

Punjab

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 to non-availability of complete data which sometime caused embarrassment for the authorities.

Keeping in view the multiple concerns for lack of comprehensive data, 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 and 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.

Results:

The total numbers of institutions covered in the census for Punjab are 115,311 out of which 66,770 are in public and 48,541 in private sectors. From the covered institutions 2,742 have been reported as non-functional. Similarly there were 1,679 are cases of refusal and 431 out of reference period new institutions. The refusal cases are about 0.3% of the total, which is quite satisfactory for such type of large census. After excluding non-functional, refusals and out of references cases the net number of institutions for which the data has been collected is 110,459.

The over all enrolment in these institutions is recorded as 18.3 Millions with teaching staff of 0.72 Million. In 63,962 Public Institutions the enrolment and teaching staff have been reported as 11.16 and 0.35 Million respectively. In 46,497 Private Sector institutions the enrolment is 7.14 Million and teaching staff is 0.37 Million. The results are further discussed below by type of institution, availability of facilities, buildings, medium of instruction, expenditure incurred etc.

Schools:

The census after excluding non-functional, refusal and out of reference institutions has covered 98,045 schools in Punjab- Pre-primary = 485 Mosque = 5,594, Primary = 52,816, Middle = 24,898, Secondary = 14,252.

If schools are disaggregated according to public and private sectors then 61,329 are Public Schools (pre-primary = 188, Mosque = 5,566, Primary = 42,736, Middle = 7,535 and Secondary = 5,304) and 36,716 are Private Schools (pre-primary=297, Mosque = 28, Primary = 10,080, Middle = 17,363 and Secondary = 8,948).

The public sector schools covered (including Non-functional, refusal and out of reference) in census for the year 2004-05 are 63,819 compared to 63,698 schools of National Education Management Information System (NEMIS). The enrolment in public sector schools is reported to be 10,349,573 as compared to 10,340,168 enrolments of NEMIS data.

Inter and Degree Colleges:

The census has reported 931 colleges in the Punjab Province out of which 450 are in public sector and 581 in private sector. 184 are located in rural areas and 747 in urban areas. The total enrolment is 629,405 of them 373,578 are females. The enrolment in public colleges is 520,755.

Universities/Technical/Professional:

The census has covered 19 General Universities having 70,758 enrolments.

788 Technical and Professional Institutions/Universities have been reported. Out of these 243 are in public sector and 545 in private sector. The total enrolment is reported as 216,756 of which 97,288 are studying in private sector and 119,468 in public sector and 153,784 are male students.

Vocational/Poly Technique:

NEC has covered 1,455 vocational/poly technique institutions (453 public and 1,002 private). The overall enrolment of these institutions is recorded as 116,412 (59,089 public and 57,323 private), of them 74,213 are male.

NFBE:

The census has covered 3,027 NFBE centres in Punjab having 109,423 enrolments. These figures are less than as reported by the Ministry of Education.

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 enumerated through a census. In Punjab out of 5,459 Deeni Madaris, 5,300 Madaris provided information, which has 674,281 enrolment and 24,977 teachers.

Availability of basic facilities in Public Institutions:

In Punjab 30.3% Public Sector Institutions are without any boundary wall, 22.1% without Drinking water, 51.5% without Electricity, 36.8% without Latrine and 5.6% without building. The non-availability of basic facilities is predominately in schools located in rural areas.

Educational Institutions by Ownership and Condition of Building:

The census reveals that in Punjab 86.7% of the public schools are in government buildings followed by 4.3% rent-free. The private institutions are predominately housed either in rented (40.4%) or owned (49.0%) buildings followed by 8.7% in rent-free.

Further 57.5% buildings of all the institutions are in satisfactory conditions and 37.5% need major or minor repair. However, 5.0% buildings have been reported in dangerous condition.

Medium of Instructions in Educational Institution:

The medium of instruction in Public Sector Institutions of Punjab is predominantly Urdu (98.0%) followed by 0.8% institutions having English as medium of instruction. In Private Sector 78.0% institutions follow Urdu as medium of instruction whereas 14.8% institutions follow English as medium of instruction.

Expenditure on Education:

In Punjab during 2004-05 the expenditure on education by the private sector is Rs.19.76 billion and of the public Sector is Rs. 52.41 billion totaling to Rs. 72.17 billion. The private sector spending is expected to be higher as a significant number of institutions has refused to provide the information about their expenditure.

Basic Educational Indicator:

In public sector institutions there are 174 students per institution as against 154 in Private Sector. There are 31 students per teacher and 5 teachers per institution in public sector as compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs. Female student ratio indicates that 117 and 111 male students as 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).

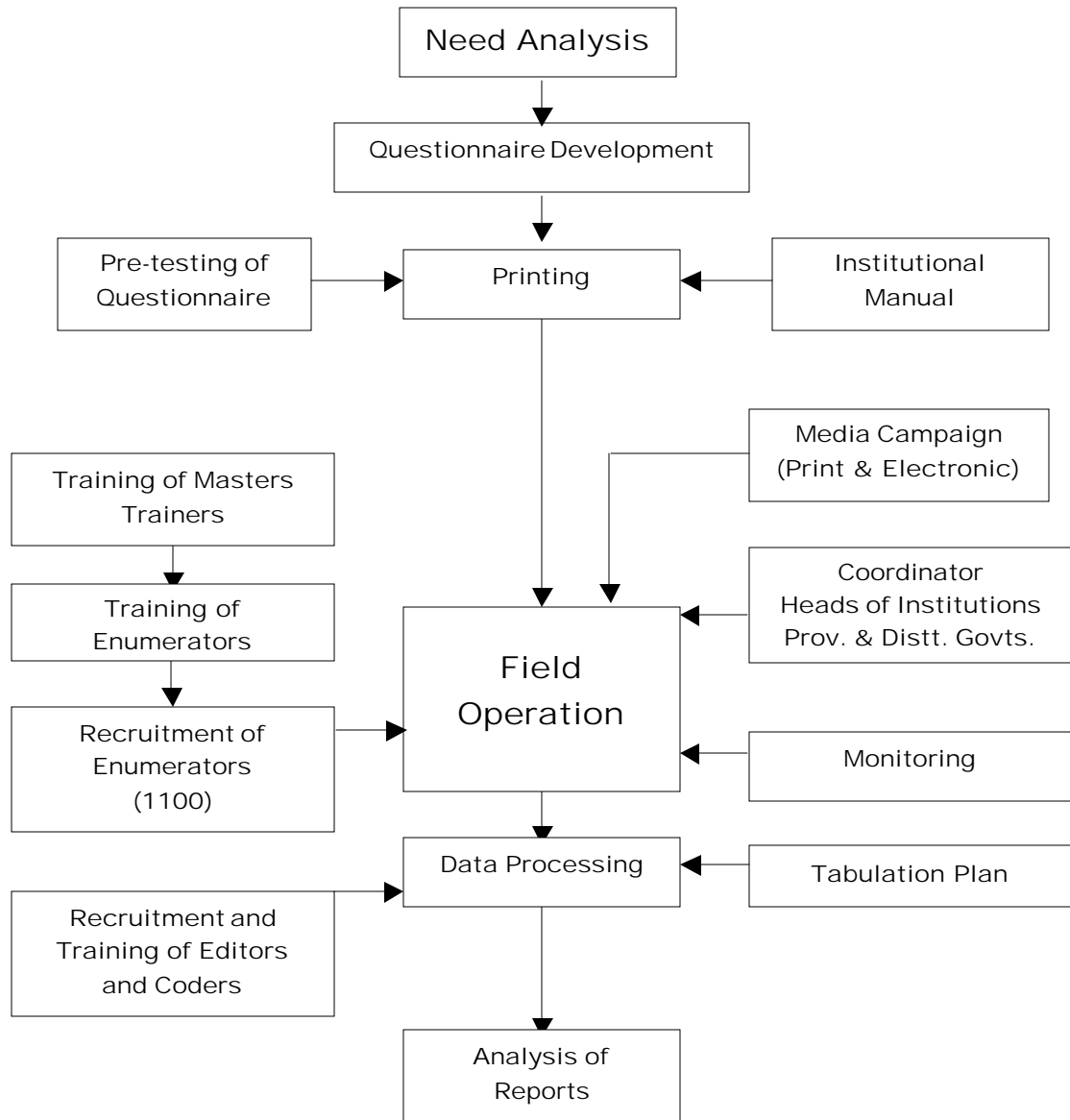
A three-day workshop was organized to train master trainers. The master trainers were drawn from the Regional and Field Offices of the FBS.

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 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:

- i) In this Census out of total 245,682 institutions of Pakistan 115,311 institutions has been reported in the Punjab Province. Of these total institutions, 66,770 institutions are in Public Sector and 48,541 are in Private Sector. (Table No.1) Of them 110,459 reported their information.
- ii) Of the reported 115,311 institutions, 2742 has been found as non-functional, 1679 refused to give information and 431 are out of reference new institutions. Therefore, after excluding non-functional, refusal and out of reference cases the data has been collected for 110,459 institutions. (Table No.1)
- iii) Out of 110,459 institutions for which data has been collected, 77,054 institutions are in rural areas and 33,405 in urban areas. In public sector there are 63,962 institutions and 46,497 are in private sector. (Table No.3)

- iv) In the Punjab Province 29,376 are male, 26,260 female and 54,823 and Mixed institutions. This distribution may differ with the available data of educational institutions with the province as in NEC an institute has been classified as Boys if no girl student is enrolled and vice versa for girls. However, if both boys and girls are studying in an institution then it is classified as mixed institution.
- v) The total enrolment in 110,459 institutions is 18.3 Million which is distributed as 10.4 Million and 7.9 Millions in Rural and Urban areas respectively. The gender-wise enrolment is 9.8 Million for boys and 8.5 Million for girls. The public sector enrolment is 11,155,794 Million and 7,142,814 Million are enrolled in private sector. (Table No.6)
- vi) There are total 716,768 teachers in the Punjab Province. Of them 0.37 Million are in Rural areas and 0.35 Millions are in Urban Areas (Table No.9). The gender wise distribution depict that there are 295,438 male teachers and 421,330 female. The number of female teachers are considerably large in the Punjab province. (Table No.8)
- vii) Of Public Sector Institutions 30.3% are without any boundary wall, 22.1% without Drinking water, 51.5% without Electricity, 36.8% without Latrine and 5.6% without building. The non-availability of basic facilities is predominately in schools located in rural areas.
- viii) 57.6 of the institutions in the Punjab are located in Buildings, which are in satisfactory condition. 37.5% institutions need minor or major repair. However, 5% institutions are functioning in dangerous buildings (Table No.12).

Table No.1: 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.

1. Institutions by Location

The Table No.2 depicts 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 (which are 48.5 percent of the total 227,791 institutions), 77,054 (69.8 percent) were located in rural and 33,405(30.2) percent in urban.

Table No. 2: 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.

Table No. 3: 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.

2. Institutions by Level and Sector

The data (Table No.3) 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 further, it is found that in all provinces/regions public sector institutions, were more as compared to private sector except in ICT and FANA. In Punjab province, out of 110,459 institutions, there were 63,962 (57.9 percent) public educational institutions and 46,497 (42.1 percent) were private.

3. Educational Institution by Type:

The segregation of institutions (Table No.4) by type depicts that 58,895 institutions were of basic education i.e. pre-primary, Mosque School and Primary Schools, which were 53.3% of the total institutions. This indicates the Government Policy emphasis on Universal Primary Education (UPE). The distribution of institutions by type shows that in Punjab 52,816 institutions were primary, 24,898 were Middle, 14,252 were High/ Higher secondary schools and 5,300 (4.8% of total institutions) were Deeni Madaris.

Table No. 4: Number of Educational Institutions by level and Urban/Rural - Punjab

Level of Institutions	Total	Rural	Urban
Total	110,459	77,054	33,405
Pre-Primary	485	335	150
Mosque School	5,594	4,988	606
Primary	52,816	43,805	9,011
Middle	24,898	15,257	9,641
Secondary	14,252	6,890	7,362
British System	132	24	108
Inter and Degree College	931	184	747
General Universities	19	5	14
Technical /Professional	788	54	734
Vocational/Poly Technique	1,455	303	1,152
NFBE	3,027	2,265	762
Deeni Madaris	5,300	2,532	2,768
Others	762	412	350

Table No. 5: Number of Private and Public Educational Institutions by Level – Punjab

Level of Institutions	Total	Public	Private
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Total	110,459	63,962	46,497
Pre-Primary	485	188	297
Mosque School	5,594	5,566	28
Primary	52,816	42,736	10,080
Middle	24,898	7,535	17,363
Secondary	14,252	5,304	8,948
British System	132	6	126
Inter. and Degree Colleges	931	450	481
General Universities	19	13	6
Technical /Professional	788	243	545
Vocational/Poly Technique	1,455	453	1,002
NFBE	3,027	1,046	1,981
Deeni Madaris	5,300	86	5,214
Others	762	336	426

Out of 52,816 Primary institutions in Punjab (Table No.5) 42,736 (80.9%) were in public sector where as 10,080 (19.1%) were in private. However, Middle and Secondary level schools are more in private sector as compared to public sector. Middle schools are 17,363 in private sector as compared to 7,535 in public sector. Similarly Secondary level schools are 8,948 and 5,304 in private and public sectors respectively.

4. Enrolment by Gender

The gender situation of enrolment was analyzed in respect of each province. It was revealed (Table No.6) that out of total 33,379,578 enrolments. 56.9 percent were boys and 43.1 percent were girls.

The province of Punjab shared 18,298,608 (54.8 percent) of which 53.5 percent were boys and 46.5 percent were girls.

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. 6: 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.

The (Table No.7) shows that in Punjab 5,718,007 (31.2%) students were enrolled in Primary Schools whereas 4,693,077 (25.6%) and 5,635,349 (30.8%) were enrolled in middle and secondary schools respectively. 629,405 (3.4%) were enrolled in Inter and Degree Colleges. 0.4% of total students were enrolled in general universities. 216,756 (1.2%) are studying Technical/Professional Education. 674,281 students were enrolled in Deeni Madaris. NFBE was more active to provide the basic education to girls.

Table No. 7: Enrolment by level and Gender - Punjab

Level of Institutions	Total	Girls	Boys
Total	18,298,608	8,503,116	9,795,492
Pre-Primary	23,289	11,921	11,368
Mosque School	282,264	52,438	229,826
Primary	5,718,007	2,621,972	3,096,035
Middle	4,693,077	2,369,035	2,324,042
Secondary	5,635,349	2,561,082	3,074,267
British System	98,629	41,549	57,080
Inter and Degree Colleges	629,405	373,578	255,827
General Universities	70,758	13,442	57,316
Technical/Professional	216,756	62,972	153,784
Vocational/Poly Technique	116,412	42,199	74,213
NFBE	109,423	68,616	40,807
Deeni Madaris	674,281	266,907	407,374
Others	30,958	17,405	13,553

5. Teaching Staff by Gender

The situation reveals (Table No.8) that in Pakistan out of 1,356,802 teachers there were 661,073 (48.7 percent) male teachers and 695,765 (51.3 percent) were females across the country. The Punjab province, out of 716,768 teachers there were 41.2 percent were males and 58.8 percent were females. This shows that female teachers are more than males in Punjab province.

Table No. 8: 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 (59.8)
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.

Table No. 9: Teaching Staff by level and Urban/Rural – Punjab

Level of Institutions	Total	Rural	Urban
Total	716,768	365,061	351,707
Pre-Primary	1,262	460	802
Mosque School	8,447	7,388	1,059
Primary	182,519	130,769	51,750
Middle	205,782	116,926	88,856
Secondary	224,205	90,190	134,015
British System	7,876	943	6,933
Inter. and Degree Colleges	29,171	2,953	26,218
General Universities	4,199	1,465	2,734
Technical /Professional	15,172	819	14,353
Vocational/Poly Technique	7,883	1,175	6,708
NFBE	3,206	2,326	880
Deeni Madaris	24,977	9,040	15,937
Others	2,069	607	1,462

6. Teaching Staff by Level:

Table No.9 indicates that in Punjab there were 716,768 teachers of which 365,061 were working in rural schools and 351,707 in urban schools. Out of total 612,506 (85%) teachers were serving in Primary, Middle and Secondary Schools. The distribution of teachers within the Primary, Middle and Secondary schools is 25%, 29% and 31% respectively.

Table No. 10: 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

7. Basic Facilities in the Institutions

The Table No.10 shows that in Pakistan 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 Punjab 18,339 institutions were without boundary walls, 13,690 without drinking water, 32,189 without electricity, 22,206 without latrines and 3,433 without building.

Table No. 11: Institutions by Ownership of Building & Management - Punjab

Type of Management	No. of Institutions	Percentage of Institutions by Ownership of Building				
		Govt.	Owned	Rented	Rent Free	No Building

Total	110,459	50.65	21.62	17.92	6.17	3.64
Public	63,962	86.67	1.79	1.6	4.3	5.64
Private	46,497	1.1	48.9	40.37	8.74	0.89

8. Ownership of Building:

In public sector, out of 151,744 institutions in Pakistan 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.

The (Table No.11) indicates that in Punjab 3.64% institutions have no building, 50.65% buildings are owned by Govt. 21.62% are self owned, 17.92% are rented and 6.17% are rent free.

In Punjab 86.67 % Public institutions were housed in government building, 1.79% had their own building, 1,6% in rented building, 4.3% in rent free building and 5.64% had no building.

9. Building Conditions

It emerges from the data in Table No.12 that in Pakistan 51.6% educational institutions had satisfactory condition of buildings, whereas 26.7 percent needed minor repair, 16.0 percent required major repair and 5.7 percent educational institutions were housed in buildings, which were in dangerous condition. In Punjab the buildings of 37.5% institutions needed minor/major repair work whereas 5% had dangerous condition of buildings.

Table No. 12: 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

Table No. 13: Expenditure of Private Educational Institutions by Level - Punjab

Level of Institutions	No. of Institutions Covered	No. of Institutions reported Expenditure	Expenditure
Total	46,497	44,400	19761.6
Pre-Primary	297	263	81.4
Mosque School	28	27	4.6
Primary	10,080	9,418	1216.2
Middle	17,363	16,709	3510.7
Secondary	8,948	8,633	9763.6
British System	126	70	1041.5
Inter. and Degree Colleges	481	459	1122.6
General Universities	6	6	87.1
Technical /Professional	545	515	1020.2
Vocational/Poly Technique	1,002	946	311.7
NFBE	1,981	1,919	32.7
Deeni Madaris	5,214	5,059	1356.7
Others	426	376	212.6

10. Expenditure

During 2004-05 Federal Government spent Rs.36.28 billion on education in the country. In addition the Government of Punjab spent 52,413.306 million during 2004-05 on education. The census results (Table No.13) indicate that in private sector institutions of Punjab the expenditures on education during 2004-05 is Rs.19, 761.60 million which is more than three times as compared to the Private Educational Institutions Census, 2001.

