

SESSION 2 - FRAMEWORK OF IDEAL SCHOOL ECOSYSTEM

Innovative Policies & Programs - Beyond Dichotomies: from Adversaries to Collaborators

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The Last Best Place & Three Cups of Tea – an ethos to emulate ...

I would like to begin with the upbeat achievements of Greg Mortenson to highlight adventures and innovations in education systems of South Asia (Mortenson, 2006; 2009). The reason I want to begin here is that it establishes an absolute bar of where innovations can begin and how powerful local contexts are for transformative initiatives in education. They may begin with precisely *Three Cups of Tea*, symbolizing a local Balti custom where, “the first cup you share you are a stranger. The second cup you are a friend. But with the third cup, you become family- and for our families we are willing to do anything even die” (Mortenson, 2006; 2009). With 3 million copies sold, 131 schools opened to 58,000 children, mostly girls over the past 16 years and graduates proceeding to post secondary options as health and education workers through a unique school ecosystem, there is something right that Greg and his dirty dozen, the motley education team is doing. This is being achieved in the territories that are encapsulated in the working motto of “The Last Best Place” (Mortenson, 2009). The *last best place* is about establishing schools in the fierce landscapes of Pakistan and Afghanistan where survival depends upon learning, and more significantly, ‘girls’ education’.

The stories of sheer mental and physical endurance is the basis for “Stones into Schools” the second book by Mortenson, definitely a must read. It means just what the title says, journeys of social transformation, human motivation and endurance. If we deconstruct Mortenson’s work across those territories, it is about beginning at the beginning, engaging in solid conversations for change, creating a science of local logic in establishing schools at low cost with the right infrastructure that connects communities with learning and challenges generations of players to revisit their paradigms of survival and gender. This is not about something essentially primitive, but something very profound as it takes girls from being illiterate and oppressed to becoming front line agents of change equipped with the best skills set embedded in cultures of change. The girls are taken up to the maximum level of learning in the schools thus established and then shifted through scholarships/placement schemes to other locations for higher learning. Sometimes it means not just girls moving to other cities, but also their social guardians and families! The costs do get more complicated in such journeys for change.

How replicable it is? Extremely scalable, as it is not about padded costs, but is elementary and human. It is the only model that works for those communities, where change is not a solo flight but must entail negotiated paths of progress with entire families, both immediate and extended. The Greg Mortenson outsider-insider phenomenon has been acknowledged by the Government of Pakistan. He has been given the highest national award. Mortenson continues to work for education, peace and development with local communities of both Pakistan and Afghanistan, creating affordable private elementary schools, as frontiers of social change and good practice.

Beyond Dichotomies and Adversaries:

As we try to build a canvass of innovative policies and programs in South Asia, I would like to declare at the outset that we need to put behind, the highly dichotomized, adversarial and somewhat artificial classifications of the public and private; state and non-state; state and market in contexts where government and governance are both erratic and problematic. These constructs of binary opposites are obstructive in the business of innovations, education enterprise and human progress, and I hope I can share why.

Case Studies from Bangladesh & Pakistan

My focus would be today on Bangladesh and Pakistan. Both experimented with nationalization of education in 1972. Both incrementally reversed the policy to achieve what are today highly blended systems of education service delivery that merit deeper understanding of service providers and innovations fully endorsed by policy and sector wide education plans.

Bangladesh –The Case of Mainstreamed Non-State Providers (NSPs)

Bangladesh, since its independence in 1971 has been making major strides in social sectors. It has renowned legendary social entrepreneurs, Mohammaad Yunus of Grameen Bank and Sir Fazle Abed-OBE of BRAC fame. Both organizations are major enterprises in their own right with upward and downward integration, recognized nationally and globally for the positive difference they have made to key indicators in poverty reduction, education, health and population growth rates. Today both organizations are crossing over from being NGOs to enterprises that qualify for corporate social responsibility (CSR). Such has been the energy and expansion of NSPs. Whilst BRAC has a large portfolio on education (ECE, Primary, Secondary and vocational skills), Grameen is poised to launch a major vocational technical/placement program at post elementary/secondary level.

The official education system is distributed across multiple providers at the primary and secondary levels.

Table : 1: Trends in Primary Schooling by Service Providers in Bangladesh

School type	Year			
	1998	2000	2005	2008
Government	68.3	61.0	59.2	56.9
Non-govt.	15.2	21.1	19.4	20.5
Non-formal	8.8	7.1	6.1	9.6
Madrasa	4.6	7.0	9.5	7.0
Kindergarten	1.5	2.1	4.3	4.7
High school attached	1.6	1.6	1.6	1.3

Source: Bangladesh: Education Watch 2008 : CAMPE

There is a distinct declining trend of the Government's share of Primary Schools, from 68% in 1998 to 57% in 2008. The government extends formal support for teachers and textbooks to a majority of non-formal and non-government providers.

Table: 2 Percentage of Primary Schools by Service Providers

Type of School	Institution	Proportion
Govt. Primary School	37,672	46%
Registered Non-Govt. Primary School	20,083	24%
Non-Registered Non-Govt. Primary School	966	1%
Other Primary Level Institution	23,497	29%
Total (Primary)	82,218	100%

Source: CAMPE Bangladesh Education Watch Report 2008

Thus 46% primary schools are government owned and managed, whereas 54% primary schools are in the hands of Non-State Providers (NSPs).

Table : 3 Percentage of Secondary Schools by Service Providers

Type of School	Institution	%	learners	%
Junior Secondary School (Non-Govt.)	3458	18%	495,735	7%
Secondary School (Govt.) *	317	2%	209,337	3%
Secondary School (Non-Govt.) *	14981	80%	6,114,676	90%
Total (Secondary)	18756	100%	6,819,748	100%

Source: BANBEIS 2008

Table 3 above illustrates that 98% secondary schools are owned and managed by NSPs, accounting for 97% of total enrolment, a majority being girls. The good news is that the EFA target and MDG of Gender Equality has been met and exceeded. The NSPs registered and recognized, authenticated by government survey are eligible for major government support through a variety of state grants.

Types of State Grants through Formal Contracts

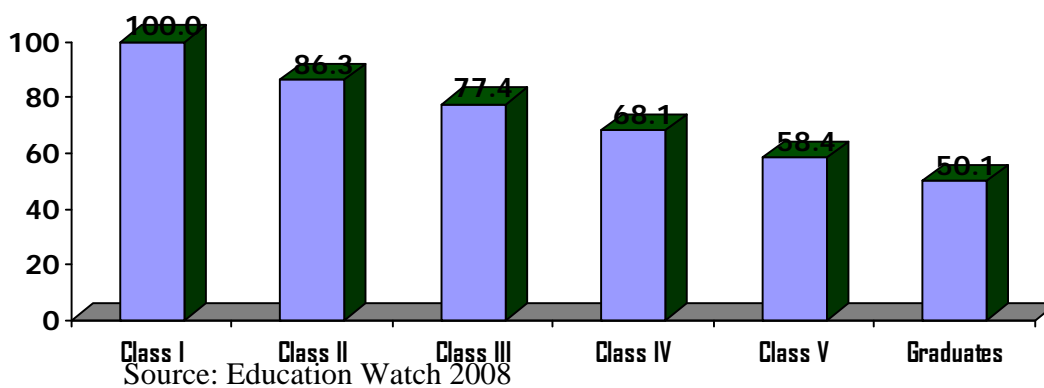
- Teacher Salaries – partially and completely
- Free Textbooks
- Secondary Student Stipends to Girls – all schools
- Infrastructure Grants in some cases
- Teacher Training

- School Management Committee Strengthening
- Bridging primary and secondary schools

In spite of such a buoyant education landscape with Gender Parity Index beyond 1 in favor of girls up to secondary level there are critical challenges

Challenges of Quality -

1. 50% Primary Completion Rate and 50 % Drop out rate. Survival up to grade V is 58%.



2. There has been a steady decline in GDP expenditures for Education from a high of 2.66% (2006-07) to 2.33%(2008-2009). There is a major reliance on donor funds who contribute to the education consortium through a successful sector wide approach (SWAP).

Year	Proportion of GDP
03-04	1.62%
04-05	2.22%
05-06	2.53%
06-07	2.66%
07-08	2.50%
08-09	2.29%

Innovations Embedded in Policy and Programs

- There is an inclusive sector wide approach in education planning, built upon comparative advantage of each partner; education is a well established collaborative social enterprise
- Grant in aid is huge and unparalleled especially at secondary level

- Compulsory Education Act 1990 has been in place but with little evidence on implementation.
- Vision 2021 of the current government is a driving force.
 - Education: Enrolment at the primary level will be increased to 100% net by 2010. Elimination of illiteracy by 2014, improvement in the quality of education, creation of a generation educated in science and technology, graduation degree level education made free by 2013 and ensuring higher salary for teachers are the other educational goals.
- **National Education Policy 2010 has recently been passed by the parliament. It is sector wide from ECE/ECD to tertiary.** The areas of major focus are: integrating ECD/ECE in primary education, technical vocational education options at post elementary and secondary levels, mainstreaming madrassahs and quality upgradation.
- Five Year Plans (6th Five Year Plan being finalized incorporating NEP 2010).
- Large body of organized partners/networks across the country in education (both formal and non-formal) and micro finance for expanding equity and enterprise. The education ecosystem is in place with huge diversity and potential for further innovations through collaboration.
- There are successful well documented innovations that can be scaled up
- Donors role is very significant with separate streams of management and financing through government and non-state partners coordinated by the NGO Affairs Bureau. Civil Society Organizations (CSOs) are actively engaged in evidence based policy influence and as an implementation arm organized under CAMPE.

Good Practices in public private collaborations for Education in Bangladesh: tried and tested in the areas of:

a) Financing Gaps

- Access in primary and secondary schools (formal and non-formal)
- Addressing quality, but more randomly

b) Professional development

- teachers education -
- Teachers' development both head teachers and teachers

c) ECE/ECD - the entire spectrum

- A major Bangladesh ECD Network (BEN) is in place led by private partners (190+ Members)

d) Innovations in Education:

- curriculum review and development of learning materials, in particular, for the emerging sectors like ICT in Education – BRAC and other 12 member organization of CAMPE
- enhance learning outcome by piloting and mainstreaming innovative methods – the documentation of best-practices in education and studies carried out by CAMPE, PPRC, BRAC and other organisations

e) Technical & Vocational – mainstreaming in schools; learning and placement options through industry, ministries and private sector/CSOs

f) Education & Emergencies

g) Policy, Planning and governance:

- policy and regulatory frameworks – voluntary engagement of CSOs through SWAPs
- Rigorous systems of monitoring and evaluation through the Education Watch and Community Watch initiatives by grassroots level partners

Pakistan

Pakistan's image as portrayed by the media leaves a lot to be desired, both government and governance are under continuous stress. Its own home grown legends like Akhtar Hamid Khan, Shoaib Sultan, Anita Ghulam Ali and friends like Mortenson are all testimonies about what is possible through citizens' action and partnerships. The government leverages these citizen legends to soften its tarnished image and poor performance, seeking to emulate if possible for improved performance.

In April 2010, Pakistan finally declared education as a fundamental right for children aged 5-16 under Article 25-A of the 18th Amendment to the 1973 Constitution. This welcome development has brought into sharp relief for its 180 million population, a possibility of reversing persistent low key performance indicators in education as evident from the data: *literacy rate 57%, Primary Net Enrolment Rate (NER) 61%, Middle NER 20% and Secondary NER 12% (PSLMs 2008/9)*. In spite of promises, education expenditure has never exceeded 2.0% of GDP (NEP 2009; Economic Survey 2009/10).

Whilst public sector performance continues to falter, the private sector is rapidly expanding to provide respite to households often at affordable cost, offering them education opportunities at all levels with assured teachers' presence and relatively better students' learning outcomes (LEAPs 2007; ASER Pakistan 2010). Costs per student in the private sector are often much lower than that of the public sector (I-SAPs 2010). Pakistan illustrates a powerful case study of a paradigm shift in education from state owned and state managed schooling system which

reached a high point in 1972 with nation-wide nationalization of education, to one which is increasingly becoming ‘blended’ across government and non state partners (NSPs). The paradigm shift is not just about who owns, who finances and who manages but, about expanding partnerships.

The National Education Census 2005 (2006) commissioned by the Ministry of Education was the first comprehensive data exercise that revealed powerful shifts in education as the basis for re-examining education provision and delivery. Out of 227,791 institutions 33% were attributed to the private sector, managed and run by a kaleidoscope of non-state providers (NSPs) both secular and faith based.

Table 4: Total No. of Education Institutions by Level & Sector

Level of Institutions	Total	Pubic	Private
Total	227,791	151,744 (66.6)	76,047 (33.4)
Pre-Primary	1,081	287 (26.5)	794 (73.5)
Mosque School	14,123	14,035 (99.4)	88 (0.6)
Primary	122,349	526 (86.2)	16,823 (13.8)
Middle	38,449	14,334 (37.3)	24,115 (62.7)
Secondary	25,090	10,550 (42.0)	14,540 (58.0)
British System	281	11 (3.9)	270 (96.1)
Inter. and Degree Colleges	1,882	1,025 (54.5)	857 (45.5)
General Universities *	49	31 (63.3)	18 (36.7)
Technical /Professional	1,324	426 (32.2)	898 (67.8)
Vocational/Poly Technique	3,059	916 (29.9)	2,143 (70.1)
NFBE	4,831	2,008 (41.6)	2,823 (58.4)
Deeni Madaris	12,153	354 (2.9)	11,799 (97.1)
Others	3,120	241 (7.8)	879 (28.2)

Source: NEC 2006; Ministry of Education /Federal Bureau of Statistics

***General Universities 2010: 102 Total : 60 and 42 in public and private sectors respectively**

<http://www.hec.gov.pk/InsideHEC/Divisions/QALI/Others/Pages/UniversitiesDAIs.asp>

Table 4 highlights that non state partners (NSPs) are active at all levels of education barring mosque schools¹, especially at post primary levels. Most schools operated by the private partners comprise K-10 grades. The groundswell of private sector expansion is mainly a response to the continuing problems of public sector service delivery. An earlier survey conducted in 1999 by the Federal Bureau of Statistics (FBS 2000) had informed the Ministry of Education about strong evidence of private partners shouldering substantial burden of EFA and MDGs targets. The evidence became an opportunity for the MoE to not only acknowledge them as mainstream partners for achieving the challenging targets of access, equity and quality, but also strategically including them in all sub-sectors of education through public private partnerships (PPPs). With such a widespread and growing presence of private sector, as early as 2001/2 the MoE began to

¹ Mosque schools catering up to grade III, began in 1979-80 during Zia ul Haq's period. They are now being phased out to the mainstream primary schools.

articulate and formalize the theory, practice and incentives for private sector expansion with or without PPPs through its mainstream education sector reforms action plan 2001/2- 2005/6.

From innovations in PPPs pilots such as Adopt a School Program in the late 90s (SEF 1999; 2005, 2006 www.sef.org.pk), the policy build-up has been impressive at national and sub-national levels.

PPPs in Policy, Education Sector Plans & Laws: Key documented policy and strategy initiatives are listed below at national and provincial levels:

- Establishment of five Education Foundations across Pakistan 1991-1998 to resume grant in aid to non-elite private schools/colleges
- Education Sector Reforms Action Plan 2001/2-2005/6 (www.moe.gov.pk)
 - o PPPs in the Education Sector: Education Sector Reforms Action Plan 2001-2005- Policy Options, Incentive Packages and Recommendations (2004)
- Poverty Reduction Strategy Paper I & II (Ministry of Finance 2004; 2009)
- MoE and Pakistan Centre for Philanthropy (PCP) Guidelines on PPPs for School Improvement through CSR and Philanthropy 2007 (www.pcp.org.pk).
- The National Education Policy (NEP) 2009 (www.moe.gov.pk)
- Provincial Social Sector and Education Sector Plans – with embedded PPP strategy

A federal 'Infrastructure Project Development Facility' (IPDF) was set up in 2006 along with the Infrastructure Project Financing Facility (IPFF) and the recent Punjab Government's PPPs Infrastructure Act 2010, have elaborate institutional mechanisms in place for proposals above Rs. 20 million with a range of PPP options (Jamil & Hassan 2010).

Such a policy environment resonates strongly with the call for partnerships in globally committed compacts viz., Education for All - Jomtien 1990 and Dakar 2000- and the Millennium Development Goals (MDGs), goal number 8. .

PPPs - Institutional Set Up: Institutionally the government has provided home to PPPs through creation of education foundations since the early 90s. The six Education Foundations have been established across Pakistan at provincial and national levels as quasi government or para statal bodies, with a basic mandate for PPPs including revival of grant in aid to non-elite private schools through various mechanisms. These have been created to finance partnerships for meeting EFA and MDG targets, clearly targeting the poor, girls, school drop outs and other excluded groups. Their purpose is to address access, equity and quality at all levels of education. A majority of the Education Foundations have been at the forefront of state sponsored PPPs and many of them have been restructured as part of the Education Sector Reforms (ESR) Action Plan 2001-2005/6, to give them autonomy in implementation of PPPs. The foundations were created in the '90s to replace the 146 year old colonial policy enshrined in the 1854 Woods' Despatch for providing grants in aid to the private sector, promoting education at local levels. This tradition continued unabated in Pakistan until it was abruptly stopped at the time of nationalization in 1972. According to Zulficar and Mirza's study (1975), grants in aid were provided to private schools by the government in multiple forms of generous grants. These were: Block grants; Staff Grant; Other Staff and Contingency Grant; Provident Fund Grants; Special Purpose Grant; Maintenance Grants etc.(Ibid.)

The Punjab Education Foundation (PEF) for example is currently supporting multiple PPPs

- Foundation Assisted Schools (FAS) - 1337 schools across Punjab, covering 600,000 students
- Continuous Professional Development Programme
- Cluster Based Trainings for Primary School Teachers
- School Leadership Development Programme
- Secondary Level Mentoring
- Teaching in Clusters by Subject Specialists
- New School Programme 45 schools
- Education Voucher Scheme : 12000 vouchers (demand side financing)

(Batool, M. 2010, PEF Presentation)

For every programme, PEF mobilizes local and provincial partners through calls for public private partnerships and advertised expressions of interest (EOI). These programs are accountability and performance based. Risks are shared across partners as are resources. The five education foundations programs across Pakistan at provincial and national levels have expanded expeditiously and in a targeted manner. Each of the programs is progressively evaluated at intervals to see how well children are learning as critical information for wider public sharing. Schools are partnered for quality support and training as well. However, there are concerns about continuity of schemes in times of political transitions, as the foundations are pre-dominantly dependent upon government funds for endowment, recurrent and development costs. Many donors (bi-lateral and multilateral) support the education foundations for innovative schemes, but core funding is public sector driven.

In addition to the semi autonomous education foundations the public sector has contracted PPPs through other autonomous bodies, financed by public sector with independent governing boards. These are:

- the rural support programs (NRSP; PRSP, SRSP and RSPN),
- the Pakistan Poverty Alleviation Fund (PPAF) and
- the National Commission for Human development (NCHD),

The outreach of the above organizations covers almost all 138 districts of the country. Many of these organizations have micro credit support in education, health, sanitation and livelihoods. These organizations have been supported by seed money and endowments from the government. Their presence across the country is in the form of contracted services for capacity building, setting up of new schools or support to existing schools, literacy centres and feeder schools for supporting access, quality and choices for the poor. These para statals are also free to raise their own resources through contracts and winning bids as large umbrella Government Organized NGOs (GONGOs). In the case of rural support programs and PPAF there are also options for micro credits/loans for affordable private schools. Some have termed these set up as ‘deeply engaged in ‘protected’ forms of PPPs’ (Bano, 2008: p.29).

The legendary Akhtar Hamid Khan, who actively mobilized local communities as self help groups to take action for sanitation, low cost housing and home based enterprise also initiated credit lines for the informal education entrepreneurs in Karachi’s largest slum of Orangi with

over one million population, where state provision was non-existent (OPP, 1999). Today, the education sector is being targeted by the micro finance industry as a key area of expansion (Acumen Fund 2010; AMS 2010)

However, notwithstanding the above initiatives, the challenge of DISCONNECT is a huge one in Pakistan even in what are seen as government sponsored programs under para statals and the government. The latter often fails to count and sometimes OWN, acknowledge and report fully on its own financed initiatives!

Government initiatives since the late 90s include school/institution-based PPP programs in the form of adopt a school; setting up of IT laboratories in government schools and colleges, upgrading of government schools from primary to middle, middle to secondary and secondary to higher secondary level through the community partnership Programme (CPP). With a high of over 7000 CPPs majority catering mostly for girls, these have unfortunately gone into distress. Whilst some of these still thrive, others have been undermined and reduced to a whimper due to rigid approaches of the public sector in spite of being government's own crafted innovations, but often embedded in mistrust, little space for innovation reviews and redesign, undermining the essence and spirit innovative PPPs (Jamil, B. 2002).

Civil Society and PPPs: All PPPs, whether public sector or civil society initiated have civil society as critical partners. Other than a robust presence of government sponsored PPPs, civil society organizations continue to explore spaces for PPPs through their own innovations and resources, both on, and off government school locations. These are self financed philanthropic PPPs which may or may not be sustainable or scalable, but certainly create innovative options for the government which are often rich in evidence on what works and why. CSOs, including para statals have also successfully tapped corporate partners as part of the corporate social responsibility (CSR) compliance requirements to fund their own work in education.

Capacity Concerns for PPPs : There are critical requirements for formal PPPs which include (1) performance-based payment mechanisms; (2) output-based contracting; (3) risk-sharing; (4) lifecycle asset management; (5) formal contracting; (6) competition; and/or (7) private finance.

Many of these skills set are scarce across both government and private partners.

The government and private partners are also conscious that successful PPPs implementation requires: (1) political commitment; (2) an enabling policy and legal framework; (3) human skills/capacity for competencies (at both the public and private side); (4) the ability and willingness to fulfill financial contracts; and (5) the willingness to work together by all stakeholders. Good PPPs are thus rigorous result based enterprises with complimentary roles for public and private partners. Will such conditions crowd out the smaller CSOs and pure philanthropic initiatives that are shy of formal mechanisms but may serve the cause of equity, access and quality in education at local levels? Is PPP a cover up for eventual privatization? How can the classic asymmetry between for profit and public good be reconciled? These questions are raised continuously in the PPPs discourse (Jamil & Hassan 2010; Bano 2008)

In spite of Pakistan presenting a rich experience of partnerships for EFA and MDGs which are documented as international best practices (Patrinos 2009, Budding et. al 2009, LaRoque 2008), many critics suggest that this is abrogation of state responsibilities for a public good to contracted 'partners' (Muzaffar 2010; Bano 2008; Renwick 2004). The latter may or may not deliver quality education options, creating further confusion, particularly for the bewildered vulnerable households whose best ally may be the public sector. The government must invest adequately its scarce resources in access at all levels without compromising quality (Renwick 2004; Muzaffar 2010). Even as service delivery in education is experimented with and distributed amongst a range of NSPs, to protect people's interest is essentially the responsibility of state. Quality Education is a fundamental and constitutional right, the State cannot exonerate from its quality assurance and regulation responsibility regardless of multiple service providers.

Pakistan has to its credit large scale experiments in affordable private and free schools by civil society organizations led by renowned professionals.

The Citizens Foundation (TCF) is a 15 year experiment by concerned professional citizens, who wanted to give back to society. Education is the centre piece of their work. TCF has:

660 Schools

502 Primary Schools

158 Secondary Schools

68 Locations all over Pakistan

90,000 students ; upgrading into vocational programs and post secondary options

Read Foundation and multiple other hybrids mushrooming in Pakistan are growing with impressive intensity. These are part of emerging faith based school chains that offer the matriculation mainstream curriculum as well as religious studies. All such chains have above 100 – 1200 schools that are run as affordable private schools (NEC 2006 and respective websites)

Sanjan nagar public education trust (SNPET) which began in 1995 as an incubator with the motto 'enabling our future', is poised to expand as a unique brand from free to an APS model, reaching at least 100,000 children up to grade XII with 60% places reserved for girls. The program has built its own rigorous training program; post secondary scholarships; health support and placement services. Its first graduate is currently serving on the Board of Trustees, illustrating unique entitlements and governance arrangements (www.snpet.org)

Whilst a majority of NSPs may be very random, fly by night operations, irresponsible about quality and outcomes, NSPs that offer APS, both not for profit and for profit with a track record

of investment and intensive documented implementation are not adhoc nor random². They have in place elaborate systems of:

- Quality assurance – monitoring indicators - concerned about public display of how well their students perform in public examinations
- Enrichment programs – libraries/reading culture; co-curricular ; sports; IT
- Professional development of teachers and leaders
- Organized recruitment networks for teaches (high turn over)
- Assessment systems and Research
- Placement in post secondary options (college; university others)
- Public Relations and media relationships

These are not anecdotal interventions but well documented systems of how they move from early start ups to highly intensive and driven programs, eager to move from being good to great.

Concluding Remarks

A common thread running across public and private initiated education enterprise in Bangladesh and Pakistan is that of ‘incremental’ acknowledgement of multiple needs addressing, not merely access, but also quality and equity. Is it sufficient to run a kindergarten or primary school? How can this become a stepping stone for post primary learning and beyond? How to organize scholarships for post secondary education? How to mobilize adequate finance for growing needs of a learning institution? How to be more accountable to the clients- community? How can each school be addressed comprehensively as a microcosm of change and progress? How can more informed and enabled choice be available for households for educating their children?

The government continues to be informed by data through its own agencies and that of non-government citizen led and expert led programs about the NSPs’ edge in learning outcomes at lower costs (NEAS 2006,2008, 2009; PEC 2008, 2010; LEAPs 2009; ASER Pakistan 2008; 2010; Education Watch 2008; 2006;). There is a concern about the mushroom growth of NSPs, some financed by the government in the shape of vouchers and per student costs directly paid to the school systems and some outright as grant in aid. The governments of Pakistan and Bangladesh are making efforts to improve service delivery within government schools to meet the challenges of access and quality at primary and secondary levels.

The jury is out on the ideal education provision as more households tend to withdraw their children from the perceived unaccountable government systems to the more accountable private schooling options. Rigorous studies are mounting to understand where learning is optimized

² In this category are schools like TCF; SOS; Sanjan Nagar Public Education Trust (SNPET); Development in Literacy (DIL) partners; Read Foundation; Dar ul Arqam; Educators; Minhaj ul Quran; CARE Foundation etc.

better and why? There are still insufficient studies measuring impact and value addition of PPPs (Woessman 2005; Kingdon 2007).

The public sector in Pakistan and Bangladesh is definitely seeking a rethink on service delivery options through: public sector financed partnerships, affordable private schools (APS) as social enterprise, organized philanthropy and sensible contemporary regulatory regimes that do not injure enterprise and detract from the EFA and MDGs gains made in rugged territories where no government has dared to venture! Regulation remains a challenge and an obligation to citizens' interest. The public sector in these two countries is concerned that regulatory regimes by public sector alone are definitely not in the best interest of either and are hesitant to do this as a public sector initiative, but through partnerships, third party and self-regulation options if possible. The governments in both countries, acknowledging their 'mixed' track record in fulfilling a public responsibility for a public good, continue to make space for multiple partners. These partnerships are often financed and supported by the government, cognizant of its obligation to 50 percent of the population categorized as poor and vulnerable, desperately seeking learning with outcomes and necessary attributes for enhanced entitlements.

The Affordable Private School sector can't do it alone. And neither can the government. (Brooke Ramsey 2010)

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