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SINDH BASIC EDUCATION PROGRAMME

District Education Profile

KASHMORE
March 2013



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The terms used and the maps presented in this profile do not imply the expression of any opinion whatsoever on the part of iMMAP and USAID concerning the legal status and the area of any administrative unit or its authorities.

All school assessment data collected during this survey remains the property of the Department of Education, Government of Sindh.

Schools that have been recommended for merging, consolidation and reconstruction, or a combination of these, are based on field finding and desktop analysis. These are recommendations only, and do not necessarily mean that these recommendations will be followed, as there are many other factors that may influence the final choice of schools.

Education Minister's Message

It gives me immense pleasure to put on record the support and its long-term commitment for the promotion of the education system in Sindh by the United States Agency for International Development (USAID). The Education and Literacy Department, Government of Sindh, with the support of USAID, has developed a strategic plan and launched the Sindh Basic Education Program (SBEP). The life-of-program funding is estimated at US\$155 million over a five-year period. The District School Consolidation Planning Exercise/ mapping under SBEP was implemented by iMMAP to provide recommendations to a consolidation plan that supports the Government of Sindh's policy reforms to merge, consolidate and upgrade schools in seven target districts of Northern Sindh (Kashmore, Jacobabad, Sukkur, Qambar Shadadkot, Khairpur, Dadu and Larkana) and five towns in Karachi.

On September 21, 2011, USAID signed an Activity Agreement with the Government of Sindh for the SBEP. The SBEP focuses on increasing and sustaining student enrolment in primary, middle and secondary schools in seven districts in northern Sindh as well as the city of Karachi by developing a school environment conducive to teaching and learning. This transformation will be achieved through the following components: (1) construction of schools affected by 2010 floods; (2) support to Government of Sindh policy reforms to merge, consolidate and upgrade schools through construction of schools; (3) improvement in early grade reading in primary schools; (4) community mobilization, with a focus on increasing girls enrolment and improving nutritional status of children; and (5) technical assistance to the Department of Education.

The successful surveys in the target districts, completed by iMMAP, are highly appreciated. The development of a district atlas and a solid information base is a remarkable achievement which provides an opportunity to develop a transparent and coherent consolidation plan to facilitate the policy reform, site selection and school construction components of SBEP.

I extend my full cooperation, good wishes and prayers for the successful implementation of the Sindh Basic Education Program and assure required assistance to USAID.

PIR MAZAHAR-UL-HAQ
SENIOR MINISTER, EDUCATION AND LITERACY
GOVERNMENT OF SINDH

March 13 - 2013



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I. INTRODUCTION

Education depends on and utilizes a variety of resources; some of these are tangible and concrete, e.g. teachers, classroom facilities, textbooks, pupils, and funding; while others are less visible or difficult to define, e.g. political will, community support, policies, or time frame. Without these and other resources, people find it difficult to get the education they need or desire, and education managers and planners find it difficult to ensure that education is effective.

The Sindh Basic Education Program (SBEP) is focused on increasing and sustaining student enrolment in primary, middle and secondary schools in seven districts in northern Sindh namely: Kashmore, Jacobabad, Sukkur, Qambar Shadadkot, Khairpur, Dadu and Larkana) as well as five towns of Karachi (Keamari, Bin Qasim, Gadap, Orangi and Lyari) by developing a school environment conducive to teaching and learning. This transformation will be achieved through the following components: (1) construction of schools affected by 2010 floods; (2) support to Government of Sindh (GoS) policy reforms to merge, consolidate and upgrade schools through construction of schools; (3) improvement in early grade reading in primary schools; (4) community mobilization, with a focus on increasing girls enrolment and improving nutritional status of children; and (5) technical assistance to the Department of Education.

The use of Geographic Information Systems (GIS) and Global Positioning Systems (GPS) in the mapping and assessment of education facilities will greatly help improve the frequency with which better decisions are made. It will minimize the irrational and unjustified demand regarding establishment of new schools and providing financial support that may end up going to non-deserving institutions. It makes geographical perspectives to education more readily available. Educational planning and scenarios are made simpler through maps and spatial data. Present and future requirements can be determined as one analyses data and information, in conjunction with an appropriate and comprehensive characterization of the area, and its relationship to the other features in the geographical coverage.

In order to effectively assist the GoS through technical support to promote education reforms, reliable mapping and information, surveys, assessment, situational analysis and reports are critical to the understanding of the ground realities. These same mapping tools are essential for better advocacy and greater mobilization of resources in order to meet the hopes of millions of Pakistani people. Under SBEP, iMMAP has provided services to inform a transparent and coherent consolidation plan, to facilitate policy reform, site selection and school construction components of the SBEP.

The aim of the assessment survey was to visit all public schools in each district, in order to get concise and up-to-date information that would inform the analysis required to provide recommendations on which schools could be consolidated, merged or reconstructed.

This document first gives some context and background of the district, and then moves on to summarize the findings from the survey and highlight the schools that have been recommended after the analysis phase. As mentioned in the disclaimer, the final choice of schools may differ from the recommendations provided, due to a range of other factors beyond the analysis criteria used.

2. DISTRICT AT A GLANCE

Area	2,682.46 sq km
Population - 1998	663,322
Male	344,927
Female	318,395
Sex Ratio (males per 100 females)	108
Population Density	247 persons per sq km
Urban Population	177,269
Rural Population	486,053
Average Household Size	6
Literacy Ratio (age 10 and above)	39%
Male	57%
Female	19%
Population - 1981	484,102
Average Annual Growth Rate (1981 - 98)	1.87%
Administrative Units	
Talukas	3
Union Councils	37

3. District Overview

3.1. History and background

The district of Kashmore was created on 13 December, 2004 by dividing the district of Jacobabad into two parts. Earlier Jacobabad had five talukas, and after bifurcation, three talukas namely Thull, Garhikhero and Jacobabad were included in district Jacobabad, whereas Kandhkot and Kashmore were included in district Kashmore. After some time Tangwani was also given the status of taluka and the number of talukas of district Kashmore increased from two to three. The headquarters of district Kashmore is situated in Kandhkot¹.

Historically, the Talpur dynasty ruled this area. Talpurs are a Baloch tribe settled in Sindh and Punjab. They are descendants of Mir Tala Khan. They arrived in Sindh during the invasion of Nadir Shah. Talpurs settled in northern Sindh, and spoke the Sindhi language. Their descendants and allies formed a confederacy against the Kalhora dynasty. Later, however, they enjoyed good relations with the Kalhoras and were invited by them to help organize unruly Baloch tribes living in Sindh. However, the Talpurs gained power by overthrowing the Kalhora after the Battle of Halani. Peace between the two warring tribes was soon established after the Mughal Emperor Akbar Shah II issued a Firman (Royal Decree) in the year 1783, which designated Mir Fateh Ali Khan Talpur as the new Nawab of Sindh. This brought an end to the ferocious fighting and the defeat of the ruling Kalhora by the Talpur tribes. The Talpur dynasty ruled Sindh from 1783 to 1843, and was overthrown by the British East India Company led by General Charles James Napier².

In 1841, a treaty was signed between the Talpur rulers of Sindh and The East India Company. John Jacob was sent to Khan Garh, in accordance with the treaty. John Jacob established cantonment within the narrow belt belonging to Mirs. The first, and the most remarkable thing, John Jacob did was the restoration of peace. This was not possible without properly chastising the outlaws. He dealt with the situation with such a high handedness that soon after his arrival, the plunderers were scared off and were brought under control. When peace was restored it was followed by reclamations and development. Land growers started coming back to cultivate their lands. Businessmen and artisans also followed them. When security was assured, Bazaars started flourishing and the area, where there had been a desert before, became a trade Centre. The grain market and cattle markets also started functioning in the newly established town³.

The local landlords, however, did not always accept British Rule. In 1857, Dil Murad Khoso and Darya Khan Jakhrani were sent to Kala Pani (a colonial-era prison in Andaman and Nicobar Islands of India) due to their involvement in the freedom movement.

3.2. Location

Kashmore district is situated in the northern part of Sindh, bordering Ghotki district, Jacobabad district, Shikarpur district and Sukkur district. It also borders Balochistan on the northern side and Punjab on the eastern side. Kashmore is located at the tri-junction, connecting three Provinces, and is a gateway to the Punjab and Balochistan provinces. Because of its distinguished

¹ A Brief Profile of District Kashmore @ Kandhkot , RADCO, Kandhkot

² <http://en.wikipedia.org/wiki/Talpur>

³ A Brief Profile of Jacobabad, Small and Medium Enterprise development Authority, Larkana



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geographical location and cross-road connecting borders with three provinces, Kashmore has a unique identity. The Indus River runs through the east of the district, while the district is mainly characterized by irrigated cropland, with patches of sparse vegetation.

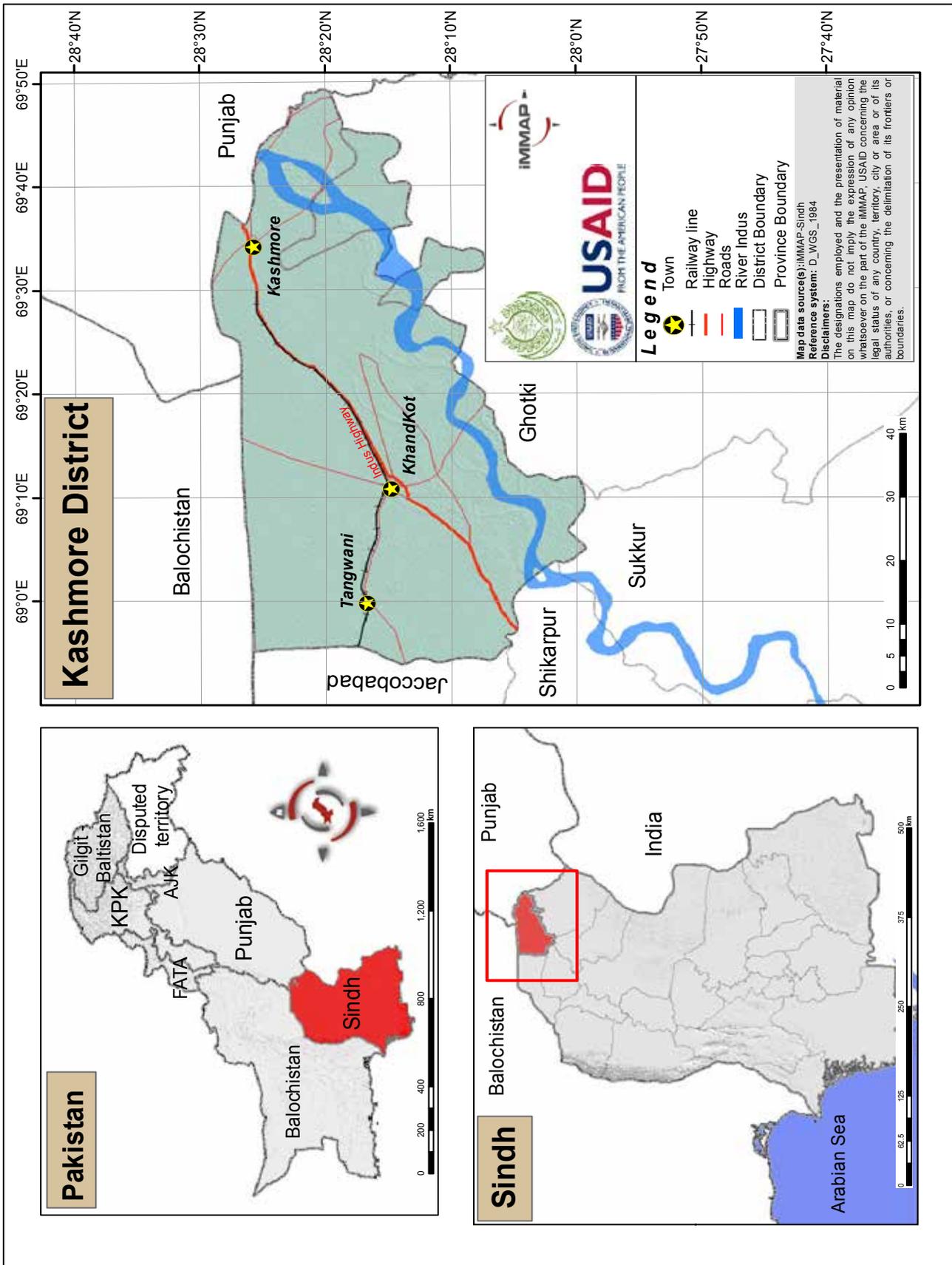
In the north-east, this district shares its boundary with district Rajanpur of Punjab; on the west side, it touches district Jacobabad and Shikarpur; in the northwest, district Dera Bugti of Balochistan; and in the south, district Ghotki and Sukkur of Sindh border this district.

District Kashmore consists of three talukas named Kashmore, Kandhkot and Tangwani. There are 37 union councils in the district.

Table 7. Taluka summary

Taluka	Union Councils
Kashmore	15
Kandhkot	11
Tangwani	11
Total	37

Map II. Location overview



3.3. Population Characteristics

In Pakistan, the male population is more than the female population. One probable reason for this imbalance could be underreporting of females, due to cultural reasons, during national surveys. Pakistan is among four countries where life expectancy for females at birth is less than that of males. The sex ratio in Kashmore is 108 males per 100 females, which is more than the ratio at the National level of 106⁴. There could be other possible reasons for such a difference in male to female ratio, such as i) very high maternal mortality rate⁵ (0.5 for Sindh; second highest at the national level) and ii) poor health care at district and province level⁶. District Kashmore is rural by its characteristics as are the majority of the other districts in Sindh. In Kashmore, 76 percent⁷ of the population resides in the rural area and just 24 percent resides in the urban areas.

(a) Estimated Population of District Kashmore

Table 8. Estimated Population of District Kashmore for 2010

AGE GROUP (IN YEARS)	TOTAL			RURAL			URBAN		
	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE
ALL AGES	828,687	434,461	394,226	607,225	318,732	288,493	221,462	115,729	105,733
00 -- 04	135,365	69,091	66,274	103,449	52,814	50,635	31,916	16,277	15,639
05 -- 09	138,926	74,166	64,760	105,232	56,566	48,665	33,694	17,600	16,094
10 -- 14	100,490	56,104	44,385	71,873	40,878	30,994	28,617	15,226	13,391
15 -- 19	82,743	42,357	40,386	57,942	29,748	28,194	24,801	12,609	12,192
20 -- 24	76,816	37,524	39,292	55,345	26,741	28,603	21,472	10,783	10,689
25 -- 29	64,616	33,646	30,969	46,906	24,243	22,663	17,709	9,403	8,306
30 -- 34	50,000	27,082	22,919	35,652	19,168	16,484	14,348	7,914	6,435
35 -- 39	36,906	19,606	17,301	26,184	13,742	12,441	10,723	5,863	4,859
40 -- 44	35,730	17,790	17,939	25,736	12,705	13,031	9,994	5,085	4,908
45 -- 49	28,259	14,865	13,394	20,542	10,745	9,797	7,717	4,120	3,597
50 -- 54	24,454	13,099	11,355	17,889	9,624	8,265	6,565	3,475	3,090
55 -- 59	15,375	8,402	6,973	11,075	6,032	5,044	4,300	2,370	1,930
60 -- 64	15,478	8,313	7,165	11,566	6,259	5,307	3,912	2,054	1,858
65 -- 69	7,991	4,301	3,690	5,854	3,156	2,698	2,137	1,145	992
70 -- 74	7,621	4,038	3,583	5,835	3,113	2,722	1,787	925	861
75 & ABOVE	7,917	4,076	3,841	6,146	3,197	2,949	1,770	879	892

Source: Estimated from Sindh census, 1998

⁴ Labour Force Survey 2010-11: *Pakistan Bureau of Statistics*

⁵ Pakistan Demographic and Health Survey, 2006-07: National Institute of Population Studies, Pakistan. pp. 179

⁶ Mean distance from hospital/dispensary is 12 km for Sindh: Pakistan Mouza Statistics, Table 15

⁷ Since Kashmore is newly created district so rural urban percentages are derived applying Sindh's percentages excluding Karachi as an outlier (being totally urban)

(b) Population Growth Pattern

In 1998, the total population of district Kashmore was 663,322⁸.

The population of Kashmore is categorized by a high growth rate of 1.87 percent⁹ per annum which means that the populations will double itself in 37.43 years¹⁰ from 1998. 45.23 percent of the population is below 15 years of age and 2.84 percent is 65 years or above. The estimated population for 2010 is 828,687¹¹ showing a 38% increase in 12 years, from 1998.

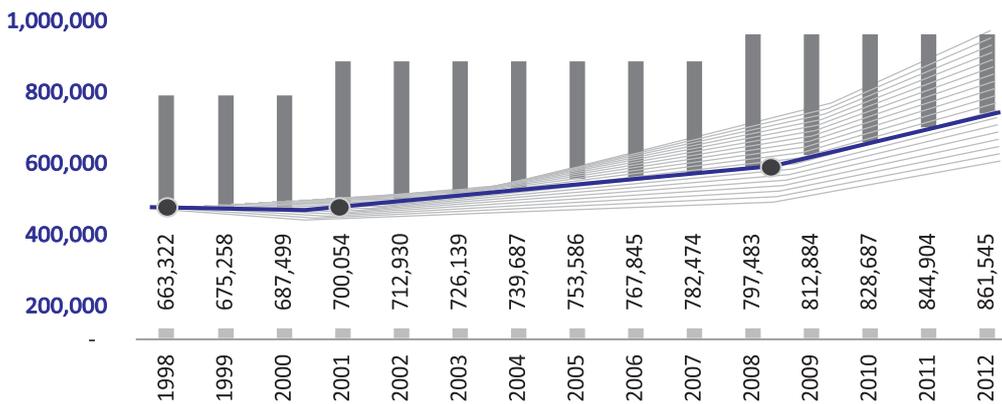


Figure 1. Population growth pattern

(c) Population Distribution by Age and Gender

Out of the total population, 52 percent are males and 48 percent are females. The largest population group is 5-9 years, with the total population in this section approximately 138,926 individuals. Except for age groups 20-24 and 40-44, the male population outnumbers the female population.

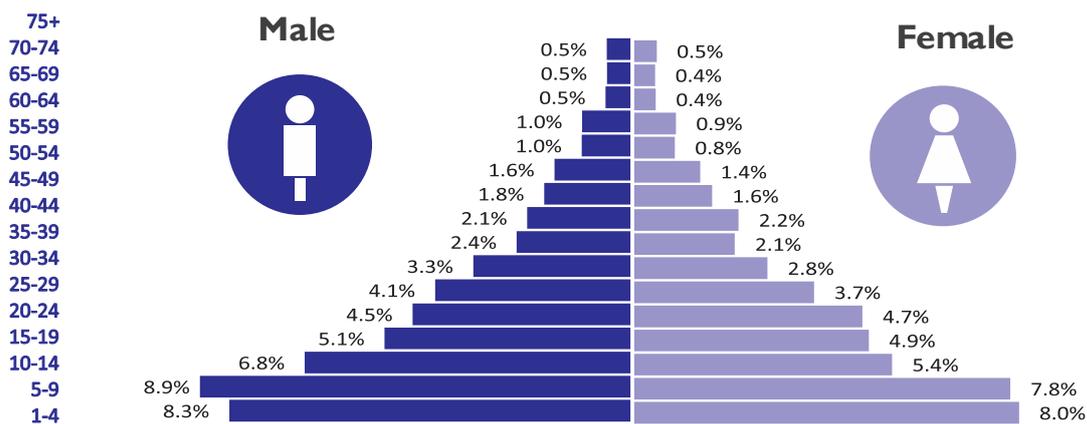


Figure 2. Gender ratio

⁸ PDMA Sindh

⁹ Since District Kashmore is newly created so growth rate is projected backward by adding the population of talukas for 1998 as base population and 2010 gridded population (GPW3) as current population. $R = (P_n/P_0)^{1/n} - 1$

¹⁰ Rule of 70 <http://controlgrowth.org/double.htm>

¹¹ Gridded Population for World (GPW v3) Center for International Earth Science Information Network (CIESIN), Centro Internacional de Agricultura Tropical (CIAT), 2005

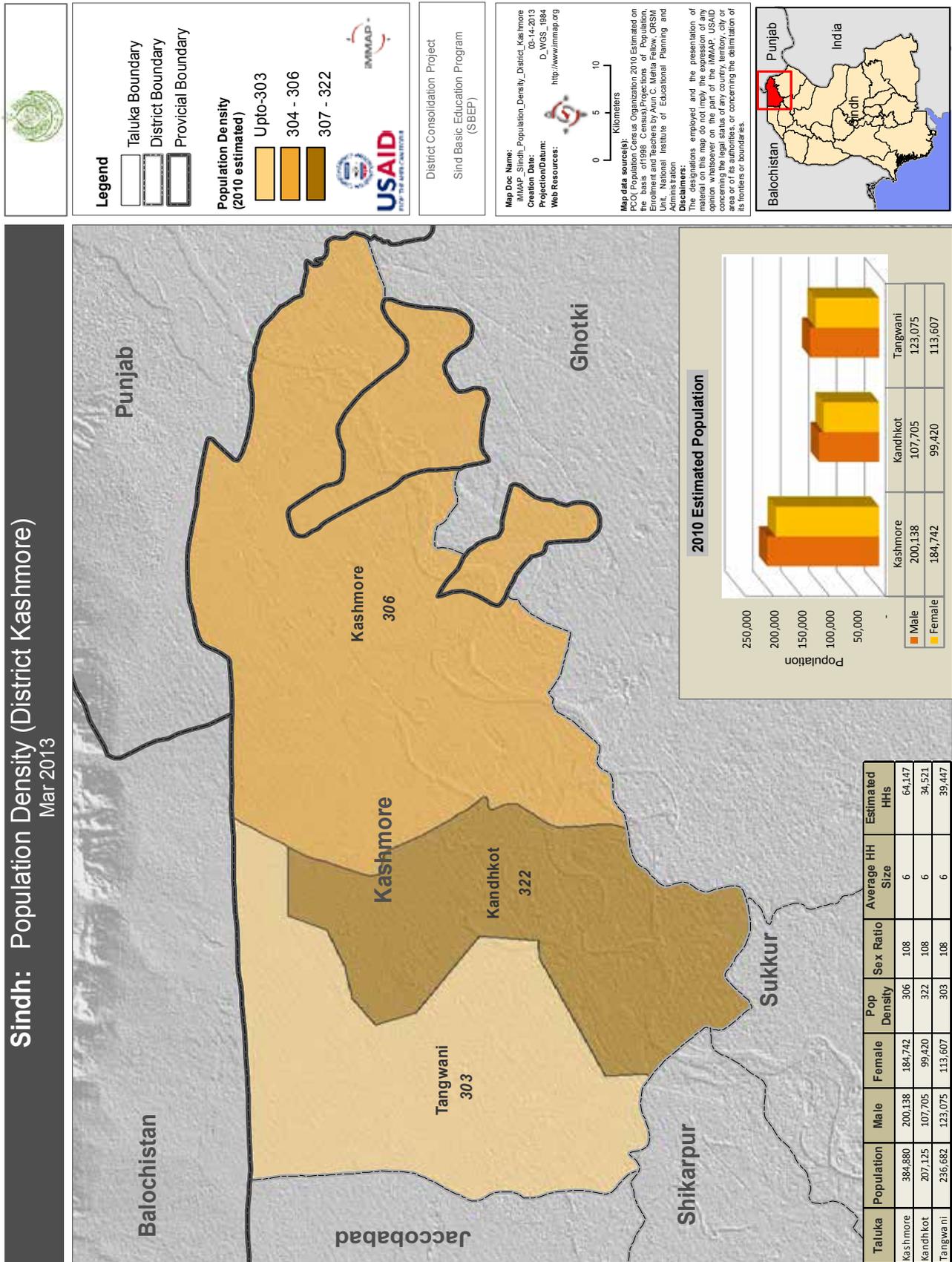
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Table 9. Population Details by Taluka

Taluka	Population	Male	Female	Pop Density (pp per sq km)	Sex Ratio	Average HH Size	Estimated HHs
Kashmore	384,880	200,138	184,742	306	108	6	64,147
Kandhkot	207,125	107,705	99,420	322	108	6	34,521
Tangwani	236,682	123,075	113,607	303	108	6	39,447
Total	828,687	430,917	397,770	309	108	6	138,115

Source: Gridded Population for World (GPW v3) Center for International Earth Science Information Network (CIESIN), Centro Internacional de Agricultura Tropical (CIAT), 2005

Map 12. Population density by taluka



Kashmore has a well-established tribal system in place and feudal lords have great influence in collective decisions on social spheres of life i.e. solving disputes among communities, influence on personal lives, voting, etc. Thus it would not be an exaggeration to say that Kashmore is a feudal dominated district. There are more than a dozen feudal (locally famous as sardars) of various tribes and castes dwelling in this district. Sardars are nominated as a leader of a community belonging to the same caste, therefore, Sardars leading large populations of the same community/caste, are very influential in the area due to large support by the population in collective decisions. They include Bijarani, Khoso, Malik, Teghani, Sundarani, Mazari, Golo, Mohammadani, Chachar, Jakhrani, Soomro and others. The most influential tribes are Sundrani, Bijarani, Khoso, Mazari and Suhriyani. The majority of the people are Muslim, but there is a large number of Sindhi speaking Hindus also residing in the district. The Hindus are well versed in business and have control over the economy of the district.

3.4. Hazard analysis

A brief analysis of potential hazards occurring in the district is provided in Table 4. The main hazard is seasonal flooding caused by heavy rain or riverine flooding.

Table 10. Hazard matrix of Kashmore district

Hazard	Frequency	Area affected/union councils	Severity/Force	Year ¹²
Floods	Seasonal	Entire district	High	2010,2011, 2012
Heavy rains	Monsoon	Entire district	High	2003,2010,2011 2012
Epidemics	Seasonal	Entire Kashmore	Low	Every year
Droughts	Rare	East of the district	Low	2002
Earthquake	Rare	Entire district	Low	2001
Transport accidents	Often	Entire district	Low	Every year

Source: Compiled from Contingency Plan for Sindh, 2012

¹² It is to be remembered that Kashmore District was created in 2004 and previously it was a part of Jacobabad therefore disasters before 2004 should be seen in terms of whole district Jacobabad inclusive of Kashmore.

3.5. Education Highlights

Literacy Rate (10 years and above)	39%
Adult Literacy Rate (15 years and above)	36%
Gender Parity Index(GPI) Primary	0.41
GPI Middle	0.84
GPI Secondary	0.37
GPI Higher Secondary	0.33
Population that has ever attended School	39%
Male	58
Female	19
Population that has completed primary level or higher	33%
Male	47
Female	16
Student Teacher Ratio	35%
Primary	38
Middle	18
Secondary	23
Higher Secondary	38

Source: Reform Support Unit Sindh 2010-11 and Pakistan Social and Living Standard Measurement Survey 2010-11

The education status in Kashmore is very poor. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, the overall literacy rate (for the population of 10 years and above) for the district is 39 percent (male: 57 percent and female: 19 percent). Among the urban community, the literacy rate for males is 81 percent and for females it is 50 percent, while in the rural community it is 51 percent for males and 10 percent for females. The adult literacy rate (for the population of 15 years and above) is 36 percent. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, the Gross Enrolment Ratio¹³ (GER) for the primary level in Kashmore is 68 percent (male: 85 percent, female: 41

¹³Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

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percent). In the urban community, the GER is 100 percent (male: 108 percent, female: 89 percent) and in the rural community it is 63 percent (male: 82 percent, female: 32 percent). Net Enrolment Ratio¹⁴ (NER) for the primary level is 48 percent (male: 59 percent, female: 31 percent). In the urban community it is 70 percent (male: 72 percent, female: 61 percent) and in the rural community it is 44 percent (Male: 56 percent, Female: 26 percent). Table 5 shows the details of Gross and Net Enrolment Rates by Rural and Urban Gender at different levels.

Table 11. Gross and Net Enrolment Rates by Gender and Locality at Different levels

Urban/ Rural/ District	Gender	Gross Enrolment Rates			Net Enrolment Rates		
		Primary Group (5-9)	Middle Group (10- 12)	Matric Group (13- 14)	Primary Group (5- 9)	Middle Group (10- 12)	Matric Group (13- 14)
Urban	Male	108%	85%	77%	72%	39%	27%
	Female	89%	47%	56%	61%	19%	24%
	Total	100%	68%	67%	70%	30%	25%
Rural	Male	82%	30%	36%	56%	18%	6%
	Female	32%	6%	9%	26%	3%	7%
	Total	63%	21%	24%	44%	12%	6%
Total	Male	85%	38%	45%	59%	21%	10%
	Female	41%	14%	21%	31%	6%	11%
	Total	68%	29%	34%	48%	18%	11%

Source: Pakistan Social and Living Standard Measurement Survey 2010-11

The findings of the schools survey in the district will now be discussed.

¹⁴Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.

4. DISTRICT CONSOLIDATED MAPPING

The survey activities were started in Kashmore on 15 October, 2012 and completed in 19 days. The field team consisted of 14 members (one District Coordinator, one Administration Officer, six Civil Engineers, six GIS Officers and one Data Entry Operator).

In order to ensure an efficient assessment, a detailed work plan was prepared in consultation with the District Education Officials. Initially, the Department of Education was taken on board and senior officials were briefed regarding the project and survey activities in the District. Close coordination with Assistant District Officers (ADOs) Education at taluka level helped to plan the survey activities. A school specific survey route was devised with the support the Education Supervisors, keeping in mind security concerns in certain areas. Accordingly, Supervisors informed the concerned Headmaster/Headmistress of each school regarding the date and time of visit and in most cases the concerned Supervisor joined the field team during the survey.

4.1 Methodology

A structured questionnaire which contained major data elements were used by enumerators and civil engineers during the field surveys. All available public education facilities (schools) within each taluka, or geographic area of coverage, were surveyed by assigned enumerators. A GPS receiver was used by the enumerators to obtain the geographic coordinates of each school, which represents the geo-referenced point data of the location as an input into the GIS database.

The assessment form was broken into sub-sections, covering (i) basic information, (ii) GPS coordinates, (iii) staff and students' information, (iv) facilities and infrastructure information, (v) damage assessment, (vi) disaster risk reduction (DRR) assessment, and (vii) conclusion/recommendations. The survey questionnaire can be found in Annex A.

The coming sections will provide an overview of the survey findings and recommendations.

4.2 Experiences from the field

There has been past history of clashes between different tribes. Tribal clashes and armed robberies are the main security concerns in Kashmore. Tribal feuds are frequently resolved in a very violent manner often resulting in multiple casualties. Approximately 50 percent of the killings registered in Kashmore are caused by tribal issues, family disputes or honor killings. These incidents are not directed at International Non-Governmental Organization (INGO) staff but a wrong-time-wrong-place scenario is possible.

The proximity of Punjab and especially Balochistan causes criminals from these areas to operate in Kashmore and slip back over the provincial border. The N5 (Indus Highway) is a hotspot for hijackings and illegal checkpoints. In the first half of 2011 there were three Improvised Explosive Device (IED) strikes reported in Kashmore, but since these incidents there have been no major attacks in the district.

There are no known serious incidents reported against INGOs. All United Nation (UN) staff is operating under police escort and aid distribution points have police presence. iMMAP field teams consisting of local staff preferred to operate without armed security in order to keep a low profile. Tribal tensions have been reported as the main cause of insecurity for iMMAP field teams operating in Kashmore. The team was unable to survey a few schools due to security concerns, tribal clashes and non-accessibility to schools.

There have been a few incidents of harassment of iMMAP staff by local armed groups, and these were resolved with the assistance of local government officials.

At community level, through Supervisors, iMMAP staff contacted School Management Committee (SMC) members, retired teachers, villages volunteers and local influential regarding the date and time of visit to each school. All female schools were surveyed with the active support of SMCs and local community members/village volunteers. In Kashmore, more than 20 areas/union councils were considered security risk areas due conflict among tribal communities. In tribal conflicted areas, local influential persons were consulted and involved during the survey and one local person was nominated by community to accompany the assessment teams.

4.3 Summary of findings

All the schools information will be available on the Management Information System (MIS) website developed as part of this project and can be found at <http://sbep.gos.pk/> and the summary of indicators collected during the survey are available on the website, as well as in Annex B of this document, and district detailed school map atlas which as available as Annex C accompanying this document.

The existing Reform Support Unit (RSU) database was used as comparison and baseline for this survey (<http://www.rsu-sindh.gov.pk/>). This database was prepared and assessment was done in 2010-2011. As will be seen, the figures differ and recent findings highlight the need for continual update and maintenance of this database in order to identify trends and keep up to date record of all the public schools.

4.3.1. Total public schools in the district

Out of 1,502(430 boys, 208 girls and 864 mixed) public schools mentioned in the database of Reform Support Unit (RSU), in total 1,309 were surveyed in the district out of which 540 were boys, 168 girls and 601 mixed schools. The total enrolment of district Kashmore was found to be 109,053 against 107,773 students as reported in the RSU database. The current assessment shows an enrolment of 73,713 males and 35,340 females while according to the RSU database, 76,566 male and 31,207 female students were enrolled in public schools of Kashmore. A total of 2,577 teachers (2,302 males and 275 females) were found during the survey whereas RSU has reported 3,015 (2,670 male and 381female) teachers in all government schools in the district. The remaining schools were not assessed due to security concerns/tribal clashes/non-accessibility, as mentioned previously



4.3.2. Primary schools

Out of 1,423 primary schools (412 boys, 192 girls and 819 mixed schools) mentioned in the database of RSU, in total 1,239 schools were surveyed in the district out of which 507 were boys, 153 girls and 579 mixed schools. The total enrolment in the surveyed primary schools of Kashmore was found to be 89,005 against 85,808 students as reported in the RSU database. The current report shows primary level enrolment of 60,313 males and 28,694 females while according to the RSU database, 61,035 male and 24,775 female students are enrolled. A total of 2,002 teachers (1,792 males and 202 females) were found during survey whereas RSU has reported 2,239 (1,916 male and 323 female) teachers.

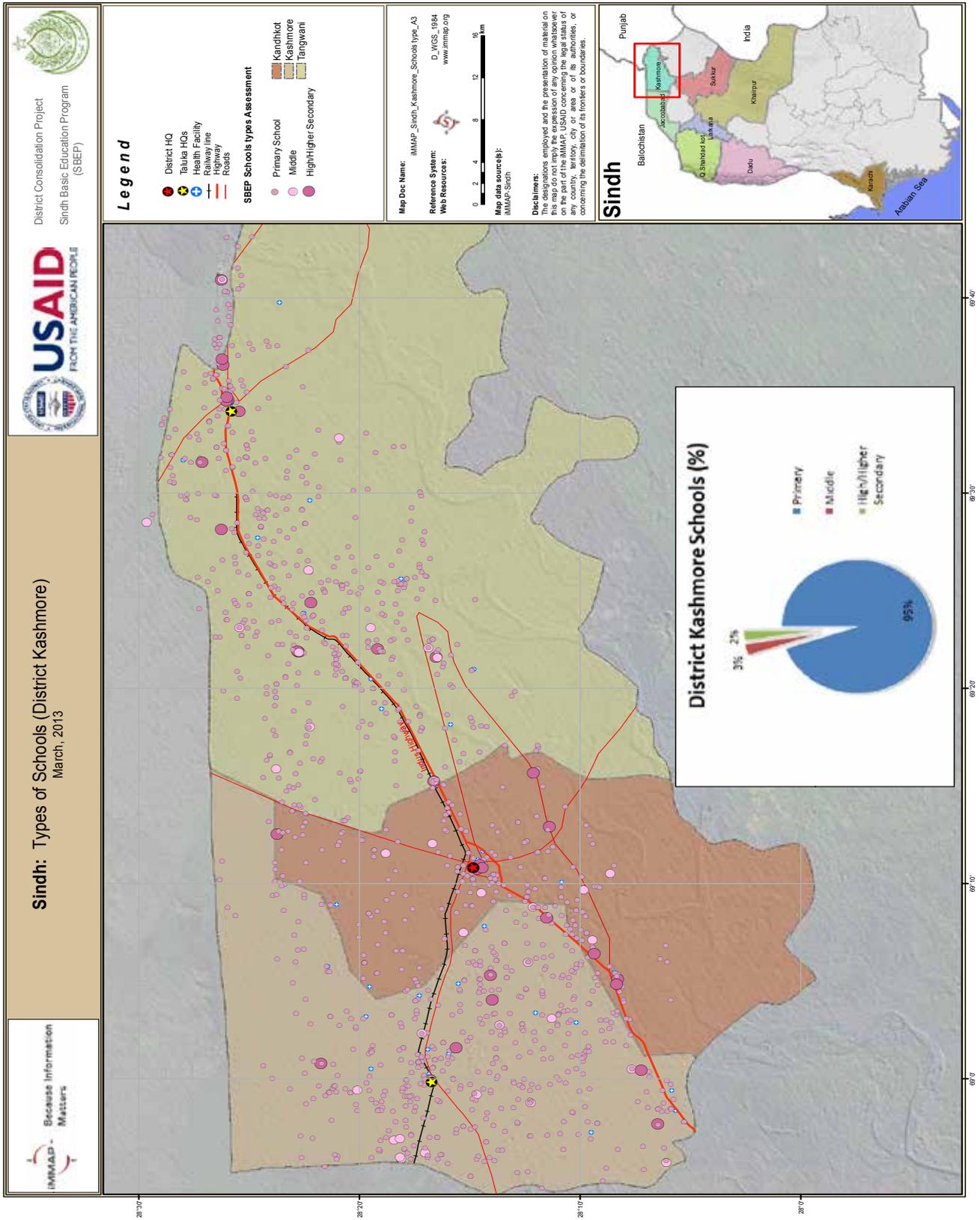
4.3.3. Middle schools

Out of 47 middle schools (6 boys, 12 girls and 29 mixed schools) reported in the RSU database, in total 37 were surveyed in the district out of which 11 were boys, 13 girls and 13 mixed middle schools. The total enrolment in assessed middle schools was found to be 2,451 against 3,743 students as reported in the RSU database. The current report shows middle level enrolment of 1,524 males and 927 females while according to the RSU database, 2,029 male and 1,714 female students are enrolled. A total of 119 teachers (110 males and 09 females) were found during survey whereas RSU has reported 206 (182 male and 24 female) teachers in all government middle schools in the district.

4.3.4. Secondary/Higher Secondary schools

Out of 32 high schools (out of which 9 are higher secondary schools) mentioned in the database of RSU, in total 33 were surveyed in the district. The total enrolment in assessed high and higher secondary schools of district Kashmore was found to be 17,597 against 18,222 students as reported in the RSU database. The current report shows high and higher secondary schools level enrolment of 11,878 males and 5,719 females while according to the RSU database, 13,502 male and 4,720 female students were enrolled in all government high and higher secondary schools. A total of 456 teachers were found during the survey whereas RSU previously reported 606 teachers in all government high and higher secondary schools in the district.

Map 14. School distribution by type



4.3.5. Ghost OR non- functional/permanently closed/ temporary close/ non-viable and shelter-less schools

During the survey some schools were found to be in the following categories:

1. Ghost school
2. Permanently closed school
3. Temporary closed school
4. Non-viable closed school
5. Shelter-less school

After consultation with RSU, the following are the agreed upon definitions.

1. Ghost school

- A school that exists only on paper, but not located in the field and/or was never built.
- A school that was built but the building has since been demolished and notified/declared as a ghost school.
- A school found in the field, but does not exist on paper.

2. Permanently closed school

- A non-functional school with building and in some cases with damaged buildings.
- Schools at same the location as another functional school.
- Schools that have never been functional due to any reason.
- School is/has been permanently closed due to law and order situation.
- School merged or consolidated with another school.
- Any other reason (occupied by flood affected, occupied by any individual, etc.).

3. Temporary closed school

- Non-availability of teachers.
- Teacher(s) is posted but working on deputation in any other school.
- Harvesting season.
- Tribal clash between two groups/ communities.

4. Non-viable closed school

- Non-availability of population.
- Building is fully damaged and cannot be utilized.
- Any other specific reason.

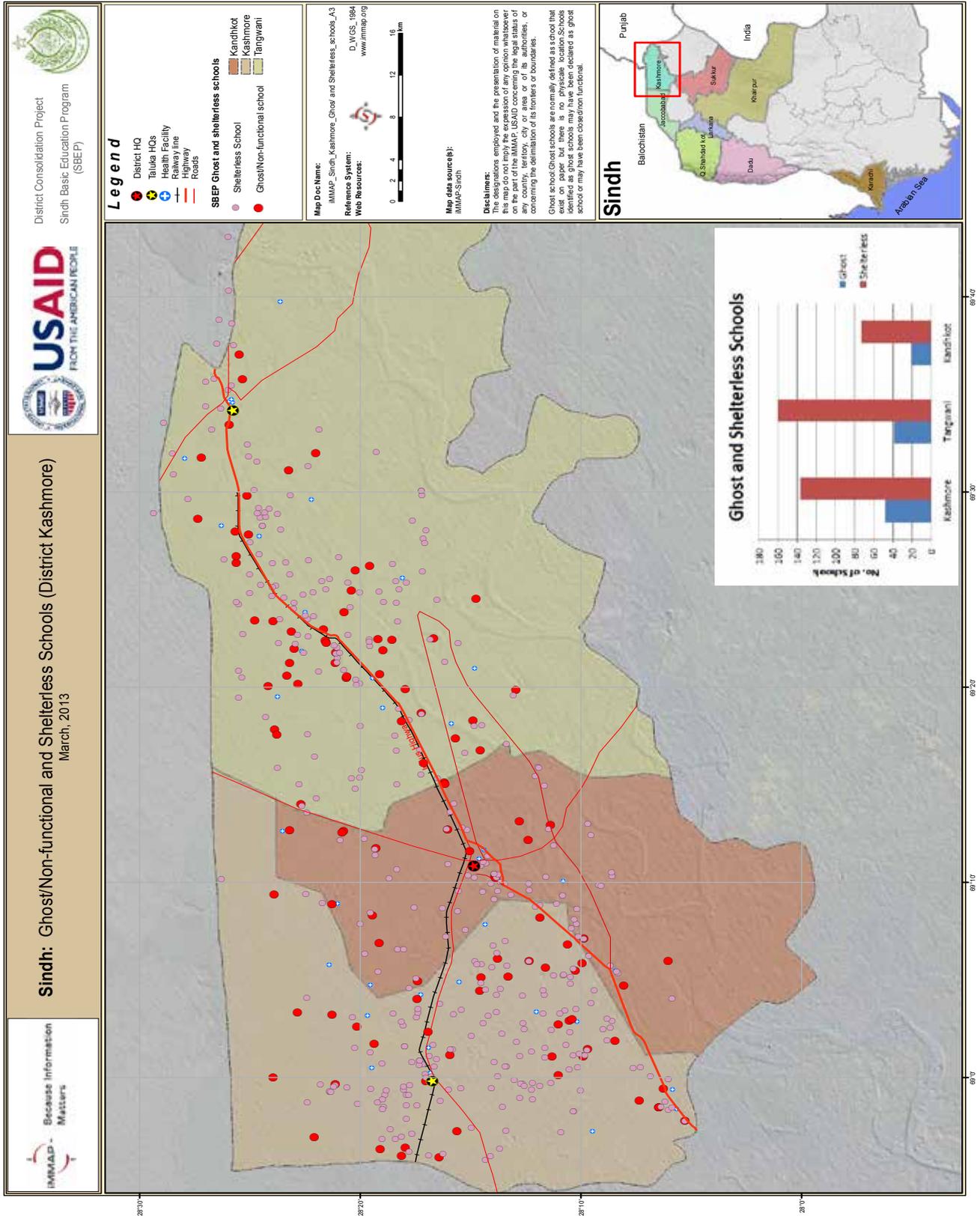
5. Shelter-less school

- A school without a building is known as shelter-less. It may be functional in any room/building provided by the community or made functional in the building of another school.

**Table 12. Closed, Ghost, Shelter-less schools**

Taluka	Closed	Ghost	Shelter less
Kashmore	97	61	167
Kandhkot	28	31	87
Tangwani	56	90	182
Total	181	182	436

Map 15. Closed, ghost, shelter-less schools distribution



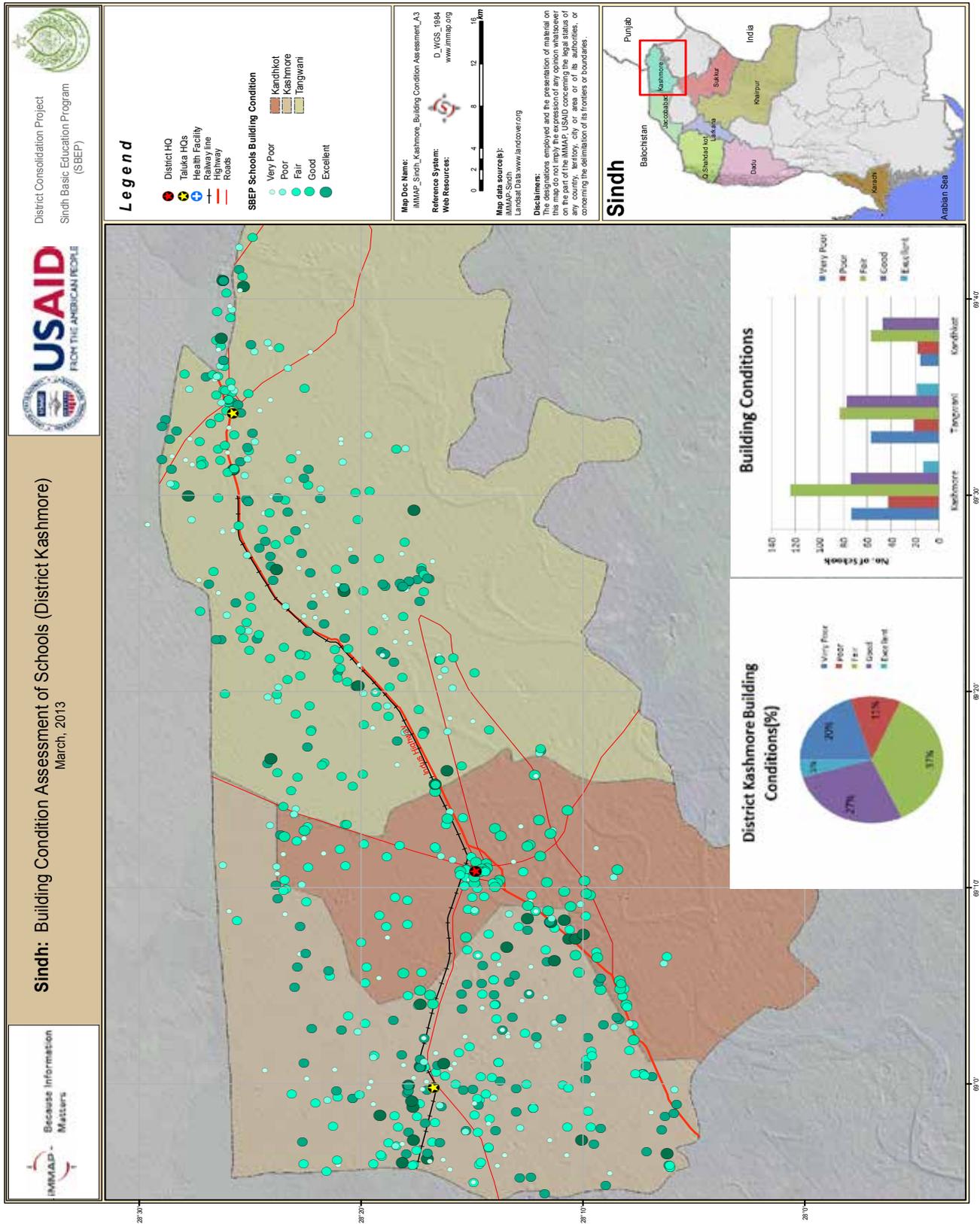


4.3.6. Infrastructure

During the survey the building condition of schools were recorded, and the engineers who were part of the field team recorded the condition of building as per the definitions below.

- **Good (1-5%)** - school buildings which are in sound condition and the infrastructure is satisfactory. No major repair or rehabilitation is required under this category.
- **Fair (6-20%)** - The condition of buildings in this category is satisfactory but minor repair and rehabilitation is required. These buildings can be used for academic activities.
- **Partially damaged (21-35%)** - The building or part of the building is not satisfactory and damaged. Damage in walls/roof or the columns/beams of the buildings are hazardous. School buildings under this category require urgent renovation or reconstruction of damaged parts of the building.
- **Fully damaged (> 35%)** - Under this category, the building or portion of the building is fully damaged due to floods, heavy rains, or otherwise. Walls and roof cannot sustain the structure. These buildings are very dangerous and academic activities cannot be undertaken. The school should be shifted from these locations.

Map 16. Building condition distribution

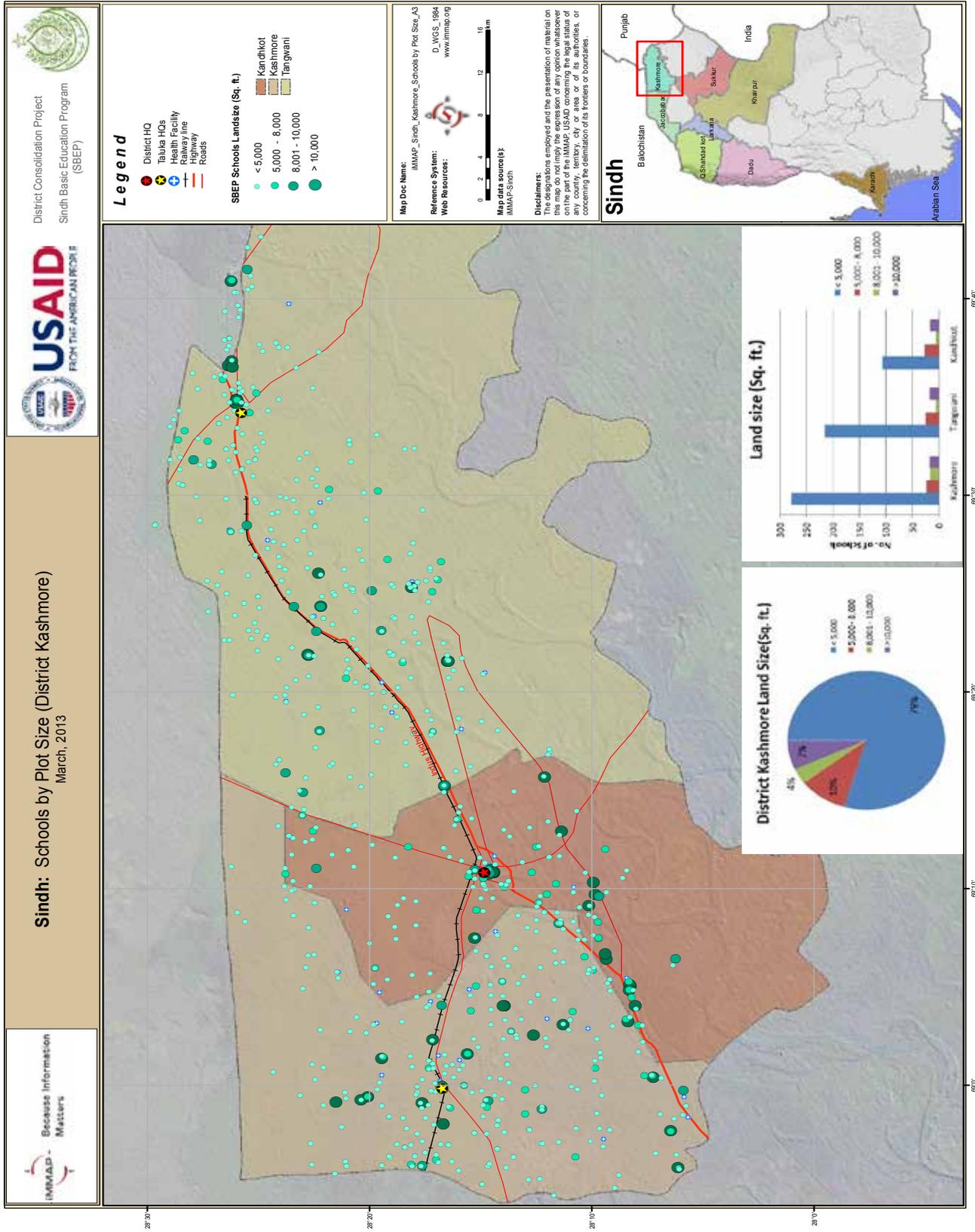




4.3.7. School plot size

During the survey a drawing was prepared for each school covering the building footprint of the school as well as the land/plot size of the school with the boundary wall, or in cases where the school has no boundary wall, the boundary under the schools jurisdiction was used. In addition, if there was vacant land adjacent to the school, this has also been recorded as it may give an indication for possible future expansion of the school. The school plot size is an important component to be recorded, as it gives an indication of the space available for school expansion and reconstruction.

Map 17. Schools by plot size

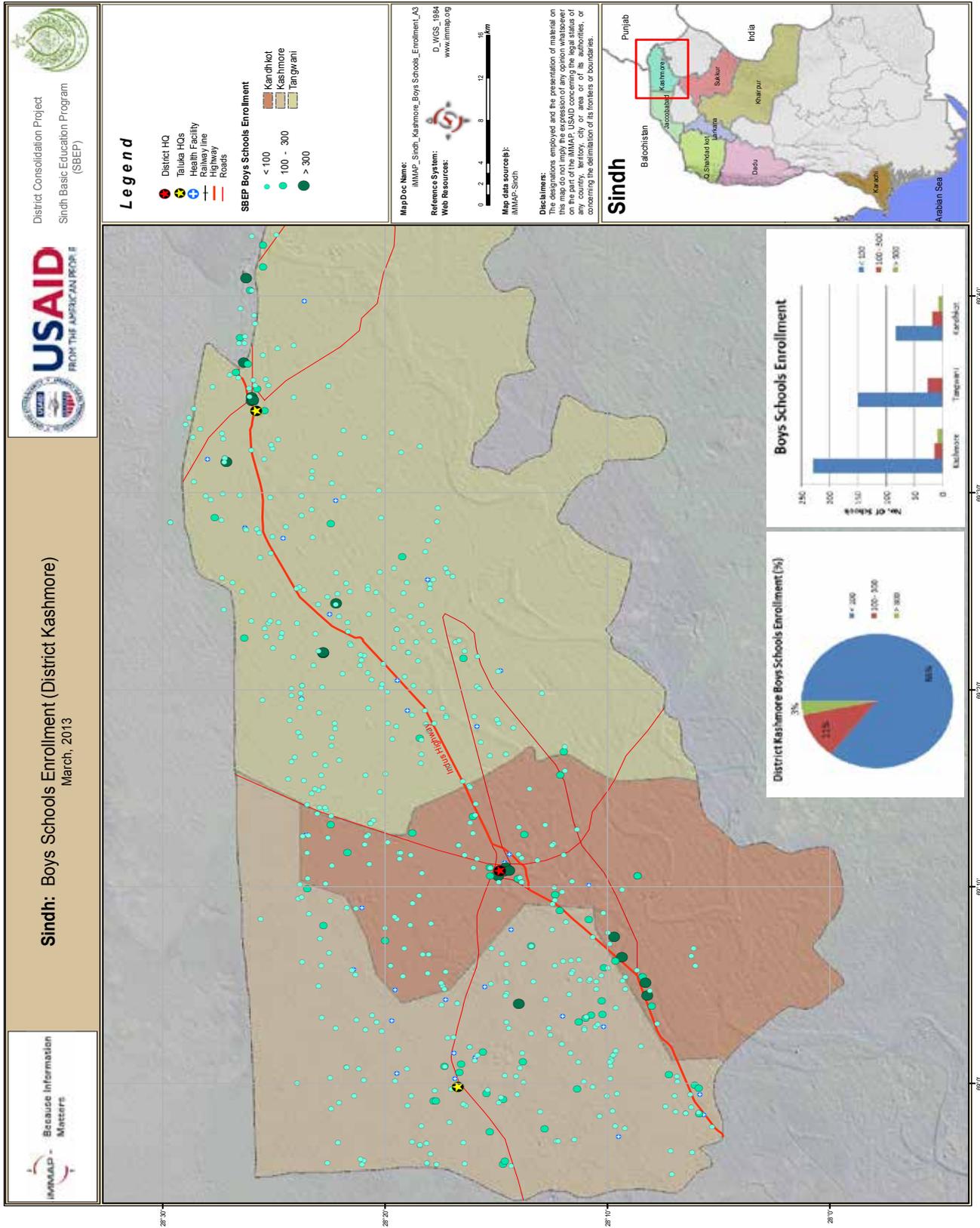




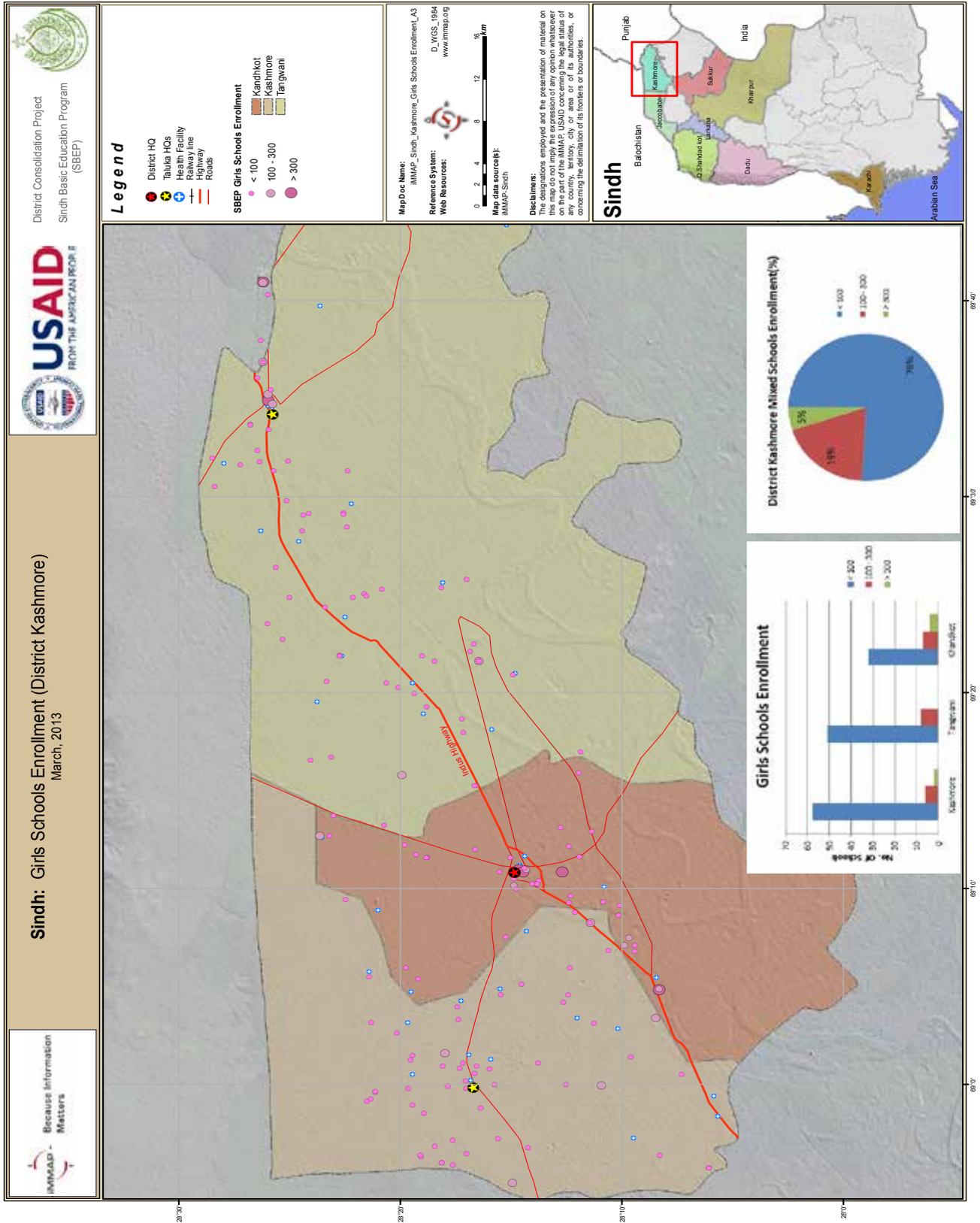
4.3.8. School enrolment

The survey provides information on enrollments in the public schools of district Kashmore. It also provides the registered students' and actual students' enrollment information which gives an indication of the percentage of students attending the school. The information of registered students was recorded from the general register of the school, while the actual enrollment figure is the number of children who were present on the survey date. The survey also collects data by school type (for boys, girls and mixed school categories), school level (elementary, primary, middle, secondary and higher secondary), including a gender breakdown.

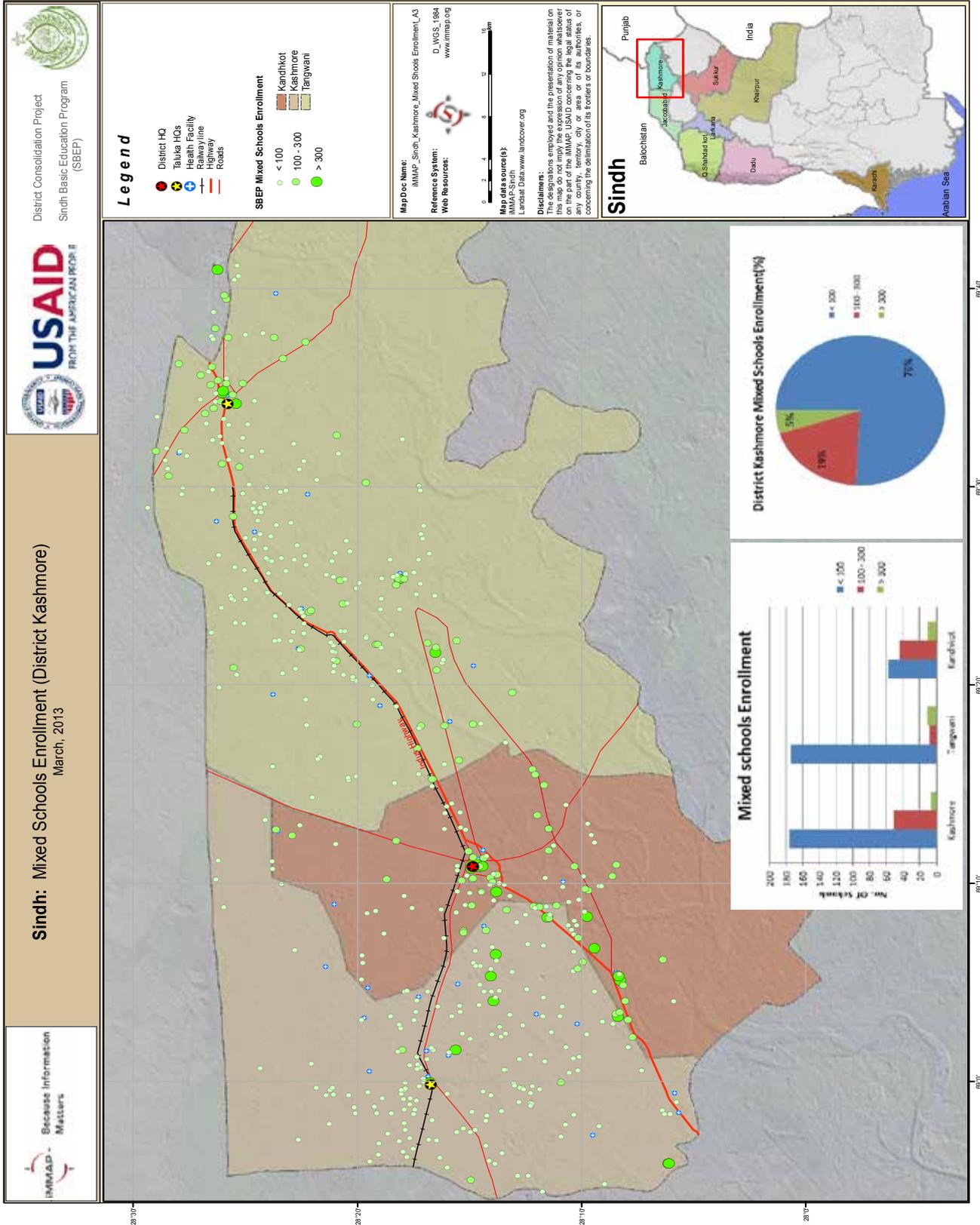
Map 18. Boys' school enrolment



Map 19. Girls' school enrolment



Map 20. Mixed school enrolment





4.4 Analysis and Recommendations

The schools were selected/identified in accordance with the guiding principles for the construction keeping in view the definitions given below as per the activity agreement of SBEP:

1. Flood affected: Schools rendered unserviceable by 2010 floods.
2. Consolidation: Several small primary (grades Kindergarten (K)- 5) / middle (grades 6-8) / high schools (grades 9-10) that exist in a village or neighbourhood consolidated into a single, properly managed Campus School (K-8) / High School (K-10).
3. Merge: Several schools that are operating in a single location merged into a single Campus School operating under a streamlined administrative structure.
4. Upgrade Primary schools (K-5) to include facilities and teachers for middle, elementary and high schoolage students.

The proposed schools were selected for recommendation according to the following criteria as per the Planning Commission (PC)-1 document of SBEP:

- Minimum land available 10,000 square feet;
- Flood affected schools;
- Schools candidates for consolidation (as per above definitions);
- Hybrid of above two;
- School student catchment area;
- The whole school is damaged condition and suitable for demolishing and reconstruction OR a part of the school is structurally damaged and will be reconstructed;
- The community is ready / willing to merge smaller schools into the selected school for school consolidation;
- Schools land undisputed and owned by district education office;
- Flood affected reconstruction, if a high (grades 1 to 10) school or an elementary (grades 1 to 8) school was damaged;
- Reconstruction would not be in the flood plains (Katcha areas), rather alternate locations would have to be suggested;
- No primary (grades 1 to 5) or middle (grades 6 to 8) would be reconstructed back to primary or middle grades. Such schools can only be reconstructed if they are also being upgraded under the merge and consolidation policy.

Table 7 provides a summary of the proposed schools for consolidation, merging and reconstruction. During the project period detailed reports were generated for each taluka for further technical assessment by the construction firm.

It should be noted again that schools recommended does not necessarily mean that consolidation or reconstruction will take place at these locations. Engineering, political and community considerations need to be taken into account and each recommendation will be evaluated by a steering committee. If required, the schools database can be revisited to add additional criteria, and updated recommendations provided.

Table 7. Tehsil wise list of schools recommended for construction

S.No.	Name of proposed school	SEMIS Code	Number of Students enrolled	No. of Teachers in proposed school
KASHMORE TALUKA				
1	GBPS Badani Main	426020425	304	9
2	GBHS Khahi	426020551	305	19
3	GBHS Sardarookhoso	426020552	712	17
4	GBLSS Lashkar Khan	426020541	173	11
KANDHKOT TALUKA				
1	GBHS Bhanner	426010346	165	20
2	GBHS Sheral Abad	426010347	81	16
3	GBPS Ali Mohammad	426010194	205	06
4	GMS SobhoAgahi	426010340	111	13
TANGWANI TALUKA				
1	GBHS GhahnoKhoso	426030591	287	15
2	GBHS Gul Muhammad Bijrani	4266030587	488	15
3	GBHS Tangwani	426030594	1142	44
4	GBMS Abdullah Khoso	426030577	107	04
5	GBLSS Dali Jan Malik	426030570	221	10



District School Consolidation Plan Exercise
Sindh Basic Education Program (SBEP)



F) Compound measurements:

size of compound: x ft
 undeveloped land > 20 x 20 ft within compound: x ft no undeveloped land > 20 x 20 ft

size of classroom buildings:	1	2	3	4	5	6
length x width (ft)	x	x	x	x	x	x
single / double storey	s / d	s / d	s / d	s / d	s / d	s / d

G) Direct bordering surrounding:

land available for new construction: (tick yes/no)
 square foot available: (must mention size of plot)
 usage of land:

	north	east	south	west
yes / no				

Land owner name: Phone No.: Willing to donate: yes / no

H) Average travel time for students to reach school: min walking vehicle

2 - DAMAGE ASSESSMENT:

- A) School Building condition:** no damage partially damaged fully damaged
B) Building Damage [%]: 1 - 5 6 - 20 21 - 35 > 35
C) Overall Condition: Excellent Good Fair Poor Very poor
D) Damage due to: Earthquake Flood Conflict Heavy Rain Other
- Roof structure safe dangerous
 Load bearing elements safe dangerous

E) Boundary wall: total length.....ft destroyed.....ft not required

3 - DRR ASSESSMENT:

- A) School is located in Kacha area < 1,500 feet (500m) to river Indus** yes no
B) School site is prone to landslides (due to earthquake or heavy rain) yes no
C) Distance to next stream/river < 300 ft (100m): ft **no stream < 300 ft**
 stream is hazardous in case of major flood yes no
 seasonal flood yes no
D) School site is prone to any other potential natural hazards than flood: yes no
 specify hazard:
E) School site is prone to industrial pollution: yes no

4 - CONCLUSION:

- A) Rehabilitation recommended** yes no
B) Rehabilitation of roof structure/top beam only recommended yes no
C) Reconstruction recommended yes no
D) Relocation recommended yes no





District School Consolidation Plan Exercise
Sindh Basic Education Program (SBEP)



5 - REMARKS:

Assessment conducted by:

Team number:

Engineer:

Enumerator:

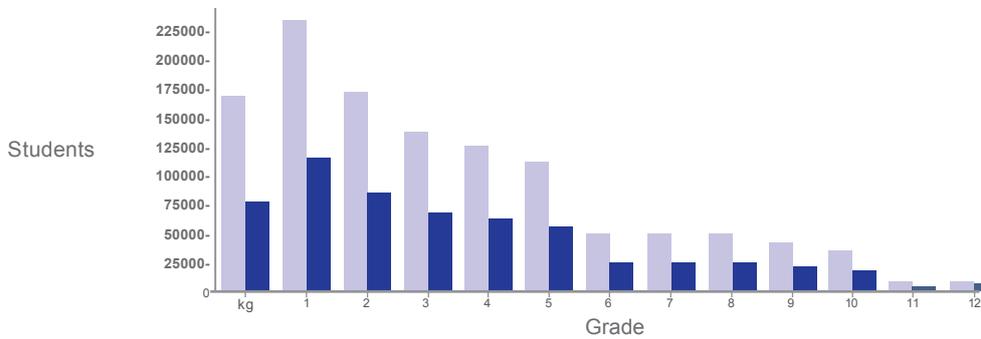
Date:

Hand Sketch:



ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

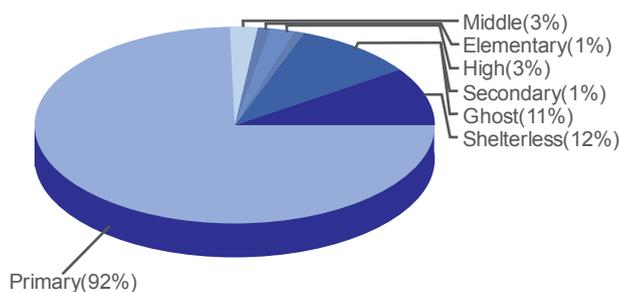
Enrollment



by Grade	Boys	Girls	Total
Kg	92,063	76,705	168,456
1	140,811	95,756	235,865
2	106,201	67,592	173,031
3	84,951	53,654	138,023
4	78,728	46,951	125,154
5	70,069	41,455	111,524
Grades 1 - 5	480,760	305,408	783,597
6	30,665	20,012	50,677
7	32,657	21,189	53,846
8	29,552	19,542	49,094
Grades 6 - 8	92,874	60,743	153,617
9	27,230	14,618	41,848
10	24,455	12,055	36,510
Grades 9 - 10	51,685	26,673	78,358
11	5,220	2,880	8,100
12	4,943	2,208	7,151
Grades 11 - 12	10,163	5,088	15,251
Total	730,274	470,487	1,200,761

Schools

92% Primary Schools



12,925 Primary
 392 Middle
 190 Elementary
 424 High
 79 High Secondary
 1,577 Ghost
 1,724 Shelterless
14,010 Total Schools

Administrator

26,441 Male Teachers
 6,782 Female Teachers
 614 Untrained Teachers
 33,837 Total Teachers
 with
 7,015 Support Staff
 for
 1,200,761 Total Students
14,010 Total Schools

SMC Functional

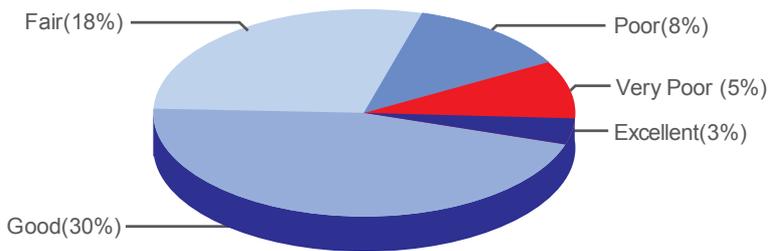
Yes **77%** **23%** No

Student per **3** Sqft

Teacher for every **36** Student

Infrastructure

8% in Poor Condition



Building Condition

405 Excellent
 4,171 Good
 2,513 Fair
 1,106 Poor
 753 Very Poor
 5,062 N/A

14,010 Total Schools

DRR Assessment

12% Flood Affected

1,634 Flood Affected
 18 Industrial Pollution
 6 Landslides
 37 River Hazard
 155 in Indus Kacha
 105 Other Hazard
14,010 Total Schools

