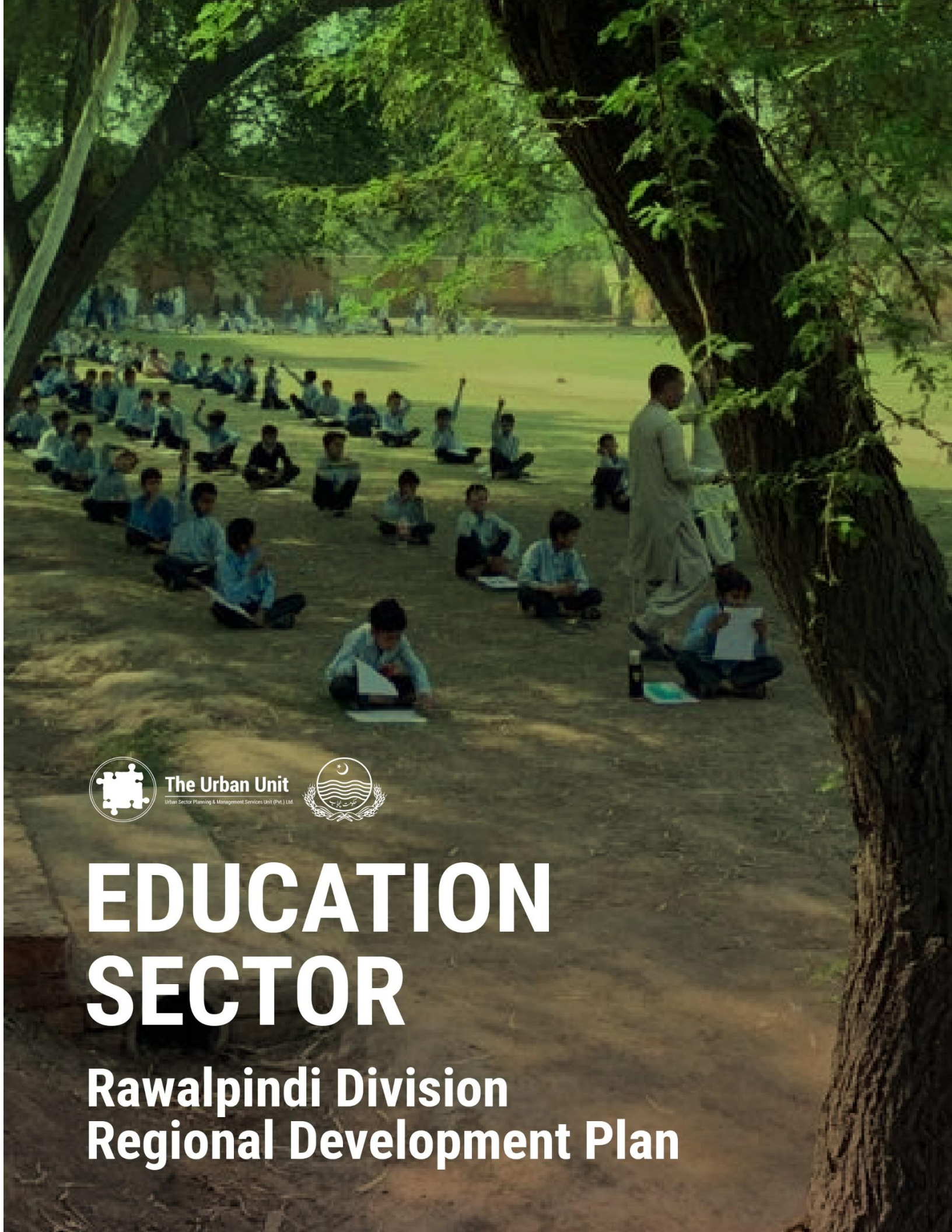

The Urban Unit
Urban Sector Planning & Management Services Unit (Pvt.) Ltd.

EDUCATION SECTOR

Rawalpindi Division Regional Development Plan

Disclaimer

Urban Sector Planning and Management Sector Unit (Pvt.) Ltd. has prepared this report as Education Sector Plan for Rawalpindi Division. Maximum care and caution were observed while developing this document.

The opinions expressed in the document are solely those of the authors and publishing in any way constitute endorsement of the opinion by the Urban Unit.

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Introduction

Objectives and Scope of Work

The overall objective of the education sector plan is to analyze 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 Rawalpindi 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 Rawalpindi 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 Rawalpindi 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 Rawalpindi 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 Rawalpindi, Attock, Chakwal and Jhelum districts in August 2023.Key stakeholders from all the four districts were also consulted including: Education Team (SED), DD Development (Rawalpindi), CEO Education (Rawalpindi), CEO Education (Attock), CEO Education, (Chakwal) CEO Education, (Jhelum).

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 Rawalpindi division.

Physical Analysis: The physical attributes are analyzed 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 Rawalpindi division.

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 Rawalpindi 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.

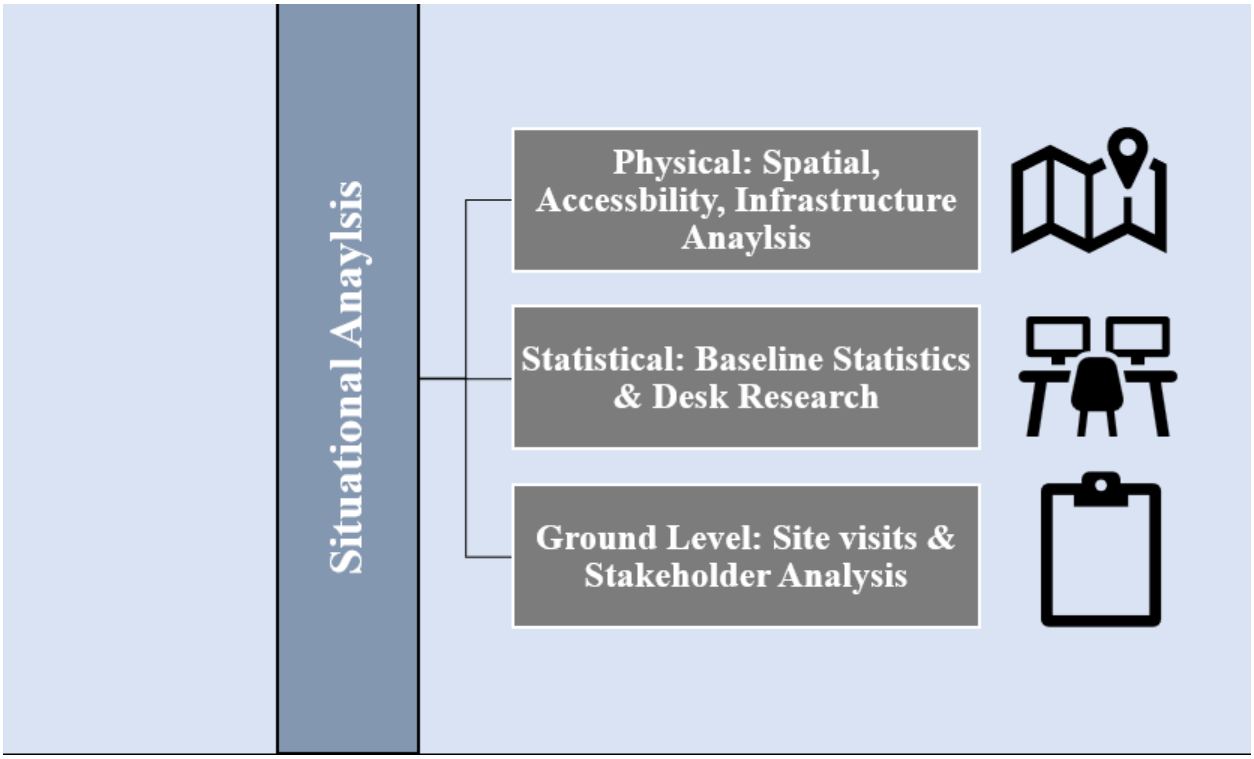


Figure 1: Illustrates the three-tiered approach uses in the assessing the current state of education in Rawalpindi Division.

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 Rawalpindi. 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.

Situational Analysis of School Education in Rawalpindi Division

Division at a Glance

The current literacy rate in the Rawalpindi division is above the provincial average for both genders. Male literacy rate is the highest in Rawalpindi district whereas the male literacy rate in Attock and Jhelum districts are the lower as compared to Rawalpindi district but still higher than provincial level. Female literacy rate is higher than 50% in all districts and is the highest in Rawalpindi district whereas it is the lowest in Attock district. Overall, the literacy rate for both the genders is satisfactory in all four districts.

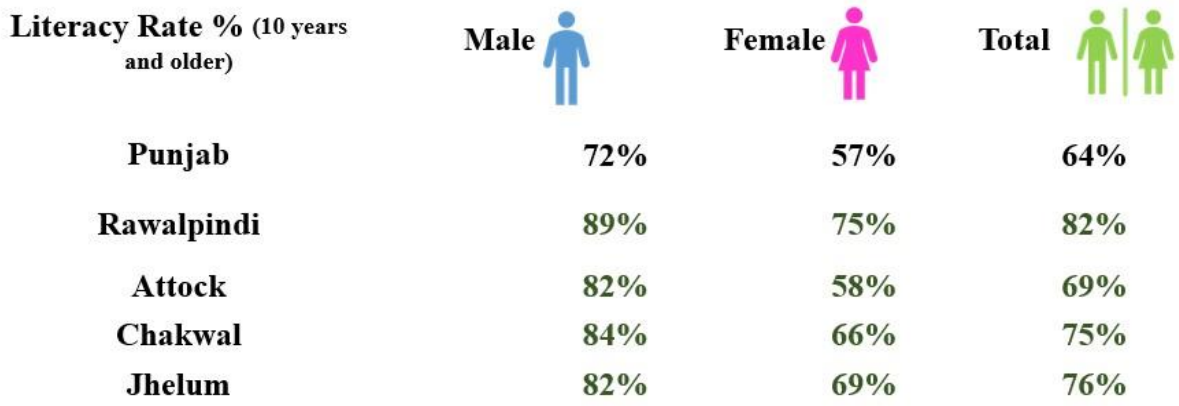


Figure 2: Population Literacy rate (10 years and older)

Source: PSLM, 2019

Table 1:Literate population in Rawalpindi division

District	Total Population	Literate Population (%)					
		Pre-Primary	Primary	Middle	High	Higher Secondary	Graduate
Rawalpindi	5,402,380	5%	13%	14%	15%	7%	6%
Attock	1,886,378	6%	14%	12%	11%	4%	2%
Chakwal	1,495,463	5%	15%	14%	15%	4%	3%
Jhelum	1,222,403	5%	16%	15%	15%	5%	3%

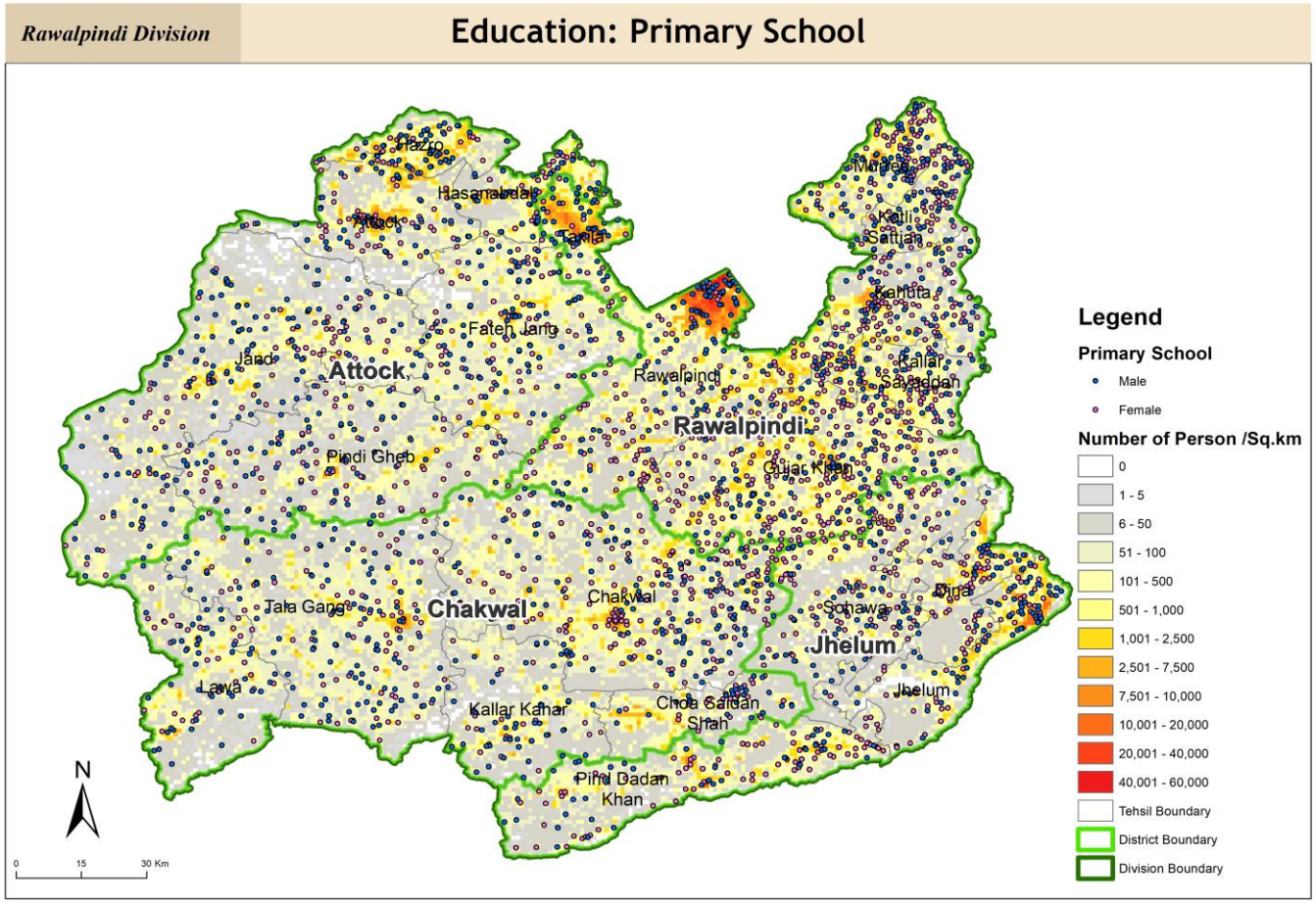
Source: PBS, 2017

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

- **Pre-Primary:** This stipulates the percentage of individuals who have obtained basic literacy skills prior to starting primary school. The literacy rate for pre-primary stage is the highest in Attock district **6%** and is **5%** in Rawalpindi, Chakwal, and Jhelum.
- **Primary:** This exhibits the percentage of individuals who can read and write at an elementary level. At primary level, Jhelum has the highest literacy rate of **16%,** Chakwal of **15%,** Attock of **14%** and Rawalpindi of **13%.**
- **Middle:** This indicates the percentage of individuals who have acquired education up to the middle school level. The literacy rate for middle school is **15%** in Jhelum,**14%** in Rawalpindi, and Chakwal and **12%** in Attock.
- **High:** This exhibits the percentage of individuals who have completed their education up to the high school level. The literacy rate of the high school stage persisting in Rawalpindi, Chakwal and Jhelum is **15%** and **11%** in Attock.
- **Higher Secondary:** This exhibits the percentage of individuals who have completed their education up to a higher secondary level. The literacy rate of higher secondary level is **7%** in Rawalpindi, **5%** in Jhelum and **4%** in Attock and Chakwal.
- **Graduate:** This shows the percentage of individuals who have completed their undergraduate studies. The literacy rate for graduate level is **6%** in Rawalpindi,**3%** in Chakwal, and Jhelum and **2%** in Attock.

Overall, the literacy rate in all four districts is unsatisfactory.

Primary Schools



Both: 2605

Male: 187

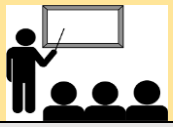
Female: 177

Map 1: Spatial Spread of Primary Schools

Annual School Census, 2022

Source Urban Unit GIS

Table 2: School Statistics of Primary Schools

District/Tehsil	Teaching staff 	Female Enrolment 	Male Enrolment 	Female: male ratio 	Teacher: student ratio 
Rawalpindi	3,778	55,510	41,089	1:1	1:26
Rawalpindi	1,080	16,336	14,335	1:1	1:28
Gujjar Khan	759	15,009	6,403	3:1	1:28
Kahuta	433	4,687	3,114	2:1	1:28
Kallar Syedan	419	6,079	3,575	2:1	1:23
Kotli Sattian	314	3,496	1,971	2:1	1:17
Murree	429	4,962	3,969	1:1	1:21
Taxila	344	4,941	7,722	1:1	1:37
Attock	2,502	43,844	36,266	1:1	1:32
Attock	407	7,067	4,694	2:1	1:29
Fateh Jhang	539	9,894	7,019	1:1	1:31
Hassanabdal	268	7,104	5,736	1:1	1:48
Hazro	248	5,289	6,182	1:1	1:46
Jand	585	7,222	7,776	1:1	1:26
Pindi Ghaeb	455	7,268	4,859	1:1	1:27
Chakwal	2,112	22,287	18,004	1:1	1:19
Chakwal	953	12,768	5,321	3:1	1:19
Choa Saidan Shah	143	1,801	1,575	1:1	1:24
Kallar Kahar	261	1,944	2,950	1:1	1:19
Lawa	180	1,497	1,851	1:1	1:19
Talagang	575	4,277	6,307	1:1	1:18
Jhelum	1,542	30,621	12,985	2:1	1:28
Jhelum	389	7,616	4,534	2:1	1:31
Dina	324	6324	2,835	2:1	1:28
Pind Dadan Khan	379	9,179	2,602	4:1	1:31
Sohawa	450	7,502	3,014	3:1	1:23

Source: Annual School Census, 2022

Statistical Analysis of Primary Schools

The table provides information regarding teaching staff members, female enrollment, male enrolment, female-to-male ratios, and teacher-to-student ratios in primary schools of Rawalpindi division. Here is a breakdown of the information:

Teaching Staff: These figures represent the number of educators available in each district or tehsils. The teaching staff numbers range from **3,778** in Rawalpindi, the highest among all the districts to **1,542** in Jhelum the lowest among all the districts. Looking at the stats for tehsils we conclude that Rawalpindi tehsil has the highest teaching staff at **1,080** whereas Choa Saidan Shah has the lowest number of teachers at **143**.

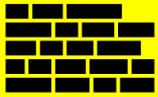
Female and Male Enrolment: These figures reflect the differing levels of educational participation across the districts and tehsils. Analyzing the enrolment rates, we can observe variations in both female and male student numbers. Rawalpindi district has the highest female enrolment with **55,510** students, while Lawa tehsil has the lowest with **1,497** students. For male enrolment, Rawalpindi district leads with **41,089** students, while Choa Saidan Shah tehsil has the lowest with **1,575** students.

Female-To-Male Ratio: Stipulates the gender balance within the student population. Other than Jhelum all the other districts have **1:1** ratio, a ratio of **1:1**, implies an approximately equal number of female and male students. However, in Jhelum district the female to male ratio is **2:1** entailing a higher proportion of female students as compared to male students. Examining the ratios tehsils wise we conclude Gujjar Khan, Kallar Syedan, Kahuta, Kotli Sattian, Attock, Chakwal and all the tehsils of Jhelum district exhibit a higher proportion of female students. On the other hand, apart from Attock tehsil the rest of the tehsils of Attock district exhibit **1:1** female to male ratio suggesting satisfying gender parity.

Teacher-To-Student Ratio: The teacher-to-student ratios provide insights into the potential for personalized attention and individualized instruction. The ratios range from **1:17** in Kotli Sattian to **1:48** in Hassanabdal. 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**.**

Conclusion: 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 3: Availability of School Infrastructure and Facilities

Primary Schools Analysis				
District/Tehsil	Availability of Electricity 	Availability of Boundary Wall 	Availability of Drinking Water 	Availability of Playground 
Rawalpindi	99%	91%	99%	47%
Gujjar khan	100%	100%	100%	58%
Kahuta	100%	97%	100%	51%
Kallar Syedan	100%	98%	99%	63%
Kotli Sattian	95%	47%	98%	22%
Murree	99%	86%	98%	22%
Rawalpindi	100%	100%	100%	56%
Taxila	100%	100%	100%	35%
Attock	100%	100%	100%	53%
Attock	100%	100%	100%	57%
Fateh Jhang	97%	99%	100%	64%
Hassanabdal	100%	100%	100%	52%
Hazro	100%	100%	100%	24%
Jand	100%	99%	100%	41%
Pindi Gheb	100%	100%	99%	71%
Chakwal	99%	100%	100%	41%
Chakwal	100%	100%	100%	38%
Choa Saidan Shah	100%	100%	98%	29%
Kallar Kahar	100%	99%	99%	33%
Lawa	97%	100%	100%	49%
Talagang	98%	100%	100%	49%
Jhelum	100%	100%	100%	41%
Jhelum	100%	100%	100%	45%
Dina	100%	100%	99%	52%
Pind Dadan Khan	100%	99%	100%	33%
Sohawa	100%	100%	99%	38%

Source: Annual School Census, 2022

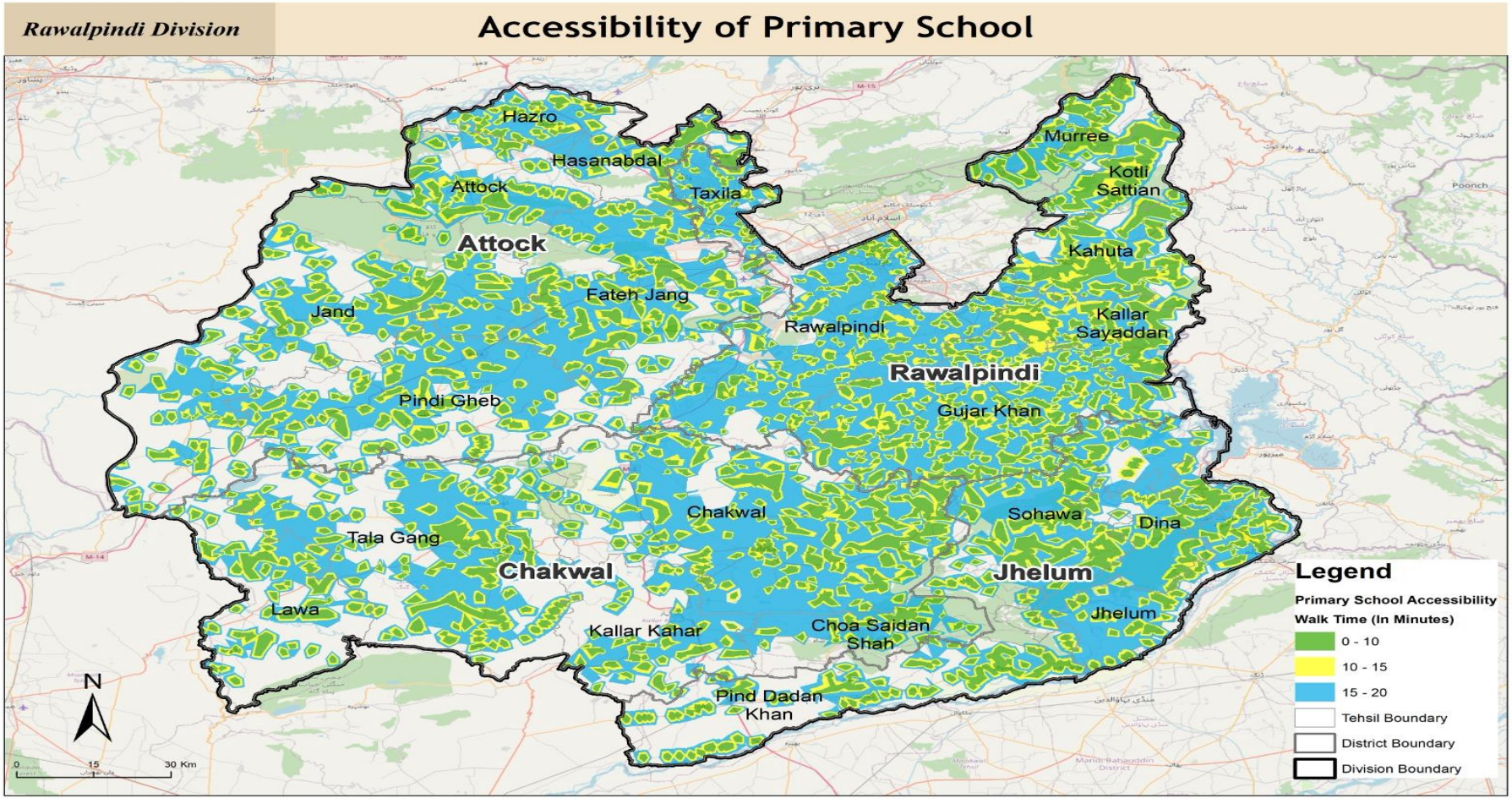
Infrastructural Analysis of Primary Schools:

The table provides data on the availability of various amenities in primary schools of Rawalpindi division.

- **Electricity Availability:** In terms of electricity availability, all the districts and tehsils have high availability, however it is pertinent to note here that some of the districts and tehsils don't have **100%** availability of electricity for example Kotli Sattain has **95%** availability of electricity--- a bit lower than the rest of the districts and tehsils. Overall, the availability of electricity is still high which is a positive indication of reliable power supply to these educational institutions.
- **Boundary Wall Availability:** The availability of boundary wall is also consistently high in majority of the districts and tehsils except for in Kotli Sattian where the boundary wall is available in only **47%** of primary schools. The presence of boundary walls ensures the schools have secured boundaries with walls, leading to safety and privacy for the students.
- **Availability of Drinking Water:** When it comes to the availability of drinking water, a majority of the primary schools exhibit a satisfactory availability of drinking water at **98%-100%.** This shows that access to clean drinking water is well-established and maintained in these schools, meeting the basic needs of the students.
- **Availability of Playgrounds:** In terms of playgrounds, the data indicates that there is room for improvement in providing recreational spaces for the students in primary schools across all these districts and tehsils. Tehsils of Rawalpindi; Kotli Sattian and Murree particularly have the lowest availability of playgrounds at **22%** whereas Fateh Jhang has the highest availability at **64%.** Overall, all these districts and tehsils require improvement in this aspect.
- **Conclusion:** The availability of electricity, boundary walls, drinking water is satisfactory in majority of the districts and tehsils. However, the availability of playgrounds in all the districts and tehsils is unsatisfactory.

Spatial Analysis: School Accessibility of Primary Schools

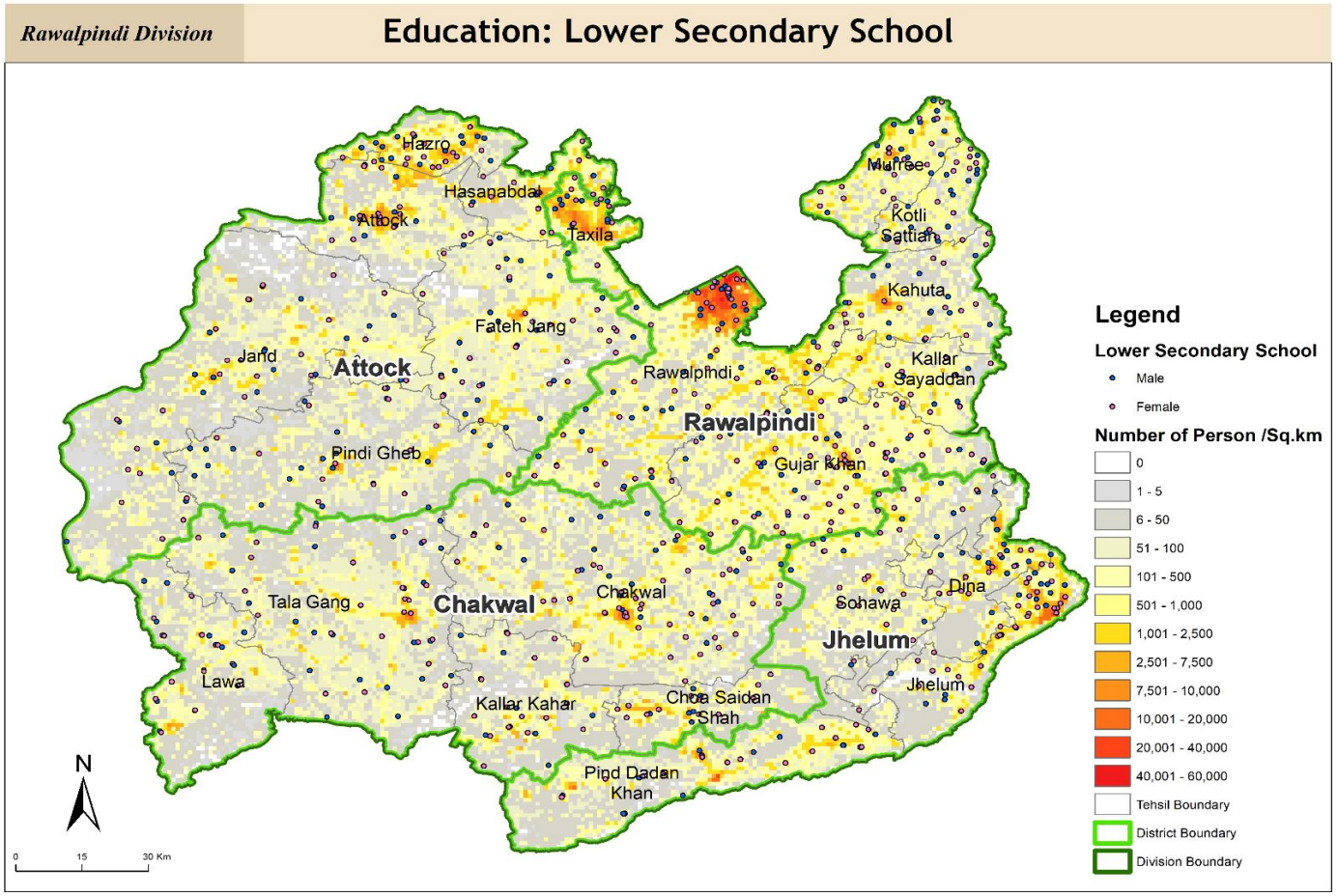
The overall accessibility of primary schools in Rawalpindi division is unsatisfactory**.** There are certain peri-urban localities where the accessibility drops such as most schools in Attock and Chakwal districts are accessible from areas of residence at a walking distance of 15-20 minutes.



Map 2: Primary School Accessibility Analysis

Source: Urban Unit GIS

Middle Schools



Both: 492

Male: 98

Female: 100

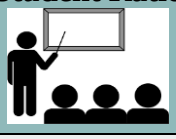
Annual School Census, 2022

Map 3: Spatial Spread of Middle Schools

Source: Urban Unit

GIS

Table 4: School Statistics of Middle School

District/Tehsil	Teaching Staff 	Female Enrolment 	Male Enrolment 	Female: Male Ratio 	Teacher: Student Ratio 
Rawalpindi	2,155	29,800	17,182	2:1	1:22
Rawalpindi	623	8,262	4,481	2:1	1:20
Gujjar Khan	644	10,381	3,546	3:1	1:22
Kahuta	178	1,999	1,169	2:1	1:18
Kallar Syedan	125	1,623	1,554	1:1	1:25
Kotli Sattian	163	1,486	1,594	1:1	1:19
Murree	262	3,188	2,472	1:1	1:22
Taxila	160	2,861	2,366	1:1	1:33
Attock	1,716	27,088	15,433	2:1	1:25
Attock	242	3,627	2,044	2:1	1:23
Fateh Jhang	430	5,512	3,281	2:1	1:20
Hassanabdal	244	5,667	1,799	3:1	1:31
Hazro	229	3,607	3,629	1:1	1:32
Jand	349	5,131	2,810	2:1	1:23
Pindi Ghaeb	222	3,544	1,870	2:1	1:24
Chakwal	1,334	15,243	9,628	2:1	1:19
Chakwal	568	7,096	3,465	2:1	1:19
Choa Saidan Shah	112	1,750	971	2:1	1:24
Kallar Kahar	249	2,239	1,432	2:1	1:15
Lawa	137	1,299	1,361	1:1	1:19
Talagang	268	2,859	2,399	1:1	1:20
Jhelum	961	15,715	7,307	2:1	1:24
Jhelum	267	5,885	1,851	3:1	1:29
Dina	194	3,209	1,390	2:1	1:24
Pind Dadan Khan	229	3,564	1,907	2:1	1:24
Sohawa	271	3,057	2,159	1:1	1:19

Source: Annual School Census, 2022

Statistical Analysis of Middle Schools

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

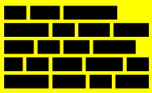
Teaching Staff: These figures reflect the availability of teachers and the potential level of individual attention that students may receive. Observing the teaching staff figures, we come to the conclusion that there is considerable variation across districts and tehsils. Looking at the district wise data we can clearly see Rawalpindi district has the highest number of teaching staff with **2,155** teachers whereas Jhelum has the lowest with **961** teachers. Now analyzing the tehsil wise data, we infer that Gujjar Khan tehsil of Rawalpindi district has the highest number of teaching staff with **644** teachers whereas Choa Saidan Shah tehsil of Chakwal district has the lowest teaching staff with **112** teachers.

Female and Male Enrolment: These numbers highlight the varying educational participation rates among districts and tehsils. Rawalpindi district has the highest female enrolment rate at **29,800** whereas Chakwal district has the lowest rate with about **15,243** females enrolled. Among tehsils we can clearly observe that Gujjar khan tehsil of Rawalpindi district has the highest female enrolment rate with **10,381** female students attending middle schools whereas Lawa tehsil of Chakwal district has the lowest female enrolment rate with just **1,299** female students enrolled. Now looking at the male enrolment rate, we can deduce that Rawalpindi district has the highest rate with **17,182** male students enrolled whereas Jhelum district has the lowest level of male enrolment among all the other districts at **7,307**.

Female-To-Male Ratio: This indicates the gender balance within schools. In most districts and tehsils, significant variance can be seen in the ratios, highlighting unequal representation of female and male students. All four districts namely, Rawalpindi, Attock, Chakwal and Jhelum exhibit a higher number of female enrolments, resulting in a female-to-male ratio of **2:1**. Among tehsils Gujjar khan, Hassanabdal and Jhelum have the highest female: male ratio of **3:1**, these areas may have specific factors that contribute to a higher proportion of female students. On the other hand, **1:1** ratio across various tehsils entails an equal representation of female and male students.

Teacher-To-Student Ratio: Finally, the teacher-to-student ratios shed light on the student-to-teacher interaction. Looking at the district wise figure we conclude, Chakwal district has the lowest ratio **1:19** whereas Attock district has the highest ratio **1:25**. Among tehsils, Kallar Kahar has the lowest teacher to student ratio of **1:15** whereas Taxila has the highest ratio of **1:33**. 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 5: Availability of School Infrastructure & Facilities

Middle Schools Analysis				
District/Tehsil	Availability of Electricity 	Availability of Boundary Wall 	Availability of Drinking water 	Availability of Playground 
Rawalpindi	100%	92%	99%	49%
Gujjar khan	100%	100%	100%	55%
Kahuta	100%	100%	100%	57%
Kallar Syedan	100%	92%	100%	54%
Kotli Sattian	100%	54%	100%	46%
Murree	100%	84%	94%	38%
Rawalpindi	100%	100%	100%	49%
Taxila	100%	100%	100%	38%
Attock	99%	100%	100%	55%
Attock	100%	100%	100%	40%
Fateh Jhang	98%	100%	100%	65%
Hassanabdal	100%	100%	100%	53%
Hazro	100%	100%	100%	50%
Jand	100%	100%	100%	48%
Pindi Gheb	100%	96%	100%	68%
Chakwal	100%	100%	100%	47%
Chakwal	100%	100%	100%	42%
Choa Saidan Shah	100%	100%	100%	56%
Kallar Kahar	100%	100%	100%	48%
Lawa	100%	100%	100%	30%
Talagang	100%	100%	100%	62%
Jhelum	100%	100%	100%	55%
Jhelum	100%	100%	100%	62%
Dina	100%	100%	100%	76%
Pind Dadan Khan	100%	100%	100%	35%
Sohawa	100%	100%	100%	50%

Source: Annual School Census, 2022

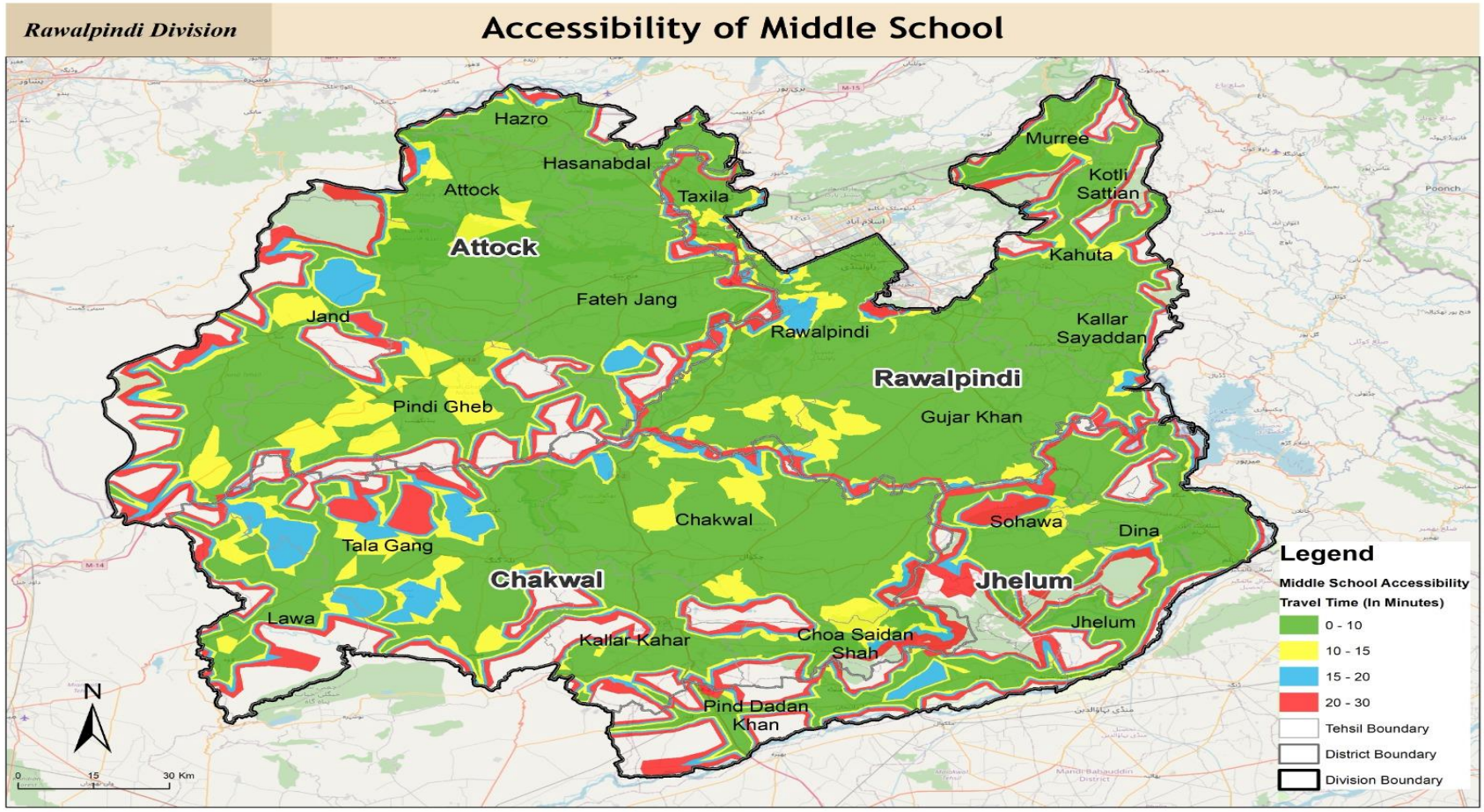
Infrastructural Analysis of Middle Schools:

The table provides data on the availability of various amenities in middle schools of Rawalpindi division.

- **Electricity Availability:** In terms of electricity availability, all the districts and tehsils exhibit high availability, which is a positive indicator of reliable power supply to these educational institutions.
- **Boundary Wall Availability:** The presence of boundary wall ensures the schools have secured boundaries with walls, leading to safety and privacy for the students. As it can be deduced from the data that availability of boundary wall is also consistently high in majority of the districts and tehsils except for in Kotli Sattian where the boundary wall is available in only **54%** of middle schools.
- **Availability of Drinking Water:** When it comes to the availability of drinking water, a majority of the middle schools have **100%** availability of drinking water. This exhibits that access to clean drinking water is well taken care of and is maintained in these schools, meeting the fundamental requirements of the students.
- **Availability of Playgrounds:** The data for middle schools in Rawalpindi division clearly indicates that there is a clear need for the availability of playgrounds in this division. Lawa has the lowest availability of playgrounds at **30%** whereas Dina has the highest availability at **76%.** Overall, all these districts and tehsils require improvement in this aspect to support the recreational activities of the students.

Spatial Analysis: School Accessibility of Middle Schools

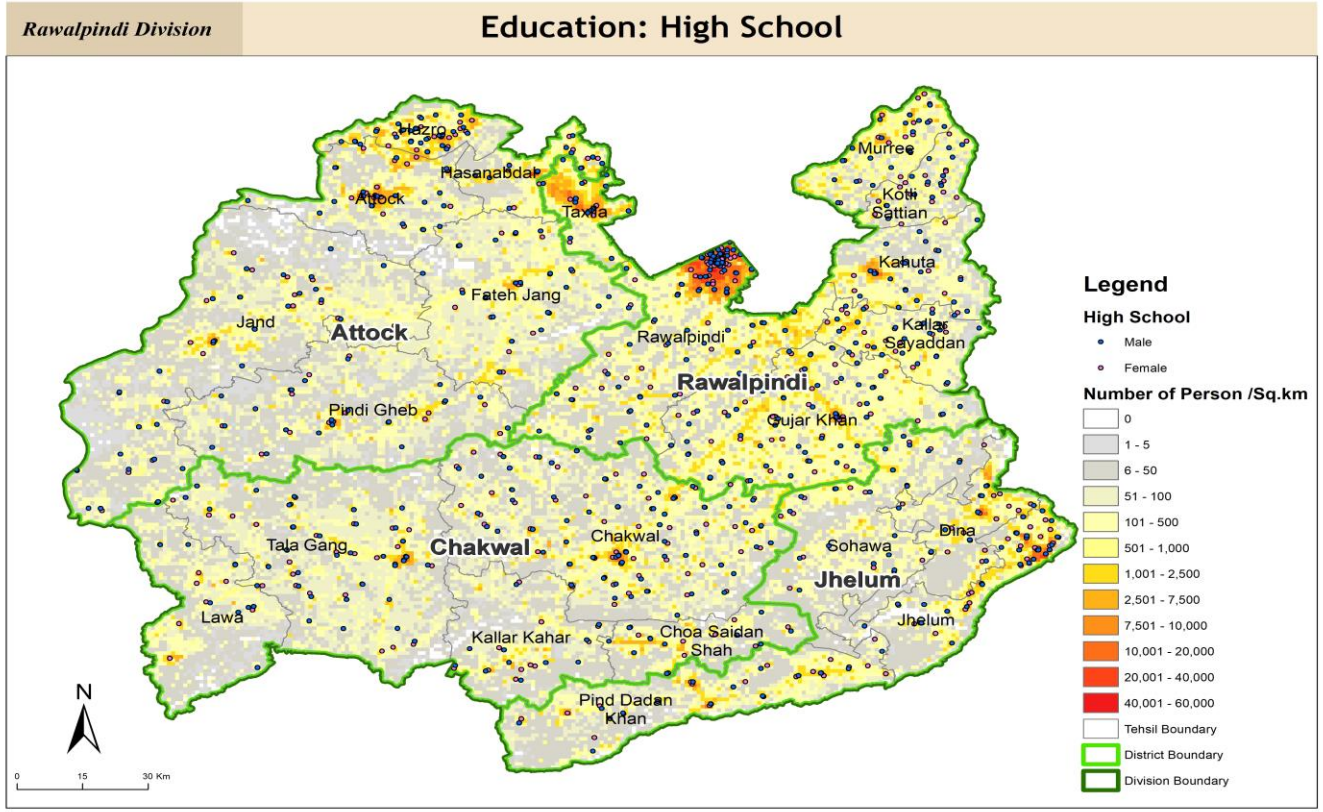
The overall accessibility of middle schools in Rawalpindi division is satisfactory. Most schools are accessible from areas of residence at a walking distance of 0-10 minutes. However, in certain tehsils, such as Talagang accessibility drops as walking distance for middle schools increases to 10 -15 minutes**.**



Map 4: Middle School Accessibility Analysis

Source: Urban Unit GIS

HIGH SCHOOLS



Both: 480

Male: 416

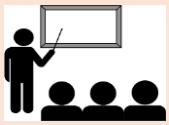
Female: 283

Annual School Census, 2022

Map 5: Spatial Spread of High School

Source: Urban Unit GIS

Table 6: School Statistics of High Schools

District/Tehsil	Teaching Staff 	Female Enrolment 	Male Enrolment 	Female: Male Ratio 	Teacher: Student Ratio 
Rawalpindi	8,381	127,505	87,953	1:1	1:25
Rawalpindi	3,989	67,770	38,694	2:1	1:27
Gujjar Khan	1,621	23,447	18,372	1:1	1:26
Kahuta	571	6,287	4,803	1:1	1:19
Kallar Syedan	720	9,896	7,158	1:1	1:24
Kotli Sattian	369	4,777	3,239	1:1	1:22
Murree	529	6,036	5,421	1:1	1:22
Taxila	582	9,292	10,266	1:1	1:34
Attock	3,778	58,142	53,302	1:1	1:29
Attock	764	13,362	9,454	1:1	1:30
Fateh Jhang	656	9,108	9,054	1:1	1:28
Hassanabdal	277	4,482	5,656	1:1	1:37
Hazro	795	13,913	13,093	1:1	1:34
Jand	692	9,675	8,601	1:1	1:26
Pindi Ghaeb	594	7,602	7,444	1:1	1:25
Chakwal	4,097	54,989	44,408	1:1	1:24
Chakwal	1,941	25,417	20,341	1:1	1:24
Choa Saidan Shah	291	3,805	3,520	1:1	1:25
Kallar Kahar	351	3,804	3,738	1:1	1:21
Lawa	217	3,314	2,919	1:1	1:29
Talagang	1,297	18,649	13,890	1:1	1:25
Jhelum	2,869	44,342	37,086	1:1	1:28
Jhelum	1,070	16,491	14,412	1:1	1:29
Dina	510	8,370	5,907	1:1	1:28
Pind Dadan Khan	792	13,619	9,720	1:1	1:29
Sohawa	497	5,862	7,047	1:1	1:26

Source: Annual School Census, 2022

Statistical Analysis of High Schools

The table presents stats for teaching staff, female and male enrollment, female-to-male ratios, and teacher-to-student ratios in high schools of different districts and tehsils. Here is an evaluation of the information:

Teaching Staff: These numbers show the availability of teachers and the potential level of individual attention that students may receive. Examining the teaching staff figures, we can clearly see that there is significant variation across districts and tehsils. Observing the district data, we can clearly see Rawalpindi district has the highest number of teaching staff with **8,381** teachers whereas Jhelum has the lowest with **2,869** teachers. Now looking at the the tehsil wise trend, we can establish that Rawalpindi tehsil has the highest number of teaching staff with **3,989** teachers whereas Lawa tehsil of Chakwal district has the lowest teaching staff with **217** teachers.

Female and Male Enrolment: These figures reflect the varying educational participation rates of male and female students among districts and tehsils. Rawalpindi district has the highest female enrolment rate at **127,505** whereas Jhelum district has the lowest rate with about **44,342** females enrolled. Among tehsils we can clearly observe that Rawalpindi tehsil has the highest female enrolment rate with **67,770** female students attending high schools whereas Lawa tehsil of Chakwal district has the lowest female enrolment rate with just **3,314** female students enrolled. Finally, observing the male enrolment rate, we can deduce that Rawalpindi district has the highest rate with **87,953** male students enrolled whereas Jhelum district has the lowest level of male enrolment among all the other districts at **37,086**. Examining the figures at tehsil level we conclude; Rawalpindi tehsil has the highest male enrolment at **38,694** whereas Lawa tehsil has the lowest male enrolment at **2,919.**

Female-To-Male Ratio: This indicates the gender balance within schools. In most districts and tehsils, significant variance can be seen in the ratios, highlighting unequal representation of female and male students. All four districts exhibit almost an equal number of female and male students, resulting in a female-to-male ratio of **1:1.** Among tehsils Rawalpindi has the highest female: male ratio of **2:1**, these areas may have certain parameters that contribute to a higher proportion of female students.

Teacher-To-Student Ratio: Finally, the teacher-to-student ratios focusses on the student-to-teacher interaction and the potential for individual attention. 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 Chakwal district has the lowest ratio **1:24** whereas Attock district has the highest ratio **1:29**. Among tehsils, Kahuta has the lowest teacher to student ratio of **1:19** whereas Hassanabdal has the highest ratio of **1:37**.

Summary: The table offers detailed insights into figures pertaining to 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 7: Availability of School Infrastructure & Facilities

HIGH SCHOOLS ANALYSIS						
District/Tehsil	Availability of Electricity 	Availability of Boundary Wall 	Availability of Drinking Water 	Availability of Playground 	Availability of Science Labs 	Availability of Computer Labs 
Rawalpindi	100%	95%	99.50%	48%	100%	87%
Gujjar khan	100%	100%	99%	63%	100%	86%
Kahuta	100%	93%	100%	52%	100%	79%
Kallar Syedan	100%	100%	100%	74%	100%	87%
Kotli Sattian	100%	63%	100%	51%	100%	89%
Murree	100%	89%	98%	30%	100%	80%
Rawalpindi	100%	98%	100%	37%	100%	90%
Taxila	100%	100%	100%	30%	100%	80%
Attock	100%	100%	100%	55%	100%	95%
Attock	100%	100%	100%	34%	100%	97%
Fateh Jhang	100%	100%	100%	52%	100%	93%
Hassanabdal	100%	100%	100%	47%	100%	100%
Hazro	100%	100%	100%	45%	100%	90%
Jand	100%	100%	100%	75%	100%	100%
Pindi Gheb	100%	100%	100%	70%	100%	93%
Chakwal	100%	96%	99.60%	57%	100%	86%
Chakwal	100%	100%	99%	55%	100%	90%
Choa Saidan Shah	100%	100%	100%	30%	100%	78%
Kallar Kahar	100%	100%	100%	40%	100%	96%
Lawa	100%	100%	100%	77%	100%	72%
Talagang	100%	95%	100%	65%	100%	83%
Jhelum	100%	100%	100%	59%	100%	91%
Jhelum	100%	100%	100%	48%	100%	90%
Dina	100%	100%	100%	57%	100%	86%
Pind Dadan Khan	100%	100%	100%	64%	100%	95%
Sohawa	100%	100%	100%	71%	100%	93%

Source: Annual School Census, 2022

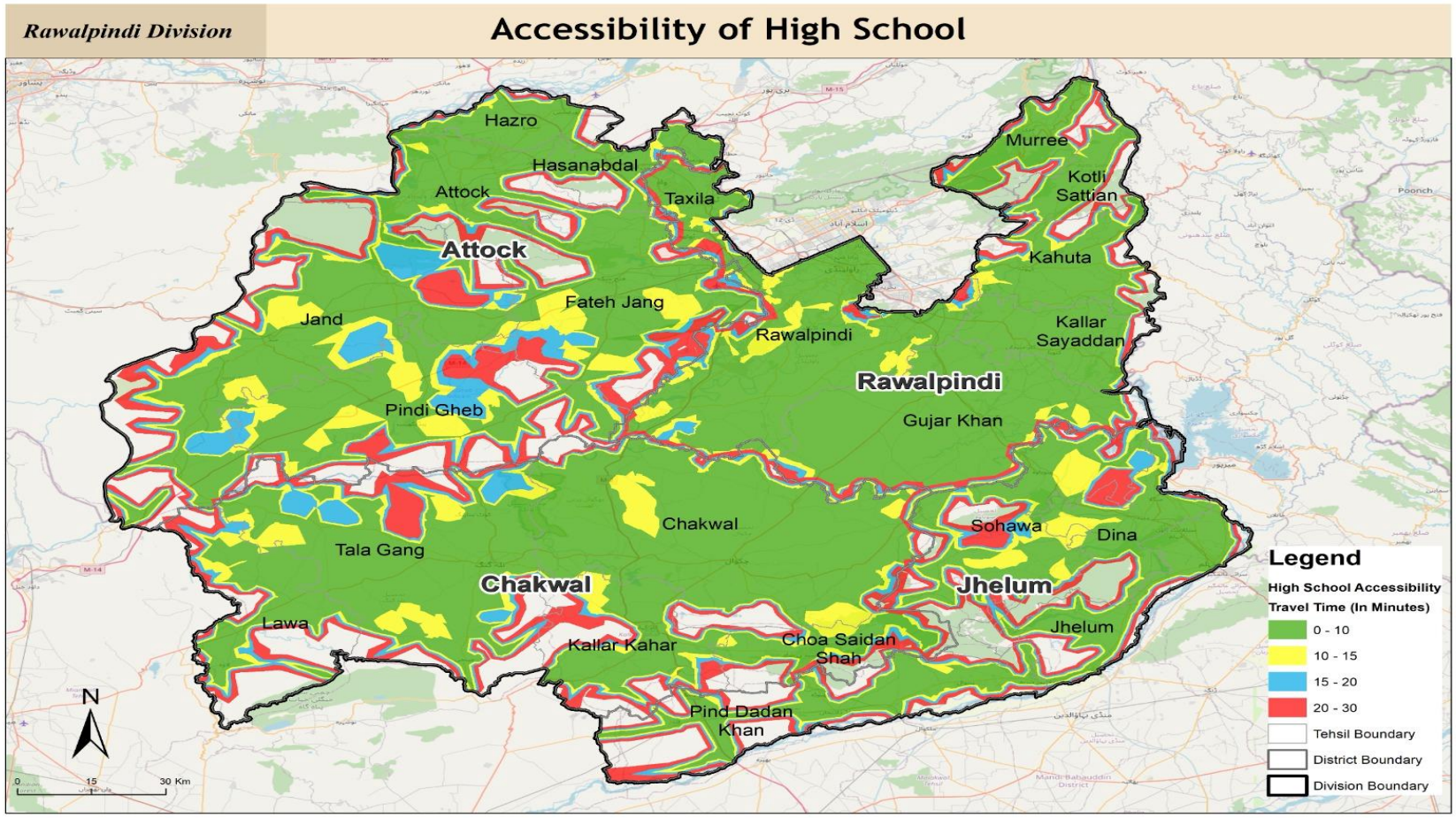
Infrastructural Analysis of High Schools

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

- **Electricity Availability:** In terms of electricity availability, all the districts and tehsils exhibit **100%** availability, entailing all the educational institutes have a dependable power supply.
- **Boundary Wall Availability:** A boundary wall is a crucial parameter that ensures the safety of the students. As it can be concluded from the table that availability of boundary wall is also consistently high in majority of the districts and tehsils except for in Kotli Sattian where the boundary wall is available in only **63%** of high schools.
- **Availability of Drinking Water:** Availability of drinking water ranges from **99%-100%** in the high schools of the division. This exhibits that access to clean drinking water is well taken care of and is maintained in these schools, meeting the essential needs of the students.
- **Availability of Playgrounds:** The table for high schools indicates that availability of playgrounds in this division varies across different districts and tehsils. Murree, Taxila and Choa Saidan Shah tehsils have the lowest availability of playgrounds at **30%** whereas Lawa has the highest availability at **77%.** In summary, all these districts and tehsils require improvement in this aspect to support the recreational activities of the students.
- **Availability of Science Labs:** The presence of science labs provides students with various opportunities to experiment and engage in the learning process. According to the above table, all the districts and tehsils have **100%** science labs available.
- **Availability of Computer Labs:** The presence of computer labs in schools ensures that the students can gain digital literacy and can learn new skills. All the districts and tehsils of Rawalpindi division show varying trend when it comes to this aspect, where Hassanabdal and Jand have **100%** computer labs available and Lawa has the lowest percentage of computer labs available at **72%.** The availability of computer labs in the rest of districts and tehsils lie between these two figures.

Spatial Analysis: School Accessibility of High Schools

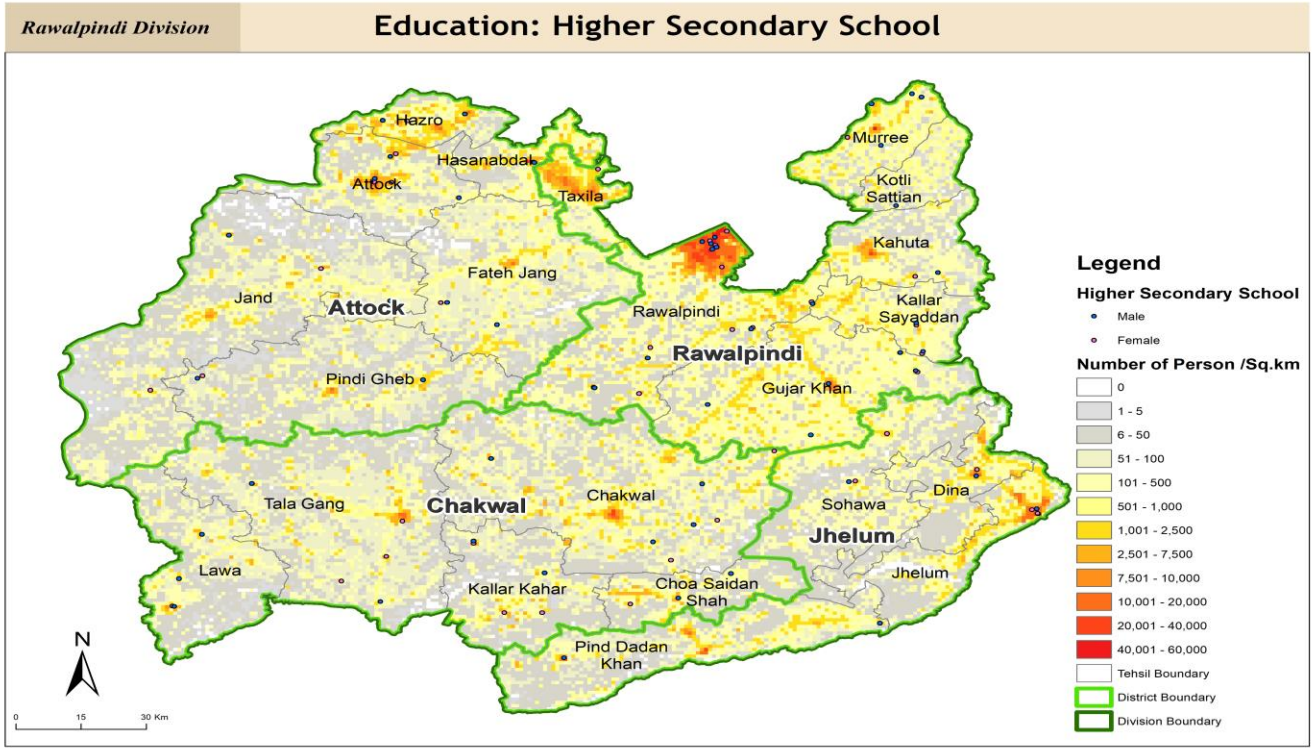
The overall accessibility of higher secondary schools in Rawalpindi division is unsatisfactory. In tehsils of Pind Gheb, Talagang, Jhelum and Kahuta the accessibility is low as these schools are accessible at a drive time of 20-30 minutes.



Map 6: High Schools Accessibility Analysis

Source: Urban Unit GIS

HIGHER SECONDARY SCHOOLS



Both: 34

Male: 46

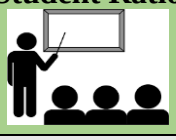
Female: 26

Annual School System, 2022

Map 7: Spatial Spread of Higher Secondary Schools

Source: Urban Unit GIS

Table 8: School Statistics of Higher Secondary Schools

District/Tehsil	Teaching Staff 	Female Enrolment 	Male Enrolment 	Female: Male Ratio 	Teacher: Student Ratio 
Rawalpindi	1,308	22,275	13,950	1:1	1:28
Rawalpindi	770	14,851	5,841	3:1	1:27
Gujjar Khan	200	2,325	3,954	1:1	1:31
Kahuta	42	468	644	1:1	1:26
Kallar Syedan	117	2,056	1,099	2:1	1:27
Kotli Sattian	43	349	394	1:1	1:17
Murree	96	1,162	1,444	1:1	1:27
Taxila	40	1,064	574	2:1	1:41
Attock	541	10,150	8,419	1:1	1:34
Attock	215	4,542	2,412	3:1	1:32
Fateh Jhang	50	494	1,373	1:1	1:37
Hassanabdal	80	1,966	1,050	2:1	1:38
Hazro	67	1,485	877	1:1	1:35
Jand	75	1,017	1,564	1:1	1:34
Pindi Ghaeb	54	646	1,143	1:1	1:33
Chakwal	480	7,369	6,510	1:1	1:29
Chakwal	161	2,583	2,184	2:1	1:30
Choa Saidan Shah	53	744	1,263	1:1	1:38
Kallar Kahar	87	1,394	746	1:1	1:25
Lawa	84	421	1,454	1:1	1:22
Talagang	95	2,227	863	2:1	1:33
Jhelum	437	8,226	5,369	2:1	1:31
Jhelum	176	3,770	1,237	3:1	1:28
Dina	89	1,397	1,780	1:1	1:36
Pind Dadan Khan	77	746	1,286	1:1	1:26
Sohawa	95	2,313	1,066	2:1	1:36

Source: Annual School Census, 2022

Statistical Analysis of Higher Secondary Schools

Teaching Staff: Looking at the teaching staff figures, we can see that there is variation in trend across different districts and tehsils. We can establish Rawalpindi district has the highest number of teaching staff with **1,308** teachers whereas Jhelum has the lowest staff with **437** teachers. By comparing the stats from different tehsils, we conclude that Rawalpindi tehsil has the highest

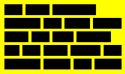
number of teaching staff with **770** teachers whereas Taxila has the lowest teaching staff with just **40** teachers.

Female and Male Enrolment: These figures reflect the varying educational participation rates of male and female students among districts and tehsils. Rawalpindi district has the highest female enrolment rate at **22,275** whereas Chakwal has the lowest number with about **7,369** females enrolled. Furthermore, Rawalpindi tehsil has the highest female enrolment rate with **14,851** female students attending higher secondary schools whereas Kotli Sattian of has the lowest female enrolment rate with just **349** female students enrolled. Finally, observing the male enrolment number, we can conclude that Rawalpindi district has the highest number with **13,950** male students enrolled whereas Jhelum district has the lowest level of male enrolment among all the other districts at **5,369**. At tehsil level we conclude, Rawalpindi tehsil has the highest male enrolment at **5,841** whereas Kotli Sattian has the lowest male enrolment at **394.**

Female-To-Male Ratio: This represents the gender balance within schools. The stats vary across districts and tehsils. Rawalpindi, Attock and Chakwal districts exhibit almost an equal number of female and male students, resulting in a female-to-male ratio of **1:1** however Jhelum district has a higher ratio of female to male students of **2:1.** Among tehsils Rawalpindi, Attock and Jhelum have the highest female: male ratio of **3:1**.

Teacher-To-Student Ratio: A lower ratio suggests a higher level of individual attention from teachers, whereas a higher ratio may indicate a greater workload for teachers. Rawalpindi district has the lowest ratio **1:28** whereas Attock district has the highest ratio **1:34**. Among tehsils, Kotli Sattian has the lowest teacher to student ratio of **1:17** whereas Taxila has the highest ratio of **1:41**.

Table 9:Availability of School Infrastructure and Facilities

HIGHER SECONDARY SCHOOLS ANALYSIS						
District/Tehsil	Availability of Electricity 	Availability of Boundary Wall 	Availability of Drinking Water 	Availability of Playground 	Availability of Science Labs 	Availability of Computer Labs 
Rawalpindi	100%	94%	100%	60%	92%	100%
Gujjar khan	100%	100%	100%	38%	100%	100%
Kahuta	100%	100%	100%	0%	100%	100%
Kallar Syedan	100%	100%	100%	50%	83%	100%
Kotli Sattian	100%	33%	100%	30%	30%	100%
Murree	100%	83%	100%	60%	100%	100%
Rawalpindi	100%	100%	100%	90%	100%	100%
Taxila	100%	100%	100%	100%	50%	100%
Attock	100%	100%	100%	50%	100%	100%
Attock	100%	100%	100%	30%	100%	100%
Fateh Jhang	100%	100%	100%	60%	100%	100%
Hassanabdal	100%	100%	100%	50%	100%	100%
Hazro	100%	100%	100%	50%	100%	100%
Jand	100%	100%	100%	50%	100%	100%
Pindi Gheb	100%	100%	100%	60%	100%	100%
Chakwal	100%	100%	96%	71%	79%	96%
Chakwal	100%	100%	100%	88%	75%	100%
Choa Saidan Shah	100%	100%	100%	30%	100%	100%
Kallar Kahar	100%	100%	75%	50%	75%	100%
Lawa	100%	100%	100%	100%	100%	100%
Talagang	100%	100%	100%	60%	60%	80%
Jhelum	100%	100%	100%	92%	83%	100%
Jhelum	100%	100%	100%	100%	100%	100%
Dina	100%	100%	100%	50%	100%	100%
Pind Dadan Khan	100%	100%	100%	100%	60%	100%
Sohawa	100%	100%	100%	100%	60%	100%

Source: Annual School Census, 2022

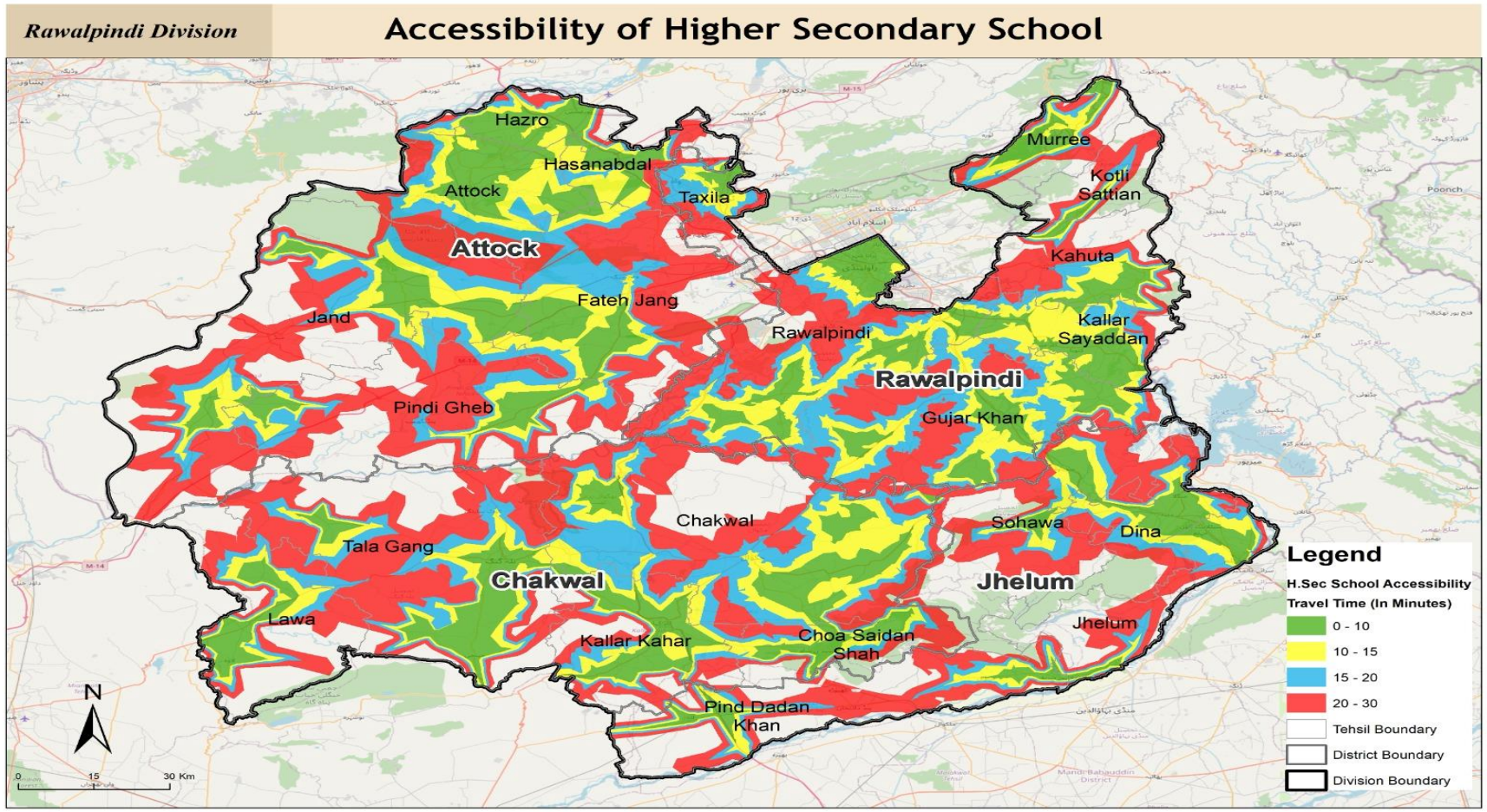
Infrastructural Analysis of Higher Secondary Schools

The table provides data on the availability of various amenities in higher secondary schools of Rawalpindi division.

- **Electricity Availability:** By examining the figures above, we conclude that all the districts and tehsils have **100%** availability of electricity.
- **Boundary Wall Availability:** It can be inferred from the table that availability of boundary wall is consistently high in majority of the districts and tehsils except for in Kotli Sattian where the boundary wall is available in only **33%** of higher secondary schools. The absence of boundary wall can pose as a threat to students' safety and privacy.
- **Availability of Drinking Water:** When it comes to the availability of drinking water, a majority of the high schools have **100%** availability of drinking water which is a positive indicator. However, in Kallar Kahar drinking water is available in **75%** of higher secondary schools --- the lowest among all the districts and tehsils.
- **Availability of Playgrounds:** Analyzing the data for the availability of playgrounds we can clearly see that there is variation across all the districts and tehsils when it comes to this parameter. Among all districts and tehsils Kahuta has the lowest availability of playgrounds at **0%** whereas Taxila, Lawa, Jhelum, Pind Dadan Khan and Sohawa have a **100%** availability of playgrounds. Overall improvement is required in this aspect.
- **Availability of Science Labs:** Science labs are a crucial aspect of the learning experience. As per the above table, all the districts and tehsils show variation in this aspect. Kotli Sattian has the lowest availability of science labs in higher secondary schools at **30%**
- **Availability of Computer Labs:** The availability of computer labs at higher secondary schools shows a positive trend across all districts and tehsils. Where most districts and tehsils have **100%** availability of computer labs. The availability of computer labs allows students to hone their skills

Spatial Analysis: School Accessibility of Higher Secondary Schools

The overall accessibility of higher secondary schools in Rawalpindi division is unsatisfactory. In tehsils of Pind Gheb, Talagang, Jhelum and Kahuta the accessibility is low as these schools are accessible at a drive time of 20-30 minutes.



Map 8: Higher Secondary School Accessibility Analysis

Source: Urban Unit GIS

Key Performance Indicators

Digital Inclusion: Digital Inclusion highlights the activities that are essential to ensure that all individuals are able to access and use Information and Communication Technologies (ICTs). Digital inclusion consists of three main components:

- **Internet Access:** This refers to the ability of individuals to connect to the internet using computer or any other devices.
- **Digital Devices:** A digital device is an equipment that functions to create, process, send, share and generate data.
- **Digital Literacy:** Refers to the skill to access, communicate and use digital platforms.

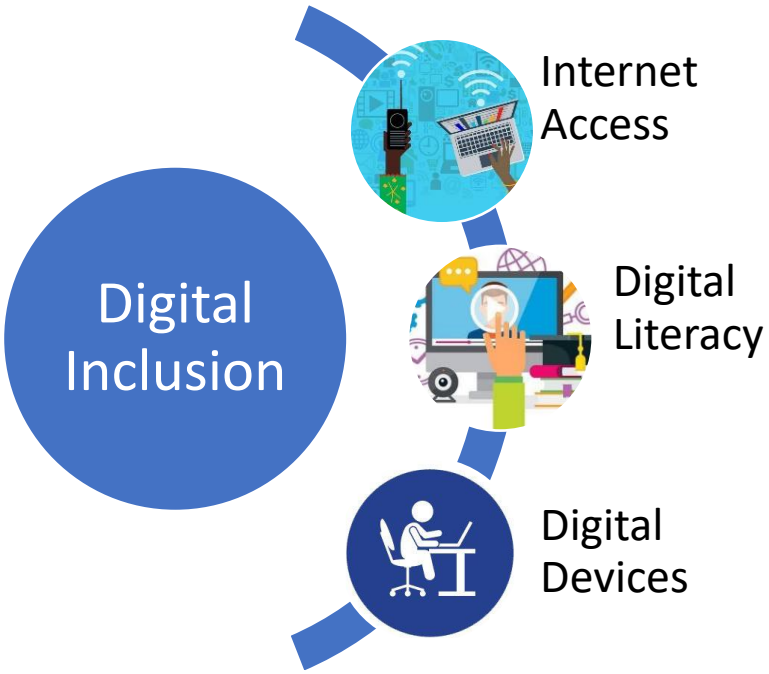


Figure 3: Components of Digital Inclusion

Statistical Analysis: Digital inclusion and digital penetration are crucial indicators to comprehend 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 evaluated in the households. Access to TV/Radio is not available in **11%-22%** of the households, access to internet/computer is not

available in **45%-66%** of the households and access to tv, radio, computer and internet is not available in **8%-17%** of households.

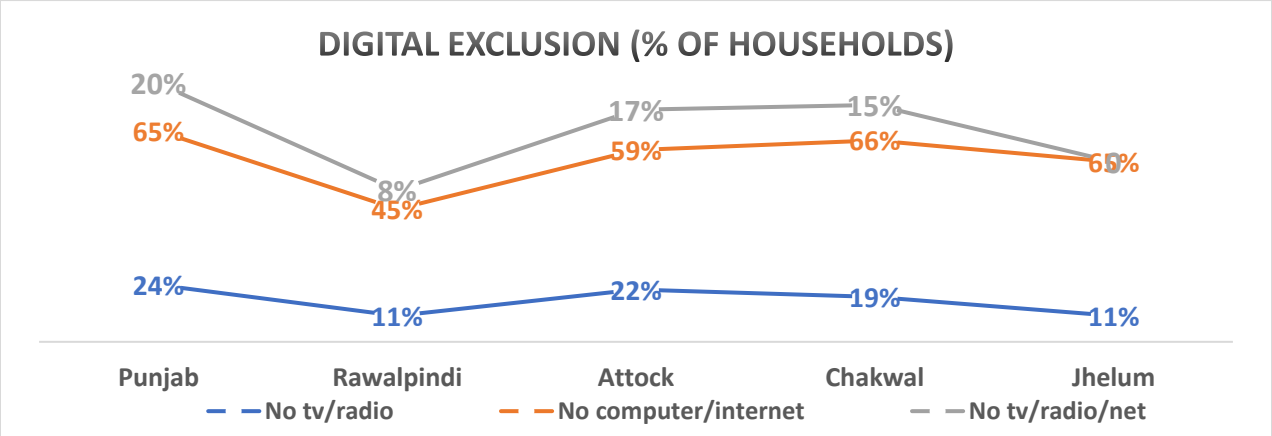


Figure 4: Digital exclusion

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 Grades 2 and 3 in numeracy and reading. In the entire division, more than **40%** 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 Attock district, the population without basic numeracy skills is the highest and in Attock district, the population without basic reading skills is the highest.

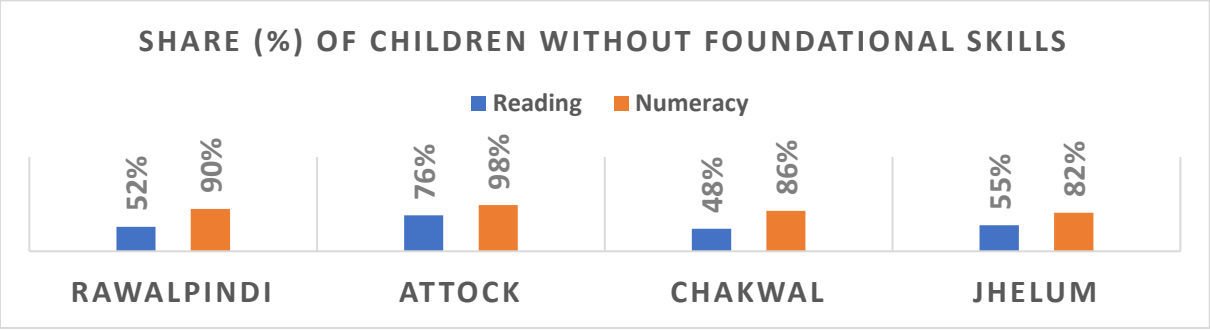


Figure 5: Foundational learning skills

Source: MICS, 2O22

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. OOSC increase from **5%** to **44%** from Primary to Higher Secondary. And OOSC is the highest in Attock district across all levels.

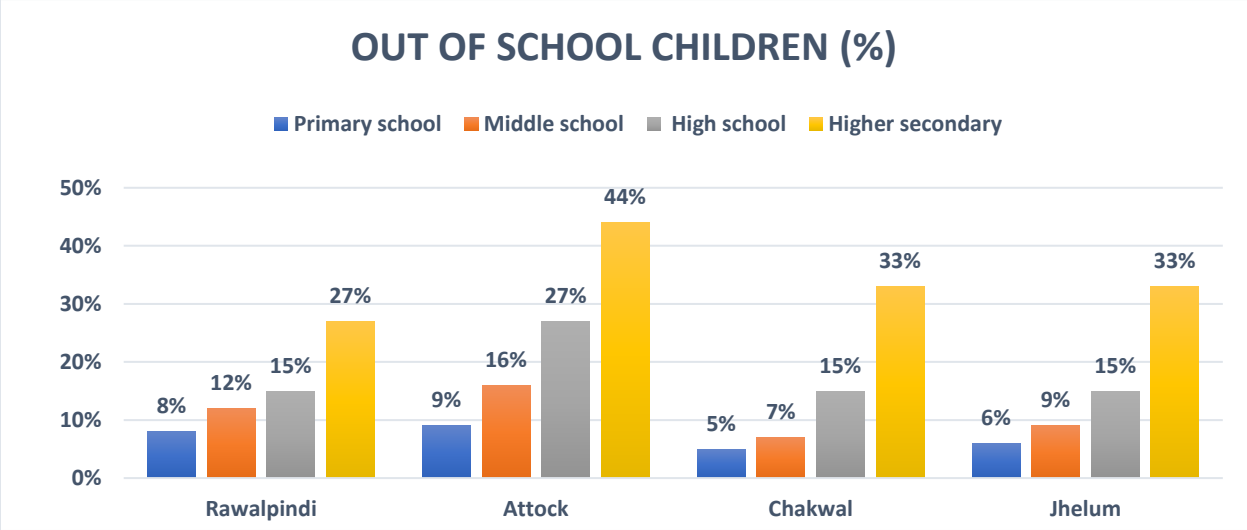


Figure 6: Out of school children

Source: MICS, 2022

Repetition, Drop-out and Non-Transition Rates

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

District	Repetition rate	Dropout rate	Non-transition rate
Rawalpindi	6%	4%	2%
Attock	5%	3%	3%
Chakwal	3%	4%	3%
Jhelum	8%	4%	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. Rawalpindi has a repetition rate of **6%**, Attock of **5%,** Chakwal of **3%** and Jhelum of **8%.** This indicates that a higher proportion of students in Jhelum repeat a grade compared to other districts.

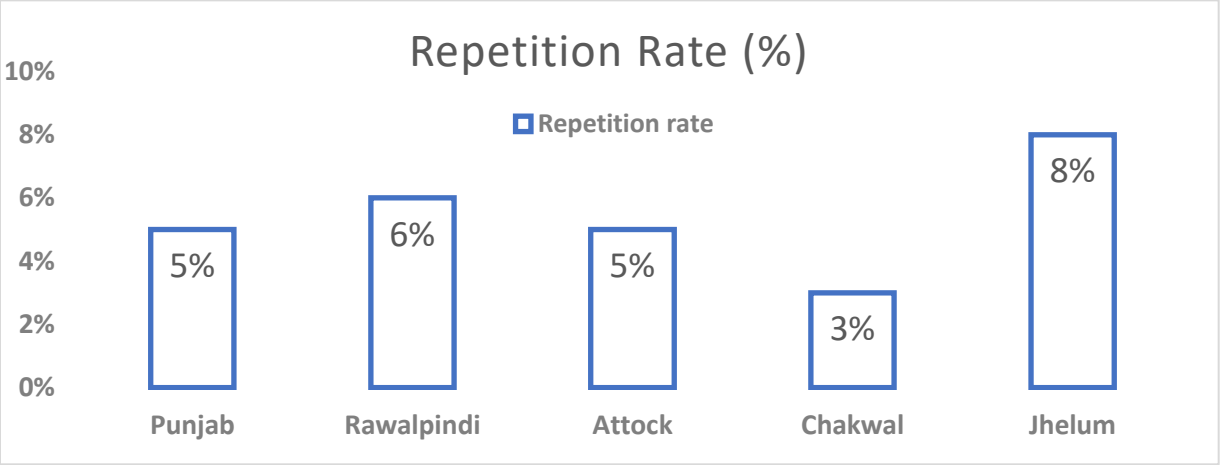


Figure 7: Repetition Rate

Source: MICS, 2022

Dropout Rate:

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. Rawalpindi, Chakwal, and Jhelum have a dropout rate of **4%,** while Attock has a dropout rate of **3%.** This suggests that a higher proportion of students in Rawalpindi, Chakwal and Jhelum drop out of school compared to Attock.

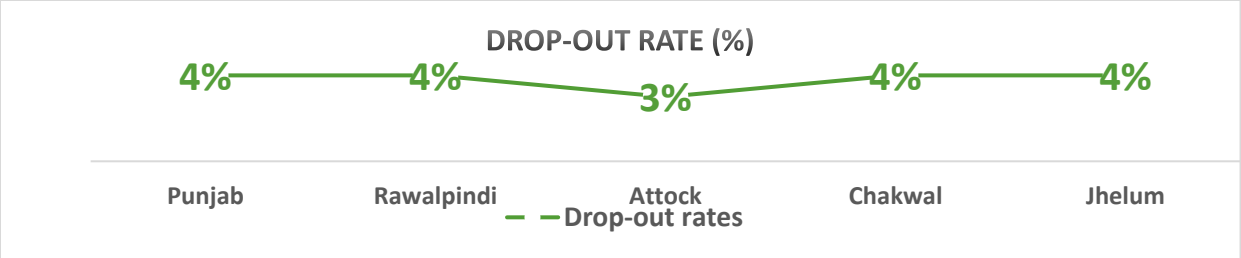


Figure 8: Drop-out rate

Source: MICS, 2022

Non-Transition Rate:

The effective 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 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. Rawalpindi has the lowest non-transition rate of **2%,** indicating that a higher proportion of students in Rawalpindi successfully transition to the next level. Attock, Chakwal and Jhelum have a non-transition rate of **3%.**

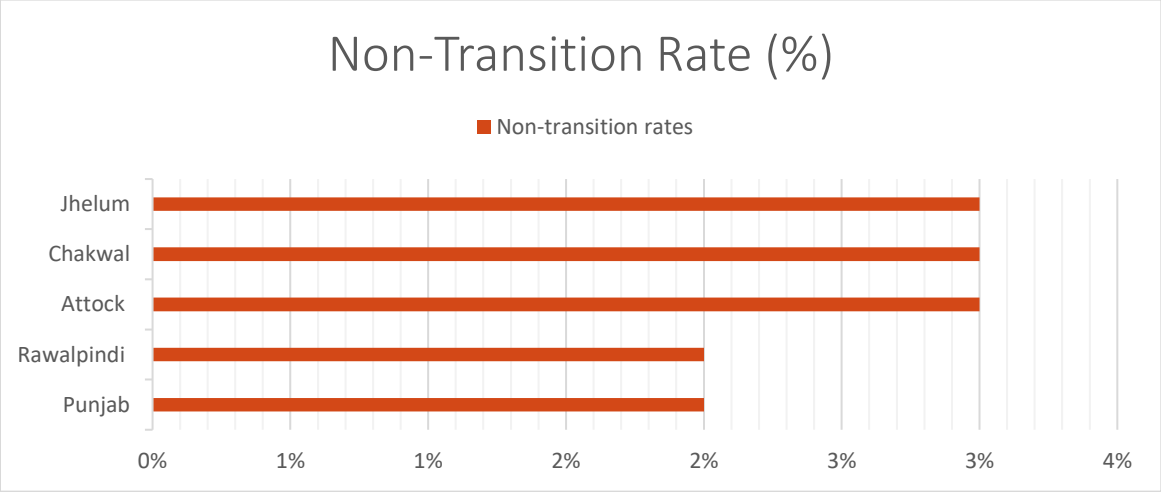


Figure 9: Non-Transition Rate

Source: MICS, 2022

Monthly Key Performance Indicators

Table 10: Monthly Performance Indicators

Tehsil	Teacher presence	Student Retention	Boundary Wall	Drinking Water	Furniture	Sufficiency of Toilets	School Hygiene
Rawalpindi	95.7%	84.06%	98.48%	100%	100%	89%	74%
Gujjar Khan	93.6%	97.15%	100.00%	100%	100%	90%	85%
Kahuta	93.3%	97.39%	98.21%	100%	100%	96.36%	86.79%
Kallar Syedan	95.90%	99.45%	100%	100%	100%	89.29%	87.00%
Kotli Sattian	91.20%	95.36%	76.92%	100%	100%	88.46%	84%
Murree	90.50%	96.30%	68%	100%	97%	91.18%	90%
Taxila	95.00%	96.41%	100%	100%	100%	89.39%	59%
Attock	95.90%	98.87%	100%	90.91%	81.82%	90.91%	80%
Fateh Jhang	94.30%	98.41%	92.31%	100%	100%	84.62%	80.80%
Hassanabdal	97.10%	98.73%	100%	100%	91.67%	91.67%	84.17%
Hazro	91.10%	99.91%	100%	100%	100%	100%	88.89%
Jand	91.20%	95.93%	97.14%	100%	97.14%	94.29%	81.70%
Pindi Gheb	91.50%	97.91%	100%	100%	100%	100%	84.60%
Chakwal	90.30%	97.74%	100%	100%	100%	98.21%	80.18%
Choa Saidan Shah	91.90%	95.86%	100%	100%	100%	100%	86.88%
Kallar Kahar	91.70%	100%	92.86%	100%	100%	100%	80%
Lawa	88.90%	99.14%	100%	100%	95.45%	95.45%	71.82%
Talagang	87.40%	98.02%	100%	100%	93.30%	100%	72.33%
Jhelum	92.50%	97.48%	100%	100%	100%	96.88%	82.19%
Dina	97.30%	97.50%	100%	96.67%	100%	90%	74.33%
Pind Dadan khan	94.40%	94.12%	100%	100%	97.06%	91.18%	60.59%
Sohawa	90.10%	97.62%	100%	100%	100%	95%	90.50%

Source: School Information System (SIS), 2023

Statistical Analysis:

The table provides information about various factors related to education infrastructure in different tehsils (sub-districts) of Rawalpindi 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.

Teacher Presence:

In terms of teacher presence, all tehsils have a relatively high percentage, ranging from **87.40% to 100%.** This indicates that the majority of schools in these tehsils have teachers available to impart education effectively.

Student Retention:

Student retention rates vary from **84.06%** to **100%** in different tehsils, with majorities of tehsils having a percentage closer to **100%** indicating that efforts are being made to ensure students continue their education without dropouts.

Presence of Boundary Walls:

The presence of a boundary walls ranges from **68%** to **100%** in tehsils, this parameter is crucial for the safety and security of students within the school premises.

Availability of Drinking Water:

Drinking water availability also scores high in most tehsils, with percentages ranging from **90.91%** to **100%.** This indicates that the basic need for clean drinking water is being met in schools across the region.

Availability of Furniture:

The availability of furniture in schools is generally satisfactory, with percentages ranging from **81.82%** to **100%.** This suggests that students have proper seating arrangements in classrooms**.**

Sufficiency of Toilets:

Sufficiency of toilets shows some variations among tehsils, with percentages ranging from **66.67%** to **100%.** 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 **60.59%** to **100%.** Efforts should be made to improve hygiene standards in certain tehsils, as it plays a vital role in maintaining a healthy learning environment**.**

Conclusion: To encapsulate, 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 Rawalpindi, Attock, Chakwal and Jhelum Councils in August 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 the education sector in Rawalpindi division.

Meeting with CEO Rawalpindi

Meeting with CEO Attock

Meeting with DEO Jhelum

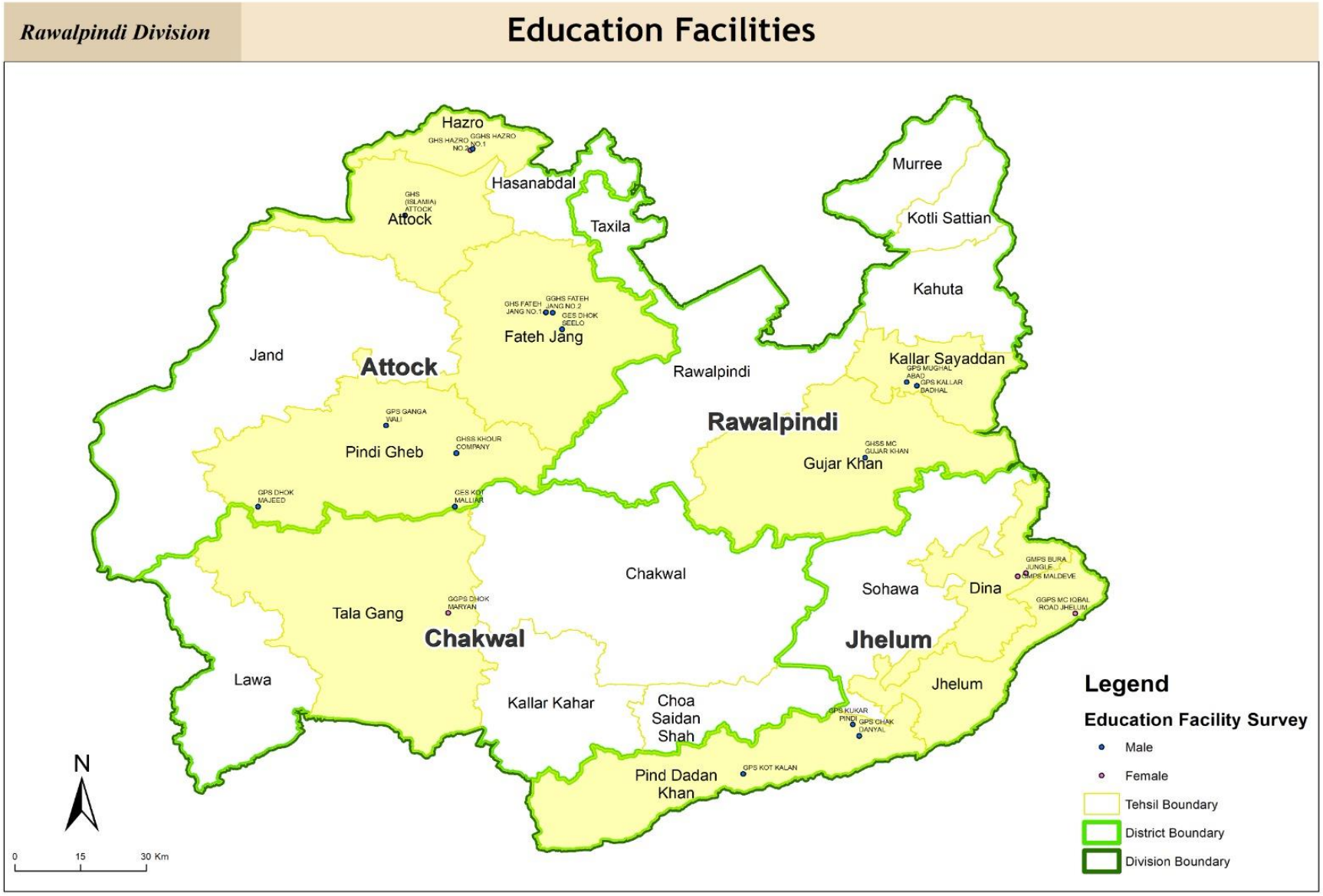
Meeting with DEO Chakwal

Meeting with principal of a primary school in Chakwal

Meeting with principal of a primary school in Jhelum

- **Dangerous classrooms 1185 and open-air sections 4524**
- **Insufficient furniture.**
- **Missing IT and science labs in secondary schools.**
- **Lack of adequate classrooms, excessive shortage of rooms.**
- **Lack of playgrounds in majority of the education centers.**

Figure 10: On-ground Analysis



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

Source: Urban Unit GIS

Issues and Challenges:

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

- **Lack of Adequate Classrooms:** There is considerable shortage of classrooms in many education centers, and due to this there are 4524 open-air sections. Classroom shortage has led to overcrowded classrooms and compromised learning environment. This absence of adequate space negatively impacts students' concentration and overall educational experience.
- **Insufficient Furniture:** The lack of furniture in schools impacts students' concentration and comfort during classes. Absence of chairs, desks and other essential furniture items hinders the process of learning and can result in a less productive educational environment.
- **Improper Sewerage Maintenance:** Inadequate maintenance of sewerage systems in schools can lead to unhygienic environment, impacting both cleanliness in the educational facilities and students' overall health.
- **Missing IT & Science Labs:** Many secondary schools lack essential facilities like IT and science labs, affecting students' exposure to technological and scientific advancements and hampering their access to practical learning.
- **Shortage of Teachers**: In Rawalpindi Division many primary schools face a shortage of teachers. This lack of teachers leads to larger class sizes and impacts individual attention to students, hampering their learning objectives. Furthermore, teachers of government schools are sent on deputations for several governments run programs in the nearby regions and on non-school duties, and as a result teachers are absent from schools. Consequently, the shortage of teachers, is a crucial issue that results in learning challenges in government schools as students remain unattended at schools without any attention of teachers.
- **Infrastructure Degradation:** In the Rawalpindi division there are 1185 dangerous classrooms primarily due to the limitations in funding to upgrade the degrading infrastructure. This degradation limits the learning prospects and poses safety risks for staff and students.

- **Land Encroachment Issues:** Encroachment on school lands poses a significant challenge, as it limits the available space for expansion of new educational centers. This encroachment can lead to overcrowding and restricted resources in schools.
- **Non-functional or Single-Teacher Mode Schools:** Certain primary schools are non-functional or function with only one teacher or are not functional. This absence of staff obscures students from receiving quality education and deprives them of a holistic learning experience.
- **Poor School Access in Rural Areas:** There is an absence of adequate infrastructure and transportation facilities, making it hard for students to access schools. This limited access to education further worsens educational disparities and impacts students' attendance and enrolment rates affecting the learning process of the students.
- **Conclusion:** Countering these issues would require concentrated efforts and investments to enhance infrastructure, improve access to facilities and resources, increase teacher training and recruitment and ensure the availability of quality education to all students in the Rawalpindi division

RECOMMENDED INTERVENTIONS FOR THE EDUCATION SECTOR (RS. 2.434031 BILLION)

TYPE	INTERVENTION
Upgradation of IT labs in high/higher secondary schools	Upgradation of IT facilities across the division would lead to better learning opportunities for students . *175 facilities, Rs. 490 M illion*
Reconstruction of dangerous school buildings impacted by rain	Rehabilitation of school infrastructure affected by Monsoon floods '2022 *45 facilities, Rs. 369.413 Million*
Sanction Teaching Posts in Ghost Schools	Urgent hiring of teachers in such schools to make them functional *22 facilities, Rs. 100 Million*
Revamping of 4 High Schools in Tehsil headquarter	Reconstruction of buildings blocks to vertical mode *4 facilities, Rs. 400 Million*
Improving access to Primary & Post-primary Schools	Provision of teachers in Single-teacher schools| Establishment of Primary Schools | Upgradation of Primary Schools . *24 facilities, Rs. 1 Billion*
Construction of class rooms	Establishment of 6 Addl class rooms in GGES Sahiba Tehsil Hazro *1 facility, Rs. 18.618 Million*
Solarisation of high/higher secondary school	Installation of solar panels with capacity of 15 kV *28 facilities, Rs.56 Million*

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 10: Education Sector Interventions

SHORT TERM (URGENT PROJECTS)				
Sr. no	**Proposed Intervention**	**Description**	**Location**	**Estimated Cost (Million PKR)**
1	**Upgradation of IT Labs/ Science Lab**	• The available Computers are old processors and generation • Science labs are without practical equipment's	Attock / Chakwal	**TBA**
2	**Construction of Examination/ Multipurpose Hall/ Hazro**	• There is not a single examination/ Multipurpose Hall	Attock	**TBA**
3	**Rehabilitation of School Infrastructure**	• Schools surveyed by the Urban Unit team. • There is an urgent need to rehabilitate the degrading infrastructure	1. GHS TARAP 2. GHS CHHAB 3. GGPS PIR MONDIALA 4. GHS MUNDAY 5. GGHS MOHALLA GHOSIA CHAKWA 6. GGHS LAITI	**TBA**

		in these schools, which includes the provision of sufficient classrooms and repair of dangerous classrooms.	7. GGHSS BHARPUR 8. GHS SHUHADA WASNAL 9. GPS BHOUN NO.1 10. GPS USMAN PURGPS NO. 4 MOH BASIRA BUCHAL KALAN 11. GHS WAGH 12. GHS SAROBA 13. GHS KHEWRA 14. GGHS DHARIALA JALIB 15. GGPS DINGWAL 16. GGMCMS DAFFER 17. GHS ROHTAS 18. GGES BARAL 19. GPS JAWA 20. GMPS TOPA KAIR 21. GHS PEHLVI FAIZABAD RAWALPINDI 22. GHS SIHAL 23. GMPS SAFAIR 24. GMPS SAGRI 25. GHSS DHANDA 26. GHSS BEWAL 27. GGHS NO. 1 GUJAR KHAN 28. GHS BHAI KHAN 29. GGHS SAYYAD	

			30. GGHS JHONGAL 31. GGPS CHECHI NOOR 32. GHS DHAMALI 33. GGHS SATHWANT	
LONG-MEDIUM TERM				
Sr. no	**Proposed Intervention**	**Description**	**Location**	**Estimated Cost (Million PKR)**
4	**Establishment of Primary /Elementary School in Islamia Colony Attock**	• Space available/ alotted at Mahria Housing Society • No funds disbursed for construction. • No Primary school in 2-3 Km vicinity	Attock	**TBA**
5	**Reconstruction of 6 class rooms, 4 washrooms & boundary wall (length of 272 widths 142 feet)**	• Fully dangerous urgent need of reconstruction.	Chakwal	**TBA**

6	**Reconstruction of entire building GGPS Kotla Syeddan/ GGES Baral Dina**	• The entire building of both schools declared highly dangerous	Jhelum	**TBA**
7	**Reconstruction of 23 room/ 25 Additional rooms required**	• Fully dangerous classrooms for 1:40 ratio • Additional rooms required	Rawalpindi	**TBA**

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