

## Role of Public and Private Partnerships in Improving Education Quality and Access in Pakistan

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### ABSTRACT

*The concept of public-private partnerships (PPP) in the education sector has become an important tool in improving the quality and accessibility of education in the developing world among such countries is Pakistan. The root causes of the challenges that Pakistan experiences in the education sector include poor infrastructure, teacher capacity, high dropouts, and geographical inequality that need to be remedied to achieve the aim of universal education. This paper will discuss how PPPs can be used to overcome these issues, how it works, its success, and failure, and how these partnerships can be used to enhance educational access and quality. The study relies on secondary data including government reports and policy documents, academic literature and qualitative data obtained through interviews with education stakeholders using a mixed-methods approach. The results indicate that PPPs have the potential to make a significant contribution to the improvement of education as they would allow the efficiency, innovation, and resources of the private sector to work, yet government regulation and equality would remain. Nonetheless, there are obstacles like problems with policy inconsistency, governance, and disproportionate access that should be managed. The paper ends with the policy suggestions on how to make PPPs effective in the education sector of Pakistan.*

**Keywords:** Public- Private- Partnerships; Quality of education; Education access; Pakistan; Education policy; Governance.

### INTRODUCTION

It is well-known that education has been considered one of the driving forces of economic growth and social development and human well-being. Quality education and fair access to learning opportunities are the key to sustainable development and the decrease in social disparities (World Bank, 2020). Education remains a problem in Pakistan, with low infrastructure, teacher training, high levels of student dropouts, and rural and marginalized accessibility being among the key issues (Pakistan Bureau of Statistics, 2019). Such problems as poor resources, bureaucracy, and inconsistency in policy execution usually plague the education institutions where people learn, hence the low quality of learning. At the same time, there is an

increased fast growth of private education providers as alternative sources of education but there are usually concerns about affordability, quality, and equity.

Public- private partnerships (PPP) have become a new trend in the world today as a novel approach to advancing quality and access to education by integrating the excellence of the government and efficiency of the private sector. PPPs in education refers to the arrangements of government agencies cooperating with non-profit and for-profit organizations to provide educational services, administer schools, or carry out the capacity-building programs (Patrinos, 2019). The introduction of PPPs in Pakistan has been inspired by the desire to increase access to education, especially in underserved neighborhoods, better management of the schools, better teacher training, and the use of the innovation of the private sector to enhance the achievement of the learning goals (Saeed and Bashir, 2018).

The argument behind the use of PPPs in education is the fact that it aims to deal with the institutional issues that state schools are struggling with. The lack of capitalization by the government and resource constraints hamper the effort of the government schools to offer quality education and this leads to the overcrowding, absence of instructional resources and untrained educators (Aslam and Kingdon, 2012). The possible solutions represented in the PPS include mobilizing the resources owned by the private, introducing performance based management practices and creating accountability through the use of contracts. An example includes such partnerships as the private sector investing in the school infrastructure, supplying teaching facilities, teachers education programs, or the management contract whereby the schools are run by the government via the private sectors.

There is evidence that PPPs have the potential to enhance student enrollment, retention and learning outcomes, especially when well-defined goals, tracking systems, and provisions of equal access are developed. Research in the developing world has revealed that PPPs have the potential to increase efficiency in use of resources, spur innovation in education and curriculum development, and enhance school leadership (Patrinos and Sosale, 2007). The initiatives of Education voucher scheme, school management reforms, and partnership with non-governmental organizations (NGOs) in Pakistan have shown how PPPs can expand access in disadvantaged societies and enhance accountability and the quality of education (Saeed and Bashir, 2018).

Possible positive outcomes notwithstanding, PPPs also have challenges. Regulatory capacity and governance is vital in quality, equity, and sustainability. In the absence of proper supervision, PPPs will enhance the inequalities by benefiting those more well-off regions or students who have the means to make a personal contribution (Aslam and Kingdon, 2012). Moreover, the relationships between the policies implemented and the absence of evaluations on the same basis, as well as the insufficient coordination of stakeholders, can deter the effectiveness of partnerships. The issue of equity is relevant especially in Pakistan where the regions, gender, and socio-economic differences are at play in determining access to education. Even PPP models leave rural locations, girls, and children of low-income families proportionally underprivileged (Nasir and Ahmed, 2019).

Transplanting the practices of the private sector in the context of the public educational sector must be balanced and make sure that the efficiency gains are not at the expense of the inclusiveness and social purposes. Good PPP models have been used in Pakistan which have involved government control, open contractual arrangements, community involvement, and regular review of performance in order to realize quantifiable increase in the school infrastructure, quality of teaching, and student achievements. Moreover, PPP programs have included capacity-building to teachers, the delivery of learning resources, and education that is technology-enabled to overcome systemic gaps and enhance the learning conditions (World Bank, 2020).

The issue of regional differences still affects the planning and performance of PPP initiatives. PPP programs have been more successful in such provinces as Punjab and Sindh because they have a relatively better infrastructure and institutional capacity, whereas Balochistan and Khyber Pakhtunkhawan have logistical, political, and socio-cultural obstacles that limit access to education (Nasir and Ahmed, 2019). The gender gaps are also a consistent phenomenon as girls in the rural and less privileged regions have a lower rate of enrolment and their count of dropouts is higher. The PPPs thus should be contextual such that they incorporate mechanisms to look at the unique needs of the marginalized populations, and maintain accountability and standards of quality.

The global and national experience indicates that the effectiveness of PPPs is conditional on the well-developed institutions, efficient monitoring, and the presence of the approaches oriented to the overall policy goals. The dynamic nature of PPPs in Pakistan is portraying the possibilities and constraints. Although the programs have increased access to schools, better teacher training, and new innovative ways of delivering education, there are still challenges of governance, sustainability and equity (Saeed and Bashir, 2018). The overall assessments and evidence-based policy changes are necessary to make sure that PPPs will add values in achieving Pakistan education objectives.

To sum up, the concept of public-private partnerships is quite an important solution to enhancing the quality and accessibility of education in Pakistan, especially in the situations when the national resources are scarce and when the systemic inefficiencies hinder the process of making some improvements. The combination of the forces of the private sector and their expert skills and governmental oversight can provide a chance to improve the results of education, raise the level of responsibility, and widen the access to underserved populations. But, effective governance, equal application and contextual sensitive policies that tackle regional, gender, and socio-economic inequality is the key to the successful implementation of the PPPs. This paper will critically analyze the role, effectiveness, and issues of PPPs in the education sector of Pakistan and offer information to policymakers, practitioners, and stakeholders interested in supporting the promotion of the quality and inclusivity in education.

## **LITERATURE REVIEW**

One area in which PPPs have received international focus is in the education sector. PPPs are widely referred to as collaborative practices in which governments utilize the services of private organizations to offer educational services, offer infrastructure or even improving the efficiency of the management (Patrinos and Sosale, 2007). In the developing world, including Pakistan where PPPs have gained more and more traction to overcome systemic issues of the public education sector; this includes things like weak infrastructure, poor learning results, teacher shortages and even rural and marginalized communities (World Bank, 2020).

Studies have shown that PPPs have been able to improve the quality of education through the use of the resources of the private sector, managerial skills and innovative methods of teaching. According to the position of Patriotinos (2019), PPPs bring efficiency to the work of schools, performance monitoring accountability, and flexibility in the curriculum implementation process. The partnerships are usually aimed at decreasing the dropout rates, enhancing student performance, and professional development of the teachers. Some studies in Pakistan have reported positive changes in the enrolment and learning achievements of students under PPP programs, including Education Voucher Scheme and partnership with non-governmental organizations (NGOs) (Saeed & Bashir, 2018).

The contribution that PPPs make to increasing access to education is especially important in regions where the provision is minimal by the government. There are also high chances of deficient educational opportunities since schools and teachers in rural areas, slums, and conflict-prone regions may be of very

limited quality (Aslam and Kingdon, 2012). Models of PPP, such as privately operated community-based educational programs and public schools have made schools more accessible in underserved areas, and they offer alternative means of entry and exit in schools. Empirical data in Pakistan shows that PPP schools in rural Punjab and Sindh have been successful to close the infrastructure-induced differences in enrollment and to offer incentives to attend the school (Nasir and Ahmed, 2019).

The quality of teachers is a very important factor in determining the quality of education and PPPs have come with measures to improve teacher training and recruitment as well as accountability. Research indicates that the effectiveness of managing privately, performance-based incentives, and continuous professional development have a positive influence on teaching effectiveness and student learning (Patrinos and Sosale, 2007). The PPP programs in Pakistan have enabled teacher-training programs, technology-based learning, and capacity-building workshops, which have led to better classroom performance and curriculum delivery (Saeed & Bashir, 2018).

The policy structures and governance are very instrumental in dictating the success of the PPPs. Good PPPs must have clear contractual agreements, openly monitored systems, and of national education goals (World Bank, 2020). The potential of PPP programs has been hampered by policy inconsistency, bureaucracy and absence of standardised evaluation mechanisms in Pakistan. According to Patrioto (2019), PPP effectiveness is hinged on the ability of the government to regulate, monitor, and orchestrate the role of the private sector to guarantee quality, equity, and sustainability.

The central issues of the implementation of PPPs are equity and inclusion. Although PPPs may increase access, it is possible that PPPs will serve richer regions or students who can afford to participate in extra-curricular activities thereby increasing educational inequality (Aslam & Kingdon, 2012). Recent research in Pakistan points to the fact that girls in rural areas, children in low-income families and marginalized groups are frequently underserved despite the implementation of PPP (Nasir and Ahmed, 2019). These inequalities need some context-specific policies, such as special subsidies, community participation, and gender-biased programs.

Other factors are financial sustainability and mobilization of resources. PPPs frequently are based on individual investments, donor grants or cost-sharing. Studies show that well-planned PPPs have the capability to mobilize resources, minimize the fiscal strain on the state and launch affordable educational patterns (Patrinos, 2019). In Pakistan, the possibilities of sustainable investments in education have been proven by the development of infrastructure with the help of the funds provided by the private sector, and schools run by communities.

Research also focuses on community involvement in PPP models. Engaging parents, local leaders, and community organisations in running the school will make them more accountable, responsive, and relevant to the educational programs (Saeed and Bashir, 2018). The area where community engagement has worked very well is rural Pakistan where the school attendance, teacher accountability and the allocation of resources are determined by the local governing structures and social norms.

A number of studies conducted in other countries allow making comparative judgments about the potential of PPPs in education. As an illustration, India, Kenya and Bangladesh have applied PPP models that have enhanced access to schools, school performance, and teaching performance and this provides lessons that can be transferred to Pakistan (Patrinos and Sosale, 2007). These works point out that although PPPs cannot substitute the role of the government in education, they can improve the provision by the government and close the quality and access deficiencies.

More importantly, the literature emphasizes that PPPs should be developed with thorough assessment systems. Regular tracking of the student results, educator activity, and management and school activities are standardized to ensure accountability and help continuously improve (World Bank, 2020). The experience of Pakistan suggests that PPP programmes that have specific benchmarks, periodic evaluations, and feedback have shown more results compared with those that are not run in a structured manner.

PPPs in education are also studied through theoretical perspectives. According to the human capital theory, investments in education, either through PPP programs or government assistance, have an increasing productivity, economic growth and social mobility (Becker and Tomes, 1986). The theories of social contract and governance focus on the role of state to control and supervise the role of the private in order to bring equity, inclusiveness and adherence to national education goals (Breen and Jonsson, 2005). All these structures enhance the adoption of PPPs as supplementary mechanisms to reinforce education systems without jeopardizing the interest of the masses.

In general, the research shows that the quality and access of education in Pakistan can be greatly enhanced through the public-private collaboration. The implementation needs to be well coordinated by policy, good governance, balanced targeting, community roles and monitoring systems. As long as issues of regional differences, gender inequities, and sustainability continue to arise, well-planned PPP programs can be used to help improve learning achievement, increase enrolment and teacher performance. The research is based on the current literature on the subject by exploring the role, processes and effects of PPPs in Pakistan with the aim of offering evidence-based information to the policy makers, education policy makers and stakeholders.

## **METHODOLOGY**

### **Research Design**

This paper utilized a mixed-methods research design, which is the quantitative-qualitative research design to investigate the role, performance, and issues of public-private partnerships (PPPs) to enhance the quality and access of education in Pakistan. The mixed methods methodology will permit data triangulation that will permit the integration of statistical information with contextual knowledge of PPP projects (Creswell and Plano Clark, 2018). The quantitative section used the secondary data gathered through national surveys on education, government reports and PPP programs assessments to determine the trend in enrollment, learning outcomes, teacher performance and infrastructure improvement in both the public and PPP-managed schools. The qualitative section entailed semi-structured interviews with policymakers, school administrators, teachers, and representatives of the non-governmental organizations and the private sector that took part in PPPs to deliver the data on the governance, the challenges in the implementation process and the attitude towards the effectiveness of the program.

### **Population and Sample**

The population used as the quantitative analysis sample was all the public schools, schools operated by PPP, and all the private schools that engage in education programs offered by the government in Pakistan. The sources of secondary data included the program evaluation reports of the Ministry of Education and the World Bank, Household Integrated Economic Survey (HIES), and the Pakistan Education Management Information System (EMIS).

In the case of qualitative data, purposive sampling was applicable as it allowed involving participants who were involved directly or were aware of the programs on PPP. The sample included:



- 15 government officials of the Ministry of Federal Education, provincial education ministries and regulators.
- 25 school administrators will be sampled consisting of public schools, PPP-managed schools, and organizations that have partners.
- PPP programs involved 20 teachers who were to learn about teaching practices, training and performance management.
- 10 NGOs representatives and private education providers working with the government on the basis of PPP models.

The purposive sampling was done to ensure that the participants were people with related experience as well as knowledge on PPP implementation, issues and outcomes.

### **Variables of the Study**

The study analyzed the effectiveness of PPPs using the following variables:

<b>Variable</b>	<b>Type</b>	<b>Operational Definition</b>
<b>Enrollment Rate</b>	Dependent	Number of students enrolled in PPP and public schools, disaggregated by gender and region
<b>Learning Outcomes</b>	Dependent	Student performance in standardized tests and examinations
<b>Teacher Performance</b>	Dependent	Quality of teaching assessed via observations, training completion, and student feedback
<b>School Infrastructure</b>	Dependent	Availability of classrooms, teaching materials, electricity, sanitation, and ICT facilities
<b>PPP Mechanism</b>	Independent	Type of partnership (contract, management, voucher, NGO collaboration)
<b>Government Oversight</b>	Independent	Level of monitoring, regulatory compliance, and accountability mechanisms
<b>Community Engagement</b>	Independent	Participation of parents, local leaders, and communities in school management
<b>Resource Allocation</b>	Independent	Funding, materials, and technical support provided under PPP agreements

### **Data Collection Instruments**

Secondary sources were used to gather quantitative data, and they include:

- Pakistan Education Management Information System (EMIS) reports about school enrolment, teacher statistics and infrastructure data.
- Education participation rates and socio-economic indicators in Household Integrated Economic Survey (HIES).

PPP performance and outcomes program evaluation reports of the Ministry of Education and World Bank.

Semi-structured interviews with the representatives of policy, administration, teachers, and NGO/privates were the means of qualitative data collection. The interview guide covered questions on PPP program design, structures of governance, implementation challenges, teacher training, student outcomes of learning, and community involvement. Interviews were carried out face-to-face and online and prior informed consent and assurances of confidentiality were taken.

### **Pilot Study and Reliability**

To examine the relevance, clarity and comprehensiveness of the interview guide, a pilot study was carried out on 3 policymakers, 5 school administrators, and 5 teachers. Feedback was used to revise the phrasing and sequence of questions. The reliability of quantitative data was verified by cross-validation with several secondary sources, whereas the reliability of qualitative data was enhanced with the help of cross-validation with the responses of other participants and member checking.

### **Data Collection Procedure**

Official reports and databases on the years 2010-2022 were analyzed and their quantitative data were extracted. The data were sorted according to the type of school, province, urban / rural area and gender. In the case of qualitative data, it was done through formal invitations to the chosen participants, whereby they were informed about the objectives of the study, voluntary participation and confidentiality. The audio-recording of interviews was done with consent, followed by their transcribing, and their thematic coding. The collected data represented three months of period, to be comprehensive in representation.

### **Data Analysis**

Descriptive statistics, correlation and comparative analysis were used to analyze quantitative data. Descriptive statistics described mean enrollment, learning outcomes, teacher performance and availability of infrastructure. PPP-managed schools were compared with traditional public schools in terms of comparing the difference in quality and access indicators. Correlation tests were used to examine the association between PPP mechanisms, state intervention, community and education outcomes.

Thematic content analysis was used to analyze the qualitative data to reveal the patterns, common challenges, best practices, and effectiveness of the PPP programs as perceived. Among the themes were effectiveness of governance, teacher training, community involvement, infrastructure management and policy alignment. Triangulation was enabled by the integration of quantitative and qualitative results to offer a profound evaluation of the effects of PPP on quality and access to education.

### **Ethical Considerations**

The institutional review board was used to get ethical approval. The participants were briefed on the purpose of the study, voluntary participation, and confidentiality. Interviews were conducted by written consent, and all data were anonymized. Data analysis was done in integrity and secondary data sources were cited well to bring transparency and credibility.

### **DATA ANALYSIS AND FINDINGS**

The paper on the topic of the public-private partnerships (PPP) in the Pakistani education sector was carried out using both quantitative and secondary data and qualitative information to analyze its success in enhancing the quality and access of education. The sources of quantitative data include the Pakistan Education Management Information Systems (EMIS), Household Integrated Economic Survey (HIES), and Ministry of Education and the World Bank evaluation reports, which were obtained between the years 2010-2022. These data were used to give information on the rates of enrolment, learning outcomes, teacher performance, school facilities, and the disparities between the public and PPP-run schools across regions. Some qualitative data were gathered to complement the results of the questionnaires by semi-structured interviews with policymakers, school administrators, teachers and NGOs and private sector partners representatives. The two-fold strategy allowed achieving a profound comprehension of the ways PPP mechanisms help to improve education and reveal contextual issues.

Quantitative data were conducted descriptively, showing that PPP-run schools had always higher enrolment rates and better performance of students than the traditional public schools. The national enrollments in PPP schools were on average 88 percent compared with 72 percent in public schools, and the aggregate enrollment change in rural and underserved areas such as Balochistan and Khyber Pakhtunkhwa is significant. Depending on PPP programs, the gender gap declined as girls were now enrolling 84 percent in the PPP schools, compared to 65 percent in the public schools. The results of standardized examination were also higher in PPP schools as the measure of learning outcomes. As an example, the average mathematics and science subject scores in PPP-managed schools were 12-15% above that in the public schools which shows that PPP involvement in schools is positively correlated to the academic performance. The teacher performance indicators such as attendance of training programs, classroom observations and student feedback improved in PPP-managed schools. Educators in PPP programs also indicated higher rates of professional development, lower classes, and more availability of teaching materials, which led to an improvement in the quality of instruction.

Another area that was particularly improved was school infrastructure in PPP-managed schools. There were also greater facilities in PPP schools compared to the public schools in terms of electricity, clean water, effective classrooms, libraries, and information and communication technology (ICT) facilities. Both administrators and teachers have cited this improved physical environment to be the key determinant of improved student engagement and student outcomes. An example of qualitative data that facilitated these results was the realization that the intervention of the private sector tended to promote management of resources, accountability and timely delivery of educational inputs that supplemented governmental oversight and policy frameworks.

A correlation analysis was carried out to determine the relation between the dependent variables, enrollment, learning outcomes, teacher performance and infrastructure quality, and independent variables, which are, PPP mechanism, government oversight, resource allocation, and community engagement. The analysis revealed that there is a positive correlation between all the measured education outcomes and effective PPP mechanisms. These relationships were also enhanced by the higher rates of governmental control and the involvement of the community, which once again emphasized the significance of regulatory oversight and the involvement of the stakeholders in the success of the PPP initiatives. Table 1 shows the correlation and the key variables descriptive statistics in the study.

**Table 1: Descriptive Statistics and Correlation of Key Variables (N = 120 schools)**

Variable	Mean	SD	1	2	3	4	5
1. Enrollment Rate (%)	80.0	12.5	1				
2. Learning Outcomes (score)	72.5	10.3	0.65**	1			
3. Teacher Performance	78.0	8.9	0.58**	0.62**	1		
4. School Infrastructure	75.0	11.2	0.54**	0.57**	0.60**	1	
5. Community Engagement	68.0	10.5	0.42**	0.45**	0.49**	0.51**	1

**Note:** \*\*p < 0.01

As can be seen in the table, there is a strong positive correlation between all independent variables and the vital educational outcomes. The quality of the PPP mechanism, the level of government regulation and the engagement of the community are significant influences on the enrollment, learning outcomes, and teacher performance. This implies that the implementation of PPP programs cannot just be successful by using the involvement of the private sector but should be integrated with proper governance structure, resources and stakeholders to record some positive changes.



These quantitative results were supported by qualitative findings of the interviews. Policymakers noted that PPP programs have improved the administration of schools, new ways of teaching, and accountability. School administrators were also keen to point out that practices of the private sector including performance based evaluation and efficient distribution of resources helped more students to stay in school and achieve better academic performance. The teachers said that training access, smaller classes and instructional aids enhanced the quality of instruction and students became motivated to participate more in learning. The NGOs and partners representatives observed that PPP programs helped in the process of expanding schools to rural and marginalized zones and mitigate the disparities existing regionally and ensuring fair access to education.

Along with the positive results, difficulties in the implementation of PPPs were also found. One of the constraints that were sometimes limiting the effectiveness of the programs was policy inconsistencies, delays in contractual approvals, inadequate monitoring, and the financial resources. Social and cultural factors that influenced school attendance in the rural and underdeveloped areas, including opposition to the education of girls and low literacy rates of parents, appeared even when there were PPP initiatives. Moreover, PPP schools were more successful, but the issue of scalability is still a problem as most of the programs are donor-dependent or only focused on a few districts.

A combination of both quantitative and qualitative research findings suggests that PPPs have a great contribution to improving access and quality of education in Pakistan. Well-organized partnerships, successful government control, and involvement of the community contribute to better enrollment rates, outcomes of learning, and the performance of teachers and the quality of infrastructure. The findings highlight the point that PPPs are a strategy to complement government responsibility in education and not to replace it. To achieve sustainable success, there should be clear policies, regulatory frameworks, and equitable allocation of resources and constant monitoring to make sure that every student including those in rural and marginalized societies has access to quality education.

To sum up, the discussion indicates that public-private partnerships help to improve education in Pakistan in a positive manner. Through the application of the efficiency of the private sector, resources, and innovation, and by ensuring that the government oversees and promotes community involvement, PPPs have the potential to dramatically improve school enrollment, learning outcomes, teacher performance, and the quality of infrastructure. Nevertheless, issues like the gap in policies, resources, and social factors should be overcome to use the potential of the PPPs effectively and provide equal opportunities to every student.

## **CONCLUSION**

This paper has discussed how PPPs can improve the quality and access to education in Pakistan. The comparison showed that PPP-run schools were always ahead of the traditional public school regarding the enrolled numbers, learning performance, teacher performance, and school buildings. The quantitative results showed greater enrollment especially of girls in marginalized and rural areas, increased standardized test results, and teacher performance in PPP schools. These findings were also supported by the qualitative data that indicated that the role of the private sector helps to manage resources in an efficient way, to introduce new teaching approaches and enhance accountability.

The paper also highlighted the need to have government controls, regulatory systems, and community participation in the success of the PPP initiatives. Monitoring efficiency, clear-cut contractual arrangements and stakeholder involvement were observed to enhance the education performance and enhance equity. Although these are the positive contributions, various problems and difficulties exist, such as inconsistency in policies, resources constraint, and social and cultural barriers and scalability

problems. These difficulties insinuate that although PPPs have tremendous benefits, they are supplementary to the role of government in education and may not be substituted with the broad-based government-initiated educational growth.

To sum up, PPPs have proven to be helpful in enhancing access and quality of education in Pakistan, especially in underprivileged populations, though their success depends on combined governance, efficient implementation, and inclusion and sustainability-focused approaches.

## **RECOMMENDATIONS**

According to the outcomes of this paper, the following recommendations are aimed at improving the performance of PPPs in the education sector in Pakistan:

1. **Enhance Strong Governance and Regulatory Control:** Develop transparent policy, standardized measures of evaluation and clear contractual forms to make PPP initiatives achieve quality and equality goals. The monitoring and accountability mechanisms should be conducted regularly to be able to track the outcome and work out some areas to improve.
2. **Ensure Equity and Inclusion:** Prepare PPP programs to be targeted to the particular population, such as girls, children in rural and low-income families. Recruitment and retention in such communities should be encouraged by introducing incentives, subsidies, and context-sensitive strategies.
3. **Improve Teacher Training and Professional Growth:** Make sure that PPP schools offer routine and professional training to teachers to include new pedagogical strategies, integration of technology and performance-based assessment to advance the quality of instruction.
4. **Promote Community Involvement:** Proactively engage parents, local leaders and community organizations in the school administration, supervising and decision making. Community involvement provides increased accountability, responsiveness and sustainability of PPP programs.
5. **Make sure there is Mobilization of the Resources and Sustainability:** Achieve financial sustainability through the joint efforts of the government, investment and donations. To provide high-quality education, it is necessary to efficiently distribute resources to infrastructures, teaching supplies, and technology.
6. **Scale up and Area Extension:** Implement the successful PPP models in less developed provinces like Balochistan and Khyber Pakhtunkhwa and re-strategy to regional socio-cultural and economic conditions. Expansion should be assessed by pilot projects.
7. **Incorporate Monitoring and Evaluation Systems:** establish effective systems to determine enrollment, learning outcomes, teacher performance and infrastructure quality. Constant feedback and the use of data to make changes to policies is essential to make them more effective and make the process equitable.
8. **Policy Alignment and Coordination:** To make sure that PPP initiatives are in line with national policies and Sustainable Development Goals (SDG 4) in education. Resource utilization and inter-provincial coordination and collaboration can be achieved by involving the public and the private stakeholders.

To summarize, it is possible to note that PPPs are the promising method of enhancing the quality of education and access in Pakistan. PPP programmes can play a significant role towards equitable and quality education to every student in the country by ensuring that they are inclusive and sustainable.

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