



SOCIETY FOR
ACCESS TO QUALITY
EDUCATION
SAQE

— Conducted by
**Pakistan Coalition
for Education**

an initiative of SAQE

BUDGET TRACKING

Optimizing District-level
Education

GAWE 2023



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Acknowledgments

This report is a product of collaborative effort by coalition members from 12 Districts where the activity was conducted. PCE extends its heartfelt gratitude to each member organization that participated in the endeavor, including Al-Eimman Development Foundation in DG Khan, Anjuman-e-Ahbab-e-Islam in Khanewal, Bunyad Literacy Community Council (BLCC) in Hafizabad, Community Aid in Rajanpur, HAWA Foundation in Ghotki, PAGE in Swabi, Pakistan Youth Change Advocates (PYCA) in Federal, Rural Development Organization (RDO) in Buner, Society for Education and Development (SED) in Nankana, Social Youth Council of Patriots (SYCOP) in Muzaffargarh, Worker's Education and Research Organization (WERO) in Keamari, and Youth Front in Layyah. Without the invaluable contributions of these organizations, this report would not have been possible.

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Contents

Introduction – State of Education Financing in Pakistan	01
Budget Tracking Activity at District Level in the context of Global Action Week for Education (GAWE) and Vote for Education (VFE) Campaign	02
Main Findings	04
Gaps and Challenges	15
Recommendations	15
Conclusion	16
Sources	17
Annexure	18

Introduction – State of Education Financing in Pakistan

Since the past two decades, Pakistan has allocated less than 2% of its GDP to education, with this figure falling far below the target necessary for the fulfilment of Article 25-A and SDG 4 to ensure free and quality education for all. Despite national and international commitments as well as development organizations and government ministries recommending allocation of around 4-6 % of GDP to education, the actual investment remains insufficient. In the fiscal year 2022, cumulative education expenditures by federal and provincial governments were estimated to be 1.7% of GDP, which is still well below the recommended level needed to significantly improve the education sector in Pakistan.

Education financing in Pakistan has historically faced significant challenges, with the state's commitment to social service delivery, especially in education, being overshadowed by other priorities such as debt repayments and defence budgets. According to the State Bank of Pakistan, as of March 2023, Pakistan's total debt and liabilities accounted for almost 89.3% of the GDP. Defence spending has also taken precedence; in 2022-23, the defence budget accounted for around 2% of the country's GDP, a greater percentage share than that allocated to public education. As a result, the education sector continues to suffer from neglect and lack of resources, leading to low literacy rate, low enrolment and retention rate, low-quality service delivery and poor learning outcomes in state-run schools.

Over a period of merely five years, Pakistan has witnessed a significant and concerning decline in its education indicators, particularly with regards to access. In 2017-18, the number of out-of-school children (OOSC) stood at 22.8 million, but after the Covid-19 pandemic and 2022 floods, this figure has alarmingly risen to 25 million. Prolonged disruptions to education due to infrastructural damage and the exacerbation of poverty across Pakistan due to record high inflation has added to the education crisis. The situation calls for urgent attention and robust measures to mitigate the adverse effects on educational outcomes and to ensure equitable access to education for all children, especially girls, children with disabilities, transgender children and children from other minority groups that are disproportionately impacted by inequitable education financing and other sociopolitical factors.

To overcome these challenges and improve education financing, Pakistan needs to prioritize education and increase its financial commitment to the sector. By allocating more resources, implementing effective policies, and ensuring proper utilization of funds, the country can work towards providing better access and quality education for its population, ultimately leading to a more prosperous and equitable society.

Budget Tracking Activity at District Level in the context of Global Action Week for Education (GAWE) and Vote for Education (VFE) Campaign

Pakistan Coalition for Education (PCE) is rolling out the 'Vote for Education (VFE) Campaign' which aims to amplify voices of marginalized groups and generate political discourse to make education a mainstream agenda for the 2023 general elections. In this regard, PCE has carried out extensive consultations with key stakeholders at all levels to develop recommendations consisting of short, medium and long-term pledges to mobilize political parties, policymakers and bureaucrats for resolving the OOSC crisis and working towards more gender-responsive, inclusive and resilient education.

As part of the VFE Campaign and to capture grassroots level demands for education sector reform, PCE's member organizations and citizen-led chapters known as People's Action Group on Education (PAGE) conducted a budget tracking exercise to gather data on the state of education financing at the district level. The exercise was carried out in conjunction with Global Action Week for Education (GAWE) since this year's theme was "Decolonizing Education Financing" and involved collecting data from primary and secondary sources, including conducting a Focus Group Discussion with relevant stakeholders such as School Management Committees, District Education Department representatives, and PAGE members at the local level. The activity was carried out in twelve districts across the country, seven districts out of which are situated in Punjab, namely DG Khan, Hafizabad, Layyah, Khanewal, Muzaffargarh, Nankana, and Rajanpur, two districts in Sindh include i.e., Ghotki and Keamari, two in Khyber Pakhtunkhwa i.e., Swabi and Buner and the Federal Territory.

This report provides a breakdown and analysis of the data gathered during the Budget Tracking Activity in July 2023, along with its main findings and implications. Data was collected from a variety of sources including through one-on-one meetings with the District Education Offices (DEOs), education census reports and government data portals. The data provided aims to assess the degree to which budget allocation and expenditure at the district-level has succeeded in making public education provision gender-responsive, disability inclusive and disaster responsive. The data gathering exercise, along with the larger campaign around Gawe 2023, was also intended to promote social accountability among CSOs and citizens and empower them to actively engage with local MNAs/MPAs and education departments to participate in decision-making processes that affect their lives.

Main Findings

Data was collected on a range of variables including number of schools, number of teachers, enrolments by gender, district level and gender specific budget allocation, and spendings. Different sources including the data from the district education offices, government data portals and census reports were used for this activity. The findings of the study will be instrumental in future advocacy efforts, program design, and policy recommendations.

1. Number of primary, middle, and secondary schools for boys and girls

Data was collected on the number of schools in twelve districts, categorised by level and gender. Figure 1.1 (a) provides an overview of the total number of schools segregated by level and gender. A substantial decrease in the number of schools can be observed as the level increases. For instance, the number of middle schools is approximately 84% less than the number of primary schools, while the number of secondary schools is about 76.5% less. Furthermore, the number of schools for boys is considerably higher at all levels. Figure 1.1 (b) displays the total number of schools by gender, 55% schools are for boys while 45% for girls. These figures are indicative of the need for increased and gender-responsive budgeting. A considerable portion of the budget must be allocated for upgrading primary schools and constructing new facilities. Additionally, after-school programs should be introduced to increase access to education across all districts.

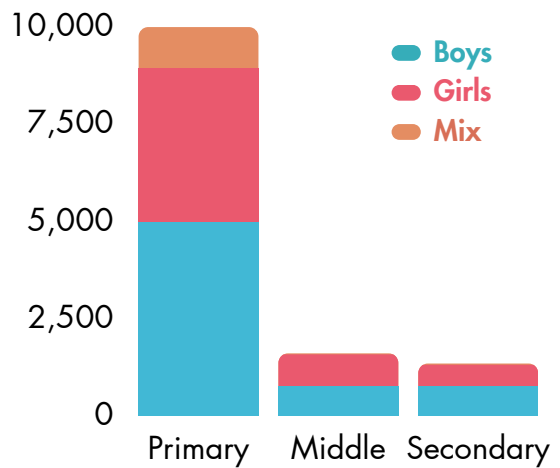


Figure 1.1 (a) Total Number of Schools (by Level)

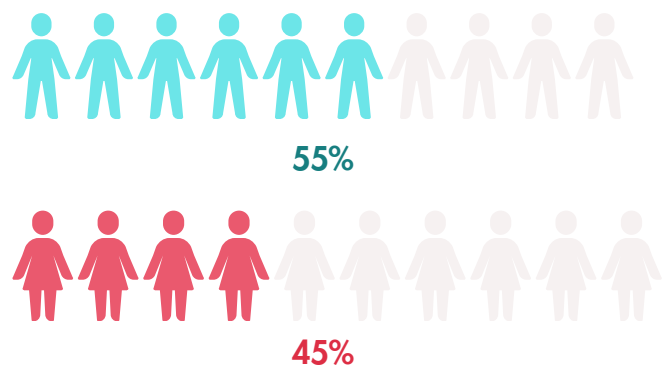


Figure 1.1 (b) Total Number of Schools (by Gender)

Figure 1.2 illustrates the total number of primary schools segregated by district and gender. The data shows that the number of schools for boys is generally higher in most districts, however, District Hafizabad and Khanewal in Punjab display opposite trends with the number of schools for girls being considerably higher. District Ghotki has the highest number of primary schools while Keamari has the least number.

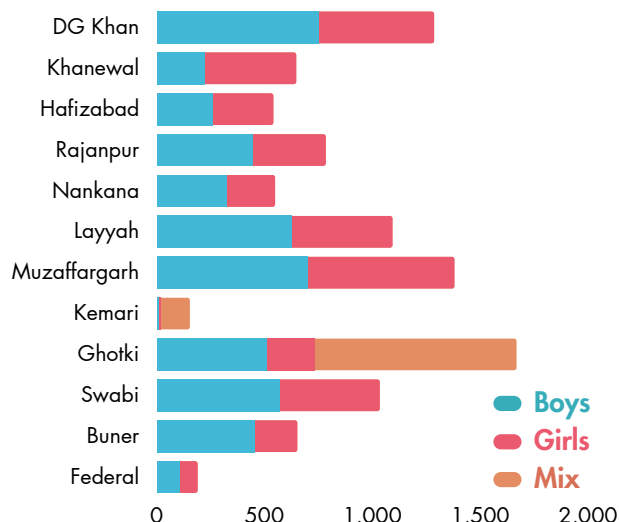


Figure 1.2 Number of Schools at the Primary Level by District and Gender

The number of middle schools by district and gender is displayed in Figure 1.3. Most of the districts of Punjab including Khanewal, Layyah, Hafizabad and Nankana have higher number of schools for girls, and the Federal Territory also has more girls' schools. The number of boys secondary schools in most districts, is significantly higher, with exceptions in Layyah, Khanewal, and the Federal Territory, which have more girls' schools (see figure 1.4). The high number of girls' schools in some districts demonstrates the commitment of authorities to provide equal educational opportunities to all students regardless of gender. However, these efforts should be replicated in all districts, along with measures to improve both enrolment and retention at all levels, especially for girls. Overall, Khanewal has the highest number of middle and secondary schools across all districts while Keamari has the least number.

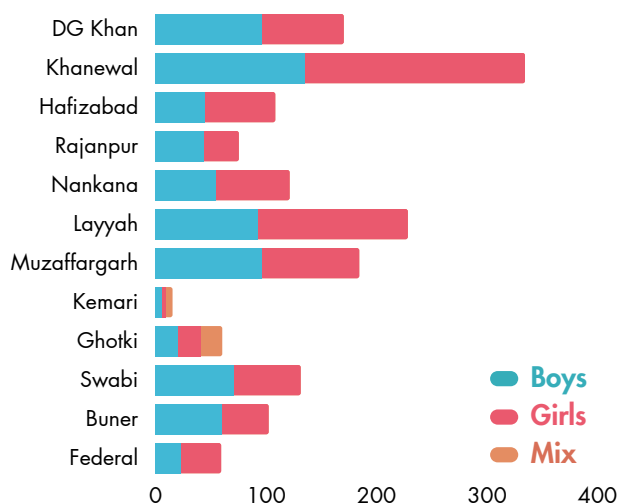


Figure 1.3 Number of Schools at the Middle Level by District and Gender

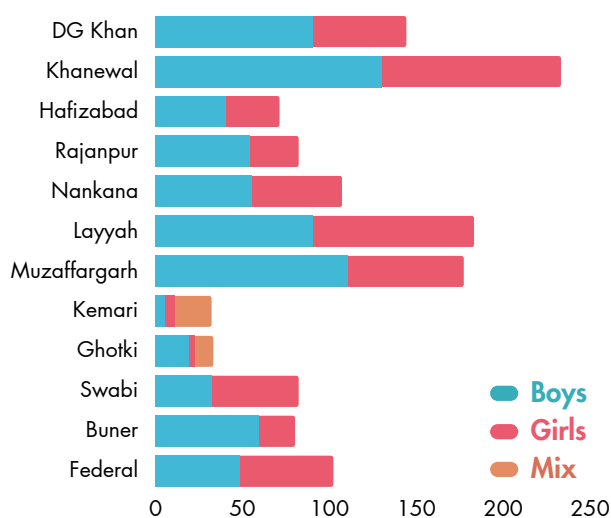


Figure 1.4 Number of Schools at the Secondary Level by District and Gender

2. Number of boys and girls enrolled in pre-primary, primary, middle and secondary schools.

Number of enrolments by gender was recorded at the pre-primary, primary, middle and secondary levels in all districts. Figure 2.1(a) shows the total enrolments segregated by gender, with more boys enrolled at all levels. Primary level has the highest number of enrolments while Secondary has the least, displaying a downward trend as enrolments become lesser with higher levels. 53% of total enrolments are of boys while 47% are of girls (as shown in Figure 2.1 (b)).

Similar inferences can be drawn from the remaining data. Figure 2.2 gives the number of enrolments at pre-primary level. District Muzaffargarh has the highest number of enrolments, followed by Khanewal and DG Khan. Enrolment data of Kemari and gender-segregated data of Ghotki at the pre-primary level were not available, hence total number is given for Ghotki. Khanewal, Hafizabad and Federal have more girls enrolled at the pre-primary level, which is indicative of a focus on girls' education in these Districts. At the primary level highest number of enrolments were recorded for Muzaffargarh, while Keamari displays the least number (as shown in Figure 2.3). More girls are enrolled in schools of Hafizabad, Keamari and Federal, highlighting the success of targeted

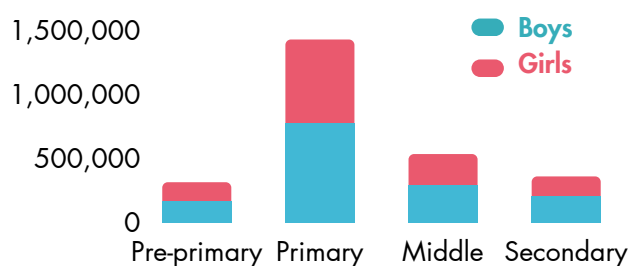


Figure 2.1 (a) Total Number of Enrolments



Figure 2.1 (b) Total Number of Enrolments by Gender

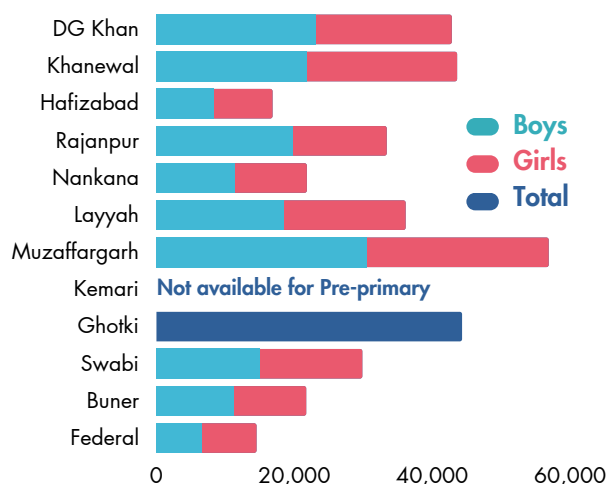


Figure 2.2 Number of Enrolments at the Pre-primary Level by District and Gender

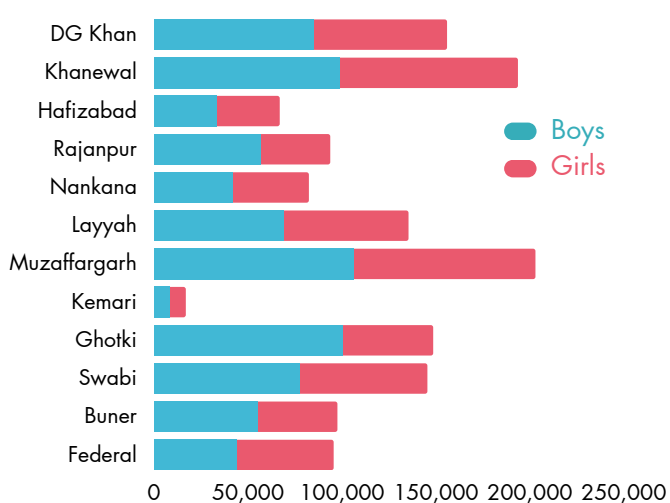


Figure 2.3 Number of Enrolments at the Primary Level by District and Gender

efforts to promote education and equal opportunities for girls in these areas.

Moving on to middle level enrolments, Khanewal has the highest number among all districts, followed by Layyah and DG Khan. Hafizabad, Nankana, Keamari, and Federal have a higher number of girls enrolled, while Buner, Ghotki and Keamari have the least (as shown in Figure 2.4).

The number of enrolments at the secondary level is given in Figure 2.5. Swabi has the highest number of enrolments followed by Khanewal while Ghotki has the lowest number of enrolments. District Nankana and Federal have more girls enrolled. It is worth noting that the Federal territory has consistently higher enrolments for girls across all levels, indicating a focus on girls education

The total number of enrolments in some districts is extremely low. Kemari particularly has the least number of enrolments at all levels, while Khanewal consistently has a higher number. Muzaffargarh has the highest number of enrolments at pre-primary and primary

levels; however, the number starts reducing as one proceeds to a higher level, indicating increased dropout rates. Similar trends can be observed for other districts, however, Swabi displays opposite trends having highest number of enrolments at Secondary level. The inferences drawn from the data highlight the need for more schools and enrolment campaigns nationwide, which would aid in reducing dropouts and the soaring number of out-of-school children (OOSC).

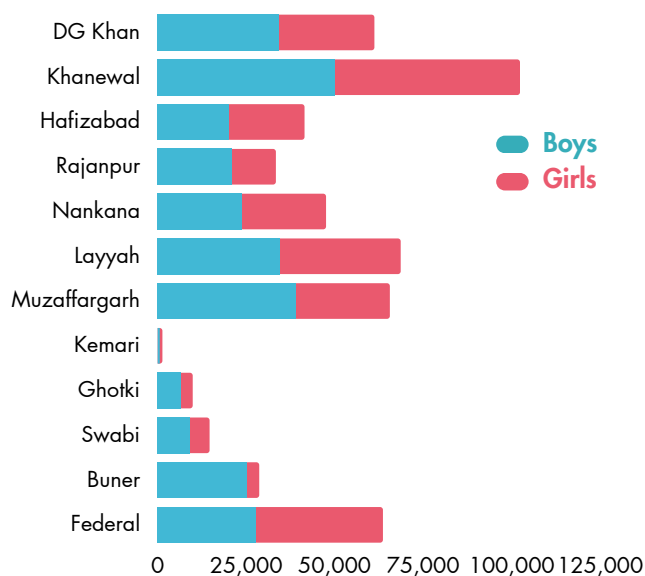


Figure 2.4 Number of Enrolments at the Middle Level by District and Gender

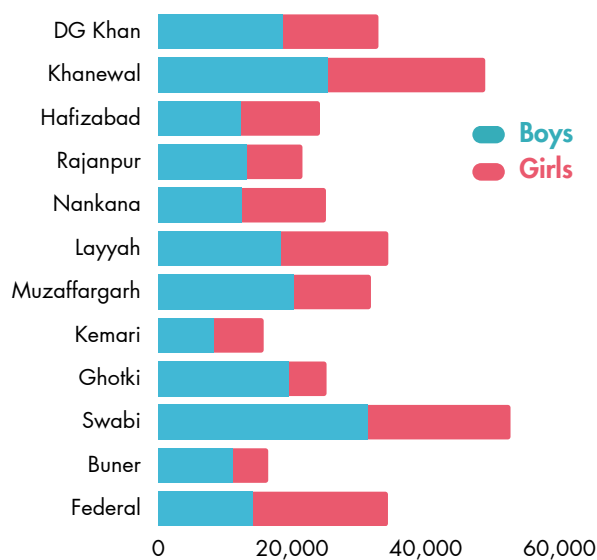


Figure 2.5 Number of Enrolments at the Secondary Level by District and Gender

3. Number of marginalised children (children with disabilities, transgender children and children from minority communities) enrolled in pre-primary, primary, middle and secondary schools in your district. Are there any separate heads in the budget for education of these groups?

Information on the marginalised groups across different districts was not available in segregated categories. No recorded data exists on the enrolment of transgender students, which raises significant concerns about the access to education for those groups. Moreover, the budget has no separate allocations for education of these groups, which is quite concerning.

Figure 3.1 gives the number of students included in the “others” category, enrolled at different levels in Punjab, with Khanewal having the highest while Rajanpur having the least number of enrolments. The number of enrolments at primary level is consistently higher in all districts, with a decrease in the enrolments as the level becomes higher. The enrolment rate for pre-primary education is also quite low. Additionally, the enrolment rate for secondary education is approximately 72% lower than that of primary education.

Figure 3.2 gives the number of disabled students enrolled in district Buner, by gender, data on other groups is unavailable. Approximately, 72% of total enrolments are boys, and girls comprise only 28%.

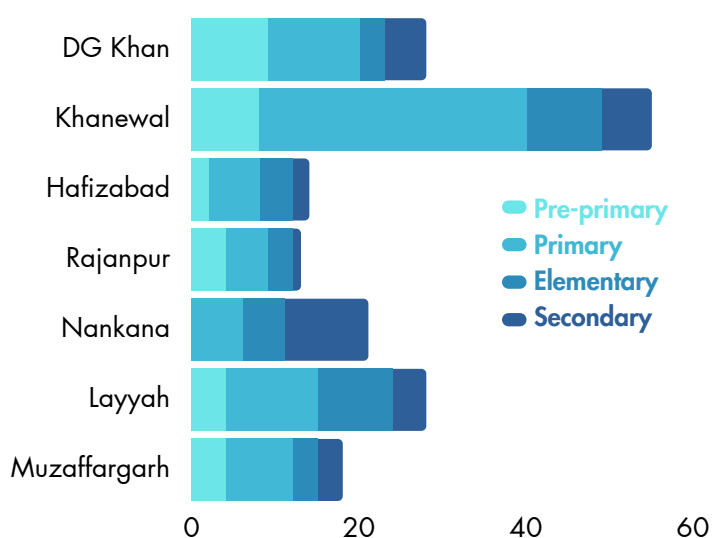


Figure 3.1 Number of Students in 'Others' category enrolled in Districts of Punjab

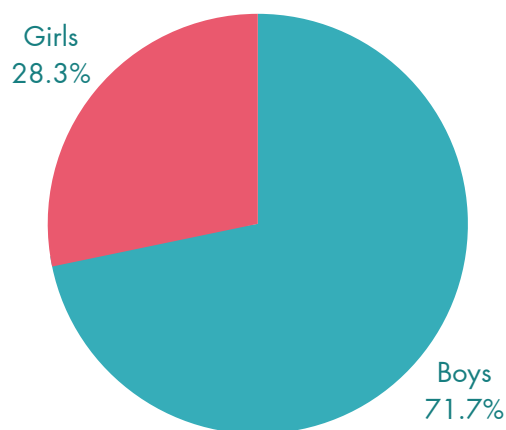


Figure 3.2 Number of Disabled Students in District Buner

4. Budget allocation and spending for pre-primary, primary, middle and secondary schools.

District Education Offices in most Districts were unwilling to share information on the budget allocation and spending. Furthermore, segregated data on allocation and spending of pre-primary, primary, middle and secondary schools was not available.

The development and non-development budget for education in some districts of Punjab is given in Figure 4.1. District Khanewal has the highest budget while Rajanpur has the lowest.

The salary and non-salary budget of districts of Sindh and Khyber Pakhtunkhwa is given in Figure 4.2, Ghotki has the highest budget amongst all others.

While total 91.8b was allocated for Federal in the budget for FY 2022-23, with expenditures of 57,855m (Table 1). It is important that the mechanism of Budget Allocation and Spending is made transparent and accessible to the general masses.

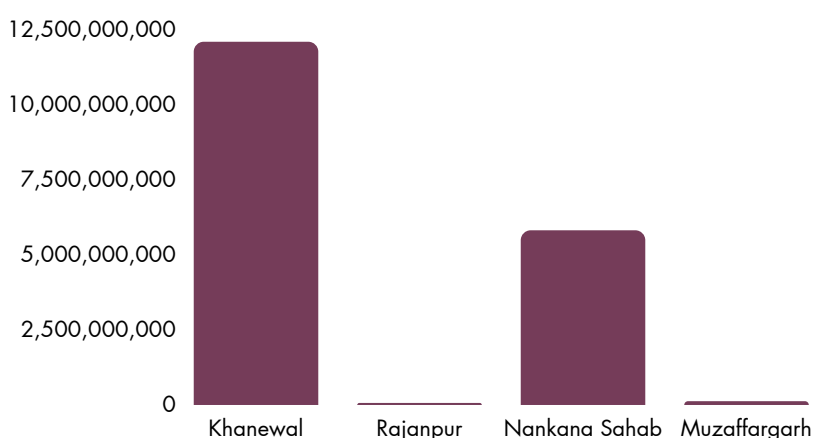


Figure 4.1 Total Budget Allocated for Districts of Punjab (Development and Non-Development)

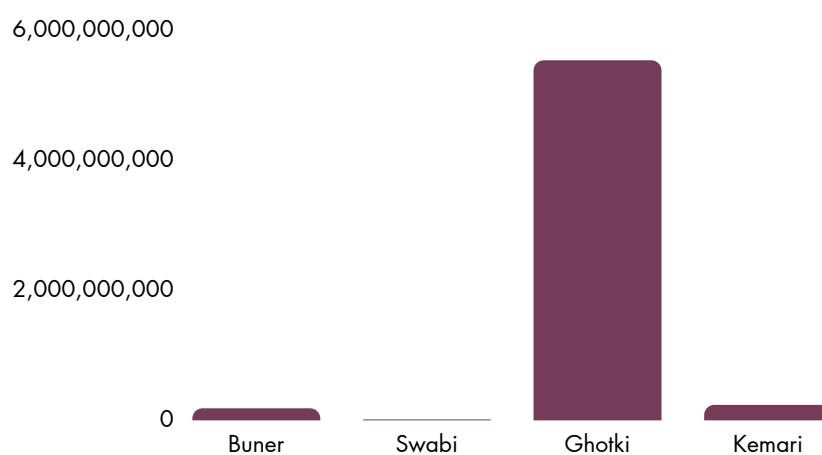


Figure 4.2 Total Budget Allocated (Salary, Non-Salary)

Table 1 Budget Allocation and Spendings at Federal Level (Source: FDE)

Total Allocation	Current Expenditure	Development Expenditure	Total Expenditure (Provisional)
91.757 bn	26,910m	30,945m	57,855m

5. Budget allocation and spending on girls’ education and boys’ education in pre-primary, primary, middle and secondary schools.

There are no separate heads for the budget allocation and spending on girls’ and boys’ education in pre-primary, primary, middle, and secondary schools in any of the districts, which is quite concerning. However, district Khanewal in Punjab stood out as the only district which reported an allocation of 51 million for girls’ education specifically, showing their commitment to girls’ education.

6. Number of teachers in primary, middle and secondary school’s teacher positions.

Data on the number of teachers at the Primary, Elementary, and Secondary levels was recorded in all 12 districts. Total number of teachers across each level is given in Figure 6.1. Similar statistics have been observed here as in the other categories; i.e., the number decreases as the levels increase. The highest number of teachers can be found in primary schools, followed by those in elementary schools, while secondary schools have the least number.

Figure 6.2 displays district-wise data by level, with the number of teachers becoming substantially lower by level across all districts. District Muzaffargarh has the highest number of teachers while Keamari has the lowest. The segregated figures by level were not available for Federal, however a total of 13000 teachers are currently serving in the territory according to the Director Budgets, FDE.

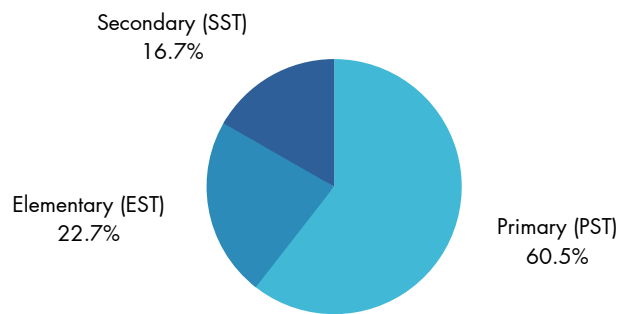


Figure 6.1 Total Number of Teachers by Level

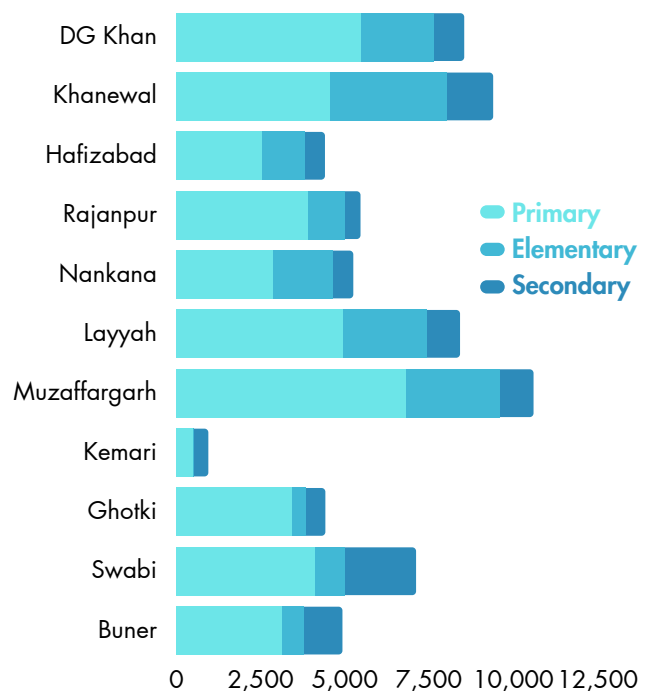


Figure 6.2 Number of Teachers by Level and District

Gaps and Challenges

PCE expected the district education departments to have records of all the information required, however, they lacked records of critical information, such as enrolment data for transgender students, disabled children, and other minorities. Furthermore, we were also made aware of the lack of separate heads for girls and minorities in the budget. In addition, District authorities in some districts were unwilling to provide information on the budget allocation and spendings, which hindered our ability to analyse the data and provide the necessary insights. Regardless, the insights gathered from this activity will be instrumental in developing policy recommendations and guiding future advocacy efforts.

Recommendations

After analysing the data, PCE has formulated a set of recommendations related to education financing. Through the Vote for Education campaign, we can advocate with political parties for the inclusion of said recommendations in their manifestos for the upcoming elections:

- Consultations, budget allocation processes, and policy-making processes for the education sector should be inclusive and deliberate in engaging relevant stakeholders, including CSOs, local government, School Management Committees and community members to ensure that decisions undertaken reflect the needs and interests of the community.
- Empowerment of local actors such as headteachers, local governments, and School Management Committees for the efficient, effective and equitable allocation and utilisation of the development budget by developing a planning and implementation framework at the local level.
- An annual increase in public investment in education as a percentage of the GDP from the current 2 percent to 4 percent by 2028.
- Gender-responsive education budgets through clear gender disaggregated allocation of financial resources demarcated at the planning, implementation, and evaluation phases of the budgetary process.
- Alignment of education budget heads with relevant SDG 4 indicators to ensure proper monitoring and progress appraisal.
- Establishing inclusive and transparent systems to monitor and evaluate the progress of education policies and budgetary spending in line with Article 19-A (Right to Information Act).

- Ensure meaningful inclusion of learners with disabilities at all levels of education by ensuring disability-friendly school premises and mandating teacher training on disability-inclusive teaching.
- Prioritise action to enrol out-of-school children, particularly girls and those from marginalised segments, by designing equity-focused and contextualised enrolment plans that resolve the demand and supply side factors behind dropping out or not enrolling.

Conclusion

The report offers a comprehensive analysis of the main findings and implications of the budget tracking activity and delves into the issues of increased dropout rates, lack of inclusivity, insufficient infrastructure, and budgetary limitations to address the most pressing education concerns. It emphasises that the number of schools, enrolments, and teachers decreases as the education level increases, signifying that this is where action should be prioritised. It is crucial to increase funding and promote enrolment and retention efforts at all levels, especially at the post-primary level.

Way Forward

The learnings from this budget tracking exercise, along with the recommendations developed through consultation with district-level key education stakeholders, will be used to inform our advocacy for education reform during the Vote for Education campaign. In the run-up to 2023 general elections in Pakistan, PCE will be engaging with political party representatives and policymakers to make education a priority agenda in the manifestos of all political parties. This will enable citizens to elect representatives who commit to bringing about meaningful change, as well as use the manifestos as a benchmark for holding political parties accountable for delivering on their commitments. Since we are also at the midpoint for implementation of the SDGs, accelerating progress on the 2030 Agenda for Pakistan's education sector requires a clear vision and a comprehensive and multi-faceted roadmap if we are to achieve progress on education-related indicators. Our engagement with political parties and all policymakers and bureaucrats should stress on the need for greater political will and commitment at all levels of government to prioritize education and ensure its sustained progress.

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Annex - 1

Table A.1: Total Number of Schools

Level	Boys	Girls	Mix	Total
Primary	4964	3930	1072	9966
Middle	736	825	26	1567
Secondary	732	562	32	1326

Table A.2: Number of Schools at the Primary Level by District and Gender

S. No	Province	District	Boys	Girls	Mix	Total
1	Punjab	DG Khan	751	534		1285
2		Khanewal	221	425		646
3		Hafizabad	259	281		540
4		Rajanpur	445	338		783
5		Nankana	324	224		548
6		Layyah	624	468		1092
7		Muzaffargarh	697	682		1372
8	Sindh	Kemari	10	7	136	153
9		Ghotki	507	224	936	1667
10	Khyber Pakhtunkhwa	Swabi	568	465		1033
11		Buner	453	198		651
12	Federal	Federal	105	84		189

Sources: Annual School Census Punjab 2020-21, pg. 32; District Education Office Kemari, Ghotki, Swabi, Buner; Federal Directorate of Education

Table A.2: Number of Schools at the Primary Level by District and Gender

S. No	Province	District	Boys	Girls	Mix	Total
1	Punjab	DG Khan	96	74		170
2		Khanewal	135	199		334
3		Hafizabad	44	64		108
4		Rajanpur	43	32		75
5		Nankana	54	67		548
6		Layyah	92	136		228
7		Muzaffargarh	96	88		184
8	Sindh	Kemari	5	4	6	15
9		Ghotki	20	20	20	60
10	Khyber Pakhtunkhwa	Swabi	70	61		131
11		Buner	59	43		102
12	Federal	Federal	22	37		59

Sources: Annual School Census Punjab 2020-21, pg. 32; District Education Office Kemari, Ghotki, Swabi, Buner; Federal Directorate of Education

Table A.4: Number of Schools at the Secondary Level by District and Gender

S. No	Province	District	Boys	Girls	Mix	Total
1	Punjab	DG Khan	90	54		144
2		Khanewal	130	103		233
3		Hafizabad	40	31		71
4		Rajanpur	54	28		82
5		Nankana	55	52		107
6		Layyah	90	93		183
7		Muzaffargarh	110	67		177
8	Sindh	Kemari	5	6	21	32
9		Ghotki	19	3	11	33
10	Khyber Pakhtunkhwa	Swabi	32	50		82
11		Buner	59	21		80
12	Federal	Federal	48	54		102

Sources: Annual Schools Census Punjab 2020-21 pg. 32; District Education Office Kemari, Ghotki, Swabi, Buner; Federal Directorate of Education

Table A.5: Total Number of Enrolments

Level	Boys	Girls	Total
Pre-primary	165385	151738	317123
Primary	773873	658799	1432672
Middle	290323	247028	537351
Secondary	203878	158561	362439

Table A.6: Number of Enrolments at the Pre-primary Level by District and Gender

S. No	Province	District	Boys	Girls	Total
1	Punjab	DG Khan	22998	19783	42781
2		Khanewal	21687	21868	43555
3		Hafizabad	8282	8509	16791
4		Rajanpur	19727	13622	33349
5		Nankana	11259	10507	21766
6		Layyah	18414	17675	36089
7		Muzaffargarh	30487	26346	56833
8	Sindh	Kemari	0	0	Not available
9		Ghotki	0	0	44235
10	Khyber	Swabi	14891	14919	29810
11	Pakhtunkhwa	Buner	11191	10486	21677
12	Federal	Federal	6449	8023	14472

Sources: Schools Information System Punjab (retrieved July 2023); District Education Office Kemari; Profiling for Government Schools 2019, Sindh pg. 55; Annual Statistical Report 2020-21 Khyber Pakhtunkhwa pg. 120,121, Federal Directorate of Education

Table A.7: Number of Enrolments at the Primary Level by District and Gender

S. No	Province	District	Boys	Girls	Total
1	Punjab	DG Khan	84834	70896	155730
2		Khanewal	98789	94675	193464
3		Hafizabad	32856	33814	66670
4		Rajanpur	56711	36855	93566
5		Nankana	41564	40625	82189
6		Layyah	68794	66427	135221
7		Muzaffargarh	105803	96980	202783
8	Sindh	Kemari	8278	8401	16679
9		Ghotki	100167	48186	148353
10	Khyber	Swabi	77191	68079	145270
11	Pakhtunkhwa	Buner	55004	42371	97375
12	Federal	Federal	43882	51490	95372

Sources: Schools Information System Punjab (retrieved July 2023); District Education Office Kemari; Sindh Education Statistics 2018-19 pg. 44; Annual Statistical Report 2020-21 Khyber Pakhtunkhwa pg. 120,121, Federal Directorate of Education

Table A.8: Number of Enrolments at the Middle Level by District and Gender

S. No	Province	District	Boys	Girls	Total
1	Punjab	DG Khan	34126	26997	61123
2		Khanewal	49916	52316	102232
3		Hafizabad	20023	21373	41396
4		Rajanpur	20887	12422	33309
5		Nankana	23531	23942	47473
6		Layyah	34391	34158	68549
7		Muzaffargarh	38851	26636	65487
8	Sindh	Kemari	566	704	1270
9		Ghotki	6377	3448	9825
10	Khyber	Swabi	8936	5650	14586
11	Pakhtunkhwa	Buner	25025	3581	28606
12	Federal	Federal	27734	35801	63535

Sources: Schools Information System Punjab (retrieved July 2023); District Education Office Kemari; Sindh Education Statistics 2018-19 pg. 44; Annual Statistical Report 2020-21 Khyber Pakhtunkhwa pg. 120,121, Federal Directorate of Education

Table A.9: Number of Enrolments at the Secondary Level by District and Gender

S. No	Province	District	Boys	Girls	Total
1	Punjab	DG Khan	18488	14372	32860
2		Khanewal	25255	23582	48837
3		Hafizabad	12262	11852	24114
4		Rajanpur	13122	8370	21492
5		Nankana	12376	12631	25007
6		Layyah	18262	16073	34335
7		Muzaffargarh	20117	11622	31739
8	Sindh	Kemari	8270	7420	15690
9		Ghotki	19412	5685	25097
10	Khyber Pakhtunkhwa	Swabi	31252	21365	52617
11		Buner	10964	5405	16369
12	Federal	Federal	14098	20184	34282

Sources: Schools Information System Punjab (retrieved July 2023); District Education Office Kemari; Sindh Education Statistics 2018-19 pg. 44; Annual Statistical Report 2020-21 Khyber Pakhtunkhwa pg. 120,121, Federal Directorate of Education

Table A.10: Number of Students in “Others” category Enrolled in Districts of Punjab by Level

District	Pre-primary	Primary	Middle	Secondary	Total
DG Khan	9	11	3	5	28
Khanewal	8	32	9	6	55
Hafizabad	2	6	4	2	14
Rajanpur	4	5	3	1	13
Nankana	0	6	5	10	21
Layyah	4	11	9	4	28
Muzaffargarh	4	8	3	3	18

Source: Schools Information System, Government of Punjab (retrieved July 2023)

Table A.11: Number of Disabled Students Enrolled in District Buner, Khyber Pakhtunkhwa

District	Boys	Girls	Total
Buner	33	13	46

Source: District Education Office Buner

Table A.12: Budget Allocation in Districts of Punjab

S.No	Province	Districts	Development	Non - Development	Total
1	Punjab	Khanewal	223,010,153	11,870,186,980	12,093,197,133
2		Rajanpur			53,641,060
3		Nankana Sahab	5,302,276,870	506,361,612	5,808,638,482
4		Muzaffargarh			112,000,000

Source: District Education Office Khanewal, Rajanpur, Nankana Sahab, Muzaffargarh

Table A.13: Budget Allocation in Districts of Sindh and Khyber Pakhtunkhwa

S.No	Province	District	Salary	Non-Salary	Total
1	Khyber Pakhtunkhwa	Buner	166,809,364	11,831,173	178,640,537
2		Swabi	8,083,897	194,088	8,277,985
3	Sindh	Ghotki	5,499,014,000	33,126,000	5,532,140,000
4		Kemari			231,723,000

Source: District Education Office Buner, Swabi, Ghotki, Kemari

Table A.14: Total Number of Teachers

Level	Total
Primary (PST)	49260
Elementary (EST)	18512
Secondary (SST)	13606

Table A.15: Number of Teachers by District and Level

S.No	Province	District	Primary (PST)	Elementary (EST)	Secondary (SST)	Total
1	Punjab	DG Khan	5457	2155	918	8530
2		Khanewal	4527	3474	1388	9389
3		Hafizabad	2515	1285	597	4397
4		Rajanpur	3868	1096	488	5452
5		Nankana	2841	1775	622	5238
6		Layyah	4924	2501	981	8406
7		Muzaffargarh	6805	2765	1017	10587
8	Sindh	Kemari	460	50	426	936
9		Ghotki	3415	413	581	4409
10	Khyber Pakhtunkhwa	Swabi	4104	871	2126	7101
11		Buner	3120	628	1168	4916

Sources: Schools Information System Punjab (retrieved July 2023); District Education Office Kemari; Profiling for Government Schools 2019, Sindh pg. 61; Annual Statistical Report 2020-21 Khyber Pakhtunkhwa pg. 124, 129, 131; Federal Directorate of Education

Annex - 2

Budget Tracking Activity for Global Action Week for Education 2023 Data Gathering at District Level

مندرجہ ذیل سوالات پر ڈیٹا اکٹھا کریں:

Please collect and provide all relevant documents which reflect the data.

1. آپ کے ضلع میں لڑکیوں اور لڑکوں کے پری پرائمری/کچی، پرائمری، مڈل اور سیکنڈری اسکولوں کی تعداد کتنی ہے؟
2. پری پرائمری/کچی، پرائمری اور سیکنڈری اسکولوں میں داخل ہونے والی لڑکیوں اور لڑکوں کی تعداد کتنی ہے؟
3. آپ کے ضلع میں کتنے معذور بچے، ٹرانس جینڈر بچے اور دیگر marginalized communities کے بچے اسکول جاتے ہیں؟ کیا ان بچوں کی تعلیم کے لیے بجٹ میں کوئی علیحدہ heads ہیں اور کیا ان کے داخلے کے لیے خاص اقدامات لیے جاتے ہیں؟
4. مختلف تعلیمی سطحوں (پری پرائمری، پرائمری، سیکنڈری) کے لیے بجٹ میں کتنی رقم مختص کی گئی ہے؟ اور کتنی رقم خرچ کی گئی ہے؟
5. خاص طور پر، لڑکیوں کے اسکولوں کے لیے کتنی رقم مختص کی گئی ہے اور کیا لڑکیوں کی تعلیم کے لیے بجٹ میں کوئی علیحدہ heads ہیں؟
6. آپ کے ضلع میں مختلف تعلیمی سطحوں (پری پرائمری، پرائمری، سیکنڈری) پر اساتذہ کی تعداد کتنی ہے؟ اساتذہ کی کتنی vacant سیٹیں ہیں؟

List of Documents required:

1. Number of boys' and girls' pre-primary, primary, middle and secondary schools in your district
2. Number of boys and girls enrolled in pre-primary, primary, middle and secondary schools in your district
3. Number of marginalized children (children with disabilities, transgender children and children from minority communities) enrolled in pre-primary, primary, middle and secondary schools in your district
4. Budget allocation and spending for pre-primary, primary, middle and secondary schools in your district
5. Budget allocation and spending on girls' education and boys' education in pre-primary, primary, middle and secondary schools in your district
6. Number of teachers in pre-primary, primary, middle and secondary schools in your district and number of vacant teacher positions



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