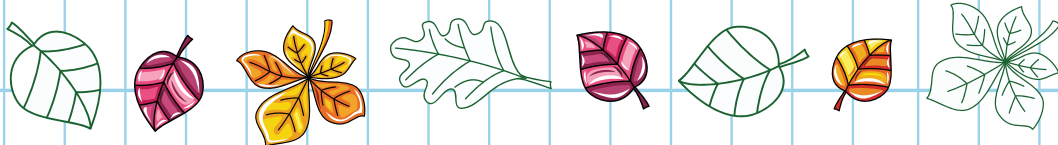


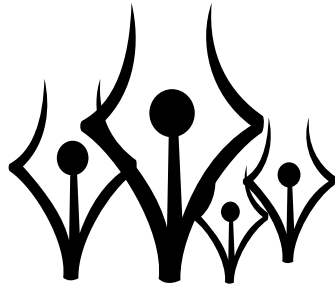
PAKISTAN
COALITION FOR
EDUCATION



A Pilot Study by Budget Watch Group



December 2012



PAKISTAN
COALITION FOR
EDUCATION

School Based Expenditure Survey

**A Pilot Study by Budget Watch Group
December 2012**

Contents

Introduction	2
1.1 Rationale & Background	3
1.2 Findings	5
1.3. Preliminary analysis: School characteristics	5
	6
1.4 FINDINGS PERTAINING TO OBJECTIVES	7
1.4.1. Findings about school management committees	7
1.4.2. Findings about provision of grants	8
1.4.3. Findings about school facilities	9
Drinking water	9
Toilets	10
Boundary walls	12
Electricity	12
Furniture	13
1.4.4. Learning Material	14
Learning Aids	14
Class wise Learning Objectives	15
Teacher Attendance	16
1.4.5. Grants and Expenditure	18
Figures	18
1.5 Recommendations	1.6
Annexures	21
1.6.1 List of Members Organization for Data Collection	21
1.6.2 Survey form	23

Introduction

This survey aims at investigating the conditions and facilities, role of school management committee and grants in improvement of selected schools. Data was collected from 16 districts (including ICT and Rawalpindi) by 16 member organizations of Pakistan Coalition for Education. A questionnaire was devised to collect the information from the selected schools.

This was mainly a pilot study in order to determine the best possible strategies for survey on budgets provided to the schools and their expenditure out of this budget. The data for this study was collected from 2627 schools and 82% of them were primary schools. Moreover, findings of this study have been presented in different sections in order to facilitate the understanding of results and which were derived from the situational analysis rather than the correlational one.

Preliminary analysis shows that the sample schools were established before 2004 and it should be expected that these schools' head masters/mistress had ample opportunities and time to improve the condition of these schools, but unfortunately, the findings present a dismal picture as various basic facilities were found to be missing from schools of certain districts according to the details given in findings part of this study.

This study shows that school management committees were found to be non-functional in schools of some of the districts as Hyderabad, Neelum, Noshki, Ziarat, Jacobabad, Loralai and Muzaffarabad. The grants were provided to the sample schools of the selected districts, excluding Muzaffarabad, and the medium of transfer of grants varied between districts. This shows that although the schools were established a while back, they have not all received the same grants through the same medium and some have not received any grants till date. At the same time, the school management committees are not equally functional either.

The findings revealed that since the establishment of these sample schools, their condition has deteriorated despite getting the grants for the provision of basic facilities in schools and they still need a lot of improvement. For instance, many schools were deprived of the availability of drinking water in Ziarat, Noshki, Loralai and Jacobabad.. Most of the schools in Baluchistan were found to have toilets which were non-functional. The results show that majority of the schools from AJK, Sindh and Baluchistan lacked separate toilets for girls (Then, most of the toilets for girls were found without locks in Ziarat, neelum, Muzzrafarabad, Laralai, Hyderabad, Ghotki and Charsadda. The problem of lack of electricity was found rampant in the schools from Neelum, Muzaffarabad, and Jacobabad. Regarding the construction of new classrooms in schools, it can be assumed that the budgets have not been utilized on building construction as it is quite obvious from the poor conditions of most of the school buildings.

The majority of the schools in all the provinces except for AJK were found to have boundary walls. Electricity, furniture, chalk and black boards were provided in most of the sample schools.

All the conditions which facilitate learning were also investigated for the purposes of this report, and it was found that most of the results were not favorable. For instance, it is shown in section 1.4.4 that most of the schools from four provinces and AJK were found without the provision of learning aids with the sole exception of KPK. Majority of the schools from Sindh, Baluchistan and AJK were not having timetables.

The study shows that one of the reasons for the missing facilities is that the funds and grants seem to be low and inadequate for school furniture, major repairs, classrooms, and maintenance and for the construction of the toilets for girls. Study indicates that a grant, somewhat around 3 lacs, is required to overcome missing facilities in most of the schools. Overall it seems that school management and school management committees require trainings and capacity building for effective expenditure of the grants which should be gender-sensitive as well.

In the light of the findings, recommendations were proposed and it was concluded that there are various and evident reasons for lack of facilities in schools such as non-existence of school management committees, low and in few cases no grants at all. The low provision of grants was evident from the missing facilities as well as the estimated budget required for the school facilities. However, follow-ups of the expenditures are being done and should also be considered important when completed.

1.1 Rationale & Background

Budgets play an important role in meeting the educational goals such as student learning and development and improving the condition of schools but the budgets should be adequate and their timely availability is considered as pre-requisites to serve the said purpose.

Budgets allocated for education mainly fall in two categories i.e. current and development budget. According to the Institute of Social and Policy Sciences (I-SAPS, 2010) the two categories with reference to education are as follows:

“The federal education budget is the sum total of current and development budgets. The first refers to the regular expenses incurred by a spending unit such as employees-related expenses (e.g. salaries, regular allowances, retirement benefits, repair and maintenance of physical assets, purchase of physical assets, grants, subsidies, loan write-offs, transfer, etc) and operating cost (e.g., communication, utilities, occupancy costs, travel and transportation). The second encompasses expenses for on-going and new development schemes which have a finite cost and life. These two categories are common to the federal, provincial and district education budgets. However, beyond this common feature, the functional classification of federal education budget is fairly different from those of provincial budgets.”¹

The above difference in the two types of budgets outlines a very deep and complex issue of budgetary allocation which is not the subject of this report but needs to be kept in consideration for the purpose of clarity.

Keeping in view the main objective i.e. to investigate the budgetary allocation to schools and their existing conditions and facilities, the survey was based on the notion that the existence of school man-

¹ Public financing of education in Pakistan: Analysis of federal and provincial budgets, 2010-2011. (2010). Institute of Social and Policy Science: Islamabad. Retrieved from http://i-saps.org/Publications/Public%20Financing%20of%20Education%20in%20Pakistan_2010-11.pdf

agement committees play significantly important role by transparent spending to improve the schools' conditions.

In connection to this, we can assume that the schools with missing facilities neither the adequate budget nor proper utilization of budgets due to inactive school councils. Thus, reasons for missing facilities may vary and need to be investigated in depth.

Realizing the importance to explore the underlying reasons for missing facilities in schools, this study was conducted with the following objectives.

1. To investigate the role of school management committees to improve physical and learning aspects of the schools;
2. To explore the main causes of missing facilities in schools;
3. To determine the fact that the budget provided to the schools are sufficient or not in order to meet the basic facilities and if not, then, to investigate that how much amount is required by schools;

In order to achieve these objectives, sample schools from 16 districts were surveyed by the 16 member organizations of Pakistan Coalition for Education. Three districts per province and schools from four tehsils (including urban and rural areas) were selected. A questionnaire was also devised and member organizations received extensive training to collect data from schools (Annexure B).

PCE with the technical support of Centre for Development Initiatives (CPDI) and Institute of Social and Policy Sciences (ISAPs) build capacities of district level member organizations on different tools and techniques of budget tracking. PCE formed a Budget Watch Group (BWG) to track budget -- school based expenditure at district level. This survey is first initiative taken by the BWG in selected districts to have hands -on information about the situation of education expenditures in selected schools per district. This pilot initiative helps the group to understand the ground realities and issues. PCE is planning to develop the capacities of this group on advance tools and techniques in order to have expert group at district level who will be equip with knowledge and skills relate to budget tracking to use it for social accountability and transparency

1.2 Findings

The report has three parts to present the findings. Part 1 presents the details of preliminary analyses having information about the number of sample schools, their district wise information and the year of the establishment of these schools (Section 1.2.1). All this helped in interpreting the information in next parts of the study. Then, Part 2 presents findings pertaining to the objectives (Section 1.2.2) and finally, Part 3 shows the main findings and recommendations (Section 1.2.3).

1.3. Preliminary analysis: School characteristics

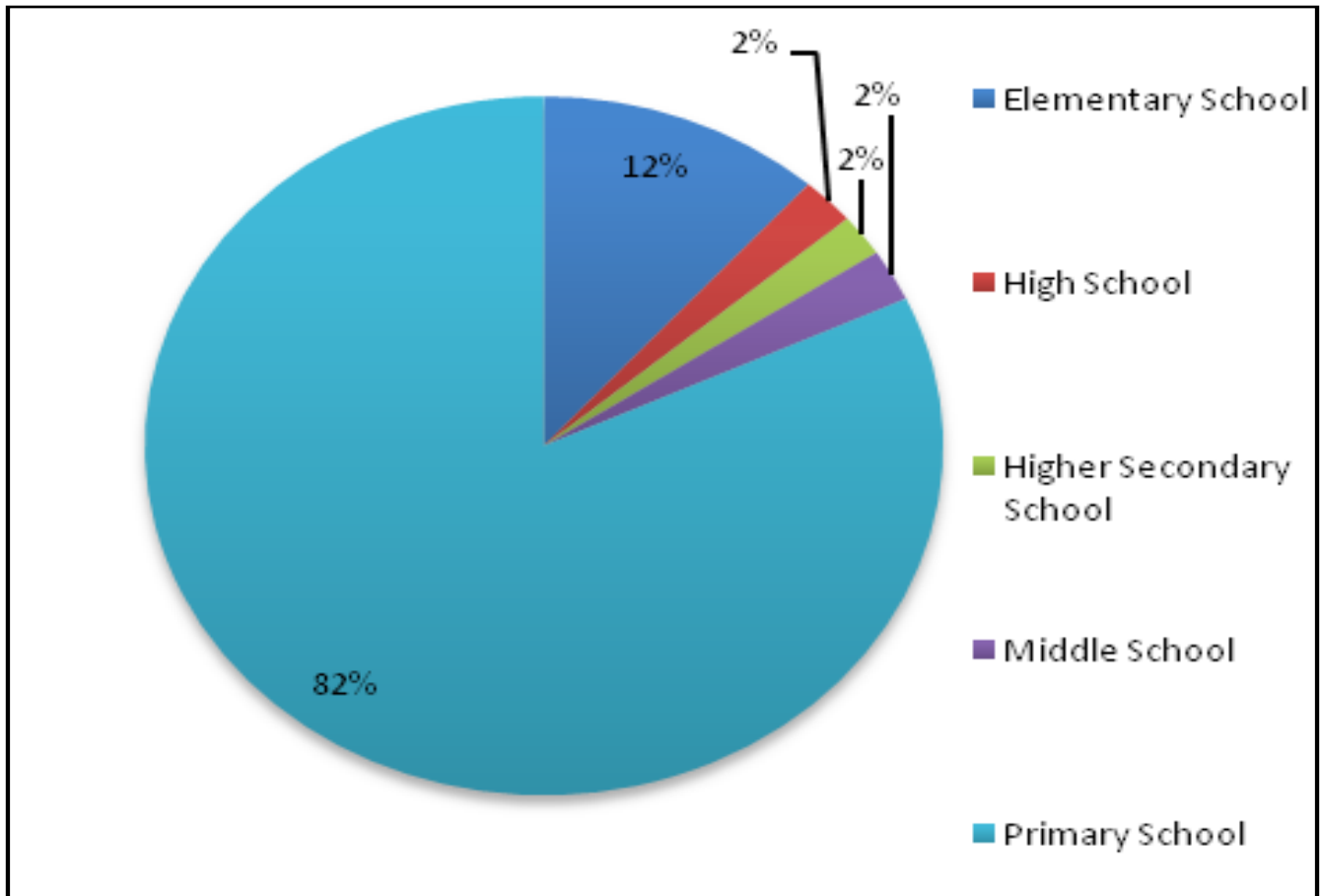
Preliminary analysis provides information about the number of sample schools from 16 districts and year of establishment. Findings from preliminary analysis indicated that

- Total 2627 schools were selected for this study from 16 districts. Table 1 provides the details about the number of schools from the particular districts.
- The number of schools surveyed from the selected districts was equal.
- Majority of the sample schools were primary schools (82%), followed by elementary ones (12%), and middle, higher and higher secondary schools (2% each).
- Maximum schools had total enrollment of around 300 students which shows that the sample of this study was comprised of medium sized school.

Table 1: Sample schools covered district-wise

Name of District	Name of Province						Total
	AJK	Baluchistan	Federal Capital	KPK	Punjab	Sindh	
Charsadda	-	-	-	99	-	-	99
Ghotki	-	-	-	-	-	200	200
Hyderabad	-	-	-	-	-	197	197
Islamabad	-	-	99	-	-	-	99
Jacobabad	-	-	-	-	-	199	199
Khanewal	-	-	-	-	188	-	188
Loralai	-	203	-	-	-	-	203
Mianwali	-	-	-	-	200	-	200
Multan	-	-	-	-	189	-	189
Muzaffargarh	-	-	-	-	200	-	200
Muzaffarabad	99	-	-	-	-	-	99
Neelum	99	-	-	-	-	-	99
Noshki	-	157	-	-	-	-	157
Peshawar	-	0	-	100	-	-	100
Rawalpindi	-	0	-	-	197	-	197
Ziarat	-	201	-	-	-	-	201
Total	198	561	99	199	974	596	2627

Figure 1: Types of schools covered in study



1.4 FINDINGS PERTAINING TO OBJECTIVES

1.4.1. Findings about school management committees

Results of this study provided information about the existence of school management committees and functional/non-functional school management committees. This information was utilized later on to understand the school conditions in those districts where school management committees either exist or do not exist. In this way, the role of school management committee was explored.

Figure 2: Schools having School management committee (%)

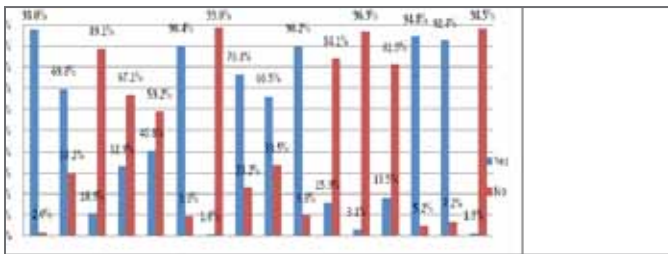
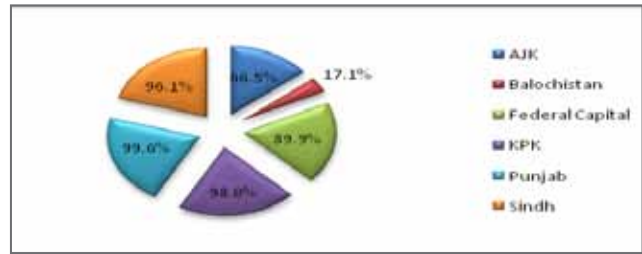


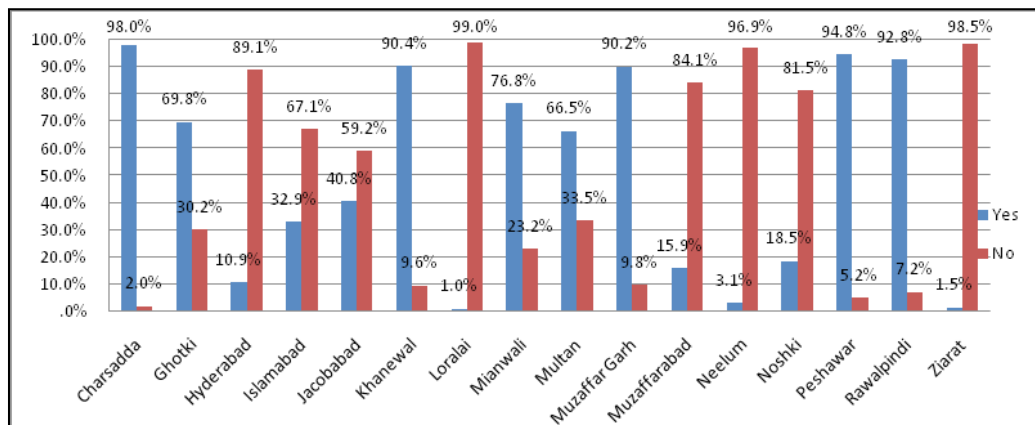
Figure 3: Province-wise differences in schools having school management committees



Majority of the schools were established during 1959 to 2003 and none of the sample schools were established after 2004. The findings have been summarized below and related figures have also been presented at the end of this section.

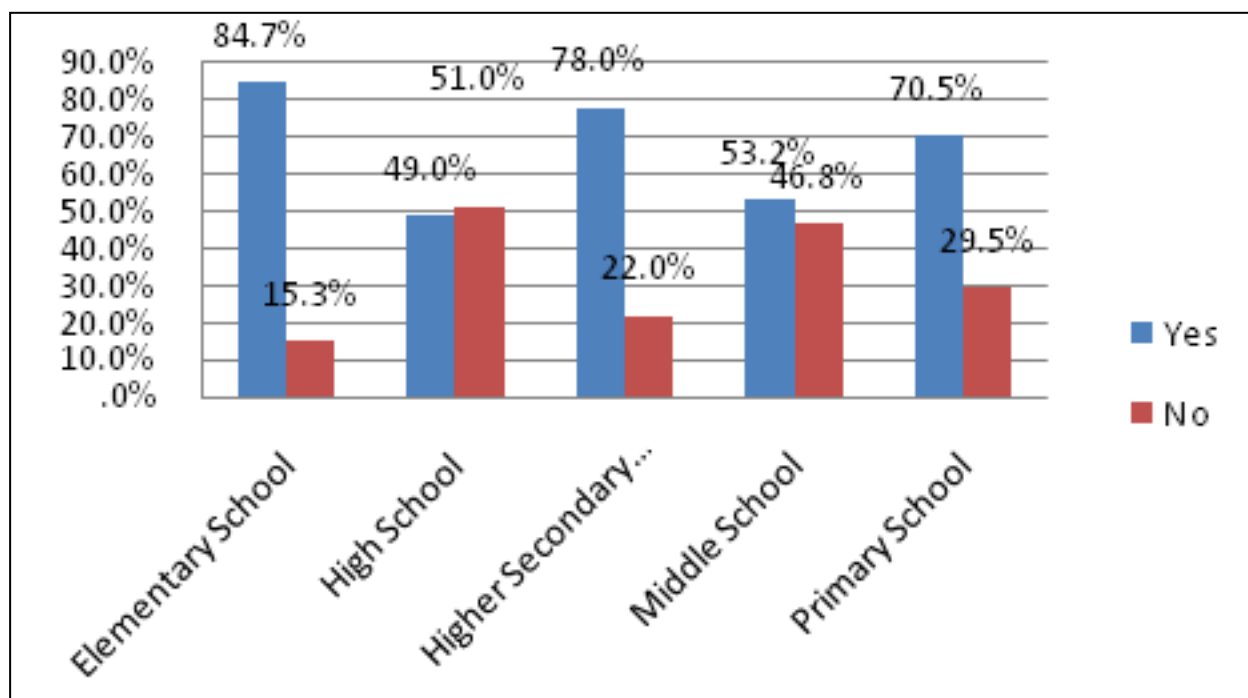
- Findings of this study show that in spite of the establishment of school management committee in most of the sample schools, they were still non-existent in some of the sample schools in the areas of Loralai, Zararat, Noshki and Muzaffarabad (Figure 4).
- According to the results, the province wise differences can be noticed in terms of having school management committees in schools. In Baluchistan, (17.1%) school management committees were found as established in fewer schools while the ratio in Punjab is (99.6%).
- Regarding the functionality of all the existing school management committees, it can be seen that all the sample schools have this flaw and the situation is more prevailing in in Hyderabad, Neelum, Noshki and Ziarat, Jacobabad, Loralai and Muzaffarabad (Figure 4).

Figure 4: Names of committee members displayed in schools or meeting minutes available



- With the reference to primary schools, the school management committees are non-functional in 29.5% of these schools; moreover, the committee members were not found as known by the head master/mistress (Figure 5).

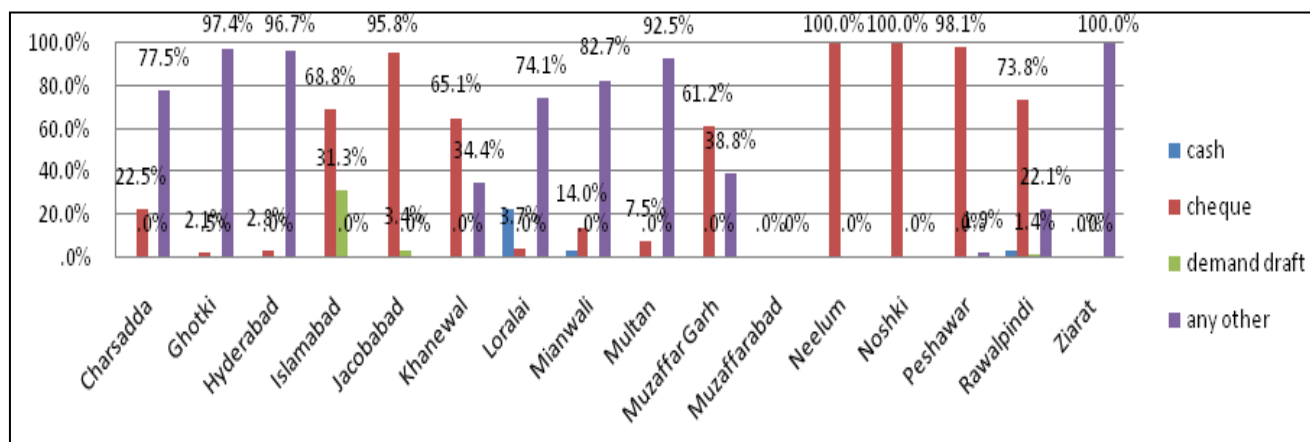
Figure 5: Committee members' names known by principal



1.4.2. Findings about provision of grants

- The results showed that the medium of transfer of grants varied from district to district; however, in many cases, it was given as through cheque (Figure 6).
- All the schools have been provided grants except the schools in district Muzaffarabad (Figure 6).

Figure 6: Types of grants received district-wise



- Despite the fact that, all the sample schools were established before 2004, the method of transfer of grant was not found to be standardized for both levels i.e. district and provincial.

1.4.3. Findings about school facilities

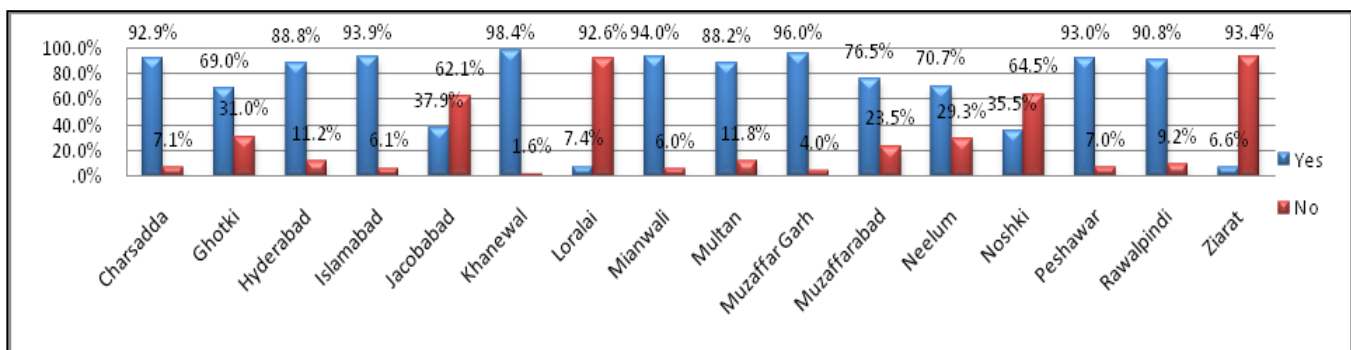
This section analyzes findings regarding the availability of physical facilities in sample schools like drinking water, toilets for girls, boundary walls, electricity and furniture. All this presents the idea quite explicitly that how much is invested on the improvement of school infrastructure province-wise, district-wise and school-wise.

Below are the details about them and all the figures have been presented at the end of each section, depicting a clear picture of the real situation based on the findings of the study.

Drinking water

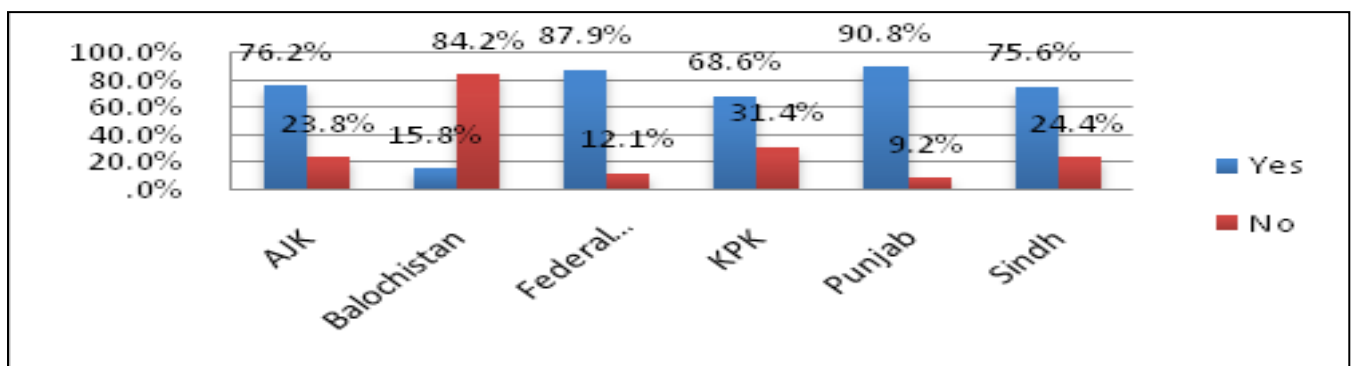
In Ziarat, Noshki, Loralai and Jacobabad more schools are deprived of availability of drinking water while the situation is reverse in the schools of other districts (Figure 7). Majority of the schools in Baluchistan do not have facility of drinking water as compared to other provinces and AJK.

Figure 7: Availability of drinking water district-wise



The Children’s perceptions can also show depict the real situation in terms of having drinking water as most of the children from Baluchistan perceived that they are unable to drink water (Figure 8).

Figure 8: Drinkable water, province-wise (%)



Similarly, in Ziarat, Jacobabad and Loralai, the same situation was found in comparison to other districts (Figure 9).

Figure 9: Drinkable water (district-wise) (%)

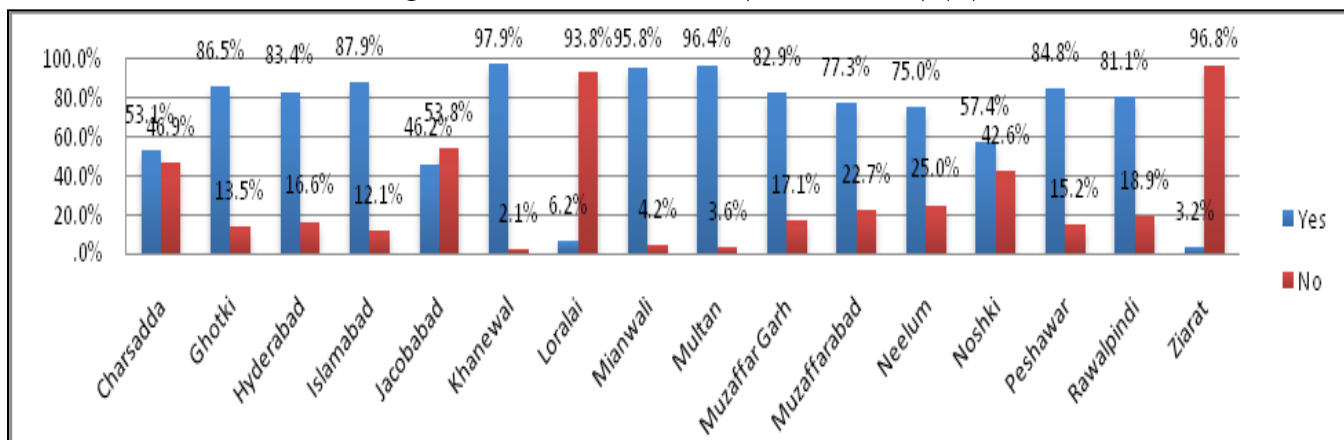
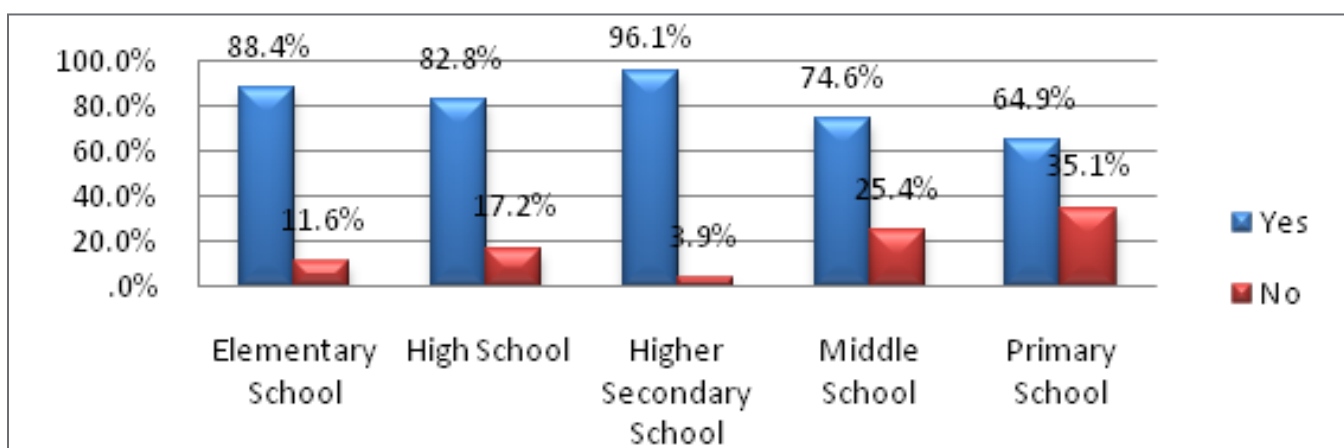


Figure 10: Availability of water, school-wise



Toilets

Majority of the schools in Balochistan were found to have toilets which were non-functional (Figure 11) At *district* level, the findings indicate the non-functional toilets in majority of the schools of Ziarat, Neelum, Loralai, Jacobabad and Muzafarabad. Children from Ziarat and Loralai found toilets not in proper condition to use. (Figure 12). There are still large number of non-functional toilets at primary, middle and high level school as reflected in figure 13.

Figure 11: Functional toilets, province-wise

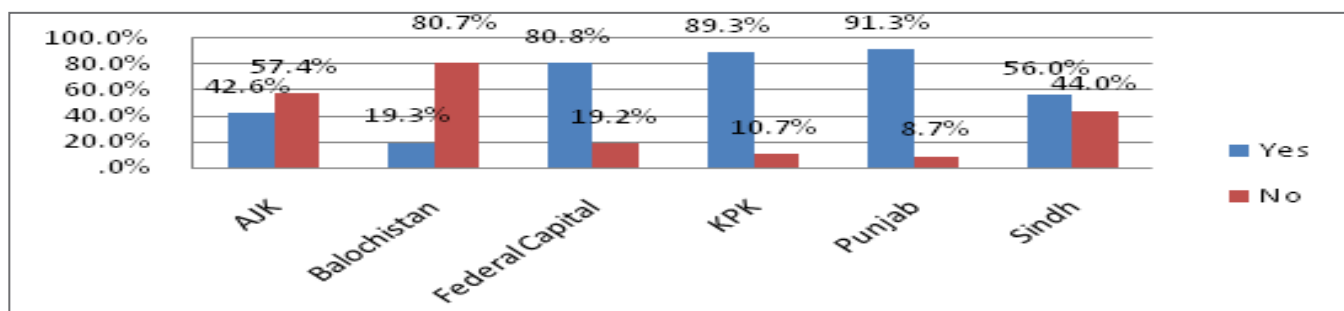


Figure 12: Functional toilets, district-wise

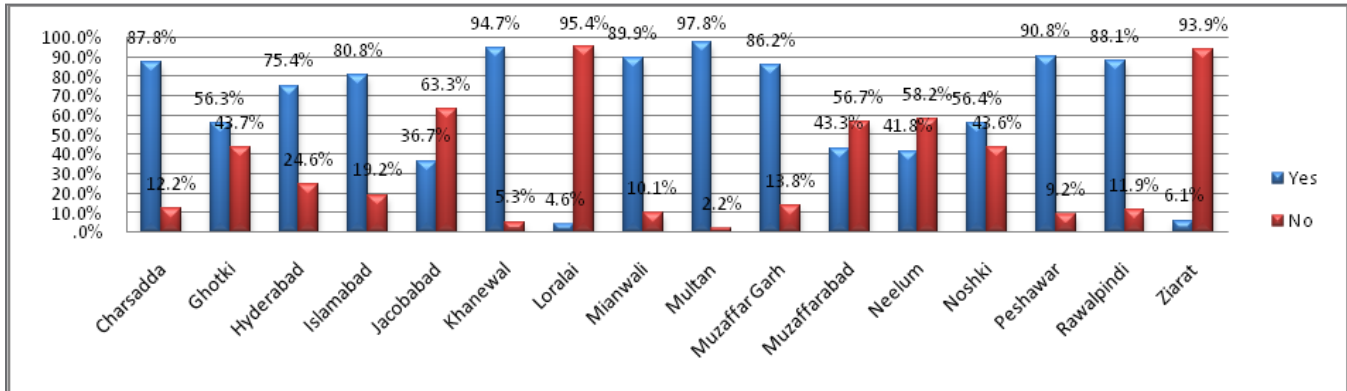
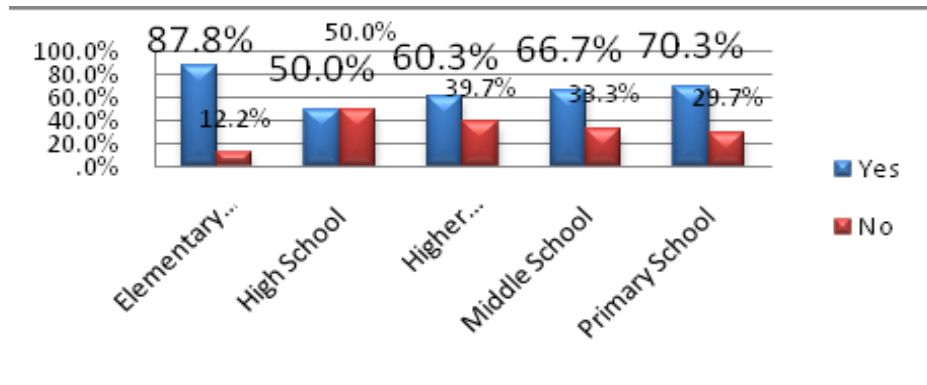


Figure 13: Usable toilets, school-wise



Toilets for girls and toilets with locks

- There are no separate toilets for girls in majority of the schools in the provinces of Sindh and Baluchistan and AJK also (Figure 14). Most of the toilets in girls' schools in all the provinces including AJK were found to be without locks (Figure 15). Majority of the sample schools from Ziarat, Loralai, Jacobabad and Ghotki do not have separate toilets for girls, as compared to sample schools from other districts (Figure 16).

Figure 14: Separate toilets for girls, province-wise

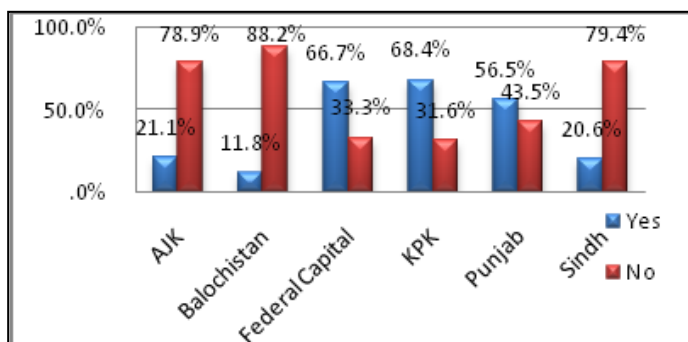


Figure 15: Girls' toilets with lock

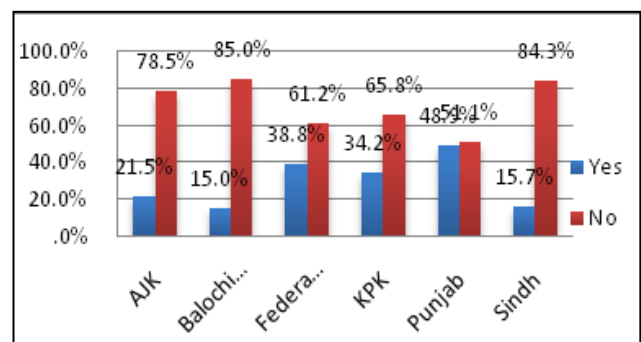
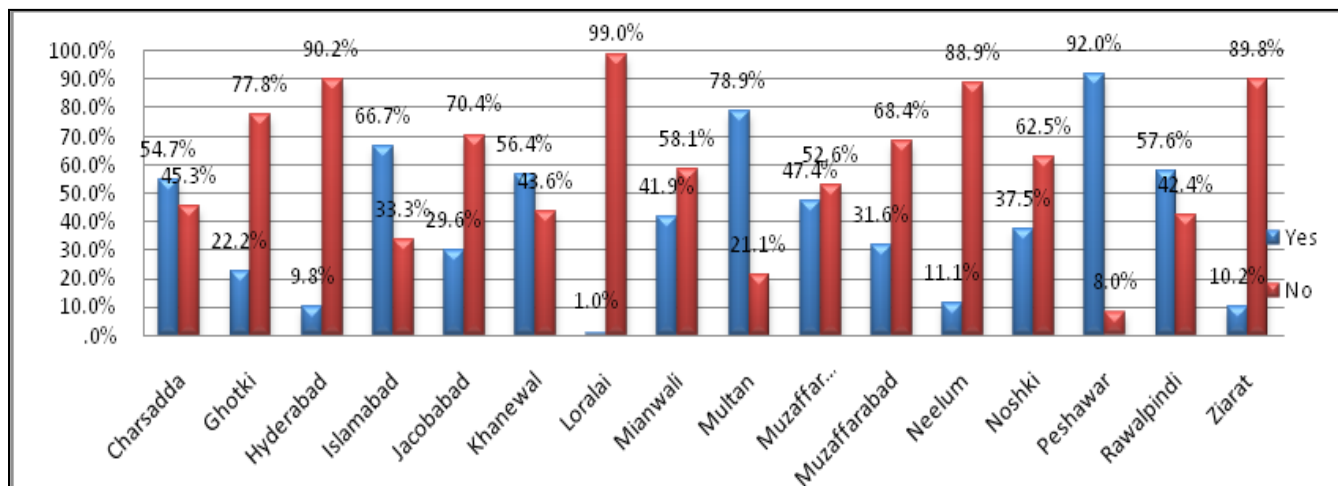


Figure 16: Separate toilets for girls, district-wise



- In the districts of Ziarat, Neelum, Muzzrafarabad, Loralai, Hyderabad, Ghotki and Charsadda, majority of the toilets for girls had no locks. Most of the primary and middle schools did not have separate toilets for girls and they were found to be without locks (Figures 17-18).

Figure 17: Girls' toilets having lock (district-wise)

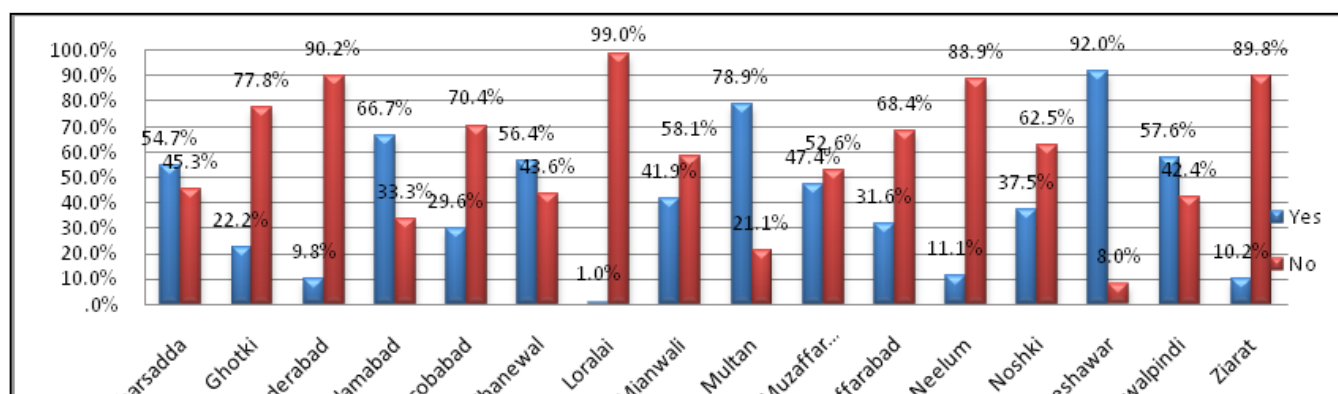
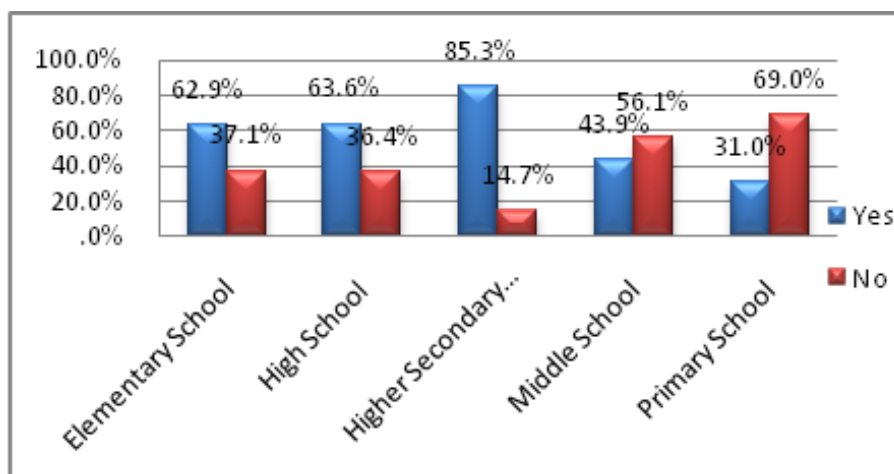


Figure 18: Separate toilets for girls (school-wise)



Boundary walls

Except AJK, majority of the schools in all the provinces were found to have boundary walls (Figure 19). District wise differences in the availability of boundary walls can be seen in figure 20. Majority of the schools only from Neelum and Muzaffarabad were found as not having boundary walls.

Figure 19: Boundary walls of schools (province-wise)

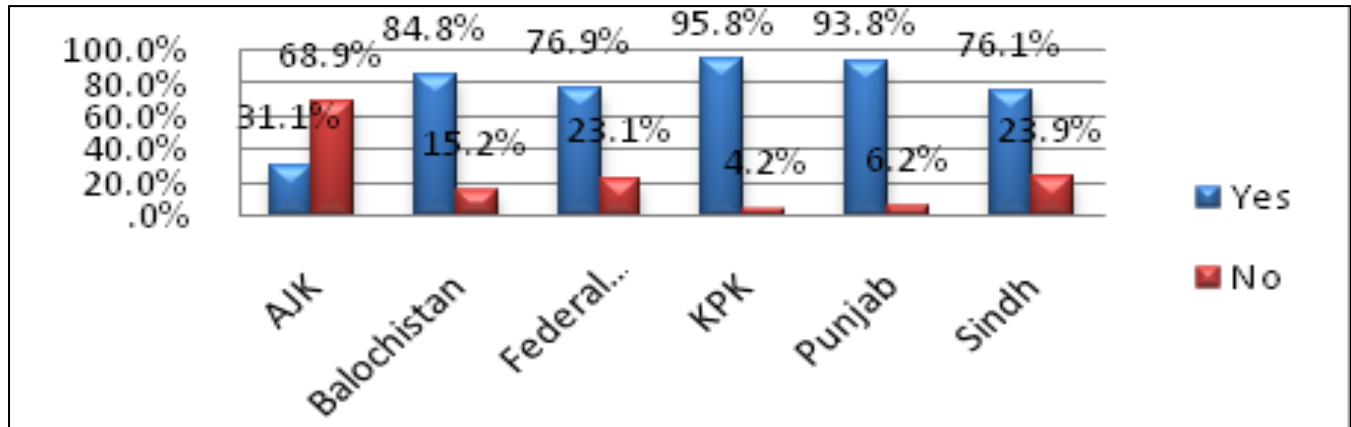
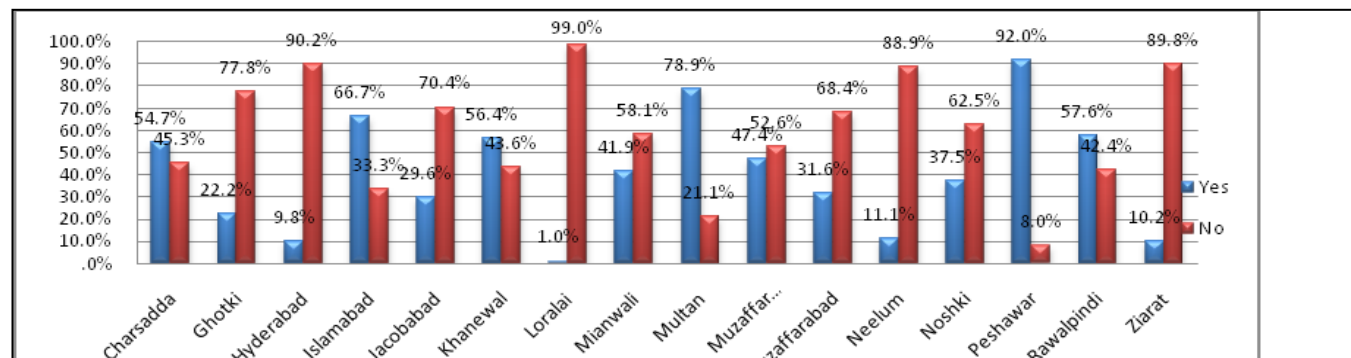


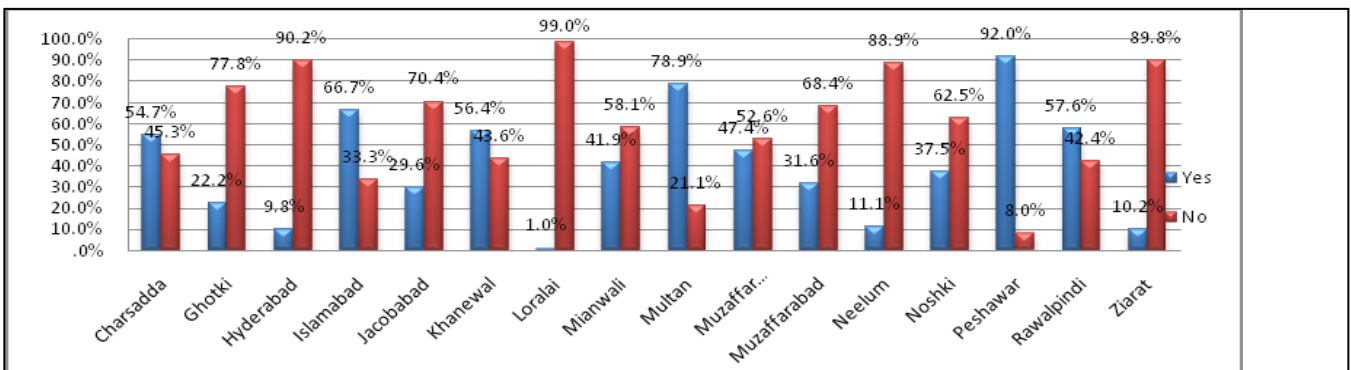
Figure 20: Boundary walls of schools (district-wise)



Electricity

Majority of the schools in Neelum, Muzaffarabad, and Jacobabad did not have provision of electricity. There are districts that do not have electricity in school the range varies from 50% -14 % as reflected in figure 21.

Figure 21: Availability of electricity in schools (district-wise)



Punjab , KPK and ICT have less number of schools who are without electricity while AJK (68.1%) , Sindh (29.9%) and Balochistan(47.4%) have larger numbers of school who do not have electricity facility (figure 23)

Figure22: Availability of electricity school-wise

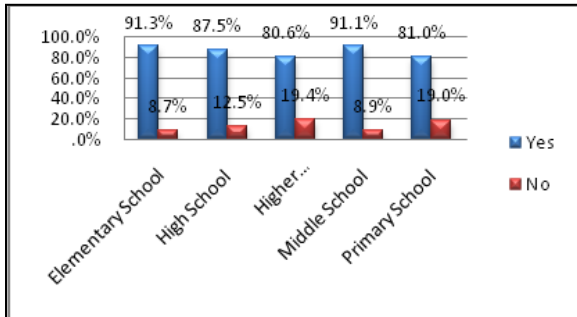
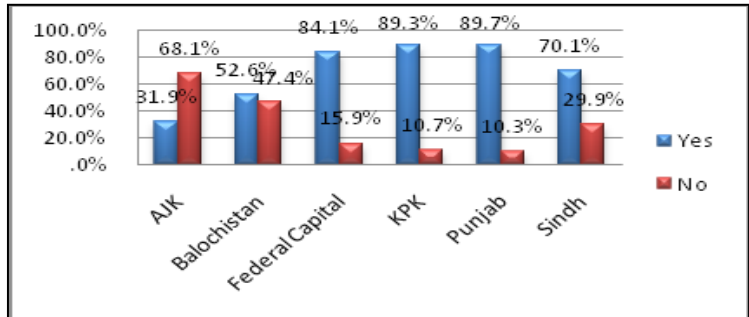


Figure 23: Availability of electricity in schools by provinces



Furniture

Most of the schools had been found with the facility of furniture provincially, including AJK. 24% of Primary school do not have furniture for the students. 54% of school in Mianwali and 48.9% of school in Khanewal lack furniture as compare to rest of the district surveyed. (Figure 24-26)

Figure24: Availability of school furniture (province-wise)

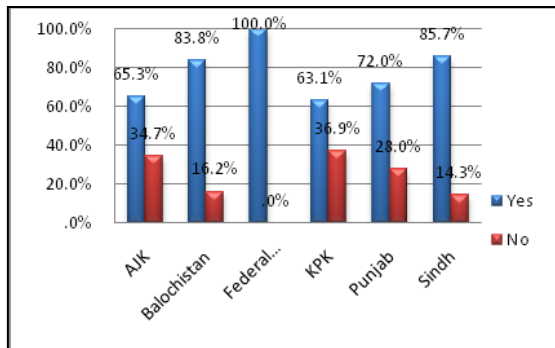


Figure 25: Availability of school furniture, school type

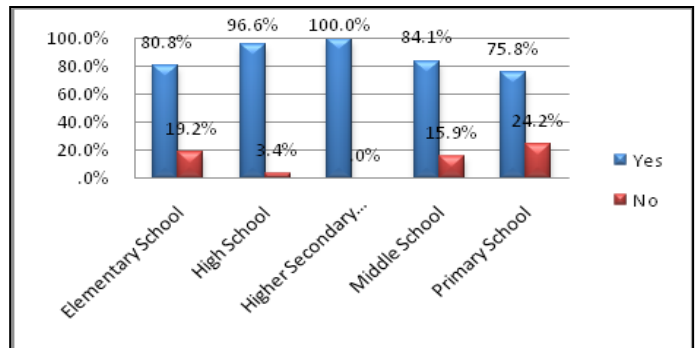
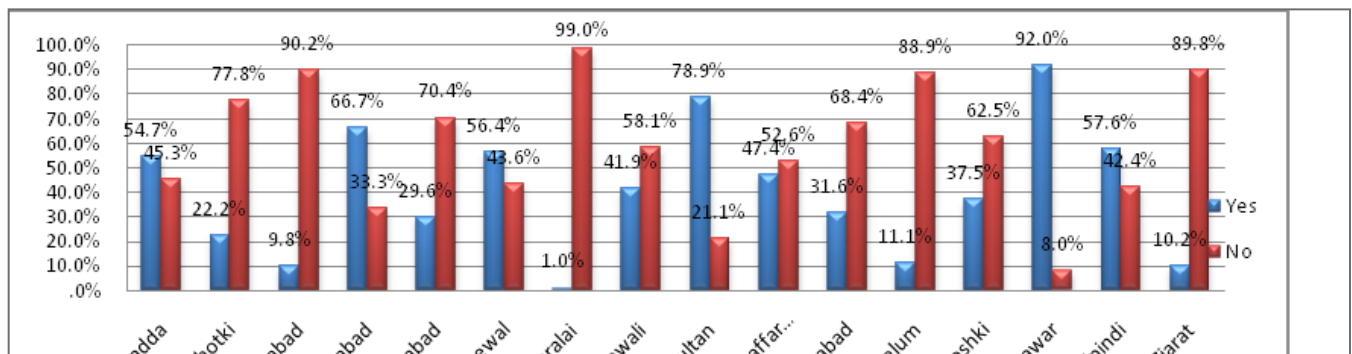


Figure 26: Availability of school furniture by district



1.4.4. Findings related to availability of learning material

Learning aids

- Most of the schools from provinces (except KPK) were found as having less provision of learning aids Majority of the students from Ziarat, Rawalpindi, Muzaffarabad, Multan, Jacobabad, Hyderabad and Ghotki had no information about the learning aids at all. 69.7% of primary students do not have learning aids while 57.4% of middles schools lack the same (figure 31-35). Most of the students from primary and middle were unaware about learning aids. Majority of the schools from primary, middle and other levels of schools were found to have provision of learning aids.

Figure 31: Provision of learning aids by provinces

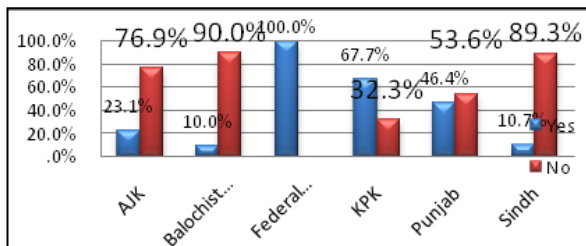


Figure 32: Students talking about teaching aids by schools

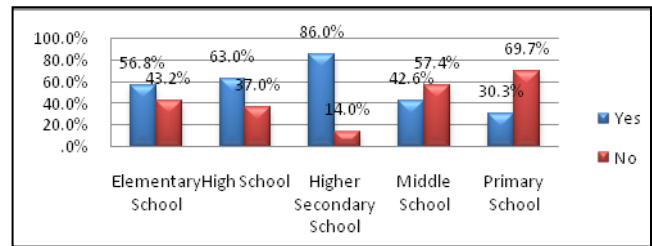


Figure 33: Provision of learning aids in schools by districts

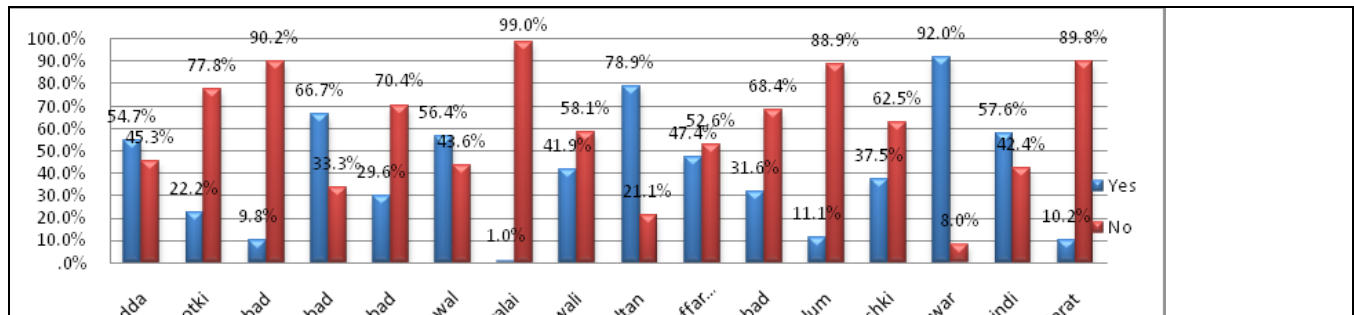
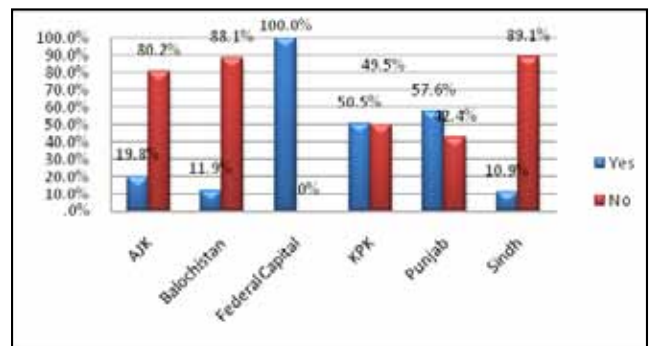
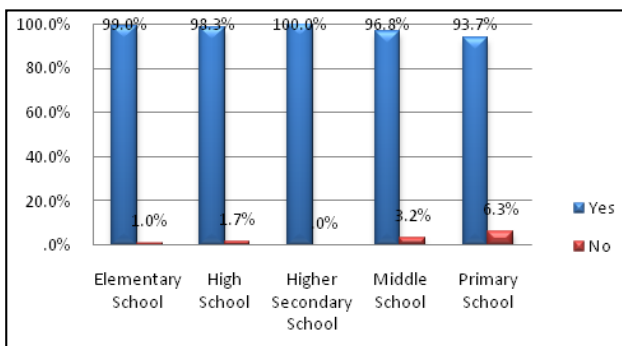


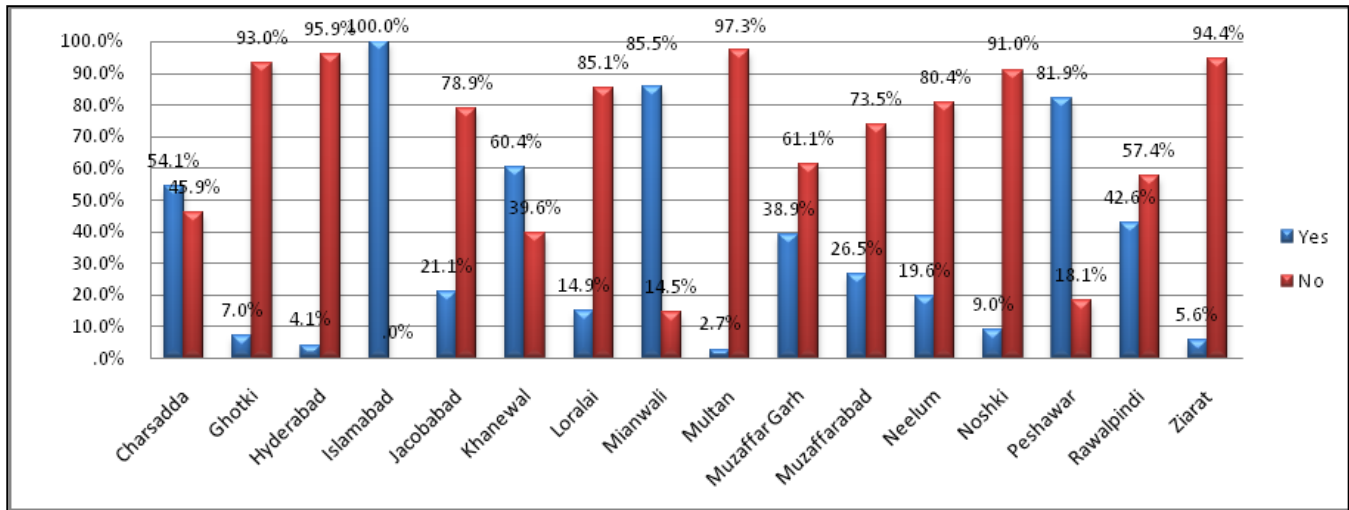
Figure 34: Provision of learning aids by type of school

Figure 35: Students talking about aids



- Except Islamabad, students of other district either no or limited information about the teaching aid and its usage. Figure 36

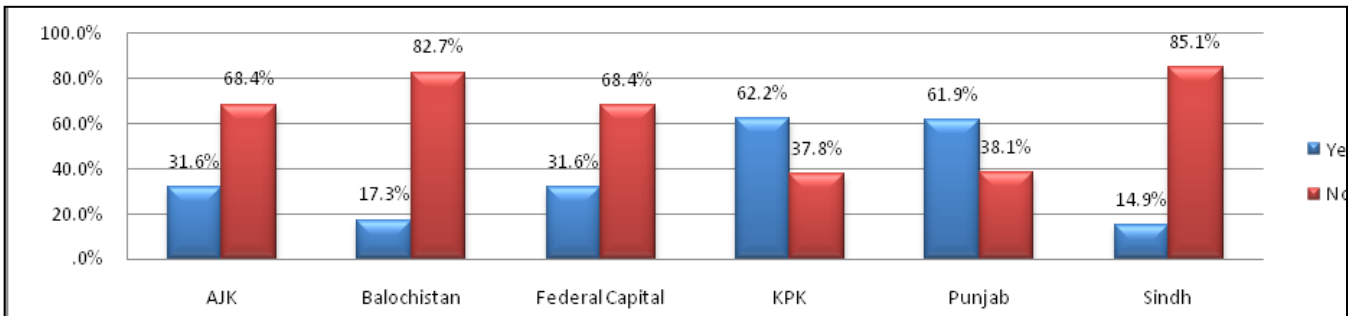
Figure 36: Students talking about teaching aids, by districts



Class wise learning objectives

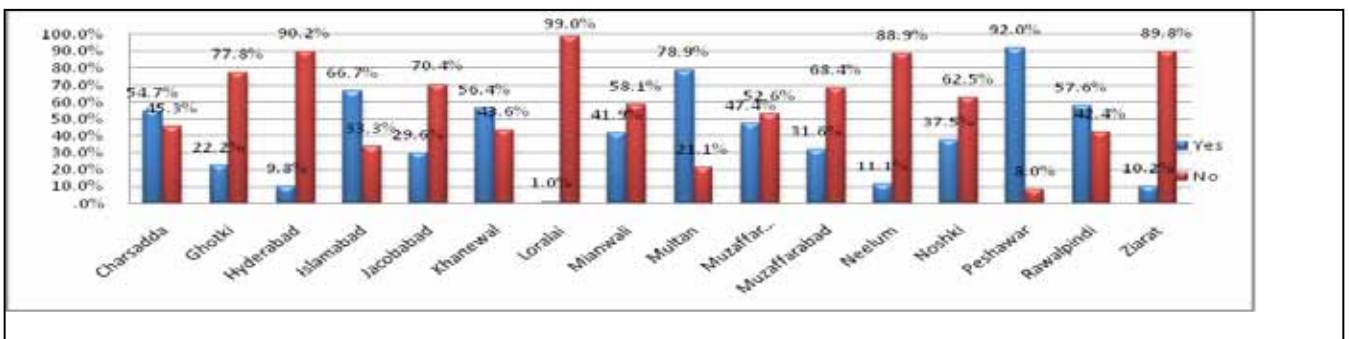
- Class-wise learning objectives were available in most of the schools of Punjab whereas, in AJK, Baluchistan, Federal Capital and Sindh (Figure 37) the concept was quite unknown.

Figure 37: Class-wise learning objectives displayed (province-wise)



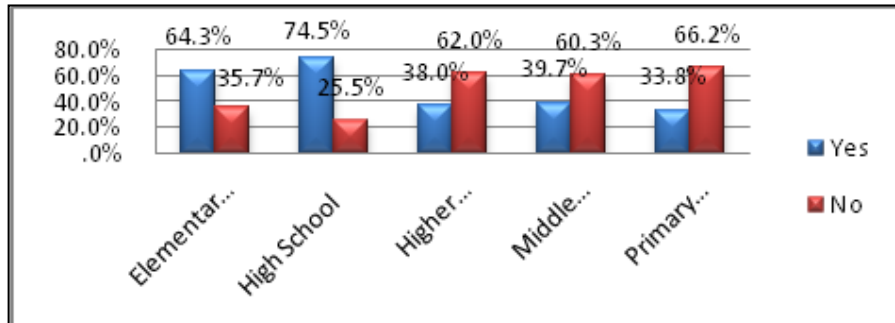
- In different districts like Ziarat, Charsadda, Ghotki, Hyderabad, Jacobabad, Loralai, Muzaffar Garh, Musaffarabad, Neelum and Noshki, most of the schools had no class wise learning objectives except Peshawar, Multan and Mianwali (Figure 38).

Figure 38: Class-wise learning objectives (district-wise)



- Most of the primary and middle schools were found to be better in terms of having learning objectives than the elementary, high and higher secondary schools. 66.2% of primary and 60.3% of middle schools either do not have class wise learning objectives nor displayed prominently as not shared with the surveyor. (Figure 39)

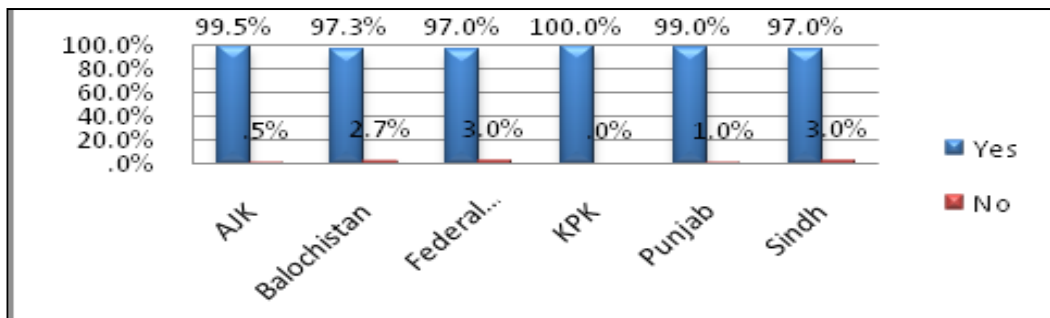
Figure 39: Class-wise learning objectives in types of schools



Teacher Attendance

- Almost all the sample schools district-wise and school-wise were found to have teacher registers (Figure 40).

Figure 40: Availability of teacher register, province-wise



- Many schools in AJK (39%) were found without teacher register and the situation of four provinces was contrary to this; however such schools were less than 50 % (Figure 43).

Figure 41: Availability of teacher registers in schools, district-wise

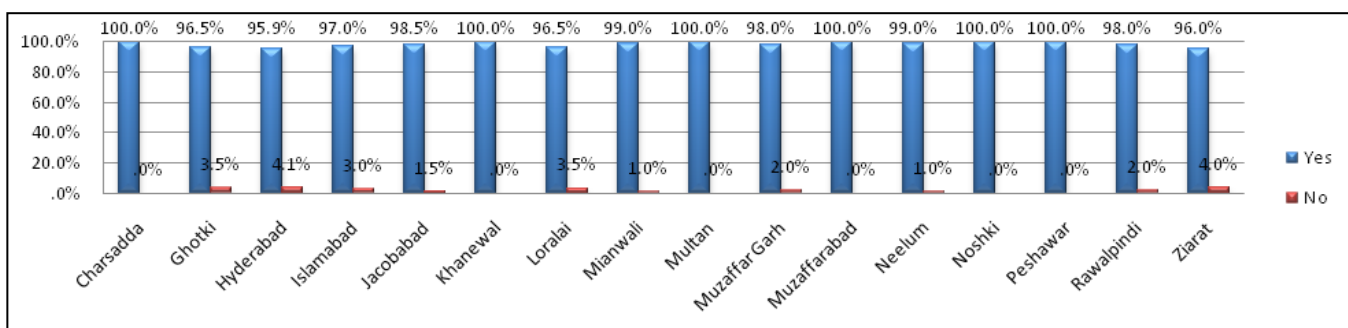


Figure 42: Availability of teacher register, school-wise

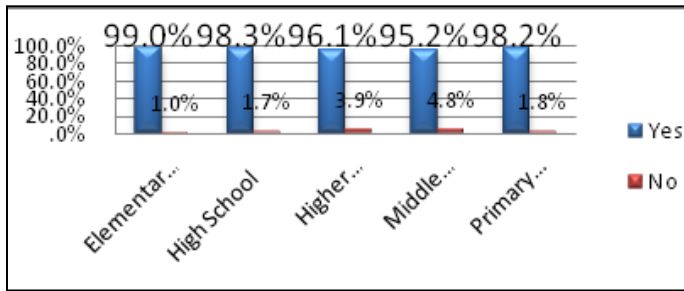
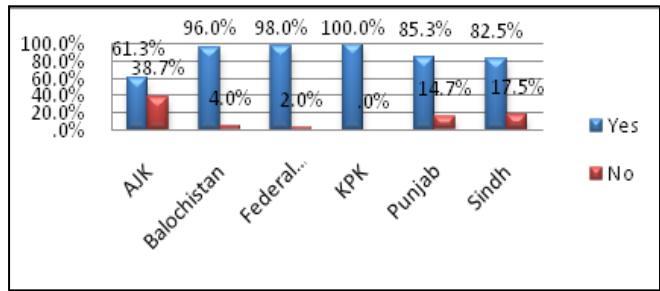


Figure 43: Availability of attendance register in class



- Almost all sample schools were found to have attendance register except Ghotki (29.5%), Mianwali (48.5%), Neelum (52.6%) and Muzaffarabad (24.7%) either does not have register . these schools neither showed to surveyor . (Figure 44).

Figure 44: Attendance registers, district-wise

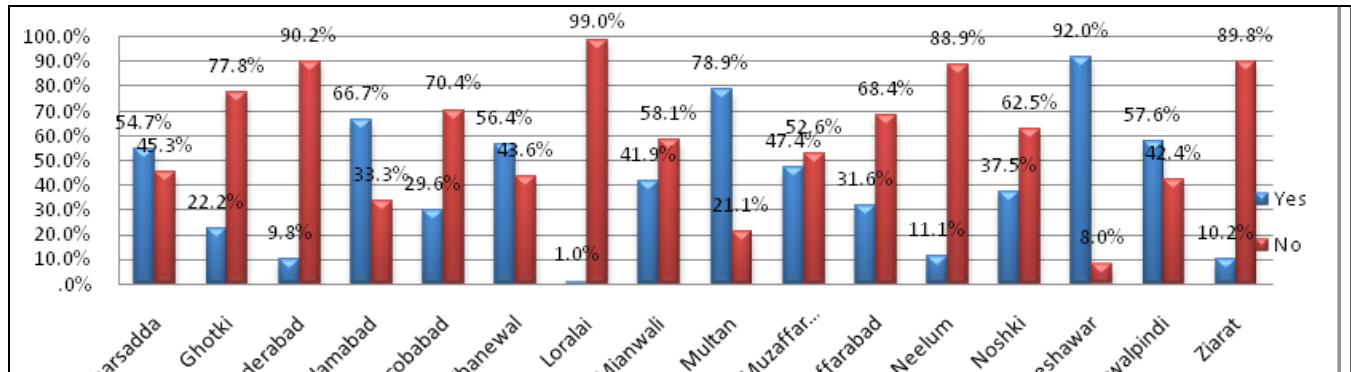
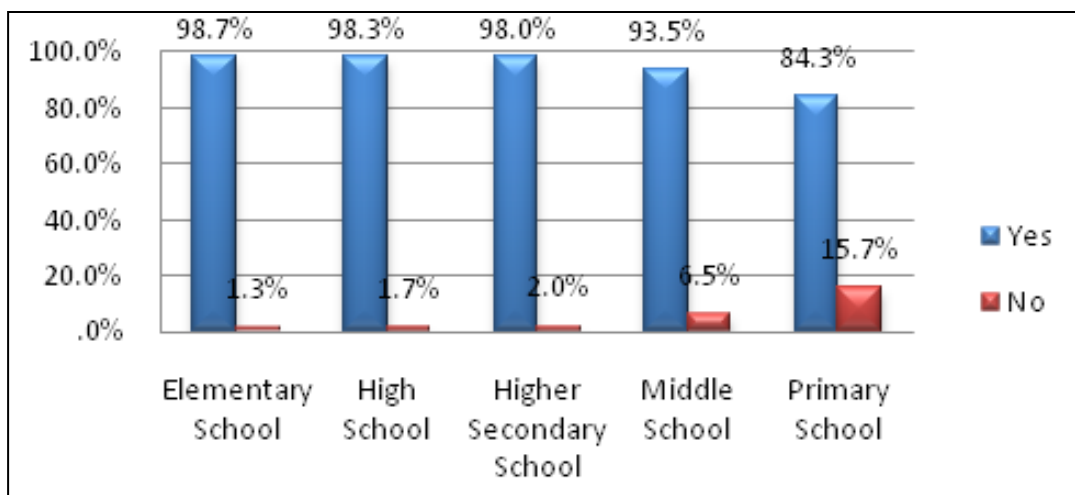


Figure 45: Attendance registers, school-wise



1.4.5. Findings related to grants and expenditure

The findings are given below about the provision of grants and the limit of expenditure by schools in order to meet their infrastructure and learning requirements. it is found that

44% of schools required and average of PKR 15000-30000 per month for their expenses related to maintenance, utilities and other miscellaneous expenses. While the schools received 10,000-20000 rupees in this regards as shown by 66% of schools surveyed.

It is also found that the grants expenditure varies from district to district as shown in figure 58. this supports civil society demand that the budget planning should be done at district level where the focus of planning should be school in order to have need base budgeting . This will improve the efficient utilization of budget in the district

- Survey shows various reasons for unspent money that include
- 67% schools said that they have no information about money transfer
- 13% of schools have difficulty in withdrawing money from bank
- 14% of school lacks information about the head in which money is transferred and can be utilized while 5% said that they are unable to spend as money came late

Figures

Fig 46: Grants for classrooms: expenditure per month

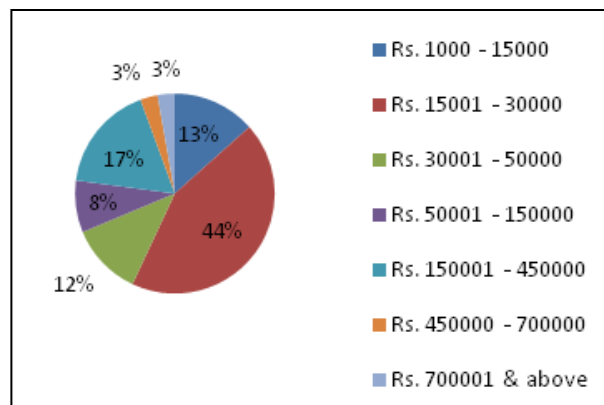


Fig 47: Reasons for unspent money

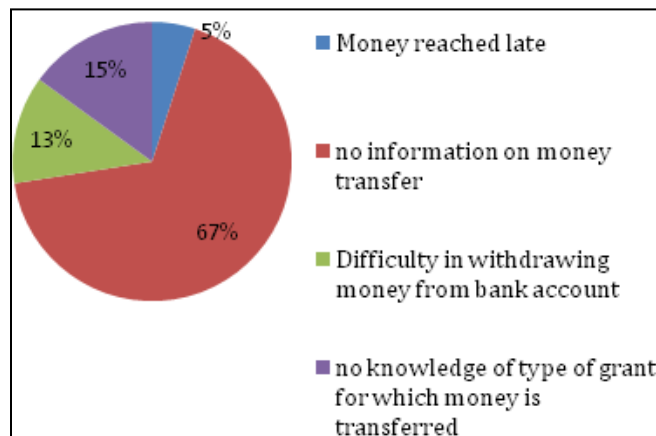


Fig 48: Sufficiency of grants for repair, district-wise

Figure 49: Amount of school grant received

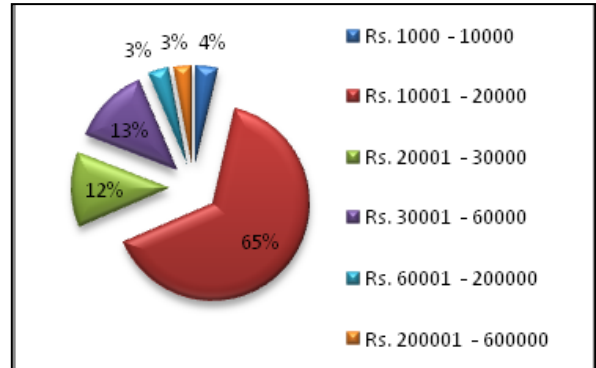
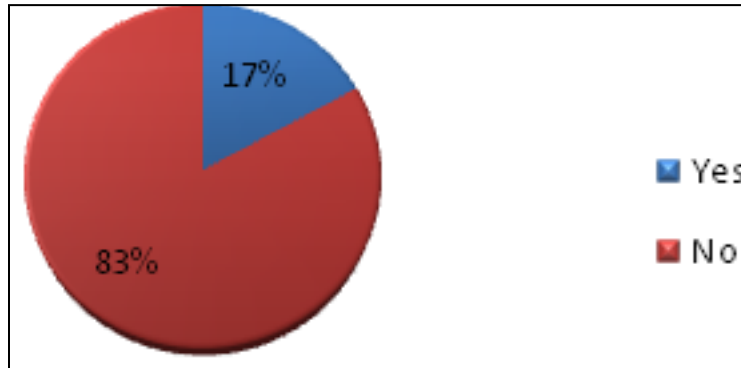


Figure 58: Estimation of the expenditure of school grant

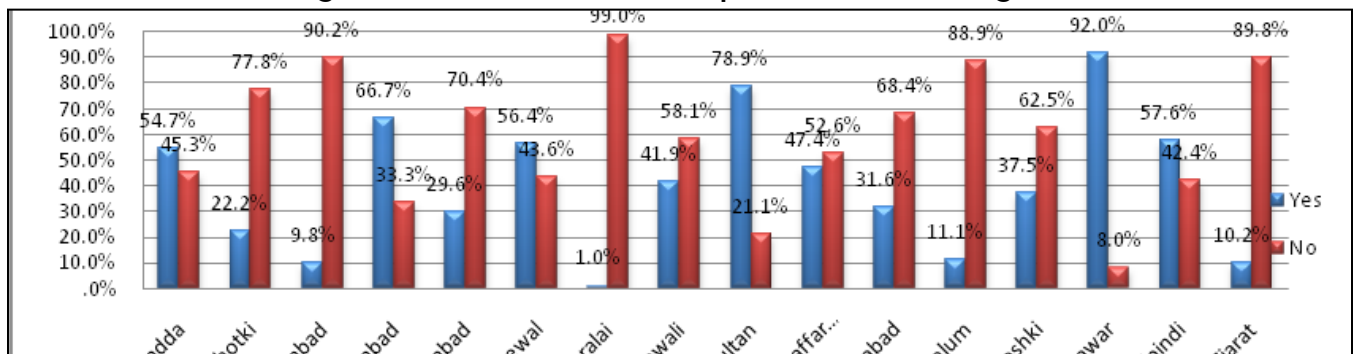


Figure 60: If not, how much grant is required

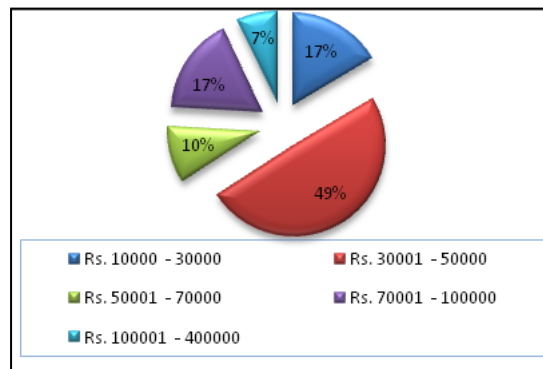
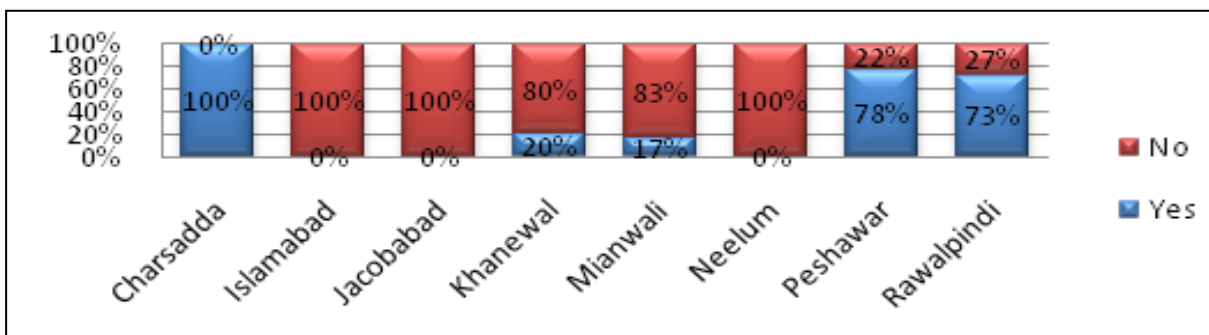


Figure 61: Unspent grant



1. Recommendations

- Provincial and district governments must immediately take effective steps to implement Article 25-A of the Constitution, which guarantees free and compulsory education for all children of the age of 5-16 years. Since it is now a fundamental requirement, the government is duty bound to arrange for the required resources. Lack of resources can no longer be an excuse in the way of implementing this fundamental right.
- Devolution should reach to district level for effective engagement of district education department, School Management Committees and stakeholder in budget planning and execution
- The overall education budget must be consistently and substantially increased each year on need basis to meet the need of child
- Effect steps must be taken to ensure that funds allocated for non-salary current expenditures and development projects are efficiently and responsibly utilized. For this purpose, the government must invest in building requisite capacities of all relevant stakeholders.
- Non-salary current budget for all types of schools must be increased to ensure that all the operational needs of schools are met in a timely manner.
- All information and records relating to budget allocations, release of funds, revisions, supplementary grants, re-appropriations, utilization, and other relevant qualitative aspects must be proactively disclosed and published through websites and other media.
- Reports of quarterly budget reviews must be shared with SMC and school management under RTI
- Each year, in March or April, all proposals about the next year budget, especially about the annual development program (ADP) must be published for public comments and feedback.
- Provincial governments must direct all the respective district governments to treat all budget documents and related information as open to public access. There should be strict and clear guidelines for withholding any information.
- Provincial governments must ensure compliance of the district governments with Budget Rules especially regarding provisions related to right to information, disclosure, public consultations, timely completion of draft budget and presentation of draft budget in the councils in March or April.
- Parliament and parliamentary committees on education must take effective steps to improve their procedures and capacity for scrutinizing budget documents and making useful inputs in the budget making process. They should also require the government to stop changing the approved budget allocations through re-appropriations or supplementary grants without prior parliamentary approval.
- Federal and provincial governments must take effective steps to implement Article 19-A of the Constitution, which recognizes citizens' right to information.

Annexure-A

List of Members Organization for Data Collection

	Name of Districts	Name of Organization	Name of Focal Person	E-mail
1	Loralai	Youth Association for Development	Atta ul Haq Khaderzai Chief Executive	yadlri@yahoo.com attaulhaq2000@yahoo.com
2	Noshki	Society for Promotion of Action, Research and Knowledge	Haider Baloch Executive Director	spark_noshki@yahoo.com haider_baloch123@yahoo.com
3	Ziarat & Harnai	Nana Sahib Development Organization	M. Shah Khan Chief Executive Officer	nsds_pk@yahoo.com
4	Jacobabad	Community Development Network Organization	Khadim Hussain Odhano General Secretary	cdno.org@gmail.com odhano2008@gmail.com akhodhalo@gmail.com
5	Hyderabad	Sindh Development Society	Asma Bibi General Manager	sdshyd@hotmail.com sindhdevelopmentsoci@yahoo.com
6	Ghotki	Hwa foundation ghotki	Hafiz Manzoor Ahmad Chairman or President	nmanzoor@hwa.org.pk gn@ hwa.org.pk, info@hwa.org.pk
7	Khanewal	Social Team For Education & Environmental Prosperity Khanewal	Syed Farrukh Raza Chief Executive	stepkhanewal@gmail.com farrukh raza512@gmail.com
8	Mianwali	Research and Community Development Organization	Muhammad Rafique President	rcdodkl@gmail.com
9	Multan	Ufaq Development Organization	Malik Muhammad Sarfraz President	ufaq_org707@yahoo.com malik_sarfraz707@yahoo.com

10	Muzaffargarh	Madni Women Development Organization	Rani Waheeda Malik President	madni_wdo@hotmail.com
11	Peshawar	Community Appraisal & Motivation Programme	Ayesha Zia Qammer Project Manager	camp@camp.org.pk
12	Charsada	ASRA Organization	RIAZ UL HAQ Board Member ASRA	riaz_psh32@yahoo.com
13	Buner	RAHBAR Organization	Sirmir khan	rahbarbuner1@gmail.com
14	AJK	Sustainable Development Organization (SDO)	Khurram Jamal Shahid	khurram@sdoajk.org
15	ICT	PCE NS		
16	Rawalpindi	CPDI	Amer Ejaz But Chief Executive	cpdi_pakistan@yahoo.co.uk aebutt@yahoo.com

Budget Tracking: School Based Expenditure Survey A Pilot Study

Name of Surveyor	District	Province	Name of School	Type of School (primary/ Elementary)	Year of Establishment

I. Basic School Information

Classrooms in school	New Class-rooms	Repairs (July2011- March 2012)	Total Enrolment (b/g/t)	Total Children attending (b/g/t)	Teachers	Drinking water (y/n)	Toilet (y/n)	Functional Toilet (y/n)	Girl's Toilet (y/n)	Functional Girl's Toilet (y/n)

Enrolment	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8

Attendance	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Head count								

People Teacher Ratio: -----

Facilities

How many pukka rooms does the School have?

	_____	rooms used for teaching
+	_____	rooms used for other purposes
=	_____	total rooms in the school

Please circle yes or no:

Is there any arrangement for drinking water Yes/No
 If yes: were you able to drink water? Yes/No

Is there at least one functioning toilet? Yes/No
 If yes: were you able to use to the toilet? Yes/No

Is there a separate toilet for girls? Yes/No
 If yes: was the girls' toilet locked Yes/No

Is there a boundary wall? Yes/No
 If yes please fill following information
 Partially build Yes/No
 Four sided fully constructed Yes/No

Please mention height of the boundary wall -----

Is there a electricity available Yes / No

If yes: does each classroom have bulb/tube lights are they working Yes /No

Do each classrooms have electric fans are they working Yes/No

Observations if any: _____

Furniture and other equipment

• Furniture Yes /No

• Specify

Tat / chair & table per child _____

• Chalk and black board Yes/No

• Learning aid Yes/No

• If yes: are student talking about these aids Yes/No

• Please specify what learning aids are available: _____

Organisation of learning

• Does the school have a timetable? Yes / No

• Did you see any list of class wise learning objectives displayed anywhere in the school? Yes / No

• Does the School have teachers register Yes / No

• Doe the school have attendance register is each class Yes / No

School Management committee (SMC/PTMC/PTA)

Does the school have SMC committee? Yes/No

If yes:

Does the head master/minister know the names of at least 5 members of the committee? Yes/No

Are names of SMC members displayed in school
are meeting minutes of SMC available Yes /No

Did school receive the grants through cash/ cheque / demand draft / or any other means?

III. Grant Information

Type	Receipts (Month)		Expenditure (Month)		If unspent, why? (Provide codes)	Whether sufficient (Yes/No)?	If not, please mention required amount?
	When?	How Much?	When?	How Much?			
Classroom							
Major Repair							
School Grant							
Maintenance Grant							
Teacher Grant							
Furniture Grant							
Girl's Toilet							

Code: 1. money reached late; 2. no information on money transfer; 3. difficulty in withdrawing money from bank account; 4. no knowledge of type of grant for which money is transferred; 5. others (specify_____)

III. One Lakh Question

“If school is given one lakh rupees, what would you spend that money on?”

Type	How Much?	How would you spend it?
Textbooks		
Classrooms		
Teachers		
Computers		
Learning Materials		
Furniture		
Girl's Toilet		
Boundary Wall Any other:		

Any Observations:



PAKISTAN
COALITION FOR
EDUCATION