DISTRICT EDUCATION PERFORMANCE INDEX (DEPIx) REPORT 2023

MINISTRY OF
PLANNING,
DEVELOPMENT &
SPECIAL INITIATIVES

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Acronym Glossary	
ASER	Annual Status of Education Report
ASPIRE	Actions to Strengthen Performance for Inclusive and Responsive Education
DARE	Data and Research in Education
DEPIx	District Education Performance Index
DSF	Data Standardization Framework
FCDO	Foreign, Commonwealth and Development Office
GDP	Gross Domestic Product
GoP	Government of Pakistan
HDI	Human Development Index
ICT	Islamabad Capital Territory
IPEMC	Inter-Provincial Education Ministers Conference
ITA	Idara-e-Taleem-o-Aagahi
KP	Khyber Pakhtunkhwa
MICS	Multiple Indicator Cluster Survey
MoPDSI	Ministry of Planning, Development and Special Initiatives
NAT	National Achievement Test
NEMIS	National Education Management Information System
OOSC	Out-of-School-Children
PBS	Pakistan Bureau of Statistics
PIE	Pakistan Institute of Education
PIFRA	Project to Improve Financial Reporting and Auditing (PIFRA)
SDGs	Sustainable Development Goals
TAC	Technical Advisory Committee
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

SPECIAL MESSAGE

Pakistan confronts a critical challenge in developing its human capital. According to the 2023 census, nearly 71 million children fall within the school-going age of 5 to 16 years, representing 30% of the total population. Alarmingly, 25.61 million of these children are out of school, with nearly 79% of them never having attended school. Additionally, data shows that 77% of children aged 10 cannot read age-appropriate text. These statistics are a stark reminder of the urgency of our mission, prompting the Government of Pakistan (GoP) to declare an education emergency.

While the primary responsibility for delivering quality education rests with the provincial governments following the 18th Constitutional Amendment, the Federal Government remains steadfast in providing thought leadership, as well as administrative and fiscal support to the provinces. Recognizing education as a cornerstone of socio-economic growth, the Government has placed it at the forefront of our development agenda. The objectives and strategy of the Government are encapsulated within the "Equity" pillar of the Five Es National Economic Transformation Plan, which is aligned with the 2030 Agenda for Sustainable Development. A critical aspect of the education strategy in the aforementioned plan is the measurement of performance and the creation of robust databases for evidence-based planning.

With the introduction of evidence-based tools like the District Education Performance Index (DEPIx), we re-affirm our resolve and commitment to transforming the education sector, enhancing transparency, and fostering community-driven demand for quality education. It is within this context that I take immense pride in introducing DEPIx—a groundbreaking initiative that signifies a major milestone in our journey towards improved governance, accountability, and equitable access to quality education across Pakistan. DEPIx is more than just a tool for measuring performance; it is a catalyst for meaningful change. By providing a comprehensive assessment of education outcomes at the district level, DEPIx enables us to identify strengths, address weaknesses, and allocate resources more effectively. It empowers policymakers, educators, and the public to hold the education system accountable, ensuring that investments in education translate into tangible learning outcomes and equitable opportunities for all.

I extend my deepest gratitude to all stakeholders, partners, and experts who contributed to this effort. In particular, I would like to commend the Member (Social Sector) and his team for leading this initiative. These collective efforts will undoubtedly pave the way for a brighter, more educated future for our nation, laying the foundation for sustained economic development.

Prof Ahsan Iqbal

Federal Minister for Planning, Development & Special Initiatives

FOREWORD

In today's rapidly changing world, the need for data-driven decision-making is more critical than ever. DEPIx represents a significant advancement in our efforts to apply rigorous, evidence-based methodologies to improve the effectiveness and efficiency of public spending on education. This index is a vital tool for policymakers, providing the precision and clarity needed to assess education performance at the sub-national level.

The strategic value of DEPIx lies in its ability to offer a clear and comprehensive picture of the state of education across Pakistan's districts. By evaluating key indicators such as access, quality, equity, and governance, DEPIx enables us to identify both areas of success and those requiring urgent intervention. This granularity ensures that our policy responses are not only timely but also targeted, thereby maximizing the impact of our interventions.

One of the core advantages of DEPIx is its potential to improve resource allocation. With limited resources available, it is imperative that we direct them where they are most needed and where they will have the greatest impact. DEPIx provides the essential data required to make these critical decisions, ensuring that resources are directed towards addressing the most pressing challenges in our education system. This approach will lead to more effective use of public funds, better prioritization, and improved educational outcomes for our children. Moreover, DEPIx facilitates continuous monitoring, allowing us to adapt and refine our policies as needed. I encourage all relevant stakeholders to utilize this index fully and to contribute to its continuous improvement.

I would like to commend everyone involved in the development of DEPIx for their hard work and dedication. This initiative represents a major step forward in measuring sectoral performance at sub-national and district levels, and I am confident that it will lead to significant improvements in education outcomes across Pakistan.

Mohammad Jehanzeb Khan

Deputy Chairman, Planning Commission

FOREWORD

I am proud to present the DEPIx, an innovative tool that marks a significant advancement in our ability to measure, assess, and enhance education outcomes across Pakistan. The technical rigor embedded in DEPIx ensures that it stands as a reliable and credible resource for policymakers, educators, and other stakeholders. The index has been meticulously validated and subjected to peer review to ensure it accurately reflects the realities on the ground.

Looking ahead, the refinement and periodic publication of DEPIx will enable us to track progress over time, providing a clear picture of how our education system is evolving. This longitudinal approach will allow us to assess the impact of our policies and interventions, ensuring that we continuously improve and adapt to meet the changing needs of our population. One key outcome I foresee from this exercise is an increased demand from provincial and area governments to collect critical data on various education indicators where currently limited data exists. This will undoubtedly lead to improved methodologies and an even more accurate reflection of education performance at the district level.

Moreover, DEPIx has the potential to foster a culture of accountability and excellence within our education system. By making performance data publicly available, we empower communities to demand higher standards and hold education providers accountable for their results. This, in turn, will create a positive feedback loop, where increased scrutiny leads to improved performance and higher equity in educational outcomes.

I would like to commend the Member (Social Sector), relevant sections, and all the experts who contributed to the development of this index. Your dedication and hard work have made this significant achievement possible.

Awais Manzur Sumra

Secretary, Ministry of Planning,
Development & Special Initiatives

ACKNOWLEDGEMENTS

The devolution of education to the provinces in 2010 transformed education governance in profound and diverse ways. While this decentralization presented an exciting opportunity to tailor education systems to the unique needs of each province, it also highlighted the importance of ensuring that data management systems across provinces remain aligned and comparable. This necessitated the need for greater coordination and cooperation between the federal and provincial governments, and between provincial governments with regards to data management and other aspects of education management. This cooperation was essential for standardization, harmonization and integration of education data at the national level. In this regard, the Pakistan Institute of Education (PIE) and the Pakistan Bureau of Statistics (PBS) undertook a number of reforms to ensure availability of comparable data on education indicators.

While these reforms improved availability of comparable data, the complexity and breadth of education data has at times rendered it difficult for use in decision-making by policymakers and demand-side advocates. The latter has hindered evidence-based advocacy, resource allocation, policymaking, and accountability. In order to address this issue, the Planning Commission decided to compile and integrate the available education indicators into composite scorecards that can be easily understood and utilized by policymakers and demand-side stakeholders.

As the Member (Social Sector) at the Planning Commission, I had the privilege of leading a smart and capable team responsible for developing the DEPIx. I am honored to present the final index and report, which I had the privilege of editing. DEPIx is the culmination of a meticulous and rigorous process, involving extensive deliberations on the development of an effective methodology, as well as comprehensive efforts in data collection, analysis, and validation. The technical foundation of this index is built upon a robust methodology that integrates a wide range of indicators, each carefully selected to capture the most critical dimensions of education performance. The key dimensions measured include access to education, learning outcomes, equity, governance, and public financing of education. In a pioneering effort, the index also encompasses data on education governance and financing, alongside education outcomes, at the district-level.

While there are inherent limitations due to data availability across various domains and parameters, considerable thought has been given to the relative weight of each domain and parameter in developing the overall index score. This process was highly collaborative, with active engagement from key stakeholders and national education experts

The DEPIx is the product of a collective effort by a diverse group of stakeholders, spanning across the Planning Commission, Pakistan Institute of Education, Pakistan Bureau of Statistics, the Finance Division, the Director General of Financial Accounting and Budgeting System (FABS), provincial education departments, Idara-e-Taleem-o-Aagahi (ITA), independent education experts, the World Bank, and the technical team. The Honorable Minister for Planning, Prof. Ahsan Iqbal, supported and approved the concept while Deputy Chairman, Mr. Jehanzaib Khan, provided strategic oversight. The Secretary, Ministry of Planning, Development, and Special Initiatives (MoPDSI), Mr. Awais Sumra, and the Secretary, Ministry of Federal Education and Professional Training also played a key role in supporting the initiative. Director General, PIE, Dr. Shahid Soraya, Chief Education, Mr. Mumtaz Sheikh, Chief Sustainable Development Goals (SDGs), Mr. Ali Kemal, and Ms. Rabia Awan from PBS provided invaluable support in coordination and data gathering processes. Stakeholder coordination and technical review were expertly managed by Education Sector Specialist, Mr. Zulfiqar Shaikh. The methodology and index development were supported by the technical team, including Umar Nadeem, Fahad Zafar, Zoya Ali, Salman Naveed Khan, Ghamae Jamal, and Huma Zia. The report greatly benefited from the insights and assistance of Izza Farrakh, Maliha Hyder, Danish Ali Latif, and Saman Naz from the World Bank. Special thanks are extended to the members of the Technical Advisory Committee (TAC) —comprising representatives from various government organizations, universities, and development partners—who were instrumental in refining and validating the methodology and data choices for DEPIx. I also extend my gratitude to the UK Government's Foreign, Commonwealth and Development Office (FCDO), whose financial support made the development of the inaugural edition of DEPIx possible. Finally, this initiative was supported by the administrative efforts of my dedicated Young Development Fellows, Zainab Arshad and Amna Asghar, along with my staff officer, Shamsullah Durrani.

Rafiullah Kakar

Member, Social Sector and Devolution, Planning Commission

EXECUTIVE SUMMARY

1 Executive Summary

Pakistan, with nearly 67% of its population under the age of 30, is experiencing a large youth bulge. Over the past decades, the country has reached middle-income status and has made commendable progress in developing its human capital. However, this progress has been slower than that of other developing countries and regional peers. The slow pace of human capital development poses challenges not only to realizing the potential demographic dividend but also to achieving the SDGs by 2030 and attaining upper-middle-income status by 2047. Among the critical factors in human capital development, providing quality and inclusive education is paramount.

In 2010, the Parliament of Pakistan devolved policy, administrative, and fiscal authority over education to the provinces and enshrined the right to free education as a fundamental right through Article 25-A of the Constitution. Since then, provincial governments have enacted compulsory education laws, increased budgetary allocations for school education, and implemented various governance and data reforms. Notably, reforms in the education data regime have improved the availability of data on education indicators.

Notwithstanding these efforts, the complexity, breadth, and fragmentation of education data have often made it challenging for policymakers and stakeholders to use it effectively in decision-making. To address this issue and support the education emergency declared by Prime Minister Shehbaz Sharif in May 2024, the Planning Commission has integrated various school education indicators into composite scorecards. The objective is to make data available in a form that can be easily understood and utilized by policymakers and other stakeholders to inform advocacy, policy planning, and resource allocation in school education.

DEPIx is a comprehensive tool that measures the performance of education systems at the district level, focusing on key outcomes such as access, learning, and equity, processes such as governance, and inputs like public financing and infrastructure. The DEPIx is structured across five domains: Infrastructure & Access, Learning, Inclusion (Equity & Technology), Governance & Management, and Public Financing. It covers 134 districts across Pakistan, including Balochistan, Khyber Pakhtunkhwa (KP), Punjab, Sindh, and the Islamabad Capital Territory (ICT).

A summary of the key results of the DEPIx is as follows:

National Overview: Pakistan's national average score in the DEPIx is 53.46, placing the country in the "Low" performance category. Among the five domains, Infrastructure & Access scores the highest at 58.95, indicating some progress in expanding educational opportunities. Inclusion (Equity & Technology) follows as the second-highest domain. Public Financing records the lowest score, highlighting the need for increased and better-targeted spending in the education sector. The Learning domain also scores poorly, reflecting persistently low learning outcomes among students. Governance & Management, though slightly better than Learning, still falls in the "Low" category, mainly due to teacher shortages and high bureaucratic turnover.

Provincial Overview: Punjab emerges as the top-performing province with a composite score of 61.39. KP follows with a score of 54.47, while Sindh and Balochistan lag behind with scores of 51.55 and 45.50, respectively. Notwithstanding the overall index scores, there are notable differences in provincial scores across domains, indicating the relative strengths and weaknesses of each province within the larger education delivery system. The specific areas of strength and weakness for each province are as follows:

- **Punjab:** Punjab outperforms other provinces in Infrastructure & Access (73.36) and Inclusion (75.05) but scores lower in Public Financing and Governance & Management.
- **Khyber Pakhtunkhwa:** Khyber Pakhtunkhwa excels in Governance & Management and Public Financing but ranks lower in Learning compared to other provinces.
- **Sindh:** Sindh shows relative strength in Public Financing, where it ranks highest, but lags in Infrastructure & Access and Governance & Management.
- **Balochistan:** Balochistan faces severe challenges across all domains, ranking lowest in nearly all areas except Learning, where it performs only slightly better than the worst-performing province.

District-Level Insights: None of the 134 districts fall within the "Very High" performance category, and only Islamabad falls into the "High" category, making it an outlier as the highest-performing district in the country. Nearly two-fifths (56) of districts fall into the "Medium" category, with Punjab leading with 32 districts, followed by KP with 16, and Sindh with 8.

Alarmingly, more than half of Pakistan's districts (77) fall into the "Low" performance category. These low-performing districts are predominantly in Balochistan and Sindh, with 33 districts in Balochistan and 22 in Sindh, highlighting substantial inter-provincial disparities. Notably, all districts of Balochistan fall in the "Low" education performance category, indicating severe challenges across the province.

Highest and Lowest-Ranked Districts: Apart from ICT, the top 10 districts are exclusively from Punjab and KP, with seven from Punjab and two from KP. No districts from Sindh or Balochistan are represented among the top 10. The strong performance in these districts is largely due to high scores in Infrastructure & Access (82.54) and Inclusion (Equity & Technology) (76.58). In contrast, Balochistan dominates the lowest-scoring districts, with 6 out of 10. Infrastructure & Access, a strength for top districts, is the most significant weakness for the lowest-ranked ones, with an average score of 36.39.

Intra-Provincial Disparities: Significant disparities in education performance exist within provinces. KP exhibits the greatest intra-provincial differences, with districts like Haripur, Chitral, and Abbottabad among the top performers, while Kolai Palas and Upper Kohistan rank among the lowest. There is nearly a 30-point gap between the best and worst-performing districts in KP. Punjab and Balochistan show the least intra-provincial variation, with Punjab's districts mostly falling into the medium category and all of Balochistan's districts in the low category. Sindh has moderate variation, with most districts in the "Low" category except for the urban districts of Karachi and Hyderabad.

Correlations: The DEPIx reveals interesting insights into the relationship between input and process domains (Governance & Management and Public Financing) and outcome domains (Infrastructure & Access, Learning, and Inclusion). Governance & Management strongly correlates with Infrastructure & Access but does not consistently correlate with Learning outcomes and has limited influence on Inclusion. Similarly, the relationship between Public Financing and Infrastructure & Access is not straightforward, indicating the need for more nuanced policy interventions

In conclusion, the DEPIx highlights the critical areas requiring attention to improve education outcomes across Pakistan. It underscores the importance of targeted investments, robust governance, and equitable resource distribution to address the substantial disparities in education performance across districts and provinces. The findings and insights from DEPIx will serve as a crucial tool for policymakers and stakeholders in driving effective and evidence-based education reforms.

INTRODUCTION

2 Introduction

With nearly 67% of its population under the age of 30, Pakistan is one of the youngest nations in the world (Population and Housing Census, 2023). This substantial youth bulge presents both an opportunity and a challenge. On the one hand, it means a rise in the proportion of the working-age population, with a large number of young people entering the labor market. If these new entrants can be effectively integrated into productive employment, Pakistan stands to benefit from a demographic dividend, leading to higher income per capita and economic growth. On the other hand, if sufficient and meaningful work opportunities are not available, this youth bulge could become a significant socio-economic burden.

Over the decades, Pakistan has made considerable progress in advancing the socio-economic development of its youth. The country has achieved middle-income status and has made notable strides in reducing poverty over the past two decades. However, the overall pace of progress has lagged behind that of other developing countries and regional peers. The slow pace of human capital development not only hinders the potential to fully realize the demographic dividend, but also threatens to limit Pakistan's aspiration to achieve upper-middle-income status by 2047 (World Bank, 2019). Among the key determinants of human capital development, the provision of quality education stands as a critical enabler.

The Government of Pakistan is committed to ensuring the provision of free, compulsory, and quality education to all children of school age. In 2010, the Parliament of Pakistan amended the Constitution to declare the right to free education a fundamental right. Article 25-A, introduced under the 18th Constitutional Amendment, mandates the state to provide free and compulsory education to children aged 5-16 years. To ensure the efficient implementation of this constitutional right, political, administrative, and financial authority over education and other social subjects was devolved to the provinces. Since then, provincial governments have enacted compulsory education laws, increased budgetary allocations for school education, and implemented various governance and management reforms (Alif Ailaan, 2018).

Nearly 15 years after the enactment of Article 25-A, Pakistan continues to face significant challenges in achieving its educational goals. The country is home to one of the largest cohorts of out-of-school-children (OOSC), with 25.61 million children not in school (Population and Housing Census, 2023). Moreover, equity in education remains a critical issue, with pronounced gender disparities: 39% of girls aged 5-16 are OOSC as compared to 32% of boys (Population and Housing Census, 2023). Learning outcomes, as indicated by the National Achievement Test (NAT), present concerning results. The 2023 NAT findings highlight that, on average, a Grade 4 student correctly answered only 56.1% of English assessment items, 49.4% of Math assessment items, and 68.1% of Urdu or Sindhi assessment items (PIE, 2023). These access and learning metrics raise serious concerns regarding the transformation of Pakistan's latent youth potential to support the needs of an emerging knowledge economy.

The slow progress in education outcomes has hindered Pakistan's efforts to achieve the targets set under SDG 4. Several complex and interrelated challenges have contributed to this sluggish advancement. Foremost among these is the inadequate public financing for education, compounded by the low efficiency and effectiveness of the limited expenditures made. Currently, Pakistan's public education spending stands at approximately 1.7% of its Gross Domestic Product (GDP), significantly below the global average of 3.7% (World Bank, 2022). This underinvestment has led to sub-optimal school infrastructure, teacher shortages, and insufficient incentives to address the challenges faced by marginalized groups.

Figure 1: Targets for SDG 4 - "Inclusive and Equitable" Quality Education

Furthermore, there is room to improve the efficiency of public expenditures (World Bank, 2023). Enhancing the alignment of public expenditures with the most critical needs of the education system and strengthening public financial management practices can significantly enhance the impact of existing resources. Addressing these areas can ensure that public investments translate into tangible improvements in education outcomes. In addition to public financing, additional challenges contributing to slow educational progress include policy and administrative discontinuity, inadequate and uneven distribution of teachers, large number of single-teacher primary schools, weak monitoring and accountability mechanisms, and limited adaptability to the rapidly evolving technological landscape (Kakar, 2023).

To identify, diagnose, and tackle these systemic challenges, a robust, comparable, and current data regime is essential. Historically, data regimes for each of the provinces and regions have been fragmented with varied systems, metrics, methods, and frequency of collection. A basic set of indicators were reported in the National Education Management Information System (NEMIS) through provincial units. The need for a more evolved and standardized national dataset on education has recently led to the design and implementation of the Data Standardization Framework (DSF) by PIE. This will enable comparable data collection on key indicators across all provinces for the first time since devolution (Khan, 2024).

While the transition and operationalization of the DSF is underway, a holistic view of education performance across Pakistan is essential to benchmark variations at the provincial and district levels. DEPIx has been designed to fill this gap in understanding disparities in education delivery across the country. Responding to the national education emergency declared by Prime Minister Shehbaz Sharif in May 2024, DEPIx provides a comprehensive framework for measuring and monitoring educational progress at the district level. Currently, DEPIx covers four provinces—Balochistan, Khyber Pakhtunkhwa, Punjab, and Sindh—and the Islamabad Capital Territory.

The development of DEPIx was guided by an assessment of regional and global education indices, including the United Nations Educational, Scientific and Cultural Organization's (UNESCO)'s Education for All Development Index (UNESCO, 2015), India's Performance Grading Index (Government of India Ministry of Education, 2022), and Nepal's Equity Index (UNICEF, 2017). Past efforts in Pakistan such as the Alif Ailaan District Education Rankings (Alif Ailaan, 2016) and Punjab's District Rankings (Government of Punjab, 2018) were also considered in the design. The DEPIx aims to address fragmentation and inconsistency in education data by offering a standardized index structure to assess and benchmark granular performance at the district level. The results from the index provide a strong foundation to encourage evidence-based policy discourse

to inform strategy and decisions that can improve local conditions and service delivery.

MoPDSI has envisaged the DEPIx to achieve the following objectives:

- Promote evidence-based and data-driven planning and resource allocation in education.
- Improve access to and utilization of data to assess performance in education among districts.
- Encourage public accountability for service delivery in a high priority sector like education.
- Facilitate healthy competition and inter-provincial learning to drive improvements.

DEPIx offers a valuable framework to comprehensively assess and address educational performance at the district level. By measuring performance against criteria such as infrastructure quality, teacher availability, equitable resource allocation, financing, and learning outcomes, DEPIx provides a nuanced understanding of both strengths and deficiencies within Pakistan's education system. This dual perspective ensures that resources can be strategically allocated to address both widespread and deeply rooted educational issues, fostering significant improvements in educational outcomes.

The granular analysis presented in DEPIx highlights performance in specific areas across the education delivery chain to help understand sub-national dynamics. This can allow for tailored interventions that address the unique needs of marginalized and underserved areas. The model can be used by provincial governments to develop constituency, tehsil, and/or union council indices to identify specific actions needed to improve outcomes. This detailed breakdown by component indicators serves as a roadmap for decision makers, enabling the design of targeted policies and programs that maximize the impact of interventions.

DEPIx also emphasizes the need for a special focus on districts with the poorest educational outcomes. Targeted interventions in these areas can lead to significant strides in achieving educational SDGs, particularly in underserved and rural regions. Through the collective efforts of governments, educational institutions, and communities, insights provided by DEPIx can drive significant progress towards achieving educational SDGs by 2030. This effort involves not only addressing immediate educational deficiencies but also building a robust, equitable, and resilient educational system that benefits all children, ensuring a brighter future for the next generation.

DEPIx represents a transformative approach by the GoP towards addressing educational disparities and improving quality of education in Pakistan. With steadfast dedication and collaborative efforts, we can look forward to a future where every child in Pakistan receives a quality education, paving the way for a brighter and more prosperous nation.

METHODOLOGY

3 Methodology

This section outlines the methodology adopted to guide the development of the index design and structure for DEPIx, along with the consultative process undertaken for this.

3.1 Design and Review

To achieve the stated objectives, it was crucial that the DEPIx be designed with contextual relevance. It was important to establish its reliability and utility in gaining a deeper understanding of the factors underpinning the functioning of the education system. The following steps guided the design of the index:

01	02	03	04
Literature Review	**Design of Index**	**Data Sourcing**	**Finalization of Index**
Analysis of existing datasets, methodologies, and examples of education performance indices from various countries.	Development of three-tiered hierarchy to categorize and consolidate data across various indicators.	Sourcing, validation, and collation of data from various federal and provincial sources.	Formulation of data model to generate index outputs.
Review of Technical Advisory Committee (TAC)			

Table 2: Stages of DEPIx development

The process involved several key stages, including initial consultations, iterative feedback, and final validation. The initial concept for the DEPIx was conceived by the MoPDSI. Building on this foundation, a draft methodology was developed through extensive consultations with key stakeholders and experts in the education sector. These consultations were instrumental in identifying the critical indicators for inclusion in DEPIx.

The draft version of DEPIx underwent an iterative feedback process, during which it was reviewed and refined based on inputs from a group of experts. This feedback loop ensured continuous improvement, incorporating diverse perspectives, and addressing gaps that were identified. Both draft and final versions of the DEPIx were reviewed by the TAC comprising of independent experts, as well as representatives of the relevant government ministries and departments at the federal and provincial levels. This review process not only addressed data availability issues but also provided insightful guidance to manage data gaps, ensuring the index was comprehensive and accurate.

3.2 Structure

The DEPIx structure follows a three-tier hierarchy that reflects key areas aligned to the education delivery chain:

Domains: Thematic areas that cover key system-level components related to education performance and progress.

Parameters: Clusters of closely connected metrics within the thematic areas which help assess performance across a focused component in the education system.

Indicators: Metrics to assess specific and singular measures of performance within a parameter.

The DEPIx consists of 5 domains, 13 parameters, and 34 indicators.

3.2.1 Domain 1 — Infrastructure & Access

Access to education is a fundamental domain of performance that assesses the availability and opportunity for individuals—regardless of socio-economic background, gender, or ethnicity—to attain schooling. A critical aspect of access is the availability of adequate school infrastructure and essential facilities, which serve as the foundation for a functional education system. Additionally, student enrolment, regular attendance, and progression to higher grades are vital components indicating that access to education translates into meaningful educational attainment.

The Infrastructure & Access domain has four parameters:

Sr No.	Parameter	Description
1	Infrastructure and Allied Facilities	Availability of schools for school-aged children and provision of basic facilities within schools
2	Student Participation	Percentage of school-aged children who are out-of-school in a district
3	Student Attendance	Student attendance to assess number of days spent in schools
4	Transition	Progression of enrolled students to higher grades and levels of schooling

Table 1: Parameters for Infrastructure and Access

3.2.2 Domain 2 — Learning

Improved learning proficiencies among children are arguably the most critical outcomes of education, resulting from various inputs, such as school infrastructure and the availability of trained teaching staff. It is crucial to recognize that school attendance alone does not necessarily translate into effective learning. This domain focuses on capturing the actual learning outcomes of the schooling system, reflecting the true impact of educational inputs on student achievement.

The Learning domain has four parameters:

Sr No.	Parameter	Description
1	Grade 3 Student Proficiency	Student proficiency in literacy and numeracy at the Grade 3 level
2	Grade 4 Student Proficiency	Student proficiency in literacy and numeracy at the Grade 4 level
3	Passing Rate in Matric Examinations	Proportion of students passing Matric examinations
4	Adult Literacy	Basic literacy levels among the population aged 10 and above

Table 2: Parameters for Learning

3.2.3 Domain 3 — Inclusion: Equity & Technology

Aggregate statistics on education outcomes can often obscure both vertical and horizontal inequities within the system. Ensuring that education systems effectively serve all marginalized social groups is critical. Therefore, it is essential to measure and disaggregate education outcomes by factors such as age, gender, functional ability, and region, to accurately assess the inclusivity of the education system. Additionally, evaluating access to and the use of technology resources is important to understand the extent of technological inclusion.

The inclusion domain will focus on three key dimensions:

Sr No.	Parameter	Description
1	Gender Parity	Degree of parity between boys and girls in terms of having the same chances to attend school, progress through the educational system, and attain similar learning outcomes
2	School Inclusiveness for Differently-abled Students	Participation rate of differently-abled students in schooling
3	Technology in Education	Availability of computer labs and internet in schools

Table 3: Parameters for Inclusion: Equity & Technology

3.2.4 Domain 4 — Governance & Management

This domain assesses the management of human resources within the education system. Key aspects include the hiring, equitable distribution, posting, and retention of education managers and teachers. Due to data constraints, the Governance & Management domain specifically focuses on measuring top-level administrative continuity, as well as the availability, distribution, and attendance of teachers.

The Governance & Management domain has two parameters:

Sr No.	Parameter	Description
1	Administrative Continuity	Stability of leadership in the education sector through the average tenure of the provincial Secretaries
2	Teacher Availability	Adequacy, distribution, and attendance of the teaching workforce available in public schools

Table 4: Parameters for Governance & Management

3.2.5 Domain 5 — Public Financing

Adequate public financing and the prioritization of school education are essential for improving education outcomes. This domain focuses on capturing both the allocation and utilization of current and development spending on education. Additionally, it assesses the extent to which school education is prioritized within overall public spending on education. There are no parameters in this domain.

3.3 Domain Weights

Weights assigned to each of the five domains reflect the relative importance allocated to input and output/ outcome level metrics.

Domain	Weight
Infrastructure & Access	30
Learning	30
Inclusion: Equity & Technology	15
Governance & Management	15
Public Financing	10
Total	100

Table 5: Weights assigned to domains in DEPIx

The weight assigned to each domain reflects a carefully considered rationale, balancing primary and secondary importance in the context of education performance. Infrastructure & Access and Learning have been assigned greater weight because they directly correspond to outcome indicators. These two combined with the Inclusion domain provide a more aligned and comprehensive reflection of the core indicators that measure the success of an education system. These domains are crucial as they measure not only the availability of educational opportunities for all social groups, but also the actual learning outcomes achieved by students, which are the ultimate indicators of educational success.

While Public Financing is a crucial input in the education sector, the efficiency and effectiveness of this spending are ultimately shaped by the broader governance environment and management of human resources in the education system. For this reason, the Governance & Management domain has been assigned a slightly higher weight than Public Financing. Effective governance ensures that financial resources are optimally utilized, driving improvements in educational outcomes through better management, oversight, and efficient deployment of human and material resources. By prioritizing governance, this report underscores its pivotal role in enhancing the efficiency of public spending on education.

3.4 Parameter Weights

For the purposes of scoring, each domain has been assigned a score of 100, distributed among its parameters and their associated indicators. The score assigned to each parameter varies depending on its criticality in measuring progress against the respective domains. Once the total score for all parameters within each domain was calculated, it was indexed against the assigned weight of each domain.

Domain 1	Parameter	Indicator(s)	Weight in the Domain	Weight in the Index
Infrastructure & Access	Infrastructure and Allied Facilities	Number of public primary schools per 1000 children aged 5-9 years	20	6
		Number of public middle schools per 1000 children aged 10-12 years		
		Number of public high schools per 1000 children aged 13-14 years		
		Number of public higher secondary schools per 1000 children aged 15-16 years		
		Percentage of public primary schools that achieve completeness of school facilities		
		Percentage of public middle schools that achieve completeness of school facilities		
		Percentage of public high schools that achieve completeness of school facilities		
		Percentage of public higher secondary schools that achieve completeness of school facilities		
	Student Participation	Percentage of OOSC in the total school-age population	50	15
	Student Attendance	Average annual attendance percentage of all students in public schools	5	1.5
	Transition	Primary to middle transition rate in public schools	25	7.5
		Middle to high transition rate in public schools		
	Total	12	100	30

Table 6: Domain composition for Infrastructure & Access

Domain 2	Parameter	Indicator(s)	Weight in the Domain	Weight in the Index
Learning	Grade 3 Proficiency	Percentage of Grade 3 students who can read/comprehend sentences in English	20	6
		Percentage of Grade 3 students who can read/comprehend story in Urdu/Sindhi/ Pashto		
		Percentage of Grade 3 students who can do 2-digit division		
	Grade 4 Proficiency	Mean score of Grade 4 students in English	20	6
		Mean score of Grade 4 students in Urdu		
		Mean score of Grade 4 students in Math		
	Passing Rate in Matric Examinations	Percentage of students who passed Matric examinations regardless of age	30	9
	Adult Literacy	Percentage of population of people aged 10 and above with basic literacy skills	30	9
	Total	8	100	30

Table 7: Domain composition for Learning

Domain 3	Parameter	Indicator(s)	Weight in the Domain	Weight in the Index
Inclusion: Equity & Technology	Gender Parity	Ratio of girls' GER against boys' GER in public schools	50	7.5
		Ratio of girls' to boys' primary transition rate		
		Ratio of girls to boys passing Matric examinations		
		Ratio of female rural basic literacy against male rural basic literacy (10 years and above)		
	School Inclusiveness for Differently-Abled Students	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	25	3.75
	Technology in Education	Percentage of public schools with internet connectivity	25	3.75
		Percentage of public high schools with computer labs		
	Total	7	100	15

Table 8: Domain composition for Inclusion: Equity & Technology

Domain 4	Parameter	Indicator(s)	Weight in the Domain	Weight in the Index
Governance & Management	Administrative Continuity	Average tenure of Education Secretary in a province	40	6
	Teacher Availability	Percentage of filled teacher positions in public schools	60	9
		Percentage of single-teacher public primary schools		
		Average annual attendance percentage of all teachers in public schools		
	Total	4	100	15

Table 9: Domain composition for Governance & Management

Domain 5	Parameter	Indicator(s)	Weight in the Domain	Weight in the Index
Public Financing	N/A	Percentage of education budget in the total district budget	100	10
		Education development budget spent in the district per OOSC student		
		Percentage of budget spending on primary and secondary education in a province		
	Total	3	100	10

Table 10: Domain composition for Public Financing

3.5 Data Sources

The following data sources have been used to develop DEPIx.

Data Source	Organization	Data Reference Period	Frequency
National Education Management Information System	Pakistan Institute of Education	2021-2022; 2022-2023	Annually
National Achievement Test	Pakistan Institute of Education	2023	Biennially
Population and Housing Census	Pakistan Bureau of Statistics	2023	Decennial
Provincial monitoring systems	Provincial Education Departments	2023	Updated on an ongoing basis
Provincial education departments	Provincial Education Departments	2022-2023	Annually
Project to Improve Financial Reporting and Auditing (PIFRA)	Controller General of Accounts	2020-2021; 2021-2022; 2022-2023	Updated on an ongoing basis
Annual Status of Education Report (ASER)	Idara-e-Taleem-o-Aagahi	2019-2020; 2021-2022; 2022-2023	Annually
Services and General Administration Department	Provincial Education Departments	2020-2021; 2021-2022; 2022-2023	Annually
Multiple Indicator Cluster Survey (MICS)	Government of Sindh	2018-2019	N/A

Table 11: Data sources used in the development of DEPIx

3.6 Classification of DEPIx Scores

The DEPIx scores range from 0 to 100, with 100 being the highest possible score. The index scores are divided into four tiers that are strategically aligned with the Human Development Index (HDI) classification to ensure consistency with globally recognized measures of development.

Classification of DEPIx Scores	
80 to 100 (Very High)	A strong, functioning education delivery chain in the district, meeting the needs of the education system and achieving key outputs and outcomes.
70 to <80 (High)	A well-functioning district with some areas of improvement to deliver better results in terms of education performance.
55 to <70 (Medium)	Significant gaps in district performance, leading to compromised outputs and outcomes and necessitating serious attention to improve service delivery.
0 to <55 (Low)	Struggling districts with a dysfunctional education delivery system, requiring urgent attention to address gaps in basic requirements for education outcomes.

3.7 Considerations and Limitations

DEPIx includes an elaborate list of indicators, covering elements across the education delivery chain—inputs, activities, outputs, and outcomes. However, several considerations and limitations inform the design and final output of DEPIx, and must be noted while understanding and interpreting results.

Representation of Private Schools

Although the index aims to include students from all schools, both public and private, the data used for DEPIx's calculation largely pertains to the public sector education system. This is because the indicators derived from NEMIS are primarily based on the census of government schools, and data from private schools is largely absent due to a lack of standardized data at the district level. Given that, on average, 44% of enrolled students attend private schools, the index may not fully represent the overall educational performance of a district. Private school data is reflected only in indicators that use ASER scores and information on OOSC from PBS.

DEPIx Design Iterations

The DEPIx design had to undergo a number of iterations due to the lack of availability of an ideal set of indicators that could be used to assess performance. In some instances, data was not available and in others, it was not available across all provinces. For certain variables, data was unavailable for some districts. In those cases, data from adjacent districts with similar characteristics was used to estimate the missing data using appropriate statistical methods.

Limitations for Data Indicators

1. Filled vs. sanctioned teacher positions: In some districts, the number of filled positions exceeded the number of sanctioned positions. This discrepancy may be due to overstaffing or temporary assignments not reflected in the sanctioned positions. Future iterations should address this by reconciling these figures with administrative records and reviewing staffing policies to align filled positions with sanctioned numbers.

2. Transition rates exceeding 100%: Transition rates were calculated using data from public schools only. In certain districts, the transition rate was greater than 100% due to students moving from private to public schools. This anomaly affects the accuracy of transition rate calculations. Future reports should include data from private schools to correct such discrepancies and possibly adjust transition rate indicators accordingly.

3. Population census vs. survey data: For this iteration, data from the Population and Housing Census 2023 was used for various population-level indicators. As the population census is only conducted every ten years, future iterations will require comparable survey data to ensure more frequent updates and accuracy in population-related indicators.

4. Unavailable data for Sindh for percentage of public schools with internet connectivity: Data for the indicator covering percentage of public schools with internet connectivity was not available in the NEMIS data. To adjust for this, data on household-level internet availability at the division-level was obtained from MICS 2019 and used as a proxy (Planning and Development Department, Government of Sindh, 2019).

5. Provincial data aggregation: For indicators related to NAT scores, share of public spending on school education, and the tenure of education secretaries, a single provincial value was used for all districts within that province. This aggregation may not reflect district-level variations and could impact the accuracy of district performance depicted in the index.

6. ASER data: ASER data presents certain representativeness limitations. The survey primarily focuses on rural areas, and its urban coverage is limited to select districts. As a result, the estimates may not fully capture interdistrict disparities, particularly in urban settings. Additionally, ASER employs

different methodologies for its rural and urban samples, resulting in inconsistent survey methodologies. Despite these challenges, ASER remains one of the few large-scale surveys that assesses foundational learning, but its limitations must be considered when interpreting the data for DEPIx. To account for the variations in Grade 3 students' numeracy and literacy scores, a three-year average (2019, 2021, and 2023) was calculated for the ASER data.

7. Adjusted development budgets for provincial capitals: For the indicator measuring education development budget spent in the district per OOSC, development budget numbers for provincial capitals available through PIFRA tagged expenditures incurred in other districts. The development budget numbers for each provincial capital (Quetta, Peshawar, Lahore, and Karachi) have been adjusted accordingly.

8. Proxy for Islamabad Capital Territory's total public expenditure: Due to lack of data availability for ICT's total public expenditure, a proxy was used to calculate the indicator "percentage of education budget in the total budget." To calculate this, the average of this indicator across the four provincial capitals was applied for ICT.

District Classification

Over time, some districts have undergone name changes or delimitations, and not all data sources have reflected these updates. As a result, the following districts have been merged for reporting purposes:

1. Murree's data has been combined with Rawalpindi, as PBS and PIE continue to report Rawalpindi without separately distinguishing Murree.
2. Talagang's data has been incorporated into Attock, since PBS and PIE still report only Attock, including Talagang in their data.
3. Data for Lower and Upper Chitral have been consolidated into Chitral, as the distinction between Upper and Lower Chitral is not consistently recognized or reported across all data sources.
4. Chaman's data has been merged with Killa Abdullah, given that Chaman is not reported as a separate district by all sources.

RESULTS

4 Results

This section presents the DEPIx national rankings for all districts along with the highest and lowest-scoring districts, highlighting disparities in educational performance across Pakistan. The analysis focuses on the five domains: Infrastructure & Access, Learning, Inclusion, Governance & Management, and Public Financing to identify areas for targeted improvement.

4.1 Overall Index Scores: National and Provincial Highlights

The national average score for the overall index is 53.46 (out of a 100), which places Pakistan in the "Low" performance category. Among the provinces, Punjab emerges as the top performer with a composite score of 61.39. KP follows with an average score of 54.47, while Sindh and Balochistan lag with scores of 51.55 and 45.50, respectively.

The DEPIx covers 134 districts across Pakistan, and the results reveal significant challenges in education delivery nationwide. Notably, none of the districts achieve the "Very High" performance category, indicating that even the best-performing districts fail to meet the optimal benchmarks for education performance. Furthermore, none of the districts, except Islamabad, fall into the "High" category, making ICT an outlier and highest performer across the country.

Alarmingly, more than half of the districts in Pakistan (77) are categorized as "Low" in education performance. This group colllectively accounts for about 25.6 million children (approximately 36% of the country's school-age population). The majority of these low-performing districts are concentrated in Balochistan and Sindh, with 33 districts in Balochistan and 22 in Sindh, underscoring substantial inter-provincial disparities in education. Particularly concerning is the fact that all districts of Balochistan fall into the "Low" category.

Nearly two-fifths (56) of Pakistan's districts are classified in the "Medium" category, with scores ranging between 55 and 70. These districts are spread across Punjab, KP, and Sindh. Punjab leads with the highest number of districts in this category, totaling 32, followed by KP with 16 districts, and Sindh with 8. (Refer to Table 13 for categorization of provincial performance as Very High, High, Medium, or Low).

The table below presents the overall DEPIx scores for all included districts, along with the corresponding scores for each individual domain.

National Rank	Name of District	Province	Overall Index (100)	Infrastructure & Access (100)	Learning (100)	Inclusion: Equity & Technology (100)	Governance & Management (100)	Public Financing (100)
1	ICT	Federal	73.86	82.31	68.95	86.54	66.03	55.97
2	Jhelum	Punjab	68.74	83.90	59.62	78.71	63.81	43.12
3	Chakwal	Punjab	68.18	84.02	59.87	78.92	56.71	46.69
4	Haripur	KP	67.30	84.75	51.44	70.49	70.90	52.35
5	Rawalpindi	Punjab	66.38	78.72	61.70	78.92	57.50	37.87
6	Sialkot	Punjab	66.11	82.57	53.79	83.13	53.93	46.36
7	Attock	Punjab	65.74	81.74	53.92	79.33	55.89	47.57
8	Narowal	Punjab	65.58	79.92	53.80	80.31	56.57	49.33
9	Chitral	KP	65.41	85.52	50.25	63.57	65.59	53.01
10	Gujrat	Punjab	65.23	80.86	53.24	83.01	55.32	42.53

National Rank	Name of District	Province	Overall Index (100)	Infrastructure & Access (100)	Learning (100)	Inclusion: Equity & Technology (100)	Governance & Management (100)	Public Financing (100)
11	Abbottabad	KP	64.99	83.35	49.74	69.43	66.61	46.56
12	Sargodha	Punjab	64.45	77.63	55.82	78.22	55.80	43.16
13	Toba Tek Singh	Punjab	64.45	77.33	53.29	78.85	57.07	48.70
14	Karachi East	Sindh	64.14	67.95	56.42	74.64	56.05	72.22
15	Karachi Central	Sindh	64.03	70.79	57.58	68.97	52.95	72.27
16	Faisalabad	Punjab	63.76	77.67	53.21	79.07	57.64	39.89
17	Khushab	Punjab	63.75	77.79	55.51	74.23	55.49	43.03
18	Lahore	Punjab	63.32	76.15	53.82	85.15	58.77	27.44
19	Gujranwala	Punjab	63.13	75.73	52.75	82.96	54.59	39.48
20	Korangi	Sindh	63.05	65.22	58.37	68.32	56.71	72.22
21	Hafizabad	Punjab	62.89	78.35	48.75	79.56	56.96	42.82
22	Mandi Bahauddin	Punjab	62.87	77.36	49.84	81.13	56.02	41.42
23	Mianwali	Punjab	62.83	74.89	55.09	72.21	58.05	43.01
24	Layyah	Punjab	62.83	75.01	51.33	75.84	57.77	48.88
25	Mansehra	KP	62.73	79.73	47.87	63.56	65.31	51.21
26	Karachi South	Sindh	62.59	69.78	55.69	72.62	45.48	72.36
27	Malakand	KP	62.02	76.86	48.48	62.33	69.03	47.14
28	Sheikhupura	Punjab	61.65	75.01	52.15	74.25	55.70	40.07
29	Bhakkar	Punjab	61.44	72.91	52.26	71.00	57.50	46.16
30	Khanewal	Punjab	61.09	71.51	50.31	76.93	55.05	47.44
31	Nankana Sahib	Punjab	61.08	75.11	48.12	74.75	55.99	44.96
32	Karak	KP	60.98	70.39	51.01	62.03	69.73	47.94
33	Sahiwal	Punjab	60.70	74.22	47.88	75.11	56.44	43.43
34	Jhang	Punjab	60.69	74.86	50.21	76.23	47.45	46.14
35	Vehari	Punjab	60.34	70.69	51.01	70.61	56.76	47.28
36	Bahawal-nagar	Punjab	60.11	69.57	50.41	72.05	56.13	48.90
37	Nowshera	KP	59.94	74.07	46.29	61.27	66.32	46.92
38	Mardan	KP	59.83	73.97	44.94	60.81	67.68	48.85
39	Kasur	Punjab	59.77	73.25	45.81	74.94	56.01	44.06
40	Keamari	Sindh	59.55	59.69	49.91	66.57	63.04	72.24
41	Lower Dir	KP	59.46	72.86	46.40	55.27	68.20	51.61
42	Swabi	KP	59.46	74.67	42.80	60.94	67.41	49.66
43	Charsadda	KP	59.36	71.95	45.63	59.20	69.79	47.38
44	Okara	Punjab	59.30	71.37	44.80	73.86	57.18	47.96

National Rank	Name of District	Province	Overall Index (100)	Infrastructure & Access (100)	Learning (100)	Inclusion: Equity & Technology (100)	Governance & Management (100)	Public Financing (100)
45	Pakpattan	Punjab	58.99	71.03	46.51	71.80	56.37	45.02
46	Chiniot	Punjab	58.77	71.06	45.88	71.75	55.67	45.70
47	Multan	Punjab	58.46	68.39	49.97	71.85	57.41	35.61
48	Kohat	KP	58.42	71.83	45.73	56.84	68.55	43.46
49	Karachi West	Sindh	57.90	58.03	55.45	65.23	45.68	72.21
50	Lodhran	Punjab	57.12	65.49	46.16	68.42	56.59	48.76
51	Bahawalpur	Punjab	56.81	65.59	47.85	69.37	57.12	38.03
52	Malir Karachi	Sindh	56.72	58.61	51.49	62.20	47.58	72.22
53	Peshawar	KP	56.69	67.82	45.35	61.67	69.08	31.26
54	Swat	KP	56.03	69.18	40.88	58.02	67.18	42.30
55	Lakki Marwat	KP	55.70	63.51	43.18	54.95	70.22	49.21
56	Hyderabad	Sindh	55.42	62.42	55.83	62.22	50.93	29.73
57	Upper Dir	KP	55.28	63.49	43.12	52.72	69.43	49.72
58	Dera Ismail Khan	KP	54.89	62.13	44.48	55.41	66.38	46.35
59	Buner	KP	54.75	67.33	38.29	52.91	67.45	50.16
60	Rahim Yar Khan	Punjab	54.72	60.80	43.82	69.53	55.87	45.28
61	Muzaffargarh	Punjab	54.46	57.86	48.17	64.17	57.44	44.10
62	Batagram	KP	54.15	62.75	45.96	46.67	65.03	47.78
63	Bannu	KP	54.02	62.67	42.97	54.22	65.28	44.09
64	Jamshoro	Sindh	53.98	52.44	50.70	53.54	53.91	69.18
65	Dera Ghazi Khan	Punjab	53.88	59.05	47.68	65.24	55.73	37.14
66	Hangu	KP	53.73	62.16	45.90	47.48	65.41	43.78
67	Gwadar	Balochistan	53.36	64.40	49.81	61.54	45.82	29.91
68	Quetta	Balochistan	53.27	58.90	47.74	63.25	60.26	27.56
69	Naushahro Feroze	Sindh	53.11	57.02	51.10	53.51	58.42	38.87
70	Larkana	Sindh	52.77	54.87	51.24	58.05	56.18	38.04
71	Sukkur	Sindh	52.67	53.41	53.22	58.90	54.92	36.05
72	Tank	KP	52.60	59.77	43.14	50.19	64.80	44.77
73	Kech	Balochistan	52.50	57.57	48.80	58.41	53.75	37.70
74	Kurram	KP	51.85	55.48	42.78	50.46	67.24	47.17
75	Shangla	KP	51.51	59.70	39.10	46.40	67.94	47.15
76	Orakzai	KP	51.25	56.26	44.48	45.36	66.10	43.06
77	Khairpur Mirs	Sindh	51.14	54.84	51.36	52.23	52.53	35.65
78	Nushki	Balochistan	51.10	52.56	50.38	57.34	52.02	38.13

National Rank	Name of District	Province	Overall Index (100)	Infrastructure & Access (100)	Learning (100)	Inclusion: Equity & Technology (100)	Governance & Management (100)	Public Financing (100)
79	Mirpur Khas	Sindh	50.64	51.82	50.11	52.33	55.88	38.32
80	Rajanpur	Punjab	50.51	53.53	42.46	60.22	56.04	42.69
81	Shaheed Benazirabad	Sindh	50.22	54.83	49.32	53.57	54.65	27.44
82	Dadu	Sindh	50.13	51.72	49.38	52.05	55.59	36.56
83	Khyber	KP	50.02	54.34	42.44	45.82	66.72	41.03
84	Matiari	Sindh	49.72	51.65	49.54	48.81	52.69	41.35
85	Umer Kot	Sindh	49.01	51.57	47.07	49.08	53.54	40.22
86	Loralai	Balochistan	48.43	48.70	49.88	55.76	46.80	34.73
87	Bajaur	KP	48.28	49.51	40.43	44.82	66.87	45.41
88	Mastung	Balochistan	48.12	50.16	47.08	53.94	46.53	38.75
89	Panjgur	Balochistan	47.91	43.04	47.97	55.78	55.91	38.51
90	Tando Allah Yar	Sindh	47.88	49.10	47.44	47.18	52.43	39.74
91	Mohmand	KP	47.76	51.45	39.22	44.14	63.79	43.67
92	Kambar-Shahdadkot	Sindh	47.75	46.13	45.96	51.99	56.84	37.96
93	Sanghar	Sindh	47.69	47.97	47.45	48.87	53.69	36.83
94	Pishin	Balochistan	47.46	46.03	48.07	52.58	48.71	40.42
95	Kalat	Balochistan	47.44	51.27	45.03	52.37	49.59	32.55
96	Sibi	Balochistan	47.29	48.86	46.33	54.60	49.69	30.91
97	Ghotki	Sindh	47.27	46.65	48.22	47.12	53.30	37.46
98	Tharparkar	Sindh	47.19	48.74	46.73	46.71	53.31	35.44
99	Jacobabad	Sindh	47.16	42.46	47.84	49.19	56.04	42.82
100	Musakhel	Balochistan	47.02	49.22	44.27	52.36	48.21	38.89
101	Awaran	Balochistan	46.94	54.23	44.98	47.89	41.53	37.66
102	Torghar	KP	46.75	53.97	37.74	36.01	63.93	42.49
103	Barkhan	Balochistan	46.71	47.84	44.61	51.75	48.64	39.15
104	Badin	Sindh	46.69	47.33	45.95	45.06	55.05	36.90
105	Zhob	Balochistan	46.42	50.39	46.24	44.84	47.58	35.64
106	Shikarpur	Sindh	46.30	42.92	47.10	48.43	54.68	38.26
107	Killa Saifullah	Balochistan	46.24	45.51	43.09	50.26	55.09	38.54
108	Tando Muhammad Khan	Sindh	46.23	42.83	46.45	50.50	50.71	42.68
109	Sohbatpur	Balochistan	45.96	47.90	45.27	44.08	44.24	47.63
110	North Waziristan	KP	45.81	48.75	41.72	43.90	58.87	32.52
111	Harnai	Balochistan	45.22	43.62	45.53	50.99	47.04	37.77
112	Lasbela	Balochistan	45.09	44.92	41.22	51.75	53.78	34.15

National Rank	Name of District	Province	Overall Index (100)	Infrastructure & Access (100)	Learning (100)	Inclusion: Equity & Technology (100)	Governance & Management (100)	Public Financing (100)
113	South Waziristan	KP	44.55	41.38	43.10	49.40	57.01	32.48
114	Ziarat	Balochistan	44.45	44.92	44.37	51.93	43.39	33.71
115	Kharan	Balochistan	44.44	42.98	45.42	49.63	48.78	31.57
116	Kashmore	Sindh	43.77	38.93	44.93	42.21	56.96	37.41
117	Khuzdar	Balochistan	43.73	39.60	43.99	52.86	49.56	32.95
118	Kohlu	Balochistan	43.68	39.57	41.86	54.59	48.72	37.55
119	Duki	Balochistan	43.34	38.14	50.89	40.68	44.92	37.90
120	Jaffarabad	Balochistan	43.26	38.31	44.28	50.30	49.18	35.56
121	Lower Kohistan	KP	43.16	36.73	42.46	35.00	59.95	51.60
122	Dera Bugti	Balochistan	43.14	39.51	44.05	40.72	53.66	39.19
123	Surab (Shaheed Sikandarabad)	Balochistan	42.56	37.02	42.09	51.08	48.51	38.91
124	Jhal Magsi	Balochistan	42.45	42.17	42.60	48.71	42.55	33.26
125	Killa Abdullah (inc. Chaman)	Balochistan	42.41	39.21	45.06	46.17	45.91	33.21
126	Kachhi	Balochistan	42.34	37.83	43.00	46.18	49.90	36.77
127	Chagai	Balochistan	42.29	42.33	40.09	48.52	47.00	32.28
128	Upper Kohistan	KP	42.11	35.78	43.20	35.85	60.18	40.12
129	Kolai Palas	KP	41.28	29.78	41.49	38.14	57.96	54.83
130	Thatta	Sindh	41.28	38.04	43.12	44.79	44.87	34.80
131	Washuk	Balochistan	41.27	39.36	38.59	49.51	48.46	31.91
132	Sujawal	Sindh	40.60	36.34	42.92	40.13	43.63	42.64
133	Nasirabad	Balochistan	40.39	35.58	42.48	45.55	45.94	32.45
134	Sherani	Balochistan	35.41	29.63	38.02	35.21	39.76	38.74

Table 12: District scores for overall index and domains

The table below provides a categorization of districts according to the classification criteria outlined above. This is critical for understanding the distribution of districts according to the defined scoring categories and for assessing the overall landscape of education service delivery.

Index Score Category	Score	Pakistan	Baloch istan	KP	ICT	Punjab	Sindh
Very High	80 to 100	0	0	0	0	0	0
High	70 to <80	1	0	0	1	0	0
Medium	55 to <70	56	0	16	0	32	8
Low	0 to <55	77	33	18	0	4	22

Table 13: Distribution of districts as per classification of index scores

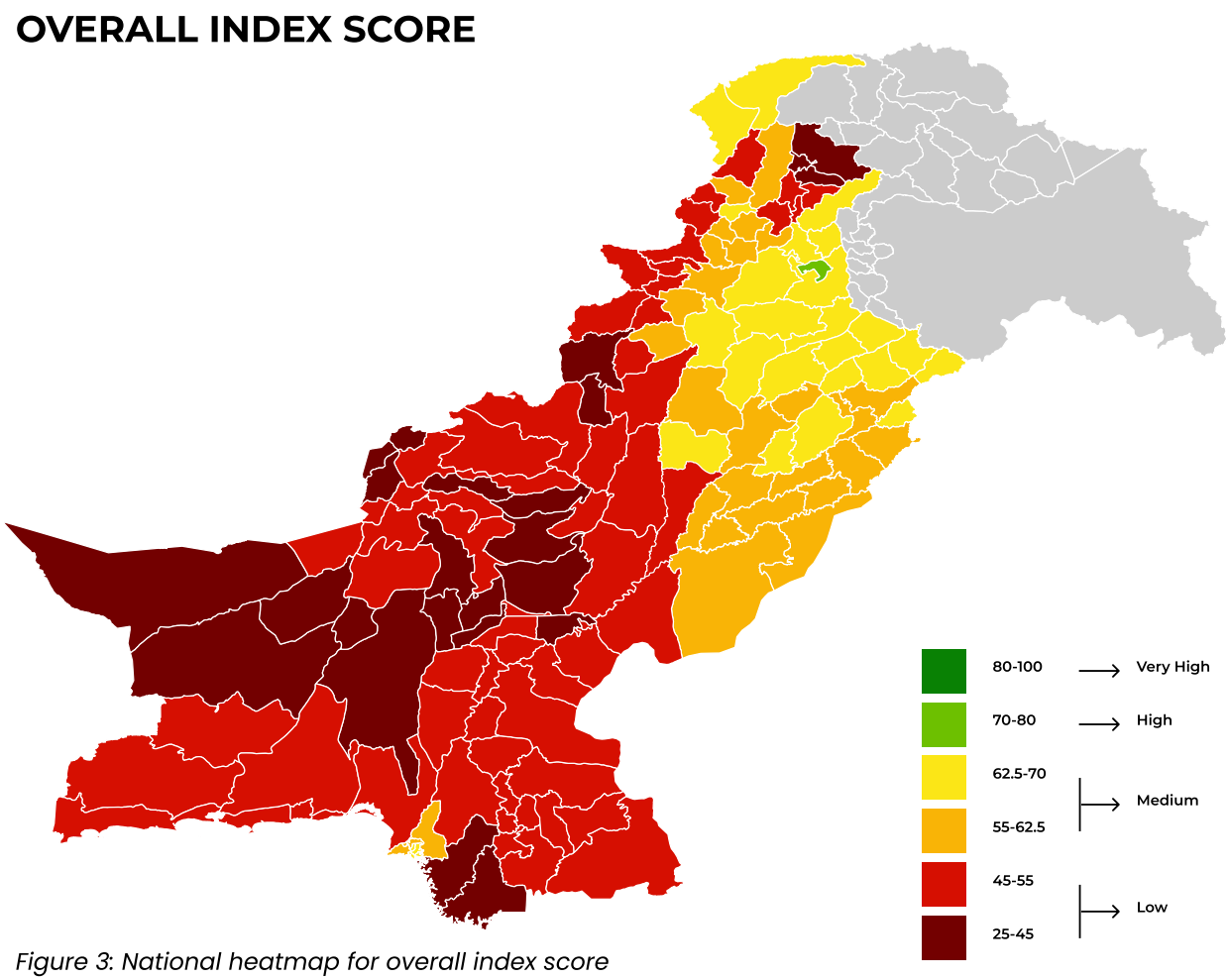

Figure 3: National heatmap for overall index score

The table below shows average scores at the national and provincial levels, providing insights into overall performance across domains, while also highlighting disparities between provinces. Figure 4 is a graphical representation of how national and provincial averages compare overall and by domain.

National and Provincial Averages						
	Overall Index Score	Infrastructure & Access	Learning	Inclusion: Equity & Technology	Governance & Management	Public Financing
National	53.46	58.95	47.52	58.67	56.18	42.94
Balochistan	45.50	45.19	44.94	50.64	48.53	35.90
KP	54.47	62.76	44.18	52.80	65.94	45.79
Punjab	61.39	73.36	51.02	75.05	56.40	43.61
Sindh	51.55	52.47	49.93	54.50	53.28	46.67

Table 14: National and provincial averages of overall index and domain scores

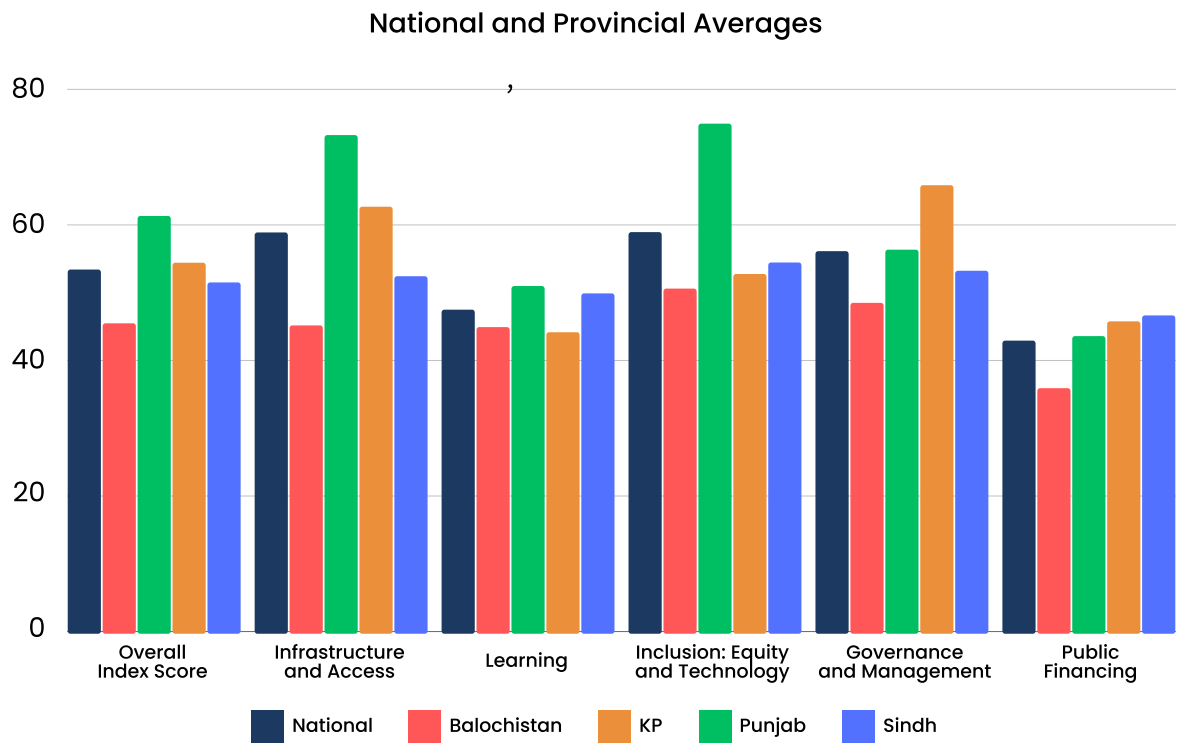

Figure 4: Comparison of national and provincial average scores on DEPIx

4.2 Highest- and Lowest-scored Districts

With the exception of ICT, the 10 highest-scored districts in Pakistan are exclusively from Punjab and KP, with 7 of these from Punjab and 2 from KP. Notably, no districts from Sindh and Balochistan are represented among the highest-scored 10 districts. The strong performance in the top-ranked 10 districts can largely be attributed to high scores in the Infrastructure & Access domain, averaging at 82.43, followed by the Inclusion (Equity & Technology) domain at an average of 78.29. Conversely, even the country's highest-scoring districts struggle in the Public Financing domain, with only 3 out of the 10 exceeding a score of 50 on this domain, and the overall average score for the top 10 districts at 47.48. Public Financing also shows the second-widest variation (18.10 points) among the highest-performing districts, ranging from ICT's 55.97

to Rawalpindi's 37.87. These findings underscore the need for greater focus on increasing education financing and improving its efficiency. In the Learning domain, only Rawalpindi and ICT score above 60, and the average across all 10 districts is only 56.66.

The lowest-scoring 10 districts paint a stark contrast, with Balochistan disproportionately represented, accounting for 6 of these districts. Sindh and KP each contribute 2 districts to this group. Infrastructure & Access, a strength for the top-ranked districts, emerges as the most significant weakness for the lowest-scored ones. With an average score of 36.39 in this domain, all these districts, with the exception of Chagai, perform worse on Infrastructure & Access than their overall index score. Meanwhile, Governance & Management emerges as the domain with the highest average across the lowest-scored districts, coming out at 48.36 compared to the national average of 56.18 for this domain. (Refer to Figure 3, depicting a heat map of Pakistan-wide performance, and Tables 15 and 16, summarizing the ten highest- and lowest-performing districts.)

The tables below provide a synopsis of the highest- and lowest-scored (overall index score) districts across Pakistan.

National: Highest-scored Districts			
National Rank	District	Province	Overall Score
1	ICT	Federal	73.86
2	Jhelum	Punjab	68.74
3	Chakwal	Punjab	68.18
4	Haripur	KP	67.30
5	Rawalpindi	Punjab	66.38
6	Sialkot	Punjab	66.11
7	Attock	Punjab	65.74
8	Narowal	Punjab	65.58
9	Chitral	KP	65.41
10	Gujrat	Punjab	65.23

Table 15: Highest-scored 10 districts in Pakistan

National: Lowest-scored Districts			
National Rank	District	Province	Overall Score
125	Killa Abdullah (inc. Chaman)	Balochistan	42.41
126	Kachhi	Balochistan	42.34
127	Chagai	Balochistan	42.29
128	Upper Kohistan	KP	42.11
129	Kolai Palas	KP	41.28
130	Thatta	Sindh	41.28
131	Washuk	Balochistan	41.27
132	Sujawal	Sindh	40.60
133	Nasirabad	Balochistan	40.39
134	Sherani	Balochistan	35.41

Table 16: Lowest-scored 10 districts in Pakistan

The findings outlined above collectively highlight the widespread disparities in education performance across provinces and districts with clear patterns along provincial lines. This indicates the need to elevate the lower-performing regions to ensure equitable access to quality education for all children across all regions of Pakistan.

4.3 Domain-wise Analysis

At the national level, the Infrastructure & Access domain achieves the highest score of 58.95 among the index domains, indicating some progress in expanding educational opportunities across the country. The Inclusion (Equity & Technology) domain follows as the second-highest scorer, reflecting moderate advancements in ensuring equitable access to education. Public Financing records the lowest score compared to other domains, with an average of 42.94, underscoring critical underinvestment in the education sector. The Learning domain also scores poorly, highlighting the persistently low learning outcomes for children attending schools. While scoring marginally better than Learning, the Governance & Management score still falls into the "Low" category, driven primarily by shortage of teachers and high bureaucratic turnover.

ICT is the top-ranked district nationally, with scores in all domains exceeding both national and provincial averages. Its strong overall performance is notable in the Learning and Inclusion (Equity & Technology) domains, where it scores higher than every other district in the country. However, despite its strong overall performance, ICT ranks 22nd in the Governance & Management domain and 7th and 9th in the Infrastructure & Access and Public Financing domains, respectively.

Across provinces, Punjab emerges as the top performer with the highest composite score. The province scores higher than all others in the Infrastructure & Access and Inclusion (Equity & Technology) domains. The substantial gap between Punjab and other provinces in these domains indicates a relatively stronger focus on expanding access and inclusion. However, Punjab's scores are relatively low in the Public Financing and Governance & Management domains, suggesting room for improvement in education financing and administrative effectiveness.

KP ranks second, with its overall index score primarily driven by high performance in the Public Financing and Governance & Management domains.

These scores reflect a relatively stable administrative structure and higher public financing at the provincial level. Notably, KP outperforms Punjab in these two domains, highlighting its strengths in financial management and governance. However, KP's scores are lower than all other provinces in Learning and second-lowest in Inclusion, indicating challenges in achieving educational equity and improving learning outcomes.

Sindh ranks third among the provinces. Despite its low overall index score, it shows relative strength in the Public Financing domain, where it ranks as the highest performer. However, Sindh's performance lags in the Infrastructure & Access and Governance & Management domains—where it ranks second-lowest among the provinces.

Balochistan ranks fourth among all provinces. The province faces severe challenges depicted by the lowest ranking in all domains, with the exception of Learning where it scores only marginally better than the lowest-performing province. Balochistan's low score in Public Financing is particularly concerning, given its small population and high per capita expenditures.

The analysis of domain scores highlights the variation in performance across provinces and indicates specific areas where targeted interventions and investments are urgently needed to address disparities, and promote equitable, high-quality education throughout Pakistan.

4.3.1 Infrastructure and Access

With an aggregate average score of approximately 59, low availability of schools across all levels, missing facilities, and a large number of OOSC are the key factors driving low Infrastructure & Access scores. Contrastingly, transition rates—both primary to middle, and middle to high—emerge as the most positive contributor to this domain.

Highest Infrastructure & Access Score: Chitral, KP, 85.52
Lowest Infrastructure & Access Score: Sherani, Balochistan, 29.63

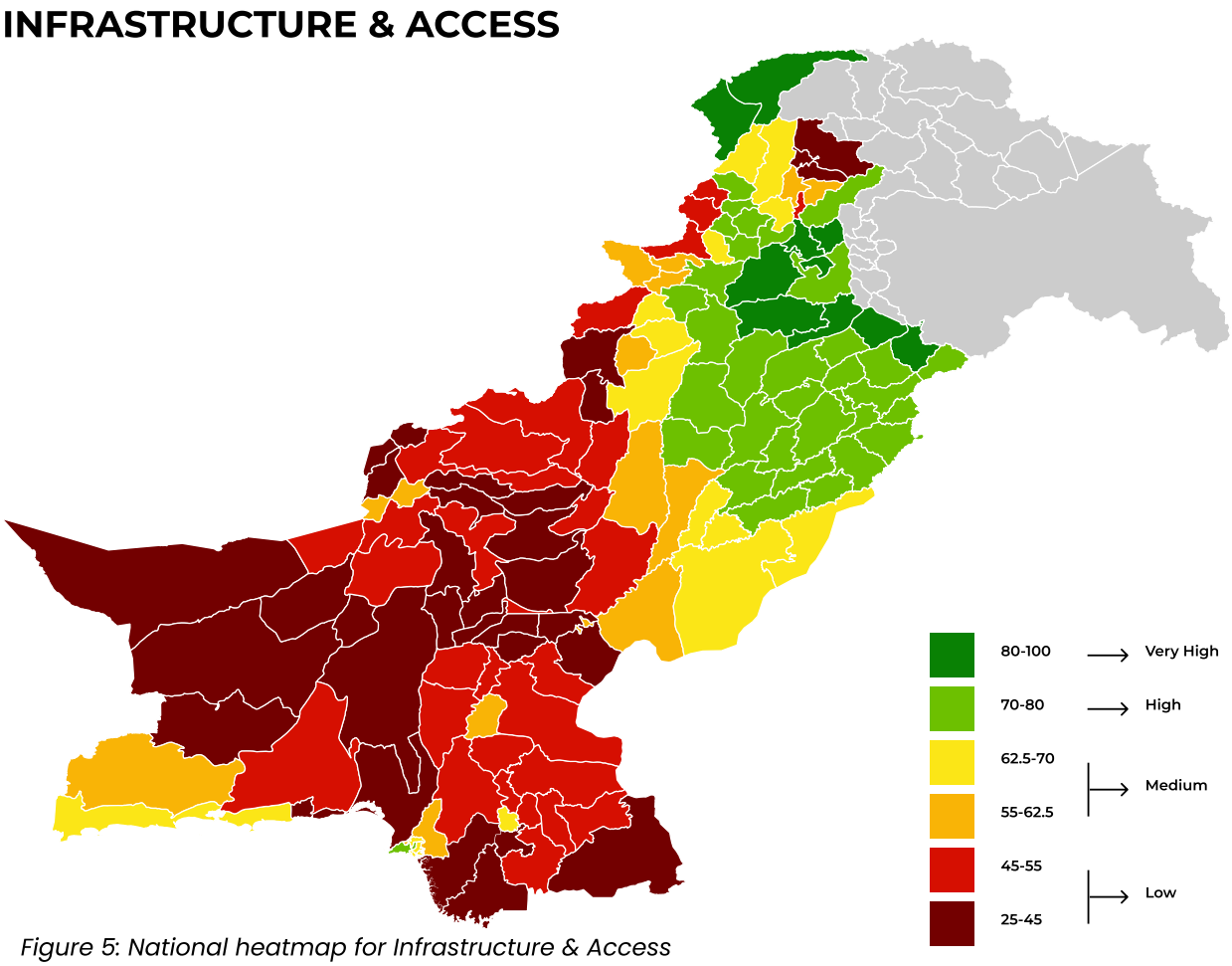

Figure 5: National heatmap for Infrastructure & Access

The graph in Figure 6 illustrates the Infrastructure & Access scores across various districts in Pakistan, categorized by province.

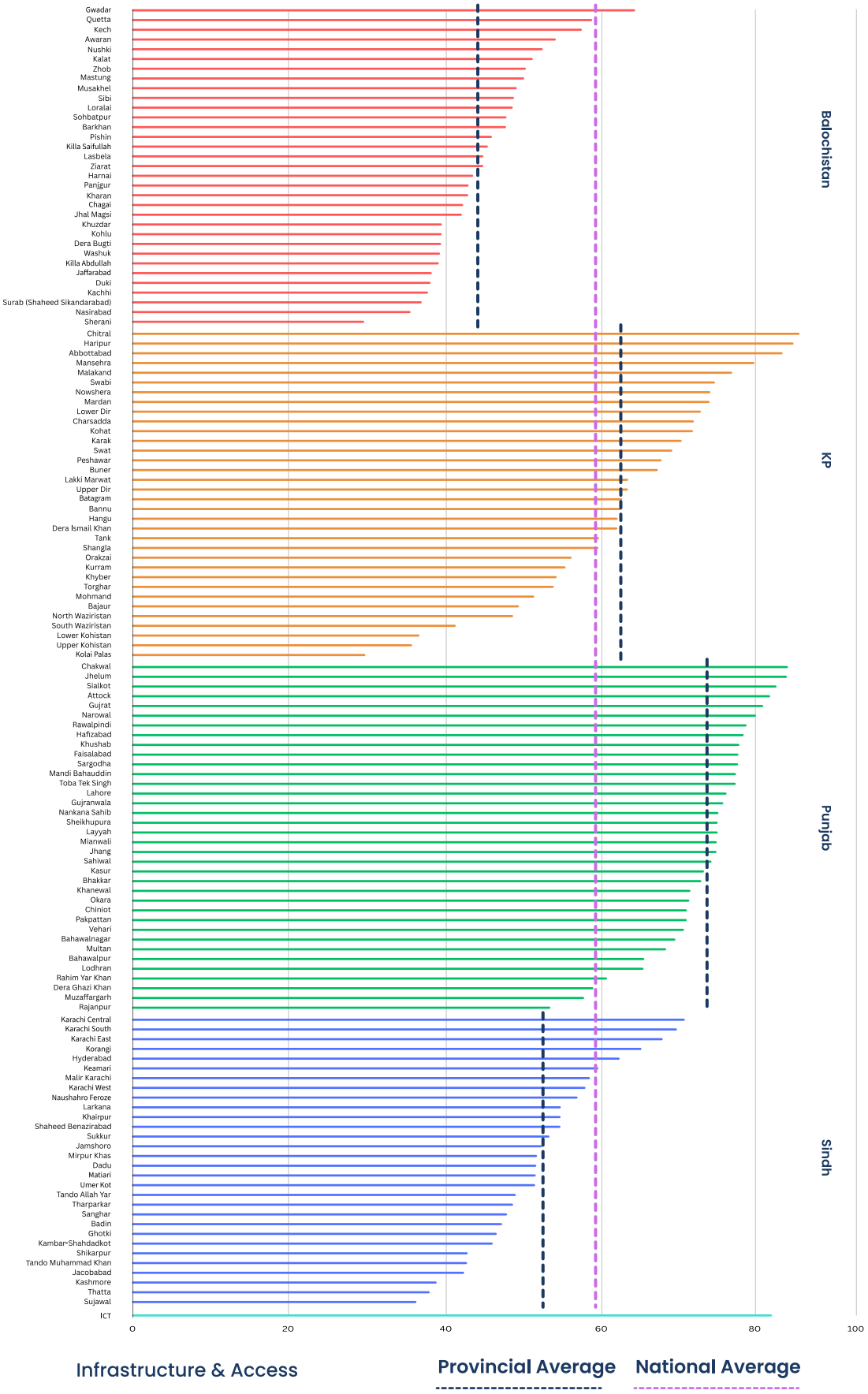

Figure 6: District scores for Infrastructure & Access

Balochistan: The Infrastructure & Access scores in Balochistan range from a high of 64 in Gwadar to a low of 30 in Sherani. The provincial average for Balochistan is 45, which is significantly below the national average. This places Balochistan as the lowest-scoring province when it comes to educational access and highlights a need for targeted interventions in the province.

KP: The Infrastructure & Access scores in KP vary widely, with Chitral achieving the highest score of 86 and Kolai Palas the lowest at 30. The provincial average of 63 is slightly above the national average. KP also has the country's highest performing districts (Chitral and Haripur) for the Infrastructure & Access domain, suggesting overall better access compared to other provinces but still with notable internal discrepancies.

Punjab: Punjab shows a narrower range of Infrastructure & Access scores, with Chakwal as the highest-scoring district at 84, and Rajanpur as the lowest-scoring with 54. The provincial average for Punjab is 73, which is well above the national average, indicating generally better access to education compared to other provinces.

Sindh: Sindh exhibits significant variation in Infrastructure & Access scores, ranging from 71 in Karachi Central to 36 in Sujawal. The provincial average of 52 is significantly below the national average.

The provincial averages, when compared to the national average, show that Punjab performs the best in Infrastructure & Access, followed by KP, Sindh, and then Balochistan.

4.3.2 Learning

The average across all provinces for Learning is 47.52, falling in the 'Low' performance category. Within this domain, assessment indicators contribute adversely to Learning performance of districts, with ASER Grade 3 proficiency exhibiting lower scores, on average, compared to NAT Grade 4 proficiency. Conversely, the parameter for passing rate in Matric examinations is consistently the most positive contributor to Learning scores.

Highest Learning Score: ICT, Federal, 68.95
Lowest Learning Score: Torghar, KP, 37.74

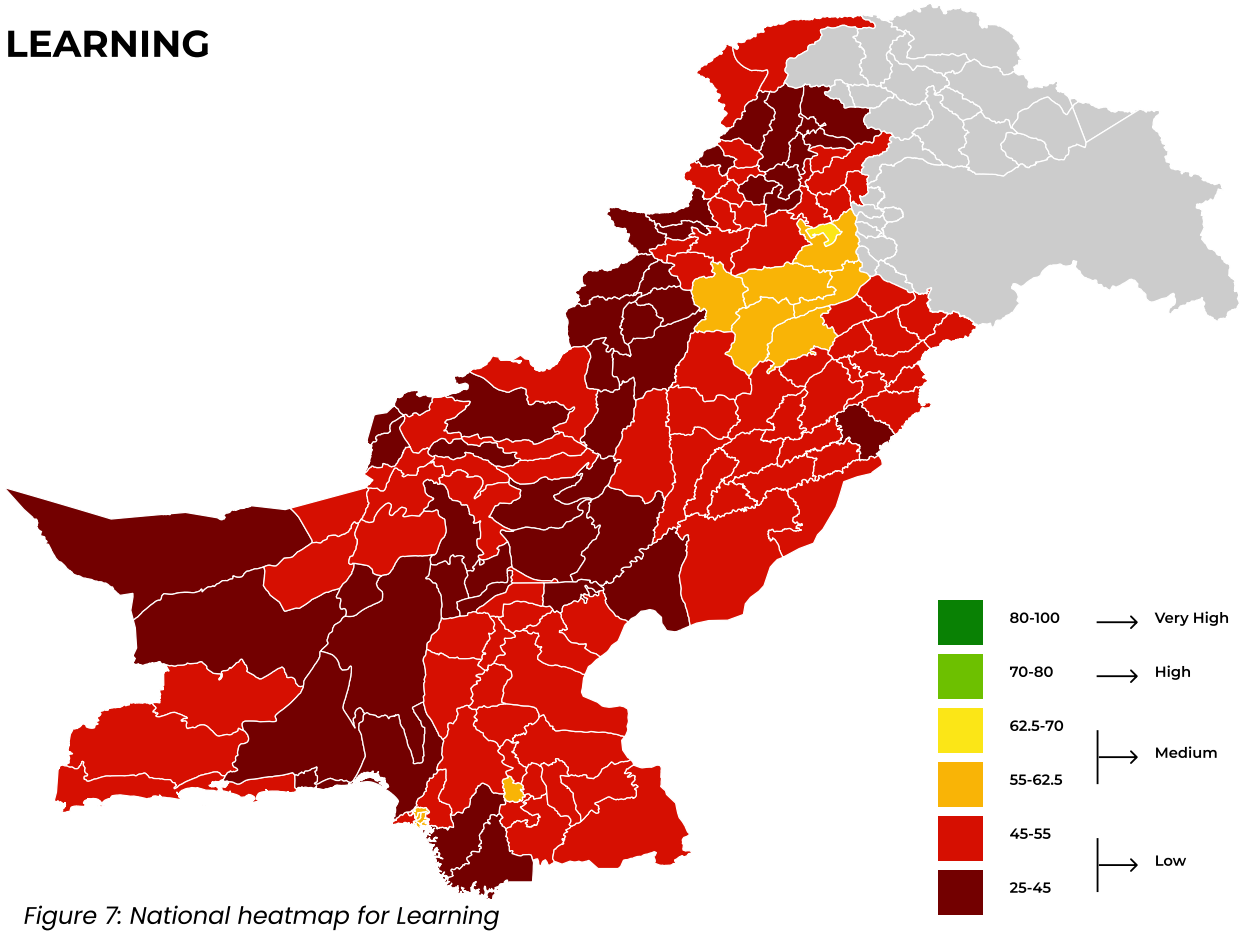

Figure 7: National heatmap for Learning

The graph in Figure 8 illustrates the Learning scores across various districts in Pakistan, categorized by province.

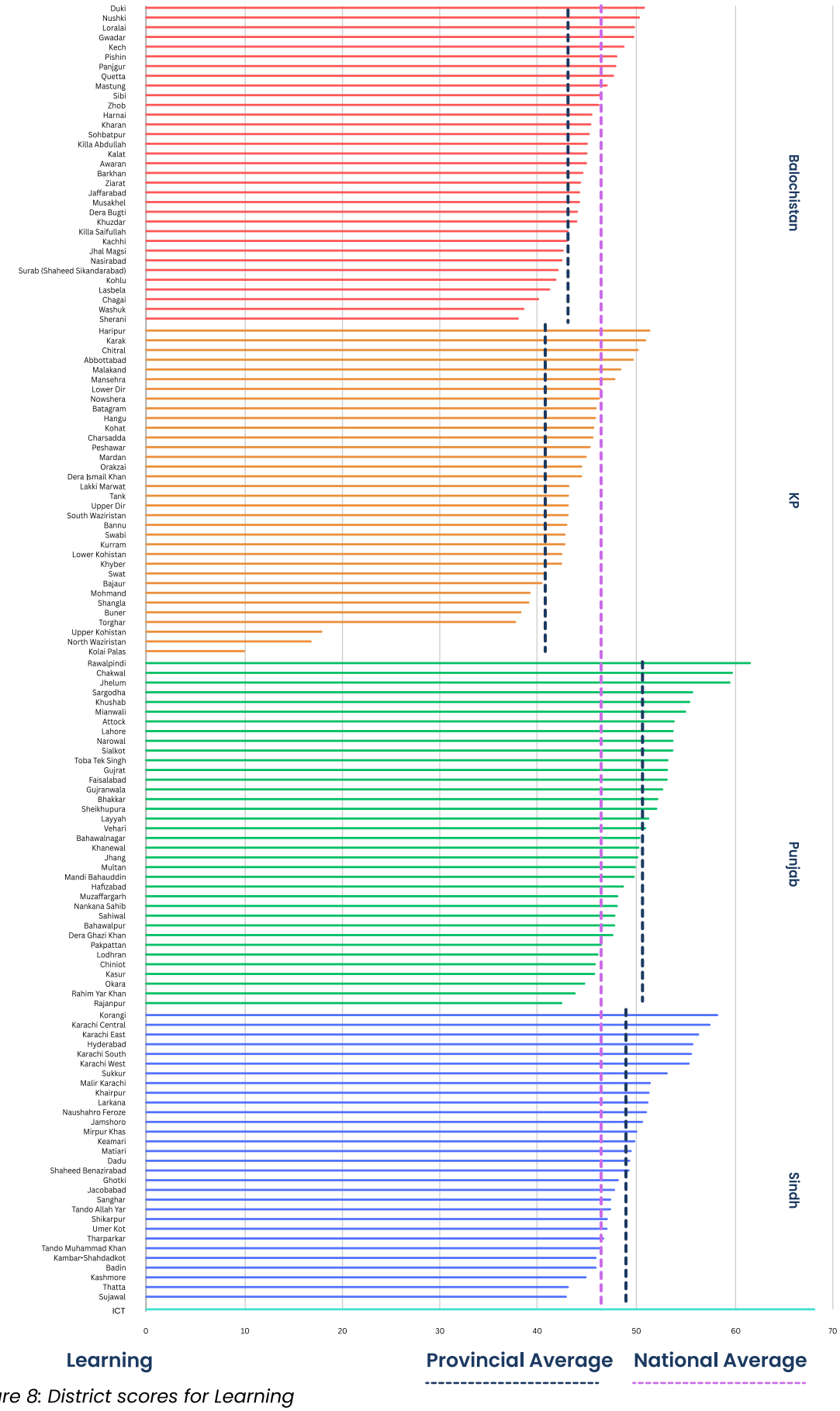

Figure 8: District scores for Learning

Balochistan: Learning scores in Balochistan range from a high of 51 in Duki to a low of 38 in Sherani. The provincial average for Balochistan is 45, slightly below the national average.

KP: With a provincial average of 44, KP scores lowest in Learning among the provinces. Learning scores in KP vary across districts, with Haripur achieving the highest score of 51, and Torghar the lowest at 38. It also has the lowest-performing district in the country (Torghar) for the Learning domain.

Punjab: Punjab exhibits the highest Learning scores nationally, with a provincial average of 51. Punjab also exhibits the highest variance in Learning scores among all provinces. The lowest-performing district in the province is Rajanpur, which has a score of 42, while Punjab also includes the highest-performing district in the country, Rawalpindi, with a score of 62.

Sindh: Sindh ranks second among the provinces for the Learning domain, with a provincial average of 50, which is slightly below Punjab but still above the national average. Sindh's scores range from 43 in Sujawal to 58 in Korangi.

The provincial averages, when compared to the national average, show that Punjab performs the best overall, followed by Sindh, Balochistan, and then KP.

4.3.3 Inclusion: Equity & Technology

The Inclusion domain achieves a national average of 58.67, performing better than all domains except Infrastructure & Access. Among the three parameters in this domain, gender parity contributes most positively to Inclusion scores. Meanwhile, scores for technology in education are lowest across the three parameters, with the indicator measuring internet connectivity in public schools scoring the lowest overall across this domain.

Highest Inclusion (Equity & Technology) Score: ICT, Federal, 86.54
Lowest Inclusion (Equity & Technology) Score: Lower Kohistan, KP, 35.00

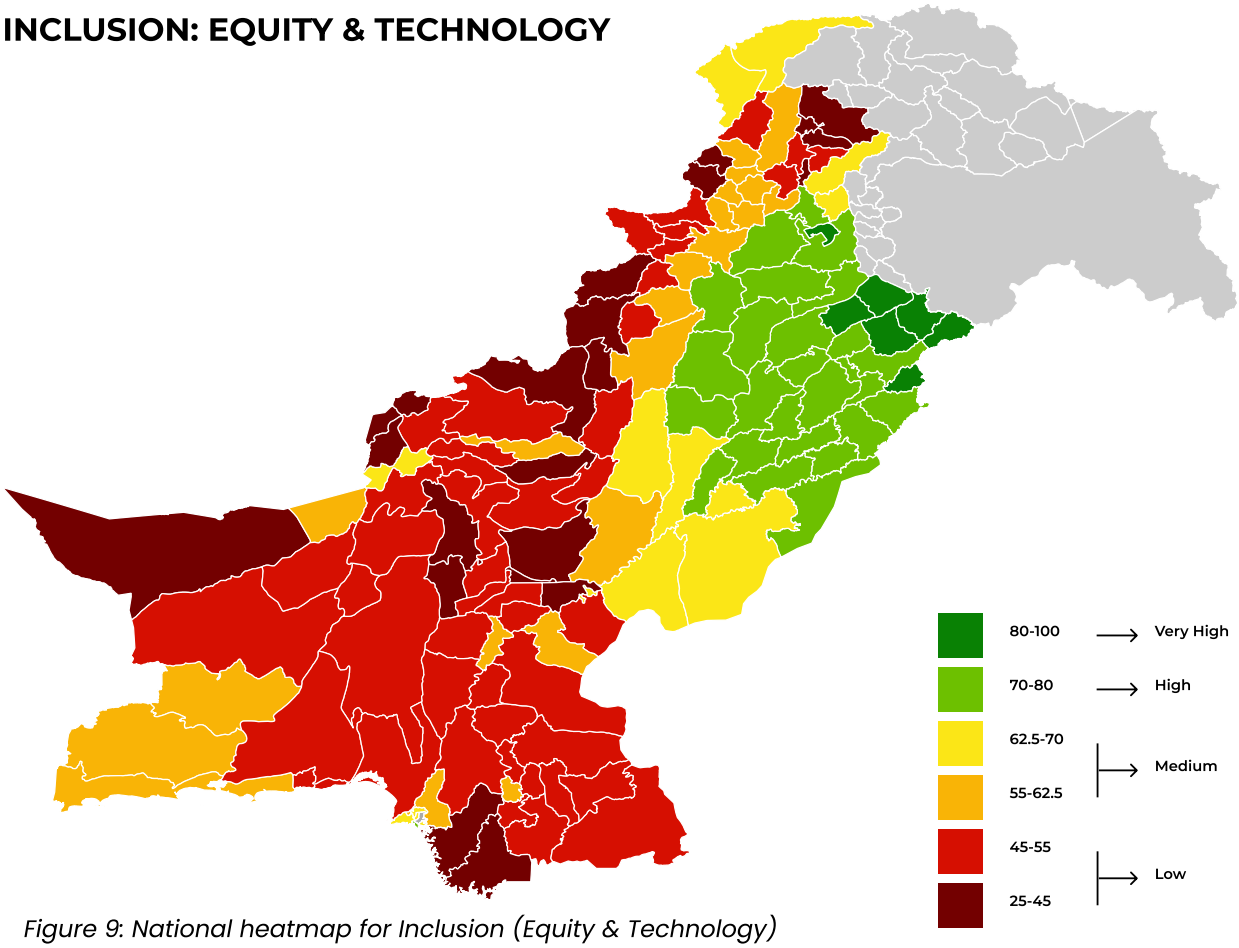

Figure 9: National heatmap for Inclusion (Equity & Technology)

The graph in Figure 10 illustrates the Inclusion (Equity & Technology) scores across various districts in Pakistan, categorized by province.

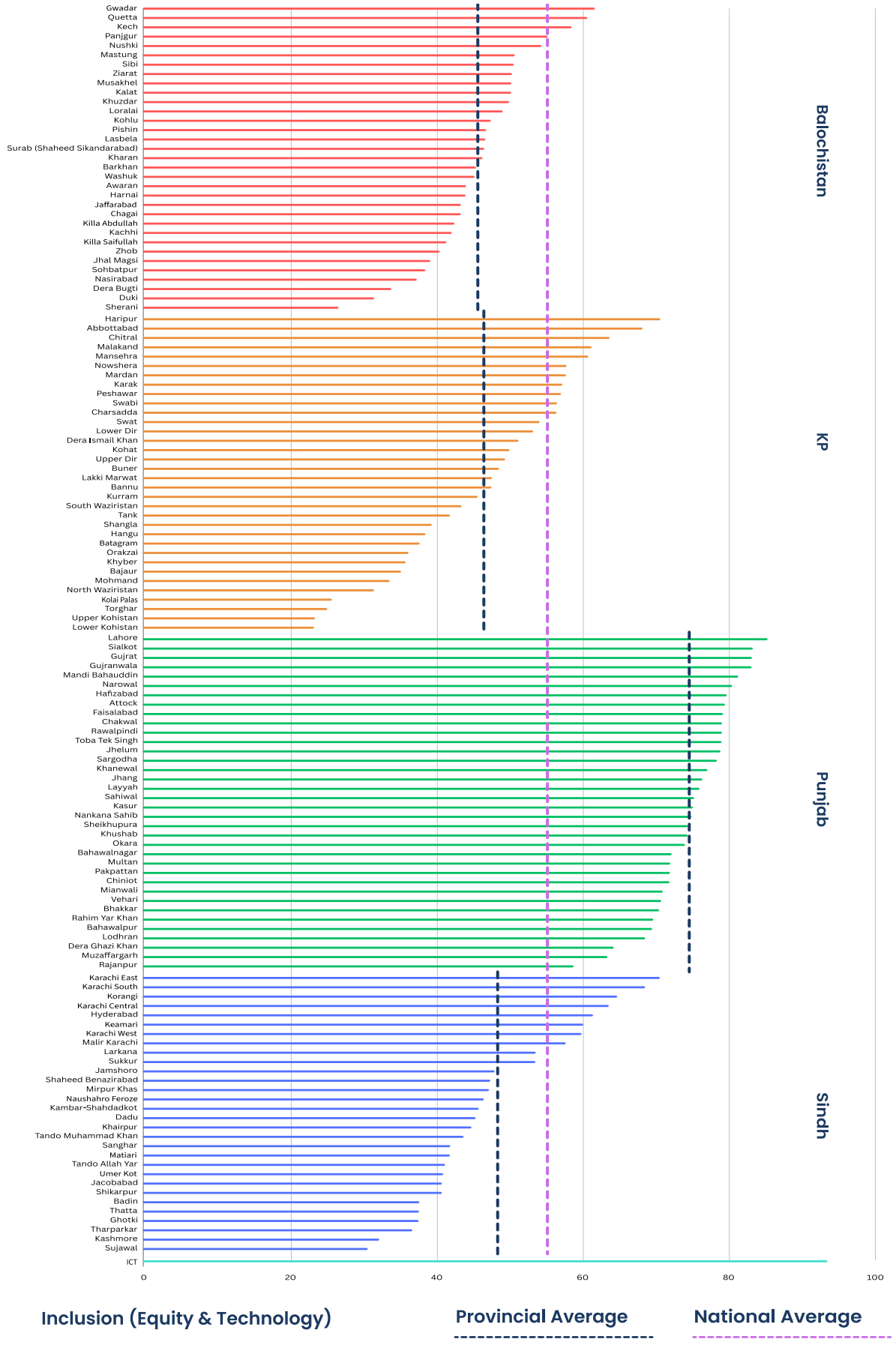

Figure 10: District scores for Inclusion (Equity & Technology)

Balochistan: The Inclusion (Equity & Technology) scores in Balochistan range from a high of 63 in Quetta to a low of 35 in Sherani. The provincial average for Balochistan is 51, which is significantly below the national average. This places Balochistan as the lowest-scored in terms of inclusion, highlighting a need for targeted interventions in the province.

KP: The Inclusion (Equity & Technology) scores vary widely in KP, with Haripur achieving the highest score at 70, and Lower Kohistan the lowest at 35. The provincial average of 53 is below the national average. KP shows the greatest disparity between the highest- and lowest-performing districts, suggesting both areas of excellence and zones requiring significant improvement within the province.

Punjab: Punjab exhibits a narrower range of scores on the Inclusion (Equity & Technology) domain compared to other provinces, with Lahore at the top scoring 85 and Rajanpur at the bottom with 60. The provincial average for Punjab is 75, which is well above the national average, and no districts fall below the national average, indicating relatively higher inclusion across the province.

Sindh: Sindh displays significant variation in Inclusion (Equity & Technology) scores, ranging from 75 in Karachi East, to 40 in Sujawal. The provincial average of 55 is below the national average.

Comparing the provincial averages to the national average shows that Punjab performs the best in Inclusion (Equity & Technology), followed by Sindh, KP, and then Balochistan.

4.3.4 Governance and Management

With an average score of 56.18, the Governance & Management domain highlights a need for massive improvement. High turnover at the Secretary layer brings down scores within this domain, while teacher availability emerges as a positive contributor.

Highest Governance & Management Score: Haripur, KP, 70.90
Lowest Governance & Management Score: Sherani, Balochistan, 39.76

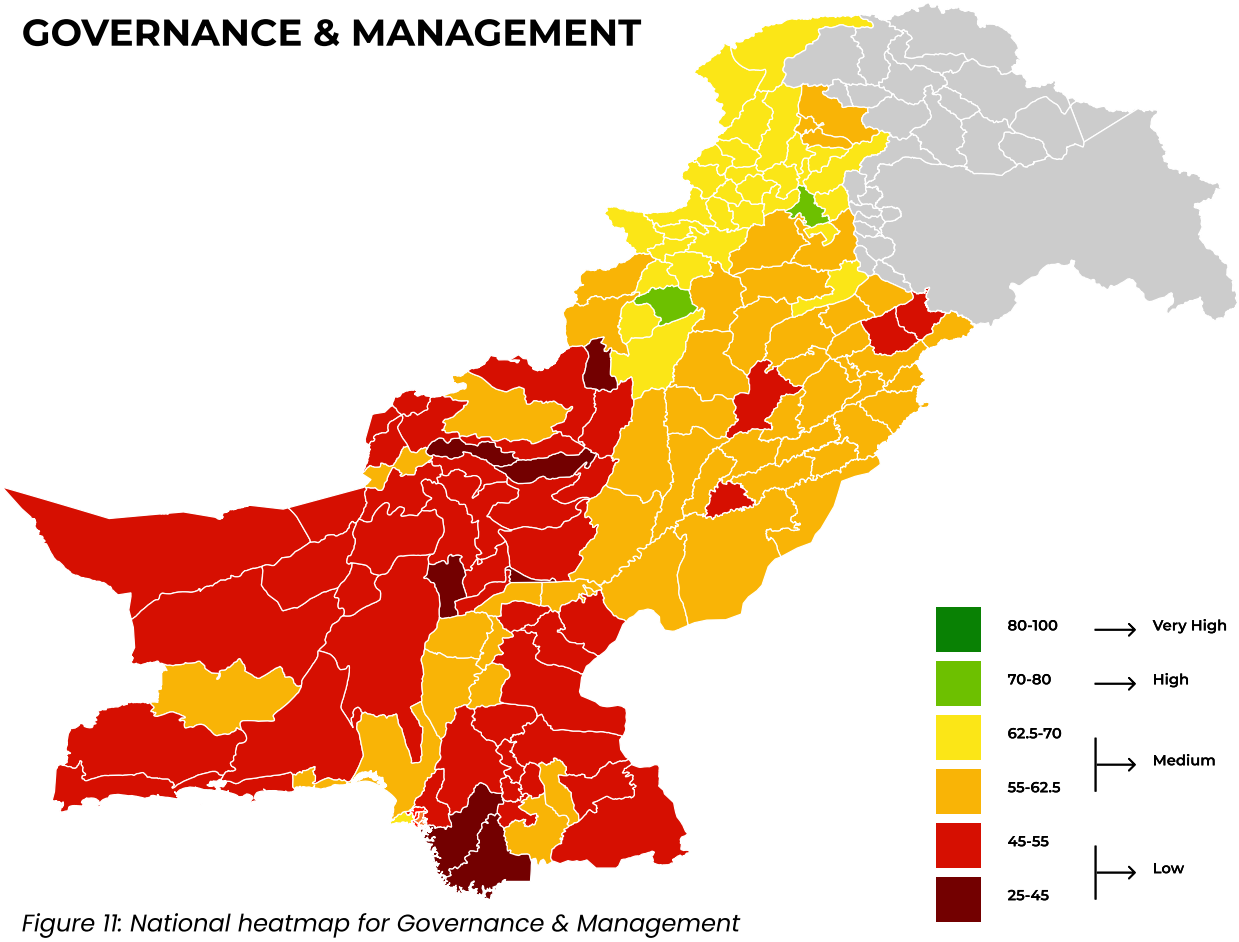

Figure 11: National heatmap for Governance & Management

The graph in Figure 12 illustrates Governance & Management performance across various districts in Pakistan, categorized by province.

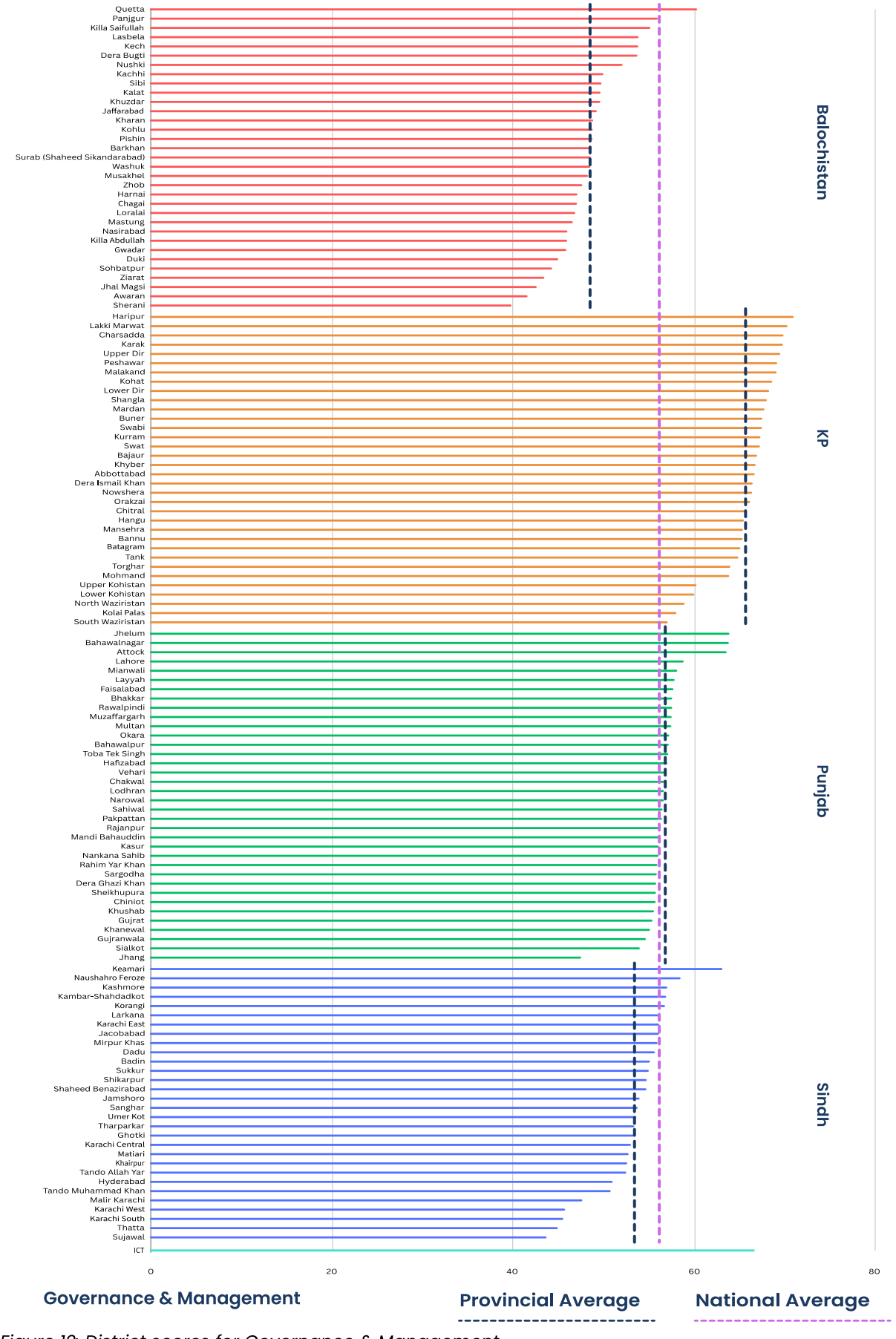

Figure 12: District scores for Governance & Management

Balochistan: The top-performing district in Balochistan is Quetta with a Governance & Management score of 60, while the lowest is Sherani with a score of 40. The provincial average is 49, which is 7 points below the national average. The province also exhibits the lowest average Governance & Management scores and the highest variability among its districts, indicating significant intra-provincial disparities in governance within the province.

KP: KP boasts the highest Governance & Management scores in the country, with a provincial average of 66, standing 10 points above the national average. The highest Governance & Management score is observed in Haripur (also the highest-performing district for this domain nationally) at 71, and the lowest in South Waziristan at 56. In fact, all 34 districts in KP meet or exceed the national average for Governance & Management.

Punjab: Punjab has moderate Governance & Management scores, with a provincial average of 56, matching the national average. Jhelum ranks the highest with a score of 64 and Jhang as the lowest with a score of 47.

Sindh: The provincial average for Sindh is 53, which is 3 points below the national average. The district with the highest Governance & Management score in Sindh is Keamari at 63, while the lowest-scored district is Sujawal at 44.

The provincial averages, when compared to the national average, show that KP performs the best overall, followed by Punjab, Sindh, and then Balochistan.

4.3.4 Governance and Management

The Public Financing domain achieves a score of 42.94, making this the lowest-scoring domain nationally. It also exhibits significant variance across districts, particularly in Sindh, where inter-district scores vary by up to 45 points. Education development spending per OOSC contributes significantly to the low scores within this domain and emerges as the lowest-scoring indicator across all those included in DEPIx. Contrastingly, the percentage of spending on primary and secondary education is among the three highest-scoring indicators overall and contributes positively to Public Financing scores.

Highest Public Financing Score: Karachi South, Sindh, 72.36
Lowest Public Financing Score: Lahore, Punjab, 27.44

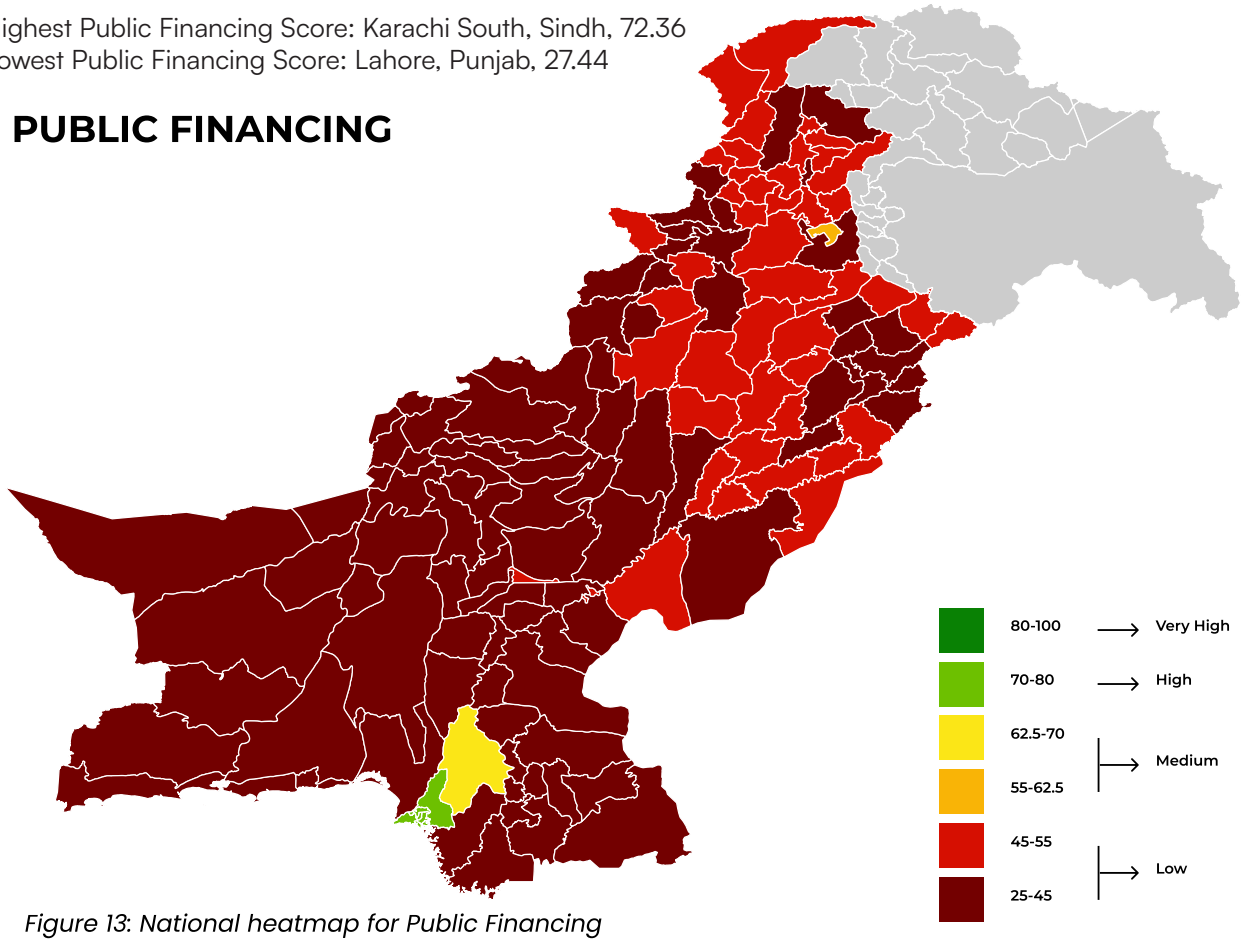

Figure 13: National heatmap for Public Financing

The graph in Figure 14 displays the Public Financing performance across various districts in Pakistan, categorized by province.

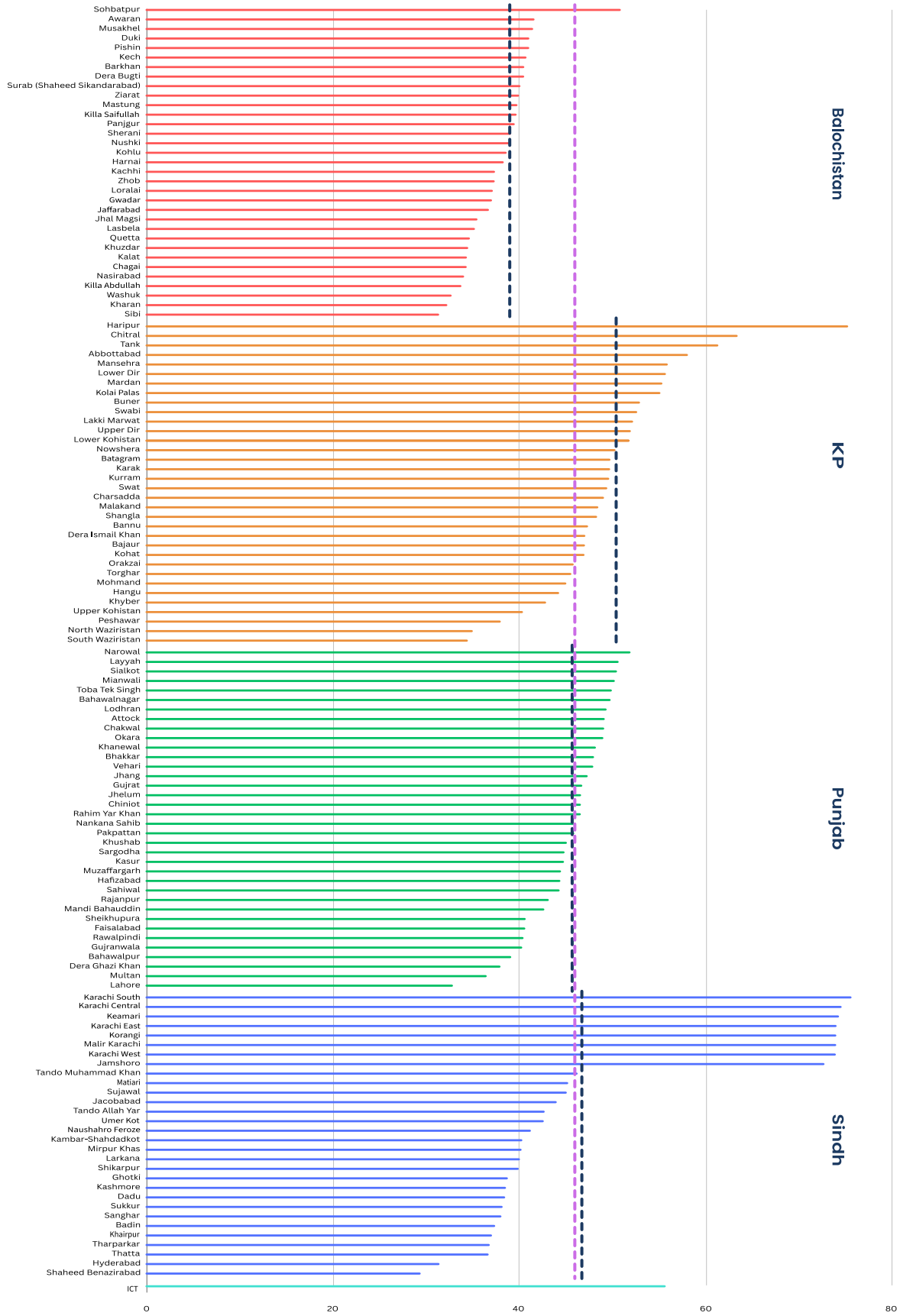

Figure 14: District scores for Public Financing

Balochistan: The Public Financing scores in Balochistan range from a high of 48 in Sohbatpur to a low of 28 in Sibi. The provincial average for Balochistan is 36, significantly below the national average of 43.

KP: Public Financing scores vary widely in KP, with Kolai Palas achieving the highest score of 55, and Peshawar the lowest at 31. The provincial average of 46 is above the national average.

Punjab: Punjab exhibits a narrower range of Public Financing scores, with Narowal at the top scoring 49 and Lahore at the bottom with 27. The provincial average for Punjab is 44, which is marginally higher than the national average. While most districts in Punjab hover around the national and provincial averages, some such as Lahore (27) and Multan (36) exhibit significantly lower scores.

Sindh: Sindh displays significant variation in Public Financing scores, from a high of 72 in Karachi South, to a low of 27 in Shaheed Benazirabad. While the provincial average is 47 (4 points above the national average), the province shows the greatest disparity between its highest- and lowest-scored districts within this domain.

The provincial averages, when compared to the national average, show that Sindh performs the best overall, followed by KP, Punjab, and then Balochistan.

4.4 Intra-Provincial Trends

Provincial trends provide an overview of educational outcomes across Pakistan, with a detailed analysis of the highest- and lowest-ranked scored in Balochistan, Khyber Pakhtunkhwa, Punjab, and Sindh. The disparities in performance are linked to factors such as infrastructure, government spending, geographical location, and socio-economic conditions, highlighting the challenges and opportunities for each province.

4.4.1 Balochistan

The tables below show the intra-provincial variations in DEPIx scores within Balochistan, with the highest- and lowest-scoring 5 districts showcased.

Balochistan: Highest-scored Districts			
District	**Overall Score**	**Provincial Rank**	**National Rank**
Gwadar	53.36	1	67
Quetta	53.27	2	68
Kech	52.50	3	73
Nushki	51.10	4	78
Loralai	48.43	5	86

Table 17: Highest-scored 5 districts in Balochistan

Balochistan: Lowest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
Kachhi	42.34	29	126
Chagai	42.29	30	127
Washuk	41.27	31	131
Nasirabad	40.39	32	133
Sherani	35.41	33	134

Table 18: Lowest-scored 5 districts in Balochistan

Balochistan's districts have the lowest overall DEPIx scores, with no representation in the national top 10, and 6 of the bottom 10 districts located in the province. Even the highest-scoring districts within Balochistan, Gwadar and Quetta, rank 67th and 68th nationally.

4.4.2 Khyber Pakhtunkhwa

The tables below show the intra-provincial variations in DEPIx scores within KP, with the 5 highest and lowest-scoring districts showcased.

KP: Highest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
Haripur	67.30	1	4
Chitral	65.41	2	9
Abbottabad	64.99	3	11
Mansehra	62.73	4	25
Malakand	62.02	5	27

Table 19: Highest-scored 5 districts in KP

KP: Lowest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
North Waziristan	45.81	30	110
South Waziristan	44.55	31	113
Lower Kohistan	43.16	32	121
Upper Kohistan	42.11	33	128
Kolai Palas	41.28	34	129

Table 20: Lowest scored 5 districts in KP

The 5 highest and lowest-scored districts of KP show the greatest disparity in outcomes across all provinces. Remarkably, KP is home to 2 of the highest 10, and 2 of the lowest-10 scoring districts in the country.

4.4.3 Punjab

The tables below show the intra-provincial variations in DEPIx scores within Punjab, with the 5 highest and lowest-scoring districts showcased.

Punjab: Highest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
Jhelum	68.74	1	2
Chakwal	68.18	2	3
Rawalpindi	66.38	3	5
Sialkot	66.11	4	6
Attock	65.74	5	7

Table 21: Highest-scored 5 districts in Punjab

Punjab: Lowest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
Bahawalpur	56.81	32	51
Rahim Yar Khan	54.72	33	60
Muzaffargarh	54.46	34	61
Dera Ghazi Khan	53.88	35	65
Rajanpur	50.51	36	80

Table 22: Lowest-scored 5 districts in Punjab

With 6 of the top 10 districts nationally, and even its lowest-performing district ranking at 80 out of 134, Punjab fares better than the other provinces overall. The province also exhibits the second-lowest intra-provincial variation in its DEPIx scores, with only an 18.23-point difference between its highest- and lowest-scoring districts.

4.4.4 Sindh

The tables below show the intra-provincial variations in DEPIx scores within Sindh, with the 5 highest and lowest-scoring districts showcased.

Sindh: Highest-scored Districts			
District	Overall Score	Provincial Rank	National Rank
Karachi East	64.14	1	14
Karachi Central	64.03	2	15
Korangi	63.05	3	20
Karachi South	62.59	4	26
Keamari	59.55	5	40

Table 23: Highest-scored 5 districts in Sindh

Sindh: Lowest-scored Districts			
District	**Overall Score**	**Provincial Rank**	**National Rank**
Shikarpur	46.30	26	106
Tando Muhammad Khan	46.23	27	108
Kashmore	43.77	28	116
Thatta	41.28	29	130
Sujawal	40.60	30	132

Table 24: Lowest-scored 5 districts in Sindh

Sindh shows the second-highest variation in its rankings, as its highest-scoring district ranks 14th nationally, while its lowest-scoring district ranks 132nd out of 134 districts. Considering Sindh's overall weak performance in the index, intra-provincial variations are particularly concerning and highlight the urgent need for interventions in the education sector.

CORRELATIONS

5 Correlations

This section explores the linkages between outcome domains (Infrastructure & Access, Learning, and Inclusion) and input domains (Governance & Management, and Public Financing). Note: the analysis presented below does not cover causal relationships and is only depictive of trends as observed through DEPIx scores.

5.1 Governance & Management and Education Outcomes

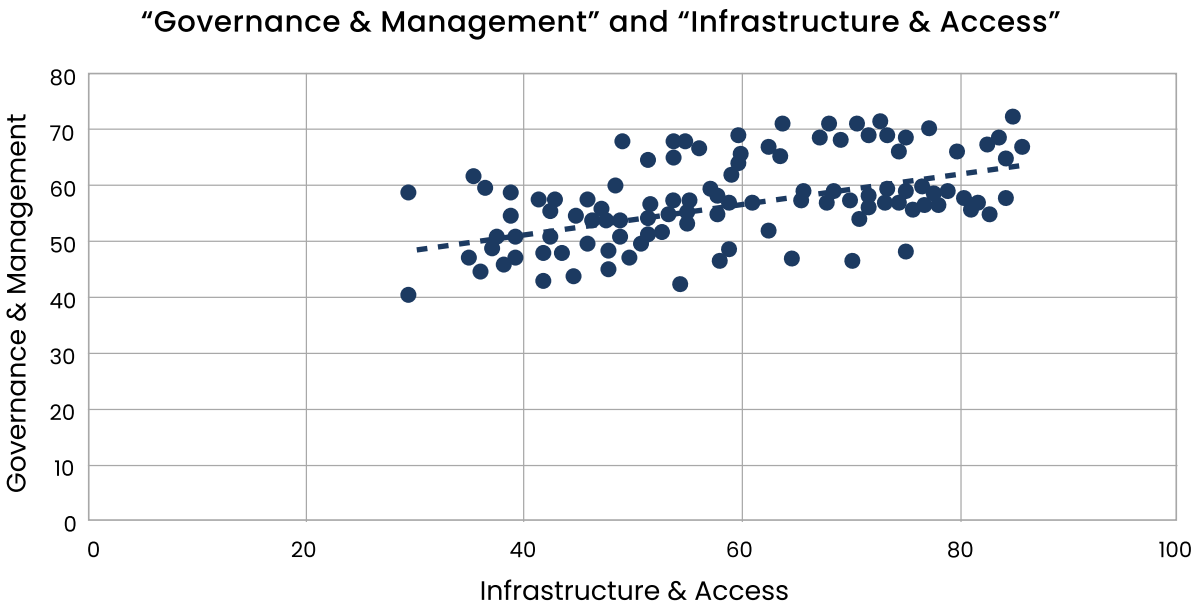

Figure 15: District scores on Infrastructure & Access mapped against Governance & Management

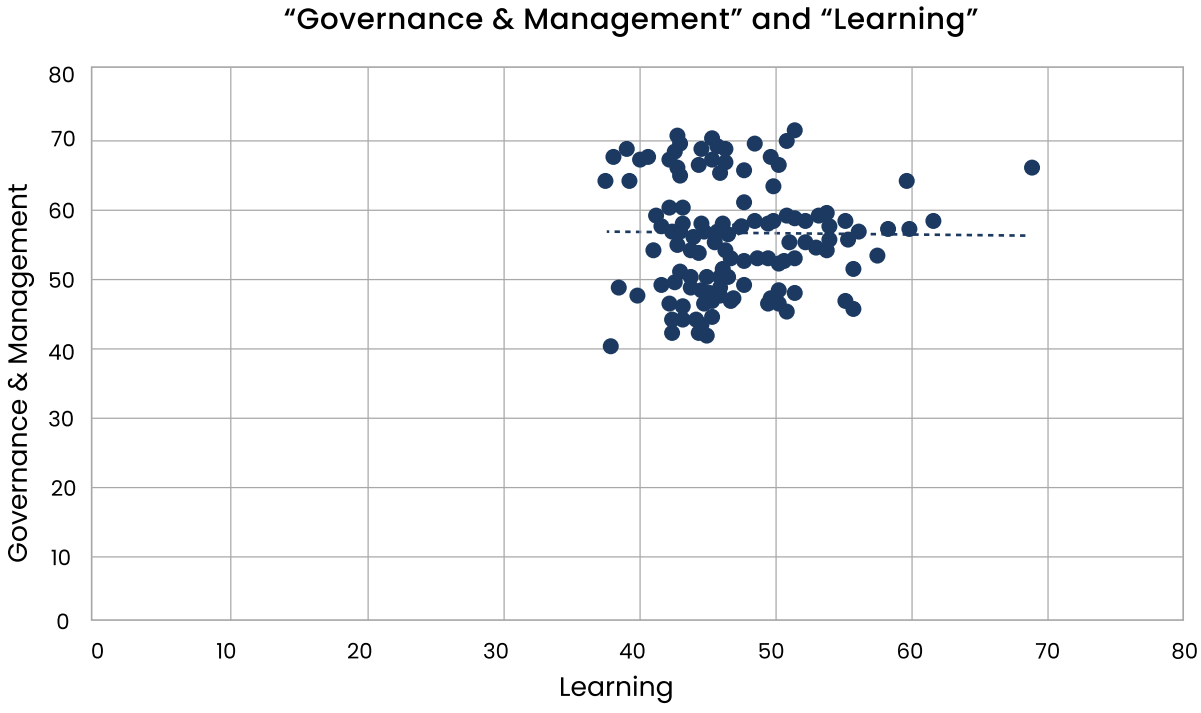

Figure 16: District scores on Learning mapped against Governance & Management

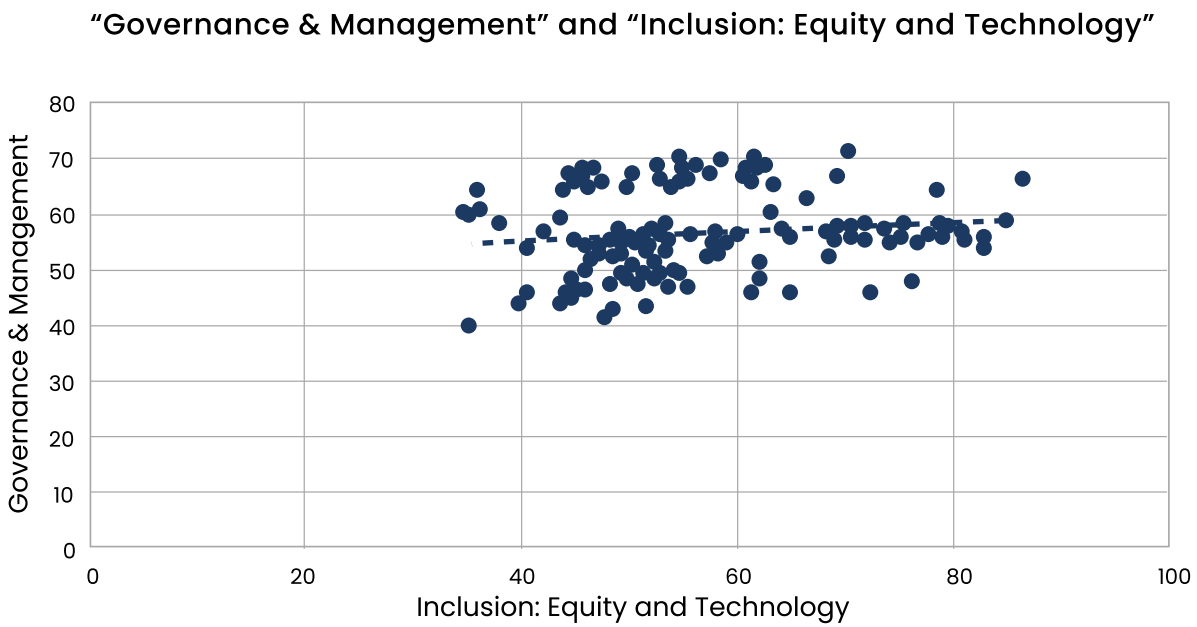

Figure 17: : District scores on Inclusion (Equity & Technology) mapped against Governance & Management

Among the three outcome domains, Infrastructure & Access shows the strongest positive relationship with Governance & Management. Districts with higher Governance & Management scores tend to have better Infrastructure & Access scores, and there is a clear clustering of districts with high scores in both areas. This indicates the importance of robust governance structures in ensuring that resources are utilized efficiently, and that education infrastructure and services are adequately provided. However, even when they have higher Governance & Management scores, several districts show low scores in the Learning domain. This suggests that governance, while essential for access, may not directly translate into improved learning outcomes across the board, as the data points are widely dispersed and the trendline is almost flat. Scores for the Inclusion (Equity & Technology) domain do not show a clear pattern in relation to Governance & Management. Higher levels of Governance & Management do not necessarily relate to improved Inclusion outcomes, suggesting that governance alone is not a strong determinant of inclusion in this context.

5.2 Public Financing and Education Outcomes

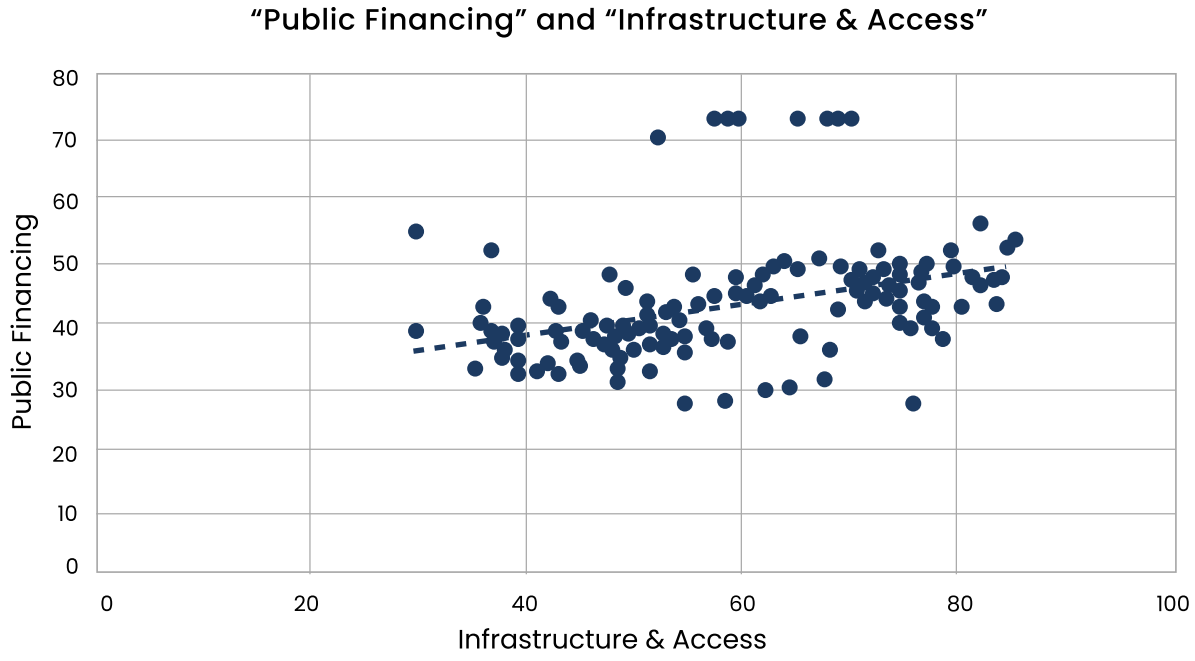

Figure 18: District scores on Infrastructure & Access mapped against Public Financing

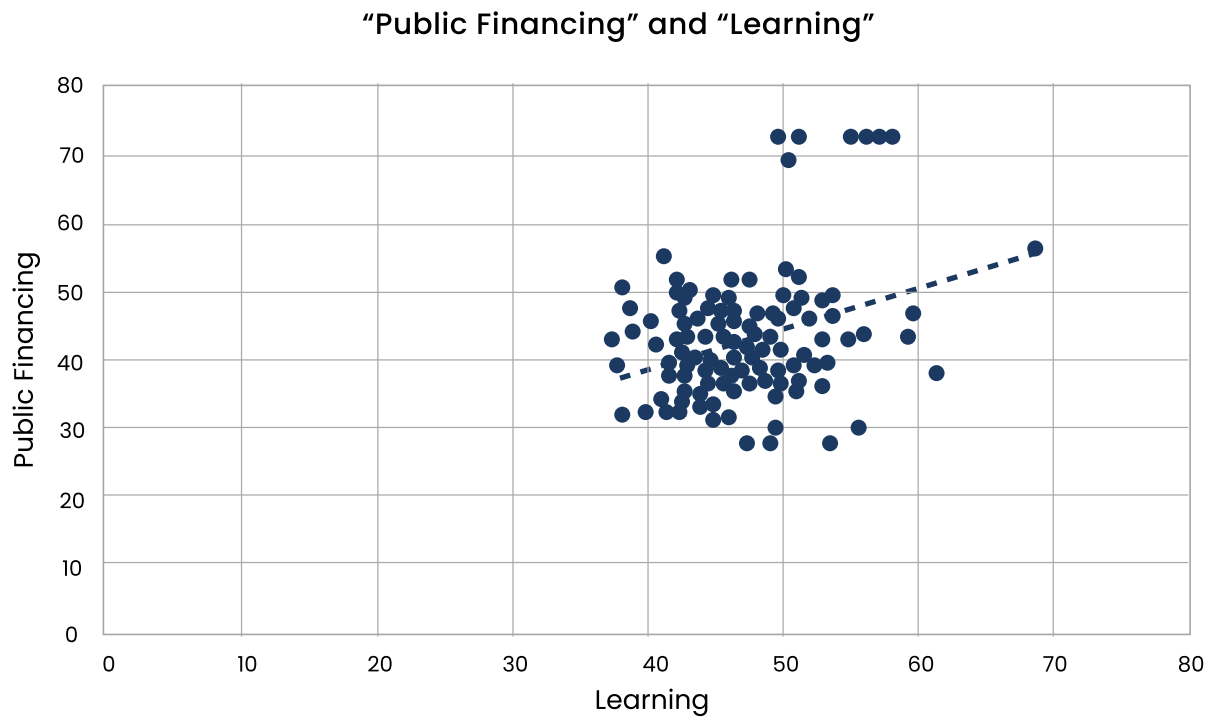

Figure 19: District scores on Learning mapped against Public Financing

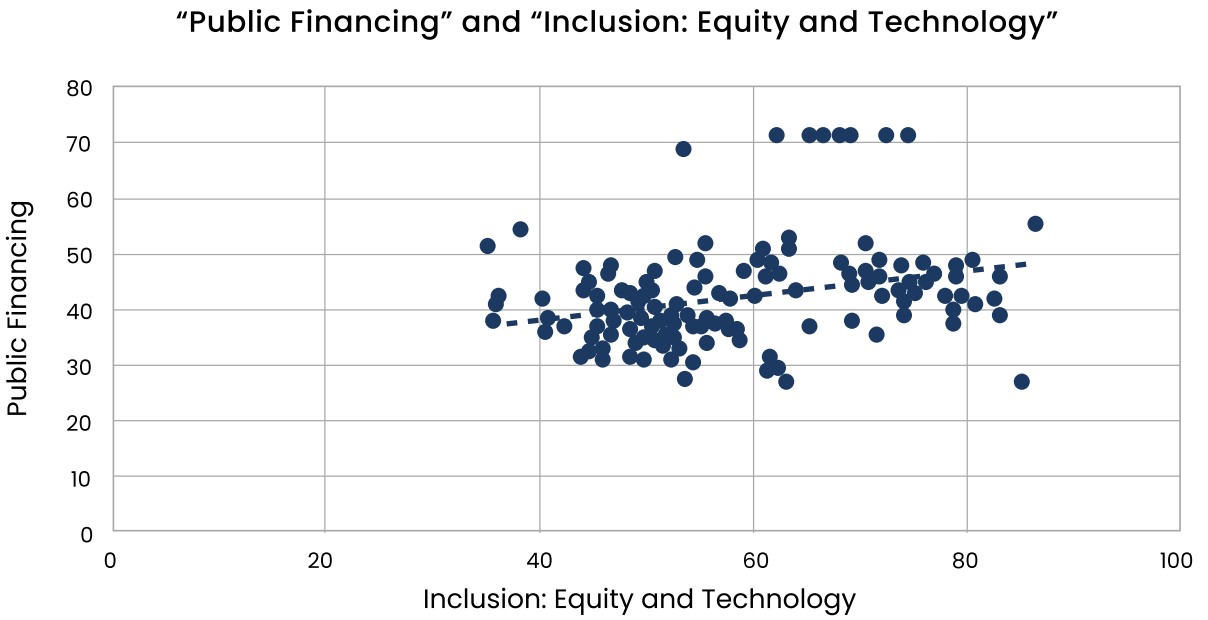

Figure 20: District scores on Inclusion (Equity & Technology) mapped against Public Financing

The relationship between Public Financing and Infrastructure & Access is positive but more complex compared to the one between Governance & Management and Infrastructure & Access. Some districts with higher Public Financing still show low Infrastructure & Access scores, while others with moderate Public Financing achieve better Infrastructure & Access results, indicating that financing alone may not be a reliable predictor of access in the absence of support from strong governance structures. Similarly, the connection between Public Financing and Learning scores is nuanced. While there is a notable cluster of districts with both high Public Financing and high Learning scores, some districts with increased financial resources still exhibit low learning levels. This suggests that, although financing is necessary, it is not solely sufficient to ensure improved educational performance, highlighting the need for effective financial management and allocation within the sector. As with Governance & Management, higher levels of Public Financing do not consistently lead to better Inclusion outcomes, demonstrating that financial investment alone cannot drive inclusion.

POLICY INSIGHTS AND WAY FORWARD

6 Policy Insights and Way Forward

6.1 Policy Insights and Lessons

The findings of DEPIx yield several important lessons and actionable insights that should inform and shape future education policy and practice in Pakistan. These recommendations are aimed at addressing both the systemic issues and localized challenges within the education sector. Key insights and recommendations are as follows:

6.1.1 Prioritizing Reading and Numeracy Skills

Improving reading and numeracy skills must be the top priority in the education policy agenda. These foundational skills are not only essential for enhancing the overall quality of education but are also crucial for addressing the persistent crisis of OOSC. Data from the 2023 Census indicates that 80% of OOSC have never attended school. This indicates, among other factors, a lack of parental confidence in the quality of education provided by public schools. Research further supports that parents' perception of education quality plays a pivotal role in their decision to enroll their children in public schools. Therefore, policies focusing solely on physical infrastructure improvements are unlikely to yield significant reductions in OOSC unless accompanied by substantial efforts to enhance the perceived and actual quality of education. In order to achieve this, a paradigm shift is needed—one that places the child and classroom experience at the center of education policy and practice.

6.1.2 Increased and Better-Targeted Public Financing

The DEPIx highlights the urgent need for both increased and strategically-targeted public financing in the education sector. While raising public spending on education to 4% of GDP is crucial, it is equally important to ensure that these funds are used efficiently and effectively. The Index reveals a critical insight: provinces with the highest public financing scores do not necessarily achieve the best education outcomes, particularly in learning. This suggests that simply increasing financial resources without addressing underlying inefficiencies will not lead to the desired improvements. Therefore, education policies must focus not just on increasing the budget but also on optimizing the allocation and utilization of existing resources to ensure maximum impact.

6.1.3 Enhancing Governance and Management

Effective governance and management are indispensable for optimizing the use of physical and human resources in education. Ensuring tenure security for education managers is essential to promote administrative continuity. Furthermore, equitable distribution of the education workforce across regions and levels of education needs to be ensured. Improved governance structures should also emphasize accountability, transparency, and a results-oriented approach, ensuring that every investment in education translates into tangible outcomes.

6.1.4 Reforming Assessment Systems

The report underscores the need for comprehensive reforms in assessment systems across the country. One of the most striking findings is that several of the lowest-ranked districts in terms of overall education performance actually report higher Matric examination pass rates compared to higher-ranked districts, particularly in Balochistan, Sindh, and Khyber Pakhtunkhwa. For example, nine of the ten lowest-ranked districts, including Nasirabad, Sujawal, and Washuk, outperform districts like Haripur and Jhelum in Matric pass rates, despite these latter districts being ranked second and fourth overall. These discrepancies allude to serious issues with the quality of assessments. Major reforms are needed to establish credible, fair, and rigorous assessment systems that accurately reflect students' learning outcomes.

6.1.5 Addressing Regional Inequities

The DEPIx reveals significant inter- and intra-provincial disparities in education performance, underscoring the need for geographically targeted and equitable public investment in education. Urban-rural disparities are particularly pronounced, with pockets of underperforming districts that require focused interventions. For example, there is a stark performance gap between Karachi-Hyderabad and the rest of Sindh. Similarly, in KP, regions like Kohistan, former-FATA areas, and southern districts need urgent prioritization, while in Balochistan, central and eastern districts demand immediate attention. Punjab's southern districts also require targeted policy measures to address their unique challenges. A one-size-fits-all approach will not suffice; instead, policies must be tailored to address the specific needs and contexts of these regions.

6.1.6 Improving the Education Data Regime

The report highlights critical gaps in the current education data regime and calls for significant improvements. Collecting district-level data on learning outcomes is essential to ensure informed decision-making. Additionally, there is a pressing need to develop an integrated education human resource management information system that includes real-time data on teacher recruitment, postings, and the tenures of education managers. Furthermore, existing data from censuses and surveys should be compiled and made accessible at both provincial and national constituency levels. This shift in focus from districts to electoral constituencies reflects the importance of constituencies as the primary units for resource allocation and public accountability. Providing data at this level will allow for better performance tracking and accountability.

6.1.7. Addressing Infrastructure Gaps in Public Schools

While Punjab and KP have made significant progress in improving basic school facilities, the report highlights that a large majority of schools in Balochistan and Sindh still lack essential allied facilities. This disparity underscores the urgent need for targeted investment and reform in these regions. Ensuring that all schools have access to basic facilities is a fundamental step toward providing equitable educational opportunities across the country.

6.1.8. Improving Access to Digital Resources in Schools

One of the most pressing challenges highlighted by DEPIx is the inadequate access to technology in public schools, which emerges as one of the weakest-performing indicators. In today's increasingly digital world, the importance of technology in education cannot be overstated. Enhancing access to digital tools in public schools is critical for multiple reasons. First, access to reliable internet and technology is essential for improving the efficiency of school operations. Second, integrating technology into the classroom is crucial for aligning teaching and learning processes with the demands of the knowledge economy. As the global economy becomes increasingly driven by technology, it is imperative that students develop digital literacy and skills from an early age. Access to technology enables teachers to incorporate a wider range of instructional materials, including multimedia presentations, interactive learning modules, and online resources, thereby enriching the learning experience and catering to diverse learning styles. Moreover, it also prepares students for future employment opportunities, where digital proficiency is often a basic requirement. By equipping students with the necessary technological skills, we not only improve their immediate educational outcomes but also enhance their long-term prospects in a rapidly evolving job market.

These lessons and recommendations, drawn from the DEPIx findings, provide a comprehensive roadmap for policymakers to address the most pressing challenges in Pakistan's education system. By focusing on these key areas, the government can ensure that every child in Pakistan has access to quality education, laying the foundation for the country's long-term socio-economic development.

6.2 Leveraging DEPIx for Improving Education Service Delivery: A Path Forward

DEPIx data can be leveraged to enhance various aspects of the education system. This section discusses how the information in the index can be utilized to support evidence-based planning, enhance data management, improve public accountability, and encourage healthy competition among provinces. By focusing on these aspects, DEPIx can be a valuable tool to drive educational improvements and ensure effective policies.

Data-Driven Planning: DEPIx provides a detailed analysis of district-level education performance across various domains and indicators, offering valuable insights into localized challenges. This tool enables decision-makers at both district and provincial levels to diagnose specific issues and implement targeted solutions. DEPIx also establishes a performance baseline, allowing for the setting of realistic goals and tracking progress over time. By facilitating comparisons across districts and provinces, DEPIx promotes the diffusion of successful practices, encouraging the adoption of effective strategies in similar contexts. Federal and provincial programs can be better aligned to address the unique needs of specific districts, optimizing resource allocation and intervention strategies.

Public Accountability: DEPIx serves as a powerful tool for public accountability, providing a transparent measure of education service delivery. District scorecards, when made available to stakeholders—including political leaders and the public—can drive discussions around underperforming areas, fostering a culture of accountability. Regular reporting on district performance can also help establish trends and create a framework for performance-based incentives, aligning the goals of local leadership with improved service delivery. Additionally, DEPIx can be used to engage parents and communities, helping them understand performance benchmarks and empowering them to support local solutions that enhance education outcomes.

Healthy Competition among Provinces and Districts: Healthy competition among provinces and districts can be a powerful motivator for improving education outcomes. DEPIx allows for district-level performance comparisons, enabling provincial governments to identify and replicate successful strategies. This competition can drive innovation, as provinces strive to outperform each other. Publishing case studies of high-performing districts can showcase successful interventions, encouraging others to adopt similar strategies. Regular inter-provincial conferences can also facilitate the sharing of insights and best practices, fostering a spirit of collaboration and friendly competition.

DEPIx 2.0 — Towards Continuous Improvement: The launch of DEPIx marks a significant step forward in improving education outcomes across Pakistan. However, there is room for refining the index's design. A time-series analysis could provide deeper insights by tracking changes in scores over the past decade, allowing for the identification of successful strategies in high-performing districts that could be applied to low-performing areas. The current DEPIx design was shaped by the availability and quality of existing data. Moving forward, an ideal set of indicators should be established to better assess Pakistan's education performance at both national and sub-national levels. This will require improved data sourcing and sharing protocols between federal and provincial agencies, enriching the DEPIx design and streamlining its implementation.

DEPIx will become a continuous, annual publication of the Planning Commission of Pakistan, monitoring and tracking education performance across the country. This regular reporting will inform federal and provincial planning exercises, including budgeting, allocations, and evaluations, ensuring that education reforms are data-driven and outcome-focused.

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ANNEXURES

8 Annexures

Annex 1: Dropped Indicators

The following variables were part of the design iterations of DEPIx but had to be dropped due to a lack of standardized data availability across all provinces. In the subsequent versions of the DEPIx, it is recommended that these indicators are added to enforce greater accountability, transparency, and an improved data regime.

Serial No.	Domain	Parameter	Indicator	Numerator	Denominator	Reason for Removal
1	Governance & Management	Tenure of Public Officials	Average Tenure of DEO	36 months	Number of people appointed to DEO positions in the past 3 years	Lack of consistent data availability for denominator
2	Governance & Management	Teacher Availability	Percentage of schools with head teacher or principal at primary level	Number of schools with a head teacher/principal at primary level	Total number of schools at primary level	Lack of consistent data availability for numerator
3	Governance & Management	Teacher Availability	Percentage of schools with head teacher or principal at middle level	Number of schools with a head teacher/principal at middle level	Total number of schools at middle level	Lack of consistent data availability for numerator
4	Governance & Management	Teacher Availability	Percentage of schools with head teacher or principal at high level	Number of schools with a head teacher/principal at high level	Total number of schools at high level	Lack of consistent data availability for numerator
5	Governance & Management	Teacher Availability	Percentage of schools with head teacher or principal at higher secondary level	Number of schools with a head teacher/principal at higher secondary level	Total number of schools at higher secondary level	Lack of consistent data availability for numerator
6	Governance & Management	Teacher Availability	Percentage of filled teacher positions at primary level	Number of teacher positions filled at primary level	Number of teacher positions sanctioned at primary level	Lack of consistent data availability for denominator
7	Governance & Management	Teacher Availability	Percentage of filled teacher positions at middle level	Number of teacher positions filled at middle level	Number of teacher positions sanctioned at middle level	Lack of consistent data availability for denominator
8	Governance & Management	Teacher Availability	Percentage of filled teacher positions at high level	Number of teacher positions filled at high level	Number of teacher positions sanctioned at high level	Lack of consistent data availability for denominator
9	Governance & Management	Teacher Availability	Percentage of filled teacher positions at higher secondary level	Number of teacher positions filled at higher secondary level	Number of teacher positions sanctioned at a higher secondary level	Lack of consistent data availability for denominator
10	Public Financing	Public Financing	Non-salary budget spent per student	Total non-salary budget spent by district	Total number of students enrolled in the government schools in the district	Lack of consistent data availability for numerator
11	Inclusion: Equity & Technology	Gender Parity	Proportion of UCs with at least 1 government girls' secondary school to boys' secondary schools	Number of union councils with at least 1 government girls' secondary school	Number of union councils with at least 1 government boys' secondary school	Lack of consistent data availability for both numerator and denominator
12	Inclusion: Equity & Technology	Technology in Education	Percentage of households with a mobile phone	Total population of households with a mobile phone	Total population of households	Lack of recent data availability for numerator
13	Inclusion: Equity & Technology	Technology in Education	Percentage of households with internet connectivity	Total population of households with internet connectivity	Total population of households	Lack of recent data availability for numerator

Annex 2: Membership of the Technical Advisory Committee (TAC)

Name	Designation	Organization/Area
Rafiullah Kakar	Member, Social Sector & Devolution	Planning Commission of Pakistan
Mumtaz Ali Shaikh	Chief Education	Technical Advisory Committee (MoPDSI)
Dr. Asma Hyder	Dean School of Economics	Institute of Business Administration
Attique ur Rehman	Consultant	World Bank
Baela Raza Jamil	CEO	Idara-e-Taleem-o-Aagahi
Faateh ud Din Ahmad	United Nations Children's Fund	Data and Analytics Specialist, Planning, Monitoring and Data Section
Dr. Faisal Bari	Dean School of Education	Lahore University of Management Sciences
Freya Perry	Education Research Advisor	Foreign, Commonwealth & Development Office
Irfan Ahmed Awan	Managing Director	Sindh Public Service Commission
Izza Farrakh	Senior Education Specialist	World Bank
Maha Rehman	Chairperson and Chief Evaluator	Policy Lab
Dr. Monazza Aslam	Managing Director	Oxford Pakistan Programme
Muhammad Jehangir Khan	Associate Professor	Pakistan Institute of Development Economics
Dr. Shahid Soroya	Director General	Pakistan Institute of Education
Salman Naveed Khan	CEO	Pak Alliance for Maths and Science
Ali Kemal	Chief SDGs	Ministry of Planning, Development & Special Initiatives
Zulfiqar Ali Shaikh	Sector Specialist - Education	Ministry of Planning, Development & Special Initiatives
Dr. Naeem Uz Zafar	Chief Statistician	Pakistan Bureau of Statistics
Rabia Awan	Deputy Director General	Pakistan Bureau of Statistics
Dr. Ehtasham Anwar	Secretary Education	Punjab
Zahid Ali Abbasi	Secretary Education	Sindh
Masood Ahmad	Secretary Education	KP
Saleh Mohammad Nasar	Secretary Education	Balochistan

Annex 3: Normalization and Data Imputation

Data imputation and normalization techniques were employed to ensure the accuracy and comparability of the indicators across districts during the development of DEPIx. For instances where data was missing, data from adjacent districts with similar characteristics was used as a proxy for the absent information. This maintains consistency in the dataset, ensuring that all districts are represented in the final index.

For the normalization of indicators calculated as whole numbers, the highest value recorded across all districts was used as the benchmark. Each district's score was then divided by this maximum value to derive a normalized score. For example, if the maximum score among the districts was 10, and district X had a score of 5, its normalized score would be 0.5. This technique ensured that the scores were scaled appropriately, allowing for meaningful comparisons between districts. Indicators that were calculated as percentages were exempt from this normalization process, as their nature did not necessitate such adjustment.

Annex 4: Complete DEPIx Structure

Sr No.	Domain	Parameter	Indicator	Domain Weight (100)	Index Weight (100)	Numerator	Denominator	Source
1	Infrastructure & Access	Infrastructure and Allied Facilities	Number of public primary schools per 1000 children aged 5-9 years	4	1.2	Total number of public primary schools	Total children aged 5-9 in thousands	NEMIS 2022-23 and Population and Housing Census 2023
2	Infrastructure & Access	Infrastructure and Allied Facilities	Number of public middle schools per 1000 children aged 10-12 years	2	0.6	Total number of public primary schools	Total children aged 10-12 in thousands	NEMIS 2022-23 and Population and Housing Census 2023
3	Infrastructure & Access	Infrastructure and Allied Facilities	Number of public high schools per 1000 children aged 13-14 years	2	0.6	Total number of public high schools	Total children aged 13-14 in thousands	NEMIS 2022-23 and Population and Housing Census 2023
4	Infrastructure & Access	Infrastructure and Allied Facilities	Number of public higher secondary schools per 1000 children aged 15-16 years	2	0.6	Total number of public higher secondary schools	Total children aged 15-16 in thousands	NEMIS 2022-23 and Population and Housing Census 2023
5	Infrastructure & Access	Infrastructure and Allied Facilities	Percentage of public primary schools that achieve completeness of school facilities	4	1.2	Number of public primary schools that have the availability of all 5 basic facilities (electricity, water, toilet, boundary wall, and satisfactory building condition)	Total number of public primary schools	NEMIS 2022-23
6	Infrastructure & Access	Infrastructure and Allied Facilities	Percentage of public middle schools that achieve completeness of school facilities	2	0.6	Number of public middle schools that have the availability of all 5 facilities (electricity, water, toilet, boundary wall, and satisfactory building condition)	Total number of public middle schools	NEMIS 2022-23
7	Infrastructure & Access	Infrastructure and Allied Facilities	Percentage of public high schools that achieve completeness of school facilities	2	0.6	Number of public high schools that have the availability of all 5 facilities (electricity, water, toilet, boundary wall, and satisfactory building condition)	Total number of public high schools	NEMIS 2022-23
8	Infrastructure & Access	Infrastructure and Allied Facilities	Percentage of public higher secondary schools that achieve completeness of school facilities	2	0.6	Number of public higher secondary schools that have the availability of all 5 facilities (electricity, water, toilet, boundary wall, and satisfactory building condition)	Total number of public higher secondary schools	NEMIS 2022-23
10	Infrastructure & Access	Student Attendance	Average annual attendance percentage of all students in public schools	5	1.5	Sum of average students' attendance for all months when the schools are active in a year	Total number of months when schools are active in a year	Provincial monitoring systems
11	Infrastructure & Access	Transition	Primary to middle transition rate in public schools	12.5	3.75	Total number of public-school students enrolled in grade 6 in the current year	Total number of public-school students enrolled in grade 5 in the previous year	NEMIS 2022-23 and 2021-22
12	Infrastructure & Access	Transition	Middle to high transition rate in public schools	12.5	3.75	Total number of public-school students enrolled in grade 9 in the current year	Total number of public-school students enrolled in grade 8 in the previous year	NEMIS 2022-23 and 2021-22
			Total	100.00	30.00			

Sr No.	Domain	Parameter	Indicator	Domain Weight (100)	Index Weight (100)	Numerator	Denominator	Source
13	Learning	Grade 3 Proficiency	Percentage of Grade 3 students who can read/comprehend sentences in English	5	1.5	Total number of Grade 3 students in ASER sample who can read/ comprehend sentences in English	Total number of Grade 3 students in ASER sample who were tested for English	ITA (ASER)
14	Learning	Grade 3 Proficiency	Percentage of Grade 3 students who can read/comprehend a story in Urdu/Sindhi/ Pashto	5	1.5	Total number of Grade 3 students in ASER sample who can read/ comprehend a story in Urdu/Sindhi/Pashto	Total number of Grade 3 students in ASER sample who were tested for Urdu/ Sindhi/ Pashto	ITA (ASER)
15	Learning	Grade 3 Proficiency	Percentage of Grade 3 students who can do 2-digit division	10	3	Total number of Grade 3 students in ASER sample who can do 2-digit division	Total number of Grade 3 students in ASER sample who were tested for numeracy	ITA (ASER)
16	Learning	Grade 4 Proficiency	Mean score of Grade 4 students in English	5	1.5	Average percentage of students score in English at provincial level	N/A	NAT 2023
17	Learning	Grade 4 Proficiency	Mean score of Grade 4 students in Urdu	5	1.5	Average percentage of students score in Urdu/ Sindhi at provincial level	N/A	NAT 2023
18	Learning	Grade 4 Proficiency	Mean score of Grade 4 students in Math	10	3	Average percentage of students score in Math at provincial level	N/A	NAT 2023
19	Learning	Passing Rate in Matric Examinations	Percentage of students who passed Matric examinations regardless of age	30	9	Total number of students who passed Matric examinations	Total number of students who registered for Matric examinations	Provincial Departments
20	Learning	Adult Literacy	Percentage of population of people aged 10 and above with basic literacy skills	30	9	Total population of people aged 10 and above with basic literacy skills	Total population of people aged 10 and above	Population and Housing Census 2023
			Total	100.00	30.00			
21	Inclusion: Equity & Technology	Gender Parity	Ratio of girls' GER to boys' GER in public schools	12.5	1.88	GER of girls in public schools	GER of boys in public schools	NEMIS 2022-23 and Population and Housing Census 2023
22	Inclusion: Equity & Technology	Gender Parity	Ratio of girls' to boys' primary transition rate	12.5	1.88	Percentage of girls who transition from grade 5 to grade 6	Percentage of boys who transition from grade 5 to grade 6	NEMIS 2021-22 and 2022-23
23	Inclusion: Equity & Technology	Gender Parity	Ratio of girls to boys passing Matric examinations	12.5	1.88	Percentage of girls who passed Matric examinations	Percentage of boys who passed Matric examinations	Provincial Departments
24	Inclusion: Equity & Technology	Gender Parity	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	12.5	1.88	Female rural literacy rate (aged 10 and above)	Male rural literacy rate (aged 10 and above)	Population and Housing Census 2023
25	Inclusion: Equity & Technology	School Inclusiveness for Differently-Abled Students	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	25	3.75	Total number of children with difficulty in basic functionality enrolled in school	Total number of children with difficulty with basic functionality	Population and Housing Census 2023
26	Inclusion: Equity & Technology	Technology in Education	Percentage of public schools with internet connectivity	12.5	1.88	Total number of public schools with internet connectivity	Total number of public schools	NEMIS 2022-23
27	Inclusion: Equity & Technology	Technology in Education	Percentage of public high schools with computer labs	12.5	1.88	Total number of public high schools with labs	Total number of public high schools	NEMIS 2022-23
			Total	100.00	15.00			

Sr No.	Domain	Parameter	Indicator	Domain Weight (100)	Index Weight (100)	Numerator	Denominator	Source
28	Governance & Management	Administrative Continuity	Average tenure of Education Secretary in a province	40	6	36 months	Number of people who were appointed as Education Secretary in the past 3 years	Services and General Administration Department
29	Governance & Management	Teacher Availability	Percentage of filled teacher positions in public schools	30	4.5	Total number of teacher positions filled in public schools	Total number of teacher positions sanctioned in public schools	NEMIS 2022-23 and provincial monitoring systems
30	Governance & Management	Teacher Availability	Percentage of single-teacher public primary schools	15	2.25	Total single-teacher public primary schools	Total public primary schools	NEMIS 2022-23
31	Governance & Management	Teacher Availability	Average annual attendance percentage of all teachers in public schools	15	2.25	Sum of average teachers' attendance for all months when the schools are active in a year	Total number of months when schools are active in a year	Provincial monitoring systems
			Total	100.00	15.00			
32	Public Financing	Public Financing	Percentage of education budget in the total budget	50	5	Total amount of budget spent on education	Total amount of budget spent	PIFRA 2020-21, 2021-22, and 2022-23
33	Public Financing	Public Financing	Education development budget spent in the district per OOSC student	25	2.5	Total amount of development education budget spent	Total number of OOSC	PIFRA 2020-21, 2021-22, and 2022-23
34	Public Financing	Public Financing	Percentage of budget spending on primary and secondary education in a province	25	2.5	Total provincial expenditure on public primary and secondary schools	Total provincial education budget	PIFRA 2020-21, 2021-22, and 2022-23
			Total	100.00	10.00			

Annex 5: DEPIx Outputs - Detailed Index Results

Infrastructure and Access

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
ICT	0.05	0.14	0.23	0.54	0.88	0.90	0.95	0.98	0.85	0.73	1.00	1.00
Awaran	0.68	0.76	1.00	0.75	0.00	0.00	0.00	0.00	0.48	0.58	0.62	0.93
Barkhan	1.00	0.75	0.53	0.83	0.01	0.00	0.04	0.00	0.42	0.46	0.55	0.74
Chagai	0.35	0.52	0.39	0.73	0.00	0.03	0.08	0.13	0.33	0.55	0.63	0.83
Dera Bugti	0.32	0.46	0.56	0.38	0.02	0.00	0.05	0.00	0.28	0.41	0.53	1.00
Duki	0.82	0.60	0.42	0.26	0.01	0.04	0.00	0.00	0.29	0.49	0.48	0.72
Gwadar	0.37	0.64	0.51	0.30	0.01	0.13	0.30	0.25	0.66	0.61	0.91	0.88
Harnai	0.48	0.79	0.65	0.65	0.04	0.00	0.11	0.00	0.30	0.68	0.63	0.85
Jaffarabad	0.34	0.36	0.26	0.13	0.02	0.06	0.15	0.00	0.36	0.48	0.63	0.54
Jhal Magsi	0.49	0.67	0.52	0.24	0.03	0.03	0.08	0.50	0.34	0.23	0.68	0.75
Kachhi	0.35	0.28	0.29	0.22	0.01	0.16	0.16	0.20	0.23	0.52	0.70	0.85
Kalat	0.44	0.54	0.69	0.27	0.01	0.05	0.07	0.33	0.49	0.56	0.68	0.78
Kech	0.27	0.40	0.43	0.35	0.02	0.02	0.18	0.19	0.56	0.72	0.81	0.92
Kharan	0.29	0.66	0.38	0.73	0.00	0.00	0.13	0.13	0.38	0.61	0.50	0.75
Khuzdar	0.27	0.34	0.25	0.21	0.01	0.03	0.07	0.00	0.35	0.52	0.56	0.77

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Killa Abdullah (inc. Chaman)	0.24	0.26	0.24	0.12	0.02	0.04	0.04	0.25	0.30	0.58	0.59	0.89
Killa Saifullah	0.58	0.56	0.45	0.21	0.03	0.02	0.03	0.00	0.37	0.59	0.66	0.85
Kohlu	0.62	0.65	0.44	0.49	0.00	0.04	0.00	0.00	0.29	0.42	0.53	0.86
Lasbela	0.37	0.47	0.26	0.35	0.01	0.04	0.05	0.11	0.43	0.58	0.58	0.73
Loralai	0.51	0.60	0.44	0.18	0.03	0.13	0.26	0.00	0.51	0.49	0.55	0.68
Mastung	0.43	0.70	0.53	0.24	0.00	0.02	0.22	0.33	0.47	0.44	0.67	0.82
Musakhel	0.58	0.69	0.52	0.43	0.00	0.00	0.09	0.67	0.49	0.51	0.48	0.73
Nasirabad	0.36	0.33	0.28	0.23	0.01	0.02	0.00	0.00	0.27	0.30	0.60	0.79
Nushki	0.39	1.00	0.79	0.64	0.00	0.02	0.06	0.40	0.55	0.65	0.59	0.56
Panjgur	0.39	0.50	0.41	0.29	0.01	0.04	0.26	0.29	0.37	0.52	0.62	0.73
Pishin	0.42	0.63	0.37	0.06	0.01	0.06	0.12	0.50	0.41	0.58	0.58	0.82
Quetta	0.09	0.20	0.22	0.16	0.05	0.08	0.35	0.40	0.63	0.49	0.82	0.91
Sherani	0.40	0.32	0.24	0.12	0.00	0.00	0.00	0.00	0.22	0.31	0.52	0.61
Sibi	0.42	0.74	0.75	0.35	0.03	0.05	0.19	0.00	0.37	0.43	0.83	0.93
Sohbatpur	0.60	0.87	0.52	0.96	0.01	0.02	0.07	0.25	0.45	0.30	0.57	0.72

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Surab (Shaheed Sikandarabad)	0.27	0.37	0.27	0.37	0.00	0.00	0.00	0.00	0.31	0.54	0.41	0.87
Washuk	0.21	0.30	0.30	0.39	0.00	0.00	0.00	0.00	0.28	0.79	0.58	0.91
Zhob	0.34	0.41	0.35	0.62	0.01	0.03	0.07	0.00	0.46	0.50	0.66	1.00
Ziarat	0.47	0.68	0.65	0.42	0.00	0.00	0.04	0.00	0.38	0.61	0.61	0.78
Abbottabad	0.56	0.62	0.42	0.77	0.59	0.67	0.74	0.51	0.88	0.83	0.92	0.93
Bajaur	0.17	0.34	0.16	0.15	0.22	0.23	0.43	0.71	0.37	0.72	0.93	0.83
Bannu	0.49	0.60	0.48	0.75	0.41	0.68	0.69	0.84	0.52	0.70	0.84	0.87
Batagram	0.54	0.34	0.37	0.37	0.53	0.62	0.80	0.88	0.55	0.79	0.72	0.91
Buner	0.29	0.43	0.34	0.96	0.52	0.74	0.69	0.71	0.64	0.82	0.85	0.78
Charsadda	0.25	0.25	0.29	0.47	0.64	0.89	0.56	0.58	0.71	0.80	0.99	0.84
Chitral	0.71	0.86	0.90	0.92	0.59	0.86	0.59	0.80	0.83	0.85	0.98	0.99
Dera Ismail Khan	0.34	0.53	0.36	0.65	0.48	0.66	0.48	0.51	0.55	0.67	0.86	0.86
Hangu	0.28	0.29	0.31	0.48	0.50	0.75	0.44	0.45	0.58	0.75	0.82	0.86
Haripur	0.46	0.56	0.51	1.00	0.66	0.82	0.71	0.46	0.86	0.87	1.00	0.98
Karak	0.47	0.51	0.49	0.62	0.47	0.74	0.35	0.61	0.72	0.75	0.82	0.78

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Khyber	0.21	0.28	0.18	0.13	0.37	0.39	0.36	0.83	0.49	0.68	0.78	0.79
Kohat	0.34	0.41	0.34	0.65	0.63	0.71	0.70	0.61	0.69	0.79	0.93	0.87
Kolai Palas	0.31	0.36	0.12	0.30	0.07	0.16	0.43	0.33	0.17	0.63	0.46	0.61
Kurram	0.26	0.48	0.42	0.24	0.31	0.40	0.60	0.71	0.46	0.75	0.83	0.84
Lakki Marwat	0.43	0.51	0.43	0.45	0.37	0.60	0.57	0.71	0.57	0.78	0.86	0.84
Lower Dir	0.33	0.37	0.35	0.89	0.48	0.66	0.62	0.57	0.73	0.85	0.93	0.84
Lower Kohistan	0.32	0.38	0.18	0.25	0.08	0.23	0.08	0.33	0.21	0.71	0.72	0.75
Malakand	0.33	0.35	0.39	0.62	0.63	0.90	0.66	0.42	0.79	0.79	0.98	0.86
Mansehra	0.51	0.49	0.37	0.71	0.58	0.67	0.77	0.79	0.80	0.87	0.96	0.94
Mardan	0.26	0.28	0.28	0.85	0.62	0.87	0.70	0.67	0.73	0.81	0.94	0.88
Mohmand	0.37	0.57	0.37	0.19	0.20	0.23	0.44	0.50	0.38	0.67	0.91	0.86
North Waziristan	0.47	0.65	0.36	0.04	0.35	0.38	0.60	1.00	0.33	0.56	0.64	0.97
Nowshera	0.23	0.25	0.27	0.83	0.66	0.83	0.57	0.62	0.74	0.78	0.99	0.85
Orakzai	0.49	0.87	0.40	0.31	0.25	0.18	0.30	0.20	0.47	0.75	0.90	0.84
Peshawar	0.12	0.17	0.15	0.30	0.70	0.83	0.68	0.80	0.65	0.71	0.97	0.82

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Shangla	0.27	0.35	0.28	0.33	0.45	0.73	0.75	0.73	0.48	0.80	0.87	0.94
South Waziristan	0.30	0.46	0.21	0.06	0.04	0.04	0.08	0.00	0.34	0.59	0.63	0.83
Swabi	0.28	0.31	0.30	0.74	0.59	0.83	0.65	0.67	0.75	0.80	0.96	0.87
Swat	0.23	0.21	0.18	0.51	0.49	0.72	0.66	0.82	0.67	0.85	0.89	0.88
Tank	0.48	0.82	0.50	0.29	0.38	0.44	0.51	0.80	0.51	0.65	0.82	0.85
Torghar	0.42	0.57	0.21	0.40	0.40	0.74	0.78	0.67	0.45	0.83	0.64	0.74
Upper Dir	0.30	0.30	0.29	0.65	0.22	0.37	0.49	0.27	0.64	0.84	0.82	0.82
Upper Kohistan	0.31	0.28	0.19	0.00	0.09	0.26	0.33	0.00	0.21	0.70	0.70	0.76
Attock	0.26	0.46	0.58	0.31	0.83	0.84	0.90	0.95	0.82	0.89	0.99	0.91
Bahawalnagar	0.25	0.41	0.30	0.14	0.70	0.78	0.72	0.78	0.68	0.89	0.68	1.00
Bahawalpur	0.18	0.28	0.23	0.19	0.67	0.68	0.73	0.79	0.62	0.91	0.69	1.00
Bhakkar	0.29	0.53	0.35	0.19	0.76	0.82	0.73	0.58	0.71	0.85	0.84	0.95
Chakwal	0.29	0.57	0.91	0.47	0.81	0.87	0.82	0.80	0.85	0.89	0.91	0.98
Chiniot	0.19	0.32	0.24	0.13	0.85	0.82	0.77	0.71	0.72	0.89	0.76	0.89
Dera Ghazi Khan	0.18	0.22	0.20	0.14	0.62	0.63	0.62	0.71	0.53	0.86	0.67	0.92

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Faisalabad	0.09	0.25	0.30	0.22	0.79	0.80	0.77	0.88	0.80	0.88	0.89	0.97
Gujranwala	0.11	0.23	0.25	0.10	0.70	0.69	0.62	0.60	0.80	0.89	0.93	0.91
Gujrat	0.20	0.30	0.50	0.26	0.82	0.88	0.75	0.78	0.85	0.88	0.93	0.88
Hafizabad	0.28	0.41	0.27	0.30	0.76	0.77	0.74	0.86	0.78	0.93	0.90	1.00
Jhang	0.09	0.17	0.29	0.11	0.80	0.85	0.86	1.00	0.73	0.87	1.00	0.92
Jhelum	0.65	0.65	0.77	0.46	0.78	0.84	0.80	1.00	0.87	0.91	0.72	0.96
Kasur	0.14	0.24	0.28	0.10	0.82	0.86	0.73	0.87	0.76	0.88	0.81	0.84
Khanewal	0.12	0.48	0.34	0.26	0.73	0.78	0.63	0.71	0.72	0.90	0.82	0.86
Khushab	0.31	0.39	0.52	0.29	0.81	0.72	0.71	0.71	0.78	0.90	0.86	1.00
Lahore	0.03	0.08	0.15	0.07	0.76	0.84	0.85	0.68	0.79	0.85	0.94	0.99
Layyah	0.30	0.53	0.40	0.13	0.78	0.79	0.62	0.60	0.76	0.88	0.83	0.93
Lodhran	0.15	0.33	0.27	0.21	0.78	0.76	0.71	0.71	0.63	0.88	0.68	0.91
Mandi Bahauddin	0.18	0.31	0.49	0.26	0.86	0.95	0.77	0.81	0.77	0.91	0.89	0.94
Mianwali	0.33	0.45	0.43	0.23	0.79	0.82	0.79	1.00	0.73	0.89	0.88	0.87
Multan	0.11	0.17	0.19	0.17	0.80	0.79	0.67	0.75	0.69	0.91	0.70	0.93

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
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District	Normalized Score											
Muzaffargarh	0.16	0.16	0.16	0.09	0.75	0.72	0.61	0.56	0.56	0.89	0.54	0.84
Nankana Sahib	0.20	0.38	0.33	0.16	0.81	0.81	0.68	0.67	0.77	0.91	0.85	0.92
Narowal	0.28	0.36	0.45	0.30	0.76	0.83	0.71	0.86	0.86	0.89	0.80	0.92
Okara	0.17	0.33	0.36	0.12	0.77	0.84	0.74	0.57	0.73	0.89	0.80	0.84
Pakpattan	0.16	0.32	0.28	0.15	0.84	0.88	0.82	0.91	0.71	0.87	0.77	0.86
Rahim Yar Khan	0.21	0.26	0.27	0.12	0.67	0.66	0.65	0.58	0.54	0.90	0.74	0.91
Rajanpur	0.18	0.14	0.17	0.16	0.57	0.61	0.50	0.38	0.44	0.87	0.64	1.00
Rawalpindi	0.13	0.21	0.39	0.24	0.67	0.69	0.68	0.71	0.84	0.86	0.94	0.92
Sahiwal	0.14	0.37	0.47	0.37	0.70	0.78	0.67	0.89	0.73	0.89	0.90	0.91
Sargodha	0.18	0.34	0.46	0.29	0.73	0.74	0.67	0.58	0.81	0.91	0.89	0.95
Sheikhupura	0.15	0.26	0.20	0.12	0.82	0.81	0.70	0.94	0.77	0.87	0.85	0.94
Sialkot	0.19	0.28	0.33	0.21	0.80	0.82	0.84	0.91	0.87	0.91	0.89	1.00
Toba Tek Singh	0.18	0.48	0.50	0.20	0.79	0.91	0.82	0.76	0.79	0.86	0.87	0.91
Vehari	0.17	0.35	0.32	0.21	0.82	0.84	0.80	0.88	0.68	0.92	0.78	0.91
Badin	0.54	0.27	0.14	0.37	0.03	0.04	0.19	0.17	0.39	0.57	0.64	1.00

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Dadu	0.40	0.22	0.21	0.28	0.07	0.11	0.15	0.05	0.53	0.34	0.59	1.00
Ghotki	0.38	0.33	0.07	0.29	0.05	0.12	0.17	0.05	0.44	0.45	0.47	1.00
Hyderabad	0.18	0.17	0.17	0.22	0.24	0.42	0.49	0.67	0.67	0.42	0.68	1.00
Jacobabad	0.40	0.22	0.16	0.31	0.05	0.05	0.05	0.07	0.38	0.22	0.51	1.00
Jamshoro	0.28	0.20	0.19	0.22	0.07	0.17	0.20	0.11	0.51	0.40	0.72	1.00
Kambar Shahdadkot	0.37	0.21	0.15	0.27	0.05	0.07	0.20	0.00	0.45	0.48	0.53	0.91
Karachi Central	0.03	0.05	0.15	0.07	0.34	0.43	0.39	0.56	0.77	0.47	1.00	1.00
Karachi East	0.02	0.02	0.08	0.04	0.31	0.47	0.51	0.33	0.73	0.48	1.00	1.00
Karachi South	0.02	0.05	0.13	0.04	0.47	0.35	0.30	0.67	0.74	0.56	1.00	1.00
Karachi West	0.03	0.03	0.04	0.02	0.13	0.35	0.38	0.00	0.61	0.47	0.83	1.00
Kashmore	0.37	0.21	0.15	0.36	0.04	0.05	0.05	0.00	0.30	0.31	0.53	1.00
Keamari	0.04	0.06	0.08	0.06	0.18	0.15	0.21	0.60	0.58	0.48	0.99	1.00
Khairpur Mirs	0.46	0.35	0.23	0.39	0.04	0.08	0.18	0.11	0.56	0.46	0.60	1.00
Korangi	0.02	0.03	0.12	0.04	0.35	0.41	0.32	0.20	0.68	0.51	1.00	1.00
Larkana	0.26	0.19	0.18	0.30	0.18	0.30	0.40	0.38	0.55	0.46	0.57	1.00

Sr No	1	2	3	4	5	6	7	8	9	10	11	12
Indicator	Number of public primary schools per 1000 children aged 5-9 years	Number of public middle schools per 1000 children aged 10-12 years	Number of public high schools per 1000 children aged 13-14 years	Number of public higher secondary schools per 1000 children aged 15-16 years	Percentage of public primary schools that achieve schools' facilities completeness	Percentage of public middle schools that achieve schools' facilities completeness	Percentage of public high schools that achieve schools' facilities completeness	Percentage of public higher secondary schools that achieve schools' facilities completeness	Percentage of OOSC of the total population	Average annual attendance percentage of all students in public schools	Primary to middle transition rate in public schools	Middle to high transition rate in public schools
District	Normalized Score											
Malir Karachi	0.11	0.15	0.11	0.12	0.16	0.23	0.30	0.10	0.58	0.54	0.90	1.00
Mirpur Khas	0.50	0.32	0.24	0.34	0.07	0.11	0.20	0.05	0.49	0.44	0.63	1.00
Matiari	0.44	0.22	0.27	0.23	0.12	0.13	0.19	0.43	0.50	0.44	0.64	0.90
Naushahro Feroze	0.50	0.48	0.14	0.49	0.04	0.07	0.11	0.16	0.61	0.47	0.62	0.92
Sanghar	0.48	0.22	0.12	0.35	0.05	0.10	0.05	0.07	0.43	0.46	0.60	1.00
Shaheed Benazirabad	0.55	0.40	0.26	0.28	0.10	0.18	0.31	0.28	0.55	0.49	0.58	0.94
Shikarpur	0.30	0.22	0.18	0.26	0.09	0.05	0.19	0.21	0.37	0.46	0.54	0.92
Sujawal	0.60	0.17	0.11	0.28	0.02	0.06	0.12	0.38	0.25	0.39	0.41	0.96
Sukkur	0.26	0.26	0.20	0.30	0.11	0.26	0.30	0.17	0.54	0.40	0.58	1.00
Tando Allah Yar	0.32	0.29	0.17	0.32	0.13	0.14	0.29	0.40	0.41	0.46	0.72	1.00
Tando Muhammad Khan	0.54	0.23	0.31	0.12	0.03	0.06	0.13	0.00	0.38	0.49	0.56	0.86
Tharparkar	0.78	0.68	0.16	0.13	0.02	0.03	0.09	0.00	0.39	0.52	0.78	0.92
Thatta	0.40	0.15	0.18	0.25	0.02	0.06	0.11	0.20	0.24	0.36	0.64	1.00
Umer Kot	0.71	0.47	0.27	0.39	0.03	0.05	0.14	0.27	0.45	0.52	0.67	0.95

Learning

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
ICT	0.43	0.59	0.39	0.43	0.59	0.39	0.86	0.84
Awaran	0.12	0.09	0.05	0.25	0.34	0.19	0.92	0.36
Barkhan	0.20	0.16	0.12	0.25	0.34	0.19	0.89	0.34
Chagai	0.09	0.03	0.03	0.25	0.34	0.19	0.81	0.33
Dera Bugti	0.27	0.11	0.16	0.25	0.34	0.19	0.95	0.24
Duki	0.31	0.26	0.26	0.25	0.34	0.19	0.91	0.44
Gwadar	0.41	0.42	0.11	0.25	0.34	0.19	0.82	0.50
Harnai	0.10	0.03	0.04	0.25	0.34	0.19	0.92	0.40
Jaffarabad	0.08	0.03	0.03	0.25	0.34	0.19	0.93	0.36
Jhal Magsi	0.11	0.06	0.04	0.25	0.34	0.19	0.92	0.30
Kachhi	0.08	0.04	0.10	0.25	0.34	0.19	0.92	0.30
Kalat	0.13	0.07	0.09	0.25	0.34	0.19	0.88	0.40
Kech	0.27	0.16	0.09	0.25	0.34	0.19	0.87	0.50
Kharan	0.07	0.04	0.04	0.25	0.34	0.19	0.91	0.41
Khuzdar	0.11	0.03	0.04	0.25	0.34	0.19	0.88	0.39
Killa Abdullah (inc. Chaman)	0.15	0.08	0.04	0.25	0.34	0.19	0.90	0.38
Killa Saifullah	0.11	0.06	0.06	0.25	0.34	0.19	0.90	0.33
Kohlu	0.20	0.14	0.11	0.25	0.34	0.19	0.85	0.29
Lasbela	0.10	0.02	0.04	0.25	0.34	0.19	0.82	0.36
Loralai	0.34	0.30	0.29	0.25	0.34	0.19	0.87	0.43
Mastung	0.08	0.05	0.04	0.25	0.34	0.19	0.91	0.46
Musakhel	0.12	0.19	0.04	0.25	0.34	0.19	0.88	0.37
Nasirabad	0.02	0.01	0.03	0.25	0.34	0.19	0.95	0.29
Nushki	0.14	0.15	0.07	0.25	0.34	0.19	0.87	0.57

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
Panjgur	0.44	0.14	0.07	0.25	0.34	0.19	0.90	0.42
Pishin	0.15	0.10	0.05	0.25	0.34	0.19	0.87	0.51
Quetta	0.10	0.21	0.02	0.25	0.34	0.19	0.81	0.56
Sherani	0.24	0.29	0.13	0.25	0.34	0.19	0.73	0.24
Sibi	0.14	0.04	0.02	0.25	0.34	0.19	0.87	0.47
Sohbatpur	0.15	0.03	0.03	0.25	0.34	0.19	0.90	0.41
Surab (Shaheed Sikandarabad)	0.11	0.03	0.03	0.25	0.34	0.19	0.83	0.37
Washuk	0.14	0.08	0.02	0.25	0.34	0.19	0.86	0.22
Zhob	0.20	0.18	0.09	0.25	0.34	0.19	0.92	0.37
Ziarat	0.10	0.04	0.02	0.25	0.34	0.19	0.85	0.43
Abbottabad	0.18	0.19	0.15	0.21	0.30	0.19	0.62	0.77
Bajaur	0.12	0.16	0.25	0.21	0.30	0.19	0.81	0.26
Bannu	0.11	0.11	0.08	0.21	0.30	0.19	0.80	0.42
Batagram	0.12	0.12	0.12	0.21	0.30	0.19	0.91	0.39
Buner	0.23	0.15	0.19	0.21	0.30	0.19	0.57	0.44
Charsadda	0.11	0.18	0.07	0.21	0.30	0.19	0.76	0.54
Chitral	0.23	0.10	0.15	0.21	0.30	0.19	0.73	0.69
Dera Ismail Khan	0.15	0.08	0.09	0.21	0.30	0.19	0.80	0.47
Hangu	0.18	0.17	0.12	0.21	0.30	0.19	0.85	0.43
Haripur	0.23	0.23	0.25	0.21	0.30	0.19	0.66	0.75
Karak	0.12	0.07	0.11	0.21	0.30	0.19	0.83	0.65
Khyber	0.18	0.17	0.23	0.21	0.30	0.19	0.75	0.38
Kohat	0.10	0.08	0.08	0.21	0.30	0.19	0.73	0.59
Kolai Palas	0.34	0.30	0.30	0.21	0.30	0.19	0.84	0.19
Kurram	0.10	0.09	0.19	0.21	0.30	0.19	0.83	0.35

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
Lakki Marwat	0.11	0.09	0.10	0.21	0.30	0.19	0.74	0.48
Lower Dir	0.04	0.07	0.09	0.21	0.30	0.19	0.78	0.57
Lower Kohistan	0.34	0.30	0.30	0.21	0.30	0.19	0.84	0.22
Malakand	0.21	0.17	0.14	0.21	0.30	0.19	0.74	0.62
Mansehra	0.30	0.18	0.08	0.21	0.30	0.19	0.70	0.64
Mardan	0.22	0.15	0.16	0.21	0.30	0.19	0.68	0.56
Mohmand	0.12	0.14	0.13	0.21	0.30	0.19	0.76	0.31
North Waziristan	0.07	0.08	0.18	0.21	0.30	0.19	0.83	0.33
Nowshera	0.22	0.18	0.18	0.21	0.30	0.19	0.70	0.57
Orakzai	0.21	0.25	0.33	0.21	0.30	0.19	0.81	0.34
Peshawar	0.15	0.11	0.16	0.21	0.30	0.19	0.73	0.53
Shangla	0.18	0.12	0.13	0.21	0.30	0.19	0.72	0.34
South Waziristan	0.22	0.21	0.20	0.21	0.30	0.19	0.83	0.32
Swabi	0.12	0.11	0.13	0.21	0.30	0.19	0.61	0.58
Swat	0.23	0.10	0.11	0.21	0.30	0.19	0.64	0.48
Tank	0.11	0.05	0.08	0.21	0.30	0.19	0.83	0.41
Torghar	0.11	0.10	0.10	0.21	0.30	0.19	0.75	0.30
Upper Dir	0.16	0.08	0.16	0.21	0.30	0.19	0.73	0.47
Upper Kohistan	0.41	0.41	0.37	0.21	0.30	0.19	0.84	0.19
Attock	0.28	0.18	0.18	0.34	0.42	0.31	0.73	0.70
Bahawaln-agar	0.38	0.40	0.40	0.34	0.42	0.31	0.62	0.57
Bahawalpur	0.30	0.30	0.29	0.34	0.42	0.31	0.64	0.53
Bhakkar	0.18	0.21	0.12	0.34	0.42	0.31	0.85	0.56
Chakwal	0.27	0.25	0.18	0.34	0.42	0.31	0.84	0.78
Chiniot	0.17	0.18	0.14	0.34	0.42	0.31	0.64	0.55

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
Dera Ghazi Khan	0.38	0.40	0.35	0.34	0.42	0.31	0.64	0.47
Faisalabad	0.29	0.29	0.29	0.34	0.42	0.31	0.62	0.73
Gujranwala	0.39	0.34	0.12	0.34	0.42	0.31	0.60	0.77
Gujrat	0.23	0.23	0.21	0.34	0.42	0.31	0.59	0.81
Hafizabad	0.32	0.29	0.21	0.34	0.42	0.31	0.57	0.66
Jhang	0.25	0.32	0.16	0.34	0.42	0.31	0.70	0.59
Jhelum	0.22	0.22	0.25	0.34	0.42	0.31	0.79	0.81
Kasur	0.17	0.15	0.16	0.34	0.42	0.31	0.56	0.63
Khanewal	0.26	0.36	0.28	0.34	0.42	0.31	0.64	0.61
Khushab	0.24	0.22	0.25	0.34	0.42	0.31	0.83	0.63
Lahore	0.30	0.23	0.17	0.34	0.42	0.31	0.62	0.80
Layyah	0.30	0.32	0.27	0.34	0.42	0.31	0.67	0.62
Lodhran	0.19	0.23	0.21	0.34	0.42	0.31	0.65	0.52
Mandi Bahauddin	0.31	0.29	0.25	0.34	0.42	0.31	0.55	0.70
Mianwali	0.35	0.31	0.23	0.34	0.42	0.31	0.79	0.63
Multan	0.20	0.25	0.19	0.34	0.42	0.31	0.68	0.61
Muzaffar-garh	0.21	0.20	0.25	0.34	0.42	0.31	0.74	0.48
Nankana Sahib	0.23	0.19	0.19	0.34	0.42	0.31	0.61	0.63
Narowal	0.27	0.27	0.24	0.34	0.42	0.31	0.64	0.75
Okara	0.19	0.20	0.14	0.34	0.42	0.31	0.55	0.60
Pakpattan	0.33	0.32	0.23	0.34	0.42	0.31	0.57	0.57
Rahim Yar Khan	0.22	0.23	0.16	0.34	0.42	0.31	0.62	0.48
Rajanpur	0.27	0.31	0.31	0.34	0.42	0.31	0.63	0.36
Rawalpindi	0.56	0.43	0.23	0.34	0.42	0.31	0.75	0.83
Sahiwal	0.19	0.22	0.18	0.34	0.42	0.31	0.59	0.65

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
Sargodha	0.28	0.26	0.12	0.34	0.42	0.31	0.83	0.67
Sheikhupura	0.36	0.34	0.34	0.34	0.42	0.31	0.59	0.69
Sialkot	0.29	0.31	0.28	0.34	0.42	0.31	0.59	0.78
Toba Tek Singh	0.25	0.29	0.28	0.34	0.42	0.31	0.65	0.71
Vehari	0.30	0.29	0.28	0.34	0.42	0.31	0.69	0.59
Badin	0.02	0.01	0.04	0.28	0.36	0.24	0.96	0.37
Dadu	0.04	0.06	0.07	0.28	0.36	0.24	0.95	0.47
Ghotki	0.06	0.05	0.06	0.28	0.36	0.24	0.97	0.41
Hyderabad	0.07	0.07	0.08	0.28	0.36	0.24	0.95	0.67
Jacobabad	0.06	0.10	0.04	0.28	0.36	0.24	0.95	0.42
Jamshoro	0.09	0.06	0.06	0.28	0.36	0.24	0.96	0.50
Kambat Shahdadkot	0.07	0.12	0.05	0.28	0.36	0.24	0.90	0.40
Karachi Central	0.32	0.34	0.29	0.28	0.36	0.24	0.69	0.84
Karachi East	0.30	0.26	0.16	0.28	0.36	0.24	0.75	0.80
Karachi South	0.27	0.12	0.31	0.28	0.36	0.24	0.72	0.79
Karachi West	0.02	0.02	0.06	0.28	0.36	0.24	0.96	0.67
Kashmore	0.07	0.08	0.07	0.28	0.36	0.24	0.91	0.36
Keamari	0.17	0.15	0.15	0.28	0.36	0.24	0.75	0.62
Khairpur Mirs	0.08	0.10	0.09	0.28	0.36	0.24	0.96	0.50
Korangi	0.12	0.14	0.14	0.28	0.36	0.24	0.87	0.80
Larkana	0.04	0.07	0.08	0.28	0.36	0.24	0.92	0.56
Malir Karachi	0.05	0.03	0.03	0.28	0.36	0.24	0.87	0.63
Mirpur Khas	0.04	0.06	0.09	0.28	0.36	0.24	0.98	0.45
Matiari	0.05	0.08	0.06	0.28	0.36	0.24	0.97	0.46
Naushahro Feroze	0.03	0.03	0.06	0.28	0.36	0.24	0.92	0.57

Sr No	13	14	15	16	17	18	19	20
Indicator	Percentage of Grade 3 students who can read/ comprehend sentences in English	Percentage of Grade 3 students who can read/ comprehend a story in Urdu/Sindhi/ Pashto	Percentage of Grade 3 students who can do 2-digit division	Mean score of Grade 4 students in English	Mean score of Grade 4 students in Urdu	Mean score of Grade 4 students in Math	Percentage of students who passed Matric examinations regardless of age	Percentage of population of people aged 10 and above with basic literacy skills
District	Normalized Score							
Sanghar	0.03	0.01	0.05	0.28	0.36	0.24	0.94	0.44
Shaheed Benazirabad	0.12	0.04	0.07	0.28	0.36	0.24	0.90	0.51
Shikarpur	0.04	0.08	0.06	0.28	0.36	0.24	0.91	0.44
Sujawal	0.06	0.04	0.05	0.28	0.36	0.24	0.94	0.27
Sukkur	0.10	0.07	0.07	0.28	0.36	0.24	0.95	0.58
Tando Allah Yar	0.03	0.02	0.08	0.28	0.36	0.24	0.96	0.40
Tando Muhammad Khan	0.05	0.08	0.07	0.28	0.36	0.24	0.98	0.34
Tharparkar	0.04	0.03	0.07	0.28	0.36	0.24	0.98	0.36
Thatta	0.05	0.11	0.06	0.28	0.36	0.24	0.94	0.27
Umer Kot	0.05	0.05	0.07	0.28	0.36	0.24	0.96	0.39

Inclusion: Equity and Technology

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
ICT	1.00	1.00	1.00	0.90	0.73	0.83	0.73
Awaran	0.77	0.93	1.00	0.60	0.24	0.00	0.05
Barkhan	0.83	0.93	1.00	0.59	0.37	0.00	0.04
Chagai	0.79	1.00	1.00	0.53	0.20	0.03	0.12
Dera Bugti	0.62	0.90	0.98	0.32	0.18	0.03	0.05
Duki	0.55	0.67	1.00	0.61	0.21	0.00	0.00
Gwadar	1.00	0.96	1.00	0.70	0.55	0.02	0.14
Harnai	0.92	0.94	1.00	0.53	0.28	0.02	0.11
Jaffarabad	0.75	0.96	1.00	0.55	0.28	0.01	0.18
Jhal Magsi	0.66	0.85	1.00	0.55	0.37	0.01	0.08
Kachhi	0.69	0.84	1.00	0.59	0.23	0.01	0.11
Kalat	0.88	0.80	1.00	0.53	0.48	0.02	0.00
Kech	1.00	0.98	1.00	0.76	0.40	0.05	0.07
Kharan	0.92	0.78	1.00	0.54	0.33	0.03	0.04
Khuzdar	1.00	1.00	1.00	0.60	0.24	0.01	0.13
Killa Abdullah (inc. Chaman)	0.50	0.98	1.00	0.57	0.29	0.01	0.04
Killa Saifullah	0.85	1.00	1.00	0.42	0.30	0.01	0.14
Kohlu	1.00	1.00	1.00	0.72	0.24	0.01	0.15
Lasbela	0.82	1.00	1.00	0.48	0.38	0.01	0.08
Loralai	1.00	1.00	1.00	0.51	0.39	0.02	0.15
Mastung	0.91	1.00	1.00	0.55	0.38	0.01	0.08
Musakhel	0.87	1.00	1.00	0.50	0.36	0.01	0.09
Nasirabad	0.61	0.93	1.00	0.59	0.20	0.01	0.11
Nushki	1.00	1.00	1.00	0.62	0.35	0.02	0.25

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
Panjgur	1.00	0.84	1.00	0.81	0.33	0.04	0.11
Pishin	0.70	0.98	1.00	0.51	0.40	0.01	0.20
Quetta	1.00	1.00	1.00	0.67	0.54	0.07	0.24
Sherani	0.45	0.37	0.78	0.48	0.28	0.01	0.18
Sibi	0.98	1.00	1.00	0.63	0.30	0.06	0.11
Sohbatpur	0.45	0.70	1.00	0.52	0.39	0.00	0.07
Surab (Shaheed Sikandarabad)	0.96	1.00	1.00	0.66	0.19	0.02	0.07
Washuk	0.93	0.74	1.00	0.60	0.21	0.02	0.24
Zhob	0.60	0.60	1.00	0.56	0.36	0.01	0.11
Ziarat	0.84	0.92	1.00	0.62	0.33	0.02	0.11
Abbottabad	1.00	1.00	1.00	0.77	0.68	0.03	0.39
Bajaur	0.54	0.98	1.00	0.31	0.27	0.01	0.20
Bannu	0.79	0.94	1.00	0.39	0.44	0.01	0.33
Batagram	0.75	0.63	1.00	0.43	0.30	0.01	0.31
Buner	0.77	0.82	1.00	0.45	0.41	0.03	0.34
Charsadda	0.93	0.96	1.00	0.59	0.43	0.05	0.35
Chitral	0.98	0.99	1.00	0.71	0.53	0.02	0.33
Dera Ismail Khan	0.90	1.00	1.00	0.50	0.33	0.03	0.35
Hangu	0.51	0.88	1.00	0.27	0.41	0.03	0.28
Haripur	1.00	1.00	1.00	0.76	0.74	0.05	0.34
Karak	1.00	0.89	1.00	0.53	0.57	0.01	0.40
Khyber	0.87	0.68	0.95	0.26	0.30	0.00	0.30
Kohat	0.78	0.95	1.00	0.45	0.52	0.03	0.29
Kolai Palas	0.69	0.25	1.00	0.54	0.14	0.00	0.29
Kurram	0.83	0.94	1.00	0.42	0.32	0.01	0.20

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
Lakki Marwat	0.75	0.98	1.00	0.40	0.48	0.01	0.30
Lower Dir	0.88	0.95	1.00	0.59	0.34	0.04	0.29
Lower Kohistan	0.37	0.53	1.00	0.31	0.13	0.00	0.33
Malakand	1.00	0.99	1.00	0.70	0.41	0.04	0.42
Mansehra	0.92	0.95	0.99	0.67	0.57	0.03	0.38
Mardan	0.97	0.95	1.00	0.60	0.52	0.05	0.27
Mohmand	0.50	0.87	1.00	0.32	0.30	0.00	0.22
North Waziristan	0.54	0.48	1.00	0.38	0.30	0.00	0.52
Nowshera	0.89	1.00	1.00	0.63	0.55	0.03	0.25
Orakzai	0.66	0.81	0.97	0.30	0.39	0.00	0.11
Peshawar	0.89	1.00	1.00	0.55	0.53	0.05	0.39
Shangla	0.66	0.95	1.00	0.37	0.24	0.02	0.24
South Waziristan	0.80	0.76	1.00	0.48	0.34	0.00	0.23
Swabi	0.89	0.95	1.00	0.59	0.46	0.05	0.48
Swat	0.86	0.87	1.00	0.50	0.48	0.05	0.41
Tank	0.82	0.91	1.00	0.36	0.34	0.01	0.24
Torghar	0.43	0.40	1.00	0.27	0.34	0.00	0.11
Upper Dir	0.75	0.86	1.00	0.50	0.40	0.02	0.29
Upper Kohistan	0.30	0.61	1.00	0.37	0.19	0.00	0.20
Attock	1.00	1.00	1.00	0.73	0.70	0.26	0.95
Bahawaln-agar	1.00	1.00	1.00	0.73	0.49	0.16	0.88
Bahawalpur	0.97	1.00	1.00	0.71	0.44	0.16	0.82
Bhakkar	0.89	0.94	1.00	0.61	0.57	0.16	0.94
Chakwal	1.00	1.00	1.00	0.79	0.70	0.28	0.86
Chiniot	0.89	0.97	1.00	0.59	0.52	0.30	0.95

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
Dera Ghazi Khan	0.87	0.97	1.00	0.58	0.42	0.14	0.81
Faisalabad	1.00	1.00	1.00	0.83	0.64	0.33	0.88
Gujranwala	1.00	1.00	1.00	0.94	0.74	0.33	0.89
Gujrat	1.00	1.00	1.00	0.90	0.77	0.27	0.92
Hafizabad	1.00	1.00	1.00	0.82	0.71	0.17	0.96
Jhang	1.00	1.00	1.00	0.65	0.61	0.31	0.91
Jhelum	0.97	0.95	1.00	0.83	0.73	0.24	0.86
Kasur	1.00	1.00	1.00	0.82	0.60	0.26	0.73
Khanewal	1.00	1.00	1.00	0.71	0.67	0.30	0.81
Khushab	0.98	1.00	1.00	0.58	0.63	0.27	0.84
Lahore	1.00	1.00	1.00	1.00	0.74	0.54	0.80
Layyah	1.00	1.00	1.00	0.70	0.64	0.15	0.93
Lodhran	0.99	1.00	1.00	0.66	0.33	0.25	0.92
Mandi Bahauddin	1.00	1.00	1.00	0.86	0.70	0.31	0.91
Mianwali	0.88	0.88	1.00	0.58	0.66	0.24	0.86
Multan	1.00	1.00	1.00	0.71	0.53	0.19	0.79
Muzaffar-garh	0.86	0.76	1.00	0.67	0.44	0.15	0.82
Nankana Sahib	1.00	1.00	1.00	0.82	0.50	0.23	0.93
Narowal	1.00	1.00	1.00	0.87	0.71	0.21	0.92
Okara	1.00	1.00	1.00	0.75	0.56	0.25	0.78
Pakpattan	0.96	1.00	1.00	0.72	0.54	0.16	0.83
Rahim Yar Khan	0.99	1.00	1.00	0.65	0.48	0.16	0.81
Rajanpur	0.69	1.00	1.00	0.53	0.36	0.08	0.79
Rawalpindi	1.00	1.00	1.00	0.84	0.68	0.25	0.87
Sahiwal	1.00	1.00	1.00	0.77	0.66	0.24	0.68

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
Sargodha	1.00	1.00	1.00	0.75	0.70	0.28	0.83
Sheikhupura	1.00	1.00	1.00	0.89	0.54	0.19	0.79
Sialkot	1.00	1.00	1.00	0.94	0.75	0.35	0.85
Toba Tek Singh	1.00	1.00	1.00	0.84	0.68	0.30	0.80
Vehari	0.99	1.00	1.00	0.73	0.44	0.18	0.86
Badin	0.63	0.87	1.00	0.50	0.23	0.07	0.08
Dadu	0.74	0.82	1.00	0.65	0.39	0.07	0.10
Ghotki	0.58	0.83	1.00	0.41	0.29	0.10	0.26
Hyderabad	0.97	1.00	1.00	0.65	0.56	0.07	0.16
Jacobabad	0.67	1.00	1.00	0.57	0.31	0.07	0.00
Jamshoro	0.75	0.91	1.00	0.65	0.38	0.07	0.12
Kambat Shahdadkot	0.84	0.79	1.00	0.58	0.37	0.07	0.13
Karachi Central	1.00	1.00	1.00	0.35	0.75	0.34	0.33
Karachi East	1.00	0.99	1.00	0.97	0.69	0.34	0.30
Karachi South	1.00	1.00	1.00	0.94	0.65	0.34	0.22
Karachi West	1.00	0.93	1.00	0.83	0.48	0.34	0.17
Kashmore	0.46	0.88	0.99	0.53	0.21	0.07	0.03
Keamari	1.00	0.96	0.99	1.00	0.49	0.34	0.06
Khairpur Mirs	0.74	0.90	1.00	0.56	0.36	0.10	0.16
Korangi	1.00	1.00	0.96	0.96	0.52	0.34	0.17
Larkana	0.87	0.97	1.00	0.63	0.51	0.07	0.10
Malir Karachi	0.94	1.00	0.95	0.83	0.40	0.34	0.11
Mirpur Khas	0.64	1.00	0.98	0.49	0.46	0.09	0.07
Matiari	0.67	0.79	1.00	0.57	0.36	0.07	0.07
Naushahro Feroze	0.73	0.84	1.00	0.65	0.46	0.08	0.06

Sr No	21	22	23	24	25	26	27
Indicator	Ratio of girls GER against boys GER in public schools	Ratio of girls' against boys' primary to middle transition rate	Ratio of girls against boys passing Matric examinations	Ratio of female rural basic literacy against male rural basic literacy (10 years and above)	Percentage of children with difficulty in basic functionality (seeing, hearing, walking, speaking, memory, and personal care) enrolled in school	Percentage of public schools with internet connectivity	Percentage of public high schools with computer labs
District	Normalized Score						
Sanghar	0.58	0.98	1.00	0.53	0.32	0.08	0.11
Shaheed Benazirabad	0.70	0.93	1.00	0.57	0.45	0.08	0.11
Shikarpur	0.61	0.82	1.00	0.59	0.35	0.07	0.09
Sujawal	0.59	0.54	1.00	0.52	0.21	0.07	0.06
Sukkur	0.82	1.00	1.00	0.56	0.45	0.10	0.33
Tando Allah Yar	0.53	0.87	1.00	0.57	0.30	0.07	0.14
Tando Muhammad Khan	0.72	1.00	1.00	0.52	0.34	0.07	0.05
Tharparkar	0.59	0.75	0.99	0.46	0.36	0.09	0.14
Thatta	0.61	0.93	1.00	0.56	0.20	0.07	0.03
Umer Kot	0.58	0.93	1.00	0.43	0.42	0.09	0.07

Governance and Management

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
ICT	0.33	0.84	0.98	0.84
Awaran	0.25	0.49	0.73	0.40
Barkhan	0.25	0.78	0.43	0.59
Chagai	0.25	0.68	0.55	0.55
Dera Bugti	0.25	0.83	0.70	0.54
Duki	0.25	0.61	0.59	0.52
Gwadar	0.25	0.62	0.47	0.67
Harnai	0.25	0.62	0.46	0.77
Jaffarabad	0.25	0.80	0.46	0.55
Jhal Magsi	0.25	0.71	0.56	0.19
Kachhi	0.25	0.65	0.58	0.78
Kalat	0.25	0.60	0.75	0.69
Kech	0.25	0.81	0.60	0.69
Kharan	0.25	0.63	0.59	0.73
Khuzdar	0.25	0.69	0.55	0.71
Killa Abdullah (inc. Chaman)	0.25	0.62	0.59	0.56
Killa Saifullah	0.25	1.00	0.52	0.48
Kohlu	0.25	0.92	0.34	0.40
Lasbela	0.25	0.84	0.55	0.70
Loralai	0.25	0.70	0.55	0.50
Mastung	0.25	0.70	0.51	0.53
Musakhel	0.25	0.80	0.47	0.48
Nasirabad	0.25	0.67	0.56	0.50
Nushki	0.25	0.79	0.56	0.67

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
Panjgur	0.25	0.94	0.78	0.41
Pishin	0.25	0.78	0.54	0.48
Quetta	0.25	0.90	0.86	0.68
Sherani	0.25	0.62	0.50	0.24
Sibi	0.25	0.74	0.63	0.53
Sohbatpur	0.25	0.78	0.37	0.35
Surab (Shaheed Sikandarabad)	0.25	0.67	0.52	0.70
Washuk	0.25	0.63	0.60	0.71
Zhob	0.25	0.67	0.64	0.53
Ziarat	0.25	0.64	0.52	0.43
Abbottabad	0.33	0.88	0.92	0.87
Bajaur	0.33	0.95	0.84	0.83
Bannu	0.33	0.88	0.84	0.86
Batagram	0.33	0.87	0.85	0.85
Buner	0.33	0.89	0.98	0.86
Charsadda	0.33	0.96	0.97	0.88
Chitral	0.33	0.90	0.83	0.86
Dera Ismail Khan	0.33	0.91	0.84	0.87
Hangu	0.33	0.90	0.85	0.82
Haripur	0.33	1.00	0.94	0.90
Karak	0.33	1.00	0.91	0.85
Khyber	0.33	0.94	0.86	0.82
Kohat	0.33	0.93	0.96	0.86
Kolai Palas	0.33	0.77	0.71	0.72
Kurram	0.33	0.91	0.94	0.83

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
Lakki Marwat	0.33	1.00	0.92	0.87
Lower Dir	0.33	0.91	0.96	0.88
Lower Kohistan	0.33	0.80	0.74	0.78
Malakand	0.33	0.93	0.95	0.90
Mansehra	0.33	0.89	0.80	0.88
Mardan	0.33	0.88	0.99	0.88
Mohmand	0.33	0.83	0.88	0.83
North Waziristan	0.33	0.81	0.76	0.65
Nowshera	0.33	0.84	0.99	0.87
Orakzai	0.33	0.91	0.91	0.79
Peshawar	0.33	0.94	0.99	0.85
Shangla	0.33	0.93	0.91	0.87
South Waziristan	0.33	0.81	0.80	0.50
Swabi	0.33	0.90	0.93	0.88
Swat	0.33	0.87	0.96	0.89
Tank	0.33	0.88	0.88	0.80
Torghar	0.33	0.88	0.75	0.86
Upper Dir	0.33	0.98	0.93	0.86
Upper Kohistan	0.33	0.80	0.72	0.81
Attock	0.14	0.75	0.95	0.89
Bahawalnagar	0.14	0.76	0.94	0.90
Bahawalpur	0.14	0.78	0.98	0.89
Bhakkar	0.14	0.80	0.96	0.89
Chakwal	0.14	0.76	0.98	0.90
Chiniot	0.14	0.75	0.93	0.89

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
Dera Ghazi Khan	0.14	0.75	0.95	0.89
Faisalabad	0.14	0.79	0.97	0.91
Gujranwala	0.14	0.71	0.95	0.89
Gujrat	0.14	0.72	0.97	0.90
Hafizabad	0.14	0.78	0.98	0.89
Jhang	0.14	0.47	0.95	0.88
Jhelum	0.14	1.00	0.97	0.91
Kasur	0.14	0.76	0.95	0.88
Khanewal	0.14	0.72	0.94	0.90
Khushab	0.14	0.72	0.96	0.90
Lahore	0.14	0.84	0.96	0.89
Layyah	0.14	0.81	0.97	0.88
Lodhran	0.14	0.76	0.98	0.90
Mandi Bahauddin	0.14	0.74	0.98	0.89
Mianwali	0.14	0.81	0.97	0.90
Multan	0.14	0.79	0.97	0.91
Muzaffargarh	0.14	0.78	0.98	0.91
Nankana Sahib	0.14	0.75	0.95	0.91
Narowal	0.14	0.75	0.99	0.89
Okara	0.14	0.79	0.96	0.89
Pakpattan	0.14	0.77	0.96	0.88
Rahim Yar Khan	0.14	0.76	0.92	0.89
Rajanpur	0.14	0.75	0.96	0.88
Rawalpindi	0.14	0.79	0.98	0.89
Sahiwal	0.14	0.76	0.95	0.90

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
Sargodha	0.14	0.74	0.95	0.89
Sheikhupura	0.14	0.74	0.97	0.91
Sialkot	0.14	0.67	0.96	0.91
Toba Tek Singh	0.14	0.78	0.96	0.91
Vehari	0.14	0.77	0.95	0.75
Badin	0.25	0.90	0.45	0.64
Dadu	0.25	0.85	0.70	0.65
Ghotki	0.25	0.85	0.54	0.63
Hyderabad	0.25	0.72	0.66	0.65
Jacobabad	0.25	0.89	0.64	0.57
Jamshoro	0.25	0.87	0.63	0.59
Kambar Shahdadkot	0.25	0.95	0.64	0.80
Karachi Central	0.25	0.58	0.90	0.75
Karachi East	0.25	0.69	0.95	0.79
Karachi South	0.25	0.30	0.98	0.74
Karachi West	0.25	0.41	0.81	0.65
Kashmore	0.25	0.94	0.61	0.73
Keamari	0.25	1.00	0.81	0.73
Khairpur Mirs	0.25	0.78	0.54	0.78
Korangi	0.25	0.69	0.96	0.70
Larkana	0.25	0.81	0.75	0.75
Malir Karachi	0.25	0.59	0.58	0.71
Mirpur Khas	0.25	0.90	0.55	0.63
Matiari	0.25	0.82	0.58	0.76
Naushahro Feroze	0.25	0.92	0.63	0.76

Sr No	28	29	30	31
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools	Average annual attendance percentage of all teachers in public schools
District	Normalized Score			
Sanghar	0.25	0.84	0.56	0.68
Shaheed Benazirabad	0.25	0.88	0.52	0.70
Shikarpur	0.25	0.81	0.68	0.68
Sujawal	0.25	0.61	0.44	0.59
Sukkur	0.25	0.82	0.65	0.71
Tando Allah Yar	0.25	0.87	0.44	0.65
Tando Muhammad Khan	0.25	0.82	0.43	0.64
Tharparkar	0.25	0.90	0.33	0.77
Thatta	0.25	0.65	0.42	0.60
Umer Kot	0.25	0.89	0.45	0.68

Public Financing

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
ICT	0.39	1.00	0.45
Awaran	0.35	0.01	0.79
Barkhan	0.38	0.00	0.79
Chagai	0.24	0.01	0.79
Dera Bugti	0.38	0.00	0.79
Duki	0.35	0.01	0.79
Gwadar	0.19	0.03	0.79
Harnai	0.36	0.00	0.79
Jaffarabad	0.31	0.00	0.79
Jhal Magsi	0.26	0.01	0.79
Kachhi	0.34	0.00	0.79
Kalat	0.25	0.01	0.79
Kech	0.35	0.01	0.79
Kharan	0.23	0.00	0.79
Khuzdar	0.26	0.01	0.79
Killa Abdullah (inc. Chaman)	0.27	0.00	0.79
Killa Saifullah	0.37	0.00	0.79
Kohlu	0.35	0.00	0.79
Lasbela	0.28	0.00	0.79
Loralai	0.29	0.01	0.79
Mastung	0.38	0.00	0.79
Musakhel	0.38	0.01	0.79
Nasirabad	0.25	0.01	0.79
Nushki	0.36	0.00	0.79

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
Panjgur	0.37	0.00	0.79
Pishin	0.41	0.00	0.79
Quetta	0.14	0.03	0.79
Sherani	0.38	0.00	0.79
Sibi	0.22	0.00	0.79
Sohbatpur	0.55	0.01	0.79
Surab (Shaheed Sikandarabad)	0.38	0.00	0.79
Washuk	0.24	0.00	0.79
Zhob	0.31	0.01	0.79
Ziarat	0.26	0.02	0.79
Abbottabad	0.45	0.04	0.92
Bajaur	0.44	0.01	0.92
Bannu	0.41	0.01	0.92
Batagram	0.49	0.01	0.92
Buner	0.54	0.01	0.92
Charsadda	0.48	0.01	0.92
Chitral	0.58	0.04	0.92
Dera Ismail Khan	0.46	0.00	0.92
Hangu	0.41	0.00	0.92
Haripur	0.54	0.09	0.92
Karak	0.49	0.01	0.92
Khyber	0.35	0.01	0.92
Kohat	0.40	0.01	0.92
Kolai Palas	0.63	0.00	0.92
Kurram	0.48	0.01	0.92

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
Lakki Marwat	0.52	0.01	0.92
Lower Dir	0.56	0.02	0.92
Lower Kohistan	0.57	0.00	0.92
Malakand	0.48	0.00	0.92
Mansehra	0.55	0.02	0.92
Mardan	0.50	0.02	0.92
Mohmand	0.41	0.00	0.92
North Waziristan	0.18	0.01	0.92
Nowshera	0.47	0.01	0.92
Orakzai	0.39	0.01	0.92
Peshawar	0.15	0.03	0.92
Shangla	0.48	0.00	0.92
South Waziristan	0.18	0.01	0.92
Swabi	0.53	0.01	0.92
Swat	0.37	0.03	0.92
Tank	0.40	0.06	0.92
Torghar	0.38	0.01	0.92
Upper Dir	0.53	0.01	0.92
Upper Kohistan	0.34	0.00	0.92
Attock	0.45	0.01	1.00
Bahawalnagar	0.48	0.00	1.00
Bahawalpur	0.26	0.00	1.00
Bhakkar	0.42	0.01	1.00
Chakwal	0.43	0.01	1.00
Chiniot	0.41	0.00	1.00

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
Dera Ghazi Khan	0.24	0.00	1.00
Faisalabad	0.30	0.00	1.00
Gujranwala	0.29	0.00	1.00
Gujrat	0.34	0.02	1.00
Hafizabad	0.35	0.01	1.00
Jhang	0.42	0.00	1.00
Jhelum	0.36	0.01	1.00
Kasur	0.38	0.00	1.00
Khanewal	0.45	0.00	1.00
Khushab	0.36	0.01	1.00
Lahore	0.04	0.02	1.00
Layyah	0.47	0.01	1.00
Lodhran	0.47	0.00	1.00
Mandi Bahauddin	0.33	0.00	1.00
Mianwali	0.35	0.03	1.00
Multan	0.21	0.00	1.00
Muzaffargarh	0.38	0.00	1.00
Nankana Sahib	0.40	0.00	1.00
Narowal	0.48	0.01	1.00
Okara	0.46	0.00	1.00
Pakpattan	0.40	0.00	1.00
Rahim Yar Khan	0.40	0.00	1.00
Rajanpur	0.35	0.00	1.00
Rawalpindi	0.25	0.01	1.00
Sahiwal	0.37	0.00	1.00

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
Sargodha	0.36	0.01	1.00
Sheikhupura	0.30	0.00	1.00
Sialkot	0.42	0.02	1.00
Toba Tek Singh	0.47	0.00	1.00
Vehari	0.44	0.00	1.00
Badin	0.30	0.00	0.88
Dadu	0.29	0.01	0.88
Ghotki	0.31	0.00	0.88
Hyderabad	0.15	0.01	0.88
Jacobabad	0.41	0.00	0.88
Jamshoro	0.94	0.01	0.88
Kambar-Shahdadkot	0.31	0.01	0.88
Karachi Central	1.00	0.01	0.88
Karachi East	1.00	0.01	0.88
Karachi South	1.00	0.01	0.88
Karachi West	1.00	0.01	0.88
Kashmore	0.31	0.00	0.88
Keamari	1.00	0.01	0.88
Khairpur Mirs	0.27	0.01	0.88
Korangi	1.00	0.01	0.88
Larkana	0.32	0.01	0.88
Malir Karachi	1.00	0.01	0.88
Mirpur Khas	0.32	0.01	0.88
Matiari	0.38	0.01	0.88
Naushahro Feroze	0.33	0.01	0.88

Sr No	32	33	34
Indicator	Average tenure of Education Secretary in a province	Percentage of filled teacher positions in public schools	Percentage of single teacher public primary schools
District	Normalized Score		
Sanghar	0.29	0.00	0.88
Shaheed Benazirabad	0.10	0.01	0.88
Shikarpur	0.32	0.01	0.88
Sujawal	0.41	0.01	0.88
Sukkur	0.28	0.01	0.88
Tando Allah Yar	0.35	0.01	0.88
Tando Muhammad Khan	0.41	0.01	0.88
Tharparkar	0.27	0.01	0.88
Thatta	0.25	0.01	0.88
Umer Kot	0.36	0.01	0.88

The cover image is a photograph of a classroom from Teach the World's one-room Digital MicroSchool model, kindly provided by Sam Wilson, Project Director, Pakistan Foundational Learning Hub.

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