

# EVALUATION REPORT



Creating Good Practices in Preventing Child Abuse and  
Strengthening Self-reliant Resistance against Corporal  
Punishment in Schools of Khyber Pakhtunkhwa



*"As long as the child will be trained not by love, but by fear, so long will humanity live not by justice, but by force. As long as the child will be ruled by the educator's threat and by the father's rod, so long will mankind be dominated by the policeman's club, by fear of jail, and by panic of invasion by armies and navies"*

*Boris Sidis 1919*

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# CHAPTER 1

## INTRODUCTION

### *Background of the study*

This study is based on the SPARC activities held for the purpose of eradicating the corporal punishment in the government primary schools of Khyber Pakhtunkhwa. The study explores the effects of corporal punishment on the enrollment of the students in primary schools. Besides it compares the awareness level and attitudes of the society towards corporal punishment before starting and at the completion of the project.

Having implemented the project over a period of three years, SPARC decided to carry out evaluation of the project in the first quarter of 2012. Evaluation is expected to provide post intervention change analysis based on the statistical data obtained at the beginning of the project and the data that is to be collected at the project completion for carrying out impact evaluation of SPARC's initiative. To carry out impact evaluation of the project, Human Capital Management Institute (HCMI) was selected to reflect on the impact made by SPARC's intervention in the selected 75 model schools from five districts.

In a way to achieve one of the primary objectives of Millennium Development Goals, international and national organizations provided special attention to increase the enrollment of students at primary education level. According to SPARC's baseline survey report 2010, corporal punishment has also been one among many of the impeding factors such as poor financial condition, lack of transportation facilities, child labor, prevalence of human rights violation and distantly located schools, which in one or the other way have eventually resulted in low enrollment or dropout cases at primary level of education.

In this regard, SPARC in partnership with KINDERNOTHILFE also initiated a project on 9<sup>th</sup> August 2009 to address corporal punishment at schools in selected districts of Khyber Pakhtunkhwa. The project was intended to create awareness about the harms of corporal punishment to a child, educate teachers on adopting alternatives to corporal punishment as well as establishing problem solving mechanisms to provide facilitation to children and their parents at school level. Also, the program emphasized on strengthening children by making them self-reliant and resistant against corporal punishment in order to promote corporal punishment free school environment.

In this regard five districts namely Nowshera, Peshawar, Charsadda, Mardan and Swabi were targeted in consultation with Education Department from Khyber Pakhtunkhwa. A total of 75 schools (male and female both) were selected as Model schools, i.e 15 schools from each district. All the relevant stakeholders such as parents, teachers, students, general public, education department, parliamentarians were involved to highlight the issue of corporal punishment due to which schools have experienced increased dropout rates at primary education level. Mass level awareness campaign on the issue of physical abuse against children that included wall chalking, distribution of Information Education Communication (IEC) material, message broadcast through TV and Radio was run to sensitize community at large scale.

Before launching this initiative, SPARC carried out a baseline survey in order to identify existing practices of corporal punishment in various schools of Khyber Pakhtunkhwa. This played a pivotal role in identifying prevalence of various types of corporal punishments, role of existing Parent Teachers Councils, Child Rights Committees (CRC), Education Department and communities' stake corporal punishment. It also helped in the identification of those obstructions for which the issue of corporal punishment could not be addressed

## **Context**

Corporal punishment is a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behavior deemed unacceptable. The term usually refers to methodically striking the offender with an implement, whether in judicial, domestic, domestic (home), workplaces, care institutions, or educational settings (including schools and madrassahs).

Corporal punishment may be divided into following types:

1. Corporal punishment at home: within the family typically, children punished by parents, elder brothers, sisters, relative or guardians;
2. Corporal punishment in schools:, when students are punished by teachers or school administrators, or, in the past, apprentices by master craftsmen;
3. Judicial corporal punishment: as part of a criminal sentence ordered by a court of law. Closely related is prison corporal punishment, ordered either directly by the prison authorities or by a visiting court. Corporal punishment is also still allowed in some military settings, and banned in others.
4. Corporal punishment in alternative cares such as orphanages, shelters etc.
5. Corporal punishment at work places mostly given by the employers or by senior workers.

Every day children suffer physical and verbal abuse at their schools, homes and workplaces. Corporal punishment is often regarded as a culturally acceptable way of disciplining and changing the behavior of children however, it leaves long term psychological and physical scars. In the wake of natural disasters, such as the 2005 earthquake, children are more vulnerable to this kind of abuse. Research in the earthquake affected area show that prior to the disaster 33 per cent of children reported being victims of corporal punishment. Following the disaster the figure has risen to 94 per cent<sup>2</sup>.

Despite significant evidence that corporal punishment is detrimental to a productive learning environment, there is currently no federal prohibition on the use of physical discipline against children in public school. In fact, children in some states receive greater protections against corporal punishment in detention facilities than they do in their public schools. For this reason and others, the *American Civil Liberties Union (ACLU)* and *Human Rights Watch (HRW)*, are encouraged that this subcommittee is seeking to address the problems stemming from corporal punishment in schools.

United Nations General Assembly adopted the Convention on the Rights of the Child in (1989). Article 19 of the Convention on the Rights of the Child, which Pakistan ratified in 1990, condemns all forms of physical and mental violence against the child including injury and abuse. Similarly, article 37 of UNCRC states that no child shall be subject to torture, cruel, inhuman or degrading treatment or punishment. Whereas, In contradiction to this, Section 89 of the Pakistan Penal Code (PPC, 1860) allows parents, teachers and other guardians to use corporal punishment as a means to discipline children under 12 years old.

Population in Khyber Pakhtunkhwa is victim to some cultural restrictions, e.g., girl education has not been given importance as compared to boys. There is a high ratio of girl drop out from schools after primary education. However, corporal punishment has many negative impacts on the personality of a child.

## ***Objectives of the study***

- To analyze the improvement in the quality of education after sensitizing students and teachers about their duties and rights.
- To examine the extent to which corporal punishments by the teachers at primary level schools has been eradicated.
- To assess the increase in enrollment at primary level of education particularly in the model schools of the selected districts.
- To examine how much corporal punishment to the students has been reduced till now at primary level of education due to SPARC activities.
- To identify project areas where further improvements can be made.
- To analyze the impact of the activities held at various intervals based on corporal punishments in selected government primary schools of Khyber Pakhtunkhwa.
- To compare the results of the overall study before and after SPARC activities.
- To recommend certain measures for the improvement of the project.

## *Scope of the study*

- To assess the extent to which the objectives have been achieved so far.
- To assess the positive and negative outcome of the project on the children so far
- To assess unexpected positive and negative outcome of project activities
- To assess the attitude of teachers about their perception regarding corporal punishment in the primary schools of the pilot districts.
- To assess the attitude of teachers trained by SPARC on alternatives to corporal punishment.
- To check if problem solving mechanism is in place and functioning in primary school of the districts and particularly in model schools in each districts.
- To analyze differences in the outcomes in the different model schools and reasons.
- To assess the effectiveness of the complaint mechanism
- To check the ownership and involvement of the education department for this project.
- Involvement and ownership of the concerned departments such as Provincial Institute for Teachers' Education (PITE) and Regional Institute for Teachers' Education (RITE)
- To assess the level of awareness about corporal punishment in schools to general public and opinion makers.
- To assess the general perception of community (incl. school children) about corporal punishment.
- Analyses the extend of the sustainability of the achievements made so far
- To review the relevance and feasibility of the sustainability strategy of the project
- To identify major deviations of the planned strategies and activities and the reasons for it and their appropriateness
- To access the relevance and appropriateness of the strategies and activities
- To assess to what extent the strategies and activities are considering gender aspects as well as the gender dimensions of the outcomes achieved so far.
- To assess the co-operation with other stakeholders e.g. GTZ and whether there is need to strengthen it
- Analyses suitability of the monitoring system of the project for documenting and observing the achievements towards the project objectives as well as an instrument to manage the project.
- Identify strengths and weaknesses of the project.
- Share lessons learned and innovative good practices.

Make recommendations for the remaining period of the project for identified areas to increase efficiency, effectiveness, and sustainability as well as for any other area of concern coming up during the assignment.



# CHAPTER 2

## SURVEY METHODOLOGY

The study was conducted in the selected five districts of Khyber Pakhtunkhwa, including Swabi, Mardan, Charsada, Nowshera and Peshawar. The students, teachers and their parents of the selected districts participated in this study. The study was carried out in various phases which are mentioned below.

### *Different phases*

| PHASE   | ACTIVITIES                   |
|---------|------------------------------|
| PHASE 1 | STAFF HIRING                 |
| PHASE 2 | FIELD STAFF TRAINING         |
| PHASE 3 | TEAM FORMATION               |
| PHASE 4 | SURPRISE SCHOOL FIELD VISITS |

### *Evaluation period and dates*

Total evaluation period was one month.

| S# | ACTIVITIES                   | Dated                                               |
|----|------------------------------|-----------------------------------------------------|
| 1. | STAFF HIRING                 | 15 <sup>th</sup> - 20 <sup>th</sup> March 2012      |
| 2. | FIELD STAFF TRAINING         | 22 <sup>nd</sup> March 2012                         |
| 3. | TEAM FORMATION               | 22 <sup>nd</sup> March 2012                         |
| 4. | SURPRISE SCHOOL FIELD VISITS | 26 <sup>th</sup> March 2012                         |
| 5. | PARTICIPATORY SURVEY         | 27 <sup>th</sup> March – 6 <sup>th</sup> April 2012 |
| 6. | FOCUS GROUPS DISCUSSION      | 9 <sup>th</sup> -10 <sup>th</sup> April 2012        |
| 7. | TABLE TALK WORKSHOP          | 25 <sup>th</sup> -26 <sup>th</sup> April 2012       |

### *Staff hiring*

To carry out field work, HCMI chose to hire 01 District Survey Supervisor and 08 enumerators per district, which means to collect data a total of 05 District Survey Supervisors and 40 Enumerators were hired to complete the task of data collection in total of 05 days.

### *Field staff training*

For capacity building of District Survey Supervisors and Enumerators a training session was organized in Peshawar on March 22<sup>nd</sup> 2012. Detailed knowledge about impact evaluation was explained and shared with all the participants to make them understand the different concepts of baseline and impact evaluation survey. They were also being shared the level of intervention and scope of work, types of questionnaires and the sample size distributed for each of the questionnaire.



All the participants were divided into groups based on the districts they belonged to. Focus Group Discussion (FGD) questionnaire was explained to them. During this session all the participants were thoroughly explained the purpose, need and process of Focus Group Discussion.



### ***Workshop with stakeholders***

A two-day workshop was conducted with all the relevant stakeholders including the representatives from target areas, education departments (PITE & RITE), students, parents, teachers and parliamentarians. The workshop was held on April 25<sup>th</sup> 26<sup>th</sup> 2012 in Peshawar. The purpose of workshop with stakeholders was to raise the issue of corporal punishment at schools, HCMI team shared the key findings of evaluation conducted in five districts of Khyber Pakhtunkhwa and emphasize on the role of stakeholders to prevail corporal punishment free schools.



### ***Surprise school visits***

A team was established for the surprise school visits of target cities. The main purpose of surprise visits was to view and catch the real picture of educational learning environment, discipline, management of the schools and situation of corporal punishment.

# CHAPTER 3

## METHODOLOGICAL CONSIDERATIONS

### *Tools developed for data collection*

The tools which were developed included the above mentioned questionnaire and a separate questionnaire developed to conduct a total of 05 Focused Group Discussions (FGDs) i.e. 01 per district, with a focus to gain children perspective, and were shared with SPARC for suggestions and recommendations. Upon the final approval of the questionnaire, HCMI proceeded to hire and train the required number of enumerators from all the target districts.

### *Focused group discussion*

For in depth analysis and revealing detailed information, 05 Focused Group Discussions i.e. 01 per district was added to impact evaluation tools. The process of acquiring information this way not only added meaning to their answers but also provided a deep insight of the ground reality. This activity enabled enumerators to develop good understanding to begin with the project. Additionally, enumerators' personal observation during field work would also give them extra advantage for extracting useful information during FGD in a much better way. Each District Survey Supervisor was made responsible to assign the task of conducting FGD to one of its enumerators. The Team for FGD comprised of a Moderator, Observer and a Note taker.

### *Questionnaire*

In order to cover a wide range of perspective, separate questionnaire were designed for different categories of stakeholders including Parents, Teachers, Students, School Head Teacher, Government Education Department, General Public, Parliamentarian and Child Rights Committees (CRC).

### *The target population*

The population of this project evaluation comprised schools located in five target cities of Khyber Pakhtunkhwa, identified by SPARC, where the Program Units of SPARC are working for promotion and protection of child rights.

After reviewing SPARC baseline study and data for the process of evaluation, HCMI collected information by primary and secondary means .i.e. questionnaire, focus group discussions, observation, interviews of students/ teachers/ parents/ other stakeholders & surprise school visits.

HCMI included 75 model schools and 10 private schools in the sample from target cities of Khyber Pakhtunkhwa . A team was established to conduct Participatory Survey, five Focus Group Discussions and table talk workshop.

### *Sample Size for Each Tool*

| S.NO | TOOL                    | SAMPLE SIZE |
|------|-------------------------|-------------|
| 1    | Participatory Survey    | 1250        |
| 2    | Focus Group Discussions | 175         |
| 3    | Table Talk & Workshop   | 25          |

## ***Methodology for data collection***

After developing interview guideline, HCMI team interviewed the project staff as well as staff of Provincial Institute for Teacher's Education (PITE) & Regional Institute for Teacher's Education (RITE). The team also interviewed the community members including teachers & students. Moreover, one day workshop was held with stakeholders with a specific aim to raise awareness and to bring into their knowledge the effects of corporal punishment on the children.

### ***Participatory survey***

#### ***i. Semi-structured interviewing with checklists***

Semi-structured interviews were used. These were guided interviews in which only some of the questions were predetermined and new questions were generated during the interview. Interviewers used a checklist of questions developed as a flexible guide. As a result, the interviews tended to take the form of discussions, during which interviewers gathered important information.

#### ***ii. Mapping and diagramming***

Diagrams were used as simple schematic devices which presented information in a condensed and readily understandable visual form. They helped to summarize data in a way that could be used at all stages. They were very useful as an aid to participatory discussions with stakeholders and other community members during demonstrations.

Comparison of the diagrams drawn in front of different categories of people (women and men, young and old, etc.) ultimately lead to a deeper understanding of the diversity of opinion and decision-making processes in education sector of Khyber Pakhtunkhwa and the attitude of community towards corporal punishment.

#### ***iii. Observation***

Observation was used as a research strategy that aimed to gain a close and intimate familiarity with the given group of individuals and generate authentic firsthand information.

#### ***iv. Stakeholder Analysis***

It was an essential part of project which helped to take into account the interests of different stakeholder. This understanding and knowledge of the interests of different stakeholder groups was incorporated into the planning and implementation of activities, permitting more effective design of programs and hence increased the chances of success.

#### ***v. Quantitative Methods***

In participatory constraints analysis, quantitative survey methods were used as a supplement to participatory appraisal methods. Data collected through informal techniques however, was not statistically precise enough, and a questionnaire survey was necessary to assess impacts of corporal punishment on children.

### ***Data entry***

The data entry process began after two days of the beginning of the survey. A total of 10 data entry operators were hired i.e. 02 for each district to complete the data entry task in total of 05 days. A format to enter data was developed and provided to all data entry operators in order to avoid any discrepancies in the data. Prior the beginning of the data entry process all the operators were given training on how to enter the data.

# CHAPTER 4

## FINDING AND ANALYSIS OF DATA

Following are the findings from the data collected for the evaluation process of the project.

### Response of teachers

Most of the teachers are well qualified but share heavy work load during school hours i.e., 57% of them take 6 classes a day. They are not in favor of punishing students needlessly, but certain reasons that contribute towards practicing minor punishments like sit ups and use of stick are mostly the inappropriate behavior of students, lack of interest in studies or failure in exams. The teachers also mentioned that complaint cells are quite successful in promoting corporal punishment free schools. More than half of the staff agreed that they receive complaints from parents regarding physical punishment.

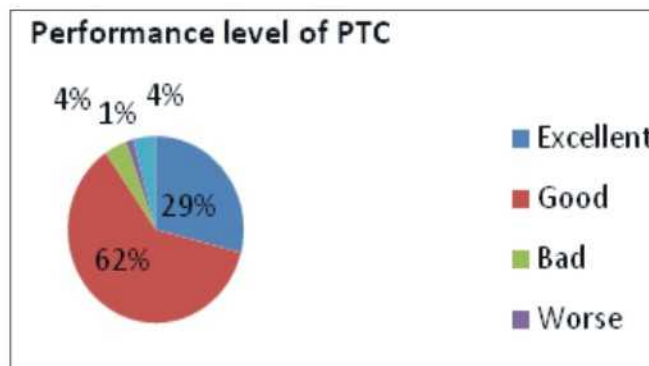
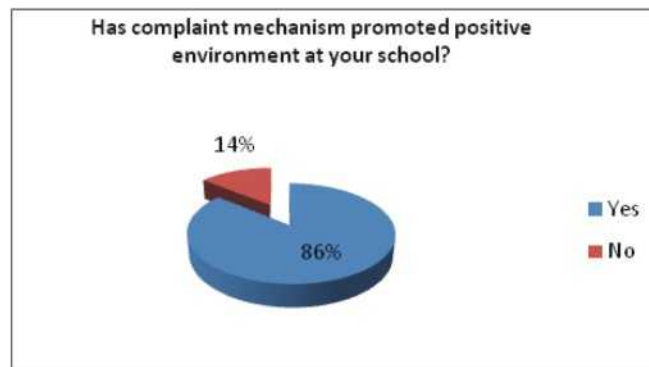
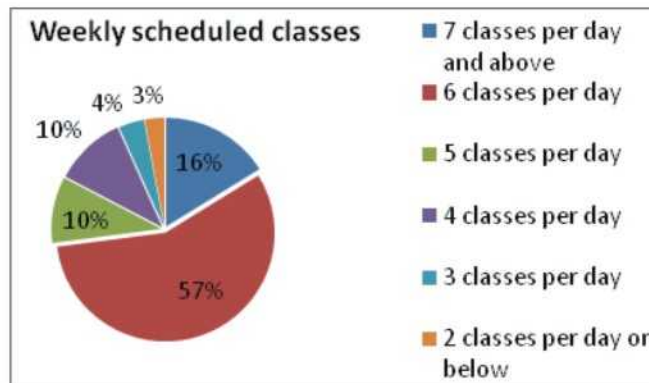
Findings showed that the cause of child drop out is not only corporal punishment but in most of situations, it is also due to other socio economic factors like poverty, lack of parents' interest and child labor. According to them there are proper policies and steps to promote corporal punishment free environment in schools. Parents Teachers Council (PTC) plays an important role in this regard, showing high performance levels, as depicted by the evaluation results.

It lays effective foundation for building mutual trust and cooperation between parents and teachers. These efforts ultimately have lead towards minimizing corporal punishment instances and their effective resolution.

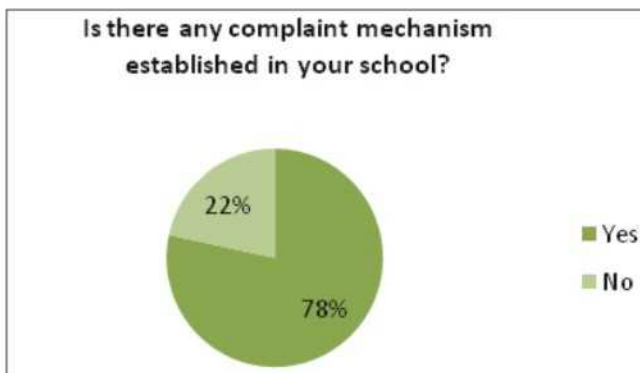
### Perception of school administration

According to the findings derived from the responses of school head masters, this project remained successful up to a greater extent a small percentage (11%) complained that corporal punishment is not banned yet. A large number of school head masters also agreed that there exists an effective complaint mechanism in their schools now.

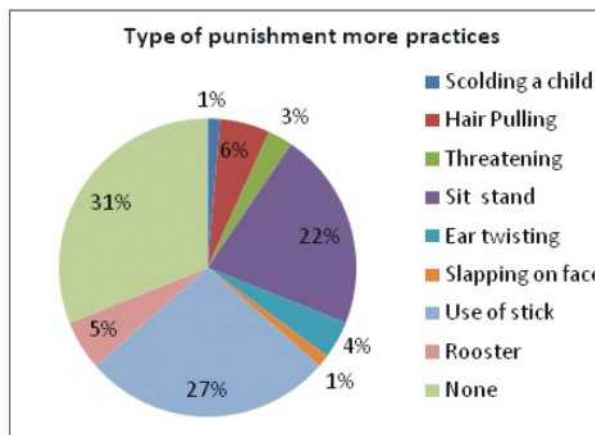
Most of the complaints are about the stick use



and sit stand punishments. These complaints are mostly welcomed by the head masters and are resolved in a proper way. The response from the school heads for promoting corporal punishment free environment remained 85% where as 8% of the school head teachers were not sure at all. The existence of Parents Teachers Council (PTC) remained successful and the percentage response of teachers on the training related to this issue remained appreciable.



The IEC material to discourage the corporal punishment is not enough to raise awareness in general public, certain measures like public campaigns, broadcast media etc. could be incorporated.



The support from the education department has remained appreciable in minimizing corporal punishment but further steps like providing scholarship, promote child friendly environment, improve infrastructure etc. in this regard will lead this project to greater effectiveness.

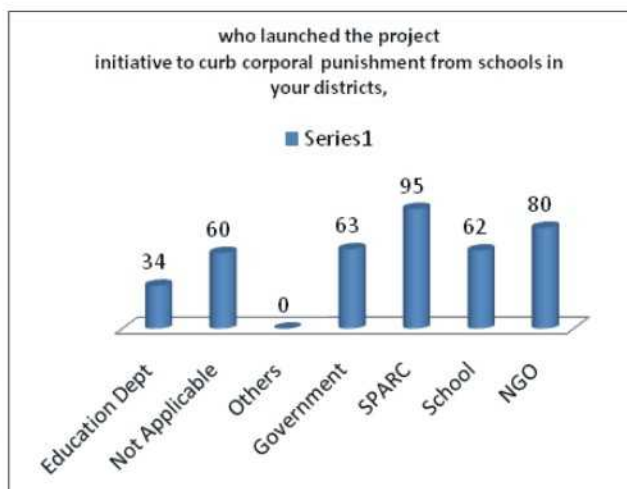
**Responses of parents**

According to the parents, main reasons of the dropout children are the aggressive attitude of the teachers who usually resort to physical punishments. But due to SPARC activities, this problem has been reduced to a greater extent. A small percentage of the parents also favor corporal punishments, but mostly the parents are not aware of the complaint mechanism in this regard. The parents also do not know about the PTC meetings. Thus it can be concluded that parents in this regard need training and awareness programs.



**Response of EDO's**

As far as EDOs are concerned they are strongly not in favor of corporal punishment because this may lead to severe physical and mental disorders, but students also need to be disciplined. Students are still even punished in schools and complaints are received by the department. In this regard education department plays a very crucial role in monitoring the schools and building the complaint mechanism against corporal punishment to the students. As



During the discussion with the EDOs it was mentioned that such complains are taken into serious consideration, for example in serious cases either a warning letter is issued to the concerned teacher or resolved through discussion and counseling. EDOs appreciated SPARC's successful efforts towards achieving the goal of corporal punishment free schools.

### Response of Child Rights Committee (CRC)

The Child Rights Committee (CRC) prefers no corporal punishment. The CRC members also mentioned that government can play a crucial role in making legislation in order to reduce the dropout and corporal punishment. However CRC members suggest to organized further trainings and meeting to improve the practices against corporal punishment.

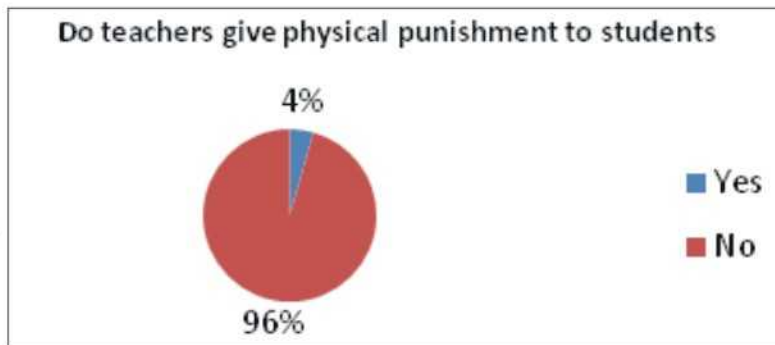
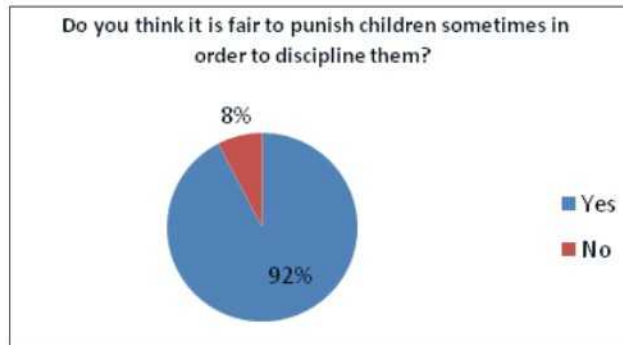
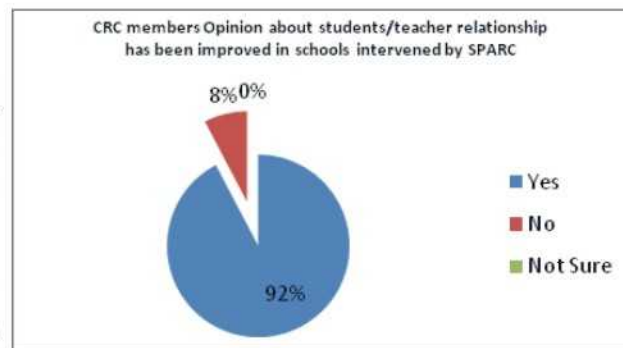
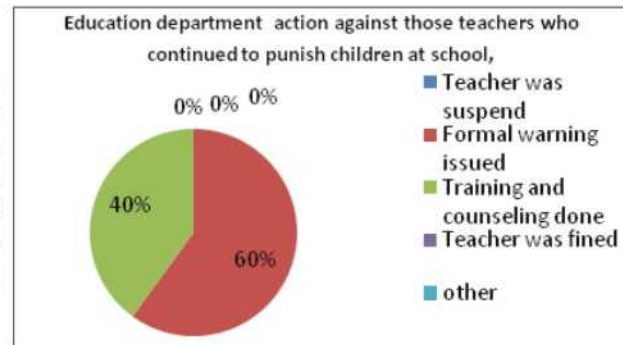
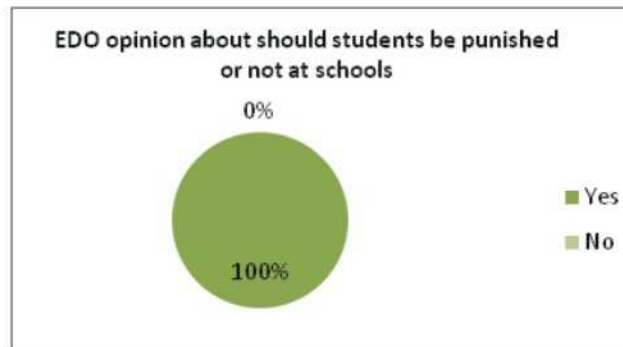
### Response of Parliamentarian

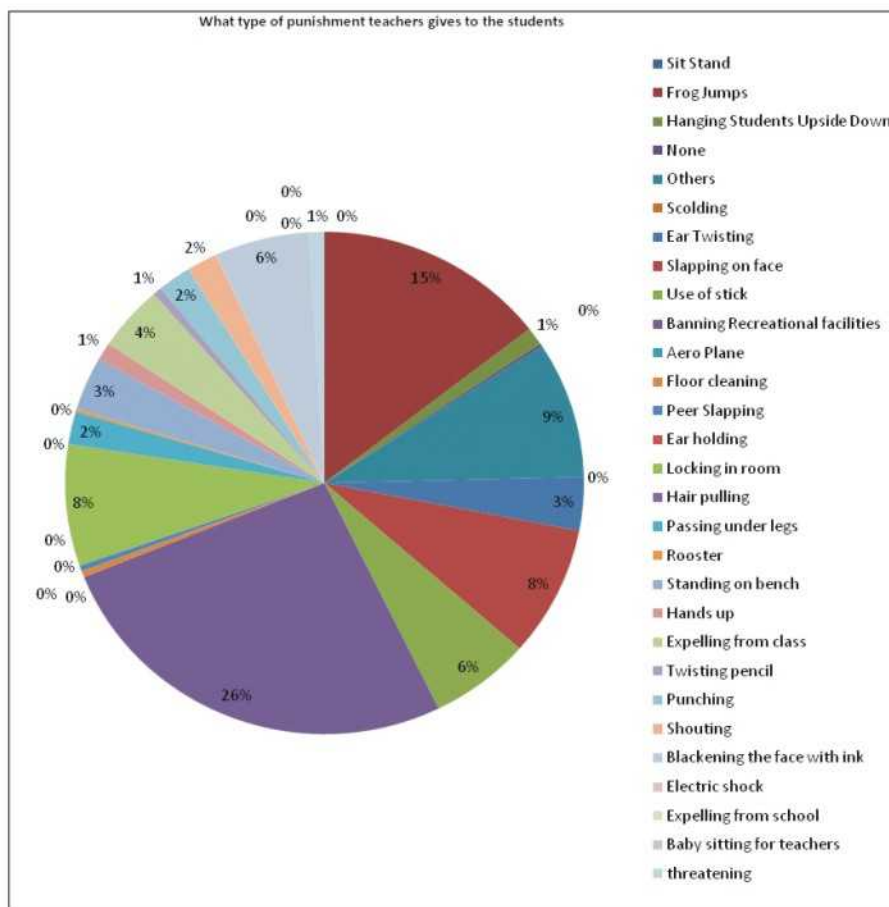
The parliamentarian mentioned that corporal punishment is not the most important cause of dropout of the children. It is either due to poverty or absenteeism of the students. There are also other solutions to discipline the children.

They also suggest that either it should be completely banned or minor punishments should be announced. There is a greater need of improvement in legislation in this regard. A result shows that 60% parliamentarians are unaware about the policy development process, which is a main step to achieve the goal of corporal punishment free school.

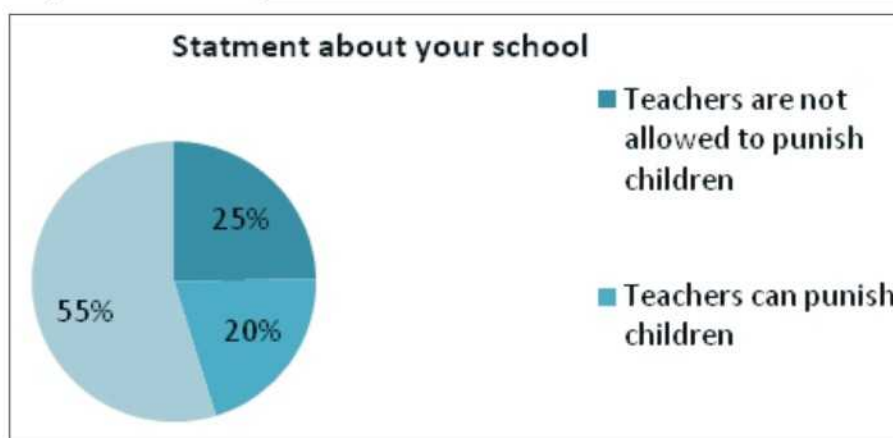
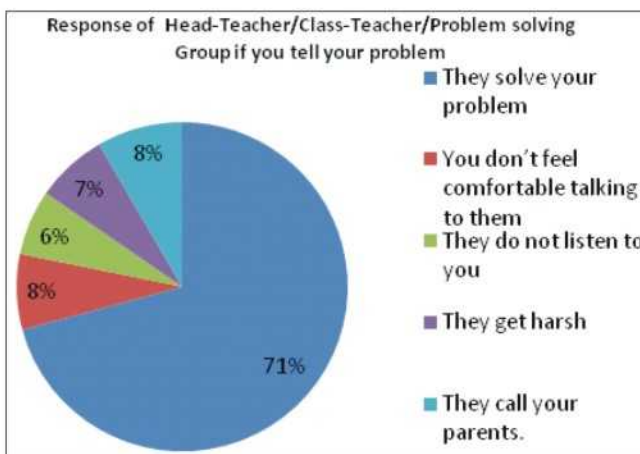
### Response of students

A small percentage of students mentioned that they do not like their school due to corporal punishment. Yet 98% of the students do not agree that any sort of physical punishment has been given to students. The students who agree that there is still corporal punishment also say that there is no solution by the authoritative persons to this problem. It shows discrepancy in the response of students and school administration.





- A large number of students appreciate the positive response of teachers and problem solving committee towards their problems and complaints. According to the findings, 71 percent of the students agree that their problems if shared with the concerned teachers, are taken seriously and solved.
- While probing for students' thinking about physical punishments at their schools, the response was quite encouraging. 55 percent of the students told that they should inform the problem solving committee about physical punishments given to them.





# CHAPTER 5

## COMPARISON BETWEEN BASELINE AND CURRENT REPORT

SPARC launched the project on “Baseline Survey on Prevalence of Corporal Punishment in Schools”. The study was conducted to find out the corporal punishment given to students (both male and female) in schools, their causes, their impacts on academic performance and how to reduce them. It involves community, teachers, parents and particularly the students.

Each year, Pakistan witnesses thousands of corporal punishments in schools particularly in Government schools. In order to reduce the corporal punishment, SPARC initiated this program to be implemented in Government primary schools of Khyber Pakhtunkhwa.

After the baseline survey, HCMI has conducted an evaluation study to assess the impacts of SPARC initiative. In this section of report, results of baseline survey and evaluation report will be compared and elaborated as follows:

### *Comparison of data collection methods*

Evaluation is an art. Much of the practice of evaluation is based upon well designed methods of data collection and many decisions about program activities which are guided by sound acumen and practicality.

Comparison of data collection method between baseline survey on Prevalence of Corporal Punishment in schools and its evaluation report will be made. In the beginning of baseline survey, desk review was conducted. It was conducted to get aware about the existing level of mind and practices of the punishment and different attitudes involved. In evaluation, desk review was also conducted to achieve the results mentioned above.

In both reports tools were developed for data collection. The tools used in evaluation were focus group discussions, questionnaire, and mentioned specific target population. After that field staff has given training to thoroughly understand the methodology and importance of data collection measures.

In both reports, in-depth interviews are conducted. Interviews seem to describe the meaning of the theme. Likewise, in evaluation interviews are conducted with the teachers, parents, children and from the education department of five districts.

In the analysis phase, quantitative and qualitative information were used. Format for using both data was developed and made percentages, averages to interpret the data in the form of charts and mappings. This format was used to avoid discrepancies in the results.

In addition to this, workshops with the stakeholders are also conducted in evaluation. The purpose was to raise the issue of corporal punishment at schools, HCMI team shared the findings of evaluation conducted in five districts and focused on the eradication of corporal punishment in schools.

All the above mentioned data collection methods were the building block of evaluation. In evaluation, data is collected, compiled, and then interpreted accordingly, likewise in the baseline survey report.

## Comparison of sample size

Both surveys were conducted in 5 selected districts of Khyber Pakhtunkhwa.

| S# | Number                | Sample Size of Baseline Survey | Sample size of Evaluation |
|----|-----------------------|--------------------------------|---------------------------|
| 1. | No of Teachers        | 120                            | 150                       |
| 2. | No of Parents         | 330                            | 450                       |
| 3. | No of Students        | 240                            | 450                       |
| 4. | School Administration | 30                             | 75                        |
| 5. | Education Department  | 11                             | 5                         |
| 6. | Parliamentarian       | -                              | 10                        |
| 7. | General Public        | -                              | 110                       |
|    | <b>Total</b>          | 731                            | 1250                      |

## Comparison between baseline and current finding

### Corporal Punishment

According to findings of evaluation report 31 % believes that non-availability of schools at a reasonable distance is the cause of low enrollment rate in primary schools. 31 % of them believe that the corporal punishment is the reason for the lack of enrollment in primary government schools as compared to the figure provided in baseline survey report that is 92%. It shows that the perception, attitude and practice of the corporal punishment have reduced.

#### ■ *Teachers View*

The other question to CRC and EDO was that whether students should be punished or not in the schools. According to baseline results 87% of the teachers believed that students should be punished while according to evaluation report 50% teachers believe that it is illegal to punish students. It shows a significant change in perception of teachers after the teachers training conducted by SPARC.

#### ■ *Parent's views*

According to baseline survey 76% of the parents believe that corporal punishment should be necessary while in the results of evaluation report 31% of parents agree to give punishment to the students.

### Dropout

According to baseline survey report, executive functionaries (100%) revealed that no proper record regarding dropouts is maintained. Parents highlighted corporal punishment (55%) as key reason for child dropouts, other factors include poverty (20%), cultural and social taboos (13%), no nearby school for girls (7%) and a lack of quality teaching staff (3%).

However, according to evaluation report it is found out that reasons for drop out are different slightly in comparison to baseline report. In response to child drop out reason, Parents highly ranked uncooperative teachers attitude (27%), other factors include poor school infrastructure (22%), corporal punishment (17%), lack of qualified staff (10%) and school at distant places (5%).

This data shows that parents consider teacher's uncooperative attitude as a major reason for drop out, however, teachers blame poverty (30%) as a key reason and parents lack of interest (19%).

## Comparison of effective measures to end punishment

#### ■ *Establishment of complaint mechanism :*

Complaint mechanism was established by SPARC as a key activity of corporal punishment free schools.

The indicator to measure the complaint is how much students in the schools did complaints against teachers. According to baseline survey 49% of parents did the complaint. As compared to evaluation report 57% parents did the complaints on punishments in schools which indicate a healthy change in attitude and practice of the parents.

■ ***Types of Ppunishment***

The type of punishments teachers commonly practice is as follows:

| <b>Type of punishment</b>       | <b>Baseline Report</b> | <b>Evaluation Report</b> |
|---------------------------------|------------------------|--------------------------|
| Scolding                        | 73%                    | 3%                       |
| Use of stick                    | 67%                    | 8%                       |
| Ear twisting                    | 72%                    | 3%                       |
| Slapping on face                | 70%                    | 4%                       |
| Floor cleaning                  | 46%                    | 1%                       |
| Aero plane                      | 28%                    | 2%                       |
| Ear holding                     | 70%                    | 10%                      |
| Threatening                     | 0.76%                  | 4%                       |
| Baby sitting for teachers       | 2%                     | 4%                       |
| Expelling from school           | 64%                    | 1%                       |
| Electric Shock                  | 4%                     | 1%                       |
| Blackening The Face With Ink    | 5%                     | 2%                       |
| Shouting                        | 63%                    | 5%                       |
| Punching                        | 20%                    | 5%                       |
| Twisting pencils                | 23%                    | 2%                       |
| Hands up                        | 70%                    | 7%                       |
| Standing on bench               | 51%                    | 2%                       |
| Rooster                         | 65%                    | 3%                       |
| Passing under legs              | 24%                    | 2%                       |
| Hair pulling                    | 45%                    | 2%                       |
| Banning recreational facilities | 58%                    | 2%                       |

Findings showed that the intensity in the corporal punishment has been decreased to such an extent, and the objectives of corporal punishment free school is met to greater extent.

■ ***Parent Teacher Councils (PTC)***

According to the evaluation report, 18% parent-teacher council's mechanism is working in schools while in baseline survey 2-15% of counseling is functioning.

■ ***Teachers Training***

In order to communicate effectively with the students and the practices they adopt to lessen the punishments, it is important to train teachers. According to baseline survey, 29% teachers are able to communicate effectively while the number of teachers capable of understanding and effectively communicating the students, according to project evaluation report, is 20%.

■ ***Personal believes of Teacher and parents***

According to baseline report findings a prevalent belief among parents and teachers (76% parents, 87% teachers) is that moderate punishment is necessary to correct a child behavior, where the current finding of evaluation report shows that (57 % parents, 57 % teachers) agreed to moderate punishment is necessary to discipline pupils. It shows that SPARC initiative positively affected on parents and teachers' behaviors.

# CHAPTER 6

## EXCHANGE WITH OTHER ORGANIZATIONS

### Plan Pakistan

Plan Pakistan is also working against corporal punishment in other province and wanted to work on complaint mechanism at school. For this purpose they requested SPARC to share the school based complaint mechanism with them so that they can replicate the same model in the schools they are working in. Plan and its partners were given a presentation and briefing about the school based mechanism and after thorough discussions Plan adopted the same model in 2000 schools where they are working in Punjab province. After testing it initially, it is now in place in these 2000 schools.

### Save the Children

Save the children and its partner organization is also working against corporal punishment in Balochistan province. In realization of SPARC's efforts against corporal punishment and particularly the training component, Save the Children request SPARC to provide them with a training of trainers where people from Save the Children as well as their other implementing partners will be trained on alternatives to corporal punishment. This training was provided to them where 30 master trainers got trained as well as provided them with the training manuals and tool kits prepared by SPARC. This was appreciated and acknowledged by Save the Children.

### GTZ

Meetings were held with GTZ in Peshawar where different ways to address corporal punishment in school were discussed. GTZ has been working in Khyber Pakhtunkhwa area on the strengthening of Parent Teacher Council (PTC). Meetings were focused on how to address corporal punishment, the role of PTC as well as school based complaint mechanism.

PTCs are not functional in all the schools and it is not present in some schools. Even if it is present in some schools, again, how active and effective it is and what it is contributing towards such matters in schools rather than just dealing with the financial matters only. PTC does not have regular monthly meetings and sometimes it has its meetings after 2 or 3 months which is also a matter of concern that how effectively they might deal with such cases, if any comes up.

GTZ's stance was that corporal punishment and its cases could be handled and addressed through the involvement of PTCs at school level where as SPARC's stance was that in such cases of corporal punishment, the victim, who in this cases will always be a child, cannot and should not be bound to wait for a month at least and sometimes 2 to 3 months where a PTC will convene its meeting and resolve the issue. Therefore, presence of a school committee at school level where members are present in school and its meeting can be called upon on a short notice and matter should be resolved without any unnecessary delay.

Other local organizations working in different areas and districts of Pakistan also contacted SPARC to assist them to build either their own capacity or of their partners capacity to address corporal punishment in their areas. Some of them organizations were SEHER (Balocistan), HEAD Foundation (Kohistan). Teachers' associations and other private institutions working in Khyber Pakhtunkhwa requested for the same and they were entertained through giving them opportunities to attend these trainings.

# CHAPTER 7

## ACHIEVEMENTS

### *Major Achievements*

The reason for SPARC achievements and successes throughout the project period is that the project started off in collaboration and cooperation of education department Khyber Pakhtunkhwa where a memorandum of understanding MoU, was signed with the department and roles and responsibilities were identified for both SPARC as well as education department. SPARC had provided teachers trainings on alternatives to corporal punishment, technical input as well as design and content of these trainings. Whereas education department provided the venue for trainings as well as nominating teachers from schools and to confirm their participation in these trainings. It was a good effort by SPARC and education department to create positive impact on the teachers and their attitudes towards children. Along with this attitudinal change these trainings have now been institutionalized through incorporation of its content into teachers training manual of Provincial Institute for Teacher's Education (PITE) which will be used for teacher's trainings in coming years.

### *Establishment of Complaint Mechanism*

In response to SPARC problem solving mechanism, Director Education Sector Reform Unit (ESRU) issued a notification on April 4, 2012 that a "Grievances Redressal Mechanism" is now in place in Directorate of Elementary and Secondary Education as well as EDOs (ES&E) offices. This mechanism would include a focal person (one male and one female) of not below BS-17 in each district who will report to EDOs / DCOs and will ensure independent investigation for each complaint. Directorate of E&SE will send progress report to ESRU through an in build mechanism. This initiative has brought a major success in terms of complaint system as this system will be run and governed by the education department and will have a long lasting positive effect on the efforts against corporal punishment and addressing the issue.

### *Meetings*

During the project duration 60 meetings were planned by SPARC to be held with government officials as well as education department officials including E&SE Elementary & Secondary Education department and ESRU Education Sector Reform Unit. Out of these 60 meetings, 30 were planned for 2011. In response 40 meetings were held by SPARC staff during 2011 which brought in some very positive results such as notifications by the Secretary education to ban corporal punishment in government schools. PITE also had amended their training manual and adopted SPARC's training material which is one of the great achievements by SPARC. Government agreed to establish complaint cells at district level to address corporal punishment.

10 community meetings were planned to raise awareness about violence against children and corporal punishment with CBOs, teachers and parents. In response, 15 meetings were held where 300-350 people were educated about violence against children issues.

During Jan-Dec 2011 five community based meetings were conducted among the communities of the pilot districts and as a result, 150 violence against children cases including 30 cases of corporal punishment were reported to SPARC. Similarly, during 2010, 6 community meetings were held in project districts which greatly enhanced the understanding of communities about the issues of violence against children in target districts.

## ***Teachers' Trainings***

During 2010, 2011 and 2012, a total of 106 teachers trainings were conducted in which 2658 male and 2581 females school teachers were trained on alternatives to corporal punishment. In total, 5239 teachers were trained which highly increased their sensitivity towards the issue and a visible change were noticed in the attitudes of these teachers in their respective government school. Over 5000 teachers so far had been trained on alternatives to corporal punishment in these five districts.

Data of these trainings is given below:

| <b>District</b>  | <b>Number of Trainings</b> | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|------------------|----------------------------|-------------|---------------|--------------|
| <b>Charsadda</b> | 30                         | 461         | 871           | 1332         |
| <b>Mardan</b>    | 33                         | 708         | 556           | 1264         |
| <b>Nowshehra</b> | 21                         | 514         | 364           | 878          |
| <b>Peshawar</b>  | 26                         | 698         | 372           | 1070         |
| <b>Swabi</b>     | 21                         | 277         | 418           | 695          |
| <b>Total</b>     | <b>131</b>                 | <b>2658</b> | <b>2581</b>   | <b>5239</b>  |

In two and a half years of this project SPARC has made the following successes.

- In continuation of the model schools initiative where 75 model schools were developed in these five districts an ADO in Mardan had committed that he will take part to improve all the schools in his circle (60-70) schools into model schools and that he will follow all the guidelines of these model schools.

## ***Attribution of changes to the project activities***

Originally the target of teachers' trainings was 875 teachers to be trained on alternatives to corporal punishment. As a result of MoU with the government SPARC managed to train 5239 teacher (male & female) on such issues under the given resources which had its broad and positive impacts.

Developing model schools was not included in the project document or in initial work plan. It was later decided among the project team to develop such model schools which can be then followed by other schools as well. 15 schools (male & female) were nominated by the education department in each district and thus 75 schools were selected from project districts and guidelines were prepared. These model schools have also a positive impact in project as it has marked certain clear distinction between an ordinary school and a model school.

## ***Gaps in project achievement***

- In April 2010, 18<sup>th</sup> constitutional amendment was introduced by the government of Pakistan. At that time one of the SPARC's board members presented a bill on corporal punishment in the national assembly. Implementation was delayed due to drafting of bills in each province separately and then it was sent to relevant department in each province. The new amendment created a lot of confusion in understanding even for the government department as well as to where the education department and child rights are still to be addressed at federal level or provincial level.
- In 2010 floods badly affected the population of Pakistan especially Khyber Pakhtunkhwa

province and it was a period when SPARC's major activities were carried out. Flood situation delayed a number of project activities. Teachers' trainings, school visits, formation of school committees and their follow ups, meetings with teachers, parents and education department all were suspended due to the countrywide floods as it badly affected the schools, communities and overall structure and systems at every level. In a discussion with SPARC, evaluation team came to know that education department in Khyber Pakhtunkhwa at that time requested SPARC not to continue with any of those planned activities, meetings etc as schools were destroyed either partially or completely. Furthermore, education department in Mardan showed some resistance to trainings due to the reason that schools' buildings were damaged by the floods and more focus was needed to refurbish those schools.

- As observed by evaluation team, it was a large scale project and a lot of field work was required to carry out the regular activities, meetings, monitoring etc., but the number of staff hired for this project was less in number to be adequate though the present staff worked beyond which they were supposed to but still greater support was required.
- As the SPARC project aimed to highlight cases of corporal punishment and proposed strategies against it, but such cases mostly do not go into litigation due to the cultural background of Khyber Pakhtunkhwa where mostly cases are solved at the community level between the victim's family and perpetrator with the help of elders belonging to the same community called Jirga.

The element of media could play stronger role in raising awareness as well as sensitizing the policy makers for relevant legislation. Though media was used effectively but it was noticed that more and frequent use of media will bring better results so therefore media should be used for longer period and more focus should be on media related activities.

# CHAPTER 8

## SWOT ANALYSIS OF THE PROJECT

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strengths</b> <ul style="list-style-type: none"> <li>• Geographical Existence</li> <li>• Qualified staff</li> <li>• Linkages with Government officials</li> <li>• Formulation of Child Rights Committees</li> <li>• Equipment's</li> <li>• IEC Material</li> </ul>                                 | <b>Weaknesses</b> <ul style="list-style-type: none"> <li>• Limited interaction with parliamentarians</li> <li>• Mechanism to make project sustainable in long run</li> <li>• Ineffective use of media</li> </ul>                                                           |
| <b>Opportunities</b> <ul style="list-style-type: none"> <li>• Media support</li> <li>• Support of general public</li> <li>• Research &amp; Publications in the same work area</li> <li>• Program can be expanded from primary to middle standard</li> <li>• National/ international Donors</li> </ul> | <b>Threats</b> <ul style="list-style-type: none"> <li>• Lack of Political interest</li> <li>• Pending law and frequently changing law bodies/ Government official</li> <li>• Culture boundaries</li> <li>• Security and most relatively law and order situation</li> </ul> |

### Strengths

- SPARC has a very strong point of their geographical existence in target areas; it helped to conduct project activities in proper way.
- SPARC hired qualified and experienced staff with capabilities and skills to implement the project activities as planned and agreed with donor. Their staff is working from 3 to 4 years on similar project and they have full command on it.
- SPARC had support of government officials (PITE & RITE staff) who participated in SPARC meetings and conducted teachers training with their facilitation.
- One the of the initiative taken by SPARC is developing Child Rights Committees (CRC) have worked closely with SPARC on a number of issues including child rights, child labor, juvenile justice, violence against children, bonded labor as well as during humanitarian crises.
- Project staff has proper equipments.
- SPARC initiated wall chalking in target districts to raise awareness in general public, however, they also placed boards in target schools that have positive messages on child rights & corporal punishment.

### Weaknesses

- SPARC interaction with local MPAs, MNAs, although they have a constant lobbying with the relevant parliamentarians for introducing laws on corporal punishment.
- SPARC has successfully implemented the planned project activities like meetings with education department officials, meetings with stakeholders (NGO/ media persons/ parliamentarians) and media campaigns. Although the factor of sustainability of project has slightly been neglected, as far as new parliamentarians and their awareness about SPARC's activities is concerned. This project is endangered to face hurdles in its long term sustainability and implementation. There needs to be an effective mechanism for stirring interest and awareness in new parliamentarians and other stakeholders.
- Though SPARC has made good effort to spread media messages regarding corporal punishment, however, the mechanism adopted by SPARC was ineffective. As the current findings showed that 76% of general public was not aware of SPARC initiative.



## **Opportunities**

- Ample opportunities exist for a much broader use of media that could include a greater fund allocation for exposure through broadcast media. Low literacy rate in these areas is a compelling factor for the need of effective use of broadcast media.
- General public support, if stirred effectively through media campaigns could be a major edge for SPARC's efforts in implementation of this project.
- Collaborating with other organizations working for child rights and effective use of their research publications & reports can strengthen SPARC project implementation.
- Positive influence of SPARC project implementation for child rights at primary level is a milestone for expanding these efforts to middle education level.
- Further support for national / international donors can help SPARC widen its efforts in addressing the issue of corporal punishment in Pakistan.

## **Threats**

- Uncertain and unstable political situation is a main reason for high turnover of officials related to the implementation of child protection law
- The cultural taboos prevailing in these areas regarding gender sensitivity, female education, role of women etc. is a major hindrance in the way of effective implementation of this project.
- Another important factor is consecutively changing bodies who are working on child protection bill.
- More political patronage is required to strictly comply and implement the act in (Khyber Pakhtunkhwa - Child protection and welfare Act 2010)

Security situation of the target districts of Khyber Pakhtunkhwa is somewhat vulnerable.

# CHAPTER 9

## SUSTAINABILITY OF THE PROJECT

### *Institutionalization of Teachers Trainings*

A number of trainings have been organized at Provincial Institute for Teachers' Education (PITE) and also a number of meetings have been arranged, as a result Provincial Institute for Teachers' Education (PITE) requested SPARC to update their teachers' training manual and include relevant chapters of corporal punishment, positive behavior and classroom management into their manual which they use for their ongoing trainings of teachers at provincial level. More than 5000 teachers are trained in these trainings.

### *Notifications against Corporal Punishment*

Secretary Elementary & Secondary Education Khyber Pakhtunkhwa issued two notifications as a result of our advocacy and meetings in December 2010 and another one in February 2011 which strictly prohibits corporal punishment in all schools of Khyber Pakhtunkhwa and strict penalties and departmental action to be taken in any such cases.

### *Awareness campaigns*

In two and a half years of this project three awareness campaigns on television, radio, local cables as well as through wall chalking. Result shows that overall behavior of parents and teachers has changed toward corporal punishment. Children are also getting awareness about how to complain against corporal punishment. Political leaders and general public is also aware with the corporal punishment and its impacts.

### *SPARC role as civil society*

Khyber Pakhtunkhwa Child Protection and Welfare Act 2010 was introduced by the provincial government which clearly prohibits corporal punishment in all its settings (sec33) as well as addressed other related issues of violence against children. This legislation was again a great success of the civil society where SPARC played an important role in advocacy and lobbying.

# CHAPTER 10

## RECOMMENDATIONS & CONCLUSION

Following are some suggestive measures for the success of the project.

- As finding shows workload is a main cause of teacher's aggressive attitude where they used corporal punishment as last resort to discipline and control the children. It is required to balance teacher student ratio in all schools.
- During discussion with teachers it was found that there was clear difference among the behavior of trained and untrained teachers. Teachers training have been found effective to change teacher's behavior in a positive way towards corporal punishment, such trainings should be provided consistently in order to sustain the teacher's behavior and it is also necessary to organize special trainings for new hired teachers on regular basis. This is essential to make a shift to a rights based approach to education and abolish physical punishment, mental harassment and discrimination. As per (Chapter 9: Para: 1) these teachers trainings should be institutionalized so that teachers should be trained in systematic way.
- According to CRC members, the government should be extensively approached further to make legislations in order to eradicate the corporal punishments. They further suggested to organize more trainings & meetings for teachers to improve the practices against corporal punishment.
- Compliant mechanism has found to be effective in promoting corporal punishment free schools. A large no of respondents, parents and students practiced it and showed adaptability among them, it is used effectively to eliminate corporal punishment. So it should be further continued and focused to make this mechanism more strengthened.
- Communities should further be sensitized through various innovative ways to address the real causes of corporal punishments.
- A well-organized media campaign in a well-established design is required to be placed to cater the needs of general public regarding sensitization of project objectives.
- The education department should monitor the schools on frequent basis and they should take proper steps in redressing the complaints.
- Specific mechanisms should be devised to address the root causes of corporal punishments on behalf of teachers as well as students at early stages of such problems.
- As our findings show that besides corporal punishment, poor financial condition of families is one of root causes of drop out. In this regard, financial support to students in the form of stipends, happy meal etc. may help to tackle drop out ratio. Implementation of Article 25-A of PPC (*which provide free and compulsory education for all children to the age of 5-16 years*) in its true spirit by the Government will greatly assist to control drop out and enhance the enrollment ratio.
- Active complaint cells are necessary in each district and tehsil and proper monitoring and steps against each complaint at regular intervals to raise confidence level of the students at primary level so that the students should not hesitate to share their problems and hence to resolve it.
- Legal protection should be given to the victims of child rights violation to create deterrence as initiative to build child friendly environment in our society.
- Media campaigns ran during the project had some positive results where print & electronic media was used to raise the awareness among parents, teachers, policy makers and community in general. During the meetings and field visits it was noticed that stronger efforts are needed where media should be used more frequently and effectively to raise awareness among the masses (Chap: 8,).
- Traditional mass awareness tools such as posters and banners should be used to sensitize rest of the society and schools in addition to model schools. Special seminars and trainings for the parents should be arranged on regular basis to convince them to establish a corporal

- punishment free society.
- Keeping in view cultural and traditional background of the area, religious leader's can play an important role in awareness raising and sensitizing the community through the guidance from Quran and Sunnah. Therefore, it is recommended that masjid Imam should be taken in loop to educate the community.
- Child Right Committees must be further strengthened by providing them extensive trainings on child rights monitoring who can then play an effective role in addressing such issues at their district level.
- Child rights should be included in the curriculum so that the children should be educated about their rights and they should also be made aware of the systems available to them in case of any such violation.
- During the field visits it was found that there is difference between the environment of model schools and other government schools including teacher's behavior, therefore it is recommended that concept of model schools should be enhanced and extended to other government schools as well (Chap: 7,).
- Keeping in view the positive changes achieved during the project which included increased enrollment, less drop outs, positive behavioral changes among teachers and parents (Chap: 5,). It is therefore recommended that project may be extended or replicated.

## **CONCLUSION**

The initiatives taken by the SPARC for the purpose of eliminating the corporal punishment remained successful. Due to certain impediments the goals of the projects are still to be achieved. However till this evaluation SPARC initiatives against the corporal punishments are highly encouraged and appreciated by different sectors of the society. For this purpose recommendations are hereby mentioned in order to achieve the goals. And it is necessary to continue good practices to eliminate the corporal punishment in other districts and provinces.

In short it is concluded that SPARC achieved its target to a greater extent till now in eradicating these abuses however more steps can lead it to complete the mission.

## REFERENCES

<sup>1</sup> [www.aclu.org/humanrights](http://www.aclu.org/humanrights)

<sup>2</sup> [www.aclu.org/human-rights-racial-justice/violent-education-corporal-punishment-children-us-public-](http://www.aclu.org/human-rights-racial-justice/violent-education-corporal-punishment-children-us-public-)

*During the 2006-2007 school year, at least 223,190 students in the U.S. were subjected to corporal punishment. See U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection 2006, [http://ocrdata.ed.gov/Projections\\_2006.aspx](http://ocrdata.ed.gov/Projections_2006.aspx) (last accessed April 1, 2010) [hereinafter Civil Rights Data Collection].*

Human Capital Management Institute (HCMI)

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.                                                    | <b>Enumerator</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Name             |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Gender (M/F)     |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Contact #        |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Questionnaire for Child Rights Committee (CRC)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.                                                    | <b>Location</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | District         |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Tehsil           |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Union Council    |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Village          |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.                                                    | <b>Respondent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Name             |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Gender (M/F)     |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Designation      |  |  |  |  |  |  |  |  |  |  |  |  |
|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Office Contact # |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.                                                    | <b>What according to you are the major impediments in increasing enrollment at primary level of education?</b> <ol style="list-style-type: none"> <li>1. Availability of schools at reasonable distances from community areas</li> <li>2. Corporal punishment at schools</li> <li>3. Lack of emphasis on teacher's training</li> <li>4. Poor interaction of parents with school</li> <li>5. Lacking focus of authorities on the issue of low rates of enrollment at primary level</li> <li>6. Poor financial condition of the families</li> <li>7. Other (please specify) _____</li> </ol> |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.                                                    | <b>What role has been played by CRC to eliminate corporal punishment at schools?</b> <ol style="list-style-type: none"> <li>1. Exchanging information with relevant stakeholders</li> <li>2. Strengthening the role of Government officials and religious leaders</li> <li>3. Intensifying networking and lobbying on violence at schools</li> <li>4. Raising media attention</li> <li>5. Highlighting child rights violations to higher authorities</li> <li>6. Hold meetings with parents and teachers to identify problems</li> <li>7. Other (please specify) _____</li> </ol>          |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.                                                    | <b>How frequently does CRC members visit schools and remain in touch with students?</b> <ol style="list-style-type: none"> <li>1. Weekly basis</li> <li>2. Monthly</li> <li>3. Quarterly</li> <li>4. Annually</li> <li>5. Never</li> <li>6. Other (please specify) _____</li> </ol>                                                                                                                                                                                                                                                                                                        |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.                                                    | <b>Do you agree student/teacher relationship has been improved in schools intervened by SPARC?</b> <ol style="list-style-type: none"> <li>1. Yes      2. No      3. Not sure</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                    |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.                                                    | <b>What improvements have been noticed by CRC in result of SPARC's initiative?</b> <ol style="list-style-type: none"> <li>1. Decrease in children drop out ratio</li> <li>2. No improvements have been seen against corporal punishment at schools</li> <li>3. Good relationship between teachers/students have been established</li> <li>4. Parents became more interactive with schools</li> <li>5. Children started to take self initiatives to resist corporal punishment</li> <li>6. Other (please specify) _____</li> </ol>                                                          |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.                                                    | <b>What suggestion would you like to make that could be vital in eliminating corporal punishments from schools?</b> <ol style="list-style-type: none"> <li>1. Legislation required to ban corporal punishment</li> <li>2. CRC's role could further be enhanced if more powers are given</li> <li>3. CRC's do not have sufficient funds to operate effectively</li> <li>4. CRC is unable to cover large number of schools with limited staff</li> <li>5. Other (please specify) _____</li> </ol>                                                                                            |                  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.                                                   | <b>Have you been given training by SPARC on strengthening human rights to prevent children from physical abuse at schools?</b> <ol style="list-style-type: none"> <li>1. Yes</li> <li>2. No</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                     |                  |  |  |  |  |  |  |  |  |  |  |  |  |

|                                                               |                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br>Signature:<br><br>Date: | <b>Name of the Enumerator:</b><br><br>Signature:<br><br>Date: |
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**Project Evaluation Report**

14. **How does your department contribute in promoting punishment free schools?** *(Encircle all the relevant)*

1. Monitor schools on regular basis
2. Providing consultation and training to teachers
3. Sensitizing teachers on promoting punishment free schools
4. Holding mix gathering (parents/teachers/student) meetings to promote positive attitudes
5. Ensuring schools state their clear policies against corporal punishment
6. Taking corrective measures based on the complaints made by students
7. Evaluate teachers and school performance
8. Introducing new educational techniques
9. None of the above
10. Other *(please specify)* \_\_\_\_\_

15. **Do you think encouraging students to make complaints against corporal punishment is a good practice?**    1. Yes    2. No

16. **Please provide reason/s for any of the answer selected in Q.15. *(encircle all the relevant)***

| If "yes", give reason/s please                                       | If "No", give reason/s please                    |
|----------------------------------------------------------------------|--------------------------------------------------|
| 1. It gives protection to children                                   | 1. It will put teachers to work under pressure   |
| 2. Children feel safe at schools                                     | 2. Children will misuse complaint mechanism      |
| 3. It helps in boosting children confidence                          | 3. Students will not listen to teachers          |
| 4. It promotes peaceful and enabling environment for all             | 4. Students attendance rate will drop down       |
| 5. Children do not suffer from psychological problems                | 5. It will discourage teachers                   |
| 6. Teacher will focus more on problem solving and student counseling | 6. Children performance will deteriorate         |
| 7. Children dropout rate will decrease                               | 7. It will weaken teachers/students relationship |
| 8. It will establish good teachers/students relationship             | 8. Other <i>(please specify)</i> _____           |
| 9. Other <i>(please specify)</i> _____                               |                                                  |

17. **In your opinion what alternatives can be used by the teachers to avoid corporal punishment in schools?** *(Encircle all the relevant)*

1. Try to know child's problem if the child frequently misbehaves
2. Sharing cases with problem solving committee, which teachers cannot handle themselves
3. Incorporating activity based teaching style
4. Rewarding children on achievements and maintaining good discipline
5. Develop and utilize class room rules with children
6. Give responsibilities to disruptive students
7. Be a model teacher and control anger
8. Other *(please specify)* \_\_\_\_\_

18. **Please rate if you attended any session of the program initiated by SPARC that focuses on eliminating corporal punishment from schools?**

1. Effective
2. Non effective
3. Neutral
4. Not sure
5. Not attended

19. **Please provide strengths and weaknesses of the program, if attended?**

| Strengths | Weaknesses |
|-----------|------------|
| 1.        | 1.         |
| 2.        | 2.         |
| 3.        | 3.         |
| 4.        | 4.         |
| 5.        | 5.         |

20. **Please give suggestions for improving SPARC's initiative?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|                                                               |                                                               |
|---------------------------------------------------------------|---------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br>Signature:<br><br>Date: | <b>Name of the Enumerator:</b><br><br>Signature:<br><br>Date: |
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**Project Evaluation Report**

|               |                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 12.           | <b>During the last 6 months, did any of your children complained about receiving corporal punishment at school?</b><br>1. Yes<br>2. No<br>Continue if "Yes", otherwise go to Q.15                                                                                                                                                                                                             |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13.           | <b>If it's convenient for you, would you like to provide name of the school?</b> 1. Yes    2. No<br>School name <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td colspan="14">Union Council</td> </tr> </table>   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Union Council |  |  |  |  |  |  |  |  |  |  |  |  |  |
|               |                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Union Council |                                                                                                                                                                                                                                                                                                                                                                                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14.           | <b>How did you respond to your children complaint?</b><br>1. Based on preconceived notion considered that your child must have done something wrong<br>2. Went to school to protest corporal punishment<br>3. Did nothing<br>4. You also punished your child<br>5. Sympathized with your children and ensured him that you will go to his school<br>6. Other (please specify) _____           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15.           | <b>How the corporal punishment affects children?</b><br>7. Mental disorder                      1. Children quit school                      4. Stubborn attitude<br>8. Frightening syndrome              2. Aggressive behavior                      5. None of the options<br>9. Bad feeling                              3. Inferiority complex                      6. All of the options |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16.           | <b>Do you agree children learn better if they are punished?</b> 1. Yes    2. No    3. Not sure                                                                                                                                                                                                                                                                                                |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |               |  |  |  |  |  |  |  |  |  |  |  |  |  |

|                                                                             |                                                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br><b>Signature:</b><br><br><b>Date:</b> | <b>Name of the Enumerator:</b><br><br><b>Signature:</b><br><br><b>Date:</b> |
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Human Capital Management Institute (HCMI)

|                                         |                                                                                                   |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|-----------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------|------------|-----------|----------------------------|---------|--------------------------------------|-----------|--|--|--|--|--|--|
| 1.                                      | <b>Enumerator</b>                                                                                 | Name                                     |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Gender (M/F)                             |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Contact #                                |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| <b>Questionnaire for General Public</b> |                                                                                                   |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 2.                                      | <b>Location</b>                                                                                   | District                                 |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Tehsil                                   |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Union Council                            |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Village                                  |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 3.                                      | <b>Respondent</b>                                                                                 | Name                                     |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Gender (M/F)                             |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Number of children of primary school age | 1. One     | 2. Two    | 3. Three                   | 4. Four | 5. Other                             |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Office Contact #                         |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 4.                                      | <b>Do your children go to school?</b>                                                             |                                          | 1. Yes     | 2. No     |                            |         |                                      |           |  |  |  |  |  |  |
| 5.                                      | <b>Provide the name of the school?</b>                                                            |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         |                                                                                                   | Name                                     |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 6.                                      | <b>Does your child go to school happily?</b>                                                      |                                          | 1. Yes     | 2. No     |                            |         |                                      |           |  |  |  |  |  |  |
| 7.                                      | <b>Please provide reason/s for any of the answer selected in Q.6. (encircle all the relevant)</b> |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | <b>If "yes", give reason/s please</b>                                                             |                                          |            |           |                            |         | <b>If "No", give reason/s please</b> |           |  |  |  |  |  |  |
|                                         | 1. Corporal punishment free schools                                                               |                                          |            |           |                            |         | 1. School is located far away        |           |  |  |  |  |  |  |
|                                         | 2. School building (well ventilated rooms/chairs/desks/toilets/canteen)                           |                                          |            |           |                            |         | 2. Children are punished at school   |           |  |  |  |  |  |  |
|                                         | 3. Playing facilities at school                                                                   |                                          |            |           |                            |         | 3. Teachers are not cooperative      |           |  |  |  |  |  |  |
|                                         | 4. Pleasant school environment                                                                    |                                          |            |           |                            |         | 4. Poor school infrastructure        |           |  |  |  |  |  |  |
|                                         | 5. Computer studies                                                                               |                                          |            |           |                            |         | 5. Lack of playing facilities        |           |  |  |  |  |  |  |
|                                         | 6. Well trained staff/teachers                                                                    |                                          |            |           |                            |         | 6. Lack of trained teachers/staff    |           |  |  |  |  |  |  |
|                                         | 7. All of the above                                                                               |                                          |            |           |                            |         | 7. All of the above                  |           |  |  |  |  |  |  |
|                                         | 8. Other (please specify) _____                                                                   |                                          |            |           |                            |         | 8. Other (please specify) _____      |           |  |  |  |  |  |  |
| 8.                                      | <b>How often do you visit school?</b>                                                             |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 1. Weekly                                                                                         |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 2. Month                                                                                          |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 3. On call from school when there is a problem                                                    |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 4. Parents day                                                                                    |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 5. PTC meeting                                                                                    |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 6. Don't visit school                                                                             |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | 7. Other please specify _____                                                                     |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 9.                                      | <b>In your opinion should a child be punished at school?</b>                                      |                                          | 1. Yes     | 2. No     |                            |         |                                      |           |  |  |  |  |  |  |
| 10.                                     | <b>Did your child ever report any physical punishment incident that took place in his school?</b> |                                          | 1. Yes     | 2. No     |                            |         |                                      |           |  |  |  |  |  |  |
| 11.                                     | <b>Did your child receive corporal punishment during last year?</b>                               |                                          | 1. Yes     | 2. No     |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | Continue if "Yes" otherwise go to Q.13                                                            |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
| 12.                                     | <b>What was the type of punishment given to your child? (Tick mark)</b>                           |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |
|                                         | <b>Types of punishment</b>                                                                        |                                          | <b>Yes</b> | <b>No</b> | <b>Types of punishment</b> |         | <b>Yes</b>                           | <b>No</b> |  |  |  |  |  |  |
|                                         | Scolding                                                                                          |                                          |            |           | Hands up                   |         |                                      |           |  |  |  |  |  |  |
|                                         | Ear twisting                                                                                      |                                          |            |           | Expelling from class       |         |                                      |           |  |  |  |  |  |  |
|                                         | Slapping                                                                                          |                                          |            |           | Twisting pencil            |         |                                      |           |  |  |  |  |  |  |
|                                         | Use of stick                                                                                      |                                          |            |           | Peer slapping              |         |                                      |           |  |  |  |  |  |  |
|                                         | Banning recreational facilities                                                                   |                                          |            |           | Ear holding                |         |                                      |           |  |  |  |  |  |  |
|                                         | Aero plane                                                                                        |                                          |            |           | Locking in room            |         |                                      |           |  |  |  |  |  |  |
|                                         | Floor cleaning                                                                                    |                                          |            |           | Punching                   |         |                                      |           |  |  |  |  |  |  |
|                                         | Hair pulling                                                                                      |                                          |            |           | Shouting                   |         |                                      |           |  |  |  |  |  |  |
|                                         | Passing under legs                                                                                |                                          |            |           | Abusive language           |         |                                      |           |  |  |  |  |  |  |
|                                         | Rooster                                                                                           |                                          |            |           | Imposing fine              |         |                                      |           |  |  |  |  |  |  |
|                                         | Standing on bench                                                                                 |                                          |            |           | Threatening                |         |                                      |           |  |  |  |  |  |  |
|                                         | Other (please specify)                                                                            |                                          |            |           |                            |         |                                      |           |  |  |  |  |  |  |

## Project Evaluation Report

| 13.    | <b>Do you take your child's complaint to school?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Yes         | 2. No             |                |               |       |  |  |  |  |  |  |  |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------|----------------|---------------|-------|--|--|--|--|--|--|--|
| 14.    | <b>If "No", why not?</b><br>1. Don't know how to complain<br>2. School is far away<br>3. Feel uncomfortable<br>4. Teachers know better than us<br>5. Teachers do not cooperate<br>6. Teachers behavior cannot be mended<br>7. It is the right of teacher<br>8. No action is taken against it<br>9. Feel shy<br>10. Other (please specify) _____                                                                                                                                                       |                |                   |                |               |       |  |  |  |  |  |  |  |
| 15.    | <b>Are you aware of the availability of any complaint mechanism facility in your child's school?</b>                                                                                                                                                                                                                                                                                                                                                                                                  | 1. Yes         | 2. No             |                |               |       |  |  |  |  |  |  |  |
| 16.    | <b>Have you observed any of the following behavioral change in your child due to punishment given at school?</b><br>1. Mental disorder<br>2. Frightening syndrome<br>3. Bad feeling<br>4. Aggressive behavior<br>5. Turn into a well behaved child<br>6. Inferiority complex<br>7. stubborn attitude<br>8. None of the above<br>9. All of the above                                                                                                                                                   |                |                   |                |               |       |  |  |  |  |  |  |  |
| 17.    | <b>Which of the following would you agree with; (encircle all the relevant)</b><br>1. Physical punishment helps in disciplining a child<br>2. Physical punishment does no harm to a child<br>3. Children are easy to control with physical punishment<br>4. Physical punishment have inverse psychological effects<br>5. Physical punishment results in dropout<br>6. Corporal punishment results in increased performance of a child                                                                 |                |                   |                |               |       |  |  |  |  |  |  |  |
| 18.    | <b>Do you know about Parent Teacher Council and its purpose?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1. Yes         | 2. No             |                |               |       |  |  |  |  |  |  |  |
| 19.    | <b>How often do you participate in PTC activities? (tick mark)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                |                   |                |               |       |  |  |  |  |  |  |  |
|        | <table border="1"> <thead> <tr> <th>Weekly</th> <th>Monthly</th> <th>Once in a year</th> <th>On need basis</th> <th>Never</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>                                                                                                                                                                                                                                                                  | Weekly         | Monthly           | Once in a year | On need basis | Never |  |  |  |  |  |  |  |
| Weekly | Monthly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Once in a year | On need basis     | Never          |               |       |  |  |  |  |  |  |  |
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                |                   |                |               |       |  |  |  |  |  |  |  |
| 20.    | <b>Do you agree school management is keen to eliminate corporal punishment from school?</b>                                                                                                                                                                                                                                                                                                                                                                                                           | 1. Yes         | 2. No 3. Not sure |                |               |       |  |  |  |  |  |  |  |
| 21.    | <b>If you response is "yes" to Q.20, please tell us what steps have been taken by School Management Committee in this regard?</b><br>1. Trained teachers on alternatives of corporal punishments<br>2. Teachers were suspended who continued to punish students<br>3. Complaints mechanism has been established in schools<br>4. PTC is more actively arranging meetings<br>5. School management randomly inquire students about their relationships with teachers<br>6. Other (please specify) _____ |                |                   |                |               |       |  |  |  |  |  |  |  |
| 22.    | <b>Have you been shared any information about school's stance on corporal punishment?</b>                                                                                                                                                                                                                                                                                                                                                                                                             | 1. Yes         | 2. No             |                |               |       |  |  |  |  |  |  |  |
| 23.    | <b>How the information was shared?</b><br>1. PTC meeting at school<br>2. Written notice<br>3. Public sharing<br>4. Children told me about it<br>5. No information shared<br>6. Other (please specify) _____                                                                                                                                                                                                                                                                                           |                |                   |                |               |       |  |  |  |  |  |  |  |
| 24.    | <b>Do you know about any initiative to curb corporal punishment from schools in your district?</b>                                                                                                                                                                                                                                                                                                                                                                                                    | 1. Yes         | 2. No             |                |               |       |  |  |  |  |  |  |  |
| 25.    | <b>What does the program emphasizes on?</b><br>1. Elimination of corporal punishment at schools<br>2. Promote good teaching practices<br>3. Strengthening self resilient behaviors among students<br>4. Discouraging corporal punishment<br>5. To lessen student drop out cases due to corporal punishment<br>6. None of the above<br>7. All of the above<br>8. Not applicable<br>9. Other, (please specify) _____                                                                                    |                |                   |                |               |       |  |  |  |  |  |  |  |

|     |                                                                                                                                                                                                               |
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| 26. | <b>Who launched the project against corporal punishment at schools?</b><br>1. Government<br>2. SPARC<br>3. School<br>4. Education Department<br>5. Not applicable<br>6. Other ( <i>please specify</i> ) _____ |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                             |                                                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br><b>Signature:</b><br><br><b>Date:</b> | <b>Name of the Enumerator:</b><br><br><b>Signature:</b><br><br><b>Date:</b> |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|



|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | <p><b>Has there been any development made in making a clear policy for discouraging corporal punishment at schools?</b><br/>                 1. Yes    2. No    3. Not sure</p>                                                                                                                                                                                                                                                                                                                                  |
| 14. | <p><b>If you answered "yes" to Q.13, please explain what development has been made?</b></p> <p>_____</p> <p>_____</p>                                                                                                                                                                                                                                                                                                                                                                                            |
| 15. | <p><b>What could be the possible hurdles in making law for ending corporal punishment at schools?</b></p> <p>1. Consensus building<br/>                 2. Priorities<br/>                 3. Time delay<br/>                 4. Cultural issues<br/>                 5. Other (please specify) _____</p>                                                                                                                                                                                                        |
| 16. | <p><b>How do you think the problem of corporal punishment can be resolved?</b></p> <p>1. Through legislation<br/>                 2. Taking strict actions against those who violates law<br/>                 3. Already much has been done<br/>                 4. Schools should internally develop their own policies<br/>                 5. Selecting competent teachers<br/>                 6. Overcoming inappropriate teachers/students ratio<br/>                 7. Other (please specify) _____</p> |
| 17. | <p><b>Are you aware of the program launched by SPARC to eliminate corporal punishment at schools?</b>    1. Yes    2. No</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| 18. | <p><b>How would you rate the program?</b></p> <p>1. Effective<br/>                 2. Non effective<br/>                 3. Neutral</p>                                                                                                                                                                                                                                                                                                                                                                          |
| 19. | <p><b>Would you like to give any suggestion to eliminate corporal punishment at schools?</b>    1. Yes    2. No</p> <p><i>Suggestion:</i> _____</p> <p>_____</p>                                                                                                                                                                                                                                                                                                                                                 |

|                                                                                                  |                                                                                                  |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| <p><b>Name of the respondent:</b></p><br><br><p><b>Signature:</b></p><br><br><p><b>Date:</b></p> | <p><b>Name of the Enumerator:</b></p><br><br><p><b>Signature:</b></p><br><br><p><b>Date:</b></p> |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|

Human Capital Management Institute (HCMI)

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|------------|-------|--|--|--|--|--|--|--|--|--|
| 1.                                             | Enumerator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Name                                                 |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Gender (M/F)                                         |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Contact #                                            |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| <b>Questionnaire for School Administration</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 2.                                             | School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Name                                                 |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | District                                             |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Tehsil                                               |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Union Council                                        |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Village                                              |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Coordinates                                          | Latitude                                                                                                                    |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Office Contact#                                      | Longitude                                                                                                                   |            |       |  |  |  |  |  |  |  |  |  |
|                                                | Type                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1. Government                                        |                                                                                                                             | 2. Private |       |  |  |  |  |  |  |  |  |  |
| 3.                                             | Respondent<br>Gender<br>(M/F)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Name                                                 |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Designation<br><i>(encircle the relevant option)</i> | 1. Principal/Headmaster<br>2. Administration officer<br>3. Account officer<br>4. Registrar<br>5. Other please specify _____ |            |       |  |  |  |  |  |  |  |  |  |
|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Office Contact #                                     |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 4.                                             | <b>Is corporal punishment banned in this school?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                      | 1. Yes                                                                                                                      |            | 2. No |  |  |  |  |  |  |  |  |  |
| 5.                                             | <b>Is there any complaint mechanism established in your school?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                      | 1. Yes                                                                                                                      |            | 2. No |  |  |  |  |  |  |  |  |  |
| 6.                                             | <b>Please explain how the school manages to solve children problems?</b><br>1. Children problems are identified and resolved through PTC meetings<br>2. Corrective measures are being taken if parents or students themselves make any complaints<br>3. Teachers are being trained in order to enable them to understand children psychological behaviors<br>4. A complaint mechanism has been established in schools for children problem solving<br>5. We do not receive complaints from Parents/Children<br>6. Other <i>(please specify)</i> _____                                                                                                                                                                                     |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 7.                                             | <b>When was the complaint mechanism established?</b><br>1. Enter (Date/month/year): _____<br>2. Not Applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 8.                                             | <b>How frequently students make use of the complaint Mechanism?</b><br>1- Regularly    2. Often    3. Rarely    4- Never                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 9.                                             | <b>Please provide an average number of complaints received in last 2 month?</b><br>1. Number of complaints/month: _____<br>2. None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 10.                                            | <b>What type of corporal punishment complaints do you receive more often from children/parents? (Encircle all the relevant)</b><br>1. Scolding a child    6. Slapping on face<br>2. Hair Pulling    7. Use of stick<br>3. Threatening    8. Rooster<br>4. Sit stand    9. None<br>5. Ear twisting    10. Other <i>(please specify)</i> _____                                                                                                                                                                                                                                                                                                                                                                                              |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 11.                                            | <b>What is the procedure being told to students for making complaints?</b><br>1. Problem solving box made available at school<br>2. Students direct access to principal/Headmaster<br>3. Inform Problem Solving Committees formed at schools<br>4. No specific procedure is maintained<br>5. None<br>6. Other please specify _____                                                                                                                                                                                                                                                                                                                                                                                                        |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 12.                                            | <b>Has there been any action taken in response of a complaint received?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      | 1. Yes                                                                                                                      |            | 2. No |  |  |  |  |  |  |  |  |  |
| 13.                                            | <b>What was the action taken by school management?</b><br>1. Teacher got suspended<br>2. Fine was imposed on both<br>3. Only teacher was penalized<br>4. Warning letter was issued to teacher<br>5. Both (Teacher/Student) were warned for their behavior<br>6. Not Applicable<br>7. Other <i>(please specify)</i> _____                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |
| 14.                                            | <b>How do you manage to maintain balance between teacher student relationships?</b><br>1. Hold teachers/students meetings on regular basis<br>2. Penalizing both parties upon violation of rules<br>3. Pay less attention to both<br>4. Identifying problems and providing solutions<br>5. Taking appropriate actions to address the issues in the shortest possible time<br>6. Allowing teachers and students to solve their problem themselves<br>7. Request Education Department for consultation and services for introducing any change<br>8. Promoting an environment that gives an opportunity to all for giving suggestions and registering complaints<br>9. Allowing freedom of expressions and thoughts<br>10. All of the above |                                                      |                                                                                                                             |            |       |  |  |  |  |  |  |  |  |  |



15. **How do you inform newly hired teachers and enrolled students about school's take on corporal punishment?**  
 1. Conduct orientation session  
 2. Staff meeting  
 3. Policies/visual messages being displayed  
 4. Written notices provided  
 5. Workshops  
 6. Other (please specify) \_\_\_\_\_

16. **Do you believe promoting corporal punishment free schools have made a positive impact on children enrollment/attendance?**  
 1. Yes 2. No 3. Not sure

17. 

| Class   |                         | New Students Enrolled |       |      |  | Attendance rate % |       |      |       | Dropout Ratio |       |      |       |
|---------|-------------------------|-----------------------|-------|------|--|-------------------|-------|------|-------|---------------|-------|------|-------|
|         |                         | 2010                  |       | 2011 |  | 2010              |       | 2011 |       | 2010          |       | 2011 |       |
|         |                         | Boys                  | Girls |      |  | Boys              | Girls | Boys | Girls | Boys          | Girls | Boys | Girls |
| Class-1 | 1 <sup>st</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 2 <sup>nd</sup> Second  |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 3 <sup>rd</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 4 <sup>th</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
| Class-2 | 1 <sup>st</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 2 <sup>nd</sup> Second  |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 3 <sup>rd</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 4 <sup>th</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
| Class-3 | 1 <sup>st</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 2 <sup>nd</sup> Second  |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 3 <sup>rd</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 4 <sup>th</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
| Class-4 | 1 <sup>st</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 2 <sup>nd</sup> Second  |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 3 <sup>rd</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 4 <sup>th</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
| Class-5 | 1 <sup>st</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 2 <sup>nd</sup> Second  |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 3 <sup>rd</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |
|         | 4 <sup>th</sup> Quarter |                       |       |      |  |                   |       |      |       |               |       |      |       |

Please provide the following information?

18. **Does Parent Teacher Council (PTC) exist in your school?** 1. Yes 2. No

19. **How often PTC meetings are being held in your school?**  
 1. Regular  
 2. Often  
 3. Rare  
 4. Never  
 5. Not applicable

20. **Has PTC been helpful in strengthening Parent/Teachers relationship?** 1. Yes 2. No 3. Not applicable

21. **Do you agree PTC has helped in addressing issues of corporal punishment at your school?**  
 1. Agree  
 2. Strongly agree  
 3. Disagree  
 4. Strongly disagree  
 5. Neutral  
 6. Not applicable

22. **Have you seen any improvement in the role of PTC during the last year?** 1. Yes 2. No 3. Not applicable

23. **How would you rate the performance of PTC?**  
 1. Excellent  
 2. Good  
 3. Bad  
 4. Worse  
 5. Neutral

24. **Have teachers in your school received training on alternatives to corporal punishment by SPARC?** 1. Yes 2. No

25. **How has these trainings benefited?**  
 1. Increased Teacher/student confidence  
 2. Increased attendance  
 3. Promoted friendly environment  
 4. Problem solving  
 5. Teacher's capacity building  
 6. Increased child interest in studies  
 7. Better understanding of children psychology  
 8. Not applicable  
 9. Other (please specify) \_\_\_\_\_

26. **Have you received Information Education Communication (IEC) material during the programme to discourage corporal punishment?**  
 1. Yes 2. No 3. Not applicable

27. **How was the IEC material utilized in creating awareness about how badly children are affected by corporal punishment?**  
 1. Distributed among Parents/Teachers  
 2. Distributed among the Community  
 3. Not applicable  
 4. Other (please specify) \_\_\_\_\_

## Project Evaluation Report

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|     |                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 28. | <b>In what ways did the IEC material helped?</b><br>1. Material was self explanatory<br>2. Easy to deliver<br>3. To the point<br>4. It did not benefit much<br>5. Not applicable<br>6. Other ( <i>please specify</i> ) _____ |
| 29. | <b>Have you been given instructions from government about the type of punishment teachers can use for disciplining children?</b><br>1. Yes    2. No    3. Not sure                                                           |

|                                                                             |                                                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br><b>Signature:</b><br><br><b>Date:</b> | <b>Name of the Enumerator:</b><br><br><b>Signature:</b><br><br><b>Date:</b> |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|



## Project Evaluation Report

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | <b>How did you get to know about problem solving mechanism? (choose an option)</b><br>1. Parents<br>2. Principal/Teachers<br>3. Work shop<br>4. Information material given at school<br>5. Have not heard about it                                                                                                                                                                                                                                          |
| 12. | <b>Have you been told about any procedure in order to be able to get solution to your problem/s?</b><br>1. Problem solving box made available at school<br>2. Telling principal/Headmaster directly about the problem<br>3. Informing Problem Solving Committees formed at schools<br>4. Telling parents about the problem<br>5. None<br>6. Not sure<br>7. Other (please specify) _____                                                                     |
| 13. | <b>When was the last time you received punishment?</b><br>1. Weeks time<br>2. Months time<br>3. One year time<br>4. Never been punished<br>5. Other (please specify) _____                                                                                                                                                                                                                                                                                  |
| 14. | <b>What did you do when you received punishment?</b><br>1. Went to problem solving committee<br>2. Told my parents about it<br>3. Told the Principal/Headmaster<br>4. Did nothing<br>5. I did not get punishment                                                                                                                                                                                                                                            |
| 15. | <b>Did you receive a proper response from the problem solving committee if you made any complaint?</b><br>1. Yes    2. No    3. Neutral    4. Never made a complaint                                                                                                                                                                                                                                                                                        |
| 16. | <b>How did you feel when you were given punishment? (Choose an option)</b><br>1. Ashamed<br>2. Felt bad<br>3. Felt like quitting school<br>4. Felt depressed<br>5. Disliked the teacher<br>6. Felt scared of going to school<br>7. Have not received punishment<br>8. Other (please specify) _____                                                                                                                                                          |
| 17. | <b>What was the type of punishment given to you? (Choose the relevant option)</b><br>1. Scolding a child                      6. Slapping on face<br>2. Hair Pulling                            7. Use of stick<br>3. Threatening                            8. Rooster<br>4. Sit stand                                9. No punishment was given to me<br>5. Ear twisting                            10. Other (please specify) _____                      |
| 18. | <b>Do you know anyone from your class who was recently given punishment?</b> 1. Yes    2. No<br><br><b>** Note:</b> If "Yes", Enumerator would be expected to interview that child next                                                                                                                                                                                                                                                                     |
| 19. | <b>Do you remember any incident when a student had to face a negative/positive reaction by making complaint?</b><br>1. Yes    2. No                      Continue if "yes" otherwise Q.21                                                                                                                                                                                                                                                                   |
| 20. | <b>Please describe the negative/positive reaction of teacher when a complaint was lodged against teacher?</b><br><br>_____<br>_____                                                                                                                                                                                                                                                                                                                         |
| 21. | <b>Did you notice any Parents-Teachers Council meetings held on Corporal Punishment in your school?</b> 1. Yes    2. No                                                                                                                                                                                                                                                                                                                                     |
| 22. | <b>Rate how often do your parents attend Parents-Teachers Council meetings held at your school?</b><br>1. Regularly    2. Often    3. Rarely    4. Never                                                                                                                                                                                                                                                                                                    |
| 23. | <b>Which of the following statements would you agree about your school? (Encircle all those respondent think are the true options)</b><br>1. Teachers are not allowed to punish children<br>2. Teachers can punish children<br>3. Children should inform principal/problem solving committee if they are punished<br>4. If children are on fault they should get punishment<br>5. Teachers can punish students only if they come late or do not do homework |

|                                                                             |                                                                             |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Name of the respondent:</b><br><br><b>Signature:</b><br><br><b>Date:</b> | <b>Name of the Enumerator:</b><br><br><b>Signature:</b><br><br><b>Date:</b> |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------|



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