

## **Role of Public Private Partnership Initiatives in Development of School Education in Pakistan**

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### **Abstract:**

*The focus of the present study is to incorporate the positive efforts led by the public-private partnership program in order to better improve the quality of education in public sector schooling along with the measurable favors in infrastructures with accessible governing authority. Research is a systematic way of gathering data, information and facts for the furtherance and enhancement of knowledge. It includes different levels, stages and the researcher takes important decisions accordingly. The research methodology provides details of the study, plan and procedure of gathering data. Research methodology is a complete plan to gather or collect data from the target audience or ground for drawing conclusion. We deal with population, instrumentation procedures, data analysis and ethical considerations. While concluding research towards possible solutions or answers several decisions need to be taken and properly presented and planned for the selected research design. Results have shown an overall improvement in provision of school facilities which are related to infrastructure. Teachers endorsed that school learning environment has improved from pre-project period. Similarly, school administration and governance took major steps and became facilitative in nature.*

**Key Word:** *Public, private, Public-private partnership, Stakeholder, Achievement*

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### **I. Introduction**

There is a large number of out-of-school children in the primary and secondary schools of Pakistan, age ranges 6-15 year and it is estimated at 6.7 million (Mujahid-Mukhtar, 2011). Lack of school access and dropout rates show that: out of 100 children who enter grade 1, only 51 complete their primary education, and about 30 enrolled in middle school and 23 complete basic secondary education at grade 10 and only 6 percent of students reach up to class 12. Sindh's schools are characterized with poor learning outcomes. (SESP, 2014-2018) Multiple factors and disadvantages including financial, geographical background reinforce and deepen inequalities at a large scale. These issues further worsen in the context of rural Sindh. (SESP, 2014-2018).

Education is a fundamental human right. It is the state's responsibility to provide free and basic education to all. The National Assembly after 18th Amendment passed a bill known as free & compulsory education for all 25-A. Our literacy rate is 58% - 62% in which major contributing areas are urban. (Ali,S, 2012). Constitution of Pakistan (1973) Article 37-B says. State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time. After the 18th Amendment to the Constitution of Pakistan (2010) education was devolved to provinces and free and compulsory education became a fundamental right of all children aged 5-16 years in Pakistan. Devolution of education to the provinces and the inclusion of Article 25-A invite serious consideration for implementation by the government.

Our education system has faced numerous challenges throughout the history of Pakistan. Our start was very encouraging and promising. The very first conference was called by the Quaid-e-Azamin 1947. This was followed by eight (8) educational policies 1947, 1951-57, 1970, 1972-82, 1979, 1992, 1998-2010 and 2009. Eight (8) 5 year plans were produced to achieve education policies targets, 1955-60, 1960-65, 1965-70, 1970-1975, 1977-83, 1983-1988, 1988-1993 & and 1993-1998. Commissions on National Education were formed in 1959, 1966, 1969 and task force in 2001. ( Sewani-2010)

Unfortunately, all the above documents were excellent in terms of drafting & writing. But none of the policies, plans, commissions and task force reports has been implemented in letter and spirit. This lack of implementation and political will except for the first few years of Pakistan's inception, remain a constant and unchanged factor.

Our achievements in education and its different aspects like quality, access, governance, management & training remain very low. Situation was further deteriorated when the govt. in 1972 announced Nationalization policy. All the non-govt. schools were nationalized. Though it appears that nationalization policy was a move by the then political government, but actually it was based on the Nur Khan Report 1969. However, as this policy was exploited by different segments of society, therefore did not fetch positive result for the education sector. And things became centralized and lacked monitoring and accountability, as a result of which quality of education suffered. This situation further clubbed with government apathy and mismanagement. While public education was struggling with its different challenges. The space available was filled with a number of different education systems, run under different boards.

Access, quality and governance are the main challenges of public sector education. Pakistan is a signatory of international commitments like Sustainable Development Goals (SDGs) earlier known as Millennium Development goals (MDGs), Education for All (EFA) & Dakar Conference (ESP, 2002-2003). All these commitments put pressure for deliverance. And Pakistan's rating among different countries depends on its fulfillment of responsibility by provision of quality education to its people. (SEF, 2008) Our international partners World Bank, Asian Development Bank, USAID, UKAID, DFID also give a wakeup call regularly for the last couple of years.

This scenario calls for public-private partnership in education. This study is focused on public private partnership for education from class 1-10 school level. Reason for undertaking this study is that it will give a chance to go through all details of our context.

### **1.1 Need for Public-Private Partnership:**

It is evident through a number of studies that public sector characterized by weak performances, lack of innovation and flexibility. This situation further compounds with slow pace, low quality and lack of citizen-oriented services in general and education in particular. Further characteristics of public sector are bureaucratic and rigid, but on the contrary, private sector practices are innovative, flexible and they adapt and change over time. Therefore, there is a need to use and apply best practices of private sector in public sector to reduce budgetary allowances, become people-friendly, and increase the efficiency and the effectiveness of the public sector (Daniela & Cristina 2009).

### **1.2 Definition of Partnership:**

When we pool and manage our resources together as well as share authority and mobilize our strengths and commitments within public, business and civil society partners to contribute to expansion and quality of education this refers to partnership. (Latham, Michael, 2009). A public private partnership can be defined as contract in which public partner delegates some of its own responsibilities to a private partner with define rights and responsibilities of each partner. (Siddiqui, Sohni, 2017)

### **1.3 Importance of Public-Private Partnership:**

Public-private partnership can be well understood if we utilize and promote public-private partnership to achieve the EFA commitments that government found hard to fulfill, given its limited resources. (Ali, Sajid, 2012) Role and impact of public-private partnership in education can facilitate service delivery, lead to additional financing, expand equitable access and improve learning outcomes. (Patrinos, Osorio, Guaqueta, 2009)

Role of private sector initiatives in development of school education in Pakistan is a study that reflects the efforts and participation of private sector in education system of Pakistan.

#### **1.3.1 Types of Public Private Partnership (Sindh Education Foundation)**

There are different types and models of public private partnership, which are functional in Sindh and Punjab. Most commonly are:

- ❖ Adopt a school: Any willing and resourceful individual or institution adopt a government school and try to improve infrastructure and quality of education (PCE, 2005).
- ❖ Vouchers: Voucher is given to the students to utilize it for their fee at a low fee private school e.g. Punjab Education Foundation (PCE, 2005).
- ❖ Foundation Assisted Schools: Punjab Education Foundation assisted low-fee private schools that work on a per-child subsidy basis.
- ❖ Encouraging & Supporting Private Entrepreneurs: Private persons or entrepreneurs open low-fee private schools with the support of foundation.

The above mentioned types of public private partnership are found in literature but researcher also observed and experienced some other types of public & private arrangements.

- a) Geographical public-private partnership in this type of partnership partners select geographical areas and locations to work in partnership. There are number of partnerships are going on in Sindh, e.g. Engro with Sindh govt. in Thar.
- b) Thematic public-private partnership: In some cases both partners select some thematic areas for partnership e.g. capacity building of teachers and training institute. Pre-step by USAID for pre-service teacher's training and capacity building of B.Ed colleges.
- c) Tripartite Partnership: this type of public-private partnership involves three partners e.g. govt. private sector or any local non-government organization.
- d) Multilateral Partnership: this partnership consists of more than two partners. They may select their specific areas to work on or can work jointly. Partners may be government, corporate/private sector elected member of a community.

There are some other options other than above types of public-private partnership following eight types of schooling systems available in Pakistan. Each of them has its merits and demerits. However, they are at their place trying to achieve their goals & objectives.

1. The public and private sector pool in their financial, intellectual and management resources are at one place and carry forward the project together.
2. Another option is that the private sector may provide the need-based intellectual input and financial resources to the public sector and the latter may take the responsibility of implementation and good governance, both maintaining their separate entities.
3. In third option the public and private sectors identify their respective segments of intervention devise their own delivery systems, provide their own resources and synchronize these intervention to serve as true supplementary to fit and integrate into one meaningful task.

Beside above types there are different schooling systems available in Pakistan, which are as follows:

1. Elite English medium schools with diverse approaches, contents and methodologies, established and run on commercial & economic considerations; they maintain their standard and produce excellent results. (MirzaKashif, 2015)
2. The govt. schools which are characterized with low enrollment, high dropout rate, ghost teachers etc.
3. Low-fee private schools in low areas mostly run in cities and rarely in urban-slums, established and run by well-meaning people as a mean of modest living and service to the society. Quality of education is not consistent (I-SAPS, 2010).
4. Non-formal education (NFE) centres established by different political govts. like one-room one teacher school and NaiRoshni school etc. which became dysfunctional after the Govt. off Muhammad Khan Junejo was dismissed.
5. The deenimadarssahs, some of which are our excellent source of deeni and modern education, but most of them are not successful in achieving their objectives (EEP 2011).
6. The highly disciplined schools established and run by armed forces, such as the Army Public Schools, Bahria Public Schools etc.
7. Franchised schools, currently in the process of gaining trust credibility to capture the market are being established by leading English medium schools. These schools pay franchise fee to the network to which they belong along with regular royalty.
8. Schools established and run by communities like Ismailis, Catholic, Memon, Parsi etc. function with the missionary zeal of providing quality education.

Since public education was not delivering what was required therefore, these systems emerged. These systems filled the gap, which has been produced since government system was not fulfilling its responsibility.

#### **1.4 Areas for Public-Private Partnership in Education:**

Though partnership in education or in any discipline is not always the same, there are changes, improvements and lessons learnt in every new partnership. Therefore, the most appropriate areas for possible collaboration among public, private and civil society are as follows:

##### **1.4.1 Improving the Learning Environment:**

Private partner in case of school infrastructure partnership have proved useful value addition on the reation of infrastructure, learning environment ranging from provision of IT in education to the provision of scholarships (Herpen, G.W.E.B, 2002).

##### **1.4.2 Enabling Innovation:**

Private sector can play very important role in production of new teaching materials and communication technologies, especially in poor resource environment.

##### **1.4.3 Enhancing Relevance:**

Business and civil society have the ability to support government in providing quality education and training which is relevant to economy.

**1.4.4 Reaching to All:**

Civil society and private groups are very good and most successful in developing services that can meet very diverse groups. (Latham Michael). Different legal frameworks have been drafted to bring clarity, meaningfulness in these partnerships. These legal frame works are as follows:

- Public-private partnership Act-2010 (Appendix i)
- M.O.U.s for direct partnerships (Appendix ii)
- Adopt-A-School Programme(Appendix iii)

**1.5 Institutions Working On Public Private Partnership:**

Several organizations have been working with public sector for improvement of govt. institutions particularly school education. These are not- for- profit, for- profit, trust, charities and private sector leading institutions. A Few of the organization are as follows:

• **Care Foundation:**

CARE is working on public and private school partnerships. In 1998, CARE initiated a public-private partnership with the City District Government of Lahore, which gave them 10 non-functional government schools. They have taken a multitude of public schools under their wing since then. These schools had low enrollment numbers, high drop- out rates, unqualified teachers and crumbling facilities. Now considered as functional schools.

• **Indus Resource Centre:**

IRC’s focus is the ‘development of children as peaceful and responsible citizens who can meet the challenges of work and life’. IRC works, across Sindh (including Karachi), partnering with Sindh Education Foundation, Pakistan Poverty Alleviation Fund, and Developments in Literacy.

Besides grassroots activities in the education sectors, IRC does advocacy with government officials to improve the system of education and to reduce the gender gap. IRC actively contributes to increasing the literacy rate through its Non-formal education and adult literacy programs.

• **The Citizens Foundation (TCF):**

The Citizens Foundation (TCF) is a non-profit organization, established in 1995 by a group of citizens who wanted to bring about positive social change through education. 22 years later, TCF is now one of Pakistan’s leading organizations in the field of education for the less privileged.

22 Years	1,441 School Units	204,000 Students
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T.C.F is managing 271 Government schools across 11 districts of the country. TCF’s Government Schools Program is aimed towards entering into Public Private Partnership (PPP) with the provincial governments of the country in order to realize T.C.F’s goal for further expansion and outreach. Under this initiative, T.C.F utilizes its experience and professional expertise to effectively manage the adopted government schools. The primary purpose of this study was to explore private sector contributions in helping and supporting public sector in development of school education. The secondary purpose was to highlight importance, achievements of public-private partnership in our context. Public schools are thousands in number, but they are not producing good results (E E P 2001). There is a large population which is out of schools, or they are school dropouts. Therefore, it is needed to find other sources who can contribute in solving these problems and support public sector education to make these thousands of schools viable and functional. Private sector has emerged as vibrant and promising sector to play its role and fulfill the commitment gap left by public sector school education system. This study will highlight the strengths of public private collaboration and challenges faced by the public and private sector education. Any effort to combine demand and supply will create greater prospects for greater numbers. Further this study shall help researcher, practionners of this field, policymakers and willing institutions and individuals who wish want to work with either public or private sectors.

Present economic conditions of the majority of the people show the need to activate and rehabilitate public sector schools to provide access to the school education. Middle class families need opportunities for education of their children. And government schools can serve as best choice provided they deliver good quality education with basic facilities.

**Objectives of the Study:**

1. To study the role of public-private partnership initiatives in the improvement of school education in Karachi, Pakistan.
2. To analyze the contributions of private sector in rehabilitation of public sector schools by providing school facilities.

3. To investigate the real context, where public-private partnership was implemented and document different stakeholders (teachers, students and parents) perspective regarding improvement in public school's learning process.
4. To explore the role of private sector initiatives in achieving participation of school stakeholders with regards to quality and access in public schools.
5. To examine the effort of private sector in improving the administration and governance of public sector schools.

**Research Questions:**

1. What are different public private partnership initiatives that contributed in improvement of school education in Karachi?
2. What are the efforts of improvement of private sector with regard to physical conditions of public schools?
3. What are the positive works of private sector with regard to the improvement of learning process in public schools?
4. What are the successful efforts of private sector initiatives in bringing participation of school stakeholders in public schools?
5. What is the role of private sector initiatives in achieving success indicators of administration and governance in developments of public schools?

**Hypothesis of the Study:**

1. The contribution of public-private partnership initiatives in improvement of school education in Karachi is positive.
2. There are positive efforts made in progress the public schools regarding school facilities.
3. There is a constructive efforts made in bringing the improvement in school learning process.
4. There is an active role of private sector initiatives in achieving participation of stakeholders in public school sector.
5. There is a concerted effort in enhancing the quality of administration and governance in public sector schools.

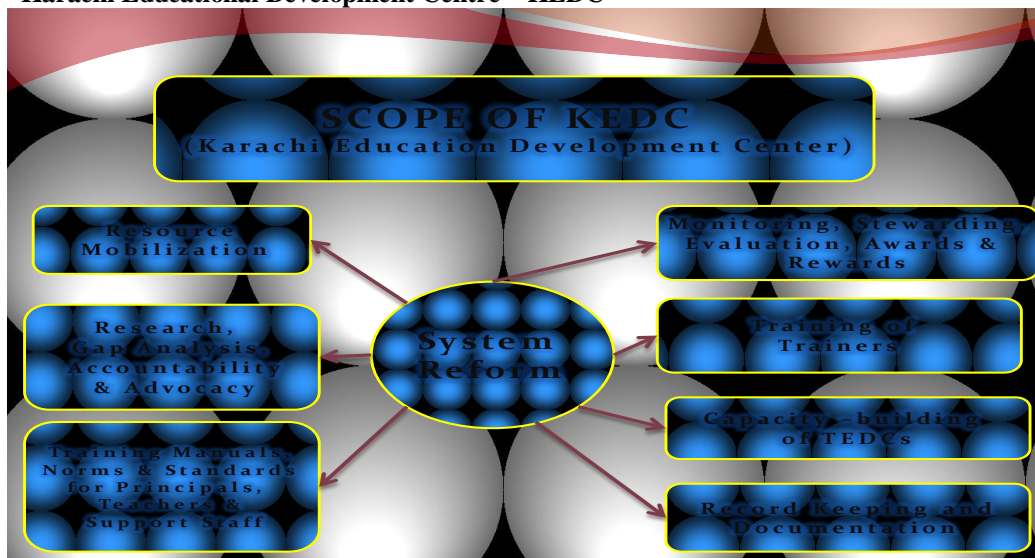
Formation of society constitutes several groups, sectors and individual play their role effectively and sufficiently. If any sector or institution starts declining and moving towards failure, then as an active society we need to support and help that sector before its total collapse. Public sector education was once considered very good in quality, but gradual neglect, lack of ownership and apathy of society at large, lead this sector towards dysfunctional sector and deterioration at large. Failure of public sector education system, especially in Sindh, decrees access to education, especially for those who belong to a low-economic group. Any such effort or arrangement may help the revival of public sector education system will open new opportunities for those who are resource deficient. Therefore, there was a dire need to study any such effort/arrangement or partnership established in our context which will help & support the affected system.

**2.1.1. Establishment of Institutional Framework**



An institutional framework has been established to implement the plan objectives. It comprises district level: Karachi Education Development Centre (KEDC) at the then headquarters of the City District Government Karachi i.e. Civic Centre Gulshan-e-Iqbal Karachi. Since then KEDC was established at Room Nos. 500, 5th Floor, CityNazim Secretariat.

### 2.1.2. Karachi Educational Development Centre – KEDC

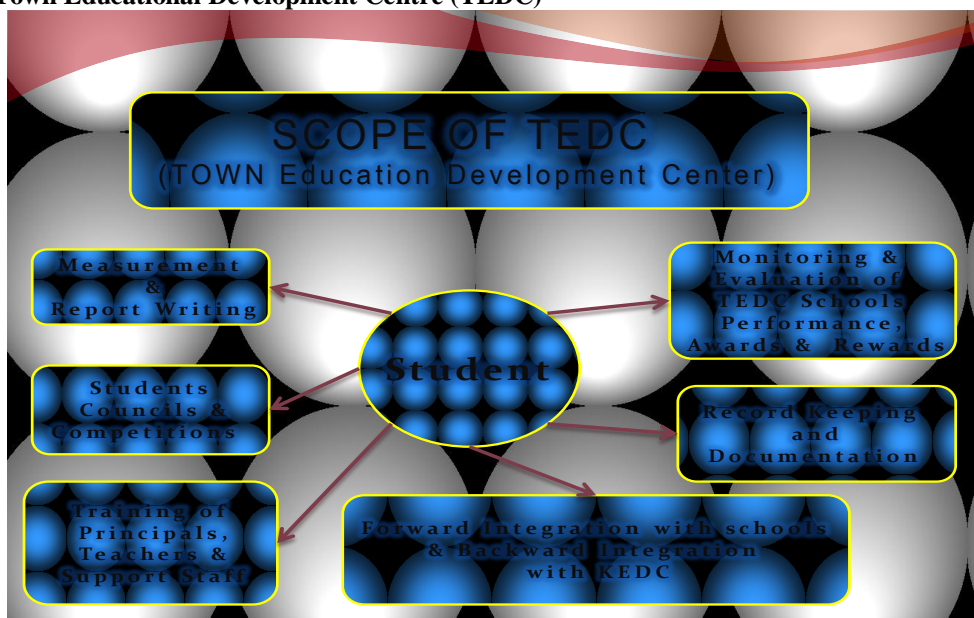


#### Functions of KEDC

- Development of educational training and learning methods and material in the context of their relevance and in conformation with international standards.
- Monitoring, supervision and evaluation of learning and training experiences at TEDCs, LRCs and schools; and suggest intervention for improvements.
- Administrative and need –based liaison with CDGK
- Continuous improvement in targets setting
- Research and development in education system

Partnership remains successful in achieving: establishment of KEDC – Established Karachi Educational Centre at Civic Centre. KEDC provides support to TEDCs in the needful interventions and maintains a liaison between the Government and CMIS (FPCCI). Since its inception the KEDC played a vital role in continuous support to the management and teachers of public schools. Monitoring mechanism from district to town level was established.

### 2.1.3. Town Educational Development Centre (TEDC)



#### **Functions of TEDC:**

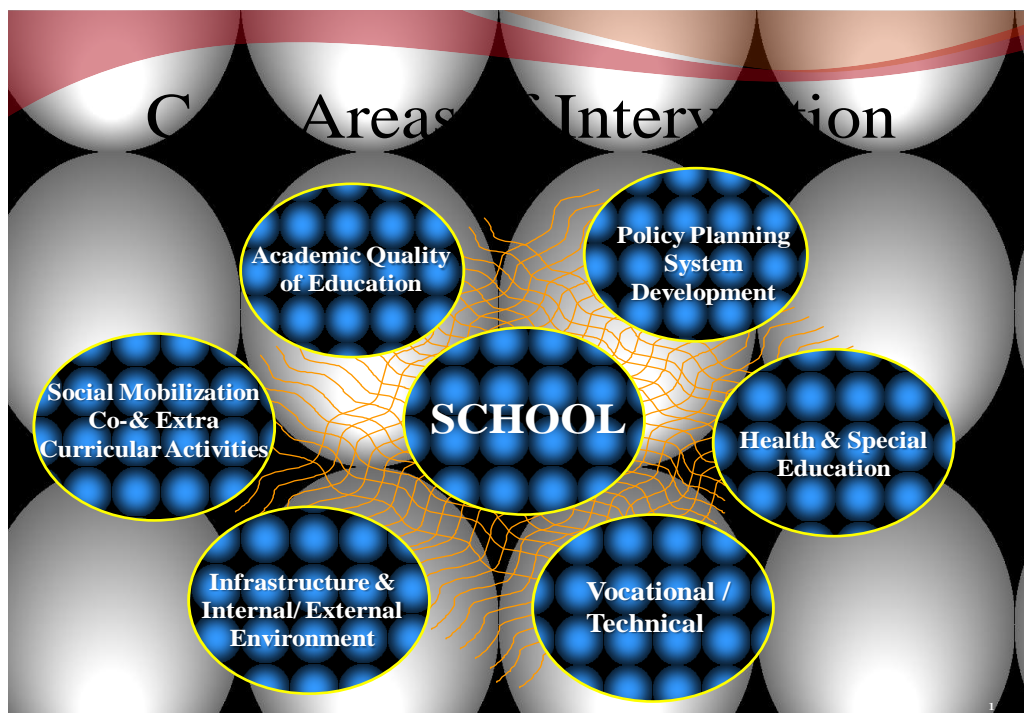
Linkages and management of Social Training and promotion. Study impact of the programs executed at TEDC level Document the critical points, successes and challenges faced Based on successes and challenges document and report the lessons learnt .Forward planning based on the lessons learnt in the initial cycles Assist KEDC in resource generation and resource mobilization . Indicators of the success are,: Establishment of TEDCs – Town Educational Development Centers have been established and made functional in 12 Towns of Karachi. The CMIS employed staff at TEDCs has been busy doing the needful interventions in their respective campuses. The Town Educational Centres are the monitoring and supervising bodies. TEDCs supervise and monitor the ongoing educational system of pilot campuses and facilitate the programs and events planned at the CMIS or KEDC levels. Celebration of different events for students Teachers, management training, Provision of funds for programmes

In order to execute the project, the institutional framework was very appropriate and reaching to the actual beneficiaries who were in this case teachers, students and head teachers. And all the programmes which were planned were well executed because in the beginning there was conducive environment from political, government, community and private sector.

However, Researcher observed that all the institutions which were established, KEDC & TEDC were manned by the private sector people. And this is the main reason that implementation was there. Private sector people engage and involve public sector for training and other reform programmes. But all the duties were performed by project staff which was hired by the private sector. And that cost huge amount besides quality training, rehabilitation, renovation, equipment, provision of furniture for the schools which were included in public private partnership. Public sector role was for provision of teachers, utilities and buildings (schools).

#### **Core Areas of Interventions**

On the basis of the massive deliberations by the CMIS, the implementing bodies have been carrying out positive interventions in the following six core areas:



#### **Policy Planning & System Development**

- Strategic plan for stream groups and CMIS
- Monitoring mechanism for CMIS
- Communication networking and management information system
- Review of policies and reformulations wherever required
- Coordination plans within CMIS
- Managerial and technical capacity building for the project
- Campus integration plans and monitoring mechanism
- Any other reform plan for the improvement of school education system in regard to CMIS

#### **Academic & Quality of Education**

- Develop strategic plan for execution of the training projects
- Guide and advise the executive team if needed
- Analyze the report of the sessions
- Supervise the activities of the execution team
- Address to the needs as per requirement
- Analyze the training manual and provide feedback

Outcome of this area remains: Master Trainers. Subject specialists, primary integrated curriculum, early Childhood education, the overall enrollment has improved significantly in the pilot campuses. There is a marked improvement in the students Matric Board Results of Pilot Schools. Students of Public School System got selected for the Youth Exchange Program and visit USA. Students of Comprehensive Girls Nazimabadschool participated Global Partners Junior, a program initiated by the Mayor of New York in which 22 cities of the world participated. Set up Early Childhood Education Centers in Schools. This thematic area was the central agenda of reform programme of this public private partnership. Researcher once again experienced thoughtful designing of programme and its very well execution. Number of activities and trainings were organized, attended by teachers and principals of schools, which were included in the public private partnership. Achievements of this programme area shows very impressive success indicators of the project like increase enrollment better student results in board exam, youth exchange programme and ECE class setup. All these indicators highlighted great success, which is to be carried forward. Researcher strongly proposes that these trainings and other initiatives with reference to this project area should continue, as these were major differences noticed in children and teachers' performance of those schools, especially students led activities brought huge success for these schools.



## II. Methodology

Research is a systematic way of gathering data, information and facts for the furtherance and enhancement of knowledge. (Shuttle Warth, Martyn, 2008), Research also refers to a step-wise process, which includes design to collect, analyze information to increase our understanding of a topic or issue. (Creswell, J.W. 2008) Research is meant for investigations, which are based on series of scientifically designed methods and tests. The term refer to a consistent and systematic approach to collect information or data, which are required about the topic of the study. Research will help to reach the possible answers to the issues raised in study. (J. Scott Armstrong and Tad Sperry 1994),

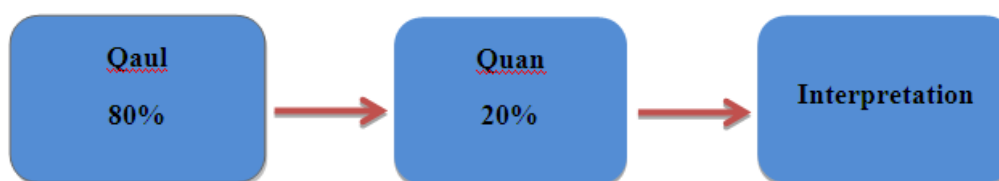
It includes different levels, stages and the researcher takes important decisions accordingly. The research methodology provides details of the study, plan and procedure of gathering data. Research methodology is a complete plan to gather or collect data from the target audience or ground for drawing conclusion. We deal with population, instrumentation procedures, data analysis and ethical considerations. (Burns and Grove 2003) While concluding research towards possible solutions or answers several decisions need to be taken and properly presented and planned for the selected research design.

### Rationale for choosing Mixed-Method Research Design

This study largely (80%) qualitative and partially (20%) was quantitative. The data about public-private partnership and its results were collected from the students, teachers, and parents from the selected schools. These schools were included in the public-private partnership project between Federation of Pakistan Chambers of Commerce & Industry (FPCCI) & City District Government Karachi (CDGK). After analyzing the data, some findings were made and on the basis of those results, the researcher decided to explore the opinions, experiences and real context from different stakeholders. Exploratory design consisted of two phases and it is also called sequential design because in the first phase researcher picked up and looked up the qualitative side or paradigm and after analyzing the gathered data builds second phase (quantitative part) for going into more holistic and deeper investigation of the problem. This phase-wise emphasis and knowing the situation, facts and reasons is called as an exploration and is reflected in the design name. To bridge the first and second phase, the researcher developed a tool to gather the qualitative data, after getting the results of qualitative data subsequently used it for collecting quantitative data. (Creswell & Clark, 2006) The complete process of developing tools, gathering and analyzing qualitative data and usage of results of quantitative data collection is known as instrument development.

### Purpose for Choosing Sequential Exploratory Design

The mixed method “The Exploratory Sequential Design” by John W. Creswell (2003) was used for this study.



In Exploratory design researcher starts collecting qualitative data from research participants. Then it analyzes and arrives at the conclusion. These conclusions compel the researcher to investigate the actual context, thus on the basis of these results, researcher conducts the quantitative research in the second phase to generalize and test the qualitative results (Creswell & Clark). Then after analyzing and interpreting both data at the final stage researcher disseminates the findings of the study.

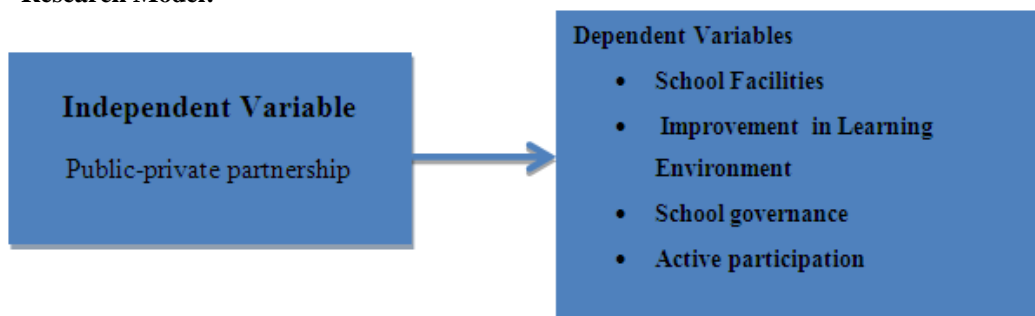
### Qualitative Research Paradigm:

Qualitative research is a subjective process to describe the experience of life and different situations and give them meaning. Basic premise of qualitative research is that any phenomenon which needs to be investigated is interlinked with people’s experiences. And we cannot disassociate these observations, feelings in real life context. Therefore, this study is of phenomenological in nature. We had to take subjective parts of the study through different processes which allow the researcher to capture the spontaneous responses. Therefore researcher used open-ended questionnaire for qualitative part of the research.

### Quantitative Research Paradigm:

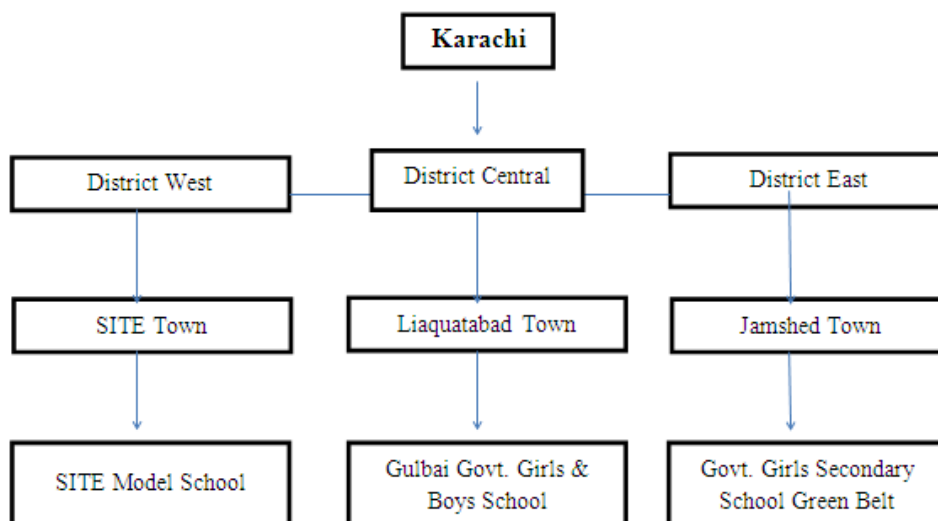
The quantitative research deals with specific responses which then can be calculated scientifically. Quantitative research is brief and to the point. Therefore, a five (5) points likert scale was used to collect quantitative data.

2.2. Research Model:



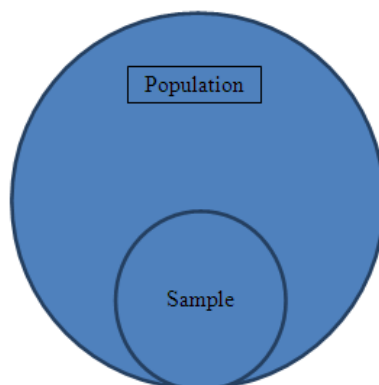
Target Population:

There are six districts of Karachi (South, West, East, Central, Malir and Korangi). The target population for this study was from Districts West, East & Central of Karachi. Researcher selected Jamshed Town of District East, SITE Town of District West and Liaquatabad Town of District Central. All three different districts though located in different geographical locations but were included in public private partnership project. The population in statistical analysis is denoted by capital 'N'.



This district has got an edge over other districts as the very first campus for this public-private partnership was selected from this district. Therefore, it was quite obvious that all the indicators of pre-and post-public-private partnership were quite evident from the campus school selected from this town. Another district which was included in this study was East, the reason of picking this district was that the second selected geographical area of public-private partnership.

By using non-probability techniques, purposive sampling was used for collecting qualitative data and stratified random sampling was used for collecting quantitative data because this study was largely qualitative and partially quantitative.



For drawing result from samples there are two techniques called probability and non-probability sampling. Non-probability sampling is the process where a selection of units from population depends on researcher's personal preference and interest. Such samples lack a theoretical basis in calculating the distinctive of population because it relies on human judgment. On the other hand, probability sampling follows certain rules and procedures and carried out in a systematic way to select the units from total population. In this sample chances of human biases are less, it also ensures that every unit of a population has equal chances of being included in the sample. Such a method is called random sampling.

The sample is a small section of total population chosen for thorough investigation. In statistical equation, sample is denoted with a small alphabet "n". Researcher with the help of principals and in-charges picked students, teachers and parents, who constitute the sample of the study as per their participation and willingness. Teachers and parents were provided by the Head Master on the basis of their involvement, interest and participation in the whole period of public private partnership. Following sample of students, teachers, and parents (comprised of both genders) was drawn from those selected schools:

Qualitative Sample: Total (35), N1 (Parents) = 10, N2 (Teachers) = 10, N3 (Students) = 15,  
Quantitative Sample: Total (298), N1 (Parents) = 100, N2 (Teachers) = 100, N3 (Students) = 98.

### **III. Data collection instruments**

#### **Instrument:**

An instrument is the tool that supports and facilitates researchers to gather data for their study. Various forms of these research tools are used like test, a rating scale or interviews, checklists, and questionnaire/batteries. To arrive at the selection of the tool for this study, researcher reviewed literature and came across many tools to record & measure the contribution of public private partnership initiatives. After this, two tools were prepared for collecting qualitative and quantitative data that included questionnaire and survey.

#### **Open-ended Questionnaire (Qualitative):**

Open-ended questionnaire was given focusing the different stakeholders, like teachers, students and parents. Areas of questions range from academic changes to physical improvements and changes. It also records the participation level of parents in different programmes and how the parents foresee different changes, improvements in result of public private partnership.

The open-ended questionnaires were given while focusing on the previous and present situations of schools. There were questions items for interpreting data on school facilities, school governance, active participation, and improvement of learning environment. Similarly, researcher tried to capture the responses from all the stakeholders who get involved in any impact of the project. Students, teachers, and parents were involved and included as the respondents. The open-ended questionnaires were filled by the students under the supervision of the researcher. Following number of questions were asked from research participants:  
Teachers = 12, Parents = 12, Students = 12.

#### **Likert-Scale Tool (Quantitative):**

A survey tool was administered and quantitative data were collected from different stakeholders. In that tool, total twenty seven (27) items were there. Those twenty seven (27) items were asked for the following specific areas: School Facilities = 06 items, School Governance = 07 items, Active Participation = 09 items, Learning Environment = 06 items

#### **Demographic Information:**

"Demographic Variables" are socioeconomic characteristics or attributes that are collected from the sample of a study. They are also called sample characteristics. Demographic variables are used to show the gender, age, structure, ethnicity, income, education, occupation, marital status etc. and the researcher cannot manipulate them. Some demographics were added in the selected test about gathering the information of students. The demographic characteristics were including name, class, age, gender, education or qualification, subject, experience, residential area, and occupation etc.

Each item of the Likert scale questionnaire (used for quantitative data collection) checked for the internal consistency and reliability (Alpha) on Statistical Package for the Social Sciences (SPSS) with overall consistency of the administered questionnaire as 0.82 as given in proceeding chapter four. The open ended questionnaires (used for qualitative data collection) were shared with three experts to check the validity of research tool their approval to entail their validity of the tool. A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. Pilot testing is a pre-testing of research instruments including questionnaires or interviews schedules. Therefore, prior to conducting the complete study, researcher constructed a pilot testing. A group of ten (10) participants (teachers & students) was selected from

different geographical areas. The pilot group was comprised of both genders and it was not included in the sample of main study. The following steps and decisions were taken after the observing the pilot study:

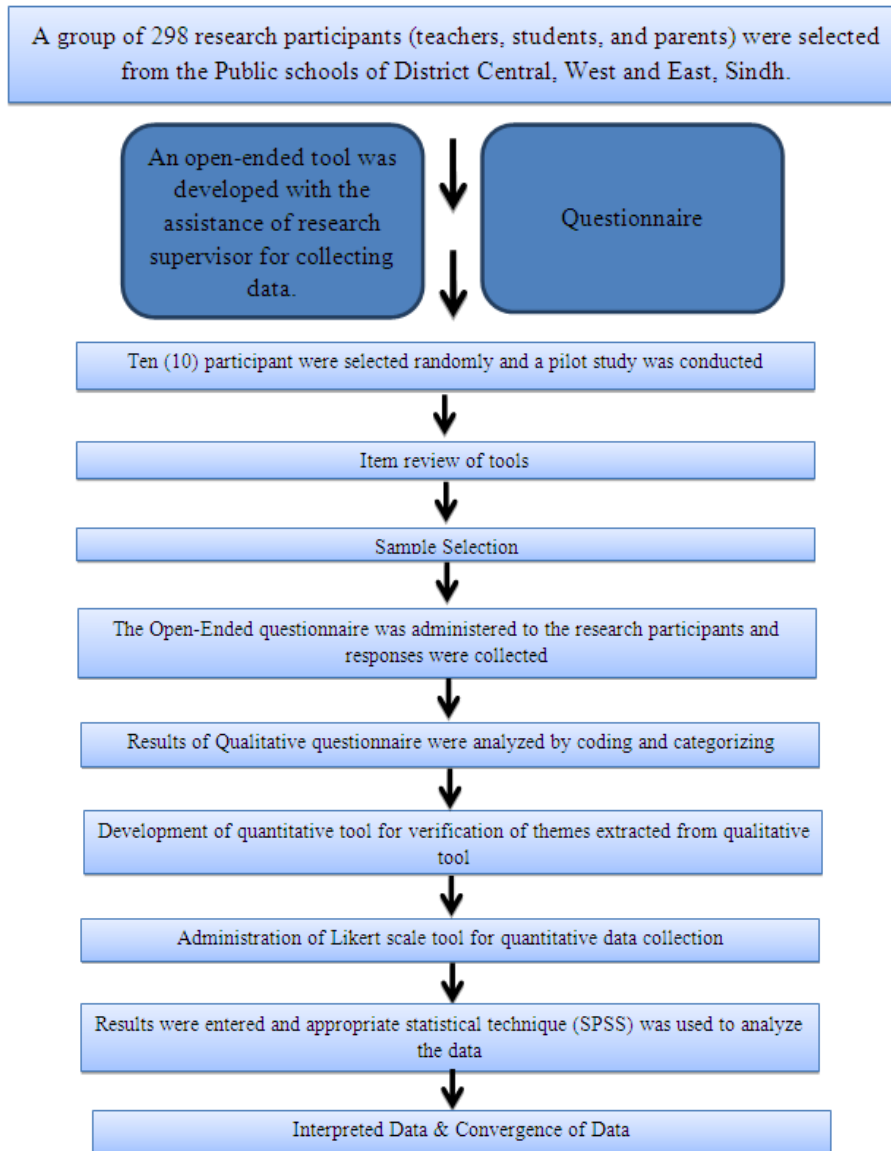
- Administered the tool to research participants in the same way as it going to be administered in the main study.
- The allocated time was recorded to complete the questionnaire and decided to increase the time as most of the participants were unable to complete survey in given time of 30 minutes.
- research participants were asked to identify the unclear and difficult items
- all unclear and difficult questions were deleted
- evaluated the adequate range of responses of each item
- established that replies can be interpreted in terms of the information that is required
- checked that all questions are answered
- rephrased the questions that were left unanswered by most of the participants

#### **Data Collection Technique:**

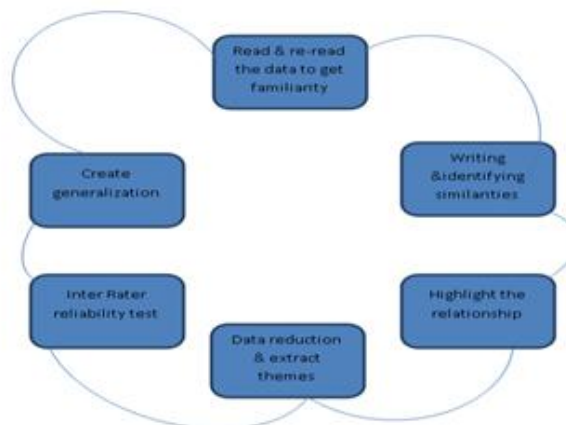
Data collection is the process of gathering, interpreting and analyzing of data/information. The whole exercise was a learning experience for the researcher as it provided an opportunity to explore the views of teachers, students and parents about the experience of public-private partnership. It also helped to get an idea of the learning environment of different schools working in different socio-economic backgrounds. The involvement and participation of school management and all stakeholders and their responses and the interest shown by the participants were worth appreciating and helped researcher to proceed with optimism.

During sampling method, selected students were seated in an auditorium and the open-ended questionnaire was given to them. Students understood it clearly and then responded as per the questions. Teachers who were participating in the study went through the questionnaire and wrote their responses. Teachers were given questionnaire in the room where they were sitting for this purpose. Parents who participated in the study were selected by the Head Teachers. They were active parents and attended Parents Teacher Meetings (PTM) regularly and kept regular follow-up with school. Questionnaire was explained by the researcher and incharges and parents understood all the questions quite well.

**Research Procedures:**



**2.3. Data Analysis:**



The collected data were analyzed in the above stages and qualitative themes were developed. At the first stage the collected data from schools were thoroughly examined for gathering the holistic sense and familiarity with it. The responses of students were read several times very carefully for clear understanding. At

the second stage, important words and phrases and the relationship between the variables were underlined and highlighted on the fourth stage the repeated statements were recorded on a separate sheet. For reducing data the initial coding was also done and themes were extracted from the reduced data. On the fifth stage extracted themes were shared with five schools for inter-rater reliability.

Then reviewed the themes with the repeated statements to ensure the linkages between themes and codes and they made sense to a reader. After their feedback and approval themes were finalized for generalization. The qualitative data were collected through another tool that was in the responses were found very positive about the work done during public-private partnership. The quantitative data were analyzed by using Statistical Package for the Social Sciences (SPSS), data were organized and different tests were applied for gathering results from the data.

#### **Ethical Consideration:**

Ethical considerations were given preference. The purpose of the study was clearly explained verbally and data was collected from research through informed consent. The researcher assured the participants to maintain confidentiality with respect to their identity. Imaginary names were used to hide the identity of participants. The consent forms are attached as appendices.

#### **Research findings & conclusion**

Government educational system was confronting various issues and was a long way from getting needed educational outcomes. These were dominantly lacking in effective school control, well prepared grounds huge numbers of those needed even the basic one, drinking water facility, wash rooms, availability of electrical lights, fans, labs, library, classroom furniture and trained teachers. The greater part of the educators was untrained in the contemporary instructing systems and critical thinking viewpoints were thoroughly absent among the educators. In spite of the way that a large portion of the schools have enormous structures where the showing staff is generously remunerated, the training models were low and the general school condition do not have the essential pleasantries. In this manner, the governmental core of educational framework neglect to achieve expected educational goals sets and signed variously at varied occasions.

In this regard, where government educational reforms weaken the mechanized strength of education sector, public-private partnership has significant status for dragging efforts in achieving the desired level of education system of Pakistan. As in the aforesaid conceptual framework in chapter two, this piece of research study implicit highlighting the importance and continuous efforts of public-private partnership in enhancing the quality of government educational system with increase in access to education for all and with accomplishing the systematic governing hegemony in education sector. Though, this chapter entails the data analysis procedure in two phases whereas phase one refers to QUAL proceeding to phase two as Quan consistently.

**Table 4.1: Reliability Analysis for each item**

<b>Perception on Private Initiative</b>	<b>Internal Consistency (Alpha)</b>
School Facilities (SF)	.83
School Governance (SG)	.82
Active Participation (AP)	.77
Improvement in Learning Process (ILP)	.73
Overall consistency	.82

#### **Quantitative Research Findings:**

The present piece of chunk reports the second phase in quantitative format which portrays the perception of selected public school teachers, students and parents regarding their concepts of availability of facilities, school governance, participative level and improved learning environment at public secondary school level in a quantified form. However, the enumerated findings provide with the descriptive statistics regarding the demographic analysis and questionnaire item analysis on the basis of designed research questions of this descriptive research study.

#### **4.5.1 DEMOGRAPHIC ANALYSIS:**

The results for the proposed study are presented in tables in line with the given demographic statistic results produced from the SPSS software as,

**Table 4.2: Demographic Statistics**

		Respondent's ID	Gender	Age	Working Experience	Class Level
N	Valid	298	298	298	298	298
	Missing	0	0	0	0	0
Mean		149.3500	1.5000	2.7700	2.1800	2.1000
Median		149.5000	1.5000	3.0000	2.0000	2.0000
Mode		23.00	1.00 <sup>a</sup>	3.00	2.00	2.00
Std. Deviation		58.04155	.50125	.83702	.83130	.70176
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		200.00	2.00	4.00	4.00	3.00

**TABLE 4.3: FREQUENCY FOR GENDER (GEN)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	149	50.0	50.0	50.0
	FEMALE	149	50.0	50.0	100.0
	Total	298	100.0	100.0	

**TABLE 4.5: FREQUENCY FOR WORK EXPERIENCE (W.E)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 YEARS	40	20.0	20.0	20.0
	10-20 YEARS	98	49.0	49.0	69.0
	20-30 YEARS	48	24.0	24.0	93.0
	30-40 YEARS	14	7.0	7.0	100.0
	Total	200	100.0	100.0	

**TABLE 4.6: FREQUENCY FOR CATEGORY LEVEL (CL)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PRIMARY LEVEL	80	40.0	40.0	40.0
	MIDDLE LEVEL	118	59.0	59.0	99.0
	SECONDARY LEVEL	100	50.0	50.0	149.0
	Total	298	100.0	100.0	

The aforementioned tables show the analysis of demographical variable as presented in terms of gender, age, working experience and category level. However, equal participation in regard to male and female was considered out of 298 questionnaires with the mean value of 1.50. Further, the mean value as given for age is 2.7 sub-divided by the categories of 20-30 years with 18% of the respondents, 30-40 years of age with 40%, 40-50 years of age with 58% and 50-60 years of age with 33% which shows the highest respondent rate range from 40-50 years of age in public schools. Furthermore, for the item of experience the highest frequency count lies for 10-20 years of W.E with 49% of the respondent rate. Though, other categories lie between 1-10 years of T.E with 20%, 20-30 years of T.E with 24% and 30-40 years of T.E with 7% of the total respondents. The last item for the demographic is teacher's and parent's category level which presents 40% of the primary level, 50% of the secondary school level teachers and 59% of the middle school level of teachers.

**Questionnaire Item Analysis:**

The results of the present study are presented in the given tables in line with the proposed research questions in accordance with the research objectives. Each variable item is analyzed by means of mean rating and standard deviation. Further, mean rating & standard deviation on the extent to which participants possess acceptance for School Facilitation ( SF ).

S.NO	ITEM STATEMENT FOR SF	MEAN	SD
1	Our school has basic health facility	2.760	1.400
2	Students have opportunity to buy healthy things from canteen	2.900	1.314
3	The school management facilitate parents for school queries	2.950	1.282
4	Classrooms, corridors and overall school structure is neat and clean	2.970	1.258
5	We have morning assembly and playground facility in school	3.070	1.249
6	Students are also encouraged to bring home made lunch	2.950	1.402

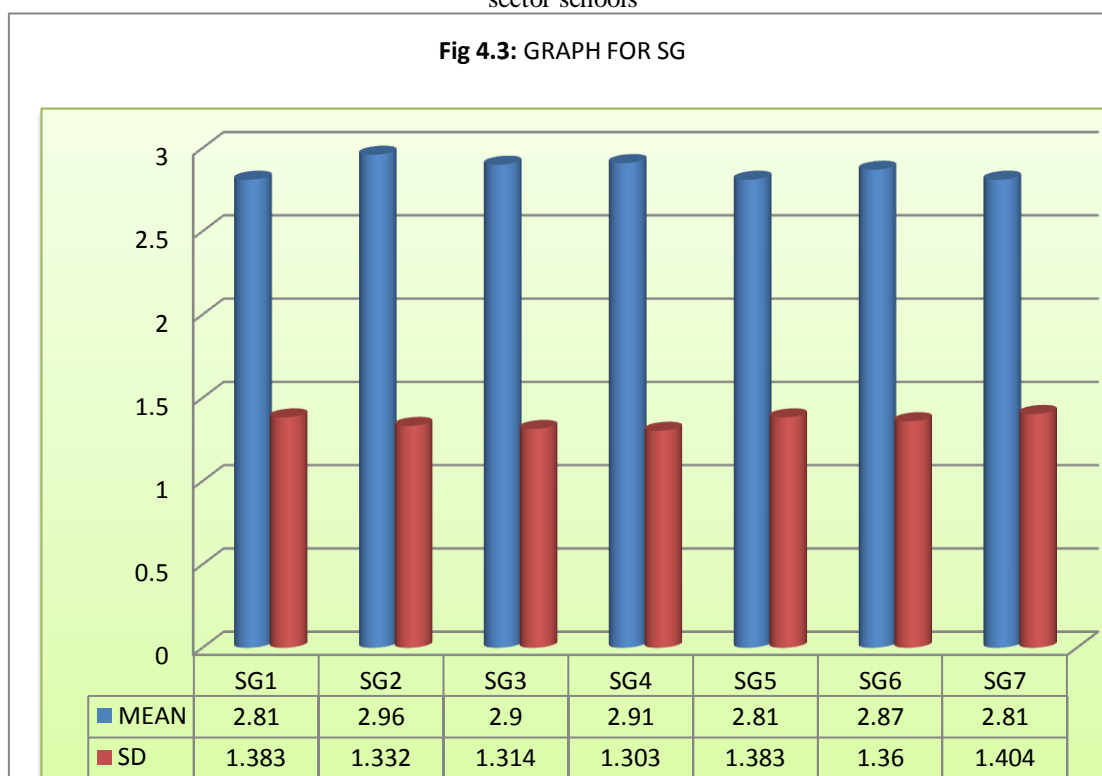
However, the data presented in table 4.6 shows that the most respondents view that school facilitation regarding the regular conduction of morning assembly and proper availability of playground for assembly and break-time as the most important facility to be infused in school setting. Further, it is inferred from the analyzed data that the present condition of school is far better than the previous one as school cleanliness is also the major concern now. However, the basic health facility is also available within the premises of school. Though, research responses indicated the availability of hygienic food in school canteens also. Mean rating and standard deviation on the participant's perception regarding the improvement of learning environment (ILE) in pub.School.

S.NO	ITEM STATEMENT FOR ILE	MEAN	SD
1	The whole school staff work hard to improve school standard and quality of education	2.930	1.312
2	The school head arranges training programs for teachers and students that help in developing new techniques and knowledge	2.960	1.302
3	School head and teachers has good working relationship and effective communication with parents and students	2.960	1.332
4	Teachers are also involve in school development plan and its implementation and monitoring	2.810	1.383
5	School head provide feedback to teachers and students on their performances in class	2.940	1.347
6	School implies a respectful and positive learning atmosphere for everyone	2.810	1.404

Further, the results presented in table 4.7 indicates that the present teachers at government school level agreed at average level count with the statement that exhibit the conception of conducive learning environment. Though, it needs to be more focused. However, research study examined that the current working environment of school staff is acceptable as compared to the previous notions of the school. Though, different training programs have also been arranged for the professional development of teachers and for improving the learning on wide scale range. Further, varied school training session for student is also conducted in order to enhance their learning experiences. In addition to this, continuous efforts have been made from the school authority and teachers in regard to improve the learning gauge more heightened and flexible to inculcate.



Mean rating and standard deviation on the extent to which school governance ( SG) has been perceived in public sector schools



In accordance with the table 4.8 results, the mean values of items indicates that the present scenario in public schools are better as student’s are being monitor on regular basis for their learning process and also, the school authority directs the teachers and student in working with group. Though, it can be revealed from the above responses of items that students are free to relate to the teachers and approach school head as needed in their school settings and are able to attain the guidance from school in a proper directive manner from school. Hence, it can be inferred from the responses that public schools that has been selected for this public private partnership are being considered for continuous improvement are far less behind to deliver quality of education with ease to its access to the learners through appropriate governance and effective teaching.

➤ **Table 4.10:** Mean rating and standard deviation on the extent to which Active Participation (AP) is seen in the public school sector.

S.NO	ITEM STATEMENT FOR AP	MEAN	SD
1	School invites parent s for regular parents meeting	2.780	1.425
2	School management takes timely action and school is being run effectively	2.910	1.349
3	School encourages students to participate in various activities and programs	2.960	1.332
4	Parents are kept informs about the school progress and activities	2.900	1.314
5	School arranges prize distribution on result day	2.880	1.387
6	School head visits the classes regularly and implies participation in class	2.930	1.312
7	School enhance learning by organizing different co-curricular activities	2.960	1.302
8	School invites parents for regular PTM and other functions	2.900	1.314

However, the result evidences shows school promotes variety of activities and programs concerning to enhance student learning and school outcomes. Though, school authority has been actively participating in maintaining positive relations with teachers, parents and students. Although, it is investigated from the research study that various activities also incorporate student’s parents to show their active involvement in their child’s learning process. Furthermore, the school beneficiaries are also regaled with the timely actions taken by school authority in making learning more enhanced and in enriching student’s knowledge along with their improvement in academic and life skills.

#### **IV. Discussions, Conclusions, Recommendations**

However, Pakistani society is facing severe insurgence in terms of many forms of hostility. In such, education system can serve as a support for the transformation of whole society. Though, in the context of Pakistan, the dilemma faces drought of its existence. Though, education system is meant to promote all rounded development among the learners. Yet, education prove to be an effective mean of incorporating desire skills, understanding, attitudes, ideals, norms and traits needed for the survival of individual members in society. Further, Pakistan's education system has impeded in inculcating notions of quality in the learning process, accessibility to learning approach and in maintaining the eminence of governance. Though, the present piece of research intends to highlight the critical viewpoint on upbringing the efforts in improving the quality of education in public sector schools through public-private partnership project. Moreover, many other nations except Pakistan, those confronting with issues in education Excellency and in creating quality governance have lauded a step forward toward improving their education plans for effectively cultivating the aforementioned ideals among their people. Besides, essential intellectual and societal stances of a society are headed on their educational revolutions.

However, the focus of the present study was to incorporate the positive efforts led by the public-private partnership program in order to better improve the quality of education in public sector schooling along with the measurable favors in infrastructures with accessible governing authority. Moreover, this piece of research enlighten the two phases as qualitative research and quantitative. The first phase of qualitative research highlights the perception of teacher, students and parent's in-order to mark the existing conditions regarding the quality, access and governance in the government education system. However, in the second phase of research, quantitative views were opted in terms of questionnaire to investigate the opinions regarding availability of school facilities, school governance, active participation and improvement in learning environment. On the basis of findings and results, the following conclusions were made.

#### **Discussion**

Results have shown an overall improvement in provision of school facilities which are related to infrastructure. Teachers endorsed that school learning environment has improved from pre-project period. Similarly, school administration and governance took major steps and became facilitative in nature (Khan & Mithani, 2013) School teachers discussed with head teacher in a more organized way. And students brought new ideas regarding different programmes. Students took special interest in national days programmes. Therefore, these public schools should continue this practice. One of the striking and promising factors is mobilizing the important stakeholders, who are parents. This public private partnership has been successful in attracting parents to the public schools. They took interest in education of their children. And did notice changes in overall school environment. Most recognized and appreciated effort of this partnership was celebrating and arranging different national days like 14th August, 23rd March, Iqbal Day and Quaid-e-Azam Day. Students, teachers and parents spoke very highly about these programmes. They think that in this way students will understand Pakistan history, ideology and important contributions of our leaders.

#### **Research Recommendations:**

Following research recommendations were drawn after the in-depth examination of the present research study:

With the help of different success indicators which have improved school facilities (infrastructure), academic learning environment and mobilizing different stakeholders this project has produced good results. Therefore, there is a need to advance this project. Students actively participated and attended the schools regularly. Therefore, all features of school improvement should be carried forward. Teachers have been refreshed in new methodologies and encouraged to use new techniques in training. School facilities which were rehabilitated during this project should be maintained especially the basic requirements of facilities. Communities need to be involved regularly so that ownership should be enhanced. This project achieved different mile stones. Partners of this partnership revived the history of Pakistan through different competitions and celebration of national days. Sustainability is the biggest issue and this needs to be deliberated in the beginning how this should be carried forward after the project time line.

#### **Further Recommendation for Future Research:**

However, Province of Sindh is lagging behind in achieving several educational indicators. Therefore there is a need to invite different partners, either private or others. Public private partnership is an option for addressing many problems. Public private partnership in education is gaining attention all over the world. Therefore, we should enhance its numbers and scope. Lesson Learnt of the present study should be considered for designing its next phase or if any sector wants to do it at any other place or districts. Public sector should consider public private partnership a support for them. Public sector, being responsible for provision of quality

education, should consider itself as responsible and accountable. Strength of private sector should be used at relevant area or discipline. Mismatch of strength and work will not give desired result. As a researcher would like to extend my studies on this topic in next level.

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