

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

Article 25-A of the Constitution of Pakistan



# **The Community Score Card Survey Report**

**District Nowshera**

**June 2014**

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

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### Abbreviation and Acronyms

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

## 1 Executive Summary

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

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

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

On the basis of above mentioned indicator groups, the CSC exercise helped finalize a comparison between what schools should have (entitlement) with what actually exists. This was called the input tracking matrix. Some schools were found lacking important infrastructure such as toilets, furniture, laboratories and playgrounds. The commitment of parents in paying contributions and their involvement in the schools management was also identified as an important indicator for improvement. FGD participants highlighted many improvements required in the education system such as establishing high schools in large villages particularly for girls, toilets and drinking water facilities, improvement in school buildings, furniture and sports facilities. To improve access, community members stressed the need for the active role of PTC, scholarship for bright students or those belonging to poor families, and improving transport facilities. To improve the quality of education, participants emphasized on improved and more frequent teachers training, improving teaching methods, provision of laboratories, effective and more regular monitoring of schools by the education staff.

The Community Scorecard Study also provided important evidence about different and varying levels of understanding between the service providers, community and students on important education improvement indicators in terms of improving access, quality and availability. This showed that there is a difference in perception and understanding of community members and the service providers (education department) regarding the current status of education services. There is a strong need to bridge this gap by engaging both entities in planning, execution and assessment of the services. More importantly, involving children in this process yields another important perspective that can certainly help improve their learning, continuation of education and reduce the dropout rate.



## 2 Introduction

### 2.1 Background

As a fundamental human right, every child has the 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 has a new article 25A inserted through the 18th constitutional amendment in 2010 which has explicitly set free and compulsory education to all children of ages 5 to 16 years as a fundamental obligation of the state.

Today, all developing countries are striving to ensure 100% enrolment of school-going aged children, and even in South Asia region, there has been tremendous progress. But in Pakistan, insignificant progress has been observed regarding enrolment, and still a large number of children remain out of school. Access to quality schooling is still a major challenge.

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

### 2.2 Methodology

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

#### 2.2.1 Manual for CSC

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

#### 2.2.2 Sampling

A two-stage random sampling method was applied for the selection of locations. At the first stage, one tehsil was randomly selected and at the second stage 4 villages were selected from this tehsil. One Focus Group Discussion was held with the service providers at the tehsil level in which staff of the education department participated.

For community FGDs, in each village four Focus Group Discussions were conducted; one each with male adults, female adults, male children and female children. A total of 16 Focus Group Discussions (FGDs) were conducted in Nowshera district. Of these, 16 FGDs were conducted with teachers/adult community (Male/Female) members and 16 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
1	Jabbar Khattak	Shahkot	Nowshera
2	Qasim Kalay	Tarrujaba	Nowshera
3	Usmanabad	Akbarpura	Nowshera
4	Zaramina	Pir Sabaq	Nowshera

On the demand side, 157 participants were selected in each category of students, teachers and parents. With regard to the supply side, 10 participants attended the meetings at District level.

### 2.2.3 Data Analysis

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

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

### 2.2.4 Scoring Logic

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

**Table 2: Scoring logic**

Indicator/scoring logic	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 students/teacher= 1 (very bad)						
40 students/teacher = 2 (bad)						
35 students/teacher= 3 (average)						
30 students/teacher= 4 (good)						
25 students/teacher=5 (very good)						

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

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

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

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

#### **Limitation of Scoring Methodology**

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

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

#### **2.2.5 Quality Control**

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

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

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

#### **2.2.6 Planning and Preparation**

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

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

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



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

#### 2.2.7 Key Methodological Decisions

- Only rural areas were targeted and initial contact was made with the community in sampled villages. Organized a meeting and helped them in selection of a neutral meeting place where everyone could easily attend. Ensured meeting with women & children. Meeting with service providers was held at their workplace.
- The participants of FGDs were not selected through simple random sample, but through initial contact with key persons in the village - community members were gathered at a common place
- Organized a group of community members, asked the first contact persons to identify people from the Low Economic Status groups and invited them in the meeting. The field teams ensured participation of people from low Socio Economic Status group with separate meetings for women.
- A complete list of indicators was finalized after FGDs. Annex 1

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

#### 2.2.8 Identification and Training of Local Facilitators:

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

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

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

#### 2.2.9 Supply Side Information Gathering - Input Tracking

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

- Meeting with local authorities/Education department was conducted to manage and monitor the issues in order to choose and discuss indicators for the input tracking matrix. Meeting with the community members also undertaken in the sampled villages and Department of Education to discuss and choose indicators for the input tracking matrix. These indicators included not only national but also local standards;
- Gathering of national and provincial norms and standards related to these services and inputs.

- Some important indicators were provided in manual, are given in Annex 1, which were not exhaustive. The list was expanded as per feedback from the Department and community members. The facilitators discussed all important aspects.

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

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

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

##### **A. Organize the Service Provider Score Card**

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

##### **B. Generate Issues and Develop Indicators**

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

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

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

The process for the providers was almost the same as that for the users except that the 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 providers generally come from only one group (i.e., one institution). However, it was important to clearly explain to the service providers that the Score Card process is not to point fingers at individuals but to improve service delivery problems. This required a shift or change in attitude of the staff to be open minded and critical thinkers while taking part in the scoring process. Two FGDs were conducted with the service providers, one in each District.

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

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

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

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

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

##### **B. Generate Issues and Indicators**

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

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

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

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



### 3 Findings

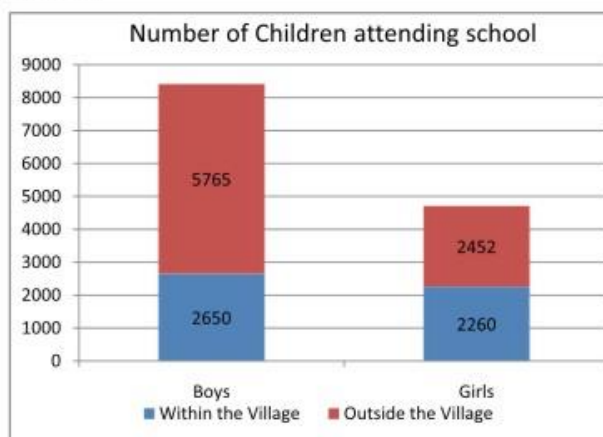
This section presents the findings on the communities and service providers' scorecard process as described above. A brief profile of the four sample villages is given below in Table 3. All four villages were from tehsil Nowshera.

**Table 3: Profile of Sample villages**

Revenue Village	Jabbatar Khatak	Union Council	Shahkot
Distance from THQ	45km	Location	Hujra Haji Misri khan
No. of HHs in village	1000	Estimated population	9,500
Revenue Village	Qasim Kalay	Union Council	Tarrujaba
Distance from THQ	7 km	Location	Hujra Abdul Mateen
No. of HHs in village	700	Estimated population	6,600
Revenue Village	Usmanabad (Akbarpura)	Union Council	Akbarpura
Distance from THQ	10km	Location	Abdul Hanan Hujra
No. of HHs in village	2000	Estimated population	19,000
Revenue Village	Zaramina	Union Council	Pir Sabaq
Distance from main Market	10km	Location	Hujra Syed Rahim
No. of HHs in village	2,000	Estimated population	17,500

These four villages are being served by 35 schools, out of which 29 schools are within these villages. These include 01 High, 01 Middle and 11 Primary Schools for girls. And there are 2 High, 1 Middle, 08 Primary and 01 Below Primary School for Boys. There are also four mix schools including two primary and two below primary level schools.

There are 06 schools outside these villages, attended by children from these four villages. These include five high schools (02 for girls and 03 for boys) and one Middle school for Girls. As shown in the graph, 70% boys and 30% girls are attending schools outside their respective village. Overall, of all the enrolled students, 36% are girls and 64% are boys. In these villages, number of primary schools for girls is higher than boys primary school, still fewer girls are attending school at the primary level. There are some social and cultural issues due to which many



girls are not sent to school or drop out very soon at the primary level. There is a need to increase the community awareness and active involvement of PTCs. On the other hand FGD participants also highlighted the need for more high schools for girls within their villages as currently almost 90% of the girls are attending high school outside their own villages. Village wise enrolment at different levels and list of schools is given below in Table 4 and 5, respectively.

**Table 4: No. of Children Enrolled in Schools Within and Outside the Village**

School type	Within the village		Outside the village		Overall	
	Boys	Girls	Boys	Girls	Boys	Girls
Primary	4,255	2,157			4,255	2,157
Middle	160	200		700	160	900
High	1,700	95	2,650	1,560	4,350	1,655
<b>Total</b>	<b>6,115</b>	<b>2,452</b>	<b>2,650</b>	<b>2,260</b>	<b>8,765</b>	<b>4,712</b>

**Table 5: List of Education Facilities in Sample Village**

Name of Village	Name of School	School Type	Education level	Location	Distance (only if school is outside the village)	No. of Children	
						Boys	Girls
Jabatar Khatak	GPS	Boys	Upto Primary	Within the Village	-	30	
	GPS	Boys	Upto Primary	Within the Village	-	50	
	GPS	Girls	Upto Primary	Within the Village	-	45	
	GPS	Girls	Upto Primary	Within the Village	-	-	40
	GPS	Girls	Upto Primary	Within the Village	-	-	30
	GPS	Girls	Upto Primary	Within the Village	-	-	80
	GPS	Girls	Upto Primary	Within the Village	-	-	25
	GHS	Boys	High	Within the Village	-	150	-
	GHS	Girls	High	Within the Village	-	-	95
Qasim Kalay	GPS no.1	Boys	Upto Primary	Within the Village	-	500	-
	GPS no.2	Boys	Upto Primary	Within the Village	-	450	-
	GGPS no.1,2	Girls	Upto Primary	Within the Village	-	800	-
	GGMS Tarru	Girls	Middle	Outside the Village	3km	-	700
	GHS Ali Baig	Boys	High	Outside the Village	1km	1,000	-
	GGHS.Tarnab faram	Girls	High	Outside the Village	4km	-	1500
	GHS Tarru	Boys	High	Outside the Village	3km	1,500	-
Usman Abad	GPS	Mix	Upto Primary	Within the Village	-	515	26
	GPS	Boys	Upto Primary	Within the Village	-	250	-
	GPS	Mix	Upto Primary	Within the Village	-	400	200
	GMPS	Boys	Below Primary	Within the Village	-	100	-
	GMPS	Mix	Below Primary	Within the Village	-	70	40
	GMPS	Mix	Below Primary	Within the Village	-	45	15



Name of Village	Name of School	School Type	Education level	Location	Distance (only if school is outside the village)	No. of Children	
						Boys	Girls
	GGPS	Girls	Upto Primary	Within the Village	-	-	250
	GGPS	Girls	Upto Primary	Within the Village	-	-	650
	GHSS	Boys	High	Within the Village	-	1,200	-
Zaramena	GPS	Boys	Upto Primary	Within the Village	-	250	-
	GPS	Boys	Upto Primary	Within the Village	-	350	-
	GPS	Boys	Upto Primary	Within the Village	-	400	-
	GGPS	Girls	Upto Primary	Within the Village	-	-	350
	GGPS	Girls	Upto Primary	Within the Village	-	-	150
	GGPS	Girls	Upto Primary	Within the Village	-	-	300
	GMS	Boys	Middle	Within the Village	-	160	-
	GGMS	Girls	Middle	Within the Village	-	-	200
	GHS Akora khatak	Boys	High	Outside the Village	7km	150	-
	GGHS.Akora khatak	Girls	High	Outside the Village	7km	-	60

### 3.1 Identified Indicators during Input Tracking

From a set of given indicators (see Annex 1), the participants identified the most important indicators as per their own perception and understanding of the situation. They also grouped these indicators into three categories i.e., availability, accessibility and quality. The table below shows that most of the identified indicators were related to 'availability', followed by accessibility and quality. Availability indicators were related to infrastructure, facilities and staff. The accessibility related indicators were activation of PTCs, their participation in school management and also to improve awareness level of community to increase the enrolment, transportation and increase in number of scholarship for bright and poor students. To improve the quality they perceived that the most important indicators were upgrading or providing laboratories in the high and middle schools, capacity building of teachers and abolition of corporal punishments.

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

	Inputs from Service providers	Indicators given in the Manual
Availability	Teachers	Number of Teachers / Teachers attendance
		Chalkboards / blackboards
	Books	Provision of free books
	Boundary Wall	School fence / Boundary wall
	Class Rooms	Class rooms
	Water	Water
	Electricity	Electricity
	Furniture	Furniture / Desk and Cupboard
	Library	Library
	Playground	Playgrounds
	No. of School	Primary Schools for boys
		Primary School for girls

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

### 3.2 Input Tracking Matrix

Results of the final input tracking matrix show that in terms of availability of schools, building and other facilities many villages do not receive as per their entitlement. Number of teachers and regular training for teachers are also some of the areas where actual situation is different than the entitlement. In some areas, like provision of books and existence of PTC, the actual situation is as per entitlement. Overall, there are very few indicators, where the actual situation is as per entitlement / education policy.

**Table 7: Comparison of Entitlement and Available Facilities, District Nowshera.**

Inputs	Input Entitlement	Actual	Remarks
School for Boys(M/H)	Not Defined	02 High (Jabatar Khatak, Usman abad) and 01 Boys Middle in Zaramina	Boys High/Middle School should be made available in every village with more than 250 HHs.

Inputs	Input Entitlement	Actual	Remarks
School for Girls(M/H)	Not Defined	01 High ( in Jabatar Khatak) and 01 Girls Middle in Zaramina	Girls High/Middle School should be made available in every village with more than 250 HHs.
No. of School	According to population	30% Not according to population while other is O/C	School for girls is major problem in villages/ rural areas of Nowshera
Class Rooms	GPS-2 GMS- 4 GHS- 10	As per standard	Classrooms needed at least for GPS. Separate room for each class is required
Boundary Wall	For female Yes For male No	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 only in urban area Not in rural	In rural area of Nizampur, Jalozai there is electricity in schools
Drinking Water	Drinking water facilities in all schools	Water is available in all schools but Not safe, hot water facility is only in Nizampur school, Jalozai schools and few more	Need water cooler and filter plant in each school
Toilets	GPS- 4 toilets GMS- 4 toilets GHS- 8 toilets	GPS- No toilets in many schools GMS- Not according to standard GHS- standard toilets	Condition of toilets are Not good, need repairing and maintenance. Need proper water supply for use of latrines
Books	Free books to all students from 1 to 10 are available.	Available in all schools	No Comments
Library	GPS- provide library books GMS- Yes GHS- library compulsory	GPS- No library GMS- Not available GHS- Yes but Not in use of students	No comments
Laboratory	GPS- No lab GMS- No lab GHS- Yes	GPS- No lab GMS- No lab GHS- Yes	All new syllabus is on activity based, practices Not scientific instruments/ No laboratory equipment in all schools
School Building	At least two rooms	Most of the buildings are as per requirement	In villages on the Grand Trunk Road, school buildings are in poor condition
Play Ground	GPS- No GMS- Yes GHS- Yes	GPS- No GMS- No GHS- Yes	Need playground for primary and middle schools
Sports Material	GPS- No GMS- Yes GHS- Yes	GPS- No GMS- No GHS- Yes	Need playground and sport facilities in primary and secondary schools.
Teachers	GPS= 40students :1 teacher GMS= 7 teachers GHS= 12 teachers	Not matching standard in all schools, less No of teachers are available in schools	No. of teachers is insufficient as compared to the strength of students in schools. Absenteeism of teachers is great problem and it should be regularly monitored and controlled by Education Dept.
Teachers Training	For new course training is provided to all	The teachers of villages are not receiving training due to lack of funds	Some teachers do not know the quality / advanced teaching methods. Teachers should be properly trained

Inputs	Input Entitlement	Actual	Remarks
	teachers		
PTC	PTC in every school meeting regularly	PTC exist, but they do not meet regularly	PTC meetings are also important but do not take place for various reasons, need to be revived.
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
Transportation	No transport	No transport	Transport is also needed for staff
Furniture	Furniture Not mandatory at primary level (chairs / desks for students)	No proper furniture is available in many schools	In high level furniture condition is comparatively better
Uniform	Don't Know	Free uniform is not provided	There should also be free uniform like books at least for poor students

Some of the qualitative indicators were also discussed such as quality of education, active participation of PTCs, quality of curriculum in comparison to private schools curricula, parents' involvement in increasing the enrolment and the quality of infrastructure. They also mentioned the need to start computer classes and some facilities for the children at an early age (middle level). Most of the participants were of the view that as a first step, even if inputs were provided as per entitlement, it would also significantly improve the situation. Particularly, ensuring provision of required infrastructure, teachers, and regular capacity building to improve teaching methods, and activation of the PTCs would greatly improve the situation.

There is need to review some of the entitlements which will certainly improve the education status, and these are provision of furniture for students in primary schools, WASH facilities, increasing number of teachers, scholarships, libraries and laboratories.

### 3.3 Performance Scorecard by the Service Providers

After finalizing the input tracking sheets, participants of the service providers FGD selected indicators (15 out of 21) which they considered important for improving the education system and services, each indicator was then prioritized. The table below presents the scores given by service providers. Detailed scoring for each category is given at Annex 3. The lowest ranked indicators in the category of 'availability' are drinking water, provision of uniform, sports facilities, and furniture. Whereas, the best ranked (good) indicators were provision of electricity, availability of schools, and toilet facilities. To improve accessibility the most important indicators where the current situation needs to be improved are transport facilities both for teachers and students and active participation of the PTCs. They believed that the enrolment can be increased and the dropout rate reduced significantly with improvement in these two indicators. For improving the quality of education, service providers ranked the current status of laboratories as very poor. They also emphasized the need for computer labs in at least the high schools.

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



Sr#	Indicator	Average Score	%age	Reasons	Recommendation for Improvement
<b>Availability</b>					
1	Play Ground	1.2	24	No play grounds for primary and middle schools	For physical exercise there should be play ground in every school
2	Scholarship	1.6	32	There is no such trend in government	There should be scholarships for poor and intelligent students
3	Drinking Water	1.0	20	No safe drinking water is available in schools	Need water coolers for teachers and students. Also filtration plant is required
4	Uniform	1.0	20	Because of poverty parents cannot afford uniform and many student comes in casual dresses	There should also be free uniform like books
5	Furniture	1.4	28	Not provided to primary schools	There should be furniture in every school
6	Library	1.8	36	Library only in high schools	No comments
7	Class Rooms	2.1	42	This class issue is only in primary school, there are two classes for 6 classes	To construct rooms according to the classes and strength of school
8	Toilet	2.4	48	Use of toilet /non availability of water and maintenance	Awareness on use of latrine
9	School for Boys(P/M/H)	2.8	56	Lack of schools in rural areas	There should be boys in every village
10	School for Girls(P/M/H)	2.6	52	Lack of schools in rural areas	There should be one GG HS in every village
11	Electricity	3.6	72	Not provided to some of the primary schools	There should be furniture in every school
<b>Accessibility</b>					
12	PTC	1.1	22	Due to poverty parents cannot come to schools to ask about their child progress	Need to organise awareness sessions for the parents on education department and their participation
13	Transportation	1.0	20	This issue is for teachers who come from far places	There should be transport for teachers
<b>Quality</b>					
14	Laboratory	1.0	20	Equipment is not provided to schools for experiments. Computer labs also need to be provided in high schools	Need basic equipment for experiments in every high schools
15	School Building	2.8	56	Buildings are available and fulfil the requirement in most of the schools.	Just need to add rooms or boundary walls in some of the schools.

### 3.4 Performance Scorecard by the Community

In each village, four FGDs were conducted. One each with adult men, adult women, male children and female children was conducted. On an average, 10 participants were planned to be participated in each FGD. However, there were three drop outs from female children FGDs and total number of participants were 157 (80 male and 77 female). The village wise number of FGD participants is shown in following table.

In each FGD, a list of indicators (given in Annex 1) was shared along with the list of indicators prepared by the service provider. However, the FGD participants were allowed to select the



indicators which they thought were most useful. Following table shows the list of indicators identified by FGD participants and percentage of total FGD participants who voted for these indicators. It can be noted that the top three indicators are related to drinking water, laboratory, and availability of teachers. According to children, the top three indicators are furniture, laboratory and library. While the availability of teachers, drinking water and laboratory are at the top according to adults. Children and adults chose different types of indicators; particularly children were more concerned about the sitting arrangement and their limited access to library and lab facilities. On the other hand canteen and drainage system are of least apprehensive according to both adult and children. Children did not show their concerns for boundary wall as compared to adults. Some of the indicators were mentioned only by adults and not by children, these included school fee, security, uniform, and teachers training. This was due to the fact that some of the poor persons mentioned that it is not possible for them to afford the cost of education and they need some type of financial assistance.

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

Sr. No	Indicator	Percentage	Total	Adults	Children
Availability	Drinking Water	87%	137	70	67
Quality	Laboratory	82%	129	60	69
Availability	Availability of Teacher	81%	127	80	47
Availability	Class Rooms	75%	117	60	57
Availability	Library	69%	108	40	68
Availability	Toilet	68%	107	50	57
Accessibility	Scholarship	64%	100	50	50
Availability	Furniture	62%	97	20	77
Availability	Sports Material	57%	89	40	49
Quality	Extra-Curricular Activities	57%	89	40	49
Accessibility	PTC	51%	80	50	30
Availability	Play Ground	45%	70	40	30
Accessibility	Transportation	45%	70	40	30
Availability	Electricity	43%	67	40	27
Quality	Teacher's Attention	36%	57	40	17
Quality	Monitoring by EDO	32%	50	40	10
Quality	Cleanliness	31%	48	20	28
Availability	Fans	25%	40	10	30
Accessibility	Distance from School	25%	40	20	20
Quality	Qualified Teacher	25%	40	20	20
Availability	Black Board	19%	30	20	10
Availability	Girls School (H)	19%	30	20	10
Availability	School Building	19%	30	20	10
Availability	Uniform	19%	30	30	
Availability	Boundary Wall	18%	28	20	8
Accessibility	Fee	13%	20	20	
Quality	Canteen	13%	20	10	10

Sr. No	Indicator	Percentage	Total	Adults	Children
Quality	Drainage System	13%	20	10	10
Quality	Punishment	13%	20	10	10
Quality	Teacher Training	13%	20	20	
Availability	Boys School (H)	6%	10	10	
Quality	Attendance of Students	6%	10		10
Quality	Security	6%	10	10	

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

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

SrNo	Indicator	Average Score	Percent Points	Remarks
1	Availability of Teacher	1.4	29	No. of teachers is insufficient as compared to the strength of students in schools. Absenteeism of teachers is a great problem and it should be regularly monitored and controlled by Education Department. Teachers' attendance should be regularly monitored and controlled by Education Dept. Local teachers should be appointed and made available with proportion to strength of students in schools. There should be one teacher for one class.
2	Black Board	2.4	49	Boards are mostly no available or in bad condition. Black boards should be provided and existing should be repaired
3	Boundary Wall	2.0	40	Many schools have no boundary wall or damages boundary wall. In Girls' schools, boundary wall must be provided and damaged boundary walls should be repaired
4	Boys School (H)	1.0	20	High Schools are not available sufficiently. High schools should be provided for boys and girls within the village
5	Class Rooms	1.9	38	Class rooms are insufficient and not in good condition. Particularly roofs are in poor condition and due to leakage in rainy season; students cannot study in classrooms. Classrooms should be increased according to strength of students. Roofs should be repaired. There should be 5 rooms for five classes, Student should not be taught in open air. This should be monitored by education department
6	Drinking Water	1.5	30	No save drinking water is available. Available water is highly contaminated. Water coolers and hand pumps should be provided. Water filtration facility should also be provided to make the available water safe for dinking.
7	Electricity	1.9	38	No Electricity and Fans are available especially in primary schools. It should be ensured by education department as it is very difficult for students in summer.
8	Fans	1.9	38	No fans are available. Fans should be provided. These are important necessity in summer
9	Furniture	2.1	42	Furniture is insufficient and in poor condition. Desks and cupboard in very bad condition. In primary schools no furniture is available.

SrNo	Indicator	Average Score	Percent Points	Remarks
				Sufficient furniture should be provided in every school. Furniture should be compulsory in every school-it should be provided and checked.
10	Girls School (H)	1.3	25	Girls High School is not available in Zaramina and also in few others. High schools should be provided.
11	Library	1.3	27	No library is available in school. It should be compulsory in schools and must be provided. --library should be compulsory.
13	Play Ground	1.7	34	No play grounds in schools especially in primary schools. Students need to play in secure place and play grounds should be provided in school premises.
14	School Building	1.9	38	Buildings of GHS are damaged and not reconstructed. It should be rebuilt.
16	Sports Material	1.3	26	No sports material is available in schools. Required items should be provided in schools.
17	Toilet	1.6	33	Toilets are Insufficient and dirty. Mostly toilets are open. It should be provided properly. Sweepers should be provided in school to keep it well maintained and clean.
18	Uniform	1.9	37	Uniform is not provided to students. It is compulsory to wear uniform and poor students cannot afford it. Free uniform should be provided in schools.

**Table 11: Community Score Card Nowshera - Accessibility**

#	Indicator	Average Score	Percent Points	Reason
1	Distance from School	1.9	38	Distances are long from schools. Girls cannot attend schools due to long distances. Transport should be provided to reach the schools.
2	Fee	2.5	49	Fee is not affordable for students. Free education should be provided to students.
3	PTC	1.1	22	PTC is not followed and active. Community is unaware about PTC. There should be active members in PTC and it should be followed by both the teachers and parents.
4	Scholarship	1.1	22	Scholarships are not provided to students. It should be awarded to talented and deserving students.
5	Transportation	1.5	31	No Transportation is available. Students have to walk to reach the schools. It should be provide due to long distance from high schools especially for females.

**Table 12: Community Score Card Nowshera - Quality**

SrNo	Indicator	Average Score	Percent Points	Reason
1	Attendance of Students	2.1	42	Students remain absent. Teachers should be good enough to increase the attendance rate of students in schools.
2	Canteen	1.3	26	There are no Canteens in schools. Students buy things from outside school. Canteens should be part of schools.
3	Cleanliness	1.7	35	Schools are very dirty. Sweepers are not available and students have

SrNo	Indicator	Average Score	Percent Points	Reason
				to clean the schools. Sweepers should be provided to keep clean the schools
4	Drainage System	1.4	27	No proper drainage system due which school buildings remain dirty and hard to clean. Proper drainage system should be placed.
5	Extra-Curricular Activities	2.1	43	Extra-Curricular Activities are not in practice and not allowed. It should be encouraged and allowed to keep the students motivated.
6	Laboratory	1.2	24	Laboratories and apparatus are not available in schools. It should be provided in high schools and monitored by Education Department.
7	Monitoring by EDO	1.6	32	Insufficient and ineffective visits hardly two or three times in a year. Monthly visits should be done which should include meetings with parents and students to resolve to resolve the issues raised by them.
8	Punishment	1.7	33	Hard punishments are given to students.
9	Qualified Teacher	1.8	35	Teachers are not qualified with respect to the subject especially for English. Science teacher is not available.
10	Security	1.4	28	No security system in enforce.
11	Teacher Training	1.4	27	Teachers don not know the teaching procedure.
12	Teacher's Attention	1.4	27	Teachers are careless and do not teach seriously. Mostly they spend time in leisure and gossips. Students remain unattended.

### 3.5 Comparison between Community and Service Providers scorecard

The comparison between the two scorecards show that all the indicators identified by the service providers were somehow included in the Community Scorecard as well, and there were 18 additional indicators identified by the community.

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

Category	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
Availability	Availability of	1.4	29		
	Black Board	2.4	49		
	Boundary Wall	2	40		
	Boys School (H)	1.0	20	2.8	56
	Class Rooms	1.9	38	2.1	42
	Drinking Water	1.5	30	1	20
	Electricity	1.9	38	3.6	72
	Fans	1.9	38		
	Furniture	2.1	42	1.4	28
	Girls School (H)	1.3	25	2.8	56
	Library	1.3	27	1.6	32
	Play Ground	1.7	34	1	20
	School Building	1.9	38	2.8	56
	Sports Material	1.3	26		
	Toilet	1.6	33	2.2	44
Uniform	1.9	37	1	20	
Accessibility	Distance from	1.9	38		



Category	Indicator	Community		Service Provider	
		Average Score	%age	Average Score	%age
	Fee	2.5	49		
	PTC	1.1	22	1	20
	Scholarship	1.1	22	1	20
	Transportation	1.5	31	1	20
Quality	Attendance of	2.1	42		
	Canteen	1.3	26		
	Cleanliness	1.7	35		
	Drainage System	1.4	27		
	Extra-Curricular	2.1	43		
	Laboratory	1.2	24	1	20
	Monitoring by EDO	1.6	32		
	Punishment	1.7	33		
	Qualified Teacher	1.8	35		
	Security	1.4	28		
	Teacher Training	1.4	27		
	Teacher's Attention	1.4	27		

A comparison of the common indicators shows that there is a marked difference between the perception of community and the service providers about the existing situation. Out of 15 common indicators, only 33% received almost similar rating by both community and service providers. However, important differences were in availability of high schools, where service providers believed the situation was 'good'; the community rated it as 'very bad'. Similar results are shown for condition of the school buildings, where service provider rated it as 'good' and community rated it as 'bad'. Overall, in 50% cases community rating was better than the education staff.

### 3.6 Comparison between Scorecard by Adults and Children

After compiling the Community Scorecard results, a comparative analysis was done to see difference in perception of adults and children. As shown in the following table, out of total 33 indicators, 27 were commonly identified by adults and children (although the FGDs were held separately). Children identified two additional indicators (no. of schools, attendance of students), whereas adults identified 06 additional indicators about availability, accessibility and quality. Overall, the rating on these common indicators was almost similar, except for boundary wall, furniture, playground, library and monitoring by the education department where children reported a comparatively better situation. For adults, the most pressing needs are provision of girls' high school, drainage facilities in school, library and laboratory. For students it is availability of teachers, scholarships, canteen, laboratory and active PTCs.

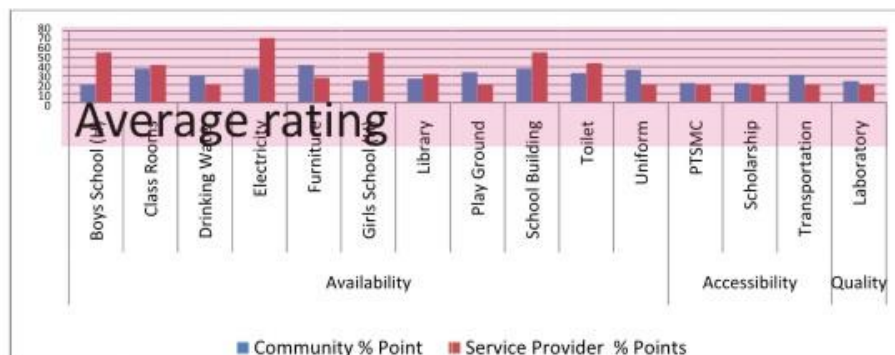
**Table 14: Community and Service Providers Score Card Nowshera**

Category	Indicator	Adult	Adult % Points	Children	Children % Points
Availability	Availability of Teacher	1.6	31	1.3	26
	Black Board	2.6	52	2.1	42
	Boundary Wall	1.7	33	2.9	58
	Class Rooms	2.0	41	1.7	35



	Drinking Water	1.3	27	1.6	33
	Electricity	1.8	36	2.0	41
	Fans	1.4	28	2.0	41
	Furniture	1.3	26	2.3	46
	Girls School (H)	1.1	21	1.7	34
	Library	1.1	22	1.5	30
	Play Ground	1.2	23	2.4	49
	School Building	1.6	32	2.5	50
	Sports Material	1.2	25	1.3	27
	Toilet	1.2	24	2.0	40
Accessibility	Distance from School	2.1	42	1.7	33
	PTC	1.2	24	1.0	20
	Scholarship	1.0	21	1.1	23
	Transportation	1.4	28	1.7	35
Quality	Canteen	1.4	28	1.2	24
	Cleanliness	1.3	26	2.0	41
	Drainage System	1.0	20	1.7	34
	Extra-Curricular Activities	1.9	39	2.3	46
	Laboratory	1.2	23	1.3	26
	Monitoring by EDO	1.3	26	3.0	60
	Punishment	1.4	28	1.9	38
	Qualified Teacher	1.7	33	1.9	37
Teacher's Attention	1.2	25	1.6	33	

Following graph presents a comparative analysis of the assessment by community and the service providers<sup>1</sup>.



The analysis shows that while the service providers rated the availability of high schools for boys and girls as 'good', the community believed totally the opposite and rated both these indicators as

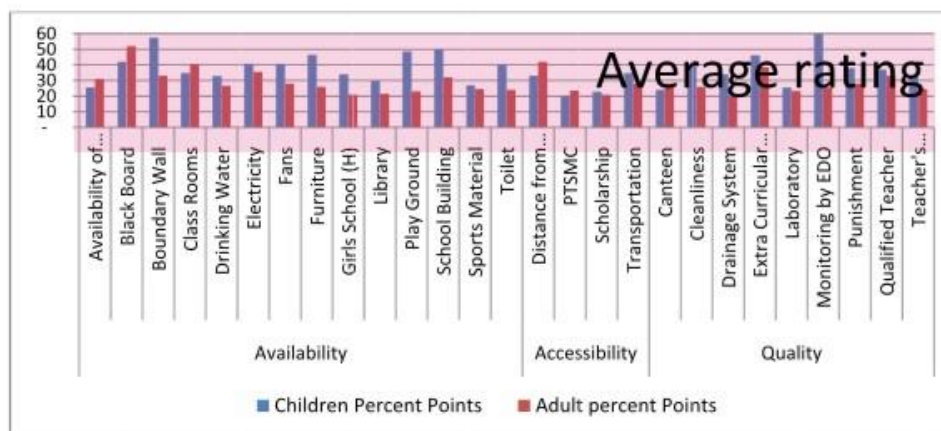
<sup>1</sup> Note the percentage points between 0-20 means "very bad", 21-40 means "bad" and 41-60 means Average. For further details see section 2.2.4: Scoring logic in this report

'bad or very bad', asking for improvement by providing more high schools within the vicinity of their respective villages. Similar results are shown here for provision of electricity and school buildings and toilet facilities, where community rating is much lower than the service providers. In some indicators, like the issue of uniform, transportation, furniture and drinking water, the community rated these slightly better than the service providers. There seems to be equal understanding about the role of the PTCs, where both service providers and community gave similar ratings, which means that with small efforts, the PTCs can easily be activated and with the active participation of its members many of the challenges can be addressed with joint efforts. For further action to improve the situation, such indicators where there is significant difference in the ratings given by the community and the service providers need to be tackled on first priority as this will help improve the understanding of both stakeholders and then joint efforts can be made to improve the situation.

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

- i. Availability: Teachers are not available as per requirement, this was reported by 80% respondents (both adults and children), therefore there is need to review and where possible increase the number of teachers. Other indicators mentioned by less than 50% community members were regarding facilities such as fans, blackboard, boundary wall, and sports material.
- ii. Accessibility: Distance from school was mentioned both by parents and students; it is again related to non-availability of high school within their respective locations.
- iii. Quality: Interestingly, community members identified large number of indicators related to the quality of education, as compared to only one selected by the service providers. The community indicators (not mentioned by the service providers) included corporal punishment which is officially banned, but somehow still practiced in some of the public schools and mentioned as a bad thing which needs to be stopped. This was mentioned by 13% respondents. The most common indicators were qualified teachers, training for teachers, teachers' attention to each student; the need to give more opportunities for extracurricular activities, make schools more clean and regular monitoring by the education department.

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



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

- Students rated monitoring visits by the education department, boundary walls, playground, furniture and school buildings, better than their parents / adult community members.
- Students think that drinking water availability is better. This is even slightly better than the ranking given by the service providers. Similarly their views about qualified teachers and teachers' attention are slightly better than perceived by the community adults.
- For students, the situation is even worse than what the adult community members think regarding availability of class rooms, black board, canteen, availability of teachers and the distance to their schools.

#### 4 Conclusion and Recommendations

The study necessitates the following key policy recommendations for improving public education governance:

- It is important to understand that while selecting certain indicators, both service providers and the community members tried to select those areas which they considered important and need improvements. Therefore the results may not cover all areas which the schools are entitled to, but only those which the children and community considered important and for quality, access and availability of public education services.
- Overall, the scores for public education service delivery in areas selected by children, community and even service providers are very low. This demands immediate attention for improving of public education service delivery. If this situation prevails, every parent who

can afford will take 'exit' from the public education services, which will cause further weakening the local 'voices' for improving education governance.

- Parent Teachers Councils (PTCs) emerged mostly dormant, yet the importance is being recognized by all three groups including children. There is a need for more active participation of PTCs in the form of school management, development, monitoring, and ensuring teachers performance. This requires more active involvement of PTCs whereas they can adopt local model for their schools, propose budgets for their schools, and implement development work in schools. The role of PTCs shall not be limited to PTCs fund only, but to account for every penny spends on their school.
- The study necessitates more allocation for operations and maintenance for schools 'input indicators'. Most of the indicators where the schools are not performing better are directly related to allocations for Operations and Maintenance (O&M). Allocations for operations and maintenance budgets for schools shall be at least 15% of total current budget. In 2013-2014, O&M budget was only 1% of total current education budgets in Khyber Pakhtunkhwa.
- Education officers at district level shall be facilitated to monitor schools and teachers' attendance. Provision for fuel and vehicles for such officers is far below than needed.
- Along with the different perceptions, the CSC also identified greater underlying causes which relate to the inefficient service delivery of education. There is wide discrepancy both in terms of the number of male and female schools and male and female enrolment, where girls are provided far lesser satisfactory education services. Apart from that, it can also be gathered that on the supply side, while schools are entitled to several facilities by the government, this entitlement is faced with acute deficiencies which crumbles the very base of KP public education system.
- The study takes into consideration the views and perception of children regarding quality, access and availability of education, which are different from adults and service providers. Children are the ultimate beneficiaries of education system, and their views should be accommodated in the planning and management of education. Children don't see boundary walls, drinking water, and such other facilities as their main problems as considered by adult community members. They need teaching aid material, teachers' availability, and distance from school as their main issues in delivery of education services by government.
- It was also observed that fee and fine are charged from children in schools. This is against entitlement of free and compulsory education according to the Article 25-A of constitution of Pakistan.
- Such survey should regularly be conducted by government to judge the issues faced by students in schools, and the policy directives and resources should be allocated according to the findings of such surveys.



- During this process, service providers also highlighted the fact that although as per planning or entitlements, good standards had been recommended by the education department, yet there were still certain areas where the actual situation was not as per the given standards and needed to be regularly reviewed with efforts to improve the situation.
- An overview of the CSC depicts that each stakeholder viewed each indicator differently. Apart from these two stakeholders, the concerns of parents have also been concluded due to this study which shows that some of the major concerns are related to poverty or simply unavailability and inaccessibility.
- Of course, the major findings include information which shows us why schools haven't reached their potential efficiency due to an inefficient student to teacher ratio, lack of knowledge enhancing provisions and lack of accountability. It is important to realize that it will help us move forward to better pay attention to what is important according to the key stakeholders/community members and students.
- This exercise of community scorecard also highlighted the fact that there exists 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. Where community seems more concerned about the quality of education (selecting large number of indicators), the service providers seem to be more concerned about 'availability' of inputs. There is a strong need to bridge this gap by engaging both entities in planning, execution and assessment of the public education services. More importantly, involving children in this process yields another important perspective that can certainly help improve their learning, continuation of education and reduce dropout rates.
- Also keeping the findings into consideration, it should be noted that in some places there are concerns of infrastructure and service delivery, however in other places concerns are related to cultural issues. In order to increase participation of students (especially females), it is imperative that female teachers plays a role of social mobilizes and arrangements should be made so that parents feel more comfortable to send their daughters to schools. Similarly, male teachers also should not only be teaching but also be responsible to bring out of school children to schools in the vicinity of schools.
- Last but not the least, a comprehensive legislation on free and compulsory education is needed in Khyber Pakhtunkhwa which can take into consideration all these issues highlighted in CSC survey.

## 5 Annexes

## Annex 1: Sample Input indicators

Categories	S.#	Indicators	
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 Service providers (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: Indicators selected by Service provider and given in the manual

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



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

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Play Ground	10.0	-	-	-	-	1.0	20
Drinking Water	10.0	-	-	-	-	1.0	20
Uniform	10.0	-	-	-	-	1.0	20
Furniture	8.0	-	2.0	-	-	1.4	28
Library	8.0	-	-	-	2.0	1.8	36
Class rooms	-	9.0	1.0	-	-	2.1	42
Toilet	6.0	-	-	2.0	2.0	2.4	48
School for Boys(P/M/H)	3.0	-	3.0	2.0	2.0	3.0	60
School for Girls(P/M/H)	3.0	-	3.0	2.0	2.0	3.0	60
School Building	3.0	-	3.0	4.0	-	2.8	56
Electricity	-	1.0	2.0	7.0	-	3.6	72
ACCESS							
PTC	10.0	-	-	-	-	1.0	20
Transportation	10.0	-	-	-	-	1.0	20
Scholarship	10.0	-	-	-	-	1.0	20
QUALITY							
Laboratory	10.0	-	-	-	-	1.0	20

## Annex 4: Jabatar khatak, District Nowshera

## A. Summary Scorecard of Village Jabatar khatak

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
<b>AVAILABILITY</b>							
Availability of Teacher	38	-	-	-	-	1.0	20
Black Board	6	-	2	2	-	2.0	40
Boundary Wall	11	2	1	1	3	2.1	41
Class Rooms	12	3	9	-	4	2.3	46
Drinking Water	29	2	4	-	3	1.6	32
Electricity	25	-	7	3	3	1.9	38
Furniture	12	8	6	2	-	1.9	39
Library	26	2	-	-	-	1.1	21
Play Ground	10	-	-	-	-	1.0	20
Sports Material	20	-	-	-	-	1.0	20
Toilet	33	-	1	3	1	1.4	28
<b>ACCESS</b>							
Fee	4	-	-	6	-	2.8	56
PTC	26	3	1	-	-	1.2	23
Scholarship	20	-	-	-	-	1.0	20
Transportation	20	-	-	-	-	1.0	20
<b>QUALITY</b>							
Cleanliness	3	1	-	-	4	3.1	63
Extra-Curricular Activities	6	3	1	-	-	1.5	30
Laboratory	26	3	1	-	-	1.2	23
Monitoring by EDO	10	-	-	-	-	1.0	20
Punishment	7	2	1	-	-	1.4	28
Teacher Training	10	-	-	-	-	1.0	20
Teacher's Attention	22	5	1	-	-	1.3	25

## B. Community Score Card-Male

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
<b>AVAILABILITY</b>							
Availability of Teacher	10	-	-	-	-	1.0	20
Black Board	6	-	2	2	-	2.0	40
Class Rooms	3	1	6	-	-	2.3	46
Drinking Water	10	-	-	-	-	1.0	20
Electricity	10	-	-	-	-	1.0	20

Library	10	-	-	-	-	1.0	20
Play Ground	10	-	-	-	-	1.0	20
Sports Material	10	-	-	-	-	1.0	20
Toilet	10	-	-	-	-	1.0	20
ACCESS							
Fee	4	-	-	6	-	2.8	56
PTC	10	-	-	-	-	1.0	20
Scholarship	10	-	-	-	-	1.0	20
Transportation	10	-	-	-	-	1.0	20
QUALITY							
Extra-Curricular Activities	6	3	1	-	-	1.5	30
Laboratory	10	-	-	-	-	1.0	20
Monitoring by EDO	10	-	-	-	-	1.0	20
Punishment	7	2	1	-	-	1.4	28
Teacher Training	10	-	-	-	-	1.0	20
Teacher's Attention	10	-	-	-	-	1.0	20

### C. Community Score Card-Female

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	10	-	-	-	-	1.0	20
Boundary Wall	7	2	1	-	-	1.4	28
Drinking Water	8	-	2	-	-	1.4	28
Electricity	6	-	3	1	-	1.9	38
Furniture	8	2	-	-	-	1.2	24
Toilet	9	-	1	-	-	1.2	24
ACCESS							
PTC	6	3	1			1.5	30
QUALITY							
Laboratory	7	3	-	-	-	1.3	26
Teacher's Attention	8	2	-	-	-	1.2	24

### D. Community Score Card-Boys

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	10	-	-	-	-	1.0	20
Class Rooms	5	2	3	-	-	1.8	36
Drinking Water	7	2	1	-	-	1.4	28

Electricity	5	-	4	1	-	2.1	42
Furniture	0	2	6	2	-	3.0	60
Library	10	-	-	-	-	1.0	20
Sports Material	10	-	-	-	-	1.0	20
Toilet	10	-	-	-	-	1.0	20
ACCESS							
PTC	10	-	-	-	-	1.0	20
Scholarship	10	-	-	-	-	1.0	20
Transportation	10	-	-	-	-	1.0	20
QUALITY							
Laboratory	9	-	1	-	-	1.2	24

#### E. Community Score Card-Girls

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	8	-	-	-	-	1.0	20
Boundary Wall	4	-	-	1	3	2.9	57
Class Rooms	4	-	-	-	4	3.0	60
Drinking Water	4	-	1	-	3	2.8	55
Electricity	4	-	-	1	3	2.9	57
Furniture	4	4	-	-	-	1.5	30
Library	6	2	-	-	-	1.3	25
Toilet	4	-	-	3	1	2.6	52
QUALITY							
Cleanliness	3	1	-	-	4	3.1	62
Teacher's Attention	4	3	1			1.6	32



## Annex 5: Qasim Kalay, District Nowshera

### A. Summary Scorecard of Village Qasim Kalay

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
<b>AVAILABILITY</b>							
Availability of Teacher	20	-	6	4	-	1.8	36
Black Board	1	8	-	1	-	2.1	42
Boundary Wall	6	-	3	1	-	1.9	38
Class Rooms	7	16	6	1	-	2.0	41
Drinking Water	33	5	2	-	-	1.2	25
Electricity	7	1	2	-	-	1.5	30
Fans	21	1	8	-	-	1.6	31
Furniture	6	2	8	4	-	2.5	50
Library	24	4	2	-	-	1.3	25
Play Ground	10	8	2	-	-	1.6	32
School Building	4	4	2	-	-	1.8	36
Sports Material	10	-	-	-	-	1.0	20
Toilet	9	8	3	10	-	2.5	49
<b>ACCESS</b>							
Distance from School	17	-	2	1	-	1.4	27
Scholarship	24	5	1	-	-	1.2	25
Transportation	13	-	2	5	-	2.0	39
<b>QUALITY</b>							
Cleanliness	4	4	2	-	-	1.8	36
Drainage System	7	-	2	1	-	1.7	34
Extra-Curricular Activities	5	8	11	6	-	2.6	52
Laboratory	27	3	-	-	-	1.1	22
Monitoring by EDO	7	2	7	4	-	2.4	48
Teacher Training	5	3	2	-	-	1.7	34
Teacher's Attention	6	3	1	-	-	1.5	30

### B. Community Score Card-Male

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
<b>AVAILABILITY</b>							
Availability of Teacher	9	0	0	1	0	1.3	26
Class Rooms	1	5	3	1	0	2.4	48
Drinking Water	10	0	0	0	0	1.0	20
Fans	8	0	2	0	0	1.4	28

Library	9	1	0	0	0	1.1	22
Play Ground	10	0	0	0	0	1.0	20
ACCESS							
Distance from School	7	0	2	1	0	1.7	34
Scholarship	10	0	0	0	0	1.0	20
Transportation	10	0	0	0	0	1.0	20
QUALITY							
Extra-Curricular Activities	2	0	2	6	0	3.2	64
Laboratory	10	0	0	0	0	1.0	20
Monitoring by EDO	7	0	1	2	0	1.8	36

### C. Community Score Card-Female

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	3	0	4	3	0	2.7	54
Boundary Wall	6		3	1		1.9	38
Drinking Water	8	2	0	0	0	1.2	24
Electricity	7	1	2	0	0	1.5	30
School Building	4	4	2			1.8	36
Toilet	8	2	0	0	0	1.2	24
QUALITY							
Teacher Training	5	3	2	0	0	1.7	34
Teacher's Attention	6	3	1	0	0	1.5	30

### D. Community Score Card-Boys

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Black Board	1	8	0	1	0	2.1	42
Class Rooms	0	7	3	0	0	2.3	46
Drinking Water	8	0	2	0	0	1.4	28
Fans	9	1	0	0	0	1.1	22
Furniture	6	2	0	2	0	1.8	36
Library	10	0	0	0	0	1.0	20
Play Ground	0	8	2	0	0	2.2	44
Sports Material	10	0	0	0	0	1.0	20
Toilet	1	6	1	2	0	2.4	48
ACCESS							
Distance from School	10	0	0	0	0	1.0	20
Scholarship	10	0	0	0	0	1.0	20
Transportation	3	0	2	5	0	2.9	58

QUALITY							
Drainage System	7	0	2	1	0	1.7	34
Extra-Curricular Activities	0	3	7	0	0	2.7	54
Laboratory	10	0	0	0	0	1.0	20
Monitoring by EDO	0	2	6	2	0	3.0	60

#### E. Community Score Card-Girls

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	8	0	2	0	0	1.4	28
Class Rooms	6	4	0	0	0	1.4	28
Drinking Water	7	3	0	0	0	1.3	26
Fans	4	0	6	0	0	2.2	44
Furniture	0	0	8	2	0	3.2	64
Library	5	3	2			1.7	34
Toilet	0	0	2	8	0	3.8	76
ACCESS							
Scholarship	4	5	1			1.7	34
QUALITY							
Cleanliness	4	4	2	0	0	1.8	36
Extra-Curricular Activities	3	5	2	0	0	1.9	38
Laboratory	7	3	0	0	0	1.3	26

## Annex 6: Usmanabad, District Nowshera

### A. Summary Scorecard of Village Usmanabad

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	16	8	6	-	-	1.7	33
Black Board	-	2	4	4	-	3.2	64
Class Rooms	20	1	7	2	-	1.7	34
Drinking Water	25	-	1	4	-	1.5	29
Furniture	7	-	8	5	-	2.6	51
Library	22	5	1	2	-	1.4	29
Play Ground	7	6	6	1	-	2.1	41
School Building	4	-	3	3	-	2.5	50
Sports Material	15	7	7	1	-	1.8	36
Toilet	16	3	1	-	-	1.3	25
Uniform	10	-	10	-	-	2.0	40
ACCESS							
Fee	4	2	3	1	-	2.1	42
PTC	20	-	-	-	-	1.0	20
Scholarship	20	-	-	-	-	1.0	20
QUALITY							
Attendance of Students	1	7	2	-	-	2.1	42
Canteen	15	4	1	-	-	1.3	26
Cleanliness	14	6	-	-	-	1.3	26
Drainage System	10	-	-	-	-	1.0	20
Extra-Curricular Activities	5	4	10	1	-	2.4	47
Laboratory	31	5	4	-	-	1.3	27
Qualified Teacher	16	11	3	-	-	1.6	31
Security	8	-	2	-	-	1.4	28
Teacher's Attention	8	2	-	-	-	1.2	24

### B. Community Score Card-Male

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	1	6	3	-	-	2.2	44
Black Board	-	2	4	4	-	3.2	64
Class Rooms	3	1	4	2	-	2.5	50
Drinking Water	10	-	-	-	-	1.0	20



Library	9	-	1	-	-	1.2	24
Play Ground	7	-	3	-	-	1.6	32
Sports Material	5	1	4	-	-	1.9	38
Uniform	3	-	7	-	-	2.4	48
ACCESS							
Fee	4	2	3	1	-	2.1	42
PTC	10	-	-	-	-	1.0	20
Scholarship	10	-	-	-	-	1.0	20
QUALITY							
Drainage System	10	-	-	-	-	1.0	20
Extra-Curricular Activities	5	-	5	-	-	2.0	40
Laboratory	8	-	2	-	-	1.4	28
Qualified Teacher	10	-	-	-	-	1.0	20

### C. Community Score Card-Female

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	8	2	-	-	-	1.2	24
Class Rooms	7	-	3	-	-	1.6	32
Sports Material	10	-	-	-	-	1.0	20
Toilet	7	2	1	-	-	1.4	28
Uniform	7	-	3	-	-	1.6	32
QUALITY							
Canteen	7	2	1	-	-	1.4	28
Cleanliness	8	2	-	-	-	1.2	24
Laboratory	7	3	-	-	-	1.3	26
Security	8	-	2	-	-	1.4	28
Teacher's Attention	8	2	-	-	-	1.2	24

### D. Community Score Card-Boys

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Drinking Water	5.0	-	1.0	4.0	-	2.4	48
Furniture	-	-	5.0	5.0	-	3.5	70
Library	6.0	2.0	-	2.0	-	1.8	36
Play Ground	-	6.0	3.0	1.0	-	2.5	50
School Building	4.0	-	3.0	3.0	-	2.5	50

Sports Material	-	6.0	3.0	1.0	-	2.5	50
ACCESS							
PTC	10.0	-	-	-	-	1.0	20
Scholarship	10.0	-	-	-	-	1.0	20
QUALITY							
Attendance of Students	1.0	7.0	2.0	-	-	2.1	42
Extra-Curricular Activities	-	4.0	5.0	1.0	-	2.7	54
Laboratory	8.0	-	2.0	-	-	1.4	28
Qualified Teacher	-	7.0	3.0	-	-	2.3	46

#### E. Community Score Card-Girls

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	7	-	3	-	-	1.6	32
Class Rooms	10	-	-	-	-	1.0	20
Drinking Water	10	-	-	-	-	1.0	20
Furniture	7	-	3	-	-	1.6	32
Library	7	3	-	-	-	1.3	26
Toilet	9	1	-	-	-	1.1	22
QUALITY							
Canteen	8	2	-	-	-	1.2	24
Cleanliness	6	4	-	-	-	1.4	28
Laboratory	8	2	-	-	-	1.2	24
Qualified Teacher	6	4	-	-	-	1.4	28

## Annex 7: Zaramina, District Nowshera

### A. Summary Scorecard of Village Zaramina

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	19	7	3	-	-	1.4	29
Boys School (H)	10	-	-	-	-	1.0	20
Class Rooms	19	5	5	-	-	1.5	30
Drinking Water	18	1	10	-	-	1.7	34
Electricity	10	2	4	3	-	2.0	40
Fans	3	-	3	4	-	2.8	56
Furniture	12	14	2	1	-	1.7	34
Girls School (H)	25	2	3	-	-	1.3	25
Library	11	6	2	1	-	1.7	33
Play Ground	12	-	8	-	-	1.8	36
School Building	6	4	-	-	-	1.4	28
Sports Material	27	2	-	-	-	1.1	21
Toilet	16	3	-	-	-	1.2	23
Uniform	7	-	3	-	-	1.6	32
ACCESS							
Distance from School	6	1	12	1	-	2.4	48
PTC	26	4	-	-	-	1.1	23
Scholarship	28	2	-	-	-	1.1	21
Transportation	19	3	8	-	-	1.6	33
QUALITY							
Cleanliness	8	-	2	-	-	1.4	28
Extra-Curricular Activities	17	4	7	1	-	1.7	34
Laboratory	24	2	3	-	-	1.3	26
Monitoring by EDO	17	3	-	-	-	1.2	23
Punishment	5	1	4	-	-	1.9	38
Qualified Teacher	-	7	3	-	-	2.3	46
Teacher's Attention	4	4	1	-	-	1.7	33

### B. Community Score Card-Male

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	6	2	2	-	-	1.6	32

Boys School (H)	10	-	-	-	-	1.0	20
Class Rooms	3	4	3	-	-	2.0	40
Drinking Water	3	-	7	-	-	2.4	48
Electricity	3	-	4	3	-	2.7	54
Girls School (H)	10	-	-	-	-	1.0	20
Library	10	-	-	-	-	1.0	20
Play Ground	10	-	-	-	-	1.0	20
Sports Material	10	-	-	-	-	1.0	20
ACCESS							
Distance from School	3	-	6	1	-	2.5	50
PTC	10	-	-	-	-	1.0	20
Scholarship	10	-	-	-	-	1.0	20
Transportation	5	-	5	-	-	2.0	40
QUALITY							
Extra-Curricular Activities	10	-	-	-	-	1.0	20
Laboratory	10	-	-	-	-	1.0	20
Monitoring by EDO	10	-	-	-	-	1.0	20
Qualified Teacher	0	7	3	0	0	2.3	46

### C. Community Score Card-Female

Indicator	Number of people who gave score					Average Score	%age
	very bad	Bad	Average	Good	Very Good		
AVAILABILITY							
Availability of Teacher	7	2	1	-	-	1.4	28
Class Rooms	8	-	2	-	-	1.4	28
Drinking Water	8	1	1	-	-	1.3	26
Furniture	7	2	1	-	-	1.4	28
Girls School (H)	9	1	-	-	-	1.1	22
School Building	6	4	-	-	-	1.4	28
Toilet	8	2	-	-	-	1.2	24
Uniform	7	-	3	-	-	1.6	32
ACCESS							
PTC	6	4	-	-	-	1.4	28
Scholarship	8	2	-	-	-	1.2	24
Transportation	7	-	3	-	-	1.6	32
QUALITY							
Cleanliness	8	-	2	-	-	1.4	28
Monitoring by EDO	7	3	-	-	-	1.3	26

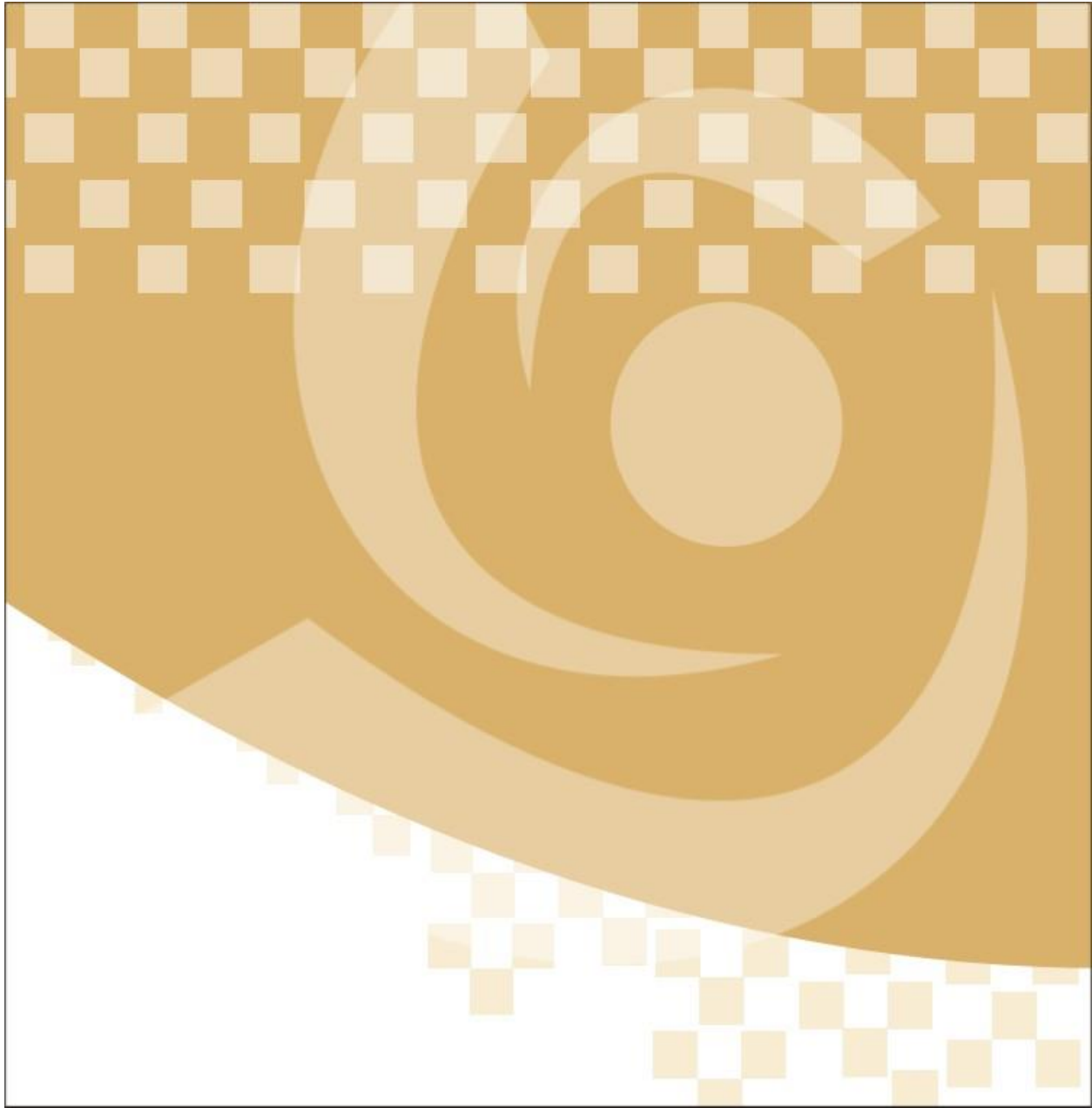


## D. Community Score Card-Boys

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
<b>AVAILABILITY</b>							
Fans	3	-	3	4	-	2.8	56
Furniture	0	9	-	1	-	2.2	44
Library	1	6	2	1	-	2.3	46
Play Ground	2	-	8	-	-	2.6	52
Sports Material	10	-	-	-	-	1.0	20
<b>ACCESS</b>							
Distance from School	3	1	6	-	-	2.3	46
PTC	10	-	-	-	-	1.0	20
Scholarship	10	-	-	-	-	1.0	20
<b>QUALITY</b>							
Extra-Curricular Activities	3	-	6	1	-	2.5	50
Laboratory	8	-	2	-	-	1.4	28
Punishment	5	1	4	-	-	1.9	38

## E. Community Score Card-Girls

Indicator	Number of people who gave score					Average Score	Percent
	very bad	Bad	Average	Good	Very Good		
Availability of Teacher	6.0	3.0	-	-	-	1.3	27
Class Rooms	8.0	1.0	-	-	-	1.1	22
Drinking Water	7.0	-	2.0	-	-	1.4	29
Electricity	7.0	2.0	-	-	-	1.2	24
Furniture	5.0	3.0	1.0	-	-	1.6	31
Girls School (H)	6.0	1.0	3.0	-	-	1.7	34
Sports Material	7.0	2.0	-	-	-	1.2	24
Toilet	8.0	1.0	-	-	-	1.1	22
Transportation	7.0	3.0	-	-	-	1.3	26
Extra-Curricular Activities	4.0	4.0	1.0	-	-	1.7	33
Laboratory	6.0	2.0	1.0	-	-	1.4	29
Teacher's Attention	4.0	4.0	1.0	-	-	1.7	33



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