CGPA
CENTRE FOR GOVERNANCE AND PUBLIC ACCOUNTABILITY

VOICE & ACCOUNTABILITY PROGRAMME
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Using Social Audit as a Tool for Citizens' Empowerment

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Centre for Governance and Public Accountability (CGPA)

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Abbreviations

ADP	Annual Development Program
BHU	Basic Health Unit
CGPA	Center for Governance and Public Accountability
CSA	Community Social Audit
DCE	Detailed Cost Estimate
DEO	District Education Officer
GGMS	Government Girls Middle School
GGPS	Government Girls Primary School
MPA	Member Provincial Assembly
KP	Khyber Pakhtunkhwa
LG	Local Government
LHV	Leady Health Visitor
PC	Planning Commission
PHED	Public Health and Engineering Department
PPHI	Peoples Primary Healthcare Initiative
PTC	Parent Teacher Council
RTI	Right to Information
RTS	Right to Services
XEN	Executive Engineer

Premise

This paper is part of a project by Centre for Governance and Public Accountability (CGPA) funded under the Response Fund (RF), a window for small grants for innovative projects managed AAWAZ, a project financed by UKAID to support Voice and Accountability, with a special focus on women and minorities.

The focus of the RF funded project is Right to Information and Public Accountability. The activities of the project have been designed to focus on operationalizing the RTI legislation passed by the KP assembly and pilot the institutionalization of a community managed social audit process.

The introduction of community social audit came as a response to the perceived failure of governments to anticipate or tackle common issues of concern to people. As the examples, elaborate elsewhere in the report, illustrate these social audits called for policy actions and changes or interventions by government to rectify specific mistakes.

The RTI law provided the lynchpin to the community social audit. Hence as the RTI law was supported for operationalization, its efficacy was also tested on the ground by making specific requests for information. In some cases, the failure to obtain the information was publicized by using newspapers or electronic media.

Background

Development processes in Pakistan are often perceived as opaque. The citizens for whom the development projects are initiated often don't know how these projects are conceived, planned and implemented. Therefore, citizens are often not aware about how their tax money is being utilized.

When citizens can hold those who set policy and implement intervention, i.e legislators and public officials, to account, it not only creates an enabling environment to set in motion a process of democratization going down to the end user.

In Khyber Pakhtunkhwa (KP) province the incumbent government is a coaliation which came in power through 2013 general elections. The manifesto of the majority party in the coalition promised justice, accountability, transparency, decentralization and devolution.

To follow the manifesto, KP government is following good governance legislative framework. The legislative framework in KP has produced laws of a) Right to Information Act 2013 b) Right to Public Services Act 2014 c) Local Government Act 2013 d) Ehtisab Commission Act 2014. While whistleblowers protection bill and Prevention of Conflict of Interest bill are in pipelines.

The reform agenda of the incumbent government has the potential for bridging the state citizen divide through introducing and ensuring accountability, quick service delivery, awareness about rights and bringing transparency in policy planning and budgetary processes.

However, the laws cannot deliver the desired outcome unless and until they are made a part of the social consciousness, brought into the social discourse and are used by citizens for holding the people in authority responsible.

In the given backdrop the social audit project aimed to raise awareness and demonstrate the effectiveness of these laws for public service delivery in Education, Health and Water and Sanitation sectors.

This document presents the experiences and lessons learnt in the Community Social Audit (CSA) for various development projects in five districts of Khyber Pakhtunkhwa (KP) province of Pakistan. It was the very first kind of effort to synergies the service delivery mechanism with citizen feedback and scrutiny, which was possible with the partnership of AAWAZ and Center for Governance and Public Accountability (CGPA).

Using Social Audit Tool for Community Empowerment

The term Social Audit can be traced back to 1950's, when it as used for measuring and reporting the social benefits of business and public sector interventions. Over the years it has been emerged as a key accountability tool for improving governance.

Social audit can be used as a way of measuring, understanding, reporting and ultimately improving the performance of government departments in social service delivery. Social audit can have an impact on governance as it values the voice of the stakeholders and measures social performance in order to achieve improvement as well as to report accurately on what has been done and what has been benefited. Social audit can be done at any stage of the planning and implementation stages and can also be done after the completion of a scheme/project.

In India, Andra Pradesh was the first state to pilot social audit and achieved good results. The Andhra Pradesh model is undoubtedly a success, with more than 3,200 social audits and more than 38,000 disciplinary cases brought against officials involved with the jobs scheme. Hundreds of government employees have been suspended or punished. Millions of rupees that were robbed off by various officials were recovered.

Box 1: Citizen Centric Social Audit:

Mazdoor Kisaan Shakti Sangathan (MKSS) is an organization of rural people that has become well known in India for its use of public hearings as an aid to accountability. Based in Rajasthan,

MKSS has pioneered a novel struggle by providing groups of rural poor to access information from government on schemes and benefits that they are entitled to. It has held "public hearings" that have encouraged ordinary citizens to speak out about abuses in public works and schemes from which they are supposed to benefit. These hearings have exposed the ways in which public officials have siphoned off large amounts of funds from public works budgets. MKSS's struggle to access information from public offices on these matters led its leadership to take up the matter with the Chief Minister. The first victory for the movement was the government notification, under the Panchayats Act that the records of all panchayat expenditure could be inspected by the people. Subsequently, the movement won the right to photocopy the records. Rajasthan passed the Right to Information Act in 2000, a development that was influenced greatly by the pressure of MKSS. There have, of course, been problems with the new Act and its provisions. But it does show the influence that a people's movement can bring to bear on a reluctant government to take steps to be more transparent and accountable in its transactions with the people. MKSS has taken its struggle to several districts of Rajasthan and works with similar groups in other states on right to

Scouring the literature on Social Accountability, two broad categories emerge, one whereby public voice is considered to evaluate policy implementation by policy makersUsually the main tool in this category are survey based. .(see box 2)

In the other category, social Accountability tools are also designed for citizens to participate in the actual process of evaluation. The main tool in this category is civic engagement based. (see box 1)

Box 2: Policy Centric Social Audit

In Pakistan, Community Information and Epidemiological Technologies (CIET) International first realized social audit concept in 2001. A pilot baseline study in 10 districts gathered views of over 10,000 households on devolved public services and local governance, following the enactment of the Local Government Plan in 2001. The services surveyed were: health, education, water, judiciary and police services, and local government services. CIET Pakistan undertook this work together with the National Reconstruction Bureau, a government agency and the main architect of devolution. The results of this baseline survey were released to the public.

The next section of the report elaborates the community social audit undertaken by CGPA, rooted in civic engagement and participation. The process has an explicit aim of initiating a process of empowerment by enabling access to information and the ability to hold the government to account for a selected number of services provision.

CGPA and AAWAZ intervention to pilot social audit project in Khyber Pakhtunkhwa province of Pakistan

In January 2015, AAWAZ and Center for Governance and Public Accountability (CGPA) partnership is the first pilot project to exercise social audit approach in Khyber Pakhtunkhwa. AAWAZ is a five year (2012-17) program funded by UKAID through the Department for International Development (DFID) and is managed through Development International Inc. (DAI). AAWAZ – Voice and Accountability Programme, strives to strengthen stable, inclusive and tolerant democracy in Pakistan. CGPA has a strong presence in Khyber Pakhtunkhwa working on the policy reforms, good governance and research with a strong articulation with the communities.

The Project:

In this particular project the principles of social audit: accountability, transparency, disclosure of information, multi-level and multi-stakeholders perspective, verification of information and

participation of stakeholders were followed for auditing education, health and water and sanitation schemes in Peshawar, Mardan, Charsadda, Swabi and Nowshera districts of Khyber Pakhtunkhwa province of Pakistan. The data about the schemes was collected by the citizens using the Right to Information Law.

Rational:

One of the problems that citizens face in addressing service-related issues is their lack of knowledge and information on social service delivery mechanisms. They end up protesting and writing to the press on an anecdotal basis that may solve some individual problems but do not solve the systemic problems in service provision. This project was initiated with the aim of strengthening citizen's voice for demanding timely and quality service delivery. To serve the stated purpose it was considered important to analyze the issues in implementation of development schemes at different levels right starting from allocation, tendering, contraction, implementation and completion stages. Government offices has a trend to keep in secret the development scheme process and documents for which KP right to information act, 2013 can play a vital role to collect, analyze and account the entitlements and development and social rights.

Objective of the Project

The project had following key objectives:

- Analysis of Annual Development Budget (ADP) for highlighting issues in allocation and utilization of development budgets at provincial level in five focused districts (Charsadda, Mardan, Nowshera, Peshawar and Swabi districts).
- Strengthen citizen's voice (emphasis on women and marginalized groups) for improvement in social delivery through social audit of 15 development schemes in health, education, water and sanitation (03 in each of the focused districts).
- Enabling citizens (emphasis on women and marginalized groups) to access information held by public bodies under KP Right to Information Act 2013, and claims their entitlements through help desk in the last 9 months of the projects.

Analyses of KP Annual Development Program for the last five years provide the base to the social accountability processes, by which the spread and division of public money can be accounted. Through the research study the expenditures in the health, education and water and sanitation sector in the targeted districts will be gauged in comparison to policy framework. Moreover it can provide a guidance tool to policy makers and departments for the efficient and effective allocation.

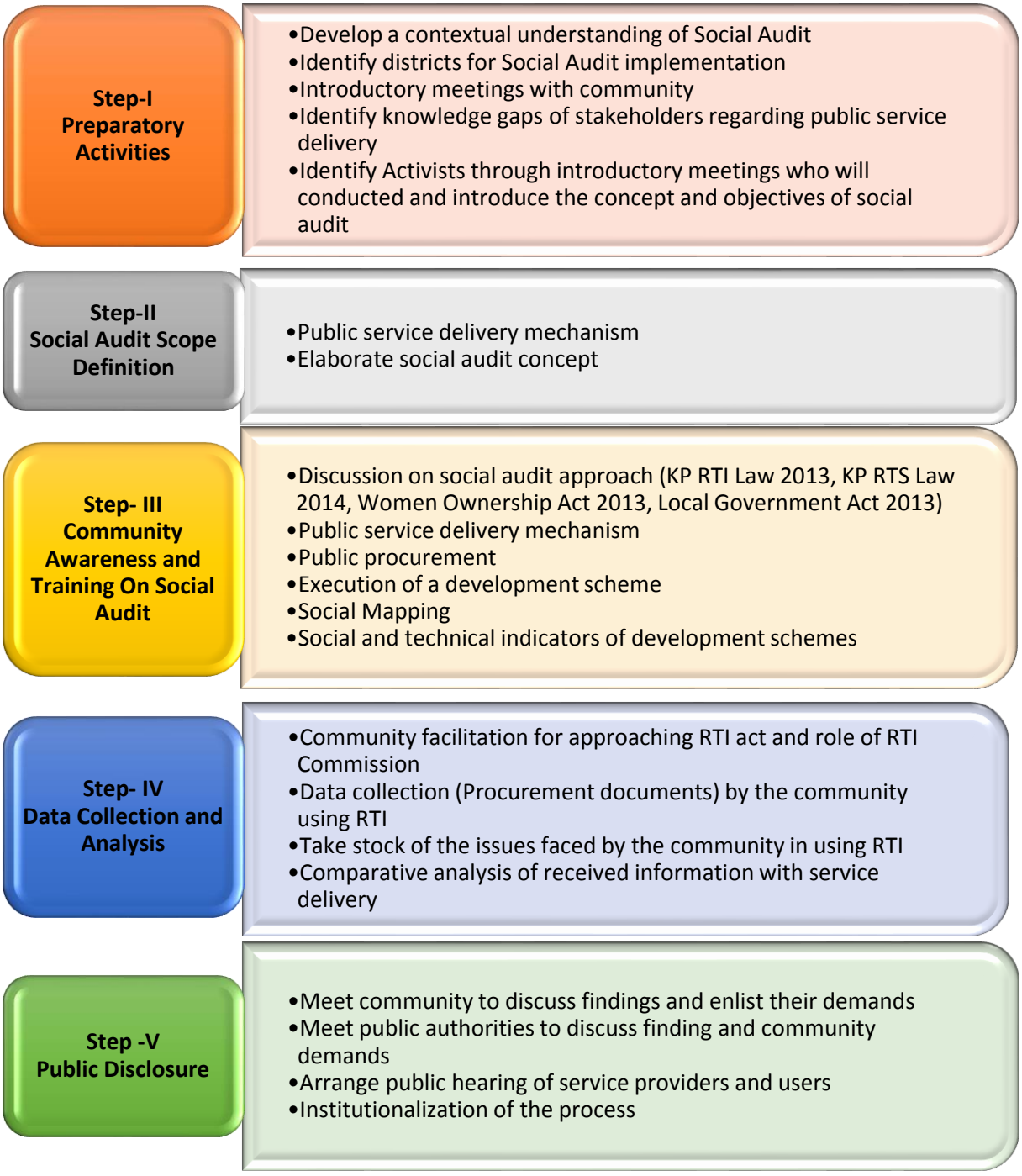
The community social audit requires access to budget related and other key information held by public bodies. Khyber Pakhtunkhwa Right to information Act 2013 is a helpful tool to access such information. The gathered information will be brought under public discussion and will account the policy makers and line departments who are responsible for the state services delivery.

The help desk in KP RTI commission will provide a citizen's platform which will help and guide the citizens on the use of the KP right to information act, as how to; file an information request, launch a complaint, redressal time, PIOs information etc.

The Process:

Using Community Social Audit tool kit:

Community Social Audit was chosen as an analysis tool, given its nature and scope, for achieving the stated objectives. Diagram below provides an overview of the process:


Step-I
Preparatory
Activities
•Develop a contextual understanding of Social Audit
•Identify districts for Social Audit implementation
•Introductory meetings with community
•Identify knowledge gaps of stakeholders regarding public service delivery
•Identify Activists through introductory meetings who will conducted and introduce the concept and objectives of social audit
Step-II
Social Audit Scope
Definition
•Public service delivery mechanism
•Elaborate social audit concept
Step- III
Community
Awareness and
Training On Social
Audit
•Discussion on social audit approach (KP RTI Law 2013, KP RTS Law 2014, Women Ownership Act 2013, Local Government Act 2013)
•Public service delivery mechanism
•Public procurement
•Execution of a development scheme
•Social Mapping
•Social and technical indicators of development schemes
Step- IV
Data Collection and
Analysis
•Community facilitation for approaching RTI act and role of RTI Commission
•Data collection (Procurement documents) by the community using RTI
•Take stock of the issues faced by the community in using RTI
•Comparative analysis of received information with service delivery
Step -V
Public Disclosure
•Meet community to discuss findings and enlist their demands
•Meet public authorities to discuss finding and community demands
•Arrange public hearing of service providers and users
•Institutionalization of the process

Step-I:

Preparatory Activities

Stakeholders can do social audit at any stage of the service delivery project/scheme. In the project, social audit process was contextualized via capacity building of community to use RTI law and demand and access information related to education, health and water and sanitation schemes. Five districts: Charsadda, Mardan, Nowshera, Peshawar and Swabi districts were chosen on the basis of CGPA presence and community network. The introductory meetings were helpful for the project to identify the potential community members who can lead community in the social audit processes. Many meetings were carried out with concerned communities for carrying out the social audit process. The selected communities are as;

S No	District	Union Council	Village
1	**Nowshera**	Shaidu	Hajiabad
2		Mira Akora Khattak	Ismail Khel
3		Mira Akora Khattak	Wattar
4		Rashakai	Rashakai (Pattak Par)
5	**Peshawar**	Nahaqi	Shakarpura, Gul Bahar
6		Panam Dheri	Sara Sang/Mohalla Miangaan/Garhi Chandhan
7		Gul Bahar	Jan town, Sajjad Street
8		Garhi Sherdad	Mohalla Seidaan
9		Mera Surizai	Masterano Kalay
10		Mathra	Darmangi
11		Budhni	Bela Niko Khan
12		Bahadur Kalay	Garhi Atta Mohammad
13	**Charsadda**	Hisara Yasinzai	Mirakhel
14		Hisara Yasinzai	Plahderai
15		Utmanzai	Pareech Khel
16		Rajjar	Amirabad
17		Hisara Yasinzai	Gulshanabad
18		Charsadda 1	Paindakhel
19		Rajjar 1	Garikakakhel
20		Utmanzai	Shekhano Daag
21		Turangzai	Khat korona
22	**Mardan**	Manga	Muslim Abad
23		Ghaladher	Sur Pul
24		Ghaladher	Bagu Banda

S No	District	Union Council	Village
25	Swabi	Topi East	Moosa khel
26		Topi West	Parkhe
27		Maini	Gulbahar
28		Maini	Naiki Khel
29		Topi	Kandare
30		Batakarra	Ali Zai
31		Batakarra	Kanazai
32		Batakarra	Pontia
33		Maini 2	Sogande

Step-II:

Social Audit Scope

In second stage, the scope of the social audit was defined with communities. Social audit process has a wider scope and cannot be restricted, it deviates with scheme to scheme, identified indicators can be different as in one scheme people are more interested to know the infrastructural audit while in some cases the focus may be on social indicators i.e. the distribution list of medicines by a BHU etc.

Different development schemes/projects, from Peshawar, Mardan, Nowshera, Swabi and Charsadda districts were selected through participatory process for social audit. These projects are focused on health, education, and water and sanitation sectors.

Step- III

Community Awareness and Training on Social Audit

Citizens can hold the service providers accountable when they have knowledge on their rights. As a first step, citizens should be aware that getting basic services are their rights. Similarly citizens have less knowledge on the indirect taxes they pay. It is important to aware the citizens on their money they pay to government in the form of taxes and how government utilize their money.

Public service delivery should be the prime focus of the government. Community in selected districts were briefed on the mechanism of working of the government including the key responsibilities, access to public services, levels of the government hierarchy i.e. federal, provincial, district, tehsil, village etc.

During the initial community meetings it was observed that community members have little or no understanding of Planning Commission (PC) documents. These documents spell out the entire detail of public projects from objectives of the projects to fund allocation and implementation activity details. Therefore an understanding of such documents becomes vital for social audits of public service delivery projects. Furthermore lack of understanding about public procurement was also noted during the initial meetings with the community. Thus, it was decided to build the capacity of community by training citizens on planning commission documents (PC) and public procurement along with RTI Law 2013.

Apart from identifying the knowledge gaps, these initial community meetings proved fruitful in identifying activists who would conduct and introduce the concept and objectives of social audit. Similarly the social mapping exercise helped out in identifying the schemes to be considered under social audit process.

A total number of 145 awareness sessions were carried out in the project area in which, a total number of 2,443 community members of which 1,980 men and 463 women were engaged. Awareness sessions were conducted at different levels of social audit process. At the start of the project the sessions were conducted to brief the community on the concept of social audit, constitutional rights, taxation, development budget etc. At the mid of the project the awareness sessions were conducted to analyze the obtained information of the schemes while at the end of the project awareness sessions were conducted to conclude the social audit process by generating the public demands. The details of the session are as;

S No	District	No of Sessions			No of Participants		
		Male	Female	Total	Male	Female	Total
1	Nowshera	20	5	25	339	81	420
2	Charsadda	17	5	22	302	78	380
3	Swabi	22	5	27	388	100	488
4	Peshawar	30	6	36	422	97	519
5	Mardan	29	6	35	529	107	636
G Total		**118**	**27**	**145**	**1980**	**463**	**2443**

Social Mapping

A detailed map of the targeted village was tracked in the trainings including different levels of service provisions i.e. federal and provincial schemes showing the estimated scheme costs. A detailed overview of the prioritized needs was focused through social mapping. The exercise gave an overview of the public service delivery in the targeted area. After analyzing the social mapping different schemes were selected for social audit process in health, education and

water and sanitation sectors with the concern of overall community. The selected schemes for the five districts are as;

Education

District	Schemes
Charsadda	1. Govt. Primary School for boys Mirakhel Sholgara UC Hisara Yasinzai
Mardan	2. Government Girls Primary School (Sur Pul) Ghaladher
Nowshera	3. Government Higher Secondary School Rashakai, (Boys & Girls) Rashakai
Peshawar	4. Government Girls Primary School, Sara Sang, UC Panam Dheri 5.Government Girls Primary School, Mastarano Kalay, UC Mera Surizai
Swabi	6.Government Primary/middle School Maini

Health

District	Schemes
Charsadda	1. BHU Utmanzai UC Utmanzai
Mardan	2. BHU, Bagu Banda of UC Ghaladher
Nowshera	3. BHU, Rashakai
Peshawar	4. Nahaqi Emergency Satellite Hospital
Swabi	5. BHU, Batakarra

Water & Sanitation

District	Schemes
Charsadda	1. Water Supply Scheme Utmanzai Shekhano kale UC Utmanzai
Mardan	2. WSS Muslimabad
Nowshera	3. Water Supply Scheme of Haji Abad Union council Shaidu 4. Water supply Scheme of Ayub Abad Mira Akora Khattak
Peshawar	. 5. Tube well, Shakarpura, Gul Bahar, UC Nahaqi Peshawar . 6. Water pipelines, Jan town, Ijaz Abad #02, UC Gul Bahar, Peshawa . 7. Tube well, Sara Sang, Panam Dheri, Peshawar
Swabi	. 8. WSS Mosa Khel Topi East . 9. WSS Parkhe Topi West

Understanding of development project implementation

It was very important to seek the implementation process of development schemes. The communities were trained on the planning documents that are the part of the development projects. The main documents that were discussed during the training courses were as;

1. Planning Commission (PC) 1

District Department receives provincial Directives under which directions are given about the projects that will be identified by different MPAs. District Departments hold a number of meetings with the elected representatives for the identification of schemes. In the case of construction of a new school after the identification of elected representative (provision of land), District Education planning and development section carries feasibility report in which following indicators are considered.

- Proposed enrollment
- Distance from the other school, etc.

On the other hand, C&W department is responsible for the cost estimation of the scheme (school etc.) as a part of the PC1 and prepares Detailed Cost Estimates (DCE).

The feasibility report is discussed with District Education office and Education Provincial Secretariat and if found feasible it is approved.

2. Planning Commission (PC) 2

PC2 is normally done before PC1, and contains the following information

- Objective of the identified site
- Population spread
- Literacy rate (in case of education)

If the listed indicators are rationale to the policy objectives, PC2 is approved.

3. Planning Commission (PC) 3

After the approval of a scheme, the funds are released to the scheme dependent upon the nature. Monitoring process of the schemes starts with PC3. Regular monitoring visits are made to the scheme by the concerned and C&W Department. Funds are released on the submission of monitoring reports. Normally monitoring reports are submitted on quarterly bases but depending upon the nature of the development scheme.

4. Planning Commission (PC) 4

PC4 contains the final completion report of the development scheme. PC4 is issued by concerned department, C&W Department and Finance Department. PC4 is the final completion report submitted for the final release of funds to the contractors and handling over of the scheme to the concerned department.

5. Planning Commission (PC) 5

PC5 is an important phase of a scheme which contains post evaluation after the completion of a scheme. Normally it should be done 3-5 years after the completion of a scheme but unfortunately this exercise is never been in practice, even the post evaluation of big projects are never done.

- **Administrative Approvals and implementation**

  The community was also trained on how the development projects undergo administrative approvals and implementation stages. They were briefed on Account I and Account IV as Account I is charged for the district schemes under the approval of Deputy Commissioner. Similarly Account IV may have different tiers but it often deals with provincial schemes under the approval of Chief Minister. Once the scheme is approved, the executing agency starts the tendering process. Here comes the KP Pubic Procurement Authority which make sure that the procurement is done in transparent and accountable manner. After awarding of tender the work order is issued by the executing agency. Funds are demanded and after the release of the funds, the physical work starts. The funds are released on the progress reports which are also called PC3.

Using KP Right to Information Act, 2013

KP government has embarked on good governance legislative framework. Right to Information (RTI) Act 2013, Local Government Act (LGA) 2013, and Right to Public Services Act 2014 have already been enacted.

These laws have great potential to improve public services delivery, and empower women and excluded groups. However, laws are as good as their implementation. These laws can only benefit citizens if are utilized for ensuring transplant and accountable public service delivery and attainment of basic rights. These laws can't make improvement in the public service delivery until they are brought into social discourse and are used by citizens for holding their public service providers and elected representatives accountable.

The communities to gather the information of the selected schemes used KP RTI law. This was the most important exercise of the social audit process. The information's gathered were than analyzed by the communities. Following social and technical indicators were shared with the community (in all 05 districts). The reason behind sharing these indicators was to make the community understand the basis of performance evaluation of the selected social sector schemes and also to guide them appropriately in terms of the information requests. With the help of these indicators community was able to easily understand the nature of information required so that they could socially audit the selected schemes.

Education:

S. #	Social Indicators	Technical Indicators
1.	Number of enrolled children's	Allocation of PTC funds
2.	Number of sanctioned posts	Details of utilized PTC funds
3.	Number of employees	Details of PTC bank account
4.	Detail of employees	Detail of the salaries of the staff
5.	Status of building (rented/owned)	Teachers transfer policy
6.	Copy of paid electricity/telephone/gas/water utility bills	Tendering process
7.	Number of Vehicle	PC1
8.	PTC membership	PC2
9.	Results of the school	PC3
10.	Estimated population of the village	PC4
11.	Literacy rate of the village (concerned school)	PC5
12.	Estimated distance from the other school	Detailed cost estimate (DCE) of the school
13.	Teachers attendance	Copy of original bills of payment
14.	Advertisement record of the posts	Copy of Cheques issued
15.	Hiring process	Annual Salary and Non salary budget copy
16.	Students attendance	

Health:

S. #	Social Indicators	Technical Indicators
1.	Number of sanctioned posts	Hiring Process (for sanctioned post)
2.	Status of building (rented/owned)	Record of Equipment's
3.	Copy of paid electricity/telephone/gas/water utility bills	Repair and Maintenance record of vehicles
4.	Number of Vehicle/Ambulances	Repair and Maintenance record of the equipment
5.	Log book of Vehicles	PC1
6.	Record of medical tests	PC2
7.	Number of employees with designation	PC3
8.	Detail of employees	PC4
9.	Estimated population of the village	PC5

S. #	Social Indicators	Technical Indicators
10.	Estimated distance from the other health unit	Detailed cost estimate (DCE) of the building if constructed
11.	Employees attendance	Copy of original bills of payment
12.	Advertisement record of the posts	Copy of Cheques issued
13.	Record of stock medicine	Annual Salary and Non salary budget copy
14.	Details of medicine distribution record	Record of Tendering process
15.	Number of Patients (month wise etc)	
16.	Details of stock vaccines	
17.	Record of vaccine distribution	
18.	Status of equipment	

Water and Sanitation:

S. #	Social Indicators	Technical Indicators
1.	Number of sanctioned posts	Record of Equipment's
2.	Status of building (rented/owned)	Repair and Maintenance record of vehicles
3.	Copy of paid electricity/telephone/gas/water utility bills	PC1
4.	Number of Vehicle	PC2
5.	Log book of Vehicles	PC3
6.	Number of employees with designation	PC4
7.	Detail of employees	PC5
8.	Employees attendance	Copy of original bills of payment
9.	Advertisement record of the posts	Copy of Cheques issued
10.	Status of equipment	Annual salary and non-salary budget copy
11.	Total number of schemes	Record of tendering process
12.	List of functional and non-functional schemes	

The communities requested 108 information requests under the process out of which unfortunately only 21 requests were directly responded by the departments in the five districts while 56 complaints could only get 30 responses after filling complaint to information commission Khyber Pakhtunkhwa. The redressal of information requests was not time bound as specified in the KP RTI act. In most of the requests above mentioned indictors relating to a

scheme were requested by the communities. Departments were more interested in repair and maintenance and functionalization of a scheme rather to respond to the requested information's. A brief table of information requests and responses is as;

Information	Districts					Total
	Nowshera	Charsadda	Swabi	Peshawar	Mardan	
RTI Requests	20	14	25	23	26	**108**
RTI Request Notices	-	00	-	4	7	**11**
RTI Responses (Information received)	8	00	3	4	6	**21**
Complaints	4	11	13	15	13	**56**
Complaints Response (Notices)	4	11	13	9	15	**52**
Commission Summons	-	00	03	1	0	**4**
Commission summon proceeding copy	-	00	03	2	0	**5**
Complaints Response (Information Received)	-	06	07	3	9	**25**
Inspection of Documents	1	00	04	0	0	**5**

However communities keep on putting the information requests and held their meetings to discuss the status of social audit process at every scheme.

Step IV

Data collection and Analysis:

Another significant step of social audit process was to analyze the obtained information of the selected schemes, the gathered data was never complete and comprehensive as most of the information requests were not timely and completely responded. In some cases informal ways were used to get the relevant data. A scheme by scheme analysis was done at each district. The information was analyzed in two stages. At first stage the procurement documents were thoroughly analyzed for any embezzlement or misappropriation, and whether the procedures were followed as per the spirit of rules and regulations. In second stage, the specification

mentions in the tender documents/procurement notices were compared with the physical delivery/structures of the development schemes.

It was not an easy task to analyze the technical indicators of various schemes for which community engaged the technical experts of the various sectors. The analyses mostly contained the following information;

- Planning commission documents
- Tendering process
- Contraction process
- Equipment specification vs installed equipment
- Material specified in the planning documents vs used material in the scheme
- Allocation vs Expenditures
- Staff appointments and benefits
- Reasons for dysfunctionality
- Etc

The complete analysis findings were recorded to present it in public hearings with the line departments, local representatives, MPAs, media and other stakeholders.

Step V

Public Disclosure

It is the last stage of social audit process in which public demands were generated. The complete analysis of information analysis meetings were shared with different stakeholders i.e. MPAs, line departments, district administration, local government representatives, media and civil society via public hearing. Each scheme was discussed in detail on which the department gave their feedback and discussed the various reasons for dysfunctional schemes. A brief overview of the scheme by scheme analysis is as;

The Scheme	The process	The Output
District Peshawar		
Water and sanitation scheme Jan town, UC Gul Bahar, Peshawar	The WSS (Water pipelines) Jan town UC Gul Bahar was constructed in 1994 and remained rusted and ineffective. Community under 'Social Audit' process submitted an RTI application request on April 02, 2015 to the Water and Sanitation Services Peshawar (WSSP) & Municipal Corporation-Peshawar (MCP) to know about the repairing and replacement of their water pipelines. The information was not provided after which community launched Complaint to the RTI Commission on May 20, 2015. KP RTI Commission issued summon to the WSSP & MCP for the provision of information. On May 22, 2015 the WSSP replaced some of the water pipelines but did not provide the requested information. KP RTI Commission issued further notices on June 26th, July 2nd and 6th, 2015 respectively for the provision of information. On July 24, 2015 the MCP responded to RTI Commission that the water supply and sanitation services/tasks are assigned to the WSSP. On August 12, 2015 the WSSP committed to the RTI Commission for the provision of information and the repairing of water pipelines after completion of new tube well.	The WSSP provided the desired information i.e. PC-1 (Rs. 40 million) of the three newly under construction tube wells along with streets pavements at the UC Gul Bahar Peshawar. The community formed a committee to monitor the new construction of the tube wells and this will be done till the completion of the tube wells.

The Scheme	The process	The Output
Water supply scheme Shakarpura, UC Nahaqi, Peshawar	The WSS (tube well) Shakarpura, Gul Bahar, UC Nahaqi has remained dysfunctional since its construction in the year 1994. Community under social audit process gathered different data regarding the scheme and after getting the relevant information, it was analyzed. During the data collection process PHED contacted CGPA staff and asked to hold a meeting. On August 20, 2015 a formal meeting was conducted in the office of the PHED in order to streamline all dysfunctional schemes highlighted under social audit process in District Peshawar.	The PHED staff conducted a meeting with the same community on August 26th, 2015 to ensure them to functionalize their tube well. They also requested the community to avoid further RTI requests and assured that PHED Peshawar will functionalize their scheme. On December 31, 2015 the PHED Peshawar provided the desired information i.e. PC-1 (Rs. 8.51 million) to the community.
Water supply scheme Sara Sang UC Panam Dheri, Peshawar	The WSS (tube well) of Mohalla Sara Sang, UC Panam Dheri was constructed in year 2010 but remained dysfunctional. Community filed many RTI requests and launched complaints to get the information including PC1, PC2, electricity bills, repair and maintenance budget, staff list etc. The scheme was dysfunctional due to the non availability of operator for the said scheme.	With the frequent follow up and social audit process, operator was appointed however the scheme is still dysfunctional due to the damaged pipeline. Community took the matter to the local government representatives via public hearing in which the scheme was included in the priority projects of the local government.

The Scheme	The process	The Output
Nahaqi Emergency Satellite Hospital (NESH), UC Nahaqi, Peshawar	The Nahaqi Emergency Satellite Hospital (NESH), UC Nahaqi lacks facilities and provided inadequate services. Medicines were not provided to the patients and X-Ray was referred to private laboratories. Community after initiating the social audit process filled information requests to get the distribution details of medicine and reason for referring X-Rays to the private laboratories.	The hospital administration did not provided the information but started distributing the medicines and has started conducting X-Rays in the hospital.
Government Girls Primary School, Mohalla Sara Sang, UC Panam Dheri, Peshawar	The Government Girls Primary School, Mohalla Sara Sang established in the year 1982 was closed in year 2010 due to the non-availability of teachers however the education department responses on the community RTI requests under social audit process revealed that one teacher is appointed for the school and is taking salary and other benefits while one teacher post is vacant. The community shared the details with the media where it was highlighted that the school is closed and a teacher is getting all the benefits without attending the school.	Education department took notice and the appointed teacher started to come to the school. The Education department also assured the community that the second teacher will be appointed as soon as possible.
Government Girls Primary School, Masterano Kalay, UC Mera Surizai, District Peshawar	The Government Girls Primary School, Masterano Kalay has been established in the year 1995 but was closed in year 2006 due to the lack of teachers however the school strength was more than 300 students. After initiating social audit process community filled information requests to attain reason for non-availability of teachers and close of school since year 2006. The issue was also highlighted in media.	Education department telephonically responded that the school is in remote area and teachers transfer themselves from the school through political approach, however with new policy, education department will appoint the local teachers which will resolve the issue.
District Nowshera		
Water supply scheme haji	The Water supply scheme was constructed in Village Haji Abad, UC Shaidu in 1988 but	PHED started the rehabilitation work in

The Scheme	The process	The Output
Abad, UC Shaidu, Nowshera	remained dysfunctional from year 2003 onward. Community under social audit process obtained the relevant data i.e. PC1, PC2, staff, budget etc. and after analyzing the data pressurised the public health and engineering department to functionalize the scheme.	which replacement of old pipe line, rehabilitation of water tank, construction of water bore is under way. Community has also obtained the rehabilitation planning documents of the scheme and is monitoring the work under progress.
Water supply scheme, Ayub Abad, UC Mera Akora Khattak, Nowshera	Water supply scheme Ayub abad was completed in year 2010. It was a large scheme including water tank. The scheme provided direct water through tube well to the community while the water tank was not used for the provision of water. Community under social audit process obtained the relevant information's to know the reasons for the dysfunctional water tank. It was revealed in the information analyses meeting that the water tank was constructed at the cost of Rs. 4.2 million. Community also held several meetings with PHED to discuss the status of water tank as due to the severe load shedding of electricity, the direct pumping form the tube well does not provide enough water to the community.	After a series of meeting with the department the water tank was rehabilitated but was not functionalized due to the non availability of staff to operate the tank. Department told the community that the issue will be resolved by the concerned MPA for the appointment of the water tank operator on which community met with the concerned MPA who has ensured to appoint the water tank operator.
Basic health Unit Rashakai, Nowshera	BHU Rashakai is an over attended health unit in which the flow of patients is very high. Free medicine is inadequate to be distributed among the patients. Community under social audit process requested the policy document for the distribution of medicine and obtained the medicine record through which it came into	After several meetings with the Medical officer and PPHI department officials it was decided that PPHI will put the Rashakai BHU on top priority in case of

The Scheme	The process	The Output
	notice that a BHU can be allocated medicine amounting 1 lac rupees however the policy document revealed that in case of deficiency, the medical officer can demand for more medicine from PPHI and if PPHI have excessive medicine in other BHUs it can be provided to the deficient BHUs.	excessive medicines in other BHUs.
Government higher secondary school, Rashakai, Nowshera	There are many missing facilities in GHSS Rashakai i.e. safe drinking water, proper sanitation, furniture etc. Community under social audit process filed RTI requests to the school to get the PTC fund record. However the community took the information from the district education office and it came to notice that school has not utilized the PTC funds from the last three years on which community held meeting with district education officer who noticed the complaint and assured the community to make enquiry of the matter.	The enquiry is under way. Community is in continuous follow up with the department.
District Mardan		
Basic Health unit Baghu Banda, UC Ghaldher, Mardan	The BHU Bagu Banda of UC Ghaladher construction started in 1985 and was completed in 1990 but started providing health services in 1995 but it didn't gave satisfactory services to the citizens. Under the 'Social Audit' process the community requested different information. The information requests were not responded by the department. The medicines were not provided to the patients and no medicine record was kept in the BHU.	Practicing of RTI law and social audit process has made the relevant department to provide the medicines to the patients and keep the record transparent.
Government Girls Primary School Sur Pul, UC Ghaladher, Mardan	The Government Girls Primary School (GGPS) Sur Pul, UC Ghaladher was constructed in 1991 with inadequate facilities i.e. electricity, clean drinking water and toilet. Under social audit process the community filled a RTI request on June 18, 2015 to the District Education	At last the department responded but provided the incomplete information on 19 October 2015. However practicing RTI law and

The Scheme	The process	The Output
	department Mardan acquiring the Information on missing facilities but was not provided by the department after which community launched a complaint to the RTI Commission on July 09, 2015. RTI Commission on 22 July, 2015 issued a notice to the department to provide the information to the requestor but the department didn't responded. Another notice was issued by the RTI Commission on 04 August 2015 directing the department to deliver the requested information but again the department did not responded. The community of Sur Pul Ghala dher put another RTI Request on 11 August 2015 but again no information was provided on which they again launched the complaint on September 1, 2015.	following social audit process compelled the department to visit the GGPS and noted the missing facilities.
Water supply scheme Muslimabad, UC Manga, Mardan	The Water Supply Scheme of Muslimabad Union Council Manga was constructed in 1995 and started on trial basis for a short time. It was then closed and remained dysfunctional despite the dire need of clean drinking water in the Community. The community put a RTI request under social process on March 20, 2015 to the public health and engineering department Mardan acquiring the PCI and PCII but the information was not provided after which community launched a Complaint to the RTI Commission on April 21, 2015 but the RTI Commission also didn't responded. The community awaited the information for a long time but both the PHE Department and RTI Commission remained silent despite the phone calls from the community. The community of Muslimabad filed another RTI Request on 27th July 2015 to the PHED acquiring the same information i.e. PCI and PCII.	After the 2nd RTI Request by the community, the PHED made different visits to the WSS and assured the community that the WSS will be functionalized and ask the community to not file RTI request but the community didn't agree and asserted to get the information. The department was compelled to provide the PCI of the WSS according to which the scheme was constructed in 1995 utilizing more than two million rupees. During the social audit process a meeting was

The Scheme	The process	The Output
		held between the technical staff of PHED and the community in which it was decided that all the necessary steps will be taken to functionalize the scheme. Moreover the department committed to provide free connections.
District Swabi		
Government girls Middle School Maini, Swabi	The Government Girls Middle School (GGMS) Gulbahar, UC Maini has been constructed in 2008. Community under social audit process submitted an RTI application request acquiring PC1, PC2 and PC3 on June 19, 2015 to the District Education department Swabi. The department did not provide the information and telephonically conveyed to the community that the department is not bound to provide information to everyone. Community launched complaint to commission on July 31, 2015 on which a notice was issued to department to provide the requested information on August 10, 2015 but even then no response came from department. Community filed another RTI request to department on July 31, 2015 but again no response came from department and community filed complaint to commission on September 3, 2015.	After continuous follow ups the department eventually responded to the community that the school was constructed on non- developmental budget for which PC1, PC2 and PC3 were not prepared. The complete process of social audit was not undertaken as the initial planning documents were not prepared for the school.
Water supply scheme Parkhe, UC Topi West, Swabi	The WSS Parkhe, UC Topi West was constructed in 2012 and remained dysfunctional. Community under 'Social Audit' process submitted an RTI application request on April 28, 2015 to the Public Health and Engineering Department	Community took that issue in public hearing in which Tehsil Nazim committed to functionalize the scheme

The Scheme	The process	The Output
	(PHED) Swabi to know the reason of dysfunctional WSS. The PHED did not provided the information on which community launched the complaint on May 20, 2015 to RTI commission. The commission issued notice to PHED on May 26, 2015 but PHED did not provided the information, another notice was issued by RTI commission on June 18, 2015 but again PHED did not provided. The third notice was issued by RTI commission on June 25, 2015 to the department to provide the requested information within three days but the department once again did not provided the information. At last RTI commission summoned the XEN PHED to attend the commission. X-EN PHED and RTI requester attended the commission office on August 5, 2015 in which it was decided by the commission that X-EN PHED will visit the concerned scheme on August 12, 2015 and will send the report to commission on August 17, 2015. The X-EN did not visited the site and sent report to commission that the WSS was constructed by UNDP and it does not fall in the jurisdiction of PHED. Commission sent that report to the RTI requester and closed the case.	from local government funds.
Basic Health Unit, Batakara, Swabi	The BHU Batakarra, UC Batakarra was constructed and functionalized in 1987. Community under social audit process submitted an RTI application request on April 30, 2015 to the People Primary Healthcare Initiatives (PPHI) Swabi to get the medicine record, equipment list, staff list, OPD record and budget of BHU. The information was not provided after which community filed another RTI request to PPHI but was again not responded. Community kept on putting RTI requests and launched complaints to get the	PPHI appointed doctor and LHV, started providing medicines to the patients and arranged a free medical camp in Batakarra after which also provided the required information to the community.

The Scheme	The process	The Output
	desired information.	
	District Charsadda	
Government primary school boys Mirakhel Sholgara, UC Hisara Yasinzai, Swabi	Govt. Primary School (for boys) MiraKhel Sholgara UC Hisara Yasinzai was established in 1992. Under the social audit process, community put an RTI to know the utilization of PTC funds on May 4, 2015. Instead of getting the information community received a telephone call from the education department and asked the reason for the requested information and told the community that the department is not bound to give the information to the requester if reason is not described. Community launched the complaint to information commission on May 25, 2015. Two notices were issued to education department on May 27, and June 18, 2015 after which the department provided the information. The information was analyzed by the community in which the details of the PTC fund of the school were described. PTC chairman revealed that he didn't know any details about the utilization of the PTC funds on which a PTC meeting was arranged. The headmaster told the PTC members and community that most of the time PTC members do not participate in the meeting due to which the PTC budget utilization is not known to them however it was decided to regularly convene the PTC meetings and all the decisions will be taken on the approval of PTC.	The PTC meetings are regularly held in which PTC, discuss various issues pertaining to the school along with the proper utilization of PTC funds.
Basic Health Unit Utmanzai, UC Utmanzai, Swabi	The BHU Utmanzai UC Utmanzai started in early 90s. The medicine was rarely distributed to the patients and attendance of medical officer was not satisfactory. Community under 'Social Audit' process submitted different RTIs to get the	The department didn't respond on RTI requests of the community however after the notices of RTI

The Scheme	The process	The Output
	medicine record, equipment list, staff list, OPD records etc. of BHU.	commission the Medical officer was transferred from the BHU and another Medical officer was appointed. After which the medicine was adequately distributed with the proper record.
Water supply scheme Shekhano kalay, UC Utmanzai, Charsadda	Water supply scheme Shekhano Kale UC Utmanzai was constructed in 2011 but never functionalized. Community under social audit process used RTI act to collect the relevant information to know the reasons for the dysfunctionality of the scheme. Instead providing the information, PHED asked the community to not file the information requests the department will functionalize the scheme.	The information analyses findings were shared in detail with the stakeholders via public hearing on which department and stakeholders gave their responses and noted the public demands. District administration, local government representatives and MPAs gave their commitments to functionalize the scheme.

Conclusion

A good development model is a combination of state citizen partnership. Community empowerment can be contributed with citizen's ownership to, plan, execute and monitor the development projects is integrated.

The social audit projects aim to build the capacities of community groups to account, investigate and question the service providers, policy makers and public representatives on the public provisions they are responsible for.

Social audit approach utterly depends on the flow of information. Right to information act was the primary tool used to pilot the social audit approach. In most of the cases departments were reluctant to provide the detailed information. The different steps involved in the social audit process were never completed due to the incomplete information. However the objectives of the social audit approach were contributed at early stages as in many cases the department started to negotiate with the community on the issues and problems. The community started to feel their ownership when departments were responding and started connecting them. In most of the cases it was not possible to functionalize the dysfunctional schemes due to the non-availability of budget however the schemes started to be put under the priority list of the departments.

Social audit approach was found to be a systemized process through which communities experiment a behavior change in public departments and can play a vital role in bringing an efficient and effective public service delivery mechanism. It can also be directly contributed to community empowerment, where citizens feel confident to hold their service providers and public representatives more accountable.

Challenges faced

The project came up with a lot of challenges as it was the very first time that communities accounted a government scheme with the planning documents. One can simply say that it was the social audit of planning vs execution. The challenges were already expected as the era of secrecy has dented the disclosure of public service delivery mechanism;

- The community social audit actually strikes at the fault lines in the development planning. The elected representatives in provincial assembly promise more in terms of bricks and mortars than their actual responsibility to legislate and provide executive oversight through standing committees. The political economy of development schemes dictates many executive functions by MPs. Development projects are used as bargaining tools between voters and MPs. The development schemes are approved with the consideration of voting patterns and not through the actual needs. Development

projects are approved to oblige voters. The MPs don't bother about areas from where he/she does not get votes. This goes totally against the development strategies which the provincial government harbingers at provincial level. Now mobilizing the community to hold the same MP accountable who once obliges them with a development scheme remains a challenge.

- KP government enacted KP RTI law in 2013. The law was celebrated as one of the key step in KP government good governance legislative agenda. However, the same house, which approved it, is now proving to be the main hurdle. The reason is, allocation of development funds to MPs under the constitution of Pakistan is unconstitutional. This is very much in practice in KP. That's why the KP RTI law faced its first blow when the assembly exempted itself from its purview. Now, the bureaucracy and political figures are in cahoots to block access to information which exposes direct MPs involvement in development funds. Education, health and Water and sanitation projects are the key sector where MPs are provided with development funds.
- Some of the public information officers didn't provided the relevant information rather tried to influence the requestor to not file further information requests and in some cases provided the misleading/incomplete information. When CGPA approached the commission, they flatly refused to take on cases of misleading information. It took some time for CGPA to convince the information commission to take complaints related to incomplete/misleading information provided by public bodies.
- Departments were more interested in the repair and maintenance, functionalization of a scheme from funds outside their budget. This also depicts that all those organisations which are providing funds to make government non-functional schemes functional are actually incentivizing corruption and mismanagement.
- In most of the cases line departments did not have any record. Even after the information commission intervention, they took the plea that the requested information is not available.
- Female participation was another big challenge as the male community members monitor mostly development schemes. However the awareness and sensitization enabled them to file RTI requests for their related issues.
- The challenge in using social audit as an accountability tool was to complete the feedback loop, from the citizen to the government line department to policy maker and back to the citizen either through the government line department or an elected representative. In the case of KP, the RTI commission bridges this to some extent and as seen in the table above, the success in a majority of cases/projects have been a result of their direct involvement.

However, the feedback loop breaks down time and again when left between the line department and the citizens, in most cases.

Project Outcomes

The challenges were expected as social audit process scrutinizes the execution of development schemes in comparison to planning documents for which the service providers are often reluctant. On the other hand project achievements came big as;

- Communities started filling information requests, not only for the schemes focused under CSA but also for their other service delivery issues. It may not seem a big outcome, but CGPA takes it a positive indicator when citizens start asking about public service delivery from the public bodies. To put a question to public bodies, one need to find some issue related to public office. This defines the whole philosophy of how a citizen relates him/herself with state.
- Understanding of taxation, specifically indirect taxes boosts the confidence of citizens to know about entitlements and demand them accordingly. This was the part where communities took deep interest in understanding how state generate revenue to support its functions and locate themselves as rights holders and duty bearers. They also help start negotiating with public bodies in terms of demanding their rights and not as favor. The departments may not have yielded to improve services immediately, however they feel the accountability mechanism through which citizens can question them.
- Step by step social audit process was learnt by the communities which would enable them for future social audit of developmental schemes.
- Women equally participated in the project and also filled information requests under the social audit process.
- Initialization of a developmental scheme was learnt by the communities which included budget allocation, planning commission documents (PCs), tendering, contracting, billing and execution. Communities also seek the administrative approvals in the implementation of a development project which may be used to access the relevant information under social audit process.
- The findings of each scheme was shared publically via public hearings and public demands were generated to relevant stakeholders including MPAs, local government representatives, line departments, media and civil society.
- Documentary developed under the project will promote the social audit concept in other areas and will help the citizens to understand the social audit process.
- The deep sense of community empowerment through the social audit process is very important outcome of the project. The community felt the acute sense of

empowerment when the department approached to make their dysfunctional scheme functional.

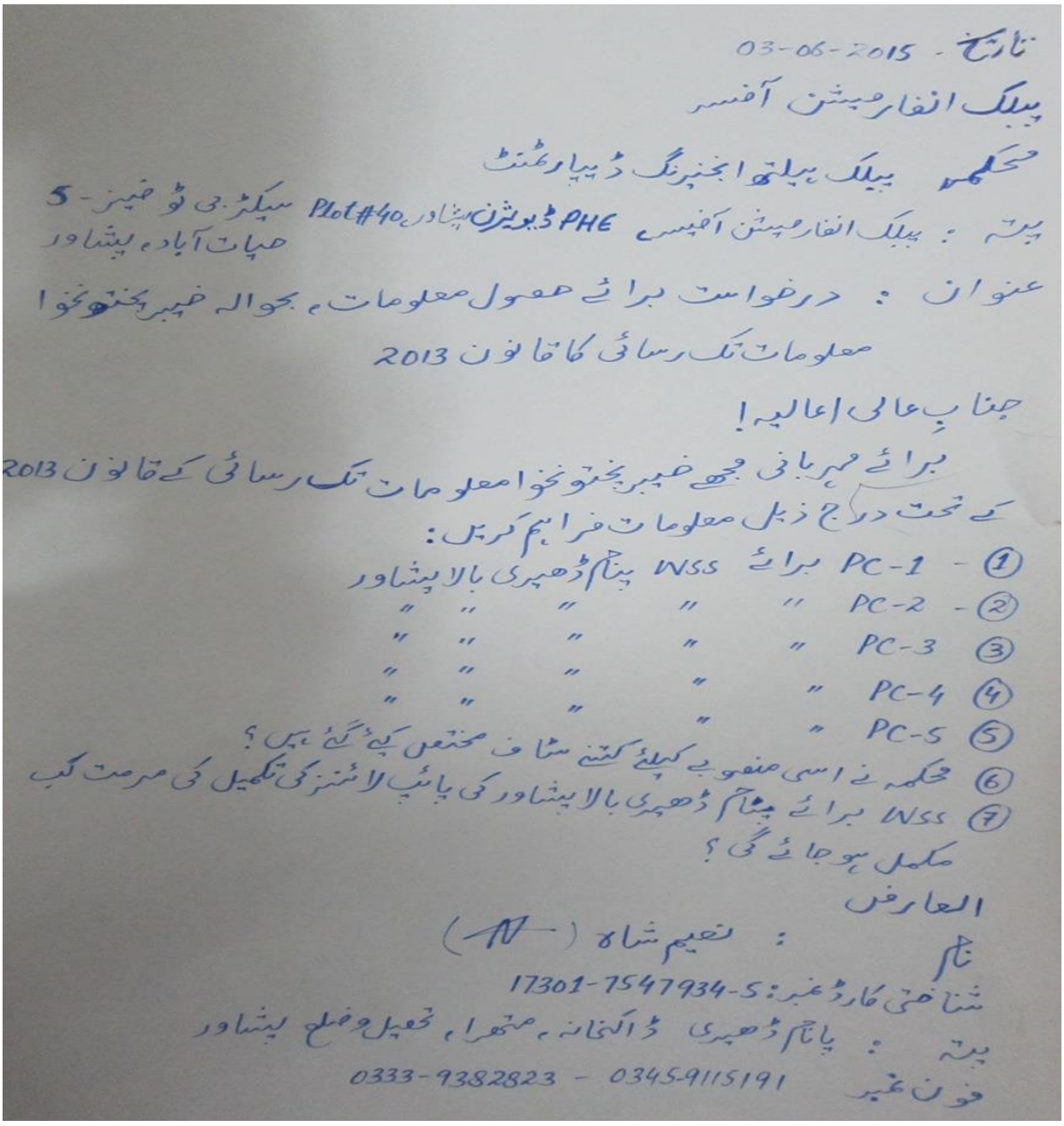
- The political economy of the development projects in Pakistan dictates that development work can't be carried out without voicing through powerful MPAs or Local Government representatives. The social audit processes challenges this set frame of development work. Now the MPAs and Local Government representatives are held accountable for their development work.
- The community audit process also generated debate on allocation development/constituency development funds to legislators. Overall, the project led to civic awareness of communities. However, the scope of such civic awareness needs to be expanded.

Recommendations

The recommendations for further implementation of social audit approach are as;

- Public money is wasted when there is not enough need of a project in the area and schemes are initiated for political scoring due to the reason mentioned in the challenges part. It is necessary to link the allocation of resources with the essential needs of the citizens which can only be possible if bottom up approach is adopted at policy level where needs are prioritized from the grass root level.
- A policy framework is required to link the infrastructural activities by the different departments. In most of the cases in water supply schemes, the distribution line was damaged by other infrastructural structures. i.e. sui gas, street pavements etc.
- The definition of functional and dysfunctional scheme in water and sanitation sector is required to be cleared as in most of the cases where pumping machine is in working condition is marked functional while the distribution line is damaged and citizens are not getting the clean drinking water.
- Capacities of line departments need to be developed to proactively disclose the relevant data. In most of the cases department mislead the requestor by not providing the desired data.
- Most of the schemes were found dysfunctional due to the political patronage of the landowners with influential political figures.
- There is a dire need of awareness on legislative laws i.e. Right to Information law, Right to services act etc. Awareness and capacity building on these laws can help in implementing the social audit process at broader level.
- Capacities of local government representatives need to be developed on the transparency laws which can help them in resolving the issues of the public they represent.
- The process needs time and comparatively larger scope to get more concrete results. The social audit can be more effective if focus is on UC or Tehsil level, and not on few development schemes. The community can then prioritize their development schemes for audit.

Annexure – I: Sample RTI Request



تاریخ - 03-06-2015

پبلک انفارمیشن آفسر

محکمہ پبلک ہیلتھ انجینرنگ ڈیپارٹمنٹ

پتہ : پبلک انفارمیشن آفیسر PHE ڈویژن پشاور Plot#40 سیکٹر جی ٹو خیبر-5 حیات آباد، پشاور

عنوان : درخواست برائے حصول معلومات، بحوالہ خیبر پختونخوا معلومات تک رسائی کا قانون 2013

جناب عالی اعالیہ!

برائے مہربانی مجھے خیبر پختونخوا معلومات تک رسائی کے قانون 2013 کے تحت درج ذیل معلومات فراہم کریں:

1. PC-1 برائے WSS پناڑ ڈھیری بالا پشاور
2. " " " " PC-2
3. " " " " PC-3
4. " " " " PC-4
5. " " " " PC-5
6. محکمہ نے اسی منصوبے کیلئے کتنے سٹاف ممبران کیے گئے ہیں؟
7. WSS برائے پناڑ ڈھیری بالا پشاور کی پائپ لائنز کی تکمیل کی مدت کب مکمل ہو جائے گی؟

العارض

نام : نعیم شاہ (N)

شناختی کارڈ نمبر: 17301-7547934-5

پتہ : پناڑ ڈھیری ڈاکخانہ، متھرا، تحصیل و ضلع پشاور

فون نمبر 0333-9382823 - 0345-9115191

Annexure – II: Media Coverages

Mera Surizai girls school closed due to lack of staff

Farid Shinwari

PESHAWAR: The Government Girls Primary School (GGPS) in Mera Surizai Union Council in Peshawar has been turned into a hub of local farmers after it has been closed since 2006, depriving around 200 girl students of education in the area.

Though the Pakistan Tehreek-e-Insaf (PTI)-led provincial government has vowed to bring massive reforms in education and health sectors in the province after it came to power.

Talking to this scribe on Thursday, the residents of Masteramo Kalliay in Mera Surizai UC said that the school was established in 1995 where hundreds of students got education. However, they said the school has been dysfunctional since 2006 after female teachers failed to ensure their attendance in the school.

Gul Nabi said they had submitted several complaints at education department for reopening the school but nothing had been done so far. The school has been turned into centre of local farmers who were taking advantage of absence of both students and teachers, he revealed. He claimed the girl education was badly suffered after the school has remained closed in the village.

"Around 200 students were enrolled at the school are now growing up without getting education as they have no other option but to live without education," he regretted.

There is a girl school located at a distance of five kilometer and it was impossible for children to go there for education daily, he informed. He unveiled that a female teacher comes to school for signing attendance once in a month.

The community members said the female education ratio was becoming low in the area and there is still political influence in education department as they were engaged in safeguarding the interests of incompetent, corrupt staff and teachers.

They also resorted Right to Information (RTI) Act, 2013 and filed request to district education officer (female) in Peshawar to explain the reason of the school closure.

The District Education Officer (Female) Uffat Begum said that a total of 40 out of 46 state-run girls schools had been reopened recently.

The schools, she said, were under control of police, army officials and landowners, adding that the teachers were reluctant to go to schools to some union councils due to security reasons and transportation.

Matani, Badaber and other union councils in Peshawar were at high risk as female teachers were not willing to go to schools but they will ensure their presence, come what may.

Each school has been provided three female teachers and the crisis would be resolved in coming days. Some teachers are being promoted while some are being transferred to schools to restart the educational studies.

The official informed that the girls schools in Mera Surizai and Panam Dheri would also be reopened for girls soon. District Coordinator of Center for Governance and Public Accountability, will provide support to them to functionalize the school and to safeguard the future of our shining stars.

INTERNATIONAL

THE NEWS

Suggestions floated to improve services

Bureau report

PESHAWAR: The participants of a public hearing on problems and issues in the education, health, water and other sectors on Thursday put forward suggestions for improving the situation and making the government departments more accessible to the public.

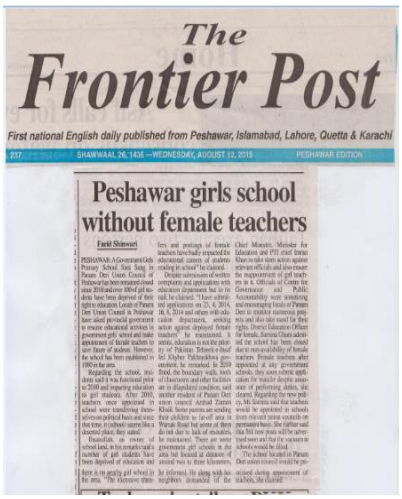
Representatives from education and health departments, civil society and councillors attended the hearing. It was arranged by Centre for Governance and Public Accountability (CGPA) under the Social Audit Project.

The public representatives asked questions about leakages and shortcomings in the departments' responsibilities. Those pertained to provision of services like teachers, doctors and paramedics' duties and lack of facilities as well as the misuse of schools by the landlords.

The representatives from departments concerned, including Gul Raj, Assistant District Officer (Female) Education Department, Peshawar, Kinarat, Sub-Divisional Officer, Public Health Engineering Department, and Arif, social manager of Water and Sanitation Services Peshawar (WSSP), noted down the complaints and responded to the questions.

The participants agreed to the point that public awareness was needed for bringing improvement in the society. There was consensus that it was the responsibility of the state to provide basic amenities of life to all the citizens. It was seen as very essence of good governance to maintain a steady and sustainable flow of development to all citizens fairly and equally without any discrimination.

They said that the public at large was the focal point of all development initiatives. The participants said since citizens make contribution to government by paying taxes for all these provisions that's why it was their right to take on service providers and elected representatives in accountability for their money spent under various heads of developments.



The Frontier Post

First national English daily published from Peshawar, Islamabad, Lahore, Quetta & Karachi

Peshawar girls school without female teachers

Farid Shinwari

PESHAWAR: A Government Girls Primary School Sara Sang in Panam Dari Union Council of Peshawar has been remained closed since 2010 and over 100 of girls students have been deprived of their rights education Locals of Panam Dari Union Council in Peshawar have asked provincial government to ensure educational activities in government girls' school and make appointment of female teachers to save future of students. However, the school has been reopened in 2010 and requiring education of girl students. After 2010, teachers once appointed in school were transferring their services on political basis and since that time, it (school) seems like a deserted place, they stated.

Financials, an owner of school land, in his remarks said a number of girl students have been deprived of education and there is no nearby girl school in the area. The interviewee elders and postings of female teachers have/study impacted the educational careers of students residing in school" he claimed.

Despite submission of written complaints and applications with education department but to no end, he claimed. "I have submitted applications on 23, 4, 2014, 16, 5, 2014 and others with education department, seeking action against deployed female teachers" he maintained. It seems, education is not the priority of Pakistan Tehreek-e-Insaf led Khyber Pakhtunkhwa government, he remarked. In 2010 flood, the boundary walls, roofs of classrooms and other facilities are in dilapidated condition, said another resident of Panam Dari union council Arshad Zaman Khalil. Some parents are sending their children to far-off area in Warsak Road but some of them do not due to lack of resources, he maintained. There are some government girl schools in the area but located at distance of around two to three kilometers, he informed. He along with his neighbors demanded of the Chief Minister, Minister for Education and PTI chief Imran Khan to take stern action against those officials and also ensure the reappointment of girl teachers in it. Officials of Center for Governance and Public Accountability were wondering and encouraging locals of Panam Dari to mobilize numerous projects and also take stand for their rights. District Education Officer for female, Saroona Ghani addressed the school has been closed due to non-availability of female teachers. Female teachers after appointed at any government schools, they soon submit applications for transfer despite assurance of performing duties, she claimed. Regarding for new policy, Ms Saroona said that teachers would be appointed in schools from relevant union councils on permanent basis. She further said that 560 new posts will be advertised soon and that for vacancy in schools would be filled.

"The school located in Panam Dari union council would be proposed closing appointment of teachers, she claimed."

DAILY AAJ SUBH PESHAWAR

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The Frontier Post

First national English daily published from Peshawar, Islamabad, Lahore, Quetta & Karachi

Participants urged to play concrete role for social sectors

Farid Shinwari

PESHAWAR: Speakers in a daylong seminar asked participants to hold themselves responsible for making social audits of various development schemes and activities to education, health and public health sectors and make effective utilization of Right to Information (RTI) 2013 for getting information.

Officials of education department, public health and engineering, Water and Sanitation Services Peshawar (WSSP), Municipal Corporation, Councilors of Peshawar and others attended the program on Tuesday which was organized by Center for Governance and Public Accountability (CGPA).

A youth councilor from Mera Surizai Union Council of Peshawar, Feroz Shah while speaking on the occasion said a government girl primary school in his area was closed down since 2006 and around 200 girls enrolled in the school have been deprived of their education. He clearly said the female teachers were not performing their duties properly and fear the future of hundreds of students at stake.

Regarding government girls middle school Haroon Gul, he said that 150 girl students had been reading in the school which needs to be upgraded because there is no any high school in the area in distance of 15 to 20 kilometers. There are some other schools where female teachers do not come for their duties and students were compelled to leave education.

Babussalam of Bila Nika Khan Union Council of Peshawar, said that a similar kind of government primary school for boys has been remained closed since long and a number of children are going to other schools in the area. He informed they had submitted several applications with education department but in vain. There are some other primary schools in the area with distance of several kilometers away from there, he added.

However participants from Gul Dad Khan Union Council and others also presented their problems with regard to education, health and water schemes and also said that they have been educated by officials of CGPA with regard to social audits and making positive use of RTI 2013. They said that we will be holding them accountable for keeping district on development schemes, educational activities and also health.

TRIBUNE

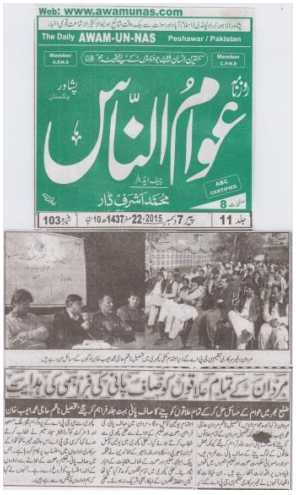
International New York Times

Padlocked

Girls primary school sa teachers for five years

Staffers transfer from GGPS Sara Sang long ago, locals demand govt

ABANDONED: GGPS Sara Sang remains deserted due to a lack of teachers.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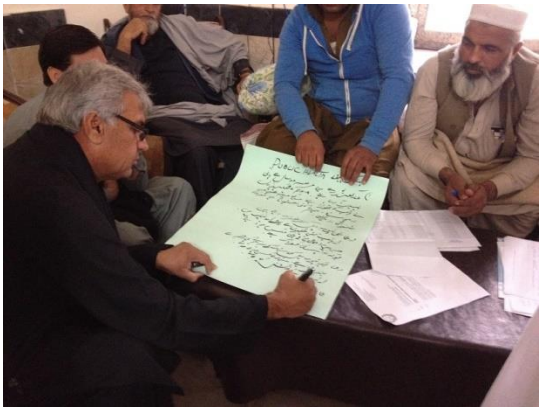
Annexure – III: Pictures Gallery

Community meeting held in District Mardan under CSA

Information Analysis meeting held in District Nowshera

Initial community meeting held in District Swabi

Participant of public hearing sharing his views with the line departments and local representatives in District Mardan



Participants of social audit training practicing RTI request in District Peshawar

District Nazim Charsadda, SDO PHED, DDHO and local govt representative's chairing the public hearing held at district Charsadda

Participants of social audit training held in district Charsadda

Participants of female social audit training held in District Nowshera

Participants of social audit training held in district Charsadda

Awareness session with female community in district Swabi

Awareness session with female community in district Charsadda

Awareness session with male community in district Peshawar

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