



**Public-Private Partnership in Higher Education Provision: Agenda for Stimulating Sustainable Development of Ethiopia**

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# ***Public-Private Partnership in Higher Education Provision: Agenda for Stimulating Sustainable Development of Ethiopia***

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## ***Abstract***

The purpose of this paper is to discuss public-private partnership in higher education provision as an agenda for fostering sustainable development of Ethiopia. As in most developing countries, higher education establishment in Ethiopia had for long been dominated by government agencies. The burden of the ownership and running of education institutions in general and higher education in particular had for long rested on the shoulders of the government of Ethiopia.

However, in recent years, certain factors in Ethiopia have provided impetus in favor of providing opportunities for the private sector to participate in higher education funding. Against this background, this paper x-rays the historical development of higher education in Ethiopia and the predominant role of government in higher education ownership and control. The need for public-private partnership as well as the roles that each partner can play is analyzed in the paper. Some suggestions are proffered with regard to the roles that public and private partners can play.

The paper dwells on provisions of higher education by private sectors in the United Kingdom, Canada, Nigeria, and other countries. In these countries, corporate organizations and wealthy private owners have partnered with governments in establishing and funding higher education. By allowing private organizations and individuals to own and/or fund programmes and run colleges and universities, the aggregate cost of higher education provision has been systematically spread among different stakeholders for the overall benefit of sustainable development of the respective countries. All the above contain lessons that can be usefully learnt in the Ethiopian context.

## ***1. Introduction***

### ***1.1 The Importance of Education in the Development of a Nation***

Education is an important tool, which has facilitated the socio-economic transformation of technologically advanced countries. In a general sense, education can be defined as a systematic process of influencing people to acquire valuable knowledge, skills, competencies and attitudes. The role of education is central in the development of any

economy. It is no longer a secret that the developed countries have a greater proportion of educated people than the developing countries. Education helps to increase social mobility of the workforce of any nation. Besides, it has helped to conquer the three-pronged evils of society: *ignorance, poverty and disease* in countries like Britain, USA, Canada, etc. that gave education as a priority development agenda. Education can equally produce the same benign results in Ethiopia and other African countries if given all the full attention it deserves.

As education is of paramount importance to the overall development of any nation, it has been found that the task of providing education to all who need it is a Herculean one. Like any other valuable commodity, education costs money. As a result of the cost of education, many individuals are unable to acquire useful education. It is the view of this paper that the fruits of education are more than worth the cost of having it. After all, as the saying goes, “*if you think that education is costly, then try ignorance*”. In Ethiopia, as in most other developing countries like Tanzania, Ghana, Zimbabwe, etc, the responsibility of providing education has for long been dominated by governments at virtually all levels of the education pyramid. The situation appears to be worse at the tertiary education level where government has monopolized university and college education for too long. In a situation where it has become very clear that government is unable and cannot sustain continuous provision of adequate and high quality education, there can be no better option than to open the floodgate to private individuals and organizations in order to complement government efforts at tertiary education provision.

### ***1.2 Objectives the Paper***

The main objective of this paper is to discuss public-private partnership in higher education provision as agenda for sustainable development of Ethiopia. The following specific objectives will be examined in the remaining sections of this paper.

- The relationship between education and development of the economy.
- The reasons for the government dominance of educational provision in Ethiopia.
- The role of government in education provision
- The role of private sector in education provision

- The need for public-private participation in higher education provision

## 2. Results and Discussions

### 2.1 Relationship between Education and Economic Development

In reality, it is not difficult to notice the strong co-relationship between the levels of education and economic development. The most developed nations in the world coincide with the highest levels of education. On the other hand, the less developed nations have lower levels of education. Therefore, governments strive to educate all their citizens to achieve sustainable levels of economic development.

**Table 1 The Proportion of Students that Participate in Education**

Age Group	Proportion of Students that Participate in Education (%)					
	1980	1997	Primary	Secondary	Tertiary	World
High income	100	100	87	100	100	100
Middle income	62	62	87	97	64	62
Low income	36	36	83	97	29	68

Table 1 shows the relationship between economic development and education (Coulson, 1999). It shows the proportion of students that participate in education within the relevant age groups. The age groups are divided into primary, secondary, and tertiary. The Table also compares the changes in the proportion of participation between 1980 and 1997. The data represent the gross enrolment ratio, which is the ratio of total enrolment, regardless of age, to the population of the age group that officially corresponds to the level of education shown. The data shows the great strides that the world has made in primary and secondary education age groups. However, the number of tertiary education students remains low with only 14 per cent of people in that age group registered as students. The high-income economies have increased their efforts in the enrolment of students in secondary and tertiary education age groups. The middle-income economies have also increased the enrolment of students in secondary education. Low-income economies have made great strides in imp

In Sub-Saharan African Countries, the proportion of enrolment in the primary education age groups is the lowest in the world and has decreased from 81 per cent in 1980 to 78 per cent in 1997. Perhaps of equal concern is the low enrolment in the tertiary education age groups, which was 1 per cent in 1980 and rose to only 3 per cent in 1997. Overall, the most developed nations in the world coincide with the highest levels of education. On the other hand, the less developed nations have lower levels of education.

The situation in tertiary education in most developing countries does not deviate from the general picture of higher education enrolment in the Sub-Saharan Africa.

## ***2.2 Factors Responsible for Public Domination of Education Provision in Ethiopia***

A number of factors are responsible for the public dominance of education provision in Ethiopia and the proximate economies. These are:

### ***a) Education is generally a public good***

The need to educate the total population implies that education is taken as a public good. A public good is a good or service that, even if consumed by one person, can still be consumed by other people. Clear air and defence are examples of public goods. If the air is pollution-free, a person's consumption of air does not interfere with our consumption of it. The key characteristics of public goods are:

1. *Non-rivalry*: The consumption of a good or service by one person will not prevent others from consuming it, that is, it is technically possible for one person to consume without reducing the amount available for someone else. In promoting the education of everyone, the education of one person should not reduce the amount available to the next person.
2. *Non-excludability*: It is not possible to provide the good or service to one person without making it available for others to enjoy. The provision of education requires that it should be available to all members of society.

Therefore, all components of society (including the private sector) have a role to play in ensuring that education is within the reach of everyone in society.

***b) Low level of income***

The majority of the people are poor. While economic realities demand the education of all members in society, this also means that it has also to be provided to all sectors of society, including the poor who cannot afford. Perhaps, this is the section of society in most need of education for them to improve their standards of living. Therefore, education has a characteristic that it is demanded by all members of society, the majority of whom cannot afford to pay for it.

***c) High cost of the provision of educational infrastructure***

The education of all members of society means that there is a high level of cost involved. The largest contributor to the high cost of education is the cost of constructing the required educational facilities (Darkwa and Mazibuko, 1994). It is important to consider the cost of training the educators. The high costs therefore limit the infrastructure, together with the manpower that can be made available.

***d) Rigidities of education infrastructure provision***

The global economy means that new facilities have to be developed to cater for new demands. This also entails the re-training of the educators or training of new educators for new skills. This takes a long time, thus rendering the current infrastructure too rigid to meet changing educational requirements.

***e) Globalization and dynamic demand***

New fields of education like Information Technology and environmental education are springing up. Consequently, the demand for education is further complicated by the dynamic nature of the global economy. Educational fields that were non-existent only a few generations ago are now in great demand. Examples of this abound, especially in education fields that apply information technology. The changing face of education is driven by innovations, particularly in the private sector, which aim to improve productivity, efficiency and competitiveness of economy. Information communication Technology has contributed to a preponderance in the volume of knowledge available for the continual development of curricula of educational institutions. So the volume of information for knowledge building has witnessed unprecedented increase. Education has

become more comprehensive and somewhat expensive. Some people therefore believe that only government is viable enough to pay for the provision of efficient and effective education.

***f) The Educational policies of the previous economic regimes of Ethiopia***

The educational policies of various political regimes of Ethiopia preceding and including the Imperial Government (which never adopted a socialist stance) favored public provision of education. Granting that the then government had insufficient funds to provide higher education for all those who deserved it, it was not surprising that the whole country sustained only one university for the teeming population. This also meant that only a relatively small proportion of those who qualified for tertiary education had the opportunity to have it within Ethiopia.

***g) The Socialist economic system of Derg Government***

For almost two decades, the economy of Ethiopia was in the hands of the Derg Regime. The regime had a socialist economic system that extolled government ownership of means of production including education. So, it was not surprising that the defunct Derg regime inherited and perpetrated a single university for the whole of Ethiopia. It was only after the fall of the Derg regime that the coming of the private sector into the corridors of higher education provision became a reality.

***2.3 Need for Public-Private Partnership***

The following constitutes the reasons for public-private sector partnership in higher education provision in Ethiopia.

***a) Growing demand for customer-driven quality education***

The saying that the customer is king is not only true in the developed western countries but also true with the rest of the world's economy. For a long time, Ethiopia has continually nursed and maintained a sellers market in the education sector. The sellers market meant that higher education was not only foreign-oriented but also was teacher-centered and subject-centered. Today, employers of labour become increasingly aware of the need to recruit individuals that have the right skills and competencies to produce the

kind of products and services that consumers want. There is now a gradual shift from emphasis by employers on possessing a mere degree or diploma to possessing valuable competencies that will enable the individual perform the job. The private sector is used to being more effective (more results oriented) towards meeting customers' needs and specifications than the public sector organizations. Also the quality of education provided by private educational institutions seem to be generally higher than that provided by the run-of the mill public educational institutions. Private sector involvement in higher education provision will no doubt fill the quality gap, which was left by the public institutions.

***b Unprecedented high taste by industries and other employers for highly and competent professionals***

Improved technology of production and customers demand for better products/services, have influenced the taste of industrialists and executives for higher quality employees, who know how to respect and meet the expectations of the customer. The private sector can, therefore, fill the vacuum left by the public sector.

***c Pervasive influence of globalization and its emphasis on democratic governance and private sector participation in development efforts***

Globalization has made the world to appear like a large village. It has brought to the fore the emphasis on democratic governments and good governance. It has also brought with it participatory management, which holds that private sector participation in education provision is something to be encouraged.

***d Impact of the industrialized economies on developing countries***

Generally the industrialized countries of the West have always encouraged active partnership in education provision. As many of these industrialized nations provide aid in one form or the other, it is not difficult to infer that they have some positive influence on the developing countries, which try to imitate the developed countries. After all, no country can afford to be an island.

***e) Higher education is capital-intensive and calls for joint venture for optimum***



### ***financing***

Since it is difficult to raise funds required for the provision of tertiary education, the best policy is one that pools together resources from both government and private sources.

### ***f) Higher education is indispensable for economies in a hurry to develop***

Since the end of the ill-fated war between Eritrea and Ethiopia, there has emerged a new wave of motivation to develop the Ethiopian economy physically and socio-economically. A drive around the city of Addis Ababa will show remarkable signs of infrastructural development. New roads, bridges and houses are springing up at an unprecedented rate. An economy that is in a hurry to develop, as we see in Ethiopia, demands viable educational institutions that can be easily provided within the partnership framework of private and public agencies

### ***g Private sectors have emerged all the world over as engines of growth***

The private sector has gained prominence as a key engine for growth since the demise of the cold war. The nature of global competition coupled with changing human wants has made the private sector more creative and flexible in its approach. The United Nations and the international community have, in fact, recognized the private sector as an engine of growth. The private sector in Ethiopia has a lot of initiative and is poised to raise development in this country. There can be no better way to do this than through their participation in higher education provision.

### ***h Availability of keen competition in private sector***

There is keen competition among the many players in the private sector. As a result, any consumer of private sector products/services, must of necessity, look for the products or services of higher quality. This competition for which private sector is known, is bound to improve quality of higher education. Competition will compel many institutions to move into the locus of quality education community.

## ***2.4 The Role of Government in Education***

This paper recognizes the fact that the major concern of nations at the lower level of formal education, is with the provision of education to the highest number of the population. Hence the universal free basic education at the primary school level being provided by the Ethiopian government is commendable. However, going up the ladder, particularly at tertiary level, the concern is with the quality of education, and skills that can be used practically in the real world. Consequently, it is the view of this paper that the private sector, which has the knack for competition and emphasis on quality products, should be given ample opportunity to partner with government in the provision of high quality education. In this section and next one, we will examine the role of government in higher education provision.

***a) Initiating, formulating and monitoring educational policies for optimum benefit of the people***

The nature of education in the Ethiopian economy demands that it should be provided by various members of society. Government has to play an active role in the provision of education. There is a greater need for co-ordination between government and the private sector in ensuring that education is available to all members of society. Government being the custodian of the wishes of the people has to develop policies that optimize the use of limited resources. The economic development of a nation should be accompanied by effective policies that are results-oriented and easy to implement. Besides, government should devise the practical means of monitoring the standards of education from time to time.

***b) Playing an important role in allocating resources for education***

In an economy that has just emerged from the socialist economic system, the role of government in the allocation of resources cannot be overemphasized. While the private sector has areas that it can play some role in the allocation of resources, government remains the prime mover of the allocation of resources for education particularly the infrastructural resources. Government should monitor policy implementation to assume effective results.

***c) Increasing access to higher educational facilities***

In the Ethiopian environmental space, not every family has access to higher education due to lack of funds and insufficient number of admission places for applicants. There is therefore a big challenge for the government to increase the access to higher institutions by opening up the opportunities for private organizations to establish colleges and universities. Government should, therefore develop policies that enhance access to educational institutions.

***d) Provision of a set of standards for education***

The role of government is to provide a set of standards for education, given the variety of providers of education. The task is made relatively easier where the government is the major provider of education. In circumstances where there are many providers of education, it is the role of government to regulate the quality of education. There is the view, however, that competition in the private sector is able to ensure that standards of education are maintained. However, the public's lack of information about the best private sector institutions leads to the notion of a myriad of small private sector institutions that cannot meet set standards. So government must be ready to maintain high standards.

***e) Ensuring that the public is offered high quality education comparable to that given by best public educational institutions***

It is government's role to ensure that the general public is offered quality education that is not inferior to standards set by comparable public education institutions. It is crucial that a regulatory balance is reached. An environment must be created that neither suffocates educationally sound and sustainable private institutions with state over-regulation, nor allows a plethora of poor quality unsustainable operators into the higher education market (Mamadou Sow, 1999).

***f) Creating an Enabling Environment***

The provision of education requires huge capital outlay, which government cannot meet alone. Therefore the private sector has to play a complementary role in the provision of education. The role of the private sector requires a clear understanding of the primary motive of higher education (Marquis Carlos, 2000). Government has to provide an enabling environment for the private sector to effectively operate. This also requires that

any capable investor can compete in the private sector in innovative ways to provide education to the public (Tooley James, 1999).

***g) Economic policy of low inflation and low interest***

The private sector thrives in an economy characterized by low inflation and interest rates, which reduce uncertainty and risk. Therefore, government has to put in place economic policies that are characterized by low inflation, low interest rates and reduced uncertainties and risk. These conditions also promote the entrepreneurial spirit within the society. Once economic fundamentals are in place, a vibrant private sector will be created which plays an active role in the provision of education.

***h) Independent accreditation body***

It is the role of government to establish an independent parastatal organization that will take charge of accreditation of both government and private higher institutions. This is necessary in order to strengthen the transparency and accountability of both the government and the private institutions of learning. The accreditation institution should not in any way be directly responsible to the Ministry of Education, so as to make its work free and fair. The institution should be given the power to determine which higher institutions should run which course and the criteria should be made very clear to all stakeholders.

***2.5 The Role of the Private Sector***

The following constitutes the role that the private sector can play as a partner in higher education provision in Ethiopia.

***i) Playing a key role that improves quality education***

Higher education requires a broad-based approach with close co-ordination between government and the private sector. Government is faced with limited resources to ensure that all its citizens acquire formal education at the tertiary level. Be that as it may, the higher level of education provides the citizenry with skills that add value to the economy. The private sector can play such a role in improving the quality of education, in the country. If the private sector must succeed in improving quality of education, it must make a long-term effort to establish educational approaches towards imparting

productive skills and competencies to the beneficiaries. Such quality education must meet the needs of the learners, their employers and the relevant public (Yalokwu, 2002). The roles of the private sector are many and they have to be clearly identified in a systematic manner. There has to be a rationale for the identified role for the private sector in higher education.

### ***ii) Mobilizing resources for high quality education***

Higher education is capital-intensive and somewhat an expensive venture. So, it demands high capital outlay to finance. On the other hand, the income that accrues to it through tuition and other fees may not be viable enough especially in a country where the majority of the population are economically poor. Consequently, charging an economically viable tuition and fees may not be in favor of the large proportion of people who are qualified for tertiary level education. Perhaps one option open to the country is to adopt earmarked taxes for the purpose of financing higher education. Earmarked taxes are special taxes levied to highly profitable private firms like commercial banks and some manufacturing companies. As practiced in some countries (as in Canada and Nigeria), a percentage of the gross annual profit (e.g. 2% to 5%) of the organization is paid straight into the Education Fund or Education Bank. From this Education Bank, various amounts will be distributed to educational institutions for such things as building of classrooms, teaching equipment, etc. Profitable private firms benefit from higher educational institutions through the output of graduates, some of which get employed in these organizations. Provided that appropriate laws are enacted, these organizations have no choice than to contribute to the education that provides highly skilled labor.

### ***iii Destroying the myth that education is a helpless and non-profit making sector***

There is the notion that profit and education are incompatible. But as things are changing, education like the health care sector is now an investment option. Naturally, market forces ensure that those institutions that deliver outstanding quality education should make profit and those that are not able to match this quality should incur losses and be forced out of the market by a process of natural selection (Tusker Clive, 1999). There exists no better check-and -balance mechanism as to the quality of education than that of the market. In fact, our people's eyes are now open to the

fact that the cost of ignorance is immeasurable and cannot be compared with the cost of tuition in higher educational institutions. So, they are ready to pay reasonable amounts of money to acquire high quality education. With the readiness of government to provide the relevant enabling environment, for investors in higher education to operate, it is not difficult to observe that the myth that education as a helpless and non-profit making sector has been destroyed. Unarguably, any tertiary educational institution whose sole intention is merely to maximize profit may not survive for too long, as it may be labeled as mercenary and unethically sound institution. But, the truth is that no private higher educational institution makes losses. In an attempt to, at least, breakeven and continually survive, one finds that they inevitably join the league of profit makers and profit takers (Luciano Borin, 1999). This is not a bad development because if the health care sector is now making profit, there is no reason why some modest profit should not accrue to private investors in education.

*iv Innovations in other sectors of the economy are driven by quality education*

Innovations in product manufacturing systems (e.g. new models of cars and new brands of products) are driven by good quality education and training. This in turn stimulates innovations in curricula, which the private sector appears most prepared to respond to quickly. By funding the training of their employees in executive development programmes of colleges and universities, private sector organizations help promote high quality education and innovations in the productive sectors of the economy.

*v Taking Entrepreneurial Risk*

Only the private sector can take the entrepreneurial risk of identifying new opportunities and harnessing them quickly. As we all know, the government is not smart enough to take as much business risks as the business entrepreneurs. With the spirit of risk-taking and venturing into unknown waters, the private sector investors stand the chance of paying the price required to identify new opportunities for the proper education of citizens. They are also in a better position to take efficient steps to avoid resource wastage in the process of providing high quality education.

### ***vi Mergers and Financing Consortia***

Through financing consortia and mergers, the private sector is capable of raising more funds to provide high quality education. In a bid to become more financially and economically viable, some private organizations are merging with others. This is not only true in Ethiopia but also in other parts of the world. For example, within the past decade we have witnessed the merger of global giants such as Coopers and Lybrand with Price Waterhouse (to become Price Waterhouse-Coopers); Glaxo and Wellcome Pharmaceutical companies (to become Glaxo Wellcome); and Texaco Oil Company and Chevron Oil Company (to become Chevron-Texaco). These and other firms that have become financial giants are now in a better position to support higher education than in the past.

### ***2.6 Public-Private Partnership Initiatives in Other Countries: Lessons for Ethiopia***

In a bid to promote private sector participation, the following strategies have been taken in some other countries.

#### ***a Innovation Funds***

Many government-owned institutions have developed innovative ways to secure sources of funds from the private sector. The private sector can be involved in the funding of education through various ways initiated by the private sector itself or the institution that will benefit from such funding.

An innovation fund is a pool of funds that can be accessed by different groups within the college community (Utt, Munro and Douglas, 1999). The private sector is interested in contributing to these funds because they have an opportunity to own the research carried out by the educational institutions. Secondly, their staff can be trained at these institutions, thus enabling them to become more competitive. Most private sector companies have skill development programmes, which include training at these educational institutions.

These funds are used to carry out new initiatives and to come up with new innovative ideas on how to deal with existing problems in learning, teaching, and management. An independent Board of Advisors sets up the standards and criteria for funding decisions. Those groups that wish to receive funding submit applications that are evaluated by an Awards Committee, which recommends funding for those applications that meet the criteria. The groups implement their proposals and their performance is evaluated. Positive outcomes from the project are shared with the College or University community at large. This process ensures that the people who best understand the problems being addressed, that is; students, academic staff, and administrators promote innovation and change.

The use of innovation funds to promote and finance improvements in university / college quality is relatively new in the field of higher education. Innovation funds have recently been introduced in the following countries:

- **United Kingdom:** Higher Education Funding Council for England (HEFCE) in 1982.
- **Argentina:** Fund for University Quality Improvement in 1992.
- **Chile:** Fund for Improvement in Higher Education Quality and Performance in 1983.
- **Venezuela:** Millennium Science Initiative in 2000; and
- **Bulgaria:** University Teaching and Management Fund (UTMF) in 2000.

### ***Benefits of Innovation Funds***

Innovation funds have been used as policy tools to help university/college system to:

- Improve academic and management quality;
- Introduce innovations aimed at greater academic relevance; and
- Increase cost-effectiveness of operations and projects.

The Innovation Fund enables the units of colleges and universities to link their strategic planning with actual prospects for strategic implementation of these plans. The application for funding by the institutions is based on the diagnosis of its strengths and weaknesses in the context of environmental risks and opportunities. The application for funding enables the institutions:



- to define and diagnose their problems,
- to elaborate multi-year strategies for the resolution of the problems and,
- to establish goals, performance indicators, human resources and financial needs

The innovation funds accelerate the process of change and institutional modernization by promoting both co-operation and competition among participating departments, faculties and colleges. Any university unit, whether excellent, average or modest in quality, can obtain innovation-funding resources so long as its innovation is feasible, and applications meet the criteria of quality, relevance and strategic impact. The World Bank presently finances innovation funds in Argentina, Bulgaria, Chile and Venezuela.

Innovation Funds, in the way they operate, encourage the autonomy of colleges and universities and stimulate them to think holistically about their planning and development. It is the applying institutions that decide on the innovations they would like to carry out in the areas of their choice. Institutional partnerships and co-operative efforts increase the possibilities of funding success.

Innovation Funds encourage program evaluation and reinforce accreditation efforts. These are important and necessary activities to improve institutional quality. These activities need to be complemented by strategic planning, capacity building programs and adequate funding for them to be fully effective. Some common uses of innovation funds include:

- scientific and teaching equipment;
- dissertation awards and junior academic staff: Dissertation awards are given to students and academic staff members are awarded research grants; and
- internships to acquire specific new knowledge and skills, etc.

***b) Financial grants to students of private institutions***

In some countries, private institutions can participate in the public service, like for example in the construction of bridges, street cleaning, civic education of citizens, etc. which are paid for by the government. As compensation for such participation, recognized private educational institutions receive direct financial grants from the public

and private agencies in order for them to meet their obligations (World Bank, 2001). These private educational institutions also receive indirect grants when their students receive educational allowances, which improve their solvency and training.

The students receive different types of assistance depending on their needs. The types of assistance given could be:

- **Scholarships** - educational allowance composed of fixed monthly sum of money for students.
- **College/ University grants** - educational allowance which can be monthly or comprehensive (provided once a year).
- **Subsidy** - educational allowance provided for students facing problems with occasional expenses due to a dissertation or thesis.
- **Educational allowance:** provided for students in private educational institutions that are faced with the problem of school fees. This allowance is received directly by the educational institutions.

#### ***c) International Finance Corporation (IFC)***

The IFC, is the private sector arm of the World Bank Group and its aims are to alleviate poverty and improve the quality of life through the promotion of growth of the private sector in developing countries. Part of its initiative is to assist small and medium scale enterprises. It also contributes to the development of social sectors such as health and education. The IFC funds education institutions in Pakistan, Argentina, Mexico, Uganda, Kenya, Senegal, Gambia, Guinea and Cote D'Ivoire. Its total financing of education currently amounts to US\$ 20 million. The funding goes to selected educational institutions with the aim of upgrading them to become excellent institutions of learning with good practices and modern curricula.

#### ***d) Special Education Project Fund and Endowments***

Private sector organizations and private individuals endow funds for projects in universities and colleges. For example, the following projects constitute a few of the education that have been endowed in universities and colleges in Nigeria.

- 1 ***AFRIBANK Banking and Financial Project***: fund provided for building and maintaining the office complex of Banking and Finance Programme; University of Ibadan, Nigeria: 1990.
- 2 ***Mobolaji Bank Anthony Orthopedic Ward Fund***: for building Orthopedic Wards at Lagos University Teaching Hospital, Lagos. Nigeria: 1988.
- 3 ***Iyayi Computer Project Complex***: Computer blocks built and equipped by Chief Iyayi Efionayi for the University of Benin, Nigeria: 1992.
- 4 ***ESUT Business School, Lagos Campus***: established by a group of successful business tycoons (For MBA, and Graduate Diploma programmes of Enugu State University of Technology), Nigeria: 1996.

### ***3. Conclusion***

The role of private sector in education cannot be over-emphasized and it should complement the public initiatives. The changing and highly dynamic business environment that we face today calls for ingenuity and quick response to societal needs. The private sector, in its attempt to meet these challenges, is in a better position to influence and assist government in appropriating resources for education provision. The private sector should engage itself actively and complement the government at the tertiary level education provision.

Especially, in Ethiopia and other Sub-Saharan Africa countries, partnership should be cultivated among all stakeholders who stand to benefit from sustainable development. Government needs to provide incentive that will bring together a vibrant working and supportive education system. Private-Public partnership should be encouraged particularly at the tertiary level, as this will inevitably stimulate sustainable development of the country.

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