

EXECUTIVE SUMMARY

The National Education Census (NEC) 2005 has been conducted for the first time in the history of Pakistan. Reliable, accurate and comprehensive database is a prerequisite for any type of planning. Obviously planning and management of education system at all levels also requires information based on the comprehensive database including all categories of educational institutions in the country. Thus the need for National Education Census was being felt from all quarters for more informed and visionary policy formulation, decision-making, efficiency, effective reforms and quality of education.

In the past incomplete database was being used which had partial information of private sector schools, colleges and universities, technical and vocational education, professional institutions, deeni madaris etc. There was no data to visualizing the total expenditure on education, as expenditure by the private sector was not available. Planning of education was affected because of the incomplete data, which is clear from the existing gap between planning and implementation. Even at international level our ranking among the countries of the world remained low due non-availability of complete data which sometime caused embarrassment for the authorities.

Keeping in view the multiple concerns the Ministry of Education decided to conduct National Education Census (NEC) 2005 in collaboration with Academy of Educational Planning and Management (AEPAM) and Federal Bureau of Statistics (FBS), Statistics Division. The census aimed at complete enumeration of all categories of educational institutions in the country and establishment of comprehensive National Data Bank on Education.

The National Education Census (NEC) covered 245,682 institutions which includes public and private schools, colleges and universities, professional institutions, vocational and technical institutions, mosque schools, deeni Madaris, non-formal basic education centres, distance education centres, special education institutions etc. The census has primarily focused to gather data on the level, type and management of the institution, enrolment, teaching staff and their qualifications and training, non-teaching staff, medium of instruction, building and other facilities available and expenditure. The data on different aspects of institutions have been collected for the year 2004-05.

Methodology:

Following the model of Population Census 1998 the whole country was divided into 26,809 urban blocks and 50,582 villages.

Data collection tools were developed and pre-tested along with instructional manual for the use of field staff.

1100 enumerators were recruited and given training through master trainers before field operation.

Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries of Education, District Nazims and heads of the universities were contacted to facilitate and cooperate in the census.

Field operation that was initiated in November 2005 was completed in May 2006. The entire data collection activity was carried out through 34 Regional/Field Offices of FBS. The filled in questionnaires were retrieved back at Islamabad where editing process was carried out through a team of editors especially recruited and trained for the job. After cleaning and processing the data, reports were produced as per tabulation plan prepared by AEPAM.

In order to ensure complete coverage, accuracy and adherence to the timeframe a comprehensive monitoring process was devised by FBS and Ministry of Education. The teams of monitors of FBS and Ministry of Education continuously tracked the data collection process through out the country.

Information collected through census has been disaggregated by province/regions, level (primary, middle, secondary etc.), management (public, private etc.), location (urban/rural), gender (male/female) etc. Since this is the first comprehensive education census in the country therefore its results are not directly comparable with the data collected through administrative set up. However, where found necessary comparisons have been made with the available data from National Educational Management Information System (NEMIS) and other sources.

Major Features of NEC:

National Education Census (NEC) 2005 is a milestone as its outcomes provides a comprehensive picture of education in Pakistan and complete enumeration of all the categories of educational institutions.

NEC data reveals that out of 26,809 urban blocks, 6149 were without institutions and out of 50,585 villages, 10,908 had no institutions.

The total number of institutions covered in the census is 245,682 out of which 164,579 are in public sector and 81,103 are in private sector.

From the covered institutions 12,737 (11,589 schools and 1,148 others (almost all are in public sector) have been reported as non-functional. The Sindh province has reported the largest share of non-functional institutions i.e. 7,442 around 58.5%. Similarly there were 4,126 and 1,028 cases of refusal and out of reference period respectively. The refusal cases are about 1.7% of the total, which is quite satisfactory for such type of census. After excluding non-functional, refusals and out of references cases the net number of institutions for which the data is collected is 227,791.

The over all enrolment in the institutions is recorded as 33.380 Millions with teaching staff of 1.357 Million. In 151,744 Public Institutions the enrolment and teaching staff have been reported as 21.258 and 0.724 Million respectively. Whereas the 76,047 institutions in Private Sector have 12.121 Million enrolment and 0.633 Million teaching staff. The results are further discussed below by type of institutions, enrolment, availability of facilities, buildings, medium of instruction, expenditure etc.

Schools:

The census after excluding non-functional, refusal and out of reference has covered 201,092 schools (Pre-primary = 1081, Mosque = 14,123, Primary = 122,349, Middle = 38,449, Secondary = 25,090). If schools are disaggregated according to public and private sectors then 144,732 Public Schools (pre-primary = 287, Mosque = 14,035, Primary = 105,526, Middle = 14,334 and Secondary = 10,550) and 56,360 Private Schools (pre-primary=794, Mosque = 88, Primary = 16,823, Middle = 24,115 and Secondary = 14,540) have been covered. The public sector schools covered in census for the year 2004-05 are 156,864 compared to 159,613 schools of NEMIS. The enrolment in public sector schools is 19.65 Million compared to 19.44 Million enrolment of NEMIS.

Inter and Degree Colleges:

The census has reported 1,882 colleges in the entire country out of which 1,025 are in public sector and 857 in private sector. The enrolment is 1,158,489 out of which public colleges house 936,632 students. Among them 53% are females.

Universities:

The total number of public and private universities and degree awarding institutions in Pakistan are 114 (2005-06). However, NEC 2005 covers information of 49 (31 public and 18 private) General Universities having 194,971 enrolments. Whereas technical/professional universities have been grouped along with related institutions.

Technical/Professional:

The census has covered 1,324 Technical/Professional Institutions out of these 426 are in public and 898 in private sector. The total enrolment is reported as 361,534 out of which 103,179 are in public and 258355 is in private sector.

Vocational/Poly Technique:

NEC has covered 3,059 vocational/poly technique institutions (916 public and 2,143 private). Similarly the overall enrolment is recorded as 238,687 (89,646 public and 149,041 private).

Non-Formal Basic Education (NFBE) Centres:

The census has covered 4,831 NFBE centres whereas the Ministry of Education report indicates 10512. The less coverage may be due to their typical nature of functioning within the dwelling units without any proper identification as of other schools.

Deeni Madaris:

It is the first time that Deeni Madaris have been individually enumerated through a census. Out of 12,979 Deeni Madaris, 12,153 Madaris provided the information and the enrolment is recorded as 1,549,242.

Availability of basic facilities in Public Institutions:

In Public Sector Institutions 37.8% are without any Boundary wall, 32.3% without Drinking water, 56.4% without Electricity, 40.5% without Latrine and 6.8% without Building. The non-availability of basic facilities is predominately in schools and in rural areas.

Educational Institutions by Ownership and Condition of Building:

The census has revealed that 83.3% of the public schools are in government buildings followed by 5.7% rent free. The private institutions are predominately housed either in rented (43.1%) or owned (42.8%) buildings followed by 11.6% in rent free.

Further 51.6% buildings of all the institutions are in satisfactory conditions and 42.7% need major or minor repair. However, 5.7% buildings have been reported in dangerous condition.

Medium of Instructions in Educational Institution:

Public Sector Institutions predominantly (68.3%) follow Urdu as medium of instruction followed by 22.4% have Sindhi medium of instruction and only 1.4% have English as medium of instruction. In Sindh Public Schools in rural area almost all follow Sindhi as medium of instruction. In Private Sector 57.2% follow Urdu as medium of instruction and 28.4% institutions follow English.

Expenditure on Education:

The census results indicate that expenditures in private sector institutions during 2004-05 are Rs. 35.91 billion which are three time higher as compared to last census of Private Educational Institutions conducted in 2001. The public Sector expenditure on education is about Rs.132 billion. The private sector spending on education is higher

than reported in this census because about 9000 institutions have refused to provide the information on expenditures.

Basic Educational Indicators:

In public sector institutions there are 140 students per institution against 159 in Private Sector. Similarly there are 29 students per teacher and 5 teachers per institution in public sector compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs Female student ratio indicates that 135 and 127 Male students against 100 Female students are studying in public and private institutions respectively.

NATIONAL EDUCATION CENSUS 2005

INTRODUCTION

Since the inception of Pakistan, the Ministry of Education is striving for quality education in the country. It is a fact that the educational activities have expanded many folds in the country and touching new dimensions. The planning, management and controlling of hydra-headed educational activities is not possible without reliable, accurate and comprehensive data. The Ministry of Education is constantly focusing its efforts to achieve vast proportion of its goals and also overcome the complexities in education system. It has addressed along with other areas the effective management of acquisition and supply of relevant information for educational planning and informed decision making.

Moreover, the quantitative statistical approach in educational planning and management is of utmost importance. Various dimensions of data have significant implications in planning for the future. Hence all the plans for improvement and expansion of the educational system need to be facilitated with relevant data for properly designing and casting. The feasibility of such plans depends on the adequacy and accuracy of the data collected and analyzed for making future projections. To cater for the needs and to have a comprehensive database on education the Ministry of Education decided to initiate National Education Census (NEC) 2005.

National Education Census (NEC) 2005 has been conducted for first time in the history of Pakistan for complete enumeration of all categories of institutions in the country.

Rationale:

Following major facts formulated the basis for National Education Census:

- Lack of comprehensive National Data Bank on Education.
- Non-availability of public and private sector data on college education, technical and vocational education, teacher education, professional institutions, etc (engineering, medical, law, agriculture, home economics, etc.) universities and deeni madaris.
- Non-Visualization of expenditure on education by private sector.
- Embarrassment in the international circle due to insufficient information.
- Inappropriate reflection of Pakistan in international ranking (135).
- Concern of all Provincial Education Ministers and regional heads as well as planners and managers.
- Dependency and reliance on estimated data for Planning and decision-making.
- Incomplete data for computation of education indicators for EFA, MDGs, PRSP etc.
- Strengthening of education management information system and online dissemination.

Keeping in view the demand, needs and concerns for the requirement of data, the Ministry of Education launched National Education Census in November 2005 to achieve the following major objectives.

Objectives:

Major objectives of the National Education Census are as under:

- Census/Enumeration of all categories of educational institutions in the country
- Establishment of comprehensive National Data Bank on Education and facilitating online service for sharing and dissemination
- Collect information of each and every institution in Pakistan
- Support decision makers and educational managers in planning, management, resource allocations, monitoring and evaluation of education sectors at different levels
- Cater the requirements of national and international agencies/institutions

Methodology:

Following the model of Population Census 1998, the whole country was divided into 26,809 urban blocks and 50,582 villages.

Data collection tools were developed and pre-tested. A copy of the draft questionnaire was also provided to the UNESCO, for comments and assurance to meet the international standards. Necessary improvements were made in the questionnaire based on feedback. The Technical Advisory Committee approved the final version of the NEC questionnaire before printing.

The Academy of Educational Planning and Management (AEPAM) prepared Instructional Manual for the use of master trainers and field staff in collaboration with Federal Bureau of Statistics (FBS).

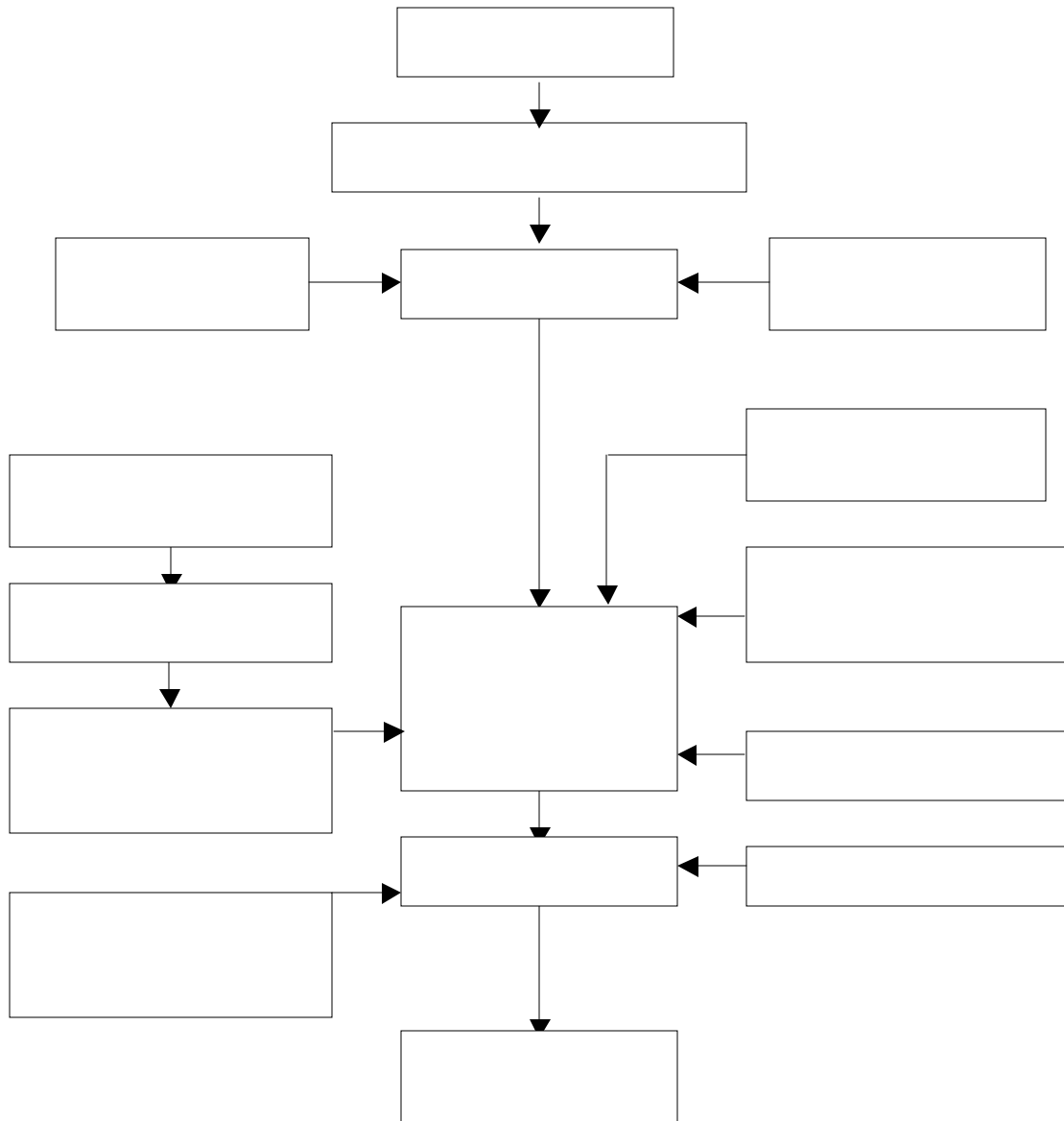
A three-day workshop was organized to train master trainers. The master trainers were drawn from the Regional and Field Offices of the FBS.

For data collection 1100 enumerators were recruited and special training programs of three days duration were organized in each Regional and Field Offices of the FBS. The master trainers conducted these training programs before launching the field operation.

Realizing the need for public awareness Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries for Education and District Nazims were requested to extend their cooperation in field operation.

Executive District Officers (Education), administrators of privately managed schools and heads of the universities were also contacted for their assistance and cooperation during the census.

NEC OPERATIONAL FRAMEWORK



The Federal Minister for Education inaugurated the field operation on November 22, 2005 at City School Campus, Islamabad. The FBS simultaneously initiated the field operation throughout the country to cover 26,809 urban blocks and 50,582 villages. The entire data collection activity was carried out through 34 Regional/Field Offices of Federal Bureau Statistics (FBS) and was completed in May 2006. Data of National Education Census was collected by combination of personal interview and record based techniques.

In order to ensure complete coverage, accuracy and adherence to timeframe a comprehensive monitoring process was devised by FBS and Ministry of Education. The teams of monitors of FBS and Ministry of Education continuously tracked the data collection process through out the country. Each supervisor checked 10% of the work of each enumerator. Moreover, working committee comprising members of FBS and AEPAM regularly met twice a week to monitor the progress and resolve issues arising during the field operation.

For the presentation of data the tabulation plan was developed by the AEPAM in collaboration with FBS. The filled in questionnaires were retrieved back at Islamabad where editing process was carried out through a team of editors especially recruited and trained for the job. The FBS Data Processing Centre at Islamabad carried out the data cleaning and processing. The reports were produced as per tabulation plan prepared by the AEPAM.

Method of Data Collection:

For the collection of data following method was followed:

- I. The enumerators visited villages in rural areas and Enumeration Blocks in urban areas assigned to him/her by the concerned Regional/Field Office. The enumerators in a rural areas first met village headman or Patwari/Tapedar to locate the boundary of the village. He/she started his/her work from some well-known point in the village i.e. mosque, school etc. and proceeded in a systematic way in the enumeration area and filled-in the questionnaire of first educational institution which he/she found as per instructions. He/she recorded the particulars of the institution on the Listing Form as well which was already provided. After completing the enumeration of first institution he/she moved to the next institution and recorded this school on the Listing Form and filled in the questionnaire and so on. In urban area the enumerator identified the boundaries of enumeration block with the help of sketch map provided by the concerned Regional/Field Offices. The listing/enumeration was completed in the same manner as explained for Village.
- II. Every enumerator was instructed to contact the head of the institution and if not available then the next senior. He/she showed the introductory letter issued by the Ministry of Education and explained briefly about the objectives of the census. Most of the information, which was sought, was based on the record of the institution. If institution authority indicated that they need little time to fetch the information from their record then enumerator visited the next institution and returned back as per agreement. Enumerators were advised to keep Manual of Instruction with them at the time of visit to the institutions so that if any thing needed can be explained and clarified.
- III. After getting all information on the questionnaire the enumerator got the certificate signed from the responding authority of the institution.

- IV. Non-functional or closed institutions were reported after verifying from the responsible people of the area.
- V. In case of refusal or reluctance to provide certain information the cases were brought into the notice of supervisor for assistance. .

Coverage:

The National Education Census covered all the educational institutions run by Government, Semi Government, Autonomous Departments, Armed Forces, Private, Community, trust, NGOs etc. as under:

1. Schools
2. Colleges
3. Universities
4. Professional institutions
5. Vocational and Technical institutions
6. Deeni Madaris
7. Mosque schools
8. Special Education institutions
9. Distance Education centres
10. Non-formal Basic Education centres etc.

Tuition Centers where students studying in other institutions come for additional coaching have not been covered. Educational Academies with independent certificate/degree programs have been included except those where students come from other institutions for additional coaching.

Following Blocks and Villages in Urban and Rural areas were visited to cover the all categories of educational institutions:

Region	Total Areas	
	Urban (Blocks)	Rural (Villages)
Punjab	14,978	26,001
Sindh	9,029	5,871
NWFP	1,913	7,337
Balochistan	615	6,557
FATA	-	2,596
FANA	64	566
Azad Jammu Kashmir	210	1,654
Pakistan	26,809	50,582

Data Analysis:

The National Education Census 2005 addressed following major indicators:

1. Number of Institutions,
2. Enrolment,
3. Teaching Staff,
4. Non-teaching Staff,
5. Medium of Instruction,
6. Facilities: Science laboratories, library, computers, printers, play ground, hall, furniture, boundary wall, toilet, electricity, gas, drinking water etc.
7. Expenditure, etc.

Information collected through the census has been disaggregated into Provinces/ regions, type, level (primary, middle, secondary etc.), management (public, private etc.), location (urban/rural), gender (male/female) etc.

Since this is the first comprehensive education census in the country therefore its results are not directly comparable with the data collected through Administrative set up. However, where found necessary comparisons have been made with the available data from National Education Management Information System (NEMIS) and other sources.

Reference Period:

Reference Period for this census is 31st January 2005 for enrolment, teaching staff and building but for expenditure the information was collected for the entire year i.e. from July 2004 to June 2005 (2004-2005).

Data Quality:

In order to have quality data strong monitoring mechanism was devised and followed:

- i) Supervisors in the Regional/Field Officers were required to check the 10% work of Enumerators
- ii) Teams from FBS headquarter were sent throughout field operations in all parts of the country to check the quality of work as well to ensure complete coverage.
- iii) Ministry of Education had also deputed their monitoring teams and these teams checked the field operations from all aspects i.e. coverage and quality.

Problems:

- **Winter Vacations**

Field Operation was started on in November 2005 just after completing training of field staff. The Educational Institutions remained closed due to winter vacation for most of the time in December 2005 and January 2006 and in some

northern areas up to 15th March 2006, which caused delay in data collection activities and its further processing.

- **Reluctance (Non Co-operation)**

Among the private institutions and Deeni Madaris a number of heads of educational institutions were reluctant to supply the information particularly regarding income and expenditure due to fear of tax imposition. Despite repeated clarifications that individual data will be kept confidential and that only aggregate data will be used for official purposes, even then some of the respondents were reluctant to supply the needed data.

Limitations:

- i. This census covered Public and Private educational institutions set up on 31st January 2005. As such the institution established after 31st January 2006 were not included in the data.
- ii. Tuitions centres have not been included in this census.
- iii. There were problems in the identifications of NCHD and NFBE centres as majority of these are functioning in the already existing schools and dwelling units respectively without showing their own identity. This factor may have caused less reporting of these institutions.

MAJOR FEATURES

MAJOR FEATURES

The importance of educational statistics for successful planning and efficient administration in education can hardly be over-emphasized. The need for accurate and timely data is being increasingly felt in every sphere engaged in the task of educational planning and development.

To realize the goals it was felt that there was a need for data consolidation and interpretation at national, as well as provincial levels. Now since the district governments are functional, they need different data sets to prepare district plans, longitudinal studies in education as well as learning materials etc.

Further, within the context of EFA, MDG, commitments to international declarations and recent devolution on education reforms, it was desired that at various levels data on all categories of educational institutions be furnished to decision makers. Therefore, in order to facilitate in evidence-based formulation and result oriented program implementation and monitoring, efforts were made to carryout National Education Census (NEC) across the country.

After compilation and consolidation of NEC data, an attempt has been made to prepare national and provincial documents consisting of the comprehensive education data by level, type etc. It will help in computing education indicators for the preparation and implementation of educational development plans and its monitoring.

Major features and findings of the National Education Census are as under:

1. Institutions covered in NEC, 2005

Table No. 1: Total Number of Institutions Covered in NEC, 2005.

Area	Total	Public	Private
Pakistan	245,682	164,579 (67.0)	81,103 (33.0)
Punjab	115,311	66,770 (57.9)	48,541 (42.1)
Sindh	59,312	46,738 (78.8)	12,574 (21.2)
NWFP	40,706	29,430 (72.3)	11,276 (27.7)
Balochistan	11,492	9,742 (84.8)	1,750 (15.2)
ICT	1,348	598 (44.4)	750 (55.6)
FATA	5,344	4,704 (88.0)	640 (12.0)
FANA	4,366	1,505 (34.5)	2,861 (65.5)
AJK	7,803	5,092 (65.3)	2,711 (34.7)

Figures in parenthesis are percentages.

During the census, it was revealed (Table No.1) that in all 245,682 institutions including all categories of education were enumerated, of which, 164,579 (67 percent) were public sector institutions and 81,103 (33 percent) were privately sector institutions.

The Area wise picture indicated that out of the total 245,682 educational institutions, 115,311 (47 percent) were in Punjab of which, 66,770 (58 percent) were public sector and 48,541 (42 percent) were private sector institutions.

Sindh shares 59,312 (24 percent) of the total institutions, out of which 46,738 (about 79 percent) were public sector and 12,574 (21 percent) were private sector institutions.

In NWFP, 40,706 (17 percent) were covered out of which 29,430 (72 percent) were public and 11,276 (28 percent) were private sector institutions.

In Balochistan, there were 11,492 (4.7 percent) institutions of which, 9,742 (about 85 percent) were public and 1,750 (15 percent) were private sector institutions.

In Islamabad Capital Territory (ICT), there were 1,348 (0.5 percent) institutions. Out of this 598 (44 percent) were public and 750 (56 percent) were private institutions.

In Federally Administered Tribal Area (FATA), there were 5,344 (2.2 percent) institutions of which, 4704 (88 percent) were public and 640 (12 percent) were private institutions.

Table No.2: Number of institutions by Functional, Non-Functional and Out of Reference Period

Area	No of Institutions Covered	Number of Institutions			
		For which data is collected	Non-Functional	Refusal	Out of Reference Period
Pakistan	245,682	227,791 (92.7)	12,737 (5.2)	4,126 (1.7)	1,028 (0.4)
Punjab	115,311	110,459 (95.8)	2,742 (2.4)	1,679 (1.5)	431 (0.4)
Sindh	59,312	51,006 (86.0)	7,442 (12.5)	659 (1.1)	205 (0.3)
NWFP	40,706	37,761 (92.8)	1,781 (4.4)	1,005 (2.5)	159 (0.4)
Balochistan	11,492	10,986 (95.6)	306 (2.6)	181 (1.6)	19 (0.2)
ICT	1,348	1,189 (88.2)	23 (1.7)	129 (9.6)	7 (0.5)
FATA	5,344	5,145 (96.3)	123 (2.3)	69 (1.3)	7 (0.1)
FANA	4,366	3,977 (91.1)	128 (2.9)	80 (1.8)	181 (4.1)
AJK	7,803	7,268 (93.1)	192 (2.5)	324 (4.1)	19 (0.2)

Figures in parenthesis are percentages.

In Federally Administered Northern Area (FANA), there were 4,366 (1.8 percent) institutions. Out of this 1,505 (34.5 percent) were public and 2,861 (65.5 percent) were private sector institutions.

In Azad Jammu & Kashmir (AJK), there were 7,803 (3.2 percent) institutions. Out of this 5,092 (65.3 percent) were public and 2,711 (34.7 percent) were private institutions.

It is to be noted that private sector institutions are growing rapidly, i.e., from 36,096 institutions in 1999-2000 as compared to 81,103 educational institutions in 2005 showing thereby an annual average increase of 25 percent.

2. Database of Functional and Non-Functional Institutions

The analysis of 245,682 institutions covered in the census (Table No.2), constitutes 227,791 (92.7 percent) those institutions for which data was collected; 12,737 (5.2 percent) institutions were non-functional; 4,126 (1.7 percent) were refusal cases and 1028 were (0.4) out of reference period new institutions.

In Punjab province, out of 115,311 institutions, 110,459 (95.8 percent) institutions were those for which data was collected. 2,742 (2.4 percent) were non-functional institutions, 1,679 (1.5 percent) refused cases and 431 (0.4 percent) were out of reference period.

In Sindh, out of 59,312 institutions, 51,006 (86 percent) institutions were those for which data was collected; 7,442 (12.5 percent) were non-functional, 659 (1.1 percent) were refusal cases and 205 (0.3 percent) were out of reference period institutions.

In NWFP, there were 40,706 institutions of which, 37761 (92.8 percent) were those for which data was collected; 1,781 (4.4 percent) were non-functional institutions; 1,005 (2.5 percent) were refusal cases and 159 (0.4 percent) were out of reference period.

In Balochistan, out of 11,492 educational institutions, 10,986 (95.6 percent) institutions were those for which data was collected; there were 306 (2.6 percent) non-functional institutions; 181 (1.6 percent) refusal cases and 19 (0.2 percent) were out of reference period institution.

It depicts from the Table No.2 that the highest refusal cases were reported in ICT (9.6%) followed by AJK (4.1 percent), (NWFP 2.5) percent and others remained within the range of 1.1% to 1.8% whereas the highest out of reference period institutions (i.e. new institutions) were found in FANA (4.1 percent) the remaining areas shows a very low percentage (i.e. 0.1% to 0.5%) in this respect.

3. Institutions by Location

It appears from the Table No.3 that out of 227,791 institutions for which the information is collected, 167,446 (73.5 percent) institutions were in rural areas and 60,345 (26.5 percent) were in urban. In Punjab out of 110,459 (48.5 percent) institutions, 77,054 (69.8 percent) were located in rural and 33,405(30.2) percent in urban.

Table No. 3: Number of Institutions by Location

Area	Total	Rural	Urban
Pakistan	227,791	167,446 (73.5)	60,345 (26.5)
Punjab	110,459	77,054 (69.8)	33,405 (30.2)
Sindh	51,006	34,056 (66.8)	16,950 (33.2)
NWFP	37,761	31,849 (84.3)	5,912 (15.7)
Balochistan	10,986	9,093 (82.8)	1,893 (17.2)
ICT	1,189	618 (52.0)	571 (48.0)
FATA	5,145	5,145 (100.0)	-
FANA	3,977	3,535 (88.9)	442 (11.1)
AJK	7,268	6,096 (83.9)	1,172 (16.1)

Figures in parenthesis are percentages.

In Sindh, out of 51,006 institutions 34,056 (66.8 percent) were rural institutions and 16,950 (33.2 percent) were urban institutions. Again, in NWFP, out of 37,761 there were 31,849 (84.3 percent) rural institutions and 5,912 (15.7 percent) were urban institutions.

In Balochistan, there were 10,986 institutions out of which 9093 (82.8 percent) were rural and 1,893 (17.2 percent) were urban institutions.

In ICT out of 1,189 institutions 618(52 percent) were rural and 571 (48 percent) were urban. As there are no urban localities in FATA so all the institutions located in rural localities. In FANA, out of 3,977 institutions, 3535 (88.9 percent) were in rural and 442 (11.1 percent) were in urban areas.

In AJK there were 7,268 institutions of which, 6,096 (83.9 percent) were rural and 1,172 (16.1 percent) were urban institutions.

Table No. 4: Number of Institutions by Sector

Area	Total	Public	Private
Pakistan	227,791	151,744 (66.6)	76,047 (33.4)
Punjab	110,459	63,962 (57.9)	46,497 (42.1)
Sindh	51,006	39,141 (76.7)	11,865 (23.3)
NWFP	37,761	27,720 (73.4)	10,041 (26.6)
Balochistan	10,986	9,433 (85.9)	1,553 (14.1)
ICT	1,189	566 (47.6)	623 (52.4)
FATA	5,145	4,583 (89.1)	562 (10.9)
FANA	3,977	1,435 (36.1)	2,542 (63.9)
AJK	7,268	4,904 (67.5)	2,364 (32.5)

Figures in parenthesis are percentages.

4. Institutions by Level and Sector

The data (Table No.4) reveal that Public Sector is major education provider with 151,744 institutions nearly two fold of Private Institution.

In Pakistan, the public sector institutions were 66.6 percent and in private sector these were 33.4 percent Observing the situation in the province/regions, it is found that in all provinces/regions public sector institutions, were more as compared to private sector except ICT and FANA.

5. Institution by Level and Location

Table No.5 reveals that out of 227,791 institutions 1081 (0.5 percent) were pre-primary schools; 14,123 (6.2 percent) were mosque schools; 122,349 (53.7 percent) were primary schools; 38, 449 (16.9 percent) were middle and 25,090 (11.0 percent) were secondary schools and 12,153 (5.3 percent) were Deeni Madaris rest 14,546 (6.4%) were other institutions including British System of education, Inter and Degree Colleges, General Universities, Technical Professional, Vocational and Poly Techniques, NFBE and other institutes .

It is appeared that out of 227,791 institutions 167,446 (73.5 percent) were rural institutions and 60,345 (26.5 percent) were urban institutions.

Out of 1081 institutions 589 (54.5 percent) were rural pre-primary schools and 492 (45.5 percent) were urban schools.

Table No. 5: Number of Educational Institutions by Level and Location

Level of Institutions	Total	Rural	Urban
Total	227,791	167,446 (73.5)	60,345 (26.5)
Pre-Primary	1,081	589 (54.5)	492 (45.5)
Mosque School	14,123	12,995 (92.0)	1,128 (8.0)
Primary	122,349	103,863 (84.9)	18,486 (15.1)
Middle	38,449	23,986 (62.4)	14,463 (37.6)
Secondary	25,090	11,971 (47.7)	13,119 (52.3)
British System	281	29 (10.3)	252 (89.7)
Inter and Degree College	1,882	470 (25.0)	1,412 (75.0)
General Universities	49	13 (26.5)	36 (73.5)
Technical /Professional	1,324	129 (9.7)	1,195 (90.3)
Vocational/Poly Technique	3,059	802 (26.2)	2,257 (73.8)
NFBE	4,831	3,726 (77.1)	1,105 (22.9)
Deeni Madaris	12,153	6,658 (54.8)	5,495 (45.2)
Others	3,120	2,215 (71.0)	905 (29.0)

Figures in parenthesis are percentages.

There were 14,123 mosque schools of which, 12,995 (92.0 percent) were in rural areas and 1,128 (8.0 percent) were in urban areas.

Out of 122,349 primary schools, 103,863 (84.9 percent) were rural schools whereas 18,486 (15.1 percent) were urban schools.

There were 38,449 middle schools out of which 23,986 (62.4 percent) were rural middle schools and 14,463 (37.6 percent) were urban middle schools.

Again, out of 25,090 secondary schools, 11,971 (47.7 percent) were rural secondary schools and 13,119 (52.3 percent) were in urban areas.

There were 12,153 Deeni Madaris out of which 6,658 (54.8 percent) were in rural areas and 5495 (45.2 percent) were in urban areas.

The remaining were 14,546 institutions out of which 7,384 (50.8%) were in rural areas and 7,162 (49.2%) were in urban areas.

6. Level of Institutions by Sector

Out of 122,349 Primary institutions (Table No. 6) 105,526 (86.2 percent) were in public sector where as 16,823 (13.8 percent) were in private. However, Middle and Secondary level schools were reported more in private sector as compared to public sector. Middle schools are 24,115 in private sector (62.7 percent) as compared to

14,334 (37.3 percent) in public sector. Similarly Secondary level schools were 14,540 (58.0 percent) and 10,550 (42.0 percent) in private and public sectors respectively.

It is observed that there were 1,882 colleges in the country of which, 1025 (54.5 percent) were in public sector and 857(45.5 percent) in the private sector.

It is also revealed that most of the Deeni Madaris were private (97.1 percent) as compared to public sector (2.9 percent).

Table No. 6: Number of Private and Public Educational Institutions by Level

Level of Institutions	Total	Public		Private	
Total	227,791	151,744	(66.6)	76,047	(33.4)
Pre-Primary	1,081	287	(26.5)	794	(73.5)
Mosque School	14,123	14,035	(99.4)	88	(0.6)
Primary	122,349	105,526	(86.2)	16,823	(13.8)
Middle	38,449	14,334	(37.3)	24,115	(62.7)
Secondary	25,090	10,550	(42.0)	14,540	(58.0)
British System	281	11	(3.9)	270	(96.1)
Inter. and Degree Colleges	1,882	1,025	(54.5)	857	(45.5)
General Universities	49	31	(63.3)	18	(36.7)
Technical /Professional	1,324	426	(32.2)	898	(67.8)
Vocational/Poly Technique	3,059	916	(29.9)	2,143	(70.1)
NFBE	4,831	2,008	(41.6)	2,823	(58.4)
Deeni Madaris	12,153	354	(2.9)	11,799	(97.1)
Others	3,120	2,241	(71.8)	879	(28.2)

Figures in parenthesis are percentages.

7. Institution by Gender

The Table No.7 indicates that out of 227,791 institutions in the country, 57,868 (25.40 percent) were male institutions, 48,475 (21.3 percent) were female institutions and 121,448 (53.3 percent) were mixed institutions. In this census, the boys institutions were defined as the institutions where only boys are enrolled, girl's institutions defined as where only girls are enrolled and mixed institutions defined as where both boys and girls are enrolled.

In Punjab 29,376 (26.6 percent), 26,260 (23.8 percent), 54,823 (49.6 percent) are boys, girls and mixed institutions respectively.

Sindh shows 5,785 (11.3 percent), 6,352 (12.5 percent) and 38,869 (76.2 percent) for boys, girls and mixed institutions.

Table No. 7: Number of Educational Institutions by Gender and Province/Region

Area	Total	Boys	Girls	Mixed
Pakistan	227,791	57,868 (25.4)	48,475 (21.3)	121,448 (53.3)
Punjab	110,459	29,376 (26.6)	26,260 (23.8)	54,823 (49.6)
Sindh	51,006	5,785 (11.3)	6,352 (12.5)	38,869 (76.2)
NWFP	37,761	11,745 (31.1)	9,070 (24.0)	16,946 (44.9)
Balochistan	10,986	5,259 (47.9)	2,212 (20.1)	3,515 (32.0)
ICT	1,189	183 (15.4)	191 (16.1)	815 (68.5)
FATA	5,145	3,023 (58.8)	1,726 (33.5)	396 (7.7)
FANA	3,977	754 (19.0)	780 (19.6)	2,443 (61.4)
AJK	7,268	1,743 (24.0)	1,884 (25.9)	3,641 (50.1)

Figures in parenthesis are percentages.

In NWFP and Balochistan boy's institutions were in larger numbers 31.1 percent for NWFP and 47.9 percent for Balochistan.

It is also observed from the above table that Mixed institutions are more as compared to Boys and Girls institutions in all provinces/regions except FATA.

Table No. 8: Enrolment by Location and Province

Area	Total	Rural	Urban
Pakistan	33,379,578	19,159,897 (57.4)	14,219,681 (42.6)
Punjab	18,298,608	10,374,093 (56.7)	7,924,515 (43.3)
Sindh	6,552,795	2,551,368 (38.9)	4,001,427 (61.1)
NWFP	5,206,932	3,936,925 (75.6)	1,270,007 (24.4)
Balochistan	1,110,162	662,447 (59.7)	447,715 (40.3)
ICT	390,888	90,722 (23.2)	300,166 (76.8)
FATA	605,437	605,437 (100)	-
FANA	354,962	288,641 (81.3)	66,321 (18.7)
AJK	859,794	650,264 (75.6)	209,530 (24.4)

Figures in parenthesis are percentages.

8. Enrolment by Location

Table No.8 shows that the total enrolment was 33,379,578 out of which 19,159,897 (57.4 percent) was in rural areas whereas 14,219,681 (42.6 percent) was in urban areas.

The distribution of enrolment in each province indicates that Punjab enrolment was 18,298,608 (54.8 percent) out of the total enrolment 33,379,578 followed by Sindh 6,552,795 (19.6 percent); NWFP 5,206,932 (15.6 percent); Balochistan 1,110,162 (3.3 percent).

Province-wise urban and rural picture shows that the total enrolment of Punjab was 18,298,608 of which, 10,374,093 (56.7 percent) enrolment was in rural areas and 7,924,515 (43.3 percent) enrolment was in urban areas.

In Sindh, the total enrolment was 6,552,795. Out of this 2,551,368 (38.9 percent) was in rural areas whereas 4,001,427 (61.1 percent) was in urban areas.

In NWFP, there was a total enrolment of 5206,932 of which, 3,936,925 (75.6 percent) children were enrolled in rural areas and 1,270,007 (24.4 percent) were in urban areas.

The total enrolment in Balochistan was 1,110,162 of which, 662,447 (59.7) were enrolled in rural areas and 447,715 (40.3 percent) were in urban areas.

In ICT the total enrolment was 390,888 of which, 90,772 (23.2 percent) children were enrolled in rural areas and 300,166 (76.8 percent) in urban areas.

The enrolment in FATA was 605,437. As there are no urban localities in FATA so all the enrolment relates to rural areas.

In FANA, the total enrolment was 354,962 of which, 288,641 (81.3 percent) enrolment was in rural areas whereas 66,321 (18.7 percent) was in urban areas.

In AJK the total enrolment was 859,794 out of which 650,264 (75.6 percent) enrolment was in rural areas whereas 209,530 (24.4 percent) were in urban areas.

9. Enrolment by Gender

The gender situation of enrolment was analyzed in respect of each province. It was revealed (Table No.9) that out of 33,379,578 enrolment, the province of Punjab shared 18,298,608 (54.8 percent); Sindh 6,552,795 (19.6 percent), NWFP 5206,932 (15.6 percent); Balochistan 1,110,162 (3.3 percent). Four regions i.e., ICT, FATA, FANA and AJK shared 2211081 (6.6 percent).

From the data, the gender parity indices were determined. It is observed that in Punjab province the gender parity index (GPI) was 0.87 which means that against 100 boys there were 87 girls enrolled. This was followed by Sindh (0.70); NWFP (0.57); Balochistan (0.56); ICT (0.87); FATA (0.38); FANA (0.86) AND AJK (0.85). The minimum GPI was noticed in FATA, which may be due to their customs/culture and social taboos. The overall GPI was 0.76.

Table No. 9: Enrolment by Gender and Province

Province/Area	Total	Boys	Girls
Pakistan	33,379,578	18,981,213 (56.9)	14,398,365 (43.1)
Punjab	18,298,608	9,795,492 (53.5)	8,503,116 (46.5)
Sindh	6,552,795	3,844,929 (58.7)	2,707,866 (41.3)
NWFP	5,206,932	3,322,543 (63.8)	1,884,389 (36.2)
Balochistan	1,110,162	713,683 (64.3)	396,479 (35.7)
ICT	390,888	208,998 (53.5)	181,890 (46.5)
FATA	605,437	440,285 (72.7)	165,152 (27.3)
FANA	354,962	190,621 (53.7)	164,341 (46.3)
AJK	859,794	464,662 (54.0)	395,132 (46.0)

Figures in parenthesis are percentages.

Regarding the gender distribution, it was noted that in Punjab province out of 18,298,608 students 9,795,492 (53.5 percent) were boys and 8,503,116 (46.5 percent) were girls. In Sindh out of total 6552,795 students, 3,844,929 (58.7 percent) were boys and 27,07,866 (41.3 percent) were girls. In NWFP Province, there were 5,206,932 students of which, 3,322,543 (63.8 percent) were boys and 1,884,389 (36.2 percent) were girls. In Balochistan there were 1,110,162 students out of which 713,683 (64.3 percent) were boys and 396, 479 (35.7 percent) were girls. In ICT there were 390,888 students out of which 208,998 (53.5 percent) were boys and 181,890 (46.5 percent) were girls. In FATA there were 605,437 students of which, 440, 285 (72.7 percent) were males and 165,152 (27.3 percent) were females. In FANA, there were 354,962 students. Out of this 190,621 (53.7 percent) were males and 164, 341 (46.3 percent) were females. In AJK, there were 859,794 students of which, 464,662 (54.0 percent) were boys and 395,132 (46.0 percent) were girls.

10. Enrolment by Level and Gender

The proportion of enrolment at each level of institution was computed (Table No.10). It was noticed that out of 33,379,578 enrolled children 61,364 (0.18 percent) were enrolled in pre-primary. This was followed by mosque schools 802,904 (2.4 percent); Primary 12,433,240 (37.2 percent), middle school 6,652,870 (19.9 percent); and 9473,525 (28.4 percent) enrolled in secondary schools.

Table No. 10: Enrolment by level and Gender

Level of Institutions	Total	Girls	Boys
Total	33,379,578	14,398,365 (43.1)	18,981,213 (56.9)
Pre-Primary	61,364	30,151 (49.1)	31,213 (50.9)
Mosque School	802,904	200,209 (24.9)	602,695 (75.1)
Primary	12,433,240	5,317,576 (42.7)	7,114,664 (57.3)
Middle	6,652,870	3,129,383 (47.0)	3,523,487 (53.0)
Secondary	9,473,525	4,024,174 (42.5)	5,449,351 (57.5)
British System	149,266	61,766 (41.4)	87,500 (58.6)
Inter and Degree Colleges	1,158,489	618,789 (53.4)	539,700 (46.6)
General Universities	194,971	63,110 (32.4)	131,861 (67.4)
Technical/Professional	361,534	103,179 (28.5)	258,355 (71.4)
Vocational/Poly Technique	238,687	89,646 (37.6)	149,041 (62.4)
NFBE	174,045	108,910 (62.6)	65,135 (37.4)
Deeni Madaris	1,549,242	586,663 (37.9)	962,579 (62.1)
Others	129,441	64,809 (50.1)	64,632 (49.9)

Figures in parenthesis are percentages.

1,158,489 students in inter and Degree colleges were enrolled which constitutes 3.5 percent of the total enrolment. In 49 General Universities it was 194,971 (0.6 percent). In Technical/Professional education the proportion was 1.08 percent. It is interesting that 1.55 million children were found enrolled in Deeni Madaris of which, 962,579 were boys.

The gender situation in respect of level of institutions was also analyzed. It is observed that in Pre-primary schools out of 61,364, there were 30,151 (49.1 percent) were girls and 31,213 (50.9 percent) were boys. In mosque Schools, out of 802, 904 there were 200,209 (24.9 percent) were girls and 602, 695 (75.1 percent) were boys. In Primary Schools out of 12,433,240 children there were 5,317,576 (42.7 percent) girls and 7,114,664 (57.3 percent) were boys. In middle school, there were 6,652,870 children of which, 3,129,383 (47.0 percent) were girls and 3,523,487 (53.0 percent) were boys. The secondary schools enrolment was 9,473,525 out of which 4,024,174 (42.5 percent) were girls and 5,449,351 (57.5 percent) were boys.

In Deeni Madaris out of 1,549,242 children 586,663 (37.9 percent) were girls and 962579 (62.1 percent) were boys.

11. Teaching Staff by Location

During the census, 227,791 educational institutions were enumerated in the country. In these institutions 1,356,802 teachers were providing education of which, 687,613 (50.7 percent) were in rural areas and 669,189 (49.3 percent) were in urban areas (Table No.11).

The Punjab province shares 716,768 (52.8 percent) teachers of which, 365,061 (50.9 percent) were in rural areas and 351,707 (49.1 percent) teachers in urban areas.

Table No. 11: Number of Teaching Staff by Location

Area	No. Of Teachers	Rural	Urban
Pakistan	1,356,802	687,613 (50.7)	669189 (49.3)
Punjab	716,768	365,061 (50.9)	351707 (49.1)
Sindh	290,749	84,495 (29.1)	206254 (70.9)
NWFP	198,893	139,104 (69.9)	59789 (30.1)
Balochistan	50,893	29,716 (58.4)	21177 (41.6)
ICT	19,387	4,656 (24)	14731 (76.0)
FATA	22,079	22,079 (100)	-
FANA	15,196	12,222 (80.4)	2974 (19.6)
AJK	42,837	30,280 (70.7)	12557 (29.3)

Figures in parenthesis are percentages.

In Sindh 290,749 (21.4 percent) teachers were engaged in teaching out of which 84,495 (29.1 percent) were teaching in rural areas and 206,254 (70.9 percent) in urban areas.

In NWFP province 198,893 (14.6 percent) teachers were teaching, out of which 139,104 (69.9 percent) were in rural areas and 59,789 (30.1 percent) in urban areas.

In Balochistan province, there were 50,893 (3.8 percent) teachers were working of which, 29,716 (58.4 percent) were in rural areas and 21,177 (41.6 percent) in urban areas.

ICT shares 19,387 (1.4 percent) teachers out of which, 4656 (24 percent) were in rural areas and 14,731 (76 percent) in urban areas.

There were 22,079 (1.6 percent) teachers working in rural areas in FATA.

In (FANA), 15,196 (1.0) teachers were working of which, 12,222 (80.4 percent) were found teaching in rural areas and 2,974 (19.6 percent) in urban areas.

In AJK there were 42,837 (3.2 percent) teachers out of which 30,280 (70.7 percent) were teaching in rural areas and 12,557 (29.3 percent) were in urban areas.

12. Teaching Staff by Gender

The overall situation indicates (Table No.12) that out of 1,356,802 teachers there were 661,073 (48.7 percent) male teachers and 695,765 (51.3 percent) were females.

Table No. 12: Number of Teaching Staff by Gender

Area	Total	Male		Female	
Pakistan	1,356,802	661,037	(48.7)	695,765	(51.3)
Punjab	716,768	295,438	(41.2)	421,330	(58.8)
Sindh	290,749	145,673	(50.1)	145,076	(49.9)
NWFP	198,893	128,703	(64.7)	70,190	(35.3)
Balochistan	50,893	34,382	(67.6)	16,511	(32.4)
ICT	19,387	7,787	(40.2)	11,600	(50.8)
FATA	22,079	16,584	(75.1)	5,495	(24.9)
FANA	15,196	9,363	(61.6)	5,833	(38.4)
AJK	42,837	23,107	(53.9)	19,730	(46.1)

Figures in parenthesis are percentages.

In Punjab province, out of 716,768 teachers there were 295,438 (41.2 percent) male teachers whereas 421,330 (58.8 percent) female teachers. In Sindh, out of the total 290,749 teachers, there were 145,673 (50.1 percent) male teachers and 145,076 (49.9 percent) female teachers.

In NWFP, 198,893 teachers were found engaged. Out of which 128,703 (64.7 percent) were male teachers and 70,190 (35.3 percent) were female. There were 50,893 teachers in Balochistan. Out of which 34,382 (67.6 percent) were males and 16,511 (32.4 percent) were females. 19,387 teachers were teaching in ICT. Out of which 7,787 (40.2 percent) were males and 11,600 (50.8 percent) were females.

In FATA 22,079 teachers were working of which, 16,584 (75.1 percent) were males and 5,495 (24.9 percent) were females. There were 15,196 teachers in FANA. Out of which, 9,363 (61.6 percent) were male teachers and 5,833 (38.4 percent) were females. In AJK, there were 42,837 teachers. Out of which 23,107 (53.9 percent) were male teachers whereas 19,730 (46.1) female teachers were working.

13. Teaching Staff by Level

The overall distribution of teachers teaching at various levels of educational institutions by urban and rural was analyzed (Table No.13). Out of 1,356,802 teachers 687,613 (50.7 percent) were working in rural areas and 669,189 (49.3 percent) in urban areas.

In Pre-primary, there were 3,807 teachers, of which 921 (24.1 percent) were in rural areas and 2,886 (75.9 percent) in urban areas.

In mosque schools out of a total 22,603 teachers, 19,304 (85.4 percent) were teaching in rural areas whereas 3,299 (14.6 percent) were in urban areas.

Table No. 13 : Number of Teaching Staff by level and Urban/Rural

Level of Institutions	Total	Rural	Urban
Total	1,356,802	687,613 (50.7)	669,189 (49.3)
Pre-Primary	3,807	921 (24.1)	2,886 (75.9)
Mosque School	22,603	19,304 (85.4)	3,299 (14.6)
Primary	399,517	276,115 (69.1)	123,402 (30.9)
Middle	313,797	176,546 (56.3)	137,251 (43.7)
Secondary	418,376	163,051 (38.9)	255,325 (61.1)
British System	12,371	1,114 (15.7)	11,257 (84.3)
Inter. and Degree Colleges	59,097	9,253 (15.7)	49,844 (84.3)
General Universities	11,434	3,448 (30.2)	7,986 (69.8)
Technical/Professional	30,334	4,013 (13.2)	26,321 (86.8)
Vocational/Poly Technique	15,339	2,642 (17.2)	12,697 (82.8)
NFBE	5,262	3,962 (75.3)	1,300 (24.7)
Deeni Madaris	58,391	24,627 (42.1)	33,764 (54.8)
Others	6,474	2,617 (40.4)	3,857 (59.6)

Figures in parenthesis are percentages.

There were 399,517 teachers in Primary schools, of which 276,115 (69.1 percent) were in rural areas and 123,402 (30.9 percent) in urban areas.

Out of 313,797 teachers in Middle schools, 176,546 (56.3 percent) were in rural areas and 137,251 (43.7 percent) were in urban areas.

It is observed that there were 418,376 teachers in secondary schools of which, 163,051 (38.9 percent) were in rural areas and 255,325 (61.1 percent) were in urban areas.

As regard Inter and Degree Colleges, there were 59,097 teachers, out of which 9,253 (15.7 percent) were working in rural areas whereas 49,844 (84.3 percent) were in urban areas.

In Technical/Professional institutions there were 30,334 teachers out of which 4,013 (13.2percent) teachers were in rural areas and 26,321 (86.8 percent) were in urban areas.

In Vocational / Poly Techniques Institutes there were 15,339 teachers of which 2,642 (17.2 percent) were in rural areas and 12,697 (82.8 percent) were in urban areas.

In Deeni Madaris, there are 58,391 teachers out of which 24,627 (42.1 percent) were in rural area and 33,764 (54.8 percent) were teaching in urban areas.

It is appeared that out of 1,356,802 teachers, the proportions of teachers in pre-primary were 3807 (0.28 percent), mosque schools 22,603 (1.67 percent), primary school teachers 399,517 (29.45 percent), middle school teachers 313,797 (23.12 percent), secondary school teachers 418,376 (30.83 percent).

Inter and degree Colleges teachers 59,097 (4.36 percent) and Deeni Madaris 58,301 (4.30 percent). The remaining levels (British system, Gen. University, Tech/Professional, Vocational/ Poly Tech, NFBE and others constitute 812,14 (5.98 percent).

14. Basic Facilities in the Institutions

The Table No.14 shows that 62 percent public educational institutions have boundary walls, 59 percent have latrine, 77 percent public schools have drinking water, 43 percent have electricity and 93 percent public schools have building.

The data indicates that 38 percent public educational institutions are without boundary walls, 41 percent are without latrine, 33 percent public schools are without drinking water, 57 percent are without electricity and 7 percent public schools are without building.

In public sector, out of 151,744 institutions 83.3 percent were housed in government buildings whereas 1.4 percent was in rented buildings. It was also noticed that 6.8 percent public institutions had no building.

Table No. 14: Number of Schools Public without Basic Facilities

Area	Educational Institutions				
	Without Boundary Walls	Without Drinking Water	Without Electricity	Without Latrine	Without Building
Punjab	18,339	13,690	32,189	22,206	3,433
Sindh	14,838	11,586	22,149	12,842	4,001
NWFP	9,014	9,774	13,716	10,392	1,214
Balochistan	5,447	5,621	6,950	6,137	585
ICT	51	32	20	39	-
FATA	1,275	2,013	2,045	2,079	292
FANA	748	1,085	1,033	738	36
AJK	3,769	2,965	3,531	2,783	215
Total	53,481	46,766	81,633	57,216	9,776
Percentage	37.8	32.3	56.4	40.5	6.8

15. Ownership of Building

The data reveal in Table No.15 that out of 227,791 institutions 55.9 percent institutions have government buildings while 15.3 percent were housed in rented building and 16 percent owned their own building, whereas 5 percent of the total institutions have no building.

It is interesting to note that in private sector the institutions were running in their “own buildings” and in “rented building” with same percentage of 43 whereas the percentage of private educational institutions running in “Govt. buildings” and “having no buildings” is same as 1.3.

Table No. 15: Distribution of Institutions by Ownership of Building & Management

Type of Management	No. of Institutions	Percentage of Institutions by Ownership of Building				
		Govt.	Owned	Rented	Rent Free	No Building
Total	227,791	55.9	16.1	15.3	7.7	5.0
Public	151,744	83.3	2.8	1.4	5.7	6.8
Private	76,047	1.3	42.8	43.1	11.6	1.3

16. Building Conditions

It emerges from the data in Table No.16 that the overall percentage of satisfactory condition of buildings of educational institutions was 51.6, whereas 26.7 percent needed minor repair, 16.0 percent required major repair and 5.7 percent educational institutions were housed in building, which was in dangerous conditions.

Table No. 16: Percentage Distribution of Educational Institutions by Building Condition

Area	No. Of Institutions	Satisfactory	Need Minor Repair	Need Major Repair	Dangerous
Pakistan	216,490	51.6	26.7	16.0	5.7
Punjab	106,435	57.5	23.8	13.7	5.0
Sindh	46,862	46.8	28.2	18.9	6.1
NWFP	36,029	50.2	27.0	16.7	6.1
Balochistan	10,381	30.2	36.5	24.7	8.6
ICT	1,155	67.5	26.6	5.5	0.4
FATA	4,813	49.8	38.2	10.4	1.6
FANA	3,791	21.9	52.3	23.0	2.8
AJK	7,024	48.0	22.8	16.2	13.0

The least satisfactory conditions of educational institutions building were observed as 21.9 percent in FANA followed by AJK (13 percent).

17. Expenditure

The census results (Table No.17) indicate that expenditures in private sector institutions during 2004-05 are Rs.35.91 billion. The public Sector expenditure on education is about Rs.132 billion. The private sector spending on education is higher than reported as 9000 private institutions have refused to provide the information on expenditures. The total expenditure on education of all sectors is 11.44% and GDP is calculated to be 2.21%.

Table No. 17: Total Expenditure on Education 2004-2005

Sector	Current (In Millions)	Development (In Millions)	Total (In Millions)
Federal Government	21,194.002	15,087.587	36,281.589
Provinces	77,437.441	19,199.924	96,637.365
Total (Public)	98,631.443	34,287.511	132,918.954
Total (Private)	-	-	35,914.0
Grand Total (Public +Private)	-	-	168,832.954

Source: Ministry of Education and NEC

18. Educational Indicators

In public sector institutions there are 140 students per institution against 159 in Private Sector. Similarly there are 29 students per teacher and 5 teachers per institution in public sector compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs Female student ratio indicates that 135 and 127 Male students against 100 Female students are studying in public and private institutions respectively.

Table No. 18: Educational Indicators by Sector

Sector	Male per 100 Female Students	Students per Institution	Students per Teachers	Teachers per Institution
Total	132	147	25	6
Public	135	140	29	5
Private	127	159	19	8

