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# SINDH BASIC EDUCATION PROGRAMME

## District Education Profile

LARKANA  
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, 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 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	201,000 Hectares
Population – 1998	1,002,772 persons
Sex Ratio (males per 100 females)	106
Population Density	756 per Sq. Km
Urban Population	290,803 (29 %)
Rural Population	711,968 (71%)
Average Household Size	5.8

Literacy Rate for 2010-11 (10 +)	52 %
Male	68 %
Female	35 %
Average Annual Growth Rate (1981 - 98)	3.26 %

### Administrative Units

Talukas	04
Union Councils	46

## 3. DISTRICT OVERVIEW

### 3.1. History and Background

District Larkana is situated in the upper region of the Sindh province. Larkana was founded on the banks of the Ghaar Wah Canal, about 300 years ago, by a tribe called "Laraks". Before Laraks, this city was known as Chandka, named after the most influential tribe of the area – Chandio. Larkana has the privilege of being the seat of one of the oldest civilizations of the world, the Indus Valley Civilization. Moen Jo Daro, which means "Mound of Dead", which was one of the largest settlements of the Indus Valley civilization, designated as a United Nations Educational, Scientific and Cultural Organization (UNESCO) world heritage site, is situated 32 km away from the city of Larkana on the west bank of Indus River. The city of Moen Jo Daro was built in 2600 BC during the peak of the Indus civilization. Buddhist Stupas can also be seen in this archeological site<sup>1</sup>.

After the fall of the Indus Civilization, this region was ruled by different dynasties, including the Soomras (1024-1351), the Summas (1335-1520), the Arghuns (1520-1650), the Kalhoras (1657-1783) and the Talpurs (1783-1843). When Britain invaded the subcontinent, General Charles Napier, a commander in the British Army, defeated the Talpur dynasty and conquered Sindh in 1843. Larkana was developed during the Kalhora and later on under the British rule. The city of Larkana developed mainly due to the Ghaar Wah canal, which was dug during the Kalhoras' rule.

Later on, Britain also contributed to the development of Larkana. General Charles Napier was appointed as the first Governor General of Sindh. The province was divided into different administrative units and assigned to *Zamindars* (landlords) to collect taxes for the British government. The British government developed these areas as urban centers. People migrated from other districts and provinces as well and started to reside here. The British Empire named these small developed areas as "Talukas". They built a network of roads, schools, dispensaries and many other civic amenities throughout the province. Larkana received the status of a Municipal Committee in 1855. It was made district headquarters in 1901 with its main towns being Nao Dero, Qamber and Rato Dero<sup>2</sup>.

With the completion of the Sukkur Barrage in 1931, two major canals (Dadu canal and Rice canal) were taken out of this barrage to irrigate lands to the west of Indus River. These canals run along the eastern and western borders of the district and irrigate most of the lands of the district. Larkana became the divisional Headquarter in 1988. After the promulgation of Local Government System, on the 14th of August, 2013, Larkana division was abolished. On the 13<sup>th</sup> of December, 2013, a new district Kamber Shahdadkot was carved out of the existing district of Larkana.

### 3.2. Location

District Larkana lies in 67° 56" 20' to 68° 29" 34' east longitudes and 27° 7" 31' to 27° 56" 2' north latitudes. This district is bounded by district Khairpur on the east, district

<sup>1</sup> Small & Medium Enterprise development Authority (SMEDA), "A Brief Profile of Larkana", ([http://www.smeda.org/index.php?option=com\\_content&view=article&id=78&Itemid=180](http://www.smeda.org/index.php?option=com_content&view=article&id=78&Itemid=180)) accessed on 23/03/2013

<sup>2</sup> Official website of District Government Larkana (<http://www.larkana.gov.pk/Admin/AboutDistrict.aspx>) accessed on 23/03/2013

Jacobabad and Shikarpur on the north, district Kamber Shahdadt on the west, and district Naushero Feroz and Dadu on the south.

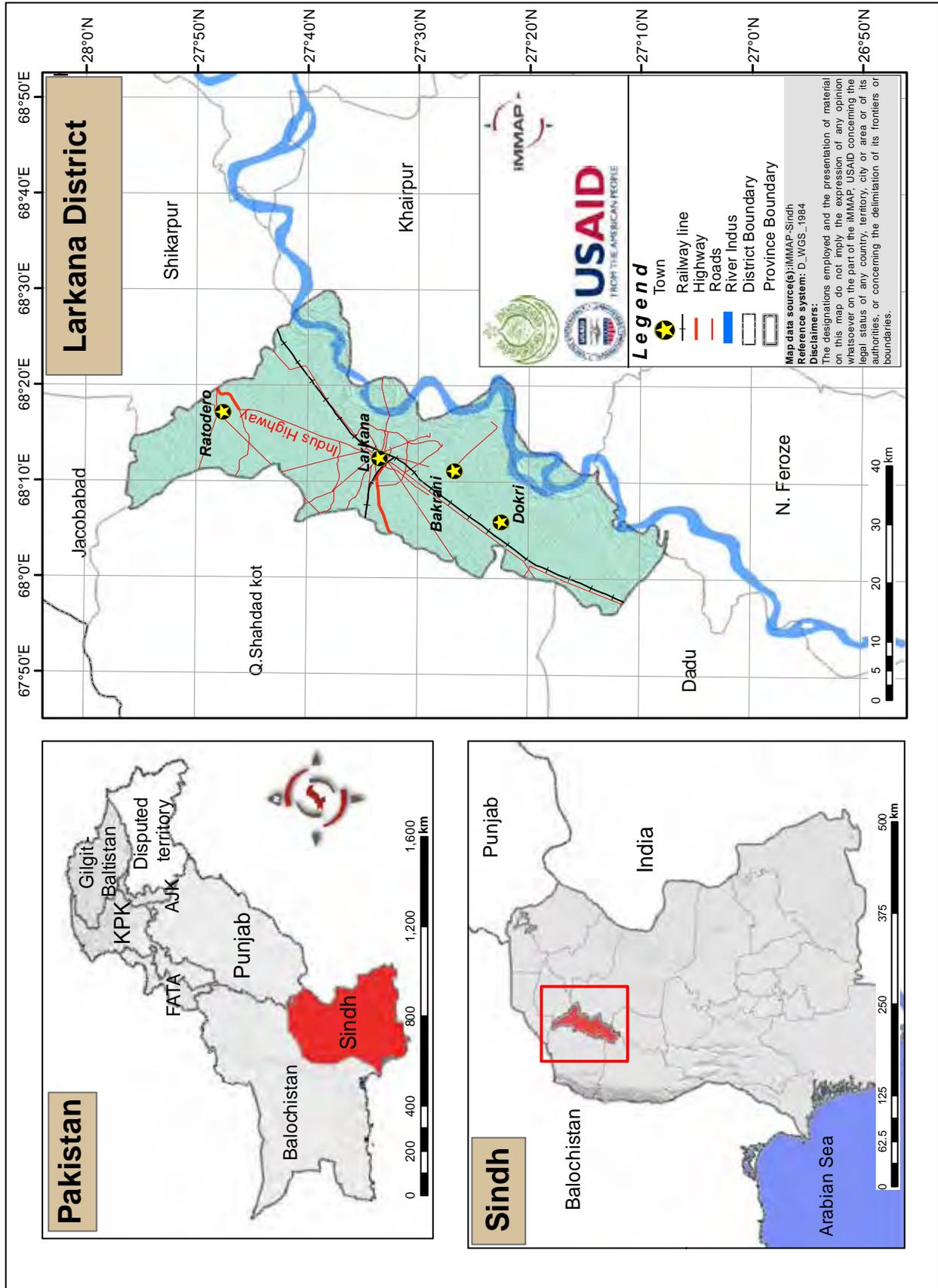
Due to the physical features of the lands of district Larkana and the well-established canal system, most of the lands are irrigated croplands. The district comprises of plains with no hilly terrains. Although there are some barren lands spread all over the district, mainly in the Dokri taluka, majority of the lands are fertile and available for vegetation. The Indus River flows along the eastern border of the district.

District Larkana consists of four talukas, named: Larkana, Bakrani, RatoDero and Dokri. There are 46 union councils in the district.

**Table I. Taluka summary**

<b>Taluka</b>	<b>Union Councils</b>
Larkana	18
Bakrani	09
RatoDero	11
Dokri	08
<b>Total</b>	<b>46</b>

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>3</sup>. The sex ratio in district Larkana is 106 male per 100 females, which is equal to the ratio at the national level that is also 106<sup>4</sup>. Though there could be other possible reasons for such a difference in male to female ratio, one probable reason of this ratio could be underreporting of females during national surveys. Besides, a very high maternal mortality rate<sup>5</sup> and poor health care at the district and provincial level<sup>6</sup> are likely to be instrumental for this difference. District Larkana, like majority of the other districts in Sindh, is rural by its characteristics as 71 percent of the population resides in rural areas as compared to the 29 percent that resides in the urban areas.

#### (a) Estimated Population of District Larkana

**Table 2. Estimated Population of District Larkana for 2010**

AGE GROUP (IN YEARS)	TOTAL			RURAL			URBAN		
	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE
<b>ALL AGES</b>	1,476,209	761,119	715,090	1,049,516	540,443	509,072	426,693	220,675	206,018
00 -- 04	259,341	130,643	128,698	190,509	95,443	95,066	68,832	35,200	33,633
05 -- 09	257,287	136,193	121,093	186,716	99,154	87,562	70,571	37,040	33,531
10 -- 14	172,074	96,780	75,294	118,912	67,952	50,960	53,162	28,828	24,334
15 -- 19	148,091	73,252	74,839	101,087	49,664	51,423	47,003	23,588	23,416
20 -- 24	132,437	62,910	69,527	92,676	43,564	49,112	39,761	19,346	20,414
25 -- 29	108,929	55,421	53,507	76,730	38,778	37,952	32,199	16,644	15,555
30 -- 34	84,709	44,300	40,409	59,502	30,812	28,690	25,207	13,488	11,719
35 -- 39	67,117	35,191	31,926	47,324	24,635	22,689	19,793	10,556	9,237
40 -- 44	61,828	30,236	31,592	43,618	21,259	22,359	18,210	8,976	9,233
45 -- 49	49,179	25,528	23,651	34,738	17,958	16,780	14,441	7,571	6,871
50 -- 54	40,836	21,368	19,468	29,116	15,230	13,886	11,720	6,138	5,582
55 -- 59	26,346	13,952	12,394	18,586	9,788	8,799	7,759	4,164	3,595
60 -- 64	27,901	14,667	13,233	20,351	10,796	9,555	7,550	3,872	3,679
65 -- 69	14,291	7,483	6,808	10,257	5,363	4,894	4,034	2,120	1,914
70 -- 74	13,282	6,900	6,382	9,936	5,217	4,719	3,346	1,683	1,663
75 & ABOVE	12,562	6,293	6,269	9,456	4,830	4,626	3,106	1,463	1,643

Source: Estimated from Sindh census, 1998

<sup>3</sup> A profile for District Badin: 2009, South-Asia Partnership Pakistan <http://www.sappk.org/district-profiles-with-focus-on-livelihood-related-issues-0> retrieved on 05-03-2012

<sup>4</sup> Labour Force Survey 2010-11: *Pakistan Bureau of Statistics*

<sup>5</sup> 0.5 for Sindh, Pakistan Demographic and Health Survey, 2006-07: National Institute of Population Studies, Pakistan. pp. 179

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

### (b) Population Growth Pattern

In 1998, the total population of the district was 1,002,772. Population of district Larkana has an estimated growth rate of 3.26% per annum, which means that the population will double itself in 21.47 years<sup>7</sup> from 1998. 46.65 percent of the population is below 15 years of age and 2.72 percent is 65 years or above. The estimated population for 2010 is 1,476,209, showing a 47% increase in 12 years from 1998.

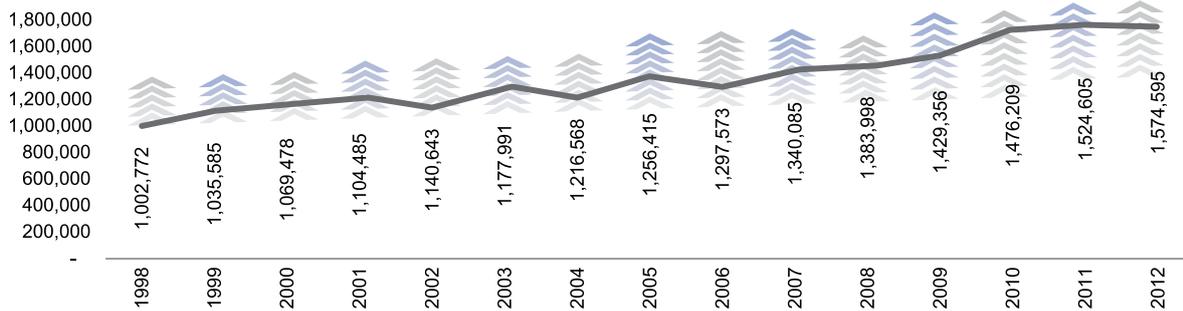


Figure 1. Population growth pattern

### (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 5 years interval. The total population in this cohort is 257,287. Except in the age groups of 15-19, 20-24, and 40-44, in all the rest of the age groups, male population outnumbers female population.

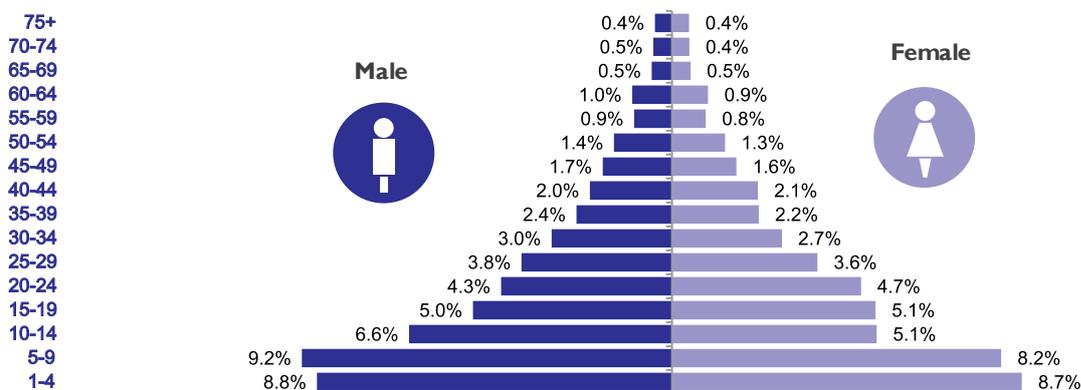


Figure 2. Gender ratio

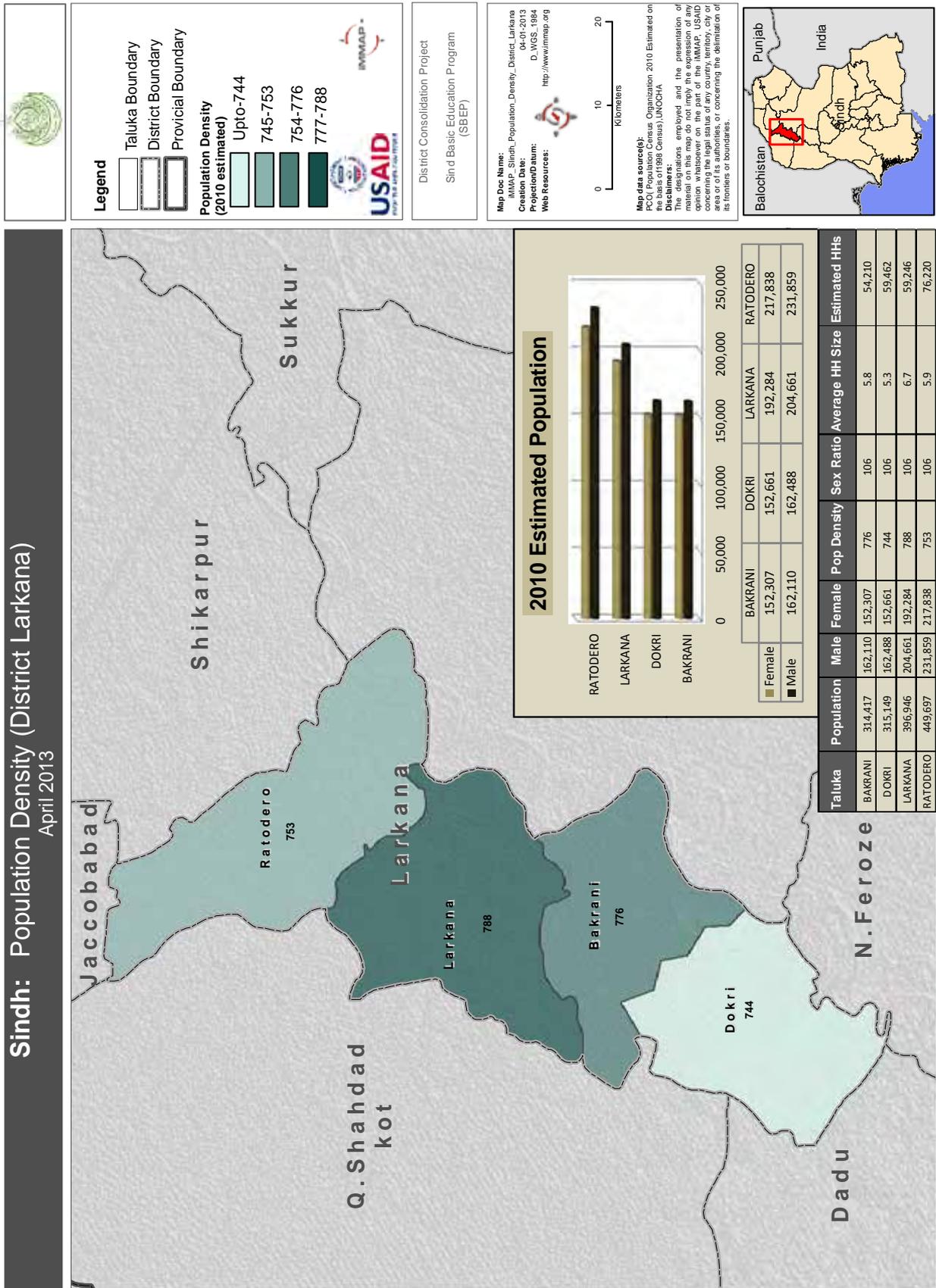
<sup>7</sup> Rule of 70 <http://controlgrowth.org/double.htm> retrieved on 05-03-2012

**Table 3. Population Details by Taluka**

<b>Taluka</b>	<b>Population</b>	<b>Male</b>	<b>Female</b>	<b>Pop Density (pp per sq km)</b>	<b>Sex Ratio</b>	<b>Average HH Size</b>	<b>Estimated HHs</b>
BAKRANI	314,417	162,110	152,307	776	106	5.8	54,210
DOKRI	315,149	162,488	152,661	744	106	5.3	59,462
LARKANA	396,946	204,661	192,284	788	106	6.7	59,246
RATODERO	449,697	231,859	217,838	753	106	5.9	76,220
<b>TOTAL</b>	<b>1,476,209</b>	<b>761,119</b>	<b>715,090</b>	<b>765</b>	<b>106</b>	<b>5.8</b>	<b>249,137</b>

Source: Estimated from Sindh census, 1998

Map 2. Population density by taluka



Sindh: Population Density (District Larkana)

April 2013

Larkana has a rich traditional Sindhi culture. People of this district are pre-dominantly Sindhi speaking but Urdu, Balochi and Brohi are also spoken in the district. Bhutto, Rind, Bhugio, Sheikh, Unnar, Chandio, Magsi, Soomro, Memon and Kalhorro are the major clans of this district. Islam is the religion of the majority in this district followed by a minority from the Hindu community.

Larkana enjoys significant importance in the political history of Pakistan as two prime ministers, (Zulfqar Ali Bhutto, and his daughter, Benazir Bhutto) belonged to this district. This district has the privilege of giving Pakistan a leader of international repute, Zulfqar Ali Bhutto. His daughter Benazir Bhutto was also internationally known and a prominent leader of Pakistan. The Bhutto family has been serving Pakistan in the political arena for a long time and their struggle for a democratic Pakistan is internationally recognized. Their political party i.e., Pakistan People's Party (PPP), is the dominant political party of this district. This district is represented by two National Assembly and four provincial assembly seats. In the general elections of 2008, Pakistan People's party swept all the national and provincial assembly seats of the district.

### 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 Larkana is vulnerable to riverine and flash floods. The River Indus runs along the eastern side of the district, making this part vulnerable to riverine floods. The district's western part is vulnerable to flash floods because of the presence of Khirthar mountain range. During the 2010 flood, 115 to 204 villages/settlements of seven union councils were affected. A population of 92,000 persons was affected. Torrential rains in 2011 and 2012 hit Larkana again. Weak and damaged parts of the canals and protection Bunds on the river Indus can, unexpectedly, create a disaster like situation in the district. In monsoon season they can overflow or break and breaches are likely.

There is no proper monitoring system for the maintenance of these breaches, and the poor drainage system in the district, especially in the urban areas, also gives rise to urban flooding in monsoon seasons. There is also a lack of early warning systems in the district to alert the communities in time.

A brief analysis of potential hazards in the district is provided in Table 4.

**Table 4. Hazard matrix of Larkana district**

<b>Hazard</b>	<b>Frequency</b>	<b>Area affected/union councils</b>	<b>Severity/Force</b>	<b>Year</b>
Riverine floods	Monsoon	Mostly Eastern part of the district	Medium	2010,2011,2012
Flash floods	Seasonal	Western part of the district	Low	----
Heavy Rains	Monsoon	Entire district	Medium	2011,2012
Epidemics	Seasonal	Entire district	Low	Through out
Earthquake	Rare	Entire district	Low	---
Transport accidents	Frequently	Entire district	Low	Every year

### 3.6. Education Highlights

Literacy Rate (10 years and above)	53%
Adult Literacy Rate (15 years and above)	50%
GPI Primary	0.56
GPI Middle	0.77
GPI Secondary	0.61
GPI Higher Secondary	0.74
Population that has ever attended School	54%
Male	66%
Female	40%
Population that has completed primary level or higher	44%
Male	53
Female	34
Student Teacher Ratio	27
Primary	27
Middle	21
Secondary	26
Higher Secondary	33

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

The education status is quite poor in district Larkana. 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 52%; for male it is 68% and for female it is 35%. For the urban rural comparison, urban literacy rate is higher than the rural, which is 64% (male: 77% and female: 50%); whereas the rural literacy rate is 44% (male: 62% and female: 24%). Adult literacy rate (for the population of 15 years and above) is 47%. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, Gross Enrollment Rate<sup>8</sup> (GER) at the primary level in Larkana is 82% (Male: 97%, Female: 66%), in the urban community it is 92% (Male: 101%, Female: 81%) and in the rural community it is 76% (Male: 94%, Female: 59%). Net Enrollment rate<sup>9</sup> (NER) at the primary level in district Larkana is 52% (Male: 60%, Female: 43%), in urban community it is 58% (Male: 65%, Female: 50%) and in the rural community it is 48% (Male: 56%, Female: 40%). Table 5 shows details of Gross and Net Enrolment Rates by Rural, Urban and 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	101%	59%	58%	65%	28%	14%
	female	81%	72%	74%	50%	29%	16%
	<b>Total</b>	<b>92%</b>	<b>64%</b>	<b>67%</b>	<b>58%</b>	<b>28%</b>	<b>15%</b>
Rural	Male	94%	46%	59%	56%	22%	12%
	Female	59%	20%	16%	40%	10%	3%
	<b>Total</b>	<b>76%</b>	<b>35%</b>	<b>39%</b>	<b>48%</b>	<b>17%</b>	<b>8%</b>
Total	Male	97%	51%	58%	60%	24%	13%
	Female	66%	39%	41%	43%	17%	9%
	<b>Total</b>	<b>82%</b>	<b>46%</b>	<b>50%</b>	<b>52%</b>	<b>21%</b>	<b>11%</b>

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

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

<sup>8</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>9</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

In Larkana the survey activities were started in July 2012 and ended in August 2012, the summer vacation months. iMAP field teams attempted to collect as much information as possible but due to summer vacations, availability of teachers was not completely ensured by the Education department, therefore, there are variations in the teachers' data and enrolment information. 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 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 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 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 the 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 is attached as Annex A.

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

### 4.2. Experiences from the field

Except for some cases of petty crime there have been almost no incidents reported from the Larkana district. While the survey was conducted, two demonstrations and two tribal killings were reported from Larkana. The overall threat level to International Non-Governmental Organizations' (INGOs) staff in Larkana is considered as LOW.

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, villages 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 Larkana, a few areas, due 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 regarding all the schools 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 identified during the survey is also available on the website, and is attached as Annex B of this document. Besides a district detailed school map atlas is available as Annex C in a separate document.

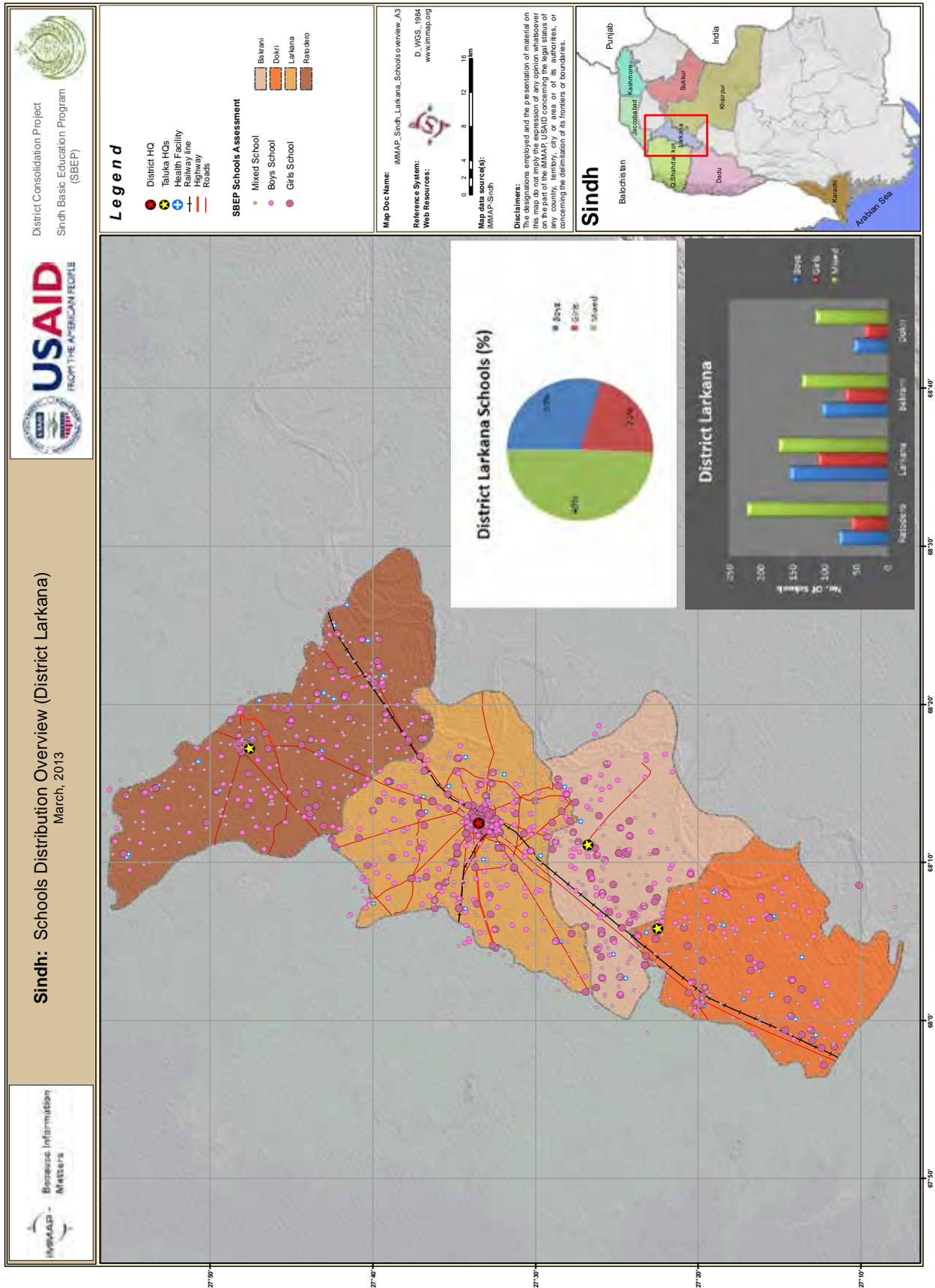
The existing Reform Support Unit's (RSU) database was used as a comparison and a baseline for this survey (<http://www.rsu-sindh.gov.pk/>). The RSU database was prepared in 2010-2011 and the assessment was conducted in 2012.

As will be seen, the figures differ and recent findings highlight the need for continual update and maintenance of prepared 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 the 1,351 (218 boys, 292 girls and 841 mixed) public schools mentioned in the database of Reform Support Unit (RSU), in total 1,353 were surveyed in the district, out of which 408 were boys, 280 girls and 665 were mixed schools. According to the current survey, the total enrolment of district Larkana was found to be 139,686 against 225,919 students as reported in the RSU database. The current assessment shows an enrolment of 90,154 males and 49,532 females while according to the RSU database, 130,928 male and 94,991 female students were enrolled in the public schools of Larkana. A total of 3,741 teachers (3,266 males and 475 females) were found during the survey whereas RSU has reported 6,843 (4,983 male and 1,860 female) teachers in all the government schools of the district.

Map 3. Schools distribution overview



### 4.3.2. Primary schools

Out of 1,223 primary schools (183 boys, 248 girls and 792 mixed schools) mentioned in the database of RSU, in total 1,228 schools were surveyed in the district, out of which 359 were boys, 234 girls and 635 mixed schools. The total enrolment in the surveyed primary schools of Larkana was found to be 121,076 against 166,341 students as reported in the RSU database. The current report shows primary level enrolment of 77,360 males and 43,716 females while according to the RSU database, 94,449 male and 71,892 female students are enrolled. A total of 3,234 teachers (2,858 males and 376 females) were found during the survey whereas RSU has reported 4,979 (3,694 male and 1,285 female) teachers.

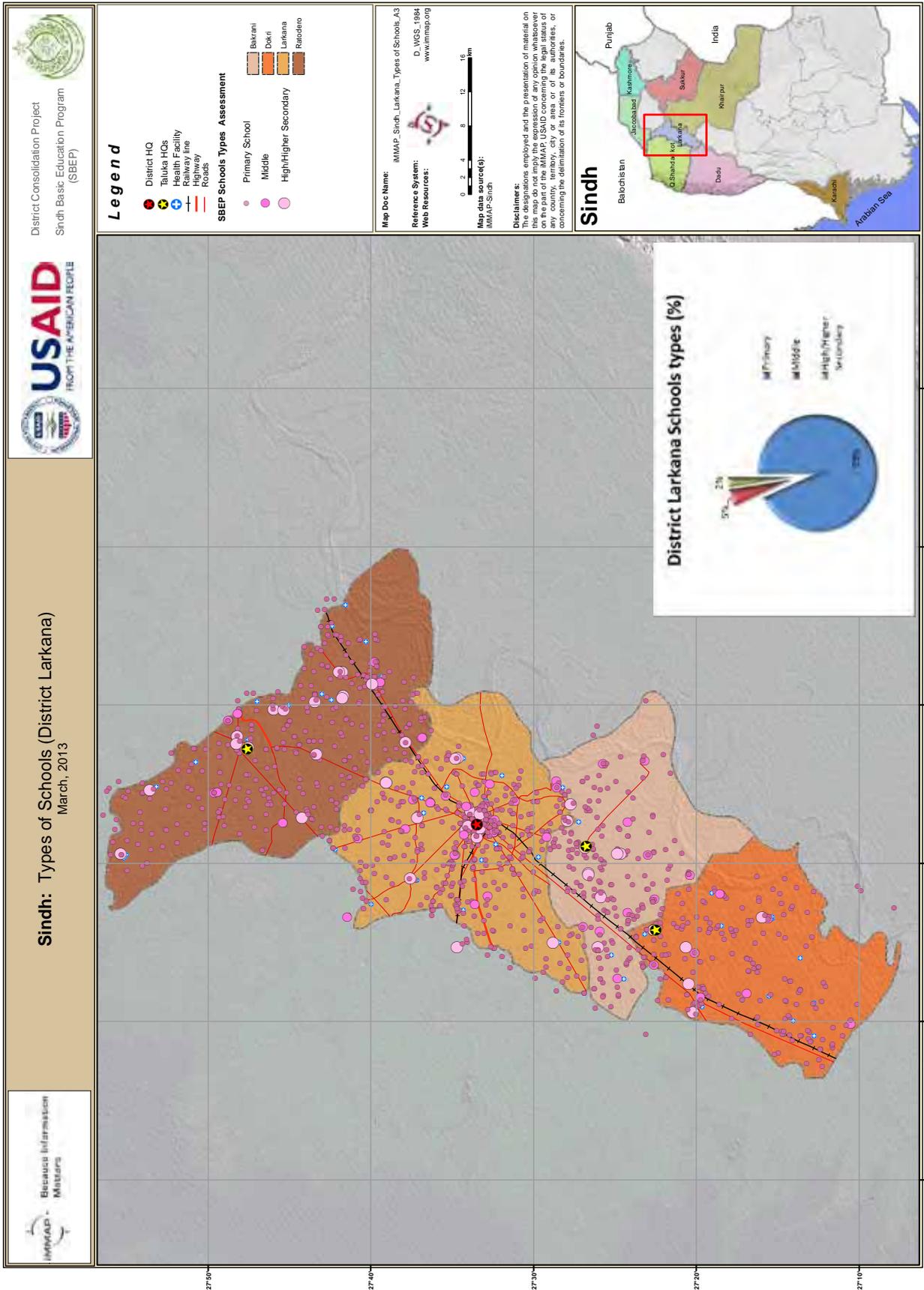
### 4.3.3. Middle schools

Out of 67 middle schools (13 boys, 24 girls and 30 mixed schools) reported in the RSU database, 71 were surveyed in the district out of which 20 were boys, 29 girls and 22 mixed middle schools. The total enrolment in the assessed middle schools was found to be 2,903 against 8,120 students as reported in the RSU database. The current report shows middle level enrolment of 1,577 males and 1,326 females while according to the RSU database, 3,789 male and 4,331 female students are enrolled. A total of 89 teachers (76 males and 13 females) were found during survey whereas RSU has reported 275 (172 male and 103 female) teachers in all the government middle schools of the district.

### 4.3.4. Secondary/Higher Secondary schools

Out of 61 high schools (out of which 10 are higher secondary schools) mentioned in the database of RSU, 54 were surveyed in the district. The total enrolment in the assessed high and higher secondary schools of district Larkana was found to be 15,707 against, 51,458 students as reported in the RSU database. The current report shows high and higher secondary schools level enrolment of 11,217 males and 4,490 females while according to the RSU database, 32,690 male and 18,768 female students were enrolled in all the government high and higher secondary schools. A total of 418 teachers were found during the survey whereas RSU had reported 1,589 teachers in all the government high and higher secondary schools of the district.

Map 4. Schools distribution overview



### 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.

#### 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. Closed, Ghost, Shelter-less schools**

<b>Taluka</b>	<b>Ghost</b>	<b>Shelter less</b>
Larkana	01	15
Bakrani	15	35
Ratodero	02	17
Dokri	08	14
Total	26	81

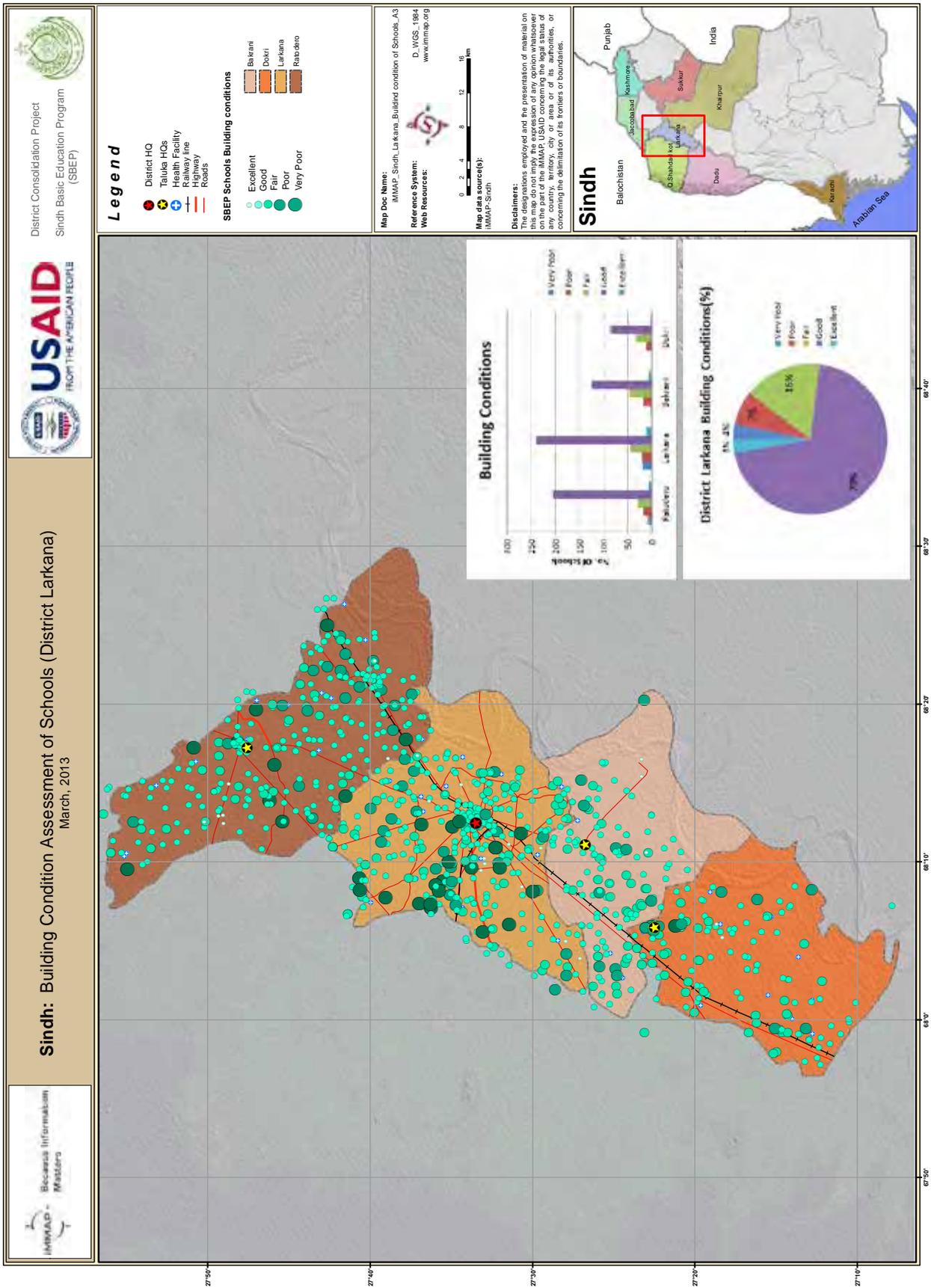


### 4.3.6. Infrastructure

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.

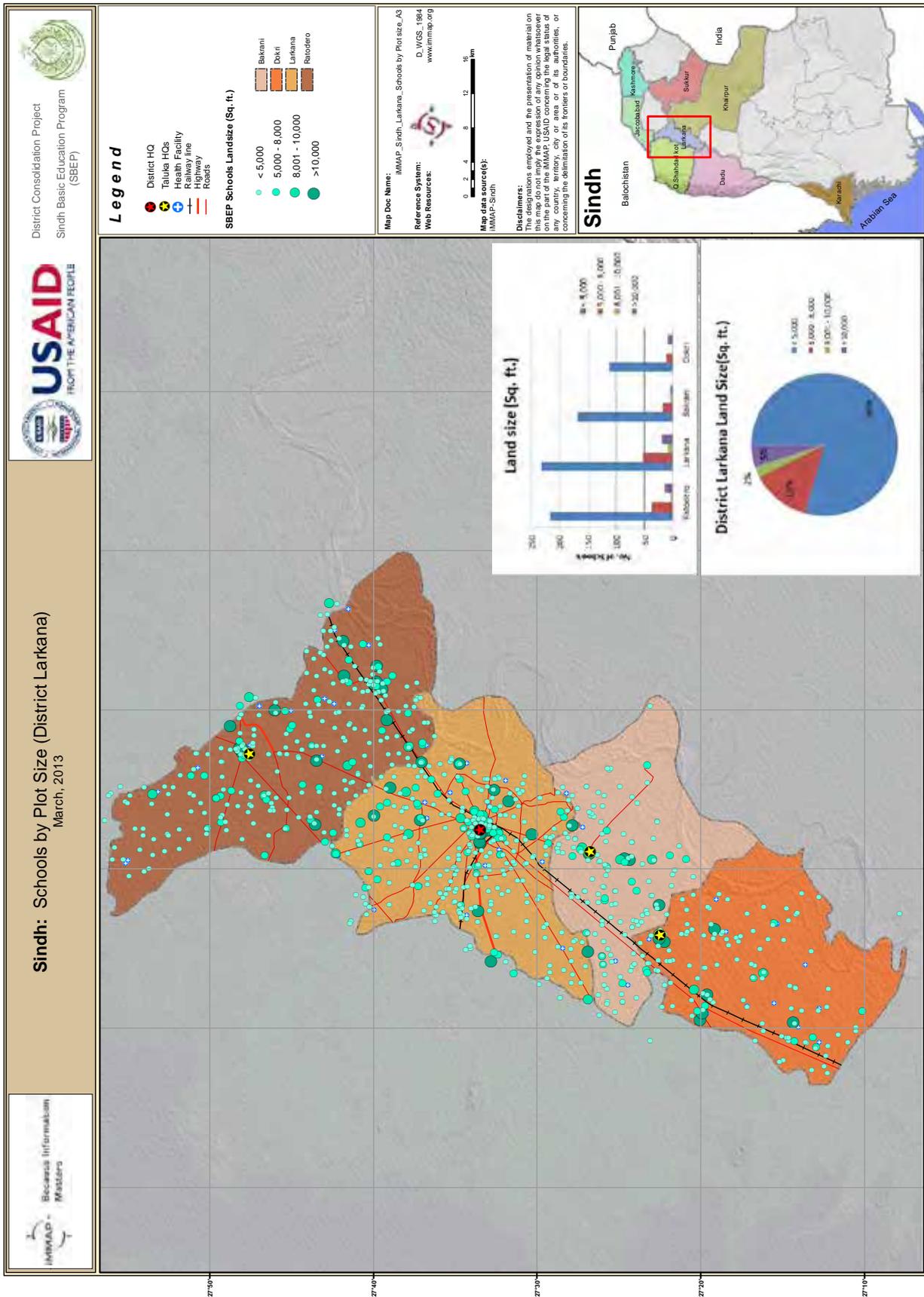
Map 6. Building condition distribution



### 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.

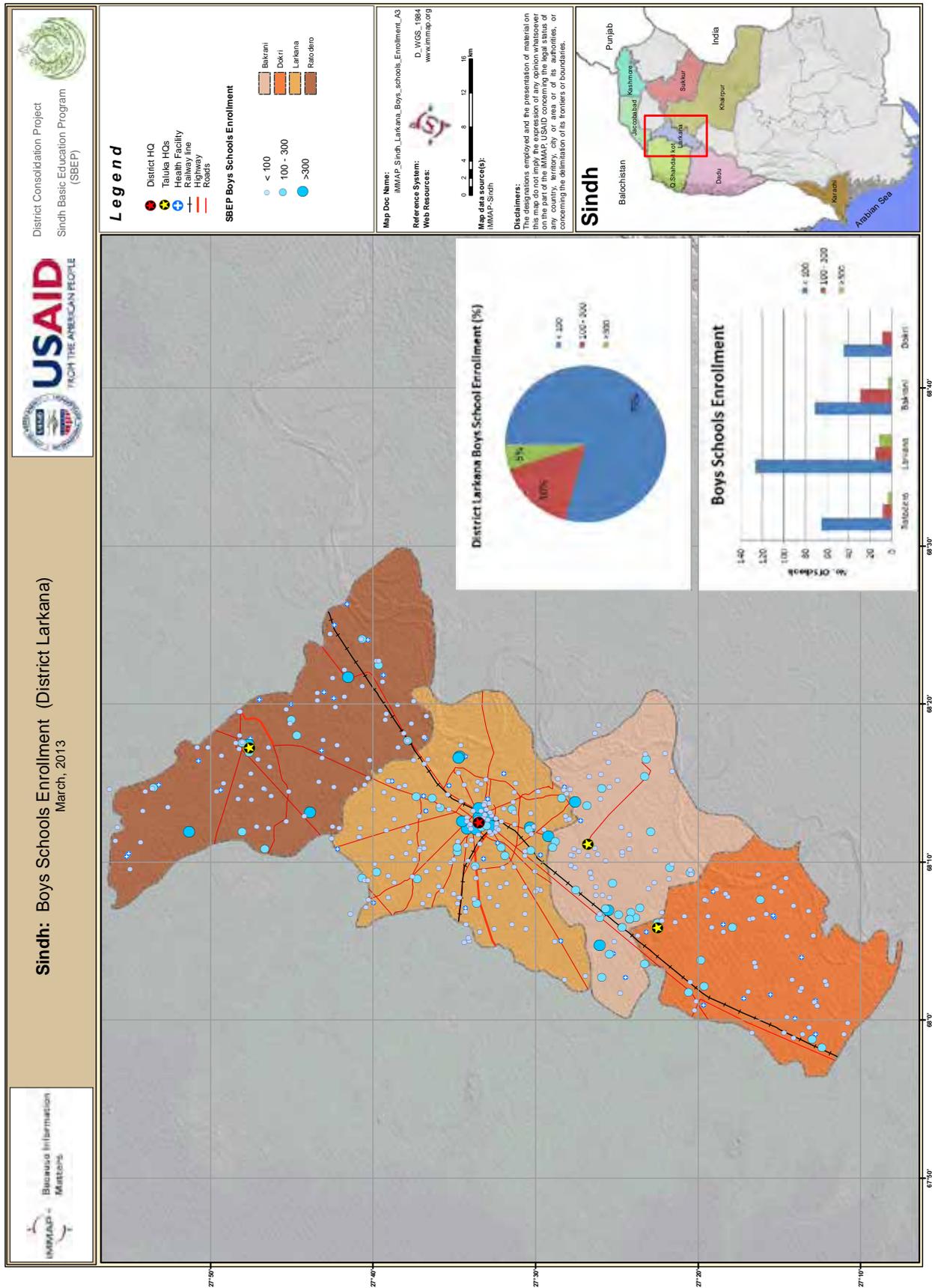
Map 7. Schools by plot size



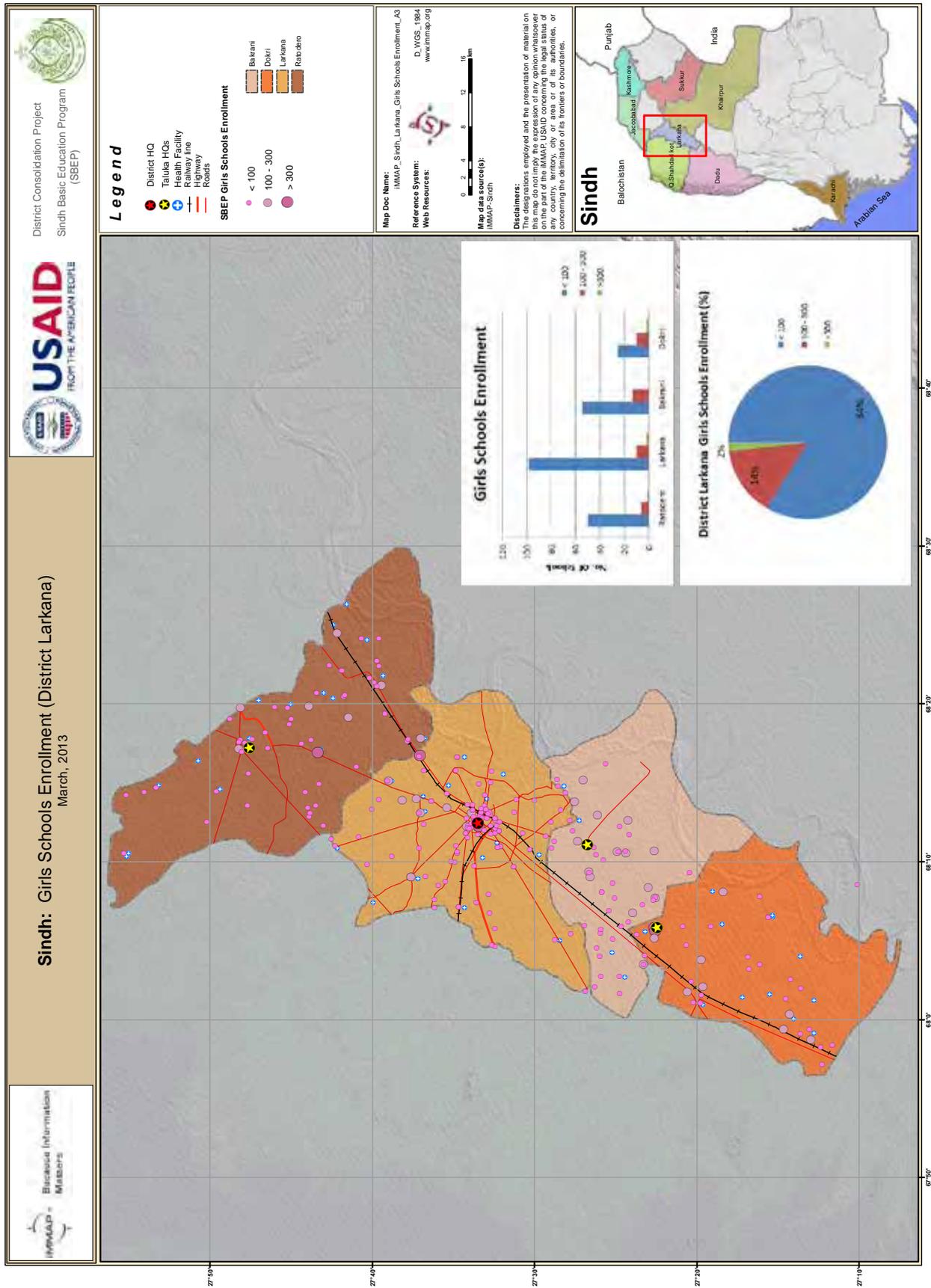
### 4.3.8. School enrolment

The survey provides information on enrollments in the public schools of district Larkana. 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.

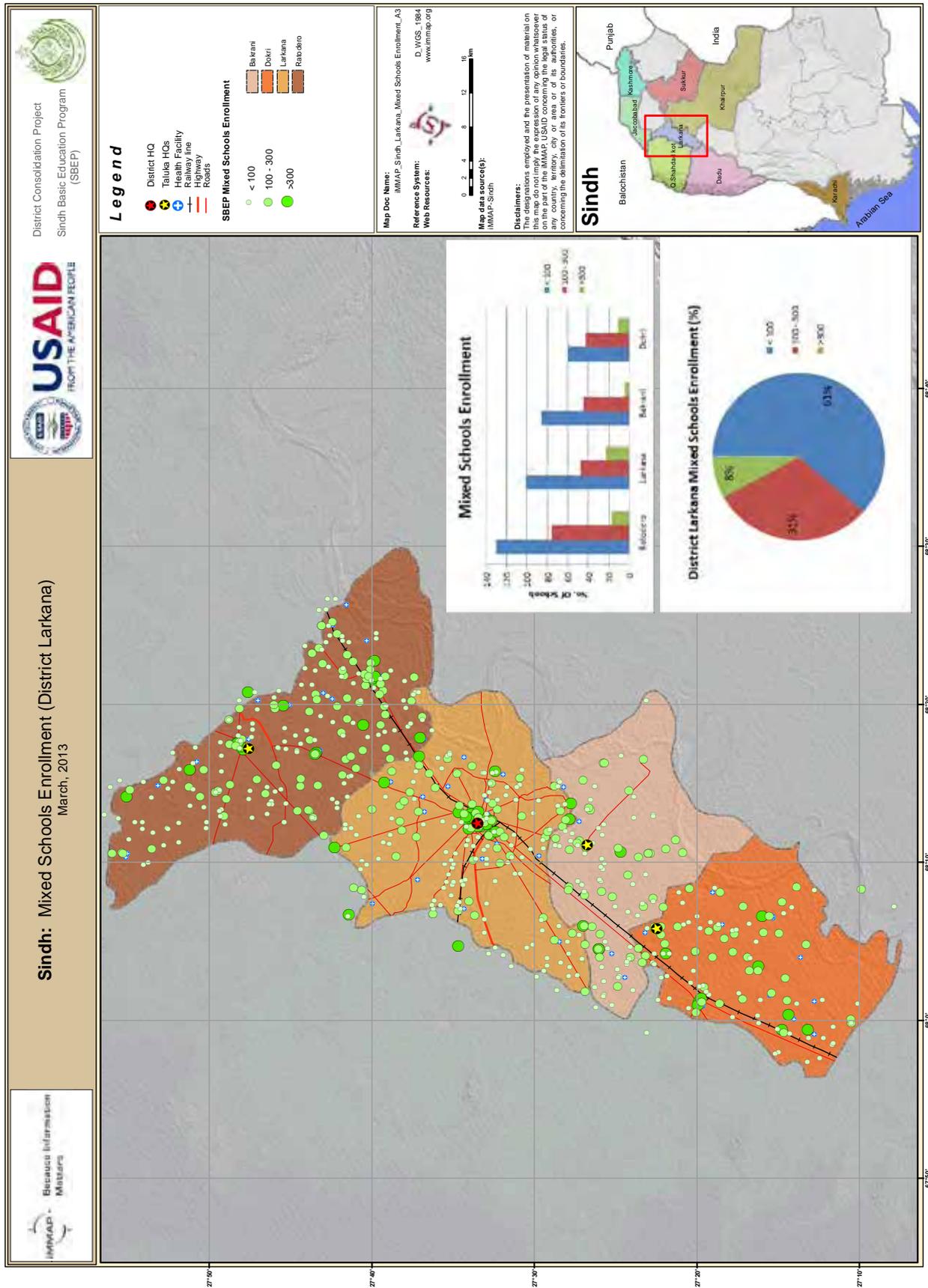
Map 8. Boy's school enrolment



Map 9. Girl's 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.

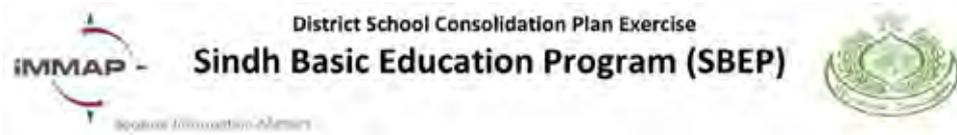
It should be noted again that schools recommended does not necessarily mean that consolidation or reconstruction will take place at these locations. Engineering, political and community considerations need to be taken into account and each recommendation will be

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**

S.No.	Name of proposed school	SEMIS Code	Number of Students enrolled	No. of Teachers in proposed school
<b>BAKRANI TALUKA</b>				
1	GBPS Nai Gud	413040087	133	3
2	GBPS Hatri Ghulam Shah	413040053	159	1
3	GBPS Mehrab Sandello	413040222	234	2
4	GBPS Mud Bahu	413040085	402	8
<b>LARKANA TALUKA</b>				
1	GBPS Zakryo Mehrar	413020261	197	4
2	GGLSS Kehar	413020384	35	5
3	GGMS Sajan Sangi	413020388	51	3
4	GBPS Bachal Mahesser	413020268	372	8
<b>RATODERO TALUKA</b>				
1	GBPS Masoo Dero	413030265	195	63
2	GGPS Jumo Aghum	413030018	66	3
3	GBPS Pir Jo Goth	413030316	255	4
4	GBPS Khan Wah	413030240	217	6
<b>DOKRI TALUKA</b>				
1	GBPS Tatri	413010006	505	11
2	GBPS Karani	413010113	235	4
3	GGPS Vakro	413010020	142	6

# 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    not trained    support staff
male:			
female:			
	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





**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 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:

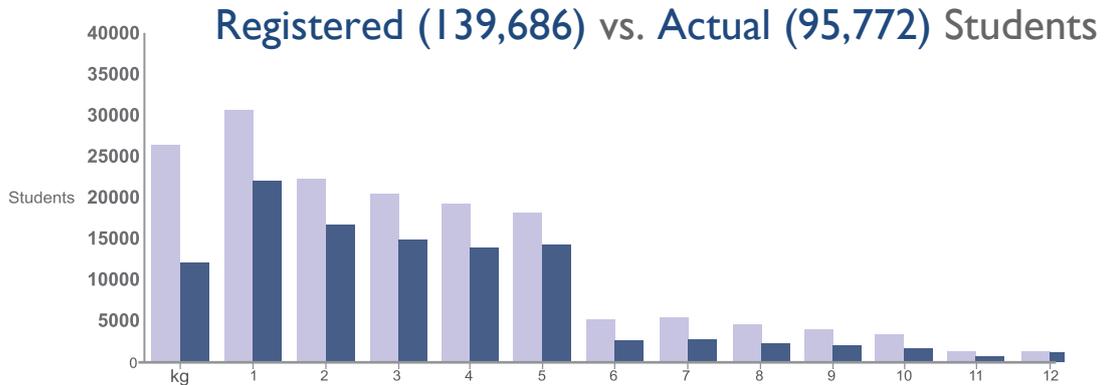
Date:

**Hand Sketch:**



## ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

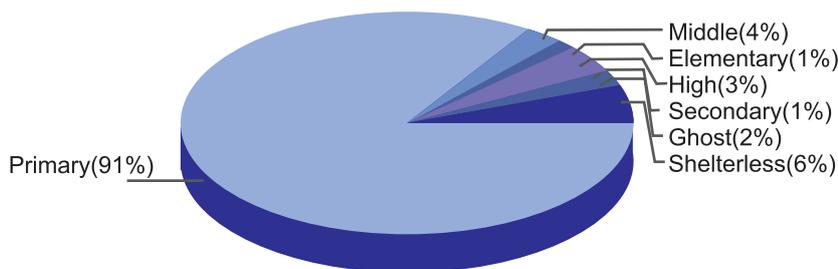
### Enrollment



by Grade	Boys	Girls	Total
<b>Kg</b>	<b>5,943</b>	<b>4,073</b>	<b>10,016</b>
1	19,069	10,991	30,060
2	14,610	8,139	22,749
3	12,832	7,467	20,299
4	11,936	6,734	18,670
5	11,394	6,600	17,994
<b>Grades 1-5</b>	<b>69,841</b>	<b>39,931</b>	<b>109,772</b>
6	3,144	1,304	4,448
7	3,200	1,350	4,550
8	2,902	1,181	4,083
<b>Grades 6-8</b>	<b>9,246</b>	<b>3,835</b>	<b>13,081</b>
9	2,628	684	3,312
10	2,151	533	2,684
<b>Grades 9-10</b>	<b>4,779</b>	<b>1,217</b>	<b>5,996</b>
11	179	245	424
12	166	231	397
<b>Grades 11-12</b>	<b>345</b>	<b>476</b>	<b>821</b>
<b>Total</b>	<b>90,154</b>	<b>49,532</b>	<b>139,686</b>

### Schools

**91% Primary Schools**



**1,228 Primary**  
**55 Middle**  
**16 Elementary**  
**46 High**  
**8 High Secondary**  
**26 Ghost**  
**81 Shelterless**

**1,353 Total Schools**

## Administrator

3,244 Male Teachers  
 462 Female Teachers  
 35 Untrained Teachers  
 3,741 Total Teachers  
 with  
 929 Support Staff  
 for  
 139,686 Total Students  
**1,353** Total Schools

## SMC Functional

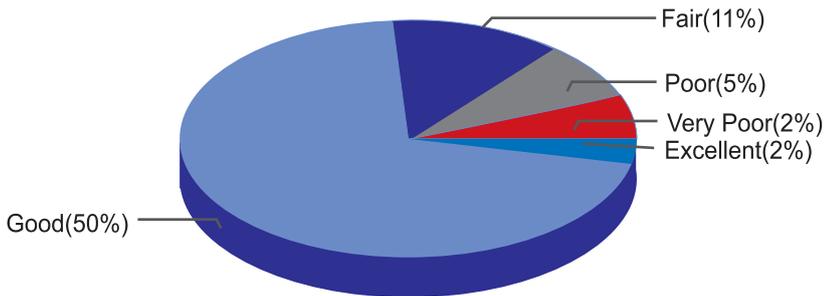
Yes **84%** No **16%**

| Student per **2** Sqft

| Teacher for every **38** Students

## Infrastructure

**5%** in Poor Condition



### Building Condition

28 Excellent  
 680 Good  
 154 Fair  
 66 Poor  
 33 Very Poor  
 392 N/A

**1,353** Total Schools

## DRR Assessment

**1%** Flood Affected

18 Flood Affected  
 7 Industrial Pollution  
 0 Landslides  
 18 River Hazard  
 8 in Indus Kacha  
 2 Other Hazard  
**1,353** Total Schools

