



Public Private Partnerships
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Facilitating Corporate Philanthropy for Education



District
EDUCATION
Improvemnet Manual

PCP would like to thank all those panelists and stakeholders who participated in the development and production of this document. Especial thanks to Ukaid from DFID for providing support in spreading education through this endeavour:

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Pakistan Centre for Philanthropy

PCP Calls for Change in Educational Texture



District Education Improvement Manual

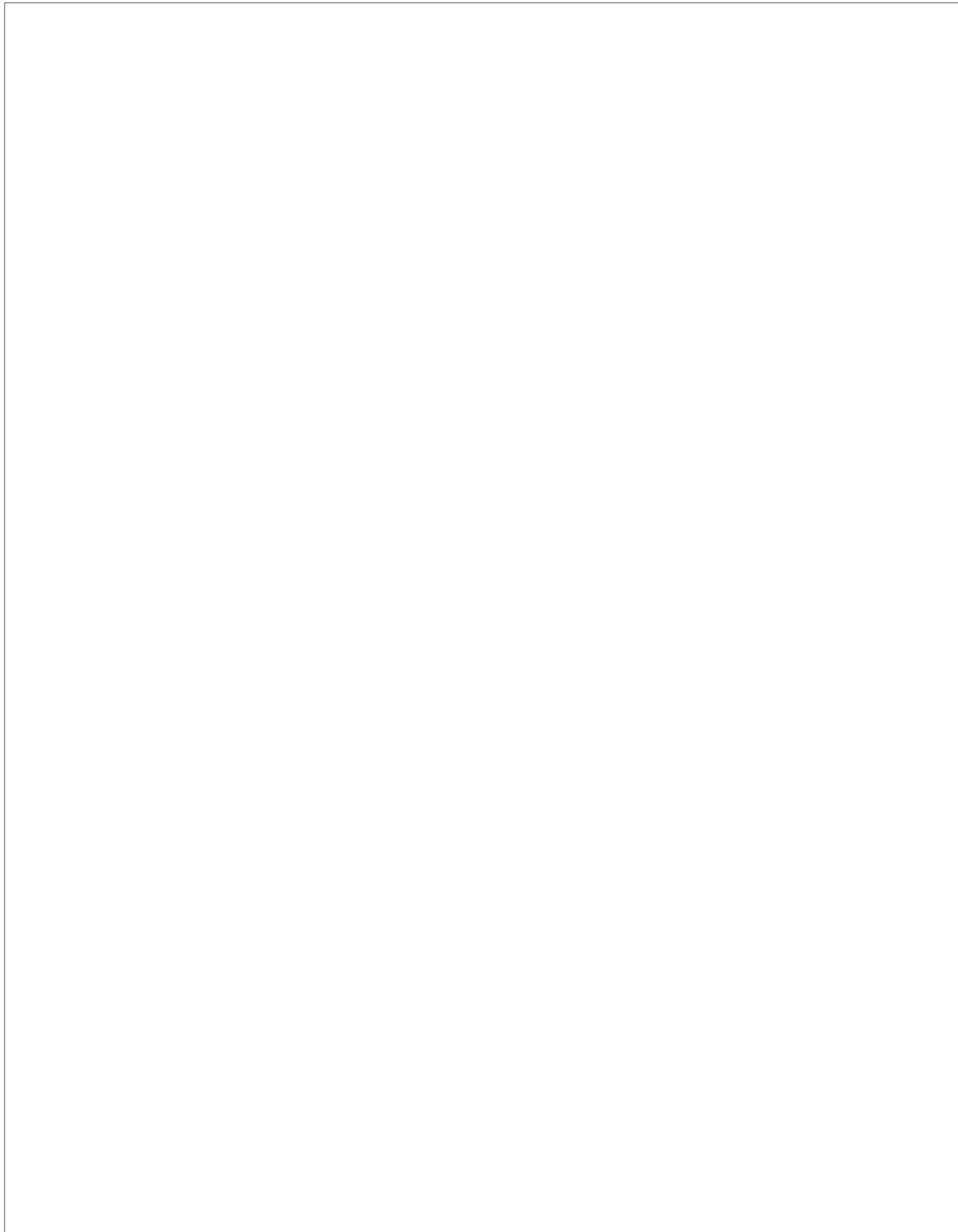
PCP's 3Ps for education programme is funded by Ilm Ideas under their Education Innovation Fund. Ilm Ideas is a three-year programme to award grants nationwide for the purpose of increasing access to quality education for the children of Pakistan. Funded by the UKaid from the Department for International Development (DFID) and managed by Development Alternatives, Inc. Europe Ltd.

(DAI Europe), Ilm Ideas seeks to support: 1 - Research studies to inform policy and strategic interventions; 2 - Activities to increase demand for greater transparency and accountability; and 3 - Creative solutions to the challenges faced by the education sector. Education is the top priority for the UK in Pakistan. By 2015, the UK will get more than four million children into school; recruit and train an additional 90,000 teachers; provide more than six million school textbook sets; and work with the government and communities to build further commitment to improve the education system in Pakistan.

**PUBLIC PRIVATE
PARTNERSHIP FOR
EDUCATION**

2012 - 2014

**Pakistan Centre for Philanthropy
In Partnership with UKaid**



Foreword

The Pakistan Centre for Philanthropy (PCP) was established in 2001. PCP is a non-profit public service organization with the mission of promoting the volume and effectiveness of philanthropy for social development in Pakistan through strengthening partnerships between corporate sector, civil society and government.

The PCP works towards achieving its mission through generation of knowledge for informed policy and decision making, advocacy for promoting an enabling environment, and reducing the trust deficit through its CSO Certification Programme. This indirectly supports capacity building of CSOs as well. PCP also provides Philanthropy Support Services, including Public Private Partnerships. Our work is conducted in a spirit of partnership with all stakeholders including the Government, which has been willing to engage with the PCP on policy issues.

All of this, taken together, is the uniqueness of PCP's mandate and the niche that it has carved out for itself during the past decade will continue to be its guiding principle in the future.

PCP has successfully formed a bridge between the grant makers and grant seekers through its certified CSOs, Public Private Partnership programmes for Education, Research and Policy

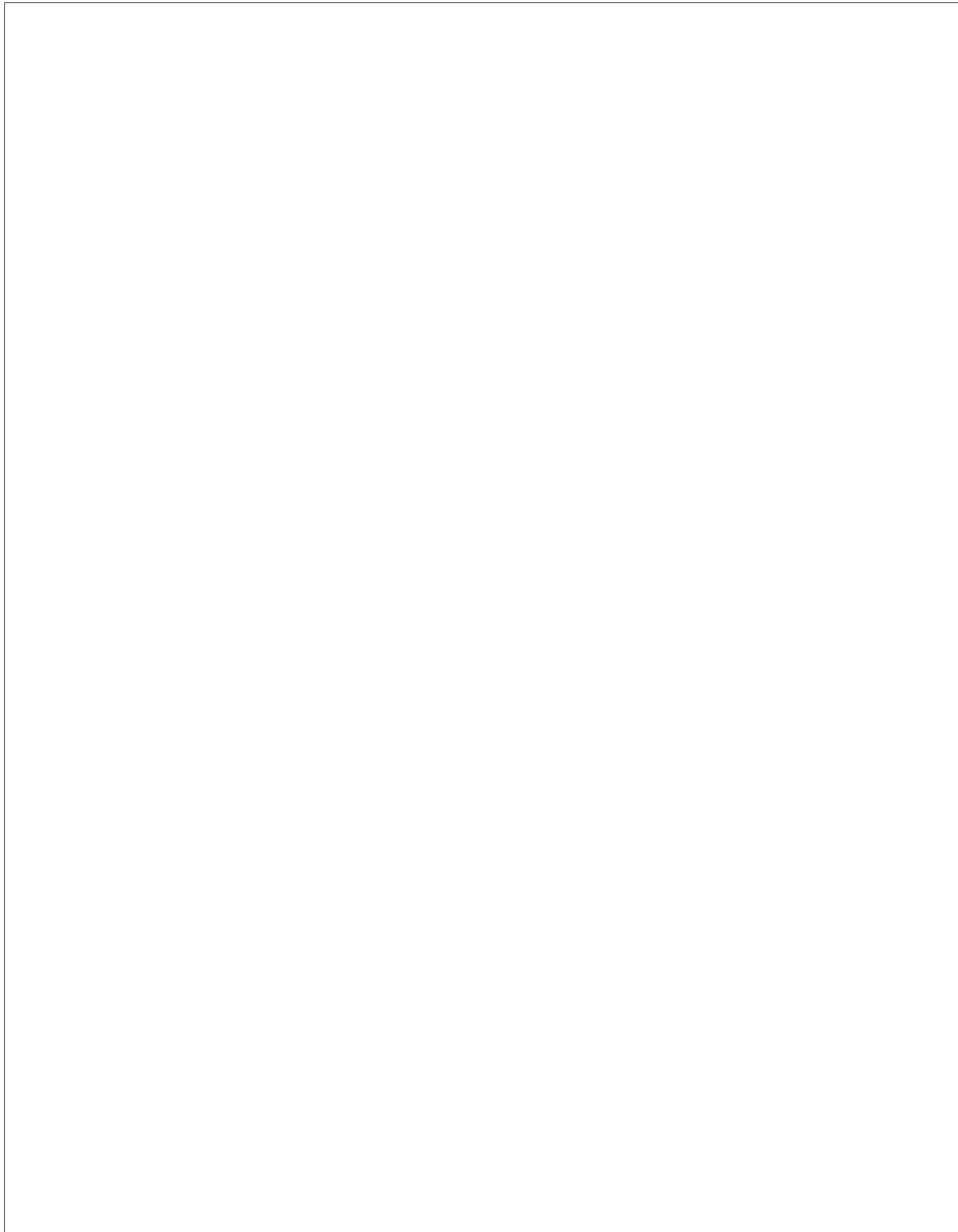
Support, Advocacy, and Monitoring & Evaluation Support for grant makers and government. In times of natural calamities and disasters, PCP has played an active role ranging from facilitating partnerships between grant makers and CSOs (operating in disaster areas) to actual participation in the relief and rehabilitation process.

Presently PCP is partnering with UKaid from DFID to implement an innovative public private partnership education programme in the province of Sindh under 'IIm Ideas Initiatives'. The programme will focus the marginalized communities and under-served areas of the province and work for the development of public primary and middle schools in partnership with Individual and corporate philanthropists. PCP will form partnerships with District Governments to implement this programme.

This 'District Education Improvement Manual' sets the procedures, processes and methodologies for this Public Private Partnership for public schools' improvement.

I would like to thank all those penalists who participated in the development of this manual and sincerely hope that all stakeholders including schools, students and communities will fully benefit from these partnerships.

Tanwir Ali Agha
Executive Director



Article: 25 a



The constitutional right of every child to receive an education

Article '25-a' in 'The Constitution of Pakistan'.

“Without education it is complete darkness and with education it is light. Education is a matter of life and death to our nation. The world is moving so fast that if you do not educate yourselves you will be not only completely left behind, but will be finished up.”

Quaid-i-Azam Mohammad Ali Jinnah

COMMITTMENT FOR EDUCATION FOR ALL IN ‘THE NATIONAL EDUCATION POLICY OF PAKISTAN-2009’

“Our education system must provide quality education to all our children and youth to enable them to realize their individual potential and contribute to development of society and nation:

Creating a sense of Pakistani nationhood, the concepts of tolerance, social justice, and democracy, their regional and local culture and history based on the basic ideology enunciated in the Constitution of the Islamic Republic of Pakistan.”

National Education Policy 2009 -Page-17

Declaration for Education for All in the Constitution of Pakistan¹ :

The 18th Amendment to the Constitution of Pakistan received Presidential assent on 19 April 2010. For the first time, education is no longer a privilege, but a fundamental right for all children:

- The state shall provide ***free and compulsory education to all children of the age of five to sixteen years*** in such manner as may be determined by law.

Along with the rest of the world, Pakistan has also pledged to meet the Millennium Development Goal for education, promising that, by 2015:

- Children everywhere, ***boys and girls alike, will be able to complete a full course of primary schooling and that girls and boys will have equal access to all levels of education.***

¹ The 18th Amendment in the Constitution of Pakistan on 19 April 2010, Extracts taken from DFID funded Pakistan Education Task Force Report 2011

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ACRONYMS

ADO	Assistant District Officer
ADP	Annual Development Plan
CBO	Community Based Organization
CEDF	Citizen Education Development Foundation
CRC	Convention on the Rights of Child
CSO	Civil Society Organization
DA	Daily Allowance
DCO	District Coordination Officer
DFID	Department for International Development (UK)
DG	District Government
(E)	Education
EDO	Executive District Officer
EFA	Education for All
EO	Education Officer
ESR	Education Sector Reforms
GoP	Government of Pakistan
IT	Information Technology
JAC	Joint Advisory Committee
MDG	Millennium Development Goal
MALC	Marie Adelaide Leprosy Centre
MOU	Memorandum of Understanding
NGO	Non Government Organization
NPO	Not-For-Profit Organization
PCP	Pakistan Centre for Philanthropy
PPP	Public Private Partnership
PRSP	Poverty Reduction Strategy Paper
SMB	Sindh Madrassa-tul-Islam Board
SMC	School Management Committee
TA	Travelling Allowance
TRC	Teachers Resource Centre
UKaid	United Kingdom Agency for International Development
USAID	United States Agency for International Development
3Ps	Public Private Partnership
%	Percentage

SECTION-I

NEED OF PUBLIC PRIVATE PARTNERSHIPS FOR EDUCATION

1. Background Facts

According to DFID's Pakistan Education Task Force Report on Education in 2011 '*Pakistan is in a state of education emergency*' where as Pakistan signed on the pledge document to achieve the MDG and EFA (Education for All) targets for compulsory primary education for all children including boys and girls between the age of 5 - 16 years by the year 2015.

Pakistan is still far from achieving this target. The government is making possible efforts to achieve this target but government alone cannot make it happen. The international donor community is also supporting the government of Pakistan in this mission however more efforts and partnerships are required to fill the gaps.

The DFID report also found² :

When judging schools, parents are partly driven by concern about poor facilities.

National data does not exist for private schools, but only 36% of public schools are judged to be in a satisfactory condition.

Over 30,000 schools need major repairs or are in a dangerous condition, while 21,045 schools have no buildings at all.

Many schools also lack basic facilities.

Just :

- ▶ 65% have drinking water.
- ▶ 62% have a latrine.
- ▶ 61% have boundary wall.
- ▶ 39% have electricity.

² DFID funded Pakistan Education Task Force Report 2011

10%

Punjab

35%

Sindh

**School with no building, or one in a
dangerous condition**

Khyber

Pakhtunkhwa

23%

Balochistan

18%

DFID funded Pakistan Education Task Force Report 2011

2. Public Sector Primary and Middle Schools' State in Sindh³



A total of **44,522** Government Primary and **2,109** Middle Schools in Sindh Province. The bottom line in the table below presents latest available statistics on missing facilities and gaps in schools. Highlights are:

36,308 schools without electricity,

20,705 without toilets,

24,000 without drinking water,

22,082 without boundary wall,

24,082 with repairable or dangerous condition of buildings &

36,784 without playground.

Out of School Children in Sindh:

More than ONE Million (age 5-9 year)

Recent Dropouts:

240,000 Students

Non-functional schools:

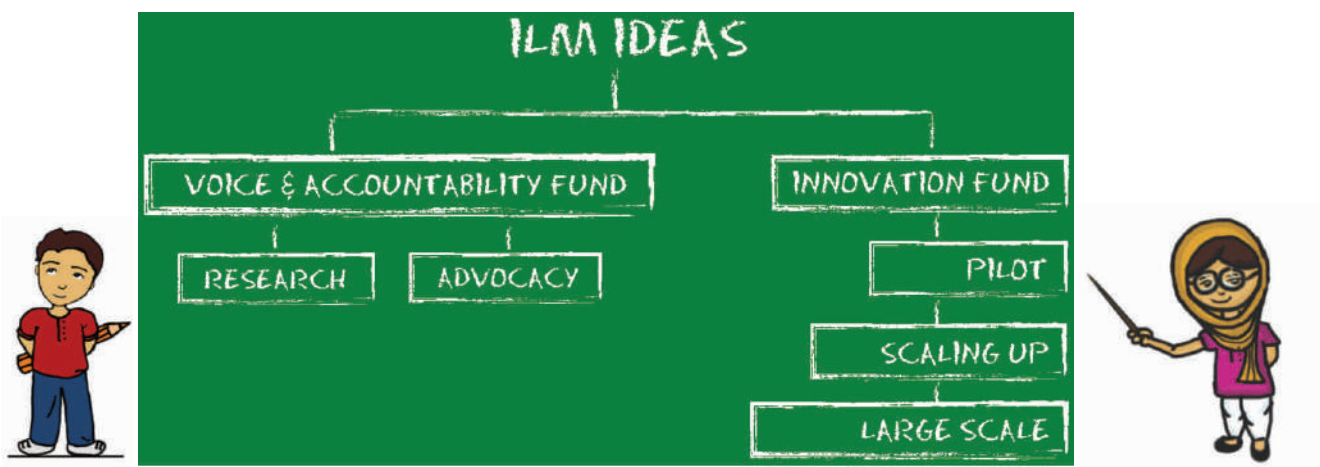
4,760

SINDH PROVINCE

School Gender	School Level	Schools	Schols having Basic Facilities					Schools having	
			Electricity	Toilets	Drinking Water	Boundary Wall	Play Ground	Library	Science Lab
Boys	Primary	11,406	2,644	6,143	5,608	5,713	2,808	6	2
	Middle	535	239	383	333	359	131	11	7
	Elementary	114	83	95	83	95	48	2	0
	Secondary	684	558	624	578	611	336	199	403
	Higher Second.	68	82	76	77	73	56	44	62
	Total	12,827	3,606	7,321	6,679	6,851	3,379	262	474
Girls	Primary	7,112	1,777	4,277	3,328	4,507	1,633	26	5
	Middle	642	255	479	391	493	210	3	3
	Elementary	116	85	107	99	107	62	8	3
	Secondary	513	445	492	471	494	302	89	265
	Higher Second.	75	73	70	72	75	46	29	47
	Total	8,458	2,635	5,425	4,361	5,676	2,253	155	323
Mixed	Primary	26,004	5,589	14,226	12,786	13,124	5,987	36	4
	Middle	932	274	619	501	588	223	5	4
	Elementary	166	104	142	126	135	68	3	0
	Secondary	444	323	400	384	389	183	98	149
	Higher Second.	83	75	76	77	69	37	43	51
	Total	27,629	6,365	15,463	13,874	14,305	6,498	185	208
Grand Total		48,914	12,606	28,209	24,914	26,832	12,130	602	1,005
Without Facilities			36,308	20,705	24,000	22,082	36,784	48,312	47,909

³ SEMIS Census 2010-2011 Government of Sindh and Government of Pakistan/AEPAM 2010-2011 Education Census funded by USAID, Press Release by Sindh Government/Ministry of Education/2012

3. 'ILM IDEAS' Innovation Fund by UKaid From DFID



⁴UKaid has sponsored a revolutionary and innovative education programme to help address the above discussed emergency conditions and poor state of public education in Pakistan.

'Ilm Ideas' is a UKaid's education programme that has launched 'The Education Voice & Accountability Fund' for greater accountability and transparency through strategic research and advocacy'; and

⁵'The Education Innovation Fund' for creative initiatives that can be taken to scale to resolve the challenges in the education sector of Pakistan.

PCP has partnered with UKaid under 'Ilm Ideas' to innovatively create Public Private Partnerships for improving the education conditions in public sector primary and middle schools in the province of Sindh.

⁶In the preceding page the picture of public primary and middle schools has been presented from the latest possible school census of 2010 - 2011 that shows there are total of 44,522 Government Primary and 2,109 Government Middle Schools in Sindh Province.

There are sheer gaps and missing facilities in these schools. Some 36, 308 schools without electricity, 20,705 without toilets, 24,000 without drinking water, 22,082 without boundary wall, 24,082 with repairable or dangerous condition and 36,784 without playground.

PCP will form partnerships with corporate philanthropists and District Governments of Sindh to improve the conditions of target schools in Sindh under 'Ilm Ideas' innovative themes.

Ilm Ideas aims to help increase access to quality education for Pakistan's children through research, advocacy and innovation⁷

⁴ Source Ilm Ideas Promotional Scripts.

⁵ Source Ilm Ideas Promotional Scripts.

⁶ SEMIS Census 2010-2011 Government of Pakistan/AEPAM

⁷ Source Ilm Ideas Promotional Scripts.

4. Concepts of Philanthropy vis-a-vis Education Development

⁸ Social Service Delivery has emerged as a major challenge for the Government of Pakistan in recent years. The phenomenon has manifested itself in an increasingly aggravating situation regarding key development indicators, especially in the rural areas though also evident in large swathes of urban areas. Provision of primary education to all eligible children represents one such area. The vast network of educational facilities across the country is poorly managed due to limited resources, weak management capacities, lack of ownership by key stakeholders and non-involvement of communities and the parents. This situation is usually redeemable as there are willing individual and corporate philanthropists as well as capable non-profit organizations to respectively address the resource constraint and management capacity issues. However Philanthropists who have funds that they want to return to the nation often do not know whom to give and what effect this would have. Similarly, these philanthropists, especially corporate givers, generally do not want to get entangled with day-to-day management of public or even non-profit sector social outlets. On the other hand, the not-for-profit and non-government organizations with management ability, or dedication, or both, also do not often have the physical infrastructure or the finances to work for the cause of education promotion. It is this admixture of supply side and demand side solutions for addressing the education sector problems, which renders the concept of Public Private Partnership; famously known as PPP or 3Ps as a relevant option.

Pakistan Centre for Philanthropy has made great efforts in identifying, linking and enabling philanthropists to work for the betterment of public school education across the provinces of Sindh and Punjab through Public Private Partnerships (3Ps).

PCP successfully ran first phase of 3Ps in Sindh in partnership with USAID and developed 21 independent Public Private Partnership Agreements with corporate philanthropists during 2003 - 2007 and impacted:

- 105 government schools in
- eight districts of Sindh and
- 18,500 (male and female) students.

Some pictorial evidences of change under these partnerships:

A broken school building before intervention



Same school after intervention



⁸ PCP Review of three phases of 3Ps (Document 2011)

Teaching outside school because of no room



A classroom available after intervention



5. Education Sector Reforms under Public Private Partnerships

Public Private Partnerships have emerged as a powerful public policy tool to address a range of social development issues pertaining to resource mobilization, removing inefficiencies, reducing inequities and correcting distributional imbalances as well as expanding both demand and supply options for goods and services.

Specifically speaking, in the education sector in Pakistan, the role of the government is shifting from being a service provider towards being a facilitator and partner of the private sector. The changing context makes the government recognize and appreciate at the policy level the potential of Public Private Partnerships (3Ps) in improving education. Government of Pakistan's (GoP) Education Sector Reform (ESR) Action Plan 2001-2005 actively advocates 3Ps as a workable answer to the resource and expertise constraints it faces in managing the complex education sector. This comprehensive National Plan identifies measurable targets for 3Ps such as raising the number of 3Ps from 200 institutions in the year 2000 to 26,000 in 2005. 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.

6. PCP's Public Private Partnership Model for Education Sector Improvements



The 3Ps model for education developed by PCP is designed to fill the missing gaps in government's initiatives for education sector by tapping the potential of corporate philanthropy as well as the management capabilities of Not for Profit sector. The model has been devised after a careful analysis of the opportunities and potential of the philanthropy sector as well as NPO sector towards achieving the goals of improved education services especially for the poor and marginalized

⁹ Page 70, Section 5.139

sections of the society. The model typically creates and sustains linkages between the corporate philanthropists, public sector primary and middle education outlets and the non-profit organizations. In such a partnership, Government brings a large infrastructure and a wide network of social sector assets; NPOs provide management expertise while financial and in kind support is provided by the philanthropists. The critical role of PCP is one of facilitator in bringing together these usually diverse actors for promoting the cause of education. More specifically, PCP provides the model, systems, procedures and operational protocol for the smooth conduct, sustainability and institutionalization of these partnerships. PCP's 3Ps model has been developed through extensive testing and reviews, analysis, interviews, consultations, and discussions on existing literature, policies, rules and regulations on Public Private Partnerships in education.

The model typically entails motivating a corporate enterprise located in a particular district to adopt any deserving/neglected government primary and or middle school/s. The identification and adoption is done in consultation with the District Government (DG) and the corporate sector sponsor/s. Additionally a local CSO/CBO is also involved for mobilizing the local community for enhancing enrollment as well as for inculcating ownership for school improvement initiative through developing SMCs (School Management Committees). The same CSO/CBO and the developed SMC are also encouraged to engage in monitoring the development work under this partnership on behalf of the corporate partner and PCP. The partnership is formalized through a *tri-partite agreement* between the DG, corporate partner and PCP. The agreement contains the objectives and methodology of the project and defines the roles and responsibilities of the three stakeholders. A model of the partnership agreement forms a part of '*school adoption toolkit and process*', section-II of this manual.

7. Operational Policy for 3Ps in Education

With a view to institutionalize and mainstream the whole concept of public Private Partnership in Education sector, PCP developed a draft operational policy framework, which was shared with all Provincial Education Departments. The initiative was undertaken on a request by Federal Ministry of Education. This critical document was approved in the Inter-Provincial Education Minister's meeting held in Peshawar on 10th June 2006. The operational policy lays down the framework and identifies systems and mechanisms to promote private sector investment in government's education outfits.

8. District Education Improvement Manual

While the operational policy provides a broader framework for promoting the concept of Public Private Partnership in education, the district level stakeholders and Adopter also require tools and implementation mechanism to operationalise the concept of Public Private Partnership in school education in a district. PCP has developed this manual after thorough and careful review of PCP's first phase of Public Private Partnership in Sindh and the Public Private Partnership phenomenon in Pakistan as well as abroad. This Manual describes the school adoption tools and processes, technical and operational mechanisms, monitoring system and roles and responsibilities of each stakeholder in the partnership agreement.

The manual also provides a **Toolkit and Process** in its Section - II with the help of ready-to-use models/ templates of MOU, agreements and guidelines needed in actual implementation of the Public Private Partnership for school education improvement. All of these have been amply tested and successfully implemented in several districts of Sindh for forming Public Private Partnerships in Education Sector in Phase-I of PCP's interventions. All necessary reviews, edits, changes, additions and pilot testing has been completed under present need.

9. Training & orientation sessions for teachers, school supervisors and SMC members

The success of PCP's Public Private Partnership model lies in the fact that in addition to physical improvements in the schools, it will also cater to the capacity development and enhancement of the teachers as a means for sustainable change and improvement. A prominent example of the initiative may be found in from PCP's previous 3Ps project interventions in District Ghotki where teacher training and intensive monitoring was conducted to ensure sustainable capacity enhancement and system improvement in the target schools. Training sessions for the teachers in the adopted schools were conducted through a CSO. The teacher training program was based on the need assessment exercise conducted by the CSO, SMC and District Education Office to evaluate the capacities of the teachers; and included but was not limited to, the following:

- Introduction to effective teaching techniques and tools through demonstration by the trainers and the trainees
- Child centred cooperative learning, i.e., interactive, participatory, etc.
- Development of Teaching-Learning Materials
- Class management and teacher behavior
- Lesson planning by the teachers
- Learning and skill development of teachers
- Continuous and effective student learning assessment
- Exposure visit to model community-run schools

Similar training sessions with focused agenda will be conducted for school supervisors and SMC members with respect to their specific roles and responsibilities.

10. Monitoring of Interventions: An Overview

The quality of educational interventions to be imparted in adopted schools will be critical and essential. PCP's school monitoring focuses not only on the physical infrastructural improvements-maintenance of the school buildings but also the performance of teachers and careful assessment of the enrolment rates and the learning achievements and performance of the beneficiary students. Designated school monitors will be deployed alongside SMCs to be able to see that through training and other interventions to strengthen the capacity of each teacher is improving so that it could enable them to have full command of all the subjects taught at the primary and middle level. Teacher absenteeism will be focused and change in the behavior and attitudes of the teachers will be noticed. The regular school monitoring will encourage and motivate parents in the surrounding communities to send their children to school. A noticeable difference in the enrolment rates and the students' grades is expected as a result of these interventions.

11. Snapshot of School Adoption Process and Execution of This Public Private Partnership Agreement

- Corporate entity will decide the amount (budget) it wants to allocate for the uplift of government primary and middle schools in the district/s of Sindh duly selected by the corporate.
- Interest of the District Government about selection of schools will be noted however decision of corporate entity will be final.
- No school under ADP grant/plan will be included in this intervention.
- In the target area, meetings will be held by PCP team with the surrounding communities including parents of school children, teachers, Head Masters / Head Mistresses, School Management Committees (SMCs), CBOs, CSOs (of the area) and Officials of the District and Tehsil Education Offices in order to build ownership and understanding of the partnerships and programme interventions. PCP will act as technical advisor.
- School assessments will be completed by PCP in collaboration with SMCs, Schools' Staff and DG officials.
- 'School Improvement and Monitoring Plans will be developed in collaboration with SMCs, Schools' Staff and DG officials and presented to the corporate entity for approval.
- After the Corporate Philanthropist's review and final approval, a Tripartite Agreement will be signed between the Corporate Philanthropist, Executive District Officer (Education) and PCP. Thereafter, the corporate entity will adopt the selected school/s for an agreed period i.e. till 8th January, 2014.
- SMC member/s or a School Monitoring Officer will be hired by PCP or Corporate to monitor the day-to-day progress against planned interventions and coordinate with the District Education Department.
- A Joint Advisory Committee (JAC) will be formed which will meet on quarterly basis to review the project progress¹⁰.
- PCP will issue quarterly monitoring reports for review of DG and Corporate.
- PCP does not charge for its services nor does it receive any donations in any form for their facilitation for school improvement. The technical inputs of the PCP are free and the corporate donor funds are used directly for school improvement.

¹⁰ Composition of JAC in Section-II of this Manual.

SECTION-II

SCHOOL ADOPTION PROCESS AND PROJECT IMPLEMENTATION METHODOLOGY UNDER PUBLIC PRIVATE PARTNERSHIP

Toolkit and Process

For Adoption of Schools and

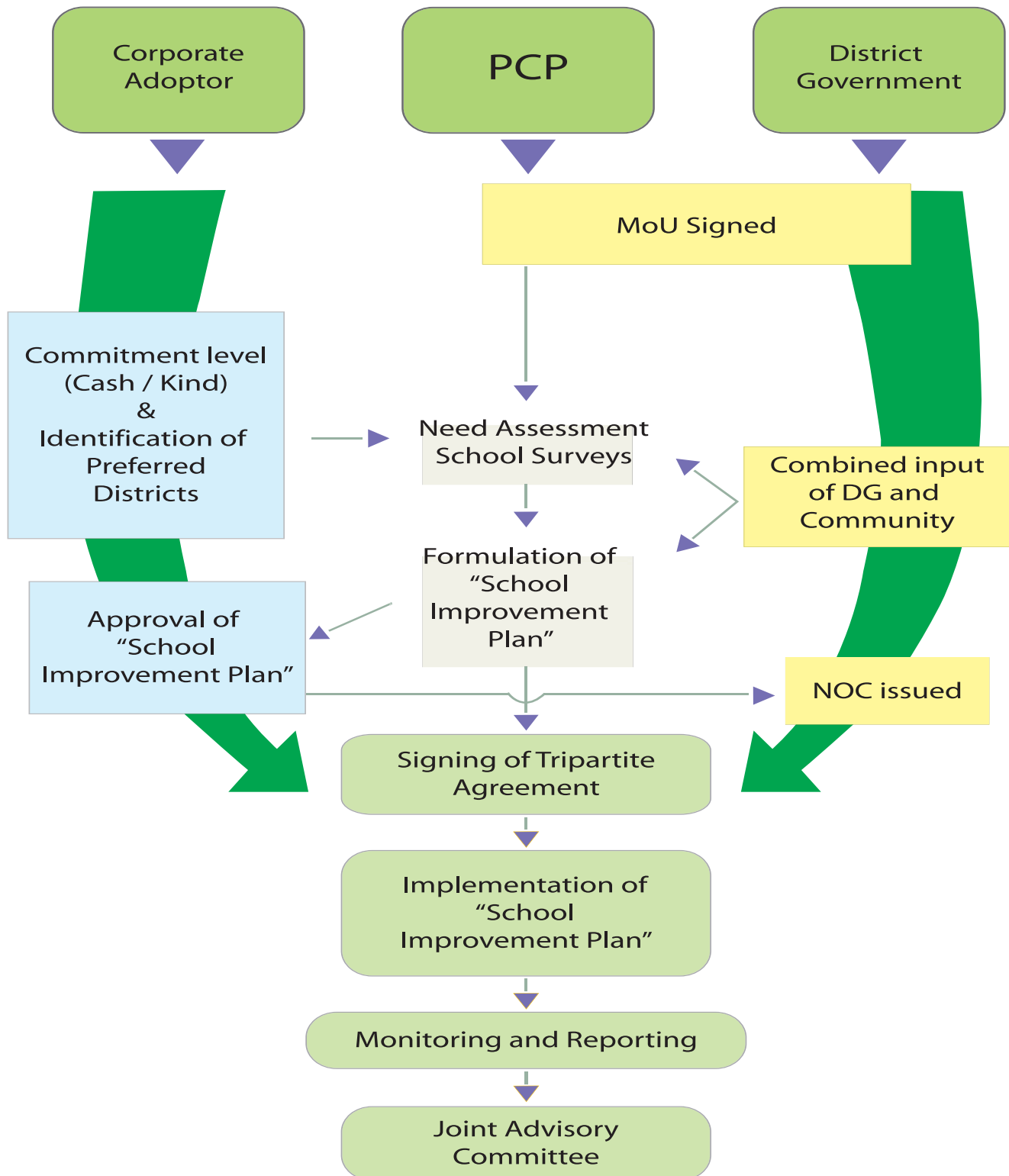
Implementation of

Public Private Partnership

in Education Sector

School Adoption

Process



1. The Process

A pragmatic and systemic approach is required for practical and smooth operation of the 3Ps process in education sector. In accordance of the government's policy of public private partnerships and view of the constraints and bottlenecks experienced by the district governments and the corporate/individual philanthropists in Pakistan, PCP has chalked out a simple and practical system which facilitates both the philanthropists and the district governments in achieving the end results i.e. improvement in the quantity and quality of educational infrastructure particularly provision of quality schools to the underprivileged rural and semi-urban masses.

2. Elaboration of school adoption process: a step wise approach

The 3Ps model devised by PCP consists of an easy to adopt step by step approach. The first step is creation of linkage between the corporate / individual philanthropists, hereinafter, called "the Adopter" and the concerned district governments.

Step - 1 Creating Understanding:

The PCP facilitates this process through creating mutual understanding about the 3Ps and the roles and responsibilities of the partners thereof. In order to formalize this understanding a Memorandum of Understanding (MOU) is signed by PCP with the district government. The MOU clearly and objectively specify roles and responsibilities of each partner in the school adoption process over a mutually agreed time frame. In order to maintain uniformity and to avoid unnecessary duplication of effort PCP has prepared a model MOU which can be adopted easily by any prospective district government. This model MOU is presented in the Toolkit as Tool-10.

Step - 2 Obtaining Commitment:

Adopters indicate commitment (in-cash and/or in-kind) for school improvement. 'In-cash' is the monetized value of interventions that the Adopter chooses to make such as construction of new classrooms and major/minor repairs of physical infrastructure. The Adopter will not transfer any funds to the District Government. 'In-kind' commitments will be provision of school bags, learning materials, furniture and input towards teacher salary and training etc.

Step - 3 Site Selections:

Identification of Preferred District/s: Any district of Sindh (Any particular Tehsil/Union Council) by the Adopter. PCP can provide consultation to the Adopter inside selection.

Step - 4 Needs Assessment:

Needs Assessment School Surveys are carried out by PCP with the help of field officials [District Officers, Assistant District Officers (ADO) etc.] and in consultation with the SMCs in the geographical areas selected by the Adopter. PCP team also holds meetings with the communities to build ownership and understanding of the partnerships for the education project/intervention. Primarily, PCP acts as a technical advisor thus adding value to the entire concept. PCP shares its school assessments and surveys' information with the Adopter and DG.

Step - 5 Development of School Improvement Programme:

The development of 'School Improvement Programme' is lead by PCP in consultation with SMC and District Education Office based on the Needs Assessment School Surveys. It frames

and schedules interventions up to the amount and time period committed by the respective Adopter/s.

Step - 6 Approval:

The School Improvement Programme is submitted to the Adopter/s for approval. Tool-3 explains the entire process of school adoption.

Step - 7 Tripartite Agreement:

After the Adopter's approval, a 'Tripartite Agreement' is signed between the Adopter, PCP, and the Executive District Officer (Education). This agreement clearly defines the terms of the partnership over an agreed time period. In order to facilitate the Tripartite Agreement process a model agreement has been prepared by PCP and presented in this manual as Tool-11 of the toolkit.

Objectives of the Partnership

Each agreement states clearly defined objectives. Important objectives are listed below:

Each partnership agreement and MOU shall clearly identify specific educational objectives. These objectives can be specified in the following manner along with monitoring indicators (these are only indicative ways because there can be several other ways of achieving aforementioned educational objectives in each context at the local level):

- (a) **Increasing access** through establishment of community / fellowship / home schools, education of working children / education of out-of-school youth, evening shifts, bringing out-of-school children in the existing under-utilized schools;
- (b) **Improving quality of education** (at primary and middle school level) through adopt-a-school programme, teacher training, individuals' volunteering as teachers or mentors, student voucher scheme, Information Technology (IT) etc.;
- (c) **Management improvement** through training of SMCs; volunteers to help supervise school activities and/or help the head of institution in learning to better manage the school affairs;
- (d) There can be short term objectives as well. For example if some individual philanthropist wants to help in improving school environment at local level by donating a room, boundary wall, water supply, toilet, furniture etc.

Step - 8 Implementation of the Programme:

Implementation of the 'School Improvement Programme' begins in the adopted schools. Implementation plan includes reporting time lines. An in-built flexibility in terms of partnership and implementation arrangements will be kept in view. At the end of contract with an Adopter it can be reviewed to decide if more intervention is needed and if to further continue with the same Adopter; if the Adopter is willing to support further on the same or different terms of partnership or may be discussed with a new Adopter or chose to close the activity etc. Sustainability or exit strategy has to be part of the agreement because an Adopter can support public schools up-to a certain period and eventually the responsibility has to lie with the government.

Tool-2: Guidelines for Monitoring and Reporting Mechanism:

The project performance monitoring and reporting will be conducted at micro and macro levels.

1. The micro level monitoring will include the community through SMC and a locally hired school improvement monitor. This will be a day-to-day monitoring activity.
2. The macro level monitoring will include JAC that contain representatives of District Government EDO-Office, EO of Tehsil/Taluka (preferred to be involved), PCP, SMC, Adopter, school supervisor and (optionally) an eminent citizen of the area. This will be a quarterly-periodic monitoring activity for progress review and advice.
3. In certain cases the Adopter or PCP may directly appoint a full time independent school improvement monitor to gauge day-to-day progress activities against interventions underway.

a. Role of PCP in Monitoring and Reporting

- PCP will train and guide the Monitor in school improvement monitoring
- PCP will also train an SMC representative in school monitoring (if SMC nominates a representative for this task)
- A monitoring toolkit containing monitoring forms will be provided to the Monitor
- PCP will itself conduct school monitoring visits; initially once a month with the monitor
- Upon receiving monitoring reports from the monitor, PCP will compile quarterly and year-end progress reports for submission to the JAC and Adopter
- All facilitation will be provided at no cost to the Adopter.

b. Indicators of Success and M&E

Provision of infrastructure or physical facilities is not a goal in itself but means to improve access and education quality. Therefore, indicators of successful achievement of agreed educational objectives are to be specifically identified and agreed. Baselines and targets for these indicators are to be established and made part of the tripartite agreement and MOU.

Indicators may include:

- enrollment increase from ‘x’ to ‘y’;
- increase retention from ‘a’ to ‘b’;
- decrease repetition from ‘x%’ to ‘y%’;
- enhance completion rates at primary or middle level from ‘x%’ to ‘y%’ etc.;
- increase student learning achievement from --to--;
- ensure sustainability or capacity building (this can be measured by the fact that SMCs are increasingly taking up responsibility according to an agreed schedule).
- physical construction target of ‘X’ number of rooms, toilets, boundary wall/s, doors etc.;
- supply of ‘X’ number of chairs, desks, benches, fans, carpets, blackboards etc.

Monitoring tools, frequency of reporting, reporting responsibilities and means of verification are also to be agreed among partners. JAC will monitor the progress on quarterly and annual basis.

Tool - 3: Guidelines for Monthly and Quarterly Reports

Given below is the broader outline of the contents of monthly and quarterly reports:

- Teacher attendance and issues
- Student attendance and issues
- Progress and issues on civil works
- Progress and issues on procurement of furniture
- Progress and issues on procurement of learning materials
- Progress and issues on teacher training
- Details on School Management Committee Meetings, if held during the reporting period
- Details of coordination work, e.g., Adopter, Education Department, PCP, SMCs
- Any other matter that needs reporting.

Tool - 4: Guidelines for Joint Advisory Committee (JAC)

a. Constitution

Representation of Adopter, PCP, EDO (E) or his/her nominee, school supervisor, EO of concerned Tehsil/Taluka, representatives of the SMC and an eminent citizen of the area (if any can be engaged), chaired by EDO (Education)

b. Role

- Supervision
- Coordination
- Dealing with issues requiring government attention and decision
- Reviewing progress
- Promote transparency
- Consultation and advocacy

c. Working Mechanism

JAC will meet quarterly to review and monitor the progress on school improvement.

Tool - 5: Guidelines and List of Potential Inputs

S. No	Type of Intervention
1	New Construction Classroom with verandah Toilet w/Septic & Overhead Tanks Boundary Wall Water Supply / (hand pump) Installation of electric meter
2	Major Repairs Classroom with verandah 02 Toilets w/septic & overhead tanks Boundary Wall Water Supply / (hand pump)
3	Minor Repairs Classroom 02 Toilets with septic & overhead tanks Boundary Wall Water Supply/(hand pump)
4	New Furniture
	1 desk & 1 bench with arms for 2 students (considered as one set)
5	Learning Materials (for 1 academic year) a. Copy English b. Copy Urdu/Sindhi c. Copy Mathematics d. Copy Drawing e. Diary for Homework f. Lead Pencil g. Pencil Sharpener h. Eraser i. Geometry pouch/box j. Color pencils k. Scale l. Slate m. Slate pencils n. Calligraphy notebook (classes 1, 2 & 3) o. School Bag
6	Learning Materials for Physically Handicapped
7	Teaching Kits
8	Teacher's Salary
9	Sweeper's Salary
10	Teacher Training
11	School Monitoring

Tool - 6: List of Potential NGOs as Partners

Citizen Education Development Foundation (CEDF)

Sindh Madrassa-tul-Islam Board (SMB)

Marie Adelaide Leprosy Centre (MALC)

Thardeep Rural Development Programme

Edhi Foundation

Fatimid Foundation

Sami Samaj Sujag Sangat

Shehri-CBE

APWA-All Pakistan Women's Association

Teachers Resource Centre (TRC)

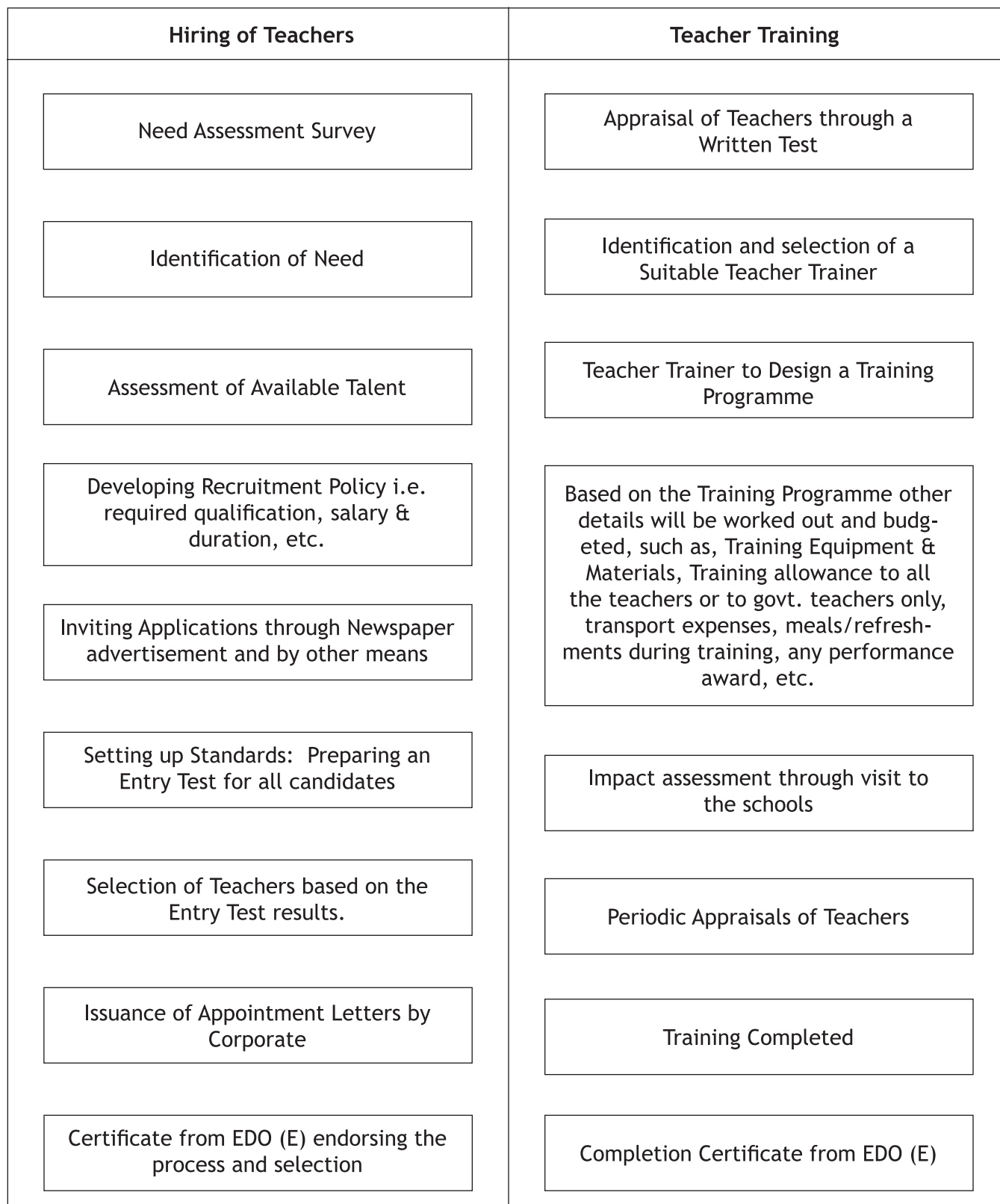
Tool - 7: Tax Incentives for Charitable Donations

- Section 2 (36) read with section 61 of Income Tax Ordinance 2001:
 - Donee Status
 - Concessional Rates on Utilities (domestic tariff)
 - Concessions on Customs / Excise duties on imports of vehicles, machinery etc.
- Clause 58 of IInd schedule of Income Ordinance 2001:
 - Rebates on Business Income
 - Rebates on Investments
 - Incentives on Savings
 - Rebates in Income Tax
- In pursuance of Federal Tax Incentives, Provincial Governments also give concessions such as:
 - Property tax
 - Infrastructure tax
 - Motor vehicle tax
 - Government land allotments on concessional rates etc.
- Likewise the District Governments also give concessions in few local taxes and will get more enabling local laws passed from their respective District Assemblies

Tool - 8: Flow Charts for Interventions (Infrastructure Improvement)

Civil Works	Procurement of Goods
Need Assessment Survey	Need Assessment Survey
Identification of civil works (New Construction / Repairs)	Identification of nature and quantity of procurement
Determine source of funding. Contact EDO (E) for inclusion in ADP	Determine source of funding
Engaging civil engineer for design, specifications and cost estimates	Developing specifications and costs
Inviting bids through advertisement in Newspaper	Carrying out market survey(s) for cost estimation and budget making
Scrutiny & short-listing of Tenders/ vendors	Inviting bids through advertisement in Newspaper
Award of Contract(s)	Scrutiny & short-listing of Quotations
Supervision of civil works	Award of Contract(s)
Work Completed	Follow-up with vendors
Completion Certificate by EDO (E)/ (Works)	Work Completed
	Completion Certificate from EDO (E)

Tool - 9: Flow Charts for Interventions (Quality Improvement)



MEMORANDUM OF UNDERSTANDING

between

DISTRICT GOVERNMENT.....

and

PAKISTAN CENTRE FOR PHILANTHROPY

to

**Facilitate Corporate Philanthropy For Education Development Through
Public Private Partnership**

The Facts of this MOU

1. This Memorandum of Understanding (MOU) is signed between the District Government _____ Sindh and the Pakistan Centre for Philanthropy (PCP) today (dated) to improve the access and quality of education in selected state run primary and middle schools in the _____ district.
2. PCP is a non-profit organization registered under section 42 (C) of the Companies Ordinance 1984 striving to enhance the volume and effectiveness of philanthropy in Pakistan. PCP Board comprises eminent citizens, former senior government officials and ministers, representatives from prominent nonprofit organizations and business leaders.

Objectives of this MOU

The MOU aims at creating partnership and linkage between the state education outlets, the philanthropist/s (bringing in-cash/in-kind support) through PCP efforts to support the development of education in the target district. All three complement each other. This MOU brings them together in a mutually beneficial state. Through this MOU this partnership will be institutionalized in a sustainable and replicable manner.

Specific objectives through this MOU will include:

- Attract financial inflows from corporate philanthropists for education outlets
- Help increase community ownership and oversight of government schools through school-based partnerships
- Build the capacity of NPOs to receive and use philanthropy and to link with government
- Build the capacities and interest of corporate sector to better target their resources for education and to engage in sustained social development efforts
- Build the institutional capacity of government education departments at the district and provincial levels to engage with philanthropists in a sustained and effective manner
- Inform policy on Public-Private Partnerships and provide policy options to decision makers for more effective interventions.

Methodology to support the objectives

1. PCP will identify and bring corporate philanthropist/s to invest in improving the condition of public primary and middle schools for target district/s.
2. Interventions will be designed-planned in line with approximate financial commitment by the philanthropist/s and the geographical area of philanthropist/s interest.
3. This MOU is signed by the target District Government and PCP under Public Private Partnership for school education improvement in the respective district.
4. PCP identifies government schools in the target district/s in consultation with the adapter where interventions are needed.
5. Subsequently school intervention plan will be developed in consultation with key partners i.e. PCP, District Government (Education Office), SMC, and School Supervisor.
6. This intervention plan will be implemented through funding from the identified philanthropist/s.
7. The identified philanthropist/s signs a Tripartite Partnership Agreement with the District Government and PCP to commit and provide financial support.
8. A Joint Advisory Committee (JAC) comprising representatives from the corporate philanthropist/s, District Education Office, EO respective Tehsil/s or Taluka/s, SMC, local partners [(NPOs/CBOs) if any], PCP, School Supervisor, and an eminent citizen (if any engaged).
9. JAC will meet quarterly to oversee project progress.

Role of PCP

PCP role includes but is not limited to the following:

- Identify and cultivate local corporate philanthropists to invest in improving the condition of state run schools.
- Identify government schools for improvement in consultation with potential corporate philanthropists and the Executive District Officer (Education).
- Lead development of school intervention plan to improve the infrastructure of selected schools and for improving the quality of education.
- Develop and put in place suitable mechanisms to ensure that the selected schools are managed and monitored effectively on a sustainable basis.
- Act as a technical resource to perform tasks such as preparation of partnership agreements, identify and engage appropriate local expertise, etc.

- Constitute a Joint Advisory Committee comprising representatives from the corporate philanthropist/s, District Education Office, EO respective Tehsil/s or Taluka/s, SMC, local partners [(NPOs) if any], PCP, School Supervisor, and an eminent citizen (if any can be engaged) to meet quarterly and oversee the progress against planned interventions.

Role of the District Government

- Facilitate PCP to interface with different District Government Departments (Education) in order to undertake its work in the target district.
- Facilitate PCP and its partners to interface with Government Schools in the target district.
- Effectively and efficient engage in the implementation and monitoring of this development activity through EDO Education and EOs of Tehsil/s or Taluka/s and respective school supervisors
- Provide detailed information about government schools that are likely to be supported under this project.
- Provide information regarding the development plans of the district education department to avoid duplication.
- Enter a partnership agreement with corporate donor/s and PCP for bringing improvements to the physical facilities and quality of education in selected schools. (Precise terms of partnerships may vary from this template and will be worked out specifically for each partnership in consultation with all relevant parties).
- Ensure that teachers are provided in adopted schools and these schools continue to receive all allocations from the ADP also.
- Provide a conducive and enabling environment for the corporate philanthropist/s.
- Try to incorporate the lessons learnt through PCP work in the District Education plan for next year.

District Coordination Officer (DCO)
 District GovernmentSindh
 District
 Date:

Executive Director
 Pakistan Centre for Philanthropy
 Islamabad
 Date:

TRIPARTITE AGREEMENT

between

DISTRICT GOVERNMENT

and

CORPORATE PHILANTROPIST (TITLE)

and

PAKISTAN CENTRE FOR PHILANTHROPY

to

Facilitate

**This Public Private Partnership Agreement For School Development In
DistrictSindh**

DRAFT

TRIPARTITE AGREEMENT

This tripartite agreement builds on the Memorandum of Understanding (copy attached) with the District Government of Sindh.

This tripartite agreement is made on this Day of Month..... 2012 (00-00-2012) between the District Government Sindh through its Executive District Officer (Education) here-in-after called “DG” which expression, whenever the context allows, includes its assignees, successors and attorneys etc.

AND

The (Name of the *Corporate Philanthropist*), *Address*..... by (Name of *Chief Executive Officer/MD/Chairman/COO/President*), *Title*.....here-in-after called the “abbreviated name of the company/address” which term wherever the reference allows shall include their assignees, successors, executors, and attorneys, etc.

AND

The Pakistan Centre for Philanthropy, 1-A, Street 14, F 8/3, Islamabad, through Mr. Tanwir Ali Agha, its Executive Director (here-in-after called the “PCP”) which term wherever the reference allows shall include their assignees, successors, executors, and attorneys, etc.

WHEREAS, the “*Company*” is a (public/private limited company or give other type) having its *Operations* in the District/s.

WHEREAS the “*Company*” has expressed its willingness to work with DGand PCP (to improve physical infrastructure and enhance quality of education or whichever other interventions agreed between partners) in the government run primary and middle schools in the District, Sindh.

Now this agreement witnesses as under:

1. All funds and any other non-financial resources contributed by the *Company* towards the improvement (capital and recurrent) of the adopted government schools will be either solely managed and disbursed by the *Company* itself or the *Company* can transfer partial or full funding to PCP for project implementation expenses. However the PCP desires that the *Company* keeps control of the funding itself. Nevertheless, if so essential or required, PCP can extend support in managing the *Company* funding for this project.

2. The EDO Education has provided information to PCP and **Company** regarding the Education Sector ADP for the district and has identified schools for adoption that are not included in ADP for the year 2012-2013. This is being done to avoid overlapping, wastage and duplication of both government and corporate donor funds. Similarly the EDO Education will identify the schools next year that will not be included in ADP for interventions.
3. If at any stage **Company** realizes that other parties have not been able to meet their obligations as delineated in this agreement, and that all conciliatory efforts have failed to improve the situation, **Company** can terminate the contract by serving a three-month notice to the Joint Advisory Committee. (For details regarding JAC, please see attached MOU.)
4. **Company** can adopt as many schools as it desires during the term of the agreement for the year 2012-2013 subject to the willingness of the schools intended to be adopted. However, adoption will take effect only after DG has issued a notification for adoption bearing reference to this Agreement. This notification will be sent to the **Company** and PCP.
5. In running the affairs of the adopted schools and issues emerging thereof decision of JAC will be final.
6. For helping the SMC of the school in monitoring, supervision and reporting on the functioning of the adopted schools, **Company** and/or PCP may contract an NGO/CBO or an independent full time Monitor to act on behalf of the **Company** to monitor the day-to-day progress under school improvement interventions. As and when an NGO or a Monitor is contracted and/or replaced, a prior intimation must be shared with all the parties.
7. The rights of the child as contained in the Convention on the Rights of the Child (CRC), to which the Government of Pakistan is a signatory, be respected.

The roles and responsibilities of the parties are contained below:

A. District Government (DG)

8. DG shall allow the supervision of the teachers and the management of buildings, furniture and all other equipment of the adopted schools (enclosed list of adopted schools with specific dates of adoption for interventions for each school) to **Company** through SMC / appointed NGO or Monitor for the relevant school. Authorized representatives of DG and **Company** together with the SMC/NGO or Monitor shall prepare an inventory of the said buildings, furniture and equipment prior to the adoption.
9. As and when **Company** decides to adopt more schools, a notification will be issued by DG prior to adoption. The same notification will be sent to the **Company** and PCP.

10. It will be the sole responsibility of DG to provide local government teachers (male and female as needed) in all the adopted schools under this requirement.
11. The posts of the government staff especially teachers and head teachers assigned to the adopted schools will become school specific/non-transferable appointments for the term of this agreement (mutually decided by DG, PCP and Adopter), except in cases of promotions. In case of transfer due to promotion, one-month advance intimation will be served by DG to **Company** and PCP and a suitable replacement will be made by DG before the actual transfer date.
12. The staff of the adopted schools will continue to be governed by the Service Rules under the Sindh Local Government Ordinance and Rules. However, during the term of the agreement, **Company** (through the SMC / NGO or Monitor engaged for this purpose) will supervise the day to day functioning and performance of the teachers as well as provide them necessary professional development support, adequate incentives as warranted by the situation (for example TA/DA while teachers are receiving training) and build a relation of trust with the teacher.
13. The adopted schools shall be eligible for all funds (including non-salary and SMC funds), programmes and facilities provided by DG, provincial and federal governments.
14. The utility bills for the adopted schools shall continue to be paid by DG according to the prevalent practice.

B. COMPANY

15. **Company** has adopted (refer enclosed list of school/s to be adopted) for the (mention exact period and date i.e. up to 8th Jan 2014 at max) and may further adopt in coming years same or other government schools if it wants in accordance with a mutually agreed criteria for a period (agreed between the **Company, DG and PCP**) where after this agreement can be extended with the mutual consent of the parties.
16. The status of **Company** will be that of a corporate donor engaged voluntarily for the (improvement of physical infrastructure and enhancement of quality of education or any other agreed interventions) and that adoption of the aforesaid schools shall not in any way create any title, legal right or otherwise in favor of **Company** over the property of schools including land, building, furniture and other materials.
17. The **Company** will keep control of the allocated funds i.e. a total of Pak Rs..... under this agreement. The **Company** will disburse funds as per agreed intervention plan. The **Company** will ensure un-interrupted supply of promised funding throughout the course of this agreement.

18. If so needed or desired the **Company** may wish to ask PCP to manage the funds against intervention plan.
19. That **Company** will (mention specific interventions) as explained in the school-wise Intervention Plan. **Company** may seek (if that is included in interventions) free land and labor from the community for the construction/repair work in the adopted schools as and when required.
20. In cases of (if that is included in interventions) new construction and/or major rehabilitation of the existing school building, **Company** can print its logo in the structure of the building. Details of such work can be embossed on the walls/pillars. This will instantly tell the visitor about the history of the school and the improvements brought about due to **Company's** intervention.
21. **Company** may engage any additional staff at its own cost and shall not be entitled to claim any reimbursement for that from DG.
22. **Company** will be a member of the JAC and School Management Committees (SMCs) of the adopted schools. **Company** and SMCs shall cooperate with each other for the improvement of physical infrastructure and quality of education in the adopted schools in the manner as agreed in the schools intervention plan. Wherever required, **Company**, in consultation with DG, can reconstitute an SMC to make it more effective and efficient; ensuring that majority of the members of SMC are parents.
23. In the best interest of child development and teachers professional growth (if that is included in interventions), **Company** can initiate special programmes such as community mobilization, teachers training, hygiene, IT literacy, early childhood education, school nutrition and any other extra curricular activities.
24. As and when schools are adopted, the interventions will be completed within a stipulated time by **Company**. The time period for every intervention will be mutually agreed between the parties and a written information will be issued by the **Company** to this effect with a copy to PCP.

C. Pakistan Centre for Philanthropy (PCP)

25. PCP's role is to facilitate the partnership between DG and the **Company**; provide all necessary support services, information, assistance, coordination, and do periodic monitoring and reporting of the progress of the Intervention Plans.
26. PCP will continue to conduct field visits, surveys for identification of schools, hold consultations with all the stakeholders, and lead the development of school-wise intervention plans for adoption by **Company** for the agreed period under this agreement.

27. PCP will continuously mediate and monitor the performance of the adopted schools both as a member of JAC and also by making independent visits to the schools or by appointing full time independent monitor.
28. **PCP** will develop quarterly progress/monitoring report gathered through field monitoring (SMC/NGO/Appointed Monitor) and collected from JAC meeting and circulate the same to DG and the **Company**.
29. Based on its experience of working with other corporate donors in different parts of the country, PCP will continue to provide technical advice to **Company** and DG for bringing about improvements in the quality of education in the adopted schools.

Sustainability: The **Company** and the DG will generally try that local community is trained so as to take overall roles like management, monitoring, financial control and other functions. The DG commits to allocate adequate funds through regular budget to sustain the gains made through this partnership agreement.

Transparency: MOU, Tripartite Agreement, Monitoring Reports, Expenditure Statements and all other documents will be accessible to all parties in this agreement and community of the area benefiting from this partnership agreement.

Notwithstanding anything to the contrary contained here-in it is expressly agreed between the parties to undertake improvements in the selected schools in District..... Sindh as per the terms and conditions laid-out above.

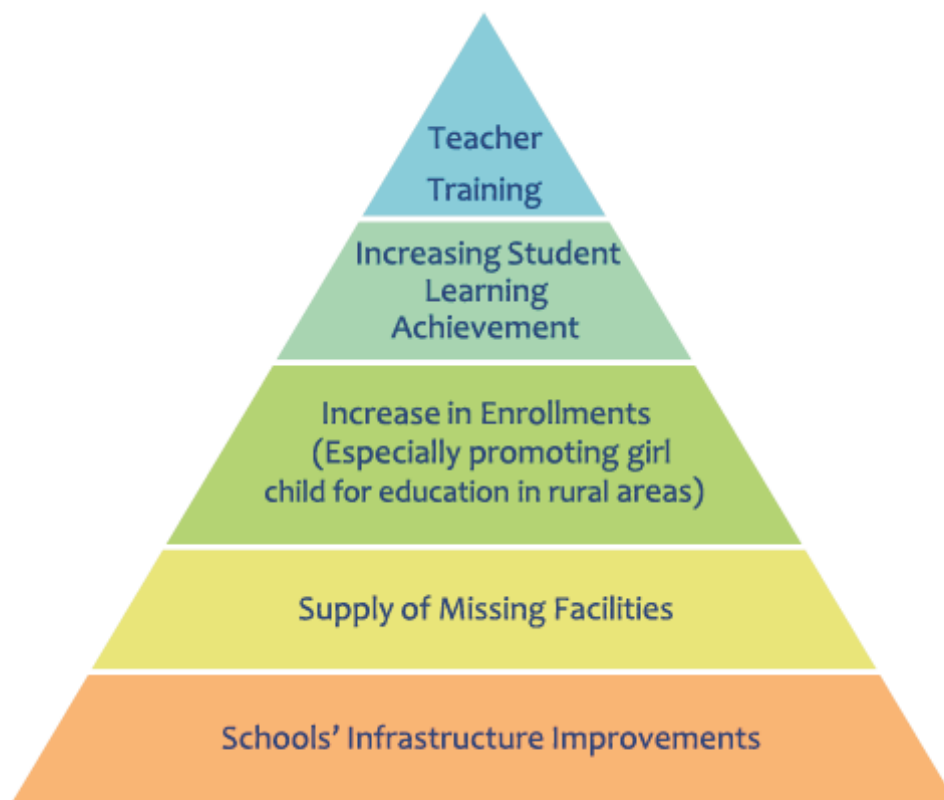
The parties have affixed their signatures below:

 Name
 E.D.O. (Education)
 District Govt.
 District
 Date:

 Name
 CEO/Managing Director
 Company's Name

 Date:

 Tanwir Ali Agha
 Executive Director
 PCP
 Islamabad
 Date:



This project focuses to bring about such interventions that can support achieving the **MDG Goal-2**

آئیے مل کر فروغ تعلیم کے لئے اپنا کردار ادا کریں۔

بہائی پناہ کارستانی و نجی شراکت کے ذریعے فروغ تعلیم کا پروگرام (ذیر معاونت نیو کے ایڈ)



Pakistan Centre *for* Philanthropy

1-A, St. 14, F-8/3, Islamabad Tel. (9251) 2855903-4, 2855078-9, Fax. (9251) 2855069

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