

# **Promoting Transparency and Access to Information in Education in Haripur District**

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### **Acronyms**

ADO	Assistant District Officers
DDEO	Deputy District Education Officers
DEO	District Education Officer
EDO	Executive District Officer
EFA	Education For All
ESR	Education Sector Reform
GER	Gross Enrolment Rate
MTDF	Medium Term Development Framework
NEC	National Education Census
NEMIS	National Education Management Information System
NER	Net Enrolment Rate
NIPS	National Institute of Population Studies
PSDP	Public Sector Development Program
UCs	Union Councils

## Chapter 1

### Situation Analysis

#### 1. Introduction

District Haripur is located in the North West Frontier Province (NWFP), covering an area of 1,725 square kilometers. The district has three tehsils, namely Haripur, Ghazi and Khanpur. These tehsils are sub-divided into 45 Union Councils (UCs), 15 in urban areas and 30 in rural areas. Consistent with National Institute of Population Studies (NIPS), the estimated population of the district was 857,000, in 2008, having population density of 497 persons per square kilometer. The average household size of the district is 6.6 persons per household vis-à-vis 8 persons per household at the provincial level. Haripur district is predominantly a rural district where only 12% population lives in urban areas and the main source of livelihood of rural population is agriculture.

Education is a basic human right without which socio-economic development cannot be imagined. Ensuring continuity and fostering creativity and change are the two functions of education, which are related to understanding, knowledge, attitudes, and behavior. Therefore, expenditure on education is considered as a cost effective investment, as it brings the highest return in various forms. The quality of education, which we impart to our children today, provides the future leadership to steer the country successfully or otherwise. Successive governments have targeted the universal primary education, access to continuing education, facilities and improvement in quality of education at all levels, but the targets achieved so far are only partial.

#### 1.1 Educational Hierarchical Structure

District Haripur is divided into six education circles. The district government, through Executive District Officer (EDO) School and Literacy, manages Primary, Middle and Secondary education, whereas the responsibility of managing College and Teacher education lies with the provincial government. The District School and Literacy Department comprises 17 officers who are responsible for running day-to-day affairs of the schools in the district. It comprises one EDO, two District Officers (DOs), Two Deputy District Officers (DDOs), and 12 Assistant District Officers (ADOs).

Each circle in the district is managed by the 2 ADOs (Education), who are responsible to submit a weekly data report after spending three days in circle office, conducting a two days inspection, and spending one day at the district headquarters. Several officials help EDO/DO in managing the educational affairs of the district. To provide more time to DOs for school inspection, supervision and monitoring, EDO is also invested the administrative powers. The EDO/DO assisted by ADO Establishment is responsible for office work of establishment branch. The ADO Physical Education assists EDO in managing the sports activities and ADO Planning and Development helps in managing accounts, budget, planning and development activities.

## Chapter 2

### State of Education in District Haripur

#### 2.1 Educational Institutions

Educational institutions are factories where students enter in a raw form and are polished by their teachers. In this regard, educational environment, number of educational institutions and financial inputs play an important role.

According to National Education Census (NEC) Report 2005 and NWFP Education Management Information System (EMIS) 2007-08, the district Haripur has 1,589 schools. In this number, 76% are government schools and 24% are private schools. In the district, government schools account for 67% of the total enrollment of primary, middle, secondary and higher secondary schools, whereas 33% of the total enrollment is in private schools. At post-secondary level, 12 higher secondary schools and seven colleges (including five secondary schools and three colleges for girls), are offering Intermediate (Classes 11–12) and Bachelor's (Classes 13–14) level education. (Table 1)

**Table 1: Number of Educational Institutions, Enrollment by stage/gender and Enrollment rate (Gross & Net) 2007-2008**

School level	Number of Schools		Enrollment by stage		Number of Teachers		GER		NER	
	Boys	Girls	Boys	Girls	Male	Female	Boys	Girls	Boys	Girls
<b>Public Sector</b>										
<b>Primary</b>	663	321	49,828	44,086	1,760	1,271	77%	72%	54%	47%
<b>Middle</b>	69	47	18,166	13,695	448	260	48%	37%	30%	21%
<b>Secondary</b>	66	34	11,061	7,651	874	444				
<b>Higher Secondary</b>	7	5	595	941	228	122				
<b>Private Sector</b>										
<b>Primary</b>	*111	2	32,603	23,174	95	557	31%	23%	25%	18%
<b>Middle</b>	*135	47	5,804	3,875	210	1,038	14%	10%	9%	6%
<b>Secondary</b>	*62	1	2,899	1,503	211	844				
<b>Higher Secondary</b>	*17	2	1,391	874	152	190				

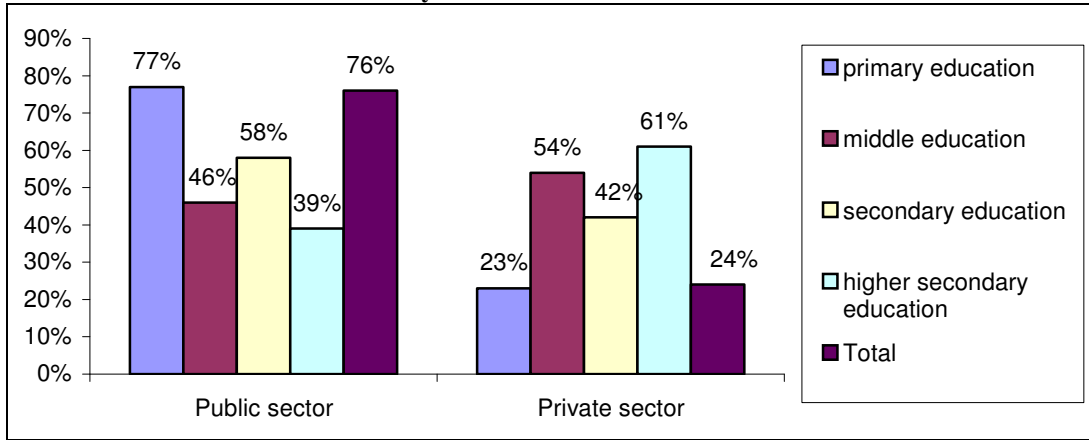
Data source: NEC report 2005 and NWFP EMIS report 2007-08

\*Mix/Co-education schools included.

### 2.1.1 Share of Institutions by Levels of Education

As far as share of institutions by levels of education is concerned, public sector dominates in the district in providing the education at all levels except the middle and higher secondary levels. Among the private schools of the district, 23% schools offer primary level education, 54% middle stage<sup>1</sup> education, 42% secondary stage education and 61% higher secondary level education. Comparatively, 77%, 46%, 58%, and 39% government schools offer primary, middle, secondary, and higher secondary level education, respectively. (Chart 1)

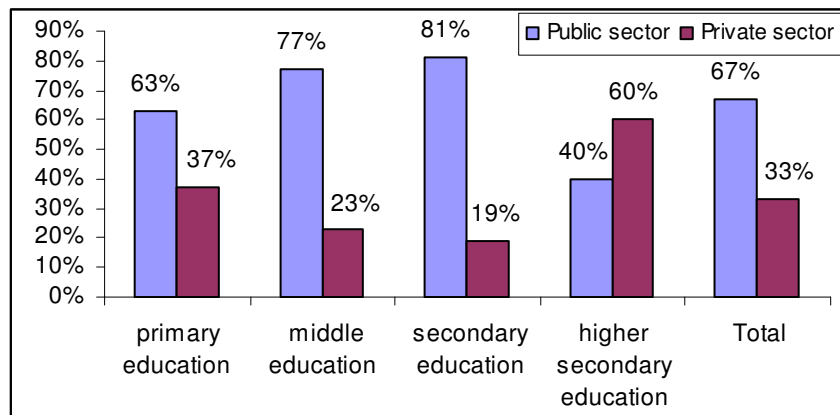
**Chart 1: Share of Institutions by Levels of Education**



### 2.2 Share of Enrolment by Levels (Public and Private)

Regarding share in institutions, public sector also leads in terms of enrollment. 67% children are enrolled in public sector schools in comparison to 33% children enrolled in private schools of the district. At each educational level, private sector lags behind in terms of enrollment, except higher secondary stage. The percentage of children enrolled at higher secondary stage in private schools is 60% vis-à-vis 40% in public schools. (Chart 2)

**Chart 2: Share of Enrollment by levels (Public and Private)**

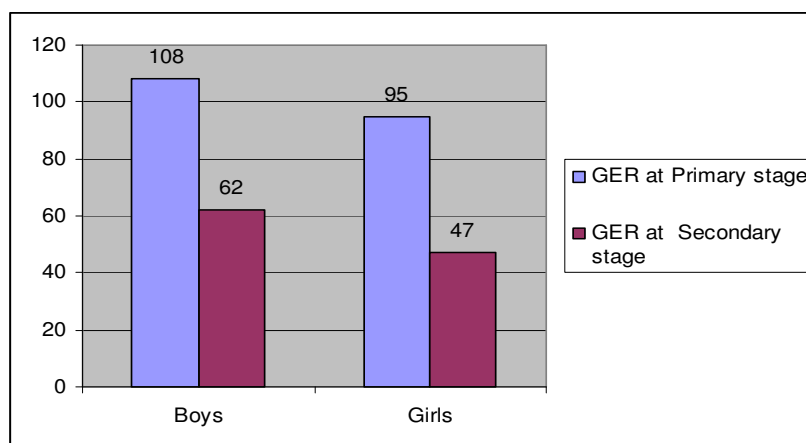


<sup>1</sup> Stages of education are primary stage (1-5), middle stage (6-8), and secondary stage (9-10).

### 2.2.1 Gross Enrolment Rate (GER)

According to NWFP EMIS 2007-08, in the district Haripur, the Gross Enrollment Rate (GER) at primary and secondary (VI-X) stages is 102% and 54%, respectively. If we gender-disaggregate the data, the GER of boys is more in comparison to girls, at both primary and secondary stages. Moreover, the primary stage GER of district Haripur is 26% higher than provincial average of NWFP. (Chart 3)

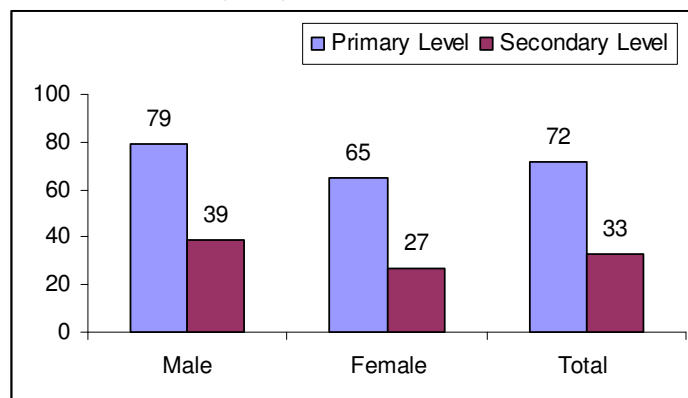
**Chart 3: Gross Enrollment Rate (GER)**



### 2.2.2 Net Enrolment Rate (NER)

Consistent with NWFP EMIS 2007-08, the Net Enrollment Rate (NER) in the district Haripur is 72% at primary level and 33% at secondary (VI-X) level. Statistics indicate that NER of boys is more vis-à-vis girls, at both primary and secondary levels. (Chart 4)

**Chart 4: Net Enrollment Rate (NER)**



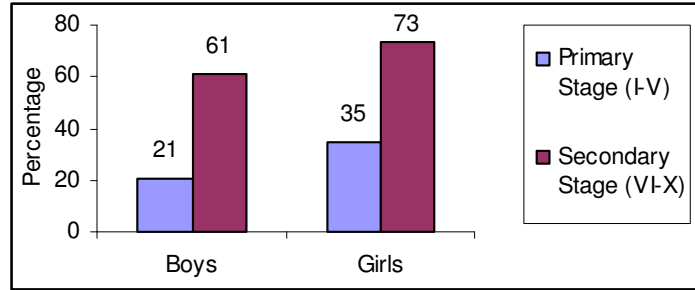
### 2.2.3 Out-of-School Children

Amongst all children in the age group 5-9 years, 28% children are out-of-school in district Haripur. The percentage of out-of-school children is more at secondary (VI-X)



stage in comparison to primary (I-V) stage. If we gender-disaggregate the data, more girls are out-of-school in comparison to boys, at both primary and secondary stages. (Chart 5)

**Chart 5: Out-of-School Children (Percentage)**



### 2.2.4 Survival Rate

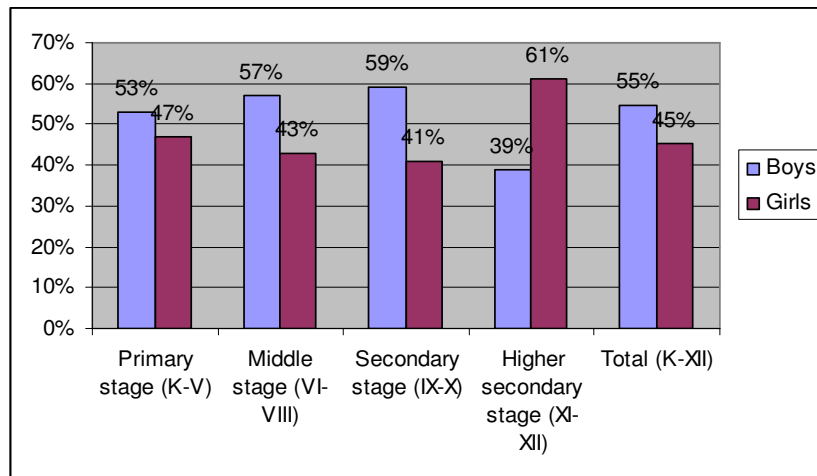
According to NWFP DEMIS report 2007-08, the district Haripur has an estimated deficiency gap of 28% of the children of relevant age group (5-9 years). This percentage is more for girls (35%) than boys (21%). Of those children who were enrolled in schools in 2002-03, 67% children reached class V, and about 23% did not enter/register in class VI. Even then, this survival rate is better than national and provincial averages.

## 2.3 Gender disparity (Public sector institutions)

### 2.3.1 Enrolment

Gender-disaggregated analysis of Enrollment data shows that more boys are enrolled in schools in comparison to girls. Among the total number of the children enrolled at primary, middle, secondary and higher secondary stages, 55% are boys. Similar gaps are visible at each level, where the lowest gap is seen at primary level. Only at the higher secondary level (in higher secondary schools only) the Enrollment ratio of girls (61%) is higher than boys (39%). (Chart 6)

**Chart 6: Enrollment (Percentage)**



### 2.3.2 Increase in Enrolment

Concerning the increase in enrollment, primary schools had 9% increase in 2006-07, where the ratio in boys and girls primary schools stands at 10% and 8%, respectively. In the subsequent year, the increase at primary level was comparatively low (4%). While in middle, secondary and higher secondary school, there was 2% increase in enrollment in 2006-07, and 5% increase in 2007-08. (Table 2)

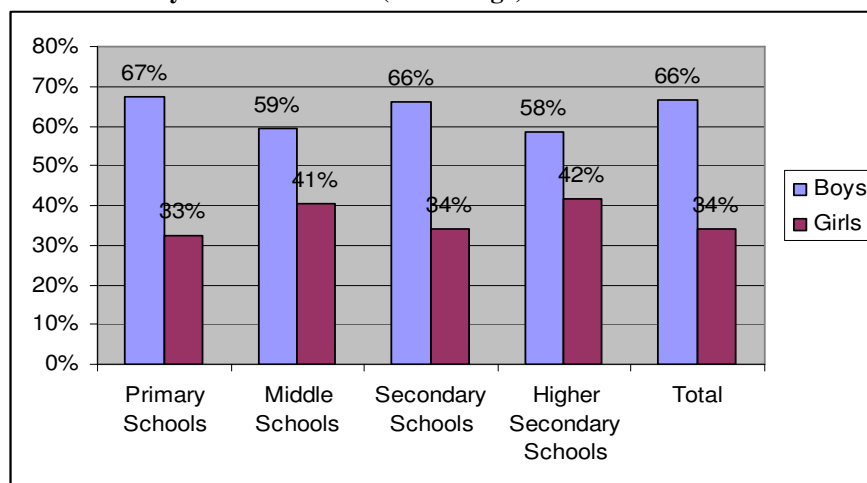
**Table 2: Increase in Enrollment (Percentage)**

Schools	2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total
Primary	10	8	9	6	0.49	4
Middle, Secondary and Higher Secondary	1	4	2	3	9	5

### 2.3.3 Schools

Overall, in the district Haripur, there are 66% boys' schools and 34% girls' schools. The gender disparity is visible at all educational levels. The ratio between boys school and girls school at primary, middle, secondary, higher secondary and college levels is 2:1, 1.5:1, 2:1, 1.4:1 and 1.3:1, respectively. (Chart 7)

**Chart 7: Schools by Level & Gender (Percentage)**



### 2.3.4 Number of Schools Established or Upgraded

As far as the establishment of schools in the district Haripur is concerned, only 27 new primary schools were established, during the year 2006-07. More primary schools were established for girls vis-à-vis boys. While, in 2007-08, not even a single new school was established, rather seven primary schools were closed down. The number of boys and girls schools, which were closed down during 2007-08, stands at two and five, respectively. (Table 3)

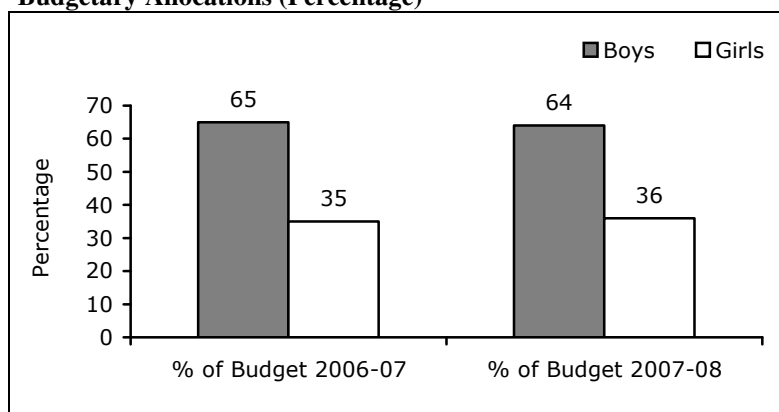
**Table 3: Number of Schools Established/Upgraded in 2006-07 (From 2005-06) and 2007-08 (From 2007-08)**

Number of Schools	2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total
Established (Primary)	10	17	27	-2	-5	-7
Upgraded (Primary to Middle)	6	12	18	0	2	2
Middle Schools Upgraded as High Schools	4	21	25	0	0	0
Secondary Schools Upgraded as Higher Secondary Schools	1	0	1	0	1	1

Regarding up-gradation of schools during 2006-07, overall 44 primary schools were upgraded. Of this number, 18 were primary schools, while 25 middle schools were upgraded as high schools, and one secondary school was upgraded as higher secondary school. The number of schools upgraded at primary and middle levels<sup>2</sup> is significantly higher for girls, but not even a single girls' secondary school was upgraded as higher secondary school. The data shows a more daunting picture for the year 2007-08, where not even a single boys school was upgraded at any level. Only two girls primary schools were upgraded, and one girls secondary school was upgraded as higher secondary school. (Table 3)

## 2.4 Budgetary Allocations

During 2006-07, in district Haripur, 65% of the budget was allocated for boys schools and 35% for the girls schools. Later, during 2007-08, the allocation for boys' school and girls' schools remained almost same as that of the previous year. There was only an insignificant (1%) increase in the allocation for girls' schools, and a marginal (1%) decrease in the allocation for boys' school. (Chart 8)

**Chart 8: Budgetary Allocations (Percentage)**

<sup>2</sup> Middle level means that grade 6-8 education is provided also by secondary schools and higher secondary schools, in addition to elementary/middle schools.

## 2.5 Teacher

Teachers play a vital role in facilitating learning and making the learning process more efficient and effective. Existing pre-service training duration/curricula seems inefficient for enabling the teachers to play their role. Moreover, the number of teachers needs to be worked out based on the demand of curricula and student-teacher ratio. There is a dire need of structured in-service teacher training program for updating the teachers' knowledge of content and their teaching methodology.

### 2.5.1 Student-Teachers Ratio

In the district Haripur, male teachers significantly outnumber female teachers, where 38% teachers are female vis-à-vis 62% male teachers. Considering the student-teacher ratio, statistics indicate that average student-teacher ratio at primary schools is 31, wherein the ratio in boys schools stands at 34.5 and 26 in girls schools. In middle schools, the student-teacher ratio is 12.2, showing 11.6 in boy's schools and 13.3 in girls' schools. Secondary schools student-teacher ratio stands at 25.7, which is 23.3 in boys' schools and 30.5 in girls schools. While in higher secondary schools, student-teacher ratio is 27, showing 22 in boys' schools and 36 in girls' schools. This indicates that availability of teachers in the district Haripur is insufficient and the deployment of teachers is problematic, i.e. average number of teachers in primary school is only three teachers for six classes.

### 2.5.2 Number of Teachers Increased

The data indicates that in primary schools, 369 teachers were recruited during 2006-07, wherein number of teachers in girls' school (246) was more than boys (123). While at middle, high, and higher secondary schools, 48 teachers were added, which were all in girls schools. Not even a single teacher was added for boys' middle, high and higher secondary schools. In the year 2007-08, only five teachers were added in girls' primary schools, and 45 teachers in boys' primary schools were retired/left teaching. However, at middle, high and higher secondary schools, overall 80 teachers were added. The number of teachers added in boys' schools was 21 in comparison with 59 for girls' schools. (Table 4)

**Table 4: Number of Teachers Added**

Number of Teachers	2006-07			2007-08		
	Boys	Girls	Total	Boys	Girls	Total
Primary Schools	123	246	369	-45	5	-40
Middle/High and Higher Secondary Schools	0	48	48	21	59	80

## 2.6 Schools without Basic Facilities

Provision of basic amenities, i.e. water, electricity, toilet, boundary walls, fans, and playgrounds, is very important for the promotion of education. A thorough analysis of basic facilities available in the schools of district Haripur is reported below:

### 2.6.1 Water Facility

Overall, 29% of the schools in the district do not have access to water, wherein the ratio is same (29%) for boys and girls. A gender-disaggregated analysis indicates that more boys' schools do not have access to water in comparison with girls' schools, across all levels of education. These percentages stand at 30% of boys schools and 31% of girls schools at primary level, 43% of boys schools and 30% of girls schools at middle level, and 17% of boys schools and 3% of girls schools at secondary level. This indicates that more children are deprived of safe water in middle schools, followed by primary level and secondary schools. (Table 5)

**Table 5: Schools without Basic Facilities (Numbers)**

School Level	Water		Electricity		Latrine		Boundary wall	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Primary	196	101	226	163	198	19	238	37
Middle	30	14	30	16	16	1	43	6
Secondary	11	1	12	2	11	0	34	2
Higher Secondary	0	0	0	0	0	0	2	0
<b>Total</b>	237	116	268	181	225	20	317	45

### 2.6.2 Electricity

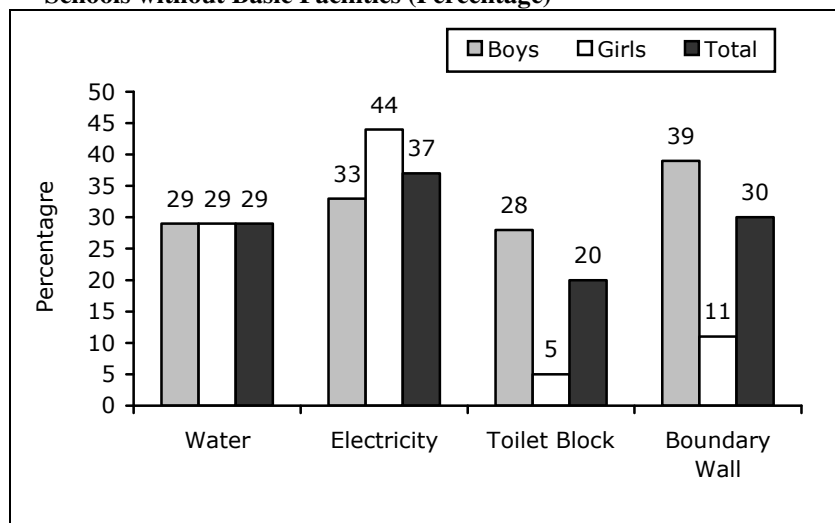
Statistics indicate that 37% of the schools do not have electricity in district Haripur, wherein the situation in girls' school (44%) is more disappointing vis-à-vis boys' schools (33%). If we gender-disaggregate the data, at middle level, 43% of boys' schools and 34% of girls' school are without electricity. Similarly, in primary schools, 34% of boys' schools and 51% of girls' schools do not have the facility. However, the situation is much better in secondary schools where only 18% of boys' schools and 6% of girls' schools are without electricity. At middle and secondary levels, the percentages are better for girls' schools in comparison with boys' schools, however, the most disheartening situation is in the primary schools of girls.

### 2.6.3 Latrine Facility

Access to latrines is not available in 20% schools of district Haripur; however, the situation in girls' schools (5%) is far better than boys' schools (28%). This indicates that

majority (80%) of the schools have the latrine facility. The percentage of boys' schools without toilets stands at 30% at primary level and 23% at middle level. Comparatively, only 6% of girls' primary schools and 2% of girls' middle schools do not have toilet blocks. Hence, across all levels of education, the percentage for girls' schools having latrine facility is much better than boys' schools. (Chart 9)

**Chart 9: Schools without Basic Facilities (Percentage)**



#### 2.6.4 Boundary Wall

In the district Haripur, the percentage of schools without boundary walls stands at 30%, where 39% boys' schools do not have boundary wall vis-à-vis 11% girls' schools. Majority of the middle schools are without boundary walls, followed by secondary schools and primary schools. The gender-disaggregated analysis indicates that the ratio of boys' schools, which do not have boundary walls, is significantly higher than girls' schools, across all levels of education. The percentage of boys' schools without boundary walls stands at 36% at primary level, 62% in middle schools and 52% in secondary schools. On the other hand, only 12%, 13% and 6% girls' schools do not have boundary walls at primary, middle and secondary schools. At higher secondary level, only 29% of boys' schools are without boundary walls.

#### 2.7. Literacy

Literacy is considered as important means for shaping the social and political structure on democratic lines. Majority of the neo-literates are being added by the formal education system, besides informal, formal and other literacy programs.

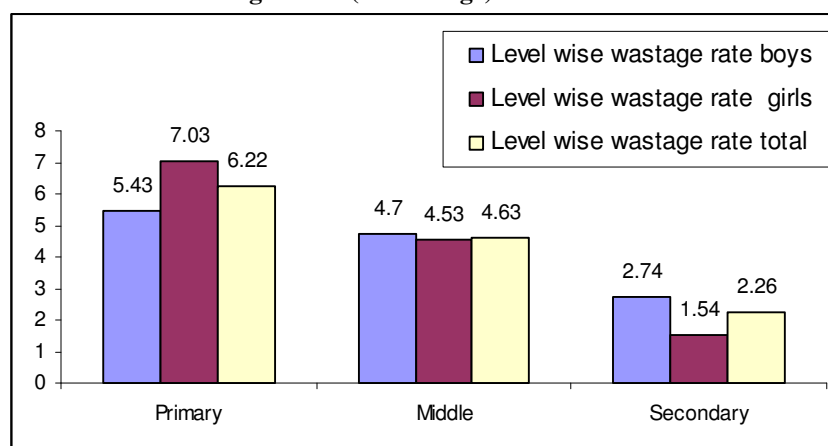
Literacy rate (10+) of Pakistan is 53%, which is better for males (65%) vis-à-vis females (40%). However, it is encouraging that district Haripur has 57% literacy rate, which is better than national and provincial averages. The gender-disaggregated data shows that an overwhelming majority of males is literate in the district. This ratio stands at 74% male vis-à-vis 42% female. Owing to better literacy rate, district Haripur is ranked at second position in NWFP. (Table 6)

**Table 6: Literacy Rate 10+**

	Literacy Rate 10+		
	Male	Female	Total
<b>Pakistan</b>	65	40	53
<b>Punjab</b>	65	44	55
<b>NWFP</b>	64	26	45
<b>Haripur</b>	74	42	57
<b>District Ranking in NWFP</b>			<b>2</b>

## 2.8. Wastage Ratio

Wastage in education in terms of dropout, repeaters and the sub-optimal use of inputs exists.

**Chart 10: Level Wise Wastage Ratio (Percentage)**

In district Haripur, primary level has the highest wastage ratio, with more ratio for girls in comparison with boys. However, the wastage ratio is lower at middle and lowest at secondary levels, where most enrollment is lost. About 23% of class V students do not enter/register in class VI, and 15% of the class VIII students do not enter/register in class IX. (Chart 10)

## **Findings of the Analysis**

### **Issues in Education of District Haripur**

1. District Haripur is predominantly a rural district, and main source of income is agriculture. Owing to poverty and high opportunity cost of education, parents have a casual attitude towards girls' education.
2. A massive effort is required to meet the Millennium Development Goal (MDG) by 2015.
3. In district Haripur, the enrollment rate of boys is more in comparison to girls, except the higher secondary level. Similarly, girls lag behind in the GER and NER at both primary and secondary levels. In total, 28% children are out-of-school in the district, where the percentage of girls is higher than boys. This situation is largely attributable to lack of accessibility and facilities, especially for girls, for continuing education at an approachable distance. While, the access to education is sufficient for boys.
4. Average number of teachers for boys' primary schools is three to teach six classes, and in girls' primary schools is four to teach six classes. For this reason, the wastage ratio at pre-primary and primary stages is higher than the other levels.
5. Wastage ratio is high at primary vis-à-vis middle and secondary levels, which is more valid for girls. It reflects absence of student-friendly environment.
6. Overall, in the district, there are more Boys' schools (66%) than girls' schools (34%), with significant gender gaps at all educational levels. On the contrary, better facilities that are basic are available in girls' schools.
7. In the district, 19% of the schools are single room schools, whereas, 45% schools are two rooms schools, to accommodate six classes. The percentage of primary schools having five rooms or more stands at 20% only. If we gender-disaggregate the data, there are four girls schools with single classroom, and 157 girls schools with two rooms.
8. In-service training programs are financed through development budget or through donors' funding. The district lacks in-service structured training programs. Teachers are not provided training, especially for pre-primary stage, while math, science and computer teachers are provided with very little opportunity for in-service teacher training through National Institute of Science and Technical Education.
9. The sustainability of literacy skill of neo-literates enhanced through adult literacy program has not been ensured.



10. Seven primary schools, which were established in 2006-07, were closed down during 2007-08.
11. Not even a single primary school teacher was appointed during 2007-08.

## Chapter 3

### Financial Analysis

#### 3.1 Introduction

Provincial budget caters for the colleges, teachers and professional education, whereas, the amount for school education is allocated through district budget in addition to federal ESR grant.

**Table 7: Budgetary Allocations for the Colleges & Teacher Education 2007-08 & 2008-09**

	2007-08	2008-09
<b>College Education</b>	<b>40.822</b>	<b>86.998</b>
Salary	39.724	86.25
Non-salary	1.098	0.748
<b>Teacher Education</b>		
Male	<b>5.847</b>	<b>5.496</b>
Salary	5.292	5.412
Non-Salary	0.555	0.084

The provincial government also provides development funds through provincial ADP/Public Sector Development Program (PSDP) for schools (District subject), colleges and teachers training (In-service & Pre-service) etc. However, the pace of development is slow in district Haripur, as not even a single development project was completed, as of June 2008. Establishment of six girls and six boys primary schools, and up-gradation of primary schools to middle level schools and middle level schools to high level schools is still in progress. Moreover, the reconstruction process of a middle school building has not been started yet. (Table 8)

**Table 8: Development Projects Funded through Provincial PSDP 2007-08**

Title	Scope of Work	Progress Till June 2008
Establishment of Girls Primary Schools	7 Schools	Work in progress at 6 sites
Establishment of Boys Primary Schools	6 Schools	Work in Progress at 6 sites
Construction of Additional Classrooms	4 rooms in 2 high schools 4 rooms in 2 middle schools 18 rooms in 11 primary schools	Not reported
Up-gradation of primary schools to middle level	2 girls schools and one boys school	Work in progress
Up-gradation of middle school to high level	2 girls schools and one boys school	Work in progress
Re-construction middle school building	1 middle school	Not yet started

### 3.2 Current Budgetary Allocations for Education in District Haripur, 2008-09

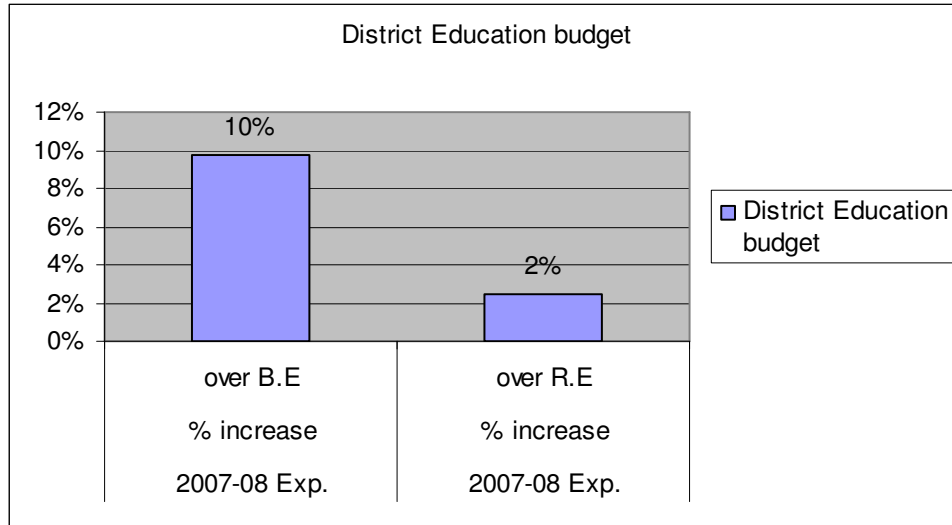
During 2008-09, district Haripur received Rs.895.40 million for education under the current budget, comprising Rs.855.65 million salary costs and Rs.39.75 million non-salary costs. The salary costs cover 96% of total district current education budget. In 2008-09, the district education budget of Haripur has increased by Rs.7.8 million, showing an increase of 0.88% over 2007-08 expenditure. Similarly, the salary costs increased by Rs.26.6 million, an increase of 3.22% over 2007-08 expenditure. The highest amount (7.72%) of salary cost increase has been allowed to secondary schools, whereas, the non-salary costs decreased 28.95%. However, the Parent Teacher Councils grant sustained at 2007-08 level. (Table 9)

**Table 9: Percentage Increase in District Education Current Budget 2008-09 over the Last Year 2007-08 Current Expenditure (Rs. In Million)**

Description	2007-08 (Expenditure)	2008-09 (B.E)	% change over 2007-08 Expenditure
<b>Administration (Total)</b>	<b>20.18</b>	<b>20.71</b>	<b>2.63</b>
Salary	14.04	13.89	-1.07
Non-Salary	6.14	6.82	11.07
<b>Primary Schools (Total)</b>	<b>397.66</b>	<b>395.70</b>	<b>-0.49</b>
Salary	375.5	375.49	0
Non-Salary	2.08	0.13	-93.75
PTCs	20.08	20.08	0
<b>Middle Schools (Total)</b>	<b>113.04</b>	<b>113.96</b>	<b>0.81</b>
Salary	108.85	110.17	1.21
Non-Salary	0.53	0.13	-75.47
PTCs	3.66	3.66	0
<b>Secondary Schools (Total)</b>	<b>341.25</b>	<b>365.03</b>	<b>6.97</b>
Salary	330.59	356.11	7.72
Non-Salary	3.03	1.29	-57.43
PTCs	7.63	7.63	0
<b>Grand Total</b>	<b>887.60</b>	<b>895.40</b>	<b>0.88</b>
Salary	828.98	855.65	3.22
Non-Salary	11.78	8.37	-28.95
PTCs	31.38	31.38	0

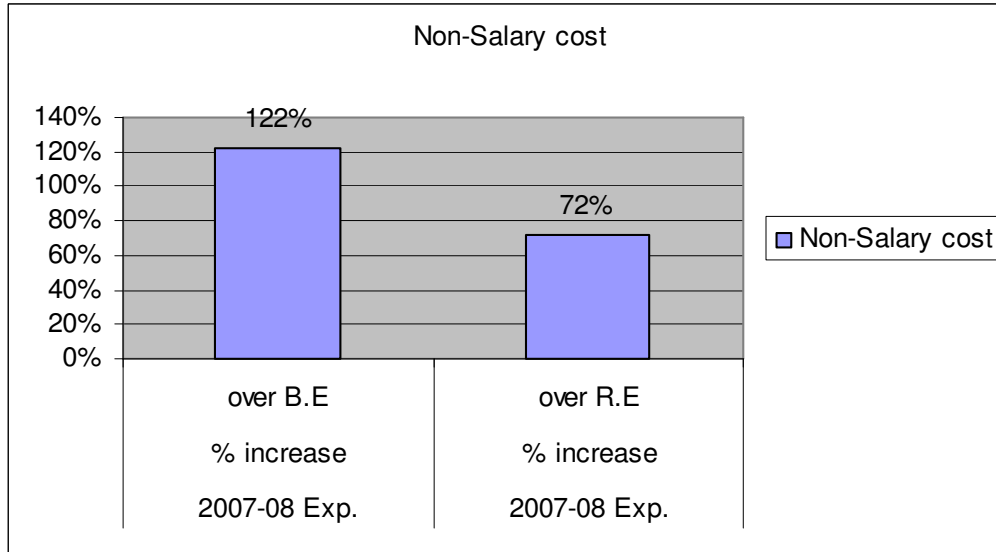
In 2007-08, there was 10% increase over budget estimates, while over revised estimates the increase was only 2%. (Chart 11)

**Chart 11: Increase over Budget Estimates and Revised Estimates (Percentage)**



While, the increase in non-salary cost over budget estimates was 122%, and over revised estimates it was 72%. (Chart 12)

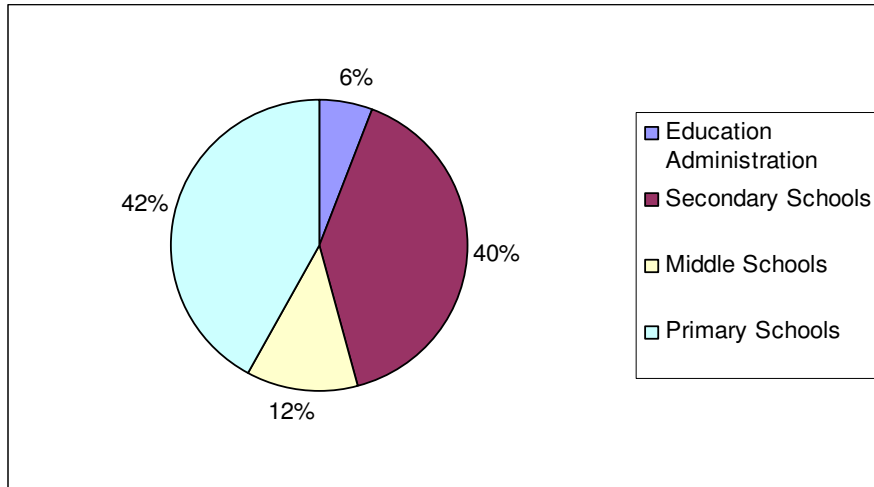
**Chart 12: Non-Salary Cost**



**3.2.1 Distribution of Total District Current Education Budget 2008-09**

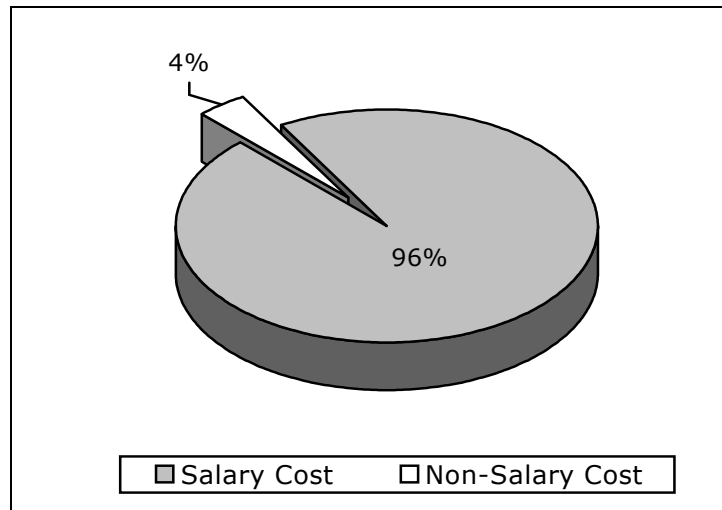
Primary schools were allocated the largest share (42%) of the district current education budget, followed by secondary schools, middle schools and District Education Administration with 40%, 12% and 6% share of the district current education budget, respectively. (Chart 13)

**Chart 13: Distribution of District Current Budget 2008-09**



According to Medium Term Development Framework (MTDF), the non-salary costs should be at least 12% of allocated budget. On the contrary, in 2007-08, the non-salary costs were 5% of total budget, further decreasing by 1% in 2008-09. (Chart 14)

**Chart 14: Salary and Non-salary Cost Break-up**



### 3.2.2 Unit Cost per Student per Annum at School Level

As regards unit cost per student per annum, in NWFP during 2005-06, the minimum amount spent was Rs.3027 in Dir Upper District whereas maximum was Rs.6300 in Dera Ismail (DI) Khan.<sup>3</sup> In Haripur District, at primary level (K-V), the unit cost per student is Rs.4234.30 per annum during 2007-08. This includes the salary costs of Rs.3998.34 per annum and non-salary costs of Rs.235.96 per annum. (Table 10)

<sup>3</sup> Government of Pakistan, *Financing of Education in Public Sector*, Ministry of Education, Policy and Planning Wing, October 2008.

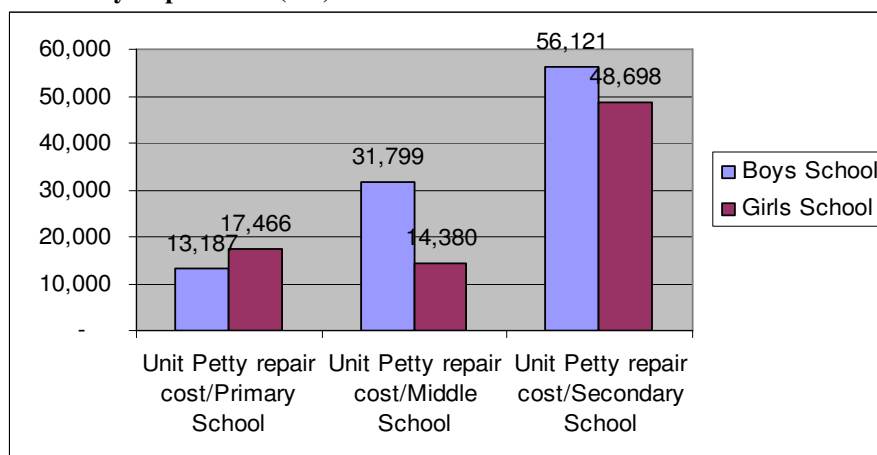
**Table 10: Unit Cost per Student per Annum at School Level (Rs.)**

<b>Primary level (K-V)</b>	<b>4234.30</b>
Salary	3998.34
Non-Salary	235.96
<b>Middle School</b>	<b>13062.17</b>
Salary	12578.00
Non-Salary	484.17
<b>Secondary School</b>	<b>7852.95</b>
Salary	7607.64
Non-Salary	245.31

The highest unit cost per student is in middle schools amounting Rs.13062.17 per annum. The salary costs, in unit cost per student at middle schools, amount Rs.12578 per annum vis-à-vis non-salary costs of Rs.484.17 per annum. The highest unit cost per student at middle level indicates that most of the middle schools are under-utilized. Unit cost per student in secondary schools is Rs.7852.95 per annum, wherein salary costs are Rs.7607.64 per annum and non-salary costs are Rs.245.31 per annum.

### 3.2.3 Petty Repair Cost

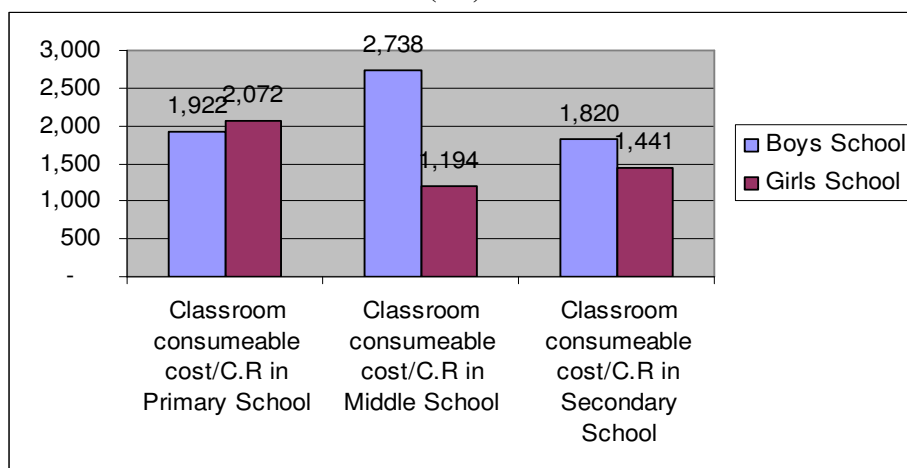
Average petty repair cost being provided to primary, middle, and secondary schools is Rs.15326.5, Rs.23089.5, and Rs.52409.5, respectively. A gender-disaggregated analysis indicates that provision of petty repair costs to boys' schools is low in primary schools, however, it further increase in middle and secondary schools. On the contrary, girls' middle schools receive the lowest petty repair costs. This amount increases at secondary level but does not exceed the amount provided to boys' schools. (Chart 15)

**Chart 15: Petty Repair Cost (Rs.)**

### 3.2.4 Classroom Consumable Cost

Maximum classroom consumable cost is at primary school costing Rs.2030, followed by middle and secondary schools, amounting to Rs.1786 and Rs.1630.5, respectively. At primary level, classroom consumable cost of girls' schools is (Rs.2,072) more than boys' schools (Rs.1,922). However, in middle and secondary schools, the consumable costs of boys' schools exceed that of girls' schools. (Chart 16)

**Chart 16: Classroom Consumable Costs (Rs.)**



### 3.2.5 The Amount Released by the Federal Government under ESR

In district Haripur, the total amount released by the federal government under ESR was Rs.17.172 million, in 2007-08. Under revised estimates, this amount decreased to Rs.15.465 million. However, only Rs.1.852 million could be expended and a huge amount of Rs.15.320 million remained unspent. (Table 11)

**Table 11: The Amount Released by the Federal Government under ESR**

Amount Released in 2007-08	Expenditure during 2007-08	Balance
*Rs.17.172 Million • Revised Estimates for 2007-08=Rs.15.465 Million	Rs.1.852 Million	Rs.15.320 Million

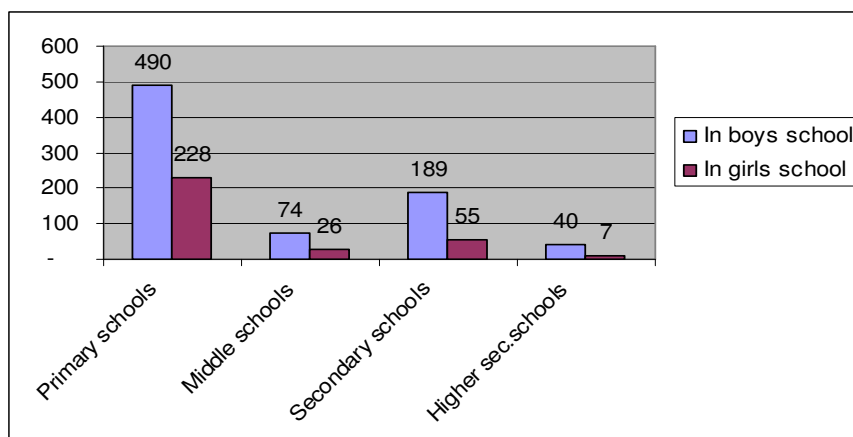
Till June 2006, an amount of Rs.33.20 million was released by the federal government under ESR, whereas only Rs.17.71 million (53.31%) of released amount could be expended till June 2007. The unspent amount was Rs.15.51 million, 46.71% of the total amount released by federal government under ESR. The scheme wise analysis reveals that the amounts allocated to 'Early Childhood Education' and 'Education For All' schemes were utilized completely, while the amounts, released for 'Quality Assurance', 'Revamping of Science Education', and 'Rehabilitation' schemes remained totally unspent. This points towards significant under-utilization of the budget. (Table 12)

**Table 12: The Amount Released by the Federal Government under ESR (Million Rs.)**

Name of scheme	Released Till 6/06	Expended Till 6/07	Balance
Early Childhood Education	0.10	0.10	-
Adult Literacy	4.53	2.00	2.53
Quality Assurance	1.17	0.00	1.17
Teacher Resource Centre	2.77	1.86	0.91
Revamping of Science Education	4.94	0.00	4.94
Technical stream	11.32	7.28	4.04
Rehabilitation	1.92	-	1.92
Education For All	6.46	6.46	-
<b>Grand Total</b>	<b>33.20</b>	<b>17.70</b>	<b>15.51</b>

### 3.2.6 Budgetary Allocation for Major Repair of Classrooms

In district Haripur, 710 classrooms require major repair, wherein the number of classrooms in boys' schools and girls' school stand at 490 and 220, respectively. Similarly, more classrooms in boys' schools require major repair in comparison with girls' schools, at middle, secondary and higher secondary schools. However, during 2008-09, no budgetary provisions have been made for the major repair of classrooms. (Chart 17)

**Chart 17: Number of Classrooms Requiring Major Repairs**



## Conclusions

- The annual increment, in the salary costs of budget, falls in the range of 3-6%. However, in the current fiscal year (2008-09), the increase in salary cost was only 3.22%, which does not seem sufficient to meet the announced 20% increase in salaries.
- The non-salary cost includes commodities & services, traveling allowance, classrooms petty repair cost and class room consumables, which can not meet the requirement of teachers, schools and students. During the current financial year (2008-09), there has been a decrease of 28.95% in non-salary cost, which is mainly for commodities & services. Therefore, announced increase in cost of POL/CNG/Utilities charges cannot be ensured with a decrease in non-salary costs (commodities & services).
- By maintaining the grants of Parent Teacher Associations (PTAs) (for petty repair and classroom consumables) at the level of 2007-08, how the government projected 12% increase can be adjusted.
- It is lamenting that the amount provided for durable goods are being released during the last quarter of the financial year, causing inconvenience for schools in meeting their expenses.
- Free textbooks are being provided by the provincial government
- Most of the middle schools are under utilized
- Under-utilization of budget is a serious problem, which is more severe in development budget in comparison to current budget. In district Haripur, the amounts released for 'Quality Assurance', 'Revamping of Science Education', and 'Rehabilitation' schemes remained totally unutilized. Moreover, all other schemes incurred little utilization, except 'Early Childhood Education' and 'Education For All' schemes.
- Most of the primary schools, especially boys' schools, require major repair, but no allocations have been made for the purpose, in the fiscal year 2008-09.
- The major developmental activities are being funded through provincial PSDP.
- The slow pace of development projects leads to time and monetary loss. Delay in construction and rehabilitation of schools affects the overall educational system of the district.

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