Following the School Paisa!

District Jhang Report 2013

"Our Money Our Responsibility"

Following the School Paisa

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Acronyms

ADO	Assistant District Officer
AEPAM	Academy of Educational Planning and Management
BE	Budget Estimate
CMFF	Chief Minister's Monitoring Force
CPDI	Centre for Peace and Development Initiative
DFID	Department for International Development
DMO	District Monitoring Officer
DO	District Officer
EDO	Executive District Officer
EFA	Education for All
FGD	Focus Group Discussion
FIR	First Investigation Report
FY	Fiscal Year
GER	Gross Enrolment Rate
HH	Household
Km	Kilometers
MDGs	Millennium Development Goals
MEA	Monitoring & Evaluation Assistant
MTDF	Medium Term Development Framework
NER	Net Enrolment Rate
PERSP	Punjab Education Sector Reforms Programme
PETS	Public Expenditure Tracking Survey
PTC	Parent Teacher Council
RE	Revised Estimate
RTE	Right to Education
SC	School Council
UPE	Universal Primary Education
WATSAN	Water and sanitation

Executive Summary:

The socioeconomic conditions in Punjab over the last years have not given positive returns to public investments. The "Punjab Millennium Development Goals Report 2011" provides an overview of the socioeconomic progress over the last four years since 2007 when the last provincial survey was conducted. Education, Health, WATSAN and Food Security has shown modest improvements despite public investments in these areas. Education Indicators of the country have especially performed poorly in the last four years. The provincial government has shown its commitment and intent to focus more on education by increasing the allocations over the years. However, inefficient utilization and leakages of these funds which vary from 60% to 70% of the overall education budget have taken its toll on the condition of education in the country. In the outgoing fiscal year funds utilization was exceptionally low at 21.4%, thus showing redirection of resources to politically visible projects like Metro Bus Lahore etc.

CPDI has been deliberating its transparency and accountability interventions in the selected districts for last many years and maintaining amicable relations with the district governments and civil society groups. This exercise would introduce and promote the culture of transparency and accountability of public officials and the government, acknowledging the people's Right to Education given in Article 25-A of the Constitution of Pakistan. This exercise is to make the officials accountable to the general public about the utilization of funds vis a vis outputs and outcomes of their work.

This exercise intends to fulfill the following objectives:

1. To analyze Education Sector's budgetary allocations and disbursements at Provincial and District levels (A budget tracking problem)

2. To identify the Leakages in the Education Budget at District, School and PTC Level (A expenditure tracking problem)

3. To Identify Financial and Service Delivery inefficiencies at the school level (A service delivery problem)

4. To collect and analyze information on Access, Quality and Satisfaction of Beneficiaries of Education Services (A benefit Incidence problem)

5. To propose a set of Recommendations for Policy Makers on improving the problems identified in this research study.

The results drawn after every survey would be released in the press and advocated to highlight the issues and inefficiencies in the service delivery, to discuss the discrepancies and to find a way out of the existing dilemma. The exercise undertaken in the first year would be repeated for the same schools and households the next year, to analyze the impact of the project. This would be a cost effective way of raising public awareness, and identifying potential allies for our project.

Acknowledgement

Centre for Peace and Development Initiative:

CPDI has been involved in financial management exercise especially in education sector for last many years and keeps on advocating the national and provincial governments of their commitments to the children of Pakistan. CPDI has been deliberating its transparency and accountability interventions in the selected districts and maintaining amicable relations with the district governments and civil society groups. CPDI believes in Accountability, Transparency and Responsible Governance upholding the constitutional rights of Citizens of Pakistan. In this regard CPDI has worked extensively in Education Sector to ensure Pakistani Citizen's Right to Education. As part of this ongoing intervention CPDI has conducted this exercise after its successful implementation in various countries including India where it was highly successful.

Introduction and Background:

The socioeconomic conditions of Punjab over the last few years have not given positive returns to public investments in Education Sector. The "Punjab Millennium Development Goals Report 2011" provides an overview of the socioeconomic progress over the past four years since 2007 when the last provincial survey was conducted. Education, Health, WATSAN and Food Security has shown modest improvements despite increased public investments in these areas. Education Indicators of the country have especially performed poorly in the last four years.

Education is a fundamental right according to the Constitution of Pakistan which assures free and compulsory education to all children aged 5-16 years. Punjab government has constituted a commission on framing legislative framework to ensure free education in the province. The provincial government in Punjab has shown its commitment and intent to focus more on education by increasing the allocations over the years and it's our intent to objectively measure the outcomes of these increased allocations. However, inefficient utilization and leakages of these funds have taken its toll on the overall state of Education in the Province.

In FY 2012 to 2013, Education Sector has received nearly 11% of funds allocated under provincial development plan. A sum of Rs 15,500 Million is estimated for primary education in the province, out of which Rs 7,500 Million has been allocated for provision of missing facilities in 2500 schools in all 36 districts of Punjab. Rupees three million has been allocated for each school this year as per governments commitment. Last year, a sum of Rs 33,058.791 Million was allocated for the development of Education Sector in Punjab, especially for the provision of Missing Facilities and Building of New Schools, Colleges, Science and IT Labs etc. Revised estimates for outgoing FY show that only Rs 7,091.786 million has been spent which constitutes only 21.4% of the original allocations. However, the government's commitment to Mega Structures in the province overrides Education's Commitments which result in low utilization of the Budget due to fund leakages to other politically visible projects. Besides this, a number of budgetary issues mar low educational outcomes in the province. Major issues in the sector include Incremental Budgeting, Disconnect between Planning and Budgeting, Leakages to other Sectors, Underutilization of Budget Allocations, and Low Allocation for Non-Salary Expenditure etc.

CPDI has conducted an assessment of public finance and service delivery of education sectors in 2-districts of Punjab province through our project "Public Expenditure Tracking Survey" (PETS) that has been implemented in Districts Jhang and Toba Tek Singh. Additionally, a service delivery assessment was also carried out focusing on quality, efficiency, and equity of school education services. Citizen's voice and beneficiary satisfaction levels were measured during the focus group discussions carried out with the School Council Members of sampled schools. This assessment is influenced by a nationwide exercise "PAISA" in India under which funds given to elementary schools were tracked. It tries to answer seven key questions along with other important issues. Out of these questions, the first four have been directly taken from the PAISA report and remaining are the issues most pertinent to our school system.

   i.   Do schools get their money?
  ii.   Does money reach on time?
 iii.   Do Schools receive all the allocated funds?
  iv.   Do schools spend all the money? If yes then on what?
   v.   Do schools generate their own funds?

vi.   Do schools comply with RTE?

vii.   Are schools apolitical?

This is a first phase preliminary report covering total of 156 schools in Jhang and Toba Tek Singh districts. Overall, 310 schools will be covered in both districts which constitutes almost 10% of the total number of schools.

Chapter 1: Research Methodology:

The study seeks to analyze budgetary allocations and expenditures in the selected two districts of Punjab namely Jhang and Toba Tek Singh. It identifies problems related to these allocations, expenditure and fund leakages within the system. During this study; inefficiencies at school level, issues pertaining to access to education, quality of education and satisfaction of the beneficiaries were identified to formulate a set of recommendations for the policy and decision makers.

Under the PETS survey, service delivery and beneficiary assessment variables were tested to infer various conclusions explained under "Conclusion" section of this report. Various case studies inspired us to initiate this exercise and also helped in designing this study.

1.1 Research Objectives:

1. To analyze Education's Budgetary Allocations and Disbursements at Provincial and District Levels *(A budget tracking problem)*

2. To identify the leakages in the Education Budget at District, School and PTC Level *(An expenditure tracking problem)*

3. To identify Inefficiencies at the School Level *(A service delivery problem)*

4. To collect and analyze information on Access, Quality and Satisfaction of the Beneficiaries of Education Services *(A benefit Incidence problem)*

5. To propose a set of Recommendations for Policy and Decision Makers

1.2 Sampling

Jhang and Toba Tek Singh were selected for this research study, since these are ranked amongst one of the low performing districts in Punjab. A significant sample size was drawn constituting almost 10% of the total schools in the selected districts. Two stage stratified random sampling was applied according to the following stratums: 1. Type 2. Gender. This entire exercise was undertaken in two phases i.e. sampled schools were divided into two equal proportions to counter operational challenges. For the first phase, total of 156 schools were selected and questioned accordingly. For the Beneficiary Assessment Survey, 4 households from each of the sampled schools whose children study there were selected through convenience sampling and a total of 664 households were selected for the said survey.

Category	Jhang		T.T. Singh		Total
	Male	Female	Male	Female	
Primary	48	72	35	34	189
Middle/Elementary	16	23	16	22	77
High	7	11	12	14	44
Total	71	106	63	70	310

1.3 Research Analysis Framework:

The analysis framework is focused on the use of budgetary allocations and its linkages with the school characteristics. It provides an insight that the outcome based service delivery system is becoming urgent need after promulgation of RTE. A meso analysis focuses on district budgets and provides an analysis of allocations and expenditures for last three FYs. It analyses salary and non-salary budgets and expenditures and estimates leakage at the district level to track expenditures. Leakage is calculated using the formula given below:

$$Leakage = \frac{Capitations\ Grant\ Received\ (RE) - Intended\ Capitation\ grants\ (BE))}{Intended\ Capitation\ grants\ (BE)}$$

Per student allocation is also estimated, simply by dividing the salary and non-salary budgets by total enrolments. In addition to this, type wise analysis was also conducted to delineate disparities amongst the primary, middle and high schools.

A micro analysis at primary school level was also conducted that focused on seven key questions relating to funds, its delivery, timeliness, usage, generation, RTE compliance and apolitical status of schools. This information was collected by employing PETS questionnaires in all 189 primary schools in Jhang. The questionnaires were distributed among school headmasters and where they were not available, senior teachers were consulted. All the collected information on these key questions was verified by soft and hard copies of accounting books containing financial information. Both recall and record method was employed and schools administration kindly extended full support to the field teams.

However, a scuttled response by the district governments is a major impediment towards achievement of the intended goals. The field team explored ways to attain the budget data information from the respective departments, but only current budget was provided for further analysis. However, the development budget was later furnished which but was just a disarray of disparate information offering little to the researchers. It is imperative to highlight the fact that district Jhang has not published the budget books for last 3-4 years. All the budgetary information was then collated and linked with education data acquired from AEPAM and school census 2012. Both the data sets are available online and easily accessible without approaching the respective offices. Research team collated this information and established linkages with both, budgetary information and school survey data raising the issues of insufficiency of the budgetary allocations.

Chapter 2: District Education Profile:

According to Pakistan District Education Ranking 2013[1], District Jhang has been ranked 53rd nationally and 26th provincially in the Education score[2] while it has been ranked 41st nationally and 30th provincially according to the school score[3]. This chapter and the next chapter use the secondary sources of data. This chapter presents information on the education sector regarding the enrollment, share of institutions, number of teachers, and the percentage of missing facilities in schools. This analysis would be fruitful in providing a wider picture of the entire district before the examination of the selected schools.

2.1 Enrolment Rate

The total enrolment in primary schools is 311,861 students, while that of middle schools is 94110. The total enrolment at both levels of schools is 405,971 students where almost 77% students are enrolled in primary schools while 23% students are enrolled in middle schools. In other words, only 30% of the students enrolled at primary level continue with their studies at middle level. Further analyzing the data, it is observed that the enrolment in public schools (74% at primary level) outnumbers the private schools (26% at primary level). This supports the fact that the public sector has always remained a major education service provider and also that the private schools are not affordable by the majority of population in District Jhang.

A clear divide is evident and enrolment in co-education masks the difference as private schools outweigh the public schools. This stark difference further explains the trend set by private schools to promote co-education in the society. The state has a clear policy to discourage it at all levels of schooling, however, the current schools in result of consolidation policy have included both boys and girls at primary level.

Table 2.1: Enrolment in Jhang

Number of Students	Primary				Middle			
	Male	Female	Co-education	Total	Male	Female	Co-education	Total
Public Schools	125,300	104,656	0	229,956	33,439	16,499	0	49,938
Private Schools	137	144	81,624	81,905	4200	3004	36,968	44,172

Source: AEPAM (2010)

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[1]The Alif Ailaan Pakistan District Education Rankings 2013 is an in-depth assessment of the state of education in the country, conducted in association with the Sustainable Development Policy Institute (SDPI) and seed-funded by the UK Department for International Development (DFID).

[2]The education index is composed of four variables—access, attainment, achievement and gender balance—to calculate a composite education score.

[3]The school index is based on five key indicators related to infrastructure and the availability of facilities: electricity, drinking water, toilets, boundary walls and the satisfactory condition of school buildings. A composite score is calculated for each index.

The data exhibits that the proportions of male students attending schools at primary and middle level are far greater than female students in public schools. Perversely, the female school going proportion is slightly greater at primary level but lower at middle level. The cultural bias against females acts as barrier, barring the girls from their right to education. Boys are considered to be the caretakers and financial supporters of the family, therefore parents prefer to spend more on their education, undervaluing the education of girls. Apart from these demand side impediments, supply side also could not prioritize girls' education and still the most of wrath falls on state. This has resulted in ingrained gender discrimination in our society at large.

The Gross Enrolment Rate (GER) in District Jhang at primary level is 90% where as it is 92% and 86% for boys and girls respectively. Similarly, the Net Enrolment Rate (NER) is 56% in total, out of which 58% is of boys and 54% of girls.

Table 2.2: Enrolment Rate (GER, NER)

	Male	Female	Both
GER at primary level (5-9), excluding katchi class	92%	86%	90%
NER at primary level (5-9), excluding katchi class	58%	54%	56%

Source: AEPAM (2010)

2.2 Share of Institutions

There are total 2,605 schools in District Jhang with 929 male schools (36%), 1118 female schools (43%) and 558 Co-education schools (21%). Out of the total male, female and co-education schools, 78%, 85% and 74% are primary schools respectively. On the whole, there are 80% of primary schools, 13% of middle schools, 6% of secondary schools and 1% higher secondary schools. A large number of primary schools emphasize the fact that primary schooling is preferred over higher schooling and significant majority disappears on the higher ladder of schooling. Lower number of schools reflects at lower transition to higher schools signalizing towards high dropout at middle and secondary levels.

Figure 2.1: Number of Educational Institutions

The gender-wise segregation shows that although female primary schools (46%) are greater in number than male primary schools (35%), followed by 33% middle schools for each of male and female, yet the trend does not remain the same for other levels of education. The data demonstrates a sharp decline in female schools at higher than primary level. The male schools also show declining trend but at lower rate than females. Hence the dropout rate of females is much greater than males.

2.3 Number of Teachers

District Jhang has a total number of 15,421 teachers with 5,112 (33%) teachers in male schools and 4,359 (28%) in female schools and 5,950 (39%) in Co-Education schools. Although female teachers can encourage girl's enrolment rate significantly, yet the proportion of female teachers is marginally less than the male teachers implying insufficiency of female teaching staff in the girls' school. It can also be seen from the data that there are 51% teachers at primary level, 27% at middle, 17% at secondary and 5% at the higher secondary level of education. The data demonstrates the fact that District Jhang has inadequate teachers for middle, secondary and higher secondary level of education.

Table 2.3: Gross Number of Teachers

No of Teachers	Number of Teachers			
	Primary	Middle	Secondary	Higher Secondary
Male	1958	1269	1555	330
Female	2303	1152	677	227
Co-education	3671	1711	425	143
Total	7932	4132	2657	700

2.4 Missing Facilities

School facilities are one of the basic requirements that contribute in improving educational outcomes. It is crucial to ensure the availability of school buildings, boundary walls, electricity, drinking water and latrines among other vital facilities.

Figure 2.2: % of Missing Facilities

Approximately 50% of the schools do not have electricity making the students and the teachers suffer in extreme hot weather, thus making it difficult for students to attend school on a regular basis. About 23% schools are without any boundary wall which raises security concerns for the parents about the safety of their children, specifically for girls. Almost 20% schools are without latrines, 6% do not have drinking water for the staff and the children. Only 1% of the schools are functioning without school building. The

absence of school building is significant in determining low girls' enrolment as majority parents do not want to send their girls to schools without boundary and building.

Table 2.4: Schools without Basic facilities in District Jhang

	Schools without Basic Facilities				
Level	School Building	Boundary Wall	Electricity	Drinking Water	Latrines
Primary	20	413	964	117	365
Middle	0	27	16	1	13
High	0	11	0	0	8
Higher Secondary	0	0	0	0	0
Total	20	451	980	118	386

Source: AEPAM (2010)

Almost 451 schools do not have boundary walls. Out of these 451 schools, comparatively 92% are primary schools, 6% are middle schools and only 2% are high schools. A total of 980 schools do not have electricity. Out of which, 98% are primary schools and rest 2% are middle schools. Drinking water is not available in 118 schools, out of which, 99% schools are primary and only 1% schools are middle. District Jhang has 386 schools that do not have latrines. Out of those, 95% of the schools that lack latrines are primary schools, 3% are middle schools and 2% are high schools respectively.

In conclusion, primary schools are the most under-privileged in terms of basic facilities amongst all. They do not have buildings, they function without proper boundary walls, are scarcely connected to electricity, clean drinking water sources and marred with low provision of latrines. Education has never remained the priority area on the development agenda which has truly translated into weak educational outcomes.

Chapter 3: The meso story: District Budgetary Analysis

This section highlights the first two research objectives of the study (Budget Tracking Problem):

To analyze education budgetary allocations and disbursements at district level, and the expenditure tracking problem: to identify the leakage in the education budget at district and school.

This section discusses the percentage increase or decrease in total education budget, its classification into current budget at primary, middle and secondary level. The current budget is further classified into salary and non-salary budget, at different levels of schools. The section ends up with finding the per student unit cost as well as per school unit cost.

3.1   Total Current Education Budget

The current education budget, also termed as non-development budget is used to pay the employees related expenses, administrative expenses, operating expenses and other running costs. District Jhang was allocated RS. 2157.03 million in FY 2009-10, RS. 3229.59 in FY 2010-11 and RS. 3814.52 million in FY 2011-12 respectively. The current education budget has a rising progression over the years as shown in the figure 3.1 below. The amount in FY 2011-12 has been increased by 26% as compared to that of FY 2010-11. The analysis of the revised estimates suggests that there is over utilization of the allocated budget amount in order to accommodate the non-development expenditures in FY 2009-10, 2011-12 whereas there is underutilization of the overall budget in FY 2010-11.

Figure 3.1: Total Current Education Budget

3.1.1   Current Budget: Salary and Non-Salary

Non-Salary budget is meant to be used for maintenance of wear and tear, and to meet other day to day expenditures. This amount should be at least 12% according to the Medium Term Development Framework (MTDF). The budget data exhibits that the share of non-salary expenditure has remained well

below 5% for District Jhang over the last three years. The amount allocated is significantly lower than the minimum prescribed limit by the MTDF. In FY 2010-11 2.28% out of the total current budget has been utilized for non-salary expenditures as against the 2.21% allocated for the purpose. This is the highest percentage allocation as compared to that in FY 2009-10 and FY 2011-12, which is 1.75% and 1.18% respectively. This clearly implies minimal allocation for non-salary budget which could be the reason for inefficient functioning of schools.

The volume of current budget has increased over the years but the share of non-salary expenditures has declined in FY 2011-12 as compared to the FY 2010-11.

Figure 3.2: Salary and Non-Salary Costs in Current Education Budget – District Jhang

Leakage of non-salary funds is defined as the resources allocated for but not received by the schools[4]. Leakage captured during FY2009-10 estimates around 11.88% which then dropped down to 3% in FY2010-11. Despite an increase in current allocations during FY2011-12, non-salary allocations had actually declined in nominal terms while comparing it with previous FYs. The misleading allocations resulted in an increase in non-salary expenditures by nearly 87% in FY 2011-12. The non-salary expenditure appears to exceed the allocated limit in FY 2011-12. Hence, the data has unusual trends and irregularities over the three years.

3.1.2   Total Current Budget for Primary Education

District Jhang has allocated Rs. 2782.93 million for the primary education in FY 2011-12 as compared to Rs. 2209.98 million in FY 2010-11 which is 26% higher than the revised estimate and 19% higher than the budget estimate of FY 2010-11. The primary education budget estimate is approximately 71%, 72% and 73% out of total current budget for the FY 2009-10, 2010-11, 2011-12 respectively. The revised estimates also show an incremental progression over the years.

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[4] Reference

Table 3.1: Current Budget for Primary Education (Rs. Million)

PRIMARY EDUCATION BUDGET	2009-10		2010-11		2011-12	
	BE	RE	BE	RE	BE	RE
Salary	1,545.08	1,545.08	2,328.82	2,191.48	2,737.58	2,767.48
Non Salary	0.94	0.49	14.12	18.50	0.56	15.45
Total	1,546.02	1,545.57	2,342.94	2,209.98	2,738.13	2,782.93

Although there is rising trend in primary education, yet the proportion of Non Salary budget is far less than the salary budget. The non-salary budget utilized in FY 2011-12 stands at 0.56% which is 0.28% less than that utilized in FY 2010-11. On the other hand the salary budget remained 99% out of total current primary budget over the last three years.

In FY 2009-10, a significant proportion (47%) of the underutilized non-salary budget raises a question regarding the resources that have been directed away from primary education. Alternatively, the non-salary budget utilized in FY 2010-11 and FY 2011-12 exceeds the allocated limit by marginal 31% and magnanimous 2684% respectively. The data has epitomized eccentric behavior with respect to the allocation and utilization of budget. No substantial conclusion can be drawn from the trends, but it reaches upon that operational allocations are very minimal to cover the daily costs.

A gendered analysis exhibits inadequacy of the non-salary budgets for both boys and girls schools. The above trends seem moving here as well and records that less than 2% budget was allocated for non-salary as against approximately 99% allocated for salary budget. The data shows that the share of non-salary is higher in male schools as compared to the female schools. This breeds gender discrimination where lesser funds are allocated for female primary education, thus providing insufficient resources to meet the necessary expenditures for schools.

Table 3.2: Share of Salary and Non-salary Costs in the Current Budget of Primary

Education (Gender-disaggregated Data)

PRIMARY EDUCATION BUDGET		2009-10		2010-11		2011-12	
		BE (%)	RE (%)	BE (%)	RE (%)	BE (%)	RE (%)
Boys	Salary	99.94	99.96	99.14	98.79	99.97	99.03
	Non Salary	0.06	0.04	0.86	1.21	0.03	0.97
Girls	Salary	99.91	99.96	99.37	99.09	99.98	99.55
	Non Salary	0.09	0.04	0.63	0.91	0.02	0.45

3.1.3   Total Current Budget for Middle and Secondary Education

The amount allocated for secondary education is Rs. 855.99 million for the FY 2011-12. The secondary education budget also shows rising trend over the years. The comparison between primary and secondary education budget clearly shows that allocation for primary education is more than secondary education which implies that the government is putting in more efforts for primary education.

Figure 3.2: Total Current Budget for Secondary Education

The table 3.3 clearly shows that the major part of the budget goes under the salary head leaving very little for the non-salary expenditures. Almost 3.9% out of the total current secondary budget was utilized to meet non salary expenses in FY 2009-10 as against 3.5% utilized in FY 2010-11, whereas only 1.6% is utilized in FY 2011-12. This implies that non salary budget has been showing a declining trend. The

salary expenditure on the other hand has increased from 96% to 98% over the last three FYs, thus eating up the funds that ought to be allocated for non-salary expenditures.

Table 3.3: Current Budget for Secondary Education (Rs. Million)

SECONDARY EDUCATION BUDGET	2009-10		2010-11		2011-12	
	BE	RE	BE	RE	BE	RE
Salary	473.10	475.50	688.04	657.22	821.40	842.69
Non Salary	19.37	19.37	26.47	23.61	10.04	13.30
Total	492.46	494.87	714.51	680.83	831.44	855.99

Furthermore analyses of non-salary budgetary allocation of secondary schools indicate that the amount allocated and utilized for FY 2009-10 demonstrate no difference at all. Although, the budget increased in FY 2010-11 as against last Financial Year, but the utilization has gone down by almost 11%. Interesting trend emerged in this FY which recorded a huge decline in allocations from Rs 26.47million to Rs 10.04 million. This FY has seen quite uneven trends as it seems that budget was prepared in haste without consulting the last year's budget. Most often, the practice in Punjab is of incremental budget which do not fully fit here. Even the utilization of non-salary budget in FY 2011-12 is approximately 50% to that of FY 2010-11, but it exceeds the allocated budget in the respective year.

3.1.4   Allocation per Student

Unit cost here is used to identify the cost incurred per student per school. The unit cost comes out to be Rs 13,188 per student for the FY 2010-11. Out of the total figure, Rs 12,888 is the salary cost, whereas Rs 300 is non-salary cost. The unit cost per school is Rs 1,453,865 out of which Rs 1,420,787 is the salary cost and Rs 33,078 is non-salary cost.

Table 3.4: Unit cost in District Jhang

2010-11 (RE)	Unit Cost per Student	Unit cost per school
Salary	12,888.39	1,420,787.15
non Salary	300.06	33,078.14

Chapter 4: Service Delivery Assessment

Under the guise of PETS, service delivery indicators were also included in the standard questionnaire. A total of 156 schools in both districts were interviewed and most of the time, the respondent was either the head teacher or the senior teacher. However, on few occasions, in their absence, teachers provided relevant information. All the school record was checked and information documented was duly verified, wherever required, copies of record were also obtained. This section is categorized in key thematic dimensions including governance and monitoring.

4.1   General Characteristics

Almost 38% of the boys' schools were visited and their head teachers were interviewed followed by 40% girl schools. Due to the consolidation policy of the Punjab government, numerous schools have been merged and a number of mixed schools have emerged and our study also visited around 22% such schools. All three types of schools, primary (%), elementary (%) and secondary (%) were included in the sample and investigated respectively.

Table 4.1: Number of school visited

Gender	Percentage
Boys	38
Girls	40
Mixed	22
Total	100

It is significant that local teachers must be posted in their residential areas to avoid frequent transfer and postings which usually happen on the whim of local constituency members. The provincial government has also carved out policy to post females in their local areas to encourage both female employment and girls' enrolment. Contrary to government policy, data demonstrate that a large majority of girls' school head teachers were non-resident as against its counterparts. Out of total selected female head teachers, almost 71% have been posted out of their localities as against 58% male. It becomes even worse in case of mixed schools, where around 91% head teachers have been posted outside. However, the study did not investigate further the travel distance and time to school from their residence.

Table 4.2: Resident and Non-Resident Head Teachers

Gender	Resident	Non-Resident	Total
Boys	16	23	40
Girls	11	27	38
Mixed	2	20	22
Total	30	70	100

Out of selected primary teachers, a stark difference emerged as the majority of them either had less than 3 years (31%) or more than 10 years (49%) of experience. However, this trend was also followed in elementary schools. The secondary schools house more experienced head teachers due to their large size. Overall, 49% of the head teachers possessed more than 10 years experience while 30% had more than 3 years experience. The trend delineates the fact that a clear divide is evident from differences in teachers' experience at each level of schools. However, secondary schools are administrated by more experienced head teachers than others.

Table 4.3: Experience of Head Teachers

Option	Primary	Middle	Secondary
Less than 3 years	21	7	2
3 years or more but less than 6 years	7	1	1
6 years or more but less than 10 years	6	4	2
More than 10 years	33	11	5
Total	67	22	11

4.2   Enrolments and Pass outs (Gender Perspective)

Overall, enrolments in selected schools have observed a steady increase over last two years. Total enrolment in 2011-12 increased to 3% that is, from 26,292 in 2010-11 to 27,902 in 2011-12. A gender analysis also endorsed an increase in boys' and girls' enrolments but boys enrolment growth outnumbered girls enrolment. Boy's enrolment is raised by almost 11% as against only 0.3% of girl's enrolment referring to an overall gender biased education development in selected schools in Jhang.

Table 4.4: Enrolment by type

Level	2010-11	2011-12
Primary	5894	5905
Middle	4088	5017
Secondary	3164	3029
Total	13,146	13,951

Furthermore, the results of primary, middle and matriculation examination showed a gradual decline in pass-out rate in two educational years. The data indicates that total number of appearing students had increased in all categories, but the pass-out rate dipped down. In 2010-11, almost 98.61% students passed out as against 92.37% in 2011-12 registering a decline of around 6.24%. Despite the provincial government policy of awarding primary certificates to all students who appeared in exams, a significant decline was observed. However, students in middle examinations did well and steadily maintained their pass our rate with a slight decline over the two years. In 2010-11, 87.14% as against 86.38% in 2011-12 passed middle exams registered a modest decline of only 0.77%. However, results situation further exacerbated in matriculation exams which recorded decline of 6.93% in class-IX and 13.48% in class-X. Overall, Jhang has badly performed in examinations insinuating towards declining public sector education standards in primary and secondary schools.

Table 4.5: Appeared and passed

Class	2010-11				2011-12			
	Boys		Girls		Boys		Girls	
	Appeared	Passed	Appeared	Passed	Appeared	Passed	Appeared	Passed
V	654	651	645	630	714	681	675	602
VIII	454	339	503	495	465	386	695	616
IX	394	338	510	417	212	186	531	383
X	331	279	267	167	222	146	251	143
Total	1833	1607	1925	1709	1613	1399	2152	1744

While conducting gender analysis, data helped in delineating evidence of widening gender gaps at all levels of exams except middle. At primary schools, boys outperformed girls in graduating from schools, but by a slim margin. In 2010-11, 99.54% boys cleared primary exams while 97.67% girls, showing a gender gap of almost 1.87%. Likewise, in 2011-12, 95.38% boys as against 89.18% girls graduated in primary showing widening of the gender gap (6.20%). However, it is interesting that both boys and girls did not perform well in 2011-12 as compared to 2010-11, but again girls performed weakly as compared to boys. This is encouraging that girls outperformed boys in middle exams despite very minute difference in the students appearing in the exams. The class-IX & X also registered gender gaps in pass out rates, however, it improved in 2011-12 for class-X.

4.3   Teacher's Positions

The survey informs that teacher's positions have increased over the years in selected primary schools. The positions have increased to 333 in 2011-12 from 323 in 2010-11. However, the filled positions have increased to 320 in 2011-12 from 304 in 2010-11 showing recruitment of almost 16 more primary teachers. The vacant positions have also declined to 13 as against 19 in previous year. Likewise, an increase was also registered in allocated and filled-in positions of middle schools, but still 6 positions were vacant.

Table 4.6: Allocated, filled-in & vacant teaching positions

Class Level	2010-11			2011-12		
	Allocated	Filled-In	Vacant	Allocated	Filled-In	Vacant
(I- V)	323	304	19	333	320	13
(VI - VII)	205	195	10	219	213	6
(VIII - X)	55	49	6	55	49	6
Total	583	548	35	607	582	25

Interestingly, no change has been observed in secondary schools teachers' positions. The vacant positions have also remained same over the two years. Overall, the selected schools have total of 583 positions in primary, middle and secondary schools. Out of these, 94% are filled and remaining 6% have not yet been recruited. In 2011-12, the number of allocated positions increased to 607, out of which, only 4.11% remained vacant. The assessment also reveals that out of total 583 positions in 2010-11, 127 in urban and 456 in rural schools have been allocated and all positions in urban schools are filled as against 421 in

rural areas. Similar trend was also observed during 2011-12 where 99% of urban school positions were filled as against many more vacant positions in rural schools.

4.4   Facilities in schools

The service delivery assessment survey also recorded the rooms in the selected schools in Jhang. The data demonstrates that there are a total of 428 rooms in 156 select schools. Out of these, nearly 74 rooms (17.20%) need major repair while 79 rooms (18.45%) require minor repairs. It infers that there are around 35% rooms in 156 selected schools which immediately require the attention of provincial and district government decision makers.

Table 4.7: Major and minor repair

Level	Total	Major	Minor
Primary	164	30	45
Middle	161	27	28
Secondary	103	17	6
Total	428	74	79

It is observed while conducting a school survey that classes are either held in open places under the trees or outside the classrooms in veranda. The data report that 22% of the selected schools do not have sufficient place for students. Conversely, 95% schools have functional toilets for all students and 88% have separate toilet facilities for girls as well. Nearly 78% schools have been provided with electricity while 22% are not connected with electricity. Likewise, 89% also have drinking water available within the school boundaries through a protected source while only 11% do not have any source at all. The students need to bring drinking water from their own houses. The academic services including library and science lab are also non-existent in majority of schools, however if these exist, then mostly in high schools. Around 41% schools do not have ground or playing space for sports. However, it is disappointing that 23% of the schools do not have a boundary wall which is a major detriment of girls' education in our society.

Figure 4.1 Facilities in schools

4.5   School Council

The provincial government laid out a comprehensive policy in democratic governance in education through renewal of parent-teacher forums in the province. In this regard, a School Council (SC) policy was framed which allows and ensures the establishment of SC at Maktab, Primary and middle schools. It also spells out clearly the constitution and composition of SC. It further elaborates that SC would constitute of members ranging between 7 to15 while maintaining the total strength at an odd number. The SC should always represent three broad categories, a) Teachers, b) Parents and c) General members. It is presumed that more members of SC would come from parents of students studying in that school. The policy also restricts teachers' over-indulgence in the SC and minimum participation of Head Teacher as a member is reckoned. The remaining seats are reserved for general members. In 2008, the provincial government took a u-turn and obliged that Head Teacher would take over the elected Chairperson of SC.

All the selected schools in our sample had a functioning School Council. The data informs that SCs were formed in various years. A small number of SCs were formed before 2008 followed by majority between 2009-10 and after 2010. The data does not investigate its first date of formation but the year of its current reconstitution. Almost 48% of boys and 41% of girls SC were reformed between 2009 -2010 as against 30% in mixed schools. Similarly, 50% boys and 39% girls SCs were recently reconstituted. While around 45% SCs in mixed schools were also reformed after 2010. It is of significance to the district administration that 20% girls' school SCs were reformed before 2008 which represents quite older SCs in place.

Table 4.8: Year of School Council Establishment

Year	Boys	Girls	Mixed
Before 2008	2	20	25
(2009-2010)	48	41	30
After 2010	50	39	45

As per provincial government SC policy 2007, all the SCs in the schools have to be reelected and reconstituted in compliance to new guidelines. It is evident from the data that most of the SCs did comply with the new policy framework. Many of the girls and mixed schools kept their old SCs in place which is a clear violation of current policy.

The assessment shows that SC composition is fairly distributed among the three broad categories as envisioned in 2007 SC policy. Almost 57% of the parents are the members of SC as against 29% head teachers and 14% general members. The data clearly depicts the compliance of this policy since more than 50% parents are the members of SCs.

Figure 4.2: Composition of SC

As per the new policy, the head teacher is assumed to take over the charge of Chairperson of SC. However, data inform that almost 72% head teachers took over while 27% SC are administrated by parents themselves followed by only 1% by general members. A clear gender divide is evident as most of boys SC are headed by head teachers while only 59% of girls SC and 58% of mixed schools are

administered by them. Almost 38% girls and 42% mixed school SCs are administrated by the parents respectively.

Table 4.9 Chairperson of School Council

Chairperson	Boys	Girls	Mixed
Parent	2	38	42
Head Teacher	98	59	58
General member	0	3	0

A large majority of the SCs are functional. The data inform that 86% SCs in boys' schools while 88% and 83% in girls and mixed schools respectively are functioning properly. Around 14% SCs in boys, 9% girls and 17% in mixed schools are not functional.

The purpose of devolving educational service delivery through the establishment of SCs at schools is to enhance community participation and interaction with school administration for improved service delivery. It is envisaged that SCs should perform certain functions as per the SC policy. The SCs are mandated to undertake a wide range of duties and responsibilities. The most notables are to enhance the school enrolments, reduce the drop outs, promote extracurricular activities, monitor attendance of teachers, and discourage corporeal punishments, preparation and implementation of the school improvement plan, effective utilization of the School Council Fund and Faroogh-e-TaleemFund.

Table 4.10 Role and Function of School Council

Option	Never	Weekly	Monthly	Quarterly	Six-Monthly	Yearly	Others
Monitor attendance of teacher	18	24	48	3	1	5	1
Efforts to increase admission of students in school	17	9	26	8	7	33	0
Cooperate with school administration to organize co-curricular activities	39	10	14	11	3	23	0
Utilize SC funds for physical improvements in school	27	4	31	18	5	15	0
Temporary employment of teachers	90	2	3	1	0	3	1

All the school head teachers were asked about the key functions performed during 2011-12. It is evident that not all SCs performed their functions effectively. Almost 18% of SCs never monitored the teachers' attendance in schools while almost 24% and 48% SCs monitored teachers' attendance on weekly and monthly basis respectively. Other SCs have monitored on quarterly (3%), six-monthly (1%), and yearly (5%) basis.

The effort to increase enrolments is an important task to be accomplished by the SCs in both rural and urban areas. During the year 2011-12, SCs have undertaken monthly (26%), quarterly (8%), six-monthly (7%) and yearly (33%) teachers' attendance.

Approximately 39% SCs never cooperated with school administration in organizing any extra-curricular activities while the remaining has helped the school administration. Amongst those, 10% has helped on weekly basis, 14% on monthly, 11% on quarterly, 3% on six-monthly and 23% on yearly basis.

Every year, SC is allocated funds by the provincial government to undertake development activities in the school. The data informs that a large majority (39%) has never utilized funds for school improvements. Conversely, remaining 61% utilized the funds on physical improvements in schools. Almost 4% utilized funds on weekly basis, 31% on monthly, 18% on quarterly, 5% on six-monthly and 15% on yearly basis.

Recruitment of temporary teachers is also one of the core functions of SCs where it deems necessary to recruit in absence of regular teachers, but almost 90% of SCs never exercised. The rest of SCs did on weekly (2%), monthly (3%), quarterly (1%) and yearly (3%) basis.

As per the mandate of the SCs, these are obligated to meet once in a month. The data show that around 91% SCs meet every month followed by 6% quarterly. There is no significant difference in male and female SCs.

4.6   Monitoring

Under the Punjab Education Sector Reforms Programme (PERSP), a comprehensive monitoring system has been evolved to oversee the ongoing education reforms in the province. A dedicated unit of Programme Implementation Unit (PMIU) has been developed with strategic goals of enhancing transparency and accountability, improving governance, inculcating a culture of openness, promote collaborations with national and international organizations and improve gender equality in the education sector. PMIU also initiated a comprehensive M&E system which comprises of a) School Census, b) School Management Information System and c) Monthly Monitoring System.

Under the new M&E system, District Monitoring Officer (DMO) is responsible for collection of data at the district level. DMOs supervise field staff of Monitoring & Evaluation Assistants (MEAs) who collect monitoring data from schools. These MEAs are recruited by Deputy Director (Monitoring) at Chief Minister's Monitoring Force (CMFF). There are 929 sanctioned posts of MEAs, of which 839 are currently filled. The data collected by MEAs are collated in a programme at district level for further analysis and deliberation5.

The study widely covers the official and monitoring visits paid to schools. The data present that almost 74% of schools were visited by more than 15 district officials. Only 6% of the schools were paid less than 8 visits followed by 10% and 11% schools those were paid visits between 8-12 and 12-15 respectively. All the officials including EDO, DO, ADO, DMO and MEA paid visits to all schools. However, their frequency of visits varies, but ADOs and MEAs most often pay visits to their respective schools.

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5 Punjab Education Sector Refomrs Programme

Table 4.11 Purpose of visit

Purpose	
Meet with Head Teacher	20
Meet with the teacher	14
Meet with SC members	2
Observe classes	35
Observe facilities	28

The data also demonstrate the purpose of monitoring officials' visits which shows the most of the time facilities and classes are observed by the officials. Almost 35% and 28% visits are focused on the class observation and monitoring of facilities. This is the core function performed by the MEAs and mandated with monitoring of the facilities and classrooms. However, it is also reported that these officials also visit to meet with the head teacher, teachers and SC members.

Chapter 5: Citizens' Voices

A citizen survey was conducted to assess the effectiveness of the public resources and its transformation into service delivery outcomes. Expenditure tracking and service delivery analysis is significant in capturing supply side information from the public sector, whereas demand side perception has also been included to document the benificiary satisfaction with the services rendered by the public sector. A total of 664 parents were interviewed in both districts. The sample was drawn from already sampled schools for this study using "Convienience Sampling" since parents consenting to participate in the study were difficult to find in the said districts. A structured questionnaire was developed to test variables like availability and quality of physical facilities, access to services, beneficiary satisfaction, performance of school council and informal fees. All these facilities within the schools have strong bearing on the educational outcomes which is ultimately linked to public financing. Although supply side analysis was primarily dependent on quantitative analysis, focus group discussions were conducted for demand side qualitative analysis.

5.1   General Characteristics

A gender divide is evident from educational levels of parents. The data informs that a huge number of mothers (62%) do not get the formal education and remain illiterate as against fathers who only constitute 16%. Fathers were found to be more educated than mothers, while the majority of mothers received less than primary education. This trend exhibits educational structure skewed towards male members of society. Very few mothers could proceed to secondary and higher while 19% of fathers attain graduation and above as against meager 5% of mothers.

Table 5.1: Level of Education of Parents (Percent)

Level of Education	Father	Mother
Illiterate	16	62
Below primary	5	3
Primary	22	17
Middle	14	4
Metric	19	4
Intermediate	5	4
Bachelor	2	3
Above	17	2
Total	**100**	**100**

Employment status of head of the Household is highly skewed towards self-employment and daily casual laborers. Almost 42% of respondents engage in self-employment followed by 20% casual laborers. The respondents employed either in government or in private constitute 22% followed by 11% in the manufacturing sector. Surprisingly, farming & livestock only take 4% of the total employed respondents. Jhang is predominantly a rural economy with major focus on farming and livestock but data reveal quite interesting results as it shows immense employment diversification.

For Punjab, the average household size stands at 6.30 members. The rural household size (6.31) is slightly higher than the urban household size (6.28). A significant majority of the households fall in the category of 5 to 6 members per household6.

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[6] Punjab Socio-economic Report 2011

Figure 5.1: Employment Status

However, the average Household size in Jhang district is estimated at 6.6, which is slightly higher than the average size in Punjab province as a whole. Jhang district is predominantly rural and it still surpasses the HH size of rural Punjab by 0.29 percentage points.

5.2 Availability of facilities in School

The availability of school facilities including building, boundary wall, furniture, washrooms, drinking water, electricity, library, playground, black board and sports equipment is important for the sustained provision of basic schooling and improved outcomes. All the sampled parents were asked about the status of availability of facilities within the schools. The data reports that almost 69% respondents' ranked building, boundary wall and teaching staff as available and sufficient. A similar trend was also found for furniture for teachers, black board, electricity, and drinking water. Around 75% respondents report non-availability of library in the public schools. Similarly, 85% and 70% report non-availability of computer lab and sports equipment respectively. About 35% parents report insufficient availability of washrooms and drinking water in schools. This index mapping out the parents' perception on school facilities available to all children reflects grim picture demanding government attention towards missing facilities.

Table 5.2: School Level Facility

Facility	Not Available	Available & Insufficient	Available & Sufficient	Don't know	Total
School Building	1	30	69	0	100
Boundary Wall	17	14	69	0	100
Teaching Staff	0	30	69	1	100
Furniture for Teachers	0	30	68	2	100
Furniture for Students	23	36	39	2	100
Drinking Water	6	27	67	0	100
Washrooms	14	35	50	1	100
Running Water in Washrooms	25	35	40	0	100
Computer Lab	85	1	5	9	100
Library	75	8	8	9	100
Electricity	25	14	61	1	100
Playground	45	26	26	3	100
Sports Equipment	70	14	10	6	100
Black Board	1	21	77	1	100

Timely provision of books to children is important for a timely start of the new academic year in schools. During discussions with parents, it is revealed that books are lately provided to children which often waste precious days and months of their academic year. The data also exhibits similar trends where almost 67% respondents receive the books on time well before the start of the academic year. However, 32% respondents do not get books on time while only 1% does not know about public provision.

Table 5.3: Provision of books

Category	Frequency
Yes	67%
No	32%
Do not Know	1%

It is deemed necessary to investigate the delays in the provision of books. All those who reported such delays were asked to reveal the number of days and associated reasons. Out of those, almost 39% report delay of 10-20 days while 20% report delay of above 40 days. Respondents also report various reasons, out of these; most recurring is the delayed arrival of books from the district administration. Very few parents hold the school administration responsible. This fact is also substantiated during the FGD conducted in a village where one of the parents said,

"District administration often sends books off time which cause delays to delivery to students in schools. Currently, books of Class- 4 & 5 are out of stock and consistent reminders are sent by the school administration but timely action is not taken by district management, causing greater academic loss of our children"

Figure 5.2: Number of delayed days

5.3   Access to Services

The accessibility to schools has gained immense importance in the recent times and debate on the location of the schools in and/or out of the village/town has become heated, especially for the promotion of girls' education. It is a known fact that parents do not want to send their girls to far off schools located outside the village premises. Distance to school has become an important determinant of girls' education. The parents were asked about the distance of the school and 41% stated that public schools are within their children reach (<1Km), followed by 43% schools located between 1-2 Km radius. Only 6% of the schools located within a radius of 5Km and above.

The time to reach school is directly dependent upon the proximity of the school which in our case is quite close to the village and children do not spend too much time on the road to school. Almost 75% of the respondents report less than 15 minutes of time to reach school as against only one percent where it takes 40 minutes to reach schools. Similarly, 24% have to travel more than 16 minutes but less than 40 minutes.

Table 5.4: Distance to Schools

Distance	Frequency
<1Km	41
(1-2)	43
(2-3)	5
(3-5)	5
>5Km	6

During an FGD, a parent laments over the locations in the district and states

"Why the girls' schools are not located within closer proximate, which most often results in drop out of numerous girls from schools especially at secondary and higher secondary level? On the Contrary, the poor cannot afford private transportation and where it happens, most of the time, a family member accompanies them to school"

Figure 5.3: Time to school

A gender analysis of distance reveals that girls' schools are more scattered than boys' schools which is again contravention to governments' resolve to promote girl's education. Almost 23% of the girls' schools are located within 1-2 Km radius as against 7% boys' school. Location of new schools is found to be dependent upon desires of incumbents of government offices rather than beneficiary demand. New schools are built on the recommendations of the provincial and/or national assembly member who mostly want to locate schools in their own village and/or town. During an FGD conducted at a school, one of parent said,

"It is the political connivance and abuse of the public resources which is being done at the whim of the constituency members, involving construction of building and recruiting of teachers which most often involves monetary corruption, nepotism and favoritism"

5.4   Satisfaction with School Facilities

Earlier the parents were asked about the availability of basic school facilities, since it is imperative to gauge their satisfaction levels regarding the school facilities. The data show that 47% and 32% percent parents are satisfied and partially satisfied respectively with the provision of drinking water facility within the school premises. Very few parents report dissatisfaction with the school building, teaching staff, drinking water and washrooms. However, a disappointing trend is found in library, playground, electricity supply and boundary walls and parents report their dissatisfaction due to weak availability and quality. During an FGD held in a village, one of the old farmers said:

"The learning opportunities in the public schools are rare mainly due to lack of library and books where the students could spend some of their day time in reading and learning. Similarly, sports activities are as important as the studies but regrettably the very few playgrounds that were found in schools, lack basic facilities"

Table 5.5: Satisfaction with school facilities

Facility	Highly Satisfied	Satisfied	Partially Satisfied	Not Satisfied	Total
School Building	14	61	20	5	100
Teaching Staff	14	65	12	4	100
Drinking Water	8	47	32	13	100
Washrooms	6	37	45	12	100
Library	5	8	13	74	100
Electricity Supply	8	48	22	22	100
Playground	8	18	34	39	100
Boundary Wall	28	48	9	16	100

5.5 School Council Functions and Performance

School Council (SC) is an extremely important tool of grass root participation and management of the school functions. It ensures that the decision should be made in consultations with the local community and also that it evolves a system of citizen centric and inclusive process for effective education service delivery. This assessment includes few questions on the knowledge of parents on different aspects of SC. The parent level of knowledge can be assessed that the majority of mothers and fathers do not know about the existence, followed by few proportion that negate the existence of SC in their child's school. It is interesting that knowledge gap proportionately exists in both urban and rural areas, however, the mothers were found to know more in urban than rural areas and even surpassed the fathers who are generally more educated and knowledgeable in other aspects. Likewise, a question on the funds of SC was also asked which shows that the majority of parents do not know about the funds allocated every year to SC. More than 81% parents in both, rural and urban areas do not know about the SC funds.

Table 5.6: Knowledge about School Council

Option	Urban		Rural	
	Male	Female	Male	Female
Yes	33	22	31	20
No	0	11	10	4
Don't Know	67	67	60	76

Parents were also asked about the performance of SC, but due to limited knowledge of parents, few parents rank the performance, whereas out of those who did comment complained about its poor performance. A clear urban and rural divide is evident where 68% urban respondents rank it very poor as against only 8% in rural areas. Likewise, 58% of respondents in rural settlements rank the SC performance good as against 22% in urban areas. This trend may be due to higher expectancy of parents from urban areas.

Table 5.7: Performance of School Council

Category	Urban	Rural
Excellent	0	3
Good	22	58
Average	10	25
Poor	0	6
Very Poor	68	8

During the FGD held in town, a female parent said,

"I heard about the school council but met neither community members nor the official members and do not know about the functions and responsibilities. We are extremely poor people and possess a weak voice and administration does not want us to contribute towards educational service delivery"

The parents were also asked about the effectiveness of SC against specific functions performed. Bringing out-of-school children and drop outs back to schools is an important SC function; data shows that only 44% rank it effective as against 20% that think it has no effect. It seems that parents are satisfied with the enrolment and attendance of teachers followed by maintenance of school building (47%). However Extra-curricular activities (48%), sports activities (48%) and hiring of temporary staff (74%) area areas of improvement since respondents of FGDs showed their concern over poor performance on these indicators. Overall, the SCs do not perform their roles and responsibilities as per the mandate and aspirations of the community.

Table 5.8: Effectiveness of SC

	Very Effectively	Effectively	Moderately	Minimal Effect	No effect	Total
Enrollment	5	44	16	15	20	100
Attendance of Teachers	4	43	17	16	20	100
Extra-Curricular Activities	3	15	15	20	48	100
Sports Activities	2	12	17	20	48	100
Maintenance of School building	6	47	16	10	21	100
Hiring of Temporary staff	4	9	1	11	74	100

A parent said during an FGD:

"SC seems like a redundant institution and works in total disconnect with the community. SC members seldom visit the community and most decisions are made by the head-teacher who is also chairman. Overall do not see SC effectiveness".

5.6   Out-of-Pocket Expenditures

It is our state responsibility to provide free schooling to children aged 5-16 years without any discrimination. Newly inserted Article-25A grants education rights to all children. Charging school children for provision of education by state is a contravention to Article 25-A of the constitution of Pakistan. However data reveals that usual practice in Punjab is that the district government charges the school children a fee in the name of the Education Promotion Fund. The selected parents in assessment also endorse this fact that Education Promotion Fund is being paid by parents at a rate of Rs 20 per child.

The parents were also asked about the allied expenditure attached to their child's school in public schools. On average, an urban family has to spend Rs 555 as against Rs 420 by a rural family, exhibiting rural-urban difference in expenses. Most of selected parents belong to poor families who cannot afford expenditures on their child's school which most often either results in drop out or indulgence in child labor.

Table 5.9: Average Fee & Cost

Category	Urban	Rural
Fund Fee	20	20
Cost of Stationery & accessories	555	420

A dissatisfied male parent stated during an FGD in a village,

"We are poor, cannot afford sending our children to schools due to fees and expenses, it is better to keep the children either at home or send to work. School administration usually charges fees on a monthly basis which mostly affects children from our locality, who cannot afford to continue with their studies"

Chapter 6: The Micro Tale: School Analysis

6.1   Do schools get their money?

The schools are entitled to receive funds from district government. The funds mostly employ to build new rooms, maintain the buildings, purchase of furniture & learning material, white wash, and many others. Overall, three kind of funds flows to schools, a) school council funds[7], b) development grants[8], and c) operational budget[9].

School budget data is published in shape of books, but Jhang has not printed it for the last 3 years. Despite written and verbal reminders, specific budget data was not disclosed to the research team. The funds delivery to school council is done every year under block grant to district government which in turn transfers it to SC bank account. The list of SCs handed to the research team did not mention how many of these SCs were able to receive their entitled fund. However, the school cash book data revealed how many SCs got funds in the sampled schools. A reconsolidated allocation and expenditure reveal that Rs 1.99 million has not been transferred to SCs during FY 2011-12. Conspicuously, this amount could have been delivered to 24 elementary schools @50,000 or to 60 primary schools @20,000.

The data delineates that almost all the primary schools get the annual grant irrespective of their location and gender. In contrast, 6% elementary schools report non-receipt of the SC fund. Higher schools also endorse the policy as these are not entitled to such grants.

Development grants usually comprise of grants for development work in the schools. Again data impedes research team to dig it out further to locate the development grants to the selected schools. Despite strenuous efforts, district government is adamant on sharing of basic budget information. On further follow up, a disarray of disparate documents were handed over which could not help research team to spot on the development grants to selected schools. However, the school data offers insights into the development grants and 80% of the high schools report other sources like profits from bank accounts, sale of trees and its remnants as well.

Non-salary budget is also an integral part of current budget which is given to secondary schools for its operations. As discussed in district analysis, operational budget is negligible to meet school daily expenses, maintenance and management. The sampled schools get the operational budget as reported in the current budgets.

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[7]The primary and elementary schools are entitled to receive Rs: 20,000/- and Rs: 50,000/- respectively as per the directions of the School Education Department, Government of the Punjab. Grant-in-aid to school councils have been allocated every year and disbursed through the newly created Special Drawing Account jointly operated by Executive District Education Officer and District Monitoring Officer.

[8]Since the granting of right to education of every child in the province after the passing of historic 18th amendment, the provincial government has emphasized on meeting the infrastructure needs of the schools in Punjab. Every year, a handsome amount for 36 districts has been allocated for provision of missing facilities. A road map has also been developed by the provincial government under the Punjab Education Sector Reforms Programme (PERSP) which envisions fulfillment of missing facilities by the end of 2015.

[9]The district budget also allocates a sum for operational expenses of the schools. However, the primary schools attached with secondary schools do not get any operation funds. But, higher schools receive annual operational budgets every year.

6.2   Does money reach on time?

PETS include questions on the timeframe of acquiring funds from district government to assess the timeliness of funds flow to schools. The schools were asked to provide information on receipt of quarter wise funds in FY 2010-11 & 2011-12.

Table 6.1 Delivery of SC funds

Option	(2011-12)		
	Boys	Girls	Mixed
1st Quarter (July-Sep)	8	8	17
2nd Quarter (Oct-Dec)	24	15	57
3rd Quarter (Jan-March)	61	58	26
4th Quarter (April-June)	6	19	0

A significant majority of SCs (48%) received funds during the third quarter (Jan-March) during 2011-12. Almost 32% received in second quarter (Oct-Dec) followed by 11% in first quarter (July-Sep). There are no major differences recorded regarding the delivery of funds to rural and urban SCs. However, a marginal difference documented in delivery of funds to boys and girls schools where as the mixed schools get the most of funds in second quarter.

6.3   Do schools get all the money?

Primary schools receive their school funds but data records leakage in funds received by the middle schools. However, as earlier discussed that a certain proportion of SC fund during FY 2011-12 could not be transferred to schools, but these do not fall in our sampled schools. The middle schools are entitled to receive Rs 50,000 SC grant but the cash book data shows financial anomalies and average grant is estimated around Rs 40,000. It exhibits leakage of almost Rs 10,000 in SC fund to the sampled middle schools. Likewise, secondary schools also receive operational budgets from district government but their entitlements cannot be estimated due to absence of school based budget reports.

6.4   Do schools spend all the money? If yes, on what?

Evidence supports that all the sampled schools in Jhang spend school money on the essential items. For convenience, expenditure categories have been created to keep record of all transactions; otherwise school's spending on multiple items may complex the analysis. Broadly, it includes administrative expenses such as utility bills, transportation, logistic for events, maintenance of building, rent on property, teacher salary, purchase of furniture, provision of teaching and learning material etc.

A substantive disparity is recorded in the funds of schools by type. Higher schools receive funds for operational expenses while primary do not get these funds. Despite initiative of development of school improvement plan, very few schools practice it, which often results in weak planning and budgeting. An overwhelmingly majority of head-teachers share that school based budgeting is non-existent, however, time and again; ADO office collects demands for improvements in school. Predominantly, school funds are utilized on variety of expenses including administration, maintenance and purchase of essential items. A common perception is prevailed amongst teachers and SC members on the utilization of funds due to reporting and auditing of funds. In few schools, the opening balance of the ledger has substantial amount in contrast to other schools, but still the school management has been unable to undertake improvement initiatives. However, it is pronounced that funds flowed to school do not conform to the operational expenses incurred in majority. It raises an important question that who funds the operational expenditures, most obviously, children themselves, this will be discussed in detail in next section.

On an average, each school in Jhang spends Rs 890 per month on administration expenses. Primary, middle and secondary schools spend Rs 505, Rs 1357 and Rs 2690 per month respectively. Likewise, maintenance of building is significant in enhancing the life of the school and secondary schools get operational budget to maintain the school buildings while other do not get it all. The data informs that high schools spend almost Rs 5050 per month, Rs 3781 are spend by middle schools and Rs 1638 by primary schools. Provision of teaching and student learning material also eats up school budget but it varies widely across schools. Primary expense appears to be Rs 627, whereas middle and secondary spend Rs 1780 and Rs 3620 respectively. The schools get sporadic grants for purchase of furniture and expenditure analysis informs that all schools spend funds on purchase of furniture. In selected schools, secondary and middle schools spend almost Rs 25,000 each yearly as compared to Rs 15,000 by primary schools.

More or less, the control over the resources has been significantly shifted to school management and council and joint decision can be made, however, it is conspicuous that most of directions usually flow from top to bottom and school management takes decision on the whim of higher authorities. The standpoint is clear that they do not spend without asking them, leaving unprecedented impacts of community inclusion into school decision making. It also fades out the significance of development of school improvement plan.

6.5   Do schools generate funds?

This is true that schools generate resources to meet their daily expenses. Evidence supports that this is a child phenomenon. Schools charge students and their families pay monthly fee in the name of promotion fund. The mandate of school council is also to raise funds from the community for uplift and up gradation

of the school education. Recently, the education manager consolidates all the fees under the "*Education Promotion Fund*" which is now run by the school council, but its collection and book keeping is done by the school management. On average, primary school generates Rs 11,688 yearly followed by Rs 46,740 and Rs 96,500 by middle and secondary schools. All the collection is deposited and routed through the school council bank account. Significant majority of the head-teachers admit that school operations cannot be sustained without this fund. In primary schools, this fund constituted 35.8% of budget in FY 2011-12, while it formed 51.7% and 72.4% in middle and secondary schools respectively.

The research team also explored the school cash books to find out further sources of generation. It came out of the process that schools assets, profits on bank deposits and use of social capital by head-teacher and teachers helps generate resources. The former is mostly generated from the sale of tree remnants which is being executed through an auction in compliance to the instructions issued by the district authority. An overwhelming majority of schools located in rural areas have substantial number of trees inside the school boundary. However, this is a seasonal income. Secondly, all the cash is placed in the Profit & Loss Saving (PLS) bank account maintained by the joint signatories of SC members, where profit is also accrued on monthly and/or quarterly basis. Though, amount is paltry as cash maintained in the bank account varies across the months due to credit and debit transactions. In selected primary schools, the income from other sources constituted Rs 936 (only 2.6% of budget 2011-12), while Rs 4,170 for middle and Rs 25,690 for secondary schools. It is imperative to mention that secondary schools do not get SC fund but do receive development grants from district governments and such funds are also included in other sources making the figure high as compared to primary and middle.

These funds and grants are pre-dominant in those schools where the head-teacher is visionary and active in running the school affairs. They most often use their personal relationships to keep school maintained. The research team recorded such incidents where the white wash was done by a businessman being close friend of head-teacher. Likewise, the installation of water tank & taps, repair of toilets, provision of shoes and uniforms to poor and needy student are amongst the notables. However, all these transactions are done on in-kind basis, hence no cash is involved.

6.6   Compliance with RTE

As the concurrent lists were abolished in Pakistan and a significant majority of social services had been devolved and handed over to provinces, therefore, no one can escape the assigned responsibilities. 18th amendment grants education right to every child aged 6-15 years in Pakistan. The provincial governments have to do legislations on RTE in their respective provinces, but Punjab has yet to come up with concrete efforts. Though, a commission under the chair of former Supreme Court justice has constituted to draft legislation and share with provincial education standing committee for further deliberations. Along with this commission, various committees have also formed to deeply look into different aspects of the RTE.

MDGs deadline is pending and Punjab missed most of its targets including education. The latest MDGs report also unearthed this fact that slow pace will never help to achieve these targets by the deadline. So, this is obvious that Punjab will miss most of education target. Nonetheless, education reforms are undertaken by a dedicated unit working in conjunction to the school education department. This unit has also collected treasure trove of data to be used in policy making and further to streamline the budgeting needs of the schools. The provincial government claims that investments in school education have

increased multifold but this survey highlights these gaps at school level. Schools in Jhang are over-crowded and children have to sit out in open places, enrolment rate is low, missing infrastructure including drinking water, toilets, play grounds, library and boundary walls.

The data indicates that the schools generate significant proportion of its budget by charging a nominal fee from all students on monthly basis. So, students finance their studies, blatantly violating the RTE commitment bestowed under the constitution. The proportion of charging students in schools increases exponentially by type where primary level raises almost 36% of its budget followed by 52% raised by middle and 72% by secondary schools. While an informal talk with a school teacher of a primary school in Jhang, it was revealed that almost 40 students dropped out due to charging of this fee.

6.7   Are schools apolitical?

The political system in our country has provided entry points for politicians through the constituency funds and their role in planning and budget making process. A political capture is presumably conferred by the political system, also influencing the schools in the current era. This capture has its intrinsic value to the education system causing political driven appointments and plight of abuse and control of school resources. The research team also explored such politically motivated realities that curb the education sector.

While talking to local residents and even duly verified by the local education officials, a primary school in a village has become the hub of illegal activities of two local influential parties. School building is used by criminals in evening for gambling and drinking alcohol. Recently, six fans of the class rooms were also stolen and FIR registered against perpetrators but nothing happened in the last many months. Amidst such debilitating situation, teachers often came to school but parents are intimidated by local influential and were mostly reluctant to send their children to schools. Till date, school seems like personal property of the two elite parties trying to get hold of the school building. More stunning fact is the high average visit of education providers to these primary schools but despite knowing all facts, no action has been planned and initiated against these elements.

Likewise, an elementary school located depicts much more severe situation where land mafia nearly took away 4 out of 10 Kanals building and their capture seems to inflate day by day. Head teacher himself narrates that all the district administration visited the school but neither of them had courage to initiate some strict actions against the land grab. Similarly, 2-Kanal land just opposite to school, was gifted to the school by an old lady from Jhang, then she was transferred out of the city at the request of local influential in connivance with local revenue assistant (Patwari). The matter was placed under a request to the district administration but nothing happened on the ground and school administration received threats pushing the school to retreat.

Chapter 7: Conclusion and Recommendations

7.1   Conclusion

This study has provided insights into public sector finance and its translation into weak educational outcomes owing to input based development. The data reveals that, public schools are not adequately funded to operate the daily affairs, which compels them to charge the students. As stipulated in MTDF, the non-salary budgets should be at least 12% of the total current budgets, but the trends record a decline which leaves no option to the school administration but to charge the students.

The schools generate funds through charging of an informal fee to all students under the name of "Education Promotion Fund". This charge is legitimized under the promotion fund by the school council which is originally meant to exercise its fund generation function. A significant proportion of school budget at all levels (primary, middle & secondary) comes from charging this informal fee. Its legitimacy is also stamped by the district government through an executive order. This is an annual exercise and being done without contempt, which is a direct contravention of Article 25-A of The Constitution of Pakistan under 18th Amendment. This is a conclusive evidence that district administration is violating the education rights of children living in the districts not only by charging them informally but also by providing weak service delivery.

Resources meant for education have leakages and resources are being directed either at the whim of political or bureaucratic leadership. However, the exact trend of leakage cannot be determined due to eccentric nature of the budget data. At school level, the operational budget is only allocated to secondary schools and other schools make use of SC fund. The leakage is also found at the school level where the SC fund, in significant number of schools, did not deliver but it could not be verified owing to dearth of detailed data.

Timeliness of the school funds is also another impediment in accurate spending within the same fiscal year. The SC fund in selected schools do not teach on time and majority of them received it in second and third quarter leaving little time for school administration and SC to prioritize the funds. Though, schools must develop its short and medium term development plans and prioritize the spending accordingly, most of the selected schools did not develop their plans and left the rest on the discretion of SC and school administration. It is the school administration that controls most of the school resources and dictates the SCs in prioritizing these developments. The expenditure pattern also exhibits similar story and narrates the weak planning and its execution at school levels. It also highlights poor book keeping skills and ill practices by the school administration.

Schools are not apolitical and are influenced by a political system bestowing limitless powers to local political elites who wish to control the physical and human resources of the schools. The school administration, SC management and district education, all bow down to political influentials. This has strong bearing on the public education system in terms of resource allocation and its transmission into educational outcomes. So, more focus is on input based development in education sector, heavily attracting the political elites offering an entry point for corruption, favoritism and nepotism. Constructing new schools, getting the contract, recruiting new teachers and getting them posted in hometown, all happens in our education system under political influence.

A service delivery assessment showed that enrolment has registered an increase of almost 3% but boys' outnumbered girls in this respect. Graduation from all types has also declined despite increase in number of students appearing in examinations. Gender gap has also widened. A gradual increase was also observed in teaching positions but still 5% of the allocated positions are left vacant. Schools requiring repairs constitute significant proportion of 17.20% need major repair while 18.45% require minor repairs. Almost 35% rooms in selected schools require immediate attention of policy and decision makers for sustainable provision of schooling in Jhang. Majority of schools do not have sports ground, library and computer lab. Conversely, smaller proportion of schools lack facilities including toilets, drinking water, electricity supply and boundary walls. A clear violation of SC policy 2007 was found where few of the SCs did not reconstitute in compliance to their liquidation orders. SC effectiveness also was questioned and delineated that they are not performing their roles and responsibilities in more informed and effective manner. It was also revealed that SCs often work as rubber stamp and school administration controls the SC management.

Citizen voices are also captured through beneficiary assessment survey. It documented citizen's satisfaction over the service provision by the public schools. The parents lamented over the lack of sports ground, library and computer lab in the schools. In contrast, majority of them seemed satisfied with the provision and sufficiency of boundary walls, teaching staff, wash rooms and drinking water. Nonetheless, timely provision of books was a major impediment in academic year as 35% parents reported delays which may exceed 40 days as well. Almost 43% of the parents have to send their children to schools almost 1-2 Km away from their homes. In our cultural context, it seems appropriate for boys but girls are either accompanied by the family members or move in groups. SC does exist but most of the parents did not know about the funds flowing to it. A divide was also evident in urban and rural parents as 8% in rural and 68% in urban ranked the SC performance "very poor".

7.2   Recommendations

A set of recommendations based on the findings of the report may be generated:-

a) It provides an agenda to large civil society for leveraging a comprehensive advocacy campaign on accountability of public resources on education. This may be integrated with ongoing debates on enhancing budgetary allocations, but this would add more important dimension of effectiveness and efficiency of resources.

b) The provincial and district government must stop charging students immediately which is totally in contravention of Article 25-A. An executive order should be originated from DCO office for annulment of *"Education Promotion Fund"*

c) Findings suggest that non-salary budget is minimal and could not correspond to operational needs of the schools. This may accrete support for sufficient allocation of operational budget under current budget. The advocacy shall promote implementation of minimum 12% non-salary budgetary allocations as per MTDF.

d) District Administration should also issue instructions to the school administration for single-cash book use in managing financial resources. Capacity Building Trainings should also be designed on financial management and accounting best practices for head-teachers.

e) Long term and short term school improvement plan should be formulated and implemented. Development and Improvement plans must integrate continuation of these plans even after change in incumbents of the offices.

f) Though, the schools are asked time and again for determining their demands, but its consolidation at Tehsil and District level is non-existent. School based budgeting should be introduced which will help in bridging the disconnect between education statistics and budget making process.

g) Findings informs that significant number of SCs fail to perform as per their mandate. It indicates towards weak competencies of SCs. A perceived fear is also dominant among SC members that use of funds may indulge them in extensive audit which may result in any charge of embezzlements. So, many avoid using SC funds as indicated by closing balance of SCs. There is a strong need for providing skills and support to SCs for building their core competencies for effective use of their resources and mandate.

h) Results promotes engagement with all stakeholders including government officials, NGOs, activists, CBOs, print and electronic media for informed activism.

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1. **Beneficiary Assessment Survey- Household Questionnaire**

Beneficiary Assessment Survey

Jhang and Toba Tek Singh

Household Questionnaire

School Name: _____

Union Council Name:_____

Tehsile/District Name:_____

Respondent Name:_____

Cell Number:_____

Interview	1	2
Date	_ _ /_ _/_ _ _ _	_ _ /_ _/_ _ _ _
Time started	_ _:_ _	_ _:_ _
Time Finished	_ _:_ _	_ _:_ _

	1	2	3
Interview Check	Supervisor	District Co-coordinator	Data Entered
Check is completed	1. Yes 3. No	1. Yes 3. No	1. Yes 3. No

Enumerators Name & Signature:_____

Supervisor Name & Signature:_____

Field Coordinator Name & Signature:_____

M&E Official Name & Signature:_____

Section 1: Roster

Sr #	A1. Household member name (first write all males)	A2 Relationship with household head (enter code)	A3 Gender 1= Male 2= Female	A4 Age	A5 Marital status 1= Single 2= Married 3= Widowed 4= Divorced	A6 Primary Occupation	A7 Secondary occupation	A8 Can ____ read or write Urdu? 1= None 2= read only 3= both	A9 Is ____ currently enrolled in school or college? 1= Yes 2= No →11	A10 Is the school private or public? 1= Private 2= Public	A11 What is ____ highest qualification? (if enrolled in school or college, write the class of enrolment)	Codes
1												**Code for Q2:**
2												1= Head, 2=Spouse, 3= Own Child, 4=Grandchild, 5=Adopted Child
3												6=Brother/Sister, 7=Niece/Nephew 8=Brother/Sister in Law 9=Daughter-in-Law 10=Uncle/Aunt, 11=Parent 12=Parent-in-Law 13= Servant
4												14=Other_____
5												**Code for Q6 & Q7:**
6												1=Self employed, 2=Civil Servant, 3=Public enterprises employee, 4=Private enterprises employee, =Farming/Livestock,
7												6=Manufacturing, 7=Casual laborer, 8=Other_____
8												**Code for Q11:** Write the number of class (jamat) passed. Write 05 for grade 5. Go from 1 to 16.
9												
10												00 = Kachi/ Pakki. 17= Technical diploma 18= madrassa 19= never went to school, 20= home schooled
11												
12												

Section 2: Availability of Facilities in the School

B-1 Please provide the information on the availability of schools in your vicinity.

	Public		Private		NGOs		Mixed
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	
Primary							
Middle							
High							

S#	Facility	Not Available	Available & Insufficient	Available & Sufficient	Don't know
B-2	School Building				
B-3	Boundary Wall				
B-4	Teaching Staff				
B-5	Furniture for Teachers				
B-6	Furniture for Students				
B-7	Drinking Water				
B-8	Water Filtration				
B-9	Washrooms				
B-10	Running Water in Washrooms				
B-11	Computer Lab				
B-12	Library				
B-13	Electricity				
B-14	Gas				
B-15	Playground				
B-16	Sports Equipment				
B-17	Black Board				

B-18	Text Books				
B-19	Learning Material for Teachers				
B-20	Stationary for Teachers				

B-21	Does your child's school provide books on time?	1. Yes 2. No 3. Don't Know
B-22	If no, then how much delay is there?	_____days
B-23	What are the major reasons of delay in provision of books to your child(ren)?	1.Not received timely by school admin 2. Not distributed timely by school admin 3. Donot Know
B-24	How long books are kept at school's storeroom before distribution?	_____days
B-25	Does your child's school have a chowkidar (Watchman)	1. Yes 2. No 3. Don't Know

Section 3: Access to Services

C-1	What is the average distance to your child's school?	Distance_____ Meters
C-2	What is the average time he/she takes to reach school?	Time_____Mins
C-3	If it is away, what mode of travelling does your child use to get there?	1. Walk 2. Public Transport 3. Own transport 4. Taxi
C-4	Does your child's school provide transportation facility?	1. Yes 2. No 3. Don't Know
C-5	Does your child face any problem while going to school?	1. Yes 2. No
C-6	If yes, Please explain	

	_____ _____	
C-7	Who accompanies your child on the way to school?	1. Father 2. Mother 3. Brother 4. Guardian 5. In a Group 6. No one
C-8	Who funds/finances your child's education?	1. Father 2. Mother 3. Guardian 4. Others

Section 4: Quality of Physical Infrastructure and Services

Sr #	Physical Facility	1	2	3	4	5
D-1	Type of School Building	Cemented	KatchaPakka	Katcha	Shade	Open Air
D-2	Condition of School building	Very Good	Good	Average	Poor	Very Poor
D-3	Boundary Wall	Cemented with Gate	Cemented without Gate	Kachi-pakki	Kachi	No boundary wall
D-4	Washrooms in the School	Clean, functional and flush system	Functional and flush system	flush system	Without flush system	No Washroom
D-5	Availability of water in the washrooms	Always	Most of the time	Sometimes	Very often	No
D-6	Availability of Drinking Water in the School	Clean Water to all classes as per season	Clean Water at central place as per season	Available to all classes but not clean	Available central place but not clean	Not Available
D-7	Teaching Staff	Well Trained and pay full attention	Well trained but don't pay attention	Not trained		Not Available
D-8	Furniture for Students	Yes appropriate as per need and in good condition	Yes appropriate as per need but not in a good condition	Yes Inappropriate as per need but in good condition	Yes and Inappropriate as per need but not in a good	Not Available at all

					condition	
D-9	Furniture for Teachers	Yes appropriate as per need and in good condition	Yes appropriate as per need but not in good condition	Yes Inappropriate as per need but in good condition	Yes and Inappropriate as per need but not in a good condition	Not Available at all
D-10	Computer Lab	Yes appropriate, fully equipped as per need and in good condition	Yes appropriate and equipped as per needs but not in good condition	Yes Inappropriate and not equipped as per needs but in good condition	Yes Inappropriate and not equipped as per need and not in a good condition	Not Available at all
D-11	Library	Present, with required staff, books and well maintained	Present, with inadequate staff and books	Present, with no proper staff	Present, only on paper	Not Present at all
D-12	Electricity Supply and Fans	Yes with fans and light in each classroom	Yes with fans and light in some classroom	Yes with light in each classroom	Yes with light in some classroom	Not available
D-13	Gas and Heater	Available, connection in each class rooms and functioning well	Available, connection in each class rooms but not functioning	Available, connection in some class rooms and functioning well	Available, connection in some class rooms and not functioning well	Not available
D-14	Playground	Present, appropriate and maintained	Present, appropriate but not maintained	Present but not appropriate	Present but not appropriate & not maintained	Not Present
D-15	Sports Equipment	Present, appropriate and maintained	Present, appropriate but not maintained	Present but not appropriate	Present but not appropriate & not maintained	Present but not appropriate & not maintained
D-16	Black Board	Proper and Maintained	Proper but not maintained	Improper but maintained	Improper but not maintained	Not available

S#						
D-17	Text Books	Proper and available on time	Proper and some of them are available on time	Improper and available	Improper and not available on time	Not available at all
D-18	Learning Material for Teachers	Proper and available on time	Proper and some of them are available on time	Improper and available	Improper and not available on time	Not available at all
D-19	Stationary for Teachers	Proper and available on time	Proper and some of them are available on time	Improper and available	Improper and not available on time	Not available at all

Section-5: Satisfaction with physical facilities:

S#	Facility	Highly Satisfied	Satisfied	Partially Satisfied	Not Satisfied
E-1	School Building				
E-2	Teaching Staff				
E-3	Furniture for Teachers				
E-4	Furniture for Students				
E-5	Drinking Water				
E-6	Water Filtration				
E-7	Washrooms				
E-8	Running Water in Washrooms				
E-9	Computer Lab				
E-10	Library				
E-11	Electricity Supply				
E-12	Gas and Heater				
E-13	Playground				
E-14	Sports Equipment				

E-15	Black Board				
E-16	Text Books				
E-17	Learning Material for Teachers				
E-18	Stationary for Teachers				
E-19	Boundary Wall				

Section-6: Performance of School Councils:

Sr #	Questions	Answers
F-1	Does your child's school have a school council?	1. Yes 2. No 3. Don't Know
F-2	If yes, when was the current school council formed?	Year_____
F-3	Are you member of school council?	1. Yes 2. No
F-4	Are you invited for school council meetings?	1. Yes 2. No
F-5	Who is the chairperson of your school council?	1.Parent 2.Head Teacher 3.General Member
F-6	What is the composition of current school council?	

Category	Parents	Teachers	General Member	Total
Male				
Female				
Grand Total				

Sr #	Questions	Answers
F-7	Is your school council fully functional?	1. Yes 2. No 3. Don't Know
F-8	Do you know that how much funding is received from the government?	1. Yes 2. No
F-9	If yes, please state the amount?	Amount_____PKR
F-10	How do you rate the performance of current school council?	1.Excelled 2.Good 3.Average 4.Poor 5.Very Poor

F-11	If performance is below average, please state the reasons
	_____ _____ _____
F-12	How effectively school council was/is working for the improvement of following facilities

	Very Effectively	Effectively	Moderately	Minimal Effect	No effect
Enrollment					
Attendance of Teachers					
Extra Curricular Activities					
Sports Activities					
Maintenance of School building					
Temporary staff hiring					

Section 7: Satisfaction with Teachers

G-1	Are the teachers at your child's school well qualified?	1. Yes 2. No
G-2	Do they have complete command over the subjects that they teach to your child?	1. Yes 2. No
G-3	Do you feel that attention and response of teachers towards your child's queries is satisfactory	1. Yes 2. No
G-4	Are you satisfied with the teachers / administrators at your child's school?	1. Yes 2. No
G-6	Are you satisfied with the pedagogical methods applied by teachers to enhance your child's learning?	1. Yes 2. No

Section 8: Information about fees

No.	Fee Description	Paid during 2011-12 Amount (Rs.)
1	Admission Fee/student	
2	Monthly Fee/student	
3	Examination Fee/student	
4	Average cost of books and stationery/student/class	
5	Magazine fund	
6	SC Fund	
7	Student leaving certificate fee	
8	Contribution for student fund	

Public Expenditure Tracking

&

Quantitative Service Delivery Survey

Jhang and Toba Tek Singh

School Questionnaire

Interview	1	2
Date	_ _/_ _/_ _ _ _	_ _/_ _/_ _ _ _
Time started	_ _:_ _	_ _:_ _
Time Finished	_ _:_ _	_ _:_ _

	1	2	3
Interview Check	Supervisor	District Co-ordinator	Data Entered
Check is completed	1. Yes 3. No	1. Yes 3. No	1. Yes 3. No

Section 1   Identification

Question		Unit	Value
A-1	Sampling code	Code	
A-2	Union Council	Name	
A-3	Tehsile	Name	
A-4	District	Name	
A-5	Province	Name	
A-6	Locality	1- Urban 2-Rural	
A-7	School level	1-Primary 2- Middle 3- Secondary/Higher	
A-8	Boys or Girls	1- Boys 2-Girls 3- Mixed	
A-9	Date of interview	day/month/year	
A-10	Telephone Number	0- No number	

Section 2   School Enrollment

(To be obtained from the school records and take photocopies of the relevant documents)

B-1	What is the enrollment in the following categories for the last two years?						
S.No	Grades	2010-11			2011-12		
		Male	Female	Total	Male	Female	Total
1	Grade 1						

2	Grade 2						
3	Grade 3						
4	Grade 4						
5	Grade 5						
6	Grade 6						
7	Grade 7						
8	Grade 8						
9	Grade 9						
10	Grade 10						
B-2	**Total number of students appeared/passed in exams of class V, class VIII, Class IX and Class X**						
1	Appeared (Class V)						
2	Passed						
3	Appeared (Class VIII)						
4	Passed						
5	Appeared (Class IX)						
6	Passed						
7	Appeared (Class X)						
8	Passed						

Section 3   Head Teacher

(To be obtained from head teacher duly verified from school records)

C-1	**Name (optional)**				
C-2	**School Name**				
C-3	**Gender**	Male 1 Female	**C-4**	**Are you resident of this locality?**	Yes 1

			2				No	2

C-5	**What is your educational qualification?**							
	1	Matric		2	Intermediate		3	Bachelors
	4	Masters		5	Any other (Please specify):_____			

C-6	**What is your professional experience?**							
	1	Less than 5 years	2	5 years or more but less than 10 years	3	11 years or more but less than 15 years	4	More than 15 years

C-7	**For how long you have been in teaching service?**							
	1	Less than 3 years	2	3 years or more but less than 6 years	3	6 years or more but less than 10 years	4	More than 10 years

C-8	**How long you have served as Head Teacher?**							
	1	Less than 3 years	2	3 years or more but less than 6 years	3	6 years or more but less than 10 years	4	More than 10 years

C-9	**How long you have served as Head Teacher in this school?**							
	1	Less than 3 years	2	3 years or more but less than 6 years	3	6 years or more but less than 10 years	4	More than 10 years

Section 4   Teachers

(To be obtained from head teacher duly verified from school records)

D-1	**How many teaching positions have been officially allocated and how many are filled against these?**					
S.No	**Grades**	**2010-11**		**2011-12**		
		Allocated	**Filled-in**	**Allocated**	**Filled-in**	
1	Grade I-V					
2	Grade VI-VIII					
3	Grade IX-X					
D-2	**Out of total, how many filled-in posts teachers are present in the school today?**					
	Grades	**Total Filled-in**		**Total Present**		
1	Grade I-V					

2	Grade VI-VIII		
3	Grade IX-X		
D-3	**How many teachers have been fired/laid-off in past 12 months?**		
	Number of teachers fired (Disciplinary actions)	Do not Know	
D-4	**What was the main reason (for last most recent fired teachers, use codes below)**		
	Teacher 1	Teacher 2	Teacher 3
Codes	Teacher Absenteeism	1	Poor/bad performance	2	Abuse of children	3
	Conflicts with teacher(s)	4	Involved in monetary corruption	5	Others:_____	6

Teachers Sheet

[For Interviewer: From all of the teachers hired in the school (posts filled-in), select two teachers randomly. Both of the selected teachers should be of different grades. One of the selected teachers should also be SC member. If the designated/selected teacher is not present, please do not select another instead. Collect following information about both teachers from Head Teacher.]

Q.No	Question	Unit/Code	A	B
D-5	Grade of the teacher?			
D-6	Is this teacher resident of this areas?	1-Yes 2-No		
D-7	Highest level of education accomplished:	1-Matricultaion 2-Intermediate 3-Bachelors' Degree 4-Master Degree 5-Above Master Degree		
D-8	Professional Qualification	1-CT 2-PTC 3-B.Ed 4-M.Ed 5-None		

		6- Others		
D-9	Is this teacher present today; if yes go to D-14	1-Yes 2-No		
D-10	If no, how long has the teacher been away?	Number of days		
D-11	Why is the teacher away?	1-Sick 2-Approved Leave 3-Training 4-Administrative Duties 5-Don't Know 6-Others		
D-12	How the classes are being covered in absence of teacher?	1-Use substitute teacher 2-Combine classes 3-Set the students unsupervised work 4-set the students work and visit now and then 5-Let then play sports 6-Send students home 7-Others		
D-13	How many days this teacher has been absent in last one year (2011-12)	Number of days		
D-14	How much basic salary does the teacher receive each month?	Amount in Rs.		
D-15	How much allowance does the teacher receive each month?	Amount in Rs.		
D-16	Total Amount (D14+D15)	Amount in Rs.		
D-17	Who pays the teacher's salary?	1-Government 2-SC		

		3-Community		
		4-Others		
D-18	Does the teacher live in school provided housing/hostel?	1-Yes 2-No		
D-19	Is this teacher an SC member?	1-Yes 2-No		

Section 5   **Facilities**

Q.No	Question	Number
E-1	What is the number of class rooms?	
E-2	How many classrooms have blackboards?	
E-3	How many classrooms have a chair and a table for the teacher?	
E-4	How many classrooms need major repair work?	
E-5	How many classrooms need minor repair work?	
Use following codes to answer questions E-6 to E-11 (Yes:1 & No:2)		**Yes/No**
E-6	Does the school have a library?	
E-7	Does the school have sufficient space for students?	
E-8	Does the school have functional toilet facilities for students?	
E-9	Does the school have separate toilet facilities for girls' students/teachers?	

E-10	Does the school have a boundary wall?	
E-11	Does the school have specialist science room/lab?	
E-12	Does the school have sports/play area?	
E-13	Does the school have staff room?	
E-14	Is electricity available in the school?	
E-15	If yes, how many rooms are connected?	

E-16	What is the main source of drinking water?						
	1	None	2	Water Tank	3	Spring/Lake/River	
	4	Well/Bore hole	5	Piped Water	6	Others (Pls specify):_____	
E-17	Is the water available all year round from that source?				Yes	1	No	2

Ask following questions about the teacher who is member of School Council?

E-18	How many meetings did the teacher attend during 2010-11?_____						
E-19	In your opinion, how well he/she is of his/her responsibilities as SC member?						
Very well aware	1	Well aware	2	Somewhat aware	3	Not at all aware	4
E-20	Did he/she undertake any efforts to increase admission of students in school?						
	Yes	1	No	2	Do not Know	3	

Section 6   Organization and Governance

F-1	Do you have School Council (SC) for this school?

	Yes	1	No	2	Had some time back but it has been dissolved	3

F-2	If SC has ever dissolved, then please tell why, when, by whom it was dissolved?		
Why	**When**	**By whom**	**Do not Know**

(This section will end here if the school council stand dissolved, then jump to next section, otherwise proceeds)

F-3	When was the current school council formed?		Year	
F-4	What is the composition of your current school council?			

Category	Parents	Teachers	General Member	Total
Male				
Female				
Grand Total				

F-5	Who is the chairperson of your school council?					
Parent		1	Head Teacher	2	General Member	3
F-6	Is your school council fully functional?					
Yes		1	No	2	Do not know	3

F-7   How frequently following responsibilities was undertaken by school council during 2011-12?

S.No	Responsibility	Code
1	Monitor attendance of teacher	

2	Efforts to increase admission of students in school	
3	Cooperate with school administration to organize co-curricular activities	
4	Utilize SC funds for physical improvements in school	
5	Temporary employment of teachers	
6	Others	

Use following codes: *Never-1, weekly-2, Monthly-3, Quarterly-4, Six-Monthly-5, Yearly-6, others-7 (pls specify)*

F-8   How often does your school council meet in a year?

Never	Weekly	Monthly	Quarterly	Six Monthly	Yearly	Other
1	2	3	4	5	6	7

F-9   How many SC meetings were held during 2011-12?

F-10   What was the average number of members participating in one meeting?

F-11   Has district government transferred funds to school council account? *(If no skip this question)*

Fiscal Year	Yes	No
2010-11		
2011-12		

F-12   If yes, when was the school council fund transferred? *(Please tick appropriate)*

Fiscal Year	1st Quarter (July-Sep)	2nd Quarter (Oct-Dec)	3rd Quarter (Jan-March)	4th Quarter (April-June)
2010-11				
2011-12				

F-13   If funds were transferred after release date, please share what were the reasons? *(State maximum one reason only)*

Lethargic attitude of district government	1	Procedural delays	2

Political reasons	3	Timely diversion of funds	4
Others *(Please specify)*			5

F-14   In addition to its share from district government, did school council raise funds from any of following sources during 2011-12?

Source	Yes-1	No-2
Faroogh-e-Taleem Fund		
Government Special Project Fund		
Community Support		
Local Philanthropists		
NGOs		
INGOs		
Others (Please specify):		

F-15   Overall, how satisfied with the performance of SC?

Very satisfied	Satisfied	Neutral	Not satisfied	Not at all satisfied
5	4	3	2	1

Section 7   Supervision and accountability

G-1   How many visits were made to this school by outside officials during 2011-12?

G-2   Which outside officials made visits to this school? *(Multiple answers allowed)*

EDO (Education)	1	District Education Officer	2	Deputy/Assistant Education Officer	3
District Monitoring Officer	4	M&E Assistant	5	Others (Please specify)	6

G-3   How many times M&E officials visited during 2011-12?

G-4	What was the purpose of visit of the M&E official?					
Meet with head teacher	1	Meet with teachers	2	Meet with SC members	3
Observe classes	4	Observe facilities	5	Check school records	6
G-5	What kind of feedback was given at the end of visit?					
Verbal report to staff	1	Verbal report to head teachers	2	Verbal report to individual teacher	3
Written report to head teacher	4	Written report to individual report	5	Others (Please specify)	6

Section 8   Utilization of funds

H-1   What was the total amount of budget for this school during 2011-12?

Source	Were funds received from this source?	How much the school was entitled to receive from this source?	How much school actually received from this source?	On what schedule were the funds from this source disbursed?	How much delay was there in receipts of these funds?	What procedures did the school go through to get this kind of funds?
	Yes-1 No-2	*Figure in Rs*	*Figure in Rs*	*1-All at once* *2-Two or more tranches* *3-Monthly* *4- More often than monthly*	*1-None/one time* *2-Less than two week s* *3-Between two weeks & two months* *4-More than two months*	*1-Automatic (through direct deposit)* *2-school responsible for pick-up* *3-Significant paperwork burden*
Faroogh-e-Taleem Fund generated						
Administrative budget released from government						
School Council Fund transferred						
Other income						
NGOs/INGOs						
Total						

H-2   In 2011-12, How much was spent from the total school budget on items given below?

Source	How much was spent in the school budget?	Was the money spent on this item that was included in the budget?		If so, how much?	Did school receive any of this item in kind from outside sources?		If so, how much?
	Figure in Rs	*Yes-1*	*No-2*	*Figure in Rs*	*Yes-1*	*No-2*	*Figure in Rs*
Administrative Costs (Utility bills, transportation for official purposes, logistics for event etc)							
Maintenance of building							
Rent on property							
Teachers' salaries and support staff							
Provision of teaching and learning material to teachers and students							
Purchase & maintenance of furniture							
Total							

Section 9   Data sheet to calculate the value of in-kind support

S.No	Subjects	Receive from District Government	Receive from provincial government	Total (in numbers)
Textbooks				
1	English			
2	Science			
3	Social Studies			
4	Mathematics			
5	Islamic Studies			

6	Urdu			
7	Pakistan Studies			
8	Physics			
8	Chemistry			
10	Biology			
11	Computer Science			

Section 10   Quality of records

(This is based on the personal observation, should be done after the interview)

I-1   **Does the school keep detailed records of receipts from its spending?**

Yes-1   No-2

I-2   **If yes, are the records available for 2010-11 & 2011-12?**

Yes-1   No-2

I-3   **Does the school keep the records of its income and subsidies from other sources?**

Yes-1   No-2

I-4   **If yes, are the records available for 2010-11 & 2011-12?**

Yes-1   No-2

3. Parent-FGD Guide

Project Title: Our Money, Our Responsibility

Project Dates:

Method: Focus Group Discussion

Topic: Issues of Access, Availability and Quality of Educational Services in Accordance with Funds Allocation

Target Audience: Parents

Principal Investigator(s): Ms. Shumaila Anjum, Assistant Project Manager CPDI, Faisal Manzoor, Senior District Coordinator CPDI, Muhammad Tahir Ali, Consultant CPDI

Focus Group:

Total Participant time required: 1 hour + 10 minutes – 1 hour + 50 minutes

Total focus group time: 1 hour + 10 minutes – 1 hour + 50 minutes

Break: 0 minutes

I. Introduction (10 minutes)

- To welcome the participants and have a brief introduction.

- To explain the general purpose of the discussion and why the participants were chosen.

- To discuss the purpose and process of focus groups

- To outline general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time, and being prepared for the moderator to interrupt to assure that all the topics can be covered.

- To review break schedule and where the restrooms are.

- To address the issue of confidentiality (if any).

- To inform the group that information discussed is going to be analyzed as a whole and the participants' names will not be used in any analysis of the discussion.

- To read the protocol summary to the participants (If the moderator feels necessary).

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CPDI has been awarded a Two-year project titled, *"Our Money, Our Responsibilities"* under DFID ILM Ideas Project. The project activities will be implemented in 2 districts of Punjab; namely Jhang and Toba Tek Singh.

In Punjab, budget allocations for education sector have been and continue to be extremely low due to multiple factors including weak civil society demand, lack of available resources, limited capacity to utilize even the allocated budgets and non-recognition of education as a priority by the policy makers. Given the low budget allocations, the government has not been able to provide adequate number of schools at various levels. Even the schools that have been established suffer from non-availability of adequate number of teachers, lack of basic facilities like washrooms and teaching materials, and weak accountability mechanisms[10].

As a result, the performance of public sector education system remains weak and far below the public expectations as well as regional and international standards. This situation compels parents, who can afford, to send their children to private schools, which offer education of varying quality and are generally expensive. Worst affected by this situation are the poor segments of population, who do not have effective voice in the education sector governance; nor do they afford to send their children to private schools. It is significant to mention here that the meagre funds that were allocated to education were littered with problems like secrecy, nepotism, favouritism and corruption. While a consistent and concerted effort is required to pursue government to increase education sector allocations, a much needed step should be to analyse the use of allocated funds and to determine whether these funds and services are reaching to end users as the government documents show.

CPDI is introducing new instrument called Public Expenditure Tracking Survey (PETS) which help to generate such kind of data determining efficiency of human resources and absenteeism, leakage of resources, corruption and implementation status of Article 25-A of the constitution.

Discussion Guidelines:

We would like the discussion to be informal, so there's no need to wait for us to call on you to respond. In fact, we encourage you to respond directly to the comments other people make. If you don't understand a question, please let us know. We are here to ask questions, listen, and to make sure everyone has a chance of even participation.

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II. Topic Generation (20-30 minutes)

The focus group facilitator will explain the background of the study:

The present focus group discussion has been convened to produce and take account of a comprehensive list of topics that may address the state and trends of education in the public schools of the area. Though we will not be completely dwelling upon these topics, but they will help us in understanding the basics of the issue and may suggest the localized ways to address them. If any of the discussant feels some confusion in understanding relevance of the question to the topic/comment, clarifying comments will be requested, afterwards, the conversation will quickly move on.

During the Process:

- To promote even participation

- To be sensitive to conflicts as they develop during the session

- To explain the subject matter where necessary

- To make sure the ground rule of "Mutual respect" is maintained

- To cut off when the issue gets too hot

- To avoid irrelevant discussions

- Moderator should repeat thoughts of the participants

- Let the participants speak, do not interfere where not necessary

- Ask permission from audience for the tape recorder (if you intend to use)

Getting Started

III. Questions:

State of Education in the Area and Parents' Representation in SC:

- Do you think that the socio economic condition of the area affect the level of education?

- Are you satisfied with the provision of education in your area? If not, why?

- Do you also send your girls to school? If not, why? Please describe reasons for it?

- What kind of role the community should play in the governance of education?

- Do you know what the school council is?

- How actively parents are involved in SC?

- How the SC committee is elected/selected?

- Please provide SC composition

- Who is the head of this committee?

- Do you know about the funds allocated to SC?

- If yes, then please specify the amount

- How the funds are released for any specific expenditure by SC?

- Who keeps the record of funds and expenditures? Is this information shared with members and general public?

- Do you think SC is transparent?

- Is there any leakage in SC funds?

Access, Availability and Quality of education:

- Do you think the number of govt. schools in the area is sufficient to address the educational need of area?

- How easy for your children to access these schools, especially female children?

- In case of any one accompany to child to school, how does it affect to your daily life/Work?

- Do you think the number of teachers available at schools is sufficient? Are the vacant seats filled on time and fairly?

- Do teachers give proper attention to your children?

- How frequently you meet school teachers to ask about your child(ren)'s progress and how they respond you?

- Are the required facilities (furniture, playground, lab, drinking water, toilets, boundary wall etc) available?

- Are these facilities adequate and properly maintained?

- In your view the amount of money required to maintain these facilities is enough and spent fairly and efficiently?

- In your view, is there any leakage in the above mentioned expenditures?

- Does your child's school provide books on time and free of cost?

- Does your child's school demand some development/extracurricular fund?

- If yes, then who keep record of this money and where this money is spent?

- Do the teachers/ administration in the schools demand for extra favors for enrolling the children?

- Do the teachers/ administration of the schools ask for financial/non-financial favors from children or the parents of the children?

Closing the session: (Wrap up and thanks)

- To record duration of the session

- Let people know their comments will be taken seriously and that they will be written up and communicated back to them in the course of the project

- Carefully reflect back a brief summary of what was said and be explicit about what will be formally recorded

- Thank participants for their valuable time and expertise

- Close the meeting

After the session:

- If needed, add any notes to the ones already made during the session

- Write down any observations you can make about the nature of participation, problems, surprises

- Make sure you sift your own opinions from those given by others, and that you summarize not just those that you find important

4. Teacher-FGD Guide

Project Title: Our Money, Our Responsibility

Project Dates:

Method: Focus Group Discussion

Topic: Issues in Teaching Resources and Funds Allocation

Target Audience: School Teachers

Principal Investigator(s): Ms. Shumaila Anjum, Assistant Project Manager CPDI, Faisal Manzoor, Senior District Coordinator CPDI, Muhammad Tahir Ali, Consultant CPDI

Focus Group:

Total Participant time required: 1 hour + 10 minutes – 1 hour + 50 minutes

Total focus group time: 1 hour + 10 minutes – 1 hour + 50 minutes

Break: 0 minutes

I. Introduction (10 minutes)

- To welcome the participants and have a brief introduction.

- To explain the general purpose of the discussion and why the participants were chosen.

- To discuss the purpose and process of focus groups

- To outline general ground rules and discussion guidelines such as the importance of everyone speaking up, talking one at a time, and being prepared for the moderator to interrupt to assure that all the topics can be covered.

- To review break schedule and where the restrooms are.

- To address the issue of confidentiality (if any).

- To inform the group that information discussed is going to be analyzed as a whole and the participants' names will not be used in any analysis of the discussion.

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In Punjab, budget allocations for education sector have been and continue to be extremely low due to multiple factors including weak civil society demand, lack of available resources, limited capacity to utilize even the allocated budgets and non-recognition of education as a priority by the policy makers. Given the low budget allocations, the government has not been able to provide adequate number of schools at various levels. Even the schools that have been established suffer from non-availability of adequate number of teachers, lack of basic facilities like washrooms and teaching materials, and weak accountability mechanisms[11].

As a result, the performance of public sector education system remains weak and far below the public expectations as well as regional and international standards. This situation compels parents, who can afford, to send their children to private schools, which offer education of varying quality and are generally expensive. Worst affected by this situation are the poor segments of population, who do not have effective voice in the education sector governance; nor do they afford to send their children to private schools. It is significant to mention here that the meagre funds that were allocated to education were littered with problems like secrecy, nepotism, favouritism and corruption. While a consistent and concerted effort is required to pursue government to increase education sector allocations, a much needed step should be to analyse the use of allocated funds and to determine whether these funds and services are reaching to end users as the government documents show.

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Discussion Guidelines:

We would like the discussion to be informal, so there's no need to wait for us to call on you to respond. In fact, we encourage you to respond directly to the comments other people make. If you don't understand a question, please let us know. We are here to ask questions, listen, and to make sure everyone has a chance of even participation.

If we seem to be stuck on a topic, we may interrupt you and if you aren't saying much, we may call on you directly. If we do this, please don't feel bad about it; it's just our way of making sure we obtain everyone's perspective and opinion is included.

II. Topic Generation (20-30 minutes)

The focus group facilitator will explain the background of the study:

The present focus group discussion has been convened to produce and take account of a comprehensive list of topics that may address the state and trends of education in the public schools of the area. Though we will not be completely dwelling upon these topics, but they will help us in understanding the basics of the issue and may suggest the localized ways to address them. If any of the discussant feels some

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confusion in understanding relevance of the question to the topic/comment, clarifying comments will be requested, afterwards, the conversation will quickly move on.

During the Process:

- To promote even participation

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- To explain the subject matter where necessary

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- To avoid irrelevant discussions

- Moderator should repeat thoughts of the participants

- Let the participants speak, do not interfere where not necessary

- Ask permission from audience for the tape recorder (if you intend to use)

Getting Started

III. Questions:

State of Education in the Area, Facilities Available to Teachers:

- Do you think that the socio economic condition of the area affect the level of education?

- Do you think the number of govt. schools in the area is sufficient to address the educational need of area?

- How easy for your children to access these schools, especially female children?

- Are you satisfied with the provision of education in your area? If not, why?

- Do you think, teaching staff is sufficient in your respective schools?

- If not, then how much extra burden is put on your shoulders?

- If not, then how does it affect your teaching?

- Are there vacant seats in your schools?

- If yes, then why they are not filled? Is there any change in enrollment in your school?

- If yes, then please explain the factors of change?

- Are you provided with proper furniture in your class room (table, chair etc?

- If not, then what are the reasons?

- Are you provided with required stationary (pencil, marker, attendance register etc)

- If not, then what are the reasons?

- Are you provided with teaching manuals and other helping material?

- If not, then what are the reasons?

Teaching Quality, Funds Allocation and Accountability

- Do you think hiring of teachers is fair and free from any political pressure?

- Do you think teachers are fairly appointed according to the need of a specific school?

- Do your all school staff regular and on time?

- Are teachers recruited properly trained/oriented on key aspects of teaching? If not why?

- What is the dropout rate of your class?

- Is there any change in pass out rate of your class?

- How your salaries are disbursed?

- Do you get your salaries on time?

- If there is delay, then what are the reasons?

- What is the mechanism of your promotion?

- Do you think that budget allocated for your school is sufficient to cater the growing needs of the population? If not why?

- Do your school gets the intended budget allocated for and/or some it its funds are diverted to other social sectors?

- Does corruption prevails in schools? If yes, how?

- Does SC perform well? If not why?

- Does SC receive grants for school improvements? If yes, does it suffice to the purpose?

- Whom do you hold responsible for weak SC performance?

- How do you define transparency and accountability in your school? To whom you hold responsible for weaker/stronger system at school level?

- How do you maintain relationships between peers? And with higher authorities?

- Do you get your incentives on time? If not, then what are the reasons?

- Does any conflict resolution mechanism exist? If yes, how effective it is?

Closing the session: (Wrap up and thanks)

- To record duration of the session

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- Thank participants for their valuable time and expertise

- Close the meeting

After the session:

- If needed, add any notes to the ones already made during the session

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- Make sure you sift your own opinions from those given by others, and that you summarize not just those that you find important

5. SC-FGD Guide

Project Title: Our Money, Our Responsibility

Project Dates:

Method: Focus Group Discussion

Topic: State of Education, Functions of SCs and Their budget Allocations

Target Audience: School Council Members

Principal Investigator(s): Ms. Shumaila Anjum, Assistant Project Manager CPDI, Faisal Manzoor, Senior District Coordinator CPDI, Muhammad Tahir Ali, Consultant CPDI

Focus Group:

Total Participant time required: 1 hour + 10 minutes – 1 hour + 50 minutes

Total focus group time: 1 hour + 10 minutes – 1 hour + 50 minutes

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I. Introduction (10 minutes)

- To welcome the participants and have a brief introduction.

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II. Topic Generation (20-30 minutes)

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During the Process:

- To promote even participation

- To be sensitive to conflicts as they develop during the session

- To explain the subject matter where necessary

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- To cut off when the issue gets too hot

- To avoid irrelevant discussions

- Moderator should repeat thoughts of the participants

- Let the participants speak, do not interfere where not necessary

- Ask permission from audience for the tape recorder (if you intend to use)

Getting Started

III. Questions:

State of Education in the Area and Functions of SC:

- Do you think that the socio economic condition of the area affect the level of education?

- Do you think the number of govt. schools in the area is sufficient to address the educational need of area?

- How easy for your children to access these schools, especially female children?

- Are you satisfied with the provision of education in your area? If not, why?

- How is your SC formed?

- What is the criterion for its membership?

- What is the criterion for its chairman and secretary?

- What is the composition of your SC?

- When and what was the last activity done by your SC?

- How active is your SC at community level in evoking the importance of education?

- What kind of role is played by SC in promoting enrollment, especially female enrollment?

- How the certain expenditure is made?

- How do you make purchasing from SC funds?

- What kind of role is played by SC in governance of education

Allocation of Funds to SC and Disbursement:

- How much fund is allocated to your SC?

- Is this fund sufficient for your SC?

- How this fund is transferred to SC?

- Is there any delay in this fund transfer?

- If yes, then what are the reasons?

- Who keeps the record of this fund?

- Who approve the fund allocation to various heads of expenditures?

- What are the main heads of expenditures in last 12 months? Please specify the amount against each head

- When and what was the last expenditure made by SC fund?

- Is there any register maintained for SC expenditures?

- Do you provide the details of all expenditures to general public (parents)?

- What do you do when there is excess in this fund? Is it rolled back?

- In your view, is there any leakage in SC fund at any level?

Closing the session: (Wrap up and thanks)

- To record duration of the session

- Let people know their comments will be taken seriously and that they will be written up and communicated back to them in the course of the project

- Carefully reflect back a brief summary of what was said and be explicit about what will be formally recorded

- Thank participants for their valuable time and expertise

- Close the meeting

After the session:

- If needed, add any notes to the ones already made during the session

- Write down any observations you can make about the nature of participation, problems, surprises

- Make sure you sift your own opinions from those given by others, and that you summarize not just those that you find important

2013

Our Money Our Responsibility

Jhang and Toba Tek Singh

Centre for Peace and Development Initiatives(CPDI)

Field Action Plan

UKaid
from the British people

IDEAS

Center for Peace and Development Initiatives

May 22, 2013

1. GEOGRAPHIC COVERAGE AND SAMPLE SIZE

1.1 The field research will cover the following geographic scope with its sample size for qualitative and quantitative work:

Category	Jhang		T.T. Singh		Total
	Male	Female	Male	Female	
Primary	24	36	18	17	95
Middle/Elementary	8	12	8	11	39
High	4	5	6	7	22
Total	36	53	32	35	156

1.2 **FGDs:** FGDs will be organized for a group size of 10 – 13 persons as per standard protocols of social research where minimum and maximum groups size is 8 and 13 respectively. In each district, 8 FGDs will be conducted with teachers, school council members and parents. Separate FGDs will be conducted with male and female respondents.

1.3 **KKIs:** A total of 5 KIIs will be conducted in each district includes people from School Council, Elderly People, Numberdars, TMOs and other stakeholder organizations working in the area etc. Apart from it, KIIs will be conducted with DCO Lodhran, EDO-Education, DO-Education, and others as deemed appropriate and recommended by research team.

Category	Jhang		T.T. Singh		Total
	Male	Female	Male	Female	
Primary	96	144	72	68	380
Middle/Elementary	32	48	32	44	156
High	16	20	24	28	88
Total	144	212	128	140	624

1.4   **Facility & HH Interviews of Beneficiaries (Quantitative):** A total of 156 schools will be covered in school survey while 4 parents from each school will be conducted totaling 624 parents.

2.   SCHEDULE OF ACTIVITIES

2.1   TRAINING AND PRE-TEST (24TH – 26TH MAY 2013)

1) The training of field team will be organized for two days and will commence from **24th May 2013** followed by Pre-test exercise on 26th May 2013.

2) The venue of training is **FOUR SEASON HOTEL, JHANG.**

3) Pre-Test will be carried out in **GGHS Mohallah Sultan Wala Jhang Sadar (EMIS Code-33220140)**

2.2   FGDs

Following will be the tentative schedule which would be followed for FGDs:

S #	Day	Date	Time (hrs)	Target Group	Location	UC Number	District/ Tehsil
1	10-06-2013	Monday (Morning)	2	Teachers (Male)	GPS Chak 285 JB	25	Toba Tek Singh
2	11-06-2013	Tuesday (Morning)	2	Teachers (Female)	GGPS CHAK 309 JB	10	Gojra
3	12-06-2013	Wednesday (Morning)	2	Teachers (Male)	GPS 54/2 Tukra	62	Kamalia
4	10-06-2013	Monday (Evening)	2	Parents (Male)	GPS No.3 Muhallah Gobind Pura	55	Toba Tek Singh
5	11-06-2013	Tuesday (Evening)	2	Parents (Female)	GGPS Chak 305 JB	14	Gojra
6	12-06-2013	Wednesday (Evening)	2	Parents (Female)	GGES Chak 715 GB	61	Kamalia
7	13-06-2013	Thursday	2	School Council (Male)	GPS MC MEHDI MOHALLAH GOJRA	20	Gojra
8	14-06-2013	Friday	2	School Council (Female)	GGHS Chak 324 JB	30	Toba Tek Singh

9	10.06. 2013	Monday (Morning)	2	Teachers (Male)	GES Balo Shahabal	55	Jhang
12	10.06. 2013	Monday (Evening)	2	Parents (Male)	GHS Roran Wali	49	Jhang
10	11.06. 2013	Tuesday (Morning)	2	Teachers (Female)	GMPS Haidri Chaman Waryam Wala	100	Shorkot
13	11.06. 2013	Tuesday (Evening)	2	Parents (Female)	GGPS Hasu Wali	103	Shorkot
11	12.06. 2013	Wednesday (Morning)	2	Teachers (Male)	GES Tarimu Head	65	18-Hazari
14	12.06. 2013	Wednesday (Evening)	2	Parents (Female)	GGHSS A.P.Sial	128	A.P Sial
15	13.06. 2013	Thursday	2	School Council (Male)	GES Shehni Wali	95	Jhang
16	14.06. 2013	Friday	2	School Council (Female)	GGES Satellite Town	98	Jhang

2.3 KEY INFORMANT INTERVIEWS (KIIS)

All KIIs will be conducted after the completion of all FGDs, same team members will conduct KIIs. The KIIs schedule cannot be finalized at the moment and the task would be carried out subject to the availability of desired respondent during the time-frame in the field. At the same time, all KIIs will be completed within the stipulated timeframe of field.

2.4 SCHOOL AND BENEFICIARIES' INTERVIEWS (QUANTITATIVE WORK)

1) Field work will be started on Monday, 26th of May 2013 and would be completed tentatively by the 15th of June 2013.

2) The geographic areas of all Schools (*See Annex-1 for more details*) will be covered.

3) Two types of questionnaire will be used i.e. first for the school / facility for head/senior teachers and second for parents.

4) There will be (04) six teams working for the task simultaneously. Each team would comprise of one male and one female Field Researchers / Enumerators.

5) Two (02) teams will work simultaneously in each district.

6) Beneficiaries' interviews will be done for a sample size of **624 respondents** including male and female parents.

3. FIELD TEAM COMPOSITION AND CONTACTS

Following would be team composition with contact detail:

Sr#	Gender	Name	Cell#	Role
1	Male	Gulbaz Ai Khan	0300-4625004	Overall Supervision
2	Male	Syed Asghar Shah	GIS Enabled Phone	Technical Support
3	Male	Muhammad Tahir	GIS Enabled Phone	Coordinator for overall field work
4	Female	Shumaila Anjum	0336-5666051	Field Supervisor TT Singh
5	Male	Faisal Manzoor	0333-6732794	Field Supervisor Jhang
6	Female	Rahila Bilal	0314-6318061	Field Researcher
7	Female	Asma Mumtaz	0313-8102590	Field Researcher
8	Female	Rabia Bashir	0308-7944898	Field Researcher
9	Male	Haroon Rashid	0332-5357002	Field Researcher
10	Male	Muhammad Mubashar	0333-7322503	Field Researcher
11	Male	Syed Abbul Karim	0300-8459759	Field Researcher
13	Male	Akhlaq Ahmad	0346-6246380	Field Researcher

Annex-I: LIST OF SCHOOLS

LIST OF SCHOOLS-TOBA TEK SINGH

Tentative Field Movement Plan for female pair							
Date	EMIS Code	School Name	School Type	Gender	UC No	UC Name	HH Interviews of Beneficiaries
	33310040	GGHS CHAK 367 JB	High	Female	4	367/JB	4
	33310056	GGES CHAK 362 JB	Middle	Female	15	349/JB	4
27-05-2013	33310340	GGPS CHAK 305 JB	Primary	Female	14	354/JB	4
	33310349	GGPS CHAK 309 JB	Primary	Female	10	316/JB	4
	33310352	GGPS CHAK 312 JB	Primary	Female	10	316/JB	4
	33310354	GGES CHAK 314 JB	Middle	Female	10	316/JB	4
	33330003	GGHSS CHAK 316 GB	H.Sec.	Female	52	316/GB	4
28-05-2013	33330041	GGHS CHAK 333 GB	High	Female	48	333/GB	4
	33330099	GGES CHAK 319 GB	Middle	Female	47	342/GB	4
	33330159	GGES CHAK 347 GB	Middle	Female	46	350/GB	4
	33330158	GGHS CHAK 336 GB SARABA	High	Female	45	295/GB	4

29-05-2013	33330524	GGPS CHAK 350 GB GAT WALA	Primary	Female	46	350/GB	4
	33330512	GGHS CHAK 351 GB	High	Female	45	295/GB	4
	33330594	GGPS CHAK NO. 292 GB I JINNAH ABADI	Primary	Female	45	295 GB	4
	33330504	GGPS CHAK 284 GB II	Primary	Female	43	284/GB	4
30-05-2013							
	33330479	GGES CHAK 330 JB	Middle	Female	31	296/GB	4
	33330470	GGPS CHAK 392 JB CHUTALA	Primary	Female	30	391/JB	4
	33330471	GGES CHAK 395 JB	Middle	Female	30	391/JB	4
	33330490	GGPS CHAK 329 JB RASALA	Primary	Female	28	328/JB	4
31-05-2013							
	33330458	GGPS CHAK 375 JB MASITIAN	Primary	Female	26	375/JB	4
	33330460	GGPS CHAK 378 JB FATOO WAL	Primary	Female	26	375/JB	4
	33330139	GGHS CHAK 324 JB	High	Female	30	391/JB	4
	33330493	GGPS CHAK 290 JB	Primary	Female	29	290/JB	4
3-06-2013							
	33330403	GGPS CHOOR BHOJIA I	Primary	Female	38	189/GB	4
	33330404	GGPS CHOORA BHOJIA II	Primary	Female	38	189/GB	4

	33330120	GGES CHAK 264 GB	Middle	Female	40	262/GB	4
	33330126	GGES CHAK 184 GB	Middle	Female	39	184/GB	4
4/6/2013							
	33330117	GGHS CHAK 257 GB KOT BADAL KHAN	High	Female	39	184/GB	4
	33330124	GGES CHAK 249 GB	Middle	Female	36	251/GB	4
	33330155	GGES CHAK 291 GB	Middle	Female	43	284/GB	4
5/6/2013							
	33320072	GGES TIBBI SAYDAN 712 GB	Middle	Female	58	712/GB	4
	33320082	GGES CHAK 715 GB	Middle	Female	61	715/GB	4
	33320322	GGES CHAK 691/33 GB	Middle	Female	75	694/36 GB	4
6/6/2013							
	33320295	GGPS SHAH PUR 751 GB	Primary	Female	71	759/GB	4
	33320302	GGPS CHAK 763 GB ADA GHAZI ABAD	Primary	Female	72	SHAH PUR	4
	33320306	GGPS CHAK 771 GB II	Primary	Female	73	JUSSA	4
	33320312	GGPS CHAK 770 GB	Primary	Female	74	NAWAB BHOTI	4

							HH Interviews of Beneficiaries
							Tentative Field Movement Plan for Male pair
Date	**EMIS**	**School Name**	**School Type**	**Gender**	**UC No**	**UC Name**	
27/5/2013							
	33320126	GPS QAZI GALIB	Primary	Male	72	SHAH PUR	4
	33320422	GPS AROTI	Primary	Male	74	NAWAB BHOTI	4
	33320503	GPS CHAK 755 GB TIBBA SULTAN	Primary	Male	74	NAWAB BHOTI	4
28/5/2013							
	33320035	GES CHAK 712 GB	Middle	Male	58	712/GB	4
	33320038	GES MUMDANA KHURD	Middle	Male	58	712/GB	4
	33320218	GPS 54/2 TUKRA	Primary	Male	62	711/GB	4
	33320219	GPS 54/1 TUKRA	Primary	Male	62	711/GB	4
29/5/2013							
	33330209	GES CHAK 347 GB	Middle	Male	46	350/GB	4
	33330188	GPS CHAK 331 GB SALEEM PUR	Primary	Male	49	330/GB	4

	33330206	GPS CHAK 316 GB	Primary	Male	52	316/GB	4
	33330208	GES CHAK 342 GB	Primary	Male	47	342/GB	4
30/5/2013							
	33320019	GHS NO.2 PIR MAHAL	High	Male	82	PIR MEHAL URBAN-2	4
	33320022	GHS NO.1 PIR MAHAL	High	Male	81	PIR MEHAL URBAN-1	4
	33320046	GES CHAK 673/14 GB	Middle	Male	69	PLOT-C	4
	33320048	GES CHAK 674/15 GB	Middle	Male	70	674/15 GB	4
31/5/2013							
	33330019	GHS CHAK 288 GB	High	Male	44	517/GB	4
	K	GHS CHAK NO 184 GB	High	Male	39	184/GB	4
	33330273	GPS CHAK 520 GB	Primary	Male	34	151/GB	4
3/6/2013							
	33330218	GPS NO.3 MOHALLAH GOBIND PURA T.T.SINGH	Primary	Male	55	T.T.SINGH URBAN-2	4
	33330223	GES CHAK 399 JB	Middle	Male	33	393/JB	4
	33330242	GPS CHAK 385 JB	Primary	Male	25	388/JB	4
	33330285	GPS CHAK 395 JB	Primary	Male	30	391/JB	4

	33330277	GPS CHAK 398 JB II	Primary	Male	33	393/JB	4
4/6/2013							
	33310010	GHS CHAK 248 GB	High	Male	7	161/GB	4
	33310013	GHS CHAK 310 JB	High	Male	10	316/JB	4
	33310111	GPS CHAK 296 JB I	Primary	Male	19	GOJRA URBAN-1	4
	33310153	GPS CHAK 300 JB	Primary	Male	9	301/JB	4
	33310199	GPS CHAK 342 JB	Primary	Male	16	345/JB	4
5/6/2013							
	33310115	GES CHAK 155 GB	Middle	Male	5	154/GB	4
	33310128	GES CHAK 158 GB KHAKHAN	Middle	Male	8	158/GB	4
	33310109	GPS MC MEHDI MOHALLAH GOJRA	Primary	Male	20	GOJRA URBAN-2	4
	33310119	GPS CHAK 179 GB	Primary	Male	5	154/GB	4
	33310135	GPS CHAK 368 JB CHANDO BATALA	Primary	Male	4	367/JB	4

LIST OF SCHOOLS-Jhang

		Tentative Field Movement Plan for Female Pair					
Date	*EMIS Code*	*School Name*	Category	Gender	UC No.	UC Name	HH Interviews of Beneficiaries
27/5/2013	33220775	GGPS Ahmad Wala	Primary	Female	45	KOT SAI SINGH	4
	33220959	GMPS Shadbad Colony	Primary	Female	45	KOT SAI SINGH	4
	33220762	GGPS Nizam Abad	Primary	Female	45	KOT SAI SINGH	4
	33220069	GGHS Kot Sai Singh	High	Female	45	KOT SAI SINGH	4
	33220982	GGPS Chak No. 445/JB	Primary	Female	50	Kot Lakhnana	4
	33220986	GGPS Chak No. 443/JB	Primary	Female	50	Kot Lakhnana	4
	33220862	GGPS Basti Shah Shakoor	Primary	Female	50	Kot Lakhnana	4
	33220950	GGPS Chak No. 506/JB Islamabad	Primary	Female	47	CHAK 268/JB	4
28.05.2013							
	33220166	GGES Chak No. 475/JB Syed Wala	Elementary	Female	49	CHAK 463/JB (Hassan Shah)	4
	33220168	GGES Chak No. 460/JB West	Elementary	Female	49	CHAK 463/JB (Hassan Shah)	4
	33220992	GGES Chak No 441/JB	Elementary	Female	49	CHAK 463/JB (Hassan Shah)	4
	33220091	GES Chak No. 442/JB	Elementary	Female	49	CHAK 463/JB (Hassan Shah)	4
	332200	GES Chak No. 460/JB	Elemen	Fem	49	CHAK 463/JB	4

	89	K.C	tary	ale		(Hassan Shah)	
29.05. 2013							
	3322088 48	GGPS Rasool Pura	Primary	Female	51	Haveli Lal	4
	3322088 50	GGPS Abadi Mehram Sargana	Primary	Female	51	Haveli Lal	4
	3322088 40	GGES 5-Marla Scheme Baghari No. 2	Elementary	Female	51	Haveli Lal	4
	3322088 83	GGPS Ahmad Abad	Primary	Female	53	Ashaba	4
	3322088 92	GGPS Kali Maal	Primary	Female	53	Ashaba	4
	3322011 61	GGHS Maddoki	High	Female	53	Ashaba	4
	3322088 74	GGES Lak Badhar Gharbi	Elementary	Female	99	Bagh	4
30.05. 2013							
	3322090 03	GGPS Ali Abad	Primary	Female	52	Hassnana	4
	3322090 08	GGPS Faiz Abad Bhakkar Raod	Primary	Female	52	Hassnana	4
	3322077 76	GGPS Syedan Wali	Primary	Female	46	Civil Station	4
	3322066 64	GMPS Chook Shaheedan	Primary	Female	96	Haidry	4
	3322100 62	GGPS Budhi Thatti	Primary	Female	78	Hassan Khan	4
	3322077 00	GGPS Nankana	Primary	Female	54	Pakkey Wala	4
	3322011 43	GGES Pakkay wala	Elementary	Female	54	Pakkey Wala	4
	3322066 69	GGPS Chudhary Colony	Primary	Female	95	Madan Shah	4

	3322000 27	GHS Jhang City	High	Fem ale	95	Madan Shah	4
31.05. 2013							
	3322011 79	GGHS Chak No. 232/JB	High	Fem ale	59	CHAK No 159/JB	4
	3322110 21	GG CMS Tatar Kot	Primar y	Fem ale	73	Mari Shah Sakhera	4
	3322011 28	GGES Mari Shah Sakhira	Elemen tary	Fem ale	73	Mari Shah Sakhera	4
03.06. 2013							
	3322061 82	MC Girls PS B.No.6 sadar	Primar y	Fem ale	86	Bhabhrana	4
	3322082 25	GGPS Phallu Wal	Primar y	Fem ale	89	Civil Line	4
	3322011 57	GGES Moh. Kapaian	Elemen tary	Fem ale	89	Civil Line	4
	3322011 58	GGHS Harmal Pur	High	Fem ale	91	Lolay Shah	4
	3322082 28	GGPS Satellite Town No. 3	Primar y	Fem ale	98	Settelite Town No. 2	4
	3322011 56	GGES Satellite Town	Elemen tary	Fem ale	98	Settelite Town No. 2	4
	3322011 55	GGES Ghzai Abad	Elemen tary	Fem ale	98	Settelite Town No. 2	4
04.06. 2013							
	3323061 48	GMPS Haidri Chaman	Primar y	Fem ale	100	Havali Bahadar Shah	4
	3323064 42	GG CMS Rustam Sargana No.1	Primar y	Fem ale	102	Chyianwala	4
	3323055 49	GGPS Hassu Wali	Primar y	Fem ale	103	Allah Yar Juta	4
	3323059 92	GGPS Basti Murad Juta	Primar y	Fem ale	103	Allah Yar Juta	4

	3323057 63	GGPS Chak No.501/JB Mehboob Shah	Primary	Female	107	Chak No 497/JB	4
	3323055 58	GGPS Chak No. 5 Ghagh	Primary	Female	108	Chak No 17 Ghagha	4
	3323057 65	GGPS Bhangoo No. 1	Primary	Female	111	Bhangoo	4
05.06. 2013							
	3324042 22	GMPS Mehmood Kot	Primary	Female	120	Jaivain	4
	3324043 37	GMPS Chak No 2/2-L	Primary	Female	121	gadara	4
	3324040 15	GGPS Chak 3/3-L	Primary	Female	121	gadara	4
	3324040 40	GGPS Nikukara	Primary	Female	124	Kot Mapal	4
	3324036 66	GMPS Chak No. 5/2-L	Primary	Female	127	Gharmaharaja	4
	3324041 13	GGPS Basti Mochian wali	Primary	Female	119	Hazrat Sultan Bahu	4
	3324038 87	GMPS Farooq Abad	Primary	Female	128	AHMAD PUR SIAL	4

Tentative Field Movement Plan for Male Pair							
Date	*EMIS Code*	*School Name*	Catego ry	Gen der	UC No.	UC Name	HH Intervie ws of Benefici aries
27.05.2 013							
	332202 91	GPS Kurian Wala	Primary	Male	54	Pakkey Wala	4
	332202 93	GPS Thatta Mahla	Primary	Male	54	Pakkey Wala	4

	3322010100	GES Patuana	Elementary	Male	54	Pakkey Wala	4
	3322010101	GES Habib	Elementary	Male	54	Pakkey Wala	4
	3322009099	GES Balo Shahbal	Elementary	Male	55	Sultan Pur	4
	3322030301	GPS Sheikh Chohar	Primary	Male	57	Sheikh Chuhar	4
	3322010102	GES Salamat Pura	Elementary	Male	57	Sheikh Chuhar	4
28.05.2013							
	3322009095	GES Shehni Wala	Elementary	Male	95	Madan Shah	4
	3322000012	GHS Comp. Model Jhang	High	Male	98	Settelite Town No. 2	4
	3322030334	MC PS No. 3 Jhang Saddar	Primary	Male	87	Marzipura	4
	3322010108	GHS Roran Wali	High	Male	49	CHAK 463/JB (Hassan Shah)	4
29.05.2013							
	3322040472	GPS Chak No.233/JB (W)	Primary	Male	59	CHAK No 159/JB	4
	3322050514	GPS Chak No.162/JB	Primary	Male	59	CHAK No 159/JB	4
	3322040476	GPS Chak No.160/JB (N)	Primary	Male	59	CHAK No 159/JB	4
	3322040498	GPS Chak No.166/JB Nikay Dub	Primary	Male	60	Sultan Pakhera	4
	3322011184	GMPS Chak No. 253/JB	Primary	Male	61	CHAK NO 250/JB	4
	3322050509	GPS Chak No.180/JB	Primary	Male	62	Mochiwala	4
	332214	GPS Chak No.266/JB	Primary	Male	63	Chak No 220/JB	4

	13	Ameera Wala	y				
30.05.2 013							
	332203 57	GES Kot Dewan	Elemen tary	Male	64	Malhoana	4
	332201 06	GES Malahuana	Elemen tary	Male	64	Malhoana	4
	332201 09	GES Tarimu Head	Elemen tary	Male	65	18-Hazari	4
	332200 09	GHS Sobhiana Gharbi	High	Male	65	18-Hazari	4
	332202 26	GPS Chak 11 Thall	Primar y	Male	69	Uch Gul Imam	4
	332200 11	GHS Wasu Astana	High	Male	70	Wasu Astana	4
31.05.2 013							
	332302 82	GMPS Basti Qaim Kathia	Primar y	Male	104	Shah Sadiq Nehang	4
	332302 80	GPS Kako Wala	Primar y	Male	104	Shah Sadiq Nehang	4
	332302 84	GPS Chaki Wala	Primar y	Male	104	Shah Sadiq Nehang	4
	332302 57	GPS Chak No. 488/JB	Primar y	Male	106	Chak 493/JB Batianwala	4
03.06.2 013							
	332303 19	GPS Chak No. 479/JB Khas	Primar y	Male	105	Chak 485/JB	4
	332303 30	GPS Chak No. 483/JB Khas	Primar y	Male	105	Chak 485/JB	4
	332303 27	GPS Chak No. 491/JB Chadhar	Primar y	Male	105	Chak 485/JB	4
	332302 20	GMPS Chak No. 502/JB	Primar y	Male	111	Bhangoo	4

04.06.2013							
	33240188	GPS Jaiwain	Primary	Male	120	Jaivain	4
	33240150	GPS Islam Pur Nashib	Primary	Male	122	Hasu Balail	4
	33240187	GPS Ahmad Wala	Primary	Male	125	Sharifabad	4
	33240748	GPS Ahmad Wala (Regular)	Primary	Male	125	Sharifabad	4

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