

CASE STUDY

TIMELINE & GLOSSARY

BACKGROUND OF THE PARTNERSHIP

OVERVIEW OF THE PROGRAMME

ROLES & RESPONSIBILITIES OF PARTNERS

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Transforming Teacher Education, Pakistan



Categorisation Framework

Education Components Delivered

Teacher Training & Coaching

Teacher Certification

Policy Advocacy

Partnership Type

Non-State Actor Led Delivery

Funding Modality

Government & Non-State Funding

System Level

Provincial

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Sindh Province, PAKISTAN



6.2 mn

Number of public-school students (2020-21)¹



61,592

Public education institutions (2020-21)¹



~54.7 million population (2023)²



110,000

Number of public school teachers (2020-21)¹



32

Number of public teacher education institutions

Teaching License introduced as government policy in May 2023 to improve teacher education quality

Glossary

AASP	Adopt-A-School Programme
B Ed	Bachelor of Education
GECE	Government Elementary College of Education
KPI	Key Performance Indicator
PPP	Public-Private Partnership
USAID	United States Agency for International Development

Timeline of the Partnership Development

2010

Sindh Government passes the Public Private Partnership (PPP) Act

2017

Durbeen submitted a proposal to the government for a PPP in a public teacher education college

2017-19

Procurement process initiated, evaluated, and completed

Mar 2019

Durbeen, Zindagi Trust and Sindh Education Department signed a PPP contract, to outsource the management of the college to Durbeen for 10 years.

Apr 2019

Durbeen signed MOU with the University of Karachi; was granted 'pilot' status and autonomy to develop assessment system

Mar-Sep 2019

Major infra renovations undertaken at the government college

Sep 2019

First student-teacher batch admitted under the new management

May 2023

Teaching licence introduced as policy

July 2023

First student-teacher batch graduated and joined Zindagi Trust public schools

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Background of the Partnership

The Adopt-A-School programme was launched in Sindh, Pakistan, in 1998. The programme aimed to facilitate the private sector and civil society to ‘adopt’ public schools and ensure educational improvements for children. The government provided facilitation and monitoring support.

However, the experience of those working to improve school systems was that student learning outcomes would not improve unless public schools are staffed with effective, professionally qualified teachers.

In 2009, Pakistan and the United States Agency for International Development (USAID) partnered on the development of a new pre-service teacher education curriculum called the Bachelor of Education (B Ed Honours) programme.^{1 2} Unfortunately, the curricular changes did not result in significant gains in teacher quality.

A 2014 study of government teacher education institutions revealed that most remained deficient in infrastructure, knowledge, and human resources needed to implement the revised curriculum.² As an example, the faculty profiles collected during the study shed light on the fact that most teacher-educators were not familiar with student-centric and modern teaching strategies, and had limited school teaching experience.

To address these gaps, Durbeen was established in 2017 with the long-term goal of improving public schools in the country with ‘Better Teachers, Better Schools’ as its tagline

Durbeen aims to develop a professionally qualified workforce for public schools to ensure that all students, regardless of their socioeconomic background, gain access to high-quality education.



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Overview of the Programme

Implementation Timeline

2017

Proposal for a government-non-state partnership to the government

After its establishment in 2017, Durbeen proposed a Public-Private Partnership (PPP) to the Sindh (provincial) Education Department in one of the public teacher training colleges. Durbeen chose this route for engaging the government as Sindh already had the PPP law to enable these. Consequently, the government was familiar with the idea of contracting out services to non-state actors who could deliver these services in an improved form.

2019

Durbeen began managing the government college

Durbeen went on to assume the management of the Government Elementary College of Education (GECE) Hussainabad, Karachi, one of the oldest teacher education colleges in the region, and has linked it with global best practices in teacher education. The goal of the partnership is to transform it into a leading teacher education programme in Pakistan.



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Design of the Programme

As a part of the four-year B Ed programme it offers elementary school teachers, Durbeen fully subsidises students' tuition fees. Students also sign a contract to serve in a public sector school for three years post-graduation. Over the past five years, the transformation has been observed in three domains:

1 Infrastructural reforms

Renovation of existing facilities, and addition of new facilities such as a library, a sports court, and extensive landscaping.

2 Administrative & technological reforms

The college's governance has been fully digitised. This has been done via the deployment of most departmental functions on Microsoft 365, custom-made applications, and other off-the-shelf solutions. All faculty, staff, and student-teachers of the college have laptops and Microsoft 365 accounts, and use Microsoft Teams to do their academic planning, administrative work, and assignments respectively.

3 Academic reforms

Durbeen's main innovation is in the pedagogical and assessment practices of the college. Durbeen has introduced a variety of alternative assessment tasks in its B Ed programme, including authentic assessments and performance based assessments, through an MOU with its degree-awarding institution.

Durbeen places great emphasis on the quality of lesson-planning and delivery in its courses. Faculty staff meet in groups every week to give each other feedback on their teaching plans. They observe each other teach every month, and the quality of the faculty's lesson-planning is a significant part of each faculty member's performance appraisal each term. This has motivated the college's faculty to innovate and model the same strong teaching practices that it expects of its graduates, as schoolteachers downstream.

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The end-goal of this partnership is to transform public schools in Sindh, for which highly skilled teacher graduates from this college are simply a means to an end.

Durbeen understands that, while teacher education is one part of it, there are many other school factors that affect education. This includes the quality of teaching learning material, culture, governance, and administrative aspects in the public schools where these teachers will be placed.

Durbeen plans to place its graduates only in privately-managed public schools which provide a conducive environment for these new teachers to achieve their full potential

Its first batch has been placed in the [Zindagi Trust](#) public schools, where these newly qualified teachers are being supported by Durbeen via a one-year induction support programme.

Hence, Durbeen's theory of change is unique in that it connects reforms in teacher education with reforms in school education, with a systemic view of both.

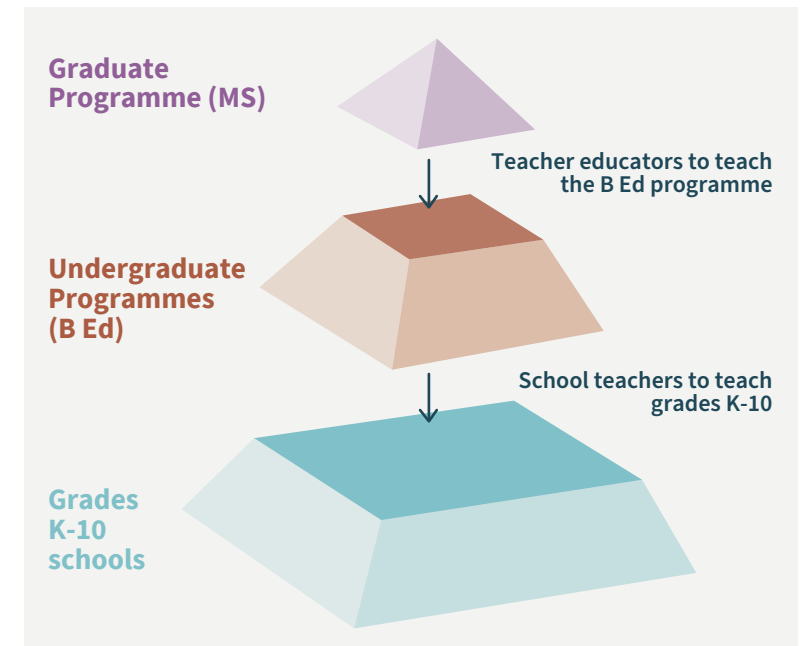


Figure 1: Durbeen's Theory of Change

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Roles & Responsibilities of Partners

Clearly demarcated roles and responsibilities of the Government departments, the delivery partner, and other partners help this government-non-state partnership run smoothly. These are as follows:

Sindh Education & Literacy Department

The department was responsible for handing over infrastructure and management of government employees to Durbeen, and to ensure the provision of electricity and water. It jointly appointed the Independent Auditor and Independent Education Expert with Durbeen for quality assurance of the project. It is supposed to pay Durbeen on a bi-annual basis, in accordance with the payment schedule and terms of the PPP Contract.

Durbeen

The non-state actor handles the management of the Government Elementary College of Teacher Education in compliance with contractual Key Performance Indicators (KPIs), the applicable laws and permits, and good industry practice. It also employs qualified and experienced personnel from the private sector to manage the college in accordance with the requirements set in the PPP Contract. Additionally, it supervises the college's government employees, provided that the government shall remunerate them.

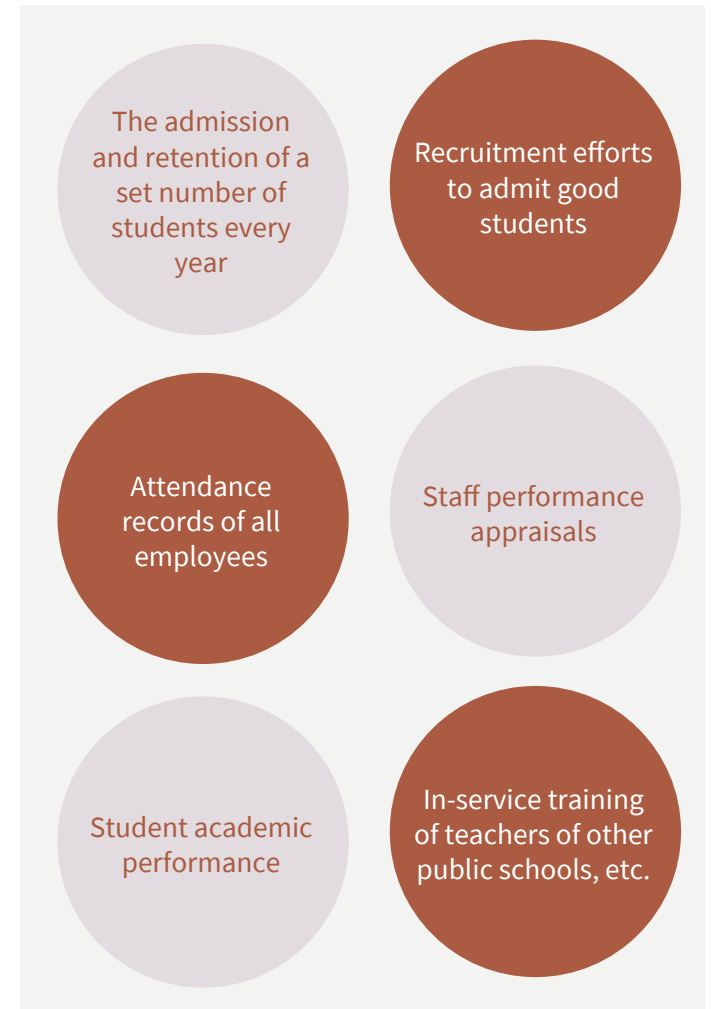


Figure 2: Some Key Performance Indicators Reported Every 6 Months by Durbeen

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Durbeen follows the teacher education curriculum as allowed and approved by the Higher Education Commission and the University of Karachi (the college's degree-awarding body). It obtains an undertaking or bond from each graduating student to keep themselves available for teaching in public schools, as and when demanded by the government.

Durbeen submits reports to the independent expert and auditor on a bi-annual basis. This is in relation to the operations of the college, meeting/non-meeting of contractual KPIs and a summary of the income received, and expenditure incurred, for each six-month period.

Durbeen also conducts independent financial audits of the government college at the end of each financial year and provides the audited financial statements to the Government.

Independent Auditor

An independent third-party financial auditor was jointly appointed by Durbeen and the government to calculate any deductions and payable amounts to Durbeen on a bi-annual basis, based on Durbeen's compliance or otherwise, with the KPIs.



Independent Expert

An independent third-party education expert was jointly appointed by Durbeen and the Government to review and certify all operational activities associated with the fulfilment of KPIs on a bi-annual basis. It ascertains the status of KPI achievement and compiles details in a biannual report, which is submitted to the Government, Durbeen, and the Independent Auditor as per decided intervals and reporting requirements.

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University of Karachi

As the current degree-awarding body of the Government Elementary College of Teacher Education (GECE), Hussainabad, the University of Karachi grants degree affiliation to the College and awards degrees to the graduating class of the B Ed degree programme of GECE, Hussainabad. However, the GECE Faculty design, conduct and grade all B Ed course assessment, as per an MOU with the University. Faculty then send these results and student answer scripts to the University of Karachi, every semester for the university's validation and final approval.

Zindagi Trust

Durbeen and Zindagi Trust are consortium partners in this PPP project. The trust manages the college's teaching practice schools where the college's B Ed students complete their mandatory teaching practice. Durbeen's first batch (under the PPP) has been placed in the Zindagi Trust public schools for their contractual public service period.

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Funding Breakdown

Under the PPP framework, the financial disbursements to a contracting party are directly proportional to the achievement of the KPIs. The financial model is locked at the time of tendering, and funds are disbursed by the government every six months during the project life cycle of the project.

Till date, Durbeen has not used any public funding and continues to renovate and operate the college through private donations. However, it continues to submit a performance report every six months to the independent expert to satisfy the government on its performance.

Key Success Factors of the Partnership

Government's willingness to partner



The Government of Sindh was very willing to partner with non-state organisations. Historically, it has played a leading role in promoting government-non-state partnerships. Back in 2013, following the devastating floods in Pakistan, USAID constructed a network of schools, the management of which were subsequently outsourced to various non-state organisations.

Engaging local champions & ambassadors



The support and patronage of well-respected celebrities and other influential personalities is an important success factor. For example, celebrity singer Shehzad Roy (President and Founder of Zindagi Trust) uses his goodwill and popularity to advocate for educational reform in media and government circles.

Strategic use of social media



Durbeen has leveraged its social media platforms to attract, both, talented students and faculty to its B Ed programme. These platforms regularly feature videos on academic innovations at the college, student voices, celebrity endorsements, faculty achievements outside the college and a multitude of other content aimed at elevating the status of teachers and teacher-educators in Pakistan.

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Impact of the Programme

In January 2024, 4000 teachers in Sindh took Pakistan's first ever teaching license test. 646 candidates cleared the test to secure a teaching license; this is an overall passing rate of 16%.

Compared to this, 83% of Durbeen's first set of graduates cleared the license test. Even better, majority of Durbeen's passing graduates scored higher than the provincial passing average of 60/100 marks.

Durbeen has achieved a high score (over 90%) on all submitted KPI bi-annual reports since July 2020.

The first batch of students graduated in 2023; all graduated teachers have been placed in Zindagi Trust public schools, where their teaching performance is being monitored to provide support as required.



Durbeen's advocacy efforts

In May 2023, the Sindh Cabinet approved the Sindh Teaching Licence Policy. Under the new policy, B.Ed. graduates will be eligible to take a teaching licensing exam and they will be hired at a higher pay scale compared to non-licensed teachers in the system. The government developed this teacher licensing policy in consultation with Durbeen, the Aga Khan University's Institute for Educational Development, Ziauddin University's College of Education, and other local stakeholders.

Durbeen supported the government decision to remove the age limit previously required for admissions to the B Ed programmes in Sindh.

Based on the success of this PPP programme, the government has outsourced the management of other teacher education colleges under the same modality. It has approached Durbeen to mentor these newer teacher education projects along the same lines.

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Challenges & Mitigation Measures

Challenges to the Programme

- **Resistance to the partnership stemmed from the fact that it was the first of its kind in, both, higher education and teacher training.** Internal and external stakeholders of the department wished to maintain status quo and were strongly opposed to the transfer of the management of the college to the private sector, prolonging the tender process to over two years.
- **Low departmental capacity and weak inter- department coordination** has resulted in delays even in basic contractual requirements, such as providing electricity and water to Durbeen to run the college.
- **A larger societal issue plagues public and private teacher education providers in Pakistan, wherein the teaching profession lacks popularity, failing to attract top- performing school graduates.** Hence, Durbeen struggles to admit top student talent in its B Ed program despite it offering a high quality of education.
- **The overall weakening of Pakistan’s school and higher education systems has greatly limited the talent pool for employers across all sectors.** Durbeen faces challenges in finding effective teacher-educators with the necessary qualifications, experience, and critical thinking skills. This has hindered its ability to scale the programme without compromising on quality.
- **The student housing facilities on campus have been illegally encroached since project inception.** These facilities were excluded from the partnership scope at the stage of project tender and have restricted Durbeen’s admissions to students only from Karachi, and no other cities of Sindh.

Mitigation Measures

- Durbeen is addressing the limited supply of high-quality teacher-educators by developing a 1.5-year graduate programme in collaboration with the University of Oxford. This first-of-its-kind initiative aims to create specialised teacher-educators for public teacher education institutions across Pakistan.
- All lesson plans, assessments, teaching learning processes and materials in Durbeen’s B Ed program are saved on MS Teams. This rich repository of all course materials will ensure that scaling up to more teacher education colleges will be easier and faster.

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Guidance for Similar Government Non-State Partnerships

Guidance for Governments



Focus on output accountability with non-state actors

Governments must hold non-state actors responsible for outputs without putting constraints on the inputs. In this project, the focus was on raising the quality of the teacher education curriculum and its delivery. This would have been significantly harder to achieve if the government had mandated that Durbeen retain the government teacher-educators, as they lacked the requisite skills and motivation to update their teaching methodologies.

Hence, flexibility in hiring personnel and admitting students allowed Durbeen to quickly turn around the pedagogical and assessment practices of the college.

Guidance for Non-State Actors



Diversify funding sources for social impact projects

Non-state actors should not wholly rely on the government for funding PPP projects. Projects with social impact, such as ones in education, are relatively easier to fundraise for. Hence, private partners should have a more diverse funding portfolio, comprising of public funding, donations, and grants (where applicable). This wider pool of resources protects the non-state actors from operational disruptions and delays that may arise owing to delays in government disbursements.

Furthermore, the financial model for such long-term projects is locked at project inception. However, as such projects evolve, new areas of need and development emerge which cannot always be foreseen at inception. Consequently, this diverse funding portfolio ensures that the non-state actors are able to respond to the emerging needs of the institution and can continue to grow.

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