

# Pakistan District Education Rankings 2017







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# CONTENTS

**V****PREAMBLE &  
ACKNOWLEDGEMENTS****1****1. INTRODUCTION**

- 1.1 Why the change in methodology for this year's rankings? ... 1
- 1.2 The data problem in education ... 1
  - Infrastructure and enrolment versus quality ... 2
  - Time lapse between data gathering and publication ... 2
  - School based standardisation ... 3
  - Absence of centralised data ... 3
- 1.3 What the education scores tell us ... 4
- 1.4 The importance of tracking ... 5
  - infrastructure/school facilities

**7****2. METHODOLOGY**

- 2.1 Challenges and limitations ... 9

**11****3. EDUCATION SCORES****17****4. SCHOOL  
INFRASTRUCTURE/  
FACILITIES SCORE**

- 4.1 Primary school infrastructure rankings for provinces ... 17
- 4.2 Middle school infrastructure rankings for provinces ... 23

**29****5. BEYOND PRIMARY  
READINESS SCORES****6. PROVINCIAL RANKINGS****35**

- 6.1 Education rankings for provinces ... 35
- 6.2 Primary school infrastructure rankings for provinces... 35
- 6.3 Middle school infrastructure rankings for provinces ... 36
- 6.4 Beyond primary readiness rankings for provinces ... 36

**7. PROVINCIAL DASHBOARDS –  
Infrastructure in primary schools****37**

- 7.1 Punjab ... 38
- 7.2 Sindh ... 40
- 7.3 Khyber Pakhtunkhwa ... 42
- 7.4 Balochistan ... 44

**8. HOLDING OUR ELECTED  
REPRESENTATIVES ACCOUNTABLE****47**

- 8.1 KHUZDAR, BALOCHISTAN – Home District of Chief Minister Sanahullah Zehri ... 47
- 8.2 DADU, SINDH – Home District of Chief Minister Murad Ali Shah ... 48
- 8.3 LAHORE, PUNJAB – Home District of Chief Minister Shahbaz Sharif ... 48
- 8.4 NOWSHERA, Khyber Pakhtunkhwa – Home District of Chief Minister Pervez Khattak ... 48

**9. CONCLUSIONS****49****ANNEXURES**

Most Improved Districts In Pakistan

**50**



# PREAMBLE & ACKNOWLEDGEMENTS

Bismillah irr Rahman irr Raheem

This document is the fifth consecutive annual district ranking published by Alif Ailaan. When we first conceived of the rankings, our purpose was three-fold. The first was to spur political competition on the government's delivery of education. The second was to highlight the disparities that exist in the provision of education and school infrastructure (or facilities) between different parts of the country, and between different parts of each province. The third was to underscore that there is a serious and unattended crisis in how education is measured, how it is reported on, and what we know about it, in short, to highlight the inadequacy of the education data regime.

To spur political competition on government delivery of education, Alif Ailaan sought to establish a credible metric with which coherent administrative units across the country could compare and compete with one another. Contrast and competition between different districts would enable the political conversation between adversaries to be turbo-charged with the heat of wanting to perform better on the metrics that the rankings explore. As we launch this fifth edition of the rankings, dramatic improvements in some parts of the country are abiding proof of the success of our approach. Of course, the bulk of the credit for the improvements in school infrastructure and facilities, or learning outcomes, belong to those who allocated the funds, focused attention, ensured monitoring and demanded results. This is a long list of individuals and organizations, including provincial and federal bureaucrats, elected representatives, provincial chief executives and ministers, political parties at large, and perhaps most of all, the media and wider audience that saw the rankings as an instrument to demand better from the system.

To highlight the disparities between provinces, and within provinces, between districts, required us to establish an inescapable narrative about inequality in the delivery of education, through quantitative measures of performance. This too has been achieved, as is obvious in the rankings. Some parts of Pakistan have seen significant improvements in the availability of schools with working facilities, others have continued to suffer the burden of broken, dysfunctional and essentially useless schools. Some parts of the country have consistently better learning outcomes, as measured by the ASER survey, others, consistently poor. Whilst celebrating the areas where significant progress has been made, it is vital to examine how and why some parts of the country continue to be neglected, year after year, decade after decade. The district rankings help us contrast and compare.

Finally, to underscore the limitations of the education data regime and how it restricts our ability to make informed judgments about how well or poorly children fare in schools in Pakistan, we have pioneered a transparent and irrefutable process by which we calculate these rankings. There is no better example of this than this edition of the rankings, in which our education index is not comparable to previous editions of the rankings because it excludes enrolment rates at the district level. We have had to make these changes to the methodology because government no longer collects a major informant of the education index. Specifically, the official government data used for enrolment rates, namely the Pakistan Standard of Living Measurement Survey (PSLM), is no longer collected. This year's rankings further substantiate the point that has been made in every year's district rankings a major overhaul of who collects education data, how that data is collected, how swiftly it is collated, and how widely the data is made available is long overdue. Now, in addition to the incredibly slow and inefficient manner in which data makes its way from the citizen-state interface to the laptops and in the palms of people's hands, policymakers must also contend with the outright absence of important points of data. Some of the most fundamental and necessary data required to make decisions about education in Pakistan is not collected at all, by any government, at any level in Pakistan. There is no consolidated registry of private schools, at any tier of government. When exercises are begun to collect such data, the considerations are driven by petty politics, rather than the learning outcomes that parents are paying for. There is no regular and predictable data about learning outcomes, or quality, neither for government schools, nor for private schools. These are not small flaws or limitations. The district rankings are a product,





in terms of the data, of the data regime from which they are derived. Reform of this data regime data is an important element of why Alif Ailaan publishes the rankings, and increased reflection about its limitations is likely to spur public policy in the direction of generating robust, credible, and timely data for education in Pakistan.

This year's rankings generate an education score using an altered methodology, whilst using the same methodology as previous years for the school infrastructure (facilities) scores. In addition, we include a beyond primary readiness index, in keeping with our effort last year to generate an instrument that enables citizens, civil society and government to more robustly engage with the challenge posed to Pakistan by virtue of being a signatory to the Sustainable Development Goals, and specifically SDG-4.

Alif Ailaan has been privileged to partner with a wide array of partners and collaborators in the journey of publishing these rankings. The Sustainable Development Policy Institute (SDPI) has been a constant and consistent partner. We have benefitted from the expertise, advice and criticism of colleagues and partners at SAHE, ITA, ISAPS, AKU IED, IRC, IDEAS, CERP, SCSPEB, CGPA, LUMS School of Education, the World Bank, UNESCO Pakistan, and of course, Alif Ailaan's primary donor, the Department for International Development (DFID) of the UK Government.

Individual champions for education have also made an enormous contribution to the rankings through the years, both informally and formally. We have benefitted from the depth, insights and critiques of Sami Khan Sadozai, Mariam Chughtai, Abbas Rashid, Faisal Bari, Ali Cheema, Mohammad Anwar, Saleem Khan, Nadia Naviwala, Taimur Khan, Salma Alam, Salman Khan, Maqsood Sadiq, Zeba Sathar, Umar Saif, Baela Raza Jamil, Ammar Rashid, Umair Javed, Saad Gulzar, Sofia Siddiqui, Imran Khan Mohmand, and a long list of others.

Governments, both provincial and federal, have been exceptionally supportive and restrained in their responses to the district rankings, despite often being criticized bitterly as a result of them. Few public officials have been as candid, honest and open on the issue

of education as Baleegh ur Rehman, the Federal Minister for Education and Professional Training. Nasir Amin, Director at the Academy of Education Planning and Management (AEPAM) at the federal level is an incomparable partner to any education advocate that seeks not only to highlight the weaknesses of the system, but also a strengthening of it. He is supported by Zubair Piracha, and Bilal Kakli. Various federal and provincial secretaries and their colleagues have supported the Alif Ailaan campaign and the effort to collect and collate data, especially Allah Baksh Malik, Rafique Tahir, Abdul Jabbar Shaheen, Muhammad Aslam Kamboh, Joudat Ayaz, Afzal Latif, Ali Raza Bhutta, Fazlullah Pechuho, Ghulam Ali Baloch, Abdul Saboor Kakar, Azizullah Jamali, and Abdul Aziz Uqaili.

The campaign is obligated to acknowledge those that actually produce the district rankings themselves. At DFID, Javed Ahmed Malik, Anfal Saqib, Edward Davis, Barbara Payne, Aasiya Kazmi, Judith Herbertson, Chris Carter and Atif Rafique have been instrumental in providing the intellectual leadership and support necessary to deal with the multifarious challenges to the exercise. Minhaj ul Haque, Umar Nadeem, Noreen Fatima, Asif Memon, Vaqar Ahmed, and Abid Qayyum Suleri do not work at Alif Ailaan, but have been as dedicated and supportive as anyone ever could be.

Finally, the principal author this year, Zohair Zaidi with support from Maheen Shakeel has worked tirelessly to produce this edition of the rankings. The team this year had the platform that had been established for this work by Saman Naz, with support from Ghamae Jamal and Aleena Khan. A number of Alif Ailaan team members were crucial in preparing this report including Zainab Iqbal, Salman Naveed Khan and Hira Tanveer.

No worthwhile effort that is part of a story of big, meaningful and transformative change takes place quickly or on the back of a single organization or individual. Alif Ailaan has been privileged to work with thousands of academics, practitioners, teachers, politicians, reporters and experts. Everyone is owed a note of thanks for whatever is good in this document.

Mosharraf Zaidi  
December 14, 2017





# 1. INTRODUCTION

## 1.1. Why the change in methodology for this year's rankings?

This year's annual district rankings report is the fifth edition of an exercise that ranks districts across Pakistan based on a range of education indicators. The rankings were introduced as a means to initiate and sustain conversations around a range of key education input and output level indicators. To adequately capture the range of issues concerning the education sector in the country, each of the last four editions of the rankings included two sets of indices based on which districts were ranked. These were: the infrastructure score and the education score.

The infrastructure score was devised to cover input level indicators concerning the provision of basic facilities in government schools. On the other hand, the education score was meant to cover indicators like enrolment, retention, literacy, gender parity and learning outcomes. For infrastructure score indicators, we relied on National Education Management Information System (NEMIS) data that is shared by the Academy of Education Planning and Management (AEPAM). For the education score, we relied on Pakistan Social and Living Standards Measurement (PSLM) data from the Federal Bureau of Statistics, and the Annual Status of Education Report (ASER), as well as NEMIS.

Unfortunately, as a result of the discontinuation of PSLM and in the absence of any other equally relevant official source for enrolment rates

data at the district level, we could not include enrolment scores for this year's edition of the rankings. Instead, we have used data from NEMIS and ASER to construct an education score based on retention, gender parity and learning outcomes.

Acknowledging the gap created by the absence of PSLM and hence the education score for this year, we have tried to go deeper into the analysis of infrastructure scores. Using the benefit of now having a repository of district infrastructure scores for the last five years, we have analysed provincial trends in provisions of facilities for schools over this time. We have also identified top districts from each province that have displayed the greatest improvement in infrastructure scores over the last five years and examined the trends at play. Importantly, we have not compared education index scores from previous years with this year because of the change in methodology for that index.

We hope that this report supports and strengthens the call for robust data regimes that enable the governments as well as non-governmental organisations to inform evidence driven policies.

## 1.2. The data problem in education

Evidence based policy is an often repeated phrase that has virtually turned into a cliché in the development parlance across world capitals hosting policy fora attended by representatives of states, non-governmental organisations,

activists and civil society alike. The phrase implies a normative goal that ensures policies are shaped by accurate, timely and relevant evidence in the form of robust data. In order for us to ensure that the spirit of evidence based policy is integrated into the country's education governance landscape, it is important to first unpack its implications at the most fundamental level.

Evidence based education policy would mean, that respective governments have access to the latest statistics across identified indicators. This would inform their policies across a wide and diverse spectrum of issues such as teacher training and recruitment, construction of more schools, school consolidation, contents of the textbooks, pedagogical reform, infrastructural provisions etc. All of these interventions are linked to budgetary allocations, which in an ideal context of evidence based policymaking, would be based on real, timely and credible data about costs, returns on investment and ways and means to extract ever greater value from those allocations and expenditures. Unfortunately, the data regime governing Pakistan's public financial management system, at federal, provincial and sub-provincial levels, and the data regime governing the education sector are both built on structural and systemic flaws and compromises that undermine the ability to use evidence to make decisions. In short, we do not, and cannot have evidence based policy in education in Pakistan, because we do not have the necessary evidence (or data).

### 1.2.1. Infrastructure and enrolment versus quality

The biggest structural problem in Pakistan's education data regime is the lack of robust evidence generation that encompasses all critical education indicators. Here it is important to explore what we mean by all education indicators.

Governance frameworks in Pakistan have

traditionally been skewed towards responding to just a set of education indicators while largely ignoring others. This means that the incentive structures around the delivery mechanisms of the state including its provincial and district bureaucratic arms as well as elected political representation at different tiers, have come to be framed to focus predominantly – if not exclusively – on the so-called tangible indicators that involve infrastructural provisions in schools. While no one would deny the importance of safe and functioning schools that provide students with an enabling learning environment, the misplaced exclusivity that infrastructure enjoys in education managers' calculus reduces education to merely a brick and mortar problem as opposed to a multi-faceted challenge posed to the future of this country. A related challenge is the propensity of the state's policy apparatuses to focus on just the low hanging fruit of enrolment. The focus on enrolling children through state sponsored enrolment drives across the country have paid dividends in bringing the number of out of school children down by nearly four million children in the last five years. However, policymakers seem to ignore low quality education as one of the key factors linked to enrolment. While the policy of enrolling children through large enrolment drives may be worthwhile in the immediate term, a sustainable policy architecture would examine the causes of dropouts more closely and work to ensure that children are enrolled in schools, that the schools being provided offer an adequate opportunity to students beyond primary school, and that students are able to acquire the cognitive and non cognitive skills that can contribute to their individual and collective potential as human beings, citizens, and future economic actors. Instead, we have a policy architecture, led by inadequate data, that largely measures only infrastructure and enrolment.

### 1.2.2. Time lapse between data gathering and publication

The single largest annual repository of

education data is the Pakistan Education Statistics (PES) published by the Academy of Education Planning and Management (AEPAM) of the Federal Ministry of Education and Professional Training that uses data from the annual education censuses conducted by the respective provincial governments through the provincial Education Management Information Systems (EMIS) of each province. The data is gathered each year as of October 31st. If we look at the time of publication of this report each year, we know that Pakistan Education Statistics is released more than a year after the cut-off date for data collection. For example, the last version of Pakistan Education Statistics was released in February 2017. It contained data that was gathered as of October 31st 2015. This time lag limits the efficacy of the data and restricts its utility for policymakers and researchers. While it may be argued that provinces complete the census and use the data much earlier than the publication of Pakistan Education Statistics each year, we have to remember that Pakistan Education Statistics is the only publically available and officially published source for cumulative national education statistics that can be used with confidence, given the rigorous joint sessions between provincial and federal officials and data stakeholders to streamline the data, address inconsistencies and establish robustness. Furthermore, there are some indicators that provincial censuses and analyses do not capture. One major example is the number of out of school children. It is calculated based on provincial census results, but not calculated by the provinces. This renders the data incapable of being disaggregated by district, limiting the ability of districts to set realistic targets, and more importantly to pitch for funding that is commensurate with their needs, as far as enrolment and retention are concerned.

### 1.2.3. School based standardisation

Another major problem with the country's education data landscape is that data on different indicators measured through different

instruments is not identifiable at the school level. Annual censuses reflected in the Pakistan Education Statistics measure indicators like: number of schools, number of teachers, enrolment, basic facilities, survival rates etc. These are largely input indicators.

Then there are provincial instruments that measure learning levels or test scores as proxies for quality. In Punjab and Sindh these instruments feed into annual Punjab Examination Commission (PEC) and Standardised Achievement Test (SAT) publications respectively. The Khyber Pakhtunkhwa government has also begun a standardized test called the Performance Evaluation System whose first iteration was conducted in 2017, but whose results are not yet public.

In addition to that, there are specific wings of provincial education departments that maintain data on teachers including years of service, trainings acquired, scores on various tests etc.

Finally, there are boards of intermediate and secondary education that maintain data on student scores for matric and FSc./FA. All these data sources put together make for rich evidence that can be used better for policymaking. Unfortunately, the structural flaw is the lack of standardisation that links each data point to the school where it is gathered from. The ideal scenario should be such that these data are pieced together in a standard format. This will provide an exhaustive list of indicators for each school in each district of each province.

### 1.2.4. Absence of centralised data

In 2010, federalism was reinforced in Pakistan through the 18th amendment. Among the subjects whose devolution was asserted was education, devolved to the provincial level, giving provinces – as autonomous governance units – the administrative and financial authority for education. There is extensive literature on the effects of devolution on education governance in general. Notwithstanding some critiques

broadly concerning the rules of business for this transition, devolution in principle and theory is a necessary precondition for any meaningful reform to take root in a federal system like Pakistan's. However, devolution of education to the provinces should not preclude the state of Pakistan from establishing and sustaining resources that monitor and evaluate the state of education cumulatively, across the country. This is not merely a preference, but a necessary part of Pakistan's international obligations through instruments like the Sustainable Development Goals and Education For All. This Federal Ministry of Education and Professional Training has attempted to cultivate fora such as the Inter Provincial Education Ministers' Conference that enable national cooperation and coordination in education across the constituent units, but the progress on issues related to data has been slow. Whilst the Federal Ministry of Education does oversee the annual publication of Pakistan Education Statistics, it does not have any means to consolidating the disparate tools used by Punjab, Sindh and Khyber Pakhtunkhwa to measure learning outcomes, with Balochistan, Gilgit Baltistan, FATA and Islamabad lacking any such tools altogether. As mentioned above, PES is the largest central repository of national education data. However, also as noted above, PES focuses on input indicators and does not include data on other critical indicators like those pertaining to education quality and indicators like net enrolment rates by level.

One exception in this regard is the National Education Assessment System (NEAS) which conducts the National Achievement Test. The NAT report presents data on performance of students from classes 4 and 8 on different subjects. However, owing to various challenges including an absence of funding from the government, NAT does not happen every year. There are NEAS reports for 2005, 2006, 2007 and 2014. The 2016 NEAS report is awaited, and the delay in its release is once again another symptom of the wider array of problems explored above. Perhaps most

importantly, the NAT sample does not afford district disaggregated numbers across Pakistan, making the results useful only for provincial decision-makers, instead of being available for school and district level leaders and administrators.

Absence of centralised data becomes a challenge especially when the state has to take certain decisions at the federal level. One such decision is Pakistan's entry into the Trends in International Mathematics and Science Study Test. Whilst this is a welcome development for which the Federal Ministry of Education and Professional Training deserves great credit, the real opportunity it represents is to begin a process of establishing a credible, consistent, predictable and sustained regime for measuring learning outcomes across the entire country in a standardized manner.

Nationally consolidated data is also critical for non-governmental research that informs debate, conversation and policy. These rankings represent only one such research product. This year, owing to glaring gaps in national data, we have not been able to, for the education index, maintain the methodology used in the previous four iterations of the rankings.

### 1.3. What the education scores tell us

This year, the education index covers three components:



#### 1. Retention from primary to middle and middle to high schools



#### 2. Learning among students



#### 3. Gender parity

As a measure of retention between different levels we used enrolment data from NEMIS 2016-17 to get total number of students enrolled in middle schools as a percentage of those enrolled in primary schools. Similarly, we calculated the total number of students enrolled in high schools as a percentage of those enrolled in middle schools. To measure learning among students, we used test score data from ASER for students enrolled in classes 3 and 8. We divided the gender parity component into two sub-indicators – one covering the proportion of enrolment between girls and boys, and the other covering the proportion of retention between girls and boys.

The education index hence gives us a district based snapshot of how successful the state is in retaining its students from primary through to the high school level. It also gives us a measure of how well the students are learning (which highlights the inputs like teaching quality, enabling environment among others). Finally, the education index also gives us an idea of how successful different districts are in ensuring gender parity.

#### 1.4. The importance of tracking infrastructure/school facilities

School infrastructure and facilities have a direct impact on parent's willingness to send their children to school, teacher's ability to teach at the standard that we expect of them and student's ability to learn and thrive. Tracking school infrastructure/facilities is a basic component of education governance – the facilities mentioned in this document include boundary walls, building condition, drinking water, electricity and toilets. Research conducted the world over confirms that school facilities can have a profound impact on both teacher and student outcomes. Thereby, tracking infrastructure/facilities in government schools is an integral step in ensuring all Pakistani children, even the poorest, have access to education and that they're expected to

learn and thrive in an environment that fulfills at least the most basic requirements.

Below are five major points that demonstrate the importance of tracking school infrastructure/facilities:

- Teachers expected to teach multiple grades (as the case is in single-teacher schools) face immense difficulty in providing children with the quality of learning they deserve and may seek transfers to schools with better facilities
- Building condition and boundary walls present a major safety concern in Pakistan's current security situation; the threat is perceived and proven and one that parents will not ignore
- Availability of toilets is a major factor when it comes to girls' schools, particularly for adolescent girls
- Pakistan is experiencing more extreme climates than ever with colder winters in the north and heat waves across Sindh and Punjab – lack of electricity is not only a major impediment to students' improved learning outcomes but can also present a major health risk
- Ambient classroom environments with favourable lighting, colours and equipment to promote activity-based learning are proven to lead to an improved learning experience for students, improved teaching experience for teachers and better learning outcomes

Bear in mind, other integral facilities not currently tracked include furniture (student to furniture ratio), playgrounds, and science labs, tools for activity-based learning, computer labs and basic health facilities in or around schools. School infrastructure/facilities are integral to gaining the confidence of parents, enrolling students, higher retention of students and teachers, improved learning outcomes and perhaps most important ensuring student safety and wellbeing.



## 2. METHODOLOGY

This year's district rankings report contains three indices: education score, school infrastructure score, and beyond primary preparedness score. Owing to data limitations, we did not get access to district level net enrolment rates for our education score. Hence the methodology for this edition's education score has been altered to include indicators that best fit our objectives. We have included three sets of indicators that have fed into this year's education scores. These are; retention score, learning score, and gender parity score.

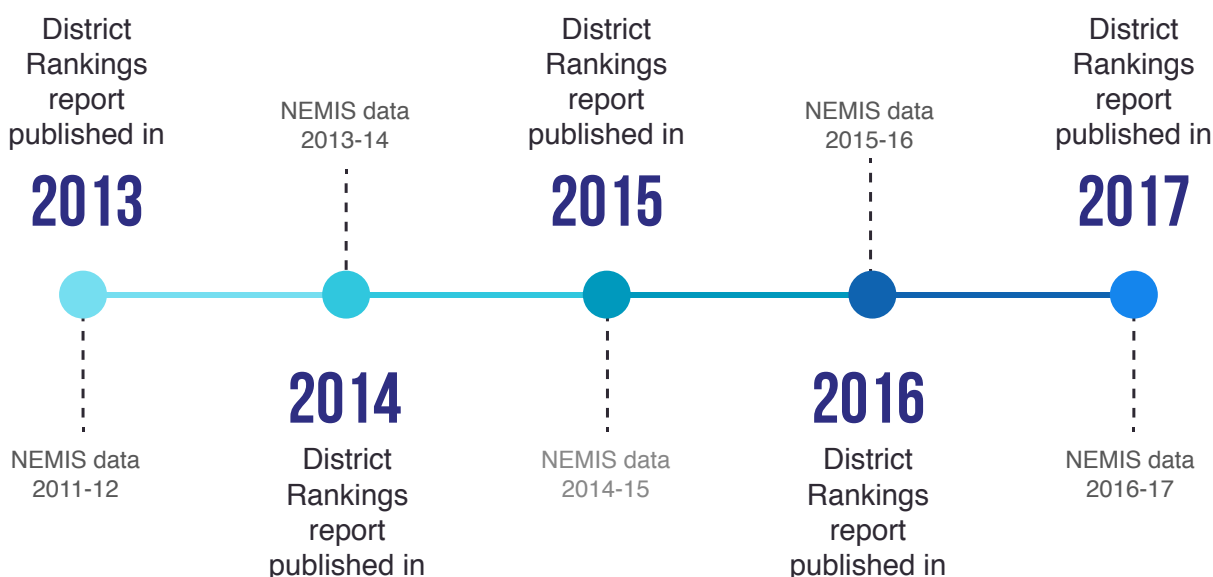
Component	Indicator	Sources	Indicator weight	Weight
Retention score	Middle enrolment as percentage of primary enrolment	NEMIS 2016-17	16.665%	33.333%
	High enrolment as percentage of primary enrolment		16.665%	
Learning score	Percentage score in Urdu for class 3	ASER 2016	8.333%	33.333%
	Percentage score for English in class 3		8.333%	
	Percentage score for Urdu in class 8		8.333%	
	Percentage score for English in class 8		8.333%	
Gender parity score	Total girls enrolment as percentage of boys enrolment	NEMIS 2016-17	16.665%	33.333%
	Girls retention from primary to middle as percentage of boys retention from primary to middle		8.333%	
	Girls retention from middle to high as percentage of boys retention from middle to high		8.333%	

The school infrastructure score uses the same methodology as in previous editions of the district rankings. This will allow us to draw comparisons in the trajectory of infrastructure scores tracing back to the first edition of the district rankings report published in 2013. For this exercise, we have used National Education Management Information System (NEMIS) data on 5 infrastructure indicators. These include availability of water, electricity, boundary walls, toilets, and functional buildings.

We used NEMIS data to identify number of schools at primary and middle level where each of these five indicators are available and not available. For every district, we assigned 20 percent weight to the proportion of availability for each indicator. We then ranked all districts using final cumulative scores.

Through consistent methodology from the inaugural edition of the district rankings in 2013 to its final edition in 2017, the trend data shall provide rich evidence of how infrastructural provisions have changed over a period of five years.

The following figure provides the summary of trend data we now have available right from the first edition of the district rankings to this final one.



#### Indicators that constitute the infrastructure score:



Availability of  
electricity



Availability of  
water



Availability of  
toilet



Availability of  
boundary  
wall



Building  
condition  
satisfactory



In addition to the education and infrastructure score rankings, this year we also compiled an index to measure governments' readiness in terms of achieving the SDG 4. Following the completion of the MDGs, the thrust of the SDGs is to ensure proper channels through which children can be retained in schools from primary level onwards. It stresses on the need to invest in middle and high schools in order to ensure adequate means available for students to continue their education beyond the primary level. Using the data we constructed an index assigning equal weights to middle school infrastructure scores, and the proportion of middle and high schools to primary schools. This score gives us the level of preparedness respective governments have invested in to inform correct steps in the right the direction of achieving the targets for SDG 4.

Component	Indicator	Source	Weight
Above primary to primary ratio	Middle, high and higher secondary schools as a percentage of primary schools	NEMIS 2016-17	50%
Middle school infrastructure score	Total score for middle school attained by each district	NEMIS 2016-17	50%

## 2.1 Challenges and limitations

Availability of timely and credible data is the single most significant challenge faced when comparing district level education indicators across Pakistan. Following the discontinuation of the PSLM survey, we could not find any publication by the government that could point us in the direction of relevant enrolment rates data by district level.

We relied on NEMIS 2016-17 and ASER 2016 to come up with the education score for this edition of the rankings. There were 14 districts for which we could not find ASER data, and we were not able to rank them. ASER data for 2016 focused only on 'rural' samples for each of the districts. This means that learning scores are not completely representative for each district.

The second challenge we faced was to ensure that we used the most recent data for our analyses for it to be relevant to the current state of schools in the country. AEPAM allowed us access to the most recent education census data from 2016-17 that has been compiled by them.

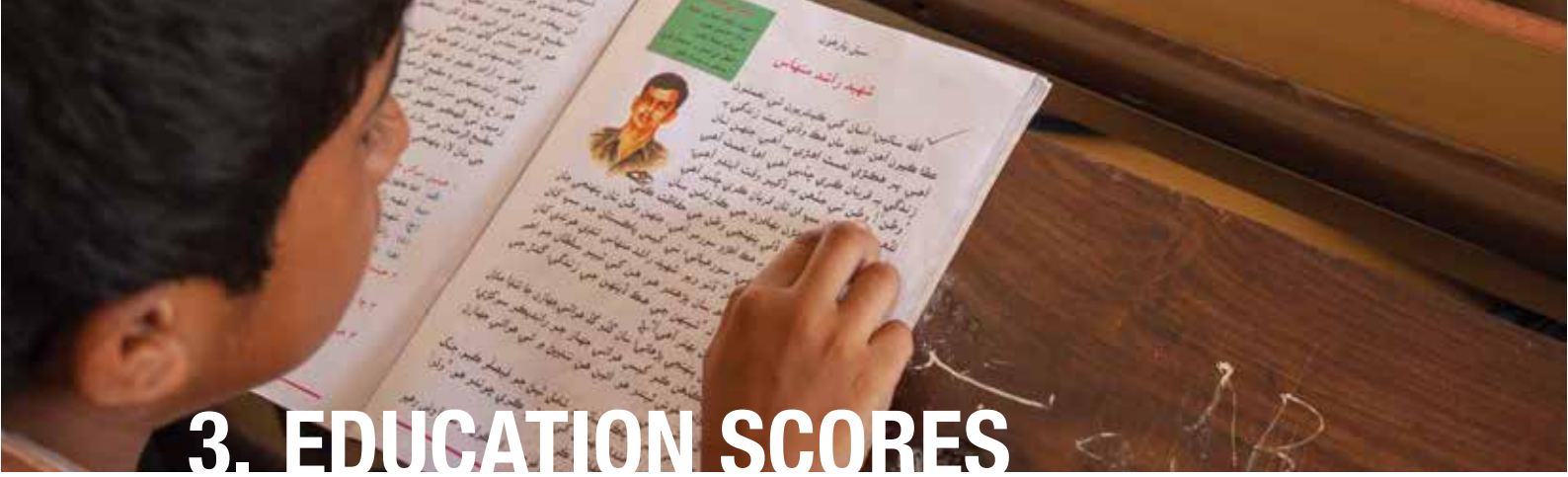
Unfortunately, the data from 2016-17 does not include AJK since no new census has been conducted there for a number of years. AEPAM publishes AJK data from the last census conducted there.

The dramatic improvement in scores for some districts for 2016-17 is a factor that needs to be examined with caution. In order to be sure that the findings were purely reflective of the official data shared with us by AEPAM, we ran various tests including the analysis of the number of schools in each province for which data has not been reported. Following our internal analysis and in-depth discussions with government officials, there is no reason for us to exclude data that has been collected and reported in the exact same manner, by the exact same institutions as in the past.

Nevertheless, the large changes in some districts merit further examination by those reporting them, including for example, provincial government spot-checks to test the veracity of the data. If true, provincial authorities will be able to report with even greater confidence, the strong performance in some areas. If false, authorities must reflect on the wider weaknesses of the data regime, and begin to act to reform it.

Finally, it is important to restate the obvious. The education index represents a proxy for education performance, but an imperfect one. First, it does not include private schools. Second, it does not include enrolment rates. Third, it does not include official government data on learning outcomes, relying instead on a non-governmental survey. Since we do not have enrolment rates per district, we are unable to tell whether the schools in each district are adequately addressing the demand for education. Unavailability of private schools data means that the score inadvertently penalises cities where large population is enrolled in private schools. It is also true for gender parity scores since the enrolment component used in calculating gender parity scores does not have enrolment rates that cover government and private schools. Similarly, the school infrastructure index represents a proxy for the availability of adequate schools for Pakistani children, but an imperfect one. First, it also does not include private schools. Second, it does not take into account supply versus demand – and so we have no way of knowing whether there are too many or too few schools in any given district (though we do know incontrovertibly, that there are too few middle, high and higher secondary schools across Pakistan, bar no exceptions). Finally, it does not test school infrastructure against the use of that infrastructure, in terms of how many rooms are used by how many children etc.

Despite these limitations, there is a utility in establishing a narrative of regional competitiveness on both the education measure and the school infrastructure measure. We hope this edition of the rankings will continue to advance the conversation about education at large, the political imperative to reform education, and education data in particular.



### 3. EDUCATION SCORES

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
1	Haripur	Khyber Pakhtunkhwa	81.62	98.31	55.36	91.19
2	Faisalabad	Punjab	76.74	76.24	56.22	97.75
3	Gujranwala	Punjab	76.09	79.27	54.63	94.38
4	Sheikhupura	Punjab	74.38	78.82	50.81	93.5
5	Bagh	Azad Jammu & Kashmir	73.99	85.42	48.22	88.32
6	Muzaffarabad	Azad Jammu & Kashmir	73.85	83.34	46.31	91.91
7	Kotli	Azad Jammu & Kashmir	73.68	85.67	41.92	93.45
8	Poonch	Azad Jammu & Kashmir	73.52	84.17	45.47	90.92
9	Sargodha	Punjab	73.34	71.72	52.75	95.54
10	Bahawalpur	Punjab	73.27	79.84	50.82	89.14
11	Bhimber	Azad Jammu & Kashmir	72.73	80.84	42.04	95.3
12	Mirpur	Azad Jammu & Kashmir	72.16	80.94	51.27	84.26
13	Chakwal	Punjab	71.88	59.5	62.3	93.84
14	Karachi West	Sindh	71.86	86.17	48.22	81.2
15	Karachi Malir	Sindh	71.84	71.02	56.66	87.84
16	Abbottabad	Khyber Pakhtunkhwa	71.62	79.54	47.67	87.66
17	Rawalpindi	Punjab	71.41	67.95	56.73	89.57
18	Narowal	Punjab	71.31	67.52	52.12	94.29
19	Okara	Punjab	71.29	80.52	43.95	89.4
20	Mandi Bahauddin	Punjab	71.26	65.5	52.28	96.01
21	Multan	Punjab	71.25	75.77	49.19	88.78
22	Sialkot	Punjab	71.11	67.6	52.75	92.97

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
23	Mansehra	Khyber Pakhtunkhwa	<b>70.59</b>	91.26	40.59	79.93
24	Islamabad	Islamabad Capital Territory	<b>70.43</b>	64.8	55.54	90.94
25	Toba Tek Singh	Punjab	<b>70.12</b>	63.17	49.76	97.43
26	Nankana Sahib	Punjab	<b>69.69</b>	73.52	49.4	86.15
27	Jhelum	Punjab	<b>69.66</b>	56.15	58.43	94.41
28	Hafizabad	Punjab	<b>69.66</b>	68.65	51.55	88.78
29	Ghanche	Gilgit-Baltistan	<b>69.52</b>	61.35	57.29	89.92
30	Khanewal	Punjab	<b>69.51</b>	79.42	43.27	85.84
31	Gujrat	Punjab	<b>69.49</b>	62.45	53.78	92.25
32	Lahore	Punjab	<b>69.2</b>	53.93	62.41	91.25
33	Haveli	Azad Jammu & Kashmir	<b>68.88</b>	83.17	42.95	80.53
34	Sudhnutti	Azad Jammu & Kashmir	<b>68.85</b>	68.27	44.78	93.5
35	Dera Ghazi Khan	Punjab	<b>68.03</b>	75.37	44.32	84.39
36	Gilgit	Gilgit-Baltistan	<b>67.65</b>	72.77	44.58	85.59
37	Attock	Punjab	<b>67.05</b>	53.18	54.88	93.08
38	Layyah	Punjab	<b>66.76</b>	70.8	43.61	85.88
39	Rahim Yar Khan	Punjab	<b>66.39</b>	72.02	40.4	86.75
40	Malakand and Protected Area	Khyber Pakhtunkhwa	<b>66.2</b>	66.15	44.55	87.9
41	Sahiwal	Punjab	<b>65.83</b>	59.18	47.59	90.72
42	Khushab	Punjab	<b>65.42</b>	65.82	51.66	78.78
43	Ghizer	Gilgit-Baltistan	<b>64.87</b>	62.7	52.54	79.38
44	Hattian	Azad Jammu & Kashmir	<b>64.87</b>	83.62	37.42	73.58
45	Quetta	Balochistan	<b>64.7</b>	50.98	45.52	97.61
46	Chitral	Khyber Pakhtunkhwa	<b>64.04</b>	47.06	54.35	90.73
47	Tank	Khyber Pakhtunkhwa	<b>63.66</b>	77.44	37.76	75.76
48	Jhang	Punjab	<b>63.53</b>	67.27	46.39	76.92
49	Lodhran	Punjab	<b>63.4</b>	61.65	46.73	81.81
50	Mianwali	Punjab	<b>63.37</b>	74.07	43.99	72.05
51	Bahawalnagar	Punjab	<b>63.25</b>	52.35	48.06	89.33

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
52	Chiniot	Punjab	<b>62.79</b>	66.55	44.09	77.74
53	Skardu	Gilgit-Baltistan	<b>62.74</b>	46.83	49.45	91.95
54	Vehari	Punjab	<b>62.44</b>	53.75	46.28	87.29
55	Kasur	Punjab	<b>61.29</b>	49.78	43.18	90.9
56	Panjgur	Balochistan	<b>61.11</b>	57.25	41.92	84.17
57	Pakpattan	Punjab	<b>60.97</b>	59.68	42.32	80.92
58	Neelum	Azad Jammu & Kashmir	<b>60.87</b>	74.22	37.36	71.04
59	Hyderabad	Sindh	<b>60.28</b>	41.18	50.8	88.85
60	Sibi	Balochistan	<b>59.86</b>	47.26	47.17	85.14
61	Gwadar	Balochistan	<b>59.47</b>	62.65	42.08	73.67
62	Rajanpur	Punjab	<b>59.31</b>	66.97	40.68	70.29
63	Bannu	Khyber Pakhtunkhwa	<b>58.91</b>	61.15	42.32	73.26
64	Peshawar	Khyber Pakhtunkhwa	<b>58.63</b>	53.35	38.97	83.58
65	Lower Dir	Khyber Pakhtunkhwa	<b>58.38</b>	49.76	42.72	82.66
66	Kalat	Balochistan	<b>58.35</b>	67.02	32.88	75.13
67	Bhakkar	Punjab	<b>58.29</b>	53.98	46.69	74.21
68	Nushki	Balochistan	<b>57.53</b>	56.2	39.41	76.98
69	Batagram	Khyber Pakhtunkhwa	<b>57.48</b>	86.79	32.18	53.46
70	Swabi	Khyber Pakhtunkhwa	<b>56.99</b>	44.46	44.96	81.56
71	Nowshera	Khyber Pakhtunkhwa	<b>56.98</b>	43.83	43.15	83.95
72	Kech	Balochistan	<b>56.87</b>	51.23	45.26	74.12
73	Astor	Gilgit-Baltistan	<b>56.53</b>	59.35	38.09	72.14
74	Mastung	Balochistan	<b>56.51</b>	54.88	36.61	78.05
75	Zhob	Balochistan	<b>56.36</b>	58.98	40.33	69.76
76	Dera Ismail Khan	Khyber Pakhtunkhwa	<b>56.27</b>	45.78	41.85	81.17
77	Kohat	Khyber Pakhtunkhwa	<b>56.02</b>	48.46	44.06	75.54
78	Charsadda	Khyber Pakhtunkhwa	<b>55.95</b>	46.48	40.99	80.4
79	Naushahro Feroze	Sindh	<b>55.55</b>	62.92	39.6	64.13
80	Matiari	Sindh	<b>55.42</b>	59.23	48.99	58.05

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
81	Musakhel	Balochistan	<b>53.83</b>	55.48	43.75	62.27
82	Ghotki	Sindh	<b>53.65</b>	45.48	45.8	69.68
83	Kashmor	Sindh	<b>53.55</b>	56.23	37.73	66.69
84	Sukkur	Sindh	<b>53.46</b>	39.91	42.26	78.21
85	Mirpur Khas	Sindh	<b>53.44</b>	48.48	44.19	67.64
86	Swat	Khyber Pakhtunkhwa	<b>53.1</b>	47.61	34.92	76.77
87	Larkana	Sindh	<b>52.73</b>	34.81	44.58	78.79
88	Jamshoro	Sindh	<b>52.69</b>	42.96	39.39	75.72
89	FR Peshawar	FATA	<b>52.57</b>	55.65	40.91	61.15
90	Kurram Agency	FATA	<b>52.41</b>	45.33	32.11	79.8
91	Chagai	Balochistan	<b>52.06</b>	55.58	40.49	60.11
92	Tando Allahyar	Sindh	<b>51.77</b>	43.33	42.38	69.6
93	Hangu	Khyber Pakhtunkhwa	<b>51.66</b>	58.43	35.02	61.54
94	Kambar Shahdad Kot	Sindh	<b>51.6</b>	42.06	37.4	75.33
95	Karak	Khyber Pakhtunkhwa	<b>51.5</b>	27.51	45.98	80.99
96	Thatta	Sindh	<b>50.95</b>	50.05	34.9	67.9
97	Loralai	Balochistan	<b>50.92</b>	53.45	36.28	63.03
98	Lakki Marwat	Khyber Pakhtunkhwa	<b>50.91</b>	42.13	46.56	64.05
99	Mardan	Khyber Pakhtunkhwa	<b>50.56</b>	27.81	41.26	82.6
100	Barkhan	Balochistan	<b>50.24</b>	54.58	33.4	62.75
101	Lasbela	Balochistan	<b>50.14</b>	59.95	28.76	61.7
102	Pishin	Balochistan	<b>50.06</b>	55.18	29.78	65.22
103	Orakzai Agency	FATA	<b>49.83</b>	56.33	30.03	63.14
104	Khairpur	Sindh	<b>49.74</b>	31.86	44.1	73.27
105	Ziarat	Balochistan	<b>49.53</b>	50.3	38.48	59.81
106	Dadu	Sindh	<b>49.02</b>	38.41	36.93	71.72
107	Shikarpur	Sindh	<b>48.72</b>	38.13	39.68	68.34
108	Jhal Magsi	Balochistan	<b>48.3</b>	56.23	27.62	61.04
109	Kachhi	Balochistan	<b>48.18</b>	55.03	28.3	61.2

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
110	Kharan	Balochistan	<b>48.08</b>	48.56	37.45	58.25
111	Killa Abdullah	Balochistan	<b>47.99</b>	56.98	33.1	53.9
112	FR Tank	FATA	<b>47.7</b>	46.31	21.01	75.78
113	Jaffarabad	Balochistan	<b>47.55</b>	44.33	33.2	65.13
114	Khyber Agency	FATA	<b>47.26</b>	50.2	26.84	64.72
115	Tando Muhammad Khan	Sindh	<b>47.14</b>	46.36	31.14	63.92
116	Kohlu	Balochistan	<b>46.48</b>	53.85	41.36	44.22
117	Upper Dir	Khyber Pakhtunkhwa	<b>46.24</b>	40.61	33.26	64.86
118	FR Bannu	FATA	<b>46.03</b>	62.97	29.46	45.65
119	Sanghar	Sindh	<b>45.5</b>	25.26	43.69	67.54
120	Nasirabad	Balochistan	<b>45.12</b>	50.35	39.11	45.9
121	Harnai	Balochistan	<b>45.11</b>	50.98	27.25	57.1
122	Khuzdar	Balochistan	<b>45.05</b>	41.63	32.12	61.4
123	Jacobabad	Sindh	<b>45.03</b>	33.26	34.2	67.63
124	Badin	Sindh	<b>44.99</b>	30.61	34.43	69.93
125	Shaheed Benazirabad	Sindh	<b>44.95</b>	19.64	41.36	73.84
126	Sherani	Balochistan	<b>44.78</b>	69.8	21.62	42.93
127	Killa Saifullah	Balochistan	<b>44.36</b>	53.63	29	50.46
128	Umer Kot	Sindh	<b>44.14</b>	22.82	38.98	70.62
129	Buner	Khyber Pakhtunkhwa	<b>43.6</b>	29.54	36.38	64.89
130	Shangla	Khyber Pakhtunkhwa	<b>42.29</b>	42.08	32.21	52.57
131	Washuk	Balochistan	<b>42</b>	52.78	29	44.22
132	Sohbatpur	Balochistan	<b>41.49</b>	51.38	35.43	37.64
133	FR Kohat	FATA	<b>39.31</b>	42.83	35.13	39.96
134	FR D.I. Khan	FATA	<b>39.08</b>	43.53	22.96	50.74
135	FR Lakki Marwat	FATA	<b>38.72</b>	39.41	18.92	57.83
136	Dera Bugti	Balochistan	<b>38.12</b>	48.13	37.5	28.74
137	Awaran	Balochistan	<b>37.65</b>	42.13	27.44	43.37
138	Diamir	Gilgit-Baltistan	<b>36.37</b>	42.43	33.85	32.82

Rank	District/ Agency	Province/Region	Education Score	Learning Score	Retention Score	Gender Parity Score
139	Sujawal	Sindh	<b>34.44</b>	19.54	27.71	56.07
140	Torghar	Khyber Pakhtunkhwa	<b>34.11</b>	49.51	17.1	35.72
141	Kohistan	Khyber Pakhtunkhwa	<b>20.67</b>	11.47	17.86	32.67
-	Hunza	Gilgit-Baltistan	<b>46.06</b>	-	49.39	88.8
-	Karachi Central	Sindh	<b>45.84</b>	-	60.35	77.15
-	Karachi East	Sindh	<b>45.1</b>	-	56.77	78.54
-	Karachi Korangi	Sindh	<b>44.58</b>	-	65.23	68.49
-	Kharmang	Gilgit-Baltistan	<b>42.57</b>	-	52.53	75.18
-	Shigar	Gilgit-Baltistan	<b>40.75</b>	-	35.75	86.49
-	Karachi South	Sindh	<b>39.68</b>	-	46.34	72.7
-	Muzaffargarh	Punjab	<b>38.69</b>	-	39.94	76.13
-	Nagar	Gilgit-Baltistan	<b>38.12</b>	-	39.17	75.18
-	Tharparkar	Sindh	<b>29.99</b>	-	25.9	64.08
-	Mohmand Agency	FATA	<b>27.66</b>	-	28.17	54.81
-	South Waziristan Agency	FATA	<b>26.96</b>	-	22.25	58.64
-	North Waziristan Agency	FATA	<b>25.31</b>	-	17.44	58.48
-	Bajaur Agency	FATA	<b>23.36</b>	-	26.65	43.44

- Top ten districts include five districts from Punjab, four from AJK and one from Khyber Pakhtunkhwa
- District Haripur is ranked at number 1 in the education rankings
- Kohistan is ranked 141. It is the lowest rank achieved by any district from Khyber Pakhtunkhwa
- Faisalabad ranked 2 is the highest ranked district from Punjab
- Bhakkar, ranked 67 is the lowest standing for any district in Punjab
- Karachi West is the highest ranked district from Sindh at 14
- Sujawal is the lowest ranked district from Sindh. It is ranked at 139
- Quetta ranked 45 is the highest ranked district from Balochistan, while Awaran is the lowest ranked district from Balochistan in the 137th place
- Ghanchi is ranked 29th and is the highest ranking district from Gilgit-Baltistan. On the other hand, the lowest ranking district from Gilgit-Baltistan is Diamir ranked 138th



## 4. SCHOOL INFRASTRUCTURE/ FACILITIES SCORE

This report includes school infrastructure scores for primary and middle schools for the year 2016-17. While the scores for 2015-16 largely continue the trend of provincial representation from last four editions of the rankings the scores from 2016-17 present a radical shift in the rankings with some districts showing remarkable improvements. Following sub-sections contain district score sheets for primary and middle schools followed by some key highlights.

### 4.1 Primary school infrastructure/facilities scores – 2016-17

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
1	Tank	KP	<b>98.45</b>	100	100	100	100	92.27
2	Kohat	KP	<b>98.44</b>	100	100	100	100	92.22
3	Bannu	KP	<b>98.19</b>	99.91	99.91	99.91	99.91	91.34
4	Peshawar	KP	<b>97.5</b>	100	100	100	100	87.5
5	Karak	KP	<b>97.08</b>	99.74	99.74	99.74	99.74	86.41
6	Dera Ismail Khan	KP	<b>96.8</b>	99.35	99.35	99.35	99.35	86.61
7	Charsadda	KP	<b>96.78</b>	99.79	99.79	99.79	99.79	84.74
8	Gujrat	Punjab	<b>95.78</b>	99.27	99.58	99.79	99.27	81
9	Lakki Marwat	KP	<b>95.55</b>	100	100	100	100	77.73
10	Swabi	KP	<b>95.22</b>	97.6	98.18	98.75	98.85	82.73
11	Haripur	KP	<b>95.11</b>	97.6	97.71	99.56	99.78	80.92
12	Jhelum	Punjab	<b>95.06</b>	100	100	100	99.81	75.51
13	Malakand and Protected Area	KP	<b>94.94</b>	98.54	94.72	98.54	98.54	84.34
14	Nowshera	KP	<b>94.8</b>	98.3	98.3	98.3	98.3	80.78
15	Lodhran	Punjab	<b>94.44</b>	96.7	99.31	99.65	99.83	76.74
16	Pakpattan	Punjab	<b>94.44</b>	96.31	98.62	98.31	95.7	83.26
17	Mardan	KP	<b>94.38</b>	97.21	97.21	97.21	97.21	83.07
18	Layyah	Punjab	<b>94.38</b>	97.17	98.34	98.42	98	79.97
19	Chakwal	Punjab	<b>93.99</b>	91.11	98.25	98.52	98.11	83.96

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
20	Khanewal	Punjab	<b>93.96</b>	97.43	99.59	99.59	99.05	74.12
21	Kasur	Punjab	<b>93.36</b>	96.44	98.31	98.12	97.84	76.08
22	Vehari	Punjab	<b>93.15</b>	96.56	99.62	99.52	99.81	70.27
23	Attock	Punjab	<b>93.11</b>	93.18	99.29	98.59	98.59	75.88
24	Hangu	KP	<b>92.93</b>	96.21	96.21	96.53	96.53	79.18
25	Chiniot	Punjab	<b>92.72</b>	99.25	100	99.81	99.44	65.11
26	Sialkot	Punjab	<b>92.57</b>	94.14	98.64	98.7	98.77	72.6
27	Hafizabad	Punjab	<b>91.41</b>	92.43	99.67	99.01	98.52	67.43
28	Narowal	Punjab	<b>91.34</b>	89.7	99.17	99.17	98.02	70.66
29	Lahore	Punjab	<b>91.32</b>	96.5	96.98	96.82	96.34	69.95
30	Sheikhupura	Punjab	<b>91.08</b>	86.69	97.82	97.42	96.23	77.26
31	Swat	KP	<b>90.26</b>	81.73	80.12	95.41	96.41	97.63
32	Jhang	Punjab	<b>90.14</b>	91.75	100	98.98	88.6	71.38
33	Mandi Bahauddin	Punjab	<b>89.98</b>	98	100	100	98.37	53.54
34	Faisalabad	Punjab	<b>89.98</b>	98.04	99.92	99.7	96.46	55.76
35	Chitral	KP	<b>89.97</b>	76.48	89.8	94.24	96.88	92.43
36	Lower Dir	KP	<b>89.71</b>	89.62	79.31	97.3	97.79	84.55
37	Bhakkar	Punjab	<b>89.6</b>	83.77	99.9	99.71	100	64.64
38	Okara	Punjab	<b>89.57</b>	92.1	94.4	94.4	93.66	73.28
39	Gujranwala	Punjab	<b>89.39</b>	96.26	99.63	99.18	98.63	53.24
40	Nankana Sahib	Punjab	<b>88.8</b>	91.17	99.82	98.59	95.58	58.83
41	Toba Tek Singh	Punjab	<b>88.65</b>	96.94	98.05	97.36	87.07	63.84
42	Muzaffargarh	Punjab	<b>88.64</b>	88.86	92.89	92.77	92.48	76.21
43	Mianwali	Punjab	<b>88.46</b>	86	94.6	96.9	95.2	69.6
44	Bahawalpur	Punjab	<b>88.33</b>	89.1	97.99	98.39	93.71	62.47
45	Multan	Punjab	<b>88.29</b>	92.25	97.19	97.77	97.87	56.4
46	Islamabad	ICT	<b>88.17</b>	99.48	97.38	96.86	97.38	49.74
47	Khushab	Punjab	<b>88.11</b>	91.92	95.75	99.18	93.01	60.68
48	Rawalpindi	Punjab	<b>87.93</b>	92.25	99.75	99.75	93.9	54
49	Sahiwal	Punjab	<b>87.78</b>	98.73	99.58	99.43	87.13	54.03
50	Rajanpur	Punjab	<b>87.02</b>	68.66	98.69	97.17	97.57	73
51	Buner	KP	<b>86.95</b>	82.28	87.42	98.84	99.01	67.22
52	Sargodha	Punjab	<b>86.95</b>	91.06	99.47	99.16	97.4	47.67
53	Bahawalnagar	Punjab	<b>85.19</b>	82.88	91.18	89.46	86.71	75.72

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
54	Dera Ghazi Khan	Punjab	<b>84.12</b>	67.72	98.9	96.47	94.49	63.01
55	Abbottabad	KP	<b>84.06</b>	69.68	74.98	92.13	91.24	92.27
56	Upper Dir	KP	<b>84.05</b>	65.85	75.31	96.19	97.3	85.63
57	Mansehra	KP	<b>83.13</b>	66.04	72.99	89.31	90.02	97.3
58	Batagram	KP	<b>82.3</b>	67.19	75.14	88.35	85.8	95.03
59	Kohistan	KP	<b>80.81</b>	69.37	78.97	80.69	80.93	94.1
60	Torghar	KP	<b>79.71</b>	71.57	74.51	80.39	80.39	91.67
61	Karachi East	Sindh	<b>77.5</b>	85.8	77.27	86.36	85.8	52.27
62	Shangla	KP	<b>76.96</b>	62.52	67.27	83.47	81.18	90.34
63	Karachi South	Sindh	<b>73.85</b>	76.28	66.99	84.29	87.82	53.85
64	Karachi Central	Sindh	<b>73.33</b>	73.83	77.69	72.45	82.92	59.78
65	Larkana	Sindh	<b>71.54</b>	67.38	81.29	77.96	85.41	45.64
66	Ghizer	Gilgit-Baltistan	<b>71.29</b>	69.35	82.26	88.71	69.35	46.77
67	Karachi West	Sindh	<b>70.4</b>	61.17	67.4	80.22	92.31	50.92
68	Hyderabad	Sindh	<b>68.68</b>	68.87	64.79	82.11	84.08	43.52
69	Karachi Korangi	Sindh	<b>67.7</b>	70.98	68.39	74.14	91.67	33.33
70	Matiari	Sindh	<b>67.09</b>	75.36	75.36	73.92	76.01	34.81
71	Jamshoro	Sindh	<b>65.71</b>	61.69	60.55	75	83.28	48.05
72	Rahim Yar Khan	Punjab	<b>65.17</b>	74.85	90.17	90	9.55	61.28
73	Naushahro Feroze	Sindh	<b>63.4</b>	66.7	87.64	65.95	61.37	35.34
74	Tando Allahyar	Sindh	<b>63.09</b>	62.35	53.97	72.06	80.29	46.76
75	Khairpur	Sindh	<b>61.87</b>	62.85	82.67	69.49	60.52	33.82
76	Nagar	Gilgit-Baltistan	<b>59.23</b>	57.69	61.54	69.23	69.23	38.46
77	Shaheed Benazirabad	Sindh	<b>58.59</b>	55.81	69.63	58.58	68.32	40.63
78	Kambar Shahdad Kot	Sindh	<b>56.57</b>	59.48	55.64	69.54	66.57	31.62
79	Sukkur	Sindh	<b>56.4</b>	57.55	70.2	69.23	66.99	18.01
80	North Waziristan Agency	FATA	<b>55.48</b>	69.75	67.16	48.52	63.58	28.4
81	Gilgit	Gilgit-Baltistan	<b>55.43</b>	58.57	55.71	85.71	77.14	0
82	Dadu	Sindh	<b>52.94</b>	48.54	52.89	62.66	65.63	34.96
83	Ghotki	Sindh	<b>52.61</b>	45.65	67.6	61.17	57.08	31.55

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
84	Shikarpur	Sindh	<b>51.36</b>	39.31	68.53	59.06	73.12	16.8
85	Hunza	Gilgit-Baltistan	<b>50.67</b>	66.67	53.33	60	66.67	6.67
86	Karachi Malir	Sindh	<b>50.64</b>	35.67	46.19	61.03	77.73	32.58
87	FR Bannu	FATA	<b>49.2</b>	48.58	36.08	32.67	72.73	55.97
88	FR Peshawar	FATA	<b>47.16</b>	38.51	53.38	44.59	74.32	25
89	FR Tank	FATA	<b>46.31</b>	41.71	33.69	36.36	62.03	57.75
90	Sanghar	Sindh	<b>44.81</b>	25.2	54.92	58.68	56.11	29.14
91	Mirpur Khas	Sindh	<b>44.35</b>	36.73	43.47	62.5	45.8	33.24
92	FR Kohat	FATA	<b>44.32</b>	43.92	42.57	39.19	79.73	16.22
93	Tando Muhammad Khan	Sindh	<b>43.77</b>	24.52	50.96	57.04	60.02	26.33
94	Jacobabad	Sindh	<b>43.24</b>	46.72	51.91	46.41	45.65	25.5
95	Khyber Agency	FATA	<b>43.22</b>	34.81	38.26	39.57	62.89	40.56
96	Badin	Sindh	<b>41.35</b>	27.65	42.42	52.88	47.77	36.05
97	Umer Kot	Sindh	<b>39.58</b>	19.29	31.96	65.02	55.86	25.76
98	Kurram Agency	FATA	<b>39.12</b>	37	34.2	32	57.2	35.2
99	Shigar	Gilgit-Baltistan	<b>38.33</b>	18.33	36.67	23.33	55	58.33
100	FR D.I. Khan	FATA	<b>37.88</b>	32.58	25.76	29.55	53.03	48.48
101	Kashmor	Sindh	<b>36.71</b>	25.71	57.04	41.53	39.72	19.54
102	Mirpur	AJK	<b>36.29</b>	41.32	34.93	28.31	40.64	36.25
103	Skardu	Gilgit-Baltistan	<b>35.97</b>	26.36	52.71	29.46	47.29	24.03
104	Nasirabad	Balochistan	<b>34.86</b>	38.01	83.37	11.66	33.05	8.21
105	Muzaffarabad	AJK	<b>34.29</b>	11.7	27.93	49.45	40.09	42.28
106	FR Lakki Marwat	FATA	<b>33.96</b>	10.42	13.54	22.92	63.54	59.38
107	Mastung	Balochistan	<b>33.14</b>	9.15	35.29	39.54	60.13	21.57
108	Nushki	Balochistan	<b>33.02</b>	18.93	43.79	43.79	44.38	14.2
109	Mohmand Agency	FATA	<b>33.01</b>	26.18	22.9	26.18	49.69	40.08
110	Thatta	Sindh	<b>32.97</b>	14.48	18.91	59.5	42.59	29.37
111	Sibi	Balochistan	<b>32.87</b>	26.85	43.52	43.06	40.74	10.19
112	Tharparkar	Sindh	<b>32.73</b>	14.75	19.25	51.09	42.97	35.58
113	Harnai	Balochistan	<b>32.61</b>	17.39	49.28	34.06	47.1	15.22
114	Chagai	Balochistan	<b>32.55</b>	4.55	50.45	46.82	48.64	12.27

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
115	Astor	Gilgit-Baltistan	<b>32.24</b>	23.88	28.36	53.73	28.36	26.87
116	Quetta	Balochistan	<b>32.07</b>	20.04	29.4	37.19	52.56	21.16
117	Jaffarabad	Balochistan	<b>32.06</b>	29.78	78.88	14.62	24.55	12.45
118	Ghanche	Gilgit-Baltistan	<b>31.51</b>	34.25	43.84	8.22	64.38	6.85
119	Kharmang	Gilgit-Baltistan	<b>30.82</b>	38.82	36.47	32.94	41.18	4.71
120	Panjgur	Balochistan	<b>30.75</b>	16.25	60.31	19.06	49.38	8.75
121	Killa Abdullah	Balochistan	<b>30.41</b>	16.32	40.91	24.17	46.28	24.38
122	Gwadar	Balochistan	<b>29.91</b>	18.02	41.44	33.78	40.99	15.32
123	Lasbela	Balochistan	<b>28.88</b>	16.02	50.77	26.45	31.85	19.31
124	Sohbatpur	Balochistan	<b>28.66</b>	20	77.01	19.7	20.3	6.27
125	Orakzai Agency	FATA	<b>28.65</b>	25.12	25.35	16.51	52.09	24.19
126	Bagh	AJK	<b>28.32</b>	7.78	28.53	41.79	26.51	36.99
127	Khuzdar	Balochistan	<b>28.17</b>	7.56	60.21	18.61	41.3	13.16
128	Kalat	Balochistan	<b>27.96</b>	6.26	57.17	19.19	41.21	15.96
129	Musakhel	Balochistan	<b>27.87</b>	7.72	49.26	25	38.6	18.75
130	South Waziristan Agency	FATA	<b>27.38</b>	21.3	29.76	26.83	35.12	23.9
131	Bajaur Agency	FATA	<b>27.13</b>	33.33	4.98	42.15	4.98	50.19
132	Kech	Balochistan	<b>26.82</b>	13.6	50.77	25.67	34.1	9.96
133	Pishin	Balochistan	<b>26.11</b>	12.41	44.99	19.93	40.93	12.29
134	Hattian	AJK	<b>25.62</b>	3.58	16.49	37.99	32.97	37.05
135	Loralai	Balochistan	<b>25.5</b>	18.13	40.71	12.04	37.59	19.02
136	Zhob	Balochistan	<b>25.26</b>	18.09	48.03	11.84	29.61	18.75
137	Bhimber	AJK	<b>24.64</b>	19.08	31.4	16.67	22.46	33.57
138	Ziarat	Balochistan	<b>24.44</b>	6.22	41.78	19.11	37.33	17.78
139	Kachhi	Balochistan	<b>23.79</b>	19.95	47.63	9.98	31.42	9.98
140	Killa Saifullah	Balochistan	<b>23.35</b>	14.34	45.04	13.6	34.93	8.82
141	Kharan	Balochistan	<b>22.8</b>	8.6	42.47	17.2	27.96	17.74
142	Jhal Magsi	Balochistan	<b>21.87</b>	25.48	50	12.6	18.9	2.36
143	Sujawal	Sindh	<b>21.84</b>	9.58	17.81	32.34	27.69	21.78
144	Neelum	AJK	<b>21.04</b>	3.23	27.65	27.19	12.9	34.25
145	Barkhan	Balochistan	<b>20.53</b>	14.81	52.91	2.65	21.34	10.93
146	Awaran	Balochistan	<b>20.09</b>	0.45	59.73	12.22	21.72	6.33

Rank	District/ Agency	Province/ Territory	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
147	Sherani	Balochistan	<b>19.89</b>	6.82	21.59	17.61	41.48	11.93
148	Diamir	Gilgit-Baltistan	<b>19.31</b>	30.54	22.66	14.29	20.2	8.87
149	Washuk	Balochistan	<b>18.11</b>	0.63	54.72	2.52	20.13	12.58
150	Kohlu	Balochistan	<b>18.09</b>	12.56	45.81	1.86	18.6	11.63
151	Poonch	AJK	<b>14.88</b>	2.67	12.1	27.58	6.23	25.8
152	Dera Bugti	Balochistan	<b>14.62</b>	4.92	45.57	2.3	14.1	6.23
153	Haveli	AJK	<b>14.4</b>	2.09	19.9	17.28	6.28	26.46
154	Kotli	AJK	<b>14.14</b>	7.65	14.51	15.17	10.03	23.32
155	Sudhnutti	AJK	<b>6.76</b>	0.85	4.23	7.89	3.94	16.9

- Tank from Khyber Pakhtunkhwa tops the primary school infrastructure rankings for 2016-17. This demonstrates dramatic improvement from the previous years
- Strides to improve primary school infrastructure/facilities in the Khyber Pakhtunkhwa province are demonstrated by the fact that their lowest ranked district is Shangla at 62
- Nine of the top ten districts are from Khyber Pakhtunkhwa and one is from the Punjab – in the previous year nine of the top ten districts in the same category were from the Punjab and none from Khyber Pakhtunkhwa
- Gujrat is the highest ranked district from the Punjab at 8
- Karachi East is the highest ranked district from Sindh at 61
- Ghizer is the highest ranked district from Gilgit-Baltistan at 66
- Nasirabad is the highest ranked district from Balochistan at 104
- Mirpur is the highest ranked district from Azad Jammu and Kashmir at 102

## 4.2 Middle school infrastructure/facilities scores – 2016-17

Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
1	Malakand and Protected Area	KP	<b>98.39</b>	96.77	98.39	100	100	96.77
2	Swabi	KP	<b>97.45</b>	96.36	97.27	99.09	100	94.55
3	Layyah	Punjab	<b>96.5</b>	100	100	100	100	82.52
4	Chakwal	Punjab	<b>96.08</b>	96.65	100	100	99.52	84.21
5	Lodhran	Punjab	<b>95.95</b>	100	100	100	100	79.74
6	Pakpattan	Punjab	<b>95.95</b>	100	100	100	99.35	80.39
7	Attock	Punjab	<b>95.62</b>	98.51	99.5	100	100	80.1
8	Bahawalnagar	Punjab	<b>95.18</b>	97.29	100	99.73	98.37	80.49
9	Gujrat	Punjab	<b>95.07</b>	100	100	100	100	75.36
10	Vehari	Punjab	<b>95</b>	100	100	100	100	75
11	Kohat	KP	<b>94.88</b>	90.24	95.12	100	100	89.02
12	Jhelum	Punjab	<b>94.82</b>	100	100	100	100	74.1
13	Khanewal	Punjab	<b>94.8</b>	99.15	100	99.72	99.72	75.42
14	Kasur	Punjab	<b>94.61</b>	99.22	100	99.61	100	74.22
15	Chitral	KP	<b>94.52</b>	91.67	94.05	98.81	98.81	89.29
16	Okara	Punjab	<b>94.18</b>	98.6	100	100	99.3	72.98
17	Swat	KP	<b>93.92</b>	91.2	88.8	98.4	98.4	92.8
18	Jhang	Punjab	<b>93.9</b>	98.4	100	100	98.4	72.73
19	Charsadda	KP	<b>93.88</b>	87.76	91.84	98.98	100	90.82
20	Bannu	KP	<b>93.8</b>	83.72	96.12	96.9	100	92.25
21	Sialkot	Punjab	<b>93.79</b>	97.14	100	100	100	71.79
22	Hafizabad	Punjab	<b>93.75</b>	97.32	100	99.11	100	72.32
23	Nowshera	KP	<b>93.72</b>	82.56	95.35	98.84	100	91.86
24	Bhakkar	Punjab	<b>93.61</b>	95.29	100	100	100	72.77
25	Toba Tek Singh	Punjab	<b>93.5</b>	100	100	99.65	98.59	69.26
26	Buner	KP	<b>93.42</b>	88.61	84.81	98.73	100	94.94
27	Chiniot	Punjab	<b>93.41</b>	100	100	100	100	67.05

Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
28	Sheikhupura	Punjab	<b>93.33</b>	94.98	99.54	100	99.54	72.6
29	Bahawalpur	Punjab	<b>93.03</b>	96.17	100	100	99.3	69.69
30	Lakki Marwat	KP	<b>93</b>	89	89	96	100	91
31	Lahore	Punjab	<b>92.74</b>	100	100	100	100	63.68
32	Muzaffargarh	Punjab	<b>92.72</b>	98.25	100	100	100	65.35
33	Haripur	KP	<b>92.03</b>	87.97	88.72	98.5	96.24	88.72
34	Narowal	Punjab	<b>91.9</b>	97.55	100	100	100	61.96
35	Hangu	KP	<b>91.76</b>	85.29	91.18	100	100	82.35
36	Mianwali	Punjab	<b>91.34</b>	95.12	98.78	100	99.39	63.41
37	Faisalabad	Punjab	<b>91.08</b>	99.8	100	100	99.39	56.21
38	Lower Dir	KP	<b>90.93</b>	89.33	81.33	96	96	92
39	Mandi Bahauddin	Punjab	<b>90.86</b>	100	100	100	100	54.29
40	Gujranwala	Punjab	<b>90.46</b>	99.34	100	100	100	52.98
41	Khushab	Punjab	<b>90.44</b>	98.53	100	100	100	53.68
42	Multan	Punjab	<b>90.36</b>	98.18	100	100	100	53.64
43	Rahim Yar Khan	Punjab	<b>90.29</b>	95.82	100	100	100	55.61
44	Sargodha	Punjab	<b>89.87</b>	97.89	100	99.47	99.21	52.77
45	Sahiwal	Punjab	<b>89.65</b>	100	100	100	94.37	53.87
46	Upper Dir	KP	<b>89.26</b>	72.63	86.32	97.89	97.89	91.58
47	Rajanpur	Punjab	<b>89.07</b>	88.37	100	98.84	98.84	59.3
48	Rawalpindi	Punjab	<b>88.66</b>	97.13	100	100	94.59	51.59
49	Abbottabad	KP	<b>88.45</b>	79.17	81.55	94.05	92.86	94.64
50	Karak	KP	<b>88.28</b>	72.41	86.21	95.4	98.85	88.51
51	Nankana Sahib	Punjab	<b>88.17</b>	98.59	100	100	97.18	45.07
52	Peshawar	KP	<b>88.02</b>	61.73	90.74	95.68	97.53	94.44
53	Dera Ghazi Khan	Punjab	<b>87.54</b>	81.68	100	98.95	97.91	59.16
54	Mardan	KP	<b>87.37</b>	84.21	86.32	88.42	88.42	89.47
55	Islamabad	ICT	<b>87.33</b>	100	100	98.33	95	43.33
56	Tank	KP	<b>86.82</b>	68.18	72.73	100	100	93.18



Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
57	Karachi South	Sindh	<b>86.49</b>	89.19	89.19	91.89	93.24	68.92
58	Dera Ismail Khan	KP	<b>85.45</b>	65.78	86.63	91.44	97.33	86.1
59	Shangla	KP	<b>84.93</b>	79.71	65.22	95.65	88.41	95.65
60	Mansehra	KP	<b>84.62</b>	65.05	80.65	93.55	88.17	95.7
61	Karachi East	Sindh	<b>83.75</b>	87.5	81.25	96.88	96.88	56.25
62	Hyderabad	Sindh	<b>81.58</b>	88.16	84.21	96.05	97.37	42.11
63	Karachi West	Sindh	<b>80.98</b>	78.05	80.49	90.24	95.12	60.98
64	Karachi Central	Sindh	<b>80.79</b>	81.19	86.14	87.13	93.07	56.44
65	Ghizer	Gilgit-Baltistan	<b>80</b>	88.89	91.67	97.22	80.56	41.67
66	Batagram	KP	<b>78.75</b>	58.33	75	85.42	77.08	97.92
67	Sukkur	Sindh	<b>77.32</b>	85.37	87.8	93.9	89.02	30.49
68	FR Peshawar	FATA	<b>76.25</b>	68.75	75	81.25	100	56.25
69	Karachi Korangi	Sindh	<b>74.72</b>	75.47	73.58	88.68	96.23	39.62
70	Shaheed Benazirabad	Sindh	<b>74.11</b>	72.87	83.72	80.62	87.6	45.74
71	Naushahro Feroze	Sindh	<b>74.1</b>	80.77	90.38	80.77	81.41	37.18
72	Larkana	Sindh	<b>73.44</b>	70.31	82.81	75	87.5	51.56
73	Khairpur	Sindh	<b>73.41</b>	79.12	94.51	86.81	78.57	28.02
74	Kambar Shahdad Kot	Sindh	<b>72.67</b>	80	75	90	80	38.33
75	Tando Allahyar	Sindh	<b>71.16</b>	72.09	67.44	79.07	79.07	58.14
76	Gilgit	Gilgit-Baltistan	<b>70.7</b>	86.05	79.07	95.35	90.7	2.33
77	Matiari	Sindh	<b>70</b>	70	80	75	65	60
78	Ghotki	Sindh	<b>69.89</b>	68.82	86.02	77.42	75.27	41.94
79	Karachi Malir	Sindh	<b>69.73</b>	60.81	60.81	81.08	91.89	54.05
80	Torghar	KP	<b>68</b>	56	48	76	64	96
81	Hunza	Gilgit-Baltistan	<b>66</b>	80	80	90	80	0
82	Dadu	Sindh	<b>65.96</b>	61.4	68.42	82.46	78.95	38.6
83	Jamshoro	Sindh	<b>65.81</b>	70.97	58.06	77.42	77.42	45.16

Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
84	Bajaur Agency	FATA	<b>65.66</b>	49.06	54.72	62.26	86.79	75.47
85	Mirpur	AJK	<b>64.95</b>	82.76	81.61	59.77	71.26	29.35
86	Tando Muhammad Khan	Sindh	<b>64.12</b>	55.88	55.88	79.41	79.41	50
87	Nagar	Gilgit-Baltistan	<b>63.48</b>	78.26	65.22	73.91	73.91	26.09
88	Kohistan	KP	<b>63.33</b>	29.49	64.1	69.23	67.95	85.9
89	Quetta	Balochistan	<b>62.92</b>	39.58	48.96	81.25	91.67	53.13
90	Sibi	Balochistan	<b>62.67</b>	70	60	90	76.67	16.67
91	Sanghar	Sindh	<b>62.43</b>	50.47	63.55	71.96	87.85	38.32
92	FR Tank	FATA	<b>62.4</b>	48	52	60	76	76
93	Shigar	Gilgit-Baltistan	<b>61.43</b>	64.29	57.14	50	85.71	50
94	Khyber Agency	FATA	<b>59.62</b>	50.94	58.49	64.15	79.25	45.28
95	FR Bannu	FATA	<b>59.47</b>	60.53	50	42.11	92.11	52.63
96	Mirpur Khas	Sindh	<b>59.4</b>	50	64	77	65	41
97	Ghanche	Gilgit-Baltistan	<b>57.67</b>	69.77	67.44	74.42	74.42	2.33
98	Bhimber	AJK	<b>57.59</b>	79.05	80.95	49.52	43.81	34.62
99	North Waziristan Agency	FATA	<b>57.27</b>	54.55	62.5	48.86	67.05	53.41
100	Kurram Agency	FATA	<b>57.09</b>	58.18	60	56.36	78.18	32.73
101	Nushki	Balochistan	<b>56.74</b>	62.79	53.49	81.4	67.44	18.6
102	Astor	Gilgit-Baltistan	<b>56.55</b>	55.17	68.97	79.31	51.72	27.59
103	Zhob	Balochistan	<b>56.25</b>	46.88	56.25	68.75	90.63	18.75
104	Shikarpur	Sindh	<b>56.23</b>	49.06	69.81	64.15	73.58	24.53
105	Nasirabad	Balochistan	<b>56.22</b>	56.76	81.08	45.95	78.38	18.92
106	Lasbela	Balochistan	<b>56</b>	40	61.67	85	70	23.33
107	Jacobabad	Sindh	<b>55.94</b>	62.32	56.52	65.22	68.12	27.54
108	Badin	Sindh	<b>55.25</b>	49.5	57.43	66.34	63.37	39.6
109	FR Kohat	FATA	<b>55.2</b>	52	56	56	88	24
110	Kashmor	Sindh	<b>54.81</b>	42.59	62.96	70.37	68.52	29.63

Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
111	Panjgur	Balochistan	<b>54.22</b>	40	55.56	71.11	91.11	13.33
112	Skardu	Gilgit-Baltistan	<b>54.04</b>	45.61	64.91	66.67	71.93	21.05
113	Killa Abdullah	Balochistan	<b>53.85</b>	43.59	51.28	74.36	82.05	17.95
114	FR D.I. Khan	FATA	<b>53.75</b>	50	37.5	31.25	81.25	68.75
115	Mastung	Balochistan	<b>53.47</b>	22.45	42.86	71.43	93.88	36.73
116	Jaffarabad	Balochistan	<b>53.33</b>	59.52	64.29	64.29	61.9	16.67
117	Musakhel	Balochistan	<b>53</b>	5	55	70	100	35
118	FR Lakki Marwat	FATA	<b>52</b>	26.67	26.67	46.67	93.33	66.67
119	Kech	Balochistan	<b>51.08</b>	44.58	63.86	77.11	56.63	13.25
120	Thatta	Sindh	<b>49.52</b>	33.33	26.19	73.81	73.81	40.48
121	Chagai	Balochistan	<b>48.75</b>	12.5	46.88	87.5	81.25	15.63
122	Pishin	Balochistan	<b>48.27</b>	27.88	54.81	65.38	75	18.27
123	Harnai	Balochistan	<b>47.37</b>	21.05	52.63	57.89	84.21	21.05
124	Gwadar	Balochistan	<b>47.33</b>	33.33	46.67	76.67	66.67	13.33
125	Sohbatpur	Balochistan	<b>46.92</b>	42.31	76.92	46.15	61.54	7.69
126	Kharan	Balochistan	<b>46.29</b>	28.57	54.29	65.71	68.57	14.29
127	Mohmand Agency	FATA	<b>46.15</b>	38.46	36.92	40	64.62	50.77
128	Tharparkar	Sindh	<b>45.45</b>	23	30.99	69.48	70.42	33.33
129	Kachhi	Balochistan	<b>45.14</b>	45.71	54.29	45.71	68.57	11.43
130	Neelum	AJK	<b>44.44</b>	14.71	52.94	55.88	47.06	51.61
131	Umer Kot	Sindh	<b>43.71</b>	28.57	47.14	58.57	60	24.29
132	Orakzai Agency	FATA	<b>43.03</b>	33.33	36.36	21.21	81.82	42.42
133	Khuzdar	Balochistan	<b>42.19</b>	23.44	43.75	50	79.69	14.06
134	Killa Saifullah	Balochistan	<b>42.17</b>	28.26	54.35	52.17	63.04	13.04
135	South Waziristan Agency	FATA	<b>42.08</b>	32.47	48.05	37.66	53.25	38.96
136	Kalat	Balochistan	<b>42.04</b>	10.2	57.14	61.22	61.22	20.41
137	Loralai	Balochistan	<b>41.13</b>	28.3	43.4	45.28	67.92	20.75
138	Poonch	AJK	<b>40.67</b>	18.79	34.9	65.1	36.24	48.32

Rank	District/ Agency	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
				Electricity	Water	Toilet	Boundary Wall	
139	Sherani	Balochistan	<b>40</b>	33.33	25	75	58.33	8.33
140	Bagh	AJK	<b>39.63</b>	18.75	41.88	52.5	36.88	48.15
141	Jhal Magsi	Balochistan	<b>39.31</b>	20.69	58.62	48.28	68.97	0
142	Kharmang	Gilgit-Baltistan	<b>39.23</b>	34.62	50	57.69	53.85	0
143	Ziarat	Balochistan	<b>38.4</b>	16	44	60	64	8
144	Hattian	AJK	<b>38.23</b>	20.97	37.1	50	33.87	49.21
145	Muzaffarabad	AJK	<b>36.7</b>	19.23	32.31	50	45.38	36.58
146	Barkhan	Balochistan	<b>35.63</b>	9.38	37.5	40.63	71.88	18.75
147	Kotli	AJK	<b>35.58</b>	49.36	45.51	46.15	19.23	17.64
148	Sujawal	Sindh	<b>34.67</b>	13.33	13.33	50	66.67	30
149	Kohlu	Balochistan	<b>33.91</b>	17.39	43.48	30.43	65.22	13.04
150	Washuk	Balochistan	<b>31.11</b>	5.56	61.11	22.22	55.56	11.11
151	Awaran	Balochistan	<b>30.77</b>	3.85	53.85	38.46	46.15	11.54
152	Diamir	Gilgit-Baltistan	<b>29.23</b>	34.62	15.38	50	38.46	7.69
153	Dera Bugti	Balochistan	<b>25.41</b>	10.81	54.05	18.92	37.84	5.41
154	Sudhnutti	AJK	<b>23.45</b>	27.59	26.44	41.38	5.75	16.1
155	Haveli	AJK	<b>23.41</b>	7.32	43.9	36.59	14.63	14.61

- Malakand and Protected Area tops the middle school infrastructure rankings for 2016-17. Disparity prevails from the previous year in the middle school category with the worst off district from Khyber Pakhtunkhwa being Kohistan ranked 88
- Eight of the top ten districts are from the Punjab and two from Khyber Pakhtunkhwa – this pattern has remained consistent over the years
- Layyah is the best performing district from the Punjab ranked 3; the worst off district from the Punjab is Dera Ghazi Khan ranked 53
- Sujawal is the lowest ranked district from Sindh at 148; Karachi South is the highest ranked district from Sindh at 61
- Haveli from Azad Jammu and Kashmir bottoms the rankings at number 155; Bagh is the highest ranked at 85
- The highest ranked district from Gilgit Baltistan is Ghizer ranked 65
- Quetta is the highest ranked district from Balochistan at number 89

## 5. BEYOND PRIMARY READINESS SCORES

In order to adequately educate Pakistani children between the ages of five and sixteen, as per the constitutional obligation to do so, there needs to be an adequate quantum of schooling options available above the primary school level.

This is an important and long-neglected area of education reform in Pakistan, because of the lack of emphasis placed on schooling above the primary level. The sustained neglect has generated an 80:20 ratio of primary schools to schools above the primary level, nationwide. The central idea behind generating this index is to impress upon the policymakers to improve their focus towards not just education at the primary level but also at middle and high levels.

This index measures the degree to which there is parity between the number of primary schools and the number of schools that offer levels of education beyond the primary level. Given the unavailability of robust data, we used the middle school infrastructure score as the proxy for resourcing of middle schooling for Pakistani children.

Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
1	Hunza	Gilgit-Baltistan	<b>109.67</b>	153.33	66
2	Nagar	Gilgit-Baltistan	<b>104.82</b>	146.15	63.48
3	Islamabad	ICT	<b>99.16</b>	110.99	87.33
4	Lahore	Punjab	<b>93.51</b>	94.28	92.74
5	Ghizer	Gilgit-Baltistan	<b>89.19</b>	98.39	80
6	Gilgit	Gilgit-Baltistan	<b>86.78</b>	102.86	70.7
7	Khanewal	Punjab	<b>85.75</b>	76.69	94.8
8	Faisalabad	Punjab	<b>83.01</b>	74.94	91.08
9	Ghanche	Gilgit-Baltistan	<b>80.89</b>	104.11	57.67
10	Toba Tek Singh	Punjab	<b>80.82</b>	68.15	93.5
11	Sahiwal	Punjab	<b>79.97</b>	70.3	89.65
12	Chakwal	Punjab	<b>78.9</b>	61.73	96.08
13	Jhelum	Punjab	<b>74.96</b>	55.1	94.82
14	Gujrat	Punjab	<b>74.36</b>	53.65	95.07
15	Rawalpindi	Punjab	<b>74.17</b>	59.69	88.66
16	Karachi Central	Sindh	<b>73.87</b>	66.94	80.79

Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
17	Attock	Punjab	<b>73.63</b>	51.65	95.62
18	Mandi Bahauddin	Punjab	<b>72.11</b>	53.36	90.86
19	Sargodha	Punjab	<b>71.79</b>	53.71	89.87
20	Gujranwala	Punjab	<b>71.58</b>	52.69	90.46
21	Karachi East	Sindh	<b>71.14</b>	58.52	83.75
22	Lodhran	Punjab	<b>70.46</b>	44.97	95.95
23	Vehari	Punjab	<b>69.82</b>	44.65	95
24	Karachi South	Sindh	<b>69.53</b>	52.56	86.49
25	Okara	Punjab	<b>69.08</b>	43.99	94.18
26	Astor	Gilgit-Baltistan	<b>67.83</b>	79.1	56.55
27	Kasur	Punjab	<b>67.38</b>	40.15	94.61
28	Pakpattan	Punjab	<b>67.18</b>	38.4	95.95
29	Sheikhupura	Punjab	<b>65.88</b>	38.43	93.33
30	Sialkot	Punjab	<b>65.16</b>	36.54	93.79
31	Layyah	Punjab	<b>65.13</b>	33.75	96.5
32	Multan	Punjab	<b>65.05</b>	39.73	90.36
33	Nankana Sahib	Punjab	<b>64.84</b>	41.52	88.17
34	Skardu	Gilgit-Baltistan	<b>64.23</b>	74.42	54.04
35	Bahawalnagar	Punjab	<b>64.03</b>	32.88	95.18
36	Narowal	Punjab	<b>63.28</b>	34.65	91.9
37	Khushab	Punjab	<b>63.23</b>	36.03	90.44
38	Hafizabad	Punjab	<b>62.75</b>	31.74	93.75
39	Malakand and Protected Area	Khyber Pakhtunkhwa	<b>62.67</b>	26.96	98.39
40	Bhakkar	Punjab	<b>62.02</b>	30.43	93.61
41	Bahawalpur	Punjab	<b>61.77</b>	30.5	93.03
42	Swabi	Khyber Pakhtunkhwa	<b>61.73</b>	26.01	97.45
43	Chiniot	Punjab	<b>61.72</b>	30.04	93.41
44	Nowshera	Khyber Pakhtunkhwa	<b>61.37</b>	29.02	93.72
45	Buner	Khyber Pakhtunkhwa	<b>61.28</b>	29.14	93.42
46	Karachi Korangi	Sindh	<b>61.21</b>	47.7	74.72
47	Haripur	Khyber Pakhtunkhwa	<b>61.17</b>	30.32	92.03

Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
48	Jhang	Punjab	<b>61.14</b>	28.38	93.9
49	Kohat	Khyber Pakhtunkhwa	<b>61.14</b>	27.4	94.88
50	Chitral	Khyber Pakhtunkhwa	<b>61.08</b>	27.63	94.52
51	Mianwali	Punjab	<b>60.82</b>	30.3	91.34
52	Peshawar	Khyber Pakhtunkhwa	<b>60.24</b>	32.46	88.02
53	Charsadda	Khyber Pakhtunkhwa	<b>58.85</b>	23.81	93.88
54	Bannu	Khyber Pakhtunkhwa	<b>58.36</b>	22.92	93.8
55	Lower Dir	Khyber Pakhtunkhwa	<b>58.22</b>	25.51	90.93
56	Rahim Yar Khan	Punjab	<b>57.7</b>	25.11	90.29
57	Hangu	Khyber Pakhtunkhwa	<b>57.55</b>	23.34	91.76
58	Swat	Khyber Pakhtunkhwa	<b>57.47</b>	21.02	93.92
59	Mardan	Khyber Pakhtunkhwa	<b>57.45</b>	27.53	87.37
60	Karachi West	Sindh	<b>57.34</b>	33.7	80.98
61	Muzaffargarh	Punjab	<b>57.26</b>	21.81	92.72
62	Lakki Marwat	Khyber Pakhtunkhwa	<b>57.25</b>	21.5	93
63	Dera Ismail Khan	Khyber Pakhtunkhwa	<b>56.93</b>	28.41	85.45
64	Karak	Khyber Pakhtunkhwa	<b>55.93</b>	23.59	88.28
65	Dera Ghazi Khan	Punjab	<b>55.87</b>	24.19	87.54
66	Abbottabad	Khyber Pakhtunkhwa	<b>55.71</b>	22.96	88.45
67	Tank	Khyber Pakhtunkhwa	<b>55.01</b>	23.2	86.82
68	Bagh	Azad Jammu & Kashmir	<b>54.97</b>	70.32	39.63
69	Upper Dir	Khyber Pakhtunkhwa	<b>54.71</b>	20.15	89.26
70	Shigar	Gilgit-Baltistan	<b>54.05</b>	46.67	61.43
71	Rajanpur	Punjab	<b>52.93</b>	16.78	89.07
72	Shangla	Khyber Pakhtunkhwa	<b>52.86</b>	20.79	84.93
73	Mirpur	Azad Jammu & Kashmir	<b>52.79</b>	40.64	64.95
74	Quetta	Balochistan	<b>52.39</b>	41.87	62.92
75	Mansehra	Khyber Pakhtunkhwa	<b>52.15</b>	19.68	84.62
76	Hyderabad	Sindh	<b>51.92</b>	22.25	81.58
77	Nushki	Balochistan	<b>50.86</b>	44.97	56.74
78	Bhimber	Azad Jammu & Kashmir	<b>49.93</b>	42.27	57.59
79	FR Peshawar	FATA	<b>48.94</b>	21.62	76.25

Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
80	Karachi Malir	Sindh	<b>48.47</b>	27.22	69.73
81	Sukkur	Sindh	<b>46.45</b>	15.58	77.32
82	Batagram	Khyber Pakhtunkhwa	<b>46.05</b>	13.35	78.75
83	Sibi	Balochistan	<b>44.99</b>	27.31	62.67
84	Larkana	Sindh	<b>43.43</b>	13.42	73.44
85	Poonch	Azad Jammu & Kashmir	<b>43.02</b>	45.37	40.67
86	Naushahro Feroze	Sindh	<b>42.76</b>	11.42	74.1
87	Shaheed Benazirabad	Sindh	<b>42.37</b>	10.64	74.11
88	Khairpur	Sindh	<b>42.17</b>	10.92	73.41
89	Kharmang	Gilgit-Baltistan	<b>41.97</b>	44.71	39.23
90	Bajaur Agency	FATA	<b>41.93</b>	18.2	65.66
91	FR Tank	FATA	<b>41.63</b>	20.86	62.4
92	Tando Allahyar	Sindh	<b>41.46</b>	11.76	71.16
93	Torghar	Khyber Pakhtunkhwa	<b>41.35</b>	14.71	68
94	FR Kohat	FATA	<b>40.78</b>	26.35	55.2
95	Kech	Balochistan	<b>40.58</b>	30.08	51.08
96	Kambar Shahdad Kot	Sindh	<b>40.53</b>	8.39	72.67
97	Mastung	Balochistan	<b>39.97</b>	26.47	53.47
98	Panjkur	Balochistan	<b>39.77</b>	25.31	54.22
99	Kurram Agency	FATA	<b>39.25</b>	21.4	57.09
100	Jamshoro	Sindh	<b>39.23</b>	12.66	65.81
101	Matiari	Sindh	<b>39.04</b>	8.08	70
102	Kohistan	Khyber Pakhtunkhwa	<b>38.74</b>	14.15	63.33
103	Ghotki	Sindh	<b>38.7</b>	7.5	69.89
104	FR Bannu	FATA	<b>38.4</b>	17.33	59.47
105	Kharan	Balochistan	<b>37.66</b>	29.03	46.29
106	Khyber Agency	FATA	<b>37.61</b>	15.6	59.62
107	Zhob	Balochistan	<b>37.5</b>	18.75	56.25
108	Lasbela	Balochistan	<b>37.46</b>	18.92	56
109	Dadu	Sindh	<b>37.21</b>	8.46	65.96
110	Muzaffarabad	Azad Jammu & Kashmir	<b>37.15</b>	37.6	36.7
111	Hattian	Azad Jammu & Kashmir	<b>36.86</b>	35.48	38.23



Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
112	North Waziristan Agency	FATA	<b>36.48</b>	15.68	57.27
113	Gwadar	Balochistan	<b>36.28</b>	25.23	47.33
114	Neelum	Azad Jammu & Kashmir	<b>36.28</b>	28.11	44.44
115	Tando Muhammad Khan	Sindh	<b>36</b>	7.89	64.12
116	Harnai	Balochistan	<b>36</b>	24.64	47.37
117	FR Lakki Marwat	FATA	<b>35.9</b>	19.79	52
118	FR D.I. Khan	FATA	<b>35.59</b>	17.42	53.75
119	Kotli	Azad Jammu & Kashmir	<b>35.47</b>	35.36	35.58
120	Chagai	Balochistan	<b>35.06</b>	21.36	48.75
121	Mirpur Khas	Sindh	<b>34.95</b>	10.51	59.4
122	Nasirabad	Balochistan	<b>34.91</b>	13.61	56.22
123	Sanghar	Sindh	<b>34.63</b>	6.83	62.43
124	Killa Abdullah	Balochistan	<b>34.46</b>	15.08	53.85
125	Shikarpur	Sindh	<b>34.17</b>	12.12	56.23
126	Pishin	Balochistan	<b>33.68</b>	19.09	48.27
127	Musakhel	Balochistan	<b>33.67</b>	14.34	53
128	Mohmand Agency	FATA	<b>33.1</b>	20.04	46.15
129	Jaffarabad	Balochistan	<b>32.89</b>	12.45	53.33
130	Jacobabad	Sindh	<b>32.44</b>	8.93	55.94
131	Kashmor	Sindh	<b>31.52</b>	8.23	54.81
132	Kalat	Balochistan	<b>31.32</b>	20.61	42.04
133	Sudhnutti	Azad Jammu & Kashmir	<b>31.16</b>	38.87	23.45
134	Sohbatpur	Balochistan	<b>30.92</b>	14.93	46.92
135	Badin	Sindh	<b>30.72</b>	6.19	55.25
136	Kachhi	Balochistan	<b>30.55</b>	15.96	45.14
137	South Waziristan Agency	FATA	<b>30.31</b>	18.54	42.08
138	Haveli	Azad Jammu & Kashmir	<b>30.03</b>	36.65	23.41
139	Orakzai Agency	FATA	<b>29.19</b>	15.35	43.03
140	Ziarat	Balochistan	<b>28.98</b>	19.56	38.4
141	Jhal Magsi	Balochistan	<b>28.91</b>	18.5	39.31
142	Khuzdar	Balochistan	<b>28.73</b>	15.28	42.19
143	Thatta	Sindh	<b>28.4</b>	7.28	49.52

Rank	District/ Agency	Province/Region	Beyond primary readiness score	Above-primary to primary ratio	School Infrastructure Score
144	Killa Saifullah	Balochistan	<b>27.98</b>	13.79	42.17
145	Washuk	Balochistan	<b>27.19</b>	23.27	31.11
146	Tharparkar	Sindh	<b>26.81</b>	8.18	45.45
147	Loralai	Balochistan	<b>26.51</b>	11.89	41.13
148	Awaran	Balochistan	<b>26.47</b>	22.17	30.77
149	Umer Kot	Sindh	<b>25.59</b>	7.47	43.71
150	Sherani	Balochistan	<b>25.11</b>	10.23	40
151	Diamir	Gilgit-Baltistan	<b>24.71</b>	20.2	29.23
152	Dera Bugti	Balochistan	<b>22.87</b>	20.33	25.41
153	Barkhan	Balochistan	<b>22.66</b>	9.7	35.63
154	Kohlu	Balochistan	<b>21.84</b>	9.77	33.91
155	Sujawal	Sindh	<b>19.35</b>	4.04	34.67

- Hunza from Gilgit-Baltistan tops the beyond primary readiness rankings
- ICT stands at number three in the beyond primary readiness rankings
- Top ten districts include 5 from Gilgit-Baltistan, 5 from Punjab and ICT
- Bottom ten districts include 3 from Sindh, six from Balochistan, and one from Gilgit-Baltistan
- Sindh's top ranked district is Karachi Central at 16th, and bottom ranked district is Sujawal at 155
- Lahore is Punjab's top ranked district at the fourth spot, while Rajanpur is the lowest ranked at 71
- Malakand and Protected Area is KP's top district at 39, while Kohistan is the last at 102nd spot

## 6. PROVINCIAL RANKINGS

In this chapter we take a look at how provinces fair in comparison to each other. We use the data to calculate overall provincial/regional education, infrastructure, and beyond primary readiness scores.

### 6.1 Education score for provinces

Rank	District	Total provincial education score	Learning Score	Retention Score	Gender Parity Score
1	Azad Jammu & Kashmir	<b>72.95</b>	80.97	44.14	93.73
2	Islamabad Capital Territory	<b>70.43</b>	64.8	55.54	90.94
3	Punjab	<b>70.01</b>	66.57	49.83	93.62
4	Gilgit-Baltistan	<b>63.18</b>	57.57	45.29	86.67
5	Khyber Pakhtunkhwa	<b>57.69</b>	52.66	41.09	79.31
6	Balochistan	<b>54.16</b>	53.76	36.91	71.8
7	Sindh	<b>53.37</b>	42.16	41.15	76.8
8	FATA	<b>49.01</b>	49.42	29.65	67.96

### 6.2 Primary school infrastructure rankings for provinces

Rank	Province/Region	School Infrastructure Score	Availability				Building Condition Satisfactory
			Electricity	Water	Toilet	Boundary Wall	
1	KP	<b>91.12</b>	87.28	89.06	95.72	95.81	87.73
2	Punjab	<b>88.45</b>	89.94	97.47	97.26	89.91	67.66
3	ICT	<b>88.16</b>	99.48	97.38	96.86	97.38	49.74
4	Sindh	<b>49.85</b>	42.06	54.68	60.94	58.65	32.9
5	GB	<b>36.13</b>	36.71	42.03	37.09	45.7	19.11
6	FATA	<b>27.38</b>	21.3	29.76	26.83	35.12	23.9
7	Balochistan	<b>26.82</b>	15.42	50.92	19.03	35.2	13.53
8	AJK	<b>20.58</b>	10.92	21.37	27.39	20.87	22.35



















### 6.3 Middle school infrastructure rankings for provinces

Rank	Province/ Region	School Infrastructure Score	Availability				Building Condition Satisfactory
			Electricity	Water	Toilet	Boundary Wall	
1	Punjab	<b>92.66</b>	97.86	99.95	99.88	99.16	66.42
2	KP	<b>89.25</b>	78.67	86.21	94.79	94.83	91.73
3	ICT	<b>87.33</b>	100	100	98.33	95	43.33
4	Sindh	<b>66.29</b>	62.7	69.88	78.67	79.79	40.43
5	GB	<b>58.24</b>	63.19	65.47	74.92	70.68	16.94
6	FATA	<b>54.63</b>	47.41	51.7	48.84	74.96	50.27
7	Balochistan	<b>48.23</b>	32.57	53.97	63.02	72.31	19.28
8	AJK	<b>40.85</b>	35.61	46.49	51.73	35.41	35.01



















### 6.4 Beyond primary readiness rankings for provinces

Rank	Province/Region	Beyond primary readiness score	Above primary to primary ratio	Middle school infrastructure score
1	ICT	<b>99.16</b>	111	87.34
2	Punjab	<b>67.22</b>	41.78	92.66
3	Gilgit-Baltistan	<b>62.41</b>	66.58	58.24
4	KP	<b>56.67</b>	24.1	89.26
5	AJK	<b>40.99</b>	41.14	40.86
6	Sindh	<b>38.72</b>	11.14	66.3
7	FATA	<b>36.4</b>	18.16	54.66
8	Balochistan	<b>33.65</b>	19.08	48.24



















# 7. PROVINCIAL DASHBOARDS – INFRASTRUCTURE IN PRIMARY SCHOOLS

PUNJAB																	
																	
2011-2012						2012-2013						2013-2014					
45,933	26,277	39,975	37,242	36,856	25,893	39,347	27,922	37,897	28,280	33,946	32,209	38,427	28,436	36,121	35,353	33,431	33,431
2014-15						2015-2016						2016-2017					
37,853	30,816	36,808	35,888	34,673	31,055	36,975	33,528	36,798	36,757	35,875	21,045	36,990	33,269	36,053	35,976	33,258	25,029



















  

SINDH																	
																	
2011-2012						2012-2013						2013-2014					
44,522	12,729	21,722	24,646	22,628	11,094	42,900	16,879	19,238	22,242	24,232	9,950	42,342	20,324	20,748	22,865	24,135	12,279
2014-15						2015-2016						2016-2017					
41,274	14,091	19,386	21,207	23,262	11,965	41,131	13,899	19,238	20,972	23,044	11,882	38,132	16,039	20,852	23,239	22,363	12,544


  


KHYBER PAKHTUNKHWA																	
																	
2011-2012						2012-2013						2013-2014					
22,605	11,175	14,584	16,430	15,780	10,607	23,517	12,168	15,388	17,708	17,145	18,138	23,291	12,577	15,372	17,934	17,701	18,400
2014-15						2015-2016						2016-2017					
23,022	11,912	14,548	17,814	17,522	19,728	22,363	12,889	16,056	19,199	19,202	18,003	22,179	19,357	19,752	21,230	21,249	19,458


  


BALOCHISTAN																	
																	
2011-2012						2012-2013						2013-2014					
10,668	1,836	7,646	1,676	3,154	1,414	10,484	1,662	5,228	2,162	3,236	2,471	10,585	1,676	1,905	1,588	3,774	2,646
2014-15						2015-2016						2016-2017					
11,167	2,377	3,570	1,654	3,227	1,951	10,929	1,693	5,737	1,451	6,184	1,547	11,627	1,793	5,920	2,213	4,093	1,573


  


 Total schools

 with electricity available

 with drinking water available,

 with toilet available

 with boundary wall available,

 with satisfactory building available

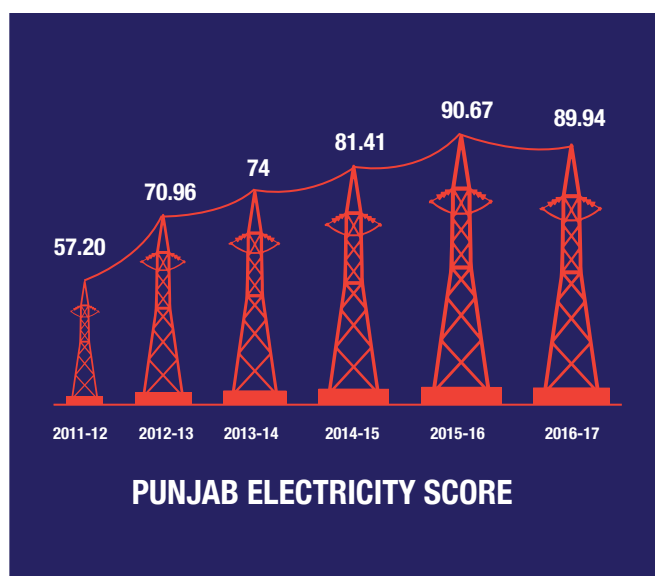
Six years' worth of data – released by AEPAM and published in annual editions of the district rankings including this one, affords us the opportunity to examine emergent trends. In this chapter, we look at the trajectories of movement in infrastructural provisions in primary schools across each of the four provinces on a yearly basis. The figure below provides a snapshot of five infrastructure indicators for each province over five years. The following subsections examine the trends for each province in more detail.

The graphs in each of the following sub-sections show the availability of five critical infrastructure indicators against total number of schools in each province.

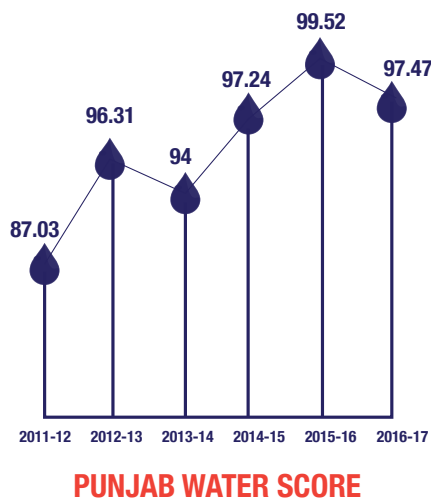
## 7.1 Punjab

Total primary schools in Punjab have reduced significantly from 45,933 according to 2011-12 data to 36,990 according to the most recent data from 2016-17 shared by AEPAM.

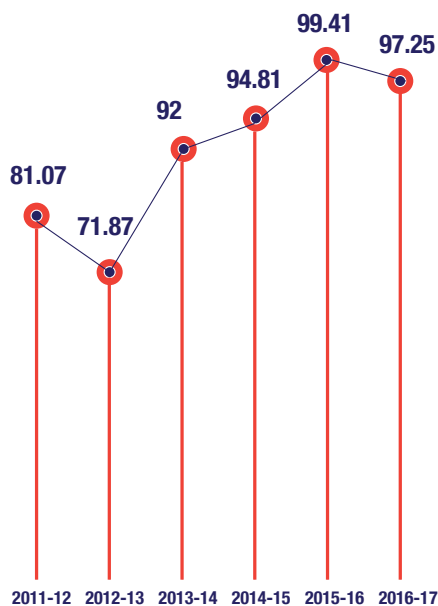
Percentage of schools that have electricity went up from 57.20 in 2011-12 to 89.94 in 2016-17.



Schools with drinking water available for students have changed from 39,975 in 2011-12 to 36,053 in 2016-17. The percentage of primary schools with drinking water has gone up from 87.03 percent to 97.47 percent.

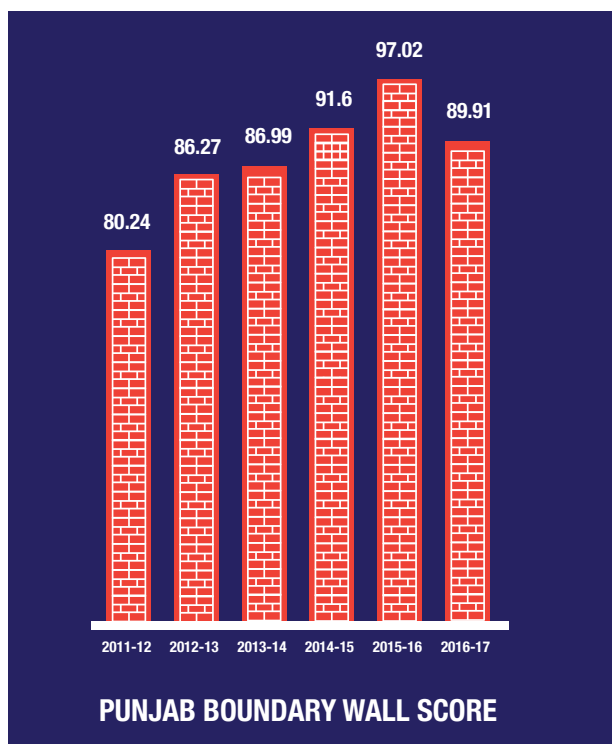


Number of schools with at least one toilet has changed from 37,242 in 2011-12 to 35,976 in 2016-17. The percentage of coverage has increased from 81.07 percent to 97.25 percent.



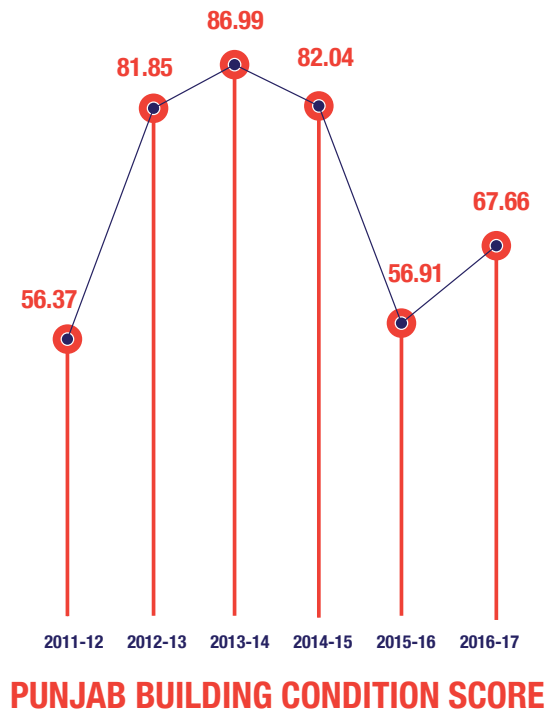
### PUNJAB TOILET SCORE

There were 36,856 Schools with boundary wall in 2011-12. In 2016-17, there were 33,258 schools with boundary wall. The percentage of total primary schools with boundary walls changed from 80.24 percent in 2011-12 to 89.91 percent in 2016-17.



### PUNJAB BOUNDARY WALL SCORE

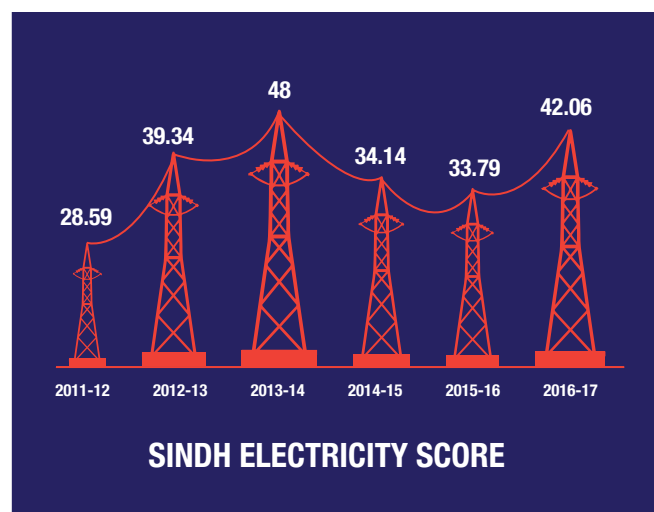
There were 25,893 schools with satisfactory building condition in 2012-13. In 2016-17, there were 25,029 schools with satisfactory buildings. The percentage of total primary schools with boundary walls changed from 56.37 percent in 2011-12 to 67.66 percent in 2016-17.



## 7.2 Sindh

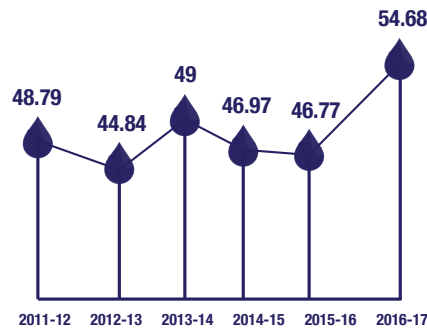
Total primary schools in Sindh have reduced from 44,522 according to 2012-13 data to 38,132 according to the most recent data from 2016-17 shared by AEPAM.

Schools with electricity have gone up from 12,729 in 2011-12 to 16,039 in 2016-17. The percentage of total primary schools with electricity has hence gone up from 28.59 percent in 2011-12 to 42.06 percent in 2016-17.



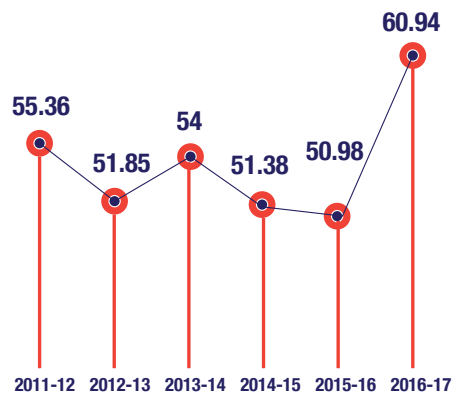
Schools with drinking water available for students have changed from 21,722 in 2011-12 to 20,852 in 2016-17. The percentage of primary schools with drinking water has gone up from 48.79 percent to 54.68 percent.





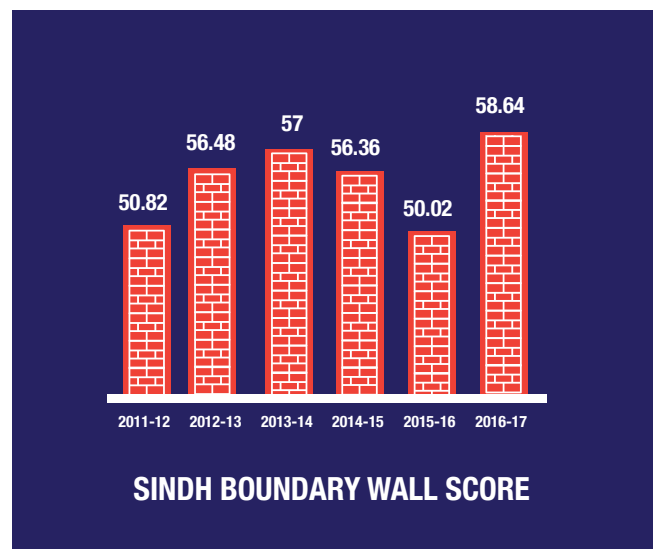
### SINDH WATER SCORE

Number of schools with at least one toilet has changed from 24,646 in 2011-12 to 23,239 in 2016-17. The percentage of coverage has increased from 55.36 percent to 60.94 percent.



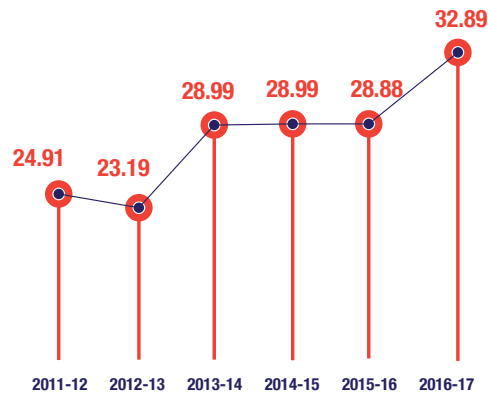
### SINDH TOILET SCORE

There were 22,628 Schools with boundary walls in 2011-12. In 2016-17, there were 22,363 schools with boundary wall. The percentage of total primary schools with boundary walls changed from 50.82 percent in 2011-12 to 58.64 percent in 2016-17.



### SINDH BOUNDARY WALL SCORE

There were 11,094 schools with satisfactory building condition in 2011-12. In 2016-17, there were 12,544 schools with satisfactory buildings. The percentage of total primary schools with satisfactory buildings changed from 24.91 percent in 2011-12 to 32.90 percent in 2016-17.

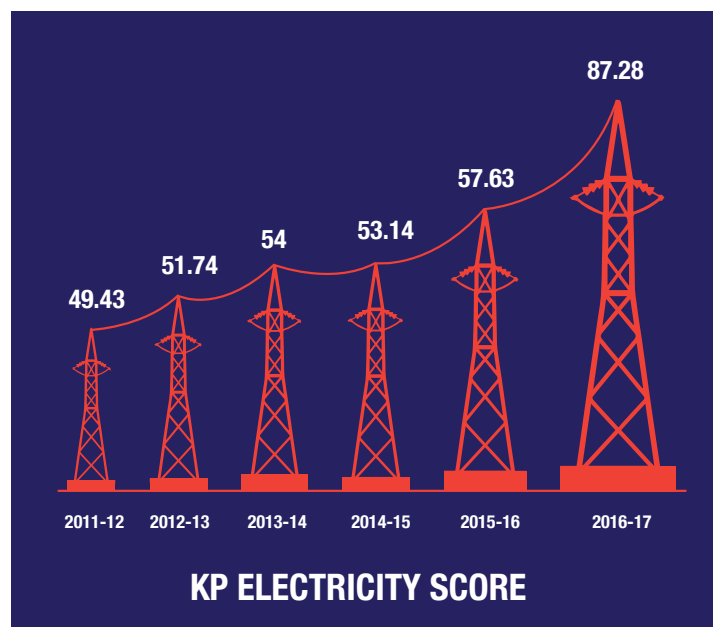


### SINDH BUILDING CONDITION SCORE

## 7.3 Khyber Pakhtunkhwa

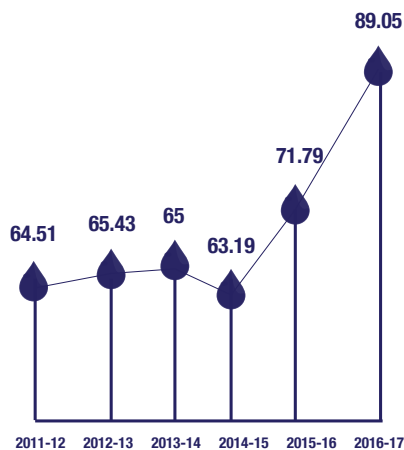
Total primary schools in Khyber Pakhtunkhwa have reduced slightly from 22,605 according to 2011-12 data to 22,179 according to the most recent data from 2016-17 shared by AEPAM.

Number of schools that have electricity went up significantly from 11,175 in 2011-12 to 19,357 in 2016-17. The percentage of total primary schools with electricity has hence gone up from 49.44 percent in 2012-13 to 87.28 percent in 2016-17.



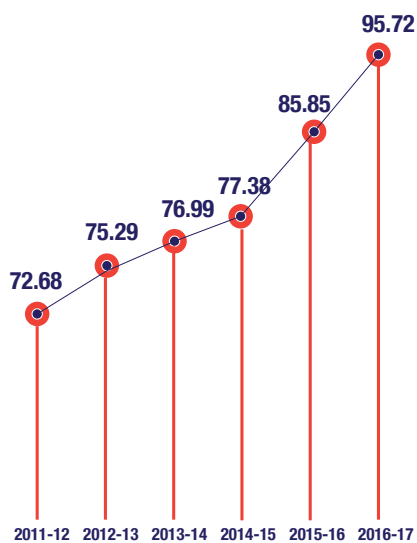
### KP ELECTRICITY SCORE

Schools with drinking water available for students have changed from 14,584 in 2011-12 to 19,752 in 2016-17. The percentage of primary schools with drinking water has gone up from 64.52 percent to 89.05 percent.



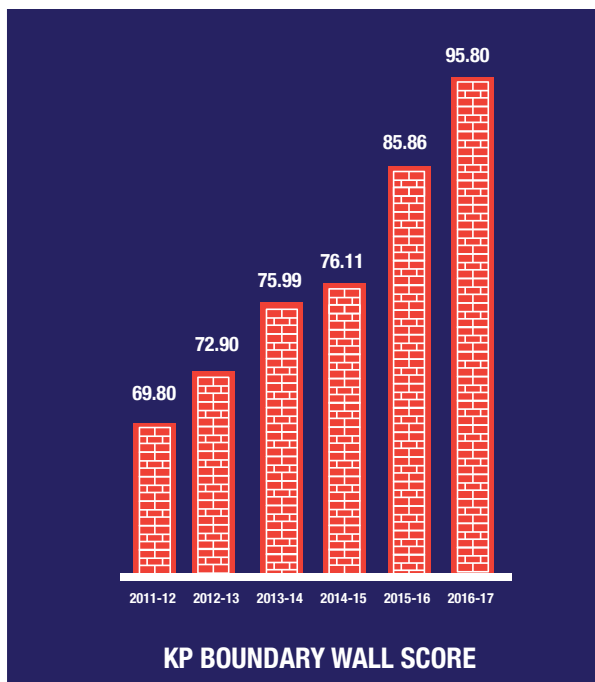
**KP WATER SCORE**

Number of schools with at least one toilet has changed from 16,430 in 2011-12 to 21,230 in 2016-17. The percentage of coverage has increased from 72.68 percent to 95.72 percent.

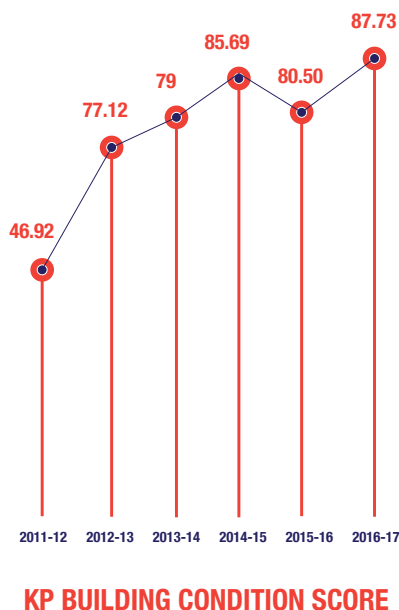


**KP TOILET SCORE**

There were 15,780 Schools with boundary wall in 2011-12. In 2016-17, there were 21,249 schools with boundary wall. The percentage of total primary schools with boundary walls changed from 69.81 percent in 2011-12 to 95.81 percent in 2016-17.



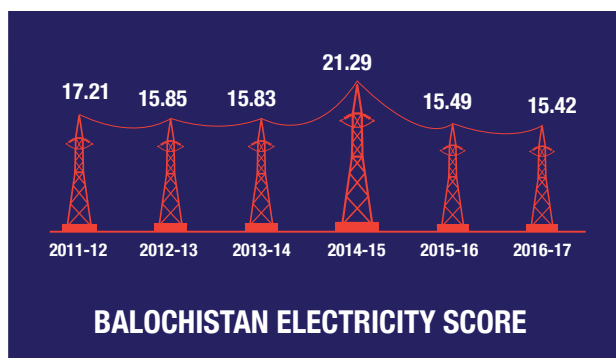
There were 10,607 schools with satisfactory building condition in 2011-12. In 2016-17, there were 19,458 schools with satisfactory buildings. The percentage of total primary schools with boundary walls changed from 46.92 percent in 2011-12 to 87.73 percent in 2016-17.



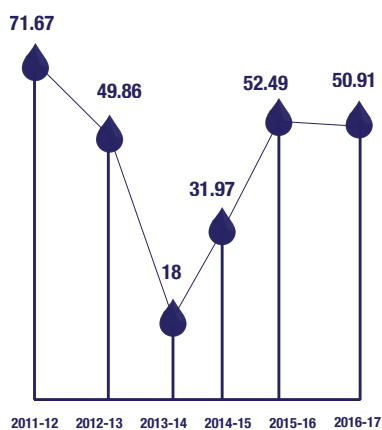
## 7.4 Balochistan

Total primary schools in Balochistan have increased from 10,668 according to 2011-12 data to 11,627 according to the most recent data from 2016-17 shared by AEPAM.

Schools with electricity have gone down from 1,836 in 2011-12 to 1,793 in 2016-17. The percentage of total primary schools with electricity has hence decreased from 17.21 percent in 2011-12 to 15.42 percent in 2016-17.

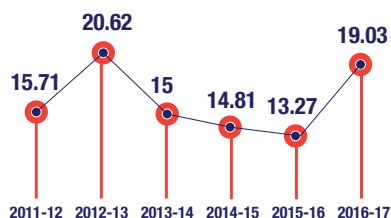


Schools with drinking water available for students reduced from 7,646 in 2011-12 to 5,920 in 2016-17. The percentage of primary schools with drinking water has gone down from 71.67 percent to 50.91 percent.



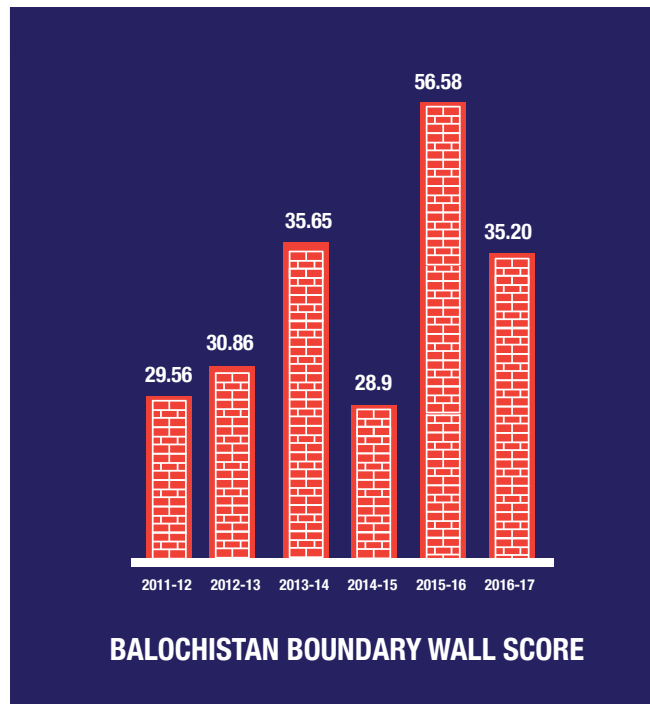
**BALUCHISTAN WATER SCORE**

Number of schools with at least one toilet has increased from 1,676 in 2011-12 to 2,213 in 2016-17. The percentage of coverage has increased from 15.71 percent to 19.03 percent.

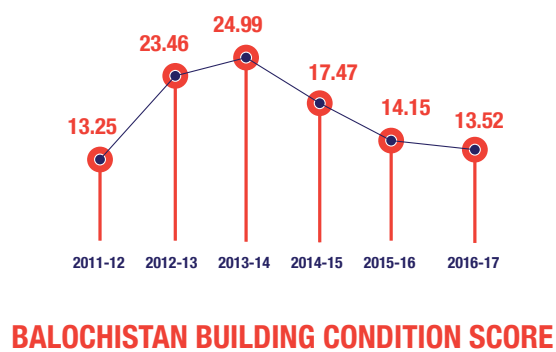


**BALUCHISTAN TOILET SCORE**

There were 3,154 Schools with boundary wall in 2011-12. In 2016-17, there were 4,093 schools with boundary wall. The percentage of total primary schools with boundary walls changed from 29.57 percent in 2011-12 to 35.20 percent in 2016-17.



There were 1,414 schools with satisfactory building condition in 2011-12. In 2016-17, there were 1,573 schools with satisfactory buildings. The percentage of total primary schools with satisfactory buildings increased marginally from 13.25 percent in 2011-12 to 13.53 percent in 2016-17.





## 8. HOLDING OUR ELECTED REPRESENTATIVES ACCOUNTABLE

The education sector in Pakistan suffers from lack of political ownership, especially at the constituency level. We have empirical and anecdotal evidences that unpack voting behaviors in Pakistan. It is evident that education service delivery is not a salient enough issue to impact voters' preferences for candidates during the election time. The implication that may be drawn from this observation is that parents in Pakistan are not as invested and concerned about the education of their children as they should be. However, empirical evidence suggests that there is a robust demand for education. This can be observed by the exponential rise in the private sector school markets in addition to empirical studies done on the subject. According to Pew Research Center, 87 percent Pakistanis believe that education is equally important for boys and girls. As opposed to the lack of demand, the problem is the gradual abdication of the education space by the state. Elections are perceived as instruments to extract maximum realistic concessions by the voters in the form of patronage. Since the state has been inadequate in ensuring its robust presence and ownership for meaningful reform in the education space, voters do not perceive improvement in education service delivery as a tangible and realistic concession they can acquire through their voting patterns. It is thus important for us to link education service delivery to elected representatives as metric for their performance in power. The following subsections present trends in how the school infrastructure scores have moved over 5 years in home districts of all current Chief Ministers. The idea behind it is to incorporate the issue of education service delivery within the political context. It is heartening to see upward trends in all 4 districts but there is still a long way to go, not just in ensuring infrastructural provisions but also making sure these provision get us to the ultimate goal of desired quality of education. It is worth noting however, that the following trends in infrastructure scores by year, are indicators of just the infrastructural state of schools. Owing to unavailability of data, we cannot draw trends of education scores that would have presented a more complete picture including learning levels, and enrolment numbers accounting for gender parity.

### 8.1 Khuzdar, Balochistan – home district of Chief Minister Sanahullah Zehri

	2011-2012		2016-17	
<b>Total primary schools</b>	579		661	
<b>Facilities</b>	Schools where available	Percentage of schools available	Schools where available	Percentage of schools available
<b>Electricity</b>	82	14%	50	8%
<b>Water</b>	409	71%	398	60%
<b>Toilet</b>	123	21%	123	19%
<b>Boundary Wall</b>	174	30%	273	41%
<b>Building Condition Satisfactory</b>	83	14%	87	13%

8.2 Jamshoro, Sindh – home district of Chief Minister Murad Ali Shah

	2011-2012		2016-17	
<b>Total primary schools</b>	820		616	
<b>Facilities</b>	Schools where available	Percentage of schools available	Schools where available	Percentage of schools available
<b>Electricity</b>	254	31%	380	62%
<b>Water</b>	351	43%	373	61%
<b>Toilet</b>	592	72%	462	75%
<b>Boundary Wall</b>	669	82%	513	83%
<b>Building Condition Satisfactory</b>	96	12%	296	48%

8.3 Lahore, Punjab – home district of Chief Minister Shahbaz Sharif

	2011-2012		2016-17	
<b>Total primary schools</b>	739		629	
<b>Facilities</b>	Schools where available	Percentage of schools available	Schools where available	Percentage of schools available
<b>Electricity</b>	598	81%	607	97%
<b>Water</b>	679	92%	610	97%
<b>Toilet</b>	689	93%	609	97%
<b>Boundary Wall</b>	677	92%	606	96%
<b>Building Condition Satisfactory</b>	483	65%	440	70%

8.4 Nowshera, Khyber Pakhtunkhwa – home district of Chief Minister Pervez Khattak

	2011-2012		2016-17	
<b>Total primary schools</b>	754		765	
<b>Facilities</b>	Schools where available	Percentage of schools available	Schools where available	Percentage of schools available
<b>Electricity</b>	57	8.20%	752	98%
<b>Water</b>	165	23.80%	752	98%
<b>Toilet</b>	296	42.70%	752	98%
<b>Boundary Wall</b>	186	26.80%	752	98%
<b>Building Condition Satisfactory</b>	81	11.70%	618	81%





## 9. CONCLUSIONS

The district rankings establish six facts about the education landscape in Pakistan.

First, that the government provision of school infrastructure guarantees the asphyxiation of the potential of Pakistani children. With four primary schools for every one school above the primary level, a majority of children that graduate from Class V (Grade 5) have no schools to go to.

Second, that the gender gap in education is persistent and deeply enmeshed with the school infrastructure challenge. The falloff in female enrolment beyond the primary level is steep and stark. The reason is simple. As the provision of above-primary level schools is so inadequate, girls must travel longer distances than boys to reach school. Not only are children in Pakistan being cheated of a decent education, but Pakistani girls are being cheated disproportionately.

Third, that there are deep and sustained provincial/regional inequalities that define state provision of education. Pakistani elites, especially those in government, are keen to trot out federalism as an excuse, asserting that education is a provincial responsibility. That much is true. However, the disparities between provinces and regions is very much a national problem. Solving it is very much the domain of the federal government, in partnership with provinces. A much more urgent focus on helping the regions that have fallen further behind is required.

Fourth, that there are deep intra provincial inequalities, and the disparities between districts within a province reflect a failure of programming at the provincial level. Though provinces should not be held responsible for disparities between each other, they are very much responsible for the sometimes wide disparities between their own districts. Provinces need to attend to the different levels of performance in education across their districts.

Fifth, that Pakistan is suffering from a dysfunctional data regime that privileges “school facilities” or school infrastructure, at the expense of reporting what is actually happening in the classroom. This is not accidental – but rather a product of a design by authorities that enables them to skirt deeper conversations about the quality of teaching and learning in the Pakistani classroom. However, no sovereign nation can continue to have a data regime in education that is so disjointed and ineffective. A coherent, timely, and credible data regime for education is an urgent necessity for Pakistan.

Finally, that there are clear indications that allocations and spending on education is both inefficient and inadequate. Any education that produces four times as many primary schools as there are middle, high and/or higher secondary schools is denying children a chance to complete their education. Without substantial improvements in the availability of above-primary level schooling, the education crisis cannot be tackled. This will not be possible until there are substantially more funds made available for schooling, and substantially better ways of spending those funds.



**ANNEXURES**

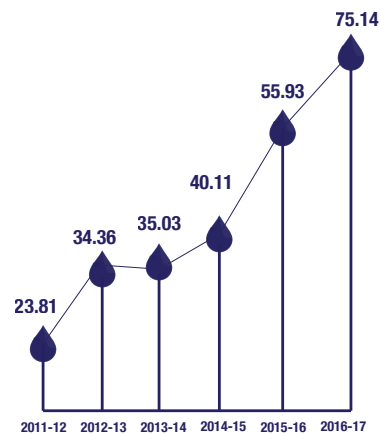
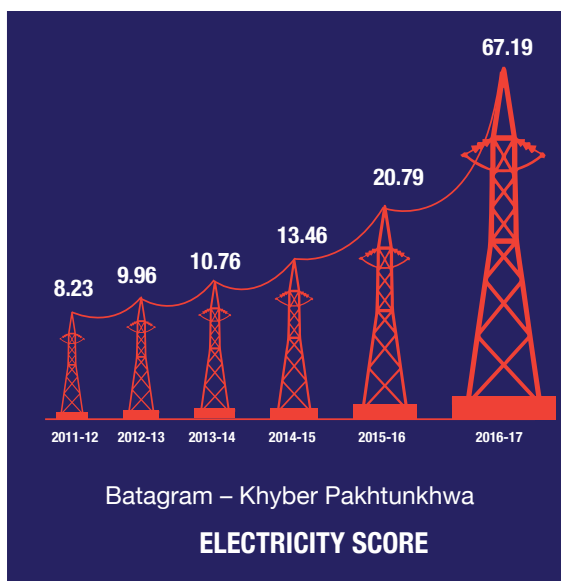
## 9.1 Most improved districts in Pakistan

Having six years' worth of repository of infrastructure/facilities scores for all districts allows us to explore which districts have shown the highest improvement within their respective provinces/regions over these years. We can do it by checking for the delta between district scores from 2011-12 data published in 2013 rankings, and 2016-17 data published in this edition. We did the exercise for both primary and middle schools. Our calculations show that following districts have improved their individual scores for primary schools by the highest margins:

### 9.1.1. Primary schools

#### 9.1.1.1. Batagram – Khyber Pakhtunkhwa

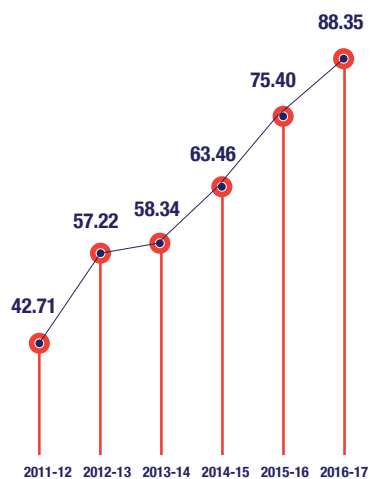
The score depicting coverage of electricity in schools across the district has improved from 8.23 to 67.19.



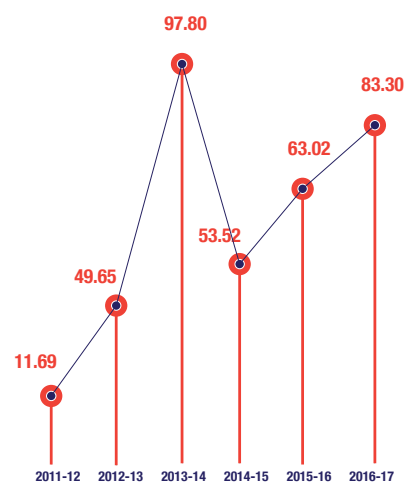
Batagram – Khyber Pakhtunkhwa  
**WATER SCORE**

Water score for the district has increased from 23.81 to 75.14.

Availability of toilets in schools has increased significantly. It is evident from the jump in the toilet availability score from 47.21 to 88.35.



Batagram – Khyber Pakhtunkhwa  
**TOILET SCORE**

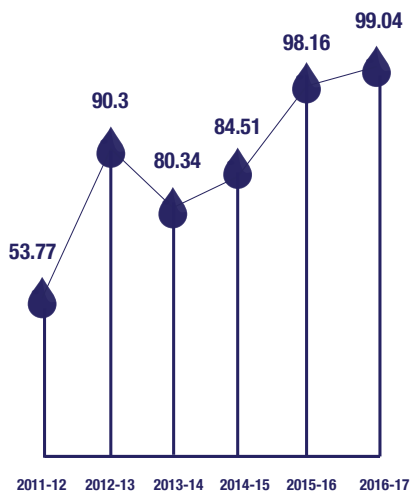
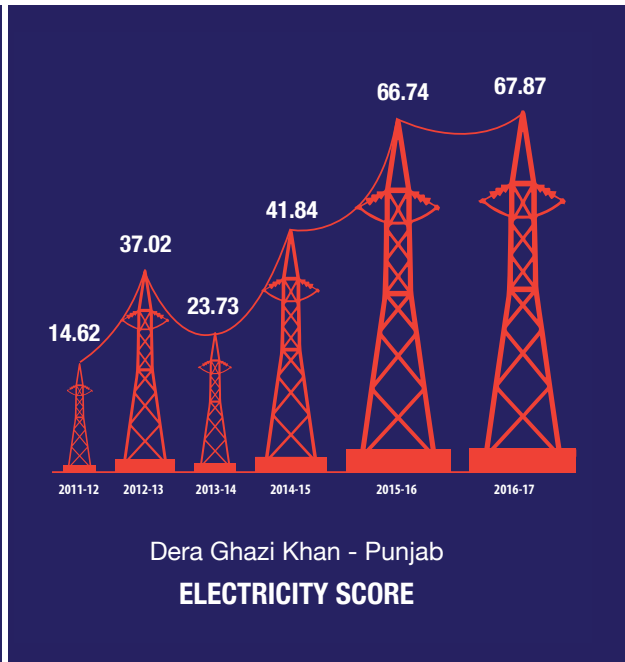
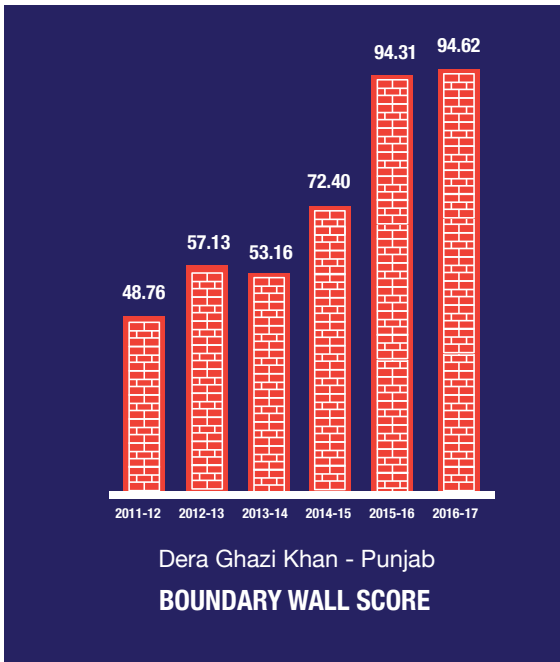


Batagram – Khyber Pakhtunkhwa  
**BUILDING SATISFACTORY SCORE**

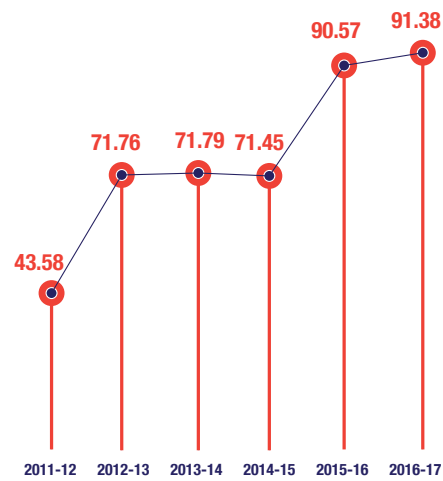
Satisfactory building condition is another indicator where the district has made impressive strides. The score for this indicator has increased from 11.69 to 83.30.

9.1.1.2. Dera Ghazi Khan - Punjab

The graphs below show the upward progress of the district for each of the five indicators. We can also observe a steady upward trend in the scores for this district over the years.



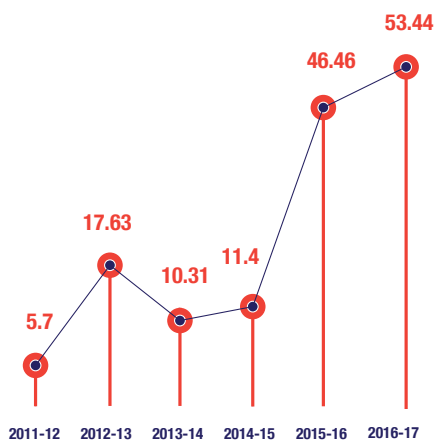
Dera Ghazi Khan - Punjab  
**WATER SCORE**



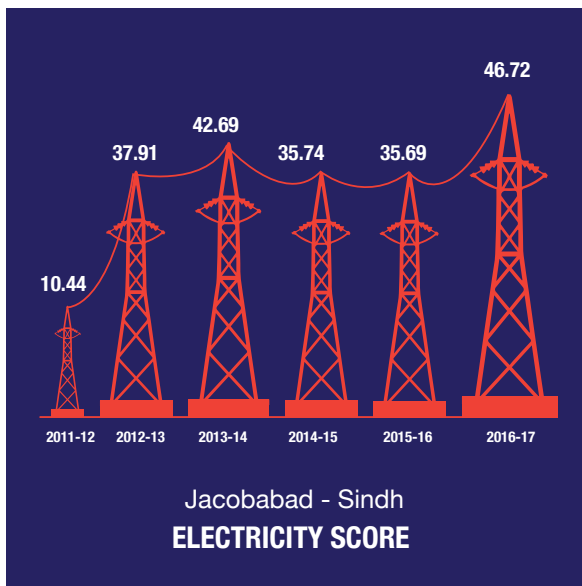
Dera Ghazi Khan - Punjab  
**BUILDING SATISFACTORY SCORE**

9.1.1.3 .Jacobabad – Sindh

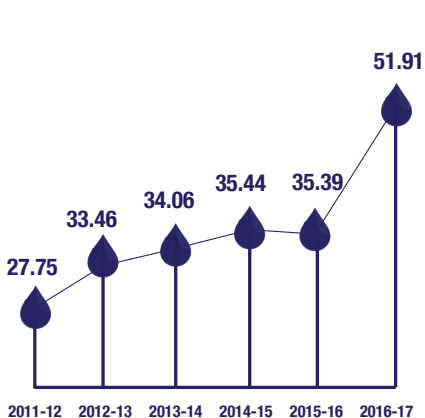
Jacobabad district has exhibited encouraging upward trend in scores for all five infrastructure indicators.



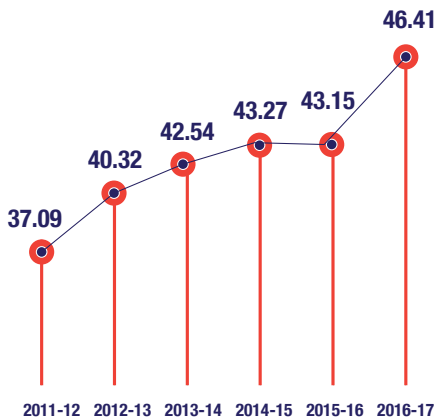
Jacobabad - Sindh  
**BUILDING SATISFACTORY SCORE**



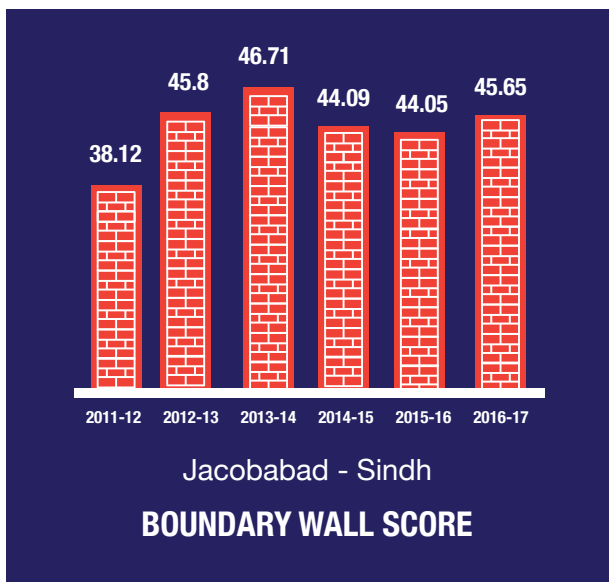
Jacobabad - Sindh  
**ELECTRICITY SCORE**



Jacobabad -Sindh  
**WATER SCORE**



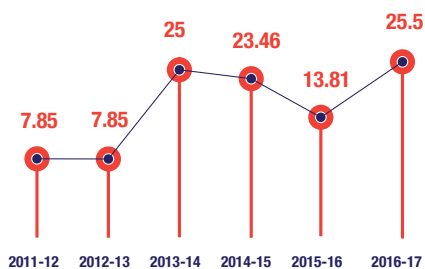
Jacobabad -Sindh  
**TOILET SCORE**



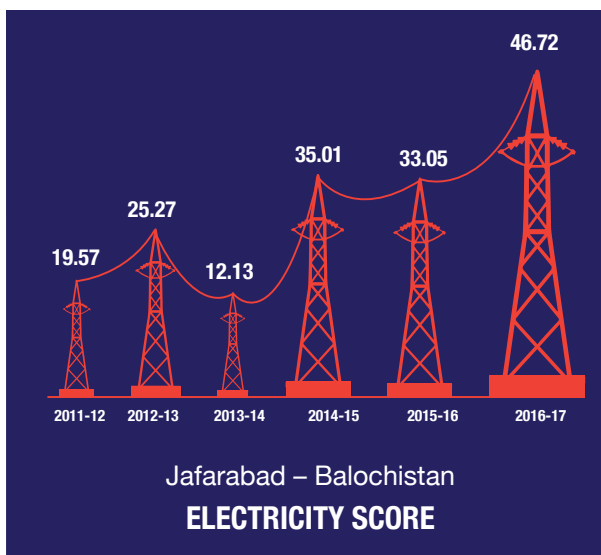
Jacobabad - Sindh  
**BOUNDARY WALL SCORE**

### 9.1.1.4. Jaffarabad – Balochistan

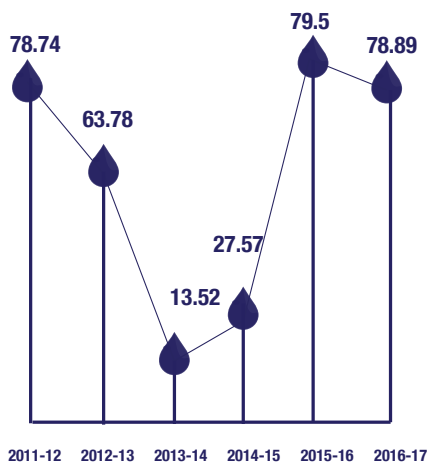
Jaffarabad district is the most improved in Balochistan. From the graphs below we can see the marked improvements in scores for each of the indicators. It is worth noting that the water score has increased only marginally. This may also have to do with the relatively higher starting point for this indicator. Despite being the most improved district in the province, Jaffarabad's scores for almost all indicators are dismal and leave a lot to be desired in terms of provision of the most basic facilities to schools.



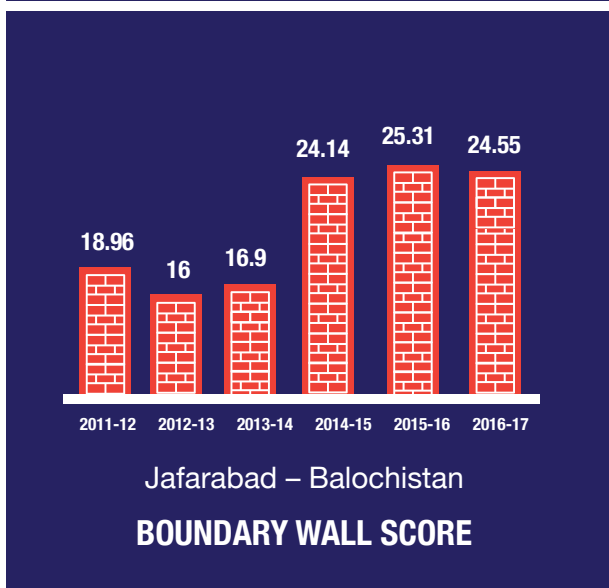
Jaffarabad – Balochistan  
**BUILDING SATISFACTORY SCORE**



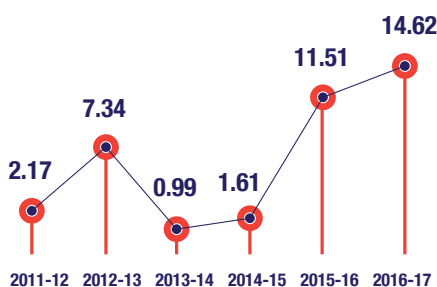
Jaffarabad – Balochistan  
**ELECTRICITY SCORE**



Jaffarabad – Balochistan  
**WATER SCORE**



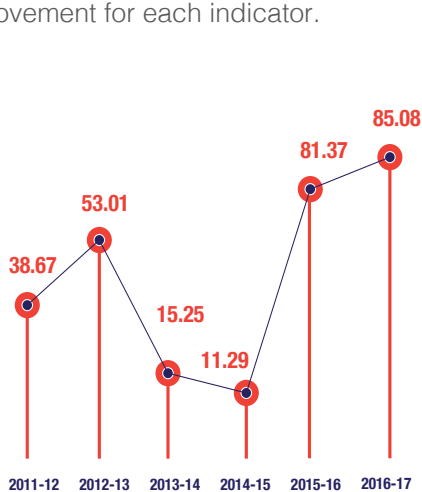
Jaffarabad – Balochistan  
**BOUNDARY WALL SCORE**



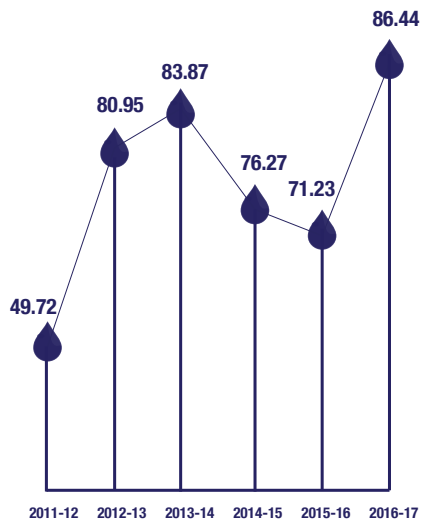
Jaffarabad – Balochistan  
**TOILET SCORE**

9.1.1.5. Ghizer – Gilgit-Baltistan

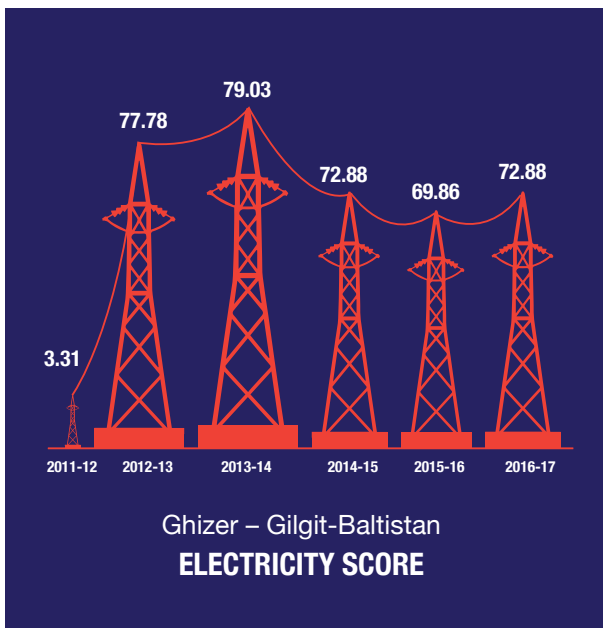
Ghizer is the most improved district from Gilgit-Baltistan. The scores below show the extent improvement for each indicator.



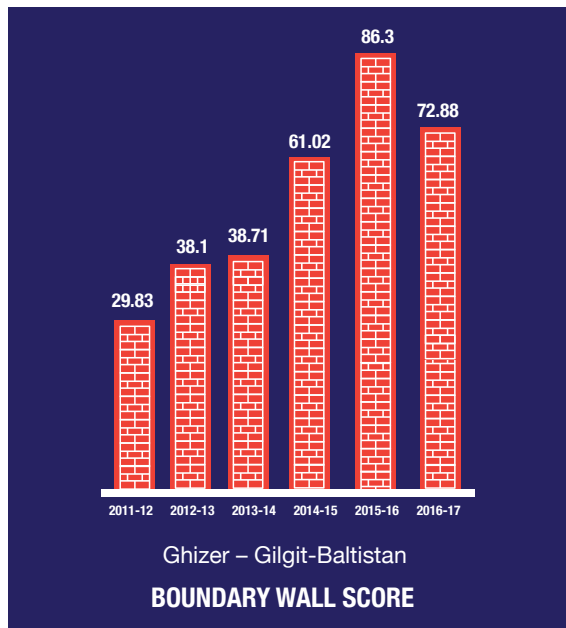
Ghizer – Gilgit-Baltistan  
**BUILDING SATISFACTORY SCORE**



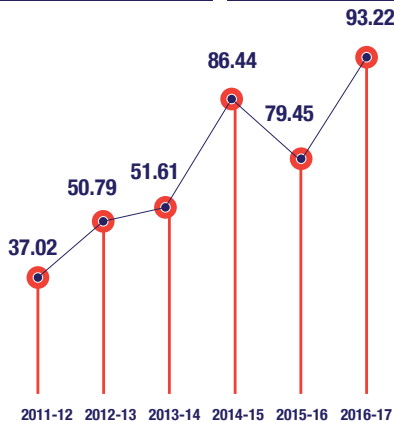
Ghizer – Gilgit-Baltistan  
**WATER SCORE**



Ghizer – Gilgit-Baltistan  
**ELECTRICITY SCORE**



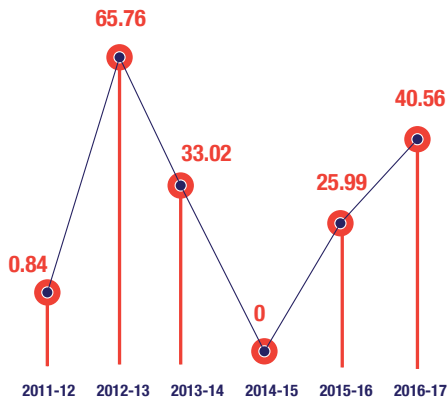
Ghizer – Gilgit-Baltistan  
**BOUNDARY WALL SCORE**



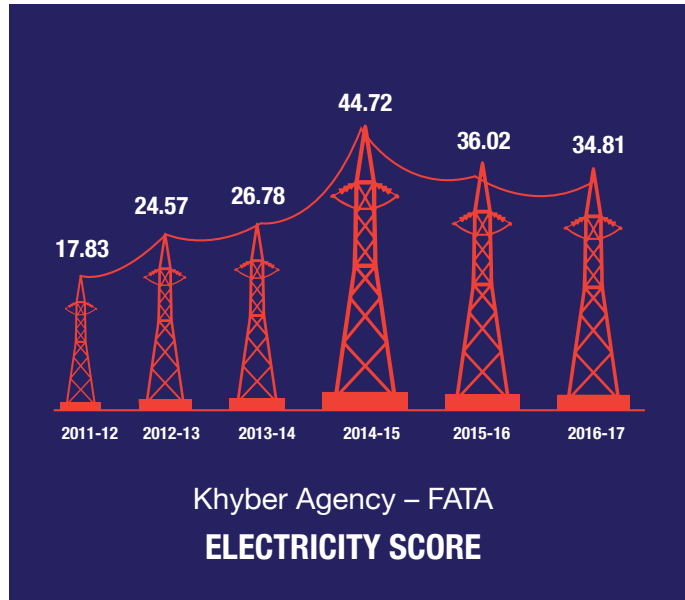
Ghizer – Gilgit-Baltistan  
**TOILET SCORE**

### 9.1.1.6. Khyber Agency – FATA

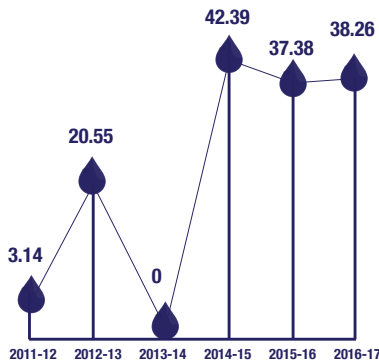
Trends from Khyber Agency display the up and down nature of progress. While each indicator shows a net improvement, building satisfactory score, boundary wall score, and water score underwent significant downturns during the course of this period.



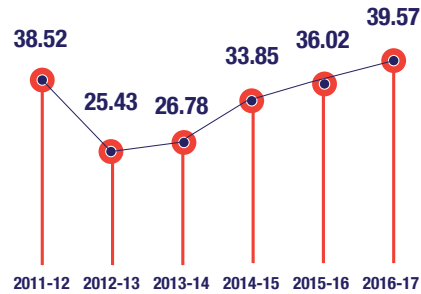
Khyber Agency – FATA  
**BUILDING SATISFACTORY SCORE**



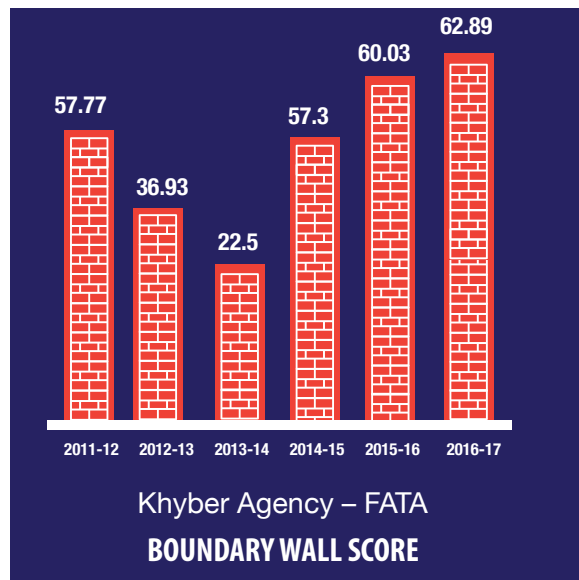
Khyber Agency – FATA  
**ELECTRICITY SCORE**



Khyber Agency – FATA  
**WATER SCORE**



Khyber Agency – FATA  
**TOILET SCORE**



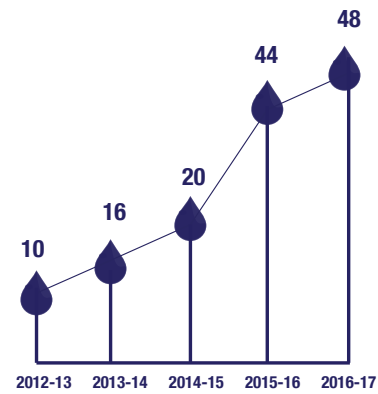
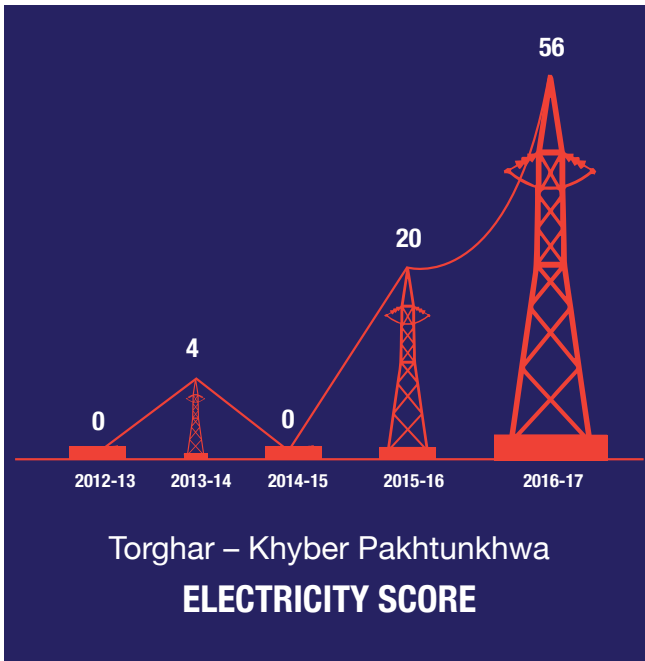
Khyber Agency – FATA  
**BOUNDARY WALL SCORE**



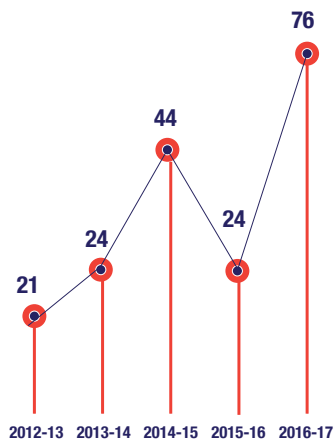
## 9.2 Middle schools

### 9.1.2.1. Torghar – Khyber Pakhtunkhwa

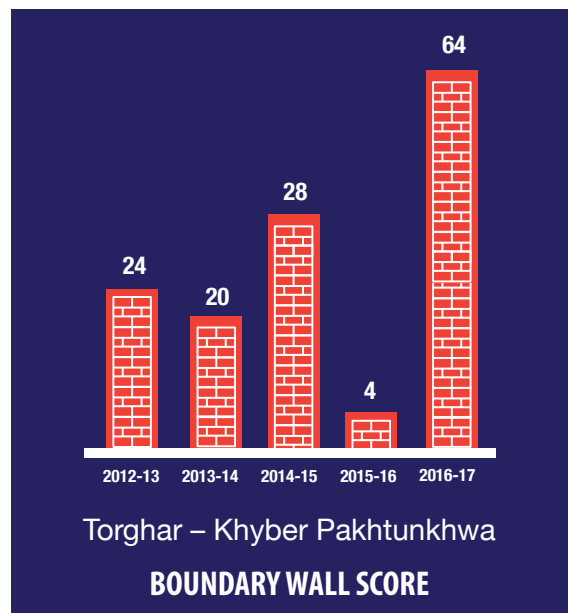
Torghar is the most improved district from KP for middle schools. The trajectory of progress summarised by the graphs below show a consistent upward trend except for significant downturns between the years 2014-15 and 2015-16 for toilet and boundary wall scores.

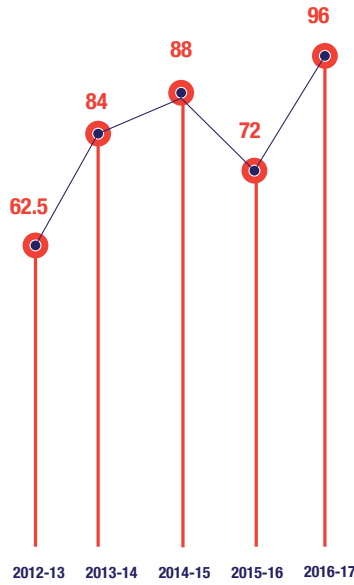


Torghar – Khyber Pakhtunkhwa  
**WATER SCORE**



Torghar – Khyber Pakhtunkhwa  
**TOILET SCORE**

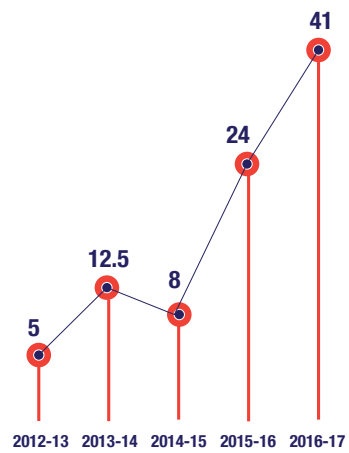
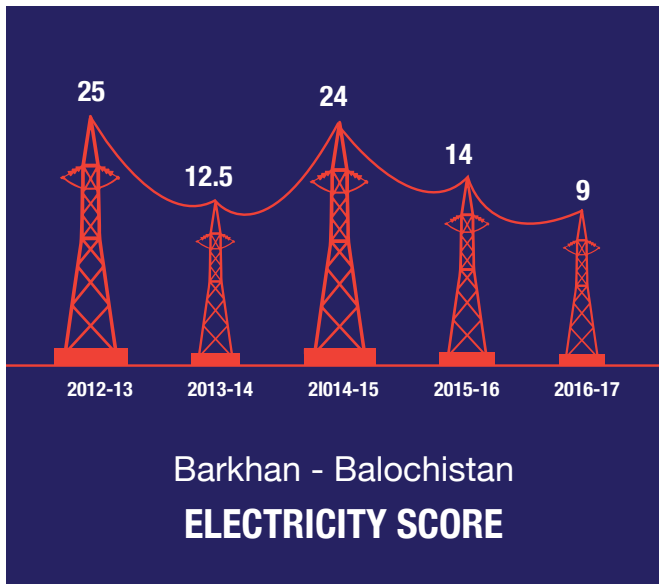




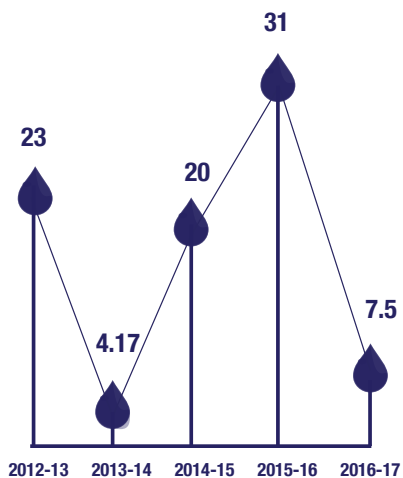
Torghar – Khyber Pakhtunkhwa  
**BUILDING SATISFACTORY SCORE**

9.1.2.2. Barkhan – Balochistan

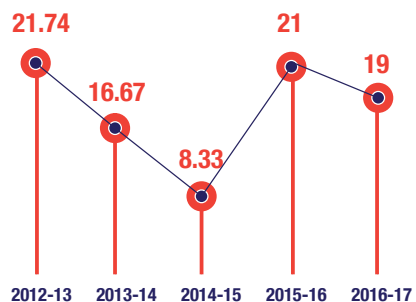
Despite being the most improved district in Balochistan based on net cumulative scores, Barkhan witness serious decrease in scores for electricity provision, water, and building condition in schools. The steep upward trends for toilet scores improved the overall standing of the district over these years.



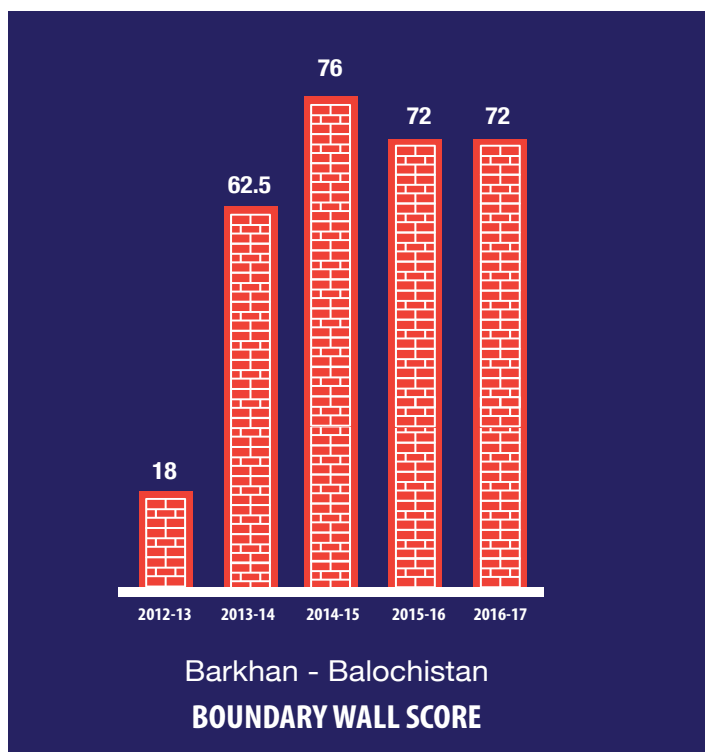
Barkhan - Balochistan  
**TOILET SCORE**



Barkhan - Balochistan  
**WATER SCORE**



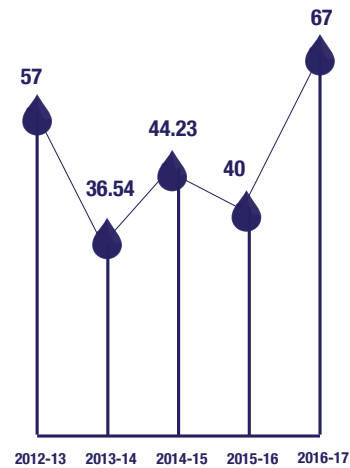
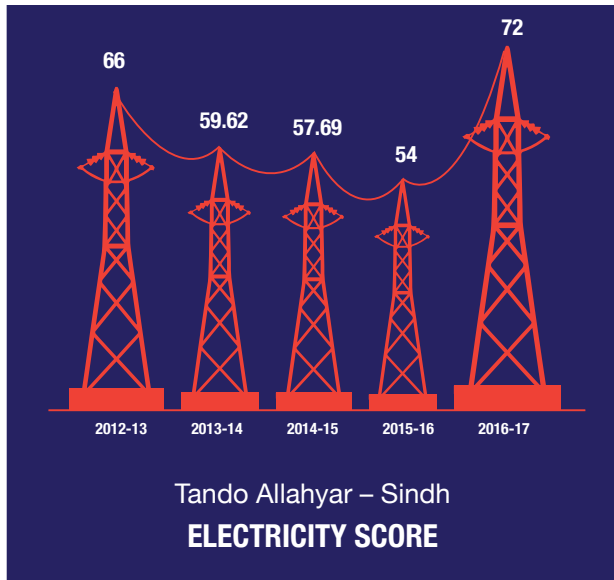
Barkhan - Balochistan  
**BUILDING SATISFACTORY SCORE**



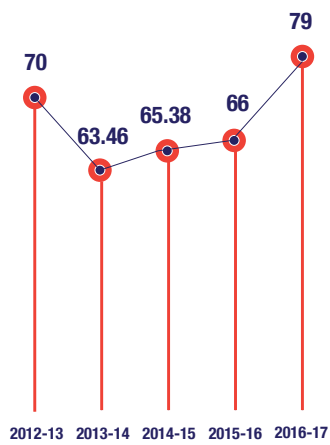
Barkhan - Balochistan  
**BOUNDARY WALL SCORE**

### 9.1.2.3 Tando Allahyar – Sindh

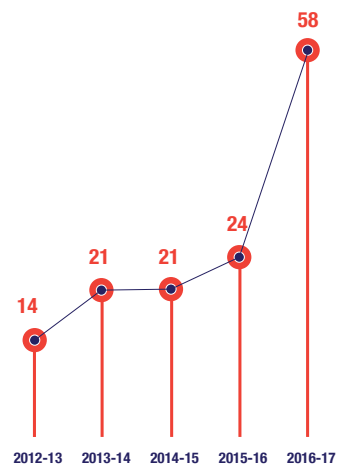
Tando Allahyar improved steadily for all indicators except for steep improvement in two indicators – boundary wall and building condition - over the last year.



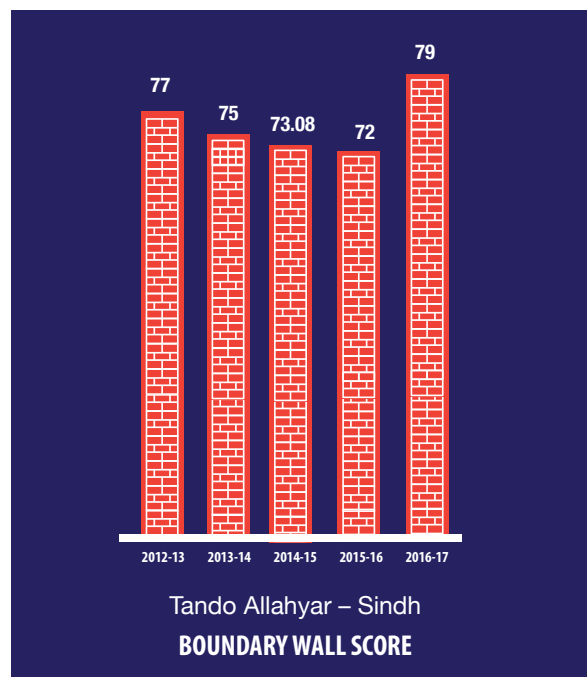
Tando Allahyar – Sindh  
**WATER SCORE**



Tando Allahyar – Sindh  
**TOILET SCORE**

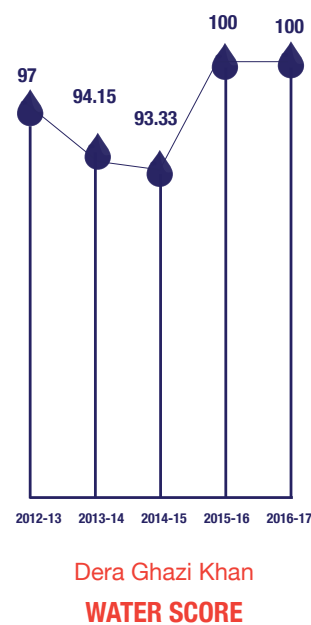
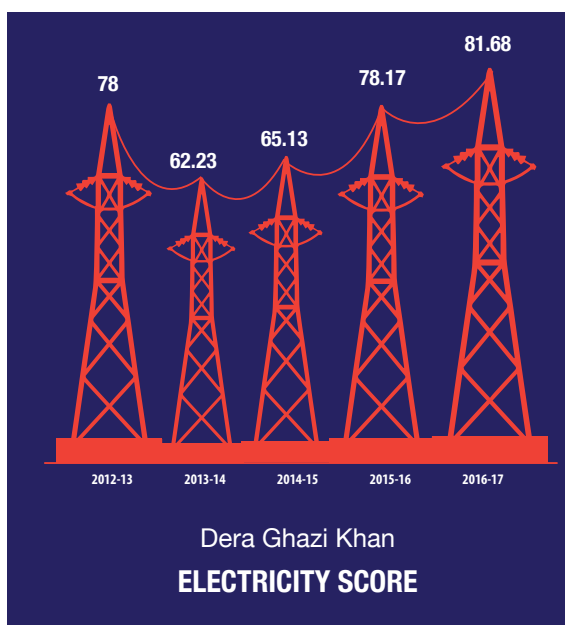


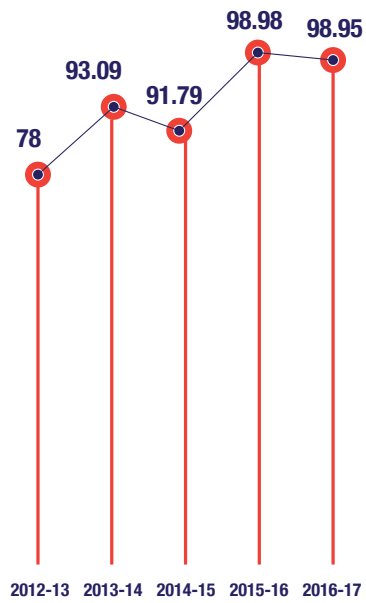
Tando Allahyar – Sindh  
**BUILDING SATISFACTORY SCORE**



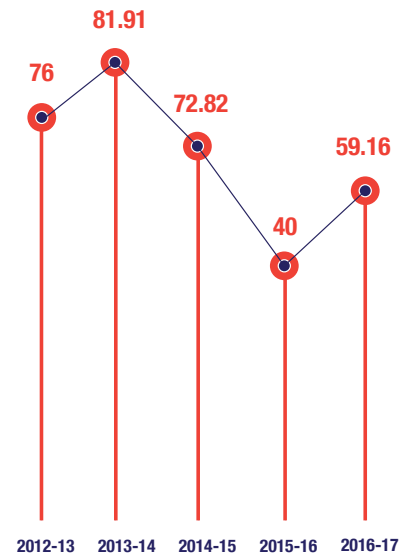
#### 9.1.2.4 Dera Ghazi Khan

Just like for primary schools, Dera Ghazi Khan is Punjab's most improved district for middle schools as well. The graphs show the consistent improvements in the district.

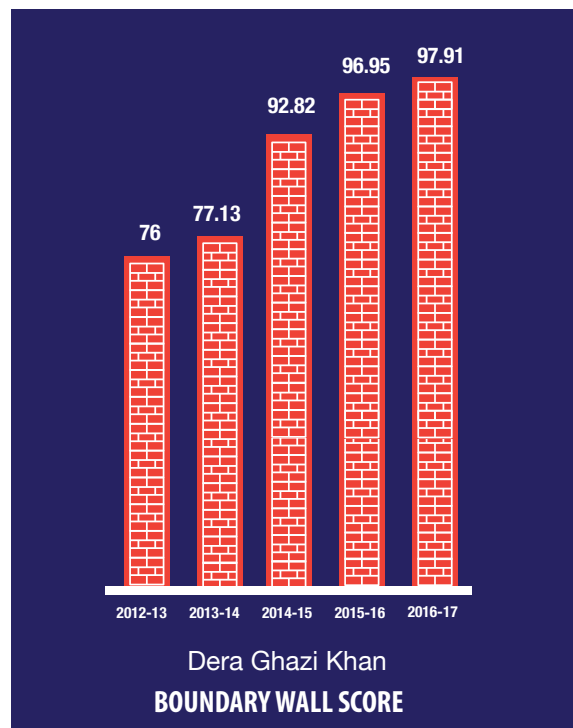




Dera Ghazi Khan  
**TOILET SCORE**



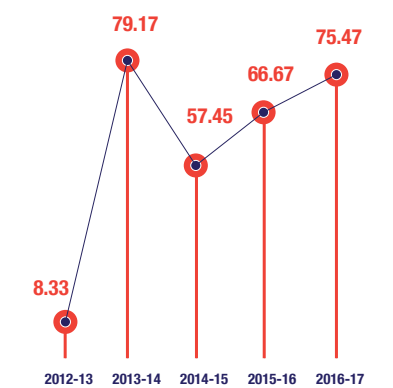
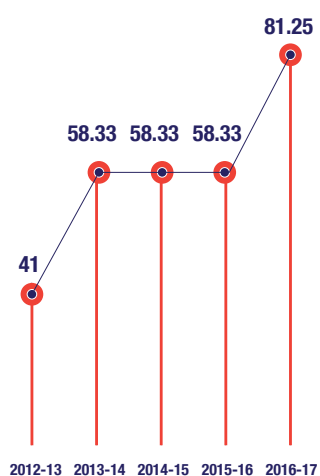
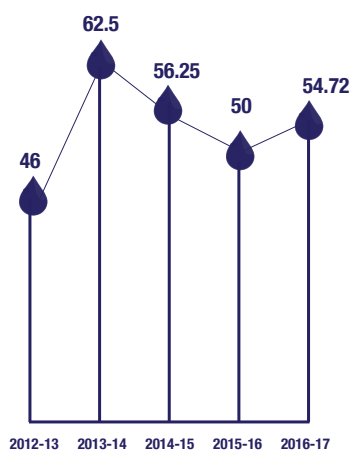
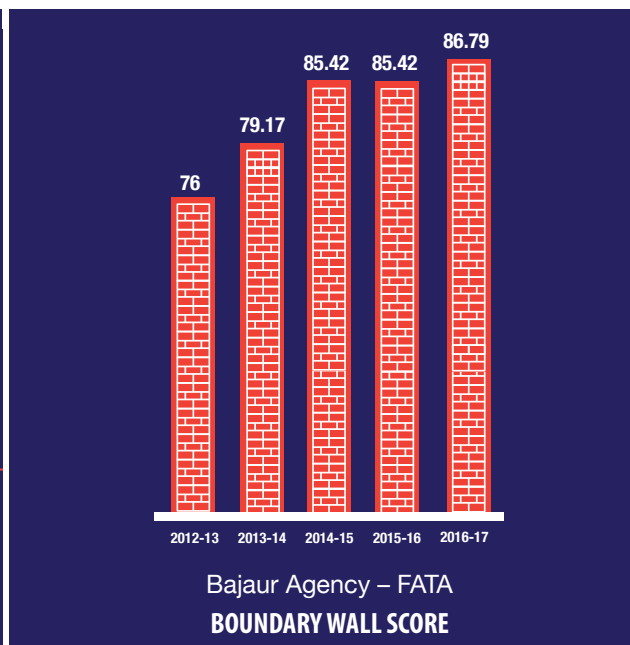
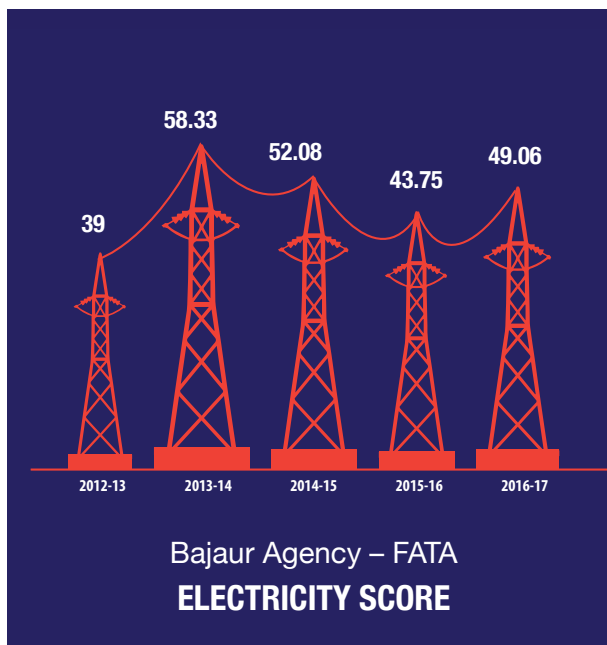
Dera Ghazi Khan  
**BUILDING SATISFACTORY SCORE**



Dera Ghazi Khan  
**BOUNDARY WALL SCORE**

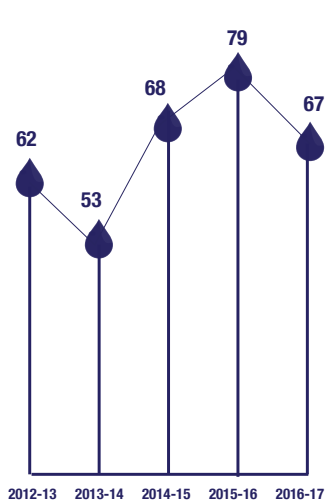
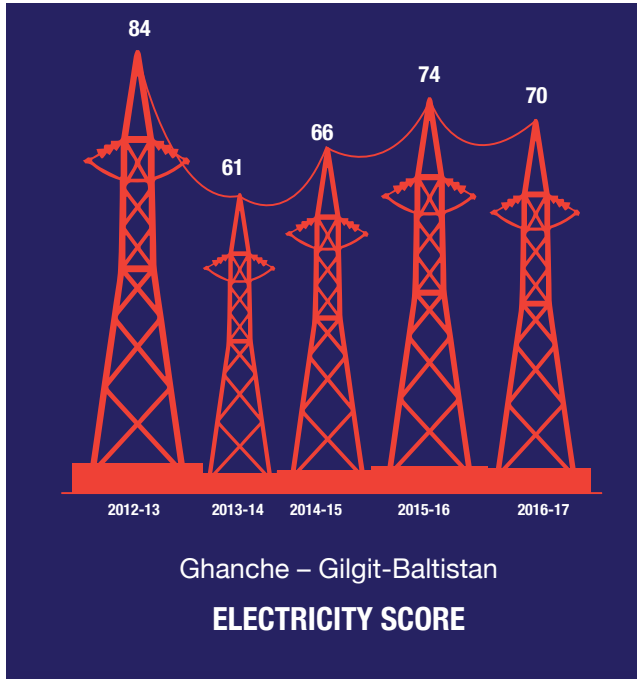
### 9.1.2.5 Bajaur Agency – FATA

The trends in improvement in Bajaur Agency are contained in the following graphs that show an upward trend consistent each year.

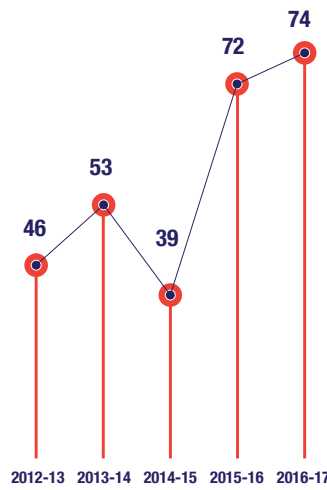


9.1.2.6. Ghanche – Gilgit-Baltistan

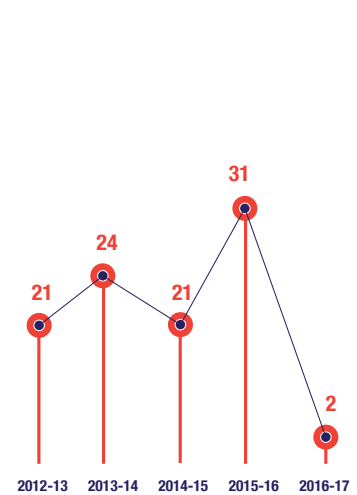
Despite significant reduction in scores for two out of five indicators, Ghanche still turns out to be the most improved district from Gilgit-Baltistan based on cumulative scores.



Ghanche – Gilgit-Baltistan  
**WATER SCORE**



Ghanche – Gilgit-Baltistan  
**TOILET SCORE**

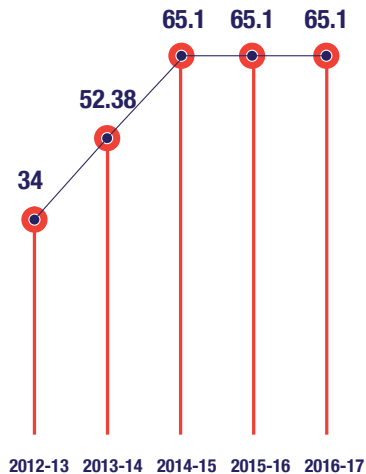
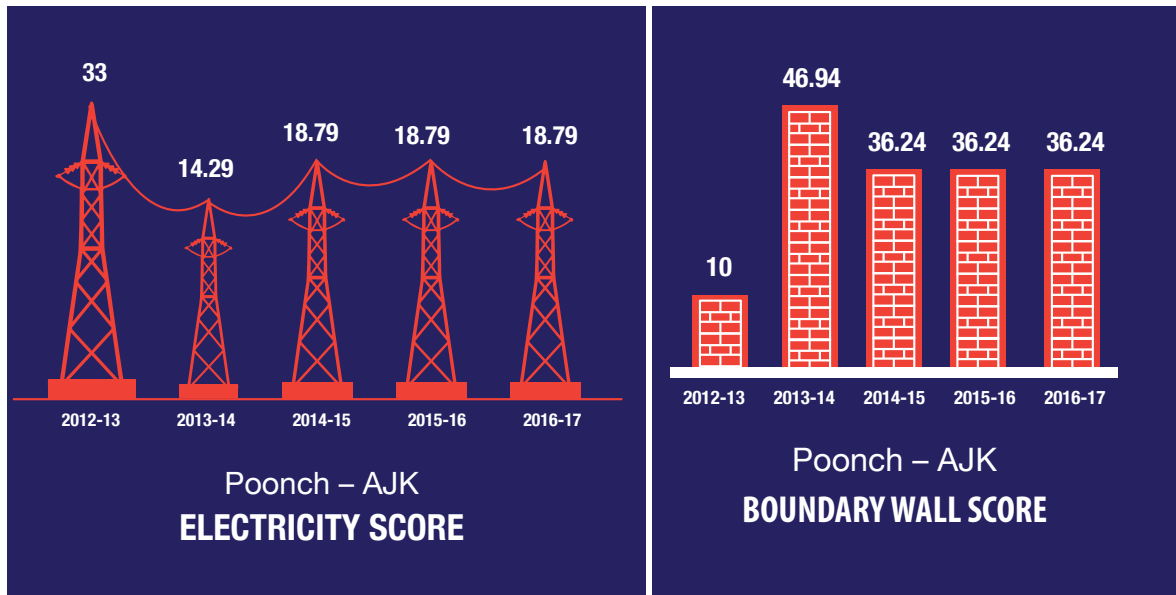


Ghanche – Gilgit-Baltistan  
**BUILDING SATISFACTORY SCORE**

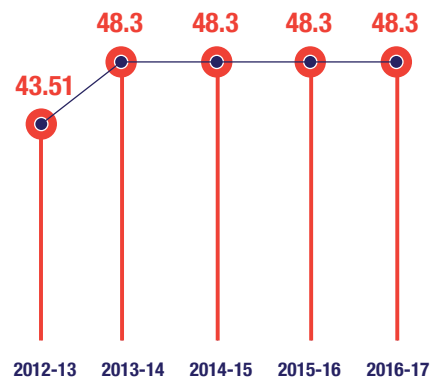


### 9.1.2.7 Poonch – AJK

No education census in AJK for three straight years means that we do not have the same richness to the year on year trends for each indicator score. However, given the data that we have, Poonch stands out as the most improved district from AJK for middle schools. The net reduction in in electricity score for the district is offset by improvement in the remaining four indicators.



Poonch – AJK  
**TOILET SCORE**



Poonch – AJK  
**BUILDING SATISFACTORY SCORE**

<http://sites.psu.edu/ceepa/2015/06/07/the-importance-of-school-facilities-in-improving-student-outcomes/>

Buckley, J., Schneider, M., & Shang, Y. (2004). The effects of school facility quality on teacher retention in urban school districts

