

PUBLIC PRIVATE PARTNERSHIP IN EDUCATION:

EXPERIENCE OF PAKISTAN AND BANGLADESH

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Abstract

This paper discusses the system of the public private partnership (PPP) in education in Pakistan and Bangladesh. Both the countries have adopted the system in order to have greater success in the pursuit of the goal of education for all. The secondary data used in the paper are from the World Bank report on development indicators. Pakistan has had five models of PPP in education: adoption of a school, concessions to private schools, up-gradation of school through community participation project, training of local level school bodies and tawana or nutrition programme. Available reviews of the programmes under PPP in Pakistan on the whole have expressed concerns about the sustainability of the programmes. The major programme of PPP in education in Bangladesh consisted in the peculiar system in which private sector provided school infrastructure and the state the salary of teachers. A comparative analysis of the situation of education in the countries after the introduction of PPP showed that Bangladesh has had higher achievement in education possibly as a result of the PPP experiment.

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INTRODUCTION

Provision of education is a constitutional obligation of the states in both Pakistan and Bangladesh. However, the governments of these two countries have been only partially successful in providing access to education to school-age children, and even that has not been necessarily an education of quality. Like many other developing countries, these countries are facing serious challenges in improving equity and quality in its provision of education. Both the governments of Pakistan and Bangladesh have realised that the state by itself was not likely to accomplish the gigantic task of providing quality education and meeting the targets of the Millennium Development Goals (MDGs) and education for all (EFA). This has necessitated partnership of the government with the private sector with the objective of evolving a suitable system in order to bring the disadvantaged school-aged children into education system that called for public private partnership (PPP) in education.

There is no fixed definition of PPP and form of implementation; it differs in its scope and form of arrangements. It is a cooperative venture between the public and private sectors, built on the expertise of each partner that best meets clearly defined public needs through the appropriate allocation of resources, risks and rewards. It is a risk sharing relationship based upon an agreed aspiration of the public and private sectors to bring about a desired public policy outcome. More often than not this takes the form of a long-term and flexible relationship, usually undertaken by contract, for the delivery of a publicly funded service. For instance, private schools, which cater to students of low-income families, girls, indigenous peoples, and other poor and marginalised groups, may have just nominal fees. The private sector may play greater role as supplier of inputs in school than as provider of ancillary services such as school transport and food services through outsourcing arrangements. School inspections may be carried out by private firms in monitoring the maintenance of school facilities and property. Today there are more sophisticated forms of private involvement in education through PPP. As access to education is proving to be elusive to many people in developing countries like Bangladesh and Pakistan, PPP can be geared towards improvement of existing services in education provided by both the sectors with an emphasis directed on system efficiency, effectiveness, quality and equity.

This paper discusses the experiment of PPP in Pakistan and Bangladesh – their nature and scope in contributing to the state efforts on the target of EFA. The secondary data used in the paper are largely from the data of the World Bank on world development indicators. The authors preferred to use the World Bank data, because the country data from the different sources of Bangladesh and Pakistan might not be comparable because of the difference in the sources. The first two sections of the paper discuss the PPP models introduced in Pakistan and Bangladesh respectively. The third section makes a comparative analysis of the situation of education in Pakistan and Bangladesh possibly as indicative of the results of the programmes under PPP.

I. PPP IN EDUCATION OF PAKISTAN

The context of education in Pakistan with reference to access to and quality in education has been challenging. With a population of 162 million people, 22 per cent of which lives in poverty, Pakistan faces serious challenges in ensuring quality education to all. Literacy rate of the population is barely 53 per cent, with that for females being 40 per cent. The number of primary school-age children who are out of school in Pakistan is 7.26 million. Student progression from primary to secondary school is less than 73 per cent (World Bank 2010). Of the 22 million children who attend school, 40 per cent drop out before they reach grade IV (i.e., 9–11 years old), and 77 per cent drop out before reaching grade X.

The quality of education also remains equally problematic. A study evaluating learning achievement of 1902 students (1155 urban and 747 rural) of grade V students of both public and private schools of Pakistan across eight districts, where two districts were included from each of the four provinces, showed relatively low student achievement in learning. The mean scores in percentage were 46, 57 and 49 in Mathematics, Urdu and Science respectively. Children from private schools did better but only marginally. The survey also showed inter-district variations in the performance of students; students from the districts Quetta and Ziarat in the province of Balochistan had the lowest scores (Shami and Hussain 2005).

PPP Models in Pakistan

The policy makers in Pakistan have remained optimistic about the prospects of PPP in education sector; various education programmes have been funded and operated through partnerships between government agencies and private organisations. Formation of PPP remained the central concern of the government of Pakistan in its reform of education sector since 2001. The Draft National Education Policy launched in 2008, however, shows a shift in the emphasis on this policy. While retaining the idea of PPP, it has put the emphasis back on the state to be the primary provider of education.

Since 2001, a number of PPP models have gained visibility in Pakistan. Three key PPP models among them have been promoted by the Pakistan Education Action Plan 2001-2005. They are (i) adopt a school programme, (ii) concessions to private schools and (iii) up-graduation of schools through community participation project (CPP). Two additional cases that can be considered as practices of PPP in education in Pakistan are those of training the local level bodies and *tawana*.

Adopt a School Programme

Viewed to be a brainchild of Anita Ghulam Ali, Director of the Sindh Education Foundation, “adopt a school” has become the most popular PPP programme within the education sector in Pakistan since 2001. The programme, however, had its inception during mid 1990s and by 2000 had already been experimented by some large non-government organisations (NGOs). The programme implies that a non-state agency, NGO or for-profit organisation takes responsibility to improve the status of a government school. The exact nature of adopter’s engagement with the school varies from school to school. Examples of this variation can be found in the approaches of two large NGOs involved in the programme of school adoption. *Idara-e-Taleem-o-Agahi* (TTA), which runs this programme in five different districts in Pakistan, focuses on improving the educational process through occasional teacher training sessions and weekly visits to the adopted schools. *CARE* (Cooperative of American Relief Everywhere), a Lahore based NGO, which has adopted over 250 schools, on the other hand, closely monitors the educational process by creating the learning environment within the schools (Shah *et al.* 2005).

The model of school adoption has involved diverse groups of non-state providers: individual philanthropists, corporate philanthropists and NGOs. The number of schools adopted by one agency varies enormously: some take up just one school, while organisations like the Sindh Education Foundation, that help individuals, corporate philanthropists and small NGOs adopt government schools, have over 150 schools in their portfolio. There are no national level figures of the total number of adopted government schools; adoptions are approved at the district government level. But adopted schools constitute a small percentage of the total government schools.

Challenges to the scheme of PPP are many. Critics of the scheme contend that the better run state schools rather than the poorly performing ones are being taken out of the state system for adoption, as the private sector is not interested in taking over the poor cases. This allegedly is further weakening the state schooling system. School adoption is also linked to the motives of the adopting agency. Most corporations and multinationals are only motivated to support schools near their factory location as this wins them goodwill in the area and also benefits their employees. The support of the corporate sector thus cannot be relied upon as a sustainable source of support across the country.

A study of the school adoption programme of 10 major NGOs in Pakistan notes that there is a lot of suspicion about the NGOs in the minds of majority of those working for the government. Many regard NGOs at best as 'fashionable' and 'trendy', and at worst as international spy organisations (Rashid 2000). The most critical factor in determining the nature of partnership, however, remains the background of the adopting agency. It is very clear that larger NGOs, corporations and politically or economically influential adopters are able to get things done as they desire much more quickly compared with those adopters who have few connections in the government or the education department (Rashid 2000).

Concessions to Private Schools

The second PPP programme is giving concessions to private schools, which includes allocating free land to schools, charging domestic rather than commercial rates for electricity and gas bills, tax exemptions on

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imports, and exemptions from income tax. There are no restrictions in terms of which type of private schools can access these facilities, so that even the elite private schools are eligible to have these concessions. There is, however, a limit on the units of electricity and other utilities, allowed at concessional rates.

There is no evidence if these incentives under the PPP programme have had direct impact on the expansion of private schooling system in Pakistan. Discussions with officials of Pakistan Ministry of Education suggest that the programme has not been implemented in a systematic manner. As in the case of the adopters in the scheme of school adoption, it is up to the negotiating capacity of the agency of the individual school to win the concessions under the programme from the relevant authorities.

Up-Gradation of Schools through Community Participation Project

The third major PPP programme conceived by the government in 2001, invites private sector agencies or NGOs to commit to upgrading a regular government school and in turn gain the permission to use the school premises for running an afternoon school, either as a second elementary shift or a middle/high school section. The government provides the school building, furniture, library and laboratory, and gives recognition of regular status to the students of the afternoon shift. The licensee or the private agency is required to upgrade and improve the school facilities, pay all utility bills of morning and afternoon shifts in lieu of rent waiver, and manage the afternoon programme over a five-year contract period. Cost savings to the government are estimated to be Pakistan Rs. 1.5-2 million per up-gradation (MOE 2004). The licensee may charge a fee for the afternoon school as per a pre-agreed schedule with subsidies for needy children.

It has been observed that the incentives under the PPP programme have failed to attract the NGOs or other agencies of the private sector in large numbers. In a few cases, where the model was explored, the morning shift staff was reluctant to take on additional challenges presented by an afternoon shift, including sharing of premises, required administrative work and teacher resources. An additional problem was the equitable allocation of electricity costs and monitoring of the programme on the part of the

government. There were reportedly disputes over settlement of bills as parties at times differed in their view on who has incurred certain electricity costs (Batley *et al.* 2004).

Training of Local Level Bodies and Tawana

The fourth form of PPP in education visualised in Pakistan is involvement of private sector in relation to local level bodies. In Pakistan local level bodies like the school management committee (SMC) and citizen community board (CCB) are functioning at the level of individual schools. These bodies are expected to help the functioning of the school in the enrolment of students and teaching-learning process in the school. In 2002 these bodies were made mandatory. In order to train the SMCs and CCBs in community mobilisation, monitoring of school and maintaining records, the government entered in partnership with the NGOs as the latter was viewed to have more effective outreach to communities, more organised materials and effective communication skills. The SMCs under the guidance of the NGOs appear to have had some positive impact on improving the quality of education (Shami and Hussain 2005).

In addition to the above, there has been a programme called *tawana* that involved partnership between the state and NGOs in education. Under this programme, private agencies have been involved in the school scheme of providing a nutrition package to girls of the age-group of 5-12 years. An initiative of the Ministry of Women Development and Social Welfare and Special Education, the programme was implemented in 29 of the poorest districts of all provinces of Pakistan. The programme had multiple targets including improvement of nutrition of school going children, increasing and sustaining school enrolment, reducing gender gap in school enrolment, developing community participation in the affairs of their school and promoting PPP between the state and local NGOs. There is not yet an independent evaluation to assess the impact of this programme.

Review of PPP Programmes in Pakistan

The programmes of PPP in education have been extensively implemented in Pakistan. There have not been scientific research studies

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systematically evaluating their impact on addressing the issues of equity in education in the form of increasing access to education or improving the quality of the teaching-learning process in school. However, there are a few academic papers on the effectiveness of NGO run non-formal education programmes. They on the whole have expressed serious concerns about the sustainability of the programmes under the PPP. One of the observations made by them is that most of the programmes of non-formal education run by the NGOs failed to last beyond donor funded cycles (Bano 2005).

Another concern of the PPP is that of continuing the education from the primary to the secondary level. There are not enough state middle schools to absorb children completing primary level in the non-formal schools run by the NGOs under the PPP. There is a sharp decrease in the number of state schools from the primary to the middle, and from the middle to the secondary levels (Table 1). The NGOs themselves are often unable to upgrade their own schools to the middle or secondary level due to lack of availability of qualified teachers in remote areas to teach at the middle and secondary levels. This low availability of middle and secondary educational institutions has adversely affected retention of children beyond the primary level (Bano 2005; Farah and Rizvi 2007). Given the magnitude of the task and the small scale participation of the NGOs in education, especially beyond the primary level, they cannot be expected to address the issues of equity to any satisfactory level.

Table 1
Number of state schools, students and teachers in Pakistan
By level of schooling in 2006

Level	Schools	Students	Teachers
Primary	157158	21222206	450126
Middle	20418	4550472	246666
Secondary	16590	1880021	282112
Total	194166	27652699	978904

Source: MOF 2006

The review of the PPP models provided by the academic papers has indicated that, despite the innovative approaches adopted by the NGOs, the experiment of the PPP has not made any significant contribution to the goal of meeting the EFA targets. The main reason why the PPP models have had limited potential to address the fundamental challenges of pursuing the goal of the EFA is to be located in the political economy of Pakistan's education sector. The government strategy for getting the participation of NGOs in education was to attract them with incentives, which ultimately could not ensure or sustain their effective participation. Another issue in the PPP has been the system of getting into the process of the PPP. Smaller NGOs and private agencies are reported to have faced difficulties in availing of the different programmes under the PPP. Often access to a programme depended on the ability of the agency to negotiate with state agency and the background of a school where PPP is contemplated. For instance, in the case of the programme of adopting a school, factors such as the influence of political or social networks or the strong economic background of the adopter agency might determine the extent of PPP in individual cases (Rashid 2000).

In addition, there has been also distrust of the NGO sector among the government officials (Bano 2005). This can be perceived in the difference of emphasis placed on the PPP in the policy documents. The policy document of 2001, written when the minister of education and her advisors were from NGOs, and were very popular with officials of the major donor agencies like World Bank, made PPP as the anchor of the educational reform. In contrast, the subsequent White Paper on education, which was written by a team led by a former bureaucrat, proposed to make PPP as just one of the strategies.

The Draft National Education Policy 2008, which is based on the White Paper, the emphasis is brought back on the state. The policy argues for increasing government financial commitment to education from 2.2 to 7 per cent of the GDP by 2015. The PPP is mentioned, but with different focus: the emphasis in the current policy remains on bridging the gap in the education provided in the public and private schools, and the *Deeni madrasas* or Islamic schools (MOE 2008). The 2008 Education Policy notes the need to create an enabling environment to engage the private sector to contribute

towards the development of education, but also maintains that a system of checks and balances for private sector shall be formed to oversee the issues of fees, school standards, pays of teachers, etc. Thus, on the whole the present expectation from PPP in education in Pakistan seems lower than what was during the early years of first decade of the 21st century.

II. PPP IN EDUCATION OF BANGLADESH

The concept PPP has been relatively new in Bangladesh, as compared to its practices in Pakistan. The PPP initiative in education was undertaken in Bangladesh in 2004 for the first time with the introduction of the guidelines for private sector infrastructure, which form the basis of the current programmes of PPP in the country. Currently, a relatively small number of projects have been implemented under the PPP mode through annual development programme (ADP) by private sector initiatives. They are limited to education, research and health sector. Educational institutions have been established under the joint initiative of the state and private sectors. If the private contribution in establishing an educational institution is substantial (that is, 80 per cent), then the institution is named after the donor. PPP in cases other than establishment of institutions has been in the form of provision of land, land lease, share in construction cost or provision of seed money for educational projects.

For the first time, the 2009-10 budget of Bangladesh government has made the provision for projects in educational sector to be implemented under PPP. The specific activities under PPP education have been: (i) establishing quality secondary schools, (ii) setting up dormitories, health centres, auditoriums and gymnasiums in public universities, (iii) expansion or improvement of existing degree colleges, and (iv) setting up research institutions or research foundations dedicated to research institutions (GOB 2009).

In Bangladesh PPP in education is largely at the level beyond the primary education. Table 2 provides the data on the numbers of educational institutions of secondary and higher secondary, technical and vocational, and religious education institutions with the number of students and teachers in Bangladesh. Most of these institutions function under the system of the PPP.

Table 2
Number of Educational Institutions, Teachers and Students by Type of Institutions In Bangladesh for the Year 2008

Type of Institution	Institutions	Teachers	Students
Lower Secondary	2458	24608	495725
Secondary	15298	184888	6224012
Higher Secondary	1822	21906	249821
Poly Technique	154	2809	76202
Vocational	80	1254	29269
Commerce College	22	116	4120
<i>Dakhlil*</i>	6779	91621	2212152
<i>Alim*</i>	1401	25247	586684
<i>Fazil*</i>	1012	20687	507078
<i>Kamil*</i>	191	4996	150127
Total	29217	378132	10535190

*These are names of examinations at the Islamic stream of schools. *Dakhlil* is equivalent to SSC (secondary school certificate), *Alim* to HSC (higher secondary certificate), *Fazil* to Bachelors and *Kamil* to Masters.

Source: GOB (2010)

The most common form of PPP in education in Bangladesh has been that of the private agencies contributing to the infrastructure of the educational institutions and the government paying the salary of the staff. These institutions have a peculiar status; they are owned by neither the government nor any private individual. In most of these cases land, building materials and construction cost are provided by private agencies in donation, and once they are accepted by the government for “monthly pay order”, the staffs get regular salary from the government. Besides, they can also collect tuition and other fees from the students to run their academic affairs. This is how a peculiar form of partnership between private sector and the

government has been built up in the field of education in Bangladesh. It is an interesting case of public-private partnership, where 98 per cent of provision for educational institutions is private, but 95 per cent of the funds on the institutions come from government in the form of subvention for the salary of teachers and other staff (Mogbul 2007).

The positive aspects of these institutions under the peculiar PPP are that they are initiated, owned and managed by the local community. This system of PPP has the potential for country-wide replication. Community initiative here means that a school is started by the local people and later is transformed into the government school under the PPP. Community ownership means that a school of this type is owned by the local people as private institution. Community management of the school means that this type of a school is supported by NGO or a private donor and monitored by the NGO/private donor personnel.

III. COMPARATIVE ANALYSIS

PPP was introduced in Pakistan in 2001 and in Bangladesh in 2004. There has not been a systematic scientific study of the impact of PPP on the achievement of these countries in education. Here we attempt to make an overview of the impact of PPP, which at best is tentative. It is suggested that the situation of schooling in these countries towards the end of the first decade of the 21st century may be taken as indicative of the results of the PPP initiated in the first half of the decade. A comparative analysis is undertaken here on the aspects of expenditure on education, school enrolment, pupil-teacher ratio and trained teachers, literacy rate and out of school children.

Expenditure, Enrolment and Teachers

Table 3 presents some basic data on education in Bangladesh and Pakistan as per 2007 statistics. It shows that both Bangladesh and Pakistan spend less than 3 per cent of the GDP (gross domestic product) on education. Pakistan (2.84%) spends a slightly higher percentage of its GDP on education

than Bangladesh (2.56%). However, Bangladesh has had much higher achievement in education as indicated by the data on gross enrolment ratio (percentage of enrolled to the total school going age children) in school. Data on gross enrolment ratio at all levels of schooling in 2007 is much higher in Bangladesh than in Pakistan.

Table 3
Data on Public Expenditure on Education, Gross School Enrolment, Pupil-Teacher Ratio and Percentage of Trained Teachers in Bangladesh and Pakistan in 2007

Data	Bangladesh	Pakistan
Public Expenditure as Percentage of GDP	2.56	2.84
Gross Enrolment Ratio in primary school	92.78	84.82
Gross Enrolment Ratio in Secondary School	44.12	22.41
Gross Enrolment Ratio in Tertiary School	6.98	5.19
Pupil-Teacher Ratio in Primary School	44.75	39.95
Percentage of Trained Teacher in Primary School	56.00	84.04

Source: World Bank, 2010

Table 3 presents two other sets of data for the two countries, viz. pupil-teacher ratio and percentage of trained teachers at the primary school level. Surprisingly in both these matters Pakistan is ahead of Bangladesh. While pupil-teacher ratio is 44.75 in Bangladesh, it is 39.95 in Pakistan in 2007. Similarly, Pakistan has much higher percentage of trained teachers at the primary school level; the vast majority of the teachers in Pakistan are trained. While the percentage of trained teachers to total teachers in 2007 was 84.04 in Pakistan, the corresponding figure in Bangladesh was 56.00.

Literacy Rate

Table 4
Literacy Rate in Bangladesh and Pakistan in 2008

Literacy	Bangladesh	Pakistan
Male Youth Literacy	72.20	78.50
Female Youth Literacy	75.50	58.77
Total Youth Literacy	74.40	68.86
Adult Literacy	55.00	52.70

Source: World Bank, 2010

Data on literacy presented in table 4 indicates that both the countries have a long way to go to achieve the goal of EFA. In both the countries literacy rate of adults (population aged 15 and above) is just above 50 per cent as per data of 2008 - 55 per cent in Bangladesh and 52.7 per cent in Pakistan. Literacy of youth (population aged 15-24 years), as can be expected, is much higher in both the countries – 74.40 in Bangladesh and 68.86 in Pakistan.

Out of School Children

Table 5
Number of Out of School Children of Primary School Going Age In Bangladesh and Pakistan in 2008 (in Millions) by Gender

Gender	Bangladesh	Pakistan
Male	1.11	3.06
Female	0.91	4.20
Total	2.02	7.26

Source: World Bank, 2010

Data presented in table 5 show that the problem of out of school children is much more serious in Pakistan than Bangladesh. While the number of out of school children of the primary school going age is 2.02 million in Bangladesh, the corresponding figure for Pakistan is as high as 7.26 million as per 2008 data. The problem of out of school children is much more serious in the case of girls in Pakistan. They number 4.20 million compared to 3.06 million boys in Pakistan. Interestingly in Bangladesh the number of out of school children is lower among girls (0.91 million) than boys (1.11 million).

NFSP in Bangladesh

The data presented in tables 4 and 5 indicate that females have done slightly better than the males in education in Bangladesh. Youth literacy rate is 75.50 and 72.20 for the females and males respectively. Similarly, as already mentioned above, boys outnumber girls in the matter of out of school children. The main factor responsible for this female favourable situation has been the introduction of the nationwide female stipend programme (NFSP) in Bangladesh. When the NFSP was launched at the secondary school level in January 1994, participation of female students in the secondary level was only 22 per cent and out of which only 5 per cent could pass the SSC (secondary school certificate) examination. Poverty, early marriage, gender discrimination and social prejudice etc. have been the general reasons for the low rate of female participation in education. The NFSP was introduced in order to overcome these impediments.

Objectives of NFSP

The programme has had both short-term and long-term objectives. The short-term objectives have been to (i) increase the enrolment of girls in grades VI-X, (ii) assist girls to pass the SSC examination so that they can qualify themselves for employment as primary school teachers, agriculture extension agents, health and family planning workers, NGO field staff etc. (iii) prevent early marriage of girls so that they are retained in school and (iv) make the community aware of the need for education of girls. The long-term objectives of the scheme have been to (i) increase the number of educated women capable of participating in the economic and

social development of the country; (ii) raise the social status of the females in the community and reduce gender disparity and (iii) create a positive impact on controlling population growth.

In addition, the government of Bangladesh has been taking a number of initiatives focused on governance and systemic improvement for more equitable allocation of resources and to enhance access to and quality of education. Incentives have been provided to institutions for better performance, for private provision of education in disadvantaged areas and to children and families for pursuing secondary education. Other measures taken are for improving the quality of teachers, textbooks and curriculum, and assessing and monitoring the performance of institutions.

Preliminary evidence seems to show that the PPP experiment has produced some positive results in Bangladesh. Teacher absenteeism has been reduced; pre-service training of teachers has improved; new schools have been opened in backward areas; the number of those who passed SSC and HSC examinations has gone up; books have been delivered to students on time (Mogbul, 2007)

CONCLUSION

Both Bangladesh and Pakistan are developing countries struggling to achieve the goal of EFA. Both of them have joined hands with the private sector in different forms of PPP in their effort of educational achievement. Bangladesh seems to have had relatively better success with the experiment of PPP than Pakistan. The incentives given to the private agencies in Pakistan were either misplaced or inadequate to have an effective PPP. The efforts of the state in Pakistan were not adequate to forge a strong partnership with the private and non-profit sector in promoting education. Bangladesh, however, has had greater positive impact with the experiment of the PPP. There were attempts to support the partnership. For instance, in 2003 the Private Sector Development Local Consultative Group of Donors (PSD-LCG) was set up to map out the various programmes being implemented or planned in Bangladesh by various development partners, including donors, the private sector and the Government of Bangladesh.

The governments of Bangladesh and Pakistan spend about 3 per cent of the GDP on education – Bangladesh 2.56 and Pakistan 2.84 as per 2007 statistics. The private sector in these countries spends roughly another 2 per cent on schools, colleges, coaching centres and private universities. In spite of the relatively lower expenditure on education, Bangladesh's achievement in this sector is better than that of Pakistan. However, to achieve the universal primary education, governments of both these countries have to make further efforts through enhanced financial allocation to education and improved governance. Given the low government spending on education and governance problems, further involvement of the private sector in education could be encouraged. Based on the experience gained so far, the private could be given proper guidelines and incentives to enhance investments in education.

Note

* This is the revised version of the paper presented in the *Third International Conference on Education in Pakistan: Issues, Challenges and Reforms*, organised by the Faculty of Education, Quaid-i-Azam Campus, University of the Punjab, Lahore, Pakistan during 21-23 October 2010.

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