

# **The Community Score Card Survey Report**

**District Charsadda**

**June 2014**

**Improving Social Accountability in Education Sector  
in Khyber, Pakhtunkhwa**



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**[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.]**

Article 25-A of the Constitution of Pakistan



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### Abbreviation and Acronyms

BPS	Boys Primary School
CGPA	Centre for Governance and Public Accountability
CSC	Community Scorecard
DoE	Department of Education
EDO	Executive District Officer
FGD	Focus Group Discussion
GGHS	Government Girls High School
GGPS	Government Girls Primary School
GGPS	Government Girls Primary School
GHS	Government High School
GMHS	Government Model High School
GPS	Girls Primary School
HH	Household
PTC	Parent Teachers School Management Committee
SEG	Socio Economic Groups
THQ	Tehsil Headquarter
UC	Union Council

## 1 Executive Summary

The Community Score Card (CSC) is a qualitative tool used to monitor and evaluate the delivery of services to local communities by service provider, through generating mechanisms of direct feedback between service providers and service users. The CSC uses combined social accountability tools namely the techniques of social audit, community monitoring and citizen report cards. It is an instrument to exact social and public accountability and responsiveness from service providers.

A Community Score Card Survey was conducted in District Charsadda of Khyber Pakhtunkhwa (KP) province of Pakistan under the project titled "Improving Social Accountability in Education Sector in KP". The purpose of this exercise is to gauge community perception on state of education services in Charsadda district through Focus Group Discussions (FGDs) with Parent-Teacher Associations (PTAs)/other community members and with children of the selected schools. The CSC report captures *education service consumers' experiences with service providers/education institutes and their assessment of issues pertaining to education service delivery.*

Participants were categorized into four groups, comprising teachers, students, parents and service providers with at least eight members in each group. They all had to score the effectiveness of their schools based on various indicators summed up in three categories which are availability, access and quality.

Based on the above mentioned indicator groups, the CSC made comparison between what schools should have (entitlement) with what they actually have. This was called the input tracking matrix. Some schools were found lacking important infrastructure such as laboratory, electricity, furniture, and playgrounds. The commitment of parents in paying contributions and their involvement in the schools management was also assessed. Participants highlighted several changes in the education system such as lack of drinking water, toilet, class rooms, boundary wall and sports facilities. To improve access, community members stressed the need for active role of PTC, scholarship for bright students or those belonging to poor families, and either transport arrangements or increasing number of higher level schools in their vicinities. To improve quality of education, participants emphasized on improved and more frequent teachers training, improving teaching methods, provision of laboratories, increased monitoring of schools by the education staff.

This exercise of community scorecard also highlighted the fact that there is a difference in perception and understanding of community members and the service providers (education department) regarding the current status of education services. Both assess the availability, accessibility and quality of education services on different parameters. There is a strong need to bridge this gap by engaging both entities in planning, execution and assessment of the services. More importantly, involving children in this process yields another important perspective that can certainly help improve their learning, continuation of education and reduced drop outs.

## 2 Introduction

### 2.1 Background

As a fundamental human right, every child has right to education and it is set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Constitution of Pakistan. The Constitution of Pakistan 1973 has a new article 25A inserted through 18<sup>th</sup> constitutional amendment in 2010 which has explicitly set free and compulsory education to all children of ages 5 to 16 years as a fundamental obligation of the state.

In today's world, every developing country is striving to ensure all its children attend school. Enrolment in primary education in the developing regions reached up to 90% in 2010, up from 82% in 1999<sup>1</sup>. But in Pakistan, regarding enrolment, insignificant progress has been observed and still a large number of children remain out of school. Access to quality schooling is still a major challenge.

The purpose of this assignment is to monitor and evaluate the education services in selected districts of KP using a two way participatory tool called Community Score Card (CSC). The aim was to bring together the demand side ("service user") and the supply side ("service provider") of education services and to jointly analyse issues underlying service delivery problems and find a common and shared way of addressing those issues in a manner which increases participation, accountability and transparency between service users, providers and decision makers. The CSC report captures education service consumers' experiences with service providers / education institutes and their assessment of issues pertaining to education service delivery.

### 2.2 Methodology

Participants of the CSC included parents, students and teachers on the demand side while on the supply side; participants were comprised of teachers & education department.

#### 2.2.1 Manual for CSC

Before starting any field activity, a manual was developed for implementation of the Community Scorecard, which served as a guiding document for the field teams. The manual was reviewed by the ILM Ideas team, and finalized after incorporating the suggested changes by ILM Ideas. The CSC manual gives detailed guidelines about the use of Community Scorecard, analysis and reporting.

#### 2.2.2 Sampling

Two-stage random sampling method was applied for the selection of locations. At the first stage of sampling, one tehsil was randomly selected and at the second stage 4 villages were selected in each tehsil. One Focus Group Discussion was held with the service providers (staff of education department) in each selected tehsils.

For FGDs with the communities, in each village, 4 Focus Group Discussions were conducted, one each with male adults, female adults, male children and female children. A total of 32 Focus Group Discussions (FGDs) were conducted, 16 in each district. Of these, 16 FGDs were conducted with teachers and adult community (Male/Female) members and 16 with children of the selected schools. List of sampled villages is given in **Table 1**.

<sup>1</sup> <http://www.un.org/millenniumgoals/education.shtml> - Fact sheet MDGs, 2013

**Table 1 Sample Villages**

S.No	Village name	Union Council	Tehsil	District
1	Titara	Saraki	Charsadda	Charsadda
2	Khat Koroona	Turangzai	Charsadda	Charsadda
3	Dhara	Behlola	Charsadda	Charsadda
4	Panerak	Muhammad Nari	Charsadda	Charsadda

On the demand side, 159 participants were selected in each category of students, teachers and parents. With regard to the supply side, 10 participants attended the meetings at District level.

### 2.2.3 Data analysis

All FGDs were recorded in digital audio recording devices, and after returning to office, these recordings were used to refine qualitative data recorded by the note takers. A Microsoft Excel based data entry sheet was designed for each CSC and these were used for data entry. These worksheets were linked with different output sheets that helped compile village level and district level information. Before proceeding with the analysis of data, it was necessary to first synchronize different indicators in Microsoft Excel to avoid duplication and to ensure all of them were taken into account. The synchronized indicator framework was used as a basis under which data was compiled from the results gathered CSC scoring process.

The data analysis also involved some calculation especially in the input tracking section where the percentage of entitlement available for each indicator was computed. Different scores as given by the community and service providers were averaged to get the average score card for each indicator.

### 2.2.4 Scoring logic

During the CSC scoring process, a score of 1 to 5 was attributed to each indicator with the following meaning:

**Table 2: Scoring logic**

Indicator	Number of people who gave score					Average Score
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good	
<b>e.g. Student – teacher ratio</b> 50 students per teacher = 1 (very bad) 40 students per teacher = 2 (bad) 35 students per teacher = 3 (average) 30 students per teachers = 4 (good) 25 students/teacher = 5 (very good)						

The average score (rating) is obtained through a weightage average.

$$\text{Average score} = \frac{(n1 \times 1) + (n2 \times 2) + (n3 \times 3) + (n4 \times 4) + (n5 \times 5)}{n1 + n2 + n3 + n4 + n5}$$

n = number of people who gave a specific score from 1 to 5



Response option	Score	%
Very bad	0 – 1.9	0% - 20%
Bad	2 – 2.9	21% - 40%
Good	3 – 3.9	41% - 60%
Very Good	4 – 4.9	61% - 80%
Excellent	5	81% - 100%

### **Limitation of Scoring Methodology**

Some limitations of this methodology are given below along with remedial measures

- It was not possible to capture a very long list of indicators. The list was narrowed down to top ten indicators and prioritized through consensus of participants.
- If limited to only the scoring, the results do not capture the qualitative information which is also important. Therefore, all the discussion was recorded and important points were summarized. These included types of disagreements on different indicators, how weightage was assigned to each indicator and complete list of indicators and brief on each indicator which was listed down but not prioritized in top ten.
- During the process of assigning scores, the facilitator ensured that each individual responded against each indicator and there was no group voting.

### **2.2.5 Quality control**

In order to ensure data quality, the following actions were taken

- Selection of experienced facilitators and note takers
- Training of facilitators and note takers
- Video recording of the conversation held in meeting
- Monitoring of the whole CSC process by the CGPA team.

The community score card process involved four steps as described below:

### **2.2.6 Planning & Preparation**

Thorough preparation for a CSC process is crucial and was done prior to mobilizing a community gathering. Preparations specific to each community gathering within the CSC exercise included the following steps

- Making introductory visits to local leaders to inform them about plans
- Involving other community partners,
- Contacting and securing cooperation of the relevant service providers,
- Identifying relevant inputs to be tracked,
- Identifying the main user groups in the communities serviced by the focal facility or service,
- Developing a work plan,
- Creating a list of necessary materials (i.e., flipchart, markers, notebooks to record the process, pens, audio recorders etc.) for the process
- Developing a budget for the full Score Card exercise

Prior to actual implementation, it was important to meet with the community and community leaders in all the areas where the process had to be conducted. During those meetings the purpose of upcoming CSC process and other arrangements were explained and informed and such as:

- A suitable date for the process
- The duration of the process
- How and where the community and leadership will gather when commencing the process

### 2.2.7 Key Methodological Decisions

**How was the community surveyed?** : Only rural areas were targeted and initial contact was made with the community in sampled villages. Organized a meeting and helped them in selection of a neutral meeting place where everyone could easily attend. Ensured meeting with women & children. Meeting with service providers was held at their workplace.

**Was everyone invited or there was a simple random sample?** In this case it was not by a simple random sample, but through initial contact with key persons in the village, community members were gathered at a common place.

**How did preliminary stratification of the community take place?:** Organized a group of community members, ensured participation of people from the low Socio Economic Group (SEG) with separate meetings for women by asking the first contact person to identify poorest HHs and then inviting them to the FGDs. The definition of low SEG groups was generally the same, labourers, widows, asset-less or having no or less income were the most common indicators. .

**What standard indicators were be used?** A complete list of indicators was finalized after FGDs. Annex 1

Description of above mentioned approach is also given in the following sections.

### 2.2.8 Identification and Training of Local Facilitators:

It was ensured that facilitators had the necessary skills and were able to probe, encourage deep thinking and summarise people's thoughts. The selected facilitators were able to understand the aims and procedures of the CSC exercise and understand the reporting requirements which include

- audio recording,
- description of the discussion in the FGD,
- list of participants
- village profile
- preparation of checklist (supply services) given in the input matrix for the pilot FGDs with service providers and community members and
- Preparation of detailed indicators list to be developed during the pilot FGDs.

The facilitators ensured the recording of discussions and scoring properly and none of the points discussed were left unrecorded.

### 2.2.9 Supply Side Information Gathering - Input Tracking

The second step was the development of the Input Tracking Scorecard to be used to examine what inputs that ought to be allocated or are actually allocated to schools and to compare the actual situation (what is/reported as seen, received, used, provided) with the expected one. The preliminary exercise before going on board with the input tracking scorecard process consisted of holding a meeting with FGD participants to explain the purpose and the methodology of the Scorecard. The process followed given as under

- Meeting with local authorities/Education department was conducted to manage and monitor the issues in order to choose and discuss indicators for the input tracking matrix. Meeting with the community members also undertaken in the sampled villages and Department of Education

to discuss and choose indicators for the input tracking matrix. These indicators included not only national but also local standards;

- Gathering of national and provincial norms and standards related to these services and inputs.
- Some important indicators were provided in manual, are given in Annex 1, which were not exhaustive. The list was expanded as per feedback from the Department and community members. The facilitators discussed all important aspects.

The next step of the input tracking scorecard was to generate information for the development of indicators based on school priorities. After all the issues were realized, the facilitators developed a matrix which specified the entitlement, the actual entitlement with remarks to be formulated to improve the indicator where necessary. This matrix was therefore used by participants in their respective FGDs to evaluate the service provided at the school level. It is worth noting that the inputs tracking of available resources at school was based on the existing standards set by the Ministry of Education in relation to the quality of education.

#### **2.2.10 Development of Service Provider Score Card**

The service provider Score Card was conducted before the FGDs with the community in order to flourish the supply side information which in turn was helpful while developing the scorecard with the community, particularly in terms of the list of standard indicators some of which community members wouldn't mention during the FGDs.

##### **A. Organize the service provider Score Card**

A responsible and most suited facilitator led the Scoring exercise and used participatory facilitation methods with the service providers as with the community. The date and venue for the exercise were agreed upon. The benefits and purpose of the Score Card were also explained to all staff to make sure everyone understood and did not feel threatened.

##### **B. Generate issues and develop indicators**

Discussions were facilitated to augment thought of the participants about good service according to their perception and a list of indicators were generated by the help of the facilitators. All the issues and indicators generated by the group were noted on flipchart paper. The final list was then narrowed down to 10 indicators by the participants and prioritized through consensus.

##### **C. Rate Indicators**

The voting and scoring system was explained to the participants by the facilitator. The scoring logic is mentioned earlier in Table-2. Facilitators asked service providers to rate how well their service performed on each indicator by asking service providers to vote on a particular indicator first, such as quality of the road to the school and/or quality of teaching etc. The voting results were recorded in the matrix, and average scores computed based on the weights.

The process for the service providers was merely the same as the one used for the users, except that the service providers mentioned fewer additional indicators not mentioned by the community. The pace was also faster because it was usually not necessary to consolidate scores since the service provider generally come from only one group (i.e., one institution). However, it was important to clearly explain to the service providers that the Score Card process is not to point fingers at individuals but to improve service delivery problems. This required a shift or change in attitude of the staff to be open minded and critical thinkers while taking part in the scoring process.

#### **D. Service provider Summary Score Card**

After the indicators were scored, the average scores were compiled and added in the summary scorecard table for Service Provider. Note taker and facilitator then summarised the key points in the 'Reasons' and 'Recommendations for improvement' columns of the table.

### **2.2.11 Development of Community Scorecard**

#### **A. Introduce the community/service user Score Card**

As the first step of the CSC process, a community meeting was held to explain the purpose and the CSC methodology. The community was divided into two interest groups for participatory focus group discussions (FGDs). Given the local social and cultural context, meetings were held with men and women and also boys and girls (age less than 18). In each village four meetings were conducted one each for men, women, girls and boys. These groups also included marginalized groups' representatives such as minorities, labourers, poor farmers, widows etc. The facilitators also prepared brief village profiles.

#### **B. Generate issues and indicators**

After inputs were identified and tracked, groups shared ideas about service (education) related issues to be reviewed. Issues were elicited by asking questions like,

- How are things going with education service here / what types of services (education) are available?
- What service or program works well? And why?
- What is the quality of the services being offered?
- How many people are accessing the services?
- What does not work well? etc. and why?

All issues generated by the groups were noted on flipchart paper and in a notebook. Similar issues were clustered by the participants. A list of indicators was generated with the help of a facilitator in light of the standard set of indicators. Based on their experience, during the process of developing Service Provider scorecard, the facilitators guided the community members by raising some of the important issues that might be good to review or discuss, particularly in terms of availability, access, and quality of education. During the exercise, facilitators listed down indicators related to all such issues. After the completion of the list of indicators, facilitators helped the participants in prioritizing 10 important selected indicators through consensus.

#### **C. Developing a Matrix for scoring and the summary scorecard**

A voting and scoring system was explained to the participants by the facilitator. During the CSC scoring process, a score of 1 to 5 was attributed to each indicator and participants shared their views by individually assigning score against each indicator which were later compiled by the facilitator and the community scorecards were then consolidated.

### 3 Findings

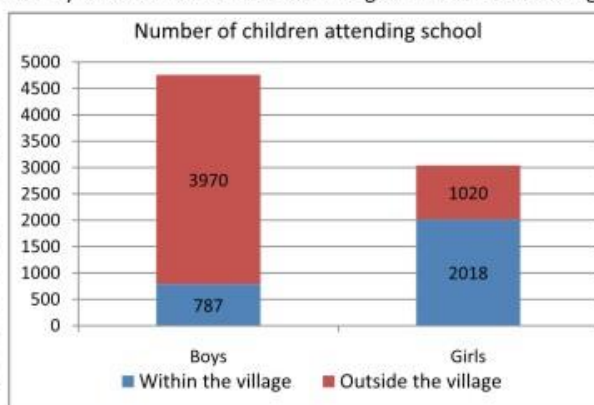
This section presents the findings on the communities and service providers' scorecard process as described above. A brief profile of the four sample villages is given below in Table 3. All four villages were from tehsil Charsadda.

**Table 3: Profile of Sample villages**

Revenue Village	Dharra	Union Council	Bahlola
Distance from THQ	11km	Location	Hujra Jamal
No. of HHs in village	300	Estimated population	2200
Revenue Village	Khat kali	Union Council	Chak Taurangzai
Distance from THQ	9 km	Location	Samin jan House
No. of HHs in village	3000	Estimated population	22,000
Revenue Village	Panerak	Union Council	Muhammad Nari
Distance from THQ	15km	Location	Nadar khan hujra
No. of HHs in village	250	Estimated population	2000
Revenue Village	Tetara	Union Council	Sarki Tetara
Distance from main Market	15 km	Location	North
No. of HHs in village	435	Estimated population	3100

In these four villages, there are a total of 9 schools including one High and one Middle school for girls and 7 primary schools (4 for girls, 2 for boys and one for both girls and boys). There are 12 schools outside these villages, attended by children from these four villages. These include 9 high schools (3 for girls and 6 for boys), 2 Middle schools (one each for girls and boys) and one girls' primary school. As shown in the graph, 83% boys and 34% girls are attending schools outside their respective village. Overall, of all the enrolled students, 39% are girls and 61% are boys. Some of the concerns shown by the parents, suggest that if more higher level schools are made available within the village, then the girls dropout rate at higher level (after primary) will decrease.

The other reasons were early marriages, social constraints, some parents not allowing girls after middle level etc. However, the major reason explained by the parents was sending girls to high



schools outside their village due to lack of proper transportation and other social cultural reasons. Schools type wise enrolment within and outside the village is given in table 4 and list of education facilities in the sample villages in table 5

**Table 4: No. of children enrolled in schools within and outside the village**

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	787	405		200	787	605
Middle		163			0	163
High		1,450	3,970	820	3,970	2,270
<b>Total</b>	<b>787</b>	<b>2,018</b>	<b>3,970</b>	<b>1,020</b>	<b>4,757</b>	<b>3,038</b>

**Table 5: List of education facilities in sample village**

Name of Village	Name of School	School Type	Education level	Location	Distance (only if school is outside the village)	Estimated No. of children from this village attending school	
						Boys	Girls
Dharra	GPS Dharra	Mix	Primary	Within the Village	-	52	20
	GGPS Dharra	Girls	Primary	Within the Village	-	0	20
	GHS Nari	Boys	High	Outside the village	2km	700	0
	GHS Bahlola	Boys	High	Outside the village	2km	600	0
	GHS Bahlola	Girls	High	Outside the village	2km	700	0
Khat Kali	GPS Khat Kali	Boys	Primary	Within the Village	-	290	0
	GGPS	Girls	Primary	Within the Village	-	0	330
	GGPS Khat Upper	Girls	Middle	Within the Village	-	0	163
	GHS Taurangzai	Boys	High	Outside the village	0.5 km	500	0
	GMHS Taurangzai	Boys	High	Outside the village	1.5 km	800	0
	GGHS Taurangzai	Girls	High	Within the Village	-	0	1450
Panerak	GPS	Girls	Primary	Within the Village	-	400	0
	GGPS	Girls	Primary	Outside the village	1km	0	200
	GHS	Boys	High	Outside the village	2.5km	670	0
	GGHS	Girls	High	Outside the village	4km	0	500

Name of Village	Name of School	School Type	Education level	Location	Distance (only If school is outside the village)	Estimated No. of children from this village attending school	
						Boys	Girls
Tetara	GPS Tetara	Girls	Primary	Within the Village	-	0	35
	GPS Tetara	Boys	Primary	Within the Village	-	45	0
	Secondary school	Boys	Middle	Outside the village	15min	0	0
	Secondary school	Girls	Middle	Outside the village	20min	0	0
	High school	Boys	High	Outside the village	10min	0	0
	High school	Girls	High	Outside the village	10min	0	320

### 3.1 Identified indicators during input tracking

During the meeting with the service providers, a list of indicators (given in Annex 1) was shared with the participants and they were asked to identify the most relevant indicators. The purpose was to understand the actual situation and later on the community perceptions about the education services in these three aspects. The table below displays indicators and their grouping areas that were selected by the FGD participants as most relevant / important during the input tracking process. It also shows that most of the indicators relate to availability, which means major issues perceived by the service providers are related to supply side. To improve accessibility, more active participation and involvement of PTCs, transportation and some financial assistance were taken as more relevant and appropriate interventions. To improve the quality major emphasis remained on close interaction between teachers and parents, regular capacity building of teachers and provision of laboratories in at least all high schools and regular supply of inputs to keep these laboratories functional.

**Table 6: Performance indicators for input tracking**

Category	Inputs from Service providers	Indicators given in the Manual
Availability	Teachers	Number of Teachers / Teachers attendance
		Chalkboards / blackboards
	Books	Provision of free books
	Boundary Wall	School fence / Boundary wall
	Class Rooms	Class rooms
	Water	Water
	Electricity	Electricity
	Furniture	Furniture / Desk and Cupboard
	Library	Library
	Playground	Playgrounds
		Primary Schools for boys
	Primary School for girls	

Category	Inputs from Service providers	Indicators given in the Manual
	Condition of the Building	
	School	Middle School for boys
		Middle School for girls
		High School for boys
		High School for girls
	Sports facilities	Sport materials
	Toilets	Toilets
		School Uniform
Accessibility		Distance from School
	PTC	Parent Teachers School Management committee
	Scholarship	Scholarships
	Transport	Transportation accessible/available
		Teachers role in school management
		Parents role in school management
		Both boys and girls allowed to attend school
		School Fee
		Social cultural limitations for particular groups
Quality		Extra-curricular activities
	Laboratory	Laboratory & Laboratory Material
		School visits by Service providers (Monitoring visits)
	Corporal Punishment	Corporal Punishment
		Qualified teachers / skill & education level of teachers
		Security (for girls or boys)
		Students' attendance
	Teachers Training	Teachers Trainings
	Parent Teachers meetings	
		Student drop out
		Medium of education
		Curriculum (programs)
		Number of children in a class room
		Number of children / teacher

### 3.2 Input tracking matrix

After finalizing the indicators a comparison was made between what the schools should have i.e. entitlement and what is generally available as per their understanding. This was obviously only possible through analysis using defined indicators such as the number of: classrooms, toilets, laboratory rooms, classrooms with electricity, playgrounds, meeting rooms, furniture etc. The table below presents the comparison of the entitlement and the actual available resource for the above indicators for schools in both the districts.

**Table 7: Comparison of entitlement and available facilities-District Charsadda.**

Inputs	Input Entitlement	Actual	Remarks
School	73 schools per Union council	73 GPS, GGPS	Number of schools are available but needs and requirement are at low





Inputs	Input Entitlement	Actual	Remarks
<b>Class Rooms</b>	2 rooms at primary level	2 rooms	The ratio is low it should be 7 rooms
<b>Boundary Wall</b>	Primary schools have no boundaries	No boundaries	Government don't give importance to boundary wall
<b>Electricity</b>	Lights and fan in every school	No lights and fans in many schools	No meters are available in schools
<b>Water</b>	Hand pump in ever school	No water facility in schools specially drinking water	Electricity problem and no water tank
<b>Toilets</b>	1 toilet	There are toilets but not in good condition	At high level schools condition is good but very poor in primary and middle schools
<b>Books</b>	Free books	Free books	Books are distributed in every school
<b>Library</b>	No	No	There is no library in government schools
<b>Laboratory</b>	No	No	Some high schools have labs but they don't use it
<b>Condition of the Building</b>	Good	Not Good	PTA has a committee both GPS,GGPS 7000Rs for building and other electric equipment
<b>Playground</b>	Only some schools at primary and middle level, but this is not mandatory	No ground	High school have this facility but have low fund
<b>Sports facilities</b>	No (primary and middle level)	No	High schools have facility but middle and primary don't have
<b>PTC</b>	Yes	Yes	Yes but not at proper level
<b>Teachers</b>	1 on 40 students	1 on 60 in some schools 1 on 20	Ratio is not followed
<b>Teachers Training</b>	Yearly	No trainings	No training in 25 years of teachers experience
<b>Parent Teachers meetings</b>	Quarterly meetings	No meetings	Parents do not take interest
<b>Scholarship</b>	Don't Know	1,200 per annum	Only in high schools (Girls)
<b>Corporalpunishment</b>	Not allowed	Generally not practiced, but sometimes it is reported in some areas	Incidences are mostly in male middle or higher schools
<b>Transport</b>	No transport	No transport	No transport facility is provided in schools
<b>Furniture</b>	Furniture not mandatory at primary level (chairs / desks for students)	No furniture at primary level Bad furniture in middle and high schools	In high level furniture condition is a bit good
<b>Monitoring visit by Education Department</b>	Quarterly visit	Not every quarter	There is too much workload (office work) for the supervisory staff at the Tehsil / District level so it is not possible for them to visit every school every quarter.
<b>Student attendance / enrolment</b>	80% or above	In most of the schools it is as per entitlement. In some areas, where private schools are available parents shift their children to private schools	Education standard should be at par or better than private schools to increase the enrolment. Also many poor families are not able to enrol their children particularly girls, they need to be convinced
<b>School Building</b>	With rare exceptions, it is mandatory to provide proper schools building	Many schools without proper building, some school building are so old, they need repairs	There should be regular inspections and budgetary allocations for regular up gradation and repairs of buildings to cater to the need of the area

As far as the qualitative indicators (not measurable) are concerned, the following areas were assessed during the input tracking phase:

- Involvement of parents in school management
- Involvement of teachers in school management
- Service providers' role in school management
- Social cultural limitations for particular groups
- Security concerns particularly for girls
- Student dropout rate

As mentioned above, the entitlement was not given for qualitative indicators but rather only participants' views were noted by the facilitators (as shown above). In general, the input tracking phase revealed that infrastructure and teaching aids materials emerge and indicators related to quality of education are much poor in terms of actual situation, whereas, as per entitlements these are not as poor.

There is need to review some of the entitlements which will certainly improve the education status, and these are the provision of furniture for students in primary schools, boundary walls in primary schools and libraries. It is in this framework that a number of remarks were formulated in this regard, namely: the need to build more class rooms, provide electricity to classrooms, build school fence and playgrounds, and equip schools with laboratory materials as well as books.

### 3.3 Performance Scorecard by the Service Provider

Once the input tracking sheets were finalized, participants of the service providers FGD selected indicators (16 out of 23) which they considered important for improving the education system and services. The table below presents the scores given by the Service Providers. Detailed scoring for each category is given at Annex 3. The most important indicators for improvement in availability are related to water and sanitation. The present condition of toilets and drinking water facilities need to be improved. The cost does not seem to be an issue as books are provided by the government. The service providers also changed the categorization of some indicators i.e., school building and improvement in school building in quality as they perceive, even if building is not available as per requirement, the schools are still functioning but with the provision of proper classrooms and improvement in building quality the quality of education will improve. The important indicator for improving the accessibility is strengthening of PTCs, which will help reduce the drop out and increase the enrolment with active involvement of parents.

**Table 8: Scorecard by the Service Provider**

#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
<b>AVAILABILITY</b>					
1	Toilets	1.0	20	Toilets are not available. if present, their condition is very bad	There should be a cleaner for toilets and there should be separate toilets for students and teacher in every school
2	Drinking Water	1.1	23	Due to non-availability of water tanks, there is no storage	There should be one water cooler for everyone in the school
3	Play Ground	1.3	26	There is less space in schools so the	Children need co-curricular activities

#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
				requirement is not fulfilled	
4	Class rooms	1.4	29	The ratio of classrooms to students is not good	There should be proper rooms for every class
5	Sports facilities	1.4	29	No sports facility available in most of the schools	Schools need to be provided sports equipment / material and a Sports period should be added in the timetable. A sports ground should be available in all schools, particularly middle and high schools
6	Electricity	2.1	43	No meters and proper billing	Electricity bills should be paid monthly and schools should be exempted from load shedding in the summer
7	Availability of Teacher	2.7	54	The ratio is 1:40 but in some schools there are less students	It is a good ratio but teachers do not apply that so in some schools need to increase the number of students and in others there is a need to increase the number of teachers.
8	Books	4.0	80	Books are distributed	Books are distributed
<b>ACCESSIBILITY</b>					
1	PTC	1.0	20	Rarely any meetings between parents and teachers	Teachers should be forced to do such meetings and parents should know their children's performance in school
2	Scholarship	1.4	29	only GGHS have scholarships	To promote good and attractive education it should be given at every level
<b>QUALITY</b>					
1	School Building	1.0	20	In some areas, proper buildings are not available	There should be a minimum standard fixed as per population of the area and enrolment and the actual situation to be reviewed annually so that school building cater to the need of students.
2	Laboratory	1.0	20	No laboratories available in schools	There should be lab in the high schools and lab assistants too
3	Teachers Training	2.3	46	No proper training at any level	There should be some trainings for teachers at least one in month
4	Condition of Building	2.6	51	Good	Building is always good
5	Student Attendance	2.9	57	Parents prefer private school than government schools	We should make our standards like private schools
6	Monitoring by EDO	4.0	80	Monitoring is done	Monitoring is good

### 3.4 Performance Scorecard by the Community

Within each village, four FGDs were conducted, one each with adult men, adult women, male children and female children. It was planned that in each FGD, on an average 10 people will participate, however, there were three drop outs and the total number of participants were 159 (79 male and 80 female). The following table shows the village wise number of FGD participants.

In each FGD, a list of indicators (given in Annex 1) was shared along with the list of indicators prepared by the service provider. However, the FGD participants were allowed to select the indicators which they thought were most pertinent to the issues that they face in their respective villages / schools. All these indicators were divided into three categories i.e., availability, accessibility and quality. Participants were briefed about these categories and then asked to choose

the most relevant / important indicators as per their own understanding. The following table shows the list of indicators identified by FGD participants and the percentage of total FGD participants who voted for these indicators. It is also important to note that the top three indicators are related to water/ sanitation and provision of furniture.

**Table 9: List of Indicators identified by the Community**

Type	Indicator	% votes	Total	Children	Adults
Availability	Furniture	75%	120	68	52
Availability	Toilet	69%	109	58	51
Availability	Drinking Water	67%	107	48	59
Accessibility	PTC	62%	99	40	59
Availability	Electricity	62%	98	58	40
Availability	Library	50%	79	40	39
Availability	Play Ground	48%	77	38	39
Availability	Availability of Teacher	45%	71	30	41
Accessibility	Scholarship	43%	69	30	39
Quality	Punishment	43%	68	48	20
Accessibility	Transportation	42%	67	38	29
Quality	Laboratory	37%	59	30	29
Quality	Security	32%	51	20	31
Quality	Teacher's Attention	30%	48	18	30
Availability	Uniform	30%	47	18	29
Quality	Qualified Teacher	25%	40	10	30
Availability	Sports Material	25%	39	20	19
Availability	Class Rooms	25%	39	20	19
Quality	Extra-Curricular Activities	25%	39	0	39
Accessibility	Fine	19%	30	20	10
Availability	School for Girls(P/M/H), School for Boys(P/M/H), School Building, Books, boundary wall, Black Board, Primary school	One or two FGD participants identified it			
Accessibility	Distance from School, Money Collection form Student				
Quality	Teacher Training, Teacher's Methodology, Monitoring by EDO, Student Attendance, Medium of Education, cleanliness				

After finalization of indicators, FGD participants informed about the current status (as per their perception) by choosing any of the given five options i.e., Very bad, Bad, Average, Good or Very Good. Every participant shared his/ her views and a score was assigned accordingly. These individual FGD scorecards were then summarised at the village level (see Annex 4 - 7). Summary of these village level summary scorecards compiled to finalize the district level scorecard as given below in Table 10.

**Table 10: Community Score Card Charsadda - Availability**

#	Indicator	Average Score	Percent Points	Remarks by the FGD participants
1	School for Boys(P/M/H)	1.0	20	Village wise scorecards provide further details about type of schools needed in each village; mostly it is high school for boys.
2	School for Girls(P/M/H)	1.9	38	No girl's middle and high school within the village (except for one), there should be at least one girl's high school in each village. There is only primary school in our village no secondary and high school and for that children go to other near village or to main city, here should be 1 primary 1 secondary and 1 high school in every village.
3	Play Ground	1.5	29	There are no grounds particularly in primary schools and generally in most of middle schools as well. If children run or play in school, teachers get angry, there should be play grounds
4	School Building	1.9	38	Mostly it is about less number of rooms available and physical conditions of the building, repairs not done regularly.
5	Library	1.1	23	Community members requested it particularly for girls schools
6	Sports Material	1.2	25	Sports equipment / goods is not available in the schools and needs to be provided so that children can play; this helps develop their interest to attend school as well as improve their physical health
7	Books	1.4	28	
8	Electricity	1.4	28	Electricity is not available in some of the primary schools; in some schools it becomes very difficult for children to attend without fans. There should be fans and lights in school.
9	Toilet	1.4	29	Very few (mostly 2) toilets are available in schools and these are mostly very unhygienic / dirty. There is no proper maintenance of toilets. There should be a sweeper. In some schools there are toilets but students are not allowed to use it. There should be water supply system in schools and more than 2 toilets. Normally teachers lock the toilets and children go out for defecation. There should be separate toilet for teachers and students also in the primary school.
10	Drinking Water	1.6	33	In many schools, proper facility for drinking water is not available for children. There should be clean and safe drinking water in schools. Schools should also have water storage tanks and water coolers (at least in primary schools). Many schools have hand pumps which are not functioning.  The water tanks would also provide water for toilets, which is often not available in many schools.
11	Boundary Wall	1.8	35	There are many schools without proper boundary wall. Providing boundary wall in all schools will not only improve the security for children but it also prevents encroachments from other people into the school land.
12	Class Rooms	2.2	43	Mostly the complaint is about less number of class rooms, which result in too many children sitting in one room. There should be at least 5 to 6 class rooms in every school.  In primary schools usually there are only 2 or 3 class rooms; this should be according to the enrolment in schools.
13	Uniform	2.0	40	People have to buy uniforms and for some poor families this is a cost which becomes difficult to bear. As a result some children

#	Indicator	Average Score	Percent Points	Remarks by the FGD participants
				without uniform. Poor participants said "uniform should be free because we are poor that is why our children go to government schools". On the other hand, no one suggested that uniform should not be compulsory, as they perceived it has many advantages.
14	Furniture	2.1	41	Furniture is not provided in primary school, and poor condition of furniture in high school. This should be checked every year and maintenance should be done regularly. Desk and chairs should be provided in every school.
15	Availability of Teacher	2.2	45	Two types of issues were mentioned, one is to create positions for teaching staff, and the other is appointment and regularly monitoring of teachers to ensure that they are available in schools.  In primary schools often there are 2-3 teachers for five classes (in some schools even 1 teacher, others are not coming regularly). There should be one teacher per class (even for higher level schools). Female teachers are often absent from school. There should be a regular monitoring and proper action should be taken.  When teachers are not regular then attendance of children also drops. There should be one teacher on 30 students so that they can properly teach children with full concentration.
16	Black Board	3.3	66	Quality of black board was appreciated by the students, and they rated it as "good".
17	Primary school	3.0	60	Number of primary schools is not enough as per requirement, need more primary schools in our area

**Table 10: Community Score Card Charsadda - Accessibility**

#	Indicator	Average Score	Percent Points	Remarks
1	Money Collection form Student	1.0	20	Funds are collected by students for school repairs, which is a bad practice. All repairs or any other requirements should be fulfilled by the department. When some poor children cannot contribute they feel bad, and this money collection also makes it difficult for poor families to contribute. Although this was reported only in FGD
2	Scholarship	1.0	20	Scholarships are not given to talented students. There should be scholarships for better performing students in every school. This in a way will also help children belonging to poor families to continue their studies.
3	PTC	1.1	23	Mostly participants were not aware if the PTC existed in schools of their villages. Generally people perceive that there is no PTC in schools or it is not active or not playing any important part in improving the education quality or school management. Many FGD members were of the view that they have never seen or heard about PTC meeting; as they said that teacher never call parents. On the other hands,

#	Indicator	Average Score	Percent Points	Remarks
				<p>parents also do not talk to teachers very frequently about their children's progress and this also needs to be done.</p> <p>PTCs should also help improve girls' enrolment, as many parents do not take interest in girls' education and they need to be motivated and convinced so that girls can also get education.</p>
4	Fine	1.2	24	Teachers collect fine on petty thing, this should not be done. Mostly children complained about this, that teacher take fine when they are absent. This should not be taken. Some teachers collect 50 rupee fines when someone is absent, students said that we cannot afford this and then we leave the school.
5	Transportation	1.3	25	If schools are far away and there is no transportation facility available with the school or the public transport system is not good then girls cannot continue their education and often drop out when they move to above primary level. There should be school bus for high schools, particularly for girls schools as parents often do not allow them to go to high schools in other village.
6	Distance from School	2.1	42	In some FGDs they mentioned that Girls High school is far away so they cannot send their girls to high school. This is also main reason for drop out, even at primary level, if school distance is too much for young children to go on foot. The other way of addressing is that higher level schools are made available in every (large) village.

**Table 11: Community Score Card Charsadda - Quality**

#	Indicator	Average Score	Percent Points	Remarks
1	Teacher Training	1.0	20	There should be regular teachers' training on specific topics every quarter or after a reasonable time so that their teaching skills are improved.
2	Teacher's Attention	1.1	23	<p>Some teachers do not give proper attention to students, to help them improve their learning. Some of the teachers just try to spend time in school, gossip around and do not give any real input. This can be improved with proper management and more regular monitoring visits.</p> <p>Sometimes teachers also ask students to do personal favours like sending them for petty tasks or bring something for them, this should be stopped</p>
3	Teacher's Methodology	1.2	24	Teaching methodology is not very good. Especially when compared with private schools, where students are more engaged in activity based learning. With some guidance or training the teaching methodology can be improved.
4	Extra-Curricular	1.4	27	Extra-curricular activities are very rare. It is important to give



#	Indicator	Average Score	Percent Points	Remarks
	Activities			some relaxation time for children and also to explore their talent in different type of activities.
5	Punishment	1.4	29	In some schools teachers beat children very badly because of which children try to avoid going to school. There should be proper training for teachers and beatings should be prohibited.
6	Monitoring by EDO	1.4	28	There are no regular visits from education department. They do not care about children's future. There should be regular surprise visits from education department at least two times a month
7	Qualified Teacher	1.6	32	Many schools have qualified teachers, Science teachers available in high schools.  In some schools qualified teachers (subject specialist particularly in high school) are not available. Mostly the complaint is about science teachers in high schools. This was highlighted particularly by students.
8	Laboratory	1.6	32	Laboratory should be mandatory for all high schools. Currently it is not available in every school. In many schools, laboratories are available but not properly equipped and its usage by students is very rare. There should be a laboratory care taker, qualified science teachers in schools
9	Security	1.6	31	Security not a serious issue in many schools. However, in some schools there is need for a watchman. There is also need for a regular check by the education department. Some parents showed concern over security issues in girls' schools.
10	Cleanliness	1.8	35	Some students mentioned that there is no one to clean the school, they have to do it themselves.
11	Medium of Education	2.2	44	Teachers usually speak in Pashtu and this often results that children cannot speak Urdu and English. Parents particularly focused that schools should be English medium.
12	Student Attendance	3.0	60	No serious issue, parents and children expressed that generally student attendance is good in schools.

### 3.5 Comparison between Community and Service Providers scorecard

The comparison between the two scorecards show that almost all the indicators (except one) identified by the service providers were somehow included in the Community scorecard as well. In addition, there were 19 additional indicators identified by the Community.

**Table 12: Community and Service Providers Score Card Charsadda**

SrNo	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	2.2	45	2.7	54
	Black Board	3.3	66		
	Books	1.4	28	4	80
	Boundary Wall	1.8	35		
	Class Rooms	2.2	43	1.4	29

SrNo	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
	Drinking Water	1.6	33	1.1	23
	Electricity	1.4	28	2.1	43
	Furniture	2.1	41		
	Library	1.1	23		
	Play Ground	1.5	29	1.3	26
	Primary school	3.0	60		
	School Building	1.9	38	1	20
	School for Boys(P/M/H)	1.0	20		
	School for Girls(P/M/H)	1.9	38		
	Sports Material	1.2	25	1.4	29
	Toilet	1.4	29	1	20
	Uniform	2.0	40		
Accessibility	Money Collection form Student	1.0	20		
	Scholarship	1.0	20	1.4	29
	PTC	1.1	23	1	20
	Fine	1.2	24		
	Transportation	1.3	25		
	Distance from School	2.1	42		
Quality	Teacher Training	1.0	20	2.3	46
	Teacher's Attention	1.1	23		
	Teacher's Methodology	1.2	24		
	Extra-Curricular Activities	1.4	27		
	Punishment	1.5	30		
	Monitoring by EDO	1.4	28	4	80
	Qualified Teacher	1.6	32		
	Laboratory	1.6	32	1	20
	Security	1.6	31		
	Cleanliness	1.8	35		
	Medium of Education	2.2	44		
	Student Attendance	3.0	60	2.9	57
Condition of Building			2.6	51	

A comparison of the common indicators shows that there is a gap between the perception of community and the service providers. Out of the 15 common indicators, 33% received almost a similar rating by both the community and the service providers. Overall, in 50% of cases, community rating was better than the education staff

### 3.6 Comparison between Scorecard by Adults and Children

A comparative analysis between the perception of adults and children shows that out of the total 35 indicators, 20 were commonly identified by Adults and Children (although the FGDs were held separately). Children identified three additional indicators i.e., blackboard, money collection from students and cleanliness, whereas adults identified 12 additional indicators about availability and quality. Results of the commonly identified indicators show that in terms of availability children rated the situation on some of the indicators much better as compared to the adults e.g., about availability of sports material, availability of teachers, uniform and drinking water. For toilets, the students inform that the situation is even worse than perceived by their parents. For accessibility,

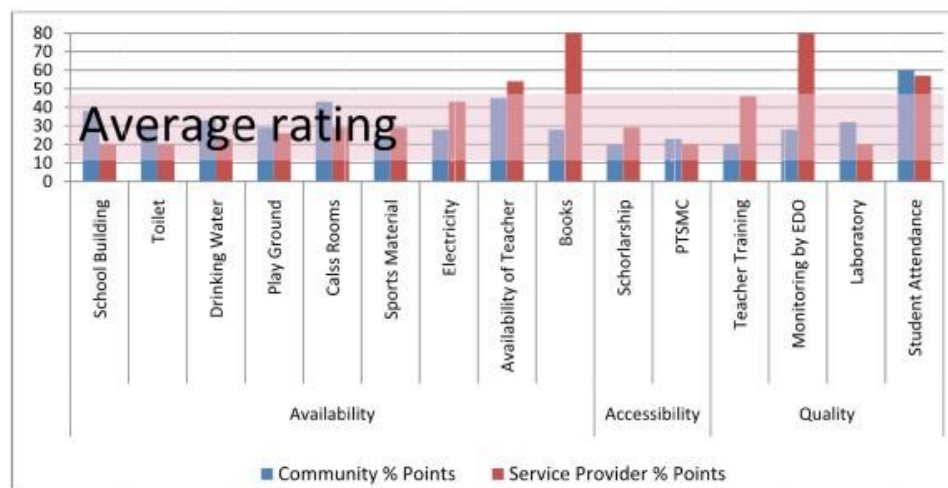
students and parents gave almost identical ratings. Regarding 'quality', students think the security situation and teachers' attention is much better than what is perceived by their parents.

**Table 13: Community and Service Providers Score Card Charsadda**

Category	Indicator	Children	Children % Points	Adults	Adults % Points
Availability	Play Ground	1.5	31	1.4	28
	Library	1.2	25	1.0	21
	Sports Material	1.5	29	1.0	20
	Electricity	1.5	31	1.3	25
	Toilet	1.3	26	1.6	32
	Drinking Water	2.0	39	1.4	27
	Class Rooms	2.4	47	1.9	39
	Uniform	2.9	58	1.4	29
	Furniture	2.2	44	1.9	37
	Availability of Teacher	2.6	51	2.0	40
Accessibility	Scholarship	1.0	20	1.0	20
	PTC	1.0	20	1.2	24
	Fine	1.3	26	1.0	20
	Transportation	1.3	26	1.2	24
	Distance from School	2.0	40	2.2	44
Quality	Teacher's Attention	1.3	27	1.0	20
	Punishment	1.5	30	1.5	29
	Qualified Teacher	1.9	38	1.5	29
	Laboratory	1.8	37	1.4	28
	Security	2.0	39	1.3	26

Following graph presents a comparative analysis of the assessment by community and the service providers<sup>2</sup>.

<sup>2</sup> Note the percentage pints between 0-20 means "very bad", 21-40 means "bad" and 41-60 means Average. For further details see section 2.2.4: Scoring logic in this report



It is interesting to note that the service providers believed that overall condition of school building was an important indicator and rated it at an average level; suggesting this also needs improvement. Similarly, education staff gave much better rating to the monitoring by education higher officials (EDO etc.), whereas, community rated it as poor. One reason observed during the FGDs was that during their monitoring visits, education department staff might not be meeting the PTC members so regularly, so generally the community believes that there are rarely any visits, as they do not meet them. Similar is the case regarding teachers' training; community members (adults) believe there are rarely any training programs for the school teachers whereas service providers believe that most of the teachers are well trained.

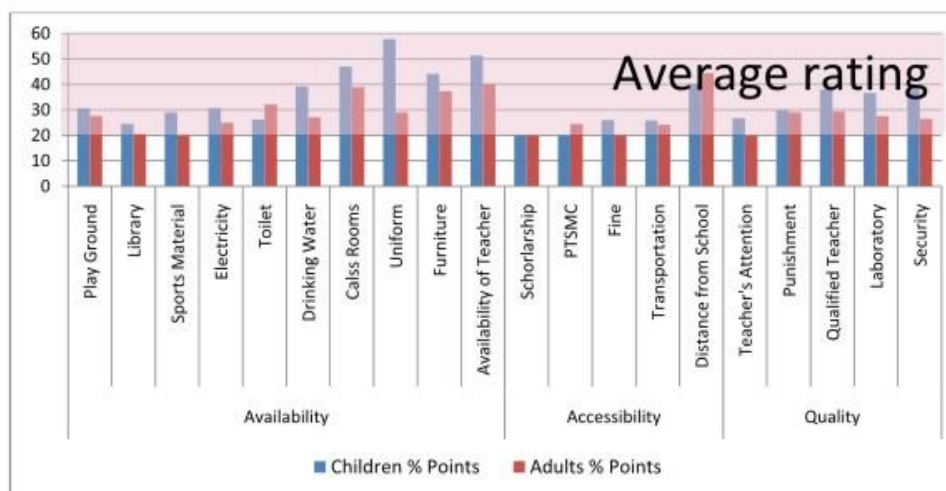
Regarding 'books' there was quite a clear difference in perception, service providers gave better rating with the understanding that books are provided free of cost, whereas the community gave a different rating on the basis of availability of all books during the start of new year and also considered the cost of note books and other stationery as difficult for poor families to manage.

There are some important indicators which were identified by at least one third of the community members, but not mentioned by the services providers. In terms of

- i. **Availability:** Furniture and Library are considered to be important yet in a poor condition which needs to be improved. Both these were particularly mentioned by Students as well as parents.
- ii. **Accessibility:** Transportation reaching the school was mentioned mostly by students. This is particularly a challenge for younger (primary level) and girls (of even higher classes). This also became one of the major reasons for school dropout.
- iii. **Quality:** Corporal punishment which is officially banned, but somehow still practiced in some of the public schools was also mentioned as a bad thing which needs to be stopped. Naturally, this was mentioned mostly by the students, they often drop out of school or do not want to attend due to physical punishment. The other important issue was non-availability of/ under-equipped laboratories in schools. Students also

mentioned provision of computer labs in their school so that they can learn computer skills at relatively early age.

The comparative analysis of **Scorecard by adults and children** also provided interesting results.



On average, students gave a slightly better rating on most of the indicators as compared to the adult community members. However, some of the major differences in their perception are as following:

- Students think that drinking water availability is better than the adults. This is even slightly better than the ranking given by the service providers. Similarly their views about availability of teachers is also quite similar to service providers' perception, and better than community adults.
- For students, it is good to have uniform and they considered present situation to be average; much better than Adults, who think its situation as bad mainly due to cost of uniform which is difficult to afford for poor families.
- About corporal punishment, Adults and children had similar views, but mostly it was discussed by students (62% students participants and 25% adult participants of FGDs)

#### 4 Recommendations

- Corporal punishment is still rampant in schools. It is clear violation of Khyber Pakhtunkhwa Child Protection and Welfare Act 2010, and ban on corporal punishment. The Khyber Pakhtunkhwa government shall implement the law, and shall make sure that no teacher subject children in schools to corporal punishment.

- It is important to understand that while selecting certain indicators, both service providers and the community members tried to select those areas which they considered important and needed improvement. Therefore the results may not cover all entitlements but only those which the students, community members considered important.
- This exercise of community scorecard highlights the fact that there exist a difference in perception and understanding of community members and the service providers regarding the current status of education services. Both assess the availability, accessibility and quality of education services on different parameters. There is a strong need to bridge this gap by engaging both entities in planning, execution and assessment of the services. More importantly, involving children in this process yields another important perspective that can certainly help improve their learning, continuation of education and reduce the dropout rate.
- Parent Teachers Councils (PTCs) emerged mostly dormant, yet the importance is being recognized by all three groups including children. There is a need for more active participation of PTCs in the form of school management, development, monitoring, and ensuring teachers performance. This requires more active involvement of PTCs whereas they can adopt local model for their schools, propose budgets for their schools, and implement development work in schools. The role of PTCs shall not be limited to PTCs fund only, but to account for every penny spends on their school.
- The study necessitates more allocation for operations and maintenance for schools 'input indicators'. Most of the indicators where the schools are not performing better are directly related to allocations for Operations and Maintenance (O&M). Allocations for operations and maintenance budgets for schools shall be at least 15% of total current budget. In 2013-2014, O&M budget was only 1% of total current education budgets in Khyber Pakhtunkhwa.
- Education officers at district level shall be facilitated to monitor schools and teachers' attendance. Provision for fuel and vehicles for such officers is currently far below than needed.
- Distance from school emerged as one of the key issues. It is recommended that in future schools shall be constructed not by political considerations but by the real needs and catchment areas considering convenience of children.
- It was also observed that fee and fine are charged from children in schools. This is against entitlement of free and compulsory education according to the constitution of Pakistan.
- Of course, the major findings include information which shows us why schools haven't reached their potential efficiency due to an inefficient student to teacher ratio, lack of knowledge enhancing provisions and lack of accountability. It is important to realize that it will help us move forward to better pay attention to what is important according to the key stakeholders/community members and students.

- Along with the different perceptions, the CSC also identified greater underlying causes which relate to the inefficient service delivery of education. There is wide discrepancy both in terms of the number of male and female schools and male and female enrolment, where girls are provided far lesser satisfactory education services. Apart from that, it can also be gathered that on the supply side, while schools are entitled to several facilities by the government, this entitlement is faced with acute deficiencies which crumbles the very base of KP public education system.
- It was also observed that fee and fine are charged from children in schools. This is against entitlement of free and compulsory education according to the Article 25-A of constitution of Pakistan.
- The findings that have been inferred from the CSC for Charsadda including corporal punishment, discrepancy between entitlement and actual provisions, improvement requirement in infrastructure, requirement of teaching aid material, etc. It can also be inferred that as every stakeholder views every issue and its underlying causes differently. Except PTCs, which are mostly dormant, there is no other window available whereby service providers and service consumers interact on education governance. Therefore, the district education officers shall have regular interactions with community members, and shall be issuing guidelines to schools from time to time based on community feedback.
- Last but not the least, a comprehensive legislation on free and compulsory education is needed in Khyber Pakhtunkhwa which can take into consideration all these issues highlighted in CSC survey.

## 5 Annexes

## Annex 1: Sample Input indicators

Categories	S.#	Indicators	
<b>Availability</b>	A.1	Primary Schools for boys	
	A.2	Primary School for girls	
	A.3	Middle School for boys	
	A.6	Middle School for girls	
	A.7	High School for boys	
	A.8	High School for girls	
	A.9	Class rooms	
	A.10	School fence / Boundary wall	
	A.11	Electricity	
	A.12	Toilets	
	A.13	Playgrounds	
	A.14	Water	
	A.15	Furniture	
	A.16	Chalkboards / blackboards	
	A.17	Library	
	A.18	Laboratory	
	A.19	Number of Teachers	
	A.20	Regular attendance of teachers	
	A.21	.....	
	A.22	.....	
	<b>Quality</b>	Q.1	Books
		Q.2	Curriculum (programs)
Q.3		Laboratory materials	
Q.4		Teachers Trainings	
Q.5		Desks and cupboard	
Q.6		Sport materials	
Q.7		Number of children in a class room	
Q.8		Number of children / teacher	
Q.9		Corporal Punishment	
Q.10		Qualified teachers / skill & education level of teachers	
Q.11		School visits by Service providers (Monitoring visits)	
Q.12		Medium of education	
Q.13		School Uniform	
Q.14		Extra-curricular activities	
Q.15			
Q.16			
Q.17		.....	
<b>Accessibility</b>	C.1	Both boys and girls allowed to attend school	
	C.2	Scholarships	
	C.3	School Fee	
	C.4	Provision of free books	



Categories	S.#	Indicators
	C.5	Parent Teachers School Management committee
	C.6	Teachers role in school management
	C.7	Parents role in school management
	C.8	Teachers' attendance
	C.9	Students' attendance
	C.10	Social cultural limitations for particular groups
	C.11	Student drop out
	C.12	Distance from School.....
	C.13	Transportation accessible/available
	C.14	Security (for girls or boys)
	C.15	.....

### Annex 2: Indicators selected by Service provider and given in the manual

	Inputs from Service providers	Indicators given in the Manual
<b>Availability</b>	Teachers	Number of Teachers / Teachers attendance
		Chalkboards / blackboards
	Books	Provision of free books
	Boundary Wall	School fence / Boundary wall
	Class Rooms	Class rooms
	Water	Water
	Electricity	Electricity
	Furniture	Furniture / Desk and Cupboard
	Library	Library
	Playground	Playgrounds
		Primary Schools for boys
		Primary School for girls
	Condition of the Building	
	School	Middle School for boys
		Middle School for girls
		High School for boys
		High School for girls
Sports facilities	Sport materials	
Toilets	Toilets	
	School Uniform	
<b>Accessibility</b>		Distance from School
	PTC	Parent Teachers School Management committee
	Scholarship	Scholarships
	Transport	Transportation accessible/available
		Teachers role in school management
		Parents role in school management
		Both boys and girls allowed to attend school
		School Fee
		Social cultural limitations for particular groups
		Extra-curricular activities
<b>Quality</b>	Laboratory	Laboratory & Laboratory Material
		School visits by Service providers (Monitoring visits)
	Caporal Punishment	Corporal Punishment
		Qualified teachers / skill & education level of teachers
		Security (for girls or boys)
		Students' attendance
	Teachers Training	Teachers Trainings
	Parent Teachers meetings	
		Student drop out
		Medium of education
		Curriculum (programs)
		Number of children in a class room
		Number of children / teacher

## Annex 3: Service Provider Score Card, District Charsadda

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Class rooms	4	3	-	-	-	1.4	29
2	Toilets	7	-	-	-	-	1.0	20
3	Water	6	1	-	-	-	1.1	23
4	Electricity	4	-	1	2	-	2.1	43
5	Teachers training	-	5	2	-	-	2.3	46
6	School building	7	-	-	-	-	1.0	20
7	Monitoring by the education department staff	-	-	-	7	-	4.0	80
8	Student availability / attendance	-	4	-	3	-	2.9	57
9	Laboratory	7	-	-	-	-	1.0	20
10	PTC	7	-	-	-	-	1.0	20
11	Play ground	6	-	1	-	-	1.3	26
12	Scholarship	6	-	-	1	-	1.4	29
13	Teachers availability	-	4	1	2	-	2.7	54
14	Sports material / facilities	6	-	-	1	-	1.4	29
15	Condition of the building	-	4	2	1	-	2.6	51
16	Books	-	-	-	7	-	4.0	80

## Annex 4: Dhara, District Charsadda

### A. Summary Scorecard of Village Dhara

Indicator	Very bad	Bad	Average	Good	Very Good	Average Score	Percent
<b>AVAILABILITY</b>							
Availability of Teachers	24	4	5	5	1	1.8	37
Black Board	0	0	7	3	0	3.3	66
Class Room	11	6	5	7	0	2.3	46
Electricity	24	1	0	5	0	1.5	31
Furniture	0	8	0	2	0	2.4	48
Library	14	2	3	0	0	1.4	28
Play Ground	17	0	1	1	0	1.3	25
Sports Material	16	0	0	3	0	1.5	29
Toilets	22	4	2	1	0	1.4	28
Uniform	6	0	2	1	0	1.8	36
Drinking Water	16	1	3	9	0	2.2	43
<b>ACCESS</b>							
Distance from School	2	4	2	1	0	2.2	44
PTC	39	0	0	0	0	1.0	20
Scholarship	19	0	0	0	0	1.0	20
Transportation	19	0	0	0	0	1.0	20
<b>QUALITY</b>							
Extra-Curricular Activities	9	8	0	2	0	1.7	35
Laboratory	14	2	0	3	0	1.6	32
Medium of Education	2	3	4	0	0	2.2	44
Punishment	8	0	2	0	0	1.4	28
Security	9	0	0	0	0	1.0	20
Qualified Teacher	10	0	0	0	0	1.0	20

### A. Community Score Card-Male

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Play Ground	9	-	-	-	-	1.0	20
2	Laboratory	9	-	-	-	-	1.0	20
3	Library	9	-	-	-	-	1.0	20
4	Sports Material	9	-	-	-	-	1.0	20
5	Extra-Curricular	9	-	-	-	-	1.0	20

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
	Activities							
6	Scholarship	9	-	-	-	-	1.0	20
7	PTC	9	-	-	-	-	1.0	20
8	Transportation	9	-	-	-	-	1.0	20
9	Security	9	-	-	-	-	1.0	20
10	Availability of Teachers	7	-	2	-	-	1.4	29
11	Toilets	6	1	2	-	-	1.6	31
12	Uniform	6	-	2	1	-	1.8	36
13	Class Rooms	4	-	5	-	-	2.1	42
14	Medium of Education	2	3	4	-	-	2.2	44
15	Distance from School	2	4	2	1	-	2.2	44
16	Drinking Water	3	1	1	4	-	2.7	53

#### B. Community Score Card-Female

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Electricity	10	-	-	-	-	1.0	20
2	Water	10	-	-	-	-	1.0	20
3	PTC	10	-	-	-	-	1.0	20
4	Qualified Teacher	10	-	-	-	-	1.0	20
5	Transportation	10	-	-	-	-	1.0	20
6	Availability of Teacher	7	3	-	-	-	1.3	26

#### C. Community Score Card-Boys

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Electricity	10	-	-	-	-	1.0	20
2	Scholarship	10	-	-	-	-	1.0	20
3	PTC	10	-	-	-	-	1.0	20
4	Toilet	9	-	-	1	-	1.3	26
5	Punishment	8	-	2	-	-	1.4	28
6	Play Ground	8	-	1	1	-	1.5	30
7	Library	5	2	3	-	-	1.8	36
8	Availability of	7	-	-	3	-	1.9	38

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
	Teacher							
9	Sports Material	7	-	-	3	-	1.9	38
10	Laboratory	5	2	-	3	-	2.1	42
11	Furniture	-	8	-	2	-	2.4	48
12	Extra-Curricular Activities	-	8	-	2	-	2.4	48
13	Class Room	-	6	-	4	-	2.8	56
14	Black Board	-	-	7	3	-	3.3	66

#### D. Community Score Card-Girls

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	PTC	10	-	-	-	-	1.0	20
2	Toilet	7	3	-	-	-	1.3	26
3	Class Room	7	-	-	3	-	1.9	38
4	Electricity	4	1	-	5	-	2.6	52
5	Availability of Teacher	3	1	3	2	1	2.6	54
6	Water	3	-	2	5	-	2.9	58

## Annex 5: Khat Kali, District Charsadda

### A. Summary Scorecard of Village Khat Kali

#	Indicator	1 very bad	2 Bad	3 Average	4 Good	5 Very Good	Average Score	Percentage
<b>AVAILABILITY</b>								
1	Availability of Teacher	0	2	16	1	1	3.0	61
2	Primary school	1	1	5	3	0	3.0	60
3	Drinking Water	57	8	5	0	0	1.3	25
4	Electricity	29	7	4	0	0	1.4	28
5	Furniture	18	4	7	11	0	2.3	46
6	Toilet	31	8	1	0	0	1.3	25
7	Library	28	2	0	0	0	1.1	21
8	Play Ground	25	4	1	0	0	1.2	24
9	Books	8	0	2	0	0	1.4	28
10	Uniform	10	0	0	0	0	1.0	20
<b>ACCESSIBILITY</b>								
1	Transportation	20	0	0	0	0	1.0	20
2	Scholarship	20	0	0	0	0	1.0	20
3	PTC	38	2	0	0	0	1.1	21
<b>QUALITY</b>								
1	Laboratory	8	8	4	0	0	1.8	36
2	Punishment	20	0	0	0	0	1.0	20
3	Qualified Teacher	11	5	3	1	0	1.7	34
4	Security	20	0	0	0	0	1.0	20
5	Student Attendance	0	0	10	0	0	3.0	60
6	Teacher Training	10	0	0	0	0	1.0	20
7	Teacher's Attention	20	0	0	0	0	1.0	20

### B. Community Score Card-Male

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Security	10	-	-	-	-	1.0	20
2	Transportation	10	-	-	-	-	1.0	20
3	Scholarship	10	-	-	-	-	1.0	20
4	Library	9	1	-	-	-	1.1	22
5	PTC	9	1	-	-	-	1.1	22
6	Water	8	1	1	-	-	1.3	26

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
7	Play Ground	8	1	1	-	-	1.3	26
8	Electricity	6	3	1	-	-	1.5	30
9	Furniture	7	1	2	-	-	1.5	30
10	Toilets	1	8	1	-	-	2.0	40
11	Laboratory	1	7	2	-	-	2.1	42
12	Qualified Teacher	1	5	3	1	-	2.4	48
13	Primary school	1	1	5	3	-	3.0	60
14	Availability of Teacher	-	-	10	-	-	3.0	60
15	Student Attendance	-	-	10	-	-	3.0	60

### C. Community Score Card-Female

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Water	10	-	-	-	-	1.0	20
2	Toilet	10	-	-	-	-	1.0	20
3	Library	10	-	-	-	-	1.0	20
4	Uniform	10	-	-	-	-	1.0	20
5	Teacher's Attention	10	-	-	-	-	1.0	20
6	Teacher Training	10	-	-	-	-	1.0	20
7	Qualified Teacher	10	-	-	-	-	1.0	20
8	Play Ground'	10	-	-	-	-	1.0	20
9	PTC	10	-	-	-	-	1.0	20
10	Punishment	10	-	-	-	-	1.0	20
11	Electricity	8	2	-	-	-	1.2	24
12	Books	8	-	2	-	-	1.4	28
13	Furniture	5	-	3	2	-	2.2	44

### D. Community Score Card-Boys

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Water	10	-	-	-	-	1.0	20
2	Security	10	-	-	-	-	1.0	20
3	Toilets	10	-	-	-	-	1.0	20
4	Transportation	10	-	-	-	-	1.0	20
5	Scholarship	10	-	-	-	-	1.0	20



#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
6	Library	9	1	-	-	-	1.1	22
7	PTC	9	1	-	-	-	1.1	22
8	Play Ground	7	3	-	-	-	1.3	26
9	Laboratory	7	1	2	-	-	1.5	30
10	Electricity	5	2	3	-	-	1.8	36
11	Furniture	4	3	2	1	-	2.0	40
12	Teachers Availability	-	2	6	1	1	3.0	62

#### E. Community Score Card-Girls

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Toilets	10	-	-	-	-	1.0	20
2	Water	-	3	4	3	-	3.0	60
3	Electricity	10	-	-	-	-	1.0	20
4	Furniture	2	-	-	8	-	3.4	68
5	teachers	10	-	-	-	-	1.0	20
6	Punishment	10	-	-	-	-	1.0	20
7	PTC	10	-	-	-	-	1.0	20

## Annex 6: Panerak, District Charsadda

### A. Summary Scorecard of Village Panerak

#	Indicator	very bad	Bad	Average	Good	5 Very Good	Average Score	Percent
	<b>AVAILABILITY</b>							
1	Class Rooms	5	2	3	0	0	1.8	36
2	School for Boys(M/H)	10	0	0	0	0	1.0	20
3	School for Girls(M/H)	10	0	0	0	0	1.0	20
4	School Building	5	2	2	1	0	1.9	38
5	Furniture	15	2	6	6	1	2.2	44
6	Sports Material	20	0	0	0	0	1.0	20
7	Toilets	17	0	0	2	1	1.5	30
8	Drinking Water	10	0	0	0	0	1.0	20
9	Uniform	8	0	11	1	0	2.3	45
10	Play Ground	13	0	3	4	0	1.9	38
11	Library	30	0	0	0	0	1.0	20
	<b>ACCESSIBILITY</b>							
1	Distance from School	5.0	-	5.0	-	-	2.0	40
2	Fine	20.0	-	-	-	-	1.0	20
3	PTC	15.0	-	4.0	1.0	-	1.6	31
4	Scholarship	30.0	-	-	-	-	1.0	20
5	Transportation	12.0	-	7.0	1.0	-	1.9	37
	<b>QUALITY</b>							
1	Teacher's Attention	10.0	-	-	-	-	1.0	20
2	Teacher's Methodology	9.0	-	1.0	-	-	1.2	24
3	Punishment	4.0	-	1.0	2.0	3.0	2.7	60
4	Laboratory	16.0	-	3.0	1.0	-	1.5	29
5	Extra-Curricular Activities	20.0	-	-	-	-	1.0	20
5	Security	-	5.0	1.0	4.0	-	2.9	58

### B. Community Score Card-Male

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	School for Boys(P/M/H)	10	-	-	-	-	1.0	20
2	School for Girls(P/M/H)	10	-	-	-	-	1.0	20
3	Library	10	-	-	-	-	1.0	20
4	Laboratory	10	-	-	-	-	1.0	20
5	Sports Material	10	-	-	-	-	1.0	20
6	Extra-Curricular Activities	10	-	-	-	-	1.0	20
7	Scholarship	10	-	-	-	-	1.0	20
8	Uniform	7	-	3	-	-	1.6	32
9	Transportation	7	-	3	-	-	1.6	32
10	Class Rooms	5	2	3	-	-	1.8	36
11	School Building	5	2	2	1	-	1.9	38
12	PTC	5	-	4	1	-	2.1	42
13	Play Ground	5	-	3	2	-	2.2	44

### C. Community Score Card-Female

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Water	10	-	-	-	-	1.0	20
2	Teacher's Attention	10	-	-	-	-	1.0	20
3	Scholarship	10	-	-	-	-	1.0	20
4	Fine	10	-	-	-	-	1.0	20
5	Teacher's Methodology	9	-	1	-	-	1.2	24
6	Toilets	8	-	-	2	-	1.6	32
7	Furniture	5	2	2	1	-	1.9	38

### D. Community Score Card-Girls

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Furniture	10	-	-	-	-	1.0	20
2	Library	10	-	-	-	-	1.0	20
3	Fine	10	-	-	-	-	1.0	20
4	Toilets	9	-	-	-	1	1.3	28

## E. Community Score Card-Boys

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Library	10	-	-	-	-	1.0	20
2	Sports Material	10	-	-	-	-	1.0	20
3	Extra-Curricular Activities	10	-	-	-	-	1.0	20
4	Scholarship	10	-	-	-	-	1.0	20
5	PTC	10	-	-	-	-	1.0	20
6	Play Ground	8	-	-	2	-	1.6	32
7	Laboratory	6	-	3	1	-	1.9	38
8	Distance from School	5	-	5	-	-	2.0	40
9	Transportation	5	-	4	1	-	2.1	42
10	Punishment	4	-	1	2	3	2.7	60
11	Uniform	1	-	8	1	-	2.9	58
12	Security	-	5	1	4	-	2.9	58
13	Furniture	-	-	4	5	1	3.6	72

## Annex 7: Tetara, District Charsadda

### A. Summary Scorecard of Village Tetara

#	Indicator	very bad	Bad	Average	Good	Very Good	Average Score	Percent
<b>AVAILABILITY</b>								
1	Availability of Teacher	2	6	4	0	0	2.2	43
2	Boundary Wall	5	5	2	0	0	1.8	35
3	Electricity	19	8	1	0	0	1.4	27
4	Furniture	21	12	7	0	0	1.7	33
5	Play Ground	3	4	1	0	0	1.8	35
6	Toilets	10	2	8	0	0	1.9	38
7	Uniform	0	1	7	0	0	2.9	58
8	Drinking Water	28	5	5	3	0	1.6	32
8	Girls School(M/H)	0	6	4	2	0	2.7	53
<b>ACCESSIBILITY</b>								
1	Fine	7	0	3	0	0	1.6	32
2	Money Collection form Student	10	0	0	0	0	1.0	20
3	Transportation	8	0	0	0	0	1.0	20
<b>QUALITY</b>								
1	Cleanliness	2	6	0	0	0	1.8	35
2	Monitoring by EDO	6	4	0	0	0	1.4	28
3	Punishment	22	3	3	0	0	1.3	26
4	Qualified Teacher	5	3	0	2	0	1.9	38
5	Security	4	6	2	0	0	1.8	37
6	Teacher's Attention	14	2	2	0	0	1.3	27

### B. Community Score Card-Male

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Boundary Wall	5	5	2	-	-	1.8	35
2	Toilets	7	-	5	-	-	1.8	37
3	Security	4	6	2	-	-	1.8	37
4	Furniture	3	5	4	-	-	2.1	42
5	Availability of Teacher	2	6	4	-	-	2.2	43
6	Girls School(P/M/H)	-	6	4	2	-	2.7	53

## C. Community Score Card-Female

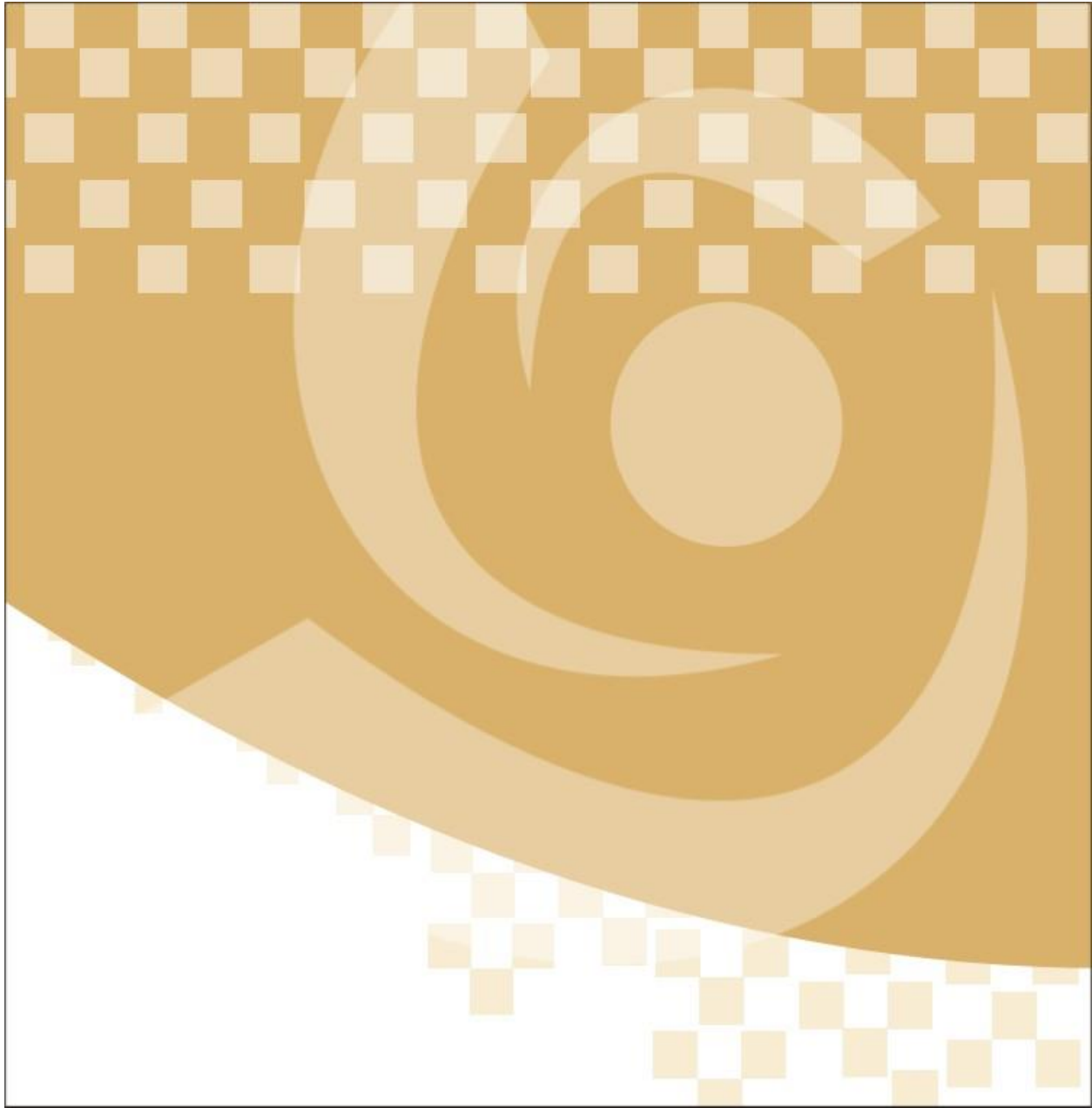
#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Teacher's Attention	10	-	-	-	-	1.0	20
2	Water	7	3	-	-	-	1.3	26
3	Electricity	7	3	-	-	-	1.3	26
4	Monitoring by EDO	6	4	-	-	-	1.4	28
5	Furniture	6	2	2	-	-	1.6	32
6	Punishment	4	3	3	-	-	1.9	38

## D. Community Score Card-Boys

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Transportation	8	-	-	-	-	1.0	20
2	Punishment	8	-	-	-	-	1.0	20
3	Furniture	6	2	-	-	-	1.3	25
4	Water	6	2	-	-	-	1.3	25
5	Electricity	6	2	-	-	-	1.3	25
6	Cleanliness	2	6	-	-	-	1.8	35
7	Play Ground	3	4	1	-	-	1.8	35
8	Teacher's Attention	4	2	2	-	-	1.8	35
9	Toilets	3	2	3	-	-	2.0	40
10	Uniform	-	1	7	-	-	2.9	58

## E. Community Score Card-Girls

#	Indicator	Number of people who gave score					Average Score	%age
		1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
1	Punishment	10	-	-	-	-	1.0	20
2	Money Collection form Student	10	-	-	-	-	1.0	20
3	Furniture	6	3	1	-	-	1.5	30
4	Water	6	3	1	-	-	1.5	30
5	Electricity	6	3	1	-	-	1.5	30
6	Fine	7	-	3	-	-	1.6	32
7	Qualified Teacher	5	3	-	2	-	1.9	38



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