

DO SCHOOLS GET MONEY?

2015

Tracking School Council Grants



CSEF
CIVIL SOCIETY EDUCATION FUND



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The report builds on contributions of many stakeholders, but the data, findings, interpretations, and conclusions expressed herein are those of the authors and do not necessarily reflect the views of all of the contributors or their institutions or governments they represent.

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Last but not the least; we would express our gratitude to all the individuals and organizations that have made this report to be possible in Pakistan on budget tracking.



Message from Zehra Arshad, National Coordinator Pakistan Coalition for Education – PCE

It is with great pleasure that I, on behalf of the Pakistan Coalition of Education (PCE) with the support of our development partners, am launching the report of this distinctive study. This study is based on the findings from 24 districts, almost 2400 Govt. primary schools across Pakistan. We, at PCE, are committed to the attainment of the goal of quality education across Pakistan. PCE, since its inception a decade ago, 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. PCE has been relentless in its efforts to make the citizens, who are the main stakeholders, aware of their right to better education in terms of quality. This has in turn raised the awareness for accountability amongst the representatives of the education sector.

After the devolution of education and health functions to the provinces, there has been a growing debate in Pakistan with regards to the educational matters. In addition to the devolution, the Right to Education Act has called for an increased social accountability in the country. Hence, accountability mechanisms especially the social accountability from the grassroots level is of utmost importance. In order for the accountability institutions to form at the lowest tiers, there is an urgent need for data and research which would shed light on the current situation. The availability of this pertinent information will give rise to active citizen participation. It is this active citizen participation which will in its true essence complement the true devolution.

The approach used in this report is a viable and sustainable solution to the current accountability challenges because it directly connects the governed (the consumers of education services which include the parents, children and the community) with the governors, who are the suppliers of education. These comprise of the policy makers, government officials from the education departments in the provinces and various other stakeholders. We have focused on the School Management Committees because they are the stakeholders at the lowest tiers of governance in education.

The importance of social accountability in matters of education service delivery with particular emphasis on budget tracking and tackling of important questions such as whether the schools get their money cannot be undermined. Therefore, as the National Coordinator of PCE, I am proud to host this study from 24 districts from across Pakistan. This study was developed from a pilot study from three districts conducted by PCE in 2014 on the same research aim. We aim to continue this endeavour and expand to include the data from all of Pakistan so that this important study, which analyses the trends of education provision and utilization in terms of government fund, can be utilized by the relevant stakeholders. We aim 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 at large.

We hope that you, the audience and the readers of this report find it useful for your future endeavours vis-à-vis policy debate on social accountability.

Message from Development Partners

Education continues to be our highest priority area, alongside other key areas such as media, justice and human rights, and economic policy. We at The Open Society Foundations-Pakistan (FOSI), Oxfam –GB and ASPBAE are committed to ensure quality education for all children, youth and adults across Pakistan. We have been actively supporting research and advocacy work by civil society coalitions, research and educational institutions, and teachers' associations. It is heartening to see that a number of pilot projects we initiated are helping to bring the government and civil society groups together to improve education quality in public as well as and private institutions. 'Do Schools Get Money?' is one of those initiatives. It was piloted last year in three districts and this year it is scaled up to 24 districts. We strongly believe that the collected evidence, for instance, knowing whether government primary schools are receiving their annual school council grants or not, can be instrumental in achieving a higher level of government transparency and in holding all stakeholders more accountable – highlighting areas that need a quick response of governments officials (both provincial, and district level), and civil society groups.

The highlighted trends within this report, though heart breaking, strengthen the belief that all relevant stakeholders, together with the government, need to contribute their part to ensure that the Right to Free and Compulsory Education, as set forth by Article 25-A of the Constitution of Pakistan, is provided to all children of age 5 to 16. The situation is of great concern where only 68% of government primary schools out of the surveyed schools across 24 districts, have received their annual school council grants. These annual grants help the government schools maintain school facilities in running order. However this study also shows that across the surveyed schools, only about 74% of schools had a drinking water facility, 43% of them had functional toilets, 78% of schools had a complete boundary wall, and 74% of schools had an electricity connection.

In the absence of 100% functional facilities, and lack of ownership by respective communities, schools simply fail to provide an effective learning environment, which is important not only for teachers, but very crucial to reduce students' dropout particularly of girls. We believe that accountability and improved governance within education, like any other sector, improves service delivery, ensures good quality education's supply, and increased participation of parents and other stakeholders. This would not only ensure that government officials are more accountable, and annual grants are timely provided to schools, but also improves parental satisfaction in government schools, and other facilities, as their feedback is taken into account.





Notes on Social Accountability

School Councils - Challenges and the Way Forward

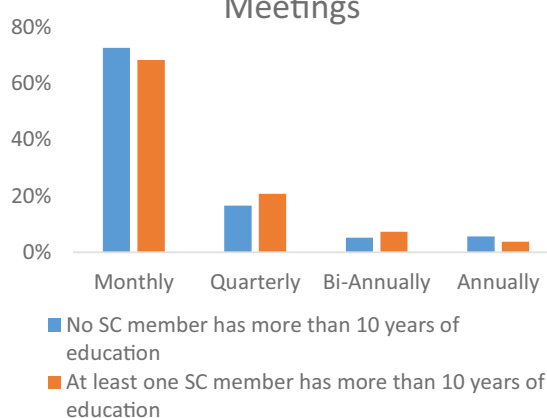
Usman Ghaus¹ - Saheem Khizar²

Active participation of school council (SC) members can contribute effectively in improving the school's overall management such as improved students / teachers attendance, and learning environment. An active SC would help the head teacher in resolving any challenges that a school may face by conducting regular SC meetings and discussing the school's needs and missing facilities along with setting the school's annual development plan³ and prioritizing SC's annual grants. This brief uses the primary data from 24 districts⁴ across Pakistan collected by Pakistan Coalition for Education during May 2015.

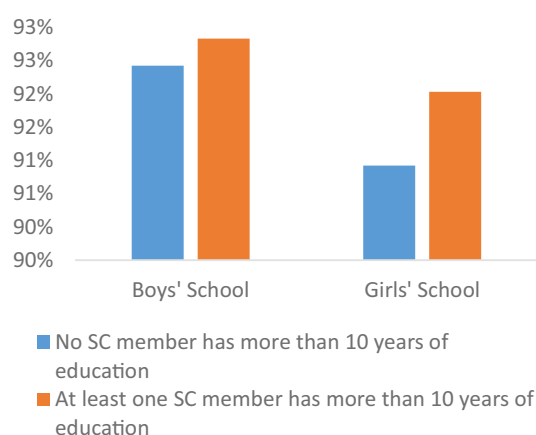
As per the rules and governmental guidelines for the selection of SC's members, there is no minimum education for the members to have as such i.e. any person amongst the students' parents or community can be selected as a SC member. This policy brief investigates whether having at least one college educated SC member(s) in the council positively impacts the school performance. In order to see this, we divide the surveyed schools into two groups: (1) Schools where SCs have at least one college educated member and (2) Schools with no college educated member in the SC. We expect that SCs with at least one member with college education should be more informed, with his/her exposure to college, about their roles and responsibilities and be able to manage the school better i.e. the school should have higher attendance rates for teachers and students and better facilities compared to SCs with no college educated member. However, this is not what the data shows.

Graph I shows that the frequency of the SC meetings for schools with and without the college educated members are almost the same. Around 70% of the SCs meet on a monthly basis but within these schools there is no impact of having an individual with college education. Graph II shows that the teacher attendance rate for both types of SCs remains the same. Graph III shows the same results for student attendance. Both these results

Graph I: Frequency of SC Meetings



Graph II: Teacher Attendance



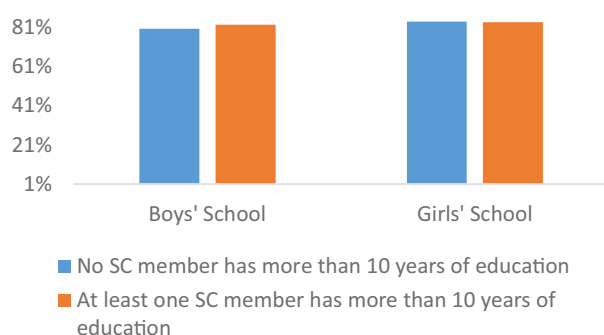
¹ Teaching Fellow, Lahore University of Management Sciences (LUMS)

² MER Consultant, Pakistan Poverty Alleviation Fund (PPAF)

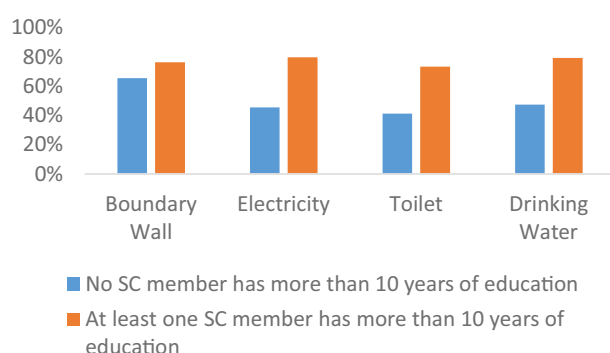
³ School's annual development plan lists down a school's needs, in the order of priority, and allocates how much of the total government annual grant should be allocated for each need.

⁴ The sampling details are provided in Section II (Methodology) of this report.

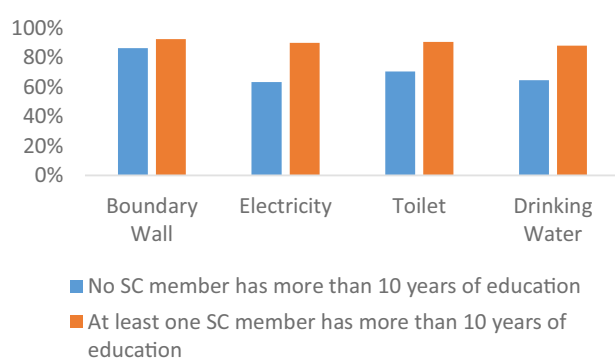
Graph III: Students' attendance rate



Graph IV: School Facilities (Boys School)



Graph V: School Facilities (Girls School)



indicate that having an educated member in the SC does not change the attendance rates of

teachers and students, and the periodicity of when a SC meets. This is a discouraging result as it points towards the ineffectiveness of SC members who have the exposure (college education or more) and can potentially make more difference. Graph IV and Graph V show different results. Both these results show that having an educated member in the SC has an effect on the facilities of the school such as the boundary wall, toilet etc. This might be due to the ease with which these problems can be observed and identified. Every SC member can observe the condition of these facilities easily, however, information on matters such as attendance rates is difficult to obtain.

Way forward: The survey report⁵ shows that about 88% schools have a school council, whereby a parent or community member co-signs all the cheques, along with respective schools' head teachers to draw annual school grants to be utilized later on schools' needs. This indicates that parents or community members of these school councils are, to at least some degree, aware of the presence of school councils and potentially also involve themselves in school management affairs. We have strong evidence suggesting that active parental participation potentially improves efficiency of a school as parents have the highest stake in ensuring quality education for their children⁶. Although, during surveys, 88% schools claimed to have an active school council, more research is required to fully establish whether:

- i. All the parents of enrolled students within a school are aware of the presence of school councils or/and when it was formed last time through elections;
- ii. All the parent members of these school councils are fully aware of their membership status;
- iii. All the members of these school councils have a considerable understanding of their

⁵ Do Schools Get Money? 2015

⁶ Banerjee, A., Banerji R., Duflo, E., Glennerster, R. Khemani, S. 2010. Pitfalls of Participatory Programs: Evidence from a Randomized

roles & responsibilities to effectively make a contribution towards ensuring quality education

It is expected that a school council shall publicly display⁷ all the information pertaining to school council funds as well the names of all the members, however, survey results show otherwise⁸. Though education of a school council member alone cannot guarantee anything about his/her motivation to contribute effectively towards the school's management, we could not find a substantial correlation between the performance of a school and whether a college educated member was present on the school council. Further research, as we have suggested above, would be required to fully establish whether the current state of affairs is a result of non-effective (s)election procedures being adopted for the selection of school council members. So we suggest the following policy recommendations, to be piloted and tested in a few districts initially, to ensure that all the parents are aware of these school councils and only motivated members are selected so that they can effectively contribute in making a positive change in a school's performance:

School councils' elections in all government schools: We propose that school council elections are held anew across board in all government schools as per the procedure and guidelines prescribed below.

Invite all the parents, and community members to participate in the election: Efforts need to be made to mass publicize the election of the school council and its date. The date that is decided needs to be convenient for the parents and community members to participate in the elections. Banners, displayed visibly within the community, and pamphlets, distributed widely in

the community, could be used to inform the parents and community members. In any case, we suggest that the school writes personalized letters to parents, distributed and collected back through respective students, briefly mentioning the role of a school council and inviting them to participate (vote) on election day. Parents should also be requested to sign and return the letter to the school as a promise of their participation on election day. Parents also need to be requested, using the same letter, to mention if they themselves want to run for school council's membership and contribute their role. We suggest that the school council's funds be utilized, though a maximum limit needs to be defined, on mass publicizing and arranging the school council's election.

AEOs to ensure effectiveness of (s)election: Within all the schools, AEOs should be requested to be present and lead the (s)election procedure on the date of election. Clear guidelines pertaining to the election of school council members, like with any other local body election, should be passed to schools. A minimum threshold turnout rate for parents should be fixed below which elections should take place again.

Training of school councils: Although training of all school councils (setting a minimum percentage of members who participate from each school) needs to be arranged every year, we propose that in case of new elections, all the members are trained within one month from the date of election. Preferably relevant governmental departments, such as DSD, should take the lead in arranging these trainings, however, schools should be allowed to utilize school councils' funds in case they want to arrange the trainings independently.

Evaluation in Education in India, American Economic Journal: Economic Policy.

7 Accountability Initiative, "Policy Brief: School Management Committees Success, Challenges and Opportunities (June 2014)",

suggests that display board is a simple, cost-effective way to share information with parents.

8 Information (display boards) for SCs' grant and SC members was displayed in only 17% and 29% schools respectively.

Schools' annual development plans (ADP): All school council members should be trained in making annual school development plans so that they can effectively participate in ADP's development. Schools should be required to have their ADPs ready by the end of June each year. ADP should be finalized in a school council's monthly meeting conducted on such a day when at least 90% members are able to participate. School council members, especially parent members, should be trained to take suggestions from students/children about what they need / would want to have in their school. During the same meeting, school council members should stipulate the overall needs, and budget required for their schools, highlighting what they plan to cover using school council funds. This information, if incorporated back into district level planning & budgeting, could be very effective in responding to the overall educational needs of a district.

Tenure of a school council: Currently, school councils are enshrined to hold their office for two⁹ years generally. However, we propose that it is increased up to four years as conducting school councils' election every two years, following the guidelines we have prescribed here, could become challenging. However, election needs to take place in case a student, whose parent had a parent-membership of the school council, is no longer studying in the school.

Annual enrollment drives: Although the elections will not be happening every year, the community needs to stay informed about the school council presence. This could be done effectively if school councils are asked to conduct annual enrollment drives within the community. This will not only sensitize the community about the school council's role but will also inform parents about

the importance of timely enrolling their children in government schools.

School council funds to be transferred by July each year: The survey shows that only about 21% of the government schools had received their funds transferred during the first quarter of fiscal year 2014-15 i.e. by September 2014. The District Education Departments need to make an effort to ensure that all the school councils get their funds transferred by July of each year. Once the funds are transferred, an SMS, automatically sent on school council mobiles, should alert them about the transfer of funds and that they can start its utilization as they have planned within ADP.

We believe these recommendations will not only help school councils become more active, contributing effectively in schools' management, but will also help to create a conducive learning environment around schools and homes within the community.

⁹ Accountability Initiative, "Policy Brief: School Management Committees Success, Challenges and Opportunities (June 2014)",

suggests that two years is not an enough time for school councils to make a sustainable impact.

Waking up to evidence: Reconfiguring the system of Education

Amima Sayeed*

The fact that many children are out of school or drop out before completing primary has lost its shock value. Even the numbers – over 25 million out of school and not even 58% of those enrolled stay to complete primary education (PSLM 2014-2015). Every year, be it through a government institution, a research endeavour or a citizen's march for improvement of education, we get empirical and incriminating evidence as to how the education system is not performing. "Do Schools get Money?" provides yet another set of data from over 2,300 primary schools across Pakistan that reiterates the systemic issues of public education in Pakistan ranging from student enrollment and attendance, teacher demographics, structure of School Management Councils, funds allocation, receipt and utilization. The findings presented in this report are also not unexpected: student enrollment fall from an average class size of 24 students per class in class one to only 13 students in class five; students are provided with free textbooks but there is no other reading material available in school; 1/3 of the schools surveyed do not have functional toilets, access to clean drinking water nor have structured SMCs; SMC funds for fiscal year 2014-15 were mostly received in the last quarter of the fiscal year; and one in every 6 students and one in every 13 teachers was absent on the day of the survey.

This report adds to the repository of anecdotal and empirical evidence pointing at the poor school environment, teaching and learning conditions and processes, and the extremely depressing learning outcomes for basic reading, numeracy skills and understanding. The research findings do not shock, horrify or bemuse anyone who is even remotely aware about the educational provision in Pakistan. Though the issue of financing of education is a real one with multiple aspects such as low allocation to wrong allocation, time lags in fund release, capacity to spend funds and tendency to embezzle it, etc. However, even if

educational budget is raised to 10% or 25% of GDP from the meagre 2.68% (PKR Rs.734 billion) it currently is, the chances for improved outcomes, especially those related to teaching and learning, are next to nothing. This can be ascertained by simply looking at existing evidence and does not, in any way, require complicated calculations and rocket science.

What indeed is mind-boggling as to why research evidence not is used to improve the educational policy, system and its provisions? How many advocacy campaigns, seminars, diagnostic reports, sector plans and academic research (if anyone cares to use them) will it take for the policy makers, practitioners, legislatives and decision makers to wake up to the very sad reality that is being cemented by all the research evidence? Till when will we continue to flog the dead horse of current education system and try to induce a new life by providing for missing facilities, more teachers and teachers' training, new templates for monitoring, and last but not least, constructing new rooms to admit more students? There is a desperate need to realize that all the existing and proposed reforms and strategies have spectacularly failed in resolving these issues let alone solve the entire conundrum of educational governance and provision.

With a staggering evidence of failure on all accounts, is it too much to ask to rethink, reimagine, reconfigure the educational system? Clearly enough time, energy and money have gone in the attempts to save and improve the current one with no effect. Once we shift our focus from running the current system to reimagining it, our constructive and creative abilities begin to free themselves from the crippling weight of deficit logic and information. The possibilities become endless, and certainly, worth advocating for. Presented below is a framework for reconfiguring the education system – it may sound overwhelming especially if scale issues are considered. However, it is not undoable at a district or union council level. With the advent of Local Government authority and provision of primary education as its direct responsibility, it can be certainly implemented even if as a research experiment. After all, what

is there to lose in an already defunct system? It is imperative to revamp the school function and functionaries both. Following points can be used as the essential first steps however the list is neither sequential nor exhaustive.

- **Accountability for All:** As parents and teachers, we obsess over the results of our students. Stringent measures, some of them can qualify as inhuman as well, are employed to ensure that the time and money invested in them is paying off. The hysteria with performance increases as one moves towards urban centres and high-end private schools. As far as public education system is concerned, there is also a furore over teachers' performance, capacity, professional development and Pakistan's favourite and ever current issue of "ghost teachers." While not denying the realness of issues with poor performance of students and teachers alike, the question that merits serious consideration is who is letting it happen? Is it not a governance and management failure? When, how and who will hold the educational bureaucracy accountable? It is now over a decade that the proposals for creating a separate management cadre were tabled. Educational devolution which was introduced in 2001 highlighted the capacity issues of the entire bureaucracy: duplication of roles, lack of role clarity, coordination between different tiers of functionaries, infrastructural and operational provisions for planning and supervision, and similar other aspects were underscored. However, there is no visible progress made. EDOs, ADEOs and where available Learning Supervisor are still entangled in legal cases, teachers' leaves, transfers and appointments, and collecting information for higher ups as and when required. Is that what they will continue to do for another decade? The onus of educational administration and management lie with educational bureaucracy starting from Secretary Education to Learning Supervisors across provincial and district levels. Educational stakeholders, and practitioners should be

able to know what is the job of an Assistant Education Officer or that of an Additional Secretary, and how they have managed to perform on the targets set for them. Unless social accountability systems are created to scrutinize their intent, competence and performance, there is not much that can be achieved from tracking the performance of SMCs, teachers or students alone.

- **Doing away with the formulaic education:** In discussions with policymakers and educational bureaucracy, there are numerous references made to primary school formula – both for running the existing schools and establishing. Phrases such as one school every few kilometers; two teachers, two-rooms and five classes; 1 teacher, 5 subjects and 2 classes, etc. are commonly heard in this connection. In more recent discussions on implementing Right to Education Act (Article 25-A), some provinces are flaunting the formulae of 6 rooms in every school, as if that is going to solve the problem of out of school and massive school drop outs. How schools are planned and organized basically defy every condition and disposition of learning proven by decades of neurological, medical, sociological and psychological research and theory. Learning is an organic process – it happens best when the conditions allow for curiosity, imagination, human interaction and experimentation. Unfortunately, multi-grade teaching in Pakistan is seen as a burden or at best, a classroom management tool. However, the very essence of cooperative learning is the interaction between multi-interest, multi-age and multi-ability groups. It is critical to do away with redundancies in planning and provision of education – instead of seeing school as a box comprising five or six smaller boxes, the whole space should be seen, developed and used as learning environment. Radical changes in how we perceive classrooms, teaching, student interaction, subject-based periods and most importantly, textbook-based learning is required. The thrust should be on building learning to learn skills, process and inquiry

skills, critical thinking and confidence to explore and be curious. Most of these skills and learning processes defined the National Curricular Framework in 2006-7, however, not even an iota of it has actually transpired in schools and teaching and learning processes in the last 8 years.

- **Getting the Basics Right:** Even before Annual Status of Education Report (ASER), sporadic learning assessments by National and Provincial Assessment Authorities as well as longitudinal research studies established it that students' learning outcomes were far from satisfactory. ASER, year after year, shows the very disturbing reality at a much larger canvass that students and their parents are going through a frustrating process of spending time in school without learning basic numeracy and literacy, with severely compromised comprehension skills. It is water off the education system's back though that over 50% students completing primary cannot read few lines of Urdu, Sindhi, Pashtu or English text.

Before any other thing, learning to read and write and do basic math should become an important activity in the school. As ASER indicates, the problem is across grades and age groups therefore; the solution should also be all encompassing. At the very least, 1 hour of every school day for at least 3 months should be dedicated to reading, numeracy and understanding. Teachers and students should come together and work on their reading and numeracy skills. It is a fairly simple undertaking; several thousands of tested strategies to develop and promote literacy and numeracy skills are available from around the world. Government prints enough material in most languages that are used across Pakistan, and by using the budget allocated for stationery and material for one district/union council, a lot more material can be procured that has been developed locally to promote creativity and critical thinking along with developing numeracy and literacy skills. Results of reconfiguring the school day to acquire these basic skills

can also be easily assessed on a daily, weekly and monthly basis. Moreover, the effect of engaged learning on overall student participation and teacher motivation will become equally visible.

For development and economic progress, societal cohesion and coexistence, or because of the pressures of international commitments and declarations, the inefficacy of current education system and how it is envisioned is empirically proven. Pakistan cannot afford to be indifferent to evidence and not do anything to improve the educational system. Introducing more templates for supervision or student assessment will be burgeoning the already full plate for teachers; the promise lies in making children, their learning and growth, central to educational planning, implementation and accountability.

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Introduction to Social Accountability

What is Social Accountability?

In the recent years countries around the world have been moving from a top down, centralized governance structure to a more decentralized, bottoms up approach in governing. The realm of public education is a noteworthy highlight of this change. In fact, decentralization has been one of the most significant phenomena to affect education planning in the last two decades.¹ Countries, both developed and developing, have been incorporating this change rapidly. Philippines established regional offices for Ministry of Education to undertake administration and planning work. Similarly, Chile and Nigeria amended their constitutions and policies to make the Local Governments operational. One of the main responsibilities of these local Governments was to take over the matters pertaining to the education in their areas including generating funds.²

The rationale for countries to adopt the bottom up approach, as characterized by the decentralization has been for various reasons according to the requirement of their systems. The reasons to decentralize mainly focus on the efficiency gains that are not possible in systems with large bureaucracies. The move to decentralized system also aims to devolve political power to the lower tiers.³

Pakistan too has experienced a substantial move to decentralized form of governance when the 18th amendment was passed in 2010. The Article 25-A inserted through the 18th Amendment in the constitution guaranteed “free and compulsory” education to every child between the ages of 5 and 16. This meant a major undertaking for the government to provide free education to all its citizens within that age bracket. This amendment also devolved education to the provincial levels from the federal level of Government. This enabled the provincial Governments to have discretion in having their desired medium of instruction in schools, enter public private partnerships and have a greater role in the management of the schools.⁴

Current situation

Despite the 18th amendment and the inclusion of article 25-A into the constitution, the education system faces multitude of problems. It is estimated that 25.02 million Pakistani children between the ages of 5 and 16 are deprived of this fundamental right. If we zoom in on these figures then it can be seen that out of those 25.02 million, more than half of them are girls.⁵ Hence, a conclusion that too many citizens of Pakistan are deprived of their fundamental right would not be an inaccurate statement.

Similarly, adult literacy rate is around 61%, which significantly falls short of the target of 88% by the year 2015.⁶ There are also quality issues that plague the education system at the moment.⁷ Only 50% of children enrolled in grade 5 can read the grade 2 level language texts whereas only 43% of the children in grade 5 can read a grade 2 level English text or solve a three-digit division problem⁸.

Pakistan’s current educational challenges are multidimensional and it is imperative to note that they cannot be solved immediately. However it can be seen that most of these problems arise because of insufficient budget allocation for the education sector. In the current budget the allocation for the

¹(Welsh, 1999)

²(Winkler, 1989)

³(Shah, 1998)

⁴(Jabbar, Khizar, Abbas, & Khan, 2014)

⁵(25 million broken promises: The crisis of Pakistan's out-of-school children, 2014)

⁶(Economic survey of Pakistan 2014)

⁷(National Education Policy 2009)

⁸ (ASER 2014)

education sector is 75,580 million Rupees, out of the total budget of 4,302 billion rupees. In the education budget of 75,580 million rupees, 7,240 million rupees are allocated for the preprimary and primary education. This is a paltry 10 percent out of the total education budget considering the dire situation of primary education.⁹

On the provincial front for the year 2015-16, Punjab has allocated 310.2 billion rupees to education, the expenditure on preprimary and primary education to amount around 1,135 million rupees.¹⁰ The government of Sindh has allocated 144.67 billion for the year 2015-16. It also aims to build 120 new schools.¹¹ Khyber Pakhtunkhwa has allocated 10.2 billion rupees for the education sector. AJK has allocated 11.2 billion rupees for education. Meanwhile Balochistan has allocated only Rs. 2 billion on education.¹² Out of all the provinces, Khyber Pakhtunkhwa has the highest allocation for education with regards to the total budget which is around 29% whereas Punjab has allocated 27% for the year 2015-16.

In Pakistan, financing for education is mostly supplemented by domestic sources. The problems in education administration and service delivery arise due to constant under allocations by subsequent Governments. This amounted to usually 2% of the GDP despite the Government's long term commitment to raise it to 4%. The commitment to the cause is a high priority although this doesn't necessarily translate in terms of fiscal allocation to sustain the commitment. The social sector in Pakistan, which includes education and healthcare, has always been underserved.¹³ Owing to this current situation, Pakistan requires drastic measures. If the current developmental goals are to be met, the allocation for education would roughly need to be tripled.¹⁴

The problems with educational financing also partly stem from the fact that the government faces a fiscal constraint in terms of balancing expenditures with revenue. Narrow tax base and limited tax net result in low revenue. Coupled this with declining economic growth and government's own capacity issues ultimately lead to a very narrow fiscal space to focus on social development.¹⁵

Pakistani children face multitude of problems with regards to gaining quality education as highlighted above. Improved governance of education has been identified as one way through which levels of access, quality and participation in education can be improved¹⁶. For the Article 25 A to be implemented effectively, the role of governance particularly at the local level where these School Committees (SCs) exist is imperative to study.

With the advent of devolution in 2000, there was a drastic change in the system of governance. The functions of education were devolved to the second tier of the Government. It meant that "administrative and supervisory control of schools (was) decentralized to the district levels"¹⁷ Hence, the formations of SCs were highly encouraged by the subsequent national education policies.

⁹(Federal Budget 2015-16, 2015)

¹⁰ (Government of Punjab, Annual Budget Statement, 2015-16)

¹¹ (www.par.com)

¹² Associated Press of Pakistan (http://www.app.com.pk/en/_/index2.php?option=com_content&do_pdf=1&id=344741)

¹³(PSLM 2014-15)

¹⁴(Malik & Rose, 2015)

¹⁵(Shah, 1998)

¹⁶(UNESCO, 2014)

(School Non Salary Budget)¹⁷(Saeed, 2007, p. 53)

Financing Education in Pakistan

Over the years, Governments, both provincial and federal, have generally received severe criticism for not allocating enough resources and neglecting education. However a quick look at the allocated budgets for education, from fiscal year 2010-11 to 2014-15 showcase a graduate increase, each year. Education budget for the whole Pakistan, during the fiscal year 2010-11, was Rs. 304 billion. Over the next five years, this amount doubled to more than Rs. 640 Billion during the fiscal year 2014-15. Within the recent budget, fiscal year 2015-16, a total of Rs. 734 billion are allocated for education. This is 15% higher compared to Rs. 640 billion allocated during the fiscal year 2014-15.

In 2010, under the section 9 of the Constitution of Pakistan (Eighteenth Amendment), Article 25A Right to Education, was added and politicians unanimously joined hands and committed to prioritize the goal of Education for All. This article came into effect from April 19, 2010 and over the next years, Governments, both federal and provincials, consistently raised the budget allocation for education – reaffirmation of the promise they made in 2010. Under the same amendment, the subject of education was devolved onto the provinces, so one needs to look at the education budgets allocated desegregated by provinces. Table # 1 below gives a detailed comparison of the budget that provinces have allocated to education over the fiscal years, 2010-11 to 2014-15.

Table # 1: Total Allocation for Education (Rs. Million) ¹⁸						
Provinces	2010-11	2011-12	2012-13	2013-14	2014-15	2010-15
Balochistan	19384.08	22659.65	24519.58	34898.62	40673.66	142135.591
Federal	55666	54475	65250.411	80398	84328.33	340117.741
Khyber Pakhtunkhwa	50959.99	63173.34	78145.05	96407	106835.9	395521.278
Punjab	155154.67	191978.31	220575.63	232566.34	259629	1059903.990
Sindh	23063.81	48182.69	109297.32	135546.8	149485.2	465575.789
Pakistan	304228.55	380468.99	497787.99	579816.76	640952.1	2403254.389

While the overall allocation for education increased gradually, it is also important to understand how much of the total education budget was being allocated towards primary education. This study mainly remains focused on Government primary schools. A look at the Table # 2 here shows the budget allocation for primary education in percentage terms of the total education budget. It shows that during the fiscal year 2014-15 Punjab, over other provinces, had allocated the highest percentage of the total provincial education budget for the purpose of primary education. 42% of Punjab's total education budget was allocated for primary education followed by Sindh at 39%, Khyber Pakhtunkhwa 34% and Balochistan 24%.

¹⁸ Source: Public Financing of Education in Pakistan (2010-11 to 2014-15), I-SAP.

Table # 2: Total Allocation for Primary Education (% of Total Education Budget)¹⁹

Provinces	2010-11	2011-12	2012-13	2013-14	2014-15	2010-15
Balochistan	52.78%	45.06%	21.67%	22.38%	24.22%	30.55%
Federal	5.76%	8.00%	7.20%	7.25%	7.51%	7.18%
Khyber Pakhtunkhwa	37.85%	35.24%	28.88%	46.82%	33.67%	36.72%
Punjab	46.99%	43.71%	43.07%	42.55%	41.82%	43.34%
Sindh	6.05%	35.01%	40.46%	38.96%	38.56%	37.15%
Pakistan	35.18%	36.17%	34.51%	36.31%	34.07%	35.18%

Though we now understand how much total budget was being allocated for education in each province, from fiscal year 2010-11 to 2014-15, and its portion (percentage) allocated for primary education, it is important to understand trends of budget allocation for primary education over the years – whether the budget for primary education stayed constant, increased or decreased in between the fiscal years 2010-11 to 2014-15. A look at the Table # 3 below shows that

Table # 3 below shows that during the fiscal year 2014-15 Balochistan had allocated the highest percentage increase, 26%, from previous fiscal year 2013-14, within its primary education budget. Though Khyber Pakhtunkhwa had almost doubled the allocated primary education budget between the fiscal years 2013-14, and 2012-13, but a decrease of 20% was noted in between the fiscal years 2014-15, and 2013-14. Punjab and Sindh increased their primary budget allocation, by 10% and 9% respectively, during the fiscal years 2014-15, and 2013-14.

Table # 3: Trends in Allocation for Primary Education (% change from previous year)²⁰

Provinces	2010-11	2011-12	2012-13	2013-14	2014-15
Balochistan	-	0%	-48%	47%	26%
Federal	-	36%	8%	24%	9%
Khyber Pakhtunkhwa	-	15%	1%	100%	-20%
Punjab	-	15%	13%	4%	10%
Sindh	-	1109%	162%	19%	9%
Pakistan	-	29%	25%	23%	4%

However the increase in budgetary allocation(s) may never convert into expenditures. So it is quite important to see how much of the allocated funds were actually utilized. Table # 4 below shows total expenditures on primary education as percentage of total allocated budget for primary education. If we compare the percentages, across all provinces, it shows that Balochistan maintained the highest expense to allocation ratio for its primary education, at about 113%, since the fiscal year 2010-11. Khyber Pakhtunkhwa stands second with expense to allocation ratio of about 100%, whereas Sindh and Punjab follow at about 99%, and 79% respectively.

¹⁹ Ibid.

²⁰ Ibid.

Table # 4: Total Expenditures-Primary (% of Primary-Allocation)²¹

Provinces	2010-11	2011-12	2012-13	2013-14	2014-15 ²²	2014-15
Balochistan	91.63%	98.95%	166.96%	120.68%	-	112.54%
Federal	101.50%	100.67%	135.69%	123.28%	-	117.20%
Khyber Pakhtunkhwa	96.55%	107.88%	134.61%	80.10%	-	99.92%
Punjab	25.54%	91.18%	95.03%	93.15%	-	79.14%
Sindh	81.81%	109.71%	103.44%	92.78%	-	99.21%
Pakistan	47.67%	97.03%	105.73%	92.12%	-	89.34%

The expense to allocation ratio, as highlighted above within Table # 4, shows that all the provinces on an overall level have been able to utilize almost 80% or more of the allocated budget for primary education. However the findings of our report hint that there is much more that still needs to be done. A large number of primary schools still lack basic facilities such as functional drinking water, toilet, boundary wall, electricity and other basic learning needs. It pushes us to explore how much of the funds, allocated for primary education, actually reaches government schools, and how effectively schools are prioritizing their needs and able to utilize these funds to provide for missing facilities. Our study is a step in this direction, to collect accurate data from schools whether they received funds or not, how much they received, and where did they actually utilize. We hope to use this data to generate debate among stakeholders. Especially parents and communities who are directly benefiting from these government primary schools, strengthening governance system around government primary schools aimed at improving the receipt and effectiveness of annual school grants by government schools' councils.

²¹ Ibid.

²² We were not able to timely collect the data on Primary-Expenditures for fiscal year 2014-15, so these are not published here.

Objectives

This report attempts to:

- Study the allocation of funds to schools and the processes and timelines of different kinds of funding. Mainly SC and Farogh-e-Taleem funds with respect to SCs/Parent Teacher Associations (PTAs) etc.
- Gain information about the utilization of school funds (proportion of amount spent and unspent on an annual basis) 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 the respective schools corresponding to the resources utilized.

The use and relevance of this report

The relevance of this budget tracking report is of heightened importance. Given the advent of local body's elections in the country and the rise of the debate centering on the bottoms up approach of governance gives it an added credence. Pakistan Coalition for Education continues its dedicated tradition of focusing on the governance issues has attempted to explore the level of decentralization in educational governance. Through the budget tracking we aim to find out whether the schools receive the funds for their management committees or not. Additional questions such as whether these SCs are active or not form an important basis for the foundations of citizen accountability.

The findings of this report can be used to track the workings of the SC's and participation amongst the stakeholders at local level. Moreover it can also be used to assess the level of female participation in the decision making processes. This study will be of interest to the development and education policy practitioners, civil society, legislators, academia and most essentially the general public. The basis for social accountability lies in the essence of information such as this which should be available freely.



FINANCING PUBLIC PRIMARY SCHOOLS IN PAKISTAN

Modes of financing Govt. Primary Schools in Pakistan

School Council

Establishment of school based community level bodies, called School Councils (SCs) or Parent Teachers Associations (PTAs)²³, came in as an effort to devolve financial and administrative matters to the level of each government school. The idea of devolvement is simple and straightforward; the members of each SC, since 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 a large stake 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 through 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 SC consists of five to seven members entrusted with the task of managing their school's improvement activities. School council members include school teachers, parents and other active local community members who are enthusiastic to participate in the development activities of the school to improve the quality of education. 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 an important role in advocating school's activities, creating a conducive learning environment around 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.

Structure of a School Council

Each SC consists of a general body and an executive body²⁴. 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 members²⁵. The Executive body is made up of the school's head teacher, parent members as well as other local community members who are enthusiastic to participate in the school's development 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 teacher of each school co-signs monetary / bank transactions involving SC funds,²⁶ whereas the other co-signatory is always a parent member. Each SC's executive body should regularly meet at least

²³ Different terms are being used for School Councils (SC) in each province: in Sindh, they are called School Management Councils (SMCs), whereas in Khyber Pakhtunkhwa they are known as Parent Teachers Associations (PTA). Henceforth in this report they shall be referred as SC for simplicity purposes.

²⁴ SMC guidelines for Sindh only mention this division of executive / 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.

²⁵ In Sindh executive body consists of five members, whereas in Punjab it has at least seven members. In Khyber Pakhtunkhwa it can have eight members

²⁶ In Punjab, head teacher is co-chairperson of an SC, whereas in Sindh and Khyber Pakhtunkhwa he / she holds general secretary's office.

once each quarter (for Punjab and Khyber Pakhtunkhwa) or at least once a month (for Sindh) and call a general body meeting on an annual basis.

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. Thereafter, the head teacher of the school, in collaboration with the designated official from District Education Department, is responsible to hold 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.

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 school'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 local district 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

Where can School Council funds be utilized?

SC funds can be mainly utilized for any repair and maintenance work, health & hygiene related expenses and expenses incurred on the transport / pick and drop of students. SC funds can be used for the following activities:²⁷

- renovation of school furniture
- renovation work 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.
- recruitment of temporary teaching staff

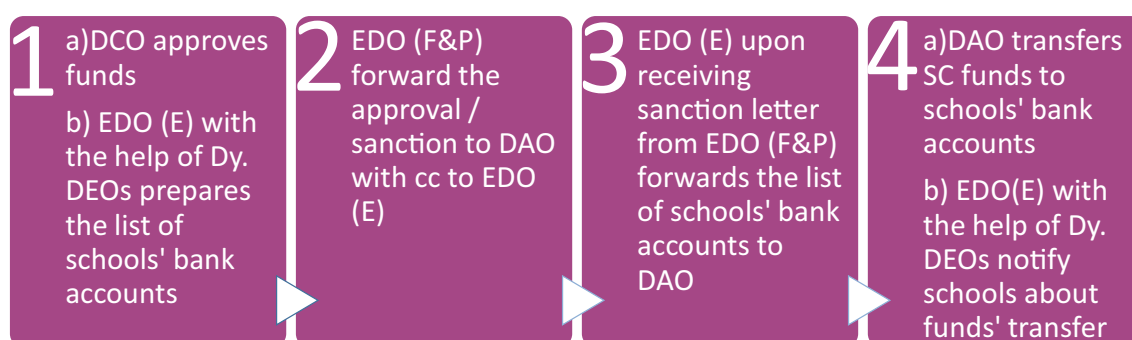
²⁷ This is just a tentative list for an idea. Actual school expenses could be different

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 about the transfer by the EDO (Education).

The district government is responsible to complete 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 funds²⁸ on an annual basis directly to SC bank accounts with the help of the State Bank of Pakistan. **For the year 2014-15, 1.75 billion rupees were earmarked for the school management committees²⁹.** 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.

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 summary of all of their incomes / expenses on the school's notice board – **social accountability and transparency.**

²⁸ Different 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.

²⁹(State of Pakistan's Children 2014)

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. Last year, 2013-14, the government of Punjab, as a pilot initiative implemented in a few districts, replaced these fixed school council's grants with 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 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 Program³⁰. A comparison of the allocated funds for these nine districts in the fiscal year 2011-12 (based on fixed entitlement) with the fiscal year 2013-14 (based on needs' based formula) is mentioned in the table below. Overall, for these nine districts, Rs. 1,015.28 million was allocated within FY 2011-12 under the old method, whereas a total of Rs. 3,400 million was allocated within FY 2013-14 based on the new scheme (need based formula)³¹.

Comparison of the allocated funds between FY 2011-12 and FY 2013-14 ³²			
Sr.No	Districts	Entitlement for FY 2011-12 (Provincial+District) (Rs. Millions)	NSB Entitlement FY 2013-14 (Rs. Millions)
1	Chakwal	91.05	231.01
2	Chiniot	77.33	190.51
3	Khanewal	78.14	408.43
4	Muzaffargarh	137.97	451.19
5	Nankana Sahib	68.35	170.65
6	Okara	89.92	396.8
7	Rahim Yar Khan	261.45	550.87
8	Sargodha	128.49	511.86
9	Sialkot	82.58	488.67
	Total	1015.28	3400

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

- i. Purchase of any land
- ii. Any activities outside the school
- iii. Purchasing vehicles

³⁰(PESRP 2014)

³¹ ibid

³² ibid

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 schools³³.

- **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 2011-12³⁴. 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' travelling, 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 through voluntary contributions from philanthropists, alumni, students and parents. All of the contributions are to be credited within 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 activities³⁵:

- Provision of free textbooks/ stationery to students in need
- Education stipends to the needy
- Maintenance and repair of the school's 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

³³ NSB Guidelines, PMIU, PESRP

³⁴ These funds are previously already being allocated for secondary and higher secondary schools.

³⁵ Punjab Free and Compulsory Education Act 2014

Methodology

Coverage and Methodology of the Study

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 was scaled up to 24 districts, covering Punjab (10 districts), Khyber Pakhtunkhwa (five districts), Sindh (six districts), Balochistan (two districts) and Azad Kashmir (one district).

When the study was being piloted last year, we had the goal to expand the research study to cover all of Pakistan and survey all the districts across Pakistan on an annual basis. However, in 2015, due to constraint of resources, we could only reach out to 24 districts. Three districts, surveyed last year, were retained whereas 22 new districts were added to the sample randomly and proportionately across provinces / territories. All efforts were made to maintain the highest level of data quality and field enumerators having similar capacity were involved across all the districts. The research team keenly looked into the feedback / challenges from the pilot study, conducted last year, to further improve the survey instruments. The survey questionnaire was also updated with a few new questions. The questionnaire (**Annex Two**) was piloted within the government schools by the research team and finalized by the donor.

Like last year, school based surveys were conducted, with the help of Pakistan Coalition for Education's (PCE) partner organizations in their respective districts, to collect first-hand ground information about whether government schools are receiving their annual grants in a timely manner or not. Information about when and where these funds were utilized by the schools was also collected. Missing facilities were also tracked as a part of our study. The research team itself took the lead and trained all the enumerators across Pakistan. They were given hands on practice of filling the questionnaire through in-house mock surveys. Within each district, a district coordinator was appointed who not only led all the enumerators but also regularly monitored the data collection through surprise visits and telephonic verification. The district coordinators were also assigned to double check the data from 10% randomly selected schools, selected by the research team. Once the data was collected from a district, the research team thoroughly assessed and cross-matched all the variables.

The findings in the current report are based on the data collected from 24 districts; the research team decided to drop the data collected from one district due to quality of data and administrative reasons.

The focus of our study was government primary schools; updated lists of government primary schools were collected from the relevant government offices: 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, Government of Balochistan, Planning and Development Department Muzaffarabad.

Sample size was calculated at 95% confidence level with a 10% confidence interval. Having added a few additional schools, since there could always be some non-response rate, a sample of 100 schools from each district was drawn. These schools were randomly selected, proportional to the number of total schools in each tehsil³⁶ and boys' & girls' schools. For the three districts (Bahawalpur, Mardan, and Sukkur), where we had surveyed schools last year, half of the sample was randomly drawn out of the schools surveyed last year, whereas the other half was randomly drawn from the remaining schools in

³⁶Tehsil is a sub-administrative unit within a district.

these respective districts³⁷. District-wise detail of the total schools within each district and the drawn samples is as follows:

#	Province / Territory/ District	Total Primary Schools					Sampled Schools				
		Boys'	%	Girls'	%	Total	Boys'	%	Girls'	%	Total
	Balochistan (2 districts)	389	69%	175	31%	564	137	69%	63	32%	200
1	Quetta	243	70%	104	30%	347	70	70%	30	30%	100
2	Ziarat	146	67%	71	33%	217	67	67%	33	33%	100
	Khyber-Pakhtunkhwa (5 districts)	3047	60%	2064	40%	5111	551	61%	350	39%	901
3	Malakand	338	60%	228	40%	566	60	60%	40	40%	100
4	Mardan	810	58%	589	42%	1399	54	53%	48	47%	102
5	Nowshera	429	55%	344	45%	773	56	56%	44	44%	100
6	Swabi	612	58%	443	42%	1055	58	58%	42	42%	100
7	Swat	858	65%	460	35%	1318	65	66%	34	34%	99
	Punjab(10 districts)	4964	47.33%	5525	52.67%	10489	454	45.31%	548	54.69%	1002
8	Bahawalpur	812	55%	667	45%	1479	55	54%	47	46%	102
9	Chakwal	346	48%	375	52%	721	47	47%	52	53%	99
10	Chiniot	179	34%	350	66%	529	33	33%	66	67%	99
11	Hafizabad	222	42%	311	58%	533	42	42%	59	58%	101
12	Kasur	533	50%	528	50%	1061	50	50%	50	50%	100
13	Lodhran	196	35%	367	65%	563	34	34%	66	66%	100
14	Mianwali	454	42%	626	58%	1080	42	42%	59	58%	101
15	Muzaffargarh	696	47%	782	53%	1478	48	48%	53	52%	101
16	Rahimyar Khan	1141	49%	1200	51%	2341	48	48%	51	52%	99
17	Sahiwal	385	55%	319	45%	704	55	55%	45	45%	100
	Sindh (6 Districts)	6227	83%	1239	17%	7466	501	83%	100	17%	601
18	Dadu	1512	84%	295	16%	1807	83	84%	16	16%	99
19	Hyderabad	555	75%	183	25%	738	75	75%	25	25%	100
20	Karachi East	166	72%	65	28%	231	72	72%	28	28%	100
21	Mirpur Khas	1352	84%	266	16%	1618	84	83%	17	17%	101
22	Naushero Feroze	1748	86%	274	14%	2022	86	87%	13	13%	99
23	Sukkur	894	85%	156	15%	1050	87	85%	15	15%	102
	AJK (1 district)										
24	Muzaffarabad	327	56%	262	44%	589	56	55%	45	45%	101

³⁷We were unable to match two of the schools, from District Mardan, which were surveyed last year with current schools' list. So we considered that these were not surveyed last year i.e. these were dropped from last year's sample list before we drew 50% sample out of that.

Survey Instruments³⁸

The survey instruments were developed by the research team in collaboration with PCE. Survey questionnaires sought to collect three types of information: (i) school demographics (students' enrollment and attendance, teachers' appointment and attendance); (ii) status of received funds and its utilization; (iii) status of schools' infrastructure (such as toilets, boundary wall, classrooms etc.) as on the date of survey.

After the initial review, instruments were tested in the government schools and improvements were made accordingly to further enhance the smoothness of the data collection process and therefore improve accuracy. For data collection, PCE's partner organizations, in their respective districts, were delegated the task to conduct school based surveys through their field enumerators. However, field enumerators were trained by the research team and in-house mock surveys were conducted after each training session to ensure that the enumerators thoroughly understood each and every question within the survey questionnaire.

Surveyors visited each of the sampled schools along with copies of permission letters, issued by the district education authorities, to survey the school. Once within the school, surveyors obtained information by interviewing the head teacher; schools where the head teacher was not available, the second senior teacher was interviewed instead. Schools, where both of these teachers were not available were visited on a later date by the surveyor. Information regarding funds / grants was directly collected from financial documents such as bank passbooks, SMC registers and FTF registers. Schools where financial documents were not available / maintained, information was collected based on the re-call of the interviewee.

Limitations of the study

Although the study aims to hold accountable the people involved in school 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 complex and verifying a certain fund can become a very tedious job.

³⁸ Survey questionnaire is annexed as Annexure # 01

FINDINGS

FINDINGS

NATIONAL

Narrative National

Sample Composition

- Do Schools Get Money? In 2014, the research study was piloted in three districts across three provinces except Balochistan. In 2015, we were able to scale-up our study to 24 districts, covering Punjab (10 districts), Sindh (6 districts), Khyber Pakhtunkhwa (5 districts), Balochistan (2 districts) and Azad Kashmir (1 district). On an overall level, 100 schools per district were sampled to provide a margin for closed schools or missing information. Updated school lists, taken from relevant government departments, were used for sampling. The sample was drawn using proportionate sampling with respect to the number of schools for boys and girls and the total government primary schools in each tehsil. For the purpose of our study, we only surveyed government primary schools.
- Data was collected from a total of 2,312 schools, of which 1,376 were boys' schools and 716 were girls' schools. Information pertaining to student enrollment and attendance, teacher demographics, school management councils' structure and missing facilities was gathered from all these schools.

Indicator 1: Student Information

Student 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 24 students per class in class one to only 13 students per class in class five. The average class size for boys' schools was 24 students in class one and only 14 students in class five. On average, enrollment in girls-

schools' was also 24 in class one which dropped to 12 in class five.

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

The average attendance rate of the surveyed schools was found to be about 84%. Approximately 16% of the students, in the surveyed schools, were absent on the day the survey was conducted. Student 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: Teacher Information

Teacher Absenteeism

- **One in every 13 teachers was absent on the day of the survey.**

Approximately 92% of the teachers, in the surveyed schools, were present on the day the survey was conducted. Teacher 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 half of the surveyed schools had either one or two teachers to teach all the classes.**

Out of the total 2,312 surveyed schools, about 19% schools were one-teacher schools, while 32% were two-teacher schools. About 19% schools reported having three teachers, 11% had four teachers, whereas the remaining 20% schools had five or more teachers.

Teacher Qualifications

- **A majority of the teachers had a bachelors or master's degree as their highest qualification.**

Out of the total 12,079 teachers, whose information was gathered, 32% had a master's degree while 36% had a bachelor's degree as the highest qualification. 16% of

the teachers had completed Intermediate while 15% of the teachers were matric qualified.

- **32% of the teachers appointed in boys' schools had a master's degree – the percentage was slightly lower in girls' schools.**

About 31% of the teachers in girls' schools had a master's degree as their highest qualification whereas 32% had a master's degree in boys' schools. Bachelor's degree was the highest qualification of about 38% of the teachers in boys' schools, while 33% of the teachers in girls' schools had a bachelor's degree.

Teacher Certifications

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

41% of the teachers in the surveyed schools had only PTC as their highest certification. The next major certification, B. Ed (Bachelor's in Education), was held by 31% of the teachers. Only 12% of the total teachers had a M. Ed (Master's in Education) certification, while 5% of the teachers had no certification at all.

Indicator 3: SC Structure

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

88% of the surveyed schools had an active SC while 12% of SCs were found to be inactive. In 61% of the surveyed schools, where an active SC was present, SC meetings were conducted on a monthly basis. 18% of these schools reported having meetings on a quarterly basis while only 6% of schools had half yearly SC meetings. A greater percentage of girls-schools' SCs (67%) than

boys-schools' SCs (57%) met on a monthly basis.

- **A vast majority of SC members had formal education below matriculation.**

Detailed information on the qualifications of SC members revealed that approximately 48% had either no qualification or their highest year of schooling was below matriculation. Only 24% had matriculation as their highest qualification and about 18% of the total SC members had a bachelor's or master's degree.

Indicator 4: SC Grants Information

Receiving of Funds

- **Almost one-third of the surveyed schools did not receive SC funds in the previous fiscal year.**

Only 68% of the surveyed schools reported having received the funds during the fiscal year 2014-15, while 32% did not receive any funds.

- **A majority of the surveyed schools received SC funds towards the end of the fiscal year.**

50% of the surveyed schools that had received funds had them transferred late, that is, during the third quarter of the fiscal year 2014-15. Only about 34% of the schools, which reported to have received the funds, had them before December 2014.

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

About 63% of the total surveyed boys' schools reported to have received SC funds, whereas the percentage was higher for girls' schools as 77% of them reported to have received SC grants.

Utilization of Funds¹

- **Almost half of the funds utilized was used on new installations. The other major usage categories were repair and maintenance (23% utilization) and whitewash (9% utilization).**

¹This utilization of funds is not just restricted to the funds received in FY 2014-15.

On average, 50% of the total SC funds utilized within the fiscal year 2014-15 was spent on new installations, making it the major category. Following this, repair & maintenance and whitewash categories utilized 23% and 9% respectively of the total utilized amount. The remaining funds were utilized (in descending order) on stationery, utility bills, para-teachers' salaries, uniforms and sweeper salaries.

- **Schools utilized more funds during the second half of the fiscal year 2014-15.**

By December 2014, only 41% of the total utilized funds, of the whole fiscal year, was used by the schools. However during the third quarter alone, i.e. Jan-Mar 2015, the schools reported to have utilized about 41% of the total utilized funds.

Indicator 5: Farogh-e-Taleem Fund (FTF) Information

Collection of Funds

- Only schools situated within Punjab collect FTF as a monthly fund. Schools in other provinces did not report having collected any such fund.

Utilization of Funds

- **FTF was equally utilized within the first half of the fiscal year and within the second half of the fiscal year 2014-15.**

Of the total FTF utilized by the schools during the fiscal year 2014-15, 45% was utilized during the first half of the fiscal year, i.e., by December 2014, whereas 55% utilization was done during the second half of the year. In March 2015, the highest utilization of the funds (as a percentage of total funds utilized) was noted at 15%.

Indicator 6: School Facilities

School Facilities

- Approximately 57% of the schools did not have a usable toilet facility.
- About 26% of the surveyed schools did not have access to a clean drinking water facility.
- Only 78% of the schools had a complete boundary wall.
- 90% of the schools reported to have received free textbooks from government during the last academic year. Access to library books in schools, however, was quite limited at only 13%.

School Facilities- Disaggregated by Gender

- **A larger proportion of girls' schools as compared to boys' schools had access to water facility, had a complete boundary wall and access to electricity and toilet facilities.**

Approximately 70% of the boys' schools had a complete boundary wall, whereas the percentage was relatively higher for the girls' schools at 80%. Similarly, a larger proportion of the boys' schools, at 64%, did not have access to a toilet facility compared to 47% of the girls' schools. 71% of the surveyed boys' schools had a boundary wall compared to 88% of the girls' schools. Likewise, the proportion of girls' schools with electricity (81%) was much higher than boys' schools (about 69%).

- **Girls' and boys' schools had equal access to free textbooks; however, access to library books was relatively higher in girls' schools than in boys' schools.**

91% of the surveyed girls' schools and 90% of the surveyed boys' schools reported to have received free text books. Additionally, students in 15% of the girls' schools had access to library books in contrast to 11% of the students in boys' schools.

Indicator 7: Right to Information

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

Only 48% of the surveyed schools had boards to display information about students' attendance. This percentage was even lower for display boards for SCs' grant and SC members' information, at 21% and 38% respectively.

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

Only 38% of the surveyed schools had updated and visible student attendance boards, while only 17% had updated and visible grant information boards. Of the 38% schools that had display boards for SC members' information, a majority of them (76%) had updated information of their SC members.

Provincial Comparisons

Average school enrollment

- **Surveyed schools in Khyber Pakhtunkhwa had, on average, the highest per school enrollment; Azad Kashmir had the lowest per school enrollment.**

Of the surveyed schools within Khyber Pakhtunkhwa, the average school size was found to be 190; this was slightly lower for surveyed schools in Punjab, at 110. Schools in Sindh had, on average, 99 students enrolled. Surveyed schools within Balochistan had, on average, a total enrollment of 76, whereas schools within Azad Kashmir (Muzaffarabad) had only 50 students enrolled. Overall, the average across all the provinces was 120 students per school.

Students' attendance rate

- **Students' attendance rates were highest in Punjab and lowest in Sindh.**

The average attendance rate across surveyed schools in Punjab was 89% in contrast to 75% for schools in Sindh. Overall, the average attendance rate across all surveyed schools came out to be 84%.

One-teacher schools

- **37% primary schools in Sindh and 36% in Balochistan are only one-teacher schools.**

Out of the surveyed schools in Sindh and Balochistan, about 37% in Sindh and 36% in Balochistan had only one teacher to teach all the classes. About 40% of the schools in Punjab, 30% in Khyber Pakhtunkhwa, and 72% in Azad Kashmir (Muzaffarabad), had two teachers to teach all the students enrolled within primary classes.

Teachers' qualification

- **Sindh has the highest proportion of teachers with at-least a Bachelor's degree.**

About 77% of the teachers, across surveyed schools within Sindh, reported to have at-least a Bachelor's degree. This ratio was slightly lower for teachers in other provinces – 69% for Punjab, 64% for Khyber Pakhtunkhwa and 58% for teachers in Balochistan.

School Council meetings

- **A majority of schools in Punjab are regularly conducting their SC meetings on a monthly basis.**

A vast majority of the surveyed schools in Punjab (84%) reported that they conduct their SC meetings on a monthly basis. This proportion was lower for Khyber Pakhtunkhwa (44% surveyed schools) and even lower for Sindh (29% of the surveyed schools).

SC funds' receiving

- **Over 90% schools in Punjab and Khyber Pakhtunkhwa reported to have received SC funds.**

94% of the surveyed schools in Khyber Pakhtunkhwa and 90% of schools in Punjab reported to have received SC funds during the last fiscal year 2014-15. This ratio was lower for the surveyed schools in Sindh (at about 37%), and even lower for schools in Balochistan (only 4% of the surveyed schools reported to have received SC grants during last year).

SC funds' utilization by each school

- **Schools in Punjab reported to have utilized the maximum funds during last year.**

The survey reveals that schools in Punjab, on average, spent about Rs. 57,167 during the last fiscal year, whereas surveyed schools in Khyber Pakhtunkhwa utilized Rs. 36,674. The figures were lower for schools in other provinces – Rs. 5,844 for Sindh, Rs. 446 for Balochistan and Rs. 499 for Azad Kashmir.

Right to Information – display boards in government schools

- **About half of the surveyed schools in Punjab and Sindh had displayed information on children's attendance.**

About 49% of the surveyed schools in Sindh and about 44% of the surveyed schools in Punjab had publicly displayed information about children's attendance. This was lower in other provinces – 29% for Khyber Pakhtunkhwa, 23% for Azad Kashmir and only 4% for Balochistan.

Schools' facilities

- **About 75% of the surveyed schools in Khyber Pakhtunkhwa and 93% of schools in Punjab have water facility.**

Majority of the surveyed schools in Punjab (about 93%) had functional water facilities. This was slightly lower for other provinces – about 75% of the schools in Khyber

Pakhtunkhwa, 64% in Sindh, 28% in Azad Kashmir (Muzaffarabad), and 23% in Balochistan had functional water facilities.

- **Almost half of the surveyed schools in Punjab and Khyber Pakhtunkhwa do not have toilet facility – the situation is even worse in other provinces.**

About 55% of the surveyed schools in Punjab and 51% in Khyber Pakhtunkhwa reported to have a functional toilet facility for students and their teachers. The situation in other provinces is worse – about 27% of the surveyed schools in Sindh and 17% in Balochistan and Azad Kashmir have this facility.

- **About 80% of the surveyed schools in Punjab, Khyber Pakhtunkhwa and Balochistan have a complete boundary wall.**

About 80% of the surveyed schools in Punjab, Khyber Pakhtunkhwa and Balochistan have a complete boundary wall. The situation, however, is relatively worse in Sindh (65% schools) and Azad Kashmir (34% schools).

- **Almost 90% of schools in Punjab have electricity in comparison with 80% of schools in Khyber Pakhtunkhwa.**

About 90% of the surveyed schools in Punjab have an electricity connection in comparison with 80% of the surveyed schools in Khyber Pakhtunkhwa. The situation is worse in other provinces as only about 65% of the surveyed schools in Sindh, 22% in Balochistan, and 11% of Azad Kashmir have electricity.

- **Over 90% of schools in all provinces reported to have received free textbooks.**

Almost 95% of the surveyed schools in Punjab, Khyber Pakhtunkhwa and Balochistan reported to have received free textbooks. This ratio was slightly lower for the surveyed schools in Sindh (91% schools). In contrast, only 7% of the surveyed schools in Azad Kashmir acknowledged to have received free textbooks.

Surveyed schools

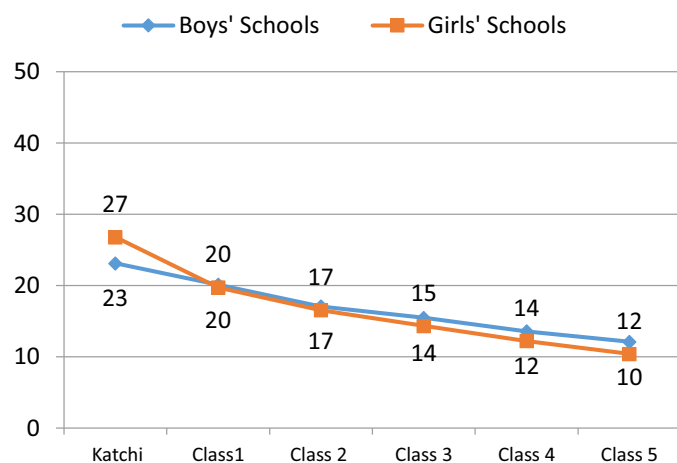
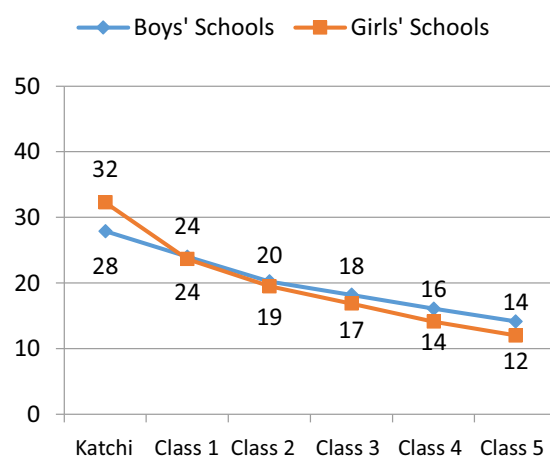
Surveyed schools by type

Boys	Girls	Total
1,376	936	2,312

Students information

Enrollment and Attendance

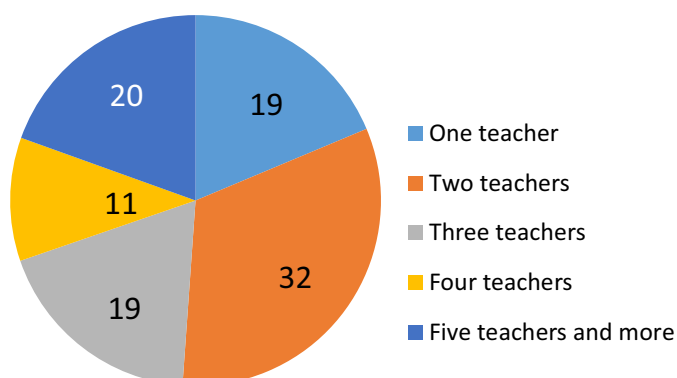
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	30	24	20	18	15	13	120
Average Attendance	25	20	17	15	13	11	101
Attendance Rate (%)	83	84	85	85	85	86	84

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

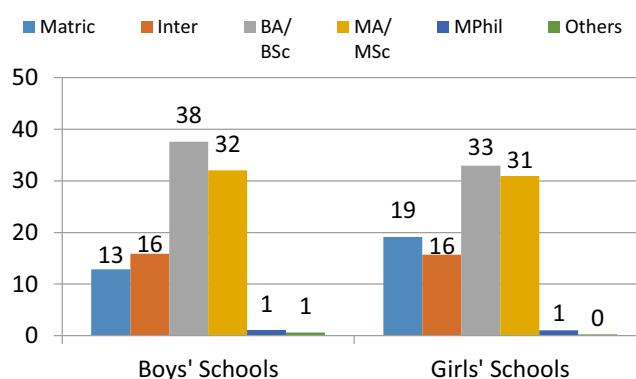
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	2235	4856	168	7259
Attendance	2107	4442	157	6706
Attendance (%)	94	91	93	92

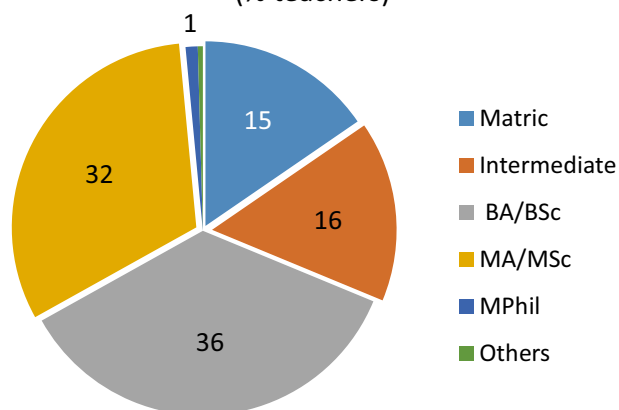
Teachers-wise number of schools



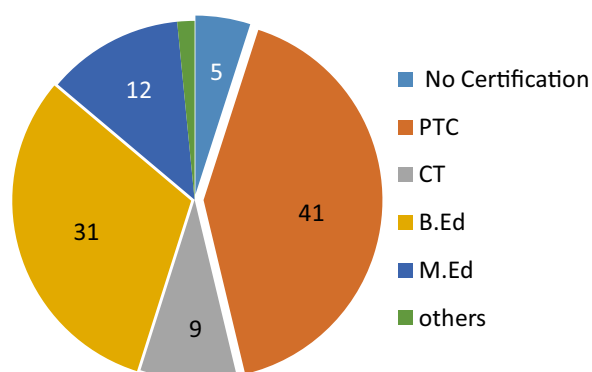
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

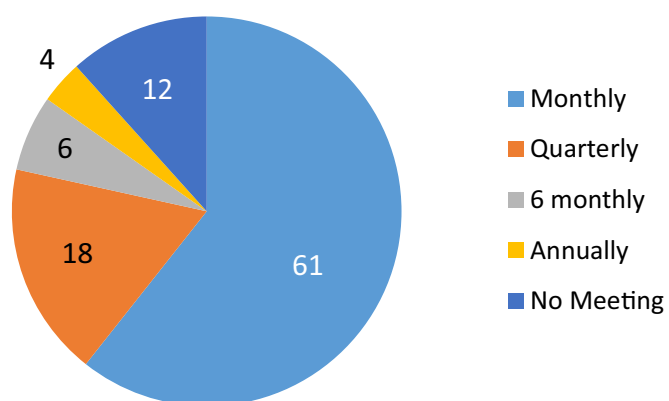


SMC Structure

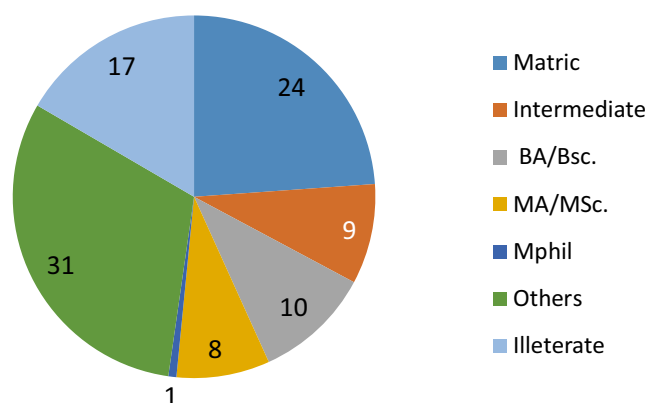
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	88	12	100

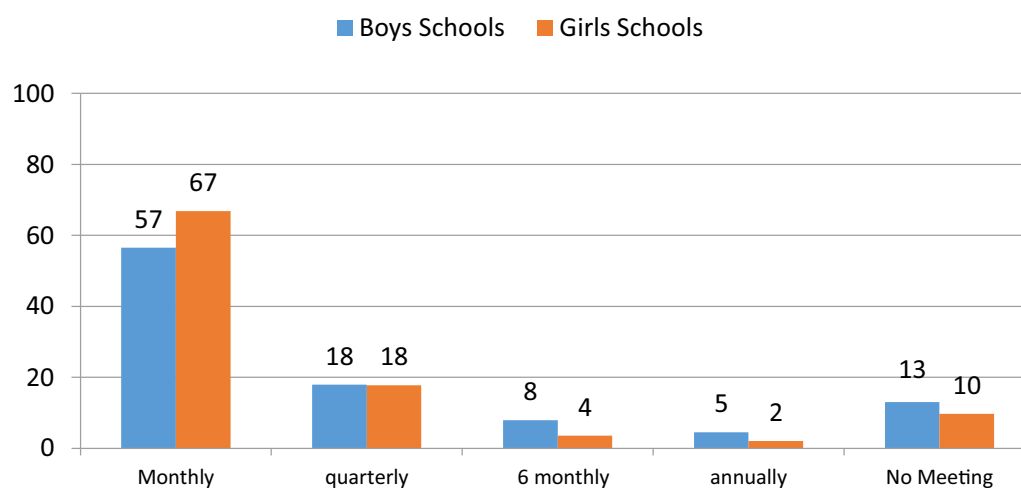
How often are SMC meetings conducted? (% schools)



Qualification of SMC Members (% members)

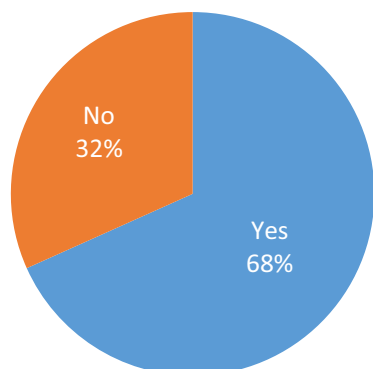


How often are SMC meetings conducted? (% schools)

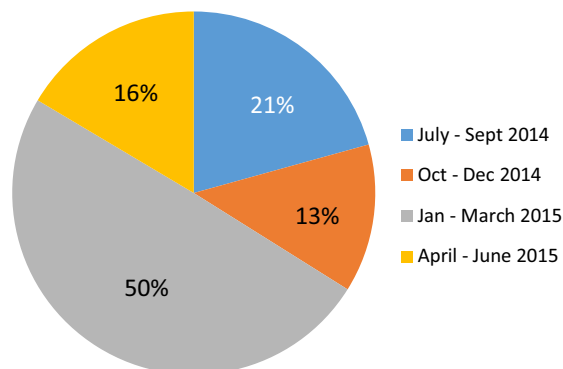


SMC/NSB Grants' Information

Did the schools receive SMC funds?
FY 2014-15



In which quarter did schools
receive funds? FY 2014-15



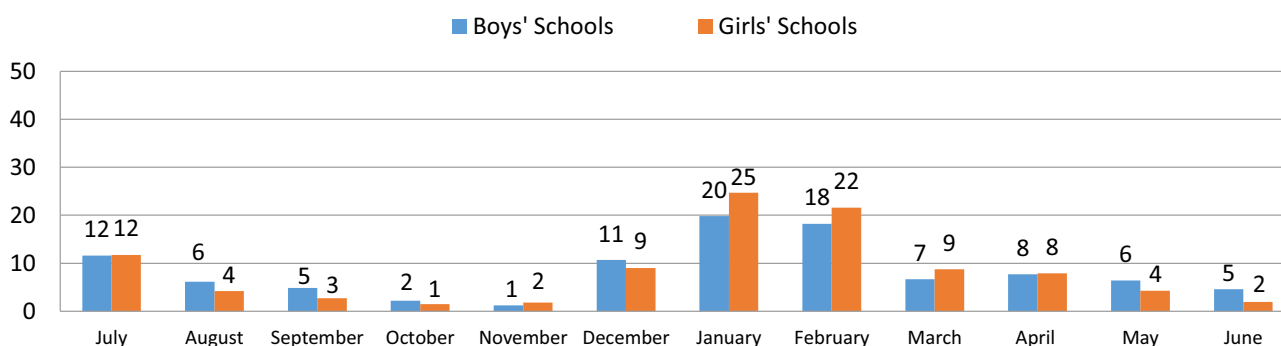
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	3990	2012	1282	929	661	6166	7452	8315	4471	3435	2585	731	42029
Number of schools received (total)	265	118	87	42	34	224	503	450	174	177	122	75	
Funds / amount utilized (average)	3857	2322	1928	1614	1680	2280	6153	3933	4250	3908	1821	-*	33771

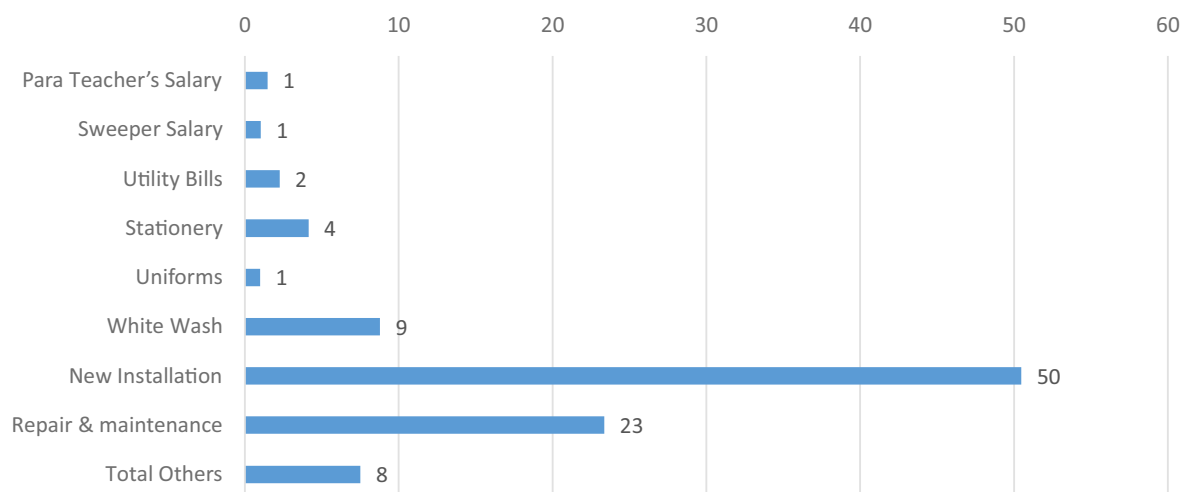
*Utilization record was not available

School received SMC funds
(% schools)



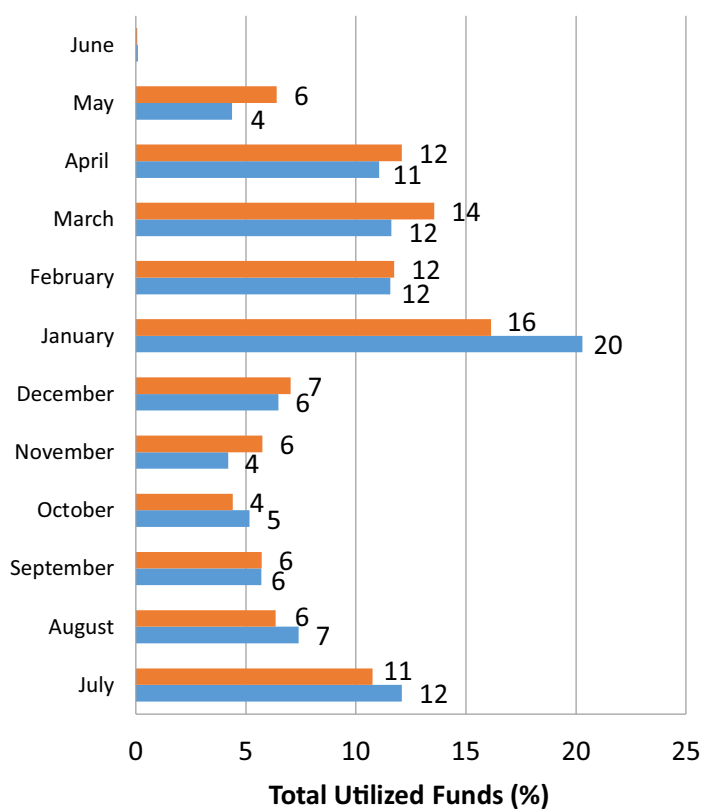
SMC/NSB Grants' Information

Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)

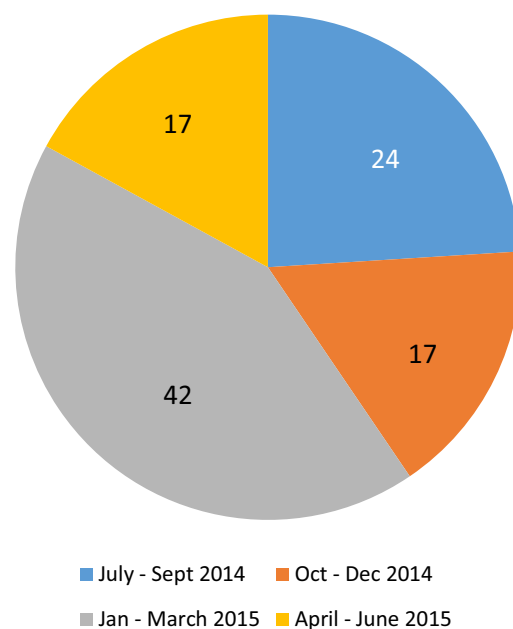


Utilization of SMC funds -
(% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



Quarterly utilization of SMC funds -
(% utilized fund)

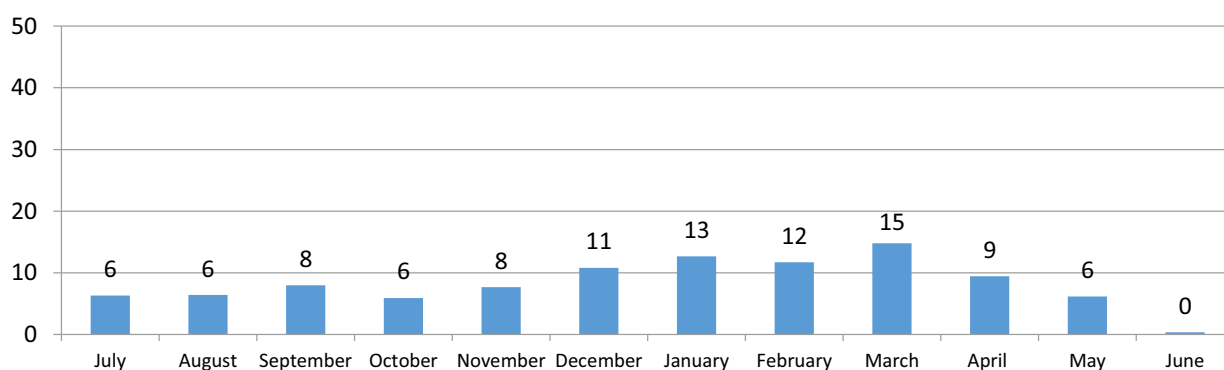


Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1849	1754	1646	1686	1727	1741	1770	1758	1720	1743	1838	1121

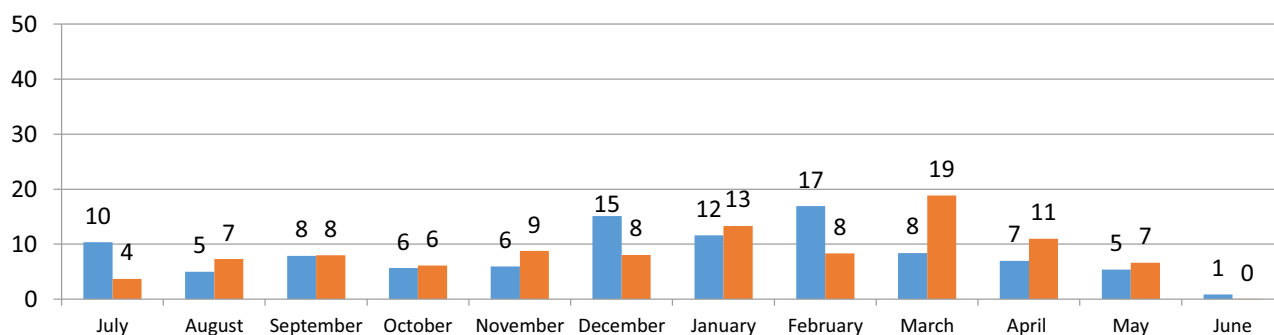
*FTF is collected in Punjab only

Utilization of Farogh-e-Taleem fund - month-wise (% utilized funds FY 2014-15)



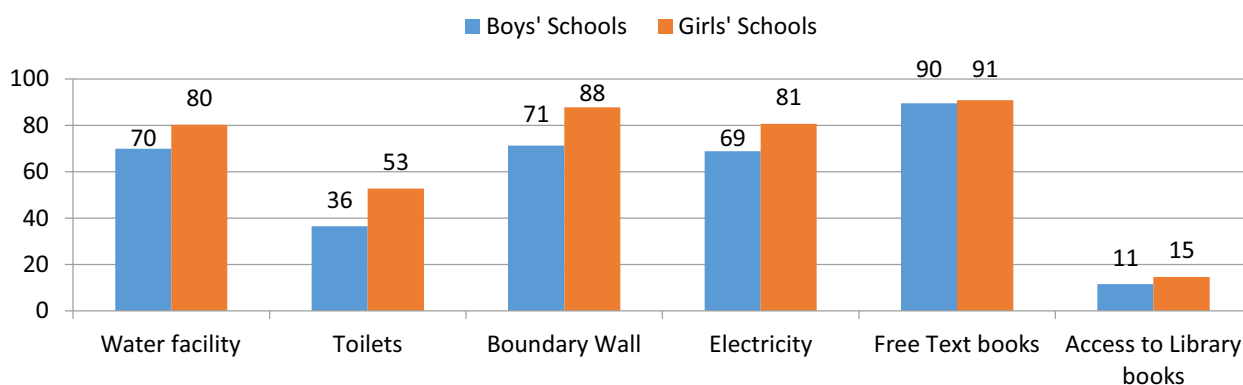
Utilization of Farogh-e-Taleem Fund (% utilized funds FY 2014-15)

Boys Schools Girls Schools



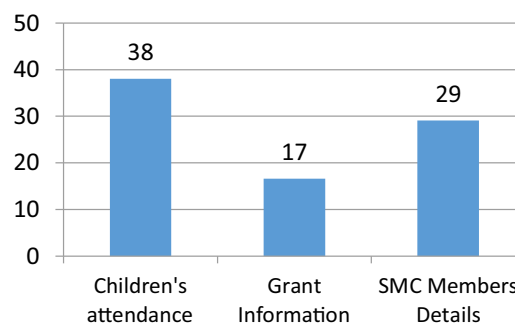
Schools facilities

Schools facilities	Schools with facilities (%)
Water facility	74
Toilets	43
Boundary wall	78
Electricity	74
Free text books	90
Access to library books	13

School Facilities by school type
(% schools)

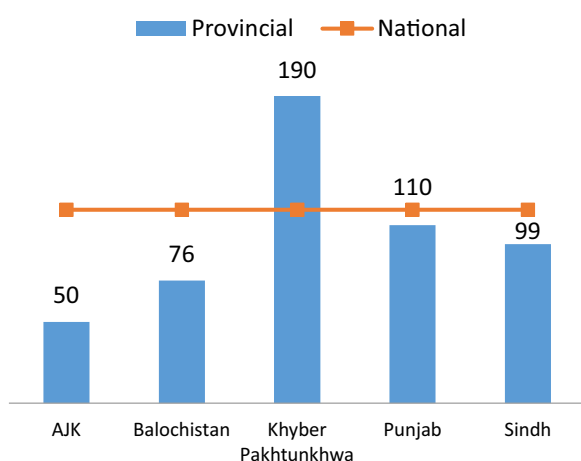
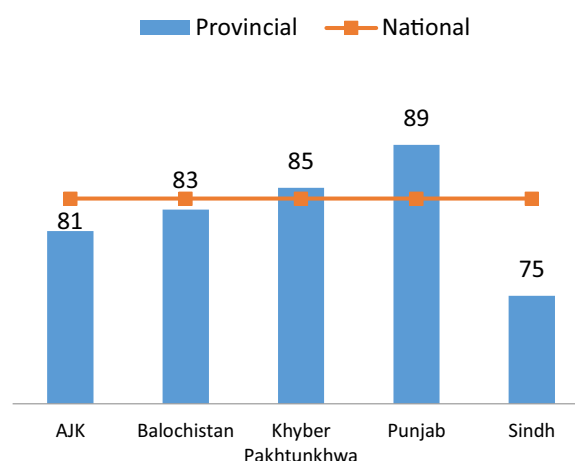
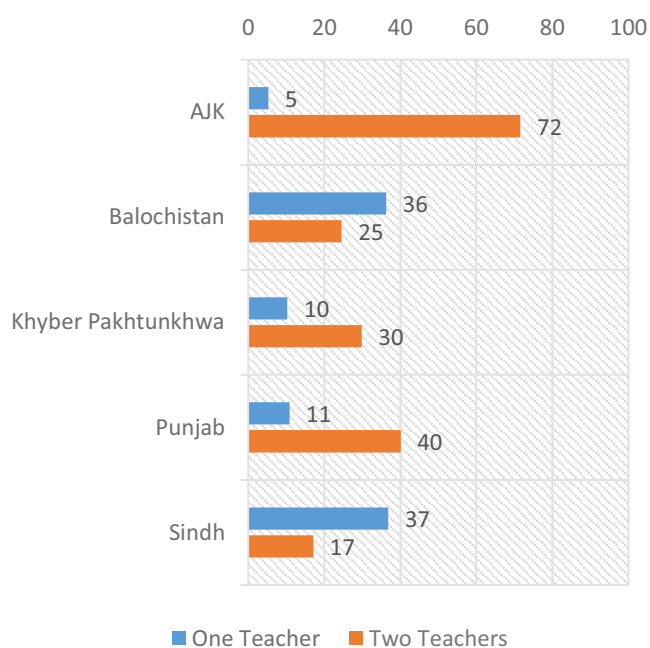
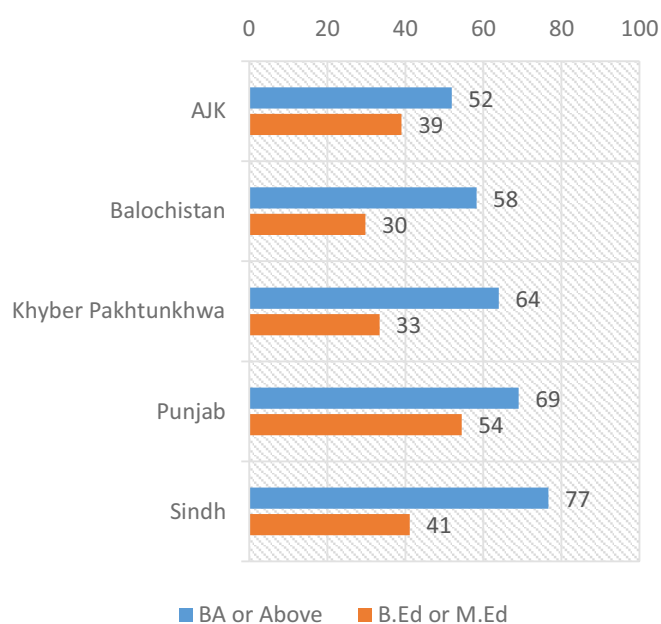
Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	48	40	38
Grant information	21	16	17
SMC members' information	38	31	29

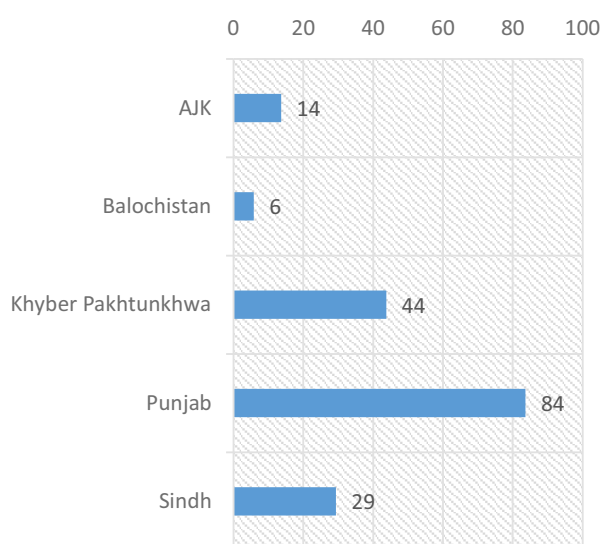
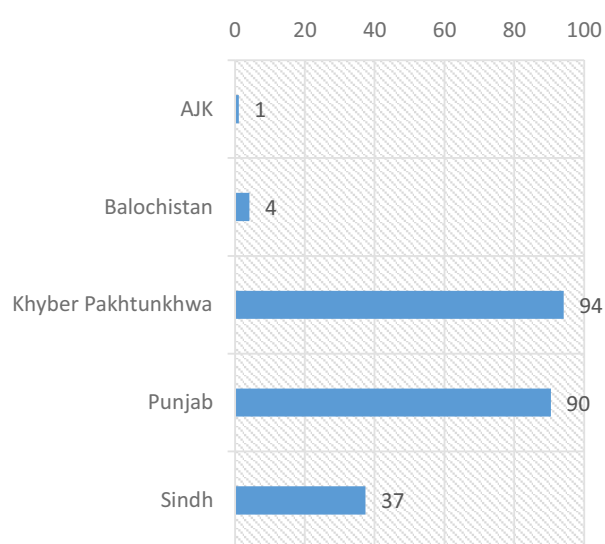
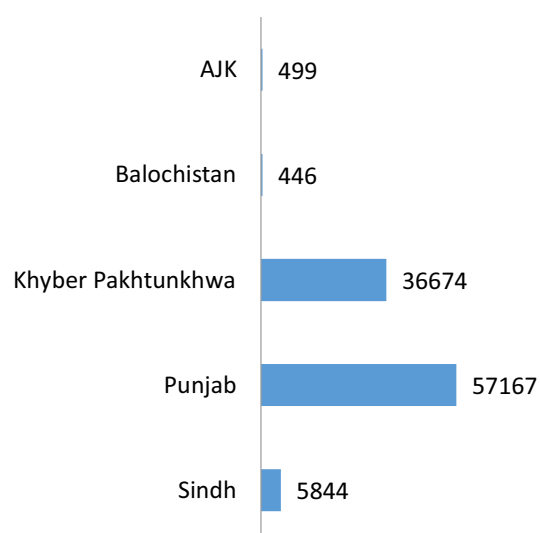
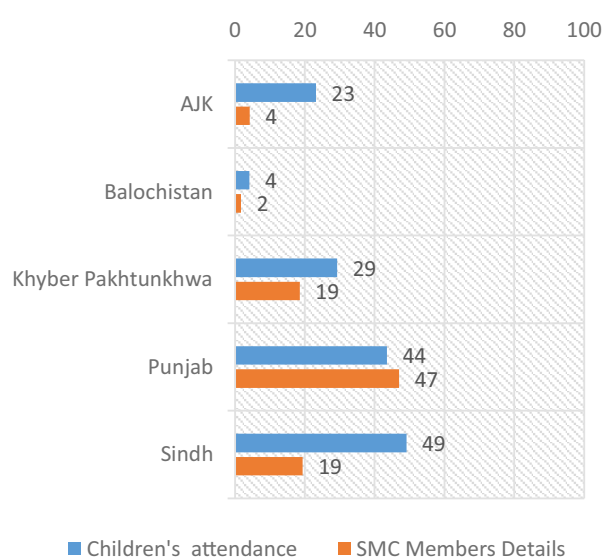
Display Boards Available & Update
(% schools)

Provincial Comparison

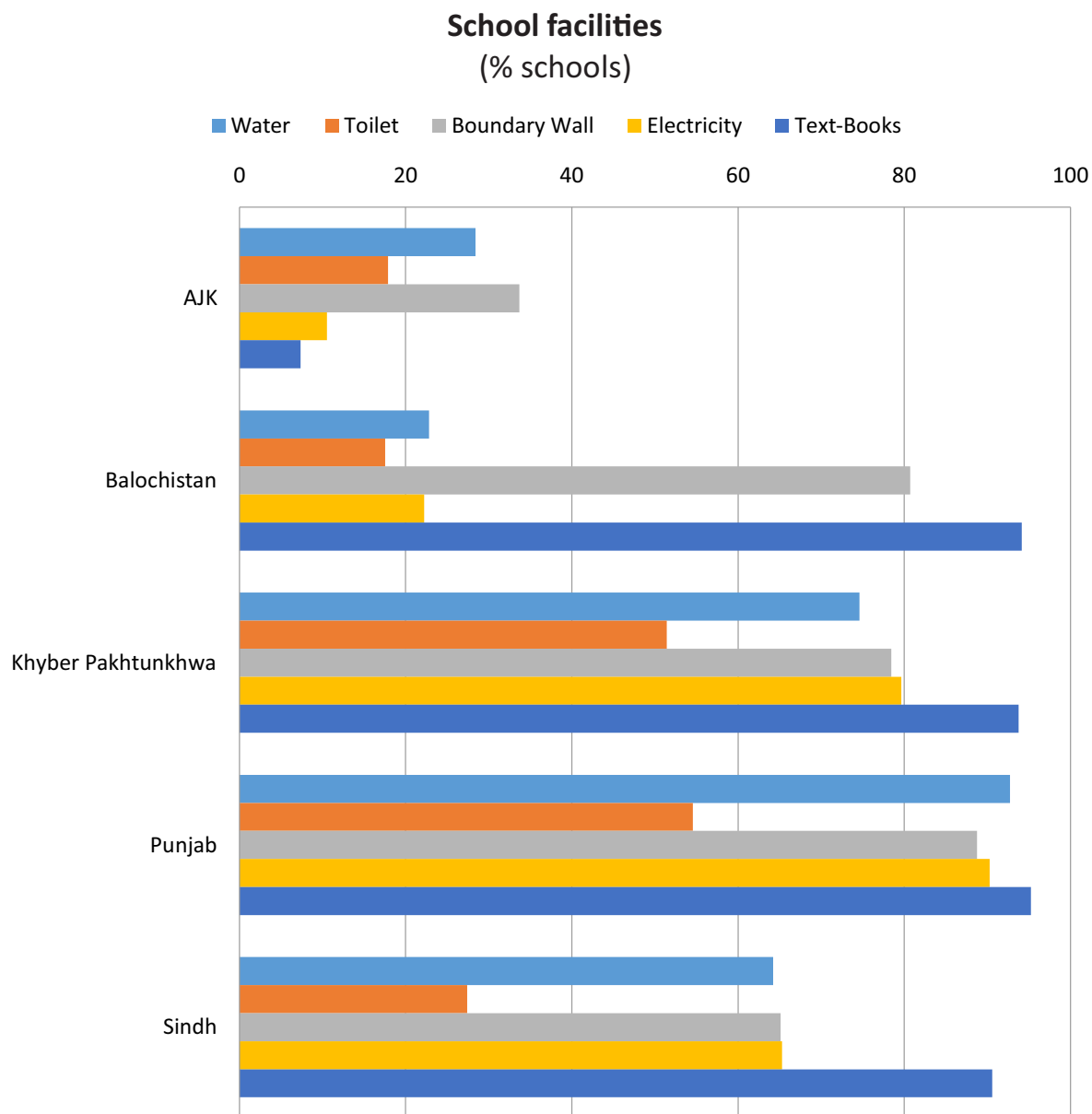
Students & Teachers

Students' Enrollment
(average students)Students' Attendance
(% students)Schools with one and two teachers
(% schools)Teachers' qualification & certifications
(% teachers)

Funds & Right to information

Schools conducting SMC meetings
on monthly basis (% schools)SMC funds received
(% schools)Yearly funds' utilized
(Average Rs.)Display boards available &
updated (% schools)

Schools Facilities



FINDINGS

PROVINCIAL

FINDINGS

**KHYBER
PAKHTUNKHWA**

Narrative Khyber Pakhtunkhwa

Sample Composition

- Last year, within the province of Khyber Pakhtunkhwa, the study was piloted in District Mardan; this year it has expanded to five² districts including Malakand, Mardan, Nowshera, Swabi and Swat. The goal for the next year is to cover all 25 districts.
- On an overall level, 100 schools per district were sampled that provided a margin for closed schools or missing information. Updated school lists were taken from Elementary & Secondary Education Department, Government of Khyber Pakhtunkhwa. The sample was drawn using proportionate sampling with respect to the number of schools for boys and girls and total government primary schools in each tehsil. For the purpose of our study, we only surveyed government primary schools.
- Data was collected from a total of 496 schools, of which 288 were boys' schools and 208 were girls' schools. Information on student enrollment and attendance, teacher demographics, school councils' structure and missing facilities was gathered from all these schools.

Indicator 1: Student Information

Student Enrollment

- **Enrollment dropped as the class level increased – the drop in enrollment was higher in boys' schools**
Student enrollment fell from an average class size of 41 students per class in class one to only 25 students in class five. The average class size for boys' schools was 44 students in class one and only 27 students in class five.

² Schools in District Charsada were also surveyed but due to data quality issues, we decided not to include it.

On average, enrollment within girls' schools was 38 in class one which dropped to 21 in class five.

- **One in every 7 students was absent on the day of the survey**

The average attendance rate of the surveyed schools was found to be about 85%. Approximately 15% of the students in the surveyed schools were absent on the day the survey was conducted. Student 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: Teacher Information

Teacher Absenteeism

- **One in every 11 teachers was absent on the day of the survey**

Approximately 91% of the teachers in the surveyed schools were present on the day the survey was conducted. Teacher attendance was calculated using the number of appointed teachers and the number of teachers present on the day.

Number of appointed teachers per school

- **40% of the surveyed schools had either one or two teachers to teach all the classes**
Out of the total of 496 schools we have data from a vast majority. About 10% of schools were one-teacher schools, whereas 30% of schools were two-teacher schools. About 17% schools reported to have three teachers, 10% had four teachers, whereas the remaining 33% schools had five or more teachers.

Teacher Qualifications

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

Out of the total 1,943 teachers whose information was gathered, 24% had a bachelor's degree, while 39% had a masters degree. 22% of the teachers had completed Intermediate while 14% were matric qualified.

- **About 43% teachers appointed in boys' schools and 32% teachers appointed in girls' schools had a master's degree**

About 43% of the teachers in boys' schools and 32% in girls' schools had a master's degree as their highest qualification. Bachelor's degree was the highest qualification of 24% of the teachers, both in boys' and girls' schools.

Teacher Certifications

- **About half of the teachers had PTC as their highest level of certification**

52% of the teachers in the surveyed schools had a PTC. The next major certification, B.Ed (Bachelor's in Education), was held by 24% of the teachers. Only 9% of the total teachers had a M.Ed (Master's in Education) certification. 12% of the teachers had CT as their highest certification.

Indicator 3: SC Structure

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

97% of the surveyed schools had an active SC while only 3% SCs were reported to be inactive. In 45% of the surveyed schools, where an active SC was present, SC meetings were conducted on a monthly basis. 33% of these schools reported having meetings on a quarterly basis, while 3% of the schools had half yearly SC meetings. Gender

desegregated data revealed that SCs of about 41% boys' schools and 40% girls' schools met on a monthly basis.

- **About 41% of SC members did not have proper formal education**

Detailed information on the qualifications of SC members revealed that approximately 24% of the members had done matriculation, 10% had completed their intermediate and 6% members had a bachelor's degree. 6% SC members had a master's degree while 41% members were found to be completely illiterate. The remaining 13% members had their educational qualification below matriculation.

Indicator 4: SC Grants Information

Receiving of Funds

- **One in 17 of the surveyed schools reported not having received SC funds in the previous fiscal year**

About 94% of the surveyed schools reported having received the funds during the fiscal year 2014-15, while the remaining 6% did not.

- **A majority of the surveyed schools received SC funds during the first quarter of the fiscal year 2014-15**

About 48% of the surveyed schools that had received funds, had them transferred during the first quarter of the fiscal year 2014-15. 11% of the schools received funds during the second quarter, 20% received funds during the third quarter, while about 21% received funds during the last quarterly period of the fiscal year.

Utilization of Funds³

- **About 41% of the funds utilized was used on new installations while 28% was spent on repair & maintenance**

On average 41% of the total SC funds, utilized within the fiscal year 2014-15, was

³This utilization of funds is not just restricted to the funds received in FY 2014-15.

spent on new installations making it the major category. Following this, repair & maintenance and whitewash categories utilized 28% and 13% respectively of the total utilized amount. The remaining funds were utilized (in descending order) on stationery, utility bills, uniforms, sweeper salaries and para-teachers' salaries.

- **About 39% of the total utilization was done during the first quarter of the fiscal year 2014-15**

Surveyed schools, during the first three months of the fiscal year 2014-15, had, on average, used 39% of the total utilized funds for the whole year. During the next quarter of the fiscal year, schools had spent another 21%, while during the third quarter, 30% utilization was done. During the last quarter of the fiscal year, only about 10% utilization was recorded, on average, across the surveyed schools.

Indicator 5: School Facilities

School Facilities

- About 25% of the surveyed schools did not have access to a clean drinking water facility.
- Approximately 49% of the schools did not have a usable toilet facility.
- About 78% of the schools had a complete boundary wall.
- About 80% of the schools had an electricity connection.
- 94% of the schools reported to have received free textbooks from the government during the last academic year. Access to library books in schools, however, was quite limited at only 16%.

School Facilities- Disaggregated by Gender

- **Girls' schools had better access to water facility, toilets, boundary walls, and electricity**

About 74% of the surveyed boys' schools had access to a clean drinking water facility, whereas 76% of the girls' schools had this facility. A larger proportion of the girls'

schools, at 64%, had access to a toilet facility compared to 42% of the boys' schools. Approximately 72% of the boys' schools had a complete boundary wall, whereas the percentage was higher for girls' schools at 88%. Likewise, the proportion of girls' schools with electricity (82%) was higher than that of boys' schools (about 78% boys' schools).

- **94% of boys' schools received free text books during the last academic year**
- Of the surveyed schools, 94% of boys' schools and 93% of girls' schools reported to have received free textbooks. Furthermore, students in 17% of the boys' schools had access to library books in contrast to 14% of the girls' schools.

Indicator 6: Right to Information

- **A vast majority of schools did not have display boards to publicly display information about students' attendance, grant maintenance and SC members**
Only 35% of the surveyed schools had boards to display information about students' attendance. This percentage was even lower for display boards for SCs' grant and SC members' information, at 17% and 23% respectively.

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

Only 29% of the surveyed schools had properly updated and visible student attendance boards, while only 15% had updated and visible grant information. Of the 23% schools that had display boards for SC members' information, a majority of them (83%) had updated information of their SC members.

District Comparisons

Average school enrollment

- **Surveyed schools in Nowshera had had, on average, the highest per school enrollment; Malakand had had the lowest**

Of the surveyed schools within Khyber Pakhtunkhwa, the overall average primary school size was found to be 190. District Nowshera had the highest per school enrollment at 231 students per school, whereas District Malakand had the lowest at about 165 students per primary school.

Students' attendance rate

- **Students' attendance rates were highest in District Swabi and lowest in District Malakand**

The average attendance rate across surveyed schools in Khyber Pakhtunkhwa was 85%. On average, 92% of the enrolled students within the surveyed schools across District Swabi were found present on the day of the survey. In District Malakand, however, only 70% of the students were present. District Swat, Nowshera, and Mardan had, on average, 90%, 88% and 84% attendance rates respectively.

One-teacher schools

- **About 23% of the government primary schools in District Swat are only one-teacher schools**

Out of the surveyed schools, about 42% primary schools in District Swat had only one teacher for all the grades. Within other districts, the figures were significantly lower; there were only 5% such schools in District Malakand, 6% in District Mardan, 9% in District Nowshera and 8% in District Swabi.

- **About 42% primary schools in District Malakand were two-teacher schools**

About 42% primary schools in District Malakand, 22% in District Mardan, 24% in District Nowshera, 31% in District Swabi and 30% schools in District Swat had two working teachers for all the classes.

Teachers' qualification

- **About 71% teachers in District Swat had, at least, a Bachelor's degree**

About 71% of the teachers, across the surveyed schools within District Swat, reported to have a minimum educational qualification of Bachelor's. The percentage was slightly lower for the other districts we surveyed in Khyber Pakhtunkhwa; 66% for Malakand and Mardan, 63% for Swabi and 55% for District Nowshera.

- **District Swabi had the least percentage of teachers, at 20%, who had either a B.Ed. or M.Ed. qualification**

Only about 20% of the teachers, across the surveyed schools within District Swabi, had either a B.Ed. or M.Ed. degree. This ratio was better for other districts; 42% for Malakand, 39% for Mardan, 25% for Nowshera and 41% for Swat.

School Council meetings

- **About half of the schools in District Malakand, Mardan and Nowshera are regularly conducting their SC meetings on a monthly basis**

The highest ratio of government schools conducting their SC meetings regularly on a monthly basis was found in District Nowshera (55% schools); the ratio was the lowest in Swat at about 30% schools only. Within the other districts, the following percentage of schools was conducting their SC meetings regularly on a monthly basis; 47% for Malakand and Mardan and 41% for District Swabi.

SC funds' receiving

- **100% schools within District Malakand reported to have received SC funds during 2014-15 – the ratio was more than 88% for the other surveyed districts**

All the surveyed schools within District Malakand reported to have received SC funds during last fiscal year 2014-15. The percentages of schools that received the funds in the remaining districts are as

follows; District Mardan (95% schools), District Swat (94% schools), District Swabi (93% schools) and District Nowshera (88% schools).

SC funds' utilization by each school

- **Schools in District Mardan reported to have utilized the maximum funds, at Rs. 53,790, during last year**

The survey reveals that schools in District Mardan, on average, spent about Rs. 53,790 during the last fiscal year, whereas surveyed schools within District Nowshera reported to have spent, on average, Rs. 47,657. Schools across Swabi and Malakand had spent Rs. 34,419 and 34,311 respectively. The figures were much lower for District Swat where, on average, schools had spent Rs. 13,969 in total during the whole fiscal year.

Right to Information – display boards in government schools

- **About 48% of the surveyed schools in District Swat had displayed updated information on children's attendance – the ratio was much lower for other districts**

About 48% of the surveyed schools in Swat had displayed updated information on children's attendance. This ratio was much lower for other districts; 26% schools in Malakand, 22% schools in Mardan and Nowshera and 28% in Swabi.

- **About 26% schools in Mardan, Nowshera and Swabi had publicly displayed updated information about SC members**

About 26% schools in Mardan, Nowshera and Swabi had publicly displayed updated information about SC members. This ratio was significantly lower in other districts; only about 12% schools in District Malakand and 4% schools within District Swat had displayed this information.

Schools' facilities

- **About 92% of the surveyed schools in District Mardan had access to clean drinking water**

About 92% of the surveyed schools across District Mardan had access to a clean drinking water facility. This was followed by District Swabi (82% schools), District Nowshera (81% schools), Malakand (64% schools) and District Swat (54% schools).

- **Almost 67% of the surveyed schools across District Swabi had a functional toilet facility – the situation was even worse in other surveyed districts**

About 67% of the surveyed schools within District Swabi had a functional toilet. The ratio was worse in the other surveyed districts of Khyber Pakhtunkhwa; only about 63% schools in District Nowshera had had a functional toilet, followed by 60% schools in District Mardan, 39% in District Malakand and 29% in Swat.

- **About 91% schools within District Mardan and Swabi had a complete boundary wall**

About 91% schools across District Mardan and Swabi had a complete boundary wall. This was followed by District Nowshera, where 77% of the schools had a complete boundary wall, District Malakand at 74% schools and District Swat at 59% schools.

- **About 89% schools across Mardan had electricity; District Swat had the lowest percentage at 54%**

About 89% of the surveyed schools across Mardan had an electricity connection within their schools. This was followed by District Swabi (88% schools), District Nowshera (84% schools) and District Malakand (83% schools). District Swat had the least number of schools (54% schools) with an electricity connection.

- **About 99% schools in District Swabi reported to have received free textbooks**

The ratio was the highest for District Swabi where about 99% schools reported to have received free textbooks. Overall, across all the surveyed districts within the province, more than 89% schools (lowest ratio for District Mardan) reported to have received free textbooks during the last academic year.

Surveyed schools

Surveyed schools by type

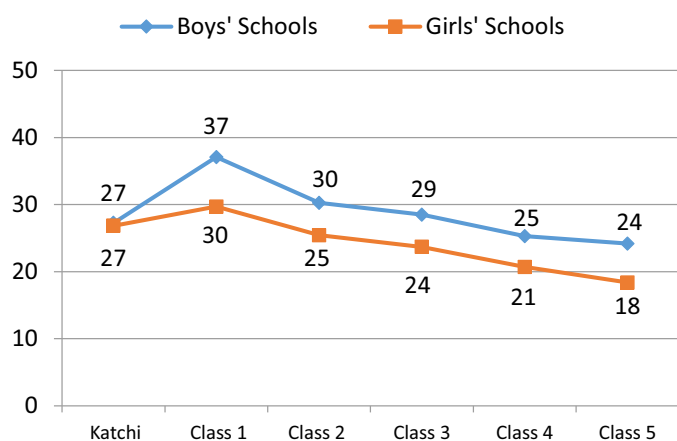
Boys	Girls	Total
288	208	496

Students information

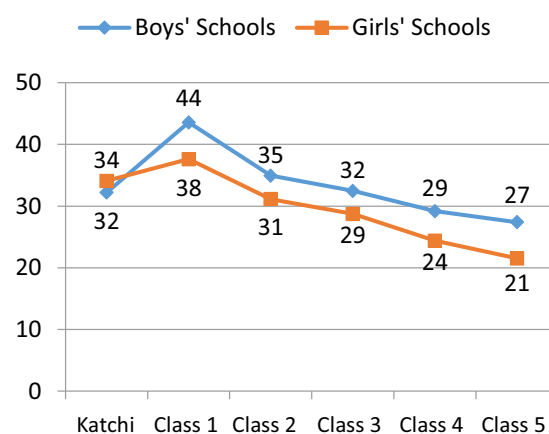
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	33	41	33	31	27	25	190
Average Attendance	27	34	28	26	23	22	161
Attendance Rate (%)	82	83	85	86	86	87	85

Attendance by gender
(class-wise average)



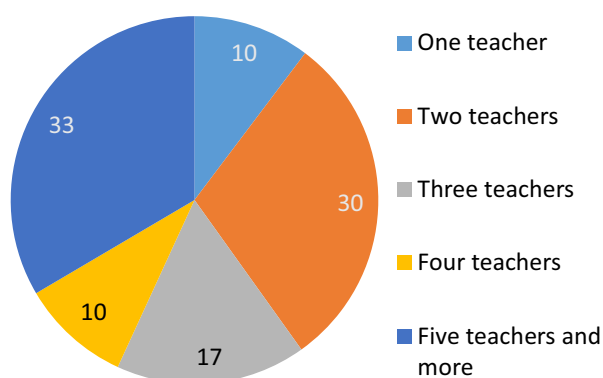
Enrollment by gender
(class-wise average)



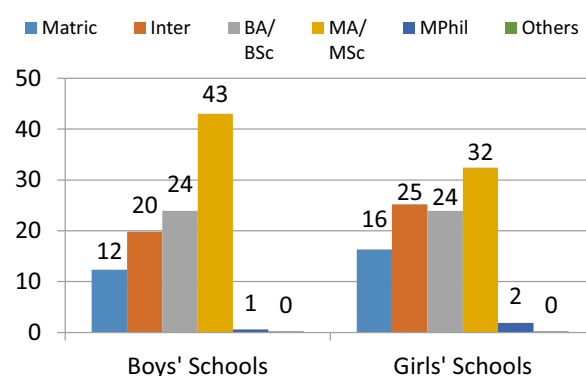
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	473	1436	34	1943
Attendance	436	1293	32	1761
Attendance (%)	92	90	94	91

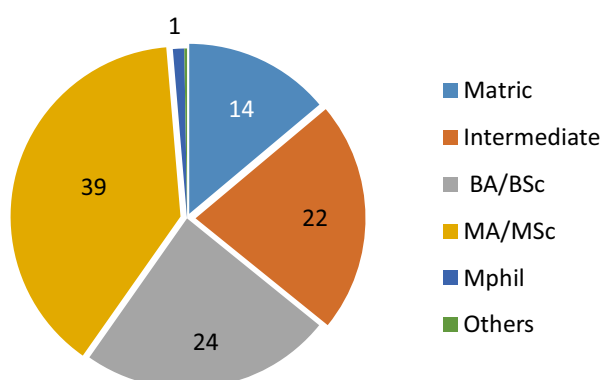
Teachers-wise number of schools



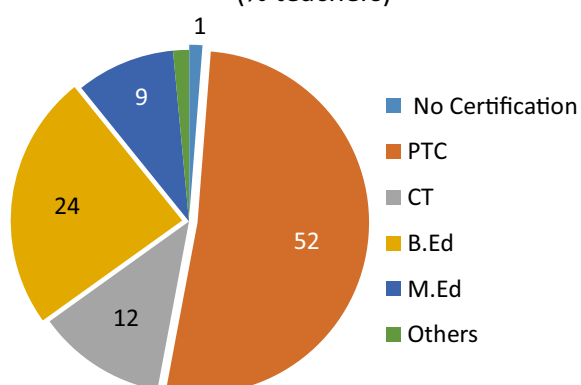
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

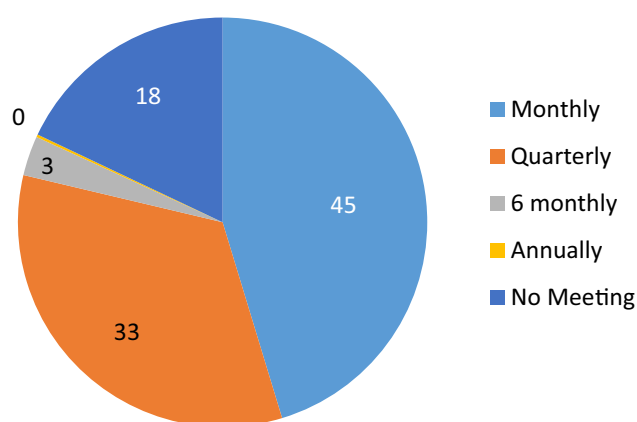


SMC Structure

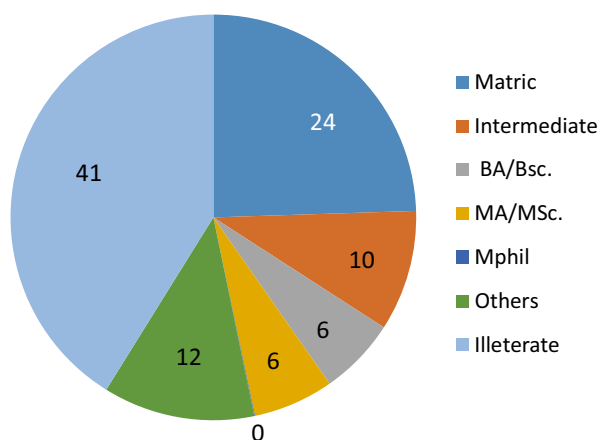
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	97	3	100

How often are SMC meetings conducted?
(% schools)

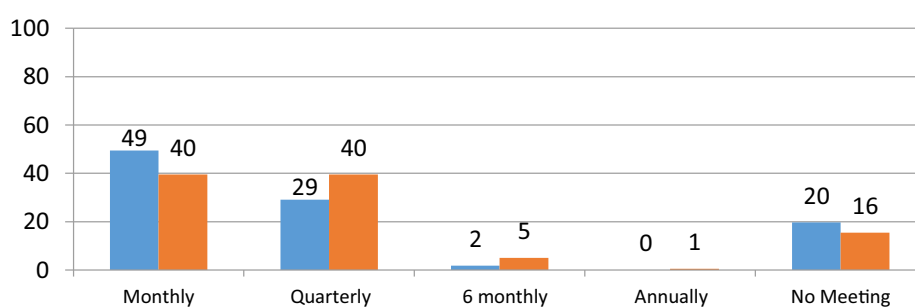


Qualification of SMC Members
(% members)



How often are SMC meetings conducted? (% schools)

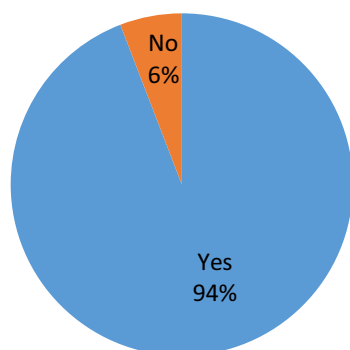
Boys' Schools Girls' Schools



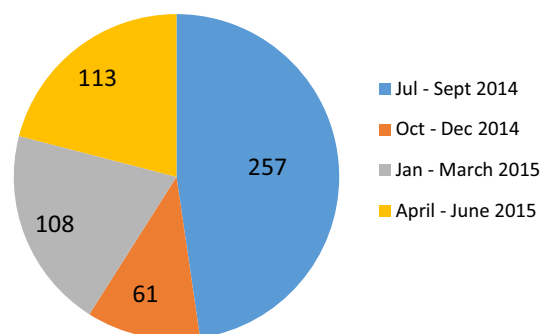
SMC/NSB Grants' Information

Did the schools receive SMC funds?

FY 2014-15



In which quarter did schools receive funds? FY 2014-15



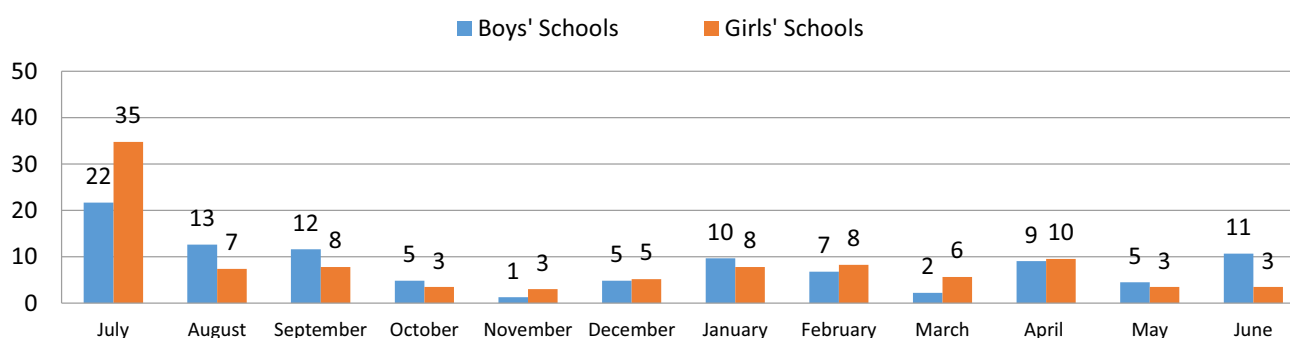
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	12022	5121	3815	2968	441	1613	6058	2188	1970	3176	3128	1571	44069
Number of schools received (total)	147	56	54	23	11	27	48	40	20	50	22	41	
Funds / amount utilized (average)	9019	2408	2818	2610	2903	2097	5617	2925	2582	3112	570	-*	36674

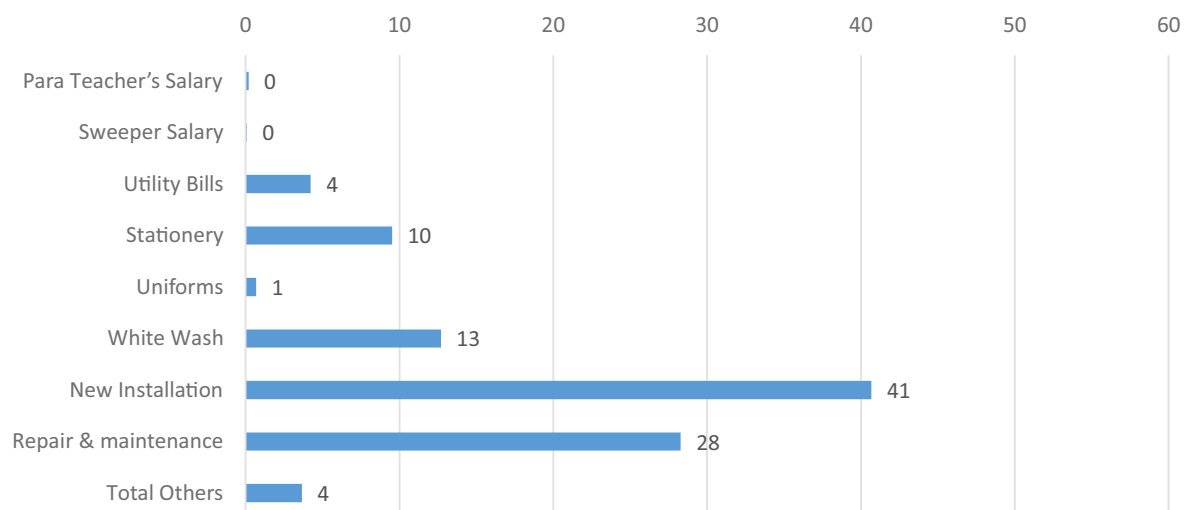
*Utilization record was not available

School received SMC funds (% schools)

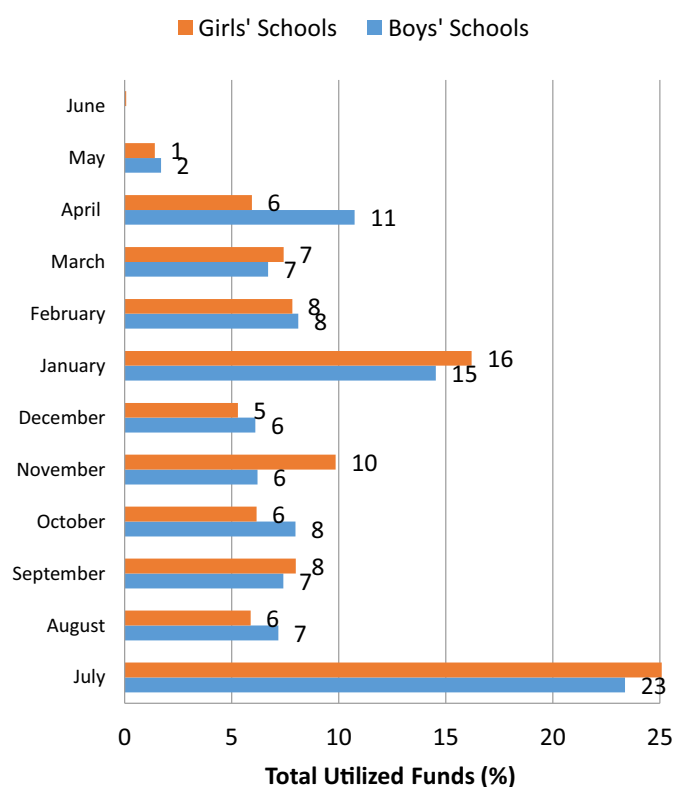


SMC/NSB Grants' Information

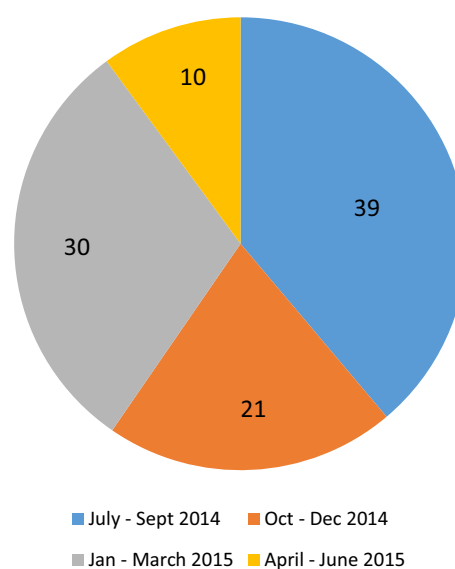
Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)



Utilization of SMC funds -
(% month-wise utilization FY 2014-15)



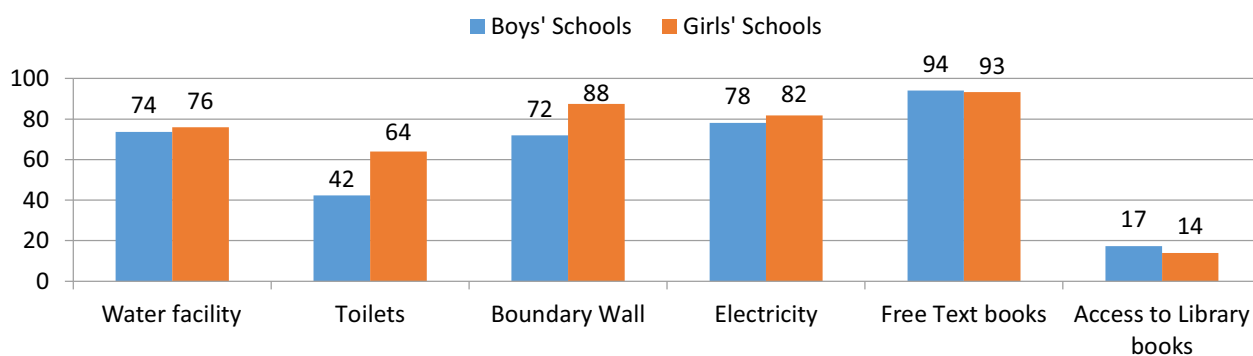
Quarterly utilization of SMC funds -
(% utilized fund)



Schools facilities

Schools facilities	Percentage of schools with facilities
Water facility	75
Toilets	43
Boundary wall	78
Electricity	74
Free text books	90
Access to library books	13

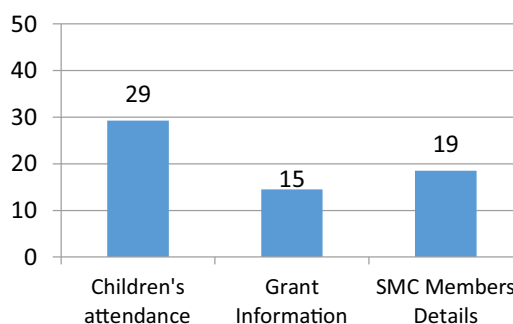
School Facilities by school type (% schools)



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	35	30	29
Grant information	17	14	15
SMC members' information	23	17	19

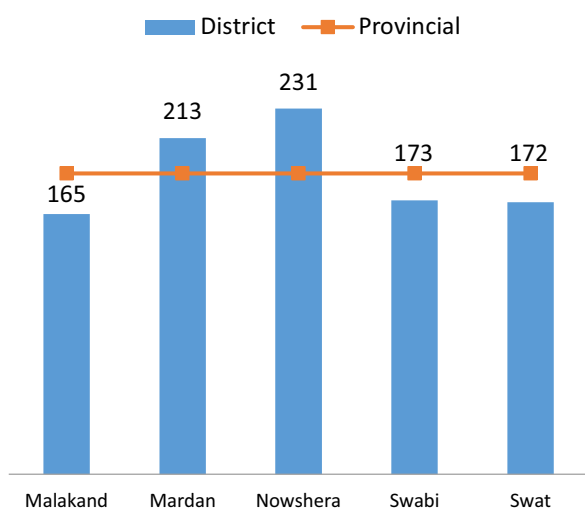
Display Boards Available & Updated (% schools)



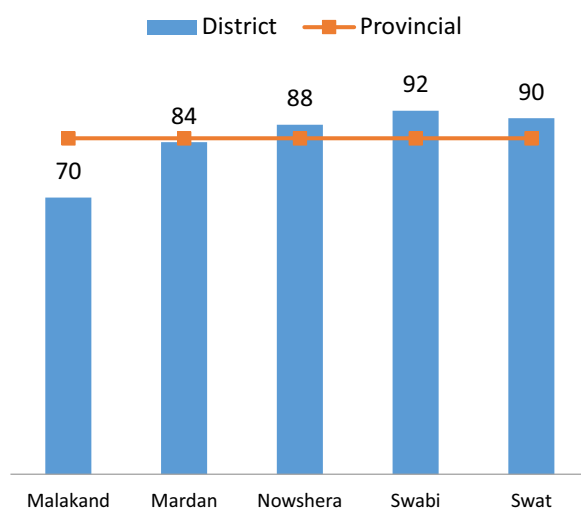
Provincial Comparison

Students & Teachers

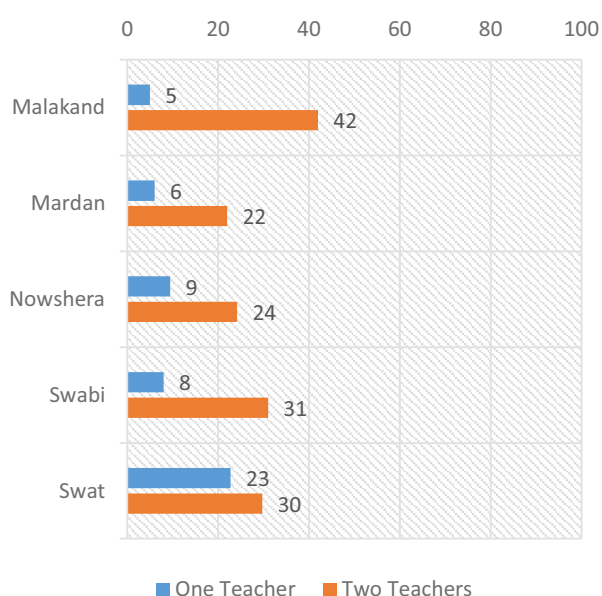
Students' Enrollment
(average students)



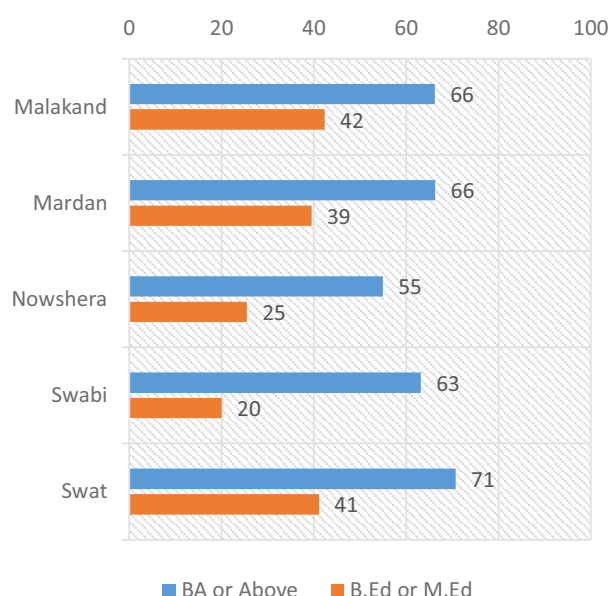
Students' Attendance
(% students)



Schools with one and two teachers (% schools)

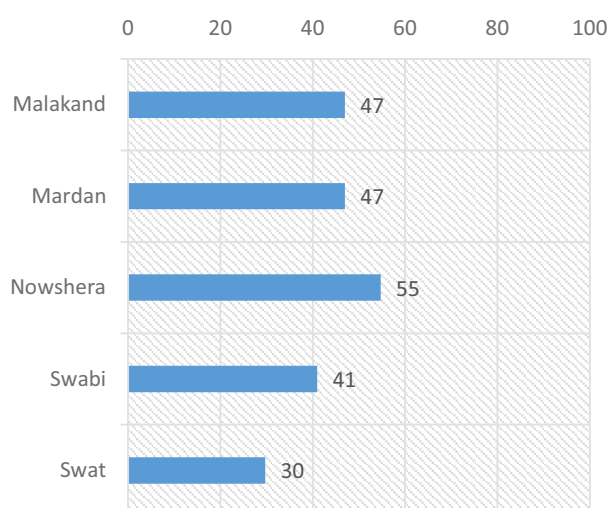


Teachers' qualification & certifications (% teachers)

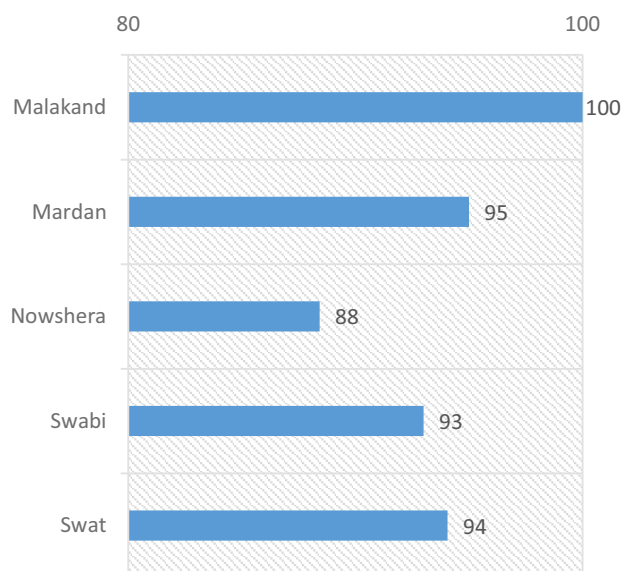


Funds & Right to information

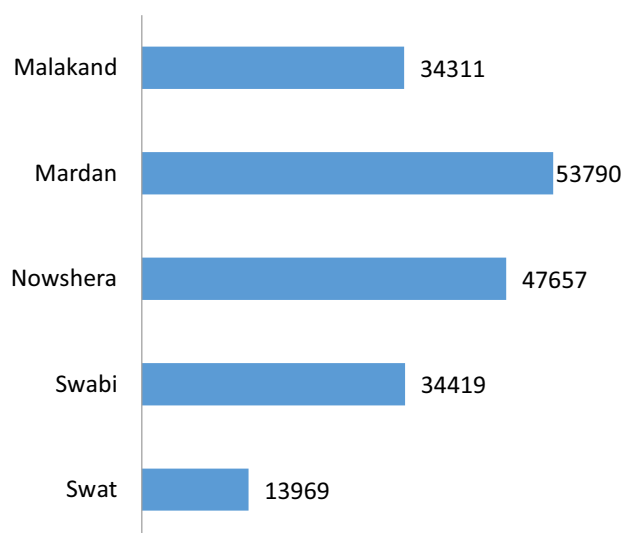
Schools conducting SMC meetings on monthly basis
(% schools)



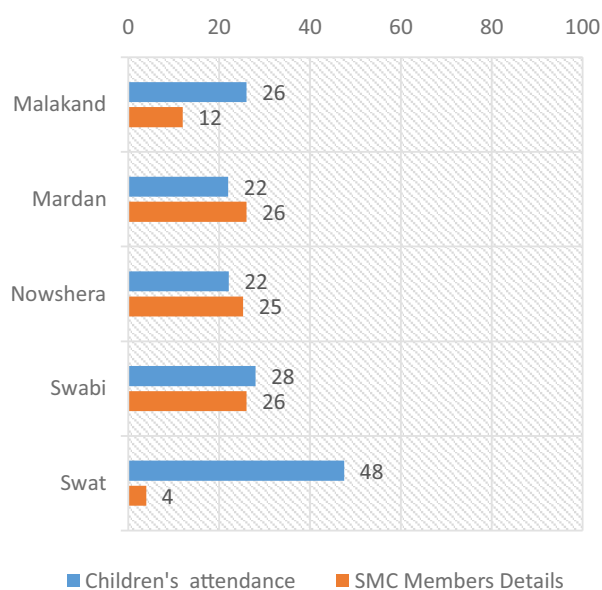
SMC funds received
(% schools)



Yearly funds' utilized
(Average Rs.)

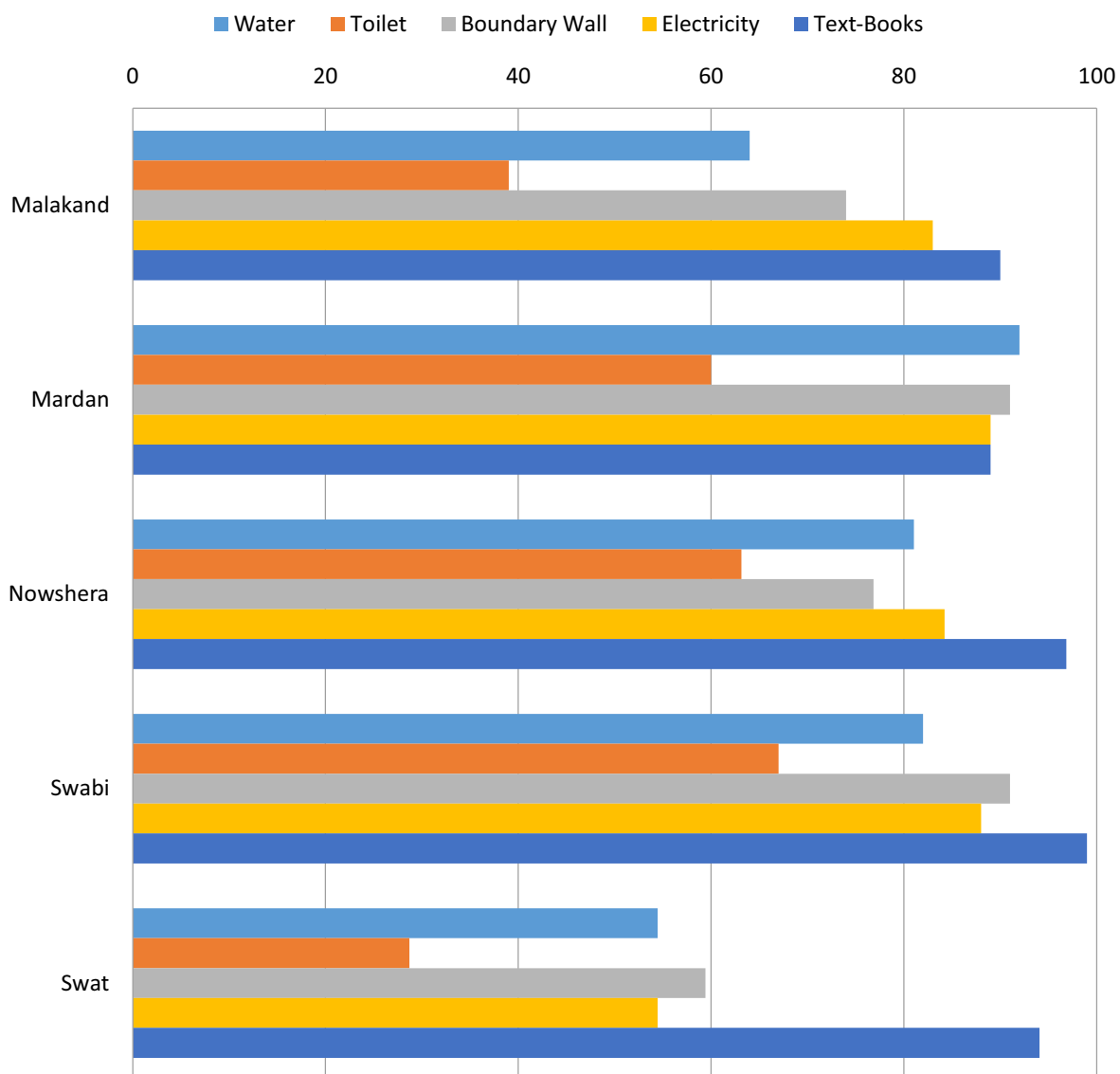


Display boards available & updated (% schools)



Schools Facilities

School facilities
(% schools)



FINDINGS

PUNJAB

Narrative Punjab

Sample Composition

- Last year, within the province of Punjab, the study was piloted in District Bahawalpur; this year it has been expanded to 10 districts of Punjab and is to be scaled up to all 36 districts. These 10 districts include Bahawalpur, Chakwal, Chiniot, Hafizabad, Kasur, Lodhran, Mianwali, Muzaffargarh, Rahim Yar Khan and Sahiwal.
- Overall, 100 schools per district were sampled, which provided a margin for closed schools or missing information. Updated school lists, taken from Schools Education Department, The Government of Punjab, were used for sampling. The Sample was drawn using proportionate sampling with respect to the number of schools for boys and girls and the total government primary schools in each tehsil. For the purpose of our study, we only surveyed government primary schools.
- Data was collected from a total of 988 schools, of which 457 were boys' schools and 531 were girls' schools. Information on student enrollment and attendance, teacher demographics, school councils' structure and missing facilities was gathered from all these schools.

Indicator 1: Student Information

Student 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 20 students per class in class one to only 10 students in class five. The average class size for boys' schools was 21 students in class one and only 11 in class five. On average, enrollment within girls' schools was 20 in class one which dropped to 09 in class five.

- **One in every 9 students was absent on the day of the survey**

The average attendance rate of the surveyed schools was found to be about 89%. Approximately 11% of the students in the surveyed schools were absent on the day the survey was conducted. Student 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: Teacher Information

Teacher Absenteeism

- **One in every 16 teachers was absent on the day of the survey**

Approximately 94% of the teachers in the surveyed schools were present on the day the survey was conducted. Teacher 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 half of the surveyed schools either had one or two teachers to teach all the classes**

Out of the total 988 surveyed schools, about 11% schools were one-teacher schools, whereas 40% were two-teacher schools. About 24% schools reported to have three teachers, 12% had four teachers, whereas the remaining 13% schools had five or more teachers.

Teacher Qualifications

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

Out of the total 2,877 teachers, whose information was gathered, 36% had a master's degree, while 32% had a bachelor's degree as their highest qualification. 10%

teachers had completed Intermediate while 21% of teachers were matric qualified.

- **38% of the teachers appointed in boys' schools had a master's degree – the percentage was slightly lower in girls' schools**

About 35% 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%. Bachelor's was the highest qualification of about 33% teachers in boys' schools; 31% of the teachers in girls' schools also had a bachelor's degree.

Teacher Certifications

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

37% of the teachers in the surveyed schools had B.Ed. (Bachelor's in Education) as their highest certification. The next major certification was PTC, which was held by 31% of the teachers. Only 17% of the total teachers had a M. Ed. (Master's in Education) certification. 6% of the teachers had no certification at all.

Indicator 3: SC Structure

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

96% of the surveyed schools had an active SC while only 4% SCs were reported to be inactive. In 87% of the surveyed schools, where an active SC was present, SC meetings were conducted on a monthly basis. 7% of these schools reported having meetings on a quarterly basis while only 1% schools had half yearly SC meetings. A greater percentage of boys' schools' SCs (88%) in comparison to girls' schools' SCs (85%) met on a monthly basis.

- **A vast majority of SC members had formal education below matriculation.**

Detailed information on the qualifications of SC members revealed that approximately 46% had either no qualification or their highest year of schooling was below matriculation. About 25% had matriculation as their highest qualification and about 8% of the total SC members had a bachelor's or master's degree.

Indicator 4: SC Grants Information

Receiving of Funds

- **One in ten surveyed schools reported not having received SC funds in the previous fiscal year**

Only 90% of the surveyed schools reported to have received the funds during the fiscal year 2014-15, while 10% did not.

- **A majority of the surveyed schools received SC funds towards the end of the fiscal year.**

63% of the surveyed schools that had received funds had them transferred late, that is, during the third quarter of the fiscal year 2014-15. Only about 24% of the schools, which reported to have received the funds, had them before December 2014.

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

About 63% of the total surveyed boys' schools reported to have received SC funds, whereas this ratio was slightly higher for girls' schools as 77% of them reported to have received SC grants.

Utilization of Funds⁴

- **Almost half of the funds utilized were used on new installations. The other major usage categories were repair and maintenance (21% utilization) and whitewash (7%)**

On average, 54% of the total SC funds utilized within the fiscal year 2014-15 were spent on new installations, making it the major category. Following this, repair & maintenance and whitewash categories

⁴This utilization of funds is not just restricted to the funds received in FY 2014-15.

utilized 21% and 7% respectively of the total utilized amount. The remaining funds were utilized (in descending order) on stationary, para-teachers' salaries, utility bills, sweeper salaries and uniforms.

- **Schools utilized more funds during the second half of the fiscal year 2014-15**

By December 2014, only 33% of the total utilized funds, of the whole fiscal year, were used by the schools. However, during the third quarter alone, i.e. Jan-Mar 2015, they reported to have utilized about 48% of the total utilized funds.

Indicator 5: Farogh-e-Taleem Fund (FTF) Information

Collection of Funds

- Only schools situated within Punjab collect FTF as a monthly fund. Schools in other provinces did not report having collected any such fund.
- On average, surveyed schools collected about Rs. 1,700/- each month as FTF from students. The maximum average per school amount was reported during the month of May 2015 at Rs. 1,838.

Utilization of Funds

- **FTF was equally utilized within the first half of the fiscal year and within the second half of the fiscal year 2014-15**

Of the total FTF utilized by the schools during fiscal year, 45% was utilized during the first half of the fiscal year i.e. by December 2014, whereas 55% utilization was done during the second half of the year. In March 2015, the highest utilization of the funds (as a percentage of total funds utilized) was noted at 15%.

Indicator 6: School Facilities

School Facilities

- About 7% of the surveyed schools did not have access to a clean drinking water facility.

- Approximately 45% of the schools did not have a usable toilet facility.
- About 89% of the schools had a complete boundary wall.
- 95% 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 16%.

School Facilities- Disaggregated by Gender

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

About 93% of the surveyed boys' schools had access to a clean drinking water facility, whereas this facility was slightly less accessible in girls' schools as 92% of them had access to clean drinking water.

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

A larger proportion of boys' schools at 47%, in comparison to 44% of girls' schools, did not have access to a toilet facility. Approximately 84% of the boys' schools had a complete boundary wall, whereas 93% of the girls' schools had a complete boundary wall.

Likewise the proportion of girls' schools with electricity (92% girls' schools) was higher than boys' schools (about 88% boys' schools). 96% of the surveyed girls' schools and 94% of boys' schools reported to have received the free text books. Additionally students in 17% of the girls' schools had access to library books in contrast to 16% of the boys' schools.

Indicator 7: Right to Information

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

Only 54% of the surveyed schools had boards to display information about students' attendance. This percentage was even lower for display boards of SCs' grant (26%) and SC members' information (59%).

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

Only 44% of the surveyed schools had properly updated and visible student attendance boards while only 20% had updated and visible grant information. Of the 59% schools that had display boards for SC members' information a majority of them (80%) had updated information of their SC members.

District Comparisons

Average school enrollment

- **Surveyed schools in Chiniot had on average had highest per school enrollment; Chakwal had the lowest**

Of the surveyed schools within Punjab, the overall average primary school size was found to be 110. District Chiniot had the highest per school enrollment (about 142 students per school) whereas District Chakwal had lowest (about 67 students per school).

Students' attendance rate

- **Students' attendance rates were highest in District Chakwal, lowest in District Rahim Yar Khan**

Average attendance rates across surveyed schools in Punjab were 89%. On average, 97% of the enrolled students within the surveyed schools, across District Chakwal were found present on the day of survey. However only 81% students were present within District Rahim Yar Khan. District Chiniot, Hafizabad, Kasur, Lodhran, and Mianwali had above average i.e. higher than 89% students' attendance rates.

One-teacher schools

- **28% primary schools in District Hafizabad and 20% in District Bahawalpur, had only one-teacher**

Out of the surveyed schools in Punjab, about 28% primary schools in District Hafizabad and 20% in Bahawalpur had only one teacher to teach all the classes. District Chakwal, third highest in the row, had about 13% primary schools with only one teacher.

- **About half of the primary schools in District Bahawalpur, Chakwal, and Rahim Yar Khan had two-teachers**

About 46% primary schools in District Bahawalpur, 54% in Chakwal and 55% in District Rahim Yar Khan had two teachers to teach all the grades. Slightly less about 43%, within District Sahiwal also had two-teachers on board.

Teachers' qualification

- **District Lodhran has the highest proportion of teachers with at least a Bachelor's degree**
About 80% of the teachers, across the surveyed schools within District Lodhran reported to have their educational qualification to be at least Bachelors. Similarly 74% teachers across the surveyed schools had their educational qualification of Bachelors or higher, 73% in District Chakwal, 72% in District Rahim Yar Khan and District Mianwali. This ratio was lowest for District Muzaffargarh, about 59%.
- **District Lodhran also has the highest proportion of teachers with at least B.Ed. or M.Ed. certification**

About 65% of the teachers, across the surveyed schools, within District Lodhran had either B.Ed. or M.Ed. This was lowest for District Bahawalpur; only about 48% teachers within the district reported to have done either B.Ed. or M.Ed.

SC meetings

- **At least 70% of the government primary schools, across all the districts, are**

conducting their SC meetings regularly on monthly basis

A vast majority of the surveyed schools in District Chakwal, 93% schools, reported that they conduct their SC meetings on monthly basis. This proportion was lowest for schools within District Sahiwal and Rahim Yar Khan, at about 72% schools.

SC funds' receiving

- **About 99% schools within District Chakwal reported to have received SC funds during 2014-15**

99% surveyed schools in District Chakwal reported to have received SC funds during last fiscal year (FY 2014-15), followed by District Lodhran (98% schools) and District Muzaffargarh (96% schools) at second and third position. Surveyed schools within District Mianwali displayed the worst condition as only about 78% of their schools reported to have received the funds last year.

SC funds' utilization by each school

- **Schools in District Lodhran reported to have utilized the maximum funds during last year**
The survey reveals that schools in District Lodhran, on average, spent about Rs. 130,884 during the last fiscal year (FY 2014-15), whereas surveyed schools within District Muzaffargarh reported to have spent on average Rs. 106,239. Schools across District Sahiwal had spent the least amount, Rs. 17,082 during the whole fiscal year.

Right to Information – display boards in government schools

- **About 80% of the surveyed schools in District Hafizabad had displayed information on children's attendance – the ratio was much lower for other districts**
About 80% of the surveyed schools in District Hafizabad had displayed information on children's attendance, followed by District Muzaffargarh (about 67% schools). This

ratio was less than 50% for all other districts where we conducted the survey – with District Lodhran being the worst (only about 10% schools).

Schools' facilities

- **About 99% of the surveyed schools in District Chiniot and 98% schools in District Hafizabad had clean drinking water facility**

Majority of the surveyed schools in Punjab (about 93%) had functional water facilities. 99% of the surveyed schools across District Chiniot had this facility, followed by District Hafizabad (98% schools). Other districts, including Chakwal, Kasur, Lodhran, Muzaffargarh and Rahim Yar Khan had more than 90% schools with a functional water facility. District Mianwali, out of all the ten districts where survey was conducted, had the least number of schools (about 81%) with water facility.

- **Almost 70% of the surveyed schools across District Kasur, and Rahim Yar Khan had a toilet facility – situation was worse in other surveyed districts**

About 70% of the surveyed schools in District Kasur and District Rahim Yar Khan had a toilet facility. This ratio was worse in other districts, District Lodhran being the least privileged district (only about 23% schools in the district had toilet facilities).

- **About 95% of schools across District Kasur, followed by District Chiniot and District Lodhran (at about 94%) had a complete boundary wall**

About 95% schools across District Kasur, followed by District Chiniot and District Lodhran (at about 94%) had a complete boundary wall. The situation was found to be worse in District Sahiwal where only 72% of the schools had a complete boundary wall.

- **District Chiniot and District Sahiwal had maximum number of schools with an electricity connection**

About 96% of the surveyed schools across District Chiniot and District Sahiwal had an electricity connection. Followed by District Kasur (94%), District Chakwal (93%), District Lodhran (93%) and District Muzaffargarh (92%). District Rahim Yar Khan had the least number of schools (81%) with an electricity connection.

- **Over 90% schools in all surveyed districts reported to have received free textbooks**

The ratio was highest for District Hafizabad (at 98%). Whereas, on an overall level, across all the surveyed districts, more than 92% schools (the ratio for District Rahim Yar Khan) reported to have received the free textbooks during the last academic year.

Surveyed schools

Surveyed schools by type

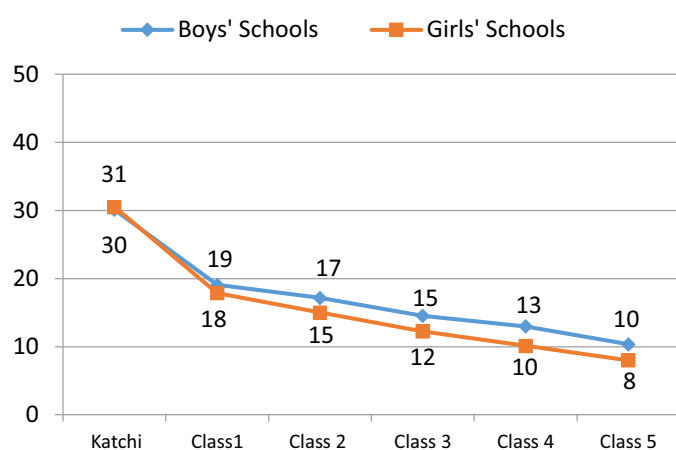
Boys	Girls	Total
457	531	988

Students information

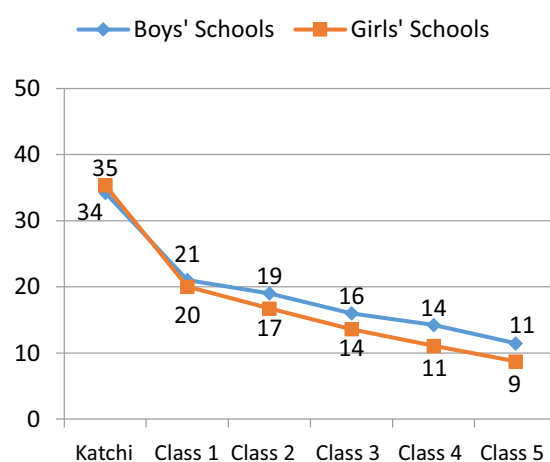
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	35	20	18	15	13	10	110
Average Attendance	30	18	16	13	11	9	99
Attendance Rate (%)	87	90	90	90	91	91	89

Attendance by gender
(class-wise average)



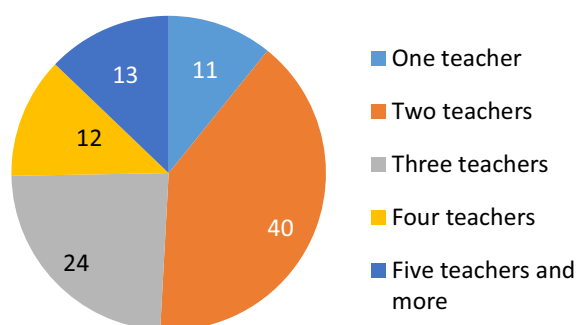
Enrollment by gender
(class-wise average)



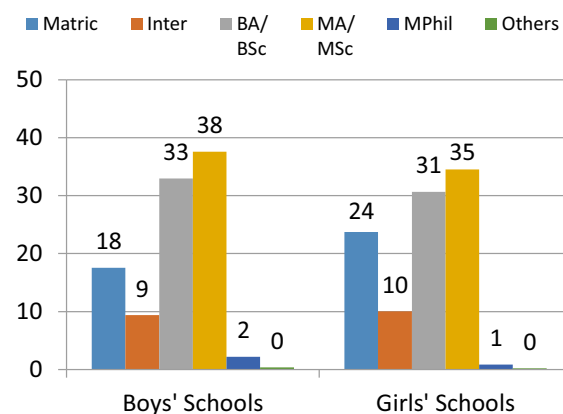
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	979	1817	81	2877
Attendance	933	1710	72	2715
Attendance (%)	95	94	89	94

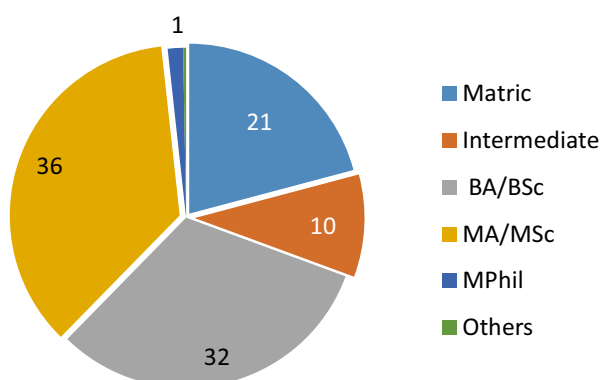
Teachers-wise number of schools



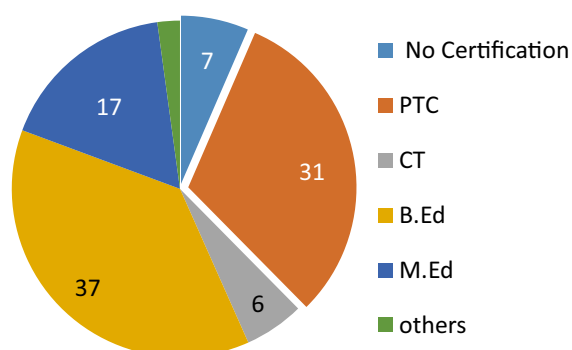
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

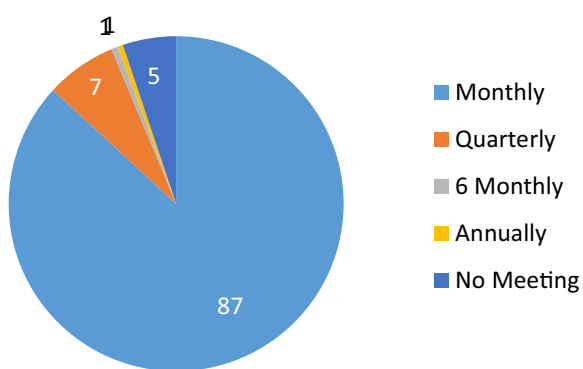


SMC Structure

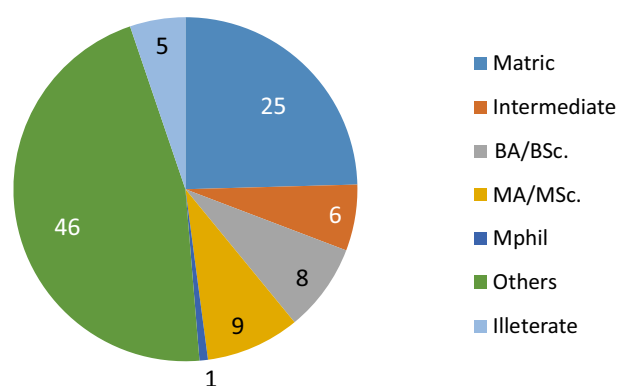
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	96	4	100

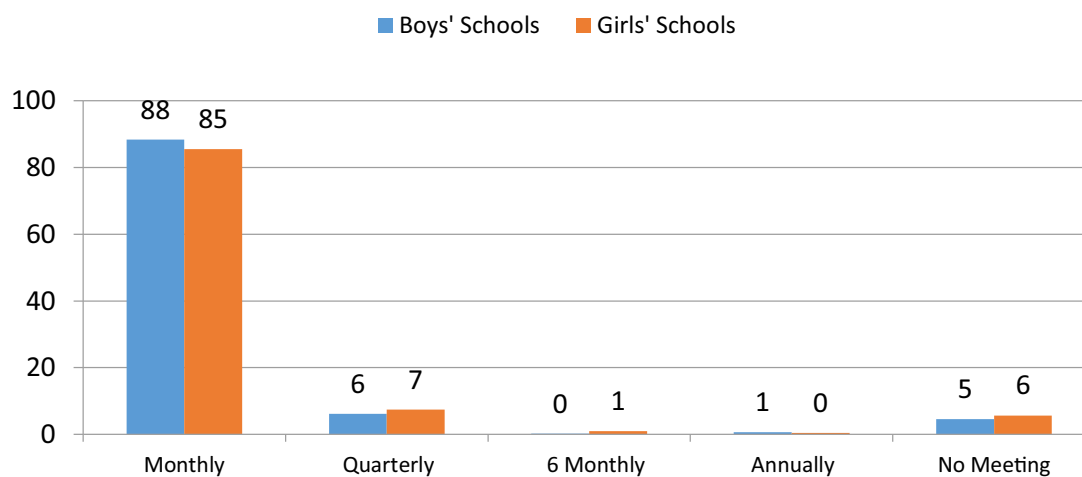
How often are SMC meetings conducted? (% schools)



Qualification of SMC Members (% members)



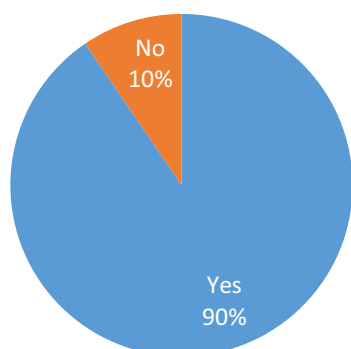
How often are SMC meetings conducted? (% schools)



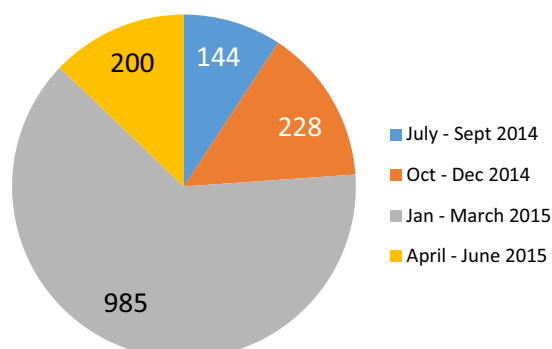
SMC/NSB Grants' Information

Did the schools receive SMC funds?

FY 2014-15



In which quarter did schools receive funds? FY 2014-15



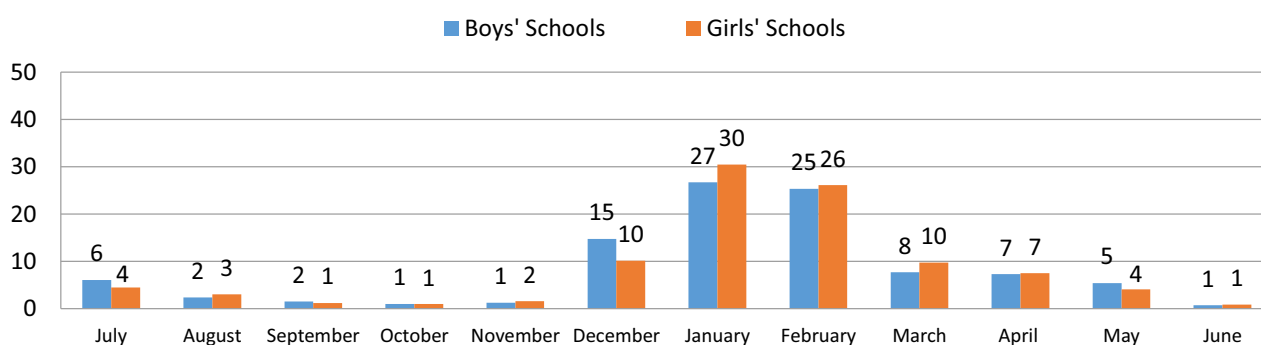
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	2719	1729	854	647	1325	13537	14269	18192	9081	6234	3982	439	73008
Number of schools received (total)	81	42	21	15	22	191	447	401	137	115	73	12	
Funds / amount utilized (average)	3530	3746	2730	2015	2300	4070	11423	7583	8384	7501	3834	-*	57167

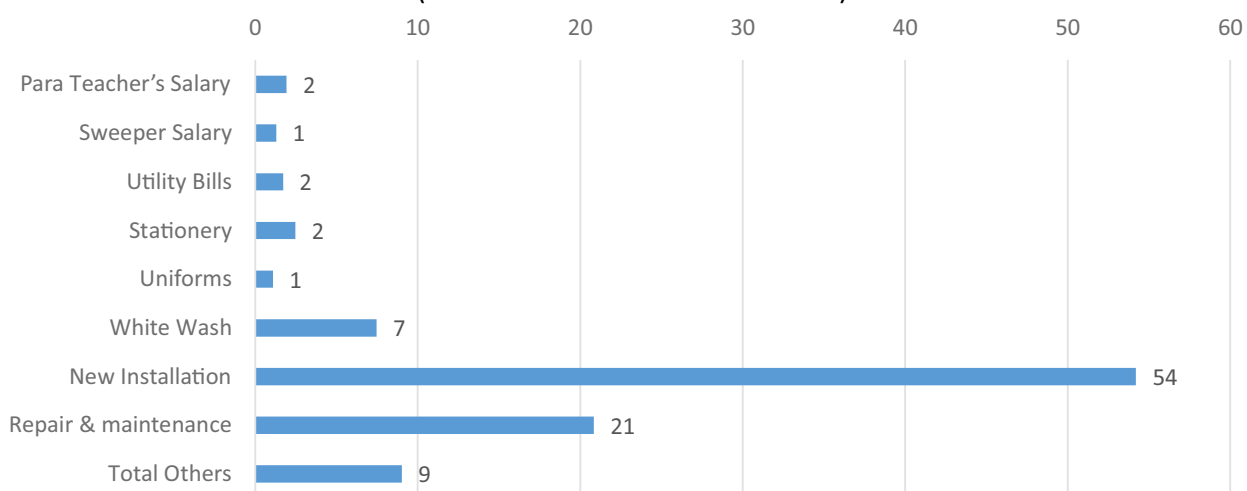
*Utilization record was not available

School received SMC funds (% schools)

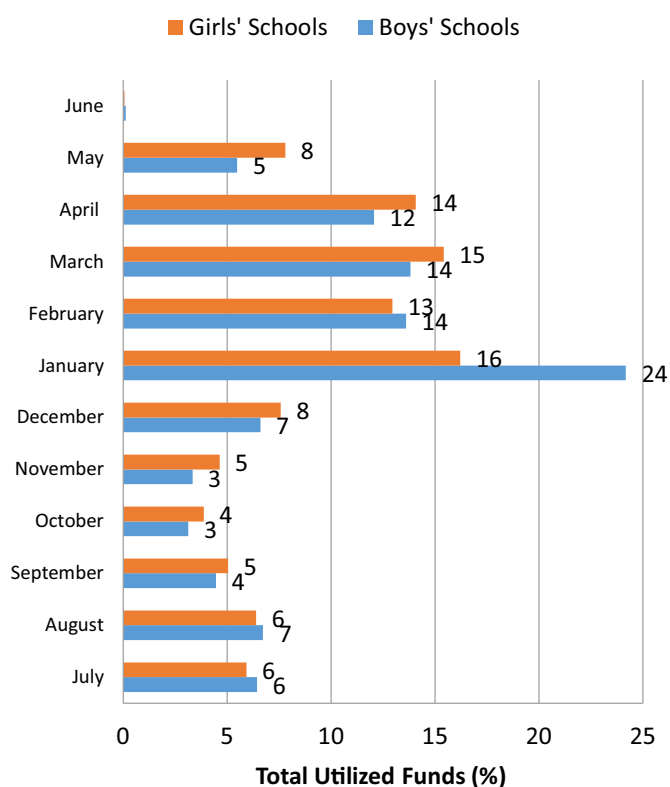


SMC/NSB Grants' Information

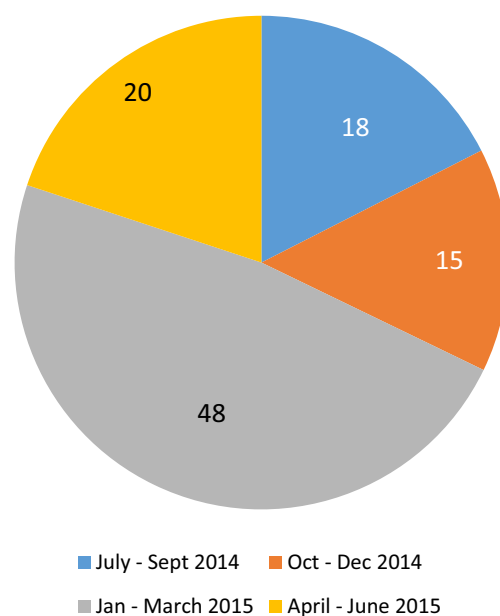
Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)



Utilization of SMC funds -
(% month-wise utilization FY 2014-15)



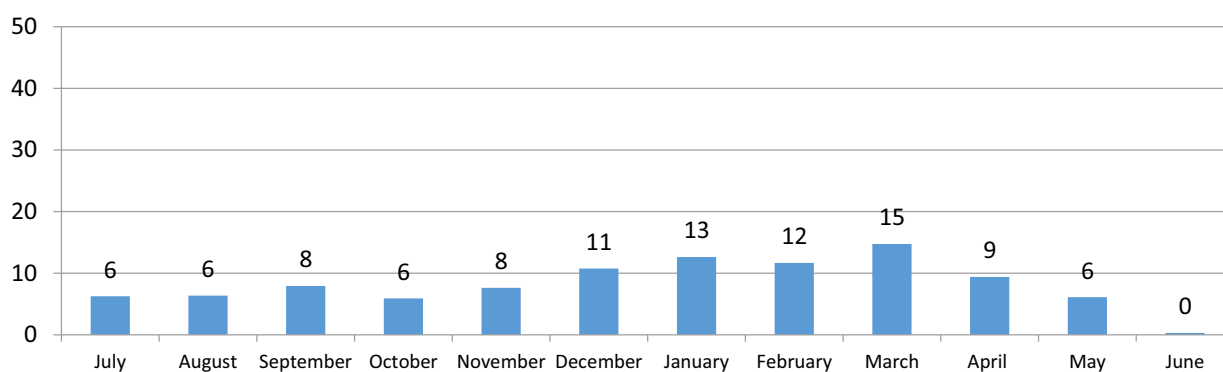
Quarterly utilization of SMC funds -
(% utilized fund)



Farogh-e-Taleem fund (FTF)*

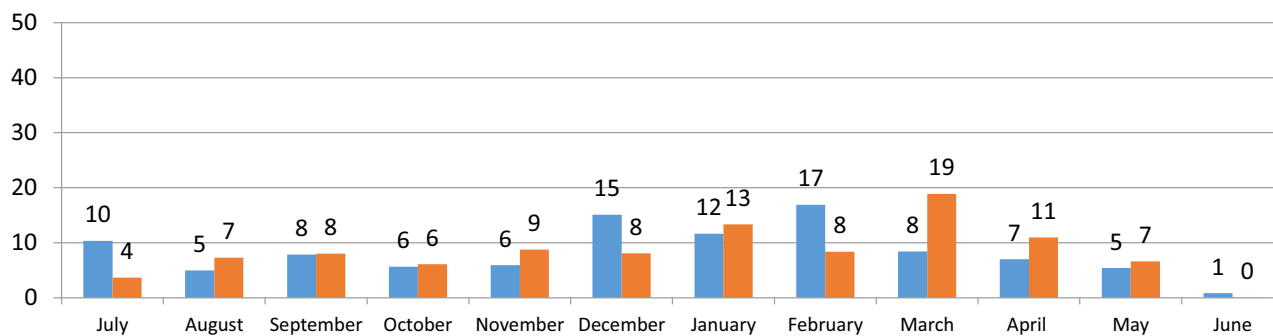
Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1849	1754	1646	1686	1727	1741	1770	1758	1720	1743	1838	1121

Utilization of Farogh-e-Taleem fund - month-wise (% utilized funds FY 2014-15)



Utilization of Farogh-e-Taleem Fund (% utilized funds FY 2014-15)

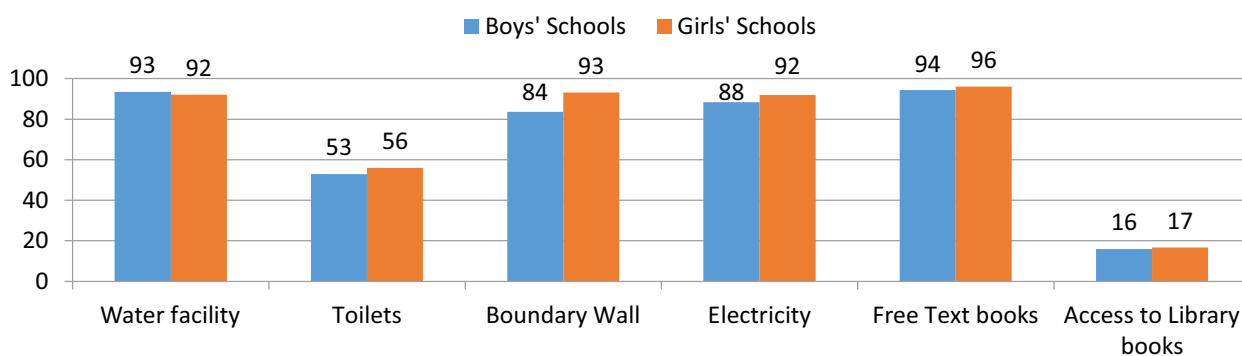
Boys Schools Girls Schools



Schools facilities

Schools facilities	Schools with facilities (%)
Water facility	93
Toilets	43
Boundary wall	78
Electricity	74
Free text books	90
Access to library books	13

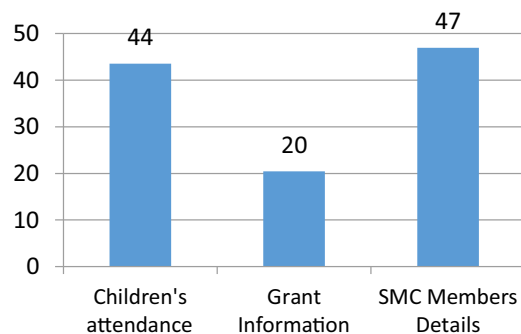
School Facilities by school type (% schools)



Right to Information

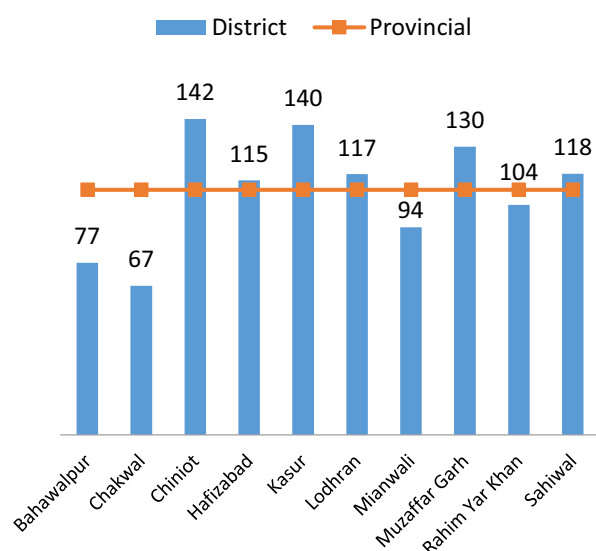
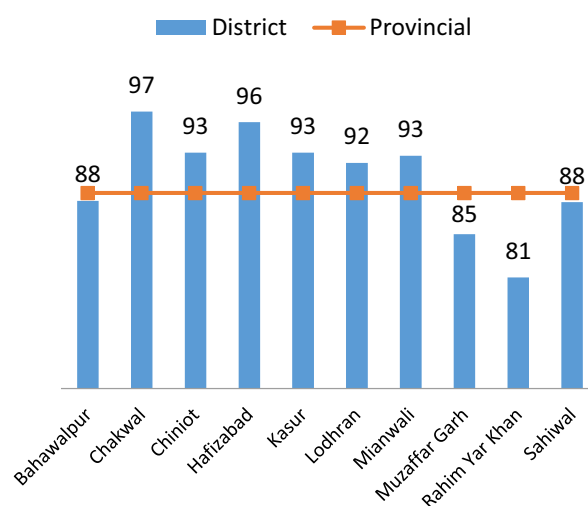
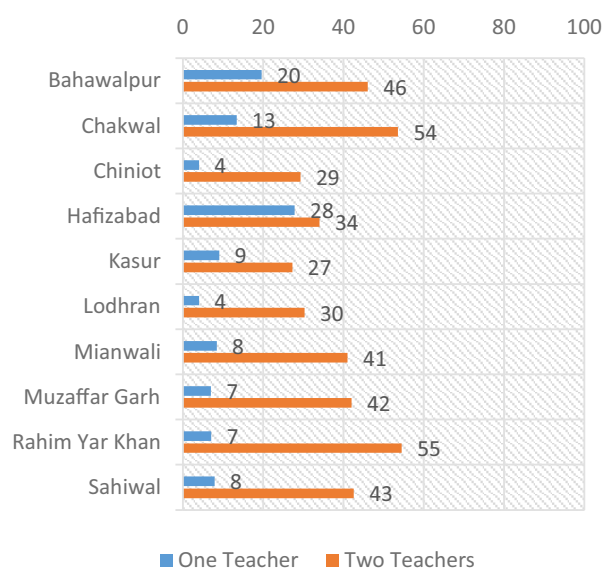
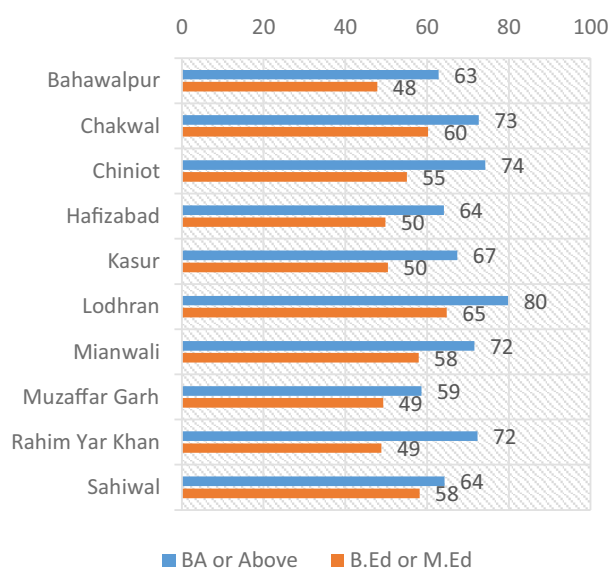
Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	54	47	44
Grant information	26	20	20
SMC members' information	59	50	47

Display boards available & updated (% schools)



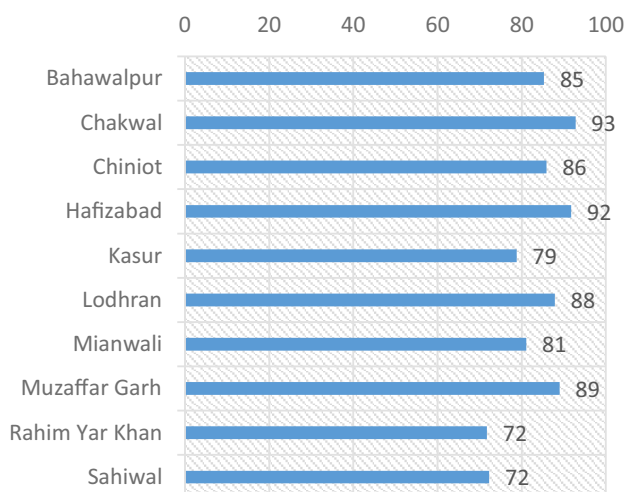
Provincial Comparison

Students & Teachers

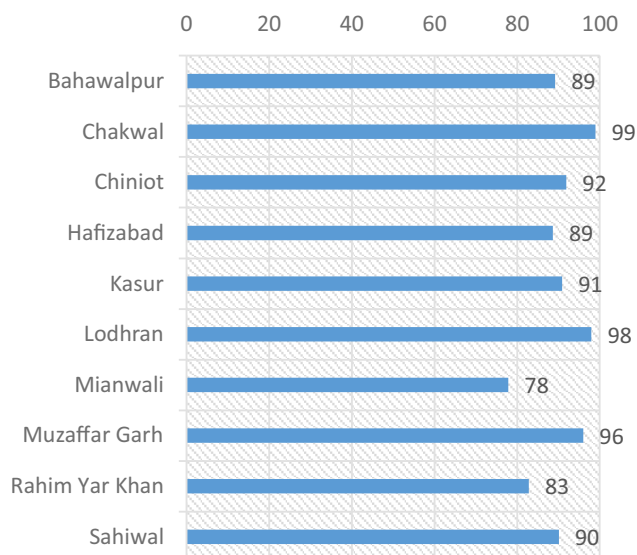
Students' Enrollment
(average students)Students' Attendance
(% students)Schools with one and two
teachers (% schools)Teachers' qualification &
certifications (% teachers)

Funds & Right to information

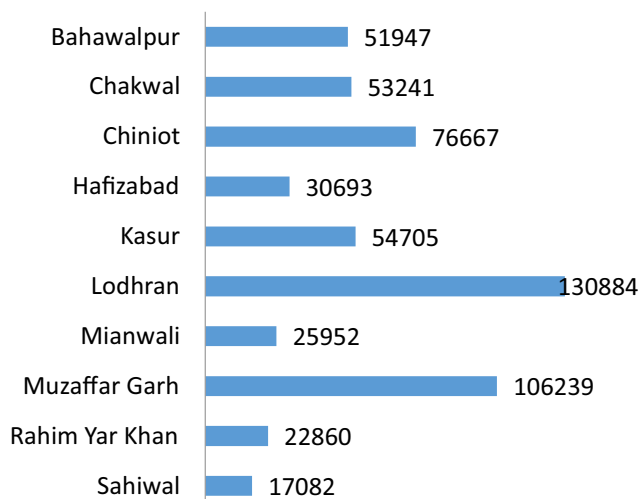
Schools conducting SMC meetings on monthly basis
(% schools)



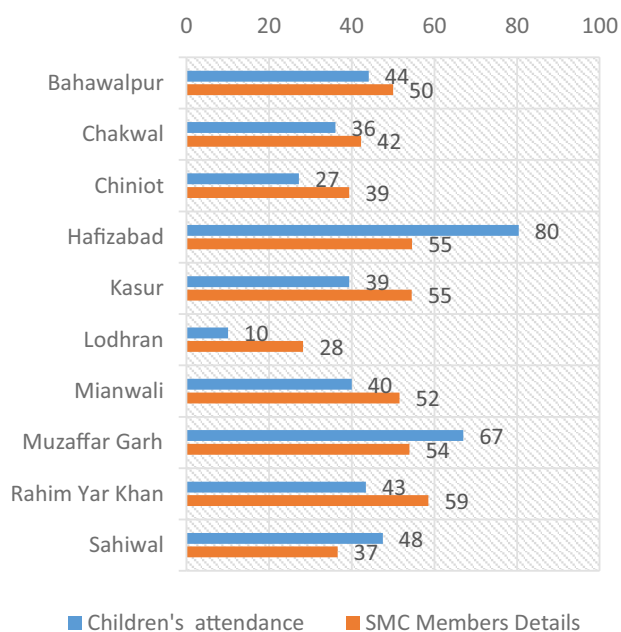
SMC funds received
(% schools)



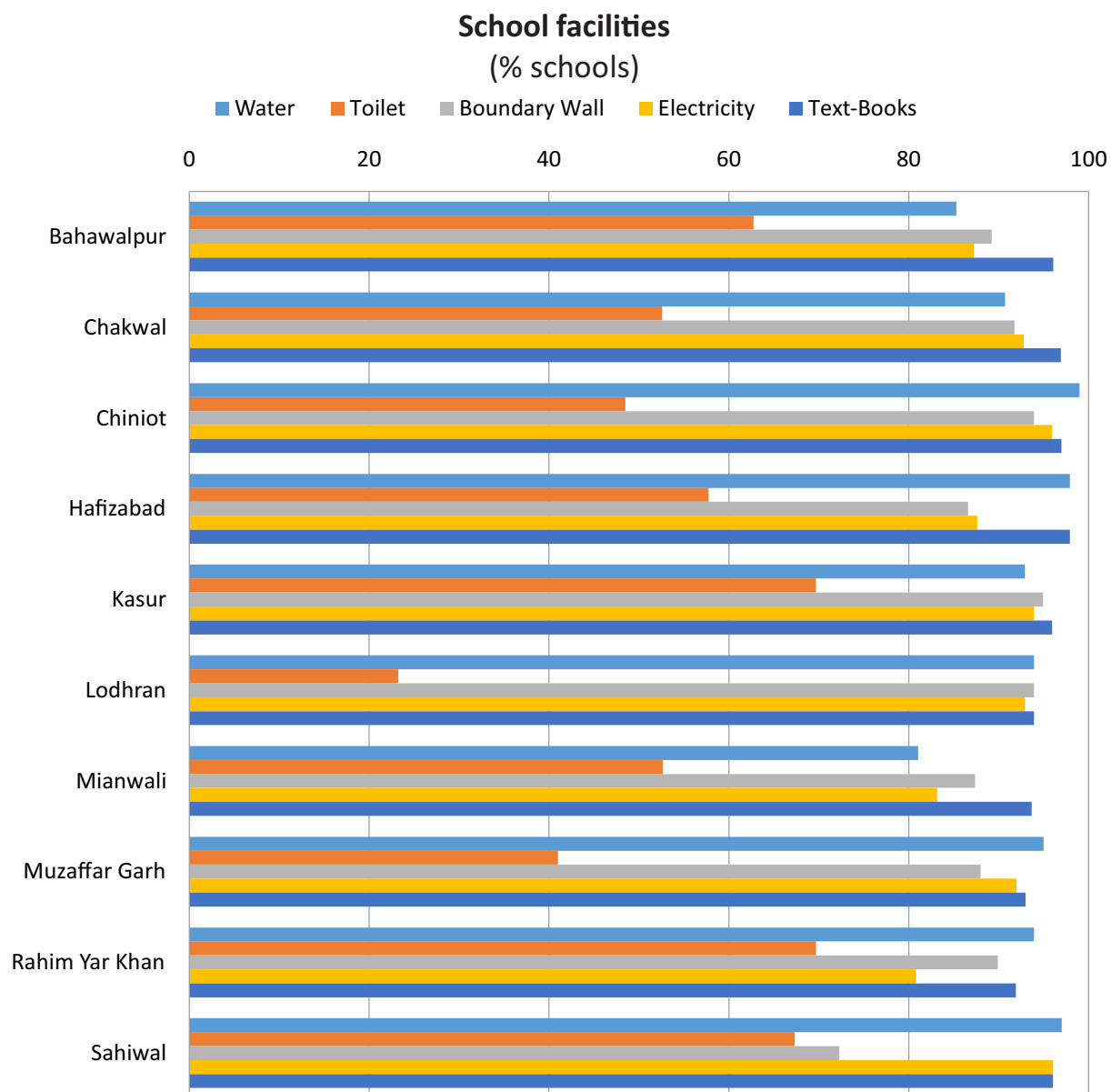
Yearly funds' utilized
(Average Rs.)



Display boards available & updated (% schools)



Schools Facilities



FINDINGS

SINDH

Narrative Sindh

Sample Composition

- Last year, within province Sindh, the study was piloted in District Sukkur; this year it has been expanded to six districts of Sindh – to be scaled up to all 23 districts next year. These six districts comprise of, Dadu, Hyderabad, Karachi (East), Mirpur Khas, Naushero Feroze and Sukkur.
- On an overall level 100 schools per district were sampled, which provided a margin for closed schools or missing information. Updated school lists were taken from Reform Support Unit, Education & Literacy Department and Government of Sindh, to be used for sampling. Samples were drawn using proportionate sampling with respect to number of schools for boys and girls and total government primary schools in each tehsil. For the purpose of our study we just surveyed government primary schools.
- Data was collected from a total of 562 schools, of which 465 were boys' schools and 97 were girls' schools. Information on student enrollment and attendance, teacher demographics, school councils' structure and missing facilities was gathered from all these schools.

Indicator 1: Student Information

Student Enrollment

- **Enrollment dropped as the class level increased – the drop in enrollment was higher in boys' schools**
Student enrollment fell from an average class size of 19 students per class in class one to only 12 students in class five. The average class size for boys' schools was 22 students in class one and only 12 in class five. On average, enrollment within girls-schools' was 23 in class one which dropped to 15 in grade five.

- **One in every 4 students was absent on the day of the survey.**

Average attendance rate of the surveyed schools was found to be about 75%. Approximately 25% of the students in the surveyed schools were absent on the day the survey was conducted. Student 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: Teacher Information

Teacher Absenteeism

- **Two in every 25 teachers were absent on the day of the survey.**

Approximately 92% of the teachers in the surveyed schools were present on the day the survey was conducted. Teacher 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 half of the surveyed schools had either one or two teachers to teach all the classes**

Out of the total 562 schools where data was collected from, a vast majority, about 37% schools were one teacher schools. Whereas another 17% schools were two-teacher schools. About 13% schools reported to have three teachers, 11% had four teachers, while remaining 22% schools had five or more teachers.

Teacher Qualifications

- **A majority of the teachers had a bachelor's degree as their highest qualification**

Out of the total 1,755 teachers whose information was gathered, 54% had a bachelor's degree, while 22% had a master's degree. 17% teachers had completed Intermediate while 6% were matric qualified.

- **About 54% teachers appointed in boys' schools and 53% teachers appointed in girls' schools had a bachelor's degree**

About 54% of the teachers in boys' schools, and 53% in girls' schools, had a bachelor's degree as their highest qualification. Master's was the highest qualification; about 22% teachers in boys' schools and 23% of the teachers in girls' schools had a master's degree.

Teacher Certifications

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

42% of the teachers in the surveyed schools had a PTC. The next major certification was B.Ed. which was held by 32% of the teachers. Only 9% of the total teachers had a master's in Education certification. 6% of the teachers had no certification at all.

Indicator 3: SC Structure

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

92% of the surveyed schools had an active SC while only 8% SCs were reported to be inactive. In 32% of the surveyed schools where an active SC was present, SC meetings were conducted on a monthly basis. 25% of these schools reported having meetings on a quarterly basis while 19% schools had half yearly SC meetings. Gender desegregated data revealed that SCs of about 31% boys' schools and 36% girls' schools met on a monthly basis.

- **A vast majority of SC members had proper formal education**

Detailed information on the qualifications of SC members revealed that approximately 20% members had done matriculation, 16% had completed their intermediate, and 23% members had a bachelor's degree. 10% SC

members had a master's degree. 12% members were found to be completely illiterate and other 18% members had their educational qualification below matriculation.

Indicator 4: SC Grants Information

Receiving of Funds

- **Two in three surveyed schools reported not having received SC funds in the previous fiscal year**

Only 37% of the surveyed schools reported to have received the funds during the fiscal year 2014-15, while remaining 63% did not receive any funds.

- **A majority of the surveyed schools received SC funds towards the end of the fiscal year.**

About 40% of the surveyed schools that had received funds, had the funds transferred during the first quarter of the fiscal year 2014-15. 7% of the schools that had received funds, received them during the second quarter, 18% received funds during the third quarter, while a majority of these schools, about 35%, received funds during the last quarter of the fiscal year.

Utilization of Funds⁵

- **About 41% of the funds utilized were used on new installations, 38% spent on repair & maintenance**

On average 41% of the total SC funds utilized within the FY 2014-15 were spent on new installations, making it the most major category. This was followed by repair and maintenance and whitewash categories, which utilized 38% and 10% respectively of the total amount utilized. The remaining funds were utilized (in descending order) on stationery, sweeper salary, uniforms, para-teachers' salary, and utility bills.

- **About half of the utilization was done during the first quarter of the fiscal year 2014-15**

⁵This utilization of funds is not just restricted to the funds received in FY 2014-15.

During the first three months of the fiscal year 2014-15, surveyed schools on average had utilized about 54% of the SC funds. During the next quarter, schools had spent another 25%, while during the second half of the fiscal year 22% of the funds were utilized.

Indicator 5: School Facilities

School Facilities

- About 36% of the surveyed schools did not have access to clean drinking water.
- Only about 27% of the schools had a usable toilet facility.
- About 65% of the schools had a complete boundary wall.
- 65% 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 8%.

School Facilities- Disaggregated by Gender

- **Girls' schools had better access to water facility**

About 62% of the surveyed boys' schools had access to clean drinking water facility, whereas 74% of the girls' schools had this facility.

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

A larger proportion (75%) of boys' schools compared to (59%) of girls' schools, did not have access to a toilet facility. Approximately 62% of the boys' schools had a complete boundary wall, whereas 81% of the girls' schools had a complete boundary wall. Likewise the proportion of girls' schools with electricity (80%) was higher than boys' schools (about 62%). 93% of the surveyed girls' schools and 90% of boys' schools reported to have received free text books. Additionally students in 15% of the girls'

schools had access to library books compared to 6% of the boys' schools.

Indicator 6: Right to Information

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

Only 60% of the surveyed schools had boards to display information about students' attendance. This percentage was lower for display boards for SCs' grant (24%) and SC members' information (29%).

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

Only 49% of the surveyed schools had updated and visible student attendance boards while only 18% had updated and visible grant information. Of the 29% schools that had display boards for SC members' information a majority of them, 66%, had updated information of their SC members.

District Comparisons

Average school enrollment

- **Surveyed schools in Sukkur had, on average, highest per school enrollment; Mirpur khas had the lowest**

Of the surveyed schools within Sindh, the overall average primary school size was found to be 99. District Sukkur had highest per school enrollment, 122 students per school, whereas District Mirpur khas had lowest, about 75 students per primary school.

Students' attendance rate

- **Students' attendance rates were highest in District Dadu, lowest in District Hyderabad**

Average attendance rates across surveyed schools in Sindh were 75%. On average, 84% of the enrolled students within the surveyed schools, across District Dadu were

found present on the day of survey. However only 80% and 76% students were present within District Karachi East and Nowshero-Feroze whereas student attendance rate was 73%, 70% and 68% for District Mirpurkhas, Sukkur and Hyderabad respectively.

One-teacher schools

- **About half of the government primary schools in District Mirpurkhas, NowsheroFeroze, and Sukkur had only one-teacher**

Out of the surveyed schools in Sindh, about 55% primary schools in District Mirpurkhas, 53% in Nowshero Feroze and 54% in Sukkur had only one teacher to teach all the classes. District Dadu had about 39% primary schools with only one teacher.

- **More than 20% primary schools in District Dadu, Hyderabad, Mirpurkhas, and Nowshero Feroze had two-teachers**

About 24% primary schools in District Dadu, 20% in Hyderabad, 24% in Mirpurkhas and 23% in Nowshero Feroze had two teachers to teach all the grades. This was significantly less for District Sukkur (11% schools), and Karachi-East (3% schools).

Teachers' qualification

- **About 80% teachers in District Sukkur had at least had a Bachelor's degree**

About 80% of the teachers across the surveyed schools of District Sukkur reported to have their educational qualification to be at least Bachelors. This was slightly less for other districts we surveyed in Sindh: 78% for Dadu, 79% for Hyderabad, 75% for Karachi (East), 70% for Mirpur khas, and 77% for Nowshero Feroze.

- **District Nowshero Feroze had the highest proportion of teachers with at least B.Ed. or M.Ed. certification**

About 60% of the teachers across the surveyed schools of District Nowshero Feroze had either B.Ed. or M.Ed. This was

lower for other districts: 33% for Dadu, 22% for Hyderabad, 45% for Karachi (East), 44% for Mirpur khas and 56% for Sukkur.

SC meetings

- **About 41% of the government primary schools within Karachi (East) and only 6% within Nowshero Feroze are conducted their SC meetings on a monthly basis**

The highest ratio of government schools conducting their SC meetings regularly on monthly basis were found in District Karachi (East) and the lowest were in Nowshero Feroze (about 6% schools only). Within other districts, the following percentage of schools were conducting their SC meetings on a monthly basis: 36% for Dadu, 30% for Hyderabad, 37% for Mirpur khas, and 26% for Sukkur.

SC funds' receiving

- **About 61% schools within Karachi (East) reported having received SC funds during 2014-15 – this ratio was lower for other surveyed districts**

61% surveyed schools in Karachi (East) reported to have received their SC funds during last fiscal year, FY 2014-15. District Sukkur (53% schools) was second, followed by District Hyderabad (35% schools) at third, and District Dadu (33% schools) at fourth. Surveyed schools within District Mirpur khas displayed the worst condition as only about 16% of their schools reported to have received the funds last year.

SC funds' utilization by each school

- **Schools in District Mirpur khas reported to have utilized the maximum funds, at Rs. 10,091, during last year**

The survey reveals that schools in District Mirpur khas, on average, spent about Rs. 10,091 during the last fiscal year. While surveyed schools within District Sukkur reported to have spent, on average, Rs. 8,799. Schools across Karachi (East) had

spent Rs. 7,216 during the whole fiscal year. The figures were much lower for other districts: Rs. 1,757 for District Dadu, Rs. 3,207 for District Hyderabad and Rs. 3,244 for District Nowshero Feroze.

Right to Information – display boards in government schools

- **About 94% of the surveyed schools in Karachi (East) had displayed information on children's attendance – this ratio was much lower for other districts**

About 94% of the surveyed schools in Karachi (East) had displayed information on children's attendance. This ratio was much lower for other districts: 57% in Dadu, 41% in Hyderabad, 16% in Mirpur khas, 63% in Nowshero Feroze and 22% in Sukkur.

Schools' facilities

- **About 89% of the surveyed schools in District Nowshero Feroze, and 74% schools in Karachi (East), and Sukkur had access to clean drinking water**

About 89% of the surveyed schools across District Nowshero Feroze had access to clean drinking water, followed by District Sukkur and Karachi (East) at 74%. For other districts, this ratio was much lower: 43% for Dadu, 61% for Hyderabad and 40% for Mirpurkhas.

- **Almost 43% of the surveyed schools across Karachi (East) had a functional toilet facility – situation was worse in other surveyed districts**

About 43% of the surveyed schools within Karachi (East) had a functional toilet. This ratio was lower in other districts of Sindh we surveyed: only about 13% schools in District Dadu had had a functional toilet, 36% schools in District Hyderabad, 17% in District Mirpurkhas, 20% in Nowshero Feroze, and 32% in District Sukkur.

- **About 95% schools across Karachi (East), followed by District Sukkur (at about 75%) had a complete boundary wall**

About 95% schools across Karachi (East) had a complete boundary wall. Followed by District Sukkur where 75% of the schools had a complete boundary wall. District Hyderabad (62% schools) and District Dadu (58% schools) were next on the list. District Nowshero Feroze had about 50% of the schools with a complete boundary wall and about 47% schools within District Mirpur khas had a complete boundary wall.

- **About 96% schools across Karachi (East) had an electricity connection; District Mirpur khas showed the lowest number**

About 96% of the surveyed schools across Karachi (East) had an electricity connection within their schools. This was followed by District Nowshero Feroze (74% schools), District Sukkur (65% schools), District Hyderabad (62% schools), District Dadu (48% schools). District Mirpur khas had the least number of schools (42% schools) with an electricity connection.

- **Over 80% schools in all surveyed districts reported to have received free textbooks**

The ratio was highest for District Nowshero Feroze where about 97% schools reported to have received free textbooks, whereas on an overall level, across all surveyed districts, more than 80% schools (the least ratio for District Dadu) reported to have received free textbooks during the last academic year.

Surveyed schools

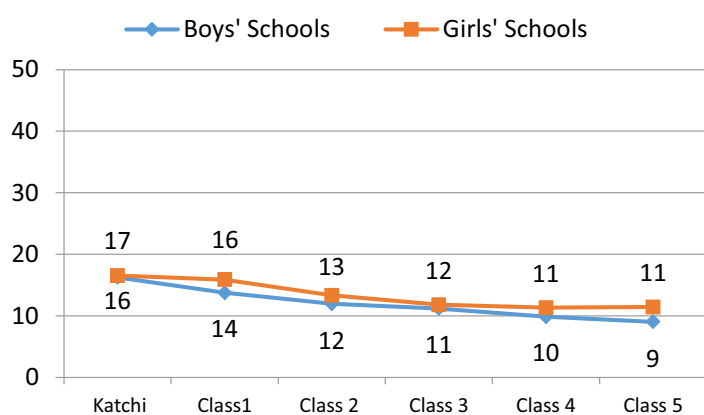
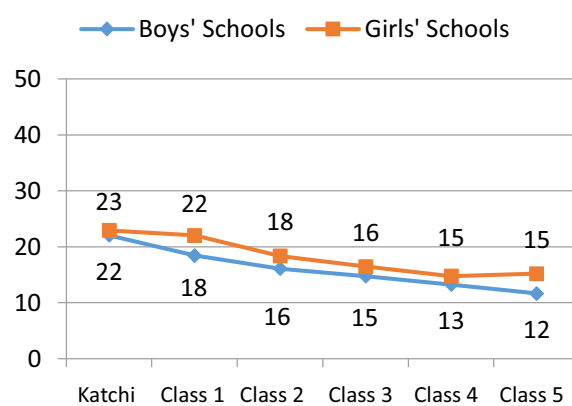
Surveyed schools by type

Boys	Girls	Total
465	97	562

Students information

Enrollment and Attendance

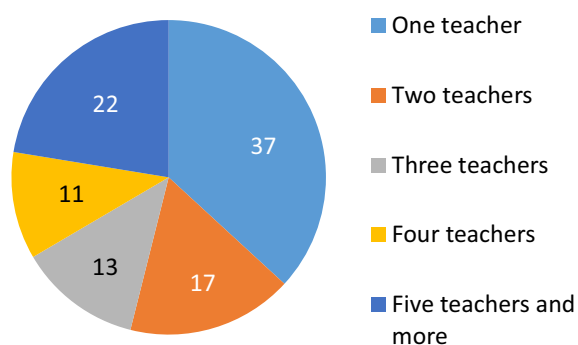
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	22	19	16	15	13	12	99
Average Attendance	16	14	12	11	10	9	74
Attendance Rate (%)	73	74	74	75	75	77	75

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

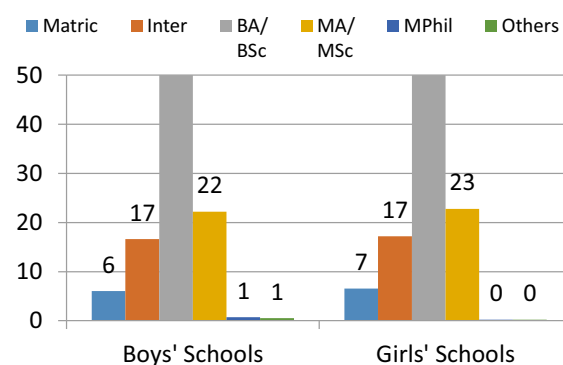
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	529	1201	25	1755
Attendance	498	1088	25	1611
Attendance (%)	94	91	100	92

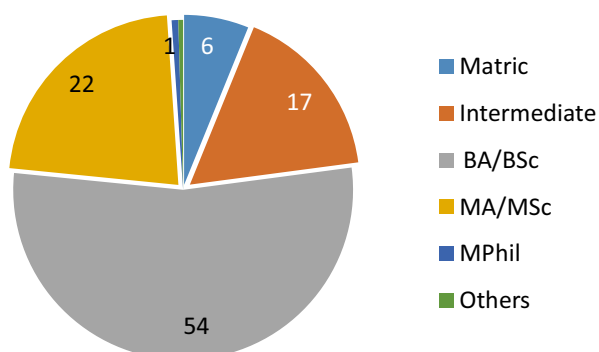
Teachers-wise number of schools



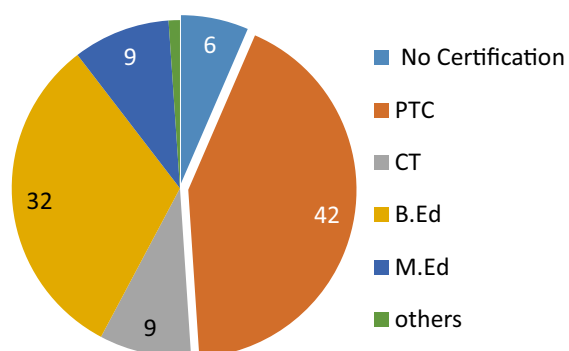
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

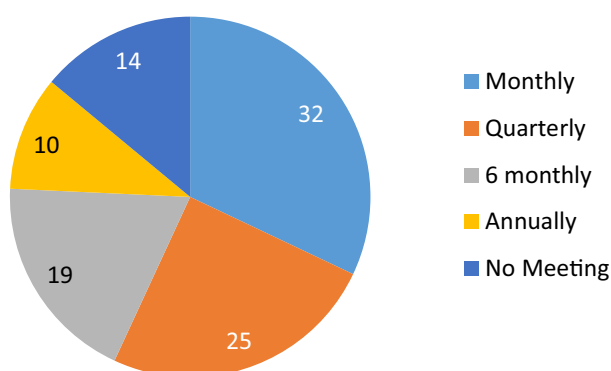


SMC Structure

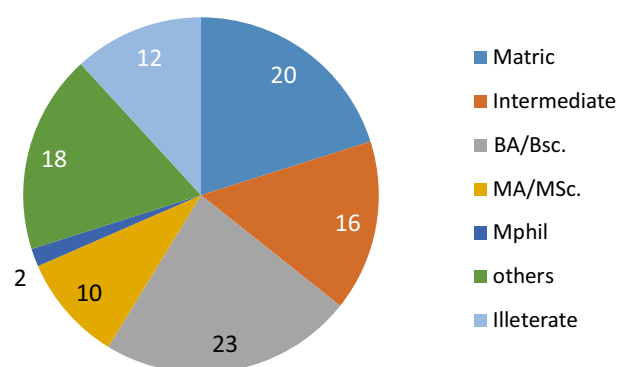
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	92	8	100

How often are SMC meetings conducted? (% schools)

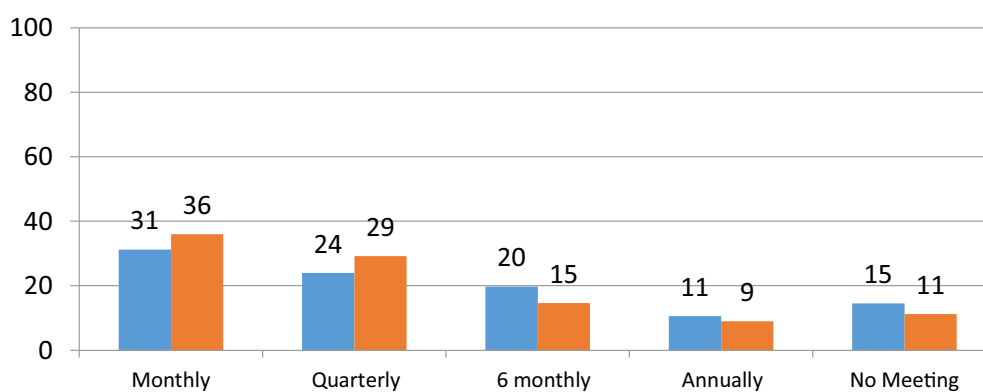


Qualification of SMC Members (% members)



How often are SMC meetings conducted? (% schools)

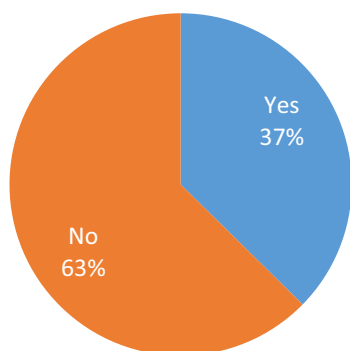
Boys' Schools Girls' Schools



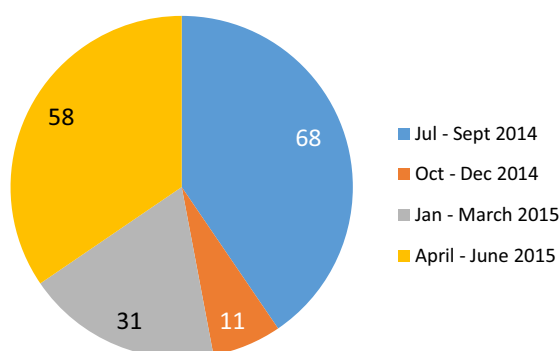
SMC/NSB Grants' Information

Did the schools receive SMC funds?

FY 2014-15



In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

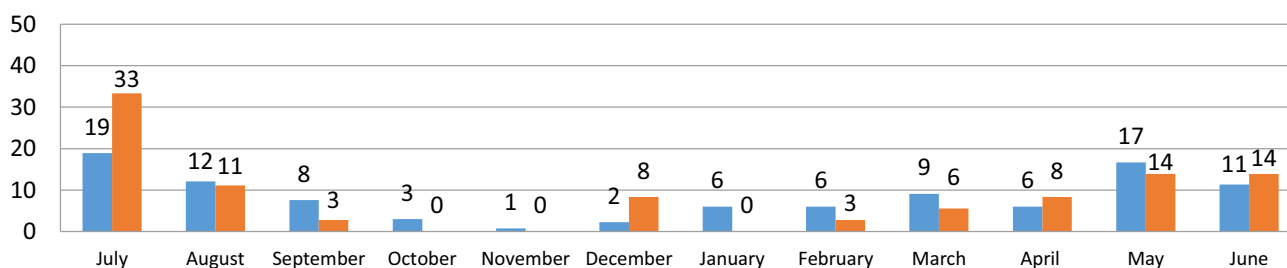
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	1024	721	405	66	0	144	223	294	610	348	875	812	5522
Number of schools received (total)	37	20	11	4	0	6	8	9	14	11	27	20	
Funds / amount utilized (average)	1683	825	632	769	296	372	271	215	382	143	247	-*	5844

*Utilization record was not available

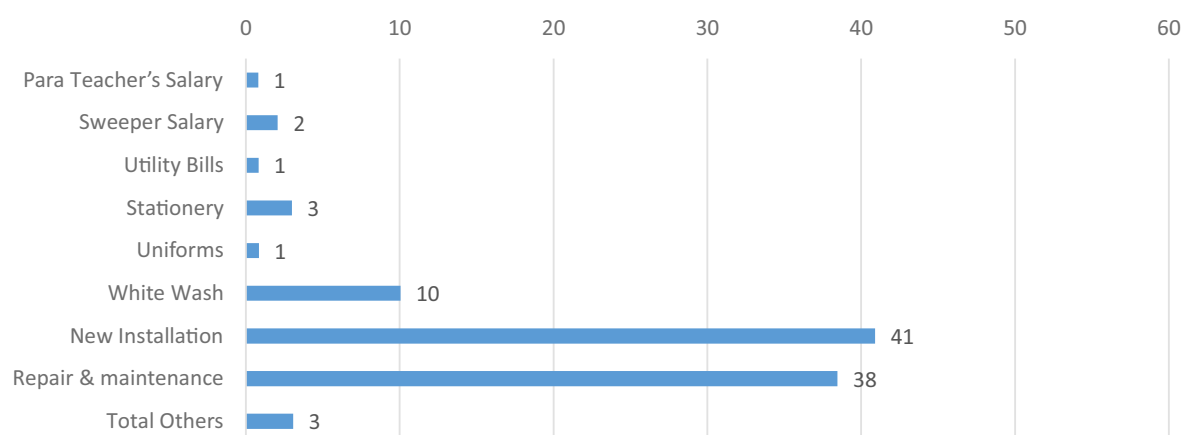
School received SMC funds
(% schools)

Boys' Schools Girls' Schools

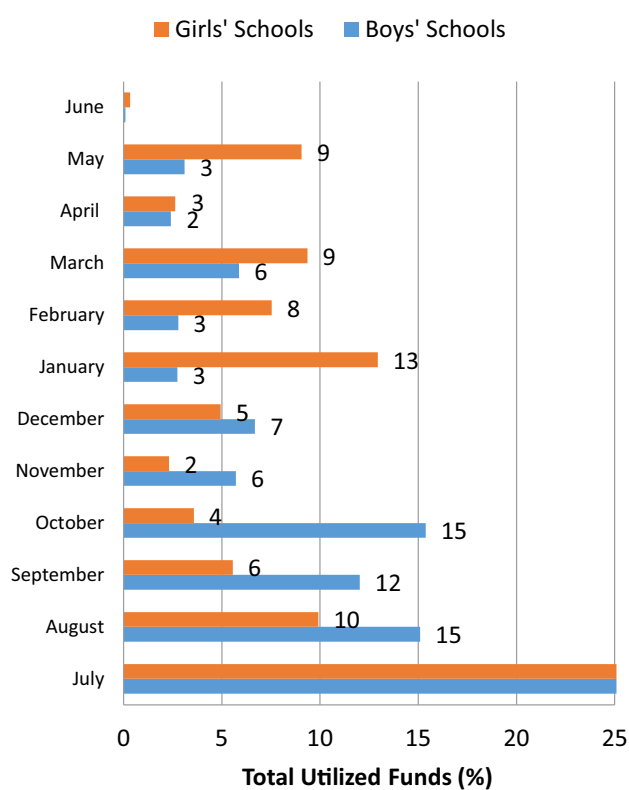


SMC/NSB Grants' Information

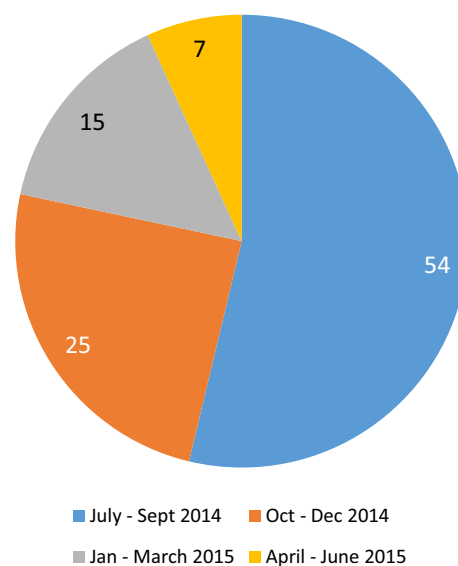
Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)



Utilization of SMC funds -
(% month-wise utilization FY 2014-15)

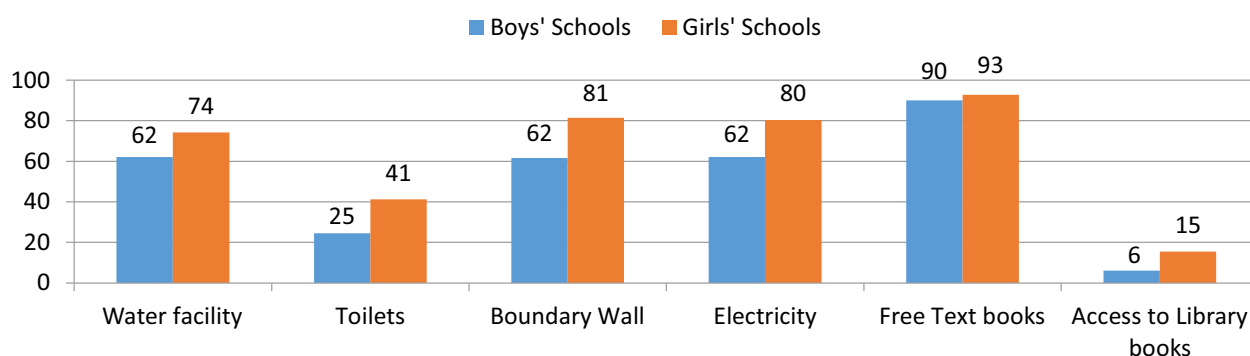


Quarterly utilization of SMC funds -
(% utilized fund)



Schools facilities

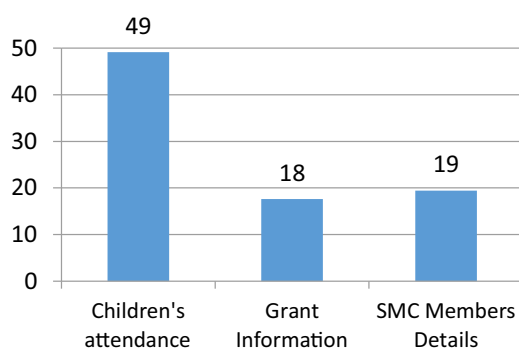
Schools facilities	Schools with facilities (%)
Water facility	64
Toilets	43
Boundary wall	78
Electricity	74
Free text books	90
Access to library books	13

School Facilities by school type
(% schools)

Right to Information

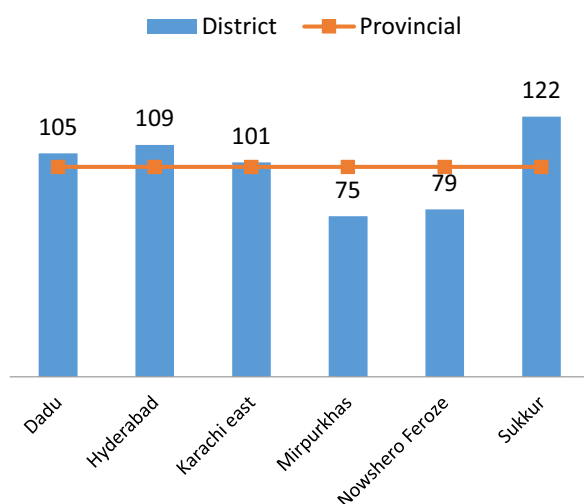
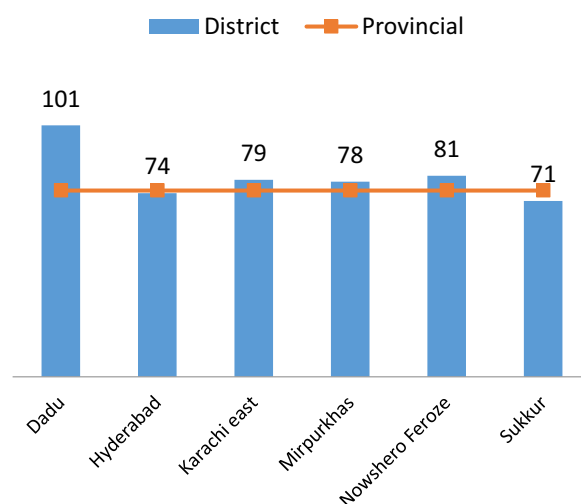
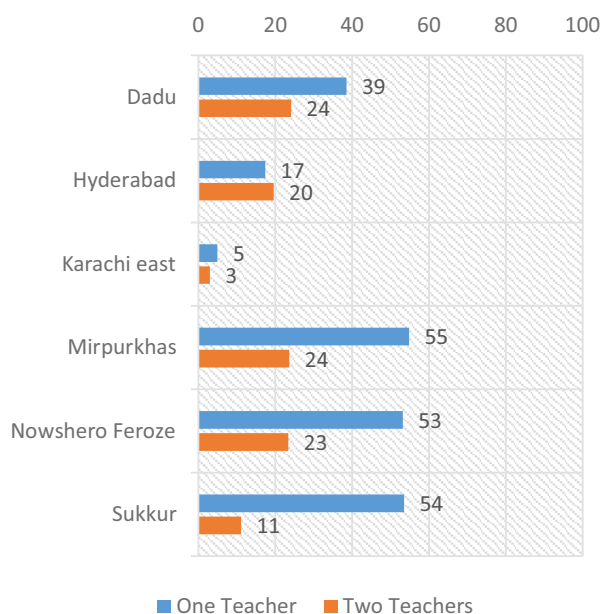
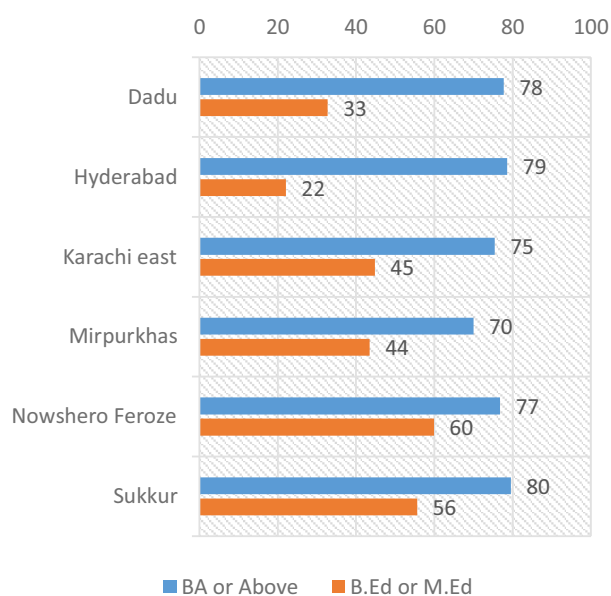
Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	60	50	49
Grant information	24	18	18
SMC members' information	29	22	19

Display boards available & updated (% schools)



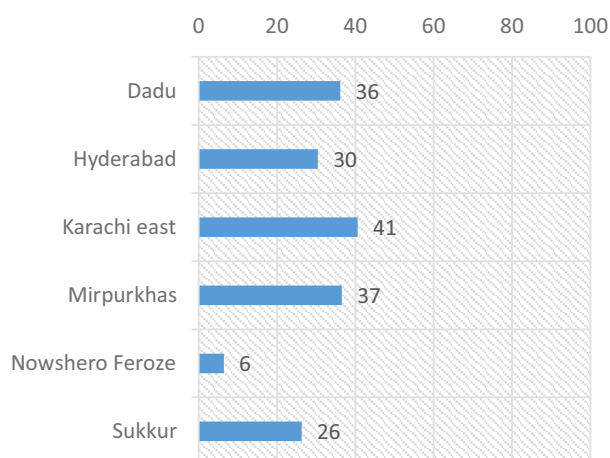
Provincial Comparison

Students & Teachers

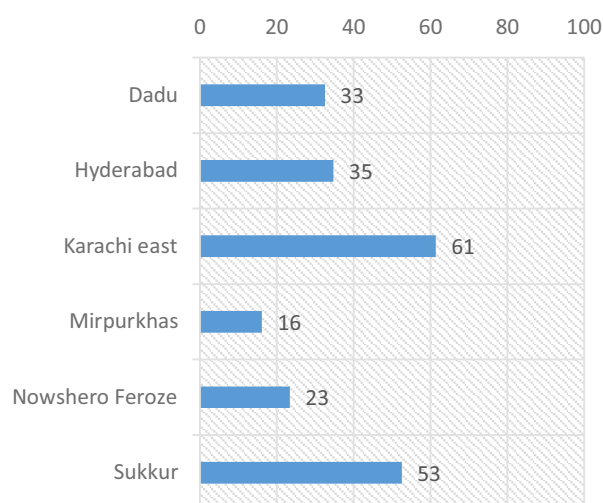
Students' Enrollment
(average students)Students' Attendance
(% students)Schools with one and two
teachers (% schools)Teachers' qualification &
certifications (% teachers)

Funds & Right to information

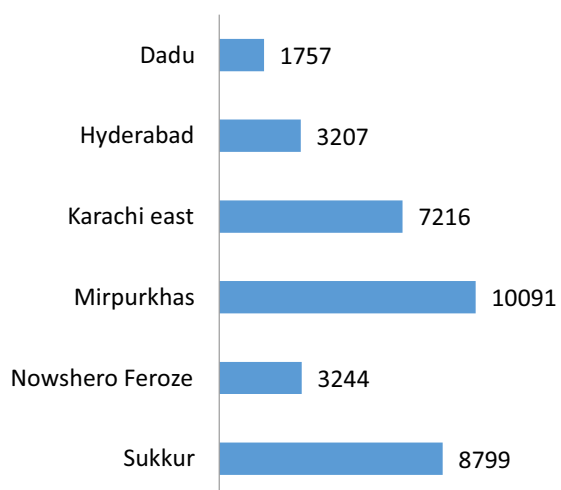
Schools conducting SMC meetings on monthly basis
(% schools)



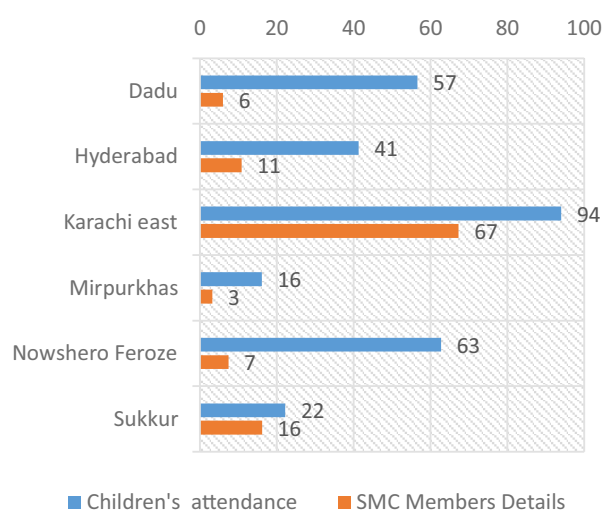
SMC funds received
(% schools)



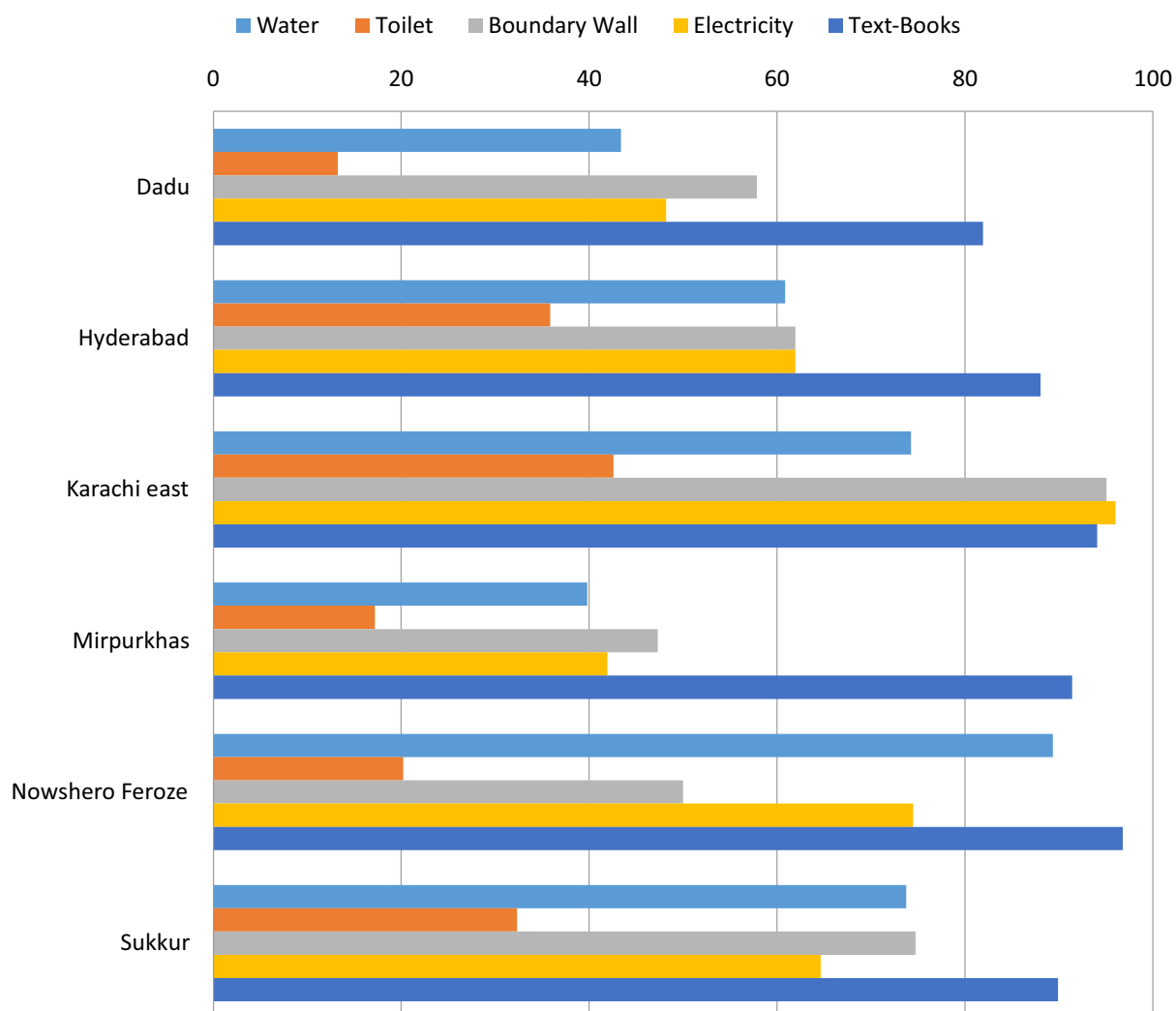
Yearly funds' utilized
(Average Rs.)



Display boards available & updated
(% schools)



Schools Facilities

School facilities
(% schools)

FINDINGS

DISTRICTS

FINDINGS

**DISTRICTS OF
BALOCHISTAN**

Surveyed schools

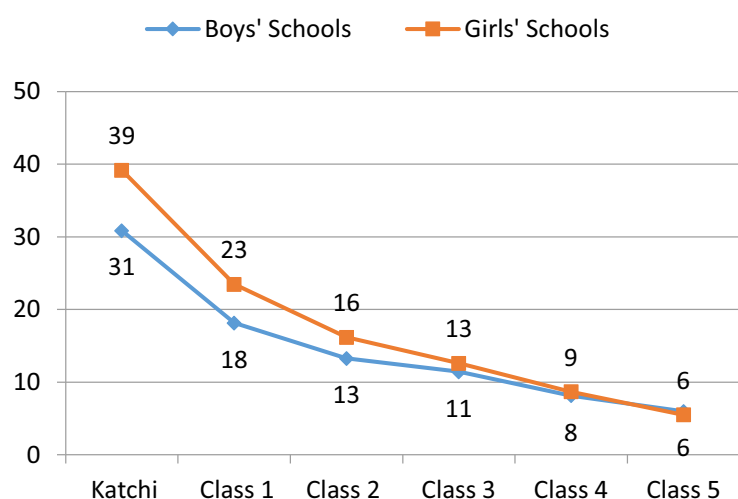
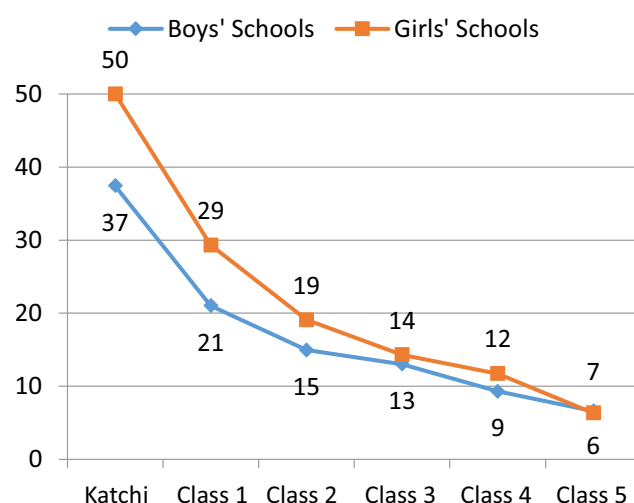
Surveyed schools by type

Boys	Girls	Total
58	28	86

Students information

Enrollment and Attendance

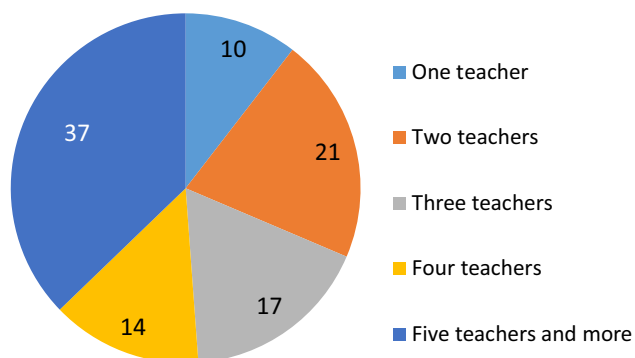
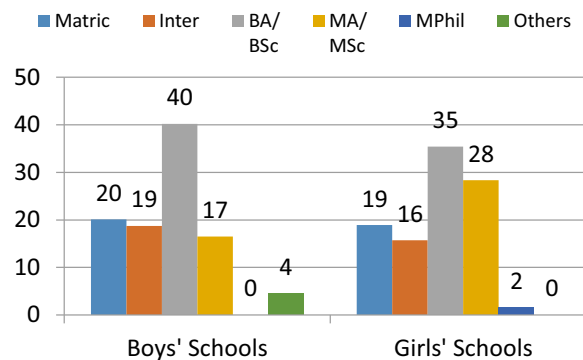
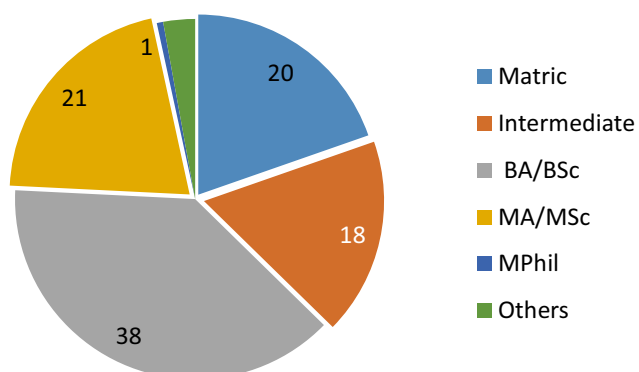
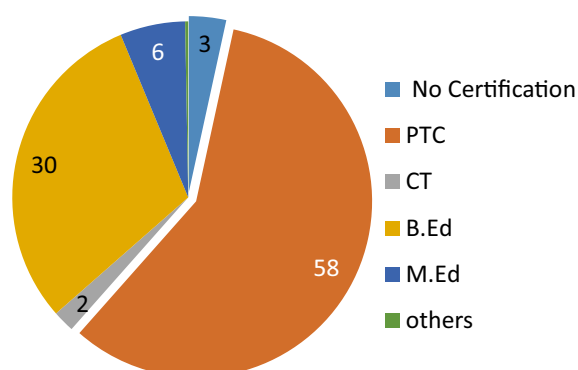
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	42	24	16	13	10	7	112
Average Attendance	34	20	14	12	8	6	94
Attendance Rate (%)	81	84	87	88	82	89	84

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	80	270	1	351
Attendance	76	238	1	315
Attendance (%)	95	88	100	90

Teachers-wise number of schools

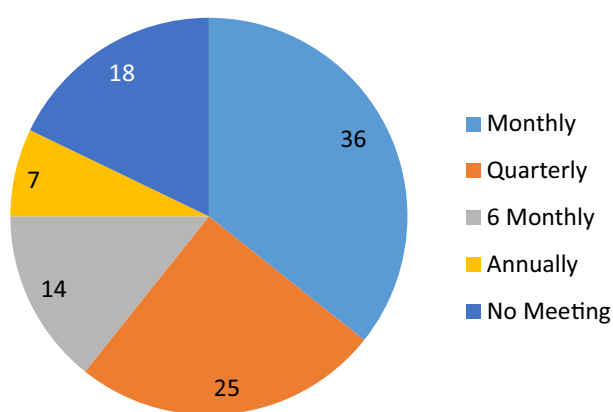
Teachers' Qualifications by gender
(% teachers)Teachers' Qualifications
(% teachers)Teachers' Certification
(% teachers)

SMC Structure

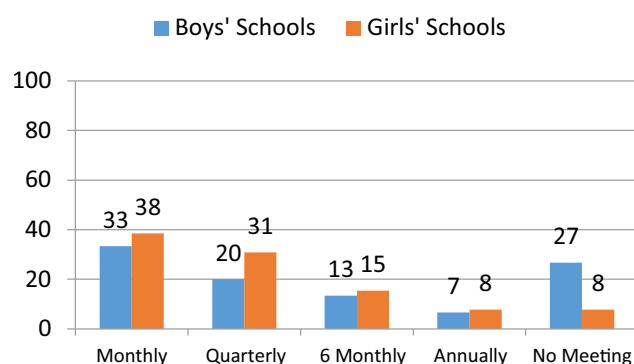
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	33	67	100

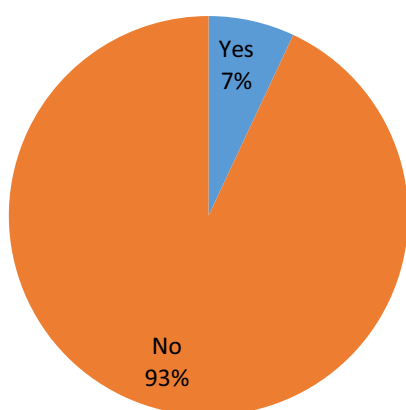
How often are SMC meetings conducted? (% schools)



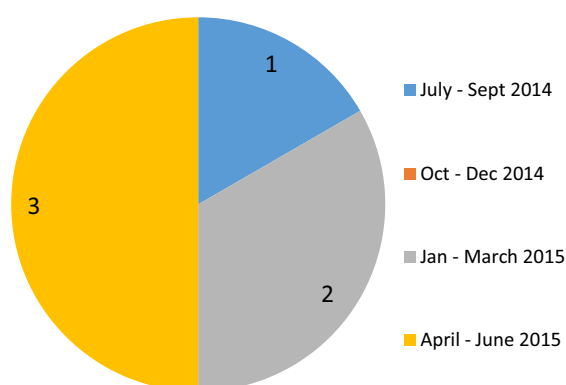
How often are SMC meetings conducted? (% schools)



School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15

In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of schools received (total)	0	0	1	0	0	0	0	0	0	0	0	0	
Funds / amount utilized (average)	0	0	0	0	0	0	0	0	0	0	0	-*	0

*Utilization record was not available

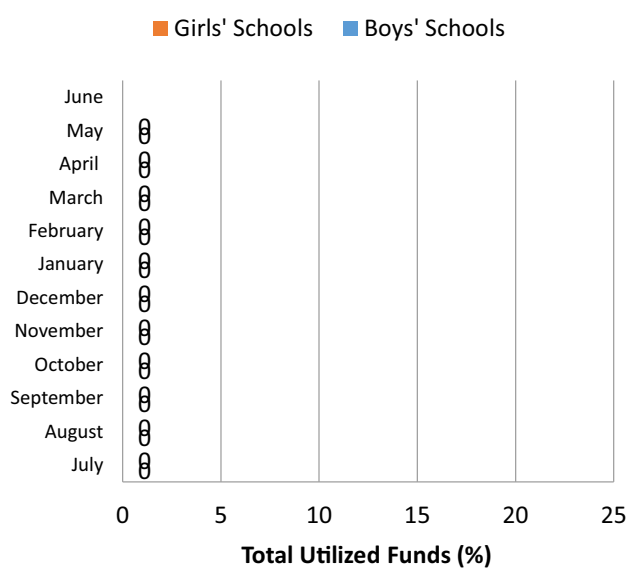
Categorization of SMC funds' utilization

(% total utilized funds FY 2014-15)

	0	10	20	30	40	50	60
Para Teacher's Salary	0						
Sweeper Salary	0						
Utility Bills	0						
Stationery	0						
Uniforms	0						
White Wash	0						
New Installation	0						
Repair & maintenance	0						
Total Others	0						

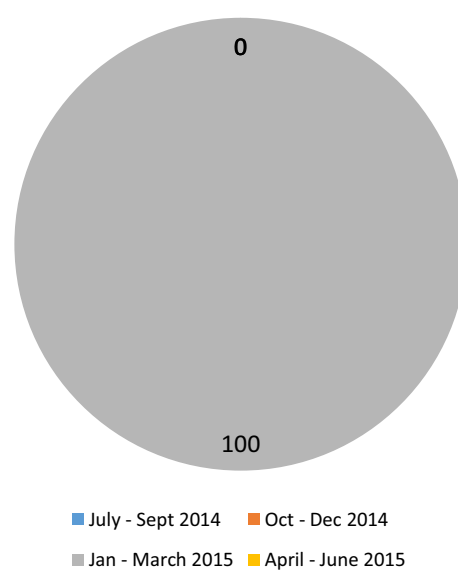
Utilization of SMC funds -

(% month-wise utilization FY 2014-15)



Quarterly utilization of SMC funds -

(% utilized fund)

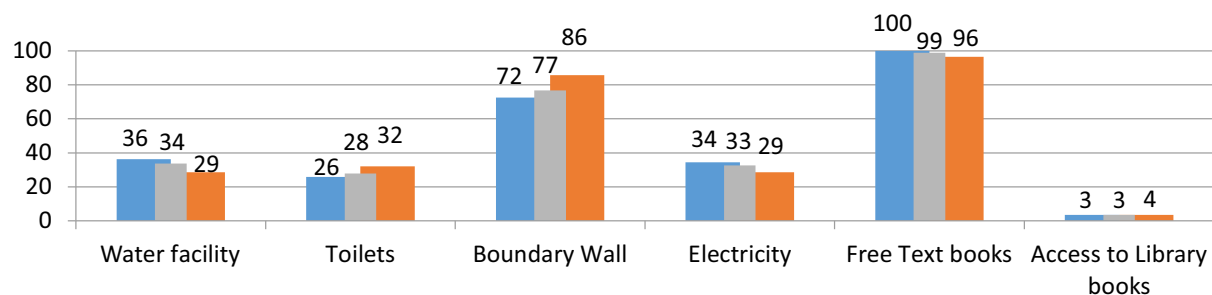


Schools facilities

School Facilities by school type

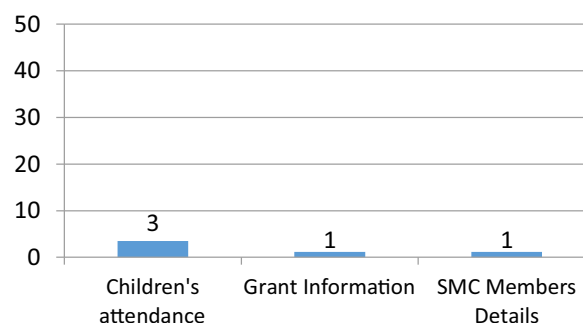
(% schools)

Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	3	5	3
Grant information	1	1	1
SMC members' information	2	1	1

Display boards available & updated
(% schools)

Surveyed schools

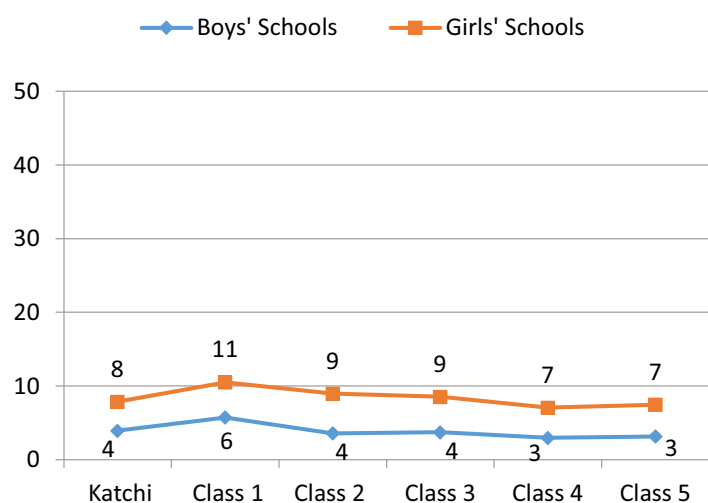
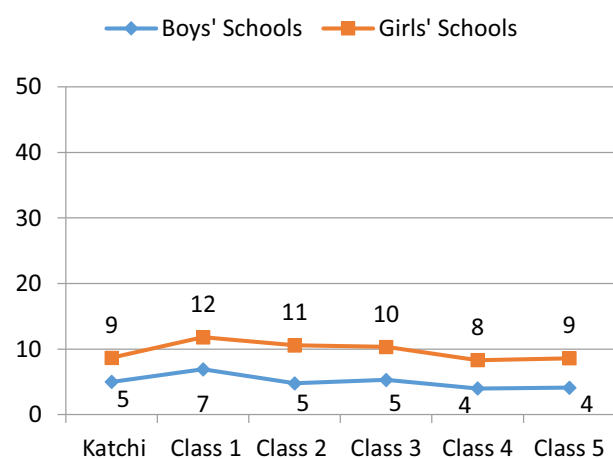
Surveyed schools by type

Boys	Girls	Total
55	30	85

Students information

Enrollment and Attendance

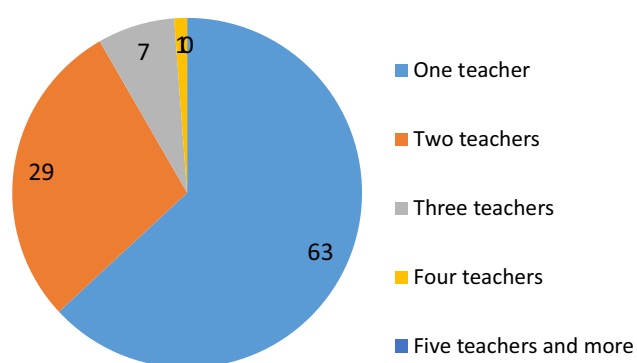
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	6	9	7	7	6	6	40
Average Attendance	5	7	5	5	4	5	33
Attendance Rate (%)	85	86	80	77	80	82	82

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

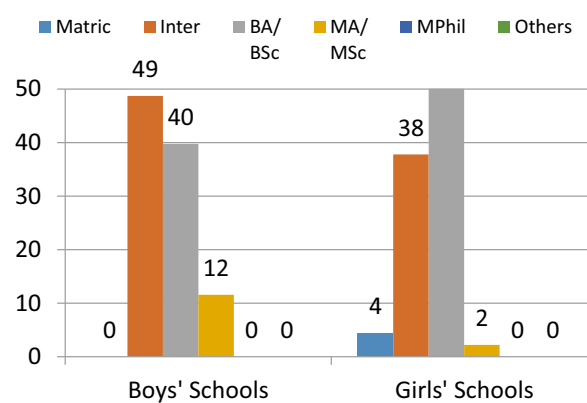
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	83	40	0	123
Attendance	79	32	0	111
Attendance (%)	95	80	0	90

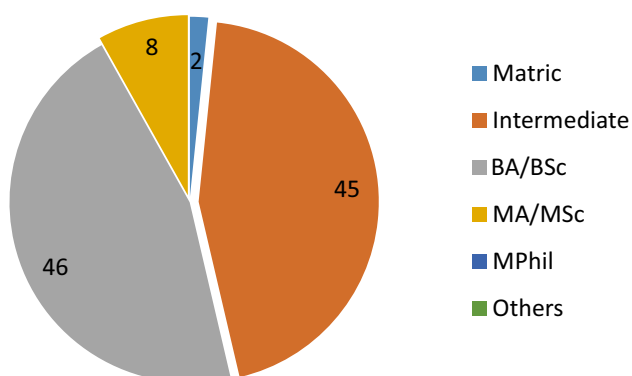
Teachers-wise number of schools



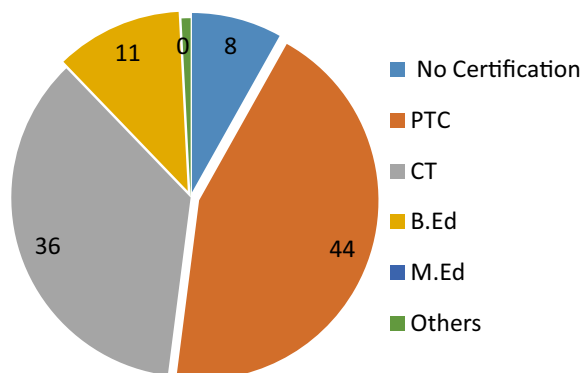
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



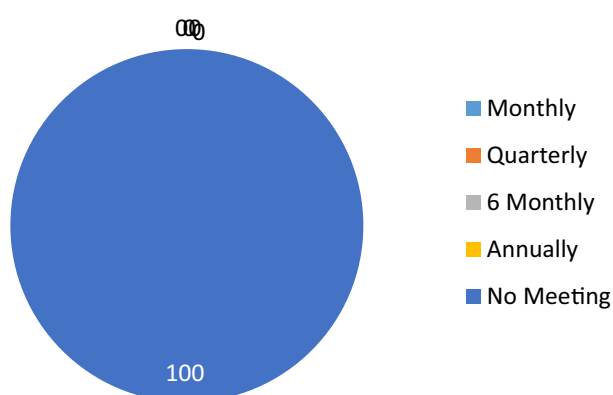
Teachers' Certification (% teachers)



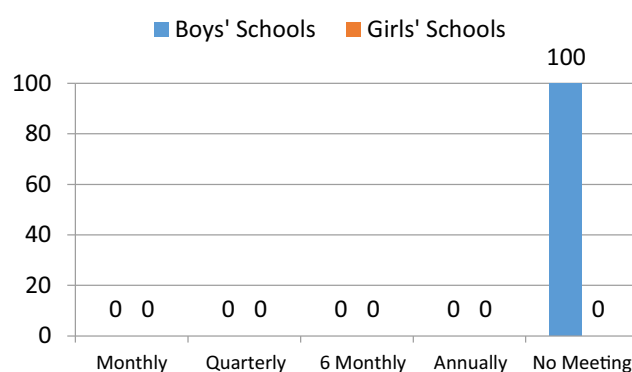
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	2	98	100

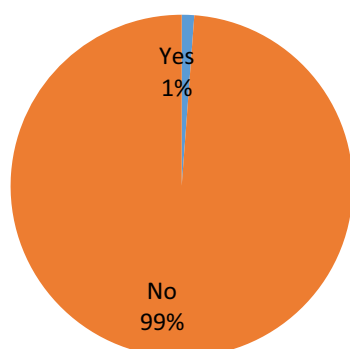
How often are SMC meetings conducted? (% schools)



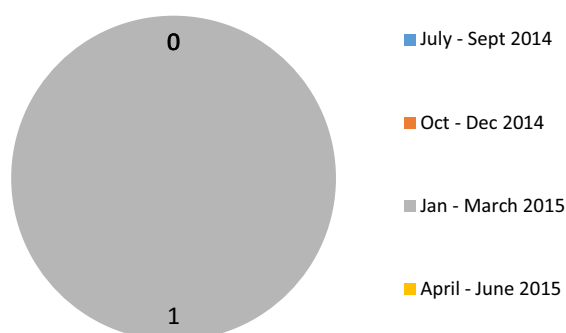
How often are SMC meetings conducted? (% schools)



School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15

In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

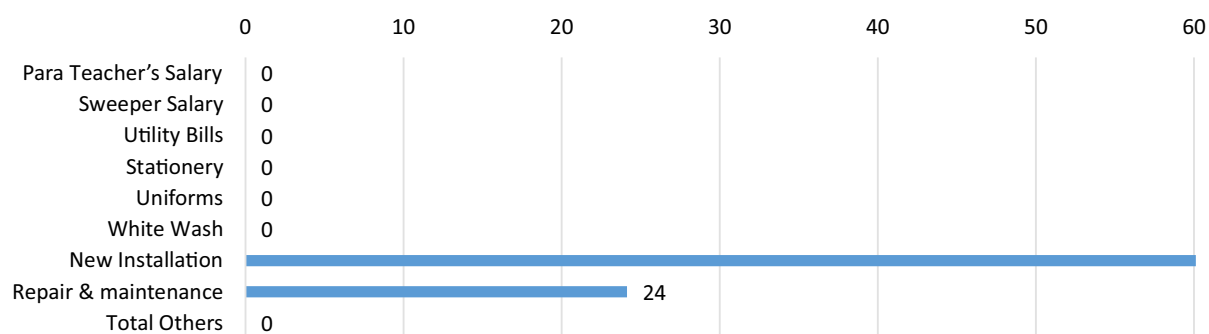
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of schools received (total)	0	0	0	0	0	0	0	0	0	0	0	0	
Funds / amount utilized (average)	0	0	0	0	0	0	0	0	0	0	0	0	0

*Utilization record was not available

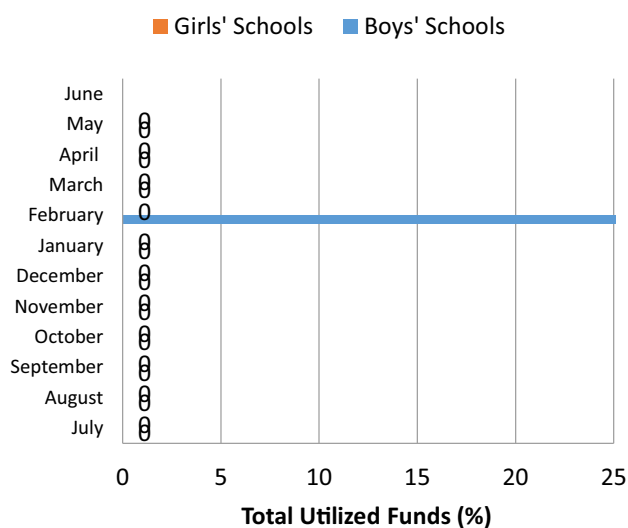
Categorization of SMC funds' utilization

(% total utilized funds FY 2014-15)



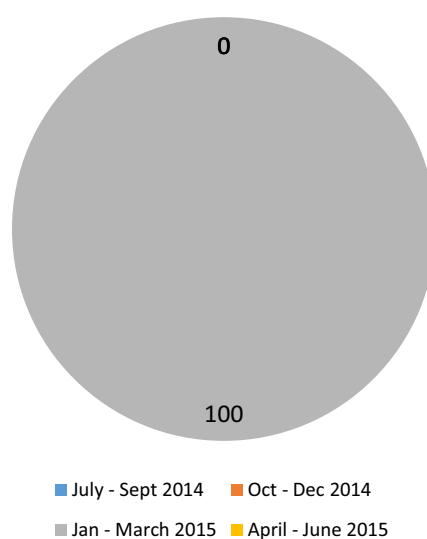
Utilization of SMC funds -

(% month-wise utilization FY 2014-15)



Quarterly utilization of SMC funds

- (% utilized fund)

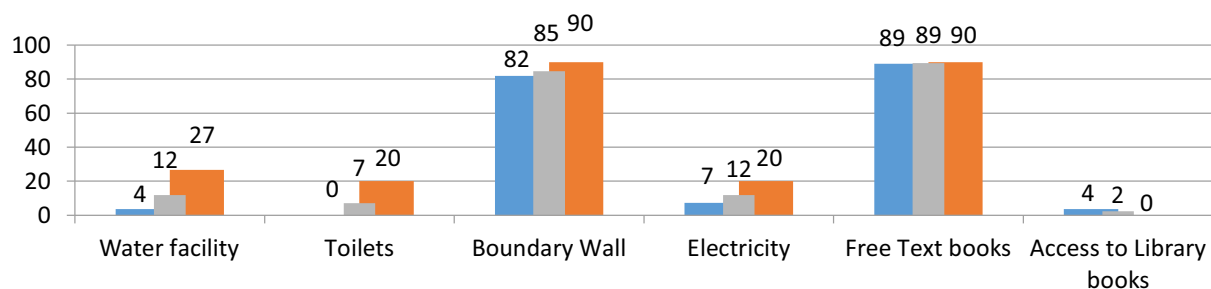


Schools facilities

School Facilities by school type

(% schools)

Boys' Schools Girls' Schools Overall



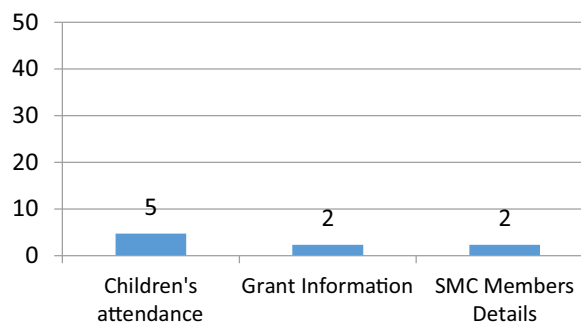
Right to Information

Right to Information

Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	5	6	5
Grant information	2	2	2
SMC members' information	2	2	2

Display Boards Available & updated

(% schools)



FINDINGS

DISTRICTS OF KHYBER PAKHTUNKHWA

Surveyed schools

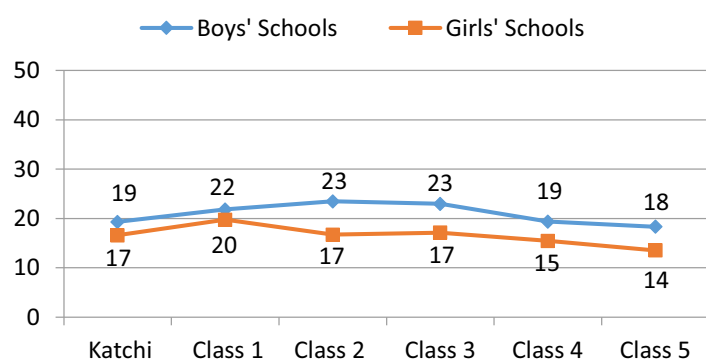
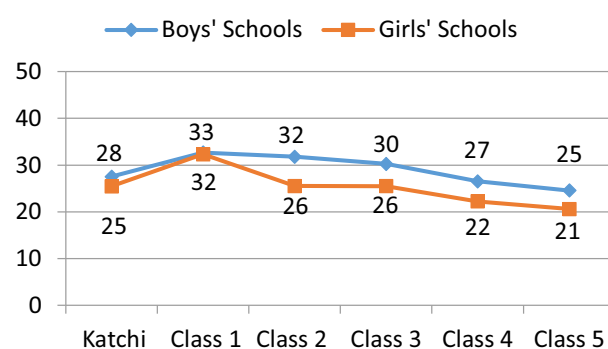
Surveyed schools by type

Boys	Girls	Total
60	40	100

Students information

Enrollment and Attendance

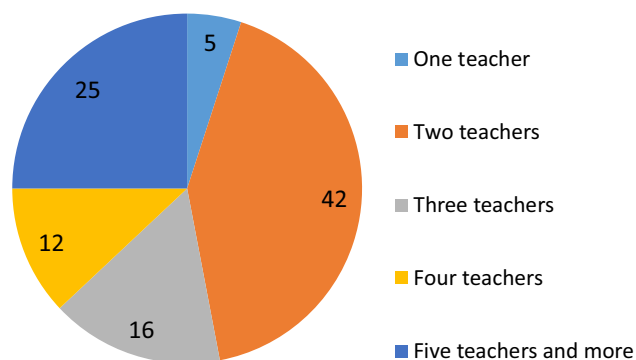
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	27	33	29	28	25	23	165
Average Attendance	18	21	21	21	18	16	115
Attendance Rate (%)	68	65	71	73	72	72	70

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

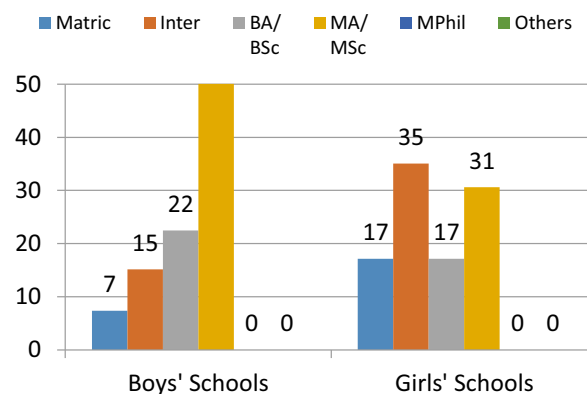
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	99	253	0	352
Attendance	87	213	0	300
Attendance (%)	88	84	-	85

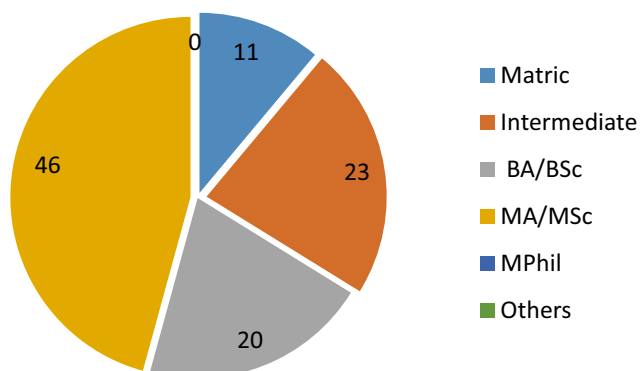
Teachers-wise number of schools



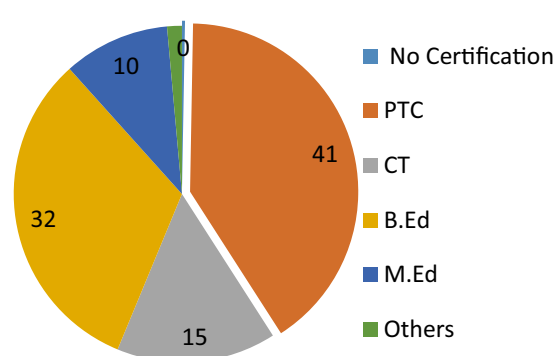
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



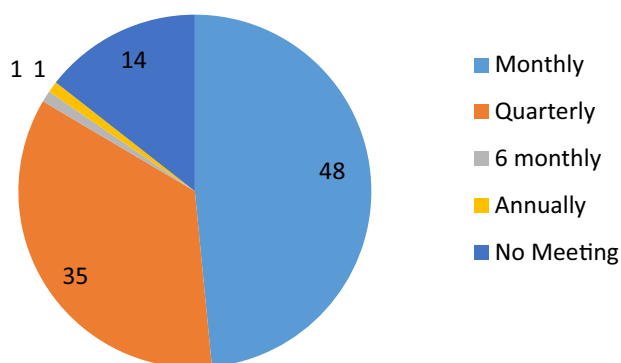
Teachers' Certification (% teachers)



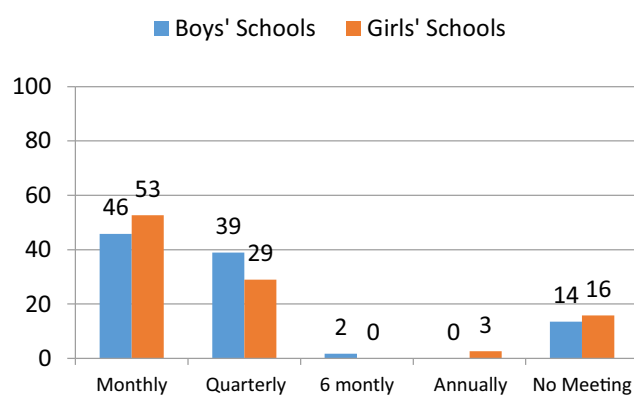
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	97	3	100

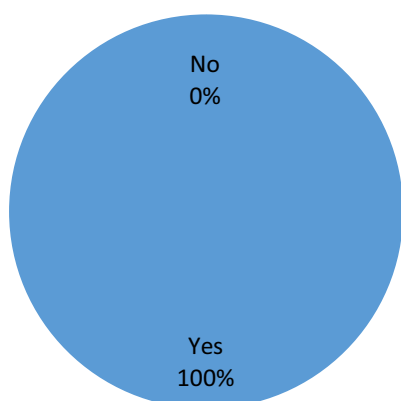
How often are SMC meetings conducted? (% schools)



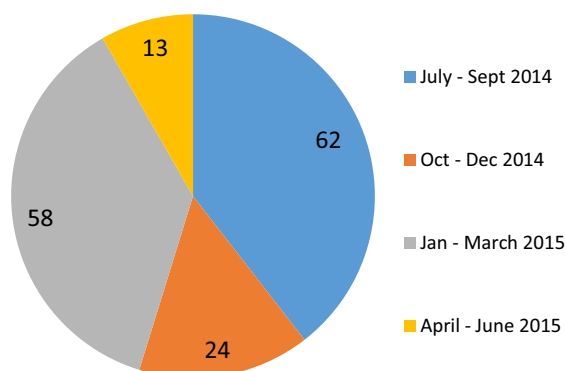
How often are SMC meetings conducted? (% schools)



School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15

In which quarter did schools receive funds? FY 2014-15



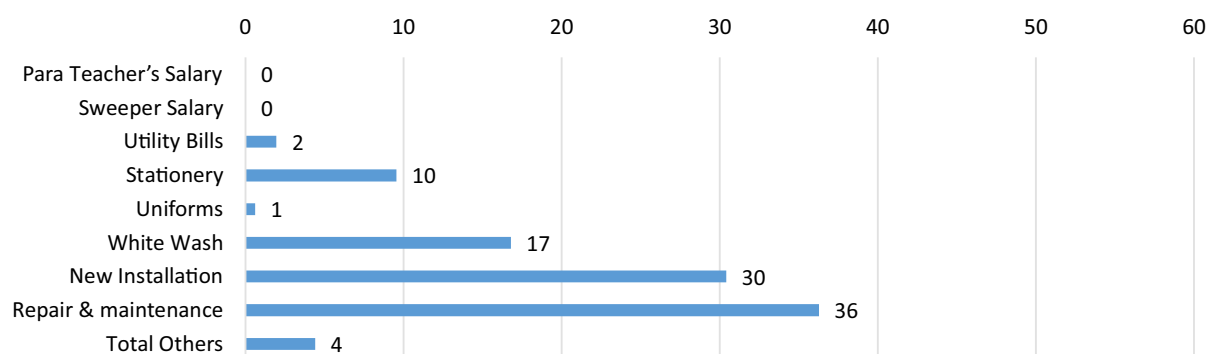
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

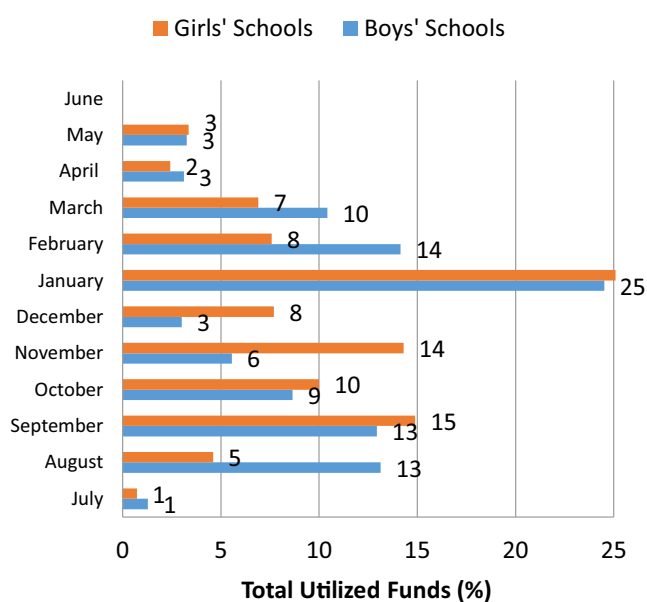
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	7130	3970	3370	1610	1050	3300	8918	2170	2720	2160	140	0	36538
Number of schools received (total)	27	19	16	8	5	11	36	12	10	11	2	0	
Funds / amount utilized (average)	379	3564	4654	3115	2871	1547	8743	4131	3186	991	1129	-*	34311

*Utilization record was not available

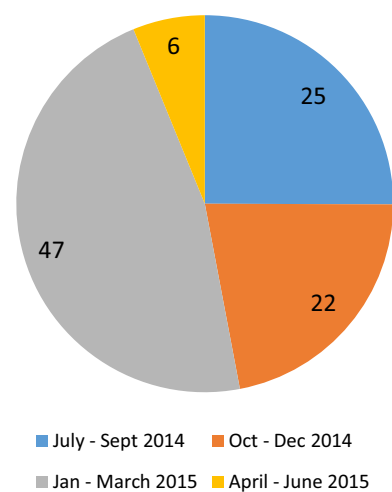
Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)



Utilization of SMC funds -
(% month-wise utilization FY 2014-15)



Quarterly utilization of SMC funds -
(% utilized fund)

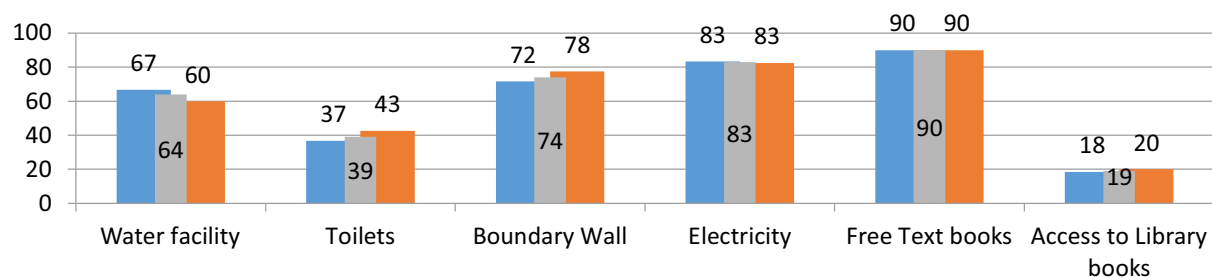


Schools facilities

School Facilities by school type

(% schools)

Boys' Schools Girls' Schools Overall

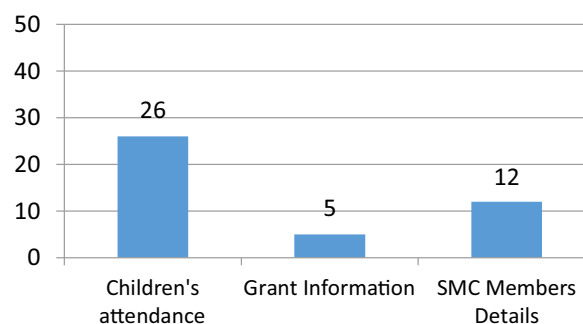


Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	35	31	26
Grant information	8	5	5
SMC members' information	18	13	12

Display Boards Available & updated

(% schools)



Surveyed schools

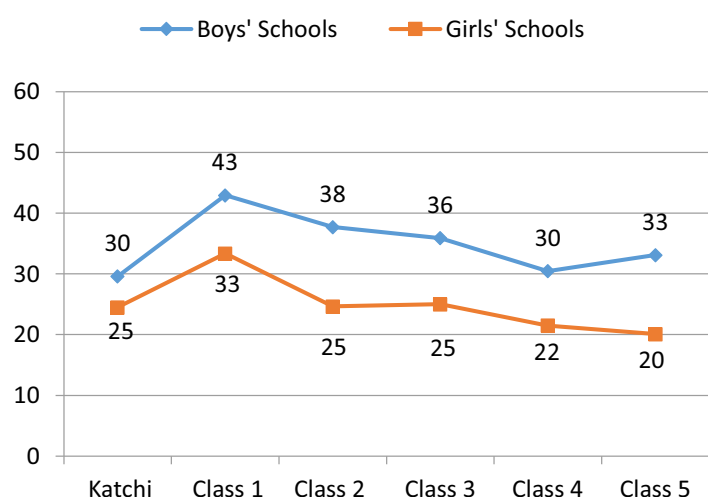
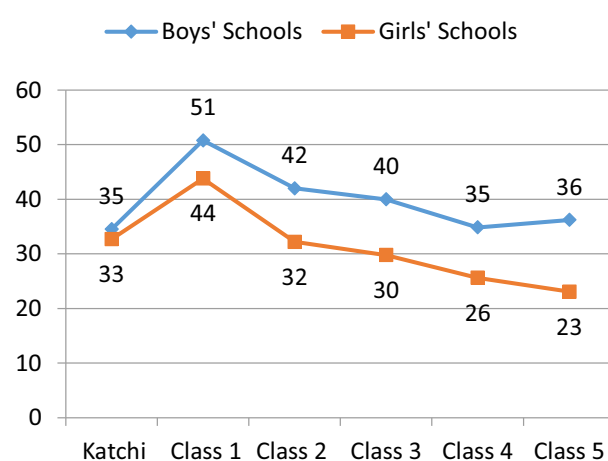
Surveyed schools by type

Boys	Girls	Total
50	50	100

Students information

Enrollment and Attendance

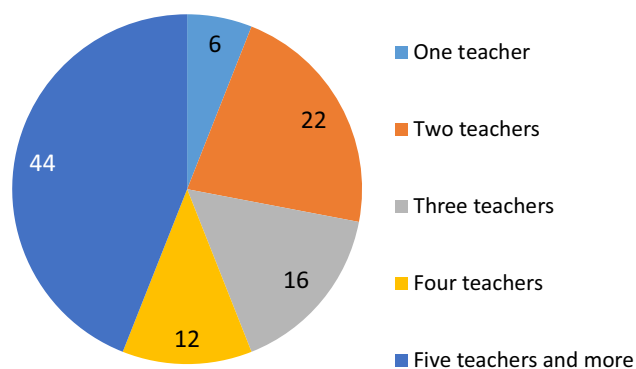
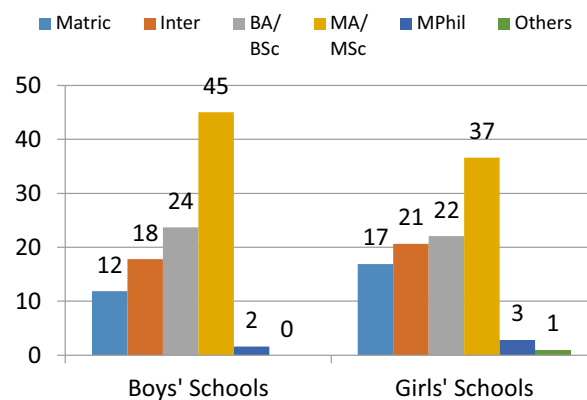
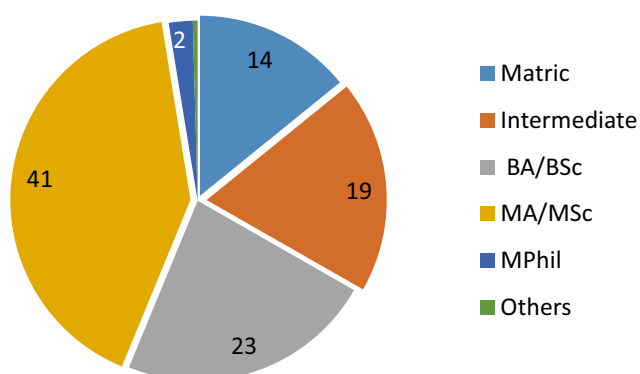
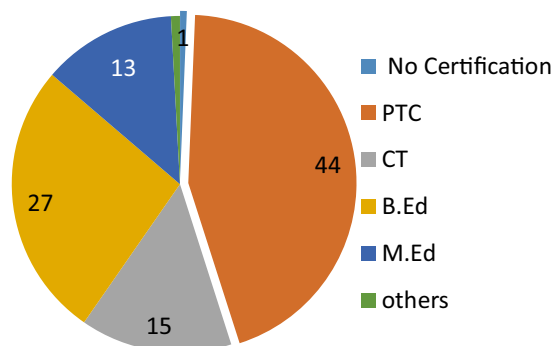
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	34	47	37	35	30	30	213
Average Attendance	27	38	31	30	26	27	179
Attendance Rate (%)	81	81	84	87	86	90	84

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	100	365	1	466
Attendance	89	333	1	423
Attendance (%)	89	91	100	91

Teachers-wise number of schools

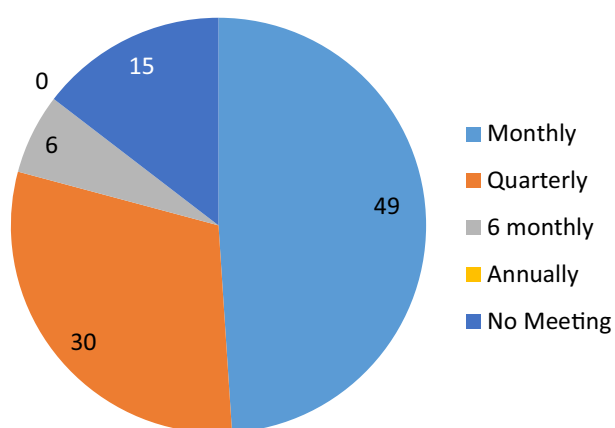
Teachers' Qualifications by gender
(% teachers)Teachers' Qualifications
(% teachers)Teachers' Certification
(% teachers)

SMC Structure

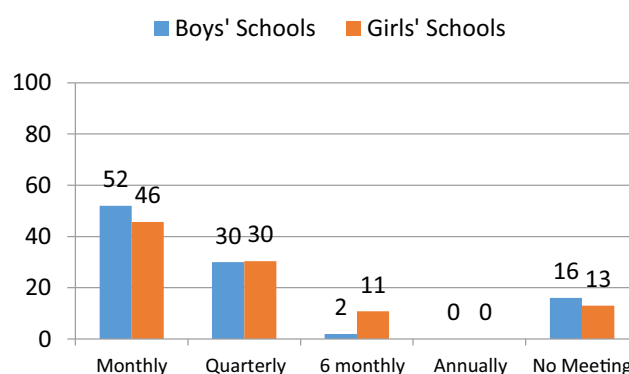
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	96	4	100

How often are SMC meetings conducted? (% schools)

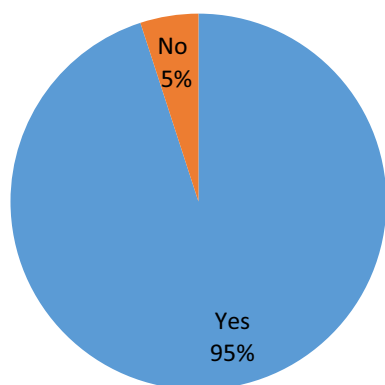


How often are SMC meetings conducted? (% schools)

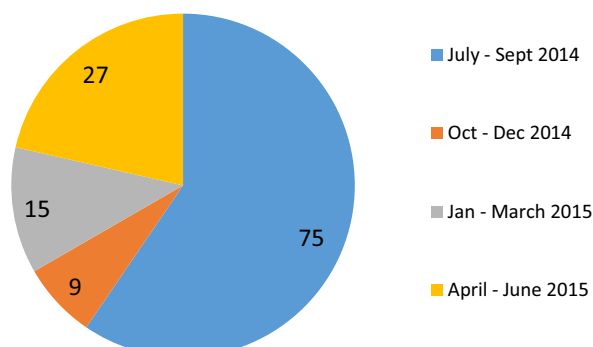


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



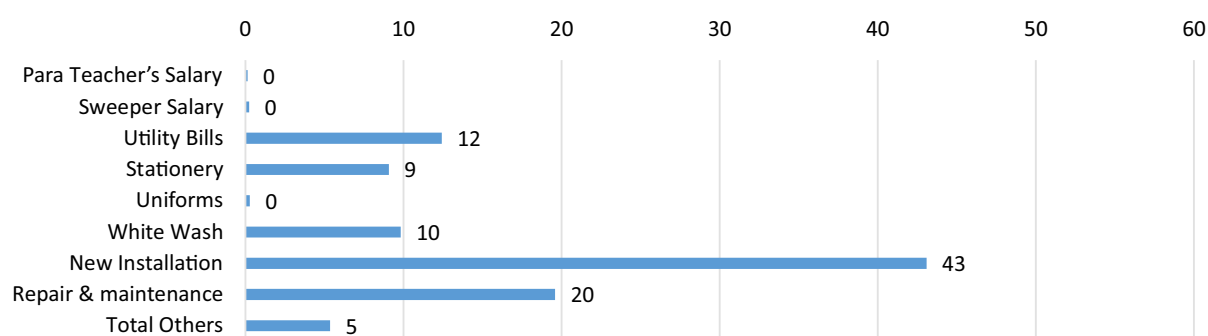
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	20915	9526	10810	1250	527	140	9340	3080	5430	4293	4577	750	70637
Number of schools received (total)	41	20	14	4	3	2	4	8	3	15	9	3	
Funds / amount utilized (average)	2124	5030	5848	4817	5976	5278	5442	5658	3906	8810	897	-*	53790

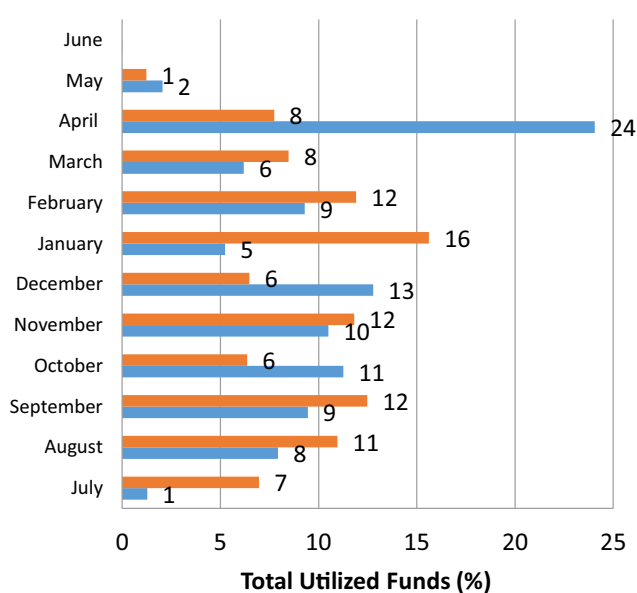
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

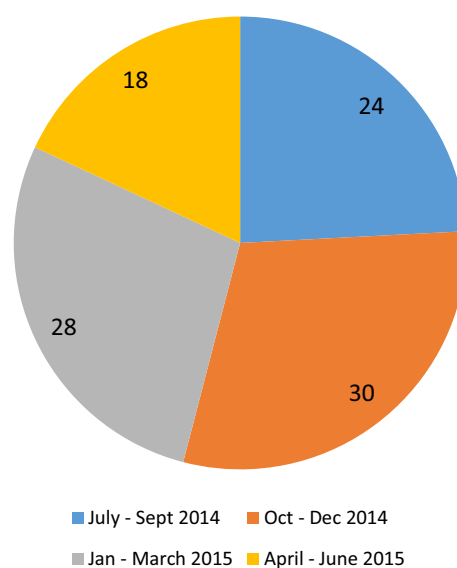


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools

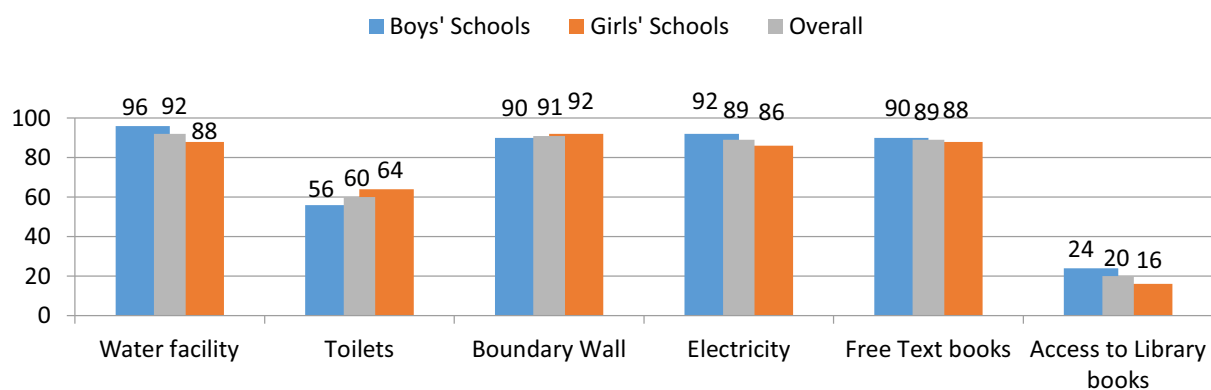


Quarterly utilization of SMC funds - (% utilized fund)



Schools facilities

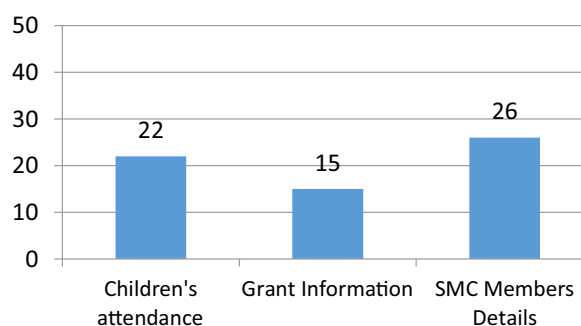
School Facilities by school type
(% schools)



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	34	25	22
Grant information	21	17	15
SMC members' information	29	26	26

Display Boards Available & updated
(% schools)



Surveyed schools

Surveyed schools by type

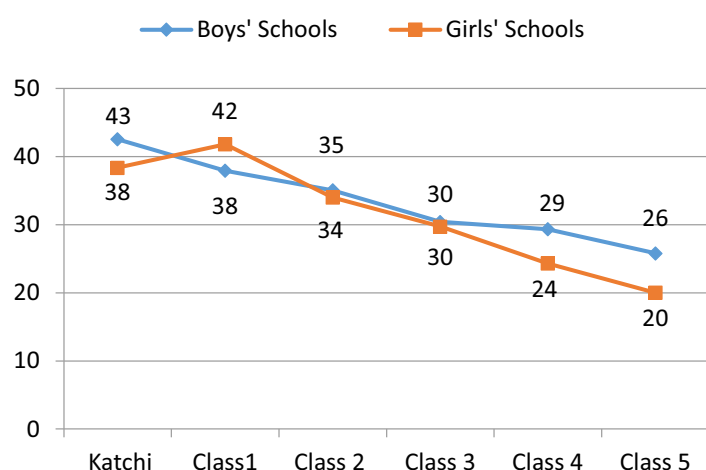
Boys	Girls	Total
52	43	95

Students information

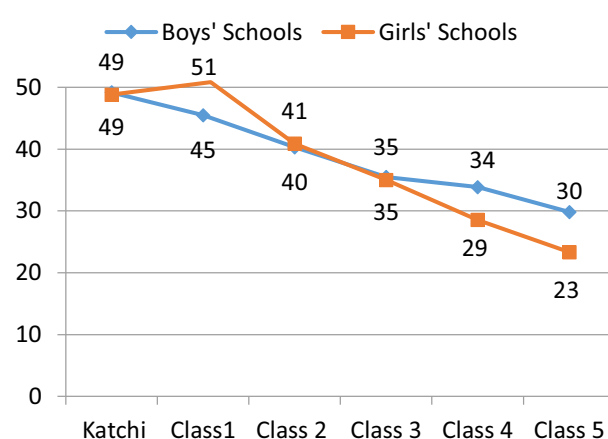
Enrollment and Attendance

	Katchi	Class1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	49	48	41	35	31	27	231
Average Attendance	41	40	35	30	27	23	195
Attendance Rate (%)	83	82	85	85	86	86	84

Attendance by gender
(class-wise average)



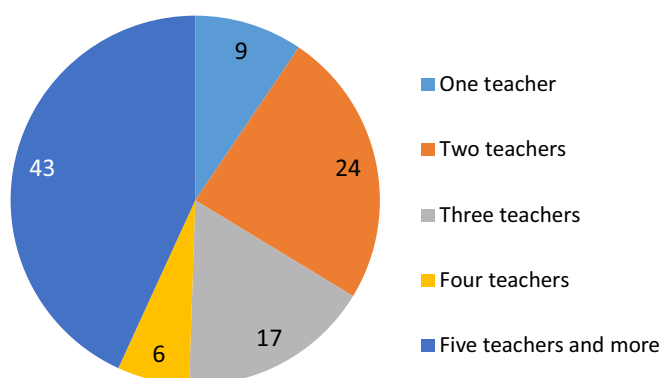
Enrollment by gender
(class-wise average)



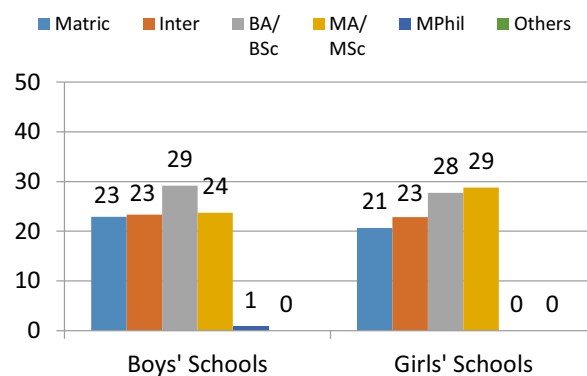
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	93	323	8	424
Attendance	82	279	6	367
Attendance (%)	88	86	75	87

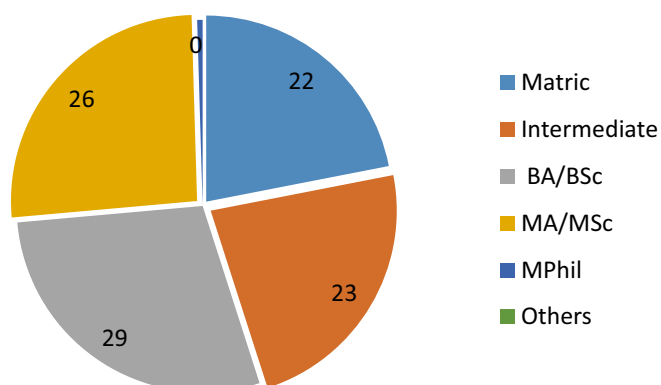
Teachers-wise number of schools



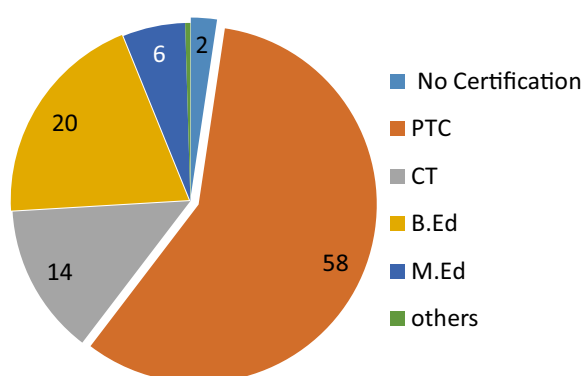
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

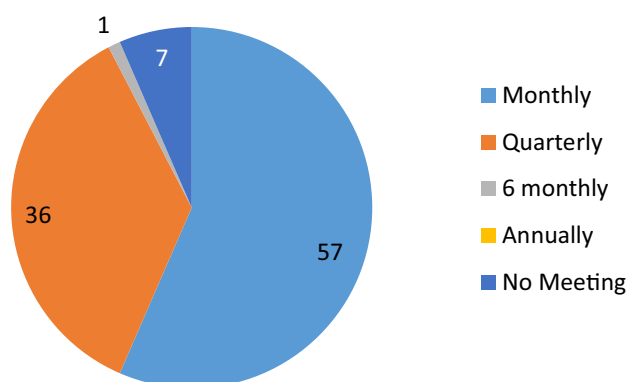


SMC Structure

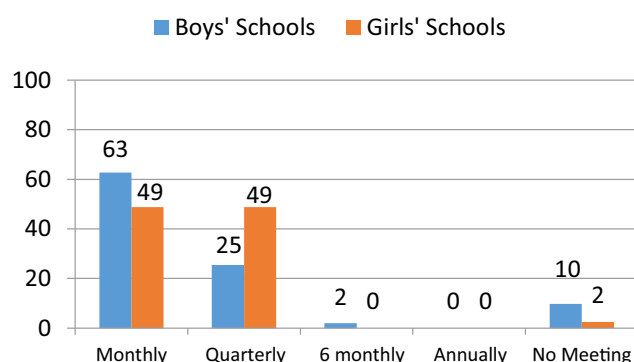
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	97	3	100

How often are SMC meetings conducted?
(% schools)

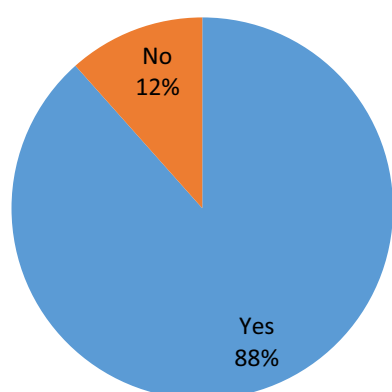


How often are SMC meetings conducted? (% schools)

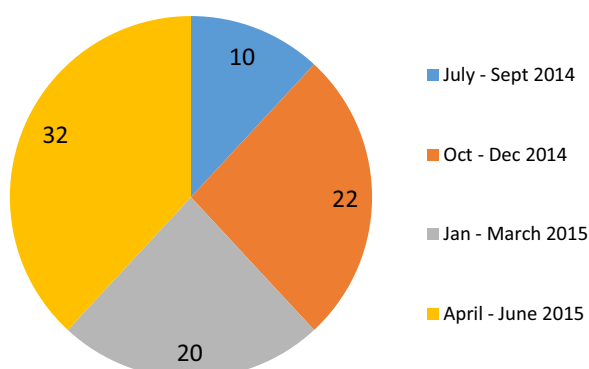


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



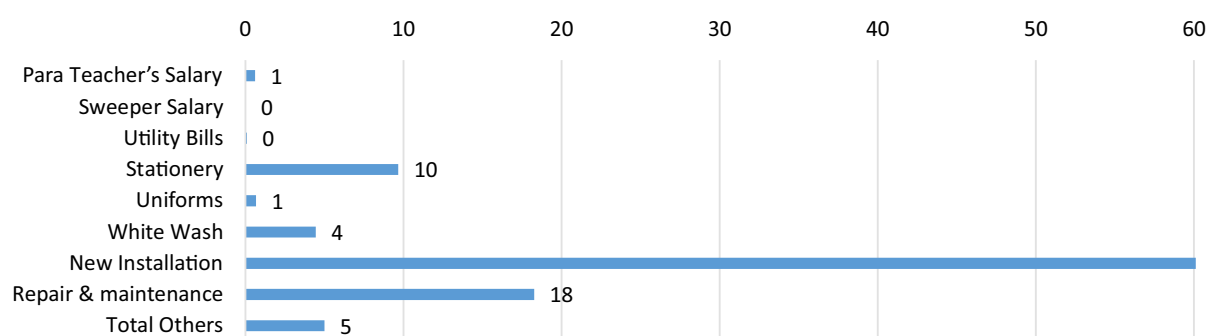
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014 -15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	5895	8539	958	9747	642	4451	5758	3758	821	7316	11221	737	59843
Number of schools received (total)	2	2	6	7	3	12	5	13	2	19	10	3	
Funds / amount utilized (average)	28330	440	1053	2649	2845	2077	1834	2653	2398	3068	310	-*	47657

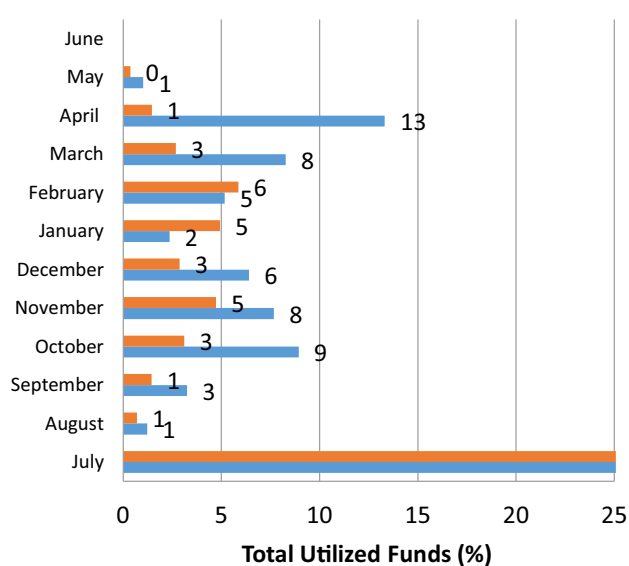
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

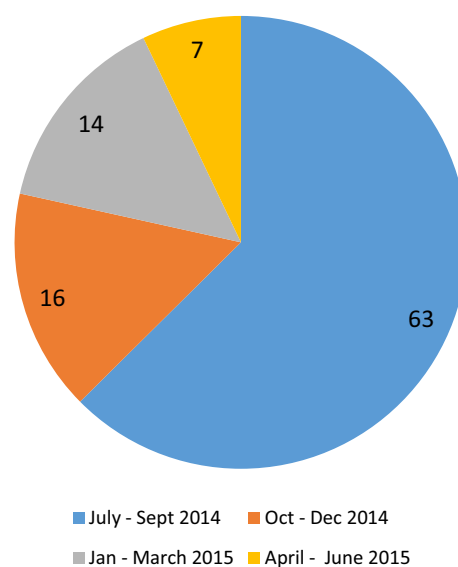


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



Quarterly utilization of SMC funds - (% utilized fund)

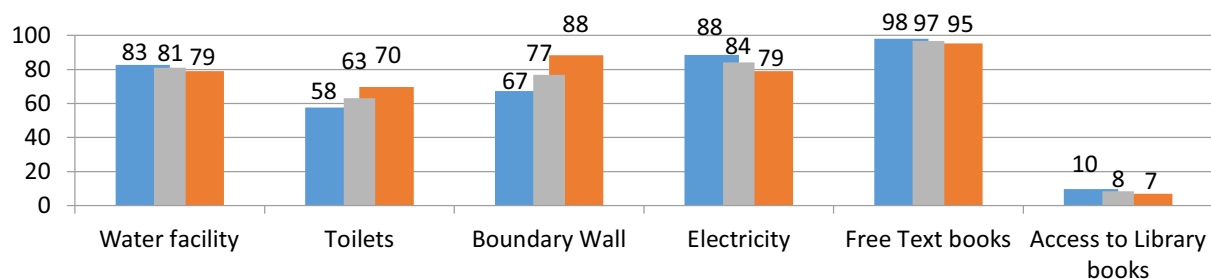


Schools facilities

School Facilities by school type

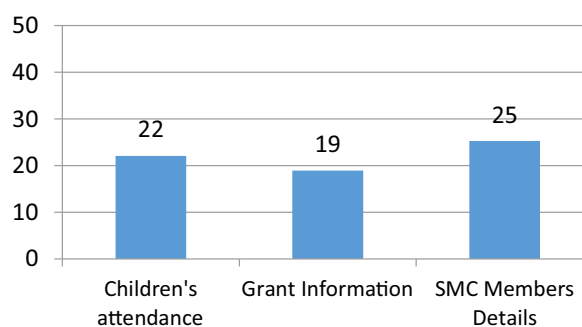
(% schools)

Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	20	18	22
Grant information	16	16	19
SMC members' information	31	27	25

Display Boards Available & updated
(% schools)

Surveyed schools

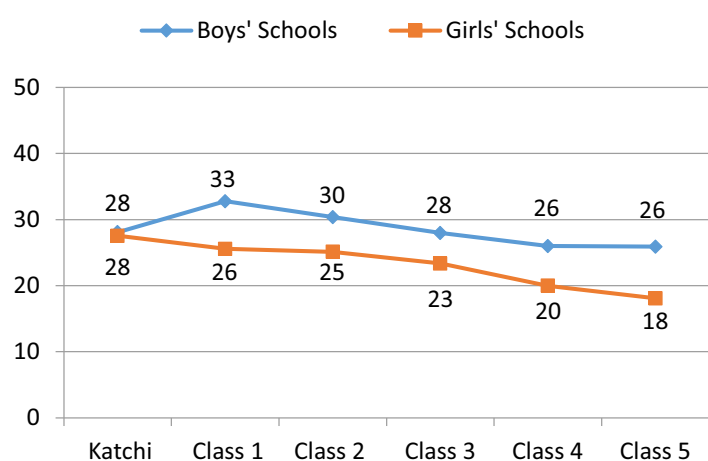
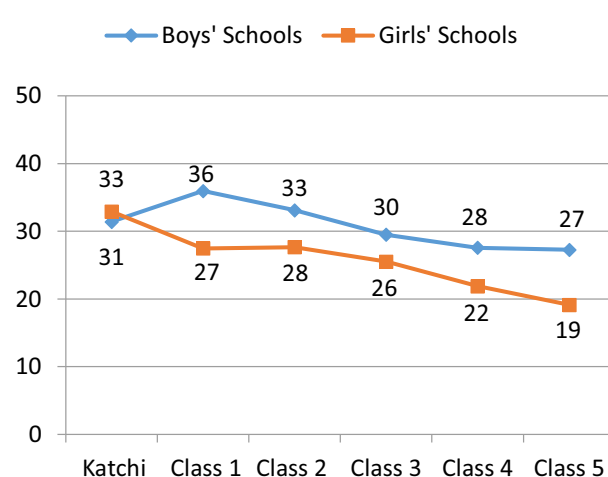
Surveyed schools by type

Boys	Girls	Total
62	38	100

Students information

Enrollment and Attendance

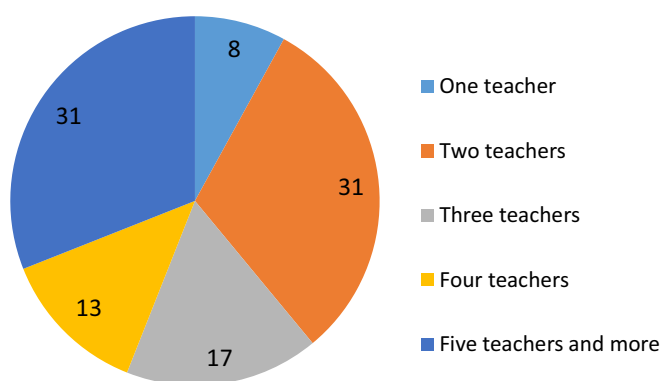
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	32	33	31	28	25	24	173
Average Attendance	28	30	28	26	24	23	159
Attendance Rate (%)	87	92	91	94	93	95	92

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

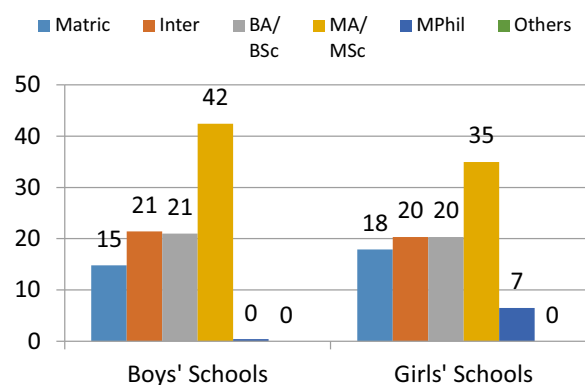
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	99	281	0	380
Attendance	96	260	0	356
Attendance (%)	97	93	-	94

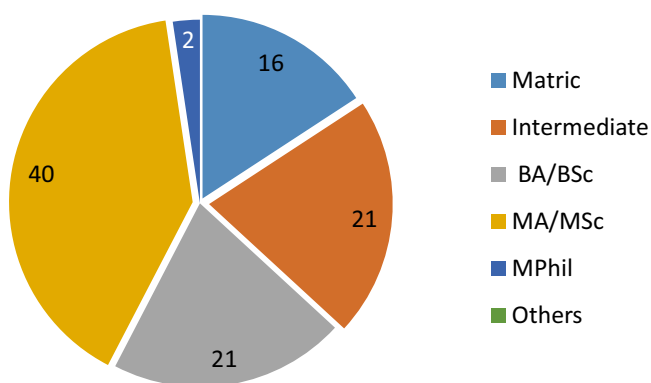
Teachers-wise number of schools



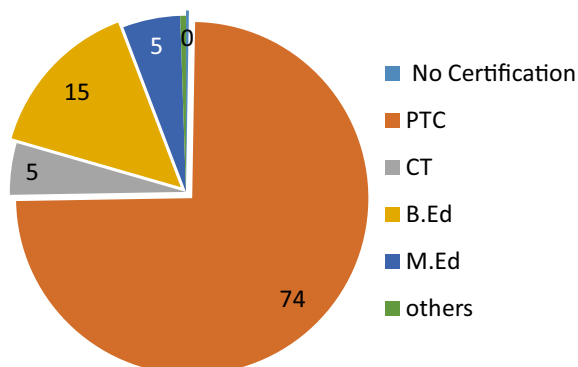
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

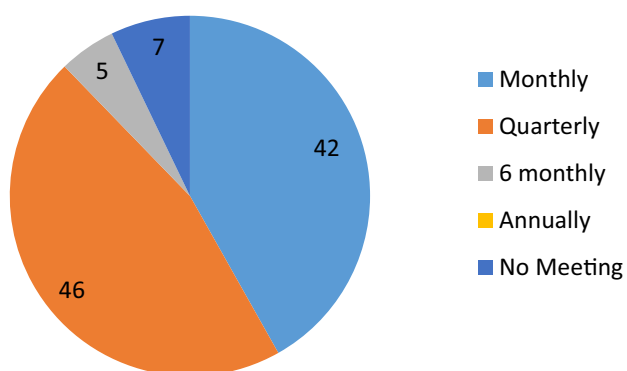


SMC Structure

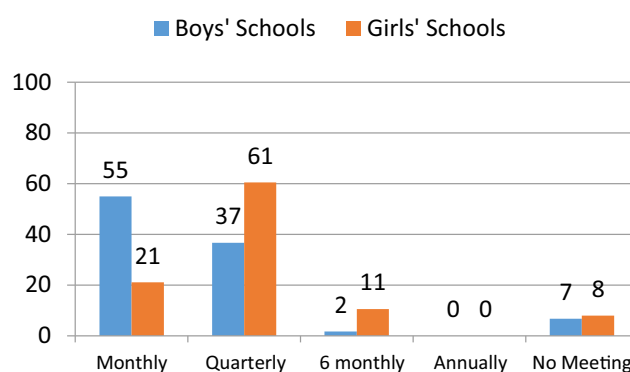
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	98	2	100

How often are SMC meetings conducted?
(% schools)

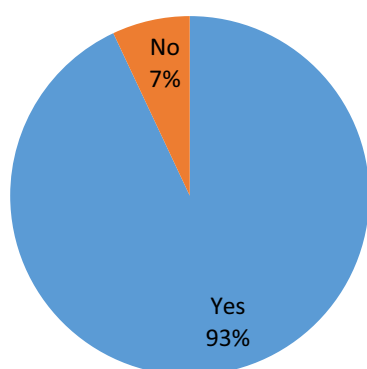


How often are SMC meetings conducted?
(% schools)

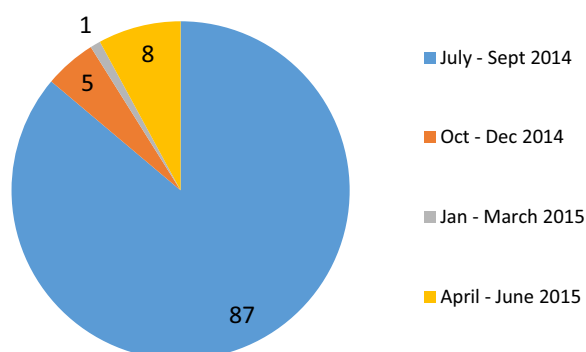


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15



In which quarter did schools receive funds? FY 2014-15



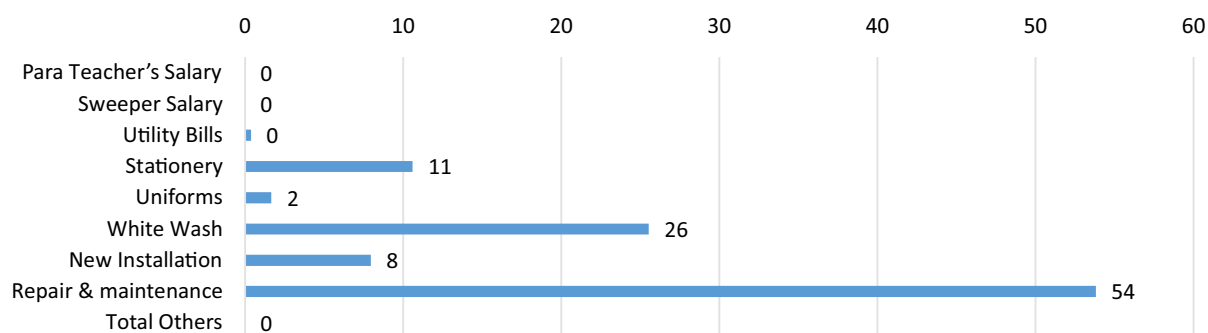
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	21750	3370	3830	2600	0	0	0	700	0	530	140	980	33900
Number of schools received (total)	56	13	18	4	0	1	0	1	0	1	1	6	
Funds / amount utilized (average)	14769	2427	1937	1807	2347	776	5169	822	2249	2117	0	-*	34419

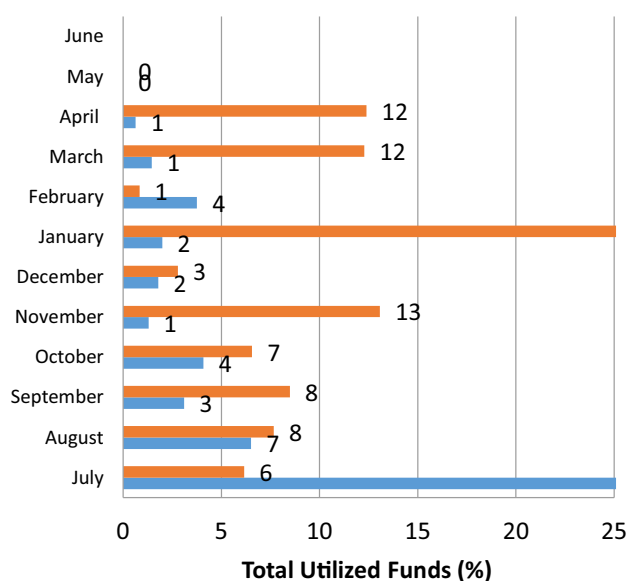
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

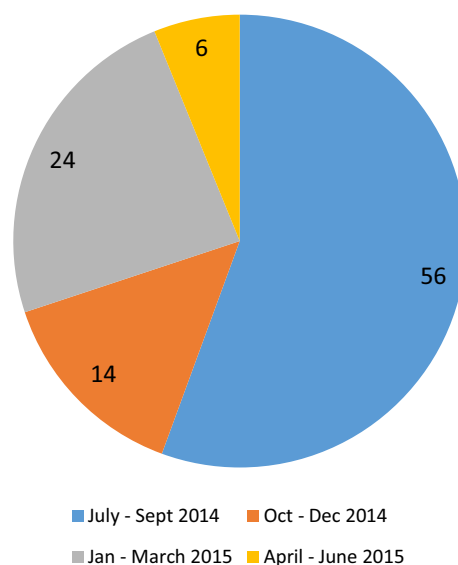


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



Quarterly utilization of SMC funds - (% utilized fund)

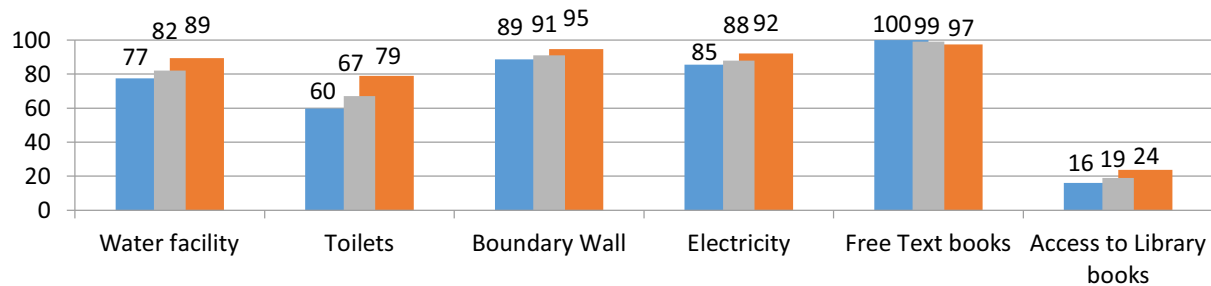


Schools facilities

School Facilities by school type

(% schools)

Boys' Schools Girls' Schools Overall

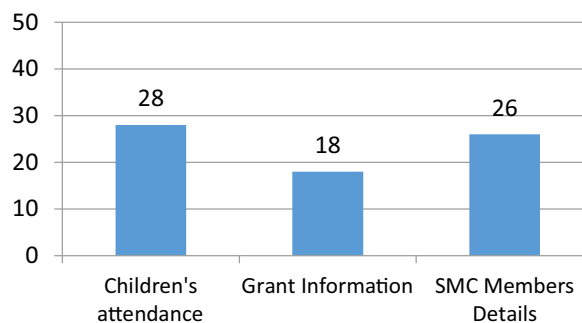


Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	37	26	28
Grant information	21	13	18
SMC members' information	33	15	26

Display Boards Available & updated

(% schools)



Surveyed schools

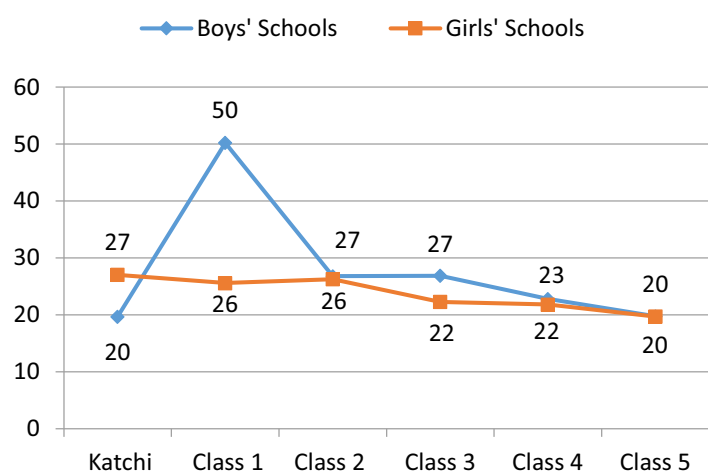
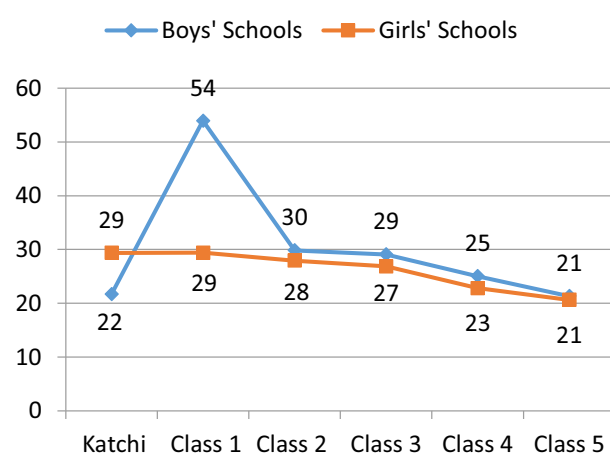
Surveyed schools by type

Boys	Girls	Total
64	37	101

Students information

Enrollment and Attendance

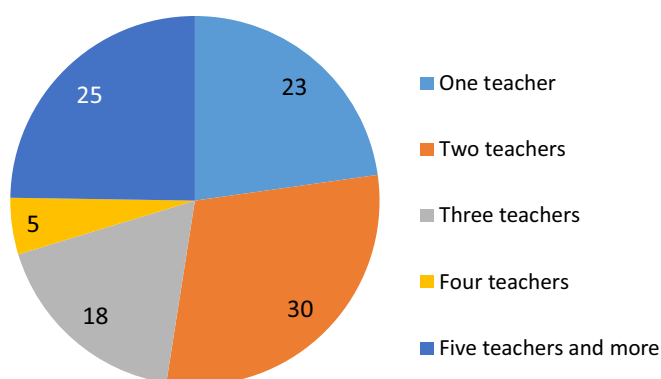
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	25	45	29	28	24	21	172
Average Attendance	22	41	27	25	22	20	157
Attendance Rate (%)	91	92	91	89	93	94	91

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

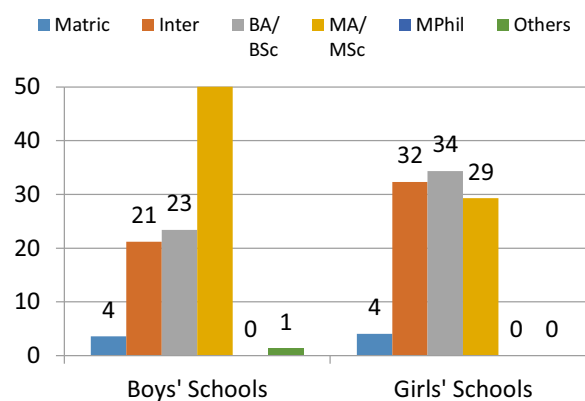
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	82	214	25	321
Attendance	82	208	25	315
Attendance (%)	100	97	100	98

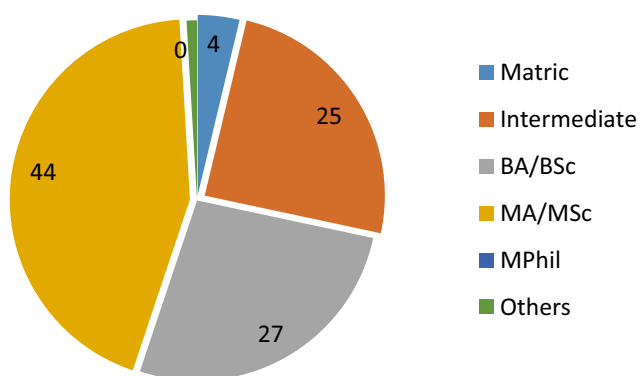
Teachers-wise number of schools



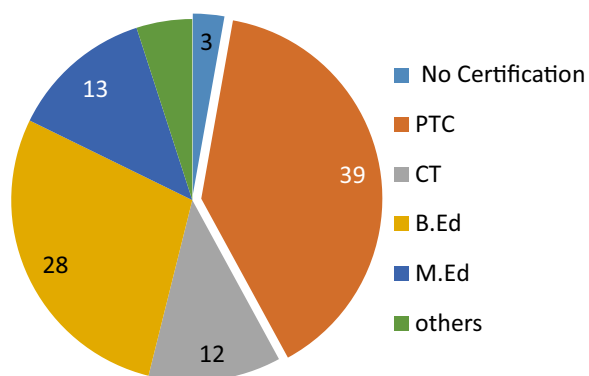
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



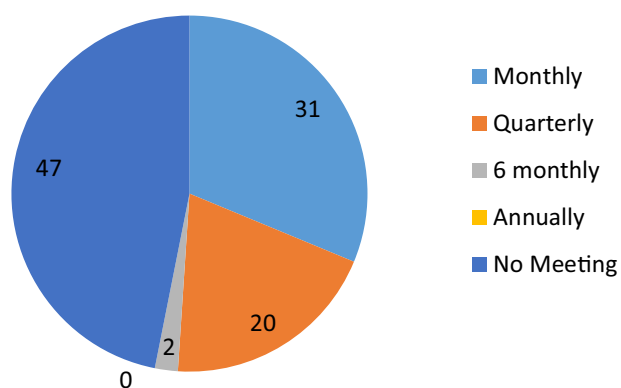
Teachers' Certification (% teachers)



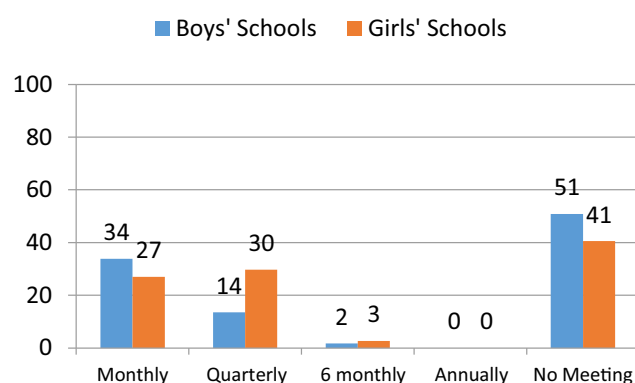
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	95	5	100

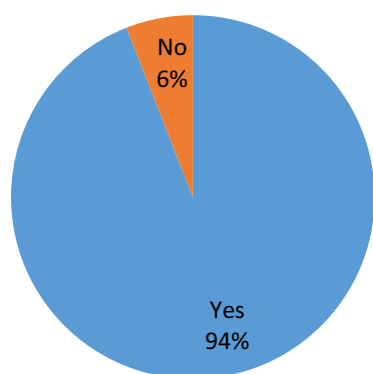
How often are SMC meetings conducted? (% schools)



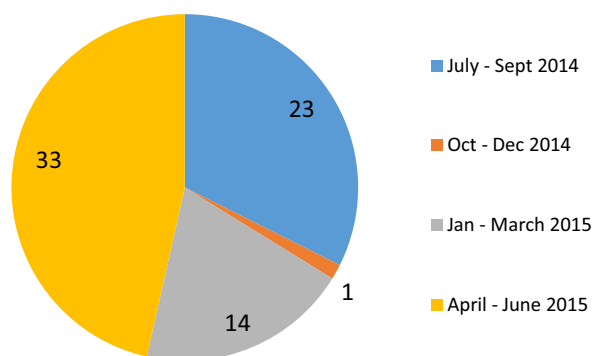
How often are SMC meetings conducted? (% schools)



School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15

In which quarter did schools receive funds? FY 2014-15



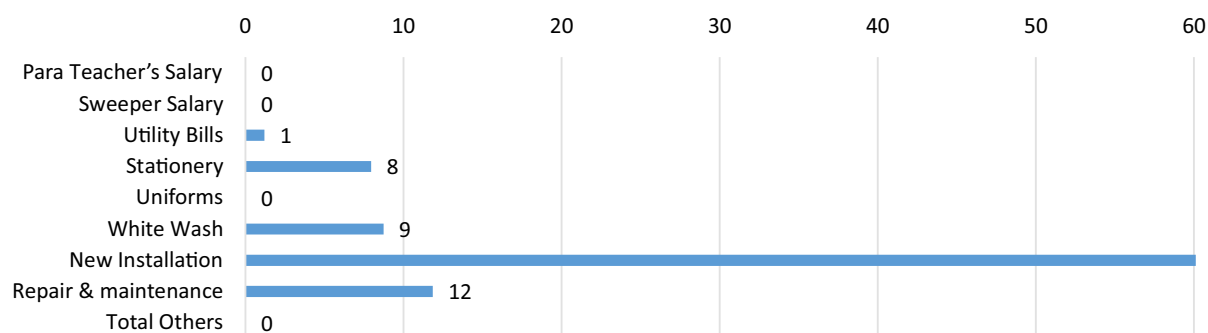
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

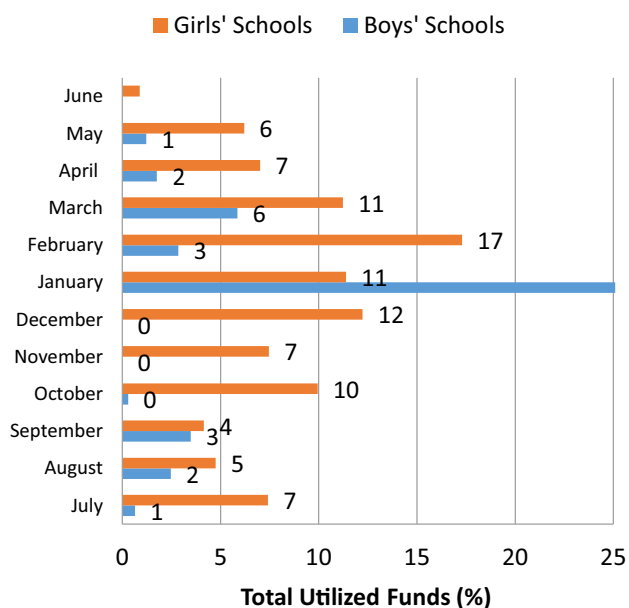
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	4193	416	0	0	0	327	6257	1317	832	1802	0	5308	20451
Number of schools received (total)	21	2	0	0	0	1	3	6	5	4	0	29	
Funds / amount utilized (average)	543	497	532	685	498	816	6700	1361	1177	597	503	-*	13969

*Utilization record was not available

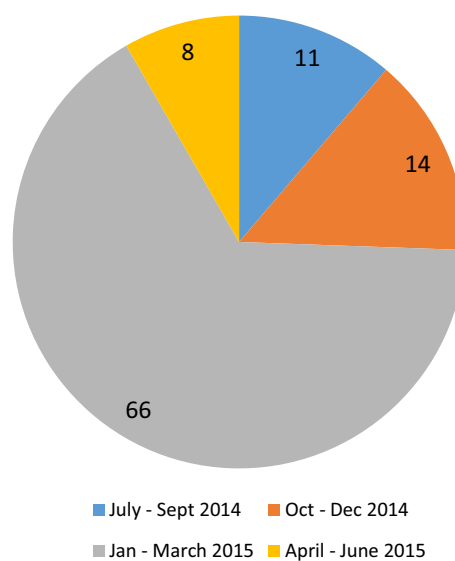
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



Quarterly utilization of SMC funds - (% utilized fund)

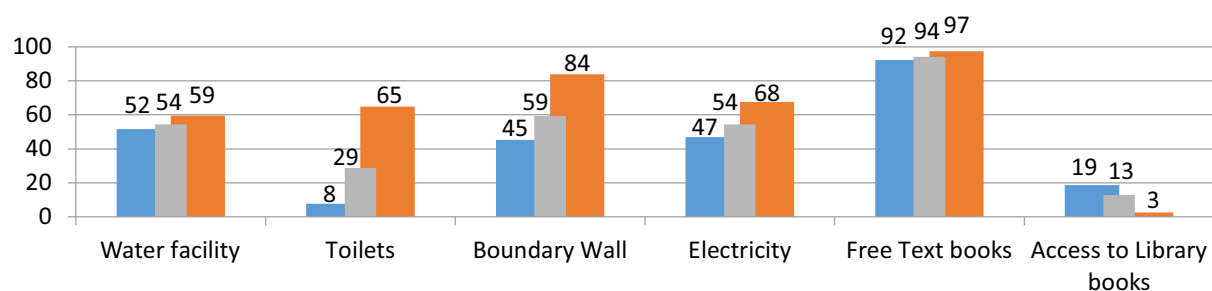


Schools facilities

School Facilities by school type

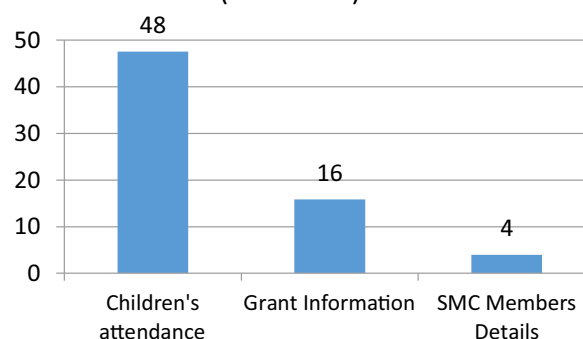
(% schools)

Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	50	49	48
Grant information	19	19	16
SMC members' information	6	4	4

Display boards available & updated
(% schools)

FINDINGS

**DISTRICTS
OF PUNJAB**

Surveyed schools

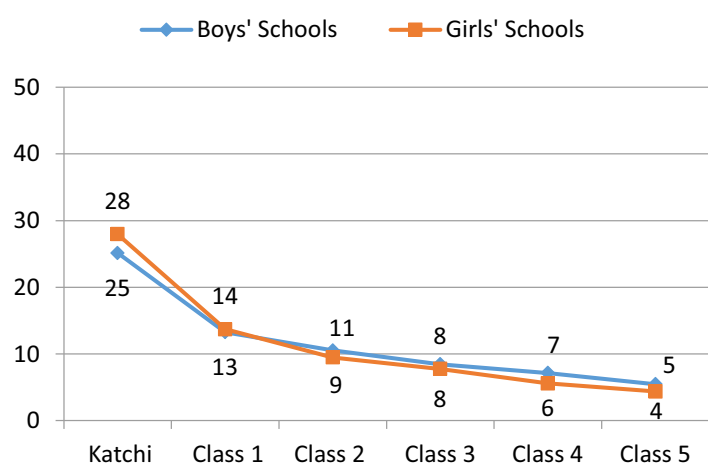
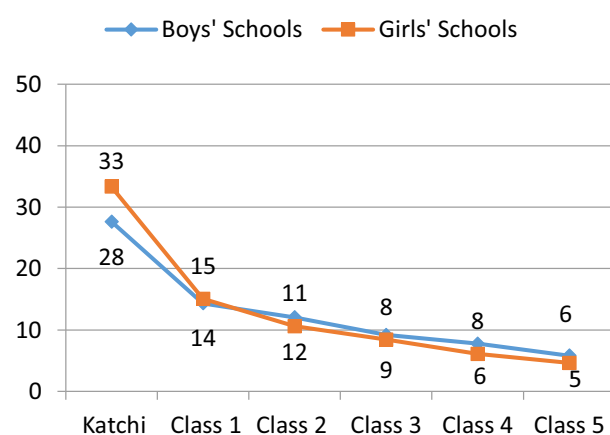
Surveyed schools by type

Boys	Girls	Total
54	48	102

Students information

Enrollment and Attendance

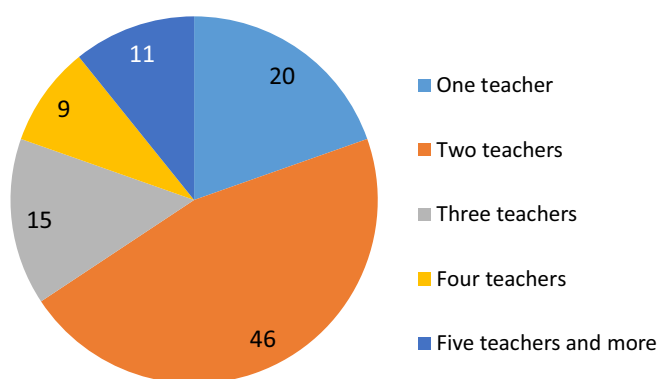
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	30	15	11	9	7	5	77
Average Attendance	26	13	10	8	6	5	69
Attendance Rate (%)	87	92	88	92	92	94	90

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

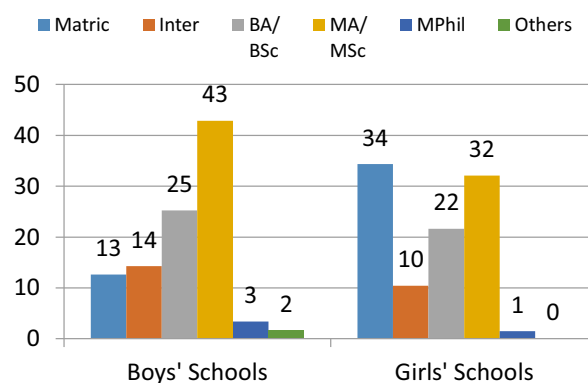
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	102	145	6	253
Attendance	98	142	6	246
Attendance (%)	96	98	100	97

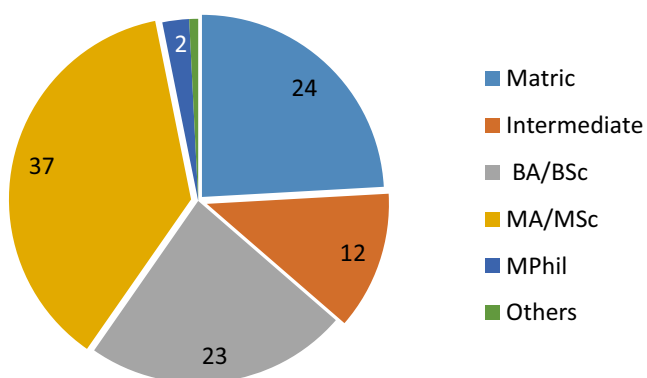
Teachers-wise number of schools



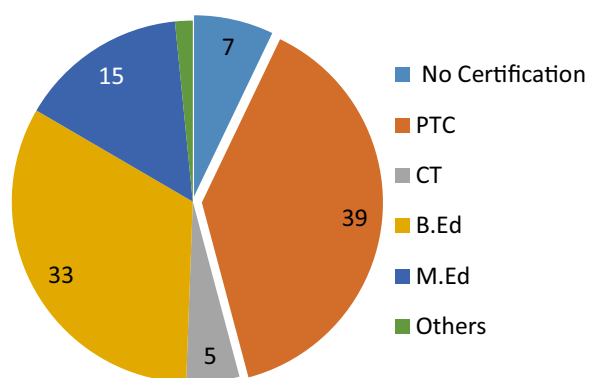
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

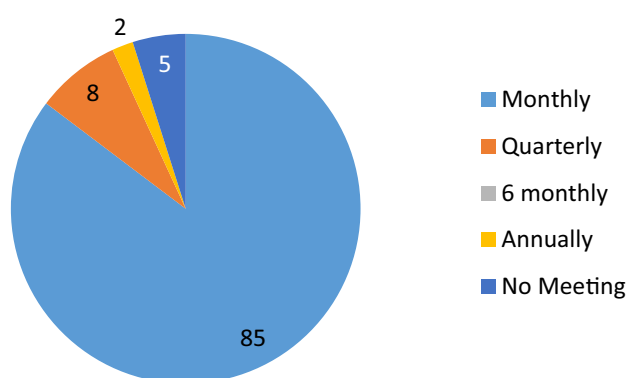


SMC Structure

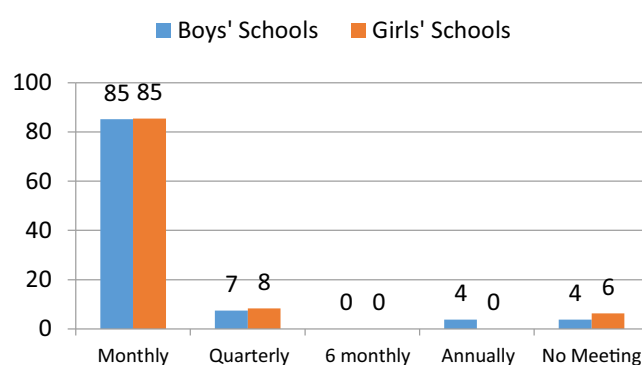
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	100	0	100

How often are SMC meetings conducted?
(% schools)

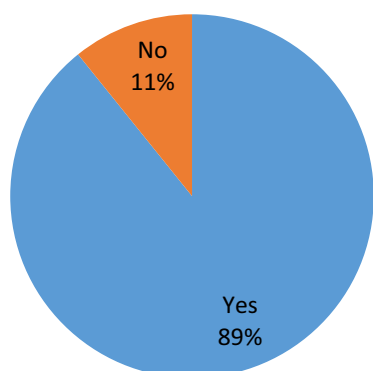


How often are SMC meetings conducted? (% schools)

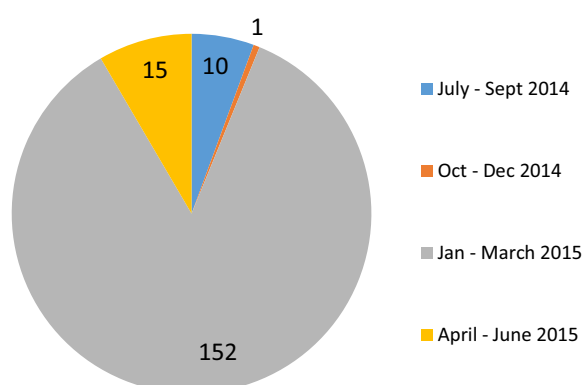


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15



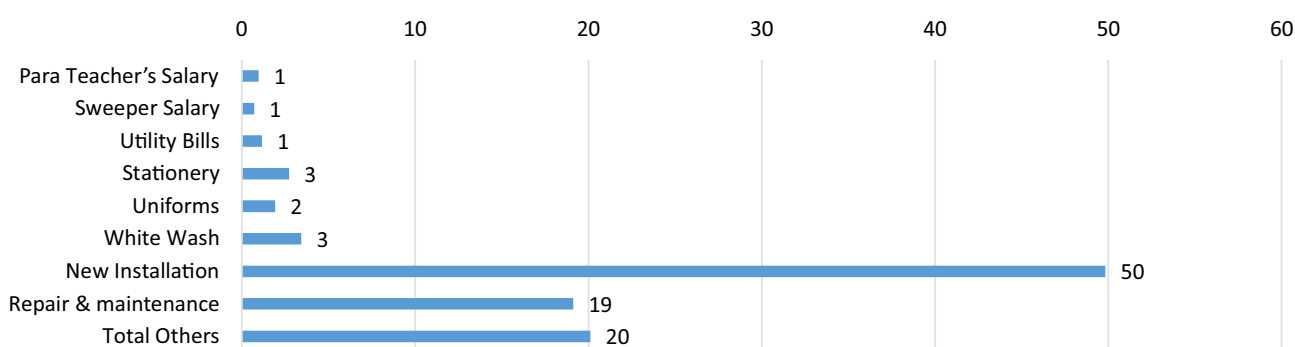
In which quarter did schools receive funds? FY 2014-15



SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15													
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	4165	0	461	0	245	0	25230	20292	2371	287	3867	490	57408
Number of schools received (total)	8	0	2	0	1	0	81	65	6	1	12	2	
Funds / amount utilized (average)	4755	2775	2568	1869	2074	1455	7952	9834	8770	6019	3874	-*	51947

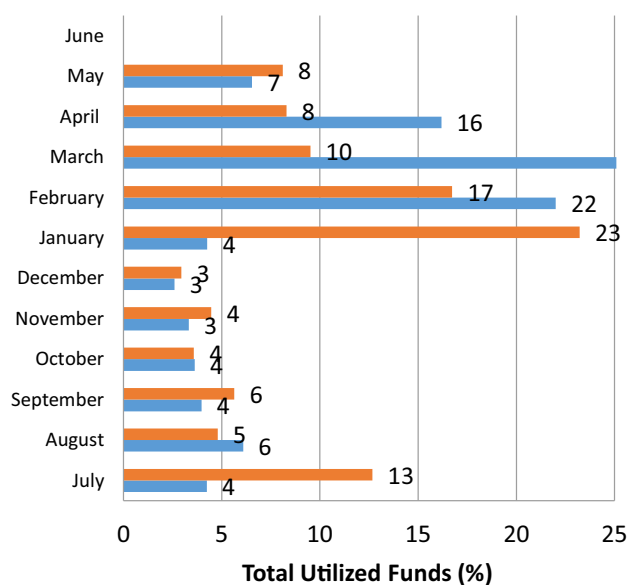
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

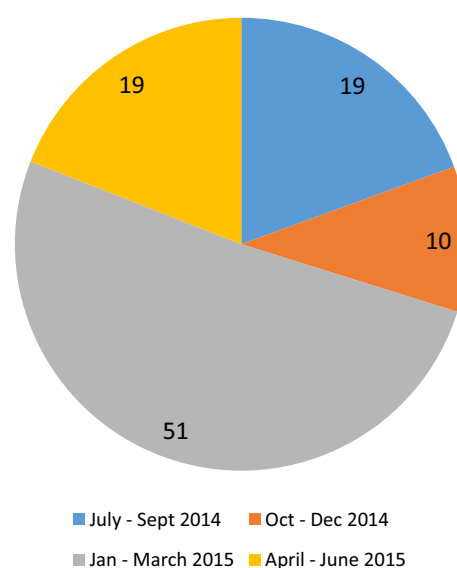


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



Quarterly utilization of SMC funds - (% utilized fund)

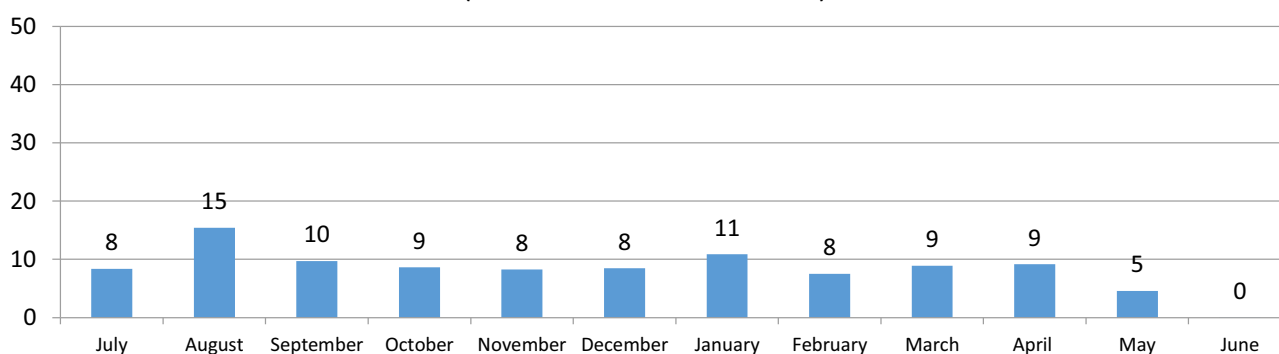


July - Sept 2014 Oct - Dec 2014
Jan - March 2015 April - June 2015

Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	787	619	742	621	606	573	629	779	581	602	653	0

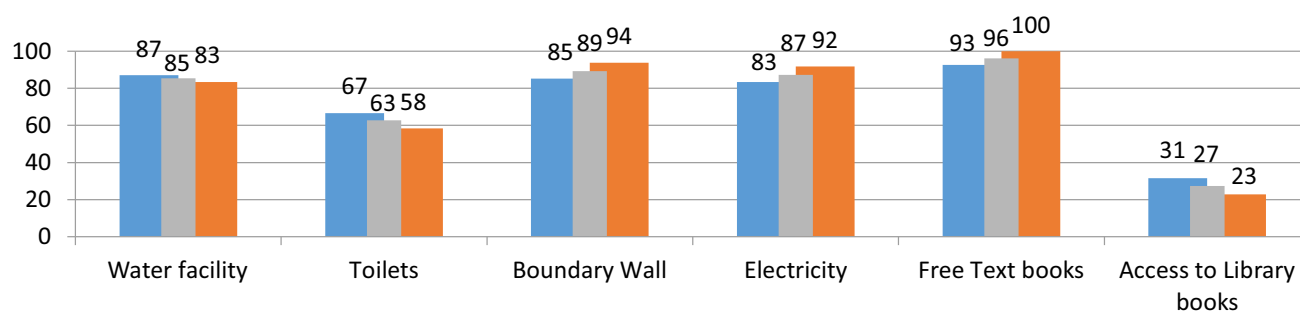
Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)



Schools facilities

School Facilities by school type
(% schools)

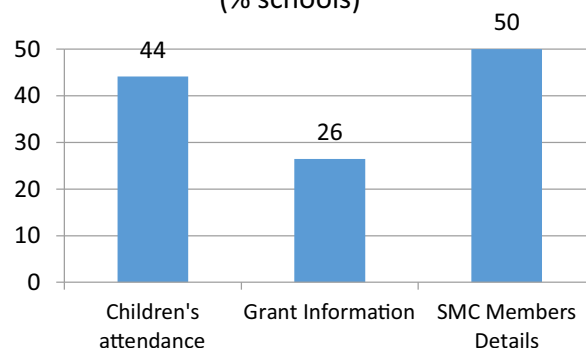
Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	54	45	44
Grant information	27	23	26
SMC members' information	61	50	50

Display Boards Available & updated
(% schools)



Surveyed schools

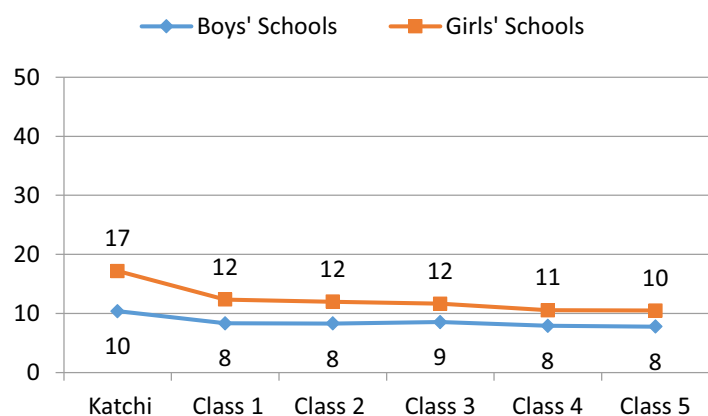
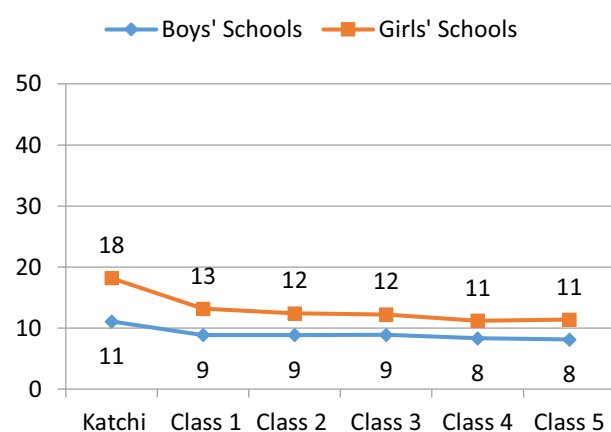
Surveyed schools by type

Boys	Girls	Total
46	51	97

Students information

Enrollment and Attendance

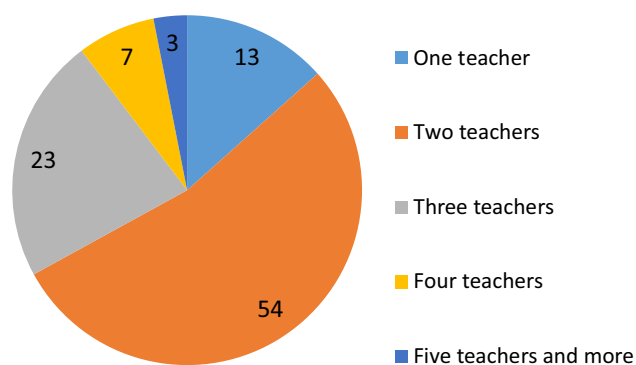
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	15	11	11	11	10	10	67
Average Attendance	14	10	10	10	9	9	63
Attendance Rate (%)	94	94	95	95	94	93	94

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

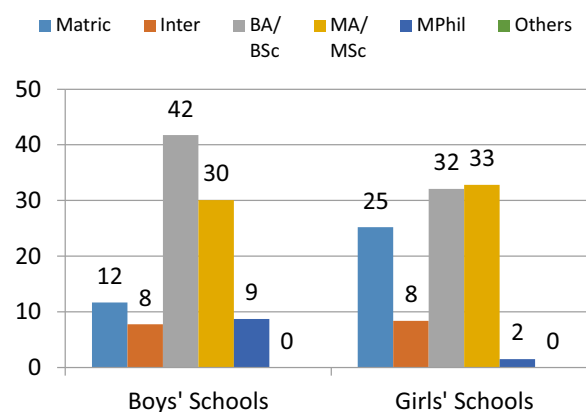
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	97	127	10	234
Attendance	87	122	10	219
Attendance (%)	90	96	100	94

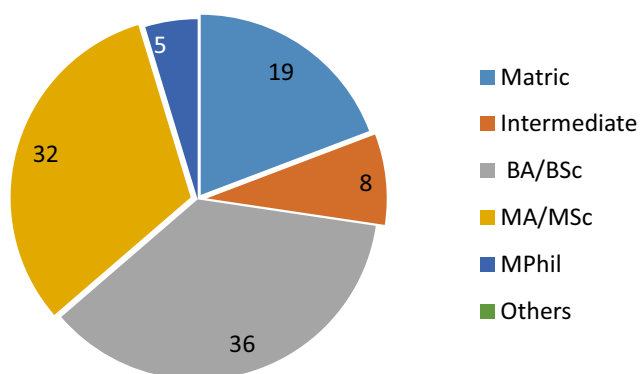
Teachers-wise number of schools



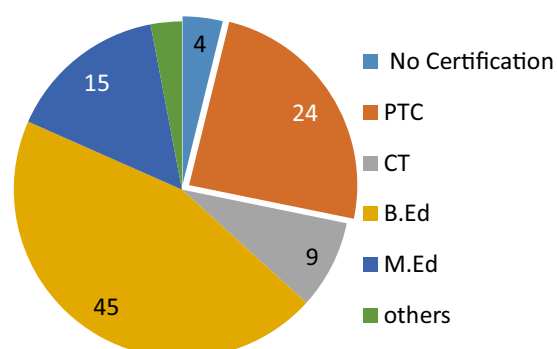
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



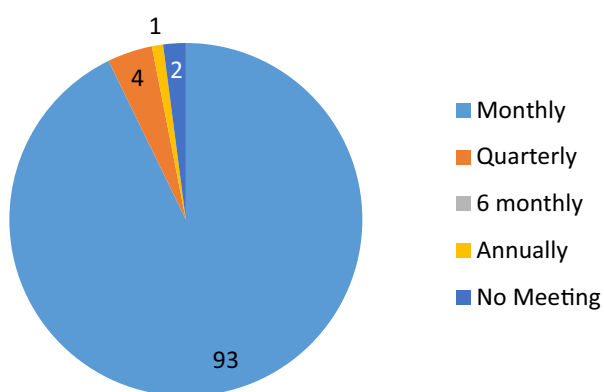
Teachers' Certification (% teachers)



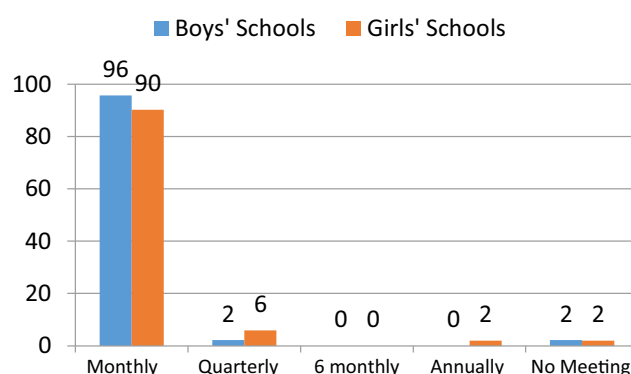
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	100	0	100

How often are SMC meetings conducted? (% schools)

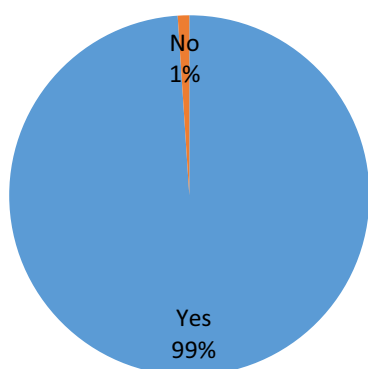


How often are SMC meetings conducted? (% schools)

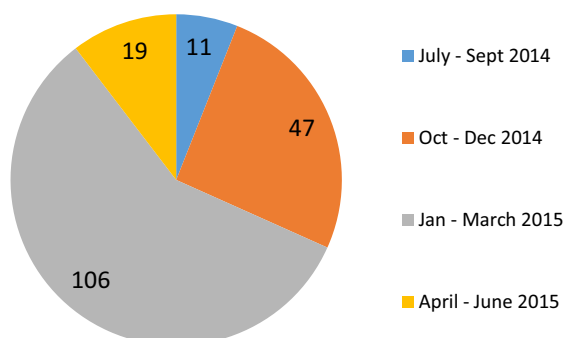


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



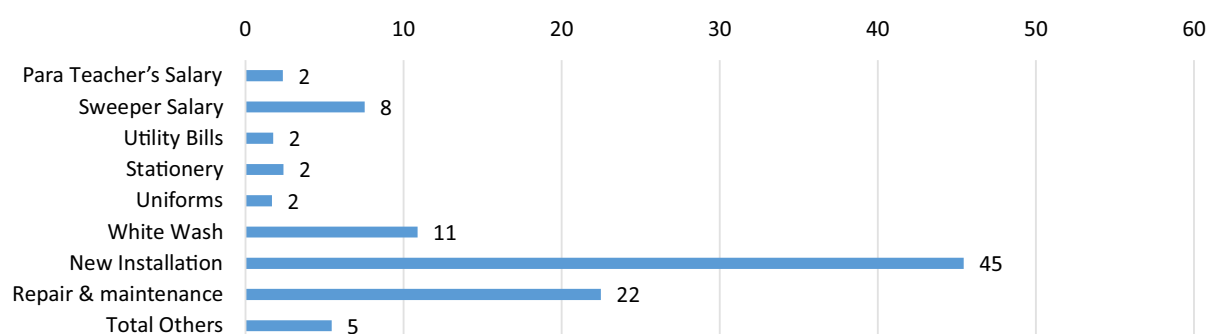
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

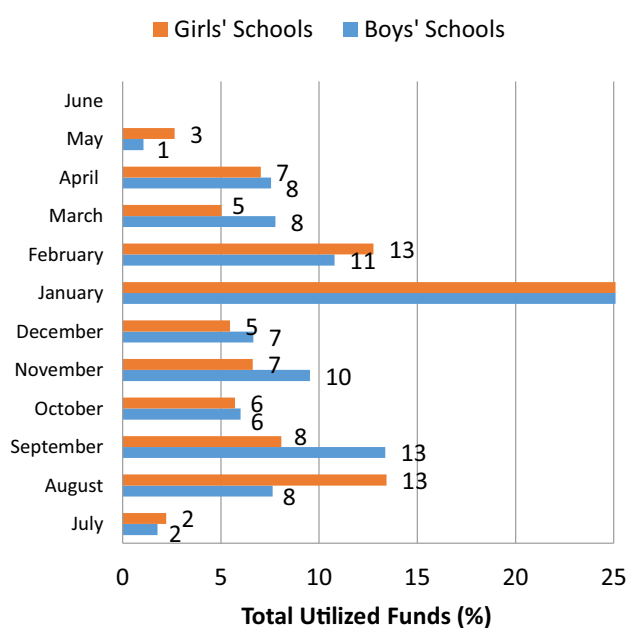
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	655	3466	3765	3178	3207	9970	9354	7755	13051	612	4474	0	59486
Number of schools received (total)	3	4	4	4	3	40	36	29	41	3	16	0	
Funds / amount utilized (average)	1078	5838	5496	3108	4185	3176	15803	6348	3300	3860	1050	-*	53241

*Utilization record was not available

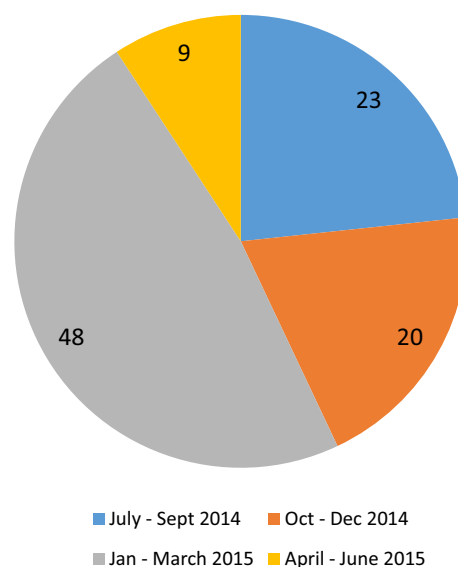
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



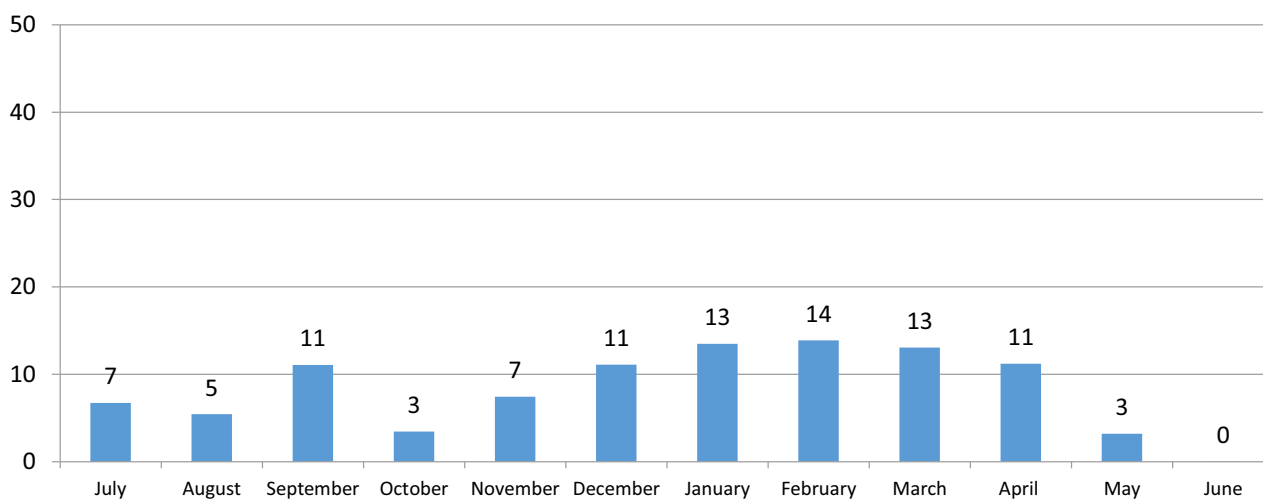
Quarterly utilization of SMC funds - (% utilized fund)



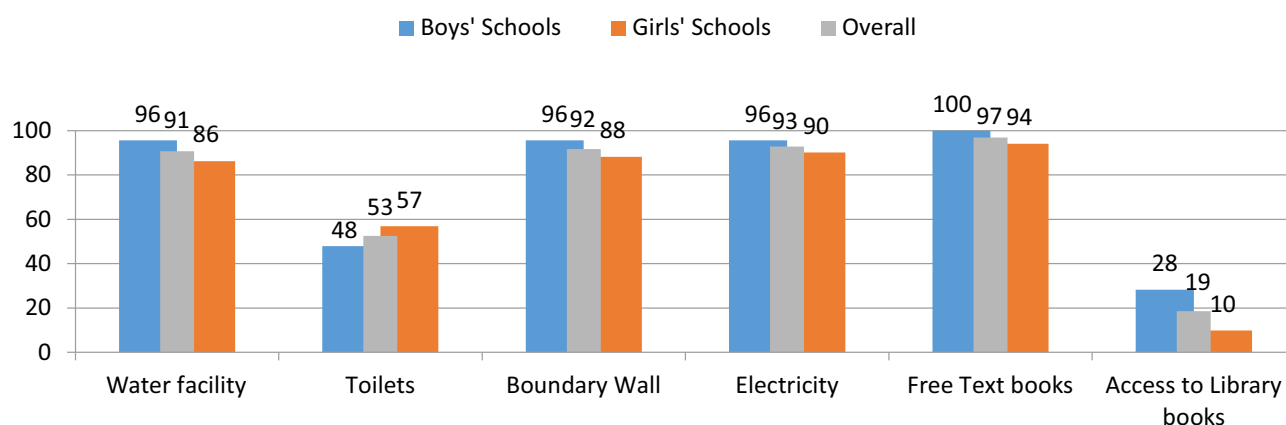
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	2703	2146	1930	2030	1994	1976	1987	2262	1977	2047	3784	840

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

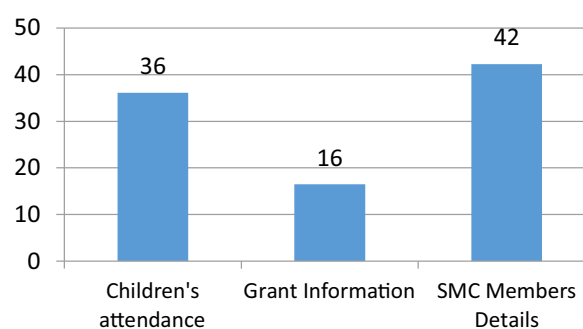


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	51	46	36
Grant information	20	16	16
SMC members' information	55	49	42

Display Boards Available & updated
(% schools)

Surveyed schools

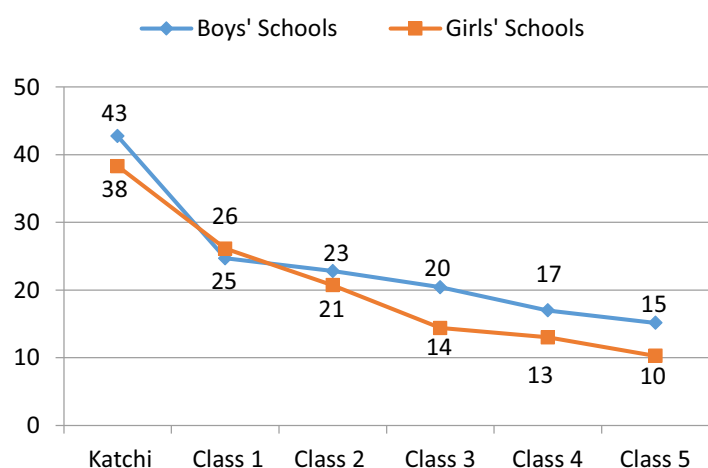
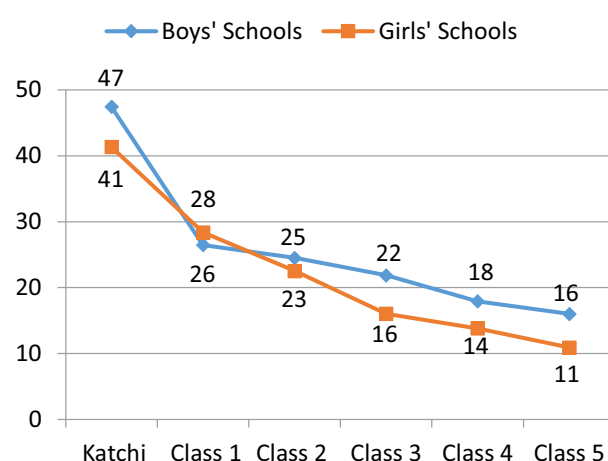
Surveyed schools by type

Boys	Girls	Total
43	56	99

Students information

Enrollment and Attendance

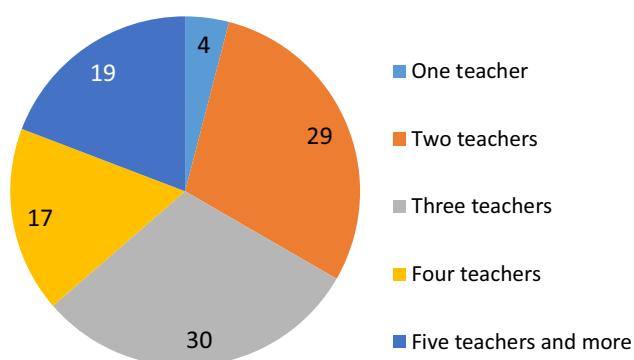
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	44	28	23	19	16	13	142
Average Attendance	40	25	22	17	15	12	132
Attendance Rate (%)	91	93	92	92	94	94	92

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

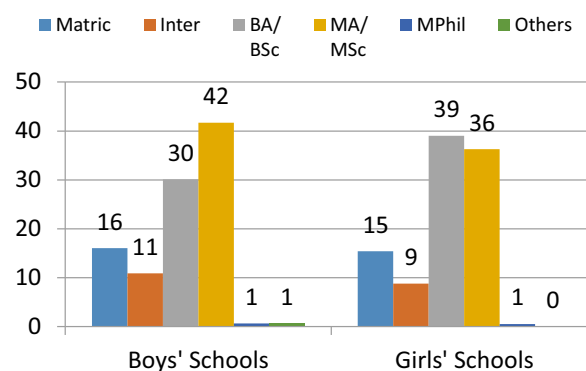
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	99	234	5	338
Attendance	92	222	5	319
Attendance (%)	93	95	100	94

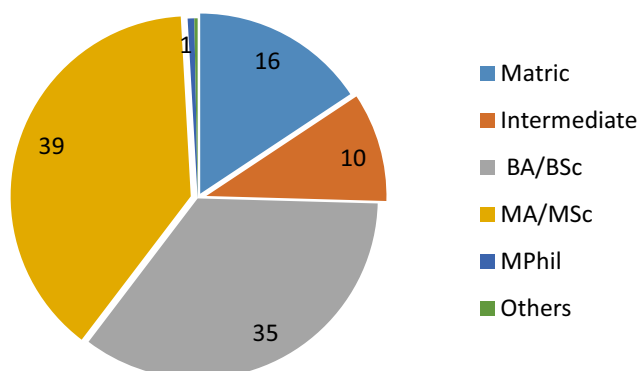
Teachers-wise number of schools



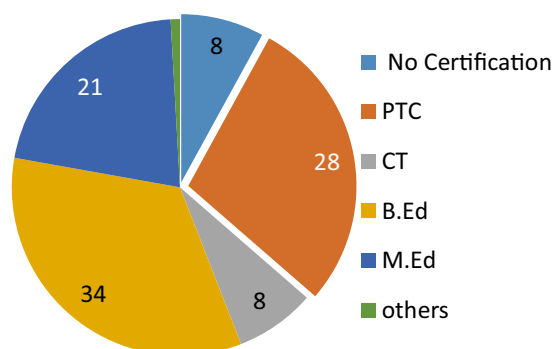
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

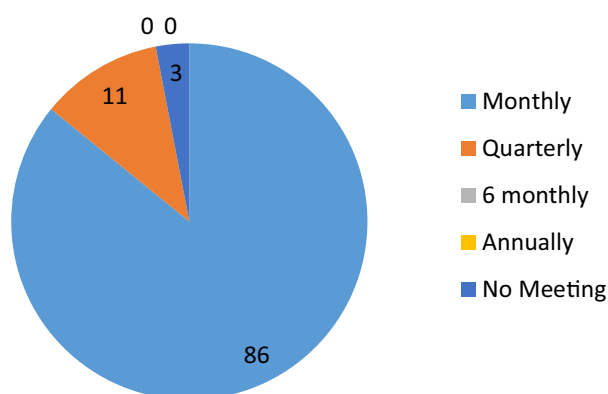


SMC Structure

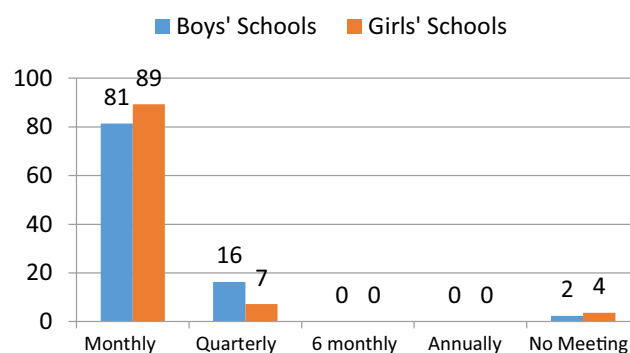
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	100	0	100

How often are SMC meetings conducted? (% schools)

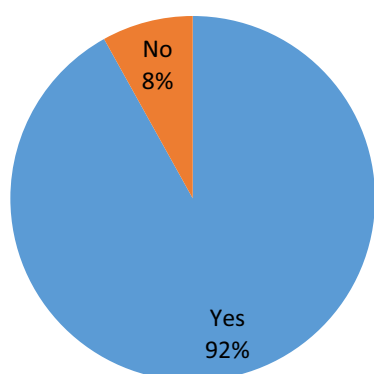


How often are SMC meetings conducted? (% schools)

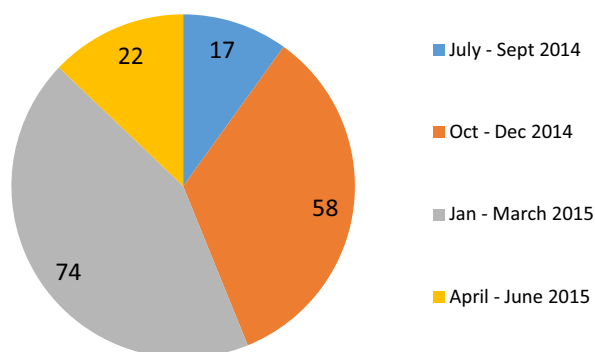


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15



In which quarter did schools receive funds? FY 2014-15



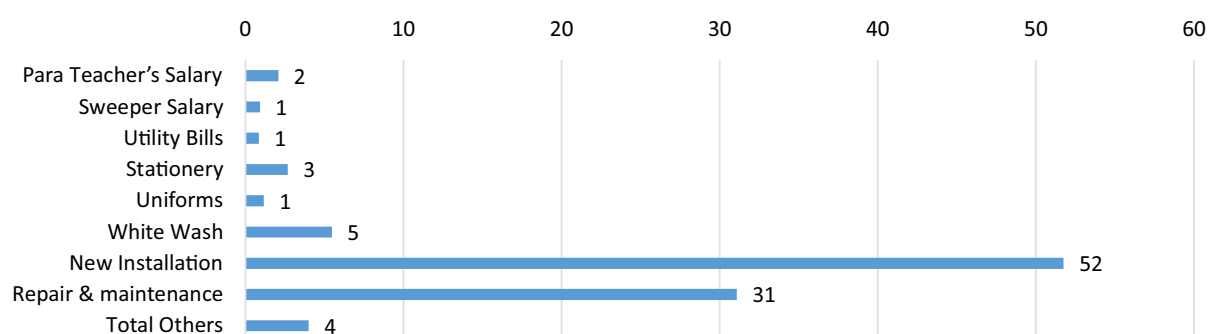
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

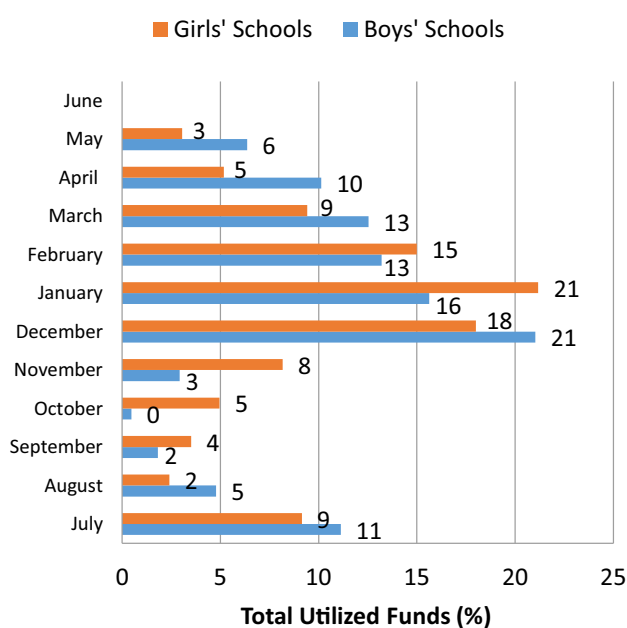
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	1836	6884	1013	1649	2612	33271	16863	14884	941	4656	7146	2264	94019
Number of schools received (total)	3	12	2	2	6	50	37	34	3	6	14	2	
Funds / amount utilized (average)	7788	2769	2025	2037	4206	14990	14056	10797	8443	5918	3637	-*	76667

*Utilization record was not available

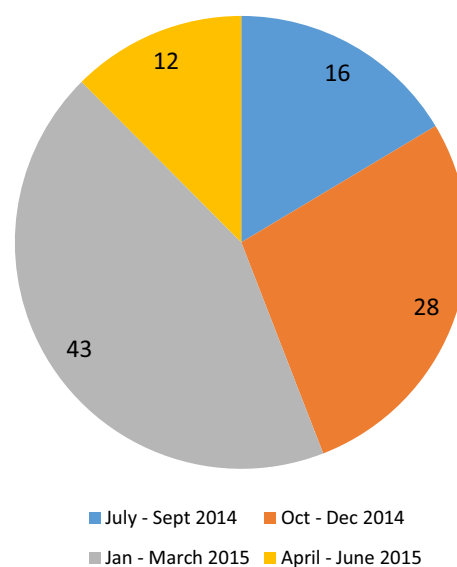
Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)



Utilization of SMC funds -
(% month-wise utilization FY 2014-15)



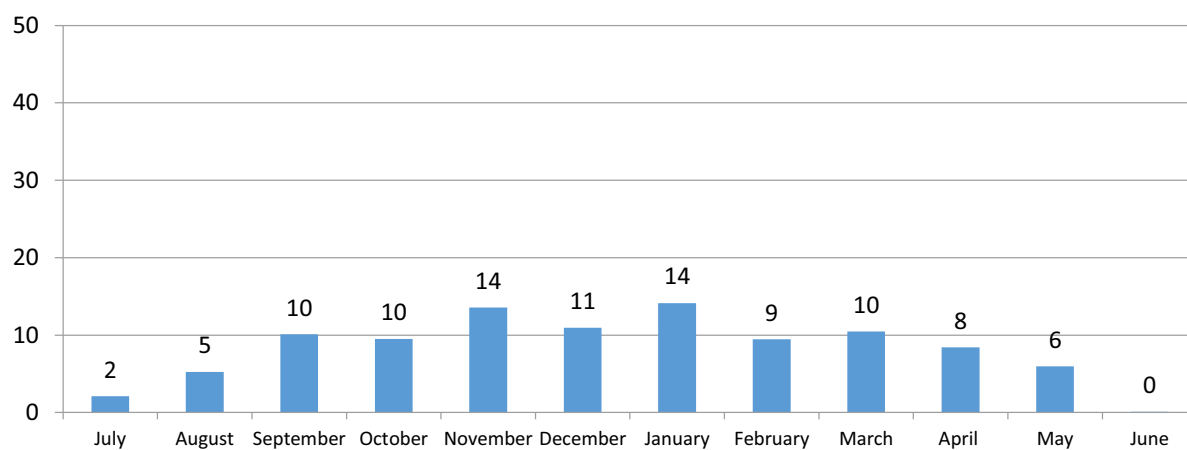
Quarterly utilization of SMC funds -
(% utilized fund)



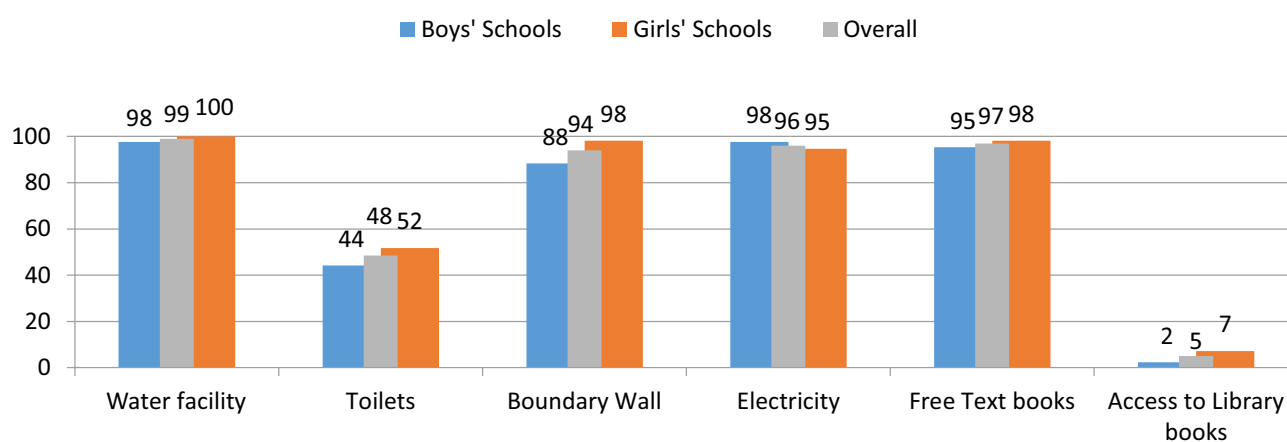
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1671	1610	1583	1619	1680	1975	1694	1798	1672	1617	1527	3084

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

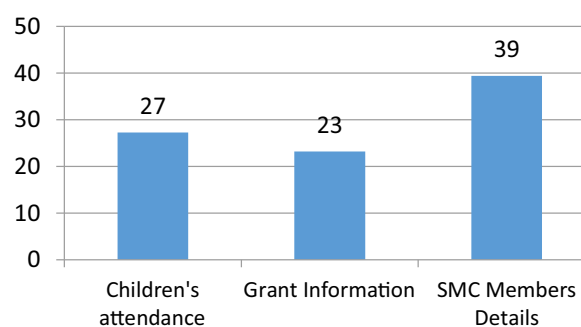


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	32	31	27
Grant information	25	25	23
SMC members' information	49	47	39

Display Boards Available & updated
(% schools)

Surveyed schools

Surveyed schools by type

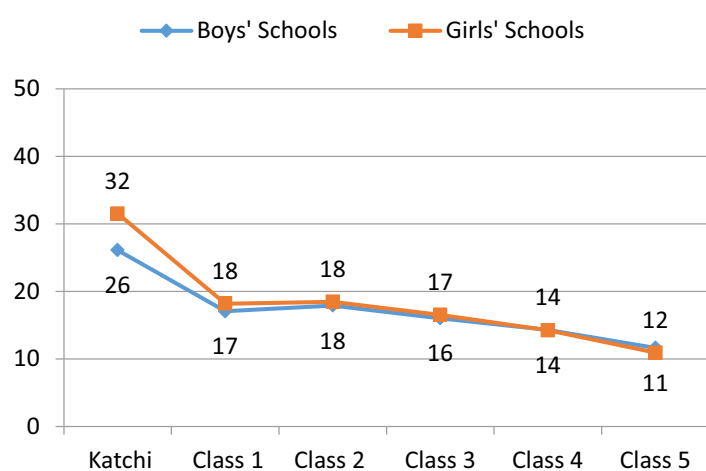
Boys	Girls	Total
49	48	97

Students information

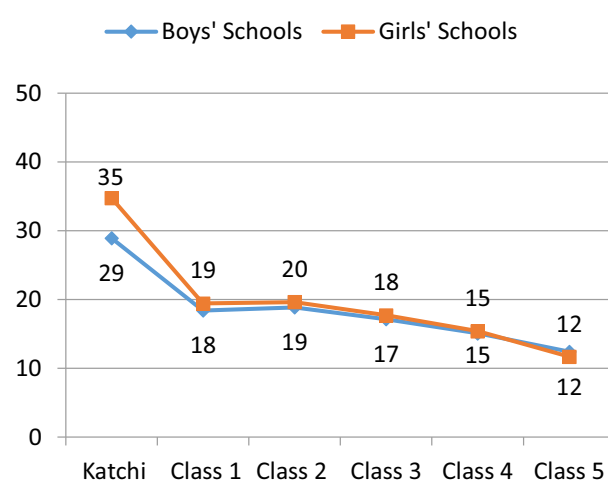
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	32	19	19	17	15	12	115
Average Attendance	29	18	18	16	14	11	106
Attendance Rate (%)	91	93	94	93	94	94	93

Attendance by gender
(class-wise average)



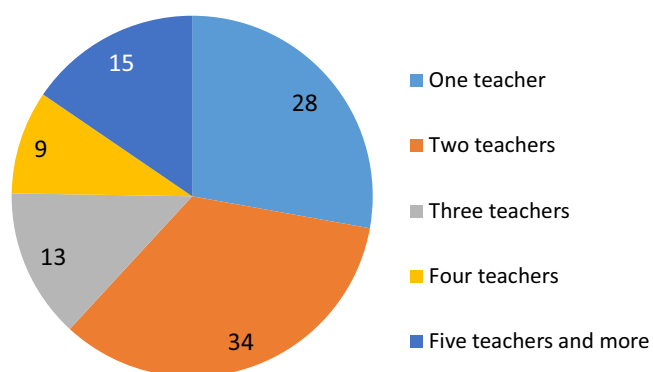
Enrollment by gender
(class-wise average)



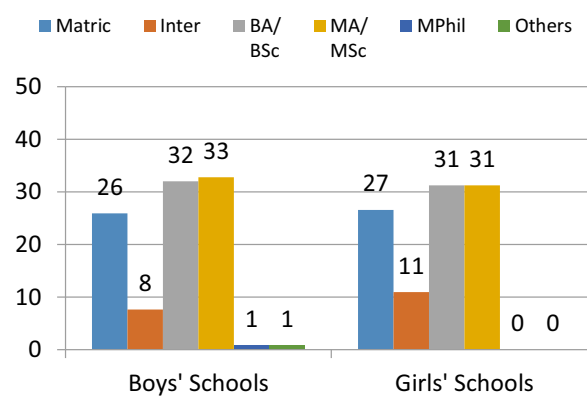
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	96	160	3	259
Attendance	93	159	2	254
Attendance (%)	97	99	67	98

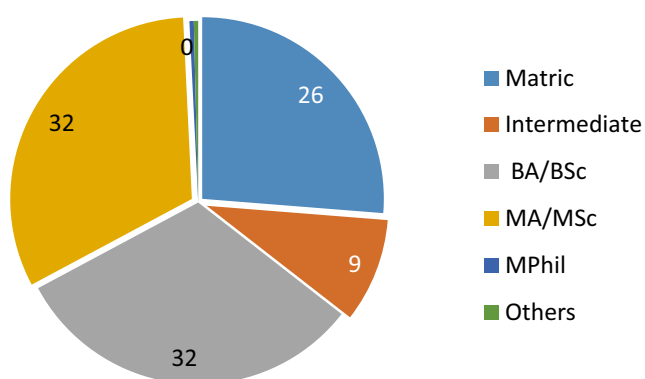
Teachers-wise number of schools



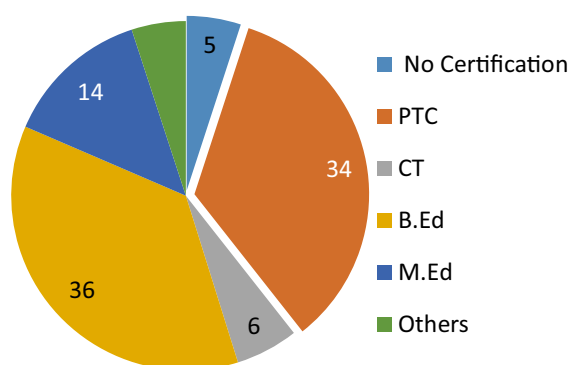
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

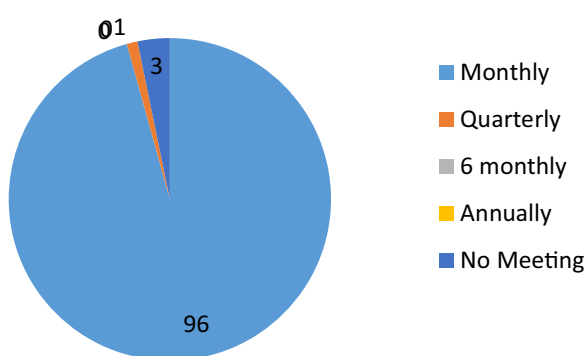


SMC Structure

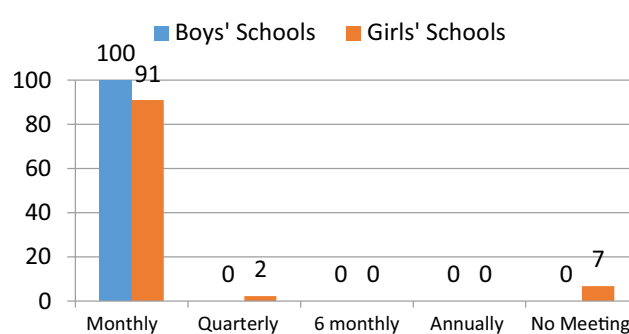
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	96	4	100

How often are SMC meetings conducted? (% schools)



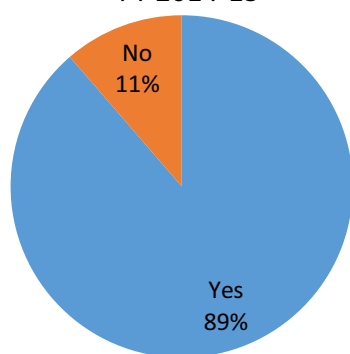
How often are SMC meetings conducted? (% schools)



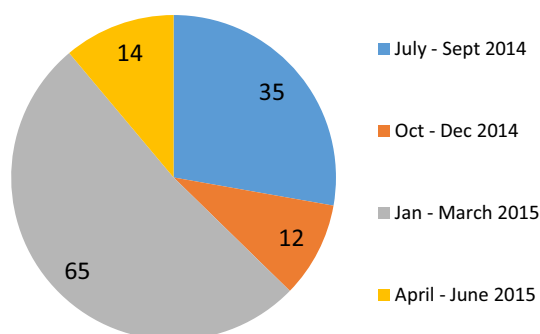
School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?

FY 2014-15



In which quarter did schools receive funds? FY 2014-15



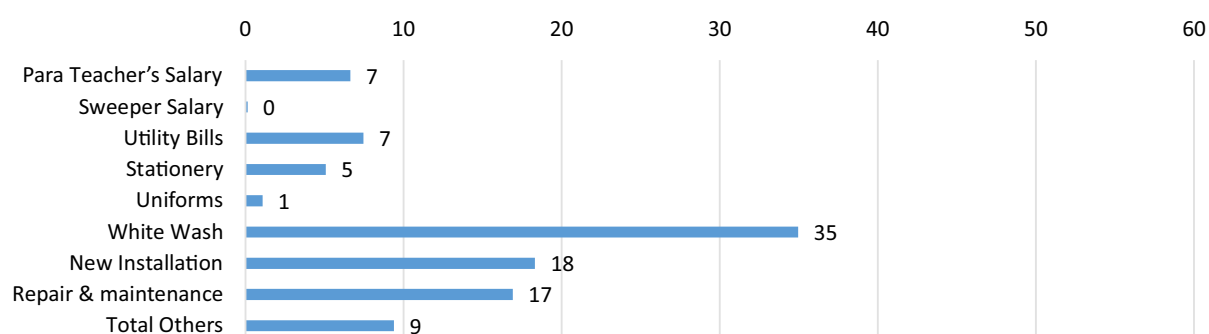
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014 -15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	4753	1724	624	825	0	2857	412	9485	6512	825	1895	991	30902
Number of schools received (total)	21	10	4	4	0	7	2	42	21	5	5	4	
Funds / amount utilized (average)	983	3066	3395	3844	3340	2259	3217	2345	4051	3519	674	-*	30693

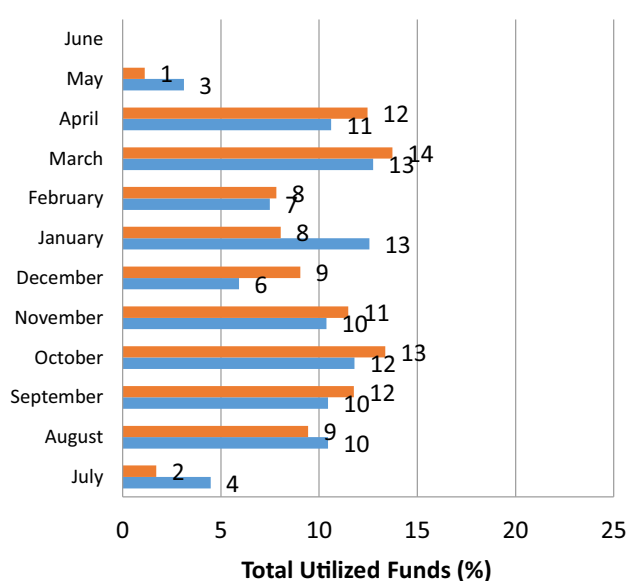
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

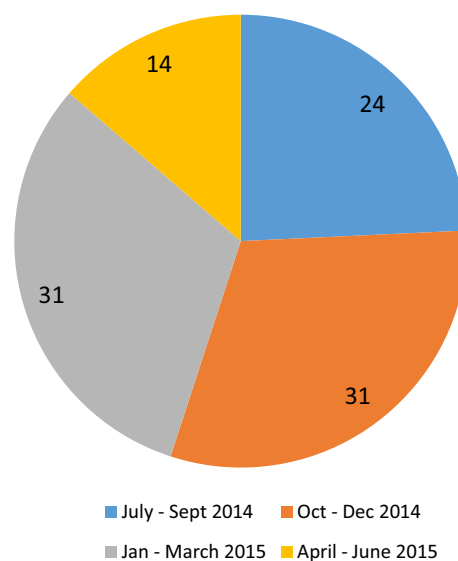


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



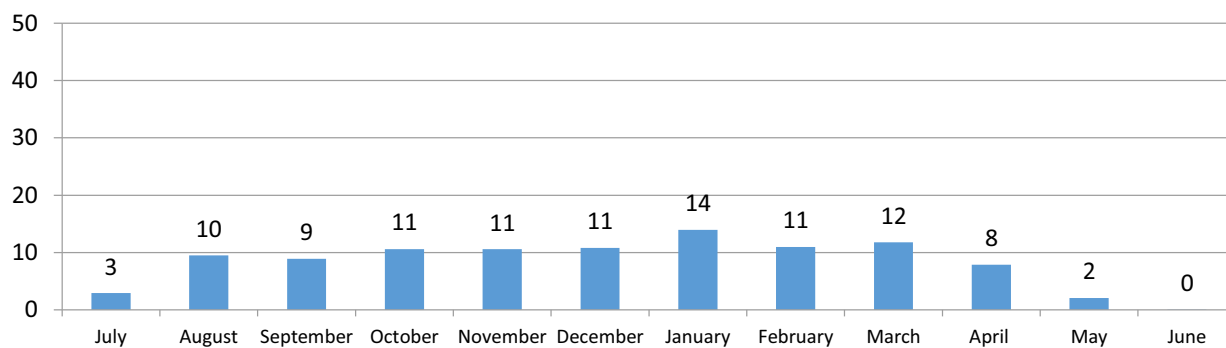
Quarterly utilization of SMC funds - (% utilized fund)



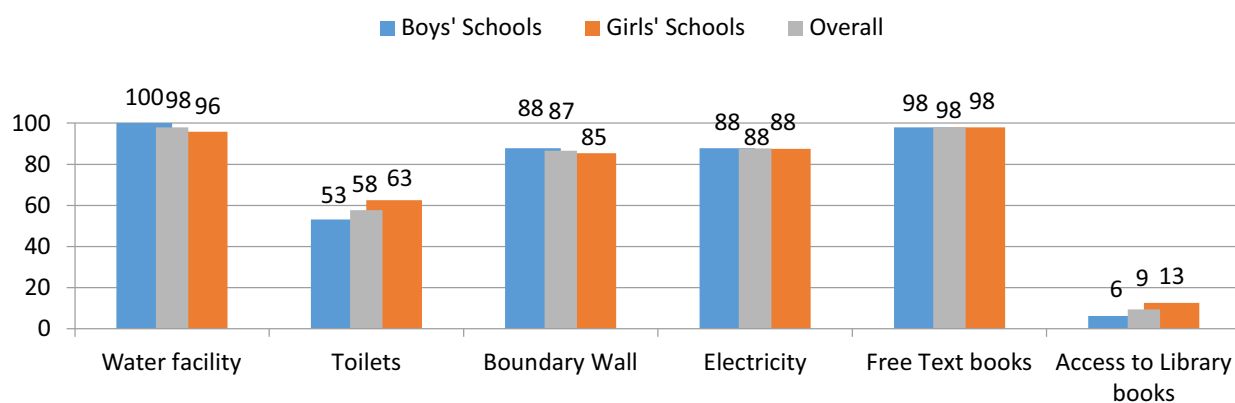
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1523	1522	1665	1558	1532	1581	1622	1578	1579	1614	1518	1592

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

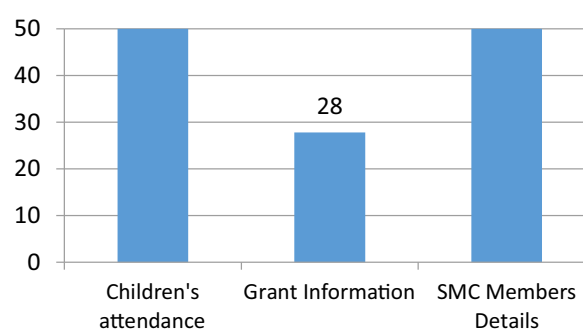


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	88	85	80
Grant information	33	26	28
SMC members' information	63	56	55

Display boards available & updated
(% schools)

Surveyed schools

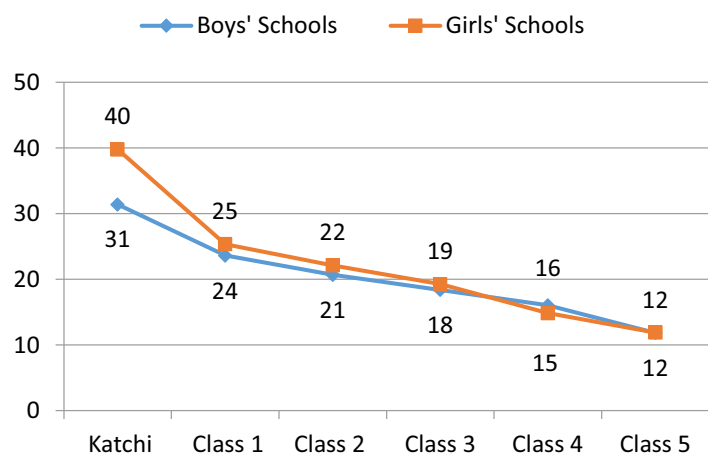
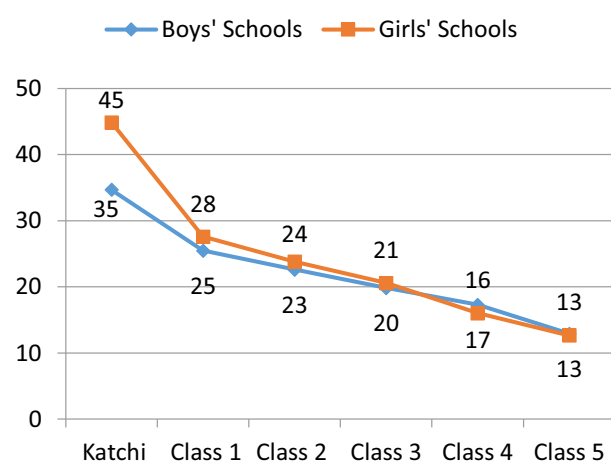
Surveyed schools by type

Boys	Girls	Total
47	52	99

Students information

Enrollment and Attendance

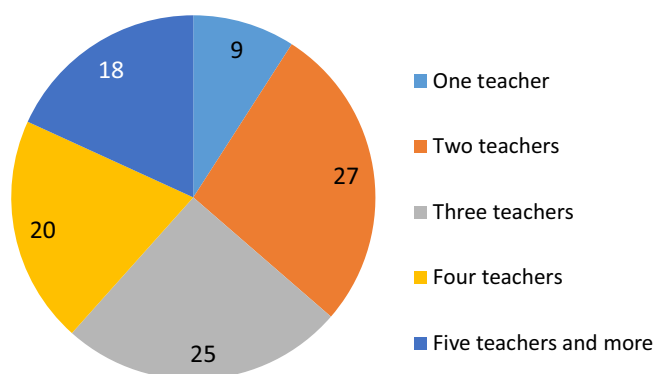
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	40	27	23	20	17	13	140
Average Attendance	36	25	21	19	15	12	128
Attendance Rate (%)	89	92	92	93	93	93	92

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

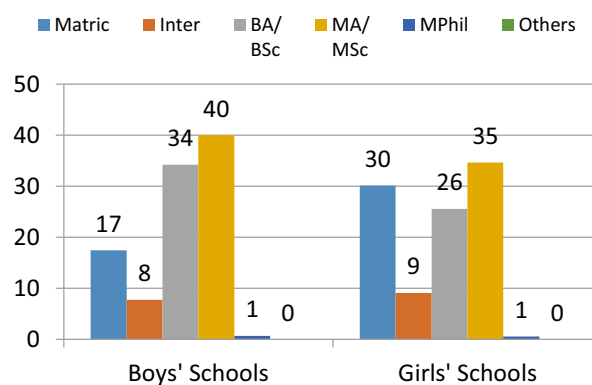
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	99	222	10	331
Attendance	95	200	9	304
Attendance (%)	96	90	90	92

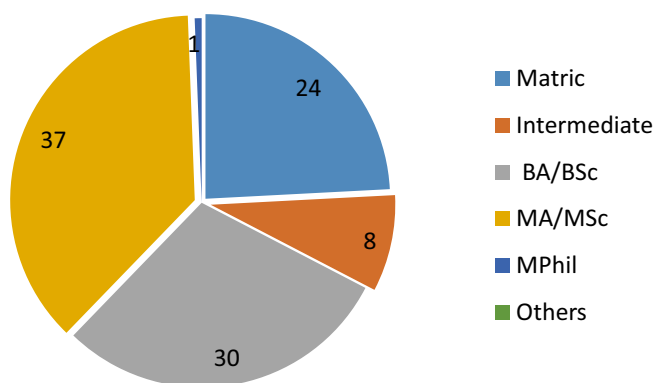
Teachers-wise number of schools



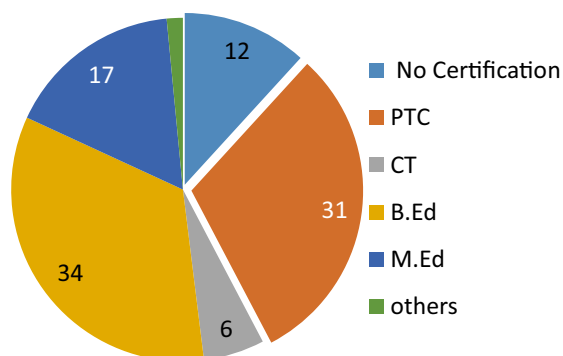
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



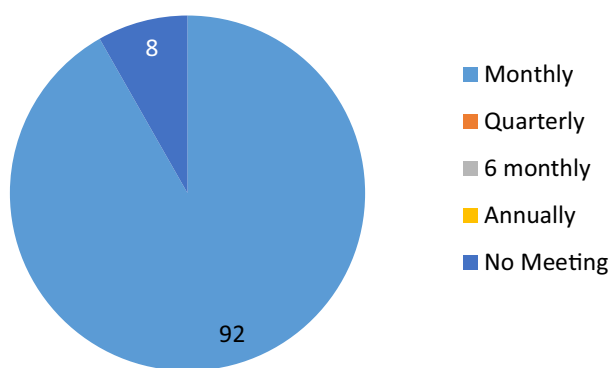
Teachers' Certification (% teachers)



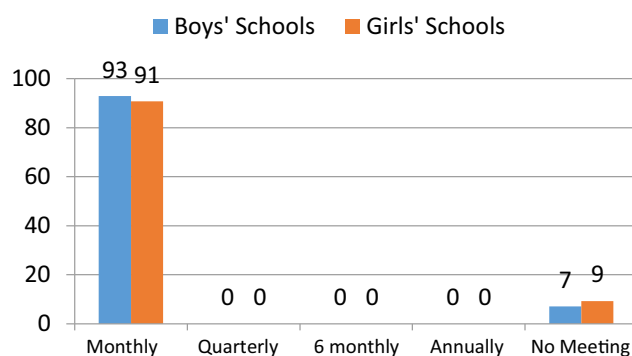
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	86	14	100

How often are SMC meetings conducted? (% schools)

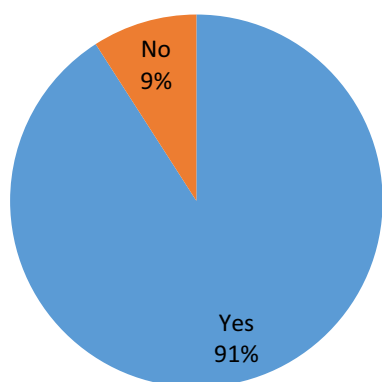


How often are SMC meetings conducted? (% schools)

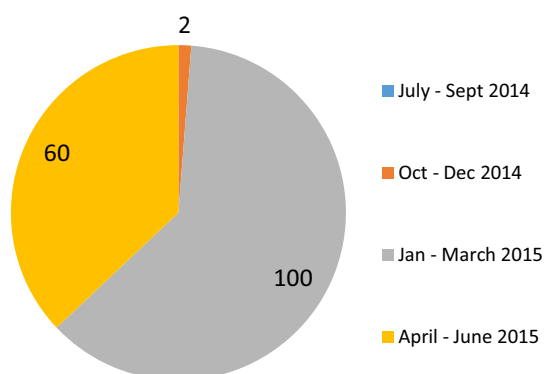


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



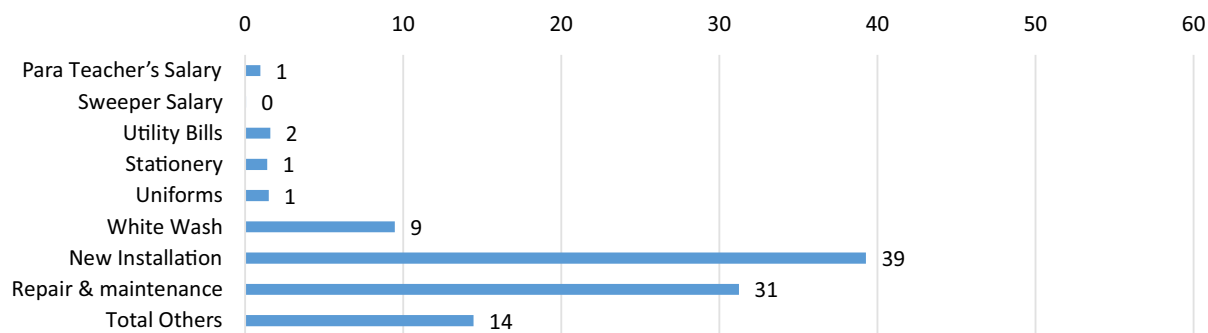
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

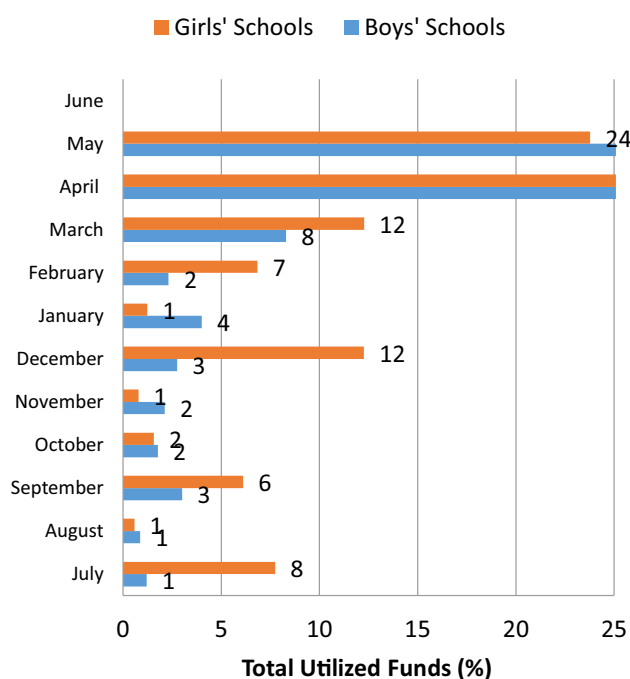
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	0	0	0	0	1116	454	44646	10753	34564	8888	0	100421
Number of schools received (total)	0	0	0	0	0	2	1	79	20	51	9	0	
Funds / amount utilized (average)	2915	379	2716	895	699	4790	1238	2830	5910	17168	15166	-*	54705

*Utilization record was not available

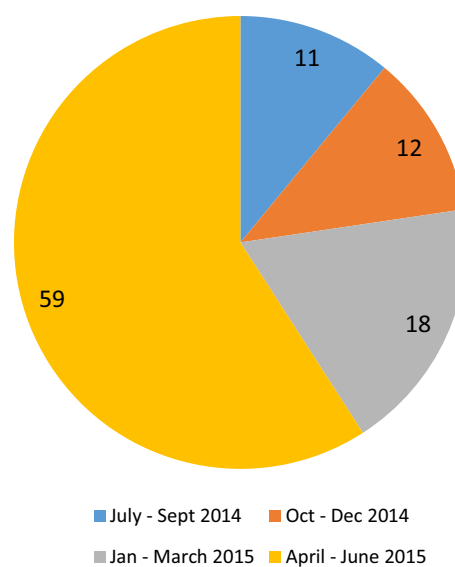
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



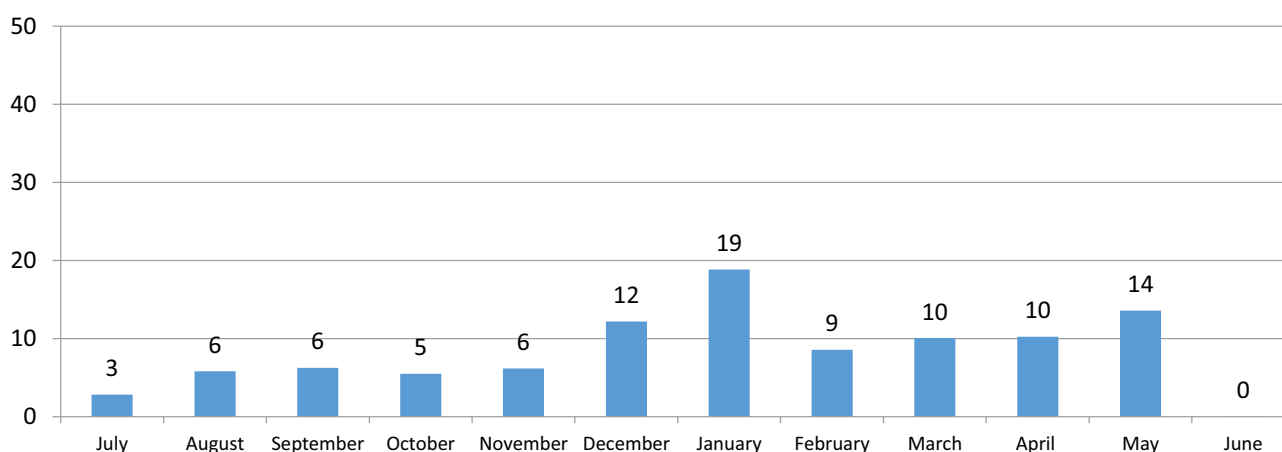
Quarterly utilization of SMC funds - (% utilized fund)



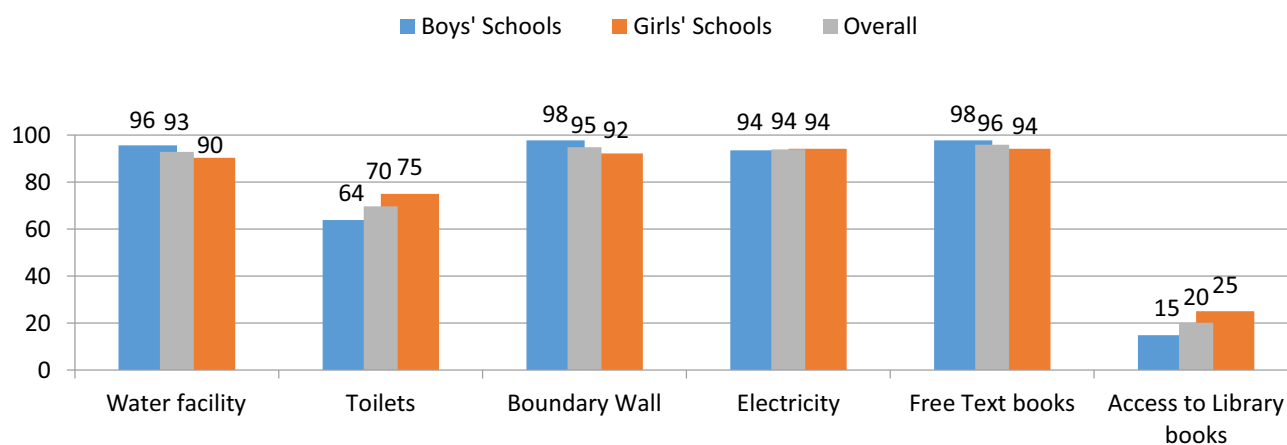
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	2077	2272	1953	1977	1866	1952	1872	1685	1708	1753	1978	1700

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

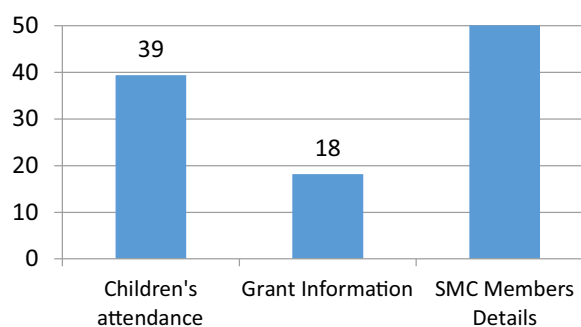


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	37	31	39
Grant information	8	7	18
SMC members' information	62	58	55

Display Boards Available & updated
(% schools)

Surveyed schools

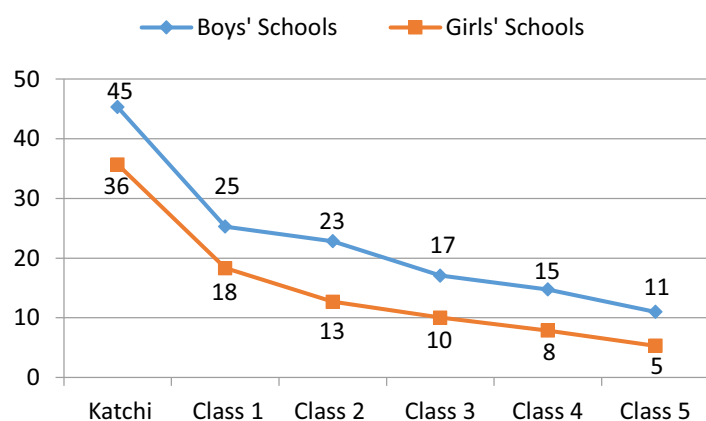
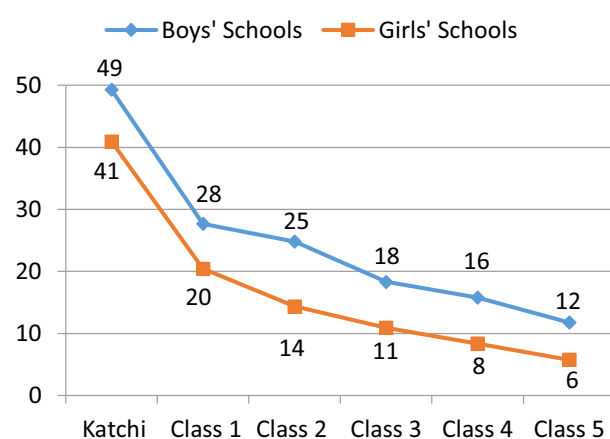
Surveyed schools by type

Boys	Girls	Total
35	64	99

Students information

Enrollment and Attendance

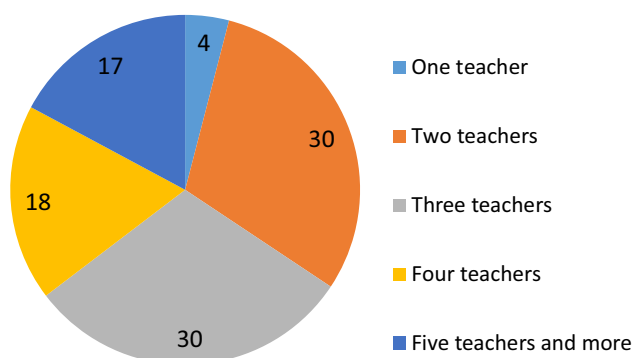
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	44	23	18	14	11	8	117
Average Attendance	39	21	16	13	10	7	106
Attendance Rate (%)	89	90	90	92	94	93	91

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

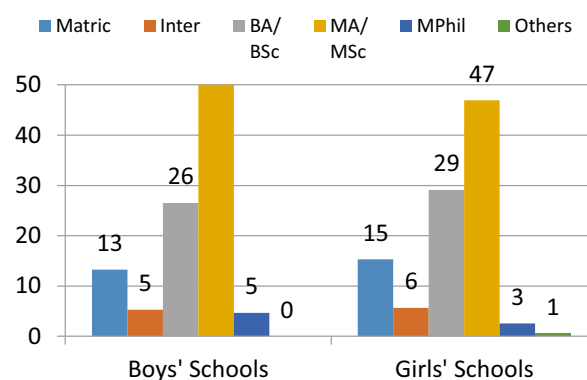
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	99	237	11	347
Attendance	96	220	9	325
Attendance (%)	97	93	82	94

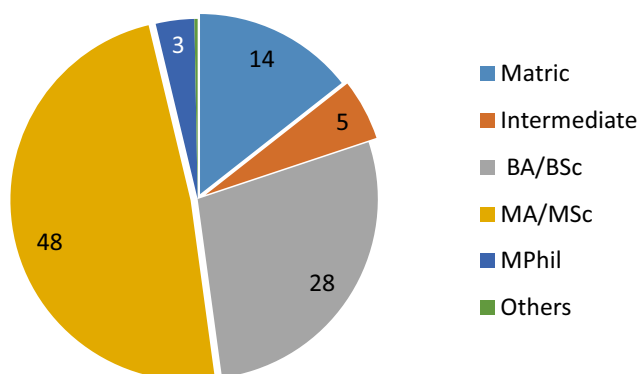
Teachers-wise number of schools



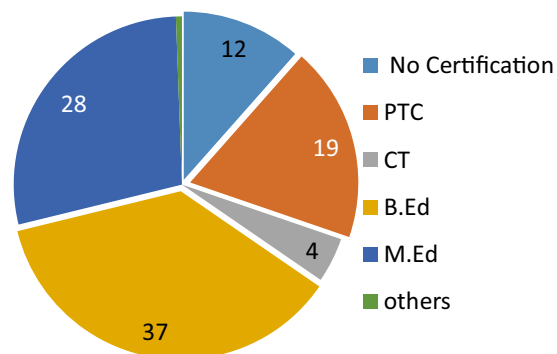
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



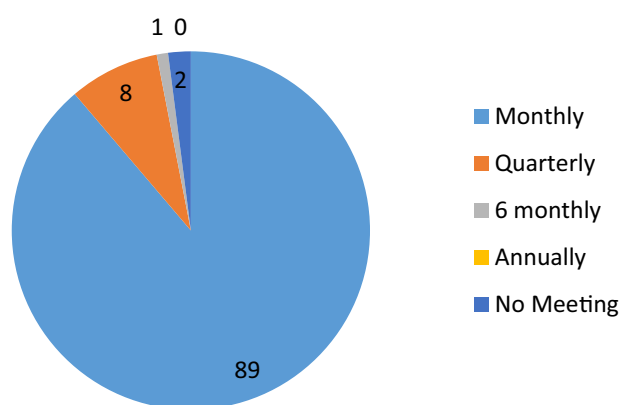
Teachers' Certification (% teachers)



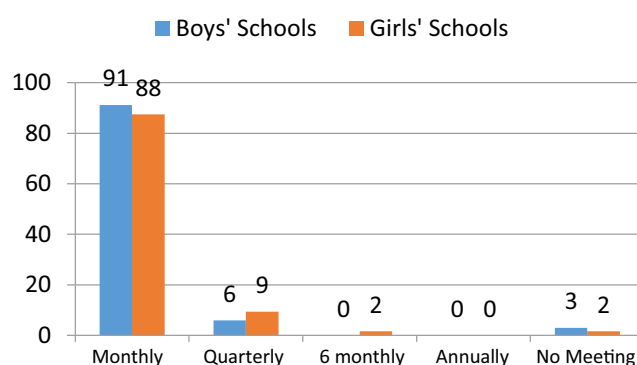
SMC Structure

Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	99	1	100

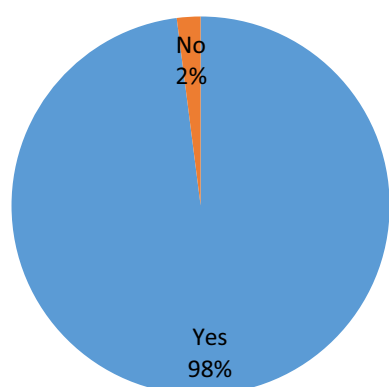
How often are SMC meetings conducted?
(% schools)

How often are SMC meetings conducted? (% schools)

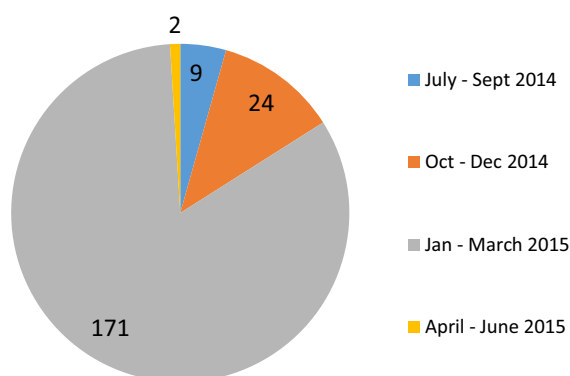


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15

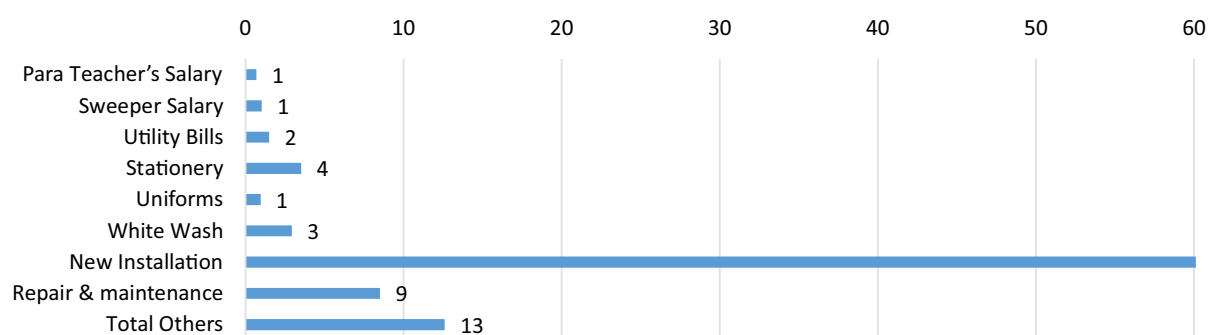


*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

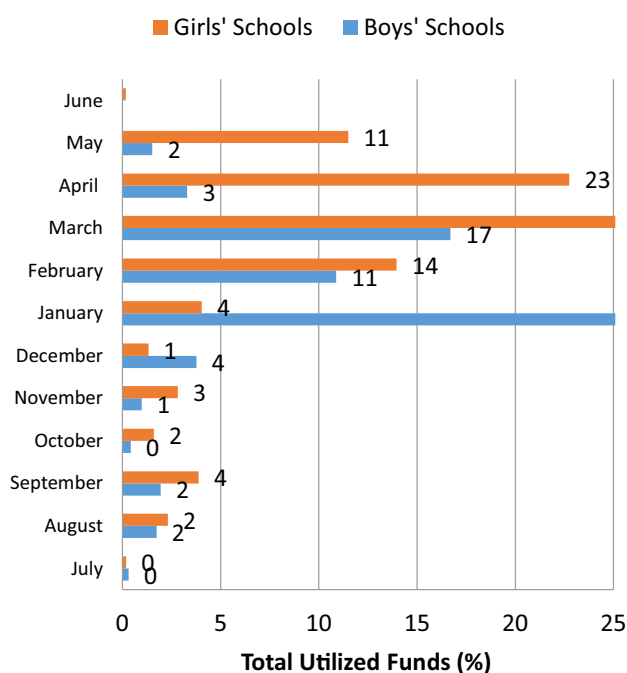
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15													
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	252	0	0	0	202	55114	20913	35795	50765	0	5190	0	168232
Number of schools received (total)	8	0	0	0	1	23	120	28	23	0	2	0	
Funds / amount utilized (average)	335	2640	3801	1314	2468	3350	41309	16237	33981	16889	8444	-*	130884

*Utilization record was not available

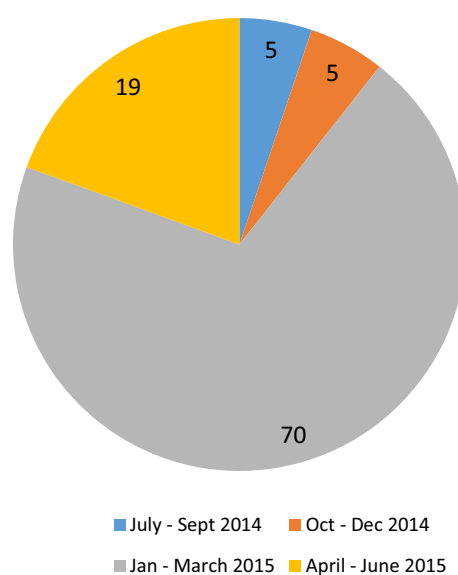
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



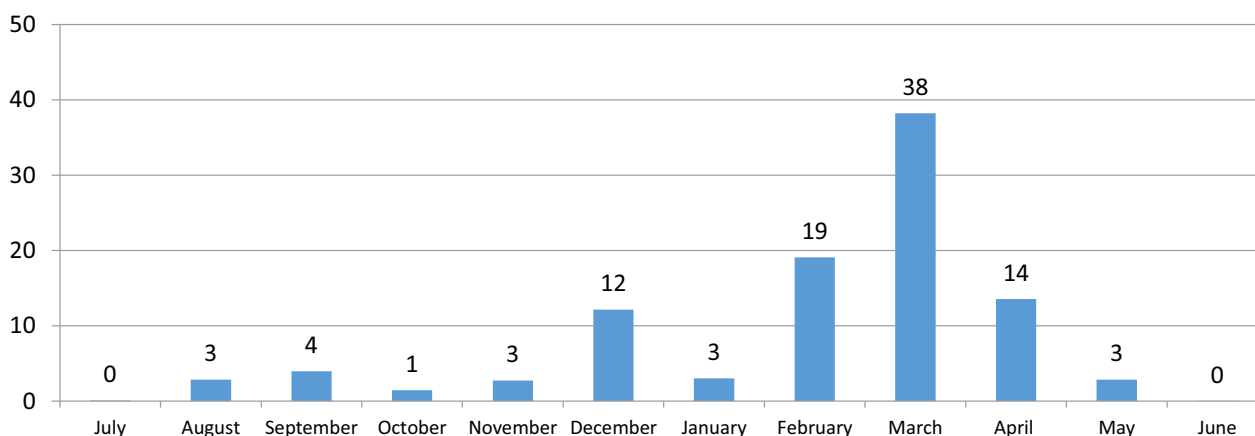
Quarterly utilization of SMC funds - (% utilized fund)



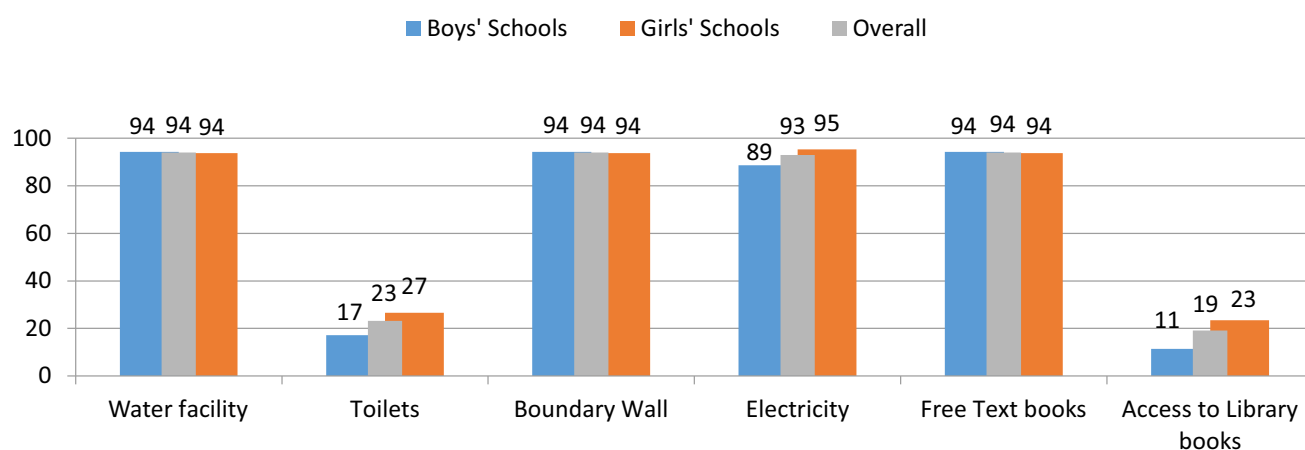
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	2970	2619	2432	2429	2373	2340	2250	2238	2196	2146	2262	0

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

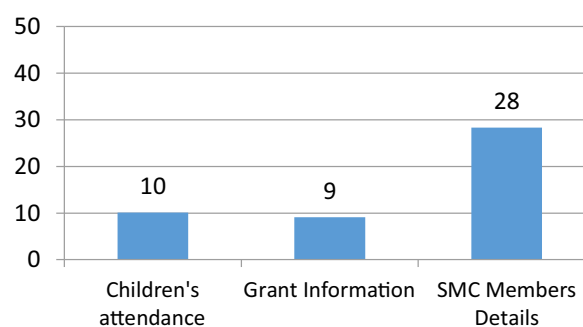


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	24	11	10
Grant information	20	9	9
SMC members' information	45	31	28

Display Boards Available & updated
(% schools)

Surveyed schools

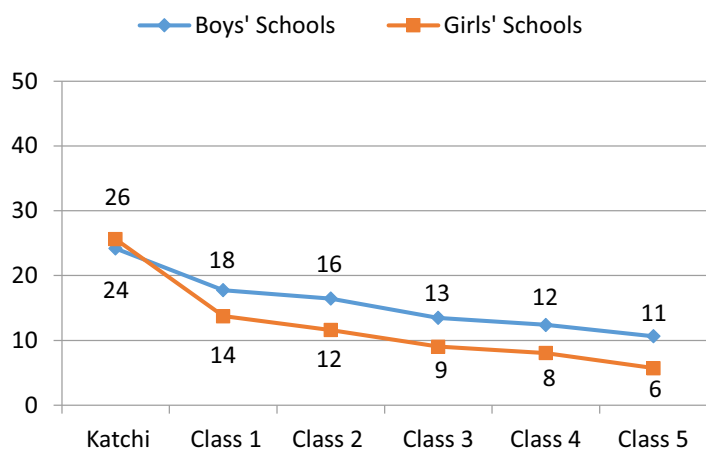
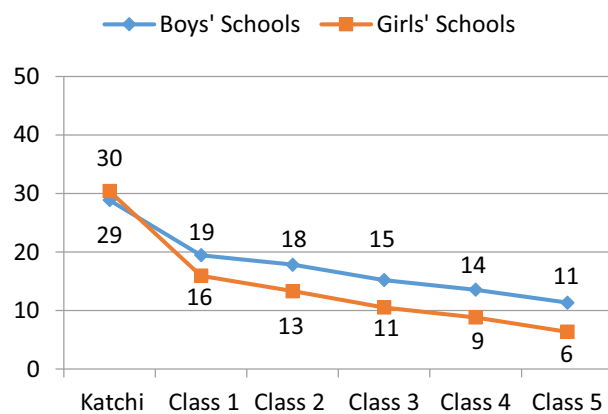
Surveyed schools by type

Boys	Girls	Total
37	58	95

Students information

Enrollment and Attendance

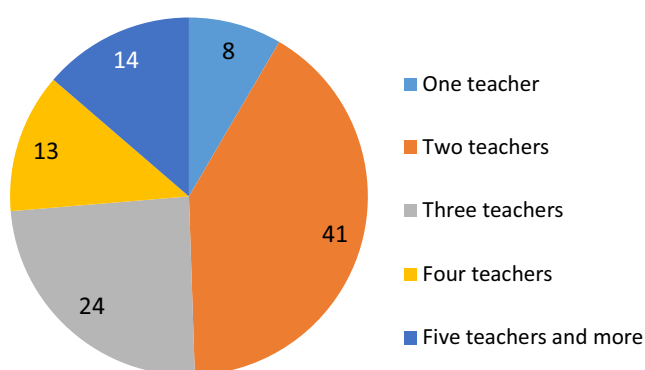
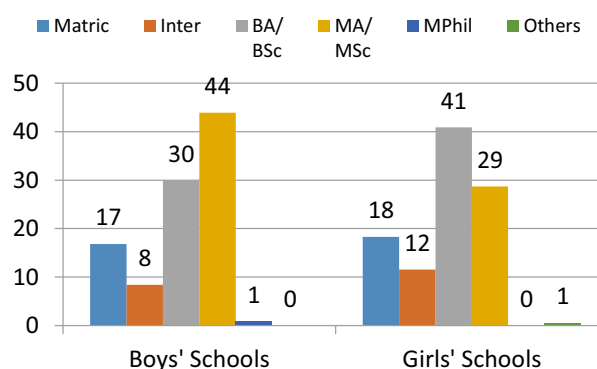
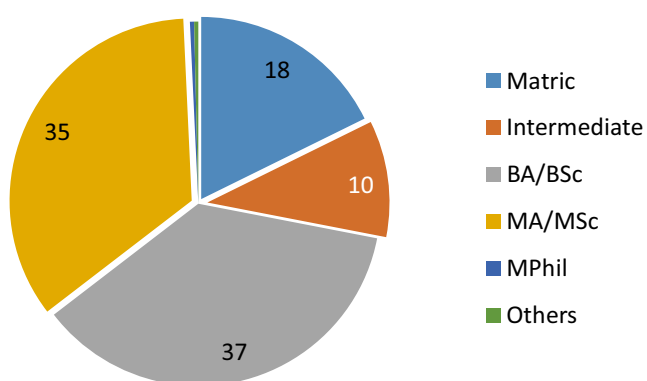
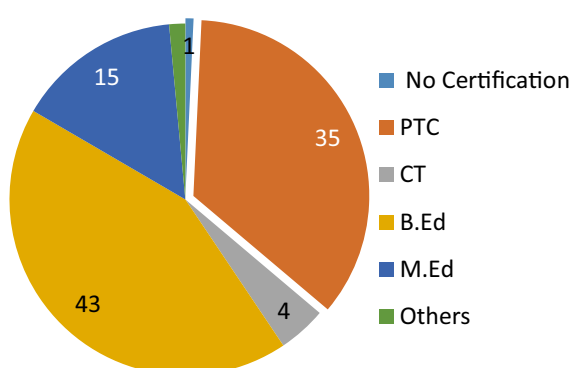
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	30	17	15	12	11	8	94
Average Attendance	25	15	13	11	10	8	82
Attendance Rate (%)	84	88	90	87	92	92	88

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	92	175	4	271
Attendance	90	166	4	260
Attendance (%)	98	95	100	96

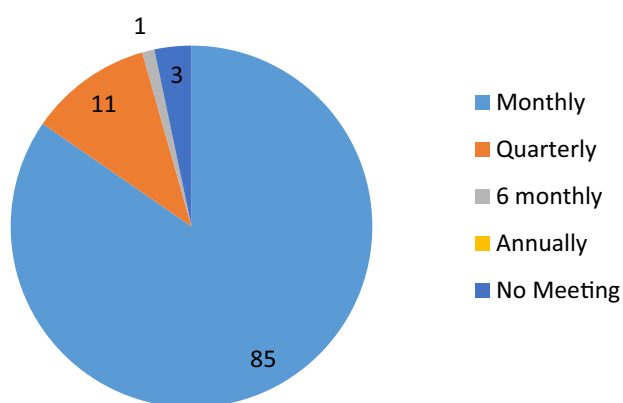
Teachers-wise number of schools

Teachers' Qualifications by gender
(% teachers)Teachers' Qualifications
(% teachers)Teachers' Certification
(% teachers)

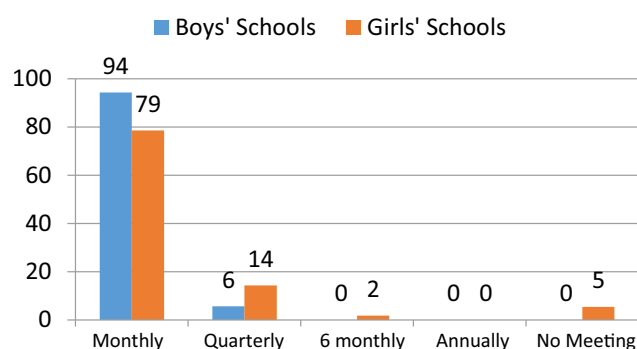
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	96	4	100

How often are SMC meetings conducted?
(% schools)

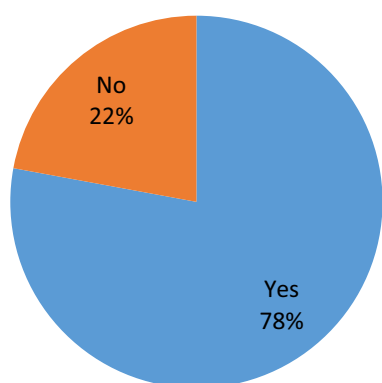


How often are SMC meetings conducted? (% schools)

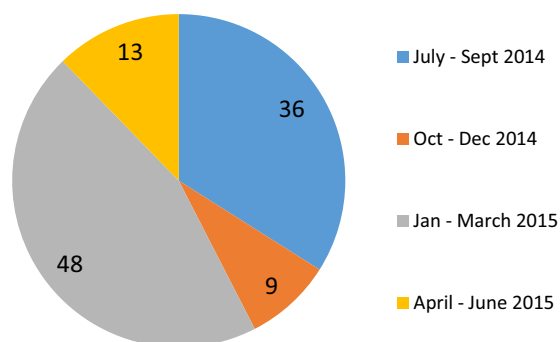


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15

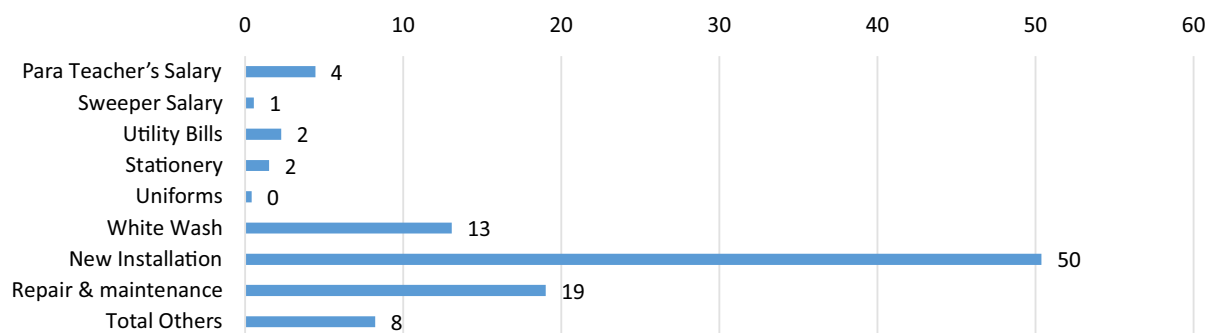


*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

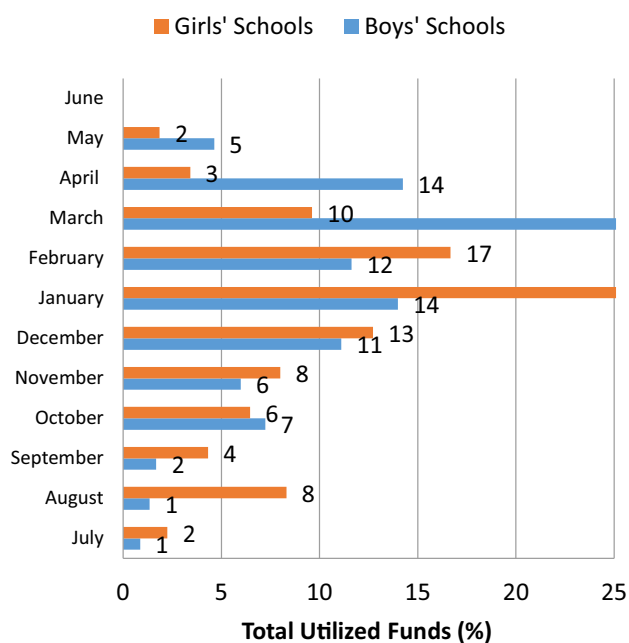
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15													
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	4905	1263	1008	842	1158	211	16718	4842	2895	842	1363	663	36710
Number of schools received (total)	24	7	5	4	4	1	18	23	7	4	5	4	
Funds / amount utilized (average)	430	1382	828	1765	1852	3121	5460	3765	4463	2094	792	-*	25952

*Utilization record was not available

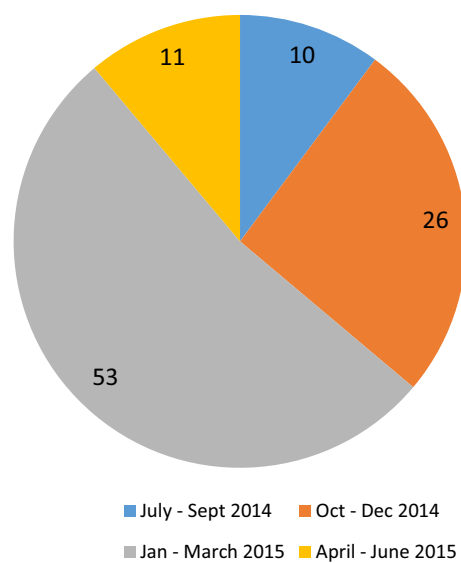
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



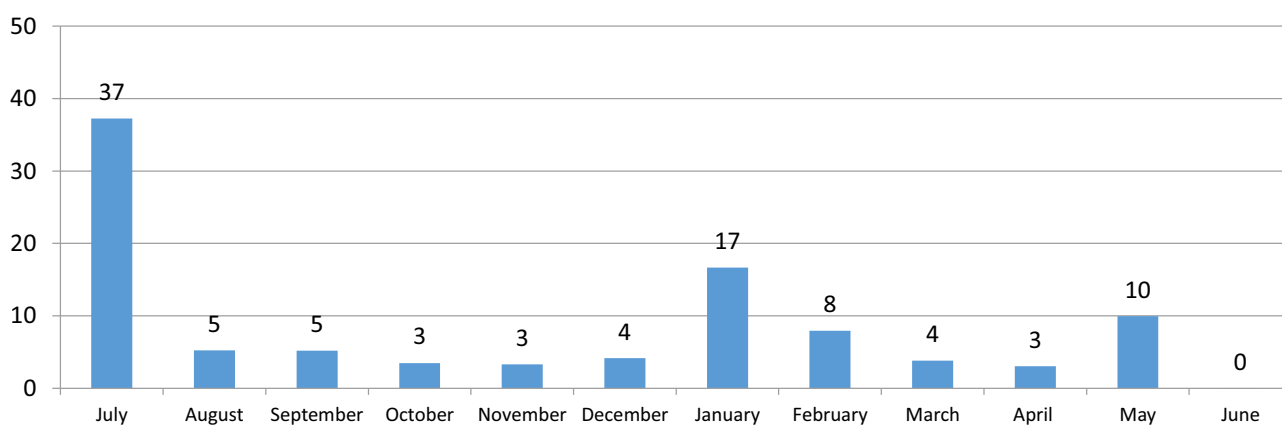
Quarterly utilization of SMC funds - (% utilized fund)



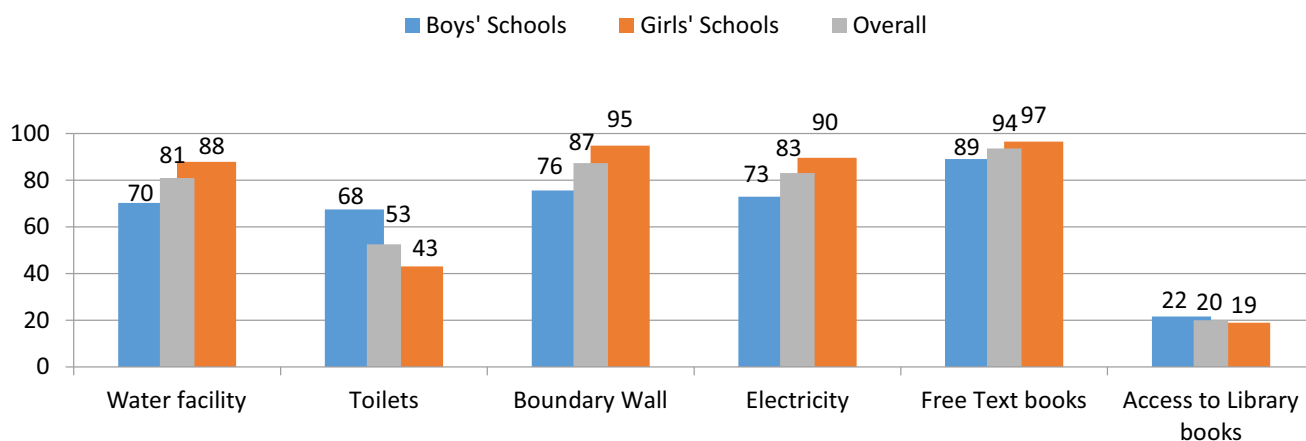
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1356	1474	1124	1215	1292	1081	1208	944	1010	1253	1065	614

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

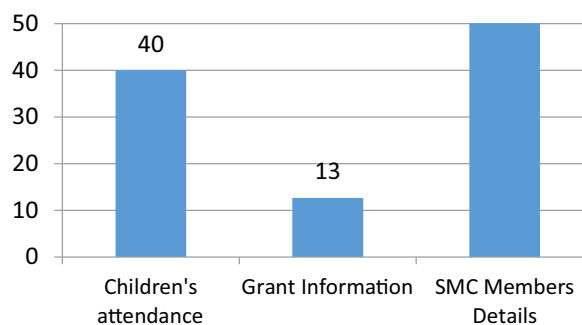


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	56	45	40
Grant information	31	18	13
SMC members' information	68	54	52

Display Boards Available & updated
(% schools)

Surveyed schools

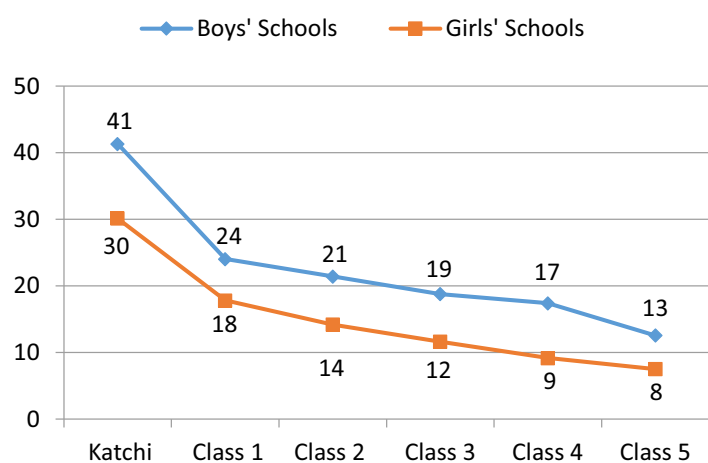
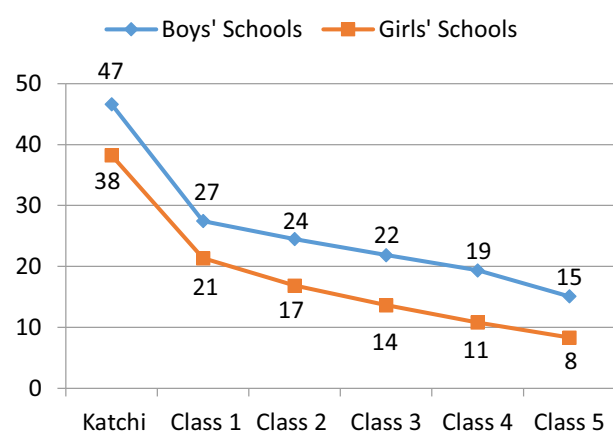
Surveyed schools by type

Boys	Girls	Total
45	55	100

Students information

Enrollment and Attendance

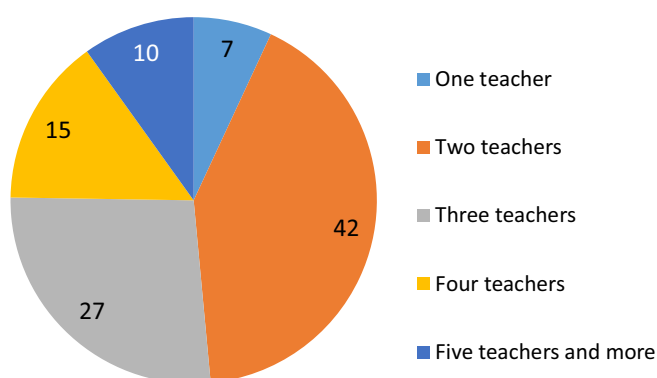
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	42	24	20	17	15	11	130
Average Attendance	35	21	17	15	13	10	111
Attendance Rate (%)	84	86	86	86	88	86	85

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

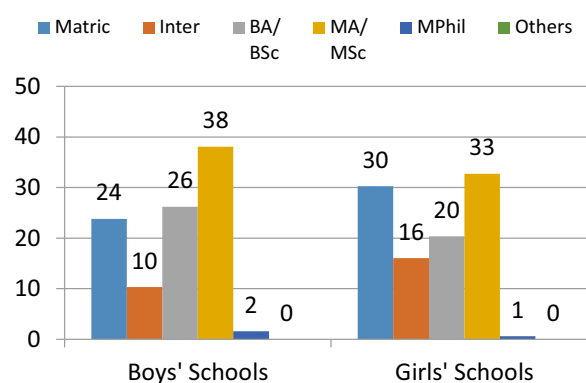
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	100	177	11	288
Attendance	95	165	10	270
Attendance (%)	95	93	91	94

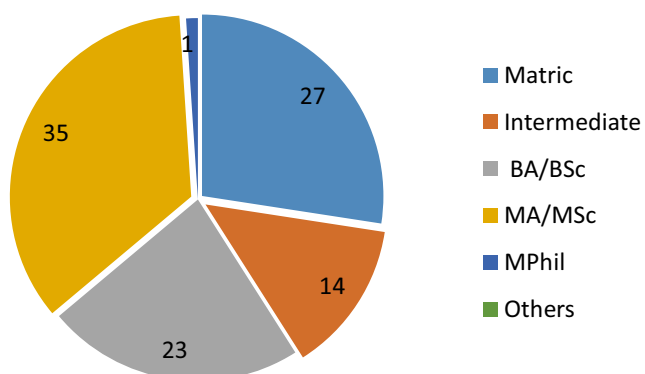
Teachers-wise number of schools



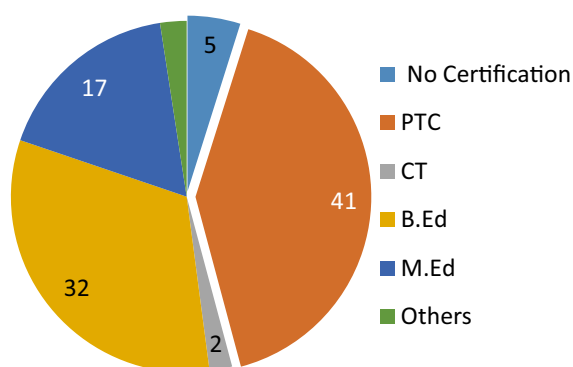
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

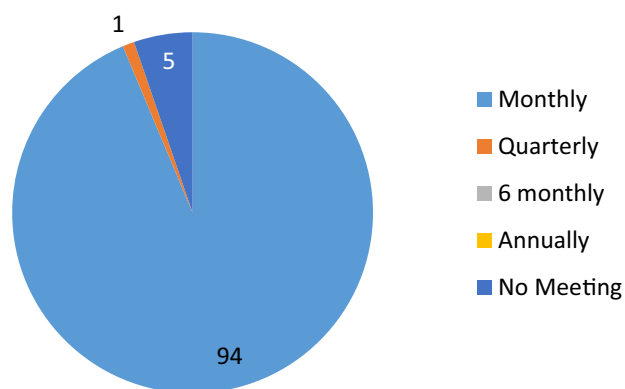


SMC Structure

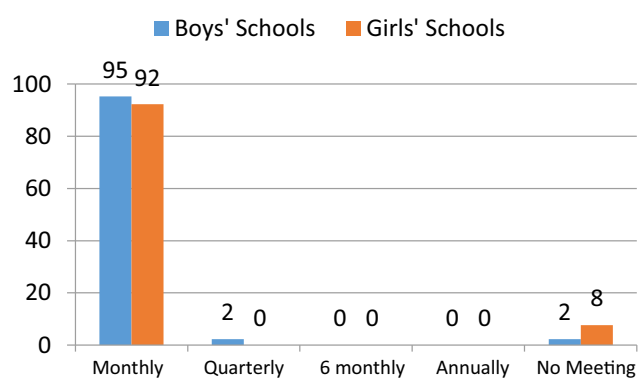
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	95	5	100

How often are SMC meetings conducted?
(% schools)

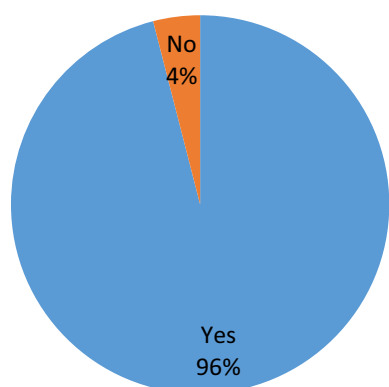


How often are SMC meetings conducted? (% schools)

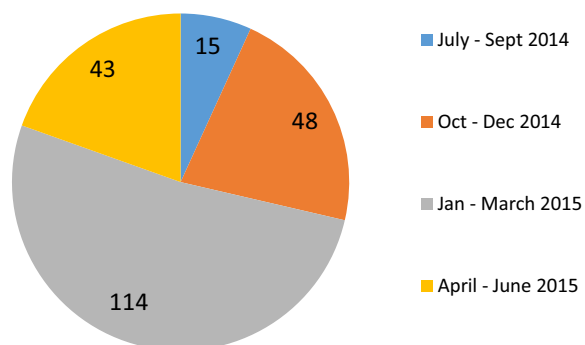


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15

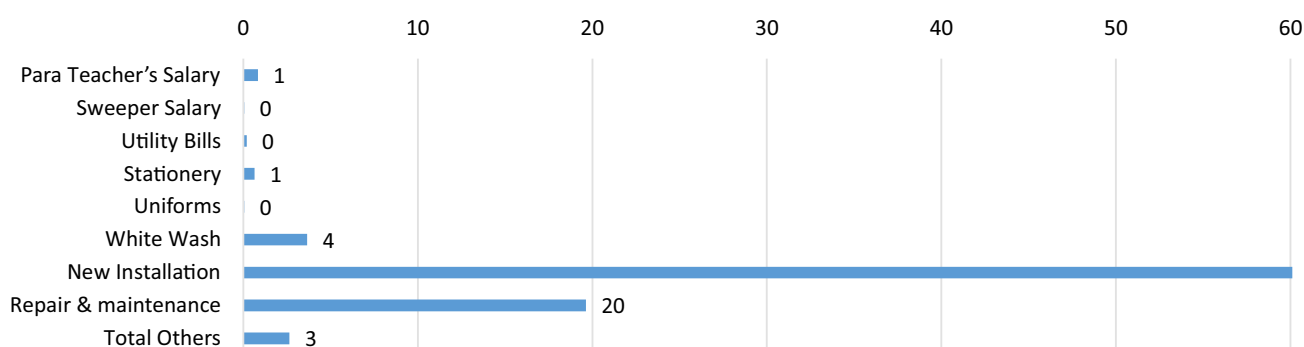


*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

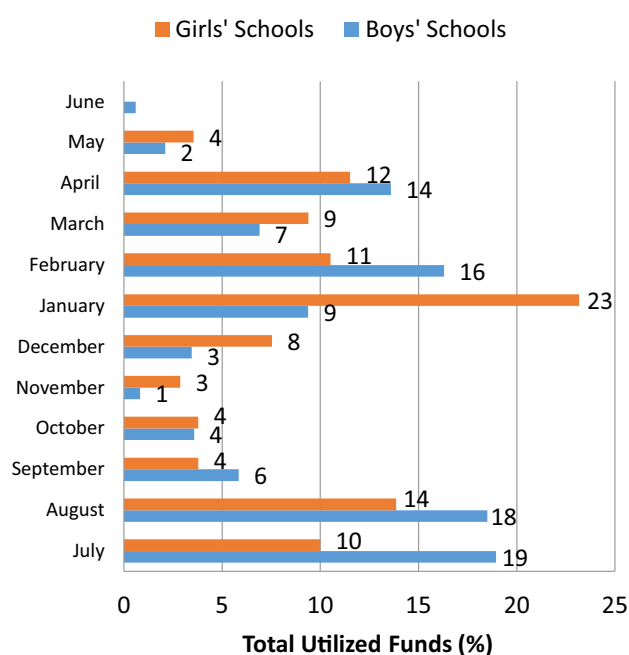
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15													
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	8053	2737	0	77	0	23990	25756	25570	1521	18423	6169	0	112297
Number of schools received (total)	10	5	0	1	0	47	59	51	4	36	7	0	
Funds / amount utilized (average)	15400	17202	5125	3908	1955	5826	17255	14257	8649	13341	2997	-*	106239

*Utilization record was not available

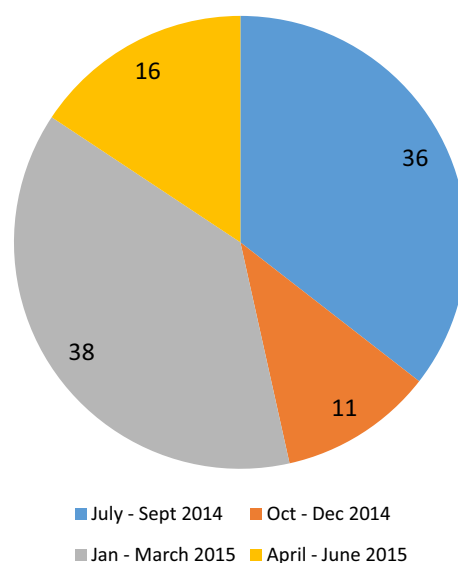
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



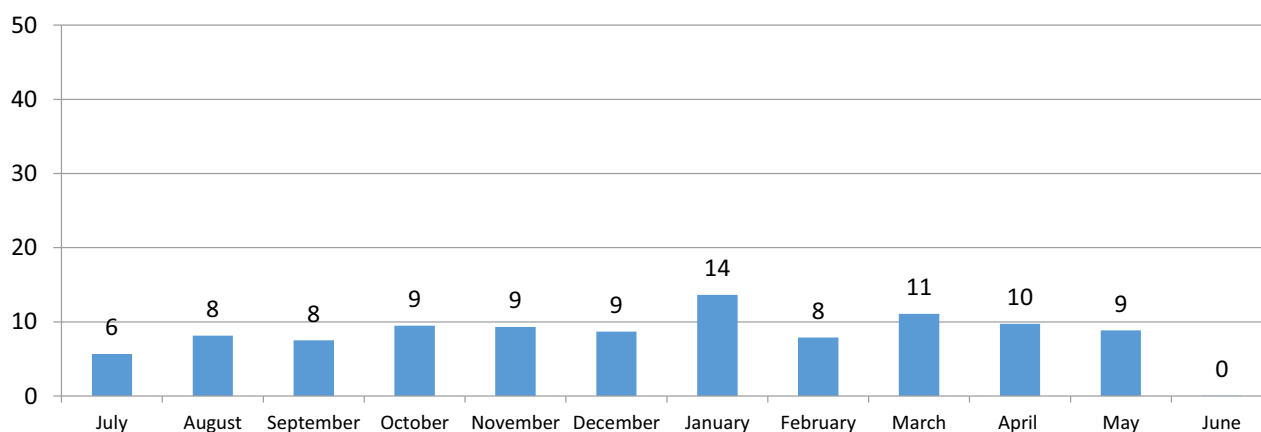
Quarterly utilization of SMC funds - (% utilized fund)



Farogh-e-Taleem fund (FTF)*

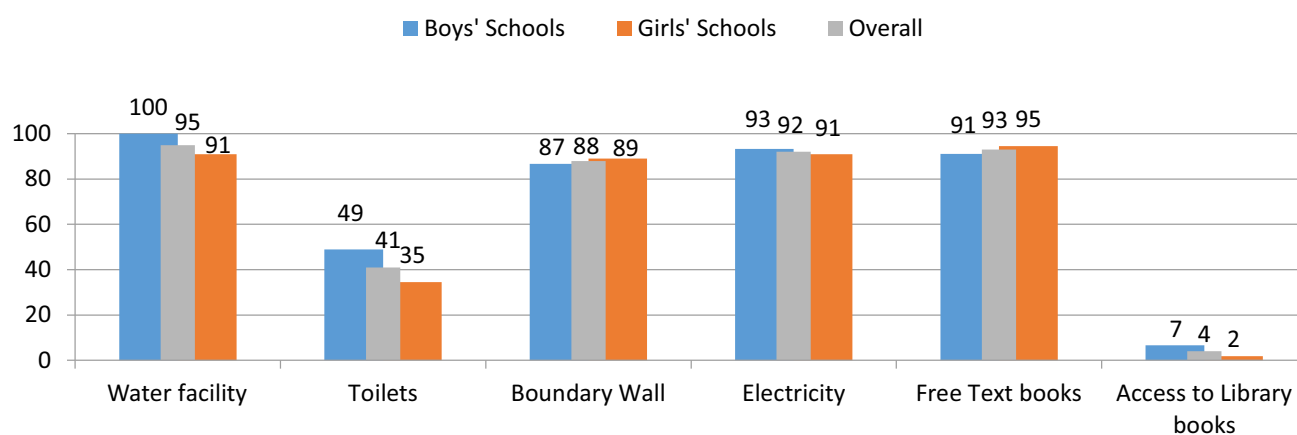
Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	2368	2431	2127	2304	2718	2537	2802	2770	3096	2942	2549	1340

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)



Schools facilities

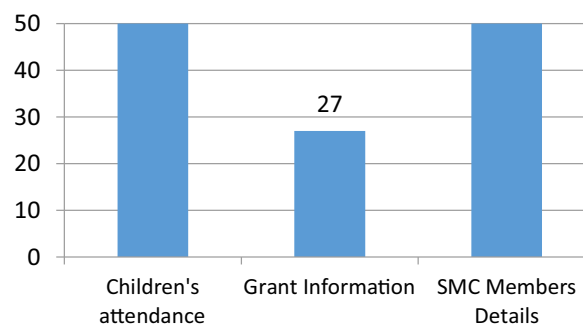
School Facilities by school type
(% schools)



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	85	79	67
Grant information	39	32	27
SMC members' information	62	54	54

Display Boards Available & updated
(% schools)



Surveyed schools

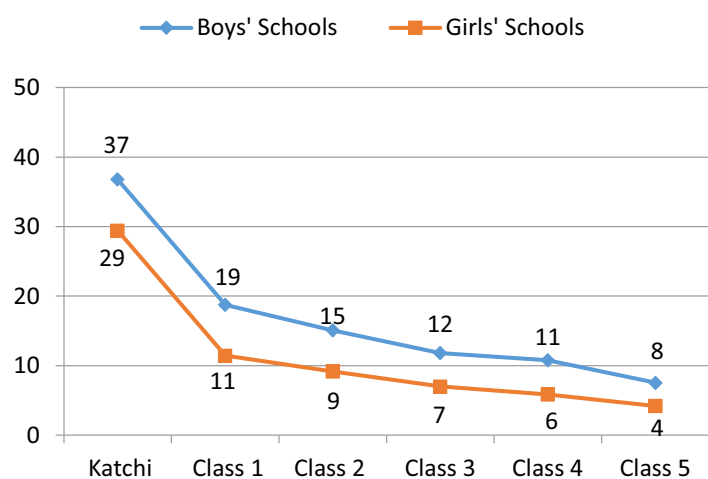
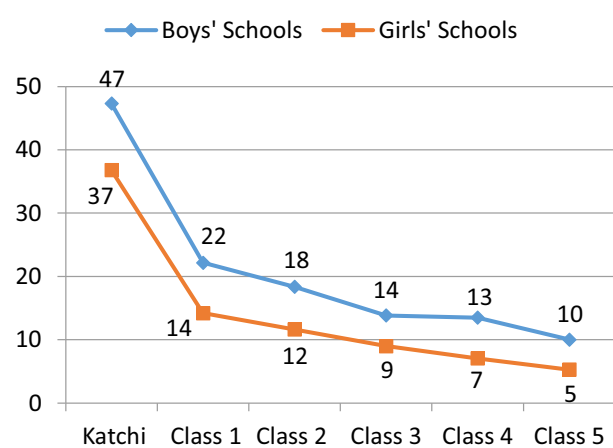
Surveyed schools by type

Boys	Girls	Total
47	52	99

Students information

Enrollment and Attendance

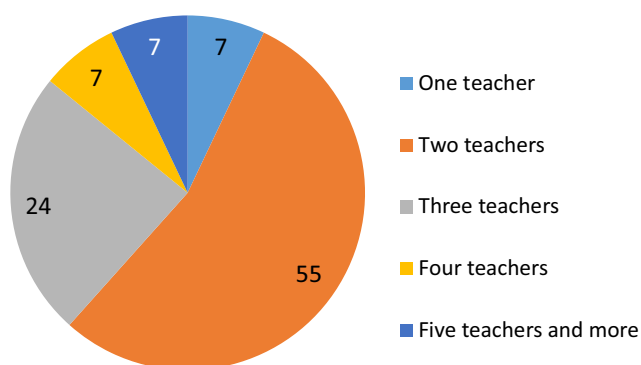
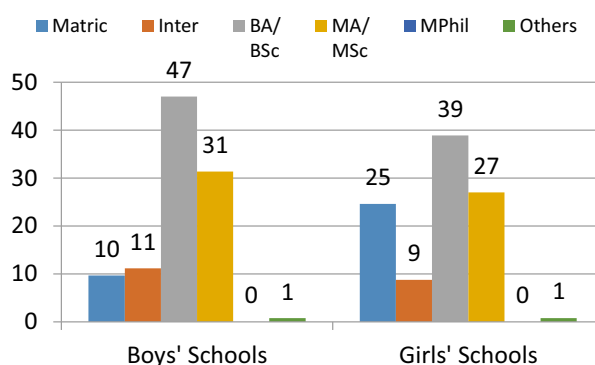
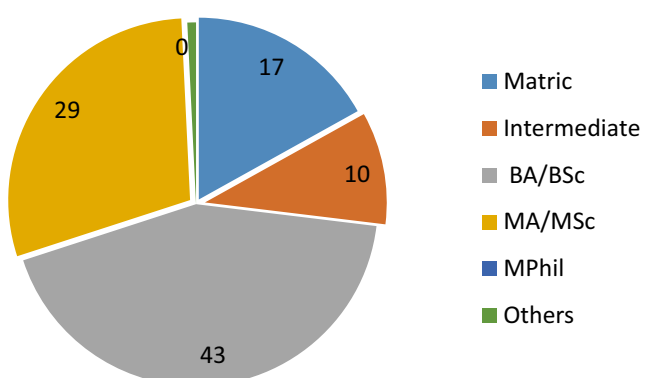
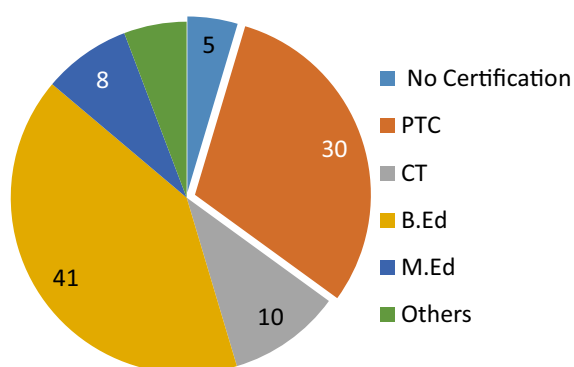
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	42	18	15	11	10	8	104
Average Attendance	33	15	12	9	8	6	83
Attendance Rate (%)	79	83	81	82	81	77	80

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

Teachers' Information

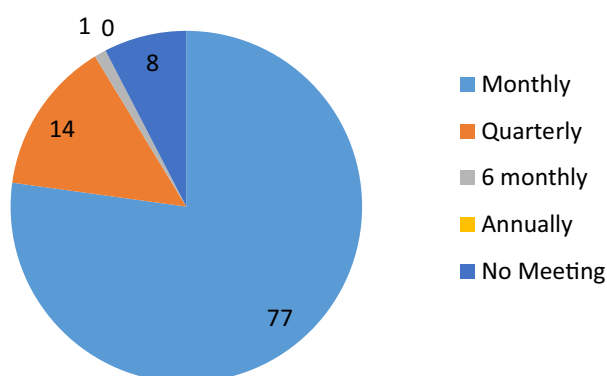
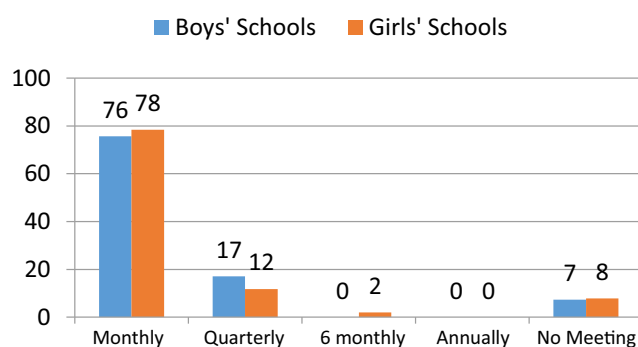
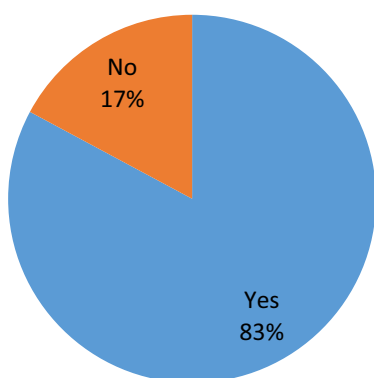
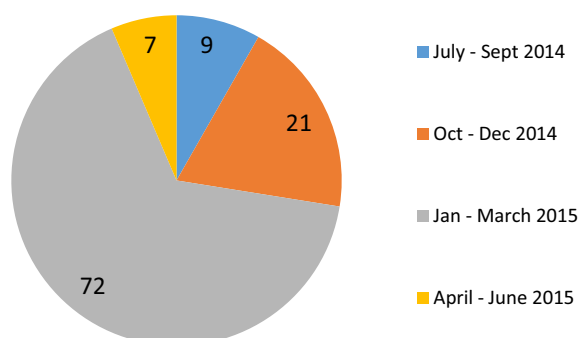
	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	96	153	11	260
Attendance	91	136	8	235
Attendance (%)	95	89	73	90

Teachers-wise number of schools

Teachers' Qualifications by gender
(% teachers)Teachers' Qualifications
(% teachers)Teachers' Certification
(% teachers)

SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	93	7	100

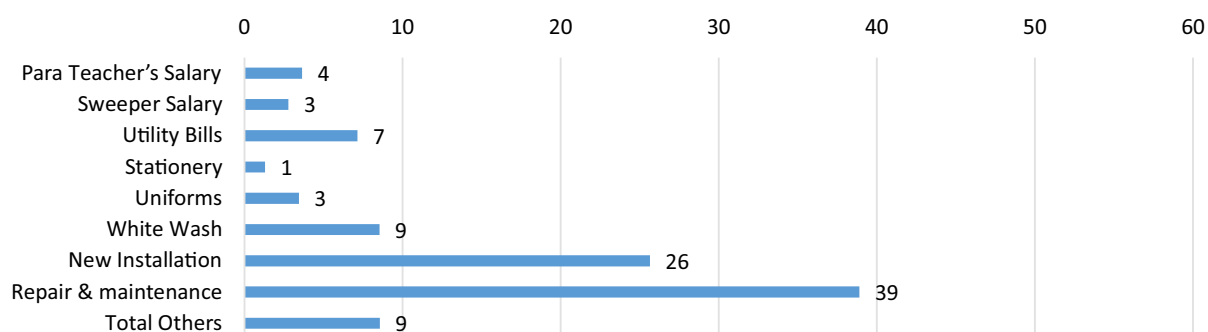
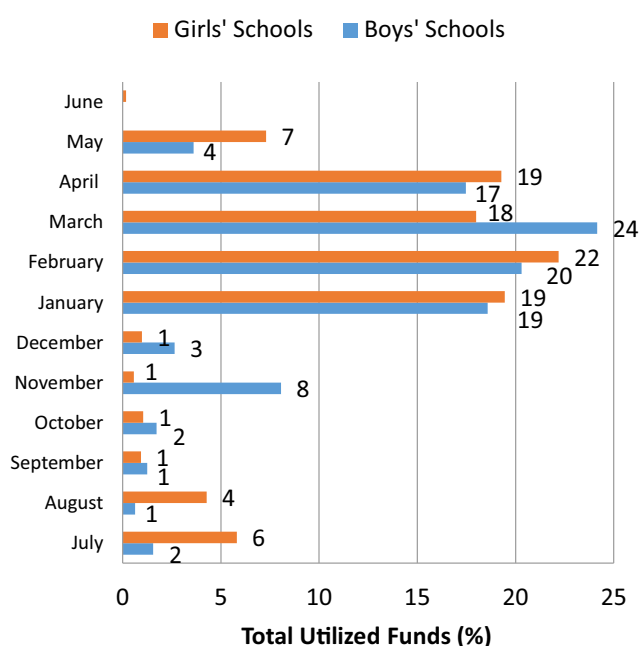
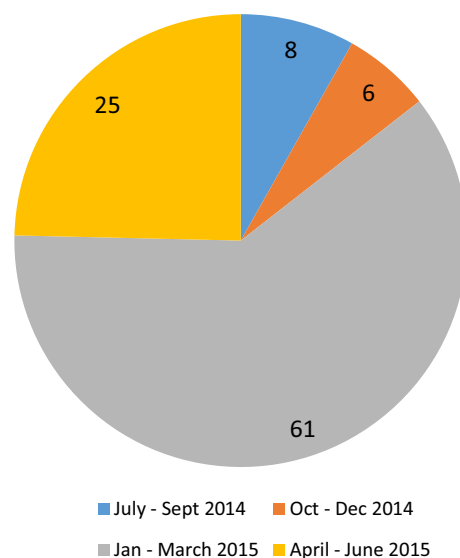
How often are SMC meetings conducted? (% schools)**How often are SMC meetings conducted? (% schools)****School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information****Did the schools receive SMC funds? FY 2014-15****In which quarter did schools receive funds? FY 2014-15**

*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	2417	1103	1768	0	5899	6524	14176	14927	828	1069	550	0	49261
Number of schools received (total)	3	3	3	0	6	15	37	31	4	5	2	0	
Funds / amount utilized (average)	964	666	239	298	771	367	4372	4912	4639	4252	1354	-*	22860

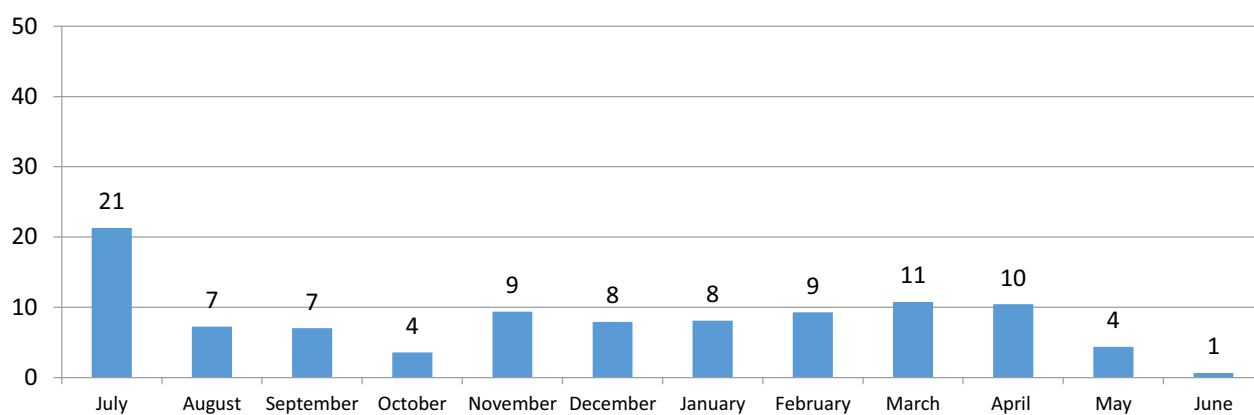
*Utilization record was not available

Categorization of SMC funds' utilization
 (% total utilized funds FY 2014-15)

Utilization of SMC funds -
 (% month-wise utilization FY 2014-15)

Quarterly utilization of SMC funds -
 (% utilized fund)


Farogh-e-Taleem fund (FTF)*

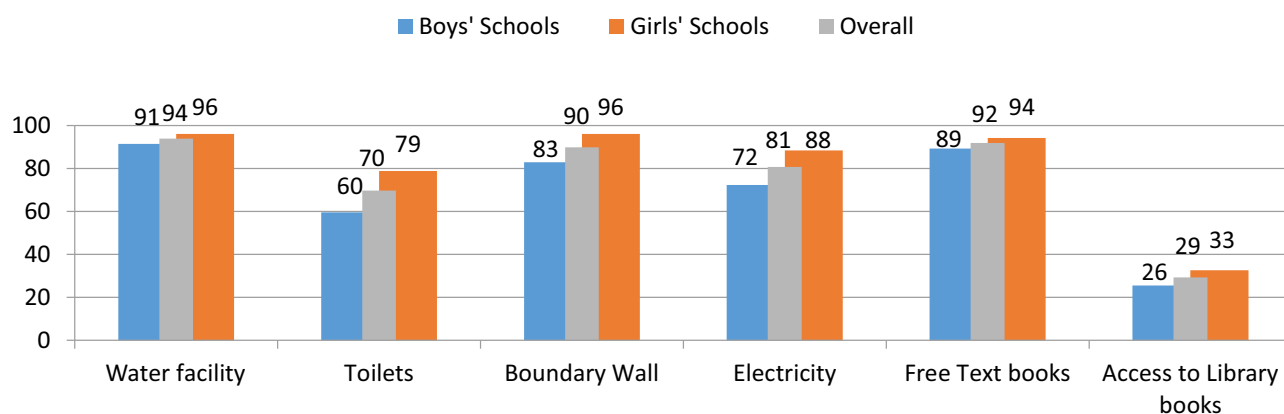
Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	2090	1738	1706	1802	1683	1743	1746	1782	1844	1969	1021	1162

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)



Schools facilities

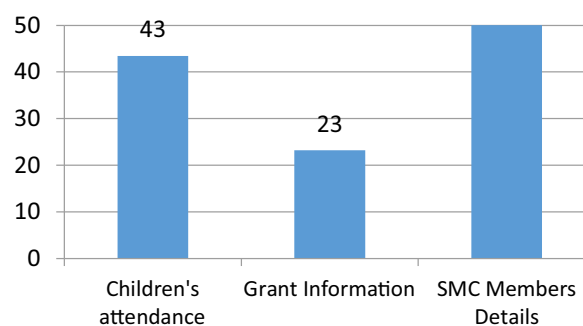
School Facilities by school type
(% schools)



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	51	48	43
Grant information	25	25	23
SMC members' information	71	64	59

Display Boards Available & updated
(% schools)



Surveyed schools

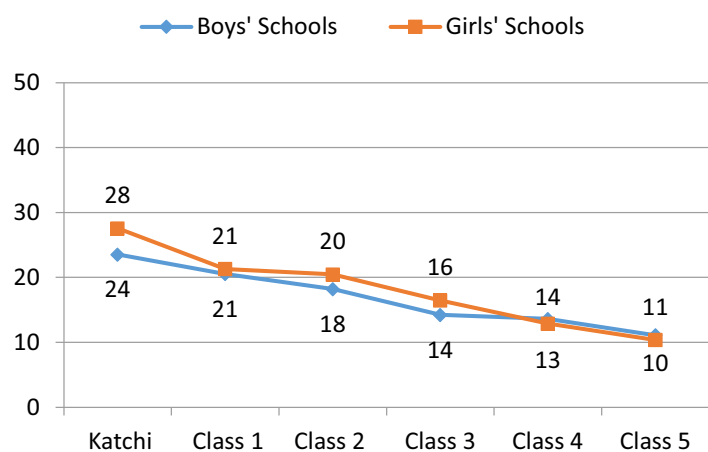
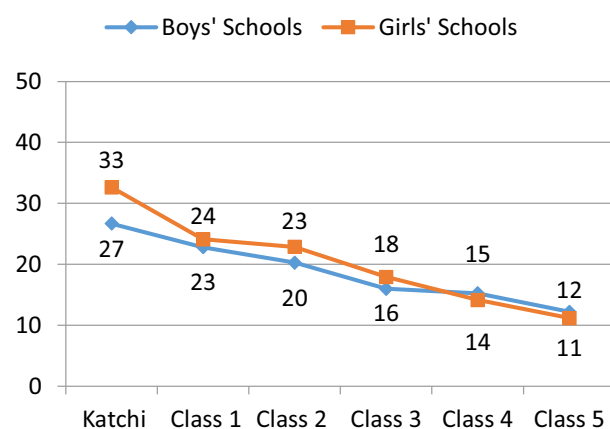
Surveyed schools by type

Boys	Girls	Total
54	47	101

Students information

Enrollment and Attendance

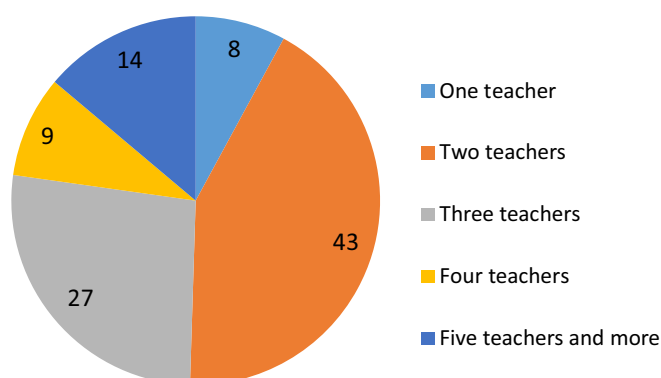
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	29	23	21	17	15	12	118
Average Attendance	25	21	19	15	13	11	105
Attendance Rate (%)	86	89	90	90	90	92	89

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

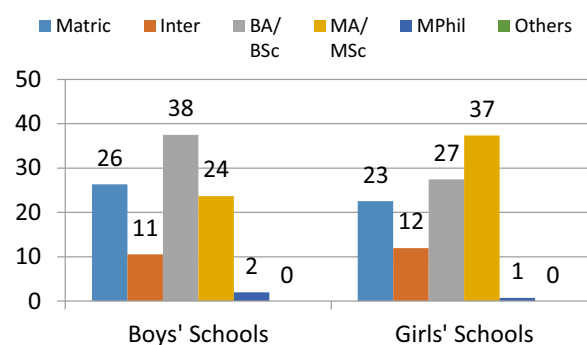
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	98	186	10	294
Attendance	95	177	9	281
Attendance (%)	97	95	90	96

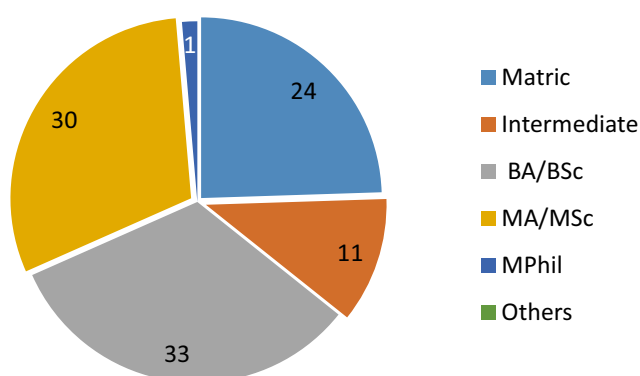
Teachers-wise number of schools



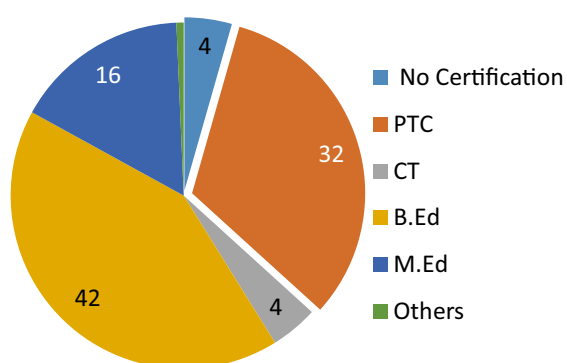
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

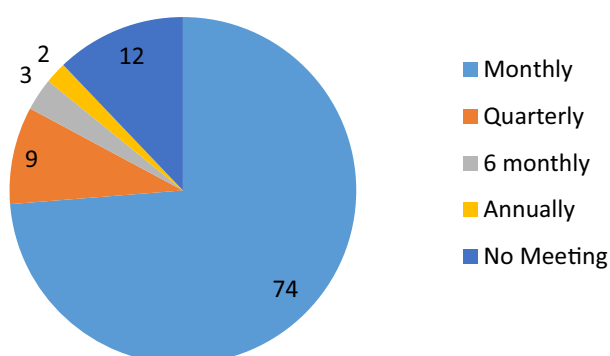


SMC Structure

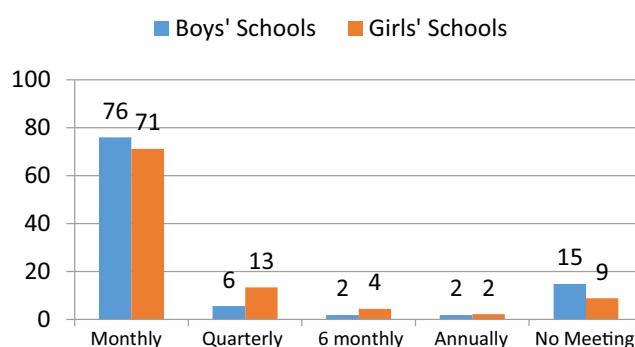
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	98	2	100

How often are SMC meetings conducted?
(% schools)

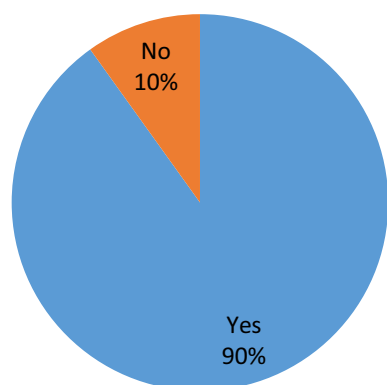


How often are SMC meetings conducted? (% schools)

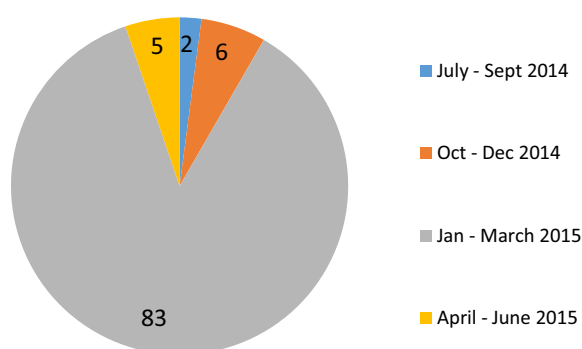


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

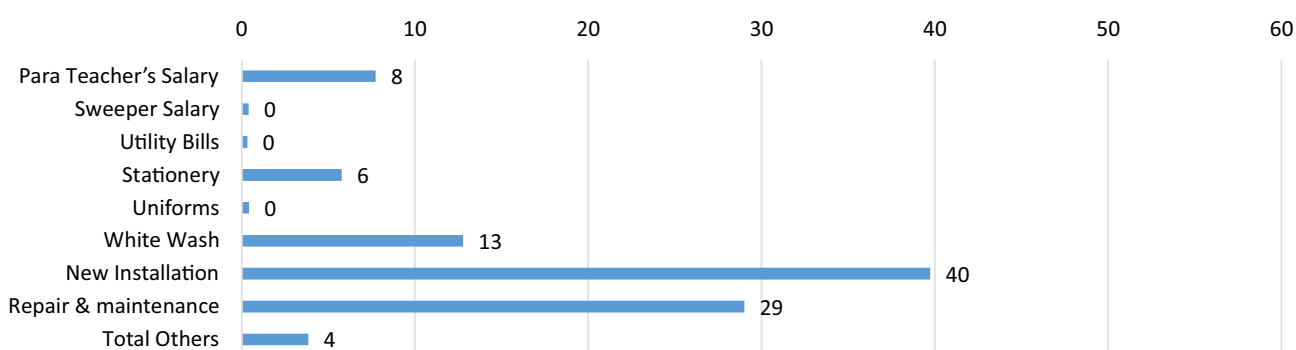
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	198	198	0	0	0	2030	12129	2970	1386	792	198	0	19901
Number of schools received (total)	1	1	0	0	0	6	56	19	8	4	1	0	
Funds / amount utilized (average)	331	634	1108	1161	1518	1391	3454	4154	1413	1682	185	-*	17082

*Utilization record was not available

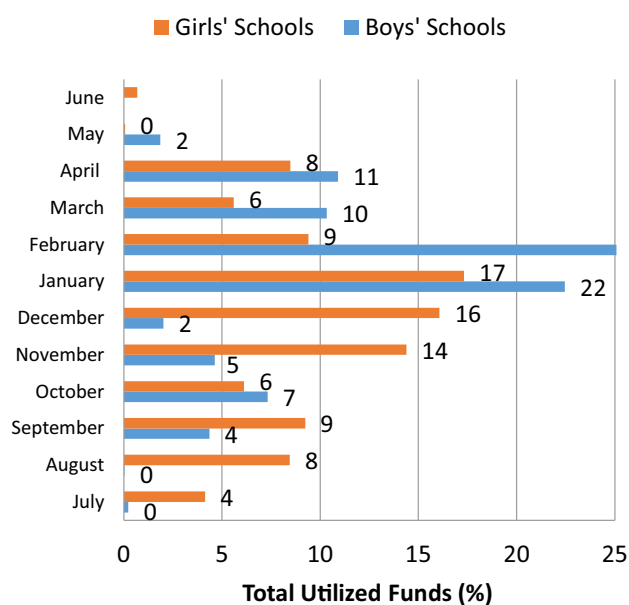
Categorization of SMC funds' utilization

(% total utilized funds FY 2014-15)



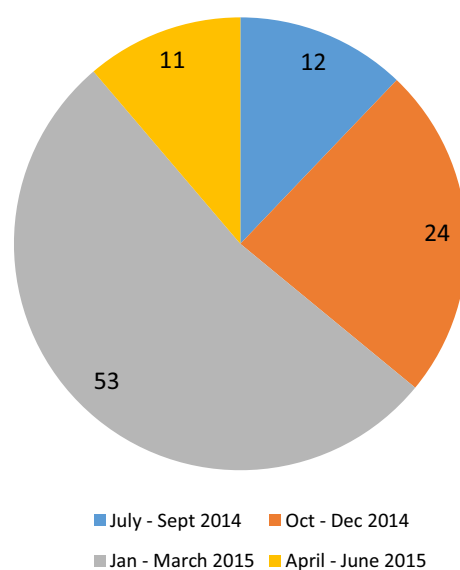
Utilization of SMC funds -

(% month-wise utilization FY 2014-15)



Quarterly utilization of SMC funds -

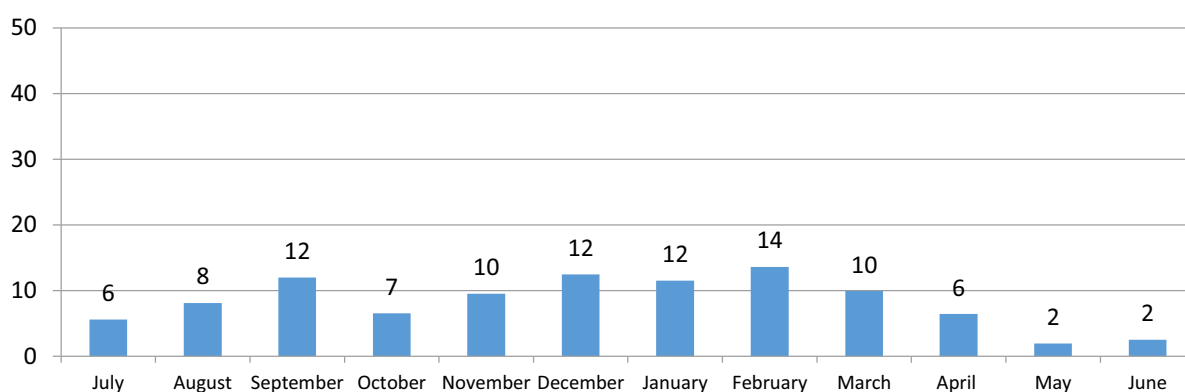
(% utilized fund)



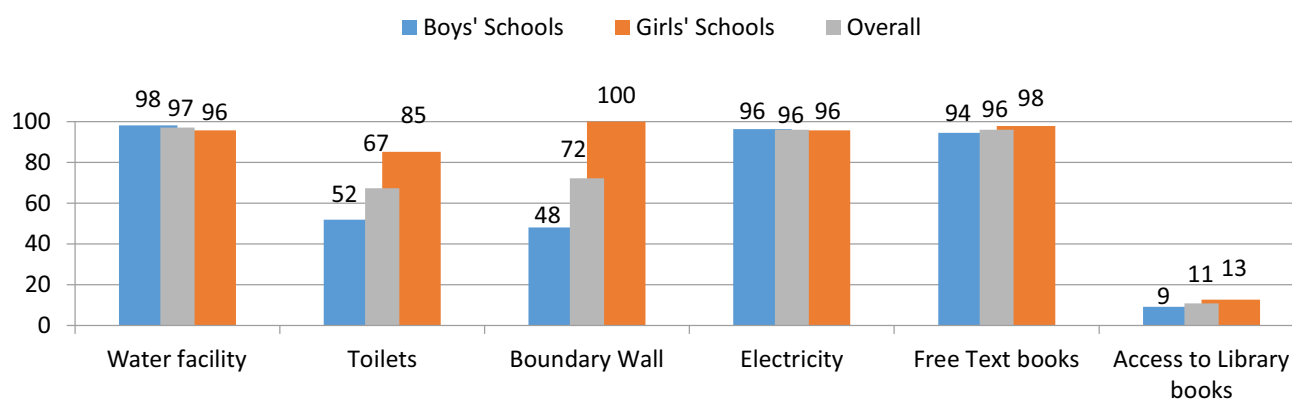
Farogh-e-Taleem fund (FTF)*

Farogh-e-Taleem fund (FTF) – FY 2014-15												
(FTF) Collected	July	August	September	October	November	December	January	February	March	April	May	June
Average Funds per School	1555	1368	1492	1540	1614	1624	1823	1694	1521	1576	1430	1213

Utilization of Farogh-e-Taleem fund - month-wise
(% utilized funds FY 2014-15)

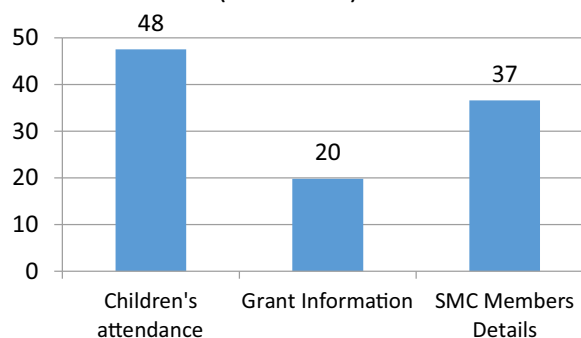


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	58	48	48
Grant information	36	19	20
SMC members' information	53	38	37

Display Boards Available & updated
(% schools)

FINDINGS

**DISTRICTS OF
SINDH**

Surveyed schools

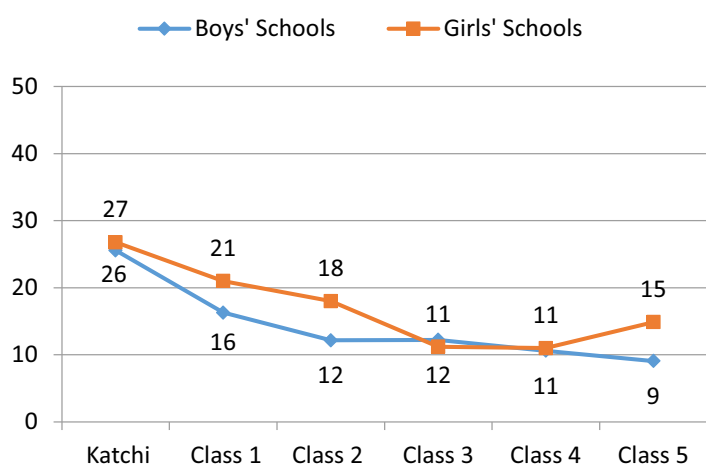
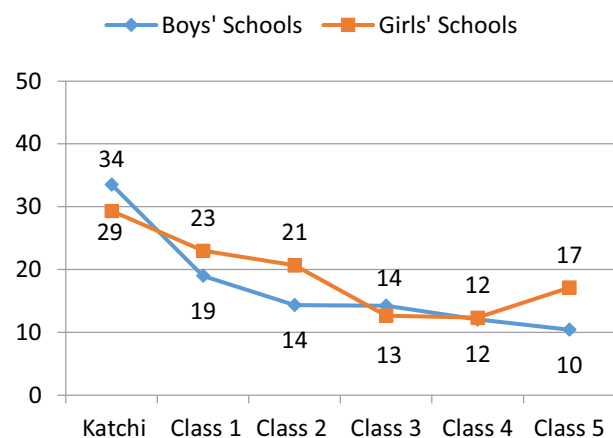
Surveyed schools by type

Boys	Girls	Total
74	9	83

Students information

Enrollment and Attendance

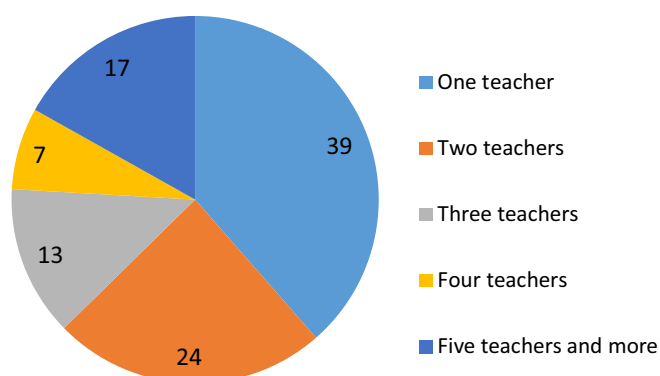
	Katchi	Class1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	33	19	15	14	12	11	105
Average Attendance	26	17	13	12	11	10	88
Attendance Rate (%)	78	86	85	86	88	87	84

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

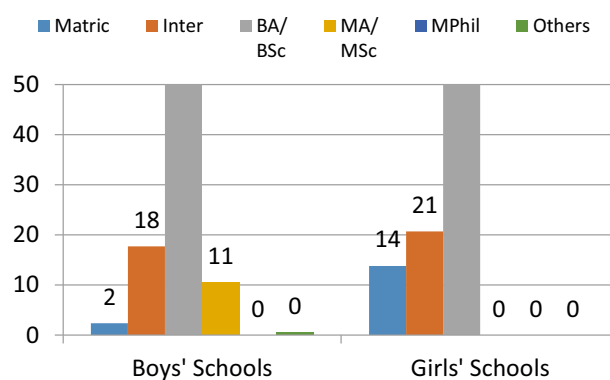
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	80	157	1	238
Attendance	77	142	1	220
Attendance (%)	96	90	100	92

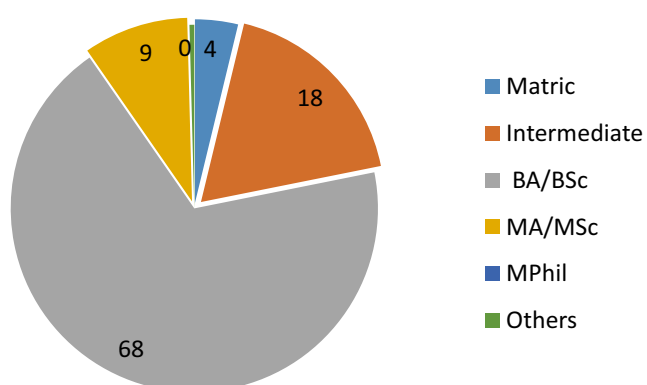
Teachers-wise number of schools



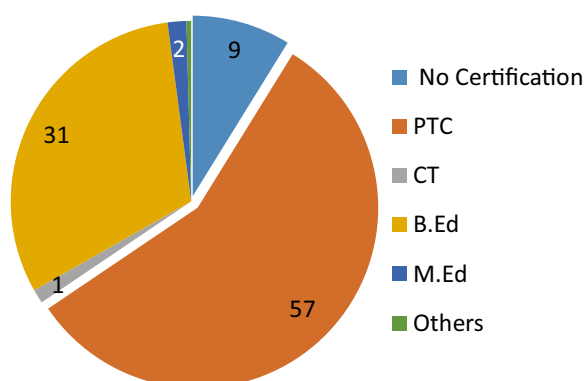
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

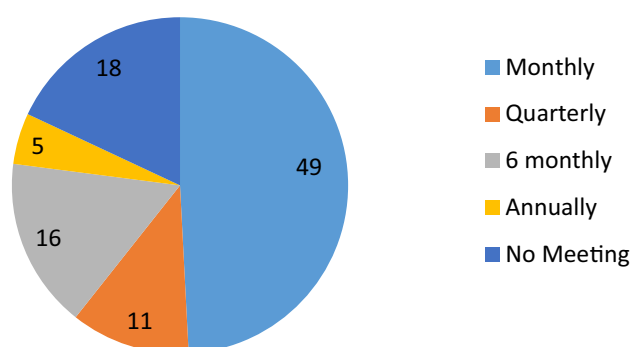


SMC Structure

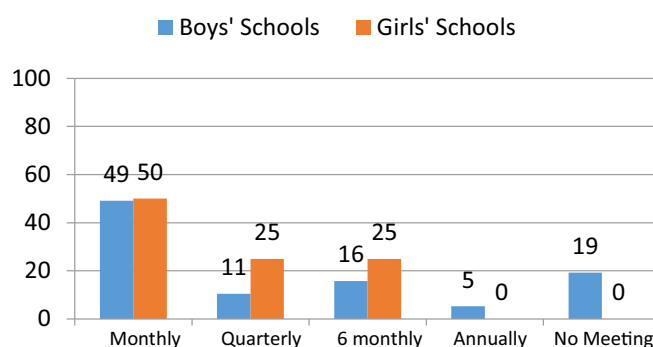
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	73	27	100

How often are SMC meetings conducted?
(% schools)

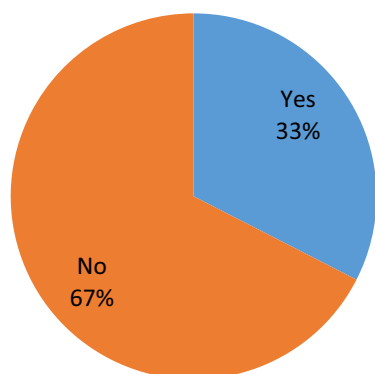


How often are SMC meetings conducted? (% schools)

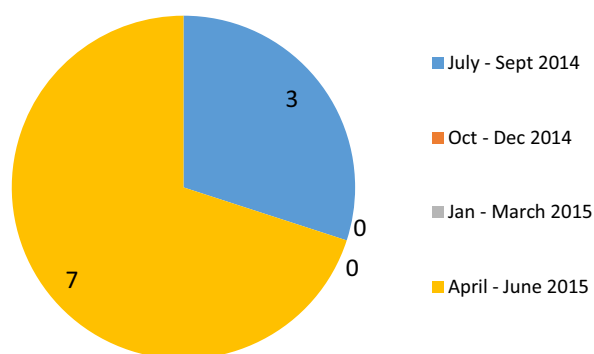


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15



In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

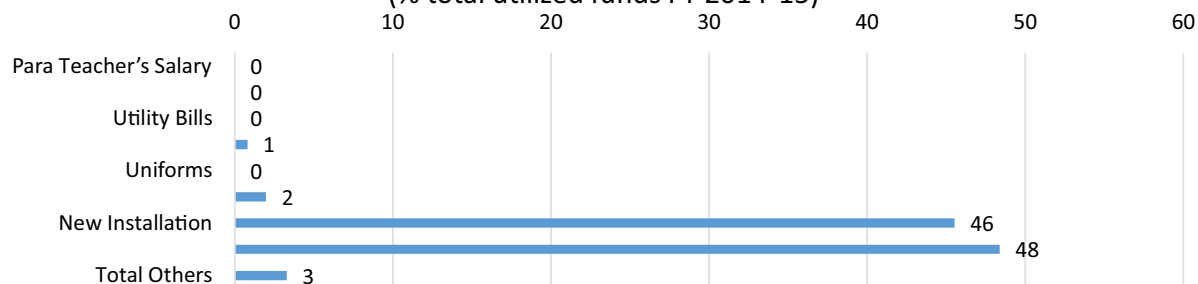
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	530	265	0	0	0	0	0	0	265	1590	0	2651
Number of schools received (total)	0	2	1	0	0	0	0	0	0	1	6	0	
Funds / amount utilized (average)	1090	30	295	30	48	90	0	0	0	0	173	-*	1757

*Utilization record was not available

Categorization of SMC funds' utilization

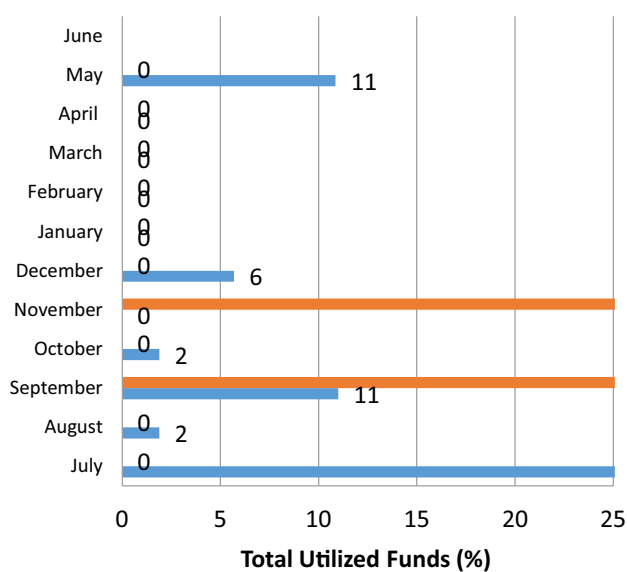
(% total utilized funds FY 2014-15)



Utilization of SMC funds -

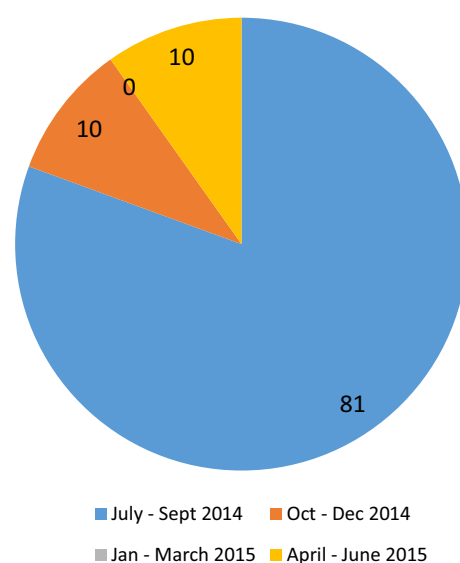
(% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools

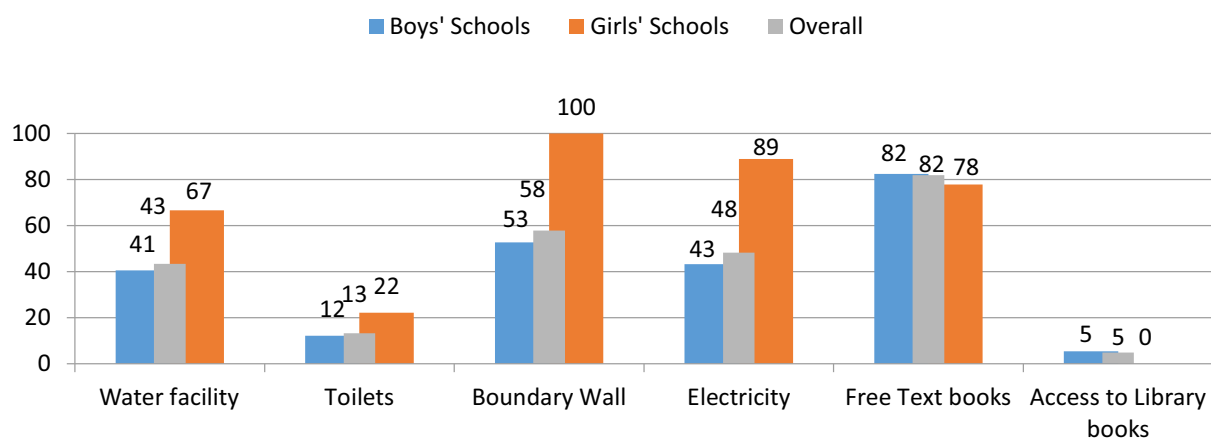


Quarterly utilization of SMC funds -

(% utilized fund)

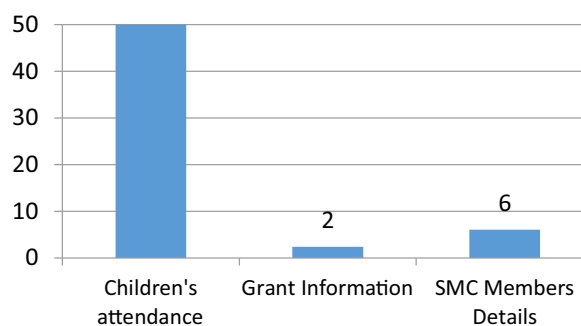


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	64	57	57
Grant information	5	2	2
SMC members' information	8	6	6

Display boards available & updated
(% schools)

Surveyed schools

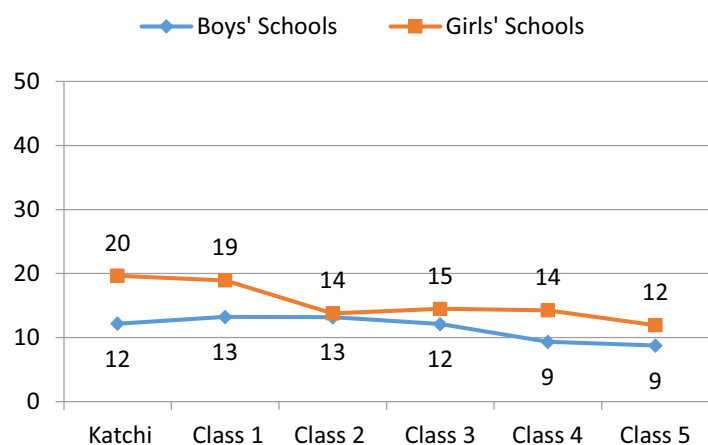
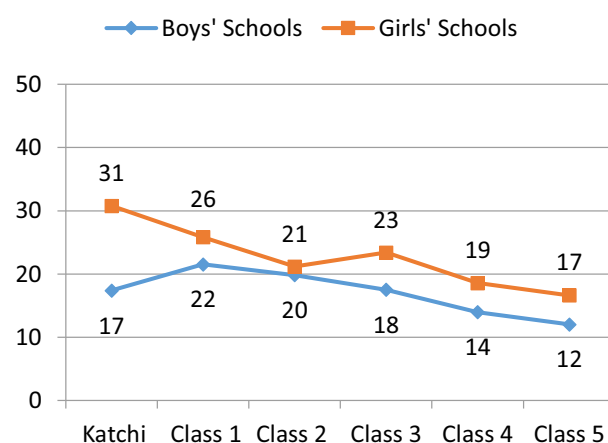
Surveyed schools by type

Boys	Girls	Total
74	18	92

Students information

Enrollment and Attendance

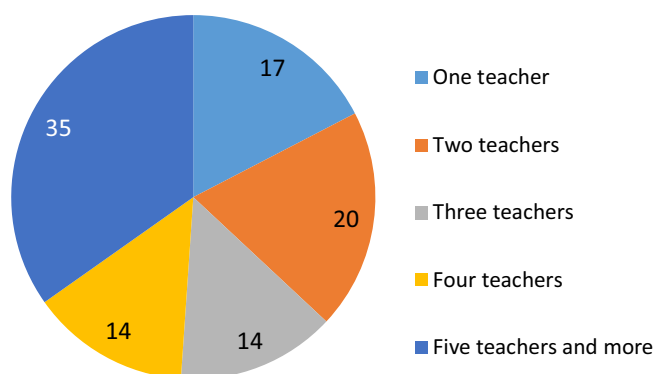
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	20	22	20	19	15	13	109
Average Attendance	14	14	13	13	10	9	74
Attendance Rate (%)	68	64	66	67	69	73	68

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

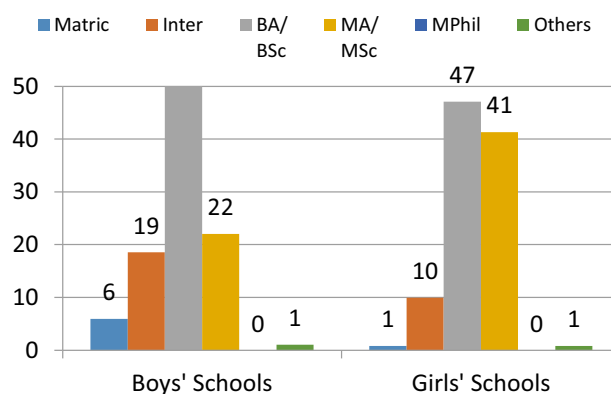
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	89	310	8	407
Attendance	89	281	8	378
Attendance (%)	100	91	100	93

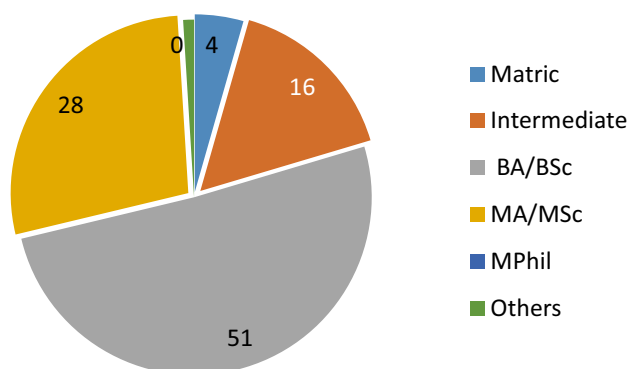
Teachers-wise number of schools



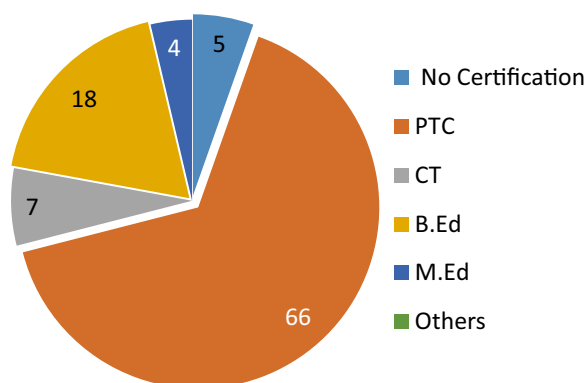
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

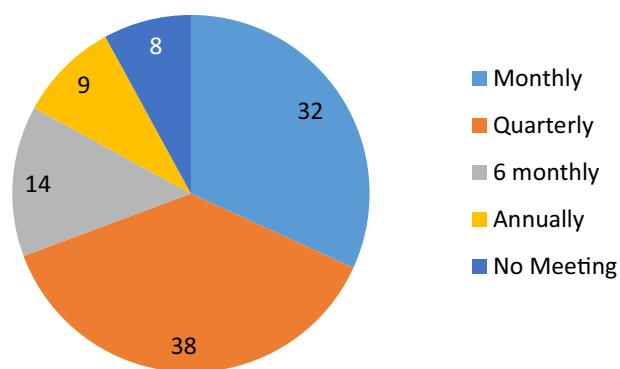


SMC Structure

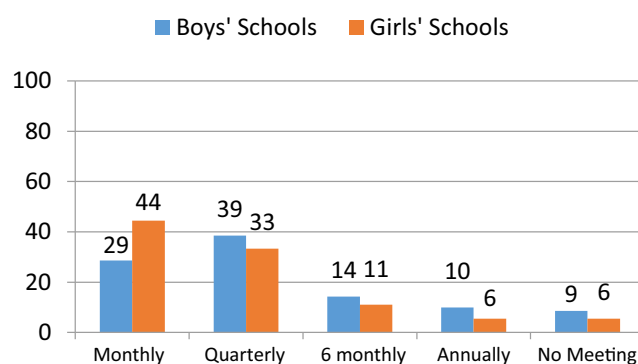
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	96	4	100

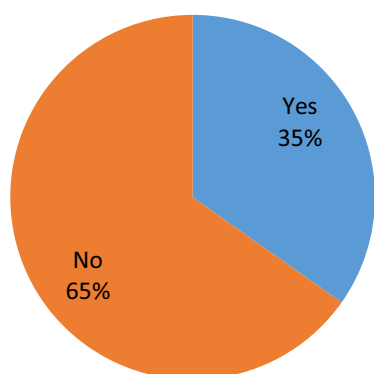
How often are SMC meetings conducted? (% schools)



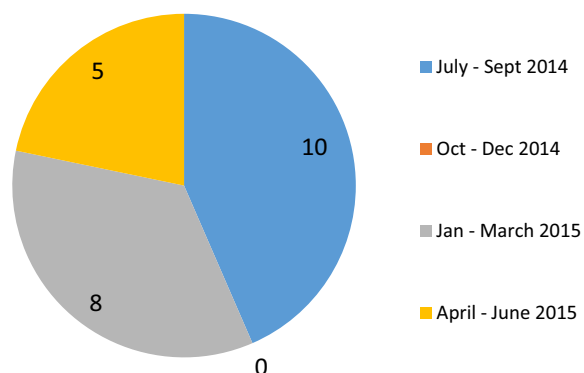
How often are SMC meetings conducted? (% schools)



School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds?
FY 2014-15

In which quarter did schools receive funds? FY 2014-15



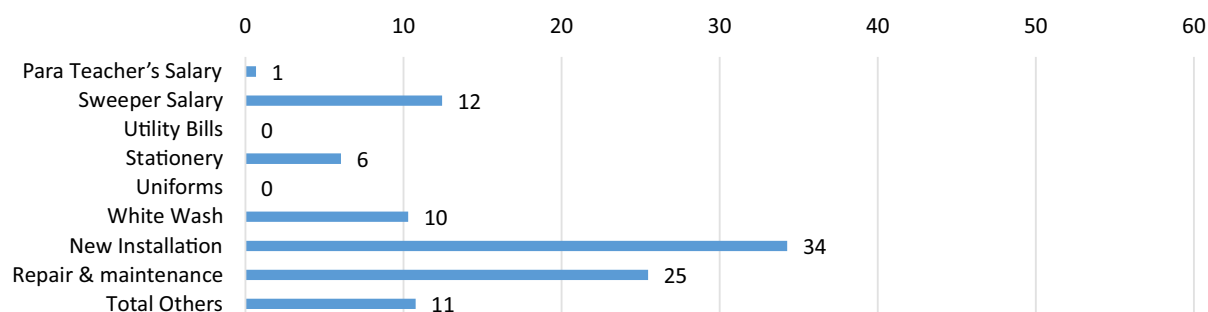
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	2087	239	239	0	0	0	0	761	1598	228	0	717	5870
Number of schools received (total)	8	1	1	0	0	0	0	3	5	1	0	3	
Funds / amount utilized (average)	1179	485	203	84	75	145	32	217	510	157	121	-*	3207

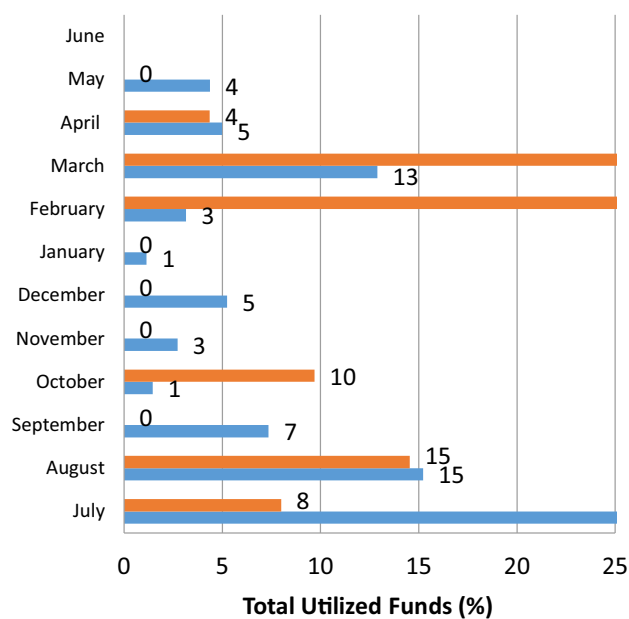
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

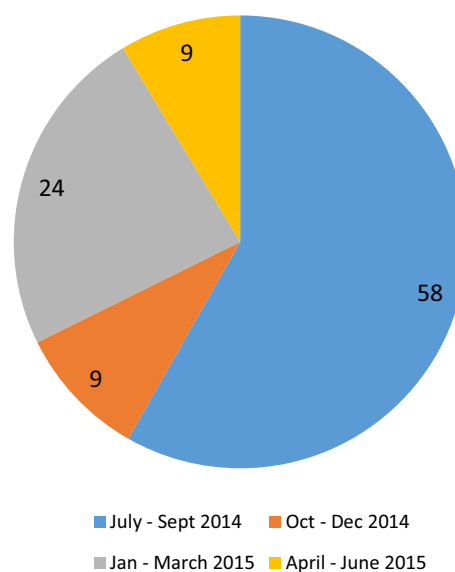


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

Girls' Schools Boys' Schools



Quarterly utilization of SMC funds - (% utilized fund)

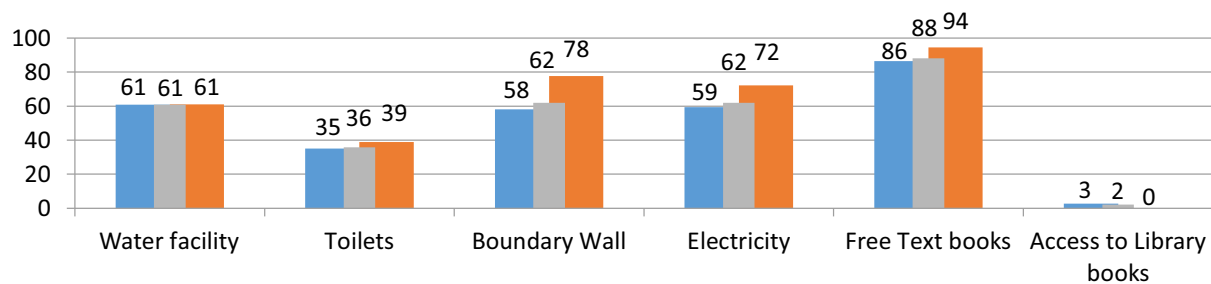


Schools facilities

School Facilities by school type

(% schools)

Boys' Schools Girls' Schools Overall

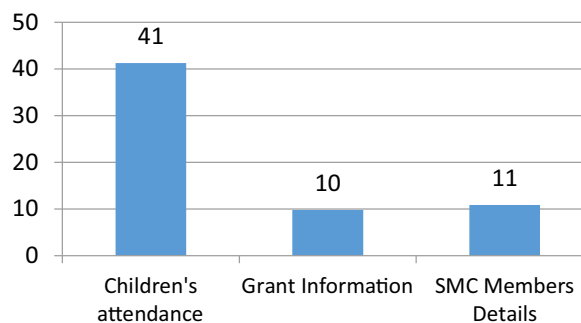


Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	68	43	41
Grant information	26	10	10
SMC members' information	29	8	11

Display Boards Available & updated

(% schools)



Surveyed schools

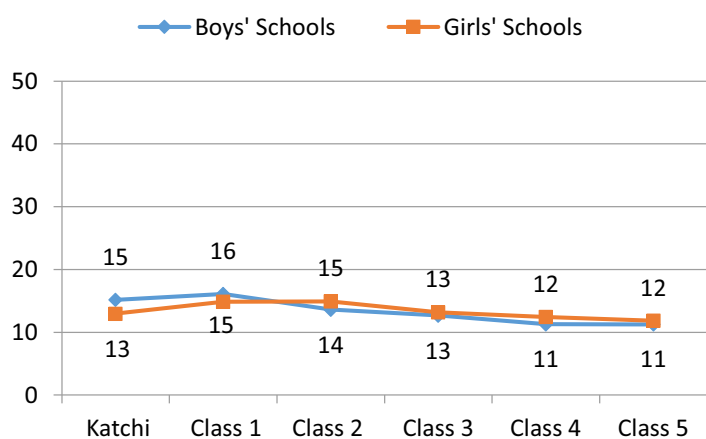
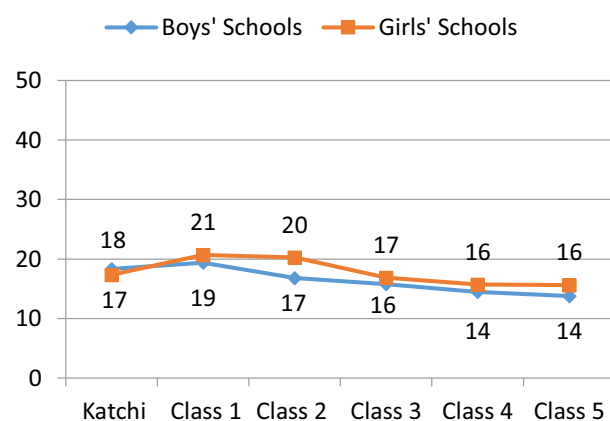
Surveyed schools by type

Boys	Girls	Total
74	27	101

Students information

Enrollment and Attendance

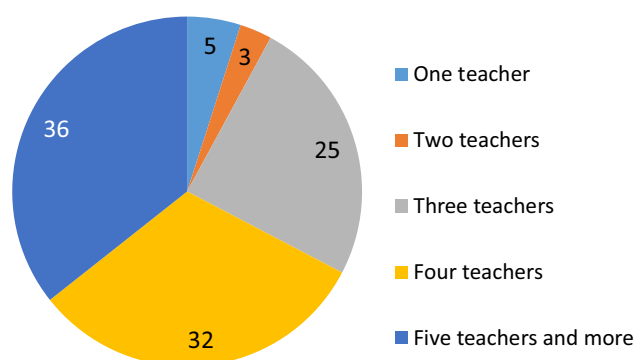
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	18	20	18	16	15	14	101
Average Attendance	15	16	14	13	12	11	80
Attendance Rate (%)	81	80	79	80	78	80	80

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

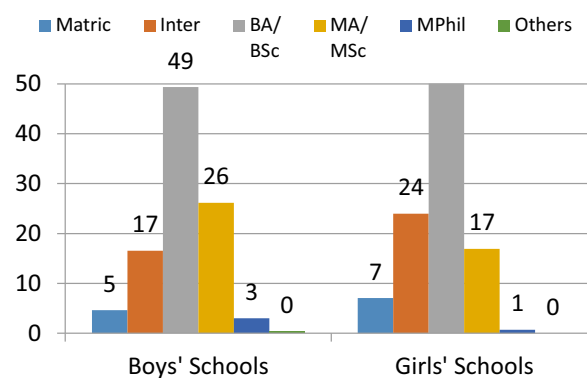
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	100	338	6	444
Attendance	83	305	6	394
Attendance (%)	83	90	100	89

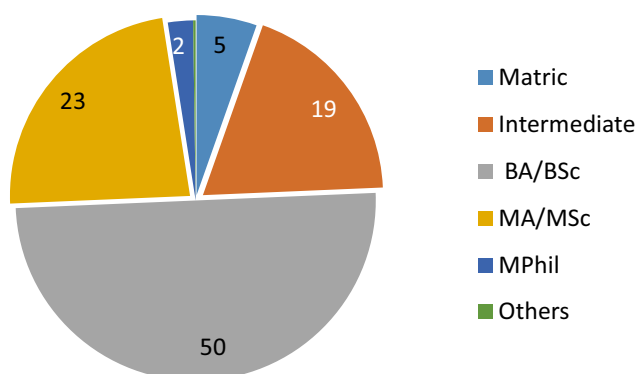
Teachers-wise number of schools



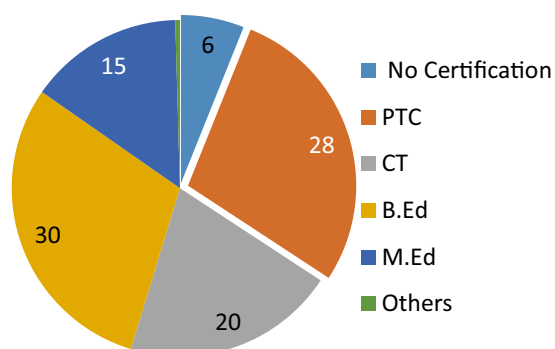
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

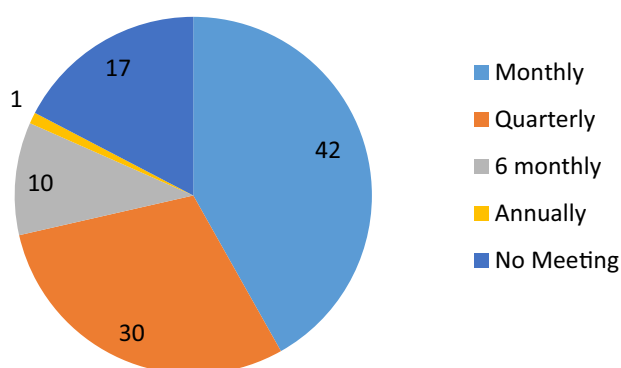


SMC Structure

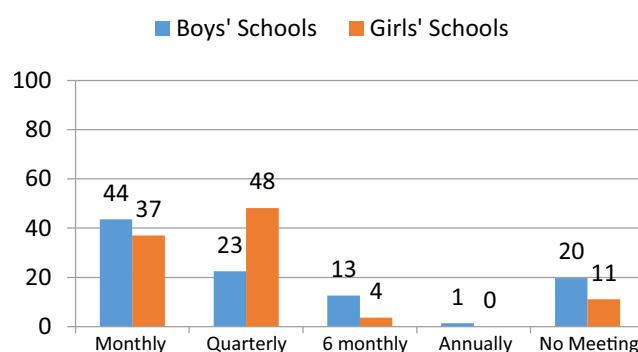
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	97	3	100

How often are SMC meetings conducted? (% schools)

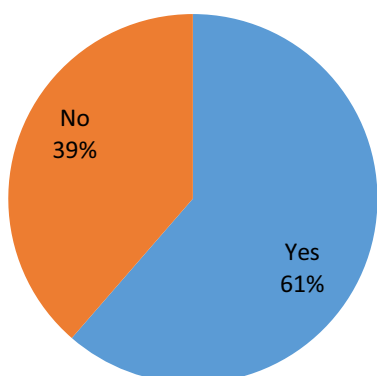


How often are SMC meetings conducted? (% schools)

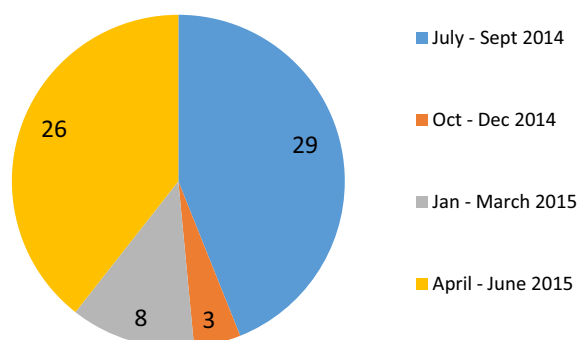


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



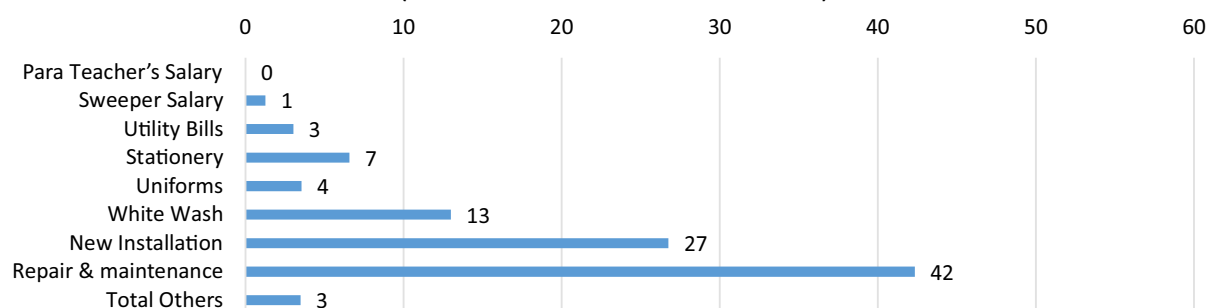
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

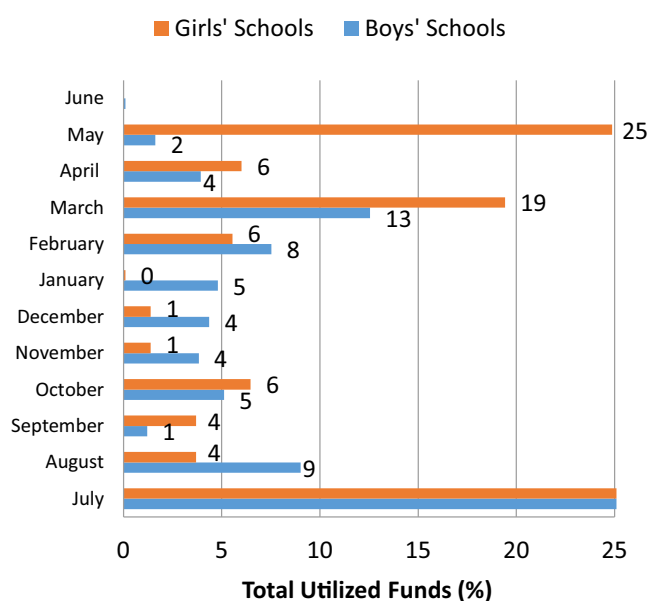
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	2274	505	351	149	0	149	589	0	653	640	1401	3033	9745
Number of schools received (total)	21	4	4	1	0	2	5	0	3	5	8	13	
Funds / amount utilized (average)	2917	537	141	399	224	251	246	501	1053	328	615	-*	7216

*Utilization record was not available

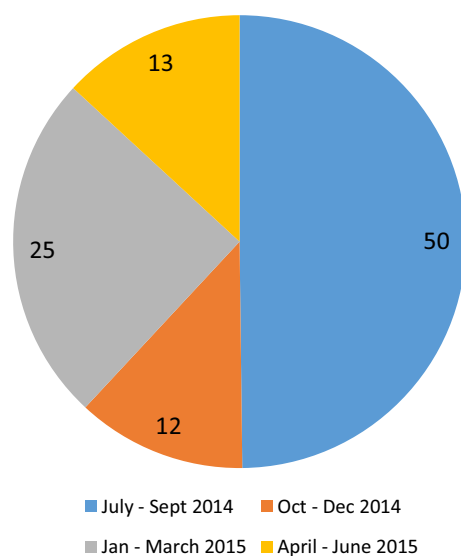
Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)



Utilization of SMC funds - (% month-wise utilization FY 2014-15)



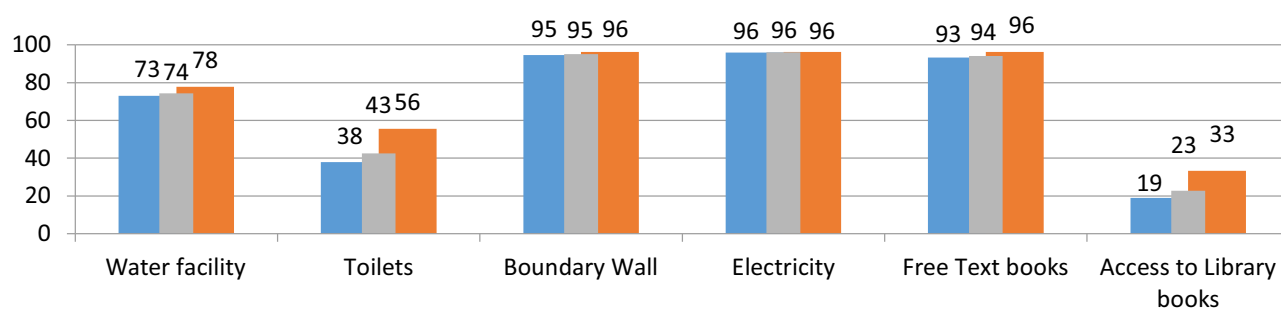
Quarterly utilization of SMC funds - (% utilized fund)



Schools facilities

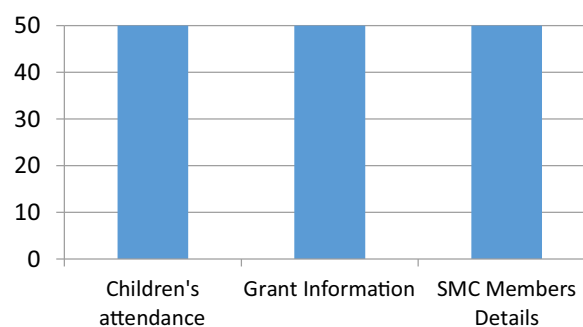
School Facilities by school type
(% schools)

Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	97	96	94
Grant information	64	63	62
SMC members' information	75	75	67

Display Boards Available & updated
(% schools)

Surveyed schools

Surveyed schools by type

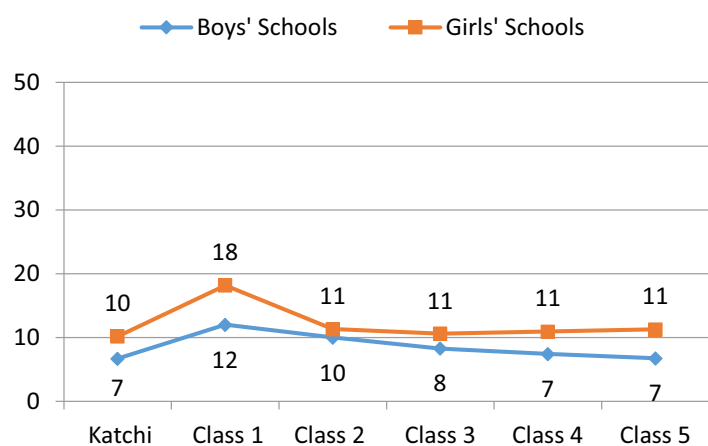
Boys	Girls	Total
75	18	93

Students information

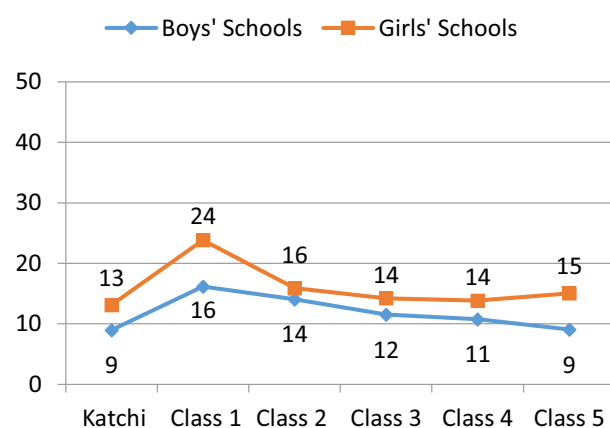
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	10	18	14	12	11	10	75
Average Attendance	7	13	10	9	8	8	55
Attendance Rate (%)	75	75	71	73	72	75	73

Attendance by gender
(class-wise average)



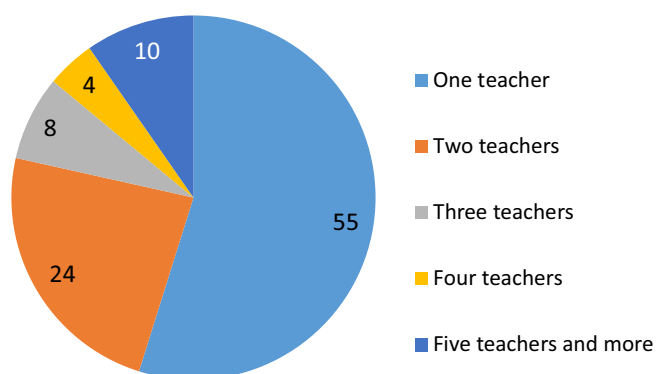
Enrollment by gender
(class-wise average)



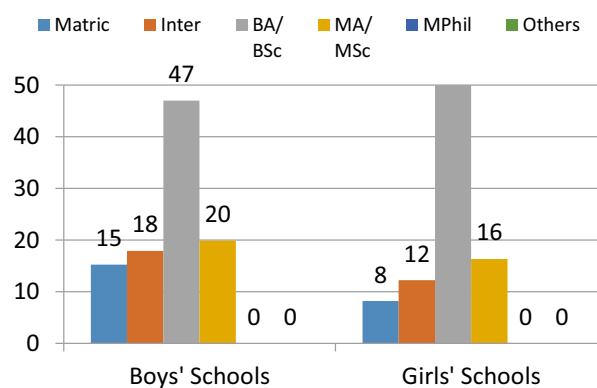
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	86	114	0	200
Attendance	84	106	0	190
Attendance (%)	98	93	0	95

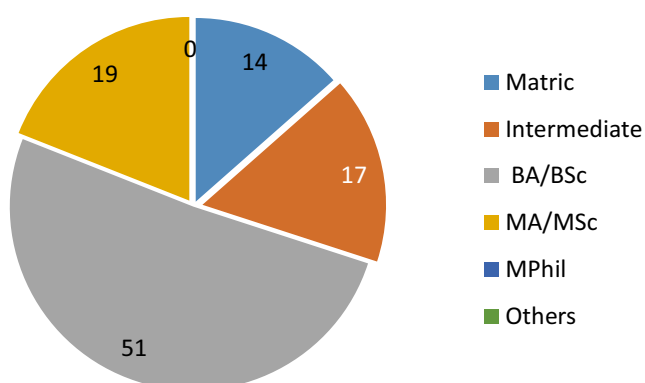
Teachers-wise number of schools



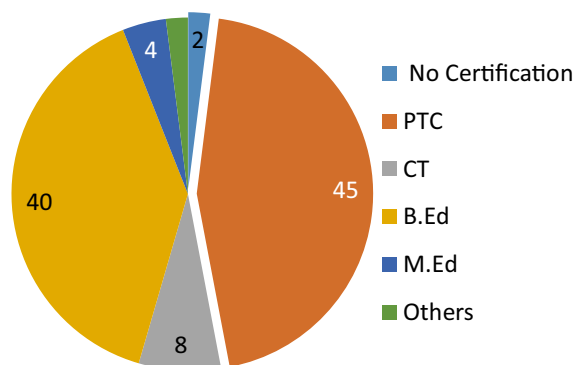
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



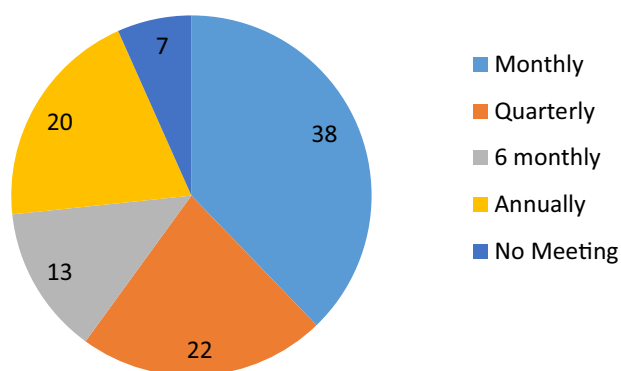
Teachers' Certification (% teachers)



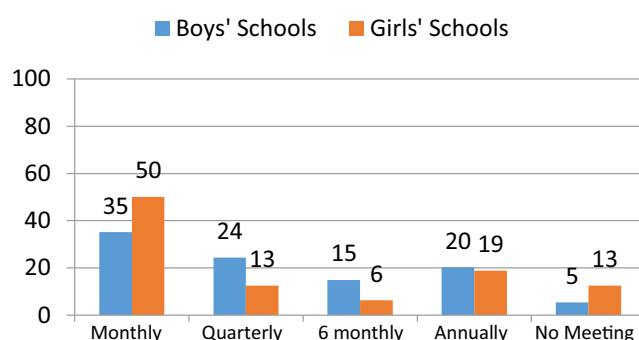
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	97	3	100

How often are SMC meetings conducted?
(% schools)

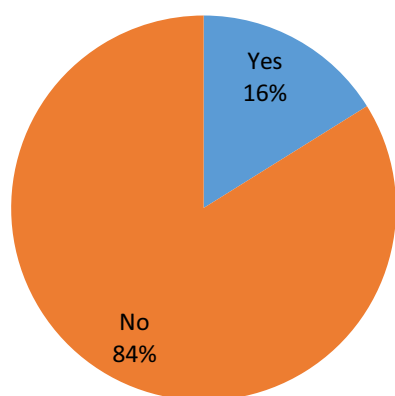


How often are SMC meetings conducted? (% schools)

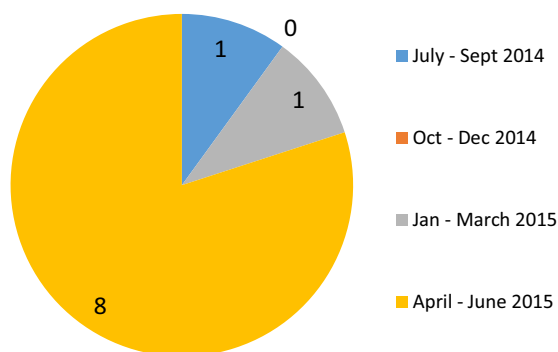


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15

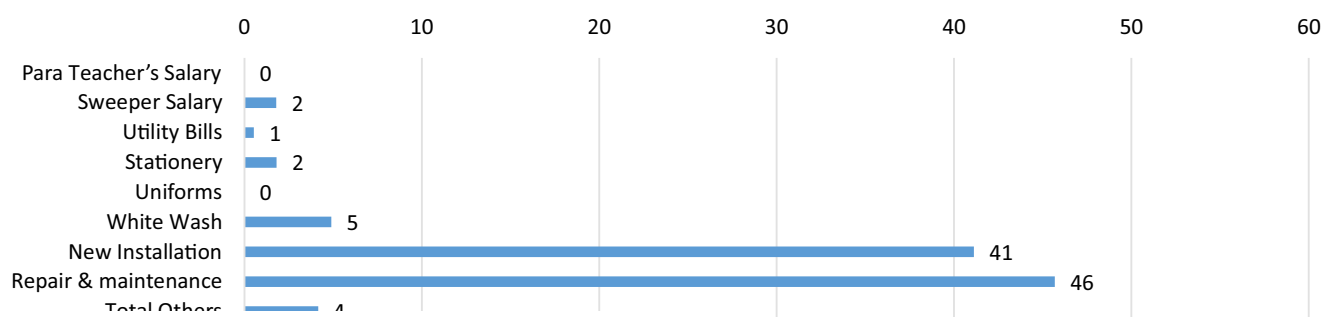
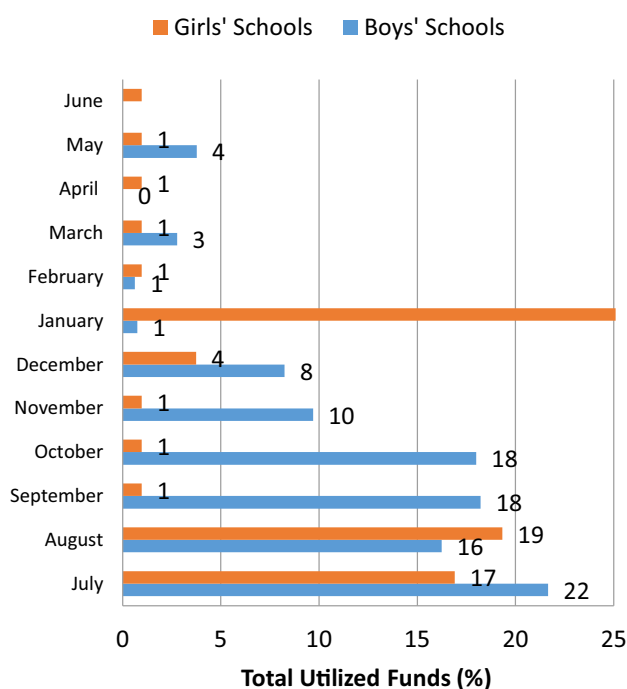
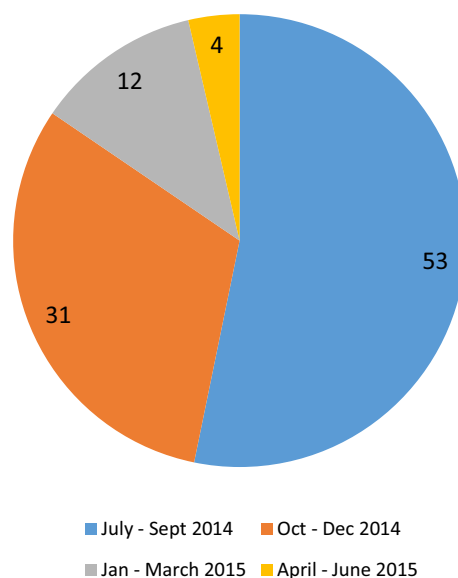


*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	237	0	0	0	0	0	237	0	710	946	0	2129
Number of schools received (total)	0	1	0	0	0	0	0	1	0	3	5	0	
Funds / amount utilized (average)	2112	1688	1571	1552	843	762	875	69	252	15	338	-*	10091

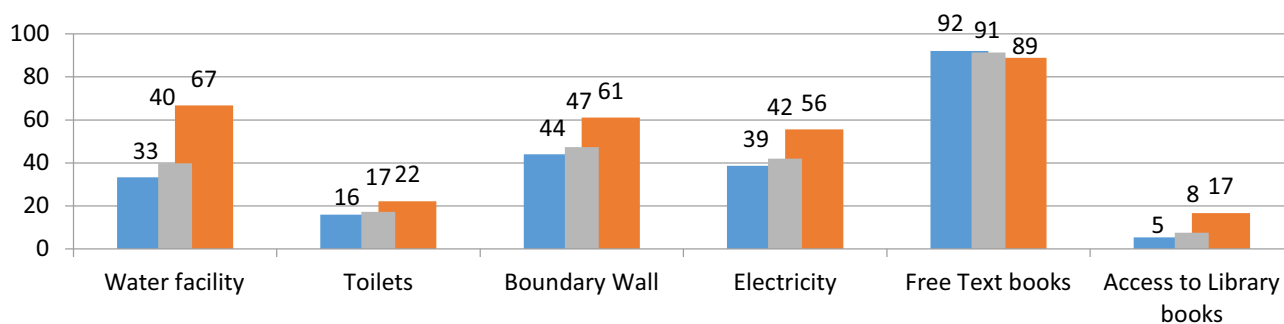
*Utilization record was not available

Categorization of SMC funds' utilization
 (% total utilized funds FY 2014-15)

Utilization of SMC funds -
 (% month-wise utilization FY 2014-15)

Quarterly utilization of SMC funds -
 (% utilized fund)


Schools facilities

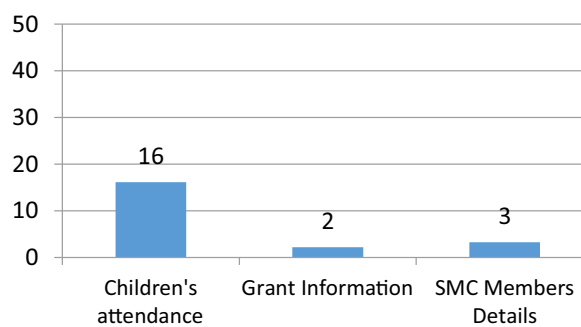
School Facilities by school type
(% schools)

Boys' Schools Girls' Schools Overall



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	31	17	16
Grant information	9	3	2
SMC members' information	15	6	3

Display Boards Available & updated
(% schools)

Surveyed schools

Surveyed schools by type

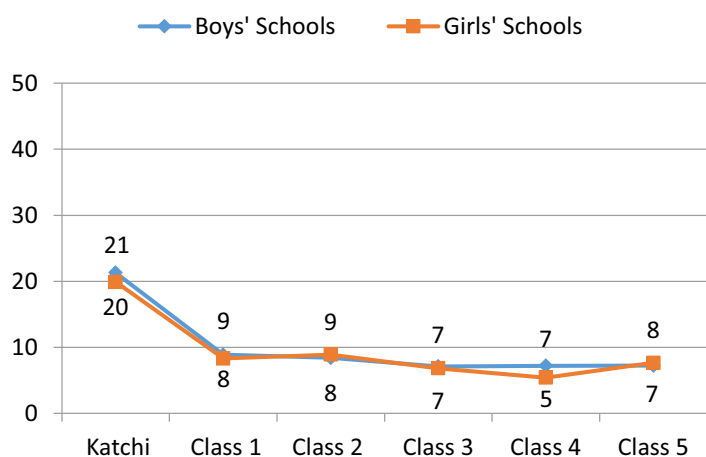
Boys	Girls	Total
82	12	94

Students information

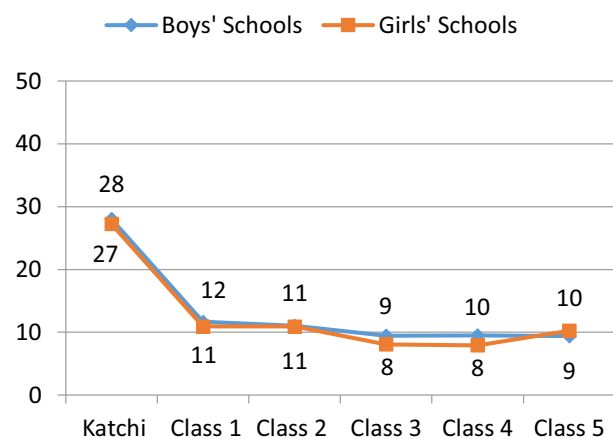
Enrollment and Attendance

	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	28	12	11	9	9	9	79
Average Attendance	21	9	8	7	7	7	60
Attendance Rate (%)	76	76	77	76	75	77	76

Attendance by gender
(class-wise average)

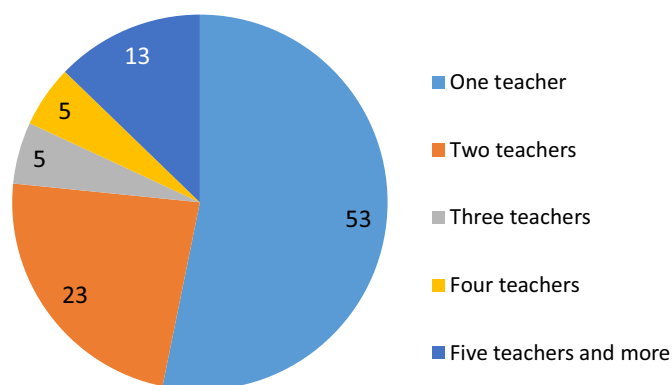
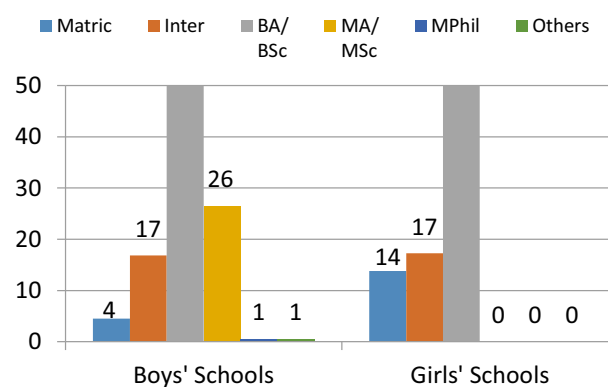
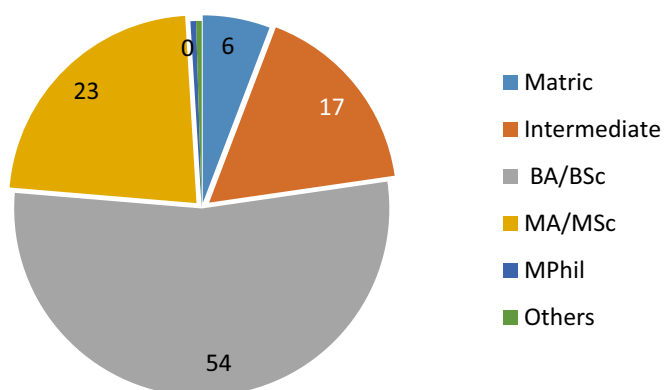
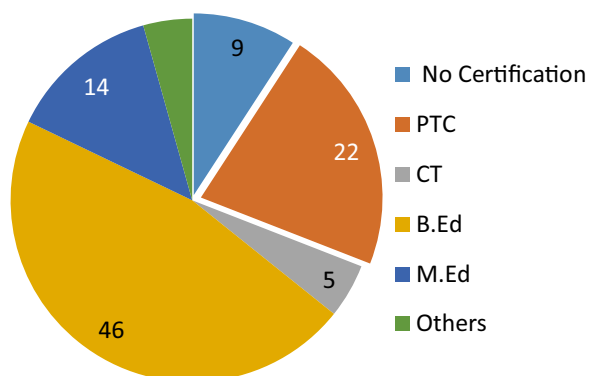


Enrollment by gender
(class-wise average)



Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	90	116	1	207
Attendance	87	107	1	195
Attendance (%)	97	92	100	94

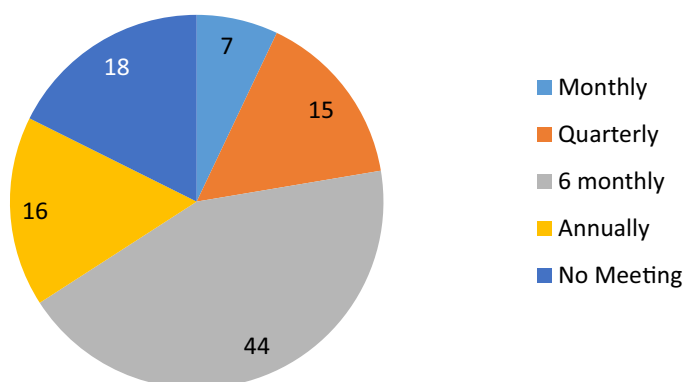
Teachers-wise number of schools**Teachers' Qualifications by gender (% teachers)****Teachers' Qualifications (% teachers)****Teachers' Certification (% teachers)**

SMC Structure

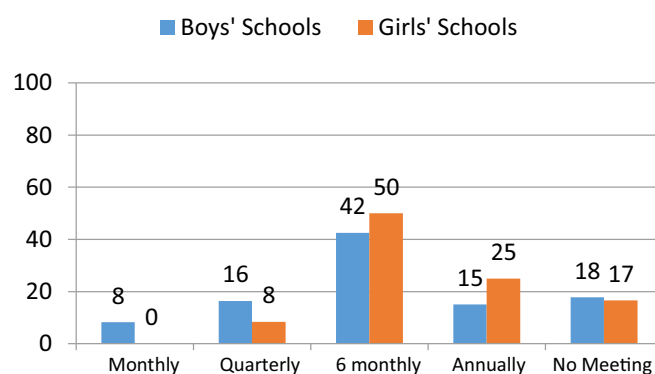
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	90	10	100

How often are SMC meetings conducted?
(% schools)

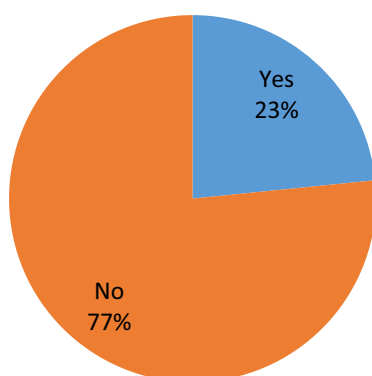


How often are SMC meetings conducted? (% schools)

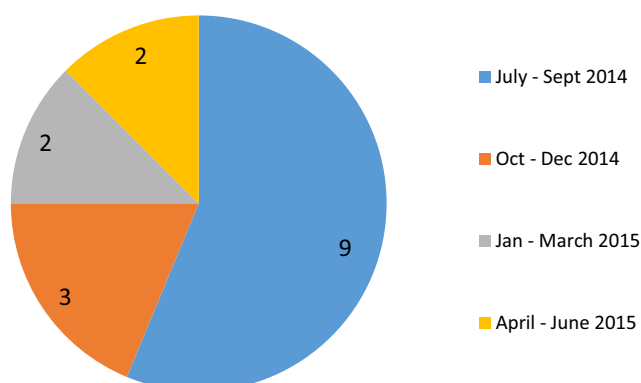


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15

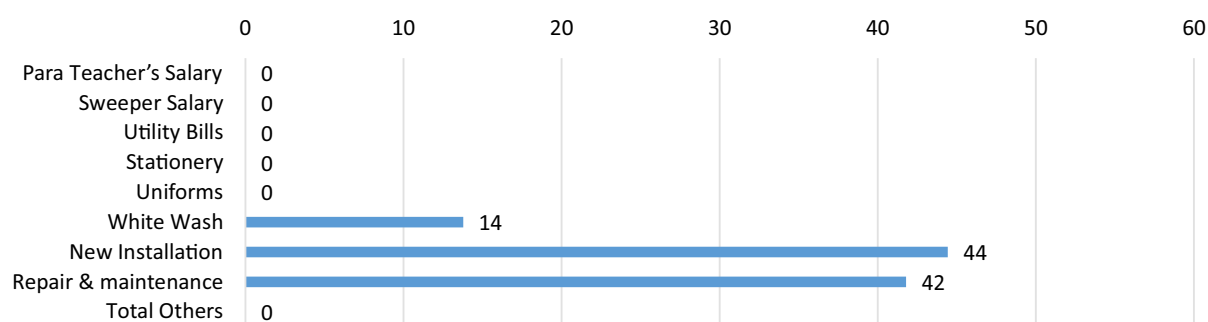
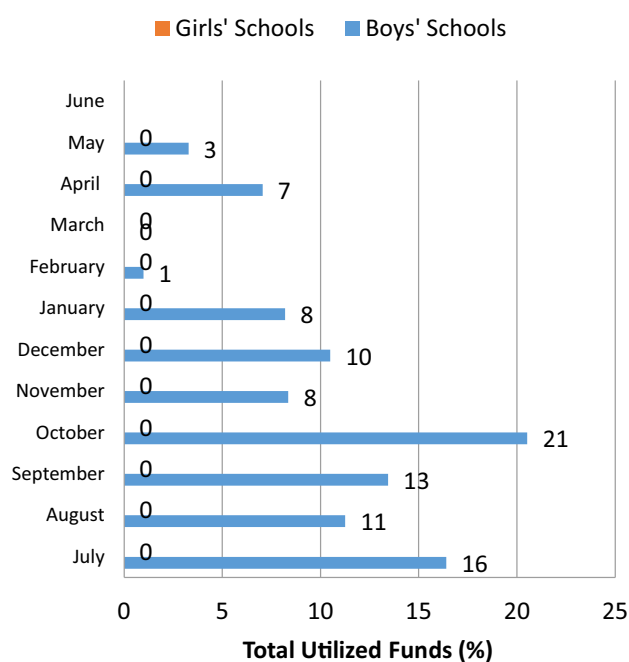
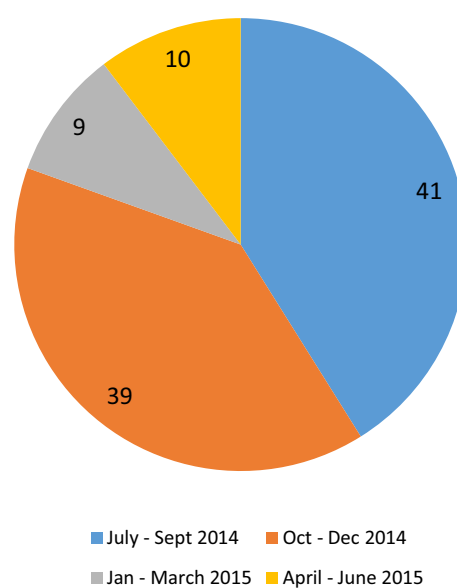


*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

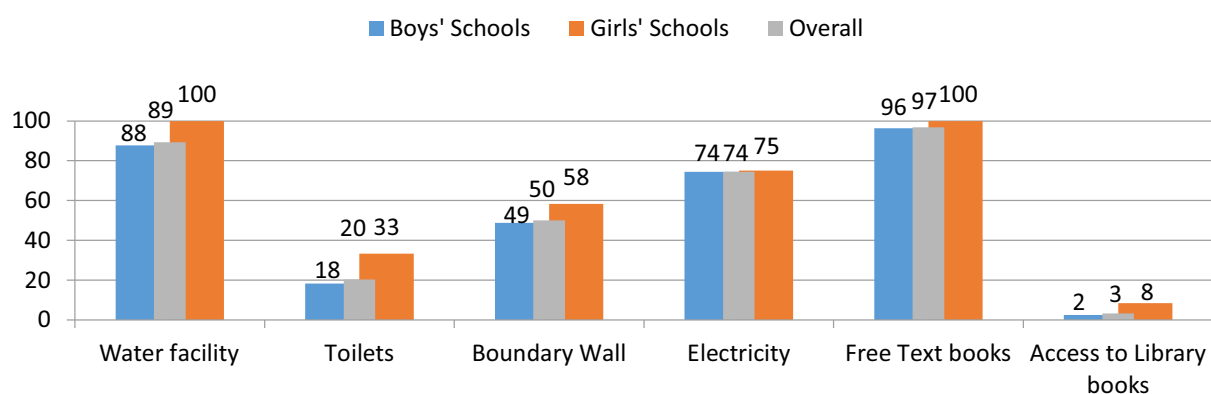
	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	702	234	234	234	0	0	234	0	234	0	234	234	2340
Number of schools received (total)	4	4	1	3	0	0	1	0	1	0	1	1	
Funds / amount utilized (average)	532	365	436	666	271	340	266	32	0	229	106	-*	3244

*Utilization record was not available

Categorization of SMC funds' utilization
(% total utilized funds FY 2014-15)

Utilization of SMC funds -
(% month-wise utilization FY 2014-15)

Quarterly utilization of SMC funds -
(% utilized fund)


Schools facilities

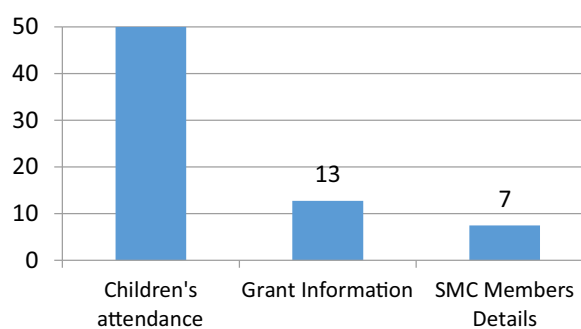
School Facilities by school type
(% schools)



Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	70	65	63
Grant information	15	12	13
SMC members' information	14	12	7

Display Boards Available & updated
(% schools)



Surveyed schools

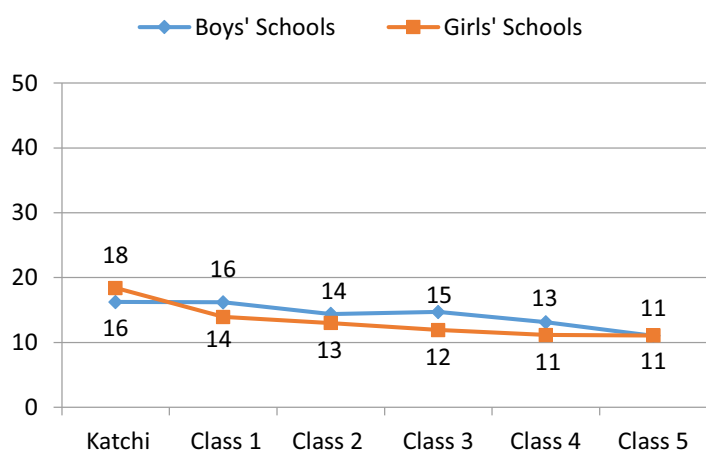
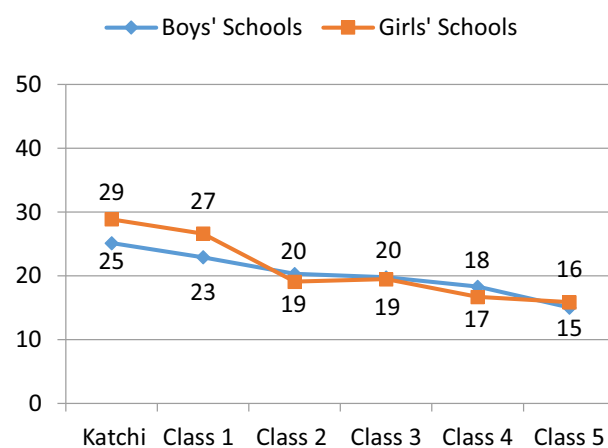
Surveyed schools by type

Boys	Girls	Total
86	13	99

Students information

Enrollment and Attendance

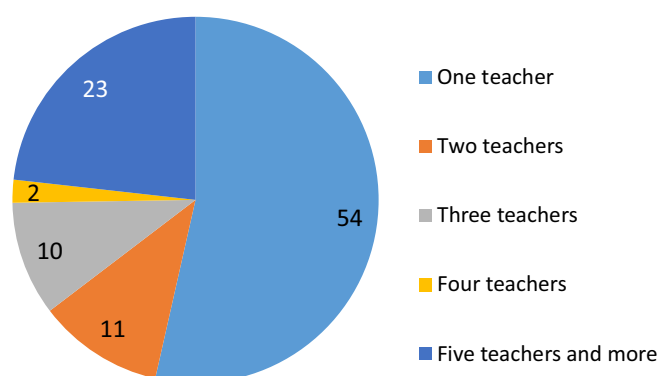
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	26	23	20	20	18	15	122
Average Attendance	17	16	14	14	13	11	85
Attendance Rate (%)	64	68	71	73	71	73	70

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

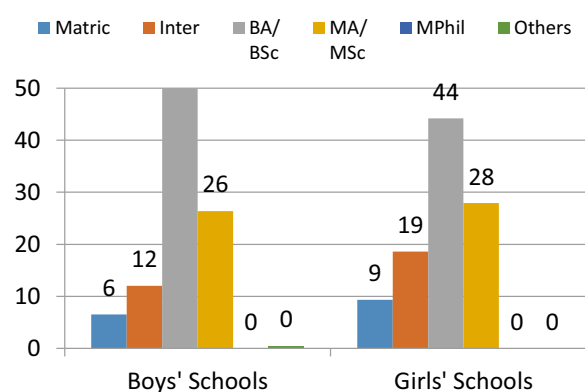
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	84	166	9	259
Attendance	78	147	9	234
Attendance (%)	93	89	100	90

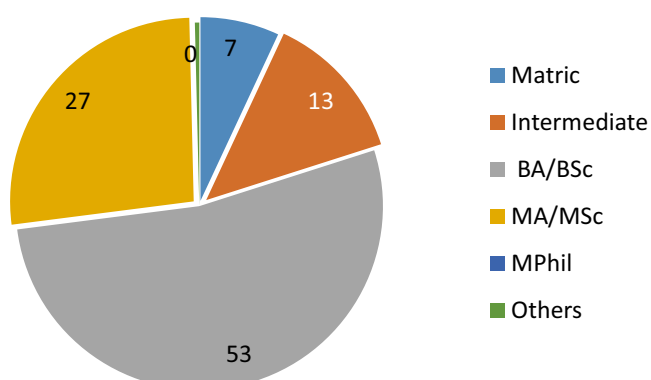
Teachers-wise number of schools



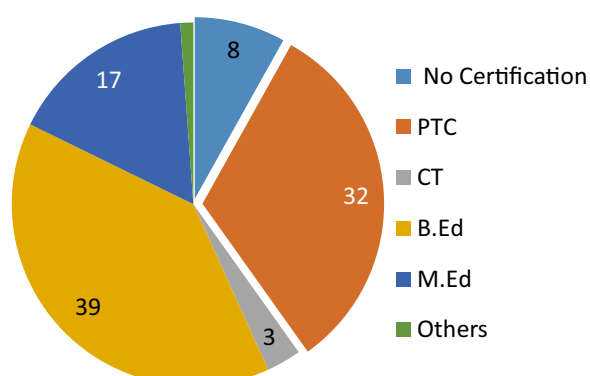
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



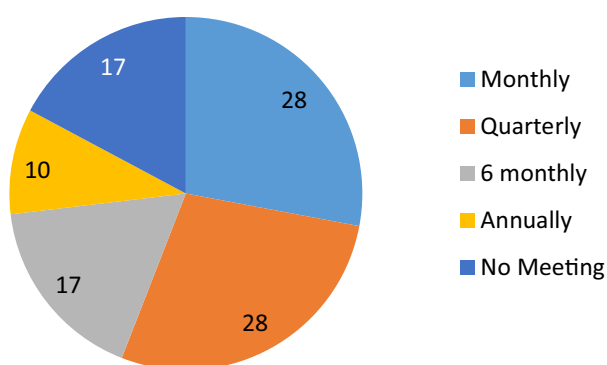
Teachers' Certification (% teachers)



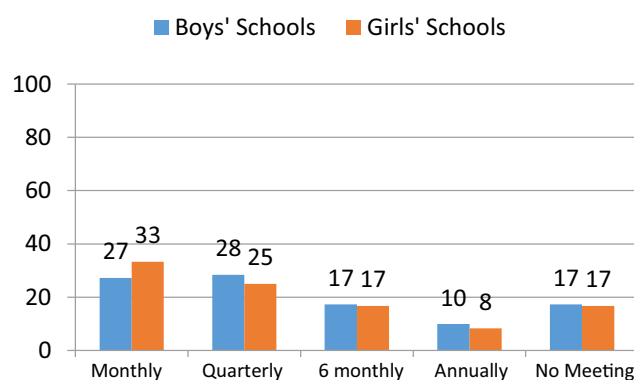
SMC Structure

Does the school have an active SMC?			
	Yes	No	Total Schools
Schools (%)	94	6	100

How often are SMC meetings conducted? (% schools)

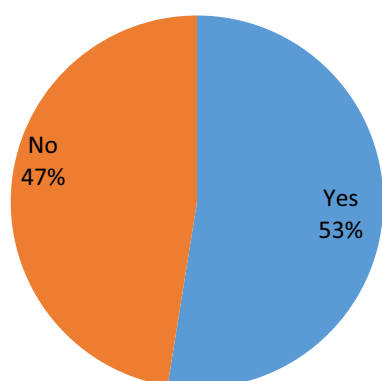


How often are SMC meetings conducted? (% schools)

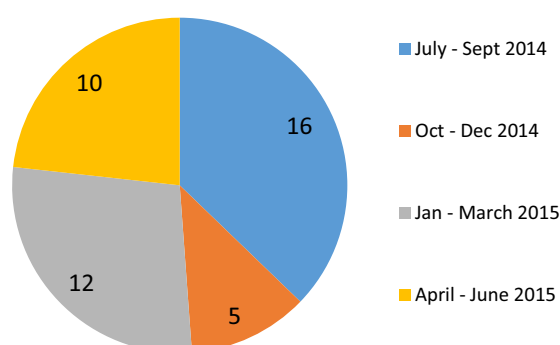


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



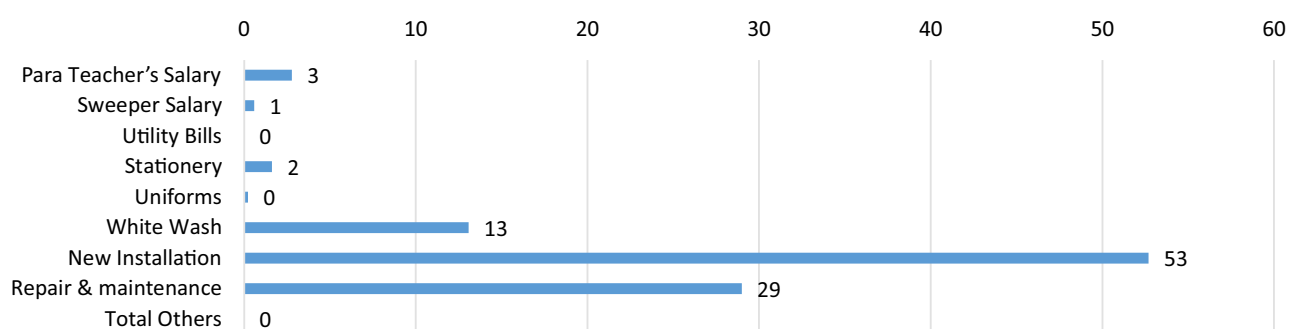
*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	889	2465	1273	0	0	667	444	737	1091	222	1091	626	9505
Number of schools received (total)	4	8	4	0	0	4	2	5	5	1	6	3	
Funds / amount utilized (average)	2081	1730	1117	1767	295	604	186	410	382	101	100	-*	8799

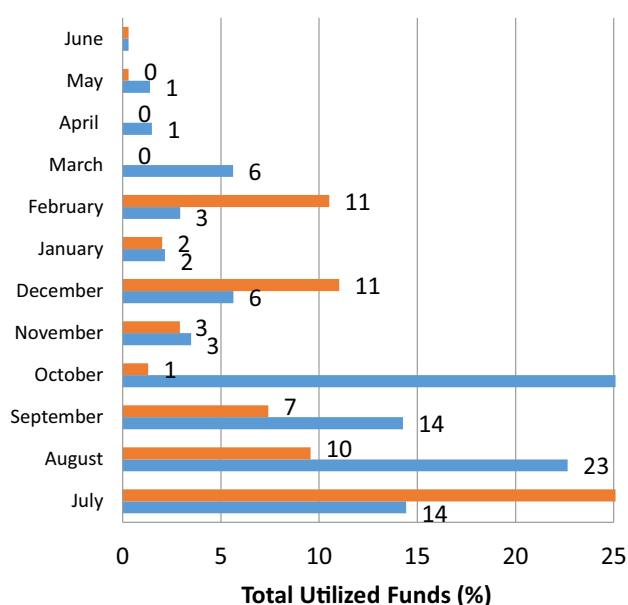
*Utilization record was not available

Categorization of SMC funds' utilization (% total utilized funds FY 2014-15)

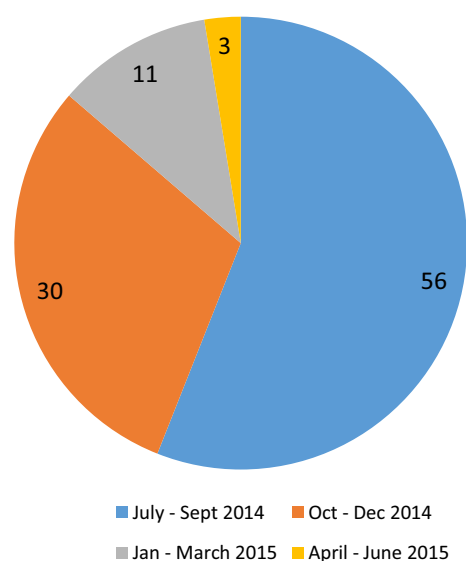


Utilization of SMC funds - (% month-wise utilization FY 2014-15)

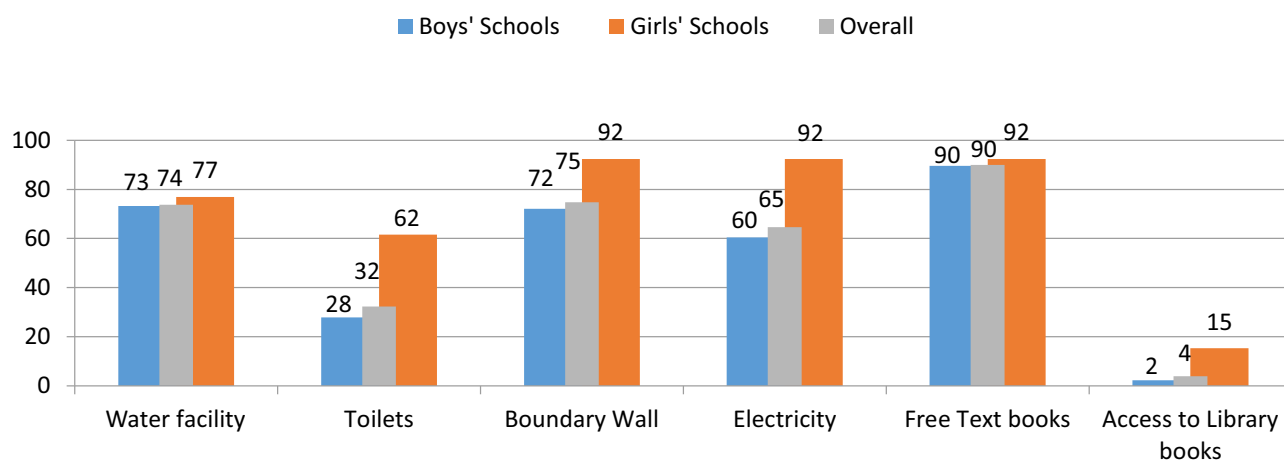
Girls' Schools Boys' Schools



Quarterly utilization of SMC funds - (% utilized fund)

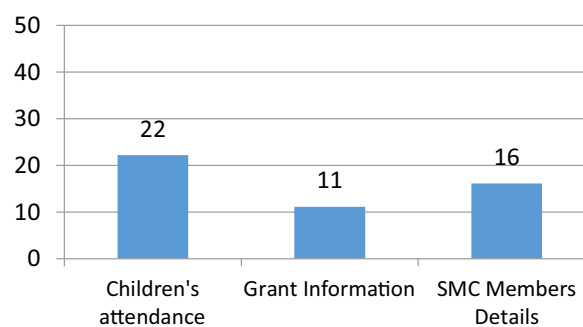


Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	28	21	22
Grant information	20	13	11
SMC members' information	25	17	16

Display Boards Available & updated
(% schools)

FINDINGS

DISTRICT OF AZAD JAMMU & KASHMIR

Surveyed schools

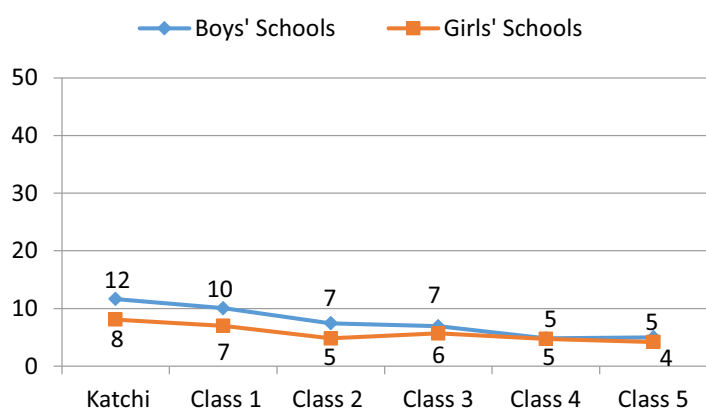
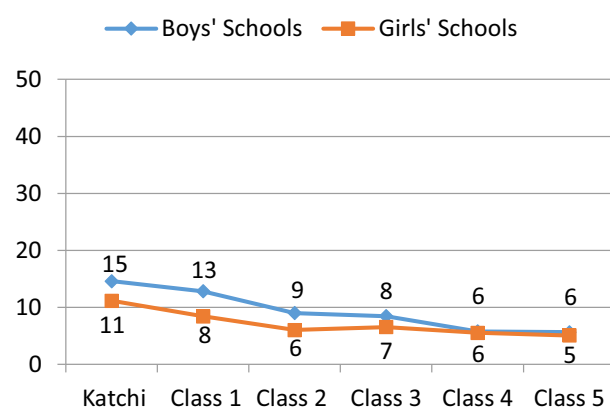
Surveyed schools by type

Boys	Girls	Total
53	42	95

Students information

Enrollment and Attendance

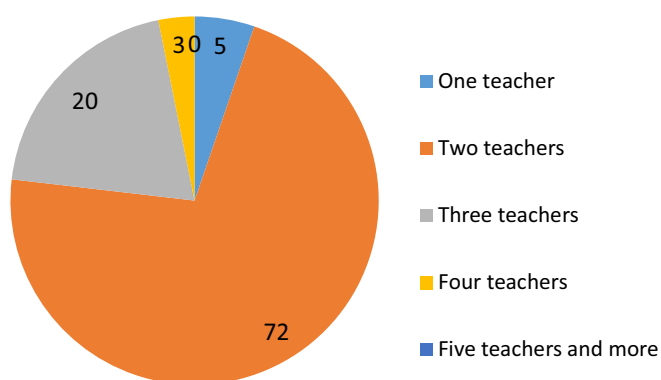
	Katchi	Class 1	Class 2	Class 3	Class 4	Class 5	School
Average Enrollment	13	11	8	8	6	5	50
Average Attendance	10	9	6	6	5	5	41
Attendance Rate (%)	77	80	82	84	85	86	81

Attendance by gender
(class-wise average)Enrollment by gender
(class-wise average)

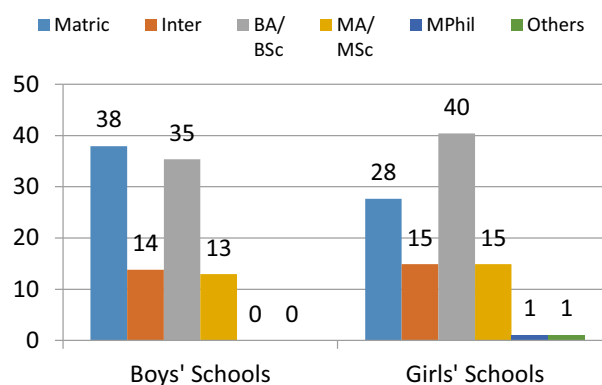
Teachers' Information

	In-charge / Head Teacher	Regular Teacher	Para Teacher	Total Teachers
Appointed	91	92	27	210
Attendance	85	81	27	193
Attendance (%)	93	88	100	92

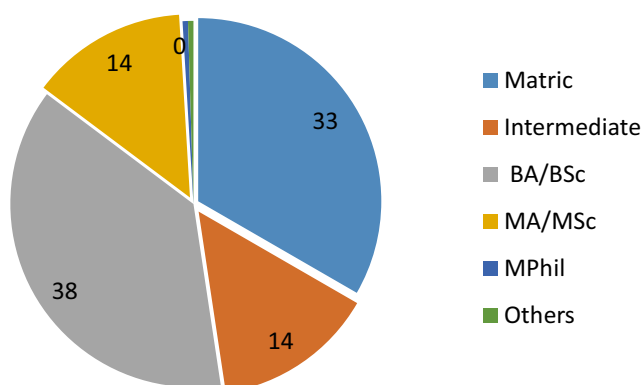
Teachers-wise number of schools



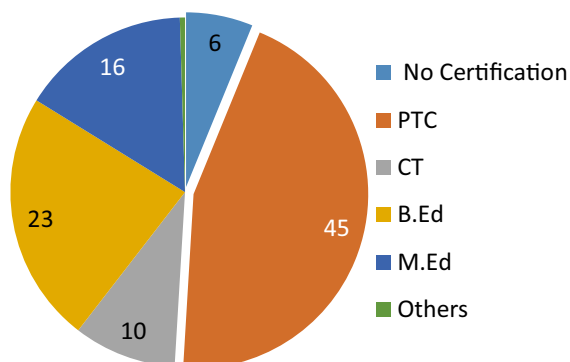
Teachers' Qualifications by gender (% teachers)



Teachers' Qualifications (% teachers)



Teachers' Certification (% teachers)

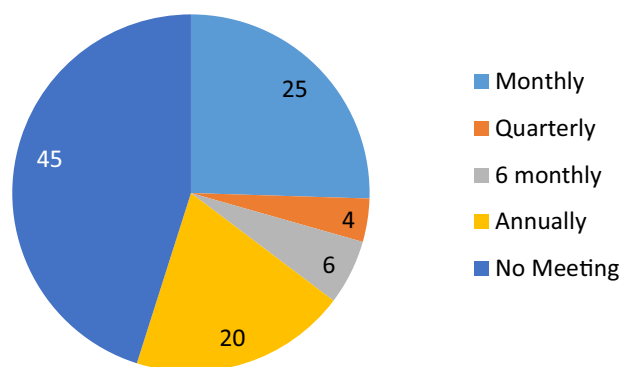


SMC Structure

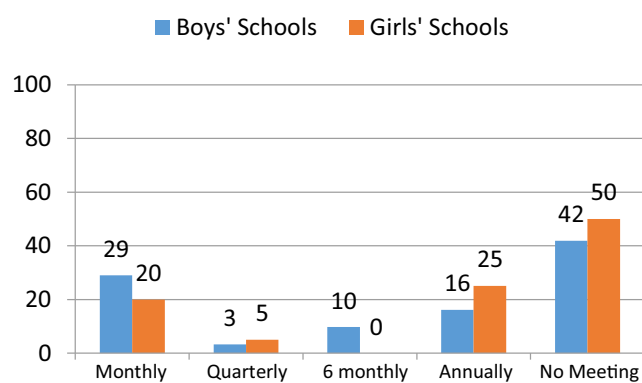
Does the school have an active SMC?

	Yes	No	Total Schools
Schools (%)	54	46	100

How often are SMC meetings conducted? (% schools)

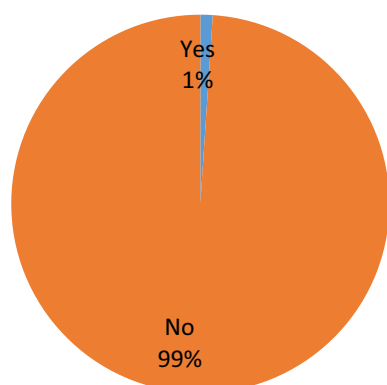


How often are SMC meetings conducted? (% schools)

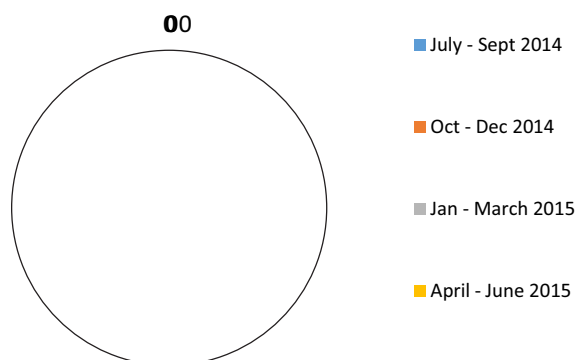


School Management Council (SMC) / Non-Salary Budget (NSB) Grants' Information

Did the schools receive SMC funds? FY 2014-15



In which quarter did schools receive funds? FY 2014-15



*Total of all quarters may not add up to 100 because some schools may have received funds twice in a calendar year.

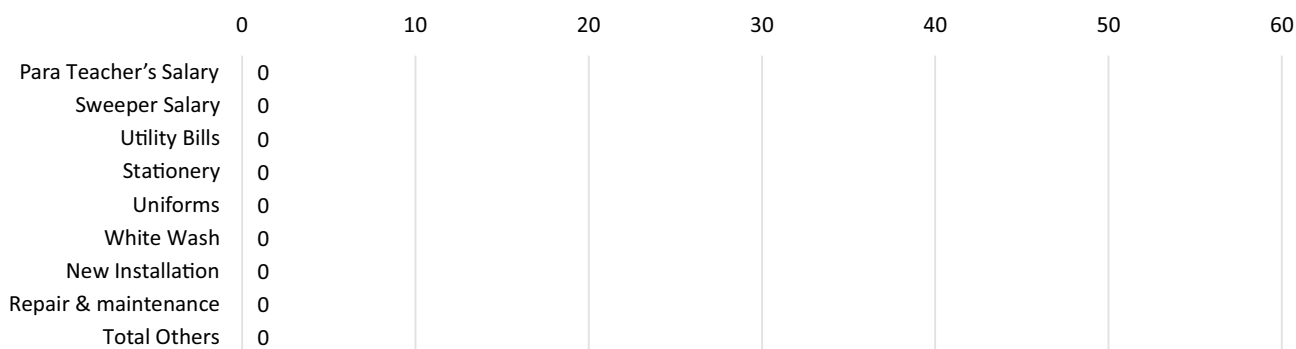
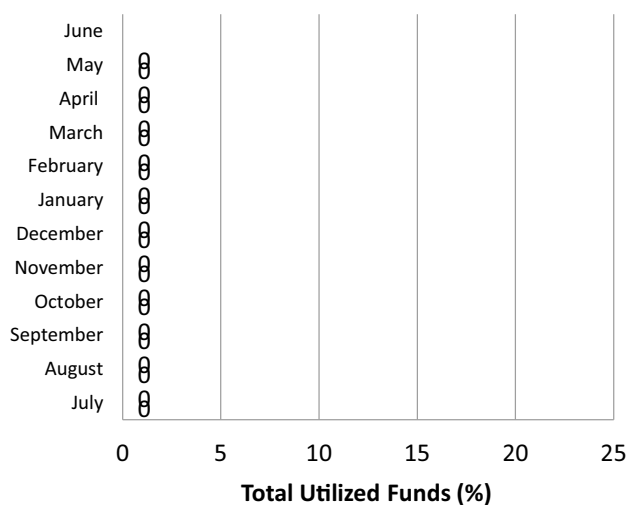
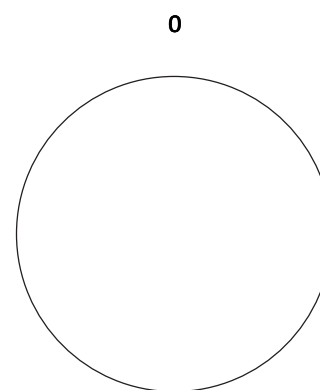
SMC/NSB Funds Received and Utilized during Fiscal Year 2014-15

	July	August	September	October	November	December	January	February	March	April	May	June	Annual
Funds / Amount Received (average)	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of schools received (total)	0	0	0	0	0	0	0	0	0	0	0	0	
Funds / amount utilized (average)	0	0	0	0	0	0	0	0	0	0	0	0*	0

*Utilization record was not available

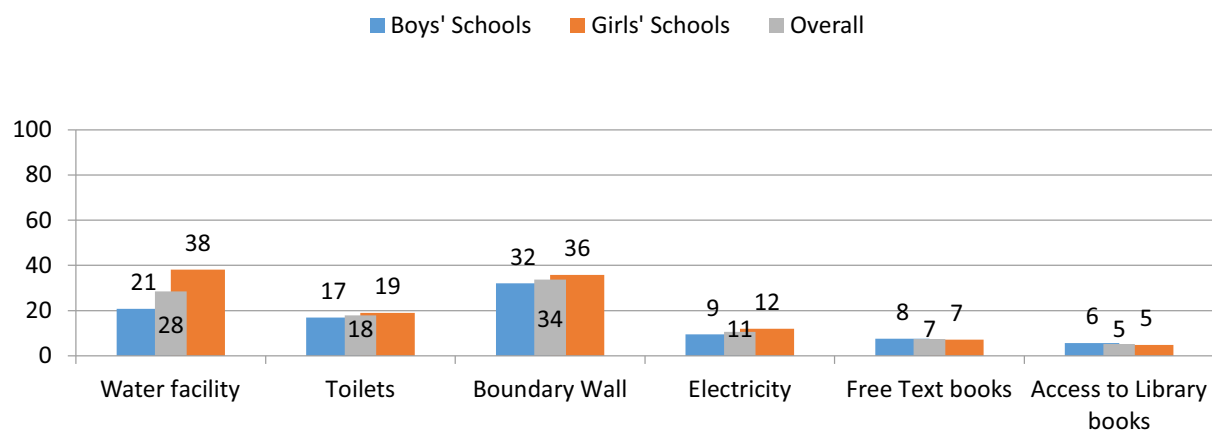
Categorization of SMC funds' utilization

(% total utilized funds FY 2014-15)

Utilization of SMC funds -
(% month-wise utilization FY 2014-15)
■ Girls' Schools
■ Boys' Schools
Quarterly utilization of SMC funds -
(% utilized fund)
■ July - Sept 2014
■ Oct - Dec 2014

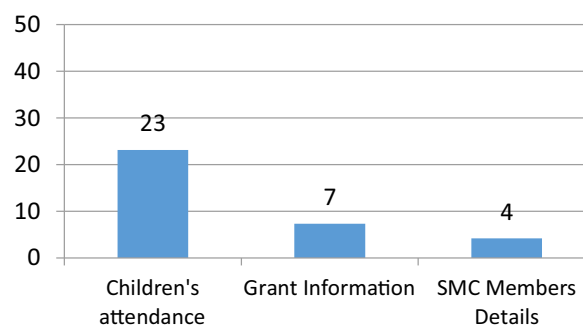
■ Jan - March 2015
■ April - June 2015

Schools facilities

School Facilities by school type
(% schools)

Right to Information

Right to Information			
Display Boards	Information displayed	Displayed visibly	Displayed and updated
Students' attendance	61	12	23
Grant information	14	6	7
SMC members' information	15	4	4

Display Boards Available & updated
(% schools)



ANNEXURE

Territory	Provision & facilities										Governance			
	Average enrollment per school (children)	Students' attendance rate (%)	Teachers' attendance rate (%)	Schools (%) with only one teacher	Schools (%) with student-teacher ratio more than 40	Teachers (%) having at least a bachelor's degree	Schools (%) with drinking water facility	Schools (%) with a functional toilet facility	Schools (%) with a complete boundary wall	Schools (%) with an electricity connection	Schools (%) regularly conducting SMC meetings on monthly basis	Schools (%) reported to have received SMC funds during FY 2014-15	Schools (%) which have publicly displayed SMC funds' details	Schools (%) which have publicly displayed students' attendance details
National(24 districts)	120	84	92	19	11	68	74	43	78	74	53	68	16	40
Balochistan (2 districts)														
Quetta	112	84	90	10	12	60	34	28	77	33	12	7	1	5
Ziarat	40	82	90	62	19	54	12	7	85	12	0	1	2	6
KhyberPakhtunkhwa (5 districts)	190	85	91	10	51	64	75	51	78	80	44	94	14	30
MALAKAND	165	70	85	5	47	66	64	39	74	83	47	100	5	31
MARDAN	213	84	91	6	48	66	92	60	91	89	47	95	17	25
NOWSHERA	231	84	87	9	58	55	81	63	77	84	55	88	16	18
SWABI	173	92	94	8	49	63	82	67	91	88	41	93	13	26
SWAT	172	91	98	23	51	71	54	29	59	54	30	94	19	49
Punjab(10 districts)	110	89	94	11	41	69	93	55	89	90	84	90	20	47
BAHAWALPUR	77	90	97	20	34	63	85	63	89	87	85	89	23	45
CHAKWAL	67	94	94	13	24	73	91	53	92	93	93	99	16	46
CHINIOT	142	92	94	4	47	74	99	48	94	96	86	92	25	31
HAFIZABAD	115	93	98	28	48	64	98	58	87	88	92	89	26	85
KASUR	140	92	92	9	48	67	93	70	95	94	79	91	7	31
LODHRAN	117	91	94	4	40	80	94	23	94	93	88	98	9	11
MIANWALI	94	88	96	8	28	72	81	53	87	83	81	78	18	45
MUZAFFARGARH	130	85	94	7	56	59	95	41	88	92	89	96	32	79
RAHIMYAR KIAN	104	80	90	7	41	72	94	70	90	81	72	83	25	48
SAHIWAL	118	89	96	8	46	64	97	67	72	96	72	90	19	48
Sindh (6 districts)	99	75	92	37	31	77	64	27	65	65	29	37	18	50
Dadu	105	84	92	39	35	78	43	13	58	48	36	33	2	57
Hyderabad	109	68	93	17	20	79	61	36	62	62	30	35	10	43
Karachi (East)	115	93	98	28	48	64	98	58	87	88	92	89	26	85
Mirpur Khas	75	73	95	55	25	70	40	17	47	42	37	16	3	17
Naushero Feroze	79	76	94	53	35	77	89	20	50	74	6	23	12	65
Sukkur	122	70	90	54	65	80	74	32	75	65	26	53	13	21
Azad Kashmir														
Muzaffargarh	50	81	92	5	11	52	28	18	34	11	14	1	6	12

Total Primary Schools						Sampled Schools					
District	Tehsil Name	Boys'	%	Girls'	%	Grand Total	Boys'	%	Girls'	%	Grand Total
Balochistan											
Quetta	Chiltan	191	55%	80	23%	271	55	55%	23	23%	78
	Zarghoon	52	15%	24	7%	76	15	15%	7	7%	22
Quetta Total		243	70%	104	30%	347	70	70%	30	30%	100
Ziarat	Sinjavi	50	23%	22	10%	72	23	23%	10	10%	33
	Ziarat	96	44%	49	23%	145	44	44%	23	23%	67
Ziarat Total		146	67%	71	33%	217	67	67%	33	33%	100
Balochistan Total (2 districts)		389	69%	175	31%	564	137	69%	63	32%	200
Khyber Pakhtunkhwa											
Malakand	BATKHELA	210	37%	130	23%	340	37	37%	23	23%	60
	DARGAI	128	23%	98	17%	226	23	23%	17	17%	40
Malakand Total		338	60%	228	40%	566	60	60%	40	40%	100
Mardan	KATLANG	60	4%	21	2%	81	6	6%	2	2%	8
	MARDAN	506	36%	357	26%	863	31	30%	28	27%	59
	TAKHT BHAI	244	17%	211	15%	455	17	17%	18	18%	35
Mardan Total		810	58%	589	42%	1399	54	53%	48	47%	102
Nowshera	NOWSHERA	428	55%	342	44%	770	56	56%	44	44%	100
	Pabbi	1	0%	2	0%	3		0%	0	0%	0
Nowshera Total		429	55%	344	45%	773	56	56%	44	44%	100
Swabi	LAHOR	196	19%	151	14%	347	24	24%	14	14%	33
	SWABI	251	24%	173	16%	424	15	15%	17	17%	41
	TOPI	163	15%	119	11%	282		0%	11	11%	26
Swabi Total		612	58%	443	42%	1055	58	58%	42	42%	100
Swat	Babozai Swat	623	47%	343	26%	966	47	47%	26	26%	73
	BAHRAIN	2	0%	1	0%	3	1	1%	0	0%	1
	BARIKOT	0	0%	2	0%	2	0	0%	0	0%	0
	Charbagh	3	0%	4	0%	7	0	0%	0	0%	0
	KABAL	9	1%	3	0%	12	0	0%	0	0%	0
	KHWAZAKHELA	1	0%	0	0%	1	0	0%	0	0%	0
	MATTA	220	17%	107	8%	327	17	17%	8	8%	25
Swat Total		858	65%	460	35%	1318	65	66%	34	34%	99
KP Total (5 districts)		3047	60%	2064	40%	5111	551	61%	350	39%	901

Sindh															
Dadu	Dadu	447	25%	109	6%	556	25	25%	6	6%	31				
	Johi	350	19%	49	3%	399	19	19%	3	3%	22				
	K N Shah	364	20%	58	3%	422	20	20%	3	3%	23				
	Mehar	351	19%	79	4%	430	19	19%	4	4%	23				
Dadu Total		1512	84%	295	16%	1807	83	84%	16	16%	99				
Hyderabad	Hyderabad	359	49%	80	11%	439	49	49%	11	11%	60				
	Hyderabad City	75	10%	53	7%	128	10	10%	7	7%	17				
	Latifabad	88	12%	31	4%	119	12	12%	4	4%	16				
	Qasimabad	33	4%	19	3%	52	4	4%	3	3%	7				
Hyderabad Total		555	75%	183	25%	738	75	75%	25	25%	100				
Karachi East	Gulshan-e-Iqbal Town	64	28%	19	8%	83	28	28%	8	8%	36				
	Jamshed Town	102	44%	46	20%	148	44	44%	20	20%	64				
Karachi East Total		166	72%	65	28%	231	72	72%	28	28%	100				
Mirpur Khas	Digri	219	14%	57	4%	276	14	14%	4	4%	18				
	Hussain Bux Mari	149	9%	19	1%	168	9	9%	1	1%	10				
	Jhuddo	165	10%	35	2%	200	10	10%	2	2%	12				
	Kot Ghulam Mohd	290	18%	51	3%	341	18	18%	3	3%	21				
	Mirpur Khas	236	15%	62	4%	298	15	15%	4	4%	19				
	Sindhri	293	18%	42	3%	335	18	18%	3	3%	21				
Mirpur Khas Total		1352	84%	266	16%	1618	84	83%	17	17%	101				
Naushero Feroze	Bhirya	300	15%	58	3%	358	15	15%	3	3%	18				
	Kandiaro	353	17%	53	3%	406	17	17%	3	3%	20				
	Mehrabpur	223	11%	47	2%	270	11	11%	2	2%	13				
	Moro	461	23%	67	3%	528	23	23%	3	3%	26				
	Naushero Feroz	411	20%	49	2%	460	20	20%	2	2%	22				
Naushero Feroze Total		1748	86%	274	14%	2022	86	87%	13	13%	99				
Sukkur	New Sukkur	89	8%	26	2%	115	8	8%	2	2%	10				
	Pano Akil	395	38%	88	8%	483	38	37%	8	8%	46				
	Rohri	273	26%	29	3%	302	28	27%	3	3%	31				
	Salehpat	116	11%	2	0%	118	11	11%	0	0%	11				
	Sukkur	21	2%	11	1%	32	2	2%	2	2%	4				
Sukkur Total		894	85%	156	15%	1050	87	85%	15	15%	102				
Sindh Total (6 districts)		6227	83%	1239	17%	7466	501	83%	100	17%	601				

Punjab												
Bahawalpur	Ahmadpur East	221	15%	225	15%	446	15	15%	15	15%	30	
	Bahawalpur	173	12%	166	11%	339	12	12%	13	13%	25	
	Hasilpur	141	10%	121	8%	262	10	10%	8	8%	18	
	Khairpur Tamewali	72	5%	38	3%	110	5	5%	2	2%	7	
	Yazman	205	14%	117	8%	322	13	13%	9	9%	22	
Bahawalpur Total		812	55%	667	45%	1479	55	54%	47	46%	102	
Chakwal	Chakwal	124	17%	194	27%	318	17	17%	27	27%	44	
	Choa Saidan Shah	23	3%	30	4%	53	3	3%	4	4%	7	
	Kallar Kahar	54	7%	36	5%	90	7	7%	5	5%	12	
	Talagang	145	20%	115	16%	260	20	20%	16	16%	36	
Chakwal Total		346	48%	375	52%	721	47	47%	52	53%	99	
Chiniot	Bhowana	50	9%	110	21%	160	9	9%	21	21%	30	
	Chiniot	63	12%	107	20%	170	12	12%	20	20%	32	
	Lalian	66	12%	133	25%	199	12	12%	25	25%	37	
Chiniot Total		179	34%	350	66%	529	33	33%	66	67%	99	
Hafizabad	Hafizabad	72	14%	164	31%	236	14	14%	31	31%	45	
	Pindi Bhattian	150	28%	147	28%	297	28	28%	28	28%	56	
Hafizabad Total		222	42%	311	58%	533	42	42%	59	58%	101	
Kasur	Chunian	178	17%	149	14%	327	17	17%	14	14%	31	
	Kasur	185	17%	220	21%	405	17	17%	21	21%	38	
	Kot Radha Kishan	47	4%	59	6%	106	4	4%	6	6%	10	
	Pattoki	123	12%	100	9%	223	12	12%	9	9%	21	
Kasur Total		533	50%	528	50%	1061	50	50%	50	50%	100	
Lodhran	Dunyapur	74	13%	152	27%	226	13	13%	27	27%	40	
	Karor Pacca	52	9%	93	17%	145	9	9%	17	17%	26	
	Lodhran	70	12%	122	22%	192	12	12%	22	22%	34	
Lodhran Total		196	35%	367	65%	563	34	34%	66	66%	100	
Mianwali	Isa Khel	137	13%	169	16%	306	13	13%	16	16%	29	
	Mianwali	208	19%	330	31%	538	19	19%	31	31%	50	
	Piplan	109	10%	127	12%	236	10	10%	12	12%	22	
Mianwali Total		454	42%	626	58%	1080	42	42%	59	58%	101	
Muzaffar-garh	Alipur	87	6%	103	7%	190	6	6%	7	7%	13	
	Jatoi	103	7%	119	8%	222	7	7%	8	8%	15	
	Kot Adu	291	20%	318	22%	609	20	20%	22	22%	42	
	Muzaffargarh	215	15%	242	16%	457	15	15%	16	16%	31	
Muzaffargarh Total		696	47%	782	53%	1478	48	48%	53	52%	101	

Rahim yar Khan	Khanpur	219	9%	279	12%	498	9	9%	12	12%	21
	Liagatpur	328	14%	309	13%	637	14	14%	13	13%	27
	Rahim yar khan	337	14%	352	15%	689	14	14%	15	15%	29
	Sadigabad	257	11%	260	11%	517	11	11%	11	11%	22
Rahim Yar Khan Total		1141	49%	1200	51%	2341	48	48%	51	52%	99
Sahiwal	Chichawatani	170	2%	135	1%	305	24	24%	19	19%	43
	Sahiwal	215	2%	184	2%	399	31	31%	26	26%	57
Sahiwal Total		385	55%	319	45%	704	55	55%	45	45%	100
Punjab Total (10 Districts)		4964	47.33%	5525	52.67%	10489	454	45.31%	548	54.69%	1002

Muzaffarabad (Azad Kashmir)											
Union Councils ¹	Boys'	%	Girls'	%	Grand Total	Boys'	%	Girls'	%	Grand Total	
Bal Gran	10	71%	4	29%	14	2	67%	1	33%	3	3
Behri	7	41%	10	59%	17	1	33%	2	67%	3	3
Chanal Bang	1	100%	0	0%	1	0	0%	0	0%	0	0
Charakpura	18	55%	15	45%	33	3	50%	3	50%	6	6
Chattar Domel	8	38%	13	62%	21	1	33%	2	67%	3	3
Chittarklass	10	56%	8	44%	18	2	67%	1	33%	3	3
Danna	9	45%	11	55%	20	2	50%	2	50%	4	4
Gojra	22	61%	14	39%	36	4	67%	2	33%	6	6
Heer Kotli	7	58%	5	42%	12	1	50%	1	50%	2	2
Jhand Gran	14	54%	12	46%	26	2	50%	2	50%	4	4
Kachheili	10	63%	6	38%	16	2	67%	1	33%	3	3
Kahori	10	48%	11	52%	21	2	50%	2	50%	4	4
Kaimanija	12	55%	10	45%	22	2	50%	2	50%	4	4
Kathair	8	47%	9	53%	17	1	33%	2	67%	3	3
Kommi Kot	10	56%	8	44%	18	2	67%	1	33%	3	3
Lanegarpura	20	61%	13	39%	33	3	60%	2	40%	5	5
Machhayara	9	82%	2	18%	11	2	100%	0	0%	2	2
Mera Kalan	13	65%	7	35%	20	2	67%	1	33%	3	3
Muzaffarabad	33	60%	22	40%	55	6	60%	4	40%	10	10
Muzaffarabad Mc	4	22%	14	78%	18	1	33%	2	67%	3	3

¹ For District Muzaffarabad, tehsil-wise number of schools data was not available, so sampling was based on the union councils'.

Noura Seri	23	56%	18	44%	41	4	57%	3	43%	7
Panjgran	13	62%	8	38%	21	2	67%	1	33%	3
Panjkot	13	59%	9	41%	22	2	50%	2	50%	4
Saidpur	12	67%	6	33%	18	2	67%	1	33%	3
Sirli Sucha	13	59%	9	41%	22	2	50%	2	50%	4
Tal Gran	11	65%	6	35%	17	2	67%	1	33%	3
Thairian	7	37%	12	63%	19	1	33%	2	67%	3
Muzaffarabad Total	327	56%	262	44%	589	56	55%	45	45%	101

Section # 1: Basic Information

Name of School: _____		Village: _____		Tehsil: _____		District: _____		Province: _____		
EMIS Code: _____		Type of School: ☐ Boys only ☐ Girls only ☐ Mixed School			School Established Year: _____			School Status: ☐ Functional ☐ Non-Functional		
Surveyor's Name: _____		Date of visit: ____/____/____		Arrival Time: ____:____:____		Departure Time: ____:____:____				
Respondent's Information		Name: _____		Designation (HT / Teacher): _____		Phone #: _____				

Section # 2: Students Information

	Nursery / Katchi	Pakki / Class 1	Class 2	Class 3	Class 4	Class 5
Enrollment (as of register)						
Today's attendance (head count)						

Section # 3: Teachers' Information

Sr. #	Name	Type of Teacher (1-Head Teacher, 2- Teacher, 3- Para Teacher)	Is the teacher present today? (1- Yes 2- No)	Age(Years)	Gender (1-Male, 2-Female)	Highest Education level (1-Matric, 2- FA/FSC, 3-BA/BSC, 4- MA/MSC, 5-M.Phil, 6- Other)	Professional Degree (1-PTC, 2- CT, 3-B.ed, 4- Med, 5-Other)	Number of days of training since the last year (1 st May 2014-1 st May 2015)	Classes being taught(Tick)						
1									(N-Nursery/Katchi, 1- Class one/ Pakki, 2- Class two, 3-Class three, 4-Class four, 5-Class 5)	N	1	2	3	4	5
2															
3															

4																			
5																			
6																			
7																			
8																			
9																			

Section # 4 (a) Farogh-e-Taleem fund (FTF) received (July 2014 till Date of Survey) (Take information from FTF account Book/Register)

July 2014	Aug 2014	Sept 2014	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	March 2015	Apr 2015	May 2015	June 2015	Opening balance (July 2014)	Closing balance (as of today)

Section # 4 (b) FTF Expense (Take information from FTF account book/ Register)

Month	Para Teacher's Salary	Sweeper/ Peon Salary	Utility Bills	Stationery	Uniform	White Wash / Paint etc.	New Installations	Repair & Maintenance	Others 1	Others 2	Others 3
Jul-14							Rs.	Rs.			
Aug-14											
Sep 14											
Oct-14											
Nov-14											
Dec-14											
Jan-15											
Feb-15											
Mar-15											
Apr-15											
May-15											

Section # 4 (b) FTF Expense (Take information from FTF account book/ Register)

Month	Para Teacher's Salary	Sweeper/ Peon Salary	Utility Bills	Stationery	Uniform	White Wash / Paint etc.	New Installations	Repair & Maintenance	Others 1	Others 2	Others 3
							Rs. Code	Rs. Code			
Jun-15											

Codes: 1=Sanitary work; 2= Electricity work; 3=Boundary wall; 4=Gate/Doors; 5=Windows/Ventilators; 6=Classrooms; 7=Furniture; 8=Others

Section # 5 (a): NSB/SMC Grants' Information (FY July 2014 till Date of Survey) (Take information from NSB/SMC account Book)

Did the school receive funds between July 2014 till June 2015	Type of fund	Amount received (During the FY)	Received on (Date: dd/mm/yyyy)	Amount Spent (During the FY year)	Opening balance (July 2014)	Closing balance (as of today)
Yes ☐	1st installment		___/___/___			
	2nd installment		___/___/___			
	Any other _____		___/___/___			
No ☐	Note: If the school did not receive any fund(s) during the FY, then mention the last received amount and its date. Amount: _____ Date: ___/___/___					

Section # 5 (b) NSB/SMC Expenses (Take information from NSB/SMC account book/ Register)

Month	Para Teacher's Salary	Sweeper/ Peon Salary	Utility Bills	Stationery	Uniform	White Wash / Paint etc.	New Installations	Repair & Maintenance	Others 1	Others 2	Others 3
							Rs. Code	Rs. Code			
Jul-14											
Aug-14											
Sep 14											
Oct-14											
Nov-14											

Section # 5 (b) NSB/SMC Expenses (Take information from NSB/SMC account book/ Register)

Month	Para Teacher's Salary	Sweeper/ Peon Salary	Utility Bills	Stationery	Uniform	White Wash / Paint etc.	New Installations		Repair & Maintenance		Others 1	Others 2	Others 3
							Rs.	Code	Rs.	Code			
Dec-14													
Jan-15													
Feb-15													
Mar-15													
Apr-15													
May-15													
Jun-15													

Codes: 1=Sanitary work; 2= Electricity work; 3=Boundary wall; 4=Gate/Doors; 5=Windows/Ventilators; 6=Classrooms; 7=Furniture; 8=Others

Section # 6 (a): School Specific (Sindh) Grants' Information (FY July 2014 till Date of Survey) (Take information from School Specific Grants' account Book)

Did the school receive funds between July 2014 till June 2015						
	Type of fund	Amount received (During the FY)	Received on (Date: dd/mm/yyyy)	Amount Spent (During the FY year)	Opening balance (July 2014)	Closing balance (as of today)
	1st installment		____/____/____			
	2nd installment		____/____/____			
	Any other _____		____/____/____			
Yes ☐						
No ☐	Note: If the school did not receive any fund(s) during the FY, then mention the last received amount and its date. Amount: _____ Date: ____/____/____					

Section # 6 (b) School Specific (Sindh) (Take information from School Specific Grants' account Book)

Month	Para Teacher's Salary	Sweeper/ Peon Salary	Utility Bills	Stationery	Uniform	White Wash / Paint etc.	New Installations		Repair & Maintenance		Others 1	Others 2	Others 3
							Rs.	Code	Rs.	Code			
Jul-14													
Aug-14													
Sep 14													
Oct-14													
Nov-14													
Dec-14													
Jan-15													
Feb-15													
Mar-15													
Apr-15													
May-15													
Jun-15													

Codes: 1=Sanitary work; 2= Electricity work; 3=Boundary wall; 4=Gate/Doors; 5=Windows/Ventilators; 6=Classrooms; 7=Furniture; 8=Others

Section # 6 (c) : SMC Details

Is SMC/SC/PTA active ☐ 1- Yes ☐ 2-No		Total members _____		Active members _____		Date of last meeting (DD/MM/YY) ____/____/____
How often is the SMC meeting conducted? (tick the relevant) After 3 Months ☐ After 6 Months ☐ After more than 6 Months ☐ Monthly ☐		Were names of members displayed anywhere within school? ☐ Yes ☐ No				

Section # 6 (d) : SMC Structure – Details of SMC Members

Sr. #	Name of member	Gender (1-Male, 2-Female)	Type (1-School Teacher, 2-Parent, 3-Community Member)	Highest Qualification (1-Matric, 2-FA/FSC, 3-BA/BSC, 4-MA/MSC, 5-M.Phil, 6-Other)	Is the member active? (1-Yes, 2-No)	If No, why?
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

Section 7 (a) : School's Facilities

Total number of rooms in school (count yourself)		Total number of classrooms in school currently being used by the children (count yourself)	
Sr. #	Tick the relevant Box		
1.	Is there useable drinking water facility for the children within school?	☐ Yes ☐ No	
2.	Is there a complete boundary wall / fence?	☐ Yes ☐ No	
3.	Is there electricity in the school?	☐ Yes ☐ No	

4.	Did the school receive free text-books during the last schooling year (March 2015 till date)?	☐ Yes ☐ No	If Yes, Month _____ Year _____
5.	Are library books accessible to students?	☐ Yes ☐ No	

Section # 7 (c): Display boards

Display boards	Is there a display board for?	Is this board displayed at a visible place in school?	Is it up-to-date?
Daily children's attendance	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
Grant information	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
SMC/SC/PTA members' details	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Section 7 (b): Latrine / toilet

	Students only	Teachers' only	Combined (students / teachers)
1. Is there any toilet / latrine?	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
2. If there's a toilet, was it	☐ Locked ☐ Unlocked ☐ N/A	☐ Locked ☐ Unlocked ☐ N/A	☐ Locked ☐ Unlocked ☐ N/A
3. If there's a toilet, was it in useable condition (observe yourself)	☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A	☐ Yes ☐ No ☐ N/A