State of Education in Badin and Tharparkar Districts

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Asad Khan
Azhar Sharif
Acknowledgments

Institute of Development Research and Corresponding Capabilities (IDRAC) is extremely grateful to its local field team comprised of Achaar Azeem (Badin) and Teekam Das Herani (Tharparkar) who supported this research in identifying and collecting all the qualitative information with keen interest and enthusiasm. Our special gratitude also goes to Strengthening Participatory Organization’s (SPO’s) field focal person Dodo Khan Zardari who extended his earnest support and cooperation in the course of this important research study. We are also thankful to them for effectively planning and arranging meetings with respective District Education Officers (DEOs)/Deputy DEOs in particular for Badin, respective taluka education officers, supervisors, school teachers and other education department officials.

It would be unjust, if we do not extend our sincere appreciation to our competent and dedicated colleagues Muhammad Asad Khan, and Azhar Sharif who served as crucial focal persons in the production of this report.

Finally, IDRAC must acknowledge the genuine efforts and cooperation of Mustafa Baloch, and Jameel Abro from SPO Regional Office (Hyderabad) who provided all relevant information and feedback from the development of tools to the finalization of this report. This report would have not been possible without their valuable input and appropriate feedback.

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Amjad Nazeer
Executive Director – IDRAC
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP</td>
<td>Annual Development Plan</td>
</tr>
<tr>
<td>ASER</td>
<td>Annual Status of Education Report</td>
</tr>
<tr>
<td>B.Ed.</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>COD</td>
<td>Charter of Demand</td>
</tr>
<tr>
<td>CoP</td>
<td>Constitution of Pakistan</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>GBHS</td>
<td>Government Boys High School</td>
</tr>
<tr>
<td>GBMS</td>
<td>Government Boys Middle School</td>
</tr>
<tr>
<td>GBPS</td>
<td>Government Boys Primary School</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>GGHS</td>
<td>Government Girls High School</td>
</tr>
<tr>
<td>GGMS</td>
<td>Government Girls Middle School</td>
</tr>
<tr>
<td>GGPS</td>
<td>Government Girls Primary School (GGPS),</td>
</tr>
<tr>
<td>GMHS</td>
<td>Government Middle High School</td>
</tr>
<tr>
<td>GoS</td>
<td>Government of Sindh</td>
</tr>
<tr>
<td>IDRAC</td>
<td>Institute of Development Research and Corresponding Capabilities</td>
</tr>
<tr>
<td>KII</td>
<td>Key Informant Interview</td>
</tr>
<tr>
<td>M. Ed</td>
<td>Masters of Education</td>
</tr>
<tr>
<td>MEO</td>
<td>Monitoring Education Officer</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrollment Ratio</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>NTS</td>
<td>National Testing Service</td>
</tr>
<tr>
<td>P.T.C</td>
<td>Primary Teacher Certificate</td>
</tr>
<tr>
<td>SMC</td>
<td>School Management Committee</td>
</tr>
<tr>
<td>SMEIS</td>
<td>Sindh Education Management Information System</td>
</tr>
<tr>
<td>SPO</td>
<td>Sindh Participatory Organization</td>
</tr>
<tr>
<td>UC</td>
<td>Union Council</td>
</tr>
</tbody>
</table>
“The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.”

- Article 25A, Right to Education, Constitution of Pakistan 1973
Executive Summary

This report is mainly based on qualitative primary data with certain parts supported by secondary sources, to contextualize the state of education in Districts Tharparkar and Badin (Sindh). The purpose of the research study was to assess the state of missing facilities in schools, attendance of teachers and students, enrollment, retention and dropout rates of students, and to assess the quality of education along with giving a cursory look at the governance, accountability and management of education at the district level.

Accordingly, qualitative information was collected from schools of the two districts using purposive and simple random sampling techniques. A total of 64 schools were covered, out of which 35 schools were of Taluka Tando Bago of District Badin, and 29 schools of Taluka Diplo of Tharparkar District. Most of the schools were rural with only a couple of urban schools addressed. It is essential to emphasize here that the gender dimension has been considered while designing and implementing the research tools and during interpretation of the findings.

Certain qualitative findings are corroborated with the ideas and insights gained through the secondary source of information. Important findings include the higher enrollment of boys than girls at all levels of education in both districts i.e. Badin and Tharparkar. Most of the primary schools consist of only one room, so the schools remain overcrowded. Children from the minority languages and minority ethnic communities are more likely to be out of school.

A number of reasons were identified for the low rate of enrollment of children and girls in particular. Purdah ¹ a shortage of teachers particularly female teachers and absenteeism, scarcity of schools, in particular girls’ schools, distance and lack of a transportation system, sporadic and permanent closure of schools, specifically of girls schools, lack of basic facilities, poor infrastructure, abject poverty, ‘migration’ trends, lack of awareness

¹ “Both the veil and segregation” Women, Law and Society, Shirkat Gah, 1996
in parents and poor governance were the dominant reasons for low enrollment and retention along with high dropout ratios. In addition, illiteracy of parents and absence of role models emerging successfully from the marginalized communities are also the main reasons which keep children out of schools in the Districts of Badin and Tharparkar.

Therefore, in conclusion, where the quality of infrastructure is good and basic facilities like washrooms, boundary walls, drinking water and electricity are available, enrollment and completion rates are relatively better and vice versa in both districts.

On the basis of these findings, it can be recommended that programmes and interventions should be devised at the grass root level keeping the children's and students needs and problems in mind. Other important recommendations include awareness and sensitization of parents to encourage education for their children especially for girls. In this context, public service messages, articles, news briefs, educational advertisements, radio programs, public rallies, press conferences, media orientation and person to person campaigning can be used as a tool for mass awareness about the ‘right to education’ under clause 25-A of the Constitution. Similarly, strong advocacy initiatives are needed to support the process. At the same time, awareness campaigns should be launched, at the District, Tehsil and Union Council levels.

Other suggestions include forming advocacy groups and education interest groups at the district level. Likewise, civil society should identify personalities within the marginalized communities who can become role models. In addition, communities speaking minority languages and minority ethnic communities should be included in programmatic interventions. Inclusive education need to be promoted. Most importantly, efforts to develop a Charter of Demands (CoD) and to ask for appropriate allocation of funds in the Annual Development Plan (ADP) from respective education authorities to provide missing facilities in schools of Badin and Tharparkar should be a priority. And finally, monitoring and accountability mechanisms at the district level need to be improved.
Chapter 1

Introduction

Education plays an important role in the development of any country. Like many developing countries, the situation of Pakistan is not encouraging in terms of education. Regarding school enrollment and literacy rates, Pakistan lags behind other countries in the region. According to the Pakistan Economic Survey (2017-18), overall literacy rate remains stagnant at 58 percent with literacy rate of male 70% and 48% of female. It was same in the last year’s PES (2016-17). However, in the PES (2015-16), literacy rate was 60%, which clearly displays a decline of 2%. Similarly, the overall Net Enrollment Ratio (NER) at the primary level for the year 2017-18 is recorded at 54 % at the national level. In the same way, Punjab has the leading NER with 59%, Khyber Pakhtunkhwa with 53%, Sindh with 48% and Balochistan has the lowest NER with 33%. The overall NER was 57 % in the year 2013-14. This shows a slip of NER to 3 %.

Similarly, various studies conducted on the education system in Pakistan suggest that the quality of education being provided by government primary schools is poor. In fact, several schools do not possess sufficient resources and the appropriate number of teachers. Thus, quality of education is on a decline instead of improving. Education experts reveal that acute poverty, over-population, unemployment and sluggish growth of the economy are one of the dominant reasons that leads to the poor state of education in Pakistan.

As reported by the World Economic Forum’s, Global Human Capital Report (2017), Pakistan is ranked at 125 out of 130. This ranking is based on how well the country performs in the education sector.

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4 State of Education in Pakistan, Nazima, Garrison University, Lahore.
At the provincial level, in this case Sindh, the state of education is quite alarming particularly in the rural areas. Basic facilities are, inadequate in schools and a high level of gender disparities exist. According to the Sindh Education Profile (2016-17), School Education Department, there are only 42,383 schools in Sindh. Out of which 38,132 are primary, 1,640 are middle, 601 are elementary, 1,719 are secondary, and only 291 are higher secondary schools that caters to the large number of school children of around 4,229,128. Likewise, out of 42,383 schools, only 39,167 schools are functional and remaining 3,216 are dysfunctional. Similarly, total enrollment in Sindh is 4,229,128.

1.1. Scale and Scope of the Study
To capture the state of education in Badin and Tharparkar Districts, SPO engaged a renowned research and training institute (IDRAC) to conduct a situation analysis in the selected Union Councils (UCs) of two districts. Accordingly, focus of the study was to assess the state of facilities in schools, attendance and absenteeism of teachers and students, enrollment, retention and dropout rates of students, and the quality of education in the public schools of the area.

1.2. Geographic Scope
The geographic scope of this study is limited to one taluka and four union councils (UCs) of the said two districts i.e. Badin and Tharparkar. In Badin, identified taluka was Tando Bago, while Pir Bodlio, Oliya Jarkas, Khalifo Qasim and Saman Shah were the union councils (UCs) of the said taluka. Similarly, Diplo was the targeted taluka in Tharparkar, while Kaloi, Khetlari, Fante and Saroor were respective UCs of the said taluka for the study.

1.3. Research Approach
Accordingly, IDRAC adopted a participatory approach in developing and implementing research guidelines and tools to conduct the situation analysis. This State of education research is limited in scope because it is only an indicative guiding document for effective

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6 Sindh Education Profile (2016-17), School Education Department.
planning related to education i.e. awareness and advocacy defined in this respect. The framework of research was adopted by employing two dimensions i.e. secondary and primary information. Primary information relies on qualitative individual interviews with officials of the Education Department, the Heads of Schools as well as Teachers.

Accordingly, an initial debriefing meeting with the SPO team was held in the first phase of the research for developing a clear understanding of the project. The proposed methodology, the sample size, selected talukas and respective Union Councils (UCs) were discussed and finalized to assess the state of education.

Following the debriefing, the project documents and relevant literature was reviewed to understand the context, background and identify the objectives of the project. Based on a review of documentation, detailed qualitative guidelines were developed to collect the required information. This was shared with SPO for feedback and comments.

Once the research guidelines were finalised, IDRAC began data collection and conducted Key Informant Interviews, (KIIs) in the two districts with the support of SPO’s field team. Once the data was collected, the information was analyzed.

This report discusses the key findings, and conclusions of the study. It also suggests recommendations and provides a comprehensive situation analysis on the state of education in Badin and Tharparkar.

1.4. Sampling Framework
As indicated above, to seek representative, dependable and reliable information, IDRAC adopted a purposive and simple random sampling technique to cover diversified areas, incorporate all perspectives, and ensure maximum probabilities. Accordingly, the following table illustrates the sample size in the respective districts:
Table 1: Sample Size in Talukas of Districts Badin and Tharparkar

<table>
<thead>
<tr>
<th>District / Taluka</th>
<th>UCs</th>
<th>Schools</th>
<th>Head Teacher / Teacher</th>
<th>DEOs / Deputy DEO</th>
<th>Taluka Officer Education</th>
<th>Supervisors / Monitoring Officers Education</th>
<th>SMC Chairman / Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badin - Tando Bago</td>
<td>Pir Bodio</td>
<td>16</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oliya Jurkas</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Khalifo Qasim</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saman Shah</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tharparkar - Diplo</td>
<td>Kaloi</td>
<td>9</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saroor</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Khetlari</td>
<td>10</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fante</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.5. Limitations of the Study

Although an elaborate and conscious effort has been made to produce this report and make it an authentic reference document, yet there are some limitations regarding the data, information and its interpretation which the IDRAC team considers appropriate to mention. One of the limitations is that this research is based on qualitative research methods and holds a limited scope in terms of quantifiable data, i.e. to assess the state of education in terms of missing facilities, teachers and student attendance and absenteeism, enrolment, retention, drop-out and the quality of education in terms of accountability. Secondly, it is a situation analysis which was carried out in select UCs of Districts Badin and Tharparkar which are mostly rural. Third, this is a sample-based research study and not an overall census of schools and facilities. It does not reflect a physical count of the schools, or what exists in the selected UCs. Fourthly, availability of relevant information/data from the concerned sources was somewhat difficult to access as updated required data was not available with the official and non-official sources. Lastly, time and resources were a major constraint and did not allow the team to cover the entire range of schools in the selected UCs.
Chapter 2

State of Education in Badin and Tharparkar Districts

A Statistical Overview

Education is the fundamental right of a child. However, in Sindh, the state of education at all levels is in a deplorable condition. In principle, the overall state of education is based on key performance indicators such as enrollment, retention, dropout, number of schools, number of teachers, and the quality of education and teaching etc. These indicators, when combined, constitute education of good quality.

2.1. State of Education in Badin District

According to recent report of Alif Ailaan\(^7\) (2017), Badin is ranked at 104 at the primary level and 125 at the middle level of district educational rankings. The total number of government schools in Badin is 2,934. Out of these 193 schools are in urban areas and 2,741 in rural areas. Similarly, 462 are for boys and only 306 schools are for girls, while 2,166 are mixed (boys and girls) schools. The combined figure of total enrollment of children in Badin is 195,126. In the same way, the gross intake rate in the district at primary level for boys is 70, and 40 for girls\(^8\).

Moreover, students per teacher ratio in Badin is 32\(^9\), students per school ratio is 67\(^10\) and student per class room ratio is about 38\(^11\). In addition, completion rate at primary level for boys is 60 and for girls it is 32. Completion rate at the primary level, on average, is 47. Likewise, the transition rate from primary to middle level for boys is 64 and 53 for girls. On an average, combined transition rate is 61.

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\(^7\) Pakistan District Education Rankings (2017), Alif Ailaan.
\(^8\) Basic Educational Indicators, Sindh Education Profile (2016-17), School Education Department, Government of Sindh (GoS).
\(^9\) Sindh Education Profile (2016-17), School Education Department, GoS.
\(^10\) Ibid.
\(^11\) Ibid.
To cater to their educational needs, there are around 6,176 government teachers in the district. Gender disaggregation shows that 4,944 are male and 1,232 are female teachers which are teaching at different levels including primary, middle, secondary and higher secondary schools. The official education statistics of Badin according to talukas is as follows:

<table>
<thead>
<tr>
<th>Taluka</th>
<th>Schools</th>
<th>Enrollment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badin</td>
<td>778</td>
<td>50,185</td>
<td>1,620</td>
</tr>
<tr>
<td>Golarchi/S.F.Rahu</td>
<td>536</td>
<td>27,740</td>
<td>835</td>
</tr>
<tr>
<td>Matli</td>
<td>630</td>
<td>53,316</td>
<td>1,821</td>
</tr>
<tr>
<td>Tando Bago</td>
<td>706</td>
<td>43,341</td>
<td>1,268</td>
</tr>
<tr>
<td>Talhar</td>
<td>284</td>
<td>20,544</td>
<td>632</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,934</strong></td>
<td><strong>195,126</strong></td>
<td><strong>6,176</strong></td>
</tr>
</tbody>
</table>

*Source: Annual School Census, Sindh Education Profile (2016-17), School Education Department, Government of Sindh*

Table 2: Education Statistic of Talukas in Badin District

An analysis of the current status of schools showed that around 2,818 (96%) schools are functional and only 116 (4%) schools are dysfunctional. Out of 116 dysfunctional schools, 53 are temporary dysfunctional, 49 are viable dysfunctional and 14 are permanent dysfunctional.

Again, in terms of school infrastructure, Alif Ailaan (2017) report ranked Badin 93 at the primary level and 89 at the middle level. In this context, Sindh Education Profile (2016-17), School Education Department, Government of Sindh (GoS), statistics reveal that out of 2,934 schools, only 875 schools are electrified, while, 2,059 schools lack electricity.

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12 Ibid.
connections. Around 1,595 schools have washrooms, and 1,339 are without any toilet facilities. In the same vein, about 1,298 schools maintain a drinking water facility while 1,636 schools do not possess any water facility. Lastly, 1,447 schools have a boundary wall, while, in contrast nearly equal number of around 1,487 schools do not maintain any compound walls.

Similarly, in terms of ownership of school buildings, out of 2,934\textsuperscript{14} schools, 2,277 buildings are owned by the government\textsuperscript{15}, 28 are other government school buildings on shared basis\textsuperscript{16}, 3 of them are rented, 37 are consisted of other buildings\textsuperscript{17} and 589 schools are shelter less\textsuperscript{18}.

\textbf{2.2. State of Education in Tharparkar}

Like Badin, the state of education in Tharparkar is both disappointing, and alarming. The district is also known as one of the most underdeveloped districts of Sindh.

Alif Ailaan report (2017)\textsuperscript{19} ranked Tharparkar in terms of education at 121 at the primary level and 131 at the middle level\textsuperscript{20}. The total number of government schools in Tharparkar are 3,439\textsuperscript{21}. Out of these 124 school are in urban areas and a majority of 3,315 are in rural areas. Similarly, 382 are for boys and almost an equal number of 379 schools are for girls only, while 2,678 are mixed (boys and girls) schools. In toto, combined enrollment of children in Tharparkar is 154,879\textsuperscript{22}. Likewise, the gross intake rate in the district at primary level for boys is 78, and 58 for girls\textsuperscript{23,24}.

\textsuperscript{15} Building owned by the Education Department, Government of Sindh—as defined by SED, GoS.
\textsuperscript{16} One floor of a building or some rooms used by other school. Only SEMIS coded schools can share the same building—as defined by SED, GoS.
\textsuperscript{17} School building is either rental, donated etc., but not provided by the government—as defined by SED, GoS.
\textsuperscript{18} Sindh Education Department, defines 'Shelter less schools' as those schools which conduct classes in open-air i.e. have no building and are operating in rental buildings
\textsuperscript{20} Education wise, Badin is ranked at 104 at the primary level and 125 at the middle level.
\textsuperscript{21} In Badin, total number of government schools are 2,934.
\textsuperscript{22} In Badin, total combined enrollment is 195,126.
\textsuperscript{23} Basic Educational Indicators, Sindh Education Profile (2016-17), School Education Department, Government of Sindh (GoS).
\textsuperscript{24} In Badin, the gross intake rate in the district at primary level for boys is 70, and 40 for girls.
In addition, students per teacher ratio in Tharparkar is 28\textsuperscript{25,26}, students per school ratio is 45\textsuperscript{27,28} and student per class room ratio is about 29\textsuperscript{29,30}. In addition, completion rate\textsuperscript{31,32} at primary level for boys is 43 and for girls it is 34. Completion rate at the primary level, on average, is 39. Likewise, the transition rate\textsuperscript{33,34} from primary to middle level for boys is 47 and 53 for girls. On an average, combined transition rate is 49.

Talking about number of school teachers, there are around 5,631\textsuperscript{35,36} government teachers in the district. Gender disaggregation shows that 4,987 are male and 644 are female teachers which are teaching at different levels including primary, middle, secondary and higher secondary schools. The official education statistics of Tharparkar according to talukas is as follows:

<table>
<thead>
<tr>
<th>Taluka</th>
<th>Schools</th>
<th>Enrollment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chachro</td>
<td>664</td>
<td>27,135</td>
<td>1,018</td>
</tr>
<tr>
<td>Diplo</td>
<td>479</td>
<td>17,804</td>
<td>768</td>
</tr>
<tr>
<td>Mithi</td>
<td>528</td>
<td>31,049</td>
<td>1,311</td>
</tr>
<tr>
<td>Nagarparkar</td>
<td>523</td>
<td>23,379</td>
<td>700</td>
</tr>
<tr>
<td>Islamkot</td>
<td>498</td>
<td>24,051</td>
<td>722</td>
</tr>
<tr>
<td>Dahli</td>
<td>402</td>
<td>18,291</td>
<td>622</td>
</tr>
<tr>
<td>KaloI</td>
<td>345</td>
<td>13,170</td>
<td>490</td>
</tr>
</tbody>
</table>

\textsuperscript{25} Sindh Education Profile (2016-17), School Education Department, GoS.
\textsuperscript{26} In Badin, students per teacher ratio is 32.
\textsuperscript{27} Ibid.
\textsuperscript{28} In Badin, students per school ratio is 67.
\textsuperscript{29} Ibid.
\textsuperscript{30} In Badin, student per class room ratio is 38.
\textsuperscript{31} Ibid.
\textsuperscript{32} In Badin, completion rate at primary level for boys is 60 and for girls it is 32.
\textsuperscript{33} Ibid.
\textsuperscript{34} In Badin, transition rate from primary to middle level for boys is 64 and 53 for girls.
\textsuperscript{35} Ibid.
\textsuperscript{36} In Badin, there are around 6,176 (male and female) government teachers.
An analysis of the current status of schools showed that around 2,991 (87%) schools are functional and only 448 (13%) schools are dysfunctional\(^{37,38}\). Out of 448 dysfunctional schools, 200 are temporary dysfunctional, 78 are viable dysfunctional and 170 are permanent dysfunctional.

According to Alif Ailaan (2017), school infrastructure national ranking score in Tharparkar points to 114 at the primary level and 140 at the middle level\(^{39,40}\). In this context, Sindh Education Profile (2016-17), School Education Department, Government of Sindh (GoS), statistics reveal that out of 3,439 schools\(^{41}\), only 550 schools are electrified, while, 2,889 schools lack electricity connections. Around 1,814 schools have washrooms, and 1,625 are without any toilet facilities. In the same vein about 715 schools maintain a drinking water facility while 2,724 schools do not possess any water facility. Lastly, 1,559 schools have a boundary wall, while, in contrast nearly equal number of around 1,880 do not maintain any compound walls in the respective school.

Similarly, in terms of ownership of school buildings, out of 3,439\(^{42}\) schools, 3,024 buildings are owned by the government\(^{43}\), 42 are other government school buildings (shared)\(^{44}\), 7

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\(^{37}\) Ibid.

\(^{38}\) Ibid.

\(^{39}\) In Badin, around 2,818 (96%) schools are functional and only 116 (4%) schools are dysfunctional.

\(^{40}\) Pakistan District Education Rankings (2017), Alif Ailaan

\(^{41}\) School Infrastructure wise, Badin is ranked 93 at the primary level and 89 at the middle level

\(^{42}\) In Badin, only 875 schools are electrified, while, 2,059 schools lack electricity connections. Around 1,595 schools have washrooms, and 1,339 are without any toilet facilities. In the same vein, about 1,298 schools maintain a drinking water facility while 1,636 schools do not possess any water facility. Lastly, 1,447 schools have a boundary wall, while, in contrast nearly equal number of around 1,487 schools do not maintain any compound walls.

\(^{43}\) Sindh Education Profile (2016-17), School Education Department (Tharparkar)

\(^{44}\) Building owned by the Education Department, Government of Sindh—as defined by SED, GoS.
of them are rented, 21 are consisted of other buildings\textsuperscript{45} and 345 schools are shelter less\textsuperscript{46}.

\textsuperscript{45} School building is either rental, donated etc., but not provided by the government—as defined by SED, GoS.

\textsuperscript{46} Sindh Education Department, defines ‘Shelter less schools’ as those schools which conduct classes in open-air i.e. have no building and are operating in rental buildings.
Chapter 3

State of Education in Badin and Tharparkar Districts

Key Findings

3.1. Overview of Badin and Tharparkar Districts

3.1.1 Brief Social Profile of Badin District

Badin is one of the significant coastal districts in the province of Sindh. The district was founded in 1975. Historically, it has been the centre of the ancient Indus Valley Civilization. Its total area stretches to 6,726 square kms. Its boundary merges with Hyderabad and Tando Allah Yar Districts in the north, Mirpurkhas and Tharparkar in the east, Tando Muhammad Khan and Thatta Districts in the west, and the Runn of Katch into the Arabian Sea in the south. Its south also forms the international boundary with India.

As per the official census of 1998, the population of Badin District was 1,106,272. However, according to the recent population census (2017), Badin has a population of 1,804,516 with average annual growth rate of 2.60. Similarly, male to female (sex ratio) is 106.94 for Badin.

Geographically, Badin is situated between latitude of 24° 13’ to 25° 12’ North and longitude of 68° 21’ to 69° 20’ East. Administratively, Badin District consists of 5 talukas i.e. Badin, Shaheed Fazal Rahu (S.F Rahu), Matli, Tando Bago, and Talhar. After the

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48 Ibid.
49 Ibid.
introduction of the 18 Amendment and the devolution system, the district has been sub-divided into 46 Union Councils, 111 *tapas* and 535 *dehs/mouza* (collection of villages).50

According to USAID51, about 79.43 % of the population constitutes Muslims. While, Hindus form a significant 19.9 % and Christian about 0.3 %. In addition, *Hingoras* and *Halay Potas* are important tribes in Badin. However, *Legharis, Talpurs, Memons, Soomros, Ansaris, Junejos* and others also live in Badin. Sindhi is the widely spoken dialect in the rural and urban parts of the district. Other spoken languages are Urdu, Saraiki and Balochi.

The District is vulnerable to intensive natural calamities including the devastated floods in 2011 that had affected millions of people in the district.

3.1.2. Brief social profile of Tharparkar District

Tharparkar shares part of the great Thar Desert, which is spread out between India and Pakistan. This desert lies in the south-eastern border of Sindh, and is extends to the south-eastern parts of Punjab where it joins the Cholistan Desert.

Tharparkar derives its names from two words as Thar and Parker i.e. Thar comes from “*thul*” which means ‘sand region’, and the word “*parkar*” means ‘to cross over’. It used to be a big district. However, in 1990, this district was split into two districts namely; ‘Thar’ and ‘Mipurkhas’. Then again, in 1994, Umerkot was carved out of Thar and given the status of a district. Now Tharparkar District consists of the areas of the Thar Desert.

Geographically, Tharparkar lies between 69° 3” 35’ to 71° 7” 47’ east longitudes and 24° 9’ 35” to 25° 43’ 6” north latitudes. The border of Tharparkar touches India on the east,

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50 http://pwdsindh.gov.pk/districts/badin.htm
51 Profile of Badin district, USAID 2014
Badin District and Mirpurkhas on the west, Umerkot District to the north, and the Rann of Kutch on the south.

According to the official census of 1998, the population of Tharparkar District was 914,291\textsuperscript{52}. However, according to the recent population census (2017), Tharparkar has a population of 1,649,661\textsuperscript{53} with average annual growth rate of 3.15. Similarly, male to female (sex ratio) is 115 for Tharparkar.

Most part of Tharparkar consists of barren tracts of sand dunes. Water is scarce and is available only in some areas, and most people consume brackish water in majority of the areas of the district.

Sindhi and Marwari are the two common languages, but Thari is the most spoken language of the district. Tharparkar has an enormous population of the Hindu community. While, Bhil and Meghwar are the largest Hindu scheduled castes that live in this district.

Administratively, Mithi city is the district headquarter. According to the census of 2017, the district has seven talukas named Chachro, Dahl, Islamkot, Kaloi, Mithi, Nagarparkar and Diplo. As per census of 1998, it has 44 Union Councils and 166 mouzas.

3.2. State of Education in Badin and Tharparkar Districts

The state of education in Badin and Tharparkar has been measured qualitatively. Accordingly, the research focused on gaps in the governance of education institutions at the district level in terms of missing facilities, teacher-student attendance or absenteeism, enrollment, retention and drop-out and the quality of education along with a measure of accountability.

\textsuperscript{53} Ibid.
This section combines the views, perceptions and assessments of different stakeholders related to school level education in the two Districts of Badin and Tharparkar. Accordingly, the state of education of both districts is described below.

3.2.1. Enrollment, Retention and Dropout Rates
To assess the situation on the ground with reference to enrollment, a total of 64 schools were visited. Out of these schools, 35 schools were surveyed in select UCs of taluka Tando Bago in Badin, and 29 schools of UCs of taluka Diplo in Tharparkar were surveyed. Both boys and girls i.e. pre-primary (katchi) to primary, and middle to secondary level etc. were covered sufficiently.

A comparison of both the districts revealed that in terms of enrollment, the state of education in District Badin is relatively better than that of Tharparkar.

With reference to enrollment, a number of questions were posed to the Head Masters and teachers of different schools, i.e. “what is the enrollment of boys and girls in the school? What is the usual ratio of boys and girls from primary to middle school, and so on up to higher secondary level? Do parents send their children (boys and girls) to school? Do parents differentiate between boys and girls in order to send them to school? If yes, what are the reasons behind this preference? Why do children dropout?

The responses were analyzed and a qualitative assessment of Districts Badin and Tharparkar emerged as follows:

3.2.1.1. Enrollment
Qualitative findings suggest that generally, enrollment of boys is significantly higher than that of girls at all levels of schools in both the districts i.e. Badin and Tharparkar. Several examples can be provided to substantiate this finding. For instance, in Badin, Government Boys Primary School (GBPS) Khano Panwar in UC Saman Shah, the total enrollment of schools is 123, out of which 99 are boys and only 24 are girls. This is a one-room school and there is only one male teacher. The majority of the girls are at pre-primary (katchi),
grade 1 and 2 level. Similarly, in another GBPS, Versi Mal Ofaque, UC Oliya Jarkas, the total enrollment is 79, out of which only 8 are girls and the rest of the children are boys. This is also a one-room school.

In Tharparkar, Government Boys High School (GBHS), Khetlari, the enrollment of children is 92. Out of 92, less than one-third i.e. only 23 (25%) are girls. Similarly, in GBPS, Arbab Faiz Muhammad, Union Council Kaloi, the enrollment is only 41. Out of which, only 4 (9.7%) are girls.

The above examples of both Badin and Tharparkar clearly suggest that boys are enrolled in greater number than girls.

In addition to enrolled students, it has also been found that in some schools of Badin and Tharparkar, a number of children are not counted or considered in the enrollment figures of each respective school. They are called “non-enrolled” children. As an example, in GBPS, Khalito Qasim, enrollment of children is 168. Out of 168 children, a shockingly high number of 40 children are not entered/registered in the attendance register of the school. Hence, they are not counted or considered in the enrollment rates. Similarly, in another GBPS, Saifal Khan Chandio, the enrollment of children is 18. But, there are 12 non-registered non-enrolled children who are also attending classes. They too are not counted in the total enrollment. In case of Tharparkar, GBPS, Manzoor Paro, New Wango, enrollment stands at 12. However, there are 10 non-registered or non-enrolled children (all girls) who are also taking classes along with enrolled children.

During the assessment, certain variations in net enrollment was also observed in various schools. Schools in general, particularly the primary schools were overcrowded where there was only one room. For instance, in a GBPS, Gian Paroo, Union Council Kaloi, Tharparkar, the enrollment is 107. All the students sit and study in one room, and only one teacher teaches them. Similarly, in the GBPS, Khano Panwar, Union Council Saman Shah, Badin, the enrollment of children is 123. All the children are packed into one room with only a single teacher appointed.
Further, it emerged during the survey that generally, the enrollment rate at the primary level is relatively better than that at higher levels i.e. middle to higher secondary schools etc. and for girls it drops further as these girls move towards high school. For instance, if a boy or a girl is moving towards the next grade, enrollment level drops significantly in rural areas especially for girls. This is plausible for both districts i.e. Badin and Tharparkar.

Thus, in terms of enrollment rates, Badin and Tharparkar Districts can be regarded at the same level.

3.2.1.2. Retention and Dropout

Retention and dropout ratios directly correspond to enrollment rates. Both have an effect on the enrollment rate in one way or another. It was found that retention and dropout of children are different for boys and girls, and there are a number of reasons to support this argument.

First, a low transition is observed (sharp downward trend) from pre-primary to primary levels, and from primary to middle level and so on up to the higher secondary level. This is also evident from the official figures of the Education Department, GoS.

Second, it also appeared that children from households speaking minority languages including Marwari, Pashto, and Punjabi are more likely to be out of school.

Lack of enrollment and retention as well as a higher drop-out for girls are attributed to a number of reasons. One of the main reasons is the prevailing patriarchal culture of discrimination and gender norms which restricts girls from attending school i.e. strict *purdah*, increased responsibilities of domestic home chores including taking care of younger siblings, and parents fear of physical or sexual abuse for young girls etc. Primary schools generally consist of mixed i.e. boys and girls who study in the same class in one school. Parents who send their daughters to school, normally do not hesitate sending them to the same school up to the grade 3 or maximum till grade 5. However, when a girl
passes the 5th grade, and attains or is about to attain the age of puberty, there is a strong likelihood of her becoming a victim of early or forced marriages, or her parents do not allow her to go outside including to school. In the case of Hindu girls, the threat of abduction or forced conversion multiplies. At that very age, her education, in most cases, stops almost permanently. This was also mentioned by a head teacher at the government boys primary schools, Maula Bakhsh Pathan, Pir Bodilo that “In this area, early girl’s marriage is common and this is one of the significant reasons for dropout and or less enrollment of girls in secondary or higher schools”.

Another example, was the head mistress of Government Girls Primary School (GGPS), Saiful Khan Chandio, Badin who shared her views on the low transition and enrollment of girls, and said that “first of all it is difficult for a girl to get education in this traditional and highly conservative environment. If in some manner parents send their girl to school, the highest grade they allow her to study is the 5th grade. A girl can hardly seek further education. She cannot go outside. Her parents think that primary education is enough for her. What will she do if she achieves education till grade 8 and 10 and even beyond. Eventually, she has to get married, raise her children and take care of her husband”.

The next reason of low retention and high dropouts is the serious shortage of female teachers for primary, middle and high schools. Parents feel reluctant to send their girls to schools where men teach, and this leads to further dropout.

High absenteeism of female teachers was another reason cited. This is also linked to the reasons given above that leads parents to abstain from sending their girls to school in the absence of teachers. In relation to the similar problem, a school where there is only one female teacher, the ratio of children’s absenteeism is a serious issue. In case of illness or if absent from school for a personal reason, there is no one in school to take care of the children. In this case, the school remains closed until the teacher returns to her duty. Parent also discourage children to go to school when, the teacher is not there for an indefinite period of time.
Take the case of government boys primary school, *M. Rahim Manio*, which was temporarily closed for 3 months due to the female teacher’s maternity leave. The school is situated in Union Council *Pir Bodilo*. This is just one scenario and there could be several other similar cases, where children suffer in multiple ways for different similar reasons. In this case, usually, there is no alternative of availability of another teacher to fill the temporary vacant post of the teacher on long or short leave.

One more important reason of low retention and higher dropout is the critical shortage of exclusive girl schools at the middle, secondary and higher secondary levels. Again, parents do not like to send their girls to boys schools, particularly in the presence of male teachers.

Distance, unpaved and lonely paths, and the lack of transportation systems i.e. from home to school and vice versa also emerged as significant reasons for higher dropout, mainly of girls. In some cases, middle or higher secondary schools are located where boys can access driving their bikes while girls are not allowed to go alone. Hence, they are prevented from going to schools once they finish their 5th grade in a nearby school.

In certain cases, temporary and or permanent closure of girls’ schools also increases reasons of girls’ dropout.

Lack of basic facilities also leads to drop-out in particular for girls. For example, no separate washrooms for girls, no boundary walls, and lack of water facilities leads to low retention and high dropouts.

One more important reason that emerged from the qualitative assessment is the abject poverty that most of the community in. Limited sources of income constrain parents to buy stationary, pay for transportation, and in certain cases buy uniforms for their children. Adding to the problem, most of them maintain a relatively large family to support. In this case, parents assume educational expense as an extra cost, so they simply remove the girl or a boy from school. Once again, they prefer pulling the girl child back from school.
This argument was also validated by the Supervisor of Union Council *Pangrio* and *Saman Sarkar* of Badin District who stated that “*Parents in the rural areas and illiterate (local people called them ‘barari’), i.e. People who lack resources and are mostly, illiterate, poor, wage labourers etc.* There is one more important reason to mention *i.e. some of the families keep migrating from one place to another in search of a better livelihood*”. According to the Supervisor, poverty makes their life difficult and prevents them in managing required resources and facilitating their children to continue their education up to the higher levels. ‘In-migration’ is also other reasons of drop-out. Parents, usually migrate from village to village, and district to district to earn their livelihood through fishing, wage labour, or agricultural tasks.

Similarly, lack of awareness of parents to send their girls to school and a low understanding of the value of education and its benefits for the future is also another reason for the lack of education in rural areas. All these circumstances generate a low level of motivation for girls to pursue education, and this reason is mentioned repeatedly by more than one teacher of the area.

In case of boys, reasons for low retention and high dropout are not very different. Most of the reasons are similar to girls, except for the cultural and gender biases that affects girls more than boys. Parents usually prefer boys working, rather than sending children to school for education. While interacting with the Head Master of Government Middle High School (GMHS), Union Council *Khalifo Qasim*, he stated that “*Although, government is providing free education and distributing free books to each child in school instead of sending their children to schools’ parents send them back to work for farming, cattle raising, shop keeping and other minor jobs etc. because they are very poor. This often happens after grade 5 when a boy is able to carry weight on his back, do menial jobs and support his father. This is why enrollment rates fall sharply after grade 5*” he added.

One more reason was shared by the Supervisor, of Union Council *Khalifo Qasim*, Badin, which also carries significant importance. He was of the view that “*these marginalized people, in-fact, do not see any ‘role model of an educated person’ within their*
communities. A person who is from a poor family, but somehow managed to get education in difficult times and later become a doctor, engineer, bureaucrat or secured any other important position, can become a role model for them. In fact, there are no such examples in nearby villages and communities. Therefore, motivation remains poor”. Adding, he also said that “It has become very difficult to find a way out in the presence of landlords or ‘waderas’ and influential persons who do not want these poor people to break the vicious cycle of poverty and destitution and make progress. Their present state of poverty and helplessness helps them (the feudal structure) politically and socially”.

In the same context, the Head Master of a government boys primary school, Pabohar, Khetlari, in Tharparkar, said; “Parents trade off labour to education. They cannot afford expenses incurred on education which outweigh their daily earnings of about Rs. 100-150”. This is also one of the reasons that parents and children express lack of interest in education”.

Then poor and dysfunctional infrastructure also leads to drop-out. Many school buildings were found to be in a dilapidated state, and even at the verge of collapse. A number of buildings were damaged due to the heavy rains and floods in 2011. All these buildings need immediate repair and maintenance, and there were very few school buildings are well maintained or repaired. Such buildings with poor facilities also discourage children to come to schools.

Male teacher’s absenteeism is another cause of lack of attendance and children’s dropout. Male teachers in some of the schools remain absent for a long period of time. As one villager in Badin, explained why some schools are closed. He said that “This has become a usual custom here. Teachers of most schools are doing their own businesses. Instead of imparting education among children, they drive private vehicles, run small restaurants and shops and have other businesses”. He added that “my children and I are illiterate because of such kind of teachers”. On a similar note, another villager of Tharparkar said that “teachers usually do not come to schools for the entire month. They only come once or twice a month and that too when a monitoring officer is about to visit
or if he/she receives any news of the visit of a monitoring officer. This is a regular practice here in most schools though not in all schools”.

3.2.2. Missing Facilities

3.2.2.1. Condition of Schools
Physical facilities are a precondition for better learning and greater achievement of students. Provision of infrastructure and basic facilities in schools means a healthy learning environment that accelerates learning outcomes and enhances students interest in studying.

Present research suggests that where the quality of infrastructure is good, enrollment and completion rates are also good, which in turn lead to better quality of education. But, where the conditions of infrastructure are poor and where there is lack of basic facilities, quality of education also becomes poor.

Studies show that the availability of physical facilities including drinking water, boundary walls, electricity, furniture, and toilets have an encouraging impact on the performance of students. In this context, the Head Master of Government Boys Primary School (GBPS), New Wangoo, Tharparkar and Head Master of the GBPS, Palio Khaskheli, Badin emphasized that, “broken toilets, damaged buildings and lack of water often lead to low enrollment, low retention and higher dropout, particularly for girls because the children have to run back home or to the open fields to avail such facilities”. These according to them discourages children’s learning ability and ultimately affects education in the long term.

3.2.2.2. Toilets/ Washrooms
The main criteria for any basic facility is having a ‘washroom’ in schools. During the field survey it was observed that, generally there are two scenarios in this respect. One, where washrooms are available, but there was no water. This is the most common example and
so washrooms become virtually non-functional as there is no water. Many more examples can be provided as evidence. For instance, in the GBPS, Haji Hashim Khoso, Union Council Khalifo Qasim, Badin, “washroom is available but there is no water to keep the washroom functional”. The GBPS, Pabohar, UC Khelatori, Tharparkar also faces a similar situation. In this school although the washroom is available, but due to non-availability of water facility, it is no longer used. The Head Master of this school, shared his views that “students and teachers face difficulty every single day in the absence of functional washrooms. This wastes several of our academic hours every day”.

In a second scenario, washroom facility is simply non-existent in schools. These types of schools include ‘schools in a hut’ and ‘schools under a tree’. As an example, in GBPS), Ghulam Ali Khaskheli, Saman Shah, Badin, the school is located a hut and there is no washroom available. The Head Master, said that “We (students and teacher) often have to go outside in the fields, and children go back either to their homes or they relieve themselves in the fields. It is also very difficult for girls to go outside for this very purpose”. Likewise, in GBPS, Rahim Manio, Pir Bodilo, Union Council Tando Bago, Badin, once again the situation is the same. There is no basic facility including washrooms. Similarly, in Tharparkar, GBPS, Adu Paro, Khelitori, the school functions under a tree. Hence, no basic facilities are available. One of the community persons of Union Council Khelatori was of the view that “girls in particular, naturally feel uncomfortable when there is no washroom facility in schools and this is why girls hesitate coming to school regularly”.

Figure 3: Picture Showing Non-Functional Washroom, GBPS, Haji M. Hashim Khoso, UC Khalifo Qasim

Figure 4: Picture Showing School in a ‘Hut’ and No Basic Facility, GBPS, Rahim Manio, Dei Jarkas, Tando Bago, Badin
In a third scenario, some of the schools do have toilets and water facilities. They are properly maintained and remain functional. However, these were only a few schools and are mostly middle or higher secondary schools. For instance, in GBPS, *Mir Jo Kot*, Union Council *Oliya Jarkas*, Badin, the washrooms are functional and properly maintained. There are two washrooms in this school. One is for boys and the other is for girls. This was one of the finest examples that was observed in terms of facilities including washrooms.

No school in the sampled schools of Badin and Tharparkar District had a separate washroom for girls and boys except in one school of Badin i.e. the GBPS, *Mir Jo Kot*, Union Council *Oliya Jarkas*.

### 3.2.2.3. Water Facilities

Unavailability of water remains an acute problem in both the districts. Badin is mostly affected by saline water. One can see large stretches of waterlogging and salinity all over the district. Similarly, Tharparkar is also studded with sand dunes and barren tracts all around the desert. Hence, water is scarce drinking water is a rare commodity, and it is available only in some areas. The people of Tharparkar are forced to consume brackish water as this is what is found in all areas of the district.

Therefore, ensuring a smooth supply of water in all the schools for children is an essential minimum requirement. School is a place where students spend an important part of their day, and non-availability of water can lead to absenteeism.

In Badin and Tharparkar, the main sources of water in schools are hand pumps, water stored in tanks, water coolers, nearby homes or neighborhoods and water is rarely drawn by electric water motors. It was observed that teachers and children manage water
(drinking and for toilet purposes) from their own available sources i.e. home or neighborhoods and other nearby areas.

In schools, the water is generally required for drinking and toilet purposes. It was observed that water facilities were not available in a majority of schools in the Badin and Tharparkar Districts. To list a few, where water was not available in the Tharparkar, include GGPS, Adu Paro, Union Council Khetlari, GBHS, Union Council Khetlari, government boys primary school, Pabohar Union Council Khetlari, and GBPS, Jagan Lund, Union Council Fante. Linking water with washroom facilities, a teacher of the government boys primary school, Belo Ali Muhammad Notiar of Union Council Saroor, Tharparkar, said “We are in dire need of clean drinking water. So much so that, our washroom usually becomes non-functional due to non-availability of water”.

Similarly, in Badin, just to mentions a few examples where water was not available included the following schools; GBPS, Misri Mallah, Pir Bodilo, and GBPS, Gulam Ali Khaskhañ, Union Council Saman Shah. All these schools are some select examples where water facilities were either not available or it was very scarce.

In some of the schools of Badin and Tharparkar Districts, water was available, but due to salinity and brackish water, it was not safe to drink. Dust particles were clearly visible in a glass of water. Schools like GBPS), New Wango, Union Council Khetlari, Tharparkar,
and GBPS, Ishque Dero, Union Council Pir Bodilo, Badin etc. are a few examples of the situation of drinking water available in these schools. A Head Master of government boys primary school, Makhdooom Abdul Rasool, Liaqat Ali from Badin commented on the condition of water saying; “Water is salty. Children and sometimes we (teachers) fell ill, our stomach remain upset. In that case, teachers and students do not come to school”.

It was also observed that some of the schools where water tanks were available but due to the lack of water the wells were dry. For instance, GBPS, Pabohar, Union Council Khetlari, Tharparkar do not even maintain any water tanks.

3.2.2.4. Electricity
In nearly all the schools of Badin and Tharparkar, particularly primary schools, electricity supply was not available. And even where it was available, this was connected through a direct line/connection from various sources including direct line from a nearby community, or a neighbours electric pole. Due to unavailability of electricity, the rooms are often dark and stuffy. In this situation, a school teacher of the GBPS, Arbab Faiz Muhammad said that “In the absence of electricity, in some ways we manage, in the winter seasons as of the cold. However, it becomes really difficult in the summer when the temperature soars up to 50 degrees Celsius. Class rooms becomes hot, smelly, and stuffy, which makes it hard to stand in the class and deliver lessons to the children”.

Similarly, there is only one school in Badin, where an electric meter was installed i.e. GBPS, Muhammad Yousaf Bhoot, Pir Bodilo. In the rest of the schools, where electricity is available it transmitted directly.

A few schools in Badin and Tharparkar are using solar system as an alternative to electricity. For instance, the GBHS, Baloch Chak, Union Council Pir Bodilo, Badin, the GBPS, Tamachi Paroo, Khetlari; and the GBPS), New Wangoo along with Government Boys Middle School (GBMS), New Wangoo in Tharparkar district have solar systems as the main source of electricity.
3.2.2.5. Compound Walls

Compound walls or boundary walls around the schools also play an important role in enrollment, retention or dropout. A boundary wall around the school provides a feeling of safety and security to children, parents and teachers. It also maintains privacy and prevents any distractions.

During the assessment of schools in Badin and Tharparkar, it was observed that, in most of the schools, primary to secondary levels, boundary wall was not there. In some of the schools’ boundary wall there were boundary walls, but these were partly damaged and needed immediate repair. Very few schools of Badin and Tharparkar had complete and safe boundary walls.

Compound wall are necessary for girl’s education as they play a vital role in enhancing and maintaining their enrollment. Having a boundary wall around a school serves as “purdah” (curtain) and safety for girls. In this context, a teacher of GBPS, Gian Paro, Kaloi, Tharparkar said that “Being in a traditional society, many people follows’ their culture and traditions. The traditional values of rural Tharparkar do not allow women to go outside, and even study in a school where there is no boundary wall”. Hence, it is evident that the absence of boundary walls also causes low enrollment and drop out of girls from schools. Girls after the age of 10-12 years, in particular are kept back in homes if the boundary wall in a school is missing.

3.2.3. Quality of Education

The quality of education depends on multiple factors ranging from quality of teachers, teachers’ own qualification and training, learning environment, and support mechanisms as well as teaching aids for children, both at school, and if possible at home too.
Unfortunately, both Badin and Tharparkar Districts face major challenges in providing education of good quality.

3.2.3.1. Student to Teacher Ratio
According to the Education Department, Sindh, student to teacher ratio in rural areas is 1:30 on average. However, it was observed that, in practice, the situation is even worse. In some of the school’s, classrooms were overcrowded in most of the primary schools. Where there was a one room school, students of grade 1 to 5 have to study in one room, disturbing and distracting each other.

For instance, in government boys primary school, Khalifo Qasim the enrollment is 208. Out which 168 are registered children and 40 are not enrolled. All the students are studying in one room, and there is only one teacher to teach lessons. Similarly, in another GBPS, Khano Panwar, Union Council Saman Shah, in Badin, the enrollment is 123, while the number of rooms and teacher is only one, all squeezed into one room.

In the case of Tharparkar, the situation is not different. For example, enrollment in the GBPS, Gian Paroo, Union Council Kaloi is 107 with only one teacher and a single class room. Overall, on average, each school caters to at least 60-70 children with one teacher only.

Thus, a high prevalence of small schools, mostly one-roomed, with high enrollment (school’s with only one room and one teacher) leads to poor quality of education in Badin and Tharparkar. In a sweltering heat of Tharparkar and Badin in summer, students and teachers crammed into one room, creates a claustrophobic environment that caused lack of attention, unhealthy surroundings, and the transmission of seasonal diseases and other epidemics.

3.2.3.2. Gender Disparity of Teachers
The disparity between the numbers of male and female teachers is visible at the primary to higher secondary level. There is a serious shortage of qualified female teachers in
Badin and Tharparkar. A majority of girls’ schools were found closed when visiting Badin and Tharparkar. However, only in 1 or 2 sampled schools, female teachers were present and teaching children.

For instance, GGMS Khalifo Qasim, Badin was closed during the field research. Similarly, GGPS, Khalifo Qasim, Badin was also closed when the team visited the area. Then, the GGPS, Baloch Chak, was also found closed. And a villager said that it had been closed for about 2 years, and the female teacher of this primary school was retired and no new teacher had been appointed to date. According to, the Taluka Officer, Tando Bago, Badin “we are facing severe shortage of female teachers in primary schools. This is a serious concern on part of the government. However, the department is trying hard to fill the gender gap in order to promote girls’ education”. Obviously, the absence of female teachers effects the quality as well as attendance.

Likewise, in Tharparkar, GGPS, Adu Paro, Khetlari, no female teacher has been appointed for years. However, one female was teaching voluntarily to the students. This school is situated under a tree. In another GGPS, Jagan Lund of Union Council Fante, had also been closed for 2-3 years, according to a nearby villager. A similar case was found at GGPS, Haji Khan Lund, and Union Council Fante. A volunteer female teacher Shahab Gul was teaching children.

These are just a few schools of Badin and Tharparkar mentioned above, where girl schools are closed due to non-availability of female teachers. Thus, teachers’ availability in schools, particularly of female teachers, is a major problem in rural schools.

3.2.3.3. Quality and Proficiency of Teachers
The academic qualification and capability of teachers is a matter of serious concern. Qualitative findings indicate that most of the teachers have an academic background in arts rather than science subjects. In addition to academic qualifications, the majority of the teachers also have professional qualifications of Primary Teaching Certificate (P.T.C)
Commenting on the quality of teachers and teaching, the Supervisor of Union Council Khalifo Qasim, Badin said “Nowadays, subjects contain a lot of new information, and it is difficult for a P.T.C teacher to cope with and transfer knowledge to students with a background of just a P.T.C. without any additional courses. It is even difficult for a Bachelors of Education (B.Ed.) teachers to effectively explain the latest syllabus”. He added, that “Teachers need yearly in-service training at the Union Council level. Here one teacher teaches all subjects. Our teachers cannot teach subjects like Mathematics, English, Science and Computers”. Interestingly, another Supervisor of Union Council Saman Shah expressed his views saying that “a majority of the teachers (even if they are appointed for some other subject) are teaching Sindhi in class rooms because they know nothing but the Sindhi language. This is one of the reasons that quality of education here is deteriorating every day”.

Similarly, the Head Master of the GMHS said that “now the government is recruiting National Testing Service (NTS) passed teachers in schools, but still they still need further training to educate children”.

Likewise, another relevant observation was made by a Supervisor who stated that “the quality of education is getting worse gradually because we are following a promotion policy (deliberate effort to promote students to next class) instead of examination and thereby merit-based promotion. This policy is also another factor for the poor quality of education”. He explained further that “Students somehow reach the next class, but due to promotion policy they cannot survive in high classes. This is another reason of increasing dropout rates at the middle to higher secondary level”.

In addition to quality of teachers, a lower number of teachers than the required ones at the middle to secondary level are also of great concern, to maintain the teaching quality. In some cases, primary schools are up-graded to middle school but without appointing appropriate middle level school staff and allocating the necessary resources. In this scenario, primary teachers are compelled to teach middle level classes without the academic and professional qualifications required. For instance, in GBMS New Wangoo,
Khetlari, Tharparkar, the school has been upgraded to middle level. However, in the absence of appropriate qualified middle school teachers, a primary school teacher is teaching middle school children as well. And the school is still waiting for the middle school teacher’s to be appointed and teach students. Thus, the absence of suitably qualified and adequately trained teachers seriously affects the quality of education.

Therefore, the provision of all basic facilities in schools is an important indicator of the quality of education. Qualitative finding suggests that a lack of basic facilities like washrooms, water, electricity and boundary walls, create significant barriers in seeking and imparting quality education. As it has been demonstrated in the districts of Badin and Tharparkar, the majority of schools in rural areas do not possess washrooms, water, electricity, and compound walls. Hence, without these basic facilities in schools, the quality of education is difficult to improve.

3.2.4. Governance and Accountability

The district education management of Badin and Tharparkar are facing serious challenges, especially at the field management level in terms of governance and accountability.

A number of anomalies were also observed during the survey. For instance, in GBPS, Haji Muhammad Hashim Khoso, a Naib Qasid (Office Assistant), was teaching the children. He himself told us that “the teacher of this school named was retired for more than 3 months. During this time, he teaches the students”. 

-30-
In addition to the absence of a regular teacher, the original building of this school was also damaged and stands in a dangerous condition. In fear of its collapse, the, school was shifted to a nearby ‘Autaq’ (guest room) of a local resident. It is important to understand that this Autaqt is not an ‘Autaq’ of a local landlord, but a guest room of a common member of the community. A fresh government school teacher is still to be appointed and to join this school.

On one hand, where it is commendable for a sincere naib qasid, is at least maintaining the continuity and education of the children. It is also a matter of grave concern that an inadequately qualified person is teaching without any teaching qualifications. This raises a serious question about the governance and management of the education administration.

The situation in general is not very different in Tharparkar. As an example, in GGPS, Adu Paro, Union Council Khetlari, there was no regular female teacher. Instead, a villager voluntarily teaches the girls. She comes daily from a nearby place and educates the children within her limited capacity. Another important characteristic of this school is that it is under a tree with no roof, boundary wall, water, washroom and electricity. It needs to be kept in mind, that Tharparkar is known for its hard terrain, sand dunes, hot weather and poverty. It is extremely difficult for a volunteer teacher to come and teach children.
every day, who is also a house wife and has a primary responsibility for taking care of her family. Once again, this shows the dedication of a rural woman to education a one side, while apathy and neglect of governance and local education administration on the other side.

The study also showed that the Government of Sindh recruited Monitoring Education Officers (MEOs) at the field level. MEOs are equipped with biometric systems, and they are authorized to pay random visits to different schools. The purpose is to observe teachers’ attendance, record school enrollment and take pictures as evidence of a functioning school. MEOs visit takes place once or twice a month in each school. According to the supervisor of Khalifo Qasim, “the monitoring officers are a good addition to the system for checks and balances, as previously we have been doing the same thing”. However, he highlighted some of the pragmatic problems attached with this system.

One of the problems identified by him was that due to the biometric system, teachers cannot be transferred/allocated temporarily to another school, where, in case, there is a dire need of a teacher. For instance, if an ‘x’ teacher is absent for any reason or falls ill etc. teacher ‘y’ cannot go to replace teacher ‘x’ in his school because of the fact that his/her attendance is marked only in his/her own school. Previously, when there was no biometric system, supervisors’ on their own discretion could designate any teacher to go to another school (where required) to avoid children from being absent from school.

It was also found that the supervisors had been suspended, and their role was reduced due to a Supreme Court’s order. In return, supervisors filed a review petition. However, the Supreme Court has also dismissed supervisors’ plea against transfer back to their previous, i.e. original teaching positions. Now, there are only monitoring officers in the
field who record the attendance of students and teachers, and also take note of other school related problems.

It was also observed that some of the schools are temporarily closed, but these have been closed for the last 2 or even 10 years. Reasons include retirement or death of the teachers, biometric system, transfer and promotions of teachers etc. Reportedly, some of the schools have been closed for about a decade, and the local community confirmed that the GGPS, Khalifo Qasim, Badin has been closed for about a decade. In this case, the governance and accountability of the local administration is clearly observed as not playing any efficient role in the management of the schools. The state of education in Badin and Tharparkar and the way it has been neglected is common knowledge to everyone from monitoring officers to the local education administration, and yet this situation has remained the same for many years.

The research clearly illustrates, that the school governance, education management, and accountability system is extremely poor in both the districts of Badin and Tharparkar.
Chapter 4

Conclusions

Results from the qualitative findings suggest that the state of education in the districts of Badin and Tharparkar is alarming and needs immediate attention for improvement. The analysis indicates that the findings of the research point to various reasons for the poor state of education that are inherently inter-connected and intertwined, from poverty to the lack of interest of the teachers’, and parents, which has an impact on the students; and due to the lack of better governance, and weak monitoring and accountability. All this manifest itself and results in the dismal state of education in both districts.

4.1. Enrollment, Retention and Dropout

4.1.1. Enrollment

1). Boys enrollment is significantly higher than that of girls at all levels of education in both districts i.e. Badin and Tharparkar.

2). In some schools of Badin and Tharparkar, there are children who are not counted or considered formally enrolled. They are called “non-enrolled” children at schools.

3). Schools particularly, primary schools were found overcrowded and the majority had only one room for the children to study.

4). Enrollment rate at the primary level is relatively better than that of higher levels i.e. middle to higher secondary. However, the ratio falls particularly for girls, as they move from middle to high school.

4.1.2. Retention and Dropout

1). Low transition (sharp downward trend) rate is observed from pre-primary to primary, and from primary to middle and so on up to higher secondary levels. The trend is also evident from the official figures of the Education Department, GoS.

2). Children from households who speak minority languages, or who belong to minority ethnic groups are more likely to remain out of schools.
3). For girls, lack of enrollment and retention and higher drop-out rates are attributed to the following reasons:

- Traditional cultural practices such as “purdah” separates girls from boys at an early age.
- Serious shortage of female teachers in primary, middle and high schools emerged as a major problem. Parents felt reluctant to send their girls to schools where male teachers teach.
- High absenteeism of female teachers, or lack of alternatives once a female teacher goes on maternity leave.
- Critical shortage of primary, middle, secondary and higher secondary girls’ schools.
- Distance and lack of a transportation system i.e. from home to school and vice versa is also a significant reason for high dropout rates.
- Temporary and permanent closure of girls’ schools also cause girls to dropout of schools.
- Lack of basic facilities also leads to drop-out for girls. For example, no separate washrooms for girls, no boundary walls, and lack of water facilities leads to low retention and higher dropout of girls.
- Widespread poverty discourages parents to send their children to schools. Parents cannot afford to buy stationary, transportation, uniforms and fulfill certain other needs of the school going children. Most parents have a large family to support which also prevents them from affording extra expenses. Parents perceive education as an extra unnecessary cost.
- In-migration trends’ also causes drop-outs. Parents migrate from village to village, and district to district, to earn a livelihood which disturbs children’s continuity in schools.
- Lack of parental motivation to send their girls to school, and preference for boys to study is another reason of dropout in girls in particular.

4). For boys, low retention and high dropout reasons are not very different. Most of the reasons are similar, such as;
• Parents prefer their sons to work and earn an income rather than sending them to school for education.

• Both children and parents do not see any successful role models i.e. a person breaking out of poverty through education and achieving a successful career.

• Lack of infrastructure in schools, and in the rural areas, also leads to absenteeism and drop-out. School buildings were in a dilapidated and dangerous condition which discourages children to come to school.

• Male teachers also remain absent, and there are many teachers who are engaged in other businesses, at the cost of teaching where they regularly get a salary.

4.2. Missing Facilities

4.2.1. Condition of Schools

1). Missing facilities have a negative co-relation with children’s attendance. Where the quality of infrastructure and physical facilities in schools are good, enrollment and completion rates are also better. This is evident from the analysis below;

4.2.2. Washrooms

There are three kinds of schools in terms of washrooms:

1). One, where washrooms were available, but they were non-functional, due to unavailability of water.

2). Second, the washrooms were absent from schools, perhaps never constructed.

3). Only, a few schools had washrooms which were functional and maintained.

4). No school assessed in Badin and Tharparkar Districts, had separate washroom for girls and boys except in one school of Badin.

4.2.3. Water

1). In Badin and Tharparkar, handpumps, stored water, water coolers, and water from nearby homes, or neighborhoods were the main sources of water. In rare
situations, electric water pumps were used to draw water from the ground. Convenient and readily available sources of water was hardly found anywhere in the schools.

2). Water facilities were not available in most of the schools in both the districts of Badin and Tharparkar. Teachers and children bring water (for drinking and toilet purposes) either from their home, or from neighbouring households. Some of the schools had water tanks but due to the lack of water they were empty and dry.

3). In some of the schools in Badin and Tharparkar, water was available, but due to salinity and other impurities, water was not safe to drink.

4.2.4. Electricity

1). In all schools of Badin and Tharparkar, particularly primary schools, electricity/electric supplies were not available.

2). And if electricity was available, it was connected through a direct line/connection from various sources including from the community of a respective school, neighbours, or an electric pole.

3). Very few schools in Badin and Tharparkar were using solar system as an alternative form of electricity.

4.2.5. Compound walls

1). In most schools of Badin and Tharparkar from primary to secondary level, boundary walls were either missing or damaged to the extent of just a ‘mark’ of a wall. Very few schools of Badin and Tharparkar had their boundary walls intact.

2). Due to the absence of compound walls, many parents, mainly of girls, were reluctant to send them girls to school. In the absence of an outer wall, the sense of protection and security was poor, and it was not possible to observe purdah.

4.3. Quality of Education

4.3.1. Student to Teacher Ratio
1). Most classrooms are overcrowded in almost all primary schools. In a one-room school, students from grade 1 to 5 all are packed in the same room distracting each other and making the classroom situation unmanageable for teachers.

4.3.2. Gender Disparity
1). Gender disparity among teachers is noticeable at the primary to higher secondary level, as there is a serious shortage of qualified female teachers in the districts of Badin and Tharparkar.
2). A majority of girl schools were closed when visited in Badin and Tharparkar. Once again, the shortage of female teachers counted for a major reason.

4.3.3. Quality of Teachers
1). Most of the teachers have an academic background in arts subjects, rather than science and are assigned to teach science as well.
2). In addition to the academic qualification, a majority of teachers only have a professional qualification in PTC, which is too low and inadequate to keep pace with the changing standards of education and changing syllabi.

4.4. Governance and Accountability
1). Monitoring Education Officers (MEOs) visit once or twice a month. However, the MEOs with a biometric system have some pragmatic problems which need to be addressed.
2). Some of the schools have been temporarily closed for as long as 2-10 years. Reasons include teachers’ retirement, death of the former teacher, biometric system of attendance and, transfer and promotion of teachers. District Education Departments of Tharparkar and Badin are aware of this situation, but for several managerial and procedural constraints, the problem continues to persist.
3). In certain areas, there is a serious shortage of male teachers as well, particularly in Badin and Tharparkar. Education departments of both districts are conscious of this situation.
4). Transfer/postings of teachers for vacant positions takes a long time.
5). Some School Management Committees (SMCs) are not utilizing funds to meet the needs of schools. This fund is primarily to cover repair and maintenance of the cost of school. It was found out that some schools have SMC funds for years, and do not utilize it. While others are utilizing the funds when required.
Chapter 5

Recommendations

The research study has indicated a number of issues related to the education system in Badin and Tharparkar. The key findings and conclusions suggest certain recommendations which can be made to contribute to improving the state of education in the Badin and Tharparkar, in order to realize the right to education as prescribed in Article 25-A of the Constitution of Pakistan.

1). Planned efforts are needed to enhance enrollment, retention, reduce dropout and improve enrollment rates in both districts. In this context, public service messages, articles and news briefs, educational promotion through the media, public rallies, press conferences, and media orientation can be developed as a tool for mass campaigns to the right to education.

2). Strong advocacy initiatives are required to mobilize communities to send their children to schools, particularly girls. This may include parents, students, educationists, civil society, SMC members, local politicians, media persons, and members of the minority communities to work together to promote education in line with article 25-A of the Constitution of Pakistan.

3). Awareness campaigns should be launched at the District, Tehsil and Union Council level to mobilize communities to demand education and they should play a role in promoting education. Accordingly, advocacy groups can be formed at the Union Council level to empower the communities, to demand the right of education. Similarly, education interest groups can also be formed at the district level.

4). Civil society should identify and introduce personalities within the marginalized communities that would work as a role model and motivation for children as well as parents.

5). Communities speaking minority languages should be mainstreamed in the programmatic interventions, and they should also be made aware of the importance of education.
6). Teacher’s absenteeism can be reduced through a strong check and balance system. The biometric system is a positive step in this direction, however, the system also needs improvement in terms of redressing teachers’ complaints.

7). There is a need to build more separate schools for girls, and the community needs to begin to accept and send their daughters to a co-education primary schools’. At present the absence of girl schools is a barrier as parents do not allow their girls to study in a mixed school system.

8). Quality of education depends on the availability and effective use of innovative teaching methodologies. Teachers training is a dire need in order to meet the changing requirements of the curriculum i.e. English, Mathematics, Science, Computer Science etc. More subject specialists should be recruited.

9). Local female teachers are required at the schools so that they can own the school, take responsibility and be answerable to their own community. Furthermore, the female teachers, already recruited, should be transferred to schools nearer to their homes to encourage regularity and motivation.

10). Government should relax recruitment policy for female teachers in the remote districts that ranked extremely low in education indices. For example, Badin, Tharparkar and similar other districts of Sindh where the quality of education is low, qualification and recruitment criteria can be made more flexible at the beginning of the recruitment process.

11). A healthy education environment is contingent upon provision of basic facilities. In this connection, facilities like water, compound walls, electricity and washrooms are extremely essential. In addition, provision of additional rooms, separate washrooms for girls and furniture are also required in most of the schools. Accordingly, efforts should be made to generate a Charter of Demand (CoD), and demand appropriate allocation of funds in the Annual Development Plan (ADP) to promote education. As, effective awareness cannot be done without providing basic facilities.
12). The government, NGO’s, and community members needed to collaborate to improve the state of education in Badin and Tharparkar and remove all impediments which deprive children from education.

13). The Government of Sindh as well as NGOs, must identify other workable solutions to effectively respond to the problems at the community level, in terms of policy mechanisms, institutional development, project interventions and large-scale focused oriented programming.

***
List of Schools Visited Indicating their Status of facilities

Annexure – I
Badin
### List of Schools

**District:** Badin  
**Taluka:** Tando Bago  
**Union Council (UC):** Khalifo Qasim

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher/ Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/ Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>401040740</td>
<td>GGMS, Khalifo Qasim</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>School was found closed. Reportedly it had been closed for many years.</td>
</tr>
</tbody>
</table>
| 2.      | 401040578  | GMHS, Khalifo Qasim | Ghulam Ullah Panwar | 11 | 7 | 140 | 0 | Yes | Yes but non-functional | Functional.  
No science lab, computer lab and library.  
School building condition was poor. | Repair of compound wall.  
In need of water & electricity.  
Furniture.  
School building needs repair. |
| 3.      | 401040578  | GBPS, Khalifo Qasim | Abdul Haq Lund | 1 | 2 | 208 Reg.: 168 Non-Reg.: 40 | 0 | No | No | No | School was functional.  
When it rains school is closed due to poor condition of building. | Repair of school rooms;  
Need another teacher. |
<table>
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<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher/Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/Demand</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>C. Wall</td>
<td>Water</td>
<td>Electricity</td>
</tr>
<tr>
<td>4.</td>
<td>401040115</td>
<td>GGPS, Khalifo Qasim</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
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<tr>
<td>5.</td>
<td>401040306</td>
<td>Govt. Haji Muhammad Hashim Khoso</td>
<td>-</td>
<td>There was no designated/appointed government teacher (Nil).</td>
<td>1</td>
<td>25</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head/Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required/Demand</td>
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<td>6.</td>
<td>-</td>
<td>GBPS Ruparo Paroo</td>
<td>Maqbool Ahmed Khawaja</td>
<td>1</td>
<td>2</td>
<td>83</td>
<td>-</td>
<td>Yes</td>
<td>School was open and functional.</td>
<td>Need one more teacher.</td>
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<tr>
<td>7.</td>
<td>401040882</td>
<td>GBPS Fazal Ahmadani</td>
<td>Akhter Ali Shah; and Salam Ali</td>
<td>2</td>
<td>2</td>
<td>98</td>
<td>-</td>
<td>Yes</td>
<td>Compound wall needs repair. 2 washrooms (only 1 functional). Mixed classes.</td>
<td>Furniture required.</td>
</tr>
</tbody>
</table>
## List of Schools

**District:** Badin  
**Taluka:** Tando Bago  
**Union Council (UC):** Dei / Oliya Jerkas

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/ Demand</th>
</tr>
</thead>
</table>
| 1.      | 401040088   | GBPS Muhammad Ishaq Bhnriyo | Ms. Rabiya; and Mr. Muhammad Hassan | 2               | 1            | 85         | 6       | No                  | No No No Yes | Washroom given by an INGO.  
Teacher was an employee of NCHD. |
| 2.      | 401040211   | GBPS Makhdoom Abdul Rasool | Liaqat Ali                     | 1               | 1            | 45         | 2       | No                  | No Yes (Direct Line) Yes                     | Needs water. |
| 3.      | 401040232   | GBPS Loung Khan Khoso     | Muhammad Saddique               | 1               | 2            | 90         | -       | Yes Yes Yes Yes     | • 2 rooms (only 1 was functional)       | |
| 4.      | 401040705   | GBPS Versi Mal Ofaque     | Sarwan Kumar; and Ms. Shezan Memon | 2               | 1            | 79         | 10      | No                  | No No No Yes but non-functional  
Head teacher was NCHD School Teacher. | |

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<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
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<td>C. Wall</td>
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<td>5.</td>
<td>401040217</td>
<td>GBPS Mir Jo Kot</td>
<td>Veero Mal</td>
<td>6</td>
<td>5</td>
<td>308</td>
<td>10</td>
<td>Yes</td>
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<tr>
<td>6.</td>
<td>401040737</td>
<td>GBMS Mir Jo Kot</td>
<td></td>
<td>1</td>
<td>1</td>
<td>76</td>
<td>-</td>
<td>Yes</td>
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</table>
## List of Schools

**District:** Badin  
**Taluka:** Tando Bago  
**Union Council (UC):** Saman Shah

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher/ Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Drop Out</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/ Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>401040222</td>
<td>GBPS Khano Panwar</td>
<td>Ghulam Qadir</td>
<td>1</td>
<td>1</td>
<td>123</td>
<td>5</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>401040236</td>
<td>GBPS Salman Shoro</td>
<td>Shabir Ahmed</td>
<td>1</td>
<td>2</td>
<td>82</td>
<td>4</td>
<td>No</td>
<td>Yes (direct line)</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>401040494</td>
<td>GBPS Saiful Khan Chandio</td>
<td>Abdul Hussain</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>-</td>
<td>No</td>
<td>Yes (direct line)</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>401040109</td>
<td>GGPS Saiful Khan Chandio</td>
<td>Ms. Amna</td>
<td>1</td>
<td>2</td>
<td>24</td>
<td>-</td>
<td>Yes</td>
<td>Yes but non-functional</td>
<td>No</td>
</tr>
<tr>
<td>5.</td>
<td>401040573</td>
<td>GBPS Muhammad Usman</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>45</td>
<td>6</td>
<td>Yes</td>
<td>None</td>
<td>Furniture is required</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
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<td>Required/ Demand</td>
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<tr>
<td>6.</td>
<td>401040086</td>
<td>GBPS Ghulam Ali Khashkholi</td>
<td>Tanveer Ahmed</td>
<td>1</td>
<td>In a hut. No room</td>
<td>32</td>
<td>5</td>
<td>No</td>
<td>No</td>
<td>No</td>
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</tbody>
</table>
## List of Schools

**District:** Badin  
**Taluka:** Tando Bago  
**Union Council (UC):** Pir Bodlo

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<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
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<th>Status / Condition</th>
<th>Required / Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>401040180</td>
<td>GBPS Bachal Ahmedani</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>Yes (non-functional)</td>
</tr>
</tbody>
</table>
|         |            |                 |                                 |                 |              |            |         |                     | • Reportedly School was closed for more than a year.  
|         |            |                 |                                 |                 |              |            |         | • Teacher and Students did not attend school.  
|         |            |                 |                                 |                 |              |            |         | • Non-Functional School.  
|         |            |                 |                                 |                 |              |            |         | • No Basic Facility.  |
| 2.      | 401040696  | GBPS Jumoon Bhurgari | Saeed Iqbal; and Ms. Samina | 2               | 1            | 93         | 3       | No                  | Yes (Direct Line)-  
|         |            |                 |                                 |                 |              |            |         | Yes                  | Building constructed by an INGO.  
|         |            |                 |                                 |                 |              |            |         | • 1 hand pump.  
|         |            |                 |                                 |                 |              |            |         | • One female was NTS teacher.  |
| 3.      | 401040493  | GBPS Ghulamullah Bhurgari | Khamiso                        | 1               | 2            | -          | -       | No                  | No                | Yes (non-functional)  |
|         |            |                 |                                 |                 |              |            |         |                     | • Teacher was on leave.  
|         |            |                 |                                 |                 |              |            |         | • School was closed.  
<p>|         |            |                 |                                 |                 |              |            |         | • School was also located in Autaq  |</p>
<table>
<thead>
<tr>
<th>Sr. No.</th>
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<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
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<td></td>
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<td></td>
<td>C. Wall</td>
<td>Water</td>
<td>Electricity</td>
</tr>
<tr>
<td>4.</td>
<td>401040183</td>
<td>GBPS Gui Muhammad Bhurgari</td>
<td>Muhammad Iqbal; Fouzia Nawaz; Muhammad Khan Hamdani</td>
<td>3</td>
<td>2</td>
<td>102</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Hand pump</td>
</tr>
<tr>
<td>5.</td>
<td>401040745</td>
<td>GBHS  Baloch Chak (Cluster School)</td>
<td>Imran Khan Arain</td>
<td>6</td>
<td>5</td>
<td>139</td>
<td>20</td>
<td>No</td>
<td>Yes</td>
<td>Yes (on solar system)</td>
</tr>
<tr>
<td>6.</td>
<td>401040115</td>
<td>GGPS  Baloch Chak</td>
<td>-</td>
<td>No teacher at the moment.</td>
<td>4</td>
<td>16</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head Teacher / Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required/ Demand</td>
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<td></td>
<td></td>
<td></td>
<td>Teacher was retired about 2 years ago</td>
<td></td>
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</tr>
<tr>
<td>7.</td>
<td>401040325</td>
<td>GBPS Palio Khaskhel</td>
<td>Khalil ur Rehman; and Iqra Tul Hawa</td>
<td>2</td>
<td>1</td>
<td>95</td>
<td>0</td>
<td>No No Yes (direct line) Yes (non-functional)</td>
<td>This school was affected by 2012 Floods. Constructed again in 2011-12.</td>
<td>1 room is required. Needs more furniture.</td>
</tr>
<tr>
<td>8.</td>
<td>401040615</td>
<td>GBPS Jalal Khoso</td>
<td>Imtiaz Ali Laghari</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>-</td>
<td>No No No No</td>
<td>Nearby hand pump is the source of water</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>401040512</td>
<td>GBPS Maula Bux Pathan</td>
<td>Nimro</td>
<td>1</td>
<td>2</td>
<td>30</td>
<td>5</td>
<td>Yes Yes Yes (direct line) Yes (non-functional)</td>
<td>Building needs repair. Class doors affected by termites.</td>
<td>Furniture is required.</td>
</tr>
<tr>
<td>10.</td>
<td>401040699</td>
<td>GBPS M. Rahim Manio</td>
<td>Ms. Farzana</td>
<td>1</td>
<td>It was a hut</td>
<td>-</td>
<td>-</td>
<td>No No No No</td>
<td>School was in a hut. School was closed when teacher was on 3-months maternity leave.</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>401040589</td>
<td>GBPS Muhammad Yousaf Bhoot</td>
<td>Mangio</td>
<td>1</td>
<td>2 (1 functional,</td>
<td>71</td>
<td>4</td>
<td>Yes No Yes (meter) Yes (non-functional)</td>
<td>School established in 1955.</td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head Teacher / Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required/ Demand</td>
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<td></td>
<td>Wall</td>
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<td></td>
<td>Water</td>
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<td>Electricity</td>
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<td></td>
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<td>Wash Room</td>
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<tr>
<td>12.</td>
<td>No SEMIS code allocated</td>
<td>GGPS Haji Muhammad Qasim</td>
<td>-</td>
<td>No</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>Established in 2002.</td>
<td>Needs a school teacher.</td>
</tr>
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<td></td>
<td></td>
<td>No</td>
<td>Used by the community as ‘Autaq’ (literal meaning guest room).</td>
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<td></td>
<td></td>
<td>No</td>
<td>School was once used as BHU/Dispensary.</td>
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<td></td>
<td></td>
<td>No</td>
<td>School was closed for many years.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>No SEMIS code allocated</td>
<td>GBMS Haji Muhammad Qasim</td>
<td>-</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>No</td>
<td>The construction of the building was left incomplete.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>-</td>
<td>GBPS Muhammad Dars</td>
<td>Juman Khan</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>Yes</td>
<td>This school was closed for about 1 year until the arrival of a new teacher.</td>
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<td></td>
<td>No</td>
<td>A community member recalls that it was functional and</td>
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<td></td>
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<td></td>
<td>Yes (direct line)</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Yes (Non-functional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head Teacher / Teacher</td>
<td>No. of Teachers</td>
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<td>Enrollment</td>
<td>Dropout</td>
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<td>Required/ Demand</td>
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<tr>
<td></td>
<td>401040697</td>
<td>GBPS Misri Mallah</td>
<td>Ms. Fouzia Batool; and Ms. Salma Yasin; Abdul Rasool (Volunteer Teacher)</td>
<td>2</td>
<td>In a hut</td>
<td>70</td>
<td>3</td>
<td>Yes (hand pump)</td>
<td>operational for the last 12-13 years.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>Yes (functional)</td>
<td>• However, upon taking charge of a new teacher, the same school continuous to remain close on regular intervals.</td>
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<td></td>
<td>• Community complains that the teacher is not punctual.</td>
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<td></td>
<td>• Classroom condition is also poor.</td>
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<td></td>
<td>• Roof needs to be repaired.</td>
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<td></td>
<td></td>
<td>• Furniture is also required in the classroom.</td>
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<td></td>
<td></td>
<td>• One teacher was on leave for 5 days.</td>
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<td></td>
<td></td>
<td></td>
<td>• Other teacher could not come due to false biometric data.</td>
<td></td>
</tr>
<tr>
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<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
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<td>16.</td>
<td>401040178</td>
<td>GBPS Ishaq Dero</td>
<td>Muhammad Yousif</td>
<td>1</td>
<td>1</td>
<td>50</td>
<td>8</td>
<td>Yes</td>
<td>No</td>
<td>Yes (non-functional)</td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>School was in poor condition.</td>
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<td></td>
<td>Affected in 2011 floods.</td>
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<td></td>
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<td></td>
<td></td>
<td>Building needs to be repaired.</td>
</tr>
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<td></td>
<td></td>
<td>Furniture is required.</td>
</tr>
</tbody>
</table>

• One teacher was teaching voluntarily.  
• This hut was affected in 2011 floods.
• School was in poor condition.  
• Affected in 2011 floods.  
• Building needs to be repaired.  
• Furniture is required.
Tharparkar
### School List:

**District:** Tharparkar  
**Taluka:** Diplo  
**Union Council (UC):** Khetlari

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher/Teacher</th>
<th>No. of Teachers</th>
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<th>Status / Condition</th>
<th>Required/Demand</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>406020925</td>
<td>GBMS Pabohar</td>
<td>Ejaz Ali (Private)</td>
<td>1</td>
<td>1</td>
<td>60</td>
<td>0</td>
<td>Yes No No</td>
<td>Yes (non-functional)</td>
<td>Needs building for middle school</td>
</tr>
<tr>
<td>2.</td>
<td>406020489</td>
<td>GBPS Pabohar</td>
<td>Mehmood (H/M); and Abdul Waheed</td>
<td>2</td>
<td>2</td>
<td>86</td>
<td>5</td>
<td>Yes No No</td>
<td>Yes (non-functional)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>406020609</td>
<td>GBPS Pabohar</td>
<td>Khan Muhammad Paro</td>
<td>2</td>
<td>1</td>
<td>45</td>
<td>-</td>
<td>No No No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>406020771</td>
<td>GBPS Tamachi Paroo</td>
<td>Guru Muhammad (Private)</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>-</td>
<td>No</td>
<td>Yes (Solar panel installed)</td>
<td>No</td>
</tr>
<tr>
<td>5.</td>
<td>406020124</td>
<td>GBPS New Wango Manzoor Paroo</td>
<td>Ghulam Shabir</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>No No No</td>
<td>Yes (non-functional)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>406020056</td>
<td>GBPS New Wangoo</td>
<td>Ejaz Ali;</td>
<td>1</td>
<td>2</td>
<td>45</td>
<td>0</td>
<td>No No Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head Teacher/ Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required/ Demand</td>
</tr>
<tr>
<td>---------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>7.</td>
<td>406020920</td>
<td>GBMS New Wangoo</td>
<td>Bashir Ahmed</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Solar System)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>406020944</td>
<td>GBHS Khetlari</td>
<td></td>
<td>9</td>
<td>17</td>
<td>92</td>
<td>0</td>
<td>Yes</td>
<td>Yes</td>
<td>Building needs to be repaired</td>
</tr>
<tr>
<td>9.</td>
<td>406020224</td>
<td>GGPS Adu Paro</td>
<td>Ms. Tajo (Volunteer)</td>
<td>1</td>
<td>0</td>
<td>22</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>Need of a permanent regular government teacher. Furniture is required.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(under a tree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>406020752</td>
<td>GBPS Mehrand</td>
<td></td>
<td>3</td>
<td>2</td>
<td>153</td>
<td>No</td>
<td>No</td>
<td>Yes (N/F)</td>
<td>Teachers required.</td>
</tr>
</tbody>
</table>

-60-
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher/Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C. Wall, Water, Electricity, Wash Room</td>
<td></td>
<td>Building needs to be repaired. 1-2 rooms required. Needs furniture.</td>
</tr>
</tbody>
</table>
### School List:

**District:** Tharparkar  
**Taluka:** Diplo  
**Union Council (UC):** Kaloi

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/ Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>406020160</td>
<td>GBPS Raees Jam Khan Lund</td>
<td>At the moment there is no teacher. Previous teacher was transferred to another school in 2016</td>
<td>0</td>
<td>1</td>
<td>38</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>406020068</td>
<td>GBPS Arbab Faiz Muhammad</td>
<td>Muhammad Juman</td>
<td>1</td>
<td>2</td>
<td>41</td>
<td>2</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>406020657</td>
<td>GBPS Gian Paroo</td>
<td>Photo Mal</td>
<td>1</td>
<td>1</td>
<td>107</td>
<td>5</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>406020525</td>
<td>GBPS Allah Jorio Lund</td>
<td>Memon Haroon Soomro</td>
<td>1</td>
<td>1</td>
<td>40</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head / Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required / Demand</td>
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</tr>
<tr>
<td>5.</td>
<td>406020653</td>
<td>GBPS Kharak Meghwar Paroo</td>
<td>Laskhsman Das</td>
<td>1</td>
<td>2</td>
<td>77</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes (N/F)</td>
</tr>
<tr>
<td>6.</td>
<td>406020629</td>
<td>GBPS Ibrahim Daris</td>
<td>Mohar; and Yar Muhammad</td>
<td>2</td>
<td>1</td>
<td>80</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes (N/F)</td>
</tr>
<tr>
<td>7.</td>
<td>406020354</td>
<td>GBPS Ibrahim Khashkel</td>
<td>Nasrullah</td>
<td>1</td>
<td>2</td>
<td>60</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes (N/F)</td>
</tr>
<tr>
<td>8.</td>
<td>406020656</td>
<td>GBPS Harijan Colony</td>
<td>Nachal Mal</td>
<td>1</td>
<td>2</td>
<td>45</td>
<td>-</td>
<td>Yes (Direct)</td>
<td>Yes (N/F)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>406020579</td>
<td>GBPS Muhammad Siddique Bajeer</td>
<td>Molvi Ramzan (Volunteer)</td>
<td>1</td>
<td>1</td>
<td>43</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes (N/F)</td>
</tr>
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</table>
## School List:

**District:** Tharparkar  
**Taluka:** Diplo  
**Union Council (UC):** Fante

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required / Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>406020581</td>
<td>GBPS Jagan Lund</td>
<td>Bilawal</td>
<td>1</td>
<td>2</td>
<td>74</td>
<td>3</td>
<td>Yes</td>
<td>Yes (non-functional)</td>
<td>Needs Furniture</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>GGPS Jagan Lund</td>
<td>At the moment school is closed (reportedly for 2-3 years)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>Yes</td>
<td>Yes (non-functional)</td>
<td>School is closed. No female teacher. Female students goes to nearby school. School has been closed for 3-4 years. Need of a female teacher.</td>
</tr>
<tr>
<td>3</td>
<td>406020093</td>
<td>GBPS Arbab Abdul Khaliq</td>
<td>Asghar Ali</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Building needs to be repaired. Building is partly damaged. Teacher was present.</td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Semis Code</td>
<td>Name of School</td>
<td>Name of Head / Teacher</td>
<td>No. of Teachers</td>
<td>No. of Rooms</td>
<td>Enrollment</td>
<td>Dropout</td>
<td>Missing Facilities</td>
<td>Status / Condition</td>
<td>Required / Demand</td>
</tr>
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<td>-----------------</td>
</tr>
<tr>
<td>4.</td>
<td>406020253</td>
<td>GGPS Haji Khan Lund</td>
<td>Shahab Gul (Volunteer)</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>-</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Absence of students.</td>
</tr>
<tr>
<td>5.</td>
<td>406020161</td>
<td>GBPS Haji Khan Lund</td>
<td>Manji Mal</td>
<td>1</td>
<td>1</td>
<td>48</td>
<td>1</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Permanent female govt. teacher is required.</td>
</tr>
<tr>
<td>6.</td>
<td>406020628</td>
<td>GBPS Nimro Khan Lund</td>
<td>Abdul Sattar</td>
<td>1</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Water is required.</td>
</tr>
</tbody>
</table>
### School List:

**District:** Tharparkar  
**Taluka:** Diplo  
**Union Council (UC):** Saroor

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Semis Code</th>
<th>Name of School</th>
<th>Name of Head Teacher / Teacher</th>
<th>No. of Teachers</th>
<th>No. of Rooms</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Missing Facilities</th>
<th>Status / Condition</th>
<th>Required/Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>406020691</td>
<td>GBPS Hashim Lund Paro Patar</td>
<td>Pyaro</td>
<td>1</td>
<td>1</td>
<td>40</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2.</td>
<td>406020626</td>
<td>GBPS Belo Ali Muhammad Notiar</td>
<td>Abdul Sattar Notiar</td>
<td>1</td>
<td>2</td>
<td>21</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3.</td>
<td>406020546</td>
<td>GBPS Somji Ji</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>4.</td>
<td>406020446</td>
<td>GBPS Katoo Shani</td>
<td>Allah Baksh</td>
<td>1</td>
<td>1</td>
<td>66</td>
<td>-</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

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-66-
Pictures showing State of Education in Districts Badin and Tharparkar

Annexure – II
Pictures showing State of Education Facilities in Badin District
Figure 12: No Boundary Wall, GBPS, Muhammad Ishaq Bhunriyo, UC Oliya Kharkas, Badin

Figure 13: Non-Functional Washroom, GGPS, Saiful Chandio, UC Saman Shah, Badin
Figure 14: Non-Functional Washroom, GBPS Usman Hajam, UC Saman Shah, Badin

Figure 15: Closed School, GGPS, Khalifo Qasim
Figure 16: Damaged Compound Wall, GBPS Muhammad Usman, UC Saman Shah, Badin

Figure 17: Non-functional washroom due to lack of water, GGPS Saiful Khan Chandio, Saman Shah, Badin
Figure 18: Completely Damaged Washroom, GBPS Bachal Ahmedani, Pir Bodlio, Badin.

Figure 19: Non-functional washroom, GBPS Versi Mal Ofaque, Oliya Jerkas, Badin
Figure 20: Lack of water facility and non-functional washroom, GBPS Palio Khaskheli, Pir Bodlo, Badin

Figure 21: Damaged Ceiling, GBPS Muhammad Dars, Pir Bodlo, Badin
Figure 22: Hut School, GBPS Misri Mallah, Pir Bodlo, Badin

Figure 23: Non-functional washroom, GBPS Jalal Khoso, Pir Bodlo, Badin
Figure 24: Water facility from neighbourhood, GBPS Jalal Khoso, Pir Bodlo, Badin

Figure 25: Incomplete School, GBMS Muhammad Yousaf Bhoot, Pir Bodlo, Badin
Figure 26: Empty Water Tank, GGPS Saiful Khan Chandio, Saman Shah, Badin

Figure 27: Closed School, GGPS Qasam Bhoot, UC Pir Bodlo, Badin
Figure 28: Closed School, GGPS, Khalifo Qasim, Badin
Pictures showing State of Education Facilities in Tharparkar District
Figure 29: Closed School, GBPS Arbab Abdul Khaliq, Fante, Tharparkar

Figure 30: Lack of water facility and non-functional washroom, GBMS New Wangoo, Khetlari, Tharparkar
Figure 31: Non-functional washroom, GBPS Gian Paroo, Kaloi, Tharparkar

Figure 32: Non-functional washroom, GBPS Jagan Lund, Fante, Tharparkar
Figure 33: Non-functional Washroom, GBPS Raees Jam Khan Lund, Kaloi, Tharparkar

Figure 34: No Boundary Wall, GBPS Nimro, Fante, Tharparkar
Figure 35: School under a tree, GGPS Adu Paro, Khetlari, Tharparkar

Figure 36: No Boundary wall and lack of basic facilities, GGPS Wilasai Colony Kaloi, UC Kaloi, Tharparkar
Key Informant Interviews (KII) Guidelines

Annexure – III
Broad Guidelines for Key Informant Interviews
for
DO, TEO, Monitoring Officers, SMC Chairman & Members

Consent Form
Verbal consent gained from the group participating in KII

The researcher who has provided you with this form will share the information recorded in this interview with the project partners: Strengthening Participatory Organization (SPO). Upon its receipt, the receptive organization will keep the information collected in this KII in its secure archives and will not use it for any purpose other than the research analysis. Regarding the publication of specific data, the SPO will take all necessary steps to ensure strict compliance with the respondent’s will as stated below. Please note the KII conducted with you may take at least 45 – 60 minutes.

We understand the purpose and agree to be part of the KII. Thank you.

Name of Official: __________________________
Union Council: ____________________________
Tehsil: ____________________________
District: ____________________________

Key Questions to be raised with the Respondents:

1). Does UC level data/information is available regarding schools, teachers, students, basic facilities etc.?
2). What type of school are present in target UCs/Tehsil/District i.e. boys-only, girls-only, mixed?
3). What is the level of the schools present in target UCs/Tehsil/District i.e. primary, middle, secondary, high etc.?
4). How many teachers are teaching in target UCs/Tehsil/District?
5). What is the gender wise bifurcation of teachers in in target UCs/Tehsil/District?
6). Are teachers professionally trained for teaching?
7). Generally, what is the academic qualification of school teachers?
8). Generally, what is professional qualification of school teachers i.e. PTC, CT, B.Ed, M.Ed, etc.,
9). Do you have any secondary data related to professional qualification of the teachers?
10). Do teachers receive training after recruitment? If yes, please elaborate?
11). What is the mechanism of in-service teachers training?
12). Do you have any secondary data related to academic qualification of teachers?
13). Are there un-trained teachers in target UCs/Tehsil/District schools?
14). How many subject specialists are in target UCs/Tehsil/District schools?
15). What is student to teacher ratio in target UCs/Tehsil/District schools?
16). What is teacher to student ratio in target UCs/Tehsil/District schools?
17). What basic physical facilities are available in target UCs/Tehsil/District schools i.e. electricity, toilets, safe drinking water, boundary wall, science lab, computer lab, library, playground etc.
18). What facilities are missing in target UCs/Tehsil/District schools in your experience?
19). At an average how many rooms are available in target UCs/Tehsil/District schools?
20). Are rooms bifurcated based on gender wise bifurcation? If yes, can you explain?
21). How many students are studying in target UCs/Tehsil/District schools?
22). What is the gender wise distribution of students in target UCs/Tehsil/District schools?
23). Do you have an official record of dropout students in target UCs/Tehsil/District schools? Can you explain the reasons behind dropout, particularly for girls?
24). What is the enrollment criteria for registering new students?
25). What is average attendance of students in target UCs/Tehsil/District schools?

26). Do you think parents are satisfied with send their children to government school? If no, what do you think may be the reason behind it?

27). Generally, are parents willing to send their children to government school, particularly girls?

28). What is your opinion on the physical infrastructure condition of target UCs/Tehsil/District schools i.e. satisfactory, needs repair, dangerous etc.?

29). If the ratio of girls is less compared to boys, what are the reasons in your opinion?

30). Are School Management Committees (SMCs) present target UCs/Tehsil/District schools? If yes, what is your view on the role of SMCs? Is it helpful to improve the quality and accountability of education?

31). On an average what is the distance students travel from home to their school?

32). On an average what is the distance between two schools?

33). What is the average teacher attendance in target UCs/Tehsil/District schools?

34). Are there interventions/support from development partners/non-governmental organizations? If yes, who supports these interventions and what is the nature of these interventions/support?

35). What does “Quality of Education” mean to you? How can the quality of education be improved in government schools?

36). In your opinion, what can retain students in government schools?

37). What actions are needed to reduce the drop-out of students?

38). What key challenges and issues are faced in target UCs/Tehsil/District schools?

39). What actions is the government taking to improve the quality of education in terms of missing facilities, recruitment of new teachers, in-service training etc.

40). What incentives should be offered to introduce to increase enrollment and improve retention?

41). Do you have any suggestions for future interventions to improve the areas of quality, relevance and access?

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Broad Guidelines for Key Informant Interviews

for

Head Masters/Mistresses

Consent Form

Verbal consent gained from the group participating in KII

The researcher who has provided you with this form will share the information recorded in this interview with the project partners: Sindh Participatory Organization (SPO). Upon its receipt, the receptive organization will keep the information collected in this KII in its secure archives and will not use it for any purpose other than the research analysis. Regarding the publication of specific data, the SPO will take all necessary steps to ensure strict compliance with the respondent’s will as stated below. Please note the KII conducted with you may take at least 45 – 60 minutes.

We understand the purpose and agree to be part of the KII. Thank you.

Name of Official: ________________________________
Union Council: ________________________________
Tehsil: _______________________________________
District: ______________________________________

Key Questions to be raised with the Respondents:

42). What type of school is this i.e. boys-only, girls-only, mixed?
43). What is the level of this school i.e. primary, middle, secondary, high etc?
44). How many teachers are teaching in this school?
45). What is the gender wise division of teachers in this school?
46). Are they professionally trained for teaching students?
47). Generally, what is academic qualification of teachers in this school?
48). Generally, what is professional qualification of teachers in this school i.e. PTC, CT, B.Ed, M.Ed, etc.,
49). Are there untrained teachers in this school?
50). How many subject specialists are in this school?
51). What is the student to teacher ratio in this school?
52). What is the teacher to student ratio in this school?
53). What basic physical facilities are available in this schools i.e. electricity, toilets, safe drinking water, boundary wall, science lab, computer lab, library, playground etc.
54). What are the missing facilities in this school?
55). How many rooms are available in this government school? How many are functional?
56). Are rooms bifurcated based on gender wise bifurcation? If yes, can you explain?
57). How many students are studying in this school?
58). What is the gender wise distribution of students in this school?
59). How many students usually dropout in your school in a month/6 months/year? Can you explain reasons behind dropout, particularly for girls?
60). How many new children enroll in this school per month/6months/year?
61). What is the enrollment criteria for registering new students?
62). What is average attendance of students on daily/monthly basis?
63). Do you think parents are satisfied with sending their children to a government school? If no, what do you think are the reasons?
64). Generally, are parents willing to send their children to government schools, particularly girls?
65). What is your view on the infrastructural condition of this government school i.e. satisfactory, needs repair, dangerous etc.?
66). If the ratio of girls to boys is very less, what are the reasons in your view?
67). Are School Management Committees (SMCs) present in your area/school? If yes, what is your view on the role of SMCs? Is it helpful to improve the quality and accountability of education?
68). What is the average distance students have to come from home?
69). What is teacher attendance (average) on daily/monthly basis?
70). Do you receive support from development partners/non-governmental organizations? If yes, who supported you and what is the nature of that support?
71). What does “Quality of Education” mean to you? How to improve quality of education in government schools?
72). In your opinion, what can retain students in government schools?
73). What actions are needed to reduce the drop-out of students?
74). What incentives are needed to be introduced to increase enrollment and improve retention?
75). Can you suggest ways to improve the quality of education, access, missing facilities, attendance of teachers and students, enrollment of students, retention, quality of education in terms of accountability?
76). Any suggestion that you think should be incorporated in the future interventions to improve the areas of quality, relevance and access?

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List of Documents Consulted

Annexure – IV
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Sindh Education Profile (2015-16), Sindh Education Management Information Systems, Reform Support Unit, School Education Department, Government of Sindh

Sindh Education Sector Plan (2014-18), Education and Literacy Department, Government of Sindh.
Sindh, Multiple Indicators Cluster Survey (2014), Final Report


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