1st Oversight Report

On

Public Departments: Education, Social Welfare & Youth Affairs

For the period

17th March 2014 – 16th June 2014
June 2014

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Chapter 1

Introduction and Background

Civil Society Support Program (CSSP)

The Civil Society Support Program (CSSP) is a non-profit civil society organization which emerged as a response to the challenges facing the civil society of Pakistan, with regards to the fight against poverty, social injustice, and governance issues. CSS’s mission is to facilitate and promote social transformation through civic engagement of the concerned citizens for a democratic society. CSSP envisions a responsible citizenry and proactive civil society.

Youth Policy in Sindh

After 18th amendments the youth policy subject is handed over to provinces and now in all the provinces, the formation of youth policies is in process, Sindh youth policy is in its formulation process, a memorandum of understanding (MoU) was signed between Youth Affairs department, Government of Sindh, United Nations Population Welfare Fund (UNFPA) and Bargad (a consultant organization). The policy preparation went through a consultative process involving a number of youth groups of men and women from rural and urban areas and by inviting literate & illiterate young people, disabled youth, transgender, youth from religious seminaries and the most vulnerable youth. Additionally, the activists from Civil Society Organizations (CSOs), young lawyers and journalists also took part in formulation of the Youth Policy. The consultative meetings and focus group discussions were held in Hyderabad, Mirpurkhas, Dadu, Karachi, Sukkur, Khairpur, Larkana, Kashmore, Thatta and Tharparkar.

In the consultation process, a total of 844 youth from diverse backgrounds participated, which included 582 male and 263 female youth. The youth categories included rural youth (355), urban youth (380), literate (557), semi-literate or illiterate (123), vulnerable (66), minority (155), students (466), seminary affiliates (61) and (267) others which comprised activists, young lawyers, teachers, women activists and differently-abled youth1. But looking on to the wider perspectives of the Sindh Youth Policy. There is a strong need to conduct consultations in the backward areas and include the vulnerable groups of youth in the policy development process. There is still strong

1http://sindhyouthpolicy.pk/process.html (accessed on 12 June 2014)
need of a wider consultation because provincial policy is at formulation stage. Also it is important and essential for a good policy that the relevant stakeholders must pool their valuable inputs and remain aware to current situation regarding youth development in the province.

CSSP intends to strengthen the role of youth in the province through providing them with opportunities to interact with the related departments, media, and elected representatives and help them out in provision of their policy input in the Provincial Youth Policy. This prospect will provide youth an opportunity to develop linkages with other youth networks, Civil Society Organizations and policy institutes.

It is this context of socio-economic profile in which the Sindh youth has to live and will have to be supported to ensure their participation and empowerment. It is more likely that when our youth is confronted with unemployment or underdevelopment and they are idle with lesser hopes. For the future – even more in certain locations - they would need policy and programmatic Support for their social, economic and political regeneration.

**Empowering the voice of New Generation (EVNG) project**

Citizen’s Voice Project (CVP) supported by USAID has funded CSSP to implement the “Empowering the Voice of New Generation (EVNG)” project. The project targets 10 districts (Tharparkar, Umerkot, Mirpur Khas, Tando Allah Yaar, Badin, Ghotki, Shikarpur, Sukkur, Khairpur, and Naushehroferoze) of Sindh province. It intends to engage the youth and other stakeholders in providing feedback on the Sindh Youth Policy Document (which has been developed in collaboration with the Department of Youth Affairs). The critical debate will be initiated during consultation meetings on a policy research paper and sharing of the draft of the Sindh Youth Policy document in local languages. Voice of New Generation (VNG) is a core program of CSSP which was relates with thematic area of CSSP for youth development. More than 3000 youth are the members of VNG and playing active role in mobilizing the communities. These all youth had been trained under different projects CSSP through the “Voice of New Generation” (VNG) will organize and capacitate Youth Policy Watch Committees and engage them in lobbying with the elected representatives for putting the youth agenda in their party manifesto. The committee members will also oversee the performance of district youth affairs, social welfare, and education departments.
Chapter 2

Oversight

The term oversight means\(^2\) “watchful care or supervision of an unintentional omission or mistake”. It is also defined as a process by which policy operations and working of any unit, including documentation, whether government of private can be seen or observed. It there has been an oversight, means someone, has forgotten to do something which they should have done. The objective & scope of oversight is;

- Improve the efficiency and effectiveness of governmental operations.
- Evaluate programs and performance.
- Detect and prevent poor administration.
- Protect civil liberties and constitutional rights;
- Inform the general public and ensure that executive policies reflect the public interest

Methodology

The oversight report is developed on the basis of information collected by the Youth Policy Watch Committees (YPWCs) of all targeted districts. The core committees of Youth Policy Watch Committee (YPWCs) of 10 targeted districts i.e. Tharparkar, Umerkot, Mirpurkhas, Tando Allah Yaar, Badin, Ghotki, Shikarpur, Sukkur, Khairpur, and Naushehroferoze, were sensitized to collect the information about the performance of three public departments i.e. education, social welfare & youth affairs. Since the formation of youth policy watch committees started in May 2014, and most of the YPWCs were at the stage of orientation so CSSP has used both the primary data; collected by the YPWCs and secondary data taken from different resources.

In this report when we oversight is discussed means we are concerned to the watchful care of three key departments;

1. Education Department
2. Social Welfare Department
3. Youth Affairs Department

\(^2\) http://www.oxforddictionaries.com/definition/english/oversight?q=oversight+
• Objective of monitoring education, social welfare and youth affairs department was to improve the efficiency of the operations of concerned departments.

• Scope of monitoring education, social welfare and youth affairs department was to evaluate the programs and performance of concerned departments.

• Indicators of monitoring education, social welfare and youth affairs department were the gaps and issues of the concerned departments so as to protect civil liberties and constitutional rights.

• Methodology for collecting data: Since this was the initial oversight report and in the due time still the process of formation Youth Policy Watch Committees (YPWCs) was in process, and then still the capacity building trainings were to be conducted according to the predesigned training manual by the Capacity Building Unit of The Asia Foundation (TAF). Technically the oversight was to be done by designing a tool for collecting data. Since there was no such a tool developed so data collection was done by conducting visits, personal observations and discussions with the local people including Youth of the respected areas. So this was set as methodology for collecting information from the key to monitor the education, social welfare and youth affairs departments. Civil Society Support Program (CSSP) treated the information provided by the YPWCs as primary data, however secondary data was also used, for example Reports of ASER Pakistan 2013. In fact the purpose of the oversight was to aware the general public and ensure that executive policies reflect the public interest.
Chapter 3
District Wise Progress

3.1 District Tharparkar

District Profile
Tharparkar is one of 23 districts in the Sindh province of Pakistan. Tharparkar borders with India on two sides; in the East are two districts of India i.e, Barmer and Jaisalmer, and in the South is the Indian desert of Rann Kuchh. According to the Population Census of 1998\(^3\), Tharparkar is the largest Hindu populated area of Pakistan.

Education Department
There are around 587 primary, 28 middle and 2 higher secondary schools for the boys. In the same way there are 607 primary, 14 middle, 1 elementary and 7 are the secondary schools for the girls. There are some schools with coeducation as well. There are 2679 primary, 191 middle, 30 secondary and 3 are high secondary schools\(^4\). The Literacy rate of the district is 18.32% in males and 6.91 in females. According government official that up to 2012-13, total number of enrolled students in Tharparkar district is 220997, including primary, middle, secondary and higher secondary schools.

Issues:
- During the last month papers of the higher secondary classes, copy culture has been observed.
- There is no project for strengthening SMC. Moreover, teachers’ training/capacity building needs to be worked at as well.
- There is a great need to support the Education Department to sustain the government schools where no teacher is appointed.

Social Welfare Department
In Tharparkar there are 54 registered NGOs, CBOs, LSOs, VDOs, CCBs etc, about 1000 registered disable persons, 11 Khawaja Saras, 07 women welfare centers and 01 computer.

\(^3\) [http://census.gov.pk/SINDH/THARPARKAR.htm](http://census.gov.pk/SINDH/THARPARKAR.htm)
\(^4\) [http://www.thardeep.org/thardeep/tharparker.html](http://www.thardeep.org/thardeep/tharparker.html)
literacy center. In disasters or droughts the Social Welfare department is also responsible for coordination with District Administration, NGOs, INGOs, media, recovery and rehabilitation.

**Issues:**
There is no availability of child protection unit at Tharparkar. No any proper monitoring of registered organization in district Tharparkar. There is strong lack of coordination and communication between organizations and social welfare department.

### Youth Affairs Department

Youth Affairs Department: There is no any such department working for the youth affairs at district level. However in 2012 this department organized a one day consultation event on Youth Policy 2012 (Draft)\(^5\), but this also did not covered the participation of youth from whole district.

**Issues:**
- There is no any recreational park
- There is no any cricket ground for the healthy youth
- There is no any district level games year wise

### 3.2 District Umerkot

#### District Profile
District UmerKot has Sanghar district in North, Tharparkar in Southeast and Mirpurkhas district in its west. The covered area of district Umerkot is 5,608 square kilometers. The district has 4 taluks, 27 union councils, 238 dehs and 1976 villages. According to a survey, the total population of Umerkot is 1,084,451 people including 52.75% males and 47.25% females. Population density is 193 people per square kilometer and 83.19% of population lives in rural areas. The total population of Umerkot consists of 65% on non-Muslims, 30% Muslims and 5% on Christians. Sindhi language is main language spoken at the district. However other languages which are spoken include Urdu, Dhatki, Balochi, Saraiki, Gujrati, Pashtu, Punjabi, Marwari and Parkari\(^3\).

#### Education Department
The number education facilities in district Umerkot is 2329 including 30 (23 for boys and 7 for

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\(^5\) Sindh Youth Policy (Draft) 2012 page 5
girls) at urban and 2299 (1827 for boys and 472 for girls) schools at rural areas, out of this number 341 schools are closed/non-functional\(^6\). The urban schools are further consisting 24 primary schools, 1 middle school and 5 high schools while rural schools are further consisting 2163 primary schools, 82 middle school, 42 high schools and 12 Higher Secondary Schools. Total number of teachers is 3851 including 3087 male teachers and 764 female teachers\(^7\). The average literacy rate of Umerkot district is 31.7 i-e. 38.3 in males and 24.6 in females\(^8\). There is a campus of Allama Iqbal Open University in Umerkot, through which many local youth are being benefited in advanced studies.

**Issues:**
The education department at Umerkot is facing same issues like other districts in Sindh. As compared to other areas of the district Umerkot city has some basic education and other civic facilities that is why many students from far areas come to Umerkot city to acquire education. About 50% of government schools are failed in providing quality education to the children due to political influence in appointments and transfers of teaching and nonteaching staff.

However in order to minimize political influence is department a local MPA has announced that he will not support in transfers of teachers and he has taken an initiative and formed a Education Monitoring Committee (EMC) under supervision of Deputy Commissioner Umerkot, which will probably refill the gaps in education and strengthen basic education in District Umerkot.

**Social Welfare Department**
The social welfare department is functional to some extent at district Umerkot. According to DDO social welfare Umerkot that in Umerkot a Women Welfare Center is functional in district. And for education betterment the social welfare department with the support of District School Management Committee is running Desert Flower School in city Umerkot and Roshan KG School in Kunri. However Department is also involved in registration of non-governmental organizations, CBOs and other associations for the betterment of society.

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\(^6\) Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)

\(^7\) Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics Sindh By District 2010-2011

\(^8\) http://ukots.brinkster.net/
Issues:
The social welfare department is available in District Umerkot but it needs to do many efforts. The department has not done anything for the better development of the youth. The department has neither arranged any kinds of seminar or other recreational program in the district through which society could be benefited.

Youth Affairs Department
Youth Affairs Department: There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.

Issues:
- The youth in Umerkot complained that there is a library and a playground in the district; but library is always locked and playground is always filled with sewage as stagnant water.
- There is strong need to draw attention towards these issues.

3.3. District MirpurKhas

District Profile
District Mirpur Khas is the central district Sindh province. It is fourth largest city in the province. It has Sanghar district in North, Tharparkar in Southeast, Umerkot in east, Tando Allah Yaar in west and Badin in its south west. The covered area of district Mirpurkhas is 2925 square kilometers. The district has 3 taluks, 40 union councils, 369 dehs, 1 municipal committee and 6 town committees. According to 1998 census total population of Mirpurkhas district is 905935 people including 52% males and 48% females. Population density is 309.7 people per square kilometer and 66.87% of population lives in rural areas. The average Literacy rate 36% including 45.99% males and 25.05% females. District Mirpurkhas is mostly famous due to its fertile soil, the city is also known city of horticulture because vegetables, sugarcane, cotton, wheat, and mango (with a huge variety) are cultivated in Mirpurkhas.

Education Department

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9 http://en.wikipedia.org/wiki/Mirpur_Khas
10 http://census.gov.pk/SINDH/MIRPUR%20KHAS.htm
According to ASER PAKISTAN report on education: The literacy ratio of Mirpurkhas district is below than 30%. The 29% students of age 3-5 years who are in pre-school. The % of students of age 6-16 years who are out-of-school (boys & girls), out of school (girls) and non-state providers is 24.5, 14 and 5.6 respectively. 3.1% students are attending paid tuition (government & private schools). In Mirpurkhas 30% of 6-16 years students are out of school. 1-5% students between 6-16 years age are registered at private schools. Below 33% students in class 5 can read a story or more. Below 33% students in class 5 who can read a sentence. Below 33% students in class 5 can do division or more. In class 3: 23.1% students can read sentence (Urdu/Sindhi), 26.3 students can read word (English) and 14.9% students can do subtraction. In class 5: 25.6% students can read story (Urdu/Sindhi), 10.2% students can read sentence (English) and 15% students can do division11.

The number of education facilities in district Mirpurkhas is 2251 including 169 (124 for boys and 45 for girls) at urban and 2082 (1709 for boys and 373 for girls) schools at rural areas, out of this number 125 schools at are closed/non-functional12. The urban schools are further consisting 133 primary schools, 14 middle school, 16 high schools and 6 higher secondary schools, while rural schools are further consisting 1920 primary schools, 109 middle school, 45 high schools and 8 Higher Secondary Schools. Total number of teachers is 5912 including 4133 male teachers and 1779 female teachers13. The average literacy rate of Mirpurkhas district is 31.7 i-e. 38.3 in males and 24.6 in females14.

There is a Sindh University campus with five degree programs: BS-Information Technology, BS-Computer Science, BS-Commerce, BBA, and BS-Geology and a Muhammadi Institute of Medical Sciences. Besides this there are several other private educational academies and computer learning and coaching centers. The city is also growing the field of information and technology.

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11 ASER Pakistan 2013, Annual Status of Education Report, Date of Publication: January 16, 2014
12 Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS), page # 13
14 http://ukots.brinkster.net/
Issues:
The situation of education department in urban parts is better as compared to rural. Because urban parts have more educational facilities not only by government but also by private sector. There is political involvement in education department and due to this the development of education is hindered. In government schools the facilities of water and sanitation for students is available but improperly maintained and due to this reason, students especially girls suffer a lot. There are also some cases reported that some students passed NTS test, they are appointed as teachers but in fact they are doing preparation for further competitive exams and others people are doing their jobs at half of the salaries. According to a local that, there is District Officer Sports in education department, and sport budget is also allocated but in funds not properly utilized, the youth policy watch committee (YPWC) has started advocacy on this issue in the meetings with youth. If we want better results in the education sector then everyone including authorities, teachers, school management committees and students have to play their role.

Social Welfare Department
The social welfare department do exists at Mirpurkhas and busy in doing some normal routine activities. The Child Protection Unit is in operation, for this a district management committee is designed and which is supervised by the Deputy Commissioner (DC). The social welfare department has also staff at Civil Hospital where they work in collaboration with Medical Superintendent. However social welfare department is majorly involve in registration of local NGOs.

Issues:
There is strong gap in coordination of department with rural organizations. People in urban parts of the district have information regarding this department but in rural areas the communities are unaware with the name of department.
This department is looking after a Women Skill Center, a center for people with different ability. There is a stadium named Gamma where different games are organized not only from government but also by other non-governmental organizations. In Mirpurkhas every year in summer season Mango Exhibition is organized for public.
Youth Affairs Department
Youth Affairs Department: There is no any such department working for the youth affairs at district level. However in 2012 this department organized a one day consultation event on Youth Policy 2012 (Draft)\textsuperscript{15}, but this also did not covered the participation of youth from whole district.

Issues:

- There is no facility for youth like play grounds and extra-curricular activities in rural areas of Mirpurkhas district.
- The park and other recreational activities are lacking in the district.

3.4. District Tando Allah Yaar

District Profile

District Tando Allah Yaar is a connecting district to Hyderabad and Mirpurkhas. It has Sanghar district in North, Badin in South, Mirpurkhas in east, Hyderabad in west, however it also touches to district Matiyari and Tando Muhammad Khan. The district has 3 taulkas and 20 union councils\textsuperscript{16}. District Tando Allah Yaar is mostly famous due to its fertile soil and agricultural production. There is a whole sale vegetable market at Khawaja stop from where vegetables are transported to the mega cities of country on daily basis. This is source of income for the majority of youth working at vegetable market.

Education Department

Issues:

According to a Civil Society Organization\textsuperscript{17} that quality of education in urban parts of the districts are in better condition than that of the rural. There are approximately 69500 students enrolled in Government schools. There are 95 schools closed due to the shortage of Teachers and Buildings. There's a vocational center in the District. The STEP program by AKU is also working with Education Department to build the capacity of primary Teachers. The issues of education in District Tando Allahyar are; closed schools, ghost teachers, political influence, and language barrier, out dated curriculum, dropout, and unplanned use of resources, poor infrastructure conditions and lack of qualitative teachers training.

\textsuperscript{15} Sindh Youth Policy (Draft) 2012 page 5
\textsuperscript{16} http://en.wikipedia.org/wiki/Tando_Allahyar_District
\textsuperscript{17} Rural Agriculture Health and Environment Organization (RAHE) Tando Allah Yaar
**Closed Schools:** There are officially 8.6% of primary schools are closed\(^{18}\) in district Tando Allah Yaar but to an unofficial figure 15% schools are closed in Tando Allahyar\(^{19}\).

**Ghost Teachers:** According to locals there are many schools where teachers are appointed but they have never attended the school. The monitoring system of Education Department is not working properly. Regarding monitoring system one of the official said that there is no any budget for monitoring purpose so this segment is always remained unfilled.

**Capacity Building:** There are trainings for teachers but not properly monitored. The school management committees do not conduct their meetings properly and Parent’s response to children is not formal limited to 5% in rural area.

**Political Influence:** The education system should be free from all kind of influences especially political influence. Political parties have influence upon the management of education which results in the appointment of untrained teachers, enhanced copy culture and un-necessary transfer of teacher. The political influence in teachers associations is observed in the district and there is unequal appointment of teachers per number of students.

**Language Barrier:** According to views of local dwellers that in rural areas there are Urdu speaking teachers are appointed that’s why a large number of students remain out of schools which affects literacy rate in rural areas. But as per views of members of Youth Policy Watch Committee that in fact in rural areas the teacher who speaks Urdu is not a barrier him/herself but understanding level in students to the accent of an Urdu speaking teacher is a barrier, affects literacy rate in rural areas.

**Out-dated Curriculum:** Curriculum is not effective according to international literacy system. There’s also lack of career counseling for the students\(^{20}\)

**Dropout:** The Dropout from 5 to 6 classes is a major issue because of shortage of Middle and High schools.

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\(^{18}\) Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics Sindh By District 2010-2011  
\(^{19}\) Rural Agriculture Health and Environment Organization (RAHE) Tando Allah Yaar  
\(^{20}\) Rural Agriculture Health & Education (RAHE) Organization
**Unplanned use of resources:** There is a Technical college building available which is used as a DC office since 2005, another building is still under construction. Likewise many other new buildings for many other departments are under construction at Bukera Sharif road but construction is very slow.

**Department of Social Welfare**
The department of social welfare does not perform any other work rather than registration of local NGOs. There is no any follow-up from other organizations. Mostly people of Tando Allahyaar don't have any idea regarding this department. A non-functional library is established by this department which is fruitless for the communities in Tando Allahyaar. However 2 vocational training centers have been working since last year under Benazir Bhutto Shaheed Youth Development Program (BBSYDP).

**Issues:**
According to DDO Social Welfare Tando Allah Yaar that we are running vocational centers for girls. But the issue is that buildings are hired on rent from private persons and most importantly there is no any budget against rent is allocated since and in result it looks that centers will close down and poor girls will be unable to learn the skill any more. He further told that we are constituting a Management Committee at District level which will work with collaboration of Deputy Commissioner.

**Youth Affairs Department**
Youth Affairs Department: There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.

**Issues:**
- The youth in Tando Allah Yaar have no any about youth affairs department and its duties.
- There is no facility for youth like play grounds and extra-curricular activities also in Tando Allah Yaar district.
• The park and other recreational activities are also lacking in the district.

3.5. District Badin

District Profile

District Badin is one of the coastline districts of Sindh. It has Tando Allahyaar, Hyderabad and Tando Muhammad Khan in its North and Arabian Sea in its South, Thatta in west, Mirpurkhas in its east and Tharparkar in its south east. The covered area of district Badin is 6,726 square kilometers. The district has 4 taluks, 49 union councils and 505 dehs. According to 1998 census total population of Badin is 1136044 people including 52.6% males and 47.4% females. Population density is 168.9 people per square kilometer and 83.9% of population lives in rural areas.

Education Department

The number of education facilities in district Badin is 3159 including 142 (100 for boys and 42 for girls) at urban and 3017 (2610 for boys and 407 for girls) schools at rural areas, out of this number 322 schools are closed/non-functional. The urban schools are further consisting 112 primary schools, 11 middle school, 7 high schools and 2 higher secondary schools while rural schools are further consisting 2845 primary schools, 122 middle school, 43 high schools and 7 Higher Secondary Schools. Total number of teachers is 6120 including 5060 male teachers and 1053 female teachers. The average literacy rate of Badin district is 24.6 i.e. 35.7 in males and 12.9 in females.

The education in district Badin is good from beginning to University level. Laar College, Badin (S.U.L.C), a campus by University of Sindh established to provide the inhabitants particularly girls of Laar region with the higher education at doorstep...

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21 http://wikimapia.org/#lang=ur&lat=24.599577&lon=68.848572&z=8&m=b&search=Badin
22 http://census.gov.pk/SINDH/BADIN.htm
23 http://www.pbs.gov.pk/content/district-glance-badin
24 Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)
According to research report by ASER Pakistan 2013, that in Badin District although different age group students are getting education in a same class like in class 10 there are students of 13-16 years; this same is from class 1 to 10. Mostly students of age up to 16 years are appeared in the matric exams. Further that 34.5% students in Badin District attained different types of pre-schools. Further 53.9% are the students getting education in different types of schools and 46.1% students are out of school. In government schools 59% boys and 31% girls are enrolled. This situation is almost likely in private school where 68% boys and 32% girls are enrolled.

According to ASER PAKISTAN\textsuperscript{26} that learning levels by schools: type urdu & Sindhi; 58% students of class 1 can read atleast letters, 36% students can read at least sentences and 59% students can read atleast story. The learning level increases with the increase in age and class. 33% Boy students and 18% girls can at least read sentences. However learning levels in Urdu/Sindhi for out of school children can atleast read for beginners is 71%, for letters is 10%, for words is 11%, for sentences is 4% and for story is 4%.

According to ASER PAKISTAN that learning levels by schools: type english; 50% students of class 1 can read atleast letters, 22% students of class 3 can read at least words and 21% students can read atleast sentences. The learning level increases with the increase in age and class. 24% Boy students and 12% girls who can at least read words. However learning levels in English for out of school children who can atleast read for beginners is 87%, for letters is 10%, for words is 2%, for sentences is 2% and for story is 1%.

According to ASER PAKISTAN that learning levels by Arithmentic % of students who can recognize at least numbers (10-99) is 75% in private and 16% in governemnt schools. 4% students in class 3, 18% students in class 4, 32% students in class 5 and 27% students in class 6 can do division. 20% boys and 9% girls can do subtraction. The learning level in Airthmetic for out of school children 68% are beginners, 15% students can recognize numbers from 1-9, 14% students can recognize numbers from 10-99, 2% can do subtraction and 1% can do division.

In district Badin the parrental education 46% (9% mother and 37% father). The concept of paid tuition in governemnt schools from class 1-10 is almost no but in private schools it varies from 17% to 33%.

\textsuperscript{26} ASER Pakistan 2013, Annual Status of Education Report, Date of Publication: January 16, 2014
Issues:

- There is political influence in the education departments.
- Science laborites should be established.
- Libraries and laboratories at school and college level are not functioning properly.
- The computer laboratories are not functioning properly.

Social Welfare Department
The Social Welfare Department exists in District Badin. Majority of the population of District Badin are unaware of social welfare department. Only the educated youth knows that this department is established for registration of NGOs. After visiting we knew following roles and responsibilities of social welfare department; Child Welfare, Youth Welfare, Women Welfare, Physically handicapped People, Family Planning Awareness, Recreation programs for child (Indoor and Outdoor Games), Social Education, Welfare and rehabilitation of related prisons, Welfare of socially handicapped, Training with social people, Coordination with social welfare agencies, Juvenile Diligence, Welfare of Beggars Destinies and Aged prisons.

Issues:

- Currently social welfare department is very less active in rural parts of the district.
- The key duties of social welfare department child welfare, youth welfare, women welfare, physically handicapped people, family planning awareness, recreation programs for child (indoor and outdoor games), social education, welfare and rehabilitation of related prisons, welfare of socially handicapped, training with social people, coordination with social welfare agencies, welfare of beggars destinies and aged prisons but this department is majorly busy in monitoring the registered NGOs and CBOs in the district.

Youth Affairs Department
Youth Affairs Department: There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.

Issues:

There is no any such department working for the youth affairs at district level.
3.6. District Ghotki

District Profile

District Ghotki has a neighboring districts from its two sides i-e. Kashmore @ Kandhkot district from North West side and Sukkur from south west side. Ghotki is a bordering district of Sindh and Punjab at north east side and from south east it has International line of control (ILOC) with India\(^{27}\). The covered area of district Ghotki is 6083 square kilometers. The district has 5 taluks, 34 union councils and 284 dehs. According to 1998 census\(^{28}\) total population of Ghotki is 970549 people including 52.69% males and 47.13% females. Population density is 159.6 people per square kilometer and 83.67% of population lives in rural areas\(^{29}\).

Education Department

The number education facilities in district Ghotki is 2001 including 54 (34 for boys and 20 for girls) at urban and 1947 (1710 for boys and 237 for girls) schools at rural areas, out of this number 3 schools are closed/non-functional\(^{30}\). The urban schools are further consisting 46 primary schools, 1 middle school, 6 high schools and 1 higher secondary schools while rural schools are further consisting 1820 primary schools, 97 middle school, 27 high schools and 3 Higher Secondary Schools. Total number of teachers is 4552 including 3951 male teachers and 601 female teachers. The average literacy rate of Ghotki district is 29.01 i-e. 44.21 in males and 11.85 in females\(^{31}\). Besides governmental educational facilities there is also an increasing number of educational institutions by private sector. Also some technical colleges are being operated by some industries working on exploration and purification of oil and gas.

Issues:

The primary school at village Khadwari is one example of these old buildings. This school was established in 1922. This school produced a good number of students, who served and still serving to government and non-government institutions at very high ranks. In this school there were

\(^{27}\) http://wikimapia.org/#lang=ur&lat=28.010000&lon=69.320000&z=13&m=b&search=ghotki

\(^{28}\) http://census.gov.pk/SINDH/GHOTKI.htm

\(^{29}\) http://www.pbs.gov.pk/content/district-glance-ghotki

\(^{30}\) Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)

\(^{31}\) Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics Sindh By District 2010-2011
about 8 teachers appointed to educate 350-400 students but in 2014 there is only one teacher for 50 students. This school does not have any boundary, no latrine for students and no any proper system for drinking water. The school building was only repaired in 1996 since its inception in 1922. The reason for school drop ration is old building. As already discussed that this old building can fall and may create serious harm, education department is not paying any intention to this situation. Due to this 70% girls of this village could get education. The residents of this village have severally visited and informed the district authorities and elected members of assemblies regarding this problem but no one has given any attention yet.

**Social Welfare Department**
In Ghotki district the social welfare department is active. There is close coordination of social welfare department with NGOs at district. According to a civil society organization\(^{32}\); the social welfare department also focuses on human rights regarding issues at district level. A child protection unit is established at Ghotki city where 617 cases are registered concerned to children issues, this unit refers to other related departments for further solution. A vocational skill development training center is also developed, which is also functional and an emergency response committee for Ghotki is formed which is responsible to response if any type of disaster or emergency happens.

**Issues:**
There is great need that Social Welfare Department should be more active in the district. There is no any district welfare committee which could identify and solve the issues for youth and other vulnerable members of society.

**Youth Affairs Department**
There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.

**Issues:**
There is no any such department working for the youth affairs at district level.

**3.7. District Shikarpur**

**Shikarpur**

\(^{32}\) Rural Development Organizations Coordination Council (RDOCC)
District Profile

District Shikarpur has district Jacobabad in its north, district Sukkur in west, district Khairpur in its south and district larkana in its south west portion. The covered area of district Shikarpur is 2512 square kilometers. The district has 4 taluks, 47 union councils and 240 dehs. According to 1998 census total population of Shikarpur is 880438 people including 51.86% males and 48.14% females. Population density is 315.5 people per square kilometer and 75.42% of population lives in rural areas.

Education Department

The number education facilities in district Shikarpur is 1380 including 114 (67 for boys and 47 for girls) at urban and 1266 (1058 for boys and 208 for girls) schools at rural areas, out of this number 331 schools are closed/non-functional. The urban schools are further consisting 90 primary schools, 10 middle school, 11 high schools and 3 higher secondary schools while rural schools are further consisting 1166 primary schools, 58 middle school, 36 high schools and 6 Higher Secondary Schools. Total number of teachers is 4428 including 3518 male teachers and 910 female teachers. The average literacy rate of Shikarpur district is 31.9 i.e. 44.95 in males and 18.04 in females.

According to ASER PAKISTAN report on education: The literacy ratio of Shikarpur district is below than 30-40%. In Shikarpur above 30% of 6-16 years students are out of school. 6-10% students between 6-16 years age are registered at private schools. Below 33% students in class 5 can read a story or more. Below 33% students in class 5 who can read a sentence. Below 33% students in class 5 can do division or more.

The 33.7% students of age 3-5 years who are in pre-school. The % of students of age 6-16 years who are out-of-school (boys & girls), out of school (girls) and non-state providers is 40.7, 18.9 and 10.1 respectively. 2.6% students are attending paid tuition (government & private schools).

33 http://wikimapia.org/#lang=ur&lat=27.960000&lon=68.640000&z=13&m=b&search=shikarpur
34 http://census.gov.pk/SINDH/SHIKARPUR.htm
35 http://www.pbs.gov.pk/content/district-glance-shikarpur
36 Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)
38 ASER Pakistan 2013, Annual Status of Education Report, Date of Publication: January 16, 2014
In class 3: 31.9% students can read sentence (Urdu/Sindhi), 18.7 students can read word (English) and 20.7% students can do subtraction. In class 5: 31.3% students can read story (Urdu/Sindhi), 15.8% students can read sentence (English) and 21.9% students can do division.

**Issues:**
The situation of education in Shikarpur is not good. There is political influence in education department. The condition was bit better 2002 when local government was existing. Because people had easy access to their rights. According to a development professional who shared that during a survey he observed cattle and wheat husk in some schools of Shikarpur. He also shared that political influence can also be observed from availability of 4 schools i-e. 1 Primary Boys, 1 Primary Girls, 1 Middle Boys and 1 Middle Girls in 1km radius at UC Rahim Bux Soomro out of which only one school is functional. The other situation for degradation of education in Shikarpur is instability in peace due to tribal fights. People do not allow their children to attend the schools. No one from the feudals, elected parliamentarians, district administration or other well know people are trying to cool down this issue in district Shikarpur.

**Social Welfare Department**
The structure of social welfare department is available at district Shikarpur.

**Issues:**
The department is inactive. It is majorly involved in registration of new organizations.

**Youth Affairs Department**
Youth Affairs Department: There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.

**Issues:**
There is no any such department working for the youth affairs at district level.
3.8. District Sukkur

District Profile

District Sukkur has district Shikarpur in its west, district Ghotki in its north east, district Khairpur in its south west and from south eastern portion it has also International line of control (ILOC) with India\textsuperscript{39}. The covered area of district Sukkur is 5165 square kilometers. The district has 4 taluks, 46 union councils and 251 dehs. According to 1998 census\textsuperscript{40} total population of Sukkur is 908373 people including 53.19\% males and 46.80\% females. Population density is 175.9 people per square kilometer and 49.12.9\% of population lives in rural areas\textsuperscript{41} means major portion of population lives in urban areas.

Education Department

The number education facilities in district Sukkur is 1373 including 181 (144 for boys and 37 for girls) at urban and 1196 (966 for boys and 226 for girls) schools at rural areas, out of this number 132 schools are closed/non-functional\textsuperscript{42}. The urban schools are further consisting 137 primary schools, 15 middle school, 25 high schools and 4 higher secondary schools while rural schools are further consisting 1090 primary schools, 59 middle school, 38 high schools and 5 Higher Secondary Schools. Total number of teachers is 5186 including 3796 male teachers and 1390 female teachers. The average literacy rate of Sukkur district is 46.6 i-e. 59.83 in males and 31.32 in females\textsuperscript{43}. The performance of education department at urban level is good but at rural level is very worst. The major reason is that urban communities monitor and track the school administration. But at rural level there is political influence which has declined education in rural areas.

Issues:

Teachers::

- Teachers do not come on time in schools, they have got postings according to their wish where they do not perform their duty and just go to get salaries.

\textsuperscript{39} http://wikimapia.org/#lang=ur&lat=27.700000&lon=68.850000&z=13&m=b&search=sukkur
\textsuperscript{40} http://census.gov.pk/SINDH/SUKKAR.htm
\textsuperscript{41} http://www.pbs.gov.pk/content/district-glance-sukkur
\textsuperscript{42} Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)
\textsuperscript{43} Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics Sindh By District 2010-2011
• But if teachers come to school then they are not well dressed and use rubbish language in schools in front of students.
• The teachers just kill their time in gossips and political discussions in each other.
• Teachers do not come in class with preparation and lesson plans.
• They keep students busy in their personal works.
• Appointment of teachers is not on merit.
• Teachers do not go in the classes until students inform them that it is his/her class.
• The students are suggested that they have to do struggle to pass the exams by the help of cheating in the examination.
• They are motivating students for self-study and tuitions.
• They do not ask about student’s attendance.

**Administration**

• The administration does not follow strict policy for running the schools.
• The teachers are not made accountable against why they are not taking their classes or if they remain absent from the school.
• Administration is involved in getting half up to half salary as bribe to leave teachers on unapproved leaves (locally called Teacher is on VISA).
• Administration also does not take any action against student for their illegal matters.

**Board of intermediate and secondary education Sukkur**

• It work like a shop where they sell marks, in result poor students grades remain low while student of rich families get good grades by paying money against marks at board office.
• Board does not take any strict action against copy/cheating culture.

**Social Welfare Department**

According to our experience social welfare department is active and doing good job in district Sukkur since last three to four years, but still Child labor is observed on different types of shops, garages, service stations, bus stands and auto shop during school time as it is prohibited according to Pakistan constitute. Also Youth is not encouraged to involve in political and social activities,
due to this our youth is unaware from process of legislation, electoral system, fundamental rights election process about the importance of vote and so on.

**Issues:**
An official of Social Welfare Department told that earlier to 2010 Social welfare department was 10-15% active and performing its duties. The reasons of poor performance were;

- Appointment of untrained and unskilled staff.
- The staff was irregular and enjoying the holidays with cooperation of seniors by paying bribes.
- There were no any trainings or refreshers for the staff by seniors.
- The monitoring of workings and responsibilities of the staff was almost zero.
- The allocated funds were misused.
- There was no any interaction with INGO’s.

In a meeting Mr. Abdul Qudoos Memon, Deputy District officer (DDO) and in charge of Child Protection Unit Sukkur told that the performance of Social welfare department Sukkur has improved up to 50 % after flood 2010 the reasons are as follows;

- The capacity building trainings of the staff
- The institutional development actions taken at district level by the interested officers
- The orphan institution was revived.
- The coordination between local, national and international organizations was increased.
- The human resources were utilized properly.
- The staff was made well equipped.
- The activation of child protection activities.
- The construction of shelter homes.
- The revived the departmental SOPs.
- A petition was filed for the Darul Aman Sukkur

- We made great efforts on collecting funds from corporate social responsibility (CSR) funds through Supreme Court from Mari Gas and Fauji Fertilizer and we received Rs 75 lacs, which were honestly utilized on development of community, organization and department.
- The official told that we are still not satisfy with their performance of 50% and he told that department is trying it’s best to enhance further performance.
Youth Affairs Department

Youth Affairs Department: There is no any such department working for the youth affairs at district level. However in 2012 this department organized a one day consultation event on Youth Policy 2012 (Draft)\textsuperscript{44}, but this also did not covered the participation of youth from whole district. There is a Pakistan Cricket Board (PCB) Stadium at old sukkur taulka and it is in good condition, where youth use to play the games, and this ground is also used for celebrating cultural programs at Sukkur like Independence Days, Sindhi Culture, Eid Bachat Bazzar etc.

Issues:

- There is no any such department working for the youth affairs at district level.
- There is IBA Park, but it is not for general youth only for IBA staff and students, not for general public. And there is a new park developed opposite to barrage colony but it is still not opened for general public yet.
- No any awareness about co-curricular activities
- No any healthy activity program is organized by government like competition in recitation, speech, quiz, singing etc. to encourage youth.

3.9. District Khairpur Mirs

District Profile

District Khairpur has very wide range of bonding with other districts. It has districts Sukkur & Shikarpur in its north, districts Benazirabad (Nawabshah) and Sanghar in its south, districts Naushehro feroze and Larkana in its west and International line of control (ILOC) with India\textsuperscript{45}. This district is rich in natural resources. The covered area of district Khairpur is 15910 square kilometers. The district has 8 taulkas, 89 union councils and 382 dehs. According to 1998 census\textsuperscript{46} total population of Khairpur is 1546587 people including 52.40% males and 47.59% females. Population density is 97.2 people per square kilometer and 76.38% of population lives in rural areas\textsuperscript{47}.

\textsuperscript{44} Sindh Youth Policy (Draft) 2012 page 5
\textsuperscript{45} http://wikimapia.org/?lang=ur&lat=27.530000&lon=68.740000&z=13&m=b&search=khairpur
\textsuperscript{46} http://census.gov.pk/SINDH/KHAIRPUR.htm
\textsuperscript{47} http://www.pbs.gov.pk/content/district-glance-khairpur
**Education Department**

The number education facilities in district Khairpur is 3679 including 182 (128 for boys and 54 for girls) at urban and 3497 (2934 for boys and 563 for girls) schools at rural areas, out of this number 291 schools are closed/non-functional\(^48\). The urban schools are further consisting 154 primary schools, 17 middle school, 9 high schools and 2 higher secondary schools while rural schools are further consisting 3216 primary schools, 176 middle school, 88 high schools and 15 Higher Secondary Schools. Total number of teachers is 9325 including 7232 male teachers and 2093 female teachers. The average literacy rate of Khairpur district is 35.5 i-e. 49.7 in males and 19.7 in females\(^49\).

**Issues:**

As we have collected information regarding education issues in district Khairpur Mir’s there is lot of the issues occurred during last several years but last two years in district Khairpur Mir’s government has not provided free books. As you know that article 25-A government has said that we will provide free of cost books and they said 5 To 16 years education will be free for all. When we have collected information about books available at primary based schools most of the schools teachers were crying that we don’t have received any books from Sindh government and district govt.

We mostly focused on taluka Nara where no any teacher was presentation at school and neither there was books provided to the students by district government. So these kinds of the issues seemed during our information collection. In Nara most of the schools are closed there is no any focus by government to open those closed and ghost schools.

Even in district Khairpur Mir’s there is no focused on rural areas school where most of the teachers are on deputation but they are doing their own business but getting salaries from government.

\(^{48}\) Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)

\(^{49}\) Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics Sindh By District 2010-2011
Social Welfare Department
In Khairpur Mirs district the social welfare department is active. The reason for this is increasing number of Welfare organizations, societies and trust. One important reason for bringing activeness in this department is mighty flood 2010. During and after flood emergency there were many local, national, regional and international organizations which worked for the rescue betterment of affected communities in district Khairpur.

Issues:
There is no proper monitoring and evaluation of the ongoing programs at district level.

Youth Affairs Department
Youth Affairs Department: There is no any such department working for the youth affairs at district level. However in 2012 this department organized a one day consultation event on Youth Policy 2012 (Draft)\(^{50}\), but this also did not covered the participation of youth from whole district.

Issues:
There is no any such department working for the youth affairs at district level.

3.10. District Naushehroferoze
District Profile
District Naushehroferoze has district Larkana in its north, districts Benazirabad (Nawabshah) in its south, districts Dadu in its west, district Khairpur in its east and it also touches to district Jamshoro at its far south west portion\(^{51}\). The covered area of district Naushehroferoze is 2945 square kilometers. The district has 4 taulkas, 54 union councils and 231 dehs. According to 1998 census\(^{52}\) total population of Naushehroferoze is 1087571 people including 52.28% males and 47.72% females. Population density is 369.3 people per square kilometer and 82.31% of population lives in rural areas\(^{53}\).

Education Department
The number education facilities in district Naushehroferoze is 2476 including 117 (76 for boys

\(^{50}\) Sindh Youth Policy (Draft) 2012 page 5
\(^{51}\) http://wikimapia.org/?lang=ur&lat=26.912580&lon=68.148193&z=11&m=b&search=Naushehroferoze
\(^{52}\) http://census.gov.pk/SINDH/NAUSHAHRO%20FEROZ.htm
\(^{53}\) http://www.pbs.gov.pk/content/district-glance-naushahro-feroze
and 41 for girls) at urban and 2359 (1999 for boys and 360 for girls) schools at rural areas, out
of this number 201 schools are closed/non-functional\textsuperscript{54}. The urban schools are further consisting
103 primary schools, 7 middle school, 4 high schools and 3 higher secondary schools while rural
schools are further consisting 2119 primary schools, 182 middle school, 44 high schools and 14
Higher Secondary Schools. Total number of teachers is 6734 including 5208 male teachers and
1526 female teachers. The average literacy rate of Naushehroferoze district is 39.1 i.e. 24.27 in
males and 22.60 in females\textsuperscript{55}.

Since 1989, when Naushehroferoze was given the status of District headquarters, it is developing
day and night. Naushehroferoze city is facing the enlargement of its boundaries due to the rapid
migration of public from rural areas. It is happening so because in district headquarters there are
different health, communication and civic facilities, which are not available at village level. Besides
this, educational facilities are also flourishing here. In Naushehroferoze city now there is a

- Government Degree college,
- Girls Degree College,
- Govt. Girls Higher Secondary School,
- Madrassa & High School for boys.
- Govt. Girls High School,
- Bahria Foundation College,
- Mono Technical College,
- College of Education in commercial Practices.
- National Trust Special Education Complex of Government of Pakistan,
- Technical Training Institute,
- Institute of Education Branch Naushehroferoze,
- Law college,
- Vocational Training Center for Girls,
- Pakistan Bait-ul-Mal Training Center,

\textsuperscript{54} Source: SEMIS Census 2010 - 2011 Sindh Education Management Information System(SEMIS)
\textsuperscript{55} Bureau of Statistics Planning and Development Department Government of Sindh, School Education Statistics
Sindh By District 2010-2011
And some many Govt. Primary Schools for boys and girls. Besides this, there are many private schools also which are contributing a lot in the field of education.

**Youth Affairs Department**

Youth Affairs Department: There is no any such department working for the youth affairs at district level. And also no any consultation event on Youth Policy 2012 (Draft) was organized by the concerned.
Chapter 4

Conclusions and Recommendations

4.1. Conclusions

- The education and social welfare department exist at district level.
- The department of youth affairs being a key department working for the betterment of youth is rarely existing at district among all 10 targeted districts because majority of youth and other people do not knew the existence of this department.
- The government departments are under influence of political elected persons and local feudals.
- There is mismanagement of financial and human resources in the public departments.
- There is political influence in all departments for the welfare of general public.
- There is dire need to monitor the accountability of government officials at public departments.
- There is strong need of carrier counseling for youth in the targeted districts.

4.2. Recommendations

The following recommendations were recommended by the YPWCs;

Education Department:

- Political influence from education department must be stopped.
- New appointment of Teachers should be on Merit bases.
- The law enforcing agencies should be proactive in order to minimize the corruption.
• Science laboratories should be established.

• Computer education should be ensured on high school level.

• The monitoring system of Education Department is not working properly due to very low budget56 issued for the monitoring, it should be focused.

• There is need to prioritize trainings for teachers and School Management Committees (SMCs).

• Scholarship opportunities should be provided to students.

• Library should be developed in a meaningful way.

• The enrollment must be ensured 100% at all level educational levels.

• The focus must be given to quality education in order to reduce the drop out ratio, especially girl students.

• The absentee teachers must be punished as per rules and regulations, so as the other teachers may learn a lesson.

• A teacher should know ones prestige and should not be involved in politics.

Social Welfare Department:

• Social Welfare Department should work efficiently for the betterment of society.

• Vocational training centers should be established.

• Proper monitoring and coordination of NGOs by Social Welfare department is highly important.

Youth Affairs Department:

56 In some districts teachers told by themselves that the budget issued to the teacher for monitoring is very low, which does not finishes the purpose.
- This is key department for youth development; but yet it is has to strive a lot for to achieve its’ vision and mission.

- This must be available at district level.

**Pictorial Gallery**

District Coordinator YPWC Tharparkar meeting with Natho Khan Rahemoon to collect information

YPWC Naushehoeroze meeting to District Social Welfare Officer to gather information

The stakeholder meeting including Social Welfare Dept. for identifying the issues of District Sukkur.

(Pic. with courtesy of NARI Foundation Sukkur)

A consultation meeting between CSSP Program Officer & YPWC Tharparkar

A meeting with DDO Social Welfare Department, Sukkur