Educating Pakistan's Children

Choices, Alternatives and Tradeoffs

An assessment of PPAF models of delivery

PAKISTAN POVERTY ALLEVIATION FUND

Contents

Acronyms

B. A	Bachelor of Arts
B. Ed	Bachelor of Education
B. Sc	Bachelor of Science
BOT	Build Operate & Transfer
CDI	Community Driven Independent
CT	Certificate of Teaching
ERD	Evaluation Research and Development
ERRA	Earthquake Reconstruction and Rehabilitation Authority
FATA	Federally Administered Tribal Areas
GER	Gross Enrollment Rate
GOP	Government of Pakistan
Inter	Intermediate
IRC	Indus Resource Center
Katchi	Pre-school
KPI	Key Performance Indicator
M. A	Master of Arts
M. Ed	Master of Education
M. Sc	Master of Science
Matric	Matriculation
MGPO	Mountain and Glaciers Protection Organization
MOE	Ministry of Education
MT	Master Trainer
NRSP	National Rural Support Program
NER	Net Enrollment Rate
NWFP	North West Frontier Province
PO	Partner Organization
PPAF	Pakistan Poverty Alleviation Fund
PPP	Public Private Partnership
PSLM	Pakistan Social and Living Standard Measurement
PSS	Public Sector Supported
PTC	Primary Teacher Certificate
SAFWCO	Sindh Agriculture and Forestry Workers Coordinating Organization
SEF	Sindh Education Foundation
SOS	Save our Souls
SSDP	Social Sector Development Program
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
WDI	World Development Indicators

Foreword

The Social Sector Development Program (dedicated to primary education and basic health) is a comparatively recent addition to PPAF scope of activities. It has been developed as a pilot facility in response to systemic and implementation constraints affecting state of education at the grassroots. The program design, therefore, has emphasized flexibility and a range of delivery instruments have been employed.

An in-house study was commissioned to evaluate the relative efficiency and effectiveness of these instruments of delivery. The objective was to assess the relative strengths and weaknesses of each model from a learning perspective to guide future program structure and design. Primary data were collected from a sample of twenty seven facilities located in Punjab, Sindh and Azad Jammu & Kashmir. A comprehensive range of input, output and outcome indicators was developed and applied in a cost-benefit, result-based framework.

Initiated by Evaluation, Research & Development unit of PPAF, the study has been designed and carried out by Muhammad Muslim Nabeel, under supervision of Ahmad Jamal (Chief Strategy Officer) and facilitated by Health & Education unit. The cooperation and assistance of Partner Organizations and their communities is gratefully acknowledged.

Kamal Hyat
Chief Executive/Managing Director

1 Executive Summary

The catalytic role of a literate population and skilled workforce in economic development, poverty reduction and nation building is internationally well demonstrated. In Pakistan education has been recognized as a *'priority sector'* since the time of independence. However, affording opportunities for basic education to the nation's children has remained an elusive challenge. The country has lacked an effective regime for quality, access and equity, and a sector characterized by inadequate resources, and governance and management related issues.

In the last few years attempts have been made to address issues that are endemic to the sector. Public spending, in nominal terms (both as percentage of GDP and on per-pupil basis) has increased. Overall gross enrollment has expanded and student attrition has declined. Private and civil society sectors are emerging as significant service providers along with the state, and there is a shift towards more devolved and decentralized decision making. However, the need for higher public expenditure, in real terms, and substantial quality

improvement remains. At the same time sector faces risk of resource starvation, as the country undergoes painful economic and structural adjustment in an environment of global recession. In line with its operational mandate, PPAF has pursued a community-led-demand-driven approach to delivery of financial and non-financial services. The driver of this approach is to remain non-prescriptive and model neutral and focus on quality assurance and inclusion.

This study seeks to gauge performance of four categories of PPAF interventions in education in terms of their relative efficacy, efficiency and sustainability in delivering primary, middle and secondary schooling. These include establishing community-driven facilities, adopting public sector facilities and variants which involve the build-operate-transfer modality and multi-stakeholder partnerships consisting of government, civil society, local communities, private initiative and philanthropy. Thirty (qualitative and quantitative) indicators were developed and applied to surveyed school facilities under each mode of delivery.

Input →	Output →	Outcome
Financial Resources (6 indicators)	**Intensity of Interaction** (1 indicator)	**Student Performance** (1 indicator)
Physical Infrastructure (4 indicators)	**Net Retention Rate** (2 indicators)	**Parental Satisfaction** (2 indicators)
Teaching Capabilities (6 indicators)		**Parent Profile** (3 indicators)
Role of Communities (3 indicators)		**Gender Focus** (2 indicators)

The principal conclusions, underpinning performance, and emanating from the study, are summarized as follows:

- Personal attention, close supervision and the quality and intensity of interaction between the teacher and

Students is, arguably, the single most important factors associated with student achievement of learning objectives.

- Quantum of financial resources, physical infrastructure and/or teacher qualification (or capability) are not necessary and sufficient condition(s) in themselves for high student attainment or performance.
- Teacher morale and motivation appears to play a key role in terms of positive outcomes as reflected in student assessment scores.
- There is evidence to suggest that while subsidy (scholarships, fee waivers and other incentives) plays a part in attracting students from relatively poorer and disadvantaged backgrounds, it does not necessarily translate either into or high retention rates.
- Stand alone community based as well as public sector models as conventionally perceived and defined, exhibit lower levels of performance, in terms of affirmative action (poverty) and student achievement (test scores) respectively when compared to *hybrid* models in which there are additional value adding/innovative features.

- The key assumption that local *buy-in/ownership* is critical for improving quality (esp. with respect to attrition rates an sustainability) seems to hold across all the four models studied.
- There is a direct relationship between student performance (in assessment tests independently and randomly administered by the survey team) and parental perception (subjective opinions on satisfaction with the school expressed in the survey questionnaire).
- Long term financial sustainability was observed to be at low levels across all the four models studied. Operational sustainability, however, to some extent is enabled through budgetary provision (as in the case of public sector facilities), philanthropic contribution/support (in a few instances of public-private facilities which are location and context specific) and through fees/user-charges (as in the case of community based schools).
- Willingness to pay for improved quality of education and service delivery was indicated in all the models. However, a high provincial/regional variation in the level of willingness was also observed.

Introduction & Overview 2

2.1 Review of Literature

The pivotal role of education in economic development is well recognized and documented. There is comprehensive body of evidence to suggest that investment in education, both as a public and private good, has high payoff. The existing empirical literature on linkages has identified three possible transmission mechanisms through which education may affect economic growth and development:

Human Capital & Productivity:

As postulated by neoclassical growth theories, education increases the human capital inherent in a country's labor force, which increases labor productivity and in turn leads the country to a higher growth trajectory [see Mankiw, Romer, and Weil (1992)].

Production & Technological Capacities:

Education increases innovative capacity of the economy, and new knowledge or new technologies, products and

processes promote growth [see Lucas (1988); Romer (1990a); Aghion and Howitt (1998)].

Information & Knowledge Frontiers:

Education can facilitate diffusion and transmission of knowledge needed to understand and process new information and to successfully implement new technologies devised by others, which again promotes economic growth. This postulation has been shown to hold over extended periods of time. [see Nelson and Phelps (1966); Benhabib and Spiegel (2005)].

Apart from its macro-economic impact, education has been shown to have a significant positive effect at the micro-economic level. Studies have consistently shown that more schooling is associated with higher individual earnings. Psacharopoulos and Patrinos (2004) using data from 98 countries estimated the average rate of return to another year of schooling at 10 percent; with higher returns for low income countries and for lower levels of schooling. These returns with respect to private education are more pronounced. Studies on returns to education are complemented by newer research, which shows that higher quality of education as opposed to quantity, translates into greater lifetime earnings for individuals [Hanushek and Wöessmann (2007)].

The gender disaggregation of returns to education shows that, overall, women experience higher gains to an additional year of schooling; while at the primary level returns are much higher for men (20 percent) than women (13 percent) [Psacharopoulos and Patrinos (2004)].

International research and other developments support the assertion that education plays an important, perhaps critical, role in growth, economic development and poverty reduction with positively correlated welfare outcomes at the household level. The magnitude of which is a function of whether it is publicly or privately delivered and how well it is designed or structured.

2.2 State of the Sector

The importance of education, in Pakistan, has been recognized from the time of independence when universal primary education was set as a goal at the first National Education Conference in 1947. The constitution of Pakistan (Article 37) acknowledges education as key national priority of the state. Internationally, Pakistan is signatory to the Millennium Development Goals and Dakar Framework of Action. Domestically, there have been numerous initiatives in developing policy paradigms and programs. These have ranged from National Plan of Action for Education for All, Education Reform Action Plan, National Education Policy (1998-2010) and National Commission for Human Development. Promoting education has been prominently enunciated in all the national Five Year Plans and subsequently in the Poverty Reduction Strategy Papers.

The sector is characterized by the predominant role of the public sector. With an overall *'market share'* of 86 percent of all students, government is the major provider of primary, secondary and tertiary education in the country. Moreover, 73 percent of all the education institutions located in rural areas belong to the government.

History of education in Pakistan has been a constant struggle amid severe resource constraints, governance and management issues. While constitutionally education is identified as a state responsibility, its institutional provision rests with the provinces and its retail delivery with local government. Pakistan has underperformed in terms of regional as well as international standards. Rhetoric notwithstanding, real spending on education has been low in relation to countries of comparable size and population, which are at similar stage of development. Dropout rates (esp. at the primary level) have been considerably higher reaching 50% in some areas (Nayyar-Stone et al 2006) and there has been a tendency by poor parents to see education as a high cost activity (Boissiere et al 2007). There is substantial anecdotal evidence to suggest that this tendency is especially acute in the case of the girl child whose education is seen as "dead end" investment (SEF 2006).

In order to address these deficiencies, public policy (GOP 2006) more recently has focused on three areas:

- *Primary Education*: Universal access by increasing net enrollment and higher rate of survival till grade five.
- *Literacy*: Increase in rate of adult literacy
- *Participation of Women*: Attainment of gender equality at all levels.

In the 2000s as state of public finances improved and more fiscal space became available, the financial resource constraint on the sector has been somewhat relieved. Furthermore, Fiscal Responsibility and Debt Limitation Act 2005, requires the government to double budgetary allocations to education and health sectors by 2015. The greater availability of resources is a prerequisite for Pakistan to make substantial progress towards achieving universality of education.

In line with these developments, public expenditure on education increased from 1.8 percent of GDP in 2003 to 2.4 percent by 2007. However, these expenditures are still lower than averages for South Asia and all low income countries - 3.5 percent and 3.4 percent respectively (World Bank 2008). With adoption of UN Millennium Development Goals, two of which relate to education, attainment of UPE has gained new momentum. In recent years, positive trends have been witnessed in the gross enrollment ratio (GER)[1]. According to Pakistan Social and Living Standard Measurement survey, GER at the primary level increased from 86 percent in 2005 to 91 percent by 2007 (Table 2.1). However, in comparison to countries at similar levels of income and development, the GER for Pakistan is low.[2] Gross enrollment in rural areas of the country is considerably lower than in urban areas, although this gap has narrowed by 3 percentage points during the period 2004-07.

Another cause of concern is high level of gender disparity in gross enrollment at the primary level. The gender gap at the national level increased marginally between 2004 and 2007, with a 2 percentage point increase in gender gap in rural areas dominating the 3 percentage point decline in urban areas.

1
GER refers to total number of students (all ages) enrolled in primary school divided by total population aged 5 - 9 years.
2
In South Asia, India and Bangladesh have primary level GER of over 100 percent (WDI, World Bank)

Table 2.1: Gross Enrollment - % (age 5-9 years)

	2004-05			2006-07		
	Male	Female	Both	Male	Female	Both
Urban Areas	107	100	104	108	104	106
Rural Areas	89	68	79	95	72	84
Overall	**94**	**77**	**86**	**99**	**81**	**91**

Note: excluding Katchi class
Source: PSLM 2006-07

Trends in net enrollment rate[3] (NER), considered a more relevant indicator of enrollment are depicted in Table 2.2. Data show that NER at primary level rose from 52 percent in 2005 to 56 percent in 2007. The large gap of 35 percentage points between the GER and NER in 2007 indicates late entry into the schooling system as well as grade repetition, which shows the potential scope of improvement that can be brought in terms of systemic efficiencies. It is pertinent that the gender gap in primary NER at the national level as well as in rural and urban areas is considerably narrower than the corresponding gender gap in GER, which implies that on average, there is a higher incidence of late entry and grade repetition for boys as compared to girls.

Table 2.2: Net Enrollment - % (age 5-9 years)

	2004-05			2006-07		
	Male	Female	Both	Male	Female	Both
Urban Areas	66	63	64	67	65	66
Rural Areas	53	42	48	57	46	52
Overall	**56**	**48**	**52**	**60**	**51**	**56**

Note: excluding Katchi class
Source: PSLM 2006-07

Excessive grade repetition results in student dropouts. In 2004, the overall attrition rate at primary level was estimated at 30 percent in Pakistan (World Bank 2007). The attrition rate for boys, at 32 percent, is higher as compared to that of girls at 28 percent. The higher dropout for male children can be explained by higher opportunity cost of educating male children (Boissiere et al, 2007).

3
The NER at primary level refers to the total number of students enrolled in primary school (age 5 - 9 years) divided by total population aged 5 9 years.

Literacy is another important indicator of education, which is likely to have impact on other welfare indicators in the long run. The PSLM 2006-07 reports that national literacy improved marginally from 53 percent to 55 percent during 2005 to 2007. As illustrated in Table 2.3, the disaggregation of literacy rate reveals persisting regional and gender disparities at 27 and 25 percentage points, respectively.

Table 2.3: Literacy % of Population (10 years or older)

	2004-05			2006-07		
	Male	Female	Both	Male	Female	Both
Urban Areas	78	62	71	79	65	72
Rural Areas	58	29	44	60	30	45
Overall	65	40	53	67	42	55

Source: PSLM 2006-07

2.2.1 Quality Dimension

While expanding access to education remains the stated priority in all policy documents, deterioration in quality of education services being publicly delivered has been a major long standing concern.

Although absolute number of teachers has increased over the last few years, yet there are major problems with placement of enough teachers in rural or difficult areas. Concurrently teacher competence and qualification is another issue, with many teachers scoring marginally better than their primary school pupils on mathematics and reading tests (Boissiere et al, 2007). Furthermore, curriculum development and preparation and distribution of quality textbooks and materials are also problematic. Warwick and Reimers (1995) and various World Bank sector studies note that curriculum for primary schools is formulated as a list of concepts to be presented without adequate attention to how children learn and how they should be taught. Textbooks are written with an inappropriate gradation of concepts for younger children. Moreover, the content of textbooks and teaching methods reinforce rote learning and there is a little or no focus on promoting genuine understanding or comprehension.

The incentive framework predisposes the education system to high degree of moral hazard. It fails to produce qualified faculty staff, as there is no relationship between output and performance based rewards or incentives. This not only promotes professional mediocrity but compounds low morale and motivation as reflected in pervasive late arrival and absenteeism. A study in rural areas shows that out of 125 schools surveyed, only 96 were open at the time of the visit. Of these 96 schools, only 50 percent were classified as "fully functional", and almost a quarter had fewer than half of their teachers present (Gazdar 2000). A government schoolteacher with one year of experience can legally miss 18 percent of the school term. Beyond that, taking unauthorized leaves is a common norm. In Lahore, more than 40 percent of head teachers in government schools reported absenteeism among teachers as a serious problem (compared with 23 percent of head teachers in private schools). There are corresponding adverse effects on student performance as measured by test and examination results (World Bank 1996).

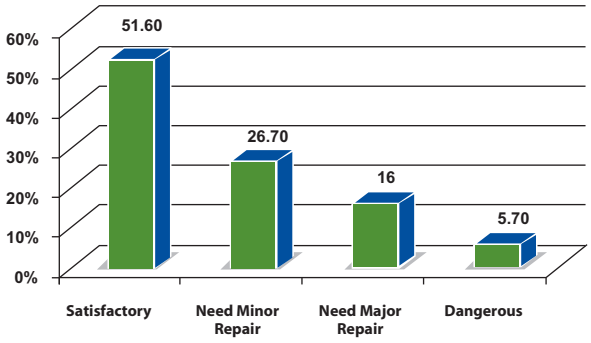
2.2.2 Physical Infrastructure

Availability of safe, conducive and productive environment is often considered prerequisite for effective learning. Educational facilities without boundary walls and toilets compel parents not to send their children especially daughters to school. In the same way, shelter less schools are also an unacceptable venue for most parents sending their children for studying as they offer little protection from the extremes of weather. In the earthquake of 2005 a very large number of fatalities among children in schools is a tragic indicator of the need for instituting appropriate construction and engineering regulations/standards and their effective enforcement.

According to Economic Survey of Pakistan 2006-07, buildings of only about half of educational facilities across the country were found in satisfactory condition, while 27 percent and 16 percent needed minor and major repairs, respectively. In addition, structures of around 6 percent of the facilities were reported to be in dangerous condition. The situation was worst in the province Baluchistan where only 30.2 percent school-buildings were in satisfactory condition while the rest either needed repair or were in dangerous condition (see

Figure 2.1).

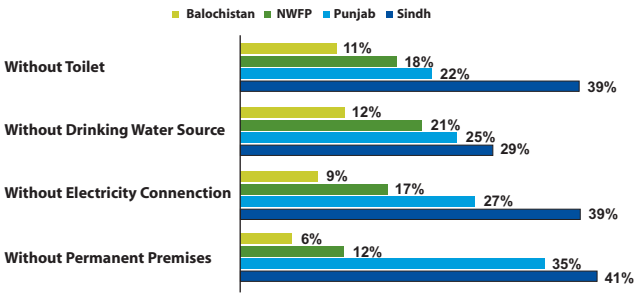
Figure 2.1: Condition of Buildings - National (% of all educational institutions)



Source: Economic Survey of Pakistan, 2006-07

A pervasive lack of adequate facilities is indicated in distribution of schools across the provinces. Data show (see Figure 2.2) that Sindh followed by Punjab, lags behind other provinces in provision of physical infrastructure at the school level. However, as these provinces have relatively larger number of schools than NWFP and Balochistan, the higher percentage of missing facilities should be interpreted with reference to the specific provincial context.

Figure 2.2 Missing Physical Facilities (% of all schools)



Source: Education Census of Pakistan, 2005

It is clear from the foregoing that planners, managers and implementers need to assess policies and practices from a critical perspective as Pakistan struggles with the challenge of instituting a sectoral regime which is comprehensively effective in delivering quantity, quality, access and equity.

3 Shifting Policy Paradigm

3.1 Introduction

As the process of globalization has taken root, provision of goods and services is being viewed in an increasingly international perspective and the education sector is no exception. This has resulted in enhanced understanding of the value of cross national, multi stakeholder partnerships, focusing particularly on roles of governments and private sector, and to support delivery of such partnerships to help achieve 'Education for All' goals. This has translated into the need to make significant progress to raise awareness and support implementation of relevant sustainable and scalable national education sector plans on a global level through catalyzing these partnerships. To that end seven key lessons have been identified as governing the way forward:

- *Support for education reforms.*
- *Well and systematically managed partnerships.*
- *Leadership vested in a balanced representation of stakeholders.*
- *Changing teaching practices is a complex and challenging undertaking.*
- *Teachers and principals are at the heart of the change process.*
- *Sustained partner involvement should not be taken for granted.*

– *Monitoring and evaluation methods must be employed from the beginning.*

Source: World Economic Forum[4]

Since the late 1990s the national policy dispensation in Pakistan has focused on a framework of deregulation, liberalization and privatization. There has been wide-ranging paring down and rationalization of state functions, especially as they relate to direct provision of goods and services. As a result, private sector is being increasingly seen as the engine of economic growth and development. This paradigm shift is manifested most vividly in the banking and financial services, telecommunications, power generation, and distribution sectors of the economy. Education sector has also been impacted quite significantly. Provision of education, which in earlier years was seen as a state/public sector responsibility, has now been increasingly viewed as a national/country responsibility. The demand for quality, and where relevant a willingness to pay, have driven, recent trends in the sector. In addition to the rising government spending on education in recent years, private sector is emerging as an important player in the delivery of education services. A major shift has

[4] *http://www.weforum.org/en/initiatives/gei/index.htm*

occurred in the GOP approach to the country's education sector. The government has recognized the limits on what it can accomplish, as it may not possess all the necessary resources and expertise to single handedly address and rectify low education indicators. It has therefore co-opted the private sector and civil society organizations in financing, management and delivery of education services in Pakistan. In essence, the Government sees its role shifting from being a mere provider to also acting as facilitator and financier of the education sector in Pakistan (MOE 2004).

According to the Economic Survey of Pakistan 2006-07, more than 76,000 private institutions in Pakistan attend to the educational needs of 12 million children. The trends in the enrollment show that the gender gap is closing in case of private schools as compared to public schools. One main citable reason is the presence of almost twice the number of female teachers in the private sector as compared to the public sector. In private schools student to teacher ratio is 1:19 compared to 1:29 in public schools. It is also noteworthy that private sector institutions grew rapidly at an annual rate of 25 percent between 1999 and 2005. According to the Education Census 2005, almost 14 percent of primary level enrollment in the country was in private sector educational institutions. Although, public sector is the main education provider in the country, especially in rural areas, the total number of private institutions is nearly half that of public institutions.

3.2 Role of PPAF

With regard to the broader task of poverty reduction and grassroots development, GOP sponsored Pakistan Poverty Alleviation Fund as a wholesaling autonomous apex institution. Significantly PPAF has been incorporated as a private sector entity outside the formal public sector channels for delivering resources and services at the household level. The objective of GOP was to establish an organization with resource backed capability for quality assurance on a sustainable and cost effective basis. As one of the largest sources of pro-poor spending outside the public sector development program and GOP budgetary allocations, the vision for PPAF has been for an institution to be led by

private incentives but work in support of public policy objectives. PPAF commenced operations in April 2000 with broad based programs in microfinance, water and infrastructure, and capacity building interventions aimed at the poor and excluded with a special focus on less developed areas of the country.

As a sector support organization, PPAF partners with eligible civil society (non-governmental/ community-based) as well as private sector (for-profit/non-profit) organizations. The distinguishing feature of the model as opposed to conventional methods, is a strategic focus on community led, demand-driven approach to development with emphasis on community owner-ship/'buy-in' of all local development interventions from identification and preparation to implementation and management. This 'bottom-up approach' needs to be demonstrated by any applicant organization seeking partnership with PPAF. On meeting the eligibility criteria they are extended financial resources, technical and managerial assistance, monitoring and feedback, as well as performance assessment and outcome/impact evaluations.

Over the last nine years, PPAF programs have been implemented through 75 such partner organizations (POs) in over 90 percent of all districts in the country, which directly or indirectly impacted 15 million individuals with financial services and 11 million with non-financial services. Almost US$ 1 billion has been deployed in various interventions and activities (including education) which have focused on poor and disadvantaged communities (and households) across the country.

3.2.1 Health & Education Component

In 2004, PPAF introduced a small Social Sector Development Program (SSDP) on pilot basis to complement its existing grassroots development activities. The SSDP envisages specific interventions in education and health sectors, focused on primary education and basic health through a variety of delivery mechanisms.

By December 2008, a total of 137 schools had been

Table 3.1: Education Facilities

Province	Schools(No.)
AJK	3
Balochistan	2
FATA	5
NWFP	6
Punjab	79
Sindh	42
Total	137

Source: Survey of PPAF Educational Facilities, 2008

established, adopted, rehabilitated or reconstructed in 19 districts throughout Pakistan and AJK. The distribution of these schools is given in Table 3.1:
These schools are catering to more than 20,561 students (52 percent female). A total of 679 teachers are serving in these educational facilities.
The services delivered through education component of SSDP can be categorized into four models. Brief definition of these models is presented below:

Model I:Community Driven Independent (CDI)

Exemplifies the community led, demand driven approach to development. Fundamental feature of the model is local community organizing itself for proactive leadership in need identification. This is followed by participatory conceptualization, planning, siting, structuring, implementing and managing the entire project cycle of the facility. This process is facilitated through technical and managerial support by the POs. Oversight, monitoring and quality assurance are extended by PPAF. Although facilities under this model are typically housed in rented premises however ancillary repair/renovation funding by PPAF is not precluded. The model requires (among other conditions) non-existence of a public sector facility within 2 Km radius of the proposed site of school. Fees are charged in the range of Rs. 50 to 300 per pupil. Faculty in such schools tends to consist of new/fresh teachers who are capacitated through extensive teacher training. The model is national in nature and CDI facilities have been established by PPAF in the provinces of Punjab, Sindh, NWFP, Balochistan as well as FATA.

Model II: Public Sector Supported (PSS)

Under this arrangement, support of two kinds may be extended to an existing government facility:

i. Provision of missing facilities in existing public sector institutions in terms of physical infrastructure and human resource, wherever required.

ii. Abandoned government schools that have become non-functional can be adopted. POs, in consultation with their communities, identify such facilities

through refurbishment, developing awareness amongst communities and providing missing facilities including appropriate teaching staff.
Teachers on Government payroll are not eligible to receive PPAF funding for salary or remuneration. These teachers are supplemented by PPAF funded recruitment of additional staff from the private, non-governmental sector. This model, to date, has been tested in two provinces (Punjab, Sindh).

Model III: Build Operate and Transfer (BOT)

This is a special, 'best in class' modality developed in response to the earthquake of October 2005, which struck northern Pakistan. It provides for complete reconstruction and refurbishment of the destroyed education facilities along with provision of state-of-the-art infrastructure, equipment and services. This model is supported with international corporate funding. Facilities completed under this model, after building and operation, are transferred to the provincial government/long term operator. All related costs (project + operating) are eligible for financing from PPAF. A value added feature of the BOT model is that construction conforms to, and is in compliance with special regulations/standards of ERRA. Construction activity is contracted to specialized engineering firms and third party top supervision is facilitated through PPAF. The BOT model has been restricted to the earthquake affected areas of NWFP and AJK.

Model IV: Public Private Partnerships (PPP)

As a trilateral arrangement between GOP, PPAF and a 'local champion' (philanthropist, dynamic individual or private sector/corporate entity) who plays an instrumental role (through a combination of facilitation and/or funding), the three stakeholders work collectively to raise standards and quality of education in public sector facilities. PPAF assistance is generally limited to financing of project cost and operating/recurring costs are not funded. The model has been tested in one province (Punjab) through a clustering of all schools at the sub-district (union council) level.

Study Design & Methodology 4

4.1 Backround

The purpose of this research study is to compare diverse features of PPAF models of adopted/funded community and public sector schools and variations of these models. The study assesses education facilities pertaining to each model from the following basic dimensions: revenues and costs, infrastructure and facilities, service delivery and human resources, and clients and customers.

4.2 Selection Criteria

Selection criteria for drawing out a representative sample, is stated below:

i. Schools operational for at least last one year
and
ii. Schools with enrollment of at least 100 students.

Application of the selection criteria resulted in the following sample:

4.3 Information Parameters

Data and information was solicited on a comprehensive range of parameters, which are categorized under four groups:

Table 4.1: Selected Sample (No. of Schools)

Model	Sample
CDI	12
PSS	9
BOT	2
PPP	4
Total	**27**

Source: Survey of PPAF Educational Facilities, 2008

1. **Resources and Financing**
    - Capital expenditure
    - Operating expenses
    - Revenues and earnings
    - Training expenses

2. **Infrastructure & Facilities**
    - School facilities
    - Classroom facilities
    - Use of teaching aids

3. **Quality of staff**
    - School Staff
    - Teaching experience
    - Academic qualification
    - Professional qualification
    - Trainings acquired
    - Salary and remuneration
    - Location from teacher
    - Job satisfaction

4. **Clients and Customers**

Students:
    - Enrollment status
    - Student Assessments
    - Location from student
    - Time utilization at home

Parents/Guardians:
    - Father's literacy
    - Mother's literacy
    - Family members composition
    - Occupation and employment
    - Income and earning
    - Parental satisfaction
    - Willingness to pay

Communities:
    - Meetings

- Inspection visits
- Access to financial records

4.4 Data Acquisition

Three (structured and non-structured) instruments were used consisting of direct enumeration, student assessment and focus group discussions.

4.4.1 Direct Enumeration

i- School Questionnaire (Annex I) designed for gathering the data on the state of basic physical facilities, costs and expenditures, enrollment and other school specific attributes.

ii- Teacher Questionnaire (Annex II) developed to generate information regarding qualification, competency and capacity of the teachers along with their working relationship with the institution.

iii- Student Questionnaire (Annex III) used to obtain knowledge of the socio-economic background of students and their parents, and views/perception on quality of services and contribution of school.

4.4.2 Student Assessment

Learning outcomes of the students were judged by administering tests to fourth class of each school, prepared from the syllabus of third class. The reading and comprehension skills of students were determined through giving each student a paragraph to read and subsequently asking some follow up questions from the same text. Another test was given to assess ability in mathematics. The inclusion of Urdu and mathematics tests was made for three reasons. First, literacy and mathematics are two major competencies provided by schools at primary level (as most of schools the selected sample are up to primary level). Second, these two subjects are comparatively more standardized and better lend themselves for cross-school comparability. Third, most subjects besides math and Urdu are taught through conventional methods of rote memorization therefore do not offer better estimates for assessing learning achievements.

4.4.3 Focus Group Discussions

Non-structured interviews/focus group discussions were held with School Management Committees. These were conducted in order to get a local/community perspective on their institutions. Moreover, it was also carried out with a view of institutionalizing the education process through SMCs.

4.5 Visit Protocol

In the first phase, CDI schools in Punjab and Sindh were surveyed. During the survey all three types of questionnaires were administrated, the physical facilities examined and tests were given at each school. Similarly, in the second phase all public sector facilities (including PSS and PPP model schools) were surveyed in Punjab and Sindh. And in the third phase, BOT schools were visited. Additionally, Focus Group Discussions and, numeracy and literacy assessment tests were conducted at each school/community surveyed. The table below shows number of each type of questionnaires administered.

Table 4.2: Questionnaires administered (No.)

Model	School	Teacher	Students & Parents
CDI	12	61	111
PSS	9	53	98
BOT	2	29	21
PPP	4	18	38
Total	**27**	**161**	**268**

Source: Survey of PPAF Educational Facilities, 2008

4.6 Data Processing and Analysis

Data collected in the field were cleaned and entered in specialized software developed in MS Access. Quality and correctness of data were ensured through placing appropriate consistency checks and balances in the software and crosschecking the entered data with the questionnaires. After data entry process, the data were exported to SPSS for further processing and analysis. Some tasks in data analysis and formatting were carried out in MS Excel.

Comparative Analysis & Assessment 5

Information parameters, derived from data enumerated in the survey, have been analyzed in detail for each of the models separately. In this chapter the major findings of the survey have been collated and presented in a comparative cross model context. In line with survey objective and design, these findings have been classified in a multidimensional framework.

5.1 Resources and Financing

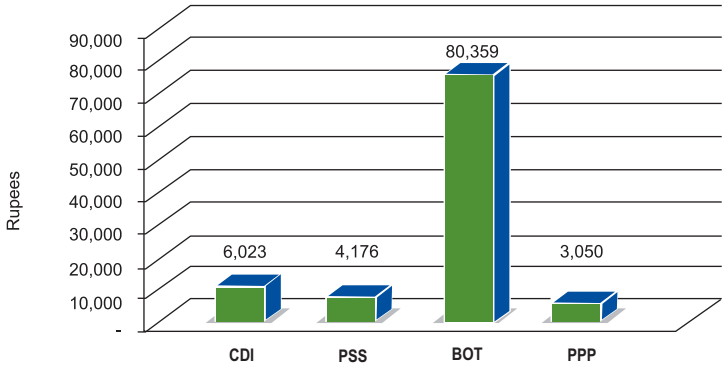
5.1.1 Capital Expenditure

The capital expenses incurred per student are exceptionally high for schools in earthquake areas owing to much higher outlay for provision of high-quality infrastructure and facilities, whereas, in the other three models there is no such provision and assistance is only confined to essential repairs and renovation. However, among the rest CDI schools spent more in capital cost per capita student followed by PSS and PPP (see Figure 5.1).

5.1.2 Operating Expenses

The cost of delivering educational services was compared across the four models and the average cost per student was

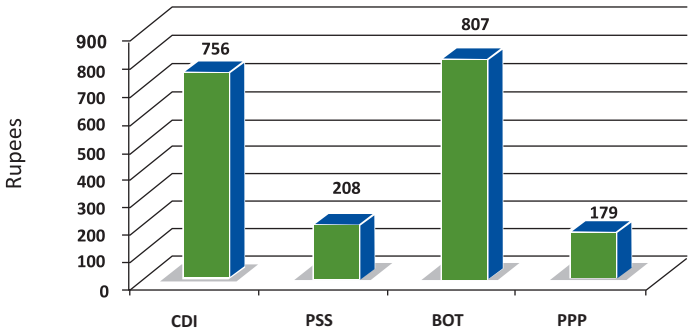
Figure 5.1: Capital cost per capita (student)



Source: Survey of PPAF Educational Facilities, 2008

Computed. The figure for average cost per student was obtained by dividing the total annual operating expenses of all schools within a particular model by the total students enrolled within that model. Figure 5.2 shows that the unit cost per student was lowest in the PPP model, while it was the highest for BOT schools. These results, however, need to be interpreted with some caution because enrolments in PPP schools are on average much higher compared to other models bringing scale economies into play. On the other hand, the high average costs of reconstructed schools in the earthquake areas can be explained by difficult terrain (transportation) relatively higher teacher salary scale in AJK and higher maintenance costs. Across the two mainstream delivery vehicles, i.e., community-based and government adopted schools; there was considerable difference between the average cost per student. In the community based schools, it was around Rs. 756 per month to support a student, while in the public schools the average cost per student was much lower at Rs. 208 per month. These numbers again need to be interpreted carefully as in case of public facilities, PPAF is only supplementing operational expenses being provided by the respective provincial education departments.

Figure 5.2: Average operating expenses per capita (student)

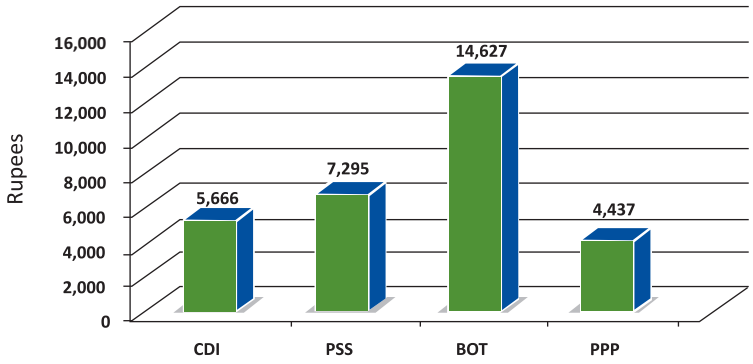


Source: Survey of PPAF Educational Facilities, 2008

5.1.3 Salary Expenses

Teachers' salary is a key element in educational service delivery. High salaries are often assumed to stimulate high performance. However, this may always not necessarily be the case. An overview of the difference in average salary paid across four models is presented in Figure 5.3.

Figure 5.3: Salary expenses per capita (teacher)



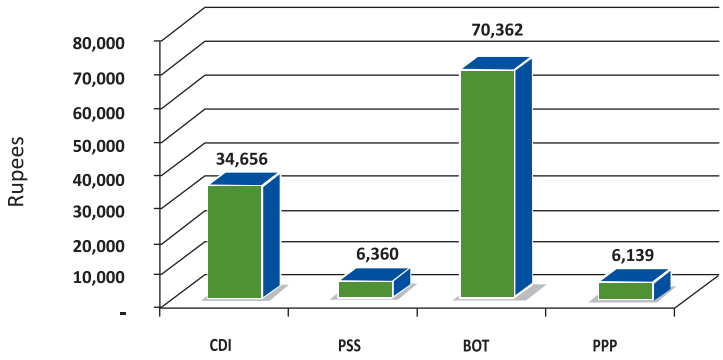
Source: Survey of PPAF Educational Facilities, 2008

Teachers in BOT schools are paid significantly higher (Rs. 14,627) than the teachers in other three models. This is possibly because the pay scale in AJK may be higher than other areas of Pakistan. Also the seniority factor may partially explain the difference. Teaching staff in PSS facilities paid on the averagely Rs. 7,295 are in second place followed by CDI and PPP schools' teaching staff with average salaries of Rs. 5,666 and Rs. 4,437 respectively.

5.1.4 Training Expenses

Apart from teacher salaries, significant amount is spent on capacity building. Here again a priori assumption is that spending on capacity building of teachers is a prerequisite of quality. A comparison of annual per teacher training cost is shown in Figure 5.4.

Figure 5.4: Training expenses per capita (teacher)



Source: Survey of PPAF Educational Facilities, 2008

The comparison shows that a relatively heavy amount (Rs. 70,362) has been spent in last one year on training the teachers in earthquake affected area of AJK. Average training cost per teacher incurred by community schools in the same period is Rs. 34,656 while Public and PPP models spent on the average over Rs. 6,000 under the same head.

5.2 Physical Infrastructure

5.2.1 School Facilities

The state of school level physical facilities in both BOT and CDI models were ranked on top. However, the quality of BOT was significantly superior. Table 5.1 shows that PPP schools possessed all the facilities in same proportion (75 percent). However, public facilities seriously lack adequate and clean drinking water as only 55.6 percent schools have this facility. Among other facilities, 66.7 percent of surveyed schools in public sector had proper main gate. Electricity was available in 66.7 percent facilities while well built boundary wall and proper play area were provided in 77.8 percent schools. Out of the total visited public schools 88.8 percent schools had proper washroom facility.

Table 5.1: Physical infrastructure (% of schools)

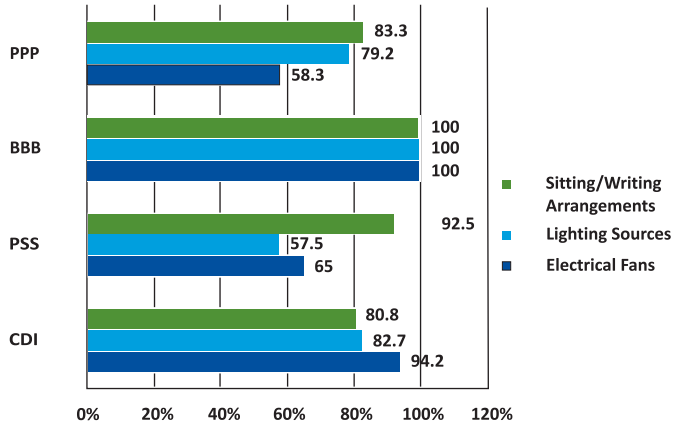
Physical Facilities	CDI	PSS	BOT	PPP
Boundary Wall	100.0	77.8	100.0	75.0
Main Gate	100.0	66.7	100.0	75.0
Play Area	100.0	77.8	100.0	75.0
Washrooms	100.0	88.8	100.0	75.0
Electricity	100.0	66.7	100.0	75.0
Drinking water	100.0	55.6	100.0	75.0

Source: Survey of PPAF Educational Facilities, 2008

5.2.2 Classroom Facilities

Supportive classroom facilities improve the environment in which the education is delivered. All the classrooms in visited educational facilities were examined against availability of selected classroom level facilities. Figure 5.5 shows the percentage distribution of classrooms in the surveyed schools by availability of facilities. The BOT model schools again excel all three categories of facilities. Community schools possess each facility in over 80 percent of the cases. In PPP schools around 58 percent and 80 percent classrooms possessed adequate fans and lighting

Figure 5.5: Percentage distribution of classrooms by adequate availability of facilities



Source: Survey of PPAF Educational Facilities, 2008

arrangement respectively. Proper seating and writing arrangements was observed adequate in 83.3 of the examined PPP classrooms. And in PSS schools, there is an apparent lack of facilities especially in provision of adequate fans and proper lighting arrangement.

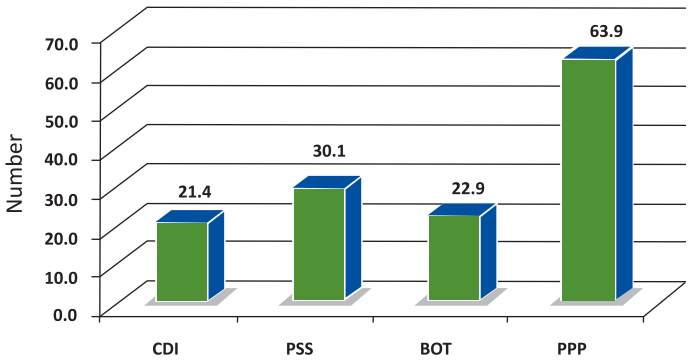
5.3 Quality of Services

5.3.1 Pupil Teacher Ratio

A standard measure of assessment of quality education is the relationship between the number of faculty and students. The pupil/teacher ratio is one of the indicators most widely accepted as a determinant of quality. The examination of unit cost of delivery of education services across the four school types being supported by PPAF's education program is followed by an analysis of the quality of services being delivered across these educational institutions. The student-teacher ratio computed for the four different school models being studied (given in Figure 5.6), shows that in terms of quality of education services, the community schools come out on top with the lowest pupil-teacher ratio at 21 students

per teacher. This is closely followed by the BOT schools in the earthquake areas, where on average a single teacher is attending to a class of 23 students. The government adopted schools come in third place in terms of quality of education being provided to the students, with one teacher supervising 30 students. The private partnership schools are observed to have a pupil-teacher ratio that is nearly three times higher than that of the community schools.

Figure 5.6: Pupil Teacher Ratio

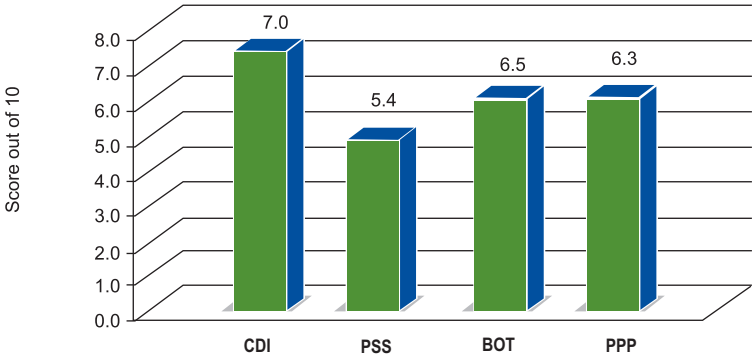


Source: Survey of PPAF Educational Facilities, 2008

5.3.2 Learning Outcomes

In order to more comprehensively gauge learning outcomes of students enrolled across different education models, simple (numeracy and literacy) tests were administered to a sample representative of students across each school type.

Figure 5.7: Average test scores



Source: Survey of PPAF Educational Facilities, 2008

On the average, 8 students in class IV of each of the surveyed schools were administered tests based on the syllabus of class III to determine their level of academic proficiency in math, reading and comprehension. The results of these tests presented in Table 5.2 show that average score of students enrolled in community schools was the highest (6.9 out of 10), while average test score of students attending public sector schools was the lowest (6.4 out of 10). The performance of students enrolled in the other two categories, i.e., BBB and PPP, was in between.

Table 5.2: Subject wise test scores

Test	CDI	PSS	BOT	PPP
Math	6.6	4.2	4.1	5.0
Reading	7.5	6.8	8.4	7.6
Comprehension	6.8	5.1	7.2	6.4

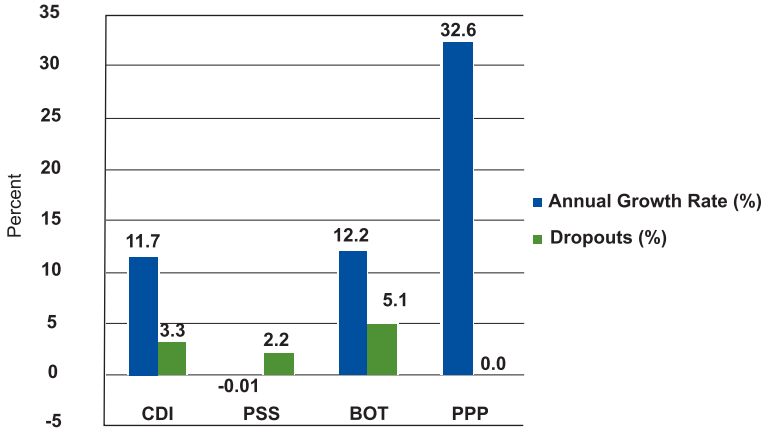
Source: Survey of PPAF Educational Facilities, 2008

There exists, however, considerable variation in test scores between the 3 types of tests (math, reading and comprehension) across the four school types. In terms of performance on the mathematics test, which indicates well developed analytical abilities, students enrolled in community schools are observed to be the best performers, while in BOT schools the students excelled in reading and comprehension section.

5.3.3 Enrollment Growth & Retention Rates

Figure 5.8 below shows rate of growth in enrollment and dropouts for last one year. Enrollment in PPP schools grew at a rapid rate (32.6 percent) over last one year. This negatively affected pupil teacher ratio recorded in this model as sharp increase in enrollment strained available resources especially in the short term. On the contrary, public sector schools'

Figure 5.8: Enrollment & attrition



Source: Survey of PPAF Educational Facilities, 2008

enrollment fractionally dipped (-0.01 percent). However, the other two models (CDI and BOB) maintained moderate

enrollment-growth rate around 12 percent. Dropouts were comparatively high in BOT schools (5.1 percent) followed by 3.3 percent in Community and 2.2 in Public schools whereas PPP schools reported no withdrawal whatsoever during last one year.

5.3.4 Use of Teaching Aids

PPAF program encourages and supports adoption of modern pedagogy techniques relative to traditional methods. However, dissemination of such practice needs high level of commitment on teachers' part. Lesson planning, preparation of teacher guides, using models and illustrations for topic explanation are outputs of their efforts for introducing modern technical teaching methodologies.

Table 5.3 shows that teachers in CDI schools are more particular in use of the teaching aids. Lesson plans were prepared in all the community schools. Use of charts and illustrations and preparation of teacher guides is another activity by and large under taken by teachers at CDI schools.

However, slight shortage in using models and drawing material was reported.

On the other hand, use of teaching aids was less widely being practiced in other three models with BOT lagging behind both PPP and PSS.

Table 5.3: Use of teaching aids (% of classes)

Teaching Aids	CDI	PSS	BOT	PPP
Lesson Plans	100.0	33.3	0.0	50.0
Teacher Guides	83.3	11.1	0.0	25.0
Exhibits & Models	66.7	33.3	0.0	25.0
Drawing Material	66.7	33.3	0.0	25.0
Charts & Illustrations	94.2	45.0	12.5	29.2

Source: Survey of PPAF Educational Facilities, 2008

5.3.5 Teachers' Educational Qualification

Another indication of the quality of human resource available in an educational institution is the qualification level of

teaching staff. The table below gives a comparative analysis of teachers' qualification across the four models.

Table 5.4: Educational Qualification (% of teachers)

Level	CDI	PSS	BOT	PPP
Matric	18.0	15.1	17.2	16.7
Inter	29.5	28.3	20.7	33.3
BA/B. Sc	26.2	37.7	44.8	50.0
MA/M. Sc	26.2	18.9	17.2	-

Source: Survey of PPAF Educational Facilities, 2008

Table 5.4 shows that CDI stands out in possessing teaching staff with a master's degree (MA/M. Sc) with distantly followed by PSS and BOT whereas in PPP schools there was no teacher found of such qualification. However, if the highest two qualification categories (master and bachelor) are merged, as these teachers are responsible to teach relatively lower grades, BOT possesses the most qualified staff (62 percent), followed by PSS (56 percent), CDI (52 percent) and PPP (50 percent).

5.3.6 Teachers' Professional Qualification

Professional qualification helps in enhancing technical competence of teaching staff. The following table depicts the percentage distribution of teachers obtaining respective professional qualification.

According to Table 5.5, CDI and PPP schools lag behind in tens of teachers possessing highest levels of professional qualification. Merging the highest two levels (M. Ed and B. Ed), PSS demonstrates significant strength (55 percent) in this department. This is distantly followed by BOT (36 percent), PPP (33 percent) and CDI at 23 percent. PPP and CDI also fall behind by having higher proportion of teachers (33 and 38

Table 5.5: Professional qualification (% of teachers)

Professional Qualification	CDI	PSS	BOT	PPP
None	55.7	10.3	28.3	38.9
PTC	4.9	17.2	28.3	5.6
CT	1.6	17.2	7.5	22.2
B. Ed	37.7	48.3	32.1	33.3
M. Ed	-	6.9	3.8	-

Source: Survey of PPAF Educational Facilities, 2008

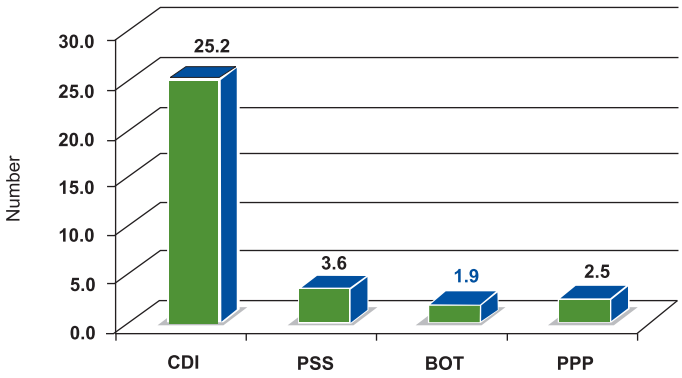
percent respectively) without having any sort of professional qualification.

5.3.7 Trainings Acquired

Figure 5.9 shows capacity building and professional expertise measured in terms of average number of trainings acquired across the four models in last one year.

The figure shows that community based schools are far ahead of their counterparts in this respect with 25.2 trainings

Figure 5.9: Professional training per capita (teacher)



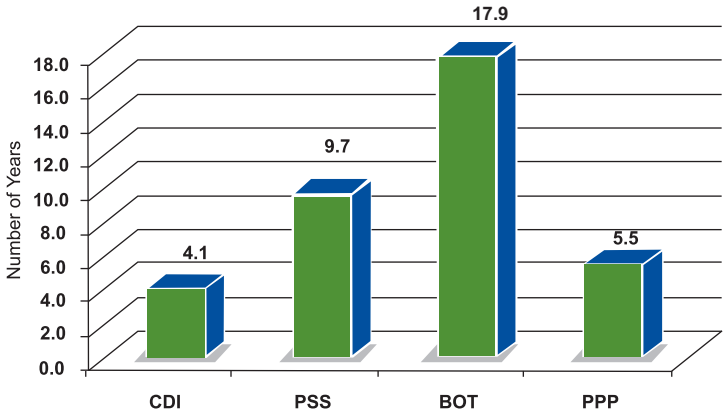
Source: Survey of PPAF Educational Facilities, 2008

on average annually acquired by each teacher. This is followed by 3.6, 2.5 and 1.9 trainings acquired by PPP and BOT schools respectively. This needs interpreted carefully as it only gives the number from quantity perspective and does not measure the quality or efficacy of such trainings.

5.3.8 Teaching Experience

Experienced teaching staff can prove more effective in performing its professional obligations. Figure 5.10 presents the average teaching experience.

Figure 5.10: Experience per capita (teacher)



Source: Survey of PPAF Educational Facilities, 2008

The analysis of average teaching experience shows that teachers in BOT schools have an exceptionally high level of average experience (18 years) compared to the other three models. This is followed by an average experience of 9.7 years in PPP schools. A further breakup of teaching experience by different experience brackets shows that 86 percent teachers in BOT possess experience over 6 years. In comparison public sector schools 41.5 percent teachers have an experience level of over six years. The majority of teaching staff in community and PPP school types have teaching

experience of up to four years maintaining an overall average of 4.1 and 6.5 years respectively

5.3.9 Job Satisfaction

Teachers' satisfaction level with job indicates their motivation levels which affects their commitment as well as, in turn, ability and willingness to deliver. Table 5.6 below shows the percentage distribution of teachers across each model with respect to the level of satisfaction with their job.

Table 5.6: Satisfaction with job

Satisfaction Level	CDI	PSS	BOT	PPP
High	50.8	35.8	55.0	50.0
Medium	45.9	58.5	45.0	44.4
Low	3.3	5.7	-	5.6
Not at all	-	-	-	-

Source: Survey of PPAF Educational Facilities, 2008

More than 50 percent teachers are at high level of satisfaction in all the models except public schools (35.8 percent). However most of the teachers (above 90 percent) fall in high or medium satisfaction levels. The ones who are at medium and low level of satisfaction cite low salaries, extra traveling or department mismanagement as reasons of not being highly satisfied. PSS schools exhibit high absolute levels of dissatisfaction however the other models are closely bunched together around 50 percent mark with BOT coming out ahead in all four models.

5.3.10 Location of School (Teachers)

Access to school is a determinant of comfort level of teachers while commuting to school and significantly contributes

towards job satisfaction and, in turn, quality of services. In rural areas where the communication means are scarce and distances to be traveled are fairly large causing teachers to end up fatigued and listless.

Table 5.7: Location of school from teacher residence (% teachers)

Distance from School (kms)	CDI	PSS	BOT	PPP
Local resident	24.6	54.7	-	44.4
< 1	1.6	-	20.7	5.6
1 – 2	1.6	1.9	10.3	5.6
3 – 4	0	5.7	27.6	27.8
5 – 8	27.9	3.8	24.1	16.7
>8	44.3	34	17.2	-

Source: Survey of PPAF Educational Facilities, 2008

The data presented in Table 5.7 reveals that a large proportion (44 percent) of teachers in CDI model have to travel more than 8 kilometers to make their way to school. This is followed by PSS (34 percent) and BOT (17.2 percent) whereas none of the teachers in PPP schools has to travel this much. On the other hand, PSS schools possess largest proportion of local resident teachers (55 percent) followed by PPP and CDI at 44 and 24 percent respectively. However, having local teachers has its own specific up and downsides.

5.4 Clients and Customers

5.4.1 Location of School (Students)

A school offering better access to its students demonstrates better geographical targeting. Table 5.8 shows that CDI outperforms its counterparts in this aspect with a proportion of clientele as high as 85 percent commuting from the same village. However, within other three categories PSS and BOT do quite as well with around two third of their enrollment originating from the same village. An interesting conclusion

is that in none of the models, by and large, the student has to travel on the average more than 4 kilometers. Moreover PPP is the only category having students that have to travel a distance of more than 5 kilometers to attend school.

Table 5.8: Location of school from student residence (% of pupils)

Distance (kms)	CDI	PSS	BOT	PPP
Same Village	84.7	69.4	61.9	26.3
< 1	6.3	17.3	19.0	50.0
1 - 2	5.4	7.1	14.3	15.8
3 - 4	-	6.1	4.8	2.6
4 - 5	3.6	-	-	-
> 5	-	-	-	5.3

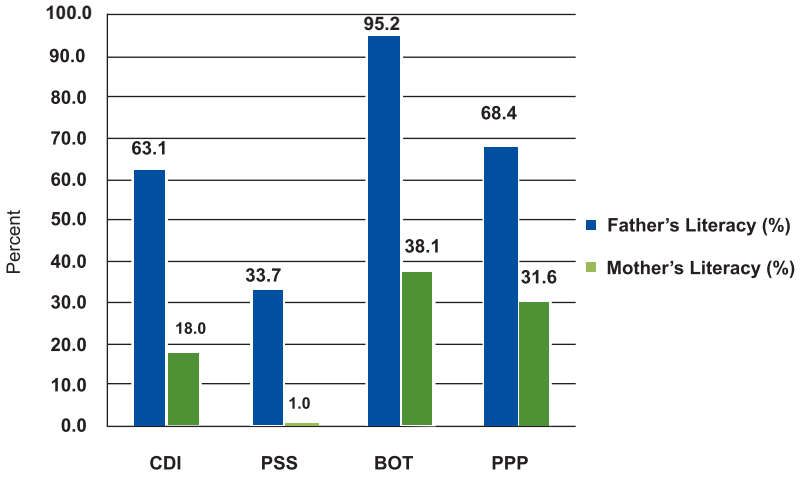
Source: Survey of PPAF Educational Facilities, 2008

5.4.2 Parental Literacy

Parental literacy (especially that of the father/guardian) plays an important role in decision making regarding children's education, level and type of schooling and directly impacts continuation (or otherwise) of their sons and daughters. BOT appears to be very highly co-related with enrollment (95 percent) while highly negative correlation (34 percent) was observed in PSS facilities. Not surprisingly mothers of students enrolled in PSS had an extremely low level of literacy (99 percent illiterate). The conclusion is that across the four models, level of literacy of parents, especially father, is associated with enrollment of children.

Father's literacy rate was recorded highest (over 95 percent) in BOT schools. The plausible reason being that they are located in AJK, which has overall a better literacy rate than rest of the country (65 percent compared to 55 percent). PPP is next (68.4 percent) followed by community schools (63 percent). However, father's literacy was observed to be very low in Public schools (33.7) arguably indicating better targeting especially when interpreted in conjunction with income (see below).

Figure 5.11: Parental literacy



Source: Survey of PPAF Educational Facilities, 2008

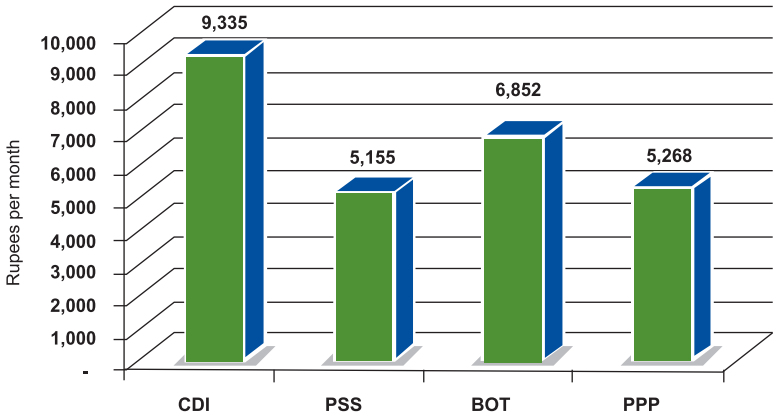
As far as mother's literacy is concerned it is as low as 1 percent in public schools followed by 18 percent in community schools. In BOT and PPP schools it is comparatively better at 38.1 and 31.6 respectively. PSS schools appear to be attracting students from relatively poorer backgrounds.

5.4.3 Parental Income

Parent/guardian's income is a major (although not the sole) indicator of poverty and deprivation. It is nevertheless a significant determinant of a household's decision of sending children to school with empirical evidence indicating a positive relationship between household income and child school enrollment. This implies that poor households are less likely to enroll their children in school as the opportunity cost of doing so is high. An analysis of average parent/guardian's income across the four PPAF supported education models shows how effectively each school type caters to students from poor households and backgrounds. The average income of father/guardian is observed to be the lowest for students enrolled in public educational facilities at just over Rs. 5,000 Per month, and that of CDI schools almost double that of PSS

and PPP. This has an implication for poverty level of the area in which the school has been established and quality of social mobilization and poverty targeting together within that area. Figure 5.12 leads us to conclude that state schools (PSS and PPP) tend to have superior poverty targeting especially as the survey sampled CDI and PSS schools are in the same/comparable locations and regions. On the other hand, monthly household head income is seen to be the highest for students attending community based schools. Income of

Figure 5.12: Economic status of father/guardian (average)



Source: Survey of PPAF Educational Facilities, 2008

head of household whose children go to BOT and PPP schools is in between that of public and community schools. Percentage distribution of these observations is further enunciated/supported by data on income groups presented in table 5.9.

As evidenced by the table above CDI schools were attracting a high proportion of (almost 13 percent) students from background which can be classified as relatively less poor (Income of more than Rs. 15,000 per month), whereas in the case of the other three models this ratio was negligible.

Table 5.9: Economic status of father/guardian (% of households)

Income Rs. per month	CDI	PSS	BOT	PPP
<= 2,000	7.2	9.2	4.8	18.4
2,001 - 4,000	23.4	43.9	14.3	18.4
4,001 - 6,000	19.8	30.6	33.3	36.8
6,001 - 8,000	14. 4	4.1	23.8	7.9
8,001 - 10,000	13.5	7.1	19	15.8
10,001 - 15,000	9	4.1	-	2.6
15,001 - 20,000	2.7	-	4.8	-
> 20,000	9.9	1	-	-

Source: Survey of PPAF Educational Facilities, 2008

5.4.4 Parental Satisfaction

Students are ultimate beneficiaries of services offered by the schools and ther parents are significant judge of the efficacy and effectiveness of the system. The satisfaction level of parents was recorded during the survey and depicted in Table 5.10.

In terms of parents enumerated, the satisfaction level ('very high') with quality of service provided, CDI outclassed the others by a wide margin with PPP a distant second and level

Table 5.10: Parental satisfaction (% of households)

Parents' Satisfaction Level	CDI	PSS	BOT	PPP
Very high	84.7	30.6	9.5	63.2
High	10.8	29.6	81.0	21.1
Average	4.5	29.6	9.5	15.8
Not at All	-	10.2	-	-

Source: Survey of PPAF Educational Facilities, 2008

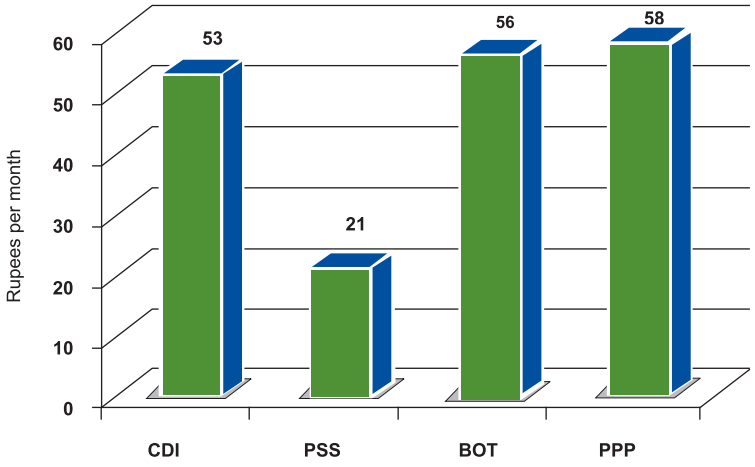
twice of conventional state schools (PSS). Furthermore, the highest (over 10 percent) level of dissatisfaction ('not at all satisfied') was witnessed with these schools.

5.4.5 Willingness to Pay

The evidence of a willingness to pay for education is

demonstrated in all the models (see Figure 5.13). The highest average level was observed in responses received from parents of PPP students. This is closely followed by BOT and CDI schools where parents showed consent to give additional Rs. 56 and 52 respectively. However, parents of the students in PSS schools indicated least amount (Rs. 21).

Figure 5.13: Willingness to Pay



Source: Survey of PPAF Educational Facilities, 2008

It needs to be kept in mind that tuition fees are currently being charged only in CDI schools. A high inter-provincial/regional variation was evident in willingness to pay for improved quality of education and service delivery.

5.5 Communities

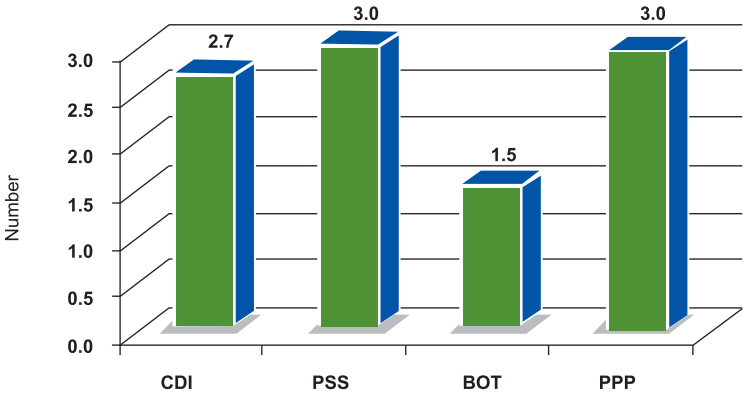
Communities play a critical role in social development and therefore their proactive participation is regarded as central to the bottom-up demand driven approach to development. The process of management of the established/adopted schools can only be institutionalized by putting the communities in charge of oversight of services they avail.

PPAF ensures the association of a SMC with each funded school. A SMC should be composed of parents and other community members. In order to represent the management of the schools, mostly the head teacher is also appointed as the co-chairperson or secretary of the SMC in surveyed schools. The SMCs are mandated with the task to oversight and ensure effective management and good governance in view of the demands and needs emanating from the grassroots. Ideally, a SMC should be able to influence school's policy and outlining and devising different strategies for effective execution and advancement of the education process. However, there are certain impediments to forming textbook versions of SMCs like poverty, low literacy rate, free riding and fear of elite capture. There were mixed qualities of SMCs observed/assessed during the survey with some of them performing exceptionally well whereas there was a need of further improvement in others.

5.5.1 Role of School Management Committees

Where SMC is hands-on and proactive, schools generally perform better. An indicator of this is their number and frequency of meetings. Figure 5.14 shows that SMCs of PSS and PPP schools

Figure 5.14: SMC meetings per month

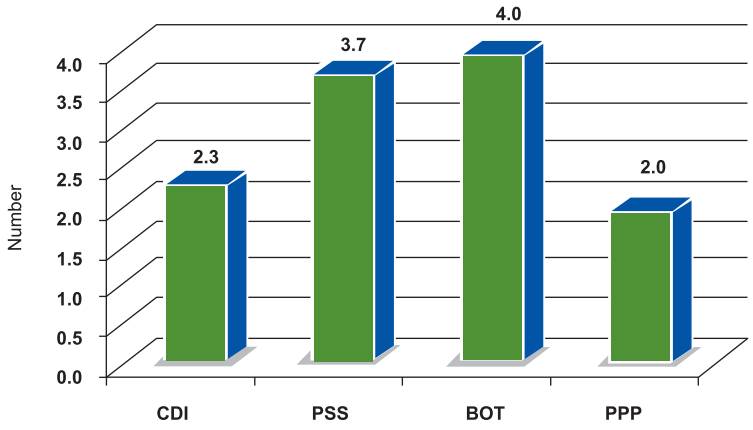


Source: Survey of PPAF Educational Facilities, 2008

arrange more monthly meetings (3) on average, compared to CDI (2.7) and BOT (1.5).

SMCs under BOT schools supersede all the other models in conducting inspection visits to the facilities with average 4

Figure 5.15: Inspection visits per month

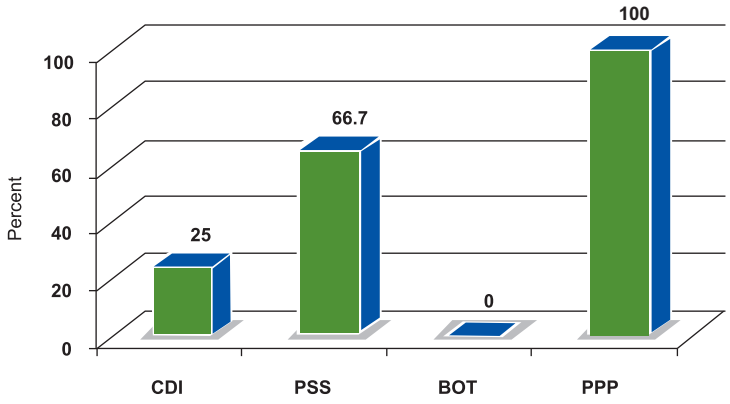


Source: Survey of PPAF Educational Facilities, 2008

visits per month (see Figure 5.15). This is closely followed by PSS with 3.7 visits per month on average whereas CDI and PPP undertake the activity around twice a month.

Another indication of empowerment of SMCs is its access to

Figure 5.16: SMCs having access to school financial records



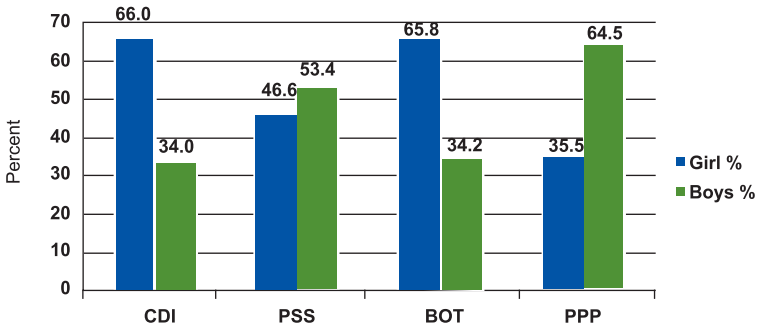
Source: Survey of PPAF Educational Facilities, 2008

the financial and accounting records. Figure 5.16 shows that SMCs in PPP schools all the SMCs are fully authorized to access financial records of the schools. The second are SMCs of PSS (66.7 percent). This attribute falls to 25 and 0 percent in CDI and BOT schools.

5.6 Gender Disaggregation

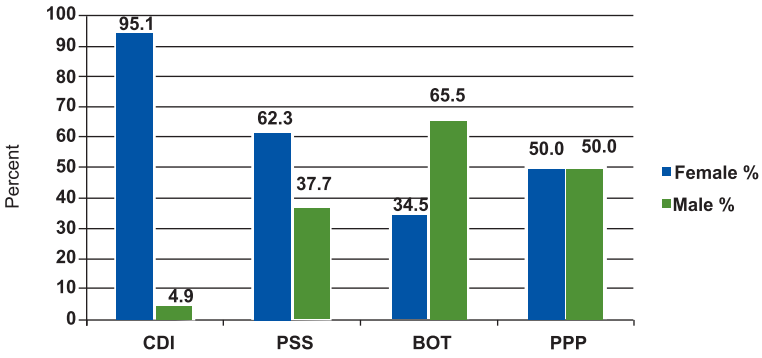
Selected parameters in the preceding analysis may be viewed from a specific gender standpoint. Three such diagrams are given in graphical form below:

Figure 5.17: Enrollment (by gender)



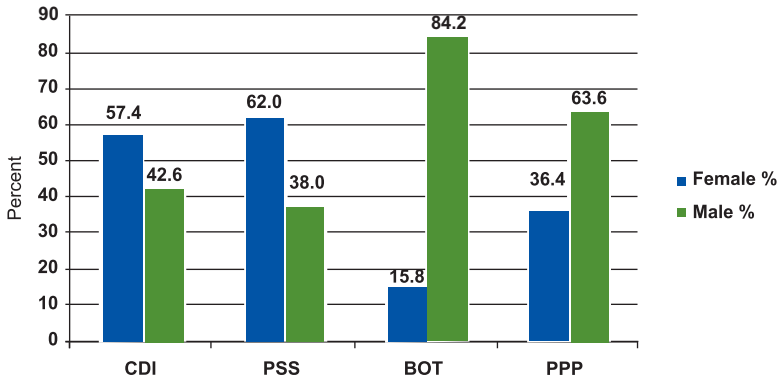
Source: Survey of PPAF Educational Facilities, 2008

Figure 5.18: Faculty (by gender)



Source: Survey of PPAF Educational Facilities, 2008

Figure 5.19: SMC members (by gender)



Source: Survey of PPAF Educational Facilities, 2008

5.7 Conclusions

Raw data generated by the study was converted and classified into basic information parameters, from which thirty key performance indicators were derived. These KPIs were further distributed across the project delivery cycle:

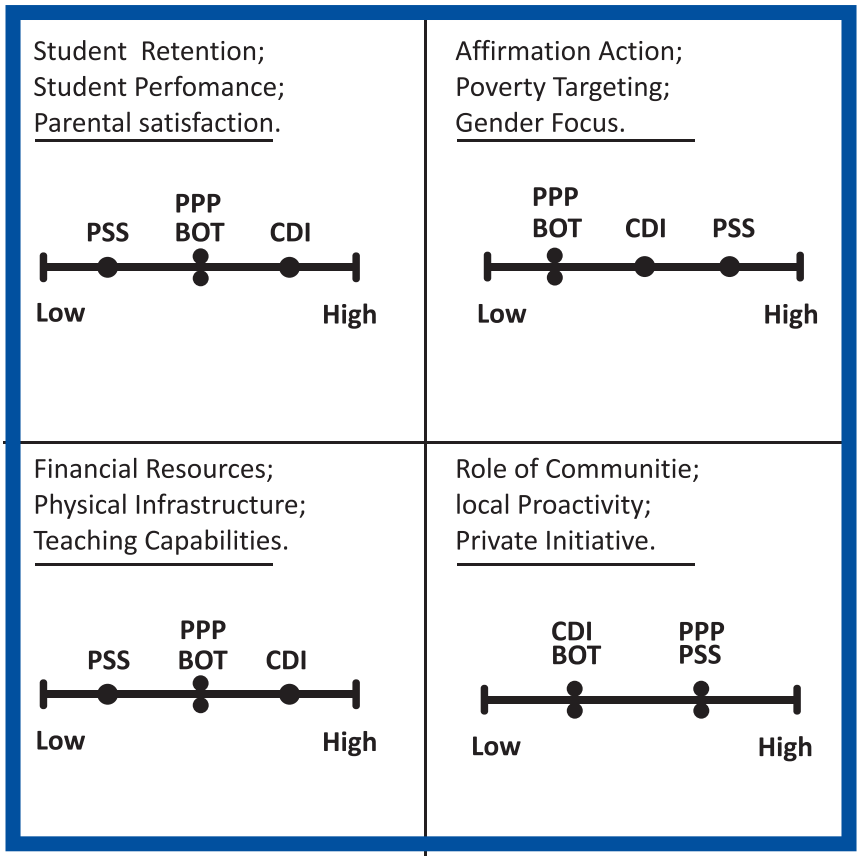
Table 5.11: Indicators & ranking of models

Sr	*I- INPUT INDICATORS*	CDI	PSS	BOT	PPP
1	Financial Resources (6 indicators)	3	2	4	1
2	Physical Infrastructure (4 indicators)	1	3	2	4
3	Teaching Capabilities (6 indicators)	3	1	1	4
4	Role of Communities (3 indicators)	3	1	3	1
	II- OUTPUT INDICATORS				
5	Intensity of Interaction (1 indicator)	1	3	2	4
6	Net Retention Rate (2 indicators)	2	4	3	1
	III- OUTCOME INDICATORS				
7	Student Performance (1 indicator)	1	4	2	3
8	Parental Satisfaction (1 indicator)	1	4	2	3
9	Parent Profile (3 indicators)	2	1	4	2
10	Gender Focus (2 indicators)	1	3	2	4

Source: Survey of PPAF Educational Facilities, 2008

(Input: 19 Indicators, output: 3 indicators and outcome: 8 indicators). The quality and performance of each model was rated on a scale of 1 (high) to 4 (low). Table 5.11 presents the rating thus obtained:

Figure 5.20: Quality & performance matrix: Rating of models



Source: Survey of PPAF Educational Facilities, 2008

Grassroots Glimpses I - Continuity and Sustainability:

Maintenance of livestock and production of milk is a major livelihood activity in rural Pakistan. As a joint venture with Pakistan Dairy Development Company, an SOS community in rural Punjab installed a milk chilling plant, with its own contribution of Rs. 75,000. The net earnings from operations in the first year (after expenses) are being spent to support staff salaries of SOS schools in the area. Based on the experience, three more such plants are planned.

Another innovative initiative of SOS is setting-up of a small garments manufacturing unit for producing uniforms for the students enrolled in its schools. In this way expenses are reduced by one third through direct procurement of cloth and stitching. These uniforms are being supplied to other privately run schools in the area as well, generating revenue for not only meeting its own operational costs but also providing financial support to SOS schools.

Capitalizing on its experience of running educational institutions, SOS has also established an up-scale school, close to urban area. The proceeds from this school are used for cross-subsidizing operations of three adopted PSS schools.

Construction of a community center is also on the agenda. A multipurpose hall will be built to serve people in the area. It will be rented out for wedding and other ceremonies. Food catering will also be provided thus generating revenues/funds for supporting education facilities.

One SAFWCO community in rural Sindh invested in purchase of wheat crop for short term trading which netted Rs. 88,000. Now it is planning to diversify into cotton seed and fertilizers for future investment. Local dealers of cotton seed and fertilizers assured their support. The community were of the view that if there was an endowment type arrangement, they will not only sustain their schools but also return that money within a specific time period.

Community Driven Independent Facilities 6

6.1 Introduction

Community Driven Independent (CDI) schools are an output of the development paradigm which directly involves target or beneficiary communities in the design and implementation of education facilities. All the community-based schools funded by PPAF are established/managed through the POs. PPAF bears capital and operational costs of schools with a mechanism of periodic monitoring. Along with provision of physical facilities and human resources, intensive trainings are also arranged for the teaching staff in order to build their capacity. The PO is responsible for involving communities in establishing the schools with provision of technical support/assistance for infrastructure and facilities, and developing awareness hence increasing enrollment. In addition, the partner is fully empowered to introduce innovative practices (within boundaries defined by its legal agreement with PPAF) to enhance both magnitude and quality of service delivery.

6.2 Selected Sample

According to the field research plan, 12 CDI schools (3 POs) in two provinces, Punjab and Sindh, were visited. Separate questionnaires for gathering information on schools, teachers

and students/parents were administered along with non-structured interviews/focus group discussions with members of School Management Committees (SMCs) and Community/Village Development Organizations. The main findings of the survey are documented under the following categories:

1. Revenues/Financing and Costs
2. Infrastructure and Facilities
3. Quality of Services/Human Resource
4. Clients and Customers

Same analytical pattern will be followed for other three models in upcoming chapters.

6.3 Revenues/Financing and Costs

6.3.1 Fees and Charges

An average monthly fee of Rs. 75 is charged from each student in the surveyed schools. However, disparity among fee charges on POs and provincial basis was observed. Schools established by SOS (Punjab) charge Rs. 150, IRC (Sindh) Rs. 50 and SAFWCO (Sindh) Rs. 25.

6.3.2 Community Contribution

It is obvious that the fees do not provide sufficient financial inputs to meet the expenses. The deficits are currently being met through funding by PPAF. However, some of the communities (58.3 percent) are striving to attain self reliance in running their respective schools, employing innovative income-generating activities along with tapping into local philanthropy for long term sustainability.

6.3.3 Operating Expenses

Presently, Rs. 1 million per annum is spent on average in each of the surveyed schools for meeting the operational costs. This includes expense on staff salaries, procurement and maintenance of furniture and fixtures, utility bills, assistance to the students, provision of teaching aids, capacity building etc.

6.3.4 Training Expenses

In the surveyed facilities, an amount of Rs. 2.3 million has been spent in last one year on trainings of the teaching staff. A total of 67 teachers benefitted from these trainings in the visited schools last year yielding an average expense of Rs. 34,656 per teacher.

6.3.5 Incentives to Students

PPAF helps in establishing schools with a mandate of providing quality education to the poor. Therefore, it is necessary to examine the nature and extent of assistance provided by the schools to poor and deserving students. In this regard data were collected regarding various types of support/assistance offered to students by the schools.

An amount of almost Rs. 0.7 million has been spent on assistance/support to students in surveyed facilities. This amount was used to provide fee concessions, uniforms, shoes, school bags, and pick and drop facility.

An amount of Rs. 671,925 was spent during last year for providing assistance to students in form of fee concessions, uniforms, shoes, bags and pick and drop facility. Major share of the amount was spent on supplying uniforms, shoes and school-bags to the students (a total of 64.5 percent). Another 26 percent went towards fee concessions. A relatively small portion is utilized in providing pick and drop facility to the students because only one PO (SOS) is providing this facility to its students. Table 6.1 shows that almost 80 percent instances of overall assistance were extended to females.

Table 6.1: Assistance provided to students during last one year

Type of Assistance	Boys		Girls		Total	Amount	Percent
	Number[5]	Percent	Number	Percent	Students	(Rs)	Amount
Fee Waiver (50%)	76	15.7	409	84.3	485	38,075	5.7
Fee Waiver (100%)	80	17.6	374	82.4	454	136,200	20.3
Pick and Drop	116	40.1	173	59.9	289	64,150	9.5
Uniforms	155	20.7	594	79.3	749	158,250	23.6
Shoes	155	20.7	594	79.3	749	174,250	25.9
Bags	155	20.7	594	79.3	749	101,000	15.0
Total	**737**	**21.2**	**2,738**	**78.8**	**3,475**	**671,925**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

5 *Includes multiple counting as students may receive more than one kind of assistance.*

6.4 Infrastructure and Facilities

Out of the total surveyed schools, 8 (67 percent) were up to the primary level while 4 (33 percent) were at elementary level. Ten schools (83 percent) were co-education[6] and two (17 percent) were girls' schools. All the visited educational facilities were located in rural areas.

6.4.1 Role of Physical Facilities

Physical facilities are an important determinant of quality of service delivery at any educational institution. Improved physical facilities lead to a more conducive environment, which in turn enhances learning outcomes of the students. Information appertaining to the condition of existing physical facilities at each school visited was recorded. This helped in getting a snapshot of adequacy of existing infrastructure and facilities at the surveyed schools as well as identifying the missing ones.

6.4.2 Classroom Facilities

The surveyed schools had a total of 52 classrooms. Physical examination of the classrooms showed that 48 classrooms (92 percent) were in satisfactory condition while 4 (8 percent) remaining were found in need of some sort of repair. Moreover, in 4 (32 percent) out of 12 facilities visited, the available classrooms were observed not sufficiently catering to all the grades. In these schools, more than one grade was

Table 6.2: Classroom facilities (% classrooms)

Physical Facilities	Adequate Percent	Inadequate Percent	Non -existent Percent	Total
Fans	94.2	5.8	0.0	100.0
Lighting sources	82.7	13.5	3.8	100.0
Charts	94.2	0.0	5.8	100.0
Benches /chairs	92.3	1.9	5.8	100.0
Desks	80.8	1.9	17.3	100.0
Teacher's chair	53.8	0.0	46.2	100.0
Teacher's table	80.8	0.0	19.2	100.0

Source: Survey of PPAF Educational Facilities, 2008

6
Most of the schools are girls only; however, brothers of students may be admitted under special circumstances, effectively making these facilities co-educational.

seen sharing a single classroom, which does not provide a proper environment for leaning.

Facilities in classrooms were also examined in order to evaluate the conduciveness of the environment the students study in. Table below reveals the percentage of classrooms containing each facility adequately or otherwise.

According to Table 6.2, fans, charts and sitting arrangements (benches/chairs) were adequately available in more than 90 percent of the classrooms visited. The desks, lighting sources and teacher's table were available in around 80 percent while teacher's chair was non-existent in 46 percent of the classrooms. The unavailability of teachers' chair was not due to lack of resources rather it was a result of policy set by the schools' management. Moreover, unavailability of sitting arrangements and writing place for students were observed in some of the schools as the students sit on carpets. The inadequacy of benches, desks, fans and lighting arrangement might be addressed on priority basis.

6.4.3 School Facilities

A brief of the condition of other observed school level facilities is given below:

- All the schools had a proper and well-built boundary walls and main gate which is considered to not only protect school property but also develop sense of security to students especially girls and their parents.
- Electricity was available at all the visited schools.
- The quantity and quality of drinking water provided was examined at each school. The appearance, taste and smell were inspected. Moreover, the staff and students were asked about any health related problem if they had faced upon drinking that water. Water was available in sufficient quantity at all the twelve (100 percent) surveyed community schools. However the quality was good[7] at 8 (66.7 percent) schools. At other three (24 percent)

7 After observing, drinking and asking about the quality of water from the students and staff it was divided into three categories. 'Good' refers to drinkable quality by all means with no report of unhygienic history. 'Average' implies slight degradation in quality yet useable, while 'Poor' entails unusable with all indications of unhealthiness.

schools it was average and at one of the facilities (8 percent) it was found poor and not fit for drinking.

- The consumables (chalks, stationary, etc) were reported and observed in sufficient quantity at all the (100 percent) surveyed schools.
- Material for preparation of educational charts was provided sufficiently in eleven (92 percent) out of the twelve schools. One school (8 percent) complained of not getting sufficient stuff to prepare these teaching aids.
- Lesson plans were prepared and available to every teacher in all the visited schools. This is a healthy indicator showing that teachers are fully prepared for what they have to deliver beforehand.
- Use of models (different shapes, toys, etc) facilitates the teacher to elucidating the problem and helping the students to visualize it in a more conceptual manner. Eight schools (66.7 percent) were furnished

with these models adequately, three (25 percent) inadequately and one (8 percent) did not have this facility at all.

- Wall paintings (pictures, sceneries, poems and short stories) not only make the environment more colorful and attractive for children but it also provides them hands on contemporary knowledge and helps in grooming their moral character. Eight (66.7 percent) schools were sufficiently being provided with drawing material while in other four (33.3 percent) it was reported inadequate. However, the practice of paining the walls was being carried out all the facilities visited.
- The schools' state of cleanness was also observed through examining neatness of the floors, walls, blackboards, washrooms and play areas. Eight schools (66.7 percent) were rated excellent[8] upon fulfilling the criteria while four (33.3 percent) were rated good.

8
There were four levels for gauging schools' cleanliness: 1. Excellent 2. Good 3. Average and 4. Poor

- Similarly the state of cleanliness (Uniforms, shoes and physical cleanliness) of 30 students was examined from each school surveyed. In 11 schools (91.7 percent) it was averagely in the range of 75 - 100 percent. Students' uniforms were well washed, shoes polished, hair combed and nails trimmed properly in these schools. In only one school the state of cleanness of students was low between 50 - 75 percent. These schools are situated in, and cater to, rural areas where health and hygiene consciousness may not be well developed.[9]
- All the visited schools were furnished with children's play areas facilitating them for physical activities and recreation. At an average 5 swings (minimum 4) were provided in play areas in each school. All the swings were in good condition, however, only nine swings in five schools needed some of repair.
- Only three schools (25 percent) had a proper staffroom. This appears to be a potential area for improvement in the surveyed schools. However, all the schools have some informal staffrooms in their verandas or under trees in the courtyard.
- Only three schools (25 percent) had a proper staffroom. This appears to be a potential area for improvement in the surveyed schools. However, all the schools have some informal staffrooms in their verandas or under trees in the courtyard.

6.5 Quality of Service/Human Resources

6.5.1 Teaching and Support-staff

Teachers play a pivotal role in enhancing and improving the

9
This implies that average state of cleanliness of sampled students was in the range of 75100 percent.

quality of education services. In fact, they are the main actors responsible for producing desired outcomes through the education process.

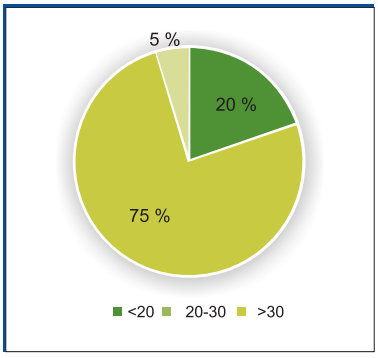
The sampled facilities had a total strength of 67 teaching staff of which 95.5 percent were female and 4.5 percent male. The advantage lays in employment of local educated women that would otherwise become deadweight loss. Moreover, female teachers are perceived to be better instructors at lower grades and have empirically proven more regular and dutiful compared to their male counterparts (see Liu, Jianfang et al, 2008).

In addition to teaching staff, the surveyed facilities employ on the average 2 persons as support staff such as caretakers, watchmen and gardeners.

6.5.2 Survey Results and Findings

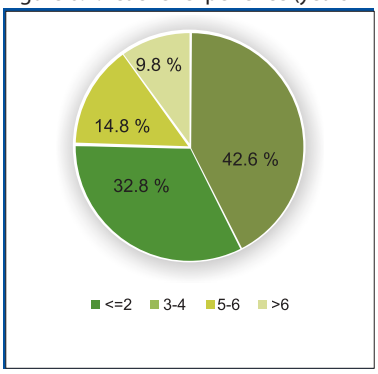
The surveyed schools are mostly located in far flung challenging rural-areas where education had never been a priority. Therefore, scarcity in both demand and supply side is evident, which results in low enrolments and unavailability of

Figure 6.1: Teacher age-groups (years)



Source: Survey of PPAF Educational Facilities, 2008

Figure 6.2: Teacher experience (years



Source: Survey of PPAF Educational Facilities, 2008

Table 6.3: School staff

Type	Number	Percent
Contract	29	47.5
Regular	32	52.5
Grand Total	**61**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

competent staff. However, enrollment has been increased and best available teaching staff is hired. Priority is given to recruitment of local educated females. Another feature of this policy is increased mobility of women in these rural areas.

A total of 61 teachers was enumerated in visited facilities (Table 6.3). Out of them 47.5 percent were on contract and 52.5 percent were inducted at permanent positions. PPAF does not impose any restrictions on hiring modalities therefore contract or permanent appointment is solely at PO policy or discretion.

6.5.3 Teachers' Age Groups

Young and middle age teachers are generally perceived more committed and energetic than their elder counterparts. However, downside of young teachers is less experience and low technical expertise.

The analysis of teachers by age groups reveals that 75 percent of them are between 20 to 30 years, while 20 percent in their teenage. Only 5 percent of the teaching staff is over 30 years. High share of young teachers is due to non-availability of well experienced staff in remote and difficult rural areas where most of the surveyed schools are located.

6.5.4 Teachers' Experience

An average experience of 3.5 years with a standard deviation of 1.9 was recorded in surveyed CDI schools. The figure below shows distribution of teachers by experience groups.Most of the teachers (43 percent) have experience less than two

years. However, another 33 percent fall in the bracket of 3 to 4 years while 25 percent possess an experience of 5-6 years or more.

6.5.5 Academic Qualification

Educational qualification is significant measure of the capabilities of teachers. Possession of qualified teachers makes a system professionally more efficient, gainful and output oriented. The graph above shows that most of the teachers have attained intermediate (29.5 percent), bachelor degrees (26.2 percent) and masters (26.2 percent) degree. Another 18 percent are matriculate however most of them are reportedly continuing their studies privately or through distance learning programs.

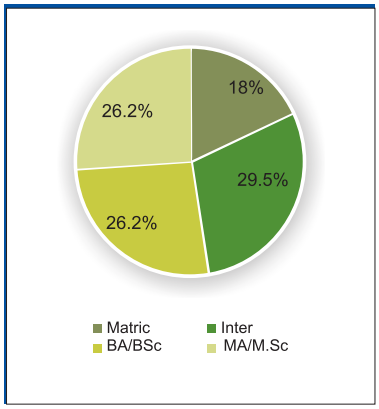
6.5.6 Professional Qualification

Professional qualification is envisioned to not only supplement the knowledge-base but also enables to adhering to best practices and developing professionalism in the teaching staff. Figure 6.4 shows that 55.7 percent teachers do not have any professional qualification whereas 37.7 percent have attained the degree of B. Ed and a few (6.5 percent) doing PTC or CT. However, the deficiency in this area is reported to be complemented through extensive trainings and exposure visits carried out by the POs on regular basis.

6.5.7 Capacity Building

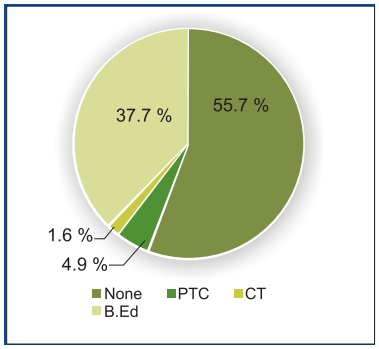
PPAF considers it vital to build capacity of the human resource for enhancing quality of services. Therefore, rigorous and contemporary trainings are conducted on regular basis. This supplements the deficiency of teaching staff in the area of professional qualification. Major training areas include: Activity-based Teaching, Understanding Student's Behavior, Interactive Teaching Methodology, Phonics, Class Management, Lesson Planning and other subject based trainings. Perceived outcomes of the trainings are: better

Figure 6.3: Teacher academic qualification



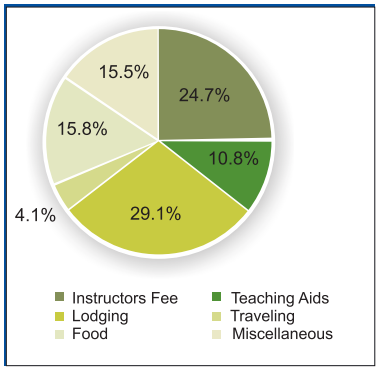
Source: Survey of PPAF Educational Facilities, 2008

Figure 6.4: Teacher professional qualification



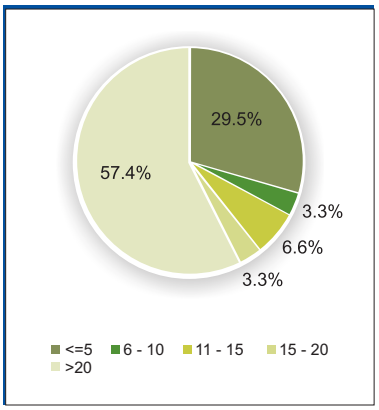
Source: Survey of PPAF Educational Facilities, 2008

Figure 6.5: Training cost breakup



Source: Survey of PPAF Educational Facilities, 2008

Figure 6.6: Trainings acquired (number)



Source: Survey of PPAF Educational Facilities, 2008

utilization of knowledge, familiarity with best teaching methodologies, developing concepts through activity based teaching, and effective class management and control without using traditional punishment devices.

Cost breakup of the expense in last one year on conduct of trainings is given in the table below.

Table 6.4: Training cost break-up

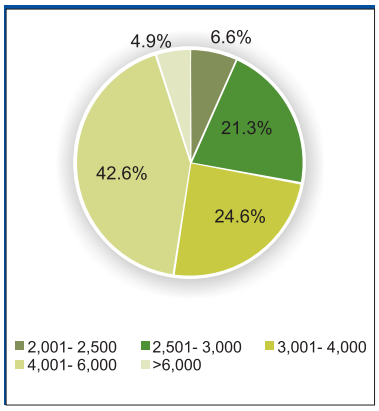
Training cost breakups	Expense (Rs.)	Percentage
Instructors Fee	573,919	24.7
Teaching Aids	250,163	10.8
Lodging	675,214	29.1
Traveling	94,700	4.1
Food	367,872	15.8
Miscellaneous	360,069	15.5
Total	**2,321,937**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

An amount of Rs. 2.3 million has been spent on teacher trainings in the visited facilities during last one year (Table 6.4). Breakup of this cost shows that a significant proportion went in direct training costs i. e., instructors' fee and teaching aids (35.5 percent). Another major expenditure is lodging of training participants (29.1 percent). High expense in this head (lodging) is due to conduct of various trainings at remote venues. Approximately 31 percent of the total goes to food and miscellaneous expenditures. During last one year, 67 teachers benefitted from the trainings conducted, entailing an average amount of Rs. 34,655 per teacher.Figure 6.6 shows that 57 percent teachers have attended more than 20 trainings in last one year. However, around 30 percent acquired less than 5 trainings reason being newly recruited. The trainings were reported to be held extensively and on regular basis in all the visited facilities. A bulk of the teachers (98.4 percent) got training within three months of joining. A large proportion (73.8 percent) of the staff had received

training(s) not more than three months ago at the time of survey. This is an indication of particularity of the POs' management in conducting trainings. Major training outcomes cited by the teachers were: enhanced experience in activity based teaching (29 percent responses), increased knowledge and technical competency (15 percent responses), development in teaching methodology (15 percent responses) and skill in lesson planning (15 percent responses). Best trainings categorized by the teachers were: Phonics, Lesson Planning, Class Management, Basic Interactive Teaching Methodology and subject specific trainings.

Figure 6.7: Teacher salary (Rs.)



Source: Survey of PPAF Educational Facilities, 2008

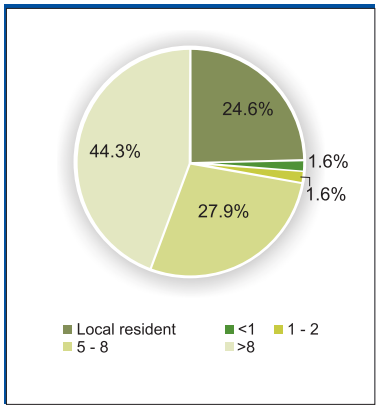
6.5.8 Teachers' Salary

Competitive salary packages guarantee enhanced output quality. In rural areas (to which most of the teaching staff at the surveyed schools belongs) cost of living is relatively lower than urban areas or semi-urban slums. Most of the food items they get from their own production (like wheat, rice, maize, milk products etc.). Therefore, apparently low salary packages are complemented by in-kind benefits intrinsic to the rural way of life. Most of the teaching staff (42.6 percent) is being paid in the range of Rs. 4,001 to 6,000. Another 25 and 21 percent fall in the ranges of Rs. 3,001 to 4,000 and Rs. 2,501 to 3,000 respectively. Most of the staff comprising the sample (67.2 percent) is getting a salary between Rs. 3,001 and 6,000. Only few (4.9 percent) cross Rs. 6,000 mark.

6.5.9 Attendance & Absenteeism

Teachers' absenteeism causes adverse effects on the education system resulting in doubling up of classes, idle time for students, and even student dropouts if the practice becomes entrenched with negative impact on the learning outcomes. Teachers' absence was recorded for last three

Figure 6.8: Distance from school (km)



Source: Survey of PPAF Educational Facilities, 2008

months. The sources of this information were attendance registers and head teachers. On average a teacher remains absent for 1.6 days in every 3 months. This was crosschecked by community members and parents who endorsed the results obtained from attendance registers. They did not consider absenteeism to be a major problem.

6.5.10 Location of School

In majority of rural areas transport and communication is an acute problem. It is further exacerbated by rising fuel prices as fares have become high especially for low income groups. Moreover, current traveling modes and means in these areas are uncomfortable, especially for women/girls. As a result, it is likely to affect teachers' quality of output adversely.

Figure 6.8 illustrates that only 24.6 percent teachers are local residents (same village the school is located in). About 28 percent of teachers travel 5 to 8 kilometers (one way) to school. A major proportion (44.3 percent) has to travel more than 8 kilometers. Collectively, around 72 percent staff travels more than 5 kilometers therefore logically need some sort of transport facility to commute to the school.

As Table 6.5 shows, 60 percent of teachers use local transport (bus/van) for coming to school. Another option being availed by other 21 percent is tonga[10] or rickshaw. This shows collectively over 70 percent teachers use some sort of transport facility to approach the school, and need to pay for it. According to Table 6.6, 48 percent (out of 75 percent needing transport to approach the school) are provided

Table 6.5: Mode of traveling

Mode of travel	Percent
Do not travel	24.6
On foot	1.6
Motorbike	1.6
Tonga/Rickshaw	21.3
Bus/Van	50.8
Total	100.0

Source: Survey of PPAF Educational Facilities, 2008

Table 6.6: Assistance for traveling

Type of assistance	Percent
Do not travel	24.6
No support provided	8.2
Yes - In the form of subsidy	19.7
Yes - In the form of facility	47.5
Total	100.0

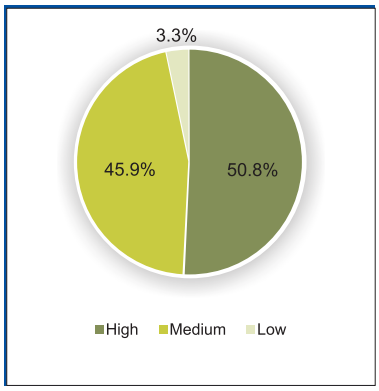
Source: Survey of PPAF Educational Facilities, 2008

10
Horse-drawn cart used for transportation or carriage mostly in rural areas.

assistance in the form of transport facility from the PO. Another 19.7 percent is given travel allowance ranging from Rs. 200 to 500 per month which contributes towards the traveling cost. Only 8.2 percent are not provided any sort of support and have to make their own arrangement.

Transportation problem is being addressed by some POs within their means however it is not possible for all the partners to take up this issue on their own. Assistance or support in this respect would increase efficiency of the system and at the same time turn out to be helpful in hiring more qualified, competent and experienced teachers.

Figure 6.9: Job satisfaction



Source: Survey of PPAF Educational Facilities, 2008

6.5.11 Job Satisfaction

In terms of subjective ranking of their satisfaction level with the job, 50.8 percent teachers were highly satisfied, 45.9 percent were at medium and very few (3.3 percent) at low satisfaction level. Among the reasons cited for medium or low level of satisfaction were: low salary (42.9 percent), lack of encouragement (10.7 percent) and excessive travelling (10.7 percent).

6.6 School Management Committees

An institutionalized and empowered SMC would ensure continuous monitoring mechanism and oversee operations for improving quality of education. It can not only be helpful in maintaining vigilant oversight over school management but it can also prove supportive in generating funds for the schools from multiple sources. Having deep roots in the communities, SMCs can motivate and develop more awareness of educating children.

To examine effectiveness of SMCs in the surveyed schools, specific questions were added in the school's questionnaire backed by focus group discussions with SMC and community members.

- All the surveyed schools had SMCs operational with 47 percent male and 53 percent female members.

- To develop compatibility between local communities and school management in most of the schools (75 percent) the head teacher is also a member of the SMC.
- In order to monitor quality of services and physical facilities at the school every SMC makes three visits every month on average.
- In only three (25 percent) facilities visited, the SMC had access to financial records of the schools. The reason of very few SMCs having such access is lack of capacity in local communities to examining the accounts.
- Similarly, in only three facilities (25 percent) SMCs had some authority to interfere schools' policy.
- Long term sustainability of the schools is not possible without support and involvement of local communities. Five schools (58 percent) reportedly had a past history of raising funds from their own resources and tapping local philanthropy. This is an indication of local communities' desire to support and strengthen their educational institutions. Developing this sense of responsibility in all local communities is vital in achieving long term sustainability of the education system at the grassroots.

6.7 Clients and Customers

Students are ultimate beneficiaries of education being provided at the schools. A separate questionnaire was administered for capturing information on students' characteristics, capabilities, socio-economic background as well as views of their parents.

6.7.1 Enrollment Status

In order to obtain growth in enrollment rate, status of class-wise enrollment for current and previous academic years was

recorded in the surveyed schools. A total of 1,167 students

Table 6.7: Class-wise enrollment of surveyed facilities

Grade/Level	Last Year (2007-08)		Current Enrollment	
	Boys	Girls	Boys	Girls
Katchi	262	304	277	321
Class 1	50	173	81	169
Class 2	35	155	35	142
Class 3	23	87	17	119
Class 4	14	41	20	71
Class 5	3	20	13	25
Class 6	0	0	0	3
Class 7	0	0	0	7
Class 8	0	0	0	0
Class 9	0	0	0	2
Class 10	0	0	0	2
Total	**387**	**780**	**443**	**861**

Source: Survey of PPAF Educational Facilities, 2008

(66.8 percent girls and 33.2 percent boys) were enrolled in these schools during the last academic year which had increased to 1,304 by the current academic year implying a growth of 11.7 percent in enrollment. The gender disaggregation of growth in enrollment shows a higher growth in boys (14.5 percent) as compared to girls (10.4 percent).

6.7.2 Student Sample Selection

On the average 9 students were randomly selected from each school, with a representation of not more than 3 from same class. A total sample of 111 students was drawn comprising of 75 percent of female and 25 percent male students. The ratio mimics male to female ratio of students enrolled at the sampled schools (34 percent boys and 66 percent girls). A detailed breakup of the sample of students by class is given in the table below.

Table 6.8: Distribution of student sample

Current Class	No.of Students	Percent
Katchi	19	17.1
Class 1	25	22.5
Class 2	20	18.0
Class 3	20	18.0
Class 4	16	14.4
Class 5	11	9.9
Total	**111**	**100 .0**

Source: Survey of PPAF Educational Facilities, 2008

Even sample representation from each grade is maintained at least up to third class. The declining trend in fourth and fifth class is due to low enrollments in these grades.

Table 6.9: Student distribution by class admitted in

Admitted in Class	Number of Students	Percent
Katchi	74	66.7
1	18	16.2
2	5	4.5
3	13	11.7
4	1	0.9
Total	**111**	**100**

Source: Survey of PPAF Educational Facilities, 2008

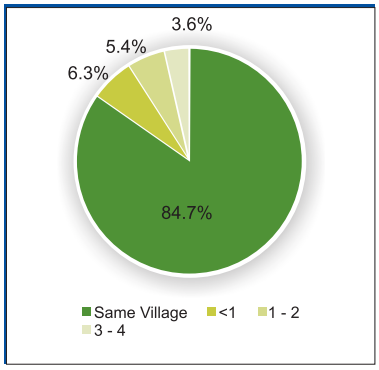
Table 6.9 shows that 83 percent students in the sample were admitted in Katchi (pre-school) or Class I. This is an indication of the data being true representative of schools' impact over learning and behavior of children.

6.7.3 Location of School

Geographical targeting of CDI schools is represented in Figure 6.10. It shows that the surveyed schools are catering to 91 percent students living in the radius of less than a kilometer.

This attribute is even more vital for female students as parents in rural areas are reluctant to send their girls at distant schools. Moreover, expenses on transportation further raise the opportunity cost thus reduce schooling options for the children in relatively poorer households.

Figure 6.10: Distance of school from student residence (km)



Source: Survey of PPAF Educational Facilities, 2008

6.7.4 Incentives and Benefits

Opportunity cost of teaching children is very high in rural areas from where the sample belongs to. Therefore, parents sending their children to schools need to be compensated positively through provision of different kind of assistance and facilities.

i- Transport

Transport facility is considered beneficial for enhancing output of both students and the staff. Only one PO (SOS Punjab) is providing transport facility, benefitting 12.6 percent students included in the sample. PPAF has only borne the capital cost for purchase of vehicles and has not provided any assistance in subsequent operational cost.

ii- Other Incentives

Table 6.10: Support received by students

Assistance/Support	Number	% students
School bags	50	45.0
Books	61	55.0
Uniform	50	45.0
Fee concession	38	34.2

Source: Survey of PPAF Educational Facilities, 2008

Most of the students interviewed (55 percent) were provided text books while school bags and uniforms each were provided to 45 percent of the sample. Moreover, 34.3 percent students got fee concession (mostly 100 percent). However, the SMCs and communities collectively work for raising charity for needy students and pay their fee out of it. At some of the times the students himself is not aware of the fact that

his/her Fee has been paid out of charity. This helps in maintaining dignity and self-esteem of the students.

6.7.5 Parental Education

In order to study how parental education was linked with child enrollment in the surveyed schools, information on the educational attainment of both the fathers and mothers was gathered for the sample of students enumerated in community schools.

i- Father's Literacy

Table 6.11: Fathers' literacy

Educational Level Completed	Percent
Illiterate	36.9
Under primary	5.4
Primary	11.7
Middle	3.6
Matric	22.5
Inter	9.9
BA/B. Sc	7.2
MA/M. Sc	2.7
Total	100 .0

Source: Survey of PPAF Educational Facilities, 2008

An indication of how father's education effects the household decision of children's education is shown in the above table. Clear disparity between literate and illiterate fathers (63 and 37 percent respectively) is evident manifesting child education a priority when father is literate. The above, notwithstanding, shows 37 percent illiterate fathers still taking education of their children into account in career planning decisions.

ii- Mother's Literacy

Table 6.12 reveals an interesting fact that mother's education

does not affect that the decision regarding children's education. A relatively high percentage (82 percent) represents illiterate mothers in the sample.

Table 6.12: Mothers' literacy

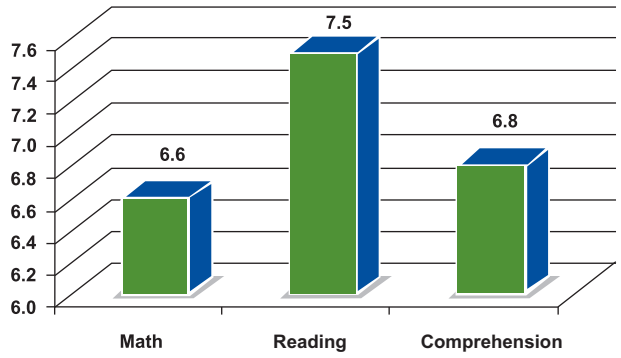
Educational Level Completed	Percent
Illiterate	82.0
Under primary	0.9
Primary	6.3
Middle	3.6
Matric	6.3
Inter	0.9
Total	**100**

Source: Survey of PPAF Educational Facilities, 2008

6.7.6 Learning Achievement

A rapid assessment of reading and math skills of a small sample of students (10 fourth-class students from each school) was undertaken. Although this clearly was not a full-scale or representative assessment, however, it does provide

Figure 6.11: Students' test scores



Source: Survey of PPAF Educational Facilities, 2008

better insight and understanding of student learning achievement than would have been attained by merely talking to teachers and observing the school. Reading, comprehension and mathematics tests (each having a maximum of 10 marks) were given to the students. The average scores at community based schools are given in the table. On average the students scored best in reading (7.5) and then in comprehension (6.8) whereas average mathematics scores (6.5) just trail by a few percentage points. Overall average of 6.9 was attained by the students in surveyed community based schools.

6.7.7 Household Members' Composition

To get an indication of socio economic background of students in community based schools relevant information has also been gathered which is represented below:

i- Family Members

On average each household of sampled students comprises of 9 family members which is much higher than the national average of 6.5. Another important indicator is lower male to female ratio as the sample comprises of 47.6 percent male and 53.4 percent female. High percentage of female members is considered as an indication of likelihood of the households' vulnerability.

ii- Dependency Ratio

Dependency ratio indicates the economic strength (or weakness) of a population. Higher dependency ratio implies more burden on productive part of the population hence leading to slower economic growth and development and more vulnerability to poverty.

The sample yields a dependency ratio of 110 which is relatively high compared to that at national level (84).[11] This is an indicator of targeting economically overburdened, hence more likely to be poor, households. Therefore, we can say that

11
According to Population Census Organization 1998.

in a way PPAF's community schools are targeting relatively poor household.

6.7.8 Parental Work-status

This section sheds some light upon the nature of employment of parents (or guardians) of students in community schools. The sample is evenly distributed among various occupations (see Table 6.13). Most of the fathers (or guardians) in the sample are earning livelihoods from own-farming (27.9) percent.

This makes sense as all the schools are established in rural areas where mostly the livelihoods are related to agriculture. At the same time it (more share in own farming) reveals the fact that educating children in general, and sending them to community schools in particular, is a priority in relatively better-off households. Services/jobs sector embraces 21 percent of the sample while subsequent major category is own business (14.4 percent). Next sector contributing to the sample is unskilled-workers (13.5 percent) which mostly belongs to low income groups (non-agriculture/salaried).

Table 6.13: Father/Guardians' work-status

Occupations	Percent
Own business	14.4
Service/Job	20.7
Small enterprise	1.8
Own farming	27.9
On-farm labor	3.6
Off-farm labor	6.3
Skilled worker	3.6
Unskilled worker	13.5
Other	8.1
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

6.7.9 Parental Economic Status

According to Table 6.14 around half of the sample earns an

income below Rs. 6,000[12] mainly in the categories of Rs. 2,001-4,000 (23.4 percent) and 4,001 - 6,000 (19.8 percent).

Table 6.14: Parent/Guardian's income by groups (Rs.)

Rs. per month	Percent	Cumulative Percent
<= 2,000	7.2	7.2
2,001 - 4,000	23.4	30.6
4,001 - 6,000	19.8	50.5
6,001 - 8,000	14.4	64.9
8,001 - 10,000	13.5	78.4
10,001 - 15,000	9.0	87.4
15,001 - 20,000	2.7	90.1
> 20,000	9.9	100.0
Total	100.0	

Source: Survey of PPAF Educational Facilities, 2008

6.7.10 Student's Time Utilization at Home

To get information about how time is utilized by the students at home the relevant data were collected. A percentage distribution of time is given in the table below:

Table 6.15: Time consumption by activities

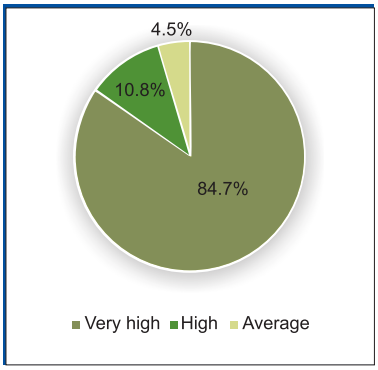
Activities	Percent
Watching Television	6.3
Playing/Physical Activity	9.6
Household Work	4.5
Labor /Economic Activity	0.6
Home work	7.2
Studies	6.0
Extracurricular	1.0
Idle	6.8
Sleeping	57.2
Other	0.8

Source: Survey of PPAF Educational Facilities, 2008

12
Rs. 6,000 has been declared as minimum wage by the Government of Pakistan in 2008.

Apart from sleeping, most of the time is spent in playing/physical activities (9.6 percent). Combined homework and studies time equals to 13.2 percent which is an encouraging sign showing keenness of the students regarding studies. The students spend 6.3 percent of their time at home in watching television. Noticeable information obtained from this question is that very rare the students are compelled to labor/economic activities by their parents (0.6 percent of time on average is spent on such activities). This may be regarded as an indication of concern and commitment of parents towards quality education of their children in CDI schools.

Figure 6.11: Parental satisfaction



Source: Survey of PPAF Educational Facilities, 2008

6.7.11 Parental Satisfaction

When the mothers were asked about their satisfaction level regarding studies of their children and the school delivering its services, 84.7 percent where at "Very High" level of satisfaction and 10.8 percent said that they were highly satisfied. 4.5 percent mothers were at average level of satisfaction. Levels of dissatisfaction were also included by none falls in them. Among the reasons of satisfaction some cited with high frequency are:

- The student takes interest in his/her studies upon returning from school. (30.4 percent)
- The student has become well-mannered, neat and clean, and tries to educate his/her younger brothers and sisters not going to school. (22.4 percent)
- The student has become more active and regular. (15.2 percent)

6.7.12 Willingness to Pay

A total of 81 percent of parents in the sample were of the view that on average up to another Rs. 53 can be spent for

the sake of better education of their children. Indicating a willingness to pay for services consumed by them shows their priority to providing quality education to their children.

Grassroots Glimpses II - Quality of Teaching:
A major challenge for education provider is to attract and retain qualified faculty in locations that may be inhospitable or otherwise unattractive. A partner organization in Punjab (SOS) found a way to overcome this constraint by selecting personnel from its best teaching staff and designating them as Master Trainers. These MTs are appointed at different schools on rotational basis where they appraise quality of services and identify specific areas for improvement. MTs have been found to be cost effective instruments for gauging capacity of current teaching staff. The PO also found that provision of transport facility (for staff and students) has significant impact on attendance and enrollment, especially of girl students. It has also proved to be a powerful incentive for attracting teachers, especially women, from urban areas to serve in remote rural locations.

Public Sector Supported Facilities 7

7.1 Introduction

Government of Pakistan has endeavored to expand availability of education at national level. According to Education Census 2005, a total of 227,791 educational institutions are possessed by the public sector with 122,349 (53.7 percent) and 38,449 (16.8 percent) education facilities pertaining to primary and middle levels respectively. However due to inherent structural issues, schools especially in rural areas have suffered from underperformance or abandonment in some cases. Diverse impediments in this regard are lack of teaching facilities, service quality and community awareness, effective monitoring among others. The consequences faced are teacher absenteeism, low enrollment rates, high dropouts and derelict school buildings. PPAF has adopted a flexible policy to offer alternative solutions to augment government's efforts in the education sector especially at micro level. PPAF has deployed its own resources for improving quality of services at these schools. This model consists of two modalities:

i. This sub-model primarily focuses on providing missing facilities to the existing

Government schools in terms of physical and human resource whatever found appropriate.

ii. Abandoned Government schools that have been forsaken due to unavailability of human resource or low level of enrollments are adopted under this arrangement. PPAF, through its partners, revitalizes such facilities through refurbishment, developing awareness amongst communities and providing missing facilities including supplementary teaching staff.

The strategic focus is on value addition in the form of augmentation and supplementing rather than on replacing or supplanting.

7.2 Selected Sample

A total of 9 facilities, in Punjab and Sindh, meeting the selection criteria were selected for study. Discussed below are the findings of field research carried out through administering questionnaires and non-structured interviews with parents and community members.

7.3 Revenues/Financing and Costs

7.3.1 Fees and Charges

All Government schools are required not to charge fee from students. Therefore, no fee was reported in PSS surveyed schools. The maintenance and services costs are borne by the government. This is the area where PPAF supplements through providing funds for addressing missing facilities. Moreover, the SMCs on occasion collect some amount in form of charity from the community and parents to spend on maintenance of schools' physical environment. This is

Practiced in only 2 schools (22 percent) where communities were found more aware and SMCs in command.

7.3.2 Operating Expenses

On average every school needs Rs. 0.54 million to meets its annual operational expenditure.

7.3.3 Training Expenses

A total of Rs. 0.43 million in last one year has been spent in the surveyed facilities for providing trainings to 53 teachers. This gives an average annual spending per teacher of Rs. 8,039 for capacity building.

7.3.4 Incentives to Students

All PSS schools provide free text books and fee waivers to its students. However, three (33 percent) among the surveyed PPS facilities have provided shoes to its 514 students with an amount of Rs. 102,800 during last year. Fee waiver and provision of text books is a significant incentive in PSS schools.

7.4 Infrastructure and Facilities

PSS sample comprised of 6 schools (67 percent) where missing facilities were addressed and 3 (33 percent) abandoned educational facilities that were adopted and restored after necessary renovation/rehabilitation. Among the surveyed facilities 7 (78 percent) were primary schools while 2 (22 percent) were up to the elementary level. Overall, 56 percent schools were co-education while other 44 percent was equally shared between girls and boys specific facilities

7.4.1 Classroom Facilities

All 40 classrooms in the surveyed facilities under PSS were inspected. Most of the classrooms were in satisfactory condition while 2 (5 percent) needed some repair to become fully utilizable. Another 2 had totally collapsed and needed extensive rebuilding effort.

Table 7.1: Classroom facilities (% classrooms)

Physical Facility (Classroom level)	Adequate Percent	Inadequate Percent	Non-Existent Percent	Total
Fans	65	2.5	32.5	100.0
Lights	57.5	5	37.5	100.0
Charts	45	25	30	100.0
Desks	72.5	2.5	25	100.0
Benches	92.5	0	7.5	100.0
Teacher Chair	100	0	0	100.0
Teacher Table	90	5	5	100.0

Source: Survey of PPAF Educational Facilities, 2008

Table 7.1 shows (percentages row-wise) that 65 percent classrooms had adequate number of fans in working order while in another 32.5 percent the facility was non-existent. Similarly, 58 percent classrooms had proper and sufficient lighting arrangement whereas in 37 percent the facility was completely missing. A total of 45 percent classrooms had illustrations and charts on the walls while 30 percent did not.[13] The availability of sitting and writing place for students was satisfactory though not sufficient enough as 93 percent and 73 percent classrooms had adequate benches and desks respectively. Similarly, teacher's chair and table were present correspondingly in 100 and 90 percent of examined classrooms.

7.4.2 School Facilities

- Boundary wall existed in all the surveyed Government schools. However, 78 percent schools had it in a good condition.
- A total of 67 percent schools had their main gates intact while 33 percent needed some repair.
- Play areas furnished with swings (on average 5 in each school) were provided in 92 percent surveyed schools. The swings are installed

13 *One important thing to notice is that unlike community schools, the system of developing, displaying and rotating charts in synchronization with teaching plan is not being intensively practiced in PSS schools.*

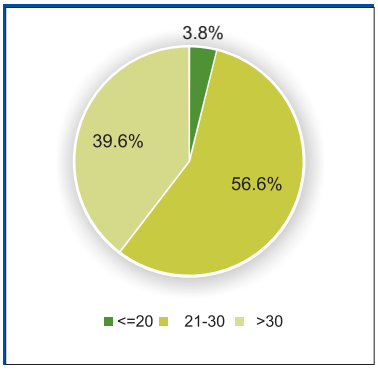
through PPAF funding in these schools majority of which was in good condition with 18 percent damaged but repairable.

- Overall, 67 percent facilities had electricity while 33 percent were missing this utility.
- Drinking water was adequately available in 44 percent facilities while in other 56 percent it was not sufficiently available.
- The quality of drinking water was found average at 56 percent schools while in other 22 percent it was good and fit for drinking. However, in the remaining 22 percent schools drinking water was found unhygienic and appeared clearly degraded both in color and odor.
- Out of the visited schools 66 percent were adequately provided with chalks and stationary while other 34 percent reported these consumables insufficient for their needs.
- Preparation of lesson plans was being practiced in only 3 schools[14] (33 percent) while in the rest, no such activity was observed or reported.

14
These schools are Government adopted schools in Cholistan where PPAF has provided all the teaching staff after refurbishment. In these schools the staff is employed and managed by the PO (NRSP) therefore any problem in implementing/initiating best practices was neither reported nor observed.

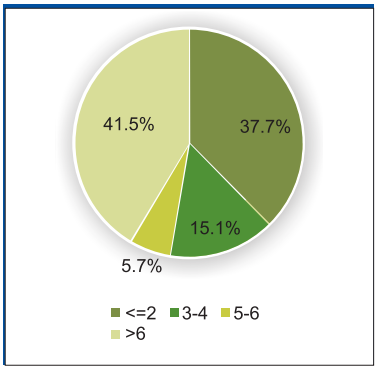
- The same 3 facilities (mentioned in footnote 14) were also involved in making teaching guides. No other PSS school was carrying out this activity.
- Models and drawing material were being used for teaching in 67 percent schools while 33 percent did not have this facility.
- Overall, state of student-cleanliness was found low as students from 55 percent of schools had cleanliness level below 50 percent. The rest 45 percent schools had this level ranging between 50 to 75 percent.
- Similarly, the state of school-cleanness was also not up to mark as 44 percent schools were below average while 33 percent in good and other 22 percent rated in excellent state of cleanness.

Figure 7.1: Teacher age groups (years)



Source: Survey of PPAF Educational Facilities, 2008

Figure 7.2: Teacher experience (years)



Source: Survey of PPAF Educational Facilities, 2008

7.5 Quality of Service/Human Resources

7.5.1 Teaching and Support-staff

An overall strength of 67 teachers was reported at the visited facilities. Among them 88 percent was at primary level while 12 percent were at elementary level. To support the teaching staff total of 9 other members (peons, caretakers and watchmen) were also reported to be employed in these schools. A relatively high pupil teacher ratio (30.1) recorded at PSS schools indicates insufficiency of the teaching staff.

A total of 53 teachers (62 percent female and 38 percent male) present in these facilities was interviewed. An analysis of different attributes pertaining to capabilities and performance of the staff is given in the following sections.

7.5.2 Teachers' Age Groups

Figure 7.1 illustrates that most of the teachers (96 percent) are above 20 years of age with 57 percent between 21 to 30 years and 40 percent above the age of 30. This alludes to relatively mature teaching staff.

7.5.3 Teachers' Experience

However, teaching experience had a clear disparity as 38

Percent teachers have an experience of less than 2 years and 41 percent are well-experienced for over 6 years. Another 21 percent is at middle level with 3 to 6 years experience.

7.5.4 Academic Qualification

Data show that 38 percent teachers have completed their bachelor level education while 19 percent have master's degree. However, 28 percent are intermediate and 15 percent have just completed matric level. On total basis, 85 percent staff had qualification higher than Matric.

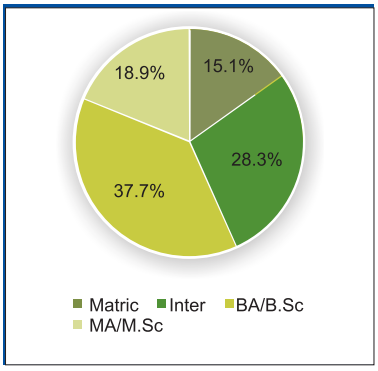
7.5.5 Professional Qualification

In the sample, a large proportion (72 percent) of teachers possessed some professional qualification. Most of the staff (32 percent) has attained B. Ed while another significant number (28 percent) have done PTC.

7.5.6 Capacity Building

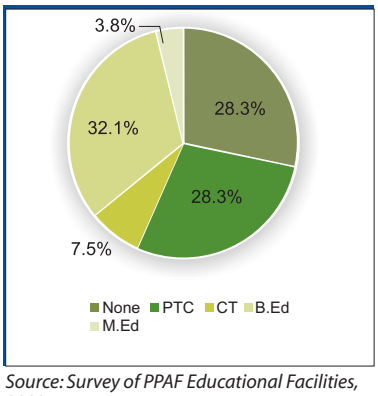
Various trainings focusing on modern teaching methods, classroom management and lesson planning have been conducted. The methods used for trainings include supportive monitoring, workshops, exposure visits and cluster meeting.

Figure 7.3: Teacher academic qualification



Source: Survey of PPAF Educational Facilities, 2008

Figure 7.4: Teacher professional qualification



Source: Survey of PPAF Educational Facilities, 2008

Table 7.2: Training cost break-up (annual)

Training-cost Breakup	Rs.	Percent
Instructors' fee	190,656	44.7
Teaching aids	69,591	16.3
Lodging	57,624	13.5
Travelling	11,874	2.8
Food	43,599	10.2
Miscellaneous	52,767	12.4
Total	**426,111**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

Table 7.2 shows the expenditure incurred on training in last one year. A total of Rs. 0.43 million has been spent on capacity building in Government funded/adopted schools. Maximum (44.7 percent) cost goes to instructors' fee, while 16 percent is spent on provision of teaching aids during trainings. Rest of the amount is distributed among lodging, food and miscellaneous expenses.

According to data given in Table 7.3, 87 percent teachers have got 5 or lesser trainings (with only 2 teachers getting no training as they had joined less than a month ago from the survey date) and 13 percent got between 6 and 10 trainings on average in last one year.

There were 53 percent teachers who received training within 3 months and 32 percent got it after a period of over one year since their joining. The reason is that most of the teachers are government appointees and are working in these schools for many years. However, since PPAF has adopted these schools, the trainings are carried out more frequently with no teacher left without getting training as far as the sample is concerned.

Majority of teachers (96 percent) acknowledged that the trainings offered have positively contributed in enhancing

Table 7.3: Trainings acquired

Trainings	Percent
<= 5	86.8
6 - 10	13.2
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

their technical knowledge and exposure to modern teaching methods. Among most useful trainings perceived were: Classroom Management, Learning and Teaching, Phonics, Mathematics, and Lesson Planning.

Table 7.4: Teacher salary

Rs. per month	Percent
2,001 - 3,000	1.9
3,001 - 3,500	3.8
3,501 - 4,000	20.8
4,001 - 6,000	32.1
> 6,000	41.5
Total	**100**

Source: Survey of PPAF Educational Facilities, 2008

Table 7.4 depicts that most of the teachers (53 percent) are getting a salary in the range of Rs. 3,501 to 6,000. Another 41.5 percent is getting more than Rs. 6,000, which may be considered appropriate in rural areas where cost of living is relatively low and most of the consumables (wheat, rice, maize and milk products) are available within the household.

7.5.8 Attendance and Absenteeism

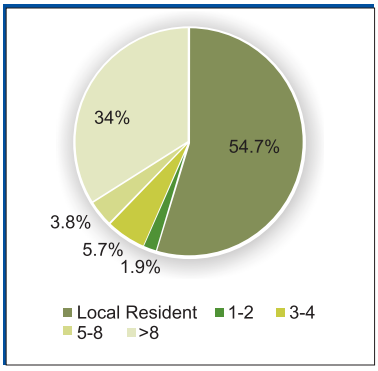
On average a teacher remained absent (or on leave) for 3.3 days in last three months as demonstrated by attendance register. According to anecdotal evidence, however, most of the teachers were reported to be absent for weeks. One teacher was reported by community appearing only once to mark her attendance for the whole week. Marking attendance on others' behalf is a common practice reported in these schools.

7.5.9 Location of School

Data show that most of the teachers (55 percent) were local resident. However, a significant number (34 percent) comes from a distance of more than 8 kilometers therefore needs transport to reach the school. Most of the teachers (38 percent of those traveling) traveling from outside are reported to use bus/van. Another transport frequently used is tonga/rickshaw (25 percent of those travelling).

None of the staff was reportedly getting any support from school for transportation.

Figure 7.5: Distance from school (km)



Source: Survey of PPAF Educational Facilities, 2008

7.5.10 Job Satisfaction

Regarding satisfaction level with current job, most of the teachers (58.5 percent) were at medium level while other 35.8 percent were highly satisfied. Another 6 percent were at low satisfaction level. The reasons mentioned by the teachers for not being highly satisfied mainly highlighted low level of salaries, mismanagement and lack of good governance.

7.6 School Management Committees

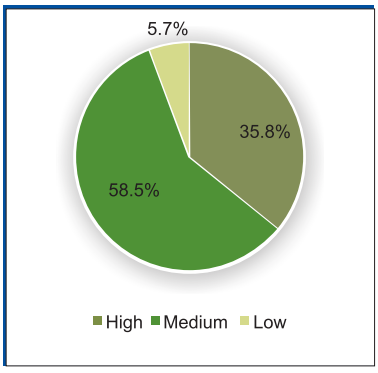
All the surveyed schools had SMCs in operational condition, some more active/influential than others. A total of 100 members constitute these SMCs with 62 percent female and 38 percent male members. In 89 percent schools the head teacher is chairperson/member of SMC. The SMC members make approximately 4 visits to their respective education facility and 3 meetings are held on average every month. Only 2 SMCs (22 percent) have contributed towards raising funds for schools.

7.7 Clients and Customers

7.7.1 Enrollment Status

Table 7.5 presents grade-wise enrollments of previous and current educational year side by side. This shows a marginal decline[15] in overall enrollment in current academic year.

Figure 7.6: Parental satisfaction



Source: Survey of PPAF Educational Facilities, 2008

15
Focus group discussions with communities indicated that most of the parents who could afford shifted their children from PPAF-supported Government schools to PPAF funded community schools in the same area.

Table 7.5: Class-wise enrollment of surveyed facilities

Grade/ Level	Last Year 2007 - 08		Current Enrollment	
	Boys	Girls	Boys	Girls
Katchi	311	448	210	451
Class 1	139	227	155	192
Class 2	106	128	108	187
Class 3	82	96	84	134
Class 4	66	126	84	104
Class 5	87	78	46	113
Class 6	1	62	2	43
Class 7	0	50	1	64
Class 8	0	35	0	42
Class 9	0	0	0	0
Class 10	0	0	0	0
Total	**792**	**1250**	**690**	**1330**

Source: Survey of PPAF Educational Facilities, 2008

7.7.2 Student Sample Selection

A total of 98 parents were enumerated on their children's behalf. Out of the total students chosen randomly 49 percent were male and 51 percent female.

Representation from all primary level classes was ensured in somewhat uniform proportion.

Table 7.6: Distribution of student sample

	Number	Percent
Katchi	11	11.2
Class 1	25	25.5
Class 2	18	18.4
Class 3	15	15.3
Class 4	19	19.4
Class 5	10	10.2
Total	**98**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

Most of the students (89 percent) sampled were admitted in *Katchi* or one class which indicates that the data may give better insight of impact of the schools over students.

7.7.3 Location of School

A major proportion of students (69 percent) live in the same village the schools are situated in. However, another 17 percent have to travel a distance between 1 to 2 kilometers which is relatively easy to cover on-foot or by bicycle. This, along with poverty profile of the students, shows that PSS schools are targeting well in geographic context.

7.7.4 Parental Education

i- Father's Literacy

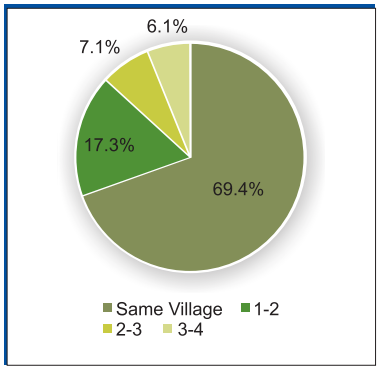
Table 7.7: Father literacy

Father's Education	Percent
Illiterate	66.3
Under primary	6.1
Primary	5.1
Middle	5.1
Matric	7.1
Inter	7.1
BA/B.Sc	3.1
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

According to the sample 66 percent fathers were illiterate indicating the willingness to send children to school in rural areas despite high level of illiteracy.

Figure 7.7: Distance of School from student residence (km)



Source: Survey of PPAF Educational Facilities, 2008

ii- Mother's Literacy

In PSS sample the illiteracy of mothers hover around 99 percent clearly indicating female education never being a priority

Table 7.8: Mother literacy

Mother's Education	Percent
Illiterate	99.0
Under primary	1.0
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

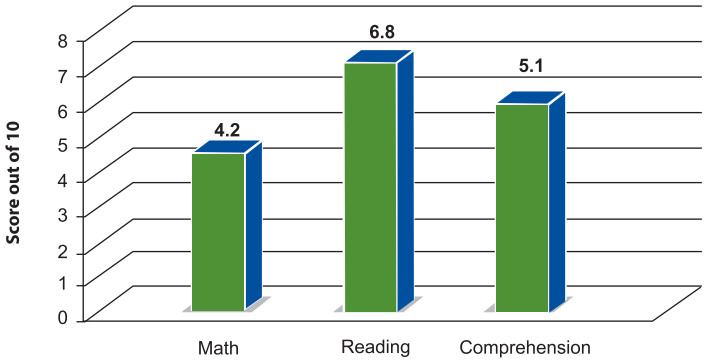
in the past in areas catered to. Now, having 66 percent girls enrolled in these facilities is an indicator of changing attitudes and perceptions.

Another important inference that can be drawn from the above two tables (pertaining parental education) is that PSS schools are choice of illiterate parents.

7.7.5 Learning Achievement

Average scores of tests given at the surveyed schools are depicted in Figure 7.8

Figure 7.8: Students' test scores



Source: Survey of PPAF Educational Facilities, 2008

The students performed satisfactorily in reading (6.8) and average (5.1) in comprehending what they had read, whereas, in mathematics the score was relatively poor (4.2). Thus, an overall average of 5.4 was obtained in learning assessments by PSS students.

7.7.6 Household Members' Composition

The socio-economic conditions of sampled students' households deduced from the administered questionnaires and non-structured interviews are given in the following text.

i- Family Members

An average household size of 8.5 is calculated from the data comprising of 48 percent male and 52 percent female members.

ii- Dependency Ratio

Dependency ratio of the sampled households was 134 which is much higher than the national average of 84. This is an indication of economically overburdened households. Relatively larger household size and low male to female ratio and a very high dependency ratio are strong indicators of likelihood of surveyed households being poor. This assumption is further reinforced and asserted by parental employment and economic status discussed in upcoming sections.

7.7.7 Parental Work Status

According to collected data, most of the fathers (or guardians) are engaged in own farming (24.5 percent) and on-farm labor (19.4 percent). Off-farm labor (12.2 percent) and skilled workers (13.3 percent) are other sectors comprising most of the sample.

Table 7.9: Father/Guardian's work status

Work Status	Percent
Own business	7.1
Service/Job	7.1
Small enterprise	6.1
Own farming	24.5
On-farm labor	19.4
Off-farm labor	12.2
Contractor	5.1
Skilled worker	13.3
Unskilled worker	3.1
Other	2.0
Total	100.0

Source: Survey of PPAF Educational Facilities, 2008

7.7.8 Parental Economic Status

Father/Guardian's monthly income was also recorded in order to get an idea of economic conditions, capacity and constraints possessed and faced by the parents/students. Table 7.10 shows that more than half of the sample (53 percent) subsists on an income below Rs. 4,000 per month. Another 31 percent are waged between Rs. 4,001 and 6,000 per month. Therefore, majority (84 percent) of the sample earns less than Rs. 6,000 which is incidentally marked as minimum wage by GOP.

Table 7.10: Father/Guardian's income by groups

Rs. Per month	Percent	Camulative Percent
<= 2,000	9.2	9.2
2,001 _ 4,000	43.9	53.1
4,001 - 6,000	30.6	83.7
6,001 - 8,000	4.1	87.8
8,001 - 10,000	7.1	94.9
10,001 - 15,000	4.1	99.0
> 20,000	1.0	100.0
Total	100.0	

Source: Survey of PPAF Educational Facilities, 2008

7.7.9 Student's Time Utilization at Home

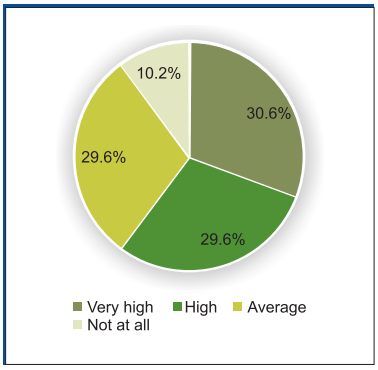
Table 7.11 disaggregates time and activity on returning from school. Sleeping (67 percent) consumed most of the time students spent in household; work or helping parents accounted for 6.3 percent of non-school time. Time spent in studies and homework combined is 10.5 percent. Very small amount of time (1.1 percent) is spent in child labor specifies that students in the samples are

Table 7.11: Time consumption at home by activities

Activities	Percent
Watching Television	3.3
Playing/Physical activity	6.0
Household work/Helping parents	6.3
Labor/Economic activity	1.1
Homework	5.9
Studies	4.6
Extracurricular activities	1.7
Idle	3.3
Sleeping	67.8
Other	0.1

Source: Survey of PPAF Educational Facilities, 2008

Figure 7.9: Parental satisfaction



Source: Survey of PPAF Educational Facilities, 2008

apparently not financially remunerated to a major extant. Opportunity cost of educating children as a percentage of household income is very high in these areas.

7.7.10 Parental Satisfaction

Parental satisfaction level with current state of education of their child is depicted in Figure 7.9.It shows that 60 percent parents are satisfied with current studies of their children while 30 percent are at average level. Another 10 percent parents are not satisfied at all from the studies or services at school. Mostly the reasons of satisfaction are positive change in child's behavior, regularity and interest in studies. Main causes of being average or not satisfied at all are missing basic facilities (like drinking water and electricity), low standard of education and irregularity of teaching staff.

7.7.11 Willingness to Pay

Upon asking about paying some extra fee for provision of better education services, 85 percent parents rejected the option generally mentioning poverty the main reason, while 15 percent remaining concurred with idea of paying for education or quality of service. Positive responses ranged from a minimum of Rs. 10 to a maximum of Rs. 500.

Grassroots Glimpses III - Governance & Management:

While sharing his personal views with the survey team, the head teacher of a boys school in AJK, succinctly identified the managerial dimension of his work."It is encouraging to see civil society intervening in public sector to bring positive changes. We welcome the initiatives taken for uplifting the physical and academic standard of our school. However, benefits of these efforts can only be reaped through extensive coordination. One impediment we currently face is lack of accountability. I, being a head teacher have little control over my staff as they can deny and contravene my orders having better connections".

Build Operate and Transfer 8

8.1 Introduction

An earthquake of devastating proportions struck various parts of Azad Jammu and Kashmir and northern parts of the NWFP on 8th October 2005. Relief, reconstruction and rehabilitation were severely needed then on emergency basis. Focusing on education, 12 facilities destroyed in earthquake areas were built right from scratch. All reconstruction work has been done using modern technology, in conformity with appropriate safety, quality and environmental standards adhering to the building codes established by ERRA. Reconstruction and refurbishment of the demolished facilities along with provision of furniture, teaching aids, and water and sanitation facilities are the key features of financial and technical assistance by PPAF. The management and teaching staff of these schools remains the same as appointed by the Government. However, capacity building of the teacher and staff was provided PPAF including training needs assessments, workshops aimed at developing capacities, development of teaching material, weekly planning, in-class/school support, supportive monitoring, experience sharing, exposure visits and assessments. Moreover, books for teachers and students are also provided under in order to enhance learning with understanding.

8.2 Selected Sample

Sample of 2 out of 3 facilities (one for boys and one for girls), which were fully functional at the time of the survey, was selected.

8.3 Revenues/Financing and Costs

8.3.1 Fees and Charges

Being public facilities no fee is charged in any of the sampled schools however an amount of Rs. 15 is collected as charity by the SMC for spending on maintenance and assistance to needy students. Averagely an amount of Rs. 20,000 in each school's charity fund was reported. All the operational expenses of the schools are borne by the provincial government through budgetary allocations while the contribution from the communities is used for meeting ancillary expenses. On the average annual expense of Rs. 3.6 million is reported to be incurred to run these schools.

8.3.2 Operating Expenses

Average operational cost of 3.6 million was reported in the surveyed schools.

8.3.3 Training Expenses

An amount of Rs. 2.3 million has been spent for conducting teacher trainings in BOT schools.

8.4 Infrastructure and Facilities

All surveyed (one Boys and one Girls) schools were located in Chakothi, AJK. Both schools were at secondary level. PPAF has provided all the cost for building the infrastructure and provision of physical facilities. In addition to this, PPAF has also invested in human resource development of these facilities.

8.4.1 Classroom Facilities

A total of 24 classrooms were examined in the sampled facilities. All the classrooms were in excellent physical condition.

A percentage of classrooms adequately (or otherwise) possessing each facility is given in the table below.

Table 8.1: Classroom facilities (% classrooms)

Facilities	Adequate %	Inadequate %	Non -existent%
Fans	100	0	0
Lights	100	0	0
Charts & Illustrations	12.5	0	87.5
Benches	100	0	0
Desks	100	0	0
Teacher's chair	100	0	0
Teacher's table	100	0	0

Source: Survey of PPAF Educational Facilities, 2008

All the mentioned facilities were present sufficiently in inspected classrooms. It shows that allocated budget has been spent appropriately to build a better well-facilitated environment which is more conducive for both students and the staff. However, some room for improvement in provision of educational charts and illustrations in the classrooms was observed.

8.4.2 School Facilities

- Well-built boundary and main gates existed in each surveyed educational facility.
- Electricity was available at all the visited schools.
- There was no problem observed or reported with the availability and hygiene of the drinking water provided at schools. A water filtration plant (of NASA standards) is also installed to ensure high quality standard of water being supplied.
- The consumables (chalks, stationary etc) were also available in adequate quantity.
- Material for preparing charts and paintings was reported adequately available in half of the visited facilities while the other 50percent lacked it.

- None of the schools' staff had prepared any lesson plan for the year. Upon asking, they explained that they have been teaching the same curriculum for years and are well aware of how to traverse through the course within the academic year.
- The state of cleanliness of sampled schools was exceptional. The floors, walls, blackboards, washrooms and play areas were neat, clean and well taken care of.
- The overall state of cleanness of students was above 75 percent in one of the visited facilities while in the other it was observed between 50 to 75 percent. The criteria were clean uniforms, polished shoes, combed hair and properly trimmed nails. A random sample of 30 students drawn from different classes was examined and averages were obtained.

8.5 Quality of Service/Human Resources

8.5.1 Teaching and Support Staff

The facilities visited in BOT model were public and all the staff was appointed by Ministry of Education, AJK. Normally Government-appointed teachers are more qualified and experienced hence better paid. However, during the survey, it was found that enumerating the teachers was burdensome and there was reluctance to fill the questionnaires.

Table 8.2: Teaching Staff

Teaching Staff	Primary	Middle	Secondary
Contract	2	0	1
Regular	10	13	7
Total	**12**	**13**	**8**

Source: Survey of PPAF Educational Facilities, 2008

The visited facilities were well equipped with teachers at primary, middle and secondary level. On average the surveyed facilities have 6 teachers at both primary and middle levels each, while on secondary level they have an average of 4 teachers. There was no shortage observed or reported as far as teaching staff is concerned. Pupil teacher ratio was at a good level of 23 in the visited schools. At an average a number of 6 support staff (peons, sweepers and watchmen) is also employed in each school. A total of 29 teachers were enumerated in visited facilities. All of them were at permanent positions except 3 which are supported by the PO and inducted on contractual basis.

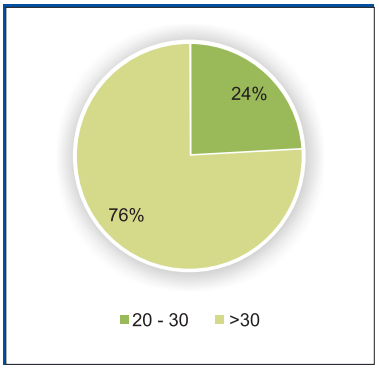
8.5.2 Teachers' Age Groups

A bulk of the teachers (76 percent) at surveyed schools was over thirty years of age. The rest (24 percent) were in the age-group of 20 to 30 years.

8.5.3 Teachers' Experience

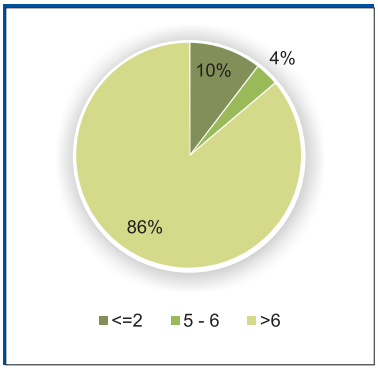
Figure 8.2 shows that 86 percent teachers have an average

Figure 8.1: Teacher age groups (years)



Source: Survey of PPAF Educational Facilities, 2008

Figure 8.2: Teacher experience (years)



Source: Survey of PPAF Educational Facilities, 2008

experience of more than six years. An average experience of 18 years with a standard deviation of 8.2 was reported in the staff enumerated. This is a remarkable feature possessed by current model being analyzed. However, optimal utilization of this asset is needed.

8.5.3 Academic Qualification

Data regarding educational qualification does not match teaching experience. A bulk (83 percent) is bachelor or under and only 17 percent have completed their masters degree with an average experience of 18 years.

Table 8.3: Teacher academic qualification

Academic Qualification	Percent
Matric	17.2
Inter	20.7
BA/B.Sc	44.8
MA.M.Sc	17.2
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

8.5.4 Professional Qualification

Table 8.4 shows that 90 percent teachers have acquired some professional enhancement. Most of the teachers (48 percent) have got B. Ed., while PTC and CT each are obtained by 17 percent of the sample. Professional qualification indicates a major strength of teaching staff in BOT model.

Table 8.4: Teacher professional qualification (years)

Professional Qualification	Percent
None	10.3
PTC	17.2
CT	17.2
B.Ed	48.3
M.Ed	6.9
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

8.5.5 Capacity Building

High cost, state-of-the-art trainings have been provided to the teachers under this model employing highly qualified foreign trainers. An amount of Rs. 2.4 million has been spent during last year on providing trainings benefitting 29 teachers. This yields an average amount of Rs. 81,000 per teacher incurred for capacity building which is relatively higher than all the other models.

Table 8.5: Training cost break-up

Training Cost Breakups	Annual Expense (Rs.)	Percent
Instructors' Fee	1,455,500	61.7
Teaching Aids	513,200	21.8
Lodging	-	-
Traveling	390,000	16.5
Food	-	-
Miscellaneous	-	-
Total	**2,358,700**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

The cost breakup shows that 84 percent of the total amount is spent on direct costs (i. e., instructors' fee and provision of teaching aids) and a smaller proportion on ancillary expenses.

8.5.5 Teachers' Salary

Table 8.6: Teacher salary (Rs.)

(Rs.) Per Month	Percent	Cumulative Percent
<=5,000	3.4	3.4
5,000 - 10,000	20.7	24.1
10,001 - 15,000	34.5	58.6
15,001 - 20,000	31.0	89.6
20,001 - 25,000	6.9	96.5
< 25,000	3.4	100.0
Total	**100.0**	

Source: Survey of PPAF Educational Facilities, 2008

It is apparent from the above table that teachers under this model are relatively better paid as most of them (65.5 percent) are salaried between Rs. 10,000 to 20,000. Another 21 percent are being paid between Rs. 5,000 to 10,000. Thus, 76 percent teaching staff under BOT model earns above Rs. 10,000 per month which is comparatively higher than all other models studied.

8.5.6 Attendance & Absenteeism

According to the school records average teacher absence is 3.3 days in every three months. However, the attendance register is not a reliable source of information as marking attendance in place of others is not difficult and might be a common practice in Government schools as informed by some of the parents. Moreover, late coming and early departure is also a habit reported by some community members.

8.5.7 Location of School

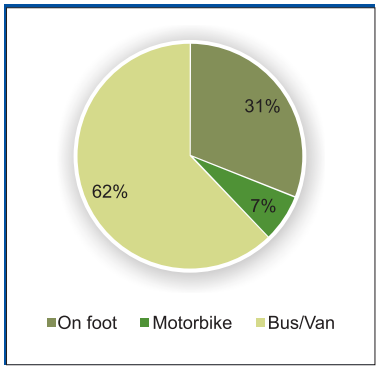
Chakothi is a remote area at the border of Indian held Kashmir.

Table 8.7: Distance from school (km)

Kilometers	Frequency	Frequency
< 1	6	20.7
1 - 2	3	10.3
3 - 4	8	27.6
5 - 8	7	24.1
> 8	5	17.2
Total	**29**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

Figure 8.3: Mode of traveling



Source: Survey of PPAF Educational Facilities, 2008

Therefore most of the teachers are outsiders and have to travel some distance to make their way to school. Overall, 69 percent teaching staff travels more than 3 kilometers one way to school therefore logically need some sort of transportation means. Overall 17.2 percent teachers have to travel a distance of more than 8 kilometers. Since Chikothi has a hilly and difficult terrain, it takes extra time and effort

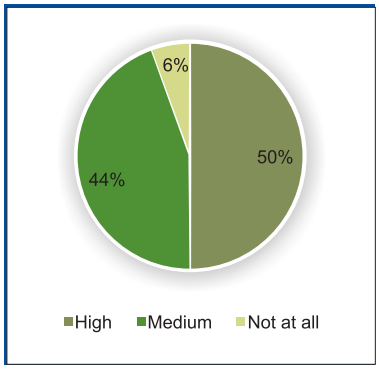
to cover distance compared to flat areas in Punjab or Sindh. This is likely to cause a negative effect on teacher's energy level and quality of output. Moreover, it is perceived to be a major factor contributing towards poor teacher attendance. Figure 8.3 shows that 62 percent of the teachers have to travel through bus or van while 31 percent come to school on foot. A small proportion (6.9 percent) has the facility of privately owned motorbike.

Only one teacher gets travel allowance of Rs. 500 while the rest of staff is not being given any support/compensation in this regard.

8.5.8 Job Satisfaction

Among the suggestions for improving quality of services at schools, most of the responses were regarding providing playground, increasing the teaching staff and provision of pick and drop service. Mentioning about satisfaction level with job, half of the teachers rated themselves as highly satisfied. Other 44 percent placed themselves at medium level of satisfaction, mostly giving low salary the reason. There were other 6 percent who were not satisfied with the job at all mentioning low salary and excessive traveling the reason.

Figure 8.4: Job satisfaction



Source: Survey of PPAF Educational Facilities, 2008

8.6 School Management Committees

SMCs can prove instrumental in developing awareness amongst the communities and carrying out the need assessment. They bridge the gap between school management and communities. In the surveyed facilities SMCs are striving to develop better linkages between the school staff and the communities. However, school's staff sometimes considers community's involvement as intrusion. SMCs in the sampled facilities were characterized by a dominant male participation (84 percent). Only 16 percent SMC members were females. The SMCs on the average visit the schools 4 times every month for monitoring purpose. Moreover, at least one monthly meeting is also held by the members in their respective schools. SMCs are mostly involved in activities like mobilizing communities for educating children, fund raising, and resolving any disputes arising between school management and parents.

8.7 Clients and Customers

8.7.1 Enrollment Status:

Table 8.8: Class-wise enrollment of surveyed facilities

	Last Year (2007-08)		Current Enrollment	
Class	Boys	Girls	Boys	Girls
Katchi	24	31	25	35
1	29	35	29	31
2	40	26	40	30
3	35	29	31	28
4	29	23	37	32
5	26	33	40	30
6	34	37	34	41
7	37	30	37	26
8	36	18	39	30
9	30	31	60	31
10	21	39	31	38
Total	341	332	403	352

Source: Survey of PPAF Educational Facilities, 2008

Table 8.8 gives the current and previous year's enrollment status of the sampled schools. A positive trend can be observed in enrollment growth rate (12.1 percent). Increase in boys' enrollment (28.5 percent) is significantly higher than that of girls (6 percent).

8.7.2 Student Sample Selection

Average sample of 10.5 students was drawn from each surveyed facility with not more than 3 from same class in each school. According to Table 8.9, majority of the sample is from higher classes (class 6th to 9th).

Table 8.9: Distribution of student sample

Level	No. Of Students	Percent
Katchi	1	4.8
3	1	4.8
5	2	9.5
6	3	14.3
7	3	14.3
8	5	23.8
9	5	23.8
10	1	4.8
Total	**21**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

8.7.3 Location of School

Table 8.10: Distance of School from student residence (km)

Distance (kms)	Percent
Same Location	61.9
<1	19.0
1 - 2	14.3
2 - 3	4.8
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

Data show that 62 percent of the sampled students belong to the same location where the school exists. The rest 38 percent come from nearby locations mostly 1 to 3 kilometers away from school.

8.7.4 Incentives and Benefits

Most of the student sampled (76.2 percent) got schoolbags while textbooks and uniforms were provided to 24 and 10 percent students in the sample respectively.

Table 8.11: Support received by students

Assistance	Count	Percent
School bag	16	76.2
Books	5	23.8
Uniform	**2**	**9.5**

Source: Survey of PPAF Educational Facilities, 2008

8.7.5 Parental Education

i- Father's Literacy

Fathers' literacy has been recorded at a high level of 95percent. Despite the fact that AJK has higher literacy rate

Table 8.12: Father literacy

Education Level Completed	Frequency	Percent
Illitrate	1	4.8
Primary	3	14.3
Middle	8	38.1
Matric	5	23.8
Inter	1	4.8
BA/B.Sc	2	9.5
MA/M.Sc	1	4.8
Total	**21**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

(65 percent[16]) than that of Pakistan (55 percent) this is an indication of children's schooling an option for literate fathers. Most of them (76 percent) have attained education between primary to matric.

ii- Mother's Education

Table 8.13 shows that 62 percent mothers in the sample were illiterate. Among the literate 9.5 percent were under primary level, and 24 percent have attained primary to middle level education. This indicates that BOT attracts a significant population whose households exhibit higher level of maternal illiteracy.

Table 8.13: Mother literacy

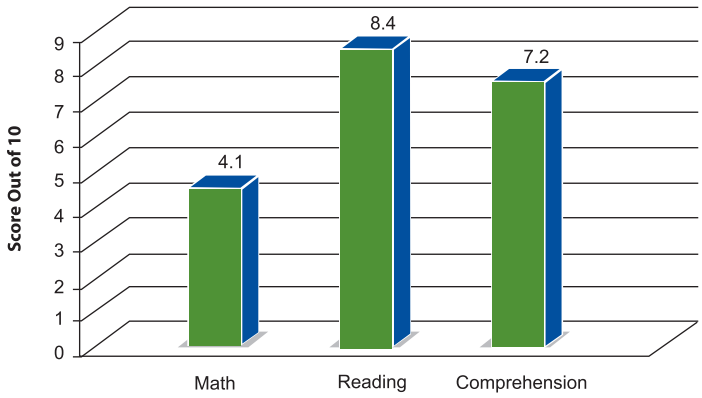
Education Level Completed	Frequency	Percent
Illiterate	13	61.9
Under primary	2	9.5
Primary	2	9.5
Middle	3	14.3
BA/B.Sc	1	4.8
Total	**21**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

8.7.8 Learning Achievement

Students' test results in BBB model are shown in Figure 8.5.

Figure 8.5: Student test scores



Source: Survey of PPAF Educational Facilities, 2008

16
Planning and Development, AJK official website http://www.pndajk.gov.pk

The students performed remarkably well in reading (8.4) and comprehension (7.2) whereas average math score (4.1) is low.

8.7.9 Household Members' Composition

i- Family Members

The data show very low male to female ratio (0.83 : 1). This implies that the sampled households comprise of 45.5 percent male and 54.5 female members (higher than national average). This high female proportion may be attributed to most of the male in the area employed oversees. An average household size of 8 was recorded in the surveyed households.

ii- Dependency Ratio

Dependency ratio was 0.74 in the enumerated households. This indicates potentially well off and less economically burdened household.

8.7.10 Parental Work-status

Table 8.14: Father/Guardian's work status

Sector	Percent
Own business	42.9
Service/Job	28.6
Own farming	9.5
Skilled worker	9.5
Other	9.5
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

Table 8.14 shows that 43 percent fathers own some business for earning livelihoods while 30 percent belong to salaried/wage labor sectors. Very few (9.5 percent each) are among own farming and skilled workers category.

8.7.11 Father/Guardian's Income

Most of the households (57 percent) range between a

monthly-income of Rs. 4,001 to 8,000. Another 19 percent earn income in the range of Rs. 8,001 to 10,000. Given the overall prosperity of the area it is possible that BOT schools are catering to households with relatively poorer economic status.

Table 8.15: Father/Guardian's income by groups

Sector	Percent	Cumulative percent
<=2,000	4.8	4.8
2,001 - 4,000	14.3	19.3
4,001 - 6,000	33.3	52.4
6,001 - 8,000	23.8	76.2
8,001 - 10,000	19.0	95.2
15,001 - 20,000	4.8	100.0
Total	**100.0**	

Source: Survey of PPAF Educational Facilities, 2008

8.7.12 Student's Time Utilization at Home

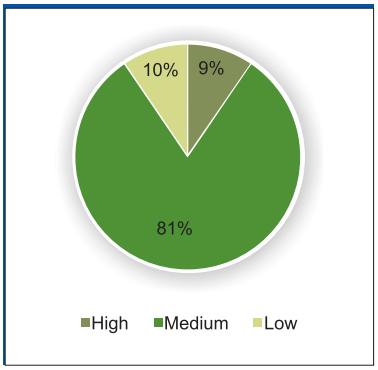
Table 8.16: Time consumption by activities

Activities	Percent
Watching Television	1.1
Playing/Physical activity	7.2
Household work/Helping parents	7.9
Labor/Economic	0.0
Homework	11.1
Study	7.9
Extra Curricular	2.4
Idle	9.4
Sleeping	**53.1**

Source: Survey of PPAF Educational Facilities, 2008

Table 8.16 shows that apart from sleeping (53.1 percent),

Figure 8.6: Parental Satisfaction



Source: Survey of PPAF Educational Facilities, 2008

most of the time the students spend in doing homework and studies (19 percent). This may be attributed to literate fathers who may be well aware of prioritizing education over other activities. Another 7.2 percent of the time utilized at home goes to playing and physical activities while about 8 percent is spent in lending hand to parents in household work.

8.7.12 Parental Satisfaction

Most of the parents (81 percent) were at medium level of satisfaction with studies of their children generally mentioning shortage and low qualification of staff the reason of not being highly satisfied.

8.7.13 Willingness to Pay

Overall, 46 percent parents were ready to pay Rs. 50 to 100 for better quality of education while another 42 percent did not agree to pay anything mostly mentioning education as the sole responsibility of the state.

9 Public Private Partnership

9.1 Introduction

Sector literature/reports evaluating the state of education in public sector of Pakistan has collectively drawn attention to shortage of classroom space, depleted infrastructure and facilities. Moreover, shortage of funds is also cited as major reason for low performance of public sector schools. Aside from these physical deficiencies another major factor is poor utilization of available resources.

Among many solutions presented to address the problem, an innovative approach to public school renovation and construction by harnessing the energy, resources, and expertise of the private sector can prove instrumental. This model is being implemented in the region of Rahim Yar Khan where private initiative/'local champion' and has been facilitated by PPAF to support public sector education facilities.

A number of innovative projects with special emphasis on promoting education with personal efforts and funding are being undertaken. The need assessment is carried out by the PPAF partner. Responsibility of PPAF is to provide technical and financial assistance and manage a trilateral relationship.

9.2 Selected Sample

A total of 4 schools meeting the eligibility criteria were selected and surveyed. Analysis and key findings are presented below. The sample comprises of two girls, one boys and one co-education school.

9.3 Revenues/Financing and Costs

9.3.1 Fees and Charges

Most of the schools (75 percent) selected under this model were government based. Major proportion of operational cost is provided by the Government of Punjab through budgetary allocations. The proportion of sample under community-based schools (25 percent) is run entirely through funding from PPAF and local philanthropy. However, no fee is charged from students in any of the facilities under this model.

9.3.2 Local Philanthropy

An amount of Rs. 258,000 has been donated through local philanthropy for infrastructure and facilities in the surveyed schools in last one year. Another Rs. 44,000 is provided by PPAF-PO to meet miscellaneous occasional needs and expenditures.

9.3.3 Operating Expenses

Averagely an amount of Rs. 0.62 million per annum is spent to run each of the surveyed schools which is mostly borne by PPAF at present. However, frequent local/private financial assistance supplements PPAF support.

9.3.4 Training Expense

An amount of Rs. 110,500 has been spent on providing different trainings and exposure visits to the teaching staffs of PPP model during last year.

9.3.5 Incentives to Students

A total of Rs. 34,289 has been spent during last one year for

providing different types of assistance catering to 65 percent boys and 35 percent girls. The percentage of male and female beneficiaries of this support is in exact match to overall enrollment proportion of boys and girls (66 percent boys and 34 percent girls).

9.4 Infrastructures and Facilities

All the surveyed schools were located in rural areas. Different attributes indicating the provision and condition of infrastructure and facilities at the school and classroom level were collected. An overview of the same is presented in the following text.

9.4.1 Classroom Facilities

Key facilities which make a classroom more conducive and favourable for students were inspected. Fans and lighting facilities were nonexistent in 42 percent and 21 percent classrooms respectively reason being one out of the surveyed schools, which contains around 21 percent classrooms of the total, does not have electricity.

Table 9.1: Classroom facilities (% classrooms)

Physical Facility	Adequate %	Inadequate %	Non - existence %	Total %
Fans	58.3	0.0	41.7	100.0
Lighting	79.2	0.0	20.8	100.0
Charts	29.2	16.7	54.2	100.0
Benches	83.3	0.0	16.7	100.0
Desks	83.3	0.0	16.7	100.0
Teacher's chair	100.0	0.0	0.0	100.0
Teacher's table	100.0	0.0	0.0	100.0

Source: Survey of PPAF Educational Facilities, 2008

Educational charts and illustrations were missing in 54 percent and inadequate in 17 percent classrooms. However, this facility (charts and illustrations) has more to do with effort and willingness of teaching staff rather than provision of finances. Benches and desks both were sufficiently provided in 83 percent classrooms while tables and chairs for teachers were available in all the inspected classrooms.

9.4.2 School Facilities

The availability and condition of other school level facilities examined are given below:

- Electricity was available in 3 (75 percent) surveyed schools while only one school did not have this utility.
- Drinking water was available in sufficient quantity in all the educational facilities surveyed with appearance and quality good at 3 (75 percent) and poor at 1 school.
- Stationary and chalks were adequately supplied in half of the schools while inadequate in the rest.

- In half of the surveyed schools lesson plans were being developed by teachers.
- In 75 percent sampled schools, teaching aids, models and drawing material were supplied in sufficient quantity while shortage of the same was reported in 25 percent facilities.
- Students' cleanliness was 25 to 50 percent at half of visited schools while 50 to 75 percent at the rest.
- State of cleanliness of the school was found average at 75 percent while poor at other 25 percent.

9.5 Quality of Service/Human Resources

9.5.1 Teaching and Support Staff

Overall, 26 teachers (65 percent male and 35 percent female) are employed in the visited schools with 20 at primary level and 6 at elementary level.

9.5.2 Survey Results and Findings

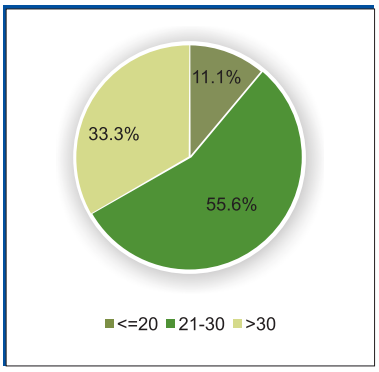
A total of 18 teachers were enumerated in the visited facilities. Among them 15 were employed on contract while 3 were permanent. Various features pertaining to different attributes of the teachers are mentioned in the text following. Majority of teachers (83.3 percent) interviewed were on contract basis while 17 percent were permanent employees with an even proportion of male and female.

Table 9.2: Teaching Staff

Type	Frequency	Percent
Contract	15	83.3
Regular	3	16.7
Total	**18**	**100.0**

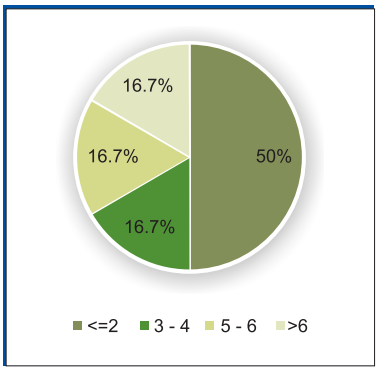
Source: Survey of PPAF Educational Facilities, 2008

Figure 9.1: Teacher age groups (years)



Source: Survey of PPAF Educational Facilities, 2008

Figure 9.2: Teacher experience (years)



Source: Survey of PPAF Educational Facilities, 2008

9.5.3 Teachers' Age Groups

Figure 9.1 shows that most of the teachers (55.6 percent) were of the age between 21 and 30 years while another 33 percent were above 30 years.

9.5.4 Teachers' Experience

Major proportion of the staff seems relatively new to teaching profession as half of the teachers possess an experience of 2 years or less while other 50 percent is evenly distributed in various categories of three years or above.

9.5.5 Academic Qualification

Majority (50 percent) of teachers had a bachelor degree while 33 percent intermediate and other 17 percent were matric, whereas, none possessed a master's degree.

9.5.6 Professional Qualification

Overall, 61 percent of teaching staff possessed some sort of professional qualification with a majority (33.3 percent) having a B. Ed degree.

9.5.7 Capacity Building

Most of the trainings were held locally with instructors provided by PPAF-PO. A cost breakup of the trainings held in last one year is given below:

Table 9.3: Training cost break-up

Trainings cost breakups	Expense (Rs.)	Percent
Instructors' Fee	-	0.0
Teaching Aids	14,000	12.7
Lodging	-	0.0
Travelling	9,500	8.6
food	63,000	57.0
Miscellaneous	24,000	21.7
Total	110,500	100.0

Source: Survey of PPAF Educational Facilities, 2008

As all trainings were held locally by trainers who were full time employees of the PO therefore instructor's fee and lodging expense show nil amounts. Maximum expense (57 percent) was on food and 13 percent on teaching aids. Another 22 percent was spent on ancillary expenses. Average training expense per teacher was calculated at Rs. 6,139.

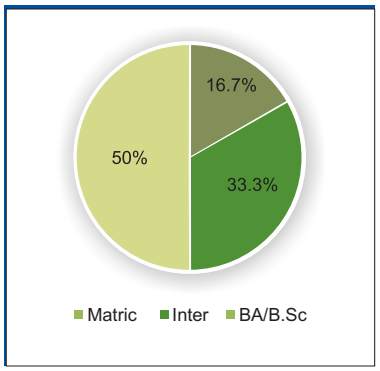
Table 9.4: Trainings acquired

Trainings acquired	Percent
None	22.2
<= 5	66.7
11 - 15	11.1
Total	100.0

Source: Survey of PPAF Educational Facilities, 2008

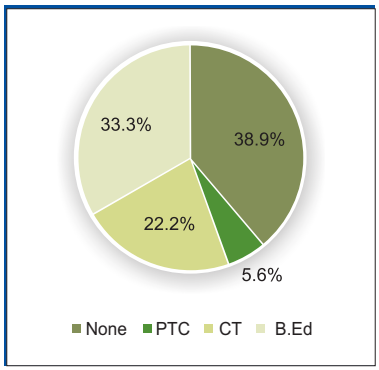
Capacity building seems to be a relatively weaker area of this model as about 67 percent of the teachers have got

Figure 9.3: Teacher academic qualification



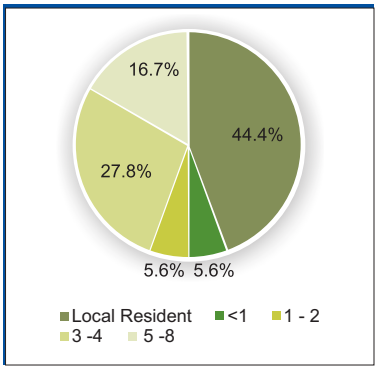
Source: Survey of PPAF Educational Facilities, 2008

Figure 9.4: Teacher professional qualification



Source: Survey of PPAF Educational Facilities, 2008

Figure 9.5: Distance from school (km)



Source: Survey of PPAF Educational Facilities, 2008

5 or less trainings and 11 percent teachers got 11 to 15 trainings during last year. There are 22 percent teachers that have not gotten any training at all.

Mentioning about most valuable and prolific trainings offered, mostly the teachers named out: Latest Teaching Methodologies, Teacher Capacity Building and Activity-based Teaching. Among further required trainings were: Child Psychology, English, Mathematics and other subject specific trainings.

9.5.8 Teachers' Salary

The table above depicts distribution of teachers by salary bands. It shows that most of the teachers (66.7 percent) are getting a salary less than Rs. 3,500 with 40 percent earning Rs. 1,500 or below. This is the lowest salary recorded in all the four models studied. According to general perception better quality of services cannot be achieved by offering low pay scales.

Table 9.5: Distribution of teachers by salary groups

Salary groups (Rs.)	Percent	Cumulative Percent
< = 1,500	38.9	38.9
1,501 - 2,000	5.6	44.4
3,001 - 3,500	22.2	66.7
> 6,000	33.3	100.0
Total	**100**	

Source: Survey of PPAF Educational Facilities, 2008

9.5.9 Location of School

The table above shows that 44.4 percent of teachers are local resident with respect to school. Another 34.5 percent had to travel for 3 to 8 kilometers thus potentially need some sort of transportation means to approach the school. Most of the staff travelling uses bicycles, motorbikes and rickshaws to commute to school.

9.5.10 Attendance and Absenteeism

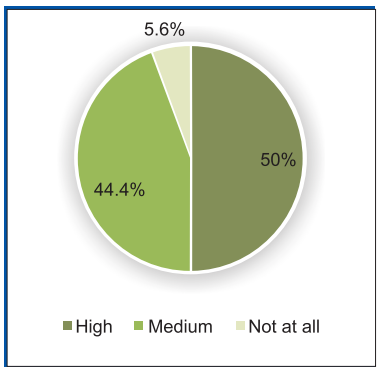
Teacher absenteeism was not a problem (reported or observed) in these surveyed schools. On average a teacher remains absent/on leave for 1.9 days in every three months. On further probing, greater awareness of members of local communities and control of SMC over school management plays a role in making them more regular and punctual. More importantly, an atypical feature of the model is role of local monitoring (along with funding) on the service delivery. Therefore, any teacher showing negligence in duties is warned and transferred from the area upon not responding positively.

9.5.11 Job Satisfaction

Figure 9.6 shows satisfaction level of teachers with their job. A total of 94 percent teachers mentioned high or medium satisfaction level with their job. Amongst the major problems cited by the teachers pertaining to their job were extra burden due to oversized classes, low salary packages and lack of professional qualification.

Suggestions by the teachers for betterment of quality of services included establishment of libraries, computer labs, provision of audio/visual aids, and induction of more teaching staff.

Table 9.6: Job satisfaction



Source: Survey of PPAF Educational Facilities, 2008

9.6 School Management Committees

SMCs were established and operational in all four visited facilities with a total of 33 members (64 percent male and 36 percent female). Head teachers of all schools were chairpersons or co-chairpersons therefore in a better position to mediate between the communities and school management. All SMCs have access to financial records and were in a position to affect the school policy. SMCs have played instrumental role in resolving various issues in promotion/provision of education in the area. On average 2 SMC meetings are held every month to have an overview on schools'

progress and outlining policies for future. Overall the communities and SMCs were found hands on and proactive in this model.

9.7 Clients and Customers

9.7.1 Enrollment Status

Table 9.6: Class-wise enrollment of surveyed facilities

	Last Year(2007-08)		Current Enrollment	
	Boys	Girls	Boys	Girls
Katchi	135	82	219	151
Class 1	99	55	99	49
Class 2	67	44	74	58
Class 3	63	42	72	40
Class 4	52	30	59	39
Class 5	42	15	45	32
Class 6	51	14	83	18
Class 7	45	5	59	13
Class 8	22	2	32	5
Class 9	0	2	0	2
Class 10	0	0	0	1
Total	**576**	**291**	**742**	**408**

Source: Survey of PPAF Educational Facilities, 2008

Current enrollment in surveyed schools is 1,150 with 742 boys (64 percent) and 408 girls (36 percent). The enrollment has increased from 867 in last educational year (2007-08) to 1,150 in current year at a fairly high growth rate of 33 percent (29 percent in boys and 40 percent in girls). High growth rate in girls' enrollment indicates healthy trend towards female education in such challenging area of rural Punjab.

9.7.2 Selected Sample

On an average 9 students/parents were enumerated from the

visited facilities. The class-wise distribution of the sample is depicted in the table below:

Table 9.7: Distribution of sampled student by class

Level	No. of schools	Percent
Katchi	3	7.9
Class 1	3	7.9
Class 2	3	7.9
Class 3	3	7.9
Class 4	5	13.2
Class 5	7	18.4
Class 6	3	7.9
Class 7	7	18.4
Class 8	4	10.5
Total	**38**	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

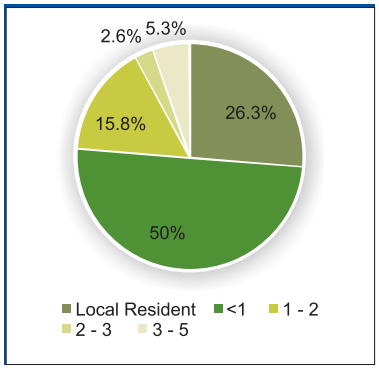
A balance has been tried to maintain in representation of each level. According to Table 9.7, the sample is well balanced among all the grades. Participation from all the grades up to elementary level has been ensured.

9.7.3 Location of School

Figure 9.7 below provides information about distance the students have to cover while approaching to school.

Most of the students (94.7 percent) were either local resident or come from less than 3 kilometers. This implies that catchment area of PPP schools is by and large concentrated within 3 kilometer radius which gives a sign of better geographical targeting.

Figure 9.7: Distance of school from student residence (km)



Source: Survey of PPAF Educational Facilities, 2008

9.7.4 Incentives and Benefits

All the sampled students were getting fee waivers as no fee is

charged in any of the PPP schools. Moreover, books were also being provided to all the students in the sample.

9.7.5 Parental Education

i- Father's Literacy

Table 9.8 shows that 31.6 percent of the fathers are sending their children to school are illiterate. However, a large segment (65.8 percent) has attained primary or above education level. This shows that mostly literate parents are interested in PPP facility.

Table 9.8: Father literacy

Level attained	Frequency	Percent
Illiterate	12	31.6
Under primary	1	2.6
Primary	8	21.1
Middle	8	21.1
Matric	7	18.4
Inter	2	5.3
Total	**38**	**100**

Source: Survey of PPAF Educational Facilities, 2008

ii- Mother's Literacy and Educational Attainment

Mothers' illiteracy level is recorded at 68.4 percent. This shows

Table 9.9: Mother literacy

Level attained	Frequency	Percent
Illiterate	26	68.4
Under primary	4	10.5
Primary	7	18.4
Middle	1	2.6
Total	**38**	**100.0**

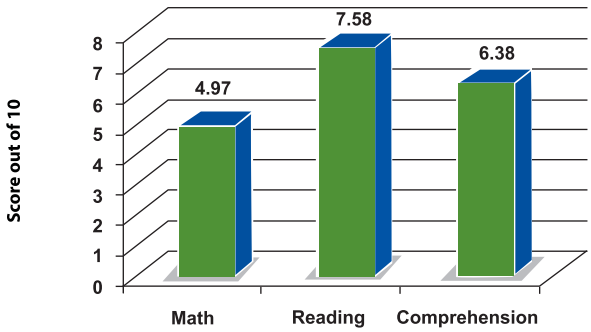
Source: Survey of PPAF Educational Facilities, 2008

that female education in the area had been neglected in the past. Still if we see overall share of female in enrollment in surveyed schools (36 percent), it is quite low. However, the growth rate (40 percent in girls compared to 33 percent in boys) is encouraging and indicates a change in mindsets and behaviors of the local communities regarding educating girls.

9.7.6 Learning Achievements

The average marks obtained by the selected students are given in Figure 9.8. The test shows better reading skills (7.58)

Figure 9.8: Student test scores



Source: Survey of PPAF Educational Facilities, 2008

in the students whereas ability to comprehend the text read (6.38) is relatively low. Math scores (4.97) can be regarded as moderate. However, the average score in all three departments maintained by the students is 6.31.

9.7.7 Household Members' Composition

The demographics of surveyed households are briefly analyzed below:

i- Family Members

An average household size of 9 with even proportion of male and female (50 percent each) was reported.

ii- Dependency Ratio

The dependency ratio was fairly high at 134 percent with

a proportion of 49 percent of children less than fifteen years of age. High dependency ratio increases the probability of children of school going age doing labor or economic activity. This, in turn, increases the opportunity cost which is directly proportional to the age of the child.

9.7.8 Parental Work-status

Table 9.10 shows the nature of employment of the parents/guardians.

Table 9.10: Parent/Guardian's work status

Sector	Percent
Own business	7.9
Service/Job	13.2
Small enterprise	2.6
Own farming	26.3
On-farm labor	7.9
Off-farm labor	21.1
Skilled worker	5.3
Unskilled worker	5.3
Other	10.5
Total	**100.0**

Source: Survey of PPAF Educational Facilities, 2008

According to the table most of the parents (26.3 percent) are related to own farming. Another 21 percent are doing off-farm labor while 8 percent are earning livelihoods by doing on-farm labour. Services/jobs is the other main category catering to 13 percent of the sample.

9.7.9 Parental Economic Status

The distribution of income by groups is given in the following table.

Table 9.11: Parent/Guardian's income by groups

Rs. per month	Percent	Cumulative Percent
<= 2,000	18.4	18.4
2,001 - 4,000	18.4	36.8
4,001 - 6,000	36.8	73.6
6,001 - 8,000	7.9	81.5
8,001 - 10,000	15.8	97.3
10,001 - 15,000	2.6	100.0
Total	100.0	

Source: Survey of PPAF Educational Facilities, 2008

This shows that 37 percent of parents/guardians are earning Rs. 4,001 to 6,000 while another 37 percent get Rs. 4,000 or less per month. However, monthly income of 26 percent ranges between Rs. 6,001 and 15,000 with mostly (15.6 percent) in the bracket of Rs. 8,001 10,000.

9.7.10 Student's Time Utilization at Home

Table 9.12: Time consumption by activities

Activity	Percent
Watching Television	4.8
Playing/Physical activity	9.3
Household work	7.1
Labour/Economic activity	1.2
Homework	6.0
Studies	6.7
Extracurricular activities	3.1
Idle	5.0
Sleeping	56.5
Other	0.3
Total	100.0

Source: Survey of PPAF Educational Facilities, 2008

Other than sleeping (56.5 percent), most of the time (12.7 percent) is spent in studies (homework or text book study). Another 9.3 percent is consumed in playing and other physical activities. Time children spend in household work or helping parents comprises 7 percent of the total time spent at home. Although a little (1.2 percent), yet time is spent in financially compensated activities upon returning home. Role of females in cotton-picking and farm-labor is a norm of the area.

Parents' opinions regarding quality of services were mostly emphatic on giving scholarships to students (to minimize opportunity cost factor) and upgrading existing facilities to higher level of education.

9.7.11 Willingness to Pay

Parents in this model have shown a higher level of willingness to pay for quality education. On average the parents were ready to pay Rs. 58 per month for improved quality of services at school ranging between Rs. 20 to Rs. 500 with mostly offering between Rs. 100 to 200 monthly.

Grassroots Glimpses IV - Local Philanthropy:

A SAFWCO community in rural Sindh arranged a function in which members of parliament and local politicians were invited and performances of school children were held. An amount of Rs. 200,000 was raised. Additionally, a road connecting the village to the nearby town was also sanctioned.

A Government Boys School in rural Punjab has been adopted by NRSP. This facility was originally established in 1936, under a tree, with efforts and land donation of 4 kenals (half acre) from Talib Hussain, a local farmer and land lord. After two years Mr. Talib Hussain donated another acre of land and funds for the building. The one teacher school, moved up to primary level which was afterwards upgraded to elementary level. Fifty years later it is a high school with enrollment of over 600. Recently Bader Mohiuddin (son of Talib Hussain) donated another 2 acres of his most fertile and productive land for additional classrooms and playground.

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Annexures

Annex 1: Key Performance Indicators
Annex 2: Roster of Surveyed Facilities
Annex 3: Survey Questionnaire (School)
Annex 4: Survey Questionnaire (Teacher)
Annex 5: Survey Questionnaire (Parents)
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Annex 7: Pakistan Social and Living Standard Measurement (Abstract)
Annex 8: PPAF Partner Organizations (Education)

Annexure 1: Key Performance Indicators

Sr	INDICATORS (Total: 30
	INPUT INDICATORS
	Financial Resources (6 indicators)
1	Operating expenses
2	Capital expenditure
3	Salary expenses
4	Training expenses
5	School fee charged
6	Fee waiver/in_kind benefits
	Physical Infrastructure (4 indicators)
7	School facilities
8	Classroom facilities
9	Location from teacher
10	Location from student
	Teaching Capabilities (6 indicators)
11	Academic qualification
12	Professional qualification
13	Trainings acquired
14	Teaching experience
15	Use of teaching aids
16	Job satisfaction
	Role of Communities (3 indicators)
17	Meetings
18	Inspection visits
19	Access to financial records
	OUTPUT INDICATORS
	Clients & Customers-I (3 indicators)
20	Pupil-teacher ratio
21	Enrollment growth
22	Attrition rate
	OUTCOME INDICATORS
	Clients & Customers-II (7 indicators)
23	Student assessment
24	Father's literacy
25	Mother's literacy
26	Enrollment by gender
27	Faculty by gender
28	Parental income
29	Parental satisfaction
30	Willingness to pay

Annexure 2: Roster of Surveyed Facilities

Sr	School Name	Model	Partner	Region	District
1	GGHS Chakothi	BOT	MGPO	AJK	Muzaffarabad
2	GBHS Chakothi	BOT	MGPO	AJK	Muzaffarabad
3	Houseof Learning Rindh	CDI	IRC	Sindh	Jamshoro
4	House of Learning Soneri	CDI	IRC	Sindh	Jamshoro
5	House of Learning Kotai	CDI	IRC	Sindh	Jamshoro
6	Wadda Chachar	CDI	IRC	Sindh	Jamshoro
7	House of Learning Amri	CDI	IRC	Sindh	Jamshoro
8	SOS-CSChabbar	CDI	SOS	Punjab	Kasur
9	SOS-CS Kharepar	CDI	SOS	Punjab	Kasur
10	SOS-CS Sheikhpura	CDI	SOS	Punjab	Kasur
11	Comm School Meer Ghulam Shah	CDI	SAFWCO	Sindh	Sanghar
12	Comm School Kheto Jaat	CDI	SAFWCO	Sindh	Sanghar
13	NFS Pacca Munna	PPP	NRSP	Punjab	RahimYar Khan
14	GMMS Ali Bux Number	PPP	NRSP	Punjab	RahimYar Khan
15	NFS Balla Digrocha	PPP	NRSP	Punjab	RahimYar Khan
16	NFS Khaliq Dad	PPP	NRSP	Punjab	RahimYar Khan
17	CMS Moosa Colony	PSS	NRSP	Punjab	Bahawalpur
18	CMSJinnah Abadi	PSS	NRSP	Punjab	Bahawalpur
19	CMS Basti Siddique Abad	PSS	NRSP	Punjab	Bahawalpur
20	CMS 99/DNB	PSS	NRSP	Punjab	Bahawalpur
21	CMS 135/DNB	PSS	NRSP	Punjab	Bahawalpur
22	House of Learning Kotai	PSS	IRC	Sindh	Jamshoro
23	House of Learning Wadda Chachar	PS S	IRC	Sindh	Jamshoro
24	House of Learning Amri	PSS	IRC	Sindh	Jamshoro
25	Govt. Girls Primary School	PSS	SOS	Punjab	Kasur
26	Govt. Girls Primary School	PSS	SOS	Punjab	Kasur
27	Govt. Girls Primary School	PSS	SOS	Punjab	Kasur

Evaluation of the Quality of Service Delivery at PPAF-Adopted/Funded Government and Community-based Schools

School's Questionnaire

General School Information: Date:____/___/_____

1. School Code: | | | |
2. Partner Organization: _____
3. Name of the school: _____
4. Address: _____
5. District: _____ _____
6. Union Council: _____ _____
1. Adopted/Funded by PPAF Since (Date): _____/_____/_____ (Day/Month/Year)

8. Area Type: ☐ Rural ☐ Urban

9. School Category: ☐ Community ☐ Government

10. PPAF Funding Status ☐ Fully funded and managed by PPAF ☐ Partly funded

11. Education Type: ☐ Girls ☐ Boys ☐ Co-Education

12. Education Level: ☐ Primary ☐ Elementary ☐ Secondary

13. What is the school's monthly studentfee? _____ Rupees

14. Amount of other expenditures the student has to bear throughout the year:

_____Rupees

Specify what type of expenditures:

_____

15. How much the school has spent on teacher trainings during last one year?

Trainings Cost Breakup	Amount (Rupees)
Instructor's Fee	
Teaching Aids	
Lodging	
Traveling	
Food	
Miscellaneous	

16. Did the school provide any assistance of the following types to the students in the last educational year?

Fee Concession						Pick & Drop			Uniform			Shoes			Bags			Other (specify)		
Up to 50%			51% to 100%																	
Boys	Girls	Amount	Boys	Girls	Amount	Boys	Girls	Amount	Boys	Girls	Amount	Boys	Girls	Amount	Boys	Girls	Amount	Boys	Girls	Amount

17. Does the school get financial assistance from any sources other than PPAF? (Give their names and addresses on the back of this page)

1. From some charitable person(s)..... ☐
2. From another NGO/Donor Agency..... ☐
3. From some business organization(s)..... ☐
4. Other ..... ☐ Please Specify:

_____

18. Teaching staff

	Primary (1-5)	Middle (6-8)	Secondary (9-10)	Total
No. of regular teachers				
No. of contract teachers				
Total				

19. Other Staff:

Other Staff	
Type/Description	**Number**

20. Enrollment Status:

	Last Educational Year (2007-08)		Current Enrollment	
	Boys	**Girls**	**Boys**	**Girls**
Kachi				
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Class 6				
Class 7				
Class 8				
Class 9				
Class 10				
Total				

21. Total yearly expenditure of the school including staff salaries, utility bills, building rents, procurements, teacher trainings and student aid etc. _____ Rupees.

22. Does the school have any savings? _____ Rupees

23. How far is any other nearest available formal school?

1. In the same village/locality
2. Up to 2 kilometer
3. 3 – 4 kilometer
4. 5 – 6 kilometer
5. More than 6 kilometer

24. What is the type of that school by gender? ☐ Girls ☐ Boys ☐ Co-Education

25. What is the education level of that school? ☐ Primary ☐ Elementary ☐ Secondary

26. What is the category of that school? ☐ Community ☐ Government ☐ Private

27. Physical Facilities: (The researcher will walk through the school building and fill it out)

Facilities	No. of units	Condition		
		Good (No.)	Needs Repair (No.)	Non-existent/Poor/unusable (No.)
Boundary Wall				
Main gate				
Play area				
Swings				
Classrooms				
Staffroom				
Washrooms (staff)				
Washrooms (boys)				
Washrooms (girls)				

28. What is the condition of the following facilities in different classrooms?

Facilities	Number of classrooms possessing the facilities		
	Adequately (No.)	Inadequately (No.)	Nonexistent (No.)
Fans			
Lights			
Charts and wall paintings			
Benches			
Desks			
Rostrum			
Teacher's chair			
Teacher's table			

29. Electricity: ☐ Available ☐ Not Available

30. Drinking water: ☐ Adequate ☐ Inadequate

Appearance[1]***:*** ☐ Good ☐ Average ☐ Poor

Condition[2]***:*** ☐ Good ☐ Average ☐ Unhygienic

31. Consumables (Chalk, stationary etc): ☐ Adequate ☐ Inadequate

[1] Appearance refers to the color, taste or odor of the drinking water

[2] Water sample will be obtained from the school and tested through a laboratory, so this question will be answered upon receiving the test results

32. Availability of teaching aids:

1. Charts ☐ Adequate ☐ Inadequate ☐ Not at all
2. Lesson Plans ☐ Adequate ☐ Inadequate ☐ Not at all
3. Workbooks/Teacher Guide ☐ Adequate ☐ Inadequate ☐ Not at all
4. Models (Triangle, Circle, Toys etc) ☐ Adequate ☐ Inadequate ☐ Not at all
5. Drawing Material ☐ Adequate ☐ Inadequate ☐ Not at all

33. Percentage of students with sitting place (benches or chairs):

1. Not available..... ☐
2. Less than 10%..... ☐
3. 10 to 25 %..... ☐
4. 25 to 50 %..... ☐
5. 50 to 75 %..... ☐
6. More than 75%..... ☐

34. Percentage of students with proper writing place (desks or tables):

1. Not available..... ☐
2. Less than 10%..... ☐
3. 10 to 25 %..... ☐
4. 25 to 50 %..... ☐
5. 50 to 75 %..... ☐
6. More than 75%..... ☐

35. Cleanliness of students (includes shoes, clothes and physical cleanness)

1. Less than 10%..... ☐
2. 10 to 25 %..... ☐
3. 25 to 50 %..... ☐
4. 50 to 75 %..... ☐
7. More than 75%..... ☐

36. The overall state of cleanliness of the school:

1. Excellent.....☐
2. Good.....☐
3. Average.....☐
4. Poor.....☐

37. Does School Management Committee (SMC) exist? ? Yes ? No

38. Number of members of SMC: Male: Female:

___.

39. What is the designation of the Head Teacher in the SMC?_____.

40. How often the SMC members visit the school in one month?

1. Four times or more ☐
2. Three times ☐
3. Twice ☐
4. Once ☐
5. Very rare ☐

41. Does the SMC have access to the school's financial records? ? Yes ? No

42. Can the SMC influence the school's policy? ? Yes ? No

43. Has the SMC resolved any issues/problems faced by the school/teachers/students? ? Yes

_____? No. Number_____

44. SMC Meetings held in last three months: In the school: _____

Outside school: _____

45. Any effort of fund raising by the SMC? ☐ Yes ☐ No (If Yes give the details at the back of this page)

Annexure 4: Survey Questionnaire (Teacher)

Evaluation of the Quality of Service Delivery at PPAF-adopted/Funded Government and Community-based Schools

Teacher's Questionnaire

School Code: | | | | School Name: _____

Note: Questions 1 to 6 are to be filled by the head teacher and the rest by the teacher him/herself.

1. Name of the Teacher: _____
2. Joining Date: ____/____/_____ (Day/Month/Year)
3. Type: ☐ Permanent ☐ Contract
4. Gender: ☐ Male ☐ Female
5. No. of days the teacher was absent in last three months: _____
6. No. of days the teacher was on leave in last three months: _____

7. Age: _____ years
8. Maximum education level attained:
    1. Matric..... ☐
    2. Inter..... ☐
    3. BA/B. Sc..... ☐
    4. MA/M. Sc..... ☐

9. Professional Qualification

1. PTC..... ☐
2. CT..... ☐
3. B. Ed..... ☐
4. M. Ed..... ☐

10. Teaching Experience: _____ years

11. Class(es) you are currently teaching? Also give the class size.

1. _____ Size: _____
2. _____ Size:_____
3. _____ Size:_____
4. _____ Size:_____

12. Subject(s) you are currently teaching:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____

13. What is a manageable class size in your opinion?

1. 20.....☐
2. 25.....☐
3. 30.....☐
4. 35.....☐
5. 40.....☐

14. Are you a local resident (w. r. t the school's location):

1. Yes.....☐ (If 'Yes' then skip to question 19)
2. No.....☐

15. How much distance do you travel **<u>one way</u>** to school?

1. Less than 1 kilometer..... ☐
2. 1 to 2 kilometers..... ☐
3. 2 to 4 kilometer..... ☐
4. 4 to 8 kilometers..... ☐
5. More than 8 kilometers..... ☐

16. What is the mode of traveling?

1. On foot..... ☐
2. Bicycle..... ☐
3. Motorbike..... ☐
4. Tonga/Rickshaw..... ☐
5. Bus/Van..... ☐
6. Other..... ☐ Specify_____

17. Does the school support/facilitate you in your daily traveling to school?

1. No..... ☐
2. Yes – In the form of subsidy..... ☐ **(15 a.)** if yes give amount _____Rs/month.
3. Yes – In the form of facility..... ☐

18. How much do you spend on traveling for a day's trip (two-way) to school? _____ Rupees

19. Give the number of in-service trainings acquired: Local: _____ Out-station: _____
(If NO local/out-station trainings attended then skip to Question 27)

20. First time you attended any training after joining the school:

1. Within 3 months..... ☐
2. 4 to 6 months..... ☐
3. 7 to 12 months..... ☐
4. After one year..... ☐

21. Last time you attended any training since joining this school:

1. Within last 3 months ..... ☐
2. 4 to 6 months ago..... ☐
3. 7 to 12 months ago..... ☐
4. One year ago..... ☐

22. When was the training conducted?

1. During school hours when school was in session..... ☐
2. During vacations..... ☐
3. The school was in session but after school hours..... ☐

23. Name the trainings that helped you the most

1. _____
2. _____
3. _____
4. _____
4. _____

24. What type of methods for trainings were used?

☐ Training needs assessments	☐ Cluster meetings
☐ Workshops	☐ Exposure visits
☐ Weekly planning	☐ Supportive monitoring

25. Was the training(s) relevant to the subject(s) you are teaching at present?

1. Yes.....☐
2. To some extent...☐
3. No.....☐

26. (If Yes/To some extent in Q 25) How is the training helping you in the subjects currently taught? (Answer in Urdu)

27. What type of training(s) you think you need to acquire further? (May answer in Urdu)

1. _____
2. _____
3. _____

28. Basic pay scale (in case of government teacher) BPS - _____

29. Teacher's salary (Gross): _____ Rupees. (Please exclude travel allowance/subsidy)

30. Take-home salary (Net): _____ Rupees. (Please exclude travel allowance/subsidy)

31. What is your satisfaction level with your current job.

1. High..... ☐
2. Medium..... ☐ Reason:

   _____
3. Low..... ☐ Reason:

   _____

4. Not at all..... ☐ Reason: _____

32. Please give your suggestions for the betterment of school/service delivery. (May answer in Urdu)

33. Any other suggestions? (May answer in Urdu)

Annexure 5: Survey Questionnaire (Parents)

Evaluation of the Quality of Service Delivery at PPAF-adopted/Funded Government and Community-based Schools

Parents Questionnaire

School Code: | | | | **School Name:** _____

1. **Name of the student:** _____ **Roll number:** _____
2. **Gender** ? **Male** ? **Female**
3. **Father's Name:** _____
4. **Current grade (class):** _____
5. **Admitted in grade (class):** _____
6. **Father's educational attainment:** _____
7. **Mother's educational attainment:** _____
8. **Family members composition (age and sex wise)**

Age Group	Male	Female
Less than or equal to 14 years		
15-64 years		
Greater than or equal to 65 years		

9. Father/Guardian's[19] occupation:

1. Own business.....☐
2. Service/Job.....☐
3. Small enterprise.....☐
4. Own farming.....☐
5. On-farm labour.....☐
6. Off-farm labour.....☐
7. Contractor.....☐
8. Skilled worker (welder/carpenter/tailor etc)..... ☐
9. Unskilled worker (watchman/salesperson etc)..... ☐
10. Other.....☐

Specify other:_____

10. What is the current total monthly earning of the father/guardian? _____ Rupees.

11. What is the status of the house the student lives in?

1. Own house .....☐
2. On rent.....☐ If "On rent" give rent: _____**Rupees.**
3. Neither owned nor rental....☐ (Not paying for living)

12. (How far is the school from the student's house? _____ Km

Write Zero if in the same location and skip to Q 15)

13. Does the school provide pick and drop facility to the student?

1. Yes.....☐
2. No.....☐

14. How much does it cost the student for a day's trip (two-way) to school? _____Rupees

15. Has the school provided any assistance to the child in last one year?

1. School bag.....☐
2. Books.....☐
3. Uniform.....☐
4. Fee concession.☐ _____ % _____ Rupees
5. Other.....☐

Specify: _____

[19]Guardian refers to the person who is bearing the child's educational and other living expenses. It can be the student's mother also in case of father's demise, separation or any other such reason.

16. Are you satisfied with the current education of your child?

1. Highly satisfied.....☐
2. Satisfied.....☐
3. Partly satisfied.....☐

   Reason _____

4. Not satisfied.....☐

   Reason _____

17. How much time on average does the child spend on the following activities after coming back from school? (Fill where appropriate)

1.	Watching TV	_____ mins
2.	Playing (Physical activities)	_____ mins
3.	Household work/Helping parents	_____mins
4.	Labor/Economic activities	_____mins
5.	Homework	_____ mins
6.	Text book study	_____mins
7.	Extracurricular activities	_____mins
8.	Idle	_____mins
9.	Sleeping	_____**hours**
10.	Other Specify: _____	_____mins

18. What is the affiliation[20] level of the child with the school, teachers and his/her studies? (A general perception of the mother would be recorded)

1. Very high.....☐
2. High.....☐
3. Average..... ☐
4. Low.....☐
5. Very Low.....☐

Please record the mother's remarks in this regard (Urdu preferred)

_____

_____

_____

[20]The indicators may be how willingly and happily the child goes to school, how much dedicated and particular he/she is towards the homework and what are his/her remarks often about the teachers.

19. Does the student take home tuition? (if "No" then skip to question 24)

1. Yes.....☐ 19a. If "yes" how much monthly is paid? _____ Rs.
2. No.....☐

20. Does he/she take tuition from the same teacher who teaches him/her at the school?

1. Yes.....☐
2. No.....☐

21. What subjects he/she studies during tuition?

_____

22. Any suggestions/remarks/comments from the father. (Urdu preferred)

23. Any suggestions/remarks/comments from the mother. (Urdu preferred)

24. How much extra fee can you pay for making the services at school even better for your child?

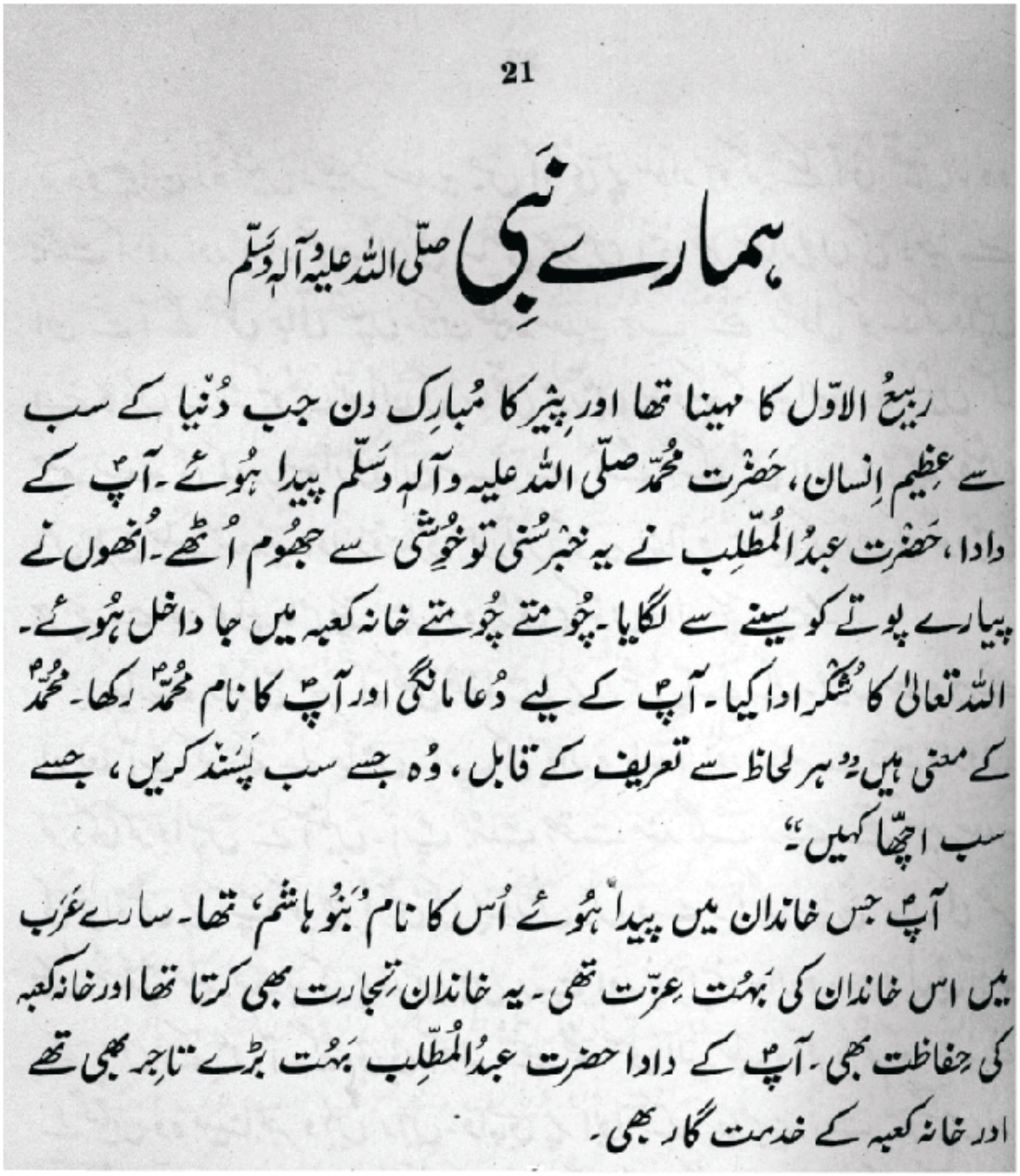
_____Rupees.

Any remarks: _____

_____

Annexure 6: Learning Assessment Test (Students)

Passage for reading and comprehension:



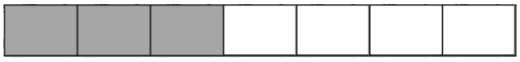
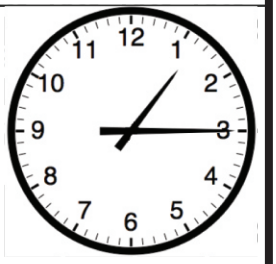
21

ہمارے نبیؐ صلی اللہ علیہ وآلہ وسلم

ربیعُ الاوّل کا مہینا تھا اور پیر کا مُبارک دن جب دُنیا کے سب سے عظیم اِنسان، حضرت محمّد صلّی اللہ علیہ وآلہ وسلّم پیدا ہُوئے۔ آپؐ کے دادا، حضرت عبدُالمُطّلب نے یہ خبر سُنی تو خوشی سے جھوم اُٹھے۔ اُنھوں نے پیارے پوتے کو سینے سے لگایا۔ چُومتے چُومتے خانہ کعبہ میں جا داخل ہُوئے۔ اللہ تعالیٰ کا شُکر ادا کیا۔ آپؐ کے لیے دُعا مانگی اور آپؐ کا نام محمّدؐ رکھا۔ محمّدؐ کے معنی ہیں "وہ ہر لحاظ سے تعریف کے قابل، وُہ جسے سب پسند کریں، جسے سب اچھّا کہیں"۔

آپؐ جس خاندان میں پیدا ہُوئے اُس کا نام "بنُو ہاشم" تھا۔ سارے عرب میں اس خاندان کی بہُت عزّت تھی۔ یہ خاندان تجارت بھی کرتا تھا اور خانہ کعبہ کی حفاظت بھی۔ آپؐ کے دادا حضرت عبدُالمُطّلب بہُت بڑے تاجر بھی تھے اور خانہ کعبہ کے خدمت گار بھی۔

Mathematics Test:

Add **1)** 21538 + 73251	**2)** 594871 + 763589
Subtract **3)** 43521 - 22311	**4)** 95831 - 64857
Multiply: **5)** 329 x 15	**6)** 432 x312
Write shaded area in fractions: **7)**  _____	**Divide:** **8)** 479 ÷ 7
Write the table of 7: **9)**	**Tell the time:** **10)**  _____

Annexure 7: Pakistan Social and Living Standard Measurement (Abstract

PSLM

Pakistan Social & Living Standards Measurement Survey

DROP-OUT RATES FOR THE COHORT AGED 15-19 YEARS - BY GENDER AND CLASS

GENDER AND CLASS	PERCENTAGE OF COHORT THAT LEFT SCHOOL BEFORE COMPLETING CLASS					
	2001 02 PIHS			2005 06 PSLM		
	URBAN	RURAL	OVERALL	URBAN	RURAL	OVERALL
BOYS:						
CLASS 1	0.9	1.1	1.0	0.2	0.7	0.4
CLASS 2	2.0	2.3	2.2	0.8	1.3	1.1
CLASS 3	4.4	5.5	5.1	2.4	4.0	3.7
CLASS 4	6.9	9.5	8.5	4.3	7.7	6.2
CLASS 5	10.1	14.2	12.7	7.5	12.1	10.0
CLASS 6	18.2	27.8	24.4	17.4	25.5	21.5
GIRLS:						
CLASS 1	0.2	0.5	0.3	0.3	0.3	0.2
CLASS 2	1.0	2.5	1.8	0.7	1.2	0.9
CLASS 3	2.1	6.9	4.6	2.3	4.6	3.3
CLASS 4	3.9	11.5	7.9	4.6	9.5	6.9
CLASS 5	7.0	17.7	12.6	7.6	15.3	11.0
CLASS 6	17.6	47.3	33.0	17.9	42.3	29.0
BOTH SEXES:						
CLASS 1	0.6	0.9	0.7	0.2	0.5	0.3
CLASS 2	1.5	2.4	2.0	0.8	1.3	1.0
CLASS 3	3.3	6.0	4.9	2.4	4.7	3.6
CLASS 4	5.4	10.2	8.3	4.5	8.6	6.4
CLASS 5	8.6	15.9	12.6	7.5	13.7	10.3
CLASS 6	17.9	34.9	28.9	18.0	31.5	24.5

NOTES:

1. The cohort is children 15 – 19 years old that have ever attended primary school. Taking this cohort to be 100 percent, the table shows the percentage of this cohort who dropped out of school before completing each class indicated. Those children in this cohort that are still attending school but have not completed primary school as yet, have been excluded from this table. The measure is cumulative, that is, for each class it shows the proportion that dropped out in that class or in a class below.

PSLM

Pakistan Social & Living Standards Measurement Survey

GIRLS' ENROLMENT AS PERCENTAGE OF TOTAL PRIMARY LEVEL ENROLMEN BY REGION AND PROVINCE

REGION AND PROVINCE	PERCENTAGE OF TOTAL PRIMARY LEVEL ENROLMENT					
	EXCLUDING KATCHI CLASS			INCLUDING KATCHI CLASS		
	1998-99	2001-02	2005-06	1998-99	2001-02	2005-06
URBAN AREAS:	**48**	**47**	**41**	**48**	**47**	**48**
Punjab	50	49	39	49	48	48
Sindh	46	47	44	47	47	50
NWFP	44	43	38	44	44	46
Balochistan	44	39	41	45	41	43
RURAL AREAS:	**39**	**39**	**36**	**40**	**39**	**43**
Punjab	42	42	38	43	43	46
Sindh	35	34	36	35	34	38
NWFP	35	34	33	35	34	40
Balochistan	31	30	33	32	31	33
OVERALL:	**42**	**41**	**38**	**43**	**42**	**45**
Punjab	44	44	38	45	45	46
Sindh	41	40	40	42	40	44
NWFP	37	36	34	37	36	41
Balochistan	33	32	35	34	33	37

NOTES:

1. Girls enrolled in primary level expressed as a percentage of the total number of children enrolled in primary level, both male and female.

HOUSEHOLD ANNUAL EXPENDITURE PER PUPIL ON EDUCATION - BY REGION AND LEVEL

REGION AND PROVINCE	MEAN ANNUAL EXPENDITURE IN RUPEES - 2005-06 PSLM								
	GOVERNMENT SCHOOLS			PRIVATE SCHOOLS			OVERALL		
	FEES	OTHER	TOTAL	FEES	OTHER	TOTAL	FEES	OTHER	TOTAL
URBAN AREAS:	**981**	**1429**	**2410**	**4036**	**2094**	**6129**	**2559**	**1772**	**4331**
Primary level	192	515	707	2931	1504	4434	1852	1115	2967
Middle level	311	967	1278	4544	2416	6960	2168	1603	3770
Secondary level	840	1638	2478	5873	3383	9256	3011	2391	5402
Higher level	3534	3806	7339	8596	4163	12759	5294	3930	9224
RURAL AREAS:	**258**	**735**	**993**	**2010**	**1486**	**3495**	**720**	**933**	**1654**
Primary level	46	369	416	1422	1046	2468	396	541	937
Middle level	177	908	1085	2632	1802	4434	771	1124	1895
Secondary level	436	1639	2075	3513	2412	5925	1272	1849	3121
Higher level	3416	4156	7572	3909	3295	7205	3625	3791	7416
OVERALL:	**479**	**947**	**1426**	**3159**	**1831**	**4989**	**1458**	**1270**	**2727**
Primary level	78	401	479	2262	1301	3563	898	739	1637
Middle level	226	929	1155	3746	2160	5906	1379	1332	2711
Secondary level	612	1639	2250	4956	3006	7962	2138	2119	4257
Higher level	3493	3928	7420	6603	3794	10397	4664	3877	8542

NOTES:

1. "Fees" include admission, tuition, registration, funds and examination fees. "Other" includes expenditure on uniforms, books and supplies, private tuition, transport, and other education-related expenses.
2. "Government" school includes all government schools offering education at the indicated level. "Private" school includes all private schools, deeni madrassa, NGO/Foundation sponsored schools and others offering education at the indicated level.
3. "Primary" includes classes 0 - 5, "Middle" includes classes 6 - 8, "Secondary" includes classes 9 - 10, and "Higher" includes class 11 and all other higher education codes reported.
4. Figures across rows may not add up because of rounding.

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ENROLMENTS IN GOVERNMENT SCHOOLS AS A PERCENTAGE OF TOTAL ENROLMENT AT PRIMARY LEVEL - BY PROVINCE AND QUINTILES

PROVINCE AND QUINTILE GROUP	URBAN AREAS			RURAL AREAS		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
PUNJAB:	**33**	**37**	**35**	**70**	**73**	**71**
1st Quintile	60	70	65	86	85	85
2nd Quintile	56	57	56	72	80	76
3rd Quintile	42	31	36	75	75	75
4th Quintile	23	28	25	56	64	60
5th Quintile	14	18	16	55	55	55
SINDH:	**41**	**41**	**41**	**92**	**88**	**90**
1st Quintile	88	82	85	99	98	98
2nd Quintile	69	67	68	93	94	93
3rd Quintile	44	42	43	87	84	86
4th Quintile	22	37	30	86	79	83
5th Quintile	11	11	11	65	49	57
NWFP:	**47**	**58**	**52**	**65**	**76**	**70**
1st Quintile	72	92	81	85	85	85
2nd Quintile	51	73	61	73	85	77
3rd Quintile	51	51	51	65	79	71
4th Quintile	43	56	49	50	64	56
5th Quintile	21	26	24	41	60	48
BALOCHISTAN:	**76**	**80**	**77**	**95**	**94**	**95**
1st Quintile	86	87	86	93	97	94
2nd Quintile	79	98	88	97	94	96
3rd Quintile	80	85	82	97	92	96
4th Quintile	73	60	68	94	94	94
5th Quintile	42	52	47	92	91	92
PAKISTAN:	**38**	**41**	**39**	**74**	**76**	**75**
1st Quintile	73	76	75	89	88	89
2nd Quintile	60	63	62	77	83	80
3rd Quintile	45	38	42	76	77	77
4th Quintile	25	33	29	59	66	62
5th Quintile	14	16	15	53	56	54

NOTES:
1. Quintiles: Quintiles are based on per capita consumption expenditure of 15453 households. For details on how the quintiles were derived, please refer to Appendix C.
2. The 1st quintile contains individuals with the lowest consumption level, whereas the 5th quintile contains individuals with the highest consumption level.
3. Children attending primary level in a government school expressed as a percentage of all children attending primary level (including katchi class) in the quintile indicated.

POPULATION THAT HAS EVER ATTENDED SCHOOL – BY REGION AND PROVINCE

REGION AND PROVINCE	PERCENTAGE OF THE POPULATION 10 YEARS AND OLDER								
	2001-02 PIHS			2004-05 PSLM			2005-06 PSLM		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
URBAN AREAS:	**78**	**61**	**69**	**80**	**63**	**72**	**80**	**64**	**72**
Punjab	78	64	71	81	67	74	82	67	75
Sindh	77	59	68	80	62	72	79	64	72
NWFP	79	47	63	80	49	65	78	49	63
Balochistan	73	38	57	74	41	59	73	38	57
RURAL AREAS:	**60**	**25**	**43**	**62**	**31**	**47**	**61**	**33**	**47**
Punjab	62	30	46	64	38	51	63	39	51
Sindh	54	16	36	57	18	39	55	19	38
NWFP	65	21	42	66	25	45	68	31	48
Balochistan	50	12	33	47	13	32	40	12	27
OVERALL:	**66**	**36**	**51**	**68**	**42**	**55**	**68**	**44**	**56**
Punjab	67	41	54	69	47	58	70	49	59
Sindh	64	34	49	69	41	56	68	43	56
NWFP	67	25	45	69	29	48	70	33	51
Balochistan	54	17	37	52	18	37	48	18	34

NOTES:
1. Population aged 10 years and older that has ever attended school expressed as a percentage of the total population aged 10 years and older.
2. Attended school: For the 1995-96, 1998-99 and 2001-02, PIHS, all those individuals who have ever attended school (either currently attending, or attended in the past) were taken to have attended school.

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REASONS FOR LEAVING SCHOOL BEFORE COMPLETING PRIMARY 10-18 YEARS – BY PROVINCE

PROVINCE AND REASON	PERCENTAGE OF CASES, REASON WAS CITED 2005-06 PSLM					
	BOYS			GIRLS		
	URBAN	RURAL	OVERALL	URBAN	RURAL	OVERALL
PUNJAB:						
1Parents didn't allow	2	5	4	12	13	13
Too expensive	28	13	18	24	18	20
Too far	2	2	2	1	6	5
Education not useful	0	0	0	0	0	0
Had to help at work	9	13	11	1	4	3
Had to help at home	4	2	3	11	17	16
Completed desired education	0	1	1	0	0	0
Child not willing	41	49	46	33	28	29
Other	15	16	15	18	13	14
SINDH:						
Parents didn't allow	5	3	3	25	22	23
Too expensive	22	17	19	1	8	5
Too far	0	6	3	0	3	2
Education not useful	1	1	1	0	2	1
Had to help at work	8	18	13	7	1	3
Had to help at home	3	3	3	10	5	7
Completed desired education	3	0	1	0	0	0
Child not willing	35	43	39	36	31	33
Other	23	10	16	20	28	25
NWFP:						
Parents didn't allow	7	7	7	34	33	33
Too expensive	19	18	18	6	9	8
Too far	8	2	3	3	5	5
Education not useful	0	1	1	1	1	1
Had to help at work	15	15	15	0	2	1
Had to help at home	1	1	1	1	12	10
Completed desired education	0	0	0	0	0	0
Child not willing	32	39	38	41	25	28
Other	18	16	16	14	14	14
BALOCHISTAN:						
Parents didn't allow	11	0	3	17	57	41
Too expensive	27	11	16	4	3	3
Too far	0	0	0	0	0	0
Education not useful	0	11	7	0	0	0
Had to help at work	0	13	9	0	0	0
Had to help at home	0	7	5	25	18	21
Completed desired education	0	1	1	2	0	1
Child not willing	44	39	41	42	13	25
Other	18	18	18	10	9	9
OVERALL PAKISTAN:						
Parents didn't allow	3	5	4	18	19	19
Too expensive	26	14	18	16	14	15
Too far	2	3	2	1	5	4
Education not useful	0	1	1	0	1	0
Had to help at work	9	14	12	2	3	3
Had to help at home	3	2	3	11	14	13
Completed desired education	1	0	1	0	0	0
Child not willing	39	46	44	35	28	30
Other	17	15	16	18	16	16

NOTES:

1. Children aged 10 - 18 years that cited the reason indicated for leaving school expressed as a percentage of all children aged 10 -18 years that left school before completing primary level.
2. Reasons for leaving school before completing primary level: "Other" includes 'Poor teaching/behaviour', 'No female staff', 'No male staff', 'Child sick/handicapped', 'Child too young', 'Lack of documents', 'Marriage', 'Service', and 'Other'.

PRIMARY LEVEL ENROLMENT IN PRIVATE SCHOOLS - BY PROVINCE AND QUINTILES

PROVINCE AND QUINTILE GROUP	URBAN AREAS			RURAL AREAS		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
PUNJAB:	**65**	**62**	**64**	**28**	**26**	**27**
1st Quintile	39	30	34	13	17	14
2nd Quintile	43	42	43	26	20	23
3rd Quintile	57	67	63	23	24	24
4th Quintile	75	70	73	43	35	39
5th Quintile	84	80	83	44	45	44
SINDH:	**57**	**57**	**57**	**8**	**12**	**10**
1st Quintile	12	13	12	1	1	1
2nd Quintile	30	32	31	7	5	6
3rd Quintile	53	56	55	12	16	14
4th Quintile	77	62	69	14	21	17
5th Quintile	86	87	87	35	51	43
NWFP:	**51**	**38**	**45**	**33**	**20**	**28**
1st Quintile	26	7	17	12	9	11
2nd Quintile	45	24	35	25	12	20
3rd Quintile	59	48	48	34	16	27
4th Quintile	55	40	48	49	29	40
5th Quintile	77	67	72	59	40	51
BALOCHISTAN:	**23**	**17**	**21**	**3**	**3**	**3**
1st Quintile	13	8	11	2	1	2
2nd Quintile	20	2	12	2	3	2
3rd Quintile	18	15	17	2	3	3
4th Quintile	27	30	28	5	2	4
5th Quintile	56	42	49	8	9	8
PAKISTAN:	**60**	**57**	**59**	**25**	**22**	**24**
1st Quintile	26	21	24	10	10	10
2nd Quintile	38	36	37	21	15	19
3rd Quintile	53	60	57	23	21	22
4th Quintile	73	65	69	40	32	37
5th Quintile	84	81	83	46	43	45

NOTES:

1. Quintiles: Quintiles are based on per capita consumption expenditure of 15453 households. For details on how the quintiles were derived, please refer to Appendix C.
2. The 1st quintile contains individuals with the lowest consumption level, whereas the 5th quintile contains individuals with the highest consumption level.
3. Children attending primary level in a private school expressed as a percentage of all children attending primary level in the quintile indicated. Only private, for-profit schools are included in this measure; children enrolled in NGO schools, deeni madrassa and other non-government schools are excluded from the numerator. Enrolment in katchi class is included.

Annexure 8: Pakistan Social and Living Standard Measurement (Abstract)

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DROP-OUT RATES FOR THE COHORT AGED 15-19 YEARS - BY GENDER AND CLASS

GENDER AND CLASS	PERCENTAGE OF COHORT THAT LEFT SCHOOL BEFORE COMPLETING CLASS					
	2001-02 PIHS			2005-06 PSLM		
	URBAN	RURAL	OVERALL	URBAN	RURAL	OVERALL
BOYS:						
CLASS 1	0.9	1.1	1.0	0.2	0.7	0.4
CLASS 2	2.0	2.3	2.2	0.8	1.3	1.1
CLASS 3	4.4	5.5	5.1	2.4	4.8	3.7
CLASS 4	6.9	9.5	8.5	4.3	7.7	6.2
CLASS 5	10.1	14.2	12.7	7.5	12.1	10.0
CLASS 6	18.2	27.9	24.4	17.4	25.0	21.5
GIRLS:						
CLASS 1	0.2	0.5	0.3	0.2	0.3	0.2
CLASS 2	1.0	2.5	1.8	0.7	1.2	0.9
CLASS 3	2.1	6.9	4.6	2.3	4.6	3.3
CLASS 4	3.9	11.5	7.9	4.8	9.5	6.9
CLASS 5	7.0	17.7	12.6	7.6	15.0	11.0
CLASS 6	17.6	47.3	33.0	17.9	42.0	29.0
BOTH SEXES:						
CLASS 1	0.6	0.9	0.7	0.2	0.5	0.3
CLASS 2	1.5	2.4	2.0	0.8	1.3	1.0
CLASS 3	3.3	6.0	4.9	2.4	4.7	3.6
CLASS 4	5.4	10.2	8.3	4.5	8.4	6.4
CLASS 5	8.6	15.5	12.6	7.5	13.2	10.3
CLASS 6	17.9	34.9	27.9	18.0	31.5	24.5

NOTES:

1. The cohort is children 15 – 19 years old that have ever attended primary school. Taking this cohort to be 100 percent, the table shows the percentage of this cohort who dropped out of school before completing each class indicated. Those children in this cohort that are still attending school but have not completed primary school as yet, have been excluded from this table. The measure is cumulative, that is, for each class it shows the proportion that dropped out in that class or in a class below.

GIRLS' ENROLMENT AS PERCENTAGE OF TOTAL PRIMARY LEVEL ENROLMEN BY REGION AND PROVINCE

REGION AND PROVINCE	PERCENTAGE OF TOTAL PRIMARY LEVEL ENROLMENT					
	EXCLUDING KATCHI CLASS			INCLUDING KATCHI CLASS		
	1998-99	2001-02	2005-06	1998-99	2001-02	2005-06
URBAN AREAS:	**48**	**47**	**41**	**48**	**47**	**48**
Punjab	50	49	39	49	48	48
Sindh	46	47	44	47	47	50
NWFP	44	43	38	44	44	46
Balochistan	44	39	41	45	41	43
RURAL AREAS:	**39**	**39**	**36**	**40**	**39**	**43**
Punjab	42	42	38	43	43	46
Sindh	35	34	36	35	34	38
NWFP	35	34	33	35	34	40
Balochistan	31	30	33	32	31	33
OVERALL:	**42**	**41**	**38**	**43**	**42**	**45**
Punjab	44	44	38	45	45	46
Sindh	41	40	40	42	40	44
NWFP	37	36	34	37	36	41
Balochistan	33	32	35	34	33	37

NOTES:
1. Girls enrolled in primary level expressed as a percentage of the total number of children enrolled in primary level, both male and female.

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HOUSEHOLD ANNUAL EXPENDITURE PER PUPIL ON EDUCATION - BY REGION AND LEVEL

REGION AND PROVINCE	MEAN ANNUAL EXPENDITURE IN RUPEES - 2005-06 PSLM								
	GOVERNMENT SCHOOLS			PRIVATE SCHOOLS			OVERALL		
	FEES	OTHER	TOTAL	FEES	OTHER	TOTAL	FEES	OTHER	TOTAL
URBAN AREAS:	**981**	**1429**	**2410**	**4036**	**2094**	**6129**	**2559**	**1772**	**4331**
Primary level	192	515	707	2931	1504	4434	1852	1115	2967
Middle level	311	967	1278	4544	2416	6960	2168	1603	3770
Secondary level	840	1638	2478	5873	3383	9256	3011	2391	5402
Higher level	3534	3806	7339	8596	4163	12759	5294	3930	9224
RURAL AREAS:	**258**	**735**	**993**	**2010**	**1486**	**3495**	**720**	**933**	**1654**
Primary level	46	369	416	1422	1046	2468	396	541	937
Middle level	177	908	1085	2632	1802	4434	771	1124	1895
Secondary level	436	1639	2075	3513	2412	5925	1272	1849	3121
Higher level	3416	4156	7572	3909	3295	7205	3625	3791	7416
OVERALL:	**479**	**947**	**1426**	**3159**	**1831**	**4989**	**1458**	**1270**	**2727**
Primary level	78	401	479	2262	1301	3563	898	739	1637
Middle level	226	929	1155	3746	2160	5906	1379	1332	2711
Secondary level	612	1639	2250	4956	3006	7962	2138	2119	4257
Higher level	3493	3928	7420	6603	3794	10397	4664	3877	8542

NOTES:
1. "Fees" include admission, tuition, registration, funds and examination fees. "Other" includes expenditure on uniforms, books and supplies, private tuition, transport, and other education-related expenses.
2. "Government" school includes all government schools offering education at the indicated level. "Private" school includes all private schools, deeni madrassa, NGO/Foundation sponsored schools and others offering education at the indicated level.
3. "Primary" includes classes 0 - 5, "Middle" includes classes 6 - 8, "Secondary" includes classes 9 - 10, and "Higher" includes class 11 and all other higher education codes reported.
4. Figures across rows may not add up because of rounding.

ENROLMENTS IN GOVERNMENT SCHOOLS AS A PERCENTAGE OF TOTAL ENROLMENT AT PRIMARY LEVEL - BY PROVINCE AND QUINTILES

PROVINCE AND QUINTILE GROUP	URBAN AREAS			RURAL AREAS		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
PUNJAB:	**33**	**37**	**35**	**70**	**73**	**71**
1st Quintile	60	70	65	86	85	85
2nd Quintile	56	57	56	72	80	76
3rd Quintile	42	31	36	75	75	75
4th Quintile	23	28	25	56	64	60
5th Quintile	14	18	16	55	55	55
SINDH:	**41**	**41**	**41**	**92**	**88**	**90**
1st Quintile	88	82	85	99	98	98
2nd Quintile	69	67	68	93	94	93
3rd Quintile	44	42	43	87	84	86
4th Quintile	22	37	30	86	79	83
5th Quintile	11	11	11	65	49	57
NWFP:	**47**	**58**	**52**	**65**	**76**	**70**
1st Quintile	72	92	81	85	85	85
2nd Quintile	51	73	61	73	85	77
3rd Quintile	51	51	51	65	79	71
4th Quintile	43	56	49	50	64	56
5th Quintile	21	26	24	41	60	48
BALOCHISTAN:	**76**	**80**	**77**	**95**	**94**	**95**
1st Quintile	86	87	86	93	97	94
2nd Quintile	79	98	88	97	94	96
3rd Quintile	80	85	82	97	92	96
4th Quintile	73	60	68	94	94	94
5th Quintile	42	52	47	92	91	92
PAKISTAN:	**38**	**41**	**39**	**74**	**76**	**75**
1st Quintile	73	76	75	89	88	89
2nd Quintile	60	63	62	77	83	80
3rd Quintile	45	38	42	76	77	77
4th Quintile	25	33	29	59	66	62
5th Quintile	14	16	15	53	56	54

NOTES:

1. Quintiles: Quintiles are based on per capita consumption expenditure of 15453 households. For details on how the quintiles were derived, please refer to Appendix C.
2. The 1st quintile contains individuals with the lowest consumption level, whereas the 5th quintile contains individuals with the highest consumption level.
3. Children attending primary level in a government school expressed as a percentage of all children attending primary level (including katchi class) in the quintile indicated.

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POPULATION THAT HAS EVER ATTENDED SCHOOL – BY REGION AND PROVINCE

REGION AND PROVINCE	PERCENTAGE OF THE POPULATION 10 YEARS AND OLDER								
	2001-02 PIHS			2004-05 PSLM			2005-06 PSLM		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
URBAN AREAS:	**78**	**61**	**69**	**80**	**63**	**72**	**80**	**64**	**72**
Punjab	78	64	71	81	67	74	82	67	75
Sindh	77	59	68	80	62	72	79	64	72
NWFP	79	47	63	80	49	65	78	49	63
Balochistan	73	38	57	74	41	59	73	38	57
RURAL AREAS:	**60**	**25**	**43**	**62**	**31**	**47**	**61**	**33**	**47**
Punjab	62	30	46	64	38	51	63	39	51
Sindh	54	16	36	57	18	39	55	19	38
NWFP	65	21	42	66	25	45	68	31	48
Balochistan	50	12	33	47	13	32	40	12	27
OVERALL:	**66**	**36**	**51**	**68**	**42**	**55**	**68**	**44**	**56**
Punjab	67	41	54	69	47	58	70	49	59
Sindh	64	34	49	69	41	56	68	43	56
NWFP	67	25	45	69	29	48	70	33	51
Balochistan	54	17	37	52	18	37	48	18	34

NOTES:

1. Population aged 10 years and older that has ever attended school expressed as a percentage of the total population aged 10 years and older.
2. Attended school: For the 1995-96, 1998-99 and 2001-02, PIHS, all those individuals who have ever attended school (either currently attending, or attended in the past) were taken to have attended school.

REASONS FOR LEAVING SCHOOL BEFORE COMPLETING PRIMARY 10-18 YEARS – BY PROVINCE

PROVINCE AND REASON	PERCENTAGE OF CASES, REASON WAS CITED 2005-06 PSLM					
	BOYS			GIRLS		
	URBAN	RURAL	OVERALL	URBAN	RURAL	OVERALL
PUNJAB:						
1Parents didn't allow	2	5	4	12	13	13
Too expensive	28	13	18	24	18	20
Too far	2	2	2	1	6	5
Education not useful	0	0	0	0	0	0
Had to help at work	9	13	11	1	4	3
Had to help at home	4	2	3	11	17	16
Completed desired education	0	1	1	0	0	0
Child not willing	41	49	46	33	28	29
Other	15	16	15	18	13	14
SINDH:						
Parents didn't allow	5	3	3	25	22	23
Too expensive	22	17	19	1	8	5
Too far	0	6	3	0	3	2
Education not useful	1	1	1	0	2	1
Had to help at work	8	18	13	7	1	3
Had to help at home	3	3	3	10	5	7
Completed desired education	3	0	1	0	0	0
Child not willing	35	43	39	36	31	33
Other	23	10	16	20	28	25
NWFP:						
Parents didn't allow	7	7	7	34	33	33
Too expensive	19	18	18	6	9	8
Too far	8	2	3	3	5	5
Education not useful	0	1	1	1	1	1
Had to help at work	15	15	15	0	2	1
Had to help at home	1	1	1	1	12	10
Completed desired education	0	0	0	0	0	0
Child not willing	32	39	38	41	25	28
Other	18	16	16	14	14	14
BALOCHISTAN:						
Parents didn't allow	11	0	3	17	57	41
Too expensive	27	11	16	4	3	3
Too far	0	0	0	0	0	0
Education not useful	0	11	7	0	0	0
Had to help at work	0	13	9	0	0	0
Had to help at home	0	7	5	25	18	21
Completed desired education	0	1	1	2	0	1
Child not willing	44	39	41	42	13	25
Other	18	18	18	10	9	9
OVERALL PAKISTAN:						
Parents didn't allow	3	5	4	18	19	19
Too expensive	26	14	18	16	14	15
Too far	2	3	2	1	5	4
Education not useful	0	1	1	0	1	0
Had to help at work	9	14	12	2	3	3
Had to help at home	3	2	3	11	14	13
Completed desired education	1	0	1	0	0	0
Child not willing	39	46	44	35	28	30
Other	17	15	16	18	16	16

NOTES:

1. Children aged 10 - 18 years that cited the reason indicated for leaving school expressed as a percentage of all children aged 10 -18 years that left school before completing primary level.
2. Reasons for leaving school before completing primary level: "Other" includes 'Poor teaching/behaviour', 'No female staff', 'No male staff', 'Child sick/handicapped', 'Child too young', 'Lack of documents', 'Marriage', 'Service', and 'Other'.

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PRIMARY LEVEL ENROLMENT IN PRIVATE SCHOOLS - BY PROVINCE AND QUINTILES

PROVINCE AND QUINTILE GROUP	URBAN AREAS			RURAL AREAS		
	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
PUNJAB:	65	62	64	28	26	27
1st Quintile	39	30	34	13	17	14
2nd Quintile	43	42	43	26	20	23
3rd Quintile	57	67	63	23	24	24
4th Quintile	75	70	73	43	35	39
5th Quintile	84	80	83	44	45	44
SINDH:	57	57	57	8	12	10
1st Quintile	12	13	12	1	1	1
2nd Quintile	30	32	31	7	5	6
3rd Quintile	53	56	55	12	16	14
4th Quintile	77	62	69	14	21	17
5th Quintile	86	87	87	35	51	43
NWFP:	51	38	45	33	20	28
1st Quintile	26	7	17	12	9	11
2nd Quintile	45	24	35	25	12	20
3rd Quintile	59	48	48	34	16	27
4th Quintile	55	40	48	49	29	40
5th Quintile	77	67	72	59	40	51
BALOCHISTAN:	23	17	21	3	3	3
1st Quintile	13	8	11	2	1	2
2nd Quintile	20	2	12	2	3	2
3rd Quintile	18	15	17	2	3	3
4th Quintile	27	30	28	5	2	4
5th Quintile	56	42	49	8	9	8
PAKISTAN:	60	57	59	25	22	24
1st Quintile	26	21	24	10	10	10
2nd Quintile	38	36	37	21	15	19
3rd Quintile	53	60	57	23	21	22
4th Quintile	73	65	69	40	32	37
5th Quintile	84	81	83	46	43	45

NOTES:

1. Quintiles: Quintiles are based on per capita consumption expenditure of 15453 households. For details on how the quintiles were derived, please refer to Appendix C.
2. The 1st quintile contains individuals with the lowest consumption level, whereas the 5th quintile contains individuals with the highest consumption level.
3. Children attending primary level in a private school expressed as a percentage of all children attending primary level in the quintile indicated. Only private, for-profit schools are included in this measure; children enrolled in NGO schools, deeni madrassa and other non-government schools are excluded from the numerator. Enrolment in katchi class is included.

Annex 9: PPAF Partner Organizations (Education)

Sr	Partner Organization		Mailing Address	District Outreach
1	Sindh Agriculture and Forestry Workers Coordinating Organization	SAFWCO	H#C-415/416,opposite Beacon House Public school,Behind Asad Paradise,Qasim Abad Hyderabad	Sanghar, Matiari
2	Community Motivation Development Organization	CMDO	H# 40-C, Sahibzada Abdul Qayyum Road, Karakul lane, University Town, Peshawar Cantt.	Khyber Agency
3	National Rural Support Program	NRSP	46,Agha Khan Road,Sector F 6/4 Islamabad.	Rahim Yar Khan, Bahawalpur, Khushab, Bhakkar, Rawalpindi, Attock
4	SOS Rural Support Program	SOS	Sutleg Resource Centre Kassur,near WAPDA Office, Defense Colony Khem Karan Road, Kassur	Kasur
5	Mountain & Glacier Protection Organization	MGPO	House # 127/B, Street # 60, I-8/3, Islamabad	Muzzaffarabad, Mansehra
6	Badin Rural Development Society	BRDS	BRDS near Ahmad CNG Station, Karachi Road, Badin	Badin
7	Narowal Rural Development Program	NRDP	Chowk Jassar Bypass, Circular Road, Narowal	Narowal
8	Marvi Rural Development Organization	MRDO	Village Muhammad Arab Solangi, P.O Kumb, District Khairpur (Mir's), Sindh.	Kkairpur
9	Agha Khan Planning & Building Services	AKPBS	Plot # 310-311, 3rd Floor, Kassam Court, BC-9, Block 5, Clifton, Karachi	Thatha
10	Taraqee Foundation	TF	House # 3,Arbab Town Samungli Road, Quetta	Bolan, Jhal Magsi
11	Community Uplift program	CUP	12-A,Street 28,F8/1 Islamabad	Bannu, Lakki Marwat
12	Indus Resource Centre	IRC	2-B,Plot #13 -C,37th Commercial Street,Tauheed Commercial Area - DHA (V) Karachi.	Jamshoro, Khairpur

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