USAID-funded Pakistan Reading Project

Assessment Report

Existing PPP for Education Framework, Policy and Regulations in Pakistan

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Assessment Report

Existing PPP for Education Framework, Policy and Regulations in Pakistan

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<td>FATA Education Foundation</td>
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<td>GDP</td>
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<td>Human Development Index</td>
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<td>ICT</td>
<td>Islamabad Capital Territory</td>
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<td>IICA</td>
<td>Indian Institute of Corporate Affairs</td>
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<td>Indus Resource Center</td>
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<td>Northern Pakistan Educational Project</td>
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<td>NSP</td>
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<td>PPC</td>
<td>Public-Private Collaboration</td>
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<td>PPL</td>
<td>Pakistan Petroleum Limited</td>
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<td>PRP</td>
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<td>PRSP</td>
<td>Poverty Reduction Strategy Paper</td>
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<td>PTC</td>
<td>Parent Teacher Council</td>
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<td>PVPS&amp;C</td>
<td>Pearl Valley Public School &amp; College</td>
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<td>READ</td>
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<td>The citizen Foundation</td>
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<td>TLM</td>
<td>Teaching Learning Material</td>
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<tr>
<td>TTC</td>
<td>Technical Training Center</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>USAID</td>
<td>U.S. Agency for International Development</td>
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<td>VTC</td>
<td>Vocational Training Center</td>
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EXECUTIVE SUMMARY

Provision of basic education, prima facie, is incumbent on any government. However, in developing countries due to political, economic and social instability in the economy, it becomes difficult to provide for all basic fundamental rights, including education. Education is regarded as the key to national development, and with the government’s failure to even provide for basic education, let alone maintain the quality of education, an alternative provider, i.e. the private sector, has emerged. This has further worsened the parity between the standard of education provided by the public and the private sector. Government of Pakistan lays great significance upon the provision of education; the Constitution of Pakistan, under its Article 25A, provides the right to education to all.

Furthermore, greater emphasis has been laid upon achieving the MDG, EFA and UPE goals, to all of which Pakistan is a signatory. Evidence shows that most countries have failed to meet the targets set under the MDGs. The year 2016 has marked the arrival of Sustainable Development Goals (SGDs) that have taken account of the experiences and lessons learnt from the past development agenda. Goal 4 of the SGDs is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Vision 2025 of the Government of Pakistan targets universal primary education with 100% net primary enrolment.

It is clear that currently the magnitude of the social sector service delivery is beyond the fiscal and institutional capacity of the government; thus, other alternatives must be considered to help achieve sustainable development. The government is taking various initiatives to engage the private sector through developing Public-Private Partnerships (PPPs) for this cause. They collaborate on the basis of a clearly defined sharing of tasks and risks to achieve benefits of added value and increased efficiency. The current private sector involvement in the education sector, however, is inadequate. Hence, the USAID-funded Pakistan Reading Project (PRP) assumes to take on the responsibility to promote effective private sector involvement in the education sector, primarily in improving the reading outcomes in Pakistan. PRP intends to provide guidance and support on key policy implementation issues on primary education in different regions, focusing particularly on PPPs, to formulate innovative PPP models and to identify potential entities that might invest or assist in improving quality of education in the country. Therefore, the goal of PPP–PRP is to improve the enabling environment that encourages private sector to expand its role in the education sector in Pakistan, focusing especially on reading and reading assessment. Moreover, laws and incentives, such as tax redemption for Corporate Social Responsibility (CSR) activities, are being formulated for companies to encourage CSR.

Government of Pakistan devised a thorough and comprehensive education policy, National Education Policy (NEP) in 2009. It entailed, in detail, the role of PPPs in education in Pakistan so as to enable the provision of education for all and to bring uniformity in the standard of education provided by the public and the private sectors in the country. With the introduction of the 18th amendment, however, the legislative jurisdiction and the executive domain of the federal and provinces have been profoundly revised. The amendment devolves 47 subjects to the provincial level. Education, being one of the 47, has now become a mandate of each province. Hence, this report encompasses a detailed provincial analysis for the existing framework/policy for PPPs in the education sector. Eight provinces/regions (Sindh, KPK, Balochistan, AJ&K, ICT, FATA, GB and Punjab) have been examined for their existing education policy and for the measures taken for the involvement of PPPs in the education sector.

The combined 2015-16 budgetary allocation for education by all provincial governments amounts to approximately Rs. 591 billion. Since 2011, provincial spending on education has increased by 90 percent. Punjab's allocation for education is the highest amounting to approximately Rs. 310 billion, followed by Rs. 145 billion in Sindh.

Our provincial analysis concludes that various initiatives are being taken in all (eight) regions in Pakistan for the provision of education for all. In this regard, all regions recognize the dire need to involve the private sector in order to improve the standard of education of public sector schools. Hence, different measures are being taken and policies are being put in place to encourage PPPs in the education sector.

Sindh is the only province which has a comprehensive Public Private Partnership policy in place with a detailed framework for PPPs in the education sector. The Education & Literacy Department (ELD) in Sindh has established a separate PPP node for education, which is taking vigorous measures to involve...
the private sector for sustainable development in education in the province. Sindh government has also successfully launched the model of ‘Education Management Organizations’ (EMOs).

KPK and Balochistan have comprehensive education sector plans in place; however, there is no defined framework for the involvement and encouragement of PPPs in the education sector. While Balochistan renders eight of the ten most deprived districts in Pakistan, KPK is the most affected region from war against terrorism. The stated facts necessitate the urgency for both provinces to pay considerable attention to the provision of basic facilities in their regions. Hence, improvement in the education sector is of great significance in both regions.

ICT has a clearly defined education plan (2013-16) and has seen various initiatives being taken for the involvement of the private sector for provision and improvement of education in the region. Basic Education Community Schools, PPP initiatives of National Education Foundation (NEF), and PPP model of Tameer-e-Millat Community Schools are some examples of PPP initiatives in ICT. However, there is no framework for PPPs in the education sector plan for ICT. In developing countries like Pakistan, it is beyond the fiscal and institutional capacity of governments to provide quality education, it is therefore, imperative to devise policies to effectively involve private sector in this regard.

FATA and GB remain the most remote regions of Pakistan, leaving corporate sector involvement to a bare minimum. Any involvement of the private sector in these regions is seen through philanthropic support from local individuals or local communities at large. With support of the USAID-funded Pakistan Reading Project (PRP), the GB government has recently formed a taskforce on PPPs for education. Further attention ought to be given to these regions in order to ensure provision and quality of education.

AJ&K, on the other hand, has recently adopted a framework for PPPs in the education sector. Although great initiatives in the education sector have been taken over time, there was no material documentation due to the absence of a defined policy. With due attention paid in this region, all identified gaps could be addressed, improving the standard of education in the region immensely.

Finally, Punjab is considered to be the most industrialised province and is the highest contributor to the total GDP of Pakistan. It has a well-defined education policy in place, and even though there is a detailed framework for PPPs, it encompasses infrastructure in general. Considering the fact that Punjab witnesses the highest rate of CSR, it is important to have a comprehensive framework for PPPs in the education sector in particular.
BACKGROUND

The underlying rationale of this study is to analyze the existing conditions of Public-Private Partnerships (PPPs) in the education sector in Pakistan. The Government of Pakistan recognizes the need to engage the private sector in providing education to all, as currently, not all children in Pakistan have access to basic education. Even those who are in schools, receive poor quality of education, particularly in reading capability in public schools. The Government is encouraging the private sector to fill this gap, but the current private sector involvement in the education sector is inadequate. The goal of PPP – PRP, therefore, is to improve the enabling environment that encourages private sector to expand its role in the education sector in Pakistan with focus on reading and assessment.

Specifically, this study aims to:

- review the existing PPP framework, policy, and regulations for educational development in all regions/provinces of Pakistan
- identify plausible opportunities for involvement of all stakeholders to support PRP achieve its objectives
- provide various recommendations on innovative PPP programs for all PRP provinces/regions
- Identify potential private sector organizations, foundations, associations, donors, charitable firms/individuals, and entrepreneurs who are willing to invest in the improvement of reading competencies in primary schools.

INTRODUCTION

Education is the key to national development, and the Constitution of Pakistan, under its Article 25A, provides the right to education to all. It is considered to be a means to escape from poverty and is imperative for social development. Hence, it can be said that, in order to achieve the long-term objectives of social and economic development, governments all around the world assume the responsibility for providing and financing basic education. However, due to unmet demand for education coupled with shrinking budgets, governments are urged to develop partnerships with the private sector. The donor agencies such as the World Bank, OECD and USAID have been playing a pivotal role in formulating policies / frameworks with regards to PPPs.

Education For all (EFA) is a global commitment which includes providing equal education and addressing the ever increasing illiteracy problem within the country. The achievement of target would be made possible by involving communities as important stakeholders for imparting education. Pakistan is facing a severe dropout ratio with a large number of out-of-school children, both at primary and secondary levels. The total population of age group between 5-9 years is 19.6 million in Pakistan, out of which, 16.8% are out-of-school while 31.3% are dropouts at both levels. In order to cater to this problem, the sector needs substantial investment with the capacity to effectively allocate the resources to meet the demands of all stakeholders.

The Article 7 of World Declaration on EFA – Thailand, 1990, explains that national, regional and local bodies have the responsibilities to provide education for all, but developing countries are unable to invest in the education sector due to other prevailing social development issues.

The federal and provincial governments’ policies, planning and delivery of education have been under constant review and revision according to the changing needs over time, particularly in the last decade. The government’s recognition of the role of the private sector and Civil Society Organizations (CSOs) is explicitly expressed through the Vision 2025, Poverty Reduction Strategy Paper (PRSP), Education Sector Reform (ESR) Action Plan, Education Policy, EFA documents and establishment of Education Foundations at national and provincial levels. In a broad-spectrum, governments and businesses are working either together or individually to benefit the society at all levels. This is depicted in figure-1 below:

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1 Right to education—The State shall provide free and compulsory education to all children of the age of five to sixteen years in
PPPs in social development have several benefits; these benefits were significantly highlighted by Grimsey and Lewis (2002), who stated that they reduce the burdens of tax payers as well as governments, because responsibilities and roles are shared among stakeholders which benefit the communities. Another way of looking at PPPs is as a methodology of implementing government initiatives or strategies in collaboration with the private entities. In PPP perspectives, the private entity would refer to all businesses/corporate sector/Civil Society Organizations (CSOs)/Donors, etc. The roles of PPPs may differ from region to region – some regions may require thorough attention (for instance, remote areas), while in other regions, limited intervention may be required.

The government collaborates with the private entity in one of following ways:

- by funding the project
- by becoming a long-term buyer of finished goods
- by coordinating the activities in order to promote efficiency

The mechanisms of funding can be undertaken as:

- mutual funding with private management
- mutual funding with private services and management
- mutual funding where either party may provide services, or however the management may decide with mutual understanding
- private funding with the service provision and management

The partnerships between government and private entities may benefit the society at large and have a positive impact if executed in an appropriate way. In a broader sense, the following benefits could be streamlined:

- economic development and economic growth
- improved social conditions of deprived or marginalized communities
- lower burden from poor governments
Throughout the last decade, Pakistan and other Asian countries have faced a tremendous increase in primary school enrolment which may be due to following reasons:

- unexpected increase in population
- quality of better health services which lowers the infant mortality rate
- education awareness
- financial uplifts of societies

According to World Bank's report, these factors increased the annual enrolment in schools and resulted in government’s inefficiency to cope up with the situation. The limited public budget puts further pressure on the government, which hinders its ability to maintain the minimum standard of education. This resulted in a worsened parity between the standard of education provided by the public and the private sector. On the other hand, the situation grew even worse when the discrepancies in education sector made it difficult to absorb the children of low income background due to affordability issues.

Government's provided education systems remain under scrutiny due to various reasons. Huxham and Vangen (2001) explained to rectify this through collaborative working and that success may be ensured by improving the quality of the teaching staff by increasing their pay scale along with other facilities and by giving them due respect.

Since its independence, Pakistan has experienced periods of strong economic growth. However, the resilience of the economy has been tested by exogenous and endogenous shocks and periods of macroeconomic instability. Sustainable social development and poverty alleviation have lagged behind economic growth. Pakistan ranks 146th out of 186 countries on the Human Development Index (HDI), and its progress in HDI, and achieving the Millennium Development Goals (MDGs) are below many peer countries. Pakistan's expenditure on social sector (0.8% on health and 1.8% on education) is very low by world standards. Bangladesh, India and Sri Lanka spend higher amounts on both sectors. The result is a large social sector deficit, which is a drag on sustainable, inclusive economic growth and poverty alleviation, and it creates risks to social stability.

It is clear that the magnitude of social sector service delivery is beyond the fiscal and institutional capacity of the Government; thus, other alternatives must be considered to help achieve sustainable development. In other countries, efforts are being made to create productive and viable linkages with key stakeholders such as the private sector and the civil society to ensure attainment of development goals. This may be a viable option for Pakistan as well.
Government Policies Regarding PPPs for Education

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan’s (GoP) approach to the country’s education sector. The government has officially recognized that the public sector on its own lacks all the necessary resources and expertise to effectively address and rectify low education indicators. Moreover, it has taken the bold step to assert and involve the private sector and civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan. In essence, the GoP sees its role shifting from being a mere provider to also acting as a facilitator and financier of the education sector in Pakistan.

The changing context makes the government recognize and appreciate at the policy level the potential of Public Private Partnership (PPP) in improving education. Government of Pakistan’s (GoP) Education Sector Reform (ESR) Action Plan actively advocates PPP as the answer to the resource and expertise constraints it faces in managing the complex education sector. The Poverty Reduction Strategy Paper (PRSP) also recognizes that Public-Private Partnerships are critical to reaching the goals of increasing access and improving quality at all levels of education.

Public Sector Budgetary Allocations on Education

The budgetary allocation remained around 2% of GDP for the past decade, major part of the allocation was spent on recurrent heads (including salaries), leaving only a small amount for quality enhancement such as teacher’s education, curriculum development and other important quality factors.

The Vision 2025 is prepared by the government in consultation with all, national and international, stakeholders regarding the future direction of the country, bringing a transformational and sustainable change. The Vision 2025 process builds upon the largely successful pursuit of the MDGs, and is a launching pad for the complete fulfilment of the SDGs before their target date of 2030. The Vision in the context of social development states:

“it will be an aspirational document setting out future goals and expectations, to be translated into a concrete road map and coherent strategy for balanced human, social, and economic development.”

The Vision 2025 understands the significance of education and considers it as a key driver of economic growth because of its positive connection to employability, entrepreneurship, women empowerment and productivity. Pakistan ranks 113th out of 120 countries in Education for All Education Development Index of UNESCO; while it ranks 177th on Global Ranking in Education spending. The literacy rate remains at 57% which is 30% short of the 2015 target. Public sector expenditure on education is barely 2% of GDP, which the government aims to increase to 4% by 2018.

Vision 2025 identifies seven pillars to deliver its goals effectively and to achieve the MDG, SDG, EFA and UPE goals, to all of which Pakistan is a signatory.

PILLAR I: PUTTING PEOPLE FIRST - DEVELOPING HUMAN AND SOCIAL CAPITAL aims at substantial expansion in levels of education as well as improvements in the quality of education. Key goals under this pillar are:

- increase Primary school enrolment and completion rate to 100% & literacy rate to 90%
- increase Higher Education coverage from 7% to 12%, and increase no. of PhD’s from 7,000 to 15,000

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3 MDGs: The Millennium Development Goals (MDGs) are eight international development goals that were established following the Millennium Summit of the United Nations in 2000 to be achieved by 2015: https://en.wikipedia.org/wiki/Millennium_Development_Goals
UPE: The second goal in the UN MDG is to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling: http://www.un.org/millenniumgoals/education.shtml
The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and identified six goals to be met by 2015. Governments, development agencies, civil society and the private sector are working together to reach the EFA goals: http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/
improve Primary and Secondary Gender Parity Index to 1, and increase female workforce participation rate from 24% to 45%.4

The total budgetary allocation in education sector during the fiscal year 2013-14 is shown in table below:

<table>
<thead>
<tr>
<th>Province</th>
<th>Total Budget (Billion)</th>
<th>Total Education Budget (Billion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>4,200</td>
<td>75</td>
</tr>
<tr>
<td>Punjab</td>
<td>1,447</td>
<td>310</td>
</tr>
<tr>
<td>Sindh</td>
<td>739</td>
<td>145</td>
</tr>
<tr>
<td>Khyber Pakhtunkhwa</td>
<td>488</td>
<td>98</td>
</tr>
<tr>
<td>Balochistan</td>
<td>243</td>
<td>39</td>
</tr>
</tbody>
</table>

Source: Federal and Provincial Budget, 2015-16

National Education Policy Highlights for Public Private Partnership
Pakistan’s National Education Policy (NEP) 2009, accentuates the significance of PPPs in education sector. The Chapter 1.3, Point No. 17 of NEP states that:

“The relative failure of the governmental, educational system has resulted in the emergence of the alternative education provider i.e. the private sector. When, a private educational institution is providing educational services for a fee or as a public good, with an almost total administrative autonomy, it remains a public function. The assurance of uniformity, therefore, would remain the responsibility of the State. It can do it entirely on its own or can develop public-private partnerships to ensure that the exigency of uniformity in standards and purpose of education is not compromised.”

In Chapter 2.5, Point No. 3 of NEP further states that:

“For promoting Public-Private-Partnership in the education sector, particularly in the case of disadvantaged children, a percentage of the education budget as grant in aid (to be decided by each Province) shall be allocated to philanthropic, non-profit educational institutions.”

In chapter 3.1, Bridging the Public Private Partnership Divide, Point No. 2 states the Policy action that:

“Transparent and clear procedures shall be initiated in the education sector to allow utilization of private sector inputs. Systems shall be developed through involvement of all stakeholders, the public sector, the private sector and the community, keeping in view Ministry’s document “Public Private Partnerships in Pakistan’s Education Sector”.

Similarly, Chapter 6.1 improving teacher quality and Point No. 20 states Policy Action as:

“Governments shall aim to draw upon resources from the private sector through public-private partnerships, especially in the areas of teacher education and professional development programs.”

Impact of 18th Amendment and Education Sector
Pakistan took several steps to promote PPPs in the education sector in order to fill the gap in the public resources and funding for achieving the targets of EFA. For this, we need to understand the concept and background of the 18th Amendment, a strategy executed by the government which devolved the Ministries of Education to provincial level, making education a subject of each province’s individual concern instead.

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4 http://www.pc.gov.pk/?page_id=73
The Eighteenth Constitutional Amendment has introduced a number of constitutional amendments to the Constitution of Pakistan, 1973, that redefined the roles and responsibilities among federation and federating units. The revision has had a profound impact on legislative jurisdiction and executive domain of federal and provinces. The Amendment devolves 47 subjects to the provincial level, including education, which has now become a mandate of each province.

The significant changes brought through this amendment are listed below:

- **Introduction of Article 25-A**
- **Removal of Concurrent Legislative List:** this includes the omission of shared legislative jurisdiction of Federation and Provinces, which lead to two key entries:
  - entry 38: Curriculum, Syllabus, Planning, Policy, Centers of Excellence, Standard of education &
  - entry 39: Islamic Education

- **New entries in Federal Legislative List Part – II:** mandate to reconstitute and more empowered Council of Common Interests (Article 153-154). Number of new entries has been introduced, following are w.r.t education:
  - entry 12: standards in institutions of Higher Education and Research, Scientific and Technical Institutions
  - entry 13: interprovincial matters and coordination

- **Omission of Sixth and Seventh Schedule:** the promulgation of amendment has omitted Sixth and Seventh Schedules altering Article 268(2) and Article 270(A). As a result of the omission of Sixth Schedule, “The Privately managed Schools and Colleges (Taking Over) Regulation 1972” has been revoked. Seventh Schedule was introduced through Eighth Constitutional Amendment 1985, which thoroughly covers 8 Presidential Orders and 1 Ordinance, out of which three are education related. These three are: Aga Khan University Order 1983, the National College of Textile Engineering (Governing Body and Cess) Order 1985, and the Lahore University of Management Sciences Order 1985. The protection has been removed through Eighteenth Amendment and stated enactment can be amended as an ordinary piece of legislation.

New roles and responsibilities of federal and provinces were shaped into two significant features which were introduced through Article 25-A, and by the removal of the concurrent legislative list. Conclusively, all provinces/regions have proposed their own educational policy/framework, effective in their own regions. A detailed analysis of each region’s education policy, along with the measures taken to encourage PPPs in the education sector, has been provided in the later section of the report. Education is one of the most significant agendas of every region in Pakistan, and great emphasis has been laid to devise a comprehensive policy to ensure provision of education for all. Furthermore, GoP realizes the need to improve the standard of education; hence, radical measures are being taken to encourage PPPs in the education sector. The combined 2013-2014 budgetary allocation for education by all provincial governments amounts to approximately Rs. 424 billion. Since 2011, provincial spending on education has increased by 37 percent. Punjab’s allocation for education is the highest amounting to approximately Rs. 182 billion, followed by Rs. 134 billion in Sindh. The following section provides a detailed analysis of the existing policy/framework for PPPs in education in the eight identified regions of Pakistan.

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6 Constitution (Eighteenth Amendment) Act 2010 touches upon ninety eight Articles and two schedules and has omitted two schedules as well.
7 http://www.alifailaan.pk/alifailaan_s_analysis_on_education_budget_2013_14
Role of Corporate Social Responsibility (CSR) Initiatives in PPPs

At the World Summit on Sustainable Development in Johannesburg in 2002, the importance of the need for collaborative alliances between government, CSOs, and business was highlighted. Partnerships, as a new approach to development, were put high on the agenda, and during the summit, more than 300 partnerships between governments, CSOs and business were announced. Since then, the partnership model has gained ground as a new approach to development and an important tool for realization of the MDGs. The partnership model is not only supported by the development community, but is also widely embraced by the private sector. Reference is increasingly made to CSR and the triple bottom line, where the traditional financial performance for companies is extended to encompass environmental and social performances.

What is CSR?

Corporate Social Responsibility (CSR) has been defined and conceptualized in a number of different ways by academicians and in these various definitions the term encompasses a wide range of economic, legal and voluntary activities. The World Business Council for Sustainable Development (WBCSD) in its publication, Making Good Business Sense by Lord Holme and Richard Watts, defines CSR as follows:

“Corporate Social Responsibility is the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as of the local community and society at large.”

However, almost every definition and practice of CSR recognizes the following:

- a) companies have a responsibility for their impact on society and environment, sometimes beyond legal compliance and the liability of individuals;
- b) companies have a responsibility for the behavior of others with whom they do business (e.g. within supply chains); and
- c) business needs to manage its relationship with wider society, whether for reasons of commercial viability or to add value to society.

According to Journal of Consumer Marketing, CSR is: “An organization’s obligation to maximize its positive impact and minimize its negative effects in being a contributing member to society, with concern for society’s long-run needs and wants.” CSR means being a good steward of society’s economic and human resources. CSR thus has two requisites: minimizing harm and promoting societal benefits.

Functions and Methods of CSR

The common requirements of all CSR projects are resources in the form of finance, manpower and time. Depending on the availability of these resources, companies opt for different modes of executing CSR. Some functions and methods of implementation of CSR are as follow:

I. CSR Project Management Department:
The company can set-up a not-for-profit organization in the form of trust, society or non-profit company to facilitate implementation of its CSR activities. However, the contributing company may specify projects / programs to be undertaken by such an organization and the company may establish a monitoring mechanism to ensure that the allocation to such organization is spent for intended purpose only.

II. Partner NGOs:
A company may also implement its CSR programs through not-for-profit organizations that are not set up by the company itself.

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III. **Collaborating with other companies:**
Companies may also collaborate or pool resources with other companies to undertake CSR activities.

IV. **Funding to Government:**
CSR spend may contribute towards provincial and/or federal Government funds for socioeconomic development and relief.

### Importance of CSR in Pakistan

Widespread poverty and poor social sector service delivery are major problems for Pakistan. It is clear that the magnitude of the social sector deficit is beyond the fiscal and institutional capacity of the Government. The question arises that, if not the government then what other alternatives are available to achieve sustainable development? Elsewhere in the world the focus is on creating productive and viable linkages with key stakeholders such as the private sector and the civil society to ensure attainment of development goals.

Given the magnitude of the social sector deficit and the fiscal and institutional constraints of the public sector, the role of corporate social responsibility (CSR), dedicated to inclusive social sector development and poverty alleviation, is very much required. Philanthropy by corporate sector will provide the critical additional financial and institutional resources, and serve as a force multiplier for social sector development and poverty alleviation. CSR, to be sustainable and effective, must be provided with the right enabling environment, underpinned by knowledge and trust.

### CSR Regulatory Framework in Pakistan

The conduct of for-profit businesses in Pakistan is regulated through the Companies Ordinance, 1984, overseen by the Securities and Exchange Commission of Pakistan (SECP). Business interests are represented by duly recognized representative bodies, such as trade associations or chambers of commerce. This structured mechanism helps provide transparency and accountability for private firm operations.

The SECP issued the Companies (Corporate Social Responsibility) General Order, 2009 which is applicable to all public listed companies. According to the Order, every company is required to provide descriptive and monetary disclosures of the CSR activities undertaken during each financial year in the directors’ report to the shareholders annexed to the annual audited accounts. The SECP has approved the Corporate Social Responsibility Voluntary Guidelines 2013 for public companies, which is a significant step toward streamlining reporting requirements and corporate accountability of CSR activities by public companies. However, a systematic and holistic implementation of the CSR general order and guidelines will be the main challenge.

There are a number of other laws and regulations affecting CSR. In order to incentivize corporate donors, the Government of Pakistan allows tax exemptions for CSR activities. In the Petroleum Exploration Policy 2012, the Government of Pakistan made it mandatory that oil and gas exploration and production companies in Pakistan pay production bonuses in accordance with the level of their production. In the field of pharmaceuticals, the Drugs Act, 1976 requires the drugs manufacturers to contribute one percent of their profit to a Drug Research Fund, to conduct research on the development of new drugs and encouraging rational drug therapy.

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13 There are mainly two sections and one clause of Income Tax Ordinance, 2001 for tax credits for social contributions: Section 61, Section 2(36) and clause 58(3). Section 2(36) and clause 58(3) in part I of the Second Schedule of the Ordinance deal with the approved charities (recipient organizations) in addition to enumerated statutory exempt charities, whereas Section 61 deals with the donors of these charities such as corporate donors.


16 The Drugs Act, 1976 (Section 12 (1) (b), Chapter-II reftr.
Corporate Philanthropy Trends in Pakistan:

Some Facts: 17

1. Public Listed Companies (PLCs) constitute around 1% of the entire corporate sector of Pakistan.
2. Rs. 5.9 billion is the amount of giving by PLCs in 2014, the highest in any year.
3. Rs. 34.5 billion is the total philanthropic donations by PLCs during 2000-2014.
4. Rs. 55 billion would be the expected amount of philanthropy if PLCs had given 1% of PBT during 2000-2014.
5. 54% of PLCs, on average, have been active in donating, whereas 46% did not participate in philanthropy during the period under study.
6. Top ranked 25 companies share 83% of total donations in 2014 compared to 69% in 2000.
7. Oil & Gas subsector is the largest contributor based on its total and average amount of donations for the last decade.

Total Donation by Public Listed Companies, Pakistan (2000 – 2014)

Corporate Giving in Different Regions of the Globe

<table>
<thead>
<tr>
<th>Region</th>
<th>Total Giving (Millions, USD)</th>
<th>Total Giving as a % of Revenue</th>
<th>Total Giving as a % of PBT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Companies</td>
<td>13.5</td>
<td>0.10%</td>
<td>2.42%</td>
</tr>
<tr>
<td>European Companies</td>
<td>44.43</td>
<td>0.08%</td>
<td>0.91%</td>
</tr>
<tr>
<td>Latin American Companies</td>
<td>20.83</td>
<td>0.14%</td>
<td>1.91%</td>
</tr>
<tr>
<td>North American Companies</td>
<td>60.30</td>
<td>0.18</td>
<td>0.90%</td>
</tr>
</tbody>
</table>

Source: Giving Around the Globe Report

17 Corporate Philanthropy Report 2013, by Pakistan Centre for Philanthropy (PCP)
Examples of CRS Programs in Pakistan

To mobilize additional CSR and corporate philanthropy and to enhance its effectiveness, it is essential to identify best CSR practices and models and CSO implementing partners and to form strong and credible linkages between government, philanthropists and civil society. In order to enhance CSR for inclusive growth in Pakistan, it is crucial to generate relevant knowledge to form synergies and to create an enabling environment where these three segments of society work in partnership.

Following are some good examples of CSR in Pakistan:

1. **Pakistan Petroleum Limited:**
   
The pioneer of the natural gas industry in the country, Pakistan Petroleum Limited (PPL) has been a frontline player in the energy sector since the mid-1950s. As a major supplier of natural gas, PPL today contributes over 20 percent of the country’s total natural gas supplies besides producing crude oil, Natural Gas Liquid and Liquefied Petroleum Gas. PPL’s Corporate Social Responsibility (CSR) program dates back to the start of its commercial operations in Sui in the 1950s when the company established a school for children of workers and local communities. Since then, CSR has been the centerpiece of PPL’s corporate ethos. In 2001, the PPL Welfare Trust (PPLWT) was founded to provide geographic and thematic diversity to the company’s CSR program, which includes education, health, infrastructure development, socio-economic uplift of disadvantaged communities, particularly those living in and around its operating areas, and post-disaster rehabilitation.

   **Philanthropy Highlights:**

   - Has received Corporate Philanthropy Awards from PCP for ten times
   - Rs. 610 million average annual giving, the largest amongst PLCs
   - Has spent Rs. 6.7 billion on CSR during the period 2004 – 14

   **Areas of Support:**

   a) **Health Care:** Provision of health care facilities to communities living in the surrounding of its production fields is one of PPL’s focus areas. Sui Field Hospital, Mobile dispensaries at Sui, Mazzarani and Kandhkot Gas Fields and PPL Public Welfare Hospital are few of the projects.

   b) **Education:** Since the start of Sui Model School as a first step of its CSR program, the journey continues in formal and informal education including projects of scholarships, operational funding, construction of physical infrastructure, etc.

   c) **Livelihood Development:** PPL believes in empowering marginalized communities through skill enhancement to generate livelihoods. Projects to this end include Women Welfare Center, Computer Training Center and Technical Training Center in Sui together with Vocational Training Centers for men and women in Daultala.

2. **Oil & Gas Development Co. Ltd:**

   Oil & Gas Development Company (OGDCL) has been a frontline player in the energy sector since the early 60s. OGDCL is the country’s largest exploration and production company that contributes over 60 percent of the country’s total oil & gas exploration and production. OGDCL has always given top priority to the development of communities residing in and around the Company’s area of operations. Its management understands that there is a need to strike a
balance between the overall objectives of achieving corporate excellence vis-à-vis social responsibility towards the community. They at the company say, "Businesses cannot succeed in societies that fail". These twin objectives of business and social commitment have prompted OGDCL to embark upon massive programs of education, health and infrastructure development.

**Areas of Support:**

a) **Education:** The Company has supported many educational initiatives such as construction of girl’s hostel at Quaid-e-Azam University and establishment of technical institutes. The journey continues in formal and informal education and projects include operational funding, construction of physical infrastructure, etc.

b) **Health Care:** OGDCL health care initiatives are spread over all the four Provinces. A large population benefits from its health care initiatives nation-wide. Free healthcare services are provided to the inhabitants of operational areas where the Company carries out its E&P activities.

c) **Women Empowerment:** The Company has established vocational training institute for women in Hyderabad and has given generous donation to other projects aimed at providing quality education to girls in various technical disciplines.

d) **Water Supply/Sanitation:** OGDCL financed installation of 75 pressure pumps during 2012-13 in KPK costing around Rs. 7 million. The Company has spent an amount of Rs. 138 million till to date for the provision of drinking water through water bowsers to the local communities residing around Chanda and Nashpa oil fields.

3. **Habib Bank Limited:**

Habib Bank Limited (HBL) is one of the largest banks in Pakistan with over 1500 branches across the country. HBL’s Corporate Social responsibility approach is all about assisting local communities. It has established HBL Foundation as an exclusive platform to deal with CSR activities. The core objective of the Foundation is to support and promote charitable, social, educational and community welfare organizations through sponsorship, donations and grant management activities. However, HBL’s CSR policy is quite flexible as some contributions are made for urgent need, especially, at times of emergencies.
Areas of Support:

HBL’s sponsorship and donation policy follows an annual disbursement criterion as under;

At least one third to Government or semi government organizations,

At least one third to institutions related to the sponsors of HBL,

The remainder is disbursed to non-government organizations and not for profit organizations.

Education and Health are the two areas getting a lion’s share of HBL’s funding through its foundation. A total of Rs. 772 million have been spent on these areas during 2009 – 14.

a) **Education**: Projects include sponsorships, scholarships, construction or renovation of educational institutes, donation of research and lab equipment, etc. Four ITC labs established with the help of HBL Foundation have been recently inaugurated in Balochistan University of Information Technology, Engineering and Management Sciences, Quetta. These labs are equipped with desktop computers, laser printers and scanners and over 5000 students of the university are benefiting from these Labs.

b) **Health**: HBL Foundation provided financial support to Ganga Ram Hospital, Lahore for the purchase of 8 dialyses machines, which have been installed in April 2014. Some twenty-four patients daily and more than 700 monthly are getting dialyses facility through these machines free of cost.

**Corporate Social Investment (CSI) and Need for Public Private Partnerships (PPPs)**

In the new global economy the corporate sector is playing a more active role in addressing social problems that were once thought to be the exclusive responsibility of the government and civil society. The concept of CSI is gaining credibility and acceptance - among the public and within the business community itself - as the appropriate response to society’s rising expectations for and demands upon businesses.

Given market failures and equity concerns, the public sector remains an important player in providing education services, but making high-quality education accessible for all in developing countries like Pakistan requires innovative programs and initiatives in addition to public resources and leadership. There are ways in which the public and private sectors can join together to complement each other’s strengths in providing education services and helping developing countries to meet the Goals for Education and to improve learning outcomes. These public-private partnerships (PPPs) can even be tailored and targeted specifically to meet the needs of low-income communities.

The concept of a public-private partnership (PPP) recognizes the existence of alternative options for providing education services besides public finance and public delivery. Although there are many forms of PPPs, including partnerships, where private organizations support the education sector through philanthropic activities and high engagement ventures.
International Experience of PPPs in Education

Public-Private Partnerships in Jordan

Initiated during the World Economic Forum in 2003, the Jordan Education Initiative (JEI) has emerged as the first model that manifests the true partnership between the public and private sectors on a local and global scale. JEI was launched under the patronage of His Majesty King Abdullah II with the aim of supporting Jordan's efforts in improving the level of education, encouraging creativity, developing capabilities, and building a knowledge economy. The initiative envisions accelerated education reform through innovation and ICT integration to further add value to students, teachers and the educational system. Furthermore, JEI effectively and equitably addresses the key needs of the Jordanian community and helps them respond to new challenges and opportunities created by an increasingly global economy.

By the end of phase one (2003-2007), the JEI has managed to foster and maintain partnerships and launched projects that had strong impact on the modernization process of education in Jordan, and effectively contributed to the development of the local private sector in areas of ICT and Professional Development.

Public-Private Partnerships in India

In response to the poor functioning of government run schools across many countries, in recent years there has been advocacy in favour of private public partnerships in education, i.e. publicly funded but privately produced/delivered education. An extensive PPP system does operate in India at the junior, secondary and higher levels but not so much at the primary level. This is the system of government grant-in-aid to privately managed schools. Grants to aided schools account for a very substantial proportion of the education budget, for example, about 70% of the higher and 80% of the secondary education budgets in Uttar Pradesh.19

PPPs are the main mode of delivery of secondary and higher education in much of India. At the time India inherited this system from the British at independence in 1948, aided schools shared many of the features of the current US charter schools. For instance, charter schools in the US avoid government regulations and interference (e.g. they are not obligated to hire unionized teachers, have more autonomy than public schools in determining staff disciplinary policies, and must attract students to succeed otherwise they have to close down for budgetary reasons). Aided schools in India operated on quite a similar system: any recognized private school could apply for government grant-in-aid and, once it was granted aided status, it received a per student subsidy from the state government. Its teachers were paid out of school revenues and were thus accountable to fee-paying parents and to the school manager.20

Public-Private Partnerships in Brazil:

An interesting phenomenon in Brazil is that some big corporations from the private sector of the educational system also work in the public sector. We shall look at two cases: Pitágoras and Positivo. These big private corporations are an innovative effort by the private sector to support both private and public schools through an integrated school improvement package offering administrative and technical support to affiliated schools. The integration of both managerial and pedagogic support is a cornerstone of the philosophy and approach to school improvement. They have their own curriculum and provide textbooks for each grade and subject which are updated yearly and sold to the parents of children attending the network schools. Besides providing schools with an integrated curriculum and textbooks, they offer principals and schools a wide range of professional development opportunities and management support. Administrators receive management support and teachers have access to training courses, videos to complement classroom teaching, and a web-based information and question hotline. In the case of public schools, the participation of these companies is funded by selling books to the schools. In addition, Pitágoras provides training in quality management in schools which are funded by collaborating corporations.

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20 Private and Public Schooling: The Indian Experience

USAID-funded Pakistan Reading Project
Elements of Success in a PPP:

International examples show that making a success of partnerships is difficult. If PPPs are to make a significant improvement to the quality of public services over the medium term, then a number of conditions need to be in place:

- Adequate funding for public services
- Consistent rationale for using PPPs
- Strong public sector partner
- Responsible private and third-sector providers willing to embrace high standards of transparency and accountability
- Legitimacy among the general public and the public services workforce. If partnerships are to endure, citizens and employees need to feel they have a stake in them
- Evidence-based approach to policy. A commitment is necessary to pilot, monitor, and systematically evaluate a spectrum of partnership arrangements. Depending on the evidence that emerges PPPs could be rolled out or rolled back.
- Ability to resolve problems arising from partnership
- Clear communication of roles and responsibilities

Additionally, successful PPP for school improvements have also been found to contain the following salient features:

- Well planned program
- Value of program to school or students
- Follow-through training for teachers and staff
- Support materials for teachers and staff
- Quality of services and products
- Goals of the partnership and school are perfectly aligned
- Goal of the partnership is to advance student education
- Formal management system is in place
- School conducts formal evaluations of the partnership
- Teachers are favorably oriented towards the partnership
- Written policy supports business partnerships in the school
# Pakistan Education Ranking 2015

Provincial and National Education Ranking Scores (Primary School)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Province/Territory</th>
<th>Education Score</th>
<th>Enrolment Score</th>
<th>Learning Score</th>
<th>Retention Score</th>
<th>Gender Parity Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>2014</td>
<td>2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>ICT</td>
<td>83.96</td>
<td>94.31</td>
<td>58.88</td>
<td>87.55</td>
<td>95.10</td>
</tr>
<tr>
<td>2</td>
<td>AJK</td>
<td>76.67</td>
<td>77.70</td>
<td>57.60</td>
<td>76.96</td>
<td>94.40</td>
</tr>
<tr>
<td>3</td>
<td>Punjab</td>
<td>76.30</td>
<td>79.67</td>
<td>59.06</td>
<td>72.01</td>
<td>95.38</td>
</tr>
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<td>4</td>
<td>GB</td>
<td>73.78</td>
<td>70.25</td>
<td>57.70</td>
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<td>86.21</td>
</tr>
<tr>
<td>5</td>
<td>KP</td>
<td>70.86</td>
<td>74.80</td>
<td>50.03</td>
<td>75.10</td>
<td>83.69</td>
</tr>
<tr>
<td>-</td>
<td>Pakistan</td>
<td>70.33</td>
<td>74.80</td>
<td>52.33</td>
<td>67.05</td>
<td>89.29</td>
</tr>
<tr>
<td>6</td>
<td>Sindh</td>
<td>61.02</td>
<td>65.85</td>
<td>47.61</td>
<td>52.85</td>
<td>83.02</td>
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<td>7</td>
<td>Balochistan</td>
<td>55.99</td>
<td>59.35</td>
<td>40.50</td>
<td>49.49</td>
<td>74.48</td>
</tr>
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<td>8</td>
<td>FATA</td>
<td>55.62</td>
<td>67.63</td>
<td>46.70</td>
<td>43.23</td>
<td>59.93</td>
</tr>
</tbody>
</table>

## Azad Jammu and Kashmir (AJK):

Throughout the period of district education rankings in Pakistan, AJK has continued to perform well on the education score for primary schooling. This is the same in 2015.

- All but two of the districts are in the top 40.
- None of the districts rank outside the top 50.
- All AJK districts have a high education score between 70 and 79.

## Punjab:

Punjab continues to dominate the top of the rankings table. Eight districts from the province are in the top ten. All of the top three districts are from Punjab: Rawalpindi, Chakwal and Lahore.

- Only two districts: Dera Ghazi Khan and Rajanpur scored lower than 50. These are the only two districts from Punjab to rank outside the top 100.
- Only three districts in Punjab scored higher than 70 in learning score, reflecting poor quality of education.
- 9 out of 36 districts scored more than 80 on education score.
- As has been the case in the previous rankings the division between the northern, central and southern part of the province is stark.

## Gilgit-Baltistan (GB):

Despite poor performance on the school infrastructure score, GB districts continue to score well on the education rankings. All seven districts score higher than 50.

- Only one district (Diamir) appears out of the top half.
- GB is the only region in the country where none of the districts score lower than 50 on the learning score.

## Khyber Pakhtunkhwa:

Overall the province has rebounded from a dip last year and is now back up to 5th rank.

- KP continues to remain a mid-table province when it comes to education. 19 of 25 districts are ranked between 20th and 100th. Haripur, Malakand, Mardan and Nowshera are in the top 25 and none in the bottom 25.

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Haripur is the best performing district in the province, while Kohistan is the worst performing district.

Unlike in previous years – when districts from the Hazara portion of the province were clustered near the top – this year there is a more even distribution of scores across the province. 24 of 25 districts scored above 50 on the education score.

**Sindh:**

Sindh’s performance continues to remain poor. Only Karachi (43rd rank) from Sindh manages to get in to the top 50 districts. Hyderabad ranks 62nd.

Thatta is the worst performing district in the province, largely due to a very low retention rate. Overall 19 out of 25 districts scored over 50 on the education score; only one (Karachi) scored over 70.

Only 4 districts from Sindh ranked in the top half of education rankings.

**Balochistan:**

Quetta is the highest ranked district and the only one in the top 50 districts. Almost half the districts of Balochistan rank outside the top 100 (12 out of 32).

Balochistan also has only three districts in the top half (Quetta, Kech and Killa Saifullah). Nine of the bottom ten districts are from Balochistan.

Overall, Balochistan shows the largest amount of variation in learning scores between districts. Killa Abdullah is the worst performing district in Balochistan.

Only 8 of the 31 ranked districts in Balochistan scored above 60 on education score. Except Quetta, no other district scored more than 70.

**Federally Administered Tribal Areas (FATA):**

None of FATA’s nine ranked districts made it into the top 50. Almost all the agencies of FATA are ranked in the bottom third of the table. Apart from FR Tank (66th) and FR Bannu (67th) all FATA agencies are in the bottom half of the table.

However, 7 out of 9 ranked districts in FATA scored above 50 and this may explain the large rise in overall score. Four of the agencies do not have enough data to be ranked.

(Reference: Alif Ailaan Pakistan District Education Rankings 2015)
**PPP Capacity Building of Potential PRP Stakeholders/Partners**

In the month of March 2016, a series of interactive capacity building workshops were held for government representatives, CSOs and corporate donors to enhance their understanding of the nature of PPP and build their capacity using the results generated from the assessment study conducted on PPPs in education.

These workshops covered a number of thematic areas under different models of PPP highlighting their operational process, their use, potential opportunities, strengths and impact that contributed in raising awareness among the target audience.

These workshops were held in Balochistan, Sindh, GB, ICT, KP/FATA and AJK regions to create awareness among project stakeholders about the significance of building partnerships. The participants were introduced to different PPP models and guidelines/toolkit developed by PRP. The hard copies of the draft PPP assessment report and PPP toolkits were shared with the participants.

Following table reflects participants of public and private partners who participated in these workshops:

<table>
<thead>
<tr>
<th>S.No</th>
<th>Region</th>
<th>Date</th>
<th>Participants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>Balochistan</td>
<td>1(^{st}) March 2016</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Sindh</td>
<td>3(^{rd}) March 2016</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Gilgit Baltistan</td>
<td>17(^{th}) March 2016</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>ICT</td>
<td>22(^{nd}) March 2016</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>KP &amp; FATA</td>
<td>24(^{th}) March 2016</td>
<td>KP=9, FATA=5</td>
<td>KP=2</td>
</tr>
<tr>
<td>6</td>
<td>AJK</td>
<td>29(^{th}) March 2016</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>69</td>
<td>12</td>
</tr>
</tbody>
</table>

During the orientation Capacity Building workshop following agenda items were covered:

Overview of PRP - PPP Component; Understanding the Concept of Public Private Partnerships - Basics and forms of Public Private Partnerships; Public Private Partnerships – Frameworks and Institutions; PPPs in Education - Success Stories and Lessons Learned; Corporate Social Responsibility – Possibilities of collaboration between public and private sector; Understanding and working with the Corporate Sector; PPPs – Toolkit and Guidelines.

The workshops ended with vote of thanks and distribution of certificates among the participants.
SINDH
District-wise Ranking (School enrolled children)

% Children who are in school (6-16 years)

District-wise Ranking (Class 5 children)

% Children who can read story (Urdu/Sindhi)

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)

% Children who can read sentences (English)

1. Karachi-West-Rural, 64%
2. Sukkur, 64%
3. Karachi-Male-Rural, 60%
4. Ratodero, 42%
5. Ghotki, 41%
6. Sanghar, 35%
7. Tando Muhammad Khan, 25%
8. Mirpurkhas, 23%
9. Thatta, 23%
10. Matari, 23%
11. Umerkot, 22%
12. Tando Allah Yar, 22%
13. Hyderabad, 21%
14. Dadu, 20%
15. Nowshera Feroze, 15%
16. Khairpur, 15%
17. Qambar Shahdadkot, 14%
18. Kolwara, 12%
19. Shara Mubarakabad, 11%
20. Shikarpur, 8%
21. Jacobabad, 7%
22. Larkana, 7%
23. Mir, 7%
24. Jamshoro, 6%
25. Sajawal, 5%

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can do 2-digit division (Arithmetic)

1. Sukkur, 72%
2. Badin, 50%
3. Ghotki, 47%
4. Sanghar, 42%
5. Dadu, 37%
6. Mir, 31%
7. Metari, 30%
8. Thatta, 28%
9. Umerkot, 25%
10. Tando Allah Yar, 27%
11. Hyderabad, 22%
12. Thatta, 22%
13. Shikarpur, 21%
14. Jacobabad, 21%
15. Tando Muhammad Khan, 16%
16. Mardan, 15%
17. Larkana, 12%
18. Sajawal, 10%
19. Jamshoro, 10%
20. Shara Mubarakabad, 10%
21. Badin, 5%
22. Ghotki, 4%
23. Sanghar, 4%
24. Dadu, 3%
25. Mir, 3%

Source: Annual Status of Education Report (ASER) 2014
PPP IN SINDH

**Legal Framework for PPPs in Education: Legislation and Regulation**

Government of Sindh (GoS) has a thorough and well defined PPP Policy and Act, 2010 and framework for PPPs in its legislation. It has been working rigorously in alliance with the private sector to achieve MDG and EFA goals and to develop sustainable and steady measures to improve the civil society. GoS lays great emphasis on the education sector. Various measures have been taken over a period of time to build upon and to enact reforms in this regard/sector. As per the PPP Policy Act, 2010, the scope of PPPs was limited to infrastructure projects only to emphasize on the education sector; however, the Education & Literacy Department (ELD) proposed amendments which were incorporated through the Reforms Support Unit (RSU). Hence, a separate PPP directorate within the education department was established. Its mandate includes working with the CSOs/donors and funding from the GoS to address the issue of illiteracy at large. PPP committees formed therein include members from both private sector and the CSOs.

A brief overview of the PPP framework, as drawn in the PPP Act of 2010, is given below:

**PPP Framework**

The framework consists of various policies and legal, institutional and regulatory components. Its main objectives are:
- to create an enabling environment for effective involvement of private sector in infrastructure development
- to ensure policy consistency and timely implementation of PPP projects

Following are the key components of PPP framework:
- PPP Policy Guidelines
- Sindh Public Private Partnership Act 2010
- PPP Policy Board, PPP Unit, Risk Management Unit, and PPP Nodes

**Sindh Education Sector Plan, 2014-18**

Following the amendments in the PPP Policy, the Sindh Education Sector Plan (SESP) has developed a comprehensive framework to establish a way forward for the next three years to prioritize and achieve the departments’ set objectives as given in the table below:

<table>
<thead>
<tr>
<th><strong>Goal:</strong> Develop PPP for enhanced access and improved quality of education provision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
</tr>
<tr>
<td>Map educational resources in private sector</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| Establish PPP Unit and Node | Establish unit for sustainability | 5% increase in number of PPP programs initiated through regular funding | Develop ToRs  
Establish PPP unit  
Allocate budget  
Institutionalize PPP  
Improve and enforce regulations to manage private sector  
Conduct on-going study of partnership issues and challenges |
|-----------------------------|----------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|
| Hand over Public Schools to EMO’s | Mass media / Awareness campaign  
Identify key Education Management Organization (EMOS’s) | | Develop criteria of public schools to be offered for PPP  
Identify public schools for PPP  
Publish EOI for EMO’s with list of schools  
Engage and handover schools to EMOS’s |
| Subsidy based PPP Model | Identify un-served areas  
Identify and consult with key organizations in education sector interested in PPP | | Analyze current GIS and identify underserved areas  
Prepare criteria and ToR’s for Organizations / Entrepreneurs  
Develop and Publish EOI  
Scrutinize and finalize parties as per policy |
| Monitor and Assure Quality | Conduct regular monitoring  
Share feedback with EMOS and entrepreneurs | | Develop monitoring tools and framework  
Develop key learning outcomes  
Monitor schools  
Analyze, review and share monitoring reports  
Take remedy measures |

*Source: Sindh Education Sector Plan 2014-2018, Education & Literacy Department, Government of Sindh*
**PPP Initiatives in Public Sector Education in Sindh**

Various initiatives have been taken by the PPPs for public sector education in Sindh. In fact, the robust services provided by Pakistan Centre for Philanthropy (PCP), Idara-e-Taleem-o-Agha (ITA), Sindh Education Foundation (SEF) and several other organizations have rigorously aided in motivating and mobilizing the corporate sector. This enables direct education provision, school management, professional development of teachers and scholarship provision; hence, providing increased support for public institutions in Sindh. Private sector, on its own initiative also, is engaging with the public sector as seen in the case of partnership between Federation of Pakistan Chambers of Commerce and Industry (FPCCI) and the city/district Government for monitoring and school improvement.

The Education & Literacy Department has created a PPP Node for Education department in order to effectively utilize private sector expertise for public education system by engaging the private sector with management contracts for the provision of core and ancillary educational services. Recently, a new project, “Sindh Education Management Organizations” has been introduced through which up to 400 public schools (particularly in Dadu, Jacobabad, Khairpur, Larkana, Shadadkot, Sukkur and 5 towns in Karachi: Bin Qasim, Gadap, Kemari, Lyari and Orangi) would be implemented.

There are various programs/projects in operation through PPPs which are being delivered in the Sindh Education Sector by education foundations, CSOs, the corporate sector and other providers. The most common projects are listed below:

- contracted management of public schools by CSOs
- Afternoon Institutions System: Up-gradation of Institutions through Community
- Adopt-a-School / School Improvement Program (SEF, PCP)
- community schools
- capacity building of SMCs / Parents & Teachers Associations (PTAs) / School Councils
- community learning / literacy centers (using school premises and facilities)
- education extension and enrichment programs
- teacher training
- volunteer teachers or other individuals sharing skills, donating time, etc.
- individuals donating funds to provide missing infrastructure and educational materials.

Some of the examples of the PPP models in education sector adopted in Sindh are as follows:

- Adopt-a-School Program
- concessions to private schools
- afternoon school system: Up-gradation of schools through Community Participation Project
- SMCs & Citizen Community Boards
- Tawana Pakistan.

**Public Private Partnerships Models in Education**

The GoS has selected the following partners which are working through PPPs for education in Sindh:

**Sindh Education Foundation (SEF)** is the most significant and active player in education development in Sindh. The Foundation focuses primarily on promoting the concept of PPPs in three program areas: Government School Reforms, promotion of private schools, and educational innovations. The programs implemented by SEF are as follows:

a. Adopt-a-School Program  
b. Improving Quality of Education Program  
c. Releasing Confidence & Creativity Program – an ECD Program  
d. Early Learning Program  
e. Promoting Private Schools in Rural Sindh  
f. Supporting Private Education Institutions Program  
g. Rural Based Community Schools Project
Education Management Organization - Sindh has passed “Sindh Right of Children to Free and Compulsory Education Act, 2013” in compliance with Article 25-A of Constitution of Pakistan. The legislation puts a renewed obligation on the Government of Sindh and the Education Department to provide improved service delivery to all the children.

Given the funding and performance limitations of the public school system in Sindh, the Department of Education is exploring private sector participation in the sector through the development of new management contracts for provision of core and ancillary educational services under the PPP model, whereby the private sector organizations will be expected to manage and maintain the schools and provide services to schools, students, teachers, institutions and to the Department during the concession term.

To improve access and quality of education in public sector schools, Education & Literacy Department is planning to engage reputable private sector organizations for managing the schools. Over the years private sector organizations have developed considerable expertise in the provision of quality education. The Citizen Foundation, CARE Foundation, Zindagi Trust, and IBA Sukkur are among the pioneers. Similarly, excellence models have also been developed by Beaconhouse School System (Educators), City School System (Smart Schools) and Allied Group of Colleges/Schools. SBEP’s state of the art schools will need a high quality of school management to deliver the best education to students. These schools will have a demonstration effect going beyond SBEP schools and covering other schools and other districts of Sindh, bringing hope and ‘can do’ approach to the public education sector in Sindh.

Corporate Donors in PPPs

1. **Engro Chemicals** spends 1% of its profit on social development per annum. Engro has set priority areas where it works to serve the local communities. These fall mostly near its plant in Daharki, district Ghotki, and other areas of its business. Engro has 2 schools in Sukkur and 21 schools in Ghotki. In 2007, Engro established Technical Training Center (TTC) and a Vocational Training Center.
in partnership with the department of Industries. Currently, it is working with EqEqual – a new NGO in Karachi. Furthermore, it is also working on a partnership with Indus Resource Center (IRC) for managing the schools.

2. **Pakistan Petroleum Limited** is a leading oil and gas exploration and production company, and is the operator of major gas fields in the country. It has established a PPL welfare trust, which undertakes community development in order to provide for healthcare, education and infrastructure in specified areas of the company’s business operations.

3. **Shell Pakistan** is a renowned company in the oil and gas sector, and has always shown commitment to the fundamental principles of sustainable development. It invests in four social sectors: health, education, environment and heritage. It provides funds to different social development programs in this regard.

4. **Unilever Pakistan Limited** is one of the largest multinationals operating in the country. It has focused its involvement in social welfare through health, education and water. It provides financial assistance to various NGOs that work for the improvement of education, like The Citizens Foundation (TCF), etc.

5. **Proctor and Gamble Pakistan** has been playing an active role for health and hygiene awareness, education and female empowerment. It has initiated and runs several programs to enhance and improve the lives of Pakistanis, especially children, teens and young mothers. Some well known programs run by P&G include: Pampers Hospital Education Program, Always School Education Program and Safeguard School Education Program.

**Conclusion - Sindh Province**

Government of Sindh is playing a major role in working towards sustainable development in its province. The measures it has taken for the necessary legislation of the PPPs and their involvement for the improvement in the education sector may be construed as being the most effective when compared to all other provinces. It has a comprehensive PPP strategy established wherein a provincial committee would be established including representatives from the GoS and the private sector. This committee would be responsible to review the PPP Policy Paper and regulations and to identify any gap to promote private sector participation in the education sector, focused particularly on reading. It would, inter alia, provide support and bridge the gap between the public and private sector to incorporate a sustainable education policy.

Mentioned below are the few areas where PPPs in education, with a particular focus on reading, could be effective:

- school maintenance, repair and renovation
- construction of washrooms, additional rooms
- setting up of school libraries, computer labs
- filling of gaps where teachers are in shortage
- transportation of girl students to and from schools
- provision of safe drinking water, electricity, and its accessories
- replenishing schools with furniture, teaching aids focused on reading
- teacher training, academic monitoring and assessment
- books, shoes, school bags, uniform and nutrition for children
- teachers’ and students’ exposure and learning visits
- celebration of teachers’ days, reward ceremonies etc
- scholarship for students and teachers
- CPD courses for teachers
- promotion of health & hygiene in schools
- promote play and sports in schools through developing safe play areas.
KPK
Assessment Report | Existing PPP for Education Framework, Policy and Regulations in Pakistan

District-wise Ranking (School enrolled children)
% Children who are in school (6-16 years)

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)

% Children who can read sentences (English)

1. Charsadda, 68%
2. Mandian, 66%
3. Mansehra, 60%
4. Tor Ghar, 62%
5. Haripur, 50%
6. Taxi, 52%
7. Battagram, 52%
8. Swabi, 49%
9. Nowshera, 49%
10. Bannu, 48%
11. Peshawar, 44%
12. Malakand, 41%
13. Buner, 40%
14. Shangla, 39%
15. Kohistan, 38%
16. Chitral, 36%
17. Dera Ismail Khan, 35%
18. Upper Dir, 34%
19. Kohat, 34%
20. Karak, 34%
21. Laskia Marwat, 33%
22. Hinga, 25%
23. Abbottabad, 25%
24. Swat, 22%
25. Lower Dir, 10%

District-wise Ranking (Class 5 children)

% Children who can do 2-digit division (Arithmetic)

1. Mansehra, 71%
2. Mandian, 65%
3. Swabi, 54%
4. Battagram, 54%
5. Nowshera, 53%
6. Bannu, 53%
7. Charsadda, 51%
8. Dera Ismail Khan, 49%
9. Kohistan, 40%
10. Kohat, 39%
11. Peshawar, 39%
12. Karak, 39%
13. Abbottabad, 38%
14. Laskia Marwat, 36%
15. Haripur, 35%
16. Tank, 32%
17. Buner, 32%
18. Upper Dir, 32%
19. Shangla, 31%
20. Hinga, 29%
21. Malakand, 29%
22. Lower Dir, 17%
23. Chitral, 16%
24. Swat, 10%

Source: Annual Status of Education Report (ASER) 2014
PPP IN KHYBER PAKHTUNKHWA

The most affected region from the war against terrorism is KPK. It has resulted in poor socio-economic development, especially in the education sector. The provincial literacy rate is only 57% with majority of population being unable to read and write. This results in lower economic development and growth in the region.

In KPK, numerous PPP initiatives have been taken in different social sectors; the most significant of these initiatives have been in Technical and Vocational Education and Training (TVET) and Policy on Community Driven Local Development (CDLD).

KPK Public Private Partnership Bill was promulgated in 2014. Education sector in KPK is predominantly the focused area of PPPs.

Legal Framework for PPPs in Education: Legislation and Regulation

There is a comprehensive Education Sector Plan (ESP), which was introduced in 2009 (Education Sector Plan 2009). It covers issues such as reducing regional and gender disparities, providing access to opportunities, quality, infrastructure, capacity building and governance. KPK has highlighted the PPPs for Elementary and Secondary Education in their Education Sector Plan. The mandate of Frontier Education Foundation (FEF) is for Higher Education while Education Endowment Foundation (EEF) is for Elementary and Secondary Education (E&SE). International Relief and Development suggested KPK government to coordinate with Institute of Social and Policy Analysis, a National Research and Advocacy Organization, regarding PPP.

The targets set in the ESP are to achieve UPE goals by 2015 by ensuring that all boys and girls complete full course of primary education, promote gender equality, achieve quality basic education for all (EFA goal), achieve 50% improvement in the levels of adult literacy, especially for women (EFA goal), introduce government-financed private school subsidizing for areas with low female enrolments, and reduce rural and urban disparities in education. ESP aims to serve as a monitoring and evaluation tool to assess progress against the targets set in accordance with the MDGs and EFA to which Pakistan is a signatory.

PPP Initiatives in Public Sector Education in KPK

The efforts of PPPs in KPK were signified in 2001 with the establishment of Public Private Collaboration (PPC). Under this program, public schools were offered to the private sector to run upgraded classes in the afternoons to provide quality education while maintaining a standardized and affordable fee structure for all income levels. In 2001-02, 140 schools were opened in 15 districts. Primary focus was laid on girls’ education in rural areas. Later in 2003, the program was shifted to district level.

Current programs/practices relevant to PPP in education sector mainly relate to infrastructure building, some of which are listed below:

- stipends for girls students: Rs. 200/- per month will be given to girls enrolled in primary schools in seven selected districts of Hangu, Peshawar, Bannu, Lakki, D.I. Khan, Shangla and Nowshera
- education voucher system: The Provincial Cabinet approved Rs. 500 million for Education Voucher Scheme in order to provide an opportunity to the children of poor, labourers and widows to get equal education. The program benefits the labourer, klin labourers, daily wagers and widowers with family income of Rs. 7000/- or less. Preferences will be given to people from slums
- sports facilities in girls’ schools: Rs. 100 million were allocated for provision of sports facilities among higher secondary schools in the province
- posting/transfer of teachers: The cabinet legislates and discourages the transfers or postings in the education sector

22 Education Sector Plan 2009
Tameer-e-School: EEF serves as a focal organisation for the program and remains responsible for facilitating contributions and liaison with supporters and schools to achieve the desired outcomes.

**Existing PPP Framework in KPK**

A PPP act was passed in 2014 in order to facilitate and implement privately financed infrastructure projects in the form of Public-Private Partnership (PPP) projects. The purpose of the act was to enhance transparency, fairness and long term sustainability and remove undesirable restrictions on private sector participation in infrastructure projects.

The act is known as the Khyber Pakhtunkhwa Public Private Partnership Act, 2014. Under this act a PPP committee was formed to oversee private investment in infrastructure projects using the PPP approach. The committee is chaired by the Minister of Planning and Development Department of the Khyber Pakhtunkhwa. There are also sub-committees called Units, which acts as the technical arm to the committee. Furthermore, PPP Nodes were also formed as well which report to the PPP unit and are responsible for implementation of the recommendations and guidelines issued by the PPP unit.

E&SE Department has highlighted the PPP in their Education Sector Plan. In KPK, FEF mandate is for Higher Education and EEF is for Elementary and Secondary Education. Several other programs and potential partners have been highlighted in the Education Sector Plan KPK.

**Role of Education Foundations in KP**

1. **Elementary Education Foundation (EEF):** The EEF is a statutory organization mandated “to take all measures for the promotion, improvement and finance of education and development of human resources in KPK.” The Government of KPK designated the task to achieve the EFA targets of enrolment, literacy and quality education. The organization supported private, community and non-formal schools, literacy and skills development centers, Madrassas to enroll children who are out of school and adults who are not literate. The EEF supports the PPP programs such as:
   a. **Tameer-e-School Program:** Tameer-e-School program mobilizes citizen, philanthropists, civil society and entrepreneurs’ support to improve infrastructure facilities of government schools, and thereby help more students to learn better in enabling environment. Tameer-e-School Program operates through a system that ensures transparent criteria for selection of schools, map processes flows, define data requirements and outline funds collection and disbursement options. This system is being implemented through effective coordination between donors / contributors, Directorate of Schools, United Bank Limited and Elementary Education Foundation.
   b. **Iqra Farogh-e-Taleem, Education Voucher Scheme:** The Iqra Farogh-e-Talim is a special initiative of the Government of Khyber Pakhtunkhwa with the objective of enrolling out of school children between the ages of 5-16 residing in poor areas in the province through voucher scheme. Government-issued vouchers are tuition redemption vouchers that families can redeem at a partner private school of their choice in return for free education services. Education vouchers have the potential for increasing freedom of choice for parents, increasing competition between schools leading to greater productive efficiency, and greater equity by providing access to schooling for marginalized groups.
   c. In 2011/12, the Elementary Education Foundation piloted the Rokhana Pakhtunkhwa Talimee Program to support middle and high school students attending low cost private schools. To encourage children to continue their education where no government middle or high schools are present, the EEF is providing a per student subsidy to the school ranging from PKR.330 to PKR.1650 per month in both girls and boys schools.

2. **Parent Teacher Council (PTC):** Parent Teacher Council, comprising of school staff and parents, has a mandate to support school management, monitor and suggest improvements. A total of eight members are part of the Council. The roles and responsibilities of PTC include increasing the school enrolment and reducing drop outs by creating awareness about the significance of education, providing enabling environment, maintaining gender balance, and monitoring teachers’ and students’ attendance.
3. **Frontier Education Foundation (FEF):** FEF was established as a Corporate Body in 1992 under the Provincial Assembly Act. The core function of FEF is to promote and develop the private sector education model in KPK. The Foundation gives grants and loans to educational institutions and conducts short in-service training courses for teachers of private sector schools. The establishment of EEF in 2002 restricted the role of FEF and confined it to colleges and higher education. The foundation later initiated the Frontier Education Foundation Academy (FEFA) for trainings of Principals and Lecturers. FEF also provides assistance to needy and deserving candidates, assistance may vary between grants, loans and scholarships. The foremost criterion is Merit-Cum-un-affordability.

**Conclusion - Khyber Pakhtunkhwa**

Even though no defined policy has been introduced in KPK regarding the role and encouragement of PPPs in the education sector, a lot of work has been done in this regard through various education foundations and other initiatives taken in order to engage the private sector to improve the quality of education in public schools. There are a number of areas of education in which improvement may be brought through Public Private Partnership in Khyber Pakhtunkhwa. Below is the list of important areas identified for PPPs:

- school renovation
- school rehabilitation
- sanitation
- drinking water
- boundaries walls
- blackboard repairs
- libraries
- electrification
- minor repairs
- furniture
- provision of sports items in schools.
Balochistan
Assessment Report | Existing PPP for Education Framework, Policy and Regulations in Pakistan

District-wise Ranking (School enrolled children)
% Children who are in school (6-16 years)

District-wise Ranking (Class 5 children)
% Children who can read story (Urdu)

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)

% Children who can read sentences (English)

Source: Annual Status of Education Report (ASER) 2014
PPP IN BALOCHISTAN

Legal Framework for PPPs in Education: Legislation and Regulation

When compared to other regions of Pakistan, Balochistan is found to have a low literacy rate and insufficient access to education. The high illiteracy rate disables the government to providing adequate resources and facilities in the education sector. The current situation demands for efforts and participation of every individual in the field of education. Government of Balochistan (GoB) set up an autonomous body, Balochistan Education Foundation (BEF), in 1994 to strengthen private sector provision of education and to raise the standards of education in the province. It was granted an endowment of US$ 2 million, by USAID, in order to support community schools and private sector educational institutions.

PPP framework/ Balochistan Education Sector Plan

GoB has a comprehensive Balochistan Education Sector Plan approved for 2013-2017 to monitor the Education Sector and the role of PPPs in the education sector. This plan highlights the role of BEF and private sector under the chapters heading #4.2.7 and #4.2.8. BEF is the only body in the province setup for PPPs in the education sector in Balochistan. BEF has been restructured with an autonomous governance structure; operational procedures and policies have been made transparent and added to BEF’s Operational Manual.

PPP Initiatives in Public Sector Education in Balochistan

GoB has provided Rs. 20 million as a development grant through World Bank support, and has also allocated Rs. 10 million for recurrent expenses. GoB has committed to providing additional financing subject to good performance.

As per the requirement of public sector schools, contributions from the local and multinational organizations are required in the following areas:

- infrastructure for deprived schools (building/shelter, water/electricity/toilets etc.)
- libraries and provision of computers, which will enable these schools to promote quality education and give supportive environment to all the students
- development of additional classrooms, which will provide better opportunity to improve student-teacher learning.

Balochistan Education Support Programme (BESP)

The key objective of the project is the promotion of public-private and community partnerships in order to improve access to quality primary education, in particular for girls. The project contributes to Pakistan’s long-term objective of achieving MDG Goals by targeting universal literacy, gender parity in education, and 100% net enrolment.23

BEF implemented World Bank funded project called Balochistan Education Support Project (BESP 2006-2014) through its implementing partners (CSOs) in all 32 districts of the province. There were three major components of this project. The first component was the establishment of 650 rural Community Schools (CSs). BEF established all of these schools through community driven model, i.e. for each school, Parent Education Committees (PECs) were established to take the ownership for overall school operations. Among these schools, BEF also constructed 218 school buildings in different districts of the province. The program was quite effective given that 27,000 children enrolled (against the target set for 15,000), 41% of which were female students, signifying unbiased gender enrolment. The second component was the establishment of 200 private schools through educationists, civil society and youth to promote entrepreneurship. The last component was building the capacity of community schools’ teachers, PECs, private school operators, IPs and BEF staff training.

World Bank Support to Education in Balochistan

The WB financed Balochistan Primary Education Project (BPEP) has resulted in an increase of gross girls’ enrolment rate from 15% in 1993 to 37.3% in 1999, and the enrolment rate for boys from 49% to 56.7% during the same period. Percentage of female enrolment out of total enrolment increased from 23% to 36% as well. Drop-out rate of girls decreased from 17.3% to 13%. The major achievement of BPEP was the establishment of 1,300 rural Community Schools with around 60,000 girls enrolled. This was made possible through partnership between communities, CSOs and the government. Direct and effective community participation in school affairs was a key feature during the project period.

Conclusion – Balochistan Province

According to the Balochistan Poverty Reduction Strategy Paper (2003), eight of the ten most deprived districts in Pakistan are located in Balochistan. While enrolment rates have improved in recent years, Balochistan continues to lag behind other provinces in education service delivery. These facts and figures raise the urgency to pay due consideration to education in this province. In contrast to the aforementioned, BEF is the only organization operational in Balochistan that promotes Public-Private and community Partnerships with the support of GoB while World Bank is the only donor currently enabling GoB to encourage PPPs in the province. At present, an amendment bill is under process for approval that will add to the present role of BEF as a regulatory authority body for private education institutions in the province. Indeed, BEF is emerging as a prominent organization and is being considered by the GoB for PPPs in the education sector. However, the pace at which GoB is perhaps working is considerably low due to financial constraints. Potential partners have been identified (in annexure) to aid in this regard. PRP is also engaged in providing government the maximum support to achieve its MDG goals of imparting education to all.

District-wise Ranking (School enrolled children)

% Children who are in school (6-16 years)

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can read story (Urdu)

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)

% Children who can read sentences (English)

1. Neelum, 73%
2. Haif, 71%
3. Kari, 63%
4. Ragh, 61%
5. Matlar, 62%
6. Mirpur, 61%
7. Bhimber, 56%
8. Muzaffarabad, 48%
9. Poonch, 43%
10. Sultrn, 41%

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can do 2-digit division (Arithmetic)

1. Haif, 99%
2. Neelum, 57%
3. Matlar, 57%
4. Bhimber, 56%
5. Bagh, 56%
6. 62%, 55%
7. Sultrn, 47%
8. Mirpur, 45%
9. Muzaffarabad, 19%
10. Poonch, 14%
PPP in AJ&K

Legal Framework for PPPs in Education: Legislation and Regulation

AJ&K has observed various efforts made through PPPs in the field of education. With the absence of a defined policy or a legal framework, no documentation was ever made in this regard, making it difficult to ascertain the role of PPPs or their contribution to education in AJ&K. Hence, a formal act/policy framework for PPPs was developed in AJ&K in June 2014.

PPP Framework/Policy for AJ&K

Education department of AJ&K has established a task force on PPP and notification has been issued. Representatives from Civil Society, Teacher Education Foundation and Govt. Departments like Industries, Social Welfare & Women Development, P&D, Finance and DoE itself are key members of the task force.

The role of this Task Force will be to:

- Provide guidance and support on key policy implementation issues in primary education focusing on Public Private Partnership in the region.
- Provide guidance in assessment of capacity building training needs of the private sector foundations, government counterparts and relevant stakeholders in conceptualization and implementation of PPP initiatives.
- Provide guidance on identifying and designing innovative PPP models and its advocacy to achieve optimal outcomes from the assistance provided by PRP in the State.
- Facilitate identification of the potential private sector organizations, foundations, associations, donors, charitable firms / individuals, and entrepreneurs with credible past performance, which are willing to invest or share their resources for improvement of quality of primary education in AJ&K.
- Provide support and guidance in formulating perspective plan, strategies, guidelines and recommendations for fostering Public Private Partnership to improve quality of basic education in AJ&K at primary level, with particular focus on improving reading competencies, promoting reading culture, and reading assessment.
- With the consultation of District and Schools’ management, develop and prioritize the needs of the schools (infrastructure, books, stationery, library, furniture, needy students’ fees, sports equipment, etc.) for which support is required.

PPP initiatives in Public Sector Education in AJ&K

Local community plays a vital role in the encouragement and promotion of education in AJ&K. Current practices regarding Public Private Partnership in AJ&K are as follows:

- the community provides land for all primary schools free of cost
- SMCs and parents are contributing to provide spaces/ shelters for all types of schools till the government arranges those
- on appeal of any respected person of the society, members of the community contribute for school’s building/ ground/temporary paid teacher, etc., monthly
- local philanthropists often donate considerable amount for different development schemes of schools
- all informal schools operate at local levels; also, they have no legal framework, which would help to monitor management performance or quality of education.

Role of Education Foundations in Kashmir

Various PPP models in the education sector are adopted by different education foundations playing their role in the province. The PPP programs/models adopted by these foundations include (but are not limited to):

- Adopt-a-School program
voucher schemes
schools’ improvement
teacher trainings, etc.

Following are the foundations actively participating in providing improved quality of education in AJ&K:

4. **Kashmir Education Foundation (KEF):** KEF, founded in 1994, is a charitable and wholly non-commercial NGO. Its primary objective is to provide high quality, modern education to bright children of underprivileged and marginalized sections of society, particularly in the rural areas, and to support the general upgrading of low teaching standards of the country’s primary and secondary schools. In 1996, the Foundations’ pilot project, “Pearl Valley Public School & College-PVPS&C” was laid in a remote village Kharick, near Rawalakot in AJ&K. Other projects of KEF include a college (PVPS&C), two schools (SVPS & BVPS) and College of Teacher Education (CTE).

5. **Rural Education and Development (READ) Foundation:** READ Foundation was established in 1994 as a not-for-profit organization to address the dire need for education and literacy in Pakistan, especially in AJ&K. The Foundation believes that education is the only tool that can enable the country to develop and progress amongst the community of nations. Currently, READ Foundation has 340 educational institutions with over 75000 children enrolled. These include primary, middle and high schools and colleges. The school system employs over 4000 teachers.

**Conclusion – AJ&K**

There are a number of local and international corporations/organizations, entrepreneurs, philanthropists, associations, chamber of commerce, media companies that have been contributing in-cash / in-kind on social development projects. Although various initiatives have been taken in the province, issues such as provision of quality education, access to education, education management and supervision and provision of primary education and basic facilities remain matters of dire urgency. Following are the areas that have been identified where contribution may be required immediately:

- infrastructure for deprived schools (building/shelter, water/ electricity/toilets, etc.)
- Teaching Learning Material (TLM) for all government schools - stationery, models, supplementary material, etc.
- professional development for government / private schools teachers in different areas of education
- ICT facilities for all schools
- planning and provision of need based budgets to schools
- health care and screening
- School Sanitation & Hygiene Education (SSHE).
ICT
PPP in Islamabad Capital Territory

Legal Framework for PPPs in Education: Legislation and Regulation

The federal and provincial governments’ policies, planning and delivery of education have been under constant review and revision according to the changing needs over time, particularly in the last decade. The government’s recognition of the role of the private sector and CSOs is explicitly expressed through the Poverty Reduction Strategy Paper (PRSP), Education Sector Reform (ESR) Action Plan, Education Policy and Education for All documents and through establishment of Education Foundations at the national and provincial levels.

It has been estimated that the contribution of private sector in GNP, for education, is 0.7%. The need for an Operational Policy (OP), hence, rose as the government realized that there were various structures and forms of PPPs, but no uniform policy or guideline for such programs other than the programs implemented through the education foundations. The Ministry of Education, therefore, developed an OP on PPPs to assimilate all PPPs other than the programs being supported by education foundations.

The Government of Pakistan acknowledges the work of the Pakistan Centre for Philanthropy for providing policy inputs and for developing frameworks for partnerships and mobilizing resources from the business sector for education related initiatives. The OP was approved at the Inter-Provincial Education Ministers Conference held in Peshawar on June 10, 2006.

PPP Framework

In the early 1990s, Pakistan established a policy and regulatory framework for Public Private Partnerships (PPPs) in the telecom and power sectors. Unregulated sectors, like transport and logistics, water supply, sanitation, solid waste management, real estate and social sectors including education, healthcare and housing, are yet to benefit from such a framework.

The following measures have to be taken to disseminate the policy:

- notifying the operational policy framework and its wide circulation
- sharing with media and periodically documenting/advertising the work done by the private sector
- creating a website for PPP which is accessible to all
- making accessible the policy documents and related information to all at district and tehsil offices
- translating guidelines to Urdu and provincial languages.

The National Education Policy 2009

The section BRIDGING THE PUBLIC-PRIVATE DIVIDE (3.4) Para 70 states that over the last few years, private sector has been attempting to bridge the gaps of the education system like inequitable access, poor quality, high drop outs, etc. The need to institutionalize the arrangement to receive optimal results across the country instead of incremental efforts in sporadic areas is felt.

The possibility of agreement would depend on the specific area or domain. Some of the input areas would be:

- school construction
- textbooks development
- libraries development including provision of supplementary reading material
- teachers’ education
- transportation
- food supplement to poor children
- literacy programmes
- Information Communication Technology (ICT)
Further on, Para 71 affirms that there may be other forms of possible agreements. All of these opportunities can be evaluated for efficacy and then implemented according to local conditions and requirements. Some options already operational in the country are:

- Voucher systems in existing schools or adoption of ill-performing public schools (already first practiced in Sindh by Sindh Education Foundation and now on a larger scale by the Punjab Education Foundation in poorer districts of the Punjab)
- Using premises and/or facilities of the public schools for higher than the existing level of schooling (first piloted by Punjab Education Department in 2003 and replicated by some other provinces at a smaller scale)
- Additional services like literacy centres after school timings in the public sector schools (also initiated by the Federal Directorate of Education (FDE) in some Islamabad Capital Territory (ICT) institutions in collaboration with Children Resource International, Islamabad). All these possibilities, as already stated, are being pursued in some form or the other

Adopt-a-School program, particularly by the corporate sector and philanthropists.

**Education Policy Actions**

Available educational resources in the private sector shall be mapped and information made available to all. The resources in this case would include more than private schools only which are already part of the overall education census.

- Transparent and clear procedures shall be initiated in the education sector to allow utilization of private sector inputs. Keeping in view Ministry of Education's document "Public Private Partnerships in Pakistan’s Education Sector”, systems shall be developed through involvement of all stakeholders: the public sector, the private sector and the community
- Provincial governments shall encourage private education at the school level as an option available to those who can afford such education. At the same time, governments shall take steps to encourage public sector institutions to draw benefit from the resources available in the private sector
- A common curricular framework in general, as well as professional education, shall be applied to educational institutions in both the public and the private sectors. Government shall take steps to bring the public and private sectors in harmony through common standards, quality and regulatory regimes
- Where a private school already exists with additional admission space, the children shall be accommodated in it through public financing, and the public sector new school shall either be developed in separate vicinity or for different levels. Private sector schools shall be provided permission to operate on a need-cum-quality basis
- Provincial and area governments shall develop regulations for establishing and running private sector institutions that include transparent accountability procedures. Such regulatory bodies that have already been developed shall be reinvigorated
- Provincial and area governments shall take steps to build capacity of the regulators to enable them to effectively monitor compliance by private sector institutions
- Non-profit educational institutions should be provided tax incentives.

**PPP Initiatives in ICT**

The corporate sector is emerging as the key player in supporting social development causes, especially education and health. PPPs have been expanding over time and have taken various forms. The most common programs being delivered include:

- Community schools
- Fellowship schools
- Adopt-a-School
Grant-in-Aid to the private sector
school management by NGOs
teachers’ training
individuals donating in several ways to schools at local levels.

Despite Islamabad being the capital city with a number of educational facilities, numerous suburban areas still face an unremitting scarcity of schools, especially for low-income groups.

1. **Basic Education Community Schools, Islamabad**: The Ministry of Education, Trainings and Standards in Higher Education and Government of Pakistan are running a nationwide Non-Formal Primary Education Program in all provinces and regions of Pakistan, named "Basic Education Community Schools". BECS is running thousands of schools throughout the country in FATA, Khyber Pakhtunkhwa, Baluchistan, Sindh, Punjab, Gilgit-Baltistan, AJ&K and ICT. 3 million out of school children have been educated since 2006 by BECS, and almost 6 million are currently enrolled. The BECS prefers to enrol female students and employ female teachers to impart education in its schools; 80% of teachers and 60% of learners are female. The BECS are based on Non-Formal basic education system with a single, home-based room, for school (Class I-V); the premises is provided free of cost by the community. In each BECS, 30 learners aged 4-16 years are mandatory. A single teacher is responsible for classes I to V of a school, and the teacher adopts multi-grade teaching methods.

2. **National Education Foundation (NEF)**: NEF, an autonomous organization of Ministry of Education, was founded in late 1994 with a mandate to oversee PPP initiatives in promoting education across the country. In early 2002, the agency was restructured to give it increased autonomy and geographical focus (ICT, FATA, FANA and AJK). Its programs and interventions are aimed at promoting and addressing critical educational development issues including gender equality, improvement in literacy standards, community participation and socio economic empowerment. The NEF works closely with NGOs and CBOs to enhance their capacity. An essential aspect is close cooperation with the private sector. The current programs not only provide education, but also mobilize communities to meet their educational and developmental needs.

3. **Tameer-e-Millat Community Schools, Islamabad**: TMF has established several primary schools for imparting education to boys and girls from under privileged communities. 28 primary schools were set up in association with Ministry of Education EFA Wing, 10 schools in collaboration with Bhandara Foundation and 4 more in collaboration with the Maria Helena Foundation.

**Conclusion - ICT**

The concept of PPPs recognises the existence of alternative options for providing education services besides public finance and public delivery. It is impossible for governments across the globe to provide for quality education; hence, they are constantly looking for different ways through which to involve the private sector. There are various private organisations currently engaged in the different fields of philanthropy. Therefore, it deems necessary for the federal government to effectively involve the potential partners to achieve its goals of providing quality education to all.
FATA
District-wise Ranking (School enrolled children)
% Children who are in school (6-16 years)

1. Okki Azay, 93%
2. F.R. - D.I. Khan, 92%
3. F.R. - Tank, 89%
4. Khyber Agency, 85%
5. F.R. - Peshawar, 83%
6. F.R. - Bannu, 80%
7. Bajaur Agency, 66%
8. F.R. - Lakki Marwat, 67%
9. Mohmand Agency, 67%

District-wise Ranking (Class 5 children)
% Children who can read story (Urdu)

1. Mohmand Agency, 74%
2. Okki Azay, 59%
3. F.R. - Tank, 51%
4. F.R. - D.I. Khan, 48%
5. Bajaur Agency, 47%
6. Khyber Agency, 46%
7. F.R. - Bannu, 46%
8. F.R. - Lakki Marwat, 16%
9. F.R. - Peshawar, 16%

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)
% Children who can read sentences (English)

1. Mohmand Agency, 68%
2. Orakzai Agency, 66%
3. F.R. - Bannu, 58%
4. Khyber Agency, 56%
5. F.R. - Tank, 47%
6. F.R. - D.I. Khan, 38%
7. Bajaur Agency, 31%
8. F.R. - Lakki Marwat, 21%
9. F.R. - Peshawar, 9%

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)
% Children who can do 2-digit division (Arithmetic)

1. Mohmand Agency, 75%
2. Orakzai Agency, 69%
3. Khyber Agency, 61%
4. F.R. - Bannu, 57%
5. F.R. - Tank, 51%
6. F.R. - D.I. Khan, 43%
7. Bajaur Agency, 25%
8. F.R. - Lakki Marwat, 21%
9. F.R. - Peshawar, 13%
PPP in FATA

Legal Framework for PPPs in Education: Legislation and Regulation

Even though FATA falls under Federal Territory / legislation, the administration in the region is controlled by the line departments of KPK. Hence, FATA adopts most of KPK’s policies/laws/acts/regulations. FATA Education Policy was established in 2006, and the FaEF regulation was passed in 2010. However, no absolute policy has been adopted or incorporated to support PPP activities in this region; also signifying the absence of a framework / policy regarding PPPs in FATA as of now.

PPP initiatives in Public Sector Education in FATA

Since no PPP programmes for education have been launched in FATA, the role of government cannot be determined. Though, the Directorate of Education, FATA, is willing to initiate work on PPP Policy for FATA.

FATA Education Foundation (FaEF)

There is no approved policy on PPPs in FaEF. The yearly work plan approved by the Governor is used as a policy document by the foundation. The FaEF representatives shared that they have no such authentic information in FATA regarding any experience of private sector under PPPs, especially in the education sector (local and international corporate, entrepreneurs, philanthropists, associations, chamber of commerce, media companies). The main focus of FaEF is Private Schools; it has supported private school teachers of Kurram and Khyber Agency in capacity building programs. FaEF provided funds to FC (Frontier Core) school, Suffa School & Ketu Public for physical improvement programs. FaEF provided Nursery learning kits to primary schools and also awarded multiple scholarships to the talented students of FATA to study in the best institutions of Pakistan. The scholarship award per year is PKR 150,000/-. FaEF supported nine model schools by assisting them in establishing school libraries, repairing school buses, leveling school grounds, awarding scholarships, giving awards to teachers on performance (Best Teacher Award) and establishing and polarising IT Labs.

Conclusion - FATA

There is neither any policy regarding PPPs nor any private sector contribution for public schools in FATA, thus, due consideration needs to be paid to this region. FATA faces several problems given the current circumstances, but education remains the most significant issue. Following are a few key areas identified where Private Sector can positively contribute to the education system in FATA:

- building of boundary walls especially in Girls’ Schools
- construction of latrines, especially in Girls’ Schools
- provision of drinking water facilities
- renovation of school buildings
- establishment of libraries
- construction of play grounds
- provision of sports items
- provision of computer facilities
- provision of school furniture
- provision of materials for science laboratories
- teachers’ and head Teachers’ capacity building
- provision of child counselling
- encouragement of enrolment of students
- strengthening of the PTCs
- exposure visits to students and staff, for schools, colleges and other government institutions in FATA.
District-wise Ranking (School enrolled children)

% Children who are in school (6-16 years)

1. Hunza-Nagar, 98%
2. Gilgit, 96%
3. Ghizer, 53%
4. Ghanche, 92%
5. Azore, 89%
6. Skardu, 86%
7. Diamer, 48%

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can read story (Urdu)

1. Azore, 63%
2. Diamer, 61%
3. Ghanche, 56%
4. Ghizer, 53%
5. Skardu, 52%
6. Gilgit, 52%
7. Hunza-Nagar, 44%
District-wise Ranking (Class 5 children)

% Children who can read sentences (English)

1. Hunza-Nagar, 73%
2. Diamer, 79%
3. Astore, 68%
4. Skardu, 63%
5. Ghizer, 59%
6. Gilgit, 58%
7. Ghanche, 47%

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can do 2-digit division (Arithmetic)

1. Diamer, 78%
2. Astore, 66%
3. Skardu, 57%
4. Ghizer, 55%
5. Gilgit, 52%
6. Ghanche, 49%
7. Hunza-Nagar, 45%
PPP in Gilgit Baltistan (GB)

GB, being a tax free zone, is not very popular in terms of CSR as it does not render corporate players any rebate on industrial taxes. Also, being a peripheral geographic zone, it does not attract many private sector players to invest. Therefore, it would require more than mere encouragement to involve the corporate sector to indulge in long term sustained projects and interventions in the education sector in GB.

Numerous donors like Word Bank, EU, EC and DFID have been working in GB over the years through community participation, and that has, indeed, been the dominant and an overt form of PPPs in education. Despite the active role of private actors, policy documents are not available in GB.

Legal Framework for PPPs in Education: Legislation and Regulation

No legal document or framework exists at provincial level in GB to guide the PPP types, prerequisites, and transparency and control mechanisms. The possibility and justification of intervention, nevertheless, is based around the NEP (2009) where PPPs are considered to be important to meet the UPE targets.

Review of the existing PPP experience reflected that MOUs have been used in forming public-private partnerships. There lies no policy, law, act or regulation to monitor or implement such programmes; however, there lies a greater need to acknowledge the usefulness of policy frameworks in this regard. Since 2000, there have been various forms of PPPs in GB, but there are no decisive policies to frame the scope of PPPs, obligations and guidelines on possible partnerships, to determine transparency and to hold accountability.

PPP Initiatives in Public Sector Education in GB

It is imperative to recognise that, given the aforementioned circumstances hindering corporate sector involvement, community participation has been a salient feature in GB. Besides few government schools, the active involvement of communities promotes education more strongly than any other stakeholder in the region.

Following are few of the donor funded programs that have been carried out through community participation in GB:

- WB and DFID led Social Active Programme (SAP) school project;
- NORAD and EC funded project of Northern Pakistan Educational Project (NPEP).

NGOs namely Rupani Foundation and Hashoo Foundation are running education related activities such as “Agah waldein” in order to keep parents informed on the various principles of child development and to provide them with a conducive environment.

Various banks located in the region were consulted for CSR initiatives in GB with regards to education, but no intervention has been reported in affirmation. The only private bank, Karakorum Cooperative Bank, has shown support for students in the form of scholarships, but even that is limited.

Regional Taskforce on PPPs for Education

Secretary Education issued a notice on 31st December 2015 to form a taskforce on PPPs for Education in Gilgit Baltistan. This taskforce was formed with the initial support and initiative of Pakistan Reading Project. Members of the Education Taskforce are Secretary Education (Chairman), representatives from P&D, Finance, KIU, AKESP, Marofi Foundation, PRP and Director Education.

This Taskforce will provide guidance and support on key policy implementation issues on primary education in the province, particularly in the field of Public Private Partnerships.
Type of Schools with PPPs

Often PPP schools are private schools trying to bridge the gap with public schools in order to improve the management of schools. In GB, improved indicators of net enrolment are partially because of community-lead PPPs. World Bank GB Economic Report (2010–11) states that the net primary school enrolment in GB is 51%, out of which the net middle-school enrolment is 17% while metric enrolment is only 14%. If the public sector was not supported through communities, this figure could have been worse.

1. **Social Action Programs (SAP) Schools**: SAP schools, as a means of educational reform agenda, tried to institutionalize the idea of PPP in GB for enhancing the primary enrolments. School based affairs, such as construction of schools (usually boundary walls) and school management through PTAs, were attained through PPPs.

2. **Northern Areas Educational Project (NAEP) and Northern Pakistan Education Project (NPEP)**: NAEP followed by Northern Pakistan Education project (NPEP) replicated similar models of PPPs and tried to run education related interventions. Government of Pakistan’s Department of Education drafted and signed MoUs with various communities in which school based interventions were likely to be staged. Government of Pakistan assisted the SMCs and PTA in adopting the roles of school management to ensure quality.

3. **Aga Khan Education Services (AKES) and Professional Development Centre North (PDCN)**: In other forms of PPPs, public and private sector come together as a means of improving quality of teaching in schools. Aga Khan Education Services (AKES) and Professional Development Centre North (PDCN) of Aga Khan University (AKU) run training courses where teachers from public sector seek benefit without paying any fee to AKES or AKU-PDCN. Primary schools need to be upgraded, but scarcity of public resources does not allow communities to establish schools. Capable communities in this case come forward to upgrade their own schools with the support of the government. PPP model of schools exists with the support of AKES and government.

   Similarly, establishing IT based Community Leaning and Resource Centers (CLRC) is another area of collaboration where community has contributed to educational environment at large.

**Conclusion - Gilgit Baltistan**

In terms of social development, GB lags far behind and at large most significantly because of the geographical implications it possesses. Corporate sector organisations may need to be encouraged and convinced to play their part in community development. Enlisted below are a few potential interventions identified where PPPs could play a significant role in the education sector.

- school improvement programs
- libraries
- capacity building for teachers
- community learning and literacy centres
- scholarship merit programs for girls/women/disadvantages
- advocacy on significance of education.
PUNJAB
District-wise Ranking (School enrolled children)

% Children who are in school (6-16 years)

Source: Annual Status of Education Report (ASER) 2014

District-wise Ranking (Class 5 children)

% Children who can read story (Urdu)

Source: Annual Status of Education Report (ASER) 2014
District-wise Ranking (Class 5 children)
% Children who can read sentences (English)

District-wise Ranking (Class 5 children)
% Children who can do 2-digit division (Arithmetic)

Source: Annual Status of Education Report (ASER) 2014
PPP in Punjab

Legal Framework for PPPs in Education: Legislation and Regulation
The Punjab PPP for Infrastructure Act 2010 is the current governing provincial document. The Act does not address educational services interventions; however, schedule 1 specifies “education facilities” as one of its infrastructure areas. The Act also encompasses the PPP project delivery process in general.

Punjab Education Foundation (PEF)
The PEF was established under the PEF Act of 1991 as an autonomous statutory body to encourage and promote education in the private sector operating on non-commercial/ non-profit basis. PEF engages numerous local CSOs in all its PPP initiatives; however, financial support is received largely from the School Education Department, the World Bank and DFID. This Education Foundation is the largest PPP intervention in Punjab and is engaged in building PPPs through various initiatives, as stated below:

- Education Voucher Scheme (EVS),
- Foundation Assisted Schools (FAS),
- Continuous Professional Development Programs (CPDP),
- New School Programmes (NSP) and other educational promotion activities.

PPP initiatives in Public Sector Education in Punjab
A number of NGOs are actively involved by taking various PPP initiatives in the basic education sector. However, there are no official guidelines or procedures governing their initiatives in this regard.

1. CARE Foundation is a Lahore based CSO; it claims to be running 240 schools and providing education to 160,000 students.

2. Rohi Development Organization is an independent, non-political and not-for-profit organization. Rohi champions the participatory approach for their efforts in capacity building, education, health, advocacy on human rights, women rights, child rights, community mobilization, lobbying and livelihood, strengthening of democracy and governance.

3. Idara-e-Taleem-o-Aagahi (ITA) or the “Centre of Education and Consciousness” Public Trust focuses on primary education reform. It employs a sector-wide approach targeting public schools, low cost private schools and Madrassas through formal and non-formal education initiatives. The organization also works in teachers’ education, pre-service, in-service and certification programs embedded in policy and gender.

4. Zindagi Trust is a Karachi based non-governmental, non-profit organization that also works in Lahore with the focus of providing quality education. Their work focuses on reforming public schools, educating working children and lobbying the government to improve education policy. The organization runs a non-formal education program, “Paid to Learn”, which provides primary education to working children from urban slums across Pakistan.

Conclusion - Punjab
Punjab has the largest economy in Pakistan, contributing 59% of Pakistan’s total GDP (2010)\(^\text{25}\). It is considered to be the most industrialised province of Pakistan, also signifying the presence of major players of the private sector. Various initiatives have been taken to involve the private sector through PPPs in order to strengthen and improve education provision in the province. Although there is a PPP act in place, it is with regards to infrastructure and project delivery process. No evidence could be gathered to confirm an act/policy that would encompass the role of PPPs in the education sector in particular.

\(^{25}\text{https://en.wikipedia.org/wiki/Punjab,_Pakistan#Economy}\)
Constraints / Issues and Recommendations

Constraints / Issues:

District authorities including political and executive (bureaucrats) are not fully aware of government’s policy and strategies on PPPs as detailed in PRSP, ESR Action Plan and Education Policy documents.

Federal / Provincial Policies and strategies are not translated into operational procedures, processes rules and the absence of an operational framework for the development of facilitation, implementation, monitoring, claiming tax credits (as per The Income Tax Ordinance, 2001) and assessing results and outcomes of the Public Private Partnerships are barriers that are not incentivising partnerships.

As a consequence, there is limited number of PPPs across the country and the government is far from achieving its poverty reduction targets.

For translating the policy on PPPs into effective actual partnerships on the ground, there is need for a policy consensus and its institutionalized underpinning at the district and provincial levels through a well-defined operational framework.

Recommendations:

1. Policies/strategies made at the federal and provincial levels must translate down to the district level in the form of a notification or circular so that the District level officials obtain a clear understanding on the objectives and rationale of PPPs and how to facilitate implementation for PPPs. [For example, the DEO has no policy guidelines or operational authorizations or prescribed manuals available that define all the procedures or processes, etc for an interested corporate/individual philanthropist or organization to adopt government schools in the district jurisdiction].

2. Rules and procedures to be simplified disseminated via electronic or press media and made accessible electronically as public information and made flexible to address corporate donors’ concerns.

3. Contact person designated in the Provincial and the District Education Offices who could facilitate the corporate sector in school adoption. [There is no formally designated official in the district government who has the responsibility of delivering on and facilitating forming PPPs].

4. Government officials at District Education Department need to have the skills, knowledge and capabilities to facilitate the corporate or individual philanthropist and NGOs, to expedite and to manage the process. A one-window operation could be considered for providing necessary information to the philanthropists (corporate, individual and NGO). This will save the adopter days of laboring from one department to another to get a simple piece of information.

5. Regional task forces should be formed who will define guidelines and lead Public Private Partnership for education initiatives in their respective regions, preferably also for other basic social sectors e.g. health, water, sanitation and population. PRP may facilitate the process of forming and strengthening such task forces.

6. The policy / strategy must be backed with a set of governing rules and regulations, templates (for Agreements, Memorandum of Understanding, etc.). The district governments should define clear roles and responsibilities for of the corporate sector, the individual philanthropist, NGOs, SMCs and government. This will reduce frustration and ease expeditious implementation.

7. In order to encourage the corporate sector to come forward and to help the government, it must be ensured that the corporate sector and CSOs be engaged in relevant policy and implementation dialogues at all levels, i.e., federal, provincial and district levels.

8. Tax incentives be made realistic to attract greater contribution from the corporate sector.