

Public Private Partnerships (3Ps)

Facilitating Corporate Philanthropy for Education

District Manual & Tool Kit

Executive Summary

Education is a prime mover of national development. Evidence shows that investment in education brings highest social and economic returns in the short and long run. This investment contributes to accumulation of human capital which is essential for higher incomes and sustained economic growth. Investment in basic education (primary and secondary level) helps reduce poverty through increasing the productivity of the poor by improving health. It equips people with the skills they need to participate fully enhancing skills and knowledge in society. Education helps strengthen civil institutions and build national capacity and brings good governance in the implementation of sound economic and social policies.

Since independence, successive governments have accorded high importance to education reflected in multitude of policy packages. However owing to limited financial resources and skewed management capacity at grass-root level several problems exist which continue to hinder progress in the educational sector. Not only does the educational infrastructure developed over last 5 decades not match in quantity with the actual national requirements; it is far below international standards of quality. The issues in quality of education, interalia, include, teacher shortage; teacher absenteeism; minimal supervision; poor infrastructure; shortage of teaching / learning materials and aids; lack of teachers accountability; managerial capacity of the school management etc. The major challenges faced by the education sector include the following:

1. Increasing access to education
2. Improving equity
3. Improving quality
4. Provision of adequate financial inputs.

The experience of last 50 years has shown that the magnitude of the challenge in the educational sector is so big that it 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 great emphasis on Public Private Partnerships (3Ps) in combating the educational challenge. The 3Ps approach revolves around meaningful and practical partnerships between individual/corporate philanthropists, civil society and Governments (districts, provincial and federal). However there are practical problems at grass root level faced by the district governments and the corporate philanthropists in operationalization of the 3Ps program. In order to achieve objectives of the partnerships, the gap between the public and private sector has to be bridged. The Pakistan Center for Philanthropy (PCP) provides this missing link. PCP has come forward to facilitate public-private partnership in the education sector.

PCP has studied the whole phenomenon of 3Ps at length and developed a simple operational model. This manual provides a visit through GoP policy for 3Ps in education and related sectors and elaborates the operational bottlenecks and working mechanisms. A tool kit has been developed and made part of this manual. The tool kit solves the administrative problems and provides ready to use templates on various MOUs, agreements and guidelines needed in actual implementation of the 3Ps. In fact these tools have already been tested and successfully adopted in some districts of Sindh. PCP does not charge for its services nor does it receive any donations in any form for school improvement. The technical inputs of the PCP are absolutely free and the donor funds are used by them directly for school improvement. The modus operandi of 3Ps is summarized here under.

- a) Corporate entity decides the amount it wants to allocate for the uplift of government primary education.
- b) PCP carries out need-assessment survey of all the primary schools in the geographical area selected by corporate entity. PCP team also holds meetings with the communities, SMCs, teachers and ASDEOs 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.
- c) PCP, on behalf of corporate entity, holds meetings with all the concerned District Government Officials and gets necessary approvals.
- d) 'School Improvement and Monitoring Plan' are developed and presented to corporate entity for approval.
- e) After Corporate Philanthropist's approval, an agreement is signed between Corporate Philanthropist, Executive District Officer (Education), PCP, Chairman each SMC and representative of the teachers nominated by the teachers from each school. Thereafter, corporate entity adopts the selected schools for an agreed period.
- f) A local NGO is hired (paid jointly by Corporate entity and PCP) to help the SMC of each school to implement the 'School Improvement and Monitoring Plan', to 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 and the each Monitoring Committee prepares a Quarterly Monitoring Report. The reports of all schools are consolidated by the NGO who presents Quarterly Monitoring Reports to JAC.
- h) Corporate entities funds committed for this project are spent directly by Corporate Philanthropist in line with the approved 'School Improvement and Monitoring Plan'. However, SMC has a major role in day to day spending on infrastructure, teacher salary and incentives to teachers, if being given, and all other payments.)
- i) Under no circumstances, corporate entities funds are transferred to the district government or PCP.

PROLOGUE:

Education is a powerful catalyzing agent which provides mental, physical, ideological and moral training to individuals, so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose. It is most effective instrument for the mental development as well as the material fulfillment of human beings. Education is the universally recognized prime key to moral, culture, political and socio-economic development of a nation. In the 21st Century, issues of producing civilized and peaceful citizens capable of raising a healthy and prosperous society; maintaining supply of adequately trained human resources for keeping the corporations, sophisticated industrial establishments and services operational; and sustaining accelerated pace of research for further advancement has placed education at the apex of all policies , plans and philosophies for survival.

Since independence in 1947, the policy makers in Pakistan have accorded high importance to education. 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 our 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.

THE POLICY REGIME

The state of Pakistan, soon after independence, demonstrated its commitment to education by convening National Conference on Education in November, 1947. The Conference took stock of the situation and expressed aspirations of the nation. Quaid-I Azam Mohammad Ali Jinnah provided vision for future. Keeping in view the goals for the nation, the 1959 Educational Policy, popularly known as Sharif Commission report was a step forward in that direction. This policy reiterated the objectives of 1947 Educational Conference and provided a rational framework for translating the abstract concepts into practical realities. The policy did not provide any physical targets, leaving them to the discretion of the agents of implementation. Thereafter, as many as seven other Education Policies were formulated from time to time. The last one came in 1998. The new 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 economic and social development.

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% which gradually increased to 51.6% by the year 2003. The ten year Perspective Plan (2001-2011) envisages launching of a national literacy campaign by adopting an integrated approach to comprehensive literacy and poverty reduction strategy and opening of 2,79,000 adult literacy centers.

However, despite impressive progress in the development of educational infrastructure, it is too far away from the actual requirements of the nation in numbers and performance. Although number of schools has increased many folds 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.

According to 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 per cent. A positive improvement is that the gender disparity in the drop out rates narrowed from 5% points in 1991 to 1% points in 1999. However, the urban rural gap in the drop out rates has widened over the decade.

Apart from the poor coverage of education 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 school include absence 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% in 1991 to 75% in 1999. This increase in the role of private schools in the provision of primary education may be due as much to the higher quality of private schools 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) commensurate resource mobilization to achieve targets and outcomes; (d) drop out rate and teachers absenteeism; (e) availability and accessibility of low-cost, high quality education; (f) absence of formal criteria for funds allocation at school level; and (g) standardized data collection and dissemination.

Our educational infrastructure scene clearly depicts a phenomenal starvation from lack of financial and human resources. Keeping in view the rapid developments, taking place all over the world and enormous changes in the socio-economic fabric of our own society, it is amply clear that aspirations of the nation cannot be satisfactorily met with the available financial and management capacity of the government. This situation warrants a major policy shift in national plans implementation strategy in the education sector.

Paradigm Shift in Educational Policy, Planning and Implementation

Despite impressive achievements in the education sector, the quality and quantity of educational facilities and access of masses to these facilities is far from satisfactory. The educational infrastructure is too small to cater to the needs of 114 ? (150) million population which is growing at a rate of 2.3% annually. The high population growth rate has undone all efforts to combat the educational challenge. 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 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. True that the nation needs to be educated on priority basis but history has told us that governments alone cannot make it

happen. There is a need in the paradigm shift in the concept of the role of government in provision of the services, while government cannot be absolved of their prime duty of creating condition that facilitates education sector, other stakeholders need to be given a more active role. One positive area of development has been the emergence of a rapidly growing private sector that is prevalent in both urban and rural areas

New Policy Framework

Starting in the mid-1990s, a major shift has occurred in the Government of Pakistan's (GoP) approach to the country's education sector. The government has 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 civil society organizations (CSOs) in the financing, management and delivery of education services in Pakistan. In essence, the GoP seeks its role shifting from being a mere provider to a facilitator and financier of the education opportunities in Pakistan at all levels of the spectrum.

The changing context makes the government recognize and appreciate at the policy level the potential of Public Private Partnership (3P) in improving education. Government of Pakistan's (GoP) Education Sector Reform (ESR) Action Plan 2001-2005 actively advocates 3P as the 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 (Page 70, Section 5.139).

Among other initiatives, the GoP has undertaken policy reforms and provided incentives for Public Private Partnerships to flourish in the education sector. From initiating innovative programs to working in tandem with non-governmental organizations (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 wholesale privatization. The strategies in the current model under implementation are; a more transparent and proactive manner of engaging the private sector for improving access and quality of education; enhanced managerial performance, entrepreneurial spirit, through capacity building; access to proven leading knowledge technologies; improved transparency through involvement of local community from design, implementation through to the operation; and 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 and National Development NGOs through global partnerships to help deliver basic social services. Civil society organizations have become critical allies in designing innovative operations, implementing solution and monitoring results.

EDUCATION SECTOR REFORMS (ESR)

The ESR is based on long-term framework linked to 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 Millennium Development Goals (MDGs) It aims at achieving the sub-sector targets by 2005-06: Literacy from 49 per cent 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.

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) that derive 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 EC development assistance has evolved from a fragmented focus on countries with which 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Ratio of Boys and Girls in primary, secondary and tertiary education- Ration 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**

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.

ESR & Poverty Reduction Strategy Paper (PRSP)

Efforts have been made to mobilize Civil Society Organizations (CSOs), 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 CSO participation for making these national macro initiatives successful. Citizen Community Boards (CCBs), Neighborhood and Village Councils, Education Committees of Union Councils, SMCs/PTAs and NGOs are regularly consulted and taken on board as planning, implementation and facilitation 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, up-gradation and quality improvement, through formal institutional arrangements. The Provincial Governments are responsible for monitoring and evaluation of schemes. Supervision is done at the District level as agreed with respective District Partners (Govt. & CSOs). The Ministry of Education is associated 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 creative programs have been initiated by 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 up gradation 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 Citizen Community Boards and Parents- Teachers Associations.

CORPORATE SOCIAL INVESTMENT (CSI)/CORPORATE PHILANTHROPY (CP)

In the new global economy, 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 currency 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.

The private sector lacks the dynamism to act as a cooperative partner in the policy formulation, and often prefers to rely on the permanent crutches of State subsidies for their survival. A clear need exists for a more active private 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 in efforts 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.

It has been estimated that private sector is contributing 0.7 per cent of GNP in education. Government is thus encouraging the role of private sector in education and providing them with a package of incentives and support.

Project implementation mechanisms are required to be established by District Governments to facilitate as far as possible linkages and partnerships with the Private sector and Civil Society Organizations (CSOs) for school rehabilitation, up gradation and quality improvement, through formal institutional arrangements.

SCHOOL EDUCATION SCENARIO IN SINDH

According to SEMIS Census 2002-3, (use the most recent if available after 2002-03), there are 44, 149 schools in the Sindh province having enrolment of about 3.3 million children. Out of a total of 40,121 primary schools, 6,348 are Girls schools, 16,203 are co-education institutions and rest are Boys schools. The Girls to Boys school ratio improves at middle and secondary level. There are 701 Girls Middle schools while Boys schools are 1,203. There are 828 Boys Secondary Schools against 433 Girls Secondary Schools. Out of a total of 151 Higher Secondary Schools there are 60 schools for Boys as compared to 58 Girls Higher Secondary Schools, while the rest are co-education schools. However, total enrolment of Girls (1,249,348) is about half that of Boys (2,034,638). Most of the schools in rural and suburban areas lack basic facilities. Out of a total of 17,570 Boys Primary Schools, 14,969 are without electricity, 11,271 do not have toilets and 11,154 are without boundary walls. Similarly out of a total of 6,348 Girls Primary Schools, 5,099 are without toilets, 2,844 without boundary walls. 14,439 schools are shelter less out of which 13,873 belong to rural areas. 1,501 Girls Primary Schools in rural areas and 101 in urban areas are shelter less.

The participation rate at Primary School level is 48% for Boys and 32% for Girls. Unfortunately participation declines to 18% for Boys and 15% for Girls at Middle School Level. Similarly the participation rate for Boys is 20% and for the Girls 16% at Secondary Level. More than 80% 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 an immediate attention from all responsible citizens of the country belonging to all walks of life in the public, private and corporate sectors.

SINDH EDUCATION FOUNDATION

VISION

"To empower disadvantaged communities towards social change by creating and facilitating new approaches to learning and education".

OBJECTIVES

- Evolve programs for raising the standard of education.
- Conduct researches or surveys or hold workshops, conferences, symposiums, to study the educational system, to identify the shortfalls and weaknesses and make suggestions or measures for its improvement.
- Provide financial help or grant under soft terms and conditions.
- Establish educational institution especially in less developed or less privileged areas.

Sindh Education Foundation was established in 1992 as a semi-autonomous organization to undertake educational initiatives in the disadvantaged areas of Sindh. Professor Anita Ghulam Ali was appointed the first Managing Director of the Sindh Education Foundation, a position she still holds. The SEF's initial activities began with the provision of grants and loans to educational institutes and organizations. However, the SEF now provides communities with direct access to educational facilities by opening schools/centers through its various endeavors. The current projects not only provide education, but mobilize communities to meet their educational and developmental needs. Furthermore the Foundation also undertakes research initiatives, both qualitative and quantitative, to study the impact of its programs and identify improved systems for community enhancement. SEF's publications include Educate, Pakistan's 1st Magazine on Education & Development, Nurture, Pakistan's Pioneer Publication on Early Childhood Development, Quantitative Analysis Booklet, SEF Newsletter, SEF 10 year Document and various literacy manuals.

ESR in Sindh

Sindh is implementing a multi-pronged strategy to improve outcomes that include providing adequate resources and improving their utilization, strengthening governance and accountability, ensuring the participation of communities and increasing the role of the private sector.

Component 4 of ERs, Public-Private and Public-Community Partnerships, is building strategies and networks for engaging the private sector (both corporate and community) in public education as well as facilitating the institutionalization of effective School Management Committees, that will support quality improvements in education provincially, nationwide and in the WDI districts.

Tawana Pakistan Project involves numerous Public, Private and Civil Society partners. In the public sector, the Ministry of Women Development, Social Welfare and Special Education, Pakistan Bait-ul-Mal, an autonomous body of the Ministry of Women Development, and other ministries such as Planning and Development, Finance, Education, Health and Local Government are relevant for this project.

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 on, 2005/6. This manual has been prepared under the overall policy guidelines notified by the MoE.

Making 3Ps Work in Education Sector

3Ps involve three types of investment 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.

Pakistan Center for Philanthropy (PCP), is a nonprofit organization licensed under section 42 of the Companies Ordinance 1984. Located in Islamabad, it is led by an eminent Board of Directors comprising acknowledged leaders from government, business and the citizen sector. The PCP does not collect any donations (in cash or kind) for 3Ps in education corporate philanthropists. All inputs of PCP are absolutely free for the district government and the corporate sector.

Why is 3P Such a Good Idea?

The 3P is a real 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 initiated this 18-month pilot project (July '03-Dec. '04) funded by USAID through its Education Sector Reform Assistance Program (ESRA) called "Public Private Partnerships—Facilitating Corporate Philanthropy for Quality Education". PCP focused in four districts; Faisalabad &

Kasur in Punjab and Thatta & Ghotki in Sindh. The project aims at creating linkages between the public sector primary schools, corporate philanthropists and nonprofit organizations. Now PCP is moving into the second phase of the project.

During the second phase of 3P, for another 18 months, starting from January 05, 2005 PCP will be adding three more districts (Khairpur or Sukkur and Hyderabad) in addition to current districts, i.e., Ghotki, Thatta and Faisalabad. Work also needs to be done at the policy and implementation level to build understanding and ownership in the DGs on the concepts embedded in 3P and for evolving a framework to facilitate the whole process.

How does it Work:

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

Tool Kit for Operationalization of 3Ps In Education Sector

A pragmatic and systemic approach is required for practical and smooth operation of the 3Ps process in education sector. In accordance of the governments 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 rural masses and the urban poor. The school adoption process is explained in the flow diagram presented in Fig. 2.

The 3Ps system 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 model MOUs which can be adopted easily by any prospective partners. These model MOUs are presented in the tool kit annexed herewith this manual as tool-1 and tool-2.

Step – 2 Obtaining Commitment

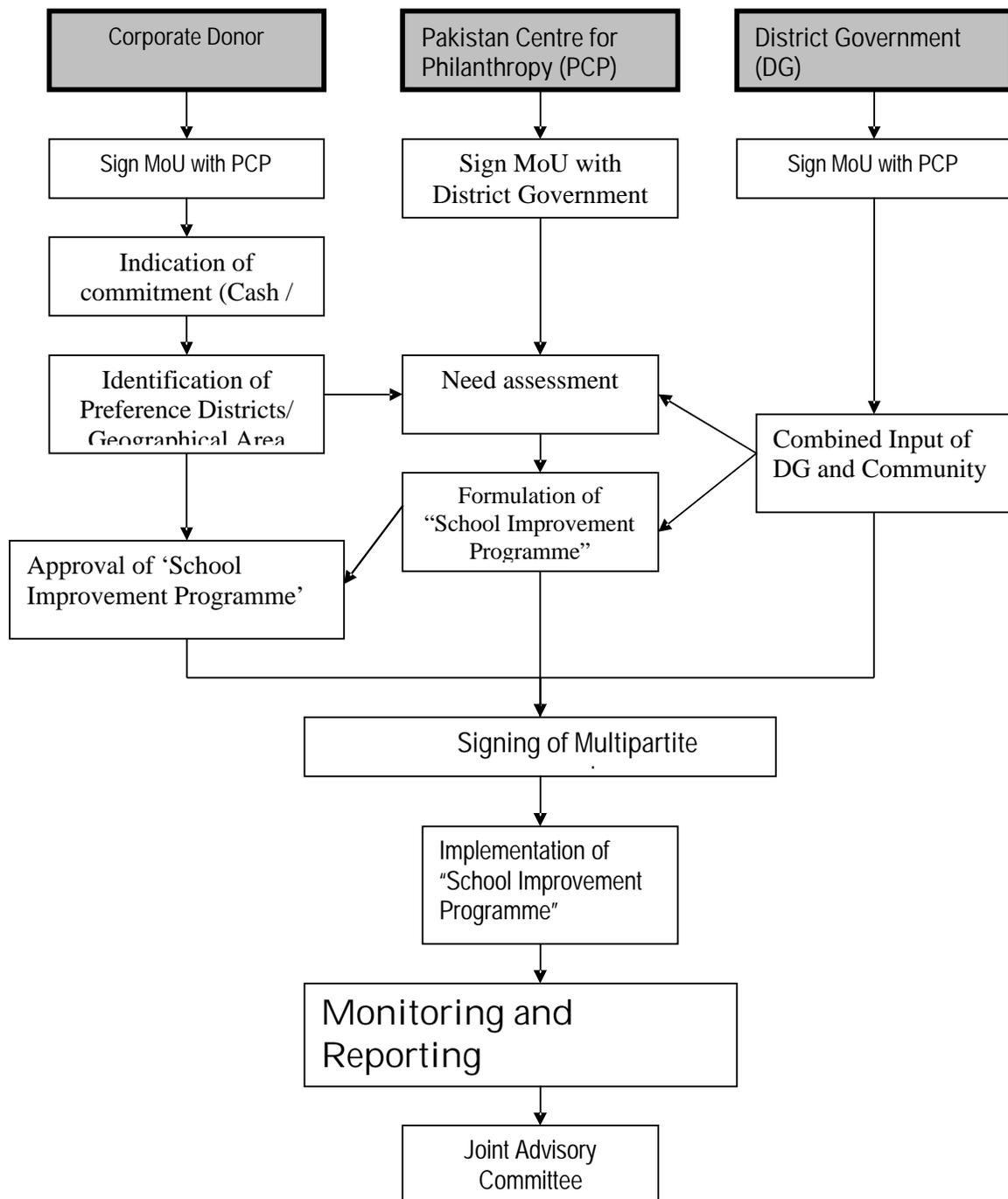
Adopters indicate Commitment (cash/kind) for school improvement. Cash is the monetised value of interventions that the adopter chooses to make such as new construction of classrooms and major/minor repairs to physical infrastructure. The Adopter will not transfer any funds to the District Government 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 Districts/Geographical Areas: Ghotki, Sukkur, Khairpur Thatta and Hyderabad (Any particular area/Union Council) by the adopter.

School Adoption Process (Fig. 2)

“Serving the underserved ...



Step – 4 Need Assessment

Need Assessment School Surveys are carried out by PCP with the help of the field officials (Deputy DEOs, ADEOs 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.

Step – 7 Multipartite Agreements

After the Adopter's approval, a Multipartite Agreement is signed between the Adopter, PCP, and the Executive District Officer (Education) and the SMCs concerned. This agreement clearly defines the terms of the partnership over an agreed time period. In order to facilitate the Multipartite Agreement process in a uniform way model agreement has been prepared by PCP and presented in this manual as Tool-3 of the toolkit

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

Objectives of the Partnerships

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.

Tool – 4: 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. The duties and responsibilities of monitors are as follows;

a. 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'.

b. 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.

c. Pakistan Center for Philanthropy

- PCP will assist adopter/monitor with initial school monitoring
- All necessary monitoring forms will be provided to the adopter/monitor
- 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.

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 – 5: Guidelines for Monthly and Quarterly Reports

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

- Teacher attendance and issues (if any)
- Student attendance and issues (if any)
- Progress and issues (if any) on civil works
- Progress and issues (if any) on procurement of furniture
- Progress and issues (if any) on procurement of learning materials
- Progress and issues (if any) 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, others
- Any other matter that needs reporting

Tool – 6: Guidelines for Joint Advisory Committee (JAC)

Constitution: Representation of Adopter, PCP, EDO (E) or his/her nominee, and representatives of the SMCs, chaired by EDO (E)

Role:

- Oversight
- Coordination
- Dealing with issues requiring government attention and decision
- Reviewing progress
- Increase transparency
- Advocacy

Working Mechanism: JAC will meet monthly, if possible or, at least, quarterly to review and monitor the progress and to advise the implementation team. JAC will also be entrusted to oversee the management of finances.

Tool – 7: Sindh Province Education Profile
(District-wise, Primary/Secondary Schools Data)

ANNEXURE

Tool – 8: Guidelines and List of Possible Inputs with Costs and Specifications

ANNEXURE

Tool – 9: Lists of Some Local NGOs as Potential Partners in Selected Districts

ANNEXURE

Tool – 10: A Compendium of Tax Incentives for Charitable
Donations for Government Educational Institutions

ANNEXURE

Tool – 11: 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 – 12: Flow Charts for Interventions (Quality Improvement)

Hiring of Teachers	Teacher Training
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Need Assessment Survey</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Identification of Need</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Assessment of Available Talent</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Developing Recruitment Policy, i.e., required qualification, salary, duration, etc.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Inviting Applications through Newspaper advertisement and by other means</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Setting up Standards: Preparing an Entry Test for all candidates</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Selection of Teachers based on the Entry Test results.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Issuance of Appointment Letters by Corporate</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Certificate from EDO(E) endorsing the process and selection</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Appraisal of Teachers through a Written Test</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Identification and selection of a Suitable Teacher Trainer</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Teacher Trainer to Design a Training Program</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">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.</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Impact assessment through visit to the schools</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Periodic Appraisals of Teachers</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Training Completed</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Completion Certificate from EDO(E)</div>