

Citizen Report Card Study
Education Sector
Swat and Lower Dir— KP
June 2018



Foreword

I have great satisfaction in introducing the Citizens Report Card Study on the education in District Swat and Lower Dir, KP.

TI Pakistan undertook this research to report the strengths and weaknesses in the education sector of KP. The objective of the study is to provide the KP 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 KP Government will utilize this report to improve performance of the education services at the district level to improve the facilities provided to the general public.

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List of Acronyms

APS	Army Public School
CRC	Citizen Report Card
FDG	Focus Group Discussion
GDP	Gross Domestic Product
KP	Khyber Pakhtunkhwa
OOSC	Out of School Children
PTC	Parents Teacher Council
TI	Transparency International

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1. Introduction

Education refers to the systematic process of gaining knowledge and skills through study and instructions. Typically, the process involved direct involvement of a teacher who delivers and a student who takes the lesson and increase his knowledge. However, school management, support from parents, school environment and available facilities also play an indirect role in the process of education.¹ Mainly, there are two types of school; public and private. The private schools are run by individuals or independent groups while the public schools are run by the government. In Pakistan, since the education has become a provincial matter², public schools are run by the respective provincial governments. This Citizen Report Card (CRC) research study specifically measures the performance of public schools in district Swat and district Lower Dir and propose recommendations to the KP provincial government and other stakeholders where improvements are needed.

1.1 Background

If Pakistan is to emerge as a stable polity, equipped to dive deeper in the twenty-first century and reap dividends from its burgeoning population, it must provide a skilled workforce that can power progress and an environment that is conducive to economic growth. At the heart of Pakistan's problems lies the education challenge which requires very serious efforts from all stakeholders to fix its loopholes and shape it to fulfill country's growing requirements.

In order to streamline the educational setup across the country, different governments have introduced educational policies since independence.³ Unfortunately, these policies lacked implementation in letter and spirit.⁴ Similarly, Vision 2030 of Planning Commission of Pakistan plans for an academic environment which promotes the thinking mind. Among many other things, it promises one curriculum and one examination system.⁵

The goals were:

- Public expenditure on education and skills generation from 2.7% of GDP to 5% by 2010 and 7% by 2015.
- Re-introduction of the technical and vocational stream in the last two years of secondary schools.
- Gradually increase vocational and technical education numbers to 25-30% of all secondary enrolment by 2015 and 50 per cent by 2030.

¹ <https://www.importantindia.com/10509/importance-of-education/>

² <https://www.dawn.com/news/570524>

³ <https://www.sdpi.org/publications/files/W40-History%20of%20Educational%20Policy%20Making.pdf>

⁴ <http://educationist.com.pk/educational-policies-of-pakistan-where-pakistan-stands/>

⁵ <http://www.ipripak.org/education-system-of-pakistan-issues-problems-and-solutions/>

- Enhance the scale and quality of education in general and that of the scientific/technical education in Pakistan in particular.

But the education picture of Pakistan presents a gloomy outlook. According to a report, there are currently 25.02 million boys and girls between the ages of 5 and 16 who are not in school.⁶ The proportion of out-of-school children (OOSC) increases as the level of education rises so by the higher-secondary level almost 85% are not in school.⁷ The Constitution of Pakistan provides for free and compulsory education to all children between the ages of 5-16 years⁸.

“Right to education: The state shall provide free and compulsory education to all children of the age of five to 16 years in such manner as may be determined by law.”

After the 18th constitutional amendment, education was transferred to the federating units as a move towards provincial autonomy. The provincial governments are now responsible to take actions and address the educational problems to improve the status of education in their respective provinces.

According to the Annual School Census 2017-18, KP, the total number of education institutes in the province are 38,937 which includes public, private schools and *Deeni Madaris*. There is no co-education institute at government level, however, more than 6000 co-education institutes are operational in the province in the private sector. Institutes dedicated only for females are 31 percent of the total. *Deeni Madaris* are almost 12 percent of the total educational institutes.

Table 1. 1 Number of Institutions of All Types in 2017-18, KP

All Level Institutions	Male	Female	Co-Education	Total
Government	16685	10829	0	27514
Non-Government	449	283	6011	6743
<i>Deeni Madaris</i>	3795	885	0	4680
Total	20929	11997	6011	38937

Source: Annual School Census 2017-18

The total number of primary schools in KP is 21,180 which is 77 percent of the total educational institutes. There is a steep decline of schools at Middle (10%), High (8%) and Higher Secondary (2%) level, which shows that the enrollment goes down as the level of education increases. The girl schools at middle level are 44 percent of the total middle schools, while at High level they are 36 percent of the total High schools.

⁶ https://www.alifailaan.pk/broken_promises

⁷ <https://www.dawn.com/news/1139423>

⁸ Article 25(A), The Constitution of Pakistan 1973

Table 1. 2 Number of Government Schools by Level in 2017-18 KP

All Level Institution	Boys Schools	Girls School	Total	Percentage
Primary	12586	8594	21180	77%
Mosque	791	0	791	3%
Middle	1475	1198	2673	10%
High	1422	805	2227	8%
Higher Secondary	411	232	643	2%
Total	16685	10829	27514	100%

Source: Annual School Census 2017-18

The Table 1.3 shows higher enrollment in public schools (63% in male and 57% in female) than the private schools (36% in male and 19% in female).

Table 1. 3 Gross Enrolment Ratio (GER) in Primary Level Institutions in KP

Primary Level Institution	GER (Male)	GER (Female)
Government	63%	57%
Non- Government	36%	19%
Deeni-Madaris	3%	1%

Source: Annual School Census 2017-18, P.15

According to a recent survey, KP currently has about 1.5 million children out of schools.⁹ Among which six lakh children are the age of 5 to 10, and 9 lakh children are the age of 11 to 16.¹⁰ The children from 11 to 16 cannot be enrolled in primary because of their age, so the government was considering an accelerated learning program for them.¹¹ According to the Economic Survey of 2016-17, the literacy rate is 53 per cent since 2012, meaning that 47 per cent of adults in the province remain illiterate.¹²

⁹ <https://www.globalvillagespace.com/KP-government-brings-revolutionary-changes-in-education-sector/>

¹⁰ <https://www.dawn.com/news/1355957>

¹¹ https://www.unicef.org/pakistan/ALP_2014-15_BOOK_eVersion.pdf

¹² Economic Survey of 2016-17

According to the Annual Statistics Report (2017-18) by the KP Govt., 6 percent schools are missing boundary walls, 10 percent schools are missing drinking water facility, and 18 percent schools are missing electricity connection in KP.

The details are shown in Table 1.4.

Table 1. 4 Number of Government Schools without Basic Facilities in 2017-18 KP

School Level	Boundary Walls			Water			Electricity		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
High	48	1	49	104	34	138	114	44	158
Higher Secondary	5	0	5	20	2	22	17	4	21
Middle	93	21	114	257	154	411	370	245	615
Primary	1711	324	2035	2035	1108	3143	4405	1983	6388
Total	1857	346	2203	2416	1298	3714	4906	2276	7182

Besides lack of basic facilities, the maintenance of old schools and construction of new schools are needed to cope with the schooling demands of the burgeoning population. During the military operation against the militants many schools had been demolished by terrorists still await reconstruction and rehabilitation.¹³

Providing school security has been one of the biggest concerns for parents as well as the government after the tragic incident of the Army Public School (APS) attack in Peshawar. Addressing the issue, one of the measures introduced by the government was the implementation of a system which has linked more than 22,000 schools and about 1,800 other sensitive buildings to the One-Click SOS System, a smartphone-based app for reporting suspicious activities or terrorism threats.¹⁴ They have also issued guidelines which needs to be followed particularly in emergency situations.^{15,16}

According to reports, nearly 3,000 out of the 27,261 functional schools, without boundary walls,¹⁷ require proper attention to avoid any mishap. The provincial government claimed that it had constructed walls around 14,000 school and would continue to do so till all schools had boundary walls.¹⁸

¹³ <https://www.voj.news/schools-destroyed-by-militants-in-lower-dir-still-remain-in-ruins/>

¹⁴ http://pakistan.asia-news.com/en_GB/articles/cnmi_pf/features/2016/07/08/feature-02

¹⁵ <https://www.dawn.com/news/1159246>

¹⁶ <http://kppolice.gov.pk/news/index.php?NewsId=837>

¹⁷ <https://tribune.com.pk/story/1460090/11-k-ps-27000-public-schools-without-boundary-walls/>

¹⁸ <https://tribune.com.pk/story/1460090/11-k-ps-27000-public-schools-without-boundary-walls/>

According to Pakistan District Education Rankings 2017 KP is ahead of the other two provinces along with Punjab on Educational Score, Learning Score, Retention Score, Gender Parity Score and Infrastructure/facility score.¹⁹

To address these issues, it requires dedication, commitment, planning and an adequate budget. The ANP led government allocated Rs. 61 billion to education from 2008 to 2013. The previous PTI government has gradually but steadily increased the education budget from 2013 to 2018 to Rs. 138 billion, a massive increase of 126 per cent.²⁰ The government also claimed to have taken multiple policy measures to improve the education system and ensure provision of adequate facilities in public schools.

However, the citizens who are the beneficiaries of such facilities are in better position to give their feedback about these government claims. The Citizen Report Card (CRC) as a social accountability tool, is a survey-based technique²¹ which gathers data based on citizens' experience of a particular service.²² In this study, this tool was used in two districts; Lower Dir and Swat of KP and gathered data from 401 respondents; parents and students from various locations of the districts. Transparency International Pakistan monitored the whole process and made sure the reliability and validity of the data.



Figure 1. 1 Data Gathering

1.2 Study Objectives

The objective of Citizen Report Card (CRC) study was to evaluate education services in two districts; Lower Dir and Swat from the perspective of its availability, functioning, and quality. The main objectives of the research were:

- To evaluate the state of education services from the end-user's perspective.
- To identify gaps in service delivery processes and appraise the good practices.

¹⁹ <https://elections.alifailaan.pk/wp-includes/file/DER17.pdf>

²⁰ <https://tribune.com.pk/story/1403884/budget-2017-18-k-p-govt-allocate-rs138b-education/>

²¹ <https://openknowledge.worldbank.org/handle/10986/11277>

²² http://www.sdpi.org/media/media_details179-press-2011.html

- To provide a quantitative feedback to all the stakeholders, particularly the Education Department and the KP government about the service quality while pointing out weak areas for future planning and budgeting.
- To provide a basis for future research in the same area.

1.3 Duration

The duration of the study was three months. It started from May 02, 2018, ended on July 15, 2018. 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 Lower Dir and Swat. Due to time and resource constraints, the data was only taken from two districts whereas other districts were excluded from the study. Hence its findings can only be generalized to Lower Dir and Swat.

2. Research Methods

2.1 Research Design

In a broader sense, research design is the blueprint of research study, which enables the researcher to know on whom, what, when, where, and how the study will be conducted.²³ It provides a structure to the scientific work and gives a basis for its direction and organization.²⁴ The design constitutes an overall plan for the collection, measurement, and analysis of data.

Studies like Citizen Report Card (CRC) use a survey method in which a respondent chooses from a set of options against a statement or a question. In CRC studies, the respondents were the users of the service under study. In this CRC, the questions were asked to evaluate the education services of two districts; Lower Dir and Swat. The respondents for this study were parents and students who have the experience of using the service and are in a better position to respond. The questions were designed considering which aspects of education



Figure 2. 1 Survey in Swat

services are more meaningful from user's perspective. It therefore focuses on questions regarding teachers' quality, school infrastructure, and provision of other educational facilities. The questionnaire was finalized after a detailed review of the available literature including newspaper articles, research reports and experts' opinion on Education. Initially a list of 30 questions were compiled. However, 26 questions were finalized in a Focus Group Discussion (FGD) held in Swat. The primary objective of the FGD is to conduct an interactive discussion of all the stakeholders to evaluate each of the questions and the possible answers so that the questionnaire can be aligned for the purpose of the survey. The participants of the FGD included citizens, teachers, social workers, media and government officials from the education department

The data was collected by experienced and trained enumerators who knew the local context, culture and environment. Places like markets and parks were particularly targeted where people from nearby areas gathered in large numbers, making it easy to collect the data that represent the entire population. A total of 401 responses were gathered from district Swat and Lower Dir.

²³ <https://bit.ly/2ObigVi>

²⁴ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2808761/>

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

2.2 Focus Group Discussion

Focus Group Discussions is used to understand an issue at a deeper level.²⁵ It is helpful for adding meaning and understanding of a topic. The requirement of an FGD in this CRC was determined so that questions developed at primary level were validated by the stakeholders. . TI Pakistan facilitated the discussion and encouraged the participants to explore common problems faced by the people. Generally, the participants were concerned about increase in quality of education, provision of furniture, security and safe drinking water. The question related to Parents Teacher Council (PTC) was also included in the questionnaire. The other topics covered in the discussion pertained to training of teachers/staff, modern curriculum and proper infrastructure. At the conclusion of the FGD, 26 questions were finalized to be included in the questionnaire for the survey.



Figure 2. 2 A village of Lower Dir

2.3 Sample Technique and Size

Since this CRC was conducted in two districts; Lower Dir and Swat, the sample size was 400. Non-probability convenience sampling technique was used to collect the samples considering time and resource constraints; however, it was made sure that the sample should be a good representation of the entire district. This approach is not new, as the majority of the survey research follows the same sampling technique.

2.4 Instrument of Data Collection

A questionnaire was design to collect data of this CRC survey. The instrument was participant friendly, simple and carefully designed matching the objectives of the study and the analysis plan. A total of 26 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.

²⁵ <https://blog.socialcops.com/academy/resources/conduct-successful-focus-group-discussion/>

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. 3 Data Gathering by Enumerator

3. Analysis and Results

This CRC study collected the data from 401 respondents from District Lower Dir and District Swat. From District Swat, 199 respondents were surveyed, while the data from 202 respondents were collected from District Lower Dir. The data was collected from public places such as parks and markets where people from nearby villages and areas often come to visit. By this approach, we gathered mixed responses covering majority of the areas.

As shown in Table 3.1, 99.3 percent of the respondents were males while 0.7 percent were females. The reason of low percentage of females can be attributed to cultural and religious constraints particularly in these areas. Even at some places in Swat when the enumerators approached females and requested them to participate in the survey, they simply denied giving any response. The team didn't try it in district Lower Dir due to it being a more conservative region.

The data was collected from the people who have utilized district's education services in the last year.

Table 3. 1 Gender

	Frequency	Percent
Male	398	99.3
Female	3	.7
Total	401	100.0

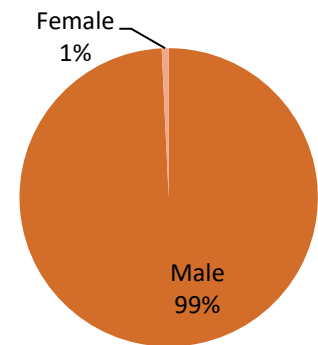


Figure 3. 1 Gender

3.1 Analysis of Questions

Q.1 Are the teachers punctual?

According to the results, 94 percent responded that the teachers are punctual while only 2 percent responded that they were not

Table 3. 2 Teacher's Punctuality

	Frequency	Percent
Yes	376	94%
No	9	2%
To some extent	16	4%
Total	401	100

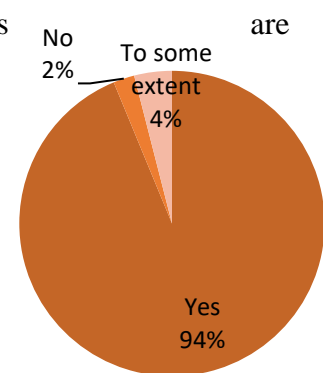


Figure 3. 2 Teacher's Punctuality

Q.2 Do the teachers give individual attention to the students?

According to the results, 92 percent responded agreed that the teachers do give individual attention in school, while 5 percent responded ‘To some extent’ and 3 percent responded ‘No’.

Table 3. 3 Individual Attention

	Frequency	Percent
Yes	369	92%
No	13	3%
To some extent	19	5%
Total	401	100

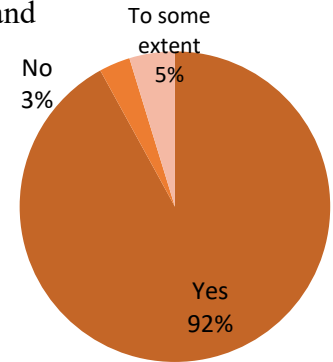


Figure 3. 3 Individual Attention

Q.3 Are you satisfied with the qualification and abilities of the teachers?

According to the results of this CRC survey, 90 percent respondent from District Lower Dir and Swat are satisfied with the qualification of teachers while 6 percent are satisfied up to some extent. 4 percent a respondent was not satisfied with the qualification of teachers.

Table 3. 4 Teachers' Qualification

	Frequency	Percent
Yes	360	90%
No	15	4%
To some extent	26	6%
Total	401	100

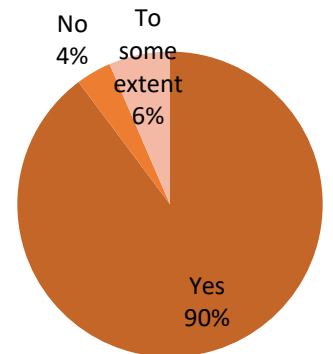


Figure 3. 4 Teachers' Qualification

Q.4 Are there any incidents of corporal punishment in schools?

Although the government has approved a bill to end corporal punishment, the practice is still going on in many schools of the two districts.²⁶ According to the survey, 33 percent responded that there is a practice of corporal punishment in schools in two districts while 49 percent responded ‘No’. It shows that in a large part of the two districts, the practice is continued.

Table 3. 5 Corporal Punishment

	Frequency	Percent
Yes	131	33%
No	196	49%
Sometimes	74	18%
Total	401	100

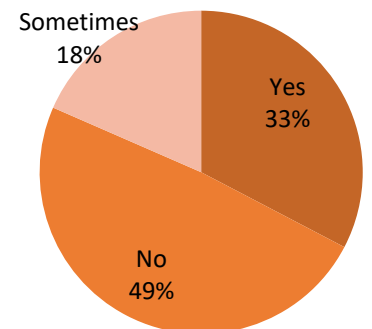


Figure 3. 5 Corporal Punishment

²⁶ http://pakistan.asia-news.com/en_GB/articles/cnmi_pf/features/2018/04/24/feature-01

Q.5 Is the required furniture available at your child’s school?

According to this CRC results, 88 percent responded that the necessary furniture is available in the school while 12 percent responded ‘No’.

Table 3. 6 Availability of Furniture

	Frequency	Percent
Yes	352	88%
No	49	12%
Total	401	100

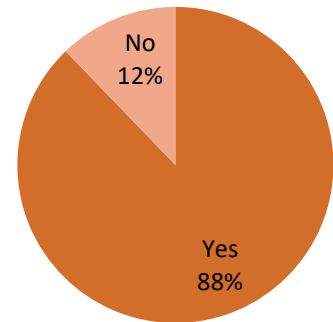


Figure 3. 6 Availability of Furniture

Q.6 Is the cleanliness satisfactory in the school?

According to this CRC results, 82 percent respondents were satisfied with the cleanliness in the schools in two districts, while 7 percent were not. The other 11 percent responded that they were satisfied ‘to some extent’.

Table 3. 7 Cleanliness in Schools

	Frequency	Percent
Yes	327	82%
No	30	7%
To some extent	44	11%
Total	401	100

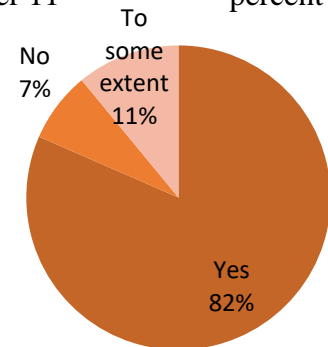


Figure 3. 7 Cleanliness in Schools

Q.7 Is the surrounding of schools clean?

When we asked the respondents whether the surrounding of the schools is also clean, 71 responded ‘Yes’ and 18 percent responded ‘To some extent’ while 11 percent responded ‘No’.

Table 3. 8 Area Around Schools

	Frequency	Percent
Yes	283	71%
No	45	11%
To some extent	73	18%
Total	401	100

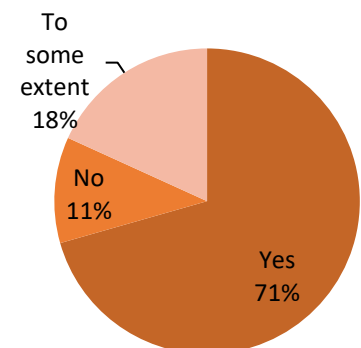


Figure 3. 8 Area Around Schools

Q.8 Is drinking water available in your school?

Safe drinking water is vital for health. Most of the stomach diseases are spread due to contaminated water used for drinking. Moreover, it is a right of every child, and the duty of every government to provide the facility of safe drinking water to its citizens.

Considering the importance of the availability of water in schools, a question was asked whether drinking water is available in schools. 85 percent responded ‘Yes’ while 15 percent responded ‘No’.

Table 3. 9 Availability of Drinking Water

	Frequency	Percent
Yes	340	85%
No	61	15%
Total	401	100

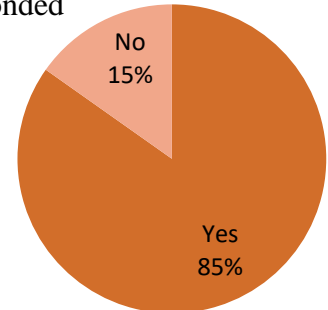


Figure 3. 9 Availability of Drinking Water

Q.9 Are toilets cleaned regularly in schools?

Many schools in our country are deprived of the facility of toilets. Students specifically females suffer badly from it. A basic public demand pertains to availability of clean toilets. Therefore, when we asked this question 63 percent responded that the toilets are clean, and 10 percent responded ‘No’ while 27 percent are satisfied with their cleanliness ‘to some extent’.

Table 3. 10 Availability of clean toilets

	Frequency	Percent
Yes	251	63%
No	40	10%
To some extent	110	27%
Total	401	100

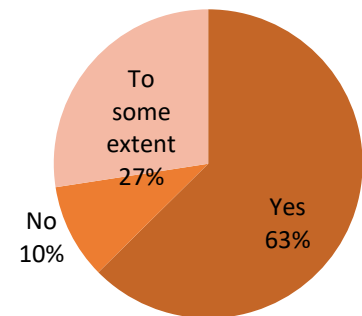


Figure 3. 10 Availability of clean toilets

Q.10 Is the school building in good condition?

According to the result of this CRC, 49 percent responded that the school building is in good condition, however, 23 percent responded ‘No’ while 28 percent responded they are satisfied with the condition of school building ‘to some extent’.

Table 3. 11 Condition of School Building

	Frequency	Percent
Yes	196	49%
No	94	23%
To some extent	111	28%
Total	401	100

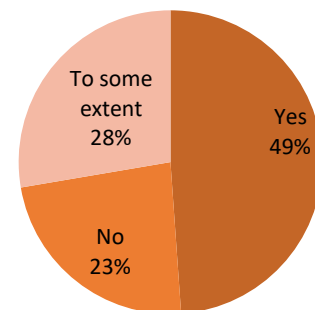


Figure 3. 11 Condition of School Building

Q. 11 Is the school building maintained properly by the school administration?

In response to this question, 69 percent responded ‘Yes’ and 13 percent responded ‘No’ while 18 percent responded ‘To some extent’.

Table 3. 12 Repairing of School building

	Frequency	Percent
Yes	276	69%
No	53	13%
To some extent	72	18%
Total	401	100

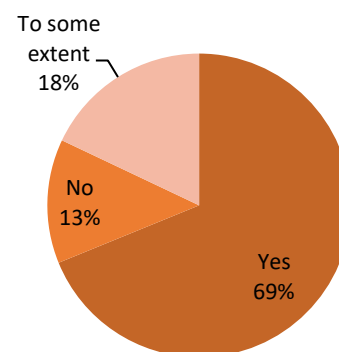


Figure 3. 12 Repairing of School building

Q.12 Does the school have a playground?

In a newspaper report, The Khyber-Pakhtunkhwa government plans to construct 10,000 play areas in public sector schools across the province, aiming to provide sports facilities to the children. According to this CRC, 64 percent responded ‘Yes’ however 36 percent responded ‘No’.

Table 3. 13 Playground in Schools

	Frequency	Percent
Yes	256	64%
No	145	36%
Total	401	100

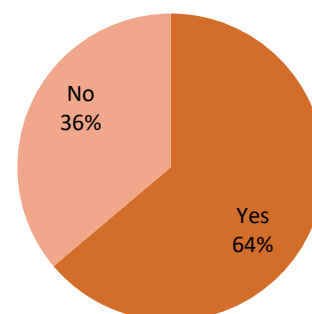


Figure 3. 13 Playground in Schools

Q.13 Does the school management cooperate with parents?

In response to this question, 76 percent responded that the management cooperates with parents, while 9 percent responded ‘No’. The other 15 percent responded that the cooperation with parents is ‘to some extent’.

Table 3. 14 School Management Cooperation with Parents

	Frequency	Percent
Yes	303	76%
No	37	9%
To some extent	61	15%
Total	401	100

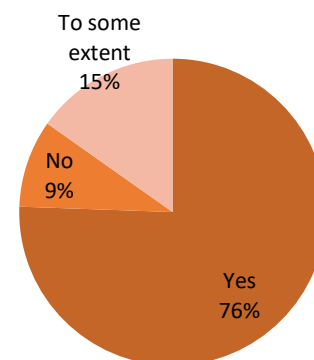


Figure 3. 14 School Management Cooperation with Parents

Q.14 Is the school building used for education purposes only?

In 2014, the K-P Elementary and Secondary Education Department’s Independent Monitoring Unit issued a report, according to which, thousands of children were unable to get education because some 285 government schools were illegally occupied. Among which nearly 222 buildings of these schools are partially occupied while 63 are entirely occupied.²⁷

Table 3. 15 School Building for Educational Purposes only

	Frequency	Percent
Yes	368	92%
No	33	8%
Total	401	100

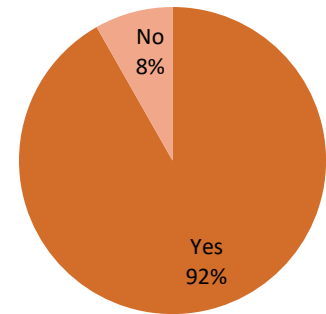


Figure 3. 15 School Building for Educational Purposes only

To the question whether the school building is used for educational purposes only, 76 percent responded that the school building is only being used for educational purposes however, 9 percent responded that the buildings are also being used for purposes other than educational.

Q.15 Is the school administration involved in any corruption?

Various incidents of corruption are reported in news in which school administration or Education department are allegedly involved in corruption.^{28 & 29} In order to get the feedback from citizens, this question was asked from them. According to the results, 78 percent responded ‘No’ while 22 percent responded ‘Yes’.

Table 3. 16 Corruption in Schools

	Frequency	Percent
Yes	87	22%
No	314	78%
Total	401	100

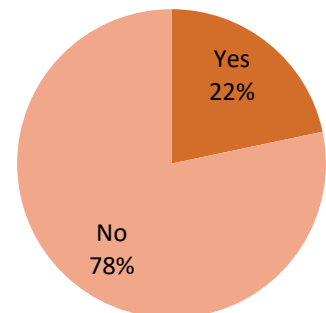


Figure 3. 16 Corruption in Schools

²⁷ <https://tribune.com.pk/story/809843/right-to-education-nearly-300-govt-schools-illegally-occupied-in-the-province/>

²⁸

https://www.express.com.pk/epaper/PoPupwindow.aspx?newsID=1104361504&Issue=NP_KHI&Date=20170718

²⁹ <http://dunyanews.tv/en/Pakistan/417743-Corruption-scandal-unearthed-in-Azad-Kashmir-construction-projects>

Q.16 Are extra-curricular activities organized in school?

Research indicates that extracurricular activities affect students’ academic performance.³⁰ According to the result of this survey, 61 percent responded ‘Yes’ and 22 percent responded ‘No’ while 17 percent responded ‘to some extent’.

Table 3. 17 Extra Curricular Activities

	Frequency	Percent
Yes	243	61%
No	89	22%
To some extent	69	17%
Total	401	100

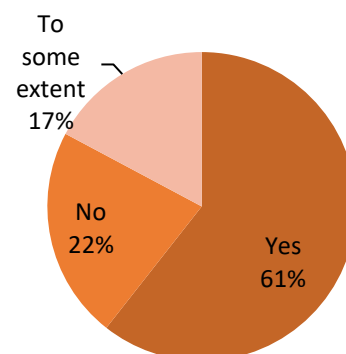


Figure 3. 17 Extra Curricular Activities

Q.17 Does the school administration respond to your complaints?

According to this study, 69 percent responded ‘Yes’ and 8 percent responded ‘No’ while 23 percent responded ‘To some extent’.

Table 3. 18 Response to Complaints

	Frequency	Percent
Yes	276	69%
No	32	8%
To some extent	93	23%
Total	401	100

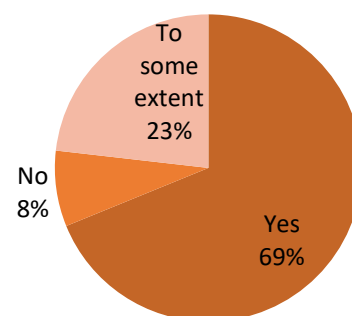


Figure 3. 18 Response to Complaints

Q.18 Are you satisfied with the performance of your school?

In another question, respondents were asked if they are satisfied with the performance of the school, 84 percent responded ‘Yes’ and 4 percent responded ‘No’ while 11 percent responded ‘To some extent’.

Table 3. 19 Satisfaction with School Performance

	Frequency	Percent
Yes	338	84%
No	18	4%
To some extent	45	11%
Total	401	100

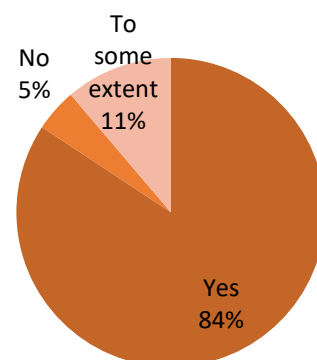


Figure 3. 19 Satisfaction with School Performance

³⁰ <https://www.kon.org/urc/v5/fujita.html>

Q.19 Has the performance of government schools improved in the last few years?

This question was asked to know the performance of government schools if they have improved or not. 82 percent responded ‘Yes’ and 14 percent responded ‘to some extent’ while 4 percent responded ‘No’.

Table 3. 20 Improvement in Govt. Schools

	Frequency	Percent
Yes	329	82%
No	16	4%
To some extent	56	14%
Total	401	100

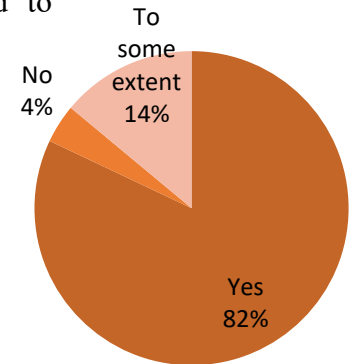


Figure 3. 20 Improvement in Govt. Schools

Q.20 If you have better resources, would you prefer govt. school or private school for your children?

The government of KP has been very vocal about their performance in education sector. They claim that people are now preferring govt. schools as compare to the private one³¹.

Table 3. 21 School Preference

	Frequency	Percent
Government School	284	71%
Private School	117	29%
Total	401	100

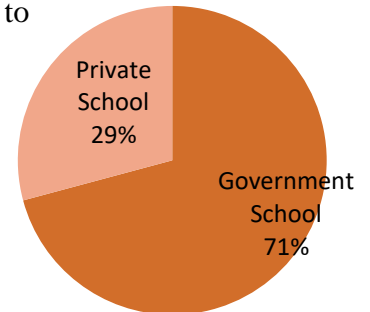


Figure 3. 21 School Preference

In order to test their claim, the survey asked a question regarding public preference in choosing school. Normally, private schools are expensive, so we asked about their preference if they have the resources. 71percent responded that they will prefer government schools, while 29 percent responded that they will prefer private schools.

Q.21 Is the government providing free course books in government schools?

³¹ <https://herald.dawn.com/news/1153590>

In response to this question, 95 percent responded that the free books are being provided in the school by the government, while 5 percent responded ‘No’.

Table 3. 22 Availability of Free Books

	Frequency	Percent
Yes	380	95%
No	21	5%
Total	401	100

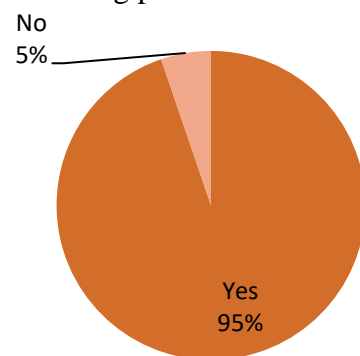


Figure 3. 22 Availability of Free Books

Q.22 Is there reasonable arrangement of security in the school?

School security has become an important aspect of services provided by the government. In response to this question, 88 percent responded ‘Yes’ that the reasonable security is provided while 12 percent responded ‘No’.

Table 3. 23 School Security

	Frequency	Percent
Yes	354	88%
No	47	12%
Total	401	100

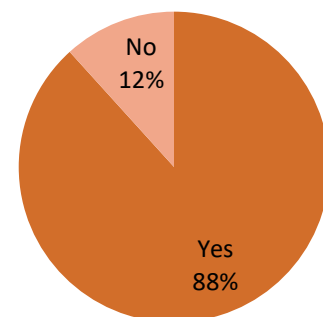


Figure 3. 23 School Security

Q.23 Do the schools have boundary wall?

Another question related to school security was about the boundary wall. 97 percent responded that the boundary walls are present, only 3 percent responded ‘No’.

Table 3. 24 Boundary Wall

	Frequency	Percent
Yes	389	97%
No	12	3%
Total	401	100

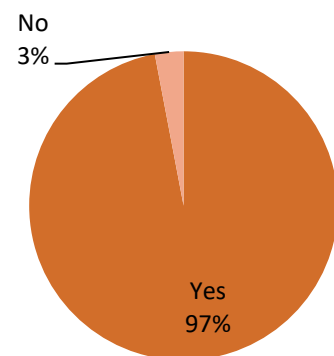


Figure 3. 24 Boundary Wall

Q.24 Is there a library in your school?

Research shows that libraries have a significant contribution on the achievements of students³². They create an atmosphere of learning and knowledge exchange. Not only do they provide knowledge on various subjects but also connect them with various aspects of knowledge. Students demonstrate high achievements in schools where there is an established library.³³ In response to this question, 58 percent responded ‘Yes’ and 42 percent responded ‘No’.

Table 3. 25 Library in Schools

	Frequency	Percent
Yes	232	58%
No	169	42%
Total	401	100

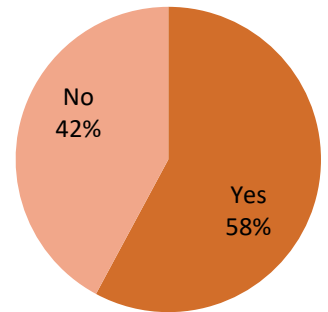


Figure 3. 25 Library in Schools

Q.25 Do schools have suitable arrangement of light and ventilation?

Classroom lighting can be an overlooked factor for children’s success in school. A 2006 study by Berman et al.³⁴ on lighting and visual acuity suggests high color temperature fluorescent lighting helps students see clearer and allows them to read faster.³⁵ In response to this question, 94 percent responded that schools have adequate light and ventilation and 6 percent werenot satisfied.

Table 3. 26 Arrangement of Light and Ventilation

	Frequency	Percent
Yes	377	94%
No	24	6%
Total	401	100

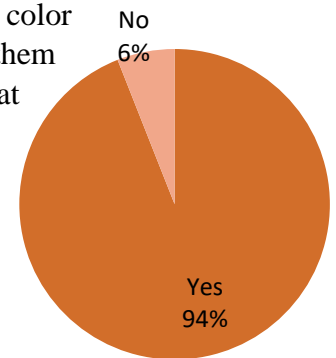


Figure 3. 26 Arrangement of Light and Ventilation

Q.26 Do you know about Parents Teachers Council (PTC)?

The PTC, a body on school level comprises parents and teachers, ensures judicious utilization of funds. According to a research, the body has weak performance due to several reasons including lack of interest of authorities, untrained and uneducated chairman,

³² www.asla.org.au/site/defaultsite/filesystem/documents/research.pdf

³³ American Library Association

³⁴ Berman, Sm, M. Navvab, Mj Martin, J. Sheedy, and W. Tithof. “A “Comparison of Traditional and High Colour Temperature Lighting on the near Acuity of Elementary School Children.” *Lighting Research and Technology Light Res Technol* 38.1 (2006): 41-52. Web.

³⁵ <https://mytechdecisions.com/facility/how-does-classroom-lighting-affect-the-students-part-i/>

members and loss contacts of PTC members with educational authorities.³⁶ schools. In order to know whether people know about it, we included this question in the survey. According to this study, 71 percent respondents didn't know about PTC, while 29 percent said that they know about it.

Table 3. 27 Parents Teachers Council

	Frequency	Percent
Yes	115	29%
No	286	71%
Total	401	100

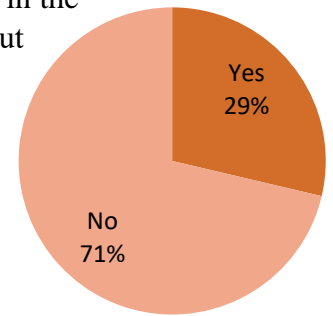


Figure 3. 27 Parents Teachers Council

³⁶

https://www.researchgate.net/publication/256694747_the_assessment_of_parent_teacher_councils_in_primary_schools_of_district_mardan

4. Recommendations

1. 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 Pashto/Urdu languages.
2. Adequate furniture should be available in all government schools. The school administration should be responsible and accountable for these assets.
3. The schools, along with the areas surrounding it, need to be kept clean. The administration should have the budget to deploy proper house-keeping staff.
4. Another facility that schools are missing is availability of 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.
5. 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 students and staff.
6. Government should also provide the facility of playground in public schools as they have a positive impact on children's learning and development.
7. The government should advise school management to maintain good connection with parents and cooperate with them to address their complaints.
8. School buildings should be used for educational purposes only and not be allowed to be used for any other purpose.
9. The government should address parents' complaints regarding corruption by school administration and constitute a committee to further investigate the issue.
10. Extra-curricular activities have a positive impact on the achievement and performance of students, therefore, it should be a part of the curriculum.
11. Every government school should have suitable security measures in place; every school should have proper boundary walls, students and teachers should be properly trained on how to react in an emergency situation.
12. In order to make Parents Teachers Councils (PTC) more effective, the government is required to aware people about its purpose and functionality. It is only their active participation which can help the councils meet its intended objectives.

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