

Analysis of Public Private Partnership Programs in the Context of Socio-economic Development in Pakistan

Dr. Khawaja Sabir Hussain, Miss Sidra Swati, Miss.Khadija Awan, Muhammad Mahmood

Abstract— The main purpose of this study was to analyze public private partnership (PPP) education programs which are being developed and implemented for development of education as socio-economic development in the country can be made. Government of Pakistan recognized financial and physical constraints could not establish infrastructure to accommodate all the children of age 5 to 16 years in public sector. Therefore, public private partnership is considered cost-effective way to provide quality education. To cater the educational needs of the masses, the Education Foundations of provinces have been entrusted to launch public private partnership policy provision in their respective provinces in order to enhance access, quality education at all level and ensure equity by reducing disparities. These Foundations have launched various programs such as voucher scheme, foundations assisted schools, Public School Support Program (PSSP), adopt a school program etc. Provincial Education Foundations are functioning under auspices of provincial governments; therefore these programs have been designed focusing on specific educational needs of the respective provinces. Hence, variation in the implementation process is natural due to socio-geographical requirements of the local community and availability of private schools. The situational analysis revealed that these public private partnership programs are playing vital role in the development of education in the country by providing access to marginalized groups in for flung areas to bring out of school children in the schools and ensuring provision of quality education with equity in cost-effective way and consequently socio-economic development is taken placed across the country.

Index Terms— Public private partnership, education foundation, education programs, school management, voucher scheme, foundation assisted school, socio-economic development.

1 INTRODUCTION

The government of Pakistan consultation with provincial governments has introduced several policy interventions to enhance access, equity and quality education to the masses, because education is only source for human capital formation and pre-requisite for socio-economic development. Hence, it is very difficult at federal level to cater educational needs of the masses due to manifold challenges including 17.8 million out of schools children, location and gender disparity, lack of infrastructure, non-availability of financial resources, high dropout rate etc.(GoP, Pakistan Education Statistics, 2017-18: Shah et.al,2018: Jatoi & Hussain,2010). Government of Pakistan being cognizant of nexus between education and socio-economic development, National Education Policy (1998-2010) emphasized to ensure that all the boys and girls, desirous of entering Education, get access to schools. The Policy further recognized that government alone could not achieve policy objectives, and hence felt imperative to seek the involvement of the private sector in the provision of education. National Education Commission (1959), Education Policy 1979, Sixth and Seventh Five Year Plans, and Vision 2025 all have strongly advocated the involvement of private sector in the qualitative improvement and quantitative expansion of education at all levels In this context, National Education Policies adopted public private partnerships as policy option with provision of incentives to private sector and fully utilization of public sector institutions through management in order to increase access to education at all level so as to meet demand of the masses across the country(GoP,1959,1979,1998).

Education Sector Reforms Action Plan 2001-2004 conceived strategy for implementation of public private partnership

through restructuring and strengthening Education Foundations in order to provide incentive package for private sector, provision of grant of soft loan, adopt a school program and introduction of information technology courses in schools/colleges etc. Similarly National Education Policy, 2009 focused on access, equity, quality, and governance. This policy envisaged that children as human resource of the future and instrumental in the accomplishment of knowledge based society and economy. Without access to quality education, it is impossible to produce quality human resources. However, this is a great and complex responsibility for any government to meet it adequately. That is why it is important for the governments to explore diverse ways of enhancing and providing educational services. The National Education Policy (2009) further pointed out that there are several areas in education where Public Private Partnership (PPP) would be encouraged, such as; school construction, textbooks development, libraries development including provision of supplementary reading material, teacher education, transportation, food supplement to poor children, literacy programs and use of information communication technology. In fact public private partnership(PPP) is a joint venture of government with private sector, including all non-governmental organizations/agencies, group of individuals and individual who are willing to take some roles and responsibilities as partners of governments to contribute for the development of education (Nisar-Ulhaq & Kayani,2011: Naidoo,2003).

The National Education Policy 2009 has emphasized to strengthen Public Private Partnership programs to enhance access of masses to quality education. Consequently, Educa-

tion Foundations in the respective provinces have launched different programs considering particular environment to address the issues of access, equity and quality in education. In order to finance these programs provincial governments allocated and provided budget to the concerned Education Foundation in their province. Moreover, the Managing Director has also been allowed to get financial assistance from donor agencies. The present governments have taken several steps to address issue of access and quality in education through PPP. Therefore, there was a need to analyze Public Private Partnership in order to suggest measures to bring out of school children that is a critical policy challenge in Pakistan. Subsequently Education Foundations have initiated various PPP models such as voucher scheme, through this program Foundations provide tuition of the students who get admission in the nearest private schools in their home areas. Another program adopt a school, where management of public schools is given to private entrepreneurs or civil society organizations NGOs, the establishment of new schools in rural or underserved areas, all these programs are being implemented by Education Foundation in the provinces.

The study aimed at to analyze programs of Education Foundations which are being designed and implemented through Public Private Partnership for educational development of marginalized groups of the society in far-flung areas by providing access to quality education so as to bring socio-economic development in these underdeveloped areas of the country. The federal government and provincial governments are taking every possible step to provide educational facility to all segments of society and particularly to those children who could not get admission in schools because of any reason including poverty of their parents in order to bring a balanced in socio-economic development across the country. As education is a social process to bring change in behaviour of the individual and inculcation of productive skills which lead towards economic prosperity as well as reducing violence, intolerance and crime in societies.

OBJECTIVES OF THE STUDY

Following were the major objectives of the study:

1. To investigate the programs adopted by Education Foundation through Public Private Partnership in the Provinces.
2. To examine the impact of these programs on socio-economic development across the country
3. To suggest measures for effective implementation Public Private Partnership to bring out of school children in the schools.

METHODOLOGY

This research was descriptive in nature, primary and second-

ary sources of data were used to materialize objectives of the study. Documentary analysis was made for insight development regarding concept of public private partnership. This scribe being Head of Research Wing of academy of educational planning and management conducted at research on impact of public private partnership on development of education in Pakistan in 2017, this available data was also used in this research. In addition to focus group discussion was also made with concerned functionaries of the Foundations.

REVIEW OF LITERATURE

The national education policies have policy provisions regarding public private partnership programs for the development of education across the country and ample literature is available in the support of this important issues. Hence, it is very interesting to note that there are two types of arguments either in favor of public private partnership or against this policy issue, which are briefly explained.

Arguments in favor of public private partnership in education

The literature indicates that theoretically positive outcomes of this partnership in the field of education with arguments:-

Competition in education market: The management of public school is given to private operator, therefore the head of public school tries to improve management of public school in order to save it to allocate NGOs or individual in private sector, similarly private sector compete for the students with public sector. Heads of schools in both sector pays attention in management and improve quality of education to attract parents for sending their children in their schools, this health competition ultimately contribute towards improving quality of education at school level.

Flexible arrangement: the private sector has autonomy to hire teachers from open market and organize the school in accordance of demand of the local community, whereas in public sector head of schools even district management officer cannot fire the teachers in case of poor performance, it can be said that private sector has strict monitoring and accountability mechanism as compared public sector. This scenario is an edge for the private sector to adopt hiring and firing recruitment policy consistent with available resources and local needs of the community.

Transparency through open bidding: Government invites bidding through open market with specific measurable outcomes and clauses which are designed to ensure quality of education from private bidders/operators and contacts are made with the best and the lowest cost proposal with criteria to increase quality of education, this clause contact compels the bidder to maintain certain standard of students learning outcomes.

Risk-sharing between the government and private sector: government agencies designed the contact to increase level of

risk-sharing between government and private sector, this enhance efficiency in the delivery service.

The education system is facing multi-dimensional problems due to which system has failed to produce desired results so far. This sorry state of affairs, created a vacuum for the private sector to play vital role because of having many potential advantages on the public sector. Hence, it depends upon the well conceived work plan or framework between public private partnership with regulatory body to monitor efficiency and expansion to access to education services, private sector also have some specialized skills that can be utilized to bring out of school children in schools.

THE ARGUMENTS AGAINST PUBLIC PRIVATE PARTNERSHIP

There is body of literature argues against the outcomes of the association of provision of public private partnership such as:-

Privatization of education: Some argue that private partnership leads towards privatization of education and ultimately government will reduce the government's control on the public service. Opponents have argument that private sector elite schools have their monopoly in raising fee and teaching curriculum and government cannot control these elite schools in the country. If we give management of public schools to private firms, one day will come, they will also be able to have monopoly in education sector, and consequently constitutional responsibility of government to provide education to all children of age 5 to 16 years will not be fulfilled.

Segregation in the society: The choices through public private partnership are available to the students and families may increase socio-economic segregation in the society some may have better quality education and others with low quality education, this discrimination create segregation among community. Discretionary education system has already divided the nation into various segments, this would another opportunity to deteriorate the situation.

Job instability among teachers: it is well accepted fact that teacher is responsible to deliver quality education in classroom and if teacher with fear to lose the job or instability of the job, will definitely loose the interest in teaching consequently teaching learning process will be affected. Resistance from teachers and some other stakeholders has been observed while implementation of public private partnership in the Punjab province, the findings of research supports this argument (Khan, Hussain & Bano, 2017).

REVIEW OF PUBLIC PRIVATE PARTNERSHIPS PROGRAMS THROUGH EDUCATION FOUNDATIONS

There can be some challenges and risks in the implementation of public private partnership in developing countries in general and particularly in Pakistan, because of diversity of locality of the schools and variation in geographical environments of the schools, where programs are implemented by

the concerned Foundation, therefore different programs have been designed considering the needs of the local community, with the objective to increase enrollment, enhance equal access to basic education and improve educational outcomes. Public private partnership is only cost-effective way to provide quality education across the country. Moreover, contact should be implemented in efficient and effective manner this can only be done when government at the time of selection of individuals, NGOs of civil society operators/partner transparency, competitive and multi-stage process should be adopted so as to minimize lacunas in the agreement. The capacity of private agency to handle assigned tasks must be examined. Similarly government departments should also enhance their own capacity, appropriate mechanism may be established for quality assurance, performance measures for the contractors and incentives can be linked with performance. To cater educational needs of the masses, the Education Foundations has been entrusted to launch public private partnership policy provision in their respective provinces. The detail of number of institutions, student enrolment and teachers are given in the following table:-

Foundation	Institutions	Enrolment	Teachers
National Education Foundation	57	5,584	214
Balochistan Education Foundation	633	10820	796
Punjab Education Foundation	7590	2,751,980	98,976
KP Education Foundation	2213	121,384	2,798
Sindh Education Foundation	2023	477,212	14,131
Total	12,516	3,366,980	117,015

Source: Pakistan Education Statistic 2017-2018

In these schools various schemes/programs are being implemented in the provinces under Public Private Partnership initiatives which have following major features:-

i. Education Voucher Scheme (EVS)

The education voucher scheme had been launched in three provinces i.e. Khyber-Pakhtunkhwa, Sindh, and Punjab. In Khyber-Pakhtunkhwa Foundation has launched voucher scheme for out of school children, where government schools are not available. The Foundations conducted survey of private schools and asked students to get admission in schools of their own choice or nearest to their residence. The motto of this scheme was provision of quality education at the choice of the students at their door steps. The Foundation as per policy used to pay monthly fee of the children to the approved private schools. The most important feature was the provision of free education to the student up-to matriculation level. According to Khan, Hussain & Bano (2017) 30,000 vouchers are being disbursed to the out of school children in 6 districts of the province. The value of monthly fee vouchers is Rs.500/-

per month for primary level, Rs 600/- for middle/elementary and Rs.800/- for high school level. Moreover, Rs.2500/- once a year are given to students for uniform, and all books are provided free to the enrolled students. (Khan, Hussain & Bano, 2017.p, 28).

In Punjab province Education Foundation provides Education Voucher Scheme to deserving students of those localities, where government schools are not available. Parents of the children are given list of private partner schools nearest to their homes. They have the choice to get admission in a private school of their own liking and fees vouchers are paid by the Education Foundation. This scheme aims to cater the educational needs of less privileged areas/katchi abadies/urban slums. Vouchers are provided to households that give them freedom of exercising their choice for the selection of EVS partner school for their children. EVS targets children who are engaged in income generating activities, orphans, children of widows/ single parent/ divorcees, parents with special needs/ disabilities and the students who are at risk of dropping out of schools.

In Sindh, took is an initiative of to support management of private schools in the un-served localities in 18 districts of Sindh that has been ranked poor along three indicators - the size of the out of school children population (6-10 years), distance from the nearest primary school, and gender disparity in primary school participation. SEF provides Rs.500/- per child per month subsidy to PPRS schools. SEF also provides free books to children and ensures capacity building of teachers/schools operators through training and workshops.

ii. Foundation Assisted Schools

Foundation Assisted Schools program was designed to provide educational facility to marginalized strata of society by providing funds to private schools so as to improve the quality of schools in service delivery. Proper procedures and SOPs have been developed for selection of schools from rural and urban slum areas through transparent and competitive process (<http://www.pef.edu.pk/fas/index.aspx>). Similarly Sindh Education Foundation (SEF) also have started this program to increase access to education and improving the quality of education (primary, elementary and secondary) services for children across the most un-served areas of Sindh. The current interventions of SEF regarding SAS are: up-gradation of primary schools to the elementary level and elementary schools to secondary level and providing support in the establishing audio visual labs, installation of solar system, computer labs, and ICT based teaching and learning environment along with well equipped infrastructure in selected schools.

iii. Public School Support Program (PSSP)

Public School Support Program (PSSP) is a unique program in Punjab. The purpose of this program is to improve quality of education in low performing public schools. This is a non-commercial, non-profit program with an aim to provide free of

cost quality education in existing public schools through the involvement of private sector with a goal to enhance enrolment in low performance public schools. This program is also meant to provide quality education and enhance enrolment particularly of out of school children (OOSC).

iv. Community Schools

The community schools program had been launched in Baluchistan, Khyber-Pakhtunkhwa, and Sindh. The main feature of this program is that community provides space/building free of cost for schools and the Foundation provides teachers as per approved criteria i.e. one teacher for 30 students. For example; Baluchistan Education Foundation (BEF) in 2006 started projects BESP 2006-2014 and 633 Community Schools were established, and in 27,000 students were enrolled with 633 teachers. Similarly in Khyber-Pakhtunkhwa, Education Foundation started Girls Community Schools program. These schools were established for those children who could not get admission in the government schools due to non-availability nearby their locality. This scheme was to address out of schools children policy issue and local community was motivated to provide space of at least two rooms with the availability of 30 children. The management of the Foundation provides teachers' salary i.e. Rs 12000/- per month and followed the selection criteria of teachers i.e. minimum qualification Intermediate. The village Education committees were created which were responsible to monitor these schools as the ownership of the local community was very important for sustainability of this scheme.

v. Early Learning Program (ELP)

In Sindh province the ELP was initiated in 2009 with the sole aim to improve pre-primary education through qualitative reforms in 150 targeted government schools. There were 150 ELP Schools with enrolment of 10,810 in the academic year 2016-17. The Existing School Support Program (ESSP) has been launched by Sindh Education Foundation for supporting the existing private sector schools in the province during the academic year 2017-2018. The purpose of this program is to reach out to the "Existing low cost private schools" already functioning in the rural, semi urban and urban areas of Sindh province.

FOCUS GROUP DISCUSSION WITH SENIOR OFFICIAL OF EDUCATION FOUNDATIONS

A semi-structure interview was prepared for getting information from the representatives of Education Foundations, but they refused to do so because of their job problems, they suggested having group discussions on these framed questions and confidentiality should be ensured, therefore realizing the ethics of research only generalized questions were discussed which are reported in the similar manners.

Question 1: what is your opinion about public private partnership program; is it needs of education department due to lack of capability in public sector.

Majority of the participants have opinion that federal and provincial governments being unable to provide access to education to all areas in their respective districts that is why it is the need of the government to provide incentives to the private sector to share its burden. One participant stated that access to education is a big challenge and governments have been forced to conceive alternative opportunities for providing education to disadvantaged or marginalized group. One participant highlighted that poor management and quality of learning of students in public sector forced the government to come forward for the private sector or NGOs to share burden of the government. Similarly another participant pointed out that poor quality of teachers, lack of physical facilities in public sector is main causes of inclining towards private sector. Another participant has opinion that in some places management of government schools is given to the chain of NGOs which is wrong decision, it seems that we are moving towards privatization of education, strong resistance are being faced by government in this regard. One participant raised counter question, is it not donor driven program, to destroy our education system. This created a vigorous debate among the participants in the Punjab province. One participant clarified that PPPs program were initiated in the Musharraf government in 2003 with financial assistance of donors but it is now demand driven program. Majority of the participants supported this statement, that government failed to provide educational facilities and private sector is playing role in the development of education.

Question 2: who provide funds for launching about public private partnership programs?

The majority of the participants from all Education Foundations stated that provincial governments provide funds in the annual budget. However, some projects have been initiated and implemented with financial assistance of donor agencies including World Bank, UNESCO and UNICEF.

Question 3: In your opinion what are reasons of success of this program or failures factors for PPPs in Pakistan.

Majority of the participants were of the opinion that all programs through public private partnership are successful stories, due to strict monitoring mechanism of the Foundations and conditionality's of the contacts with private school operators. However, there are some problems such as lack of responsibility on the part of some operators. One participant highlighted that lack of government ability to incentivize the chain private owners and transfer of teachers from public sector schools, one of the main causes of resentment of teachers in this program in Punjab province. According to other participants success factors include, continuity of programs, ownership of the government, planning to bring more investment either from donors or in the annual budget.

Question 4: what is your opinion about selection process of awarding contact to private operators?

Majority of the participants have opinion that selection process is open and fair, management of foundations invite bidders through newspaper advertisement, they take part in the bidding process, who fulfills the specify criteria, they are awarded contact. Hence, due to lack of incentives some well reputed or chain providers/NGOs did not take part in the bidding process. One participant stated that motives of the private operator are to deliver services and with better performance in future, they would be provided appropriate incentives.

Question 5: What is duration of the contact, can it be terminated during contact period, in case of poor performance, or contact can be extendible for a longer period.

The divided opinions were found, one participant stated that it should be yearly basis and targets oriented, performance should be evaluated, in case of poor performance, it should be terminated. Another participant stated that contractor may be given target to enhance enrollment and quality of education and if one contractor fails to do so, one year advance notice might be given for termination of contact. One participant from Sindh expressed his view that contact is renewable on yearly basis in case of accomplishment of targets regarding infrastructure development and improvement of quality education. It can be concluded that participants did not reveal information regarding duration of contact with private operators.

Question 6: In your opinion to what extent ppps programs are being implemented to support or bring improvement in education system across Pakistan.

The participants supported that PPPs is playing very important role in the development of education in the far-flung areas of the country, where government schools are not available, the Foundations have started schools through public private partnership which are very successful to bring out of school children in the school with help of local community. Majority of the participants have opinion that federal and provincial governments should increase budget of the Foundations and management of the Foundations can bring more children in the schools by involving local community in their respective areas.

Question 7: what is the impact of these ppps programs on socio-economic development of the country?

The majority of participants have opinion that PPPs is blessing in Pakistan in the present terrorism particularly in KP, if there is no PPPs programs these enrolled children in schools will be easy target of terrorist organizations. Through these programs dual benefits are being achieved, on one hand these children are given education nearest to their homes and they are saved from involvement of unhealthy activities. Moreover, it is also a source of employment for female teachers who can contribute for socio-economic development of their families.

PROBLEMS AND ISSUES IN PPP MODELS

The findings of various studies highlighted the problems in the implementation of these schemes launched by the Foundations in Pakistan and lack of capacity of these Foundations to fully address main issues i.e. access and equity in education some are elaborated as under:-

It is quite clear that these Education Foundations could not bring all out of school children in schools in their respective provinces, because of limited funds and cannot cater to the large out of school populations in rural and urban/slam areas. There are still 17.81 million children of age group 5 to 16 are out of schools including AJK,GB,FATA and ICT. Across provinces data indicates that in Punjab children from primary to higher secondary are 7.39 million are out of schools whereas, in Sindh 5.45 million, in KP 1.89 million in Baluchistan 1.71 million and in ICT, .03 million are still out of school (Pakistan Education Statistic, 2017-2018). Hence, it is also fact that very few children with disabilities have access to schools because most of the schools are not accessible in the rural areas and none of any school has teachers with special training to pay attention to these children, therefore the concept of inclusive education is not be implementable in these schools. In Punjab only those students have eligibility that had paid first year fee from own sources to private schools before admitting them to voucher program. This means that those students who cannot afford fee to pay in private schools have not eligibility to vouchers. This ground reality raises many questions to the concepts of school choice program. Similarly in Punjab screening test is given to the students before admission in the school and a child if poorly performs, cannot get admission because heads of schools do not want to take weak students in the schools as PEF's quality assurance test (QAT) is basic criteria to determine school findings(Khan, Hussain & Bano,2017: Bano,2008).

The gender disparity still exists in these schools even among co-education schools more numbers of boys have been given admission particularly in rural areas than girls. High dropout rate is also reported among girls as compared to boys particularly in rural areas. Studies found that foundations programs are unlikely contribute in improving gender parity rates in general and particularly PEF policies of funding to schools not targeting girls.

As far as quality education is concerned, it again raises questions regarding under-qualified teachers' workforce, professionally untrained teachers, usually in these private schools teachers are appointed with grade 12 qualifications or graduation without pre-service professional training and no in-service training facility is provided to them. The owners of private schools do not invest in training of their teachers. Salary of the teachers is usually Rs.6000/- or Rs.7000/- they cannot invest on improving their further academic or professional qualification. The findings of the study indicate that female teachers are being paid very low monthly salary which is also violation of labour market. The PPP model focuses on the low-per students costs, consequently owners showed their inability

to invest on teachers and their professional training, this sorry state of affairs leads them towards high turnover rates, as soon as they get chance to better opportunity, they leave their jobs.

DISCUSSION AND CONCLUSIONS

It is quite clear that Education Foundations have adopted multi-pronged strategies by launching various programs to address crucial policy issues i.e access to education, equity and quality education to the masses in their respective provinces particularly where government schools are not available. This indicates that Foundations are playing a vital role in quantitative expansion and qualitative improvement in arranging educational facilities in the province. The Foundations managed to establish 12,516 schools with enrollment of 3.367 million students and employing 0.117 million teachers across the country through public private partnership programs, which is a substantial contribution for educational development (Pakistan Education Statistic 2017-2018). The Community schools were established in Balochistan, Khyber-Pakhtunkhwa and Sindh. For these schools community provides accommodation and the Education Foundations provide teachers (Khan, Hussain & Bano, 2017). Likewise, education voucher schemes were also started in Khyber-Pakhtunkhwa, Sindh and Punjab. The main feature of education voucher scheme is to provide education at the choice of the students at their door steps. The Foundations provide monthly fee of the children to the approved private schools (Malik, 2007: Bano, 2008). Similarly Foundation Assisted Schools Program is one of the important PPP interventions to increase access to education and improving the quality of education (Afridi, Oxfam.org, 2018). Punjab Education Foundation also started public school support program (PSSP) is a unique program launched in Punjab. The purpose of this program is only to provide free of cost quality education in existing low performing public schools. Adopt-A-School-Program (AASP) was also launched by Sindh Education Foundation and Khyber, Pakhtunkhwa foundation to facilitate private sector and civil society to adopt public schools. According to Khan, Hussain & Bano, (2017) other PPP programs include, Rokhana Pakhtunkhwa Taleemi Program, Philanthropist Program in Khyber-Pakhtunkhwa and Early Learning Program (ELP), Adult and Adolescent Learning and Training Program (AALTP) and SEF Middle & High School Program (SMHSP) all these programs have been launched for easy access to the quality education to masses at school level in the country.

The findings of these researches indicate that government of Pakistan is facilitating the private sector to contribute for the development of education. Shami & Hussain (2007) highlighted that government is shifting the load of education toward private sector as was envisaged in National Education Policy, 1998-2010 that present ratio 34:66 may be enhanced 50:50. Education Sector Reforms 2001-2004 proposed many incentives to motivate the private sector to play its role in the development of education. National Education Policy 2009 also emphasized that development of public private partnership shall ensure uniformity in standard and purposes of education. The policy also recommended that government shall provide re-

sources to private sector in the areas of teacher education and professional development programs (GoP, NEP, 1998-2010, ESR, 2001, NEP, 2009).

The Public Private Partnership is not only contributing for the development of education but it is also playing role in socio-economic development by providing employment opportunities to graduates particularly female graduates nearest to their home as majority of female teachers are teaching in these schools. Khan, Hussain and Bano (2017) found that PPPs help to eliminate educated unemployment across Pakistan, which is a positive sign for rural development and economic growth. Simultaneously PPP programs are contributing in producing human capital by cater need of marginalized groups in the far-flung areas of the country. Presently through these various programs 3.367 million students have been enrolled in different schools, across Pakistan, this is in fact a great opportunity to those students who belong to poor families/marginalized groups in urban slum areas or in rural areas. (Pakistan Education Statistic 2017-2018). As education is source of knowledge, skills and understanding about society, realization responsibilities and preparation towards geopolitical stability, economic prosperity, reduce crime and poverty and hope for better future. This has affected not only the individual's living standard but also as whole to the socio-economic development across Pakistan. Furthermore, Education Foundation institutions have accountability and regular monitoring system. Parents are satisfied with the quality of education of these institutions (Khan, Hussain & Bano, 2017). This state of affairs is a pavement towards transformation of society towards literate community, economically viable and democratic manner.

The Public Private Partnership has proved to be an integral and important part of education service industry in the country. We have witnessed increased public interest and trust in the PPP institutions with the result that share of PPP programs need to be increased gradually maintaining quantity and quality. Education Foundations in all provinces are contributing for the development of education in the country. They have experience to bring out of school children in school either in public or private schools. Therefore it is recommended that policy makers and implementers at Federal and Provincial levels may design pragmatic policy to bring out of school children in school and budgets of these Foundations may be increased with the task of bring all children in school in their respective provinces. The Education Foundations are facing problems in launching full swing Public Private Partnership in accordance with needs of their respective provinces to bring all out of schools children to schools because of financial constraints. The attention of policy makers are required to find out pragmatic policies for taking benefits from Public Private Partnership in order to achieve goals of knowledge base economy to have sustainable economic growth in the country.

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