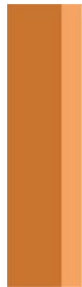


District Education Plan

District Lodhran
2013 - 2018





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Acronyms

CSO	Civil Society Organization
DEP	District Education Plan
DMO	District Monitoring Officer
EMIS	Education Management Information System
GER	Gross Enrolment Rate
I-SAPS	Institute of Social and Policy Sciences
MSP	Minimum Standards Planning
NCHD	National Commission for Human Development
NEC	National Education Census
NER	Net Enrolment Rate
PMIU	Program Monitoring and Implementation Unit
SBB	School Based Budgeting
STR	Student-Teacher Ratio
SDP	School Development Plan
SCR	Student-Classroom Ratio

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CHAPTER 1

Introduction and Methodology

Introduction and Methodology

1. Introduction

The research conducted on public financing of education, at federal, provincial and district levels, informs that budgets are managed and utilized ineffectively mainly because they are often delinked from the actual needs demonstrated by education data.¹ Disconnect between available government data and resource allocation ultimately leads to mismatch between actual needs of the sector and priorities set in the budget especially at district level. This mismatch results in inequitable distribution and ineffective utilization of resources.

In this context, Institute of Social and Policy Sciences (I-SAPS) has developed District Education Plan (DEP) for Lodhran using Minimum Standards Planning (MSP) technique. The plan is envisaged to serve as a tool for evidence and research-based planning and budgeting at district level. It will help ensure effective utilization of available financial resources to improve education indicators in the district. DEP has been prepared under the project titled *“Improving Access to and Quality of Education through Political Voice at District and Constituency Levels”*. The project is being implemented with the assistance of ‘Ilm Ideas Education Voice and Accountability Fund’. It aims to promote increased role of political leadership for greater accountability and transparency in the education sector in the district thus contributing towards improved education governance and service delivery.

1.1 Setting the Context

An overview of Pakistan’s education system and its education statistics highlight that the country still faces large number of issues in the education sector and there is huge potential for education development in the country. System of education in Pakistan faces low participation and retention rates especially for females, and learning outcomes of the students are disappointing.² According to a report published by the Pakistan Education Task Force in 2011, roughly one in every ten children who are out of primary school worldwide lives in Pakistan, placing the country second in the global ranking of out-of-school children.³ According to UNESCO Institute of Statistics, nearly 12 million children are not attending primary and lower secondary schools in Pakistan.

Keeping in view the situation of education, when one takes a look at the role of the Government, it is evident that education has remained higher on Government’s priority in Pakistan since independence and has also been acknowledged as a basic human right in all constitutions of Pakistan. With insertion of Article 25-A in the constitution as eighteenth constitutional amendment, free and compulsory education for children of 5-16 years of age group has been accepted as a statutory fundamental right. Pakistan has also participated in various regional and international forums and expressed the resolve for undertaking

¹ See Institute of Social and Policy Sciences (I-SAPS), *Public Financing of Education in Pakistan: Analysis of Federal and Provincial Education Budgets*, (reports 2009 till 2013); I-SAPS, 2011, *Education Data and Budget of Lahore District: An Analysis*, Islamabad; I-SAPS, 2012, *Education Data and Budget of Peshawar District: An Analysis*, Islamabad; and Oxfam & I-SAPS, 2010, *Education Budget Analysis: Five Districts of Southern Punjab*.

² Data sources include (i) National Education Management Information System (NEMIS), (ii) Pakistan Social Living and Standards Measurement (PSLM) Survey, (iii) National Education Census (NEC), 2005, (iv) Program Monitoring and Implementation Unit (PMIU), etc.

³ PETF [Pakistan Education Task Force] (2011), *Education Emergency Pakistan*, Islamabad.

the development initiatives to improve the provision of education in the country. A number of policies, plans and strategies have also been developed and are being implemented at various levels. In addition, Federal, Provincial and District Governments spend huge amounts of money every year in the development and non-development heads on the education sector. Despite these initiatives and investments, why education sector has not yielded the desired outcomes and what needs to be done, are two important questions that need to be answered.

There are a number of reasons that continuously contribute to the low ranking of the country on education indicators. A growing evidence suggests that it is essential to intervene at service delivery level in order to improve access and quality of education at national level. District education administration is the unit directly responsible for improvement of access to and quality of education at service delivery level in all regions of Pakistan. This devolved administrative set-up is directly linked to the schools in their jurisdiction however they lack proper communication mechanisms to convey the needs of individual schools in a timely manner. On the other hand, information systems and databases are available at the provincial level that can inform about challenges faced by the schools of each district. However, usually during annual planning and budgeting at district level these information systems and data sets are hardly utilized to identify needs and set targets to address these needs in a strategic manner. As a result of this missing link between needs and targets the challenges faced by a district remain partially or completely unaddressed despite planning and budgeting over the years. At district level, incremental budgeting is often carried out on annual basis and the development schemes are approved and implemented under political influence without providing any evidence for the need of a particular scheme.

Various research studies inform that strong linkages between policy, planning and budgeting are essential for effective and efficient utilization of limited resources at national, provincial and district levels.⁴ With meager resources at their disposal for education sector, the management at district level faces the challenge of weighing up various needs and deciding how to allocate the available resources in most effective manner. Challenge faced by district management is to maintain a balance between "needs" and "availabilities" more effectively. During this process, on one hand the finance departments at district and provincial levels stress upon the "availability" (the revenues it expects to be forthcoming), whereas education and other departments persist on preparing budget proposals based upon "needs" (identified through data-sets). This strife between needs and availabilities results in negative-sum budget process that undermines effectiveness of resource planning and budget utilization.

This highlights the need for developing a system that creates organic connections between education data, policy priorities and available finances. The organic connection between policy, planning and budgeting processes is fundamentally about having programs and interventions that are driven by policy priorities and disciplined by budget realities. In the above context, I-SAPS has developed this five-year Education Plan for District Lodhran. The plan has been prepared using Minimum Standards Planning (MSP) technique which helps create the desired organic connection between data-based needs, policy priorities and available resources. The Plan identifies the issues and challenges faced by the district regarding

⁴ For reference see studies conducted by Institute of Social and Policy Sciences (I-SAPS), 2011 and 2012. Islamabad.; Oxfam & I-SAPS, 2010.; Renzio, Paolo de and Samantha Smith, (June, 2005), *Linking Policies and Budgets: Implementing Medium Term Expenditure Frameworks in a PRSP Context*, Briefing Paper, Overseas Development Institute (ODI), London; and The World Bank, (1998), *Public Expenditure Management Handbook*, Washington DC – Accessible at: <http://www1.worldbank.org/publicsector/pe/handbook/pem98.pdf>

access to and quality of education. It aims to facilitate that all children of school going age in District Lodhran have improved access to quality education. The plan identifies the needs of the individual schools, prioritizes these needs against a certain criterion and sets the targets for the District Government so that they are able to address the challenges over a specific period of time.

1.2 District Education Plan (DEP)

Education planning is the process of making decisions and plans, involving aims and objectives, realistic targets, and resources required to achieve the objectives of the plan, ultimately contributing to development of education sector. Generally, education plans around the world include data-based needs to be addressed and timeline in which they should be completed in order to achieve a given end. The instrument of education planning is important as it helps focus on education policies and their implementation through evidence- and research-based planning and budgeting, maximum resources mobilization and their effective utilization. However, in Pakistan, situation is quite opposite largely owing to disconnect between policies, data needs, and financing.

Realizing the importance of education, the Federal and Provincial Governments have introduced number of education policies and plans in the past. However, outcome of these initiatives did not yield the desired results due to weak implementation mechanisms, lack of political will and deficiencies in the planning process. The District Education Plans (DEPs) earlier prepared by district education managers and various local organizations were more like wish list having little or no link to the available financial space within the district. With insertion of Article 25-A in the Constitution of Pakistan provinces are challenged, and so are districts, to undertake their own comprehensive planning and target to provide free and compulsory education to all children of 5-16 years in Pakistan.

In this context, cautious preparation of DEPs, with accurate and carefully collected data and budget information, is vital as it will eventually feed into Provincial Education Plan (PEP). Thus, contributing to the achievement of education targets at provincial and national levels. Considering significance of research-based DEP, I-SAPS has prepared plans for Rahim Yar Khan, Lodhran and Muzaffargarh. These plans are different than the earlier work done in Pakistan as they set to assess and address the gravity of issues in education sector of each district by using Minimum Standards Plan (MSP). Details about the concept and methodology of MSP are provided in the following sections of this DEP.

The plan at hand has been prepared for district Lodhran. It envisages materializing the commitments made by the government through a research-based planning and budgeting exercise for next five-years. Keeping in view the government's policy for promoting girls' education, priority list of schools in this plan has been prepared for provision of classrooms, basic facilities and other infrastructure to girls' schools first. Basic idea behind preparation of this plan is to promote needs-based and decentralized planning instead of making decisions on political basis or a wish-list of various stakeholders. In this plan financial cost of achieving the targets has also been worked out on yearly-basis.

1.3 Methodology for Preparing DEP

For the purpose of this planning document an EMIS based district education planning and budgeting exercise was carried out. The Plan was prepared to set year-wise targets for increasing access and quality

of education. The plan was prepared after conducting situation analysis of district on various education indicators and resources. A comprehensive review of the secondary information and data gathered from government sources was carried out. Main data sources reviewed and used for analysis include: District education budget books of the District Lodhran; data available with the Program Management and Implementation Unit (PMIU), Punjab; Pakistan Social and Living Standards Measurement Survey (PSLM) data; National Education Census (NEC) 2005; and data collected from District Education Department.

In addition to the situation analysis, the team adopted a consultative process to identify priorities and to set the targets for the education plan of the district. Individual meetings and briefings were also held with key stakeholders of education services which included but were not limited to District education managers, school council members, representatives of citizen groups, officials of civil society groups and bar council members. Perspectives and preferences of these stakeholders were collected to identify priorities and set targets for the district.

Other than individual meetings, a visioning/consultation exercise with the key stakeholders was also carried out after completing the situation analysis. Following were invited in this consultation exercise:

- District Education Department officials.
- Members of school councils.
- Bar council members.
- Civil society groups.
- Other development partners working on education issues in the District.

Key findings of the situation analysis were shared during stakeholders' consultation and the participants were asked to prioritize the targets to be included in the DEP.

Following the completion of the situation analysis and taking inputs from the stakeholders, education plan was developed. This plan is different from other education plans developed in Pakistan as this assesses the gravity of issues in education sector of the District and conducts planning using Minimum Standards Plan (MSP) tool (methodology explained in the next section). The plan sets yearly targets for the districts taking into account the policy priorities and decisions of the government besides considering available resource limit.

1.4 Audience of the District Education Plan

The main audience of this plan is the District Education Department, Lodhran and the same is mainly responsible for its implementation. DEP is a planning tool and the district government can update this on annual basis. Monitoring and evaluation role while implementing the plan can be performed by the District Monitoring Officer (DMO) and PMIU. Other main audiences of the plan include:

- **Political Leadership:** who can use the evidence provided in education plan for prioritizing the investment of resources in the most deprived schools and areas of the District. They can also use the plan to assess and monitor performance of the District Education Management.

- **Other Development Partners working in the District:** Development partners working at the local levels in the District, for example National Commission for Human Development (NCHD), donors and INGOs can use the plan for synchronizing their interventions and investments thus ensuring aid effectiveness.
- **Parents and Citizens:** Local communities by using the evidence provided in this plan can raise their voices to improve the education budgeting and service delivery. They can also use the plan to track the budget allocations and utilizations. Besides the targets set in the plan will help ensure transparency and accountability in the system.
- **Civil Society Organizations:** CSOs can work with the District Government to mobilize communities and to bring out of school children into the education system. They can also use the plan to assess and monitor performance of the district Education Management besides tracking budget allocation and utilization at district level.

1.5 Limitations of the Plan

The plan aims to address the issues that fall within the jurisdiction of the District Education Management and where the District Government can directly influence and take actions to improve access to and quality of education. It does not include targets and agenda regarding the areas and sub-sectors such as curriculum, teacher training and medium of instruction, etc. that are not within the control and responsibilities of the District Education Management.

1.6 Scheme of the Plan

There are four sections in the plan. First section introduces the plan and briefly explains the background and the process of developing the plan. Section two explains the Minimum Standards Planning concept and detailed approach and methodology adopted for setting targets for the District. Section three provides detailed situation analysis of District Lodhran whereas the last section, i.e., section four, sets the five year targets and related planning for District Lodhran using MSP.

CHAPTER 2

Minimum Standards
Planning (MSP): Concept
and Methodology

Minimum Standards Planning (MSP): Concept and Methodology

Planning is a basic management function which has been defined as a process involving formulation of action agenda to achieve optimum balance of needs and demands with the available resources.⁵ The process involves identification of needs and goals, formulating strategies and allocating resources to achieve the targets in a strategic manner. In education sector, like many other sectors in the country, planning is carried out at national, provincial and district levels. District education planning is called devolved planning or bottom up planning as ideally it emerges from bottom and engages individuals and organizations at grass-root levels in preparation of agenda for education development.

Generally around the world education planning at devolved level is considered a participatory process, as it ensures public participation in decision making and creates sense of belongingness for the plan in local people and society, which contributes to the successful implementation of the plan. On the contrary, in Pakistan devolved education planning is not a participatory process. District Education Plans (DEPs) are usually prepared by the district education managers without any involvement of or contribution from the stakeholders. The plans are also devoid of connection with the data-based needs of education sector.

It is important to note that there are two major challenges with regard to school and district level planning and budgeting experimented by development partners in Pakistan. In the first case where government has set specifications and standards for setting-up a primary and secondary school it becomes highly difficult to identify and address varying needs of each school and region. Earlier research in this regard informs that standard package of establishing a school results in inefficiencies and lack of rationalization as it neither provides solutions for schools requiring additional resources nor gives an alternate plan for schools with low enrolment.⁶

In contrast to the standard package suggested by the government, the development partners have also applied a strategy of bottom up planning through School Based Budgeting (SBB) and School Development Plans (SDPs). SDPs are prepared at school level which inform about all needs of the respective schools. It is envisaged that the needs identified in SDPs of each school would be aggregated at district level and then resources would be allocated to all schools accordingly. But this in reality aggravates challenges for the district management, who are already constrained by the meager financial resources available at hand. Since this planning lacks coherence and consultation therefore it results in a long wish list coming from schools without considering available resource envelop. As a result the district education management is challenged to maintain balance between needs/wish list of schools and available budgets. In the context of Pakistan, SDPs and SBB is considered as unrealistic and impractical planning and budgeting exercise because it does not gel well with the existing district level education planning and budgeting system.

In order to improve education planning and budgeting process especially at district level in Pakistan, Minimum Standards Planning (MSP) can be employed as an effective tool. MSP is based on the concept of effectiveness to be gained by strengthening linkages between education data, policy and financing.

⁵ <http://www.businessdictionary.com/definition/planning.html#ixzz2icelyLnM>

⁶ Mitchell, Jonathan. (January 2008). *How Information-Based Planning can flourish Where traditional Politics Reign: An Example from Pakistan*. Journal of Education for International Development, 3:2.

Concept of MSP along with its objectives, significance, processes and step by step methodology are discussed in detail in this chapter.

2.1 Conceptual Understanding

Minimum Standards Planning is a tool used for defining minimum standards and setting realistic targets to be achieved in a certain timeframe keeping in view the baseline data. As regards education sector, the planning is generally done to increase access to education, reduce gender gaps, and promote quality education by engaging community members, school teachers, district education officials, etc. Moreover, it can also be used to achieve the policy targets set by government in a specific legislation.

MSP is used to develop viable education reform agenda by creating organic connections between education data, policy and budgeting so that they support each other and help address most pressing needs of the education system on priority basis. A district education plan based on MSP is fundamentally about having a reform agenda that is driven by policy priorities⁷ of the government, aligned with data-based needs of the sector and disciplined by budget realities of the district.

Under MSP, resources are calculated on the basis of actual needs of schools coming from education information systems and data-sets of the government which are then aggregated at the district level. Such approach is in line with the planning processes of the government and puts a demand for transparent allocation and utilization of resources. MSP is employed with an aim to produce technically sound and politically owned education reform agenda in a given district. Since the priorities and targets set using MSP are linked to the policy priorities, they dovetail with the on-going reform agenda of the provinces and districts. The policy priorities and reform agenda of the government serve as a coordinating vector to rally the support of all relevant stakeholders for evidence based education planning using MSP tool. After identifying issues and needs of schools, a consultative process is conducted to prioritize needs, set targets and allocate resources against minimum standards. The minimum standards of provisions to schools are determined on the basis of national standards determined and approved by the government.

2.2 Significance of MSP Tool

Importance of minimum standards planning cannot be overlooked in order to achieve targets (short-term, medium-term, and long-term) set by any government/organization in any sector. Inadequate access, poor quality of education, and gender disparity are some of the serious issues facing the education sector of Pakistan. For that reason, main areas of concern for education managers are minimizing gender disparities, providing basic facilities, and providing access to continuous quality education to children, especially to girls, at an approachable distance.

⁷ The policies that are given the most resources are often called policy priorities. These priorities reflect the goals to which a government is most committed – and they will be reflected in its budget. When a policy is not allocated enough government resources, it is unlikely to have the desired impact. For example, if a policy for improved quality of education does not allocate sufficient resources to increasing the number of teachers, teacher training, and learning materials, then it is unlikely that the quality of education will improve.

Achievement of long-term and short-term targets rests on effective implementation of a DEP developed using MSP. In education sector, well-timed initiation and effective implementation of a DEP, developed using MSP, would help reduce gender gaps, increase enrolment, and lay foundation for development in education sector. This would also assist general public to watch against their interests if needs of their children are being met properly in schools and if resources are properly allocated and utilized. Greater involvement of local people in planning and its implementation would make citizen's voice more effective and strong at District and constituency levels.

MSP instrument works as the evidence-base tool that makes district education planning and budgeting more transparent and responsive to local needs. Such planning greatly influences the decision making by ensuring its buy-in and effective implementation through participation of all stakeholders.

In the absence of MSP the budgets, policies and information systems are delinked which ultimately results in weak planning, poor expenditure control, inadequate funding for operations and maintenance, besides poor management and underutilization of available resources. On the other hand, benefits of MSP include: rational allocation of resources to sectors and sub-sectors; equitable distribution of resources to different education levels and functional categories; reduced misappropriation of funds; and effective utilization of available resources. Since the decisions for budget allocations are based on policy priorities and data sources, the tool also contributes to improved transparency and accountability of resources for education.

Another factor, which adds to the importance of MSP, is proper utilization of public finance, which can be done in a more planned way by prioritizing the education issues in a district. MSP is not only a planning but advocacy and accountability tool as well. Prioritization of issues, planned use of public financing, and citizen's oversight helps promote the culture of transparency and accountability in the functioning of district education department.

2.3 Objectives of MSP

The main objective of the MSP is to link education data, policy and budgets in such a manner that the resources are allocated on the basis of clear policy choices to achieve strategic objectives or national goals. District education plans prepared using MSP are aimed to:

- i) improve the access to continuing education/additional facilities at an approachable distance by setting the annual minimum standard according to the available/ likely to be available resources;
- ii) materialize the national and international commitments made by the government such as Education for All (EFA) goals and Millennium Development Goals (MDGs);
- iii) minimize the existing gender/ rural and urban disparity in GER;
- iv) make optimum use of existing education facilities; and
- v) improve the rate of admission and retention at school level education by providing basic facilities in schools on priority basis.

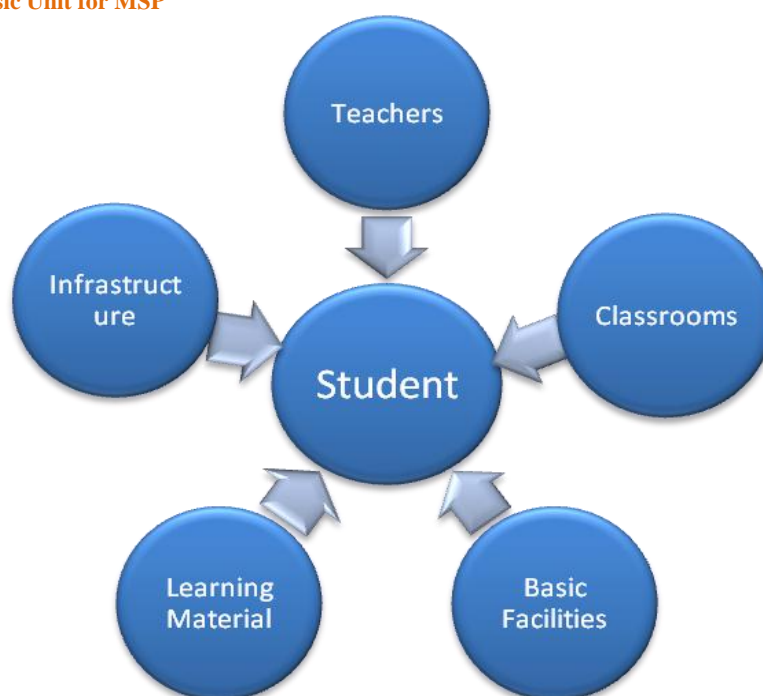
2.4 Methodology of Minimum Standards Planning

MSP is a student-centered planning technique. All the targets and minimum standards set under MSP are aimed to improve students' access to quality education. Such planning is carried out to ensure that the minimum standards of quality education set by the government are maintained while devising the agenda to achieve Education for All (EFA) goals. Realizing that students are at the center of all educational inputs and processes, MSP aims to ensure that teaching staff, infrastructure, basic facilities and learning materials are sufficient to enroll and retain all children of school-going age in a district or region.

In order to measure sufficiency and adequacy of resources and facilities, the minimum standards and ratios set at the national and provincial level are used during MSP.

For the DEP at hand, students enrolled in schools of district Lodhran are the basic unit for setting minimum standard. The plan mainly aims to improve GER in the district.⁸ In order to set targets under the plan, student-teacher and student-classroom ratios set by the government have been used as minimum standards.

Figure 1: Student: Basic Unit for MSP



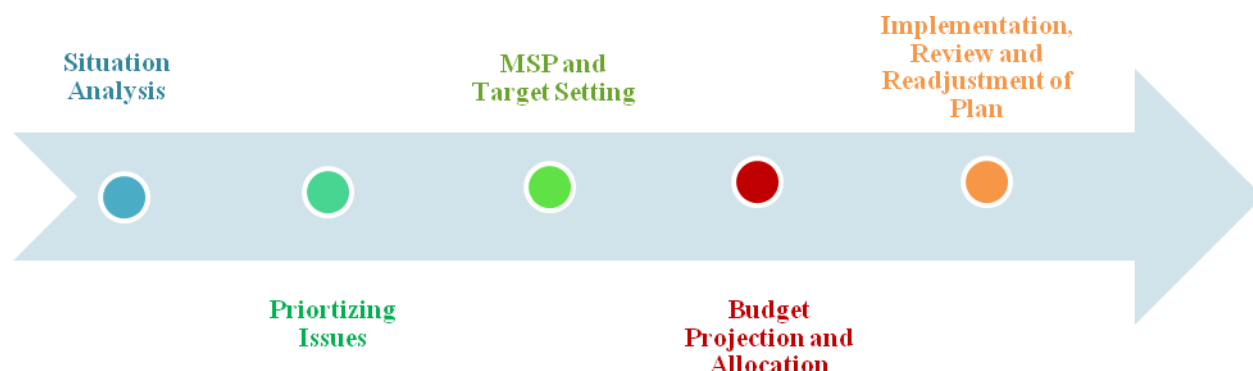
For district education managers, MSP is a process followed to develop effective DEP which would achieve optimum balance of needs and demands with the available resources. MSP is not a one-time

⁸ The plan at hand mainly aims to improve Gross Enrolment Rate (GER) at the district level. All the calculations in the plan revolve around this aim. If the main target or aim of plan is changed from GER to NER or in terms of percentage targets then the calculations and related goal would be different.

planning activity, rather it is a continuous process of planning, monitoring and re-adjustment of priorities, targets and resources.

The steps involved in MSP include: situation analysis, prioritizing issues, setting minimum standards and targets, budget projection and allocations, as well as implementation of the plan. (Figure 1).

Figure 2 : Steps Involved in Minimum Standards Planning (MSP)



Following are the major steps involved in MSP for preparing a district education plan:

i. Situation Analysis to Identify Needs

The very first step in MSP is to identify challenges and needs of schools in the district. These needs can be identified by analyzing the information systems and data-set available with the government. In Pakistan Education Management Information Systems (EMIS) at national, provincial and district levels provide detailed information regarding the facilities, infrastructure and human resources in the schools of each district and region. EMIS and Education Census are the main data sources for education facilities and access related indicators. The data regarding quality related indicators can be accessed from education assessment systems and related departments at provincial and district levels. Situation analysis is an important step as it will help extract useful information from the statistical data which would be vital for setting priorities and targets during consultative planning.

ii. Determine Financial Resource-base

The next step in this planning is to define the total quantum of available financial resources. At provincial level this would include resources available to the sector from revenue at provincial level and donor assistance especially the budgetary support. At district level this would relate to the resource envelop of district education management and education development budget at provincial level. Mapping of financial resources will help determine the availability of funds and keep the planning process realistic.

iii. Prioritization of Challenges and Needs: Consultation and Consensus among Stakeholders

This is the most crucial step and this is where data and policies would feed into target setting and resource allocation. The education sector always faces the challenge of prioritizing competing claims on available scarce resources. Generally, politicized prioritization is a common practice in Pakistan. This is evident from the fact that at provincial level during election years there is a trend of making allocations in the form of block grants. These block grants are neither transparently used nor they can be tracked or assessed for their effective utilization. At district levels the politicians influence decisions regarding transfer and posting of teachers as well as schemes for the provision of missing facilities and up-gradation of schools. Politicians set priorities and allocate grants and resources to ensure maximum benefit for their key constituencies thus generally ignoring the deprived and under-served areas.

Under MSP, prioritization is based on the needs and priorities identified through available data sources. The priorities are set through a consultative process and policy priorities are used as basis for setting the planning priorities. The policy principles or objectives provide guidance and criteria for prioritizing the schools for allocating resources. This helps address the needs and challenges in a strategic manner thus reducing the duplication or wastage of resources.

iv. Setting the Targets

After setting the priorities the targets to be achieved against each priority are set during the consultative process. The targets for each indicator are set to achieve the main objective of the DEP that is improvement in GER for the plan at hand.

v. Resource Allocation and Utilization

After determining resource envelop, assigning priorities and setting targets, the next step is to allocate financial resources and budgets in a transparent and systematic manner. For example, financial resource-base for provision of missing facilities, such as toilets, in a district informs that the available funds are sufficient for constructing only 100 toilets. In this situation, the policy priorities and available datasets would help in setting the criteria for prioritizing 100 schools for allocating these funds. The policy priority in Pakistan for instance is emphasizing promotion of girls' education. If the data informs that out of total 500 schools with missing toilet facility in a particular district 300 schools are for girls then according to the policy priority these girls' schools will be given priority for allocation.

The stakeholders and policy community can either opt for allocating 100 percent resources to girl schools or they might set ratio of 60 percent and 40 percent for girl schools and boys schools respectively. If 100 percent allocations are made for girls' schools then in the next step, it would be crucial to decide which 100 schools out of these 300 should be given priority. At this stage the data-base and information system can inform about the 100 schools with highest enrolment rate out of these 300 schools. The remaining schools would be accordingly prioritized during planning over the next 3 to 5 years.

In this manner both the policy priorities and information system would be inter-linked and associated with the budgetary process in order to make informed and transparent allocations.

vi. Review and Re-adjustment of Resources according to Changing Policy

Since planning is a continuous process, therefore, priority setting and allocations should be reviewed and re-adjusted during annual budgetary and planning cycle. Tracking of resource utilization and review are essential to ensure timely release and effective utilization of resources. The re-adjustment of priorities and resource allocation is also inevitable if there are significant changes in the policy priorities or in case an urgent need arises for shifting or re-allocating resources especially in view of emergencies or disasters.

CHAPTER 3

Minimum Standards Planning for District Lodhran

Minimum Standards Planning for District Lodhran

Keeping in view the importance of MSP, a plan has been prepared for education sector of district Lodhran. Detailed step-wise description of plan is given below:

3.1 Step One: Situation Analysis

The first step involved in MSP is situation analysis. The situation analysis includes three main areas i.e. i) profile of the district; ii) education statistics and data (access and quality related indicators); and iii) education budget. For district Lodhran, detailed situation analysis for education sector has been carried out and various issues have been identified. Identification of issues has been done against indicators of access, quality and equity like number of schools, enrolment (including GER), number of teachers, basic facilities, etc. Details are given below:

3.1.1 Profile of District Lodhran

Total area of district Lodhran is 1,790 square kilometers (km²). The district comprises three tehsils namely Lodhran, Kahrora Pakka, and Duniyapur, having 73 union councils. It has an estimated population of 1.54 million including 0.75 million females (48.5% of total population).

Out of total population, 0.54 million (35% of the total population) are children of 5-16 years of age in the district, which comprises 51.5% male and 48.5% female population.

It is important to note that out of 0.54 million children, 69% children of 5-16 are out of school where girls out-number boys. In the context of article 25-A⁹ of the constitution of Pakistan, it is responsibility of the provincial government to ensure provision of free and compulsory education to 0.54 million children of 5-16 years age in district Lodhran.

3.1.2 Education Statistics of Lodhran

Detailed analysis of education statistics of District Lodhran is given here which highlights major issues and challenges in the education sector of the district:

3.1.2.1 Literacy Rate (10+ Population)

In 2010-11, District Lodhran had 47% literacy rate.¹⁰ Statistics indicate that literacy rate in urban areas is higher than rural areas with visible gender disparity in favour of boys.

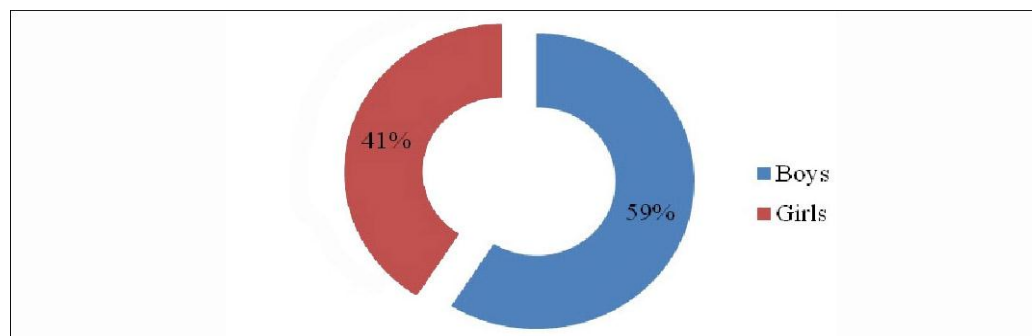
⁹ The Article 25-A states: "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law."

¹⁰ Pakistan Social and Living Standards Measurement (PSLM) Survey 2010-11

3.1.2.2 Enrolment

In District Lodhran, out of 540,540 children of 5-16 years, 31% children are enrolled in public and private sector schools, where boys out-number girls' enrolment.

Chart 1: Enrolment in District Lodhran



Note: These figures do not include enrolment in katchi class

However, the fact that 375,068 (69%) children of 5-16 years are out of school in the district is most daunting (Table 1). Gender disaggregation of statistics indicates that out of 375,068 children, 52% girls and 48% boys are out of school, which needs to be brought in the education system by providing free and compulsory education.

Table 1: Enrolment and Out of School Children

	Boys	Girls	Total
Enrolment 5-16	97,690	67,782	165,472 ¹¹
Out of School 5-16	180,689	194,380	375,068

Source: District Education Department

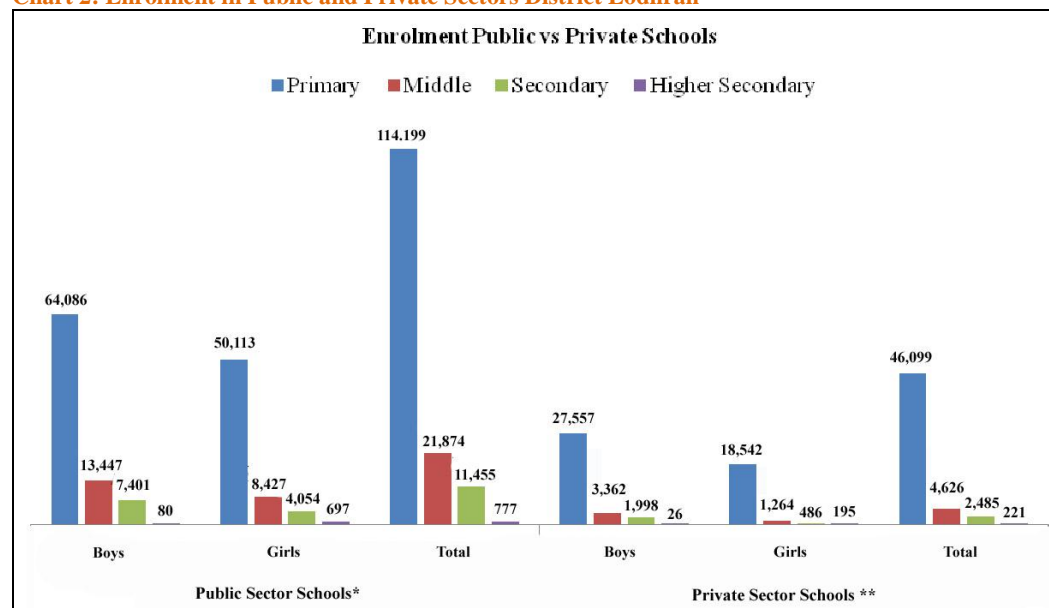
Note: These figures do not include enrolment in katchi class

In total, 201,735¹² children are enrolled in public and private sector schools at all levels of education. Out of total enrolment, 74% enrolment is in public sector and 26% enrolment is in private sector schools. In both public and private sector schools, boys outnumber girls in terms of enrolment at all levels of education except higher secondary level.

Out of total 148,305 children enrolled in public sector schools, 62% are boys and 38% are girls. Highest (77%) enrolment is in primary schools, followed by 15% in middle schools, 8% in secondary schools, and 1% in higher secondary schools (Table 2).

¹¹ Excluding higher secondary schools

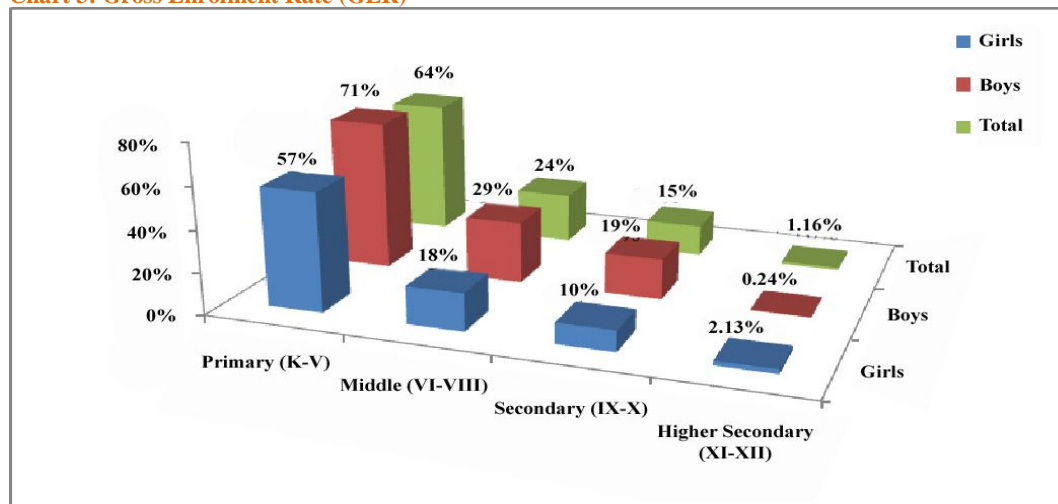
¹² Including higher secondary schools

Chart 2: Enrolment in Public and Private Sectors District Lodhran

Source: * District Education Department and ** (Estimated form NEC 2005)

3.1.2.3 Gross Enrolment Rate (GER)

In district Lodhran, Gross Enrolment Rate (GER)¹³ is 64% at primary (K-V), 24% at middle (VI-VIII), 15% at secondary (IX-X) and 1.16% at higher secondary (XI-XII) (Chart 3). This also indicates that level-wise drop-out rate is high. Gender segregated data shows that wider gender gap is visible in level wise GER, which is in favour of boys.

Chart 3: Gross Enrolment Rate (GER)

Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

¹³ **GER Definition:** Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

3.1.2.4 Number of Schools

Overall, number of public sector schools is 844 in district Lodhran, which comprises 44% boys' schools and 56% girls' schools. Education level-wise data informs that maximum (70%) schools are for primary, followed by 19%, 9%, and 1% schools at middle/elementary, secondary and higher secondary levels, respectively (Table 2). At all levels of education, more schools are available for girls in comparison with boys except secondary school level.

Table 2: Number of Public Sector Schools

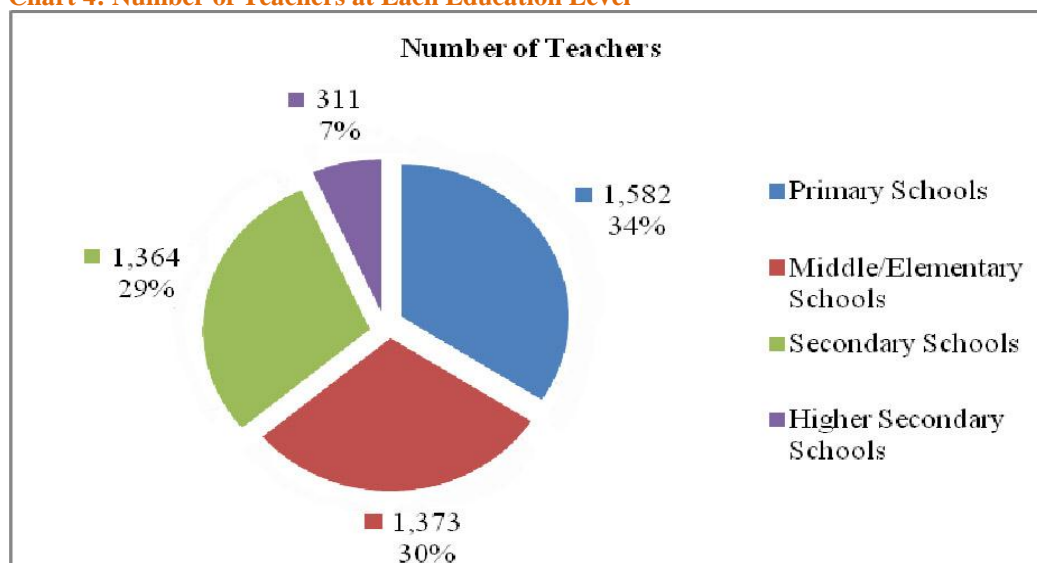
Level	Number of Public Sector Schools			
	Boys	Girls	Mix	Total
Primary	245	348	-	593
Middle/Elementary	69	93	-	162
Secondary	54	26	-	80
Higher Secondary	4	5	-	9
Total	372	472	-	844

Source: Program Monitoring and Implementation Unit (PMIU)– Punjab

3.1.2.5 Number of Teachers

The entire teaching force in district Lodhran is 4,630. Out of total teachers, majority (34%) are primary school teachers. This is followed 30% teachers at middle/elementary schools, 29% secondary schools and 7% at higher secondary schools (Chart 4).

Chart 4: Number of Teachers at Each Education Level

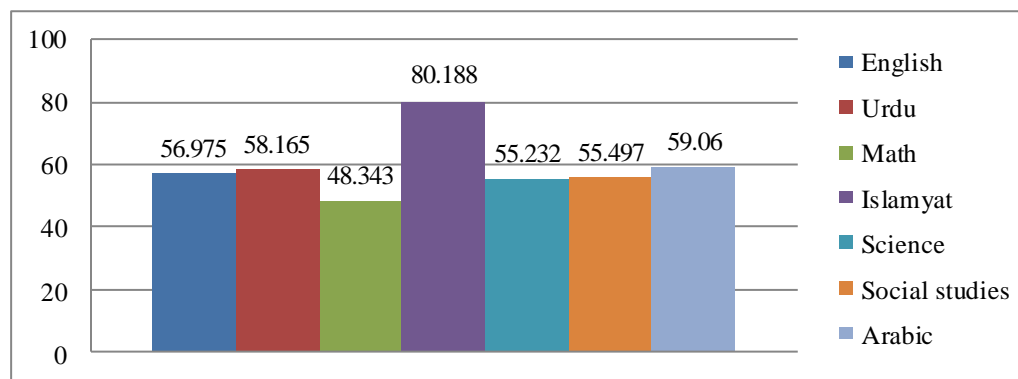


Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

3.1.2.6 Learning Outcomes

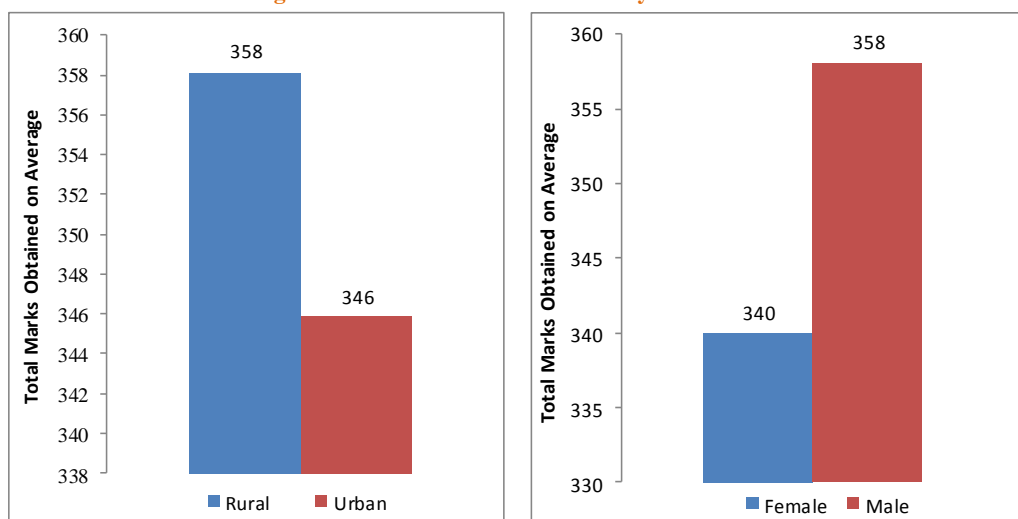
In district Lodhran, results of 8th class examination conducted by Punjab Examination Commission (PEC) in 2011, showed that students performed below average in mathematics. The data also indicates that out of total (600) marks in six subjects, (i.e. English, Urdu, Mathematics, Islamyat, Science, Social Studies, and Arabic) students obtained 50-60 marks on average. (Chart 5)

Chart 5: Student Learning Outcome: District Mean on Six Subjects

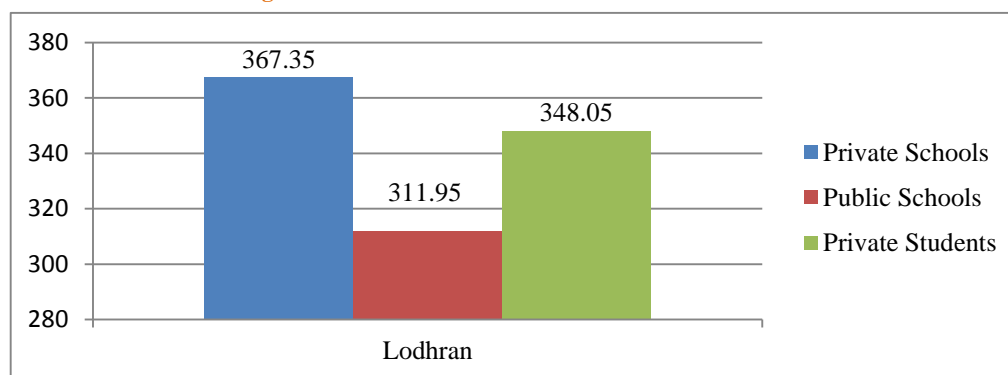


As regards rural-urban divide, a considerable difference can be seen in the total marks obtained by students from rural and urban areas on average (Chart 6). The difference is in favour of rural area as data shows that students from rural areas obtained comparatively better marks compared to students from urban areas. Similarly, gender disaggregated data shows that boys score better than girls on average.

Chart 6: Student Learning Outcome: Urban vs Rural and Boys vs Girls



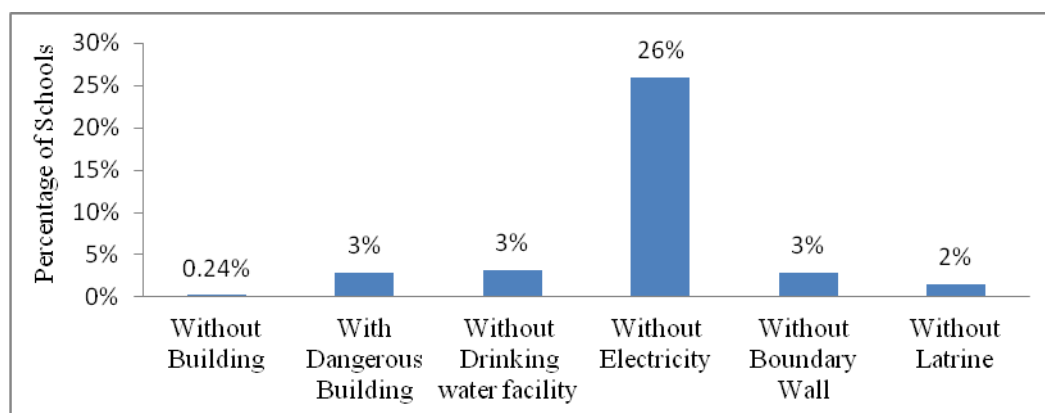
Data also signifies that students studying in private schools obtained significantly better marks on average than students studying in public schools.

Chart 7: Student Learning Outcome: Public vs Private

3.1.2.7 Schools without Basic Facilities

Provision of basic amenities, i.e. water, electricity, toilet, boundary walls, fans, and playgrounds, is a pre-requisite for promoting secure and healthy learning environment and increasing enrolment.

Statistics indicate that, out of total public sector schools, majority (26%) of schools are without electricity. This is followed by an equal percentage (3%) of schools without boundary walls, drinking water facility, and those having dangerous buildings. 2% of schools are without toilet and 0.24% schools are being run without a building (Chart 8). Unavailability of basic facilities contributes to low enrolment especially for girls.

Chart 8: Schools without Basic Facilities

Source: Program Monitoring and Implementation Unit (PMIU) – Punjab

During 2012-13, boundary walls were provided to 40 schools and 33 schools got additional classrooms. Apart from this, toilet blocks and water arrangements were made available to 13 and 16 schools, respectively. In addition, 1 school was renovated in district Lodhran (Table 3).

Table 3: Missing Facilities Provided in 2012-13 (Number of Schools)

Renovation	Boundary Wall	Toilet Block	Water Arrangements	Additional Rooms	New Buildings	Electricity Provision
1	40	13	16	33	0	0

Source: Program Monitoring and Implementation Unit (PMIU) Punjab

3.1.3 Education Budget of District Lodhran

Total education budget of district Lodhran was Rs. 2,209.27 million in 2011-12, which includes an amount of Rs. 335.96 million from provincial government. Total budget comprises 86% current budget and 14% development budget (Table 4). This indicates that lesser amounts have been allocated for development projects like construction of new schools, up-gradation of schools, provision of basic facilities, repair and maintenance of schools, etc.

Table 4: Education Budget of District Lodhran (2011-12) (Rs. Million)

Total Education Budget	2,209.27
Current Education Budget	1,905.64
Development Education Budget	303.63

Source: District Education Budget Books (2011-12)

3.1.3.1 Current Education Budget

In total, Rs. 1,905.64 million have been allocated for education under current budget. This includes Rs. 335.96 million grants from provincial government. Out of total district current education budget (Rs. 1,830.57 Million), major chunk (Rs. 1,766.57 million) goes to salaries, i.e. 97% of the current district education budget. The share of non-salary budget should be at least 12% of the total current budget.¹⁴ However, the amount allocated for non-salary costs in Lodhran is only 3% of the current district education budget (Table 5).

Table 5: Current Education Budget of District Lodhran (2011-12) (Rs. Million)

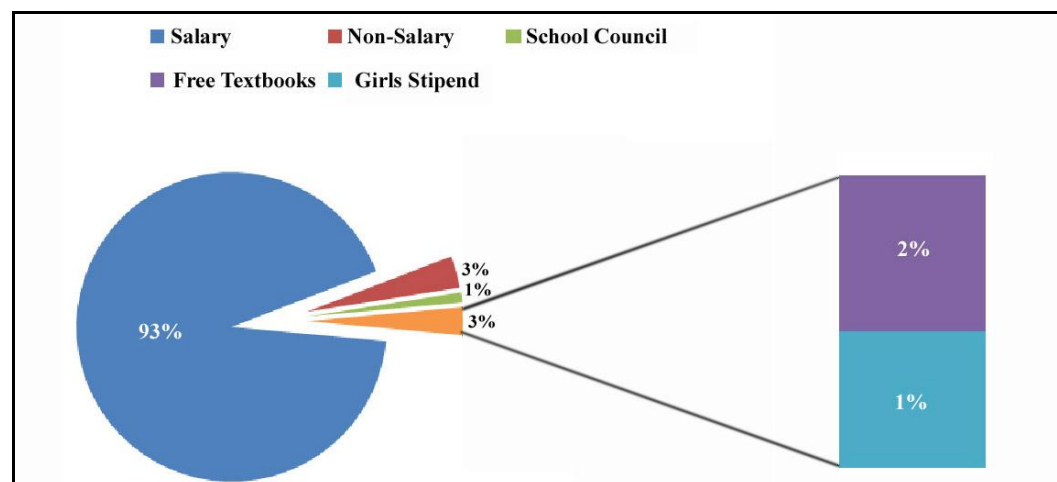
District School Education (Current Budget)	1,830.57
Salary	1,766.57
Non-Salary	64.00
School Council	19.88
Free Textbooks	29.46
Girls Stipend	25.73
Total Current Budget (Educational Institutions and Administration)	1,905.64

Source: District Education Budget Book (2011-12)

¹⁴ Medium Term Development Framework (MTDF)

Non-salary budget includes operational costs which are mainly expended on utilities (mainly electricity) leaving negligible amount for teaching-learning activities i.e. classroom consumables, petty repairs, gardening and co-curricular activities (Table 5).

Chart 9: Composition of District Budget (Education Institutions and Administration)



As regards share of budget from provincial government, Rs. 25.73 million are for girls' stipend, Rs. 20.46 million for free textbooks, and Rs. 19.88 million for school councils. (Table 5 and Chart 9)

3.1.3.2 Development Education Budget

Total development budget of the district is Rs. 303.63 million, which includes Rs. 260.89 million from provincial government. The district development budget is only Rs. 42.74 million (Table 6).

Table 6: Development Education Budget of District Lodhran (2011-12) (Rs. Million)

Development (District Budget)	42.74
Development (Provincial Budget)	260.89
Total Development Budget (Provincial + District)	303.63

Source: District Education Budget Books (2011-12)

3.2 Step Two: Priority Setting

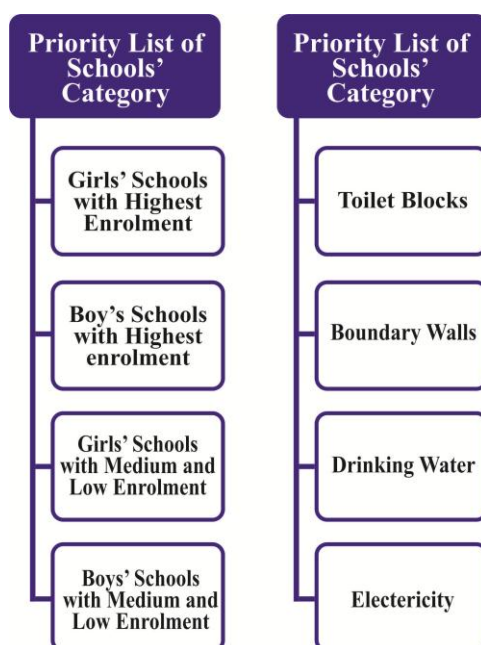
In order to set the priorities a consultative meeting was conducted with education sector stakeholders at district Lodhran. Participants of the consultative meeting included officials from district education department Lodhran, members of school councils, representatives of local CSOs as well as representatives and workers of political parties. During the consultative meeting situation of education

indicators and budgets was shared with the stakeholders. Participants of the meeting enlisted provision of classrooms and missing facilities in schools as priority areas to invest for improving enrolment and retention in schools.

Basic facilities are an important factor influencing enrolment especially girls' enrolment. Situation analysis informs that a large number of schools in Lodhran are without basic facilities with limited fiscal space to deal with the issue. Planning exercise during consultative meeting focused on prioritizing the problem in order to provide missing facilities in all schools of district Lodhran over next five years. The planning was carried out keeping in view the available fiscal space of the district.

The education data of the district informs that despite availability of more girls' schools, female enrolment in the district is less than boys. In view of the situation and considering that girls' education is a policy priority, the stakeholders during the planning exercise decided to assign priority to girls' schools for provision of classrooms and basic facilities. Within the group of girls' schools priority was assigned to the schools with highest enrolment. While prioritizing the facilities to be provided on urgent basis, it was decided that toilet blocks and boundary walls will be constructed on priority. This priority was assigned in view of the cultural and social barriers as well as security concerns of the parents. It was decided that provision of toilet blocks and boundary walls will be followed by provision of water and electricity facilities.

Figure 3: Priority Lists for Schools and Basic Facilities



3.3 Step Three: Target Setting and Planning based on Minimum Standards

After setting the priorities, realistic and achievable targets were set against each challenge and issue highlighted during situation analysis. The current situation of various indicators and facilities was taken as the baseline against which annual targets were set for provision of schools, teachers, additional

classrooms and missing facilities ultimately contributing towards improvement in enrolment and retention in schools.

Planning was carried out to achieve the targets gradually over next five years. In order to set annual targets minimum standards of Student-Teacher Ratio (STR) and Classroom-Student Ratio as announced by the government were followed. Student teacher ratio (STR) is one of the most common indicators used in planning. The ratio is used to measure the level of qualified human resource (teachers) required to meet demands of each grade. If the standard ratio is maintained it helps provide enabling environment for quality education. The ratio also helps identify schools with over-supply and under-supply of teachers thus highlighting system inefficiencies. Similarly, provision of adequate classrooms is also essential to ensure effective learning environment for students.

Details of the targets set for enrolment, number of schools, teachers, classrooms and basic facilities are provided hereunder:

3.3.1 Enrolment Targets and Annual Planning

The plan targets to enroll 293,804 children in public and private schools at all levels of education by 2017-18. The target has been set against the baseline of 215,146 children currently enrolled in public and private institutes of the district. Population projection of the district for next five years has also been factored-in while planning and targeting the increase in enrolment.

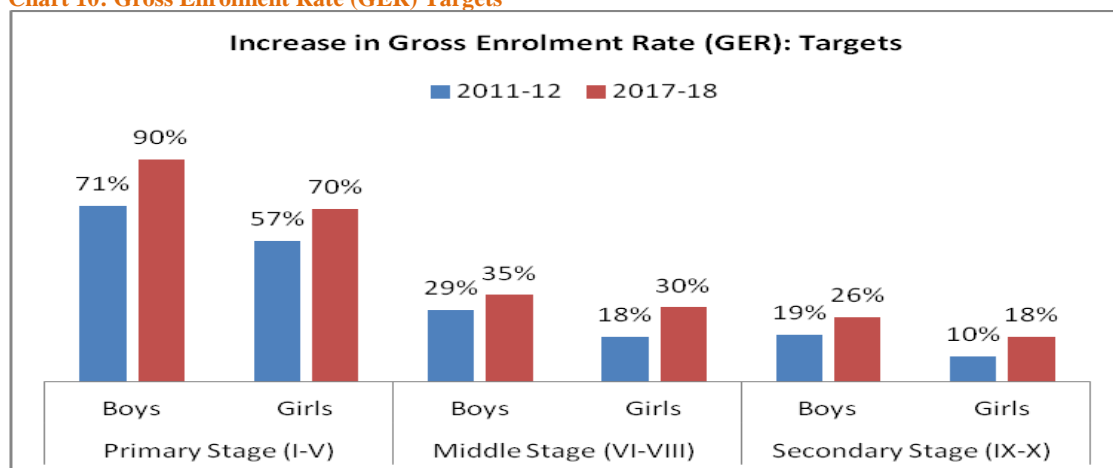
Table 7: Enrolment by Stage (2017-18)	
Total Enrolment	293,804
Primary Stage (Total)	227,319
Boys	130,099
Girls	97,220
Middle Stage (Total)	41,004
Boys	22,486
Girls	18,518
Secondary Stage (Total)	23,565
Boys	14,152
Girls	9,413
Higher Secondary Stage	1,914
Boys	500
Girls	1,415

The enrolment baseline (215,146) and planned target (293,804) include children of said 5-16 years of age from private, public and other streams of education. The plan, however, provides targets for the additional classrooms, teachers and infrastructure for only the public education and the enrolments in the Public Schools.

Highest (227,319) enrolment has been targeted at primary stage, followed by middle, secondary, and higher secondary stages. (Table 7 above). Detailed year-wise targets are provided in the table given as Annexure I.

In district Lodhran, target has been set to achieve 80% GER (against baseline of 64%) at primary stage by 2017-18. For middle and secondary stages, the target is 33% (against baseline of 24%) and 22% (against baseline of 15%), respectively (Chart 10).

Chart 10: Gross Enrolment Rate (GER) Targets



3.3.2 Number of Schools

In order to achieve the target of 80% GER, district Lodhran needs 915 schools by 2017-18. Currently there are 844 schools in the district and in order to achieve the target, there is need to up-grade and include 71 schools till 2017-18. Details of targets at each education level are given in Table 8.

Table 8: Number of Institutions to be Up-graded and Constructed– Target by 2017-18

	2011-12	2017-18
Primary School	593	600
Boys	245	250
Girls	348	350
Elementary/Middle School (Total)	162	175
Boys	69	79
Girls	93	96
Secondary School (Total)	80	128
Boys	54	74
Girls	26	54
Higher Secondary School (Total)	9	12
Boys	4	4
Girls	5	8
Total Public Sector Educational Institutions	844	915
Boys	372	407
Girls	472	508

Year-wise targets for increasing number of school including both new schools and up-graded schools at each education level are provided in Table 9.

Table 9: Year-wise Target for Number of Additional Institutions

	2013-14	2014-15	2015-16	2016-17	2017-18	Total
Primary Schools	1	1	1	2	2	7
Middle Schools	2	2	3	3	3	13
Secondary Schools	9	9	9	10	11	48
Higher Secondary Schools	0	0	0	1	2	3
Grand Total	12	12	13	16	18	71

Highest number of schools (48) would be required at secondary level, followed by 13 schools at elementary/middle level, 7 primary schools, and 3 higher secondary schools. In comparison with the baseline data of 2011-12, on the whole 600 primary schools, 175 elementary schools and 128 secondary schools will be required till 2017-18.

3.3.3 Number of Teachers

In order to meet above mentioned enrolment targets set for district Lodhran, 6,027 teachers will be required by 2017-18. In baseline year i.e. 2011-12 there are 4,630 teachers in district Lodhran and in order to achieve target set for year 2017-18 there is need to induct 1,397 more teachers in the system over next five years. Year-wise target for the induction of teachers is given in Table 10.

Table 10: Number of School Teachers –Annual Target

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Total School Teachers Each Year	4,878	5,121	5,357	5,587	5,810	6,027
Additional Teachers Required Each Year	243	237	236	230	223	215

In line with the national standard set for Student-Teacher Ratio (STR), the annual increase under the plan in number of teachers is intended to keep the STR at 40:1. Education level-wise targets for inducting teachers each year are given in Table 11 hereunder.

Table 11: Education Level-wise Target for Additional School Teachers

	2013-14	2014-15	2015-16	2016-17	2017-18
Primary School	482	511	436	601	445
Middle School	74	170	236	116	237
High School	391	298	306	309	316
Higher Secondary	28	15	30	-6	34
Total	976	995	1008	1020	1032

3.3.4 Basic Facilities

During the target setting exercise education sector stakeholders and district education managers of Lodhran assigned priority to two basic facilities i.e. boundary walls and toilet blocks for minimizing the backlog of missing facilities in the public sector schools of the district. The criterion for selection and order of preference of schools for the provision of missing facilities has been primarily geared towards improving girls' access to schools at all levels of education. Considering the situation of missing facilities and priorities set by stakeholders the plan envisages providing toilet blocks and boundary walls to 11 schools and 3 schools, respectively, during 2014-18. List of schools selected according to predetermined criteria, is give below. For record and transparency Education Management Information System (EMIS) codes and names of selected schools are also mentioned.

Table 12: List of Schools for Provision of Toilet Blocks and Boundary Walls (Year 2014-15)

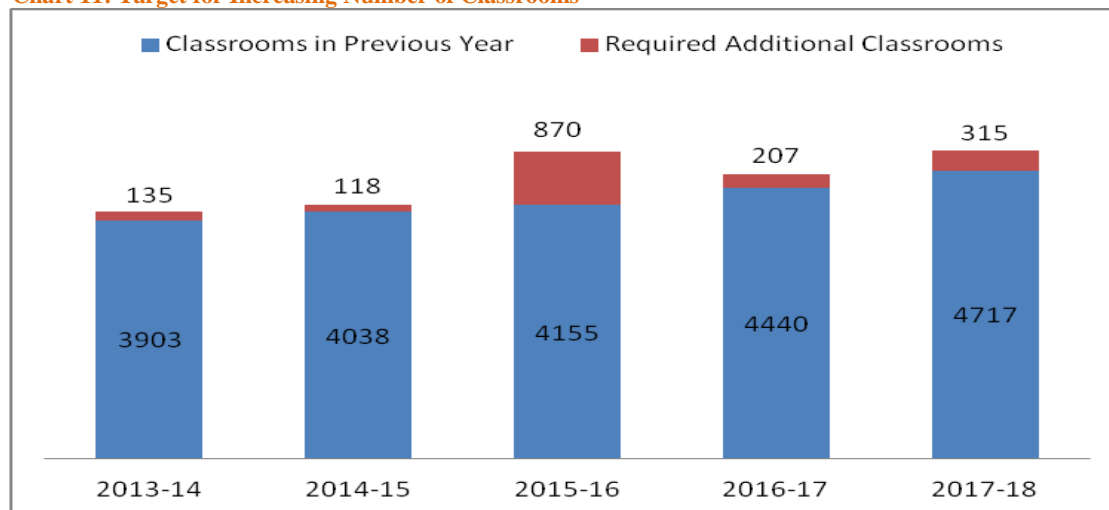
EMIS Code	Title of School	Toilet
36630226	GGPS CHAK 5/M	No
36630195	GGPS 9/M	No
36630350	GGPS 43/M	No
36630285	GGPS BOHAR LANGAH	No
36620048	GPS DAIM KOT	No
36630082	GPS MAQBOOL WAH	No
36630114	GPS 348/WB	No
36610055	GGES DAULLAT PUR	No
36630042	GES TAHIR BHUTTA	No
36630010	GHS 356/WB	No
36610329	GGHS LODHRAN	No
EMIS Code	Title of School	Boundary Walls
36630285	GGPS BOHAR LANGAH	No
36630082	GPS MAQBOOL WAH	No
36630093	GES CHAK NO. 267/WB P/O NOOR GARH	No

Planning has also been carried out to provide all basic facilities in all schools of the district in period of five years from the baseline.

3.3.5 Provision of Classrooms

In district Lodhran a significant number of schools have Student-Classroom Ratio (SCR) above 100. In order to address the issue of high SCR a total of 1,185 additional classrooms will be required till 2017-18. In the year 2012-13, there were 3903 classrooms in all public schools of district Lodhran. In order to improve SCR, a total of 5088 classrooms will be required by 2017-18. Planning and target for total number of schools in a year and additional classrooms required next year are described in chart 11.

Chart 11: Target for Increasing Number of Classrooms



Plan has been prepared and target set to provide new classrooms in the schools with very high SCR in the district. At primary level 21 schools with SCR above 80:1 have been selected in priority list. In total 59 classrooms will be required in 21 primary schools during 2013-14. At middle and secondary levels the schools with SCR more than 60:1 and 50:1 have been selected for provision of additional classrooms. During 2013-14, 08 middle schools and 07 secondary schools will be provided with 26 and 32 additional classrooms, respectively. A detailed priority list of schools, along with Education Management Information System (EMIS) codes and names, is given as Annexure II.

During 2014-15, 73 classrooms in primary schools, 28 classrooms in middle schools, and 6 classrooms in secondary schools will be provided. List of schools with number of additional classrooms to be provided in 2014-15 is given as Annexure III.

Table 13: Year-wise Target for Number of Classrooms required at each Education Level

	2013-14	2014-15	2015-16	2016-17	2017-18
Primary Schools	59	73	353	56	163
Middle Schools	26	28	253	34	33
High Schools	33	6	196	94	96
Higher Secondary	17	11	68	23	23
Total Additional Classrooms	135	118	870	207	315

3.4 Step Four: Budget Required for Achieving the Targets

In total, Rs. 14.14 billion are required to achieve the targets set in the minimum standards plan of district Lodhran described above. It comprises 91% current budget and 9% development budget. (Table 14).

Table 14: Budget Required to Achieve the Targets Envisaged in the Plan (2013-18)

Required Current Financial Resources 2013-18 (In Rs. million)	12,938.49
Required Developmental Budget	1,208.18
Total Financial Requirement (Current + Development)	14,146.66

Detailed year-wise budget projection is attached as Annexure IV.

Annexure I: Year-Wise Enrolment Target (2013-18)

Stage/Gender	Public											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	64,086	50,113	114,199	68,377	53,406	121,783	72,755	56,780	129,535	77,214	60,228	137,442
Middle	13,447	8,427	21,874	14,181	9,602	23,783	14,926	10,821	25,747	15,681	12,082	27,763
High	7,401	4,054	11,455	7,993	4,717	12,710	8,599	5,407	14,006	9,219	6,121	15,340
Total	84,934	62,594	147,528	90,551	67,725	158,276	96,280	73,008	169,288	102,114	78,431	180,545
Stage/Gender	Private											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	27,557	18,542	46,099	29,402	19,760	49,162	31,285	21,008	52,293	33,202	22,865	56,067
Middle	3,362	1,264	4,626	3,545	1,440	4,985	3,731	1,623	5,354	3,920	1,812	5,732
High	1,998	486	2,484	2,158	566	2,724	2,322	649	2,971	2,489	735	3,224
Total	32,917	20,292	53,209	35,105	21,766	56,871	37,338	23,280	60,618	39,611	24,832	64,443
Stage/Gender	Public+ Private											
	2011-12			2012-13			2013-14			2014-15		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	91,643	68,655	160,298	97,778	73,166	170,944	104,040	77,788	181,828	110,417	82,513	192,930
Middle	16,809	9,691	26,500	17,726	11,042	28,768	18,657	12,444	31,101	19,601	13,895	33,496
High	9,399	4,540	13,939	10,151	5,283	15,434	10,921	6,055	16,976	11,708	6,856	18,564
Total	117,851	82,886	200,737	125,655	89,491	215,146	133,618	96,287	229,905	141,726	103,264	244,990
Stage/Gender	2015-16											
	2015-16			2016-17			2017-18			2018-19		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Primary	116,894	87,333	204,227	123,460	92,238	215,698	130,099	97,220	227,319	130,099	97,220	227,319
Middle	20,555	15,383	35,938	21,517	16,935	38,452	22,486	18,518	41,004	22,486	18,518	41,004
High	12,509	7,683	20,192	13,325	8,536	21,861	14,152	9,414	23,566	14,152	9,414	23,566
Total	149,958	110,409	260,367	158,302	117,709	276,011	166,737	125,152	291,889	166,737	125,152	291,889

Annexure II: List of Schools for Classroom Provision (2013-14)

Table: List of Schools for Provision of Classrooms in 2013-14

S.#	EMIS Code	Names of Primary Schools	Enrolment			# of Classrooms	Av Stds/C.R	A.C.R
			Boys	Girls	Total			
1	36610079	GPS HASSAN ABAD	252	123	375	3	125	5
2	36610174	GMPS JHOKE JANAN	237	109	346	4	87	4
3	36610078	GPS BASTI SARDAR WALI	220	88	308	2	154	5
4	36620038	GPS WAHAND SARMANI	235	66	301	3	100	4
5	36620087	GPS SIKANDRY KHARAK BASTI	285	0	285	3	95	3
6	36630116	GPS CHAK NO. 243/WB	175	74	249	2	125	4
7	36610122	GPS SARDAR WALA	243	0	243	2	122	3
8	36620075	GPS LAL BAGHALI	184	55	239	2	120	3
9	36610315	GPS DARKHAN WALA MOZO BAND ALI PUR	176	48	224	2	112	3
10	36620085	GPS KOTLA NARUN JIN	191	18	209	2	105	3
11	36610058	GPS MODEL NO. 1 LODHRAN WAR NO. 9	120	88	208	2	104	3
12	36620097	GPS MULWANAY WALA	171	32	203	2	102	3
13	36620032	GPS KHAJJIAN WALA	115	82	197	2	99	2
14	36620081	GPS KOTLA DILBAR	134	59	193	2	97	2
15	36630189	GGPS WARD NO 10	73	109	182	2	91	2
16	36610102	GPS TIBBI GHALWAN PO QURESHI WALA	114	65	179	2	90	2
17	36630331	GGPS 389/W.B GARBI	0	134	134	1	134	2
18	36630319	GGPS KOTLI WAJWA	25	95	120	1	120	2
19	36630352	GGPS FATEH PUR	4	89	93	1	93	1
20	36630152	GPS GULZAR PUR	93	0	93	0	-	2
21	36630253	GGPS CANAL COLONY QUTAB PUR	24	62	86	0	-	2

S.#	EMIS Code	Middle Schools	Total Enrolment			Number of Classrooms	Av Stds/C.R	ACR
		Name of School	Boys	Girls	Total			
1	36610151	GES BAND ALI PUR	264	56	320	4	80	4
2	36630145	GES CHAK NO. 14/M JAWAIN	260	58	318	3	106	5
3	36610081	GES MATRAIN	351	0	351	6	59	3
4	36620025	GGES RIND JADA	7	249	256	4	64	2
5	36610099	GES KAMAL PUR JATIAL	184	104	288	4	72	3
6	36630034	GES CHAK NO. 344/WB	253	0	253	4	63	2
7	36610039	GES CHAK NO.42 M	251	59	310	4	78	4
8	36620073	GES GOTH BAHAR	172	97	269	4	67	3

S.#	EMIS Code	Secondary Schools	Total Enrolment			Number of Classrooms	AV. Stds/C.R	ACR
		Name of School	Boys	Girls	Total			
1	36620003	GHS KEHROR PACCA	1173	50	1223	22	56	9
2	36630020	GHS 376/WB DUNYAPUR	106	387	493	8	62	4
3	36610004	GHS GOGHAN	957	5	962	19	51	5
4	36620008	GHS MASSA KOTHA	517	23	540	10	54	4
5	36620010	GHS JHANBI WAHIN	581	22	603	11	55	4
6	36610015	GHS DANWRAN	546	37	583	10	58	5
7	36610012	GHS SALSADAR	411	39	450	9	50	2

Annexure III: List of Schools for Classroom Provision (2014-15)

Table: List of Schools for Provision of Classrooms in 2014-15

S.#	EMIS Code	Primary Schools	# of Classrooms	Av Stds/C.R	A.C.R
		Name of School			
1	36610073	GPS PIPLY WALA	6	72	5
2	36630123	GPS 301/WB	3	76	3
3	36620093	GPS MUHAMAD WALA	3	82	3
4	36610131	GPS SHAH NAL	3	71	2
5	36620077	GPS ALI PUR KANJU BASTI ALI PUR	2	83	2
6	36630267	GGPS 289 WB PO QUTAB PUR	2	80	2
7	36630220	GGPS 338/WB	2	77	2
8	36630166	GPS 363/WB	2	75	2
9	36630321	GGPS 1-4/MPR	2	75	2
10	36610197	GGPS BASTI JARAH	2	74	2
11	36610104	GPS PUGAL WARI	2	74	2
12	36630246	GGPS 327 WB DUNYAPUR	2	74	2
13	36630324	GGPS 368/WB	2	73	2
14	36610226	GGPS MODEL LAL KAMAL BASTI	5	60	2
15	36630076	GPS NO. 3 DUNYAPUR	4	66	3
16	36620034	GPS ISLAMIA GHOSIA KEHROR PACCA	4	66	3
17	36630275	GGPS FAROOQ KHAN WALA	3	63	2
18	36610111	GPS MOOSA WALA	3	63	2
19	36610220	GGPS 97/M	3	60	2
20	36630158	GPS KOT MISRI	3	60	2
21	36620054	GPS MARI BHAGOO KHAN	2	88	2
22	36630193	GGPS WARD NO 4 PUR GHARBI DUNYAPUR	2	71	2
23	36610120	GPS WAHI SIKANDAR	2	70	2
24	36610308	GPS BAKHARI WALA	2	68	1
25	36610202	GGPS BASTI CHUTTI	2	68	1
26	36610273	GGPS KUNDI VANJARA	2	68	1
27	36620161	GGPS MAKHAN KOT	2	68	1
28	36630141	GPS 24/M	2	68	1
29	36620090	GPS MAHAR	2	67	1
30	36620123	GGPS SANWARY	2	67	1
31	36620173	GGPS MULTANI WALA KEHROR PACCA	2	67	1

S.#	EMIS Code	Primary Schools	# of Classrooms	Av Stds/C.R	A.C.R
		Name of School			
32	36610115	GPS PALLO WALA	2	65	1
33	36610145	GPS 21 MPR P/O 49/M LODHRAN	2	65	1
34	36620150	GGPS JHANBI WAHIN	2	65	1
35	36610225	GGPS MAHESH WALA	2	64	1
36	36620063	GPS ISLAM WALI MAUZA DAKHANA GHARO	2	64	1
37	36610275	GGPS CHAK NO. 91/M	2	63	1
38	36620170	GGPS SHAH MUHAMMAD WALA	2	62	1
39	36620167	GGPS TIBBI WALA CHAH TIBBI WALA KEHROR PACCA	2	62	1
40	36610283	GGPS MEHMOOD ABAD	2	61	1
41	36610072	GPS JUMAN SHAH	2	60	1
42	36620076	GPS LIAQAT ABAD BASTI SHAH MUHAMMAD WALA	2	60	1
43	36620112	GGPS NANGI	2	60	1

S.#	EMIS Code	Middle Schools	Total Enrolment			# of Classrooms	Av Stds/C.R	ACR
		Name of School	Boys	Girls	Total			
1	36630032	GES CHAK NO. 26/M	317	0	317	6	53	2
2	36620017	GES BASTI SEEKAR	356	0	356	7	51	2
3	36620020	GGES RAILWAY STATION	76	391	467	9	52	3
4	36630088	GES CHAK NO. 11/M DUNPUR	393	36	429	8	54	3
5	36610067	GES MUND HALI	397	69	466	9	52	3
6	36630038	GES CHAK NO. 227/WB	330	2	332	6	55	2
7	36630204	GGES 321 WB	0	274	274	5	55	2
8	36630047	GGES 281-83/WB	0	342	342	6	57	3
9	36620024	GGES CHOWKI MASTI KHAN	29	295	324	6	54	2
10	36610051	GGES CHAMB KULYAR	1	329	330	6	55	2
11	36610069	GES JAGIR HORAH	293	70	363	7	52	2
12	36610256	GGES SHAHNAL STATION	12	252	264	5	53	2
13	36620102	GGES SIKANDARY	0	297	297	6	50	1

S.#	EMIS Code	Secondary Schools	Total Enrolment			# of Classrooms	Av. Stds/C.R	ACR
		Name of School	Boys	Girls	Total			
1	36620011	GHS DHANOTE	830	0	830	17	49	1
2	36630027	GGHS QUTAB PUR DUNYA PUR	106	770	876	18	49	1
3	36620005	GHS AMEER PUR SADAT	290	46	336	7	48	0
4	36610011	GHS 90/M	395	8	403	7	58	2
5	36630191	GGHS BASTI NOOR PIR	60	324	384	8	48	1

Annexure IV: Annual Budget Projection (2013-18)

Budget Projection (2013 to 2018)

Lodhran Budget (In Million Pak.Rs)	2013-14	2014-15	2015-16	2016-17	2017-18	Total (2011-18)
District School Education (Current Budget)	2,135.28	2,298.30	2,466.11	2,638.71	2,816.10	12,354.50
Salary	2,052.78	2,201.11	2,352.90	2,508.10	2,666.67	11,781.56
Non-Salary	82.50	97.18	113.21	130.61	149.43	572.94
School Council	23.81	25.86	27.97	30.12	32.31	140.07
Free Textbooks	35.29	38.33	41.44	44.63	47.89	207.57
Girls Stipend	36.00	41.44	47.09	52.91	58.91	236.34
Total Educational Institutions and Administration Current Budget (Rs. In Million)	2,230.37	2,403.93	2,582.60	2,766.37	2,955.21	12,938.49
District Budget (Development)	-	-	-	-	-	-
Provincial Allocations (Development)	181.19	179.64	262.14	264.73	320.48	1,208.18
Total Development Budget (Provincial + District)	181.19	179.64	262.14	264.73	320.48	1,208.18
Total Budget (Current + Development)	2,411.56	2,583.57	2,844.74	3,031.10	3,275.69	14,146.66



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