

A non-traditional public-private sector partnership model and rural poverty reduction in Madhya Pradesh, India

Work in progress..

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A non-traditional public-private sector model and rural poverty reduction in Madhya Pradesh, India

- Introduction
- The meaning of public-private partnership
- The public-private partnership model in ICTs in rural areas of Dhar district in Madhya Pradesh, India
- Fieldwork and findings
- Tentative conclusion

The meaning of public-private partnership

An alliance/collaboration between public and private sectors to achieve *an* objective

Evolved out of necessity, constraints & potential synergies

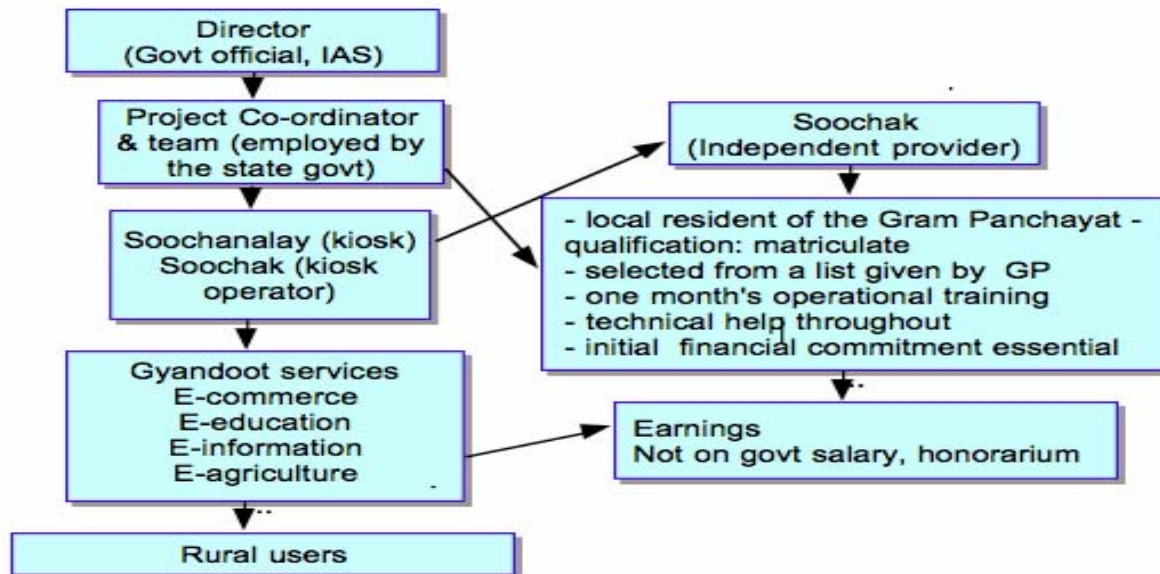
- The literature - Miraftab (2004), Kumar and Prasad (2004), Selsky & Parker (2005), Kariuki & Schwartz (2004), Public Private Infrastructure Advisory Facility (PPIAF): multi donor facility, the World Bank's Business & Development Discussion paper series, GHPs,
- The traditional models – PSP: private sector participation, PPP: public private partnership, PFI: private finance initiatives, SPSPs: small-scale private service providers

The public-private partnership model in ICTs in rural areas of Dhar district in Madhya Pradesh, India - I

- The project: Gyandoot launched in 2000
 - Government initiative: Empowerment of rural people through sustainable use of ICTs
- Objectives:
 - Improve the access to govt services
 - Improve govt efficiency through accountability & transparency
 - To bridge the digital divide
 - Increase participation in decision making
 - Use e-commerce, e-governance & e-education for development
 - Improve livelihoods by improving access to information & knowledge

The public-private partnership model in ICTs in rural areas of Dhar district in Madhya Pradesh, India -II

Mechanism of delivery – why is it non-traditional?



Fieldwork and findings

- Fieldwork:
 - 5 operational kiosks were visited & Soochak interviewed
 - Accounted for a third of the running kiosks
 - Mostly near main highways & accessible by rural roads
 - User villages were also visited & surveyed
- Findings:
 - Educational qualifications of the soochak & level of service provision directly related
 - Personality traits - initiative, team work, communication skills were critical in successful implementation
 - Would have explored employment in urban settings
 - Opportunities to become entrepreneurs in rural areas

Tentative conclusions

Impact on poverty reduction:

- Livelihood opportunities for the educated in the rural areas
- Model to visualise the benefits of education in the rural areas
- Potential for correcting the distortion in the rural employment market?

Thank you

