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SINDH BASIC EDUCATION PROGRAMME

District Education Profile

5 TOWNS OF KARACHI
(Keamari, Bin Qasim, Gadap, Orangi & Lyari)

March 2013

iMMAP
Because Information Matters

Disclaimer

iMMAP is pleased to publish this District education report. While iMMAP has done its utmost to ensure accurate data has been collected during field surveys, iMMAP shall not be held responsible for any inaccuracies that may be encountered. iMMAP shall not be liable for damages of any nature whatsoever resulting from the use or misuse of information contained in this report. The user agrees to indemnify and hold harmless iMMAP and anyone involved in storing, retrieving, or displaying this information for any damage of any type that may be caused by using this information.

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

Table of Contents

LIST OF ILLUSTRATIONS

1.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 students' 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; (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 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, assessments, 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 assist in developing 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 selected towns in Karachi, in order to get concise and up-to-date information that would help in 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 highlights 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.MAPPING IN THE TOWNS

The survey started in December, 2013 and was completed by mid-January, 2013. The field team consisted of 18 members (Four Civil Engineers, Four GIS Officers and one Data Entry Operator).

In order to ensure an efficient assessment, a detailed work plan was prepared in consultation with the Regional Director education Karachi. To begin with, the Department of Education was consulted and senior officials were briefed regarding the project and survey activities in the district. Close coordination with Assistant District Officers (ADOs) Education at the towns' level helped to plan the survey activities. Keeping in mind high security concerns in the towns, a school specific survey route was devised with the support of the Education Supervisors. Accordingly, Supervisors informed the concerned Headmaster/Headmistress of each school regarding the date and time of the visit and in most cases the concerned Supervisor joined the field team during the survey.

2.1. Methodology

A structured questionnaire, which contained the major data elements were used by the team during the field surveys. All available public education facilities (schools) within each town, or geographic area of coverage, were surveyed by the assigned team consisting of an engineer and an enumerator. A GPS receiver was used by the enumerators to obtain the geographic coordinates for 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 seen in Annex A.

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

2.2. Experiences from the field

2.2.1. Bin Qasim Town

In comparison to other areas in Karachi, Bin Qasim Town sees relatively fewer incidents which can mainly be contributed to the fact that this town does not consist of dense urbanized areas and has culturally a more rural structure. There is a strong Pashtun presence in Bin Qasim

consisting of Afghan refugees and Internally Displaced People (IDPs) from Khyber Pakhtunkhwa. These groups in general have a more adverse stance towards female education.

There are reports of a strong Tehreek-e-Taliban Pakistan presence in Shah Latif Town. Therefore this part of Bin Qasim Town must be considered as extremely dangerous and possible aggressively opposed to education related government programs.

Relatively few incidents have been reported from Bin Qasim Town during the survey period. Most killings are tribal or intra-family motivated.

The overall threat level to International Non-Governmental Organization (INGO) staff in Bin Qasim is considered MODERATE.

2.2.2. Gadap Town

Several parts of Gadap Town must be considered as highly dangerous areas due to a significant number of militant groups actively controlling vast areas. Several parts are reportedly completely under control of the Thereek-e-Taliban (TTP). There are reports that indicate that the TTP instituted Sharia law in Surjani Town, effectively ousting government control. On 23 March 2013 the Karachi law enforcement agencies admitted to the Supreme Court that Pakhtunabad, Sultanabad, Kunwari Colony, New Mianwali Colony, Afghan Basti, Chota Plaza and the Super Market area of Sohrab Goth were in actual fact No-Go areas for the police. There is minimal police support in large parts of Gadap.

In general, large parts of Gadap Town must be considered as possible aggressively opposed to education related government programs.

The violent attacks on polio vaccination staff killing five people on 17 and 18 December 2012 made it necessary to recall the iMMAP field survey teams which were operating in Gadap Town. The ongoing attacks, resulting in nine vaccination staff killed, caused a suspension of school surveys until 21 December. It was then decided to avoid the areas where the attacks took place and relocate the field surveys to another town of Karachi. Field surveys were scheduled to recommence on 25 December. However, due to the continuous risks against the survey teams it was decided to completely suspend operations in Gadap.

The overall threat level to INGO staff in Gadap Town is considered HIGH.

2.2.3. Keamari Town

The risk levels between different Union Councils (UC) in Keamari Town differ substantially.

Machar Colony (UC5) must be considered as extremely dangerous. This so called unregulated neighbourhood (slum) has recently been admitted by the police as being a No-Go area where there is no proper law enforcement control. Crime levels are extremely high in this area.

The risk levels for Sultanabad (UC2) and Shershah (UC7) are rated HIGH. Sultanabad has a large number of Pashtuns and a reported but unconfirmed presence of Tehreek-e-Taliban Pakistan elements. This area probably has an adverse stance towards female education. The Baloch areas of Shershah are often affected by spill over problems and crime originating from neighbouring Lyari. Both Shershah and Sultanabad do not have an effective law enforcement presence.

The Union Councils Bhutta Village (UC1), Keamari (UC3), Mauripur (UC6) and Gabo Pat (UC8) have a MODERATE risk level although Keamari contains Shah Rasool Colony, an area where police presence and support is insignificant.

In Keamari Town iMMAP field survey teams were confronted with several planned surveys of schools on or in the direct vicinity of military installations. These surveys were cancelled and it was reiterated to staff not to conduct any mapping activities, take photographs or use GPS systems within 1 km of military or security forces installations.

Travel in Keamari is particularly prone to traffic disruptions near the harbour area. A strike of transporters which lasted ten days caused traffic issues affecting field surveys in Keamari Town.

2.2.4. Lyari Town

During the period iMMAP was conducting field surveys in Lyari, the area was relatively quiet. This relative tranquility was mainly caused by unrest in other parts of Karachi diverting the attention of law enforcement agencies away from Lyari. The criminal gangs in Lyari immediately (peacefully) used this vacuum to expand their control, thus further diminishing government control. There were still a substantial amount of shootings reported from Lyari. These shootings mostly have a criminal character. In line with these violent attacks are the relatively high number of human remains finds which most commonly can be contributed to criminal disputes; often these remains bare the marks of prolonged torture.

Recently the SC ordered the Police and Rangers to conduct large scale operations to bring Lyari back under effective police control. These efforts resulted in substantial fire fights between law enforcement agencies and criminal groups. These operations also cause large number of arrests, which had a knock-on effect of protests in the area, especially on main arteries such as MA Jinnah Road or Jinnah Bridge.

Of late, a large gang war infighting started in Lyari, most notably resulting in the torturing and killing of notorious gangster Arshad Pappu and some of his associates. This infighting is likely to have a further deteriorating effect on the security situation in Lyari.

The overall threat level to INGO staff in Lyari is considered HIGH.

2.2.5. Orangi Town

Several areas in Orangi experience a high number of crimes and sectarian or political violence. Effective police presence in these areas is minimal. Most significant is Ittehad Town, a large area in the north of Orangi Town, which is effectively a No-Go area for law enforcement. In general the footprint of the police is minimal in Orangi Town which causes a climate of violent crime. During the survey period shootings were the most common type of incident in Orangi Town. Hand grenade attacks were a regular occurrence, especially targeting police stations and security checkpoints, which underlines the general lack of control by law enforcement in the area.

Most notable was the attack on polio vaccination staff on 18 December 2012, a month before the iMMAP surveys started, killing one and injuring another. Militant elements conducting these attacks are in general also opposed to (female) education projects and therefore this particular attack is an indicator of a serious risk against education staff. Although there are no reports of areas completely under control of militant groups, although it is widely assumed that there are a significant number of Tehreek-e-Taliban and Lashkar-e-Jhangvi groups active in Orangi town.

The overall threat level to INGO staff in Orangi is considered HIGH.

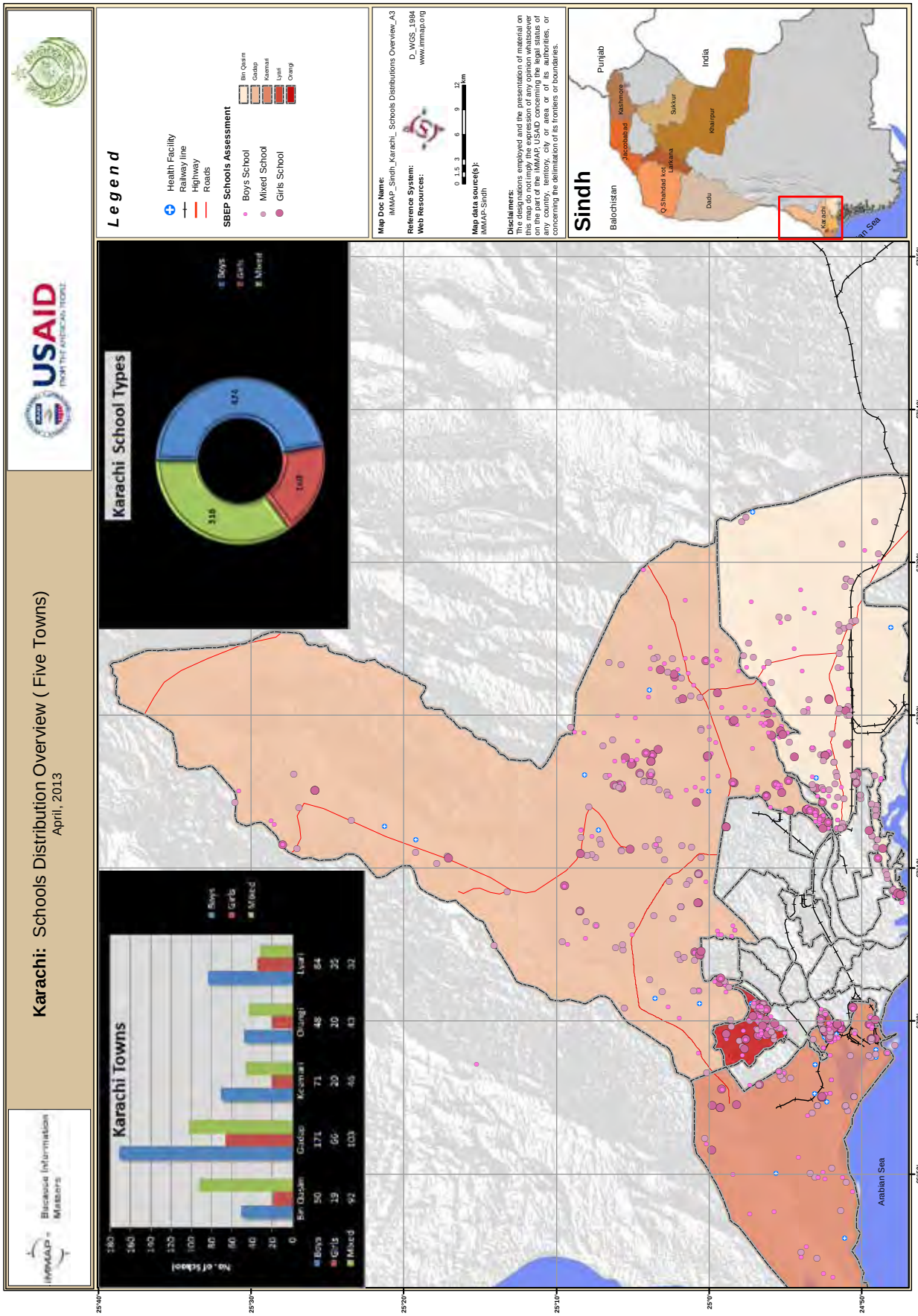
In order to keep a low profile, iMMAP field teams consisting of local staff preferred to operate without armed security. iMMAP staff, through the Supervisors, contacted the School Management Committee (SMC) members, retired teachers, volunteers and local influentials regarding the date and time of the visit to each school. All female schools were surveyed with the active support of SMCs and local community members/village volunteers. a few areas, due to were considered security risk areas.

2.3. Summary of findings

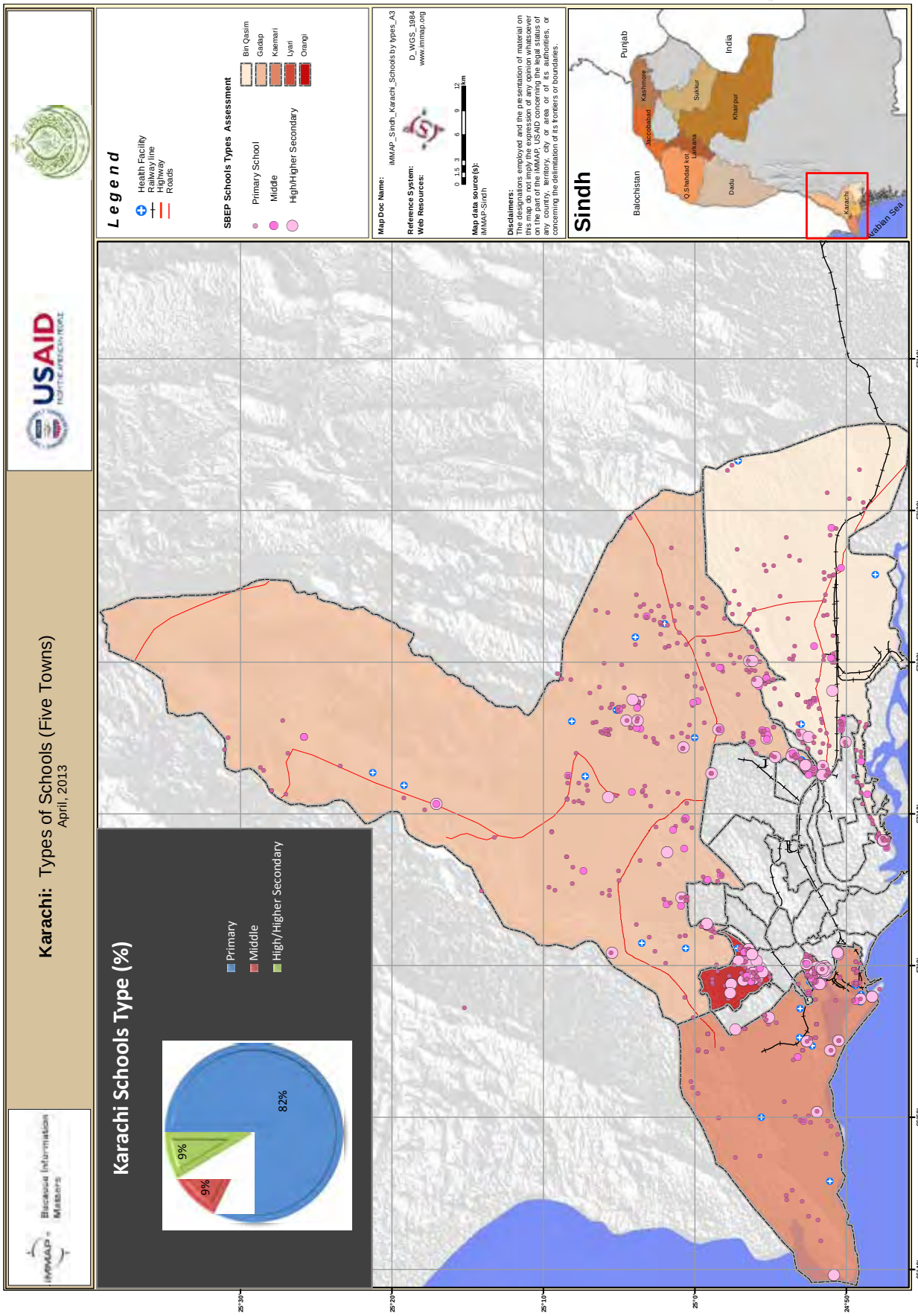
Information of all the schools surveyed is available on the Management Information System (MIS) website developed as part of this project and can be found at http://sbep.gos.pk/. A summary of indicators determined during the survey is also available on the website, which is attached as Annex B of this document. A district detailed school map atlas is attached as Annex C accompanying this document.

The existing Reform Support Unit's (RSU) database was used for comparison and a baseline for this survey (http://www.rsu-sindh.gov.pk/). The RSU database was prepared in 2010-2011 and the assessment was conducted in late 2012. 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 an up to date record of all the public schools.

Map 1. School Distribution Overview



Map 2. School distribution by type (for each Town)



2.4. Ghost OR non- functional/permanently closed/ temporarily closed/ non-viable and shelter-less schools

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

1. **Ghost schools**
2. **Permanently closed schools**
3. **Temporarily closed schools**
4. **Non-viable closed schools**
5. **Shelter-less schools**

After consultation with RSU, the following are the agreed upon definitions of the above mentioned types of schools:

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

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

3. **Temporarily closed school**
   - i) Non-availability of teachers.
   - ii) Teacher(s) is posted but working on deputation in another school.
   - iii) Harvesting season.
   - iv) Tribal clash between two groups/ communities.

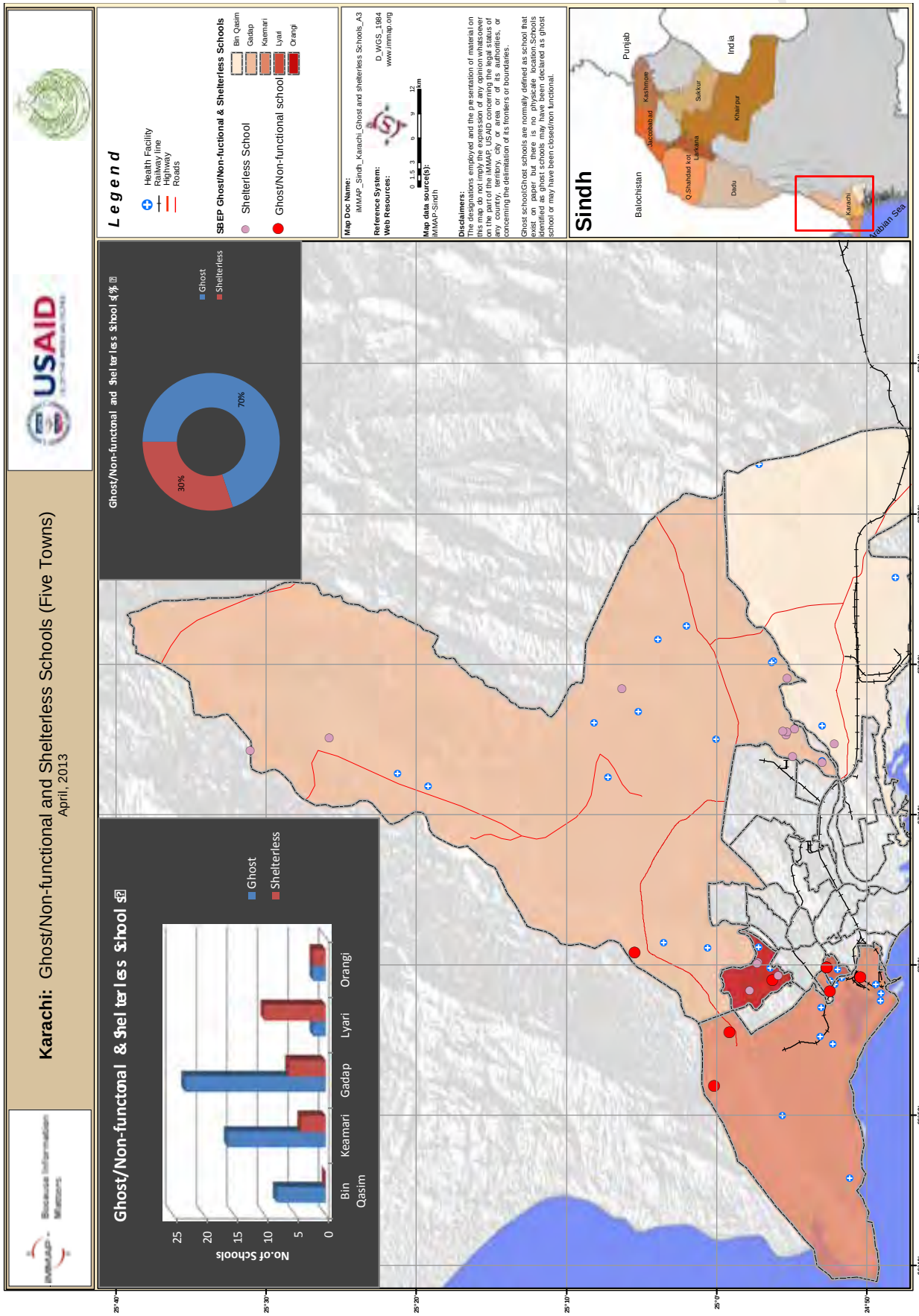
4. **Non-viable closed school**
   - i) Non-availability of population.
   - ii) Building is fully damaged and cannot be utilized.
   - iii) Any other specific reason (i.e. more than one school is available at the same location and school building is not under utilization..

5. **Shelter-less school**
   - i) A school without a building is known as shelterless. It may be functional in any room/building provided by the community or made functional in the building of another school.

Table 1. Closed, Ghost, Shelter-less schools

Taluka	Ghost	Shelter less
Keamari Town		
Bin qasim Towm		
Layari Town		
Orangi Town		
Gadap Town		
Total		

Map. 3 Closed, ghost/non-functional, shelterless schools distribution (for each town)



2.4. Infrastructure

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

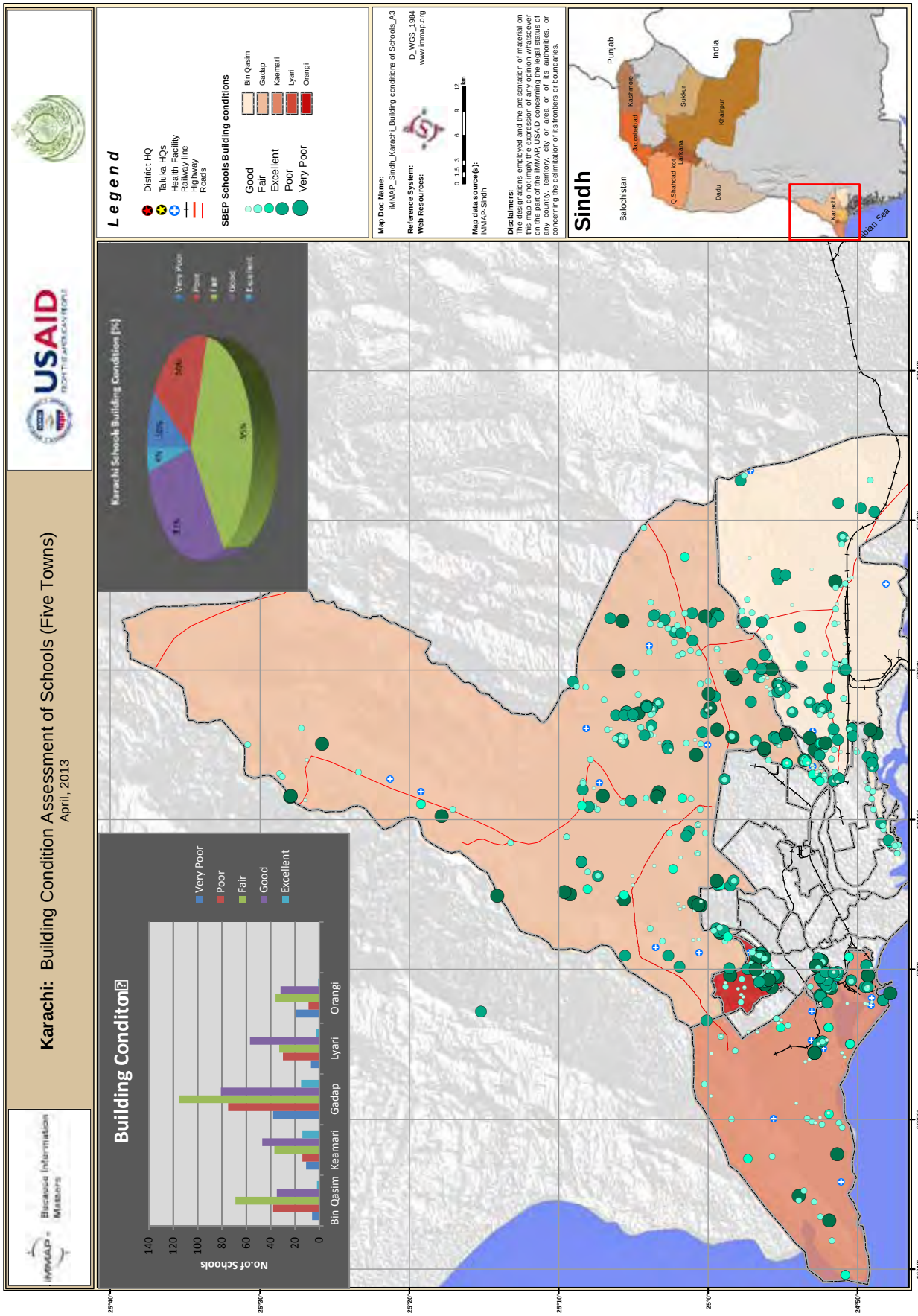
i) **Good (1-5%) -** School buildings which are in sound condition and the infrastructure is satisfactory. No major repair or rehabilitation is required under this category.

ii) **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.

iii) **Partially damaged (21-35%) -** The building or part of the building is not satisfactory and is 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.

iv) **Fully damaged (> 35%) -** Under this category, the building or portion of the building is fully destroyed 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.

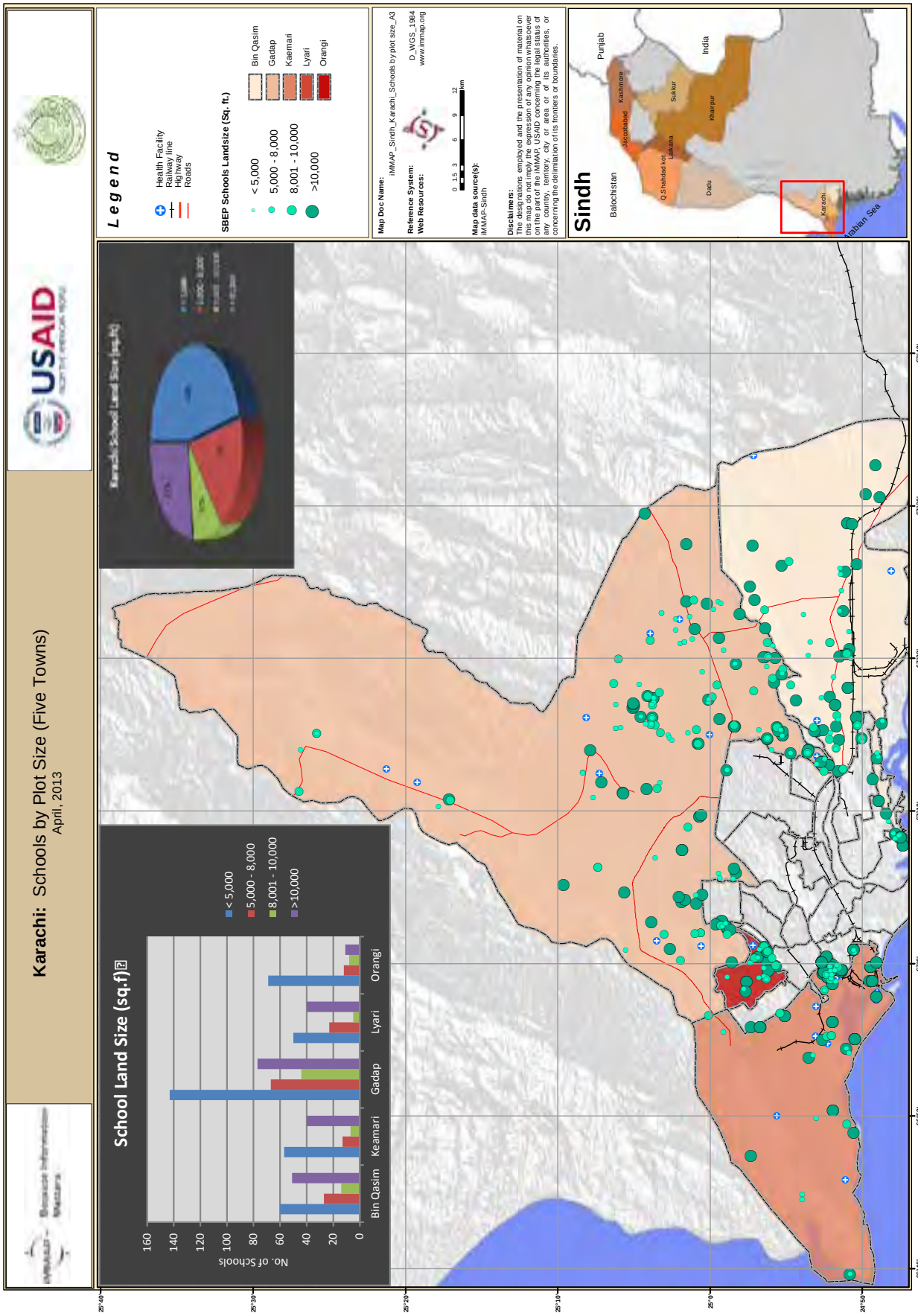
Map 4. Building condition distribution (for each town)



2.5. 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. 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.

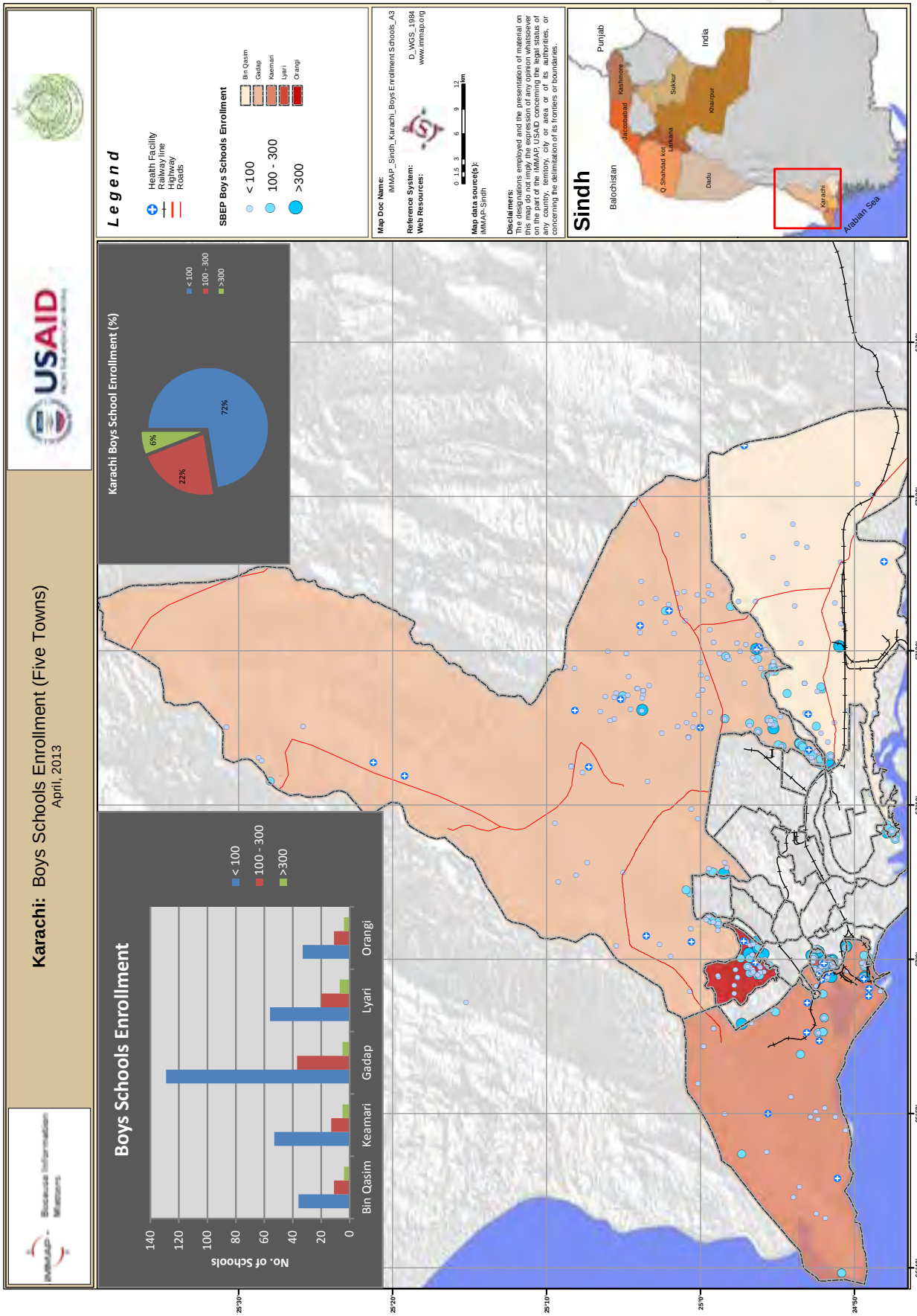
Map 5. Schools by plot size (for each town)



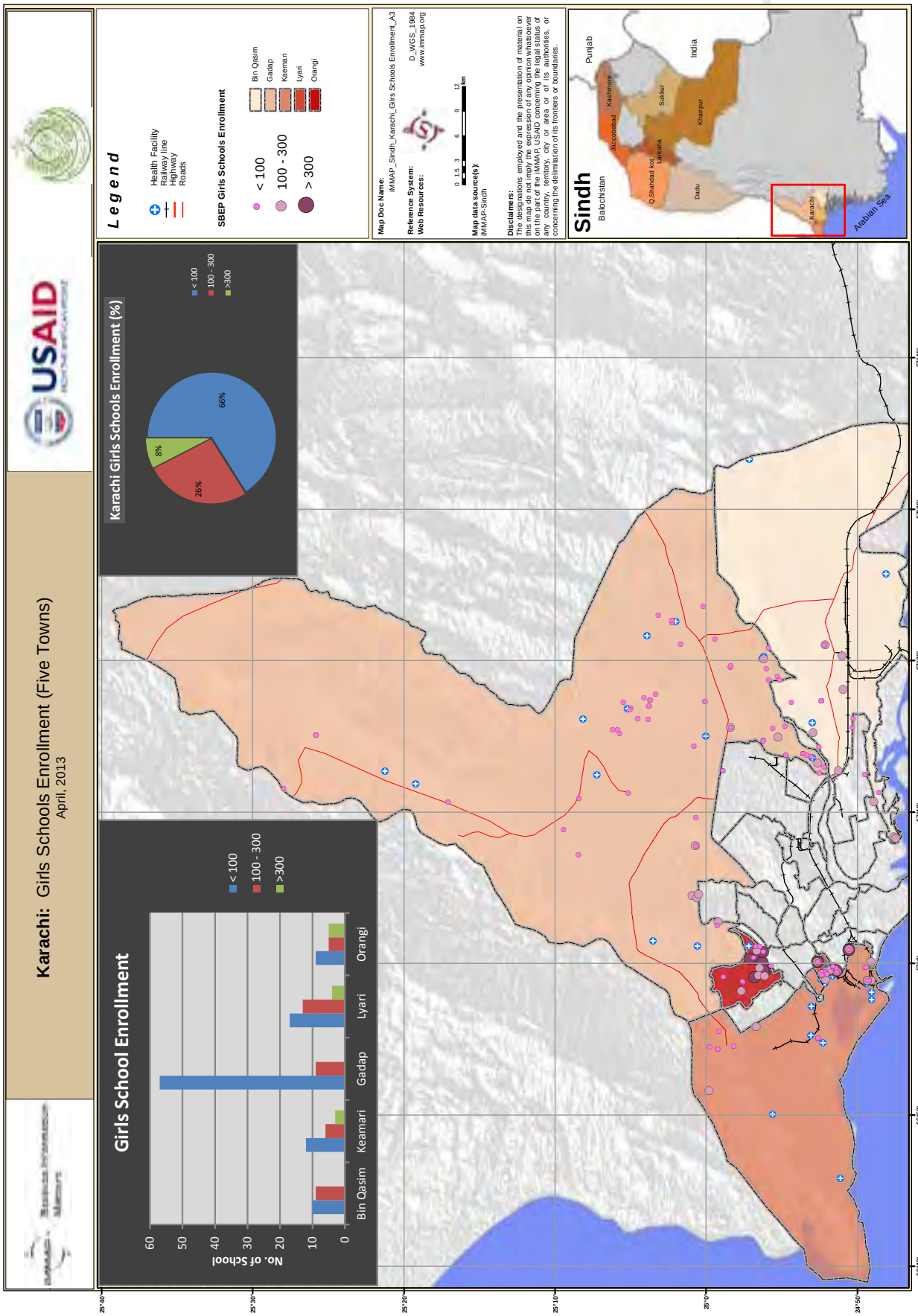
2.6. School enrolment

The survey provides information on enrollments in the public schools of district Sukkur. It also provides the registered students' versus the 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.

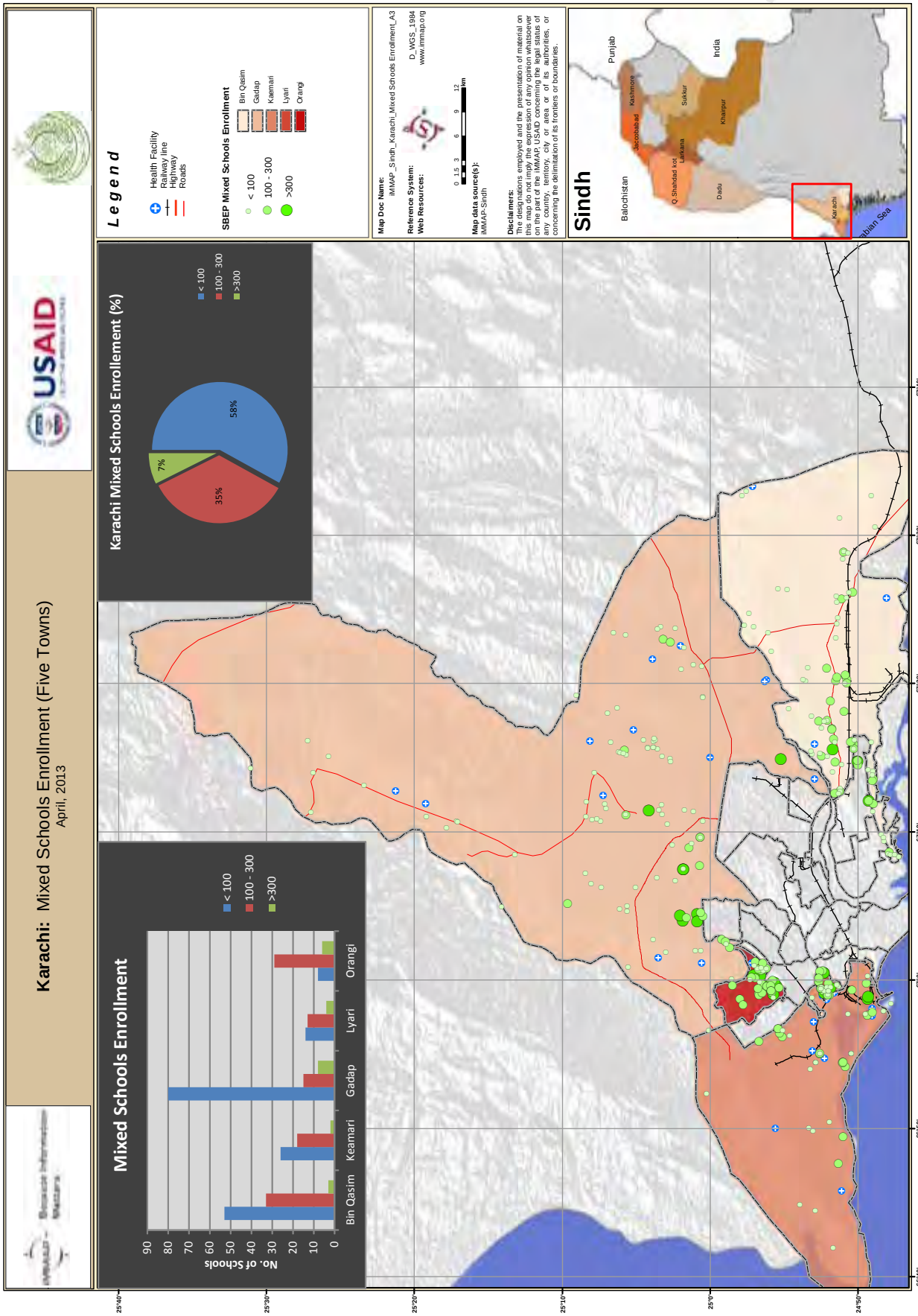
Map 6. Boys' school enrolment (for each town)



Map 7. Girls' school enrolment(for each town)



Map 8. Mixed school enrolment(for each town)



3. ANALYIS AND RECOMENDATIONS

The schools were selected/identified in accordance with the guiding principles for the construction and 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 school-age 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 the 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 2.Taluka wise list of schools recommended for consolidation, merging or reconstruction

S.No.	Name of proposed school	SEMIS Code	Number of Students enrolled	No. of Teachers in proposed school
BIN QASIM TOWN				
1	GBPS Alfalah	408170146	159	5
2	GBPS Haji Jangi Khan	408170112	175	5
3	GBPS Haji Sheedi Landhi	408170008	155	9
GADAP TOWN				
1	GBPS KDA Filter Plant Mullah ssain	408180332	287	4
2	GBPS Radho Jokhio	408180022	153	5
3	GBELS WaryoGabol Goth	408180440	390	7
KEAMARI TOWN				
1A	GBPS Shahi 2 Elementary School ening)	408010128	67	2
1B	GBPS Shahi 2 Elementary School rning)	408010164	99	4
2	GGPS Bhutta Village-1	408010125	144	3
3	GGPS Hub Mouch	408010100	143	3
LAYARI TOWN				
1	GGPS New Bihar Colony	408050057	264	13
2	GBSS Rexer Lane Lyari	408050236	381	10
3	GBPS Gulistan Colony	408050125	176	5
	GGPS New Bihar Colony	408050057	264	13
ORANGI TOWN				
1	GBPS Pathan Colony	408040058	236	10
2	GBPS Frontier Colony -1	408040062	308	9
3	GBPS Oliya Mairaj –Un-Nabi	408040076	189	3

ANNEX A – SURVEY QUESTIONAIRE

District School Consolidation Plan Exercise

Sindh Basic Education Program (SBEP)

School Assessment Form

new SEMIS Code: **Name of School:**

GPS Coordinates: Lon: District:

Lat: Tehsil: UC:

School is 2010 flood affected: yes ☐ no ☐ City/Village:

Type of School: primary ☐ middle ☐ elementary ☐ high ☐ higher secondary ☐

☐ School cannot be assessed due to:

Ghost school (facility is not used): no ☐ yes ☐

School Management Committee (SMC) functional: yes ☐ no ☐

	no of students - registered:						no of teacher:		support staff
Grade:							trained	not trained	
male:									
female:									

	no of students - during assessment:					
male:						
female:						

School language: sindhi ☐ urdu ☐ english ☐

School is consolidated/merged already yes ☐ no ☐

Name & SEMIS Code(s):

Any other school… ☐ sharing same wall or land area **no other school** ☐

☐ within same boundary wall or premises

☐ located closer than 1,500 feet (500m)

Name of School: SEMIS Code:

Type of School: primary ☐ middle ☐ elementary ☐ high ☐ higher secondary ☐

verified by: ***position:***

phone number: ***signature/stamp:***

1 - GENERAL INFORMATION:

A) Is school shelterless? yes ☐ no ☐ *If Yes, facility provided by:* Private/Government/Community

Other : ……

B) School is ☐/ was ☐ supported by other organization yes ☐ no ☐ year:

name of organization: funded by:

kind of support:

C) School is ☐/ was ☐ supported by USAID yes ☐ no ☐ year:

kind of support:

D) Water connection: not connected ☐ connected ☐ source:

possible source for water connection: distance to school: …… ft

E) Electricity connection: not connected ☐ connected ☐

distance to school of next possible connection: …… ft

1/3

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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:

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

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 polution: yes ☐ no ☐

4 - CONCLUSION:

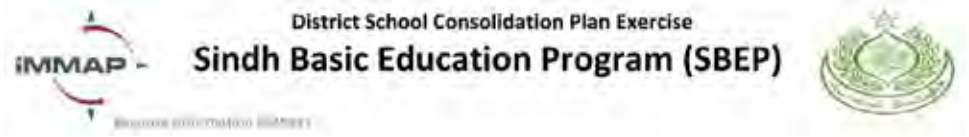
A) Rehabilitation recommended yes ☐ no ☐

B) Rehabilitation of roof structure/top beam only recommended yes ☐ no ☐

C) Reconstruction recommended yes ☐ no ☐

D) Relocation recommended yes ☐ no ☐

USAID FROM THE AMERICAN PEOPLE



5 - REMARKS:

Assessment conducted by:

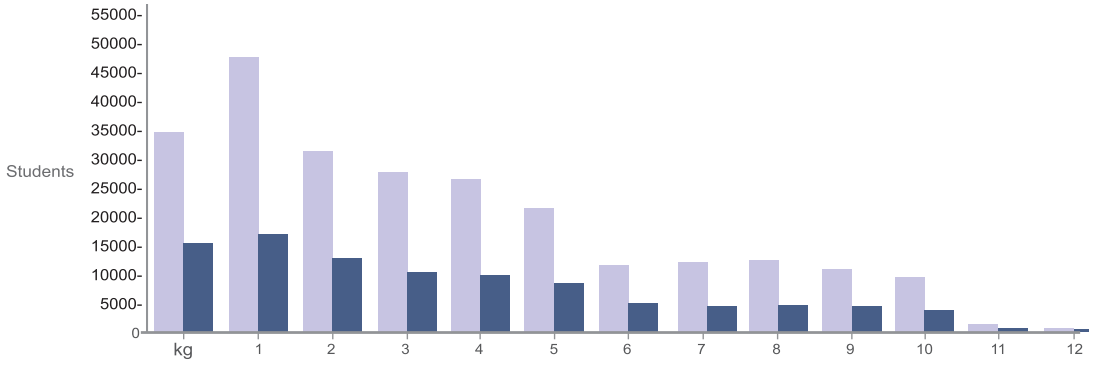
Team number: Engineer: Enumerator: Date:

Hand Sketch:

ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

Enrollment

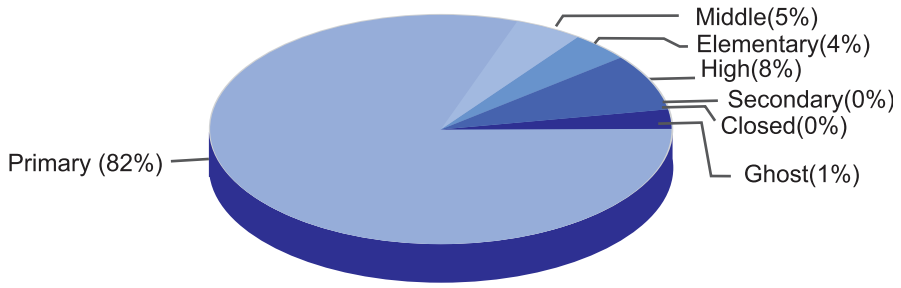
Registered (94,512) vs. Actual (40,256) Students



by Grade	Boys	Girls	Total
Kg	4,703	3,760	8,463
1	9,961	9,049	19,010
2	7,168	6,569	13,737
3	6,171	5,501	11,672
4	5,151	4,799	9,950
5	4,103	4,236	8,339
Grades 1-5	32,554	30,154	62,708
6	2,228	2,908	5,136
7	2,065	2,797	4,862
8	2,095	2,734	4,829
Grades 6-8	6,388	8,439	14,827
9	1,989	1,979	3,968
10	2,078	1,838	3,916
Grades 9-10	4,067	3,817	7,884
11	171	169	340
12	185	105	290
Grades 11-12	356	274	630
Total	48,068	46,444	94,512

Schools

82% Primary Schools



740 Primary
45 Middle
38 Elementary
72 High
4 High Secondary
0 Closed
8 Ghost
15 Shelterless
899 Total Schools

Administrator

2,096 Male Teachers
1,632 Female Teachers
18 Untrained Teachers
3,746 Total Teachers with
1,041 Support Staff for
94,512 Total Students
899 Total Schools

SMC Functional

Yes 90%

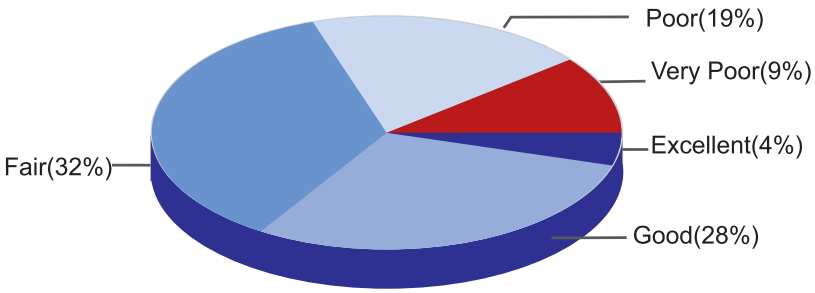
No 10%

1 Student per 3 Sqft

1 Teacher for every 25 Students

Infrastructure

19% in Poor Condition



34 Excellent
255 Good
287 Fair
170 Poor
81 Very Poor
72 N/A
899 Total Schools

DRR Assessment

2% Flood Affected

0 Flood Affected
2 Industrial Polution
1 Landslides
0 River Hazard
0 in Indus Kacha
0 Other Hazard
899 Total Schools