



Citizen Report Card Study

Education Sector

Districts Kallat and Sohrab, Balochistan



Foreword

I have great satisfaction in introducing the Citizens Report Card Study on the education in Districts Kallat & Sohrab.

TI Pakistan undertook this research to report the strengths and weaknesses in the education sector of Balochistan. The objective of the study is to provide the Balochistan 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 Balochistan 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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Disclaimer

Every effort has been made to verify the accuracy of the information contained in this report. All information was believed to be correct as of May 2018 as per sources quoted in this report. Nevertheless, Transparency International Pakistan cannot guarantee the accuracy and completeness of the contents beyond the sources verified for the purpose of the study. Nor can Transparency International Pakistan accept responsibility for the consequences of its uses for other purposes or in other contexts. Contributions to this report by authors external to Transparency International Pakistan do not necessarily reflect the views of Transparency International Pakistan.

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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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Contents

List of Acronyms	6
List of Tables	7
List of Figures	8
1. Introduction	10
1.2 Study Objectives	16
1.3 Duration	16
1.4 Scope.....	16
2. Research Methods	17
2.1 Research Design.....	17
2.2 Focus Group Discussion	18
2.3 Sample Technique and Size	20
2.4 Instrument of Data Collection.....	20
3. Analysis and Results	21
.....	21
3.1 Analysis of the Questions	21
4. Recommendations	31
5. Bibliography	34

List of Acronyms

AJK	Azad Jammu & Kashmir
CPI	Corruption Perception Index
CRC	Citizen Report Card
FGD	Focus Group Discussion
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
MPI	Multidimensional Poverty Index
NEAS	National Education Assessment System
TI	Transparency International
UNESCO	The United Nations Educational, Scientific and Cultural Organization

List of Tables

Table 3. 1 Tehsil	21
Table 3. 2 Gender.....	21
Table 3. 3 Teachers punctuality	21
Table 3. 4 individual Attention by Teacher	22
Table 3. 5 Teachers Qualification.....	22
Table 3. 6 Corporal Punishment	23
Table 3. 7 Availability of Furniture	23
Table 3. 8 Cleanliness in Schools	23
Table 3. 9 Cleanliness around Schools	24
Table 3. 10 Satisfaction with Drinking Water Quality	24
Table 3. 11 Functional Toilets	24
Table 3. 12 Condition of School Building	25
Table 3. 13 Maintenance of School Building	25
Table 3. 14 Promotion of Sports	26
Table 3. 15 Cooperation of Management with Parents.....	26
Table 3. 16 Use of School Building solely for Education	27
Table 3. 17 Administration Involvement in Corruption	27
Table 3. 18 Extra Curricular Activities.....	27
Table 3. 19 Complaint Response	28
Table 3. 20 Satisfaction with School Performance.....	28
Table 3. 21 Schools Performance in Last Five Years	28
Table 3. 22 Private vs Public School	29
Table 3. 23 Free Course books	29
Table 3. 24 School Security	30
Table 3. 25 School Boundary Walls	30
Table 3. 26 School Library	30

List of Figures

Figure 1. 1 Classrooms without Furniture	10
Figure 1. 2 Government High School, Kallat	11
Figure 1. 3 Student Learning in Open Area	12
Figure 1. 4 School Toilet	13
Figure 1. 5 A government School in Sohrab.....	14
Figure 2. 1 Focus Group Discussion, Sohrab.....	18
Figure 2. 2 Focus Group Discussion, Kallat	19
Figure 3. 1 Tehsil wise breakdown	21
Figure 3. 2 Gender	21
Figure 3. 3 Teacher's Punctuality.....	21
Figure 3. 4 individual Attention by Teacher	22
Figure 3. 5 Teacher Qualification	22
Figure 3. 6 Corporal Punishment	23
Figure 3. 7 Availability of Furniture.....	23
Figure 3. 8 Cleanliness in Schools	23
Figure 3. 9 Cleanliness around Schools	24
Figure 3. 10 Satisfaction with Drinking Water Quality	24
Figure 3. 11 Functional Toilets	24
Figure 3. 12 Condition of School Building.....	25
Figure 3. 13 Maintenance of School Building	25
Figure 3. 14 Promotion of Sports.....	26
Figure 3. 15 Cooperation of Management with Parents	26
Figure 3. 16 Use of School Building	26
Figure 3. 17 Administration involvement in Corruption	27
Figure 3. 18 Extra Curricular Activities.....	27
Figure 3. 19 Complaint Response.....	28
Figure 3. 20 Satisfaction with School Performance.....	28
Figure 3. 21 School Performance in Last Five Years	28
Figure 3. 22 Private vs Public Schools	29
Figure 3. 23 Free Course Books	29
Figure 3. 24 School Security.....	30
Figure 3. 25 Boundary Wall.....	30
Figure 3. 26 School Library	30

1. Introduction

For the achievement of all the sustainable development goals, education provides a necessary foundation. Education is central to UNESCO’s mission and is enshrined in the Universal Declaration of Human Rights (1948) and many other International Human Right Instruments. Education empowers people, making them aware of their rights, and develop their understanding about the implication of their actions on future generations.

Pakistan faces significant education challenges in providing uniform and quality education for all children.

National Education Policy 2018

The Constitution of Pakistan has also declared education as a fundamental right. The Article 25A makes education an obligation for the state to provide from age five to sixteen without any discrimination.

25A. Right to education—The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.

Not only the Constitution but the Supreme Court of Pakistan in a judgment explained Article 25A as a fundamental right. The Supreme Court urged the government for the implementation article 25A along with other articles of fundamental rights.¹



FIGURE 1. 1 CLASSROOMS WITHOUT FURNITURE

For the promotion of education, since independence, the country had organized many education conferences², constituted commissions³, established educational programs,⁴ and developed 9 educational policies, but even after more than 70 years,

¹ PLD 2013 SC 188, <https://pakistanconstitutionlaw.com/article-25a-right-to-education/>

² National Education Conference: 1947

³ Commission on National Education 1959, Literacy and Mass Education Commission 1981

Pakistan is largely considered an illiterate country. Still millions of children are out of schools. There is a shortage of schools, lack of qualified staff, and missing infrastructure. These problems are also identified by many reports released internationally⁵. For example, Pakistan was a signatory of Dakar declaration⁶ at World Education Forum and committed to achieve six education goals from 2000 to 2015. In the year 2015, when the Monitoring Report was issued, Pakistan lagged behind in achieving its targets. The report identified many reasons that have obstructed the growth of the country's education sector. These included shortage of teachers and schools, staff absenteeism, missing infrastructure facilities and lack of qualified teachers⁷.



FIGURE 1. 2 GOVERNMENT HIGH SCHOOL, KALLAT

After the 18th Amendment, education has been a provincial subject. Each province has its own socio-economic environment and is working under its own education administrative system. Alif Ailaan conducted a study on education (2017) ranking 155 districts across Pakistan. The ranking was based on Education Score, Learning Score, Retention Score and Gender Parity Score of the government schools. Among the top ranked 25 districts,

⁴ National Education Policy and Implementation Programme: 1979, The 10-point Programme: 1983, Nationwide Literacy Programme: 1986-90

⁵ Pakistan Education Crises – Wilson Centre, The Education System in Pakistan – UNESCO 2007

⁶ Education for All (EFA) commitment

⁷ <https://unesdoc.unesco.org/ark:/48223/pf0000232205>

13 districts belong to Punjab, 6 districts from AJK, 3 districts from KPK, 2 districts from Sindh, and one from the capital territory. The top district of Balochistan in this study ranked no 45⁸. Similarly, the Gross Intake Rate, defined as total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age, for KPK is 117%, Punjab is 101%, Sindh is 92% and Baluchistan is 64%⁹. Another indicator which is Gross Enrolment Ratio, defined as the total number of children enrolled in early childhood care and education programmes, regardless of age, expressed as a percentage of the population in the relevant official age group. The GER of KPK is 110%, Punjab is 104%, Sindh is 86% and Balochistan is 58%.^{ibid} (GIR and GER can be more than 100%.)

There are currently 5.06 million children of primary school age out of school. At the middle, high and higher secondary level, the out of school children are 6.51 million, 4.97 million and 6.29 million respectively. More girls are out of school than boys. In primary to higher secondary level, 49% of population of girls is out of school as compared to 40% of the boys' population. This depicts the very dismal situation of education in the country.



FIGURE 1. 3 STUDENT LEARNING IN OPEN AREA

To improve this situation and the implementation of its education policies, the government claims to spend a considerable amount on education. In the fiscal year 2017-18, Pakistan's spending on education was 2.2% of GDP. Unfortunately it remains among the lowest in the region South Asia.¹⁰ Interestingly, if we look at Pakistan's CPI ranking, the country ranks 117 out of 180 scoring 33 out of 100 points.¹¹ So the amount of corruption in the country swallows a large chunk of the amount to be spent on education, making the actual spending lower than the stated figure.

The government has its own accountability mechanism performed through national and provincial institutions. These institutions are playing their part to curb corruption in all sectors including education. Simultaneously, civil society is helping citizens to become more informed about their rights to hold their government accountable through the use of

⁸ District Education Ranking, 2017 Alif Ailaan

⁹ Pakistan Education Statistics 2016-2017

¹⁰ <https://www.techjuice.pk/govt-announced-education-budget-for-fy-2018-19/>

¹¹ <http://www.transparency.org.pk/>

social accountability tools. One such tool, the Citizen Report Card is a research-based tool of social accountability which takes citizens' feedback, systematically analyzes their responses and present the results for policy makers. Transparency International Pakistan has been using this tool and conducted various studies in education, police, local

Government and health sectors. This CRC study on education was conducted in districts Kallat and Sohrab of Balochistan, mainly focusing on primary, middle and high school education.

State of Education in Balochistan

Though Balochistan comprises 44% percent of the total area of Pakistan, the province has only 5 percent of the country's population. The population density is only 16 persons against the national average of 166 persons per square kilometer. This increases the unit cost of service delivery. As a result, Balochistan's human development indicators are worse than the national average.¹² Due to lack of investment and focus, most of the sectors related to human development are suffering in the province According to a news report, each year nearly 25,000 people graduate from Balochistan. Unfortunately, hardly around 2,000 of them can secure jobs due to lack of industrialization. Most of the people rely on government jobs. The job situation cannot improve until investment is made in agriculture, mining, fishing, and livestock in which people are already skillful. According to Pakistan's official report on Multidimensional Poverty Index (MPI), two-thirds of people Balochistan (71 percent) live in multidimensional poverty.¹³

Like other sectors, education in Balochistan needs serious attention. The province is far behind the other provinces in the country. The literacy rate stands at a mere 33 percent.¹⁴ Education institutions are the lowest in number. According to Pakistan Education Statistics 12% of total institutions are non-functional which is the highest among all the provinces.

School Infrastructure

The state of infrastructure of the schools in Balochistan presents a grim picture.

¹² Balochistan Economic Report: Asian Development Bank

¹³ <http://www.pk.undp.org/content/pakistan/en/home/prs-new-poverty-index-reveals-that-4-out-of-10-pakistanis-li>

¹⁴ <https://academiamag.com/education-in-balochistan-me>



FIGURE 1. 4 SCHOOL TOILET

Particularly, the primary schools are in a very poor condition. In most of the primary schools where the study was conducted, only one teacher is teaching all subjects to students of classes 1 to 6 in a single room.

According to Pakistan Education Statistics 2017, Balochistan has 11,627 primary schools. Among them 1815 do not have building¹⁵, 3400 school buildings are donated¹⁶, 1822 buildings are *Kacha*¹⁷, 9,266 schools do not have electricity¹⁸, 4,836 schools do not have drinking water, 8,315 schools do not have latrine (1788 are girl schools)¹⁹, and 6,993 schools do not have boundary walls²⁰. The condition of buildings of many schools is dangerous. According to the report, in primary section 5,354 school buildings need repairing and 2,159 school buildings have been declared dangerous.²¹ In 3,352 schools, a single classroom is available to teach 6 classes, and 2 class rooms are available in 4,718 primary schools.²²

Teachers Capacity

Shortage of qualified teaching staff is a substantial problem most of the schools are facing. The gap is filled by hiring semi-professional teachers who either do not have the will or the capacity to teach. Due to corruption, hiring is allegedly carried out on a political basis. Teachers hired through political consideration are less likely to perform their duties. According to a research, the teachers that are left in the villages are extremely negligent of their duties.²³ Teachers' training has been undertaken without



FIGURE 1. 5 A GOVERNMENT SCHOOL IN SOHRAB

¹⁵ Table 5.1.4 Pakistan Education Survey 2017

¹⁶ Table 5.2.4 Pakistan Education Survey 2017

¹⁷ Table 5.3.4 Pakistan Education Survey 2017

¹⁸ Table 5.4.4 Pakistan Education Survey 2017

¹⁹ Table 5.6.4 Pakistan Education Survey 2017

²⁰ Table 5.7.4 Pakistan Education Survey 2017

²¹ Table 5.8.4 Pakistan Education Survey 2017

²² Table 5.9 Pakistan Education Survey 2017

²³ Abbasi, Faheem. "Understanding Pakistan: Situation Analysis of Education in Pakistan". SPO discussion paper series.14 (March 2013): 1-24: Electronic: www.spopk.org.

assessment and research that can validate the impact of such training on performance and outcomes.²⁴ Additionally quality of the programs has been marred by non-transparent selection of trainees and without a need assessment.

Education Quality

Results from the National Education Assessment System (NEAS) tests, conducted in 2008, reveal low learning achievements for students from Balochistan. Education quality is badly affected by school infrastructure as discussed briefly above. A large number of

primary schools have only one classroom where a single teacher is teaching all subjects of all six classes. Another important facility, electricity is unavailable in most of the schools in rural areas. Fortunately, where electricity is available for few hours, electric appliances such as fans and bulbs are non-functional. One cannot expect education quality if teachers are not provided the tools and students the facilities. According to ASER²⁵ the basic skills at primary level are as follows:

Class 3			Class 5		
%Children who can read sentence in Urdu	%Children who can read word	%Children who can do subtraction	%Children who can read Urdu story	%Children who can read English sentence	%Children who can do division
24.3	4.0	48.5	40.1	34.2	43.2

Source: Annual Status of Education Report 2018 (p.97-98)

Curriculum

According to Balochistan Education Sector Plan 2013-18²⁶, the province has no experience in curriculum review and development so the provincial government has adopted old curriculum developed by the federal government in 2006. The report further said that implementation of curriculum is limited to preparation of textbooks. Most teachers, other professionals including examiners, parents and education managers have never seen a curriculum document. Therefore, teaching and assessment remain dependent on the textbook alone. Also, no feedback mechanism exists to assess the gaps between actual, taught and learned curriculum. In interviews conducted in the course of the CRC, many teachers and stake holders are of the view that current curriculum is not only very difficult for students but for teachers as well.

Textbooks

According to Balochistan Education Sector plan 2013-18 assessment^{ibid}, these textbooks fail to invoke the child's interest as most are written in a dull narrative. At the primary

²⁴ Baluchistan Education Sector Plan 2013 -2018

²⁵ Annual Status of Education Report 2018

²⁶ Baluchistion Education Sector Plan 2013-18 Pg 35

level the local context is missing; the conceptual explanations are weak at intermediate level where topics in science and mathematics are not covered in the required level of detail.

To assess more insight of the problem, TI Pakistan conducted Citizen Report Card (CRC) and chose two districts; district Kallat and district Sohrab. The survey gathered a feedback from 400 respondents from both rural and urban areas. Transparency International Pakistan monitored the whole process and ensured the reliability and validity of the data.

1.2 Study Objectives

The objective of Citizen Report Card (CRC) study was to evaluate education services provided in schools of two districts; Kallat and Sohrab from the perspective of its availability, functionality, and quality. The main objectives of the research were:

- To evaluate the state of education services in schools from the end-user's perspective.
- To identify gaps in service delivery processes and appraise the good practices.
- To provide a quantitative feedback to all the stakeholders, particularly the Education Department and the Balochistan 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 in April 2019, ended in June 2019. 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 districts Kallat and Sohrab. 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 these two districts.

2. Research Methods

2.1 Research Design

The research design refers to the overall strategy that is chosen to integrate the different components of the research in a coherent way, thereby, ensuring to address the research objectives effectively.²⁷ It provides a structure to the scientific work and gives a basis for its direction and organization.²⁸ It involves our decisions about target population, development of a questionnaire, sample size, sampling technique, data collection method and the selection of analysis technique.

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, respondents were asked question to evaluate the education services of two districts; Kallat and Sohrab. These questions were designed carefully considering their relevance and consistency with the problems. The respondents for this study were parents and students²⁹ who had the experience of using the service and hence in a better position to respond.

The questions were designed considering various aspects of education services provided in schools. The responses to these questions would give an insight to the user's perspective. It therefore focused on teachers' qualification, school infrastructure, and provision of other educational facilities. After a detailed review of the available literature including newspaper articles, research reports and experts' and stakeholders' opinion/review the questionnaire was finalized. The stakeholders' review and opinion were taken in two Focus Group Discussion (FGD) held in Kallat and Sohrab. The participants of the FGDs included citizens, teachers, social workers, media and government officials from the education department. TI Pakistan conducted these FGDs and data collection in collaboration with a local NGO Youth for Social Development Balochistan.

The data was collected by experienced and trained enumerators who knew the local context, culture and environment. Places like markets were particularly targeted where people from nearby areas gathered in large numbers, making it easy to collect the data that represent the entire population. Experienced female enumerators were also deployed

²⁷ <http://www.aau.edu.et/library/research-support/research-design/>

²⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2808761/>

²⁹ Students of Matric classes

who visited houses and gathered data from females. A total of 400 responses were gathered from district Kallat and Sohrab. Field Monitors also visited various primary, middle and secondary schools in two districts and interacted with school administration, teachers and students. The visits also helped to get more insight and valuable information for the study recommendations.

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

Not all the information is collected through quantitative techniques. Some aspects require thorough understanding and detailed information. Focus Group Discussions is a qualitative research method which is used to understand an issue at a deeper level. It is helpful for adding meaning and understanding of a topic.



FIGURE 2. 1 FOCUS GROUP DISCUSSION, SOHRAB

For the purpose of this study, two focus group discussions were conducted which were participated by teachers, parents, school administration and local representatives. The sessions were moderated by TI Pakistan. The discussions focused on district education issues and the questionnaire used in the study.

In both of the discussions, similar issues were discussed. Following are the main points:

- The main problem is shortage of teachers in two districts.
- Due to unavailability of teachers, many schools are closed or non-functional.
- Most of the primary schools consist of one teacher and one room. The teacher is teaching all the students.

- A gross violation is reported in the hiring of teaching staff. In the past, many teachers were recruited on political basis. These teachers are uncompetitive and have the least inclination towards teaching. Many of them are ghost teachers.
- Hiring is based on Union Council level so those who do not belong to a particular Union Council cannot be appointed as a teacher in that Union Council.
- There is a scarcity of science, math and computer teachers in two districts.
- Majority of the high schools do not have science and computer labs. As a result, students of this region are way behind in these two fields.
- Due to the absence of career counselors, students are unable to take informed decisions about their academic and professional careers. Participants were of the view that Balochistan is facing resource scarcity and employability challenges in which a strong education system and proper career guidance can play a huge role.



FIGURE 2. 2 FOCUS GROUP DISCUSSION, KALLAT

- Both the districts are missing technical education centers. The deprivation of technical and skilled based education is compounding the problem of unemployment which has already become very complicated due to scarcity of water, electricity, security issues and absence of industries in the province. Parents are now compelled to believe that education is of no use to them. It is only fueling disappointment, frustration and sense of deprivation among their children.
- During the discussion, teachers of district Sohrab claimed that since 2006, curriculum has been changing every year. The books are more complicated, difficult to comprehend and devoid of the need of the people of Balochistan. Adding to their adversity, teachers are not provided periodic trainings on innovative pedagogical methods.
- Due to absence of qualified teachers, particularly in science and commerce subjects, higher education is also suffering in the two districts.

- It is very difficult for girls to acquire education in this situation. The population is very scattered, and due to absence of any transport facilities, girls cannot travel to schools (middle or high) in nearby UCs.

2.3 Sample Technique and Size

The sample size of the study was 400 divided in two districts; Kallat and Sohrab. Various areas and UCs were selected keeping in view that equal representation of the entire

district was maintained. The sample size was proportional to the population of a particular area. Similar to other areas of Balochistan, the population in this two districts is also scattered and in some areas, security issues are also a cause of concern.

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.

2.4 Instrument of Data Collection

A questionnaire was designed 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 24 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.

3. Analysis and Results

The data was collected from Kallat, Mangochar, Sohrab, Gaddar, and Dhstgram tehsils. A good proportion of females participated in the survey which is 34.6 percent of the total respondents while the males are 65.4 percent of the total respondents.

TABLE 3. 1 TEHSIL

	Frequency	Percent
Kallat	188	46
Mangochar	69	17
Sorab	81	20
Ghaddar	31	7.7
Dushtgoran	36	8.9
Total	405	100

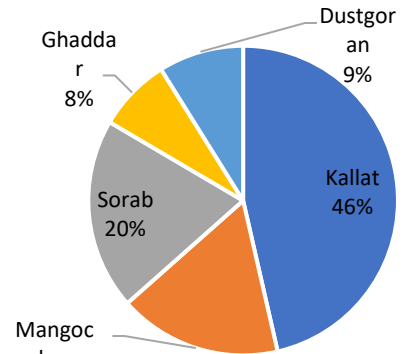


FIGURE 3. 1 TEHSIL WISE BREAKDOWN

TABLE 3. 2 GENDER

	Frequency	Percent
Male	265	65.4
Female	140	34.6
Total	405	100.0

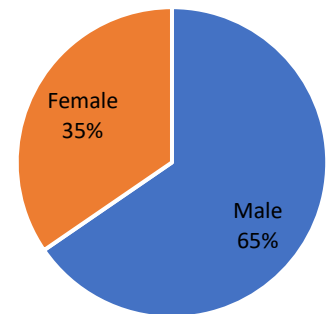


FIGURE 3. 2 GENDER

3.1 Analysis of the Questions

The analysis of 24 questions is given below.

Q.1 Are the teachers punctual?

According to the results, 78 percent responded that the teachers are punctual, 11 percent responded that they were not and 10 percent responded ‘to some extent’. The government claims that its Real Time School Monitoring System introduced in 2016 had borne fruitful results and the teachers were now showing punctuality, which also helped in improving education standards in the province.³⁰

TABLE 3. 3 TEACHERS PUNCTUALITY

	Frequency	Percent
Yes	315	78
No	44	11
To some extent	46	11

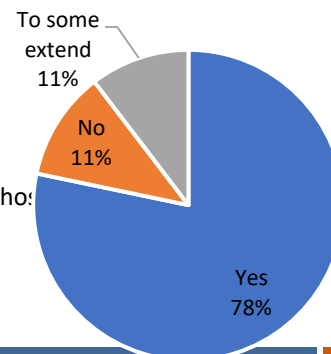


FIGURE 3. 3 TEACHER'S PUNCTUALITY

³⁰ <https://tribune.com.pk/story/1717640/1-balochistan-cleansed-gho>

Yes	317	78
No	46	11
To some extent	42	11
Total	405	100

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

According to the results, 73 percent responded ‘Yes’ 12 percent responded ‘No’ and 15 percent responded ‘to some extent’.

TABLE 3. 4 INDIVIDUAL ATTENTION BY TEACHER

	Frequency	Percent
Yes	297	73.3
No	48	11.9
To some extent	60	14.8
Total	405	100.0

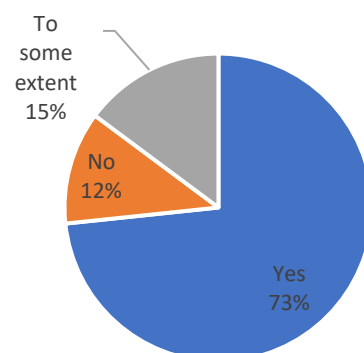


FIGURE 3. 4 INDIVIDUAL ATTENTION BY TEACHER

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

According to this CRC, when asking about their satisfaction with the qualification of the teachers, 70 percent responded ‘Yes’, 13 percent responded ‘No’, and 17 percent responded ‘to some extent’.

TABLE 3. 5 TEACHERS QUALIFICATION

	Frequency	Percent
Yes	284	70
No	51	13
To some extent	70	17
Total	405	100

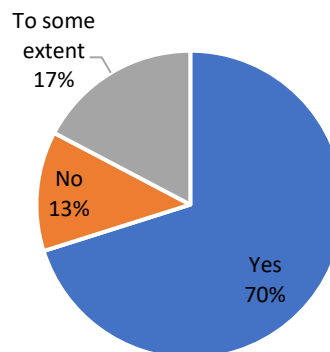


FIGURE 3. 5 TEACHER QUALIFICATION

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

In the past incidents of corporal punishment occurred quite often. This trend is highly discouraged as it impacts negatively on children, however, in remote areas incidents of corporal punishment are common and people take it a usual conduct of a teacher. In response to this question, 61 percent responded ‘No’, 14 percent responded ‘Yes’ and 25 percent responded ‘sometimes’.

TABLE 3. 6 CORPORAL PUNISHMENT

	Frequency	Percent
Yes	58	14
No	247	61
Sometimes	100	24
Total	405	100

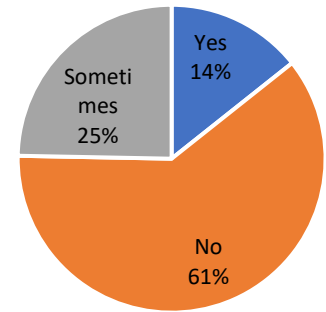


FIGURE 3. 6 CORPORAL PUNISHMENT

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

Most of the schools have infrastructure problems. During our visits to various school, the administration complained about shortage of furniture. In response to this question, 53 percent responded ‘No’ while 47 percent responded ‘Yes’.

TABLE 3. 7 AVAILABILITY OF FURNITURE

	Frequency	Percent
Yes	190	47
No	215	53
Total	405	100

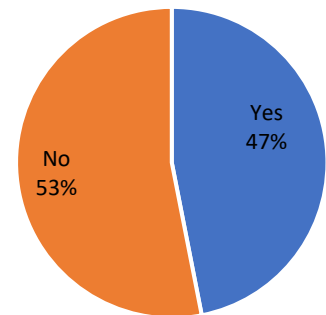


FIGURE 3. 7 AVAILABILITY OF FURNITURE

Q.6 Is the cleanliness satisfactory in the school?

In response to this question, 47 percent responded ‘Yes’, they are satisfied with the condition of cleanliness, 28 percent responded ‘No’ and 28 percent responded ‘to some extent’. In most of the cases, school bathrooms remain very dirty due to scarcity of water in the area.

TABLE 3. 8 CLEANLINESS IN SCHOOLS

	Frequency	Percent
Yes	191	47
No	114	28
To some extent	100	25

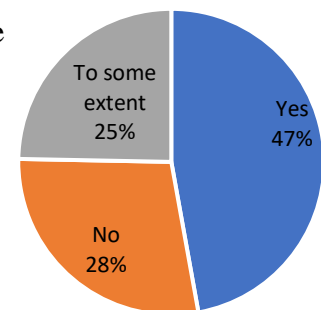


FIGURE 3. 8 CLEANLINESS IN SCHOOLS

Total	405	100
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Q.7 Is the surrounding of schools clean?

It is the responsibility of the school administration to get the surrounding area of the school clean. About the cleanliness around, 40 percent responded ‘Yes’, 32.6 percent responded ‘No’ while 27.4 percent responded ‘to some extent’.

TABLE 3. 9 CLEANLINESS AROUND SCHOOLS

	Frequency	Percent
Yes	162	40
No	132	33
To some extent	111	27
Total	405	100

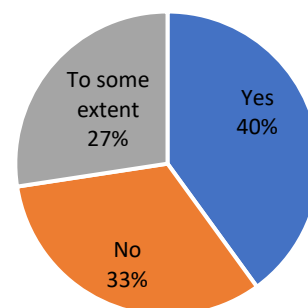


FIGURE 3. 9 CLEANLINESS AROUND SCHOOLS

Q.8 Are you satisfied with the standard of drinking water available in schools?

Availability of water is big issue in Balochistan. Most of the schools do not have water. They bring it from nearby places. In response to our question, 29 percent are satisfied with the condition of available water, and 29 percent are not satisfied. However, 42 percent responded that there is no water in the school at all.

TABLE 3. 10 SATISFACTION WITH DRINKING WATER QUALITY

	Frequency	Percent
Yes	119	29
No	118	29
There is no water	168	42
Total	405	100

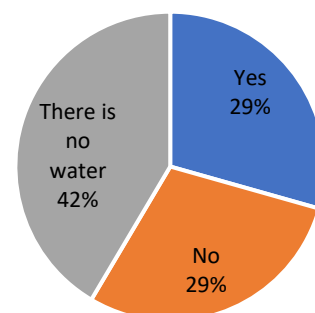


FIGURE 3. 10 SATISFACTION WITH DRINKING WATER QUALITY

Q.9 Does the school have clean and functional toilets?

In response to this question, 20 percent responded ‘No’, and 17 percent responded ‘Yes’ while 26 percent ‘to some extent’. 36 percent responded there is no toilet in the school.

TABLE 3. 11 FUNCTIONAL TOILETS

	Frequency	Percent
Yes	69	17
No	84	21

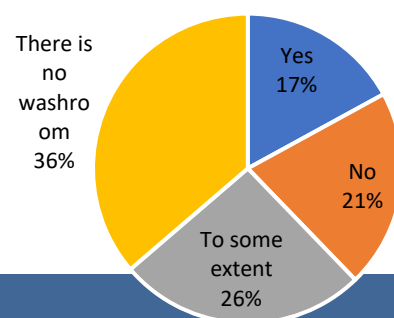


FIGURE 3. 11 FUNCTIONAL TOILETS

To some extent	105	26
There is no washroom	147	36
Total	405	100

Q.10 Is the school building in bad condition?

During our visit to public schools, it is observed that most of the school buildings in rural areas are old and not repaired regularly. The same situation is reflected in the response of this question where 41 percent responded that building is in bad condition, 33 percent responded ‘No’ and 26 percent responded ‘to some extent’.

TABLE 3. 12 CONDITION OF SCHOOL BUILDING

	Frequency	Percent
Yes	166	41
No	134	33
To some extent	105	26
Total	405	100

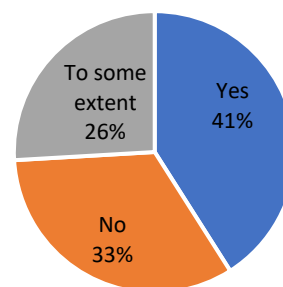


FIGURE 3. 12 CONDITION OF SCHOOL BUILDING

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

In response to this question, 42 percent responded ‘No’, 29 responded ‘Yes’ while 28.6 percent responded ‘to some extent’. During our visits to schools, the administration informed us that due to shortage of funds they were unable to repair building.

TABLE 3. 13 MAINTENANCE OF SCHOOL BUILDING

	Frequency	Percent
Yes	118	29
No	171	42
To some extent	116	29
Total	405	100

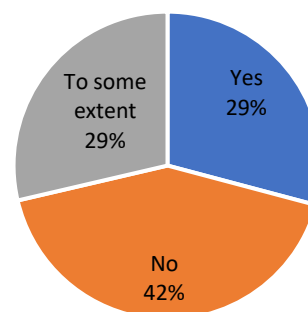


FIGURE 3. 13 MAINTENANCE OF SCHOOL BUILDING

Q.12 Does the school administration promote sports?

Getting involved in sports is necessary for the development of children to enable them to learn physical and social skills on the playing field. In response to the question whether administration promote sports, 50 responded ‘Yes’ while 50 responded ‘No’.

TABLE 3. 14 PROMOTION OF SPORTS

	Frequency	Percent
Yes	203	50
No	202	49
Total	405	100

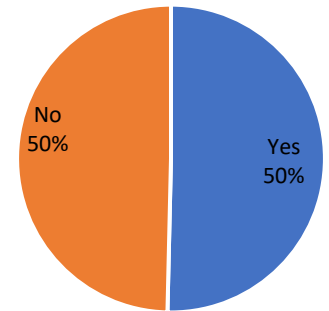


FIGURE 3. 14 PROMOTION OF SPORTS

Q.13 Does the school management cooperate with parents?

During the focus group discussion in Kallat, participants expressed that parents are of the opinion that sending their children to school is only their responsibility in child’s education. The teachers who in most of the primary school are also playing the role of administration are willing to cooperate with parents. So, in response to the question whether school management cooperates, 55 percent responded ‘Yes’ 27 responded ‘No’ and 19 responded ‘to some extent’.

TABLE 3. 15 COOPERATION OF MANAGEMENT WITH PARENTS

	Frequency	Percent
Yes	222	55
No	108	27
To some extent	75	18
Total	405	100

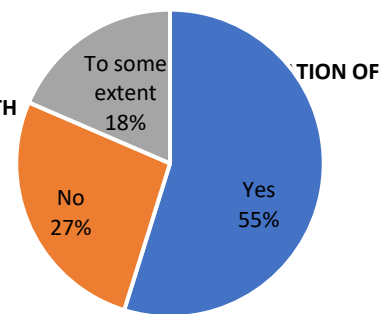


FIGURE 3. 15 COOPERATION OF MANAGEMENT WITH PARENTS

Q.14 Is the school building used solely for educational purposes?

There are incidents reported in newspaper in which the school building is reportedly being used for private purposes. So this question was included in our survey; however, 93 percent responded that it is used for educational purposes

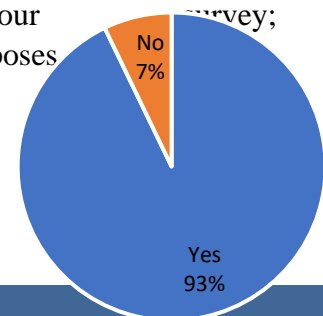


FIGURE 3. 16 USE OF SCHOOL BUILDING SOLELY FOR EDUCATION

TABLE 3. 16 USE OF SCHOOL BUILDING SOLELY FOR EDUCATION

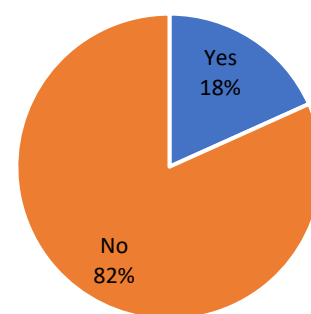
	Frequency	Percent
Yes	376	93
No	29	7
Total	405	100

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

Another question was asked if the administration is involved in any sort of corruption, 82 percent responded ‘No’ but still a large number 18 responded ‘Yes’.

TABLE 3. 17 ADMINISTRATION INVOLVEMENT IN CORRUPTION

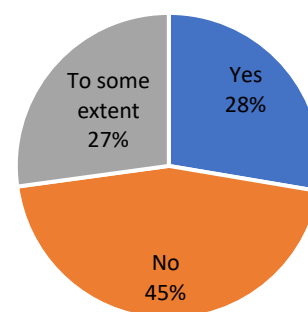
	Frequency	Percent
Yes	74	18
No	331	82
Total	405	100


FIGURE 3. 17 ADMINISTRATION INVOLVEMENT IN CORRUPTION
Q.16 Are extra-curricular activities organized in school?

Research indicates that extracurricular activities affect students’ academic performance.³¹ According to the results of this survey, 45 percent responded that no extra-curricular activities are organized in schools, however, 28 percent responded ‘Yes’ and 27 responded ‘to some extent’.

TABLE 3. 18 EXTRA CURRICULAR ACTIVITIES

	Frequency	Percent
Yes	112	28
No	183	45
To some extent	110	27
Total	405	100


FIGURE 3. 18 EXTRA CURRICULAR ACTIVITIES
Q.17 Does the school administration respond to your complaints?

³¹ <https://www.kon.org/urc/v5/fujita.html>

According to the study, 14 percent responded that school administration addresses their complaints, and 19 percent responded that they don't. But 46 percent responded that they had never made any complaint to the school administration.

TABLE 3. 19 COMPLAINT RESPONSE

	Frequency	Percent
Yes	58	14
No	75	19
To some extent	86	21
Never complained	186	46
Total	405	100

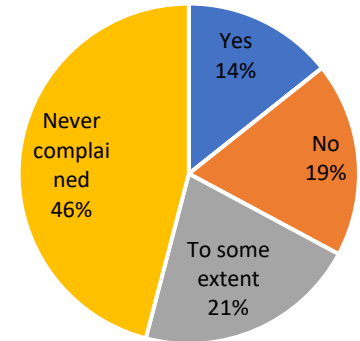


FIGURE 3. 19 COMPLAINT RESPONSE

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

In response to this question, 44 percent responded 'Yes', 36 percent responded 'No' while 20 percent are not satisfied with the performance of their school.

TABLE 3. 20 SATISFACTION WITH SCHOOL PERFORMANCE

	Frequency	Percent
Yes	177	44
No	82	20
To some extent	146	36
Total	405	100

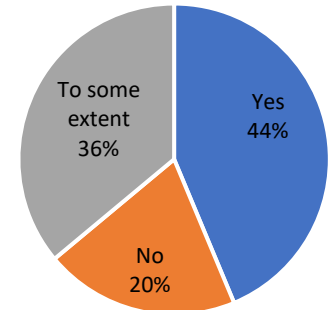


FIGURE 3. 20 SATISFACTION WITH SCHOOL PERFORMANCE

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

37 percent think that performance of government schools have improved in the last five years, another 36 percent said that to some extent improvement is observed; however 28 percent responded that there is not much improvement in the performance of the school.

TABLE 3. 21 SCHOOLS PERFORMANCE IN LAST FIVE YEARS

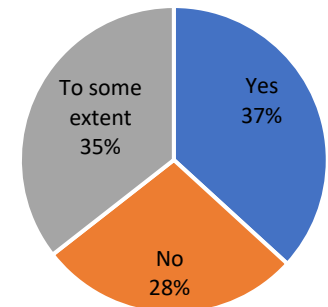


FIGURE 3. 21 SCHOOL PERFORMANCE IN LAST FIVE YEARS

	Frequency	Percent
Yes	149	36.8
No	112	27.7
To some extent	144	35.6
Total	405	100.0

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

In response to this question, 66 percent responded that they will prefer government schools over private schools even if they have better resources. It is also important to mention here that not many private schools are operating in these districts. It might have impact on their decision.

TABLE 3. 22 PRIVATE VS PUBLIC SCHOOL

	Frequency	Percent
Government Schools	269	66
Private Schools	136	34
Total	405	100

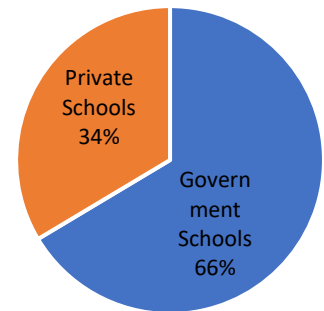


FIGURE 3. 22 PRIVATE VS PUBLIC SCHOOLS

Q.21 Is the government providing free course books on time?

The government is committed to provide free textbooks to the children to promote education and to help the poor families who cannot afford education expenses. However, during our FGDs, participants mentioned that books are not given on time. According to the responses, 58 percent responded, ‘Yes’ they received the books on time, while 42 percent responded ‘No’ which means a large number of textbooks not given on time.

TABLE 3. 23 FREE COURSE BOOKS

	Frequency	Percent
Yes	233	57.5
No	172	42.5
Total	405	100.0

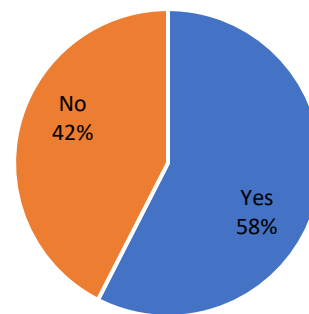


FIGURE 3. 23 FREE COURSE BOOKS

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

In response to this question, 93 percent responded ‘No’ and only 7 percent responded ‘Yes’.

TABLE 3. 24 SCHOOL SECURITY

	Frequency	Percent
Yes	28	6.9
No	377	93.1
Total	405	100.0

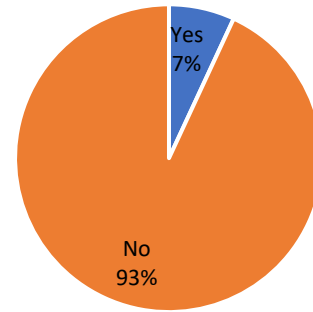


FIGURE 3. 24 SCHOOL SECURITY

Q.23 Do the schools have boundary wall?

In response to this question, 87 responded that schools have boundary walls. Only 13 percent responded ‘No’.

TABLE 3. 25 SCHOOL BOUNDARY

	Frequency	Percent
Yes	354	87
No	51	13
Total	405	100

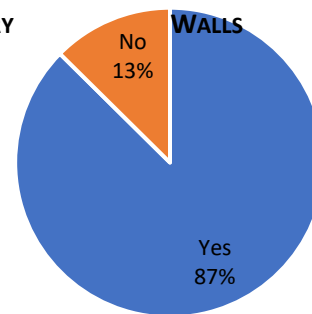


FIGURE 3. 25 BOUNDARY WALL

Q.24 Is there a library in your school?

Schools in these two districts do not have libraries. Therefore 91 percent responded ‘No’ while only 9 percent responded ‘Yes’.

TABLE 3. 26 SCHOOL LIBRARY

	Frequency	Percent
Yes	37	9
No	368	91
Total	405	100

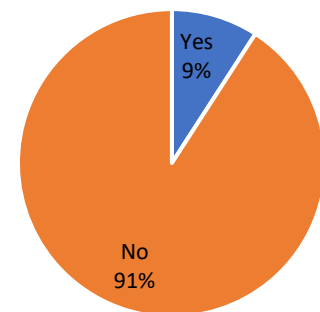


FIGURE 3. 26 SCHOOL LIBRARY

4. Recommendations

These recommendations are based on our analysis of collected data and the findings of the two FGDs.

1. There is an acute shortage of teachers particularly in primary schools. Government should immediately recruit qualified teachers including adequate number of female teachers in all schools through a transparent process. Special emphasis should be given on the recruitment of science, math and computer teachers.
2. Vocational training and entrepreneurship skills should be designed and taught keeping in view the local requirements and restrictions. The step will help to meet the challenges of unemployment.

3. Career Counseling services should also be arranged at least in high schools so that students may have the opportunities to choose relevant fields and plan their careers.
4. Every school should be given adequate security guards. Incidents have been reported, that in the absence of security guard, precious equipment and furniture were stolen.
5. Advocacy is needed with the help of communities to increase female enrollment. **Unavailability of transport is one of the factors which increases difficulties for females to go to schools (High schools). These High schools are usually at a central location and far away from many villages. Therefore, Government should think to provide school buses particularly for females.**
6. Primary schools which are functioning in a single room should be expanded. More rooms should be built to facilitate students and teachers.
7. Corporal punishment should be banned in all schools. The order prohibiting corporal punishment should be disseminated amongst all the schools.
8. Adequate funds should be released to schools to buy furniture. The school administration should be responsible and accountable for these assets.
9. The schools, along with the areas surrounding it, need to be clean. The administration should have the budget to deploy proper house-keeping staff.
10. There is an acute shortage of drinking water as well as water used for other purposes like cleaning up the washrooms. Wells should be dug near schools which provide water to the schools as well as the community.
11. School buildings should be inspected at regular intervals. Those schools that are in a dilapidated condition should be demolished and new structures built in its place for the safety of students and staff.
12. Government should also provide the facility of playground in public schools as they have a positive impact on children's learning and development. A physical trainer should also be recruited at least at high school level.
13. The government should advise school management to cooperate with parents and address their complaints.
14. **The government should devise a complaint mechanism which could address parents' complaints regarding school management and teachers.**
15. Extra-curricular activities have a positive impact on the achievement and performance of students, therefore, it should be a part of the curriculum.
16. 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.
17. Library, Science Lab and Computer lab should be built in middle and high schools.

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