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Acronyms

ADO	Assistant District Officers
CCB	Citizen Community Board
CIET	Community Information and Epidemiological Technologies
CP	Corporate Philanthropy
CRC	Convention on Rights of Child
CSI	Corporate Social Investment
CSO	Civil Society Organizations
EC	European Commission
EU	European Union
EDO	Executive District Officer
EFA	Education for All
ESRA	Education Sector Reform Assistance
ESR	Education Sector Reforms
GoP	Government of Pakistan
JAC	Joint Advisory Committee
MDGs	Millennium Development Goals
MoU	Memorandum of Understanding
NGO	Non Government Organization
NPO	Non Profit Organization
PTA	Parent Teacher Associations
PCP	Pakistan Center for Philanthropy
PRSP	Poverty Reduction Strategy Paper
PSDP	Public Sector Development Programme
SMCs	School Management Committees
TOP	Terms of Partnership
UNHDR	United Nation Human Development Report
UNESCO	United Nations Educational, Scientific and Cultural Organisation
USAID	United States Agency for International Development
3Ps	Public Private Partnerships

Executive Summary

The purpose of education is the preservation and enhancement of knowledge and the character development within our given form of society which will best prepare a person to reach their full potential, both as an individual and as a member of society. With rapid technological advancement and social change, education is reshaping itself at all levels. A new vision for living, learning and working in the 21st century, is driving industry, government and the education sector. It aims to create new core competencies needed to prepare students for today's workforce, make informed decisions and become active citizens, fully participating in the national development and prosperity.

Since independence, the importance successive governments have accorded to education has been reflected in a multitude of policy packages. However meager financial resources and limited management capacity at grass-root level, continue to hinder progress in the educational sector. The educational infrastructure developed over last 5 decades neither matches, in quantity with the actual national requirements; nor meets the international standards of quality. Of the challenges faced by the education sector are, poor access to educational facilities in many areas, coupled with the lack of emphasis that parents of children of school going age and other stakeholders place on education.

Issues in the quality of education:

- o   Teacher shortages;
- o   Teacher absenteeism;
- o   Minimal supervision;
- o   Poor infrastructure;
- o   Shortage of teaching / learning materials and aids;
- o   Lack of teachers' accountability;
- o   Managerial capacity of the school management
- o   Lack of government support and monitoring

The experiences of the last 59 years has proven that even though provision of quality education is the responsibility of the public sector, the magnitude of the challenges in the educational cannot be met adequately by government alone. Keeping in view the history of education sector development and emerging trends of society in terms of national integrity and socio-economic developments, the Federal Government of Pakistan has made pragmatic changes in the educational policy of the country. According to the new policy, the government has taken the role of a facilitator and enabler rather than that of a sole provider of educational services. The new paradigm places a greater emphasis on Public Private Partnerships (3Ps) in taking on the challenge of improvements in the education sector. The 3Ps approach revolves around meaningful and practical partnerships between individual/corporate philanthropists, civil society and Government (Districts, Provincial and Federal). In order to achieve objectives of the partnerships and implement the 3Ps programme to bridge the gap between the public and private sector, Pakistan Center for Philanthropy (PCP) has come forward to facilitate Public Private Partnerships in the education sector.

After conducting thorough research and carefully studying the phenomenon of 3Ps, both internationally and in Pakistan, PCP has developed a simple operational model. **This manual provides an overview of Government of Pakistan (GoP) policy for 3Ps in education and related sectors and elaborates the operational bottlenecks and working mechanisms.** A tool-kit has been developed as a part of this manual. The tool-kit

provides ready to use templates on various MoUs, agreements and guidelines needed in actual implementation of the 3Ps. In fact these have been pre-tested and successfully adopted in some districts of Sindh.

The 3Ps approach is summarized below:

a) Corporate entity decides the amount it wants to allocate for the uplift of government primary education.

b) PCP carries out need assessment surveys of all the primary schools in the geographical area selected by corporate entity. Meetings are held by the PCP team with the surrounding communities including parents of school children, teachers, Head Master/ Head Mistresses School management committees (SMCs) and Assistant District Officers (ADOs) in order to build ownership and understanding of the partnerships and programme interventions. Primarily, PCP acts as a technical advisor.

c) PCP, on behalf of corporate entity, holds meetings with all the concerned District Government Officials and gets necessary approvals. A Memorandum of Understanding (MoU) is signed with the

d) 'School Improvement and Monitoring Plans' are developed and presented to the corporate entity for approval.

e) After the Corporate Philanthropist's approval, a Tripartite Agreement is signed between Corporate Philanthropist, Executive District Officer (Education) and PCP. Thereafter, the corporate entity adopts the selected schools for an agreed period, usually of 5 years.

f) A local Non Government Organization (NGO) or a School Monitoring Officer is hired (paid jointly by Corporate entity and PCP) to help the SMC of each school, to implement the 'School Improvement and Monitoring Plan', manage the day-to-day affairs of the adopted schools, including supervision of staff and to coordinate with the District Education Department.

g) A Joint Advisory Committee (JAC) is formed comprising of a representative each from corporate entity, EDO (E) and PCP at the district level and a Monitoring Committee is formed for each beneficiary school. The NGO / Field Monitoring Officer (SMO) and the Monitoring Committee prepare a Quarterly Monitoring Report. The reports of all the adopted schools are consolidated by the NGO/SMO who presents Quarterly Monitoring Reports to JAC.

h) Corporate Philanthropist spends the funds directly in line with the approved 'School Improvement and Monitoring Plan'. However, SMC has a major role in day to day spending on infrastructure and incentives to teachers, and all other project related expenditures and payments.

i) Under no circumstances, corporate entities funds are transferred to the district government or PCP.

j) PCP does not charge for its services nor does the organisation 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.

Prologue

Education is universally recognized as a means to moral, cultural, political and socio-economic development of a nation. The 21ˢᵗ Century calls for linking education to the attainment of necessary life skills in order to produce enlightened, democratic citizens capable of formulating and participating in a prosperous society. Education, by maintaining a supply of adequately trained human resources enables individuals to contribute effectively to the economy and allows them to play a large role in the service sectors, government and civil society.

Providing policy guidelines to the policy and decision makers, the father of the nation Quaid-I-Azam Muhammad Ali Jinnah said:

> "*You know that the importance of education and the right type of education cannot be over-emphasized. Under foreign rule for over a century, sufficient attention has not been paid to the education of our people and if we are to make real, speedy, and substantial progress, we must earnestly tackle this question and bring our people, in consonance with our history and culture, having regard for the modern conditions and vast developments that have taken place all over the world.*
>
> *There is no doubt that the future of our state will and must greatly depend upon the type of education we give to our children and the way in which we bring them up as future citizens of Pakistan. Education does not merely mean academic education. There is immediate and urgent need for giving scientific and technical education to our people in order to build up our future economic life and to see that hour people take to science, commerce, trade and particularly well planned industries. We shouldn't forget that we have to compete with the world which is moving very fast towards growth and development. At the same time we have to build up the character of our future generation. We should try, by sound education, to instill into them the highest sense of honor, integrity, responsibility and selfless service to the nation. We have to see that they are fully qualified and equipped to play their part in various branches of national life in a manner which will do honor to Pakistan.*"

I.   Millennium Development Goals (MDGs)

In September 2000 world leaders from 189 nations agreed and signed the UN Millennium Declaration, binding them to a global project to decisively reduce extreme poverty in all its key dimensions. The Millennium Development Goals (MDGs) derived from this Declaration provide an agenda for global action. This agenda and the outcomes of the World Social Summit, the World Summit on Sustainable Development, the Doha Development Agenda and the Monterrey Consensus, are mutually supportive processes and essential building blocks of a worldwide partnership for sustainable development. Over the last four decades European Commission (EC) development assistance has evolved from a fragmented focus on countries with which European Union (EU) Member States had strong colonial or other traditional links, to a set of regional co-operation and partnership frameworks providing almost global coverage. During the 1990's the policies and practices of EC development cooperation gradually integrated into a new global development framework aimed at poverty eradication, promotion of gender equality, access to primary education, improving health and provision of other basic services, as well as sustainable development, and the establishment of global partnerships.

Millennium Development Goals are as follows:

1. **Eradicate extreme poverty and hunger**
2. **Achieve universal primary education**

Targets	Indicators
Ensure that by 2015, children everywhere, boys and girls alike, will be able to finish fully, course of primary schooling	- Net enrollment ratio in primary education - Proportion of pupils starting grade 1 who reach grade 5 - Literacy rate of 15-24 years old

3. **Promote gender equality and empower women**

Targets	Indicators
Eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015	- Ratio of Boys and Girls in primary, secondary and tertiary education - Ratio of literate females to males of 15-24 years old - Share of women in wage employment in the non agricultural sector - Proportion of seats held by women in national parliament

4. **Reduce child mortality**
5. **Improve maternal health**
6. **Combat HIV/AIDS, malaria and other diseases**
7. **Ensure environmental sustainability**
8. **Develop a global partnership for development**

II. The Policy Regime

The Islamic Republic of Pakistan, soon after independence, demonstrated its commitment to education by convening National Conference on Education in November, 1947 which provided Quaid-i-Azam Mohammad Ali Jinnah's vision for the future of Pakistan's education policies. The 1959 Educational Policy, popularly known as *Sharif Commission Report* was a step towards that direction. This policy reiterated the objectives of 1947 Educational Conference and provided a rational framework for translating the abstract concepts into practical realities. However the policy did not provide any physical targets, leaving them to the discretion of the implementing bodies. Thereafter, as many as seven other Education Policies were formulated from time to time. The last one came in 1998. The latest Educational Policy has been framed in the perspective of historical development, modern trends in education and training and emerging requirements of society in terms of national integrity and socio-economic development.

a. Educational Sector Challenge: Successes and Failures of Educational Infrastructure Development Endeavors

At the time of independence in 1947, Pakistan inherited only 8000 schools, which increased to 1,70,000 by the year 2003. Gross enrollment in primary schools increased from 0.77 million in 1947 to 20 million in 2003. (i.e. a multiplier of approximately 40 times). In 1951 literacy rate was 16 percent which gradually increased to 51.6 percent by the year 2003. The government's ten year Perspective Plan (2001-2011) envisages launching of a national literacy campaign by adopting an integrated approach linked to the Poverty Reduction Strategy of Pakistan (PRSP).

However, despite some progress in policy level documentation and government interventions in the sector, it is far removed from the actual requirements of the nation in numbers and performance. Although the number of schools has increased manifolds but unfortunately this number also includes a big proportion of under equipped and understaffed schools; many of them are without buildings, without teachers, without boundary walls and latrines, without furniture and other basic amenities. All this contributes to low educational attainments and human development indicators.

According to United Nations Human Development Report (UNHDR) - 2003, in Pakistan low gross enrolment rates are accompanied by relatively high drop out rates from school, thereby exacerbating the problem of low education coverage. The percentage of children in the 10 to 18 years age group who drop out of school before completing primary education declined slightly during the last decade but is still quite high, at 15 percent. A positive improvement is that the gender disparity in the drop out rates narrowed from 5 percent in 1991 to 1 percent in 1999. However, the urban rural gap in the drop out rates has widened over the decade.

Apart from the poor access to educational facilities there is a serious problem with the quality of education imparted to students not only with respect to the curricula but also the quality of instruction. One of the factors inducing parents to withdraw children from schools include absenteeism of teachers from government schools or such low standards that the parents feel that the opportunity cost of sending the children to school is higher than the perceived benefits of schooling.

There is an observed tendency of an increasing percentage of students registering in private schools rather than government schools. For example the share of primary school enrolment in government schools fell from 86 percent in 1991 to 75 percent in 1999. This increase in the role of private schools in the provision of primary education may be due to the higher quality of instruction offered by private schools, relative to public schools as well as the deterioration in the quality of education and the management of government schools.

The education service delivery in Pakistan is faced with a multitude of challenges from lack of infrastructure and facilities to severe shortage of qualified and trained teachers. The other challenges include: (a) under-investment in quality; (b) lack of accountability and tracking mechanisms between planners and service providers; (c) adequate resource mobilization to achieve targets and outcomes; (d) drop out rate and teachers absenteeism; (e) absence of formal criteria for funds allocation at school level; and (f) lack of standardized data collection and dissemination.

The educational infrastructure scenario depicts stagnation and underdevelopment of a sector suffering from a lack of financial and human resources. Keeping in view the accelerated rate of change in the world due to globalization and consequent developments in the socio-economic fabric of our own society, it is clear that the needs of the nation for progress cannot be satisfactorily met with the available financial and management capacity of the government. This situation warrants a major policy shift in the implementation strategy of national plans in the education sector.

b.   Paradigm Shift in Educational Policy, Planning and Implementation

Despite achievements in the education sector, the quality and quantity of educational facilities and accessibility of the masses to these facilities is far from satisfactory. The educational infrastructure is too small to cater to the needs of the population that stands at 150 million and growing at a rate of 2.3 percent annually. The high population growth rate has undone all efforts to combat the educational challenges. In a poor developing country like Pakistan that has to initiate, sustain and accelerate growth in all the sectors of economy, it is unlikely to spare very large amounts on continuous basis for any one sector. It is true that allocation to education as percentage of Public Sector Development Programme (PSDP) has been low in terms of UNESCO yardsticks as compared to several other developing countries. Even with larger percentage expenditures, total amount of money available to the sector will not be large enough to combat the challenge because of the small size of budget itself. The nation needs to be educated on an urgent priority basis but our successive inability to serve the education sector proves that governments alone cannot make it happen. While governments cannot be absolved of their responsibility of service delivery in the education sector, they can increase their role as catalysts in creating an environment where other stake holders like the corporate/private sector that is prevalent in both urban and rural areas, are invited to play a more active role in the national development.

c.   New Policy Framework

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's approach to the country's education sector. The government has formally acknowledged that the public sector on its own lacks all the necessary resources and expertise to effectively address and rectify low education indicators. Moreover, public policy has been amended to mobilize the private sector and NGOs in the fiscal, management and delivery of education services in Pakistan. In essence, **the GoP sees**

its role shifting from being mere a provider to a facilitator and financier of the education opportunities in Pakistan at all levels of the spectrum.

The government recognizes and appreciates at the policy level, the potential of Public Private Partnership in improving education. GoP's **Education Sector Reform (ESR) Action Plan 2001-2005** actively advocates 3Ps as the answer to the constraints in terms of finance and trained manpower, managing the complex education sector. The Poverty Reduction Strategy Paper also recognizes the Public Private Partnerships as critical to achieving the goals of increased access and improved quality at all levels of education (Page 70, Section 5.139).

Among other initiatives, the GoP has undertaken policy reforms and provided incentives for Public Private Partnerships to popularize it in the education sector. From initiating innovative programs to working in collaboration with NGOs, that manage public schools through formal adoption, the government has stepped up its efforts to include various other stakeholders in the delivery of education. While the collaboration of these different players in the education sector is not a new phenomenon in Pakistan's history, it is the first time that this interplay has been recognized, supported and given a mandate to succeed. Education Sector Reforms have developed a conceptual framework for public private partnership which is based on the premise that it is a less radical alternative to sometimes controversial and less desirable privatization. The strategies in the current model under implementation are a more transparent and proactive manner of engaging the private sector for:

- o Improving access and quality of education;
- o Enhanced managerial performance, entrepreneurial spirit, through capacity building;
- o Access to proven leading knowledge technologies;
- o Improved transparency through involvement of local community from design, implementation through to the operation;
- o Support to local knowledge and employment generation at local levels.

Pakistan has deepened its commitment to partnerships with civil society organizations by placing an emphasis on working with a wider spectrum of civil society organizations, including International NGOs through global partnerships to help deliver basic social services. NGOs have become critical allies in designing innovative operations, implementing solution and monitoring results.

III. Education Sector Reforms (ESR)

The ESR is based on long-term framework linked to Education for All (EFA) goals by 2015. The main features include (a) sector-wide approach for reinforcement of linkages between sub-sectors (primary, elementary, secondary, technical, higher education, non-formal literacy, madrassah education)to eliminate gender and access gaps and ensure optimum utilization of facilities; (b) macro-level reforms in planning and procedures; (c) institutional reforms at all tiers of the government engaged in planning and service delivery; (d) commencement of vocational/technical education stream at secondary level; (e) quality assurance; (f) public private partnerships. The ESR is fully integrated with relevant MDGs. It aims to achieve the sub-sector targets by 2005-06: Literacy from 49 percent in 2000-01 to 60 percent by 2005-06, gross primary enrolment rate from 83 to 100 percent, net primary enrolment rate from 66 to 76 percent, middle school gross enrolment rate from 47.5 to 55 percent, secondary school enrolment from

29.5 to 40 percent; technical stream schools from 100 to 1100; and Public Private Partnerships form 200 to 26000.

a.   ESR Action Plan 2001-02 - 2005-06:

Strategies have been designed to achieve the time bound targets across the education sector. The Government of Pakistan has adopted outcome based planning, budgeting, and auditing for the implementation of ESR program. The requirements of ESR Action Plan have been prioritized in a phased manner and phase one of an ongoing costing exercise has been completed. Innovative approaches like public-private partnership and community participation are being explored to minimize the financing and governance gaps.

b.   ESR & Poverty Reduction Strategy Paper (PRSP)

Efforts have been made to mobilize NGOs, community and private sector in the implementation of educational programs under PRSP and ESR Action Plan. Education for All and Local Government Plan for Devolution have integrated NGO participation for making these national macro initiatives successful. Citizen Community Boards (CCBs), Neighborhood and Village Councils, Education Committees of Union Councils, School Management Committees (SMCs) / Parents Teachers Associations (PTAs) and NGOs are regularly consulted and taken on board as planning, implementing and facilitating partners, through formal arrangements.

Project implementation mechanisms are established by District Governments for linkages with Public Private Partnerships and local community organizations for school rehabilitation and quality improvement, through formal institutional arrangements. The Provincial Governments are responsible for monitoring and evaluation of schemes. Supervision is carried out at the District level as agreed with respective district partners. The Ministry of Education is contacted whenever required for joint monitoring visits to the project areas.

Recognizing immense contribution of the private sector and NGOs in the social sectors, the ESR is anchored in development of partnerships between the private sector, civil society organizations and the public sector. Public Private Partnerships are critical to reaching the goals of access and quality at all levels of education creating possibilities for both voice and choice and improved service delivery. The Governments at the national and provincial levels have developed incentive packages for the private sector to provide enabling environment. Several innovative programs have been initiated by the public sector. These are (a) adopt a school or school improvement program (b) non-elite private sector schools in abandoned or underutilized public sector institutions (c) community participation project for school upgradation in afternoon shifts from primary to middle and from middle to secondary and higher secondary levels (d) introduction of IT in schools and colleges through the private sector and (e) access to public funds at district level to be utilized by CCBs and PTAs.

C: School Education Scenario in Pakistan

School Education Scenario in Sindh

According to Sindh Education Management Information System [1](SEMIS) Census 2003-4, there are 44, 653 schools in the Sindh province having enrolment of about 3.5 million children. Out of a total of 40,559 primary schools, 6,514 are Girls schools, 16,232 are co-education institutions and the rests are Boys schools. The Girls to Boys school ratio improves at middle and secondary level. There are 713 Girls Middle schools while Boys schools are 1,202. There are 848 Boys Secondary Schools against 457 Girls Secondary Schools. Out of a total of 151 Higher Secondary Schools there are 60 schools for Boys as compared to 59 Girls Higher Secondary Schools, while the rest are co-education schools. However, the total enrolment of Girls (1,384,978) is about half that of Boys (2,166,386).

Most of the schools in rural and suburban areas lack basic facilities. Out of a total of 40,559 Primary Schools, 82.17 percent do not have electricity, 59.06 percent do not have toilets, 61.78 percent are without boundary walls and 60.38 percent schools do not have clean drinking water.

Missing Facilities in Schools at Primary Level District Wise 2003 – 4

District Name	Total Schools	Electricity	Toilet	Drinking Water	Boundary Wall	Play Ground
Badin	2833	2599	1969	1992	2007	1266
Dadu	2717	2061	1477	1834	1662	1955
Hyderabad	3166	2244	1361	1578	1547	2412
Thatta	2600	2564	1915	2262	1808	1823
Mirpur Khas	3520	3057	2202	2247	2426	2541
Tharparkar	3362	3334	2666	2745	2640	2381
Sanghar	3065	2765	1975	2046	1902	2319
Karachi City	2598	1127	704	1006	596	1458
Jacobabad	2660	2312	1915	1851	1961	1988
Larkana	2724	2178	1345	1582	1574	2041
Shikarpur	1273	1201	685	665	727	726
Khairpur Mirs	3243	2934	2038	1470	2120	2227
Naushero Feroze	2008	1282	1089	756	1188	1373
Nawab Shah	2202	1609	1241	1168	1363	1726
Sukkur	1053	824	589	497	631	742
Ghotki	1535	1235	785	789	904	1090
Province Total	**40559**	**33326**	**23956**	**24488**	**25056**	**28068**

Source: SEMIS Census 2003-2004

The participation rate at Primary School level is 50 percent for Boys and 35 percent for Girls. Unfortunately, participation declines to 18 percent for Boys and 15 percent for Girls at Middle School Level. Similarly, the participation rate for Boys is 20 percent and for the Girls 16 percent at Secondary Level. More than 80 percent of the young Boys and Girls remain out of School in the Sindh province and hence cannot participate fully in economic and social sector development of the country. This education scenario in Sindh calls for immediate attention of all responsible citizens of the country belonging to all walks of life in the public, private and corporate sectors.

A report by Asia Child Right[2] claims, "The number of school-going children in Karachi is on the decline despite constant pledges and assurances by successive governments to increase literacy rate." The report further adds "only about 27.5 per cent of school-age children in the city are enrolled in schools. The low enrolment figure for schoolchildren belonging to the most prosperous of Pakistan's cities bodes ill for the country's future".

Out of School Children in Primary schools in Sindh

District Name	Out of Schools		
	Boys	Girls	Total
Badin	37%	58%	47%
Dadu	35%	57%	45%
Hyderabad	49%	63%	56%
Thatta	42%	60%	50%
Mirpur Khas	44%	68%	56%
Thar (Mithi)	47%	54%	50%
Sanghar	38%	69%	52%
Karachi City	80%	74%	77%
Jacobabad	40%	68%	53%
Larkana	39%	60%	49%
Shikarpur	47%	68%	57%
Khairpur Mirs	32%	59%	45%
Naushero Feroze	22%	47%	34%
Nawab Shah	31%	61%	45%
Sukkur	63%	70%	66%
Ghotki	17%	60%	37%
Province Total	50%	65%	57%

Source: SEMIS Census 2003-2004

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[2] AHRCHK.NET "Pakistan: Number of School-going Children on the Decline". 'Asian Human Rights Commission' August 2006. http://acr.hrschool.org/mainfile.php/0133/161

Another important research case study by Sind Education Foundation in 2004 affirmed "Poverty, involvement of children in economic activities, restraining societal behavior, rampant health problems as well as in-school factors (lack of competent teacher and restricted curriculum), all contribute to high absenteeism and dropout from school. Research duly argues that if schooling is to be made a reality for all children, then reform in the primary education sector must occur, through establishment of an education system committed to not just access but also to modification to suit indigenous needs, and equally by paying attention to out-of-school factors, which contribute, to the instability of schooling".

This is a reflection on the current state of our education which fails to attract students. Parents of children distrust the system when they find that their child schooling offers them no particular advantages but it calls for disproportionately high investment in time, effort and money.

There is a dire need to invest in the improvement of physical infrastructure of schools as well as the quality of education. Increased focus on the curriculum, the modes of instruction and motivation levels of teachers are required. There must be emphasis on recruitment and training of teachers so they could become professionally devoted and competent in order to meet the growing demands and high aspiration of the society.

School Education Scenario in Punjab

Institutions

Level	Male	Female	Institutions
Mosque	7,400	113	7,513
Primary	21,454	22,731	44,185
Middle	2,753	4,048	6,801
High	2,924	1,542	4,466
Higher Sec	196	159	355
Total	34,727	28,593	63,320

Source: AEPAM (2005)

According to Pakistan Education Statistics 2003-04 by Academy of Educational Planning & Management, Ministry of Education, Islamabad, there are 63,320 schools in the Punjab province having enrolment of about 9.2 million children. Out of a total of 44,185 primary schools, 22,731 are Girls schools, 21,454 are Boys schools. The Girls to Boys school ratio improves at middle and secondary level. There are 4,048 Girls Middle schools while Boys schools are 2,753. There are 2,924 Boys Secondary Schools against 1,542 Girls Secondary Schools. Out of a total of 355 Higher Secondary Schools there are 196 schools for Boys as compared to 159 Girls Higher Secondary Schools. However, the total enrolment of Girls (3,980,247) is about half that of Boys (5,314,577).

Most of the schools in rural and suburban areas lack basic facilities. Out of a total of 44,185 Primary Schools, 64.02 percent do not have electricity, 50.08 percent do not have toilets, 41.56 percent are without boundary walls and 20.53 percent schools do not have clean drinking water.

Teachers

Level	Male	Female	Teachers
Mosque	8,800	115	8,915
Primary	68,377	58,587	126,964
Middle	29,972	37,070	67,042
High	54,889	30,517	85,406
Higher Sec	6,053	4,285	10,338
Total	**168,091**	**130,574**	**298,665**

Source: AEPAM (2005)

School Education Scenario in ICT:

Institutions

Level	Male	Female	Mixed	Institutions
Mosque	0	0	0	0
Primary	68	59	83	210
Middle	21	33	0	54
High	46	48	0	94
Higher Sec	18	21	0	39
Total	**153**	**161**	**63,320**	**397**

Source AEPAM (2005)

According to Pakistan Educational Statistics 2003-2004 by Academy of Educational planning & Management, Ministry of Education, Islamabad, there are 397 schools in Islamabad Capital Territory having enrolment of about 0.2 million children. Out of a total of 210 primary schools, 59 are Girls schools, 68 are Boys schools. The Girls to Boys ratio improves at middle and secondary levels. There are 33 Girls Middle schools while Boys schools are 21. There are 46 Boy Secondary Schools against 48 Girls Secondary Schools. Out of a total of 39 Higher Secondary Schools, there are18 schools for Boys as compared to 21 Girls Higher Secondary Schools. However, the enrolment of Girls is (75,324) and of Boys is (82,105).

The overall condition of the school in Islamabad is better in comparison with the rest of the country. But some schools in rural and suburban areas lack basic facilities. Out of a total of 144 primary school in rural areas of Islamabad, 16 do not have electricity, 18 do not have toilets, 13 are without boundary wall and 20 schools do not have clean drinking water.

Teachers

Level	Male	Female	Teachers
Mosque	0	0	0
Primary	464	1398	1862
Middle	227	398	625
High	1088	970	2058
Higher Sec	694	1109	1803
Total	2,473	3,875	6,348

3 Source: AEPAM (2005)-

School Education Scenario in NWFP:

Institutions

Level	Male	Female	Institutions
Mosque	2773	0	2773
Primary	11,771	7,449	19,220
Middle	1,319	734	2,053
High	1,059	273	1,332
Higher Sec	153	49	202
Total	17,075	8,505	25,580

Source: AEPAM (2005)

The number of Primary School relative to Middle, High and Higher Secondary schools is much lower. The ratio of total Boys Schools to Girls Schools is 2:1, with the largest discrepancy at the High School level.

Most of the schools in rural and suburban areas lack basic facilities. Out of a total of 19,220 primary schools, 53 percent of them do not have electricity, 39 percent do not have toilets and 40 percent are without boundary wall. According to a report by Community Information and Epidemiological (CIET), Parents' dissatisfaction with teachers' attendance, punctuality and behaviors along the lack of basic amenities in the government schools are the major causes of the high drop out rates at the primary school level. As the table above illustrates, there is a need to augment the facilities for female education.

This is a reflection on the current state of our education which fails to attract students. The parents of the children leave the system when they find their child schooling offers them no particular advantages while it calls for disproportionately high investment in time, efforts and money.

There is a dire need to invest for the improvement of physical infrastructure of schools as well as the quality of education. Increased focus on the curriculum, the modes of instruction and motivation levels of teacher is required. There must be emphasis on recruitment and training of teachers so they cold become professionally devoted and competent in order to meet the growing demands and high aspiration of the society.

School Education Scenario in Balochistan:

Institutions

Level	Male	Female	Mixed	Institutions
Mosque	590	0	0	590
Primary	6;846	2,651	0	9,497
Middle	542	232	0	774
High	430	126	0	556
Higher Sec	0	0	0	0
Total	8,408	3, 009	0	11,417

Source: AEPAM (2005)

According to Pakistan Education Statistics 2003-04 by Academy of Educational Planning & Management, Ministry of Education, Islamabad, there are 11,417 schools in the Balochistan province having enrolment of about 0.82 million children. Out of a total of 9,497 primary schools, 2,651 are Girls schools, 6,846 are Boys schools. There are 232 Girls Middle schools while number of Boys Middle schools is 542. There are 430 Boys Secondary Schools against 126 Girls Secondary Schools. There is no higher secondary school in Balochistan province. However, the total enrolment of Girls is (315,671) and of Boys (498,092).

Most of the schools in rural and suburban areas lack basic facilities. Out of a total of 9,497 Primary Schools, 82.62 percent do not have electricity, 81.55 percent do not have toilets, 72.28 percent are without boundary walls and 86.79 percent schools do not have clean drinking water.

Teachers

Level	Male	Female	Teachers
Mosque	869	0	869
Primary	11,327	4,823	16,150
Middle	6,001	2,572	8,573
High	8,948	3,159	12,107
Higher Sec	0	0	0
Total	27,145	10,554	37,699

Source: AEPAM (2005)

IV. Corporate Social Investment (CSI)/ Corporate Philanthropy (CP)

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 government and civil society. The concept of CSI/CP 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.

As companies 'take' from a community in terms of profits, manpower and resources, they are now also expected to 'give' something in return, often in the form of social involvement and investment. Generally, companies possess the necessary capabilities, knowledge and resources to participate in social projects. They, however, have different perspectives on how to 'pay back their social debt', which shape their approaches to handling social issues.

It has been estimated that civil society and the private sector is contributing 0.7 percent of GNP in education. This has proven to be a very encouraging figure, as a clear need exists for a more contribution from the private and corporate sector in Pakistan. There are already signs that the private sector can help remove some of the bottlenecks hindering the development of human resources. Private entrepreneurs have done well in providing high quality education to high income groups in urban areas, but there is an urgent need to extend these facilities to the poor and disadvantaged population. The participation of the private sector, NGOs and grassroots movement to raise the level of human development in Pakistan is vital and the pursuit of these common goals is too important to be left to the State alone.

Project implementation mechanisms must be established by District Governments to facilitate as far as possible linkages and partnerships with the private sector and NGOs for school rehabilitation, upgradation and quality improvement, through formal institutional arrangements.

V. Operational Policy on 3Ps

Realizing the issues in Implementation of 3Ps Concept, the Ministry of Education (MoE), Government of Pakistan has notified a 3Ps Policy Framework. This manual has been prepared under the overall policy guidelines notified by the MoE.

a. Issues in Implementation of 3Ps Concept

Implementation strategy of the 3Ps Policies is still a major issue at the District level, as these policies have not been translated into a usable implementation framework, to facilitate and authorize partnerships. In addition, there are still many bottlenecks in mobilizing corporate sector, civil society organizations and the district governments.

District government's officials including political and executive bureaucrats are not fully aware of Government of Pakistan's policy and strategies on 3Ps, as detailed in PRSP, ESR Action Plan and National Education Policy.

Federal and Provincial policies and strategies are not translated into operational procedures, processes and 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, Part X, Section 61) and assessing results and outcomes of the Public Private Partnerships, are barriers to successful partnerships.

As a consequence, there are limited numbers of 3Ps across the country and the government is far from achieving the target of 26,000 Public Private Partnerships by 2005 envisaged in the ESR Action Plan of the Ministry of Education.

For translating the policy on 3Ps 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.

Some of the major issues are:

- o Low levels of government ownership,
- o Lack of knowledge about 3Ps as a key feature of ESR and PRSP,
- o Poor understanding of education sector policy / strategy amongst political leadership,
- o Absence at the district/ tehsil level of an implementation framework
  - focus person
  - procedures & processes
  - authorizations
  - mechanisms
  - roles and responsibilities
  - agreements
  - monitoring, reporting arrangements
  - measuring outcomes

Equally important are issues relating to the corporate sector and concerns of the corporate leaders. These include poor communication between corporate and government which translates into high levels of mistrust, apprehensions about political pressures, concern about results, mismanagement of inputs, utility of 'social investment' and government's non-delivery on its partnering responsibilities. An understanding and ownership of the 3P approach by the District Government would encourage the business community and would lead to increased philanthropy for social development initiatives especially in education.

b.   Making 3Ps Work in Education Sector

3Ps involve three types of investment vis-a-vis capital investment from the government and the corporate sectors, social investment by civil society and technical cum catalytic investment from a professional body like Pakistan Center for Philanthropy.

c.   Why is 3Ps Such a Good Idea?

The 3Ps is a partnership with shared responsibilities and shared rewards for all participants. Skills and assets of each sector (public and private) come together in delivering a service or facility for civic benefit. This means multiplying inputs to achieve sustainable development outcomes. Bureaucratic procedures are minimized by the use of tested template agreements to accelerate the process.

At the same time partnerships are formed only where the community identifies a need and expresses willingness for the private sector to become an active social investor. This translates into a healthy corporate-community relationship and builds company goodwill. Most importantly, the arrangement ensures long-term success, by engaging the coalition of partners including the beneficiaries in planning, implementation and monitoring.

As a maiden venture PCP's 3P has taken the form of partnerships for the promotion of quality education (funded by USAID through its Education Sector Reform Assistance Programme).In July 2003 PCP a project known as "Public Private Partnerships—Facilitating Corporate Philanthropy for Quality Education". The project aims at creating linkages between the public sector primary schools, corporate philanthropists and nonprofit organizations.
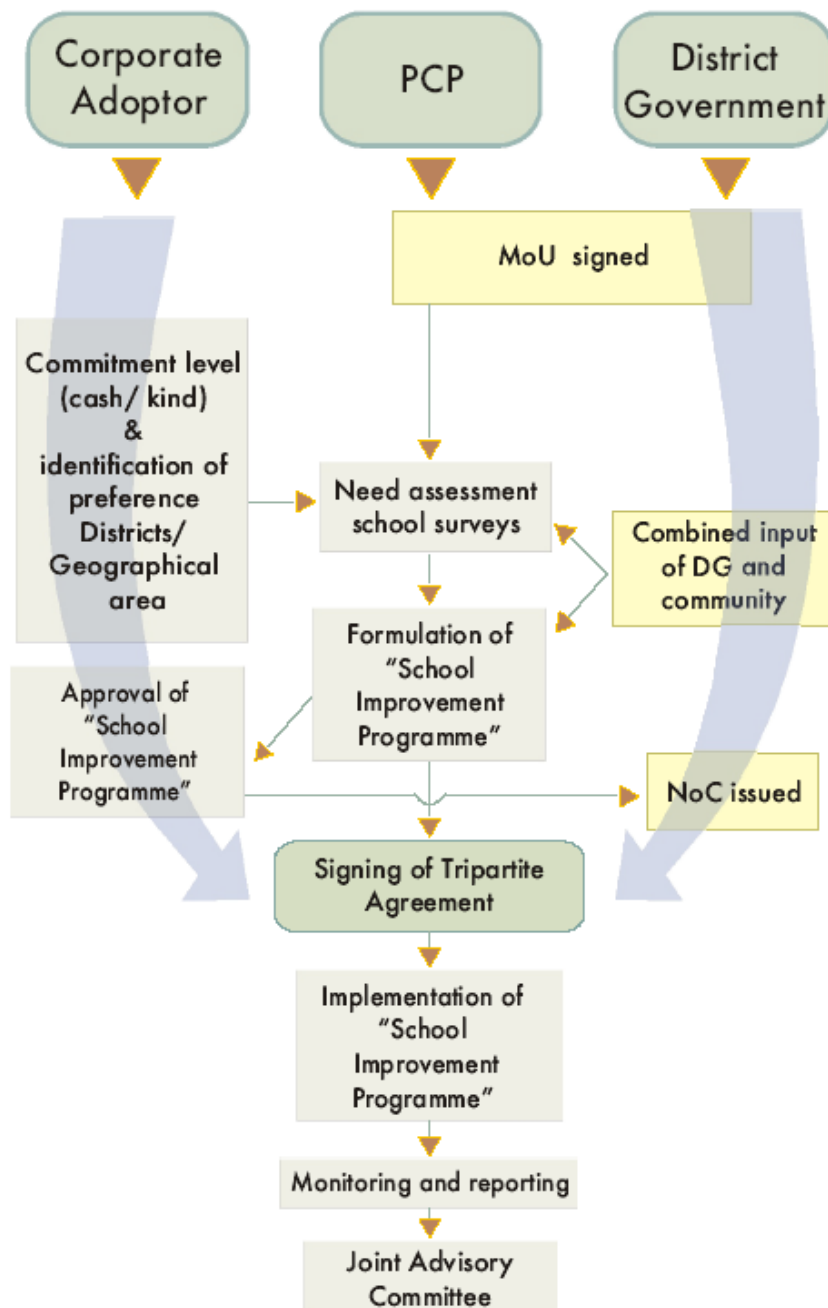
d.   How does it Work

In realizing 3Ps, PCP's role remains facilitative; bringing together NGOs, corporate donors and district governments in a productive partnership with effective management of cost and time.

Tool Kit

for Operationalization of 3Ps

in the Education Sector

Tool-1: School Adoption Process

School Adoption
The Process


```
  Corporate          PCP          District
   Adoptor                       Government
      |               |              |
      |               v              |
      |          MoU signed          |
      v               |              |
Commitment level      |              |
 (cash/ kind)         v              |
      &        Need assessment ───> Combined input
identification of  school surveys       of DG and
 preference           |              community
 Districts/           v                 |
Geographical    Formulation of          |
   area          "School              |
      |           Improvement          |
      v           Programme"           |
 Approval of          |                |
  "School            |              NoC issued
  Improvement  ──────┼──────────────>
  Programme"          v
      \          Signing of Tripartite
       \──────>      Agreement      <───/
                      |
                      v
                Implementation of
                    "School
                  Improvement
                  Programme"
                      |
                      v
              Monitoring and reporting
                      |
                      v
                Joint Advisory
                  Committee
```

A pragmatic and systemic approach is required for practical and smooth operation of the 3Ps process in education sector. In accordance of the government' 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 urban masses. The school adoption process is explained in the flow diagram presented in Figure-1.

a. A Step by Step 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 / individuals philanthropists, hereinafter, called "the adopter" and the concerned district governments.

Step – 1 Creating Understanding:

The PCP facilitates this process through creating understanding about the 3Ps and the roles and responsibilities of the partners thereof. In order to formalize this understanding formal Memorandum of Understanding (MOUs) are signed by PCP with the adopter and the district government. The MOUs 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, by individual district governments and corporate entities, the PCP has prepared a model MOU which can be adopted easily by any prospective partners. This model MOU is presented in the Tool Kit as Tool-1.

Step – 2 Obtaining Commitment:

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

Step – 3 Site Selection:

Identification of Preference Districts/Geographical Areas: Karachi, Ghotki, Sukkur, Khairpur, Thatta and Hyderabad or any other district of Sindh (Any particular area/Union Council) by the adopter as well as Islamabad Capital Territory (ICT) and Earthquake Affected Areas.

Step – 4 Need Assessment:

Need Assessment School Surveys are carried out by PCP with the help of the field officials (District Officers, Assistant District Officer etc) and in consultation with the SMCs, in the geographical areas selected by the Adopter. The 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.

Step – 5 School Improvement Program:

The 'School Improvement Programme is prepared by PCP and the SMC based on the Need Assessment School Surveys. It schedules interventions up to the amount the adopter has agreed to commit.

Step – 6 Final Approvals:

Combined Input of District Government and Community on the surveys and School Improvement Programme are sought at each stage and the final product after their approval is submitted to the Adopter for approval. Tool-3 explains the entire process of school adoption.

Step – 7 Tripartite Agreements:

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 in a uniform way model agreement has been prepared by PCP and presented in this manual as Tool-2 of the toolkit.

Objectives of the Partnerships

Each agreement shall state clearly defined objectives: A few important objectives are listed below:

Each partnership agreement or MOU shall clearly identify the specific educational objectives. 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 underutilized schools;
(b) **Improving education Quality** (at primary / middle / secondary schools level) through adopt-a-school program, teacher training, individuals volunteering as teachers or mentors, student voucher scheme, Information Technology (IT);
(c) **Management improvement** through training of SMCs, volunteers to supervise school activities or help the head of institution in managing school affairs;
(d) If 3Ps is part of some larger programme or project financed by the governments' own resources or donor funded programme or project, objectives for 3Ps would be the same as defined in that particular programme;
(e) There can be short term objective, if some individual wants to help in improving school environment at local level by donating a room, boundary wall, water supply, latrine, furniture etc.

Step – 8 Implementation of the Programme:

Implementation of the 'School Improvement Programme' begins in the adopted schools. **Implementation framework** will consist of an **annual plan, communication strategy,** and **accountability** mechanism. An in-built **flexibility** in terms of partnership and implementation arrangements will be kept in view. For example, agreement can be signed for three years. At the end of three year period, it can be reviewed to decide if to continue with the same provider on the same terms of partnership or with a different one. **Sustainability** or Exit strategy has to be part of the agreement because a private provider 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:

There can be several options for monitoring and reporting responsibilities ranging from Independent Monitor (Fulltime employee), Volunteer Rotary Member Monitors to School Management Committees (SMCs). The SMCs are already constituted with representation of parents, teachers, community and government. Adopted schools will be advised by the district government to reconstitute the SMC to include representation of the Adopter. Overall responsibility of monitoring will be shared between the SMC and Independent Volunteer Monitor. The PCP will provide all necessary technical inputs in the monitoring process.

a. **Duties and responsibilities of monitors**

   i. Volunteer Rotary Member Monitors

   As the network of rotary clubs extends in most parts of Pakistan, volunteer rotary members can monitor adopted schools on a rotational basis once or twice a week, subsequently reducing this to once a week/month over the time period of 'School Improvement Programme'.

   ii. Independent Monitor

   An individual can be identified and contracted on a full time basis to carry out monitoring of adopted schools. Approximate cost per month for the services of this individual would be approximately Rs. 8,000-10,000 per month. Although PCP cannot share this cost, it will assist the adopter in identification of such an individual and train the individual in monitoring practices.

   iii. Pakistan Centre for Philanthropy

   - PCP will assist the Adopter/Field Monitoring Officer with initial school monitoring
   - All necessary monitoring forms will be provided to the Adopter/ Field Monitoring Officer
   - PCP will conduct school monitoring visits initially once a month with the adopter
   - Upon receiving monthly reports from the monitor, PCP will compile quarterly and year-end progress reports for submission to the Joint Advisory Committee (JAC) and for documentation of school adoption
   - 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 Terms of Partnership (TOP) or agreement or MOU. Indicative indicators may include: (a) enrollment increase from 'x' to "y"; (b) increase retention from 'a' to "b"; (c) decrease repetition from 'x%' to "y%"; (d) enhance completion rates at primary, middle, secondary or higher level from 'x%' to "y%" etc.; (e) increase student achievement from – to --; (f) ensure sustainability or capacity building (this can be measured by the fact that SMCs are increasingly taking up responsibility according to an agreed schedule). Monitoring tools, frequency of reporting, reporting responsibilities and means of verification are also to be agreed among partners. A Joint Advisory Committee at district level will monitor the progress and evaluate the programme monthly, quarterly, and annually. A Monitoring Committee will be established at the institution level to monitor the progress and evaluate the support programme periodically as per agreement of the partnership. Provision for Third Party Evaluations will be made and organized every three years by the district government.

Tool – 3: Guidelines for Monthly and Quarterly Reports:

Given below is the 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
- Brief details on School Management Committee Meetings, if held during the reporting period
- Brief 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, and representatives of the SMCs, chaired by EDO (E)

b.   Role

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

c.   Working Mechanism

JAC will meet monthly, if possible or, at least, quarterly to review and monitor the progress on school improvement and to advise the implementation team.

Tool – 5: Guidelines and List of Possible Inputs

SN	Type of Intervention
1	**New Construction**
	Classroom with verandah
	Latrine w/Septic & Overhead Tanks
	Boundary Wall
	Water Supply (hand pump)
	Installation of electric meter
2	**Major Repairs**
	Classroom with verandah
	02 latrines w/septic & overhead tanks
	Boundary Wall
	Water Supply (hand pump)
3	**Minor Repairs**
	Classroom
	02 latrines with septic & overhead tanks
	Boundary Wall
	Water Supply (hand pump)
4	**New Furniture**
	1 desk & 1 bench with arms for 2 students
5	**Learning Materials** (for 1 academic year)
	a. Copy English
	b. Copy Urdu/Sindhi
	c. Copy Maths
	d. Copy Drawing
	e. Diary for Homework
	f. Lead Pencil
	g. Pencil Sharpener
	h. Eraser
	i. Geometry pouch/box
	j. Colour 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 Some Local NGOs as Potential Partners

Punjab:

- Idara-e-Taleem-o-Agahi (ITA)
- Cooperation for Advancement, Rehabilitation and Education - CARE Foundation
- Alif Laila Book Bus Society
- MH Sufi Foundation
- Bestway Foundation
- The Citizen Foundation – TCF
- Qadir Foundation
- Sanjan Nagar Public Education Trust
- Chand Foundation
- Kashmir Education Foundation
- Child Care Foundation
- Hashoo Foundation
- Qurban Suryya Educational Trust
- Qarshi Foundation
- Tehzib-ul-Akhlaq Trust

Sindh:

- Thardeep Rural Development Programme (TRDP)
- Mathini Women Welfare Association (MWWA)
- Citizen Education Development Foundation (CEDF)
- Sindh Madrasatul Islam Board (SMB)
- Marie Adeliaide Leprosy Centre (MALC)
- Edhi Foundation
- Fatimid Foundation
- Sami Samaj Sujag Sangat
- Shehri - CBE
- APWA – All Pakistan Women's Association
- Teacher Resource Centre (TRC)

NWFP:

- Anjuman Nawjawanan Charsadda (ANC)
- Bach Christian Hospital (BCH)
- De Laas Gul Program (DLG)
- Dost Welfare Foundation (DOST)
- Environmental Protection Society (EPS)
- Health, Environment and Women Development (HEWAD)
- Khwendo Kor (KK)
- Pakistan Village Development Programme (PVDP)
- Shewa Educated Social Workers Association (SESWA)

Balochistan:

- Society for Community Support for Primary Education in Balochistan (SCSPEB)
- Kuchlak Welfare Society (KWS)
- Children Hospital Quetta
- Society for Empowering Human Resource (SEHR)
- Balochistan Rural Support Programme (BRSP)

Tool – 7: Tax Incentives for Charitable Donations

- o **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.

- o **Clause 58 of IInd schedule of Income Ordinance 2001:**
    - ▪ Rebates on Business Income
    - ▪ Rebates on Investments
    - ▪ Incentives on Savings
    - ▪ Rebates in Income Tax

- o **In pursuance of Federal Tax Incentives, Provincial Governments also give concessions such as:**
    - ▪ Property tax
    - ▪ Infrastructure cess
    - ▪ Motor Vehicle Tax
    - ▪ Government land allotments on concessional rates etc.

- o **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
	Carrying out market survey(s) for cost estimation and budget making
Inviting bids through advertisement in Newspaper	Inviting bids through advertisement in Newspaper
Scrutiny & short-listing of Tenders/vendors	Scrutiny & short-listing of Quotations
Award of Contract(s)	Award of Contract(s)
Supervision of civil works	Follow-up with vendors
Work Completed	Work Completed
Completion Certificate by EDO (E)/(Works)	Completion Certificate from EDO(E)

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

Hiring of Teachers	Teacher Training
Need Assessment Survey	Appraisal of Teachers through a Written Test
Identification of Need	Identification and selection of a Suitable Teacher Trainer
Assessment of Available Talent	Teacher Trainer to Design a Training Program
Developing Recruitment Policy, i.e., required qualification, salary, duration, etc.	Based on the Training Program other details will be worked out and budgeted, such as, Training Equipment & Materials, Training allowance to all the teachers or to govt. teachers only, transport expenses, meals/refreshments during training, any performance award, etc.
Inviting Applications through Newspaper advertisement and by other means	Impact assessment through visit to the schools
Setting up Standards: Preparing an Entry Test for all candidates	Periodic Appraisals of Teachers
Selection of Teachers based on the Entry Test results.	Training Completed
Issuance of Appointment Letters by Corporate	Completion Certificate from EDO (E)
Certificate from EDO (E) endorsing the process and selection	

MEMORANDUM OF UNDERSTANDING

between

DISTRICT GOVERNMENT _____

and

PAKISTAN CENTRE FOR PHILANTHROPY

to

Facilitate corporate philanthropy for Education through developing public private partnerships in district _____

<u>Preamble</u>

1. This Memorandum of Understanding (the MoU) is entered into between the District Government _____ and the Pakistan Centre for Philanthropy (PCP) to improve the access and quality of education in selected state run primary and secondary schools in the _____ district.

2. The PCP is a non-profit organisation registered under section 42 (C) of the Companies Ordinance 1984 striving to enhance the volume and effectiveness of philanthropy in Pakistan. PCP Board comprises (list attached at appendix-I) eminent citizens, former senior government officials and ministers, representatives from prominent nonprofit organisations and business leaders.

3. The PCP has implemented a project aimed at improving the access and quality of education for underserved communities in three districts of Pakistan: Thatta, Ghotki and Faisalabad. PCP is now moving to three new districts: Hyderabad, Sukkur and Khairpur…

Background and Rationale

4. From mid-1990s a major shift has occurred in the Government of Pakistan's (GoP) approach to the country's education sector. Now, GoP sees its role shifting from being a mere provider to also acting as a facilitator and financier of the education sector in Pakistan. Among other initiatives, GoP has undertaken policy reforms and provided incentives for 3Ps to flourish in the education sector. While the collaboration of these different players in the education sector is not a new phenomenon in Pakistan's history, it is the first time that this interplay has been formally recognized and is being supported by the government. In April 2001, the Ministry of Education launched the ESR Action Plan: 2001-04, which serves to detail the objectives of the GoP's education policy in general and specifically with respect to 3Ps. The ESR purposefully recognizes that the government does not have the resources or expertise needed to manage the complex education sector and actively advocates 3Ps. It goes a step further by allocating measurable targets to 3Ps by, for example, aiming to raise the number of 3Ps from 200 institutions in 2000, to 16,000 in 2005.

5. Pakistan's Poverty Reduction Strategy Paper (PRSP) describes education as the most important factor that distinguishes the poor from the non-poor. The Poverty Reduction Strategy Paper (PRSP) also recognises that Public-Private Partnerships are critical to reaching the goals of increasing access and improving quality at all levels of education (Page 70, Section 5.139)

6. … District Education Profile …

7. … District Business/General Profile …

8. PCP developed a pilot project (June 03 – Dec 04), which aimed at tapping corporate philanthropy for improving the quality of education in state run primary and secondary schools. The project envisaged to bring the government, the corporate

philanthropists and the NPOs together in tripartite partnerships and was constructed around the three critical strands i) The government is the largest provider of education services in the country and its role is particularly important in rural areas. However, due to a host of well-known factors like resource constraints and management problems, the government schools are not meeting the enrolment and quality targets. ii) the corporate sector has resources as well as the desire to invest in meaningful and effective interventions but lacks the time as well as the expertise to effectively manage these interventions. iii) the civil society organisations in most parts of the country have acquired adequate knowledge and expertise to effectively manage education services through the participation of communities and other stakeholders. By bringing these three stakeholders together, it was possible to bring about significant improvement in the physical infrastructure as well as the quality of education in the government schools. In essence the effort was aimed at combining corporate funds with CSO expertise to improve the government schools.

9. During 2003-04, PCP facilitated eight partnerships in four districts (Thatta, Ghotki, Faisalabad and Kasur) with a total financial commitment from the business sector of Rs. 20,005,500 (US $ 344,922) for improvement of physical infrastructure and enhancing quality of education in 70 primary schools, impacting approximately 9,600 students.

    The Project interventions include construction and renovation of physical infrastructure (Classrooms, boundary walls, water, toilets and playgrounds) as well as provision of teachers, teacher training and supply of learning materials, (books, notebooks and other stationery) furniture etc.

Objectives

The project aims at creating linkages between the state education outlets, the philanthropists and nonprofit organisations. All three complement each other. They need to be brought together in a mutually beneficial manner, and systems and procedures put in place that would institutionalise these partnerships on a sustainable and replicable basis.

Specifically, the objectives of the project are to:

- Attract increased 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 the interest of business 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.

<u>Methodology</u>

PCP during (2003-04) identified a few corporate philanthropists and encouraged them to invest in improving the condition of state run schools. In line with approximate financial commitment of these corporate philanthropists and the geographical area of their respective interest, priorities and preferences, PCP then identified government schools where interventions were needed. Subsequently detailed intervention plans were developed in consultation with key partners. These intervention plans were funded by philanthropists who entered into Partnership Agreements with the District Governments. A Joint Advisory Committee comprising of a representative from the corporate philanthropist, District Education Department, local partners (NPOs) and PCP was constituted to guide and oversee project implementation. The committee discharged its responsibilities through bimonthly or quarterly performance appraisal and progress review meetings. PCP plans to move further in 2007-08 by adding some more districts to its Project.

<u>Role of PCP</u>

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.
- Development of detailed budgeted intervention plans 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 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 of a representative from the corporate philanthropist, government, local partners and PCP to oversee implementation of the planned interventions.

<u>Role of the District Government :</u>

- Facilitate PCP to interface with different District Government Departments in order to undertake its work in the district.
- Facilitate PCP and its partners to interface with Government Schools in the District.
- Provide detailed information about government schools, likely to be supported under this project.
- Provide information regarding the development plans of the district education department to avoid duplication.
- Enter into partnership agreements with corporate donors 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 philanthropists.
- Try to incorporate the lessons learnt through PCP work in the District Education plan for next year.

_____   _____
District Coordination Officer   Executive Director
District Government _____   Pakistan Centre for Philanthropy
District   Islamabad
Date: Date:

DRAFT
MULTIPARTITE AGREEMENT

Between

DISTRICT GOVERNMENT GHOTKI

And

CORPORATE PHILANTROPIST
And
PAKISTAN CENTRE FOR PHILANTHROPY
And
REPRESENTATIVES OF THE BENEFICIARY SCHOOLS

To

Facilitate Corporate Philanthropy for Education

Through Developing

Public Private Partnerships in District Ghotki

Draft

Multipartite Agreement

This agreement builds on the Memorandum of Understanding (copy attached) signed between the Pakistan Centre for Philanthropy and is made on this _____ Day of Month 2005 (00-00-2005) between the District Government through its Executive District Officer (Education), **Ghotki** (here-in-after called "DG") which expression, whenever the context allows, includes its assignees, successors and attorneys etc.
AND
The *Corporate Philanthropist, Address*, through *Chief Executive's Name, 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 Representatives of the Beneficairy Schools through ………hereinafter called…..

WHEREAS, the "*Company*" is a public/private limited company having its *Operations* in the **Ghotki** District. "*Company*" has expressed its willingness to work with _____and PCP to improve physical infrastructure and enhance quality of education in the government run primary and elementary (middle) schools in the **Ghotki** district.
AND
The Pakistan Centre for Philanthropy, 1-A, Street 14, F 8/3, Islamabad, through Ms. Shahnaz Wazir Ali, its Executive Director (here-in-after called the "PCP") which term wherever the reference allows shall include their assignees, successors, executors, and attorneys, etc.
AND
The Representatives of the Beneficairy Schools through ……….

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 solely managed and disbursed by company itself. **Company** will not transfer any funds to _____ or PCP under any circumstances.

2. _____ has provided information to PCP and **Company** regarding the Education Sector ADP for the district, and has identified schools for adoption for the current year …2005 (or whatever is the current year) fully taking into consideration that schools which are included in the ADP for construction, major rehabilitation, upgradation and provision of furniture etc. in the FY ------- are not identified for adoption. This is being done to avoid wastage and duplication of both government and corporate donor funds. Similarly the identification of schools each year will take into consideration the ADP for the relevant year.

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 subsequent years 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.

5. In running the affairs of the adopted schools and issues emerging thereof decision of JAC will be final.

6. For helping the SMC / PTA of the school in monitoring, supervision and reporting on the functioning of the adopted schools, ***Company*** and/or PCP may contract an NGO. As and when an NGO 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:

District Government (DG)

8. DG shall transfer the supervision of the teachers and the management of buildings, furniture and all other equipment of the adopted schools to ***Company through SMC / PTA of the relevant school***. Authorized representatives of DG and ***Company*** together with the SMC/PTA 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.

10. It will be the sole responsibility of DG to provide local government teachers (preferably female, wherever possible) in all the adopted schools as per the 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, except in cases of promotions. In case of transfer due to promotion, one-month advance intimation will be served by DG to ***Company*** 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 / PTA and an NGO 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), programs 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.

COMPANY

15. *Company* has adopted for the current year and will adopt in coming years government primary and elementary schools, built or shelter-less, in accordance with a mutually agreed criteria initially for a period of 05 years 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 and that adoption of the aforesaid schools shall not in any way create any title, legal right or otherwise in favour of *Company* over the property of schools including land, building, furniture and other materials.

17. That *Company* will construct new school buildings for shelter-less schools, undertake major/minor rehabilitation work and make additions/alterations in the existing structure of the schools as explained in the school-wise Intervention Plan. *Company* may seek free land and labor from the community for the construction/repair work in the adopted schools as and when required.

18. In cases of 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.

19. To provide quality education, one teacher will teach a maximum of two classes which will be held in the same classroom and have a total of not more than 30-35 students. Based on enrollment, each adopted school will be provided adequate number of classrooms and teachers. New construction as a result of increased enrollment will only be resorted to once fresh enrollment has been sustained for a period of at least 6 months. The SMC will be involved in ensuring enrollment of all children of the community.

20. *Company* may engage any additional staff at its own cost and shall not be entitled to claim any reimbursement for that from DG.

21. *Company* will be a member of the 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. Wherever required, *Company*, in consultation with DG, can reconstitute an SMC to make it functional and effective ensuring that majority of the members of SMC are parents.

22. In the best interest of child development and teachers professional growth, *Company* can initiate special programs such as community mobilization, teachers training, hygiene, IT literacy, early childhood education, school nutrition and any other extra curricular activities.

23. 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 communiqué will be issued by the *Company* to this effect.

24. *Company* will submit a quarterly progress report to the Joint Advisory Committee (JAC) on the construction, rehabilitation, provision of furniture etc. that may also include details of expenses. *Company* (through SMC and the NGO) will submit a Quarterly Monitoring Report on the functioning of the schools, teacher attendance and performance to JAC.

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 surveys for identification of schools, hold consultations with all the stakeholders, and develop school-wise intervention plans for adoption by *Company* for the successive years.

27. PCP will continuously monitor the performance of the adopted schools both as a member of JAC and also by making independent surprise visits to the schools.

28. 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.

SMC

29. SMC is registered and functional. SMC (a) will identify detailed and specific needs of the school including teacher training and areas of training, specification of rooms, latrines, boundary wall, furniture etc., if to be provided; (b) will contribute in terms of time, materials, labour, and land, where ever required and affordable by the community; (c) in case of need for additional teachers, identify potential local candidates fulfilling basic minimum qualifications; (d) will help NGO in monitoring school progress and preparation of report.

30   Specific Objectives of the Agreement:

(a) **Increase Access:** (i) enrolment increase from 'x" to "y"; (ii) increase retention from 'a" to "b"; (iii) decrease repetition from 'x%" to "y%"; (iv) enhance completion rates at primary level from 'x%" to "y%" etc.;

(b) **Improve Quality:** (i) provision of teaching learning materials, (ii) teacher training, (iii) textbooks (iv) increase student achievement from – to --;

(c) **Management improvement:** training of SMCs to enable them to manage schools, mobilize parents to send their children to schools and ensure children's daily attendance, improve children's health;

(d) **Ensure sustainability or capacity building**: (this will be measured by the fact that SMCs are increasingly taking up responsibility according to an agreed schedule).

Monitoring Arrangements: Establishment of (a) Joint Advisory Cimmittee / Steering Committee at district level with clear TORs; (b) Monitoring Committee at the institution level; (c) baselines for the monitoring indicators given above; (d) development of an agreed progress monitoring format; and (e) arranging impact evaluation at mid-term / end of partnership agreement.

31. Sustainability: The Company and the DG will ensure that local community is trained so as to take over all 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 the partnership.

32. Transparency: MOU, multipartite agreement, monitoring reports, expenditure statements and all other documents will be accessible to all parties and general public, especially the population of the area benefiting from the partnership.

Not withstanding anything to the contrary contained herein it is expressly agreed between the parties to undertake improvements in the selected schools in District as per the terms and conditions laid out above.

The parties have affixed their signatures below:

_____	_____	_____
	Name	Shahnaz Wazir Ali
E.D.O. (Education)	Managing Director	Executive Director
District Govt. Ghotki	Company's Name	PCP
District Ghotki	_____	Islamabad
Date:	Date:	Date:

Representatives of the SMCs through:

1.

2.

3. etc

Date