Gender Disparity in Education Attainment:

Analysis at the Districts and Towns Level of Punjab

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Shahid Javed Burki Institute of Public Policy at NetSol
Policy for Present, Gains for Posterity, Reducing Deficit, Producing Results

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by

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Acronyms

ADB	Asian Development Bank
GDP	Gross Domestic Product
GPI	Gender Parity Index
GRP	Gross Regional Product
HDR	Human Development Report
HIES	Household Integrated Economic Survey
IPP	Institute of Public Policy
KPK	Khyber Pakhtunkhwa
LFS	Labor Force Survey
MICS	Multiple Indicator Cluster Survey
MYS	Mean Years of Schooling
NER	Net Attendance Rate
PBS	Pakistan Bureau of Statistics
PSLM	Pakistan Social and Living Standards Measurement
PuBS	Punjab Bureau of Statistics
SPDC	Social Policy and Development Center
UIS	Institute for Statistics
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WB	World Bank
WEF	World Economic Forum

Executive Summary

Human capital is an important determinant of growth and development of an economy and the welfare of people. Countries with large endowments of human capital are today's advanced countries. People of these countries are having happy and prosperous lives. The state of human capital in Pakistan is one of the lowest in the world. The years of schooling (one of the dimensions of human capital) of a person in Pakistan is only 4.7 years in 2013. Similar is the situation of people's health. A Pakistani is expected to live 67 years on average, far less than many developing countries. The situation can also be realized from Pakistan's poor performance in the Human Capital Index-the latest index on measuring human capital. Pakistan ranked at 112 out of total 122 countries.

Education and health are foremost constituents and form the base of human capital. Estimates of education attainment (measured by years of schooling) and health (measured by longevity of life) in Pakistan are available at the national level which are calculated and maintained by the international organizations. Only Social Policy and Development Center (SPDC) estimates mean years of schooling (MYS) at the provincial level. ***This research report for the first time in Pakistan attempts to calculate one dimension of human capital (through MYS) for both males and females at the districts and towns level of Punjab province. Along with, the report also calculates the gender disparity index of education attainment.*** *These two calculations are the main focus of the report which further complimented by a number of other important indicators and determinants that impact the education attainment.* ***These complimentary calculations are given in district education profile pages in Part 3 of the report.***

This research report has four complimentary objectives. First, to calculate the stock of human capital by towns and districts of Punjab. This has been done based on the largest data set for the province. This objective fills the knowledge gap on level of human capital at the local level. Second, to describe the extent of gender disparities in education attainment that persist in Punjab. The third objective is to identify the main factors that impact the stock of human capital and cause gender disparities across the districts. The fourth objective is to review the education policies of the Punjab government related to education sector and suggest new policy directions.

Main Findings of the Report

Estimate of years of schooling for Punjab comes out to be 4.5 years. Males' mean years of schooling is 5.7 and females' mean years of schooling is 3.3. These findings are quite close to the SPDC's estimates of MYS of 4.6 years.

Districts Level

- Lahore has the highest years of schooling of 6.5 years. The MYS of males is 7.2 years and females is 5.7 years

- Top 10 districts with MYS are: Rawalpindi, 6.4; Chakwal, 5.6; Jhelum, 5.5; Gujrat, 5.4; Sialkot, 5.2; Gujranwala, 5.2; Faisalabad, 5.1; Narowal, 5.1 and Mandi Bahaudin, 4.9. Most of these districts are located in the Central or North regions of Punjab and has a relatively higher share of population living in the urban areas.
- Rajanpur has least years of schooling of only 2.9 years. Other districts with low MYS are: Lodhran, 3.1; Bhakkar, 3.3; Chiniot, 3.4; Muzaffargarh, 3.4; Bahawalpur, 3.5; Pakpattan, 3.5; Jhang, 3.6 and Kasur, 3.6. The people of these districts are mostly poor, higher proportion of population resides in rural and underdeveloped areas, and are located in the South Punjab.
- The results of MYS become shocking when calculated separately for males and females. The district with highest MYS for males is Rawalpindi with a score of 8.0 years and for females is Lahore with a score of 5.7 years.
- On the other hand, district with lowest MYS of 4.0 years for males is Rajanpur and for females is Lodhran with a MYS of 1.6 years only.
- The difference between the top MYS of males and females at the district level is 2.3 years which is quite a lot and gives an initial indication of large gender disparities in attaining the education.
- Only 9 districts has MYS above the provincial average, 3 districts have same MYS and 24 districts have MYS less than the provincial average.
- The number of districts with MYS below provincial average increases to 34 in case of females while in case of males only 2 districts' MYS is less than provincial average.
- The analyses of MYS by districts and towns reveal a very gloomy picture of the human capital stock in Punjab. It is not only low but there are large variations across districts which become huge when males and females are consider separately.
- The results of gender disparity index reveal that none of the districts has overcome gender disparities in education.
- Only 1 out of 36 districts is able to cover more than three-fourth of gender disparity; 24 districts have covered disparities between 50 to 75 percent and the rest less than 50 percent.
- The highest disparity among districts is in Lodhran with a GPI score of 0.353. As you will see Lodhran is not the district with lowest level of MYS rather it is Rajanpur, however, females in Lodhran have far less access to education.

Towns Level

- Compare to districts, the town with highest MYS of 9.5 years is Samanabad. It is also the town with highest MYS for males of 10.1 years and females of 8.8 years.
- 6 out of the top 10 towns with MYS are from Lahore.
- Rojhan has the least years of schooling of 1.5 years only. Also males and females of this town has the least MYS of 2.5 and 0.5 years respectively.
- 71 out of the 150 towns have MYS below the provincial average. The number of towns with less than provincial average goes up to 122 in case of females while in case of males there are only 13 towns with lower MYS than the provincial average.

- Only 13 out of 150 towns has GPI score above of 0.750, less than 9 percent of all towns; 86 towns have GPI score between 0.500 to 0.750, 57 percent of all towns; and 51 towns have GPI score of less than 0.500, 34 percent of all towns.

Determinants of Education Attainment at District Level

Chapter 5 describes determinants of education attainment in general and specific to districts of Punjab on the basis of two type of analyses: descriptive statistics and regression analysis. Based on both analyses, the main determinants are:

- the level of poverty, mother's education, multiple deprivation, quality of education and government expenditure impacts education attainment significantly.
- The directions of impact of all variables are positive except poverty which impacts negatively.
- Household size, economic development of district, family head's education and unemployment have no impact on the education attainment.
- Among all determinants, mother's education turn out the most significant determinant of schooling and explains the largest variation in the level of schooling among districts.

The estimates of the MYS and GPI reveal harsh realities of the situation of education attainment in Punjab. Firstly, the years of schooling of the province is very low with huge variations across districts, towns and regions. Secondly, there are large disparities by gender again not only within districts but also across districts and regions. These findings should be of great concern to the Government of Punjab as it put a question to all the reforms and actions that the government has taken to improve the education attainment of people.

The benefit of calculating and analyzing the MYS and GPIs at the districts and towns level is that we have broader picture and more disaggregated information at the local level, which if have been done at the provincial level would not been captured. Using these calculations the Government of Punjab can make well informed policies at the local government level. Also the rankings of districts allow effective comparisons across regions and income groups and serve a basis for dialogue and actions by policymakers and politicians in their respective areas to strive for greater education of people.

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

Kofi Annan

1

Preamble

Human capital is an important determinant of growth and development of an economy and the welfare of the people. Its importance have been considered by many economists in their works. The most prominent of these are Solow's augmented growth model (Mankiw, Romer and Weil, 1992), Solow-Swan model and the central role of human capital in endogenous growth model of Romer (1990). Countries with large endowments of human capital are today's advanced countries. People of these countries are living happy and prosperous lives. Contrarily, countries with low endowments of human capital are today's backward countries. Most people of these countries are living in poverty and are deprived of happiness.

Building human capital is a slow and steady process which requires decades of investment on people's education and health. Developing countries lack behind the developed countries essentially due to lack of human capital. Therefore, it is imperative for the developing countries to start investing maximum on people to increase stock of human capital if they want to increase and sustain pace of economic growth and to improve welfare of the people. Because human capital not only increases the productivity of labor it also is a mean to absorb the advanced technology from developed countries.

The literature provides no clear definition on the human capital measurement. In the past, mean years of schooling (MYS) along with on the job experience, the latter is used as training and learning by doing, has mostly been used as a measure of human capital. For example, the works of Romer (1990), Barro (1991), Mankiw, Romer and Weil (1992) and Barro & Lee (1996) used MYS as a measure of human capital to explain growth variations across countries. However, the World Economic Forum (WEF) has recently defined human capital in broad terms as '*the skills and capacities that reside in people and that are put to productive use*' (WEF, 2014).[1] These skills and competencies are embodied in an individual which one get through education and knowledge. The WEF measures human capital through four dimensions: education; health and wellness; workforce and employment, and enabling environment. Although added two new dimensions, education and health still are the most important dimensions and form the base of human capital (*Ibid*).

The workforce of the 21st-century has changed dramatically. It is global, technology-savvy, highly connected and demanding. The employees are youthful, ambitious and filled with passion and purpose (Deloitte University Press, 2015). The production and services sector has too become very vibrant and technologically advanced and demand skilled manpower. On the other hand, skilled workers are

[1] Literature documents many definitions of human capital. These definitions differs across disciplines. Which means the human capital consists of many dimensions. Traditionally, it has mostly been viewed as education attainment and on the job experience. On a broader context, economists and policymakers have taken human capital as the ability of the people to innovate and drive the economic growth on a sustainable path. Similarly, many other definitions can be found in the literature.

scarce creating shortages of human capital. This is mainly because of low levels of enrolments in higher education, especially in developing countries (Glewwe, 2002; and Stevens & Weale, 2003). The quality of education too is often compromised in these countries (Grisay & Lars, 1991; and UNESCO, 2004).

Education is, therefore, the foremost determinant of human capital. It gives a person analytical abilities and tools to better analyze and solve the problems in the personal and economic lives. More educated a person is, better off it will be, compare to less educated person. The level of education of a person is measured by the number of years of schooling it obtains. The higher the number of years of schooling, the more educated the person is. Higher education besides increasing pace of growth also has an impact on the social outcomes, such as fertility rate, child mortality, children's education and income distribution (Schultz, 1993; Barro and Lee, 1994; De Gregorio and Lee, 2002; Breierova and Duflo, 2004; Cutler et al., 2006).

Health is the second important determinant of human capital. No matter how educated a person is it will not be able to work in full capacity until it has a strong healthy life. Without good health, the true and long-term benefits of an educated person cannot be realized. A major chunk of people in developing countries tend to be unhealthy, which impact their output, incomes and socio-economic lives. In economic literature, good health of a person is measured by the longevity (Diener and Suh, 1997 and Bleakley, 2010) which is a measure of average years a person is expected to live. The longer the expectation the better is the health of the people in that country. *Higher education and good health are complimentary for human capital. If either of the two is missing or weak a person cannot be counted as human capital or the true benefits of human capital cannot be reaped from that person.*

Education and health are the most important constituents and form the base of human capital.

The state of human capital in Pakistan is one of the lowest in the world. The MYS of a person on average is only 4.7 years in 2013. Given that the quality of education is very low – because the person who can read or write his name is also considered as literate – one can imagine the state of human capital in Pakistan. Besides the quality, the quantity of years of schooling is also quite low compare to the highest of 12.9 years of USA and Germany. The average years of schooling of Bangladesh and Sri Lanka are 5.1 and 10.1 respectively (UNDP, 2014). Similarly, the longevity of life is also very low in Pakistan. On average a Pakistani is expected to live 67 years compare to 84.6 years of Japan, highest in the world. Therefore, like education, the quality of health too is quite low in Pakistan.

The mean years of schooling in Pakistan is 4.7 compare to 12.9 of Germany and USA.

On average a Pakistani is expected to live 67 years compare to 84.6 years of Japan, highest in the world.

The low level of human capital in Pakistan can also be realized from its performance in the Human Capital Index of WEF (2014) – latest measure of human capital. Pakistan comes at 112 out of the total 122 countries. Rankings in the individual dimension of Human Capital Index are: education, 111/122; health and wellness 115/122; workforce and wellness, 104/122; and enabling environment 95/122. Compare to Pakistan, Sri Lanka and India perform far better and overall ranked 50 and 78 respectively. Bangladesh although performs poorly but relatively better than Pakistan. Its overall ranking in the Human Capital Index is 110.

Pakistan comes at 112 in the Human Capital Index out of the 122 countries.

Pakistan to increase its stock of human capital need to proactively pursue two most important dimensions of human capital: education and health. Not only Pakistan needs to pay particular attention to these two sectors but it also needs to

increase the allocation of budgets to them. Doing this will not only increase the human capital stock of Pakistan but will also put it on a path of faster and sustained economic growth.

The estimates of MYS and longevity of life in Pakistan are mostly available at the national level which are mostly calculated and maintained by the international organizations such as the United Nation (UN), World Bank (WB), WEF, Asian Development Bank (ADB), etc. Only Social Policy and Development Center (SPDC) estimates these two dimensions of human capital at the provincial level in its Annual Review, the Social Development of Pakistan.

This research report for the first time in Pakistan attempts to calculate the mean years of schooling (MYS) for both males and females at the district and town level for the Punjab province. It also calculates the gender disparity index of education attainment at the district and town level. These two calculations is the focus of the report which are further complimented by many other important calculations and determinants that impact the education attainment. Which are: education attainment of population age 25 years and above; percentage of population that has never attended school; education of the family head and mother education; net attendance rate (NAR) at pre-school, primary and secondary levels; percentages of population that cannot read or write; and primary- and secondary-age children out of school. These complimentary calculations are given in district education profile pages in Part 3 of the report.

The report for the first time in Pakistan attempts to calculate the mean years of schooling and gender disparity index of education attainment at district and town levels.

The report also ranks districts and towns of Punjab based on their performance in MYS and GPI. These calculations and rankings will be important for the Government of Punjab to make well-informed and applicable policies specific at local, district and region level. The rankings will also allow effective comparisons across regions and income groups. The analyses of this report also seeks to serve as a basis for dialogue and action by policymakers and politicians in their respective areas to strive for greater education of people.

This research report has four complimentary objectives. First, to calculate the stock of human capital by towns and districts of Punjab. Second, to describe the extent of gender disparities in education attainment that persist in Punjab. The third objective is to identify the main factors that impact the stock of human capital and cause gender disparities across the districts. The fourth objective is to review the education policies of the Punjab government related to education sector and suggest new policy directions.

The report is organized as follows. The first part of the report describes the underlying methodologies used to calculate the MYS and GPI. It also gives measurements and analyses of these. The second part describes determinants of the years of schooling in general and specific to Punjab base on the descriptive statistics and regression analyses. Last chapter of the report gives recommendations and strategies on the education sector. The district education profiles are given in part three of the report. These profiles give a more detailed picture of the relative strengths and weaknesses of each district's performance. The first table of each district contains number on the gender parity index, year of schooling and education attainment at the towns' level. The second table gives additional information on key indicators related to education sector of the respective district.

About Punjab

The purpose of this chapter is to briefly describe the Punjab province. The first section gives the geography of the province. Second section briefly explains the economy of Punjab and its contribution in each sector of the national economy. Third section gives an overview of social developments in the province based on the latest available information.

Punjab is second largest in terms of land area and most densely populated province of Pakistan.

Punjab is second largest in terms of land area and most densely populated province of Pakistan. Its population in 2013 was 97.4 million, 55.6 percent of

Chart 1.1: Map of Punjab Province

Source: Punjab Portal, Government of Punjab.

Pakistan's total population (PuBS, 2014). Out of total population of Punjab, 69 percent lives in rural area and 31 percent in urban area. The total number of districts of Punjab is 36 (see Chart 1.1). Lahore is the largest city and capital of the province. It is also a historical, cultural, administrative and economic center of industry and trade. Lahore is also the hub of the Government of Punjab, the provincial government.

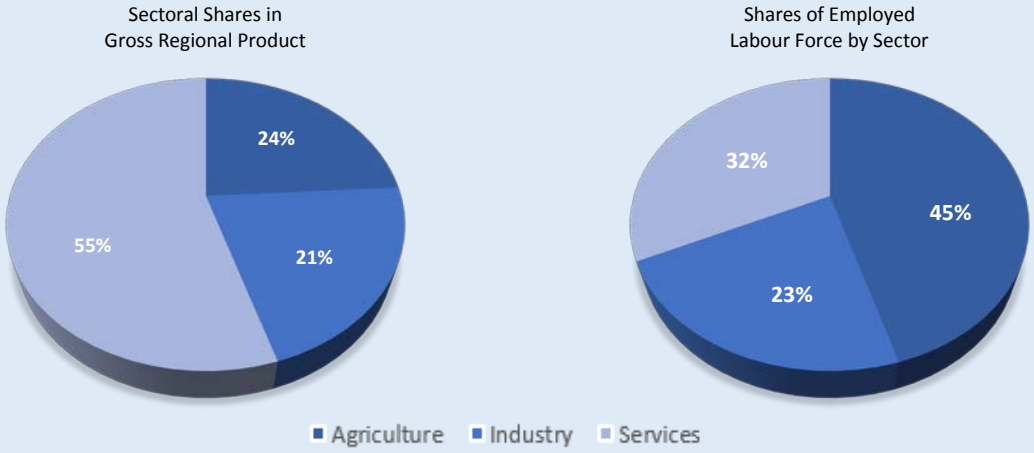
The total number of districts of Punjab are 36. Lahore is the largest city and capital of the province.

The Economy of Punjab and its Comparison with National Economy

The size of the real gross regional product (GRP) of Punjab was Rs 3,196 million in 2011 (SPDC, 2014). Services is largest sector of the province with a share of almost 55 percent. After services comes agriculture and industry with shares of 24 and 21 percent respectively (see Chart 2.1). The total labor force of the province in 2011 was 34.4 million with an unemployment rate of 6.5 percent. Out of the total employed labor force 45 percent were employed in the agriculture, 23 percent in the industry and 32 percent in the services. The per capita income of Punjab in 2011 was Rs 99,306 ($1,155).

Services is the largest sector of Punjab's economy. Its share is 55 percent of GRP.

Chart 2.1: Structure of Punjab's Economy and Employment



Source: Constructed from SPDC (2014) and Pakistan Bureau of Statistics (2012).

The comparison of Punjab's economy with national economy is given in Chart 2.2. This chart shows shares of Punjab's GRP and sectoral value added in national GDP and sectoral value added. As can be seen from the Chart, Punjab has the largest shares of all three sectors and contributes largest to the GDP. The shares are 63 percent in the agriculture sector, 45 percent in the industrial sector, 56 percent in the services sector and 55 percent in the overall economy. Note that Punjab's shares in agriculture and services are bigger than the combine shares of Sindh, Khyber Pakhtunkhwa and Balochistan. Only in the industrial sector, Punjab's share is less than the rest of the economy, however, larger than the shares of individual provincial economies. This is mainly because large-scale industries are mostly located in Sindh. Together these sectors make Punjab's economy the largest of the national economy.

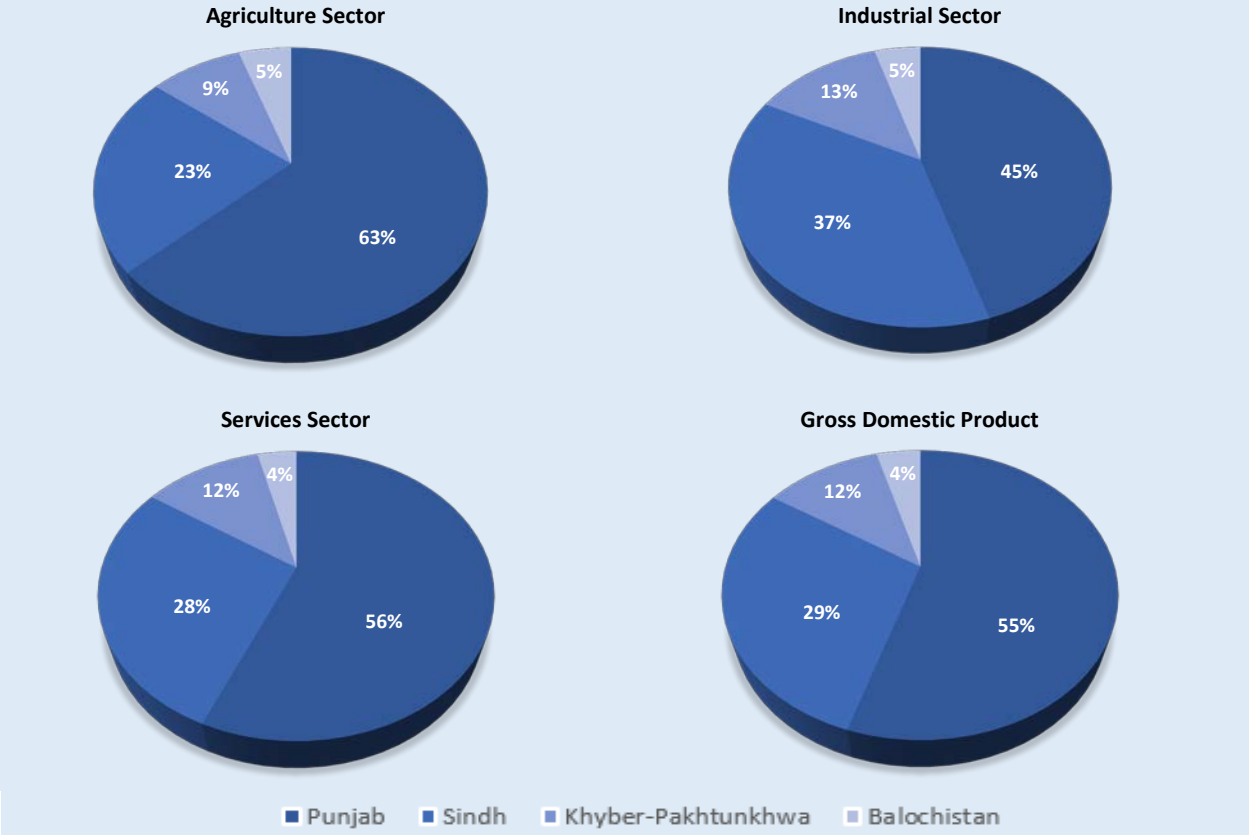
Punjab has the largest shares of all sectors in national economy.

Punjab's shares in agriculture and services sectors are bigger than the combine shares of Sindh, Khyber Pakhtunkhwa and Balochistan.

Punjab's share in the labor force, like share in the GDP, is biggest in the total labor force of Pakistan. According to the Labor Force Survey of Pakistan 2010-11, the

total labor force was 57.2 million, out of which Punjab's labor force was 36.4 million; a share of 60.0 percent. Similarly, the shares of Punjab's employed labor forces in the agriculture, industrial and services sectors are larger than the rest of the provinces. These shares are 60.3, 65.4 and 56.1 respectively for the agriculture, industry and services sectors.

Chart 2.2: Share of Punjab's Economy in the National Economy, 2011



Source: Author's construction from the SPDC (2014).

The agriculture sector of Punjab is not only backbone of the province but also of the country as well. The land of the province is very fertile and the four seasons make it most suitable for the agriculture sector. Also, Punjab has one of the best irrigation system in the world which gives an added advantage to the province compare to other provinces. Wheat, rice, sugarcane and cotton are the largest crops of the province. Punjab's industrial sector is also very advance and industries manufacture almost all goods, especially the textile and sports industries are one of the best in the world. Many small light engineering industrial units are established in Lahore, Gujranwala, Faisalabad, Sheikhupura and Sialkot districts. These industrial units are famous for the sports goods, surgical instruments and cutlery products. Punjab is also well endowed with the natural resources. It has many mineral reserves of coal, iron, gas, petrol, rock salt (with the second largest salt mine in the world), dolomite, gypsum and silica-sand.

The agriculture sector of Punjab is not only backbone of the province but also of the country as well.

Position of Punjab in Key Social Indicators and its Comparison with other Provinces

Table 2.1 gives status of social developments of the four provinces. The first indicator is the percentage of population that has never attended school. According to this indicator, as of 2013, 36 percent of Punjab's population has never attended school. Out of which, 28 percent are males and 50 percent are females. The situation of other provinces in this indicator is much more severe. Balochistan is doing worse on this indicator and has the highest percentage of people that has never attended school, almost 56 percent. It is also the province whose 77 percent of females have never attended school, highest in all four provinces. Sindh and Khyber-Pakhtunkhwa (KPK) also performed poorly on this indicator.

36 percent of Punjab's population has never attended school ...

... situation of other provinces in this indicator is severe than Punjab.

Table 2.1: Comparison of Punjab's Key Social Indicators with other Provinces, 2013

	Punjab	Sindh	Khyber-Pakhtunkhwa	Balochistan
Education				
% of Population Never Attended School	36	40	45	56
Male	28	28	26	39
Female	50	53	62	77
Net Enrolment rate				
Primary	62	52	54	45
Middle	25	19	21	14
Matric	15	12	10	6
Adult Literacy Rate (15+ years)	59	59	48	39
Male	69	72	67	58
Female	50	45	30	18
Expenditure (% of Total PRSP Expenditure)	31.5	31.2	44.5	27.5
Health				
Full Immunization	89	74	76	53
Infant Mortality Rate (per 1000 child)*	81	81	63	49
Expenditure (% of Total PRSP Expenditure)	12.0	13.8	11.3	9.8
Level of Poverty (%)**	**35.3**	**38.3**	**41.1**	**45.2**

Sources: PBS (2014); PBS (2008); SPDC (2013) and PRSP Secretariat, Ministry of Finance.
* Value for the year 2007. ** Value for the year 2011.

The situation in the net enrolment rates at all levels – primary, middle and matric – is also better in Punjab compare to other provinces (see Table 2.1). The numbers indicate that the proportion of population going to school in all three stages is highest in Punjab. Similar is the situation in the adult literacy rate. As of 2013, the literacy rate in Punjab is 59 percent, same as Sindh but greater than KPK and Balochistan. Sindh's relatively higher literacy rate is mainly due to males but Punjab is doing well in this indicator too because gender parity in education is more in this province. Overall, Punjab is performing well in the education sector while Balochistan is doing worst. One of the reasons of this bad performance of Balochistan could be the low level of expenditures of the province on the sector.

Punjab is performing well in the education sector while Balochistan is doing worst.

Punjab's performance in the health sector is also better than the other three provinces. The immunization rate in Punjab is highest and lowest in Balochistan. However, a worsening situation for Punjab is its performance in controlling the infant mortality rate. Sindh is doing same as Punjab in this indicator. Surprisingly Balochistan is doing well in controlling the infant mortality rate and has the lowest value of 49. Like the education sector, Balochistan spends lowest in the health sector too.

The last indicator in Table 2.1 is the level of poverty. Punjab has a very high proportion of population living in poverty. As of 2011 more than one-third of the population of Punjab was poor. The level could have increased further now given that the economy is growing at low rates since last few years. However, like the performances in the education and health sectors, Punjab has relatively low level of poverty than Sindh, Balochistan and KPK. Again Balochistan is performing worst on this indicator and has the highest proportion of people living in poverty.

Punjab has relatively low level of poverty than Sindh, Balochistan and KPK.

The above analyses reveals the relative importance of Punjab for the Pakistan. Punjab not only has the largest share in the population of Pakistan, it also makes the largest contribution to the national economy. Punjab is also doing well in the key social indicators compare to other provinces. Therefore, it would not be wrong saying that Punjab is the most developed and advanced province of Pakistan

Part 1

Measuring Mean Years of Schooling and Gender Parity Index

If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future. For what is the use of transmitting knowledge if the individual's total development lags behind?

Maria Montessori

3

Methodology

This chapter gives the methodologies on measuring the MYS and GPI.

Methodology

Mean Years of Schooling

Measurement of education attainment is not a new area of research. The pioneers of the work was Barro and Lee (1993) after which many attempts were made. For example, see the works of the Nehru, Swanson, and Dubey (1995); Kim and Lau (1995); Institute for Statistics (1996); and Barro and Lee (1996). The methodologies followed by these authors were more or less the same. The differences come only in coverage of the time-periods and type of data used, for example primary versus secondary data.

The latest estimates of MYS are calculated by UNESCO Institute for Statistics (UIS) at the end of 2013 for the population aged 25 years and older. The methodology followed by the UIS was based on the approach by Barro and Lee (2013). Similar kind of methodology was followed by the Cohen & Soto (2007). Therefore, following Cohen & Soto (2007) and Barro & Lee (2013), the methodology used to calculate the MYS in this report is as follows:

$$MYS = \sum_{g=1}^{9} AG_g \cdot YS_g \dots\dots\dots\dots (1)$$

where MYS is the mean years of schooling, AG_g is the population share of the age-group and YS_g is the years of schooling of the respective age-group.[2] Given in equation (1), the MYS for a town or district is the weighted average of years of schooling of the age-group 25 years and above. To have a better estimates of MYS, the population of age 25 years and above is further divided into 9 groups of five year age intervals such that g = 1 includes age-group of 25 to 29; g = 2 is the age-group of 30 to 34; g = 3 is the age-group of 35 to 39; so on until reached the oldest age-group g = 9 which includes all those age 65 years and above. The weights are represented by AG_g which are calculated as the ratio of the educated people in the age-group divided by the total population of the respective age-group.

The main characteristics of this methodology and working on the primary data is that rather than using the available information (as some studies have used secondary data to calculate MYS) together it exploits the information by age-groups which gives a more accurate and reliable measure of MYS.

[2] The equation in (1) is the final version of the equation used for calculations. To make the report non-technical, its derivation and the associated formulae are not given.

Gender Parity Index

The gender parity index (GPI) is a very simple measure of unequal access to opportunities given to males and females. Here, the GPI would measure the relative unequal access to education attainment of males and females and will be calculated simply by dividing the females MYS to males MYS in a region. The formula of the GPI is as follows:

$$\text{Gender Parity Index} = \frac{\text{MYS of females}}{\text{MYS of males}} \dots\dots\dots\dots (2)$$

The value of the GPI usually lies in between 0 to 1. A GPI value equal to 1 indicates perfect parity between females and males in attaining the education and a value equal to 0 indicates that females have no access to education. Similarly, a value less than 1 indicates disparity in favor of males and a value greater than 1 indicates disparity in favor of females. In very rare cases, the value of the index goes above 1. If it does here it mean that females has more education compare to males.

Dataset used for the Calculations

The study uses primary dataset for all calculations for the Towns/Tehsils and districts of Punjab. The database is taken from the Multiple Indicator Cluster Survey (MICS) collected by the Punjab Bureau of Statistics in collaboration with United Nations Children's Fund (UNICEF) and United Nations Development Programme (UNDP). MICS is an international household survey programme developed by UNICEF. The MICS Punjab, 2011 was conducted as part of the fourth global round of MICS surveys (MICS4).

The survey provides information on a large number of indicators on the situation of women and children including the socio-economic indicators at the provincial level for 9 divisions, 36 districts, 150 towns/tehsils, major cities, other urban and rural areas. The sample size of the MICS4 is 599617 or 102048 households. Out of which, the sample size of the major cities is 10044 households, 31812 households is other urban areas and the rest sample size is from rural areas of Punjab. Also note that, out of the total sample size, 51 percent are males and 49 percent are females which indicates a fair representation of the gender in the survey. For more detail on the sampling of the MICS4, the reader are advised to consult the Multiple Indicator Cluster Survey, Provincial Report, Volume – 1 (GoPun, 2011).

The sample size of the MICS is 102048 households. Which makes it the largest primary dataset for the Punjab on socio-economic indicators.

The MICS4 is the richest and largest dataset for the Punjab compare to other primary datasets available in Pakistan. For example, there are three well-known primary datasets in Pakistan at the provincial levels. These are Labor Force Survey (LFS), Pakistan Social Standards and Livings Measurement Survey (PSLM) and Household Integrated Economic Survey (HIES). These datasets are collected and maintained by the Pakistan Bureau of Statistics (PBS). The sample size of all these datasets are given in Table 3.1.

Note that the sample size of the MICS4 dataset is far larger than the sample sizes of other three datasets. Therefore, the population coverage of the MICS4 would be much better and the calculations performed using it will also be much more reliable and close to the population true parameters.

Table 3.1: Sample Sizes of Three Major Surveys of Pakistan in 2011

Name of Survey	Sample Size (Number of Households)	
	Pakistan	Punjab
Labor Force Survey (LFS)	36,464	16,080
Pakistan Social and Living Standards Measurement Survey (PSLM)	77,488	32,372
Household Integrated Economic Survey (HIES)	6,954	16,341

Source: Pakistan Bureau of Statistics.

4

Measurements and Analyses

This chapter gives results of MYS and GPI estimates. Only summary analyses based on the calculations of MYS and GPI are given here. Detailed estimates of MYS and GPI for each town/tehsil are given in Part 3 of the report.

Mean Years of Schooling

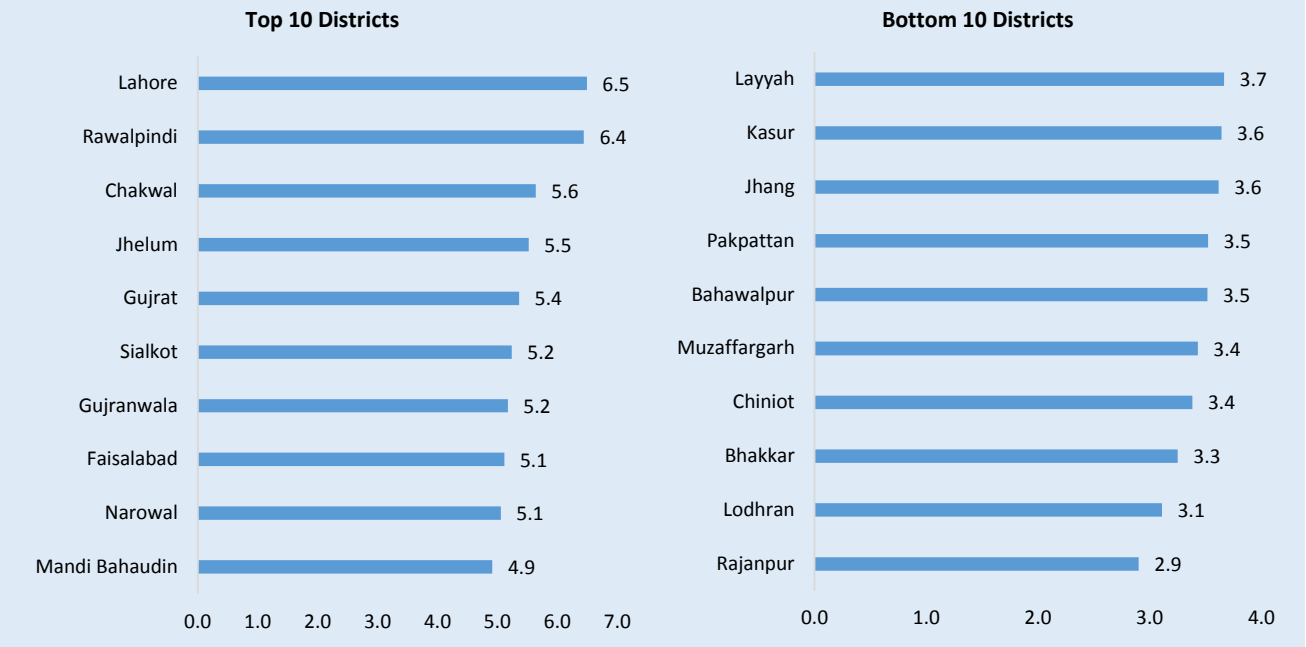
Years of schooling for Punjab comes out to be 4.5. The males years of schooling are 5.7 and females years of schooling are 3.3. These findings are quite close to the SPDC's estimates of MYS. According to the SPDC estimates, the MYS for Punjab is 4.6: 5.3 years for males and 3.9 years for females (SPDC, 2014). Although the overall estimate is close to SPDC's estimate but estimates differ somewhat if males and females are consider separately. The differences are not large. However, our estimates are based on a dataset which is much larger in the sample size, therefore, these are more reliable than the SPDC's estimates because those are based on the LFS 2011 dataset whose sample size is very small compare to MICS4 sample size. According to SPDC, the MYS for the Pakistan is 4.6: 5.5 years of males and 3.5 years of females (*Ibid*).

Mean years of schooling for Punjab is 4.5, of which males years of schooling is 5.7 and females years of schooling is 3.3

Chart 4.1 gives distribution of the top and bottom 10 districts of Punjab by their performances in attaining the MYS. The district with highest overall education attainment, as expected, is Lahore with a MYS of 6.5. Rawalpindi is at second place with a MYS of 6.4, close to the Lahore. Among top 10 districts, Mandi Bahaudin is the last district with a MYS of 4.9 years, just above provincial average. Other districts that make the top 10 are: Chakwal, Jhelum, Gujrat, Sialkot, Gujranwala, Faisalabad

Lahore has the highest years of schooling of 6.5.

Chart 4.1: Top 10 and bottom 10 districts



and Narowal. Most of these districts are located in the Central or Northern regions of Punjab and have a relatively higher share of population living in the urban areas. Also, as you will see in the next Chapter, these districts have low poverty levels and are relatively more developed.

List of districts with lowest level of MYS is also shown in Chart 4.1. The district that acquired highest MYS in the bottom 10 districts is Layyah with a MYS of 3.9. Rajanpur has the least level of overall MYS of only 2.9. The other districts that make at the bottom 10 are: Lodhran, Bhakkar, Chiniot, Muzaffargarh, Bahawalpur, Pakpattan, Jhang and Kasur. The people of these districts are mostly poor, higher proportion of population resides in rural areas and economically underdeveloped. Table 4.1 gives a complete list of districts with highest, medium and lowest level of MYS. The reasons of variations in MYS of districts are discussed in the next Chapter 5 and in Part 3 of the report where separate information is given for each town and district.

Rajanpur has least level of MYS of only 2.9 years.

Table 4.1: Ranking of Districts with Highest, Medium and Lowest Level of Mean Years of Schooling

Districts with Highest MYS			Districts with Medium MYS			Districts with Lowest MYS		
1.	Lahore	6.5	10.	Mandi Bahaudin	4.9	22.	Dera Gazi Khan	3.9
2.	Rawalpindi	6.4	11.	Toba Tek Singh	4.9	23.	Khushab	3.9
3.	Chakwal	5.6	12.	Attock	4.9	24.	Bahawal Nagar	3.9
4.	Jhelum	5.5	13.	Sahiwal	4.7	25.	Raheem Yar Khan	3.7
5.	Gujrat	5.4	14.	Khanewal	4.7	26.	Okara	3.7
6.	Sialkot	5.2	15.	Multan	4.5	27.	Layyah	3.7
7.	Gujranwala	5.2	16.	Nankana Sahib	4.4	28.	Kasur	3.6
8.	Faisalabad	5.1	17.	Sheikhupura	4.4	29.	Jhang	3.6
9.	Narowal	5.1	18.	Sargodha	4.3	30.	Pakpattan	3.5
			19.	Mianwali	4.1	31.	Bahawalpur	3.5
			20.	Hafizabad	4.1	32.	Muzaffargarh	3.4
			21.	Vehari	4.0	33.	Chiniot	3.4
						34.	Bhakkar	3.3
						35.	Lodhran	3.1
						36.	Rajanpur	2.9

Note that the division of districts into high, medium and low level of MYS is done on the basis of how far or close a district is from the average MYS of Punjab. List of Highest MYS includes all those districts with a MYS of over 5.0 years. List of Medium MYS includes all those districts whose MYS is close to the provincial average with an interval of ±0.5 years. Lastly, the list of Lowest MYS includes all those districts with a MYS below 4.0 years.

The rankings of districts by gender are shown in Chart 4.2. Panel A gives top and bottom 10 districts for males and Panel B shows top and bottom 10 districts for females. Among all these districts, the highest MYS of males is 8.0 for the Rawalpindi. Surprisingly, Lahore comes second with MYS of 7.2. Note that top 10 districts of males are mostly those with overall highest MYS. However, Attock and Khanewal makes to the top 10 list in case of males while Sialkot and Gujrat drop out of the list (see Chart 4.2 for details).

The district with lowest MYS for males is Rajanpur with a MYS of 4.0 ...

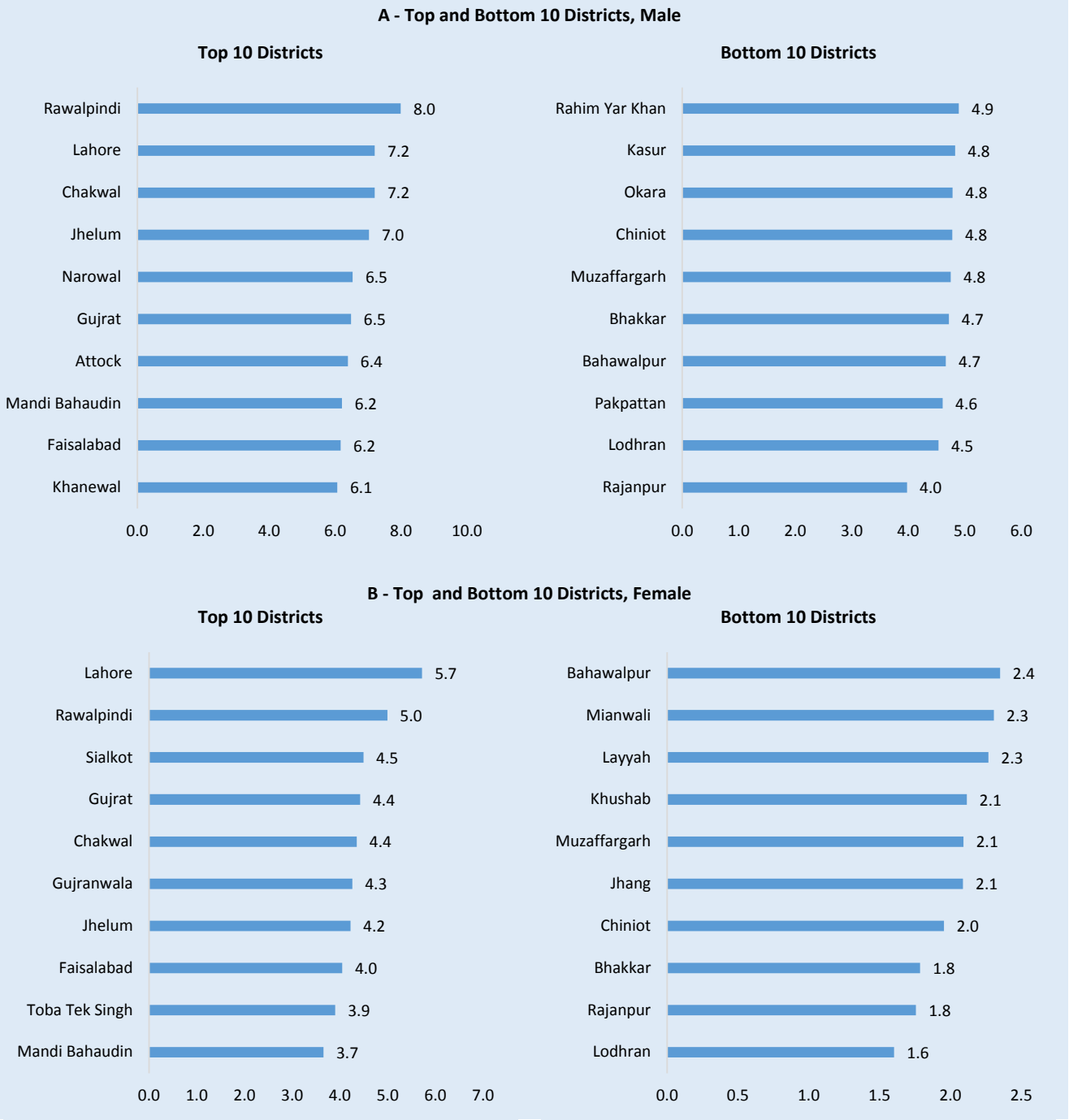
The district with lowest MYS for males is Rajanpur with 4.0 years of schooling. Note that Rajanpur also has the lowest overall MYS. Like the top 10 districts, most of the districts in the bottom 10 list also have lowest combine MYS. Compare to males, the highest MYS of females is 5.7 for the district of Lahore. Rawalpindi, in case of females, is at the second place while it was on the top in case of males' MYS.

... and the district with lowest MYS for females is Lodhran with a MYS of 1.6 only.

The difference between the top MYS of males and females is 2.3 years which is quite a lot and point out to large gender disparities in attaining the education.

The district that comes at the bottom in case of females is Lodhran with a MYS of 1.6 only. The difference in the lowest MYS of males and females is 2.4 years. The districts with highest and lowest MYS for both males and females are mostly same, again indicating that the gender disparities in attaining education are quite a lot.

Chart 4.2: Top 10 and Bottom 10 Districts by Mean Years of Schooling by Gender



The rankings and distribution of these districts according to the MYS as noted in Charts 4.1 & 4.2 and Table 4.1 requires further explanation. Districts that score

highest in the MYS are mostly located near provincial capital like Chakwal, Faisalabad, Gujranwala, Mandi Bahaudin, Narowal and Sialkot. These districts have access to better infrastructure and facilities that support an environment conducive to education attainment. For a detail of what other factor could be responsible for differences in the MYS of districts, see the district education profiles in Part 3 of the report.

Samanabad has the highest MYS of 9.5 and Rojhan has the lowest MYS of 1.5.

The rankings of towns by MYS for the top and bottom 20 are given in Chart 4.3. Compare to districts, the town's highest MYS is 9.5 for Samanabad. While at the district level, the highest MYS was 8.0. ***This is one benefit of calculating the MYS at the towns level that we have more disaggregated information at the local level, which if have been done at the district level would not been captured.*** The analysis will become more useful when the case of males and females are considered separately. Among 20 towns with highest MYS, 7 are located in Lahore and the rest of the top towns are located near Lahore district or in the central or northern regions of Punjab (see Chart 4.3 for details). The town with lowest MYS of 1.5 is Rojhan located in the Rajanpur district. The difference in the MYS of highest and lowest town is 8.0 years, a matter of great concern for the Government of Punjab. Again, most towns in the bottom category of MYS are located in the South Punjab.

Difference in the MYS of highest and lowest town is 8.0 years.

Among top 20 towns, 7 are located in Lahore and the rest are located near Lahore or in the central or northern regions of Punjab.

Chart 4.3: Top and bottom 20 Towns/Tehsils by Mean Years of Schooling

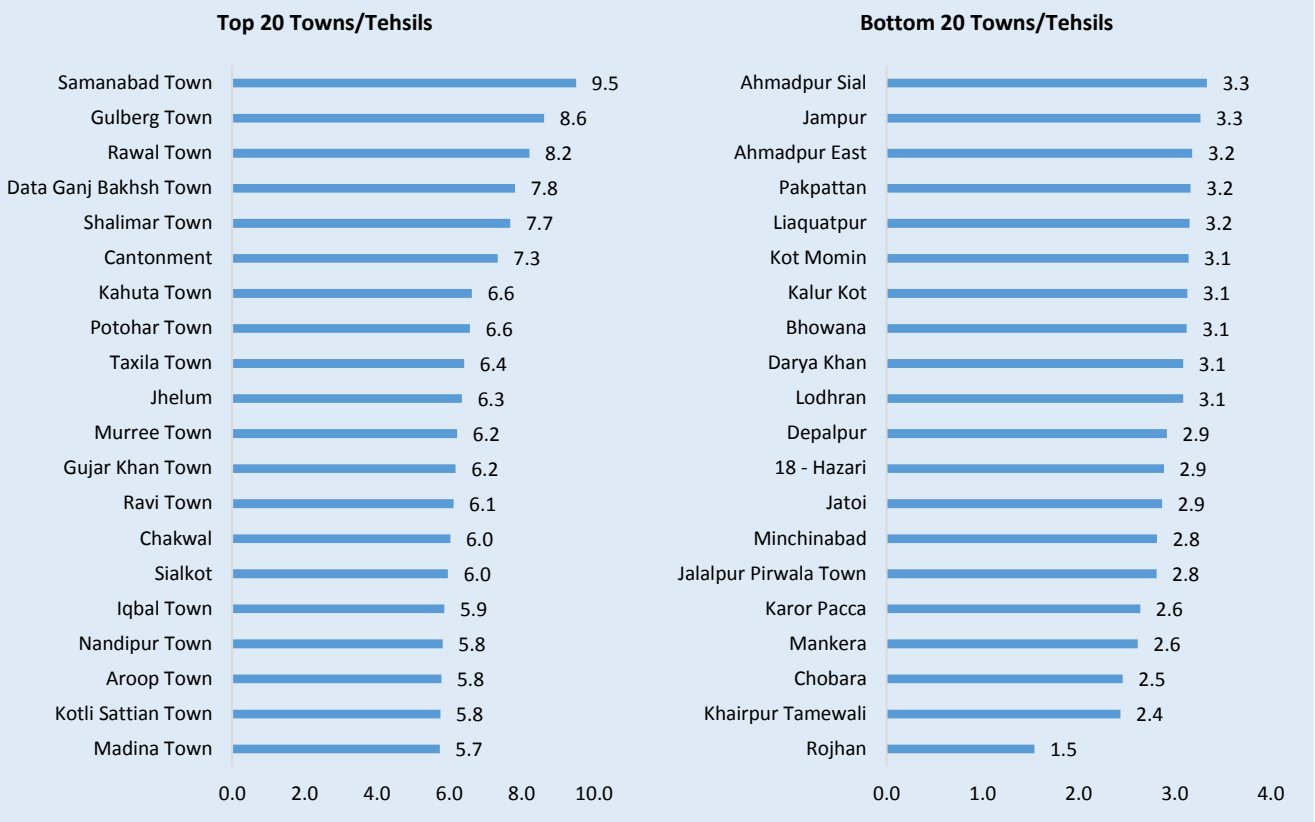
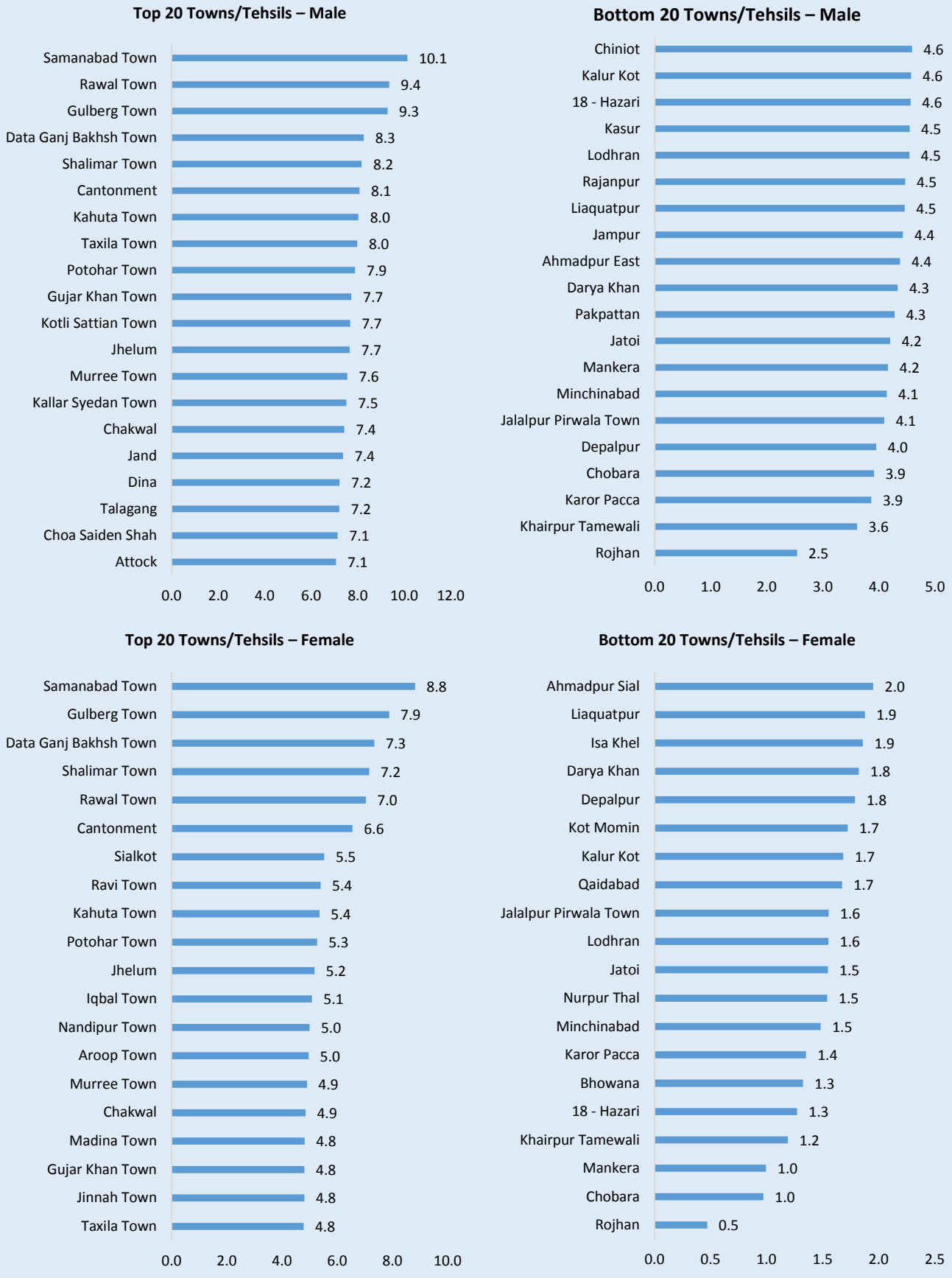


Chart 4.4 presents top and bottom 20 districts by gender. The numbers on MYS become quite astonishing when the analyses are done by gender. Samanabad is on the top of males list of highest MYS with a score of 10.1 years. While Rojhan has the lowest MYS of 2.5 only. The difference between the highest and lowest MYS is

Chart 4.4: Top and Bottom 20 Districts by Mean Years of Schooling for Males and Females



quite large at the town level. Similar is the case of MYS of females. In case of females too Samanabad has the highest MYS of 8.8 years and Rojhan has the lowest MYS of 0.5 only (see Chart 4.4 for details).

The analyses of this section show a very gloomy picture of the human capital stock in Punjab. It is not only low but there are large variations across districts and towns which become huge when males and females are consider separately. Only 9 districts has MYS greater than the provincial average; in 24, lower than the provincial average; and in 3, equal to provincial average. The number of districts with lower MYS than the Punjab average increases to 34 when females are consider only while in case of males only 2 districts' MYS is below provincial average. Similarly, 71 out of the 150 towns have years of schooling below 4.5 years, the provincial average. The number of towns with less than provincial average goes up to 122 in case of females while only 13 towns have less MYS than the provincial average.

The analysis of MYS at the district and towns level reveal great variations in attaining the education not only by gender but also across different regions of the Punjab. For example, the difference in MYS of highest male and lowest female is 9.6 years, more than double that of the Punjab's average. A more detail analysis of these disparities in education attainment is done in next section. *The overall conclusion from the analyses of MYS is that the poor attainment of education in districts of South Punjab does raise the issue of whether this region has been 'neglected' in provincial and local development allocations as the backward districts appear to be underprovided with education facilities.*

Gender Disparity Index

The analyses in this section compare the relative position of males and females in acquiring education at the district and towns level through the gender parity index. Table 4.2 gives ranking of top and bottom 10 districts while Table 4.3 gives rankings of top and bottom 20 towns. The complete lists of rankings of districts and towns are given in Part 3.

None of the districts has achieved gender disparity in attaining the education.

It is very shocking to find out that none of the districts has achieved gender disparity in attaining education. Lahore with the largest score in the GPI still able to cover less than 80 percent of the gap in gender disparity. The condition of other districts is much worse. For example, the Lodhran is the worst district with the lowest score in GPI of 0.353 only. It means that females' MYS of this district are just 35 percent of males' MYS. Also, note that the highest score in the bottom 10 districts is 0.470 which means that education attainment of females is still far less than males' education.

Data Ganj Bakhsh Town has the highest score of 0.889 in the GPI.

These results become worst when the analysis are done at the towns level. Although, compare to districts, some towns have higher score but the situation is worse on the lower side of the index. Town with highest GPI of 0.889 is Data Ganj Bakhsh. No one could have thought that the Data Ganj Bakhsh can have more gender disparity in education attainment compare to well-developed towns of Lahore or other districts of Punjab. But note that although the MYS of Data Ganj Bakhsh is not the highest but people of this town have more equal opportunities to education

compare to other towns. Samanabad with highest MYS of both males and females comes at third position in this index.

Table 4.2: Top and Bottom 10 Districts by Gender Disparity in Mean Years of Schooling

Rank - District	Mean Years of Schooling		Gender Parity Index
	Male	Female	
Top 10 Districts			
1. Lahore	7.2	5.7	0.794
2. Sialkot	6.0	4.5	0.744
3. Gujranwala	6.1	4.3	0.702
4. Gujrat	6.5	4.4	0.682
5. Faisalabad	6.2	4.0	0.656
6. Toba Tek Singh	6.0	3.9	0.652
7. Sahiwal	5.7	3.6	0.629
8. Rawalpindi	8.0	5.0	0.625
9. Sheikhupura	5.3	3.3	0.623
10. Chakwal	7.2	4.4	0.604
Bottom 10 Districts			
27. Dera Ghazi Khan	5.4	2.5	0.470
28. Layyah	5.0	2.3	0.450
29. Rajanpur	4.0	1.8	0.442
30. Muzaffargarh	4.8	2.1	0.440
31. Chiniot	4.8	2.0	0.409
32. Jhang	5.2	2.1	0.406
33. Mianwali	6.0	2.3	0.386
34. Bhakkar	4.7	1.8	0.378
35. Khushab	5.8	2.1	0.366
36. Lodhran	4.5	1.6	0.353

Only 1 district out of 36 and 13 towns out 150 have GPI score of more than 0.750.

Overall analyses of this section reveals that only 1 out of the total 36 districts is able to cover more than three-fourth gender disparity. 24 districts have covered gender disparities of more than 50 percent but less than 75 percent. While all other districts have disparities of less than 50 percent. The district with highest disparity is in the Lodhran with a GPI score of 0.353 only. Note that Lodhran is not the district with lowest level of MYS rather it is Rajanpur. In case of towns, out of the total 150 towns only 13 have GPI score of more than 0.750, less than 9 percent of all towns; 86, between 0.500 and 0.750, 57 percent of all towns; and 51 towns, less than 0.500.

The estimates of the MYS and GPI reveal the harsh reality of the actual situation of education attainment in Punjab. Firstly, the years of schooling of the province is very low with huge variations across districts, towns and regions. Secondly, there are large disparities in the years of schooling of males and females again not only within districts but also across districts and regions. The low level of years of schooling and high gender disparities should be a matter of concern for the Government of Punjab and require her firm actions to not only increase the level of MYS for both males and females but also to decrease the extent of gender disparities across regions.

Table 4.3: Top and Bottom 20 Towns by Gender Disparity in Mean Years of Schooling

	Town/Tehsil	District	Mean Years of Schooling		Gender-Parity Index
			Male	Female	
	Top 20 Towns/Tehsils				
1.	Data Ganj Bakhsh Town	Lahore	8.3	7.3	0.889
2.	Shalimar Town	"	8.2	7.2	0.876
3.	Samanabad Town	"	10.1	8.8	0.870
4.	Sialkot	Sialkot	6.4	5.5	0.860
5.	Gulberg Town	Lahore	9.3	7.9	0.849
6.	Cantonment	"	8.1	6.6	0.811
7.	Ravi Town	"	6.8	5.4	0.799
8.	Iqbal Town	"	6.6	5.1	0.772
9.	Aziz Bhatti Town	"	5.8	4.5	0.770
10.	Nandipur Town	Gujranwala	6.6	5.0	0.758
11.	Aroop Town	"	6.6	5.0	0.756
12.	Jinnah Town	Faisalabad	6.4	4.8	0.754
13.	Rawal Town	Rawalpindi	9.4	7.0	0.752
14.	Wazirabad Town	Gujranwala	6.1	4.5	0.742
15.	Sangla Hill	Nankana Sahib	6.0	4.5	0.740
16.	Sambrial	Sialkot	6.2	4.6	0.738
17.	Madina Town	Faisalabad	6.6	4.8	0.724
18.	Daska	Sialkot	5.9	4.3	0.715
19.	Qila Dedar Singh Town	Gujranwala	6.2	4.4	0.709
20.	Gujrat	Gujrat	6.4	4.5	0.704
	Bottom 20 Towns/Tehsils				
131.	Sahiwal	Sargodha	5.8	2.3	0.396
132.	Hazro	Attock	5.8	2.3	0.388
133.	Piplan	Mianwali	5.9	2.2	0.380
134.	Jalalpur Pirwala Town	Multan	4.1	1.6	0.379
135.	Kot Momin	Sargodha	4.6	1.7	0.372
136.	Dunyapur	Lodhran	5.3	2.0	0.371
137.	Jatoi	Muzaffargarh	4.2	1.5	0.369
138.	Kalur Kot	Bhakkar	4.6	1.7	0.368
139.	Minchinabad	Bahawalnagar	4.1	1.5	0.358
140.	Isa Khel	Mianwali	5.3	1.9	0.353
141.	Karor Pacca	Lodhran	3.9	1.4	0.350
142.	Lodhran	Lodhran	4.5	1.6	0.341
143.	Khairpur Tamewali	Bahawalpur	3.6	1.2	0.330
144.	Qaidabad	Khushab	5.5	1.7	0.304
145.	18 - Hazari	Jhang	4.6	1.3	0.279
146.	Nurpur Thal	Khushab	5.7	1.5	0.272
147.	Bhowana	Chiniot	5.0	1.3	0.267
148.	Chobara	Layyah	3.9	1.0	0.248
149.	Mankera	Bhakkar	4.2	1.0	0.239
150.	Rojhan	Rajanpur	2.5	0.5	0.185

The question that now arises is why MYS is so low and why there are large gender disparities in education attainment, especially in the developed districts of Punjab? Answer to which depends in differences in the three key dimensions of education attainment. These dimensions are: behavioral, socio-economic and infrastructural. By behavioral dimension we meant here that attitudes of children and parents differ toward the education given their local and socio-economic environments. A child when come to the world learn only those things that his/her parents and the society around him taught. Above all, parents are the sole responsible for children's future. Therefore, it is the responsibility of the parents to make their children study no matter what and there should be no discrimination whether it is a girl or a boy.

In reality, however, boys and girls get different treatment in their schooling and this is one of the potential explanations of gender gap in education in towns and districts of Punjab. At the same time boys and girls too show very causal and non-serious attitudes toward education mainly of the backward areas of Punjab. These two behavior complements each other and results in low level of schooling, especially of girls and create gender disparities. These two type of behaviors can be called **personal barriers.** There are many reasons of these personal barriers and come under the second dimension of schooling, which is socio-economic.

Society where one lives is a very potential influencer on one's life. A children living in developed society would definitely choose schooling compare to society which is underdeveloped. Same is the case in Punjab. Children living in developed and relatively urbanized district tend to study than children of underdeveloped and relatively ruralized districts. Such restrictions to education can be called **societal barriers**. Overcoming personal and societal barriers to education attainment is one big challenge for the government because these not only keep children out of school but also make them drop-out at later stages of schooling.

On the economic side of educating a children, the main reason of why parents' spend relatively less on daughters' schooling is due to the poorer economic return to girls' education. Therefore, keeping in view the economic returns to education, it could be assumed that parents respond rationally instead of discriminating girls' education. This behavior of the parents to girls' education could be termed as **outcome barriers** to education. This barrier is related to discriminatory behavior of the labor market. Other major economic factor that restrict education of a child is income and wealth level. Parents with relatively low levels of both will tend to restrict their children from education and may send them to work. Only government can help in this matter by providing some kind of economic relief to parents.

The third dimension which restrict children's schooling is the **infrastructural barriers** to education. These includes insufficient number of schools, colleges and universities compare to population requirement along with substandard and unsafe facilities, poor teacher quality, lack of free text books, etc. Removing these barriers are solely the responsibility of the government. It is surprising to note that many of Punjab districts do not have a university recognized by the HEC. This is one major explanation of why children of most districts drop out of the higher education and if they want to continue they come across lot of difficulties, especially girls. Districts needs to be provided with *education infrastructure (schools, colleges and universities) according to the requirement of the population.* Absence of these barriers create an **enabling environment** conducive for children's education.

Part 2

Education Determinants and Recommendations

"Education is not the means of showing people how to get what they want. Education is an exercise by means of which enough men, it is hoped, will learn to want what is worth having."

Ronald Reagan

5

Determinants of Mean Years of Schooling

This chapter describes determinants of education attainment in general (section 1) and particularly of Punjab. These determinants will be explained in two stages. In the first stage, relationship between mean years of schooling and its determinants are describe using graphs (section 2). In stage two, these determinants are estimated using the regression analysis (section 3).

Literature Review

The literature on the education attainment reports a number of determinants of a child's decision to get education. This decision is function of its attitude towards education starting from the primary level to graduation, repetitions and drop-outs. In turn there are many determinants of child's attitude which are individual and family based such as sex, income, health, quality of education etc. Some are related to the government, community, traditions and cultures where children reside. For example, policy based determinants such as the provision of infrastructure.

At the personal level a child's choice to get enrolled in the school is affected by a number of factors. For example, the parents' education have great impact on children's decision to go to school (Al-Qudsi, 2003; Tansel, 2000). Children whose parents' are not much educated or uneducated mostly do not show much interest in their children's education and if children get enrolled mostly they drop out of the school (Namora and Roushdy, 2007). This happens because parents' behavior is very casual in such cases. There are rare cases of children getting higher education in case of less educated parents (Kambhampati and Rajan, 2006 and Chowdry *et al*. 2010). Some studies have documented that mother's education has more significant impact on children's decision of getting education compare to father's education (Currie and Moretti, 2003). Further, research documents that educating a girl is like giving education to the whole of the family (Andrabi *et al,* 2007).

Family and household characteristics like family size or household size are also have impact on the enrolment and schooling progress. Household size is usually large in developing countries due to many factors. Finding these factors is not part of this report but what is important is why family size impacts education of children? This is mainly because the burden of the whole family is generally tolerated by the family head with little or no support from other family members. Given large family size, it becomes difficult for the family head to support the expenses and therefore children's education get scarified (Black, *et al*., 2005). In fact, in most cases the children have to work to support the family, the child labor. This happens when head of the family is mostly a female (Psacharopoulos, 1997;

Basu and Van, 1998; and Wahba, 2006). For sake of extra income, children in such conditions have to work rather than go to school.

Level of poverty is another important determinant of education attainment. People in the low income countries are mostly poor and spend all or most of their incomes to meet basic food items and necessities like electricity, house rent etc. Poverty is also the main cause of children working at the school-age (Jayachandran, 2002 and Bhalotra, 2007). Further, on the question of whether child labor displaces schooling or not? Ravallion and Wodon (2000) found that a reduction in child labor only leads to a very small increase in school enrolment in Bangladesh but it reduces the welfare of the family due to decrease in income. Similar findings were reported by Ray (2000) in the context of Pakistan. The Ray based on his analysis rejected the "luxury axiom" in case of Pakistan. Contrary to poverty, wealth of family has a significant positive effect on education attainment (Roushdy and Namora, 2007). Though there are some conflicting views and evidences in developing countries, as some studies report that income is not a major determinant of a person's preferences, but still poverty remains one of the most important determinants of education attainment (Horgan, 2007 and Coley J. and Baker 2013).

The parents and children's choice to invest in education is also determined by the payoffs or future benefits attached to education attainment. If the opportunity cost of getting enrolled in school is too high, parents prefer to send their children to work rather than to schools–the phenomenon of child labor. The returns from investing in children's education come after many years. However, mostly people do not realize this and instead prefer to not enroll children (Kingdon and Theopold, 2008).

Quality of education is another very important determinant. The main factors that determine the quality are: teachers' education and/or skills and number of students in the class. The latter is also called the pupil-teacher ratio and is the most used variable of quality. The authors Angrist and Lavy (1999); Case and Deaton (1999); Krueger (1999); Vos and Ponce (2004) and Hammill (2006) found that students in the small classes learn more quickly and score higher compare to the students in larger class size. Recently, Hanushek et al. (2008) have shown that the quality of schools does influence enrolment and drop-out in Egypt's primary education. Contrarily, these authors find that the level of infrastructure does not really have an impact on the student behavior.

Delay in the school enrolment is another very interesting aspect of students' behavior. For example, some students enroll late due to malnutrition or bad health (due to some disease) (Glewwe and Jacoby, 1994; Strohschein, 2005). Also, as pointed out above, incomes in developing countries are mostly very low, therefore, one of the possible reason for dilatory issues in school enrollment is that children belongs to such family may delay the enrollment until their economic condition get better (Bommier and Lambert, 2000). Sometimes students delay their education and start job in order to earn and support their education, especially higher education.

Distance from school is another very important determinant of schooling, especially in the case of girls. Because mostly parents are afraid of sending girls in schools that are located at far distances (De Vreyer et al., 1998; and Andrabi, 2007). This is especially true in the regions with security issues making it difficult for students and teachers to reach school.

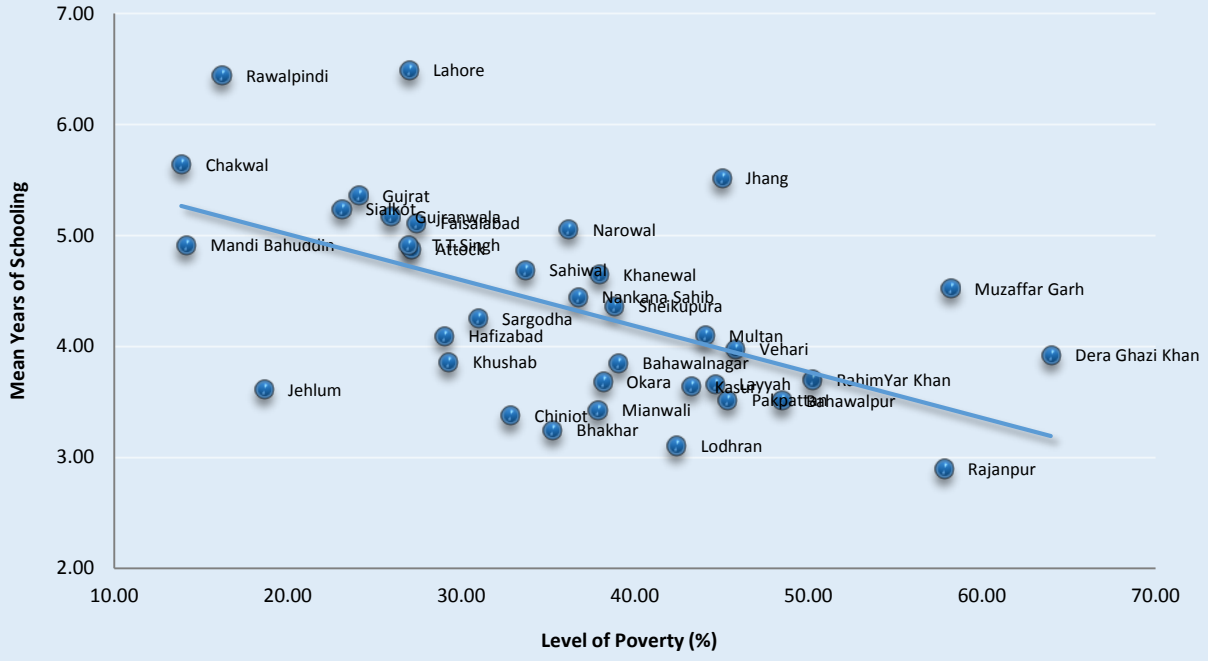
Analysis of Education Attainment Determinants in Punjab

This section relates the determinants of education attainment, described in the previous section to education attainment of Punjab. The analyses are restricted at the district level due the two reasons: first, information for most determinants is not available at the town level; second, the analyses are much more readable at the district level, that is, it would become difficult for the readers to extract exact information from analyses if done at towns' level.

Poverty has a strong negative impact on education attainment in case of Punjab.

Figure 5.1 shows the relationship between MYS and the level of poverty. The level of poverty, as indicated in the literature review, is negatively impacting the years of schooling in Punjab. The trend line passing through the points indicates that more the level of poverty in a district is lesser are the years of schooling. However, there are some exceptions to the relationship. For example, in case of Jehlum, years of schooling are low although the level of poverty is quite low. On the other hand, Jhang has relatively higher years of schooling given that the level of poverty is quite high in the district. That means some other factors are also responsible in the contradictory results of these districts. Lahore, Rawalpindi and Chakwal are cases where people have highest years of schooling mainly because people in these districts have higher incomes. People in districts located on the far right and close to the *x*-axis are mainly poor and therefore less educated. The correlation coefficient of the relationship between these two variables is -0.561 which is highly significant at 1 percent level of significance.

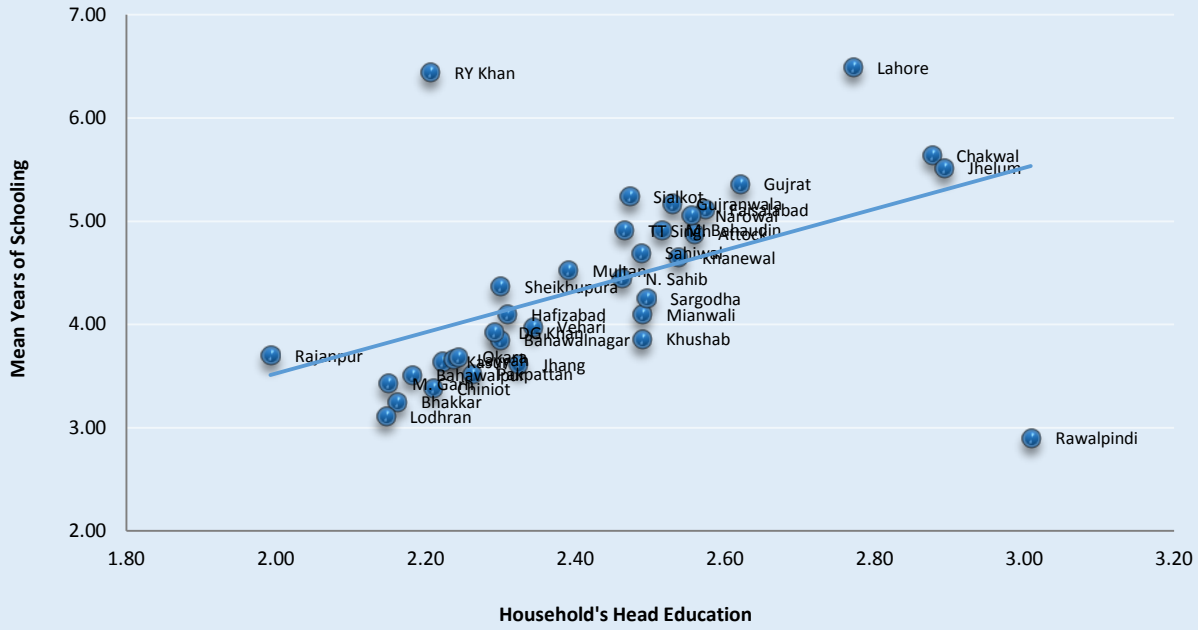
Figure 5.1: Relationship between Poverty and Mean Years of Schooling by Districts



Source: Poverty figures are taken from the Jamal (2014).

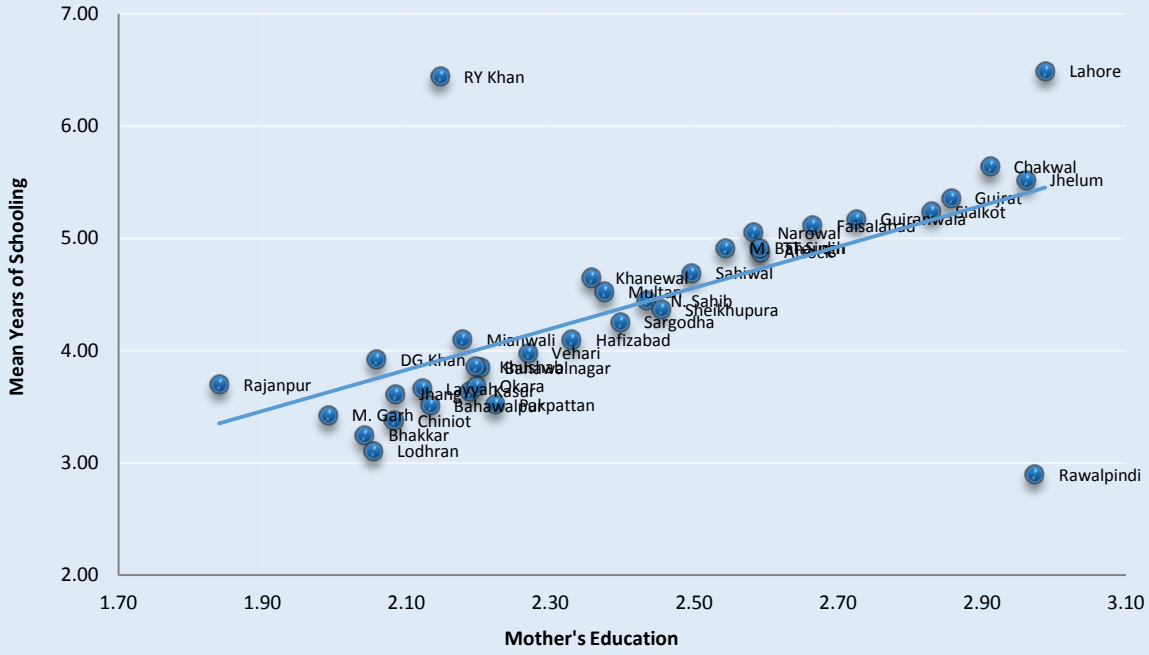
Parents' education play a pivotal role in their children's education attainment as described in the previous section. This relationship is shown in Figures 5.2 and 5.3. Figure 5.2 shows relationship between education of the household's head and mean years of schooling and Figure 5.3 shows relationship between mother's

Figure 5.2: Relationship between Household's Head Education and Mean Years of Schooling by Districts



Source: Author's own calculations.

Figure 5.3: Relationship between Mother's Education and Mean Years of Schooling by Districts



Source: Author's own calculations.

education and mean years of schooling. The trend lines are upward sloping in both figures, indicating the positive impact of the parents' education on the education of their children. This point is also highlighted by the LEAPS project based on analysis of three districts of Punjab (Andrabi *et al,* 2007).

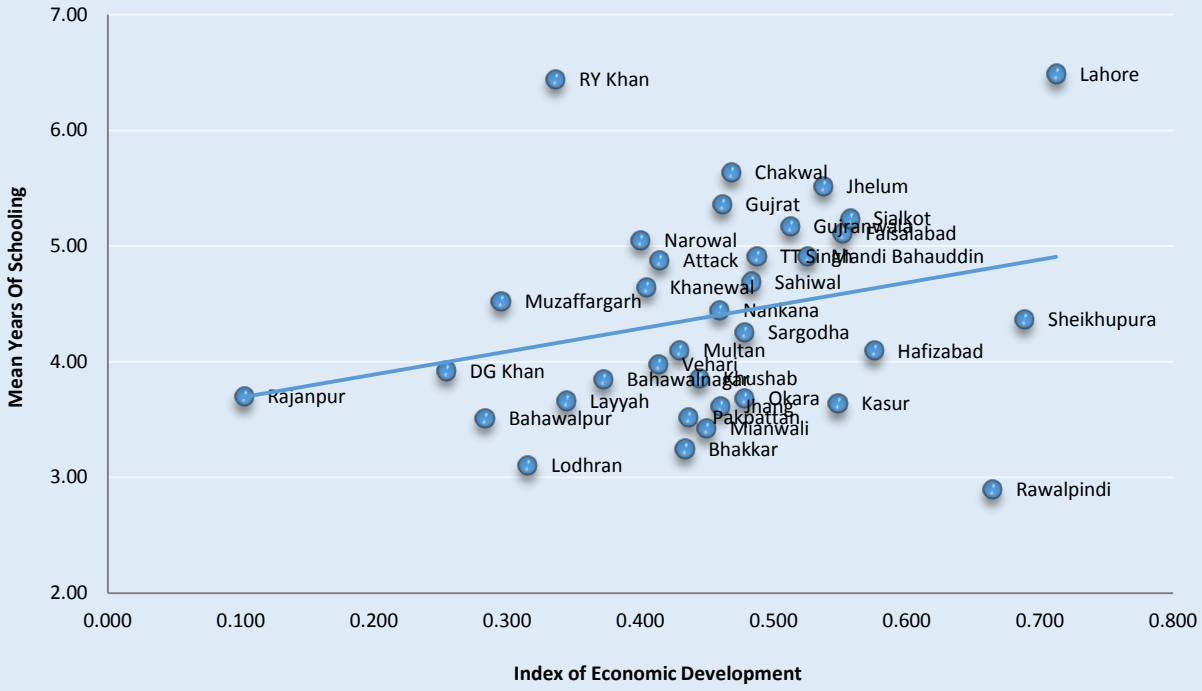
Note that the relationship between mother's education and MYS is more strong compare to the household's head education. The correlation coefficient between mother's education and MYS is 0.648 which is statistically significant at 1 percent level of significance while the correlation coefficient between household's head education and MYS is 0.129 which is statistically insignificant. Therefore, it would not be wrong saying that mothers' education play much more pivotal role in the children's education compare to that of fathers.

In Punjab, mother's education has stronger impact on the children's education compare to family's head.

Figure 5.4 shows the relationship between economic development of the district and MYS. The economic development index is taken from the Institute of Public Policy's Fifth Annual Review (2012). It is a composite index of education, health and infrastructure sectors. As we can see from the figure, the MYS is positively related to the higher level of economic development. However, the correlation coefficient between the two, 0.271, is statistically insignificant.

The relationship between economic development and years of schooling is positive but statistically insignificant.

Figure 5.4: Relationship between Economic Development and Mean Years of Schooling by Districts



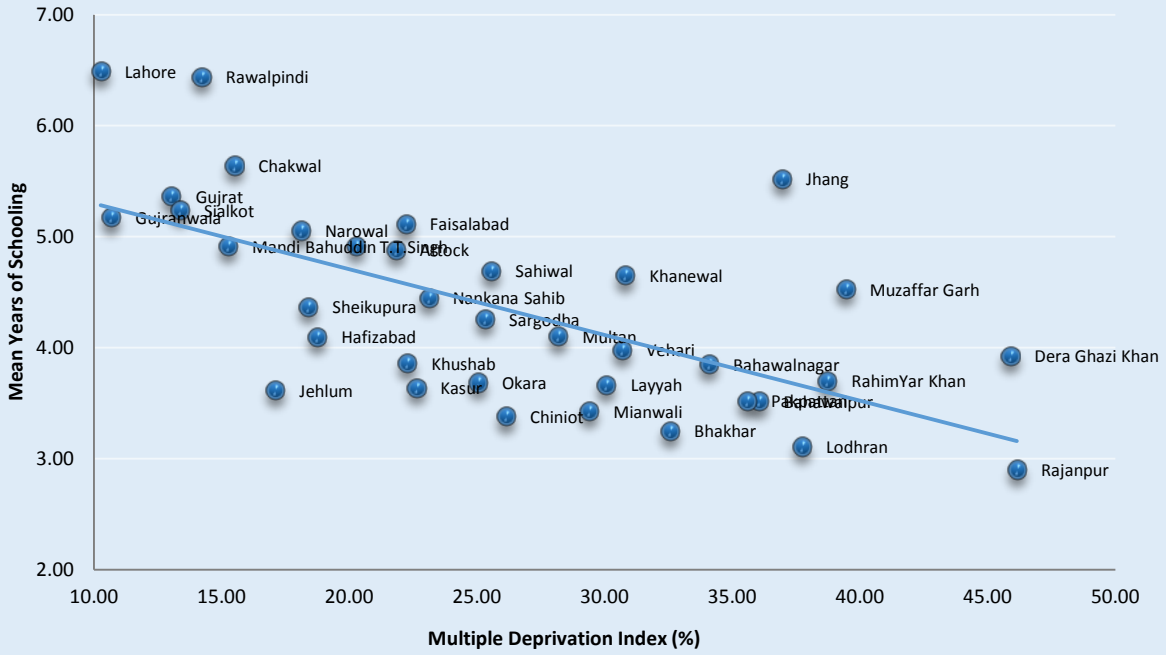
Source: The number on the economic development index are taken from IPP(2012).

Figure 5.5 shows the relationship between multiple deprivation of the district and the MYS. Multiple Deprivation is a composite index consisted of many sub-indices on the education, health, housing quality, housing services and economic deprivation. As can be seen from the figure that there is a negative relationship between the higher intensity of multiple deprivation of the district and its effort to

People in Punjab tend to sacrifice education if the intensity of deprivation of basic facilities increases.

acquire the MYS. The correlation coefficient between the two is -0.643 which is statistically significant at the 1 percent level of significance.

Figure 5.5: Relationship between Multiple Deprivation Index and Mean Years of Schooling by Districts

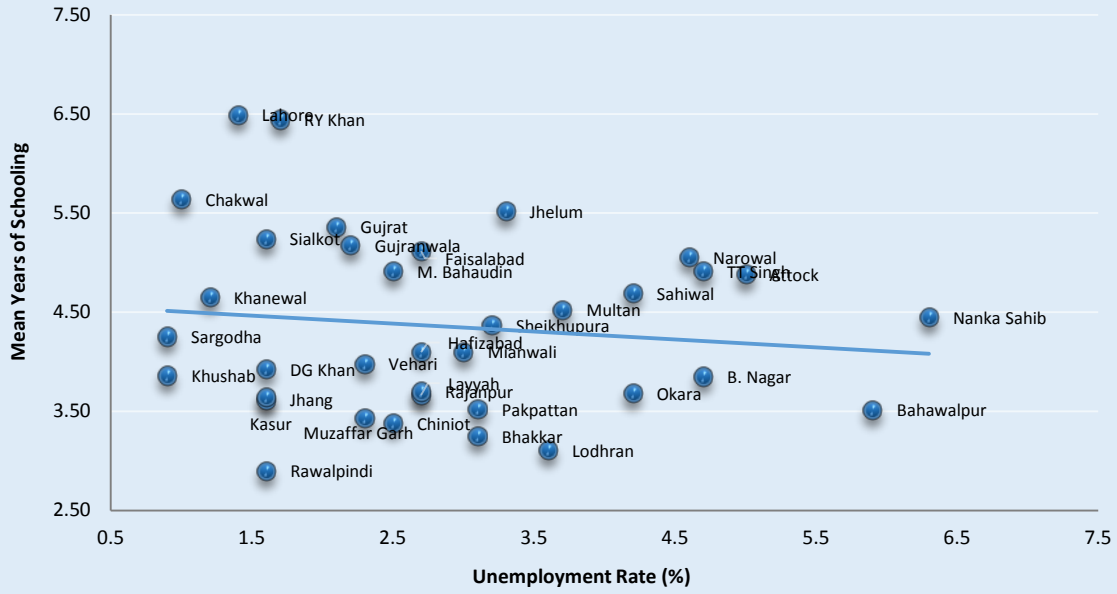


Source: Author's own calculations.

Figure 5.6 plots the relationship between the unemployment rate and MYS. As can be seen from the figure there is a negative relationship between the two. However, the correlation coefficient of this relationship is -0.125 which is highly insignificant.

Unemployment has no significant impact on the education attainment.

Figure 5.6: Relationship between Unemployment Rate and Mean Years of Schooling by Districts

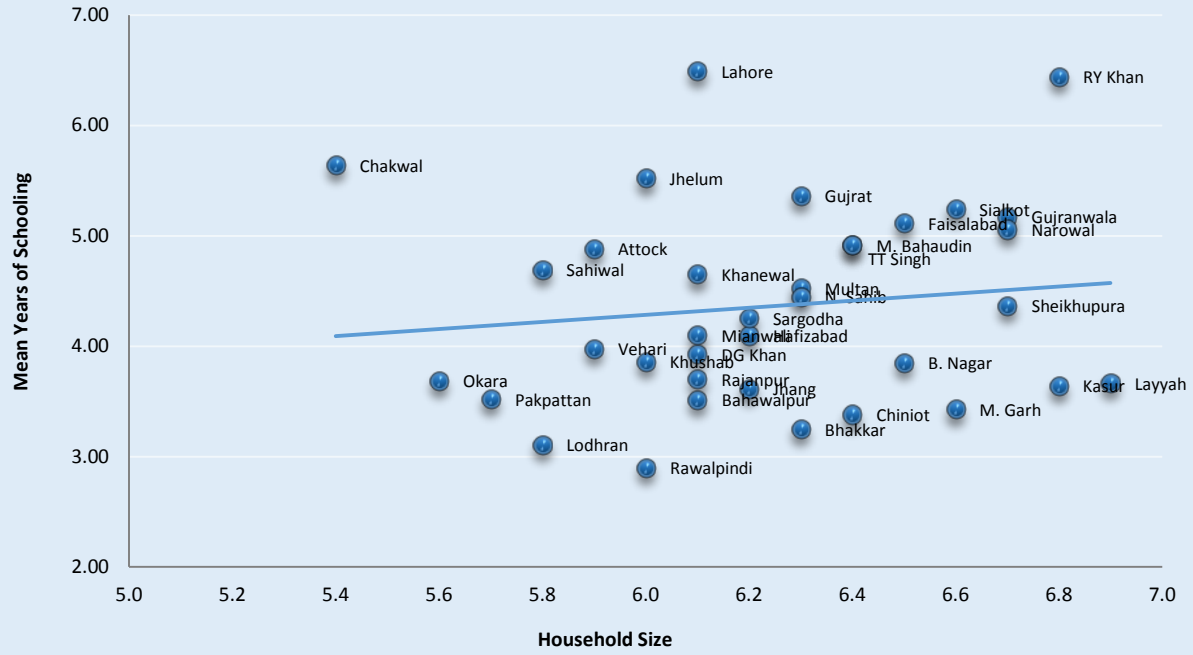


Source: Author's own calculations.

Figure 5.7 shows the relationship between the family size and MYS. As can be seen from the figure, there is a positive relationship between the two. The correlation coefficient of this relationship, which is 0.129, is highly insignificant. Ahmed *et al* (2013) based on regression analysis of rural Punjab found mixed results of family size on the enrolment of boys and girls. The coefficient of it were statistcially insignificant in most of regressions.

Household size too has no significant impact on education attainment of children.

Figure 5.7: Relationship between Household Size and Mean Years of Schooling by Districts



Source: Author's own calculations.

Besides these indicators there are other important determinants that impact years of schooling but unfortunately data on these variables are not available at the district level. For example, expenditure of the family on the education is an important determinant of the education attainment. Similarly, distance from school is also very important determinant, especially of the females' education. The Andrabi *et al* (2007) project based on a household survey of three districts of Punjab (Attock, Faisalabad and Rahim Yar Khan) found that "households in these districts do not value children education, make small investments on them, keep them out of school so they can work and distance from school has great impact on the females' enrolment."

In another study, Ahmed (2013) based on primary data collected from rural areas of different districts of Punjab found five main determinants of parents' choice to go for low cost private schools when free public schools available. These determinants are: socioeconomic status of the household, degree of a school's accessibility, cost of schooling, parents' perceptions of school quality and their perceptions of the available employment opportunities in the region.

Similarly, two recent studies of Malik (2011) and Habib (2013) analyzed in detail past policy intervention, actions and reforms of the government of Punjab and their impacts on the education achievements and outcomes. Based on their comprehensive analyses, she found that the people of Punjab remain poorly educated despite numerous education policies and reforms.

Empirical Estimation of the Determinants of Mean Years of Schooling

The previous two sections described the determinants of education attainment based on the literature review and the actual data. This section empirically estimates the determinants of MYS using the regression technique. For this purpose, the following functional form is used:

$$MYS = F\left(PE, Poverty, EE, \frac{EI}{POP}, U, \frac{S}{T}\right)$$

where PE is parent's education; *Poverty* is the level of poverty; *EE* is the government expenditure on the education sector; EI is the education institutions like schools, colleges and universities; *POP* is the population of the district; *U* is the unemployment rate; *S* and *T* are total number of students and teachers respectively at all levels of education. The last variable, ratio of *S* over *T*, measures the pupil-teacher-ratio.

All of the data in this analysis is at the district level and for the year 2011. The sources of the data have already been described above except for the population, education institutions, students and teachers which are taken from the Punjab Development Statistics (PuBS, 2012).

The level of poverty and the student-teacher ratio are expected to impact the MYS negatively. The relationship between the unemployment rate and MYS is ambiguous, that is, it can be negative or positive. The pupil-teacher ratio is proxy measure of the quality of education variable. The lower is this ratio, higher will be the quality of education. Therefore, its expected sign is also negative. Also note that it would have been much more interesting if the data on the education expenditure of family is available instead of government expenditure on education. Regression is estimated using the simple ordinary least squares (OLS) method.

The results of the estimated coefficients are given in Table 5.1. First results of the individual variable regression are reported. Last column of the table reports results of regression with all variables together. In the individual variable regressions poverty, mother's education and government expenditure on the education turned out to be highly significant. These are all significant at the 1 percent level of significance. However, among all variables, mother's education turned out to be the most significant, has the highest size of coefficient and explains most of the variation in MYS. The number of educational institutions to population ratio, pupil-teacher ratio and the unemployment rate are turned out to be insignificant. The insignificance of labor market on the education is also supported by the Aslam (2009). He found that the labor market has no impact on the decision of children in getting education, especially of girls.

Regression with all variables is the final one and is of interest. When all the variables are introduced together, the ratio of the number of education institutions

to population become significant. While other two variables, pupil-teacher ratio and unemployment rate, remain insignificant. Note that mother's education remains the

Table 5.1: Empirical Results of Estimated Regression

	Mean Years of Schooling						
	(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**
Constant	5.81 (14.60)*	-0.002 (-0.003)	4.06 (11.69)*	3.51 (11.23)*	6.10 (4.57)*	4.57 (13.22)*	**0.64** **(0.42)**
Level of Poverty (%)	-0.04 (-3.86)*						**-0.02** **(-2.84)***
Mother's Education		1.82 (4.89)*					**1.46** **(4.45)***
Education Institutions to Population Ratio			0.39 (0.95)				**0.50** **(1.74)****
Government Education Expenditure				0.25 (3.02)*			**0.19** **(3.33)***
Pupil-Teacher Ratio					-0.05 (-1.31)		**-0.34** **(-0.12)**
Unemployment Rate						-0.07 (-.68)	**0.06** **(0.90)**
Adjusted *R*-square	0.284	0.396	-0.003	0.188	0.020	-0.016	**0.638**
F-statistics	14.91*	23.95*	0.90	9.11*	1.72	0.46	**11.26***

Note that the number in the parentheses are the *t*-ratios. The asterisk *, **, *** indicate that the coefficient is significant at the 1, 5 and 10 percent of level of significance.

most significant indicator even in all variables regression. The coefficient of this variable means that a 1 year increase in the mother's education will increase the MYS of children by one and a half year. Public expenditure on the education sector is the second most significant determinant in the final regression. Although the level of poverty is significantly impacting MYS but its coefficient is not much large, supporting the hypothesis that poverty is not a strong determinant of education attainment, as reported in the literature review.

Mother's education is the most significant determinant of MYS…

… a 1 year increase in mother's education increases the education of children by one and a half year.

Although the variable on the pupil-teacher ratio turns out to be insignificant but its sign is negative which means that the quality of education does matter for the education of the children. It is also important to point out that the variable on the household's head education and household's size were also tried but these turned out to be highly insignificant, therefore dropped out of the analysis.

6

Recommendations and Strategies

This research report has four complimentary objectives. First, to calculate the stock of human capital by towns and districts of Punjab. This has been done based on the largest data set for the province. Second, to describe the extent of gender disparities in education attainment that persist in Punjab. The third objective is to identify the main factors that impact the stock of human capital and cause gender disparities across the districts. The fourth objective is to review the education policies of the Punjab government related to education sector and suggest new policy directions.

Chapters 3, 4 and 5 concentrated on the first three objectives. Analyses of these chapters reveal a very shady state of education of towns, districts and the Punjab province. The level of education is less, wider access to education remain low and high level of gender inequalities in education persist not only in the backward areas but also significantly in the developed areas of Punjab and the gaps are huge. For a detail on the level of human capital stock and gender disparities have a look at Chapters 3 and 4. For determinants of human capital stock and gender disparities have a look at Chapter 5 and district education profiles given in Part 3 of the report. This chapter focuses on reviewing the past policies, reforms and actions of the Government of Punjab and suggest new policy directions.

Education is a moral, social and economic right of every human being. Government is responsible for the provision of quality education to its people without any discrimination to gender, social caste, age, ethnicity class, language and religion. With the given state of education in Punjab, it seems that the government will have to do a lot in order to increase the level of education of the people, specifically for the education of girls in order to remove the gender disparities. Although it will take time to achieve these goals but the government need to pay immediate attention to take firm actions.

Here are some recommendations and strategies that the Government of Punjab should adopt while in the process of reforming the sector. First of all there is a need to change the typically viewed notion of policymakers and implementers on treating females as homogenous to males in formulating policies while they are well-aware of factors and barriers that affect women's access to educational opportunities especially in the backward and rural areas of Punjab. By presupposing this homogeneity, efforts of the government to institute gender-based policies do not benefit females and create an environment that poses obstacles to girls' abilities to learn and complete school. Analyses of this report confirms this point that past policies, actions and reforms with this flawed gender perception had no benefits to girls' education and created large gender disparities in education attainment.

Besides this crucial point, past policies, reforms and actions of the Government of Punjab further lacks a number of crucial points and directions that should be considered in making future policies. These points are:

- **Policies at the transitional-stages of the schooling.** A major chunk of the children drop-out of the school or discontinue their education in the

transitional stages of schooling (for example, from primary to secondary and secondary to tertiary and so on). To prevent this phenomenon and to motivate children to continue their education, especially to girls, some policies should be developed. These could be preventive, retrieval of dropouts, re-entry programs and counselling of students on their problems and goals in schools, etc.

- **Completion rates as policy goals.** All the policies, reforms and actions of the Government of Punjab focused only on increasing the enrolment rates while it is equally important to consider the rate of completion of children at primary, secondary, or higher level of schooling. For example, it is very important to make policy goals as by what percentage of children will complete primary, secondary or higher level of schooling by a certain year. These policy targets has never been considered before.
- **Consideration of resource differences across districts.** As mentioned before, the government need to consider the resource differences across the districts. For example, there are many districts in Punjab that do not have a HEC recognized university. This mean that if children from such districts want to pursue higher education they have to travelled to other districts or to the big cities like Lahore which make education costly and hard to attain. Similarly, number of schools at the middle and higher secondary levels are far less than the population requirements. Same is the situation with other resources related to the education sectors. The government need to consider these resource constraints at the district level as these differ greatly from district to district. Doing this will expand access to learning opportunities, in particular for girls and women.
- **Policies lack regional or local contexts.** While there are some policy goals that could be same for all districts but it is not appropriate to set every goal/target same for the whole province because of large differences in years of schooling across districts and towns. These variations are due to many reasons, constraints, resource difference and other barriers. To make policies at the local level, the government first need to identify district specific magnitudes of them, that is, policy process at the local level should be supported by concrete research. There are some underlying conditions that maybe applicable to all districts, however, the diversity of needs within gender groups need to be properly researched.
- **Knowledge products/outcomes**. Along with considering the enrolment and completion rates it is also very important to consider outcomes of children's education attainment. As in education will lead them to what ends. Because getting education does not mean that a child should come to know how to read or write only rather it entails much broader goal which is concerned with the knowledge and skills of the children. An increase in the number of children with education or increasing the literacy rate does not mean that the level of human capital is also increasing. Therefore, along with the quantity of the schooling it is also necessary to increase the effective quality of schooling
- **Equity-based approach to education.** It is very important that government consider the role of women in the policymaking process of the education sector. Because women better know what type of difficulties a girl can face during her years of schooling. This will not only make the policymaking *equity-based* but will also empower women at least in the education sector.

- **Trainings on gender related issues.** Another policy failure of the Government of Punjab is lack of training on issues and problems related to the gender. Such trainings will increase the capacity of the policy-makers, planners, teachers and other education personnel regarding gender-sensitive issues.
- **Societal/personal barriers to education need to be removed.** Although it is not in control of the government to remove such barriers but the government can impact people's perception about education by introducing some campaigns at the local level that highlight the positives of the education on the children's future. But before this could be possible the government need to identify what type of societal/personal barriers exist at the local level and by what magnitudes. The societal/personal barriers will differ across districts and regions.
- **Indicators of district rankings need to be added with new indicators and analysed by more sophisticated techniques.** A very good exercise maintained by the Government of Punjab is to review the quarterly progress of schools on three areas: access, governance and quality. The purpose of this exercise is to evaluate the performance of the sector. These indicators, however, need to be improved further by adding new indicators to better the monitoring and evaluation of policies. Also the analysis of the indicators could be made more useful by adopting more technical tools of analyses. The choice of which depends on the goals and objectives of the policies, reforms and action plans of the government.
- **Health of children.** Besides these suggestion on the education sector the government should also focus on health of the people and children in especial. For example, to improve health of children policies should be introduce to provide facilities of health at the school level and nutrition services, etc.

Part 3

District Education Profiles

"Our school education ignores, in a thousand ways, the rules of healthy development."

Elizabeth Blackwell

Complete Lists of Districts and Towns by Mean Years of Schooling and Gender Parity Index

Table A: List of Districts

District	Rank	Gender Parity Index	Male	Female
Lahore	1	0.794	7.2	5.7
Sialkot	2	0.744	6.0	4.5
Gujranwala	3	0.702	6.1	4.3
Gujrat	4	0.682	6.5	4.4
Faisalabad	5	0.656	6.2	4.0
Toba Tek Singh	6	0.652	6.0	3.9
Sahiwal	7	0.629	5.7	3.6
Rawalpindi	8	0.625	8.0	5.0
Sheikhupura	9	0.623	5.3	3.3
Chakwal	10	0.604	7.2	4.4
Jhelum	11	0.601	7.0	4.2
Mandi Bahaudin	12	0.589	6.2	3.7
Nankana Sahib	13	0.581	5.6	3.3
Multan	14	0.578	5.7	3.3
Hafizabad	15	0.556	5.2	2.9
Attock	16	0.553	6.4	3.5
Narowal	17	0.553	6.5	3.6
Bahawalnagar	18	0.532	5.0	2.7
Sargodha	19	0.527	5.6	3.0
Vehari	20	0.526	5.2	2.7
Okara	21	0.523	4.8	2.5
Pakpattan	22	0.520	4.6	2.4
Khanewal	23	0.518	6.1	3.1
Rahim Yar Khan	24	0.506	4.9	2.5
Bahawalpur	25	0.504	4.7	2.4
Kasur	26	0.488	4.8	2.4
Dera Ghazi Khan	27	0.470	5.4	2.5
Layyah	28	0.450	5.0	2.3
Rajanpur	29	0.442	4.0	1.8
Muzaffargarh	30	0.440	4.8	2.1
Chiniot	31	0.409	4.8	2.0
Jhang	32	0.406	5.2	2.1
Mianwali	33	0.386	6.0	2.3
Bhakkar	34	0.378	4.7	1.8
Khushab	35	0.366	5.8	2.1
Lodhran	36	0.353	4.5	1.6

Table B: List of Towns

District	Town/Tehsil	Rank	Gender-Parity Index	Male	Female
Lahore	Data Ganj Bakhsh Town	1	0.889	8.3	7.3
Lahore	Shalimar Town	2	0.876	8.2	7.2
Lahore	Samanabad Town	3	0.870	10.1	8.8
Sialkot	Sialkot	4	0.860	6.4	5.5
Lahore	Gulberg Town	5	0.849	9.3	7.9
Lahore	Cantonment	6	0.811	8.1	6.6
Lahore	Ravi Town	7	0.799	6.8	5.4
Lahore	Iqbal Town	8	0.772	6.6	5.1
Lahore	Aziz Bhatti Town	9	0.770	5.8	4.5
Gujranwala	Nandipur Town	10	0.758	6.6	5.0
Gujranwala	Aroop Town	11	0.756	6.6	5.0
Faisalabad	Jinnah Town	12	0.754	6.4	4.8
Rawalpindi	Rawal Town	13	0.752	9.4	7.0
Gujranwala	Wazirabad Town	14	0.742	6.1	4.5
Nankana Sahib	Sangla Hill	15	0.740	6.0	4.5
Sialkot	Sambrial	16	0.738	6.2	4.6
Faisalabad	Madina Town	17	0.724	6.6	4.8
Sialkot	Daska	18	0.715	5.9	4.3
Gujranwala	Qila Dedar Singh Town	19	0.709	6.2	4.4
Gujrat	Gujrat	20	0.704	6.4	4.5
Gujrat	Kharian	21	0.697	6.4	4.5
Faisalabad	Iqbal Town	22	0.693	6.2	4.3
Toba Tek Singh	Toba Teb Singh	23	0.692	6.6	4.5
Toba Tek Singh	Gojra	24	0.689	6.0	4.1
Multan	Bosan Town	25	0.683	6.6	4.5
Jhelum	Jhelum	26	0.676	7.7	5.2
Sargodha	Sargodha	27	0.670	6.5	4.3
Rawalpindi	Potohar Town	28	0.668	7.9	5.3
Rawalpindi	Kahuta Town	29	0.667	8.0	5.4
Gujranwala	Khialli Shahpur Town	30	0.666	5.7	3.8
Faisalabad	Chak Jhumra Town	31	0.660	6.6	4.3
Faisalabad	Lyallpur Town	32	0.657	6.4	4.2
Lahore	Wagha Town	33	0.656	5.6	3.7
Gujranwala	Kamoke Town	34	0.656	6.0	3.9
Faisalabad	Sammundri Town	35	0.654	6.6	4.3
Chakwal	Chakwal	36	0.654	7.4	4.9
Rawalpindi	Murree Town	37	0.649	7.6	4.9
Lahore	Nishtar Town	38	0.644	6.0	3.8
Multan	Shah Rukn-e-Alam Town	39	0.639	6.7	4.3
Sheikhupura	Sheikhupura	40	0.638	5.7	3.6
Sahiwal	Sahiwal	41	0.637	5.9	3.7
Sheikhupura	Sharaqpur	42	0.634	5.8	3.6

District	Town/Tehsil	Rank	Gender-Parity Index	Male	Female
Hafizabad	Hafizabad	43	0.628	5.7	3.6
Mandi Bahaudin	Mandi Bahauddin	44	0.625	6.5	4.0
Attock	Pindi Gheb	45	0.623	6.3	3.9
Rawalpindi	Gujar Khan Town	46	0.623	7.7	4.8
Sahiwal	Chichawatni	47	0.620	5.6	3.4
Attock	Hassanabdal	48	0.619	6.3	3.9
Sialkot	Pasrur	49	0.617	5.6	3.4
Faisalabad	Jaranwala Town	50	0.616	5.8	3.6
Bahawalnagar	Chishtian	51	0.615	4.8	3.0
Jhelum	Dina	52	0.612	7.2	4.4
Gujrat	Sarai Alamgir	53	0.612	6.8	4.2
Sheikhupura	Ferozewala	54	0.610	4.7	2.9
Vehari	Burewala	55	0.608	5.7	3.5
Sheikhupura	Muridke	56	0.605	5.5	3.3
Multan	Sher Shah Town	57	0.602	6.0	3.6
Nankana Sahib	Shahkot	58	0.602	6.1	3.7
Rawalpindi	Taxila Town	59	0.599	8.0	4.8
Bahawalnagar	Haroonabad	60	0.595	5.6	3.3
Gujranwala	Naushera Virkan Town	61	0.588	5.3	3.1
Chakwal	Kalar Kahar	62	0.585	6.8	4.0
Attock	Attock	63	0.583	7.1	4.1
Bahawalpur	Bahawalpur City	64	0.582	5.4	3.1
Sargodha	Sillanwali	65	0.580	5.8	3.4
Multan	Mousa Pak (Shaheed) Town	66	0.579	5.3	3.1
Chakwal	Choa Saiden Shah	67	0.579	7.1	4.1
Okara	Okara	68	0.577	5.0	2.9
Pakpattan	Arifwala	69	0.569	5.0	2.8
Mandi Bahaudin	Malakwal	70	0.568	6.3	3.6
Narowal	Narowal	71	0.567	6.4	3.6
Mandi Bahaudin	Phalia	72	0.565	5.8	3.3
Chakwal	Talagang	73	0.564	7.2	4.1
Rahim Yar Khan	Rahim Yar Khan	74	0.564	5.4	3.0
Bahawalnagar	Fort Abbas	75	0.558	5.4	3.0
Narowal	Shakargarh	76	0.556	6.9	3.8
Toba Tek Singh	Kamalia	77	0.554	5.3	2.9
Khanewal	Khanewal	78	0.553	6.0	3.3
Attock	Fateh Jang	79	0.550	5.7	3.2
Bahawalpur	Yazman	80	0.549	4.7	2.6
Jhelum	Sohawa	81	0.549	6.5	3.6
Khanewal	Mian Channu	82	0.545	6.3	3.4
Vehari	Vehari	83	0.542	5.1	2.8
Nankana Sahib	Safdarabad	84	0.542	5.8	3.1
Okara	Ranala Khurd	85	0.532	6.0	3.2
Bahawalpur	Hasilpur	86	0.528	5.2	2.8

District	Town/Tehsil	Rank	Gender-Parity Index	Male	Female
Jhelum	Pind Dadan Khan	87	0.527	6.4	3.4
Attock	Jand	88	0.520	7.4	3.8
Rawalpindi	Kallar Syedan Town	89	0.520	7.5	3.9
Rajanpur	Rajanpur	90	0.518	4.5	2.3
Layyah	Karor	91	0.518	5.3	2.7
Rawalpindi	Kotli Sattian Town	92	0.518	7.7	4.0
Khanewal	Jahanian	93	0.517	6.4	3.3
Sargodha	Bhalwal	94	0.515	5.4	2.8
Rahim Yar Khan	Sadiqabad	95	0.514	4.8	2.5
Layyah	Layyah	96	0.513	5.8	3.0
Narowal	Zafarwal	97	0.512	6.2	3.2
Rahim Yar Khan	Khanpur	98	0.510	4.9	2.5
Kasur	Kasur	99	0.505	4.5	2.3
Muzaffargarh	Muzaffargarh	100	0.498	4.7	2.3
Chiniot	Lalian	101	0.496	4.9	2.4
DG Khan	Taunsa	102	0.496	6.0	3.0
Kasur	Chunian	103	0.493	4.6	2.3
Nankana Sahib	Nankana Sahib	104	0.489	5.0	2.4
Jhang	Shorkot	105	0.486	5.7	2.8
Kasur	Kot Radha Kishan	106	0.478	5.7	2.7
Bahawalnagar	Bahawalnagar	107	0.475	5.0	2.4
Kasur	Pattoki	108	0.472	4.8	2.3
Multan	Shujabad Town	109	0.469	5.1	2.4
Pakpattan	Pakpattan	110	0.469	4.3	2.0
Khanewal	Kabirwala	111	0.465	5.8	2.7
Bahawalpur	Bahawalpur Sadar	112	0.463	4.7	2.2
Rajanpur	Jampur	113	0.461	4.4	2.0
Bahawalpur	Ahmadpur East	114	0.459	4.4	2.0
Faisalabad	Tandlianwala Town	115	0.458	4.9	2.3
DG Khan	DG Khan	116	0.457	5.0	2.3
Okara	Depalpur	117	0.453	4.0	1.8
Muzaffargarh	Alipur	118	0.447	5.2	2.3
Khushab	Khushab	119	0.441	6.0	2.7
Chiniot	Chiniot	120	0.437	4.6	2.0
Hafizabad	Pindi Bhattian	121	0.435	4.6	2.0
Bhakkar	Bhakkar	122	0.434	5.6	2.5
Vehari	Mailsi	123	0.423	4.8	2.0
Jhang	Jhang	124	0.423	5.3	2.2
Rahim Yar Khan	Liaquatpur	125	0.421	4.5	1.9
Bhakkar	Darya Khan	126	0.420	4.3	1.8
Muzaffargarh	Kot Addu	127	0.415	4.9	2.0
Jhang	Ahmadpur Sial	128	0.405	4.8	2.0
Mianwali	Mianwali	129	0.405	6.6	2.7
Sargodha	Shahpur	130	0.403	5.0	2.0

District	Town/Tehsil	Rank	Gender-Parity Index	Male	Female
Sargodha	Sahiwal	131	0.396	5.8	2.3
Attock	Hazro	132	0.388	5.8	2.3
Mianwali	Piplan	133	0.380	5.9	2.2
Multan	Jalalpur Pirwala Town	134	0.379	4.1	1.6
Sargodha	Kot Momin	135	0.372	4.6	1.7
Lodhran	Dunyapur	136	0.371	5.3	2.0
Muzaffargarh	Jatoi	137	0.369	4.2	1.5
Bhakkar	Kalur Kot	138	0.368	4.6	1.7
Bahawalnagar	Minchinabad	139	0.358	4.1	1.5
Mianwali	Isa Khel	140	0.353	5.3	1.9
Lodhran	Karor Pacca	141	0.350	3.9	1.4
Lodhran	Lodhran	142	0.341	4.5	1.6
Bahawalpur	Khairpur Tamewali	143	0.330	3.6	1.2
Khushab	Qaidabad	144	0.304	5.5	1.7
Jhang	18 - Hazari	145	0.279	4.6	1.3
Khushab	Nurpur Thal	146	0.272	5.7	1.5
Chiniot	Bhowana	147	0.267	5.0	1.3
Layyah	Chobara	148	0.248	3.9	1.0
Bhakkar	Mankera	149	0.239	4.2	1.0
Rajanpur	Rojhan	150	0.185	2.5	0.5

Data Sources and Glossary

Data Sources

The data used for the districts profile is mostly calculated from the MICS4 database. Other sources of data are as follows:

Indicator	Data source
Population, Schools and Colleges	*Punjab Development Statistics 2012*
Number of Universities	HEC recognized universities: http://www.hec.gov.pk/Ourinstitutes/pages/Default.aspx
Multiple Deprivation Index	Jamal (2011)
Economic Development Index	Annual Review of IPP (2012)
Level of Poverty	Jamal (2013)

Glossary

Mostly, the indicators given in district profiles are self-explanatory. However, the values of the following indicators need to be explained. For more detailed methodology of the indicators, the readers are advised to consult the sources of data.

Economic Development Index is a composite index consisting of three sub-indices Income and Wealth, Education and Health and Economic Infrastructure. The lower the rank of the district in this index, the higher is the level of development of the district.

Education Attainment for the age-group of 25 & above is a commonly used measure of skills available in the population and the labor force. It is calculated by dividing the population has attained secondary, higher secondary and tertiary education by the population of age-group 25 years & above.

Multiple Derivation Index consists of 17 indicators to cover a range of social, housing and economic deprivations. The higher the ranking of the district is, the more deprived it is in the above mentioned dimensions.

Net School Attendances: The net attendance rate at primary level is the percentage of children of primary school age (5-9 Years) attending primary or secondary school. In case of secondary net attendance rate, the children of middle/secondary school age (10-14 years) attending secondary school or higher (adjusted net attendance ratio), and percentage of children attending primary school. Similarly, the pre-school attendance is percentage of children of aged 3-4 years attending pre-school.

Out of School Children: Out of school children at primary level is the percentage of primary school age children (5-9 Years) that are not attending school. Similarly, the percentage of secondary school age children (10-14 Years) that are not attending school.

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Attock

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.553**	**4.9**	**6.4**	**3.5**	**29.5**	**36.3**	**23.4**	**21.5**	**31.1**	**12.9**	**6.9**	**7.3**	**6.5**
Town													
Attock	0.583	5.5	7.1	4.1	26.7	32.4	21.6	25.0	33.5	17.3	9.8	11.5	8.2
Fateh Jang	0.550	4.4	5.7	3.2	30.8	39.3	22.9	17.6	25.9	9.9	5.4	4.8	5.9
Hazro	0.388	3.9	5.8	2.3	28.5	35.1	22.6	18.1	30.2	7.2	4.4	6.0	3.1
Hassanabdal	0.619	5.1	6.3	3.9	32.6	40.5	25.1	21.8	30.6	13.4	7.1	6.1	8.1
Jand	0.520	5.4	7.4	3.8	29.0	32.7	25.9	25.8	39.9	14.3	8.2	9.9	6.8
Pindi Gheb	0.623	5.1	6.3	3.9	29.2	36.6	22.5	21.9	29.4	15.2	6.7	6.3	7.0

Additional Data

Population (000)			**1,573**	
% Urban			21.2	
% Rural			78.8	
Percentage of Population Never Attended School (10 years and above)				
Overall			28.8	
Male			17.0	
Female			40.1	
Number of Education Institutions				
Schools[a]			1374	
Colleges			168	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			31.4 – 24.4	
Students per School				
Primary – Secondary			86.9 – 204.2	
Education of the Family Head (Years)			**2.6**	
Mothers' Education (Years)			**2.6**	
Ranking in Multiple Deprivation Index (out of 36)			**13**	
Ranking in the Economic Development (out of 35)			**24**	
Percentage of Population who can Read or Write				
Read	Male	13.9	Female	27.9
Write	Male	16.3	Female	34.2

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		46.4
	- Girls		40.0
Primary	- Boys		77.4
	- Girls		75.6
Secondary	- Boys		55.5
	- Girls		54.7
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		5.8
(age, 5-9 years)	- Girls		9.9
Secondary Level	- Boys		6.3
(age, 10-14 years)	- Girls		6.7
Type of School Attended (%, of age 5-9)[c]			
Government/Public			53.3
Private			46.1
Level of Poverty (%)			
Overall			27.1
Urban			28.7
Rural			26.7
Household Member Size			**6.1**
Unemployment Rate (%, age 15 years and above)			**5.0**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Bahawalnagar

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	0.532	3.9	5.0	2.7	26.0	32.4	19.4	16.4	22.5	10.1	5.1	6.1	4.1
Town													
Bahawalnagar	0.475	3.7	5.0	2.4	23.2	29.2	17.1	14.2	20.5	7.8	6.5	8.2	4.8
Chishtian	0.615	3.9	4.8	3.0	28.0	34.0	21.6	15.4	20.6	9.9	5.7	6.2	5.2
Fort Abbas	0.558	4.2	5.4	3.0	29.3	35.6	22.7	17.8	23.6	11.8	5.3	6.2	4.3
Haroonabad	0.595	4.5	5.6	3.3	27.0	32.1	22.0	22.0	29.0	15.1	4.5	5.0	4.1
Minchinabad	0.358	2.8	4.1	1.5	22.2	31.2	13.1	12.5	19.4	5.6	2.9	4.1	1.6

Additional Data

Population (000)			**2,584**	
% Urban			19.1	
% Rural			80.9	
Percentage of Population Never Attended School (10 years and above)				
Overall			39.1	
Male			29.6	
Female			48.8	
Number of Education Institutions				
Schools[a]			2,421	
Colleges			62	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			38.1 – 22.3	
Students per School				
Primary – Secondary			91.8 – 203.4	
Education of the Family Head (Years)			**2.3**	
Mothers' Education (Years)			**2.2**	
Ranking in Multiple Deprivation Index (out of 36)			**28**	
Ranking in the Economic Development (out of 35)			**28**	
Percentage of Population who can Read or Write				
Read	Male	24.6	Female	35.3
Write	Male	26.5	Female	38.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	28.3
	- Girls	28.7
Primary	- Boys	54.5
	- Girls	52.8
Secondary	- Boys	31.5
	- Girls	29.0
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.3
(age, 5-9 years)	- Girls	25.5
Secondary Level	- Boys	18.9
(age, 10-14 years)	- Girls	25.5
Type of School Attended (%, of age 5-9)[c]		
Government/Public		72.2
Private		26.5
Level of Poverty (%)		
Overall		39.0
Urban		49.3
Rural		36.4
Household Member Size		**6.5**
Unemployment Rate (%, age 15 years and above)		**4.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Bahawalpur

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	0.504	3.5	4.7	2.4	24.2	30.3	17.9	14.0	20.2	7.7	5.3	6.1	4.5
Town													
Ahmadpur East	0.459	3.2	4.4	2.0	22.3	28.6	16.1	12.8	18.7	7.0	5.0	6.2	3.9
Bahawalpur City	0.582	4.3	5.4	3.1	23.0	29.6	16.2	15.8	21.4	10.1	9.4	10.2	8.6
Bahawalpur Sadar	0.463	3.5	4.7	2.2	25.8	34.4	16.6	13.7	19.3	7.7	4.5	5.5	3.5
Hasilpur	0.528	4.0	5.2	2.8	25.1	29.9	20.6	16.3	24.6	8.5	5.2	5.3	5.0
Khairpur Tamewali	0.330	2.4	3.6	1.2	22.0	31.2	12.2	9.5	14.4	4.4	3.1	4.6	1.5
Yazman	0.549	3.7	4.7	2.6	26.0	29.8	22.2	14.9	21.6	8.1	4.8	5.2	4.3

Additional Data

Population (000)				**3,247**
% Urban				27.3
% Rural				73.7
Percentage of Population Never Attended School (10 years and above)				
Overall				43.1
Male				33.6
Female				52.5
Number of Education Institutions				
Schools[a]				2,040
Colleges				58
Universities				1
Pupil-Teacher Ratio				
Primary – Secondary				35.8 – 22.4
Students per School				
Primary – Secondary				88.7 – 211.9
Education of the Family Head (Years)				**2.2**
Mothers' Education (Years)				**2.1**
Ranking in Multiple Deprivation Index (out of 36)				**31**
Ranking in the Economic Development (out of 35)				**33**
Percentage of Population who can Read or Write				
Read	Male	28.2	Female	40.4
Write	Male	30.5	Female	43.3

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	22.2
	- Girls	24.4
Primary	- Boys	46.8
	- Girls	41.9
Secondary	- Boys	28.7
	- Girls	29.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	30.1
(age, 5-9 years)	- Girls	36.7
Secondary Level	- Boys	27.0
(age, 10-14 years)	- Girls	32.6
Type of School Attended (%, of age 5-9)[c]		
Government/Public		57.2
Private		42.3
Level of Poverty (%)		
Overall		48.5
Urban		44.1
Rural		50.4
Household Member Size		**6.1**
Unemployment Rate (%, age 15 years and above)		**5.0**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Bhakkar

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.378**	**3.3**	**4.7**	**1.8**	**24.0**	**34.4**	**13.7**	**12.3**	**18.9**	**5.7**	**4.3**	**5.4**	**3.1**
Town													
Bhakkar	0.434	4.0	5.6	2.5	25.8	34.5	17.6	15.3	22.6	8.4	6.3	8.6	4.2
Darya Khan	0.420	3.1	4.3	1.8	21.7	30.8	12.4	13.1	19.2	6.8	3.4	3.9	2.9
Kalur Kot	0.368	3.1	4.6	1.7	27.6	39.6	15.6	11.1	17.7	4.5	3.3	3.9	2.7
Mankera	0.239	2.6	4.2	1.0	20.9	33.1	8.2	9.0	15.3	2.4	3.5	4.6	2.2

Additional Data

Population (000)				**3,208**
% Urban				16.0
% Rural				84.0
Percentage of Population Never Attended School (10 years and above)				
Overall				43.1
Male				29.0
Female				57.4
Number of Education Institutions				
Schools[a]				1,515
Colleges				22
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				43.6 – 29.3
Students per School				
Primary – Secondary				99.8 – 278.3
Education of the Family Head (Years)				**2.2**
Mothers' Education (Years)				**2.0**
Ranking in Multiple Deprivation Index (out of 36)				**27**
Ranking in the Economic Development (out of 35)				**22**
Percentage of Population who can Read or Write				
Read	Male	22.7	Female	42.5
Write	Male	23.7	Female	44.0

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	24.0
	- Girls	27.1
Primary	- Boys	53.4
	- Girls	46.2
Secondary	- Boys	39.9
	- Girls	27.5
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.2
(age, 5-9 years)	- Girls	25.5
Secondary Level	- Boys	13.7
(age, 10-14 years)	- Girls	28.7
Type of School Attended (%, of age 5-9)[c]		
Government/Public		77.5
Private		21.0
Level of Poverty (%)		
Overall		35.2
Urban		51.3
Rural		32.3
Household Member Size		**6.3**
Unemployment Rate (%, age 15 years and above)		**1.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Chakwal

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.604**	**5.6**	**7.2**	**4.4**	**32.0**	**33.9**	**30.5**	**26.3**	**38.2**	**16.5**	**7.1**	**7.9**	**6.4**
Town													
Chakwal	0.654	6.0	7.4	4.9	31.7	31.5	32.0	28.2	39.9	18.3	9.0	10.0	8.1
Choa Saiden Shah	0.579	5.6	7.1	4.1	36.2	38.6	34.1	25.8	38.2	14.7	4.3	4.0	4.5
Kalar Kahar	0.585	5.2	6.8	4.0	33.2	35.0	31.8	24.1	36.7	14.4	5.4	6.3	4.8
Talagang	0.564	5.5	7.2	4.1	27.6	32.3	23.8	25.9	36.8	17.1	8.0	9.7	6.6

Additional Data

Population (000)			**1,307**	
% Urban			12.2	
% Rural			87.8	
Percentage of Population Never Attended School (10 years and above)				
Overall			23.2	
Male			13.3	
Female			31.6	
Number of Education Institutions				
Schools[a]			1,292	
Colleges			44	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			26.6 – 22.0	
Students per School				
Primary – Secondary			66.3 – 216.4	
Education of the Family Head (Years)			**2.88**	
Mothers' Education (Years)			**2.91**	
Ranking in Multiple Deprivation Index (out of 36)			**21**	
Ranking in the Economic Development (out of 35)			**15**	
Percentage of Population who can Read or Write				
Read	Male	11.7	Female	25.1
Write	Male	12.7	Female	28.2

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	43.0
	- Girls	33.9
Primary	- Boys	79.9
	- Girls	76.0
Secondary	- Boys	66.6
	- Girls	62.5
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	5.2
(age, 5-9 years)	- Girls	8.0
Secondary Level	- Boys	6.4
(age, 10-14 years)	- Girls	9.0
Type of School Attended (%, of age 5-9)[c]		
Government/Public		59.0
Private		40.8
Level of Poverty (%)		
Overall		13.9
Urban		15.1
Rural		13.7
Household Member Size		**5.4**
Unemployment Rate (%, age 15 years and above)		**4.2**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Chiniot

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.409**	**3.4**	**4.8**	**2.0**	**24.0**	**33.0**	**14.8**	**13.1**	**19.6**	**6.5**	**4.4**	**5.5**	**3.3**
Town													
Chiniot	0.437	3.3	4.6	2.0	22.4	29.5	14.8	12.6	18.0	6.9	4.3	5.7	2.9
Bhowana	0.267	3.1	5.0	1.3	24.1	36.6	12.0	12.3	21.3	3.4	3.7	5.0	2.3
Lalian	0.496	3.6	4.9	2.4	25.8	34.6	17.1	14.4	20.3	8.5	5.2	5.7	4.7

Additional Data

Population (000)				**1,163**
% Urban				26.8
% Rural				73.2
Percentage of Population Never Attended School (10 years and above)				
Overall				45.4
Male				31.6
Female				59.4
Number of Education Institutions				
Schools[a]				887
Colleges				22
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				41.0 – 30.2
Students per School				
Primary – Secondary				109.1 – 255.5
Education of the Family Head (Years)				**2.21**
Mothers' Education (Years)				**2.08**
Ranking in Multiple Deprivation Index (out of 36)				**21**
Ranking in the Economic Development (out of 35)				***NA***
Percentage of Population who can Read or Write				
Read	Male	25.4	Female	45.7
Write	Male	26.8	Female	47.2

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	26.6
	- Girls	28.7
Primary	- Boys	57.2
	- Girls	44.2
Secondary	- Boys	34.2
	- Girls	25.4
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	16.7
(age, 5-9 years)	- Girls	32.2
Secondary Level	- Boys	14.9
(age, 10-14 years)	- Girls	30.1
Type of School Attended (%, of age 5-9)[c]		
Government/Public		69.6
Private		29.7
Level of Poverty (%)		
Overall		32.8
Urban		39.7
Rural		67.4
Household Member Size		**6.4**
Unemployment Rate (%, age 15 years and above)		**2.2**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Dera Gazi Khan

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.470**	**3.9**	**5.4**	**2.5**	**18.9**	**25.4**	**12.6**	**16.0**	**22.3**	**10.0**	**7.9**	**10.7**	**5.2**
Town													
Dera Ghazi Khan	0.457	3.6	5.0	2.3	17.3	23.3	11.5	14.0	20.2	8.2	7.7	10.5	5.1
Taunsa	0.496	4.5	6.0	3.0	22.0	29.2	14.6	20.0	26.1	13.7	8.3	11.1	5.5

Additional Data

Population (000)			**2,241**	
% Urban			13.9	
% Rural			86.1	
Percentage of Population Never Attended School (10 years and above)				
Overall			43.9	
Male			31.7	
Female			56.4	
Number of Education Institutions				
Schools[a]			1,621	
Colleges			24	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			45.0 – 29.0	
Students per School				
Primary – Secondary			116.2 – 264.4	
Education of the Family Head (Years)			**2.29**	
Mothers' Education (Years)			**2.06**	
Ranking in Multiple Deprivation Index (out of 36)			**35**	
Ranking in the Economic Development (out of 35)			**34**	
Percentage of Population who can Read or Write				
Read	Male	23.2	Female	35.6
Write	Male	24.7	Female	41.0

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		12.5
	- Girls		12.1
Primary	- Boys		42.4
	- Girls		36.1
Secondary	- Boys		26.3
	- Girls		20.0
Out of School Children (% of corresponding age-group)			
Primary Level (age, 5-9 years)	- Boys		37.6
	- Girls		45.2
Secondary Level (age, 10-14 years)	- Boys		25.6
	- Girls		38.8
Type of School Attended (%, of age 5-9)[c]			
Government/Public			68.7
Private			30.8
Level of Poverty (%)			
Overall			64.0
Urban			39.7
Rural			67.4
Household Member Size			**6.1**
Unemployment Rate (%, age 15 years and above)			**3.1**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Faisalabad

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.656**	**5.1**	**6.2**	**4.0**	**30.5**	**34.0**	**27.0**	**23.2**	**30.5**	**15.9**	**6.4**	**7.0**	**5.7**
Town													
Chak Jhumra	0.660	5.5	6.6	4.3	33.9	35.4	32.4	25.2	33.9	16.5	5.7	6.2	5.2
Iqbal	0.693	5.2	6.2	4.3	33.6	37.9	29.2	22.8	28.1	17.3	6.1	6.7	5.5
Jinnah	0.754	5.6	6.4	4.8	32.6	35.8	29.2	27.8	34.3	20.9	6.1	5.8	6.3
Lyallpur	0.657	5.3	6.4	4.2	34.0	37.3	30.6	23.0	29.5	16.2	6.9	8.3	5.5
Madina	0.724	5.7	6.6	4.8	29.2	32.9	25.5	25.6	32.0	19.1	8.7	9.0	8.4
Jaranwala	0.616	4.7	5.8	3.6	27.0	30.3	23.8	21.2	29.3	13.3	6.6	7.1	6.1
Sammundri	0.654	5.4	6.6	4.3	31.2	33.1	29.3	26.0	33.9	18.4	6.1	7.5	4.7
Tandlianwala	0.458	3.6	4.9	2.3	23.7	29.8	17.6	15.7	24.6	6.7	4.6	5.0	4.2

Additional Data

Population (000)			**6,873**	
% Urban			42.7	
% Rural			57.3	
Percentage of Population Never Attended School (10 years and above)				
Overall			27.8	
Male			20.6	
Female			35.0	
Number of Education Institutions				
Schools[a]			2,498	
Colleges			158	
Universities			5	
Pupil-Teacher Ratio				
Primary – Secondary			41.0 – 32.4	
Students per School				
Primary – Secondary			148.2 – 340.3	
Education of the Family Head (Years)			**2.29**	
Mothers' Education (Years)			**2.06**	
Ranking in Multiple Deprivation Index (out of 36)			**14**	
Ranking in the Economic Development (out of 35)			**6**	
Percentage of Population who can Read or Write				
Read	Male	17.1	Female	27.0
Write	Male	18.4	Female	28.9

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		37.6
	- Girls		35.6
Primary	- Boys		66.2
	- Girls		67.2
Secondary	- Boys		48.3
	- Girls		49.6
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		11.1
(age, 5-9 years)	- Girls		12.2
Secondary Level	- Boys		9.8
(age, 10-14 years)	- Girls		12.5
Type of School Attended (%, of age 5-9)[c]			
Government/Public			43.5
Private			56.4
Level of Poverty (%)			
Overall			27.4
Urban			27.0
Rural			27.8
Household Member Size			**6.5**
Unemployment Rate (%, age 15 years and above)			**2.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Gujranwala

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.702**	**5.2**	**6.1**	**4.3**	**30.6**	**32.3**	**28.8**	**24.3**	**30.9**	**17.6**	**5.6**	**6.2**	**5.0**
Town													
Aroop	0.756	5.8	6.6	5.0	32.5	34.9	30.1	27.1	32.2	21.8	6.2	6.9	5.6
Khialli Shahpur	0.666	4.7	5.7	3.8	31.5	32.9	29.9	20.7	26.9	14.1	4.7	5.3	4.1
Nandipur	0.758	5.8	6.6	5.0	28.6	28.0	29.2	28.2	35.1	20.8	7.6	8.2	7.0
Qila Dedar Singh	0.709	5.3	6.2	4.4	29.7	34.1	25.0	26.1	31.5	20.3	6.1	6.6	5.6
Naushera Virkan	0.588	4.3	5.3	3.1	29.5	32.1	26.8	19.3	26.5	12.0	3.8	4.9	2.6
Kamoke	0.656	4.9	6.0	3.9	31.1	32.2	29.9	24.2	32.7	15.6	4.9	5.6	4.2
Wazirabad	0.742	5.3	6.1	4.5	31.3	31.5	31.0	24.6	31.5	17.9	5.9	6.1	5.8

Additional Data

Population (000)			**4,441**	
% Urban			50.5	
% Rural			49.5	
Percentage of Population Never Attended School (10 years and above)				
Overall			25.6	
Male			21.0	
Female			30.3	
Number of Education Institutions				
Schools[a]			1,962	
Colleges			90	
Universities			1	
Pupil-Teacher Ratio				
Primary – Secondary			40.2 – 30.4	
Students per School				
Primary – Secondary			110.7 – 335.2	
Education of the Family Head (Years)			**2.53**	
Mothers' Education (Years)			**2.73**	
Ranking in Multiple Deprivation Index (out of 36)			**2**	
Ranking in the Economic Development (out of 35)			**10**	
Percentage of Population who can Read or Write				
Read	Male	17.2	Female	23.0
Write	Male	18.1	Female	24.0

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		42.0
	- Girls		41.9
Primary	- Boys		70.9
	- Girls		72.2
Secondary	- Boys		44.5
	- Girls		52.0
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		9.0
(age, 5-9 years)	- Girls		8.6
Secondary Level	- Boys		8.9
(age, 10-14 years)	- Girls		10.1
Type of School Attended (%, of age 5-9)[c]			
Government/Public			38.7
Private			61.0
Level of Poverty (%)			
Overall			25.9
Urban			26.2
Rural			25.7
Household Member Size			**6.7**
Unemployment Rate (%, age 15 years and above)			**1.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Gujrat

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.682**	**5.4**	**6.5**	**4.4**	**35.4**	**38.7**	**32.5**	**25.0**	**33.2**	**18.1**	**6.3**	**6.4**	**6.1**
Town													
Gujrat	0.704	5.4	6.4	4.5	35.3	38.9	32.1	24.0	30.3	18.6	6.6	7.3	6.0
Kharian	0.697	5.4	6.4	4.5	35.1	39.2	31.7	25.8	34.5	18.6	6.2	5.9	6.5
Sarai Alamgir	0.612	5.3	6.8	4.2	36.1	37.3	35.1	25.5	37.1	16.0	5.5	5.6	5.4

Additional Data

Population (000)				**2,525**
% Urban				27.7
% Rural				72.3
Percentage of Population Never Attended School (10 years and above)				
Overall				21.2
Male				14.0
Female				27.7
Number of Education Institutions				
Schools[a]				1,713
Colleges				80
Universities				1
Pupil-Teacher Ratio				
Primary – Secondary				33.9 – 26.7
Students per School				
Primary – Secondary				99.1 – 258.2
Education of the Family Head (Years)				**2.62**
Mothers' Education (Years)				**2.86**
Ranking in Multiple Deprivation Index (out of 36)				**3**
Ranking in the Economic Development (out of 35)				**16**
Percentage of Population who can Read or Write				
Read	Male	14.5	Female	23.6
Write	Male	16.0	Female	25.9

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	45.0
	- Girls	46.4
Primary	- Boys	73.7
	- Girls	80.2
Secondary	- Boys	51.8
	- Girls	57.4
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	7.0
(age, 5-9 years)	- Girls	5.0
Secondary Level	- Boys	3.6
(age, 10-14 years)	- Girls	5.1
Type of School Attended (%, of age 5-9)[c]		
Government/Public		54.6
Private		44.8
Level of Poverty (%)		
Overall		24.1
Urban		25.2
Rural		23.7
Household Member Size		**6.3**
Unemployment Rate (%, age 15 years and above)		**3.3**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Hafizabad

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.556**	**4.1**	**5.2**	**2.9**	**25.3**	**29.9**	**20.4**	**17.3**	**23.9**	**10.3**	**5.8**	**6.8**	**4.7**
Town													
Hafizabad	0.628	4.7	5.7	3.6	28.2	32.2	23.9	20.3	27.6	12.6	6.7	7.6	5.8
Pindi Bhattian	0.435	3.3	4.6	2.0	21.4	26.7	15.7	13.2	18.9	7.1	4.6	5.8	3.2

Additional Data

Population (000)			**1,031**	
% Urban			27.3	
% Rural			72.7	
Percentage of Population Never Attended School (10 years and above)				
Overall			36.0	
Male			27.4	
Female			45.2	
Number of Education Institutions				
Schools[a]			892	
Colleges			10	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			46.9 – 27.8	
Students per School				
Primary – Secondary			101.5 – 257.5	
Education of the Family Head (Years)			**2.31**	
Mothers' Education (Years)			**2.33**	
Ranking in Multiple Deprivation Index (out of 36)			**11**	
Ranking in the Economic Development (out of 35)			**4**	
Percentage of Population who can Read or Write				
Read	Male	21.6	Female	29.2
Write	Male	24.0	Female	36.3

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		30.6
	- Girls		23.7
Primary	- Boys		69.6
	- Girls		62.2
Secondary	- Boys		38.2
	- Girls		35.0
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		15.1
(age, 5-9 years)	- Girls		21.2
Secondary Level	- Boys		14.5
(age, 10-14 years)	- Girls		18.8
Type of School Attended (%, of age 5-9)[c]			
Government/Public			63.2
Private			36.4
Level of Poverty (%)			
Overall			29.1
Urban			32.8
Rural			27.3
Household Member Size			**6.2**
Unemployment Rate (%, age 15 years and above)			**1.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Jhang

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.406**	**3.6**	**5.2**	**2.1**	**24.9**	**33.8**	**16.0**	**15.8**	**23.9**	**7.7**	**4.5**	**5.7**	**3.2**
Town													
Ahmadpur Sial	0.405	3.3	4.8	2.0	25.1	35.7	15.2	14.3	22.3	6.8	3.6	4.0	3.3
18 - Hazari	0.279	2.9	4.6	1.3	25.9	38.1	14.2	12.0	20.1	4.3	2.5	4.0	1.0
Jhang	0.423	3.8	5.3	2.2	23.3	30.2	16.1	16.8	25.4	7.8	5.5	6.7	4.3
Shorkot	0.486	4.2	5.7	2.8	26.6	34.7	18.3	19.2	26.0	12.2	5.2	6.9	3.6

Additional Data

Population (000)			**2,308**	
% Urban			27.5	
% Rural			72.5	
Percentage of Population Never Attended School (10 years and above)				
Overall			40.5	
Male			26.0	
Female			55.0	
Number of Education Institutions				
Schools[a]			1,990	
Colleges			56	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			39.7 – 28.1	
Students per School				
Primary – Secondary			100.8 – 294.7	
Education of the Family Head (Years)			**2.32**	
Mothers' Education (Years)			**2.08**	
Ranking in Multiple Deprivation Index (out of 36)			**29**	
Ranking in the Economic Development (out of 35)			**17**	
Percentage of Population who can Read or Write				
Read	Male	20.4	Female	40.6
Write	Male	21.0	Female	41.2

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		26.8
	- Girls		24.5
Primary	- Boys		57.2
	- Girls		58.4
Secondary	- Boys		45.2
	- Girls		24.8
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		16.5
(age, 5-9 years)	- Girls		24.9
Secondary Level	- Boys		11.4
(age, 10-14 years)	- Girls		24.6
Type of School Attended (%, of age 5-9)[c]			
Government/Public			70.9
Private			28.7
Level of Poverty (%)			
Overall			29.0
Urban			32.8
Rural			27.3
Household Member Size			**6.2**
Unemployment Rate (%, age 15 years and above)			**2.1**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Jhelum

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.601**	**5.5**	**7.0**	**4.2**	**38.5**	**42.0**	**35.5**	**26.2**	**36.2**	**17.6**	**5.8**	**7.0**	**4.7**
Town													
Dina	0.612	5.7	7.2	4.4	40.6	43.2	38.3	27.3	37.1	18.9	5.7	6.9	4.7
Jhelum	0.676	6.3	7.7	5.2	39.1	39.6	38.6	30.3	40.0	21.6	8.1	9.2	7.0
Pind Dadan Khan	0.527	4.8	6.4	3.4	33.8	40.0	28.2	22.6	32.7	13.5	5.1	6.6	3.7
Sohawa	0.549	4.9	6.5	3.6	40.7	46.8	35.9	23.2	33.2	15.3	3.3	4.0	2.7

Additional Data

Population (000)				**1,141**
% Urban				27.7
% Rural				72.3
Percentage of Population Never Attended School (10 years and above)				
Overall				18.7
Male				9.5
Female				27.0
Number of Education Institutions				
Schools[a]				1,035
Colleges				38
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				29.5 – 25.0
Students per School				
Primary – Secondary				72.9 – 214.2
Education of the Family Head (Years)				**2.89**
Mothers' Education (Years)				**2.96**
Ranking in Multiple Deprivation Index (out of 36)				**8**
Ranking in the Economic Development (out of 35)				**8**
Percentage of Population who can Read or Write				
Read	Male	11.0	Female	23.9
Write	Male	12.4	Female	26.8

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	60.0
	- Girls	41.9
Primary	- Boys	79.2
	- Girls	83.9
Secondary	- Boys	59.9
	- Girls	26.6
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	3.6
(age, 5-9 years)	- Girls	4.6
Secondary Level	- Boys	4.2
(age, 10-14 years)	- Girls	5.0
Type of School Attended (%, of age 5-9)[c]		
Government/Public		61.6
Private		38.2
Level of Poverty (%)		
Overall		18.6
Urban		25.2
Rural		16.3
Household Member Size		**6.0**
Unemployment Rate (%, age 15 years and above)		**0.9**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Kasur

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.794**	**0.488**	**3.6**	**4.8**	**20.7**	**24.3**	**16.8**	**17.0**	**25.1**	**8.3**	**4.4**	**5.0**	**3.7**
Town													
Chunian	0.493	3.5	4.6	2.3	19.6	25.0	14.1	15.4	23.1	7.5	5.0	5.2	4.7
Kasur	0.505	3.5	4.5	2.3	21.1	24.1	17.6	16.4	23.0	8.8	3.6	4.6	2.6
Kot Radha Kishan	0.478	4.2	5.7	2.7	22.7	25.5	19.8	20.2	30.7	9.2	4.9	5.5	4.4
Pattoki	0.472	3.6	4.8	2.3	19.7	23.0	16.2	17.1	25.7	8.0	4.5	5.2	3.7

Additional Data

Population (000)				**3,040**
% Urban				
% Rural				
Percentage of Population Never Attended School (10 years and above)				
Overall				41.9
Male				33.7
Female				50.5
Number of Education Institutions				
Schools[a]				1,612
Colleges				162
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				47.5 – 35.9
Students per School				
Primary – Secondary				137.0 – 388..5
Education of the Family Head (Years)				**2.22**
Mothers' Education (Years)				**2.19**
Ranking in Multiple Deprivation Index (out of 36)				**16**
Ranking in the Economic Development (out of 35)				**7**
Percentage of Population who can Read or Write				
Read	Male	26.2	Female	37.6
Write	Male	28.0	Female	40.4

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	28.2
	- Girls	26.6
Primary	- Boys	59.7
	- Girls	58.6
Secondary	- Boys	34.5
	- Girls	30.6
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	18.3
(age, 5-9 years)	- Girls	20.8
Secondary Level	- Boys	16.0
(age, 10-14 years)	- Girls	19.8
Type of School Attended (%, of age 5-9)[c]		
Government/Public		59.1
Private		40.7
Level of Poverty (%)		
Overall		43.2
Urban		48.5
Rural		41.4
Household Member Size		**6.8**
Unemployment Rate (%, age 15 years and above)		**3.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Khanewal

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.518**	**4.7**	**6.1**	**3.1**	**27.8**	**33.0**	**22.3**	**19.7**	**27.8**	**11.0**	**6.2**	**7.5**	**4.8**
Town													
Jahanian	0.517	4.9	6.4	3.3	29.3	34.0	24.1	21.1	29.7	11.6	6.4	7.9	4.7
Kabirwala	0.465	4.2	5.8	2.7	27.1	33.5	20.5	17.9	26.8	8.5	4.9	5.5	4.4
Khanewal	0.553	4.7	6.0	3.3	26.9	31.5	22.0	19.5	26.2	12.1	7.1	8.7	5.2
Mian Channu	0.545	4.9	6.3	3.4	28.5	33.3	23.5	21.1	29.2	12.5	6.7	8.2	5.1

Additional Data

Population (000)				**2,604**
% Urban				17.6
% Rural				82.4
Percentage of Population Never Attended School (10 years and above)				
Overall				34.0
Male				23.9
Female				44.8
Number of Education Institutions				
Schools[a]				1,607
Colleges				98
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				44.2 – 30.7
Students per School				
Primary – Secondary				130.8 – 295.5
Education of the Family Head (Years)				**2.54**
Mothers' Education (Years)				**2.36**
Ranking in Multiple Deprivation Index (out of 36)				**26**
Ranking in the Economic Development (out of 35)				**26**
Percentage of Population who can Read or Write				
Read	Male	18.3	Female	32.3
Write	Male	19.4	Female	33.7

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	17.7
	- Girls	19.6
Primary	- Boys	61.0
	- Girls	53.9
Secondary	- Boys	38.5
	- Girls	33.6
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.3
(age, 5-9 years)	- Girls	23.5
Secondary Level	- Boys	15.3
(age, 10-14 years)	- Girls	21.9
Type of School Attended (%, of age 5-9)[c]		
Government/Public		77.8
Private		22.0
Level of Poverty (%)		
Overall		37.9
Urban		41.1
Rural		37.2
Household Member Size		**6.1**
Unemployment Rate (%, age 15 years and above)		**3.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Khushab

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.366**	**3.9**	**5.8**	**2.1**	**25.3**	**36.3**	**15.4**	**16.6**	**26.3**	**7.8**	**4.8**	**6.6**	**3.1**
Town													
Khushab	0.441	4.2	6.0	2.7	27.1	37.3	18.6	17.6	26.7	10.1	5.5	7.4	3.9
Nurpur Thal	0.272	3.5	5.7	1.5	24.7	37.2	12.9	15.1	25.1	5.8	4.7	7.4	2.1
Qaidabad	0.304	3.6	5.5	1.7	22.9	33.8	11.7	16.3	26.8	5.5	3.7	4.5	2.8

Additional Data

Population (000)				**1,098**
% Urban				25.2
% Rural				74.8
Percentage of Population Never Attended School (10 years and above)				
Overall				39.3
Male				22.8
Female				54.3
Number of Education Institutions				
Schools[a]				1,049
Colleges				34
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				32.2 – 24.1
Students per School				
Primary – Secondary				91.6 – 249.7
Education of the Family Head (Years)				**2.49**
Mothers' Education (Years)				**2.20**
Ranking in Multiple Deprivation Index (out of 36)				**15**
Ranking in the Economic Development (out of 35)				**20**
Percentage of Population who can Read or Write				
Read	Male	17.8	Female	41.1
Write	Male	19.0	Female	43.4

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	35.4
	- Girls	28.0
Primary	- Boys	66.8
	- Girls	58.4
Secondary	- Boys	48.0
	- Girls	38.6
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	14.9
(age, 5-9 years)	- Girls	24.6
Secondary Level	- Boys	10.3
(age, 10-14 years)	- Girls	17.2
Type of School Attended (%, of age 5-9)[c]		
Government/Public		63.7
Private		35.7
Level of Poverty (%)		
Overall		29.2
Urban		39.2
Rural		25.5
Household Member Size		**6.1**
Unemployment Rate (%, age 15 years and above)		**4.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Lahore

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.794**	**6.5**	**7.2**	**5.7**	23.2	24.4	21.9	29.0	33.2	24.4	13.4	14.6	12.1
Town													
Cantonment	0.815	7.3	8.1	6.6	23.2	25.5	20.6	26.5	30.1	22.7	20.2	22.2	18.1
Aziz Bhatti	0.776	5.2	5.8	4.5	26.7	26.4	27.1	23.4	28.4	18.2	7.5	8.2	6.7
Data Ganj Bakhsh	0.880	7.8	8.3	7.3	24.0	24.3	23.8	35.7	39.5	31.7	16.5	16.5	16.5
Gulberg	0.849	8.6	9.3	7.9	19.7	20.8	18.4	34.7	37.6	31.4	25.0	26.6	23.1
Iqbal	0.773	5.9	6.6	5.1	21.2	23.2	19.0	25.3	28.0	22.3	12.4	14.5	10.2
Nishtar	0.633	5.0	6.0	3.8	22.1	24.9	18.9	23.8	30.1	16.7	8.3	9.3	7.2
Ravi	0.794	6.1	6.8	5.4	26.5	26.0	26.9	32.4	37.2	26.9	7.6	9.1	5.9
Samanabad	0.871	9.5	10.1	8.8	16.2	16.9	15.6	40.4	42.6	37.9	27.1	28.8	25.2
Shalimar	0.878	7.7	8.2	7.2	25.7	26.2	25.1	37.7	40.6	34.5	15.2	16.4	13.9
Wagha	0.661	4.7	5.6	3.7	25.6	27.5	23.6	20.9	27.1	14.2	5.7	6.6	4.7

Additional Data

Population (000)			**8,739**	
% Urban			82.0	
% Rural			18.0	
Percentage of Population Never Attended School (10 years and above)				
Overall			25.0	
Male			21.5	
Female			28.8	
Number of Education Institutions				
Schools[a]			1,233	
Colleges			26	
Universities			30	
Pupil-Teacher Ratio				
Primary – Secondary			42.1 – 35.1	
Students per School				
Primary – Secondary			177.7 – 465.1	
Education of the Family Head (Years)			**2.77**	
Mothers' Education (Years)			**2.99**	
Ranking in Multiple Deprivation Index (out of 36)			**1**	
Ranking in the Economic Development (out of 35)			**1**	
Percentage of Population who can Read or Write				
Read	Male	17.5	Female	21.7
Write	Male	18.9	Female	23.5

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		44.5
	- Girls		38.6
Primary	- Boys		66.5
	- Girls		66.2
Secondary	- Boys		51.6
	- Girls		53.2
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		10.6
(age, 5-9 years)	- Girls		13.3
Secondary Level	- Boys		13.6
(age, 10-14 years)	- Girls		14.0
Type of School Attended (%, of age 5-9)[c]			
Government/Public			35.0
Private			64.7
Level of Poverty (%)			
Overall			27.0
Urban			24.9
Rural			37.4
Household Member Size			**6.1**
Unemployment Rate (%, age 15 years and above)			**2.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Layyah

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.450**	**3.7**	**5.0**	**2.3**	**26.7**	**35.1**	**18.3**	**14.3**	**21.7**	**6.9**	**4.6**	**5.5**	**3.7**
Town													
Chobara	0.248	2.5	3.9	1.0	24.2	35.0	13.1	9.3	16.0	2.4	1.6	2.5	0.6
Karor	0.518	4.0	5.3	2.7	27.3	32.4	22.4	16.9	25.6	8.5	4.7	5.8	3.6
Layyah	0.513	4.4	5.8	3.0	28.5	37.3	19.2	16.5	23.3	9.2	7.0	7.6	6.4

Additional Data

Population (000)				**1,500**
% Urban				12.9
% Rural				87.1
Percentage of Population Never Attended School (10 years and above)				
Overall				37.7
Male				25.3
Female				50.3
Number of Education Institutions				
Schools[a]				1,576
Colleges				24
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				45.8 – 24.1
Students per School				
Primary – Secondary				101.0 – 229.7
Education of the Family Head (Years)				**2.24**
Mothers' Education (Years)				**2.12**
Ranking in Multiple Deprivation Index (out of 36)				**24**
Ranking in the Economic Development (out of 35)				**29**
Percentage of Population who can Read or Write				
Read	Male	21.2	Female	34.2
Write	Male	23.6	Female	40.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	23.5
	- Girls	23.0
Primary	- Boys	52.6
	- Girls	48.9
Secondary	- Boys	38.0
	- Girls	29.8
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	17.5
(age, 5-9 years)	- Girls	20.7
Secondary Level	- Boys	12.5
(age, 10-14 years)	- Girls	20.8
Type of School Attended (%, of age 5-9)[c]		
Government/Public		78.5
Private		20.8
Level of Poverty (%)		
Overall		44.6
Urban		48.1
Rural		44.0
Household Member Size		**6.9**
Unemployment Rate (%, age 15 years and above)		**1.0**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Lodhran

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.353**	**3.1**	**4.5**	**1.6**	**20.4**	**28.6**	**11.7**	**12.9**	**19.5**	**5.9**	**4.1**	**5.9**	**2.3**
Town													
Dunyapur	0.371	3.7	5.3	2.0	21.6	29.2	13.6	15.9	23.5	7.7	5.1	7.4	2.6
Karor Pacca	0.350	2.6	3.9	1.4	18.6	27.4	9.3	10.5	15.1	5.6	3.6	5.4	1.6
Lodhran	0.341	3.1	4.5	1.6	20.9	29.1	12.2	12.7	20.2	4.8	3.9	5.0	2.7

Additional Data

Population (000)			**1,516**	
% Urban			14.5	
% Rural			85.5	
Percentage of Population Never Attended School (10 years and above)				
Overall			46.9	
Male			36.0	
Female			58.1	
Number of Education Institutions				
Schools[a]			873	
Colleges			30	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			41.5 – 24.8	
Students per School				
Primary – Secondary			101.9 – 236.9	
Education of the Family Head (Years)			**2.15**	
Mothers' Education (Years)			**2.05**	
Ranking in Multiple Deprivation Index (out of 36)			**32**	
Ranking in the Economic Development (out of 35)			**31**	
Percentage of Population who can Read or Write				
Read	Male	26.9	Female	42.1
Write	Male	28.2	Female	44.2

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		11.6
	- Girls		19.6
Primary	- Boys		49.6
	- Girls		34.5
Secondary	- Boys		31.9
	- Girls		22.4
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		33.3
(age, 5-9 years)	- Girls		44.0
Secondary Level	- Boys		26.0
(age, 10-14 years)	- Girls		35.7
Type of School Attended (%, of age 5-9)[c]			
Government/Public			73.2
Private			25.0
Level of Poverty (%)			
Overall			42.4
Urban			56.5
Rural			40.2
Household Member Size			**5.8**
Unemployment Rate (%, age 15 years and above)			**6.3**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Mandi Bahaudin

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.589**	**4.9**	**6.2**	**3.7**	**29.8**	**31.9**	**27.8**	**20.7**	**29.3**	**12.3**	**6.3**	**7.3**	**5.2**
Town													
Malakwal	0.568	5.0	6.3	3.6	27.5	31.1	24.0	23.0	32.5	13.6	6.9	8.2	5.5
Mandi Bahauddin	0.625	5.2	6.5	4.0	33.3	35.8	30.9	19.9	26.9	12.9	6.5	6.9	6.1
Phalia	0.565	4.5	5.8	3.3	27.8	28.1	27.6	19.7	29.4	10.6	5.5	7.1	4.0

Additional Data

Population (000)			**1,384**	
% Urban			15.2	
% Rural			84.8	
Percentage of Population Never Attended School (10 years and above)				
Overall			28.1	
Male			21.1	
Female			34.8	
Number of Education Institutions				
Schools[a]			972	
Colleges			22	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			45.3 – 31.5	
Students per School				
Primary – Secondary			118.9 – 312.4	
Education of the Family Head (Years)			**2.52**	
Mothers' Education (Years)			**2.54**	
Ranking in Multiple Deprivation Index (out of 36)			**6**	
Ranking in the Economic Development (out of 35)			**9**	
Percentage of Population who can Read or Write				
Read	Male	17.1	Female	27.1
Write	Male	17.7	Female	27.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	41.7
	- Girls	45.7
Primary	- Boys	76.4
	- Girls	69.0
Secondary	- Boys	35.1
	- Girls	47.4
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	8.4
(age, 5-9 years)	- Girls	7.2
Secondary Level	- Boys	5.9
(age, 10-14 years)	- Girls	9.0
Type of School Attended (%, of age 5-9)[c]		
Government/Public		60.4
Private		39.4
Level of Poverty (%)		
Overall		14.1
Urban		19.7
Rural		13.1
Household Member Size		**6.4**
Unemployment Rate (%, age 15 years and above)		**1.2**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Muzaffargarh

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.440**	**3.4**	**4.8**	**2.1**	**21.3**	**29.6**	**13.0**	**13.1**	**18.9**	**7.4**	**5.7**	**7.3**	**4.0**
Town													
Alipur	0.447	3.8	5.2	2.3	17.7	24.3	11.3	13.8	18.6	9.1	7.1	9.6	4.7
Jatoi	0.369	2.9	4.2	1.5	18.0	25.4	10.7	10.7	16.9	4.5	5.1	6.9	3.3
Kot Addu	0.415	3.5	4.9	2.0	25.1	35.3	14.9	13.1	19.6	6.7	5.1	6.7	3.5
Muzaffargarh	0.498	3.5	4.7	2.3	21.8	29.5	13.6	14.2	19.4	8.7	5.7	7.0	4.3

Additional Data

Population (000)			**3,615**	
% Urban			13.0	
% Rural			87.0	
Percentage of Population Never Attended School (10 years and above)				
Overall			46.3	
Male			34.2	
Female			58.6	
Number of Education Institutions				
Schools[a]			1,415	
Colleges			30	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			34.9 – 27.4	
Students per School				
Primary – Secondary			89.7 – 284.1	
Education of the Family Head (Years)			**2.15**	
Mothers' Education (Years)			**1.99**	
Ranking in Multiple Deprivation Index (out of 36)			**34**	
Ranking in the Economic Development (out of 35)			**32**	
Percentage of Population who can Read or Write				
Read	Male	25.7	Female	40.4
Write	Male	27.0	Female	43.2

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		15.7
	- Girls		11.2
Primary	- Boys		49.3
	- Girls		42.5
Secondary	- Boys		25.2
	- Girls		18.5
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		29.7
(age, 5-9 years)	- Girls		37.3
Secondary Level	- Boys		24.0
(age, 10-14 years)	- Girls		35.5
Type of School Attended (%, of age 5-9)[c]			
Government/Public			79.6
Private			19.4
Level of Poverty (%)			
Overall			58.2
Urban			47.5
Rural			60.0
Household Member Size			**6.6**
Unemployment Rate (%, age 15 years and above)			**2.5**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Mianwali

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.386**	**4.1**	**6.0**	**2.3**	**22.3**	**31.8**	**13.4**	**17.9**	**28.4**	**8.0**	**6.0**	**7.1**	**4.9**
Town													
Isa Khel	0.353	3.6	5.3	1.9	20.4	29.7	11.3	16.5	26.2	6.8	4.4	5.1	3.6
Mianwali	0.405	4.5	6.6	2.7	20.8	29.8	12.5	20.1	30.8	10.3	7.8	10.1	5.7
Piplan	0.380	4.0	5.9	2.2	26.2	36.1	16.4	16.5	27.3	5.9	5.0	5.1	5.0

Additional Data

Population (000)				**1,319**
% Urban				20.8
% Rural				79.2
Percentage of Population Never Attended School (10 years and above)				
Overall				38.5
Male				22.4
Female				54.4
Number of Education Institutions				
Schools[a]				1,560
Colleges				24
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				41.5 – 29.9
Students per School				
Primary – Secondary				127.4 – 357.7
Education of the Family Head (Years)				**2.49**
Mothers' Education (Years)				**2.18**
Ranking in Multiple Deprivation Index (out of 36)				**23**
Ranking in the Economic Development (out of 35)				**19**
Percentage of Population who can Read or Write				
Read	Male	17.5	Female	41.0
Write	Male	17.9	Female	42.0

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	21.8
	- Girls	15.4
Primary	- Boys	64.6
	- Girls	57.6
Secondary	- Boys	57.0
	- Girls	32.5
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.4
(age, 5-9 years)	- Girls	33.1
Secondary Level	- Boys	9.2
(age, 10-14 years)	- Girls	23.3
Type of School Attended (%, of age 5-9)[c]		
Government/Public		82.3
Private		17.6
Level of Poverty (%)		
Overall		37.9
Urban		50.3
Rural		34.6
Household Member Size		
Unemployment Rate (%, age 15 years and above)		**2.3**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Multan

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.578**	**4.5**	**5.7**	**3.3**	**26.7**	**32.9**	**20.1**	**17.0**	**22.1**	**11.7**	**8.4**	**10.4**	**6.3**
Town													
Bosan	0.683	5.6	6.6	4.5	26.2	32.4	19.3	17.6	21.2	13.6	14.4	16.1	12.7
Mousa Pak (Shaheed)	0.579	4.2	5.3	3.1	30.1	37.3	22.4	16.5	20.9	12.0	5.9	7.3	4.4
Shah Rukn-e-Alam	0.639	5.5	6.7	4.3	27.2	28.9	25.4	20.1	24.8	15.1	12.5	16.4	8.4
Sher Shah	0.602	4.8	6.0	3.6	28.5	33.4	23.3	18.9	24.8	12.5	8.5	10.4	6.4
Jalalpur Pirwala	0.379	2.8	4.1	1.6	22.6	33.6	11.8	11.0	16.0	6.2	3.2	4.6	1.9
Shujabad	0.469	3.8	5.1	2.4	23.3	31.0	15.4	16.7	23.8	9.5	4.8	5.6	4.1

Additional Data

Population (000)				**4,027**
% Urban				42.0
% Rural				58.0
Percentage of Population Never Attended School (10 years and above)				
Overall				34.8
Male				25.3
Female				44.8
Number of Education Institutions				
Schools[a]				1,974
Colleges				38
Universities				5
Pupil-Teacher Ratio				
Primary – Secondary				52.2 – 31.5
Students per School				
Primary – Secondary				130.2 – 305.3
Education of the Family Head (Years)				**2.39**
Mothers' Education (Years)				**2.37**
Ranking in Multiple Deprivation Index (out of 36)				**22**
Ranking in the Economic Development (out of 35)				**23**
Percentage of Population who can Read or Write				
Read	Male	22.6	Female	32.8
Write	Male	24.7	Female	36.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	26.9
	- Girls	25.0
Primary	- Boys	54.3
	- Girls	49.9
Secondary	- Boys	35.6
	- Girls	33.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.7
(age, 5-9 years)	- Girls	27.2
Secondary Level	- Boys	17.1
(age, 10-14 years)	- Girls	23.6
Type of School Attended (%, of age 5-9)[c]		
Government/Public		53.8
Private		45.7
Level of Poverty (%)		
Overall		44.0
Urban		34.1
Rural		50.1
Household Member Size		**6.3**
Unemployment Rate (%, age 15 years and above)		**3.0**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Nankana Sahib

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.581**	**4.4**	**5.6**	**3.3**	**27.8**	**30.9**	**24.7**	**20.4**	**28.4**	**12.4**	**4.5**	**5.2**	**3.9**
Town													
Shahkot	0.602	4.9	6.1	3.7	31.6	33.9	29.2	22.5	31.7	12.8	5.0	5.5	4.5
Sangla Hill	0.740	5.2	6.0	4.5	30.8	33.5	28.1	23.0	29.0	16.9	6.2	5.8	6.6
Nankana Sahib	0.489	3.7	5.0	2.4	22.4	26.2	18.7	17.3	25.0	9.9	3.9	5.2	2.7
Safdarabad	0.542	4.5	5.8	3.1	30.5	33.3	27.7	21.2	30.1	11.9	3.5	4.4	2.6

Additional Data

Population (000)				**1,508**
% Urban				15.1
% Rural				84.9
Percentage of Population Never Attended School (10 years and above)				
Overall				32.9
Male				25.2
Female				40.7
Number of Education Institutions				
Schools[a]				1,183
Colleges				18
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				42.3 – 24.4
Students per School				
Primary – Secondary				107.9 – 274.3
Education of the Family Head (Years)				**2.46**
Mothers' Education (Years)				**2.43**
Ranking in Multiple Deprivation Index (out of 36)				**17**
Ranking in the Economic Development (out of 35)				**18**
Percentage of Population who can Read or Write				
Read	Male	20.7	Female	31.3
Write	Male	22.5	Female	33.9

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	38.0
	- Girls	37.5
Primary	- Boys	66.6
	- Girls	61.3
Secondary	- Boys	43.0
	- Girls	33.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	12.2
(age, 5-9 years)	- Girls	16.7
Secondary Level	- Boys	10.8
(age, 10-14 years)	- Girls	15.8
Type of School Attended (%, of age 5-9)[c]		
Government/Public		64.5
Private		34.9
Level of Poverty (%)		
Overall		36.7
Urban		53.7
Rural		32.3
Household Member Size		**6.3**
Unemployment Rate (%, age 15 years and above)		**2.5**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Narowal

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.553**	**5.1**	**6.5**	**3.6**	**27.7**	**29.2**	**26.2**	**24.1**	**34.7**	**13.7**	**5.7**	**7.0**	**4.4**
Town													
Narowal	0.567	5.0	6.4	3.6	30.0	32.1	27.8	23.6	32.8	13.8	4.9	5.9	3.8
Shakargarh	0.556	5.3	6.9	3.8	25.7	26.4	25.0	25.4	37.3	14.9	6.7	8.5	5.1
Zafarwal	0.512	4.7	6.2	3.2	27.9	29.4	26.4	22.2	33.3	10.9	5.0	6.2	3.7

Additional Data

Population (000)			**1,522**	
% Urban			12.2	
% Rural			87.8	
Percentage of Population Never Attended School (10 years and above)				
Overall			25.5	
Male			18.0	
Female			32.8	
Number of Education Institutions				
Schools[a]			1,482	
Colleges			24	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			35.4 – 29.1	
Students per School				
Primary – Secondary			106.9 – 323.6	
Education of the Family Head (Years)			**2.55**	
Mothers' Education (Years)			**2.58**	
Ranking in Multiple Deprivation Index (out of 36)			**9**	
Ranking in the Economic Development (out of 35)			**27**	
Percentage of Population who can Read or Write				
Read	Male	14.0	Female	24.8
Write	Male	14.9	Female	26.3

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	37.0
	- Girls	35.6
Primary	- Boys	73.3
	- Girls	76.2
Secondary	- Boys	51.2
	- Girls	52.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	8.2
(age, 5-9 years)	- Girls	8.8
Secondary Level	- Boys	5.3
(age, 10-14 years)	- Girls	4.9
Type of School Attended (%, of age 5-9)[c]		
Government/Public		59.3
Private		40.3
Level of Poverty (%)		
Overall		36.2
Urban		43.4
Rural		35.0
Household Member Size		**6.7**
Unemployment Rate (%, age 15 years and above)		**0.9**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Okara

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.523**	**3.7**	**4.8**	**2.5**	**24.2**	**29.5**	**18.6**	**15.6**	**21.9**	**9.0**	**4.7**	**5.6**	**3.7**
Town													
Depalpur	0.815	0.453	2.9	4.0	23.6	30.4	16.2	11.1	15.9	5.8	3.3	4.2	2.2
Okara	0.776	0.577	4.0	5.0	23.1	27.7	18.3	17.7	23.4	11.7	5.7	6.7	4.6
Ranala Khurd	0.880	0.532	4.7	6.0	27.5	30.5	24.1	21.2	31.0	10.4	5.7	6.5	5.0

Additional Data

Population (000)			**2,803**	
% Urban			23.0	
% Rural			77.0	
Percentage of Population Never Attended School (10 years and above)				
Overall			41.5	
Male			32.3	
Female			51.2	
Number of Education Institutions				
Schools[a]			1,622	
Colleges			88	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			43.3 – 34.5	
Students per School				
Primary – Secondary			122.6 – 302.0	
Education of the Family Head (Years)			**2.24**	
Mothers' Education (Years)			**2.20**	
Ranking in Multiple Deprivation Index (out of 36)			**18**	
Ranking in the Economic Development (out of 35)			**13**	
Percentage of Population who can Read or Write				
Read	Male	25.0	Female	38.6
Write	Male	20.8	Female	34.4

Net School Attendance (% of school age population)[b]			
Pre-School	- Boys		24.3
	- Girls		24.1
Primary	- Boys		58.8
	- Girls		49.0
Secondary	- Boys		31.3
	- Girls		26.9
Out of School Children (% of corresponding age-group)			
Primary Level	- Boys		19.9
(age, 5-9 years)	- Girls		27.2
Secondary Level	- Boys		16.0
(age, 10-14 years)	- Girls		26.5
Type of School Attended (%, of age 5-9)[c]			
Government/Public			73.1
Private			26.5
Level of Poverty (%)			
Overall			38.1
Urban			36.1
Rural			38.5
Household Member Size			**5.6**
Unemployment Rate (%, age 15 years and above)			**2.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Pakpattan

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.520**	**3.5**	**4.6**	**2.4**	**25.7**	**31.5**	**19.6**	**14.4**	**20.4**	**8.2**	**4.6**	**5.5**	**3.7**
Town													
Arifwala	0.569	3.9	5.0	2.8	25.3	29.7	20.7	16.6	22.9	10.3	5.4	6.3	4.6
Pakpattan	0.469	3.2	4.3	2.0	26.0	33.1	18.5	12.4	18.2	6.4	3.9	4.8	3.0

Additional Data

Population (000)			**1,629**	
% Urban			14.3	
% Rural			85.7	
Percentage of Population Never Attended School (10 years and above)				
Overall			41.3	
Male			31.5	
Female			51.4	
Number of Education Institutions				
Schools[a]			932	
Colleges			24	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			51.5 – 34.4	
Students per School				
Primary – Secondary			131.7 – 315.1	
Education of the Family Head (Years)			**2.26**	
Mothers' Education (Years)			**2.22**	
Ranking in Multiple Deprivation Index (out of 36)			**30**	
Ranking in the Economic Development (out of 35)			**21**	
Percentage of Population who can Read or Write				
Read	Male	27.6	Female	39.9
Write	Male	28.0	Female	40.7

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	24.0
	- Girls	18.8
Primary	- Boys	53.8
	- Girls	42.6
Secondary	- Boys	32.9
	- Girls	28.4
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	19.0
(age, 5-9 years)	- Girls	31.1
Secondary Level	- Boys	14.7
(age, 10-14 years)	- Girls	23.1
Type of School Attended (%, of age 5-9)[c]		
Government/Public		71.6
Private		27.3
Level of Poverty (%)		
Overall		45.3
Urban		36.4
Rural		46.9
Household Member Size		**5.7**
Unemployment Rate (%, age 15 years and above)		**3.1**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Raheem Yar Khan

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.506**	**3.7**	**4.9**	**2.5**	**23.6**	**30.1**	**16.9**	**14.2**	**20.1**	**8.1**	**6.0**	**7.2**	**4.7**
Town													
Khanpur	0.510	3.7	4.9	2.5	23.5	30.6	16.3	15.1	20.8	9.4	5.3	6.3	4.3
Liaquatpur	0.421	3.2	4.5	1.9	22.2	29.3	15.3	11.8	17.9	5.9	5.1	7.0	3.3
Raheem Yar Khan	0.564	4.2	5.4	3.0	22.9	28.9	16.8	16.1	22.0	9.9	7.6	8.6	6.5
Sadiqabad	0.514	3.7	4.8	2.5	25.6	31.5	19.2	13.7	19.7	7.3	5.6	6.6	4.6

Additional Data

Population (000)			**4,238**	
% Urban			19.6	
% Rural			80.4	
Percentage of Population Never Attended School (10 years and above)				
Overall			44.7	
Male			33.9	
Female			55.8	
Number of Education Institutions				
Schools[a]			2,283	
Colleges			32	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			26.3 – 22.1	
Students per School				
Primary – Secondary			76.1 – 217.3	
Education of the Family Head (Years)			**2.21**	
Mothers' Education (Years)			**2.15**	
Ranking in Multiple Deprivation Index (out of 36)			**33**	
Ranking in the Economic Development (out of 35)			**30**	
Percentage of Population who can Read or Write				
Read	Male	25.9	Female	39.6
Write	Male	27.9	Female	41.9

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	17.4
	- Girls	14.9
Primary	- Boys	46.4
	- Girls	42.1
Secondary	- Boys	28.4
	- Girls	24.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	30.9
(age, 5-9 years)	- Girls	40.0
Secondary Level	- Boys	25.8
(age, 10-14 years)	- Girls	34.7
Type of School Attended (%, of age 5-9)[c]		
Government/Public		68.8
Private		30.8
Level of Poverty (%)		
Overall		50.2
Urban		48.7
Rural		50.6
Household Member Size		**6.8**
Unemployment Rate (%, age 15 years and above)		**5.9**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Rajanpur

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.442**	**2.9**	**4.0**	**1.8**	**15.3**	**20.6**	**9.7**	**11.8**	**17.0**	**6.4**	**4.4**	**5.5**	**3.3**
Town													
Jampur	0.461	3.3	4.4	2.0	18.9	25.3	12.2	13.2	18.5	7.5	5.3	6.6	4.0
Rajanpur	0.518	3.4	4.5	2.3	14.6	17.8	11.3	14.6	20.4	8.6	5.2	6.0	4.3
Rojhan	0.185	1.5	2.5	0.5	10.7	17.5	3.5	5.6	9.4	1.5	1.9	2.9	0.9

Additional Data

Population (000)				**1,500**
% Urban				14.5
% Rural				85.5
Percentage of Population Never Attended School (10 years and above)				
Overall				55.8
Male				45.8
Female				66.8
Number of Education Institutions				
Schools[a]				2,958
Colleges				50
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				42.9 – 29.5
Students per School				
Primary – Secondary				99.8 – 274.7
Education of the Family Head (Years)				**1.99**
Mothers' Education (Years)				**1.84**
Ranking in Multiple Deprivation Index (out of 36)				**36**
Ranking in the Economic Development (out of 35)				**35**
Percentage of Population who can Read or Write				
Read	Male	32.4	Female	45.3
Write	Male	33.4	Female	46.6

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	4.6
	- Girls	4.1
Primary	- Boys	42.0
	- Girls	33.3
Secondary	- Boys	24.4
	- Girls	12.1
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	47.5
(age, 5-9 years)	- Girls	51.3
Secondary Level	- Boys	37.5
(age, 10-14 years)	- Girls	53.7
Type of School Attended (%, of age 5-9)[c]		
Government/Public		81.4
Private		18.0
Level of Poverty (%)		
Overall		57.8
Urban		52.9
Rural		58.5
Household Member Size		**6.1**
Unemployment Rate (%, age 15 years and above)		**1.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Rawalpindi

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.625**	**6.4**	**8.0**	**5.0**	**32.4**	**34.5**	**30.5**	**29.8**	**41.1**	**19.2**	**9.3**	**9.9**	**8.7**
Town													
Gujar Khan	0.623	6.2	7.7	4.8	34.2	36.0	32.7	31.7	44.3	20.6	6.5	6.7	6.3
Kahuta	0.667	6.6	8.0	5.4	35.1	37.5	32.9	31.5	43.6	20.7	9.2	8.3	10.0
Kallar Syedan	0.520	5.5	7.5	3.9	35.8	39.9	32.3	26.5	42.2	13.5	5.0	5.2	4.9
Kotli Sattian	0.518	5.8	7.7	4.0	36.3	39.6	33.2	29.5	44.9	15.1	4.2	4.5	4.0
Murree	0.649	6.2	7.6	4.9	39.0	42.5	35.6	27.8	36.5	19.3	7.1	7.6	6.5
Taxila	0.599	6.4	8.0	4.8	27.4	29.8	24.9	27.4	38.5	16.1	11.8	11.8	11.7
Potohar	0.668	6.6	7.9	5.3	27.9	28.7	27.0	29.2	38.7	19.8	12.0	13.1	11.0
Rawal	0.752	8.2	9.4	7.0	26.6	26.6	26.5	33.9	39.1	28.5	18.0	20.3	15.7

Additional Data

Population (000)			**4,358**	
% Urban			55.9	
% Rural			44.1	
Percentage of Population Never Attended School (10 years and above)				
Overall			18.9	
Male			10.1	
Female			27.4	
Number of Education Institutions				
Schools[a]			1,121	
Colleges			20	
Universities			2	
Pupil-Teacher Ratio				
Primary – Secondary			34.3 – 24.2	
Students per School				
Primary – Secondary			90.2 – 233.2	
Education of the Family Head (Years)			**3.01**	
Mothers' Education (Years)			**2.97**	
Ranking in Multiple Deprivation Index (out of 36)			**5**	
Ranking in the Economic Development (out of 35)			**3**	
Percentage of Population who can Read or Write				
Read	Male	9.3	Female	21.9
Write	Male	10.4	Female	24.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	49.0
	- Girls	44.4
Primary	- Boys	74.1
	- Girls	74.9
Secondary	- Boys	62.4
	- Girls	61.2
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	6.5
(age, 5-9 years)	- Girls	8.1
Secondary Level	- Boys	5.7
(age, 10-14 years)	- Girls	7.9
Type of School Attended (%, of age 5-9)[c]		
Government/Public		48.0
Private		51.7
Level of Poverty (%)		
Overall		16.2
Urban		16.9
Rural		15.5
Household Member Size		**6.0**
Unemployment Rate (%, age 15 years and above)		**1.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Sahiwal

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.629**	**4.7**	**5.7**	**3.6**	**25.6**	**31.0**	**19.9**	**20.7**	**26.2**	**14.8**	**7.7**	**8.9**	**6.4**
Town													
Chichawatni	0.620	4.5	5.6	3.4	26.4	31.3	21.2	20.6	26.9	13.9	6.5	7.6	5.4
Sahiwal	0.637	4.8	5.9	3.7	24.9	30.7	18.8	20.7	25.6	15.6	8.7	10.0	7.2

Additional Data

Population (000)				**2,257**
% Urban				16.4
% Rural				83.6
Percentage of Population Never Attended School (10 years and above)				
Overall				34.2
Male				25.5
Female				43.0
Number of Education Institutions				
Schools[a]				1,197
Colleges				22
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				46.7 – 30.2
Students per School				
Primary – Secondary				138.7 – 311.7
Education of the Family Head (Years)				**2.49**
Mothers' Education (Years)				**2.50**
Ranking in Multiple Deprivation Index (out of 36)				**20**
Ranking in the Economic Development (out of 35)				**12**
Percentage of Population who can Read or Write				
Read	Male	20.8	Female	32.7
Write	Male	14.6	Female	25.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	17.4
	- Girls	20.2
Primary	- Boys	58.9
	- Girls	53.2
Secondary	- Boys	43.6
	- Girls	32.9
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	20.9
(age, 5-9 years)	- Girls	25.2
Secondary Level	- Boys	14.9
(age, 10-14 years)	- Girls	20.9
Type of School Attended (%, of age 5-9)[c]		
Government/Public		73.3
Private		26.3
Level of Poverty (%)		
Overall		33.7
Urban		38.6
Rural		32.7
Household Member Size		**5.8**
Unemployment Rate (%, age 15 years and above)		**4.2**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Sargodha

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.527**	**4.3**	**5.6**	**3.0**	**29.5**	**37.3**	**22.3**	**18.2**	**26.8**	**10.2**	**5.7**	**6.3**	**5.2**
Town													
Bhalwal	0.515	4.0	5.4	2.8	29.1	35.7	23.2	16.7	25.5	8.7	5.9	6.9	4.9
Kot Momin	0.372	3.1	4.6	1.7	29.6	41.3	18.4	12.0	19.5	4.9	2.4	2.7	2.1
Sahiwal	0.396	4.0	5.8	2.3	27.0	36.7	18.4	18.3	29.6	8.3	3.9	4.6	3.3
Sargodha	0.670	5.4	6.5	4.3	31.0	36.0	26.4	23.5	31.5	16.2	8.9	9.3	8.4
Shahpur	0.403	3.4	5.0	2.0	26.9	36.2	18.1	14.8	23.7	6.3	4.1	4.9	3.4
Sillanwali	0.580	4.6	5.8	3.4	32.2	39.6	25.1	18.7	26.9	11.0	5.9	6.1	5.8

Additional Data

Population (000)				**3,208**
% Urban				28.1
% Rural				71.9
Percentage of Population Never Attended School (10 years and above)				
Overall				32.1
Male				20.5
Female				43.0
Number of Education Institutions				
Schools[a]				2,274
Colleges				16
Universities				1
Pupil-Teacher Ratio				
Primary – Secondary				38.3 – 25.9
Students per School				
Primary – Secondary				105.5 – 272.2
Education of the Family Head (Years)				**2.49**
Mothers' Education (Years)				**2.40**
Ranking in Multiple Deprivation Index (out of 36)				**19**
Ranking in the Economic Development (out of 35)				**14**
Percentage of Population who can Read or Write				
Read	Male	17.7	Female	32.8
Write	Male	19.2	Female	35.6

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	39.7
	- Girls	37.2
Primary	- Boys	67.3
	- Girls	64.2
Secondary	- Boys	46.5
	- Girls	43.8
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	10.1
(age, 5-9 years)	- Girls	13.6
Secondary Level	- Boys	9.5
(age, 10-14 years)	- Girls	11.4
Type of School Attended (%, of age 5-9)[c]		
Government/Public		60.0
Private		39.7
Level of Poverty (%)		
Overall		31.0
Urban		27.7
Rural		32.1
Household Member Size		**6.2**
Unemployment Rate (%, age 15 years and above)		**3.2**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Sheikhupura

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.623**	**4.4**	**5.3**	**3.3**	**27.3**	**30.3**	**24.0**	**19.5**	**25.9**	**12.7**	**4.9**	**5.7**	**4.1**
Town													
Ferozewala	0.610	3.8	4.7	2.9	26.0	29.3	22.3	16.5	22.3	10.0	3.6	4.3	2.8
Muridke	0.605	4.4	5.5	3.3	30.0	33.0	26.8	20.6	27.4	13.6	3.9	4.8	2.9
Sharaqpur	0.634	4.7	5.8	3.6	26.4	29.5	23.0	20.9	26.5	14.9	6.2	7.4	4.9
Sheikhupura	0.638	4.7	5.7	3.6	26.9	29.7	24.0	20.8	28.0	13.2	6.3	6.7	5.9

Additional Data

Population (000)			**2,639**	
% Urban			31.4	
% Rural			68.6	
Percentage of Population Never Attended School (10 years and above)				
Overall			33.5	
Male			27.6	
Female			39.7	
Number of Education Institutions				
Schools[a]			1,332	
Colleges			32	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			38.3 – 29.7	
Students per School				
Primary – Secondary			107.2 – 322.0	
Education of the Family Head (Years)			**2.30**	
Mothers' Education (Years)			**2.45**	
Ranking in Multiple Deprivation Index (out of 36)			**10**	
Ranking in the Economic Development (out of 35)			**2**	
Percentage of Population who can Read or Write				
Read	Male	22.6	Female	29.8
Write	Male	24.2	Female	32.1

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	37.4
	- Girls	34.3
Primary	- Boys	62.7
	- Girls	64.2
Secondary	- Boys	42.7
	- Girls	41.8
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	14.3
(age, 5-9 years)	- Girls	15.4
Secondary Level	- Boys	12.5
(age, 10-14 years)	- Girls	14.1
Type of School Attended (%, of age 5-9)[c]		
Government/Public		47.7
Private		51.8
Level of Poverty (%)		
Overall		38.8
Urban		36.6
Rural		40.1
Household Member Size		**6.7**
Unemployment Rate (%, age 15 years and above)		**2.3**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Sialkot

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.744**	**5.2**	**6.0**	**4.5**	**31.1**	**32.4**	**29.8**	**24.0**	**29.5**	**18.9**	**6.4**	**7.1**	**5.6**
Town													
Daska	0.815	0.715	5.1	5.9	30.3	32.2	28.5	22.6	27.9	17.6	6.5	7.0	6.0
Pasrur	0.776	0.617	4.5	5.6	31.3	34.3	28.4	18.7	24.9	12.8	5.0	6.4	3.6
Sambrial	0.880	0.738	5.3	6.2	33.7	33.3	34.0	24.0	31.3	17.2	6.1	6.5	5.8
Sialkot	0.849	0.860	6.0	6.4	30.2	30.5	30.0	29.7	33.7	26.0	7.6	8.2	7.0

Additional Data

Population (000)				**3,433**
% Urban				26.2
% Rural				73.8
Percentage of Population Never Attended School (10 years and above)				
Overall				23.6
Male				19.9
Female				27.2
Number of Education Institutions				
Schools[a]				2,396
Colleges				42
Universities				0
Pupil-Teacher Ratio				
Primary – Secondary				32.3 – 25.8
Students per School				
Primary – Secondary				94.7 – 278.2
Education of the Family Head (Years)				**2.47**
Mothers' Education (Years)				**2.83**
Ranking in Multiple Deprivation Index (out of 36)				**4**
Ranking in the Economic Development (out of 35)				**5**
Percentage of Population who can Read or Write				
Read	Male	17.3	Female	21.6
Write	Male	18.9	Female	23.7

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	44.5
	- Girls	41.3
Primary	- Boys	73.9
	- Girls	77.6
Secondary	- Boys	49.4
	- Girls	56.0
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	6.6
(age, 5-9 years)	- Girls	5.4
Secondary Level	- Boys	8.2
(age, 10-14 years)	- Girls	7.4
Type of School Attended (%, of age 5-9)[c]		
Government/Public		43.0
Private		56.6
Level of Poverty (%)		
Overall		23.1
Urban		21.7
Rural		23.6
Household Member Size		**6.6**
Unemployment Rate (%, age 15 years and above)		**1.4**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Toba Tek Singh

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District	**0.652**	**4.9**	**6.0**	**3.9**	**29.2**	**32.4**	**26.2**	**21.9**	**29.3**	**14.9**	**6.4**	**7.0**	**5.8**
Town													
Gojra	0.689	5.1	6.0	4.1	29.4	31.7	27.3	22.7	30.8	15.0	6.8	6.6	7.0
Kamalia	0.554	4.1	5.3	2.9	27.5	31.4	23.7	17.8	25.7	10.2	4.7	5.3	4.0
Toba Teb Singh	0.692	5.5	6.6	4.5	30.5	33.8	27.4	24.9	31.2	19.0	7.6	8.9	6.3

Additional Data

Population (000)			**1,980**
% Urban			18.9
% Rural			81.1
Percentage of Population Never Attended School (10 years and above)			
Overall			29.7
Male			22.3
Female			36.6
Number of Education Institutions			
Schools[a]			1,349
Colleges			64
Universities			0
Pupil-Teacher Ratio			
Primary – Secondary			42.5 – 28.4
Students per School			
Primary – Secondary			136.7 – 279.5
Education of the Family Head (Years)			**2.47**
Mothers' Education (Years)			**2.59**
Ranking in Multiple Deprivation Index (out of 36)			**12**
Ranking in the Economic Development (out of 35)			**11**
Percentage of Population who can Read or Write			
Read	Male	17.6	Female 28.4
Write	Male	18.5	Female 29.5

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	33.0
	- Girls	28.3
Primary	- Boys	68.3
	- Girls	67.8
Secondary	- Boys	48.5
	- Girls	46.4
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	13.2
(age, 5-9 years)	- Girls	13.5
Secondary Level	- Boys	9.8
(age, 10-14 years)	- Girls	13.1
Type of School Attended (%, of age 5-9)[c]		
Government/Public		66.0
Private		33.8
Level of Poverty (%)		
Overall		26.9
Urban		34.0
Rural		25.0
Household Member Size		**6.4**
Unemployment Rate (%, age 15 years and above)		**2.7**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

Vehari

Mean Years of Schooling

	Gender Parity Index	Number of Years of Schooling			Education Attainment (25 years and above)								
					Secondary or Below			Higher Secondary			Tertiary		
		Overall	Male	Female	Overall	Male	Female	Overall	Male	Female	Overall	Male	Female
Punjab	**0.580**	**4.5**	**5.7**	**3.3**	**27.0**	**31.8**	**22.2**	**19.8**	**27.1**	**12.6**	**6.3**	**7.3**	**5.3**
District Vehari	**0.526**	**4.0**	**5.2**	**2.7**	**23.2**	**29.0**	**17.3**	**16.9**	**24.4**	**9.3**	**6.5**	**7.6**	**5.5**
Town													
Burewala	0.608	4.6	5.7	3.5	25.5	29.7	21.4	19.3	27.0	11.5	7.9	8.7	7.2
Mailsi	0.423	3.4	4.8	2.0	21.9	31.0	13.0	14.3	22.0	6.8	5.3	6.3	4.2
Vehari	0.542	4.0	5.1	2.8	22.1	26.1	17.9	17.2	24.2	9.7	6.5	7.8	5.0

Additional Data

Population (000)			**2,693**	
% Urban			16.1	
% Rural			83.9	
Percentage of Population Never Attended School (10 years and above)				
Overall			40.4	
Male			30.6	
Female			50.5	
Number of Education Institutions				
Schools[a]			1,484	
Colleges			14	
Universities			0	
Pupil-Teacher Ratio				
Primary – Secondary			44.8 – 28.8	
Students per School				
Primary – Secondary			126.6 – 289.2	
Education of the Family Head (Years)			**2.34**	
Mothers' Education (Years)			**2.27**	
Ranking in Multiple Deprivation Index (out of 36)			**25**	
Ranking in the Economic Development (out of 35)			**25**	
Percentage of Population who can Read or Write				
Read	Male	24.3	Female	38.6
Write	Male	24.1	Female	38.4

Net School Attendance (% of school age population)[b]		
Pre-School	- Boys	31.6
	- Girls	25.9
Primary	- Boys	53.3
	- Girls	53.4
Secondary	- Boys	35.5
	- Girls	33.7
Out of School Children (% of corresponding age-group)		
Primary Level	- Boys	23.8
(age, 5-9 years)	- Girls	28.3
Secondary Level	- Boys	21.6
(age, 10-14 years)	- Girls	23.9
Type of School Attended (%, of age 5-9)[c]		
Government/Public		64.0
Private		35.8
Level of Poverty (%)		
Overall		45.8
Urban		36.6
Rural		47.8
Household Member Size		**5.9**
Unemployment Rate (%, age 15 years and above)		**4.6**

[a] Mosque schools are not included, [b] Pre-school age is 3-4 years, Primary school age is 5-9 years and secondary school age is 10-14 years. [c] Other type of schools include Madrassa and non-formal education. Their share is very minor and therefore not included.

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