TRANSPARENCY INTERNATIONAL - PAKISTAN

Citizen Report Card Study
Education Sector
Jacobabad – Sindh

Foreword

I have great satisfaction in introducing the Citizens Report Card Study on the education in District Jacobabad, Sindh.

TI Pakistan undertook this research to report the strengths and weaknesses in the education sector of Sindh. The objective of the study is to provide the Sindh government with an external review of the services offered to the general public with recommendations to address the gaps to provide relief to the citizens of the province. Besides the government, this research will be disseminated amongst the civil society organizations, academia, media, public and other stakeholders.. It is hoped that the Sindh Government will utilize this report to improve the performance of the education services at the district level to improve the facilities provided to the general public.

This research has been made possible due to a grant from Transparency International Secretariat.

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Acknowledgements

Disclaimer

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Transparency International (TI) is the civil society organization leading the global fight against corruption. Through close to 100 chapters worldwide and an international secretariat in Berlin, Germany, TI raises awareness of the damaging effects of corruption and works with partners in government, business and civil society to develop and implement effective measures to tackle it.

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About Transparency International Pakistan

Transparency International Pakistan (TI Pakistan) is the National chapter of Transparency International, established in 2002 with the main aim to strengthen the global value system by making transparency and accountability more relevant public norms. Working in collaboration with other stakeholders and departments, TI Pakistan regularly publishes research papers, reform proposals, and manuals with the aim of disseminating information to all stakeholders, and also conducts capacity building workshops.

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List of Acronyms

CRC   Citizen Report Card
DSP   Differential Stipends Policy
FGD   Focus group discussion
RSU   Reform Support Unit
SSP   Standard Stipends Policy
TI   Transparency International

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1. Introduction

This report is a Citizen Report Card study which was conducted to evaluate education services provided in district Jacobabad, Sindh. The data of this quantitative study was taken from the users who experienced the services and was not based on mere perception. The study explored various aspects of the education service and recommended improvements in the end.

1.1 Background

The attainment of education enables people to communicate, collaborate, and interact within the social, economic, political, and cultural domains of daily life. On March 2, 1941, in his presidential address at the conference of the Punjab Muslim Student Federation, the founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah emphasized the importance of education: *"When you have got that light of knowledge by means of education and when you have made yourselves strong economically and industrially, then you have got to prepare yourselves for your defence — defence against external aggression and to maintain internal security."* In numerous other speeches, Quaid-e-Azam urged the nation to acquire knowledge in order to become a competitive and prosperous nation. Education was the Quaid's priority and he wanted subsequent governments and policy making institutes to treat it with the utmost importance.

Since independence, education did not seem to be a priority for successive governments in Pakistan. Throughout, it had been neglected by the policy makers which consequently has taken the standard of education in Pakistan to its lowest ebb. With a literacy rate of 58pc, Pakistan's current expenditure on education is the lowest in South Asia[1]. Although it has improved from 35pc 1990-91, it is far behind from the targets of the Millennium Development Goals (MDG), which stands at 88pc[2].
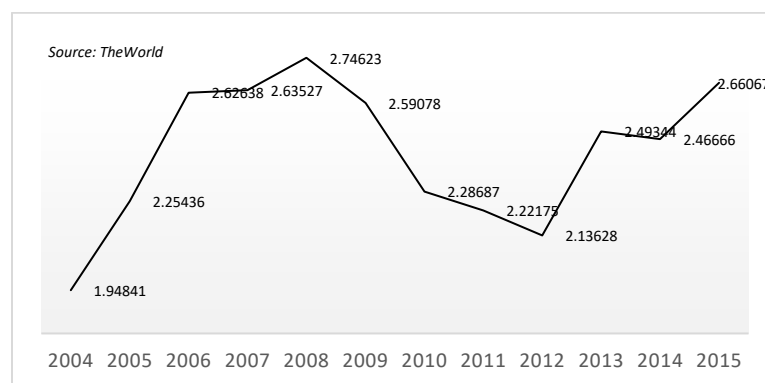
Figure 1. 1 Government expenditure on education, total (% of GDP)

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[1] Public Financing of Education in Pakistan and Agenda for Education Budget 2016-17

[2] https://www.dawn.com/news/1254909

Since 2004, the average spending on education as a percentage of GDP has been 2.42 percent[3]. Surprisingly, It is lower than even several developing African countries' standard like Botswana(9.49pc), Ghana(8.14pc), Congo(6.22pc), Kenya(5.51pc), and Ethiopia(4.65pc) [4] . According to a report of Alif Ailan in 2012-13, the government had spent only 50pc of its total allocated budget for education[5]. The education budget is already considered very low compared to the challenges a developing country such as Pakistan confronts but, if this low budget is not spent in its entirety, we could only hope against hope that our education system would be improved and could meet the Millennium Development Goals (MDGs) and Education for All (EFA) global commitments for the promotion of literacy in Pakistan. The MDGs had laid down two goals for the education sector. Goal 2 aimed at achieving Universal Primary Education (UPE) by 2015 in which every child has complete primary education regardless of gender. The statistics in 2014 showed an increase[6] in enrollment, but could not achieve the MDGs target[7].
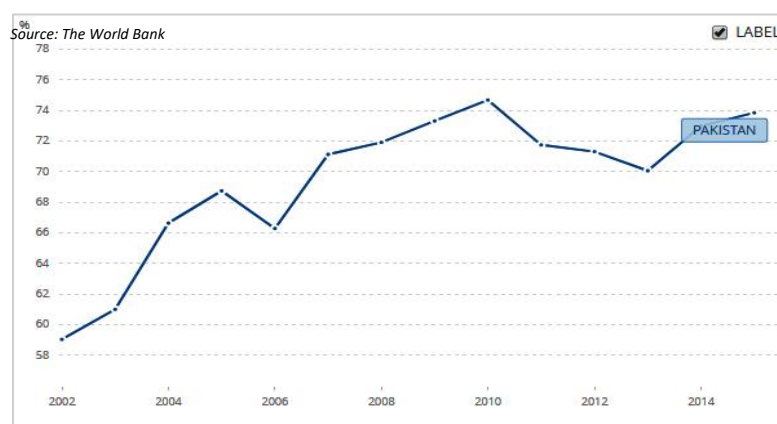
Figure 1. 2 School enrollment, primary (%)

The Goal 3 is about Promoting Gender Equality and Women Empowerment by eliminating gender difference in all levels of education by 2015. Comparing the attainment of education between males and females, there is a stark inequality between literacy rates. The national literacy rate of males was 71% while that of females was 48% in 2012-13. Provinces reported the same gender disparity. Punjab male literacy rate was 71% while for females, it was 54%. In Sindh, male literacy rate was 72% and female 47%, in KPK male 70% and females 35%, while in Balochistan male 62% and female 23%.[8]

According to the Constitution of Pakistan, the government shall provide free and compulsory education to all children between the age of 5 and16 years in order to enhance the literacy rate of the country. Before the 18th amendment, education was a federal issue, but it has now been

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[3]http://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS?end=2015&locations=PK&start=2001&view=chart

[4] https://en.actualitix.com/country/wld/expenditure-on-education-in-the-world.php

[5] http://www.alifailaan.pk/50pc_education_budget_unused

[6] http://data.worldbank.org/indicator/SE.PRM.NENR

[7]<iframesrc="http://data.worldbank.org/share/widget?end=2015&indicators=SE.PRM.NENR&locations=PK&start=2002 &type=points&view=chart" width='450' height='300' frameBorder='0' scrolling="no" ></iframe>

[8] http://nation.com.pk/letters/05-Aug-2016/female-literacy-rate

transferred towards provincial autonomy.[9] It is the responsibility of the provincial government to focus on education and fulfill the constitutional obligation towards its citizens[10]. However, a review of the education system of Pakistan suggests that problems of access, quality, infrastructure and inequality of opportunity, remains endemic and little has changed in Pakistan's schools since the 18th amendment.[11] So far, among the provinces, Punjab primary enrolment rate is 62%, Sindh has 52% enrollment rate, Khyber Pakhtunkhwa (KPK) has 54%, and in Balochistan, it is 45%[12].

Infrastructure also plays a vital role in defining the quality of education. Considering the deplorable situation of Jacobabad where the study was conducted, less than 50% of schools in Jacobabad have boundary walls[13]. Karachi West and Karachi Korangi are the top districts with 93.66% and 92.55% boundary wall facility, less than 50% schools in Jacobabad have washrooms[14] and 20% - 39% schools have electricity[15]. Research shows that quality infrastructure is a strong predictor in defining the behavior and education performance of children. Some believe that physical condition of schools is a secondary priority to learning outcomes: however, empirical results show a different picture. Good classrooms along with space equipped with learning materials is critical for students to achieve the expected academic results[16]. Countries like USA spending specifically on building school infrastructure. Their research institutes have concluded that building school facilities in not only important but, it can help kick start the economy.[17]

Source: www.oecd.org/publishing/corrigenda
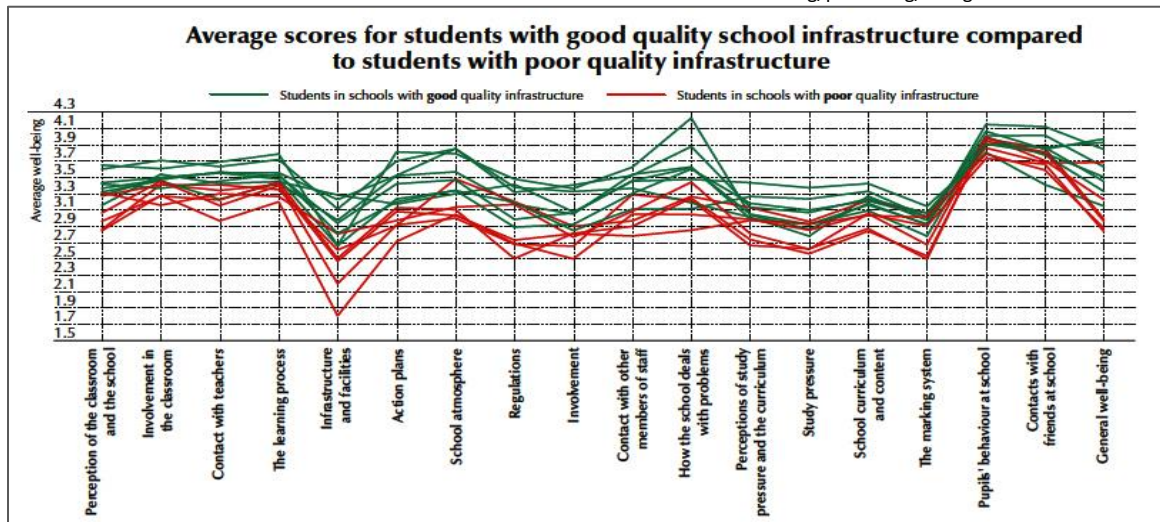
Figure 1. 3 Impact of Good vs. Poor Infrastructure

[9] http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/

[10] https://www.dawn.com/news/570524

[11] http://fp.brecorder.com/2016/05/2016050342447/

[12] http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/

[13] Sindh Education Profile (2016-17), P.40

[14] Sindh Education Profile (2016-17), P.39

[15] Sindh Education Profile (2016-17), P.38

[16] https://www.caf.com/en/currently/news/2016/10/the-importance-of-having-a-good-school-infrastructure/

[17] https://www.usnews.com/opinion/knowledge-bank/2015/06/03/better-school-infrastructure-can-boost-student-learning

According to the researchers of the University of Antwerp, there was a stark contrast in satisfaction levels among students attending schools with good quality infrastructure as compared to those in schools with poor infrastructure[18]. Numerous published studies are examining the relationship between school resources and education outcomes in developing countries. A school with good infrastructure is more likely to improve the interest of students and teachers in learning and improving their performance. According to a study conducted by Crampton (2009), Department of Administrative Leadership, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin, USA, 55.8 and 77.2 percent variation was observed (R^2=coefficient of determination) in student achievement if an investment was made in human, social, and physical capital accounts.[19]

Not many research studies have been conducted in Pakistan to gauge the quality of infrastructure, teacher recruitment, and training, increasing parental engagement and curriculum development[20]; however according to Alif Ailaan, Pakistan had a low score of 60.17 in 2016, compared to 62.22 in 2015 when measuring school infrastructure[21].

Since the objective of this study is to explore the condition of the education services provided in Sindh, particularly in district Jacobabad, the rest of the report will focus on the aspects related to the subject.
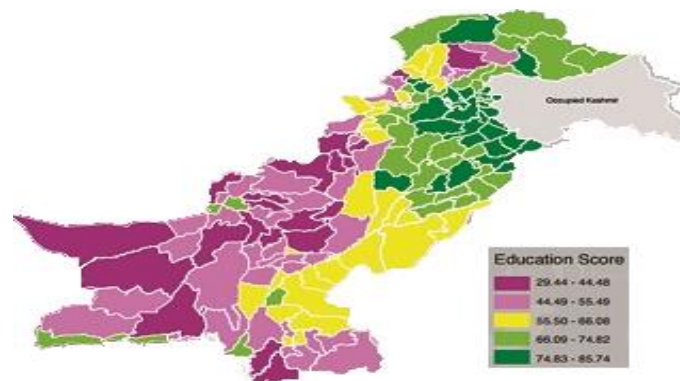
Figure 1. 5 District Education Ranking 2016, Source: Alif Ailaan and SDPI

The province, which was the first to pass a free and compulsory education law for the people of its province in Pakistan, is still far behind in education as compared to other provinces, particularly Punjab[22]. Sindh has a large population, significantly contributing to the country's

[18] www.oecd.org/publishing/corrigenda

[19] http://www.emeraldinsight.com/doi/abs/10.1108/09578230910955755   *Figure 1. 4 Boys Primary school in Thul, Jacobabad*

[20] http://www.pk.undp.org/content/pakistan/en/home/library/hiv_aids/development-advocate-pakistan--volume-1-issue-2/analysis--school-facilities-and-education-outcomes--a-preliminar.html

[21] http://educationist.com.pk/pakistan-down-in-school-infrastructure-district-education-ranking-2016-by-alif-ailaan-and-sdpi/

[22] http://www.newslens.pk/education-system-in-sindh-remains-broken-due-to-lack-of-political-will/

economy. Historically, its contribution to Pakistan's GDP has been between 30% to 32.7% whereas Its share in the service sector ranges from 21% to 27.8% and in the agriculture sector from 21.4% to 27.7%. Performance wise, its best sector is manufacturing which has a share between 36.7 - 46.5%.[23] Despite these statistics, the standard of education provided by the government is questionable. Many believe that the deplorable state of education in the province is due to mismanagement, corruption and lack of political will inspite of the government's claim of spending a hefty 22 percent on education.[24] The increasing public awareness due to the advocacy of civil society organizations is keeping the pressure on the government to improve the state of education in Sindh. Increasing enrollment is an encouraging sign in the province, but, there is still a long way to go to improve the quality of the education attained.[25] According to a research report, compared to Punjab and Khyber-Pakhtunkhwa, Sindh and Balochistan have the worst enrollment rates, school infrastructure, retention rates and students' learning outcomes[26]. Moreover, there are many teachers who are not qualified to teach but, have been allowed to teach anyway In a meeting with a senior public official, it was claimed that 80pc of the teachers in Sindh are not qualified. If this is the state of the quality of our teachers, what can one expect from the students? Therefore, it is no wonder
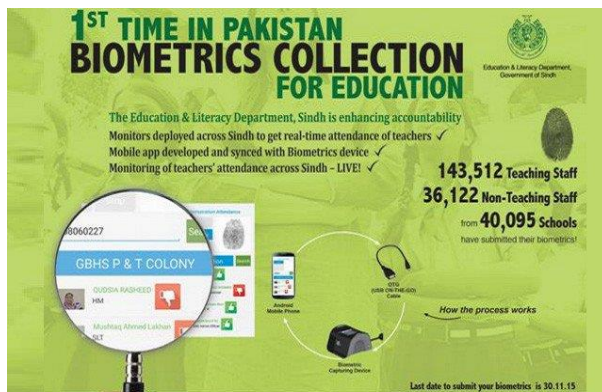
Figure 1. 6 Biometric Technology in Education

that 41 percent of the enrolled students drop out before finishing their primary education while 24 million children are simply out of schools.[27] Apart from increasing drop out rates , another problem is the number of non-functional schools and ghost teachers who are taking their salaries at the expense of the tax payer. Due to mismanagement, these numbers are increasing and are alarming. Nearly 6,000 schools were not functioning, and around 40,000 "ghost" teachers are taking salaries despite their negligence of duty.[28] Safe drinking water is a major problem in the country; therefore it comes as no surprise that there are around 10,000 schools in Sindh which lack safe drinking water. Many schools in rural areas do not provide washrooms, proper classrooms, and compound walls.[29] Girls, whose enrollment rates are already less than boys, face more difficulties in these conditions.

According to a study, schools in Sindh has 67 percent attendance rates while other provinces observe it around 80 percent.[30] Furthermore, the standard of education in these government

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[23] Provincial Accounts of Pakistan: Methodology and Estimates 1973-2000" (PDF).

[24] https://www.pakistantoday.com.pk/2016/06/27/education-in-sindh/

[25] https://www.dawn.com/news/1239137

[26] https://tribune.com.pk/story/1129378/explainer-education-reforms-sindh-reality/

[27] https://www.dawn.com/news/1239137

[28] http://www.newslens.pk/education-system-in-sindh-remains-broken-due-to-lack-of-political-will/

[29] https://www.pakistantoday.com.pk/2016/04/21/sindhs-education/

[30] http://dailytimes.com.pk/sindh/28-May-16/sindh-secures-6th-position-in-education-ranking

schools is poor; it is estimated that 76 percent student in schools are not able to read English and 55 percent are not able to read an Urdu book story.

According to the Annual State of Education Report (Aser), private school students' are performing better than those students who are studying in government run schools.[31] It shows why these government run schools are becoming the last choice of parents. Parents prefer to enroll their children in private schools if they are affordable and available. The growing number of private schools in urban areas of Sindh are also making policy makers less concerned about the state of government run schools.

The encouraging steps for systemic change the Sindh government has taken so far, such as the introduction of biometric attendance of teaching and non-teaching staff, ensures their punctuality. The move will help cut down the number of ghost teachers. The government is also introducing National Testing Service in recruitment which will ensure appointments on merit. Female students are also encouraged to study by providing free books, and stipends of Rs 3,500 in rural and Rs 2,500 in urban areas.[32]

Figure 1. 7 School building in Jacobabad

To sum up, citizens pay taxes and expect to reap its benefits. Education is one of the primary needs of the people and its attainment is a key to progress. Quality education has four main components: teachers, curriculum, textbooks, and infrastructure, whereas, the performance of the system of education is judged by the learning outcomes of the students.[33] Citizens, who are the actual beneficiaries of education services, are better positioned to judge whether the services

Figure 1. 8 Primary school without proper furniture

provided by the government are sufficient. Even though field experts continuously advocate the improvement of the education sector in Sindh, the citizens' feedback should also be taken into account to gauge the situation on the ground.

Therefore, Transparency International Pakistan conducted a Citizen Report Card (CRC) study in Jacobabad district, Sindh. The CRC is a participatory survey that measures user feedback on the performance of public services and is different from opinion polls used to measure the perception of the respondents. The CRC targets only those who have used the service in question within a particular period of time. The primary objective of this exercise is to evaluate a

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[31] https://www.thenews.com.pk/print/123008-In-a-shambles-is-what-education-is-in-Sindh

[32] http://www.newslens.pk/education-system-in-sindh-remains-broken-due-to-lack-of-political-will/

[33] https://tribune.com.pk/story/1187231/education-emergency-sindh/

public service paid for by the taxpayers and to provide feedback to the government to improve the quality of the service and address its shortcomings. Although most of the analysis is based on quantitative feedback from a pool of respondents, the study also incorporates the findings made during the Focus Group Discussion (FGD) and various interviews conducted during the data collection process. This CRC study was organized in collaboration with Human Friends Citizen Community Board, Thul and the Community Development Foundation.

Jacobabad, a district of province Sindh, is located towards the north of the province. The district headquarters is the town of Jacobabad, which was founded by General John Jacob in 1847.[34] It has 44 Union councils, 2 Municipal Committees and 3 Town Committees. The administrative sub-districts are Garhi Khairo, Jacobabad, and Thul.

A wide gap between the number of primary and secondary schools according to Reform Support Unit (RSU), data

Reform Support Unit (RSU),[35] Sindh, established in 2006, was conceptualized as a means to build the institutional capability of the Department of Education; it has many wings. The objectives of the RSU are to streamline existing units of education delivery and provide policy inputs for the advancement of education growth in terms of governance, access and quality education.

According to Reform Support Unit, in three tehsils of district Jacobabad, a total of 1146 schools are in operation. Among them, 795 are co-education schools while 351 are only boys' schools. According to website data, there are no separate schools for girls, [36]. The schools are further divided according to its education level; Primary, Middle, Secondary and Higher Secondary. In the district, there are 1078 primary schools, 39 middle schools, 29 secondary schools and no higher secondary school.

In Tehsil Ghari Khairo, the number of primary schools are 295; among them, 110 are boy schools whereas, 185 are co-education. Table 1.1 shows a sharp gap between primary and middle/secondary schools. After completing primary education, there are a limited number of schools which can accommodate students at middle and secondary level.
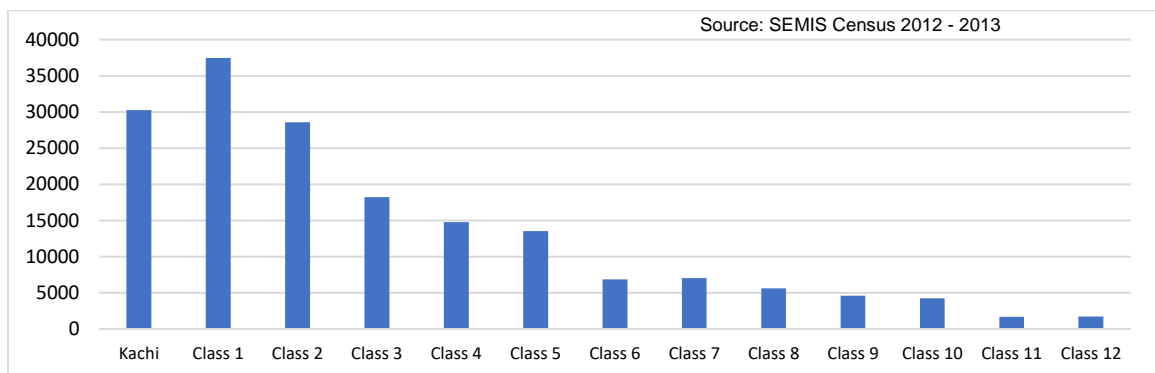
Figure 1. 9 Enrollment by class

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[34] PCO 1999, p. 1.
[35] http://www.rsu-sindh.gov.pk/home/
[36] http://www.rsu-sindh.gov.pk/downloads/schoolSearch.php

Table 1. 1 No. of Schools in Tehsil Ghari Khairo

District	Tehsil	Education Level	No. of Boys Schools	No. of Girls Schools	No. of Mixed Schools	Total number of Schools
Jacobabad	Ghari Khairo	Primary School	110	0	185	295
		Middle School	7	0	3	10
		Secondary Schools	1	0	5	6
		Higher Secondary	0	0	0	0
			118	0	193	311

If we consider the situation in Tehsil Jacobabad, according to the table 1.2, a wide gap also exists between the number of primary schools (260) and the number of middle and secondary schools (10 and 11).

Table 1. 2 No. of Schools in Tehsil Jacobabad

District	Tehsil	Education Level	No. of Boys Schools	No. of Girls Schools	No. of Mixed Schools	Total number of Schools
Jacobabad	Jacobabad	Primary School	207	0	53	260
		Middle School	8	0	2	10
		Secondary Schools	4	0	7	11
		Higher Secondary	0	0	0	0
			219	0	62	281

In Tehsil Thull, the number of primary schools are 523, while middle and secondary schools are just 31. The data tabulation, Table 1.3, shows a similar problem of wide gaps between two levels of education. It can be surmised that the government's focus has only been on increasing the enrollment at the primary level.

Table 1. 3 No. of Schools in Tehsil Thull

District	Tehsil	Education Level	No. of Boys Schools	No. of Girls Schools	No. of Mixed Schools	Total number of Schools
Jacobabad	Thull	Primary School	12	0	511	523
		Middle School	0	0	19	19
		Secondary Schools	2	0	10	12
		Higher Secondary	0	0	0	0
			14	0	540	554

There are no separate girl schools at primary or secondary level in all the three districts. In order to achieve the government's aim of enhancing girls' enrollment ratio at the secondary level, the government should consider establishing separate schools for girls.

Since 2003, the government of Sindh has taken a key step of distributing free textbooks to the students of primary classes in all government schools. Moreover, from 2005, with the help of RSU, this initiative has been extended till class X.[37] Another step taken by the government was school consolidation – aimed to combine two or more schools into a single school. The Government of Sindh, through the Sindh Education Reform Program, Education Department and Literacy Department introduced an innovative reform program to rationalize physical and human resources to improve the overall management of schools. The reform initiative is titled as school consolidation - converting two or more schools into a single school; the policy was approved in 2012 to provide quality and accessible education. [38]

Another initiative undertaken by the Government of Sindh was to give annual stipends to girls to increase their enrollment. Under Standard Stipends Policy (SSP) the amount disbursed is Rs.2500 (2011-12), and under Differential Stipends Policy (DSP) it is Rs.3500 in 45 Taluka.

Table 1. 4 Year wise No. of Beneficiaries and Expenditure in Sindh Province

Year	No. of Schools	No. of Beneficiaries	Amount
2007-08	2229	259539	269,805,200
2008-09	2491	330941	363,626,800
2009-10	2752	380423	951,240,000
2010-11	2835	409376	1,083,948,000
2011-12	2865	415868	1,132,202,000

Source: http://www.sindheducation.gov.pk/educationReforms/gs.jsp

In a news report published, the audit department found financial irregularities and misuse of funds of Rs13.53 billion in the financial year 2013-14 by RSU of Sindh Education Department. According to the official correspondence between the Audit department and the Education Department and World Bank, despite huge expenditure, the condition of education was not satisfactory due to corruption, bad management and, incompetence.[39]

According to a recent report of Sindh Education Profile (2016-17, p45), the district Jacobabad ranking of student teacher ratio has been decreased in 2016-17 as compared to 2015-16. The finance department released 63% of total SMC funds to 30445 schools in Sindh, in which the schools in Jacobabad averagely received PKR 27,265 in 2016-17 (p.56).

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[37] http://www.sindheducation.gov.pk/educationReforms/ftb.jsp
[38] http://www.sindheducation.gov.pk/educationReforms/sc.jsp
[39] https://www.thenews.com.pk/print/22473-misuse-of-rs13.53-bn-funds-detected-in-sindh-education-department

1.2 Study Objectives

The main objectives of the Citizen Report Card (CRC) study on the education services in district Jacobabad were:

1. To evaluate the state of education services from the end-user perspective.
2. To identify gaps in service delivery processes and appraise the good practices
3. To provide a quantitative feedback to all the stakeholders, particularly the education department and the Sindh government about the service quality while, pointing out weak areas for future planning and budgeting.
4. To provide a basis for future research for further study.

1.3 Duration

The duration of the study was three months. It started on November 15, 2016 and, ended on April 10, 2017. During this period, all work of research design, data collection, and analysis was carried out.

1.4 Scope

The data collected during this study was based on the sample taken from district Jacobabad; hence, its findings can only be generalized to that district. Considering that the regulations governing the education sector in the province are identical, it can be assumed that the situation is similar in other districts and hence, the findings of this study can be assumed to be relevant to other districts in the province as well. The data was collected based on a questionnaire formed after a detailed and thorough secondary research. The nature of the data is quantitative and descriptive statistics are used to formulate the results. Due to financial and time constraints, this study obtained data only from Jacobabad district only whereas, other districts were excluded from the study.

2. Research Methods

2.1 Research Design

The research design of a study gives a structure to the scientific work and provides a basis for its direction and organization.[40] The design constitutes an overall plan for the collection, measurement, and analysis of data.

In most studies of this nature, Citizen Report Card (CRC) study uses a survey method in which a respondent chooses from a set of options against a statement or a question. In this CRC, the respondents were the users of education services including parents and students. Deductive and inductive approaches were used to establish a structured questionnaire, which also followed the guidelines of a proper research technique.[41] The questionnaire which was made following a deductive approach was further validated inductively in a focus group discussion.[42] Once the questionnaire was finalized, it was translated into Urdu. Then, a selected team of dedicated people were given a briefing on the subject and about the purpose of the study. These individuals who were selected for the purpose of data gathering had prior experience of data gathering, fluency in Sindhi, and understood the inherent cultural aspects of the area. The team also visited schools in all three tehsils, (Ghari Khairo, Jacobabad and Thul), met with teachers and students, observed the teaching in the classrooms, and talked to them about the challenges in providing a quality education.

The collected data was analyzed on IBM SPSS software. The results were compiled with a graphical representation for easy understanding.

2.2 Focus Group Discussion

Focus group discussion (FGD) is a qualitative research method consisting of an in-depth discussion on a particular topic with an objective to further explore the various aspects of the subject. The CRC study requires incorporation of a qualitative input of the stakeholders to shape an appropriate questionnaire. This requirement was fulfilled by the FGD; the findings were assimilated into the questionnaire as a qualitative input of the study. Initially, the questionnaire was developed through secondary sources mainly based on previous research, newspaper articles, and information provided in relevant websites. At the first stage, 27 questions were formulated with relevant options. After the FGD in Thul, three more questions were added to the questionnaire. The FGD was held on November 29, 2016, attended by 15 participants including teachers, parents, researchers and social workers. TI Pakistan facilitated the discussion. Generally, the participants were concerned about the deteriorating state of education in Sindh. It was concluded in the session that without trained teachers/staff, modern

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[40] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2808761/

[41] Marina Cardoso de Oliveira Lucy Leal Melo-Silva Maria do Céu Taveira Randolph C. Grace , (2016),"Measuring university-to-work success: development of a new scale", Career Development International, Vol. 21 Iss 1 pp. 85 - 104

[42] Hinkin, T.R. (1998), "A brief tutorial on the development of measures for use in survey questionary", Organizational Research Methods, Vol. 1 No. 1, pp. 104-121

curriculum and proper infrastructure, the standard of education could not be improved. Participants were of the view that coordination between parents and school teachers, through regular meetings, is important for the improvement of education. At the conclusion of the FGD, 30 questions were finalized for the survey.

2.3 Sample Technique and Size

Simple Random sampling method is a useful technique to draw samples from a population in which each member of the population has to be assigned a unique number before drawing them at random. However, this technique is very costly and time consuming. Due to time and resource constraints, this CRC followed a non-probabilistic convenience sampling approach. This approach is not new, as the majority of the survey research follows the same sampling technique. Non-probability sampling represents a valuable group of sampling techniques that can be used in research that follows qualitative, mixed methods, and quantitative research designs. It is often used since the procedures used to select units for inclusion in a sample are much easier, quicker and cheaper when compared with probability sampling.[43] Moreover, CRC does not take the perception of the respondents; in fact, it takes the actual experience of the respondents.

he total sample size of the study was 200, which is a reasonable sample size to infer a generalization about a district.

2.4 Instrument of Data Collection

The instrument of data collection specifies how to collect information from the chosen sample. For the data collection of this CRC study, the instrument of data collection was carefully designed and was participant friendly with logic flow, clear wording, respect, and tact. A total of 30 clear, specific and focused questions were included. Its aim was to collect information about the topics relating to education and avoided confusing respondents with other issues. The questions were developed in Urdu, through a process ensuring that all the relevant aspects of the issue were put up to the respondents. The questionnaire included in the instrument was developed with the help of secondary sources which includes previous researches, reports, internal discussions. Further, input of the focus group discussion was also incorporated in the development and finalization of the questionnaire.

Figure 2. 1 Data Monitoring

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[43] https://www.socialresearchmethods.net/kb/sampnon.php

3. Analysis and Results

This CRC study obtained data from 199 respondents. According to Table 3.1, 88 percent of the respondents were males, while 12 percent were females. The data was collected from three tehsils of district Jacobabad.

Table 3. 1 Gender

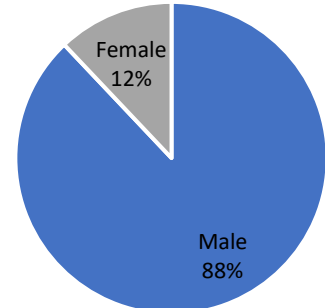|	Frequency	Percent
Male	175	87.9
Female	24	12.1
Total	199	100.0

Figure 3. 1 Gender

The number of respondents in each of the three tehsils is given in table 3.2. From tehsil Jacobabad, 87 respondents filled out the forms. They constitute 43.7 percent of the total. In Tehsil Thul, 73 respondents participated in the survey while from Ghari Khairo 39 respondents, which is 19.6 percent of the total respondents of the survey.

Table 3. 2 Tehsil

	Frequency	Percent
Jacobabad	87	43.7
Thul	73	36.7
Ghari Khairo	39	19.6
Total	199	100.0
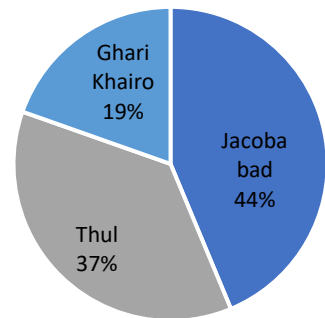
To make the analysis easy to understand, (questions which are addressing a similar aspect are grouped under one heading).

Figure 3. 2 Tehsils

3.1 Teachers' Punctuality

Punctuality is very important to improve any service so there was an inclusion of two questions to assess it. When asked if the teachers come on time, out of 199 respondents, 91 percent responded 'Yes.'

Table 3. 3 Teachers arrive on Time

	Frequency	Percent
Yes	190	95.5
No	9	4.5
Total	199	100.0
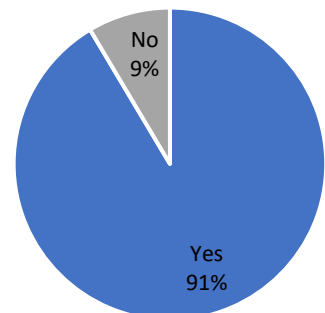
Figure 3. 3 Teachers arrive on time

Whereas, 9 percent reported that they were not punctual. Several schools in Sindh rural are present in remote areas of the province where it is difficult for the teacher to reach in time especially if they live at a distance from the school. After the introduction of biometric attendance system in Sindh province, the punctuality of the teachers has improved. According

to this CRC, 95 percent responded yes that the teachers come daily to schools. The result of this question is consistent with the previous feedback about teachers' punctuality.

Table 3. 4 Teachers come Daily

	Frequency	Percent
Yes	190	95.5
No	9	4.5
Total	199	100.0
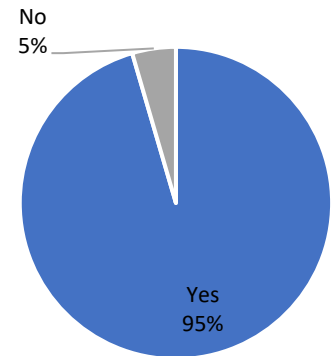
Figure 3. 4 |Teachers come daily

3.2 Individual attention of teachers on students

A significant research supports the claim that teachers' individual attention to students has an impact on their academic performance, the child's natural curiosity and comfort level in the classroom.[44]

Table 3. 5 Individual attention of Teachers

	Frequency	Percent
Yes	113	56.8
No	19	9.5
Some Extent	67	33.7
Total	199	100.0
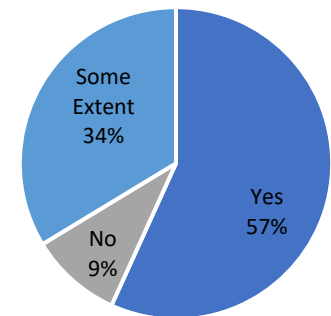
Figure 3. 5 Individual Attention

In response to this question, 57 percent responded yes, and 34 percent responded to 'Some Extent' while only 9 percent responded No.

3.3 Qualified Teachers

According to a report, there are nearly 1.4 million teachers in Pakistan of which 0.65 million (51 per cent) teach only in government-run schools. 43 percent of these teachers had received no training in the last five years.[45]

Table 3. 6 Teachers Qualification

	Frequency	Percent
Yes	127	63.8
No	14	7.0
To some Extent	58	29.1
Total	199	100.0
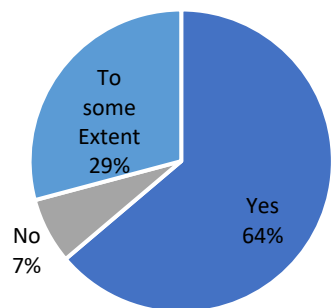
Figure 3. 6 Qualified Teachers

Easton-Brooks & Davis (2009) conducted a research on Teacher qualification and the achievement gap in early primary grades, published in Education Policy

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[44] http://www.teachthought.com/pedagogy/ho-to-give-students-individual-attention-in-a-busy-classroom-carousel-day/
[45] https://tribune.com.pk/story/1194263/public-schools-40-teachers-received-no-training/

Analysis Archives. According to the finding of this research, students with a certified teacher for most of their early school experience scored higher in reading than students who did not have a certified teacher[46].

A previous study conducted in Nigeria on secondary school students showed that gender of a teacher does not have an impact on students' performance at the secondary level. However, the experience of a teacher really does matter.[47] When asked whether respondents are satisfied with the qualification of the teachers, 64 percent responded yes, while 29 percent responded 'to Some Extent' and 7 percent responded No.

3.4 Students punished by teachers

The prime responsibility of a teacher is to impart education and instill good values of society into a student. There are many individual incidents of punishment by teachers reported in the media which conveys the existence of this practice.

Table 3. 7 Teachers punish Children

	Frequency	Percent
Yes	40	20.1
No	88	44.2
To some Extent	71	35.7
Total	199	100.0

Figure 3. 7 Punishment by teachers

When respondents were asked if teachers punish their students, 20 percent responded that teachers punish their students, while 36 percent responded 'to some extent.' 44 percent responded 'No.'

3.5 Necessary furniture in schools

When we asked people what they deemed as necessary furniture, most of the respondents said that benches, tables and chairs fall in the category of necessary furniture. We left this specific question open to their interpretation, and asked the respondents if their schools had necessary furniture.

Table 3. 8 Availability of necessary Furniture

	Frequency	Percent
Yes	133	66.8
No	66	33.2
Total	199	100.0
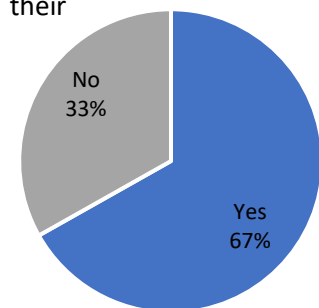
Figure 3. 8 Availability of necessary Furniture

A significant number, 33 percent of the respondents in district Jacobabad said the necessary furniture is not available in the schools while 67 percent responded 'Yes.'

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[46] Easton-Brooks, D., & Davis, A. (2009). Teacher qualification and the achievement gap in early primary grades. *Education Policy Analysis Archives*, *17*(1), 1–16.

[47] http://www.ccsenet.org/journal/index.php/elt/article/view/17467

During this survey, many schools were visited in Tehsil Thul and Ghari Khairo where the condition of class rooms, availability of furniture and house-keeping was poor.

3.6 Housekeeping/cleanliness

Cleanliness in schools has been a problem in urban as well as in rural areas. In order to get students to adopt hygienic practices, the provincial school education department has formulated a five-year plan in collaboration with UNICEF to spread cleanliness at schools.[48]

Table 3. 9 Cleanliness

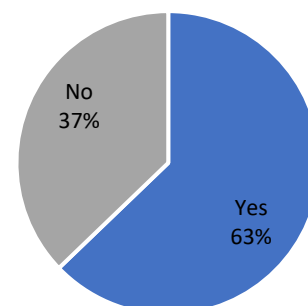|	Frequency	Percent
Yes	125	62.8
No	74	37.2
Total	199	100.0

Figure 3. 9 Cleanliness

Based on the survey results of 199 participants, 37 percent responded 'No' which means the situation of cleanliness is not adequate in their respective schools while 63 percent responded 'Yes.' According to reports, one reason for not having cleanliness at school is the lack of funds or unequal distribution of funds.[49]

To another question regarding the cleanliness around the schools, out of 199 respondents, 46 percent observed No cleanliness around the schools, whereas, 54 responded 'Yes.'. A hygienic environment is important because it is good for health and in preventing disease.

Table 3. 10 Cleanliness around schools

	Frequency	Percent
Yes	108	54.3
No	91	45.7
Total	199	100.0
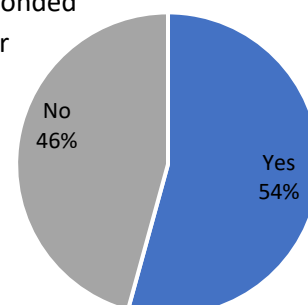
Figure 3. 10 Cleanliness around schools

3.7 Availability of clean drinking water

According to official data released on World Water Day 2017, some 12,000 public schools in Sindh are suffering from either no availability of water or from contaminated water[50]

Table 3. 11 Clean Water

	Frequency	Percent
Yes	81	40.7
No	118	59.3
Total	199	100.0

Figure 3. 11 Clean Water

[48] https://tribune.com.pk/story/1430704/sindh-govt-unicef-team-spread-cleanliness/
[49] http://reliefweb.int/report/paki
[50] https://dailytimes.com.pk/21729/12000-schools-in-sindh-without-safe-water-facilities-making-children-sick/

In a report presented in Sindh High Court, 77 per cent of the water in 14 districts of Sindh was found to be unsafe for human consumption.[51] Despite this damning statistic, many people use tap water without worrying about the laboratory reports resulting in stomach and kidney diseases

In cities where filtered water is not available, people rely on bottled water, which is costly; therefore, their low consumption of water also causes kidney diseases. When asked in this survey if the schools have clean drinking water, 59 percent responded No, while 41 percent responded Yes.

3.8 Availability of clean and usable washrooms

According to Sindh government sources, around 10,000 schools in the province are deprived of water and sanitation facilities.[52] However, the opposition challenged the figure claiming that the number is double the number stated.
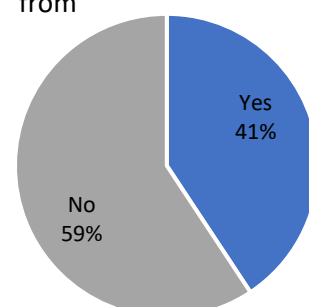
Table 3. 12 Clean and usable washrooms

	Frequency	Percent
Yes	49	24.6
No	150	75.4
Total	199	100.0
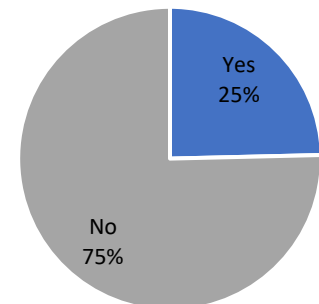
Figure 3. 12 Clean usable washroom

In another survey (2014), it was stated that 90 percent of the schools in Tharparkar district did not have access to toilets.[53] According to this CRC, when asked the question whether the schools have clean and usable washrooms, 75 percent responded 'No' while only 25 percent responded 'Yes'.

What was observed during this research is that, in one of the schools, due to the absence of toilets, not only students but also, the teachers were compelled to go out in the fields to respond to nature's call.

3.9 Condition of school buildings and its maintenance

The government is expected to provide a suitable place for students where teachers can teach students to enable an enviornment of learning and growth. The school building is supposed to provide such an environment for students and teachers, where both can play their part and deliver what is required. However, if the provided environment is not up to par, it is very difficult to achieve the desired outcomes of learning. In Jacobabad district, many government

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[51] https://www.dawn.com/news/1345508
[52] https://tribune.com.pk/story/1199049/access-denied-10000-schools-across-sindh-operating-without-lavatories/
[53] https://tribune.com.pk/story/776033/keep-it-clean-in-tharparkar-most-students-cant-answer-natures-call-at-school/

school buildings are in disrepair. Some of the schools desperately need furniture, fans and water. The buildings of many schools are in a dilapidated condition which is very dangerous, posing a serious threat to the lives of students. These buildings need to be inspected and repaired.

When asked if the building were old and dilapidated, according to the survey, 61 percent responded 'Yes' while 39 percent responded 'No'. According to a report, more than 2000 schools in Sindh have been shut down due to the abhorrent working condition while the education minister at the time blamed civil society and elected representatives for not playing its part in improving the working conditions of the schools.[54]

Table 3. 13 Old School Building

	Frequency	Percent
Yes	121	60.8
No	78	39.2
Total	199	100.0
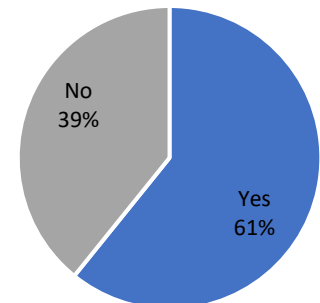
Figure 3. 13 Old school Building

The residents demanded the government take immediate action and release funds to repair the poor structures. The students studying in dangerous conditions must be shifted to a safer place. But whenever such complaints are raised, either in the media or through research reports, the responsible party blame others for its ineptness.

In response to questions about the proper maintenance of school buildings, the majority of participants (55 percent) responded 'No' claiming that no maintenance is carried out on behalf of the government or school administration, while 45 percent responded 'Yes'.

Table 3. 14 Proper Maintenance of school building

	Frequency	Percent
Yes	89	44.7
No	110	55.3
Total	199	100.0

Figure 3. 14 Proper Maintenance

A periodic maintenance of school building can keep it in a usable condition for a longer period of time. If the government or school administration can follow this practice, it can save millions of tax payers' money.

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[54] https://tribune.com.pk/story/617587/the-blame-game-with-no-teachers-or-buildings-sindh-schools-cease-to-exist/

3.10 Proper ventilation and light in school building

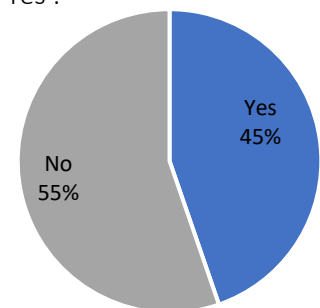Jacobabad has a very hot climate during summer. The residents also face long hours of load-shedding in the summer which makes their life miserable.

Table 3. 15 Ventilation in school

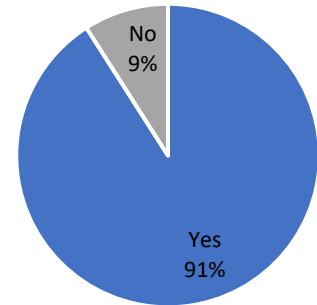|	Frequency	Percent
Yes	181	91
No	18	9.0
Total	199	100.0

Figure 3. 15 Ventilation in Schools

Therefore, it is important that schools should have a proper ventilation system. In response to the question of whether the schools have a proper ventilation and if student feel easy, 91 percent responded 'Yes' while only 9 percent responded 'No'.

Another aspect is proper lighting, which is essential for visual tasks and helps maintain attention levels. In comparison to the international standard, in which a certain level of light is maintained for proper visibility, information was unavailable on whether such standards are followed in government run schools or not.

According to British and European Standard 12464-1 (Lighting of Indoor Work Places), the recommended lux[55] levels applicable to schools, are:[56]:

- Corridors: 100 lux
- Foyers, entrance halls, canteens: 200 lux
- Libraries, sports halls, gymnasiums, lecture theatres, classrooms, computer rooms: 300 lux
- Laboratories, kitchens: 500 lux
- Technical drawing room: 750 lux

It is important for the government to improve lighting in public schools, if it is not up to international standards. In response to this question, 93 percent responded 'Yes' while only 7 percent believe that the schools do not have a proper light system for visibility.

Table 3. 16 Availability of light in school

	Frequency	Percent
Yes	186	93.5
No	13	6.5
Total	199	100.0

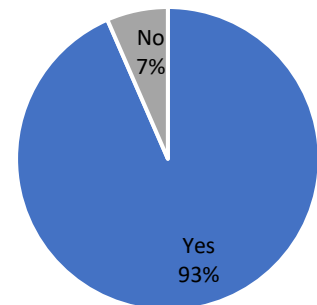*Figure 3. 16 Availability of Lights*

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[55] The lux (symbol: lx) is the SI derived unit of illuminance and luminous emittance
[56] https://www.lyco.co.uk/advice/lighting-for-schools-colleges-and-universities/

3.11 Any demand of unnecessary money from the students

Government run schools do not charge a fee from their students as compared to private schools which, in some cases, charge an exorbitant amount[57]. However, a question was asked whether there is any demand by the school administration f0or the students to pay money.

Table 3. 17 Demand for Unnecessary money from students

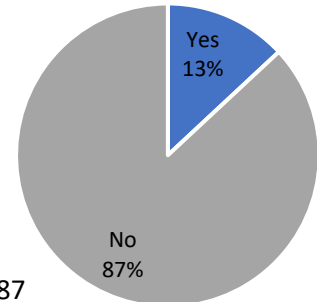|	Frequency	Percent
Yes	26	13.1
No	173	86.9
Total	199	100.0

Figure 3. 17 Demand for Money

Out of 199 survey participants, 13 percent responded 'Yes' while 87 percent responded 'No'.

In another question, when asked if the school administration is cooperative, 78 percent respondents stated that they were cooperative.

3.12 Usage of School building for education purposes

The school building is supposed to be used only for the purpose of education. It should not be used for personal use such as to keep cattle, office of the wadera or holding of events not related to the students. In response to the question if the school building is being used only for schooling purposes, 76 percent responded 'Yes' while 24 percent responded 'No'.

Table 3. 18 Use of School Building

	Frequency	Percent
Yes	152	76.4
No	47	23.6
Total	199	100.0
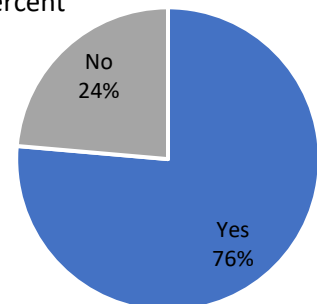
Figure 3. 18 Use of School Building

3.13 Is the school management/administration involved in corruption?

Along with damaging impact on other institutions, corruption is also undermining the intentions and efforts to boost the standard of education in Sindh.

Sindh Chief Minister told the Provincial Assembly that their government is keen to eradicate corruption from education and take some serious steps against it.[58] According to a research report, because of corruption, the issue of 40,000 ghost teachers and 5,200 ghost schools

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[57] https://www.dawn.com/news/1288710
[58] http://dailytimes.com.pk/pakistan/28-Sep-16/education-sector-to-be-free-of-corruption-murad?src=ilaw

remains unaddressed in Sindh. Conditions in the Education Sector in Sindh do not seem to improve despite Rs. 145 Billion budget.[59]

Table 3. 19 Corruption in School

	Frequency	Percent
Yes	34	17.1
No	165	82.9
Total	199	100

Importantly, the problem of corruption in the education sector exists globally, and many developed countries are striving in their efforts to fight it.[60] For example, after the advent of online education, many unaccredited universities globally are 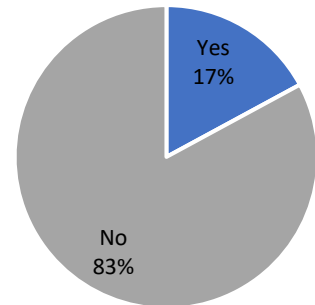offering online degrees up to Ph.D. at a very low cost. A company in Karachi was also involved in a fake degree case and duly punished by the courts.[61] The scope of our survey was limited to Jacobabad district only, where according to the data, 83 percent responded 'No' when asked if the school administration is involved in corruption, while 17 percent responded 'Yes'.

Figure 3. 19 Corruption in School

3.14 Extra-Curriculum Activities

In her doctoral research, Lauren Jansen (2016) found that middle school students benefit the most academically from being involved in extracurricular activities[62]. Similar findings were concluded by Alen Joseph (2009) of Georgetown University[63].

Table 3. 20 Extra Curriculum Activities

	Frequency	Percent
Yes	56	28.1
No	143	71.9
Total	199	100
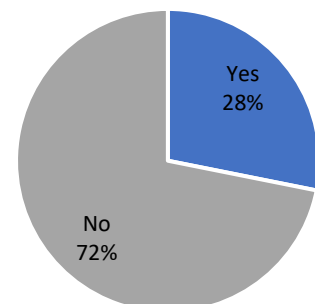
In response to our question about extracurricular activities, in district Jacobabad, 72 percent responded 'No' while 28 percent responded 'Yes'.

Figure 3. 20 Extra Curriculum activities

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[59] http://mishal.com.pk/40000-ghost-teachers-and-5200-ghost-schools-remain-unaddressed-in-sindh-despite-rs-145-billion-budget/

[60] https://www.dawn.com/news/844741

[61] https://tribune.com.pk/story/1437605/judges-corruption-axact-case-ihc-reserves-verdict-admissibility-plea-charges/

[62] https://search.proquest.com/openview/556905d4e024a05c2a8b545a1c58e8db/1?pq-origsite=gscholar&cbl=18750&diss=y

[63]

https://repository.library.georgetown.edu/bitstream/handle/10822/553790/josephNityaAlen.pdf;sequence=1

3.15 Coordination between Parents and school administration

We asked two questions regarding the subject of coordination between parents and the school administration. The first question was whether the parents can easily meet with the school administration and discuss their problems. Among 199 respondents, 94 percent responded 'Yes' while only 6 percent said 'No'. It infers that parents can easily meet with teachers or school administration.

Table 3. 21 Coordination of school administration

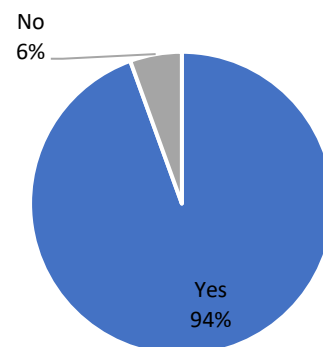|	Frequency	Percent
Yes	188	94.5
No	11	5.5
Total	199	100

Figure 3. 21 Coordination of school administration

The second question was asked if the administration redress parents' complaints. In response to this question, 71 percent responded 'Yes' while 29 percent responded 'No'.

Table 3. 22 Redressal of complaints

	Frequency	Percent
Yes	141	70.9
No	58	29.1
Total	199	100
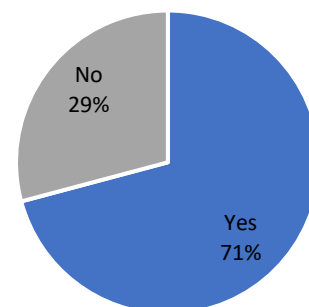
Figure 3. 22 Redressal of complaints

If the connection between parents and school administration is strong, complaints/grievances can be handled smoothly.

3.16 Availability of free text books

According to newspaper reports, the Sindh government has spent millions of rupees to provide free text books to promote education. The initiative started in 2003, when the government started distributing free text books to primary classes.

Table 3. 23 Free course books at School

	Frequency	Percent
Yes	180	90.5
No	19	9.5
Total	199	100.0

Figure 3. 23 Free course books

Since 2005-6 the amount had increased to Rs. 609 million and the free course books were to be provided to students up to class X[64]. In 2010-11, the government had further expanded the initiative to class XI and XII. In response to our question, whether the students receive free text books, 90 percent responded Yes, while 10 percent responded 'No'. In the next question when it was asked whether they receive free books easily, 81 percent responded 'Yes'.
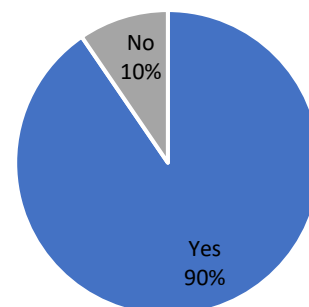
Table 3. 24 Free books availability

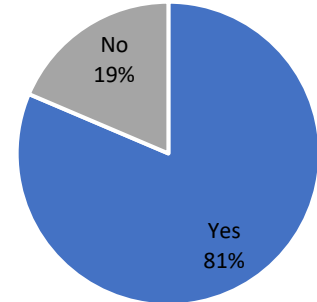|	Frequency	Percent
Yes	162	81.4
No	37	18.6
Total	199	100.0

Figure 3. 24 Availability of free books

3.17 Security of schools

Many schools in Pakistan are in a vulnerable state. After the incident at Army Public School (APS) Peshawar[65], the matter of school security has become an important issue. Therefore, in 2016, the government of Sindh took measures to protect schools across the province[66]. According to a newspaper, Rangers were deployed in some 108 schools, and a suitable amount of taxpayers' money had also been spent to ensure security of the students.

Table 3. 25 School Security

	Frequency	Percent
Yes	44	22.1
No	155	77.9
Total	199	100.0
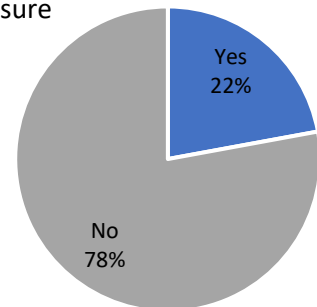
Figure 3. 25 School Security

In response to the question whether the school has suitable security. 78 percent responded 'No' and 22 percent responded 'Yes'. While in another question, when respondents were asked if there is a need to improve school security, 92 percent responded 'Yes'.

Table 3. 26 Need to improve security

	Frequency	Percent
Yes	183	92.0
No	16	8.0
Total	199	100.0
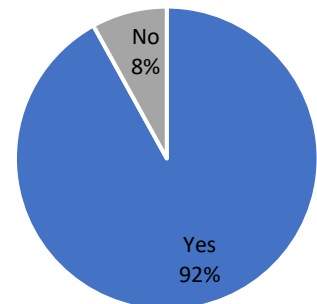
Figure 3. 26 Need to Improve Security

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[64] http://www.rsu-sindh.gov.pk/units/freeTextBook.php
[65] http://www.aljazeera.com/indepth/features/2015/12/remembering-peshawar-school-massacre-151215071631624.html
[66] https://www.dawn.com/news/1240677

3.18 School administration and teachers fulfilling their duties

In response to the question about whether teachers are fulfilling their duties or not, 63 percent responded 'Yes' 30 percent responded 'To Some Extent' while 5.5 percent responded 'No'. In a similar question regarding school administration fulfilling their duties, 84 percent responded 'Yes' while 16 percent responded 'No'.
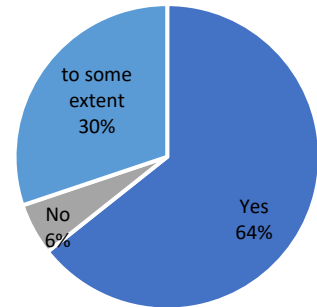
Table 3. 27 Teachers fulfilling their duties

	Frequency	Percent
Yes	128	64.3
No	11	5.5
to some extent	60	30.2
Total	199	100.0

3.19 School library

Research shows that libraries in schools have a significant impact on the achievements of students[67]. It provides the students with knowledge on various subjects apart from the curriculum books taught in classrooms. Students demonstrate high achievements in schools where there is an established library[68].

Table 3. 28 Availability of Library in School

	Frequency	Percent
Yes	10	5.0
No	189	95.0
Total	199	100.0
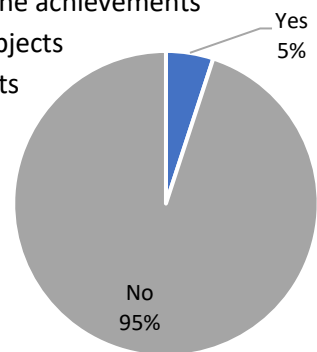
Figure 3. 27 Availability of Library in School

In response to our question, 95 percent said that their school does not have a library, and only 5 percent responded 'Yes'.

3.20 Science Laboratory in schools

When students are taught scientific concepts, it is embedded firmly in their minds once they apply it in practice. For this purpose, it is essential that a science laboratory is established in their schools to practically carry out experiments themselves. However, when we asked the question if the schools (particularly secondary) provide the facility of science laboratory, 88 percent responded 'No'.

Table 3. 29 Availability of Science Lab in School

	Frequency	Percent
Yes	24	12.1
No	175	87.9
Total	199	100.0

Figure 3. 28 Availability of Science lab.

[67] www.asla.org.au/site/defaultsite/filesystem/documents/research.pdf
[68] American Library Association

4. Recommendations

1. Teachers should be trained and advised to give individual attention to students. The number of students in a class should not exceed the universally accepted threshold limit so that a teacher can perform his duties diligently.
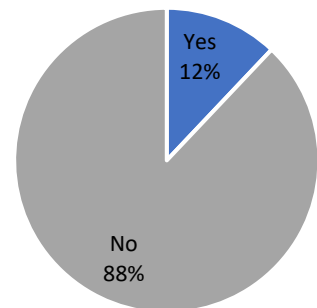
2. Teachers should not only be well educated but also be trained in teaching methodology. Periodic training sessions should be provided through out of their teaching carrier with proper evaluation mechanism.

3. The government should ensure that corporal punishment of students is not carried out in all schools. The order prohibiting corporal punishment should be disseminated amongst all the schools in the Sindhi/Urdu languages.

4. Proper furniture should be available in all government schools. The school administration should be responsible and accountable for these assets.

5. The schools, along with the areas surrounding it, need to be clean. The administration should have the budget to deploy proper house-keeping staff.

6. Another facility that students and teachers are missing is washrooms and clean drinking water. The situation is even worse where no washrooms are available in girl schools. These facilities should be available in all schools.

7. There are many school buildings in Jacobabad which are poorly maintained. Periodic maintenance should be carried out.

8. School buildings should be inspected at regular intervals. Those schools that are in a dilapidated condition should be demolished and new structure built in its place for the safety of the students and staff.

9. Every government school should have suitable security measures; students and teachers should be trained on how to react in an emergency situation.

10. Boundary walls should be constructed in schools. It is important for the safety of children, teachers, and schools.

11. School buildings should be used for educational purposes only and not be allowed to be used for any other purpose.

12. Extra-curricular activities have a positive impact on the achievement and performance of students, therefore, it should be a part of the curriculum.

13. The efforts of the Sindh government to make education free and the initiative of disbursing stipends to female students are commendable. However, the process needs to be transparent, while any allegation of mismanagement or irregularity should be addressed.

14. Sindh government should provide the facilities for a library and science laboratory in all public schools.

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