

## Improving Access of Girls to Basic Education



**SDSSP  
IMPACT ASSESMENT**

## **Introduction**

The Khairpur District is located in Northern Sindh with a total area of 15,910 square kilometers. At the time of independence, Khairpur was one of the sovereign states that acceded to the subjects of defence, communications and foreign affairs to Pakistan between 1947 to 1949. Khairpur was ruled by Mirs (ameers) of the Talpur dynasty from 1783 to 1955 until it merged with the state of Pakistan that abolished the monarchy.

The district had a population of 1,546,587 of which 23.23% were urban in 1998. The average annual growth rate of the population is 2.71%. As per the definition of the Board of Revenue Sindh, the place of human habitation having at least ten houses are called settlement. There are 1,709 rural settlements in the district having a population of 200 to 1000+ people.

There are several historical places and renowned personalities like Pir Pagara in Khairpur. Some famous villages in Khairpur Mirs are about three centuries old and are thickly populated. In addition, there are several ancient sites such as "KANHAR" in Khairpur Mirs. This is a very ancient cast who are basically from Egypt and had come here eight centuries back. They are only in Khairpur Mirs near Pir Jo Goth and have the sardari/feudal system.

## **Executive Summary**

The purpose of this case study is to improve the overall ratio of gender imbalances from the findings and research on education in Pakistan.

The Sindh Devolved Social Services Program (SDSSP), which is funded by the Asian Development Bank, has taken a huge step by starting educational reforms for the betterment of the community living in the Sindh province. Some of the vital educational reforms were taken after executing proper research and analysis. After which, the concerned departments were assigned tasks to come up with concrete and workable recommendations.

One of the reforms was to upgrade the Government Girls Middle School, Bhurgri, Khairpur Mirs, Sindh, from Class I to Class VIII to a high school Class IX and X with O-Levels. The purpose of the reform is to improve the education levels of the people in the area along with providing the necessary facilities as well. The SDSSP program also focuses on other core issues which include provision of basic health facilities, improving the water supply channels, drainage and sanitation systems and assisting and strengthening the local governments to achieve these objectives.

## **Findings**

There is no school for girls in this particular area. The drop out ratio is more than 50%. Therefore, on the recommendation of the district government, the school was upgraded to a high school and a new infrastructure was developed with the assistance of the of Sindh Devolved Social Services (SDSSP) with a cost of Rs 2.917, another building of high school has been constructed which is just adjacent to the Government Girls Middle School.



Government Girls Middle School, Bhurgri



The Newly Constructed Building for Government Girls High School, Bhurgri

The said school was handed over to the district education department almost eight months back. But till date the new building has not been fully utilized as yet. With the determined efforts of the LSU (Local Support Unit) the building is being partly utilised by children of the local community. The building will be fully utilised when high school teachers are hired and classes are initiated.

The above mentioned situation was reported by Union Council (Bhurgri) Naib Nazim (a political representative) of the area who is one of the stake-holders (District Government) in this case study. After his report, a visit to the area was arranged. On the visit of the LSU team of the SDSSP, it was found that the newly built infrastructure was closed there were no educational activities going on. The main gate and the classes of the building were permanently closed. The furniture was decaying due to termites and were lying in the veranda like a junk stuff. When enquired, the head mistress of the school said that the new building could not be opened due to non-availability of high school teachers, no electricity, no gas, no water connection, and no lower staffs such as clerks, watchman and peon. The principal was right and the arguments were valid. Without these basic facilities and staff no school could be operational.

The LSU team, after analysing the situation, started taking up this issue with different stakeholders i.e. District Education Officer, District Coordination Officer,

District Nazim, and parents. All the stakeholders agreed that the new building could not be opened unless or at least teachers are available. But there are other issues which are as follows:

- Out of three classes of the Middle level VI, VII, VIII, one of the classes was being conducted in the veranda in the cold chilly weather and extremely hot summer.
- The number of total students of primary school was so high that two classes in one room are being conducted. There is no room in the said old building.

Analyzing these problems, the SDSSP team came out with a very simple solution of shifting the entire middle school section into the newly constructed building temporarily. This was suggested keeping in view the following benefits and possibilities:

- The number one benefit was that the newly constructed block could be used. The block was constructed for the welfare of the community. If there are problems in opening the newly constructed block on the account of non-availability of teachers, then it may be possible to at least utilise this new block for students who do not have a separate classroom in the old.
- In this way the new block may be opened and all the furniture can be used until the high school starts this arrangement would be much beneficial for the local society.

There is a shortage of high school teachers but there is a fully functional middle school with teachers. This section is facing shortage of rooms; therefore there is no harm in opening the new block for the middle school section.

On the recommendations of LSU and the EDO Education, the new block was opened in the month of December.

### **BEFORE**



Students at GGMS, Bhurgri



Middle School Students in Verandah



Two classes in one Room in Government Girls Middle School (GGMS)



Termites at Work-Degradation of Furniture @ Newly constructed Block of GGHS



Symmetrically unsymmetrical-Furniture Maintenance @ GGHS



Skilled workers-Cobweb & New Science Lab Table-Science & Art together

**AFTER  
A NEW BEGINNING/DAWN**



**Building Blocks-Students at new building of GGHS**



**At last, some comfort-Middle School Students in the new classrooms @GGHS**



**Middle School Examination at GGHS**

## INVOLVING THE STAKEHOLDERS (Participatory Approach)



**Hand in Hand-Teachers & Parents**



**Parents expressing their expectations & reservations**



**Ms Syeda Rafat Fatima- Head Mistress/Head of GGMS/HS**

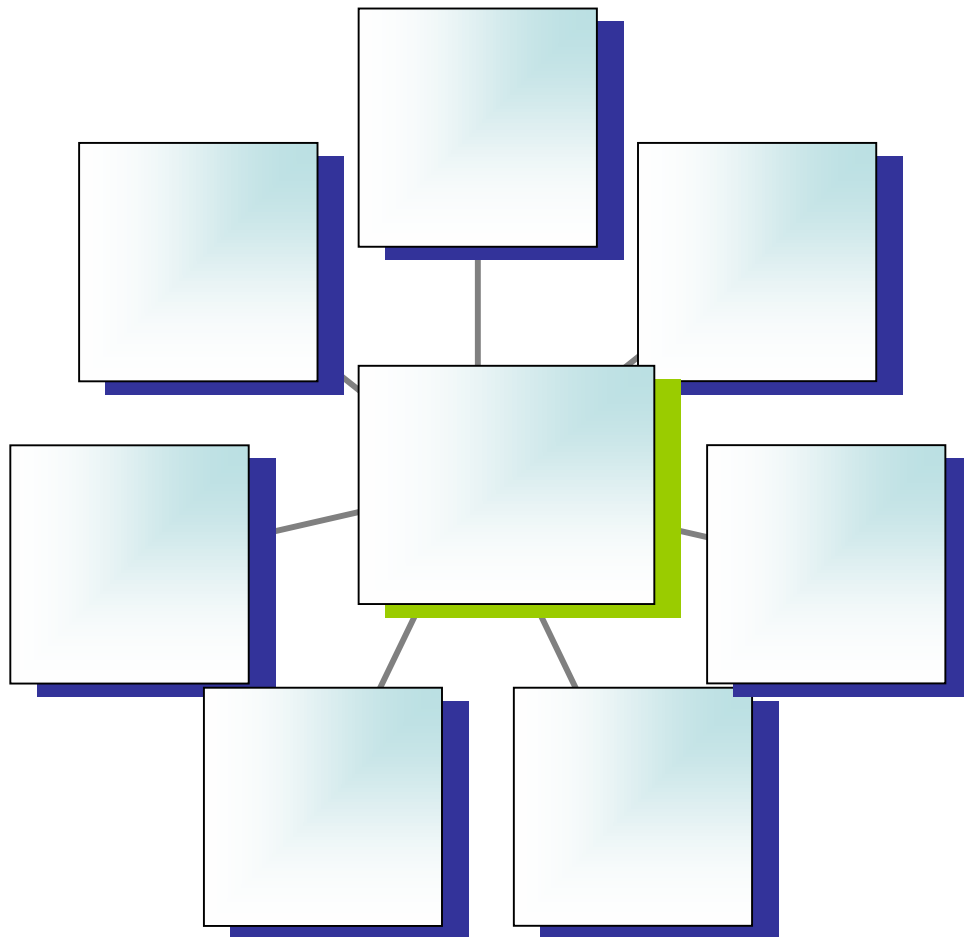
Things still need to be done  
(Provision of electricity, water, and sub staff)



**Students in New Class Room @ GGHS**



## STAKE HOLDERS ANALYSIS



## Stakeholder Analysis Matrix

| Stakeholder   | Stake in the project   | Potential impact on Project | What does the Project expect the Stakeholder to provide?  | Perceived attitudes and/or risks  | Stakeholder Management Strategy  | Responsibility  |
|---|--|-----------------------------|---|---|--|---|
| Girls/Students  | Their education, their future, the future of coming generation   | Very High                   | Access to Education, The facilities, the Commitment to implementin g change.                      | Lack of interest from parents, poverty associated problems, clarity about preferred approach.<br>Views project team as too technically complicated/alien.   | Involvement by involving the community and parents.<br>Creating awareness through education. | SDSSP, ADB, Other NGOs, Federal & Provincial Education Departments. |
| Head of School/Teachers/Ed ucation Department at Federal & Provincial Level; (Ministry of Education | Manages School admin staff who will operate the new system at local level and academic staff who will indirectly input and directly extract data | Medium                      | Commitment to implementin g change.   | Lack of interest in project.  | Involvement in briefing sessions at quarterly School meetings.                               | Registrar and Project Sponsor                                       |
| Parents   | Their kids, their future generation  | High                        | Support to survive and not giving up on education of their kids                                   | Disappointment, Non coordination<br>Giving up hopes   | Involving them in the process  | Project Team/SMC  |
| Government of Pakistan  | The future of nation, economy,   | High                        | Full Support  | No coordination from itself or from its agents of change (District Government), provincial education departments  | Involving them in the process  | Project Team  |
| SDSSP/Asian Development Bank, Other NGOs.(NCHD, LEAD, IRC, USAID)                                   | Reputation & Image for its social service reforms, funds, moral support, Welfare of Asian Developing countries                                   | Very High                   | Support from all other, benefits of research from the implementati on of projects, lessons learnt | No support or delineation of the developing partners, delay on the part of red tape, improper management, planning & implementation risks and apprehensions | Involving All the stakeholders   | Project Team/ADB  |
| District Government Khairpur Mirs/ School Management Committee                                      | The future of local community, their own sustainability, their political survival  | High                        | Full management support   | Lack of interest in project,<br>No coordination   | Participatory Approach   | Project Team, Control through release of future grants              |

## **Discussions**

In many developed countries education is considered to be most important sector and takes the major chunk of the budget. But unfortunately in a country like Pakistan, it has been always neglected and it still receives a small proportion of the budget.

A study reveals that, “between 1980 and 1990, the average annual GDP growth rate was 6.4 per cent in Japan, 6.4 per cent in Singapore, 7.1 per cent in Hong Kong, 9.5 per cent in China and 9.7 per cent in Korea. All these countries had growth expenditure on education at the same rate as GDP growth barring Japan, namely, 6.1 per cent, 7.1 per cent, 7.6 per cent, 8.4 per cent and 9.5 per cent respectively. The East Asian economies believe in the importance of education for economic growth and have made large allocations for it. Countries like Japan had already made heavy investments in education and hence could reduce the pace of expenditure.”

There is a quote that says, “It’s never too late” which means that it is not too late to wake up. In this context it is never too late to wake up from the nightmare and continue the policies of giving proper attention to this long awaited problem of the developing countries.

A study of the World Bank has further highlighted other benefits of education saying: “The contribution of education need not be confined to economic growth and income distribution. It has improved health practices and nutrition and generated more effective political demand for health and educational services. It has reduced infant mortality and contributed to longevity. The effect of education on fertility and population growth has also been found to be quite large.”

## **Conclusion**

The SDSSP firmly believes in continuing persistence and not to giving up. The biggest failure of any plan is giving up and being hopeless. The SDSSP also believes that keep on trying is the best strategy. This newly constructed school project was funded with a cost of Rs 2.917 million. At face, it seems to be an absolute failure but it is not a failure anymore because things are improving now and are back on track. We may be unable to start high school immediately but we can do other things...The school building is partly functional now with the middle school education and the arrangement of high school teachers is on the agenda or in the pipeline. But the school will soon be fully functional because of the sustainable efforts of SDSSP to get the high school teachers arranged as soon as possible. The lesson to be learnt from this case study is when we plan something new we should first make a risk analysis. The risk that was not considered in this particular school was the most important aspect i.e. the non-availability of high school teachers. Thus, through this lesson we would be able to consider and plan well in future for all similar projects.

## **Recommendations**

The main purpose and objective of the newly constructed school building was to make arrangements for high school education. We have reached very close to this objective by making this block partly functional for middle school education at the initial level but soon it would be fully functional after the arrangement of high school teachers.

1. The SDSSP funds have already been allocated to District Government which is to be spent through the local area School Management Committee (SMC). The high school teachers may temporarily be arranged for some years but a more practical solution lies in making arrangements of teachers on permanent basis.
2. Syed Niaz Hussain Shah, the District Nazim has assured his full cooperation with the project team. He has vowed to talk to the resource person of National Commission of Human Development and other NGOs to involve them in arranging appointments of high school teachers. The EDO Education is already in coordination with the project team.
3. The need of the hour is to remain in touch with these two resource persons and to involve the local community as well to pursue these resource persons to achieve the above agenda.
4. There is no electricity, water and lower staff for the new building, so it our first priority is to arrange all the above mentioned facilities and staff by pursuing the concerned authorities at various levels.

## **LIST OF ABBREVIATIONS**

|       |  |
|-------|--|
| ADB   | Asian Development Bank                 |
| SDSSP | Sindh Devolved Social Services Program |
| PSU   | Program Support Unit                   |
| LSU   | Local Support Unit                     |
| MOE   | Ministry of Education                  |
| DG    | District Government                    |
| UNDP  | United Nations Development Program     |
| SMC   | School Monitoring Committee            |
| GGMS  | Government Girls Middle School         |
| GGHS  | Government Girls High School           |
| EDO   | Executive District Officer             |

# Khairpur District

From Wikipedia, the free encyclopedia

The **Khairpur district** (Urdu: روپ ڙيخ) is a district in the Sindh province of Pakistan. Khairpur is the principal city of the district.

Khairpur District is located in the Northern Sindh and bounded on the north by Shikarpur and Sukkur on the east by India. On the south by Sanghar and Nawabshah and on the west by Larkana and drives its name from the town the totals are of the district is 15,910 square kilometers. At the time of independence. Khairpur was one of the Sovereign states that acceded to the subjects of defence, communications and foreign affairs to Pakistan between 1947 to 1949. Khairpur was ruled by Mirs (ameers) of the Talpur dynasty from 1783 to 1955 until it merged with the state of Pakistan that abolished the Monarchy.

The district had a population of 1,546,587 of which 23.23% were urban in 1998. [2] The average annual growth rate of the population in 2.71%. As per definition of Board of Revenue Sindh, Place of human habitation having at least ten houses are called settlement. There are 1,709 rural settlements in the district having population of 200 to 1000+ souls. In Khairpur there are many historical place and many famous personalities like Pir Pagara. There are

Some famous villages in Khairpur Mirs which about three centuries old and they are thickly populated but there are villages like "PIR JO GOTH" "HASSO KANHAR" "AHMED PUR" and many more. In Khairpur Mirs there are many ancient castes like "KANHAR". This is very ancient cast the kanhars are basically from Egypt they came here 8 centuries ago. They are only in Khairpur Mirs near Pir Jo Goth. They have sardari/feudal system.

| State of Khairpur <sup>1</sup>   |                        |
|--|------------------------|
|   |                        |
| This article is part of the series:<br><b>Historical regions of Pakistan</b>   |                        |
|    |                        |
| <b>Capital</b>   | Khairpur               |
| <b>Area</b>  | 15,730 km <sup>2</sup> |
| <b>Main language(s)</b>  | Sindhi or Saraiki      |
| <b>Established</b>   | 1775                   |
| <b>Abolished</b>   | 14th October 1955      |

## SUBDIVISIONS

The district has eight **Talukas** (counties):

- Khairpur
- Nara
- Kot Diji
- Sobho Dero
- Mirwah
- Kingri
- Faiz Ganj
- Gambat