERIA



PLANE OPERATIONAL WINDOWS

PLANE OPERATIONAL WINDOWS



Window 1

Getting the Foundations Right



Strengthened Learning & Teaching Systems



Improved Governance



Increased use of Data and Evidence

Window 2

Education in Emergencies



Creating access To Foundational Learning



Conflict Affected Children



Supporting Recovery Systems

Window 3

Community Support to Learning



Strengthened Learning & Teaching Systems

PLANE OPERATIONAL WINDOWS



Window

Getting the Foundations Right



Strengthened
Learning &
Teaching Systems



Improved
Governance



Increased use of
Data and
Evidence

Focused on strengthening education systems through better teaching and learning, improved governance for state and non-state education delivery, and increased use of data and evidence.

PLANE OPERATIONAL WINDOWS



Window

Education in Emergencies



Creating access
To Foundational
Learning



Conflict Affected
Children



Supporting
Recovery
Systems

Focused on creating access to foundational learning for marginalised, conflict affected children and supporting the recovery of systems to enable their continued access and retention.

PLANE OPERATIONAL WINDOWS



Window

Community Support to Learning

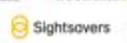


Strengthened Learning & Teaching Systems

Focused on building community support for inclusive learning for all children, especially the most marginalised children through advocacy and behavioural adaptation.

Partnership for Learning for All in Nigeria

Thank You



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