**MICRO-SUPPLY CAPACITY ASSESSMENT**

**Data Source: Punjab School Census 2018 conducted by the Government of Punjab, Pakistan**

A comprehensive assessment is needed in order to determine the capacity of the public sector schools, and among these, to identify the priority schools which the programme shall recommend for new admissions. The micro-supply capacity assessment is conducted using the following two indicators:

1. Capacity Classification (CC)
2. Infrastructure Capacity (IC)
3. **Capacity Classification (CC)**

CC indicates whether a school has the capacity to accommodate new students. The variables used for its calculation are (i) Maximum School Capacity (MSC) and (ii) Available School Capacity (ASC).

1. **Maximum School Capacity (MSC)**

MSC indicates the total number of students who can be entertained in the school given the student/teacher ratio (40 students /teacher).

The following variables are used for its calculation:

* Number of active primary school teachers
* Number of classrooms for Primary level classes/ children
* Number of shifts
* Student/teacher ratio
* Maximum Shift Capacity (MSFC), which indicates the total number of students who can be entertained during a given shift, based on the number of active primary school teachers and student/teacher ratio

Formula

1. **Available School Capacity (ASC)**

ASC indicates the number of students who can be enrolment levels and the MSC.

**School Enrolment (SE)**

SE indicates the number of students enrolled in a school. The following variables are used for its calculation:

Formula

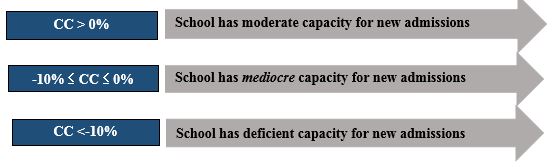
The ASC is calculated deducting the SE from the MSC.

Formula

At the end CC calculated using the MSC and ASC

Formula

**Cut-off Point in CC**

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For example, if CC is 20%, that means the school is utilizing 80% of its maximum capacity.

1. **Infrastructure Capacity (IC)**

IC determines whether a school has the WeT minimum infrastructure conditions. It takes into account two variables:

* S*chool Construction* (pakka, kacha, mix) indicates whether the school has a building
* *Latrines*, indicates whether the school has at least one latrine

**Cut-off Point in IC**

The results for these three variables can be either “yes” or “n”. Which are combined in order to determine if a school has Satisfactory, Moderate. Mediocre, Deficient infrastructure capacity as shown in the Table A1.

***Table A1: Results Infrastructure Capacity***

|  |  |  |  |
| --- | --- | --- | --- |
| **School Construction** | **# of Classrooms** | **Latrine** | **IC** |
| Yes | At least 3 | Yes | Satisfactory |
| Yes | At least 2 | Yes | Moderate |
| Yes | At least 1 | Yes | Mediocre |
| Yes | At least 1 | No | Deficient |
| No | Nil | No | Deficient |

1. **School Classification Analysis**

The results of the CC and IC are combined to classify a school. For this purpose, the two indicators are weighted the same to classify each school as having sufficient capacity, limited capacity, or deficient capacity. Table A2 describes the school classification result for each combination of the indicators.

**Table A2: School Classification**

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **CC** | **IC** | **School Classification** |
| H | Moderate | Moderate | Sufficient |
| Y | Moderate | Mediocre | Sufficient |
| T | Moderate | Deficient | Deficient |
| N | Mediocre | Moderate | Limited |
| M | Mediocre | Mediocre | Limited |
| L | Mediocre | Deficient | Deficient |
| W | Deficient | Moderate | Deficient |
| E | Deficient | Mediocre | Deficient |
| R | Deficient | Deficient | Deficient |