

The Community Score Card Survey Report

Five Districts:
[Haripur, Buner, D.I.Khan, Karak, LakkiMarwat]

**“Improving Primary Education Governance in
Khyber Pakhtunkhwa”**

March 2015



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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
GGPS	Government Girls Primary School
GBPS	Government Boys Primary School
HH	Household
PTC	Parents Teachers Councils
SEG	Socio Economic Groups
THQ	Tehsil Headquarter
UC	Union Council

1 Executive Summary

Article 25-A of constitution of Pakistan terms education as fundamental right.

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

A Community Score Card Survey was conducted in five districts of Khyber Pakhtunkhwa province namely LakkiMarwat, Buner, Haripur, Karak and Dera Ismail Khan under the project titled "Improving Primary Education Governance in Khyber Pakhtunkhwa". The purpose of this exercise was to gauge community perception on state of education services in these five districts through Focus Group Discussions (FGDs) with Parents Teachers Councils (PTCs)/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.*

A total of 20 Focus Group Discussions (FGDs) were conducted, 5 in each district. 10 FGDs were conducted with teachers/Parents/community (Male/Female) members and 10 with children of the selected schools. The purpose of this exercise was to understand the actual situation and later on the community perceptions about the education services in these three aspects *i.e., Availability, Quality and Accessibility* in these five districts through Focus Group Discussions (FGDs) with Parents Teachers Councils (PTCs)/other community members and with children of the selected schools and 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 to increase participation, accountability and transparency between service users, providers and decision makers.

Participants were categorized in two groups *i.e.,* i) Comprising teachers, students, parents and ii) service providers with at least eight members in each group. Each participant of FGD had to score the effectiveness of primary education services based on various indicators summed up in three categories *i.e.,* 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 basic infrastructure such as school building, 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 systems such as improvement in toilet facilities, lack of drinking water, classrooms, 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 transportation allowance particularly for female teachers coming from other areas. Participants also highlighted the need for better security arrangements particularly for girls' school. To improve quality of education, participants emphasized on improved and more frequent teachers training, improving teaching methods and extra curricular activities.

The findings of the 19 surveyed villages of these five districts shows that are a total of 50 primary schools including 19 boys primary schools, 19 girls primary schools and 12 primary schools with co-education. In addition there are 7 boys primary schools, 3 girls primary schools and 2 primary schools with co-education system nearby these villages but only 2% (100) boys and none of the girls are attending schools outside their respective village. Overall, of all the enrolled students, 39% (3,841) are girls and 57% (5,006) are boys. Parents suggest that if more primary schools are made available within the village, then the girls' enrolment will further improve. 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.

Overall in 5 districts the top indicators identified by the community members (demand side) were electricity (87%), drinking water (84%), toilet (84%), furniture (74%), monitoring (71%) and class rooms (69%). The top indicators identified in 5 districts by the service providers were Provision of free books (95%), Primary schools (71%), Electricity (64%) and Drinking water and PTC's (58%). There are some important indicators which were identified by at least 1/3rd of the community members, but not mentioned by the services providers like furniture and library, difficulty in syllabus and need for change in it and corporal punishment. Once indicators were finalized, every participant shared their views on these indicators and a score was assigned accordingly. In "availability" the highest average score (out of 5) given by both sides in overall districts was primary schools (3.4) and lowest was given to library (1.0). In "accessibility" provision of free books and fees were given the highest score (4) and scholarship was given the lowest score (1.1). In "quality" section punishment scored highest¹ (3.7) on average and lowest was method of teaching (1.2). While ranking the available facilities Provision of books was ranked as very good by both community (80%) and service providers (95%) in overall districts, though community scored it less than the service providers. Similarly primary schools were ranked as good by both community (69%) and service providers (71%). Community rated no. of children/teacher higher (65%) than the service providers and likewise teacher's attendance received higher score from community than service providers (39%). Community rated security arrangement in school (32%) as bad as compare to service providers (42%).

¹ Highlighting it as a high priority issue that needs to be tackled

In Haripur district, School buildings were ranked highest and **widely available service out of all the indicators** by both community (67%) and service provider (60%), and extracurricular activities were ranked as the lowest by both (24%). Some above average indicators scored by community **showing its availability and performance in the district** included boundary walls (60%) and teacher's attendance (60%). About electricity a difference in perception can be seen between community members **where only (34%) community members were satisfied or agreed to the availability of it while (59%) service providers were satisfied with this service.** In district Haripur, the services related to quality (syllabus, teachers training, and extracurricular activities) has been scored below average by both community members and service providers which shows the weakness and area to focus in the district.

In District LakkiMarwat, unlike District Haripur community members and service providers scored Teachers Training (64%) and extracurricular activities (55%) the highest **and most widely available service.** Whereas, transportation, uniform and scholarships became the biggest concern of the people of LakkiMarwat and scored the lowest (20%). In District Lakkimarwat uniformity in the opinions and perceptions of community members and service providers is visible but most of the indicators have been scored very low and below average **which shows district LakkiMarwat is missing alot of required services**

In District Karak, Number of primary schools was scored the highest **and the most satisfactory indicator available to all** by community members (86%) and service providers (83%). Whereas indicators like transportation (36%, 45%) and scholarships (29%,30%) remained low and below average in the District. Compared to the other districts, District's Karak's most indicators were scored above average and good and even the lowest indicators scored 30% **which shows that in district Karak most of the indicators are provided at a satisfactory level and better than the rest of the districts**

In District D.I.Khan, boundary walls are the highest ranked facility ranked by the community members (100%), but surprisingly only (53%) service providers indicated the **availability of boundary walls.** The difference is perceptions between community members and service providers continues in D.I.Khan where community members ranked availability of teachers as high as (85%) but in service providers only (55%) agrees with them. In District D.I.Khan, compared to the service providers, community members **seemed more satisfied with the education services and facilities available and ranked equally** or gave higher scores than the service providers. The equally lowest ranked indicators in D.I.Khan include **availability and number of Toilets (37%),** and electricity (50%).

In District Buner, very little difference in perceptions between community members and service providers can be seen. Provision of free books was the **widely available facility** ranked by both community members (80%) and service providers (95%). Mutual stance continued on the above average availability **and number** of primary schools by (69% by community members and 71% by service providers). There is a little contradiction over the student/teacher ratio between the two

entities as\ community members seems satisfied with this ratio (65%) but service providers ranked this ratio below average (39%). Like District Karak and District LakkiMarwat, In District Buner's major concern by the community members and service providers remained **the services and availability of transportation, scholarship, security and uniform (all scored 30% or below showing almost no availability in the district).**

In conclusion this CSCS exercise highlighted 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. There is a need to bridge this gap by engaging both entities in planning, execution and assessment of the services. Furniture, play grounds, sports material and electricity facilities in most of the schools are unavailable. There is a need to provide furniture both for teachers and students. Electricity facility should be made available to all schools. Schools' building, boundary wall and toilets are some of the key indicators where schools are not performing better, which directly relate to allocation of funds for operations and maintenance. The allocation for O&M need to be increased from the current level. Parents Teachers Councils (PTC's) are mostly dormant. Both community and service providers emphasized that community awareness and mobilization should be created in the community. Another important factor highlighted was to improve security measures in the schools. Both community and service providers feel that staff for security shall be appointed and boundary wall for the schools should be completed to avoid any incidents.

This exercise of community scorecard also highlighted the fact that there is a difference in the perceptions 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 slightly 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 reduction in schooldrop 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 18th constitutional amendment in 2010 which has explicitly set free and compulsory education to all children of age 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 1999². 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 was 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 to increase participation, accountability and transparency between service users, providers and decision makers. The CSC report captures education service consumers' experiences with service providers / education department and their assessment of issues pertaining to education service delivery.

2.2 Methodology

Focused Group Discussions were held in the project area, with key stakeholders. Participants of the CSC included parents, students and teachers on the demand side; while on the supply side Teachers and staff of Education Department participated in the Focus Group Discussions.

2.2.1 Manual for CSC

A manual already developed by CGPA for implementation of the Community Scorecard was used for this exercise³. The CSC manual gives detailed guidelines about the use of Community Scorecard, analysis and reporting. Field teams were provided comprehensive training (details in section 2.2.8) and the manual served as a guiding document for the field teams.

2.2.2 Sampling

The survey was conducted in five districts, D.I.Khan, Lakki Marwat, Karak, Buner and Haripur. The total sample size for Focus Group Discussion (FGD) was only five (four with community members and one with education service providers) from each district. Therefore, it was not possible to draw fully representative sample from each district. Therefore, purposive sampling technique was applied. The purposive sampling technique was applied considering rural-urban divide, age groups, and gender representation. For this survey, the service providers are the district education officers and cadres of lower officers at district level. One Focus Group Discussion (FGD) was held with the

²<http://www.un.org/millenniumgoals/education.shtml> - Fact sheet MDGs, 2013

³The manual was developed for and duly recognized by the Alif Ailaan Project, funded by the UK Aid

service providers (staff of education department) in each selected Tehsils. For community meetings, 4 villages were selected in each Tehsil (except for District Haripur, where one village was very large and two FGDs were conducted).

For FGDs with the communities, 4 FGDs were conducted in each five districts, one each with male adults, female adults, male children and female children. A total of 20 Focus Group Discussions (FGDs) were conducted. Of these, 10 FGDs were conducted with Teachers/parents/community members and 10 with children of the selected schools. List of sampled villages is given in **Table 1**.

Table 1 Sample Villages

S.No	Village name	Union Council	Tehsil	District
1.	Zaffar Mama Khel	Zaffar mama khel	SeraiNaurang	LakkiMarwat
2.	Nar Hakim Khan	ShakhQuli Khan	SeraiNaurang	LakkiMarwat
3.	Gandi add	Gandkhankhel	SeraiNaurang	LakkiMarwat
4.	Nar Abu Samand	Nar Abu Samand	SeraiNaurang	LakkiMarwat
5.	Bareela	Bareela	Haripur	Haripur
6.	Bagra-1	Bagra	Haripur	Haripur
7.	Pharala	Pharala	Haripur	Haripur
8.	Adde	Chinglai	khadukhail	Buner
9.	Anghapur	Elai	Daggar	Buner
10.	Suwawai	Ghurghushto	khadukhail	Buner
11.	Landai	Elai	Daggar	Buner
12.	Paloski	Warana Ahmad Abad	Tekht-e- Nasrati	Karak
13.	KandoKhail	EsakChountra	Karak	Karak
14.	Hanif Abad	Palosasar	Karak	Karak
15.	IsafKhel	Mitakhel	Karak	Karak
16.	JhokeGumla	Malana	Paroa	Deralsamail Khan
17.	KachiPainda Khan	Deradehat 2	Dera Ismail khan	Dera Ismail khan
18.	Muryali	Muryali	Dera Ismail khan	Dera Ismail khan
19.	Wanda Balochan	Malana	Paroa	Dera Ismail khan

On the demand side, 244 participants were selected in the category of students, teachers and parents. With regard to the supply side, 55 participants attended the meetings at in five districts.

Table 2 Number of FGD participants

District	Service Providers	Community
LakkiMarwat	8	40
Haripur	14	38
Buner	13	47
Karak	8	51
Dera Ismail Khan	12	68

2.2.3 Data analysis

During the FGDs, field teams took notes to record all discussion points, and after returning to office, these notes were used to refine qualitative information. 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.

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 3: Scoring logic

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

- 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 type of disagreements on different indicators, how weightage was assigned to each indicator, complete list of indicators and a brief on each indicator which was listed down but not prioritized in top ten.

- 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.
- 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

- Careful selection of experienced facilitators and note takers
- Training of facilitators and note takers
- 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 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, etc.) for the process

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 such as:

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

2.2.7 Identification and training of local facilitators:

It was ensured that selected facilitators have the necessary skills and are able to probe, encourage deep thinking and summarise people's thoughts. After their selection, a one day training workshop was organized in Peshawar on November 26-27, 2014. The training was attended by all facilitators, project staff including the project manager. The training was conducted in a participatory manner, using the CSC manual, PowerPoint presentations, group work and mock exercises to ensure that participants fully understand the objectives, processes and expected outputs. They were also informed about the reporting requirement and provided with data input and reporting formats.

The selected facilitators were able to understand the objective (as described earlier) and procedures of the CSC exercise and understand the reporting requirements which included:

- description of the discussion in the FGD, by note takers

- 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 by note-takers, scoring properly and none of the points discussed were left unrecorded.

2.2.8 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 Scorecard methodology. The process followed given as under

- Meeting with local authorities /Education department was conducted in each district to manage and monitor the issues in order to choose and discuss indicators for the input tracking matrix. Also met with the community members 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;
- Gathered 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 staff of Education Department and community members. The facilitators' discussed all important aspects.

The next step of the input tracking score card was to generate information for the development of indicators based on the school priorities. After all the issues were generated, the facilitators developed a matrix which specify the entitlement, the actual and remarks to be formulated as 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 input 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.

2.2.9 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. The date and venue for the exercise were agreed upon in advance. The benefits and purpose of the Score Card were also explained to all staff to make sure everyone understands and does not feel threatened.

B. Generate issues and develop indicators

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

C. Rate Indicators

The voting and scoring system were explained to the participants by the facilitator. The scoring logic is mentioned earlier in Table-3. Facilitators asked service providers to rate how well their service performs on each indicator by asking them 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 i.e., community, 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 give realistic opinion 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.

2.2.10 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, separate meetings were held with men and women and also boys and girls (age less than 18). 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 type 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 by the note-taker. 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 completing the list of indicators, facilitators helped the participants in prioritizing 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 sample villages in each district is given in Annex 2. In 19 surveyed villages of these five districts, there are a total of 50 primary schools including 19 boys primary schools, 19 girls primary schools and 12 primary schools with co-education. In addition, there are 12 schools outside but nearby these villages. These include 7 boys primary schools, 3 girls primary schools and 2 primary schools with co-education system. As shown in the graph, only 2% boys and none of the girls are attending schools outside their respective village. Overall, of all the enrolled students, 39% are girls and 57% are boys. Some of the concerns shown by the parents, suggest that if more primary schools are made available within the village, then the girls enrolment will further improve. 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 (District wise enrolment is given at Annex 4) and list of education facilities in the sample villages in Annex 3

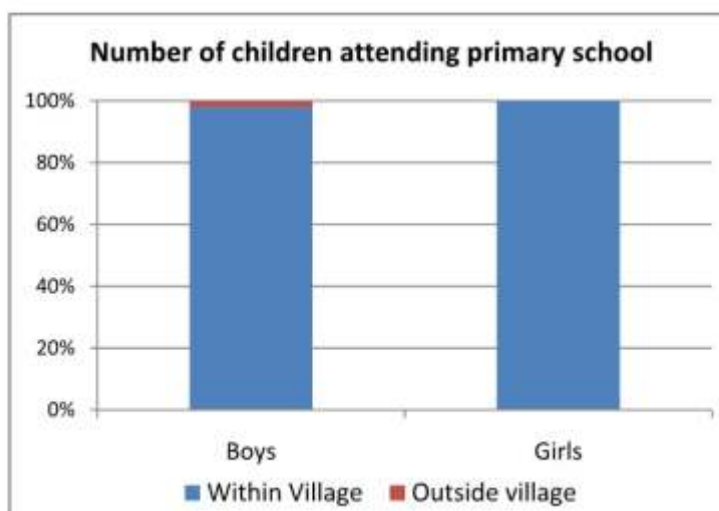


Table 4: No. of children enrolled in schools within and outside the village (Summary)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	4,906	3,841	100	-	5,006	3,841

3.1 Identified indicators during input tracking

A list of indicators (given in Annex 1) was shared with the participants of the meeting with the Service Providers 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 i.e, Availability, Quality and Accessibility. 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. District wise performance indicators for input tracking sheet are given in Annex 5..

The below table shows that overall, most of the indicators relate to availability, which means major issues perceived by the service providers are related to supply side. To improve the quality major

emphasis remained on curriculum, teachers training, student / teacher ratio (number of students per teacher) and extra curricular or sports activities in schools. To improve accessibility, more active participation and involvement of PTCs, security, transportation and some financial assistance were selected as more relevant and appropriate interventions.

Table 5: Performance indicators for input tracking

Categories	Inputs from service providers	Indicators
Availability	Primary Schools	Primary Schools for boys
		Primary School for girls
	Classroom	Class rooms
	Boundary walls	School fence / Boundary wall
	Electricity	Electricity
	Toilets	Toilets
	Play grounds	Playgrounds
	Water Drinking	Water
	Furniture	Furniture
		Chalkboards / blackboards
	Library	Library
	Laboratory	Laboratory
	Teachers availability	Number of Teachers
	Teachers attendance	Regular attendance of teachers
School building condition		
Quality	Books	Books
	Rapid change in course	Curriculum (programs)
		Laboratory materials
	Teachers training	Teachers Trainings
		Desks and cupboard
	Sports Material	Sport materials
		Number of children in a class room
	Students/ teacher ratio	Number of children / teacher
		Corporal Punishment
		Qualified teachers / skill & education level of teachers
		School visits by Service providers(Monitoring visits)
		Medium of education
		School Uniform
	Co-curricular activities	Extra-curricular activities
School total area		
Accessibility		Both boys and girls allowed to attend school
	Scholarship	Scholarships
		School Fee
		Provision of free books
	PTC	Parent Teachers School Management committee
		Teachers role in school management
		Parents role in school management
		Teachers' attendance
		Students' attendance
		Social cultural limitations for particular groups
		Student drop out
		Distance from School

Categories	Inputs from service providers	Indicators
	Transport	Transportation accessible/available
	Security/ Chokidar	Security (for girls or boys)
	Parent Teachers meetings	

3.2 Input tracking matrix

Once the indicators were finalized, a comparison was made between what the schools should have i.e. Entitlement and what is generally available as per their understanding (Actual). This was obviously only possible through analysis using defined indicators such as the number of: classroom, toilets, library, classroom with electricity, playgrounds, furniture etc. The table below presents the comparison of the entitlement and available for the above indicators for schools in all five districts.

Table 6: Comparison of entitlement and available facilities- District LakkiMarwat

Inputs	Input Entitlement	Actual	Remarks
Classroom	2 rooms	Yes	The ratio is low
Boundary wall	yes for female	Yes	Boundary wall of school is damaged
Electricity	Yes	Yes	No comments
Toilet	Yes	Yes	More toilets needed
Play ground	Yes	No	No space in city school
Availability of teachers	1 For 40 students	Yes	The ratio are not good
Teachers training	Yes	Yes	No comments
Sports material	Don't known	No	
Extracurricular activities	Don't Known	No	Needed for improvement in the confidence level of students
Transportation	No	No	In many areas schools are situated away from main settlements so Govt should provide transport particularly for female for teachers and students

Table 7: Comparison of entitlement and available facilities- District Buner

Inputs	Input Entitlement	Actual	Remarks
Schools	According to the population	As per standard	Lack of availability of Girls School is a major problem in villages/ rural areas
Class rooms	GPS-2 GMS-4 GHS-10	Not according to the population	More classrooms are needed
Boundary Wall	For female yes For male no	Average	Need to complete boundary wall for both male/ female school
Electricity	Yes	Good	Electricity available in all schools (male and female) of district Buner
Toilets	GPS- 4 GMS- 4; GHS- 8	Not very bad condition	Condition of toilets is not very good, Need proper water supply for use of latrines
Play ground	GPS- no ; GMS- yes; GHS- yes	GPS- no ; GMS- no; GHS- yes	Playgrounds are necessary for healthy students
Drinking Water	Yes	Water is not available in each and every schools of the district.	Need to provide water supply in each school of the district
Furniture	Yes	Not available according to the students strength	Need to provide furniture according to the population
Teachers Training	For new course training given to all teachers	No proper training	Need to improve the training of teachers

Inputs	Input Entitlement	Actual	Remarks
Sports materials	GPS-NO; GMS=yes ; GHS--yes	No; No; yes	Need play grounds and sport facility to primary schools
Teachers	GPS= 40students :1 teacher; GMS= 7 teachers; GHS= 12 teachers	No matching standard in all schools, less number of teachers are available in schools	Teachers availability is not according to the requirement (number of students)
PTC	PTC exists and conducts regular meetings	PTC=yes; Meeting no	PTC exists but not functional
Transportation	No	No	Transport facility needed for students as well as for teaching staff

Table 8: Comparison of entitlement and available facilities- District Haripur

Inputs	Input Entitlement	Actual	Remarks
School	According to population ; One school needed 700 population as per policy.	Yes	Available in every village of district Haripur
Class Rooms	2 classrooms per one school	Yes	Needs more classrooms for class grade.
Boundary Wall	For both (boys & Girls)	Yes	Not completed boundary walls that needed reconstruction.
Electricity	For both (boys & Girls)	Yes	Fan and bulbs should be provided on need basis
Toilets	For both (boys & Girls)	Yes	Available but needs reconstruction.
Playground	Yes	No	Should be provided for students
Water	For both (boys & Girls)	Yes	Mostly not suitable for drinking, suggested that govt should provide water filtration plants
Furniture	30 desk and bench for students, 2 cupboards, 2 teacher's tables, 7 chairs for teachers.	Yes for teachers but not available for students	Need furniture for each class
Laboratory	Not in primary schools	No	----
Teachers	2 teachers per school	Yes	Teachers are available but their performance is not satisfactory
Books	Free available by govt	Yes	Available in every schools but it should be included in policy that in case of lost books further books should be provided to the students.
Teachers Training	For both (boys & Girls)	Yes	Required refresher courses
School total area	2 kanals	Some of the schools not covered by policy	Should be provided according to policy
PTC	Both in male and female	Yes	Mostly PTCs are not functional
Chokidar	One	Yes	Available for every school but need one more person
Parent Teachers meetings	Yes in both male & female schools	Yes	Not practicing in most of the schools

Table 9: Comparison of entitlement and available facilities- District Karak

Inputs	Input Entitlement	Actual	Remarks
School	According to population	30% are not according to population. Just gift from	School for girls is major problem in villages/ rural areas

Inputs	Input Entitlement	Actual	Remarks
		a politician	
Class Rooms	GPS-2; GPS-6	As per standard	Classrooms needed at least for GPS means separate room for each class
Boundary Wall	Compulsory for girls schools, but not for boys schools	Only in female schools not in male schools	Boundary walls are damaged and need complete boundary wall for both male/ female school
Electricity	Yes	Yes, but not complete in most areas	Electricity should be in each school
Toilets	GPS- 2	Available in girls' school but 50% are not in usable condition. While in most boys school toilets are not available.	Condition of toilets are not good, need repair and maintenance. Need proper water supply for use of latrines
Play Ground	GPS- No	Not available	Need playground for primary schools
Drinking Water	Yes	About 50% primary school safe drinking water is not available	Need water cooler and water filtration plant in each school
Library	GPS- provide library books; No		No comments
Laboratory	GPS- no lab		
School Building	Yes	Not in good condition	Maintenance should be on regular basis
Books	Free books to all students from 1 to 10 are available.	Available in all schools	No Comments
Teachers Training	For new course training given to all teachers	Most of the teachers cannot attained the trainings	All teacher should be trained according to new course
Sports Material	GPS- no;	Not available	Need sport facilities in primary schools.
Teachers	GPS= 40students :1 teacher	In most primary school there are 60 student per teacher	New teacher should be appointed-
Scholarship	Don't Know	No scholarships for anyone (teachers or students)	For vulnerable or top class students there should be scholarships to support them financially
PTC	PTC yes; Meetings yes	PTC yes; Meetings No	PTC is there, meetings are also important but not happen in real
Transportation	No transport	No transport	Transport is also needed for staff

Table 10: Comparison of entitlement and available facilities- District Dera Ismail Khan

Inputs	Input Entitlement	Actual	Remarks
Schools availability	As per population	Schools are available	Access problem
Boundary walls	No Provision of boundary walls	Some schools are without boundary wall	Boundary walls are needed for boys and girls schools
Electricity	Yes, Provided by government. Lights and fans in every school	Mostly provided	Some schools do not have proper electrification
Toilets	2 toilets	Not functioning properly	Not maintained
Play grounds	Not available	Mostly no play ground	Issue of space
Water	Yes but subject to the availability of water source	Depending on water depth.	Water Source problem

Inputs	Input Entitlement	Actual	Remarks
Furniture	5 teacher chairs & 2 tables,; 1 office table,; Table chairs as per enrolment,; Green board with stand	Given to schools	Regular supply and replacement needed
Teachers availability	GPS :2 teachers; GGPS: 2 teachers	In most of cases two teachers are appointed	Not enough for six classes.
Teachers attendance	-	Posting out side	Transport issue;
School building condition	-	Maintenance on regular bases	Old buildings of school are in worse condition.
Rapid change in course	As per government policy	Teaching issue	Proper teachers training needed.
Teachers training	Yearly , No fixed schedule	Annually trained	Methodology not according to primary teachers level
Students/ teacher ratio	1 teacher for 40 students	In most of cases two teachers are posted	Teachers students ratio is not sufficient.
Extra-curricular activities	arranged by Staff	Celebrated in schools	Celebrated in those schools where space is available.
PTC	Yes, PTC are formed in each school	Mostly not active	Need re-organization;
Transport allowance	yes, as per rules	Equally paid	Issue for staff appointed in far flung areas
Security	Female teachers face this issue	Posting in remote areas	To be posted in local areas.;

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

- Number of children per teacher
- Teacher Training
- Budget provision or funds availability for schools
- Extra Curricular activities
- Sports Material for children
- Syllabus as per requirement and should not be changed regularly,
- Uniform – provision of free of cost uniform for needy students

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, teaching aids materials, teachers training 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 such as education status, and these are improvement in infrastructure (class rooms, boundary wall and toilets), provision of furniture for students in primary schools, playgrounds; which will certainly improve the. It is in this frame work that many respondents identified the need to build more class rooms, provide electricity to classrooms, build school fence and playgrounds, and teachers' capacity building and active role of PTCs.

3.3 Performance Scorecard by the Service Provider

Once the input tracking sheets were finalized, participants of the service providers FGD in all 5 districts selected indicators (different in number in each district ranging from 10 in LakkiMarwat to 17 in Dera Ismail Khan) which they considered important for improving the education system and services. Overall a total of 25 indicators were selected. The table below presents the overall scores given by the Service Providers in all five districts (District wise tables are given in Annex 6). Detailed scoring for each category and by each district is given at Annex 7.

The most important indicators for improvement in availability are related to teachers' availability, furniture, water and sanitation. The present condition of toilets and drinking water facilities need to be improved. The cost of education does not seem to be an issue as books are provided by the government. The important indicator for improving the accessibility is provision of transport facility particularly for female teachers coming from other areas and strengthening of PTCs, which will help reduce the drop out and increase the enrolment with active involvement of parents. The other concern was about security and safety of children. Particularly, in girls primary schools provision of boundary wall and a chowkidar was considered essential in some districts.

Table 11: Scorecard by the Service Provider

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Availability of Teacher	2.4	47	Only 1-2 teachers are available. There are 2 teachers for primary as per Govt rule but this number is not enough to teach 6 classes	There should be one teacher for each class. Number of teachers should be increased in primary schools.
2.	Boundary Wall	2.8	56	In some case available, but need repair. Most of the old schools and boys schools donot have boundary wall.	Complete boundary walls are required for both boys and girls schools.
3.	Class Rooms	2.6	51	Two rooms are entitled for each primary school but this is not enough	Number of rooms should be increased. There should be a room for each class.
4.	Drinking Water	2.9	58	Water supply in some school is reasonable. In some water is brackish and not fit for drinking	There should be a hand pump or storage tank and safe drinking water.
5.	Electricity	3.2	64	Electricity is available in some schools but not for most of the school in rural areas. Bulbs and fans are damaged	Electricity should be made available in all schools. Bulbs and fans must be repaired or replaced
6.	Furniture	2.2	44	Furniture is not available in majority of the school. Mats are provided. Even insufficient for teachers	Furniture should be provided according to the needs for both teachers and students
7.	Primary School	3.5	71	Schools are not according to the population	Schools should be established according to the population. And there should be school in every village
8.	Play Ground	1.6	32	Most of the schools donot have play grounds due to less space	There should be playgrounds for each primary school. Play grounds are needed for the physical exercise of students.

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
9.	Students' malnutrition	2	40	Not entitled but students suffering from malnutrition	Govt should provide some facility (food supplements) to improve students' health.
10.	School Building	2.8	55	Buildings exist but in poor condition. No repairs due to less budget	A standard school building should be built according to the policy-There should be regular repair of the buildings for the safety of teachers and students.- repair and maintenance budget should be increased
11.	Toilet	2.3	47	Toilets available in many schools, but not enough. Even where toilets are provided, their condition is poor and not enough to cater needs for all students.	Toilets should be constructed in all schools. There should a proper maintenance of toilets and its number should also be increased.--
Accessibility					
12.	Political interference	2	39	Political interference is effecting all the system	Political interference should be stopped.
13.	Provision of Free Books	4.7	95	Books provided only once. In case of lost or damaged, books are not provided again	Books should be provided in case of lost or damaged.
14.	Scholarship	1.3	25	Primary schools not entitled for scholarships	Scholarship should be provided to all schools especially for female. It will increase primary education level.
15.	PTC	2.9	58	PTCs are not functional due to lack of interest from parents and teachers	PTCs should be made functional. Regular meetings should be held and awareness level on PTC should be increased.
16.	Security	2.1	42	Female teachers face security problems. Some teachers come from far flung areas.	Teachers should be posted in nearest location. Security should be provided.
17.	Teacher's Attendance	2.4	48	Attendance is not good. Sometimes due to political involvement, attendance is low	Teachers should be posted in nearest location.
18.	Transportation	1.6	32	No transport facility for teachers and students. Mobility allowance for teachers is not enough if s/he is coming from far flung areas.	Transport facility should be provided for teachers and students. Vehicles should be provided for ADOs and other staff of the education departments. Mobility allowance should be need base for teacher coming from far flung areas
Quality					
19.	Extra-curricular activities	2	39	Extra-curricular activities are very rare due to unavailability of playgrounds and other facilities.	Extracurricular activities are needed to improve confidence level of students and should be held in each school
20.	No. of children / Teacher	2	39	Only two Teachers are entitled for each primary school but this is not enough. Number of student per teacher is high. Most of positions are lying vacant	There should be a teacher for each class. Number of teacher should be increased. There should be one teacher for 40 students as per govt. rule. teachers strength should be increased. New teachers should be appointed
21.	Sports Material	1.3	27	No sports material in GGPS	Sports material should be provided to primary schools
22.	Uniform	1.5	30	Some students cannot afford uniform	Should be provided free for needy students
23.	Budget provision	2.3	46	Budget is not appropriate to manage schools	There should be proper provision of budget for education
24.	Syllabus	2	40	Teachers are not trained on new	Proper training should be arranged for

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
				courses- sometimes students are notable to understand English. New courses are-difficult for old teachers.	teachers. English courses should be started from junior classes. Course should not be changed regularly and teachers should be trained on new courses
25.	Teacher Training	2.1	42	There is no proper teachers training system in primary level- Teachers trainings are not arrange properly and the resource persons are not according to the primary level. Duration and frequency of training are less	Primary schools courses were change into English from Urdu medium and some teachers cannot teach new course and there is need to arranged proper training for them. Resource person should be from education department not from NGOs or any other department Refresher courses should be arranged. Training should held twice a year and be compulsory for all teachers.

3.4 Performance Scorecard by the Community

Four FGDs were conducted in each district, one each with adult men, adult women, male children and female children. On an average, 13 persons participated in each FGD. Cumulatively 244 community members participated in these FGDs.

List of indicators given in Annex 1 along with the list of indicators prepared by the service provider were shared in each FGD. 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. Following table shows the list of indicators identified by FGD participants and percent of total FGD participants who voted for these indicators. It is also important to note that the top three indicators are related to electricity, water/ sanitation and provision of furniture.

Table 12: List of Indicators Identified by the Community

Type	Category	%	Total	Children	Adults
Availability	Electricity	87%	213	122	91
Availability	Drinking Water	84%	204	112	92
Availability	Toilet	84%	204	122	82
Availability	Furniture	74%	180	97	83
Quality	School visits by Service providers (Monitoring visits)	71%	173	67	106
Availability	Class Rooms	69%	168	74	94
Availability	Play Ground	67%	163	83	80
Accessibility	Teacher's Attendance	52%	128	44	84
Quality	Extra-Curricular Activities	52%	126	63	63
Availability	Boundary Wall	51%	124	84	40
Accessibility	Provision of Free Books	51%	124	38	86
Availability	School Building	41%	101	43	58
Quality	Qualified Teacher	40%	98	39	59
Quality	Punishment	39%	94	54	40

Type	Category	%	Total	Children	Adults
Accessibility	PTC	37%	90	35	55
Availability	Availability of Teacher	36%	89	67	22
Accessibility	Distance from School	35%	85	35	50
Availability	Fans	34%	82	42	40
Quality	Cleanliness	32%	78	29	49
Quality	Number of children / teacher	31%	76	25	51
Accessibility	Transportation	31%	76	64	12
Quality	Teacher's Attention	30%	73	39	34
Quality	Sports Material	27%	67	45	22
Availability	Primary School	23%	56	10	46
Accessibility	Scholarship	23%	56	25	31
Quality	Teacher Training	23%	55	10	45
Accessibility	Parents Teacher's Meeting	23%	55	42	13
Quality	Uniform	22%	53	25	28
Accessibility	Teachers role in school management	17%	42	29	13
Quality	No of children in class room	16%	40	15	25
Quality	Syllabus	16%	38	20	18
Quality	Medium of education	15%	37	10	27
Accessibility	Attendance of Students	15%	36	13	23
Accessibility	Co-Education	14%	34	0	34
Quality	Desks and cupboard	10%	24	0	24
Availability	Blackboard/green board	9%	23	23	0
Availability	Library	6%	15	15	0
Accessibility	Security	6%	15	15	0
Accessibility	social cultural limitations	5%	13	13	0
Accessibility	Political interference	5%	12	0	12
Accessibility	Fee	5%	11	0	11
Quality	Method of teaching	4%	10	0	10
Availability	Student mal nutrients	0%	0	0	0
Quality	Budget provision	0%	0	0	0

Once indicators were finalized, every participant shared his/ her views on these indicators and a score was assigned accordingly. These individual FGD scorecards were then summarised at the village and district level (see Annex 8 - 9). Summary of these district level scorecards compiled to finalize overall score for all five districts based on availability, accessibility and quality is given below in Table 13-15.

Table 13: Community Score Card Summary – Availability

SrNo	Indicator	Average Score	%age	Remarks
1	Availability of Teacher	2.5	51	
2	Blackboard/green board	2.5	50	Available. White boards should be provided
3	Boundary Wall	3.0	61	In some case it is damaged. Many schools are without boundary walls. Complete boundary walls are required for both boys and girls

SrNo	Indicator	Average Score	%age	Remarks
				schools. It ensures security for female students and teachers.
4	Class Rooms	2.9	57	Shortage of classrooms. Number of rooms should be increased.. There should be at least 6 class rooms in each school.
5	Drinking Water	3.0	60	There is no proper drinking water facility in most of the schools or quality of water is not good. Funds are collected from student for water cooler in the school. Pressure/water pumps should be installed. Water cooler should be provided. There should be a hand pump or storage tank and safe drinking water in the school. Water filters should be installed..
6	Electricity	2.4	48	Electricity available in some schools but not available in most of the school in rural areas. Electricity system damaged and voltage is very low especially in summer.
7	Fans	2.3	46	Electricity should be made available in all schools. Bulbs and fans must be repaired or replaced. Voltage and wiring should be made better.
8	Furniture	1.8	35	Furniture not available in majority of the schools. Mats are provided which are even insufficient for teachers. In some cases chairs and desks are provided, but insufficient in number. Furniture should be provided according to the needs for both teachers and students.
9	Library	1.0	20	No library. There should be library in each school.
10	Play Ground	1.8	35	In majority of schools, proper play grounds are not available. Then students are not able to do physical exercise or enjoy sports. These should be provided in every school to ensure physical fitness.
11	Primary School	3.4	69	Primary schools are available in some villages. However the number is insufficient and there is need to open new schools. Schools should be established according to the population.
12	School Building	2.5	50	Buildings are in very poor condition. In one district out of 8 schools 3 In private building. There should be regular repair of the buildings for the safety of teachers and students.- repair and maintenance budget should be increased.
13	Toilet	2.2	43	Toilet facilities are not sufficient are per requirements, also need proper water supply for toilets.

Table 14: Community Score Card Summary - Accessibility

SrNo	Indicator	Average Score	%age	Reason
1	Attendance of Students	2.5	51	Due to safety concerns, social constraints, and lack of interest of teachers; parent donot send children to schools Security and safety should be ensured along with teachers' attendance
2	Co-Education	3.8	76	Both boys and girls are attending schools in case there is no separate school. Teachers should be provided and separate schools for boys and girls should be established.
3	Provision of Free Books	4.0	80	Free books are provided to most of the students. However there are student who didnot receive books throughout the year. Books should be provided in case of lost or damaged. New books should be provided.
4	Distance from School	2.8	56	In some of the villages, schools are not within the village, and students have to walk long distances to the school. Some of the parent do not send students due to schools distance. Schools should be at the centre of the village, easily accessible to every student.
5	Fee	4.0	80	Education is completely free.
6	Parents Teacher's	1.8	35	Meeting usually not held due lack of interest of teacher and parents

SrNo	Indicator	Average Score	%age	Reason
	Meeting			Regular meetings should be held. Parents should take part in these meetings as after all it is for their children.
7	Political interference	2.3	45	There is political interference in school establishment and management
8	PTC	1.7	34	PTCs are not functional due to lack of interest from parents and teachers Should be made functional. Regular meetings of PTCs should be held and awareness level on PTC should be increased in parents.
9	Scholarship	1.1	22	No scholarship for primary school student. There should be scholarship for poor students and girls. This will increase enrolment rate and parents would be encouraged to send children to schools.
10	Security	1.6	32	Watchmen usually donot perform their duties Watchmen should be made responsible and must perform their duties.
11	social cultural limitations	2.7	54	Due to several cultural limitations and security reasons Girls are not allowed to continue their studies after primary level. Community awareness should be created for continuation of girls' education.
12	Teacher's Attendance	3.1	62	In some of the cases, attendance is good. However there are many schools where teachers' attendance is not good. Either teachers are from far flung areas or due to political involvement attendance is low Teachers should be posted in nearest location. Political interference must be completely stopped in educational institutes.
13	Teachers role in school management	2.3	47	Head teacher's decision is final and s/he usually decides on every matter. Teachers' role should also be enhanced.
14	Transportation	1.5	30	There is no transport for students who come from far areas and have to walk on foot, which is difficult for children. Transport facility should be provided for teachers and students. Mobility allowance should be need based for teachers coming from far flung areas

Table 15: Community Score Card Summary - Quality

SrNo	Indicator	Average Score	%age	Remarks
1	Cleanliness	2.0	39	Usually students themselves clean their classrooms and schools. Class IV employees are usually not available or don't perform their duties in a good manner. There is also political involvement in appointment of Class IV employee There should be sweeper in all schools and he must perform his duty regularly.
2	Desks and cupboard	1.9	38	Desks and cupboards are not available in the schools. Desks and cupboards should be made available in the schools.
3	Extra-Curricular Activities	1.6	32	These activities are very rare because of the unavailability of playgrounds. Entertainment and relaxation time is important for children there should be enough space for playing games. - Arrangement of sport material (Bat, Boll, Rackets, Shuttle Cock, Football etc) should be made.
4	Medium of education	3.1	63	Mostly satisfied, but in one school teacher doesn't teach English. Teacher should be trained and well qualified to teach primary school children.
5	Method of teaching	1.2	24	
6	No of children/teacher	2.4	48	
7	Number of children / teacher	3.3	65	Number of teachers in most of the schools are less than the requirement. In some schools, one teacher teaches 5 classes
8	Punishment	3.7	73	There are many cases, where punishment is not so severe, however there are still many teachers who punish students mostly on discipline ground There should be no punishment.

SrNo	Indicator	Average Score	%age	Remarks
9	Qualified Teacher	2.5	51	Level of education is weak. Some teachers especially female are not qualified. Some can not teach new courses
10	School visits by Service providers (Monitoring visits)	3.1	62	Monitoring system is weak. Some of the official visit schools and some not. There is lack of interest in education department. In some cases the monitoring is very effective.
11	Sports Material	1.3	26	No sports material in primary schools
12	Syllabus	1.9	38	It is difficult for students of class 4 and 5 to understand new syllabus. The course is in English and very tough
13	Teacher Training	2.6	52	There is no proper teachers training system at primary level. Teachers trainings are not arrange properly and the resource persons are not according to the primary level. Duration and frequency of training also not adequate.
14	Teacher's Attention	2.0	40	Teachers pay less attention to students. They don't take interest while teaching. Some of teachers' own children are enrolled in private schools
15	Uniform	1.3	27	Poor parents cannot afford uniform

3.5 Comparison between Community and Service Providers scorecard

The community and service providers scorecards were compared to see the difference. The comparison between the two scorecards shows that except two indicators i.e., malnutrition and budget provision, all other indicators were included in the community score card as well. In addition there were 19 additional indicators identified by the Community.

Table 16: Community and Service Providers Score Card Summary

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	2.5	51	2.4	47
	Blackboard/green board	2.5	50		
	Boundary Wall	3.0	61	2.8	56
	Class Rooms	2.9	57	2.6	51
	Drinking Water	3.0	60	2.9	58
	Electricity	2.4	48	3.2	64
	Fans	2.3	46		
	Furniture	1.8	35	2.2	44
	Library	1.0	20		
	Play Ground	1.8	35	1.6	32
	Primary School	3.4	69	3.5	71
	School Building	2.5	50	2.8	55
	Student malnutrition			2.0	40
	Toilet	2.2	43	2.3	47
Quality	Budget provision			2.3	46
	Cleanliness	2.0	39		
	Desks and cupboard	1.9	38		
	Extra-Curricular Activities	1.6	32	2.0	39
	Medium of education	3.1	63		
	Method of teaching	1.2	24		
	No of children in class room	2.4	48		

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
	Number of children / teacher	3.3	65	2.0	39
	Punishment	3.7	73		
	Qualified Teacher	2.5	51		
	School visits by Service providers (Monitoring visits)	3.1	62		
	Sports Material	1.3	26	1.3	27
	Syllabus	1.9	38	2.0	40
	Teacher Training	2.6	52	2.1	42
	Teacher's Attention	2.0	40		
	Uniform	1.3	27	1.5	30
	Accessibility	Attendance of Students	2.5	51	
Co-Education		3.8	76		
Provision of Free Books		4.0	80	4.8	95
Distance from School		2.8	56		
Fee		4.0	80		
Parents Teacher's Meeting		1.8	35		
Political interference		2.3	45	2.0	39
PTC		1.7	34	2.9	58
Scholarship		1.1	22	1.3	25
Security		1.6	32	2.1	42
social cultural limitations		2.7	54		
Teacher's Attendance		3.1	62	2.4	48
Teachers role in school management		2.3	47		
Transportation	1.5	30	1.6	32	

A visible gap can be seen between perception of community and the service providers. Out of 23 common indicators, 60% received almost similar rating by both community and service providers. Of these indicators primary school was the only indicator, which ranked as good both by community and service providers. All other indicators are ranked either average or below average. Overall, in 40% 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 44 indicators, 17 were commonly identified by Adults and Children (although the FGDs were held separately). Children identified 4 additional indicators i.e., blackboard, library, security and social cultural constraints, whereas adults identified 6 additional indicators i.e., budget or funds allocated by the government for education, desks and cupboard, method of teaching, co-education, fee and political interference. It is interesting to note that overall in all five districts, all additional indicators identified by the parents / adults were related to quality of education or accessibility. This shows deep concern by the adults about quality of education and their desire to have proper access to education for their children. Whereas, the additional indicators identified by the children were related to availability and access.

Results of the commonly identified indicators shows 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 play ground, drinking water facility and primary school. For availability of teachers, electricity and furniture, students informed that the situation is even worse than perceived by their parents. For accessibility, students and parents gave almost identical ratings on couple of indicators, however, in students views the performance / role of PTC and situation of transportation are much worse than

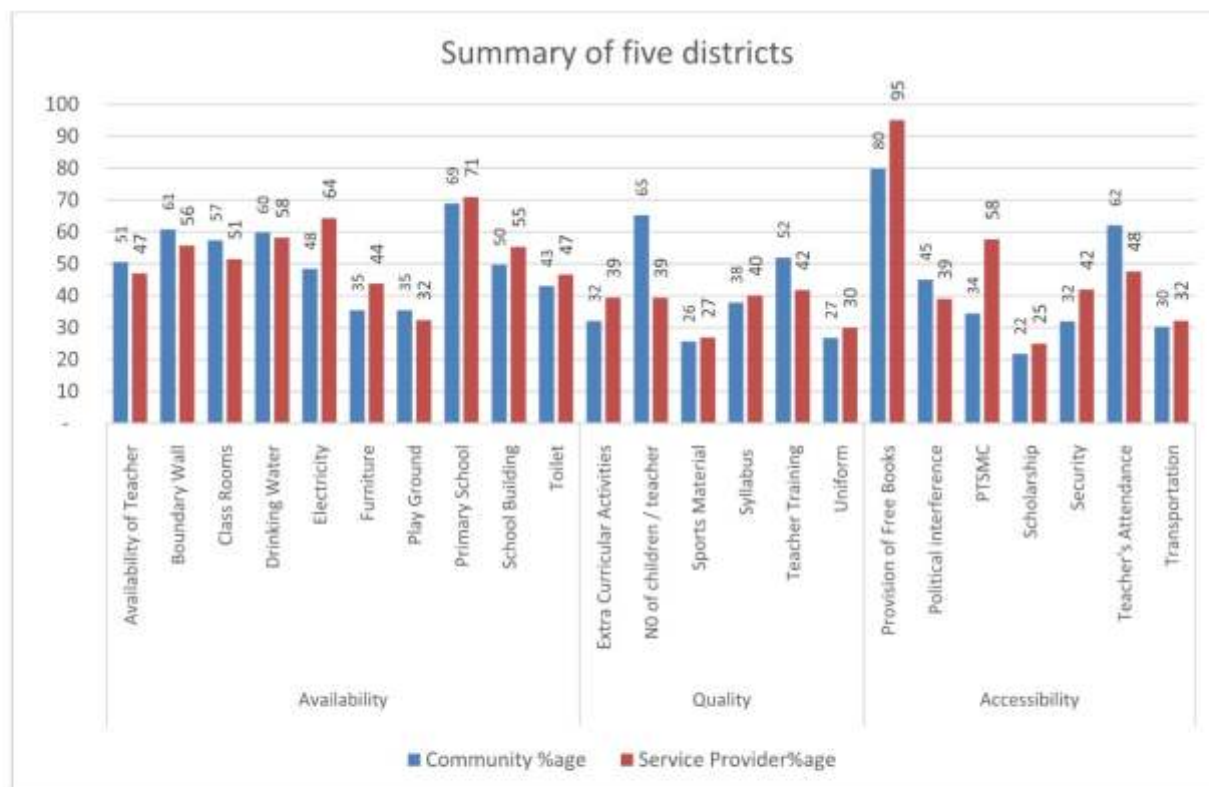
as perceived by their parents. Similarly students think that teachers' attendance is much better than as perceived by parents. Regarding 'quality', students think the current situation regarding medium of education and teachers training (i.e., teachers are well trained) is much better than what is perceived by their parents. District wise analysis of the comparison between adults and children is given in Annex 11.

Table 17: Community Score Card by Adults and Children

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Availability of Teacher	1.8	36	2.0	41
	Drinking Water	3.3	66	2.1	42
	Electricity	2.8	56	3.5	70
	Furniture	1.9	38	2.3	45
	Play Ground	2.2	45	1.2	23
	Primary School	3.6	72	2.5	49
Quality	Extra-Curricular Activities	1.0	20	1.0	20
	Medium of education	4.0	80	2.8	55
	School visits by Service providers (Monitoring visits)	2.4	48	3.5	71
	Sports Material	1.2	23	1.6	33
	Teacher Training	2.9	58	2.4	48
	Uniform	1.0	20	1.0	20
Accessibility	Provision of Free Books	4.4	88	4.0	80
	PTC	1.7	34	3.0	60
	Scholarship	1.0	20	1.0	20
	Teacher's Attendance	3.6	72	2.8	55
	Transportation	1.2	25	1.8	37

4 Conclusion and Recommendations

A comparative analysis of the assessment by community and the service providers is presented in the following graphs⁴.



The graph indicates that provision of books ranked as very good by both community and service providers, though community scored it less than the service providers. Basis for difference in community rating are due to availability of all books during the start of new year and also considered cost of note books and other stationery as difficult for poor families to manage Similarly primary school ranked as good by both community and service providers. Community rated no. of children/teacher high than the service providers and likewise teacher's attendance received higher score from community than service providers. Community rated security arrangement in school bad as compare to service providers; those believe security as average.

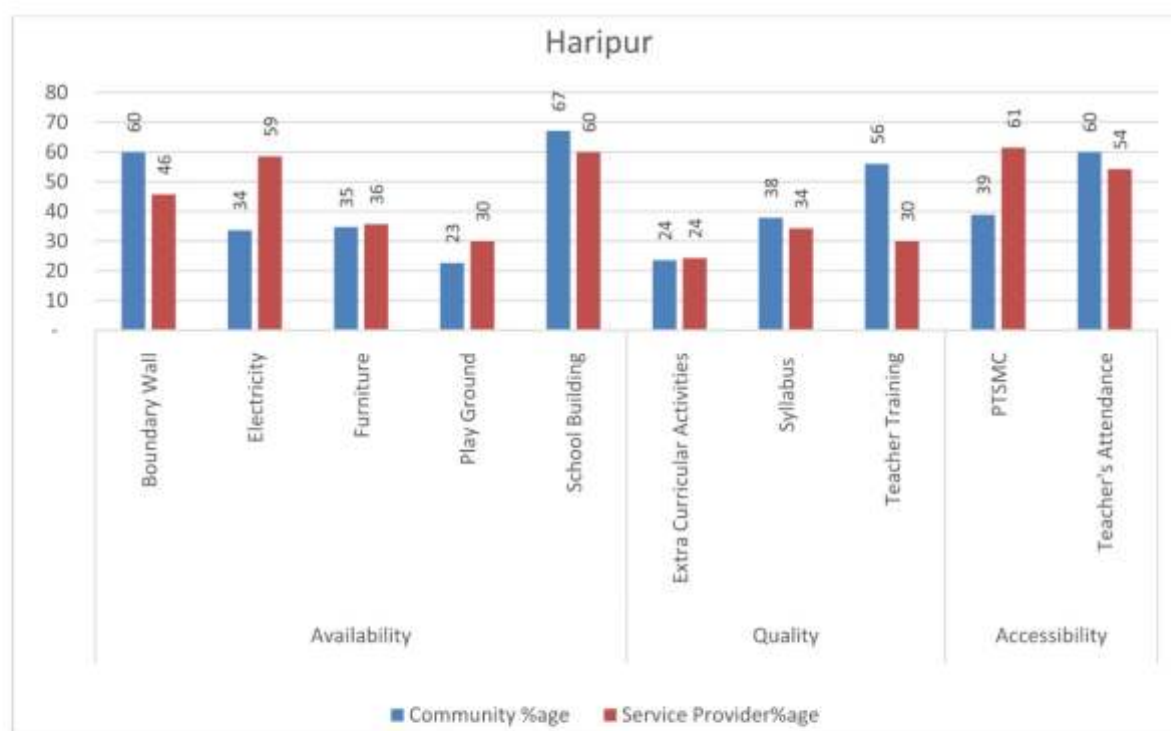
There are some important indicators which were identified by at least 1/3rd of the community members, but not mentioned by the services providers. In terms of

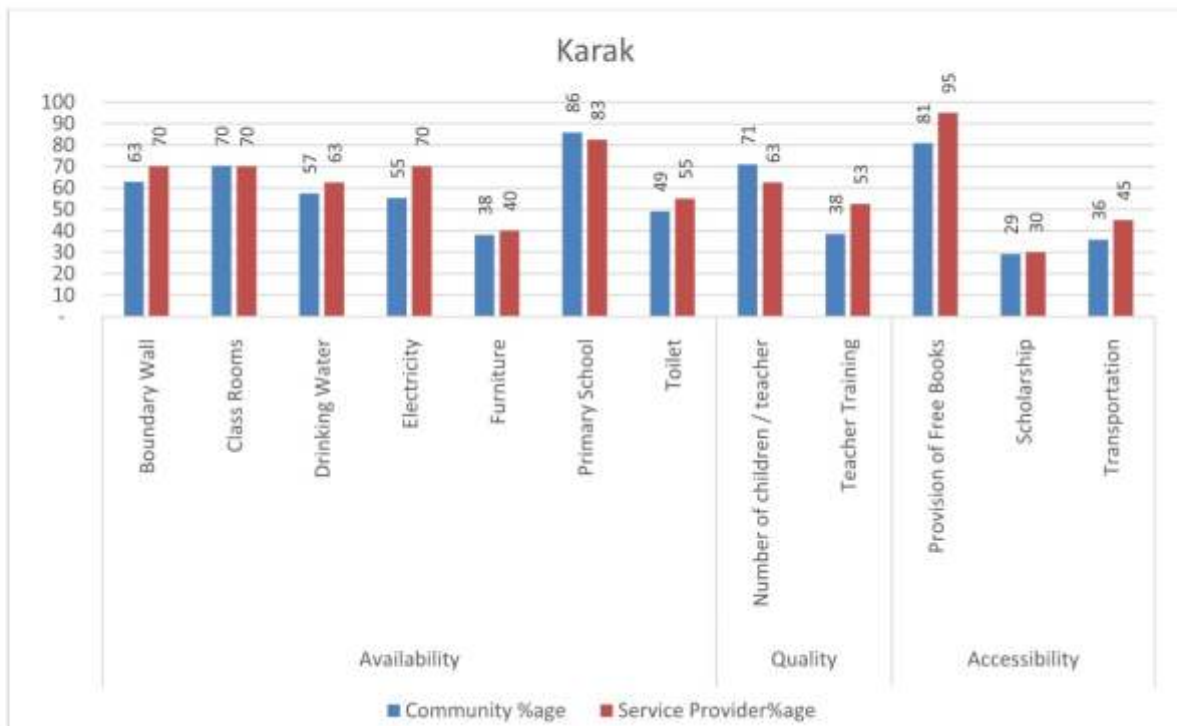
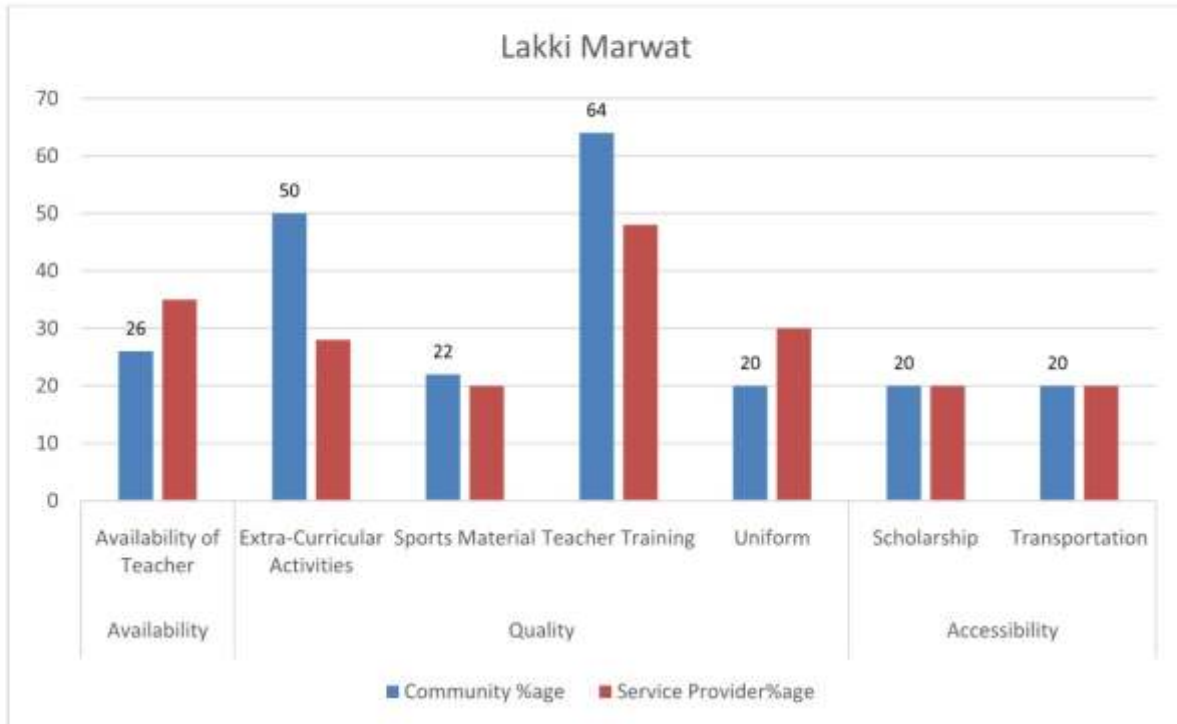
- i. Availability: Furniture and library are considered to be important yet in a poor condition, which needs to be improved. Both these were mentioned by students as well as parents.

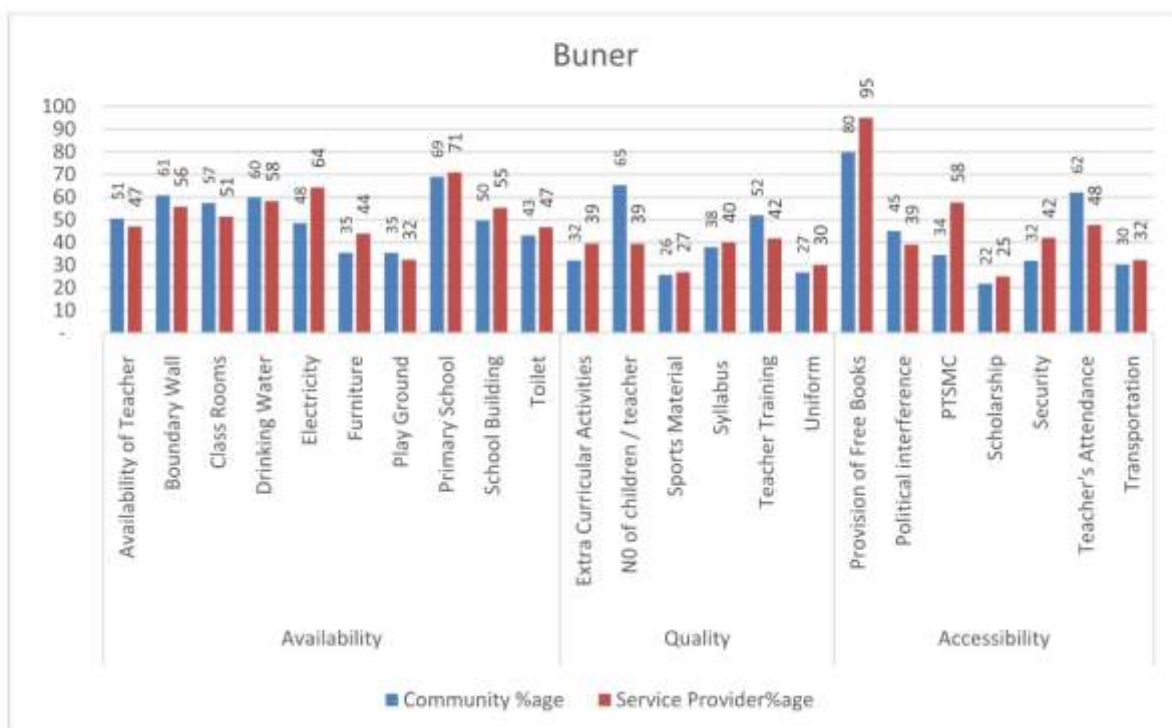
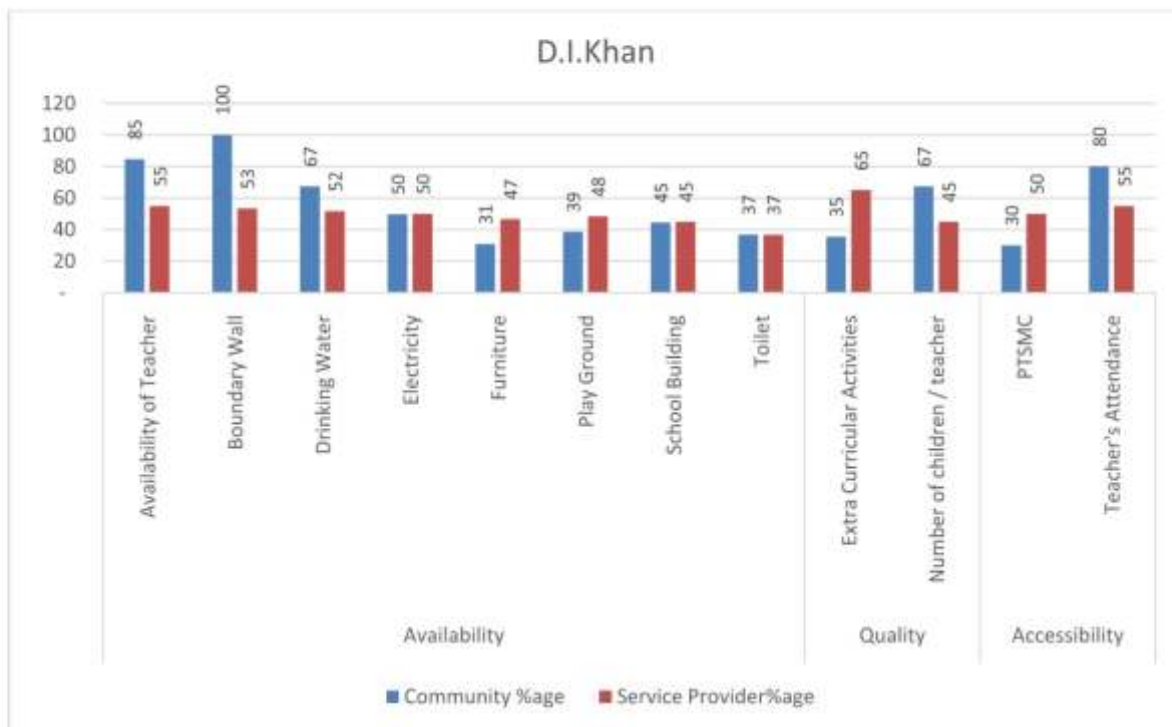
⁴ Note the percentage pints between 0-20 means "very bad", 21-40 means "bad" and 41-60 means Average. For further details see section 2.2.4: Scoring logic in this report

- ii. **Syllabus:** Most of the students and teachers feel that syllabus used to change frequently and it is difficult to understand particularly by class III and IV students. Students mentioned that English medium should be started right from junior classes and teachers must also be trained on new courses or any change in syllabus.
- iii. **Quality:** Corporal punishment which is officially banned, but somehow still practiced in some of the public schools was also mentioned as a bad practice 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 school due to physical punishment.
- iv. **Accessibility:** Need for transport facility was mentioned mostly by students. This is particularly a challenge for younger children (upto grade 3) and girls (of all grades). This was reported as one of the major reasons for school dropout.

Following graphs show district wise comparison of indicators by community and service providers:







4.1 Recommendations

It is noteworthy that for most of the entitlements, the budgetary allocation is very meagre. CGPA has already carried out budget analysis of these five districts, which depicts that almost 96 to 99 percent of current elementary and secondary budgets of the districts goes to salary of teaching and non-teaching staff. This exercise consolidates the recommendation already made in the budget analysis studies that there shall be more allocation for operation, maintenance, running cost, teaching aid material in schools. However, the most important indicators appear to be improving quality of education, which is running constant throughout the survey in all districts.

It is essential to recognize 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 and community members considered important.

- The exercise 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 need to bridge this gap by engaging both entities in planning, execution and assessment of the services.
- Corporal punishment is still uncontrolled in many schools, which is clear violation of Khyber Pakhtunkwa Child Protection and Welfare Act 2010. The province shall implement the law and make sure that no teacher subject children in school to corporal punishment.
- Furniture, play grounds, sports material and electricity facilities in most of the schools are unavailable. Students are still left to sit on mats, which they usually bring from their homes. There is a need to provide furniture both for teachers and students. Electricity facility should be made available to all schools.
- Parents Teachers Councils (PTC) are mostly non-functional to the level which can contribute in school based management. Both community and service providers emphasized that community awareness, mobilization should be created in the community. These committees should be made functional and their role must be enhanced to oversee school performance, teachers attendance, students enrolment and networking with non-governmental organizations.
- Schools' building, boundary wall and toilets are some of the key indicators where schools are not performing better, which directly relate to allocation of funds for operations and maintenance. The allocation for O&M needs to be increased from the current level.
- Another important factor highlighted was to improve security measures in the schools. Both community and service providers feel that staff for security shall be appointed and boundary wall for the schools should be completed to avoid any incidents

5 Annexes

Annex 1: Sample Input indicators

Categories	S.#	Indicators	
Availability	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	
	Quality	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 Serviceproviders(Monitoring visits)	
Q.12		Medium of education	
Q.13		School Uniform	
Q.14		Extra-curricular activities	
Q.15			
Q.16			
Q.17		
Accessibility	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: District wise profile of Sampled Villages

Sample villages of District LakkiMarwat

District	LakkiMarwat	Tehsil	SeraiNaurang
Revenue Village	ZaffarMamaKhel	Union Council	Zaffar Mama Khel
Location	Hujralsrar khan	Distance from THQ	4 km
No. Of HHS in the village	243	Estimated Population	2500
District	LakkiMarwat	Tehsil	SaraiNaurang
Revenue village	Nar Hakim Khan	U/C	ShakhQuli Khan
Location	GGPS Nar Hakim Khan	Distance from THQ	7Km
No. of HHS in village	250	Estimated population	2500
District	LakkiMarwat	Tehsil	SareinNaurang
Revenue Village	Gandiadda	Union Council	Gandkhankhel
Location	Gandiadda	Distance from THQ	9Km
No. of HHS in village	500	Estimated population	5000
District	LakkiMarwat	Tehsil	SareinNaurang
Revenue village	Nar Abu Samand	U/C	Nar Abu Samand
Location	Fad House	Distance from THQ	
No. of HHS in village	206	Estimated population	3581

Sample villages of District Haripur

District	Haripur	Tehsil	Haripur
Revenue Village	Haripur	Union Council	Bareela
Location	GPS Bareela	Distance from THQ	20km
No. of HHS in village	700	Estimated population	4500
District	Haripur	Tehsil	Haripur
Revenue Village	Bagra #1	Union Council	Bagra
Location	Bagra #.1	Distance from THQ	14 km
No. of HHS in village	4500	Estimated population	7000/
District	Haripur	Tehsil	Haripur
Revenue Village	Pharala	Union Council	Pharala
Location	Pharala	Distance from THQ	4 km
No. of HHS in village	800	Estimated population	13000/

Sample villages of District Buner

District	Buner	Tehsil	khadukhail
Revenue Village	Nil	Union Council	Chinglai
Location	Adde	Distance from THQ	27 KM
No. of HHS in village	40-45	Estimated population	400
District	Buner	Tehsil	Daggar
Revenue Village	nil	Union Council	Elai
Location	AnghaPur	Distance from THQ	9 KM
No. of HHS in village	1900	Estimated population	14000

District	Buner	Tehsil	Khadukhail
Revenue Village	nil	Union Council	Ghurghushto
Location	Suwawai	Distance from THQ	13 KM
No. of HHs in village	430	Estimated population	2600

District	Buner	Tehsil	Daggar
Revenue Village	nil	Union Council	Elai
Location	Landai	Distance from THQ	7 KM
No. of HHs in village	135	Estimated population	1200

Sample villages of District Karak

District	Karak	Tehsil	Tekht-e- Nasrati
Revenue Village	Paloskibanda	Union Council	Warana Ahmad Abad
Location	Paloskibanda	Distance from THQ	20 Km
No. of HHs in village	600	Estimated population	5000

District	Karak	Tehsil	Karak
Revenue Village	KandoKhel	Union Council	EsakChontra
Location	KandoKhel	Distance from THQ	33 Km
No. of HHs in village	1200	Estimated population	12000

District	karak	Tehsil	Karak
Revenue Village	Hanif Abad	Union Council	Palosasar
Location	Hanif Abad	Distance from THQ	28km
No. of HHs in village	400	Estimated population	3200

District	karak	Tehsil	Karak
Revenue Village	IsafKhel	Union Council	Mitakhel
Location	IsafKhel	Distance from THQ	12km
No. of HHs in village	200	Estimated population	1600

Sample villages of District Dera Ismail Khan

District	Dera Ismail khan	Tehsil	Paroa
Revenue Village	JhokeGumla	Union Council	Malana
Circle	Darabankhurd	Distance from THQ	30kms
No. of HHs in village	250	Estimated population	1700

District	Dera Ismail khan	Tehsil	Dera Ismail khan
Revenue Village	Kachipaend khan	Union Council	Deradehat 2
Location	Usmania street	Distance from THQ	3 km
No. of HHs in village	150-200	Estimated population	1300

District	Deralsmail khan	Tehsil	Dera Ismail Khan
Revenue Village	Muryali	UC	Muryali
Location	Munshi Allah Baksh	Distance from THQ	4km
No. of HHs in village	970	Estimated population	6500

District	Dera Ismail khan	Tehsil	Paroa
Revenue Village	Wanda Balochan	Union Council	Malana
Location	Wanda Balochan	Distance from THQ	27 km
No. of HHs in village	45	Estimated population	340

Annex 3: District wise list of education facilities in sample villages

District	Name of Village	Name of School	Type	Education level	Location	Distance *	Number	
							Boys	Girls
LakkiMarwat	Zaffar mamakhel	GPS ZaffarMama Khel	Boys	Upto Primary	Within the village		180	
		GGPS Zaffer mama khel	Girls	Upto Primary	Within the village			120
	Nar Hakim Khan	GGPS Nar Hakim Khan	Girl	Below Primary	Within the village			45
	Gandi add	GPS GandiAdda	Boys	Below Primary	Outside the village	1km	50	
		GPS No:1Gandi khan khel	Boys	Below Primary	Within the village	-	89	
		GPS BoysGandi Khan Khel	Mix	Below Primary	Within the village	-	120	30
		GGPS No:1Gandi Khan Khel	Girls	Below Primary	Within the village	-		96
		GGPS BoysGandi Khan Khel	Boys	Below Primary	Within the village	-		69
		GPS GandiAdda	Boys	Below Primary	Outside the village	1km	50	
	Nar Abu Samand	GGPS Nar Abu Samand	Girl	Below Primary	Within the village			114
GBPS Nar Abu Samand		Boys	Below Primary	Within the village		35		
Haripur	Bareela	GPS Bareela	Mix	Primary	Within the village	-----	53	37
		GGPS Bareela	Mix	Primary	Within the village	-----	15	65
	Bagra	GGPS Bagra	Girls	Below Primary	Within the village			250
		GBPS Bagra	Boys	Below Primary	Within the village		120	
	Pharala	GGPS Bagra	Girls	Primary	Within the village			195
		GBPS Bagra	Boys	Primary	Within the village		250	
		GGPS	Girls	Upto Primary	Within the village			
		GGPS	Girls	Upto Primary	Outside the village			
		GGPS	Girls	Upto Primary	Outside the village			
		GGPS	Girls	Upto Middle	Outside the village			
		GPS	Boys	Upto Primary	Within the village			
		GPS	Boys	Upto Primary	Outside the village			
	GPS	Boys	Upto Primary	Outside village				
Buner	AnghanPur	GPS NO 1	Boys	Upto Primary	Within the village		1000	375
		GPS 2	Boys	Upto Primary	Outside the village	2 km		
		GPS (Naqai)	Boys	Upto Primary	Outside the village	3km		
		GPS Glutangi	Boys	Upto Primary	Outside the village	1.5 km		
		GGPS	Girls	Upto Primary	Within the village	1 km		
		GPS	Mix	Upto Primary	Outside the village	2 km		
		GGPS	Mix	Upto Primary	Outside the village	1.5		
	Khadukhail /Suwawi	GGPS	Mix	Upto Primary	Within the village		405	269
		GGHS	Mix	High	Within the village			
		GPS	Boys	Upto Primary	Within the village			
		GMS	Boys	Middle	Within the village			
	Landai	GPS (Landai)	Boys	Upto Primary	Within the village		190	375

District	Name of Village	Name of School	Type	Education level	Location	Distance *	Number	
							Boys	Girls
Karak	Paloski	GPS (Boys)	Boys	Upto Primary	Within the village		150	
		GGPS Paloski 1	Girls	Upto Primary	Within the village			50
		GGPS Paloski 2	Girls	Upto Primary	Within the village			20
		GGPS Paloski 3 (Azalmir koruna)	Girls	Upto Primary	Within the village			150
	Kandokhel	GPS KandoKhel	Mix	Upto Primary	Within the village		400	174
		GPS WastiKandoKhel	Mix	Upto Primary	Within the village		150	150
		GPS SharkiKandoKhel	Mix	Upto Primary	Within the village		130	120
		GGPS KandoKhel	Mix	Upto Primary	Within the village		15	35
	Hanifabad	GGPSPalosaSar	Girls	Upto Primary	Within the village			150
		GPS (Kimnari)	Mix	Upto Primary	Within the village		200	150
		GGPS (Kimanri)	Girls	Upto Primary	Within the village		100	100
	IsafKhel	GPS (Boys)	Mix	Upto Primary	Within the village		150	70
		GPS (Community)	Girls	Upto Primary	Within the village			150
	Dera Ismail Khan Dera Ismail Khan	Jhoke Gumla	GGPS Malana	Girls	Upto Primary	Within the village		
GPS NO. 1 KachaMalana			Boys	Upto Primary	Within the village		111	
GPS NO. 2 KachaMalana			Boys	Upto Primary	Within the village		205	
Kachi Painda Khan		GPS	Boys	Upto Primary	Within the village		309	
		GGPS	Girls	Upto Primary	Within the village			312
		Basic Education community (feeder school)	Mix	Upto Primary	Within the village		60	50
		GHS	Boys	High	Within the village			
		GGHS	Girls	High	Within the village			
Muryaku		GPS Muryali	Boys	Upto Primary	Within the village		199	
		GGPS Muryali	Girls	Upto Primary	Within the village		175	
		GHSS Muryali	Boys	High	Within the village		819	
		GPS Wanda Balochan	Boys	Upto Primary	Within the village		95	
Wanda Balochan		GGPS Wanda Balochan	Girls	Middle	Within the village			190

* Only for schools outside the village

Annex 4: District wise Number of children enrolled

No. of children enrolled in schools within and outside the village (LakkiMarwat)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	424	474	100	-	524	474

No. of children enrolled in schools within and outside the village (Haripur)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	438	547	-	-	438	547

No. of children enrolled in schools within and outside the village (Buner)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	1,595	1,019	-	-	1,595	1,019

No. of children enrolled in schools within and outside the village (Karak)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	1,295	1,319			1,295	1,319

No. of children enrolled in schools within and outside the village (Karak)

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	1,154	482			1,154	482

Annex 5: District wise Performance Indicators for Input Tracking

Performance Indicator for Input Tracking District Lakkimarwat

Categories	Inputs from service providers	S.#	Indicators	
Availability		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	
	Classroom	A.9	Class rooms	
	Boundary wall	A.10	School fence / Boundary wall	
	Electricity	A.11	Electricity	
	Toilet	A.12	Toilets	
	Playground	A.13	Playgrounds	
		A.14	Water	
		A.15	Furniture	
		A.16	Chalkboards / blackboards	
		A.17	Library	
		A.18	Laboratory	
	Availability of teachers	A.19	Number of Teachers	
		A.20	Regular attendance of teachers	
	Quality		Q.1	Books
			Q.2	Curriculum (programs)
		Q.3	Laboratory materials	
Teachers training		Q.4	Teachers Trainings	
		Q.5	Desks and cupboard	
Sports material		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	
Extracurricular activities		Q.14	Extra-curricular activities	
Accessibility		C.1	Both boys and girls allowed to attend school	
		C.2	Scholarships	
		C.3	School Fee	
		C.4	Provision of free books	
		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.....	
	Transportation	C.13	Transportation accessible/available	
		C.14	Security (for girls or boys)	

Performance Indicator for Input Tracking District Buner

Categories	Inputs from service providers	S.#	Indicators
Availability	Schools	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
	Class rooms	A.9	Class rooms
		A.10	School fence / Boundary wall
	Boundary Wall	A.10	School fence / Boundary wall
	Electricity	A.11	Electricity
	Toilets	A.12	Toilets
	Play ground	A.13	Playgrounds
	Drinking Water	A.14	Water
	Furniture	A.15	Furniture
		A.16	Chalkboards / blackboards
		A.17	Library
		A.18	Laboratory
	Teachers	A.19	Number of Teachers
A.20		Regular attendance of teachers	
Quality		Q.1	Books
		Q.2	Curriculum (programs)
		Q.3	Laboratory materials
	Teachers training	Q.4	Teachers Trainings
		Q.5	Desks and cupboard
	Sports materials	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
Accessibility		C.1	Both boys and girls allowed to attend school
		C.2	Scholarships
		C.3	School Fee
		C.4	Provision of free books
	PTC	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.....
	Transportation	C.13	Transportation accessible/available
		C.14	Security (for girls or boys)

Performance Indicator for Input Tracking District Haripur

Categories	Inputs from service providers	S.#	Indicators	
Availability	School	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	
	Class Rooms	A.9	Class rooms	
	Boundary Wall	A.10	School fence / Boundary wall	
	Electricity	A.11	Electricity	
	Toilets	A.12	Toilets	
	Playground	A.13	Playgrounds	
	Water	A.14	Water	
	Furniture	A.15	Furniture	
		A.16	Chalkboards / blackboards	
		A.17	Library	
	Laboratory	A.18	Laboratory	
	Teachers	A.19	Number of Teachers	
		A.20	Regular attendance of teachers	
	Quality	Books	Q.1	Books
			Q.2	Curriculum (programs)
		Q.3	Laboratory materials	
Teachers Training		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	
School total area		Q.15		
Accessibility		C.1	Both boys and girls allowed to attend school	
		C.2	Scholarships	
		C.3	School Fee	
		C.4	Provision of free books	
	PTC	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	
	Chokidar	C.14	Security (for girls or boys)	
	Parent Teachers meetings	C.15	

Performance Indicator for Input Tracking District Karak

Categories	Inputs from service providers	S.#	Indicators	
Availability	School	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	
	Class Rooms	A.9	Class rooms	
	Boundary Wall	A.10	School fence / Boundary wall	
	Electricity	A.11	Electricity	
	Toilets	A.12	Toilets	
	Play Ground	A.13	Playgrounds	
	Drinking Water	A.14	Water	
		A.15	Furniture	
		A.16	Chalkboards / blackboards	
	Library	A.17	Library	
	Laboratory	A.18	Laboratory	
		A.19	Number of Teachers	
		A.20	Regular attendance of teachers	
	School Building	A.21	
	Quality	Books	Q.1	Books
			Q.2	Curriculum (programs)
		Q.3	Laboratory materials	
Teachers Training		Q.4	Teachers Trainings	
		Q.5	Desks and cupboard	
Sports Material		Q.6	Sport materials	
		Q.7	Number of children in a class room	
Teachers		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	
Accessibility		C.1	Both boys and girls allowed to attend school	
	Scholarship	C.2	Scholarships	
		C.3	School Fee	
		C.4	Provision of free books	
	PTC	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.....	
	Transportation	C.13	Transportation accessible/available	
		C.14	Security (for girls or boys)	

Performance Indicator for Input Tracking District Dera Ismail Khan

Categories	Inputs from service providers	S.#	Indicators	
Availability	Schools availability	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	
	Boundary walls	A.10	School fence / Boundary wall	
	Electricity	A.11	Electricity	
	Toilets	A.12	Toilets	
	Play grounds	A.13	Playgrounds	
	Water	A.14	Water	
	Furniture	A.15	Furniture	
		A.16	Chalkboards / blackboards	
		A.17	Library	
		A.18	Laboratory	
	Teachers availability	A.19	Number of Teachers	
	Teachers attendance	A.20	Regular attendance of teachers	
	School building condition	A.21	
	Quality		Q.1	Books
		Rapid change in course	Q.2	Curriculum (programs)
		Q.3	Laboratory materials	
Teachers training		Q.4	Teachers Trainings	
		Q.5	Desks and cupboard	
		Q.6	Sport materials	
		Q.7	Number of children in a class room	
Students/ teacher ratio		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	
Co-curricular activities		Q.14	Extra-curricular activities	
Accessibility		C.1	Both boys and girls allowed to attend school	
		C.2	Scholarships	
		C.3	School Fee	
		C.4	Provision of free books	
	PTC	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.....	
	Transport allowance	C.13	Transportation accessible/available	
	Security	C.14	Security (for girls or boys)	

Annex 6: District wise Scorecards by the Service Provider

Scorecard by the Service Provider LakkiMarwat

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Availability of Teacher	1.8	35	Only 1-2 teachers are available for primary school. She cannot teach 7 subjects of 6 classes.	Separate teachers should be provided for every class in GPS.
Accessibility					
2.	Scholarship	1.0	20	No scholarship for GGPS	Scholarship provided for every primary female students. In this way more students will come to school and hence primary education level of female will be improved
3.	Security	1.5	30	Security issues. Only 1 teacher because teacher come from far areas.	Proper security or transport should be provided for the teachers
4.	Teacher's Attendance	1.3	25	Teacher's attendance is not good in rural areas.	Teachers belong to far areas teachers should be posted in nearest stations
5.	Transportation	1.0	20	No transport available	Schools are every away and no transport are available for schoolteacher public transport system is bed there should be bus for teacher and students in rural areas.
Quality					
6.	Extra-Curricular Activities	1.4	28	Extracurricular activities are not arranged in GGPS	Extracurricular activities needed to improve students confidence level System for extracurricular activities in GGPS be arranged
7.	Sports Material	1.0	20	No sports material in GGPS	Refreshment and sports material should be provided in every primary school
8.	Uniform	1.5	30	Free Uniform not provided	Some poor and needy students can be provided free of cost uniform or other support for uniform
9.	Teacher Training	2.4	48	No proper teachers training system in primary level	Primary course changed into English from Urdu. Some teachers cannot teach new course and there is need to arrange proper teachers training for such teachers

Scorecard by the Service Provider Buner

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Class Rooms	2.0	40	Two rooms entitled for each primary school but the number of rooms are not enough for primary schools.	There should be a room for each class. Number of rooms should be increased in primary schools.
2.	Boundary wall	3.0	60	Some schools do not have boundary wall	All schools, particularly girls' school must have boundary wall
3.	Drinking Water	3.1	62	Water supply is reasonable	Need further improvement
4.	Electricity	4.0	80	Electricity available in each schools	No comments
5.	Furniture	2.6	52	No furniture is available for each class in the school	Furniture should be provided according to the needs.
6.	Primary Schools	3.1	62	Schools are not according to the population but average.	Schools should be available according to the population.
7.	Play Ground	1.0	20	No entitlement but it needed	There should be playgrounds for primary schools.
8.	Toilet	2.5	51	Not enough toilets	There should a proper maintenance of toilets and its number should also be increased.
9.	Students malnutrition	2.0	40	Not entitled but students suffering from malnutrition	Govt should provide this facility to improve students' health
Accessibility					
10.	Transportation	1.1	22	Less transport is hurdle for the education department	Vehicles should be provided for ADOs and other staff of the education department.
Quality					
11.	No. of children /Teacher	1.0	20	Two Teachers are entitled for each primary school but the no. of teachers are not enough.	There should be one teacher for each class. Number of teacher should be increased.
12.	Budget Provision	2.3	46	Provision of budget in poor condition.	There should be proper provision of budget for education .
13.	Sports Material	1.0	20	Not entitled but need for healthy students	Sports material should be provided to primary schools.
14.	Syllabus	2.0	40	Teachers are not trained for new courses	Proper training must arranged for teachers
15.	Teacher Training	2.2	45	Teachers are not properly trained because of the resource person	Resource person should be from education department not from NGOs or others

Scorecard by the Service Provider Haripur

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Boundary Wall	2.3	46	Not completed or damaged	Boundary wall should be constructed completely.
2.	Electricity	2.9	59	Bulbs and fans are damaged	Bulbs and fans must be repaired or replaced.
3.	Furniture	1.8	36	Only mats provided but insufficient	Furniture should be provided for each class
4.	Play Ground	1.5	30	After construction of new rooms, space for playground is not enough	The space should be provided for schools as per policy
5.	School Building	3.0	60	Available but not so good	A standard school building should be built according to the policy
Accessibility					
6.	Provision of Free Books	4.7	94	Only for the first time books provided In case of lost or damaged students are not provided books	Students should be provided books if they lost or damaged a book,
7.	PTC	3.1	61	Exist but not but not functional	PTC meetings should be in held regularly. Students attendance should be ensured and parents updated on students' performance.
8.	Teacher's Attendance	2.7	54	not satisfactory	teachers should be appointed from the local area so that they can easily access to school
Quality					
9.	Extra-Curricular Activities	1.2	24	Not practicing	These activities should held for enhancement of students' mental and physical health
10.	Syllabus	1.7	34	Student cannot understand English	English courses should be started from junior classes.
11.	Teacher Training	1.5	30	Teaches are not familiar with new courses	Need refresher courses for the capacity building of the teachers

Scorecard by the Service Provider Karak

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Boundary Wall	3.5	70	Not for most of the boys schools	Boundary wall should be for all schools
2.	Drinking Water	3.1	63	Brackish water, not safe for drinking	Safe drinking water should be provided
3.	Electricity	3.5	70	Mostly not available in rural area	Should be provided in all schools
4.	Furniture	2.0	40	Not for primary schools	Should be available in all schools
5.	Play Ground	1.6	33	Not for primary schools	Should be for all primary schools
6.	Class room	3.5	70	Not sufficient number of class rooms in some schools	Class rooms should be provided as per need / number of students
7.	School Building	3.1	63	Damage and could not be repaired due to less budget	Budge should be increased
8.	Toilet	2.8	55	Not available in all schools	Should be available in all schools
9.	Primary school	4.1	83	In almost all villages primary schools exist	100% coverage as per need should be ensured
Accessibility					
10.	Political interference	2.1	43	Political interference is effecting all the system	There should be no political interference
11.	PTC	3.1	63	Parents are not interested	Community should be mobilized and awareness on importance of PTC should be increased among parents
12.	Provision of Free Books	4.8	95	Only once in a year	Should be replace in case book lost or damaged
13.	Scholarship	1.5	30	No scholarship for primary school students	Should be for primary schools
14.	Transportation	2.3	45	Not for students nor for teachers	Transportation facility should be provided for teachers and students
Quality					
15.	Sports Material	2.3	45	Not for primary schools	Should be for all schools
16.	Number of children / teacher	3.1	63	Most seats for teachers are lying vacant	Teacher should be appointed
17.	Syllabus	2.3	45	Difficult for old teachers	Should not change rapidly
18.	Teacher Training	2.6	53	Training duration and frequency is less	Training should be compulsory for each and every teacher

Scorecard by the Service Provider Dera Ismail Khan

Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
Availability					
1.	Availability of Teacher	2.8	55	There are 2 teachers for primary as per Govt rule but this number is not enough to teach 6 classes.	There should be a teacher for each class. Number of teachers should be increased in primary schools.
2.	Boundary Wall	2.7	53	Older schools don't have boundary walls.	There should be boundary wall for all schools (boys and girls)
3.	Drinking Water	2.6	52	Non availability of proper and safe drinking water.	There should be a hand pump or storage tank for safe drinking water.
4.	Electricity	2.5	50	No electricity in many rural areas.	Electricity should be provided.
5.	Furniture	2.3	47	Furniture for students and teachers are in poor condition	There should be proper furniture for both students and teachers.
6.	Play Ground	2.4	48	Most of the schools don't have play grounds due to less space	Play grounds are needed for the physical exercise of students.
7.	Primary School	3.7	73	Less number of schools in some areas .	There should be a school in each village
8.	School Building	2.3	45	Buildings are old and in very poor condition in many villages	There should be regular repair of the buildings for the safety of teachers and students.
9.	Toilet	1.8	37	Not enough and condition of existing are very poor	There should a proper maintenance of toilets and number should be increased.
Accessibility					
10.	Political interference	1.8	37	System is under political pressure due to which rest of the staff suffers.	Administration should be strong enough to handle political interferences.
11.	Security	2.5	50	Female teachers face security problems	Teachers should be posted in nearest location.
12.	PTC	2.5	50	Lack of interest form teachers and parents. Not much active	Teacher and parents should take part in PTC activities actively
13.	Teacher's Attendance	2.8	55	Teachers attendance is low due to political approaches or teachers are posted in far flung areas.	Teachers may be posted near to their stations.
14.	Transportation	2.2	43	Teachers who comes from far places and get very less mobility allowance	Need base transport allowance should be given to the teachers or either there should be transport facility
Quality					
15.	Extra-curricular activities	3.3	65	Co-curricular activities are very good in the majority of schools, but there are quite few due to unavailability of playgrounds.	Entertainment and relaxation time is important for children and should be allowed
16.	Number of children /teacher	2.3	45	Per teacher student ration is very high.	There should be one teacher for 40 students as per govt. rule. Teacher's strength should be increased according to students/ classes.
17.	Syllabus	2.2	43	Teachers are not trained in new courses.	Proper trainings should be arranged for teacher. teachers should be well equipped to be able to teach new courses.
18.	Teacher Training	2.1	42	Teachers trainings are not arrange properly. The resource persons are not according to the primary level.	Proper trainings should be arranged twice a year.

Annex 7: Service Provider Score Cards

All Districts Summary

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Availability of Teacher	2	12	3	3	-	2.4	47
Boundary Wall	2	14	24	6	1	2.8	56
Class Rooms	-	13	5	2	1	2.6	51
Drinking Water	-	7	23	2	1	2.9	58
Electricity	1	8	19	18	1	3.2	64
Furniture	8	24	13	2	-	2.2	44
Play Ground	25	16	5	1	-	1.6	32
Primary School	-	-	20	8	5	3.5	71
School Building	4	6	19	4	1	2.8	55
Student mal nutrients	-	13	-	-	-	2.0	40
Toilet	6	12	13	2	-	2.3	47
Quality							
Budget provision	-	9	4	-	-	2.3	46
Extra-Curricular Activities	17	8	2	7	-	2.0	39
Number of children / teacher	14	8	9	2	-	2.0	39
Sports Material	23	2	4	-	-	1.3	27
Syllabus	7	33	7	-	-	2.0	40
Teacher Training	8	34	13	-	-	2.1	42
Uniform	5	2	1	-	-	1.5	30
Accessibility							
Provision of Free Books	-	-	-	6	16	4.7	95
Political interference	7	7	6	-	-	2.0	39
PTC	-	9	20	5	-	2.9	58
Scholarship	12	4	-	-	-	1.3	25
Security	5	8	7	-	-	2.1	42
Teacher's Attendance	6	10	17	1	-	2.4	48
Transportation	24	9	8	-	-	1.6	32

District LakiMarwat

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Availability of Teacher	2	6	0	0	0	1.8	35
Quality							
Extra-Curricular Activities	6	1	1	0	0	1.4	27.5
Sports Material	8	0	0	0	0	1.0	20
Teacher Training	0	5	3	0	0	2.4	47.5
Uniform	5	2	1	0	0	1.5	30
Accessibility							
Scholarship	8	0	0	0	0	1.0	20
Security	5	2	1	0	0	1.5	30
social cultural limitations							
Teacher's Attendance	6	2	0	0	0	1.3	25
Teachers role in school management							
Transportation	8	0	0	0	0	1.0	20

District Buner

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Boundary Wall	0	0	13	0	0	3.0	60
Class Rooms	0	13	0	0	0	2.0	40
Drinking Water	0	0	12	1	0	3.1	62
Electricity	0	0	0	13	0	4.0	80
Furniture	1	5	5	2	0	2.6	52
Play Ground	13	0	0	0	0	1.0	20
Primary School	0	0	12	1	0	3.1	62
Student mal nutrients	0	13	0	0	0	2.0	40
Toilet	0	6	7	0	0	2.5	51
Quality							
Budget provision	0	9	4	0	0	2.3	46
Number of children / teacher	13	0	0	0	0	1.0	20
Sports Material	13	0	0	0	0	1.0	20
Syllabus	0	13	0	0	0	2.0	40
Teacher Training	0	10	3	0	0	2.2	45
Accessibility							
Transportation	12	1	0	0	0	1.1	22

District Haripur

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Boundary Wall	2	8	2	2	0	2.3	46
Electricity	1	2	8	3	0	2.9	59
Furniture	5	7	2	0	0	1.8	36
Play Ground	7	7	0	0	0	1.5	30
School Building	0	2	10	2	0	3.0	60
Quality							
Extra-Curricular Activities	11	3	0	0	0	1.2	24
Syllabus	4	10	0	0	0	1.7	34
Teacher Training	7	7	0	0	0	1.5	30
Accessibility							
Provision of Free Books	0	0	0	4	10	4.7	94
PTC	0	2	9	3	0	3.1	61
Teacher's Attendance	0	4	10	0	0	2.7	54

District Karak

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Boundary Wall	0	1	3	3	1	3.5	70
Class Rooms	0	0	5	2	1	3.5	70
Drinking Water	0	2	4	1	1	3.1	63
Electricity	0	0	5	2	1	3.5	70
Furniture	2	4	2	0	0	2.0	40

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Play Ground	3	5	0	0	0	1.6	33
Primary School	0	0	2	3	3	4.1	83
School Building	0	2	4	1	1	3.1	63
Toilet	0	4	2	2	0	2.8	55
Quality							
Number of children / teacher	0	1	5	2	0	3.1	63
Sports Material	2	2	4	0	0	2.3	45
Syllabus	2	2	4	0	0	2.3	45
Teacher Training	1	1	6	0	0	2.6	53
Accessibility							
Provision of Free Books	0	0	0	2	6	4.8	95
Political interference	2	3	3	0	0	2.1	43
PTC	0	1	5	2	0	3.1	63
Scholarship	4	4	0	0	0	1.5	30
Transportation	2	2	4	0	0	2.3	45

District D.I.Khan

Indicator	Number of people who gave score					Average Score	%age
	1 very bad	2 Bad	3 Average	4 Good	5 Very Good		
Availability							
Availability of Teacher	0	6	3	3	0	2.8	55
Boundary Wall	0	5	6	1	0	2.7	53
Drinking Water	0	5	7	0	0	2.6	52
Electricity	0	6	6	0	0	2.5	50
Furniture	0	8	4	0	0	2.3	47
Play Ground	2	4	5	1	0	2.4	48
Primary School	0	0	6	4	2	3.7	73
School Building	4	2	5	1	0	2.3	45
Toilet	6	2	4	0	0	1.8	37
Quality							
Extra-Curricular Activities	0	4	1	7	0	3.3	65
Number of children / teacher	1	7	4	0	0	2.3	45
Syllabus	1	8	3	0	0	2.2	43
Teacher Training	0	11	1	0	0	2.1	42
Accessibility							
Political interference	5	4	3	0	0	1.8	37
PTC	0	6	6	0	0	2.5	50
Scholarship							
Security	0	6	6	0	0	2.5	50
social cultural limitations							
Teacher's Attendance	0	4	7	1	0	2.8	55
Teachers role in school management							
Transportation	2	6	4	0	0	2.2	43

Annex 8: District wise list of indicators identified by the community

LakkiMarwat

Type	Category	%	Total	Children	Adults
Quality	Sports Material	100%	47	25	22
Availability	Availability of Teacher	79%	37	15	22
Availability	Play Ground	79%	37	25	12
Accessibility	Transportation	79%	37	25	12
Availability	Drinking Water	74%	35	25	10
Availability	Electricity	74%	35	25	10
Availability	Primary School	68%	32	10	22
Quality	School visits by Service providers (Monitoring visits)	68%	32	10	22
Accessibility	Provision of Free Books	68%	32	10	22
Accessibility	Teacher's Attendance	57%	27	15	12
Availability	Toilet	53%	25	25	0
Quality	Extra-Curricular Activities	53%	25	15	10
Quality	Uniform	53%	25	15	10
Accessibility	Scholarship	53%	25	15	10
Availability	Boundary Wall	47%	22	0	22
Availability	Furniture	47%	22	10	12
Quality	Medium of education	47%	22	10	12
Quality	Teacher Training	47%	22	10	12
Accessibility	PTC	47%	22	10	12
Availability	Library	32%	15	15	0
Accessibility	Security	32%	15	15	0
Accessibility	Political interference	26%	12	0	12
Availability	Class Rooms	21%	10	0	10
Quality	Number of children / teacher	21%	10	10	0
Quality	Punishment	21%	10	10	0
Accessibility	Attendance of Students	21%	10	0	10
Accessibility	Co-Education	21%	10	0	10

Haripur

Type	Category	%	Total	Children	Adults
Availability	Boundary Wall	100%	38	20	18
Availability	Electricity	100%	38	20	18
Availability	Furniture	100%	38	20	18
Availability	Play Ground	100%	38	20	18
Quality	Syllabus	100%	38	20	18
Availability	Drinking Water	74%	28	20	8

Type	Category	%	Total	Children	Adults
Availability	School Building	74%	28	20	8
Availability	Toilet	74%	28	20	8
Quality	Extra-Curricular Activities	74%	28	10	18
Accessibility	PTC	47%	18	0	18
Availability	Class Rooms	26%	10	10	0
Quality	Sports Material	26%	10	10	0
Quality	Teacher Training	26%	10	0	10
Accessibility	Distance from School	26%	10	10	0
Quality	Uniform	21%	8	0	8
Accessibility	Teacher's Attendance	21%	8	0	8

District Karak

Type	Category	%	Total	Children	Adults
Availability	Class Rooms	104%	53	29	24
Availability	Drinking Water	104%	53	29	24
Availability	Toilet	104%	53	29	24
Quality	Cleanliness	104%	53	29	24
Quality	Qualified Teacher	104%	53	29	24
Quality	School visits by Service providers (Monitoring visits)	104%	53	29	24
Quality	Teacher's Attention	0%	53	29	24
Accessibility	Teacher's Attendance	104%	53	29	24
Availability	Electricity	82%	42	29	13
Availability	Furniture	82%	42	29	13
Accessibility	Parents Teacher's Meeting	82%	42	29	13
Accessibility	Teachers role in school management	82%	42	29	13
Availability	Availability of Teacher	57%	29	29	0
Availability	Boundary Wall	57%	29	29	0
Availability	Fans	57%	29	29	0
Quality	Punishment	57%	29	29	0
Accessibility	Transportation	57%	29	29	0
Availability	Primary School	47%	24	0	24
Quality	Desks and cupboard	47%	24	0	24
Accessibility	Co-Education	47%	24	0	24
Accessibility	Provision of Free Books	47%	24	0	24
Quality	Teacher Training	25%	13	0	13
Accessibility	Attendance of Students	25%	13	0	13
Quality	Number of children / teacher	22%	11	0	11
Accessibility	Fee	22%	11	0	11
Accessibility	Scholarship	22%	11	0	11
Availability	Blackboard/green board	0%	0	0	0
Availability	Library	0%	0	0	0

Type	Category	%	Total	Children	Adults
Availability	Play Ground	0%	0	0	0
Availability	School Building	0%	0	0	0
Availability	Student malnutrition	0%	0	0	0
Quality	Budget provision	0%	0	0	0
Quality	Extra Curricular Activities	0%	0	0	0
Quality	Medium of education	0%	0	0	0
Quality	Method of teaching	0%	0	0	0
Quality	No of children in class room	0%	0	0	0
Quality	Sports Material	0%	0	0	0
Quality	Syllabus	0%	0	0	0
Quality	Uniform	0%	0	0	0
Accessibility	Distance from School	0%	0	0	0
Accessibility	Political interference	0%	0	0	0
Accessibility	PTC	0%	0	0	0
Accessibility	Security	0%	0	0	0
Accessibility	social cultural limitations	0%	0	0	0

District Dera Ismail Khan

Type	Category	%	Total	Children	Adults
Availability	Drinking Water	100%	68	28	40
Availability	Electricity	100%	68	28	40
Availability	Furniture	100%	68	28	40
Availability	Play Ground	100%	68	28	40
Availability	Toilet	100%	68	28	40
Quality	School visits by Service providers (Monitoring visits)	100%	68	28	40
Accessibility	Provision of Free Books	100%	68	28	40
Availability	Class Rooms	81%	55	15	40
Quality	Number of children / teacher	81%	55	15	40
Quality	Punishment	81%	55	15	40
Accessibility	Distance from School	81%	55	15	40
Availability	Fans	78%	53	13	40
Availability	School Building	78%	53	13	40
Quality	Extra-Curricular Activities	78%	53	28	25
Quality	No of children in class room	59%	40	15	25
Accessibility	Teacher's Attendance	59%	40	0	40
Accessibility	PTC	44%	30	15	15
Quality	Qualified Teacher	37%	25	0	25
Availability	Boundary Wall	22%	15	15	0
Quality	Cleanliness	22%	15	0	15
Quality	Medium of education	22%	15	0	15

Type	Category	%	Total	Children	Adults
Availability	Availability of Teacher	19%	13	13	0
Availability	Blackboard/green board	19%	13	13	0
Accessibility	Attendance of Students	19%	13	13	0
Accessibility	Parents Teacher's Meeting	19%	13	13	0
Accessibility	social cultural limitations	19%	13	13	0

District Buner

Type	Category	%	Total	Children	Adults
Quality	Sports Material	100%	47	25	22
Availability	Availability of Teacher	79%	37	15	22
Availability	Play Ground	79%	37	25	12
Accessibility	Transportation	79%	37	25	12
Availability	Drinking Water	74%	35	25	10
Availability	Electricity	74%	35	25	10
Availability	Primary School	68%	32	10	22
Quality	School visits by Service providers (Monitoring visits)	68%	32	10	22
Accessibility	Provision of Free Books	68%	32	10	22
Accessibility	Teacher's Attendance	57%	27	15	12
Availability	Toilet	53%	25	25	0
Quality	Extra-Curricular Activities	53%	25	15	10
Quality	Uniform	53%	25	15	10
Accessibility	Scholarship	53%	25	15	10
Availability	Boundary Wall	47%	22	0	22
Availability	Furniture	47%	22	10	12
Quality	Medium of education	47%	22	10	12
Quality	Teacher Training	47%	22	10	12
Accessibility	PTC	47%	22	10	12
Availability	Library	32%	15	15	0
Accessibility	Security	32%	15	15	0
Accessibility	Political interference	26%	12	0	12
Availability	Class Rooms	21%	10	0	10
Quality	Number of children / teacher	21%	10	10	0
Quality	Punishment	21%	10	10	0
Accessibility	Attendance of Students	21%	10	0	10
Accessibility	Co-Education	21%	10	0	10

Annex 9: District wise Community Scorecards

District LakkiMarwat

Community Scorecard Remarks – Availability

SrNo	Indicator	Average Score	%age	Remarks
1	Availability of Teacher	1.3	26	
2	Blackboard/green board	3.5	70	Blackboard available. White board should be provided
3	Boundary Wall	1.0	20	Incomplete boundary wall. Should be constructed completely
4	Class Rooms	2.1	42	New classes should be constructed
5	Drinking Water	2.7	54	Drinking water facility not provided.
6	Electricity	2.1	41	Not in proper condition. Fans and bulbs are installed and non-functional
7	Furniture	2.2	44	No furniture. New furniture must be provided
8	Play Ground	2.3	45	
9	School Building	2.0	39	
10	Toilet	1.9	37	Not functional. New toilets must be constructed

Community Scorecard Remarks – Accessibility

SrNo	Indicator	Average Score	%age	Reason
1	Distance from School	1.5	30	
2	PTC	1.1	22	Non-functional and should be made functional
3	Scholarship	1.0	20	No scholarship for primary students. Should be provided for female and poor students.
4	Transportation	1.0	20	No transport facility. School is away and transport facility should be provided

Community Scorecard Remarks – Quality

SrNo	Indicator	Average Score	%age	Remarks
1	Budget provision			
2	Cleanliness	1.0	20	No arrangement for cleanliness. Sweeper should be employed
3	Extra-Curricular Activities	2.5	50	
4	Method of teaching	1.2	24	
5	Qualified Teacher	1.1	22	Teachers don't understand new courses. Qualified teachers must be appointed
6	School visits by Service providers (Monitoring visits)	1.4	28	
7	Sports Material	1.1	22	No sport material in schools. Must be provided in each schools
8	Teacher Training	3.2	64	Teacher cannot teach new course. Govt must arrange new trainings for teachers
9	Teacher's Attention	1.5	30	-Teachers attention is low in school. Monitoring must be done on regular interview
10	Uniform	1.0	20	Poor parents cannot afford uniform. Free of cost uniform should be provided for poor students

District Haripur

Community Scorecard Remarks – Availability

SrNo	Indicator	Average Score	%age	Remarks
1	Boundary Wall	3.0	60	Incomplete. Boundary wall is half built. This must be completed, as necessary for security.
2	Class Rooms	4.2	84	Class rooms are available, but need additional one. Sufficient class rooms must be provided
3	Drinking Water	2.5	51	Drinking water not suitable. Water cooler and filtration plant must be installed. -
4	Electricity	1.7	34	Either no electricity or fans and bulbs are not working. Electricity must be provided and fans/bulbs must be repaired or replaced.
5	Furniture	1.7	35	There is no furniture. Student sit on tats. Furniture should be provided.
6	Play Ground	1.1	23	---
7	School Building	3.4	67	In very poor condition. Buildings are poor. There must be proper light system in rooms
8	Toilet	2.0	41	Toilets are available but not in working condition. There should be sweeper for cleaning of toilets. New toilets should be constructed.

Community Scorecard Remarks – Accessibility

SrNo	Indicator	Average Score	%age	Remarks
1	Distance from School	2.0	40	Schools situated far from the village. School should be constructed near to the village
2	PTC	1.9	39	-PTC is in active and exist only in documents. PTC should be made active and parents and teacher should take part actively in the meeting.
3	Teacher's Attendance	3.0	60	

Community Scorecard Remarks – Quality

SrNo	Indicator	Average Score	%age	Remarks
1	Extra-Curricular Activities	1.2	24	
2	Sports Material	1.0	20	
3	Syllabus	1.9	38	Course changed to English and very hard for students of class 3 & 4. English should be taught from junior classes
4	Teacher Training	2.8	56	Teachers are not trained and sometime can't teach student. Teachers should be trained on new courses.
5	Uniform	3.3	65	

District Karak

Community Scorecard Remarks – Availability

SrNo	Indicator	Average Score	%age	Reason
1	Boundary Wall	3.1	63	School boundary wall damaged and should be repaired
2	Class Rooms	3.5	70	Class rooms are built in the school, but in very poor condition. New class rooms should be built and there should be regular repair of rooms
3	Drinking Water	2.9	57	Drinking water facility not available and must be provided to all schools
4	Electricity	2.8	55	No electricity facility in school and it must be provided to school
5	Fans	1.7	34	No fans in class room for students. Fans and electricity should be provided
6	Furniture	1.9	38	There is no furniture in the school, students sit on mats. Furniture including desk and benches should be provided for teachers and students.
7	Primary School	4.3	86	There are 3 primary schools in the village and we are satisfied with this.
8	Toilet	2.5	49	Toilets exist only for teachers. Toilets are in very bad condition. There is no water facility for toilets. New toilets should be constructed.

Community Scorecard Remarks – Accessibility

SrNo	Indicator	Average Score	%age	Reason
1	Attendance of Students	3.6	72	
2	Co-Education	3.5	70	Both boys and girls attend schools
3	Provision of Free Books	4.0	81	Govt provide books, however some students didn't get books throughout the year
4	Fee	4.0	80	Education is completely free
5	Parents Teacher's Meeting	1.6	33	Lack of interest from parents. Parents should participate in meetings
6	Scholarship	1.5	29	No scholarship for primary schools. Scholarships should be provided for primary schools students
7	Teacher's Attendance	2.4	48	Teachers don't come school regularly. Teachers should attend school on regular time. Local teacher should be appointed.
8	Teachers role in school management	2.3	47	Only headmaster decides on everything. Teachers must be involved and consulted
9	Transportation	1.8	36	No transport facility. Govt should provide transport facility

Community Scorecard Remarks – Quality

SrNo	Indicator	Average Score	%age	Reason
1	Cleanliness	2.1	42	No proper arrangement for cleanliness in school. Class IV employees do not perform duties sincerely. Students usually are responsible for their class and school cleanliness. Political involvement in employment of class IV employees should be stopped and they must perform their duties sincerely.
2	Desks and cupboard	1.9	38	No desk and cupboard in the school. These material should be provided
3	Number of children /	3.5	71	Less number of teachers according to number of students.

SrNo	Indicator	Average Score	%age	Reason
	teacher			Teacher strength should be increased-
4	Punishment	3.6	72	- Punishment is still there. Teacher should avoid using severe punishment.
5	Qualified Teacher	2.6	53	Some of teachers are very old and not qualified. Especially female staff can't teach as per new course.
6	School visits by Service providers (Monitoring visits)	2.8	55	Monitoring system is weak and usually there is no monitoring visit throughout the years. Monitoring visit must be ensured.
7	Teacher Training	1.9	38	Not as per standard. Training must held regularly.
8	Teacher's Attention	2.2	44	Teachers don't pay attention. Teachers own children read in private school and they don't teach effectively. Teacher must enrol their children in primary schools and well qualified teachers must be appointed.

District Dera Ismail Khan

Community Scorecard Remarks – Availability

SrNo	Indicator	Average Score	%age	Reason
1	Availability of Teacher	4.2	85	
2	Blackboard/green board	1.8	35	
3	Boundary Wall	5.0	100	Boundary wall exist and well-constructed.
4	Class Rooms	2.8	55	-Class rooms are insufficient and there is one room for 5 classes. New rooms should be constructed.
5	Drinking Water	3.4	67	There is no proper arrangement for drinking water facility. Clean drinking water system should be provided to the school.
6	Electricity	2.5	50	There is no electricity in the school and some time there is voltage issue. The system should be repaired and stabilizers are needed to avoid voltage issues.
7	Fans	2.6	52	Fans available in some schools and some are non-functional. There is need to replace fans
8	Furniture	1.5	31	There is no furniture in the school and students sit on <i>Mats</i> . New furniture should be provided to schools
9	Play Ground	1.9	39	
10	School Building	2.2	45	Schools building are very old and there is need to construct new building.
11	Toilet	1.8	37	Toilets are not in working condition. Small kids go to their home. New toilets should be constructed and old ones need repairmen.

Community Scorecard Remarks – Accessibility

SrNo	Indicator	Average Score	%age	Reason
1	Attendance of Students	2.1	42	Due to safety reasons parents do not send their children to the school. There is need to have secure environment to avoid loss of student attendance/ enrolment
2	Provision of Free Books	3.9	78	Books are provided free of cost but given only once. In case of loss or damage, new books should be given.
3	Distance from School	3.4	68	Some student come for far areas and there should be school in each village.
4	Parents Teacher's Meeting	2.2	43	PTC exists, but don't meet regularly. Meeting should held regularly.
5	PTC	1.5	30	-Don't know about PTC. Parent and teacher must meet regularly and there is need to create awareness among parents
6	social cultural limitations	2.7	54	Usually girls are not allowed to continue their studies after primary. Awareness must be created among parents and in their community
7	Teacher's Attendance	4.0	80	Teacher punctual and satisfied with their performance.

Community Scorecard Remarks – Quality

SrNo	Indicator	Average Score	%age	Reason
1	Cleanliness	2.3	45	Students themselves clean school. There should be cleaner for each school
2	Extra-Curricular Activities	1.8	35	No such activity. Extracurricular activities should be organized on regular times

SrNo	Indicator	Average Score	%age	Reason
3	Medium of education	2.9	57	Satisfied, but in one school teacher doesn't teach in English. Teacher should be qualified and trained
4	No of children in class room	2.4	48	---
5	Number of children / teacher	3.4	67	Its good in some school, but there is one teacher for 5 classes in one school. New teacher must be appointed.
6	Punishment	3.9	77	Punishment is not practiced generally. However some time used for those who don't follow discipline. Punishment should be avoided.
7	Qualified Teacher	3.5	70	Some teachers are not qualified and need training.
8	School visits by Service providers (Monitoring visits)	3.8	76	Monitoring visits are done on regular interval. Proper monitoring visits are important

District Buner

Community Scorecard Remarks – Availability

SrNo	Indicator	Average Score	%age	Reason
1	Availability of Teacher	1.9	39	
2	Boundary Wall	3.5	70	Some schools don't have boundary wall and there should be boundary wall for all schools
3	Class Rooms	1.9	38	Less number of class room and there is need to construct new class rooms
4	Drinking Water	3.0	59	Drinking water facility not available in schools. Safe drinking water facility must be provided.
5	Electricity	3.0	60	Some schools have electricity facility and some don't have. Electricity should be provided to all schools
6	Furniture	2.1	42	Furniture exist but in very poor condition. New furniture should be provided to all schools
7	Library	1.0	20	There is no library in primary schools. Library should be established.
8	Play Ground	1.9	38	
9	Primary School	2.8	56	Less number of schools in some areas. New schools should be constructed.
10	Toilet	2.8	57	Toilets are insufficient and new toilets should be constructed

Community Scorecard Remarks – Accessibility

SrNo	Indicator	Average Score	%age	Reason
1	Attendance of Students	1.7	34	Parents and teachers take less interest. Parents participation must be ensured
2	Co-Education	4.6	92	Due to less number of schools, both are allowed to read in same primary schools. There should be separate schools for boys and girls
3	Provision of Free Books	4.1	83	Free books are provided. Junior classes should be given 2 sets of books.
4	Political interference	2.3	45	There is political involvement and that should be completely stopped.
5	PTC	2.4	48	PTC are inactive and awareness should be created among parents and teachers on importance of PTC
6	Scholarship	1.0	20	No scholarship for primary students. Scholarship should be given to poor and female students.
7	Security	1.6	32	No proper security arrangements. Security/watch man should perform his duties regularly.
8	Teacher's Attendance	3.2	64	Teacher attendance is good, however due to political involvement sometime attendance is poor. Teachers should be posted in nearest location.
9	Transportation	1.4	29	No transport facility for student and teachers. Transport facility should be provided to both students and teachers

Community Scorecard Remarks – Quality

SrNo	Indicator	Average Score	%age	Reason
1	Extra-Curricular Activities	1.0	20	No extra-curricular activities in the schools. There should be such activities in school regularly.-
2	Medium of education	3.3	66	
3	Number of children /	2.4	48	

SrNo	Indicator	Average Score	%age	Reason
	teacher			
4	Punishment	2.7	54	Quite few teacher physical punish students. Punishment must be completely stopped.
5	School visits by Service providers (Monitoring visits)	3.2	64	-Monitoring visits are not so regular. Education department must visit schools on regular intervals.
6	Sports Material	1.4	28	No sports material provided in schools. Sports material is important and should be available for students.
7	Teacher Training	2.6	53	Teacher's trainings are not up to the mark and some time resource persons are not well trained. Training must be held as per syllabus.
8	Uniform	1.0	20	---

Annex 10: District wise Community and Service Provider scorecards

District LakkiMarwat

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	1.3	26	1.8	35
	Blackboard/green board	3.5	70		
	Boundary Wall	1.0	20		
	Class Rooms	2.1	42		
	Drinking Water	2.7	54		
	Electricity	2.1	41		
	Furniture	2.2	44		
	Play Ground	2.3	45		
	School Building	2.0	39		
	Toilet	1.9	37		
Quality	Cleanliness	1.0	20		
	Extra-Curricular Activities	2.5	50	1.4	28
	Method of teaching	1.2	24		
	Qualified Teacher	1.1	22		
	School visits by Service providers (Monitoring visits)	1.4	28		
	Sports Material	1.1	22	1.0	20
	Teacher Training	3.2	64	2.4	48
	Teacher's Attention	1.5	30		
Accessibility	Uniform	1.0	20	1.5	30
	Distance from School	1.5	30		
	PTC	1.1	22		
	Scholarship	1.0	20	1.0	20
	Security			1.5	30
	Teacher's Attendance			1.3	25
Transportation	1.0	20	1.0	20	

District Haripur

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Boundary Wall	3.0	60	2.3	46
	Class Rooms	4.2	84		
	Drinking Water	2.5	51		
	Electricity	1.7	34	2.9	59
	Furniture	1.7	35	1.8	36
	Play Ground	1.1	23	1.5	30
	School Building	3.4	67	3.0	60
	Toilet	2.0	41		
Quality	Extra-Curricular Activities	1.2	24	1.2	24
	Sports Material	1.0	20		
	Syllabus	1.9	38	1.7	34
	Teacher Training	2.8	56	1.5	30
	Uniform	3.3	65		

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Accessibility	Distance from School	2.0	40		
	PTC	1.9	39	3.1	61
	Teacher's Attendance	3.0	60	2.7	54

District Karak

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	2.9	59		
	Boundary Wall	3.1	63	3.5	70
	Class Rooms	3.5	70	3.5	70
	Drinking Water	2.9	57	3.1	63
	Electricity	2.8	55	3.5	70
	Fans	1.7	34		
	Furniture	1.9	38	2.0	40
	Play Ground			1.6	33
	Primary School	4.3	86	4.1	83
	School Building			3.1	63
	Toilet	2.5	49	2.8	55
Quality	Cleanliness	2.1	42		
	Desks and cupboard	1.9	38		
	Number of children / teacher	3.5	71	3.1	63
	Punishment	3.6	72		
	Qualified Teacher	2.6	53		
	School visits by Service providers (Monitoring visits)	2.8	55		
	Sports Material			2.3	45
	Syllabus			2.3	45
	Teacher Training	1.9	38	2.6	53
	Teacher's Attention	2.2	44		
Accessibility	Attendance of Students	3.6	72		
	Co-Education	3.5	70		
	Provision of Free Books	4.0	81	4.8	95
	Distance from School				
	Fee	4.0	80		
	Parents Teacher's Meeting	1.6	33		
	Political interference			2.1	43
	PTC			3.1	63
	Scholarship	1.5	29	1.5	30
	Teacher's Attendance	2.4	48		
	Teachers role in school management	2.3	47		
Transportation	1.8	36	2.3	45	

District Dera Ismail Khan

Type	Indicator	Community		Service Provider	
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		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	4.2	85	2.8	55
	Blackboard/green board	1.8	35		
	Boundary Wall	5.0	100	2.7	53
	Class Rooms	2.8	55		
	Drinking Water	3.4	67	2.6	52
	Electricity	2.5	50	2.5	50
	Fans	2.6	52		
	Furniture	1.5	31	2.3	47
	Play Ground	1.9	39	2.4	48
	Primary School			3.7	73
	School Building	2.2	45	2.3	45
	Toilet	1.8	37	1.8	37
Quality	Cleanliness	2.3	45		
	Extra-Curricular Activities	1.8	35	3.3	65
	Medium of education	2.9	57		
	No of children in class room	2.4	48		
	Number of children / teacher	3.4	67	2.3	45
	Punishment	3.9	77		
	Qualified Teacher	3.5	70		
	School visits by Service providers (Monitoring visits)	3.8	76		
	Syllabus			2.2	43
	Teacher Training			2.1	42
Accessibility	Attendance of Students	2.1	42		
	Provision of Free Books	3.9	78		
	Distance from School	3.4	68		
	Parents Teacher's Meeting	2.2	43		
	Political interference			1.8	37
	PTC	1.5	30	2.5	50
	Security			2.5	50
	social cultural limitations	2.7	54		
	Teacher's Attendance	4.0	80	2.8	55
	Transportation			2.2	43

District Buner

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of Teacher	1.9	39		
	Boundary Wall	3.5	70	3.0	60
	Class Rooms	1.9	38	2.0	40
	Drinking Water	3.0	59	3.1	62
	Electricity	3.0	60	4.0	80
	Fans				
	Furniture	2.1	42	2.6	52
	Library	1.0	20		
	Play Ground	1.9	38	1.0	20
	Primary School	2.8	56	3.1	62
	Student mal nutrient			2.0	40
	Toilet	2.8	57	2.5	51
	Budget provision			2.3	46

Type	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
	Extra-Curricular Activities	1.0	20		
	Medium of education	3.3	66		
	Number of children / teacher	2.4	48	1.0	20
	Punishment	2.7	54		
	School visits by Service providers (Monitoring visits)	3.2	64		
	Sports Material	1.4	28	1.0	20
	Syllabus			2.0	40
	Teacher Training	2.6	53	2.2	45
	Uniform	1.0	20		
	Attendance of Students	1.7	34		
Accessibility	Co-Education	4.6	92		
	Provision of Free Books	4.1	83		
	Political interference	2.3	45		
	PTC	2.4	48		
	Scholarship	1.0	20		
	Security	1.6	32		
	Teacher's Attendance	3.2	64		
	Transportation	1.4	29	1.1	22

Annex 11: District wise Community Scorecards by Adults and Children

District Lakkimarwat

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Class Rooms	2.0	39	2.2	44
	Drinking Water	3.0	60	2.4	48
	Electricity	2.0	39	2.3	46
	Play Ground	2.0	40	2.5	50
	School Building	1.0	20	2.9	58
	Toilet	1.7	34	2.2	44
Quality	Extra-Curricular Activities	2.2	44	2.8	56
	Qualified Teacher	1.2	24	1.0	20
	Teacher's Attention	1.3	26	1.7	34
	Uniform	1.0	20	1.0	20
Accessibility	Distance from School	1.9	38	1.1	22
	PTC	1.1	22	1.1	22
	Scholarship	1.0	20	1.0	20

District Haripur

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Boundary Wall	3.0	60	3.0	60
	Class Rooms	4.2	84	4.2	84
	Drinking Water	2.8	55	2.8	55
	Electricity	1.7	33	1.7	33
	Furniture	1.7	34	1.7	34
	Play Ground	1.3	25	1.3	25
	School Building	3.6	71	3.6	71
	Toilet	2.3	45	2.3	45
Quality	Extra-Curricular Activities	1.5	30	1.5	30
	Sports Material	1.0	20	1.0	20
	Syllabus	1.6	32	1.6	32
Accessibility	Distance from School	2.0	40	2.0	40

District Karak

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Boundary Wall	3.1	63		
	Class Rooms	3.4	68	3.7	73
	Drinking Water	2.9	58	2.8	57
	Electricity	2.9	59	2.4	48
	Fans	1.7	34		
	Furniture	1.9	37	2.0	40
	Toilet	2.6	51	2.3	47
Quality	Cleanliness	2.3	46	1.8	37
	Punishment	3.6	72		
	Qualified Teacher	2.8	55	2.5	50
	School visits by Service providers (Monitoring visits)	2.6	52	3.0	59
	Teacher's Attention	2.4	48	1.9	38
Accessibility	Parents Teacher's Meeting	1.7	34	1.5	31
	Teacher's Attendance	2.3	46	2.5	50
	Teachers role in school management	2.0	41	3.0	60

District Dear Ismail Khan

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Class Rooms	2.8	56	2.8	55
	Drinking Water	3.1	63	3.5	71
	Electricity	1.2	24	3.4	68
	Fans	1.2	25	3.1	62
	Furniture	1.5	31	1.6	31
	Play Ground	2.6	52	1.5	29
	School Building	1.3	26	2.5	51
	Toilet	1.9	38	1.8	36
Quality	Extra-Curricular Activities	2.0	41	1.5	30
	No of children in class room	2.0	40	2.6	52
	Number of children / teacher	2.8	56	3.6	72
	Punishment	5.0	100	3.5	69
	School visits by Service providers (Monitoring visits)	3.5	70	4.0	81
Accessibility	Provision of Free Books	4.6	92	3.4	69
	Distance from School	2.8	56	3.6	72
	PTC	1.0	20	2.0	40

District Buner

Type	Indicator	Children	Children % points	Adults	Adults % Points
Availability	Availability of Teacher	1.8	36	2.0	41
	Drinking Water	3.3	66	2.1	42
	Electricity	2.8	56	3.5	70
	Furniture	1.9	38	2.3	45
	Play Ground	2.2	45	1.2	23
	Primary School	3.6	72	2.5	49
Quality	Extra-Curricular Activities	1.0	20	1.0	20
	Medium of education	4.0	80	2.8	55
	School visits by Service providers (Monitoring visits)	2.4	48	3.5	71
	Sports Material	1.2	23	1.6	33
	Teacher Training	2.9	58	2.4	48
	Uniform	1.0	20	1.0	20
Accessibility	Provision of Free Books	4.4	88	4.0	80
	PTC	1.7	34	3.0	60
	Scholarship	1.0	20	1.0	20
	Teacher's Attendance	3.6	72	2.8	55
	Transportation	1.2	25	1.8	37

students during FGDs



Adult men during FGDs



Adult Women during FGDs





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