

**The Urban Unit**  
Urban Sector Planning & Management Services Unit (Pvt.) Ltd.



# EDUCATION SECTOR

## Multan Division Regional Development Plan

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## Table of Contents

|  |    |
|--|----|
| .....  | 1  |
| <b>Introduction</b> .....  | 6  |
| <b>Objectives and Scope of Work</b> .....                                | 6  |
| <b>Methodology and Framework</b> .....                                   | 6  |
| <b>Situational Analysis of School Education in Multan Division</b> ..... | 9  |
| <b>Division at a Glance</b> .....  | 9  |
| <b>Primary Schools</b> .....   | 11 |
| <b>Statistical Analysis</b> .....  | 12 |
| <b>Infrastructural Analysis</b> .....                                    | 13 |
| <b>Spatial Analysis: School Accessibility</b> .....                      | 14 |
| <b>Middle Schools</b> .....  | 16 |
| <b>Statistical Analysis</b> .....  | 17 |
| <b>Infrastructural Analysis</b> .....                                    | 18 |
| <b>Spatial Analysis: School Accessibility</b> .....                      | 19 |
| <b>High Schools</b> .....  | 21 |
| <b>Statistical Analysis</b> .....  | 22 |
| <b>Infrastructural Analysis</b> .....                                    | 23 |
| <b>Spatial Analysis: School Accessibility</b> .....                      | 25 |
| <b>Higher Secondary Schools</b> .....                                    | 27 |
| <b>Statistical Analysis</b> .....  | 28 |
| <b>Infrastructural Analysis</b> .....                                    | 29 |
| <b>Spatial Analysis: School Accessibility</b> .....                      | 30 |
| .....  | 32 |
| <b>Key Performance Indicators</b> .....                                  | 33 |
| <b>Digital Inclusion</b> .....   | 33 |
| <b>Foundational Learning Skills</b> .....                                | 33 |
| <b>Out-of-school children</b> .....                                      | 34 |
| <b>Repetition rate, Drop-out rate and Non-transition rate</b> .....      | 34 |
| <b>Repetition rate:</b> .....  | 35 |
| <b>Dropout rate:</b> .....   | 35 |
| <b>Non-transition rate</b> .....   | 35 |
| <b>Monthly Key Performance Indicators</b> .....                          | 35 |

|  |    |
|--|----|
| <b>Stakeholder Consultation and On-ground Analysis</b> ..... | 38 |
| <b>Issues and Challenges:</b> .....                          | 41 |
| <b>Proposed Plan for the Education sector</b> .....          | 42 |

## List of Figures

|  |    |
|--|----|
| Figure 1: Three-tiered approach uses in the assessing the current state of education in Multan Division..... | 8  |
| Figure 2: Population Literacy rate (10 years and older).....   | 9  |
| Figure 3: Digital Inclusion.....   | 33 |
| Figure 4: Foundational Learning Skills (5-17 years).....   | 33 |
| Figure 5: Out of School Children.....  | 34 |
| Figure 6: On-ground Analysis .....   | 39 |

## List of Maps

|   |    |
|---|----|
| Map 1: Spatial spread of Primary schools .....  | 11 |
| Map 2: Primary School Accessibility .....   | 15 |
| Map 3: Spatial Spread of Middle Schools .....   | 16 |
| Map 4: Middle School Accessibility Analysis.....  | 20 |
| Map 5: Spatial Spread of High Schools.....  | 21 |
| Map 6: High School Accessibility Analysis .....   | 26 |
| Map 7: Spatial spread of High Schools.....  | 27 |
| Map 8:Higher Secondary School Accessibility Analysis .....                                | 32 |
| Map 9: Coverage of districts, tehsils and Schools in Field Visit of Multan division ..... | 40 |

## List of Tables

|  |    |
|--|----|
| Table 1: Literate Population in Multan division.....               | 9  |
| Table 2: School Statistics of Primary School .....                 | 12 |
| Table 3: Availability of School Infrastructure & Facilities .....  | 14 |
| Table 4: School Statistics of Middle Schools .....                 | 17 |
| Table 5: Availability of School Infrastructure & Facilities .....  | 19 |
| Table 6: Table 3:School Statistics of High Schools.....            | 22 |
| Table 7: Availability of School Infrastructure & Facilities .....  | 24 |
| Table 8Table 3:School Statistics of Higher Secondary Schools:..... | 28 |
| Table 9: Availability of School Infrastructure & Facilities .....  | 30 |
| Table 10: School Retention Statistics .....                        | 34 |
| Table 11: Monthly Performance Indicators .....                     | 36 |

Table 12: Education sector interventions..... 42

## **Introduction**

### **Objectives and Scope of Work**

The overall objective of the education sector plan is to analyse the accessibility and outreach of the education sector and to see how public service delivery of education services can be improved through integrated regional planning. The scope of work is as follows:

- A comprehensive situational analysis of education facilities in the Multan division by benchmarking with the provincial landscape.
- Identification of regional spread of schools and universities and spatially mapping them through GIS-based maps (subject to availability of spatial coordinates and data).
- Identification of development or upgradation needs for existing education facilities and infrastructure through stakeholder engagement.
- Brief Education Sector Plan (with short, medium- and long-term targets), incorporating demand-based project pipeline for ADP and donor funding.

### **Methodology and Framework**

At the outset, the report covers the overall situational analysis of the current educational landscape in the Multan division. To this end, primary and secondary data have been employed through a mixed methods approach (both quantitative and qualitative) to provide a thorough analysis of the educational facilities. Data from secondary datasets, survey reports and departmental dashboard have been used to conduct a district-wise analysis of the numerical quantity, spatial spread, infrastructural condition and student participation in the educational facilities of Multan division.

Furthermore, Secondary data was further validated through ground assessment by conducting field visits and stakeholder consultations to efficiently and adequately identify the administrative gaps and institutional challenges prevailing in the division that impede education service delivery. This is further accompanied by a spatial accessibility analysis to develop an integrated plan with short-, medium- and long-term education targets. This proposed framework identifies the type of intervention needed through site assessment and gives an overall project direction for an integrated social development plan.

For the identification of gaps and other operational issues existing in the education sector of the Multan region, various secondary sources have been reviewed including provincial and district-

wise reports (MICS, PSLM, ASER, ACS etc.) and School Information System (SIS) dashboard. Moreover, primary data was also collected through an initial field visit of the Urban Unit team to education facilities in Multan, Chiniot, Toba Tek Singh and Jhang districts, in December 2022. Key stakeholders from all the four districts were also consulted including: Education Team (SED), DD Development (Multan), CEO Education (Multan), CEO Education (Toba Tek Singh) CEO Education, (Jhang) CEO Education, (Chiniot).

The following steps of research framework have been adopted:

- Collection of Secondary Data
- Collection and Access to Departmental data and dashboards (SIS)
- Review of data, literature and desk research
- Ground assessment through field visits
- Stakeholder consultation and meetings
- Situation Analysis to identify gaps and challenges of the education sector
- Development of short-, medium- and long-term plan for both School Education and Higher Education

The following three-tiered approach in assessing the situational analysis of the education sector in Multan division.

- a) **Physical Analysis:** The physical attributes are analysed through three different dimensions. First the spatial analysis, looks at the overall spread of the educational facilities. Then different layers of population settlements, natural barriers, infrastructure network and other contours are added to conduct the accessibility analysis. The accessibility analysis gives us an understanding of population serviced within the settlement areas. And lastly, the infrastructure analysis, gives as an idea to the quality of infrastructure and identify areas of further improvement. These three analyses are conducted for each educational level in Multan division.
- b) **Statistical Analysis:** The statistical analysis is conducted by looking at existing data sets, reports, case studies and existing literature on the state of education in Multan. This analysis is conducted on overall educational related outcomes. It looks at all key important indicators of education from enrolment, transition, completion rates to learning outcomes.

These numbers are very important for bettering our understanding of the sector. And in identifying the problem area in education.

- c) **Ground-Level Analysis:** To further solidify the understanding of this sector, repeated site visits, ground assessments, stakeholder and consultative sessions were carried out in the division of Multan. This exercise helped to further validate the findings from the earlier two assessments. In addition to adding more practical knowledge and on-site assessment. Through random sampling, the team visited different education facilities and assessed the quality of education through personal observations. Different meetings, stakeholder and consultative sessions also added to this wealth of knowledge.

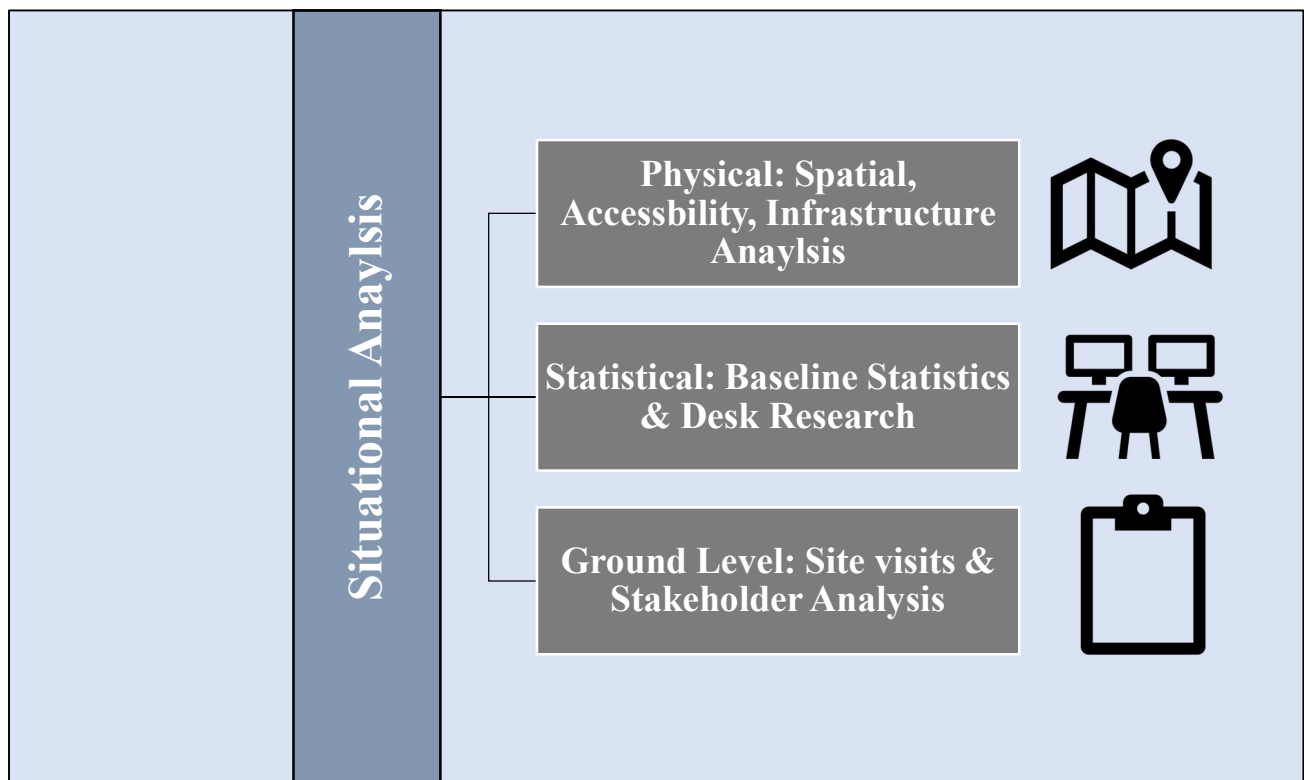


Figure 1: Illustrates the three-tiered approach uses in the assessing the current state of education in Multan Division.

## Situational Analysis of School Education in Multan Division

### Division at a Glance

The current literacy rate in the Multan division is below the provincial average for both genders. Female literacy rate in Lodhran and Vehari districts is less than 50% and is slightly higher in Khanewal and Multan districts – yet lower than the provincial average.




| Literacy Rate % (10 years and older) | Male<br> | Female<br> | Total<br> |
|--------------------------------------|---|--|--|
| <b>Punjab</b>                        | <b>72%</b>  | <b>57%</b>   | <b>64%</b>   |
| Khanewal                             | <b>70%</b>  | <b>50%</b>   | <b>60%</b>   |
| Multan                               | <b>69%</b>  | <b>53%</b>   | <b>61%</b>   |
| Lodhran                              | <b>64%</b>  | <b>42%</b>   | <b>53%</b>   |
| Vehari                               | <b>63%</b>  | <b>44%</b>   | <b>53%</b>   |

Figure 2: Population Literacy rate (10 years and older)

Source: MICS 2018

Out of the total population, 2-4% of the people are enrolled at the pre-primary level, 19-30% at the primary level, 9-25% at the middle level, 8-22% at high level, 3-10% at higher secondary level and 3-8% at the graduate level. Among all the districts, the literate people in district Lodhran are relatively higher than in other districts, especially at the primary and secondary levels. In other districts, for all the levels less than 25% of the population is literate for each level. In district Multan, only 6% of the population is literate beyond the school education level.

Table 1: Literate Population in Multan division

| District | Total Population | Literate Population (%) |         |        |      |                  |          |
|----------|------------------|-------------------------|---------|--------|------|------------------|----------|
|          |                  | Pre-Primary             | Primary | Middle | High | Higher Secondary | Graduate |
| Khanewal | 2,920,233        | 2%                      | 19%     | 15%    | 13%  | 6%               | 4%       |

| District | Total Population | Literate Population (%) |         |        |      |                  |          |
|----------|------------------|-------------------------|---------|--------|------|------------------|----------|
|          |                  | Pre-Primary             | Primary | Middle | High | Higher Secondary | Graduate |
| Multan   | 4,746,166        | 2%                      | 12%     | 9%     | 8%   | 3%               | 3%       |
| Lodhran  | 1,699,693        | 4%                      | 33%     | 25%    | 22%  | 10%              | 8%       |
| Vehari   | 2,902,081        | 2%                      | 19%     | 15%    | 13%  | 6%               | 4%       |

Source: PBS 2017

The following is a detailed analysis of literacy level in the division's population:

- **Pre-Primary:** The literacy rate for the pre-primary stage is 2% in Khanewal, Multan, and Vehari, and 4% in Lodhran. This indicates the percentage of individuals who have acquired basic literacy skills before starting primary school.
- **Primary:** The literacy rate for the primary stage is 19% in Khanewal and Vehari, 12% in Multan, and 33% in Lodhran. This represents the percentage of individuals who can read and write at an elementary level.
- **Middle:** The literacy rate for the middle stage is 15% in Khanewal and Vehari, 9% in Multan, and 25% in Lodhran. This indicates the percentage of individuals who have acquired education up to the middle school level.
- **High:** The literacy rate for the high school stage is 13% in Khanewal and Vehari, 8% in Multan, and 22% in Lodhran. This represents the percentage of individuals who have completed their education up to the high school level.
- **Higher Secondary:** The literacy rate for the higher secondary stage is 6% in Khanewal and Vehari, 3% in Multan, and 10% in Lodhran. This indicates the percentage of individuals who have completed their education up to the higher secondary (12th grade) level.
- **Graduate:** The literacy rate for the graduate level is 4% in Khanewal and Vehari, and 3% in Multan. Lodhran has the highest graduate literacy rate of 8%. This represents the percentage of individuals who have completed their undergraduate studies.

# Primary Schools



**Both:  
2228**



**Male:  
381**



**Female:  
347**



Map 1: Spatial spread of Primary schools

Source: Annual School Census, 2022

Source: Urban Unit GIS

## Statistical Analysis

The table provides an analysis of teaching staff, female and male enrollment, female-to-male ratios, and teacher-to-student ratios in various locations. Here is an overview of the information:

The teaching staff numbers range from 344 in Jahanian to 3,275 in Multan. These figures represent the number of educators available in each location.

Looking at the enrollment rates, we can observe variations in both female and male student numbers. The highest female enrollment is in Khanewal district with 74,071 students, while the lowest is in Jahanian with 14,643 students. For male enrollment, Multan leads with 50,322 students, while Jahanian has the lowest with 3,587 students. These figures indicate the varying levels of educational participation among the locations.

The female-to-male ratios demonstrate the gender balance within the student population. In most locations, the ratio is 1:1, indicating an approximately equal number of female and male students. However, Mian Channu has a higher female enrollment, resulting in a ratio of 3:1, and Multan City has a higher female enrollment, resulting in a ratio of 2:1. These locations may have factors contributing to the higher proportion of female students.

The teacher-to-student ratios provide insights into the potential for personalized attention and individualized instruction. The ratios range from 1:30 in Lodhran to 1:59 in Khanewal. A lower ratio suggests a higher level of individual attention, while a higher ratio may indicate a greater workload for teachers and potentially less individualized attention for students.

Overall, the table offers a comprehensive analysis of teaching staff, enrollment rates, gender ratios, and teacher-to-student ratios in different locations. It reveals variations in educational resources, gender representation, and potential levels of individual attention. This information is essential for evaluating the educational landscape and identifying areas that may require targeted efforts to improve educational outcomes.

Table 2: School Statistics of Primary School

| District/Tehsil | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|-----------------|----------------|-------------------|-----------------|--------------------|------------------------|
| Khanewal        | 2,067          | 74,071            | 35,707          | 2:1                | 1:40                   |
| Jahanian        | 344            | 14,643            | 3,587           | 4:1                | 1:53                   |
| Kabirwala       | 681            | 15,618            | 15,168          | 1:1                | 1:45                   |
| Khanewal        | 550            | 21,717            | 10,528          | 2:1                | 1:59                   |
| Mian Channu     | 492            | 22,093            | 6,424           | 3:1                | 1:58                   |

| District/Tehsil  | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|------------------|----------------|-------------------|-----------------|--------------------|------------------------|
| <b>Lodhran</b>   | <b>1,706</b>   | <b>33,424</b>     | <b>25,170</b>   | <b>1:1</b>         | <b>1:30</b>            |
| Dunyapur         | 678            | 13,849            | 8,322           | 1:1                | 1:33                   |
| Karor Pacca      | 410            | 8,660             | 6,640           | 1:1                | 1:37                   |
| Lodhran          | 618            | 10,915            | 10,208          | 1:1                | 1:34                   |
| <b>Multan</b>    | <b>3,275</b>   | <b>73,947</b>     | <b>50,322</b>   | <b>1:1</b>         | <b>1:32</b>            |
| Jalalpur Pirwala | 478            | 10,685            | 8,593           | 1:1                | 1:40                   |
| Multan City      | 990            | 24,509            | 13,284          | 2:1                | 1:38                   |
| Multan Sadar     | 1,155          | 22,501            | 18,518          | 1:1                | 1:36                   |
| Shuja Abad       | 652            | 16,252            | 9,927           | 1:1                | 1:40                   |
| <b>Vehari</b>    | <b>2,914</b>   | <b>48,733</b>     | <b>64,385</b>   | <b>1:1</b>         | <b>1:34</b>            |
| Burewala         | 897            | 16,738            | 19,812          | 1:1                | 1:41                   |
| Mailsi           | 1,173          | 16,256            | 27,328          | 1:1                | 1:37                   |
| Vehari           | 844            | 15,739            | 17,245          | 1:1                | 1:39                   |

Source: Annual School Census, 2022

### Infrastructural Analysis

The table provides information on the availability of infrastructure and various amenities in Primary schools of Multan division. In terms of electricity availability, all the areas listed in the table have a high percentage of access, with most areas showing 100% availability. However, Khanewal and Multan have a slightly lower percentage at 99%, suggesting a minimal disparity in electricity provision in those regions.

The availability of boundary walls is also quite high across the districts and tehsils. Most areas exhibit a 99% to 100% availability of boundary walls. Similarly, when it comes to the availability of drinking water, all the areas analyzed in the table have 100% availability. This suggests that access to clean drinking water is well-established in these districts and tehsils, ensuring a basic necessity for the students.

Regarding the availability of playgrounds, there is some variation observed among the different areas. The lowest availability is found in Multan City, with only 20%, indicating a limited number of playgrounds in that specific area. On the other hand, Jahanian and Burewala have

relatively higher availability, with 67% and 56% respectively. Other regions fall within the range of 29% to 54%. This suggests that while some areas have a good number of playgrounds, others may have limited recreational spaces in the primary schools.

Table 3: Availability of School Infrastructure & Facilities

| District/Tehsil  | Availability of Electricity | Availability of Boundary Wall | Availability of Drinking Water | Availability of Playground |
|------------------|-----------------------------|-------------------------------|--------------------------------|----------------------------|
| <b>Khanewal</b>  | <b>100%</b>                 | <b>99%</b>                    | <b>100%</b>                    | <b>47%</b>                 |
| Jahanian         | 100%                        | 100%                          | 100%                           | 67%                        |
| Kabirwala        | 100%                        | 99%                           | 100%                           | 35%                        |
| Khanewal         | 99%                         | 99%                           | 100%                           | 52%                        |
| Mian Channu      | 100%                        | 99%                           | 100%                           | 46%                        |
| <b>Lodhran</b>   | <b>100%</b>                 | <b>100%</b>                   | <b>100%</b>                    | <b>48%</b>                 |
| Dunyapur         | 100%                        | 100%                          | 100%                           | 65%                        |
| Karor Pacca      | 100%                        | 100%                          | 99%                            | 34%                        |
| Lodhran          | 100%                        | 99%                           | 100%                           | 38%                        |
| <b>Multan</b>    | <b>100%</b>                 | <b>100%</b>                   | <b>100%</b>                    | <b>35%</b>                 |
| Jalalpur Pirwala | 98%                         | 100%                          | 100%                           | 29%                        |
| Multan City      | 100%                        | 99%                           | 100%                           | 20%                        |
| Multan Sadar     | 100%                        | 100%                          | 100%                           | 34%                        |
| Shuja Abad       | 100%                        | 99%                           | 100%                           | 54%                        |
| <b>Vehari</b>    | <b>100%</b>                 | <b>100%</b>                   | <b>100%</b>                    | <b>52%</b>                 |
| Burewala         | 100%                        | 100%                          | 100%                           | 56%                        |
| Mailsi           | 100%                        | 100%                          | 100%                           | 45%                        |
| Vehari           | 100%                        | 100%                          | 100%                           | 57%                        |

Annual School Census, 2022

### Spatial Analysis: School Accessibility

The overall accessibility of Primary schools in Multan division is satisfactory.

Most schools are accessible from areas of residence at a walking distance of 5-10 minutes.

However, there are certain peri-urban localities where the accessibility drops as walking distance for primary schools increases 10 -15 minutes.

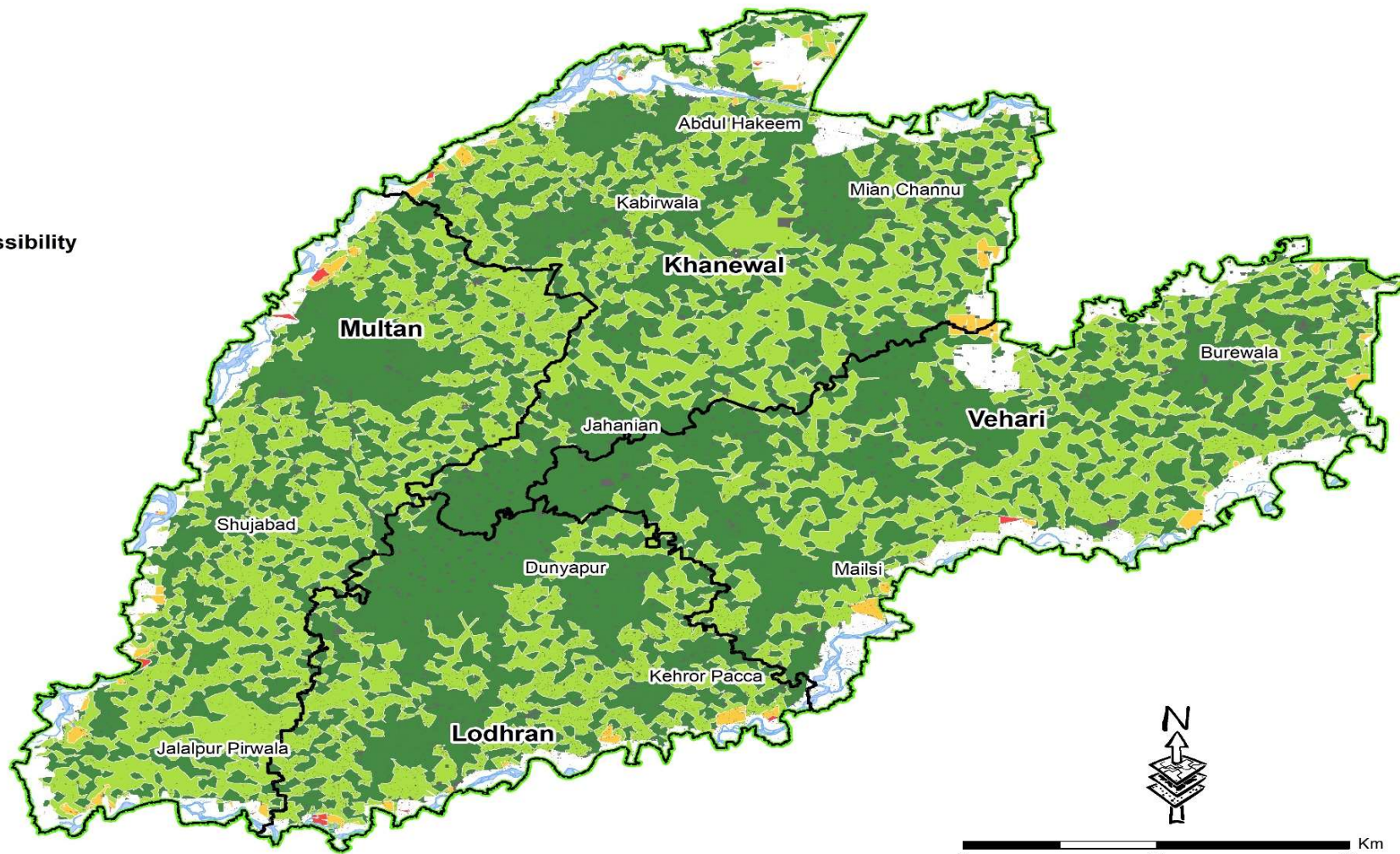
# Education: Primary School

## Legend

### Primary School Accessibility

Walk Time in Minutes

- 0 - 5
- 5 - 10
- 10 - 15
- 15 - 20
- Rural
- Division Boundary
- District Boundary
- River



Map 2: Primary School Accessibility

Source: Urban Unit GIS

## Middle Schools



**Both:  
479**

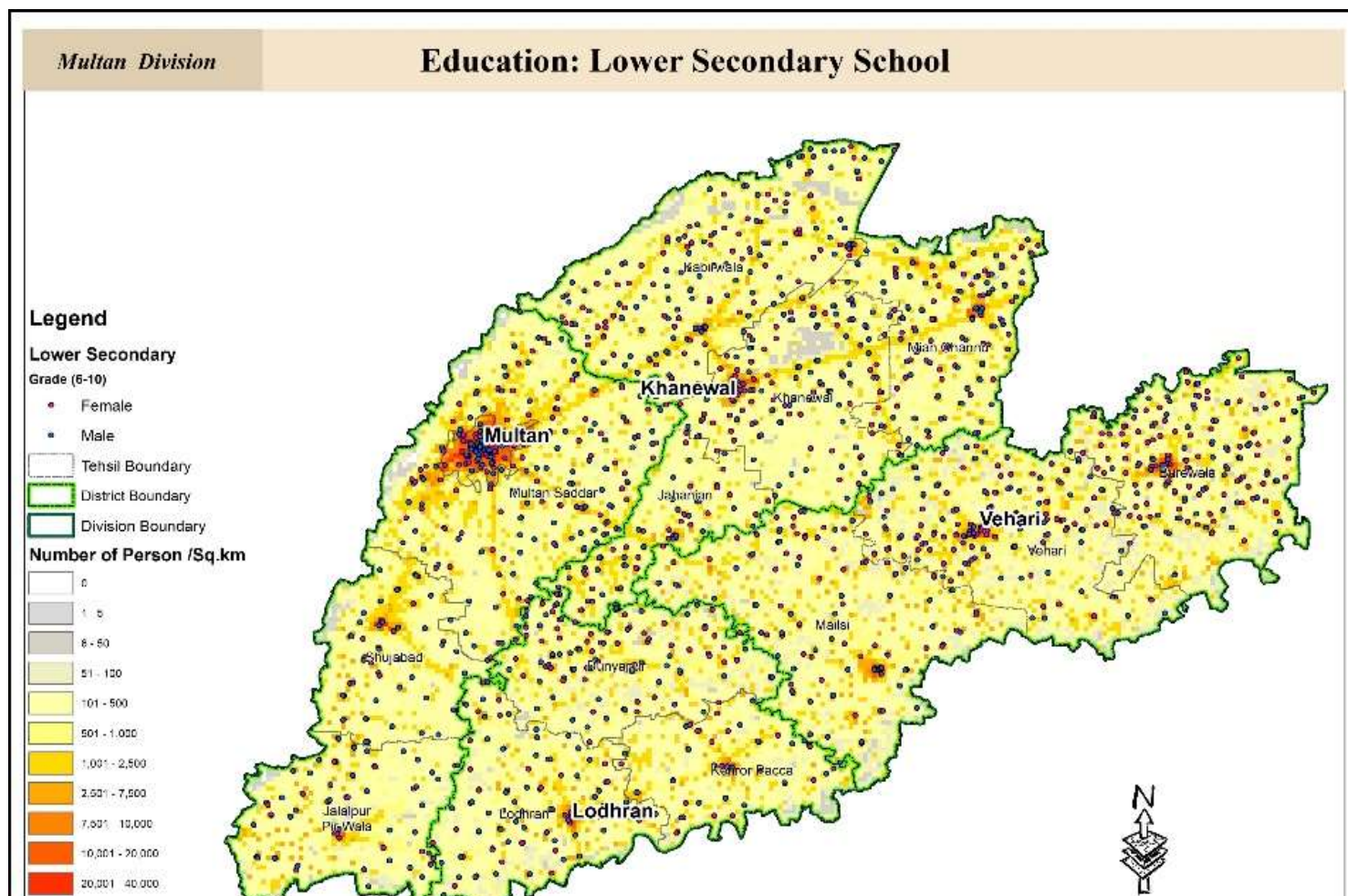


**Male:  
209**



**Female:  
215**

**Source: Annual School  
Census, 2022**



**Source: Urban Unit GIS**

## Statistical Analysis

The table presents an analysis of teaching staff, enrollment rates, gender ratios, and teacher-to-student ratios in various districts and tehsils. It provides valuable insights into the education system within these areas.

Looking at the teaching staff figures, we can observe significant variations across districts and tehsils. Khanewal district has the highest number of teaching staff with 2,864, while Jahanian has the lowest with 350. These figures reflect the availability of teachers and the potential level of individual attention that students may receive.

Examining the enrollment rates, we observe variations in both female and male student numbers. Khanewal has the highest enrollment of female students at 59,240, while Karor Pacca has the lowest at 3,806. For male enrollment, Khanewal also leads with 45,502 students, while Karor Pacca has the lowest at 2,520. These numbers highlight the varying educational participation rates among districts and tehsils.

The female-to-male ratios indicate the gender balance within schools. In most districts and tehsils, the ratio is 1:1, indicating relatively equal representation of female and male students. However, Mian Channu, Shuja Abad, Vehari, Burewala, and Mailsi exhibit a higher female enrollment, resulting in a female-to-male ratio of 2:1. These areas may have specific factors that contribute to a higher proportion of female students.

Finally, the teacher-to-student ratios shed light on the student-to-teacher interaction and the potential for personalized attention. The ratios range from 1:23 in Dunyapur to 1:40 in Khanewal and Mian Channu. A lower ratio suggests a higher level of individual attention from teachers, whereas a higher ratio may indicate a greater workload for teachers and potentially less individualized attention for students.

Table 4: School Statistics of Middle Schools

| District/Tehsil | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|-----------------|----------------|-------------------|-----------------|--------------------|------------------------|
| <b>Khanewal</b> | <b>2,864</b>   | <b>59,240</b>     | <b>45,502</b>   | <b>1:1</b>         | <b>1:40</b>            |
| Jahanian        | 350            | 7,535             | 5,353           | 1:1                | 1:37                   |
| Kabirwala       | 1,089          | 19,067            | 15,505          | 1:1                | 1:32                   |
| Khanewal        | 750            | 15,772            | 14,296          | 1:1                | 1:40                   |
| Mian Channu     | 675            | 16,866            | 10,348          | 2:1                | 1:40                   |
| <b>Lodhran</b>  | <b>1,255</b>   | <b>17,053</b>     | <b>15,690</b>   | <b>1:1</b>         | <b>1:30</b>            |

| District/Tehsil  | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|------------------|----------------|-------------------|-----------------|--------------------|------------------------|
| Dunyapur         | 550            | 7,136             | 5,752           | 1:1                | 1:23                   |
| Karor Pacca      | 221            | 3,806             | 2,520           | 1:1                | 1:29                   |
| Lodhran          | 484            | 6,111             | 7,418           | 1:1                | 1:28                   |
| <b>Multan</b>    | <b>1,803</b>   | <b>30,897</b>     | <b>22,060</b>   | <b>1:1</b>         | <b>1:32</b>            |
| Jalalpur Pirwala | 275            | 3,833             | 4,329           | 1:1                | 1:30                   |
| Multan City      | 622            | 12395             | 6,021           | 2:1                | 1:30                   |
| Multan Sadar     | 700            | 10,062            | 8,870           | 1:1                | 1:27                   |
| Shuja Abad       | 206            | 4,607             | 2,840           | 2:1                | 1:36                   |
| <b>Vehari</b>    | <b>2,252</b>   | <b>42,382</b>     | <b>26,076</b>   | <b>2:1</b>         | <b>1:34</b>            |
| Burewala         | 922            | 16,806            | 10,766          | 2:1                | 1:30                   |
| Mailsi           | 480            | 9,233             | 4,656           | 2:1                | 1:29                   |
| Vehari           | 850            | 16,343            | 10,654          | 2:1                | 1:32                   |

### Annual School Census, 2022

#### Infrastructural Analysis

The table provides information on the availability of infrastructure and various amenities in middle schools of Multan division.

The availability of boundary walls is also consistently high across all the districts and tehsils, with a grand total of 100%. Similarly, when it comes to the availability of drinking water, all the areas, exhibit 100% availability. This indicates that access to clean drinking water is well-established and maintained throughout in the schools.

Regarding the availability of playgrounds, the percentages vary across different areas, ranging from 24% in Multan City to 91% in Jahanian. This indicates that while schools in some areas have a higher number of playgrounds, others may have a more limited provision.

Table 5: Availability of School Infrastructure & Facilities

| District/Tehsil  | Availability of Electricity | Availability of Boundary Wall | Availability of Drinking Water | Availability of Playground |
|------------------|-----------------------------|-------------------------------|--------------------------------|----------------------------|
| <b>Khanewal</b>  | <b>100%</b>                 | <b>100%</b>                   | <b>100%</b>                    | <b>69%</b>                 |
| Jahanian         | 100%                        | 100%                          | 100%                           | 91%                        |
| Kabirwala        | 100%                        | 100%                          | 100%                           | 51%                        |
| Khanewal         | 100%                        | 100%                          | 100%                           | 77%                        |
| Mian Channu      | 100%                        | 100%                          | 100%                           | 87%                        |
| <b>Lodhran</b>   | <b>100%</b>                 | <b>99%</b>                    | <b>100%</b>                    | <b>72%</b>                 |
| Dunyapur         | 100%                        | 100%                          | 100%                           | 91%                        |
| Karor Pacca      | 100%                        | 100%                          | 100%                           | 62%                        |
| Lodhran          | 100%                        | 98%                           | 100%                           | 56%                        |
| <b>Multan</b>    | <b>99%</b>                  | <b>99%</b>                    | <b>100%</b>                    | <b>50%</b>                 |
| Jalalpur Pirwala | 100%                        | 100%                          | 100%                           | 67%                        |
| Multan City      | 100%                        | 100%                          | 100%                           | 24%                        |
| Multan Sadar     | 99%                         | 99%                           | 100%                           | 51%                        |
| Shuja Abad       | 100%                        | 100%                          | 100%                           | 64%                        |
| <b>Vehari</b>    | <b>100%</b>                 | <b>100%</b>                   | <b>100%</b>                    | <b>77%</b>                 |
| Burewala         | 100%                        | 100%                          | 100%                           | 81%                        |
| Mailsi           | 100%                        | 98%                           | 100%                           | 74%                        |
| Vehari           | 100%                        | 100%                          | 100%                           | 73%                        |

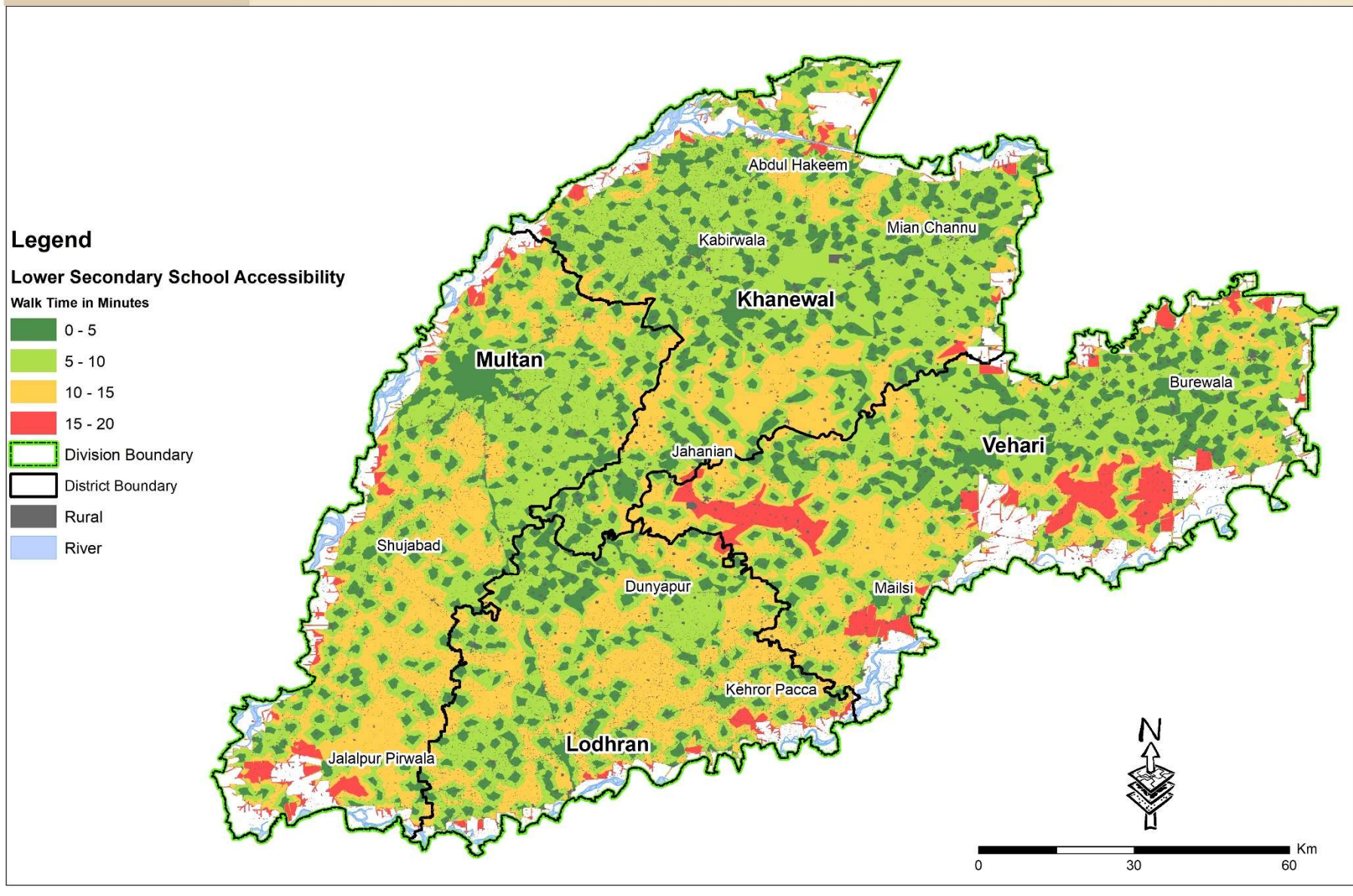
Annual School Census, 2022

### Spatial Analysis: School Accessibility

Most Lower secondary/middle schools in Multan division got upgraded to high schools, hence in the following map the accessibility turns out to be low.

Yet, most remaining middle schools are accessible from areas of residence at a walking distance of 10-15 minutes. However, there are certain localities in district vehari where the accessibility drops as walking distance for middle schools increases to at least 20 minutes.

# Education: Lower Secondary School Accessibility



Map 4: Middle School Accessibility Analysis

Source: Urban Unit GIS

# High Schools



**Both:**  
**175**

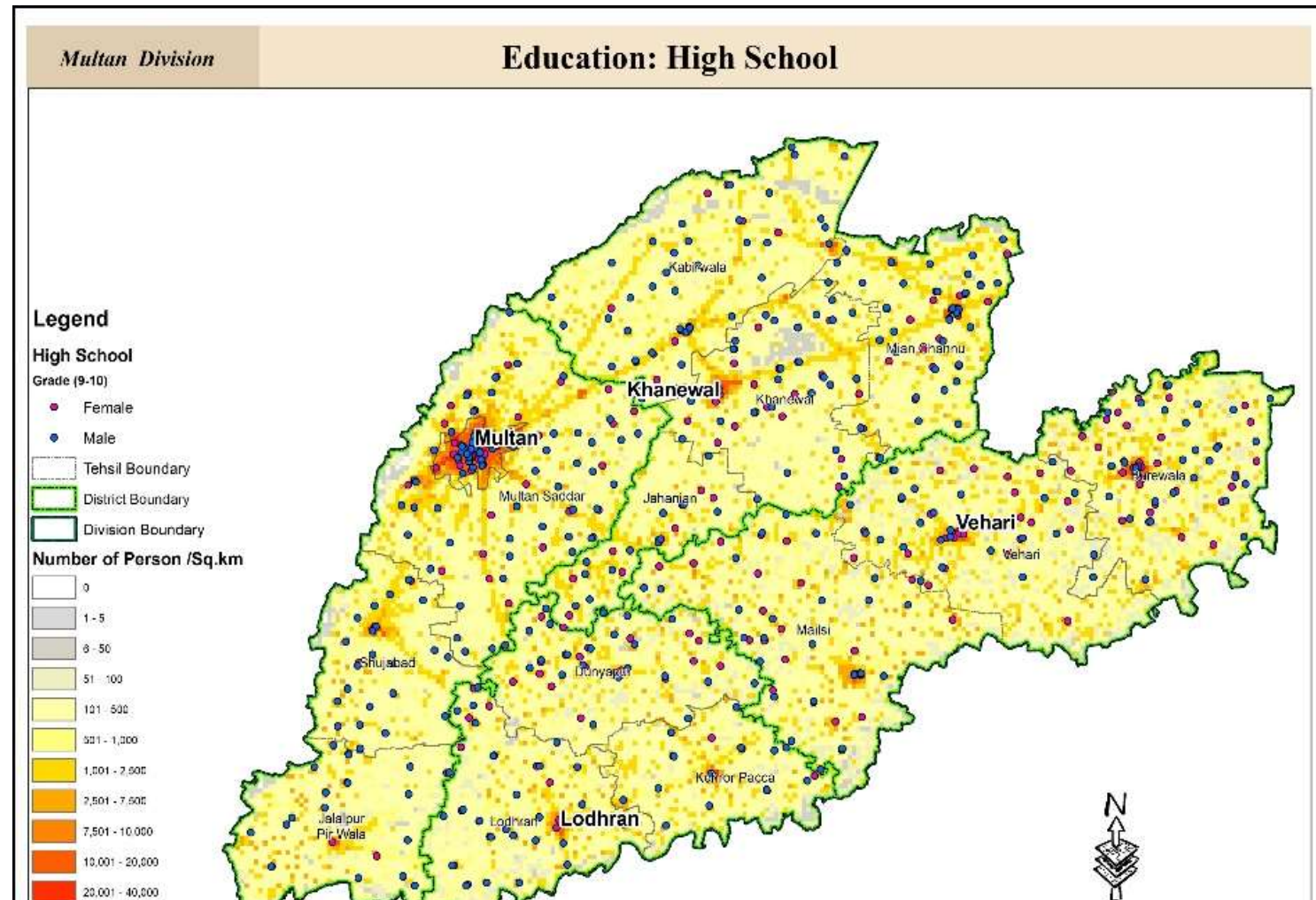


**Male:**  
**368**



**Female:**  
**228**

Source: Annual School Census,  
2022



Source: Urban Unit GIS

## Statistical Analysis

The table presents an analysis of teaching staff, female and male enrollment, female-to-male ratios, and teacher-to-student ratios in different districts and tehsils. Here is a breakdown of the information:

The teaching staff numbers range from 367 in Karor Pacca to 4,482 in Multan. These figures represent the number of educators available in each district or tehsil.

Examining the enrollment rates, we can observe variations in both female and male student numbers. Khanewal district has the highest female enrollment with 70,953 students, while Jahanian tehsil has the lowest with 9,605 students. For male enrollment, Khanewal district leads with 78,556 students, while Jahanian has the lowest with 7,617 students. These figures reflect the differing levels of educational participation across the districts and tehsils.

The female-to-male ratios indicate the gender balance within the student population. In most districts and tehsils, the ratio is 1:1, suggesting an approximately equal number of female and male students. However, Multan City has a higher female enrollment, resulting in a ratio of 2:1. This implies a higher proportion of female students in that particular area.

The teacher-to-student ratios provide insights into the potential for personalized attention and individualized instruction. The ratios range from 1:25 in Jalalpur Pirwala to 1:40 in Khanewal. A lower ratio indicates a higher level of individual attention, while a higher ratio may suggest a greater workload for teachers and potentially less individualized attention for students.

In summary, the table offers a comprehensive analysis of teaching staff, enrollment rates, gender ratios, and teacher-to-student ratios in different districts and tehsils. It reveals variations in educational resources, gender representation, and potential levels of individual attention. This information is crucial for evaluating the educational landscape and identifying areas that may require targeted efforts to improve educational outcomes.

Table 6: Table 3: School Statistics of High Schools

| District/Tehsil | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|-----------------|----------------|-------------------|-----------------|--------------------|------------------------|
| Khanewal        | 4,102          | 70,953            | 78,556          | 1:1                | 1:40                   |
| Jahanian        | 466            | 9,605             | 7,617           | 1:1                | 1:37                   |
| Kabirwala       | 1,081          | 12,118            | 23,810          | 1:1                | 1:33                   |

| District/Tehsil  | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|------------------|----------------|-------------------|-----------------|--------------------|------------------------|
| Khanewal         | 1,263          | 26,058            | 20,892          | 1:1                | 1:37                   |
| Mian Channu      | 1,292          | 23,172            | 26,237          | 1:1                | 1:38                   |
| <b>Lodhran</b>   | <b>1,763</b>   | <b>20,924</b>     | <b>28,797</b>   | <b>1:1</b>         | <b>1:30</b>            |
| Dunyapur         | 761            | 9,805             | 10,317          | 1:1                | 1:26                   |
| Karor Pacca      | 367            | 3,564             | 7,328           | 1:1                | 1:30                   |
| Lodhran          | 635            | 7,555             | 11,152          | 1:1                | 1:29                   |
| <b>Multan</b>    | <b>4,482</b>   | <b>65,884</b>     | <b>66,742</b>   | <b>1:1</b>         | <b>1:32</b>            |
| Jalalpur Pirwala | 383            | 2,763             | 6,631           | 1:1                | 1:25                   |
| Multan City      | 2,354          | 43,405            | 28,074          | 2:1                | 1:30                   |
| Multan Sadar     | 1,176          | 16,493            | 19,972          | 1:1                | 1:31                   |
| Shuja Abad       | 569            | 3,223             | 12,065          | 1:1                | 1:27                   |
| <b>Vehari</b>    | <b>3,679</b>   | <b>60,443</b>     | <b>57,284</b>   | <b>1:1</b>         | <b>1:34</b>            |
| Burewala         | 1,367          | 24,232            | 20,055          | 1:1                | 1:32                   |
| Mailsi           | 1,041          | 13,779            | 17,601          | 1:1                | 1:30                   |
| Vehari           | 1,271          | 22,432            | 19,628          | 1:1                | 1:33                   |

### Annual School Census, 2022

#### Infrastructural Analysis

The table provides data on the availability of various amenities in high schools of Multan division.

In terms of electricity availability, all the tehsils have a 100% availability, which is a positive indication of reliable power supply to these educational institutions. The availability of boundary walls is also consistently high at 100%, suggesting that the schools have secured boundaries with walls, ensuring safety and privacy for the students.

When it comes to the availability of drinking water, all the high schools, exhibit 100% availability. This shows that access to clean drinking water is well-established and maintained in these schools, meeting the basic needs of the students.

In terms of playgrounds, the data indicates that there is room for improvement in providing recreational spaces for the students in high schools across these tehsils. However, specific areas show some variation, with availability ranging from 39% in Multan City to 93% in Jahanian. This suggests that while some high schools have adequate playground facilities, others may have a more limited provision.

The availability of science labs and computer labs also shows variation across the different areas. The overall availability of science labs is 66%, while computer labs have an overall availability of 83%. This indicates that there is a relatively higher provision of computer labs compared to science labs in these high schools. However, the availability of both science labs and computer labs varies among specific tehsils, highlighting areas where further investment and improvement might be needed to provide these facilities in schools.

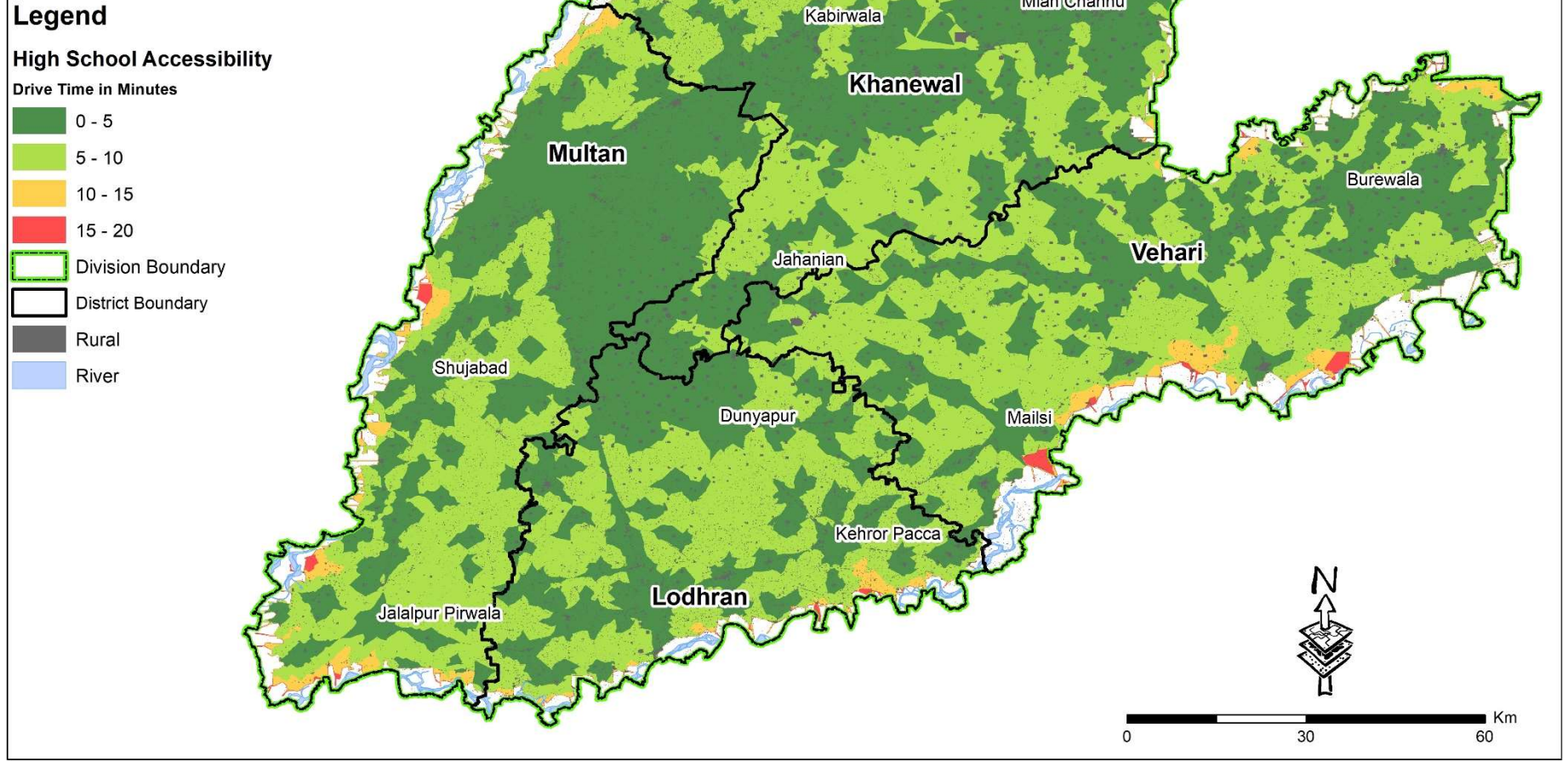
Table 7: Availability of School Infrastructure & Facilities

| District/Tehsil | Availability of Electricity | Availability of Boundary Wall | Availability of Drinking Water | Availability of Playground | Availability of Science Lab | Availability of Computer Lab |
|-----------------|-----------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------------|------------------------------|
| <b>Khanewal</b> | 100%                        | 100%                          | 100%                           | 72%                        | 63%                         | 81%                          |
| Jahanian        | 100%                        | 100%                          | 100%                           | 93%                        | 66%                         | 83%                          |
| Kabirwala       | 100%                        | 100%                          | 100%                           | 52%                        | 60%                         | 82%                          |
| Khanewal        | 100%                        | 100%                          | 100%                           | 76%                        | 68%                         | 80%                          |
| Mian Channu     | 100%                        | 99%                           | 100%                           | 77%                        | 59%                         | 81%                          |
| <b>Lodhran</b>  | 100%                        | 100%                          | 100%                           | 68%                        | 78%                         | 92%                          |
| Dunyapur        | 100%                        | 100%                          | 100%                           | 83%                        | 72%                         | 87%                          |
| Karor Pacca     | 100%                        | 100%                          | 100%                           | 62%                        | 71%                         | 95%                          |
| Lodhran         | 100%                        | 100%                          | 100%                           | 55%                        | 88%                         | 95%                          |
| <b>Multan</b>   | 100%                        | 100%                          | 100%                           | 52%                        | 57%                         | 79%                          |
| Jalapur Pirwala | 100%                        | 100%                          | 96%                            | 79%                        | 57%                         | 75%                          |
| Multan City     | 100%                        | 100%                          | 100%                           | 39%                        | 55%                         | 77%                          |
| Multan Sadar    | 100%                        | 100%                          | 100%                           | 49%                        | 50%                         | 76%                          |
| Shuja Abad      | 100%                        | 100%                          | 100%                           | 64%                        | 75%                         | 94%                          |
| <b>Vehari</b>   | 100%                        | 100%                          | 100%                           | 80%                        | 73%                         | 86%                          |
| Burewala        | 100%                        | 100%                          | 100%                           | 89%                        | 80%                         | 87%                          |
| Mailsi          | 100%                        | 100%                          | 100%                           | 66%                        | 79%                         | 91%                          |
| Vehari          | 100%                        | 100%                          | 99%                            | 81%                        | 59%                         | 80%                          |

## **Spatial Analysis: School Accessibility**

The overall accessibility of high schools in Multan division is satisfactory.

Most schools are accessible from areas of residence at a drive time of 5-10 minutes. However, there are certain peri-urban localities where the accessibility drops as drive time for primary schools increases to 10 -15 minutes.




Map 6: High School Accessibility Analysis


Source: Urban Unit GIS

# Higher Secondary Schools


**Both:**  
**20**



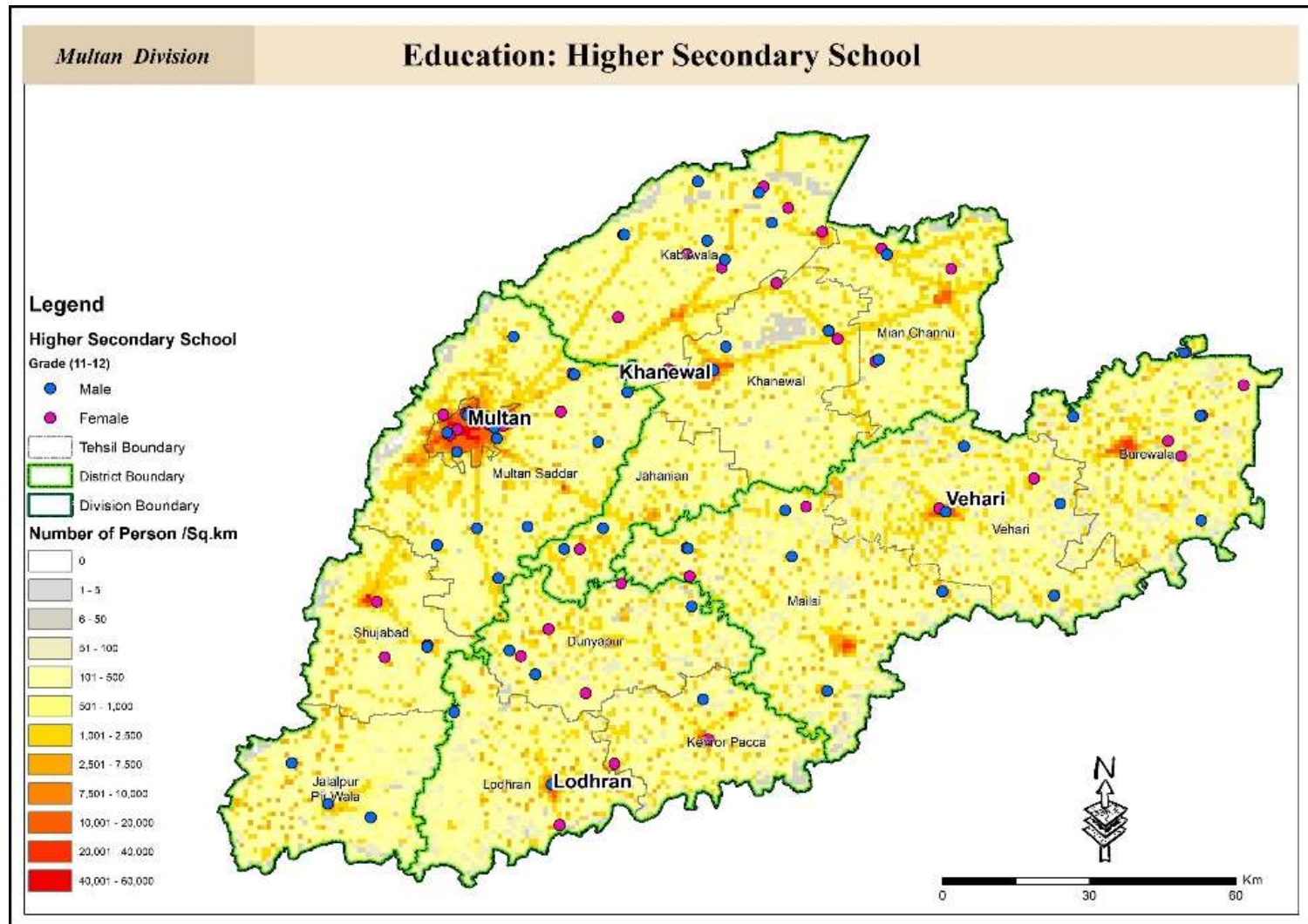
**Male:**  
**33**



**Female:**  
**47**



Source: Annual School Census, 2022



Map 7: Spatial spread of High Schools

## Statistical Analysis

The table provides information regarding teaching staff members, female enrollment, male enrollment, female-to-male ratios, and teacher-to-student ratios in higher secondary schools of Multan division.

Khanewal district, for example, has a significant enrollment of female students (18,256) and male students (12,047), resulting in a 1:1 female-to-male ratio. Additionally, the teacher-to-student ratio in Khanewal is 1:40, indicating that there is one teacher for every 40 students.

Jahanian, on the other hand, has a smaller teaching staff size compared to Khanewal district, with only 59 staff members. However, the female-to-male ratio of enrolled students is still 1:1, with 714 female students and 1,221 male students. The teacher-to-student ratio in Jahanian is 1:33, indicating a slightly better ratio compared to Khanewal.

Kabirwala has 313 teaching staff members and a female-to-male enrollment ratio of 2:1. This means that there are more female students (8,696) than male students (4,235) in Kabirwala. The teacher-to-student ratio is 1:41.

Mian Channu shows a similar pattern to Kabirwala, with a higher number of female students (4,129) compared to male students (1,861), resulting in a 2:1 female-to-male ratio. The district has 143 teaching staff members and a teacher-to-student ratio of 1:42.

Lodhran exhibits a significant difference in female and male enrollments, with a female-to-male ratio of 4:1. The district has 340 teaching staff members and a teacher-to-student ratio of 1:30.

Other districts and tehsils in the table also show variations in teaching staff numbers, female and male enrollments, and the corresponding ratios. These ratios provide insights into the gender balance in schools and the availability of teachers in each district/tehsil.

Table 8 Table 3: School Statistics of Higher Secondary Schools:

| District/Tehsil | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|-----------------|----------------|-------------------|-----------------|--------------------|------------------------|
| Khanewal        | 744            | 18,256            | 12,047          | 1:1                | 1:40                   |
| Jahanian        | 59             | 714               | 1,221           | 1:1                | 1:33                   |
| Kabirwala       | 313            | 8,696             | 4,235           | 2:1                | 1:41                   |
| Khanewal        | 229            | 4,717             | 4,730           | 1:1                | 1:41                   |
| Mian Channu     | 143            | 4,129             | 1,861           | 2:1                | 1:42                   |

| District/Tehsil  | Teaching Staff | Female Enrollment | Male Enrollment | Female: Male Ratio | Teacher: Student Ratio |
|------------------|----------------|-------------------|-----------------|--------------------|------------------------|
| <b>Lodhran</b>   | <b>340</b>     | <b>7,529</b>      | <b>4,731</b>    | <b>4:1</b>         | <b>1:30</b>            |
| Dunyapur         | 163            | 4,075             | 2,032           | 1:1                | 1:37                   |
| Karor Pacca      | 103            | 2,721             | 759             | 1:1                | 1:34                   |
| Lodhran          | 74             | 733               | 1,940           | 1:1                | 1:36                   |
| <b>Multan</b>    | <b>1,191</b>   | <b>18,562</b>     | <b>17,667</b>   | <b>1:1</b>         | <b>1:32</b>            |
| Jalalpur Pirwala | 81             | -                 | 2,122           | 1:1                | 1:26                   |
| Multan City      | 691            | 13,392            | 8,439           | 1:1                | 1:32                   |
| Multan Sadar     | 306            | 1,900             | 6,305           | 1:1                | 1:27                   |
| Shuja Abad       | 113            | 3,270             | 801             | 2:1                | 1:36                   |
| <b>Vehari</b>    | <b>736</b>     | <b>12,455</b>     | <b>12,621</b>   | <b>1:1</b>         | <b>1:34</b>            |
| Burewala         | 261            | 5,442             | 3,544           | 2:1                | 1:34                   |
| Mailsi           | 263            | 4,177             | 4,697           | 4:1                | 1:34                   |
| Vehari           | 212            | 2,836             | 4,380           | 1:1                | 1:34                   |

### Annual School Census, 2022

#### Infrastructural Analysis

The table provides data on the availability of various amenities in higher secondary schools across different districts and tehsils in Multan division.

In terms of electricity availability, all the higher secondary schools listed in the table have a 100% availability. The availability of boundary walls is also consistently high at 100%, suggesting that the schools have secure boundaries with walls, providing safety and privacy to the students and staff.

Moreover, when it comes to the availability of drinking water, all the higher secondary schools, exhibit 100% availability. This indicates that access to clean drinking water is well-established and maintained in these schools, ensuring the basic needs of the students are met.

Regarding the availability of playgrounds, there is some variation across different areas, with availability ranging from 33% in Karor Pacca to 100% in Jahanian, Mian Channu, Jalalpur Pirwala, and Vehari. This suggests that while some higher secondary schools have dedicated

playground facilities, others may have limited provision or require further investment to improve recreational spaces for students.

In terms of science lab availability, all the districts and tehsils listed in the table, have a 100% availability. This indicates that these schools are equipped with science laboratories. Additionally, the availability of computer labs is also consistently high at 100% across all areas.

Table 9: Availability of School Infrastructure & Facilities

| District/Tehsil  | Availability of Electricity | Availability of Boundary Wall | Availability of Drinking Water | Availability of Playground | Availability of Science Lab | Availability of Computer Lab |
|------------------|-----------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------------|------------------------------|
| <b>Khanewal</b>  | 100%                        | 100%                          | 100%                           | 74%                        | 94%                         | 100%                         |
| Jahanian         | 100%                        | 100%                          | 100%                           | 100%                       | 100%                        | 100%                         |
| Kabirwala        | 100%                        | 100%                          | 100%                           | 63%                        | 88%                         | 100%                         |
| Khanewal         | 100%                        | 100%                          | 100%                           | 71%                        | 100%                        | 100%                         |
| Mian Channu      | 100%                        | 100%                          | 100%                           | 100%                       | 100%                        | 100%                         |
| <b>Lodhran</b>   | 100%                        | 100%                          | 100%                           | 64%                        | 100%                        | 100%                         |
| Dunyapur         | 100%                        | 100%                          | 100%                           | 75%                        | 100%                        | 100%                         |
| Karor Pacca      | 100%                        | 100%                          | 100%                           | 33%                        | 100%                        | 100%                         |
| Lodhran          | 100%                        | 100%                          | 100%                           | 67%                        | 100%                        | 100%                         |
| <b>Multan</b>    | 100%                        | 100%                          | 100%                           | 63%                        | 90%                         | 93%                          |
| Jalalpur Pirwala | 100%                        | 100%                          | 100%                           | 100%                       | 100%                        | 100%                         |
| Multan City      | 100%                        | 100%                          | 100%                           | 67%                        | 83%                         | 83%                          |
| Multan Sadar     | 100%                        | 100%                          | 100%                           | 45%                        | 91%                         | 100%                         |
| Shuja Abad       | 100%                        | 100%                          | 100%                           | 75%                        | 100%                        | 100%                         |
| <b>Vehari</b>    | 100%                        | 100%                          | 100%                           | 76%                        | 100%                        | 100%                         |
| Burewala         | 100%                        | 100%                          | 100%                           | 80%                        | 100%                        | 100%                         |
| Mailsi           | 100%                        | 100%                          | 100%                           | 56%                        | 100%                        | 100%                         |
| Vehari           | 100%                        | 100%                          | 100%                           | 100%                       | 100%                        | 100%                         |

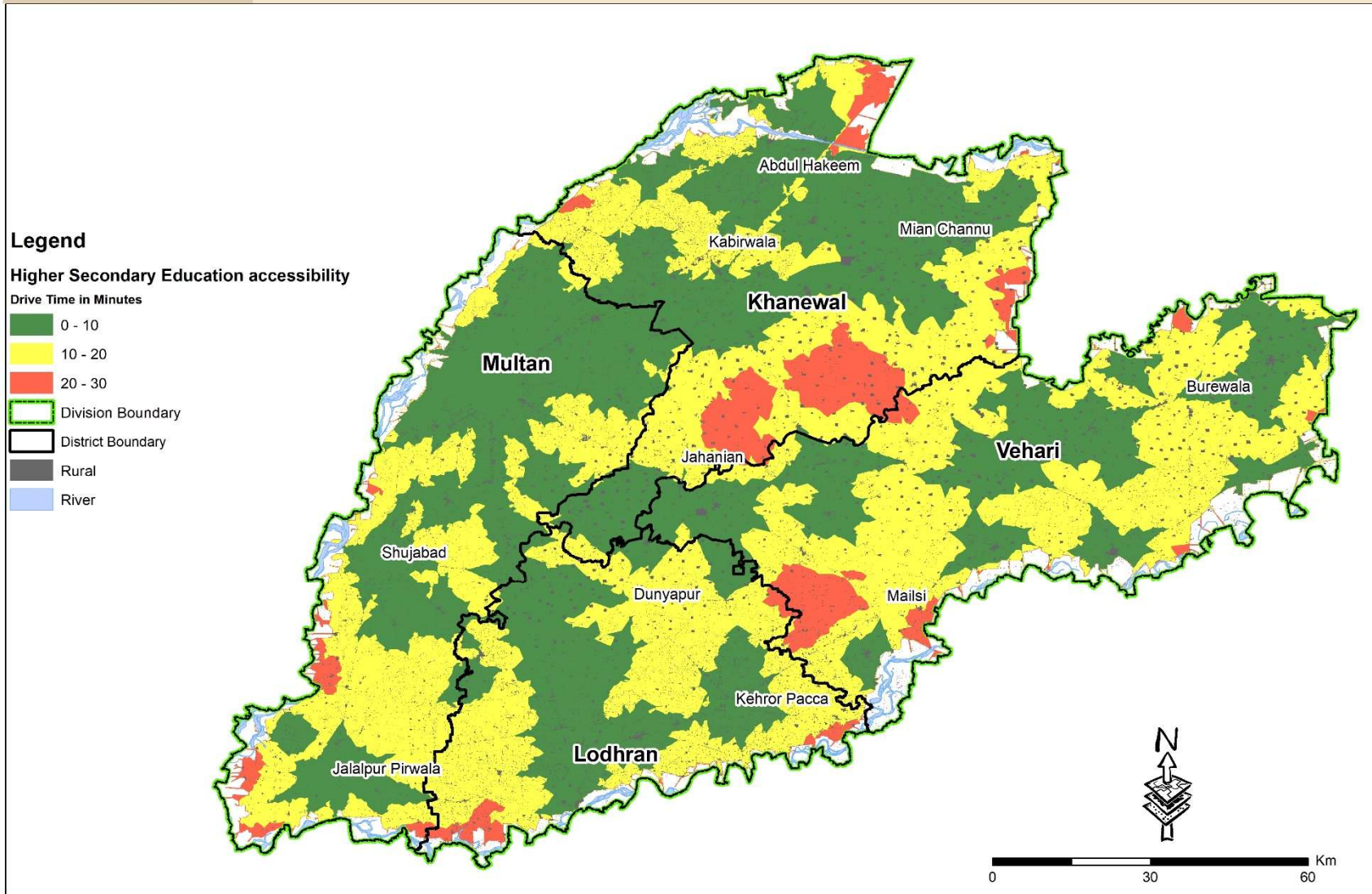
Annual School Census, 2022

### Spatial Analysis: School Accessibility

The overall accessibility of Higher secondary in Multan division is unsatisfactory. In tehsils of Jalapur Pirwala, Mailsi, Dunyapur, Kabirwala the accessibility is low as these schools are accessible at a drive time of 10-20 minutes. Additionally, certain localities in district Khanewal

and Vehari have really poor coverage of schools at this level as accessibility drops to an average of 30 minute drive time.

### Education: Higher Secondary Education accessibility



Map 8: Higher Secondary School Accessibility Analysis

Source: Urban Unit GIS

## Key Performance Indicators

### Digital Inclusion

Digital inclusion and digital penetration are important indicators to gauge the level of digital literacy in the population. Access to television, Radio, computer, and Internet are some of the variables through which digital inclusion is assessed in the households. Access to TV/Radio is available in 20-35% of the households, and access to internet/computer is available in 61-75% of the households.

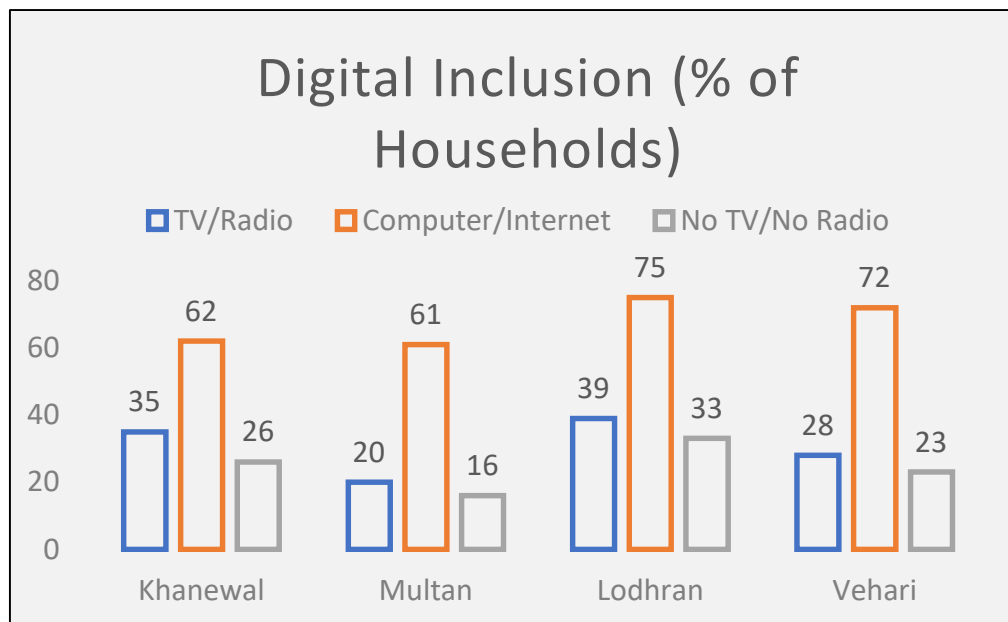


Figure 3: Digital Inclusion

Source: MICS 2022

### Foundational Learning Skills

Learning outcomes are key indicators of quality education as they provide evidence on whether schools are equipping children with the foundational skills needed for success. The MICS module on foundational learning skills (FL)21 in the questionnaire for children aged 5–17 years can be used to measure learning outcomes expected for

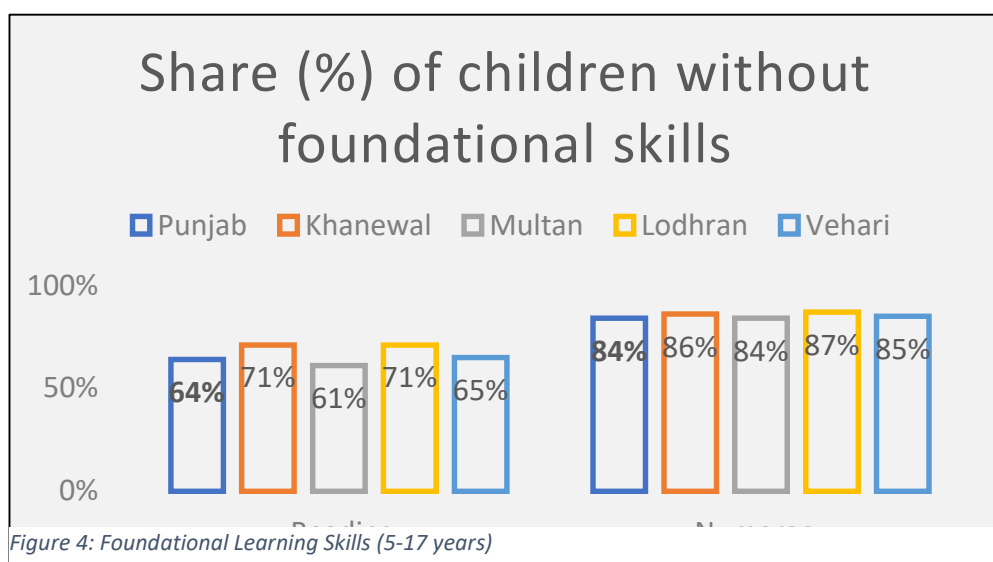


Figure 4: Foundational Learning Skills (5-17 years)

Source: MICS 2022

Grades 2 and 3 in numeracy and reading. in the entire division, more than 60% of the school going population aged between 5-16 years are without reading skills. And more than 80% of the population is without numeracy skills. In Lodhran and Khanewal districts, the population without basic reading and numeracy skills is the highest.

### Out-of-school children

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education.<sup>1</sup>

The following figure highlights out-of-school children at each level of school education. From Primary to higher secondary level, OOSC increase from 12 to 57% in all the districts. In Multan district, the rate of out-of-school children is the highest.

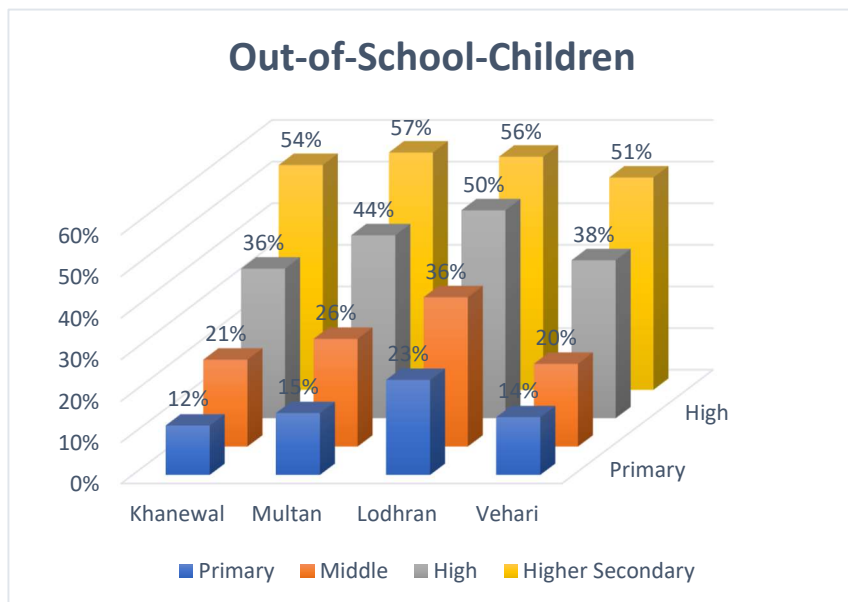


Figure 5: Out of School Children

Source: MICS 2022

### Repetition rate, Drop-out rate and Non-transition rate

The table below shows the repetition, dropout and Non-transition rates for each district of the Multan division.

Table 10: School Retention Statistics

| District | Repetition rate | Dropout rate | Non-transition rate |
|----------|-----------------|--------------|---------------------|
| Khanewal | 4%              | 3%           | 2%                  |
| Multan   | 2%              | 4%           | 3%                  |
| Lodhran  | 2%              | 4%           | 1%                  |

<sup>1</sup> Multiple Indicator Cluster Survey, Definition

|        |    |    |    |
|--------|----|----|----|
| Vehari | 4% | 3% | 3% |
|--------|----|----|----|

Source: MICS 2022

### Repetition rate:

The repetition rate measures the share of students in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

Khanewal and Vehari have a repetition rate of 4%, while Multan and Lodhran have a repetition rate of 2%. This suggests that a higher proportion of students in Khanewal and Vehari repeat a grade compared to Multan and Lodhran.

### Dropout rate:

The dropout rate measures the proportion of students from a cohort attending a given grade in a given school year who are no longer attending school in the following year. It is worth clarifying that children who repeat are still considered to be in school and are therefore not included in the calculation for dropout rate.

Multan and Lodhran have a dropout rate of 4%, while Khanewal and Vehari have a dropout rate of 3%. This indicates that a higher proportion of students in Multan and Lodhran drop out of school compared to Khanewal and Vehari.

### Non-transition rate

The effective non-transition rate between levels of education measures the percentage of children who transition to the next level of education without repeating. For example, the effective non-transition rate from primary to secondary would be the share of students attending first grade of lower secondary education divided by those who were attending the last grade of primary education in the previous year.

Lodhran has the lowest non-transition rate of 1%, indicating that a higher proportion of students in Lodhran successfully transition to the next level. Khanewal and Vehari both have a non-transition rate of 2%, while Multan has a non-transition rate of 3%.

## Monthly Key Performance Indicators

Table 11: Monthly Performance Indicators

| Tehsil           | Teacher Presence | Student Retention | Boundary Wall | Drinking Water | Furniture | Sufficiency of Toilets | School Hygiene |
|------------------|------------------|-------------------|---------------|----------------|-----------|------------------------|----------------|
| Jahanian         | 93%              | 100%              | 100%          | 100%           | 85%       | 95%                    | 88%            |
| Kabirwala        | 85%              | 100%              | 100%          | 100%           | 85%       | 90%                    | 80%            |
| Khanewal         | 80%              | 100%              | 100%          | 99%            | 90%       | 92%                    | 82%            |
| Mian Channu      | 85%              | 100%              | 100%          | 100%           | 81%       | 90%                    | 79%            |
| Jalalpur Pirwala | 92%              | 100%              | 100%          | 97%            | 91%       | 88%                    | 84%            |
| Multan City      | 86.90%           | 100%              | 100%          | 99.08%         | 89.91%    | 70.18%                 | 81.51%         |
| Multan Sadar     | 88.80%           | 100%              | 100%          | 99.17%         | 94.48%    | 90.61%                 | 85.61%         |
| Shuja Abad       | 91.60%           | 100%              | 100%          | 97.32%         | 91.07%    | 79.91%                 | 87.95%         |
| Dunyapur         | 83%              | 100%              | 99.57%        | 99.57%         | 95.74%    | 94.89%                 | 76.64%         |
| Karor Pacca      | 89.10%           | 100%              | 100%          | 100%           | 86.21%    | 94.48%                 | 83.59%         |
| Lodhran          | 86.10%           | 100%              | 100%          | 100%           | 84.69%    | 91.87%                 | 65.74%         |
| Burewala         | 89.90%           | 100%              | 100%          | 100%           | 91.01%    | 94.24%                 | 82.59%         |
| Mailsi           | 86.10%           | 100%              | 99.66%        | 99.66%         | 97.30%    | 94.59%                 | 79.66%         |
| Vehari           | 89.10%           | 100%              | 100%          | 99.67%         | 97.70%    | 94.41%                 | 80.86%         |

Source: School Information System (SIS), 2023

The table provides information about various factors related to education infrastructure in different tehsils (sub-districts) of Multan division. The factors included in the analysis are teacher presence, student retention, boundary wall, drinking water availability, furniture, sufficiency of toilets, and school hygiene.

Overall, the majority of tehsils in the region demonstrate high levels of teacher presence, student retention, and the presence of a boundary wall, drinking water, and furniture in schools. However, there are some variations among tehsils when it comes to the sufficiency of toilets and school hygiene.

In terms of teacher presence, all tehsils have a relatively high percentage, ranging from 80% to 93%. This indicates that the majority of schools in these tehsils have teachers available to impart education effectively.

Student retention rates are uniformly at 100% across all tehsils, indicating that efforts are being made to ensure students continue their education without dropouts.

The presence of a boundary wall is reported as 100% in all tehsils, which is crucial for the safety and security of students within the school premises.

Drinking water availability also scores high in most tehsils, with percentages ranging from 97% to 100%. This indicates that the basic need for clean drinking water is being met in schools across the region.

The availability of furniture in schools is generally satisfactory, with percentages ranging from 81% to 95%. This suggests that students have proper seating arrangements in classrooms.

Sufficiency of toilets shows some variations among tehsils, with percentages ranging from 70% to 95%. Some tehsils may require further attention to ensure an adequate number of toilets are available for the students.

School hygiene also displays some discrepancies, with percentages ranging from 65% to 88%. Efforts should be made to improve hygiene standards in certain tehsils, as it plays a vital role in maintaining a healthy learning environment.

In conclusion, the majority of tehsils in the region demonstrate positive indicators for teacher presence, student retention, infrastructure (such as boundary wall, drinking water, and furniture), and hygiene. However, attention is needed to ensure sufficient toilet facilities and further improvements in school hygiene in some tehsils.

## Stakeholder Consultation and On-ground Analysis

The Education sector team of the Urban Unit visited districts Multan, Lodhran, Vehari and Khanewal Councils in March 2023. During this visit various field visits and stakeholder meetings were conducted in Public sector schools and meetings were held with district education representatives to better understand the situation of education sector in Multan division.

- **Meeting with CEO (DEA) Multan,**
- **Meeting with CEO (DEA) Khanewal**
- **Meeting with CEO (DEA) Lodhran**
- **Meeting with CEO (DEA) Vehari**



- **Land Encroachment issues.**
- **Infrastructure degradation exacerbated due to monsoon floods in 2022.**
- **Lack of adequate classrooms, excessive shortage of rooms.**
- **Dangerous classrooms 1003 and open air sections 8154.**
- **Improper sewerage maintenance.**



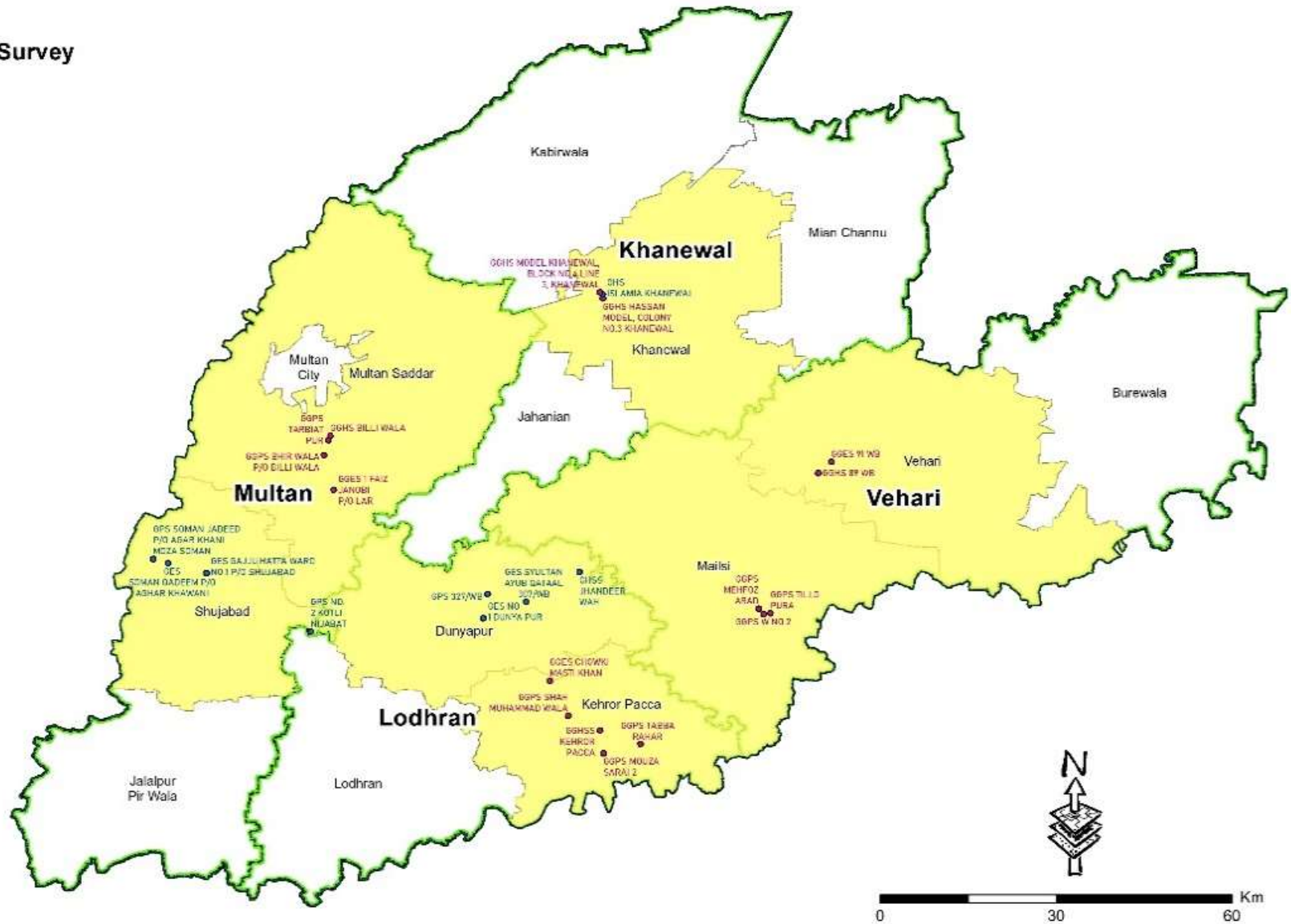
Figure 6: On-ground Analysis

# Education Facilities

## Legend

### Education Facility Survey

- Female
- Male
- ▭ Tehsil Boundary
- ▭ District Boundary
- ▭ Division Boundary



Map 9: Coverage of districts, tehsils and Schools in Field Visit of Multan division

## Issues and Challenges:

The public education sector in Multan Division faces several challenges, including:

- **Missing IT & Science Labs:** Many secondary schools lack essential facilities like IT and science labs, hindering students' access to practical learning and limiting their exposure to technological and scientific advancements.
- **Land Encroachment Issues:** Encroachment on school lands poses a significant challenge, as it restricts the available space for expansion or construction of new facilities. This encroachment can lead to overcrowding and limited resources in schools. The urban unit team visited one such school in tehsil Vehari (Government Girls High School 89 -WB) where the encroachment on school land poses challenges for the establishment of new facilities like playground and additional school blocks.
- **Infrastructure Degradation:** Overall in the division there are 1003 dangerous classrooms and which is due to the strain in funding to upgrade the degrading infrastructure. Additionally, the floods in 2022 have caused significant damage to the infrastructure of schools in the division. This degradation hampers the learning environment and poses safety risks for students and staff.
- **Lack of Adequate Classrooms:** There is a severe shortage of classrooms in many schools, and due to this there are 8154 open-air sections. Classroom shortage has resulted in overcrowded classrooms and compromised learning conditions. This lack of adequate space adversely affects students' concentration and overall educational experience.
- **Insufficient Furniture:** The shortage of furniture in schools affects students' comfort and concentration during classes. Lack of desks, chairs, and other necessary furniture items hampers the learning process and can contribute to a less conducive educational environment.
- **Improper Sewerage Maintenance:** Inadequate maintenance of sewerage systems in schools can result in unhygienic conditions, affecting both students' health and overall cleanliness in the educational institutions.
- **Shortage of Teachers:** Many primary schools in Multan Division face a shortage of teachers. This deficit leads to larger class sizes and affects individual attention to students, impacting their learning outcomes. Additionally, public sector teachers at schools are sent on non-school duties and deputations for several government run programs in the nearby regions, and due to this, teachers remain absent from schools. With the ongoing shortage of teachers, this aforementioned problem poses significant learning challenges in public schools as students remain unattended at schools without any teachers.
- **Non-functional or Single-Teacher Mode Schools:** Several primary schools are non-functional or operate with only one teacher. This lack of staffing prevents students from receiving quality education and deprives them of a holistic learning experience.

- **Poor School Access in Rural Areas:** In rural areas of Multan Division, there is a lack of proper infrastructure and transportation facilities, making it difficult for students to access schools. This limited access to education further exacerbates educational disparities and affects students' enrollment and attendance rates.

Addressing these challenges would require focused efforts and investments to improve infrastructure, increase teacher recruitment and training, enhance access to facilities and resources, and ensure the availability of quality education to all students in the division.

### Proposed Plan for the Education sector

Following is the list of the proposed projects for the education sector, they deal with improving access to and quality of education at public schools. Furthermore, they aim to address pervasive issues like a high number of out-of-school children, low completion and transition rates at secondary level of school education. The emphasis of most projects is on the upgradation and rehabilitation of infrastructural facilities, recruiting sufficient teachers, and digital inclusion in order to make schools inclusive and conducive spaces of learning.

Table 12: Education sector interventions

| <b>SHORT TERM (URGENT PROJECTS)</b> |   |   |   |                                     |
|-------------------------------------|---|---|---|-------------------------------------|
| <b>Sr. no</b>                       | <b>Proposed Intervention</b>                            | <b>Description</b>  | <b>Location</b>   | <b>Estimated Cost (Million PKR)</b> |
| 1                                   | <b>TDS Census to check for water quality in schools</b> | <ul style="list-style-type: none"> <li>• Water quality really low.</li> <li>• Inefficient water filtration plants installed in the preceding schemes of SED.</li> </ul> | Multan  | TBA                                 |
| 2                                   | <b>Sanction Teaching Posts in Ghost Schools</b>         | <ul style="list-style-type: none"> <li>• These Primary schools are non-functional at the moment due to</li> </ul>   | <ol style="list-style-type: none"> <li>1. Ggps Block No.9 Khanewal</li> <li>2. Ggps Mc 7-G, P/O Islam Pura, Khanewal</li> </ol> | TBA                                 |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  | unavailability of teaching staff.  | 3. Ggps Mc 5-G, Old Sabzi Mandi, Khanewal  |  |
| 3 | <b>Rehabilitation of School Infrastructure</b> | <ul style="list-style-type: none"> <li>Schools surveyed by the Urban Unit team.</li> <li>There is an urgent need to rehabilitate the degrading infrastructure in these schools, which includes the provision of sufficient classrooms and repair of dangerous classrooms.</li> </ul> | <ol style="list-style-type: none"> <li>GPS NO. 2 KOTLI NIJABAT</li> <li>GGPS TARBIAT PUR</li> <li>GGPS BHIR WALA P/O BILLI WALA</li> <li>GGHS BILLI WALA</li> <li>GGES 1 FAIZ JANOBI P/O LAR</li> <li>GES GAJJU HATTA WARD NO 1 P/O SHUJABAD</li> <li>GPS SOMAN JADEED P/O AGAR KHANI MOZA SOMAN</li> <li>GES SOMAN QADEEM P/O AGHAR KHAWANI</li> <li>GGHS HASSAN MODEL, COLONY NO.3 KHANEWAL</li> <li>GHS ISLAMIA KHANEWAL</li> <li>GGHS MODEL KHANEWAL, BLOCK NO.4 LINE 3, KHANEWAL</li> <li>GGPS TABBA RAHAR</li> <li>GES SYULTAN AYUB QATAAL 307/WB</li> </ol> |  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | 14. GHSS<br>JHANDEER<br>WAH<br>15. GGPS SHAH<br>MUHAMMAD<br>WALA<br>16. GGHSS<br>KEHROR<br>PACCA<br>17. GPS 327/WB<br>18. GES NO 1<br>DUNYA PUR<br>19. GGES CHOWKI<br>MASTI KHAN<br>20. GGES 91 WB<br>21. GGHS 89 WB<br>22. GPS 327/WB<br>23. GGPS MOUZA<br>SARAI 2<br>24. GES SYULTAN<br>AYUB<br>QATAAL<br>307/WB<br>25. GHSS<br>JHANDEER<br>WAH<br>26. GGPS TABBA<br>RAHAR<br>27. GGPS W NO 2<br>28. GGPS TILLO<br>PURA<br>29.<br>GGPS<br>MEHFOZ<br>ABAD |  |
|--|--|--|--|--|

**LONG-MEDIUM TERM**

| Sr. no | Proposed Intervention                         | Description   | Location | Estimated Cost (Million PKR) |
|--------|---|---|----------|------------------------------|
| 4      | Establishment of Primary School in Chak 53/WB | <ul style="list-style-type: none"> <li>6 Kanal land has been allotted.</li> </ul> | Vehari   | TBA                          |

|   |   |   |          |     |
|---|---|---|----------|-----|
|   |   | <ul style="list-style-type: none"> <li>• No funds disbursed for construction.</li> <li>• No Primary school in 2-3 Km vicinity</li> </ul>                                    |          |     |
| 5 | <b>Upgradation of Primary School to Elementary School</b>                 | <ul style="list-style-type: none"> <li>• No School for girls in 10 Km Radius.</li> </ul>  | Lodhran  | TBA |
| 6 | <b>Establishment of Female Higher Secondary School in Jalapur Pirwala</b> | <ul style="list-style-type: none"> <li>• Currently there's no female facility at this level in the tehsil</li> </ul>  | Multan   | TBA |
| 7 | <b>Reconstruction of high schools in THQ Khanwel to vertical mode</b>     | <ul style="list-style-type: none"> <li>• Currently the Schools are expanded in horizontal mode which occupies a lot of space.</li> <li>• No room for playgrounds</li> </ul> | Khanewal | TBA |



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