

A STUDY OF THE CONDITIONS CREATED BY SCHOOLS IN AND OUTSIDE THE CLASSROOM FOR PROMOTING CIVIC SENSIBILITY AMONG SECONDARY SCHOOL STUDENTS IN THE DISTRICT OF CHITRAL, PAKISTAN

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ABSTRACT

This paper reports on the findings from a qualitative study regarding the conditions created by schools in and outside the classroom for promoting civic sensibility among secondary school students in the district of Chitral, in KP, Pakistan. Data were collected from four schools through interviews, observations, FGD, and content analysis of the textbooks of Pakistan studies at the secondary level. Data was collected through purposive sampling from eight social studies teachers, four head teachers, and forty students from two private and two public schools in the district of Chitral KP, Pakistan. The findings of the study revealed a mismatch between the textbooks of Pakistan studies and the standards of civic education identified by the civics education curriculum 2009. Moreover, the study explored the best initiatives taken by the private school system for promoting civic sensibility among the students was providing a clean and conducive environment in the schools. The best classroom practices of teachers for promoting civic sensibility in the private school system were ensuring students' civic activities through debate, and project work, encouraging students to voluntary work in the community, practicing election, and providing a democratic attitude in the classroom. In contrast, the public school system teachers' initiatives and practices were not favorable to promote civic sense among the students. The teachers' hurdles in promoting civic sense among the students in public schools were overcrowded classrooms, unavailability of resources in schools, and a less attractive school environment. Simultaneously, the unavailability of trained teachers and no appraisal system was the hurdle in public schools. The study recommends reviewing the textbooks of Pakistan studies by adding the theme of civics which focuses on social values and civic-mindedness. Public schools can promote civic sense among the students by creating a democratic classroom environment involving students in classroom discussions, debates, and project work related to civic sensibility.

INTRODUCTION

One of the significant goals of education is the training of students to fulfill their roles as good citizens. To achieve this objective, citizenship education is taught during various stages of schooling for the young generation. Citizenship education deals with four areas including, (a) cultural and moral development, (b) civic sensibility, (c) socio-economic development, and (d) political sensitization (Castles & Davidson, 2000).

Citizenship education prepares students to fulfill their responsibilities as civilized citizens of their country. In Pakistan, citizenship education is integrated into the social studies curriculum (Dean, 2005). In the context of Chitral (a district of the Khyber-Pakhtunkhwa province), the national curriculum 2009 for social studies is used to develop civic knowledge, skills, and dispositions. The curriculum encourages students to use this

knowledge and skills for civic action to create a peaceful and democratic society (Government of Pakistan, 2009). Through citizenship education, the individuals are trained in schools to play an active role in the socio-economic development of the country. Schooling is a way of creating a civilized and educated society where social studies are essential in promoting social cohesion and cultural diversity among the learners (Government of Pakistan, 2020). Contrary to this, when we observe students' role in society, we rarely found the outcome of civics education's standards in their daily life. I see several issues ranging from intolerant behavior to a lack of social harmony, and political polarization. If citizenship education is adequately and properly imparted to the young generation, the situation would be different; students might be aware of their rights and duties as citizens and behave in decent ways in their everyday public life. Therefore, citizenship education would be mainstream with various subjects such as social studies, civics, Pakistan studies, and other interrelated subjects.

Along with the subjects, the school can also promote a great degree of awareness about the civic code of conduct and responsibilities by providing various venues and opportunities, including co-curricular activities. Efforts can be made to create conditions inside and outside the classroom where students are exposed to different experiences to help inculcate and nurture positive behavior, healthy habits, and civic mannerisms.

Moreover, there is an increasing realization in developing countries, including Pakistan, about improving citizenship education. Still, there is little indigenous research knowledge available to help understand up close the issues and practices of and arrangements for the development of civic sensibility through school education. Thus, realizing the critical importance of civic education and a lack of local knowledge and understanding about the policy, practices, and processes of promoting civic sensibility through teaching social studies and other curriculum subjects, this study was undertaken.

With this background, this paper briefly discusses the context, followed by a review of relevant literature. Next, it will present the research method, data analysis procedure, and limitations of the study. Then, this paper reports on the findings of a qualitative study regarding the conditions created by schools in and outside the classroom for promoting

civic sensibility among the students in the district Chitral, in KP, Pakistan.

Context of the Study

Chitral is a mountainous rural district of the Khyber Pakhtunkhwa (KP) province of Pakistan (see Appendix A). The entire Chitral valley remained the largest administrative district of KP until 2019. Now, it has been split into two administrative units, namely, District Upper and Lower Chitral. It spreads over 14,850 square kilometers. Its population is 447362, and the literacy rate is 58 % (Pakistan Bureau of Statistics, 2017). Chitral is situated about 332 kilometers from Peshawar city, the capital of the KP province. It is linked with Peshawar through the famous Lawari Pass, having an altitude of 10500 feet from sea level, and is situated between Chitral and Dir District of KP. Chitral shares a border with Gilgit-Baltistan to the east, Afghanistan to the north and west, and Sawat and Dir to the south. A narrow strip of the Wakhan Corridor separates Chitral from Tajikistan in the north. The district is located at 36°15' N, and 72°15'E with an altitude of 1128 meters (Geology and mineral resources of Chitral, 1981). Being a rural and tradition-oriented community with strong communal bonding, the Chitrali students need civic education can support their daily lives. It can promote a sense of respect for the elders and create a sense of pluralism among the students who accept the communities' religious and cultural diversity. In the rural context, people expect that education would develop an understanding of volunteerism among the students to help the villagers in crucial times of natural disasters like floods, earthquakes, and avalanches. It is also expected that education would create a sense of ownership and care of community properties like village electricity, water supply, village canals, and supporting rural development organizations. Moreover, society expects that students maintain cleanliness and protect the beauty of the environment. Therefore, the context needs such education, which fulfills the local community's expectations regarding civic education.

Theoretical Framework

Citizenship education is the study of a mutual relationship between the citizens and the state. This relationship is expressed and practiced in the form of the rights and responsibilities of the citizens. "Rights" means that the citizens are entitled to duties and obligations they are expected to fulfill (Marshall,

1964). Civic education is an integral part of citizenship education. Keeter et al., (2002) classify civic education into three areas: civic activities, political activities, and electoral activities. Thus, citizenship education is an umbrella term. It includes four major areas: moral development, socio-economic development, civic activities, and political voice activities. The purpose of civic education is to impart knowledge, skills, norms, and attitudes in socializing youngsters to become engaged and participating citizens (Callahan et al., 2010).

Civic sensibility is derived from civic education. It is the awareness of civic education, which is an essential area of citizenship education. Such as Castles & Davidson (2000) argue that citizenship education deals with four areas: (i) cultural and moral development, (ii) civic sensibility, (iii) socio-economic development, and (iv) political sensitization. Thus, citizenship is an umbrella term, and civic sensibility is its part, which informs individuals about civic rights and responsibilities as citizens of the country. Currently, civic learning is considered one of the essential 21st-century skills. Therefore, schools in developed countries established vital programs for developing the social capabilities of the students. There is an increasing realization in developing countries, including Pakistan, about improving citizenship education. Still, there is little indigenous research knowledge available to understand the issues and practices of and arrangements for the development of civic sensibility through school education.

Literature about improving civic sensibility suggests that it can be improved by multiple measures. Curriculum interventions, and extracurricular activities in the teaching-learning process can contribute to a civic sense among the learners. Johnson (2017) found that high school leadership experiences help nourish civic interests in students and are essential to civic identity formation. Moreover, McGovern (2003) considers that civic engagement enhances civic sense among the students. He argues, "civic engagement takes many forms, from individual volunteerism to organizational involvement to electoral participation" (p. 8). Atkins and Hart (2003) argue that "civic characters develop as a result of three elements: (a) the experience of participation in one's community; (b) the acquisition of knowledge about the community; and (c) the adoption of fundamental democratic principles, such as justice and the

protection of civil liberties" (p. 157). Social institutions also have a vital role in promoting social sensibility among the younger generations. Some social institutions like the family, neighborhood, religious institutions, and communities can play a significant role in the development of civic orientation. Kahne and Sport (2008) found that a community is one in which adults take care of and work with the youth to make the community better. Due to the advancement in communication, transportation, and technology, the world has become a global village. Therefore, presently, individuals' citizenship responsibilities are not limited to their state and are expected to, directly or indirectly, contribute to the well-being of the international community. According to Landorf (2009), cosmopolitanism embodies the notion that human beings are citizens of the world and they have certain rights and responsibilities in specific ways. Recently, both the spreading and controlling of the Coronavirus (Covid-19) pandemic are living examples of our roles in the global world. Acting upon the preventive measures, individuals could not only save their own lives, but they could also play their due role in controlling the pandemic. Modern sociologists like Starkey (2017), Jennes and Appiah (1992) consider cosmopolitan citizenship important to worldwide communities. Jennes and Appiah (1992) argue that human society in the global world is slowly being drawn into a single web of trade and a global network of information, which needs new ways of thinking about rights and responsibilities and how we understand each other. Starkey (2017) argues that cosmopolitan citizens commit to people rather than governments. They possibly can challenge any movements or treatises of governments that fail to protect human rights. Therefore, social studies teachers must have to prepare students not only for legal-centric and obedient citizens but also for producing aware and civilized global citizens. Contrary to this, several studies have highlighted numerous challenges regarding civic education in Pakistan. (Ahmad, 2004; Bilal & Malik, 2014; Dean, 2007; Kizilbash, 1986) have identified several issues with the contents of social studies textbooks. Dean (2007), argues that the Pakistani school system is authoritarian. The content and quality of civic education do not prepare students to play an active and responsible role in a democratic society. Bilal and Malik (2014) found that citizenship education is

not a necessary part of the curriculum in Pakistan. Therefore, this research was carried out to explore the school initiatives to promote civic sensibility among the students. That Pakistani curriculum facilitates the promotion of civic sensibility among the students and what are the teachers' roles and school initiatives in trying to create social awareness among students?

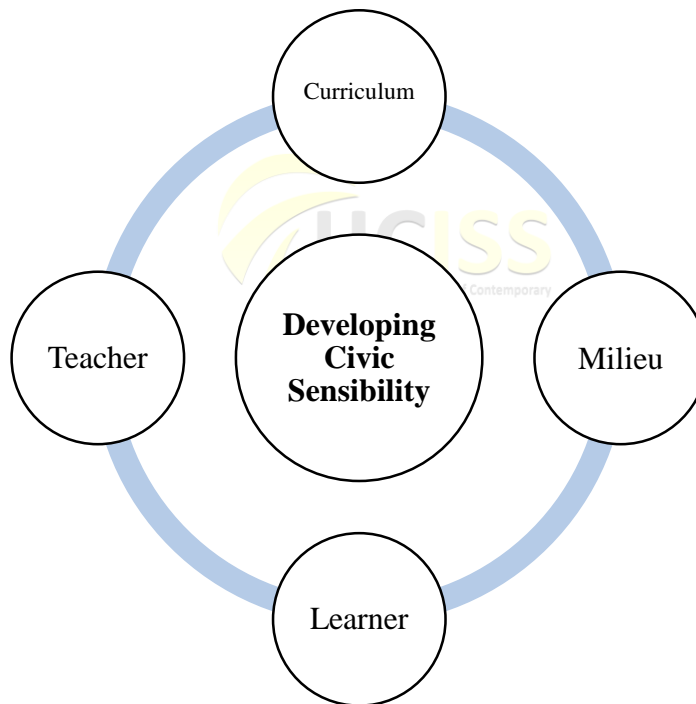
The Framework of the Study:

With special reference to civic sensibility, the literature review on citizenship education has identified four significant factors influencing civic education. These are:

- (i) Curriculum
- (ii) Teacher
- (iii) School environment and

- (iv) Students' participation in civic activities and community engagement.

These factors influence civic education in both ways, directly or indirectly, positively or negatively. These factors are more similar to the "four commonplaces of the curriculum" identified by Marsh and Willis (2004). According to Marsh and Willis (2004), the curriculum's four common places were teacher, milieu, subject matter, and the learners. The difference between my framework and Marsh and Willis (2004) is that they have presented four commonplaces for curriculum. In my framework, the curriculum was one of the influencing factors. Secondly, in Marsh and Willis's (2004) framework, the curriculum is at the center. While in my framework, civic sensibility" is at the center. The detail of the framework is given below:



This framework shows four significant areas for promoting civic sense among the students. These four areas are curriculum (including textbooks), teacher, learner, and the milieu (school and classroom environment). These are interrelated and interdependent. The curriculum sets goals and aims for any subject and guides strategies to achieve the targeted goals and aims. If there is an issue in the curriculum's standards, benchmarks, and SLOs (Students' Learning Outcomes), it will affect the

other components like the subject matter, learner, and milieu.

Similarly, if the curriculum is well designed, but subject matter like textbooks is not aligned with the curriculum's aim, it will affect the remaining areas. A curriculum's components, such as the quality of textbooks, also require a teacher's professionalism. If these factors are improved, then focus on another area is needed, which is the learner. The learner must be involved in the teaching-learning process in the classroom and participate in civic

activities like school elections, and voluntary work in the school and community. If there is quality in the curriculum, professionalism in teaching and students' involvement is valued and ensured in the teaching-learning process, then another dimension, the milieu, becomes essential. Schools have to provide a conducive learning environment in the classroom and the school. When all these dimensions are improved, that will facilitate improving civic sense among the students.

Research Method

The qualitative research paradigm was employed in this explorative study. To generate relevant and rich data, a purposive sampling strategy (Creswell, 2004) was used. Therefore, I selected eight social studies teachers and 40 students from Grades 9 and 10. Thus, the number of respondents who participated in the study included: (n=40) students, (n=8) teachers, and (n=4) headteachers. Thus, the total number of respondents was (n= 52). To explore answers to my research questions in-depth, I used multiple methods for data collection. The multiple methods were, semi-structured interviews, non-participant observations, and document analysis, i.e., analysis of textbooks of Pakistan studies textbooks at the secondary level. To implement those methods, I developed tools such as semi-structured interview guides (see Appendix A) and schedules for the teachers, headteachers, and the students (see Appendix B, C, D) respectively. For observation, I developed and used the observation checklist. (see Appendix E).

Data Analysis Procedures

Data analysis is a systematic and logical process of describing, shifting, illustrating, and evaluating the data to make sense. According to Merriam (2009), data collection and analysis in qualitative research happen almost simultaneously. Therefore, in this study, collecting and analyzing the data generated through observations and interviews went hand in hand. All the collected data, observations, semi-interviews, FGD, and content analysis were analyzed using open coding. Open coding means during preliminary line-by-line readings of the transcribed interviews, key points by which the data could be grouped were identified (Emerson, Fretz, & Shaw, 1995). For example, these were some codes: (a) school support committee, (b) Parents' Day, (c) debates, (d) speeches, and (e) organizing

international days. Then, similar codes were merged into categories. For example, these six codes were merged into two categories: SSC and Parents Day were merged into community involvement. Similarly, codes like debates, speeches, and organizing international days were combined under the category of co-curricular activities. Then these two similar categories were shifted into one theme, namely school initiatives. Like this example, all themes were developed keeping in mind the research questions.

Validity

Readers may ask questions about the validity of the study. Halai (2001) argues that this may create doubts in the readers' minds. Ensuring the validity of the findings, I took various measures from the data collection stage to the data analysis and interpretation, which are mentioned below:

Triangulation of the Research Resources

The consistency of the findings was also assured by triangulating data from different sources (different stakeholders and materials) and different methods (observation, semi-structured interviews, focus group discussion, field notes, and content analysis). Moreover, to check the reliability of the interview schedules, I piloted them and made sure that the questions were clear in their meaning. Besides this, to ensure confirmability, I shared the semi-structured interview schedule and focused group discussion guide with my supervisor.

Respondent Validation

After completing the final interview with the research participants, I gave the transcription of the interviews to them to get their validation. I also received some responses through email in written form. Therefore, there was no issue of a misconception of the transcription.

Limitations of the Study

The closure of schools due to COVID-19 remained a big challenge for the data collection process. Due to this situation, I couldn't conduct face-to-face interviews with the teachers. For that, I changed the face-to-face interviews into telephonic interviews and emails. Although I collected their responses through email and telephonic interviews, it might have affected the in-depth exploration of the teachers' views compared to the face-to-face

interactions, which facilitates the researchers more in digging out the experiences of the respondents. However, I tried to overcome the issue by re-contacting the teachers when I needed to.

Secondly, this study was limited to two types of schools, such as private and public schools in the context of Upper Chitral. The findings of this study remain applicable to these two types of schools in this specific area. The results of the research might not be generalizable for other private schools. Moreover, the participants of this study belonged to a rural setting. The demographic diversity may matter, and thus, the findings of this study might not be generalizable in large urban environments.

Analysis and Findings

The Curriculum of Civic Education and the Civic Sensibility

This study found that the civics curriculum (2009) is standardized, and organized into standards, with benchmarks and SLOs. However, findings illustrate a gap between the standards of the curriculum and the textbooks. This analysis also shows that textbooks of Pakistan studies lack content related to civic sensibility.

The data shows that the teachers of private schools practice multiple activities inside and outside the classroom to promote civic sense among the students. Teachers at private schools provided opportunities to the students for presentations of topics in the classroom and gave them the responsibility to conduct programs in schools. Furthermore, teachers tried to improve social values among the students through storytelling and documentary programs. However, in public schools, no evidence of teachers' initiatives related to promoting students' civic sensibility was found. The findings also illustrated that teachers of private schools involved students in civic activities through multimedia presentations in classrooms and project work related to social and moral issues and encouraged students to participate in voluntary work in the community. Though, the teachers of public schools did not seem to involve students in civic activities nor ensured their participation in the teaching-learning process in the classroom. Moreover, to promote civic sensibility among the students, the private schools introduced a PRISM (personal, religious, intellectual, social, and moral) development program to develop students' social, moral, personal, and intellectual development of

students. Through this program, teachers were trained (including social studies teachers), which helped them organize project work to engage students in social activities. Besides, private schools organized cleanliness days and conducted debates among the students about social issues such as traffic rules, honesty, and punctuality. However, public schools did not take the initiatives to promote civic sense among the students through curricular activity, parental involvement, and providing a conducive learning environment.

The data revealed that to inculcate a civic sense among the students, teachers in both types of schools faced various challenges like unavailability of contents in the textbooks, time management for co-curricular activities, and non-placement social skills in the examination.

Furthermore, the headteachers of public schools were facing challenges of unavailability of the particular subject teacher for Grades 9 and 10. This subject was considered an easy subject. Therefore, the surplus teacher or the freshly promoted teacher from PTC to CT usually taught social studies. Consequently, the less efficient teachers were not clear about the contents of the social studies, and they might not have been able to do justice to the subject. However, the headteachers of private schools believed that time management and lack of content in the Pakistan studies textbooks related to civic sensibility were the main issues.

Teachers' Suggestions for Improving Civic Sensibility

During interviews, teachers also shared their suggestions to improve civic sense among their students. The teachers suggested that their voice should be placed in the curriculum planning, and their role must be made apparent in the examination. One of the teachers in Moon's school said:

I suggest that teachers' voices should be included in curriculum planning and examination because the summative assessment does not provide tools to evaluate the students' social skills. Students' project work, behaviors, and social mannerisms must be assessed by the subject-teacher inside and outside the classroom. The teacher in the classroom can observe social skills. Therefore, formative assessment in school should be introduced in Grades 9, and 10 and teachers' roles should be included in the exam. (Interview excerpt: 11/03/2020).

The data illustrate teachers and headteachers in both types of schools conclusively suggested that teachers' role would be part of curriculum planning and examination. For curriculum planning, teachers' suggestions regarding the contents of the textbooks must be taken into account. Similarly, they suggested that their role must be in the examination process because the summative examination does not evaluate the students' social skills. Therefore, formative assessment should be introduced in the schools, and the teachers would be allowed to take a formative assessment. They also suggested reviewing the textbooks of Pakistan studies. They believed that textbooks must address society's real issues, such as mobile phone use, social media, time management, and issues related to human rights like women's rights, minorities rights, and children's rights. They suggested that new topics like pluralism, tolerance, positivism, clean and green Pakistan, rural customs, and cultures must be added to the textbooks of Pakistan studies.

Discussion

To reflect on the findings regarding the school initiatives in Chitral, KP Pakistan to promote civic sense among the students, the study found a gap between the standards of the curriculum and the textbooks. This gap might be the cause of the socio-political philosophy of the state because the curriculum follows the socio-political philosophy of the state. The ideology of the state is rooted in the two-nation theory, which demanded a separate homeland based on religious differences between Hindus and Muslims in 1947. It is depicted in the textbooks. Secondly, Pakistan is a developing country; that faces economic and political challenges. Therefore, the political philosophy of the state seeks to produce productive and legal-centric citizens. History tells that Pakistan has undergone four times under military dictatorship, which impacts democracy and curriculum. General Zia's Islamization policy is also depicted in the curriculum. Therefore, the state's narratives regarding citizenship education seem legal-centric citizens, which sometimes challenge the cosmopolitan perspective of citizenship. In contrast, the global world seeks cosmopolitanism, which demands democracy, and freedom of speech, and ensures human rights. Starkey (2017) argues that cosmopolitan citizens commit to people rather than governments. They are likely to challenge any

actions or discourses of governments that fail to respect, protect and fulfill human rights.

As a general remark, the current textbooks of Pakistan studies for Grades 9 and 10 appear to be designed to produce legal-centric citizens. In the absence of citizens' rights such as education, health, security, and freedom of speech, ensuring women and minorities' rights, the expectation of producing responsible citizens would be shallow. In this respect, the representation of citizens' rights and responsibilities must be balanced in the curriculum. For that, the government has to modify the textbooks of Pakistan studies. The current textbooks of Pakistan studies lack content to promote civic sense among the students. That was the major challenge for the teachers in their efforts to promote civic sense among the students. Previous studies also highlighted this issue. As Ahmad, 2004; Bilal & Malik, 2014; Dean, 2007; Kizilbash, 1986, stressed that the textbooks of social studies have insufficient content and low quality. Dean (2007) argues that the contents and the quality of civic education do not prepare students to play an active and responsible role in a democratic society. Hence, textbooks would be aligned with the curriculum's targeted standards and would have enough materials to achieve the goals of the civics curriculum.

Instead of the lacking contents in the textbooks of Pakistan studies related to civic sensibility, the private school system in Chitral, KP Pakistan took different initiatives to promote civic sensibility. The private schools' efforts are wonderful, while the actions of government schools are not encouraging. For example, one of the private school systems, the Moon's schools (pseudonym), took multiple initiatives to promote civic sense among the students through the PRISM program, appraisal system for teachers, ensuring availability of resources, and making the environment conducive to promote civic sensibility. While the government schools do not take any special initiatives to promote civic sensibility. It has multiple reasons. Firstly, in government schools, the overcrowded classroom hindered group work and presentation in classrooms. Secondly, due to teachers shortage, the burden of work does not allow teachers to initiate new tasks and manage them. Thirdly, the unavailability of resources such as computers, multimedia, and internet facilities in schools was the main hurdle for teachers not to take extra school initiatives. The fourth issue was also related to management; there

was no differentiation between dedicated and lazy teachers in the government school system. There was no reward or punishment for the teachers. Thus, the teachers were reluctant and did not take the initiatives to promote civic sense among the students. To overcome the issue, budget and efficient monitoring are required. In KP, although there is a monitoring system of school inspections. The monitors only inspect the attendance of teachers and do not observe the quality of teaching in the classroom. Therefore, the monitoring should not be limited to ensuring the attendance of teachers; rather, the monitoring should also improve the quality of teaching.

Similarly, some classroom practices of teachers have a significant impact on promoting the civic sensibility of the students. For instance, the private school system involved students in classroom discussions, and project work related to social issues, and provided leadership experiences through school elections. These types of teaching practices facilitate the promotion of civic sensibility among the students. Johnson (2017) found that leadership experiences in high school helped nourish civic interests in students and were essential to their civic identity formation.

Along with the curriculum and teaching practices, the environment of the schools directly or indirectly impacts the teaching-learning process. Therefore, the physical environment and the teaching-learning process created by the teacher would be conducive. In this regard, the physical environment of the Moon's schools and the teaching-learning process designed in classrooms were favorable for creating conditions to promote civic sense among the students. In contrast, the environment of the Moon schools and the attitudes and practices of teachers in the classroom were not favorable for promoting civic sense among the students. This issue shows the loss of management of headteachers and the philosophy of the teachers-centered approach among the teachers. For that, the bureaucratic model of leadership in a government school should be changed. In this hierarchy, it seems that the headmasters are at the top, the teachers are at the second, and the students are at the lowest hierarchical level. For that, there is a need for modification of the teachers-centered approach to a student-centered approach.

Along with the quality of the curriculum, teaching practices, and providing a conducive school

environment, another important factor in the teaching-learning process is the student's involvement in the teaching-learning process. Walqui (2006) states that learning is co-constructed. Therefore, learning takes place through participatory efforts. The teachers in Moon's schools involved students in civic activities through project works and debates among the students about social issues, practiced elections in schools, and encouraged students to participate in voluntary work in the community. McGovern (2003) considers that civic engagement enhances civic sense among the students. However, the teachers of Star's schools do not involve students in civic activities nor ensure their participation in the teaching-learning process in the classroom. It has various reasons. For example, due to overcrowded classrooms, they couldn't involve students in multiple activities.

Conclusion

The development of civic sense in students is a continuous process that involves multiple factors and contributions from different educational stakeholders. It involves issues and challenges ranging from the curriculum to its implementation at the school level. For that quality of the curriculum, textbooks can play a significant role. Also, the initiatives of the school, its strategies, environment, and mechanism are vital. Moreover, the teachers also contribute a lot to inculcating civic sense among the students. Furthermore, students' engagement activities in natural settings like their participation in voluntary work, participation in school elections, and involvement in project work related to civic activities also strengthen their civic sense. Besides, the democratic attitudes of the teachers and the practice of cleanliness in the classroom can facilitate in improvement of the civic sense of students. Likewise, civic sense can be developed among students by acquiring knowledge about society through curriculum intervention, leadership experiences of students in school, and adopting democratic principles in the classroom. Additionally, practicing justice in the school, participating in social work in school and community, volunteerism, electoral participation, civic engagement in the community, and organizational involvement can facilitate the promotion of civic sense among the students. This study explored the private schools in Chitral, KP Pakistan creates the condition to promote civic sense among the students through helping

teachers to involve students in project work and providing a neat and clean physical environment in schools. Moreover, encouraging teachers to take innovative initiatives also play an essential part in creating conditions to promote civic sensibility among the students. Furthermore, the practices of teachers in private schools like students' involvement in the election process, creating a democratic environment in the classroom, conducting debates, and playing documentary videos about civic values such as traffic rules, responsible citizenship, and other topics related to civic sensibility facilitates to promote civic sensibility among the students. Therefore, it is recommended that the textbooks of Pakistan studies should be reviewed; sufficient and relevant content related to social values and civic-mindedness, and human rights would be added to the textbooks. Formative assessment strategies should be practiced to develop civic skills and values among the students. The government school must ensure students' involvement in the teaching-learning process, like debate, project work, volunteerism, and leadership tasks in schools like elections, and create a democratic environment in the classroom.

Notes on Contributors

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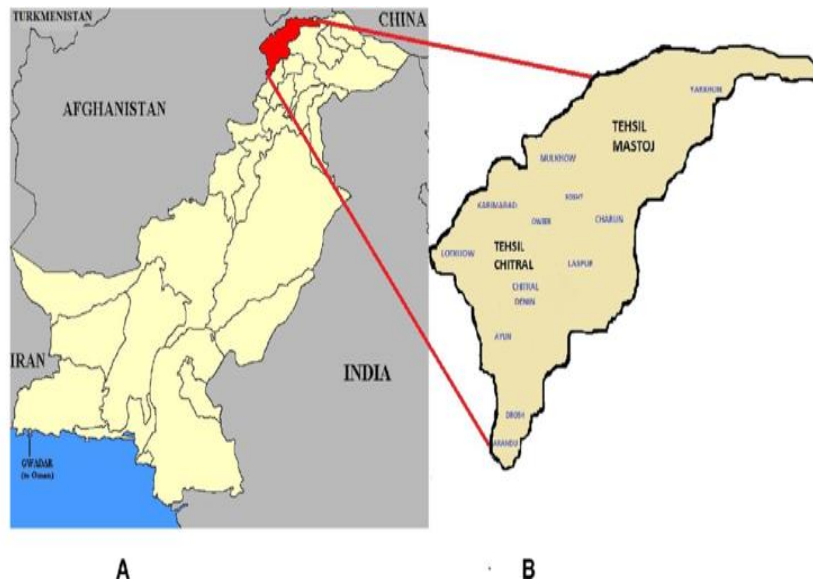
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Appendices
Appendix A
Map of Chitral



Survey of Pakistan map of district Chitral - Google search.

Appendix B

ERC Approval



آغا خان یونیورسٹی
THE AGA KHAN UNIVERSITY

Institute for Educational Development

March 6, 2020

Dr Takbir Ali
Institute for Educational Development
The Aga Khan University
Karachi

Dear Dr Takbir Ali,

Re: 0045-IED-ERC-SC-20-IED-ERC-SC-19. Student – Sher Afzal, Supervisor – Dr Takbir Ali: “Understanding how school improvement initiatives contribute to developing civic sensibility among the public and private secondary students, inside and outside classroom, in the Chitral District of Khyber Pakhtunkhwa, Pakistan.”

Thank you for your response to ERC recommendations received on February 14, 2020 regarding the above mentioned study.

Your response adequately answered the recommendations made by the Committee. The study was given approval for a period of one year with effect from March 06, 2020. For further extension a request must be submitted along with the annual report.

Any changes in the protocol or extension in the period of study should be notified to the Committee for prior approval.

All informed consents should be retained for future reference. A progress report should be submitted to ERC office after six months.

Thank you
Yours sincerely,

Dr Razia Fakir Mohammad
Head, Research and Policy Studies
Institute for Educational Development
Aga Khan University

Appendix C- 1
Interview Schedule for the Teachers

Personal Information

Name
Name of School
Qualification
Experience as a teacher.....

Questions:

1. Would you briefly introduce yourself?
2. What grade are you teaching?
3. Did you receive subject-related training from any institution?
4. What are your efforts to promote civic sensibility among the students?
5. How does your school attempt to promote civic sensibility among the students? Through any curricular and co-curricular activity?
6. What are the things you planned in your syllabus to promote (civic skills, dispositions, and actions) among the students?
7. How does delivery take place to achieve those targets?
8. What are the challenges you are facing to achieve those targets?
9. How civic education (civic skills, dispositions, and actions) are perceived in the planned curriculum?
10. What is your understanding of the term "citizenship"?
11. To you, what are the benefits of citizenship education?
12. What types of challenges do you face in their efforts to impart civic education to students, and what are their possible solutions?
13. Do you think that any other material should be added to textbooks that would be beneficial to improve civic sensibility?
14. What is the mechanism of assessment in your school? How would you like to improve the evaluation strategy?
15. Do you suggest something more to improve the civic sense among the students?

Thank you very much.

Appendix C- 2
Guiding Questions for FGD
Personal Information

Name of School
Boys
Girls
The total number of students.....

Evaluating Civic Knowledge of Students

1. What do you know about human rights?
2. What are women's rights?
3. What are minority rights?
4. As a student, do you know what your rights are in school?
5. As a citizen, what are your rights in the country?
6. What are your responsibilities in a school?
7. What are your responsibilities in the country?
8. Who is the prime minister of Pakistan?
9. Do you know who the MNA of Chitral is?
10. Who elects the Prime minister?
11. What is the process of the election?
12. Name a few ministers with their institutions

Evaluating Students' Civic Skills

1. How often do you ask questions in the classroom?
2. Are you grasping the concept of the lesson during teaching? Or memorizing without grasping the concepts?
3. How many times have you presented a presentation in a year in your social study class?
4. Do you participate in discussions and debates in your class?
5. Have you prepared any project work in a whole year?
6. What is the process of teaching in the classroom?

Evaluating Students' Civic Dispositions

1. What is your opinion about minority rights?
2. Do you believe that Muslims and non-Muslims must enjoy equal rights as a citizen?

3. Do you think that Muslims and Non-Muslims are equally respectable for you as a human being?
4. What is your opinion about women’s rights?
5. Which is your opinion about gender roles in society? Should they be equal or not?
6. Which gender is superior in the classroom? Male/ female or both are equal?
7. Do you respect the rule of law of the country?
8. Which types of government do you prefer democracy or Army rule? And why?

Evaluating Students’ Civic Actions

1. Can you work with students of other religions?
2. Do you think that your fellow students tolerate when other students disagree with them?
3. Do you follow the queue and wait for your turn?
4. Do you drive your cycle and bicycle on the main road?
5. Do you respect old-age people in buses, banks, and other public places?
6. Will your CR class representative be elected by you or selected by the teacher?
7. Have you ever seen your fellow student throwing garbage in public places?
8. Do you think that your fellow students do not wastewater and other natural resources?
9. Do you participate in volunteer work in your school or community?

Thank you very much for your time

Appendix C- 3
Interview Schedule for the Principals/ Headmasters

Personal Information

Name

Name of School

Qualification

Experience as a teacher.....

Questions:

1. What are your initiatives as a Headmaster/ Principal for improving civic sensibility among the students in your school?
2. What challenges you are facing to impart civic sense among the students?
3. What is your opinion about the subject teacher of social studies in your school? (their qualification, training, and initiatives regarding promoting civic sensibility among the students?)
4. What challenges are teachers facing while promoting civic sensibility among the students?
5. Do you think that the textbooks are enough materials for the improvement of civic sense among the students?
6. Do you think that any other material should be added to textbooks? If yes, what would you suggest?
7. How do parents help their children to improve their civic sense?
8. Do you suggest something to improve the civic sense among the students?

Thank you very much.

Appendix C- 4
Observation Checklist

Note; based on the civic dispositions and actions mentioned in the national curriculum 2009 related to civic education, I had prepared this checklist to observe the classroom

Name of schoolName of observed class Date:
 No boys in class..... No of girls.....Total students.....

S/No	Statements	Items Observed as follows	
	Classroom Environment		
1	The classroom was neat and clean.	YES	No
2	The walls outside of the classroom were neat and clean		
3	The dustbin was being used for garbage.		
4	The condition of the washrooms was good. Students are properly using those.		

	State of Rule Regulations and Classroom Norms		
5	There was evidence of classroom norms/rules and regulations in writing. e.g., in paper or chart, etc.		
6	Students were respecting classroom rules and regulations		
7	Students were raising their hands to answer questions during the teaching-learning process in the classroom.		
	The teacher was also valuing rules and practicing accordingly		
	Do the Teachers value Diversity?		
	The teacher was giving equal importance to gender		
	Teachers were equally treating students of various sects and religions.		
	Teachers were equally treating the students of various local cultures		
	Democratic values of the teacher		
	The behavior of the teacher was democratic during teaching		
	The teacher was giving value to students' responses		
6	The teacher was giving equal opportunity to the students		
	The teacher used varieties of teaching techniques		
	Teacher's Sense of Responsibility		
	The teacher was properly using school resources		
	The copies of students were properly checked		
	The teacher was respecting timing. Came in class timely		
	Students were also responsible. They have done their homework from previous sessions.		
	Students engagement in co-curricular activities		
7	Evidence was found students' engagement in curricular activities in school		
8	Evidence found students' involvement in volunteer work in the community		
9	Students' Engagement with the Environment		
10	Students went outside of the classroom after switching off the lights		
	Students were not throwing garbage in the school environment		
	Evidence found of students' engagement in social work outside of the school		

Appendix D- 1
Information Sheet

Research Title: Understanding how schools are creating conditions inside and outside the classroom is conducive to promoting civics sensibility among secondary students in public and private schools in the Chitral District of Khyber Pakhtunkhwa, Pakistan.

Researcher: Sher Afzal
 Contact Details: afzalgazeen@gmail.com

Research Supervisor: Dr. Takbir Ali
 Contact Details: takbir.ali@aku.edu

Introduction:
 This research study explores how schools in Chitral were creating conditions to promote civic sensibility among secondary students in the Chitral district of KPK, Pakistan.

Significance of the Study

This research is significant because of the nature and scope of the study. It can help me contribute to the existing knowledge frame, specifically developing civic sensibility among the students. Moreover, the study will help the social studies teachers and curriculum planners in Pakistan regarding the implications of the contents of the current social studies textbooks at the secondary level, the teaching-learning process, and overall curriculum interventions.

Data Collection Procedure and Participant's Involvement

In this research study, promoting civic sense among the students is the case. Moreover, the study is bounded to investigate the above-mentioned specific case in a particular area, such as two public and two private schools located in the rural area of Chitral. This exploratory case study will allow me to spend

ample time with the teachers and students to explore their views regarding school initiatives in various aspects, such as professional development, curriculum planning, and review, improving structural and material resources, and curricular activities to promote civic sense among the students. Therefore, the data will be collected using different sources like classroom observation of social studies classes, content analysis of textbooks of social studies / Pakistan studies, the interview with social studies teachers and students of Grade 9 and 10.

Ethical Considerations

I will conduct this research within the limitations of policy guidelines on research ethics for the social sciences and humanities, developed by the Aga Khan University. I will share all the information about the research plan with the ethical review committee and my research supervisor. I will make sure that my research participants and respondents understand my topic and purpose of research and are willing to participate by signing formal consent forms. I will maintain the confidentiality and anonymity of the research participants and institution/s. The real name of the institutions and participants will be maintained through pseudonyms and assigning codes while reporting the data, which will be accessible only to my supervisor and me.

Reciprocity

All the institutions (schools) and participants will be acknowledged in my research report within the boundaries of research ethics, where their names will not be disclosed. Moreover, a summary of the research findings will be shared with the schools and participants if needed.

Rights of Refusal to Participate and Withdraw

The researcher will brief the research participants about the aim of the study and their role in it. Participation is on a volunteer basis, and participants will have the option to withdraw from the study at any time. Moreover, participants will have the right to withhold any information they do not want to share with the researcher.

Possible Risks and Discomfort

Research participants will not face any risk of discomfort. However, their commitment time will be needed as per mutually agreed schedules.

Appendix D- 2

Consent Form from Research Participants

You are invited to join research, about

which an information sheet is already shared with you explaining the relevant details of the study. You are requested to read the following terms and conditions to be able to give informed consent. You are requested to sign below if you agree with the following rights of the research participants.

I, the undersigned, willingly accept to participate in the research study entitled "*How school improvement initiatives contribute to creating conditions inside and outside classroom conducive to develop civics sensibility among secondary students in public and private schools in the Chitral District of Khyber Pakhtunkhwa, Pakistan*" which is being conducted by XYZ student of MPhil 2019 at AKU-IED Karachi. I have studied the information sheet related to this study, and based on my informed judgment; I accept the following:

1. I agree to participate in this study voluntarily. I grant permission to the researcher and commit time for one interview of approximately forty minutes at a time and place convenient to me.
2. I grant permission for all our conversations, and discussion. Interviews, are to be taken notes and audio typed and transcribed for study purposes.
3. The data collected in any form will be kept confidential and kept in a safe place like locked cabinets and password-protected computers to secure its safety.
4. My real name will be replaced with a pseudonym to safeguard me and my institutional identity.
5. I grant permission for the data to be used in the process of completing the study and subsequent publications if any
6. The information and data provided by me will be kept confidential and only be shared with relevant persons (related to this study) and will be used for research purposes only.
7. Moreover, I will not be bound to answer every question. I can withdraw from this study at any stage without having to give any justification whatsoever.
8. I have read and understood this consent form, and I volunteer to participate in this project. I know I will receive a copy of this form. I understand my consent does not take away legal rights in the case of negligence or

other legal faults of anyone who is involved in this project.

Participant signature :

Participant name:

Date:

Signature of Principal Investigator

Date :

Signature of person obtaining consent:

Date:

**Appendix D- 3
Ascent Form**

Dear students,

I,, a course participant at the Aga Khan University-Institute for Educational Development (AKU-IED) Karachi, Pakistan. Currently, I am studying in the MPhil (Education) program. I am conducting a research entitled “*Understanding how schools are creating conditions inside and outside classroom conducive to promote civics sensibility among the secondary students in public and private schools in the Chitral District of Khyber Pakhtunkhwa, Pakistan.*” as a requirement for partial fulfillment of my MPhil degree. During this study, I will be interviewing you and recording your voice. You have the right to withdraw from the study at any stage.

Regards,

Sher Afzal

Student MPhil 2019

AKU-IED, Karachi

Please sign this form to show that I had read and explained the content to you.

I _____ Son/ Daughter of _____ would like to participate in this research.

Signature _____ Date _____

Appendix E- 1

Permission Letter to DEO

To,

The District Education Officer Upper Chitral, KP, Pakistan

Subject: Request for Permission to Conduct Research Study in Government High Schools

Dear Sir/ Madam,

I,, a course participant at the Aga Khan University- Institute for Educational Development (AKU-IED) Karachi, Pakistan. Currently, I am studying in the MPhil (Education) program. I am conducting a research entitled “*Understanding how schools are creating conditions inside and outside classroom conducive to promote civics sensibility among the secondary students in public and private schools in the Chitral District of Khyber Pakhtunkhwa, Pakistan*” as a requirement for partial fulfillment of my MPhil degree.

I am seeking your permission to conduct research in two government schools: Government High School (A) and (B). My study aims to explore school improvement initiatives for promoting civic sensibility among the students at the secondary level. For this purpose, I will interview the students of Grade 9 and 10 and those teachers who teach social studies and Pakistan studies in the above-mentioned schools and observe the teaching and learning process inside the classroom.

I will ensure complete confidentiality of information/ data, which I will get during my study. The data will only be shared with my supervisor in presentation and publication with the confidentiality of the participant’s personal information. Moreover, all ethical research guidelines guided by the Ethical Review Committee (ERC) of AKU will be followed by dealing with this data. These schools and selected participants will not receive any harm during participation in the study. Therefore, I seek your permission to carry out this study with your kind approval.

Thank you,

Sher Afzal

Student MPhil 2019 (Education) AKU-IED Karachi

To indicate your agreement. Please return your signed sheet.

I have read and understood all the information and I accept and allow you to conduct this study in school under my supervision.

DEO (District Education Officer Upper Chitral)
Researcher (Name & Signature)

Appendix E- 2

Permission Letter to the Schools' Head
To,
The Principal, (A, B, C) Schools

Subject: Granting Permission to Conduct Research Study in this School

Dear sir,

I,, a course participant at the Aga Khan University- Institute for Educational Development (AKU-IED) Karachi, Pakistan. Currently, I am studying in the MPhil (Education) program. I am conducting research entitled "*Understanding how schools are creating conditions inside and outside classroom conducive to promote civics sensibility among the secondary students in public and private schools in the Chitral District of Khyber Pakhtunkhwa, Pakistan.*" as a requirement of partial fulfilment of my MPhil degree.

I am seeking your permission to conduct research in your school. I already obtained permission (see attachment). My study aims to explore school improvement initiatives for promoting civic sensibility among the students at the secondary level. For this purpose, I will interview the students of Grade 9 and 10 and those teachers who teach social studies and Pakistan studies in your school and observe the teaching and learning process inside the classroom.

I will ensure complete confidentiality of information/ data, which I will get during my study. The data will only be shared with my supervisor in presentation and publication with the confidentiality of the participant's personal information. Moreover, in dealing with this data, all ethical research guidelines guided by the Ethical Review Committee (ERC) of AKU will be followed, and this school and selected participant will not receive any harm during participation in the study.

The summary of my study (information sheet) is attached for your kind consideration. Thank you,

Yours sincerely,
Sher Afzal
Student MPhil (Education)

Appendix F

Research Ethics in Changing Data Collection Modalities

Your and our intentions of changing data collection modalities in current circumstances calls for renewed focus and commitments to stay ethical while engaging your research participants. Please remember we continue to follow AKU-URC's approved ethical guidelines while undertaking your research process. You must revisit your stated ethical commitments based on which your research proposals and ERC applications were approved. While your supervisor will best guide you on research ethics in case of changes in data collection strategies/modalities in current circumstances, here are some points to consider if you wish to conduct interviews through telephone.

1. *Gaining consent* for recording interviews as we do for FtF interviews, you can consent orally while beginning your telephonic interview. It will be helpful to read the text of the consent form for your participant/s and ask them to confirm their agreement. Make sure you have recorded this consent and interview. You may get consent/assent through emails if your participants have an active email account.
2. *Volunteer participation & Right to withdraw*- your research participants continue to have the right to voluntary participation and withdrawal from your research. All this has to be understood well by your research participants at the time of consent/assent.
3. *Gender sensitivity* - it is essential to select a suitable time with mutual consent – do not call late evening or after midnight. For example, in your cultural context, male or female calling participants of other gender will require adopting a formal tone while introducing – I understand you have discussed some of these issues through role-plays during the research methods course – Hope you all REMEMBER THAT).
4. *Confidentiality/privacy* – you need to be critical about maintaining confidentiality during your telephonic interviews. While interviewing, make sure that you are sitting in a quiet place with no other person in the room and that you are using a soft voice while interviewing your participant/s. You

need to make sure that you communicate this concern to the participant/s and advise them to take the same measure. You must keep the interview talk private and confidential, mainly because you will be conducting yourself as a researcher while being in your family spaces.

- 5. *Respect for time* – you must be careful in managing time for the telephonic interviews. It will be essential to avoid unnecessary long conversations because you have a ‘free’ package – the same rule applies here

‘respecting time’ as for FtF modality)

- 6. *Academic, social distancing* - NEVER invite participants to have FtF meetings during the lockdown situation.

7. Gaining permission from head teachers/gatekeepers (for seeking their permission, you may write to them through email or call them; if seeking their approval on the phone, read the details of your research from your letter and ask for their oral consent, which is to be duly recorded)

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