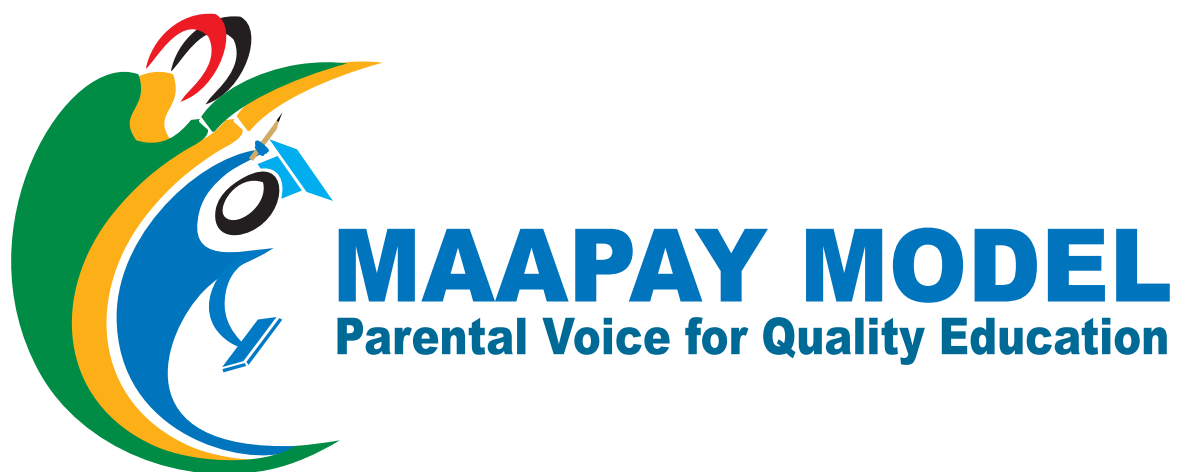




MAAPAY MODEL

Parental Voice for Quality Education

A Model of District and Tehsil School Councils



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We also express gratitude to the School Education Department (SED), Program Monitoring and Implementation Unit (PMIU), and education departments of district Jehlum, Gujrat, Mandi Bahauddin and Gujranwala for their cooperation and for providing CRCP an opportunity to access relevant data. We also appreciate the district governments for the active participation of their officials in the roundtable discussions and policy dialogues organized by CRCP. We are also thankful to the parents and community members of the select four districts for the active participation and role in improving the state of education in their respective districts.

Acronyms

AEO	Area Education Officer
CRCP	Consumer Rights Commission of Pakistan
DO	District Officer
DDO	Deputy District Officer
DFID	Department for International Development
DSC	District School Council
EDO	Executive District Officer
EMIS	Education Management Information System
FTF	Farogh-e-Taleem Fund
GPS	Government Primary School
MAAPAY	Parents (Punjabi language)
MNA	Member National Assembly
MPA	Member Provincial Assembly
PESRP	Punjab Education Sector Reform Program
PMIU	Program Monitoring and Implementation Unit
PSLM	Pakistan Social Living and Standards Measurement Survey
SC	School Council
SIP	School Improvement Plan
SMC	School Management Committee
TSC	Tehsil School Council

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Executive Summary

Voice of parents and communities is important to demand quality education and a child-friendly learning environment, especially in public sector schools. The Government of Punjab introduced institutional mechanism for participation of parents and communities in education in the 1990s, which has now come to exist as schools councils. These councils comprise of the head teacher and elected members from parents and community. Their mandate includes fulfillment of a wide range of responsibilities to meet the needs of the school including preparation and execution of school improvement plans, minor civil works, measures to increase enrolment and retention, efforts to reduce corporal punishment, hiring of temporary teachers, and provision of missing facilities, etc. The Government has notified a School Councils Policy and financial regulations to govern their composition and functions.

While the school councils have demonstrated some progress by utilizing government grants and Farogh-i-Taleem on school needs, their success presents a mixed picture. A number of studies have documented cases of inefficiencies, non-functionality, and failures of school councils to meet the school needs. A key bottleneck in their effectiveness is their inability to influence decisions outside the boundaries of schools. They are designed to operate at school level, whereas the decision-making process which affects their powers and functions is extended from school up to tehsil, district and provincial level. There is no institutional forum where voice of parents and communities is aggregated at these levels in a systematic manner to articulate their demands. As a result, many tasks which they are supposed to perform cannot be delivered because they lie outside the sphere of influence of individual school councils. Moreover, similar issues and concerns of a large number of school councils in a given tehsil or district can be resolved by authorities more easily if the councils have a common platform to engage the education authorities and decision-makers.

Consumer Rights Commission of Pakistan (CRCP) introduced an innovative model to fill this institutional vacuum in public education sector of Punjab - called the “Maapay Model”.¹ The model establishes a common ground to aggregate the voices of parents and communities at tehsil and district levels in the form of Tehsil School Councils (TSCs) and District School Councils (DSCs), respectively. The Model focuses on fostering an institutional mechanism through which the interests of parents and communities converge at a point which is closer to decision-makers than what is possible through an individual school council. It also involves building the capacity of parent members of TSCs and DSCs, and creating a vertical feedback system by establishing linkages between district education management and members of TSCs and DSCs.

Under the Maapay Model, 14 tehsil and 4 district school councils have been established in four districts of Punjab, i.e. Jehlum, Gujrat, Mandi Bahauddin, and Gujranwala. After their formation, members of these model school councils formulated demands and submitted written applications to seek decisions for improving the state of education in their respective tehsils and districts. This was combined with collective action and influencing strategies. The model succeeded in achieving positive results in both

1 In Punjabi language, the meaning of maapay is parents.

qualitative and quantitative terms. Qualitatively, a political capital of parents, teachers, and politicians has been created that is voicing their concerns for improved quality of education in their respective areas. In quantitative term, students and their parents in 219 schools have benefitted from the model since its development and establishment in four select districts. The actions taken by these members brought out numerous improvements such as toilet block, electricity, drinking water, boundary wall, building, classrooms, construction, furniture, provision of teachers, transfer of teachers, rationalization of teachers, availability of funds, etc. An additional 186 applications are at various stages of decision-making.

It is evident from these results that the government has responded to this idea positively. This is evident from actions triggered by members of TSCs and DSCs. The study recommends replicating the model in other districts of Punjab also as the model has successfully bolstered the power of parental voice in 219 schools in a year. The need to replicate the model also arises from the fact that, in Punjab, a large number of children are out-of-school and a major chunk of government schools is without basic facilities. Therefore, at this point in time, induction of a model in education system that works in support to government machinery and that acts as a bond between parents and education management and politicians is essential to improve the state of education at local level.

I. Introduction

Parents have a very significant role to play in effective functioning of schools. As consumers, they have the legal right to form associations for holding the service providers to account if their right to education is violated such as due to inaccessibility to a school, unavailability of a teacher, poor quality of instruction, etc. This right has also been recognized in the 18th Constitutional Amendment. However, they lack the authority and voice to influence the education policy and service delivery. Government schools do not engage them meaningfully because they operate in a non-competitive environment. In private schools, the possibility of “exit” acts as an accountability pressure but this does not work for government schools because they are not directly dependent on parents for revenues. Thus, “voice” is the only option for parents in government schools, i.e. they need to engage with the schools and education managers in argument to become more responsive to their needs and expectations. Compared with teachers and bureaucratic administration, they are a weaker party mainly due to lack of institutional spaces for adding up their voices. There is no parental equivalent to teachers' union.

Some efforts have been made in Pakistan to foster effective involvement of parents in school development. The first systematic effort to create an institutional mechanism for parental participation was undertaken in the 1990s under Social Action Program (SAP). The results, however, were mixed in terms of both the functionality of School Management Committees (SMCs) and their performance vis-à-vis their mandate. Punjab has made some progress in this direction. It has experimented with different variants of SMCs to make them an active platform for parental engagement in schools.

The SMCs were replaced with school councils in 2000 accompanied by an expansion in their composition and delegation of increased authority to the district management in selection of members. However, the councils could not become visibly active until the Punjab Educator Sector Reforms Program (PESRP) initiated work for their re-formation, mobilization and capacity building in 2005. A new School Councils Policy came into force in 2007. So far, over 50,000 school councils have been formed in Maktab, primary and middle schools. Despite many years of experience, the impact on schools is mixed. There are some examples of their active role in parent mobilization, fund-raising and improvement of school building. The school councils are not very active in other areas of their responsibilities such as monitoring teachers' attendances, enrollment, co-curricular activities, etc. Nevertheless, they are believed to have made some difference at the school level.

The collective engagement of parents on education is confined to school councils in Punjab and their equivalents in other provinces. However, it has not sufficiently enabled them to have their voices heard at the upper tiers in the education policy and service delivery. The vertical reach of school councils is weak even where parents and communities are genuinely involved in the councils. They can hardly influence the

2 Ismail H. Zafar (2002), “Social Sector Policies under SAP”, Conference Paper No. 31, Social Policy and Development Centre, Karachi.

3 Some studies which reflect upon the performance of school councils include I-SAPS (2010), Faryal (2007), Khan and Fareeha (1999), Nasira Habib (undated).

upper tiers involving Assistant Education Officers (AEOs), Deputy District Education Officers (DDEOs) and Executive District Officer (EDO). These officers do not get involved actively to act on the recommendations of school councils, and where they do, they become actually less beneficial because their interference deters the councils to work effectively. The issues and bottlenecks which the councils identify at the school level but need actions from these tiers do not get through the system. In short, there is no systematic mechanism through which the interests of parents are added up to become a public demand from the decision-makers. Even if the district education management and policymakers wish to consult parents on an educational issue, there is no representative forum available above the school level. This institutional gap is a major obstacle to demand-side accountability in the education system of Pakistan.

II. The concept of “Maapay Model”

Voice of parents and communities is important to demand quality education and a child-friendly learning environment, especially in public sector schools. The Government of Punjab introduced institutional mechanism for participation of parents and communities in education in the 1990s, which has now come to exist as schools councils. These councils comprise of the head teacher and elected members from parents and community. Their mandate includes fulfillment of a wide range of responsibilities to meet the needs of the school including preparation and execution of school improvement plans, minor civil works, measures to increase enrolment and retention, efforts to reduce corporal punishment, hiring of temporary teachers, and provision of missing facilities, etc. The Government has notified a School Councils Policy and financial regulations to govern their composition and functions.

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Consumer Rights Commission of Pakistan (CRCP) introduced an innovative model to fill this institutional vacuum in public education sector of Punjab - called the “Maapay Model”. The model establishes a common ground to aggregate the voices of parents and communities at tehsil and district levels in the form of Tehsil School Councils (TSCs) and District School Councils (DSCs), respectively. The Model focuses on fostering an institutional mechanism through which the interests of parents and

communities converge at a point which is closer to decision-makers than what is possible through an individual school council. It also involves building the capacity of parent members of TSCs and DSCs, and creating a vertical feedback system by establishing linkages between district education management and members of TSCs and DSCs.

III. How does the Maapay Model look like in action?

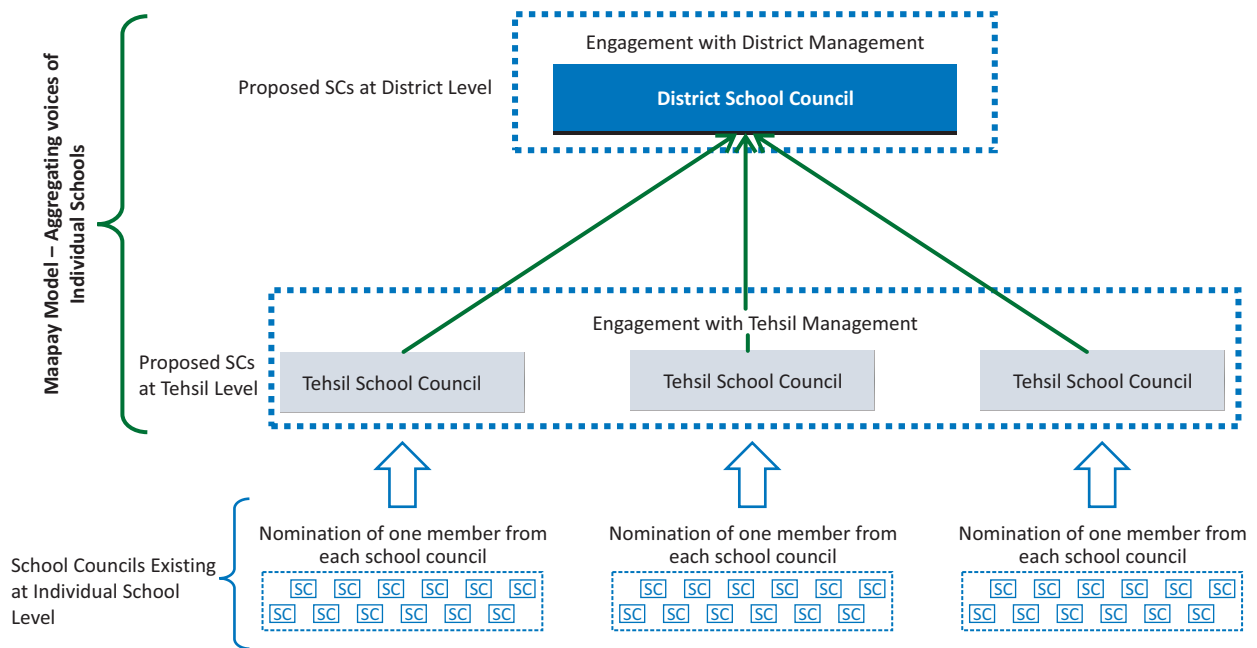
The Maapay Model is based on principles of democratic participation, accountability and responsiveness. Based on an iterative process of learning and relationship building, its design aims to build a common ground on which concerns and demands of parents and communities converge to demand action from education management and policymakers.

CRCP implemented the Maapay Model in four districts of the Punjab province and their tehsils. They include Jehlum, Gujrat, Mandi Bahauddin, and Gujranwala. The process involved three phases:

- Phase-I** Model Development – establishment of higher-level school councils at Tehsil and District level
- Phase-II** Capacity Building of School Councils
- Phase-III** Creating Liaison of Tehsil and District School Councils and Establishing Vertical Feedback System

Phase-I Model Development – establishment of higher-level school councils at Tehsil and District level

Figure 1: Formation of Tehsil and District SCs – Process



At first stage, School Councils, existing already at the local level, were visited in each district to brief them about the new Model of District and Tehsil Level SCs. Meetings were held with the officials of School Education Department (SED) and Program Monitoring Implementation Unit (PMIU). Officials from District Education Management of the select districts were taken on board before implementing the Model.

The member of SCs, already established at school level, nominated one member (from parent or general member category) who could contest election of Tehsil School Council (TSC). Thereafter, in meeting of nominated members, the members for Tehsil School Councils were elected through 'show of hand'.

Similarly, members of TSCs nominated member (from parent or general member category) who could contest election of Tehsil School Council (TSC). In a general meeting of tehsil nominees, the members were elected for District School Councils (DSCs) through 'show of hand'. Same election process was followed in all of the four select districts. In total, 4 DSCs and 14 TSCs have been formed in districts Jehlum, Gujrat, Mandi Bahauddin, and Gujranwala.

Figure 2: Geographical Coverage of the Maapay Model

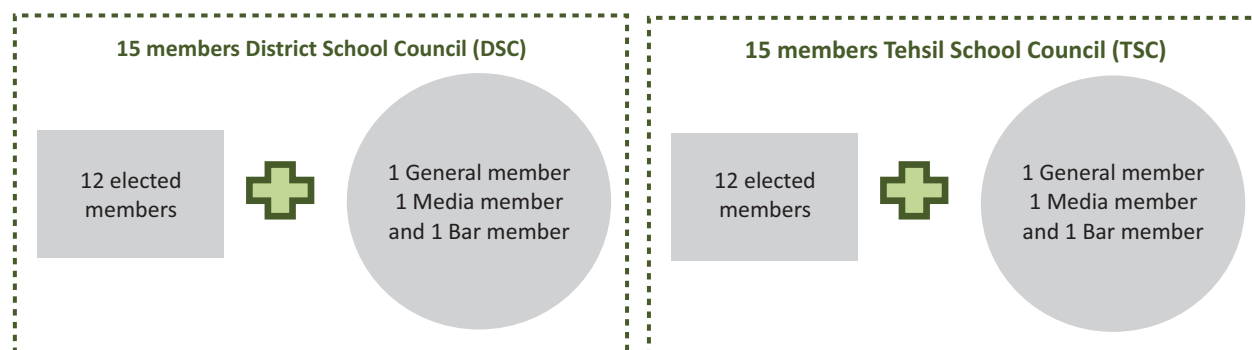
Gujrat	Jehlum	Mandi Bahauddin	Gujranwala
<input type="checkbox"/> Gujrat	<input type="checkbox"/> Jehlum	<input type="checkbox"/> Mandi Bahauddin	<input type="checkbox"/> Gujranwala
<input type="checkbox"/> Kharina	<input type="checkbox"/> Dina	<input type="checkbox"/> Malakwal	<input type="checkbox"/> Nosheravirkan
<input type="checkbox"/> Sarai Alamgir	<input type="checkbox"/> Sohawa	<input type="checkbox"/> Phalia	<input type="checkbox"/> Kamoki
	<input type="checkbox"/> Pind Dadan Khan		<input type="checkbox"/> Wazirabad

a) *Composition of DSCs and TSCs*

The members of the District and Tehsil School Council were drawn from the existing school councils established at school level. Each District and Tehsil School Council consists of 15 members, as given below:

1. 12 Parents or general members;
2. One general member chosen on the recommendation of the 12 elected members;
3. One member of local Media would be chosen on the recommendation of the 12 elected members;
4. One member from the District Bar would be chosen on the recommendation of the 12 elected members; and
5. Each council has at least one female member.

Chairperson was elected by District and Tehsil School Council members from the category of parents

Figure 3: Composition of Tehsil and District School Councils

Phase-II Capacity Building of School Councils

After formation of DSCs and TSCs, members of newly established SCs were provided a skill set to articulate issues and engage effectively with decision makers. In total, 54 capacity building workshops were held in all of the four select districts on Education Management Information System (EMIS) Data Interpretation, Budget Advocacy, and School Improvement Plan (SIP).

Phase-III Creating Liaison of Tehsil and District School Councils and Establishing Vertical Feedback System

Efforts have been made to create a vibrant interface between members of DSCs and TSCs and respective district governments to discuss education issues and to undertake collective efforts to address these issues. Members of the Model school councils submit applications to district education management and raise their demands for quality education and provision of basic facilities in their respective tehsils and districts. This helped creating a vertical feedback system to cascade the concerns and public demands raised by DSCs and TSCs from Area Education Officers (AEOs) up to Deputy District Officers (DDOs), and from DDOs to District Officers (DOs) and Executive District Officers (EDOs).

IV. What has the Maapay Model delivered?

District and tehsil school councils, established under the Maapay Model, have successfully delivered results for a large number of schools in the four project districts. Members of the model school councils identified the education related issues in their respective districts and tehsils and got actively engaged with the relevant education officers at district and tehsils levels. In response to the actions taken by members of DSCs and TSCs, district education authorities of the four select districts responded to resolve those issues.

Since the establishment of the Maapay Model in the select four districts, members of DSCs and TSCs submitted 529 applications in district Jehlum, Gujrat, Mandi Bahauddin and Gujranwala. The actions taken by these members were largely related to education issues like toilet block, electricity, drinking water, boundary wall, building, classrooms, construction, furniture, provision of teachers, transfer of teachers, rationalization of teachers, transfer of SMC and Farogh-e-Taleem fund, etc. Until now, DSCs and TSCs played

a lead role in bringing about improvements in 219 schools. 186 more applications are at the various stages of decision-making. Written application and follow-up are two key instruments through which change takes place.

Details regarding number of citizen actions taken by members of DSCs and TSCs, response by district education authorities and impact/outcome is given below.

Chart 1: Number of Actions Taken, Response by Government, and Impact/Outcome

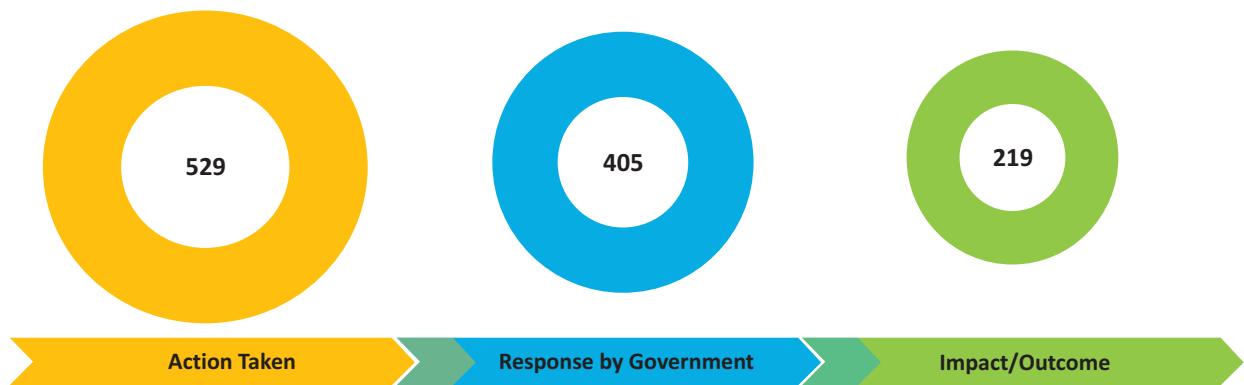
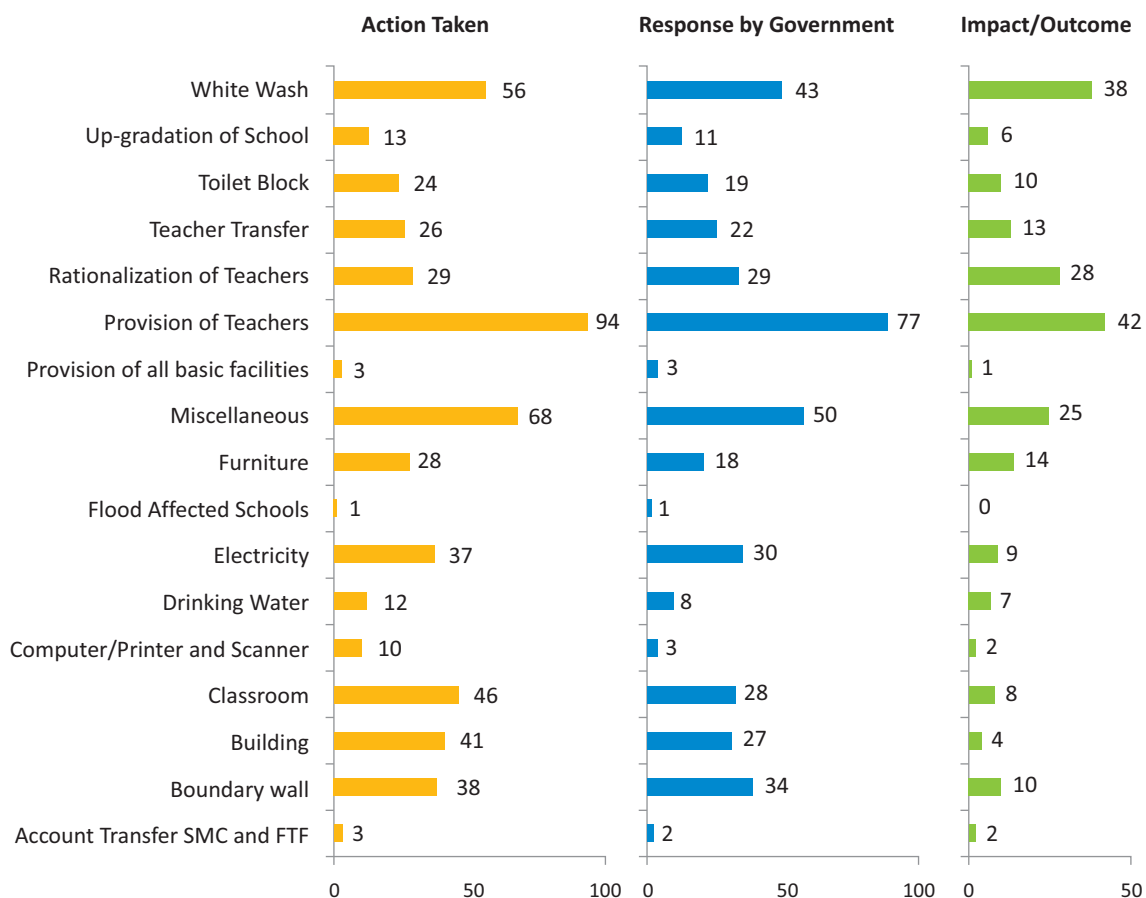


Chart 2: Number of Actions Taken by DSCs and TSCs, Response by Government, and Impact/Outcome – District-wise

At district level, highest number (99) of schools benefitted in district Jehlum. This is followed by 51 schools in Gujranwala, 48 schools in Gujrat, and 21 schools in Mandi Bahauddin.

Actions Taken	Response by Govt.	Impact/Outcome
Jehlum - 218	Jehlum - 99	Jehlum - 99
Gujrat - 88	Gujrat - 88	Gujrat - 48
Mandi Bahauddin - 66	Mandi Bahauddin - 63	Mandi Bahauddin - 21
Gujranwala - 157	Gujranwala - 155	Gujranwala - 51

Chart 3: Number of Actions Taken by DSCs and TSCs, Response by Government, and Impact/Outcome – Issue-wise



Engagement of political leadership cannot be overlooked in the process of education reforms. Therefore, apart from involvement of district education management, political leadership was also informed about the district and tehsil school councils established under the innovative Model. For this purpose, meetings were held Member Provincial Assembly (MPA), Members National Assembly (MNA), Nazims, local political leadership, councilor, lady councilors, etc. Moreover, in all of the four select districts, 70 politicians signed commitment letters to make Education a priority agenda of their campaign in upcoming Local Government Elections in their respective districts.

V. Next Steps

The Maapay model fills an important gap in the institutional set up for channeling parental and community voice into education related decisions. Quantitative and qualitative results to which it has contributed promise greater dividends for public sector schools if this model is scaled up in all districts. CRCP is exploring

ways to scale up this model with ownership of the government. The need to replicate the model also arises from the fact that a large number of children are out-of-school in Punjab. The Government is also channeling more resources and non-salary budget through school councils for improvements in schools. Therefore, adoption of this model to aid the government machinery by deepening the interface between parents and education management is highly desirable.

Annexes

District Jehlum

Regarding district Jehlum, details regarding citizen actions taken by members of DSCs and TSCs, response by district education authorities and impact/outcome created are given below in detail:

Chart 4: District Jehlum – Actions Taken, Response by Government, and Impact/Outcome

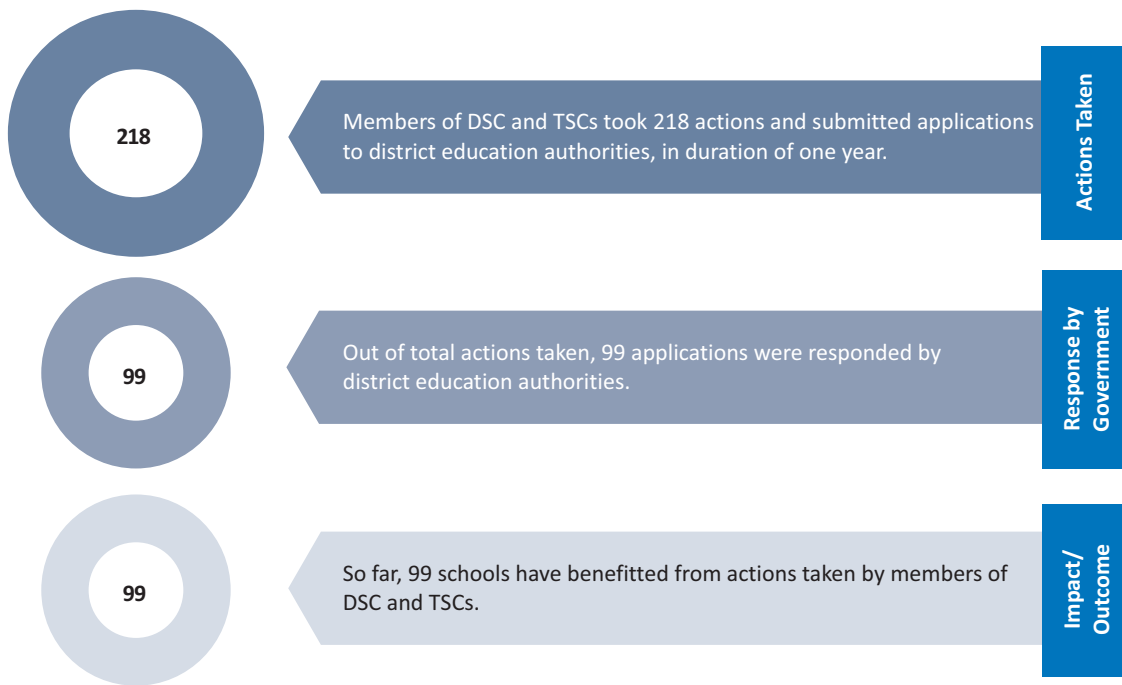


Chart 5: Number of Actions Taken, Response by Government, and Impact/Outcome - Tehsil-wise

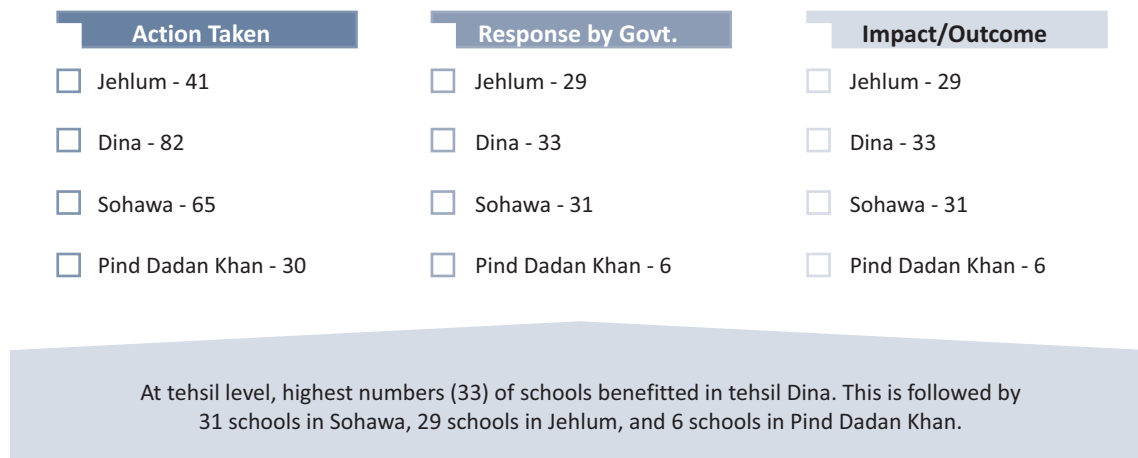
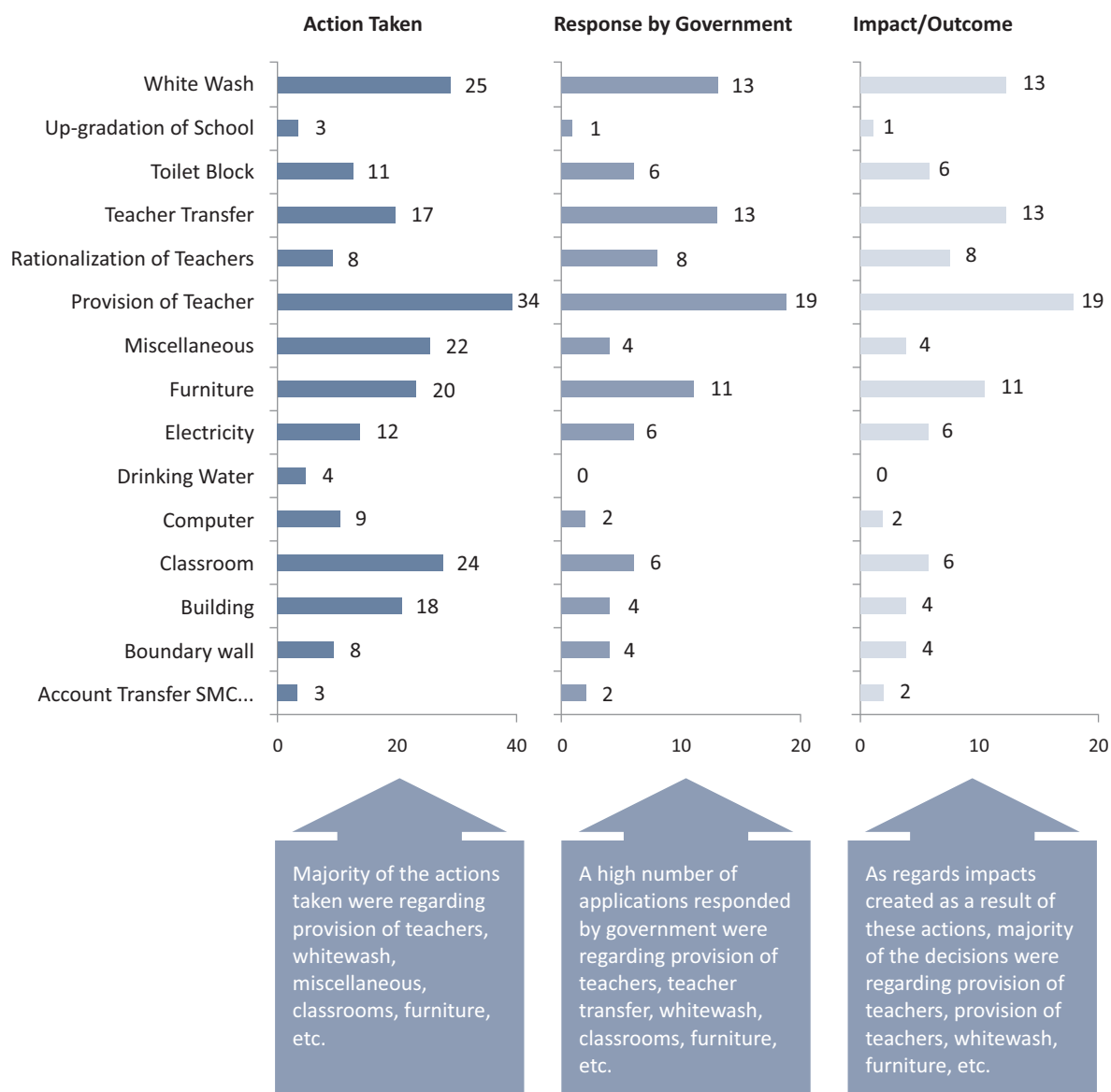


Chart 6: Number of Actions Taken, Response by Government, and Impact/Outcome - Issue-wise



Toilet blocks: Provision, repair

Provision of Teachers: permanent, temporary, additional, including provision of Head teacher

Miscellaneous: Changing member of SCs, watchman, gate repairing, teacher unattended, renewal of SCs, handing over middle school building, construction, basic facilities, filling stagnant water pond near school, renovation of school lawn, purchase of uniform, repair of drainage, sign boards, school ground, painting/writing, kids room equipment, transfer of land record

Furniture: Provision, transfer, approval, procurement

Electricity: Provision of electricity, electricity connection, meter connection

Drinking water: Installation of electric or hand pump, motor, electric cooler, drinking water tank, filtration plant, water line problem

Computer: Electronic equipment required, IT Lab, Printer, Scanner

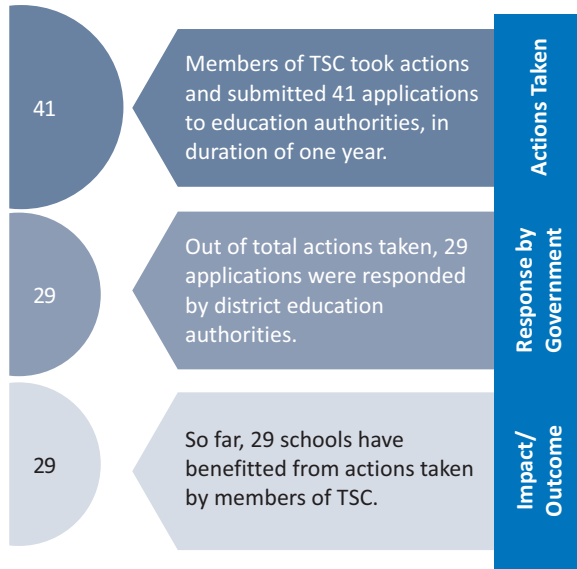
Classroom: Classroom, Additional room, kids' room, Construction, repairing, construction of dangerous room

Building: Provision, construction, repairing, transfer, dangerous, reconstruction, complete the incomplete building

Boundary wall: Construction or repairing

Tehsil Jehlum

Chart 7: Number of Actions Taken, Response by Government, and Impact/Outcome



Tehsil Dina

Chart 8: Number of Actions Taken, Response by Government, and Impact/Outcome

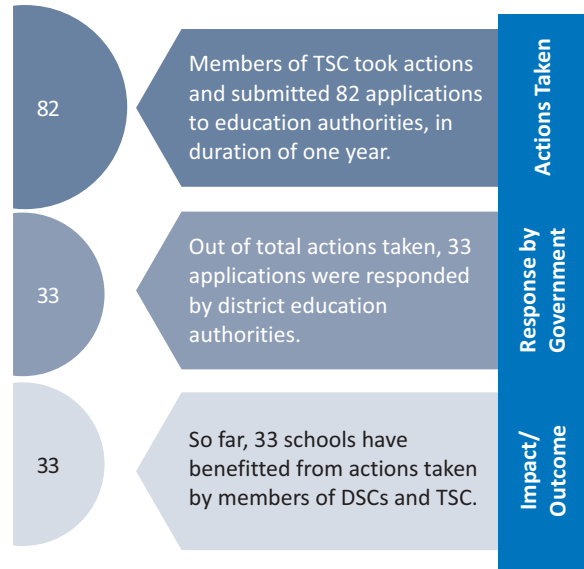


Chart 9: Number of Actions Taken, Response by Government, and Impact/Outcome (Jehlum)

- Boundary wall
- Building
- Classroom
- Computer
- Electricity
- Furniture
- Miscellaneous
- Teacher Transfer
- Toilet Block
- White Wash

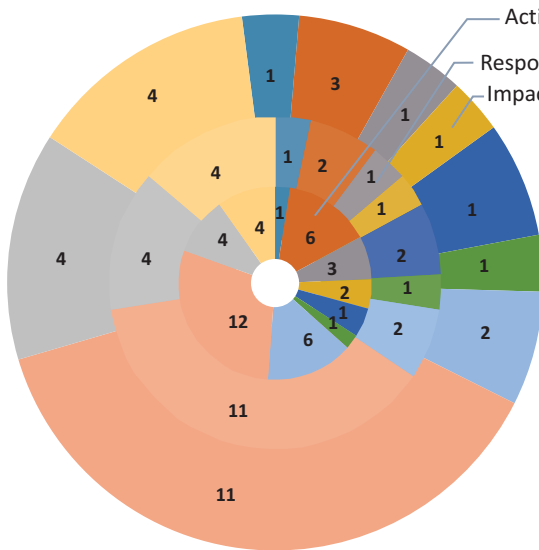
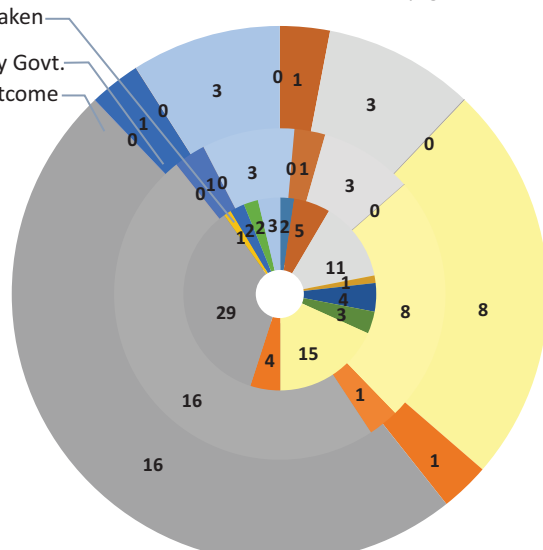


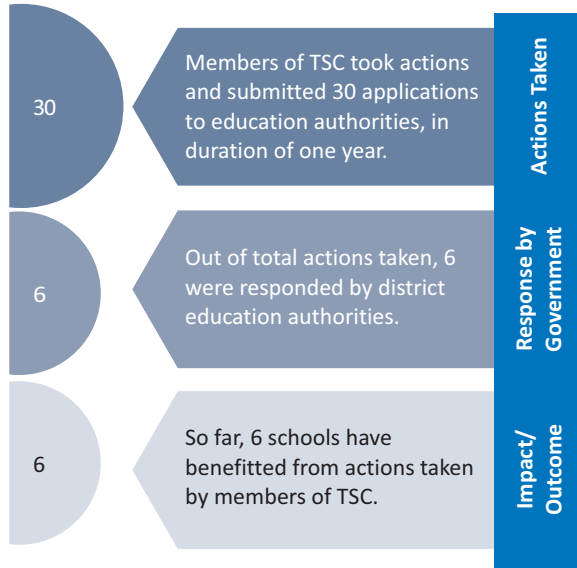
Chart 10: Number of Actions Taken, Response by Government, and Impact/Outcome (Dina)

- Boundary wall
- Building
- Classroom
- Computer
- Drinking Water
- Electricity
- Furniture
- Miscellaneous
- Provision of Teacher
- Teacher Transfer
- Toilet Block
- Up-gradation of School



Tehsil Pind Dadan Khan

Chart 11: Number of Actions Taken, Response by Government, Impact/Outcome



Tehsil Sohawa

Chart 12: Number of Actions Taken, Response by Government, Impact/Outcome

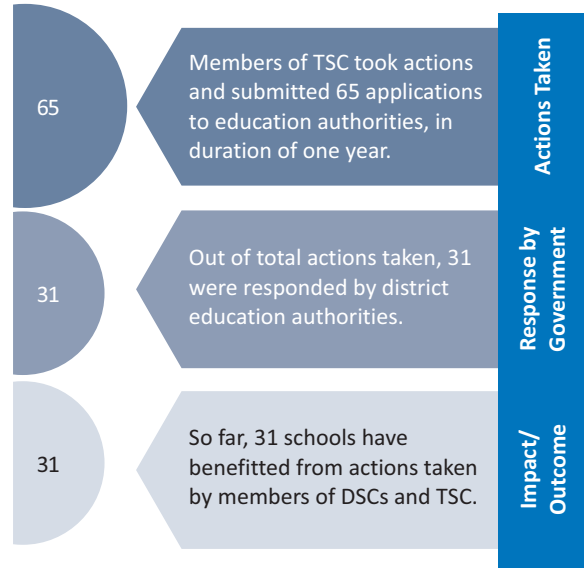
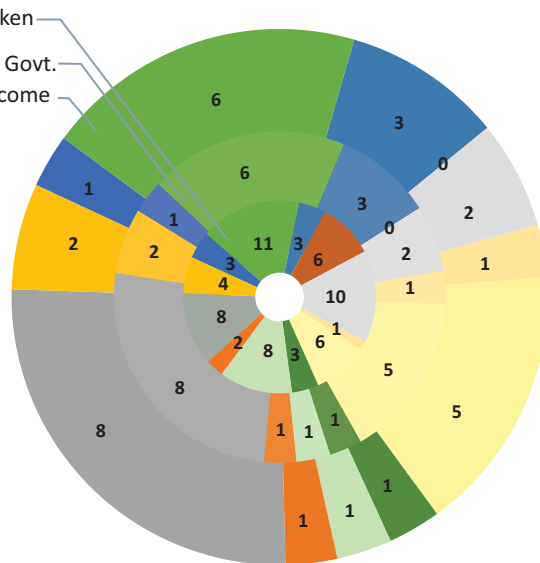
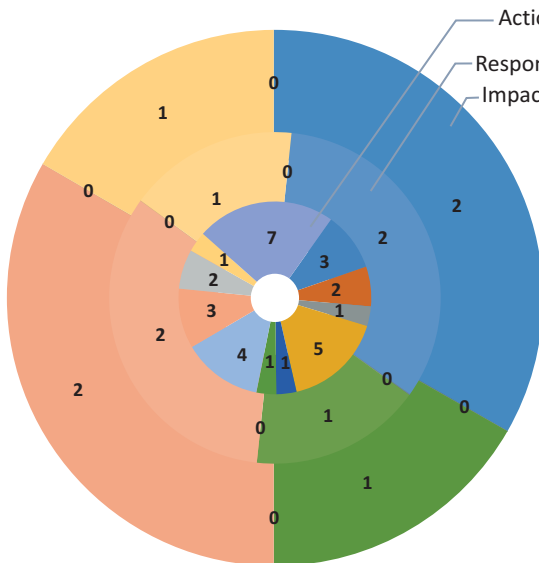


Chart 13: Number of Actions Taken, Response by Government, Impact/Outcome (PD Khan)

- Account Transfer SMC and FTF
- Boundary wall
- Building
- Computer
- Electricity
- Furniture
- Miscellaneous
- Provision of Teacher

Chart 14: Number of Actions Taken, Response by Government, Impact/Outcome (Sohawa)

- Boundary wall
- Classroom
- Electricity
- Miscellaneous
- Rationalization of Teacher
- Toilet Block
- Building
- Computer
- Furniture
- Provision of Teacher
- Teacher Transfer
- White Wash



District Gujrat

Regarding district Gujrat, details regarding number of actions taken by members of DSC and TSCs, response by district education authorities, and impact/outcome of these actions are given below in detail:

Chart 15: District Gujrat – Number of Actions Taken, Response by Government, Impact/Outcome

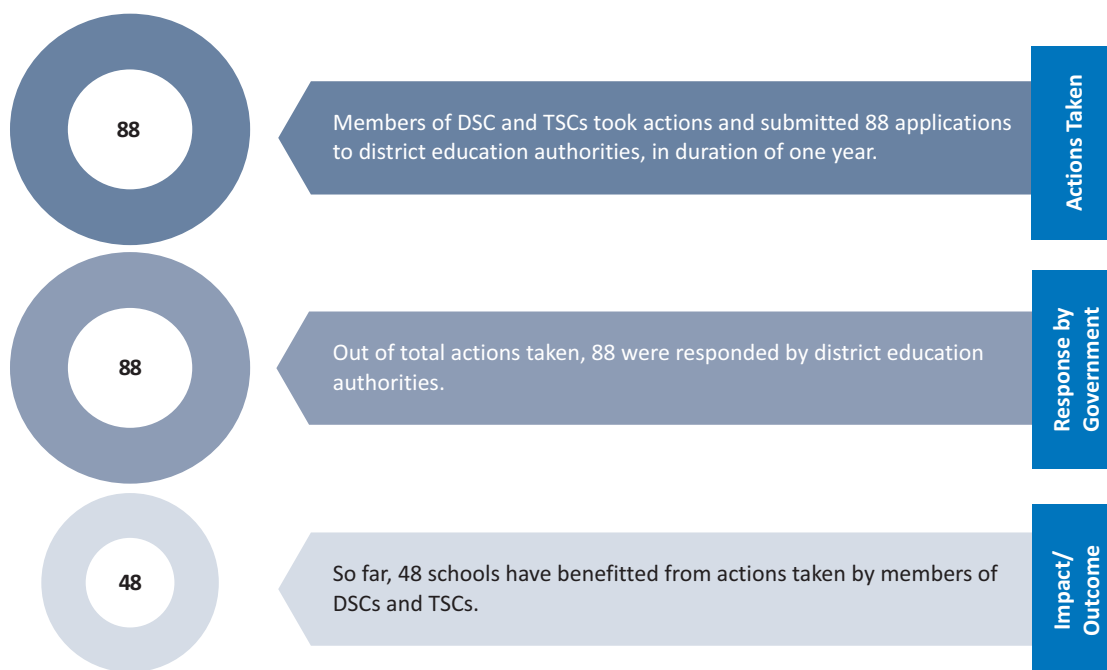
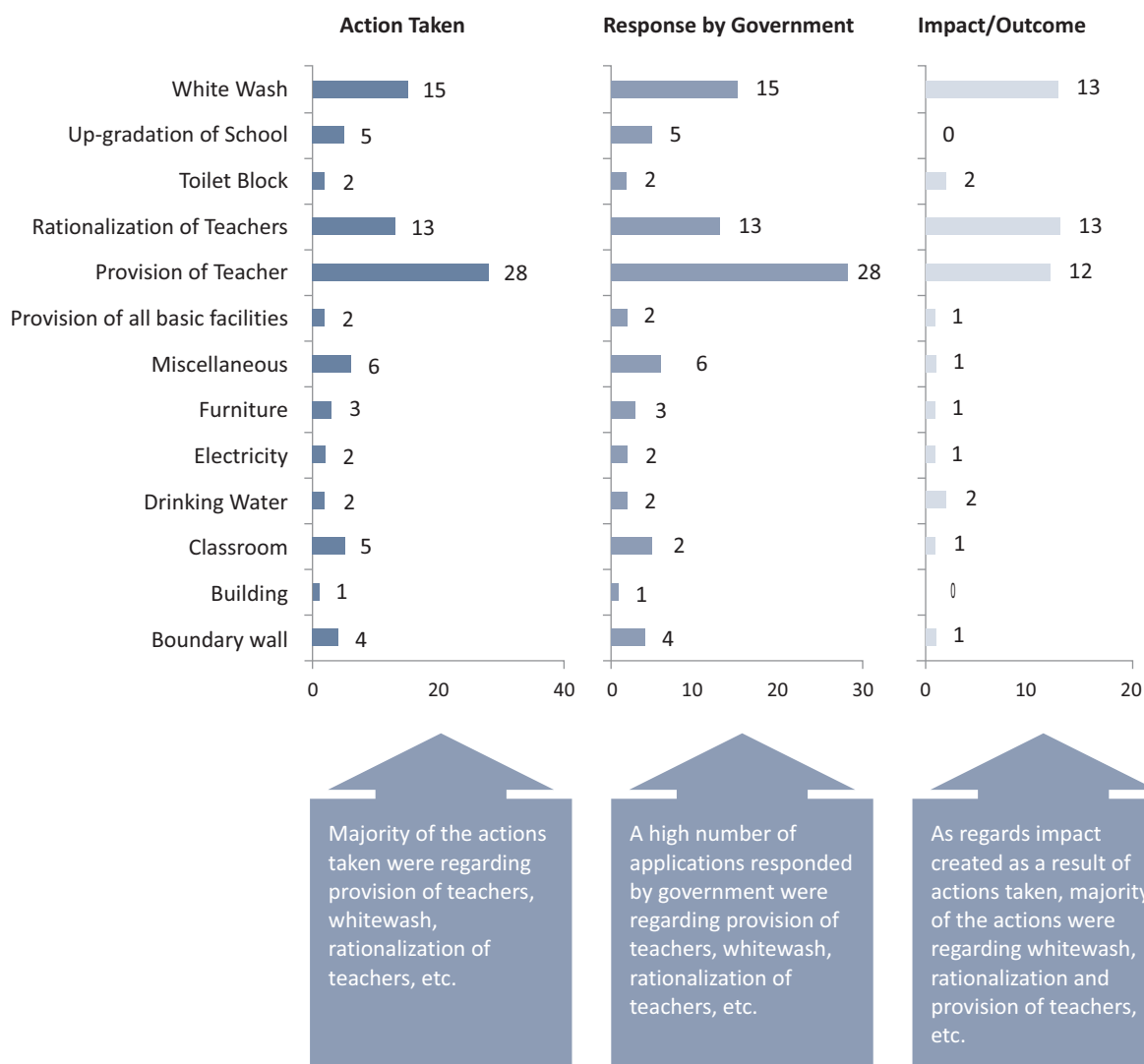


Chart 16: Number of Actions Taken, Response by Government, and Impact/Outcome - Tehsil-wise

Action Taken	Response by Govt.	Impact/Outcome
<input type="checkbox"/> Gujrat - 28	<input type="checkbox"/> Gujrat - 28	<input type="checkbox"/> Gujrat - 18
<input type="checkbox"/> Kharian - 24	<input type="checkbox"/> Kharian - 24	<input type="checkbox"/> Kharian - 11
<input type="checkbox"/> Sarai Alamgir - 36	<input type="checkbox"/> Sarai Alamgir - 36	<input type="checkbox"/> Sarai Alamgir - 19

At tehsil level, highest numbers (19) of schools benefitted in tehsil Sarai Alamgir. This is followed by 18 schools in Gujrat, and 11 schools in Kharian.

Chart 17: Number of Actions Taken, Response by Government, Impact/Outcome - Issue-wise



Toilet blocks: Provision, repair

Provision of Teachers: permanent, temporary, additional, including provision of Head teacher

Miscellaneous: Changing member of SCs, watchman, gate repairing, teacher unattended, renewal of SCs, handing over middle school building, construction, basic facilities, filling stagnant water pond near school, renovation of school lawn, purchase of uniform, repair of drainage, sign boards, school ground, painting/writing, kids room equipment, transfer of land record

Furniture: Provision, transfer, approval, procurement

Electricity: Provision of electricity, electricity connection, meter connection

Drinking water: Installation of electric or hand pump, motor, electric cooler, drinking water tank, filtration plant, water line problem

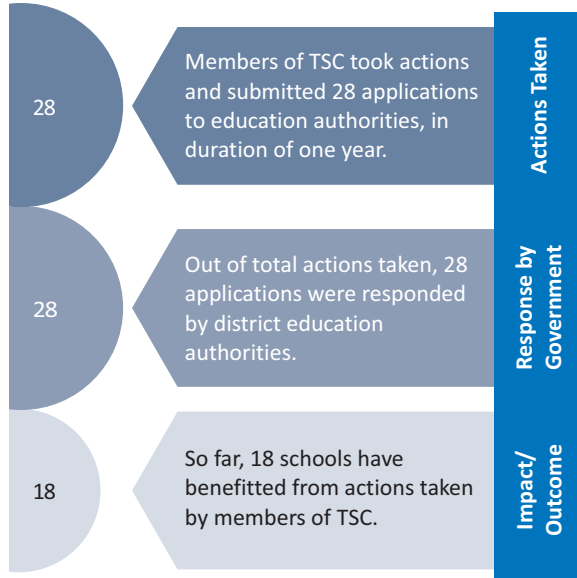
Classroom: Classroom, Additional room, kids' room, Construction, repairing, construction of dangerous room

Building: Provision, construction, repairing, transfer, dangerous, reconstruction, complete the incomplete building

Boundary wall: Construction or repairing

Tehsil Gujrat

Chart 18: Number of Actions Taken, Response by Government, Impact/Outcome



Tehsil Kharian

Chart 19: Number of Actions Taken, Response by Government, Impact/Outcome

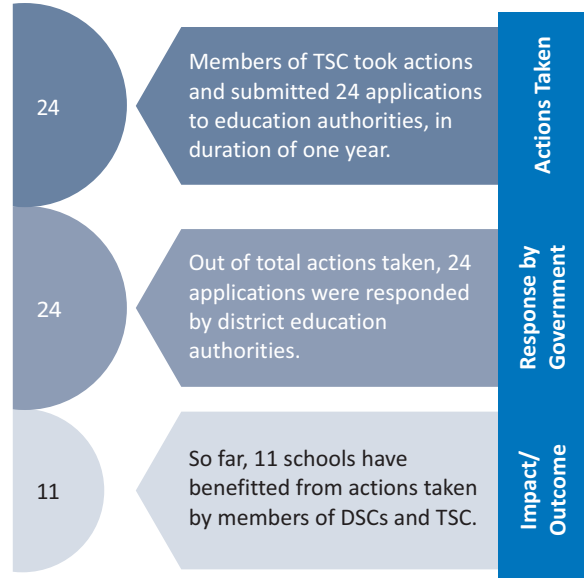
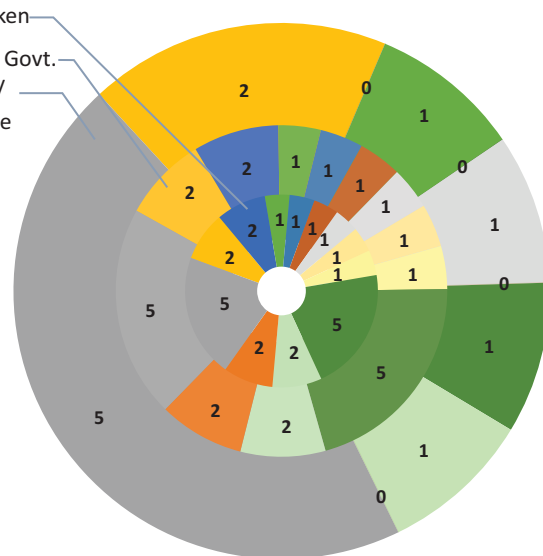
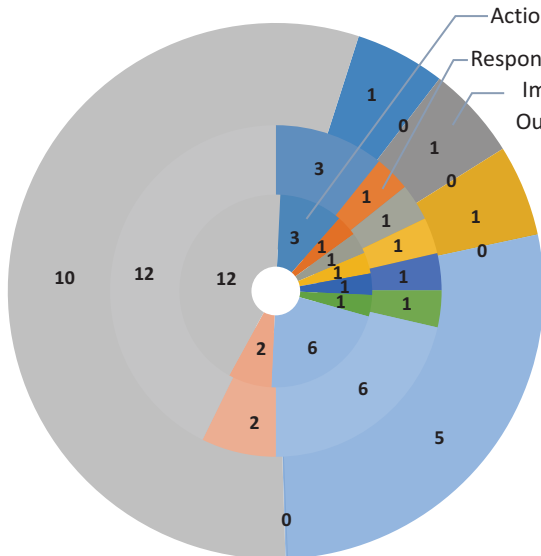


Chart 20: Number of Actions Taken, Response by Government, Impact/Outcome (Gujrat)

- Boundary wall
- Classroom
- Drinking Water
- Electricity
- Furniture
- Miscellaneous
- Provision of Teacher
- Up-gradation of School

Chart 21: Number of Actions Taken, Response by Government, Impact/Outcome (Kharian)

- Boundary wall
- Classroom
- Building
- Electricity
- Furniture
- Miscellaneous
- Provision of all basic facilities
- Provision of Teacher
- Rationalization of Teacher
- Toilet Block
- Up-gradation of School
- White Wash



Tehsil Sarai Alamgir

Chart 22: Number of Actions Taken, Response by Government, Impact/Outcome

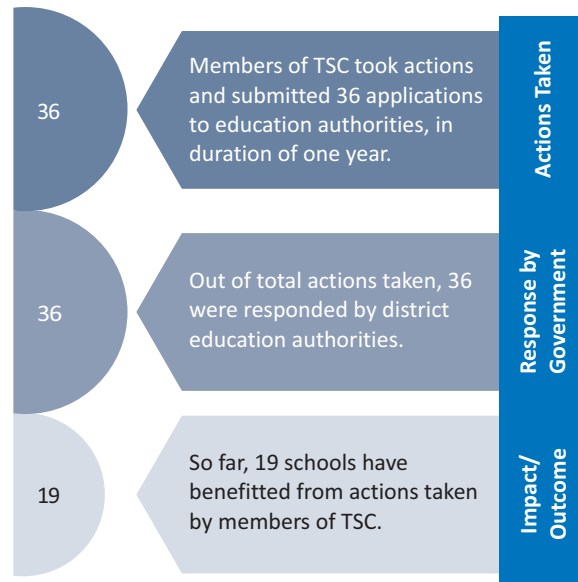
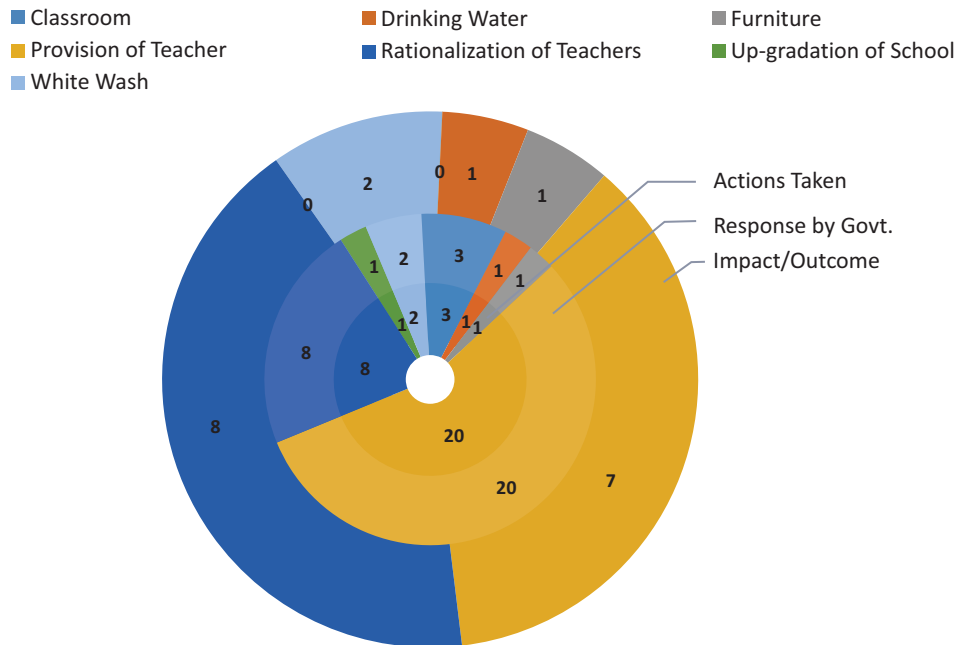


Chart 23: Number of Actions Taken, Response by Government, Impact/Outcome



District Mandi Bahauddin

Regarding district Mandi Bahauddin (MB Din), details regarding number of actions taken by members of DSC and TSCs, response by district education authorities, and impact/outcome of these actions are given below in detail:

Chart 24: District Mandi Bahauddin – Actions Taken, Response by Government, Impact/Outcome

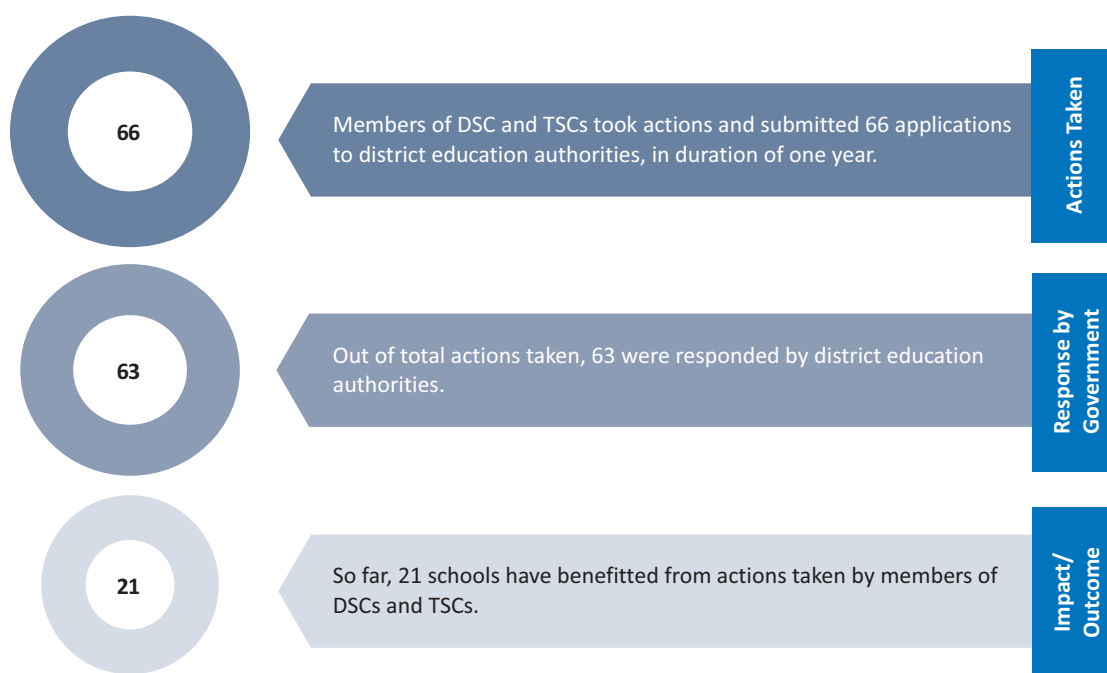


Chart 25: Number of Actions Taken, Response by Government, and Impact/Outcome - Tehsil-wise

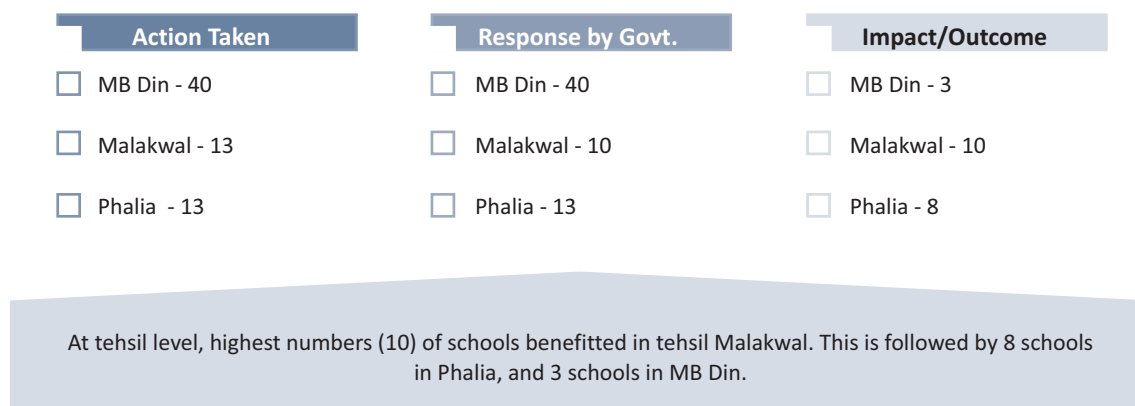
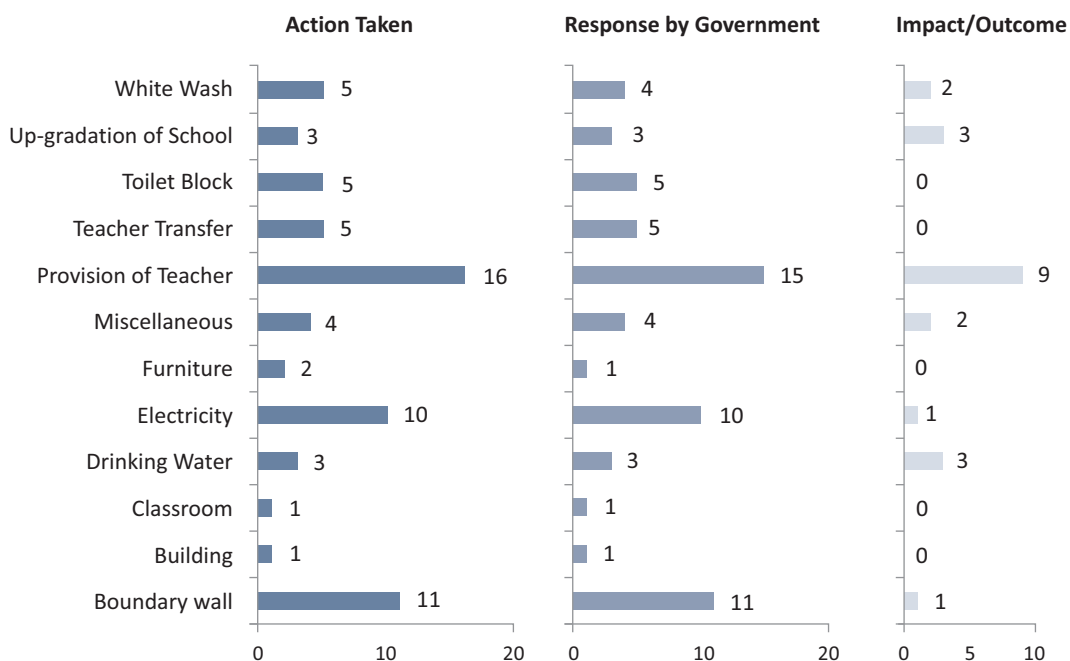


Chart 26: Number of Actions Taken, Response by Government, Impact/Outcome - Issue-wise



Majority of the actions taken were regarding provision of teachers, boundary wall, electricity, etc.

A high number of actions responded by government were regarding provision of teachers, boundary wall, electricity, etc.

As regards impact created as a result of actions taken, majority of them were regarding provision of teachers, drinking water, and up-gradation of school, etc.

Toilet blocks: Provision, repair

Provision of Teachers: permanent, temporary, additional, including provision of Head teacher

Miscellaneous: Changing member of SCs, watchman, gate repairing, teacher unattended, renewal of SCs, handing over middle school building, construction, basic facilities, filling stagnant water pond near school, renovation of school lawn, purchase of uniform, repair of drainage, sign boards, school ground, painting/writing, kids room equipment, transfer of land record

Furniture: Provision, transfer, approval, procurement

Electricity: Provision of electricity, electricity connection, meter connection

Drinking water: Installation of electric or hand pump, motor, electric cooler, drinking water tank, filtration plant, water line problem

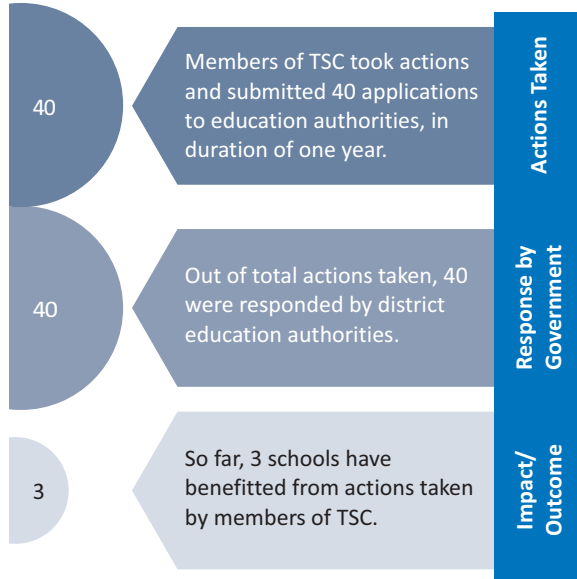
Classroom: Classroom, Additional room, kids' room, Construction, repairing, construction of dangerous room

Building: Provision, construction, repairing, transfer, dangerous, reconstruction, complete the incomplete building

Boundary wall: Construction or repairing

Tehsil Mandi Bahauddin

Chart 27: Number of Actions Taken, Response by Government, Impact/Outcome



Tehsil Phalia

Chart 28: Number of Actions Taken, Response by Government, Impact/Outcome

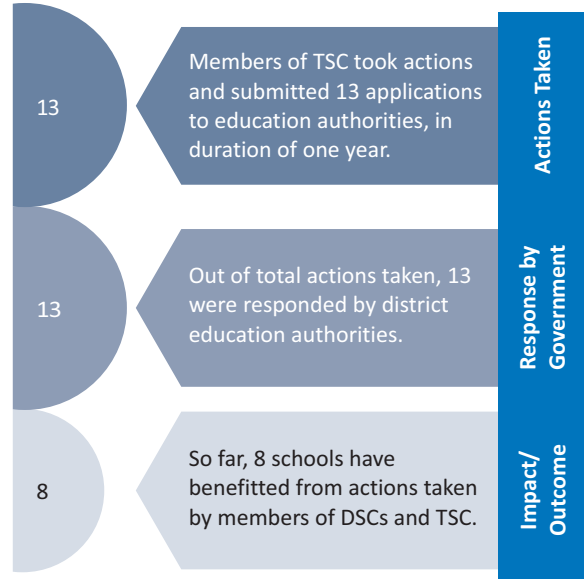


Chart 29: Number of Actions Taken, Response by Government, Impact/Outcome (MB Din)

- Boundary wall
- Classroom
- Electricity
- Teacher Transfer
- Building
- Drinking Water
- Provision of Teacher
- Toilet Block

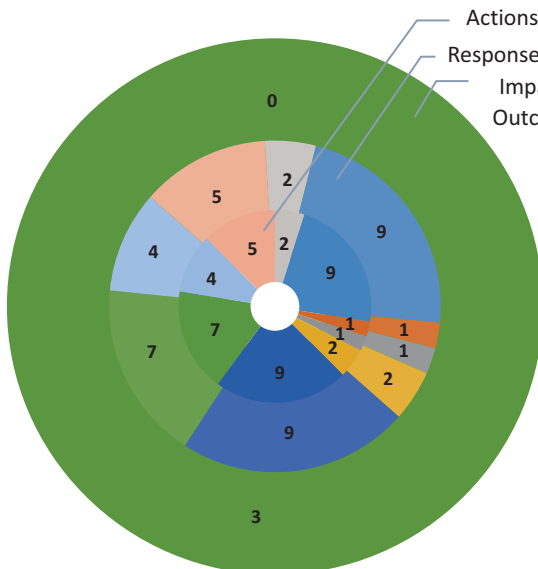
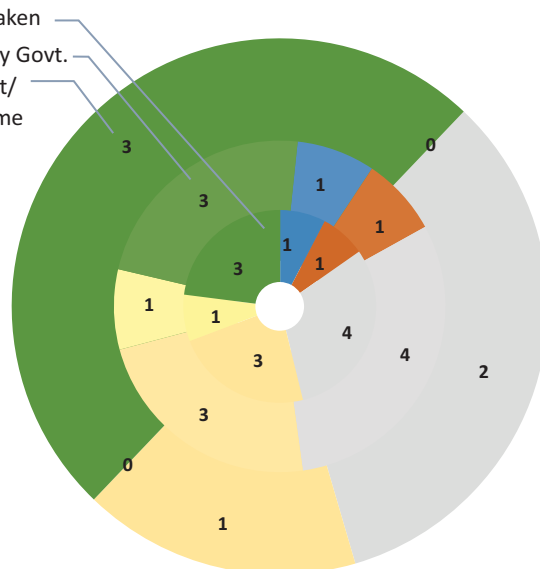


Chart 30: Number of Actions Taken, Response by Government, Impact/Outcome (Phalia)

- Boundary wall
- Miscellaneous
- Teacher Transfer
- Furniture
- Provision of Teacher
- Up-grdation of School



Tehsil Malakwal

Chart 31: Number of Actions Taken, Response by Government, Impact/Outcome

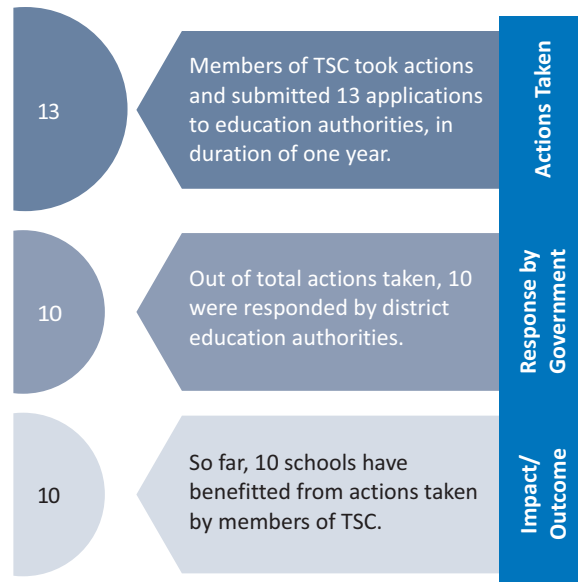
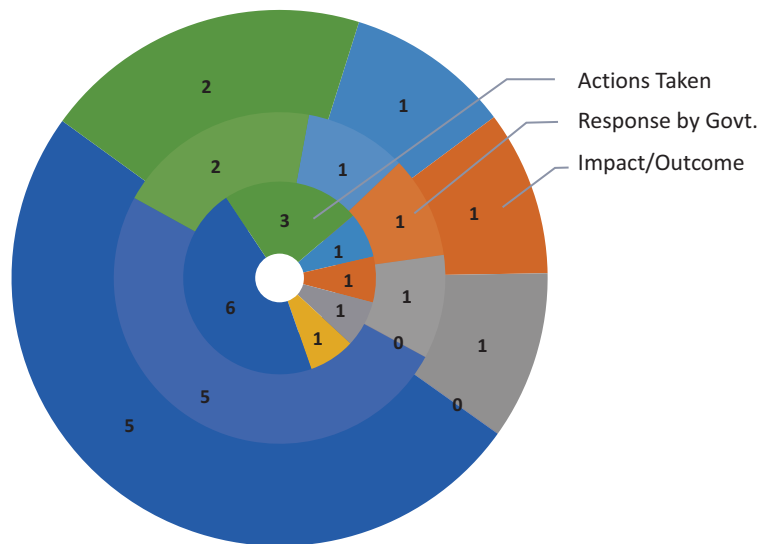


Chart 32: Number of Actions Taken, Response by Government, Impact/Outcome

■ Boundary wall ■ Drinking Water ■ Electricity ■ Furniture ■ Provision of Teacher ■ White Wash



District Gujranwala

Regarding district Gujranwala, details regarding number of actions taken by members of DSCs and TSCs, actions responded by district education authorities and impacts creates are given below in detail:

Chart 33: District Gujranwala – Number of Actions Taken, Response by Government, Impact/Outcome

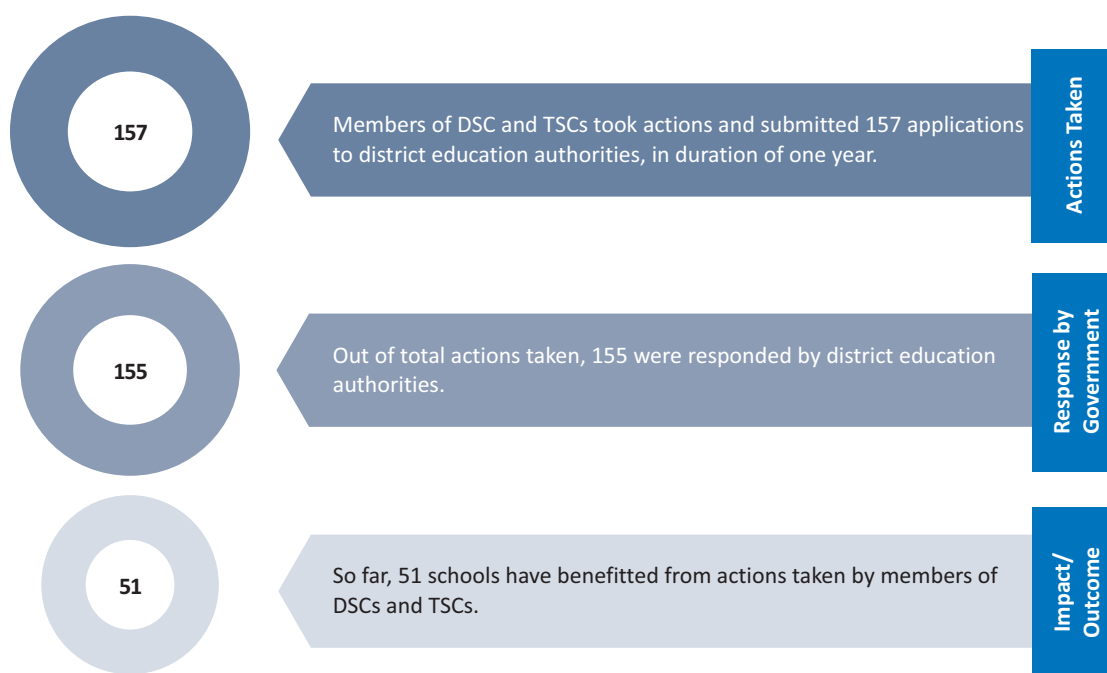
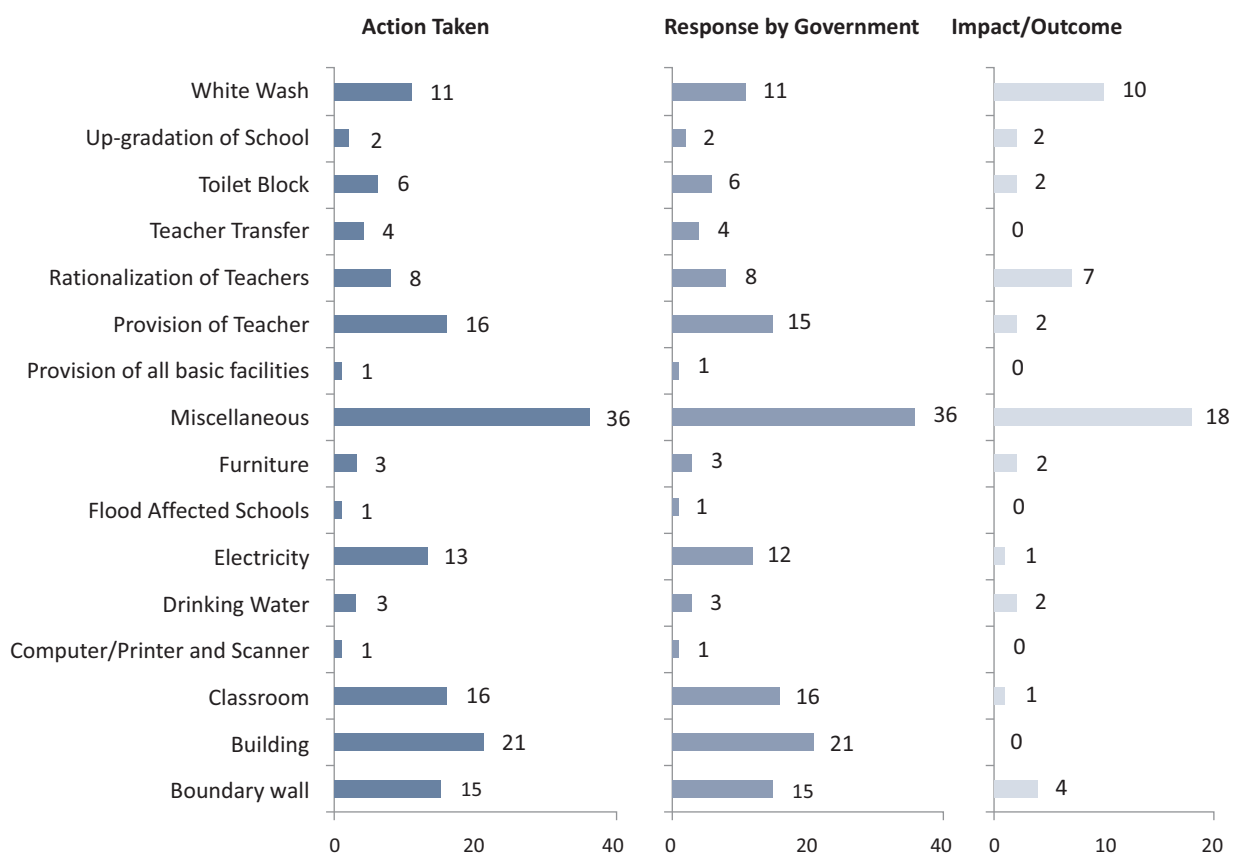


Chart 34: Number of Actions Taken, Response by Government, and Impact/Outcome

Action Taken	Response by Govt.	Impact/Outcome
<input type="checkbox"/> Gujranwala - 21	<input type="checkbox"/> Gujranwala - 21	<input type="checkbox"/> Gujranwala - 13
<input type="checkbox"/> Kamoki - 30	<input type="checkbox"/> Kamoki - 29	<input type="checkbox"/> Kamoki - 13
<input type="checkbox"/> Nowshera Virkan - 32	<input type="checkbox"/> Nowshera Virkan - 32	<input type="checkbox"/> Nowshera Virkan - 10
<input type="checkbox"/> Wazirabad - 74	<input type="checkbox"/> Wazirabad - 73	<input type="checkbox"/> Wazirabad - 15

At tehsil level, highest numbers (15) of schools benefitted in tehsil wazirabad. This is followed by 13 schools in Gujranwala, 13 schools in Kamoki, and 10 schools in Kharian.

Chart 35: Number of Actions Taken, Response by Government, and Impact/Outcome - Issue-wise



Majority of the actions taken were regarding miscellaneous, Building, classrooms, provision of teachers, boundary wall, etc.

A high number of actions responded were of teachers, miscellaneous, Building, classrooms, provision of teachers, boundary wall, etc.

As regards impact created, majority of them were regarding miscellaneous, whitewash, rationalization of teachers, etc.

Toilet blocks: Provision, repair

Provision of Teachers: permanent, temporary, additional, including provision of Head teacher

Miscellaneous: Changing member of SCs, watchman, gate repairing, teacher unattended, renewal of SCs, handing over middle school building, construction, basic facilities, filling stagnant water pond near school, renovation of school lawn, purchase of uniform, repair of drainage, sign boards, school ground, painting/writing, kids room equipment, transfer of land record

Furniture: Provision, transfer, approval, procurement

Electricity: Provision of electricity, electricity connection, meter connection

Drinking water: Installation of electric or hand pump, motor, electric cooler, drinking water tank, filtration plant, water line problem

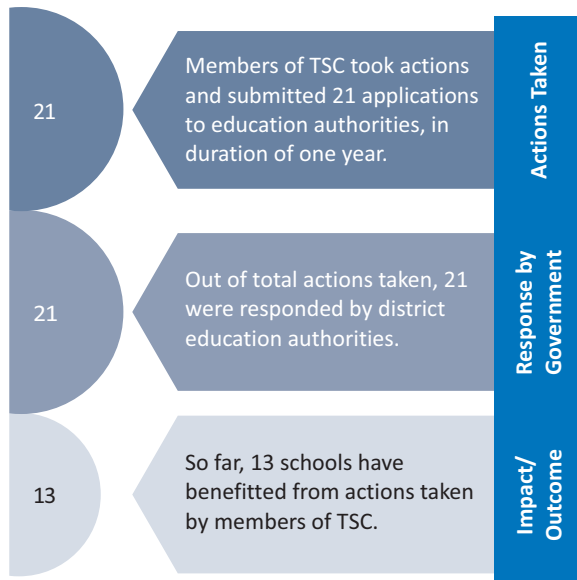
Classroom: Classroom, Additional room, kids' room, Construction, repairing, construction of dangerous room

Building: Provision, construction, repairing, transfer, dangerous, reconstruction, complete the incomplete building

Boundary wall: Construction or repairing

Tehsil Gujranwala

Chart 36: Number of Actions Taken, Response by Government, Impact/Outcome



Tehsil Kamoki

Chart 37: Number of Actions Taken, Response by Government, Impact/Outcome

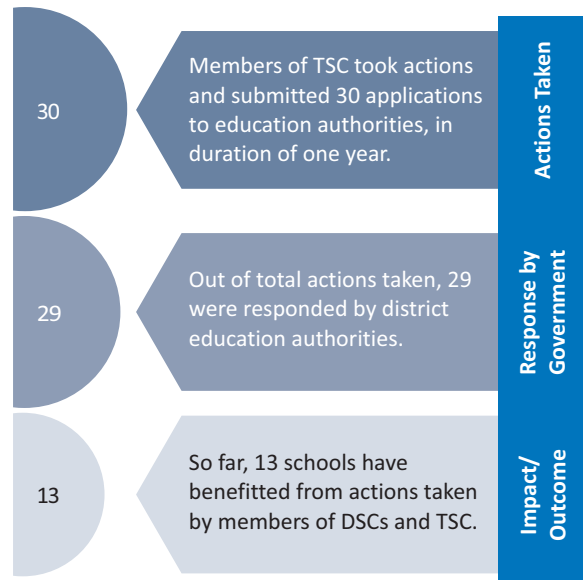


Chart 38: Number of Actions Taken, Response by Government, Impact/Outcome (Gujranwala)

- Boundary wall
- Furniture
- Rationalization of Teachers
- White Wash
- Building
- Miscellaneous
- Toilet Block

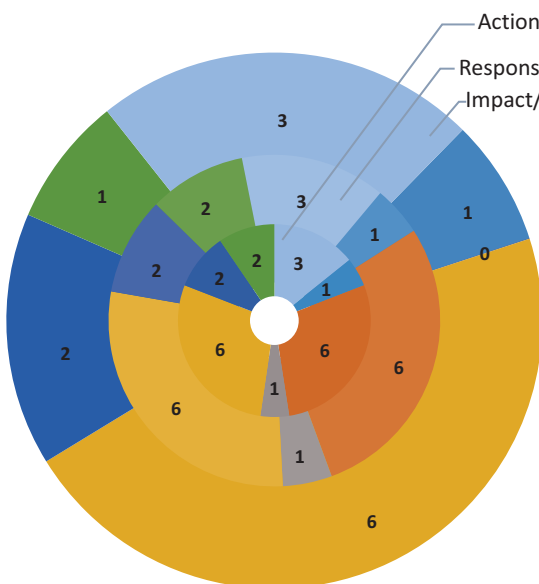
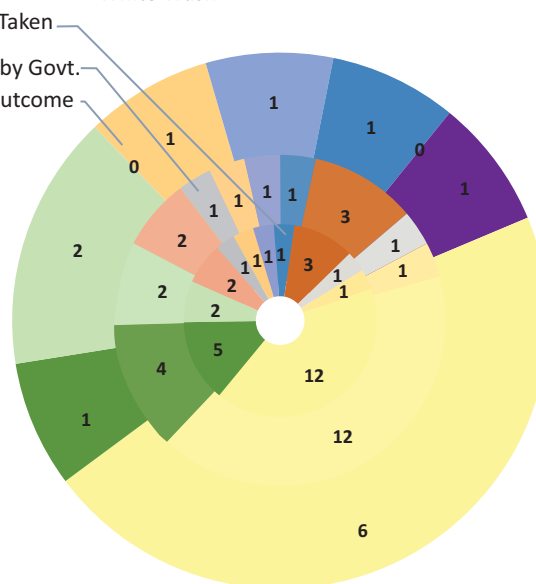


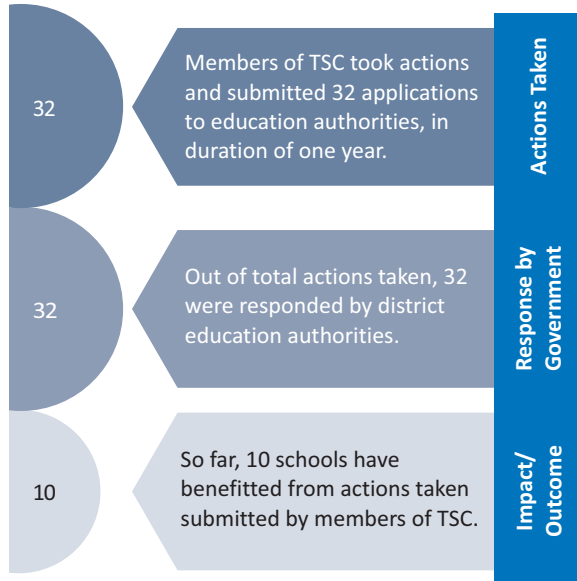
Chart 39: Number of Applications Submitted, Acknowledged, and Actions Taken (Kamoki)

- Boundary wall
- Classroom
- Miscellaneous
- Rationalization of Teacher
- Toilet Block
- White Wash
- Building
- Drinking Water
- Provision of Teacher
- Teacher Transfer
- Up-gradation of School



Tehsil Nowshera Virkan

Chart 40: Number of Actions Taken, Response by Government, Impact/Outcome



Tehsil Wazirabad

Chart 41: Number of Actions Taken, Response by Government, Impact/Outcome

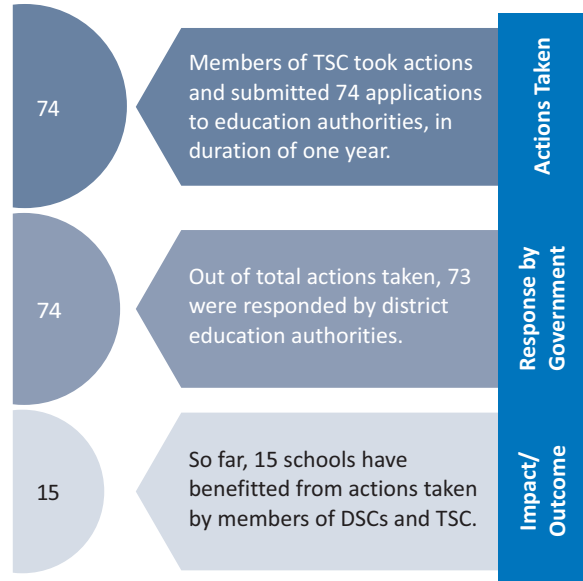


Chart 42: Number of Actions Taken, Response by Government, Impact/Outcome (Nowshera virkan)

- Boundary wall
- Classroom
- Electricity
- Rationalization of Teachers
- Toilet Block
- Building
- Drinking Water
- Provision of Teacher
- Teacher Transfer
- White Wash

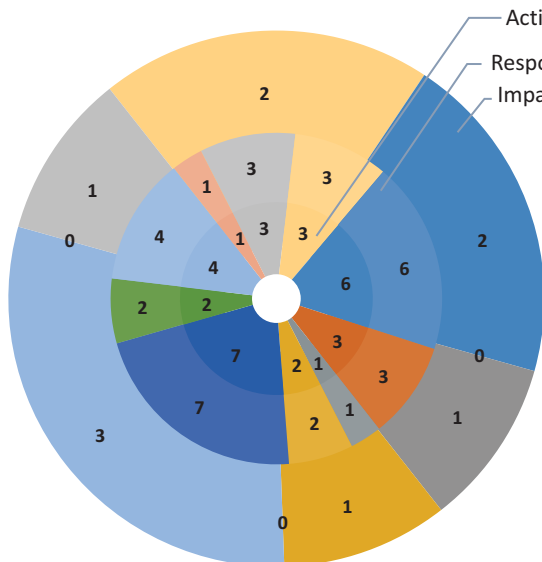
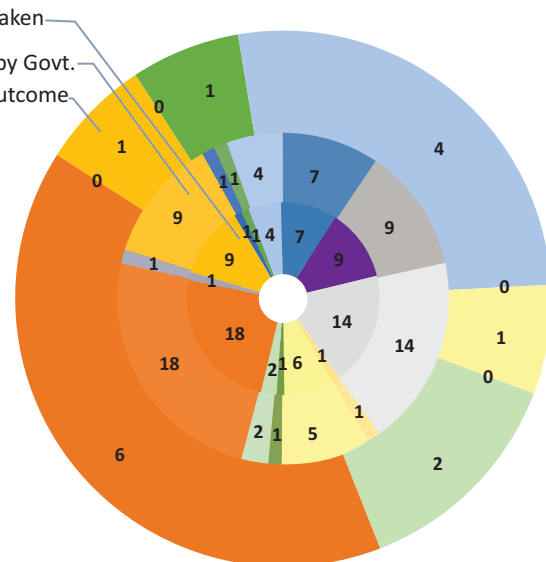


Chart 43: Number of Actions Taken, Response by Government, Impact/Outcome (Wazirabad)

- Boundary wall
- Classroom
- Electricity
- Furniture
- Provision of all basic facilities
- Teacher Transfer
- Building
- Computer
- Flood Affected Schools
- Miscellaneous
- Provision of Teacher
- Up-gradation of School



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