Public Service Delivery in Arab Countries: Corruption Risks and Possible Responses

Education sector roundtable

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Scope of the roundtable

- Corruption in the education sector
  - Why is it important?
  - Corruption risks in education
  - Anti-corruption strategies and tools
- Corruption/AC in education in the Arab region
  - Perspectives
  - Priorities
  - Key issues
  - Moving forward

Why is it important?

- Despite improvements in the past decade in the Arab region ...

"More than 6 million children were not enrolled in school in 2008, levels of learning achievement are low, more than one-quarter of the adult population is illiterate and the learning needs of young children and adolescents continue to suffer from widespread neglect."

UNESCO

EFA Global Monitoring Report
Arab States Overview 2011

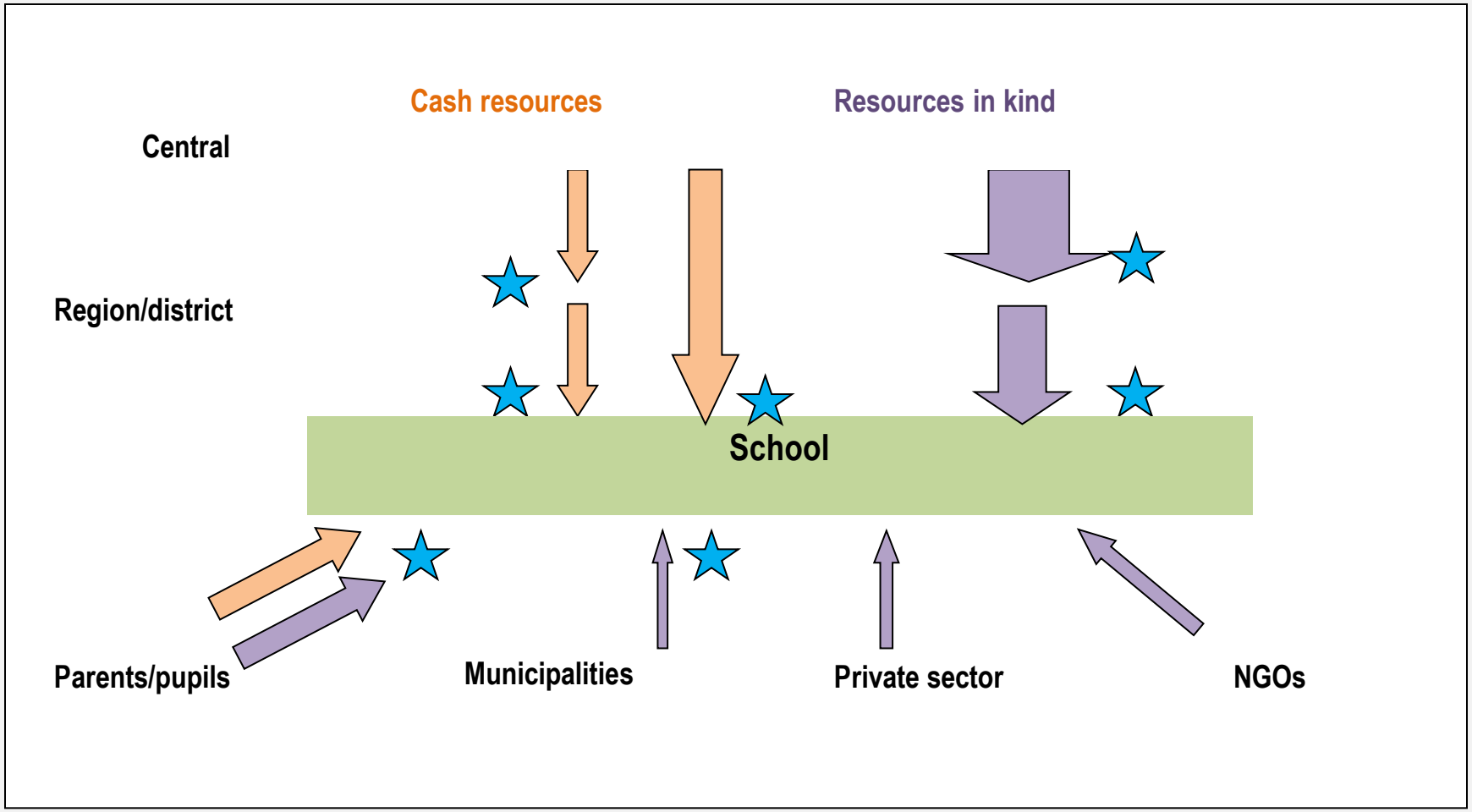
What is the impact of corruption?

- Corruption in education negatively impacts on children's education rights: Access, Quality, Respect
- Corruption leads to system inefficiency and inequity
- Corruption is a major constraint on achieving the MDGs and EFA goals → poverty
- Corruption constrains the role of education in imparting ethical values and behaviour → vicious circle
- Everybody is affected, as children, parents, actors, citizens (or a mix of the above)

Why is the education sector prone to corruption?

- Largest or 2nd largest budget item in most countries
- Large financial support from donors
- Opportunity for large contracts (facilities/ textbooks
- High demand for education from individuals/society
- Decentralisation – shift of disbursement responsibilities at lower levels with weak capacity
- Waiving of fees where funds are insufficient
- Low salaries and delay in payment
- Some forms of C seen as transitional/adaptive response to difficult situations/conflict

Risk map



Adapted from *Transparency International 2010*

Corruption areas in education

- Finance, including school grants
- Allocation of specific allowances (scholarships, etc)
- Construction, maintenance and school repair
- Distribution of equipment, furniture and materials
- Writing of textbooks
- Teacher appointment, deployment and training
- Teacher/school staff behaviour
- Information systems
- Examinations and diplomas, access to universities
- Institution accreditation

Source: Hallak & Poissson, 2007, IIEP.

Corruption risks in the Arab region

- Perspectives (expert)
- What are the main corruption risks / types of corruption?
- What factors contribute to the persistence of corruption?
- Have diagnostic tools been implemented? With what results?

→ **Priority areas?**

Anti-corruption

- AC in education is not well documented / disseminated
- Twin-tracked approach
  - Holistic: good governance, public sector reform
  - Targeted: sector specific
- Categories of intervention (Norad)
  - Rule of law (control and sanctions)
  - Public administration and systems (prevention)
  - Transparency and accountability (civil society, information)
  - Capacity development (institutional, organisational, individual levels)

Anti-corruption in the Arab region

- Perspectives and contexts (expert)
- What have been the main AC interventions in education in the region?
  - Education areas targeted
  - Types of corruption risk
  - Approaches and tools used
  - Success and hindering factors

→ **Lessons learned?**

Key issues when engaging in AC

- Understanding context, risks, prevalence
- Short, medium, long-term strategies
  - Schools- participation, SMCs, awareness raising
  - Information, transparency, accountability
  - Ethics, education, behaviour change
- Enabling environment factors
  - Political will
  - Legislation
  - Free press
  - Vibrant civil society

Key issues for AC in the region

- Perspectives (expert)
- What are the key issues of AC work in the region?
  - Context
  - Opportunities
  - Resistance and obstacles
- What are the enabling factors / key challenges?
  - Political, social, cultural, economic
- How can we monitor progress and evaluate progress of AC work?

→ **Key issues?**

Thank you

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*AC examples: rule of law

- Anti-Corruption laws with specific reference to the education sector
  - Vietnam
- Codes of Conduct for administration personnel, civil servants, education personnel/teachers
  - Sierra Leone
  - The Gambia

*AC examples: public admin & systems

- Financial planning, management and monitoring improvement (budget systems, Medium-term expenditure frameworks, etc)
  - Bangladesh
- School Grant disbursement (Use of third party, school bank accounts, compulsory returns and liquidation, etc)
  - Sierra Leone
- Audit bodies and other mechanisms (e.g. Parliaments' sub-committees)
  - Nepal, Azerbaijan, Georgia
- IT systems improvement (EMIS, Teacher MIS, etc)
  - Uganda, Sierra Leone, South Sudan

*AC examples: transparency & accountability

- Advocacy and awareness raising campaigns
  - Peru
- Anti-corruption education
  - Palestine, Morocco
- Transparent procurement
  - Argentina
- Participatory monitoring and social accountability (budget tracking through score cards etc)
  - Commonwealth countries
- Information laws and the use of the media
  - Uganda
- Diagnosis surveys: Public expenditure tracking surveys (PETS) & Quantitative service delivery surveys (QSDS)

*AC examples: capacity development

- Institutional, organisational and individual capacity development
- Targeting:
  - MoE officials,
  - Parliamentarians and Parliament sub-committees
  - CSOs
  - headteachers, SMCs,
  - Parents/PTAs
    - Kenya, Tanzania
    - Honduras