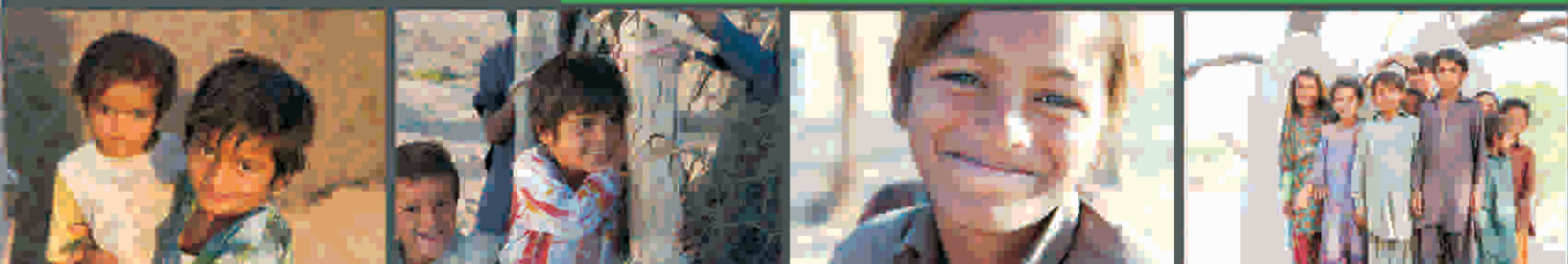




Do Schools Get Money?



2016

Tracking School Council Grants



Inside Primary School Studies
Pakistan Coalition for Education - PCE

DO SCHOOLS GET MONEY?

2016

Tracking School Council Grants

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TRACKING SCHOOL COUNCIL GRANTS

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The study was initiated in 2014 as a pilot study and since then it has become a continuous fixture in our efforts to promote Social Accountability across Pakistan. Thus, we would like to extend our foremost gratitude to the pioneers of this study, Safyan Jabbar, Amima Sayeed, Shehzad Mithani, Nargis Sultana, and Zehra Arshad, who put in their efforts to initiate and refine this social accountability study.

Pakistan Coalition for Education (PCE) would also like to express its regards to Civil Society Education Fund (CSEF), Open Society Foundation (OSF), and The Malala Fund for being generous and devoted supporters of this initiative.

Last but not the least, PCE would like to express its heartiest gratitude to our team of research interns (Palwasha Nawaz, Waqas Satti, Muniba Tanveer, Chaudhry Abdullah, Hassam Bin, Hassan Imtiaz) who worked diligently on verifying data through phone calls and correcting the data entry forms. Without their energy and enthusiasm, this endeavour would have been soporific.



Message from Zehra Arshad

**National Coordinator,
Pakistan Coalition for Education**

It is a great pleasure to launch the third report of this distinctive study, on behalf of the Pakistan Coalition for Education (PCE) with the support of our development partners. The study is based on the findings from 14 districts, almost 1400 Govt. Primary schools from Sindh, Punjab, and Khyber Pakhtunkhwa. For the Balochistan province, we have included a qualitative case study owing to the unique structure of the schools management.

At PCE, we are committed to attaining the goal of quality education across Pakistan. Since its inception a decade ago, PCE has been working with the government sector, local community-based organizations, non-governmental organizations, civil society organizations, parent-teacher associations and education professionals alike with the aim to uphold the constitutional right to education for the school-aged children in Pakistan. The coalition has been relentless in its efforts to make citizens, who are the key stakeholders, aware of their right to better quality education. This has, in turn, raised the awareness for accountability amongst the representatives of the education sector.

In Pakistan, after the devolution and addition of Article 25-A, the debate about education and its delivery needs an immediate attention. Therefore, accountability mechanisms, especially the social accountability from the grassroots level are of greatest importance so that education can be accessible to all. For the accountability institutions to form at the lowest tiers there is a pressing requirement for data and information that would shed light on the current situation.

This year we also have focused on formulating a Social Accountability Framework which would provide an outline and parameters to operationalize social accountability in the context of devolution and citizen participation. In this report, we have also focused on the legal aspects of placing citizen led accountability mechanisms on grassroots level. This has been included in response to the feedback from our district level advocacy initiatives called the Public Katcheris taking place for the past three years.

The approach is a viable and sustainable solution to the current accountability challenges because it creates a connection between the service delivery machinery and Civil Society Organizations (CSOs) by setting up a loop which will ultimately improve governance on the lower tiers. We intend to generate policy debate based on the findings of this report at the level of district education boards and departments, school teachers and most importantly, the community as a whole. I sincerely hope that this initiative by our coalition will contribute in the move towards a peaceful, equitable and educated society.



Message from Maria Lourdes Almazan Khan

**Secretary General,
Asia South Pacific Association for Basic and Adult Education**

“Civil Society has come a long way in terms of being an important voice in policy formulation. In September 2015, the United Nations unanimously adopted the 2030 Agenda for Sustainable Development encompassing 17 new Sustainable Development Goals (SDGs) after extensive multi-stakeholder consultations around the world. One of the SDGs is dedicated to education: Sustainable Development Agenda 4 (SDG 4) commits to 'Ensure Inclusive and Equitable Quality Education and Promote Lifelong learning opportunities for all' by 2030. The wide education constituency also agreed a Framework for Action Education 2030, which articulates in greater depth, the aspirations within each of the SDG 4 targets, outlines the implementing strategies, modes of monitoring and coordination to advance SDG 4.

The education (and development) agenda was developed through a broad-based, consultative process involving a wide cross-section of education stakeholders. Civil society was well-represented in and was formally part of the extensive and broad-based agenda-setting processes. Through these, civil society organisations were well-organised. They were able to advance evidence-based advocacies distilled from their deep practice. By offering a credible, competent presence in the debates at national, regional and global levels and arenas – civil society organisations have well demonstrated the value of a civil society voice, and the importance of their sustained, institutionalised involvement in ongoing education policy and planning.

PCE's initiative “Do Schools Get Money” continues and furthers this tradition.

“Do Schools Get Money” is a strong example of efforts to mobilize citizens at the local level to hold governments and policy makers to account through active engagement and evidence-based advocacy. Initiatives such as this offer a compelling analysis of ground level realities and reflect perspectives from the grassroots to inform policy reform and policy change efforts.

Following global agreement on a new, ambitious development and education agenda, civil society organisations should now see to the effective implementation and contextualisation of the agreed agenda at the country-level and argue strongly for government's prioritization of quality education for marginalized children, youth and adults. They should press for the mobilisation of resources needed to strengthen public education systems to deliver on the full, much wider new education agenda.

“Do Schools Get Money” is therefore a timely initiative that helps position civil society in Pakistan to see to the successful concretisation of the new global education agenda in the country, with the active participation of citizens and civil society in policy planning and formulation to make inclusive and equitable quality education within the reach of everyone.

I congratulate PCE in this commendable effort and offer my very best wishes for your every success.

Message from the Development Partners

We welcome yet another successful study to promote social accountability by Pakistan Coalition for Education (PCE). Education continues to be our one of the main focus areas and we are committed to ensuring accessibility of quality education to all in Pakistan. To translate our effort into equitable, open and democratic societies, our support has been constant with civil society organizations, research and educational institutions, and teachers' associations alike.

After the establishment of Sustainable Development Goals (SDGs) in 2015, countries have vowed to work more intensely and achieve the targets before 2030. Countries are on track working towards attaining these goals and have started drafting sector plans according to the SDGs. Provinces in Pakistan have also commenced their work towards re-drafting their education sector plans aligned with universal education plans with notably Khyber-Pakhtunkhwa being the first to act. However there is a urgent need for constant grass root level evidence to assist policy makers to make informed policy decisions, and we believe that this can be provided by civil society organizations, in addition to government sources.

Moreover, the additional role of civil society organizations in advocating for better and accessible education to all, and creating a link between administration and the public cannot be underappreciated in the presence of all democracy variables. Continuous efforts of public engagement ongoing debates and advocacy campaigns, such as Public Katcheris amongst others, need to be amplified to achieve the desired impact and get better and robust results in terms of accessibility, equity, quality, and gender parity.

The trends highlighted in this report voice for the need for such initiatives and activities to be conducted on a regular basis and strengthen the belief that all relevant stakeholders, together with the government, need to play their part in ensuring the Right to Free and Compulsory Education for all children aged between 5 and 16. Furthermore, in the absence of 100% functional facilities and lack of ownership by respective communities, schools simply fail to provide a conducive and productive learning environment that result in a high rate of non-completion of primary education, especially of girls, which further translates into gender disparities in the society.

We believe that accountability and improved governance within education, like any other sector, improves service delivery and efficiency. The process itself results in an increased participation of both parents and other stakeholders that ensures government officials are more accountable. It improves parental satisfaction in public schools, as their feedback is taken into account, and motivates them to send their children to public schools.

Collaborative efforts such as “Do Schools Get Money 2016” are steps in the right direction to make a substantive move towards achieving the Sustainable Development Goals globally.

List of Acronyms

AEPAM	Academy of Educational Planning and Development
B.Ed.	Bachelor of Education
BEMIS	Balochistan Education Management Information
BESP	Balochistan Education Sector Plan
BSc	Bachelor of Science
CBO	Community Based Organization
CSEF	Civil Society Education Fund
CSO	Civil Society Organization
CSP	Community Support Process
CT	Certificate in Education
DAO	District Accounts Officer
DCO	District Coordination Officer
DDO	Drawing and Disbursement Officer
EDO-E	Executive District Officer-Education
FTF	FarogheTalim Fund
FY	Fiscal Year
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GOB	Government of Balochistan
GPE	Global Partnership for Education
GPI	Gender Parity Index
LEC	Local Education Councils
LEG	Local Education Group
M.Ed.	Master of Education
MA	Master of Arts
MPhil	Master of Philosophy
MSc	Master of Science
NER	Net Enrollment Rate
NGO	Non-Governmental Organization
NOC	Non Objection Certificate
NRSP	National Rural Support Program
NSB	Non-Salaried Budget
OSF	Open Society Foundation
PCE	Pakistan Coalition For Education
PETS	Public Expenditure Tracking Survey
PIHS	Pakistan Integrated Household Survey

List of Acronyms

PMIU	Programme Monitoring and Implementation Unit
PPIU	Provincial Programme Implementation System
PSLM	Pakistan Social and Living Standards Measurement
PTA	Parents Teachers Association
PTC	Primary Teacher's Certificate
PTSMC	Parent Teacher School Management Council
RTE	Right To Education
SC	School Council
SCPEB	Society for Community Strengthening for Promotion of Education in Balochistan
SDG	Sustainable Development Goal
SDS	Sindh Development Society
SMC	School Management Council
UNICEF	United Nations International Children's Emergency Fund
VEC	Village Education Committee
WERO	Workers Education and Research Organization
WVEC	Women Village Education Committee

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Chapter 1

Introduction to Social Accountability

Current Situation

The Article 25-A of the Pakistan Constitution guarantees “free and compulsory” education to every child aged between five and sixteen¹ but statistics paint a different picture. Pakistan has the second highest number of children out of school in the world. According to some estimates, about 11.1 million children aged in the age bracket 5-16². The Net Enrolment Rates (NER) for primary education indicates that it is as low as 57%, and it further decreases for middle school and matric level with NER dropping to 22% and 13% respectively³. Coupled with this is the prevailing issue of gender disparity in the education system of Pakistan. The Gender Parity Index (GPI) for Pakistan is 0.88, which suggests that there is only 88% chance of a girl getting enrolled for every boy enrolled in a school that is well below the target of GPI equals to 1⁴. Likewise, data suggests that only 50% of the Pakistani females have ever attended school⁵.

The problem is aggravated by the unavailability of enough teachers in the primary school with almost 33% schools being only one teacher schools⁶. Also, around 18% of the government school teachers are absent on a given day⁷. Learning outcomes of the government primary schools across the nation are also worrying, with the data showing that 52% of children in class 5 cannot read a story⁸, 56% cannot read a sentence in English, and 58% cannot solve a simple two-digit division problem⁹.

The facilities provided in the government schools have also been criticized for being incomplete. According to the education department, about 45% of the school buildings are in “unsatisfactory” condition. Almost 51% of the schools do not have electricity, 36% schools do not have drinking water available, 42% do not have toilet facility, and 35% do not even have a boundary wall¹⁰.

On the provincial level, even after the devolution of the education system to provinces through the 18th amendment, there has been no significant improvement in the education sector. Almost half the children of the age bracket 5-16 are not enrolled in Punjab and Sindh¹¹. Balochistan performing the worst has 66% children of this age bracket out of school and Khyber-Pakhtunkhwa performing at the top with 34%¹². More concerning is the high dropout rates before completing primary education with 68% in Sindh, 57% in Balochistan, 56% in Punjab, and 36% in Khyber-Pakhtunkhwa¹³.

Meanwhile, literacy rates are also not up to the par. Table 1 below summarizes the figures for both national and provincial level. As it can be seen from the table, there has been an improvement in the literacy rates, but they are still

Table 1¹⁴

Literacy Rates (%)						
	2013-14			2014-15		
	Rural	Urban	Overall	Rural	Urban	Overall
National	49	74	58	51	76	60
Balochistan	36	59	43	38	61	44
Khyber-Pakhtunkhwa	49	68	53	50	66	53
Punjab	53	76	61	55	77	63
Sindh	37	72	56	40	76	60

¹(18th Amendment 2010)
²UNESCO Institute of Statistics (UIS)
³Ibid.
⁴(PSLM 2014-15) 2016)
⁵Ibid.
⁶Ibid.
⁷Ibid.

⁸A story in Urdu, Sindhi or Pashto.
⁹(ASER) 2014)
¹⁰Ibid.
¹¹(ASER) 2014)
¹²Ibid.
¹³Ibid.
¹⁴(I-SAPS 2015-16) 2016)

well below the target of 88%. Subsequently, the table also shows the significant disparities existing between literacy rates in rural and urban areas, suggesting a dire need for policy reforms to tackle the issue.

Though above figures are indeed alarming, it is important to indicate that there has been an incremental increase in pre-primary and primary level enrolment. Pre-primary enrolment has risen to 9.59 million children in the year 2015 from 9.27 million children in the year 2014. Also, the primary enrolment has increased to 19.8 million children in the year 2015 from 19.4 million children in the year 2014¹⁵.

Despite these improvements, it would be not fair to term these as outright success. These improvements need to accelerate to cover the sheer number of children not in Pakistani schools and retaining them. In order to do that, there is a need for a policy overhaul and working in collaboration with the citizens on the implementation mechanisms.

Social Accountability and the operational definitions

"The 2001 World Development Report and the World Bank's Empowerment framework recognize 'accountability' as an integral component of 'empowerment' and hence poverty reduction¹⁶." It acknowledges accountability of institutions as one of the three essential conceptual pillars of its emerging Social Development Strategy. Furthermore, 'Social Accountability' is identified as improving governance, development effectiveness, and empowerment of democratic institutions¹⁷. The term, 'accountability' is defined as "[The] relationship between two bodies, in which the performance of one is subject to oversight by another" and 'social' refers to the civic engagement in the process¹⁸.

Traditionally, governments have relied on "supply-side" or "top-down" accountability mechanisms that are also termed as the horizontal forms of accountability. This includes and not limited to, political checks and balances, administrative rules, auditing requirements and legal mechanisms¹⁹. Although these tools seem to fulfill the requirements on the paper, they have had limited success, especially in developing countries. Thus, to strengthen this, a more holistic complimentary approach to accountability emerges which is termed as social accountability. In the democratic discourse, countries around the world have moved from a centralized, top-down approach to more decentralized, citizen-led, accountability mechanisms.

Social accountability looks at the process of accountability through the "demand-side" of the governance and is a "bottom-up" approach, also termed as the vertical form of accountability²⁰. It is a practice that encourages public participation to demand accountability from civil servants and service providers through public demonstrations, protests, and advocacy campaigns backed by evidence. The World Bank defines it as the process, where "... ordinary citizens and/or civil society organizations that participate directly or indirectly in exacting accountability²¹".

The Civil Society Organizations (CSOs) have a crucial role to play in the process of social accountability; as the general public in developing countries is often not aware of their rights and entitlements, therefore the CSOs try to supplement the public with the required information and acts as a bridge between the public and the government. In other words, these organizations facilitate the demand necessary for the "demand-side" accountability. An example of such a structure is the Pakistan Coalition for Education (PCE) which, through its evidence-based advocacy initiatives, provides a platform for the community stakeholders and the government to discuss the prevailing issues in the education sector. It has enabled the public to take part in the accountability process that supplements the official/government accountability practice and has resulted into "diagonal/hybrid accountability²²". Furthermore, after the 18th amendment to the Constitution of Pakistan, especially the devolution of education to the provincial level, it has made the accountability process closer to the governed populace, as supported by the past literature²³.

Under the provision of Right to Education (RTE) Act, Article 25-(A) after 18th Amendment asks for the provision of "free and compulsory" education to all children aged between five and sixteen²⁴. It lays emphasis on "equal and

¹⁵ (Pakistan Economic Survey 2015-16)

¹⁶ (Malena, Forster and Singh 2004)

¹⁷ Ibid.

¹⁸ (UNDP n.d.)

¹⁹ (Malena, Forster and Singh 2004)

²⁰ Ibid.

²¹ Ibid.

²² Ibid.

²³ (N. McGinn and T. Welsh 1999)

²⁴ (18th Amendment 2010)

complementary responsibility” on the state to provide access to education by overcoming all existing barriers and restrictions that pose a hurdle in providing access to quality education²⁵.

Thus, it is important to supplement the vertical accountability process with social accountability to achieve improved governance and increased development effectiveness of availability of quality education through a more informed policy design. Additionally, empowerment of public is necessary with the help of CBOs, CSOs and NGOs by expanding the freedom of choice and action by providing information on rights and entitlements.

Various studies point out that social accountability has also improved governance in the public realm. The Gujarat state model in India serves as an example where it has successfully resulted in improved allocation and release of funds to priority sectors²⁶.

Furthermore, another example is that of Porto Alegre in Brazil where the involvement of “regional assemblies and participatory budgeting councils” has resulted in an increase in the number of children in public schools doubled during the 1989-1996 period²⁷.

Definition of Social Accountability²⁸

- Social accountability as defined in our initiatives is about affirming, operationalizing and institutionalize²⁹ direct accountability relationships between citizens and the service providers which in our case is the state through public schools. Social accountability refers to
 - i. the broad range of actions and mechanisms (beyond voting) that citizens can use to hold the public officials to account, as well as,
 - ii. Actions on the part of government, civil society, media and other societal actors that promote or support these efforts.

This effort towards institutionalizing does not intend replace the conventional accountability mechanisms in place but it aims to harness the power of citizen participation to reinforce those systems.

- Social Accountability actions and mechanisms are all the ways through which the citizens including the civil society, relevant stakeholders hold the concerned public officials and departments accountable through dialogue and questions. In our project these actions and mechanisms include but not limited to:
 - i. Operational level social accountability mechanisms such as service delivery: its accessibility, availability, quality and outcomes. It also includes assessment of the monitoring of education performance and oversight of the service delivery chain, both by civil society and by school management committees, time taken for action in response to short comes.
 - ii. Strategy level social accountability mechanisms are the assessments and questioning of strategies employed to implement social accountability such as the translation of policy prescription in to education budgets and spending, regulatory mechanisms. Budget tracking exercises are also employed for perusal of questions such as: Is the release of public expenditures consistent with allocated budgets for education? To what degree do resources coming from the central level reach end-users? Do leakages occur? Are resources mismanaged? Is there a room for collusion and at what level?
 - iii. Policy level social accountability mechanisms refer to the outcomes of the policy prescriptions and the level of value those policies enjoy from the citizens. In our initiative this is to be gauged by the level of citizen participation and the frequency of such interactions where the public officials and the service providers are held accountable.

²⁵(Legislation on Right to Education in Pakistan: A Critical Review April, 2015)

²⁶(Ahmad 2008)

²⁷(Sinker 2006)

²⁸From the World Bank Source book on Social Accountability

²⁹Institutionalization refers to the process of embedding via constitutional framework or legal provision, some conception (for example a belief, norm, social role, particular value or mode of behavior) within social system or society as a whole. In this regard, institutionalization of social accountability refers to inscribing these mechanisms to create a new norm in governance

Chapter 2

Financing Education in Pakistan

Pakistan's education budget has been one of the lowest in the South-Asian region amounting to a meagre 2.1% of the GDP³⁰. However there has been an increasing trend in the total education spending over the past few years, especially the provinces spending more on education from their allocated budget after the 18th amendment. The figures in Table 3 indicate that education budget for the whole country increased from around 304 billion rupees in 2010-11 to around 661 billion rupees in 2015-16, showing an increase of about 118% over the period. Additionally, an increase in the share of primary education is also witnessed in all the regions except for Punjab.

Even though the amount of budget has grown over the years, the share of non-salary and development budget is minuscule compared to the funds allocated to salary budget. Table 4 displays the breakdown of education budget into salary, non-salary and development budget. A significant portion of the budget occupied by salaries illustrate misallocation of funds and provides a possible explanation for the unavailability of proper facilities in public schools.

One of the many reasons to the quality public education being inaccessible is the disengagement between the educational policies, data and budgetary allocations. Unless and until these three components establish a secure connection and are coupled with a transparent and efficient accountability process, it will be tough to achieve a fruitful and sustainable educational development on the provincial level

i. Modes of Financing Government Primary Education in Pakistan

Establishment of school-based community level bodies, called School Councils (SCs) or Parent Teachers Associations (PTAs)³¹, came in as an effort to devolve financial and administrative matters to the level of each government school. The idea of devolution is simple; the members of each SC, as they live in the neighborhoods of their schools and their children are the main beneficiaries, are the primary stakeholders of the government schools. Since they have considerable stakes and are closely linked with these schools on a regular basis compared to any other stakeholder/district government official, SC members are in a better position to judge the needs and priorities of the school's development. So they are assigned to SCs, the task to plan the utilization of the SC fund and spend the amount in a manner that is agreed upon at the regularly organized SC meetings.

Each school receives SC funds on an annual basis; these SC funds (and any other income of SC) are kept in a separately maintained bank account, managed solely by the SC members. These funds are utilized by SC members, as per their annual development plans, for the betterment of the school.

The presence of such a body and its working alongside school staff not only ensures improved utilization of SC funds on priority areas but also helps reduce inter-community school gaps. SC members play a significant role in advocating school's activities, creating an enabling learning environment around the school and provide essential feedback/suggestions from the community to school's administration and district government officials. Other than that, members maintain a monitoring mechanism for reduced teachers/students' absenteeism by keeping an active check through regular school visits.

ii. Structure of a School Council

Each SC consists of a general body and an executive body³². Parents of all the enrolled students/ school aged children within the locality at any point in time form the general body, whereas the executive body comprises of five to nine

³⁰(PAR 2015-16)

³¹Different terms are used for School Councils (SC) in each province: in Sindh, they are called School Management Committees (SMCs), in Balochistan they are referred to as Parent Teacher School Management Committees (PTSMCs), whereas in Khyber Pakhtunkhwa, they are referred to as Parent Teacher Associations (PTAs). Henceforth, for the purpose of simplicity, they should be referred to as SC.

³²SC guidelines for Sindh only mention this division of executives/general body. In Punjab and Khyber Pakhtunkhwa no such segregation is mentioned in official documents. So hereafter in this report, executive body means the main body (of at least five members) of any SC.

Table 3³³

Total Education budget (Rs. Million)							
Provinces	Year	2010 -11	2011 -12	2012 -13	2013 -14	2014 -15	2015 -16
Balochistan		19384.08	22659.65	24519.58	34898.62	40673.66	48344.78
	Share of Primary Education	10231.23	10209.49	5313.75	7809.7	9851.71	12489.89
	% of Primary Education Budget	53%	45%	22%	22%	24%	26%
Federal		55666	54475	65250.41	80398	84328.33	97880.52
	Primary Education	3204	4358	4700.19	5832	6334.39	7239.56
	% of Primary Education Budget	5.8%	8.0%	7.2%	7.3%	7.5%	7.4%
Khyber-Pakhtunkhwa		50959.99	63173.34	78145.05	96407	106835.9	119720.66
	Primary Education	19289.99	22262.73	22569.26	45136.55	35974.65	41889.99
	% of Primary Education Budget	38%	35%	29%	47%	34%	35%
Punjab		155154.67	191978.31	220575.63	232566.34	259629.04	286505.47
	Primary Education	72913.52	83912.13	94995.88	98962.48	108579	110840.68
	% of Primary Education Budget	47%	44%	43%	43%	42%	39%
Sindh		23063.81	48182.69	109297.32	135546.8	137694.57	108621.47
	Primary Education	1395.81	16870.47	44223.83	52810.69	58643.61	64653.58
	% of Primary Education Budget	6%	35%	40%	39%	43%	60%
Total		304228.55	380468.99	497787.99	579816.76	629161.5	661072.9
	Primary Education	107034.55	137612.82	171802.91	210551.42	219383.36	237113.7
	% of Primary Education Budget	35%	36%	35%	36%	35%	36%

Table 4³⁴

Education Budget Breakdown for the year 2015-16 (Rs. Billions)							
	Total Provincial Budget	Budget Allocated for Education	% of Education Budget	Current Budget			Development Budget
Provinces				Salary	% of salary budget	Non-Salary	
Balochistan	244	48.3	19.8%	32.5	67%	5.8	10
Khyber-Pakhtunkhwa	488	120	24.6%	88.3	74%	9.3	22
Punjab	1447	282	19.5%	210	74%	33	44
Sindh	739	148	20.0%	104	70%	31	13

³³(I-SAPS 2015-16) 2016)³⁴(I-SAPS 2015-16) 2016)

members³⁵. The Executive body is made up of the school's head teacher, parent members as well as other local community members who are interested to participate in the school's management activities. In any SC, parent members should have more than 50% weightage and in girls' schools, mothers should represent parents. Guidelines for Sindh specifically mention that at least three female members should be a part of the executive body in girls' schools. It is important to note here that no two blood relatives could be part of same SC's executive body at any single point in time.

The Head Teachers of all schools co-sign monetary/bank transactions involving SC funds along with the other co-signature from a parent which is mandatory³⁶. Each SC's executive body should regularly meet at least once each quarter (for Punjab and Khyber Pakhtunkhwa) or at least once a month (for Sindh) and call general body meetings on an annual basis.

iii. Duration of a School Council

Each SC body is elected for a period of two years, extendable for a third year based upon the unanimous agreement of executive body members. Initially, an official from the District Education Department visits schools whereby community members are invited, and parents of the enrolled students vote to select the SC's executive body. After that, the head teacher of the school, in collaboration with the designated official from District Education Department, is responsible for holding SC executive body's elections every two (or three) years. He/she should ensure that all teachers, students and their parents and the community at large is informed about the elections at least ten days in advance. The community members can vote for the executive body using either a ballot box or simply by raising their hands in favor of any individual standing for the elections. A parent member's membership of the executive body, however, expires once his / her child passes from the school.

iv. Roles and responsibilities of School Council members

All SC executive council members are required to meet regularly on the set dates. The head teacher of the school coordinates among all the members and calls these meetings. SC members' roles and responsibilities include:

- Making an annual school development plan and spending SC funds as per the official guidelines/procedures
- Ensuring the security of the institution's assets, its renovation and purchasing new assets as per the need
- Enrolling new school age children in school and working for the retention of those who are already enrolled
- Establishing partnerships with the district local government and other non-government organizations to work for the development of the school
- Keeping a check on student/teachers' attendance and overall school's performance

v. Where is School Council fund utilized?

SC resources can be mainly used for any repair and maintenance work, health & hygiene related expenses and costs incurred on the transport/pick and drop off students. SC funds can be used for the following activities³⁷:

- Renovation of school furniture
- Renovation works of the school building
- Sewerage/drainage work
- Paint/whitewash work
- Wage/remuneration of staff appointed for the cleanliness of the school's premises
- Sanitary works/installation of hand-pumps etc.
- This is just a tentative list for an idea; actual school expenses could be different
- Recruitment of temporary teaching staff

³⁵In Sindh executive body consists of five members, whereas in Punjab it has at least seven members. In Khyber Pakhtunkhwa it can have eight members.

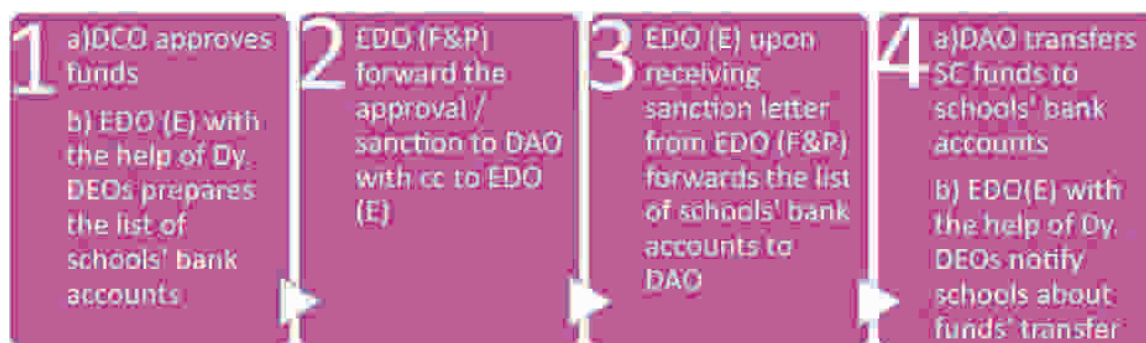
³⁶In Punjab, head teacher is co-chairperson of an SC, whereas in Sindh and Khyber Pakhtunkhwa he/she holds general secretary's office.

³⁷This is just a tentative list for an idea. Actual school expenses could be different.

vi. SC Funds' Flow

District Coordination Officers (DCOs) in Punjab are entrusted with the task to approve the SC funds each year for their respective districts. Upon approval, Executive District Officer Finance and Planning (EDO F&P) forwards the approval's notification to the District Accounts Officers (DAOs) with a copy sent to the Executive District Officer-Education (EDO-E).

EDO (Education) prepares a list of updated bank accounts for all the government schools within the district. Upon receiving a copy of the letter from EDO (F&P), EDO (Education) provides the list of bank accounts to DAOs. The DAOs then transfer the budgeted amount in each of the SCs' bank accounts and the schools are notified of the transfer by the EDO (Education).



The district government is responsible for completing the whole process on an urgent basis once SC funds are budgeted. Below is an organogram showing SC funds' flow in the Punjab province.

In Sindh, provincial governments transfer SC funds³⁸ on an annual basis directly to SC bank accounts with the help of the State Bank of Pakistan. In Khyber Pakhtunkhwa, the Finance and Planning Division in each district, in liaison with School and Literacy Department, Government of Khyber Pakhtunkhwa, is responsible for managing, allocating and where required overseeing the re-allocation of SC funds.

vii. Transparency of SC funds

To ensure transparency, SC is recommended to:

- Keep the receipts of all transactions
- Regularly update the cash book where income/expense details are duly entered
- Maintain a stock register to keep a record of all the school's assets e.g. furniture, books, electricity appliances, etc. In case any asset is lost or sold, the status is updated under the "remarks" column against each item's name
- SC should make a monthly summary of the cash book and publicly display the overview of all of their incomes / expenses on the school's notice board – social accountability and transparency.

viii. Other means of financing the SC

◆ Non-Salary budgeting – NSB

Previously, like other provinces, all government schools in Punjab used to get their annual funds as school council's grants only, which is a fixed amount irrespective of the number of enrolled students in a school and its needs. In 2013-14, the government of Punjab, as a pilot initiative implemented in a few districts, replaced these fixed school council's grants with a non-salary budget (NSB). NSB is an annual grant for government schools that is allocated for each of the government schools within these selected districts based on a need-based formula. For the year 2013-14, the

³⁸Different amounts/funds are allocated in each province: At the moment, for primary schools in Sindh, Rs. 22,000 are allocated, whereas in Punjab this amount is Rs. 25,000. Primary Schools in Khyber Pakhtunkhwa receives Rs. 8,000 per each room in a school. It is important to note here that only active/working SC's are eligible to receive SC's funds.

government of Punjab approved Rs. 3.5 billion as a block allocation of NSB of schools in nine pilot districts (one from each division of Punjab), in the budgetary provisions of Punjab Education Sector Reform Program, compared to 1.02 billion allocated in FY 2011-12³⁹. In the FY 2015-16, the provincial government has allocated around 33 billion for all the districts in Punjab⁴⁰.

Though the allocation of NSB is based on a need-based formula⁴¹, which differs from previous allocation mechanisms, areas where NSB can be utilized remain same as where a school council fund could previously be employed. These guidelines have been provided to all the government schools and trained head teachers. Overall, the guidelines highlight areas where this money cannot be used. It includes:

- i. Purchase of any land
- ii. Any activities outside the school
- iii. Purchasing vehicles
- iv. Any item that would not be used within the school

The Government of Punjab aims to use this formula-based funds' allocation as an instrument to enable government schools to meet all the needs they were struggling to fulfill previously. This formula-based allocation is also aimed at reducing students' dropout rates and catalyzing improved retention within schools.

◆ School Specific Budget

The Finance Department Government of Sindh through a notification (No. FD. SO (LF-1)/3(15)2010 directed all the district governments within the province to allocate a school specific budget for primary, middle, and elementary level schools starting from the fiscal year 2011-12⁴². The main objective of allocating these funds, in addition to the school council funds that the schools were receiving already, is to achieve 100% functional schools across the province. The notification also provides a formula by which the school specific budget shall be allocated for each school; the allocation depends on several factors that include school level, school's enrollment and size of the school in terms of the number of rooms. School Specific Budget could mainly be spent, by government schools, on school expenditures such as the expenses incurred on teachers' traveling, stationery, sports, instructional materials and supplies, library and/or laboratory materials, co-curricular or any other student activities. However, the schools should not utilize these funds for the purpose of repair and maintenance as, according to the notification, these expenditures should be made through school council grants.

◆ Farog-e- Taleem Fund (FTF)

The Government of the Punjab has permitted school councils to establish FTF for their schools. It is financed by voluntary contributions from philanthropists, alumni, students and parents. All of the contributions are to be credited to a separately maintained bank account and the funds utilized as per the guidelines issued. Usually, all the enrolled students also contribute to this fund at Rs. 20 per month.

At least two members of a school council manage this bank account. Overall, these funds can be utilized for the following activities⁴⁴:

- Provision of free textbooks/ stationery to students in need
- Education stipends to the needy
- Maintenance and repair of the schools' property
- Recruitment of teachers on a contractual basis where necessary
- Provision of missing facilities such as electricity, water pump toilets, boundary wall, etc.
- Purchase of instructional material including computers
- Any other related purpose with the approval of the District Education Officer

³⁹(PESRP 2014)

⁴⁰Ibid

⁴¹Ibid

⁴²NSB Guidelines, PMIU, PESRP

⁴³These funds are already being allocated for secondary and higher secondary schools.

⁴⁴Punjab Free and compulsory Education Act 2014

Chapter 3

About the Report, “Do Schools Get Money?” 2016 edition

i. Design

Do Schools Get Money 2016 is a mixed method study involving both quantitative and qualitative inquiry methods. The mixed method design aims to answer the explorative and descriptive aspects of public financing of education in Pakistan through a study which takes School Management Committees (SMCs) as unit of focus. The purpose of the study is to collect primary data on public primary schools in Pakistan and attempts to:

- Analyze the structure, functions and management processes of the School Committees (SCs).
- Study the allocation of funds to schools, their processes and timelines of different kinds of funding with respect to SCs/Parent Teacher Associations (PTAs), etc.
- Gain information about utilization of school funds and find out the reasons for under-spending.
- Elaborate on the nature of decision making and prioritization of needs, from a social accountability perspective
- Get an idea about the missing facilities in schools corresponding to the resources utilized.
- To gauge the above-defined problems, the survey form includes variables on:
 - Students' information
 - Teachers' information
 - Grant/Funds information (received & utilized)
 - School Committees
 - School Facilities

This is a descriptive study and uses Public Expenditure Tracking Survey (PETS) as a tool for the purpose of Social Accountability. PETS are a standard tool for public expenditure analysis that has been used widely around the world for the purpose of citizen led accountability initiatives⁴⁵. However, tracking government spending is not easy because of poor record keeping, the absence of hardline budget allocation rules, and for other reasons⁴⁶. Hardline budget allocation rules, according to the World Bank, are the ones where governments make fix budgetary allocation for different sectors or areas, whereas soft budget allocation rules are defined as those where governments allocate budget on a need-based method (more common in developing countries)⁴⁷. Such is the case in Pakistan, where the budget is allocated to education sector on the basis of need. Therefore, it is recommended, in such situations, to conduct PETS at the lowest levels (public primary schools in this case) to obtain a realistic dataset⁴⁸.

Moreover, due to the non-existence of government sanctioned SC funds in the Balochistan Province, we have incorporated an exploratory case study on the system of education management and how SCs are involved in the process.

⁴⁵(Lindelow 2008)

⁴⁶Ibid.

⁴⁷Ibid.

⁴⁸(Wane 2008)

ii. Scope

At the time of piloting the study, PCE envisioned to increase the scope of the study each year. Initially, the study included only 3 districts and last year (2015) we increased the scope to include 24 districts from all four provinces and the region of Azad Kashmir. This year, however due to funding constraints and strict No Objection Certificate policies especially in KP and Punjab we had to downsize our quantitative survey coverage.

“Do Schools Get Money?” 2016 is based on 14 districts of Khyber Pakhtunkhwa, Punjab and Sindh. The province of Balochistan is studied using qualitative case study method. The scope qualitative case study in Balochistan was also limited to Quetta and adjacent districts due to the fragile security situation in the month of August. Balochistan was not included in the quantitative survey and instead a qualitative study was conducted to explore the education management system of the province and SCs involvement in the process

iii. Methodology

Unlike last year, the selection of districts for the quantitative survey was not randomized this year. The selection of these 14 districts was based on the implementing presence of our partners who got permissions from the authorities on time. The partners in these 14 districts had a strong presence enough presence to obtain NOCs amidst strict policies towards granting permissions to NGOs.

The sample size for each district was calculated at 95% confidence level with a 10% confidence interval. A sample of 110 schools was drawn from each district to cater for any non-response rate. Moreover, the research team also updated the questionnaire to incorporate any feedback received on last year's study. It is added in the Annexure 2 of the report.

The questionnaire, developed by PCE' research team intended to collect data on three types of information: (i) school demographics (students' enrollment and attendance, teachers' appointment and attendance); (ii) status of received

#	Province/District	Total Primary Schools in the District					Schools Surveyed				
		Boys'	%	Girls' / Mixed	%	Total	Boys'	%	Girls' / Mixed	%	Total
KhyberPakhtunkhwa											
1	Bunner	445	72%	172	28%	617	40	40%	59	60%	99
2	Mardan	812	57%	613	43%	1425	44	47%	50	53%	94
3	Nowshera	424	55%	345	45%	769	28	29%	68	71%	96
4	Peshawar	597	58%	436	42%	1033	52	56%	41	44%	93
5	Swat	857	50%	862	50%	1719	36	37%	62	63%	98
Punjab											
6	Attock	407	48%	440	52%	847	26	28%	68	72%	94
7	Bahawalpur	802	55%	652	45%	1454	27	27%	3	73%	100
8	Khanewal	265	36%	469	64%	734	45	45%	5	55%	100
9	Khusab	472	64%	271	36%	743	46	46%	54	54%	100
10	Nakana Sahib	260	51%	247	49%	507	30	30%	70	70%	100
Sindh											
11	Ghotki	661	45%	813	55%	1474		0%	100	100%	100
12	Hyderabad	154	26%	439	74%	593	37	36%	65	64%	102
13	Karachi East	43	26%	120	74%	163		0%	100	100%	100
14	Larkana	84	10%	792	90%	876	49	49%	50	51%	99
Grand Total		6283	49%	6671	51%	12954	460	33%	915	67%	1375

funds and its utilization; (iii) status of schools' infrastructure (such as toilets, boundary wall, classrooms etc.) as on the date of survey.

The surveys were conducted with the help of PCE's partner and member organization in their respective districts. However, enumerators were trained by PCE's team itself, and in-house mock surveys were conducted to eliminate any ambiguities. District coordinators were also appointed in each district to lead the enumerators and regularly monitor the data collection through surprise visits and telephonic verifications. Additionally, PCE interns, comprising largely of university students with background in research methods of social sciences, were assigned with the task of double-checking the data all schools. After successful collection of data from the district, PCE research intern team also cross checked the data sheet of every district with the survey forms received and randomly verified 40% of the survey forms through telephone calls made to head teachers of the respective schools.

Surveyors visited each selected school along with copies of permission letters, issued by the district education authorities. They collected all the information from the head teacher and in case of her/his absence, second senior teacher was interviewed instead. In case of absence of both, the respective school was visited at a later date. Furthermore, information regarding annual grants was directly collected from financial documents such as bank passbooks, SC registers, and FTF registers; where these sources were absent, information was recorded based on the recall of interviewee.

Focus of the study was government primary schools; updated lists of government primary schools were collected from the relevant government offices: Academy of Educational Planning and Development (AEPAM), Schools Education Department, The Government of Punjab, Elementary & Secondary Education Department Government of Khyber Pakhtunkhwa, Reform Support Unit, Education & Literacy Department, Government of Sindh, Education Department, and Government of Balochistan.

iv. Limitations of the study

Although the study aims to hold accountable the people involved in all schools management, the survey part is only restricted to the govt. Primary schools and does not cover the education department. This means that information is collected on whether a school received funds or not, or if it did, on the timeline of the funds but no verification of the education department is done even though they are indirectly involved in school management too. This is the case because the government processes of releasing funds are unnecessarily complicated and verifying a certain fund can become a very tedious job.

Moreover, we faced multiple issues with the data collection and its verification. It was significantly a harder process to obtain a timely No Objection Certification (NOC) from the respective provincial governments to survey schools in some of the districts. This created a lag in the process and delayed the whole project by a considerable time. A significant amount of time was also utilized by data verification from different districts because first the forms were verified on a 10% significance basis by calling the head teachers of the schools and many of the forms had to be sent back. Due to this, entry of every form also had to be checked, and many errors were found in the data sheets, which further delayed the process.

A significant impediment, this time, was also the size of funds. We could not expand our survey to the whole country, as we had envisioned at the time of piloting the project in 2014. Instead, we had to choose the districts to be surveyed as such that they represented the province proportionately due to which some of the previously surveyed districts were not included. Thus, it did not allow us to analyze the data on a time-series basis, which could have enabled us to perform trend analysis and extract findings regarding any improvements in the districts over time.

Additionally, PETS tend to be more efficient in the diagnosis of a problem than in making inferences about the determinants of the outcomes. This is due to the limited scope of cross-sectional data. One of the specialties of such surveys is to perform unannounced visits to the schools to check the situation on hand, such as the attendance of teachers. Unfortunately, such visits could not be carried out in this survey because such attempts may not be feasible if the teachers' cooperation is needed.

FINDINGS

**KHYBER
PAKHTUNKHWA**

Narrative

Khyber Pakhtunkhwa

Indicator 1: Students' Information

Students' Enrollment

- **For boys' and combined schools, enrollment dropped as the class level increased – the drop in enrollment was higher in girls' schools**

Overall, Student enrollment fell from an average class size of 51 students per class in class 1 to 42 students in class 5. However, the average class size for boys was 49 students in class 1 and 51 in class 5. On average, enrollment within girls' schools was 60 in class 1 which dropped to 39 in class 5. Enrollment in combined schools dropped from an average of 22 students in class 1 to 17 students in class 5.

- **One in every 6 students was absent on the day of survey**

The average attendance rate of the surveyed schools was found to be about 83%. Students' attendance rate was calculated using the total enrollment (as per the school register) and the number of students present (headcount) on the day of survey.

Indicator 2: Teachers' Information

Teachers' Absenteeism

- **One in every 17 teachers was absent on the day of the survey**

Approximately 94% of the teachers in the surveyed schools were present during the survey. Teachers' attendance was calculated using the number of appointed teachers and the number of teachers present on the survey day.

Number of appointed teachers per school

- **About 13% of the surveyed schools either had one or two teachers to teach all the classes**

About 8% schools reported to have three teachers, 9% had four teachers, whereas the remaining 70% schools had five or more teachers.

Teachers' Qualifications

- **Over all, a majority of teachers had a Bachelor's or Master's Degree as their highest qualification**

Out of the total 3,349 teachers, whose information

were gathered, 38% had a Master's Degree while 30% had a Bachelor's Degree, whereas 1% had an M.Phil. Degree as their highest qualification. 21% teachers had completed Intermediate while 10% of the teachers were matric qualified only.

- **39% of the teachers appointed in combined schools had a Master's degree – the percentage was slightly lower in boys' and girls' schools**

About 32% of the teachers in boys' schools had a Master's degree as their highest qualification, whereas in girls' schools 29% teachers had Master's Degree as their highest qualification.

Teachers' Certifications

- **PTC, and B.Ed. were the most common certifications**

53% of the teachers in the surveyed schools had PTC as their highest certification. The next major certification was B.Ed., which was held by 24% of the teachers. Only 14% of the total teachers had CT certification. Remaining 9% of the teachers had a M.Ed. certificate.

Indicator 3: SC Structure

- **Most of the surveyed schools had active school councils that held member meetings on a regular basis.**

99% of the total surveyed schools had an active SC while only 1% SCs were reported to be inactive. Schools where active SCs were present, 82% SC meetings were conducted on a monthly basis. 14% of these schools reported having SC meetings on a quarterly basis, 2% Semi-Annually while 2% schools had yearly SC meetings. A greater percentage of boys' schools' (88%) in comparison to girls' (83%) and combined schools' (78%) SC meetings were held on a monthly basis.

Indicator 4: Receiving of Funds

SC Grants Information

- **25% of surveyed schools did not receive SC funds during the fiscal year 2015-16**

75% of the surveyed schools reported to have received the funds during the fiscal year 2015-16.

- **Most of the funds were received in first and fourth quarter.**

About 32% funds were received in the first quarter and 28% funds received in the fourth quarter .

- **A greater percentage of Combined schools received SC funds than boys' and girls' schools**

About 43% of the total surveyed combined schools reported to have received SC funds, whereas this ratio was lower for girls' schools at 32% followed by boys' schools as 25% .

Khyber Pakhtunkhwa Tameer-e-School fund(TSF) Information

- **Only Schools situated within Khyber Pakhtunkhwa region collect TSF as a monthly fund from the students .**

On average, surveyed schools collected about Rs. 2,671/- each month as TSF from students. The maximum average per school was reported during the month of June 2016 as Rs. 10,331 .

Total Utilization of Funds⁴

- **Almost 66% of the funds utilized by Scs were used on new installation. The other major categories were repair and maintenance (10%) and miscellaneous activities(7%)**

On average, 66% of the total funds utilized within the fiscal year 2015-16 were spent on new installation. Following this, repair and maintenance and miscellaneous activities utilized 10% and 7% respectively. The remaining funds were utilized on white wash, sweeper salaries, stationary, utility bills, security and arms for school security .

- **Schools utilized more funds during the first half of the fiscal year 2015-16**

55% of the total utilized funds, of the whole fiscal year, were used by December 2015 . However, remaining 45% were used during the second half of the fiscal year.

Indicator 5: School Facilities

School Facilities

About 18% of the surveyed schools did not have access to a clean drinking water facility.

Approximately 25% of the schools did not have a usable toilet facility.

About 26% of the schools did not have a complete boundary wall.

96% of the schools reported to have received free textbooks from government during the last academic year.

Presence of a library facility in schools, however, was limited to only 11% schools.

School Facilities- Disaggregated by School Type

- **Combined schools had better access to water facility**

About 85% of the surveyed combined schools had access to a clean drinking water facility, whereas this facility was slightly less accessible in girls' and boys' schools at 81% and 79% respectively.

- **A larger proportion of combined schools compared to boys' and girls' schools had better access to toilets, a complete boundary wall, electricity, free text books and access to library books.**

A larger proportion of combined schools 78%, in comparison to girls' and boys' schools, 76% and 72% respectively had access to a toilet facility. Approximately 77% of girls' and 74% of boys' schools, had a complete boundary wall. However, this percentage was slightly lower in combined schools at only 71% respectively.

Like wise, the proportion of boys' schools with electricity was 87% ,which was slightly higher than girls' and combined schools, about 80% and 78% respectively 99% of combined schools received free text books. However, this percentage was slightly lower in boys' and girls' schools 96% and 94% respectively.

Indicator 6: Right to Information

- **A majority of schools had display boards to publicly display information about students' attendance, SC grants and SC members**

About 72% of the surveyed schools had boards to display information about students' attendance. This percentage was slightly lower for display

⁴ This utilization of funds is not just restricted to the funds received in FY 2015-16.

boards for SC grants 64% and SC members' information 67%.

- **Display boards, where present, were mostly displayed visibly and had updated information**

Out of the 72% displayed boards for students' attendance rate, only 72% properly updated it and were visible. While only 60%, out of the 64% schools with boards for SC grant information, were updated and visible. Of the 67% schools that had display boards for SC members' information, only 60% had updated information of their SC members.

District Comparisons

Average school enrollment

- **Surveyed schools in Swat had, highest per school enrollment whereas Nowshera had the lowest**

Of the surveyed schools within KPK, the overall average primary school size was found to be 295 students per school. District Swat had the highest per school enrollment, about 362 students per school whereas District Nowshera had lowest, 238 students per school .

Students' attendance rate

- **Students' attendance rate was highest in District Nowshera and lowest in District Buner .**

Average attendance rate across surveyed schools in KPK was 83%. On average, 88% of the enrolled students within the surveyed schools in District Nowshera, 87% in Peshawar and 86% in Mardan were found present on the day of survey. However, 78% students were present in District Swat and 76% in District Buner .

One-teacher schools

- **1% primary schools in District Swat and District Nowshera, had only one-teacher**

Out of the surveyed schools in Khyber Pakhtunkhwa ,about 2% primary schools in District Peshawar and Buner whereas 3% in District Mardan had only one teacher to teach all the classes.

- **About 4% of the primary schools in District Swat and 6% in District Peshawar had two-teachers .**

About 17% primary schools in District Nowshera, 14% in District Mardan and Buner had two teachers to teach all the grades.

Teachers' qualification

- **District Nowshera had the highest proportion of teachers with Matric degree**

About 16% of the teachers, across the surveyed schools within District Nowshera, reported to have Matriculation' Degree as their highest qualification. Similarly, 11% teachers in Mardan, 10% teachers in Swat and Peshawar and 5% teachers in Buner reported to have Matriculation' Degree as their highest educational qualification .

- **District Mardan had the highest proportion of teachers with a Master's Degree**

About 43% of the teachers, across the surveyed schools within District Mardan, reported to have Master's Degree as their highest qualification. Similarly, 40% teachers in Buner, 38% teachers in Swat, 36% in Peshawar and 29% in Nowshera reported to have Master's Degree as their highest educational qualification .

- **District Peshawar had the highest proportion of teachers with PTC certification .**

About 62% of the teachers, across the surveyed schools within District Peshawar, reported to have PTC certificate. Similarly, 55% in Nowshera, 52% in Mardan and Buner, and 45% in Swat reported to have PTC certificate .

SC meetings

- **At least 83% of the government primary schools, across all the districts, were conducting their SC meetings on monthly basis**

A vast majority of the surveyed schools in District Peshawar, about 96% ,reported that they conduct their SC meetings on monthly basis. Followed by District Swat, 92%, and District Nowshera, 81% reported that they conducted their SC meetings on monthly basis. This proportion was lower for schools in District Mardan and Buner, about 78% and 65% respectively .

SC funds' receiving

- **85% schools in District Swat reported to have received SC funds during 2015-16**

84% surveyed schools in District Mardan reported to have received SC funds during fiscal year 2015-16, followed by District Peshawar and

Buner 81% This proportion was lower for schools in District Nowshera, about 46% schools.

SC funds' utilization by each school

- **Schools in District Swat reported to have utilized the maximum funds during the year 2015-16**

The survey reveals that schools in District Swat on average, spent about Rs. 721,343 during the fiscal year 2015-16, whereas surveyed schools in District Buner and Mardan reported to have spent on average Rs. 345,795 and Rs. 259,301. Schools across District Peshawar and Nowshera had spent the least amount, Rs. 124,975, and Rs. 119,525 during the year 2015-16 .

Right to Information – display boards in government schools

- **About 88% of the surveyed schools in District Swat had displayed information on children's attendance – the percentage was lower for other districts**

About 82% of the surveyed schools in District Peshawar and Buner had displayed information on children's attendance. District Nowshera and Mardan had the worst condition as only 54% and 53% schools displayed information on children's attendance.

Schools' facilities

- **About 90% of the surveyed schools in District Swat had clean drinking water facility**

Majority of the surveyed schools in Khyber Pakhtunkhwa, about 82%, had functional water facilities. 85% of the surveyed schools across District Peshawar, 84% in Mardan and 74% in Nowshera had this facility. District Buner, out of all the five districts where survey was conducted, had the least number of schools with water facility i.e. 73% .

- **Almost 90% of the surveyed schools across District Swat, had a toilet facility – the rate was lower in other districts**

About 80% of the surveyed schools in District Nowshera had a toilet facility, followed by District Peshawar 78%, and District Mardan, 75%. This

rate was lower in District Buner where only 53% schools had toilet facilities .

- **About 88% of schools across District Swat had complete boundary wall**

About 76% schools in District Peshawar, followed by District Mardan 75%, District Nowshera 67% and District Buner 63%, had a complete boundary wall.

- **District Swat had maximum number of schools with electricity supply**

About 97% of the surveyed schools across District Swat had electricity supply. Followed by District Mardan and Nowshera 87%, Peshawar 71% and Buner 68%.

- **About 98% Schools in Districts Buner, Mardan, Nowshera and Swat received free text books.**

Similarly, District Peshawar, 90% reported to have received free text books.

Surveyed schools

Surveyed schools by type

Boys	Girls	Combine	Total
139	152	190	481

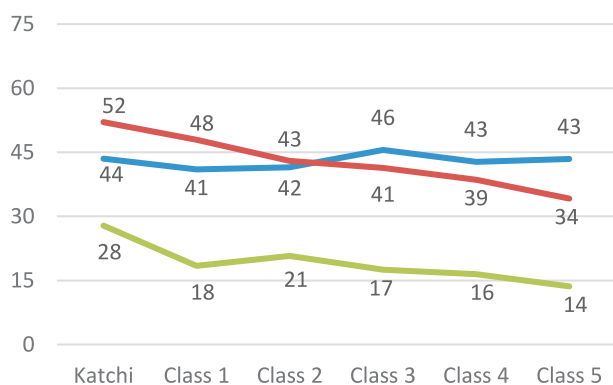
Student's Information

Enrollment and Attendance

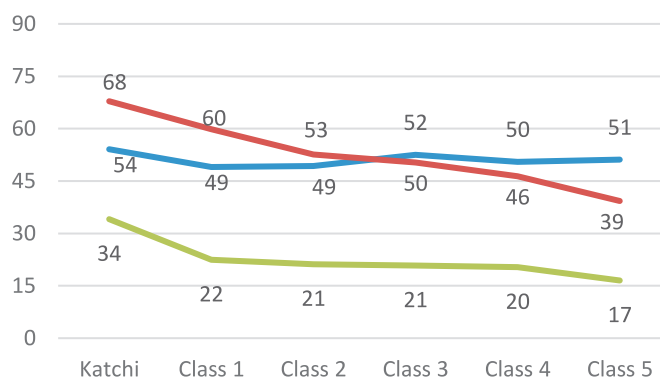
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	60	51	48	48	45	42	295
Average Attendance	48	42	42	40	38	35	244
Attendance rate (%)	80	82	88	83	84	83	83

Attendance by School Type
(class-wise average)

Boys Girls Combined

Enrollment by School Type
(class-wise average)

Boys Girls Combined

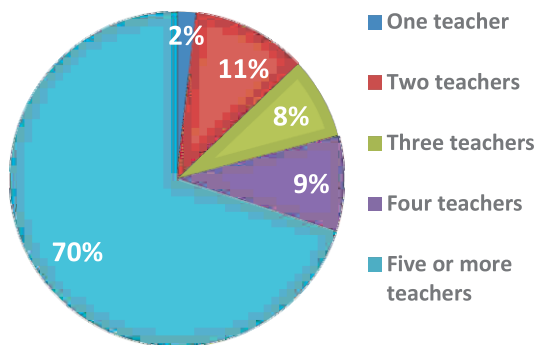


Some schools were registered as boys' school but girls were also enrolled and vice versa, these schools are also considered as combined school.

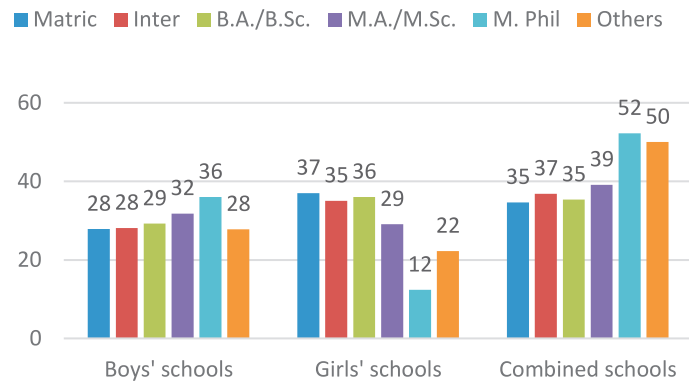
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	491	2821	43	3355	3152
(%)	15	84	1	100	94

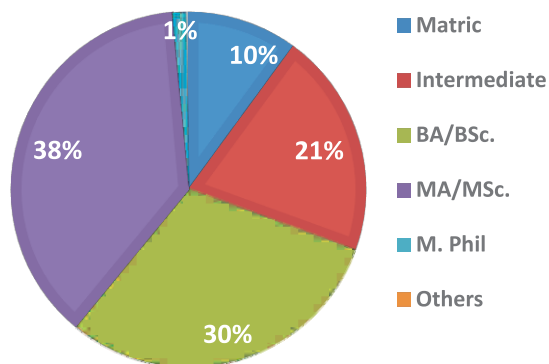
Teacher Wise: Number of Schools



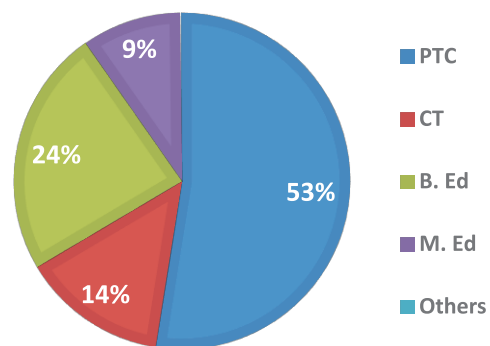
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

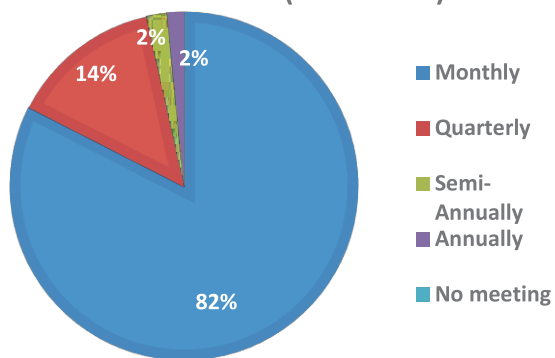


SMC Structure

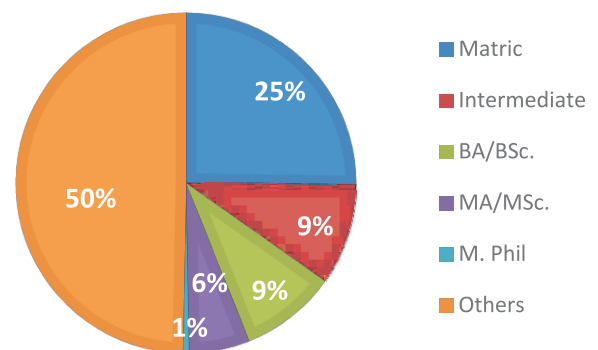
Does the school have an active SMC?

	Yes	No	Total schools
Schools	99%	1%	481

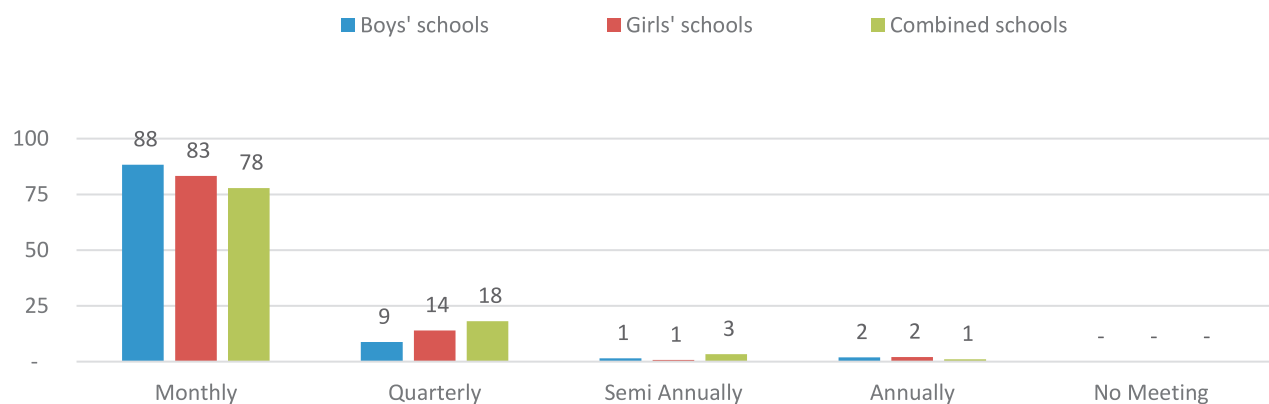
How often are SMC meetings conducted? (% schools)



Qualification of SMC Members (% Member)

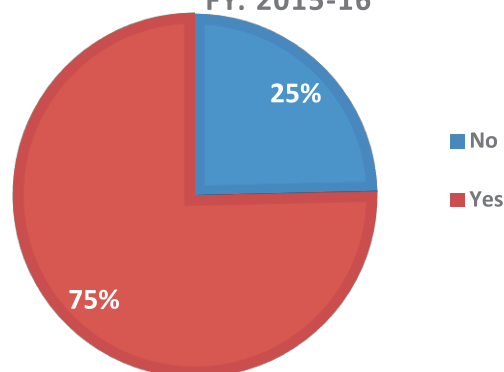


How often are SMC meetings conducted? (% Schools)

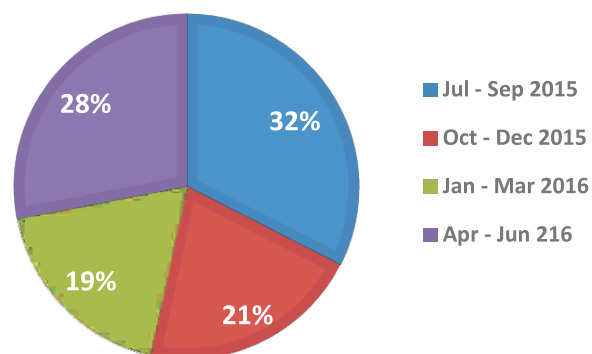


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

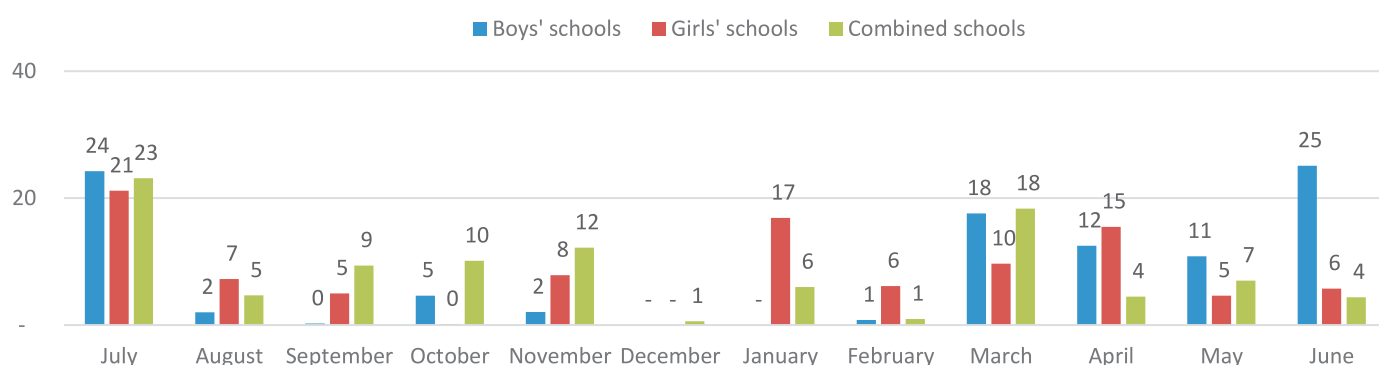
Did the schools receive SMC funds?
FY: 2015-16



In which quarter did schools receive funds?
FY: 2015 - 2016



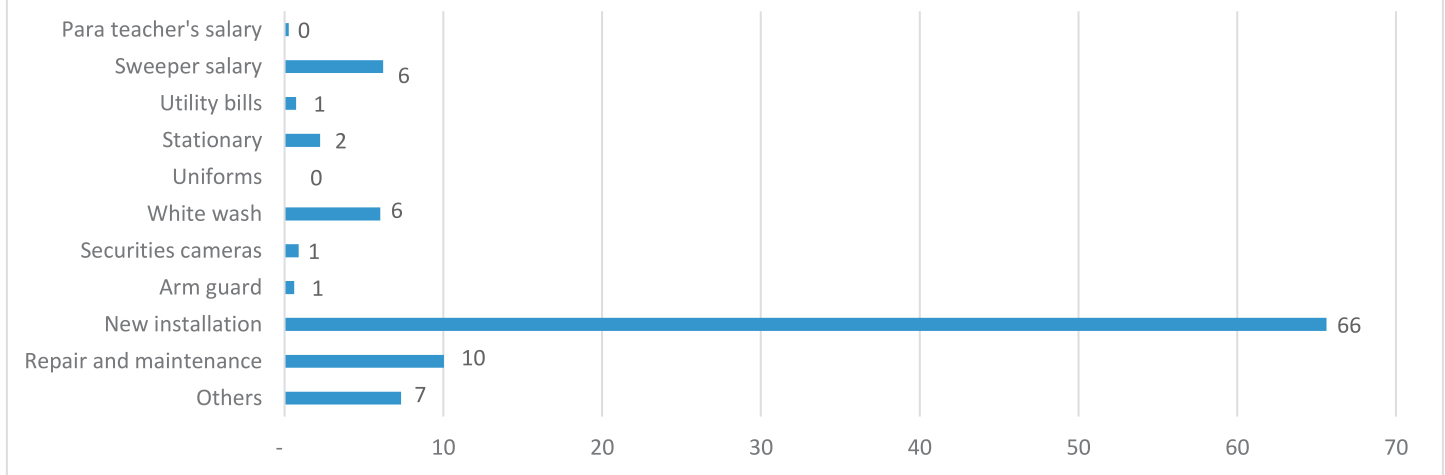
Monthly breakdown of SMC Funds received
(% Schools)



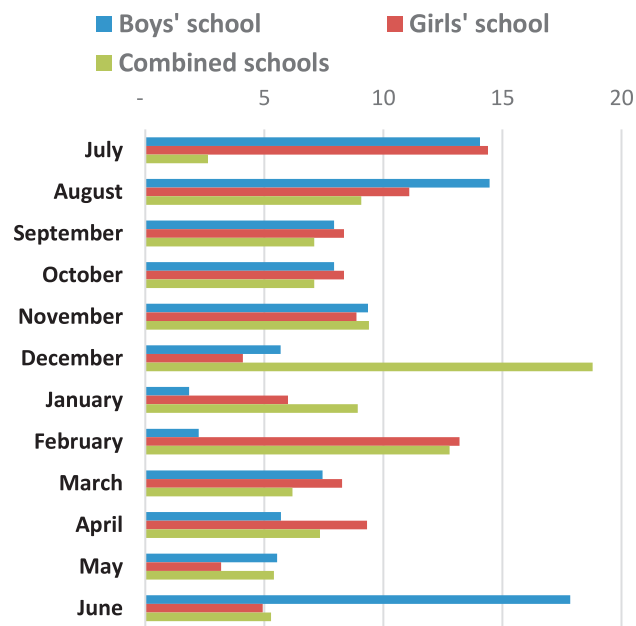
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	211278	91828	60064	62451	146957	20735	72611	21156	111202	72701	85694	155203	1111880
Number of schools received (average)	49	23	11	30	17	6	21	12	90	33	35	14	-
Funds / Amounts utilized (average)	126642	167150	119971	119971	146058	190202	105793	173176	109764	119746	75035	117156	1570666

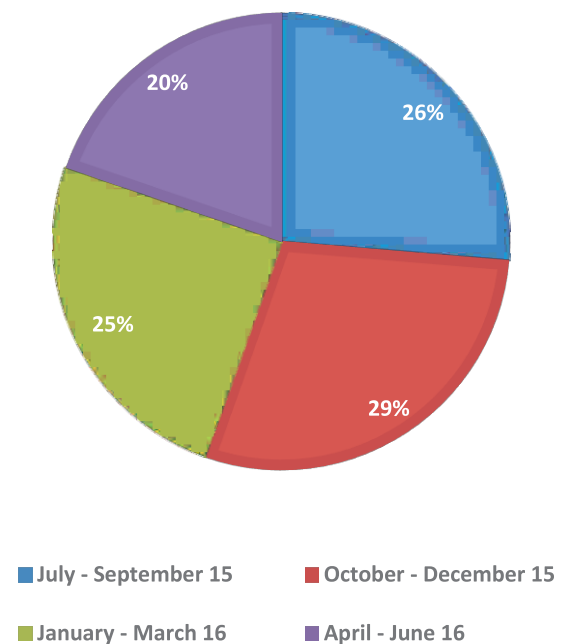
Category wise breakdown of funds' utilization



Monthly breakdown of funds' utilization



Quarterly breakdown of funds utilization



KPK Tameer-e-school fund (TSF)*

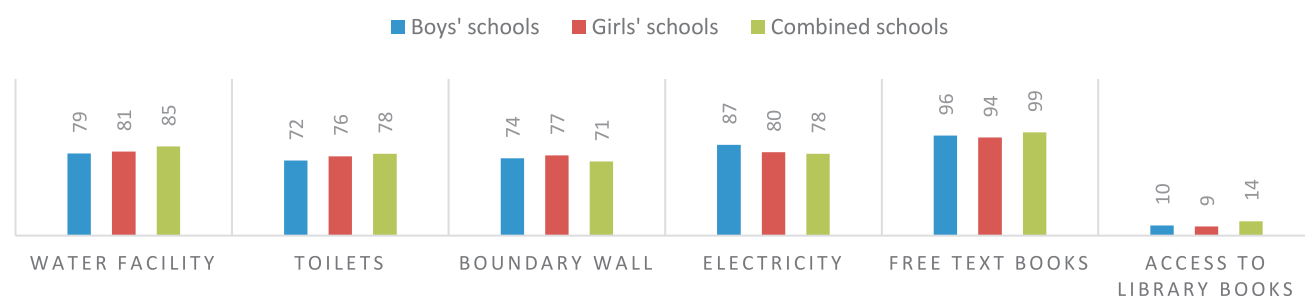
KPK Tameer-e-school fund (TSF) – FY 2015 – 2016

(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	7921	3503	2593	0	1633	0	3004	0	1164	249	1622	10331

*TSF is collected in KPK only

School Facilities

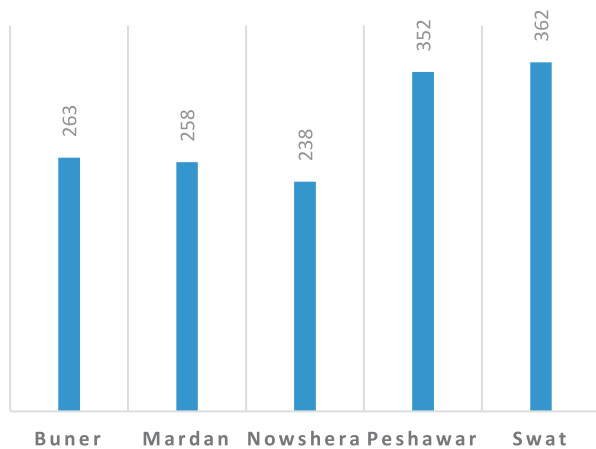
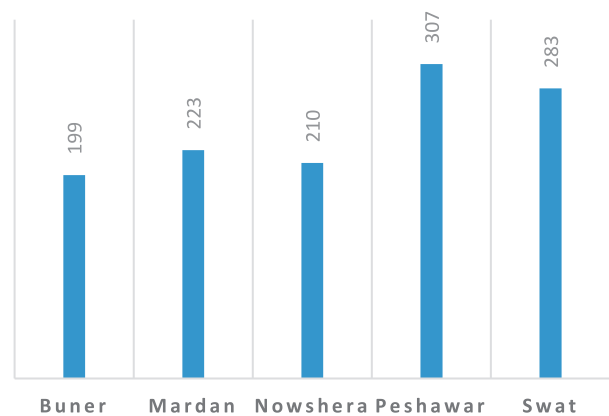
School facilities	Schools with facilities (%)
Water facility	82
Toilets	75
Boundary wall	74
Electricity	82
Free text books	96
Access to library books	11

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

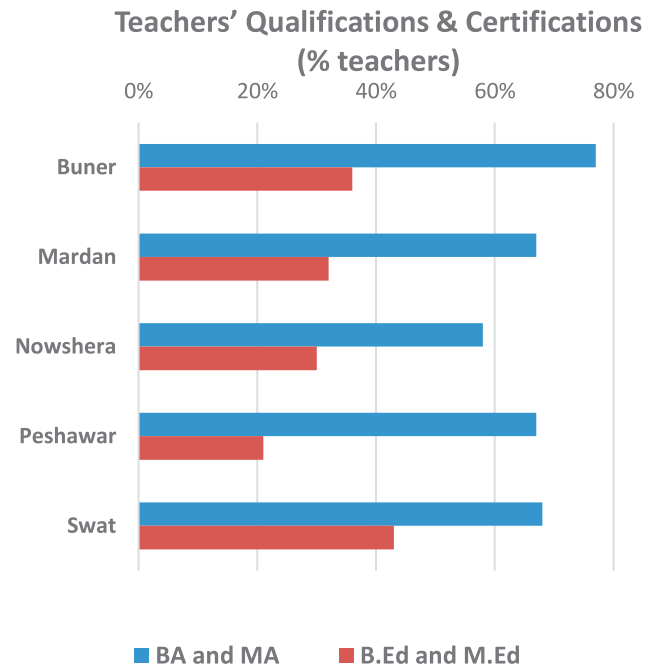
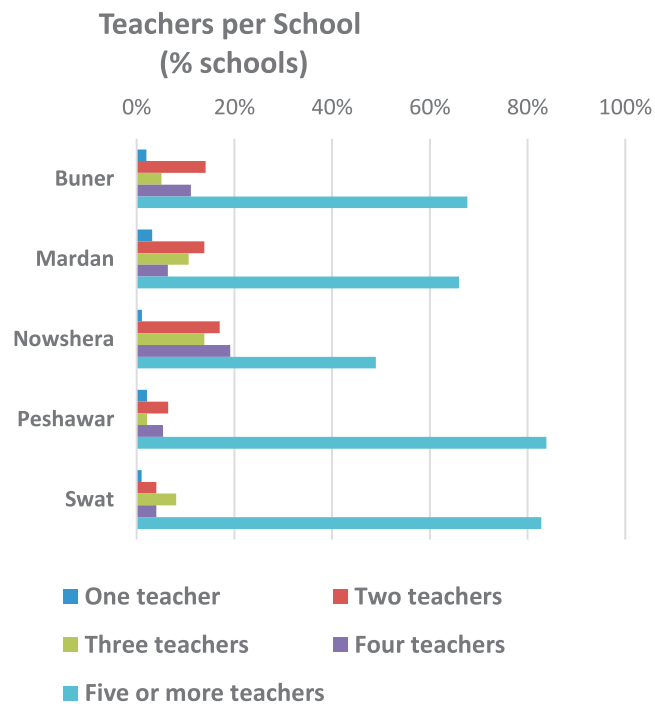
Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	72	73	72
Grant information	64	62	60
SMC Members' information	67	65	60

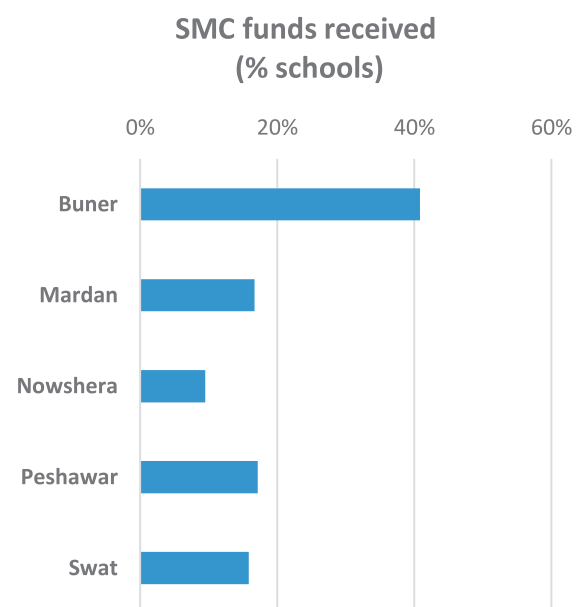
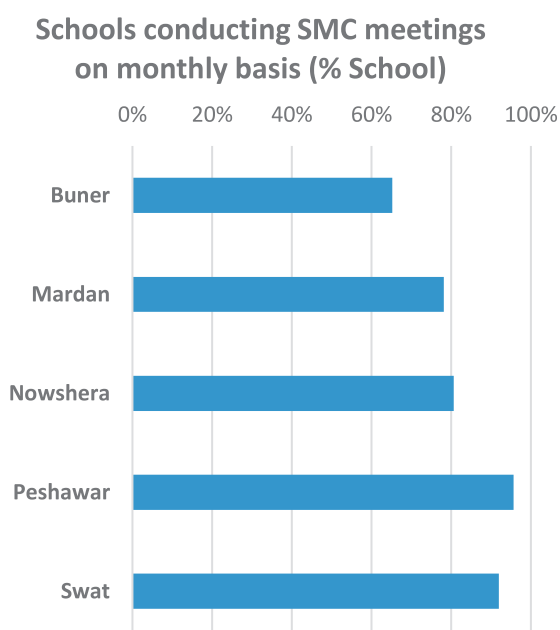
Students & Teachers

Students' Enrollments
(Average Students)Students' Attendance
(Average Students)

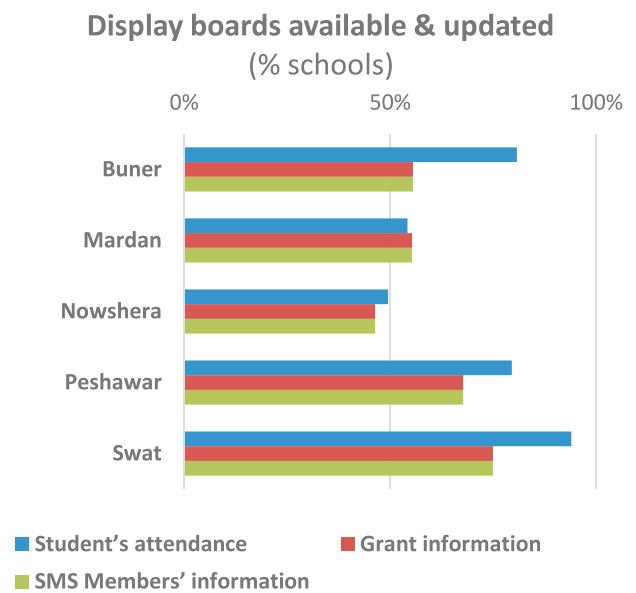
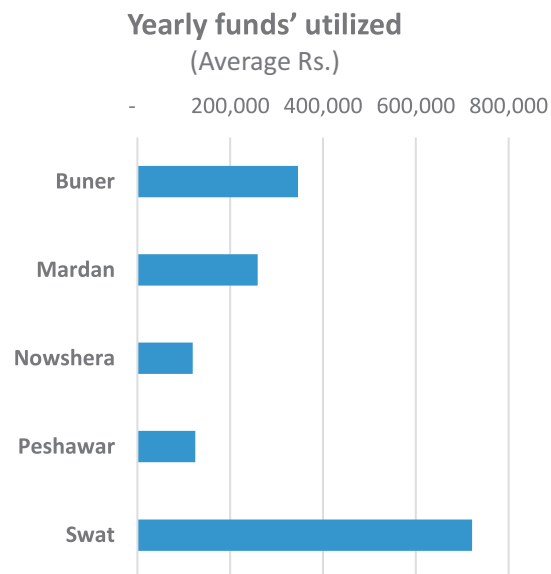
Students & Teachers



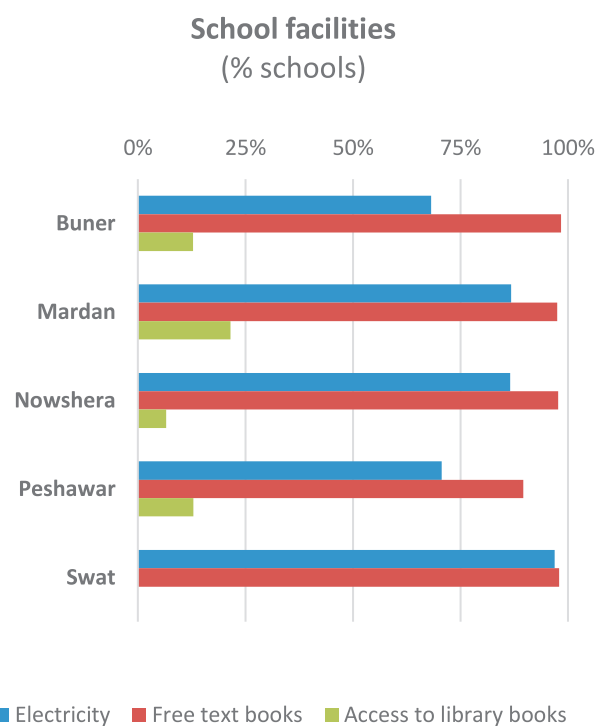
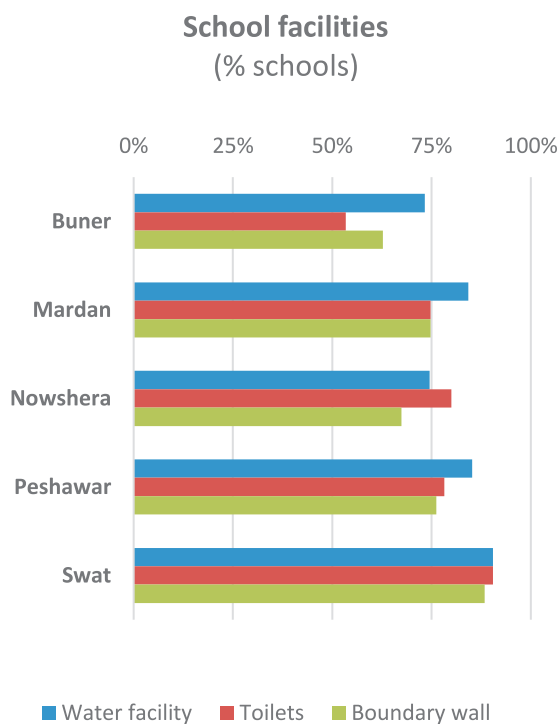
Funds & Right to information



Funds & Right to information



Schools Facilities



**DISTRICT
FINDINGS**

**DISTRICT
BUNER**

Surveyed schools

Surveyed schools by type

Boys	Girls	Combine	Total
13	35	51	99

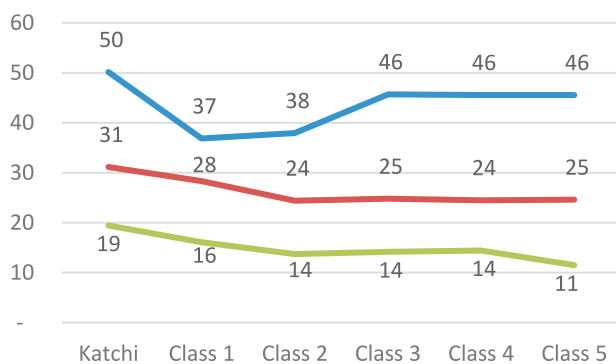
Student's Information

Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	53	44	39	42	43	42	263
Average Attendance	39	32	29	32	33	33	199
Attendance rate (%)	74	73	74	76	77	79	76

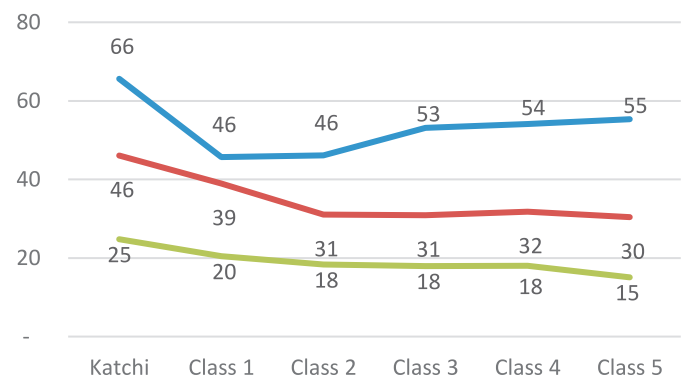
Attendance by School Type
(class-wise average)

Boys Girls Combined



Enrollment by School Type
(class-wise average)

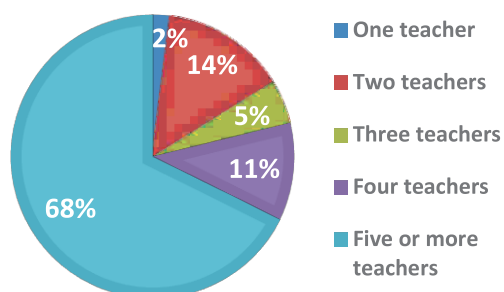
Boys Girls Combine



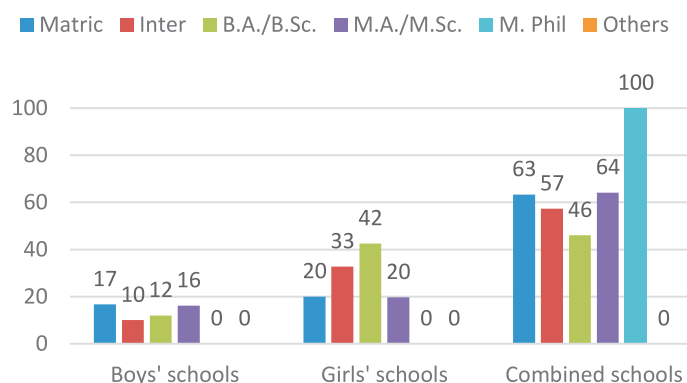
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	108	500	2	610	579
(%)	18	82	0	100	95

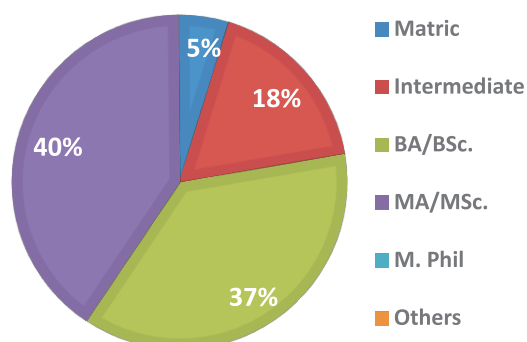
Teacher Wise: Number of Schools



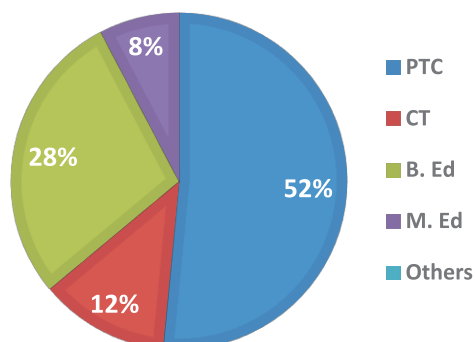
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

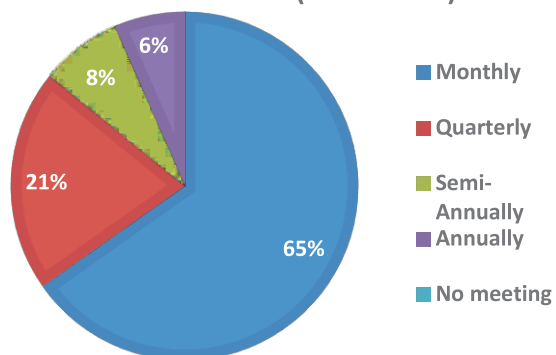


SMC Structure

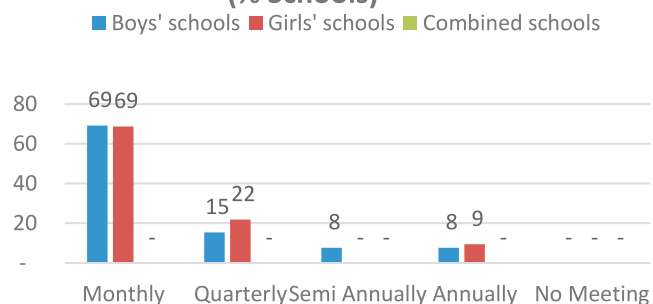
Does the school have an active SMC?

	Yes	No	Total schools
Schools	100%	0%	99

How often are SMC meetings conducted? (% schools)



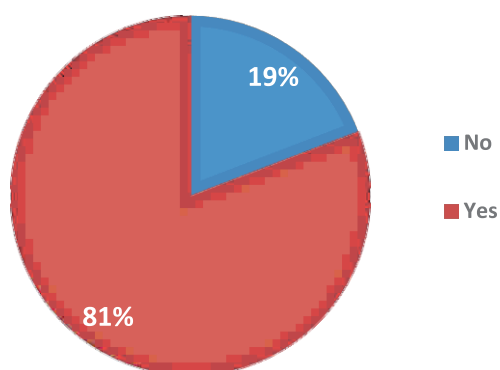
How often are SMC meetings conducted? (% Schools)



School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

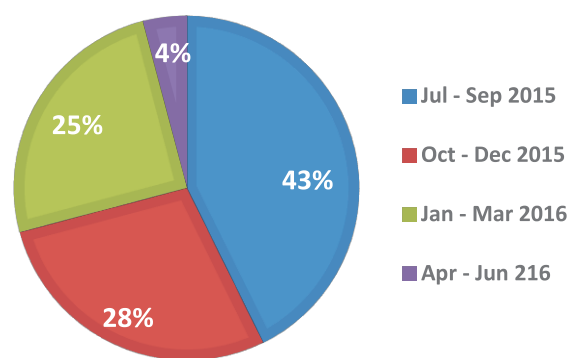
Did the schools receive SMC funds?

FY: 2015-16



In which quarter did schools receive funds?

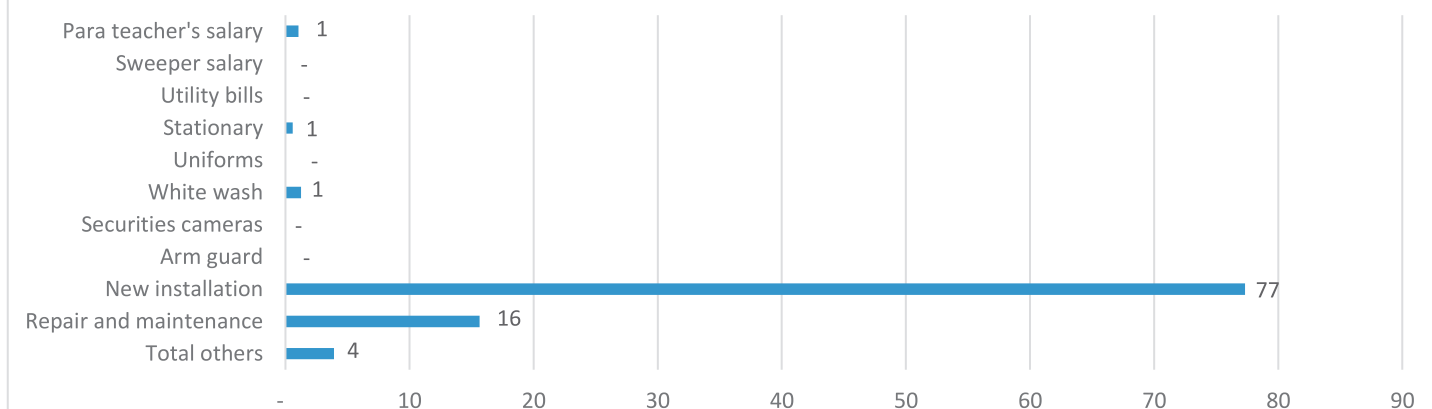
FY: 2015 - 2016



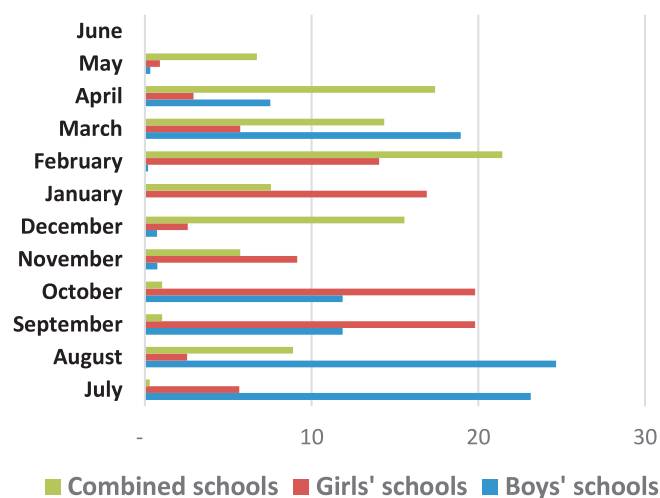
Total Funds Received and Utilized During the Fiscal Year 2015-16

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	74545	39515	12217	39185	34667	9338	32346	10175	31723	9303	2556	0	295569
Number of schools receive funds	10	10	4	27	10	3	9	8	27	7	4	9	-
Funds / Amounts utilized (average)	21712	34224	30832	30832	20196	30178	31221	52279	43371	38162	12788	0	345795

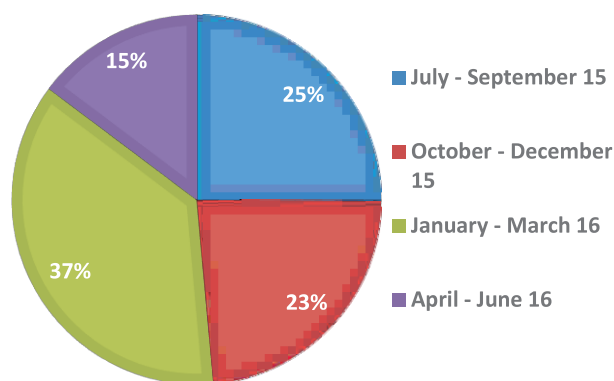
Category wise breakdown funds' utilization



Monthly Breakdown of funds utilization



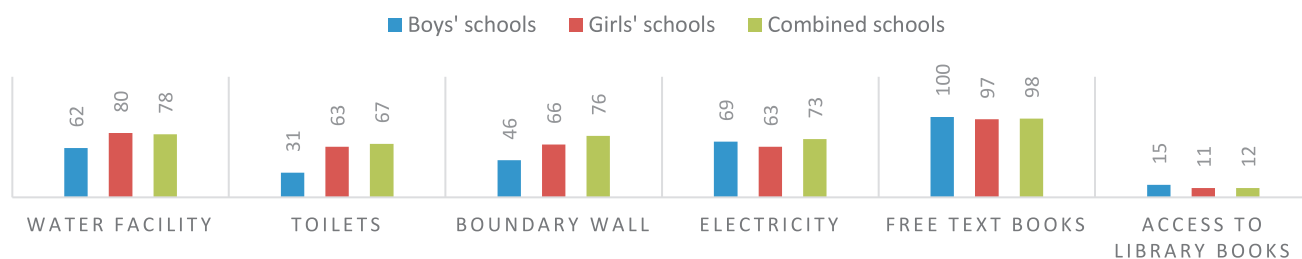
Quarterly breakdown of funds utilization



KPK Tameer-e-School fund (TSF)***KPK Tameer-e-School fund (TSF) – FY 2015 – 2016**

(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	0	7222	0	0	0	0	0	0	0	0	0	0

*TSF is collected in KPK only

School Facilities**SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)****Right to Information**

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	82	87	81
Grant information	65	57	56
SMS Members' information	70	68	56

DISTRICT MARDAN

Surveyed schools by type

Boys	Girls	Combine	Total
27	27	40	94

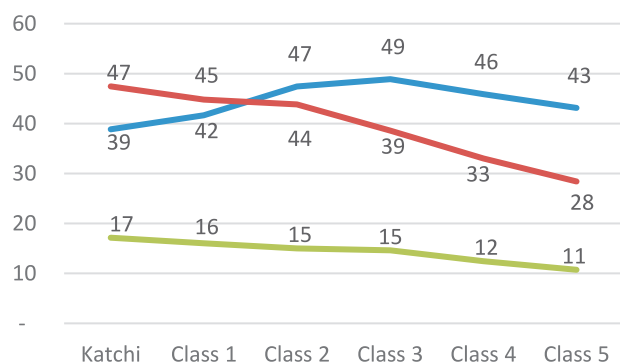
Student's Information

Enrollment and Attendance

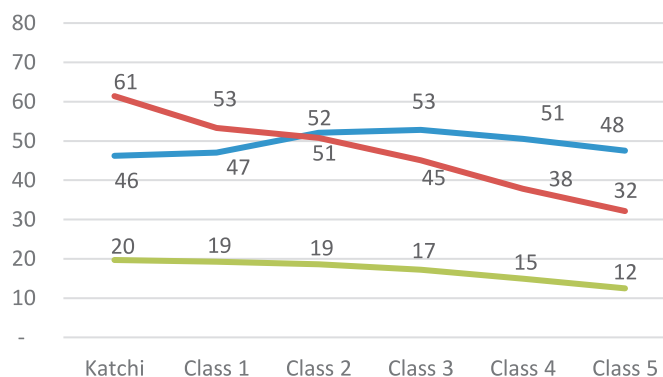
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	48	45	46	44	39	35	257
Average Attendance	39	39	40	39	35	31	223
Attendance rate (%)	81	87	87	89	90	86	87

Attendance by School Type
(class-wise average)

Boys Girls Combine

Enrollment by School Type
(class-wise average)

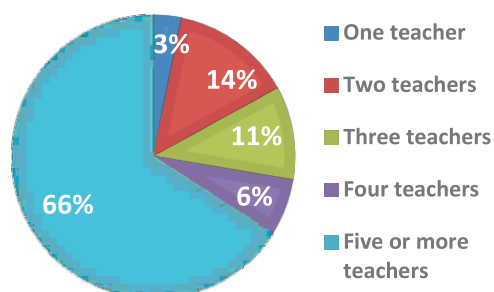
Boys Girls Combine



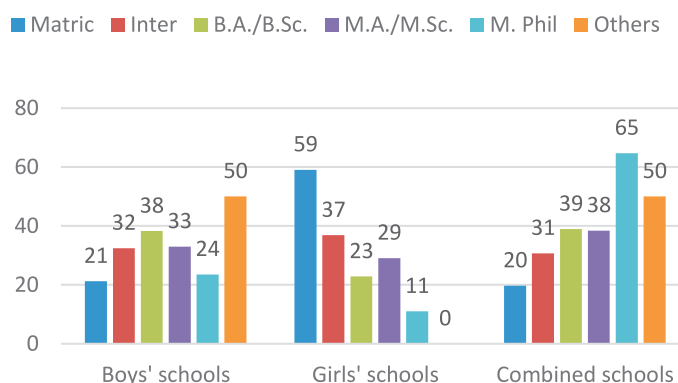
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	94	491	32	617	588
(%)	15	80	5	100	95

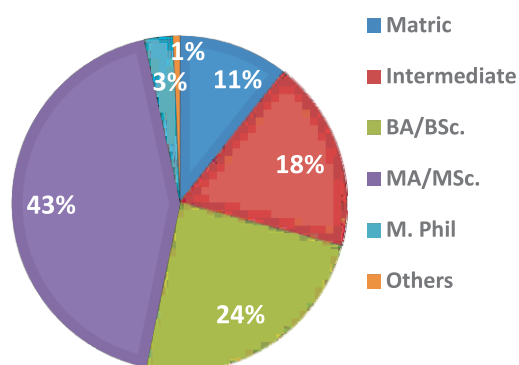
Teacher Wise: Number of Schools



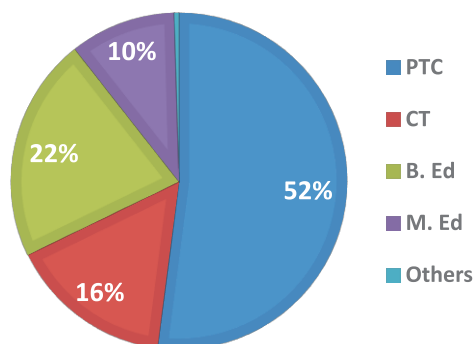
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

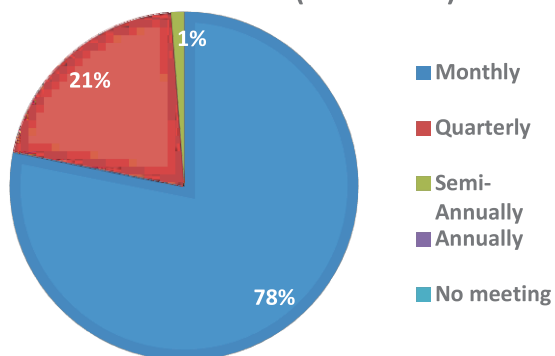


SMC Structure

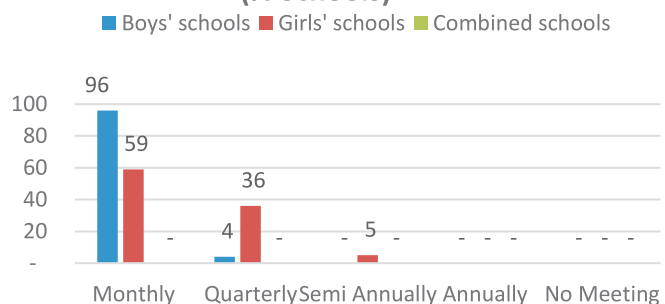
Does the school have an active SMC?

	Yes	No	Total schools
Schools	100%	0%	94

How often are SMC meetings conducted? (% schools)

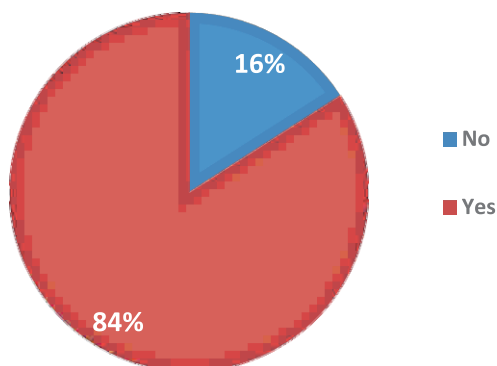


How often are SMC meetings conducted? (% Schools)

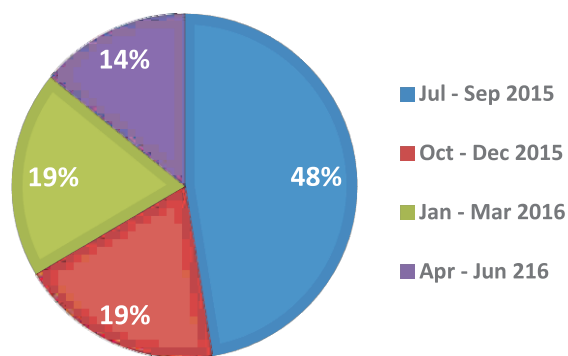


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds? FY: 2015-16



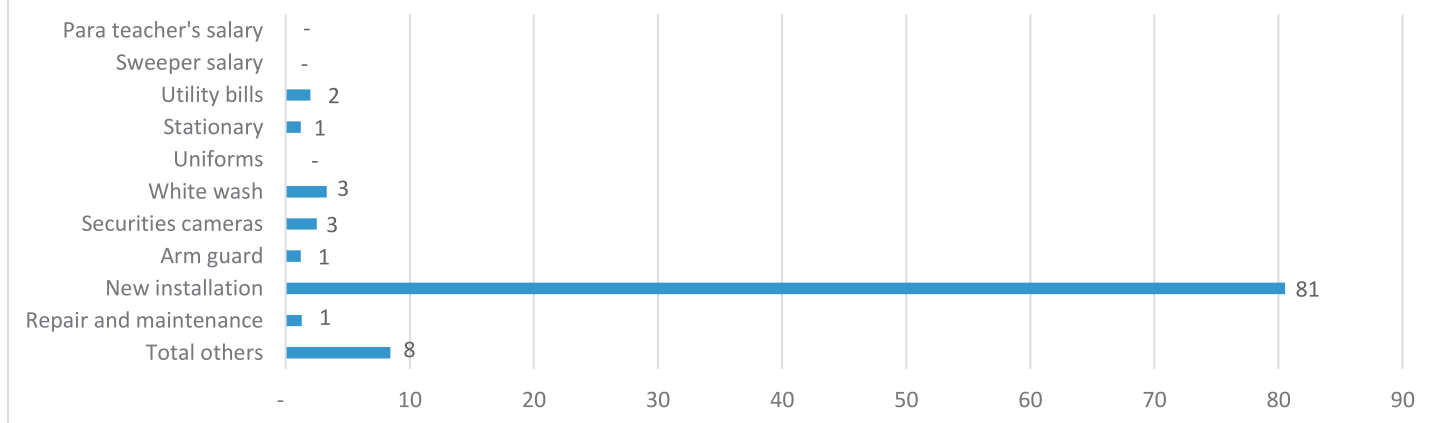
In which quarter did schools receive funds? FY: 2015 - 2016



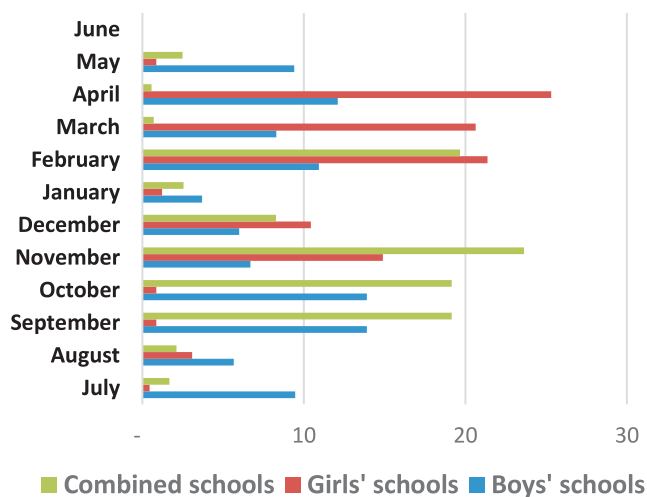
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	69788	13617	23755	29766	22202	0	31916	2154	9766	26772	4809	228	225773
Number of schools received (average)	28	7	6	2	3	0	5	2	11	19	8	1	-
Funds / Amounts utilized (average)	4451	7352	26842	26842	47452	23568	5249	51263	27091	33258	5900	32	259301

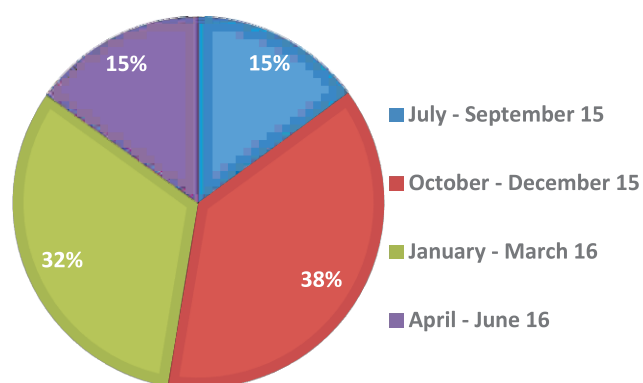
Category wise breakdown of funds' utilization



Monthly breakdown of funds' utilization



Quarterly breakdown of funds' utilization



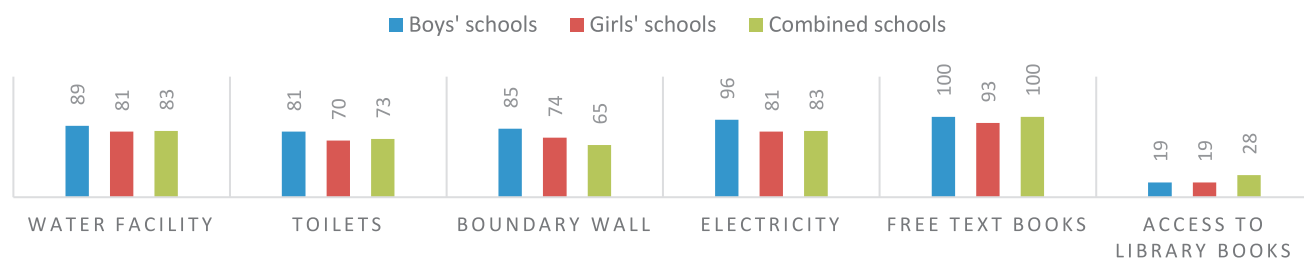
KPK Tameer-e-School fund (TSF)*

KPK Tameer-e-fund School (TFS) – FY 2015 - 2016

(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	27660	0	2277	0	0	0	15372	0	0	0	0	0

*TSF is collected in KPK only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	53	55	54
Grant information	56	56	55
SMS Members' information	73	68	55

DISTRICT NOWSHERA

Surveyed schools

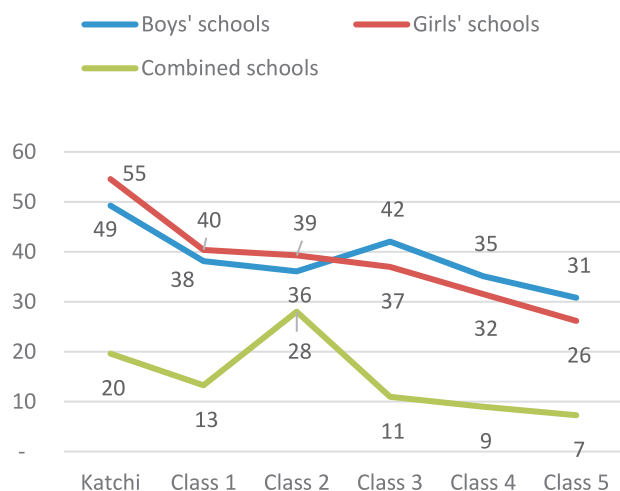
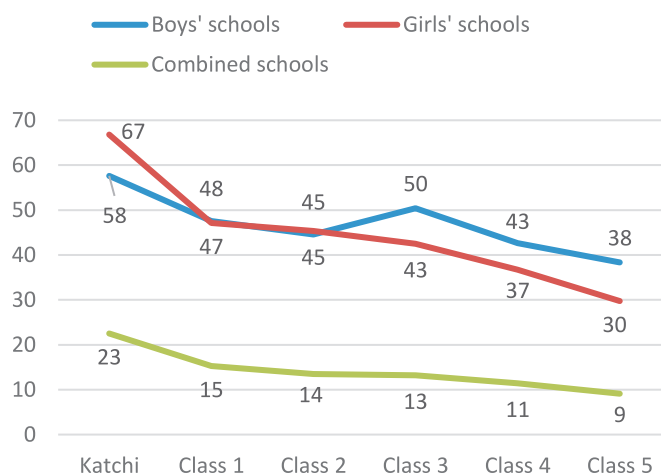
Surveyed schools by type

Boys	Girls	Combine	Total
29	38	29	96

Student's Information

Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	56	41	39	40	33	29	238
Average Attendance	47	35	34	34	28	24	202
Attendance rate (%)	84%	85%	87%	85%	85%	83%	85%

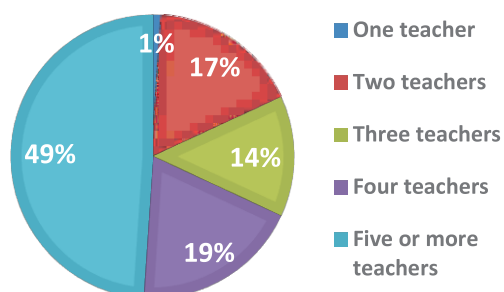
Attendance by School Type
(class-wise average)Enrollment by School Type
(class-wise average)

Some schools were registered as a boys' school but girls were also enrolled and vice versa, these schools are also considered as combined school.

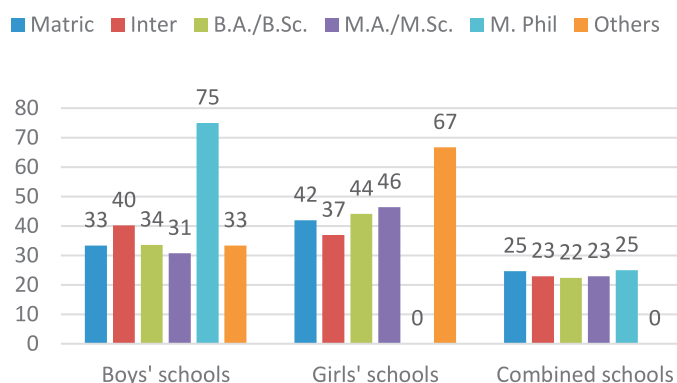
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	97	414	6	517	475
(%)	19%	80%	1%	100%	92

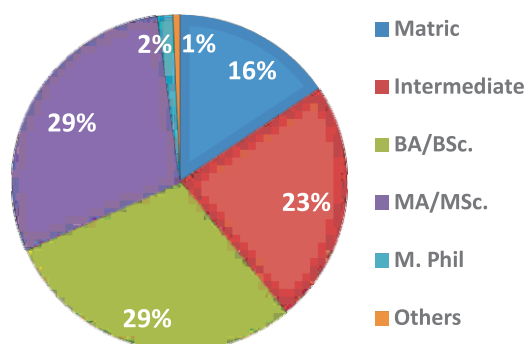
Teacher Wise: Number of Schools



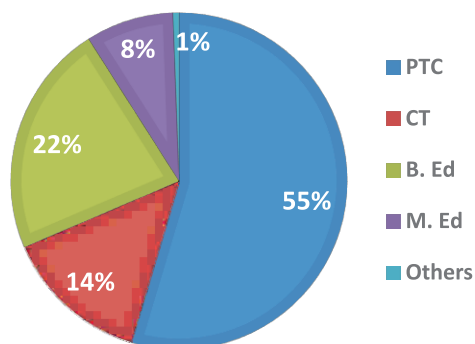
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

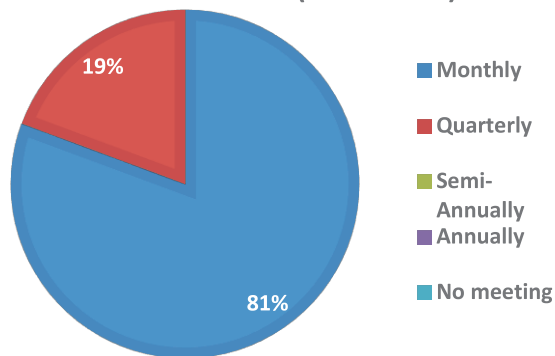


SMC Structure

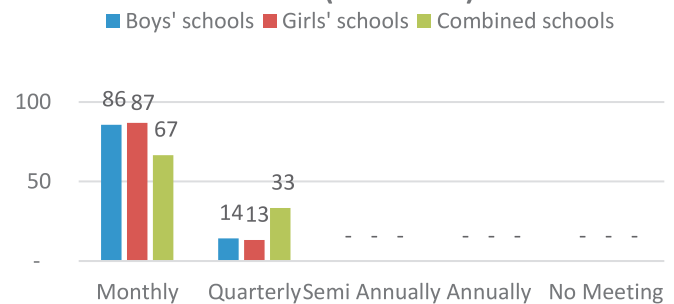
Does the school have an active SMC?

	Yes	No	Total schools
Schools	99%	1%	95

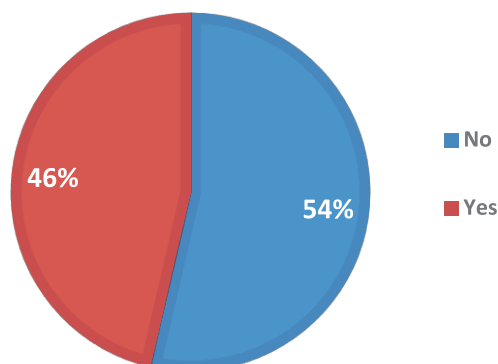
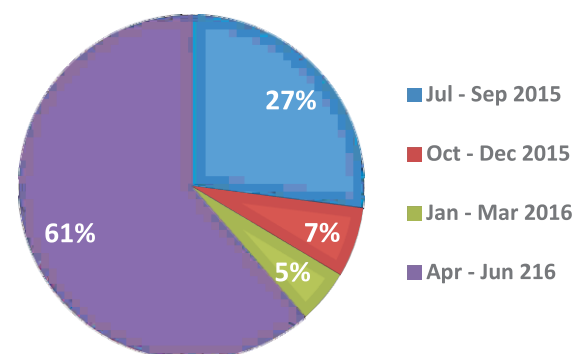
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)



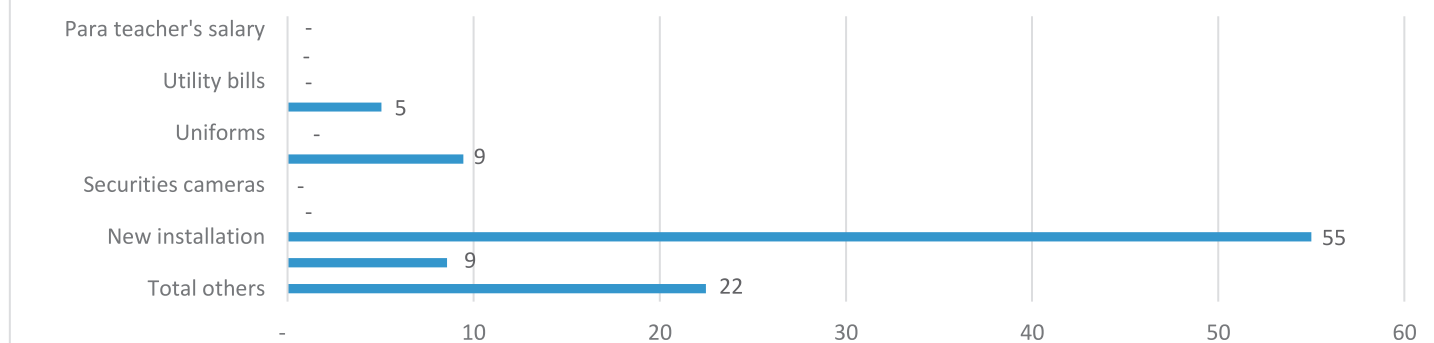
School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

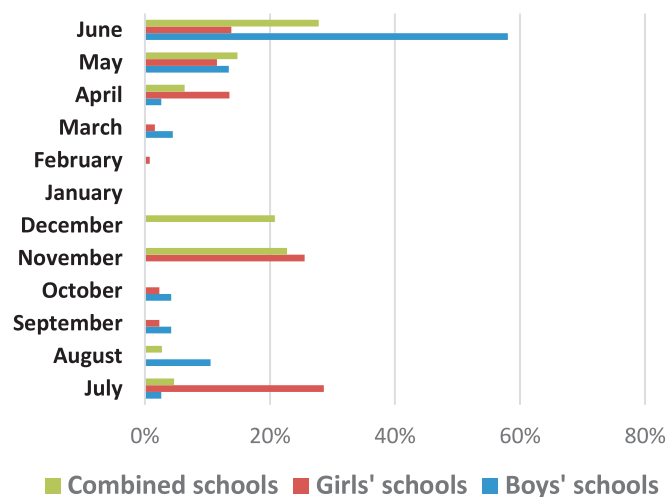
Total Funds Received and Utilized During the Fiscal Year 2015-16

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	13196	11134	19381	-	10546	-	1546	2423	4278	138	20351	77576	161813
Number of schools received (average)	0	0	0	0	0	0	0	0	0	0	0	0	-
Funds / Amounts utilized (average)	13646	5313	2521	2521	19115	8802	0	292	2417	8760	15888	39979	119252

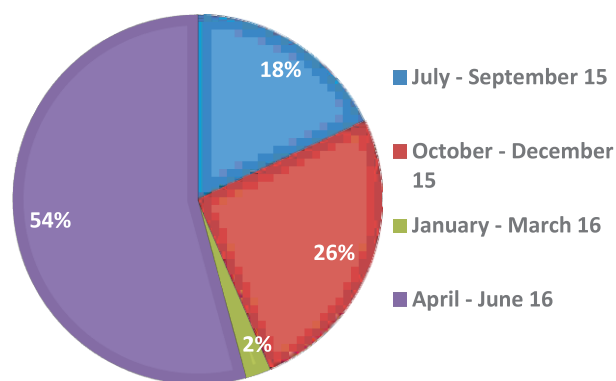
Category wise breakdown of funds' utilization



Monthly breakdown of funds utilization



Quarterly breakdown of funds utilization



KPK Tameer-e-School fund (TSF)*

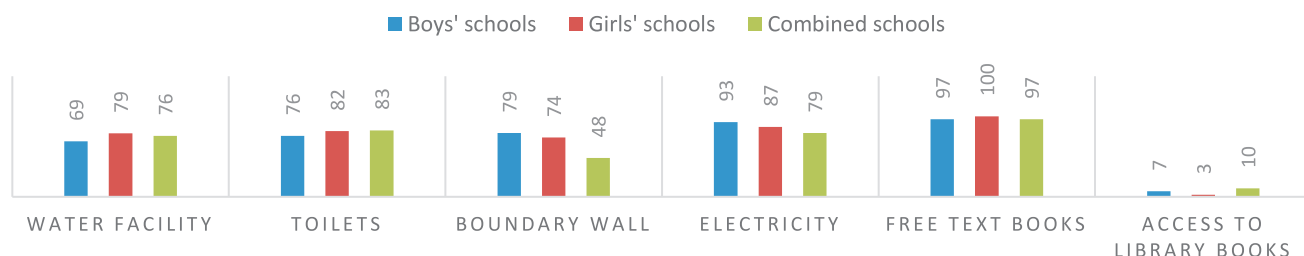
KPK Tameer-e-School fund (TSF) – FY 2015 - 2016

(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	12604	10104	10760	0	8333	0	0	0	4323	1250	8125	51760

*TSF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE (% SCHOOLS)



Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	54	47	49
Grant information	51	47	46
SMS Members' information	60	52	46

DISTRICT PESHAWAR

Surveyed schools by type

Boys	Girls	Combine	Total
52	36	5	93

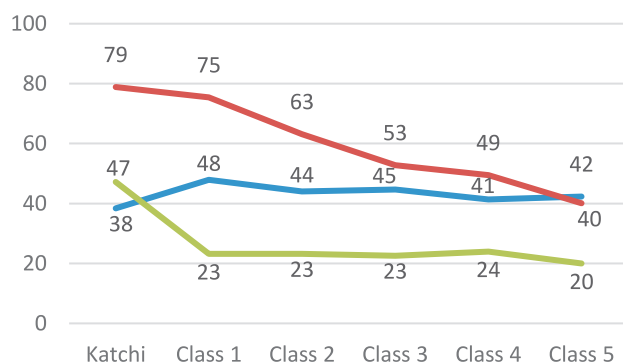
Student's Information

Enrollment and Attendance

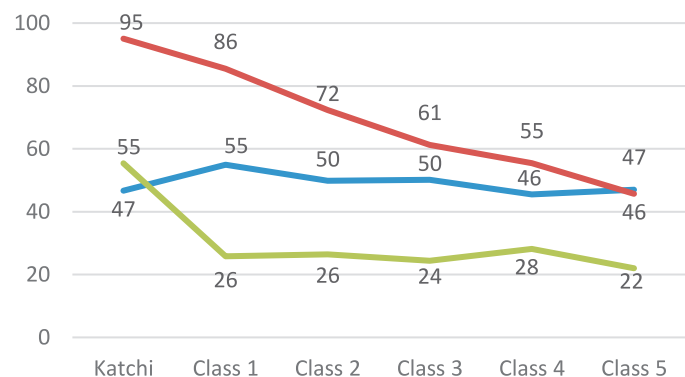
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	69	68	60	56	52	47	352
Average Attendance	57	59	53	49	47	41	306
Attendance rate (%)	83	87	88	88	90	87	87

Attendance by gender
(class-wise average)

Boys Girls Combined

Enrollment by gender
(class-wise average)

Boys Girls Combined

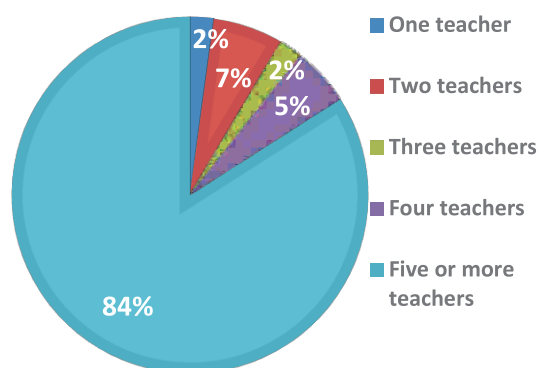


Some schools were registered as a boys' school but girls were also enrolled and vice versa, these schools are also considered as combined school.

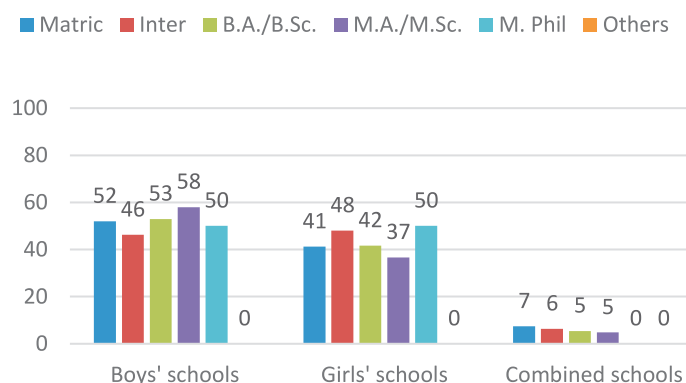
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	93	618	0	711	666
(%)	13	87	0	100	94

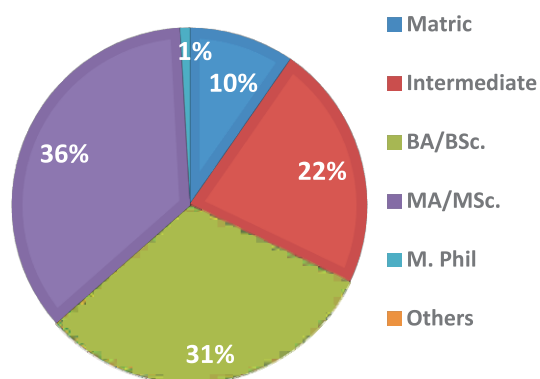
Teacher Wise: Number of Schools



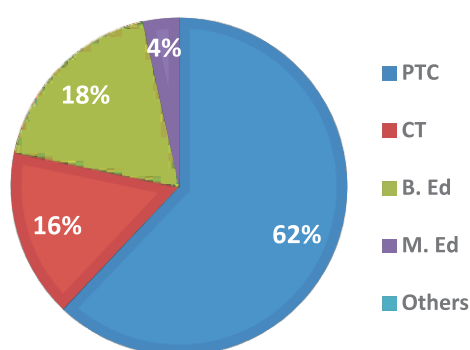
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

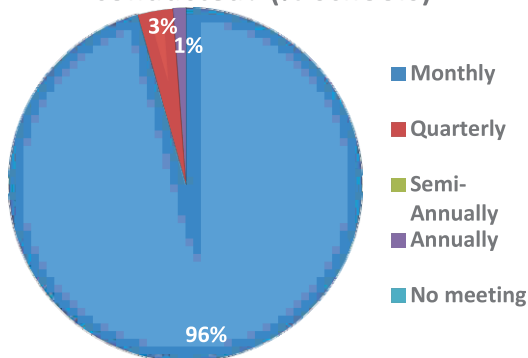


SMC Structure

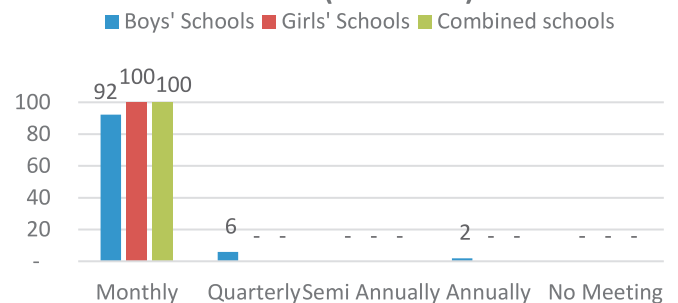
Does the school have an active SMC?

	Yes	No	Total schools
Schools	97%	3%	93

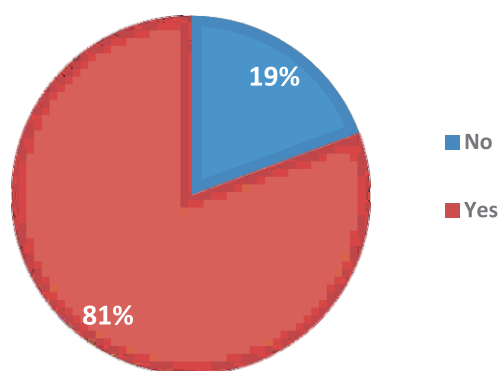
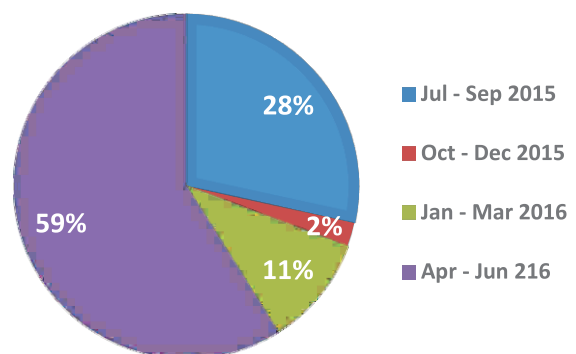
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)



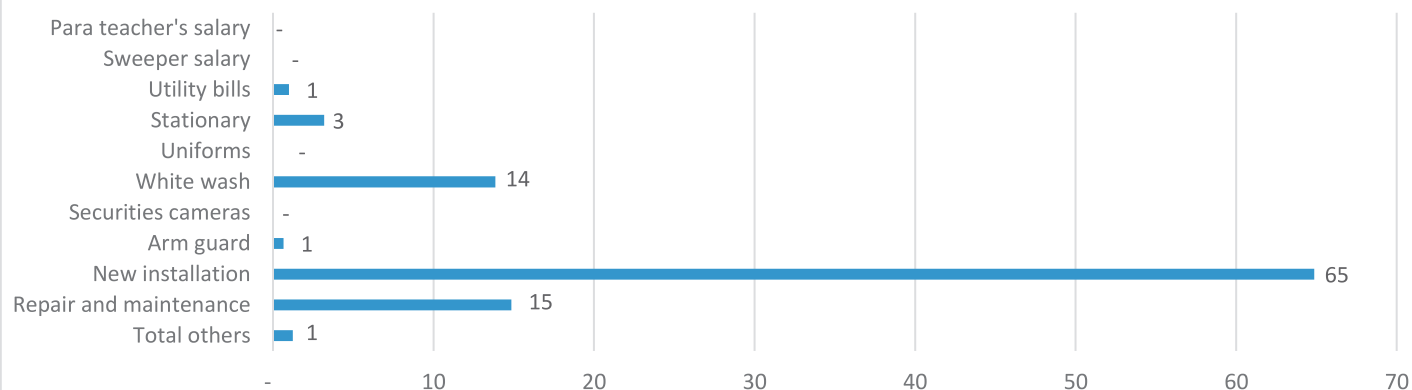
School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

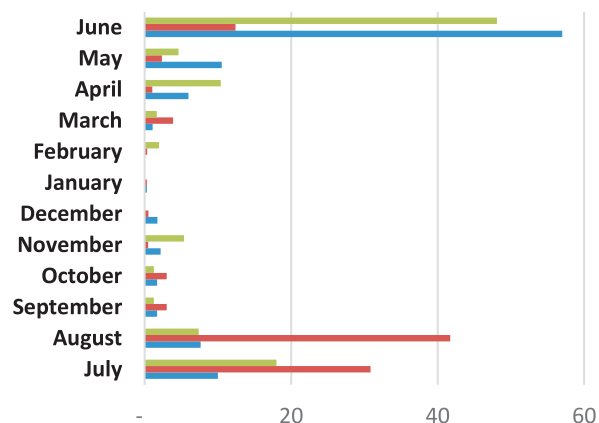
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	32495	806	860	0	2688	0	0	2409	10145	30034	11914	28828	120179
Number of schools received (average)	0	0	0	0	0	0	0	0	0	0	0	0	-
Funds / Amounts utilized (average)	29714	36881	3156	3156	1565	1108	362	397	3662	3778	6263	34933	124975

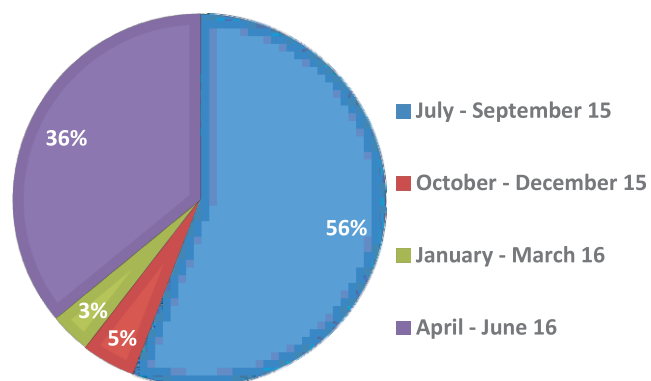
Category wise breakdown of funds' utilization



Monthly breakdown of funds' utilization



Quarterly breakdown of funds' utilization



■ Combined schools ■ Girls' schools ■ Boys' schools

KPK Tameer-e-School fund (TSF)*

KPK Tameer-e-School fund (TSF) – FY 2015 - 2016

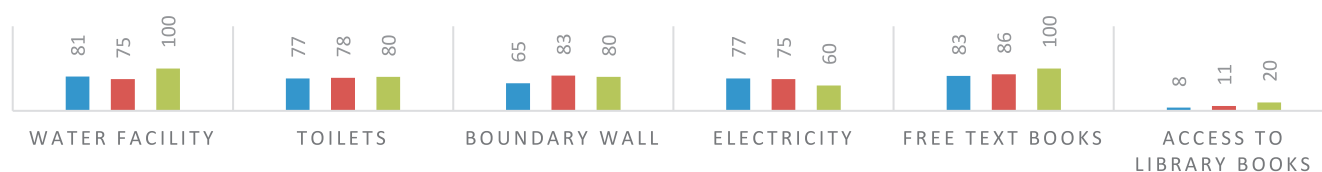
(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	0	0	0	0	0	0	0	0	0	0	0	0

*TSF is collected in KPK only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Boys' schools Girls' schools Combined schools



Right to Information

Right to Information

Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	82	82	80
Grant information	74	73	68
SMS Members' information	81	82	68

DISTRICT SWAT

Surveyed schools by type

Boys	Girls	Combine	Total
19	16	64	99

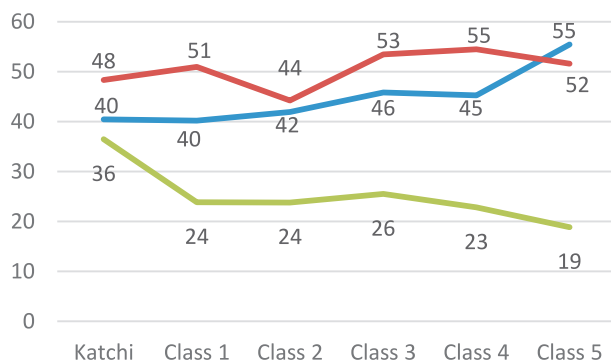
Student's Information

Enrollment and Attendance

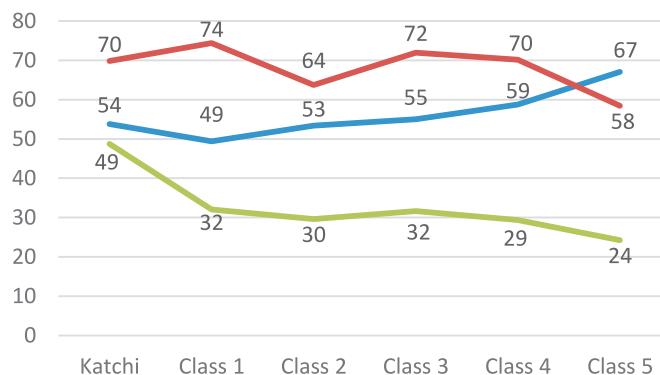
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	76	59	56	59	58	55	363
Average Attendance	56	44	44	48	46	46	284
Attendance rate (%)	74	75	79	81	79	84	78

Attendance by gender
(class-wise average)

Boys Girls Combined

Enrollment by gender
(class-wise average)

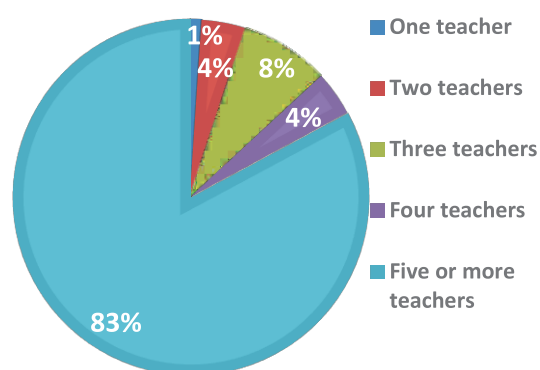
Boys Girls Combined



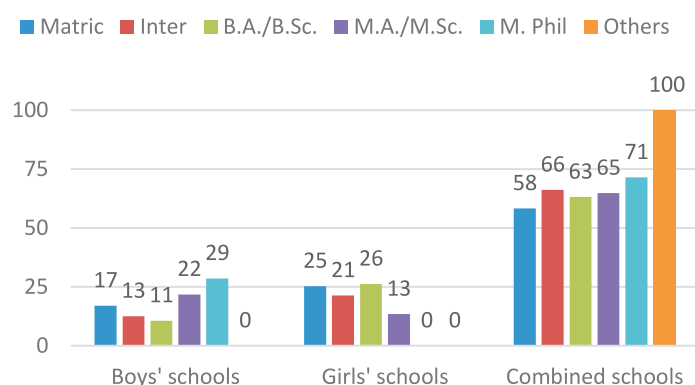
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	99	798	3	900	844
(%)	11	89	0	100	94

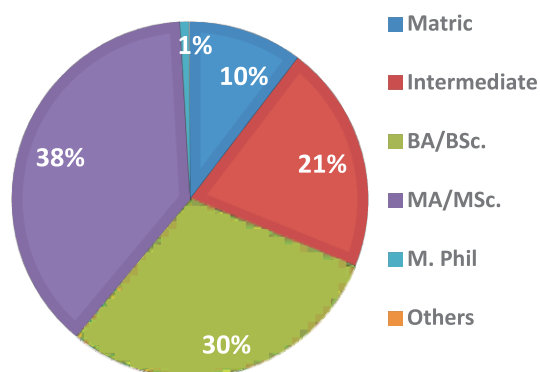
Teacher Wise: Number of Schools



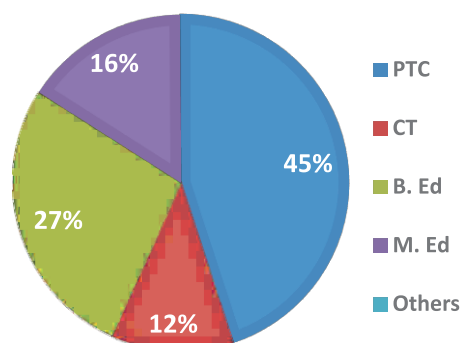
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

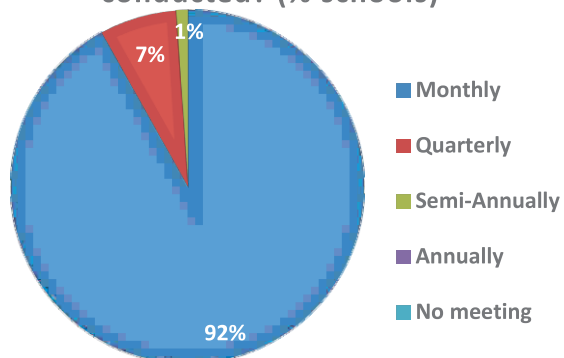


SMC Structure

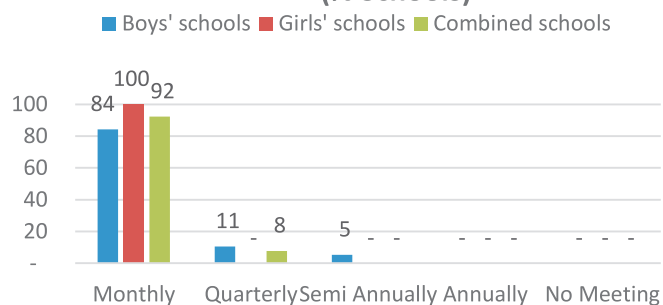
Does the school have an active SMC?

	Yes	No	Total schools
Schools	100%	0%	99

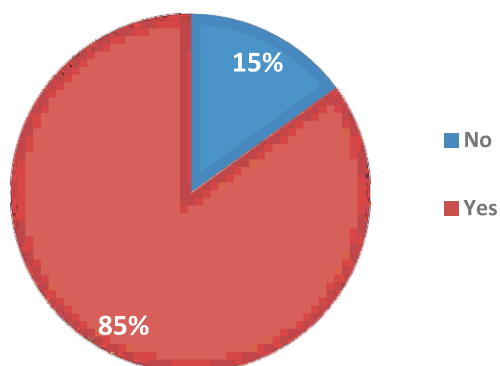
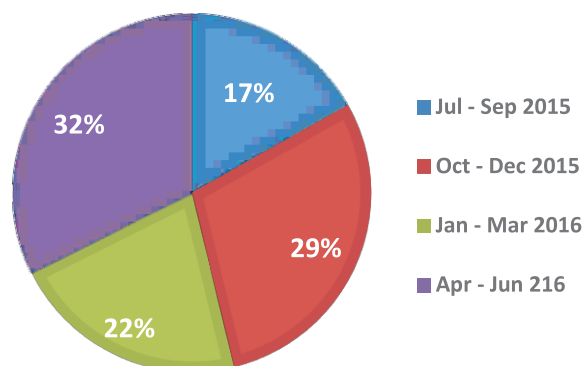
How often are SMC meetings conducted? (% schools)



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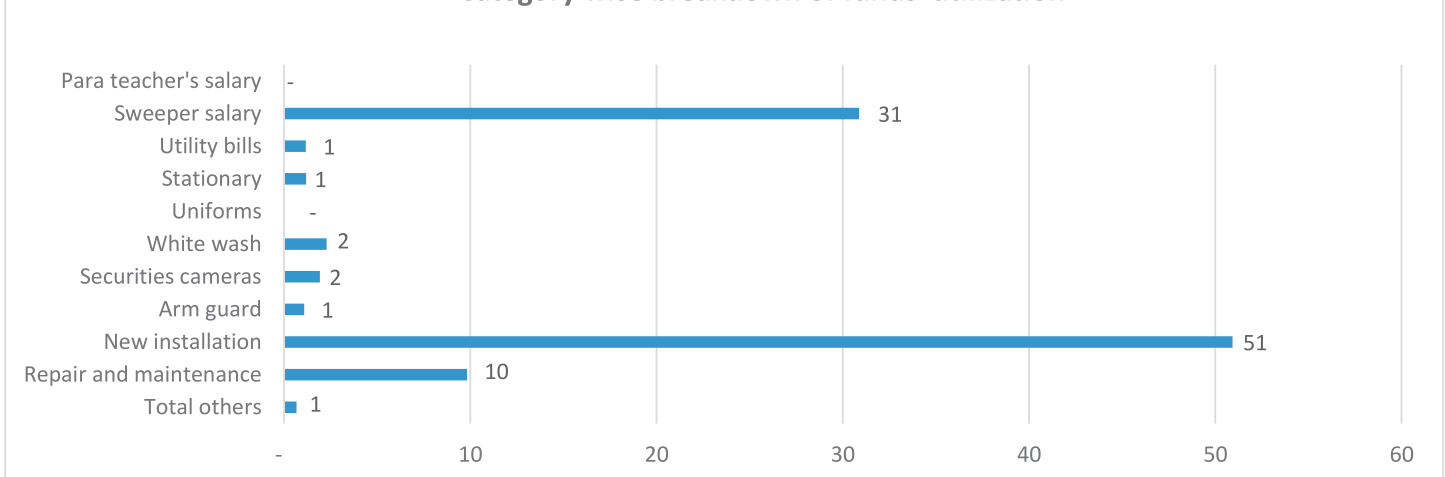
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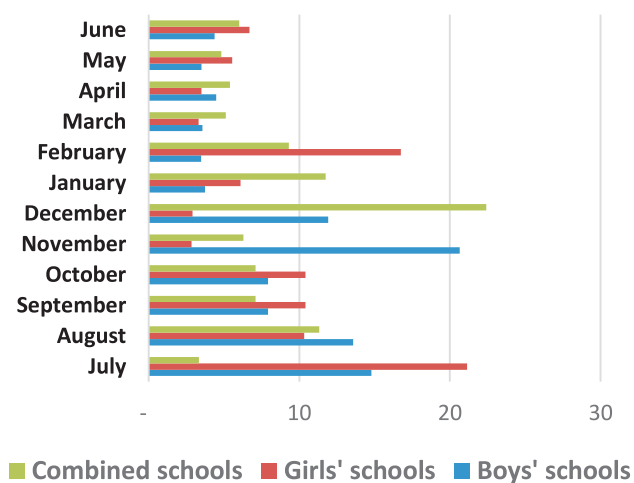
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	21254	26755	3850	2500	76854	11397	6802	3996	55290	5210	46065	48571	308545
Number of schools received (average)	11	6	1	1	4	3	7	2	52	7	23	13	-
Funds / Amounts utilized (average)	57119	83379	56619	56619	57731	126547	68960	68945	33223	35791	34197	42212	721343

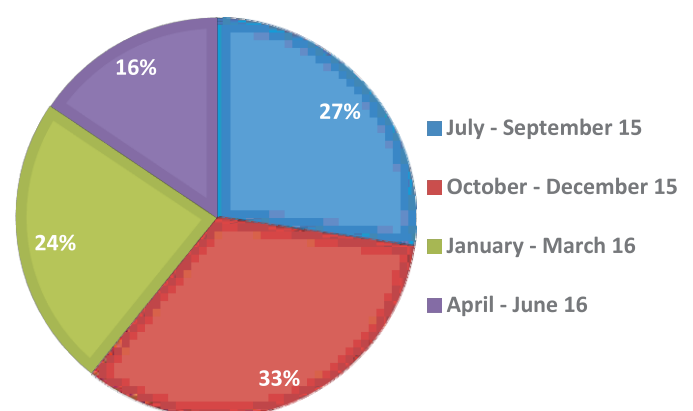
Category wise breakdown of funds' utilization



Monthly breakdown of funds' utilization



Quarterly breakdown of funds' utilization



KPK Tameer-e-School fund (TSF)*

KPK Tameer-e-School fund (TSF) – FY 2015 - 2016

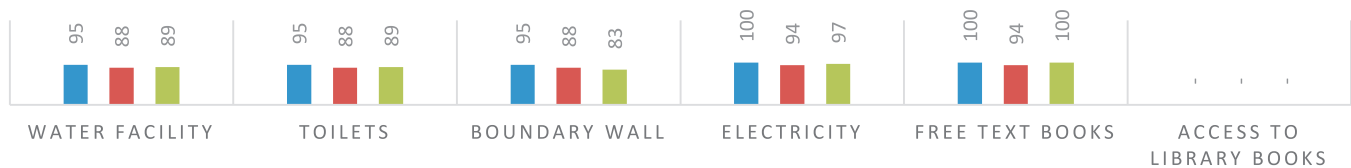
(TSF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	0	0	0	0	0	0	0	0	1465	0	0	0

*TSF is collected in KPK only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Boys' schools Girls' schools Combined schools



Right to Information

Right to Information

Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	88	94	94
Grant information	74	77	75
SMS Members' information	53	55	75

FINDINGS

PUNJAB

Narrative

Punjab

Indicator 1: Students' Information

Students' Enrollment

- **Enrollment dropped as the class level increased – the drop in enrollment was higher in girls' schools**

Overall, students' enrollment fell from an average class size of 26 students per class in class 1 to only 14 students in class 5. The average class size for boys' schools was 13 students in class 1 and 7 in class 5. On average, enrollment in girls' schools was 13 in class 1, which dropped to 7 in class 5.

- **One in every 12 students was absent on the day of the survey**

The average attendance rate of the surveyed schools was found to be about 92%. Students' attendance rate was calculated using the total enrollment (as per the school register) and the number of students present (headcount) on the day of survey.

Indicator 2: Teachers' Information

Teachers' Absenteeism

- **One in every 8 teachers was absent on the day of the survey**

Approximately 87% of the teachers in the surveyed schools were present during the survey. Teachers' attendance was calculated using the number of appointed teachers and the number of teachers present on the day.

Number of appointed teachers per school

- **About 25% of the surveyed schools either had one or two teachers to teach all the classes**

Out of the total 489 surveyed schools, about 4% schools were one-teacher schools, whereas 19% were two-teacher schools. About 24% schools reported to have three teachers, 18% had four teachers, whereas the remaining 35% schools had five or more teachers.

Teachers' Qualification

- **Overall, a majority of teachers had a bachelor's or master's degree as their highest qualification**

Out of the total 2,042 teachers, whose information

was gathered, 32% had a Master's Degree while 30% had a Bachelor's Degree, whereas 2% had a M.Phil. Degree as their highest qualification. 13% teachers had completed Intermediate while 23% of teachers were matric qualified only.

43% of the teachers appointed in combined schools had a Master's degree – the percentage was slightly lower in boys' schools and girls' schools

About 19% of the teachers in girls' schools had a Master's degree as their highest qualification, whereas the percentage was higher for boys' schools at 38%.

Teachers' Certification

- **PTC and B.Ed. were the most common certifications among teachers**

39% of the teachers in the surveyed schools had PTC as their highest certification. The next major certification was B.Ed., which was held by 34% of the teachers. Only 18% of the total teachers had a M.Ed. certification. Remaining 9% of the teachers had CT certificate.

Indicator 3: SC's Structure

- **Most of the surveyed schools had active school councils that held member meetings on a regular basis.**

96% of the total surveyed schools had an active SC while only 4% SCs were reported to be inactive. Schools where active SCs were present, SC meetings were conducted on a monthly basis. 8% of these schools reported having SC meetings on a quarterly basis, 1% Semi-Annually while only 1% schools had yearly SC meetings. A greater percentage of boys' schools' SCs (94%) in comparison to girls' schools' SCs (90%) meetings were held on a monthly basis.

Indicator 4: Receiving of Funds

SC's Grant Information

- **38% of surveyed schools did not receive SC funds during the fiscal year 2015-16**

Only 62% of the surveyed schools reported to have received the funds during the fiscal year 2015-16.

- **A majority of the surveyed schools received SC funds at mid of the fiscal year.**

Most of the funds were received in second and third quarter. About 38% funds were received in the

second quarter and 34% funds received in the third quarter .

- **A greater percentage of combined schools received SC funds than boys' and girls' schools**

About 44% of the total surveyed combined schools reported to have received SC funds, whereas this ratio was slightly lower for boys' schools as 33% followed by girls' schools as 23% .

Farogh-e-Taleem Fund (FTF) Information

- Schools situated within Punjab region collect FTF as a monthly fund from the students .

On average, surveyed schools collected about Rs. 1,734/- each month as FTF from students. The maximum average per school was reported during the month of May 2016 as Rs.8,023 .

Total Utilization of Funds⁴

- **Almost 26% of the funds utilized by SCs were used on repair and maintenance. The other major categories were new installations (22%) and others (11%)**

On average, 26% of the total funds utilized within the fiscal year 2015-16 were spent on repair and maintenance. Following this, new installation and 'other' categories utilized 22% and 11% respectively. The remaining funds were utilized respectively on white wash, stationary, para teachers' salaries, utility bills, security, uniforms, sweeper salaries and arms for school security .

- **Schools utilized funds equally during the first and second half of the fiscal year 2015-16**

48% of the total utilized funds, of the whole fiscal year, were used by December 2015. However, during the third quarter alone, i.e. Jan-Mar 2016, schools reported to have used about 38% of the total utilized funds .

Indicator 5: School Facilities

Schools' Facilities

- About 8% of the surveyed schools did not have access to a clean drinking water facility.
- Approximately 19% of the schools did not have a usable toilet facility.

- About 90% of the schools had a complete boundary wall.
- 99% of the schools reported to have received free textbooks from government during the last academic year.
- The access to library books in schools, however, was quite limited at only 7%.

School Facilities- Disaggregated by School Type

- **Boys' and combined schools had better access to water facility**

About 94% of the surveyed boys' and combined schools had access to a clean drinking water facility, whereas this facility was slightly less accessible in girls' schools as 90% of them had access to clean drinking water.

- **A larger proportion of combined schools as compared to girls' and boys' schools had better access to toilets, a complete boundary wall, electricity, free text books and access to library books.**

A larger proportion of boys' schools, 27%, in comparison to girls' and combined schools, 16% and 13% respectively did not have access to a toilet facility. Approximately 95% of the combined schools had a complete boundary wall. However, this percentage was slightly lower in girls' and boys' schools with 89% and 86% respectively.

- Likewise, the proportion of combined and girls' schools with electricity was 96%, which was slightly higher than boys' schools , 94%. 100% of the surveyed girls' schools received free text books. However, this percentage was slightly lower in combined and boys' schools, 99% and 98% respectively.

Indicator 6: Right to Information

- **A vast majority of schools did not have display boards to publicly display information about students' attendance, SC grants and SC members**

Only 47% of the surveyed schools had boards to display information about SC members. This percentage was much lower for display boards for SC grant, 24%, and students' attendance

⁴ This utilization of funds is not just restricted to the funds received in FY 2015-16.

information, 41% .

- **Display boards, where present, were seldom displayed visibly and were rarely updated**

Out of the 41% displayed boards for students' attendance rate, only 34% properly updated it and were visible .While only 21%, out of the 24% schools with boards for SC grant information, were updated and visible .Of the 36% schools that had display boards for SC members' information, only 21% had updated information of their SC members.

District Comparisons

Average school enrollment

- **Surveyed schools in Khanewal had highest per school enrollment whereas Khushab had the lowest**

Of the surveyed schools within Punjab, the overall average primary school size was found to be 137 students per school. District Khanewal had the highest per school enrollment, 156 students per school whereas District Khushab had the lowest , 124 students per school .

Students' attendance rate

- **Students' attendance rate was highest in District Khanewal and lowest in District Bahawalpur.**

Average attendance rate across surveyed schools in Punjab was 92%. On average, 93% of the enrolled students within the surveyed schools, across District Attock and Nankana Sahib were found present on the day of survey. However only 92% students were present in District Khanewal and Khushab, only 89% students present in District Bahawalpur .

One-teacher schools

- **1% primary schools in District Attock and 2% in District Khanewal, had only one-teacher**

Out of the surveyed schools in Punjab, about 5% primary schools in District Khushab, Bahawalpur and Nankana Sahib had only one teacher to teach all the classes.

- **About 16% of the primary schools in District Khushab and 17% in District Nankana had two-teachers .**

About 23% primary schools in District Khanewal,

19% in Bahawalpur, and 18% in Attock had two teachers to teach all the grades.

Teachers' qualification

- **District Bahawalpur had the highest proportion of teachers with Matriculation Degree**

About 28% of the teachers, across the surveyed schools within District Bahawalpur , reported to have Matriculation Degree as their highest qualification. Similarly, 23% teachers in Khushab and 21% teachers in Nankana Sahib, Khanewal and Attock reported to have Matriculation degree as their highest educational qualification .

- **District Nankana Sahib had the highest proportion of teachers with Master's Degree**

About 36% of the teachers, across the surveyed schools within District Nankana Sahib, reported to have Master's Degree as their highest qualification. Similarly, 34% teachers in Attock, 33% teachers in Khanewal, 29% Khushabpur and 28% in Bahawalpur reported to have Master's Degree as their highest educational qualification .

- **District Bahawalpur had the highest proportion of teachers with PTC certification .**

About 44% of the teachers, across the surveyed schools within District Bahawalpur, reported to have PTC certificate. Similarly, 40% in Khushab , 39% in Attock , 37% in Nankana Sahib and 34% in Khanewal, reported to have PTC certificate .

SC meetings

- **At least 91% of the government primary schools, across all the districts, are conducting their SC meetings on monthly basis**

A vast majority of the surveyed schools in District Khushab , about 96% , reported that they conduct their SC meetings on monthly basis. This proportion was lower for schools in District Khanewal and Attock, about 87% and 83% respectively .

SC funds received

- **100% schools in District Nankana Sahib reported to have received SC funds during 2015-16**

100% surveyed schools in District Nankana Sahib reported to have received SC funds during fiscal year 2015-16, followed by District Attock and Khanewal, 88%, and District Bahawalpur 80%. Surveyed schools within Khushab displayed the

worst condition as only 47% of their schools reported to have received the funds during the fiscal year 2015-16 .

SC funds' utilization by each school

- **Schools in District Bahawalpur reported to have utilized the maximum funds during the year 2015-16**

The survey reveals that schools in District Bahawalpur on average, spent about Rs. 76,594 during the fiscal year 2015-16, whereas surveyed schools within District Attock reported to have spent on average Rs. 73,202. Schools across District Khushab had spent the least amount, Rs. 31,115, during the year 2015-16 .

Right to Information – display boards in government schools

- **About 53% of the surveyed schools in District Khanewal had displayed information on children's attendance – the percentage was much lower for other districts**

About 53% of the surveyed schools in District Khanewal had displayed information on children's attendance. This rate was less than 50% for all other districts where we conducted the survey – with District Khushab being the worst (only 30% schools).

Schools' facilities

- **About 98% of the surveyed schools in District Khanewal and Attock had clean drinking water facility**

Majority of the surveyed schools in Punjab, about 92% ,had functional water facilities. 98% of the surveyed schools across District Khanewal and Attock had this facility, followed by District Nankana Sahib and Khushab 91%. District Bahawalpur, out of all the five districts where survey was conducted, had the least number of schools with water facility i.e. 84% .

- **Almost 94% of the surveyed schools across District Nankana Sahib, had a toilet facility – the rate was lower in other districts**

About 82% of the surveyed schools in District Bahawalpur and District Khushab had a toilet facility, followed by District Khanewal, 80%. This

rate was worse in District Attock with only 68% schools having toilet facilities .

- **About 99% of schools across District Attock, followed by District Khanewal (95%) had complete boundary wall**

About 90% schools in District Bahawalpur, followed by District Khushab, 85%, and District Nankana Sahib, 82%, had a complete boundary wall.

- **District Attock, Khanewal and Khushab had maximum number of schools with electricity supply**

About 99% of the surveyed schools across District Attock had electricity supply. Followed by District Khanewal and Khushab ,96%, and District Bahawalpur and Nankana Sahib ,92%.

- **About 100% Schools in Districts Khanewal , Khushab ,and Nankana Sahib received free text books.**

Similarly, Attock 99% and Bahawalpur 98% reported to have received free text books.

Surveyed schools

Surveyed schools by type

Boys	Girls	Combine	Total
174	116	199	489

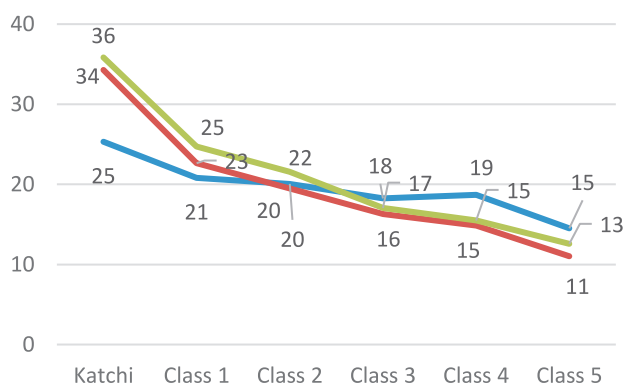
Student's Information

Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	37	26	24	19	17	14	137
Average Attendance	34	24	22	18	16	13	127
Attendance rate (%)	92%	92%	92%	95%	94%	93%	93%

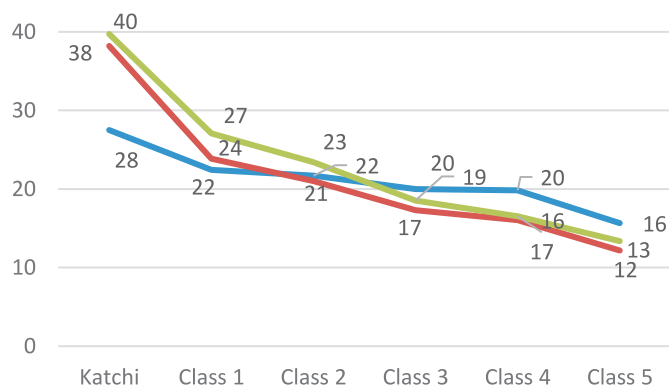
Attendance by School Type
(class-wise average)

Boys Girls Combined



Enrollment by School Type
(class-wise average)

Boys Girls Combined

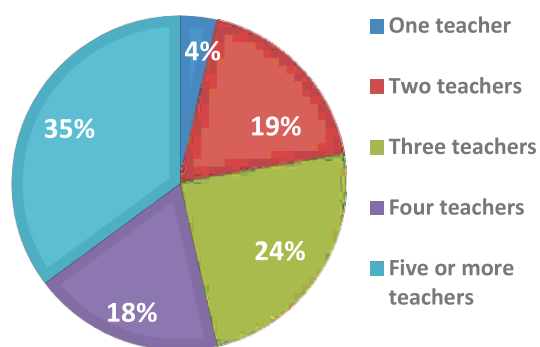


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combined school.

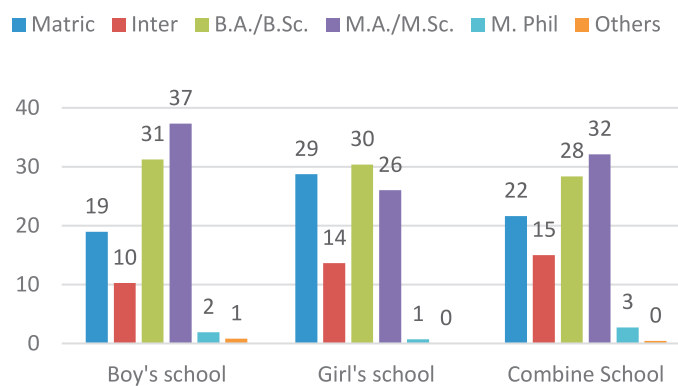
Teacher's Information

	In-charge/Head teachers	Regular teachers	Para Teachers	Total Teachers	Teachers Attendance
Appointed	492	1474	87	2053	1784
(%)	24%	72%	4%	100%	87%

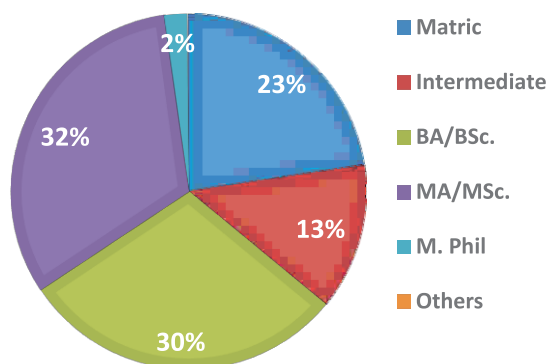
Teacher Wise: Number of Schools



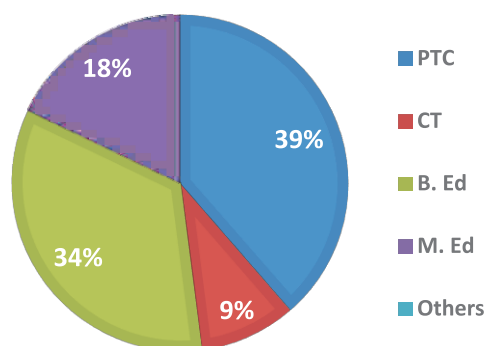
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

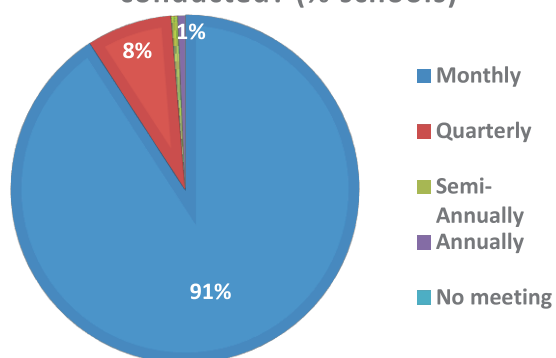


SMC Structure

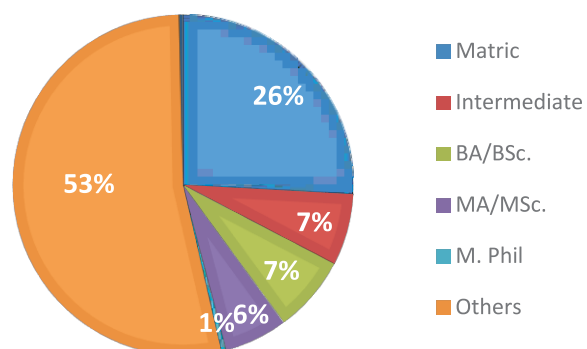
Does the school have an active SMC?

	Yes	No	Total schools
Schools	96%	4%	489

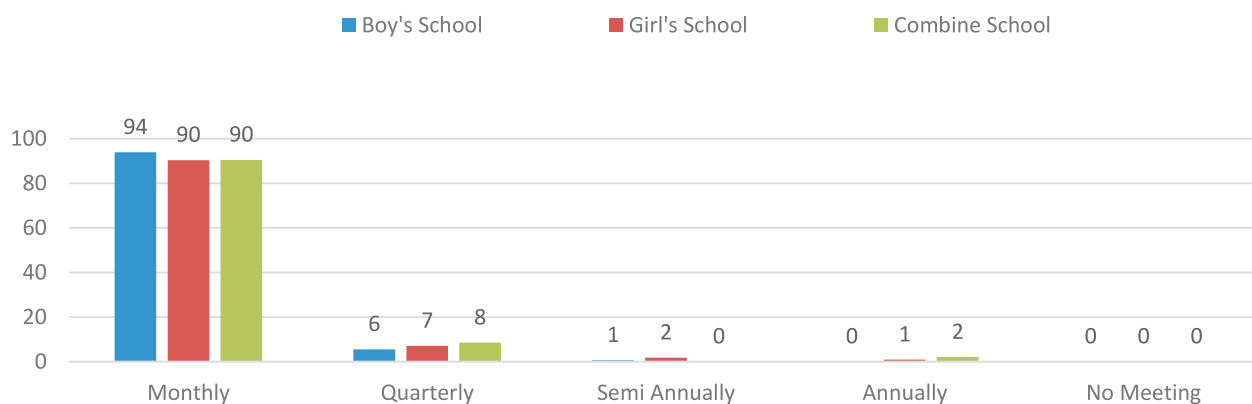
How often are SMC meetings conducted? (% schools)



Qualification of SMC Members (% Member)

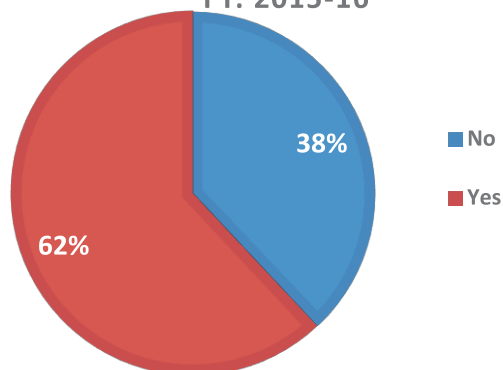


How often are SMC meetings conducted? (% Schools)

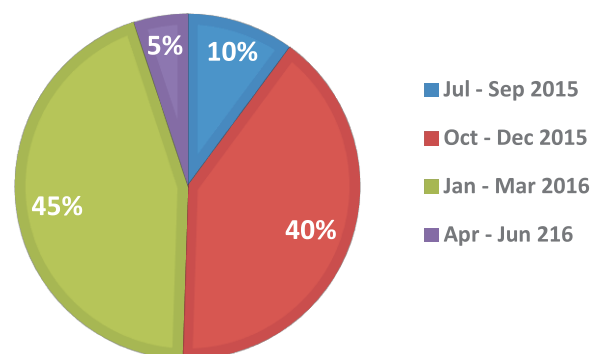


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

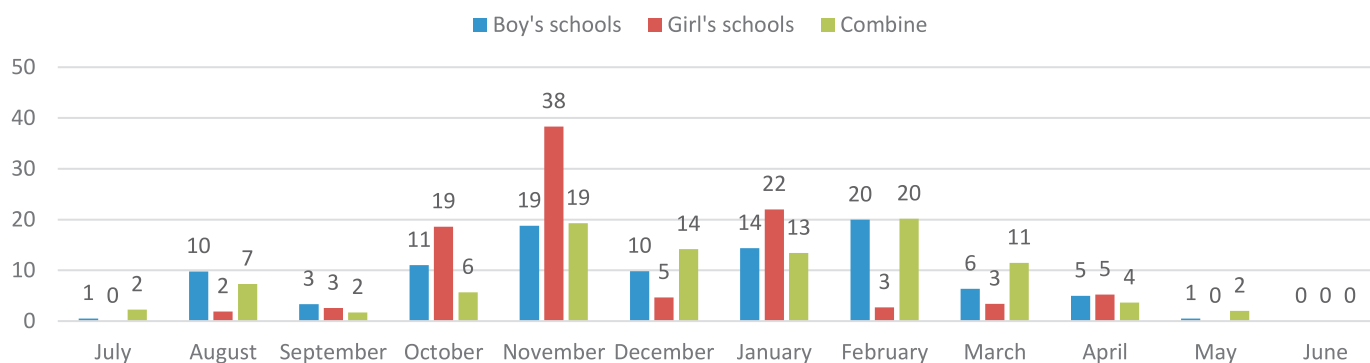
Did the schools receive SMC funds?
FY: 2015-16



In which quarter did schools receive funds?
FY: 2015 - 2016



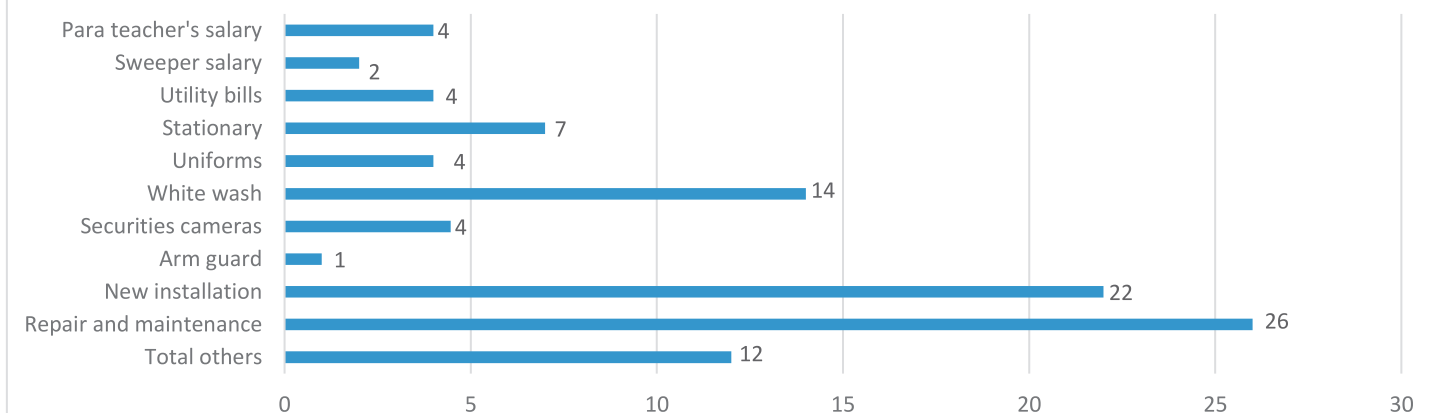
Monthly Breakdown of SMC Funds Received
(% Schools)



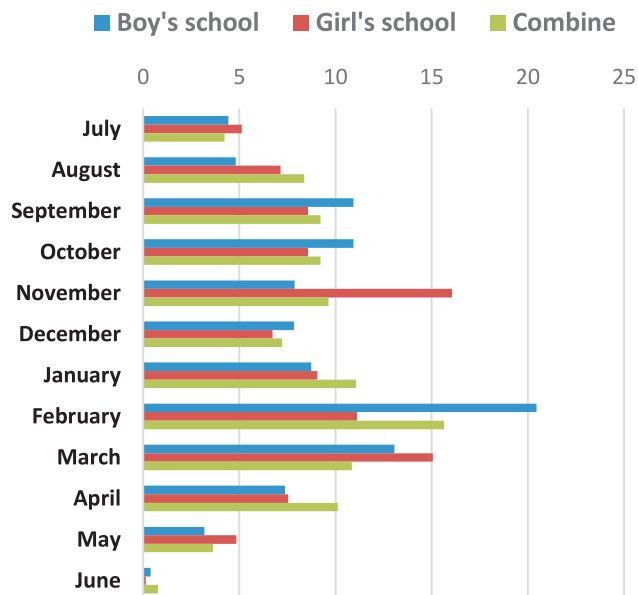
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	2579	10197	9360	15976	19190	6534	12206	19380	5171	4579	3747	318	109237
Number of schools received (average)	57	72	62	68	63	67	63	61	65	67	49	13	-
Funds / Amounts utilized (average)	4039	5991	8716	8716	10277	7100	9724	14159	12103	8560	3849	513	93748

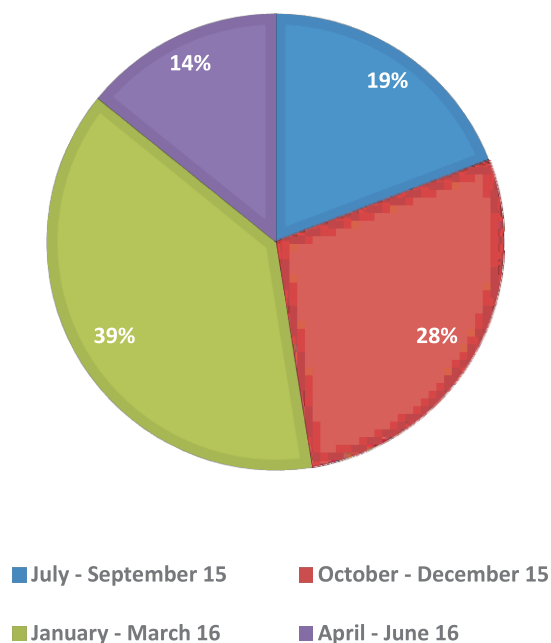
Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)



Utilization of total funds -
(% month-wise utilization FY 2015-16)



Quarterly utilization of total funds -
(% Utilized fund)



Farogh-e-Taleem Fund (FTF)*

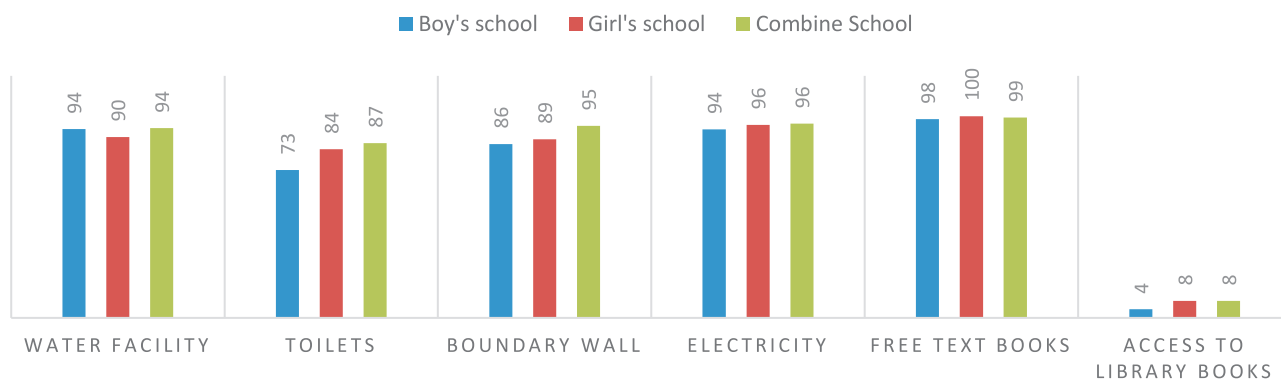
Farogh-e-Taleem Fund (FTF) – FY 2015–2016

(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	1096	1132	1164	1117	1104	1202	1127	1095	1136	2592	3537	317

*FTF is collected in Punjab only

School Facilities

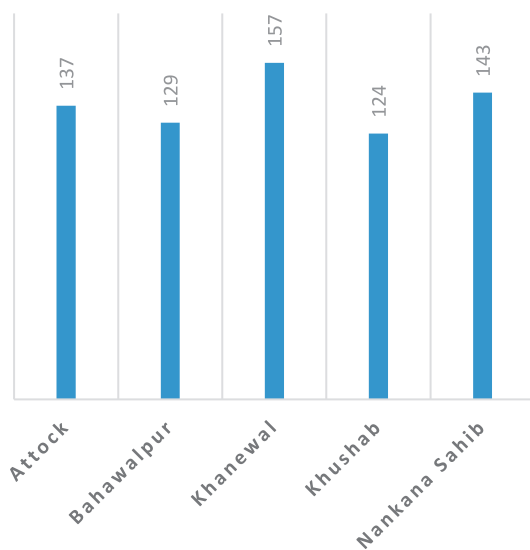
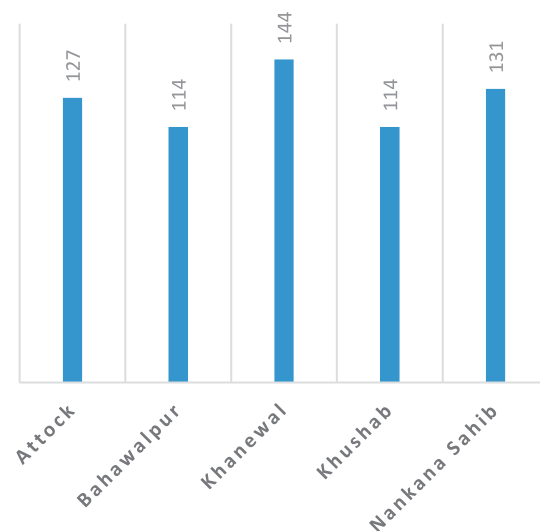
School facilities	Schools with facilities (%)
Water facility	92
Toilets	81
Boundary wall	90
Electricity	95
Free text books	99
Access to library books	07

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

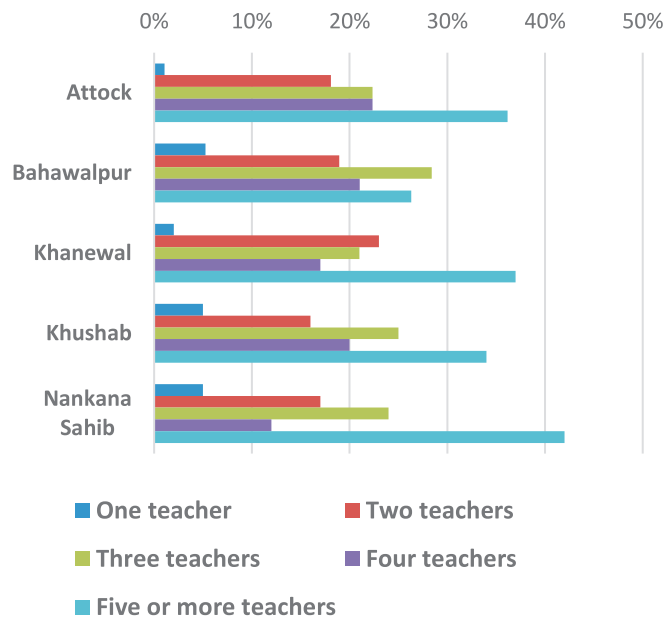
Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	41	31	34
Grant information	24	15	21
SMC Members' information	47	36	21

Students & Teachers

Students' Enrollment
(Average Students)Students' Attendance
(Average Students)

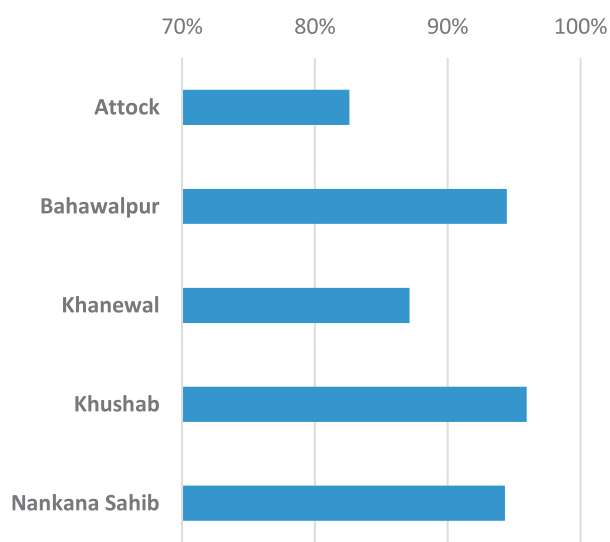
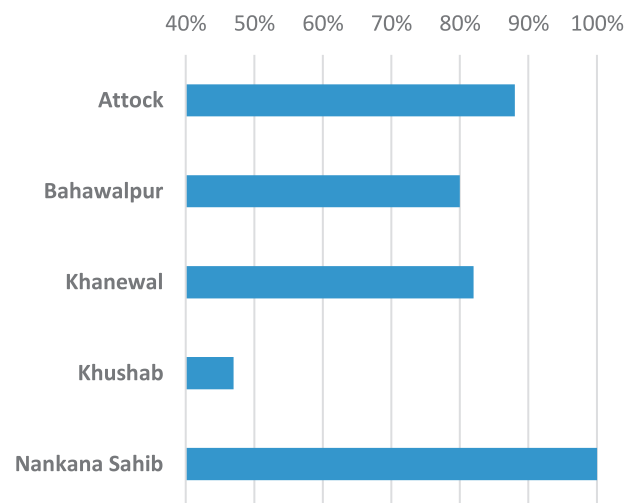
Students & Teachers

Schools with one and two teachers
(% schools)

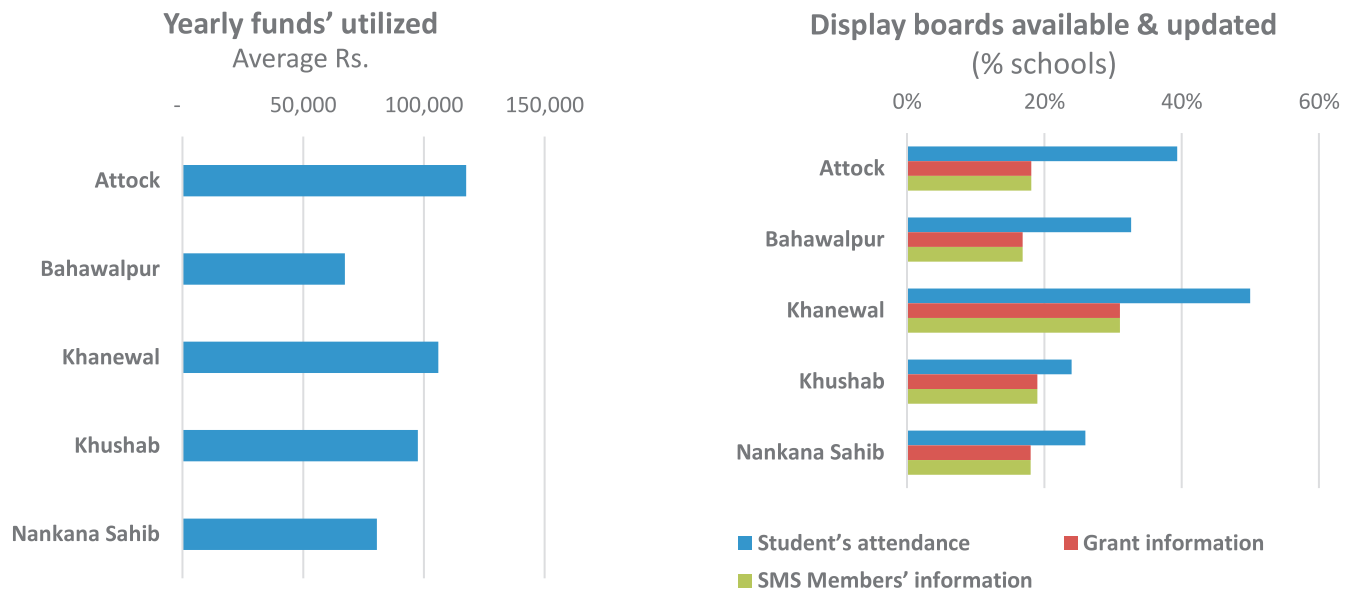
Teachers' Qualifications (% teachers)



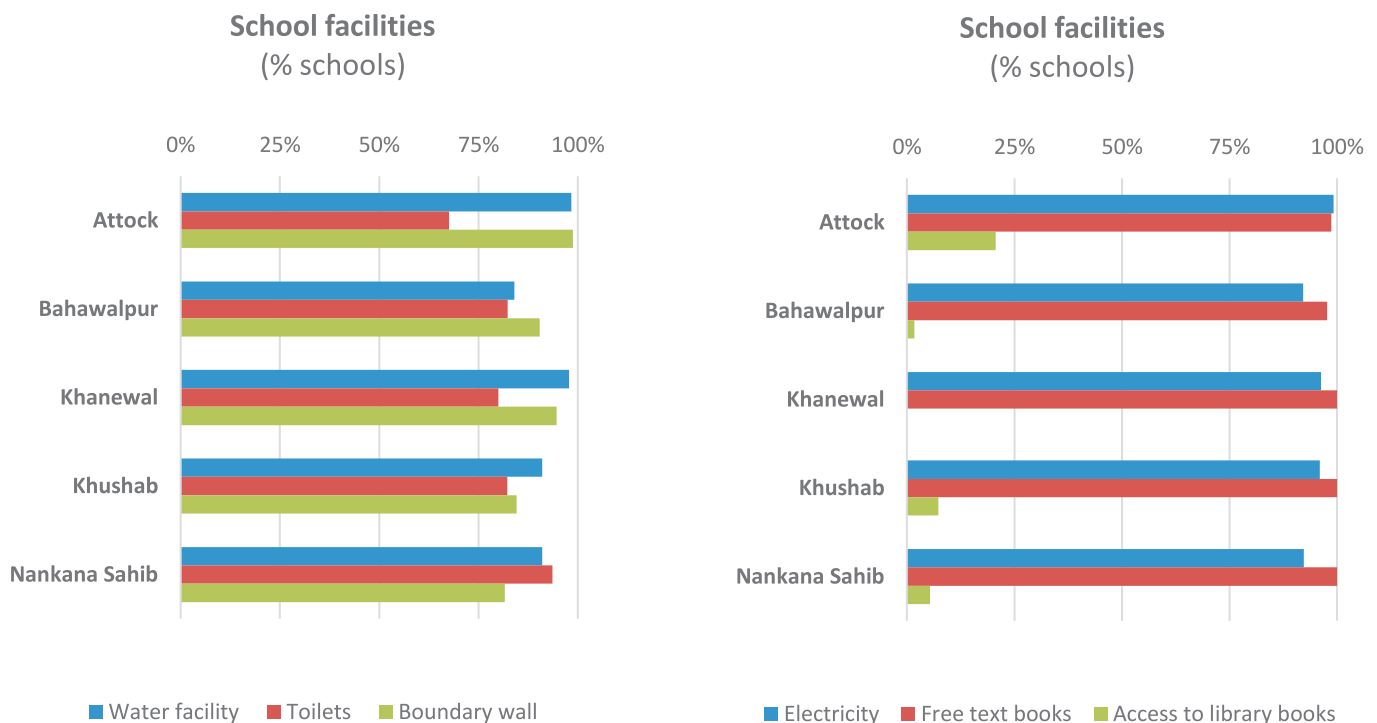
Funds & Right to information

Schools conducting SMC meetings
on monthly basis (% School)SMC funds received
(% schools)

Funds & Right to information



Schools Facilities



**DISTRICT
FINDINGS**

**DISTRICT
ATTOCK**

Surveyed schools

Surveyed schools by type

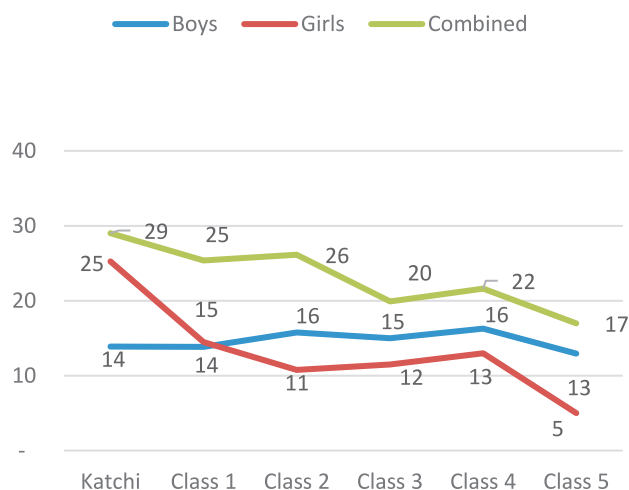
Boys	Girls	Combine	Total
26	27	41	94

Student's Information

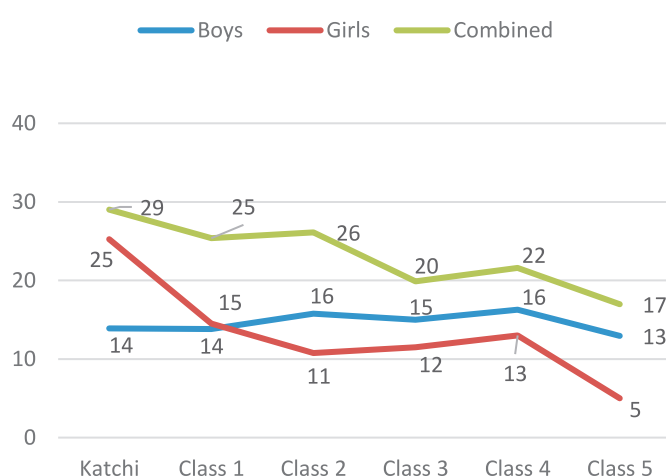
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	28	25	25	20	22	16	137
Average Attendance	26	23	24	19	20	15	127
Attendance rate (%)	93%	92%	96%	95%	91%	94%	93%

Attendance by School Type
(class-wise average)



Enrollment by School Type
(class-wise average)

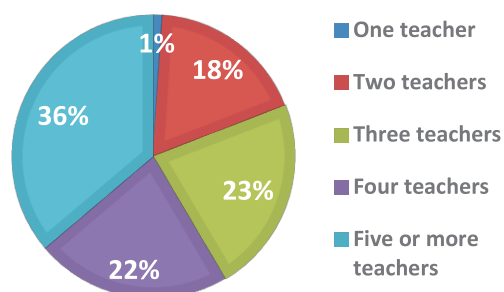


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

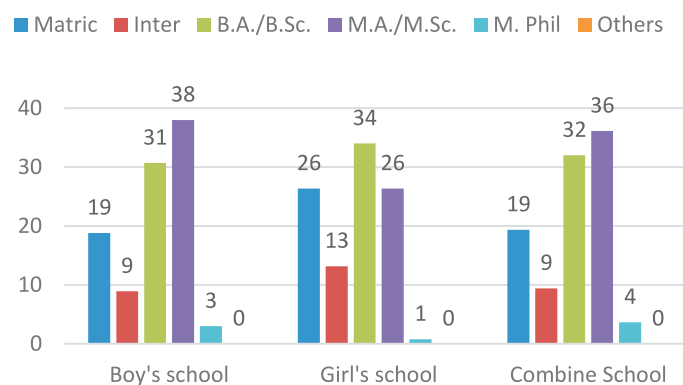
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	95	302	23	420	389
(%)	23%	72%	5%	100%	93%

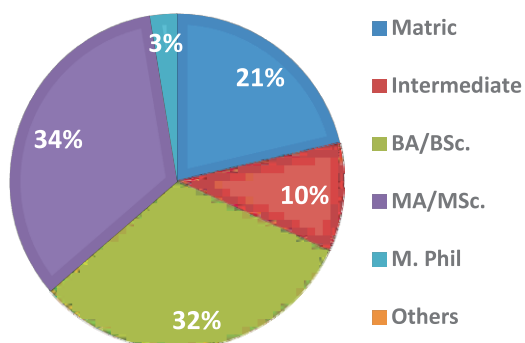
Teacher Wise: Number of Schools



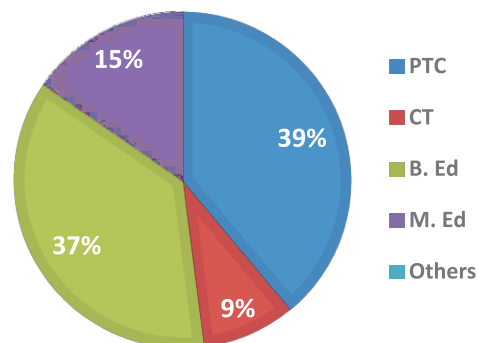
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

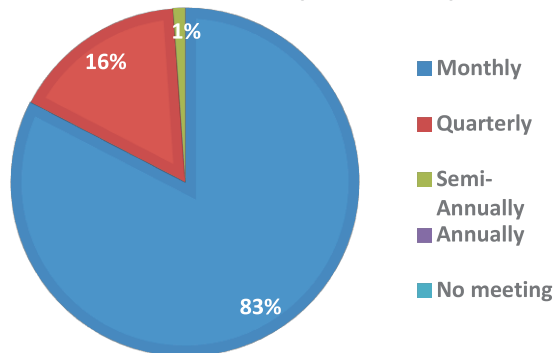


SMC Structure

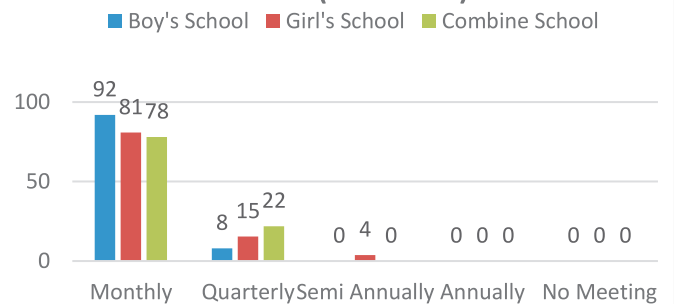
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	100%	0%	94

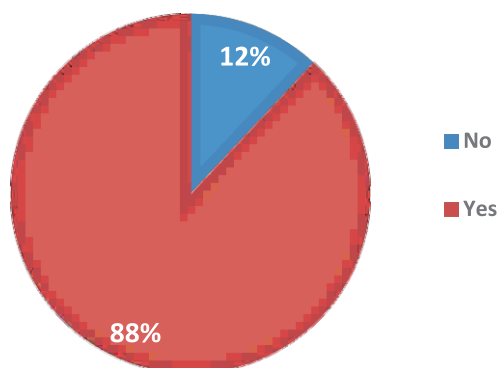
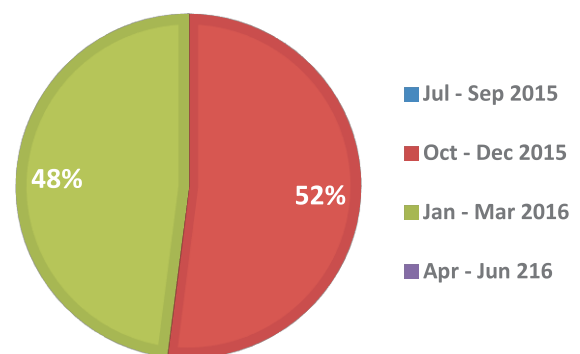
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)



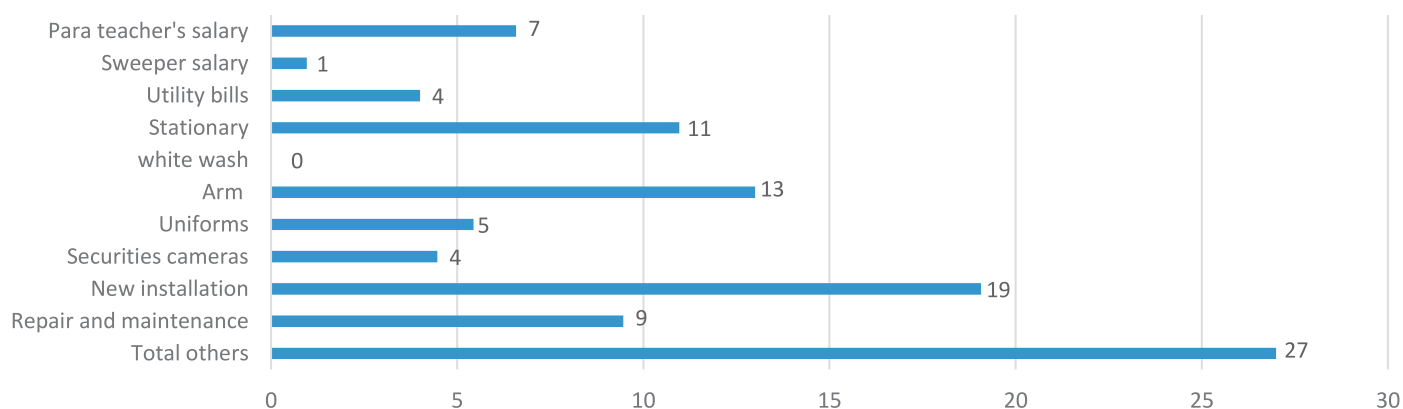
School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

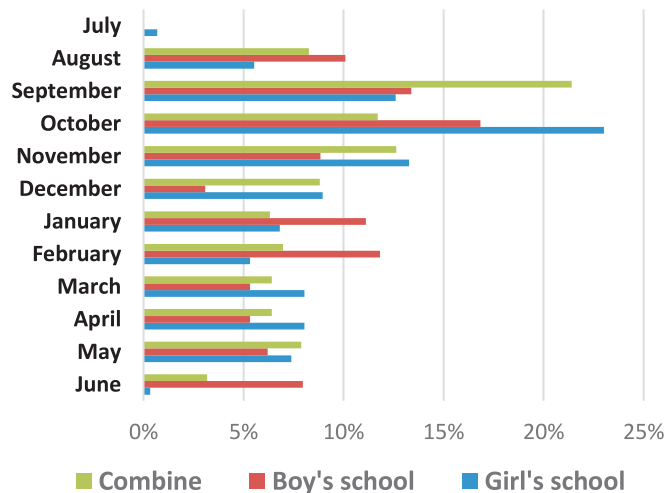
Total Funds Received and Utilized During the Fiscal Year 2015-16

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	1738	2388	1995	2272	47059	2314	2453	42498	2321	3079	2149	643	110909
Number of schools received (average)	80	91	91	91	92	91	91	91	90	90	83	16	-
Funds / Amounts utilized (average)	4647	8558	7584	7584	9435	9205	8411	13701	18453	20104	9634	177	117493

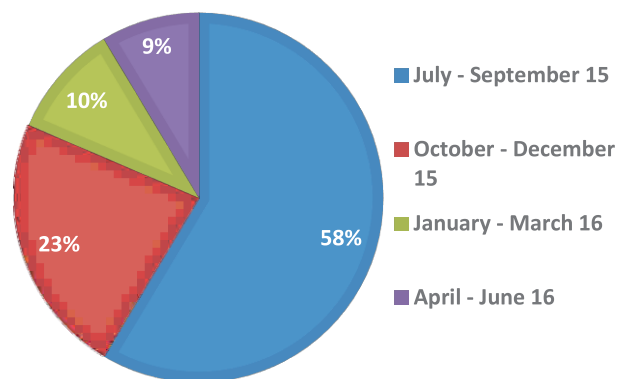
Categorization of Total funds' utilization (% total utilized funds FY 2015-16)



Utilization of Total funds – (% total utilized funds FY 2015-16)



Quarterly utilization of total funds – (% Utilized fund)



Farogh-e-Taleem Fund (FTF)*

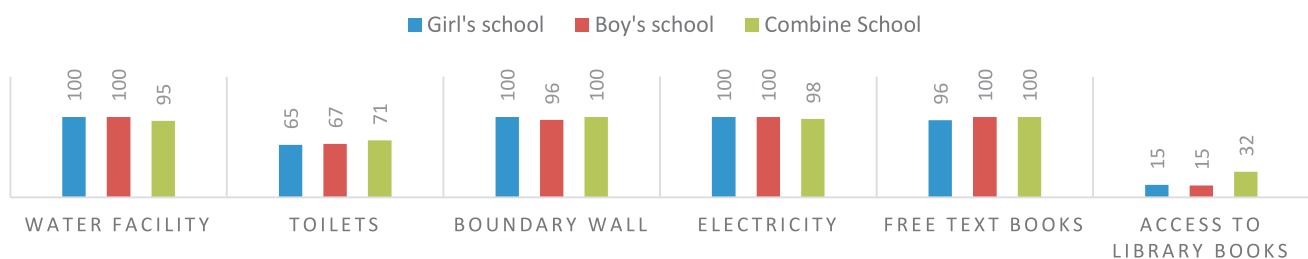
Farogh-e-Taleem Fund (FTF) – FY 2015 - 2016

(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	1738	1995	1995	1995	1931	1995	2054	1853	1922	3079	2143	643

*FTF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE (% SCHOOLS)



Right to Information

Right to Information

Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	44	36	39
Grant information	26	19	18
SMS Members' information	39	36	18

DISTRICT BAHAWALPUR

Surveyed schools by type

Boys	Girls	Combine	Total
27	6	62	95

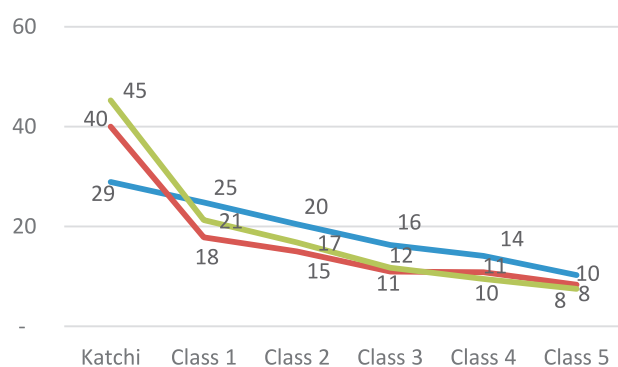
Student's Information

Enrollment and Attendance

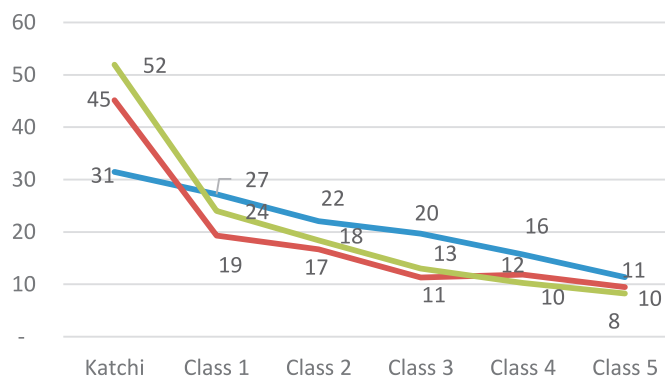
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	47	25	21	15	12	09	129
Average Attendance	41	22	19	13	11	08	114
Attendance rate (%)	87%	88%	90%	87%	92%	89%	88%

Attendance by School Type
(class-wise average)

Boys Girls Combine

Enrollment by School Type
(class-wise average)

Boys Girls Combine

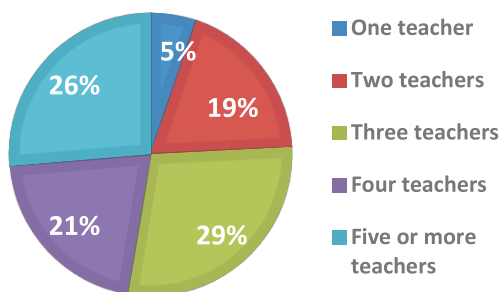


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

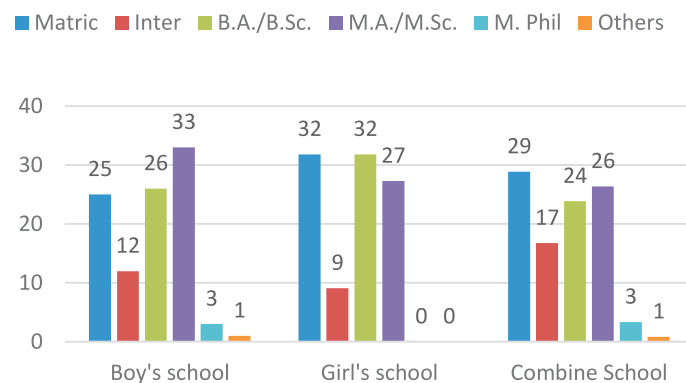
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	95	243	23	361	349
(%)	26%	67%	6%	100%	97%

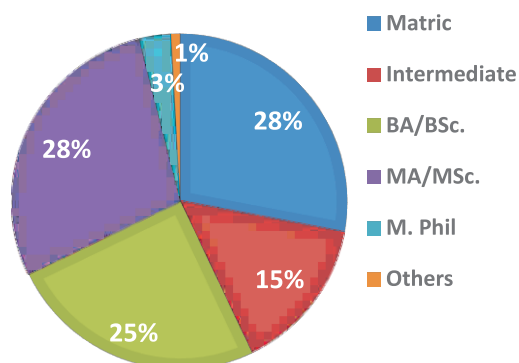
Teacher Wise: Number of Schools



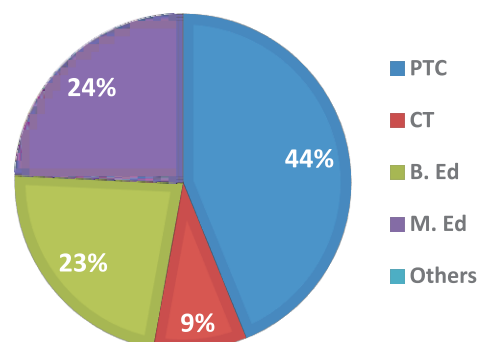
Teacher's qualifications (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

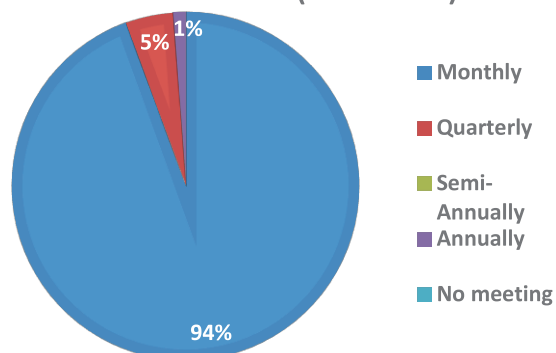


SMC Structure

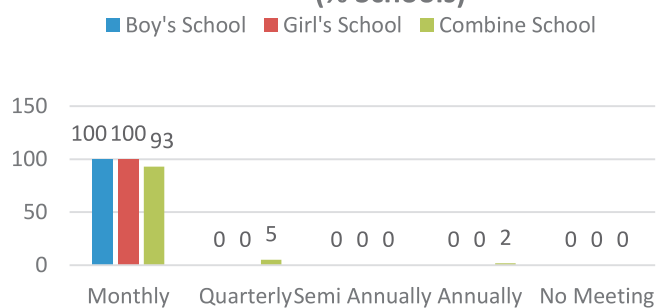
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	95	5	95

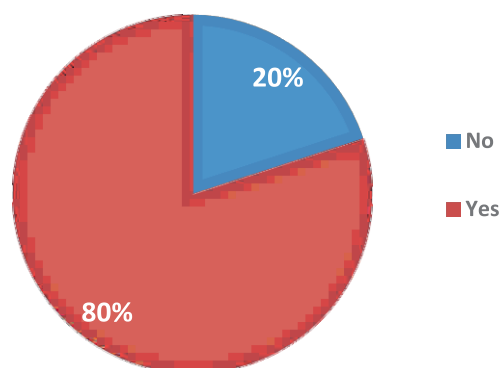
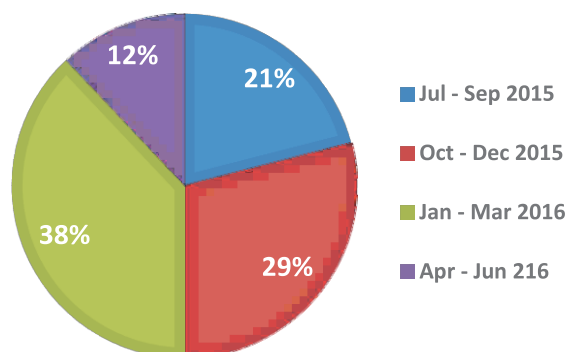
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

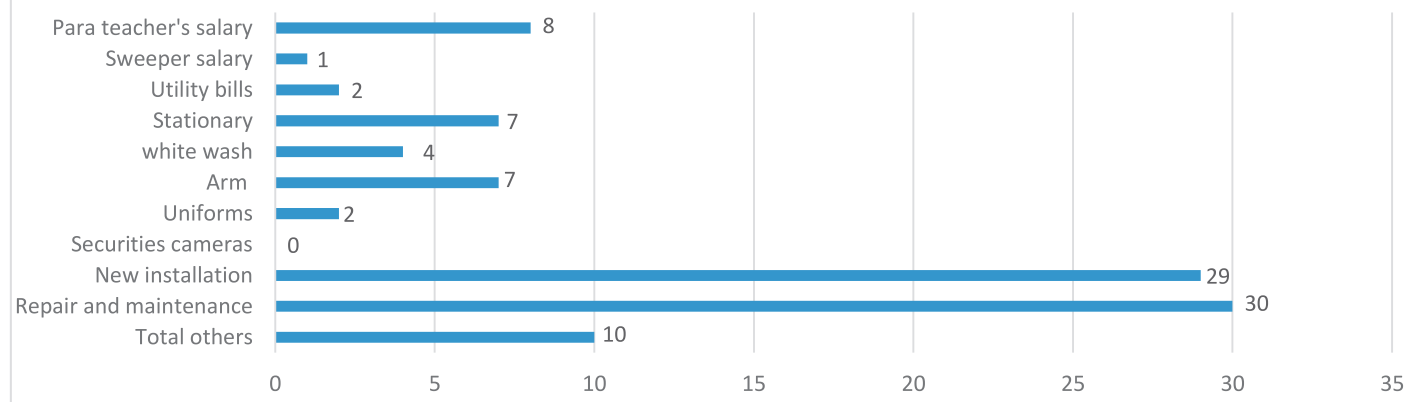
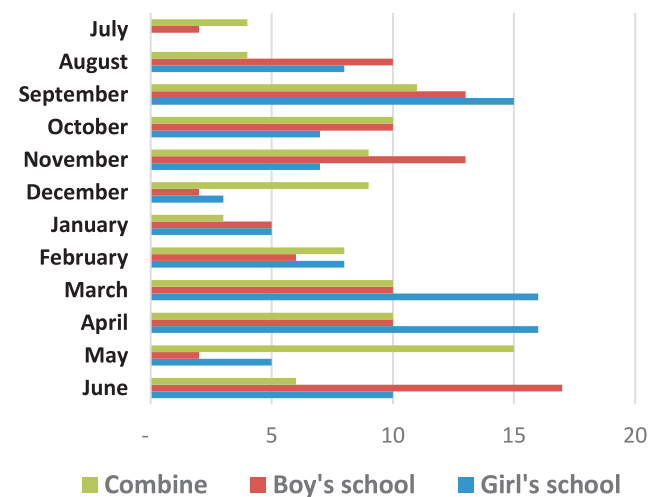
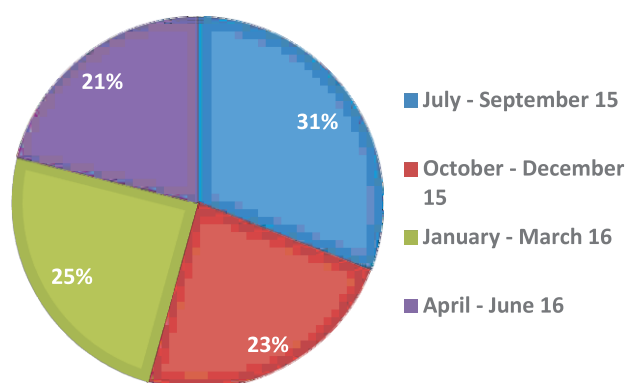


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	2827	14271	1040	2565	735	22549	10550	6451	15958	9015	1344	-	87305
Number of schools received (average)	07	32	04	05	03	44	27	14	37	25	05	-	-
Funds / Amounts utilized (average)	5200	7489	8118	8118	5019	2611	4545	5993	6046	8525	4000	1645	67309

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds –
(% Utilized fund)

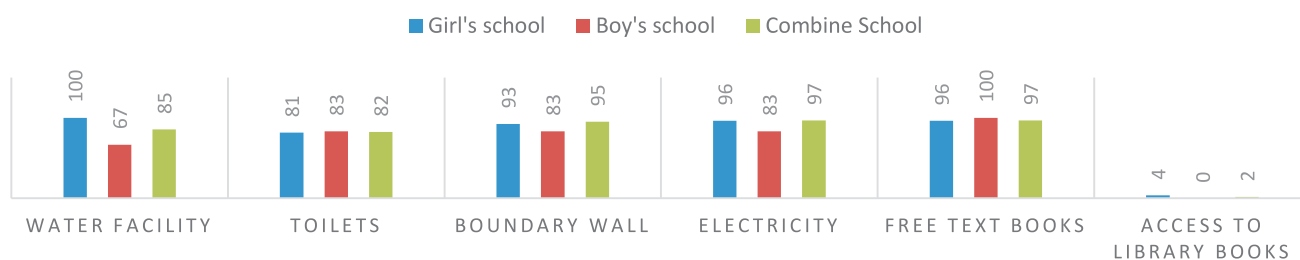
Farogh-e-Taleem Fund (FTF)*

Farogh-e-Taleem Fund (FTF) – FY 2015 – 2016

(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	110	16	16	16	16	459	16	16	16	226	42	-

*FTF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	41	36	33
Grant information	23	18	17
SMS Members' information	41	39	17

DISTRICT KHANEWAL

Surveyed schools by type

Boys	Girls	Combine	Total
45	32	23	100

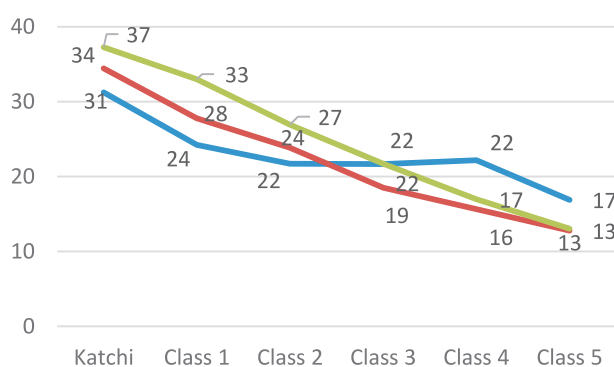
Student's Information

Enrollment and Attendance

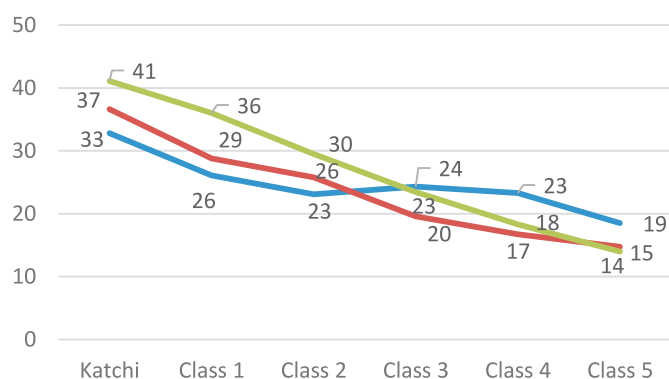
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	39	33	28	23	19	15	157
Average Attendance	36	31	25	21	18	13	144
Attendance rate (%)	92%	94%	89%	91%	95%	87%	92%

Attendance by gender
(class-wise average)

Boys Girls Combined

Enrollment by gender
(class-wise average)

Boys Girls Combined

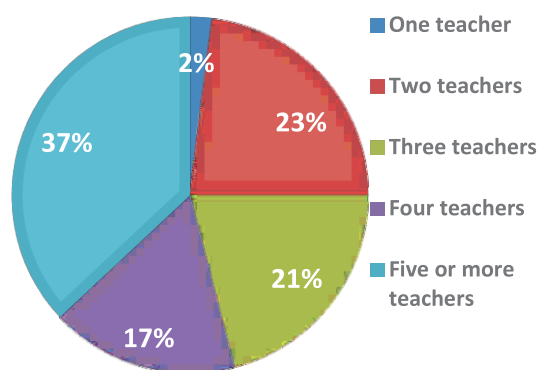


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

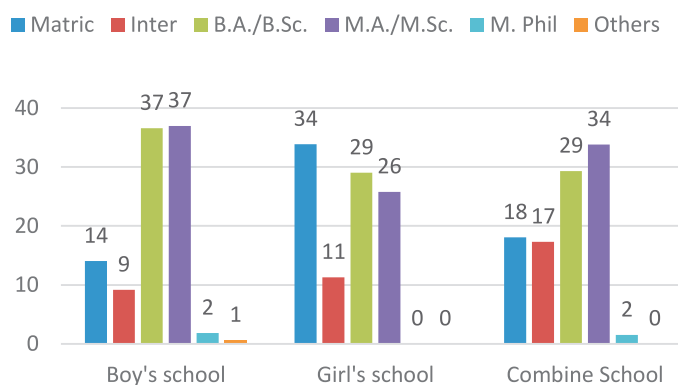
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	100	307	20	427	397
(%)	23%	72%	5%	100%	93%

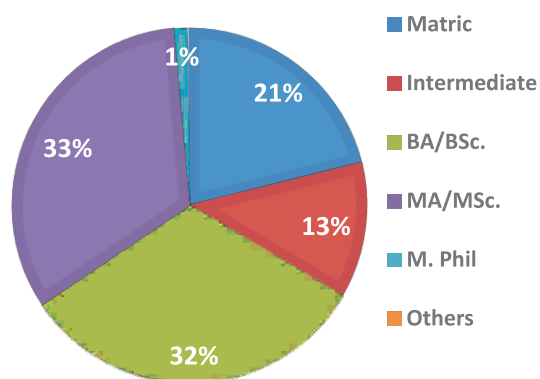
Teacher Wise: Number of Schools



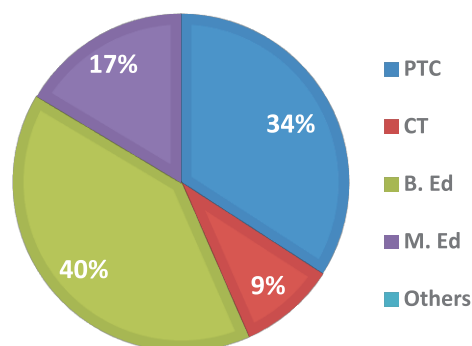
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

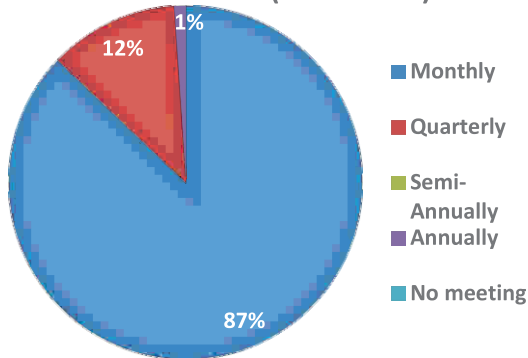


SMC Structure

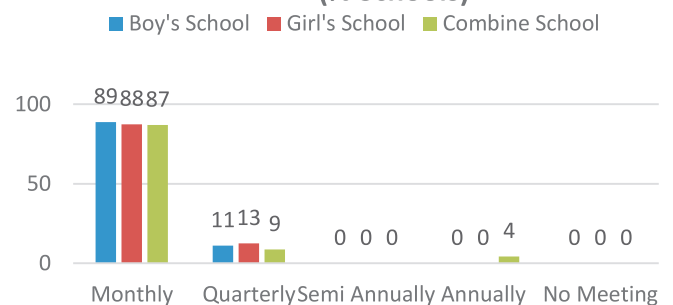
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	99	1	100

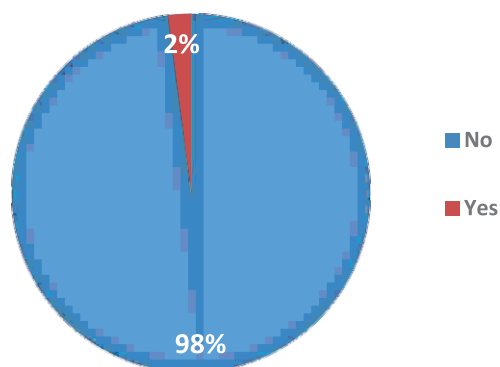
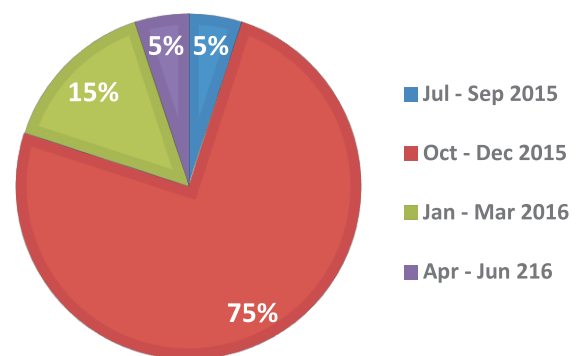
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

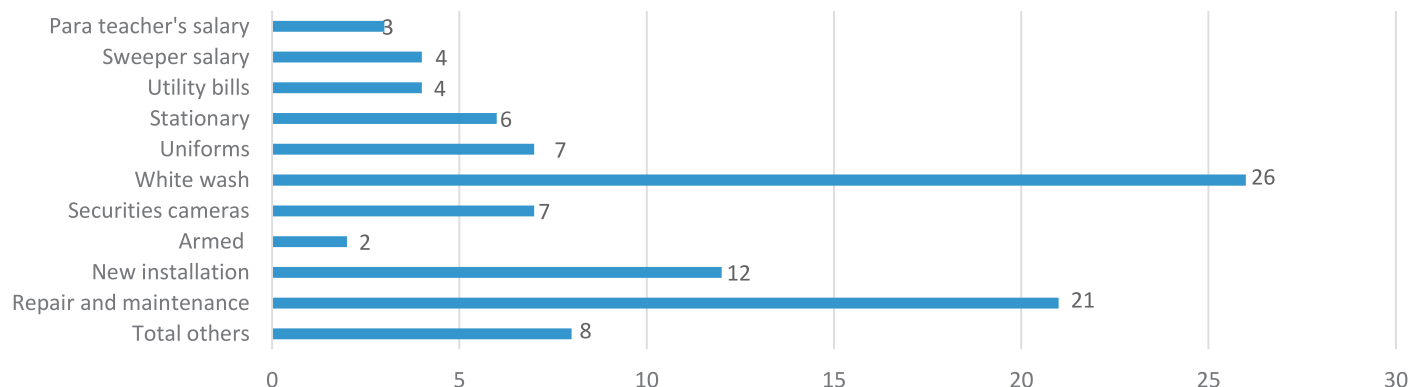
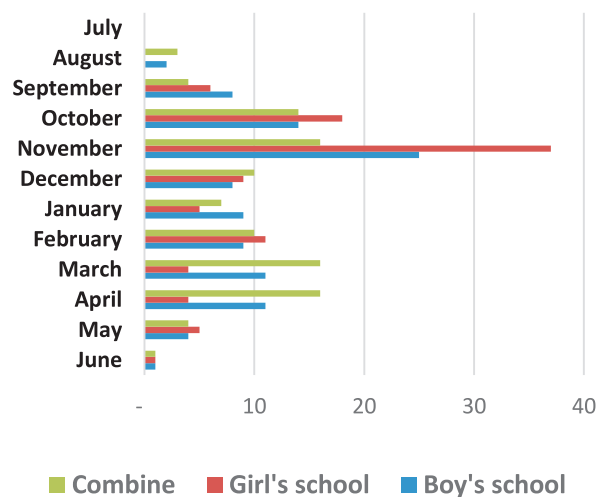
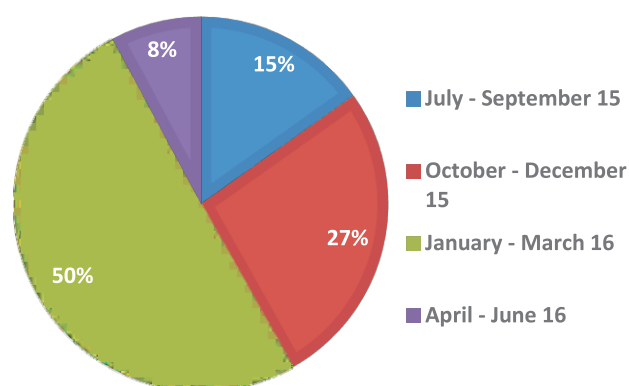


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	3202	3347	24182	20195	7928	3042	5682	39905	4063	3116	14	-	114676
Number of schools received (average)	99	99	99	100	99	99	99	100	99	98	1	-	-
Funds / Amounts utilized (average)	940	4535	10591	10591	10518	7186	9695	27426	16213	6394	1890	-	105979

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds-
(% Utilized fund)

Farogh-e-Taleem Fund (FTF)*

Farogh-e-Taleem Fund (FTF) – FY 2015 - 2016

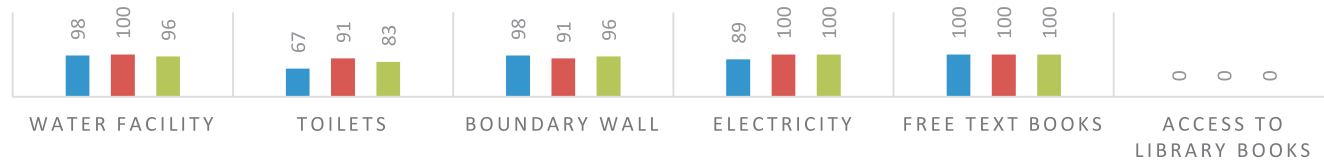
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	2034	1908	2143	1878	1910	1910	1910	1910	1911	1882	14	-

*FTF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

■ Girl's school
 ■ Boy's school
 ■ Combine School



Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	53	26	50
Grant information	32	9	31
SMS Members' information	80	49	31

DISTRICT KHUSHAB

Surveyed schools by type

Boys	Girls	Combine	Total
46	22	32	100

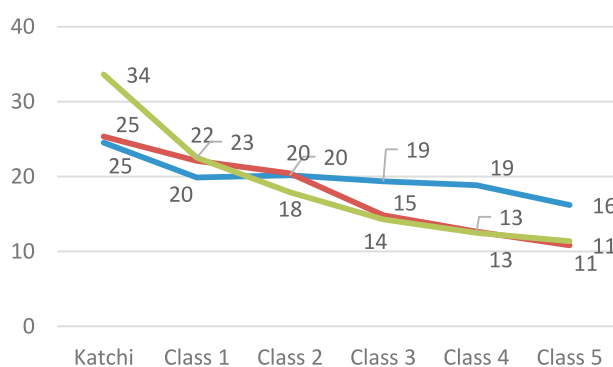
Student's Information

Enrollment and Attendance

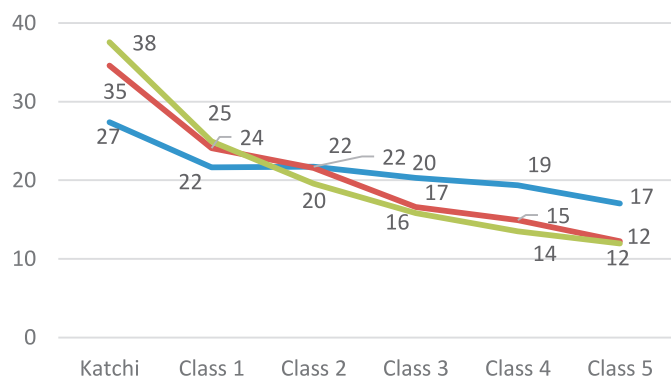
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	35	24	20	17	15	13	124
Average Attendance	30	22	20	16	14	12	114
Attendance rate (%)	86%	92%	100%	94%	93%	92%	92%

Attendance by gender
(class-wise average)

Boys Girls Combined

Enrollment by gender
(class-wise average)

Boys Girls Combined

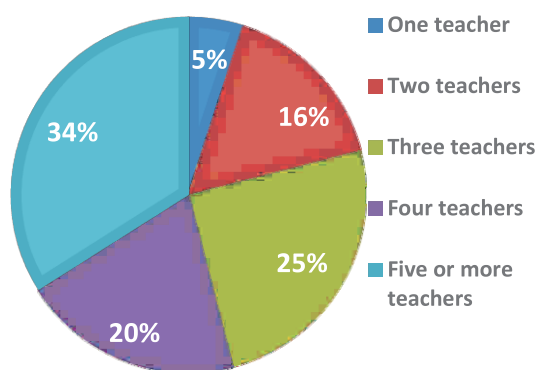


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

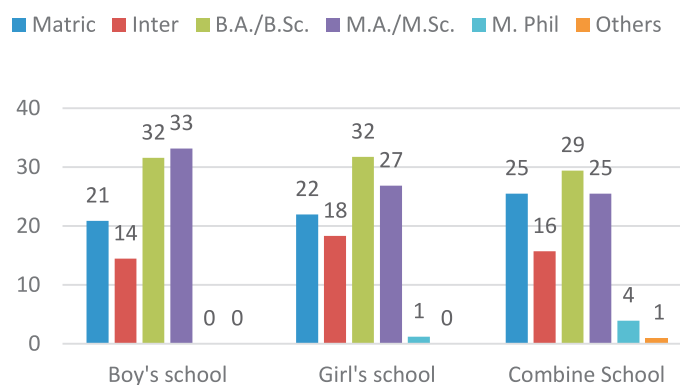
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	102	304	17	423	395
(%)	24%	72%	4%	100%	93%

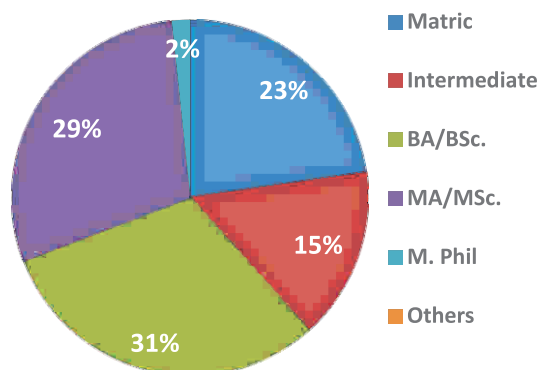
Teacher Wise: Number of Schools



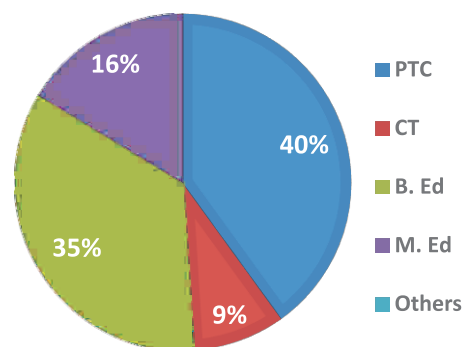
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

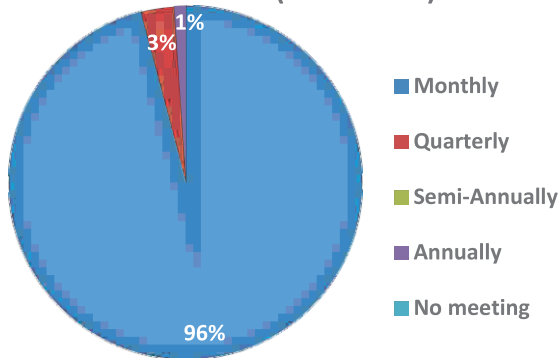


SMC Structure

Does the school have an active SMC?

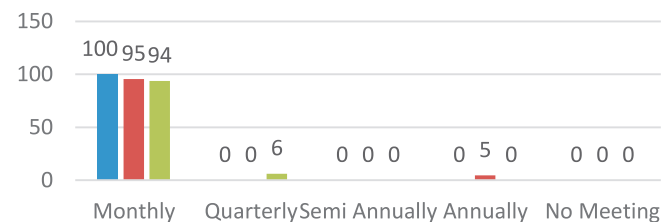
	Yes	No	Total schools
Schools (%)	99	1	100

How often are SMC meetings conducted? (% schools)

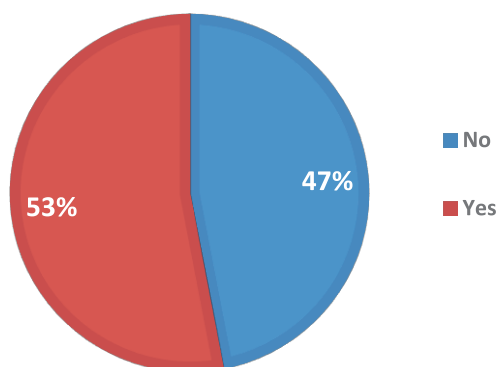
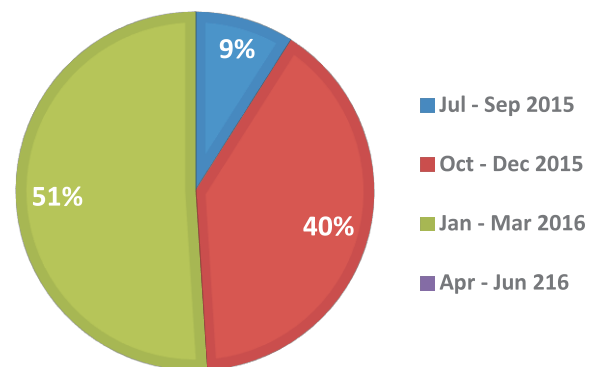


How often are SMC meetings conducted? (% Schools)

■ Boy's School ■ Girl's School ■ Combine School

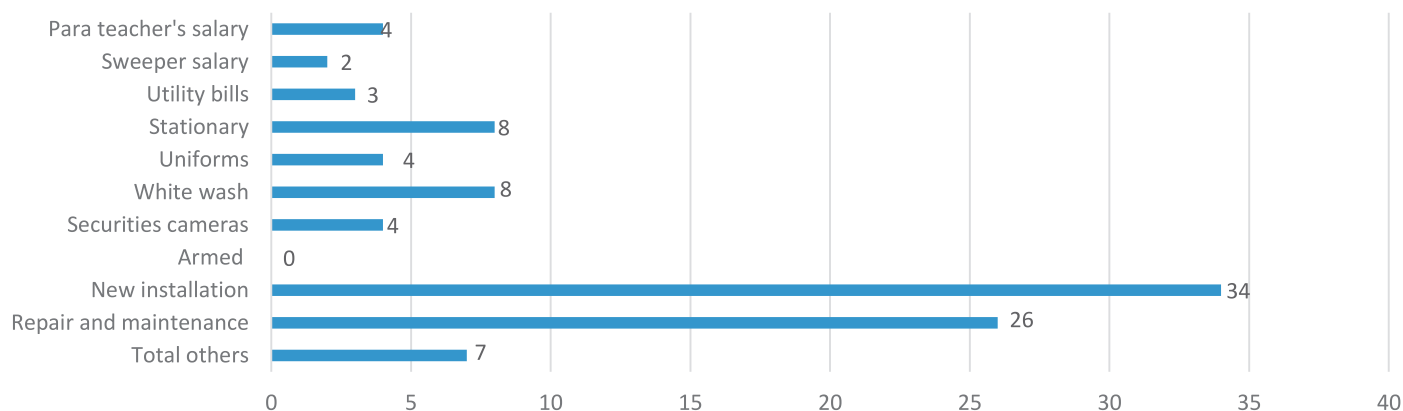
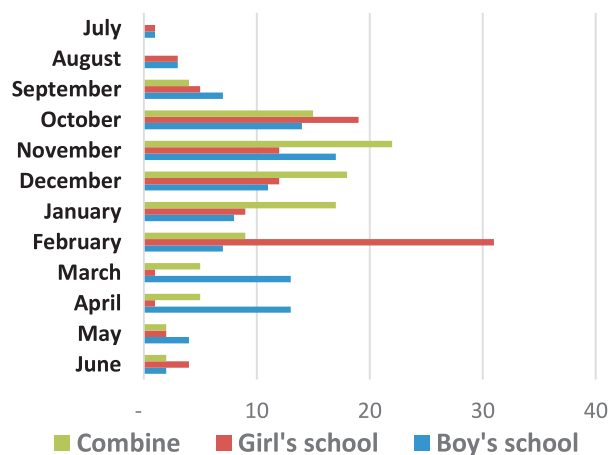
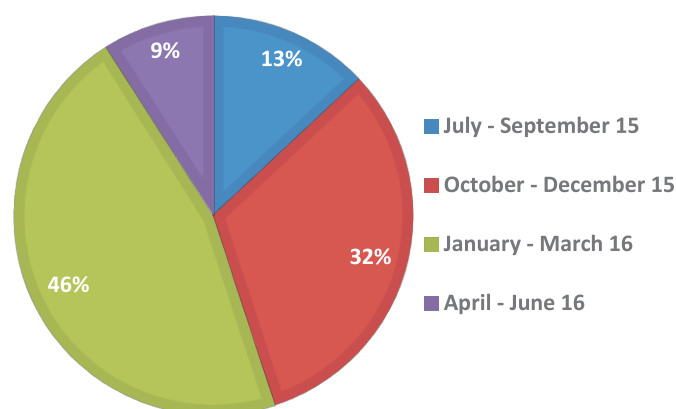


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	2373	2030	10095	32718	2458	1658	40763	4507	2573	1658	1706	806	103345
Number of schools received (average)	91	95	97	97	96	96	97	97	96	96	92	47	-
Funds / Amounts utilized (average)	2291	2634	7803	7803	12130	11220	13303	17077	14856	5685	1945	778	97526

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds-
(% Utilized fund)

Farogh-e-Taleem Fund (FTF)*

Farogh-e-Taleem Fund (FTF) – FY 2015 - 2016

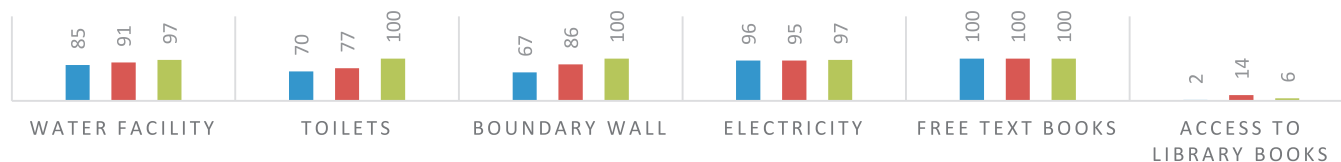
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	1586	1650	1658	1658	1658	1658	1658	1688	1658	1658	1706	806

*FTF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

■ Girl's school ■ Boy's school ■ Combine School



Right to Information

Right to Information

Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	30	25	24
Grant information	15	13	19
SMS Members' information	34	29	19

DISTRICT NANKANA SAHIB

Surveyed schools by type

Boys	Girls	Combine	Total
30	29	41	100

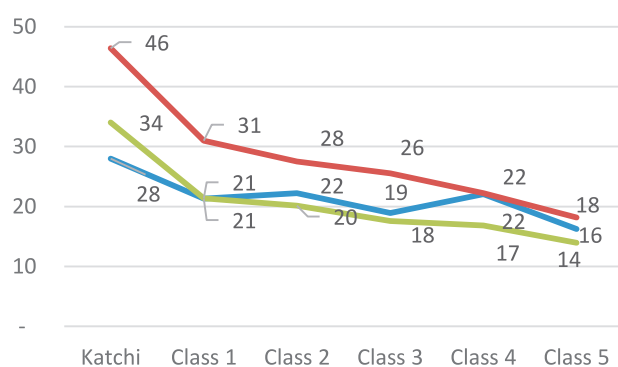
Student's Information

Enrollment and Attendance

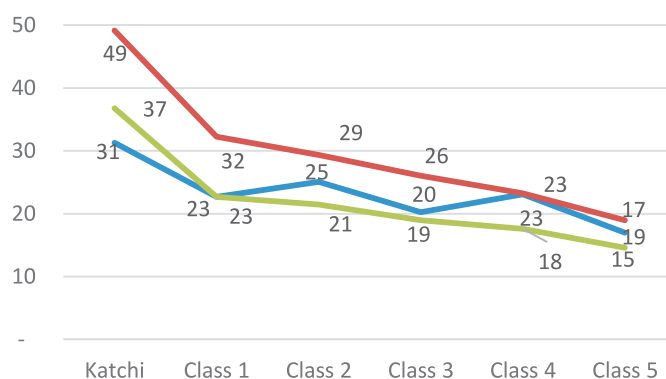
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	38	24	24	21	20	16	143
Average Attendance	35	23	20	19	19	15	131
Attendance rate (%)	92%	95%	83%	90%	95%	94%	92%

Attendance by School Type
(class-wise average)

Boys Girls Combined

Enrollment by School Type
(class-wise average)

Boy's Schools Girl's Schools Combined

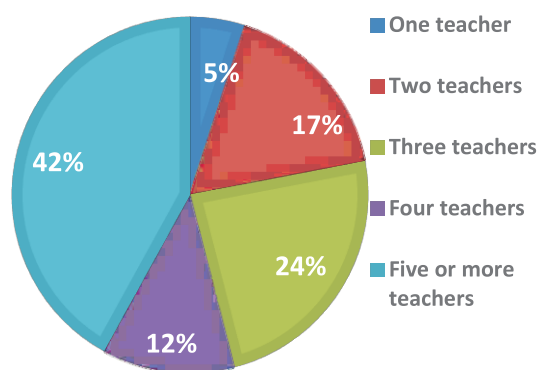


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

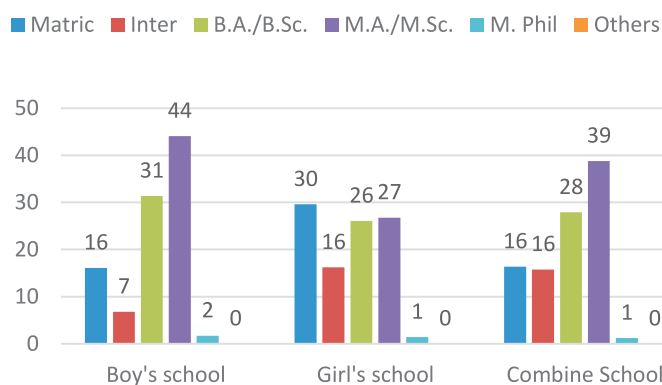
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	100	318	04	422	254
(%)	24%	75%	1%	100%	60%

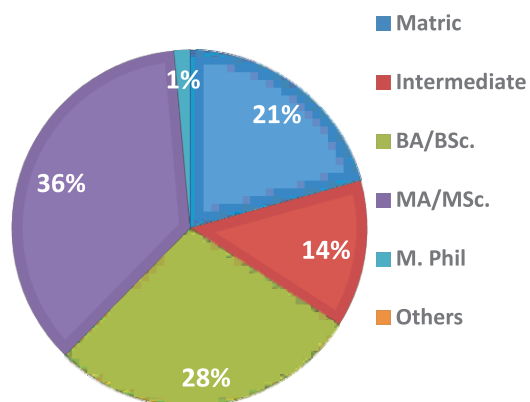
Teacher Wise: Number of Schools



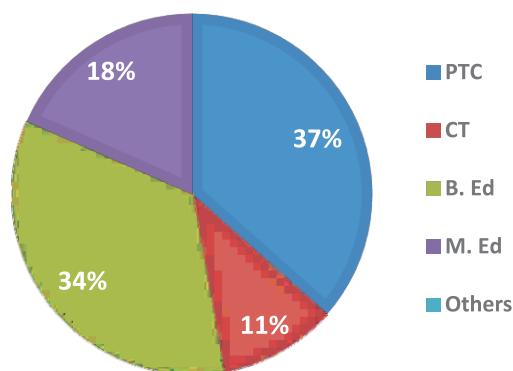
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

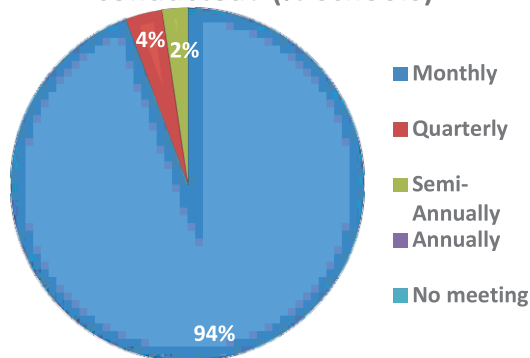


SMC Structure

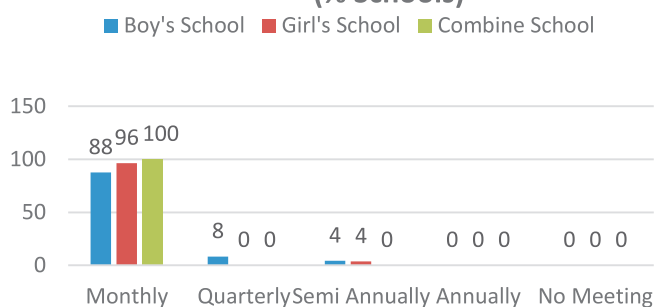
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	87	13	100

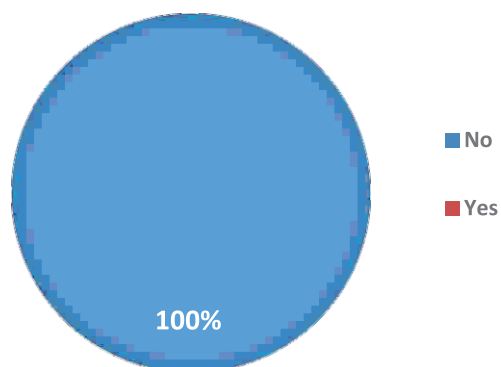
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

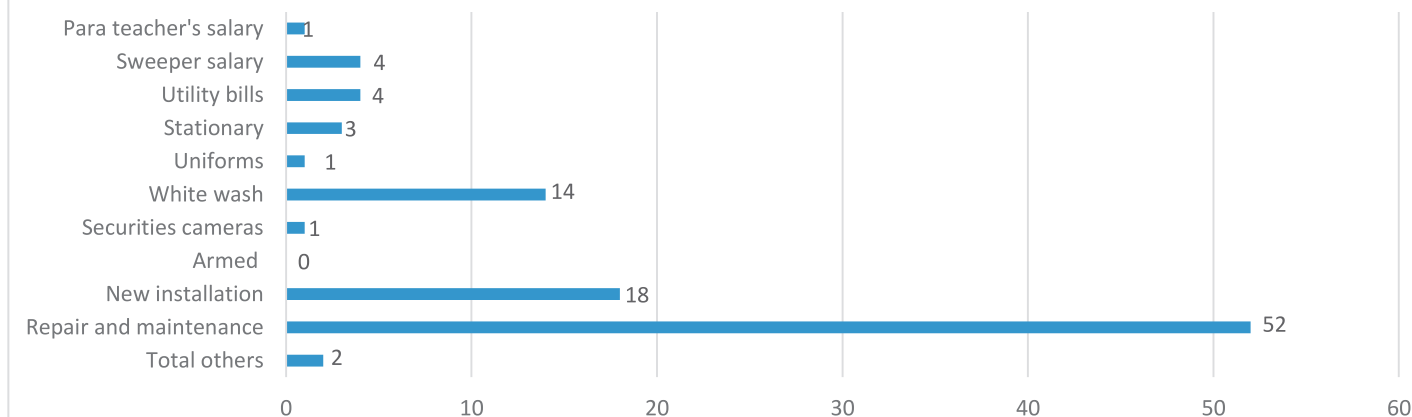
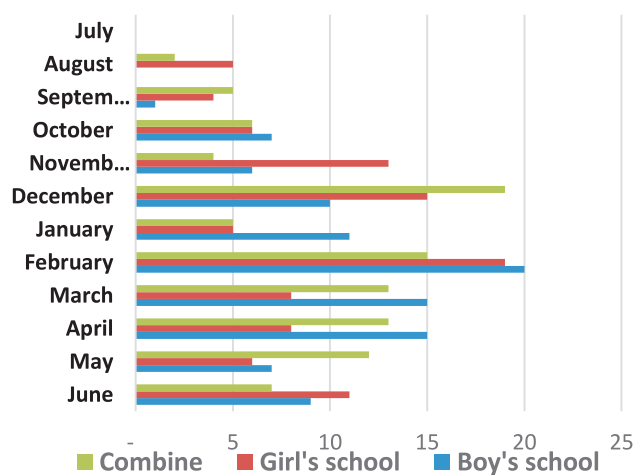
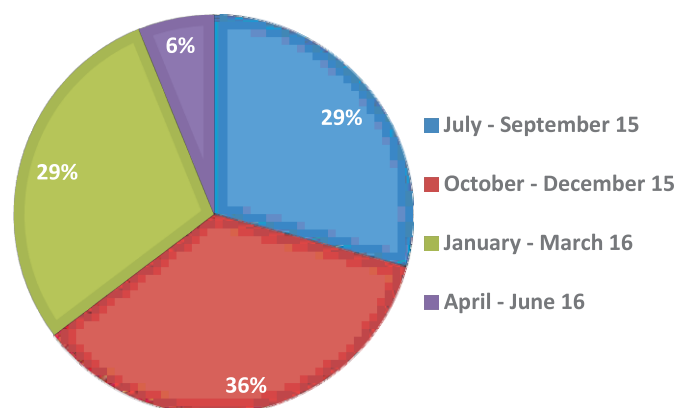


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	2754	28950	9485	22129	17246	3106	1585	3540	943	6026	13521	140	109425
Number of schools received (average)	06	43	17	45	24	05	03	04	02	27	65	01	-
Funds / Amounts utilized (average)	7210	6967	9387	9387	13969	5180	12330	6160	5027	2783	2131	-	80531

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds-
(% Utilized fund)

Farogh-e-Taleem Fund (FTF)*

Farogh-e-Taleem Fund (FTF) – FY 2015 - 2016

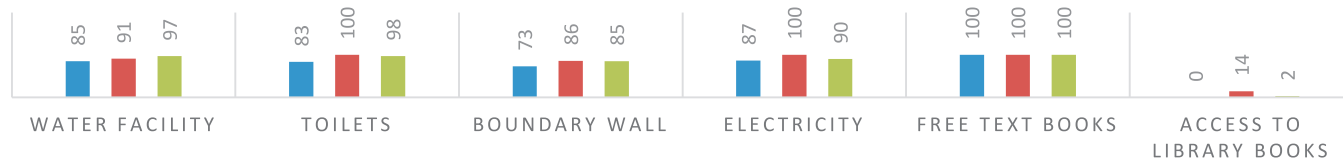
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	-	87	-	35	-	-	-	-	163	6026	13521	140

*FTF is collected in Punjab only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

■ Girl's school
 ■ Boy's school
 ■ Combine School



Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	36	30	26
Grant information	26	16	18
SMS Members' information	40	26	18

FINDINGS

SINDH

Narrative

Sindh

Indicator 1: Students' Information

Students' Enrollment

- **Enrollment dropped as the class level increased – the drop in enrollment was higher in girls' schools**
Student enrollment fell from an average class size of 32 students per class in class 1 to only 26 students in class 5. The average class size for boys' schools was 31 students in class 1 and 25 in class 5. On average, enrollment within girls' schools was 27 in class one which dropped to 22 in class 5.
- **One in every 4 students was absent on the day of survey**
The average attendance rate of the surveyed schools was found to be about 76%. Students' attendance rate was calculated using the total enrollment (as per the school register) and the number of students present (headcount) on the day.

Indicator 2: Teachers' Information

Teachers' Absenteeism

- **One in every 5 teachers was absent on the day of the survey**
Approximately 82% of the teachers in the surveyed schools were present on the day of survey. Teachers' attendance was calculated using the number of appointed teachers and the number of teachers present on the day.

Number of appointed teachers per school

- **About 24% of the surveyed schools either had one or two teachers to teach all the classes**
About 8% schools reported to have three teachers, 5% had four teachers, whereas the remaining 63% schools had five or more teachers.

Teachers' Qualifications

- **A majority of teachers had a Bachelor's or Master's Degree as their highest qualification**
Out of the total 2,782 teachers, whose information were gathered, 47% had a Bachelor's Degree, 30%

had a Master's Degree, while 1% had an M.Phil. Degree as their highest qualification. 16% teachers had completed Intermediate while 5% of teachers were matric qualified .

- **40% of the teachers appointed in boys' schools had a Master's degree – the percentage was slightly lower in girls' and combined schools**

About 33% of the teachers in girls' schools had a Master's degree as their highest qualification, whereas in combined schools, only 27% teachers had Master's Degree as their highest qualification .

Teachers' Certifications

- **B.Ed., and PTC were the most common certifications**

37% of the teachers in the surveyed schools had B.Ed. certification. The next major certification was PTC, which was held by 30% of the teachers. Only 10% of the total teachers had an M. Ed. certification. 23% of the teachers had CT certificate.

Indicator 3: SC Structure

- **Most of the surveyed schools had active school councils that held members' meetings on a regular basis**

86% of the surveyed schools had an active SC while only 14% SCs were reported to be inactive. Schools where an active SC was present, 17% SC meetings were conducted on a monthly basis. 35% of these schools reported having SC meetings on a quarterly basis, 9% Semi-Annually while 38% schools had yearly SC meetings. A greater percentage of girls' schools' (47%) in comparison to boys' schools' (34%) SCs meeting conducted on a monthly basis .

Indicator 4: SMC Funds

SC Grants Information

- **49% of surveyed schools did not receive SC funds during the fiscal year**

Only 51% of the surveyed schools reported to have received the funds during the fiscal year 2015-16, while 49% did not.

- **A majority of the surveyed schools received SC funds at mid of the fiscal year**

About 41% funds were received in the first quarter and 37% funds received in fourth quarter .

- **More boys' schools received SC funds than girls' and combined schools**

Out of the 51% schools that received SC funds, 46% were boys' schools, 36% were girls' schools, and 17% were combined schools.

Sindh School Specific Budget (SSB) Information

Only schools situated within Sindh collect SSB as a monthly fund from students .

On average, surveyed schools collected about Rs. 1,460/- each month as SSB from students. The maximum average per school amount was reported during the month of July 2015 as Rs. 7,773 .

Total Utilization of Funds⁴

- **Almost 26% of the funds utilized were used on repair and maintenance. The other major categories were new installation (25%) and miscellaneous activities(14%)**

On average, 26% of the total funds utilized within the fiscal year 2015-16 were spent on repair and maintenance. Following this, new installation and **miscellaneous activities** utilized 25% and 14% respectively. The remaining funds were utilized on white wash, stationary, para teachers' salaries, utility bills, security, uniforms, sweeper salaries and arms .

- **Schools utilized more funds during the first half of the fiscal year 2015-16**

By December 2015 72% of the total utilized funds, of the whole fiscal year, were used by the schools. However, remaining 28% were used during the second half of the fiscal year.

Indicator 5: School Facilities

School Facilities

About 42% of the surveyed schools did not have access to a clean drinking water facility.

Approximately 56% of the schools did not have a usable toilet facility.

About 44% of the schools did not have a complete boundary wall.

73% of the schools reported to have received free

textbooks from government during the last academic year.

Access to library facility in schools, however, was limited at only 1%.

School Facilities- Disaggregated by School Type

- **Boys' and girls' schools had better access to water facility**

About 74% of the surveyed boys' schools and 68% of the girls' schools had access to a clean drinking water facility, whereas this facility was less accessible in combined schools as 31% of them had access to clean drinking water.

- **A larger proportion of girls' and boys' schools compared to combined schools had better access to toilets, a complete boundary wall, electricity, free text books and access to library books.**

A larger proportion of combined schools 78%, in comparison to girls' and boys' schools, 44% and 45% respectively did not have access to a toilet facility. Approximately 70% of girls' and 63% of boys' schools, had a complete boundary wall. However, this percentage was lower in combined schools only 35% respectively.

Likewise, the proportion of girls' and boys' schools with electricity were 63% and 60% respectively, higher than combined schools 34%. About 90% of boys' and 86% of girls' schools received free text books. However, this percentage was lower in combined schools 43%.

Indicator 6: Right to Information

- **A vast majority of schools did not have display boards to publicly display information about students' attendance, SC grant and SC members**

Only 69% of the surveyed schools had boards to display information about students' attendance. This percentage was lower for display boards for SC grants 14% and SC members' information 18%.

- **Display boards, where present, were seldom displayed visibly and rarely had updated information**

Only 64% of the surveyed schools had properly

⁴ This utilization of funds is not just restricted to the funds received in FY 2015-16.

updated and visible students' attendance boards while only 13% had updated and visible grant information and SC members' information.

District Comparisons

Average school enrollment

- **Surveyed schools in Larkana had, highest per school enrollment and Hyderabad had the lowest**

Of the surveyed schools within Sindh, the overall average primary school size was found to be 176. District Larkana had the highest per school enrollment, about 264 students per school whereas District Hyderabad had lowest, 115 students per school .

Students' attendance rate

- **Students' attendance rate was highest in District Larkana and lowest in District Karachi .**

Average attendance rate across surveyed schools in Sindh was 76%. On average, 89% of the enrolled students within the surveyed schools across District Larkana and 79% in Hyderabad were found present on the day of survey. However only 71% students were present within District Ghotki and only 52% students present in District Karachi .

One-teacher schools

- **27% primary schools in District Hyderabad and 11% in District Ghotki, had only one-teacher**

Out of the surveyed schools in Sindh , about 10% primary schools in District Larkana , and 1% in Karachi had only one teacher to teach all the classes.

- **About 22% of the primary schools in District Hyderabad and 12% in District Larkana had two-teachers .**

About 11% primary schools in District Ghotki, and 3% in Karachi had two teachers to teach all the grades.

Teachers' qualification

- **District Karachi had the highest proportion of teachers with Matric degree**

About 10% of the teachers, across the surveyed schools within District Karachi reported to have Matric as their highest qualification. Similarly, 6% teachers in Ghotki, 4% teachers in Hyderabad,

and 1% in District Larkana reported to have Matric degree as their highest educational qualification .

- **District Larkana had the highest proportion of teachers with Master's degree**

About 40% of the teachers across the surveyed schools in District Larkana reported to have Master's degree as their highest qualification. Similarly, 34% teachers in Ghotki, 32% teachers in Hyderabad , and 16% in Karachi reported to have Master's degree as their highest educational qualification .

- **District Karachi had the highest proportion of teachers with PTC certification .**

About 48% of the teachers across the surveyed schools in District Karachi reported to have PTC certificate. Similarly, 36% in Hyderabad, 27% in Ghotki, and 4% in Larkana reported to have PTC certificate .

SC meetings

- **At least 17% of the government primary schools, across all the districts, were conducting their SC meetings regularly on monthly basis**

A vast majority of the surveyed schools in District Hyderabad, about 49% , reported that they conducted their SC meetings on monthly basis. This proportion was lower for schools within District Ghotki, Karachi and Larkana, at about 17%, 13% and 3% respectively .

SC funds' receiving

- **91% schools in District Hyderabad reported to have received SC funds during 2015-16**

91% surveyed schools in District Hyderabad reported to have received SC funds during last fiscal year (FY 2015-16), followed by District Ghotki and Larkana 64% and 60% respectively. Surveyed schools in Karachi displayed the worst condition as only 41% of their schools reported to have received the funds last year.

SC funds' utilization

- **Schools in District Larkana reported to have utilized the maximum funds during last year**

The survey reveals that schools in District Larkana on average, spent about Rs. 44,545 during the last fiscal year (FY 2015-16), whereas

surveyed schools in District Ghotki and Karachi reported to have spent on average Rs. 11,667 and Rs. 8,864 respectively. Schools across District Hyderabad had spent the least amount, Rs. 3,981 during the whole fiscal year.

Right to Information – display boards in government schools

- **About 98% of the surveyed schools in District Larkana had displayed information on children's attendance – the ratio was much lower for other districts**

About 79% of the surveyed schools in District Ghotki and 72% schools in District Hyderabad had displayed information on children's attendance. District Karachi had the least as only 26% schools displayed information on children's attendance.

Schools' facilities

- **About 70% of the surveyed schools in District Karachi had clean drinking water facility**

Majority of the surveyed schools in Sindh (about 58%) had functional water facilities. 56% of the surveyed schools across District Ghotki and Hyderabad had this facility. District Larkana, out of all the four districts where survey was conducted, had the least number of schools with water facility i.e. 48%.

- **Almost 77% of the surveyed schools across District Karachi, had a toilet facility – percentage was lower in other districts**

About 44% of the surveyed schools in District Ghotki had a toilet facility. This rate was lower in District Hyderabad and Karachi, only about 29% and 25% respectively.

- **About 93% of schools across District Karachi had complete boundary wall**

About 57% schools across District Hyderabad, followed by District Ghotki 49% and District Larkana 25% had a complete boundary wall.

- **About 79% of schools in District Karachi had complete boundary wall**

About 61% of the surveyed schools in District Hyderabad had an electricity connection.

Followed by District Larkana 48% and Ghotki 22%.

- **About 94% Schools in Districts Karachi received free text books.**

Similarly, Hyderabad 84%, Ghotki 64% and Larkana 51% reported to have received free text books.

Surveyed schools

Surveyed schools by type

Boys	Girls	Combine	Total
143	150	105	398

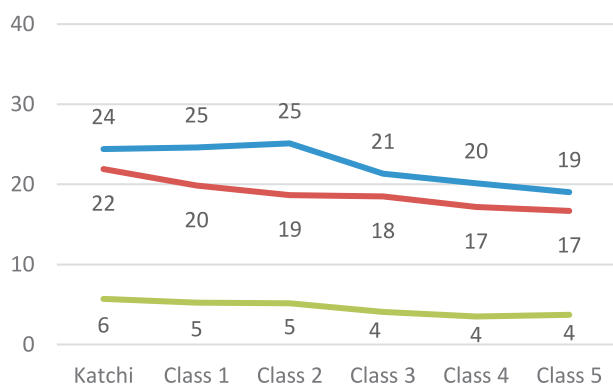
Student's Information

Enrollment and Attendance

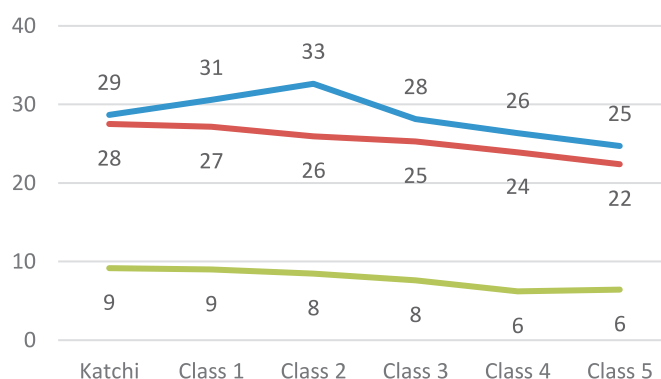
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	32	32	32	29	27	26	176
Average Attendance	25	24	24	21	20	19	133
Attendance rate (%)	78	75	75	72	74	73	76

Attendance by School Type
(class-wise average)

Boys Girls Combined

Enrollment by School Type
(class-wise average)

Boys Girls Combined

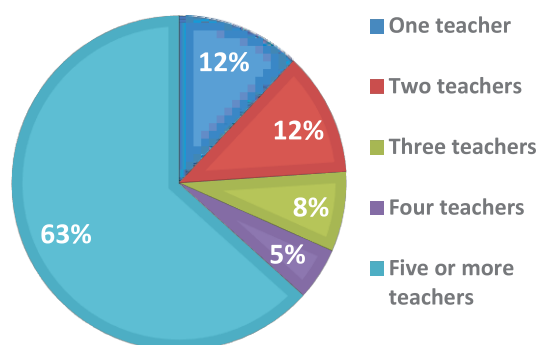


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

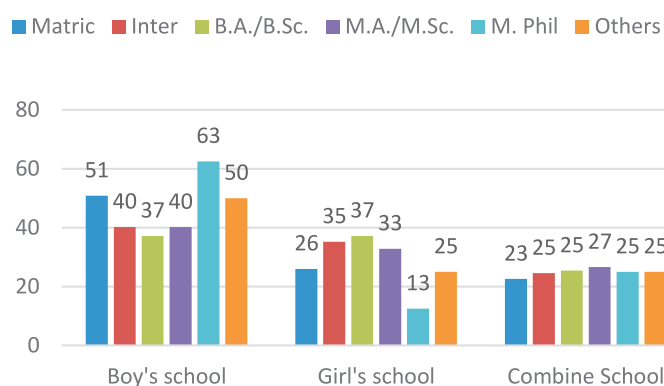
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	411	2332	51	2794	2278
(%)	15	83	2	100	82

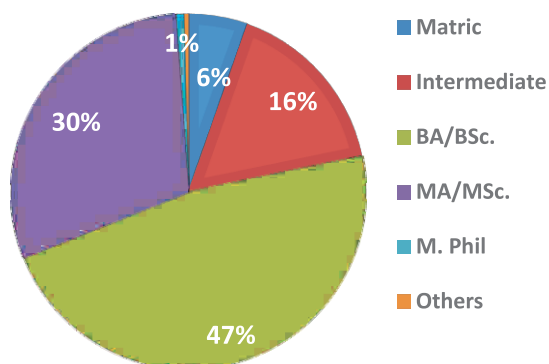
Teacher Wise: Number of Schools



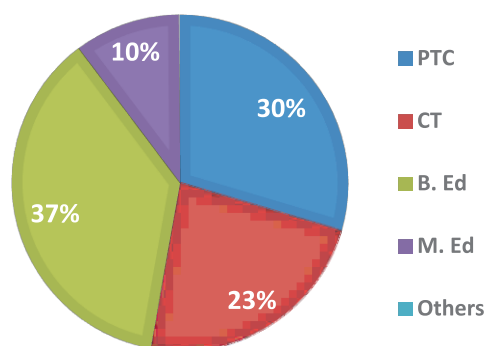
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

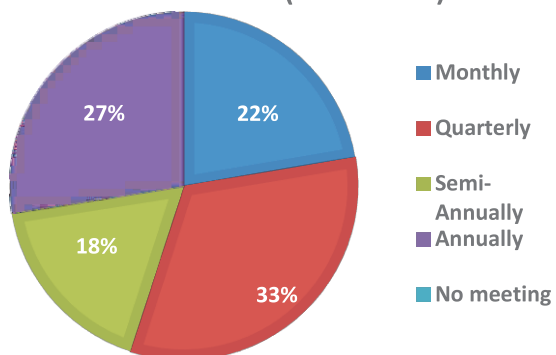


SMC Structure

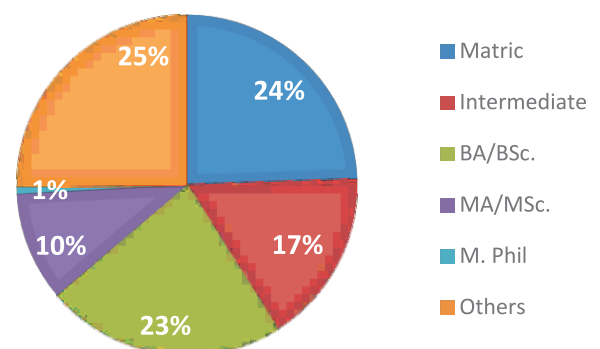
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	85	15	398

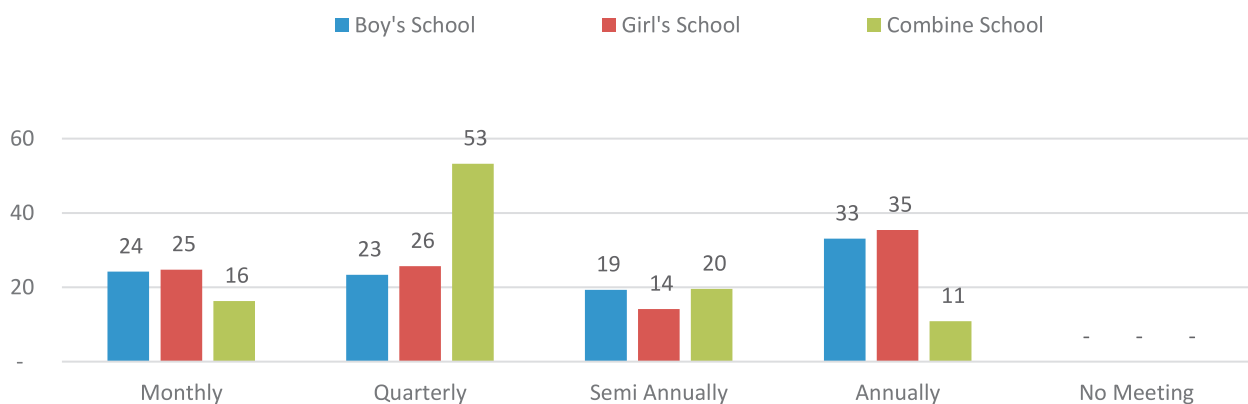
How often are SMC meetings conducted? (% schools)



Qualification of SMC Members (% Member)

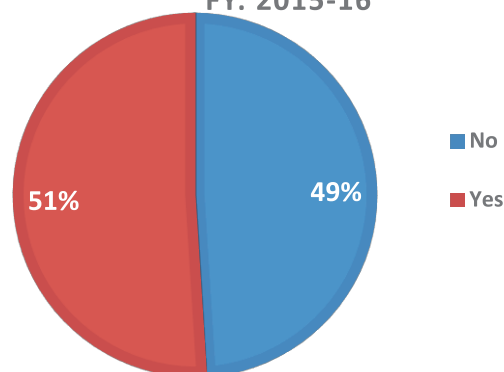


How often are SMC meetings conducted? (% Schools)

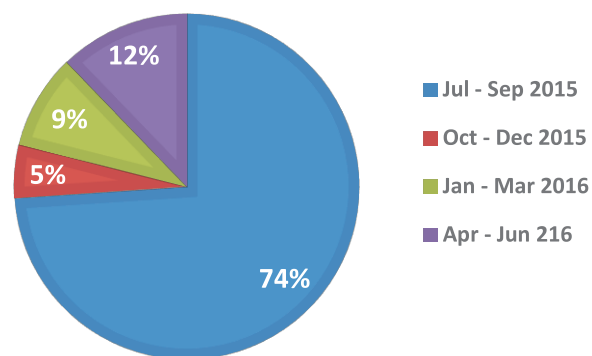


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

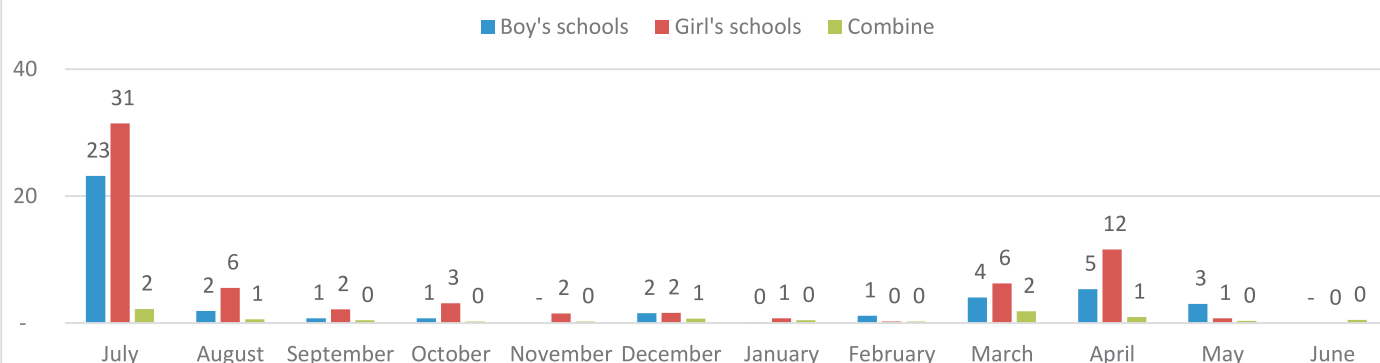
Did the schools receive SMC funds?
FY: 2015-16



In which quarter did schools receive funds?
FY: 2015 - 2016



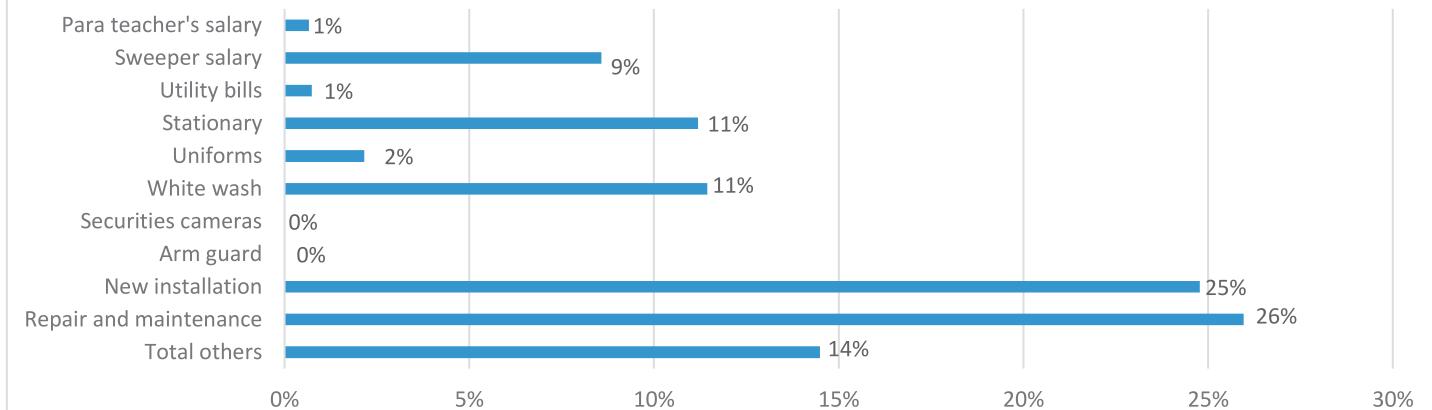
School received SMC Funds
(% Schools)



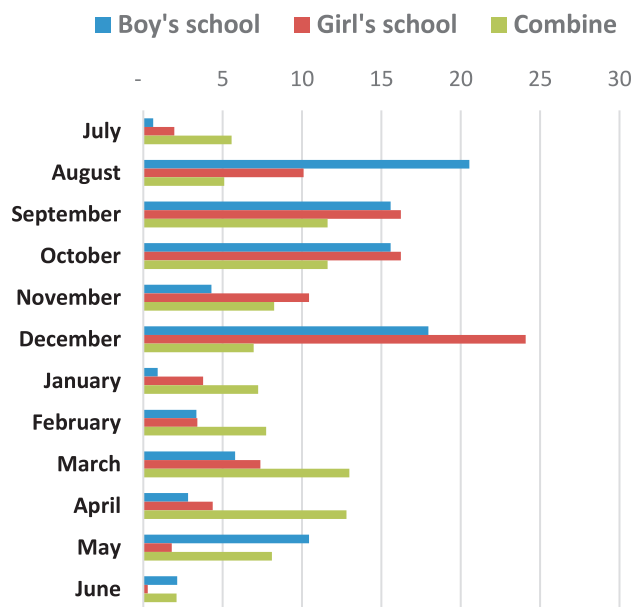
Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	56143	7160	1511	1603	686	2068	653	1134	6025	7868	2389	500	87740
Number of schools received (average)	17	13	6	7	3	9	2	5	16	31	7	2	-
Funds / Amounts utilized (average)	1320	8781	9830	9830	4881	12065	2061	2667	4973	3356	4171	884	64819

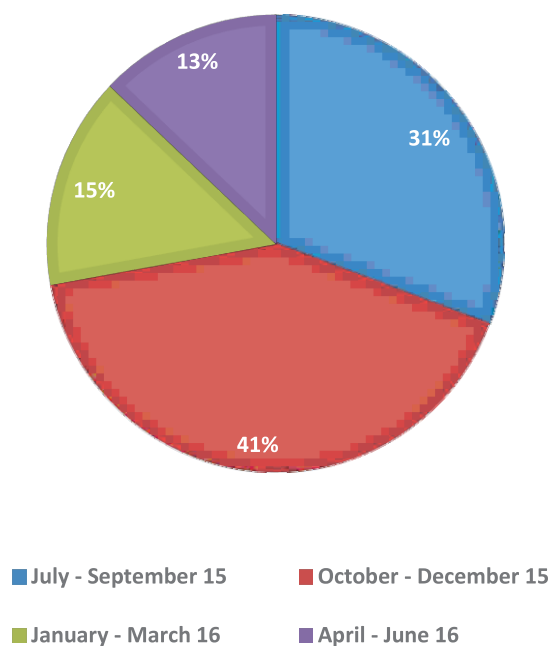
Categorization of Total funds' utilization (% total utilized funds FY 2015-16)



Utilization of total funds - (% month-wise utilization FY 2015-16)



Quarterly utilization of total funds - (% Utilized fund)



Sindh School Specific Budget (SSB)*

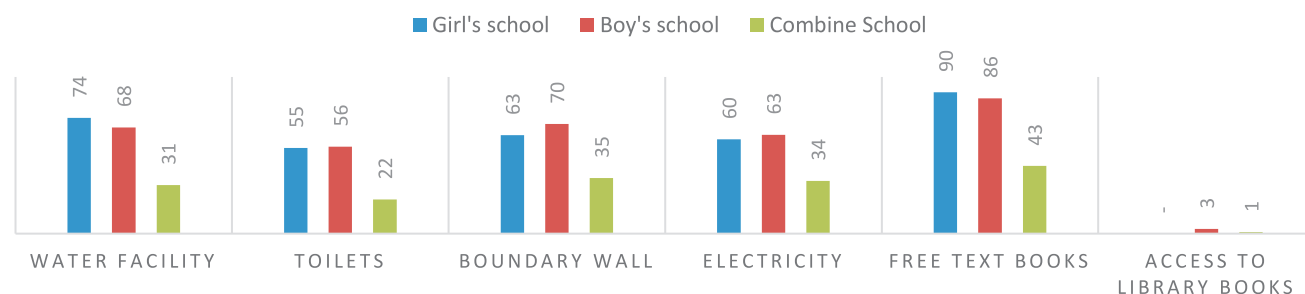
Sindh School Specific Budget (SSB) – FY 2015–2016

(SSB) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	7773	971	0	0	0	0	0	0	0	106	0	0

*SSB is collected in Sindh only

School Facilities

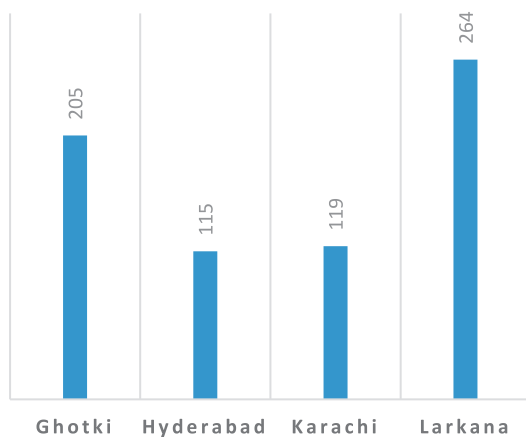
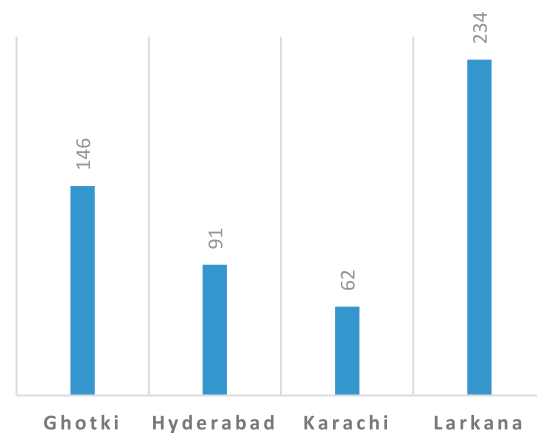
School facilities	Schools with facilities (%)
Water facility	58
Toilets	44
Boundary wall	56
Electricity	52
Free text books	73
Access to library books	1

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

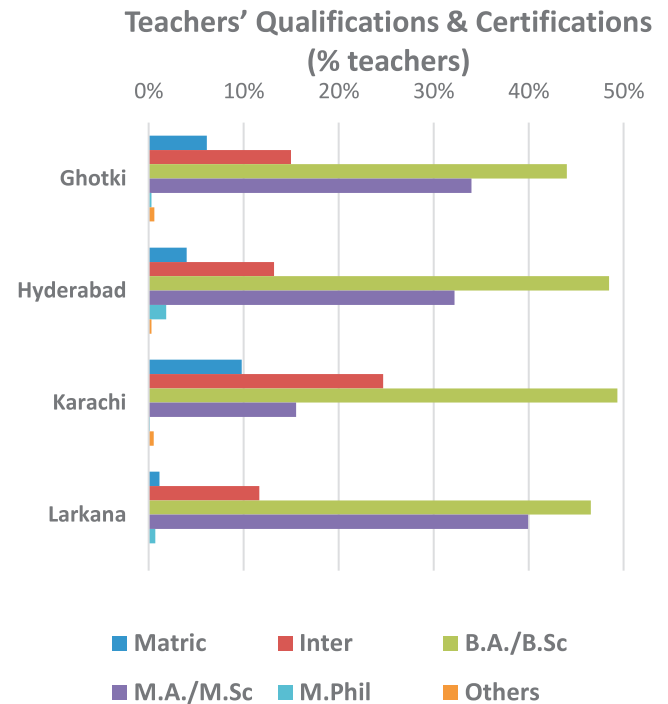
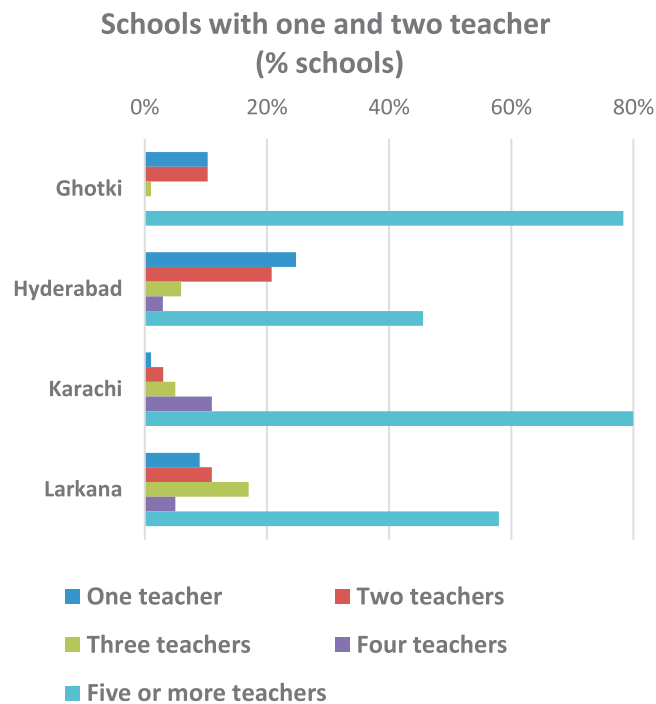
Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	69	61	64
Grant information	14	8	13
SMC Members' information	18	11	13

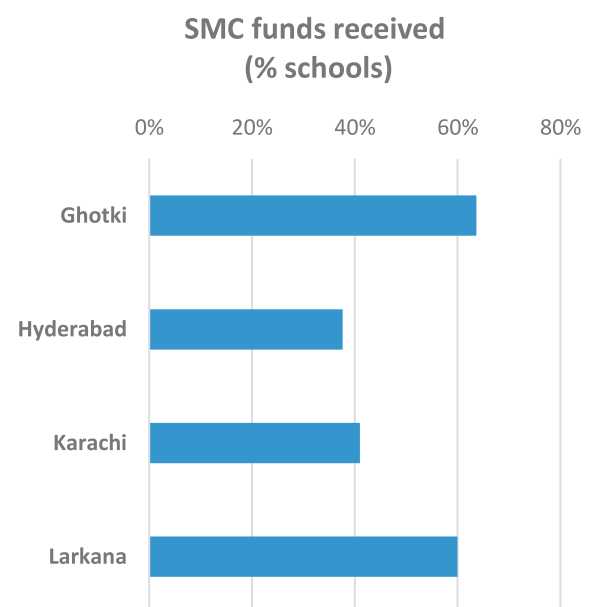
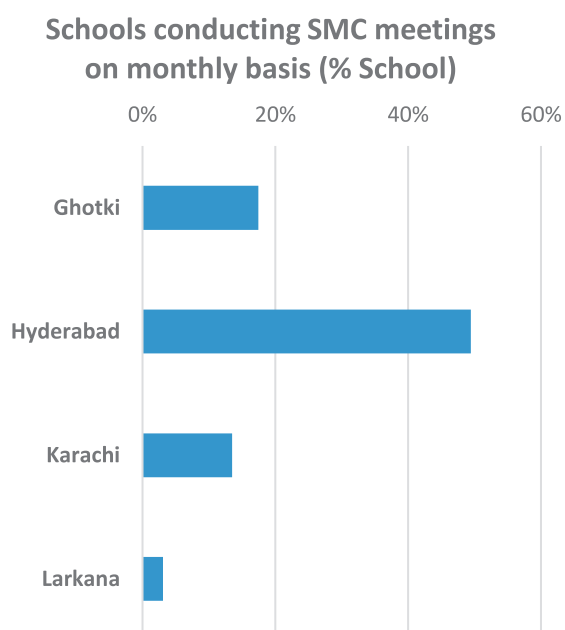
Students & Teachers

Students' Enrollments
(Average Students)Students' Attendance
(Average Students)

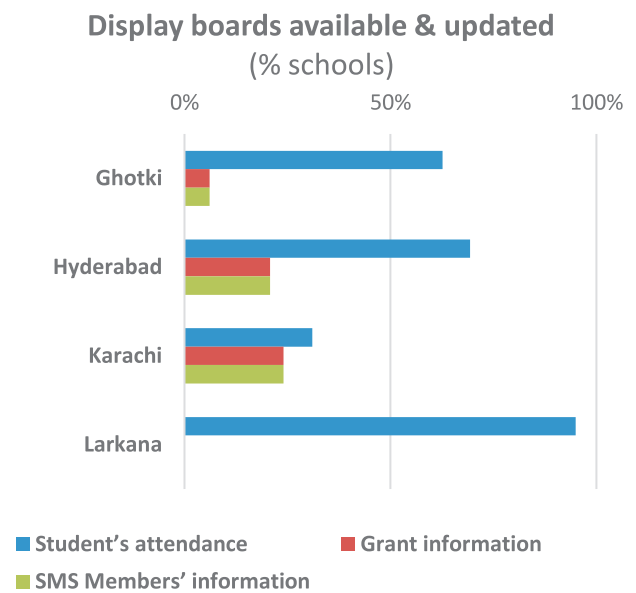
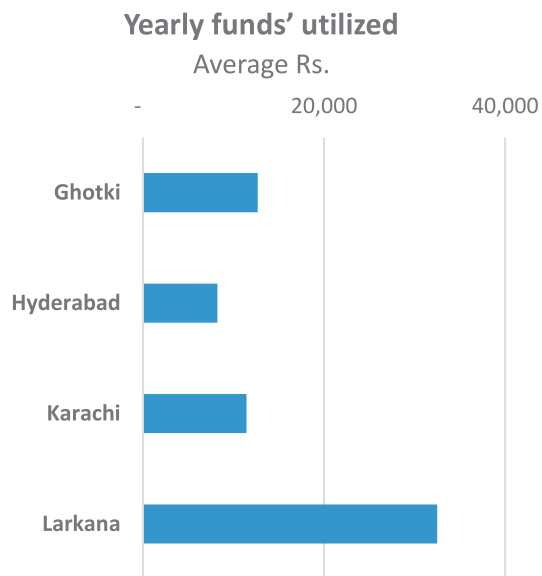
Students & Teachers



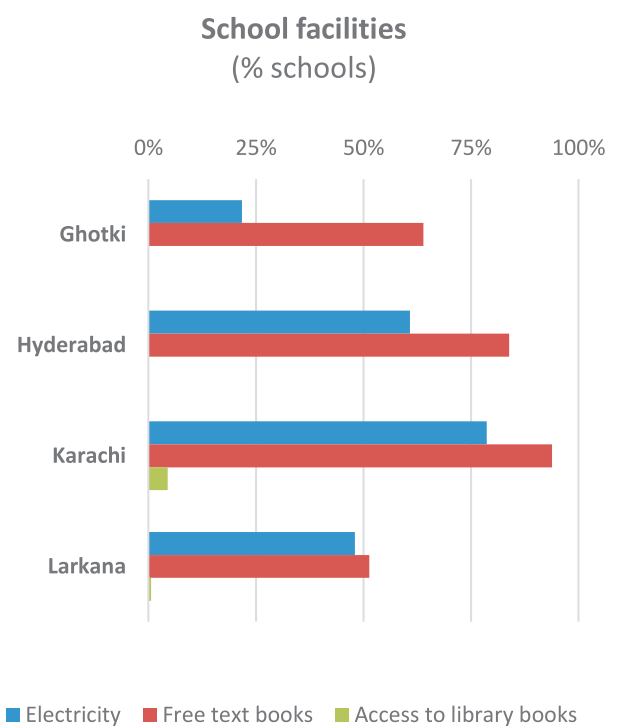
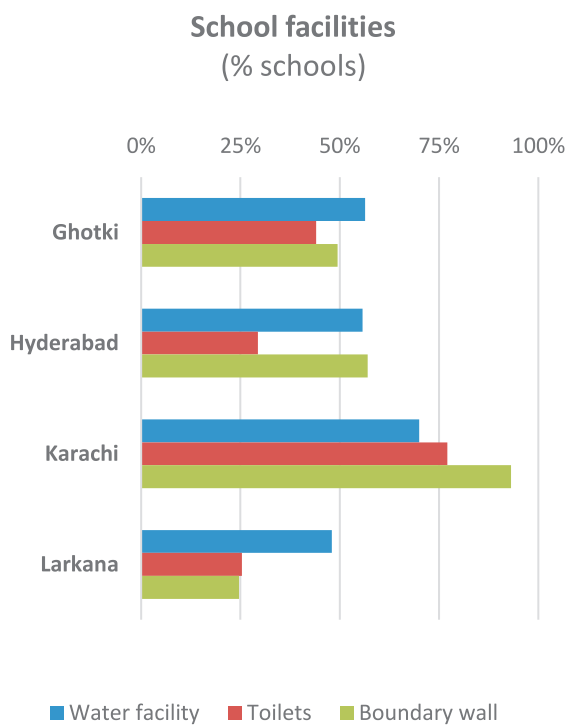
Funds & Right to information



Funds & Right to information



Schools Facilities



DISTRICT FINDINGS

DISTRICT GHOTKI

Surveyed schools

Surveyed schools by type

Boys	Girls	Combine	Total
51	46	0	97

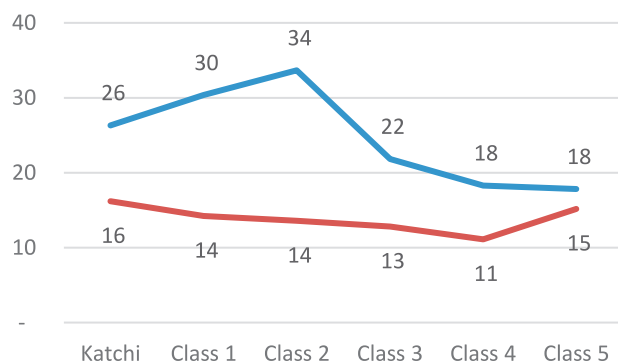
Student's Information

Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	35	40	41	33	27	28	204
Average Attendance	27	29	29	22	19	21	147
Attendance rate (%)	77	73	71	67	70	75	72

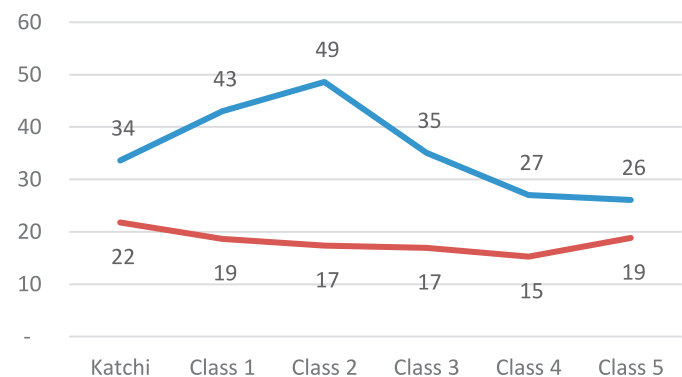
Attendance by School Type
(class-wise average)

Boys Girls



Enrollment by School Type
(class-wise average)

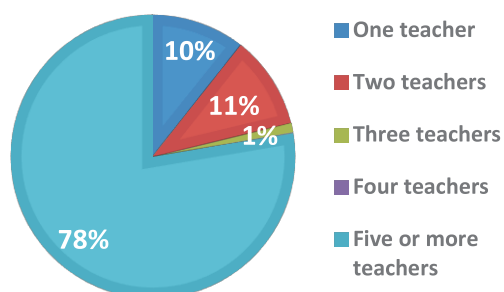
Boys Girls



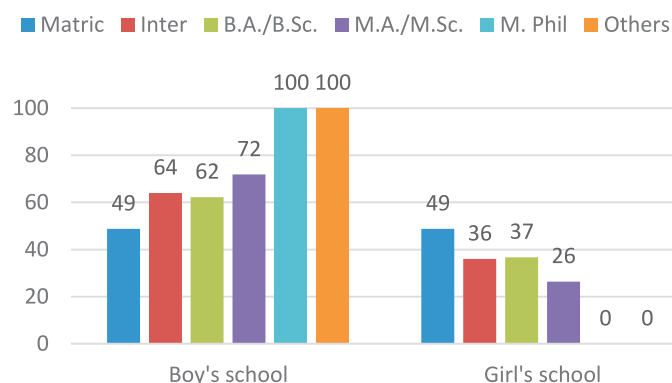
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	102	537	36	675	569
(%)	15	80	5	100	84

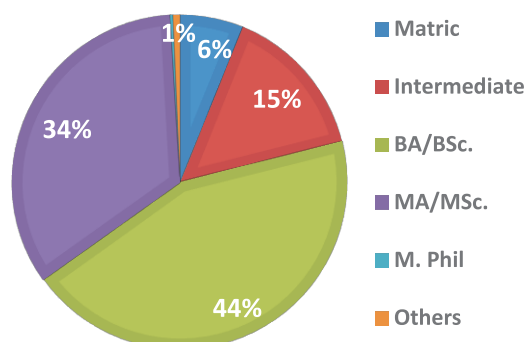
Teacher Wise: Number of Schools



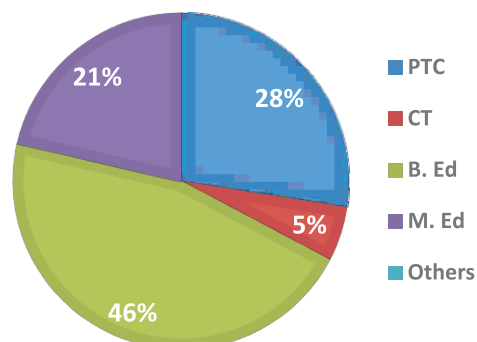
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

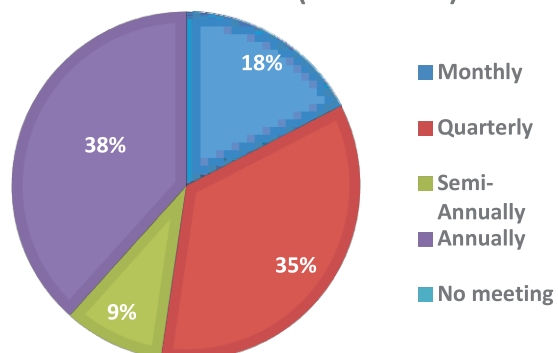


SMC Structure

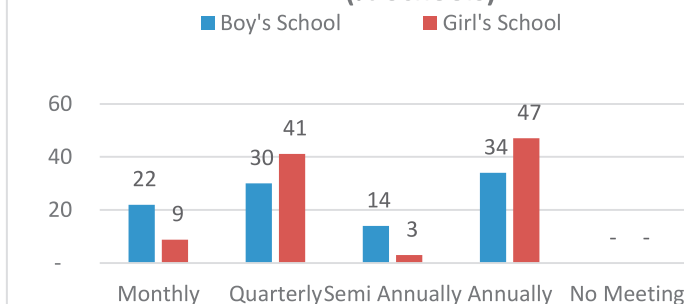
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	89	11	97

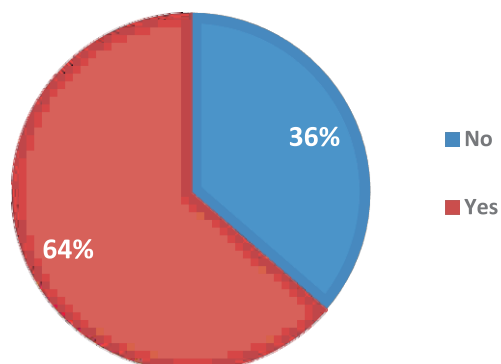
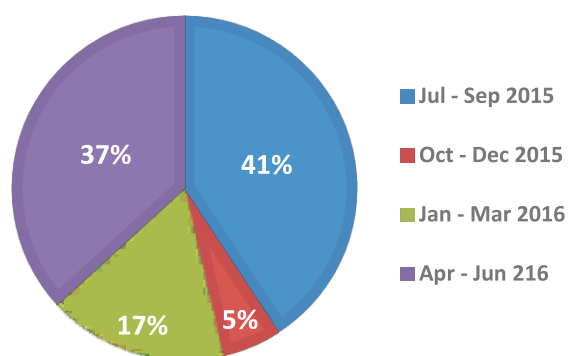
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

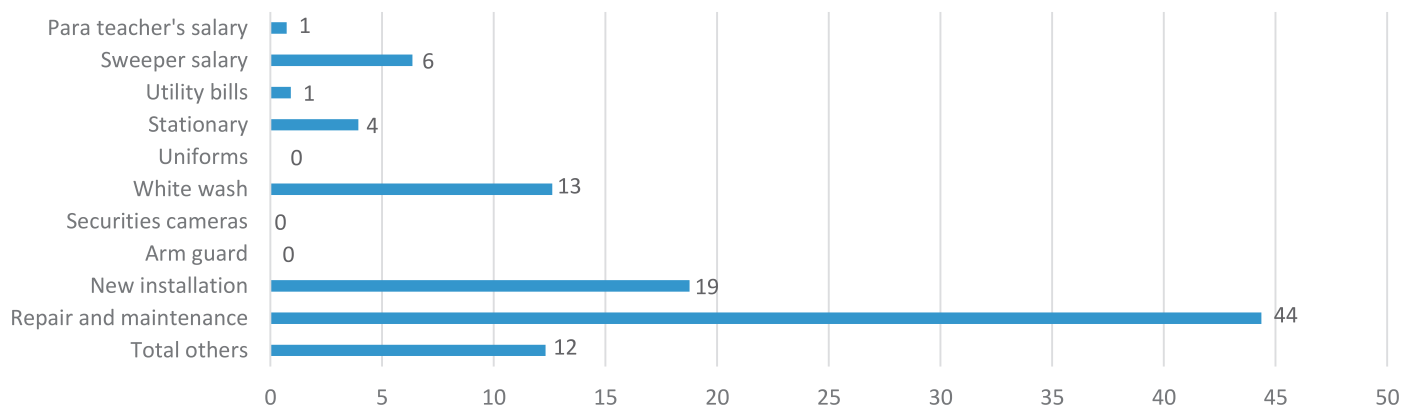
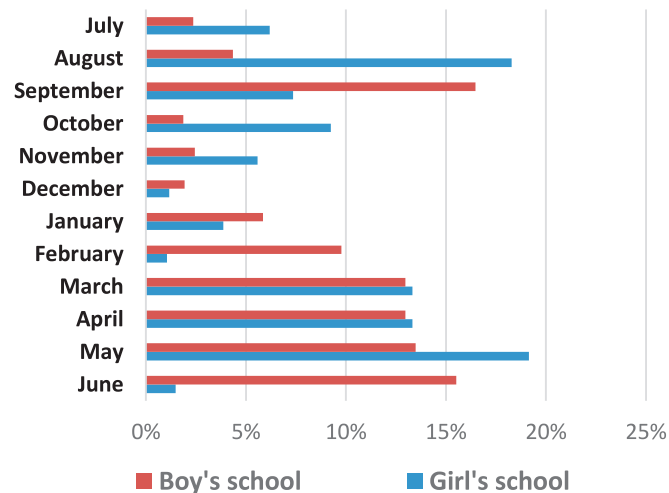
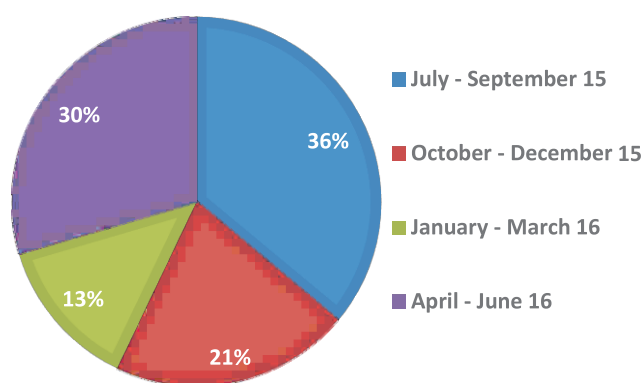


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year 2015-16

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	6354	869	1071	697	0	444	0	667	2747	6232	1253	0	20333
Number of schools receive funds	21	3	4	3	0	2	0	3	8	26	5	0	-
Funds / Amounts utilized (average)	660	2238	1679	1679	427	558	173	602	924	1240	1851	657	12687

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds-
(% Utilized fund)

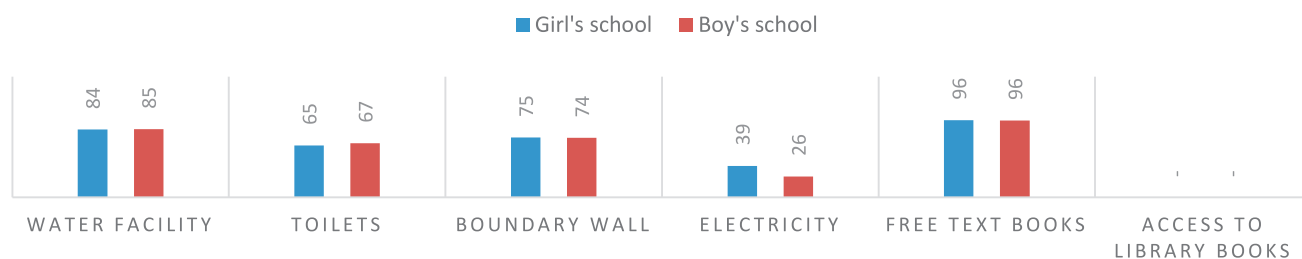
Sindh School Specific Budget (SSB)*

Sindh School Specific Budget (SSB) – FY 2015 – 2016

(SSB) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	0	0	0	0	0	0	0	0	0	0	0	0
*SSB is collected in Sindh only												

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE (% SCHOOLS)



Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	79	67	63
Grant information	18	0	6
SMS Members' information	24	4	6

DISTRICT HYDERABAD

Surveyed schools by type

Boys	Girls	Combine	Total
36	44	21	101

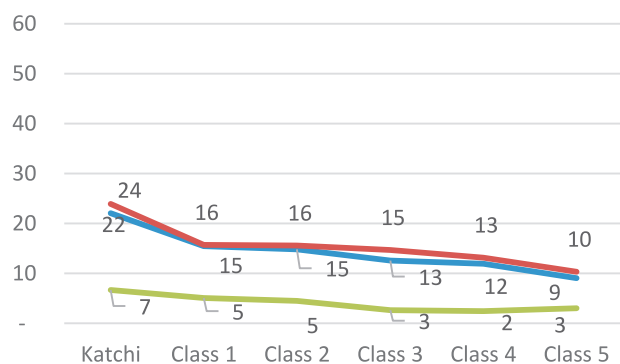
Student's Information

Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	28	20	19	17	16	13	115
Average Attendance	24	16	16	13	12	10	91
Attendance rate (%)	86	80	84	76	75	77	79

Attendance by School Type
(class-wise average)

Boys Girls Combine

Enrollment by School Type
(class-wise average)

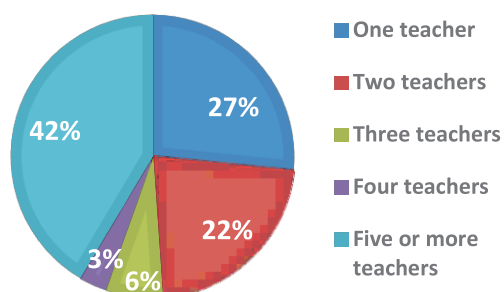
Boys Girls Combine



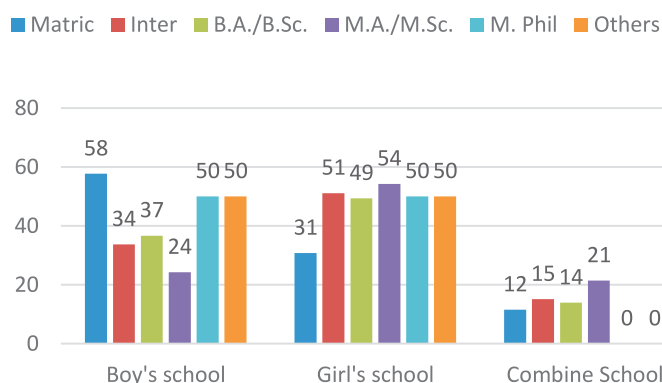
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	111	535	7	653	530
(%)	17	82	1	100	81

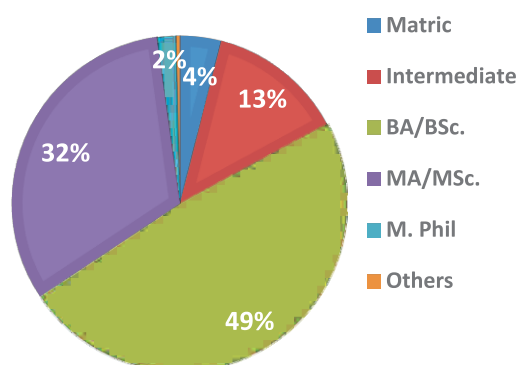
Teacher Wise: Number of Schools



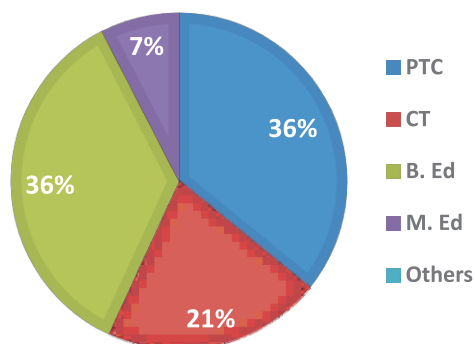
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

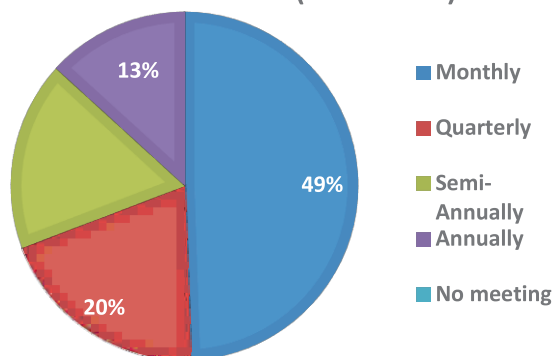


SMC Structure

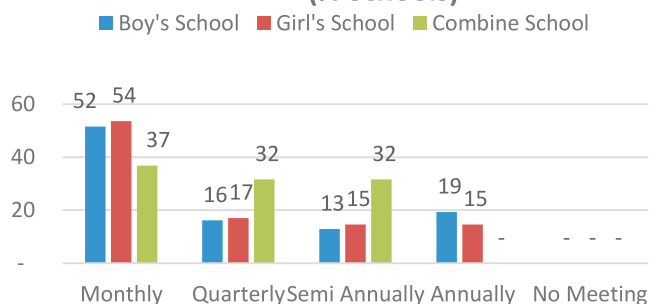
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	91	9	100

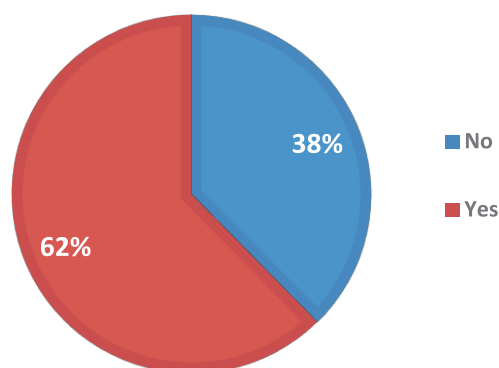
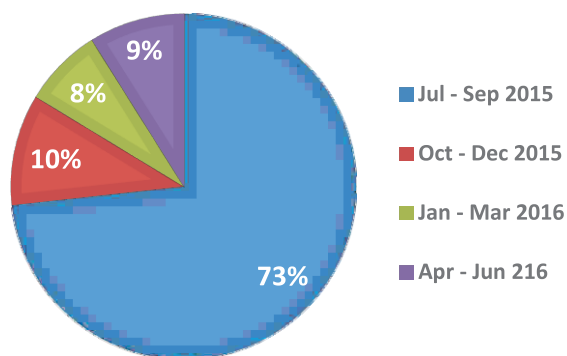
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

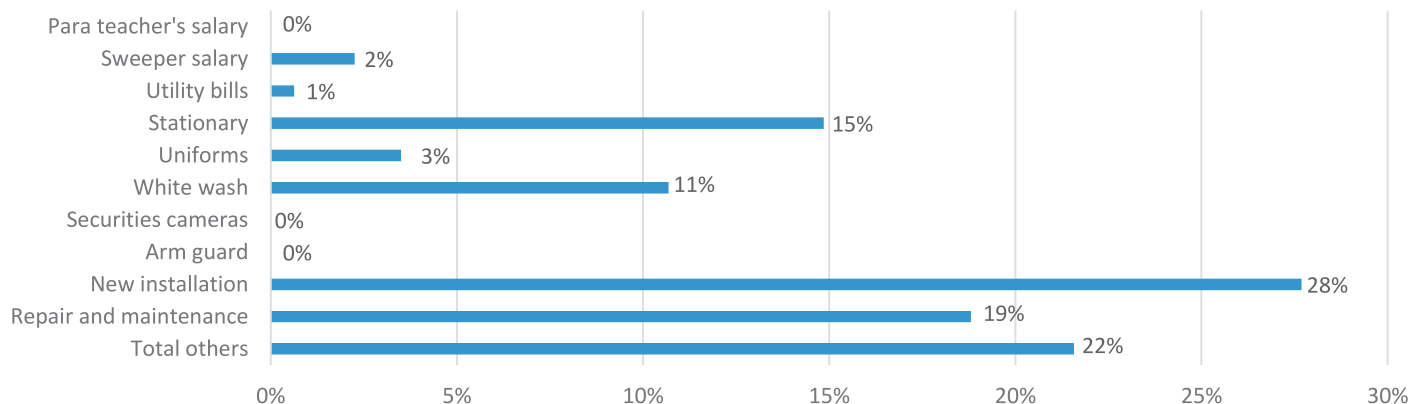
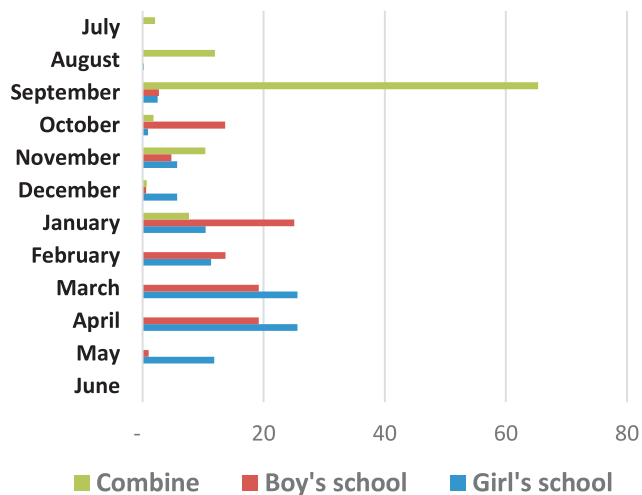
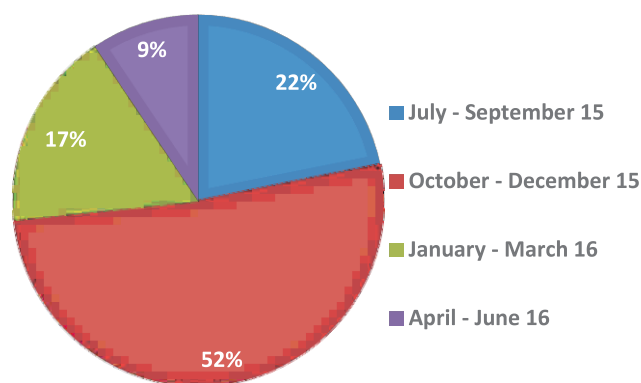


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	8389	2349	0	436	436	653	653	218	218	416	886	0	14654
Number of schools received (average)	17	3	0	2	2	3	2	1	0	0	1	0	-
Funds / Amounts utilized (average)	0	251	1545	1545	989	1699	132	447	832	666	91	15	8212

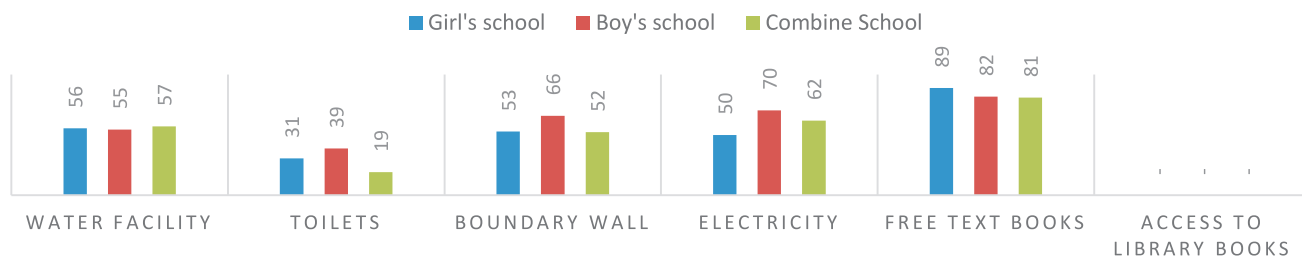
Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds –
(% Utilized fund)

Sindh School Specific Budget (SSB)*

Sindh School Specific Budget (SSB) – FY 2015 - 2016

(SSB) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	2552	1913	0	0	0	0	0	0	0	416	0	0
*SSB is collected in Sindh only												

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	72	68	69
Grant information	23	21	21
SMS Members' information	18	12	21

DISTRICT KARACHI

Surveyed schools by type

Boys	Girls	Combine	Total
6	10	83	99

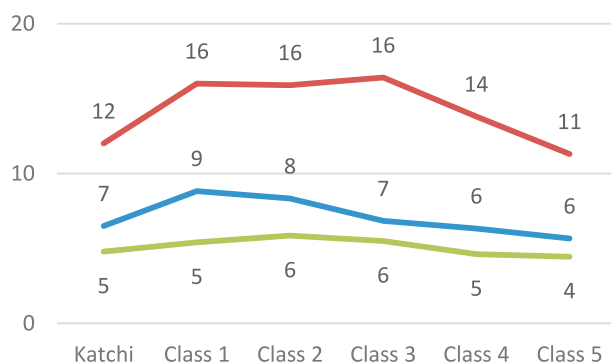
Student's Information

Enrollment and Attendance

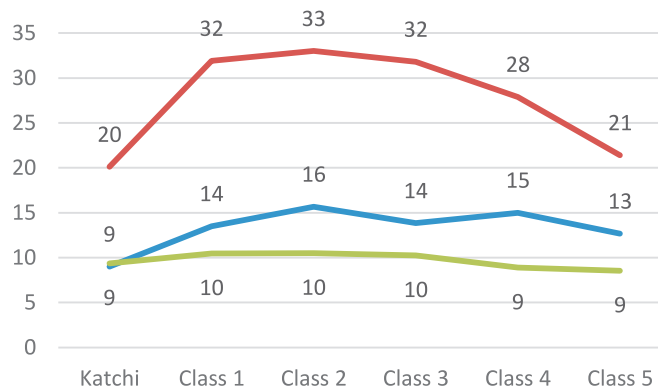
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	18	23	22	21	19	17	120
Average Attendance	10	12	12	11	9	8	62
Attendance rate (%)	56	52	55	52	47	47	52

Attendance by gender
(class-wise average)

Boys Girls Combined

Enrollment by gender
(class-wise average)

Boys Girls Combined

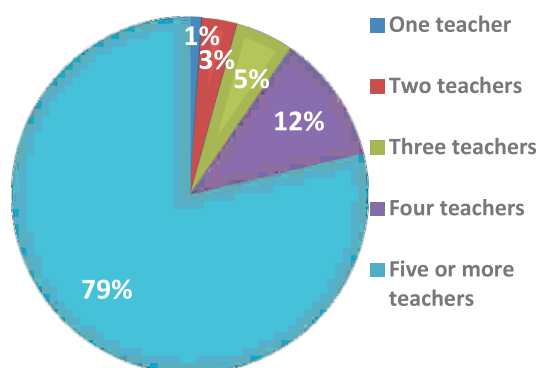


Some schools were registered as a boy's school but girls were also enrolled and vice versa, these schools are also considered as combine school.

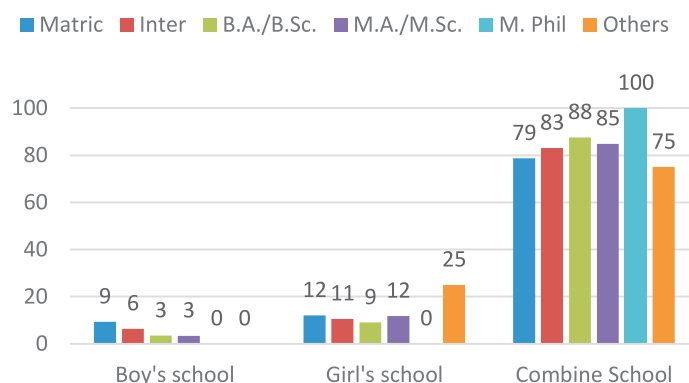
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	102	649	0	751	700
(%)	14	86	0	100	93

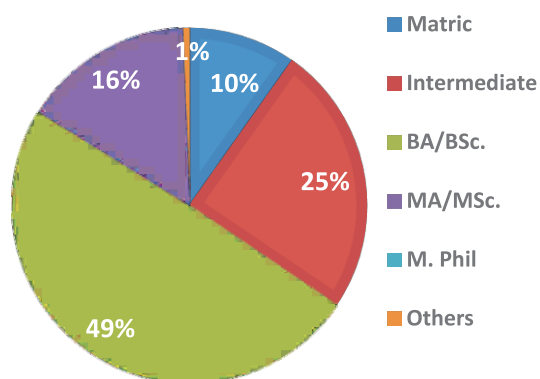
Teacher Wise: Number of Schools



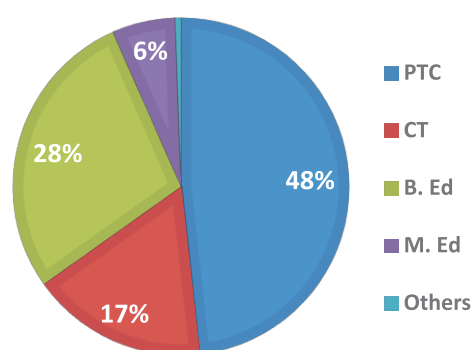
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

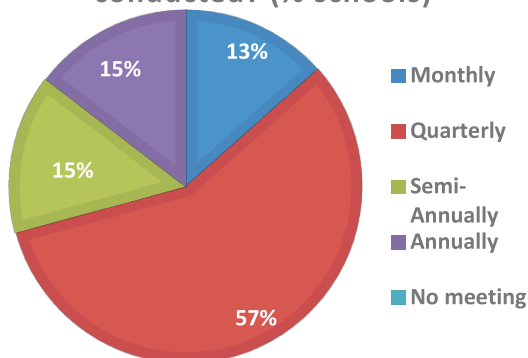


SMC Structure

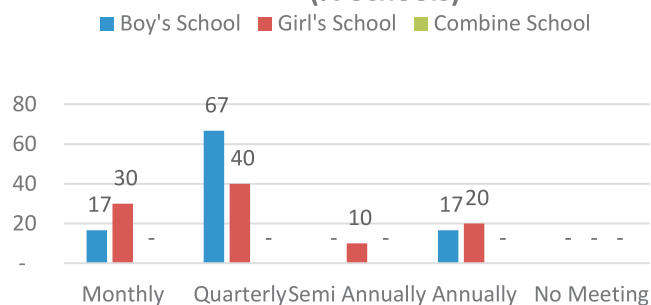
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	90	10	99

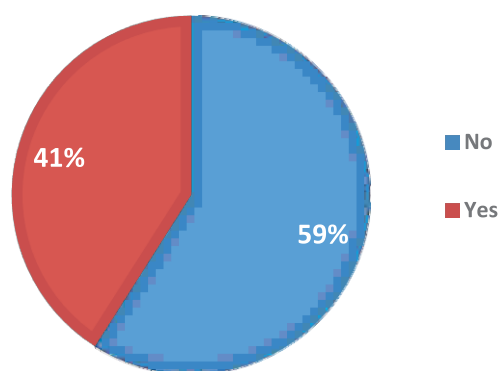
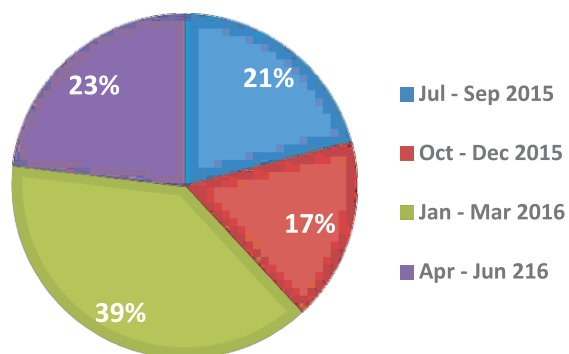
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

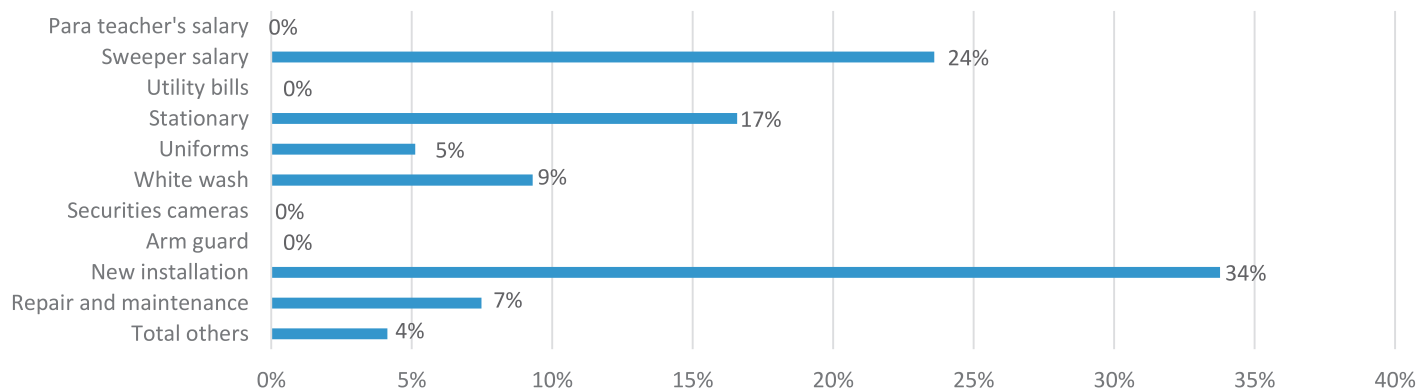
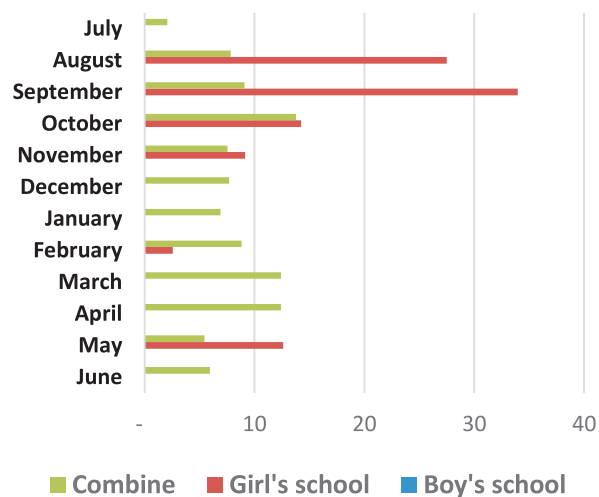
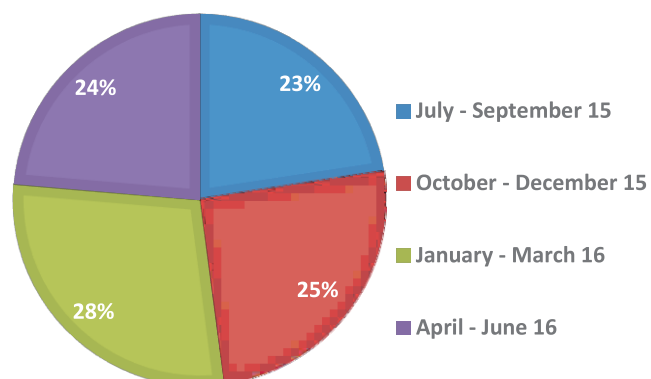


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	721	620	440	470	250	750	0	250	3060	1220	250	500	8531
Number of schools received (average)	3	2	2	2	1	3	0	1	8	5	1	2	-
Funds / Amounts utilized (average)	650	712	1263	1263	931	701	783	883	1579	1348	1140	212	11420

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds-
(% Utilized fund)

Sindh Specific School Budget (SSB)*

Sindh Specific School Budget (SSB) – FY 2015 - 2016

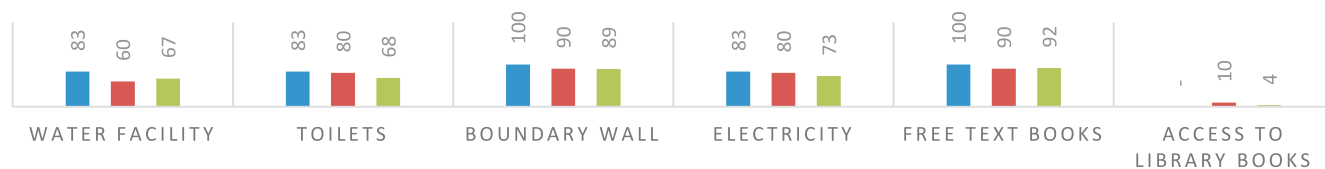
(SSB) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	0	0	0	0	0	0	0	0	0	0	0	0

*SSB is collected in Sindh only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

■ Girl's school ■ Boy's school ■ Combine School



Right to Information

Right to Information			
Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	26	14	31
Grant information	12	11	24
SMS Members' information	28	29	24

DISTRICT LARKANA

Surveyed schools by type

Boys	Girls	Combine	Total
50	50	0	100

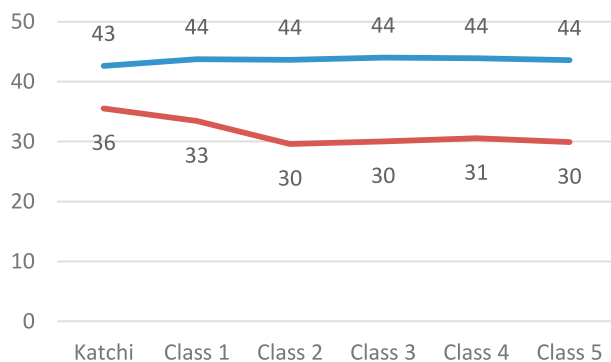
Student's Information

Enrollment and Attendance

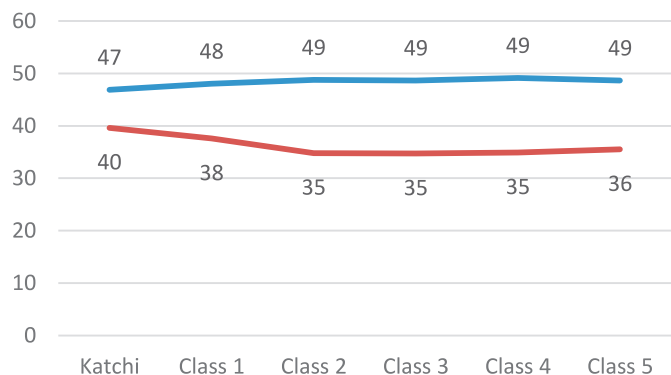
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	45	45	44	44	44	44	266
Average Attendance	40	40	38	39	39	38	234
Attendance rate (%)	89	89	86	89	89	86	88

Attendance by gender
(class-wise average)

Boys Girls

Enrollment by gender
(class-wise average)

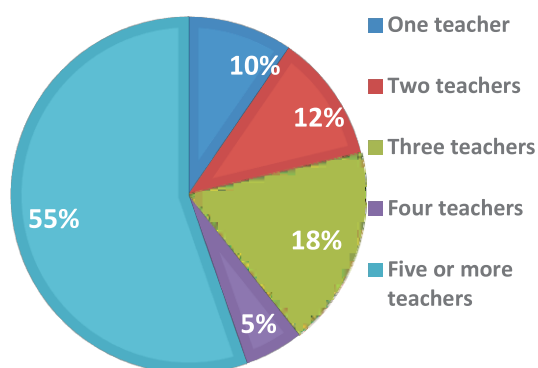
Boys Girls



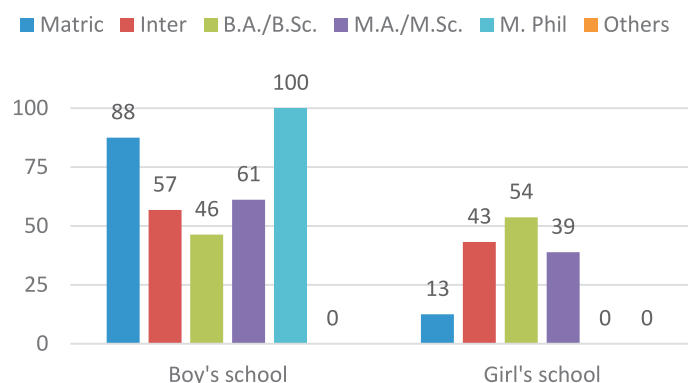
Teacher's Information

	In-charge/Head teacher	Regular teacher	Para Teacher	Total Teachers	Teachers Attendance
Appointed	96	611	8	715	479
(%)	13	85	1	100	67

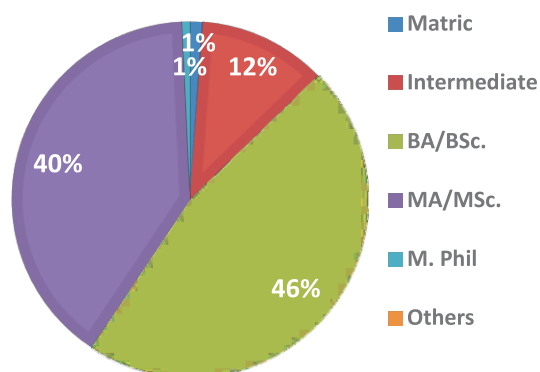
Teacher Wise: Number of Schools



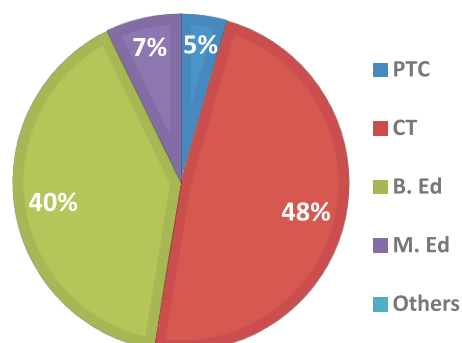
Teacher's qualifications by gender (% Teachers)



Teacher's Qualifications (% Teachers)



Teacher's Certification (% Teachers)

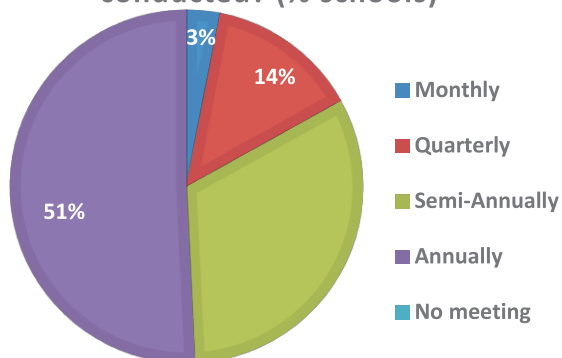


SMC Structure

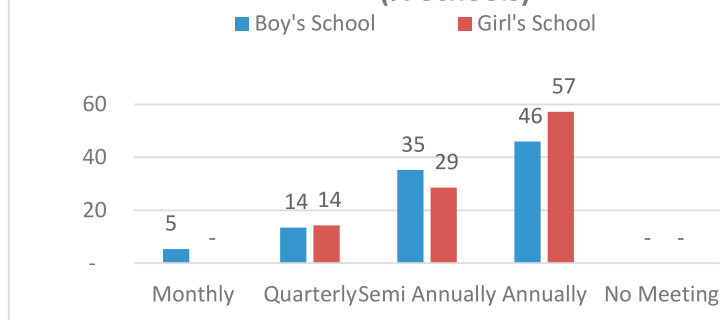
Does the school have an active SMC?

	Yes	No	Total schools
Schools (%)	74	26	98

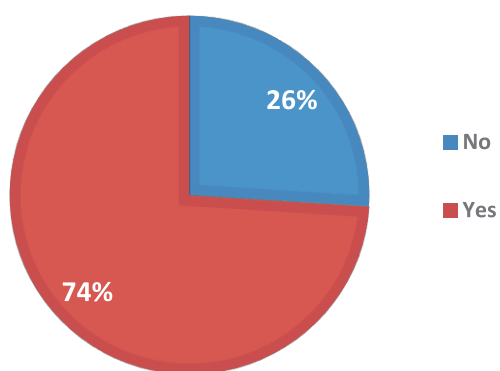
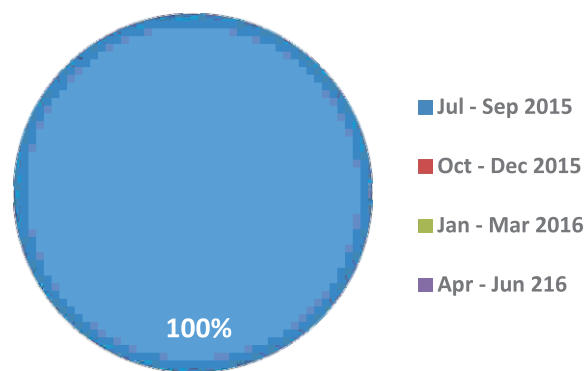
How often are SMC meetings conducted? (% schools)



How often are SMC meetings conducted? (% Schools)

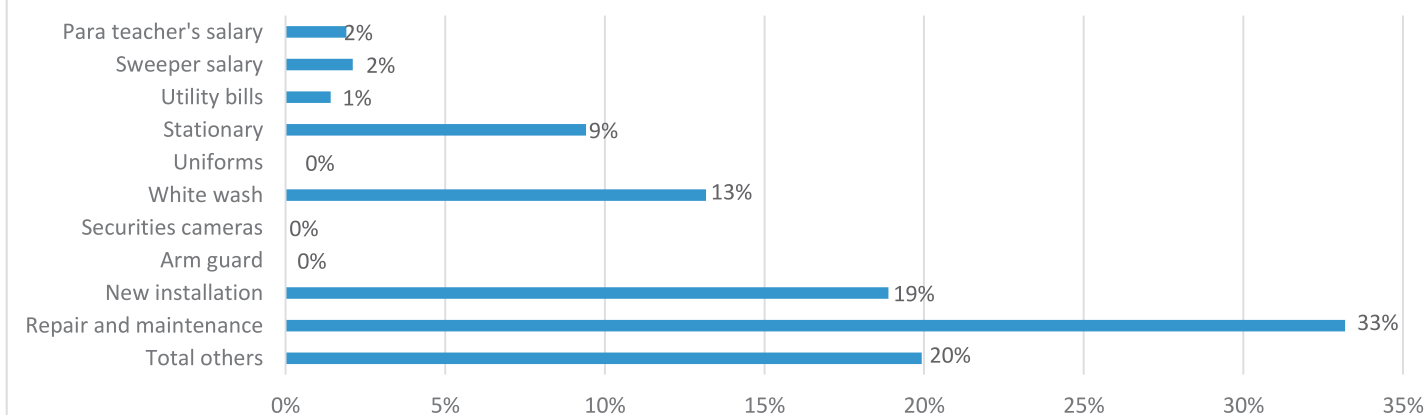
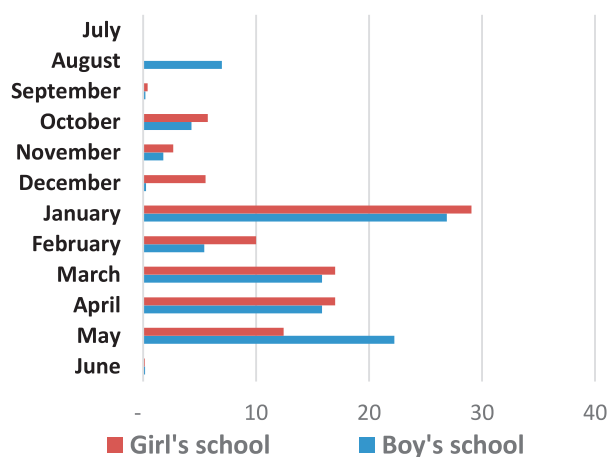
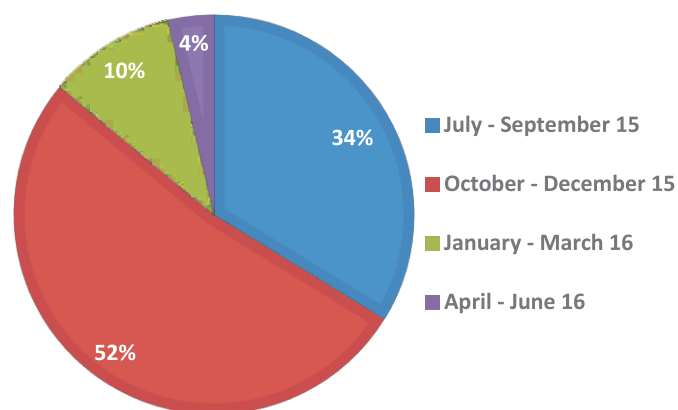


School Management Council (SMC) / Non-salary budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY: 2015-16In which quarter did schools receive funds?
FY: 2015 - 2016

Total Funds Received and Utilized During the Fiscal Year

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amounts received (average)	40679	3322	0	0	0	220	0	0	0	0	0	0	44222
Number of schools received (average)	36	5	0	0	0	1	0	0	0	0	0	0	-
Funds / Amounts utilized (average)	55	5580	5342	5342	2535	9108	973	735	1638	101	1089	0	32500

Categorization of Total funds' utilization
(% total utilized funds FY 2015-16)Utilization of Total funds –
(% total utilized funds FY 2015-16)Quarterly utilization of total funds –
(% Utilized fund)

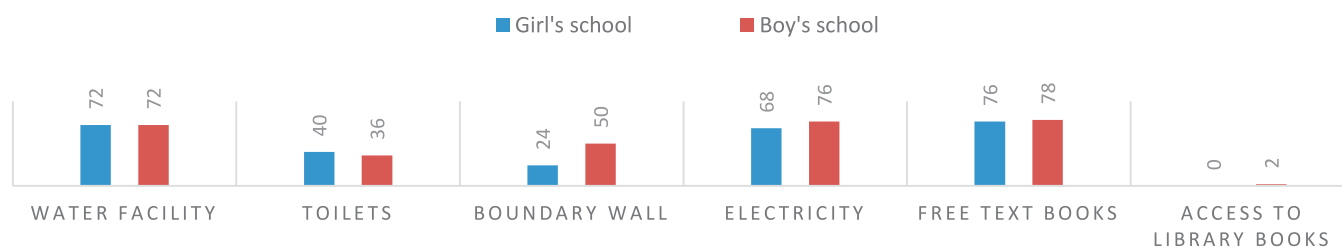
Sindh School Specific Budget (SSB)*

Sindh School Specific Budget (SSB) – FY 2015 - 2016

(SSB) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per school	28359	1932	0	0	0	0	0	0	0	0	0	0

*SSB is collected in Sindh only

School Facilities

SCHOOL FACILITIES BY SCHOOL TYPE
(% SCHOOLS)

Right to Information

Right to Information

Display boards	Information displayed %	Displayed visibly %	Displayed and updated %
Student's attendance	98	97	95
Grant information	2	0	0
SMS Members' information	0	0	0

Provincial Comparison of Findings⁴⁹

The status of education and facilities in public primary schools differ according to the priorities of the provincial government. This is evident from our study that shows different figures for various parameters in each province⁵⁰. Some of the main indicators have been compared below to give a picture of where each province stands in relation to another.

● Students' Information

The Average school size by virtue of number of students is observed to be highest in Khyber Pakhtunkhwa with 295 students per school, then 176 students per school in Sindh, and lowest in Punjab with 137 students per school. Enrolment rates are highest in Khyber Pakhtunkhwa for both genders that are followed by Sindh and then Punjab. Gender wise, enrolment for Boys' schools are more or less constant from Katchi to class 5 in each province, but Khyber Pakhtunkhwa has the highest boys enrolled. For Girls' schools, enrolment rates depict a declining trend from Katchi to class 5 in all three provinces with Khyber Pakhtunkhwa having the highest enrolment rates, followed by Sindh and then Punjab. Mixed/Combined schools show a similar trend to that of Girls' schools, whereas Punjab has the second highest enrollment rates, followed by Sindh.

Students' Information							
Average Enrollment Rates	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	Average School Size
Khyber Pakhtunkhwa							295
Boys'	54	49	49	52	50	51	
Girls'	68	60	53	50	46	39	
Combined	34	22	21	21	20	17	
Punjab							137
Boys'	14	14	16	15	16	13	
Girls'	25	15	11	12	13	15	
Combined	29	25	26	20	22	17	
Sindh							176
Boys'	29	31	33	28	26	25	
Girls'	28	27	26	25	24	22	
Combined	9	9	8	8	6	6	

● Teachers' Information

A majority of teachers held a Bachelor's or a Master's degree as their highest qualification in all provinces with the largest number of Bachelor's degree teachers in Sindh followed by Punjab and then Khyber Pakhtunkhwa. A large percentage of teachers with a Master's degree are teaching in Khyber Pakhtunkhwa that is then followed by Punjab and Sindh. Punjab has the highest proportion of teachers with a simple Matriculation degree as their highest qualification in comparison to other two provinces, followed by Khyber Pakhtunkhwa and Sindh respectively.

Khyber Pakhtunkhwa has the highest number of PTC certified teachers whereas Punjab and Sindh have higher number B.Ed. and M.Ed. Certified teachers. Moreover, Punjab has the largest number of schools with four or fewer teachers in contrast to Khyber Pakhtunkhwa, which has the largest number of schools with five or more teachers.

⁴⁹ All the tables refer to public primary schools surveyed under the study and the analysis is limited to these schools only.

⁵⁰ This quantitative analysis is only for Khyber Pakhtunkhwa, Punjab, and Sindh as Balochistan is analyzed as a qualitative case study.

Teachers' Information					
Highest Qualification (%)	Matric	Intermediate	BA/Bsc.	MA/Msc.	Mphil.
KhyberPakthunkhwa	10	21	30	38	1
Punjab	21	10	32	34	3
Sindh	6	16	47	30	1
Certification (%)	PTC	CT	B.ed	M.ed	
KhyberPakthunkhwa	53	14	24	9	
Punjab	39	9	37	15	
Sindh	30	23	37	10	
Teachers Per School (%)	0-4	5 & above			
KhyberPakthunkhwa	30	70			
Punjab	64	36			
Sindh	37	63			

● School Council (SC) Funds

Out of the entire schools surveyed, 75% of the schools in Khyber Pakhtunkhwa and 62% schools in Punjab received SC funds; only 51% of the schools in Sindh received SC funds during the fiscal year 2015-16. Moreover, 74% of the schools in Sindh reported to have received these funds in July-Sept 2015 quarter and 31% of the schools utilized

SC Funds				
Quarter	July-Sept 2015	Oct-Dec 2015	Jan-Mar 2016	Apr-Jun 2016
Funds Received (%)				
KhyberPakthunkhwa	32	21	19	28
Punjab	10	40	45	5
Sindh	74	5	9	12
Funds Utilized (%)				
KhyberPakthunkhwa	26	29	25	20
Punjab	19	28	39	14
Sindh	31	41	15	13
Schools Received Fund (%)	Yes	No		
KhyberPakthunkhwa	75	25		
Punjab	62	38		
Sindh	51	49		

SC Funds' Utilization Breakdown (%)			
Category	Khyber Pakhtunkhwa	Punjab	Sindh
Para Teacher's Salary	0	4	1
Sweeper's Salary	6	2	9
Utility Bills	1	4	1
Stationary	2	7	11
Uniforms	0	4	2
WhiteWash	6	14	11
Security Camera	1	4	0
Armed Gaurds	1	1	0
New Installations	66	22	25
Repair & Maintenance	10	26	26
Others/ Misc.	7	12	14

these funds in the same quarter and 41% in Oct-Dec 2015. 32% of the schools in Khyber Pakhtunkhwa received funds in July-Sept 2015 quarter and 21% in Oct-Dec 2015. These funds were utilized by 26% schools in July-Sept 2015 quarter and 29% in Oct-Dec 2015. In Punjab, 40% of the schools received funds in Oct-Dec 2015 quarter and 45% in Jan-Mar 2016 quarter. 28% of the schools utilized these funds in Oct-Dec 2015 quarter and 39% in Jan-Mar 2016.

Furthermore, utilization of SC funds is almost similar in all the provinces with a significant proportion spent on new installations, repair & maintenance, whitewash and miscellaneous activities. 66% of the SC funds in Khyber Pakhtunkhwa were utilized on new installations whereas only 22% and 25% SC funds were utilized for this category in Punjab and Sindh respectively. SCs in both Punjab and Sindh spent 26% of the total SC fund on repair & maintenance whereas SCs in Khyber Pakhtunkhwa spent 10% of the total fund on this head. Schools in Punjab, Sindh, and Khyber Pakhtunkhwa spent 14%, 11%, and 6% on white wash and 12%, 14%, and 7% on miscellaneous activities respectively.

● School Councils' (SC) Information

A greater percentage of SCs in Punjab (91%) and Khyber Pakhtunkhwa (82%) held meetings on a monthly basis whereas only 22% of the SC in Sindh held meetings monthly. Furthermore, highest qualification of SC members remained to be less than matriculation for almost 50% members in Punjab and Khyber Pakhtunkhwa. Sindh has better qualified SC members with 17% members having an intermediate qualification.

School Councils' Information					
Meetings (%)	Monthly	Quarterly	Biannually	Annually	None
KhyberPakthunkhwa	82	14	2	2	
Punjab	91	8	1		
Sindh	22	33	18	27	
SC Members' Qualifications (%)	Other (Less than Matric)	Matric	Intermediate	BA/Bsc.	MA/Msc.
KhyberPakthunkhwa	50	25	9	9	6
Punjab	53	26	7	7	6
Sindh	25	24	17	10	10

● School Facilities

Punjab performs better in terms of school facilities compared to other provinces whereas schools in Sindh have the least facilities available. Library facilities in all three provinces are meager though Khyber Pakhtunkhwa has the highest percentage of schools with a library facility.

School Facilities Available			
	KhyberPakhtunkhwa	Punjab	Sindh
Clean Drinking Water (%)	82	92	58
Toilets (%)	75	81	44
Boundary Wall (%)	74	90	56
Electricity (%)	82	95	52
Library Facility (%)	11	7	1

Chapter 5

Balochistan Case Study

1. INTRODUCTION AND PURPOSE OF STUDY

In 2014, Pakistan Coalition for Education launched evidence based social accountability initiative, aimed at collecting information about the services provided by the state in the government primary schools. One of the tangible outcomes of this initiative is a report titled, “Do School Gets Money” which showcases the analysis of finances available with the school. Trends and priorities for public education are analyzed based on how much amount is allocated for the school, expenditures and lapse in funds in the school management committees across the country. Studying the governance structure and decision making processes of these associations and councils as well as trends financial analysis is also an attempt to identify any leakage of fund and if they are reaching the intended beneficiaries⁵¹. In addition, Pakistan coalition for Education is also aiming to develop an overarching framework of accountability set in the national context engrained in the constitutional law and framework. Through this effort, PCE maps out the gaps in levels of accountability actions that must be bridged for quality access to basic education as promised by the Article 25-A Right to Education. The Social Accountability study was piloted in 2014 in three districts of Pakistan across three provinces – these districts were Mardan (Khyber Pakhtunkhwa), Bahawalpur (Punjab) and Sukkur (Sindh). This year, the study is based on 13 districts, covering Punjab (5 districts), Khyber Pakhtunkhwa (6 districts) and Sindh (4 districts) and qualitative case study of Balochistan.

In Balochistan, the mechanism for getting money to the schools has not always remained with School Council/Parent Teacher Association or more specifically, Parents Teachers School Management Councils (PTSMCs) as they are referred to in the province. Over the years, they have not been given legislative status thus the scope and role for PTSMCs to operate is not exactly comparable to other provinces. The World Bank initiated a drive to activate the PTSMCs in recent past with mega projects to uplift the status of education especially girls education through community mobilization with the help of active PTSMCs. However, the committees were only active for the duration of the project and withered away due to dwindling funds. It was also found out in Do Schools Get Money 2015 that the PTSMCs are not active in Quetta and Ziarat and there is no government funding available for these committees.

The current Balochistan Education Sector Plan (2013-2017) (BESP 2013) sees PTSMCs as an integral factor in terms of connecting the education managers, teachers and the parents by the. The BESP 2013 aims to target the “revitalization of PTSMCs” with the aim of involving the community in the education development. Therefore, for the Social Accountability initiative, PCE decided to study the presence and working of PTSMCs to understand whether and how BESP 2013 is revitalizing and reconfiguring PTSMCs. Following are some of the aspects of PTSMC functioning in Balochistan that are explored through the case study:

- Why have the PTSMCs failed to take root in the system?
- What are the factors responsible for the inactivity of PTSMCs in some districts?
- How has BESP 2013 revitalized the PTSMCs (if at all)?
- What is the new scope and mechanism of PTSMC determined by BESP 2013 initiatives?
- Are PTSMCs used for balancing the supply-demand equation in provision of basic quality education?
- Are there lessons for and from other provinces that can be used to strengthen social accountability through community involvement in education?

⁵¹Public Expenditure Tracking Survey (PETS) is most commonly used for this purpose, however, PCE does not have the means and resources to undertake a full-fledged PETS study at this juncture.

2. QUALITATIVE STUDY DESIGN AND METHODOLOGY

As mentioned above, the decision to adopt a case study approach emanating from the peculiar status of PTSMCs in Balochistan as well as the new reforms being launched at present. Without exploring the reasons, factors and dynamics of education system in Balochistan, a critical appreciation of the existing situation of school financing and community involvement via PTSMCs and school clustering is not possible.

In order to explore the key research questions, a qualitative inquiry was designed by PCE. While the security situation of Balochistan resulted in considerable reduction of field visits and discussions at district level⁵². Selection of key respondents and information collection methods were both informed by the research questions. These included the following:

- In-depth Interviews were conducted with key policymakers and implementers of BESP 2013-2018 for duration of 45 mins to 1 hour long. With an aim to understand the current reforms, experiences, challenges, and plans vis-à-vis school improvement through community participation, structured and open ended interviews were carried out with PPIU Focal Person for Education, GPE Director and UNICEF Education Specialist. Moreover, NGO representatives were interviewed to explore their perspective on current reforms as well as to inquire about all the other attempts and experiments related to PTSMC regularization or community mobilization for education in Balochistan (that they may also have been directly involved with).
- Field Visits were conducted to two schools from one cluster (rural) where PTSMCs were mobilized and active through the intervention of SCPEB under a funded project. Visit to a High School (head of school cluster) was also made. Field visits to districts outside of Quetta were not conducted owing to security concerns expressed by local partners.
- Focus Group Discussions with school-based stakeholders were conducted primarily including school head principal/ head teacher and PTSMCs members.
- Documentary analysis and review of policy documents such as BESP, Provincial School Education Policy of Balochistan, and notifications issued by Government of Balochistan on current reforms, etc. was also undertaken. Furthermore, school records related to school grants and PTSMC functioning were also reviewed.

During the data collection process, PCE was also invited to observe the proceedings of a Local Education Group meeting where findings from an evaluation study of cluster initiative was being shared by a UNICEF consultant. This session was recorded and analyzed to gather a province-wide perspective on the reform and related challenges and future plans. At the occasion, brief discussions with Secretary Education, Government of Balochistan, Director of Schools, and consultant for UNICEF Evaluation Study were also held.

3. SETTING THE CONTEXT

3.1. EDUCATIONAL PROFILE OF BALOCHISTAN⁵³

Given the political, demographic, ethnic, communal and economic history and realities of Balochistan, the state of education in Balochistan is far from satisfactory. There are a total of 13, 279 government schools in Balochistan, 85% of which are primary schools and in dilapidated condition. Of the total school age population of 2, 657, 008, approximately 70% (1, 847,0850 children) are out of school (49.7% boys, 50.3% girls). Only 35% of those enrolled complete primary or higher level of education (48% boys, 19% girls), the rate is as low as 7% for girls at secondary level. Where the schools are available, the physical space is inadequate for the enrolled students – 22% schools have single classroom and 36% are two-classroom buildings majority of which are rural primary schools. Moreover, physical infrastructure and facilities are in shambles making them unsafe and non-conducive for the children. Of the total, 64% government school buildings need extensive repair or are categorized as dangerous. Only 34% schools have a boundary wall, 36% have drinking water facility available while only 21% have toilet facility.

⁵²Two days before the visit to Balochistan was scheduled, the terrible incident of target killing of lawyers took place which rattled all partners and stakeholders in Balochistan. Consequently, the data collection process was delayed by two weeks while local contacts advised PCE to restrict mobility to Quetta and its catchment areas only.

⁵³All statistics are extracted from Government of Pakistan (2016): Pakistan Education Statistics 2014-2015 and Pakistan Social and Living Standards Measurement Survey (PSLM) 2014-2015 unless mentioned otherwise.

Although the official figures state that the student teacher ratio in Balochistan is 1:29 on an average, increasing to 1:41 at pre-primary level, it is also a fact that of the total primary schools, nearly 58% are classified as single-teacher schools. In addition to the availability, the academic and professional qualifications of the 45,881 teachers appointed in public sector also pose a serious concern – 51% teachers have just completed matric or intermediate as their academic qualifications. Although the number of untrained teachers is low (993 in total), over 55% teachers have Primary Teaching Certificate (PTC) and Certificate for Teaching (CT) as their main professional qualifications, which have been declared inadequate for teaching of elementary since 2009. The Annual Status of Education Report 2015 states that 97% children enrolled in class 3 could not do two-digit division or read a simple class 2 level text in Urdu or English, thus reflecting on the quality of teaching and student learning outcomes.

Balochistan is consistently ranked the lowest on all key educational indicators when compared with other provinces or

Table 1: Key Educational Indicators on Balochistan (compared with National average)									
	2010-11 PSLM			2012-13 PSLM			2014-15 PSLM		
	M	F	Total	M	F	Total	M	F	Total
Literacy Rates (10 Years & Older)									
Pakistan	69	46	58	71	48	60	70	49	60
Balochistan	60	19	41	62	23	44	61	25	44
Adult Literacy Rate (Aged 15 Years & Older)									
Pakistan	67	42	55	69	45	57	68	45	57
Balochistan	56	15	37	58	18	39	56	18	38
Primary GER (6-10yrs)									
Pakistan	99	82	91	98	84	92	98	82	91
Balochistan	92	54	75	88	54	73	89	54	73
Primary NER (6-10yrs)									
Pakistan	71	61	66	72	64	68	72	62	67
Balochistan	68	40	56	65	42	55	67	42	56
Source: Government of Pakistan (2016) – Pakistan Social and Living Standards Measurement Survey (PSLM) 2014-2015									

national average. The gap is so wide that the struggles, experiments and progress made by Balochistan for educational improvement are often forgotten (see Table 1). For instance, the PIHS survey 2001-02 estimated the GER as 62% and NER as 32%. Similarly, MICS 2004 reported the GER as 46% (74% urban and 40% rural) and NER to be 24% (urban 42% vs rural 20%). In the last 10-12 years, the primary GER has increased to 91% whereas the primary NER has increased to a solid 56% in 2014-2015 from a pithy 24%. A near double increase in NER is fairly remarkable in its own right but the fact that 3 out of 5 children aged 6-10 are still not enrolled in primary schools offers little solace.

3.2. CURRENT INITIATIVES: SYNOPSIS OF BESP KEY INITIATIVES

To conquer the challenges for educational service provision and quality, Balochistan has never shied away from introducing innovative, diverse and contextualized reforms and strategies since the early 1990s. Mobile Teacher Training Units, Community Support Schools, Science teaching project make for one of the most successful educational experiments in the entire country to date⁵⁴. Continuing the tradition, the current set of policies and reforms initiated by the Department of Education are also unique in many ways while being responsive to the immediate and long-term issues of Balochistan. The stated policy objectives of School Education Policy of Balochistan are⁵⁵:

- Provide quality education for all children to ensure relevant learning outcomes with emphasis on cognitive development, moral values and an ability to become useful members of their society, province, the country and the world.
- Ensure access to schools to all children irrespective of gender, faith, ethnicity, language or special needs
- Implement an inclusive education system which develops a society capable of celebrating diversity across human beings
- Prepare strong foundations for children through effective early childhood care and development
- Raise the standards of higher education to improve the ability of the graduates for the competition at the national and international levels
- Strengthen the technical and vocational education to link it more closely with market needs in the local, provincial, national and international business needs.

Focus on cognitive development and organizing the strategic inputs accordingly is arguably a pioneering approach in the policy reforms and planning for education in Pakistan. Similarly, the province has kept learners at the core while determining its language policy; another first, as usually political or economic considerations become the deciding factors. However, in Balochistan, the key focus, it seems is on ensuring maximum cognitive, numeracy and literacy development before transiting on to new languages and thus, the policy makes it mandatory to use mother tongue as the medium of instruction in all early grades with Urdu to be introduced as L2 (second language) and English as L3 (third language). Alongside, it is working towards improved access, physical infrastructure and replenishment important for achieving Article 25-A goals.

The currently implemented Balochistan Education Sector Plan 2013-2018 places an extra emphasis on structured, evidence based planning and transparent decision-making for effective management reducing the politicization and ad-hoc ways of conducting business. Following strategic goals and objectives are specified in the BESP 2013-2018 (pp.64):

- Transform intrusive political interference in administrative matters into support for systemic improvements
- Improve managerial efficiency
- Introduce a culture of data based decision making

⁵⁴Sayed, A. & Akbar, F. (2008) Educational Blooms and Blues in Balochistan: Mapping and Education Sector Diagnoses. Commissioned by EKN, Islamabad.

⁵⁵Excerpted from "Draft Provincial School Education Policy of Balochistan" (pp. 1) prepared by PPIU in consultation with Local Education Group (circulated in LEG meeting in October 2016)

- Develop efficient planning processes
- A functional monitoring and evaluation system
- Ensure effective community involvement in the sector
- Integrate private sector into the government's policy framework

To achieve the objectives, BESP 2013-2018 specifies the following strategies:

- Involve political leadership in oversight of the education sector's performance and development.
- Increase managerial efficiency through creation of a separate cadre for managers, provision of relevant training and decentralization of decision making.
- Develop a decision support system through enhanced capacity of BEMIS.
- Develop coordinated and integrated plans for development.
- Establish a monitoring and evaluation process through the education Sector Plan.
- Ensure effective community involvement in the sector through revival of PTSMCs

In this regard, various initiatives are undertaken such as decentralization of key functions at district and school levels, real time monitoring, shift towards performance based management system, development of standards along with input, process and outcome based indicators for different aspects of school functioning/educational provision.

4. PTSMCS IN BALOCHISTAN

This section maps out how PTSMCs came into existence in Balochistan and their current status and role in public education planning and provision.

4.1. HISTORICAL CONTEXT AND EVOLUTION

As strange as it may sound given the state of education in Balochistan, a number of interventions that are now widely used across Pakistan have actually been conceptualized, piloted and scaled up in Balochistan – formation of Village Education Committees (VECs) or engaging community in a structured manner for educational improvement is one such example.

VECs and Women VECs (WVECs) were first constituted under the **Community Support Process (CSP)** program, which began in 1992 with the help of World Bank and USAID funds. It was essentially a 14-step process charted out under the initiative (See Annex 1) for opening the school through organizing the community. Upon implementation of a few cycles, the steps were consolidated into 11 steps. CSP is hailed internationally as one of the most outstanding examples of government and community partnership for girls' education in traditional areas. The community contributed by providing land for the school building, identifying a local young woman to be appointed as a teacher, managing and monitoring the day to day running of the school. They were also responsible for initially providing space for running the school until such time that a building be constructed. The NGO, Society, acted as catalysts and technical resource institutions to build and sustain the government community partnerships. They were to bring their knowledge of the local communities and their expertise in community mobilization to the partnership. They supported the community and trained school committees in school management. The government formally sanctioned the school after it had functioned for at least three months. A formal contract was then signed between the government and the village education committee, which represented the community.

CSP has been a major initiative which has resulted in the opening of more than 1167 new girls' primary schools while facilitating the enrolment in primary school of more than 65, 000 girls who were previously denied access to education. The CSP has been the major influence on the expansion of girls' schools in the province from 499 in 1990 to 1055 in 1993 and to more than 2200 by June 1998. One of the most significant aspects of this project was the attempt to empower local community by making them partners with the government. Another important aspect was the emphasis on developing contextually relevant policies such as the policy of flexible eligibility criteria for teacher appointment. Based

on 6 years of implementation, the architects and implementers of CSP realized that relaxations in the enrolment criteria were required to be given in areas where there were not enough school-age girls. Maintaining the essence of CSP, almost 250 gender free schools were formed where there was no schools were available.

The project was successful in considerably increasing girls' access to primary education in Balochistan. However, the project ceased expansion in 1999 when donor funds dried up. There have been criticisms of the project, which included a lack of emphasis on quality, limited capacity of the NGOs to mobilize communities and expand to other areas, and the lack of female teachers with the requisite qualifications in certain communities.

4.2. FORMATION OF PTSMCS

Post CSP program, the government was intent to capitalize on the experience and success of the community involvement component in managing of education.

There were several rounds of deliberations to determine the exact role of communities as the CSP model could not be upscale in its original form for several reasons – first, the government did not have the means and intention to mobilize whole villages, establish VEC and then work through them. Second, in CSP, teacher was appointed by the VEC and until the school was regularized and taken over by the government, teacher would be answerable to the VEC. Similarly, VEC would also deal with aspects like leave issuance, etc. The decision to alter the model was made owing to the concern that teachers' status would be undermined if they would be reporting to VECs. Moreover, a strong backlash from the pervasive Teachers' Union was also feared by the Education Department.

After deliberations with all key stakeholders including Civil Society, the Education Department decided to form Parent Teachers' School Management Committee (PTSMCs) for all the existing schools and those to be established in future.

For establishing new schools, the conditions of community-government partnership have also been revised. These included:

- i. A land which is 2km distance from an existing public, private or community school
- ii. 25-30 children who are eligible for education (60%) of which should be girls
- iii. Community's willingness to give a place to run the school temporarily till the time a building is constructed
- iv. Potential female who could work as a teacher
- v. The professional qualification of the teacher applicants should be PTC/CT or B.Ed.

Although there is no systemic inquiry (to date), it is unanimously conceded by Department of Education, NGO representatives and academia in Balochistan that creation of PTSMCs did not recreate the magic of community ownership and contribution as was witnessed in CSP program. Despite all the policy statements on PTSMCs' critical role in school improvement, the community members could probably detect that there was no space for genuine involvement and autonomy in the rechristened and reductionist version of Village Education Committee. This should not come as a surprise: as evident from the name itself, CSP (Community Support Process) was all about the process – with extreme care, sensitivity and patience, community was mobilized, role defined and explained, clear terms of partnership and contributions laid out, mutual recognition of the critical need of VEC's involvement and functionality, authority with accountability and responsibility established. PTSMCs on the other hand were established through a government notification, a circular. Instead of becoming an organic platform for school-community alliance, they existed on paper and continue to do so.

4.3. STRUCTURE OF PTSMCS

The selection process of PTSMCs is significantly different from that of VECs. A parents' education committee (PEC) or general body of 7-9 members is created, this body selects 2-3 members for PTSMC for a period of 3 years. Monthly review of school needs/progress is conducted by PTSMC, quarterly review is undertaken by PEC along with the PTSMC members. And finally, PTSMC and PEC members jointly carry out the annual review of school goals and share it with the community. If there are cases of unsatisfactory performance or relocation/death/ inability/unwillingness to contribute,

the PEC and PTSMC members are reconstituted. In case where community finds the performance satisfactory, the tenure is extended by another three years. At any given point, all the 7-9 members are not listed in the documents.

With respect to the composition, initially, it was considered to have community member's representation in PTSMCs (and even VECs) mostly of the influential members. However, it was observed that if a person does not have his/her own children studying in that particular school, with time the interest and contribution level diminishes quite dramatically. Therefore, it was decided to have at least 3 members from the parents' body of that school.

According to the currently effective notification on PTSMCs (No. SO (Dev: 11-22/2012/359), PTSMCs at primary level should constitute a total of 05 members, 03 from the parents body of the school and 02 teachers. For single teachers/schools, the number of parent members is to be increased to a total of 04 parents. For middle and secondary schools, PTSMCs will consist of a total of 8 members including 01 head teacher, 02 teachers and 05 parent members. Selection of PTSMC Chair in both cases needs to be done on the basis of majority votes. In a post-devolution of education scenario with active local government presence, the elected Local Councilor was also included as PTSMC member however that decision failed to get implemented over time.

4.4. SCOPE OF WORK FOR PTSMCS

Initially, the PTSMCs were given a key role in identifying minor and major repair identification, getting minor repairs done using the money provided to PTSMC, contributing to school funds, ensuring students' enrolment, and monitoring teachers' absenteeism. Moreover, it was also planned to provide funds that PTSMCs could use for minor repairs – an amount of Rs. 1160 per room per year⁵⁶ was decided in this regard.

Since then, the scope of work for PTSMCs has been made more elaborate and structured. According to the PTSMC notification issued in 2012 by Government of Balochistan, following are the terms of reference of PTSMCs:

- To coordinate with community and Education Department in the allocation of 3000 square-feet area of land and transfer the land ownership rights of 20 community schools building to the Education Department Government of Balochistan.
- To coordination and supervise during the process of construction of school building
- To hire a qualified teacher as per the criteria of Education Department, Balochistan at the rate of Rs. 200/- per day
- To monitor the affairs of the school and take actions accordingly
- To maintain record of each and every action taken
- To submit the regular reports to the District Education Officer on any action taken
- To stimulate parents for the enhancement of the enrollment, attendance, cleanliness and uniforms of the students
- To check the hygiene and cleanliness of the school and the students
- To participant in the trainings organized for their capacity building
- To participate in the exposure visits at the inter-district levels
- The head teacher and one parent, preferably the Chairman, of the committee will be the co-signatories of the account opened for that purpose
- The Chairman of the PTSMC will not take any action without the consent of the members of the committee
- The Chairman will sanction one-day casual leave to the teachers and other staff if any, of the primary schools only⁵⁷.

⁵⁶Some sources also mentioned Rs.3500 per room annually that was allocated for school repairs to be spent by VECs.

⁵⁷The authority of sanctioning casual leaves was previously with the Head Teacher while for the Head teacher, DEO could sanction it. The power has been devolved to the PTSMC Chairperson, which can also be interpreted as establishing a dotted line of teacher accountability with PTSMCs.

- The Chairman of the PTSMC shall maintain the expenditure register. The funds will be utilized for the following purposes:
 - o Minor repairs, i.e. repair of broken windows, locks and doors, floor, heaters, fans and other electrical appliances, replacement of broken window glass, white wash of the building of the school, and other minor construction/repair recommended by the Committee
 - o Purchase of consumables i.e. chalks, slates and slate pencils, dusters, takhti, coloured pencils, paper, charts, register and other stationery items
 - o To recommend to the Government/ Donors, subject to the availability of funds, grant of stipend on rates, determined by the government, as reward to the first three position holders of the class per annum.

The Education Department did not create any mechanism to ascertain that the above-mentioned terms of reference were disseminated to and understood by PTSMCs in the consequent annual plans/schemes of work since 2012. More recently, the Balochistan Compulsory Education Act 2014 chalks out an even stronger role for PTSMCs where PTSMCs are not only responsible for enrolling every child in school age into the schools, take steps to contain absenteeism or those parents who do not let the children enroll in the school (through punitive actions/reporting to relevant authorities) but also for school development plans (See Annex 2).

Even with elaborate and strong terms of reference with clear roles and responsibilities are chalked out, their utility and effectiveness is dependent upon the support (both technical and financial) and mechanism created for their implementation. The policy documents and discourse are mainly silent on those aspects. At present, expecting PTSMCs to fulfill even 1/10th of the functions given in Balochistan Compulsory Education Act is ambitious for a voluntary body and perhaps wrong too, given the lack of support, capacity and legislative powers available to them.

4.5. CURRENT STATUS OF PTSMCS

The Government of Balochistan's efforts to institutionalize community participation through PTSMC formation have largely been unsuccessful across government schools plans to despite the specific roles, numerous rounds of orientation and capacity building of PTSMCs, efforts. According to careful estimations, over 65% of PTSMCs are dysfunctional with no active engagement with the school, District Education Office or even the community. They are artificially resuscitated through a funded project when CBOs and NGOs are constantly providing technical and mobilization support, and once the funds dry up, PTSMCs become lifeless in no time. Several projects conducted in the last 10-15 years bear witness to this trend. A certain degree of distrust and sentiment of "being treated unfairly" also exists in the communities as they have offered their time, money and fairly expensive land for the cause of education, the Government has failed to keep its end of the deal – to date, there has been no formal budget line for PTSMC grants in the P&D/finance department accounts and no grant is given to PTSMCs for undertaking "minor repairs." The appointment and selection of teachers has also been taken away to respond to transparency and standardization aspects.

As discussed above, in CSP, community stepped in to shoulder government's responsibility as it was fulfilling community's interest in two main aspects – service provision in the shape of a school and creation of employment opportunities in the respective village through teacher appointment (which was permanent along with temporary/contractual hiring of support staff). Also, affluent or influential members of the community mobilized community contribution because there was an element of prestige and authority involved. Moreover, the high level investment by community (e.g. land provision, time, monitoring) happened through an intense and continuous process of community engagement and mobilization. This, unfortunately, Education Department overlooked these aspects in case of PTSMC formation and regularization.

5. THE NEW BEGINNINGS: CLUSTER BASED APPROACH FOR PLANNING AND DISBURSEMENT OF SCHOOL GRANTS

5.1. NUTS AND BOLTS OF CLUSTER BASED APPROACH

Notwithstanding the issues surrounding PTSMCs, with the implementation of Balochistan Education Sector Plan (BESP 2013-2018), the Government of Balochistan focused on another approach for transferring school grants and responsibilities for school supplies to school-level actors instead of Education Department at provincial and district levels. Creating clusters of schools, Government of Balochistan attempted at changing the whole mechanism of educational planning while making it more aligned and responsive to schools needs.

A cluster is developed comprising 5-15 primary and middle schools depending on the number of schools located in the geographical area around a high school. The head teacher of the high school is not only notified as the cluster head but also given Drawing and Disbursement Officer (DDO) powers. On an annual basis, the cluster schools submit their needs-based request to the cluster head for school grant in six main areas namely:

- Furniture
- Reading and writing material
- Tat (sitting mats)
- Science equipment
- Sports material
- PTSMC

The cluster head then consolidates the funding requests for all and submits to the District Education Department. Upon approval, the Cluster head informs the cluster schools about the grant available for their respective school while commissioning procurement proposals for bulk purchase of approved items.

This initiative was conceptualized primarily at PPIU in consultation with its implementing partners and Directorate of Education. The cluster based approach was rolled out in 2014 with a major chunk of ground work carried out by the Directorate including mapping and formation of clusters, stock taking and needs analysis at each school level while also canvassing for active community participation and deeper understanding of procurement items and process. The first round witnessed a lot of chaos and confusion at school and cluster levels also highlighting the loopholes and undefined aspects of the framework.

The cluster-based approach was also complemented by some other initiatives of Government of Balochistan. These included:

- Vociferous enrollment campaigns conducted to address the access issues under Balochistan Compulsory Act 2014. As a result, the community and school staff were already mobilized and responded well to cluster approach.
- Decentralization and delegation of powers to District Level to support autonomous and efficient decision making through empowering District Education Officer to deal with issues such as transfers, leaves, postings, etc. for positions up to BPS-16.
 - o Formation of District Education Authority with DEO as Chairman of the authority while representative of District Deputy Commissioner, DEO Accounts, DEOP Female and Male, Head Teacher and Learning Coordinators with respect to issues related to the school/teachers/staff, etc.
 - o Formation of Local Educational Council, a group mandated to plan and set strategic directions for the educational needs of the respective cluster.

According to PPIU's own conservative estimates, only 10% of the total schools could clearly understand the process and extended full support in implementation. The remaining schools could be categorized as trying, confused and non-

cooperative categories in equal proportions. In 2016 with the third round of cluster based school grants disbursement recently concluded, there is a positive vibe amongst the school and community members for the program interventions.

"That the process has begun and funds are reaching schools has been appreciated widely, across tiers especially at school. The procurement is still supply driven in nearly 50 percent of the schools. We have significantly revised the process based on the experiences of three cycles – a lot of issues have been ironed out, give it one more year as they become more familiar with cluster concept and procurement process, majority of public schools will have demand driven school based budgeting. What is important is that we do not roll back the initiative and continue to improve the mechanism based on the feedback received from schools and district authorities."

- In-depth Interview with PMIU Focal Person for Education and In-charge Cluster Budget

5.2. LOCAL EDUCATION COUNCIL

The Local Education Council is composed of an eclectic group of people all residing in the same locality as the respective school. The Council includes:

1. Head Teacher of the Cluster High School – Convener
2. PTSMC chairpersons from the cluster schools
3. Learning Coordinator of the area - Member
4. One Association
5. One from Civil Society
6. Doctor or health technician from the closest BHU/RHC
7. Councilor, Local Government
8. Members of the Local Education Council Purchase Committee
9. Assistant District Officer Education
10. Representative of the private schools

Although the Local Education Council is created as an afterthought to streamline the process of cluster based planning, it is a wise strategy to not restrict the platform for procedural matters only. The functions of LEC are defined in a broad based manner (No. PPIU/8-70/(A&F)/2015/992-1017) and making it responsible for developing encouraging and promoting policies, practices and activities for enhancing quality of physical and learning environment of the schools and the levels of student achievement through community and parental involvement in the education process at cluster level. It is yet to be seen how effectively LEC is able to fulfill the 26 functions listed down in the notification (No. PPIU/8-70/(A&F)/2015/992-1017) or stays its focus restricted to the grants allocation and procurement aspects. For now, it has definitely opened another avenue for engaging with the community and ensure the reforms/educational interventions become responsive to the needs of key beneficiaries and stakeholders.

5.3. ACHIEVEMENTS, CHALLENGES AND REFLECTIONS ON CLUSTER BASED APPROACH

One of the biggest achievements and positive outcomes of the cluster-based approach is that the schools are receiving significant amount of funds that did not happen otherwise. The evaluation study on cluster-based approach⁵⁸ (with over 1300 sample schools across Balochistan) identifies a positive impact on school learning environment, engagement of teachers and parents in the school with some effect on boosting local economy and reducing costs of education for the parents. School records seen during data collection for this case study also revealed that the funds indeed have been received by the schools on a regular basis - a rare occurring until now.

The implementation process obviously had its share of difficulties and confusions. In the first round, the Directorate of

⁵⁸The initial findings of the study were presented in the Local Education Group meeting on September 1, 2016. The report is yet to be disseminated.

Education was put under immense pressure to carry out mapping and school-based needs identification. Because everything was centralized, there were a lot of instances when the provisions were not according to school's requirements – for example, instead of chairs, only tats were provided. However, in the second and third round, the cluster schools (head teachers and PTSMC Chairpersons) took the lead and were clear about the task at hand. Apparently, head teachers, teachers and PTSMC chairpersons (where PTSMCs were active) did not seem to mind the extra paper work or travel to cluster head as long as their schools were getting the funds.

“Most children come from very poor families and they run out of stationery supplies such as pencil, notebooks, etc. All of us (teachers) collect some money and also ask our Chairperson to contribute for uniform and stationery to support such children. For the last two years, our school received sufficient funding for tats and stationery that we did not have to contribute for this on our own. In the second year, we had enough tats but we still had to buy them according to the budget head – I wish we could use the extra money for buying uniforms or submitting the examination fee that so many of our students cannot afford.”

Excerpt from FGD conducted at GGMS Gehwar Colony, Quetta

Procurement of quality supplies and maintaining some standards were a main challenge. This was compounded by the introduction of new procurement policy, its understanding and a need to align the process according to the policy. Similarly, the price difference for items quoted through formal tendering process and open market price also created confusion and inhibitions about the initiative. However, a lot of it also happened because ceiling for unit items were not specified - for instance, one cluster selected a chair of Rs. 5000 per unit whereas another cluster could opt for Rs. 2000/chair bid. Currently, this aspect is looked at and basic specifications for each budget head will be provided to the cluster groups.

Based on the feedback received from schools, GoB also plans to expand the budget heads (adding to the previous 6) to allow for a more flexible and needs-responsive utilization of school grants. New heads will include school repair and refurbishment, Library material procurement and a generic category of “others.” This will ensure more effective utilization of budgets because with just three rounds, many schools were hitting their saturation point vis-à-vis need for furniture or tats.

Another important aspect of the cluster model is how the role of head teacher of cluster hub (i.e. high school for a cluster of primary and middle schools in given geographic area) has been made pivotal to the roll out of the program. Research identifies school based autonomy as one of the key characteristics of effective schools,⁵⁹ the cluster approach, albeit involuntarily, have brought the decision making closer to the action i.e. classroom, school and community. However, given the dynamics especially of ethnic and political nature, it is important to be vigilant in monitoring the implementation process and its effects. The concentration of power in cluster head could also result in conflict of interest or lopsidedness of power in case of politicization of the role/process or head teacher's own political leanings although no such incident has been reported (by any party i.e. the government, community/school or NGOs) thus far.

Despite its widespread success and effective utilization of funds allocated for the program, there is a major issue. Apparently, the money allocated for PTSMCs revitalization, training, facilitation of meetings, etc. remained untouched and untapped during the three rounds of school grants distribution. While up to Rs.5 million remained unutilized, the question that merits serious consideration is how do BESP 2013-2018 and consequently, Balochistan Compulsory Act for Education plans to mobilize the PTSMCs to make them undertake the responsibility without their revival and mass mobilization.

6. CRITICAL CONSIDERATIONS AND WAY FORWARD

The observations and recommendations based here are not only specific to cluster based approach for school grants or PTSMCs but quality access to education at large and how the Government of Balochistan could bolster the implementation of its already multi-faceted and diverse interventions.

⁵⁹UNESCO IIEP (2004). School Principals: core actors in educational improvement. An analysis of seven Asian countries, ANTRIEP report. Paris. UNESCO

- **Understanding of Community Mobilization and its instrumentality for achieving RTE**

Irrespective of the label used (be it PTSMC or LEC or Clusters), there needs to be a realization across the board that the role for community groups and social mobilization is beyond grants disbursement and management. This is recognized in the Balochistan Act for Compulsory Education document as well as in BESP 2013-2018. However, the way it is translated into mechanisms and procedures leaves a lot of room for improvement and enrichment. The challenge of RTE and commitment of putting every child in school and learning well can neither be done alone nor without the support of community groups.

It may be a good idea to revisit the concept of PTSMC to align it with current aspirations of the community as well as the needs for achieving BESP targets. Engaging those who have experience in mass mobilization campaigns and behavior change communication also need to be explored as serious options.

- **Review of Roles and Responsibilities**

If the GoB is serious about PTSMCs revitalization and functionality, then it should also review the tasks charted out for them in its respective documents. The current list of responsibilities will be challenging for the District Education staff to pull off who are on full time public employees with a fairly uniform/linear job skills' set. The quantum of work and multi-dimensional functions a voluntary group is expected to deliver is quite ambitious.

- **Reconceptualization and Strengthening of Existing Systems/Institutions**

Balochistan Education seems be habitual of having a fast-track approach when it comes to the pace of planning and roll out of plans. This view is of course based on limited exposure to the system and policy makers, however, is evidence based. The PPIU right now is taking charge of all the coordination, planning and implementation of BESP targets – the involvement and interest level of top tier of Executive and Legislatives in education is exemplary, and indeed, speaks volumes about the commitment. It is a welcome change from the otherwise lethargic and slow-paced functioning of public sector bureaucracy.

However, plans and policies will take root only when the key players are fully convinced of them and are at par with the process/pace. Currently, this conviction seems to be missing from units other than PPIU or its commissioned practitioners/partners. The danger lies in creating a feeling of isolation in different sections, which in turn will impact the effectiveness and sustainability of policy reforms.

- **Legislative Cover for PTSMCs/ Local Education Council and Capacity Building**

With all the reforms and restructuring for improved community involvement, there is no legal cover for the PTSMCs/LECs. It is true that Education Department has issued notifications about their functions, however, that does not give them legislative rights to function. Moreover, the process of grants transfer is still ad hoc with no bank accounts or budget lines for PTSMCs/LECs. GoB can look at other provinces that have regularized PTSMCs.

It is also important to understand the difference between legislation and capacity building of LEC/PTSMCs. As has been proved by nearly a decade of GoB experience, merely creating PTSMCs in thousands and one-day training programs do not lead to their capacity building and institutionalization. PTSMCs capacity building should be given adequate thought, time and expertise, only then will the desired results can be achieved.

Chapter 6

Social Accountability Framework: A way forward for a collective action on inclusive and equitable education

In 2014, PCE piloted the budget tracking initiative aimed at fostering social accountability mechanisms at the grassroots level with the help of facilitating the citizens with data and evidence on how much finances reached the school management committees in Pakistani public primary schools. The initiative aimed to gauge the flow of funds from the provincial to the district levels and how they were utilized in the schools. Prior to the pilot, it was found that the access to such budget information on school level was not easy to get. Data was collected from 100 schools per district and information such as enrolment, funds received, expenditures and the workings of School Management Councils were included in the study. The information was then consolidated and made into a form of report to be used in district level meetings with the citizens. These meetings which were attended at large by civil society and district education officers, served as a public sphere for discussions on the findings of the surveys. Constructive debate ensued on the state of primary schools and SMCs. Various pledges were made and renewed over the course of these three years.

However, over the period of these three years, the situation has remained the same. The SMCs are not performing albeit their somewhat constant funding. There exists a gap between the stakeholders such as the service providers (district officials, head teachers) and service receivers (parents, students) in terms of coming together in managing the affairs of schools. The accountability mechanisms between the citizens and governments failed to take root despite holding these constant public gatherings called Public Kacheri.

It seemed that there was some missing link amidst all the planning, data collection and yearly study based tasks we had undertaken. Coupled that with limited scope in terms of finances and time-bound commitments, was a daunting task to sustain the momentum of setting accountability mechanisms at the most basic level of citizen-service provider interaction. In fact the one of the main developments which compelled us to shift gears would be the Local Governments taking their places in all provinces. The SDGs adopted by the world unilaterally, focus on areas which are now under these tier of government's mandates. It is imperative that our accountability initiatives now focus on bridging the gap between these accessible tiers of government with the people.

The question of the hour was how do we address this as a coalition? After several internal deliberations and study of cases from other countries which faced similar situation, it was decided that the coalition needs to have a set framework of action to operationalize social accountability on grassroots level. Indeed the study of other countries' examples also fortified our new path of action. Hence the addition of draft framework of social accountability which will be worked upon in the coming year through extensive consultations with government representatives and the civil society so that it can be endorsed in the truest democratic principle.

As we move towards proposing a framework, duly endorsed by the CSOs and other stakeholders, the focus is on working together in cooperation. Cooperative action is one of the principles which guide the formation of this framework. The Incheon Declaration and Framework for Action on implementation of SDG-4 also stresses upon partnerships between all stakeholders and the need for robust accountability mechanisms as key factors for implementation of SDG-4.

The Social Accountability Framework, proposed by PCE, aims to empower citizens to participate in a manner which results in improvement of publicly funded education service through improved access to information such as the

allocation and spending and the participatory oversight of budgets and schools performance.

The principles on which the framework is based upon are:

1. Focus on local level (Provincial with District and Union Councils)
2. Participatory and citizen led initiative
3. Inclusive approach
4. Gender balanced (At least 1/4th participation of women required)
5. Focus on system related gaps

In essence, The Social Accountability Framework aims to link the demand and supply side activity through the components of open access to budgets, citizen capacity building and citizen monitoring which has the potential to systematically transform the local governance mechanism.

The framework and its implementation strategy ultimately will be a product of multi-sectoral approach which includes the citizens, government and the facilitators in form of CSO (PCE et. al). The idea is to institutionalize gradually the proposed action points into the process. At present, these mechanisms are absent or present in a very rudimentary form.

The role of CSOs and other non-governmental organizations is seen from facilitation point rather than as implementation partners which has been a traditional approach until now. The opportunity which the increasingly decentralized system presents is a plus for this initiative to take root in the system of accountability present on the local level.

The Social Accountability Framework Draft Components:

Before moving onto the plan, the components of social accountability are introduced as following:

a) Access to open budgets and information

Improve citizens' access to comprehensive public information such as budgets and expenditure information.

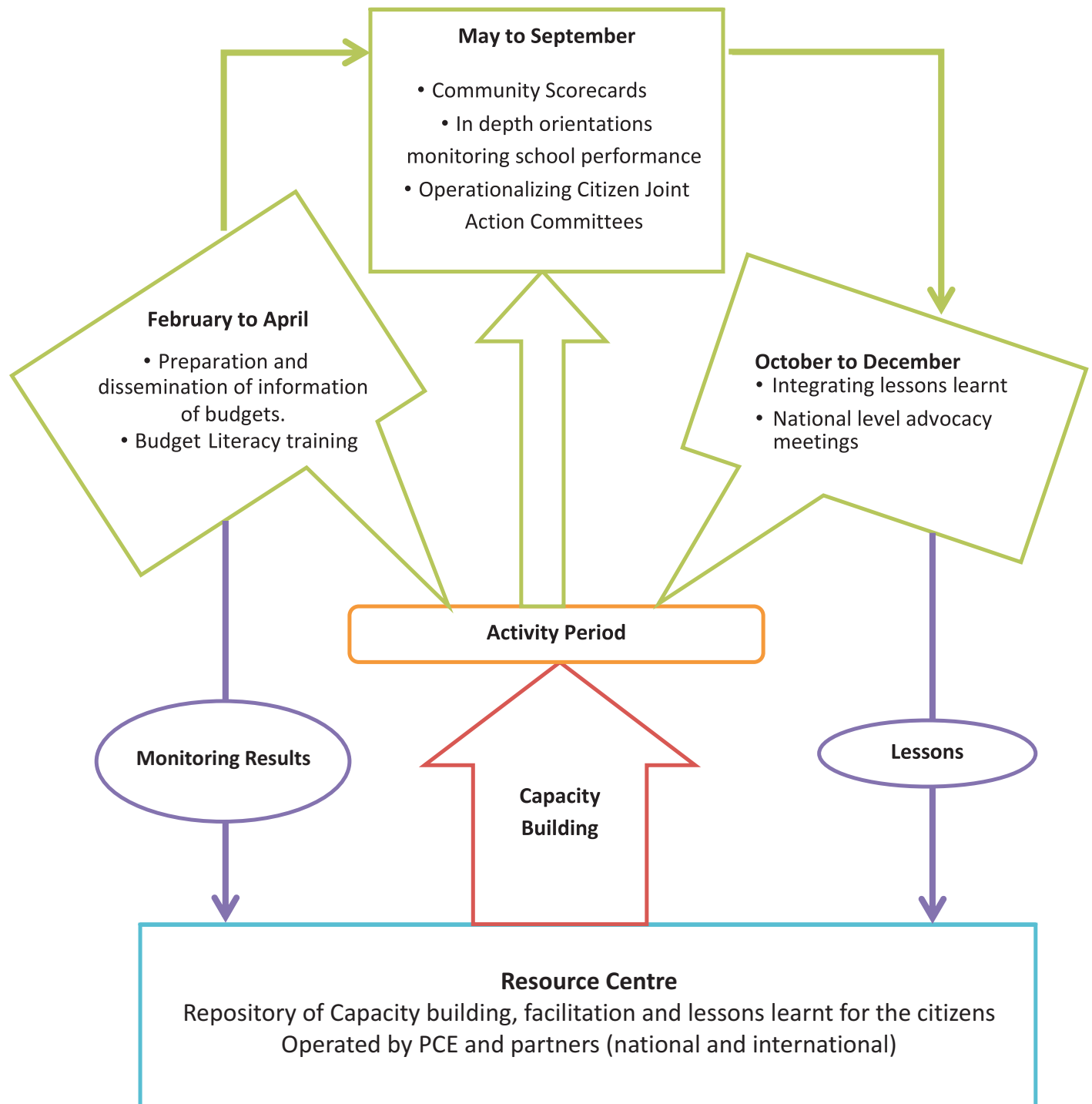
b) Capacity building of citizens

Training to develop the capacity of citizens to understand and use budget information. The trainings will also support the process of community facilitators, CSOs, district level Local Government councillors and local public service providers, will be implemented to build capacity and promote sustained action.

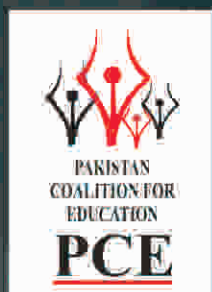
c) Citizen led monitoring mechanisms

Through formation of Citizen Joint Action Committees on the district level, the citizens along with the representative CSOs will be able to analyse the information collected by the government departments (if available) and the data collected by non-governmental sources. These analyses will then be shared with the government officials at the respective levels. This will lead to the formation of joint strategic plans on the district level to deal with the follow-ups.

Social Accountability Framework Plan



Annex



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