



Tracking Schools Budgets

Survey Report

February, 2016

This report was made possible with support from the American people through the U.S. Agency for International Development (USAID). The contents are the sole responsibility of the Development Resource Solutions and do not necessarily reflect the opinion of USAID or the U.S. Government.

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ACKNOWLEDGMENTS

Development Resource Solutions' is highly grateful to all those who contributed to the completion of this report. We wish to express our special gratitude to the participants of 'Key Informant Interviews' including officials of the department of education, teachers and parents of the schools children. We appreciate Citizens' Voice Project (TDEA) for their valuable comments for improving quality of the report. Project team is especially applauded for their hard work during the course of this research and conducting it in a short period of time.

ACRONYMS

ADP	Annual Development Plan
CVP	Citizens' Voice Project
DDOE	Deputy District Officer Education
DEO	District Education Officer
DOE	District Officer Education
DRS	Development Resource Solutions
FOI	Freedom of Information
GOB	Government of Balochistan
IR	Information Request
PTSMC	Parents, Teachers School Management Committee
RTI	Right to Information
TAF	The Asia Foundation
USAID	United States Agency for International Development

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I. EXECUTIVE SUMMARY

An effective and efficient financial management system is the backbone of education service delivery. A decentralized and participatory resource allocation, disbursement and expenditure processes promote schools' empowerment in financial decision making and facilitate improved learning outcomes for children. This study finds out that there are a number of lacunas in the resource flow from district to primary schools in Balochistan. Majority of the responding head teachers (80%), showed their dissatisfaction with the process of resource allocation and execution for the current budgets.

This study indicates that the newly adopted 'cluster system' for financial management at the UC level in the province is a good step forward but is not sufficient to empower schools to function through a devolved decision making system. Resources are allocated to individual schools randomly without considering needs of the school or involving PTSMCs in need identification. The head teachers of the primary schools too, have limited say in the decision making process especially in resource allocation and disbursement from district to the schools.

Basic facilities including drinking water, wash rooms for children and teachers, heating and cooling arrangement, playgrounds for children, electricity etc are missing in majority of the schools. Utility bills of the schools are paid through a centralized payment system at the district level and late payments have caused extrication of electricity connection of many schools.

Overall teachers' students' ratio in the primary schools was found to be 37.8 but there are large variations among individual schools. Majority of the teachers are formally trained but poor learning outcomes of the children raises questions on quality of the trainings delivered.

PTSMCs have been formed but are not capacitated to play an effective role in school management. Their involvement in the school activities was found to be minimal and ineffective. They have been provided with only a meager amount (5 to 8% of the current budget, excluding teachers' salaries and utility bills), which was insufficient for utilization for a purposeful activity by PTSMC. It looked like the interest and capability of the PTSMC members was neglected at the time of their selection as a member. Effective capacity building initiatives for the PTSMCs members have not been organized by the department so far. Majority of PTSMCs were not consulted for need identification or resource allocation.

In order to address these issues, the study recommends that financial allocation and disbursement process to the primary schools, at the district level needs to be improved with intensive capacity building measures and involvement of the PTSMCs, along with a number of other measures recommended in the last section of the report.

2. INTRODUCTION

The education sector in Balochistan has persistently confronted with a number of issues including poor management. Majority of the school-going age children (67%), are currently not enrolled in the schools and provincial literacy rate stands far below the national rate (at 43% against the national rate of 58%), according to official estimates¹.

During the financial year 2014-15, GOB allocated PKR 41 billion for education (a substantial raise of 16% as compared to the previous year), with PKR 29 billion for recurring expenses and PKR 12 billion for development. PKR 5 billion were allocated for establishing Balochistan Education Endowment Company, Rs 324.884 million for provision of facilities to schools and colleges, Rs 400 million for provision of furniture and scientific equipments to schools and Rs 750 million for repairing and renovation of schools. Rs 750 million were allocated for up-gradation of 200 primary schools to middle schools and Rs 425 million for up-grading 50 middle schools to high schools². It has been noted that underutilization of the allocated resources is an unrelenting issue showing a serious lack of capacity and systemic inefficiency and flaws. In 2013-14, for example, the government failed to spend 48 per cent of its development and 27 per cent of its non-salary budget³.

School level resource allocation and utilization has been a top-down, centralized and non participatory process in the province. Schools and communities are seldom consulted and involved in need identification of the schools. As a result, schools suffer from scarcity of basic facilities and hence low quality of education.

The GOB has initiated formation and capacity building of PTSMCs at the school level under 'The Baluchistan Compulsory Education Act 2014' with an aim to enhance community participation in the process of school management and effective resource utilization. PTSMC is an effort to devolve administrative and financial powers to the school level while involving parents and community members in the process. Another initiative taken by GOB to address the issue is introduction of 'Cluster System' financial management at the primary schools level. Under the cluster system, a high school is delegated the responsibilities of need identification and procurement for primary schools located within its vicinity.

This study is meant to understand the effectiveness of these new initiatives and is part of the project, 'Voice for Transparency Reforms', implemented by 'Development Resource Solutions' and supported by USAID's 'Citizen's Voice Project'. It tries to understand the mode of allocation of resources from the district to the primary schools; utilization of the allocated resources; the facilities that school students are provided with; the participation of school teachers and management in determining the budget needs and the role of the community in assessing the needs and providing resources to schools. It identifies major bottlenecks in the process and suggests solutions.

Specific objectives of the study are as follows;

¹ Pakistan Social and Living Standards Measurement 2013-14

² Budget speech of Minister of Finance, GOB

³ <http://tribune.com.pk/story/839945/not-spending-on-education-more-than-50-budget-unutilised/>

1. To understand the process of resource allocation and utilization of primary public schools
2. To identify the gaps and leakages in the process of resource allocation and utilization
3. To involve School Management Committees in school monitoring and budget tracking process
4. To analyze the situation and availability of facilities in the primary school
5. To suggest recommendations for effectiveness and efficiency of schools expenditure

To collect primary data on schools budgets, PTSMCs were capacitated on 'FOI Act 2005'. The PTSMCs then submitted formal 'Information Requests' to the cluster in-charge for budget information of the schools. Similar requests were also submitted at the district level and the information was verified through schools record and leakages were identified.

This report provides a statistical data analysis of the present level of expenditure on schools; a description of the general needs of schools in terms of infrastructure, staff, utilities; role and effectiveness of PTSMCs and presents practical recommendations for improved and decentralized service delivery at the district and school level. The analysis is presented under separate themes of current budget, development budget, free textbooks, missing facilities, teachers' qualification and training and role of PTSMCs in school management.

3. STUDY METHODOLOGY

A twofold qualitative and quantitative approach was adopted for the study. Firstly, quantitative data on physical status of school facilities, teachers training and number of students etc was collected through conducting KIIs in the targeted schools. Role of PTSMCs in school management and monitoring was determined by collecting KII with the PTSMCs members. Secondly KIIs were conducted with Cluster In-Charge of the High Schools for the relevant primary schools and officials of district education office. Separate information requests were submitted by PTSMCs members to the cluster In-Charge and DEO officials for accessing budget related information of the targeted schools. PTSMCs members were trained through a two days training on FOI Act, PETS and school monitoring techniques before submitting information requests.

Information requests were submitted by each SMC to the cluster In-Charge of the cluster school and DEO. Information collected through interviews at the schools were cross checked with school records including attendance sheets, purchase receipts, meeting minutes etc.

3.1. Key Research Questions

The key questions that the study has tried to answer are as follows;

1. Are resources provided to primary schools? If yes, how?
2. Are resources provided to primary schools in time?
3. Do schools receive all the allocated resources?
4. Do schools spend the resources in full?
5. Do schools generate their own resources?
6. What is role of PTSMCs in school management and monitoring?
7. What is the status of facilities in the primary schools?

3.2. Scope of the Study

The study covers 2 Towns and 5 union councils of district Quetta and covers primary public schools. The respondents of the study included Head master/Principal, Teachers, The community members as in the Parent Teacher School Management Committees and District government officials.

3.3. Sampling Methodology

A combination of purposive and convenient sampling methods was adopted for data collection. 10 primary public schools were selected from 5 union councils of Quetta district in consultation with the District Education Officer. Selection criterion for school selection was based on the following factors;

- 5 of the selected schools were girls primary schools
- Two schools from each of the selected union councils
- Rural and under resourced primary schools were given priority

Data collection was carried out through structured questionnaires by conducting 20 KIIs with head teachers and parent member of PTSMC of every primary school. 10 KIIs were conducted with cluster In-Charge of every High school through structured questionnaires. Two KIIs on semi structured open-ended questionnaires were conducted with DEO male and female. Information requests for budget data were submitted by the SMC members to the cluster In-Charge and DEOs.

The data collection team was trained before being sent to the field for the interviews. The collected data was entered into excel sheets for analysis and description. Once the collected data is analyzed, the recommendations were drawn and the draft report was consolidated.

3.4. Sample Size

A total of 10 schools were selected as sample size from 5 union councils in 2 Towns of district Quetta. 2 primary schools were selected from each UC including 1 boys and 1 girl's school.

3.5. Implementation Plan

Initial planning and orientation sessions were conducted within the project team and facilitators of the KII sessions. Project staff was internally designated to conduct the data collection process which helped in conducting the process effectively and maintaining quality during the process. Semi structured questionnaires were designed through mutual consultation with the project team.

The collected data was entered into excel sheets for analysis and description and to draw conclusions. Based on the discussions and findings of the survey, major recommendations were finalized for presentation to the relevant stakeholders. Draft report was shared with CVP for review and comments and was finalized in view with the feedback received from unit.

3.6. Limitations of the Study

The study was conducted in 5 Union Councils of district Quetta (the provincial capital) having 67 Union Councils. 2 primary schools were selected from each UC (1 boys and 1 girl's school). Due to small sample size, the study results are understandably not homogeneous and the results may not equally apply to other districts of the province.

4. FINDINGS

4.1. Provincial Education Expenditure

Though the provincial government has substantially increased education budget over the years, but allocations for primary education as a percentage of total education budget has decreased over time. An eventual decrease from 53% in the year 2010-11, to 24% in 2014-15 can be observed from the below table, whereas budget for secondary education as a percentage of total budget has been increased over the years.

Table 1: Percentage of Budgetary Allocation by level of Education⁴

	2010-11	2011-12	2012-13	2013-14	2014-15
Primary	53%	45%	22%	22%	24%
Secondary	33%	41%	29%	40%	36%
Tertiary	14%	13%	18%	20%	19%

It can also be observed that there is a trend to allocate major part of the budget for current expenditures, whereas a small percentage is reserved for development purposes. However, in the year 2014-15, a raise in the allocations for development budget can be observed, given as below;

Table 2: Current Vs Development Expenditure as Percentage of Total Education Budget⁵

	2010-11	2011-12	2012-13	2013-14	2014-15
Current Expenditure	89%	86%	90%	79%	71%
Development Expenditure	11%	14%	10%	21%	29%

Under-spending of the allocated resources has been a major issue in the education sector especially in the development budget. As compared to development budget, over-spending in the current budget can be observed and understandably, because major chunk of the current budget is allocated for salaries of the teachers and other staff.

Table 3: Allocation Vs Spending⁶

	2010-11	2011-12	2012-13	2013-14
Difference in Allocation Vs Spending (Rs in million) in education budget	948.12	2698.43	547.74	633.28
Over-spending in Current Expenditure	2%	5%	14%	16%
Under spending in Development Expenditure	57%	22%	18%	48%

⁴ <http://data.org.pk/index.php?r=postdetail%2Fpostview&id=61> Accessed Feb 18th 2016

⁵ <http://data.org.pk/index.php?r=postdetail%2Fpostview&id=61> Accessed Feb 18th 2016

⁶ Institute for Social and Policy Sciences

Development expenditure per-child is much lower than current spending at primary level.

Table 4: Per-Pupil Expenditure (PKR)⁷

	2012-13		2013-14	
	Current Expenditure	Development Expenditure	Current Expenditure	Development Expenditure
Primary	9909	344	10045	425
Secondary	59257	1740	66835	17065

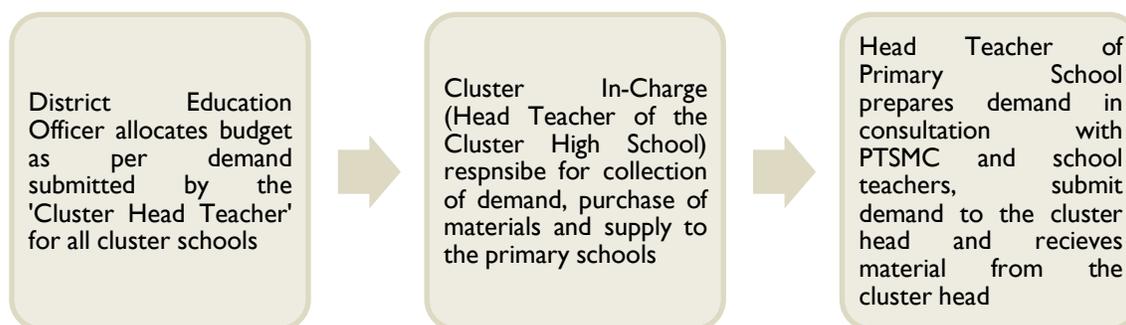
4.2. District Level Resource Allocation and Disbursement Process

After 18th constitutional amendment in 2010, the ministry of education has been decentralized to the provincial level. The provincial government determines resource allocation to the districts, which are further allocated by the DEO to the schools at the UC level. Within the UC, a cluster system has been adopted by the GOB, consisting of a cluster 'High School' and 5 to 10 primary schools located in the vicinity of the high school. Head teacher of the high school has been responsible for;

- Collection of demand from individual primary school,
- Submission of collective demand of the cluster primary schools to the DEO office,
- Receiving of funds from DEO,
- Tendering and Purchasing of approved requested material and
- Delivery of material to the primary school

The financial disbursement process of the 'Cluster System' at the district level is shown as below;

Figure 1: Financial Disbursement Process for Primary Schools at the District Level



The educational budget needs of the schools are determined by dividing the approved allocation on the basis of school size and number of students. The DDOE visits the schools to determine

⁷ Institute for Social and Policy Sciences

the needs of the schools. Frequency of these visits depends on the development demands that are put forth by the schools or on the availability of funds. DDOEs consult the schools' staff in this process.

4.3. Current Budget

Current budgets of the primary schools (excluding expenses for utilities of the schools and teachers salaries) are provided on annual basis to the cluster heads. Utility bills of the schools are directly submitted to the DEO office by the head teachers of the primary schools. Majority of the school head teachers complained that the bills are not paid in a timely manner by the DEO office, causing extrication of the electricity connection.

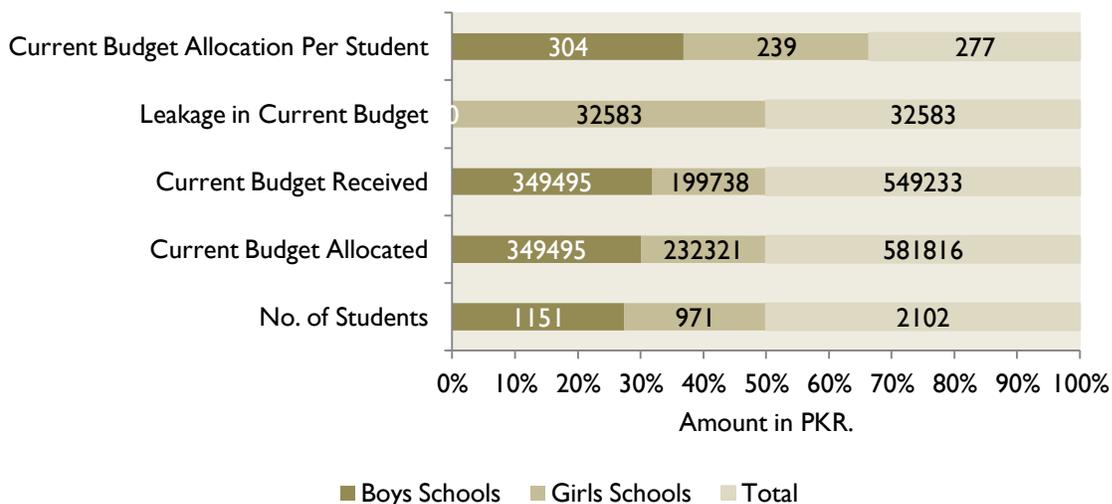
Major expenditure categories of the current budget included reading and writing material, sitting mats for students, school furniture (chairs and tables for teachers) and fund for PTSMCs. Almost half of the budget were utilized for school furniture and almost a quarter of the budgets were consumed for each of the reading and writing material and sitting mats for the students, equally by boys and girls schools. A meager amount of almost 7% of the current budget was reserved for functioning of the PTSMCs but that amount too was utilized for other expenses including utility bills, drinking water etc by 30% of the schools.

Table 5: Distribution of the Current Budget

Budget Item	Boys Schools		Girls Schools		Overall	
	PKR.	% of the Total Current Budget (Boys)	PKR.	% of the Total Current Budget (Girls)	PKR.	% of the Total Current Budget (Overall)
Reading and Writing Material	82485	24	53047	23	135532	23
Sitting Mats for Children	82517	24	53657	23	136174	24
School Furniture	164613	47	105742	46	270355	46
Fund for PTSMC	19880	5	19875	8	39755	7
Total	349495	100	232321	100	581816	100

One of the surveyed schools was identified with zero budget provision for recurring expenses in girls cluster. The school was reported by the record of DDEO (female) to have received an amount of PKR. 32583, but no amount was provided actually. The head teacher informed that she had submitted complaint to DDEO a number of times but to no avail. The cluster head, when contacted by the study team, told that the mentioned school is not included in the cluster she was heading. 90% of the primary schools in both boys and girls clusters had received the amount mentioned as per record provided by the DEO office.

Figure 2: Leakages in the Current Budget



It was found that there is a slight difference in per student allocation of the current budget for girls and boys. An amount of PKR 304 was spent per student per year for boys and PKR 239 was spent for girls.

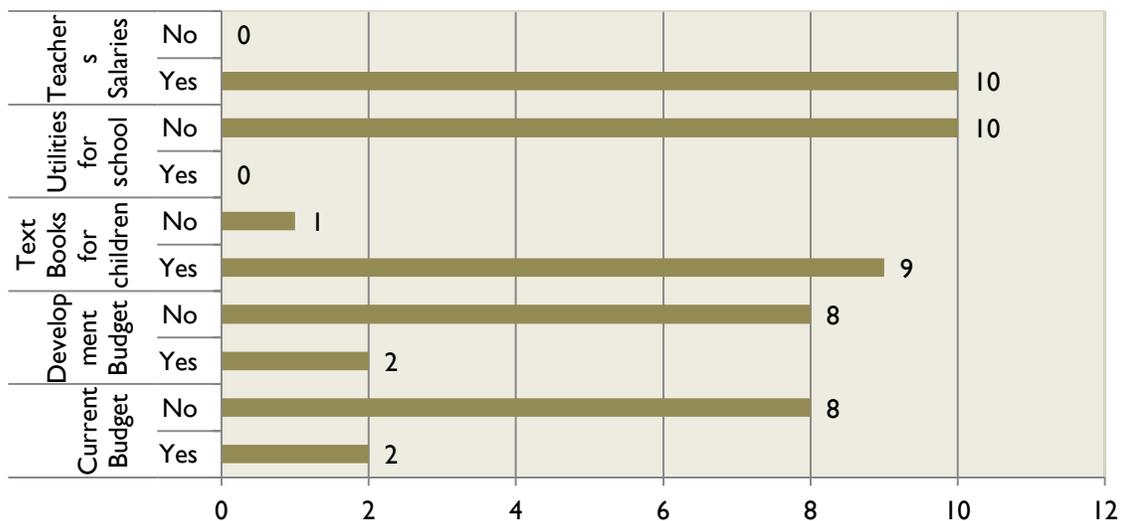
Table 6: Annual Average Expenditure (Current) Per Child (Excluding Teachers Salaries)

	No. of Students in the Surveyed Schools	Current Budget Allocation (PKR.)	Current Budget Allocation Per Student (PKR.)
Boys	1151	349495	304
Girls	971	232321	239
Total	2122	581816	277

When asked about their satisfaction with the process of resource allocation and execution, all of head teachers of the primary schools responded that they were dissatisfied with the payment process for utility bills and were satisfied with the payment of salaries.

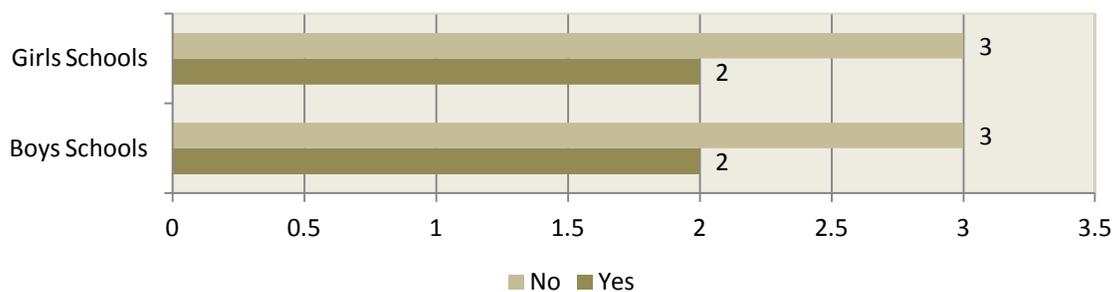
Majority of the responding head teachers (80%), showed their dissatisfaction with the process of resource allocation and execution for the current budgets.

Figure 3: Head Teachers Satisfaction with the Process of Resource Allocation and Execution for Primary Schools



The respondents were also asked about any delays in the process of salary transfer of the teachers. An equal response was received by both boys and girls teachers. 60% of the respondents informed that they are satisfied with the process whereas 40% of them complained about delays in the salary transfer.

Figure 4: Delays in Teachers Salary Transfer



4.4. Development Budget

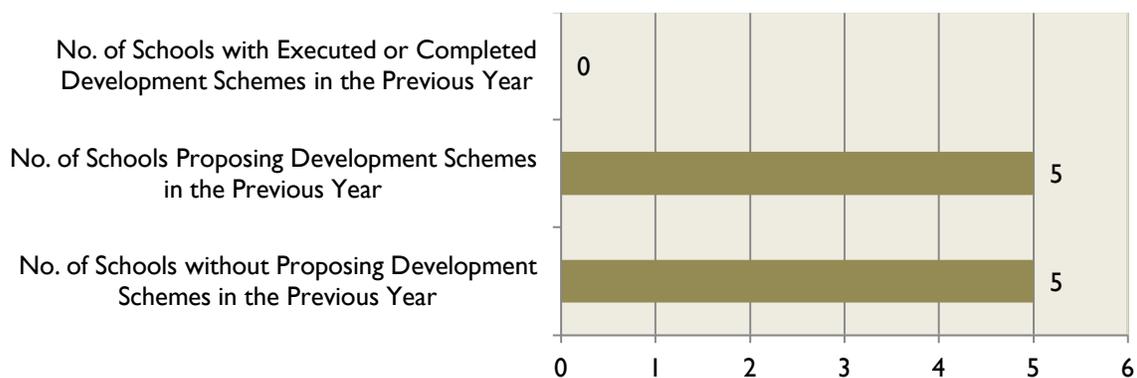
Annual district development budget includes expenditure for major school repair, maintenance, infrastructure development etc. It varies every year depending on the availability of funds and approval of the development schemes by the DEO office. The development budget, a district receives from the provincial government is allocated to the development needs of the schools. However, schools' demands for development are neither determined properly nor considered necessary while making allocation.

Most commonly, schools receive demand letters from the DEO office which are filled to request their demands for the annual budgetary needs of development expenditures. But the schools complained that their demands and the need assessment do not form the basis on which budget allocations are made. That is why most schools end up complaining that they are never consulted for their requirements. Head teachers of the primary schools were asked about their participation in the process of need identification for development schemes and it was found that no school was consulted by the district authorities in the previous year (2014-15) for any development scheme or major repair. 50% of the respondents informed that they had submitted requests for major repairs in the schools, without being consulted by the district authorities, but the request for repair/scheme was not approved.

The responding head teachers of the primary schools were asked about their satisfaction with the process of allocation and execution of development budget, majority of the responding head teachers (80%), showed their dissatisfaction with the process.

The DEO was asked about the issue, he said that the budget is decided after paying visits to the schools. According to him the DDOE visits the schools to determine the needs of the schools and the frequency of such visits depends on the demands that are put forward or on the availability of funds. He said that the educational budget needs of the district are determined by dividing the approved allocation among schools on the basis of school size and number of students.

Figure 5: Schools Participation in the Process of Budget Development and Execution (Development Schemes in the Schools)

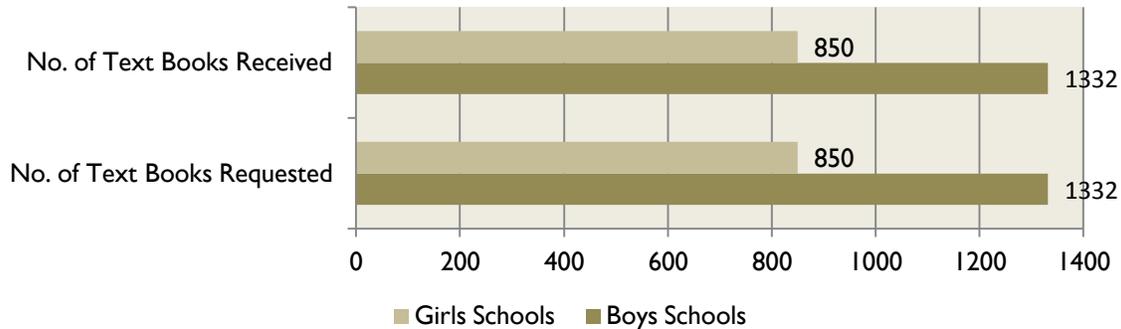


4.5. Provision of Free Text Books

When asked about the process of provision of text books for children, only 10% of the respondents (head teachers of primary schools) showed their dissatisfaction with the provision process of textbooks, the remaining 90% were satisfied with the process. It was also found that the number of text books for children provided to the schools was the same as requested by head teachers of the primary schools and no difference was found. The dissatisfaction shown by 10% of the respondents was related to the delay in provision of the text books. At an average,

the process of submitting request for text books and receiving the requested text book took almost two months.

Figure 6: Delivery of Free Text Books to the Schools



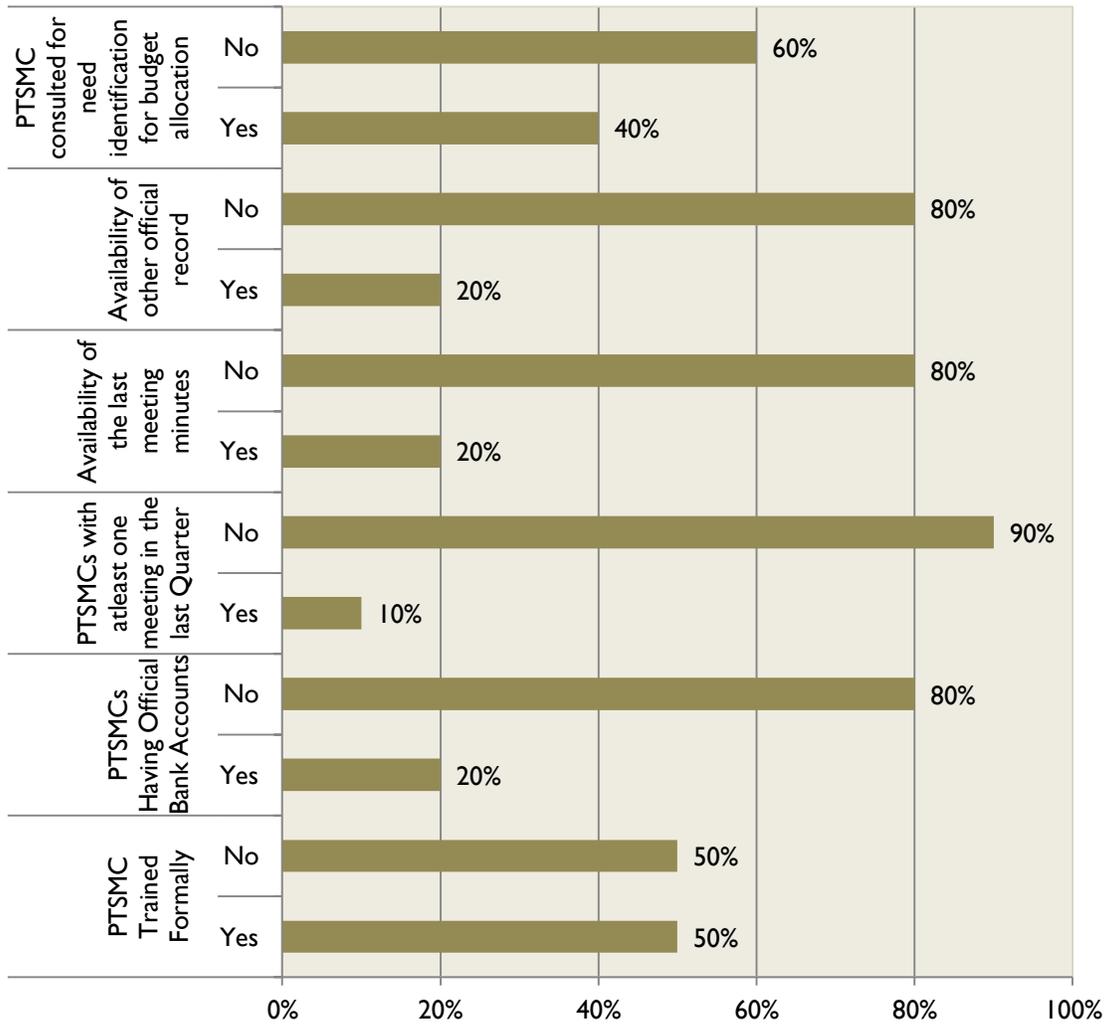
4.6. Role of PTSMCs in School Management

Parents, Teachers School Management Committees (PTSMC) are meant to ensure community participation in management of the public schools. It enhances public ownership of the government schools and promotes devolved decision making at the school level. For primary schools, each PTSMC consists of five to seven members consisting of school teachers, parents and local community members. Each school receives SC funds on an annual basis which is kept a joint bank account, operated through President and Secretary of the PTSMC. PTSMC is responsible for developing an annual development plan for the school and to spend the budget according to the ADP.

In the surveyed schools, it was found that only 5 to 8% of the current budget (excluding teachers' salaries and utility bills) was provided for PTSMC of each school (amounting to almost PKR. 5000 only). This meager amount was told to be insufficient for the PTSMC to be used for a purposeful activity therefore was spent by most of the schools for other purposes including drinking water and other petty expenses. PTSMCs involvement in the school activities was found to be minimal and ineffective. It looked like the interest and capability of the PTSMC members was neglected at the time of their as a member. Effective capacity building initiatives for the PTSMCs members have not been organized by the department so far.

When asked about their role in need identification or annual plan development, at the time of annual budgeting and planning, 60% of the PTSMC members responded that they were not involved in any such consultation. 80% of the selected PTSMCs did not have bank account and 90% PTSMCs did not held quarterly meeting. 80% of the PTSMCs did not have any official record including meeting minutes, accounts etc.

Figure 7: Effectiveness of Parents, Teachers School Management Committees

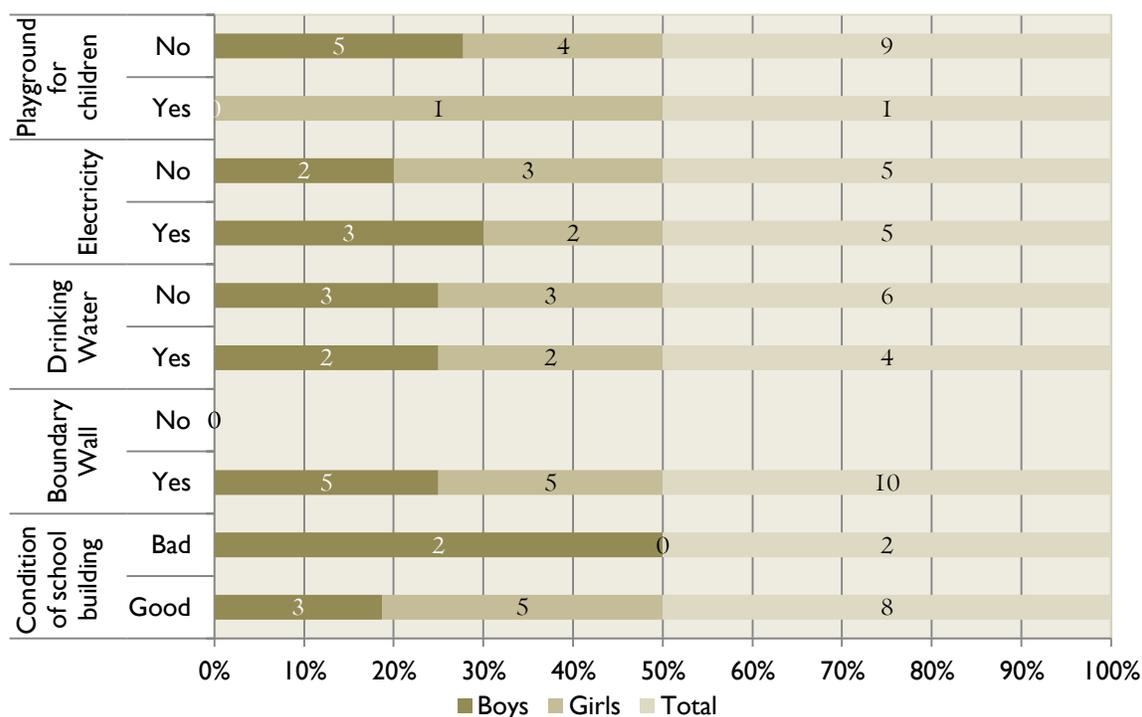


4.7. Status of Basic Facilities in the Schools

Availability of basic facilities in the schools like drinking water, washroom, electricity, boundary wall, playground and heating and cooling arrangement play a pivotal role in ensuring provision of quality education especially at the primary level. Missing facilities cause low enrollment, high dropout rate and poor learning quality.

In the surveyed schools, 20% of the school buildings were found in poor condition with requirement of major repair. 10% of the schools were found functioning in rented buildings and all of the schools were found with boundary walls. 60% of the schools were found to be functioning without any facility for drinking water. 50% of the surveyed schools were found to be without or disconnected electricity connections due to nonpayment of electricity bills. Playgrounds were found missing in 90% of the schools surveyed.

Figure 8: Status of Facilities in the Schools



The situation of washrooms was awful across all schools that were covered in the survey. It is a known fact that unavailability of washrooms in the schools is the most important factor badly affecting children's enrollment, attendance and quality of learning in the schools. Reports of the study team showed that functional washrooms in majority of the schools were in very bad conditions. In some schools, children were made responsible by the teachers to clean the washrooms. The table below shows the average number of students and teachers per washroom in all the schools that we covered. It is evident from the figures that the number of girls per washroom is comparatively smaller as compared to boys but still there is a pressing need for more washroom facilities for both students and the teachers at the schools.

Table 7: Availability of Latrine for Students and Teachers in the Schools

Gender	Average No. of Children per Latrine	Average No. of Teachers per Latrine
Male	383	10
Female	242	7

4.8. Teacher Student Ratio

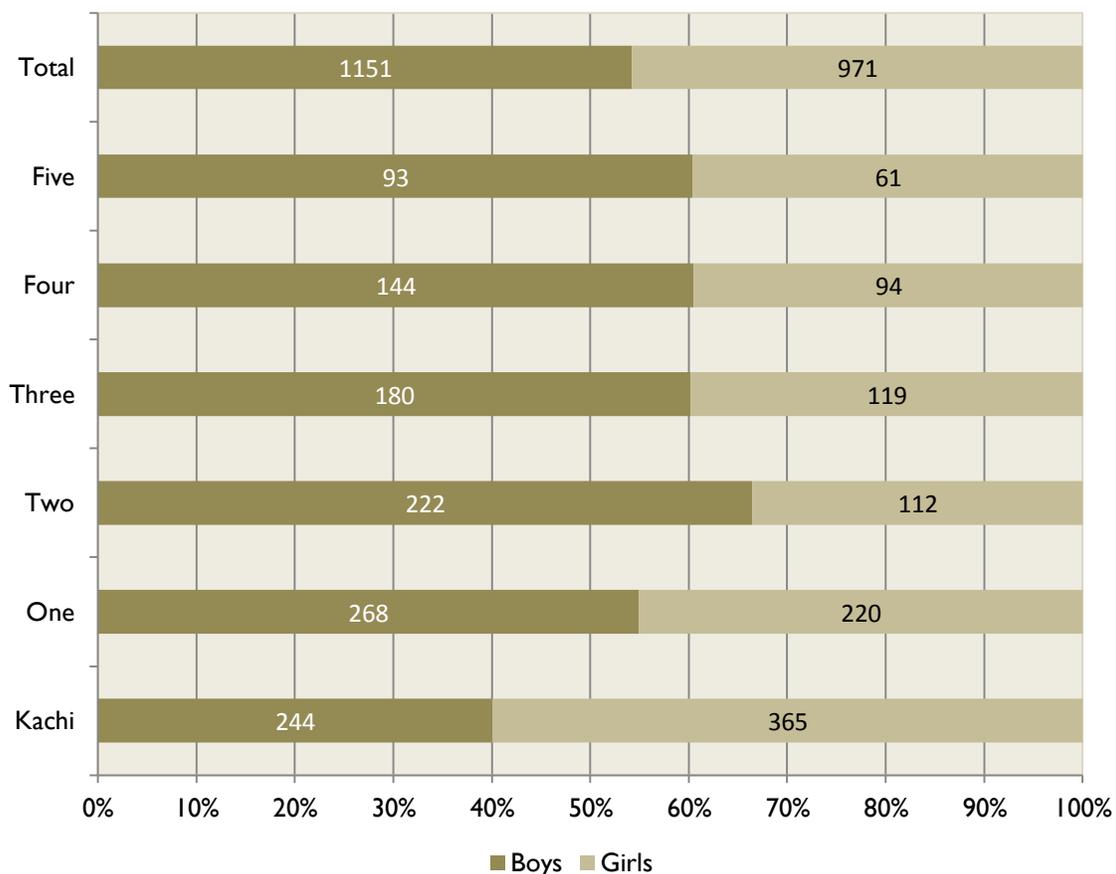
Teachers' student ratio is one of the important factors that determine classroom learning environment and thus quality of education. In our discussions with the schools and district

administrations, it was confirmed that the schools were not consulted in the process of sanctioning teaching posts and that the decisions regarding teaching positions were taken randomly by the district administration. It was therefore observed that there were schools where the number of available teachers exceeded the requirement and there were some other schools where inadequate staff was sanctioned to teach a large number of students.

In the surveyed school, it was found that there are, at an average, 6 teachers in every school. Only two girl's schools were found with 4 female teachers. Overall, teachers' students' ratio was 37.8 in the surveyed schools. Teachers' students' ratio for boys was 38.3 and for girls, it was 37.3.

It was also found that there is an outsized difference in teachers' students' ratio in individual schools. For example in one girl's schools, there were 379 girls studying in classes from 'Kachi' to 5th grade with 6 teachers only. In another girls' school there were only 110 girls, with the same number of teachers. Similarly, the maximum number of boys in a school was 312 and minimum number was 138. Both of the mentioned schools were functioning with equal number of teachers i.e. 6. This indicates a serious issue in the appointment and transfer of teachers in accordance with the required number of teachers, requiring a quick and effective system of transfer and appointment of teachers as per need of the schools.

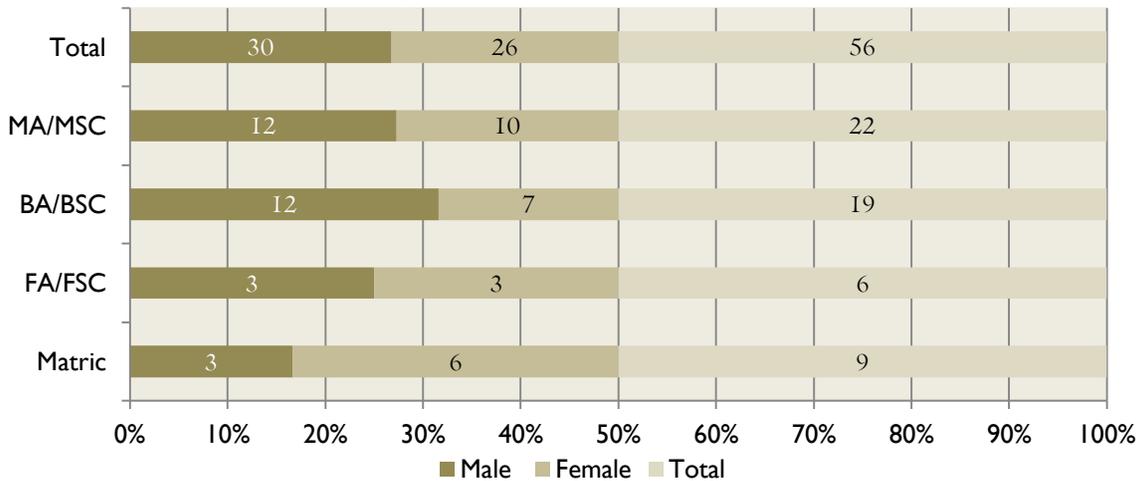
Figure 9: Class-wise Enrollment in the Surveyed Schools



4.9. Teachers Qualification and Trainings

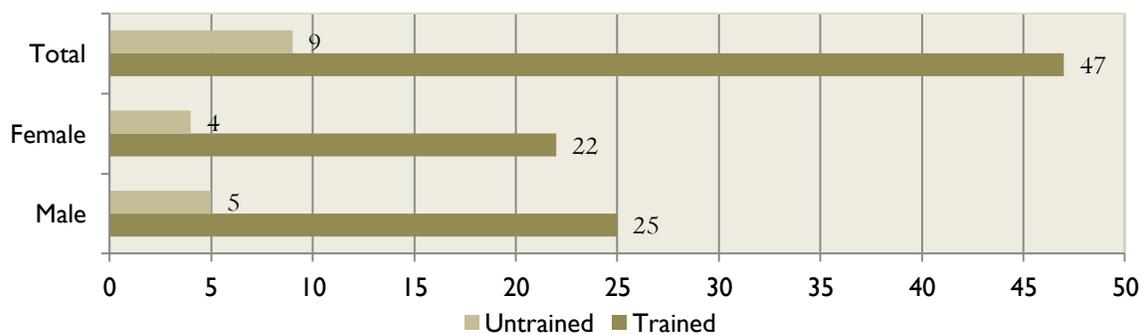
The responding teachers of the primary schools were asked about their qualifications and training and it was found that majority of the teachers had a bachelors or master's degree as their highest qualification. Out of the total 56 teachers, 22 had a master's degree while 19 had a bachelor's degree as the highest qualification. 6 of the teachers had completed Intermediate while 9 of the teachers were secondary school certified. Almost similar pattern of qualification was observed between male and female teachers as maximum number of both male and female teachers had maximum qualification of masters, with descending number of teachers having graduation, higher secondary and secondary education.

Figure 10: Teachers' Qualification



Majority of the teachers (47 out of 56) had PTC, B. Ed or M. Ed certification whereas 9 of the teachers had no formal training certification. In female teachers, 22 were trained and 4 were untrained whereas in male teachers, 25 had certification and 5 were found without formal training.

Figure 11: Teachers Training



5. CONCLUSION

In sum, it can be concluded that at the provincial level, the resources allocated for the development expenditure in the overall budget are far less as compared to the current budget with a major chunk for staff salaries.

Resources are allocated from the province to the districts through a centralized process without proper consultation of the stakeholders. Teachers appointment or relocation where needed in the schools is a cumbersome and complicated process therefore there is a large variance of teachers' student ratio among the schools. PTSMCs have been formed in the school but have not been provided with proper training.

Members of the PTSMCs have been selected without giving attention to their qualification, capability or even interest in the school management. A very meager amount has been allocated for use by PTSMCs. Their involvement in school management is minimal.

Many of the school buildings were found in poor condition with requirement of major repair and some schools were found functioning in rented buildings and all of the schools were found with boundary walls. Majority of the schools were found to be functioning without any facility for drinking water. Almost half of the surveyed schools were found to be without or disconnected electricity connections due to nonpayment of electricity bills. Playgrounds were found missing in majority of the schools surveyed.

In the surveyed schools, it was found that there are, at an average, 6 teachers in every school. Only two girl's schools were found with 4 female teachers. Overall, teachers' students' ratio was 37.8 in the surveyed schools. Teachers' students' ratio for boys was 38.3 and for girls, it was 37.3.

Out of the total 56 teachers, 22 had a master's degree while 19 had a bachelor's degree as the highest qualification. 6 of the teachers had completed Intermediate while 9 of the teachers were secondary school certified. Almost similar pattern of qualification was observed between male and female teachers as maximum number of both male and female teachers had maximum qualification of masters, with descending number of teachers having graduation, higher secondary and secondary education

The recently adopted 'Cluster System' for school expenditure is a good step forward but more financial and management autonomy is required at the school level. Majority of the schools lack basic facilities including washrooms, drinking water, heating and cooling arrangement, playgrounds etc. Head teachers' of the primary schools lack capacity in financial management.

In order to address these issues, the financial allocation and disbursement process to the primary schools, at the district level needs to be improved with intensive capacity building measures and involvement of the PTSMCs, along with a number of other measures recommended in the next section.

6. RECOMMENDATIONS

- 6.1.** Needs identification and resource allocation should be an inclusive process involving all stakeholders especially the PTSMC. Annual development plans should be prepared by PTSMC for each primary school and must be implemented accordingly. Primary schools should be provided with resources as per ADP and closely monitored by the district education authorities.
- 6.2.** Share of the school non salary current budget requires to be increased in the overall school budget and needs of the individual school should also be considered as an additional criterion, along with the existing criterion for resource allocation i.e. the number of students in a school. Resources should also be allocated for extracurricular activities including sports and other social events.
- 6.3.** The process of payment of utility bills needs to be devolved from the DEO office to the individual primary school in order to avoid late payment and extrication of the utility services.
- 6.4.** Unavailability of drinking water and sanitation facilities for children and teachers in the schools were identified as the most pressing issues which are badly effecting school performance in terms of quality and enrollment (especially girls). Rigorous efforts must be made to improve the conditions of primary schools by providing adequate resources and basic facilities.
- 6.5.** PTSMCs' share in the budget should be enhanced and a capacity development plan for PTSMCs needs to be devised and implemented in order to enable them play the required role in facilitating and supporting the education process. Parent Teacher School Management Committees (PTSMCs) should be given more financial support and autonomy at the School level. To empower and capacitate PTSMCs, sufficient amount needs to be allocated for training of the PTSMCs members.
- 6.6.** A mechanism needs to be devised to ensure that community members only with a certain level of education and interest could be selected as member of the PTSMCs. More funds should be allocated to be used by the PTSMCs.
- 6.7.** Teacher' Students' Ratio varies inconsistently in the individual schools. As a result, the schools lack the required number of staff, which adversely affects the quality of instruction. In order to address the issue, a robust and quick teacher appointment system needs to be adopted.



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