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# SINDH BASIC EDUCATION PROGRAMME

## District Education Profile



JACOBABAD  
March 2013



# Credits

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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.

## 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	2,797 <sup>1</sup> square kilometers
Population - 1998	741,910
Male	382,363
Female	359,547
Sex Ratio (males per 100 females)	106
Population Density	268
Urban Population	543,639
Rural Population	198,271
Average Household Size	6.2
Literacy Ratio (10 +) <sup>2</sup>	37%
Male	58%
Female	15%
Population 1981	1,011,212 <sup>3</sup>
Average Annual Growth Rate (1981 - 98)	2.04%
Administrative Units <sup>4</sup>	
Talukas	3
Union Councils	40

<sup>1</sup> After separation from Kashmore District

<sup>2</sup> For the year 2010-11

<sup>3</sup> Inclusive of Kashmore and Kandhkot Taluka

<sup>4</sup> For the year 2010-11

## 3. DISTRICT OVERVIEW

### 3.1. History and Background

The history of Jacobabad is akin to its surrounding districts i.e. Shikarpur, Sukkur and the newly created district of Kashmore, which remained under the rule of Aryans, Buddhists, and Alexandrians. Jacobabad came under Muslim rule when Muhammad Bin Qasim, after conquering Sehwan and Brahmanabad, took possession of Alore. In 1026 A.D., Mahmood of Ghazni, after reaching Multan, sent his minister (wazir) Abdul Razzaq to conquer Sindh. He took Sehwan and Thatta and drove the Arabs out of the country. Jacobabad like the rest of Sindh afterwards remained under the Kingdom of Delhi<sup>5</sup>.

Later on, the Talpur dynasty ruled this area. Talpurs are a Baloch tribe that settled in Sindh and Punjab. They are descendants of Mir Tala Khan. They arrived in Sindh during the invasion of Nadir Shah. Talpurs settled in northern Sindh, and soon after their descendants and allies formed a confederacy against the Kalhora dynasty. The Talpur dynasty ruled Sindh from 1783 to 1843 and was overthrown by the British East India Company led by General Charles James Napier<sup>6</sup>.

In 1841 A.D. a treaty was signed between the Talpur rulers of Sindh and The East India Company. The town name owes its origin to Brigadier General John Jacob, the then Commandment of Sindh Horse and the first Political Superintendent of the district, who in 1847 was sent to this area to establish British rule after Sir Charles Napier's campaign of 1844-45. During British rule, the town was the administrative headquarters of the Upper Sindh Frontier District of the Bombay Presidency.

John Jacob established a cantonment within the narrow belt belonging to Mirs. The first and the most remarkable thing John Jacob did was the restoration of peace. This was not possible without chastising the outlaws. He dealt with the situation with such a high hand that soon after his arrival, the plunderers were scared off and were brought under control. When peace was restored it was followed by reclamations and development; land growers started coming back to cultivate their lands, followed by businessmen and artisans.

When security was assured, the bazaars started flourishing and soon this town became a trade center. The grain and cattle markets also started functioning in the newly established town<sup>7</sup>.

In 1857, Dil Murad Khoso and Darya Khan Jakhrani were imprisoned and sent away to *Kala Pani* (the cellular jail, also known as Kālā Pāni (Black Water), was a colonial prison situated in the Andaman and Nicobar Islands, India) due to their involvement in the freedom movement. General John Jacob died in December 1858 at Jacobabad and was buried in the Christian cemetery situated in the west of town. His grave and memorial still exists and are now part of the town's heritage.

### 3.2. Location

The district lies between 27°55' to 28°29' north latitudes and 68°00' to 69°44' east longitudes. It is bounded by district Kashmore in the east, Balochistan province in the north, district

<sup>5</sup><http://www.fdsindh.gov.pk/sdssp/TMA%20-%20Jacobabad%20-%20LSU%20Assessment%20Report.pdf>

<sup>6</sup><http://en.wikipedia.org/wiki/Talpur>

<sup>7</sup> A Brief Profile of Jacobabad, Small & Medium Enterprise development Authority, Larkana

Shikarpur and Larkana in the south and district ShahdadKot in the south-west. The total area of the district is 2667.98 square kilometers, and the land lies 51.8 to 52.7 meters above sea level.

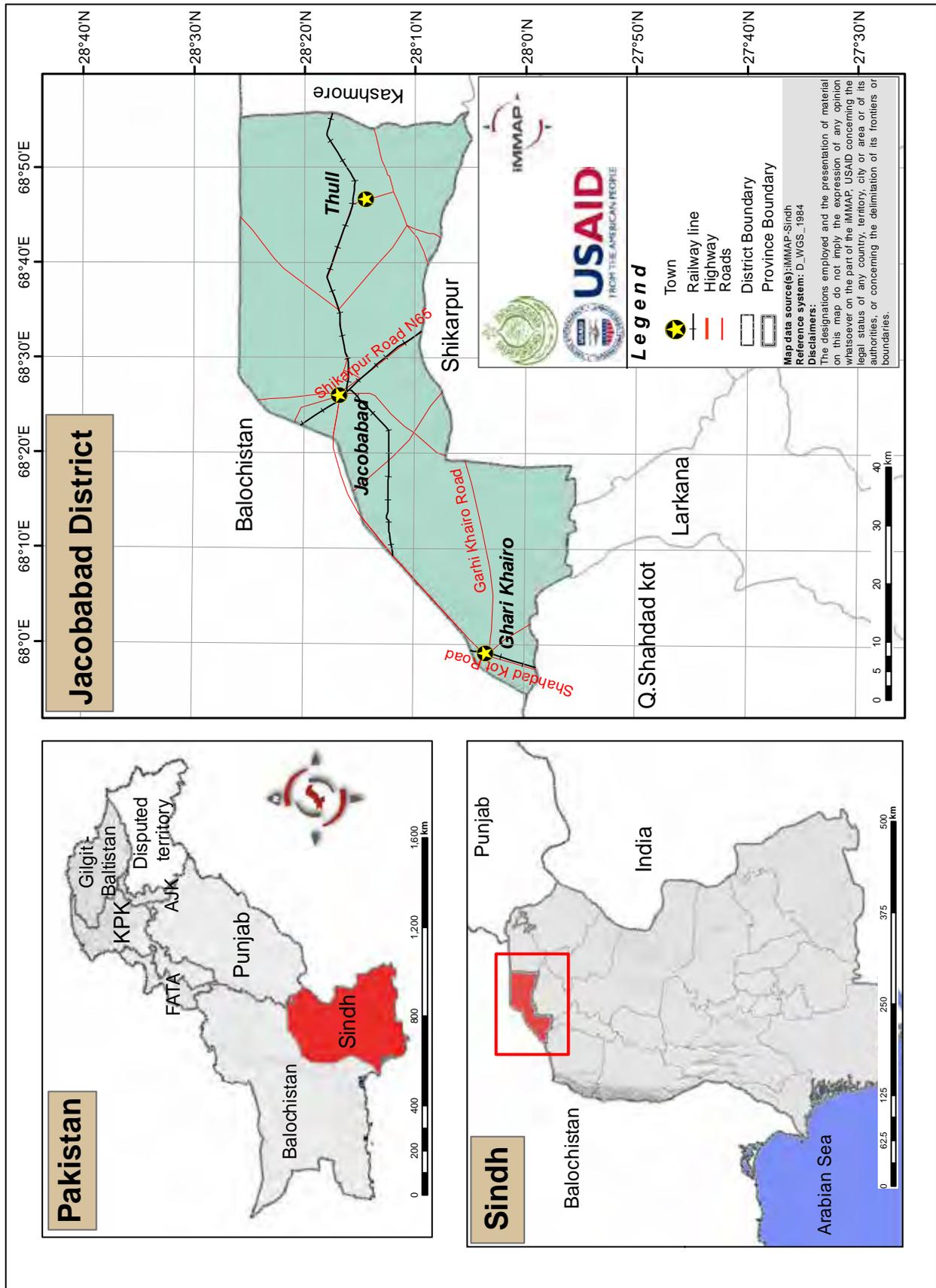
Jacobabad is the third largest airport in the country in terms of area. The Jacobabad airport is one of the few airports in Pakistan that is used jointly for military and commercial flight operations. Also known as PAF Shahbaz, the facility is a Forward Operational Base (FOB) which becomes fully operational during wartime. It is about 300 miles north of Karachi, and is located on the border between Sindh and Balochistan provinces. The Shahbaz Air Base is co-located with the commercial airport in Jacobabad.

District Jacobabad consists of three talukas (administrative units), namely: Jacobabad, Thull and Garhi Khairo. There are 40 union councils in the district.

**Table 7. Taluka summary**

<b>Taluka</b>	<b>Union Councils</b>
Jacobabad	15
Thull	19
Garhi khairo	06
Total	40

Map I. Location overview



### 3.4. Population Characteristics

Pakistan is among those countries where the male population is more than the female population and is one of four countries where life expectancy for females, at birth, is less than that of males<sup>8</sup>. The sex ratio in Jacobabad is 106 males per 100 females. Though there could be other possible reasons for such a difference in the male to female ratio such as, a very high maternal mortality rate<sup>9</sup> (0.5 for Sindh; second highest at the national level), or underreporting of female household members in national surveys. District Jacobabad, like the majority of the other districts in Sindh, is rural by its characteristics and 73<sup>10</sup> percent of the population resides in rural areas.

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

**Table 8. Estimated Population of District Jacobabad for 2010**

AGE GROUP (IN YEARS)	TOTAL			RURAL			URBAN		
	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE
ALL AGES	980,296	513,946	466,350	718,318	377,045	341,273	261,978	136,902	125,077
00 -- 04	160,130	81,732	78,398	122,375	62,477	59,898	37,755	19,255	18,500
05 -- 09	164,342	87,735	76,608	124,484	66,915	57,569	39,858	20,819	19,039
10 -- 14	118,874	66,369	52,505	85,022	48,357	36,665	33,852	18,012	15,841
15 -- 19	97,881	50,106	47,775	68,543	35,190	33,352	29,338	14,915	14,423
20 -- 24	90,870	44,389	46,481	65,470	31,634	33,836	25,400	12,756	12,644
25 -- 29	76,437	39,802	36,635	55,488	28,678	26,810	20,949	11,124	9,825
30 -- 34	59,148	32,036	27,112	42,175	22,674	19,500	16,973	9,362	7,612
35 -- 39	43,658	23,193	20,466	30,974	16,257	14,717	12,684	6,936	5,748
40 -- 44	42,266	21,045	21,221	30,445	15,030	15,415	11,822	6,015	5,806
45 -- 49	33,429	17,584	15,845	24,300	12,711	11,589	9,129	4,873	4,255
50 -- 54	28,928	15,495	13,432	21,162	11,385	9,777	7,766	4,111	3,655
55 -- 59	18,188	9,939	8,249	13,102	7,135	5,966	5,087	2,804	2,283
60 -- 64	18,309	9,834	8,476	13,681	7,404	6,278	4,628	2,430	2,198
65 -- 69	9,453	5,088	4,365	6,925	3,733	3,192	2,528	1,355	1,173
70 -- 74	9,016	4,777	4,239	6,902	3,682	3,220	2,114	1,095	1,019
75 & ABOVE	9,365	4,822	4,543	7,271	3,782	3,488	2,094	1,040	1,055

Source: Estimated from Sindh census, 1998

<sup>8</sup> A profile for District Badin, 2009. South-Asia Partnership Pakistan

<sup>9</sup> Pakistan Demographic and Health Survey, 2006-07: National Institute of Population Studies, Pakistan. pp. 179

<sup>10</sup> Since Jacobabad is divided into two districts, Jacobabad and Kashmore, the population would have been different otherwise.

### (b) Population Growth Pattern

The total population of district Jacobabad in 1998 was 741,910<sup>11</sup>. Jacobabad has an estimated population growth rate of 2.35 percent<sup>12</sup> per annum which implies that the population will double itself in the next 29.78 years<sup>13</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 980,296, showing a 32 percent increase in 12 years from 1998.

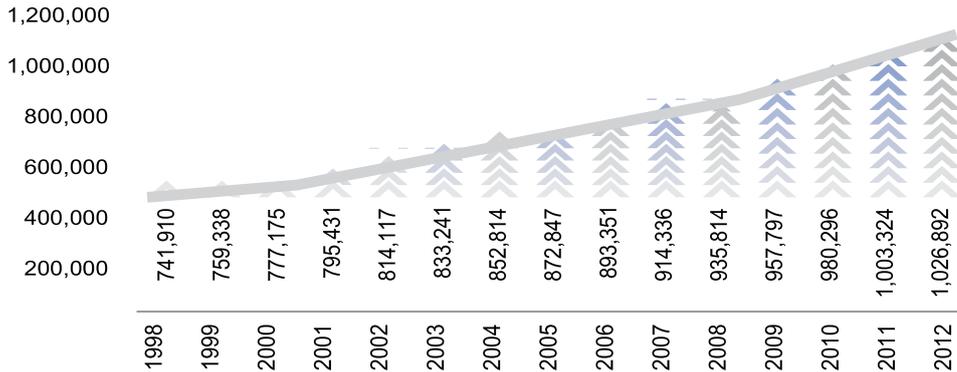


Figure 1. Population growth pattern

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

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

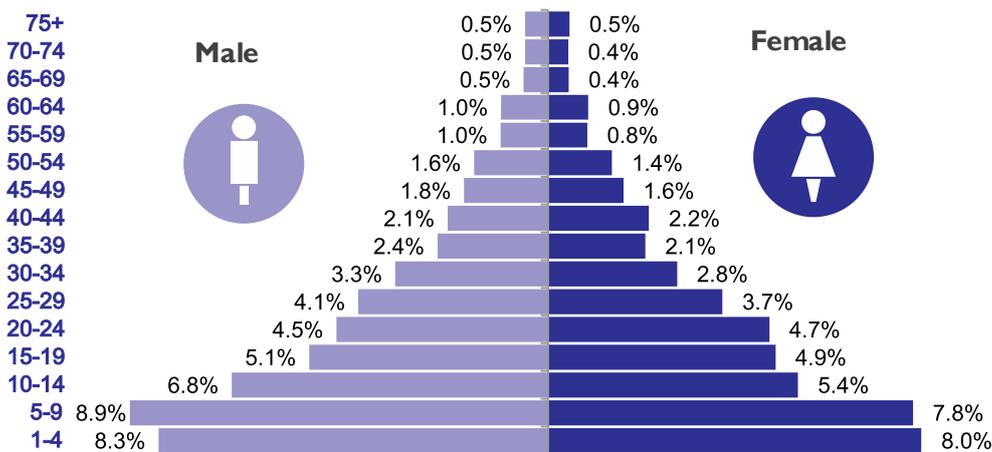


Figure 2. Gender ratio

<sup>11</sup> Population for the Talukas in Jacobabad District for 2010

<sup>12</sup> Estimated for the current administrative setup present in Jacobabad i.e. 3 Talukas using  $r = (P_n/P_0)^{1/12} - 1$

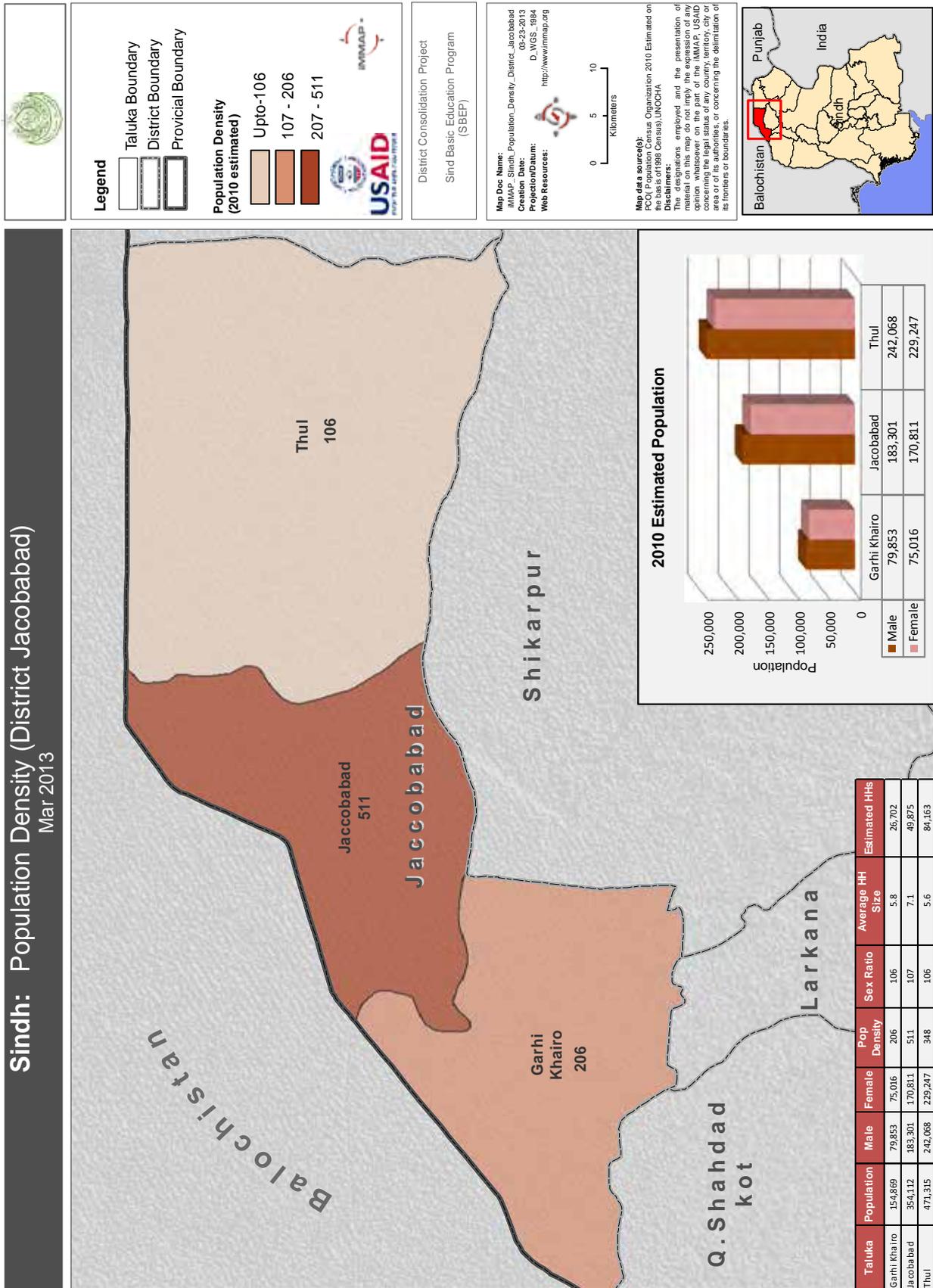
<sup>13</sup> Rule of 70 <http://controlgrowth.org/double.htm>

**Table 9. 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>
GARHI KHAIRO TALUKA	154,869	79,853	75,016	206	106	5.8	26,702
JACOBABAD TALUKA	354,112	183,301	170,811	511	107	7.1	49,875
THUL TALUKA	471,315	242,068	229,247	348	106	5.6	84,163
<b>Total</b>	<b>980,296</b>	<b>505,222</b>	<b>475,074</b>	<b>350</b>	<b>106</b>	<b>6.2</b>	<b>160,740</b>

Source: Estimated from Sindh census, 1998

Map 2. Population density by taluka



The dominant characteristic of the population of this district is its tribal set up. Since ancient times, the residents of this region have been divided by tribes and clans. Previously this region was a Balochi state, Burdica, which was merged by the British in district Jacobabad in 1852. There are about 30 to 35 Baloch tribes residing in this area.

There are more than a dozen feudal lords (locally famous as Sardars) belonging to various tribes and castes dwelling in this district. Influential Sardars belong to Bijarani, Khoso, Malik, Teghani, Sundarani, Mazari, Golo, Mohammadani, Chachar, Jakhrani, Soomro tribes. The most influential tribes are Sundrani, Bijarani, Khoso, Mazari and Soomro. They are active in politics and have been elected as members of the national and provincial assemblies for the last 40 years.<sup>14</sup>

Moreover, a large number of Sindhi speaking Hindus are also residents of this district. The Hindus are well versed in business and have control over the economy. The majority of the population is Muslim (96.3 percent), followed by the Hindus (3.56 percent), and Christians (0.06 percent).

### 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.

Jacobabad district has a history of disasters. In 1999 and 2001 it was hit by drought. Heavy rains and flooding hit the district in 2003, 2010 and 2011 and again in 2012, heavy floods caused damage in this district. The extent of damage was higher in 2010 where a population of 938,659 was affected.

District Jacobabad is prone to natural hazards like floods and heavy rains. The River Indus does not flow directly through the district but flows near the northeast border with Kashmore (previously a part of Jacobabad) district where it overflows in the monsoon season and inundates land to the east. The Begari canal is considered as an advantage to the district but canal breaches make people vulnerable to flood hazards. In addition, breaches in the other small canals and water channels, which mostly occur during heavy rain, also make 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 the vicious cycle of poverty.

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

#### **Table 10. Hazard matrix of Jacobabad district**

<sup>14</sup> A Brief Profile of Jacobabad, Small and Medium Enterprise development Authority, Larkana

## District Jacobabad Education Profile

<b>Hazard</b>	<b>Frequency</b>	<b>Area affected/union councils</b>	<b>Severity/Force</b>	<b>Year<sup>15</sup></b>
Floods	Seasonal	Entire district	High	2010,2011, 2012
Heavy rains	Monsoon	Whole district	High	2003,2011, 2012
Epidemics	Seasonal	Entire Jacobabad	Low	Every year
Droughts	Rare	Whole district	Low	1999,2001
Earthquake	Rare	Whole district	Low	----
Transport accidents	Often	Whole Jacobabad	Low	Every year

<sup>15</sup> It is to be remembered that Kashmore District was created in 2004 and previously it was a part of Jacobabad therefore disasters before 2004 should be seen in terms of whole district Jacobabad inclusive of Kashmore.

### 3.6. Education Highlights

Literacy Rate (10 years and above)	37%
Adult Literacy Rate (15 years and above)	36%
GPI Primary	0.64
GPI Middle	1.18
GPI Secondary	0.38
GPI Higher Secondary	0.56
Population that has ever attended School	38%
Male	58
Female	15
Population that has completed primary level or higher	29%
Male	45
Female	12
Student Teacher Ratio	34%
Primary	37
Middle	18
Secondary	24
Higher Secondary	39

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

The education status is quite poor in Jacobabad. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, the overall literacy rate (for the population of 10 years and above) for the district is 37% (Male: 58%, Female: 15%). For the urban rural comparison, the urban literacy rate is higher than the rural, which is 57% (Male: 73%, Female: 44%); whereas the rural literacy rate is 31%, (Male: 53%, Female: 7%). The Adult literacy rate (for the population of 15 years and above) is 32%. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, Gross Enrolment Rate<sup>16</sup> (GER) at the primary level in Jacobabad is 68% (Male: 86%, Female: 47%), while in the urban community it is 92% (Male: 98%, Female: 85%) and in the rural community it is 63% (Male: 84%, Female: 37%). Net Enrolment Rate<sup>17</sup> (NER) at the primary level is 46% (Male: 55%, Female: 35%). In the urban community it is 63% (Male: 63%, Female: 63%) and in the rural community it is 42% (Male: 53%, Female: 28%). Table 5 shows details of the Gross and Net Enrolment Rates by Rural, Urban and Gender at different levels.

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

Urban/ Rural/ District	Gender	Gross Enrolment Rates			Net Enrolment Rates		
		Primary Group (5-9)	Middle Group (10-12)	Matric Group (13-14)	Primary Group (5-9)	Middle Group (10-12)	Matric Group (13-14)
Urban	Male	98%	52%	63%	63%	27%	30%
	Female	85%	56%	40%	63%	34%	25%
	Total	92%	54%	52%	63%	30%	27%
Rural	Male	84%	35%	31%	53%	17%	9%
	Female	37%	4%	7%	28%	2%	5%
	Total	63%	22%	23%	42%	10%	7%
Total	Male	86%	39%	38%	55%	19%	13%
	Female	47%	16%	18%	35%	9%	11%
	Total	68%	28%	30%	46%	14%	12%

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

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

<sup>16</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>17</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 district Jacobabad, the survey was carried out from 4 December, 2012 to 15 January, 2013. A field team of 19 members was involved in the survey activities. The team members included a District Coordinator, an Administration Officer, seven Civil Engineers, seven GIS Officers, an enumerator, one Information Management officer and one Data entry Operator. GIS officers acted as enumerators and also assisted with data entry.

In order to ensure an efficient assessment, a detailed work plan was prepared in consultation with the District Education Officials. Before the start of the survey, 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 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 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

Aside from a large number of demonstrations, there have been relatively few incidents reported from Jacobabad. The district has criminal groups involved in highway robberies including some cases of abduction.

During the survey, thirteen demonstrations, one tribal killing and one abduction, were reported from Jacobabad.

The overall threat level to International Non-Governmental Organisation (INGO) staff in Jacobabad is considered MODERATE. In order to keep a low profile, iMMAP field teams, consisting of local staff, preferred to operate without armed security. Tribal tensions were reported as the main cause of insecurity for iMMAP field teams operating in Jacobabad. The teams were unable to survey a few schools due to security concerns, tribal clashes and non-accessibility to schools.

At the community level, iMMAP staff, through the education supervisors, contacted School Management Committee (SMC) members, retired teachers, villages volunteers and local influential persons regarding the date and time of visit to each school. All female schools were surveyed with the active support of SMCs and local community members/village volunteers. In Jacobabad, four areas/union councils were considered security risk areas due conflict among tribal communities. In these 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

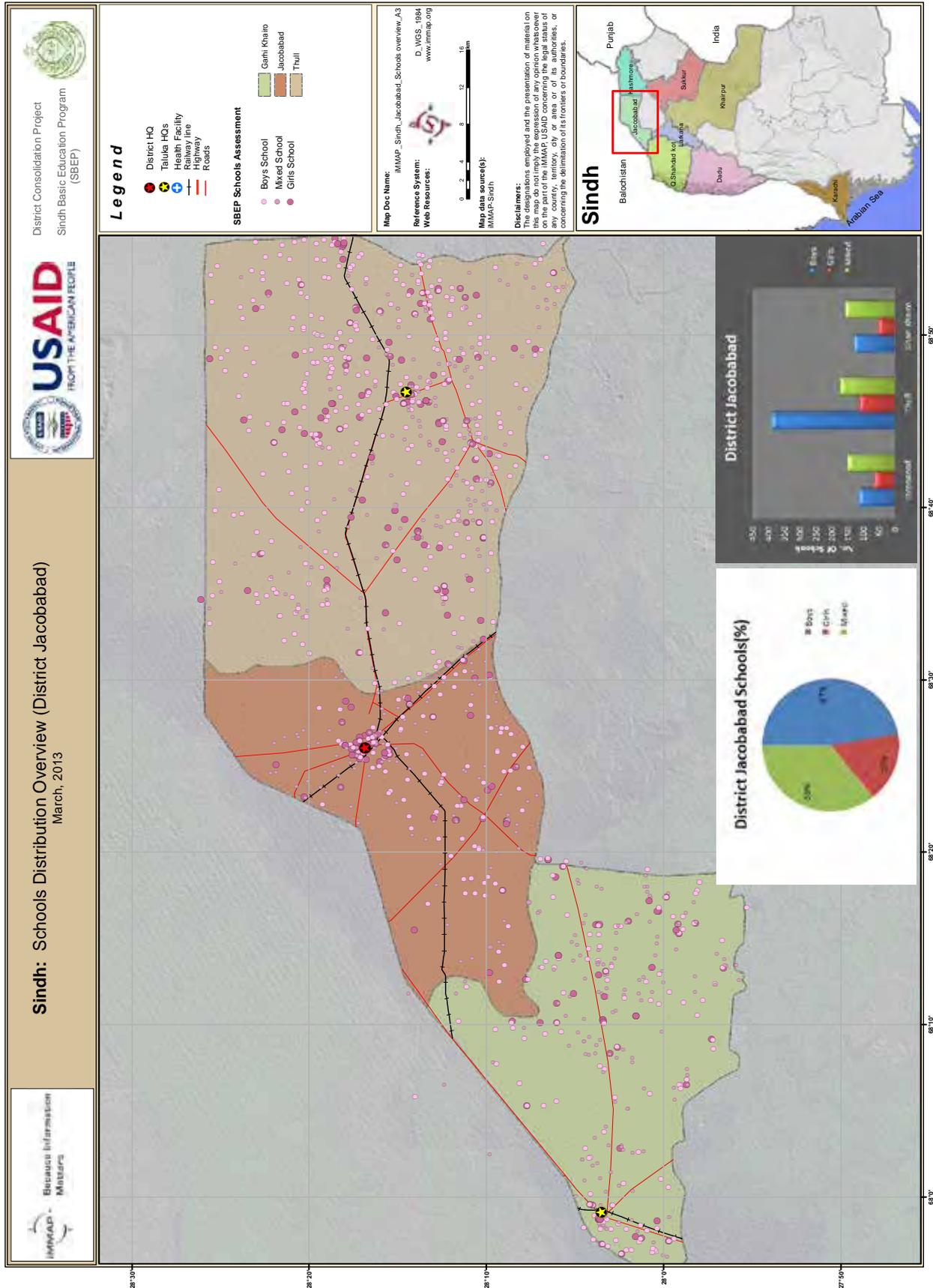
Information of all the schools surveyed is available on the Management Information System (MIS) website developed as part of this project and can be found at <http://sbep.gos.pk/>. A summary of indicators determined during the survey is also available on the website, which is attached as Annex B of this 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 the 1,561 public schools (448 boys, 278 girls and 835 mixed schools) mentioned in the RSU database, 1,392 schools were surveyed in the district, out of which 648 were boys, 238 girls and 506 were mixed schools. The total enrolment of district Jacobabad was found to be 157,077 against 162,808 students as reported in the RSU database. The current survey shows enrolment of 89,940 males and 67,137 females while according to the RSU database, 99,953 male and 62,855 female students are enrolled in all the public schools of Jacobabad. A total of 3,848 teachers (3,134 males and 714 females) were found during the survey whereas RSU has reported 4,774 (3,765 male and 1,009 female) teachers. The remaining schools were not assessed due to security concerns, tribal clashes, or non-accessibility.

Map 3. School distribution overview



### 4.3.2. Primary schools

Out of the 1,456 primary schools (421 boys, 251 girls and 784 mixed schools) found in the database of RSU, 1,299 primary schools were surveyed in the district out of which 605 were boys, 214 girls and 480 mixed schools. The survey identified a large discrepancy between the number of boys' schools reported by the RSU database and the actual number of boys' schools in the district. Similarly, the total enrolment in the assessed primary schools of district Jacobabad was found to be 128,359 against 132,758 students as reported in the RSU database. The current survey shows primary level enrolment of 72,118 males and 56,241 females while according to the RSU database, 81,001 male and 51,757 female students are enrolled in the government primary schools of Jacobabad. A total of 2,859 teachers (2,344 males and 515 females) were found during the survey whereas RSU has reported 3,580 (2,851 male and 729 female) teachers.

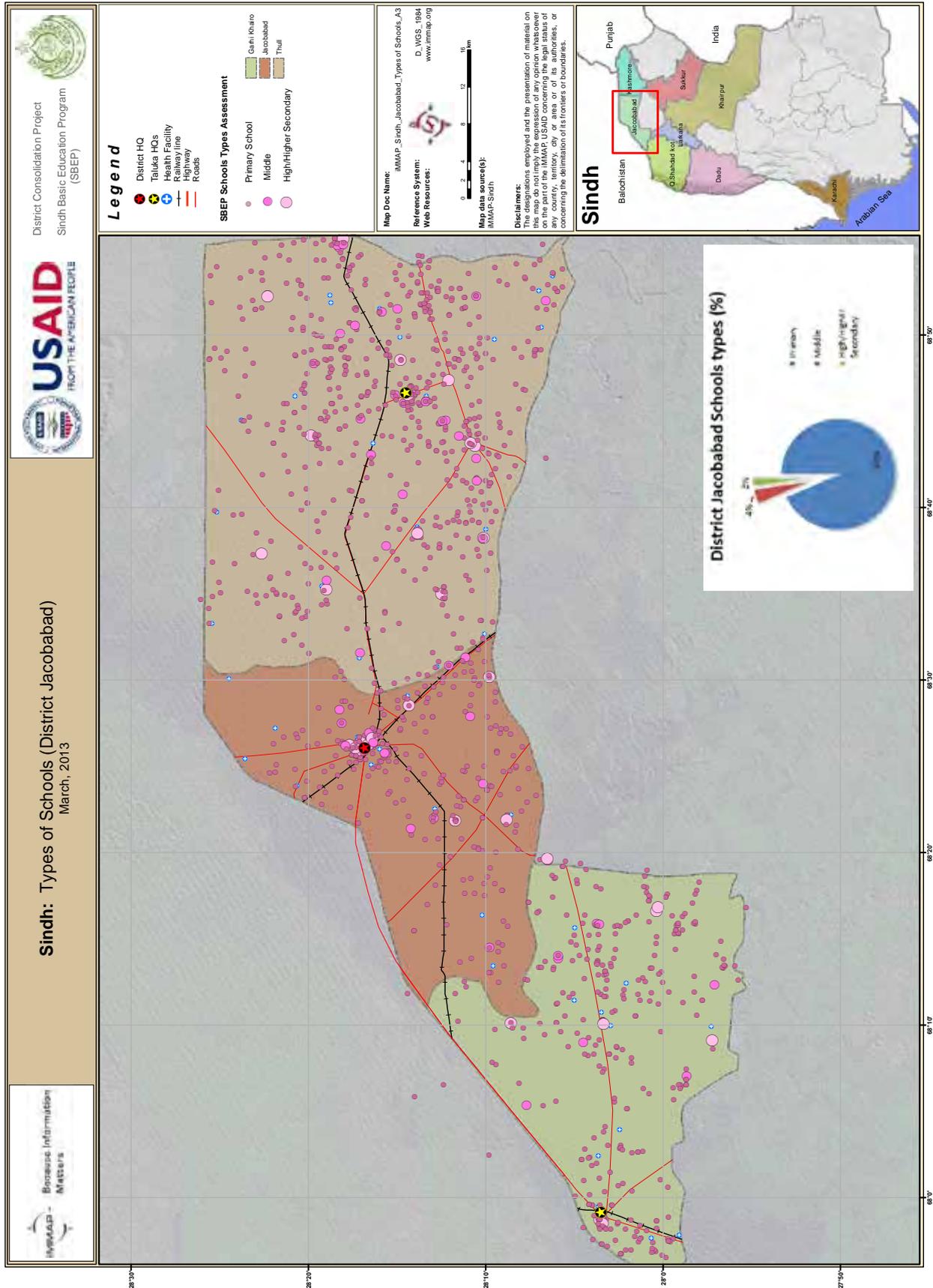
### 4.3.3. Middle schools

Out of 69 middle schools (14 boys, 21 girls and 34 mixed schools) mentioned in the RSU database, 59 middle schools were surveyed in the district, out of which 22 were boys, 18 girls and 19 mixed middle schools. The total enrolment in the assessed middle schools of district Jacobabad was found to be 6,161 against 7,210 students as reported in the RSU database. The current survey shows enrolment, at the middle school level, of 2,795 males and 3,366 females while according to the RSU database, 3,314 male and 3,896 female students are enrolled. A total of 216 teachers (167 males and 49 females) were found during the survey whereas RSU has reported 411 (258 male and 153 female) teachers in all the government middle schools of the district.

### 4.3.4. Secondary/Higher Secondary schools

Out of the 36 high schools, including 9 higher secondary schools, mentioned in the database of RSU, 34 high schools were surveyed in the district. The total enrolment in the assessed high and higher secondary schools of district Jacobabad was found to be 22,557 against 22,840 students as reported in the RSU database. The current survey shows high and higher secondary schools level enrolment of 15,027 males and 7,530 females while according to the RSU database, 15,638 male and 7,202 female students are enrolled. A total of 773 teachers were found during the survey whereas RSU has reported 783 teachers in all the government high and higher secondary schools in the district.

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.

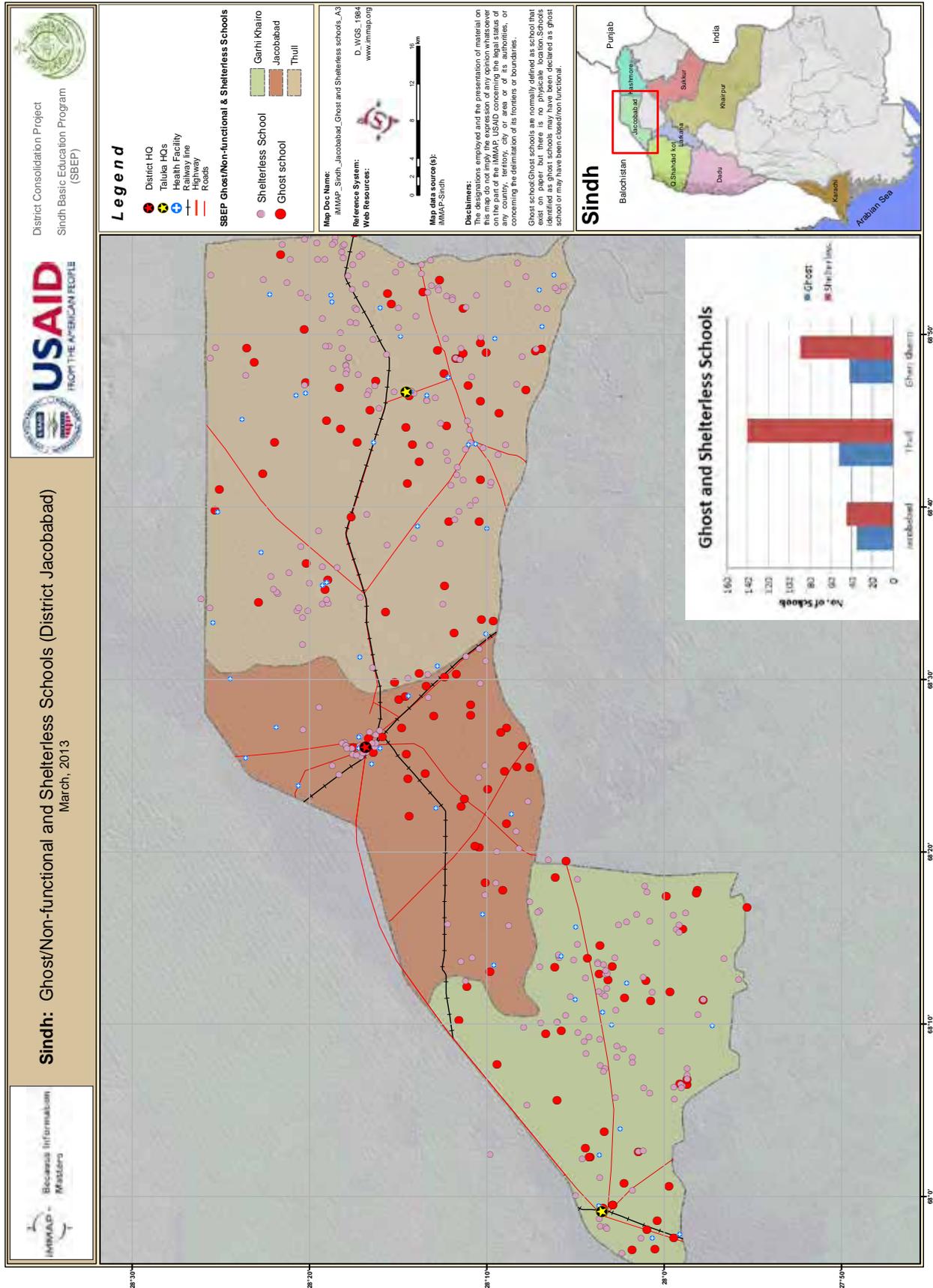
#### 5. **Shelter-less school**

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

<b>Taluka</b>	<b>Closed</b>	<b>Ghost</b>	<b>Shelter less</b>
Jacobabad	62	35	46
Thull	134	54	142
Garhi Kairo	20	41	89
<b>Total</b>	<b>216</b>	<b>130</b>	<b>277</b>

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

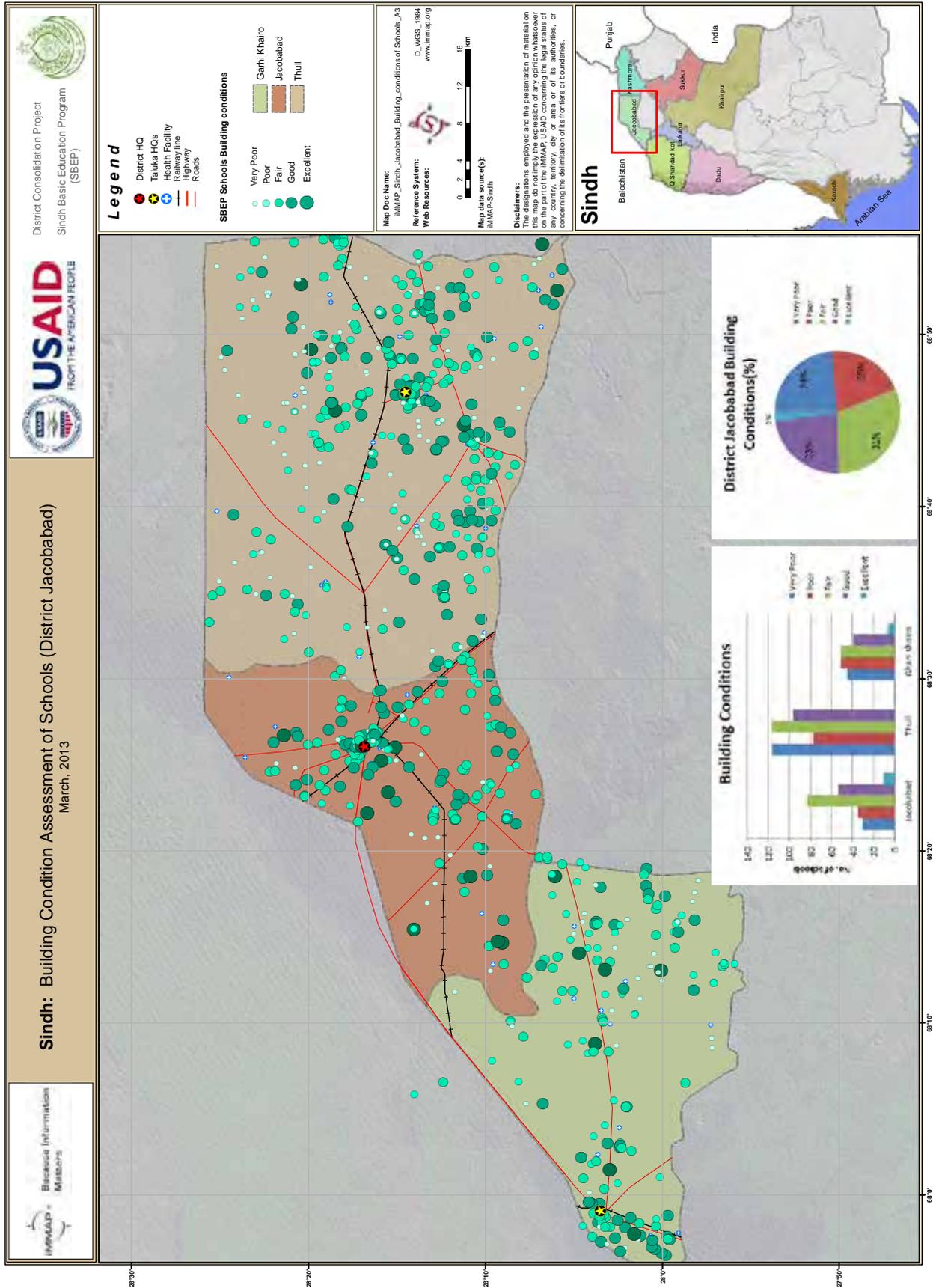


### 4.3.6. Infrastructure

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.

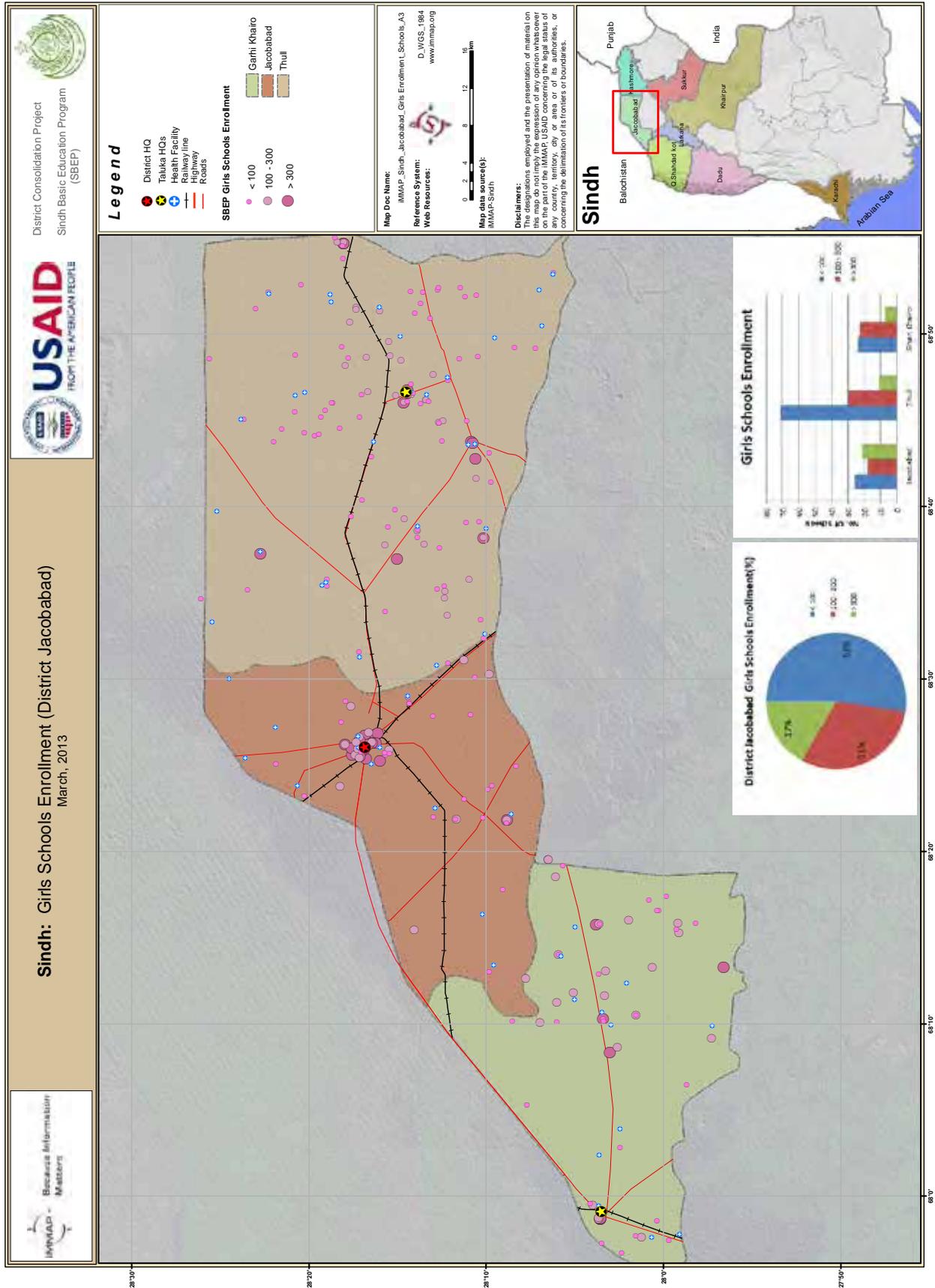


### 4.3.8. School enrolment

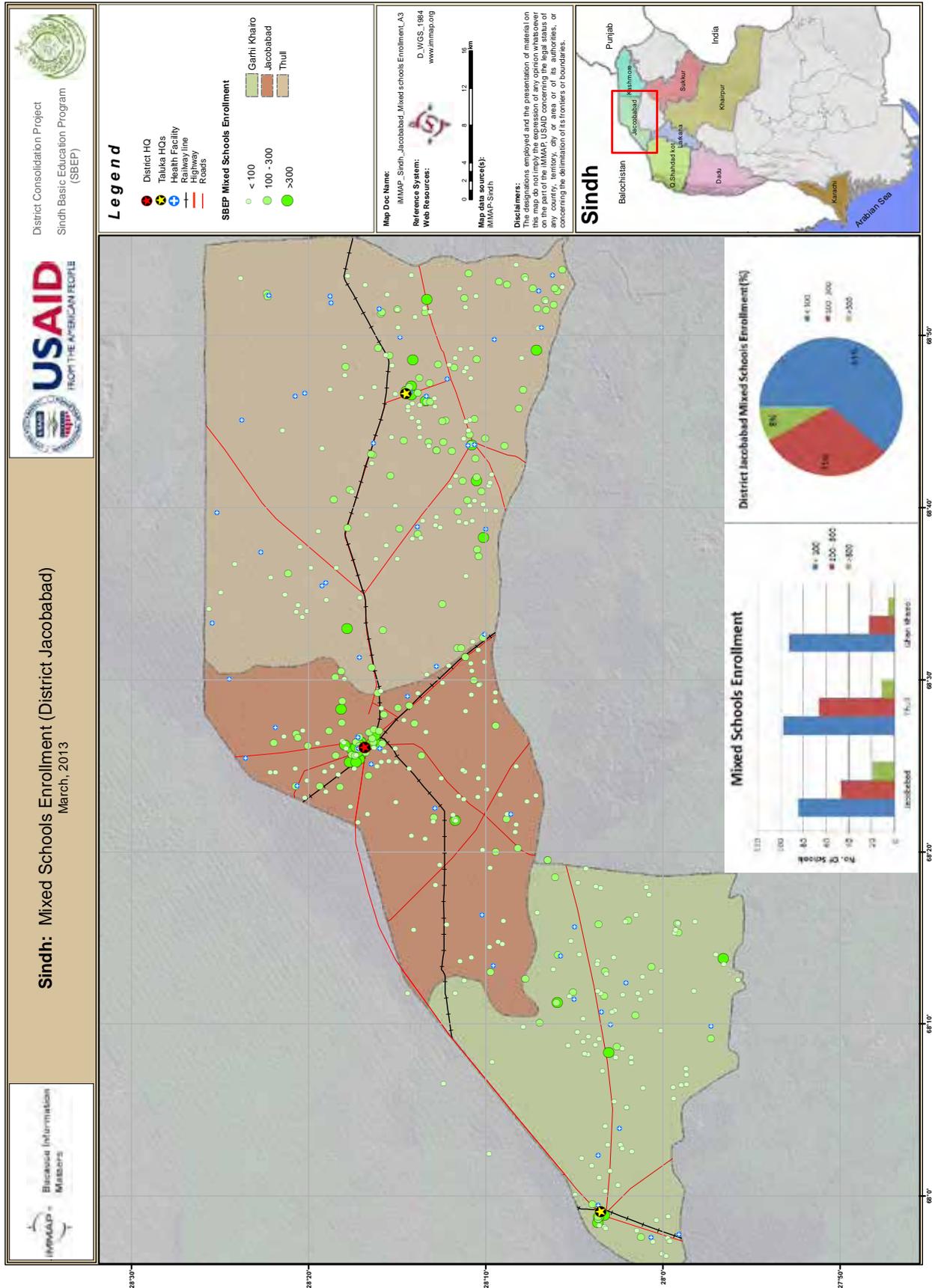
The survey provides information on enrollments in the public schools of district Jacobabad. It also provides the registered students' and actual students' enrollment information which gives an indication of the percentage of students attending the school. The information of registered students was recorded 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 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.

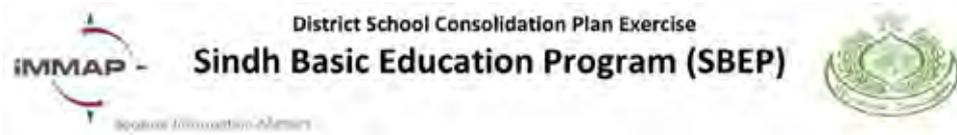
It should be noted again that schools recommended does not necessarily mean that consolidation or reconstruction will take place at these locations. Engineering, political and community considerations need to be taken into account and each recommendation will be

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**

S.No.	Name of proposed school	SEMIS Code	Number of Students enrolled	No. of Teachers in proposed school
<b>JACOBABAD TALUKA</b>				
1	GBHS Khan Panhwar	412020397	300	18
2	GBHS Hamidia	412020393	1867	52
3	GGLSS QadirPur	412020381	70	01
4-a	GGPS Abad	412020226	211	02
4-b	GBLSS Abad	412020374	113	05
<b>THUL TALUKA</b>				
1	GBHS BahooKhoso	412030756	237	13
2	GBHS KhudaBuxNoonari	412030757	134	24
3	GBHSS SardarSohrab Khan Sarki	412030766	885	23
4	GBHS Abdul QadirKhoso	412030761	180	13
<b>GARHI KHAIRO TALUKA</b>				
1	GBHS PunhooBhatti	412010386	153	15
2	GBLSS Hasul Khan Jamali	412010378	130	10
3	GBPS DodaPur	412010245	542	18
4	GBPS Syed Mazhar Ali Shah	412010341	230	1
5	GBHS GarhiKhairo	412010390	822	34
6	GGHSS GarhiKhairo	412010389	714	15

# 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"/>
<i>Name &amp; SEMIS Code(s):</i>			
<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:**      **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:

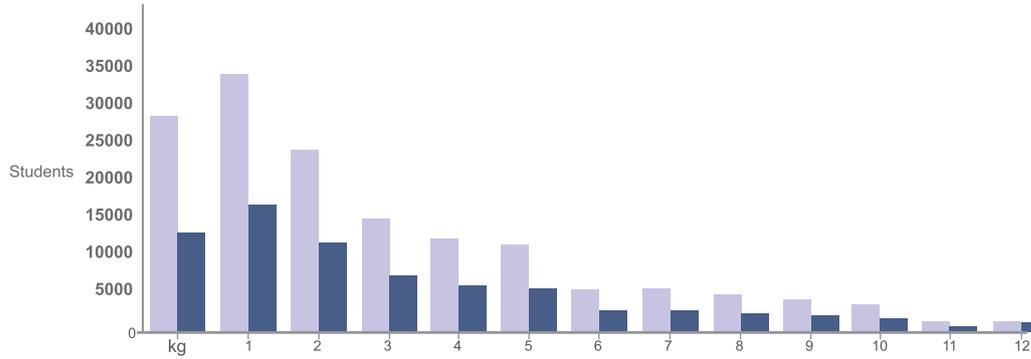
Date:

**Hand Sketch:**



## ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

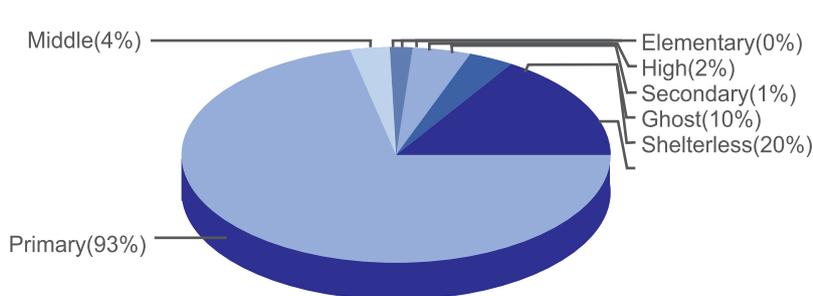
### Enrollment



by Grade	Boys	Girls	Total
<b>Kg</b>	<b>12,004</b>	<b>16,025</b>	<b>28,029</b>
1	18,963	15,105	34,068
2	13,687	9,877	23,564
3	8,763	6,164	14,927
4	8,071	4,233	12,304
5	7,327	4,010	11,337
<b>Grades 1-5</b>	<b>56,811</b>	<b>39,389</b>	<b>96,200</b>
6	3,093	2,289	5,382
7	3,625	1,995	5,620
8	2,947	1,659	4,606
<b>Grades 6-8</b>	<b>9,665</b>	<b>5,943</b>	<b>15,608</b>
9	2,839	1,096	3,935
10	2,708	792	3,500
<b>Grades 9-10</b>	<b>5,547</b>	<b>1,888</b>	<b>7,435</b>
11	1,025	245	1,270
12	1,033	255	1,288
<b>Grades 11-12</b>	<b>2,058</b>	<b>500</b>	<b>2,558</b>
<b>Total</b>	<b>86,085</b>	<b>63,745</b>	<b>149,830</b>

### Schools

**93% Primary Schools**



**1,258 Primary**  
**56 Middle**  
**2 Elementary**  
**25 High**  
**7 High Secondary**  
**129 Ghost**  
**275 Shelterless**  
**1,348 Total Schools**

## Administrator

2,980 Male Teachers  
 659 Female Teachers  
 44 Untrained Teachers  
 3,683 Total Teachers  
 with  
 763 Support Staff  
 for  
 149,830 Total Students  
**1,348 Total Schools**

## SMC Functional

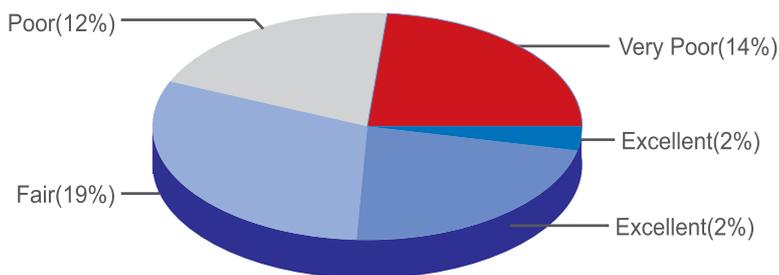
Yes **75%** No **25%**

| Student per **2** Sqft

| Teacher for every **4** | Students

## Infrastructure

**12%** in Poor Condition



### Building Condition

24 Excellent

188 Good

255 Fair

163 Poor

192 Very Poor

526 N/A

**1,348 Total Schools**

## DRR Assessment

**76%** Flood Affected

1,029 Flood Affected  
 3 Industrial Pollution  
 0 Landslides  
 0 River Hazard  
 0 in Indus Kacha  
 0 Other Hazard

**1,348 Total Schools**

