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SINDH BASIC EDUCATION PROGRAMME

District Education Profile

DADU
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.

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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 MAZHAR-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 (2010)	8,097.71 Sq.Kms.
Population - 1998	1,106,717 persons
Male	574,487 (51.91 %)
Female	532,230 (48.09 %)
Sex Ratio (males per 100 females)	107.9
Population Density (2010 est)	189 per Sq. Km
Urban Population	316,497 (20.70 %)
Rural Population	1,212,182 (79.30%)
Average Household Size	5.4
Literacy Ratio (10 +) 2010-11	65.00%
Male	79.00%
Female	49.00%
Population - 1981 (For Current 4 Talukas)	801,068 persons
Average Annual Growth Rate (1981 - 98)	2.73%
Administrative Units (2010)	
Talukas	4
Union Councils	52

3. DISTRICT OVERVIEW

3.1. History and Background

Dadu district was created, in 1933, by the British Indian administration by merging Kotri and Kohistan talukas of Karachi district and Mehar, Khairpur Nathan Shah, Dadu, Johi and Sehwan talukas of Larkana district¹. Dadu and its surrounding areas (i.e. Sehwan, Johi and Mehar, etc.) has been historically significant for two main reasons; it has been the border between political domains of the rulers of the states of Sindh and Balochistan; and secondly, Dadu has been along the route of caravans travelling along the Indus. Khudabad village of district Dadu had remained the capital of the Kalhora dynasty until as late as 1768 A.D.

After the Independence of Pakistan, the people belonging to the Hindu community migrated to India and their properties were given to Muslims who had come from India. The Indus Highway was also constructed after Independence. From 1991 up to 14th December 2004, Dadu remained the largest district in Sindh, before it was bifurcated and a new district of Jamshoro was created on 13/12/2004. At present, district Dadu comprises of four talukas, namely Dadu, Johi, Mehar and Khairpur Nathan Shah (K.N.Shah)².

3.2. Location

Dadu district is located in the west of Sindh province and is bounded in the north by district Kamber Shahdadkot, in the east by district Larkana and Shaheed Banizeerabad, in the west by the Kirther range of mountains and Balochistan, and in the south by district Jamshoro. The district lies at 26° 6' 35" to 27° 26' 20" north latitude and 67° 7' to 68° 2' 17" east longitude. The River Indus flows north to South along the eastern boundary of the district. Manchar is a large lake in the district and is used for fish breeding and as a natural reservoir. The Khirthar National Park, located in district Dadu, is reserved for wildlife preservation. The temperature, in summers, is recorded between 85°F to 90°F. Dadu, Mehar, Khairpur Nathan Shah, and Johi talukas form an extremely hot belt due to the direction of sea breezes from west to east over the Bagho-Thoro mountains near Laki Shah Saddar³. District Dadu consists of four talukas, named: Dadu, Johi, Mehar and K.N.Shah. There are 46 union councils in the district.

Table I. Taluka summary

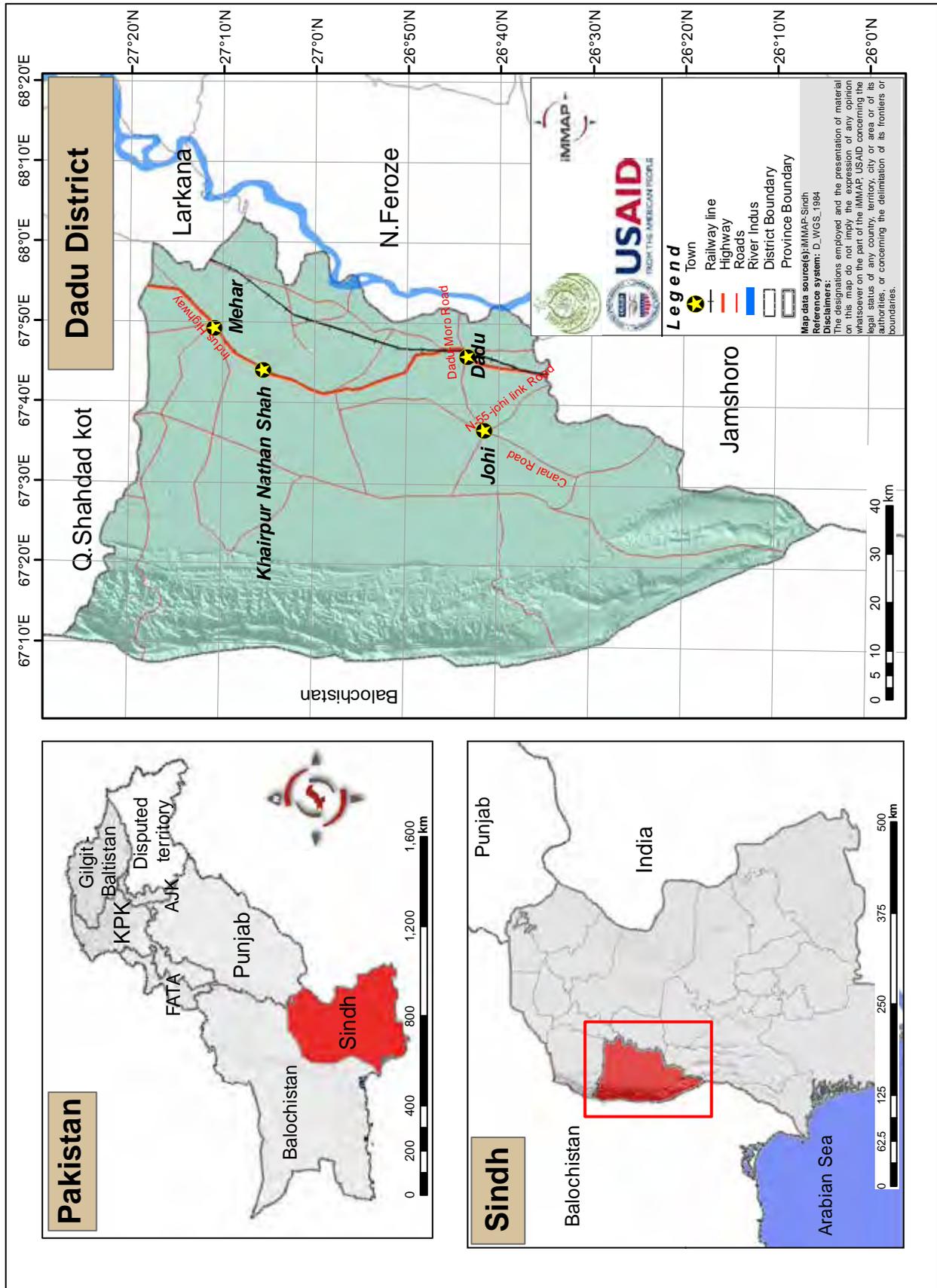
Taluka	Union Councils
Dadu	15
Johi	10
Mehar	15
K.N. Shah	12
Total	52

¹ http://en.wikipedia.org/wiki/Dadu_District

² A Brief Profile of Dadu, Small & Medium Enterprise development Authority, Government of Pakistan

³ <http://sindhdevelopmentinstitute.blogspot.com/2005/03/dadu-economic-profile.html>

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 female, at birth, is less than that of males⁴. The sex ratio in Dadu is 108 males per 100 females, which is more than the ratio at the National level that is 106⁵. 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 rate⁶ and poor health care at the district and provincial level⁷ are likely to be instrumental for this difference. District Dadu, like majority of the other districts in Sindh, is rural by its characteristics and 79.3 percent of the population resides in rural areas.

(a) Estimated Population of District Dadu

Table2. Estimated Population of District Dadu for 2010

AGE GROUP (IN YEARS)	TOTAL			RURAL			URBAN		
	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE	BOTH SEXES	MALE	FEMALE
ALL AGES	1,528,679	793,524	735,155	1,212,182	630,323	581,859	316,497	163,200	153,296
00 -- 04	248,038	124,671	123,367	197,932	99,028	98,905	50,106	25,643	24,462
05 -- 09	254,129	136,122	118,008	203,376	109,339	94,037	50,754	26,783	23,971
10 -- 14	180,712	103,376	77,336	142,256	82,403	59,853	38,456	20,973	17,483
15 -- 19	155,316	77,770	77,546	120,762	60,527	60,235	34,554	17,242	17,311
20 -- 24	144,197	68,227	75,970	113,604	53,976	59,628	30,592	14,251	16,342
25 -- 29	117,981	60,226	57,755	92,974	47,480	45,494	25,008	12,746	12,262
30 -- 34	91,344	47,907	43,437	71,846	37,384	34,461	19,498	10,523	8,976
35 -- 39	71,861	37,937	33,924	57,200	30,137	27,063	14,661	7,800	6,861
40 -- 44	66,573	32,383	34,191	52,805	25,554	27,251	13,769	6,829	6,940
45 -- 49	52,035	27,359	24,676	41,134	21,578	19,556	10,901	5,781	5,120
50 -- 54	43,681	22,915	20,766	35,047	18,508	16,539	8,634	4,408	4,227
55 -- 59	28,172	15,129	13,043	22,174	11,871	10,303	5,999	3,258	2,740
60 -- 64	29,855	16,088	13,767	24,204	13,110	11,094	5,651	2,978	2,673
65 -- 69	15,759	8,488	7,271	12,625	6,796	5,829	3,134	1,692	1,442
70 -- 74	14,235	7,434	6,801	11,836	6,279	5,557	2,399	1,155	1,245
75 & ABOVE	14,789	7,493	7,296	12,408	6,355	6,053	2,381	1,138	1,243

Source: Estimated from Sindh census, 1998

⁴ A profile for District Badin, 2009. South-Asia Partnership Pakistan

⁵ Labour Force Survey 2010-11: *Pakistan Bureau of Statistics*

⁶ 0.5 for Sindh, Pakistan Demographic and Health Survey, 2006-07: National Institute of Population Studies, Pakistan. pp. 179

⁷ Mean distance from hospital/dispensary is 12 km for Sindh: Pakistan Mouza Statistics, Table 15

(b) Population Growth Pattern

The total population of the district, in 1998, was 1,106,717⁸. The population of district Dadu has an estimated growth rate of 2.73% per annum, which means that the population will double itself in 25.64 years⁹ from 1998. 44.67 percent of the population is below 15 years of age and 2.93 percent is 65 years or above. The estimated population for 2010 is 1,528,679, showing a 38% increase in 12 years from 1998.

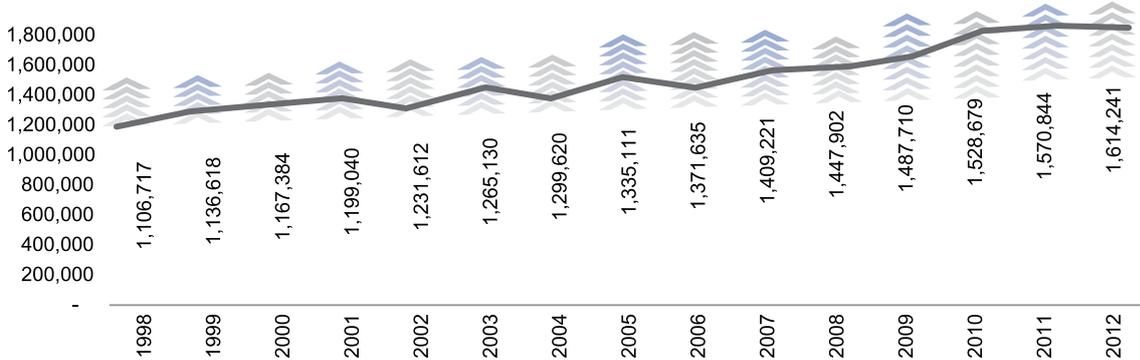


Figure 1. Population growth pattern

(c) Population Distribution by Age and Gender

Out of the total population, 52 percent are males and 48 percent are females. The largest cohort of population is 5-9 years, which decreases with every 5 years interval. The total population in this cohort is 254,129. Besides the age groups 20-24 and 40-44, in the rest of the age groups, the male population out numbers the female population.

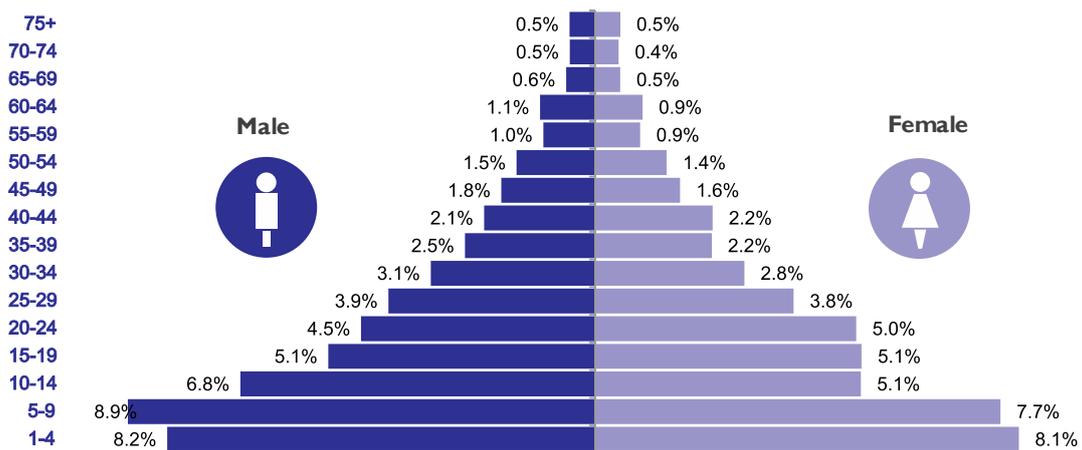


Figure 2. Gender ratio

⁸ for 4 Talukas

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

Table 3. Population Details by Taluka

Taluka	Population	Male	Female	Pop Density	Sex Ratio	Average HH Size	Estimated HHs	UCs
DADU	480,853	249,794	231,060	581	108	5.5	87,428	15
JOHI	240,436	126,106	114,330	66	110	5.2	46,238	10
KHAIRPUR NATHAN SHAH	356,557	184,668	171,889	135	107	5.3	67,275	12
MEHAR	450,833	232,676	218,157	449	107	5.6	80,506	15
Total	1,528,679	793,244	735,435	189	108	5.4	281,446	52

Source: Estimated from Sindh census, 1998

District Dadu also has deep rooted cultural values. The dress of men and women are simple and vary according to season. Men wear mostly cotton *shalwar* and *kameez* in summer and silk or woolen clothes in winter. Females wear loose *shalwar kameez*. For the purpose of *purdah* women wear *burkas* and some wear *chaddar*. Mostly on festivals women wear *Saari* and *gharries* of Punjabi style. Women traditionally wore gold and silver ointments¹⁰.

Dadu is a famous hill station of Sindh. The most famous places in Dadu are Amri, Khudabad, Kotri, Mancher Lake and Sehwan. The first hill station, developed in Sindh, is Gorakh Hill located in Dadu district. Mancher Lake is the largest lake in Pakistan and in south Asia, and is a famous place for tourists. The majority of the population is Muslim at 97.49%, followed by Hindus 2.05% and Christians at 0.37% of the population. The common spoken languages are Sindhi (50.0%) and Seraiki (43.33%). Other languages spoken in the district are Urdu 2.56%, Punjabi 1.17% and Balochi 0.42%¹¹.

Dadu is a politically lively district, which has produced politicians such as Pir Illahi Bux, G.M. Syed and Abdul Hameed Khan Jatoi. Dadu has long been a bastion of the Pakistan People's Party (PPP) but the party ceded ground to former chief minister, Liaquat Ali Jatoi, who grabbed the province's top slot during Nawaz Sharif's second term in office and later joined forces with the Chaudhrys of Gujrat to become a federal minister¹².

In the last general elections of 2008, both seats of of the National Assembly from this district were won by the Pakistan People's Party (PPP)¹³.

3.5. Hazard Analysis

The district is prone to various natural hazards. The River Indus flows north to south along the eastern boundary of the district. The District is flanked by the Khirthar range with a highest elevation of 6,878 ft. in the West. This topography makes the district vulnerable to riverine and torrential floods. Dadu was consecutively hit by heavy floods in 2010, 2011 and again in 2012. The relative severity of floods was ranked as high in district Dadu¹⁴.

Vulnerable points of the district are L.S. Bund, Mile 58/3 near Patt Village Taluka Dadu, Larkana-Sehwan (L.S.) Bund, Mile 77/2 at Siyal Village near Dadu –Moro, L.S Bund, Mile 78/3 at Aminani Village Taluka Dadu, Flood Protective (F.P) Bund, Zero Point (RD-0(1200 ft)), F.P Bund, RD-50, F.P Bund, RD-147 (800 ft), F.P Bund, RD-211, Main Nara Valley Drain (MNV), RD 0 to 335 (67 miles), Superio Bund, Reduced Distance (RD) -49 (550 ft), Gaj Diversion Bund (a protection wall on new Gaj stream coming from Khirthar mountains) ,RD 0-32 (6.4 miles).

There is no effective 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 a timely manner.

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

¹⁰ <http://daaira.com/cultural-review-of-dadu/>

¹¹ http://en.wikipedia.org/wiki/Dadu_District

¹² <http://archives.dawn.com/weekly/herald/herald77.htm>

¹³ <http://www2.ecp.gov.pk/vsite/complete/Search.aspx?constituency=NA&constituencyid=NA-233>

¹⁴ Flood Facts, Disaster Management Apparatus, 2010

Table4. Hazard matrix of Dadu district¹⁵

Hazard	Frequency	Area affected/union councils	Severity/Force	Year
Floods	Monsoon	Whole district	High	2010, 2011, 2012
Heavy rains	Monsoon	Entire district	High	2010, 2011, 2012
Epidemics	Seasonal	Whole district	Low	Every year
Droughts	Rare	Entire district	Low	1997-2002
Earthquake	Sometimes/rare	Whole district	Low	----
Transport Accidents	Often	Entire district	Low	Every year

¹⁵ Sindh Contingency Plan 2012

3.6. Education Highlights

Literacy Rate (10 years and above)	65%
Adult Literacy Rate (15 years and above)	62%
GPI Primary	0.68
GPI Middle	1.19
GPI Secondary	0.47
GPI Higher Secondary	0.56
Population that has ever attended School	67
Male	80
Female	52
Population that has completed primary level or higher	67
Male	38
Female	53
Student Teacher Ratio	35
Primary	37
Middle	18
Secondary	25
Higher Secondary	41

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

3.7. District School Enrolment

As compared to other districts of Sindh, the education status is relatively good in District Dadu. 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 65%; (males: 79%, females: 49%). For the urban-rural comparison, the urban literacy rate is comparatively higher than the rural, which is 66%. Among the urban community, the literacy rate for males is 80% and for females it is 51%; whereas the rural literacy rate is 64%, where the literacy rate for males is 78% and for females it is 49%. The adult literacy rate (for the population of 15 years and above) is 62%. According to the Pakistan Social and Living Standard Measurement Survey 2010-11, Gross Enrolment Ratio¹⁶ (GER) for primary level in Dadu is 85% (Male: 89%, Female: 80%), in the urban community it is 91% (Male: 96%, Female: 86%) and in the rural community it is 83% (Male: 87%, Female: 78%). The Net Enrolment Ratio¹⁷ (NER) for the primary level is 57% (Male: 58%, Female: 57%), in the urban community it is 64% (Male: 66%, Female: 61%) and in the rural community it is 56% (Male: 55%, Female: 56%). Table 5 shows details of Gross and Net Enrolment Rates by Rural and Urban Gender at different levels.

Table 5. Gross and Net Enrolment Rates by Gender and Locality at Different levels

Urban/ Rural/ District	Gender	Gross Enrolment Rates			Net Enrolment Rates		
		Primary Group (5-9)	Middle Group (10-12)	Matric Group (13-14)	Primary Group (5-9)	Middle Group (10-12)	Matric Group (13-14)
Urban	Male	96%	53%	109%	66%	33%	22%
	Female	86%	51%	98%	61%	25%	29%
	Total	91%	52%	102%	64%	29%	26%
Rural	Male	87%	46%	72%	55%	27%	19%
	Female	78%	28%	36%	56%	16%	6%
	Total	83%	38%	55%	56%	22%	13%
Total	Male	89%	47%	77%	58%	28%	20%
	Female	80%	33%	50%	57%	18%	11%
	Total	85%	41%	63%	57%	24%	15%

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

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

¹⁶ 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.

¹⁷ 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 Dadu, the survey activities were started at the end of November, 2012 and completed by the first week of January, 2013. The field team consisted of 15 members (one Administration Officer, six Civil Engineers, six GIS Officers and two Data Entry Operators).

In order to ensure an efficient assessment, a detailed work plan was prepared in consultation with the District Education Officials. To begin with, the Department of Education was consulted and senior officials were briefed regarding the project and survey activities in the district. Close coordination with Assistant District Officers (ADOs) Education at the taluka level helped to plan the survey activities. Keeping in mind security concerns in certain areas, a school specific survey route was devised with the support of the Education Supervisors. Accordingly, Supervisors informed the concerned Headmaster/Headmistress of each school regarding the date and time of 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, was 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 can be seen in Annex A.

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

4.2. Experiences from the field

Armed robberies and hijackings are the main concern in Dadu. Except for local criminal gangs, Dadu also experiences criminal groups from Balochistan operating in the district. Armed hijackings along the N5 (Indus Highway) are common which also occasionally involves abduction for ransom. In April, 2012, ten people from a Non-Governmental Organization (NGO) were robbed at gunpoint while in transit. This was not a case of a targeted robbery but merely a situation of wrong time, wrong place.

In March, 2012, United Nations Office for Project Services (UNOPS) temporarily closed down operations in Union Council (UC) Monder due to threats made against a female staff member. Crime was the motive behind these threats.

Violent tribal clashes are also common in the area often resulting in multiple deaths. Although not directed at International NGO staff, these incidents have the potential of staff being caught in the crossfire. Demonstrations are a common feature in Dadu often hampering staff movements. Normally these demonstrations remain peaceful.

During the period they surveys were conducted, 22 demonstrations and nine tribal killings were reported from Dadu.

The overall threat level to INGO staff in Dadu is considered MODERATE. There are no known serious incidents against INGOs reported. In order to keep a low profile, iMMAP field teams, consisting of local staff, preferred to operate without armed security.

At the community level, iMMAP staff, through the Supervisors, contacted the School Management Committee (SMC) members, retired teachers, 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 western part of Dadu, 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

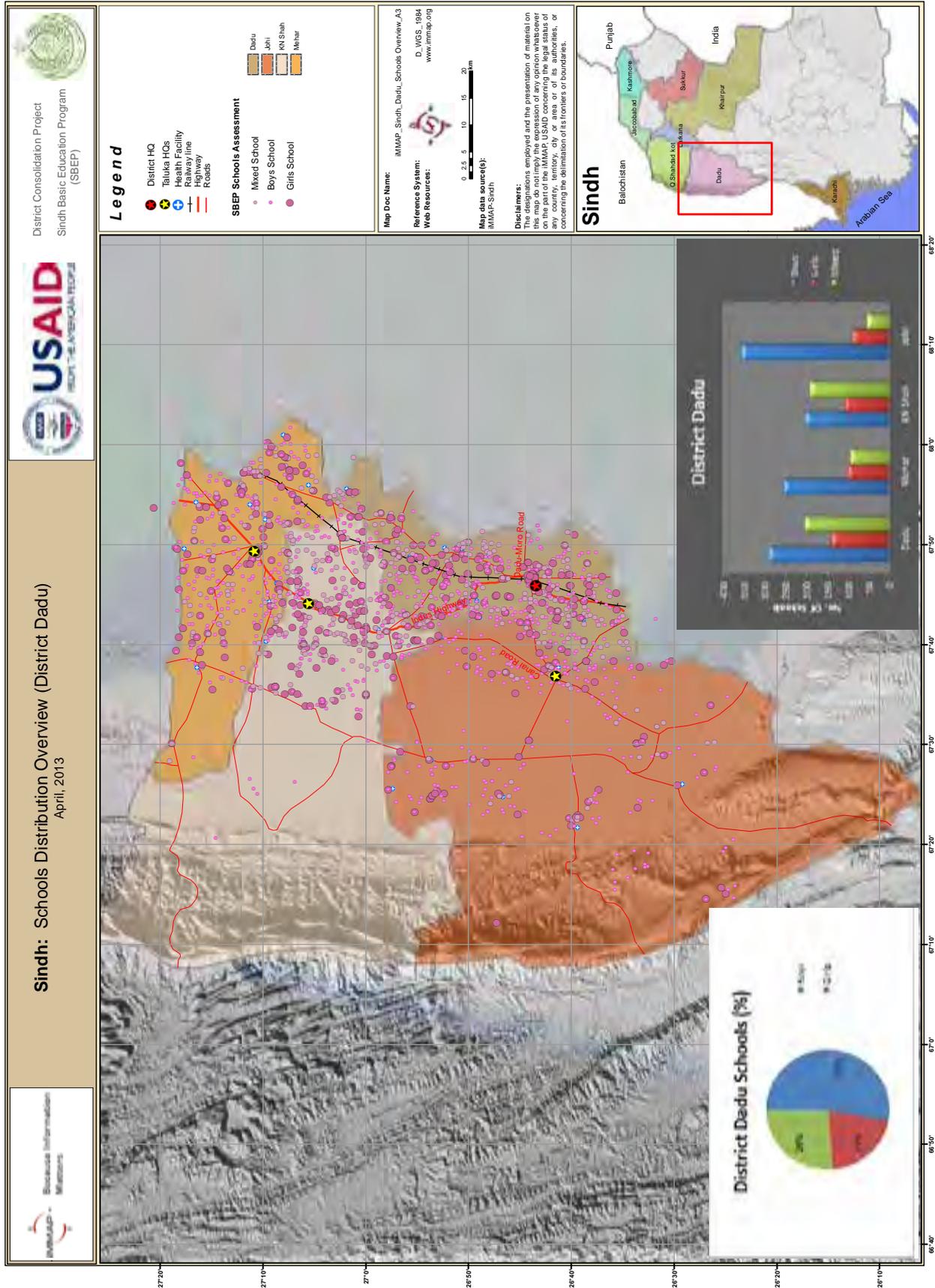
Information of all the schools surveyed is available on the Management Information System (MIS) website developed as part of this project and can be found at <http://sbep.gos.pk/>. A summary of indicators determined during the survey is also available on the website, which is attached as Annex B of this 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 2,136 (508 boys, 396 girls and 1,232 mixed) public schools found in the database of Reform Support Unit (RSU), in total 2,111 were surveyed in the district out of which were 556 were boys, 441 girls and 1,114 mixed schools. The total enrolment of district Dadu was found to be 179,688 against 251,534 students as reported in the RSU database. The current survey shows an enrolment of 103,765 males and 75,923 females while according to the RSU database, 151,772 male and 99,762 female students were enrolled in public schools of Dadu. A total of 5,056 teachers (4,041 males and 1,024 females) were found during the survey whereas RSU has reported 7,207 (5,756 male and 1,451 female) teachers in all government schools in the district. The remaining schools were not assessed due to security concerns/tribal clashes/non-accessibility.

Map 3. School distribution overview



4.3.2. Primary schools

Out of 2,010 primary schools (473 boys, 358 girls and 1,179 mixed schools) mentioned in the database of RSU, in total 1976 schools were surveyed in the district out of which 527 were boys, 399 girls and 1050 mixed schools. The total enrolment in the surveyed primary schools of Dadu was found to be 149,575 against 208,910 students as reported in the RSU database. The current survey shows primary level enrolment of 85,799 males and 63,776 females while according to the RSU database, 124,377 male and 84,533 female students are enrolled. A total of 3,977 teachers (3,236 males and 741 females) were found during survey whereas RSU has reported 5,609 (4,509 male and 1,100 female) teachers.

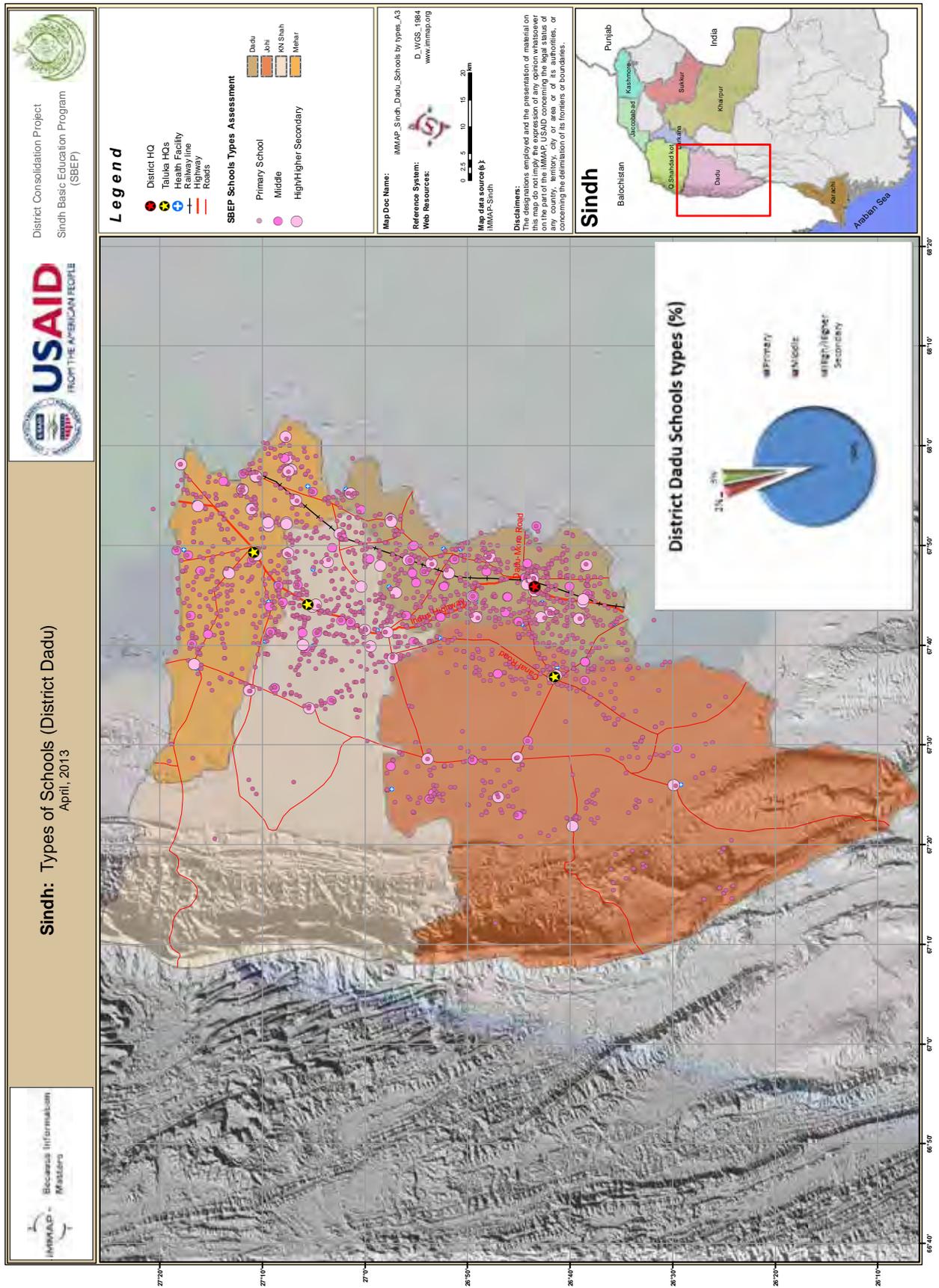
4.3.3. Middle schools

Out of 66 middle schools (12 boys, 27 girls and 27 mixed schools) reported in the RSU database, in total 72 were surveyed in the district out of which 32 were boys, 29 girls and 11 mixed middle schools. The total enrolment in assessed middle schools was found to be 4,086 against 5,141 students as reported in the RSU database. The current report shows middle level enrolment of 2,246 males and 1,840 females while according to the RSU database, 2,346 male and 2,795 female students are enrolled. A total of 189 teachers (146 males and 43 females) were found during survey whereas RSU has reported 283 (190 male and 93 female) teachers in all government middle schools in the district.

4.3.4. Secondary/Higher Secondary schools

Out of 60 high schools (out of which 10 are higher secondary schools) mentioned in the database of RSU, in total 63 were found in the district. The total enrolment was 26,027 against 37,483 students as reported in the RSU database. The current survey shows high and higher secondary schools level enrolment of 15,720 males and 10,307 females while according to the RSU database, 25,049 male and 12,434 female students were enrolled in all government high and higher secondary schools. A total of 899 teachers were found during the survey whereas RSU previously reported 1,315 teachers in all 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 (i.e. more than one school is available at the same location and school building is not under utilization..

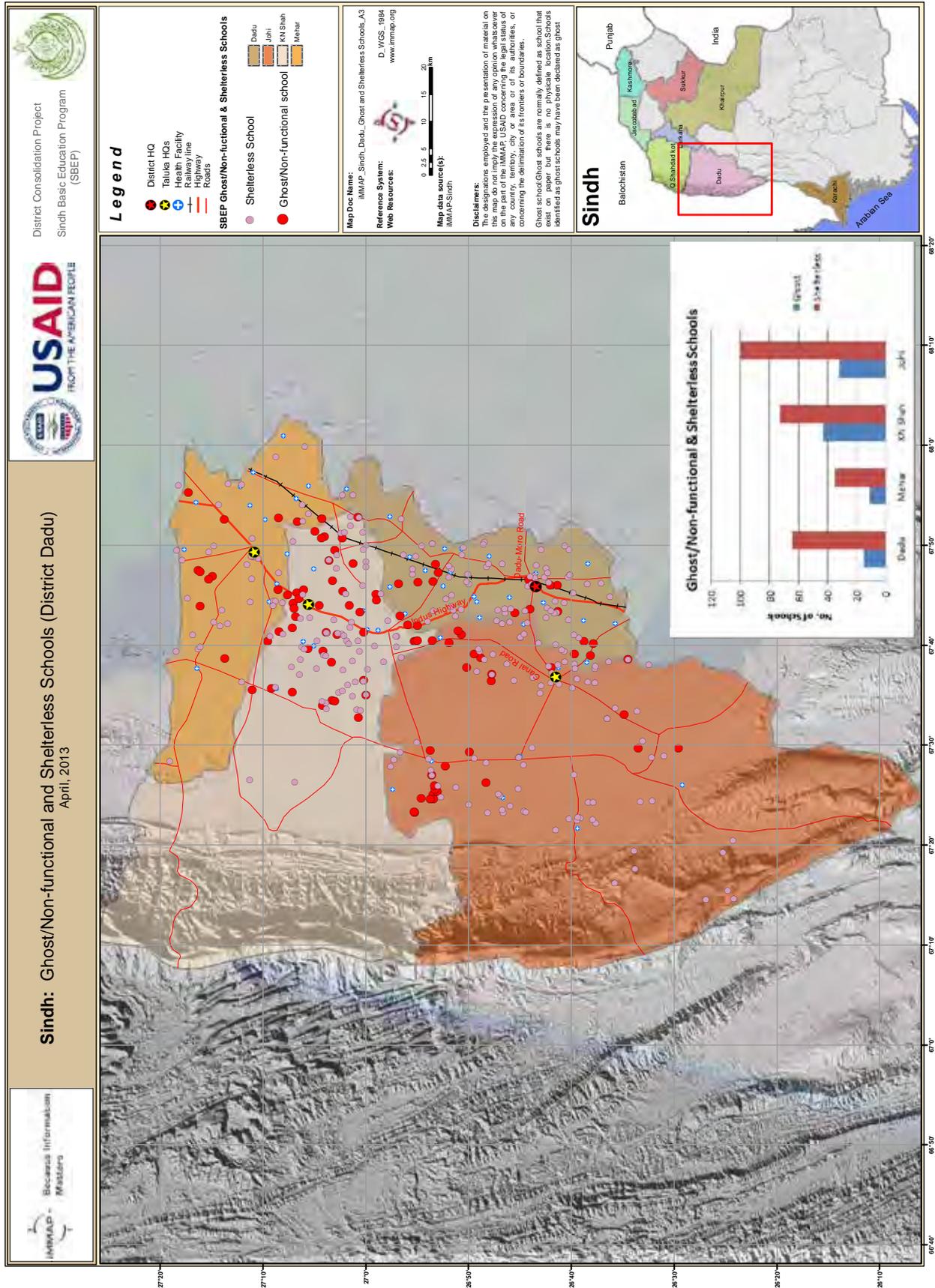
5. **Shelter-less school**

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

Table 6. Closed, Ghost, Shelter-less schools

Taluka	Ghost	Shelter less
Dadu	15	65
Johi	32	100
Kairpur Nathan Shah	43	74
Mehar	11	35
Total	101	274

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

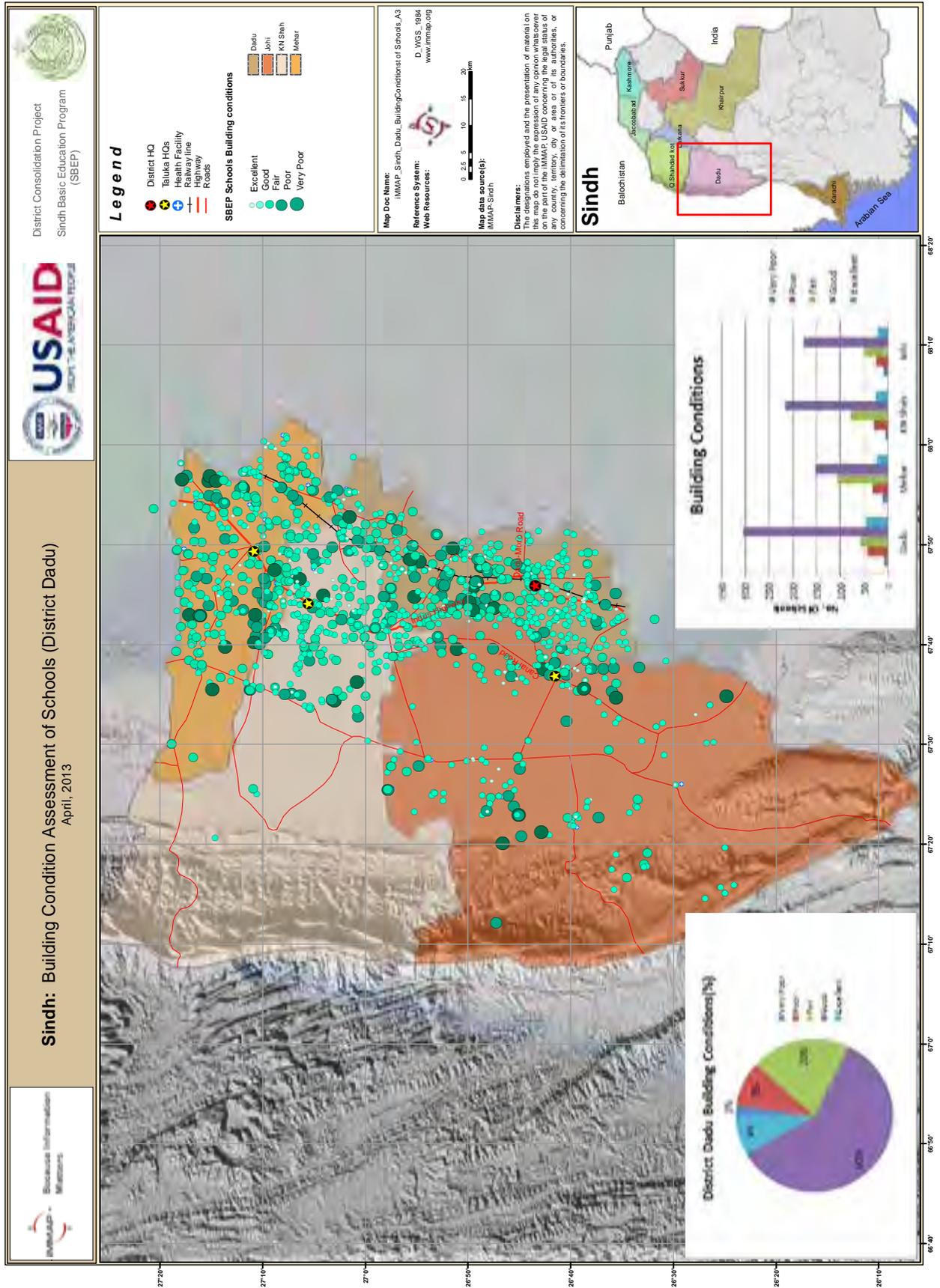


4.3.6. Infrastructure

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



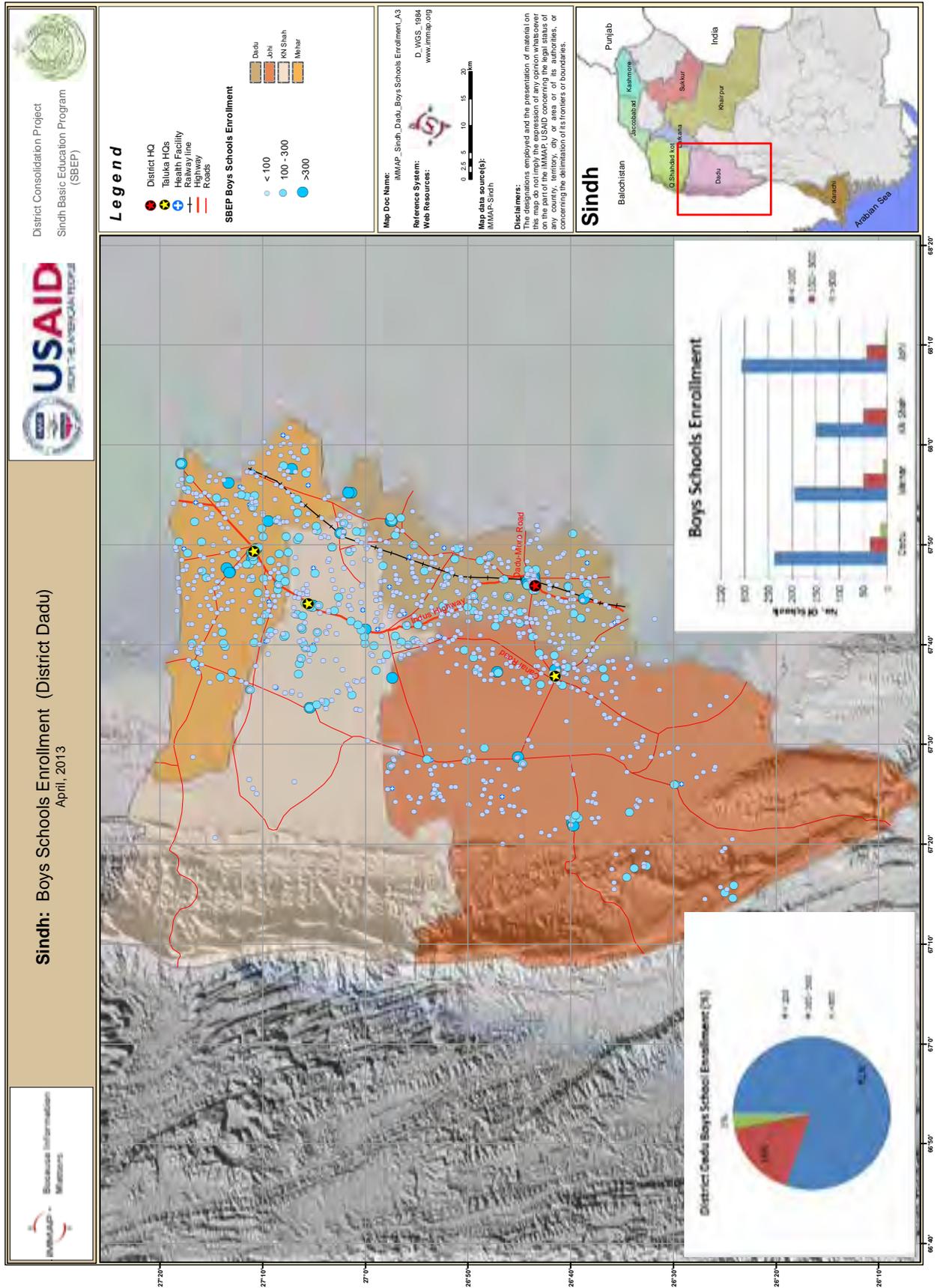
4.3.7. School plot size

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.

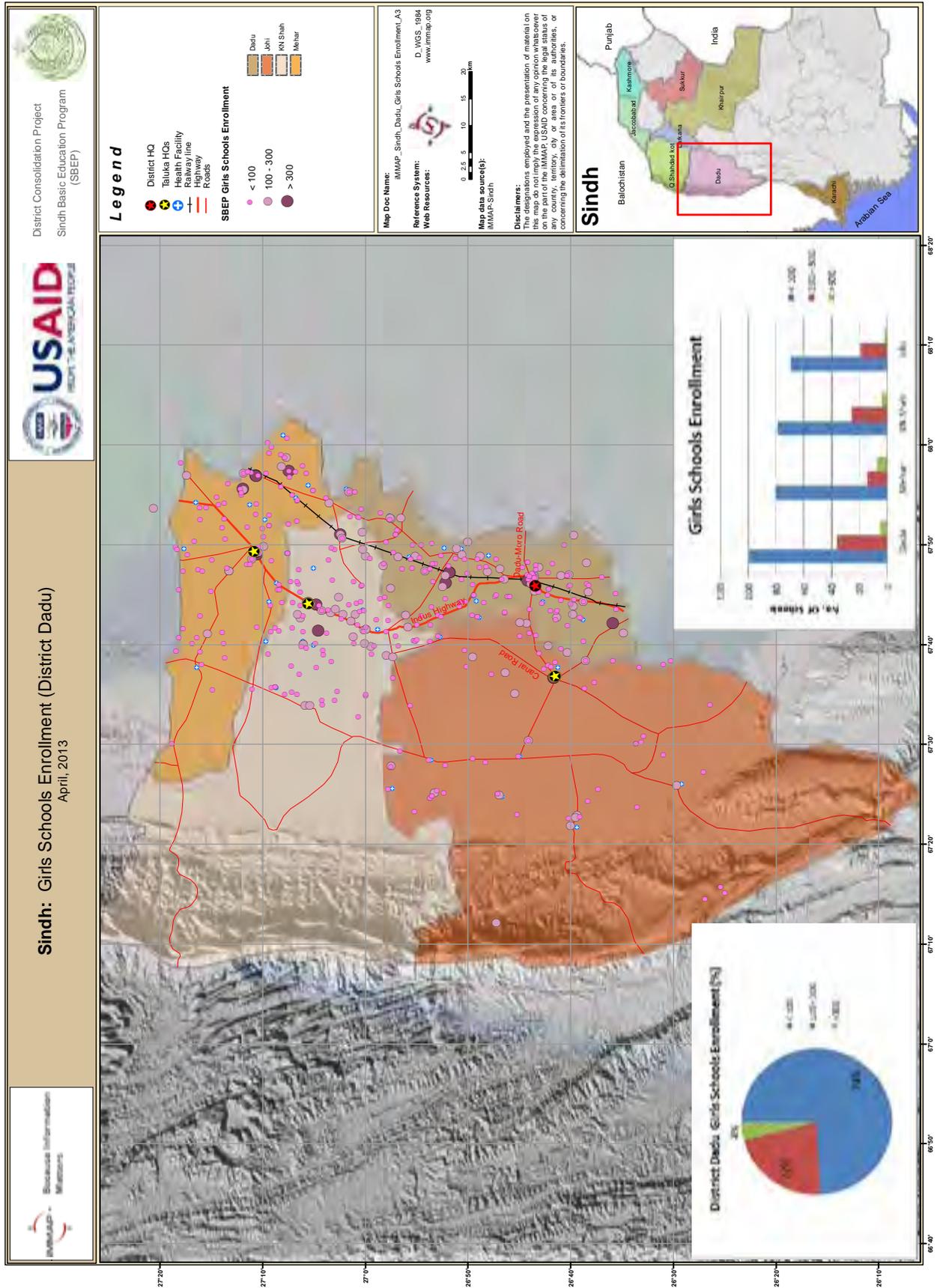
4.3.8. School enrolment

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

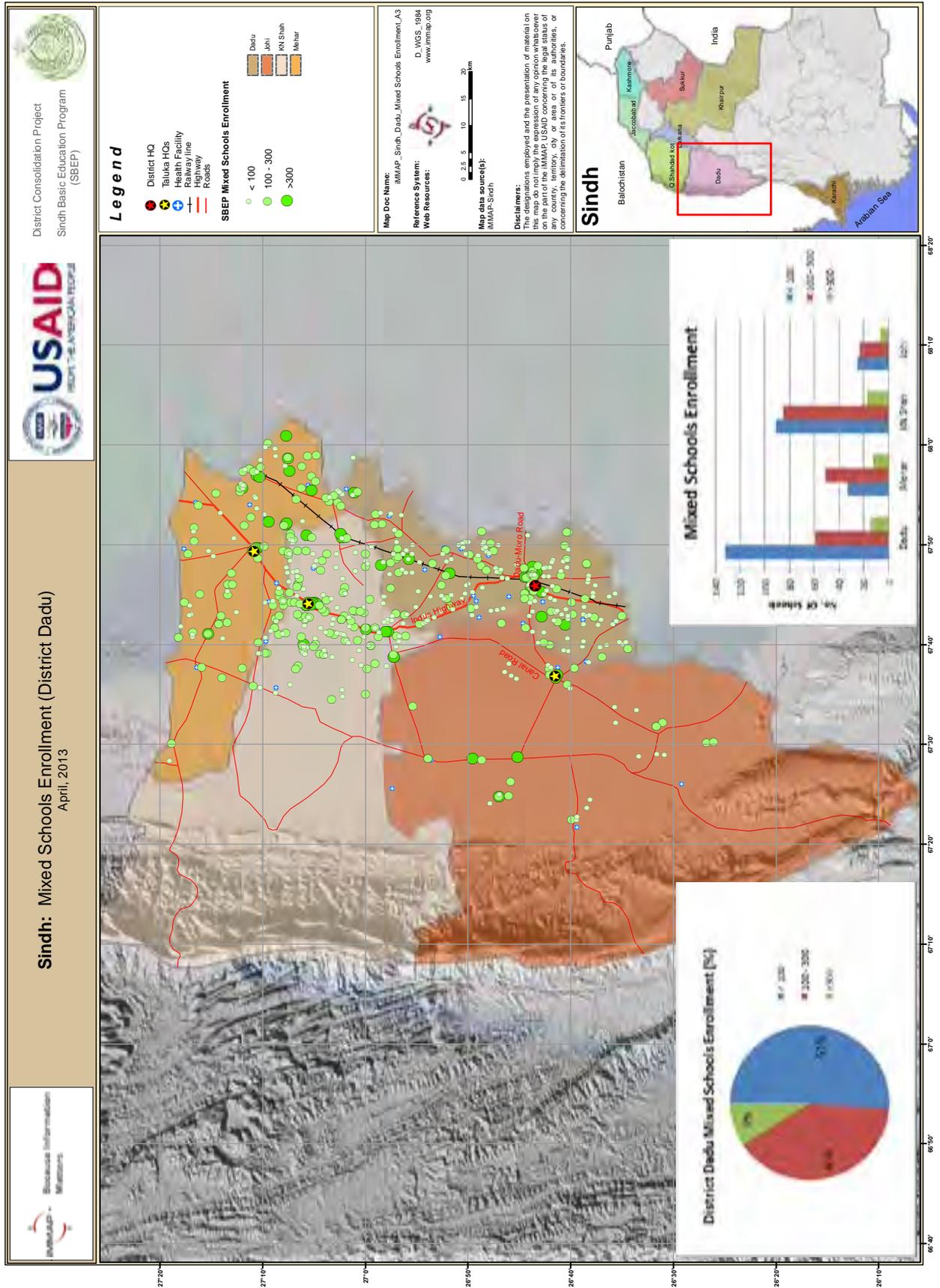
Map 8. Boys' school enrolment



Map 9. Girls' school enrolment



Map 10. Mixed school enrolment



5. ANALYSIS AND RECOMENDATIONS

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

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

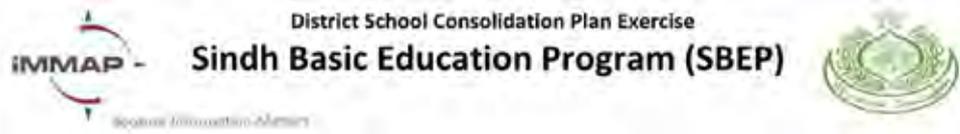
- The proposed schools were selected for recommendation according to the following criteria as per the Planning Commission (PC)-I document of SBEP:
 - Minimum land available 10,000 square feet;
 - Flood affected schools;
 - Schools candidates for consolidation (as per above definitions);
 - Hybrid of 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
DADU TALUKA				
1	GBPS Allah Abad	402010109	172	6
2	GGMS Piaro Goth	402010622	66	2
3	GGPS Khero	402010252	181	2
4	GGPS Kamal-u-din Bhutto	402010282	243	3
5	GBPS Traga	402010086	141	7
6	GBPS Arab Panhwar	402010504	68	2
MEHAR TALUKA				
1	GBMS Sajhro Mirwani	402040444	75	6
2	GGHS Betto	51091	310	12
3	GBHS Sojhorro Gorar	402040462	284	10
4	GGPS Mureed Lakhir	402040204	107	2
5	GBHS Fareed Abad	402040461	243	12
6	GMBS Qaim Jatoi	402040454	127	4
KHAIRPUR NATHAN SHAH TALUKA				
1	GBLSS Saindad Lakhar	402030493	115	10
2	GBHS Mado	402030497	158	14
3	GGHS KN Shah	402030816	936	27
4	GBPS KN Shah Main Road	402030240	1098	19
5	GBPS Bello Pat	402030240	211	05
6	GBHS Burira	402030502	319	08
7	GBMS Kandi Chuki	402030487	72	08
8	GBHS Kakar	402030499	833	28
9	GGLSS Loung Rahiya	402030483	27	01
JOHI TALUKA				
1	GGPS ThaririJadoShaheed	402020084	119	01
2	GBLS Allah Yarani	402020491	110	04
3	GBHS PattGul Muhammad	402020495	232	04
4	GGPS Ghulam Muhammad	52014	114	04



School Assessment Form

new SEMIS Code:		Name of School:	
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):			
Any other school...	<input type="checkbox"/> sharing same wall or land area	no other school <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"/>		
verified by:		position:	
phone number:		signature/stamp:	

1 - GENERAL INFORMATION:

- A) Is school shelterless? yes no *If Yes, facility provided by: Private/Government/Community*
Other :
- B) School is / was supported by other organization yes no year: _____
 name of organization: _____ funded by: _____
 kind of support: _____
- C) School is / was supported by USAID yes no year: _____
 kind of support: _____
- D) Water connection: not connected connected source: _____
 possible source for water connection: _____ distance to school: ft
- E) Electricity connection: not connected connected
 distance to school of next possible connection: ft





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



F) Compound measurements:

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

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

G) Direct bordering surrounding:

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

north	east	south	west
yes / no	yes / no	yes / no	yes / no

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

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

2 - DAMAGE ASSESSMENT:

- A) School Building condition:** 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:

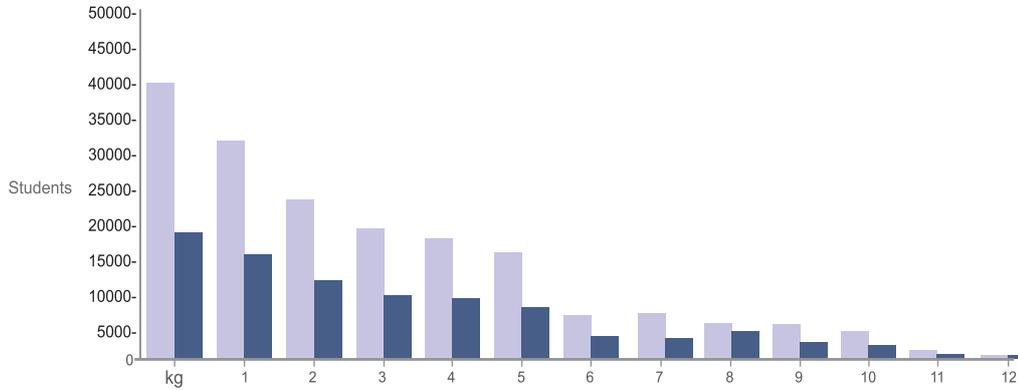
Hand Sketch:



ANNEX B – INDICATOR SUMMARY FOR THE DISTRICT

Enrollment

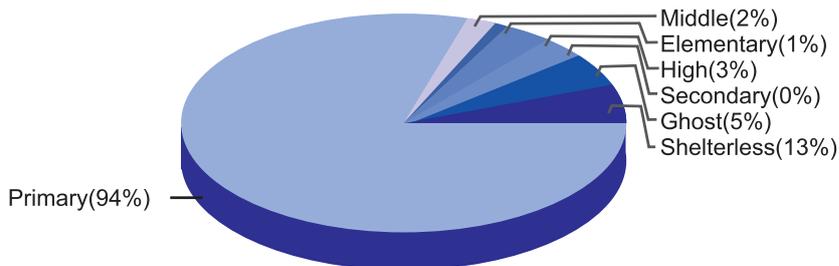
Registered (179,688) vs. Actual (88,384) Students



by Grade	Boys	Girls	Total
Kg	21,844	18,846	40,690
1	18,554	13,357	31,911
2	13,917	9,513	23,430
3	11,390	7,717	19,107
4	11,107	6,852	17,959
5	9,491	6,185	15,676
Grades 1-5	64,459	43,624	108,083
6	3,920	2,800	6,720
7	4,106	3,014	7,120
8	3,250	2,811	6,061
Grades 6-8	11,276	8,625	19,901
9	3,160	2,246	5,406
10	2,504	1,831	4,335
Grades 9-10	5,664	4,077	9,741
11	304	401	705
12	218	350	568
Grades 11-12	522	751	1,273
Total	103,765	75,923	179,688

Schools

90% Primary Schools



1,976 Primary
 41 Middle
 31 Elementary
 58 High
 5 High Secondary
 101 Ghost
 274 Shelterless
2,111 Total Schools

Administrator

3,984 Male Teachers
 942 Female Teachers
 139 Untrained Teachers
 5,065 Total Teachers
 with
 548 Support Staff
 for
 179,688 Total Students
2,111 Total Schools

SMC Functional

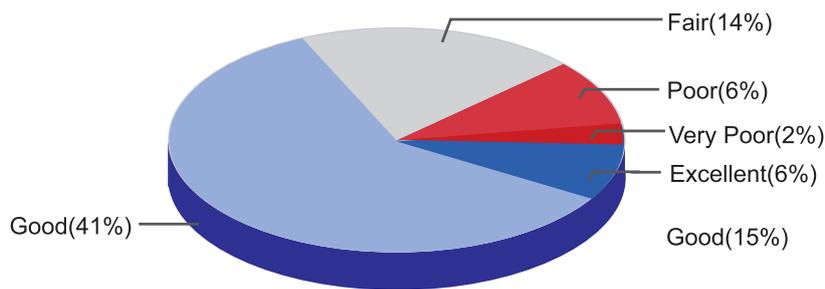
Yes **74%** No **26%**

Student per **3** Sqft

Teacher for every **36** Students

Infrastructure

6% in Poor Condition



119 Excellent
 860 Good
 292 Fair
 136 Poor
 36 Very Poor
 668 N/A

2,111 Total Schools

DRR Assessment

5% Flood Affected

113 Flood Affected
 0 Industrial Pollution
 1 Landslides
 1 River Hazard
 19 in Indus Kacha
 1 Other Hazard

2,111 Total Schools

