

Report on Quarterly Tracking of

Three Schemes in

**Education Budget of the Punjab and Khyber
Pakhtunkhwa (2010 – 2011)**

**First Quarterly Report
July – September, 2010**

**Institute of Social and Policy Sciences (I-SAPS)
Islamabad**

Context of the Quarterly Tracking Report

The education system of Pakistan is continuously facing major challenges of poor data management, inappropriate budgetary allocation, and capacity deficit to absorb available financial resources and use them effectively. It is a well-established fact that the education data analysis and budget tracking is the key to identifying and resolving issues in the education system and to promote data-based decision making at all levels i.e. federal, provincial and district.

In Pakistan, presently, there is no proper mechanism in place to monitor and track the budgetary allocation and utilization in education sector. Complexity of budgetary system, complex presentation of education data, and hurdles in access to information make it very difficult for citizens and research organizations to effectively engage with budget processes. Moreover, the country lacks equity, public participation, and transparency in budget making process. Hence, the responsible departments and officials remain unaccountable.

These developments and challenges faced by the existing education financing system highlight the need for monitoring and tracking allocations and utilization of expenditure on education. Considering these issues, I-SAPS carried out tracking of three selected schemes from education sector on quarterly basis. From the budgetary analysis already done with the support of DFID, I-SAPS identified three sub-sectors/schemes namely: i) teacher education and training; ii) schools councils; and iii) girls stipend for the carrying out quarterly tracking. Allocation and expenditure on the identified sub-sectors/schemes have been tracked in order to identify any issues in the release or utilization of finances. The data will be used for promotion of transparency and public engagement and to engage the concerned government departments for removing the bottlenecks in disbursement and utilization of the funds.

This quarterly report is the first of the series of quarterly tracking report that would be produced under Effective Education Budgeting Initiative (EEBI) of I-SAPS. EEBI is being implemented with the financial support of Department for International Development (DFID). The quarterly report will contain tracking of the budget for above mentioned three schemes in the education budgets of the Punjab and Khyber Pakhtunkhwa (KP).

The report will start with the concept and significance of budget tracking followed by the data and analysis regarding three identified schemes.

Understanding Budget Tracking

Budget tracking is a technique used to closely monitor and evaluate the budgetary allocation, disbursement and expenditure, made by the government in various sectors and sub-sectors. Budget Tracking is a careful and intentional “watch” over the use of financial resources, which continues along the budgetary cycle i.e. from planning,

allocation, disbursement, utilization to the final stage of assessing the effect utilization of available resources in a particular sector.

Budget tracking determines whether the public finances allocated by the government have been spent according to allocations and in effective manner or not. Since tracking system checks disbursements of resources in accordance with the existing allocations, therefore it can help to identify issues of mismanagement and corruption as well. Budget tracking can be done both vertically and horizontally. Vertical tracking can inform i.e. how does money flow through a system from national to district to school level whereas horizontal tracking can tell how are disbursements made at one point in the system? Are they regularly spent as planned? For either type of budget tracking, the focus is on whether the money is spent as detailed in the allocations and policy priorities. This report will focus on the Vertical Budget Tracking of the schemes.

Significance of Budget Tracking

Budget tracking not only ensures system transparency but also provides information for adjusting priorities and for building pressure to leverage political commitments for improving allocations under education budget. Similarly, tracking of disbursements and utilization is crucial to take timely decisions for ensuring full utilization of the allocated budget and to coordinate with donors for aid effectiveness and future planning.

Benefits of budget tracking include: rational allocation of resources to sub-sectors; equitable distribution of resources to districts, and functional categories; reduced misappropriation of funds; and effective utilization of available resources. It also contributes to improved transparency and accountability of resources for education. It is important to note that the budget tracking systems facilitate the government and education management record transactions and allocates the financial resources into specific expense categories which are considered policy priority areas.

Who Can Track the Education Budget?

All stakeholders of education, at executive, legislative and public/local levels, can track the education budget. These include; employment and career advisors, teaching and learning managers, academics, PTCs/ PTAs/ SMCs, CSOs, media, community, etc.

At executive and legislative levels in the education department, the Chief Minister, Secretary Education, Officials of Department of Education, Executive District Officer (EDO)/District Education Officer (DEO), District Officers (DOs), Deputy District Office (DDO), Assistant District Officers (ADOs), etc., can track their own education budget, to have a watch over the education sector allocation, disbursement and utilization at provincial and district levels. Budget tracking can also be carried out by CSOs, Media and SMCs as well.

Tracking of Selected Schemes

Following data and analysis provides detailed information regarding allocations and disbursements made against each selected schemes during first quarter of the financial year i.e. July – September, 2010.

1. Teacher Education and Training

Regular teacher education and training helps in improving the quality of learning outcomes in educational institutions. Provincial governments are largely responsible for pre and in-service teacher training and education. Funds for teacher training have been consistently increasing over past few years.

Tracking of teacher education budget financial year 2010-11 informs that out of total allocations of Rs. 232.936 million in KP 97% budget was released during the first quarter. Whereas, in Punjab the teacher education and training related budget witnessed 100% release during first quarter. (see table 1).

Table 1: Allocation and Release for Teacher Education and Training

Teacher Training	Total Allocation for 2010-11 (Rs. in Million)	Released Amount
		Quarter 1 (Rs. in Million)
KP	232.936	226.000
Punjab		
Directorate of Staff Development, District Training & Support Centers (DTSCs) & Cluster Training Support Centers (CTSCs)	1746.851	1746.851
Govt Colleges for Elementary Teachers in Punjab	419.231	419.231

Although the policies and plans put greater emphasize on in-service teacher training, which is ultimately expected to contribute towards system improvement, however the distribution of allocations for pre-service and in-service teacher training in Khyber Pakhtunkhwa (KP) is not consistent with this policy provision. During 2010-11 out of total allocations for teacher education and training in KP, around 72 percent budget was allocated for pre-service training, 11 percent for Directorate of Curriculum and Teacher education whereas only 16 percent budget was allocated for in-service teacher training which is the policy priority. Allocation of more resources for pre-service training is not consistent with the government policy for improving skills of teachers in the existing system.

In KP there are 20 Regional Institutes of Training (RITEs) (11 for male and 9 for female) for pre-service training. These RITEs are providing pre-service training (primary

Teaching certificate –PTC) for appointment as primary school teachers in the primary schools and certified teachers (CT) for appointment in middle and high schools as CT teachers. B.ED and M.Ed training is provided in the Research & Training Institute Peshawar University. The teaching staff is generally drawn from schools, not trained as trainers. The capacity of RITEs is underutilized. Very rare in-service trainings are imparted.

2. School Councils

School councils have been established in all regions of the country to foster participation of parents and community members in the management and development of schools. In 2010-11 Khyber Pakhtunkhwa (KP) allocated Rs. 789.880 million for school council funds whereas allocations in the Punjab the head of Grant-in-Aid to school council were Rs. 1500 million.

Table 2: School Council Funds

School Councils	Total Allocation for 2010-11 (Rs. in Million)	Released Amount
		Quarter 1 (Rs. in Million)
KP	789.880	-
Punjab	1500	1236.770

Out of total allocations for the year 2010-11 the release for the first quarter in KP was zero on the contrary in Punjab 82% of school council funds were released during first quarter.

3. Girls Stipends

Keeping in view the importance of scholarships and stipends for the encouragement of poor students, the quality of education and the access to education for the marginalized section of the society especially girls, both KP and the Punjab allocated Rs. 850 million and Rs. 1050 million, respectively during 2010-11.

Table 3: Allocation and Release under Girls Stipend Schemes

Girls Stipends	Total Allocation for 2010-11 (Rs. in Million)	Released Amount (Rs. in Million)
		Quarter 1
KP	850.000	806.258
Punjab	1050	65.757

The release of girls stipend during first quarter in KP was Rs. 806.258 million i.e. 94.85%. In the Punjab only 6% budget for girls stipends was released during first quarter of the financial year 2010-11.