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# SINDH BASIC EDUCATION PROGRAMME

## District Education Profile

KAMBAR-SHAHDADKOT  
March 2013



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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.

# Credits

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## 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, Kambar-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 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 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.DISTRICT AT A GLANCE

Area	5,675.66 Sq Kms
Population - 1998	837,053
Male	435,268
Female	401,785
Sex Ratio (males per 100 females)	108
Population Density	147
Urban Population	N/A
Rural Population	N/A
Average Household Size	5.86
Literacy Ratio (10 +)	44%
Male	59%
Female	28%
Population - 1981	N/A
Average Annual Growth Rate	3.20%
Administrative Units	
Talukas	7
Union Councils	40

## 3. DISTRICT OVERVIEW

### 3.1. History and Background

The history of Kambar-Shahdadkot is akin to its surrounding districts i.e. Larkana, Shikarpur and Jacobabad. This district was a part of the region ruled by Kalhoros and Talpurs. Both the dynasties are the decedents of Abbasids. They arrived in Sindh during the invasion of Nadir Shah. According to historical records, Shahdadkot was founded around 1713. It was a major town on the route between Larkana and Gandawah<sup>1</sup>. The Kalhoro dynasty ruled this area from 1700 to 1783 and the Talpur dynasty ruled from 1783-1843. However, the Talpurs were overthrown by the British East India Company, led by General Charles James Napier<sup>2</sup>.

During the British rule, the town of Jacobabad was the administrative headquarters of the Upper Sindh Frontier District of the Bombay Presidency. General John Jacob, who was sent as Brigadier General, established many outposts to protect Upper Sindh Frontier from mountain robbers. These outposts guarded the border from 1839 to 1858 through Dost Ali, Shahdadkot, Garhi Khero, Rojhan, Jacobabad, Dilmurad, Garhi Hassan, Tangwani, Kandh Kot, Kunri and Kashmore posts. He constructed roads, bridges and canals to develop Garhi Khero, Shahdadkot, Kamber and Larkana areas and brought peace and trade. John Jacob died in 1858. The Indian British government then made Shahdadkot a taluka of Upper Sindh Frontier Jacobabad District in 1883-84<sup>3</sup>. Later on, after independence, Kamber and Shahdadkot both remained talukas of District Larkana. In 2005, the government of Pakistan bifurcated Larkana forming a new district called Kambar-Shahdadkot, including the towns of Kambar Khan and Shahdadkot.

### 3.2. Location

District Kambar-Shahdadkot is situated in the north-west of Sindh, Pakistan. The district lies between 67° 10' to 68° 12' east longitude and 27° 26' 31" to 27° 58' 55" north latitude. It is bounded by district Larkana in the east, Balochistan province in the north-west, district Shikarpur and Jacobabad in the north-east and district Dadu in the south.

The climate of Kambar-Shahdadkot district is similar to that of Jacobabad, which is the severest in the province as well as in the country. The district is mainly dry, with rainfall varying between 5 to 10 inches (or 127 to 254 mm) in a year. The highest temperature ever recorded in Sindh was 53.5 °C (128.3 °F), which was recorded in Mohen-jo-daro, the oldest archeological site of Indus Civilization, on 26 May 2010. It was not only the hottest temperature ever recorded in Pakistan but also the hottest, reliably measured, temperature ever recorded in the continent of Asia and the fourth highest temperature ever recorded on earth. Mohen-jo-daro is only 47 Kilometers away from Kambar-Shahdadkot.

<sup>1</sup> The Profile of District Kamber-Shahdadkot, 2011, Saroh Social Development Organization Shahdadkot,

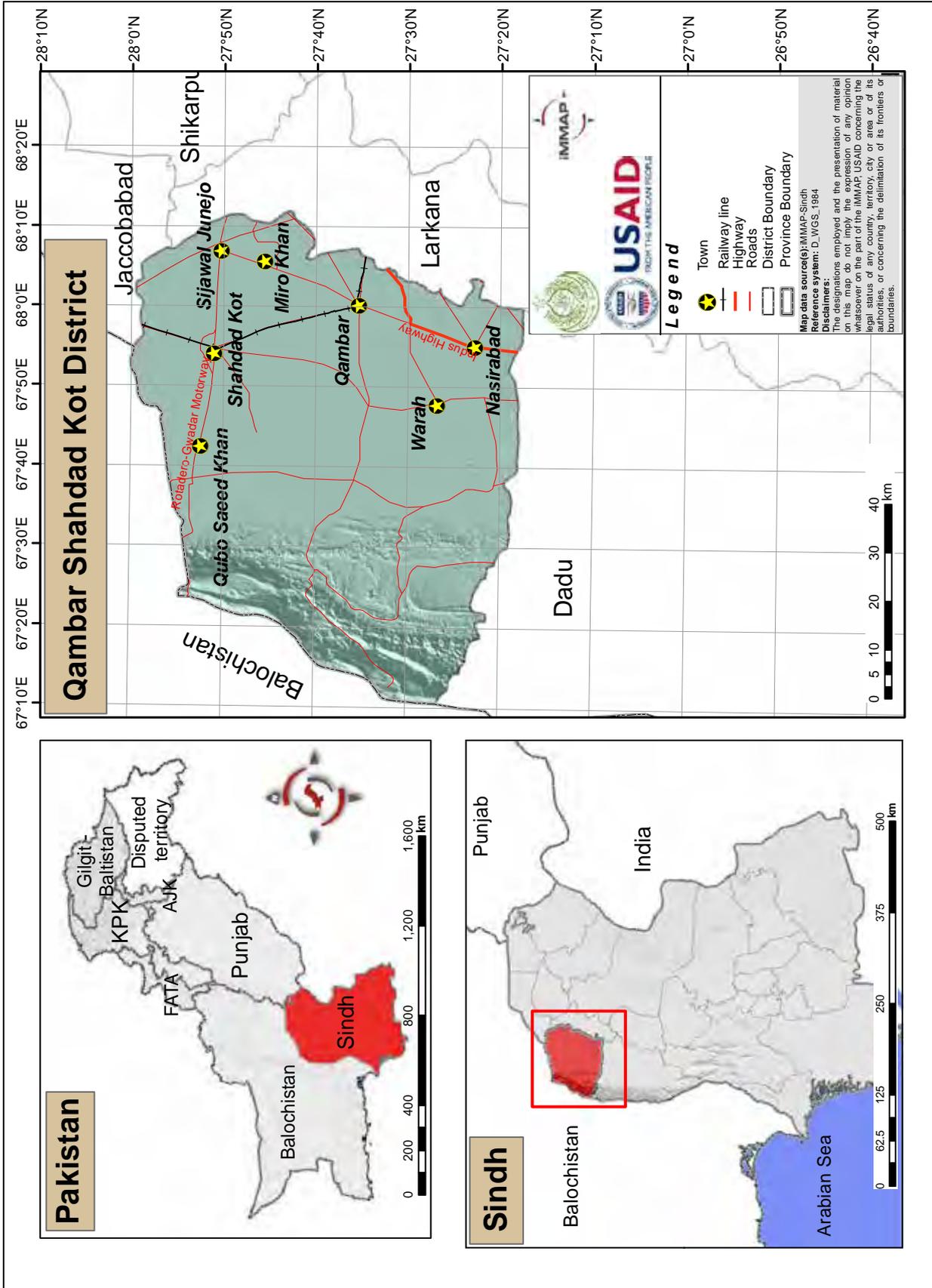
<sup>2</sup> <http://en.wikipedia.org/wiki/Talpur>

<sup>3</sup> Javed, A. (2011), *The Social, Administrative and Literary Services of Mahraj Gopi Krishan for Shahdadkot Sindh* (Master's Thesis), Department of Sociology, Shah Abdul Latif University Khairur Sindh Pakistan

Table I. Taluka summary

S.No	Taluka	Union Councils
1	Warah	7
2	Kambar	10
3	Qubo Saeed khan	3
4	Shahdadkot	6
5	Sujawal Junejo	4
6	Miro Khan	4
7	Nasirabad	6
	Total	40

Map I. Location overview



### 3.4. Population Characteristics

In Pakistan, the male population is more than the female population and is among those four countries where life expectancy for females, at birth, is less than that of males<sup>4</sup>. The sex ratio in Kambar-Shahdadkot is 108 male per 100 females, which is more than the ratio at the National level that is 106. Although there could be other possible reasons for such a difference in male to female ratio, one probable reason could be underreporting of females during national surveys. Besides, a very high maternal mortality rate and poor health care, at the district and provincial level, are likely to be instrumental for this difference<sup>5</sup>. Like the majority of the other districts in Sindh, district Kambar-Shahdadkot is rural by its characteristics. 76<sup>6</sup> percent of the population resides in rural area as compared to the 24 percent that resides in the urban areas.

#### (a) Estimated Population of District Kambar-Shadadkot

Table 2. Estimated Population of District Kambar-Shahdadkot for 2010

AGE GROUP (IN YEARS)	TOTAL			RURAL			URBAN		
	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE
ALL AGES	1,221,283	640,290	580,993	894,902	469,734	425,168	326,381	170,556	155,825
00 -- 04	199,495	101,824	97,671	152,459	77,836	74,623	47,036	23,988	23,048
05 -- 09	204,743	109,303	95,440	155,086	83,365	71,721	49,657	25,937	23,719
10 -- 14	148,097	82,684	65,413	105,923	60,245	45,678	42,174	22,440	19,735
15 -- 19	121,943	62,423	59,520	85,393	43,841	41,551	36,550	18,582	17,968
20 -- 24	113,209	55,302	57,907	81,564	39,410	42,154	31,644	15,892	15,753
25 -- 29	95,228	49,587	45,641	69,129	35,728	33,400	26,099	13,858	12,241
30 -- 34	73,688	39,912	33,777	52,542	28,249	24,294	21,146	11,663	9,483
35 -- 39	54,391	28,894	25,497	38,588	20,253	18,335	15,803	8,641	7,161
40 -- 44	52,657	26,219	26,438	37,929	18,725	19,204	14,728	7,494	7,234
45 -- 49	41,647	21,907	19,740	30,274	15,836	14,438	11,373	6,071	5,302
50 -- 54	36,039	19,305	16,735	26,364	14,183	12,181	9,675	5,122	4,554
55 -- 59	22,660	12,383	10,277	16,322	8,889	7,433	6,337	3,493	2,844
60 -- 64	22,810	12,251	10,559	17,045	9,224	7,821	5,765	3,027	2,738
65 -- 69	11,777	6,339	5,438	8,627	4,651	3,976	3,150	1,688	1,462
70 -- 74	11,232	5,951	5,281	8,599	4,587	4,011	2,633	1,364	1,269
75 & ABOVE	11,667	6,007	5,660	9,058	4,712	4,346	2,609	1,295	1,314

Source: Estimated from Sindh census, 1998

<sup>4</sup> A profile of District Badin, 2009. South-Asia Partnership Pakistan

<sup>5</sup> Mean distance from hospital/dispensary is 12 km for Sindh: Pakistan Mouza Statistics, Table 15

<sup>6</sup> Since Larkana is divided into two districts, Kambar-Shahdadkot and Larkana, the population would have been different otherwise.

### (b) Population Growth Pattern

The total population of the district, in 1998, was 837,053<sup>7</sup>. The population of district Kamar-Shahdadkot has an estimated growth rate of 3.20%<sup>8</sup> per annum, which means that the population would double itself in 21.88 years<sup>9</sup>, 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 1,221,283<sup>10</sup>, showing a 46% increase in 12 years from 1998.

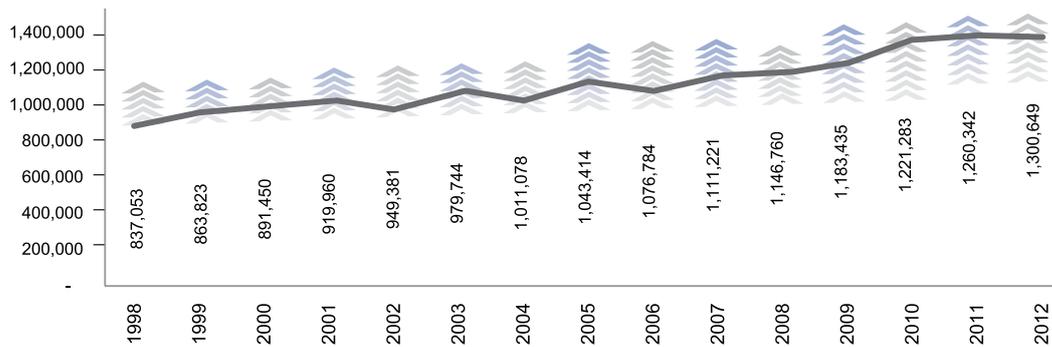


Figure 1. Population growth pattern

### (c) Population Distribution by Age and Gender

Out of the total population, 52 percent are males and 48 percent are females. The largest cohort of population is 5-9 years, which decreases with every 5 year interval. The total population in this cohort is 204,743. Except for age groups 25-29 and 45-49, in all the other age groups, the male population out numbers the female population.

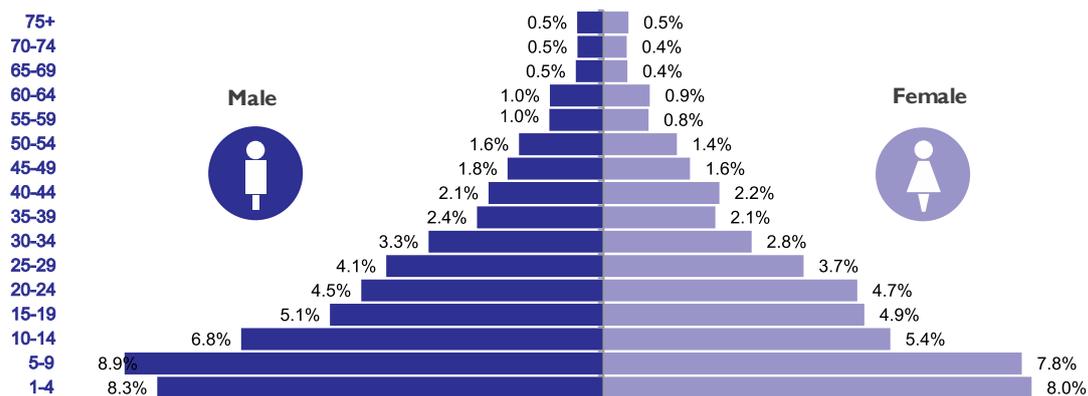


Figure 2. Gender ratio

<sup>7</sup> Population for the Talukas in Kamar-Shahdadkot District for 1998

<sup>8</sup> Estimated for the current administrative setup present in Kamar Shahdadkot i.e. 3 Talukas using  $r = (P_n/P_0)^{1/12} - 1$  using 2010 and 1998 population figures

<sup>9</sup> Rule of 70 <http://controlgrowth.org/double.htm>

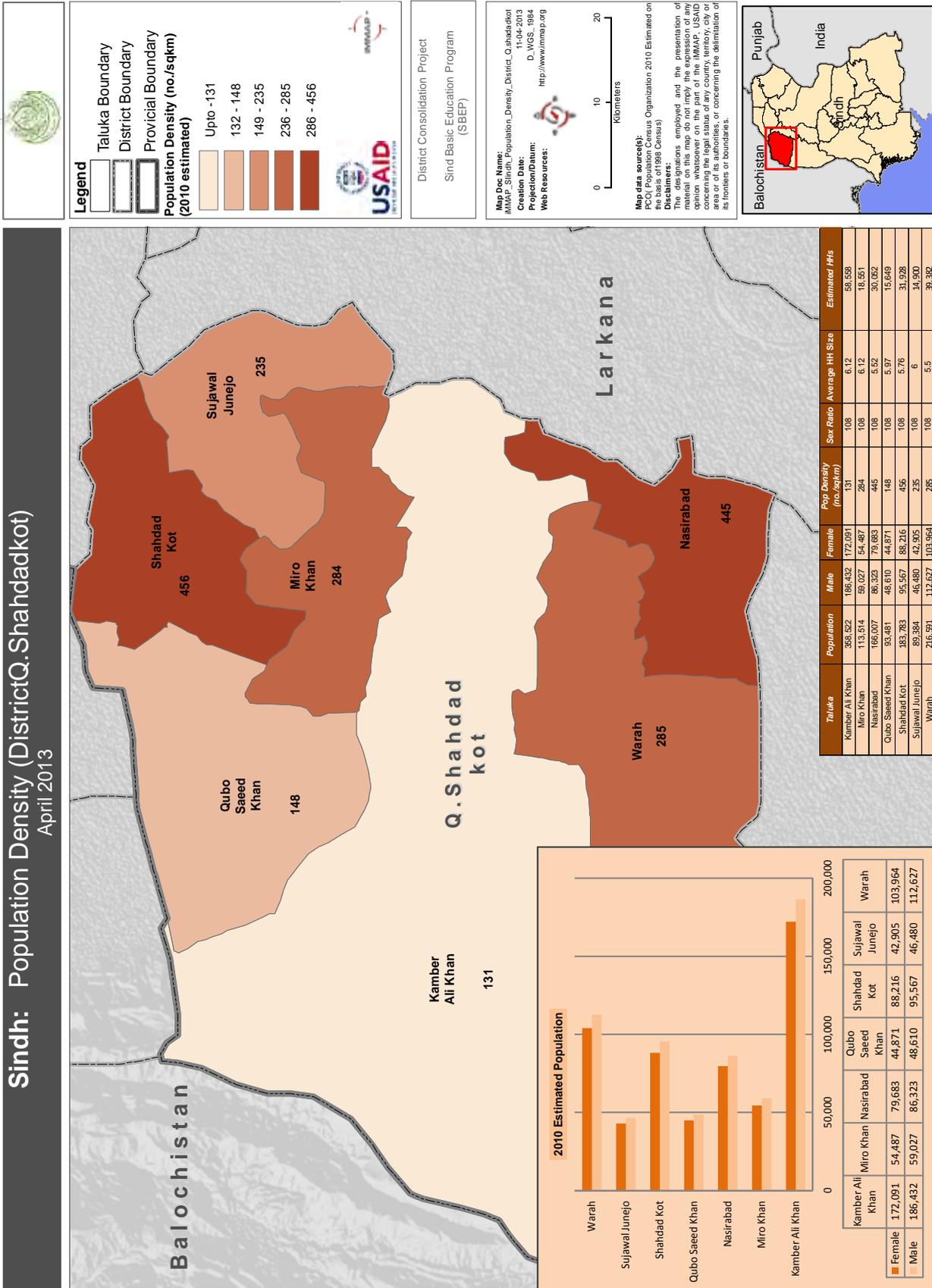
<sup>10</sup> UNOCHA

Table 3. Population Details by Taluka

Taluka	Population	Male	Female	Pop Density (pp per sq km)	Sex Ratio	Average HH Size	Estimated HHs
Kamber Ali Khan	358,522	186,432	172,091	131	108	6.12	58,558
Miro Khan	113,514	59,027	54,487	284	108	6.12	18,551
Nasirabad	166,007	86,323	79,683	445	108	5.52	30,052
Qubo Saeed Khan	93,481	48,610	44,871	148	108	5.97	15,649
Shahdad Kot	183,783	95,567	88,216	456	108	5.76	31,928
Sujawal Junejo	89,384	46,480	42,905	235	108	6.00	14,900
Warah	216,591	112,627	103,964	285	108	5.50	39,382
<b>Total</b>	<b>1,221,283</b>	<b>635,067</b>	<b>586,216</b>	<b>215</b>	<b>108</b>	<b>5.86</b>	<b>209,020</b>

Source: Estimated from Sindh census, 1998

Map 2. Population density by taluka



Kambar-Shahdadkot is the centre of Sindhi, Balochi and Brahui cultures. The architecture of the area has a long history, starting from the Indus Valley Civilization to the present times. The cultural heritage of this land is highly inspired by Mughal and Rajputana/ Jaisalmir architecture that are reflected in Kalhora's monuments. Muslims are in majority with (98.45%), while Hindus (1.42%), and Christians (0.06%) are minorities of this district. The culture and traditions of this district are the same as found elsewhere in Sindh. People wear *Shalwar Kameez* and the Sindhi cap. Sindhi is spoken by the majority of the population (95.08 %), followed by Urdu (3.57%), Balochi (0.5%) and Punjabi (0.5%)<sup>11</sup>.

Politics of this district revolves around two feudal families, mainly, Chandios and Magsis. Historically, the Pakistan People's Party (PPP) has political hold in this area. The talukas of Kambar-Shahdadkot had been part of Larkana district for a long time. It is said that to weaken this PPP citadel and accommodate the Chandios, ex-chief minister, Arbab Ghulam Rahim, carved a new district out of Larkana comprising of the two talukas. Sardar Khan Chandio of the Pakistan Muslim League Quaid Azam (PMLQ) is pitted against PPP's Mir Amir Ali Khan Magsi, a former senator and the brother of two politicians, former Balochistan chief minister Zulfiqar Magsi and Sindh provincial minister Nadir Magsi. In the last elections, both of the National Assembly seats of this district were won by Pakistan People's Party Parliamentary (PPPP) candidates: Mr. Mir Amir Khan Magsi and Mrs. Faryal Talpur (sister of the President of Pakistan, Mr. Asif Ali Zardari).

### 3.5. Hazard Analysis

A hazard, natural or man-made, is any damaging physical event, phenomenon or a situation that has the potential to harm the health and safety of people or to damage infrastructure and livelihoods.

District Kambar-Shahdadkot is prone to natural hazards like floods and heavy rains. The River Indus does not flow directly through the district but it flows on the northeast border with district Kashmore where it overflows in the monsoon season and inundates land to the east. According to the United Nations Office for Coordination of Humanitarian Affairs (OCHA) Pakistan Floods Data (2010), the total 892,500 population of Kambar-Shahdadkot district was affected by floods of August 2010. The Khenji River is the longest mountain river of the district, which makes a start from 1508 metres (5000 ft) high peak, Machhul, and causes flash floods during heavy rains. In addition, breaches also occur in canals and water channels, which mostly occur during heavy rain, also making the lives and property of people more vulnerable. There is no proper monitoring system for the maintenance of these breaches. The poor drainage system in the district, especially in the urban areas, also gives rise to urban floods during monsoon season. There is a lack of early warning systems in the district to alert the communities in a timely manner. In addition, due to lack of mainstreaming of disaster risk reduction (DRR) measures in developmental projects, susceptibility of the projects and the people is increased. The historical record shows that people lose their livelihoods in disasters and thus lead a dependent life and are caught in a vicious cycle of poverty.

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.

<sup>11</sup> [http://en.wikipedia.org/wiki/Larkana\\_District](http://en.wikipedia.org/wiki/Larkana_District)

**Table 4. Hazard matrix of Kambar-Shahdadkot district**

<b>Hazard</b>	<b>Frequency</b>	<b>Area affected/union councils</b>	<b>Severity/Force</b>	<b>Year<sup>12</sup></b>
Flash floods	Monsoon	Entire district	High	2007,2010 2011,
Heavy rains	Monsoon	Whole district	high	2010,2011 2012
Epidemics	Seasonal	Entire district	low	Every year
Droughts	Rare	Whole district	Low	---
Earth quakes	Rare	Entire district	Low	1935
Plagues	Rare	Whole district	low	1905,1906

<sup>12</sup> Flood Contingency Plan, Sindh, 2012, pp. 5 & 6



### 3.6. Education Highlights

Literacy Rate (10 years and above)	44%
Adult Literacy Rate (15 years and above)	40%
GPI Primary	0.63
GPI Middle	1.04
GPI Secondary	0.53
GPI Higher Secondary	0.84
Population that has ever attended School	44%
Male	59
Female	28
Population that has completed primary level or higher	35%
Male	48
Female	21
Student Teacher Ratio	46%
Primary	48
Middle	29
Secondary	38
Higher Secondary	48

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

The education status is quite poor in Kambar-Shahdadkot. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, the overall literacy rate (for the population of 10 years and above) is 44% (males: 59%, females: 28%). For the urban rural comparison, the urban literacy rate is higher than the rural, which is 53%. Among the urban community, the literacy rate for male is 64% and for female it is 41%; whereas the rural literacy rate is 42%, for male is 57% and for female it is 25%. The adult literacy rate (for the population of 15 years and above) is 40%. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, Gross Enrolment Ratio<sup>13</sup> (GER) for primary level schools is 69% (Male: 78%, Female: 58%), in the urban community it is 73% (Male: 81%, Female: 61%) and in the rural community it is 68% (Male: 78%, Female: 57%). Net Enrolment Ratio<sup>14</sup> (NER) for the primary level is 44% (Male: 50%, Female: 37%), in the urban community it is 54% (Male: 58%, Female: 49%) and in the rural community it is 41% (Male: 48%, Female: 34%). Table 5 shows details of Gross and Net Enrolment Rates by Rural and Urban Gender at different levels.

**Table 5. 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	81%	61%	25%	58%	26%	9%
	Female	61%	71%	24%	49%	29%	0%
	Total	73%	64%	24%	54%	27%	6%
Rural	Male	78%	40%	12%	48%	12%	7%
	Female	57%	19%	7%	34%	7%	3%
	Total	68%	29%	10%	41%	9%	5%
Total	Male	78%	29%	14%	50%	15%	8%
	Female	58%	44%	11%	37%	9%	2%
	Total	69%	24%	13%	44%	12%	5%

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

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

<sup>13</sup> Total 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.

<sup>14</sup> Enrolment 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 started in September, 2012 and was completed by October, 2012. The field team consisted of 15 members (one Administration Officer, six Civil Engineers, six GIS Officers and two Data Entry Operators).

In order to ensure an efficient assessment, a detailed work plan was prepared in consultation with the District Education Officials. 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 taluka level helped to plan the survey activities. Keeping in mind security concerns in certain areas, 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.

### 4.1. 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 taluka, 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.

### 4.2. Experiences from the field

Armed robberies and hijackings are the main concern in Kambar-Shahdadkot. Due to the proximity of Balochistan there is a spillover of armed criminal groups operating in the district. Especially in the north along the Kambar-Shahdadkot to Sukkur road, armed criminals have been conducting illegal checkpoints and hijackings.

In January 2012 an International Organization for Migration (IOM) vehicle was subject to a robbery at an illegal checkpoint. The robbers opened fire on the vehicle when it refused to stop.

The targeted killing of a Shia council member in April, 2012, lead to increased tension in the district, especially in Kambar-Shadadkot itself. The overall threat level to International Non-Governmental Organization (INGO) staff in Kambar-Shadadkot is considered MODERATE.

There are no known serious incidents against INGOs reported. In order to keep a low profile, iMMAP field teams consisting of local staff preferred to operate without armed security.

At the community level, iMMAP staff, through the Supervisors, contacted the School Management Committee (SMC) members, retired teachers, village 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. In Kambar-Shadadkot, a few areas, due to conflict among tribal communities, were considered security risk areas. In tribal conflicted areas, local influential persons were consulted and involved during the survey and one local person was nominated by the community to accompany the assessment teams.

### 4.3. Summary of findings

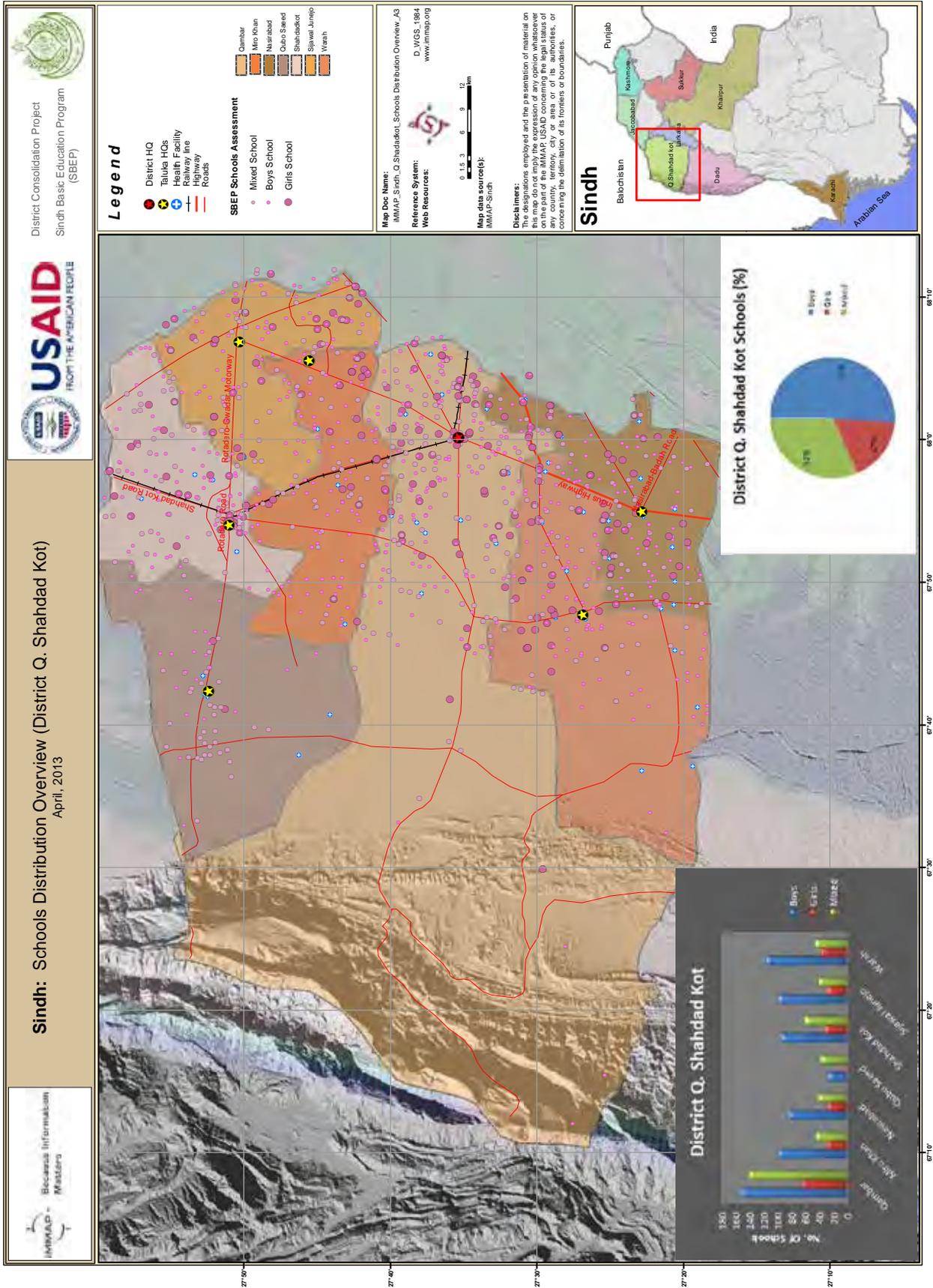
Information of all the schools surveyed is available on the Management Information System (MIS) website developed as part of this project and can be found at <http://sbep.gos.pk/>. A summary of indicators determined during the survey is also available on the website, which is attached as Annex B of this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

#### 4.3.1. Total public schools in the district

Out of 1,680 (377 boys, 306 girls and 997 mixed) public schools mentioned in the database of RSU, in total 1,336 were surveyed in the district out of which 421 were boys, 233 girls and 682 mixed schools. The total enrolment of district Kambar-Shahdadkot was found to be 131,336 in the surveyed schools against 195,774 students in all schools as reported in the RSU database. The current assessment shows an enrolment of 78,634 males and 52,702 females while according to the RSU database, 119,756 male and 76,018 female students were enrolled in public schools of Kambar-Shahdadkot. A total of 2,534 teachers (2,085 males and 449 females) were found during the survey whereas RSU has reported 4,239 (3,411 male and 828 female) 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.

Map 3. Shool distribution overview



### 4.3.2. Primary schools

Out of 1,572 primary schools (345 boys, 275 girls and 952 mixed schools) mentioned in the database of RSU, in total 1,241 schools were surveyed in the district out of which 642 were boys, 209 girls and 390 mixed schools. The total enrolment in the surveyed primary schools of Kambar-Shahdadkot was found to be 102,697 against 159,999 students as reported in the RSU database. The current survey shows primary level enrolment of 61,762 males and 40,935 females while according to the RSU database, 98,375 male and 61,624 female students are enrolled in all primary schools. A total of 1,743 teachers (1445 males and 298 females) were found during survey whereas RSU has reported 3,313 (2,633 male and 680 female) teachers.

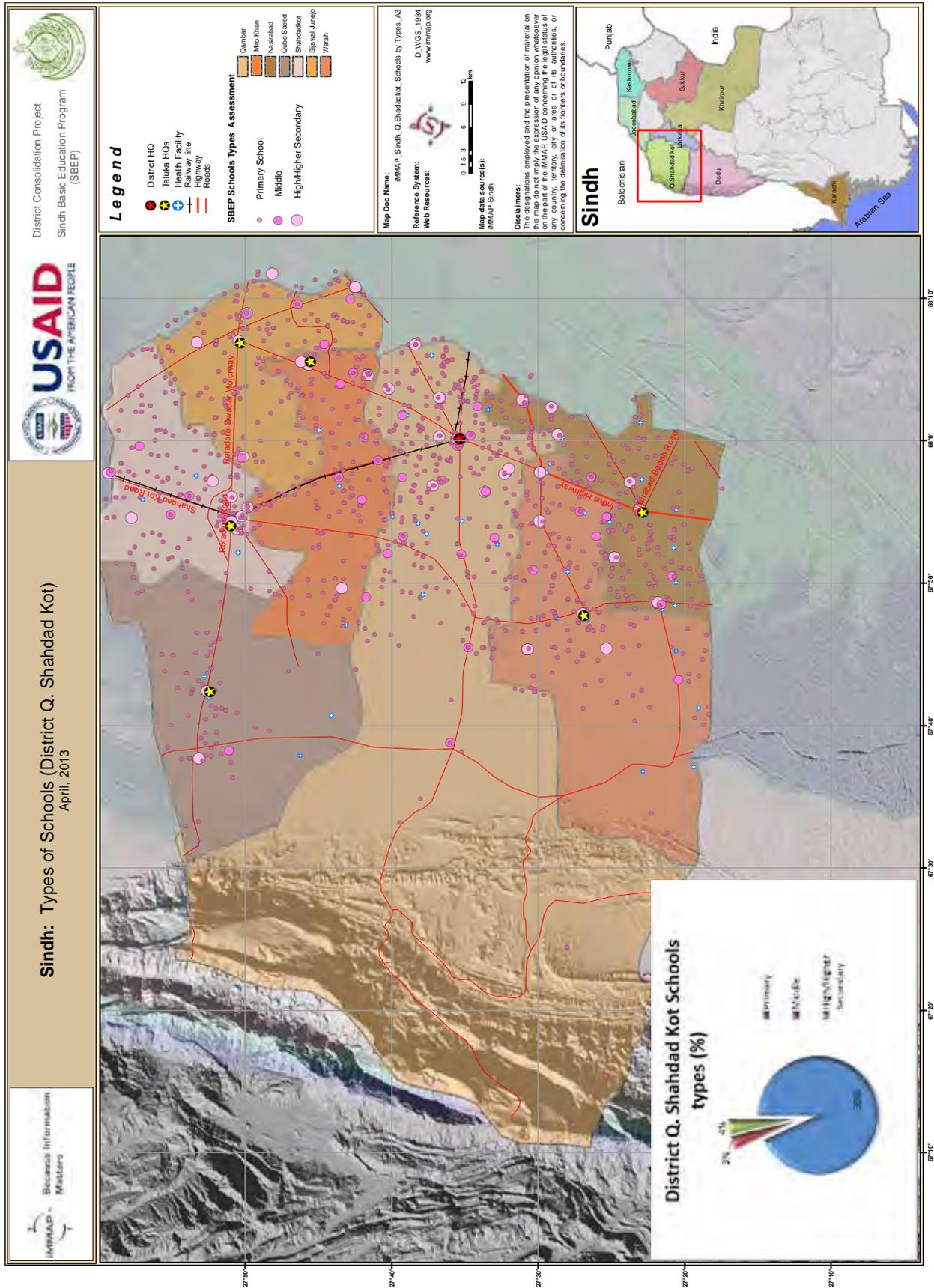
### 4.3.3. Middle schools

Out of 67 middle schools (18 boys, 22 girls and 27 mixed schools) as reported in the RSU database, in total 45 were surveyed in the district out of which 13 were boys, 13 girls and 19 mixed middle schools. The total enrolment in assessed middle schools was found to be 2,427 against 5,494 students as reported in the RSU database. The current survey shows middle level enrolment of 1,118 males and 1,309 females while according to the RSU database, 2,694 male and 2,800 female students are enrolled. A total of 78 teachers (60 males and 18 females) were found during the survey whereas RSU has reported 188 (149 male and 39 female) teachers in all government middle schools in the district.

### 4.3.4. Secondary/Higher Secondary schools

Out of 41 high schools (out of which 9 are higher secondary schools) mentioned in the database of RSU, in total 50 were surveyed in the district. The total enrolment in the assessed high and higher secondary schools of the district was found to be 26,212 against 30,281 students as reported by RSU. The current survey shows high and higher secondary schools level enrolment of 15,754 males and 10,458 females while according to the RSU database, 18,687 male and 11,594 female students were enrolled in all government high and higher secondary schools. A total of 664 teachers were found during the survey whereas RSU previously reported 738 teachers.

Map 4. School distribution by type



### 4.3.5. 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..

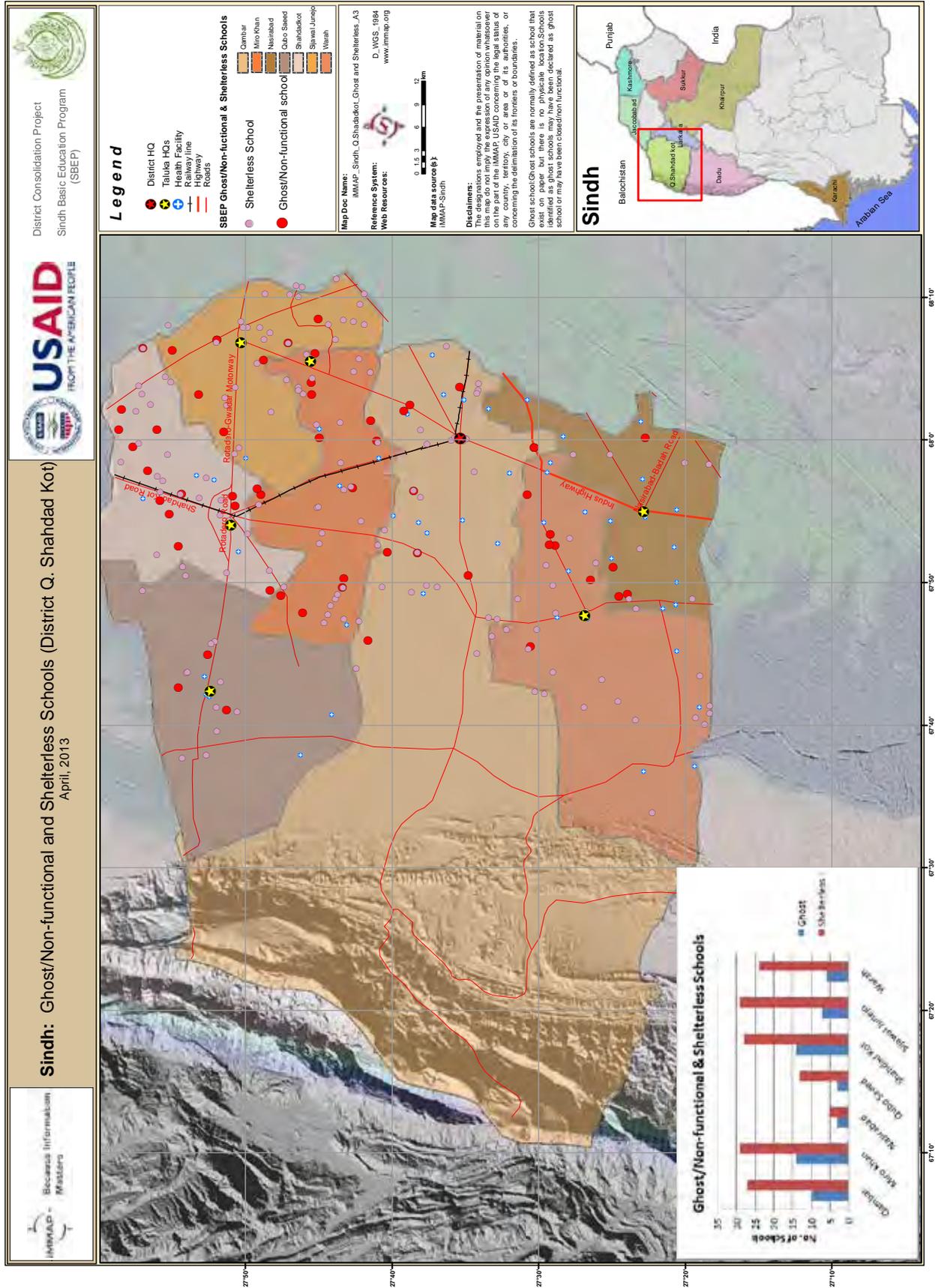
#### 5. **Shelter-less school**

- 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 6. Ghost and Shelter-less schools**

<b>Taluka</b>	<b>Ghost</b>	<b>Shelter less</b>
KAMBER	10	27
MIROKHAN	14	29
NASIRABAD	03	05
QUBOSAEEDKHAN	03	13
SHAHDADKOT	14	28
SIJAWAL JUNEJO	07	29
WARRAH	06	24
<b>Total</b>	<b>57</b>	<b>155</b>

Map 5. Closed, ghost/non-functional, shelterless schools distribution

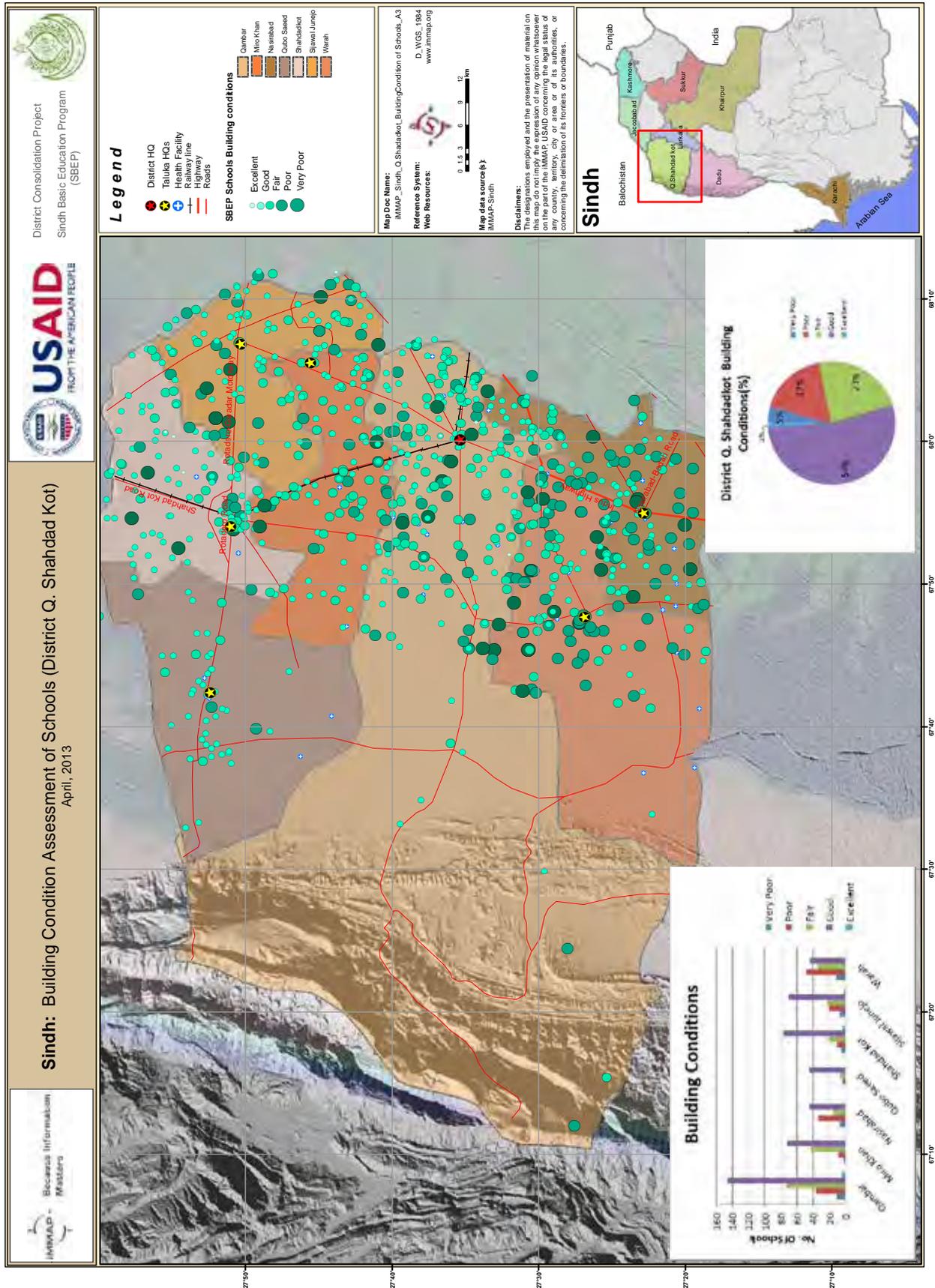


### 4.3.6. Infrastructure

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 6. Building condition distribution

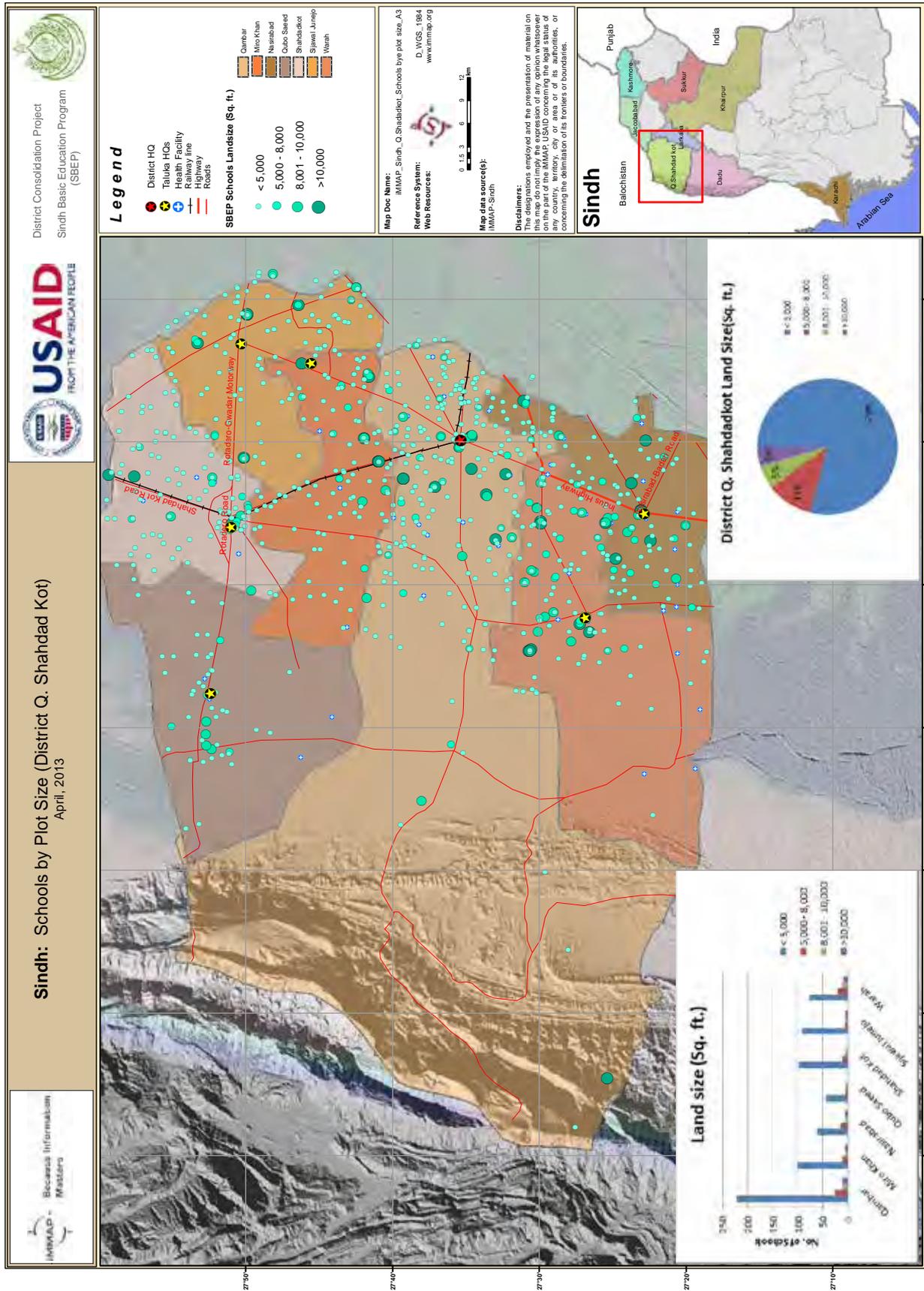




### 4.3.7. School plot size

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. 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 7. Schools by plot size

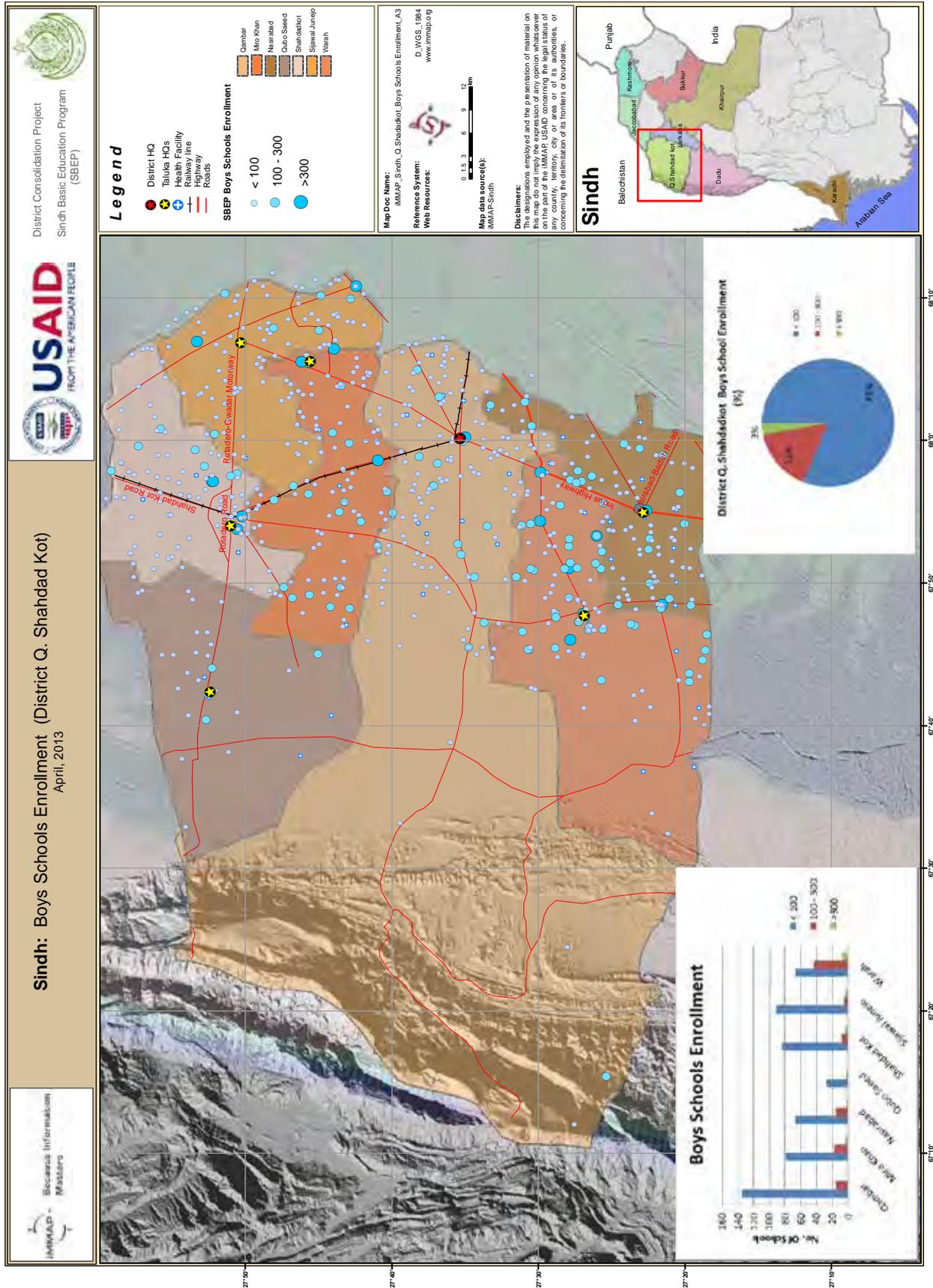




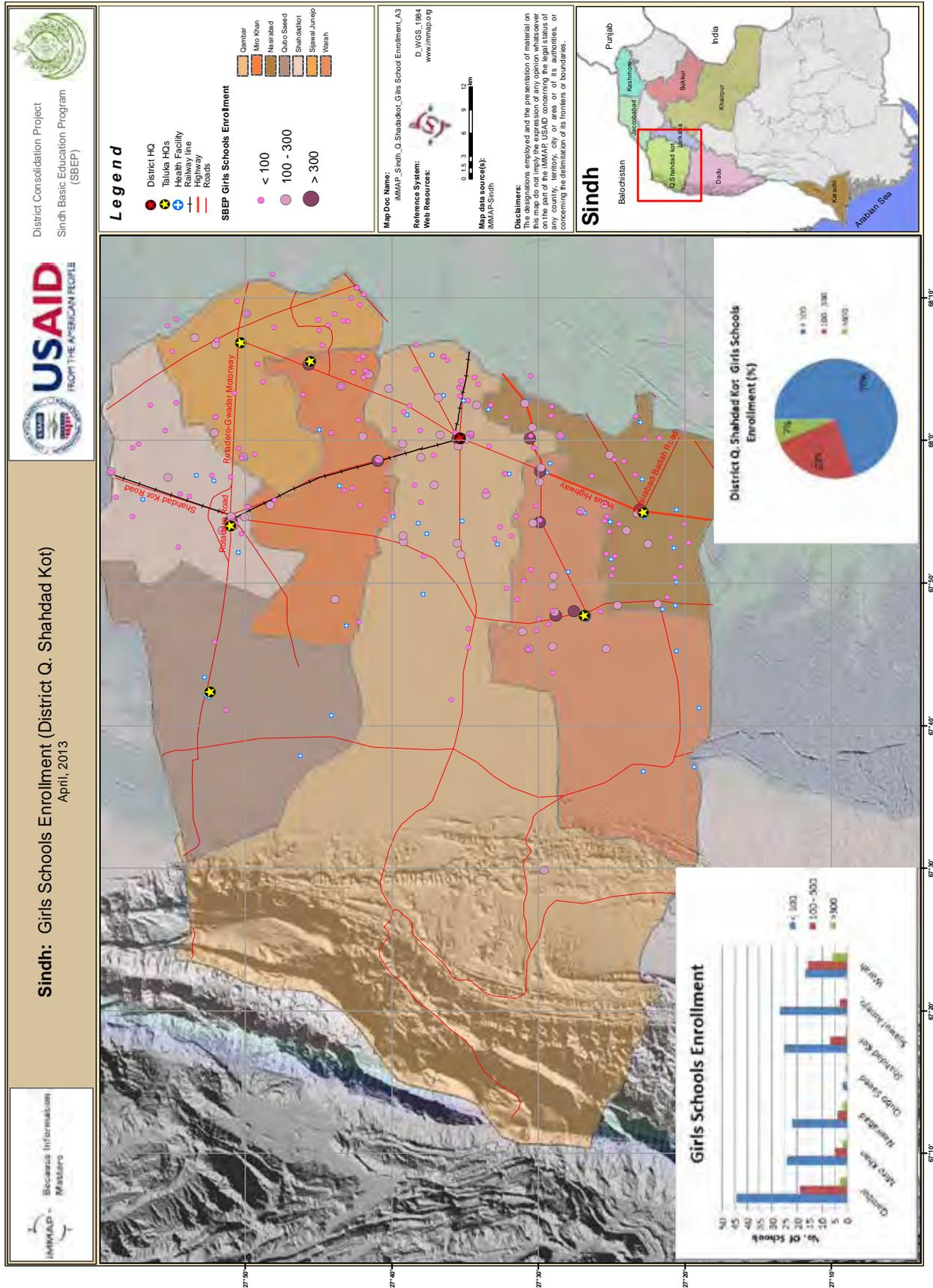
### 4.3.8. School enrolment

The survey provides information on enrollments in the public schools of district Kambar-Shadadkot. 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.

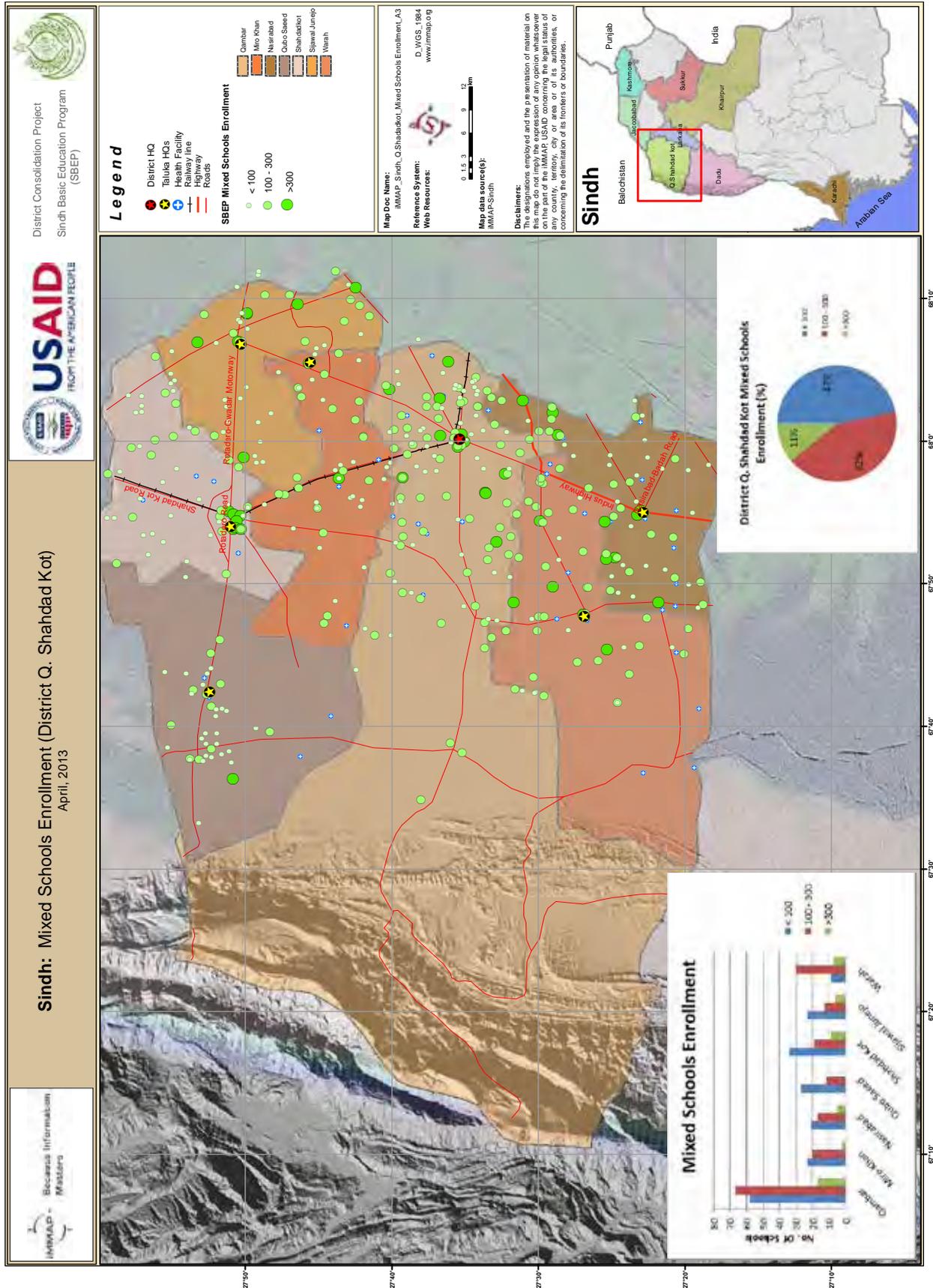
Map 8. Boys' school enrolment



Map 9. Girls' school enrolment



Map 10. Mixed school enrolment



## 5. ANALYSIS AND RECOMMENDATIONS

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)-I 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. Taluka wise list of schools recommended for consolidation, merging or reconstruction**

<b>S.No.</b>	<b>Name of proposed school</b>	<b>SEMIS Code</b>	<b>Number of Students enrolled</b>	<b>No. of Teachers in proposed school</b>
<b>QAMBER ALI KHAN TALUKA</b>				
1	GBHS Ghogharo	427010401	359	12
2	GBHSS KhaipurJuso	427010403	792	32
3	GHSWali Dad Mugerri	427010377	175	13
4	GBPS Allah RakhyoJunejo	427010032	326	04
<b>MIRO KHAN TALUKA</b>				
1	GBHS Bhambho Chandio	427020192	249	14
2	GBHS Miro Khan	427020191	1198	37
3	GBPS Bahram	427020143	601	13
4	GBMS Buthi	427020179	190	5
<b>NASIRABAD TALUKA</b>				
1	GBHS Monder Lakha	427060177	886	20
2	GBHS Waso Kalhoro	427060176	300	11
3	GBHS Naseerabad	427060175	1574	49
4	GBPS Ghazi Jalbari	427060141	275	4
<b>SHAHDADKOT TALUKA</b>				
1	GBHS Umeed Ali Junejo	427030221	209	06
2	GBHS Chikrani	427030220	217	09
3	GGPS Numaish Colony	427030176	257	09
<b>QUBOSAEED KHAN TALUKA</b>				
1	GBPS Shah Bux Khoso	427050167	69	1
2	GBPS M Usaman Magsi	427050092	212	2
<b>WARRAH TALUKA</b>				
1	GGHS Khandoo	427040295	317	7
2	GHS Aziziullah Junani	427040289	400	9
3	GBPS Abad Kalhaora	427040217	582	3
4	GGPS Sher Muhammad Arijo	427040054	441	4
<b>SIJAWAL JUNEJO TALUKA</b>				
1	GGMS Arazi Bhutto	427070192	50	2
2	GBHS Aarazi Bhutto	427070196	813	23
3	GBPS ThoofChosool	427070047	485	8
4	GBHS KotLalBux	427070198	574	39

## ANNEX A – SURVEY QUESTIONNAIRE



### School Assessment Form

<b>new SEMIS Code:</b>		<b>Name of School:</b>	
GPS Coordinates:	Lon:	District:	
	Lat:	Tehsil:	UC:
School is 2010 flood affected:	yes <input type="checkbox"/>	no <input type="checkbox"/>	City/Village:
Type of School:	primary <input type="checkbox"/>	middle <input type="checkbox"/>	elementary <input type="checkbox"/>
	high <input type="checkbox"/>	higher secondary <input type="checkbox"/>	
<input type="checkbox"/> School cannot be assessed due to:			
Ghost school (facility is not used):	no <input type="checkbox"/>	yes <input type="checkbox"/>	
School Management Committee (SMC) functional:	yes <input type="checkbox"/>	no <input type="checkbox"/>	
	no of students - registered:		no of teacher:
Grade:			trained
male:			not trained
female:			support staff
	no of students - during assessment:		
male:			
female:			
School language:	sindhi <input type="checkbox"/>	urdu <input type="checkbox"/>	english <input type="checkbox"/>
School is consolidated/merged already		yes <input type="checkbox"/>	no <input type="checkbox"/>
Name & SEMIS Code(s):			
<b>Any other school...</b>	<input type="checkbox"/> sharing same wall or land area	<b>no other school</b> <input type="checkbox"/>	
	<input type="checkbox"/> within same boundary wall or premises		
	<input type="checkbox"/> located closer than 1,500 feet (500m)		
Name of School:	SEMIS Code:		
Type of School:	primary <input type="checkbox"/>	middle <input type="checkbox"/>	elementary <input type="checkbox"/>
	high <input type="checkbox"/>	higher secondary <input type="checkbox"/>	
<b>verified by:</b>	<b>position:</b>		
<b>phone number:</b>	<b>signature/stamp:</b>		

#### 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





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	yes / no	yes / no	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: B) Building Damage [%]: C) Overall Condition: D) Damage due to:**

- no damage   1 - 5 Excellent  Earthquake   
 partially damaged   6 - 20 Good  Flood   
 fully damaged   21 - 35 Fair  Conflict   
 > 35 Poor  Heavy Rain   
 Very poor  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:**

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**Assessment conducted by:**

Team number:

Engineer:

Enumerator:

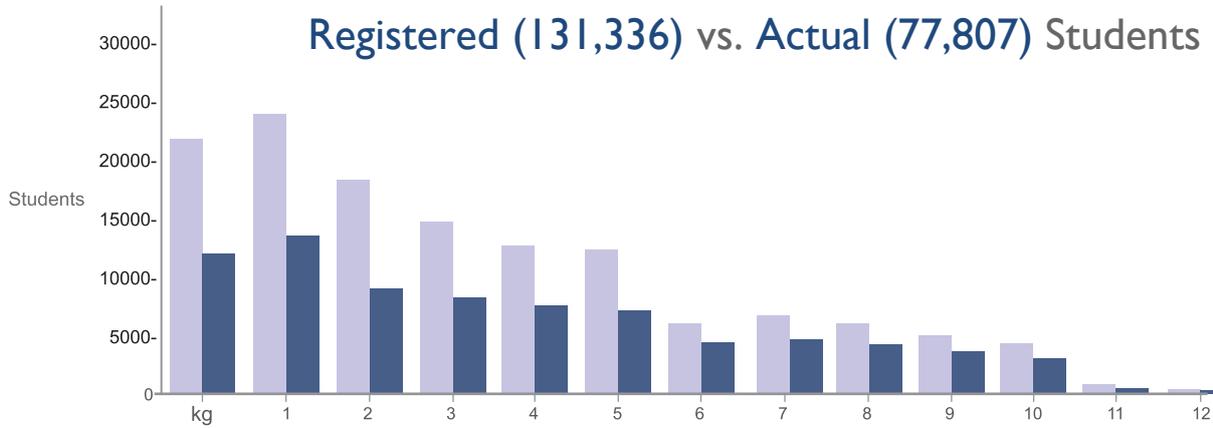
Date:

**Hand Sketch:**



## ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

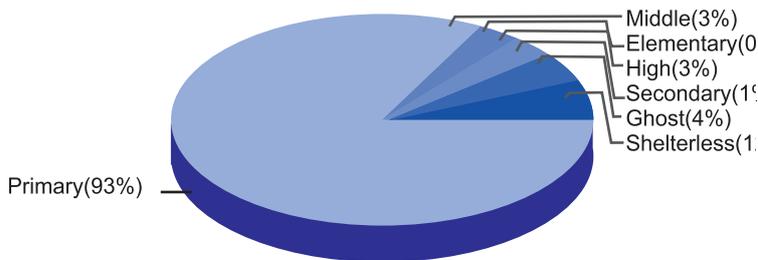
### Enrollment



by Grade	Boys	Girls	Total
<b>Kg</b>	<b>12,613</b>	<b>8,990</b>	<b>21,603</b>
1	13,943	9,649	23,592
2	10,849	7,262	18,111
3	8,812	5,484	14,296
4	7,895	4,901	12,796
5	7,501	4,515	12,016
<b>Grades 1-5</b>	<b>49,000</b>	<b>31,811</b>	<b>80,811</b>
6	3,517	2,455	5,972
7	3,770	2,778	6,548
8	3,279	2,513	5,792
<b>Grades 6-8</b>	<b>10,566</b>	<b>7,746</b>	<b>18,312</b>
9	2,908	2,096	5,004
10	2,389	1,689	4,078
<b>Grades 9-10</b>	<b>5,297</b>	<b>3,785</b>	<b>9,082</b>
11	587	212	799
12	571	158	729
<b>Grades 11-12</b>	<b>1,158</b>	<b>370</b>	<b>1,528</b>
<b>Total</b>	<b>78,634</b>	<b>52,702</b>	<b>131,336</b>

### Schools

**93% Primary Schools**



**1,241 Primary**  
**43 Middle**  
**2 Elementary**  
**40 High**  
**10 High Secondary**  
**57 Ghost**  
**155 Shelterless**  
**1,336 Total Schools**



## Administrator

2,060 Male Teachers  
 423 Female Teachers  
 51 Untrained Teachers  
 2,534 Total Teachers  
 with  
 565 Support Staff  
 for  
 131,336 Total Students  
**1,336 Total Schools**

### SMC Functional

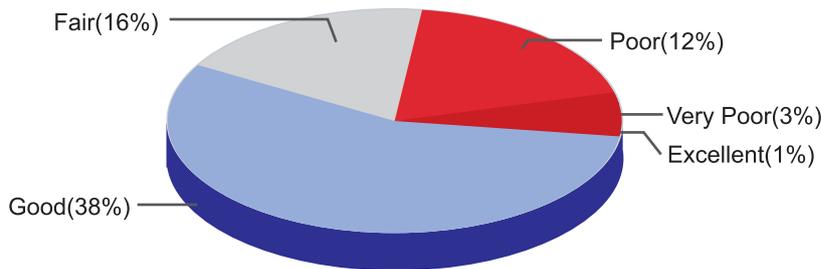
Yes **77%** No **23%**

| Student per **2** Sqft

| Teacher for every **53** Students

## Infrastructure

**12%** in Poor Condition



### Building Condition

8 Excellent  
 503 Good  
 217 Fair  
 163 Poor  
 42 Very Poor  
 403 N/A

**1,336 Total Schools**

## DRR Assessment

**6%** Flood Affected

84 Flood Affected  
 0 Industrial Pollution  
 0 Landslides  
 3 River Hazard  
 0 in Indus Kacha  
 1 Other Hazard  
**1,336 Total Schools**

