

WORKSHOP REPORT FORM

Number and title of workshop

Workshop 5.5 – Transparency in Education Management

Date and time of workshop

1st November 2008, 14:00 to 16:00

Moderator (Name and Institution)

Ms. Muriel Poisson, International Institute for Education Planning, Programme Specialist

Rapporteur (Name and Institution)

Ms. Alessandra Fontana, Christian Michelsen Institute, U4 Project Coordinator

Panellists (Name, institution, title)

Mr. Samuel Rotta, Proética - TI Peru, Programme Officer and Researcher

Mr. Salia Kpaka, National Accountability Group - Sierra Leone, Research Officer

Ms. Lynn Murphy, Hewlett Foundation, Senior Fellow

Ms. Jill Hart, Commonwealth Education Fund, Coordinator

Main Issues Covered

- How corruption manifests itself in the education sector (typology)
- Stakeholders usually associated with the education sector
- Civil societies initiatives (including international foundations as well as NGOs in developing countries) addressing issues related to governance in the education sector:
 - a) budget monitoring by local communities and children
 - b) submitting complaints with local ombudsman offices
 - c) building capacity at local level education authorities and end-users (parents and school children) in line with decentralization processes
 - d) audit of service delivery (education)

- Countries covered by presentations: Bangladesh, Ghana, Peru, Sierra Leone and Uganda

Main Outcomes

- Understanding of the governance advantages as well as risks associated with decentralization processes in the education sector; understanding of the opportunities and constraints of conducting advocacy work through different levels opened up by decentralization processes (at school, local and intermediate authorities as well as the central levels)
- Understanding of quality of service delivery issues associated with the expansion of the number of children accessing education (more children are attending schools, however educational achievement and the quality of service delivered have been kept at low levels)
- Understanding of the need to engage actors not usually associated with processes in the education sector (such as political parties and members of the congress) and to act on different areas of public life which impact on education matters given the political relevance of the education process
- Understanding of the need to guarantee sustainability and continuation of social involvement in monitoring school activities once foreign funds dry out (mobilization of communities, enhancement of citizenship understanding, attitude change)
- Understanding of the need to operate with appropriate frameworks in a non-conducive environment (lack of data available, low levels of literacy among community groups involved in social monitoring efforts, lack of coordination and serious fragmentation internal to the education sector, broken information flows among different levels of the education system...)
- Understanding of the challenges posed by lack of involvement of communities due to different factors, such as lack of information about rights, lack of interest in public life (resignation in front of an obstacle considered insurmountable: "things never change, so why bother")

Main Outputs

- Paper by Mr. Salia Kpaka, *Corruption in Primary Education in Sierra Leone: Local Accountability Mechanisms and the Involvement of non-State Actors at the Local Level*, October 2008
- Paper by Mr. Samuel Rotta, *Challenges for transparency in Peruvian education: Evidence from anticorruption intervention at sub-national level*, October 2008
- Power point presentation *Education budget work: civil society action against corruption* by Jill Hart, Commonwealth Education Fund, October 2008
- Power point presentation *Quality Education in Developing Countries Initiative* by Lynn Murphy, William and Flora Hewlett Foundation, October 2008



Recommendations, Follow-up Actions

- need to reconsider efforts so far that have attempted to coordinate the activities of several stakeholders in the field of governance in the education sector (existing attempts do not have achieved much)\
- need to ensure sustainability and continuation of projects and processes started with external funding so that social monitoring does not end once funds dry out
- educating parents and pupils about their rights and the minimal obligations of the state in relation to citizens
- need to ensure minimal training for school management and local authorities in charge of implementation of financial management, in line with decentralization
- Action should be guided by the 3 following principles:
 - a) empowerment of citizens and civil society organizations (including right to information and capacity building),
 - b) strengthen capacity within the education sector (particularly at local level given strong push for decentralization) and
 - c) develop more transparent rules, regulations and norms in the education sector (with the aim of improving transparency in the system).

Workshop Highlights (including interesting quotes)

- Education is supposed to teach ethics and develop values in society. When it is a sector corrupt in itself, it teaches instead that the world only functions through corrupt means. (from the audience)
- One can address the problems (of corruption) in education, but if one does not address it through a systemic cultural change encompassing other aspects of life, it is useless to talk about corruption to a child that keeps watching his/her parents pay traffic related bribes or conduct their other matters in corrupt ways. People need to understand that corruption is definitely not the way to get along and solve all issues in life (from one speaker)
- Transparency in education is not an end in itself. It is a means of guaranteeing a state that delivers what it should deliver, with the quality that it should deliver. We do not want citizens that have to act as watchdogs the entire time. We want them to have the possibility of doing so, the tools and the data available for them to exercise the right to monitor, but ultimately, we want the state to function in the manner it was envisaged to. (from one speaker)
- Education is a political process although it does not seem to be. One has to guarantee that politicians that hug and kisses school children during election campaigns for photo opportunities deliver their education related promises and do not dispose of the sector only to reward campaign supporters and



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repay favours (from the audience).

Signed

_____ Alessandra Fontana _____