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***National Sample Survey of Private
Schools in Pakistan***

**Academy of Educational Planning and Management
Ministry of Education
Islamabad
2004**

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Dr. P.A. Shami
Izaz-e-Fazeelat
Kh. Sabir Hussain

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Research Team

1. *P.A.Shami, Director Research Team Leader*
2. *Muhammad Aslam Bhatti Deputy Director*
3. *Kh. Sabir Hussain, Research Officer*

Data Collection Team

1. *Muhammad Aslam Bhatti Deputy Director*
2. *Kh. Sabir Hussain, Research Officer*
3. *Muhammad Akram Stenographer*
4. *Amir Bux Sial Stenographer*
5. *Afroz Rizvi Computer Operator*

Data Analysis

1. *Kh. Sabir Hussain, Research Officer*
2. *Ikhtisar Ali, Programmer*

Report Writing

1. *Khawaja Sabir Hussain, Research Officer*

Typing, Composing and Technical Assistance

1. *Muhammad Akram Stenographer*
2. *Amir Bux Sial, Stenographer*

PREFACE

This study pertains to National Sample Survey of Private Schools in Pakistan with the focus on those factors, which are directly related to the growth of private schools and trends in expansion of enrolment. The survey targeted 10% districts of the country.

Present government has implemented Education Sector Reforms (ESR) action plan with emphasis on public private partnership. This study investigated the extent of availability of education through the private sector and role of private sector in the quantitative expansion and qualitative improvement of education in the country. The findings of this study can be generalized to reflect a trend. There is a great deal of information on the role of private sector in the development of education in Pakistan.

I would like to express my gratitude to the faculty members/officials of AEPAM for their hard work especially Kh. Sabir Hussain, Research Officer as overall coordinator of all the activities. I would also appreciate the services of Mr. M. Aslam Bhatti, Deputy Director, Mr. Muhammad Akram and Mr. Ameer Bux Sial for composing the report and Mr. Ikhtisar Ali, Programmer for carrying out data analysis.

Dr. Pervez Aslam Shami
(Izaz-e-Fazeelat)
Director General

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Executive Summary

Since independence in 1947 till the promulgation of National Education Policy 1972, the private sector played an important role in the development of education system in the country. But under this policy 19,432 privately managed educational institutions were nationalized. This was a setback for the private sector, which created major hurdles in further expansion of private sector. However, National Education Policies 1979, 1992 and 1998-2010 made provisions for the involvement of private sector in the process of educational development in the country. Consequently private sector is substantially contributing in quantitative expansion and qualitative improvement of education system. A large number of educational institutions are privately managed and tough competition is found among these institutions for producing quality of education.

Unfortunately, information about private schools is not available due to which real situation in respect of their contribution in the development and promotion of education at national level is not known. It is imperative to have accurate and reliable data on the private schools at national level in order to ascertain the real contribution of private sector. AEPAM plays a leading and coordinating role in providing data to policy makers under the National Education Management Information System (NEMIS) Project. The main objectives of NEMIS Project Phase-III are as under:

- To help ensure data generation capabilities of the EMIS cells under the new set-up of Devolution of Power, Education Sector Reform (ESR).
- To develop a management capacity of the system and EMIS data analysis and utilization for improved decision at various levels under the newly set-up district governments.
- To develop and maintain website for EMIS within the context of EFA and ESR.
- To furnish provincial EMIS centers with necessary Hardware, Software etc.
- To strengthen EMIS infrastructure of Ministry of Education and P&D Division.
- To collect data as needed under the Devolution of Power at district level.
- To develop district statistical profiles under devolution of power.

Under NEMIS Project Phase-III it was proposed that a National Sample Survey of Private Schools should be conducted so that enrolment projection could be made on the basis of empirical evidences. Consequently this study was designed to assess the trends of private education institutions in terms of enrolment, teachers, and availability of physical facilities with the “Census of Private Educational Institutions” conducted by Federal Bureau of Statistics between 1999- 2000 and to review the role of private sector in the expansion of education in Pakistan. The survey was conducted in

ten districts with at least 17 schools from each district. Detail of Sample distribution is given below:

S#	District	Primary	Middle	High	High Sec.	Total
1	Islamabad	6	2	8	1	17
2	Faisalabad	2	6	13	-	21
3	Multan	2	6	13	2	23
4	Rawalpindi	-	7	16	1	24
5	Sukkur	-	8	8	3	19
6	Karachi	1	5	15	-	21
7	Quetta	5	3	9	-	17
8	Peshawar	2	11	13	-	26
9	Abbottabad	3	5	10	6	24
10	Khyber Agency	1	9	13	1	24
Total		22	62	118	14	216

Major findings:

1. It was found that co-education institutions were given preference than boys and girls school by the owners while establishing educational institution in the private sector. In Islamabad, Rawalpindi, Sukkur, Karachi, Quetta and Khyber Agency almost there were 100% co-education institutions. As far as rural urban disparity was concerned, more private institutions were established in the urban area than in rural area.
2. Thirty seven percent schools had affiliation with the Boards of Intermediate and Secondary Education whereas 38% were recognized in the sample districts. Further more in Islamabad, no procedure for registration of private schools exists. Therefore in Islamabad, 100% private schools were found un-registered. Hence, in other districts, almost all the schools had registration with education department. The management of private institutions was also requested to give their personal opinion about compulsory registration. Most of the respondents favoured compulsory registration of private schools.
3. It was found that 152 schools were managed by the individuals, which indicates that private schools were established for self-employment.
4. Most of the private schools adopted English as medium of instruction. In Islamabad 100% institutions were English medium, whereas in districts of Faisalabad, Multan and Quetta, almost 50% used Urdu language as medium of instruction.

5. Most of the private schools followed either Federal or Provincial approved curricula whereas some institutions followed provincial curricula combined with oxford books.
6. In Islamabad 82% private schools were managed in rented buildings. In other districts; 59% in Quetta, 58% in Sukkur, 52% in Multan, 52% in Karachi, 43% in Faisalabad and 42% in Khyber Agency schools had their own buildings.
7. Enrolment growth rate was calculated on the basis of data collected by the Research team and data provided by the EDOs. According to the data collected by the Research team the overall enrolment growth was 14% in 2000 to 2004. It was found that growth rate at primary level was 13% in 2000-2002, which reduced to 12% in 2004. The middle level growth increased from 14% in 2000 to 17% in 2004 and at secondary level it increased from 16% to 17% during this period. However, the enrolment at higher secondary increased from 24% to 30% from 2002-2004.

Slightly difference was found between data provided by EDOs and information collected by the research team. According to the information provided by EDOs the enrolment growth was 13% at national level, 14% at primary 8% at middle, 19% at high and 11% at higher secondary level in 2002-2004 respectively. As difference was found in the calculated growth rate on the basis of information collected by two different sources. The average enrolment growth rate was calculated for drawing rational conclusion. The average overall growth rate was 13% and 14% at primary level in 2000-2002, which decreased to 13% in 2004. Whereas, it was 13% in year 2000-2002 and 12% in year 2004 respectively at middle level. Enrolment growth rate at higher secondary level was 13% in 2000-2002, which increased in year 2004 upto 21%. On the basis of this comparative analysis of the growth rate, it was concluded that overall enrolment growth rate was 13% at primary level it was 12% at middle and 18% at secondary level respectively.

8. Total 4962 teachers (1566 male and 3396 female) had got job in the teaching profession in the sample schools. It was further found that female had got more opportunities than male of getting the job in private schools. As far as professional training was concerned, there were 299 P.T.C. 342 with C.T. qualification. 1045 with Bachelor, (B.Ed) degree and 210 with M.Ed. degree. It was deplorable to note that more than half of the total number of teachers (2779) were untrained. Whereas 1230 non-teaching staff members had been given employment in private sample schools.

9. Basic physical facilities such as electricity, water, latrine, boundary wall, all these facilities were available in most of the sample schools. However, 52% schools in Rawalpindi district had boundary wall. As far as other facilities were concerned, 61% schools had Science Lab. 65% play ground and Computer Lab. Whereas 77% had library facility for their students.