



Data Standardisation Framework

A Toolkit for Education Data in Pakistan

Version 2.0

Pakistan Institute of Education

Ministry of Federal Education & Professional Training
Government of Pakistan

Data Standardisation Framework (DSF)

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Version 2.0

Developed and circulated by the Pakistan Institute of Education (PIE), Ministry of Federal Education and Professional Training (MoFE&PT), in collaboration with all the provinces and regions of Pakistan.

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We are also especially thankful for their active participation and technical contributions throughout the revision process. Their collaboration has been critical in ensuring that this updated framework remains responsive to provincial and regional contexts while aligning with national priorities and international reporting commitments.

PIE would also like to acknowledge the valuable support of the Foreign, Commonwealth & Development Office (FCDO) and the World Bank, under the Data and Research in Education (DARE) Programme, for their contributions in shaping and producing both versions of the DSF.

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Ministry of Federal Education and Professional Training – Pakistan

FOREWORD

Reliable and standardised education data is fundamental to informed decision-making, effective planning, and meeting national and international commitments such as Sustainable Development Goal 4 (SDG 4). Recognising this, PIE introduced its first Data Standardisation Framework (DSF) in 2023, under the leadership of the Ministry of Federal Education and Professional Training, with support from the Foreign, Commonwealth & Development Office (FCDO) and the World Bank.

The second version of the DSF builds on this foundation and refines the original framework. Developed in close consultation with provincial and regional School Education Departments and their attached formations, this updated version supports greater alignment, consistency, and interoperability across data systems.

With the establishment of Pakistan's National Open Data Portal (NODP), the need for coherent, high-quality, and standardised data has become even more critical. The DSF plays a central role in ensuring that data across provinces and regions can be meaningfully integrated, analysed, and used for planning and reporting.

It is our hope that this framework will contribute to a more transparent, coordinated, and evidence-based education planning and reporting in Pakistan.

Director General
Pakistan Institute of Education

ACRONYMS

ABS	Annual Budget Statement
ADE	Associate Degree in Education
AEO	Assistant Education Officer
AEPAM	Academy of Educational Planning & Management
AIOU	Allama Iqbal Open University
AJ&K	Azad Jammu and Kashmir
AJ&K PEIRA	Azad Jammu & Kashmir Private Educational Institutions Regulatory Authority
ANER	Adjusted Net Enrolment Rate
APSACS	Army Public Schools and Colleges System
ASC	Annual School Census
ASER	Age-Specific Enrolment Rate
B.A	Bachelor of Arts
B.Com	Bachelor of Commerce
B.E	Bachelor of Engineering
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
B.Tech	Bachelor of Technology
BBA	Bachelor of Business Administration
BCS	Bachelor of Computer Science
BEATS	Bahria Education & Training Services
BEF	Balochistan Education Foundation
BPEIRRA	Balochistan Private Educational Institutions Registration and Regulation Authority
BS	Bachelor of Science
CPD	Continuous Professional Development
CT	Certificate in Teaching

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DAE	Diploma of Associate Engineering
DARE	Data and Research in Education
DCMA	Data Collection & Monitoring Assistants
DEPD	Department for Empowerment of Persons with Difficulties
DIME	Development Impact Evaluation (DIME)
DMO	District Monitoring Officer
DPS	Divisional Public Schools & Inter Colleges
DR	Dropout Rate
DRIPS	Directorate of Inspection & Registration of Private Institutions Sindh
DSF	Data Standardisation Framework
DT	Drawing Teacher
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECT	Early Childhood Teacher
EMA	Education Monitoring Authority
EMIS	Education Management Information System
ETR	Effective Transition Rate
FCDO	Foreign, Commonwealth & Development Office
GB	Gilgit-Baltistan
GB EMIS	Gilgit-Baltistan Education Management Information System
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
HEC	Higher Education Commission
HERA	Higher Education Regulatory Authority
HM	Headmaster/Headmistress
HR	Human Resource

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HRMIS	Human Resource Management Information System
HST	High School Teacher
ICT	Islamabad Capital Territory
ICT	Information and Communications Technology
IDP	Internally Displaced Person
IPEMC	Inter-Provincial Education Ministers Conference
JEST	Junior Elementary School Teacher
JICA	Japan International Cooperation Agency
JST	Junior School Teacher
K.G.	Kindergarten
KP	Khyber Pakhtunkhwa
KP PSRA	Khyber Pakhtunkhwa Private Schools Regulatory Authority
KPEMA	Khyber Pakhtunkhwa Education Monitoring Authority
LLB	Bachelor of Laws
M&E	Monitoring and Evaluation
M.Com	Master of Commerce
M.Ed	Master of Education
M.Phil	Master of Philosophy
M.Sc	Master of Science
MA	Master of Arts
MBA	Master of Business Administration
MCS	Master of Computer Science
MoFE&PT	Ministry of Federal Education and Professional Training
MPL	Minimum Proficiency Level
MS	Master of Science
NAT	National Achievement Test
NAVTC	National Vocational & Technical Training Commission

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NCES	National Center for Education Statistics
NEMIS	National Education Management Information System
NERT	Net Enrolment Rate Total
NFE	Non-Formal Education
NIPS	National Institute of Population Studies
NIR	Net Intake Rate
NODP	National Open Data Portal
NTS	National Testing Services
OPF	Overseas Pakistanis Foundation
OSSR	Out-of-School Rate
PAEC	Pakistan Atomic Energy Commission
PAF	Pakistan Air Force
PBS	Pakistan Bureau of Statistics
PDA	Personal Digital Assistant
PEF	Punjab Education Foundation
PEIMA	Punjab Education Initiatives Management Authority
PEIRA	Private Educational Institutions Regulatory Authority
PEPRIS	Private Education Provider Registration and Information System
PhD	Doctor of Philosophy
PIE	Pakistan Institute of Education
PITB	Punjab Information Technology Board
PMIU	Program Monitoring and Implementation Unit
PN	Pakistan Navy
POF	Pakistan Ordnance Factories
PPIU	Policy Planning and Implementation Unit
PPP	Public-Private Partnership
PR	Pakistan Railways

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PR	Promotion Rate
PSLM	Pakistan Social and Living Standards Measurement
PST	Primary School Teacher
PTC	Primary Teaching Certificate
PTI	Physical Trained Instructor
PTR	Pupil-Teacher Ratio
PTTR	Pupil-Trained Teacher Ratio
RR	Repetition Rate
RSU	Reform Support Unit
RTMS	Real-Time Monitoring System
SDG	Sustainable Development Goal
SED	School Education Department
SEF	Sindh Education Foundation
SEMIS	Sindh Education Management Information System
SIS	School Information System
SLE	School-Life Expectancy
SQL	Structured Query Language
SR	Survival Rate
SST	Secondary School Teacher
TA	Technical Assistance
TEVTA	Technical Education & Vocational Training Authority
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
USB	Universal Serial Bus

ACRONYMS

WAPDA Water and Power Development Authority

WB World Bank

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1 INTRODUCTION

In 2010, the 18th Constitutional Amendment devolved key responsibilities for education to Pakistan's provinces and regions. While this move allowed provincial governments to tailor education delivery to local needs, it also led to the emergence of fragmented data systems, shaped by varying methods, definitions, and reporting practices.

As a result, generating a cohesive national picture of education has remained a persistent challenge, limiting Pakistan's ability to track progress against the Sustainable Development Goal 4 (SDG 4) targets.

To address this challenge, the Data Standardisation Framework (DSF), comprising 71 indicators, was introduced in 2023 and subsequently endorsed by the Inter-Provincial Education Ministers Conference (IPEMC). Following its approval, provincial systems began adjusting their processes to align with the framework. During the implementation phase, however, several new data collection challenges surfaced. As the DSF was conceived as a living document—open to regular review and improvement—this updated version reflects the refinements made to respond to those emerging issues.

1.1 SCOPE OF THE FRAMEWORK

This updated version—DSF 2.0—builds on the original structure, while incorporating selected refinements to enhance relevance and usability within the national context. Some indicators have been adapted to better reflect Pakistan's education landscape, while a few have been modified or removed based on data availability.

A key addition is the inclusion of a sample data collection instrument, aligned directly with the indicators presented in the directory. The instrument offers standardised phrasing and comprehensive response options, aiming to support consistent and accurate data collection across provinces and regions.

1.2 PURPOSE OF THE FRAMEWORK

The primary purpose of DSF 2.0 is to support stronger, more consistent policymaking at the federal, provincial, and regional levels. It serves as a tool for the standardisation of education data, ensuring that definitions, formats, and reporting protocols are aligned across systems. In doing so, the framework enables a range of practical applications:

- **Evidence-Based Policymaking:** By establishing common definitions, formats, and structures, DSF 2.0 allows provincial departments and federal institutions to view education data through a unified lens. This improves the quality of analysis and supports targeted policy interventions based on reliable trends and relationships across indicators.
- **Provincial Sector Planning:** DSF 2.0 can serve as a valuable resource in the development of provincial and regional education sector plans. Its standardised indicators help align sector objectives with measurable outcomes and provide a roadmap for tracking progress.

- **National Coordination and Visibility:** With standardised indicators and data formats in place, federal institutions — including the Ministry of Federal Education and Professional Training (MoFE&PT) — are better equipped to consolidate data from across the country. This enhances the visibility of education trends and supports the preparation of national reports and policy briefs.
- **International Reporting:** The framework directly supports Pakistan’s ability to fulfil international reporting commitments, including those related to SDG 4.

In addition, DSF 2.0 complements the National Open Data Portal (NODP) developed at the federal level. By aligning provincial data collection efforts with the DSF, provinces and regions can contribute clean and standardised datasets to the portal — making education data more accessible, transparent, and actionable.

In this context, the benefits of standardisation extend across four key dimensions:

Table 1: Benefits of Data Standardisation

Benefit	Relevance to the National Open Data Portal
Efficiency	Reduces duplication and redundancy across systems, streamlining integration into the national portal.
Data Quality	Improves accuracy and consistency through shared definitions and formatting, enhancing the reliability of portal data.
Accessibility	Enables clearer interpretation of data for diverse users — from policymakers to researchers to the general public.
Interoperability	Allows integration across platforms to facilitate deeper analysis and coordination.

1.3 STRUCTURE OF THE FRAMEWORK

This section outlines how to navigate the revised DSF version. Chapter 1 introduces the purpose and scope of the DSF and explains why a common approach to education data is needed across provinces and regions. Chapter 2 of this framework is an Indicator Directory, which contains indicators grouped into eight thematic categories. Chapter 3 presents a sample data collection instrument to help provinces and regions collect the information needed to calculate the relevant indicators in the Indicator Directory.

Each indicator in this framework is structured uniformly to ensure clarity and comparability. To ensure effective navigation, this section explains:

- How indicators are categorised
- How each indicator table is structured
- Common disaggregations applied across indicators
- The age–grade mapping used for calculating age-specific indicators
- How data sources are cited and detailed

1.3.1 Indicator Categories

Indicators are grouped into eight key thematic areas that reflect different dimensions of Pakistan's education system. Each category contains indicators relevant to its scope. The table below provides a description of each category:

Table 2: Descriptions of Indicator Categories

Category	Description
Financing	Covers public expenditure on education, including per-student spending.
Early Childhood Education (ECE)	Tracks participation in and availability of ECE services and facilities.
Enrolment	Measures participation, out-of-school rates, and age-appropriateness of enrolment.
Teachers	Captures information on teacher availability, training, and qualification.
School Facilities	Assesses the presence of physical and learning infrastructure in schools.
Literacy	Measures basic literacy levels and digital skills.
Learning Outcomes	Tracks student performance through standardised assessments.
Others	Includes indicators that fall outside the above categories.

1.3.2 Structure of Each Indicator Table

Every indicator is presented in a separate table using a consistent structure. The components of each table are explained below:

Table 3: Structure of Indicator Tables

Column Name	Explanation
Indicator Serial Number	Unique code based on category (e.g. F1, T2, LO1). Sub-indicators are denoted as EI(a), EI(b), etc.
Indicator Number (SDG-4)	SDG-4 reference number, if applicable.
Indicator Name	Official name of the indicator.
Definition	Standard definition, usually adapted from international guidance.

Column Name	Explanation
Pakistan-Specific Notes	Contextualises terms or practices to explain how they are understood in Pakistan's context.
Required Variables: Numerator	Lists variables needed to calculate the numerator.
Required Variables: Denominator	Lists variables needed to calculate the denominator.
Formula	The exact calculation method for the indicator.
Disaggregation	Lists applicable breakdowns (e.g. gender, province/region, location).
Sources	Lists the source categories or surveys from which data is obtained. Detailed breakdowns are available in Section 2.2.5.

1.3.3 Common Disaggregations

Where applicable, most indicators are disaggregated by province/region, gender, education level, and location. The table below outlines how each of these categories is contextualised and defined in this framework:

Table 4: Types of Disaggregation

Types of Disaggregation	Explanation
Provincial/Regional	Refers to the provinces and regions of Pakistan. Provinces: Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa (KP) Regions: Azad Jammu & Kashmir (AJ&K), Gilgit-Baltistan (GB), and Islamabad Capital Territory (ICT).
Gender	- For students: Boys / Girls - For teachers: Male / Female - For schools: Boys' schools / Girls' schools / Co-education schools
Level of Education	Refers to education levels: Pre-Primary, Primary, Middle, High, Higher Secondary
Location	Refers to the geographical classification: Urban / Rural

Note: Some indicators may also use additional disaggregations, such as by type of difficulty or by age group. These are defined at the indicator level.

1.3.4 Age-to-Grade Mapping

For indicators requiring age-specific calculations, a standard mapping between grade, age, and education level is used. This mapping aligns:

- **Grade (Class)** – as commonly used in Pakistan
- **Relevant Age (Single Year and Bracket)** – to reflect the relevant age group for each class
- **Level of Education (UIS Terminology)** – based on UIS classifications
- **Local Terminology** – as commonly used in Pakistan

Note: UIS and Pakistan use different terminologies for certain education levels. For example, UIS uses “Lower Secondary” and “Upper Secondary”, while Pakistan refers to the same levels as “Middle” and “High”, respectively.

Table 5: Age-to-Grade Mapping

Grade	Relevant Age (Single Year)	Level of Education (UIS Terminology)	Level of Education (Local Terminology)	Relevant Age (Age Bracket)
ECE-1	3	Pre-Primary	Pre-Primary	3-4
ECE-2	4			
1	5	Primary	Primary	5-9
2	6			
3	7			
4	8			
5	9			
6	10	Lower Secondary	Middle	10-12
7	11			
8	12			
9	13	Upper Secondary	High	13-14
10	14			
11	15		Higher Secondary	15-16
12	16			

1.3.5 Data Sources

In each indicator table, the “**Sources**” column refers to the origin of the data used. These are typically listed at a **category level** to avoid repetition:

- *Enrolment data from:* Public Sector Schools

Where specific surveys or financial reports are used, they are named directly in the indicator.

- *Survey data from:* Economic Survey of Pakistan
- *Financial data from:* Annual Budget Statements (ABS)
- *Assessment data from:* Pakistan Institute of Education (PIE) – National Achievement Test (NAT)

Readers are encouraged to refer to the detailed Data Sources Table below, which breaks down contributing departments and institutions within each sector.

Table 6: Data Sources

Sector	Sources
Public Sector	Provincial and Regional Education Management Information Systems (EMIS).
Private Sector	Punjab: Private Education Provider Registration and Information System (PEPRIS). Sindh: Directorate of Inspection & Registration of Private Institutions Sindh (DRIPS). Khyber Pakhtunkhwa: Khyber Pakhtunkhwa Private Schools Regulatory Authority (KP PSRA). Balochistan: Balochistan Private Educational Institutions Registration and Regulation Authority (BPEIRRA). Azad Jammu & Kashmir: Azad Jammu & Kashmir Private Educational Institutions Regulatory Authority (AJ&K PEIRA). Gilgit Baltistan: Gilgit Baltistan Education Management Information System (GB EMIS). Islamabad Capital Territory: Private Educational Institutions Regulatory Authority (Islamabad PEIRA).
Other Public Sector	Military and Defence Institutions: Army Public Schools and Colleges System (APSACS), Bahria Education & Training Services (BEATS), Federal Government Educational Institutions (Cantts/Garrisons), Pakistan Air Force (PAF), Pakistan Navy (PN), Pakistan Ordnance Factories (POF) (Cantts/Garrisons). Public Educational Networks: Daanish Schools and Centre of Excellence Authority, Divisional Public Schools & Inter Colleges (DPS), The Punjab Education Initiatives Management Authority (PEIMA). Corporate and Institutional Schools: Fauji Foundation, Pakistan Atomic Energy Commission (PAEC), Pakistan Railways (PR), Pakistan Steel Mills, Telecom Foundation, Water and Power Development Authority (WAPDA), Mines & Minerals Department, National Police Foundation, Overseas Pakistanis Foundation (OPF), Pakistan Bait-ul-Mal. Cadet Colleges: Punjab: Cadet College Choa Saiden Shah (Chakwal), Cadet College Esa Khel (Mianwali), Cadet College Fateh Jang (District Attock), Cadet College Hasan Abdal, Cadet College Kallar Kahar, Cadet College Okara, Cadet College Sargodha, Rangers Cadet College Chakri, Cadet College Faisalabad, Cadet College Khushab, and Cadet College Rawalpindi.

Sector	Sources
	Sindh: Shaheed Benazir Bhutto Girls Cadet College (Larkana), Cadet College Ghotki, Baqai Cadet College (Karachi), Cadet College Khairpur, Cadet College Karampur (Kandhkot), Cadet College Pano Aqil, and Cadet College Petaro, Cadet College Pak Steel (Bin Qasim). Khyber Pakhtunkhwa: Cadet College Swat, Cadet College Kohat, Cadet College Mohmand, Cadet College Spinkai, Garrison Cadet College (Kohat), Karnal Sher Khan Cadet College (Swabi), Pakistan Scouts Cadet College (Batrasi), WAPDA Cadet College (Tarbela), Cadet College Razmak, and SIES Cadet College (Kakul, Abbottabad). Balochistan: Cadet College Awaran, Cadet College Hub, Cadet College Mastung, Girls Cadet College (Quetta), Sheikhha Fatima Bint Mubarak Girls Cadet College (Turbat), and Cadet College Pishin. Azad Jammu & Kashmir: Cadet College Mirpur, Cadet College Muzaffarabad, and Cadet College Palandri. Gilgit Baltistan: Cadet College Skardu.
Madaris (Religious Institutes)	Dar Ul Uloom Jamia Naeemia, Nizam-ul Madaris Pakistan (Model Town), Rabita-tul Madaris Al-Islamia (Mansoor), Tanzeem-ul Madaris Ahle Sunnat Pakistan, Jamia Ashrafia, Wafaq-ul-Madaris al Islamia Al-Rizvia, Majma-ul-Madaris (Ferozpur Road). Wafaq-ul-Madaris Salfia (Sheikhupura, Faisalabad), Jamia Taleemat-e-Islamia, Kunzul Madaris, Jamia Salfia. Wafaq-ul Madaris Al-Arabia. Dar Ul Uloom Muhammadia Ghousai Bhera. Wahdat Ul Madaris Al Islamia. Itehad-ul-Madaris Al-Islamia Pakistan, Jamia Al Darasat Al Islamia, Jamia Dar-ul-Aloom, Jamia tul Rasheed, Jamia Siddiqia (Gulshan-e-Memar), Idar-e-Amooore Taaleemat (Jamia Dar-ul-Aloom), Majma-ul-Aloom (Ahsanabad). Majma-ul-Aloom (Ahsanabad).
Public Private Partnerships (PPPs)	Punjab: Punjab Education Foundation (PEF). Sindh: Sindh Education Foundation (SEF). Balochistan: Balochistan Education Foundation (BEF).
Non-formal Education (NFE)	Pakistan Institute of Education (PIE) in collaboration with Japan International Cooperation Agency (JICA) maintains NF-EMIS.
Intermediate and Degree Colleges	Punjab: Higher Education/Colleges Department Punjab. Khyber Pakhtunkhwa: Higher Education Regulatory Authority (HERA), and Higher Education Department. Sindh: College Education Department, Sindh. Balochistan: Directorate of Colleges, Balochistan. Azad Jammu & Kashmir: Higher Education Department AJ&K. Gilgit Baltistan: Directorate of Higher Education GB.

Sector	Sources
Tertiary Education	The Higher Education Commission (HEC)
Distance Learning	Allama Iqbal Open University (AIU)
Special Education	Punjab: Special Education Department, Punjab. Sindh: Department for Empowerment of persons with difficulties (DEPD), Sindh Khyber Pakhtunkhwa: Social Welfare Department, Khyber Pakhtunkhwa. Balochistan: Social Welfare Department, Balochistan. Azad Jammu & Kashmir: Directorate of Special Education, Azad Jammu & Kashmir. Gilgit Baltistan: Social Welfare Department, Gilgit Baltistan. Islamabad Capital Territory: Directorate General of Special Education, Islamabad.
Technical and Vocational Education and Training (TVET)	National Vocational & Technical Training Commission (NAVTC). Provincial Technical Education & Vocational Training Authorities (TEVTAs)
Population	National Institute of Population Studies (NIPS) – projected population data. Pakistan Bureau of Statistics (PBS) – Population and Housing Census data.
Others	Survey data from: Economic Survey of Pakistan Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey Pakistan Bureau of Statistics (PBS) – Labour Force Survey Financial data from: Annual Budget Statements (Provincial, Regional, and Federal) Assessment data from: Pakistan Institute of Education (PIE) – National Achievement Test (NAT)

Note: For years in which data from the Population and Housing Census conducted by the Pakistan Bureau of Statistics (PBS) is available, it may be used as the source for population figures. For all other years, where data from the Population and Housing Census is not available, projected population data from the National Institute of Population Studies (NIPS) may be used.

2 INDICATOR DIRECTORY

This chapter presents a curated and standardised list of all education indicators aligned with global definitions (e.g. UIS) and tailored to Pakistan's context.

2.1 FINANCING INDICATORS

Serial Number: F1	SDG Number: 1.a.2	Indicator Name: Expenditure on education as a percentage of total government expenditure
Definition		Pakistan-Specific Note(s)
Total general (local, regional and central) government expenditure on education (current, capital, and transfers), expressed as a percentage of total general government expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to government.		Education, in this context, refers to all levels of public and other public education, as well as any other sector funded by the government. The private sector is not included here. In this indicator, the terms local, regional, and central refer to district, provincial/regional, and federal levels, respectively. Similarly, the terms current, capital, and transfers refer to the classifications of expenditure as current and development. It is important to note that actual expenditure figures are typically reported with a two-year lag in official budget documents. For example: The Economic Survey of Pakistan 2023–24 will present: - Provisional expenditure figures for 2022–23, and - Actual expenditure figures for 2021–22.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total current expenditure on education in a given financial year B. Total development expenditure on education in a given financial year		C. Total government expenditure in a given financial year
Formula		Disaggregation(s)
Expenditure on education as a percentage of total government expenditure = $[(A + B) / C] * 100$		1. Provincial/Regional

Serial Number:	SDG Number:	Indicator Name:
F1	1.a.2	Expenditure on education as a percentage of total government expenditure
Source(s)		
Survey data from: Economic Survey of Pakistan (Chapter 10: Education; Table: Expenditure on Education) (example given below)		

Pakistan Economic Survey 2023-24

Table 10.6: Expenditure on Education					Rs million
Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2019-20	Federal	83,266	31,300	114,566	1.9
	Punjab	337,562	35,378	372,940	
	Sindh	165,028	5,427	170,455	
	Khyber Pakhtunkhwa	162,778	18,523	181,301	
	Balochistan	53,640	8,111	61,751	
	Pakistan	802,274	98,739	901,013	
2020-21	Federal	90,974	5,646	96,620	1.4
	Punjab	348,460	32,964	381,424	
	Sindh	183,718	10,538	194,256	
	Khyber Pakhtunkhwa	35,816	28,250	64,066	
	Balochistan	55,924	9,936	65,860	
	Pakistan	714,892	87,334	802,226	
2021-22	Federal	26,910	30,945	57,855	1.7
	Punjab	389,264	46,535	435,799	
	Sindh	212,721	8,105	220,826	
	Khyber Pakhtunkhwa	277,030	33,596	310,626	
	Balochistan	67,995	8,553	76,548	
	Pakistan	9,73,920	127,734	1,101,654	
2022-23(P)	Federal	97,857	51,186	149,043	1.5
	Punjab	448,529	44,199	492,728	
	Sindh	251,203	12,354	263,557	
	Khyber Pakhtunkhwa	240,898	12,996	253,894	
	Balochistan	80,439	11,394	91,833	
	Pakistan	1,118,926	132,129	1,251,055	

P: Provisional

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad.

Serial Number: F2	SDG Number: 1.a.GDP	Indicator Name: Government expenditure on education as a percentage of GDP
Definition		Pakistan-Specific Note(s)
Government expenditure on education (current and capital) expressed as a percentage of the Gross Domestic Product (GDP) in a given financial year.		Education, in this context, refers to all levels of public and other public education, as well as any other sector funded by the government. The private sector is not included here. The terms current, capital, and transfers refer to the classification of expenditure as current and development. Total expenditure is, therefore, equal to the sum of current expenditure and development expenditure. It is important to note that actual expenditure figures are typically reported with a two-year lag in official budget documents. For example: The Economic Survey of Pakistan 2023–24 will present: - Provisional expenditure figures for 2022–23, and - Actual expenditure figures for 2021–22, including education expenditure as a percentage of GDP.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total current expenditure on education in a given financial year B. Total development expenditure on education in a given financial year		C. GDP in a given financial year
Formula		Disaggregation(s)
Government expenditure on education as a percentage of GDP = $[(A + B) / C] * 100$		
Source(s)		
Survey data from: Economic Survey of Pakistan (Chapter 10: Education; Table: Expenditure on Education; Column: Percent of GDP)		

Serial Number:

F2

SDG Number:

1.a.GDP

Indicator Name:

Government expenditure on education as a percentage of GDP

(example given below)

Pakistan Economic Survey 2023-24**Table 10.6: Expenditure on Education**

Rs million

Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2019-20	Federal	83,266	31,300	114,566	1.9
	Punjab	337,562	35,378	372,940	
	Sindh	165,028	5,427	170,455	
	Khyber Pakhtunkhwa	162,778	18,523	181,301	
	Balochistan	53,640	8,111	61,751	
	Pakistan	802,274	98,739	901,013	
2020-21	Federal	90,974	5,646	96,620	1.4
	Punjab	348,460	32,964	381,424	
	Sindh	183,718	10,538	194,256	
	Khyber Pakhtunkhwa	35,816	28,250	64,066	
	Balochistan	55,924	9,936	65,860	
	Pakistan	714,892	87,334	802,226	
2021-22	Federal	26,910	30,945	57,855	1.7
	Punjab	389,264	46,535	435,799	
	Sindh	212,721	8,105	220,826	
	Khyber Pakhtunkhwa	277,030	33,596	310,626	
	Balochistan	67,995	8,553	76,548	
	Pakistan	9,73,920	127,734	1,101,654	
2022-23(P)	Federal	97,857	51,186	149,043	1.5
	Punjab	448,529	44,199	492,728	
	Sindh	251,203	12,354	263,557	
	Khyber Pakhtunkhwa	240,898	12,996	253,894	
	Balochistan	80,439	11,394	91,833	
	Pakistan	1,118,926	132,129	1,251,055	

P: Provisional

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad.

Serial Number: F3	SDG Number: 4.5.4	Indicator Name: Expenditure on education per student by level of education and source of funding
Definition		Pakistan-Specific Note(s)
Total initial funding from government (central, regional, local), private (households and other private) and international sources for a given level of education (pre-primary, primary, lower secondary, upper secondary, post-secondary non-tertiary and tertiary education) per student enrolled at that level in a given year.		Education, in this context, refers to all levels of public and other public education, as well as any other sector funded by the government. The private sector is not included here. Due to the limited availability of data on the level of education and source of funding, this indicator focuses solely on education expenditure per student. It is important to note that actual expenditure figures are typically reported with a two-year lag in official budget documents. For example: The Economic Survey of Pakistan 2023–24 will present: - Provisional expenditure figures for 2022–23, and - Actual expenditure figures for 2021–22.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total current expenditure on education in a given financial year B. Total development expenditure on education in a given financial year		C. Total enrolment, regardless of age
Formula		Disaggregation(s)
Expenditure on education per student = $(A + B) / C$		1. Provincial/Regional
Source(s)		
<i>Survey data from:</i> Economic Survey of Pakistan (Chapter 10: Education; Table: Expenditure on Education) (example given below) <i>Enrolment data from:</i> Public Sector Schools Public-Private Partnerships (PPPs) Non-formal Education (NFE) Intermediate and Degree Colleges Tertiary Education		

Serial Number: F3	SDG Number: 4.5.4	Indicator Name: Expenditure on education per student by level of education and source of funding
Special Education		

Pakistan Economic Survey 2023-24

Table 10.6: Expenditure on Education					Rs million
Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2019-20	Federal	83,266	31,300	114,566	1.9
	Punjab	337,562	35,378	372,940	
	Sindh	165,028	5,427	170,455	
	Khyber Pakhtunkhwa	162,778	18,523	181,301	
	Balochistan	53,640	8,111	61,751	
	Pakistan	802,274	98,739	901,013	
2020-21	Federal	90,974	5,646	96,620	1.4
	Punjab	348,460	32,964	381,424	
	Sindh	183,718	10,538	194,256	
	Khyber Pakhtunkhwa	35,816	28,250	64,066	
	Balochistan	55,924	9,936	65,860	
	Pakistan	714,892	87,334	802,226	
2021-22	Federal	26,910	30,945	57,855	1.7
	Punjab	389,264	46,535	435,799	
	Sindh	212,721	8,105	220,826	
	Khyber Pakhtunkhwa	277,030	33,596	310,626	
	Balochistan	67,995	8,553	76,548	
	Pakistan	9,73,920	127,734	1,101,654	
2022-23(P)	Federal	97,857	51,186	149,043	1.5
	Punjab	448,529	44,199	492,728	
	Sindh	251,203	12,354	263,557	
	Khyber Pakhtunkhwa	240,898	12,996	253,894	
	Balochistan	80,439	11,394	91,833	
	Pakistan	1,118,926	132,129	1,251,055	

P: Provisional

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad.

Serial Number: F4	SDG Number:	Indicator Name: Percentage distribution of public current expenditure on education by level
Definition		Pakistan-Specific Note(s)
Public current expenditure for each level of education, expressed as a percentage of total public current expenditure on education.		Education, in this context, refers to all levels of public and other public education, as well as any other sector funded by the government. The private sector is not included here. In the Annual Budget Statements (ABS), education-related expenditure is recorded under Function Code 09: Education Affairs and Services (for both current and development expenditure). However, the classification used in these financial documents does not directly align with the levels of education typically defined in Pakistan's education sector. Instead, expenditure is categorised under the following levels: • Pre-Primary and Primary Education Affairs and Services • Secondary Education Affairs and Services • Tertiary Education Affairs and Services It is important to note that actual expenditure figures are typically reported with a two-year lag in official budget documents. For example: The ABS for 2025–26 will include the actual expenditure for 2023–24 under the heading "Accounts 2023–24".
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Current education expenditure on [level of education] in a given financial year		B. Total current expenditure on education in a given financial year
Formula		Disaggregation(s)
Percentage distribution of public current expenditure on education = $(A / B) * 100$		1. Provincial 2. Level of Education (as defined in the Annual Budget Statements)
Source(s)		

Serial Number: F4	SDG Number:	Indicator Name: Percentage distribution of public current expenditure on education by level
<i>Financial data from:</i> Annual Budget Statements (Provincial) (example given below)		

ESTIMATES OF EXPENDITURE				
Head of Account	(Rs. in million)			
	Accounts 2023-2024	Budget Estimates 2024-2025	Revised Estimates 2024-2025	Budget Estimates 2025-2026
09 EDUCATION AFFAIRS AND SERVICES	102,844.962	129,714.050	123,191.299	148,314.275
091 Pre. Primary Education Affairs & Service	2,609.118	3,471.841	3,165.907	3,939.406
092 Secondary Education Affairs and Services	41,528.297	44,114.631	50,586.665	44,212.549
093 Tertiary Education Affairs and Services	57,562.385	79,949.742	67,744.286	93,617.969
094 Education Services Nondefinable by level	480.675	792.329	693.349	5,024.768
095 Subsidiary Services to Education	569.280	1,180.448	870.198	1,309.767
097 Education Affairs, Services Not Elsewhere Defined	95.207	205.059	130.894	209.816

2.2 EARLY CHILDHOOD EDUCATION INDICATORS

Serial Number: ECEI	SDG Number: 4.2.2	Indicator Name: Participation rate in organised learning (one year before the official primary entry age)
Definition Percentage of children aged one year before the official primary entry age, who participate in one or more organised learning programme, including programmes which offer a combination of education and care. Participants in early childhood education and in primary education are both included. The target age varies by country depending on the official age for entry to primary education. An organised learning programme is one which consists of a coherent set or sequence of educational activities designed with the intention of achieving pre-determined learning outcomes or the accomplishment of a specific set of educational tasks. Early childhood and primary education programmes are examples of organised learning programmes.		Pakistan-Specific Note(s) Early childhood education refers to pre-primary education. The relevant age for this indicator is age 4.
Required Variable(s): Numerator A. Total number of students aged 4 enrolled in pre-primary and primary education		Required Variable(s): Denominator B. Population aged 4
Formula Participation rate in organised learning = $(A / B) * 100$		Disaggregation(s) 1. Provincial 2. Gender 3. Location
Source(s) Enrolment data from: Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Special Education		

Serial Number: ECE1	SDG Number: 4.2.2	Indicator Name: Participation rate in organised learning (one year before the official primary entry age)
<i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: ECE2	SDG Number:	Indicator Name: Percentage of new entrants to primary education with ECCE experience
Definition		Pakistan-Specific Note(s)
The number of new entrants to grade 1 of primary education who have attended some form of organised early childhood care and education (ECCE) programme, expressed as a percentage of the total number of new entrants to grade 1 of primary education.		Pakistan offers only Early Childhood Education (ECE), not Early Childhood Care and Education (ECCE), therefore within the local context, ECCE is to be understood as ECE. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students enrolled in grade 1, regardless of age, who have attended some form of an organised ECE programme B. Total number of repeaters in grade 1, regardless of age, who have attended some form of an organised ECE programme		C. Total enrolment in grade 1, regardless of age D. Total repeaters in grade 1, regardless of age
Formula		Disaggregation(s)
Percentage of new entrants to primary education with ECCE experience = $[(A - B) / (C - D)] * 100$		1. Provincial/Regional 2. Gender 3. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools		

Serial Number: ECE3	SDG Number:	Indicator Name: Percentage of primary schools with ECE facilities
Definition		Pakistan-Specific Note(s)
The number of primary schools with ECE facilities available, expressed as a percentage of the total number of primary schools.		For this indicator, a school is considered to have ECE facilities if it provides any or all of the following: 1. ECE classrooms – Dedicated spaces for early learning, separate from primary classrooms. 2. Furniture within ECE classrooms – Age-appropriate furniture such as low tables and chairs designed for young children. 3. ECE kits – Learning kits provided to children that support early development and social interaction. These may include items like copies, pencils, puzzles, and basic activity materials for play, story-telling, and early numeracy. Teacher-focused materials may also be included. 4. ECE materials – Educational toys, storybooks, wall charts, and posters available within the classroom to support structured and play-based learning. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of primary schools with ECE facilities		B. Total number of primary schools
Formula		Disaggregation(s)
Percentage of primary schools with ECE facilities = $\left[\frac{A}{B} \right] * 100$		1. Provincial/Regional 2. Gender 3. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: ECE4	SDG Number:	Indicator Name: Percentage of primary schools with ECE trained teachers
Definition		Pakistan-Specific Note(s)
The number of primary schools with teachers who have received training to teach ECE, expressed as a percentage of the total number of primary schools.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of primary schools with ECE trained teachers		B. Total number of primary schools
Formula		Disaggregation(s)
Percentage of primary schools with ECE trained teachers = $[(A / B)] * 100$		1. Provincial/Regional 2. Gender 3. Location
Source(s)		
Teachers' data from: Public Sector Schools		

2.3 ENROLMENT INDICATORS

Serial Number: EI	SDG Number: 4.1.2	Indicator Name: Completion rate (primary education, lower secondary education, upper secondary education)
Definition		Pakistan-Specific Note(s)
Percentage of a cohort of children or young people aged 3–5 years above the intended age for the last grade of each level of education who have completed that grade.		Cohort: A group of students who enter the first grade of a given education cycle in the same academic year. The relevant age groups for each education level for this indicator are: Primary: Students aged 12–14 Middle: Students aged 15–17 Lower Secondary (High and Higher Secondary): Students aged 18–21
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students aged [relevant age group] who have completed the last grade of the [level of education]		B. Total number of students aged [relevant age group] in the same cohort for the last grade of the [level of education]
Formula		Disaggregation(s)
Completion Rate = $[(A / B)] * 100$		1. Level of Education
Source(s)		
Survey data from: Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey (example given below)		

SDGs

2019-20

Indicator	Definition	2018-19	2019-20
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education) (a) Primary (b) Lower Secondary (c) Upper Secondary	(a) 66% (b) 46% (c) 21%	(a) 67% (b) 47% (c) 23%

Serial Number: E2	SDG Number: 4.1.3	Indicator Name: Gross intake ratio to the last grade (primary education, lower secondary education)
Definition		Pakistan-Specific Note(s)
Total number of new entrants into the last grade of primary education or lower secondary general education, regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of primary education or lower secondary general education.		The last grade of primary education refers to grade 5. The last grade of middle education refers to grade 8. The intended entrance age to the last grade of primary education refers to age 9. The intended entrance age to the last grade of lower secondary refers to age 12. The total number of new entrants is equal to the total enrolment minus the total number of repeaters.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [relevant grade], regardless of age B. Total repeaters in [relevant grade], regardless of age		C. Population aged [relevant age in single year]
Formula		Disaggregation(s)
GIR to the last grade of [level of education] = $[(A - B)/C] * 100$		1. Provincial 2. Gender 3. Level of Education (primary and middle only) 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below)		

Serial Number: E2	SDG Number: 4.1.3	Indicator Name: Gross intake ratio to the last grade (primary education, lower secondary education)
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Projected population data from:

National Institute of Population Studies (NIPS)

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E3	SDG Number: 4.1.4	Indicator Name: Out-of-school rate
Definition		Pakistan-Specific Note(s)
Proportion of children and young people in the official age range for the given level of education who are not enrolled in pre-primary, primary, secondary or higher levels of education.		Refer to the age-to-grade mapping (Table 5: Age-to-Grade Mapping) for the official age range for each level of education.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Population aged [relevant age group for the given level of education] B. Total number of students aged [relevant age group for the given level of education] enrolled in any level of education		A. Population aged [relevant age group for the given level of education]
Formula		Disaggregation(s)
$OOSR = [(A - B) / A] * 100$		1. Provincial 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC) <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E4	SDG Number: 4.1.5	Indicator Name: Percentage of children over-age for grade (primary education, lower secondary education)
Definition		Pakistan-Specific Note(s)
Percentage of pupils in each level of education (primary and lower secondary general education) who are at least 2 years above the intended age for their grade.		Pupil: Used interchangeably with the term student. The relevant age groups for each grade for this indicator are: Grade 1: Students aged 7 or above Grade 2: Students aged 8 or above Grade 3: Students aged 9 or above Grade 4: Students aged 10 or above Grade 5: Students aged 11 or above Grade 6: Students aged 12 or above Grade 7: Students aged 13 or above Grade 8: Students aged 14 or above
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students aged [relevant age group] enrolled in [relevant grade]		B. Total enrolment in [level of education], regardless of age
Formula		Disaggregation(s)
Percentage of children over-age for grade = $\frac{\sum A \text{ (for all grades in the relevant level of education)}}{B} \times 100$		1. Provincial/Regional 2. Gender 3. Level of Education (primary and middle only) 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education		

Serial Number: E5	SDG Number: 4.3.2	Indicator Name: Gross enrolment ratio for tertiary education
Definition		Pakistan-Specific Note(s)
Total enrolment in tertiary education, regardless of age, expressed as a percentage of the population in the 5-year age group immediately following upper secondary education.		The 5-year age group immediately following upper secondary (higher secondary) education is: Youth aged 17–21
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in tertiary education, regardless of age		B. Population aged 17–21
Formula		Disaggregation(s)
$GER = (A / B) * 100$		1. Provincial 2. Gender 3. Location
Source(s)		
<i>Enrolment data from:</i> Intermediate and Degree Colleges (excluding grades 11 and 12) Higher Education Commission (HEC) <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E6	SDG Number: 4.3.3	Indicator Name: Participation rate in technical and vocational programmes (15- to 24-year-olds)
Definition		Pakistan-Specific Note(s)
Percentage of young people aged 15–24 years participating in technical or vocational education either in formal or non-formal (e.g. work-based or other settings) education, on a given date or during a specified period.		The specified period in this context refers to the given academic year.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students aged 15–24 enrolled in technical and vocational programmes		B. Population aged 15–24
Formula		Disaggregation(s)
Participation rate in technical and vocational programmes = $(A / B) * 100$		1. Provincial 2. Gender 3. Location
Source(s)		
<i>Enrolment data from:</i> NAVTTC and Provincial TEVTAs <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E7	SDG Number: 4.3.1	Indicator Name: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
Definition		Pakistan-Specific Note(s)
Percentage of youth and adults in a given age range (e.g. 15–24 years, 25–64 years, etc.) participating in formal or non-formal education or training in a given time period (e.g. last 12 months). Formal education and training is defined as education provided by the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous ‘ladder’ of full-time education for children and young people, generally beginning at the age of 5 to 7 and continuing to up to 20 or 25 years old. Non-formal education and training is defined as any organised and sustained learning activities that do not correspond exactly to the above definition of formal education. Non-formal education may therefore take place both within and outside educational institutions and cater to people of all ages.		The relevant age groups for this indicator are: Youth: 15 to 24 years Adults: 25 years and above
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of individuals aged [relevant age group] who have participated in formal or non-formal education or training in the last 12 months		B. Total population aged [relevant age group]
Formula		Disaggregation(s)
Participation Rate in formal and non-formal education and training = $(A / B) * 100$		1. Age Groups: a. Youth: 15 to 24 years b. Adults: 25 years and above 2. Provincial 3. Gender 4. Location
Source(s)		

Serial Number: E7	SDG Number: 4.3.1	Indicator Name: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
Survey data from: Pakistan Bureau of Statistics (PBS) – Labour Force Survey (example given below)		

LFS 2020-21						
Indicator:- 4.3.1 Participation Rate of Youth and Adults informal and Informal Education and Training in the previous 12 Months by Sex						
Definition:- The percentage of youth and adults in a given age range (e.g.) 15-24 years, 25 years and over) participating in formal or non-formal education or training in a given time period (e.g. last 12 months).						
4.3.1 Participation Rate of Youth and Adults in Formal & Informal Education & Training						
Province/Area	Youth (15-24 Years)			Adult (25 Years and Over)		
	Total	Male	Female	Total	Male	Female
Pakistan						
All Area	29.9	33.3	26.3	0.4	0.6	0.3
Rural	24.0	29.3	18.5	0.3	0.4	0.2
Urban	40.1	40.0	40.2	0.7	0.8	0.6
KP						
All Area	31.1	42.8	18.6	0.4	0.7	0.2
Rural	29.5	42.0	16.4	0.4	0.6	0.1
Urban	39.6	47.0	31.0	0.8	1.0	0.6
Punjab						
All Area	32.2	32.7	31.7	0.4	0.5	0.4
Rural	25.8	27.7	23.9	0.3	0.3	0.3
Urban	42.9	40.7	45.2	0.7	0.7	0.7
Sindh						
All Area	24.4	27.6	20.9	0.4	0.7	0.2
Rural	12.2	17.6	6.5	0.1	0.1	0.0
Urban	35.9	36.8	34.9	0.7	1.1	0.3
Balochistan						
All Area	24.5	32.8	14.4	0.5	0.8	0.1
Rural	20.5	29.4	9.6	0.4	0.7	0.1
Urban	33.9	40.6	25.7	0.5	0.9	0.1

Serial Number: E8	SDG Number:	Indicator Name: Percentage of refugees in total enrolment
Definition		Pakistan-Specific Note(s)
Percentage of children who are refugees out of the total children who are enrolled in educational institutions at different levels.		Refugees include both registered and unregistered children. Internally Displaced Persons (IDPs) are not counted as refugees for this indicator. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of refugee students enrolled in [level of education], regardless of age		B. Total enrolment in [level of education], regardless of age
Formula		Disaggregation(s)
Percentage of refugees in total enrolment = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location 5. Nationality
Source(s)		
Enrolment data from: Public Sector Schools		

Serial Number: E9	SDG Number:	Indicator Name: Percentage of religious minorities in total enrolment
Definition		Pakistan-Specific Note(s)
Percentage of children who are religious minorities out of the total children who are enrolled in educational institutions at different levels.		Religious minorities include: • Christians • Hindus • Qadiani/Ahmadis • Scheduled Castes • Sikhs • Parsis
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of minority students enrolled in [level of education], regardless of age		B. Total enrolment in [level of education], regardless of age
Formula		Disaggregation(s)
Percentage of religious minorities in total enrolment = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location 5. Religion
Source(s)		
Enrolment data from: Public Sector Schools		

Serial Number: E10	SDG Number:	Indicator Name: Gross intake ratio (GIR) in the first grade of primary
Definition		Pakistan-Specific Note(s)
Total number of new entrants (enrolled minus repeaters) in the first grade of primary education, regardless of their age, expressed as a percentage of the population at the official primary entrance age.		The first grade of primary refers to grade 1. The total number of new entrants is equal to the total enrolment minus the total number of repeaters. The official primary school-entrance age refers to age 5.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in grade 1, regardless of age B. Total repeaters in grade 1, regardless of age		C. Population aged 5
Formula		Disaggregation(s)
GIR in the first grade of primary = $[(A - B) / C] * 100$		1. Provincial 2. Gender 3. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Special Education <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E11	SDG Number:	Indicator Name: Net intake rate (NIR) in the first grade of primary
Definition	Pakistan-Specific Note(s)	
Total number of new entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.	The first grade of primary refers to grade 1.	
	The total number of new entrants is equal to the total enrolment minus the total number of repeaters.	
	The official primary school-entrance age refers to age 5.	
Required Variable(s): Numerator	Required Variable(s): Denominator	
A. Total enrolment of students aged 5 in grade 1	C. Population aged 5	
B. Total repeaters aged 5 in grade 1		
Formula	Disaggregation(s)	
NIR in the first grade of primary = $[(A - B) / C] * 100$	1. Provincial	
	2. Gender	
	3. Location	
Source(s)		
Enrolment data from: Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Special Education		
Census data from: Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below)		
Projected population data from: National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E12	SDG Number:	Indicator Name: Effective Transition Rate (ETR)
Definition		Pakistan-Specific Note(s)
Percentage of students who successfully complete a level of education and are able to move on to the next level, such as from primary to secondary education or from secondary to tertiary education, within a given time frame. Unlike the Transition Rate (TR), which measures the overall percentage of students who transition to the next level, the ETR takes into account the successful completion of the previous level of education.		The last grade of primary refers to Grade 5 and the last grade of lower secondary refers to Grade 8. The first grade of lower secondary refers to Grade 6 and the last grade of upper secondary refers to grade 9.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [first grade of current level of education] in academic year [t], regardless of age B. Total repeaters in [first grade of current level of education] in academic year [t], regardless of age		C. Total enrolment in [last grade of previous level of education] in academic year [t-1], regardless of age D. Total repeaters in [last grade of previous level of education] in academic year [t-1], regardless of age
Formula		Disaggregation(s)
ETR from [previous level of education] to [current level of education] = $[(A - B) / (C - D)] * 100$ ETR from Primary to Lower Secondary = $[(\text{Total enrolment in Grade 6 in 2023-24, regardless of age} - \text{Total repeaters in Grade 6 in 2023-24, regardless of age}) / (\text{Total enrolment in Grade 5 in 2022-23, regardless of age} - \text{Total repeaters in Grade 5 in 2022-23, regardless of age})]$		1. Provincial/Regional 2. Gender 3. Level of Education (primary to middle, and middle to high) 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education		

Serial Number:	SDG Number:	Indicator Name:
E13		Gross Enrolment Ratio (GER)
Definition		
Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.		Pakistan-Specific Note(s)
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [level of education], regardless of age		B. Population aged [relevant age group for the given level of education]
Formula		Disaggregation(s)
$GER = (A / B) * 100$		1. Provincial 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: EI4	SDG Number:	Indicator Name: Net Enrolment Rate Total (NERT)
Definition		Pakistan-Specific Note(s)
Total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students aged [relevant age group for the given level of education] enrolled in any level of education		B. Population aged [relevant age group for the given level of education]
Formula		Disaggregation(s)
$\text{NERT} = (A / B) * 100$ OR $\text{NERT} = 100 - \text{OOSR}$		1. Provincial 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC) <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E15	SDG Number:	Indicator Name: Age-Specific Enrolment Rate (ASER)
Definition		Pakistan-Specific Note(s)
Enrolment of a specific single age enrolled, irrespective of the level of education, as a percentage of the population of the same age.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total number of students aged [relevant age in single year] enrolled in any level of education		B. Population aged [relevant age in single year]
Formula		Disaggregation(s)
ASER = $(A / B) * 100$		1. Provincial 2. Gender 3. Grade 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC) <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 4) (example given below) <i>Projected population data from:</i> National Institute of Population Studies (NIPS)		

TABLE 4 : POPULATION BY SINGLE YEAR AGE, SEX AND RURAL/URBAN, CENSUS-2023

SEX/AGE GROUP (IN YEARS)	ALL LOCALITIES				RURAL				URBAN			
	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE	ALL SEXES	MALE	FEMALE	TRANS GENDE
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
ALL AGES	240,458,089	123,824,681	116,613,077	20,331	147,268,383	75,426,616	71,836,925	4,842	93,189,706	48,398,065	44,776,152	15,489
00 – 04	36,471,421	18,744,989	17,726,432	-	23,625,438	12,130,611	11,494,827	-	12,845,983	6,614,378	6,231,605	-
BELOW 1	5,203,921	2,667,485	2,536,436	-	3,357,790	1,722,367	1,635,423	-	1,846,131	945,118	901,013	-
01	6,774,926	3,494,246	3,280,680	-	4,373,051	2,251,437	2,121,614	-	2,401,875	1,242,809	1,159,066	-
02	7,696,187	3,959,407	3,736,780	-	4,989,257	2,561,902	2,427,355	-	2,706,930	1,397,505	1,309,425	-
03	8,157,637	4,177,751	3,979,886	-	5,275,523	2,703,222	2,572,301	-	2,882,114	1,474,529	1,407,585	-
04	8,638,750	4,446,100	4,192,650	-	5,629,817	2,891,683	2,738,134	-	3,008,933	1,554,417	1,454,516	-
05 – 09	32,272,136	16,566,852	15,705,284	-	21,189,395	10,897,736	10,291,659	-	11,082,741	5,669,116	5,413,625	-
05	6,771,498	3,484,217	3,287,281	-	4,467,271	2,301,682	2,165,589	-	2,304,227	1,182,535	1,121,692	-
06	6,822,351	3,490,679	3,331,672	-	4,515,841	2,316,758	2,199,083	-	2,306,510	1,173,921	1,132,589	-
07	6,518,814	3,340,779	3,178,035	-	4,254,754	2,183,921	2,070,833	-	2,264,060	1,156,858	1,107,202	-
08	6,469,105	3,311,801	3,157,304	-	4,297,626	2,202,452	2,095,174	-	2,171,479	1,109,349	1,062,130	-
09	5,690,368	2,939,376	2,750,992	-	3,653,903	1,892,923	1,760,980	-	2,036,465	1,046,453	990,012	-
10 – 14	28,790,182	14,971,914	13,817,137	1,131	18,073,075	9,392,718	8,679,974	383	10,717,107	5,579,196	5,137,163	748
10	6,209,661	3,209,206	3,000,455	-	4,022,063	2,073,653	1,948,410	-	2,187,598	1,135,553	1,052,045	-
11	5,783,515	2,999,922	2,783,593	-	3,601,885	1,869,686	1,732,199	-	2,181,630	1,130,236	1,051,394	-
12	5,962,747	3,135,094	2,827,653	-	3,746,213	1,964,670	1,781,543	-	2,216,534	1,170,424	1,046,110	-
13	5,363,256	2,773,703	2,589,553	-	3,309,785	1,719,310	1,590,475	-	2,053,471	1,054,393	999,078	-
14	5,471,003	2,853,989	2,615,883	1,131	3,393,129	1,765,399	1,627,347	383	2,077,874	1,088,590	988,536	748
15 – 19	24,154,118	12,581,753	11,569,893	2,472	14,742,766	7,634,253	7,107,500	1,013	9,411,352	4,947,500	4,462,393	1,459
15	5,094,476	2,661,503	2,432,373	600	3,127,257	1,631,311	1,495,629	317	1,967,219	1,030,192	936,744	283
16	5,113,274	2,681,488	2,431,352	434	3,143,842	1,642,794	1,500,843	205	1,969,432	1,038,694	930,509	229
17	4,731,211	2,473,232	2,257,543	436	2,851,006	1,481,873	1,368,950	183	1,880,205	991,359	888,593	253
18	4,795,790	2,479,152	2,316,057	581	2,968,280	1,515,971	1,452,105	204	1,827,510	963,181	863,952	377
19	4,419,367	2,286,378	2,132,568	421	2,652,381	1,362,304	1,289,973	104	1,766,986	924,074	842,595	317
20 – 24	20,468,713	10,323,755	10,141,864	3,094	12,176,759	6,100,428	6,075,646	685	8,291,954	4,223,327	4,066,218	2,409
20	4,514,425	2,280,701	2,232,925	799	2,770,385	1,385,860	1,384,298	227	1,744,040	894,841	848,627	572
21	4,105,604	2,082,631	2,022,583	390	2,410,916	1,214,077	1,196,758	81	1,694,688	868,554	825,825	309
22	4,238,770	2,126,761	2,111,236	773	2,513,374	1,256,660	1,256,550	164	1,725,396	870,101	854,686	609
23	3,775,048	1,905,188	1,869,257	603	2,226,778	1,113,896	1,112,753	129	1,548,270	791,292	756,504	474
24	3,834,866	1,928,474	1,905,863	529	2,255,306	1,129,935	1,125,287	84	1,579,560	798,539	780,576	445
25 – 29	17,967,161	8,946,770	9,016,962	3,429	10,522,722	5,210,612	5,311,469	641	7,444,439	3,736,158	3,705,493	2,788

Serial Number: E16	SDG Number:	Indicator Name: Percentage of repeaters
Definition		Pakistan-Specific Note(s)
It measures the percentage of students who repeat a grade level in a given year. It is a measure of academic progress and educational efficiency and can provide insight into the quality of education and the effectiveness of teaching methods.		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total repeaters in [level of education], regardless of age		B. Total enrolment in [level of education], regardless of age
Formula		Disaggregation(s)
Percentage of repeaters = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education		

Serial Number: E17	SDG Number:	Indicator Name: Promotion Rate by Grade (PR)
Definition		Pakistan-Specific Note(s)
Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following year.		Cohort: A group of students who enter the first grade of a given education cycle in the same academic year. Pupil: Used interchangeably with the term student.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in grade [i+1] in academic year [t], regardless of age B. Total repeaters in grade [i+1] in academic year [t], regardless of age		C. Total enrolment in grade [i] in academic year [t-1], regardless of age
Formula		Disaggregation(s)
$PR \text{ in grade } [i] = [(A - B) / C] * 100$ PR in grade 5 = [(Total enrolment in grade 6 in academic year 2023-24, regardless of age – Total repeaters in grade 6 in academic year 2023-24, regardless of age) / Total enrolment in grade 5 in academic year 2022-23, regardless of age]		1. Provincial/Regional 2. Gender 3. Grade 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

Serial Number: E18	SDG Number:	Indicator Name: Dropout Rate by Grade (DR)
Definition		Pakistan-Specific Note(s)
Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.		Cohort: A group of students who enter the first grade of a given education cycle in the same academic year. Pupil: Used interchangeably with the term student.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Promotion Rate (PR) B. Repetition Rate (RR)		
Formula		Disaggregation(s)
$DR = 100 - (PR + RR)$		1. Provincial/Regional 2. Gender 3. Grade 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

Serial Number: E19	SDG Number:	Indicator Name: Repetition Rate by Grade (RR)
Definition		Pakistan-Specific Note(s)
Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.		Cohort: A group of students who enter the first grade of a given education cycle in the same academic year. Pupil: Used interchangeably with the term student.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total repeaters in [relevant grade] in academic year [t], regardless of age		B. Total enrolment in [relevant grade] in academic year [t-1], regardless of age
Formula		Disaggregation(s)
$RR = (A / B) * 100$ $RR = (\text{Total repeaters in grade 5 in academic year 2023-24, regardless of age} / \text{Total enrolment in grade 5 in academic year 2022-23, regardless of age}) * 100$		1. Provincial/Regional 2. Gender 3. Grade 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

Serial Number: E20	SDG Number:	Indicator Name: Survival Rate by Grade (SR)
Definition		Pakistan-Specific Note(s)
Percentage of a cohort of pupils enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach successive grades.		The survival rate refers to the total number of pupils from a school-cohort who reach each successive grade of a specified level of education, expressed as a percentage of the number of pupils originally enrolled in the first grade of that same, specified level of education. The indicator is calculated using the reconstructed cohort method, based on enrolment and repeater data from two consecutive academic years. Cohort: A group of students who enter the first grade of a given education cycle in the same academic year. Pupil: Used interchangeably with the term student.
Required Variable(s)		
A. Total enrolment in [relevant grade] in academic year [t], regardless of age B. Total repeaters in [relevant grade] in academic year [t], regardless of age C. Total enrolment in [relevant grade] in academic year [t-1], regardless of age D. Total repeaters in [relevant grade] in academic year [t-1], regardless of age		
Formula		Disaggregation(s)
The UNESCO Reconstructed Cohort Method is used to calculate Survival Rates.		1. Provincial/Regional 2. Gender 3. Grade (5, 8, and 10) 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

Serial Number: E21	SDG Number:	Indicator Name: Percentage of students with difficulty in total enrolment
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Definition	Pakistan-Specific Note(s)
Proportion of students enrolled in a given level of education who report having functional difficulties in one or more domains—seeing, hearing, walking, remembering/concentrating, communicating using usual language, or doing self-care—as defined by the Washington Group’s Short Set of Questions. Type of Difficulties Measured: - Seeing, even when wearing glasses - Hearing, even if using a hearing aid - Walking or climbing steps - Remembering or concentrating - Communicating using usual (customary) language (Speech Disorder) - Doing self-care such as washing all over or dressing Level of Difficulty (Washington Group Short Set): - No difficulty - Some difficulty - A lot of difficulty - Cannot do at all	Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.

Required Variable(s): Numerator	Required Variable(s): Denominator
A. Total number of students enrolled in [level of education] reporting [level of difficulty] in [type of difficulty], regardless of age	B. Total enrolment in [level of education], regardless of age

Formula	Disaggregation(s)
Percentage of students with difficulty in total enrolment = $(A / B) * 100$	1. Type of Difficulty a. Seeing, even when wearing glasses b. Hearing, even if using a hearing aid c. Walking or climbing steps d. Remembering or concentrating e. Communicating using usual (customary) language (Speech Disorder) f. Doing self-care such as washing all over or dressing

Serial Number:	SDG Number:	Indicator Name:
E21		Percentage of students with difficulty in total enrolment
		2. Level of Difficulty i. No difficulty ii. Some difficulty iii. A lot of difficulty iv. Cannot do at all 3. Provincial/Regional 4. Gender 5. Level of Education 6. Location
Source(s)		
Enrolment data from: Public Sector Schools		

2.4 TEACHERS' INDICATORS

Serial Number: T1	SDG Number:	Indicator Name: Proportion of trained teachers, by type of training
Definition		Pakistan-Specific Note(s)
The number of trained teachers, by type of training, expressed as a percentage of the total number of teachers		The types of training to be considered in this case are: a. To teach special children b. To teach early childhood education (ECE) Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of teachers who have received [relevant training]		B. Total number of teachers
Formula		Disaggregation(s)
Percentage of trained teachers = $(A / B) * 100$		1. Type of Training: a. To teach special children b. To teach early childhood education (ECE) 2. Provincial/Regional 3. Gender 4. Level of Education 5. Location
Source(s)		
Teachers' data from: Public Sector Schools		

Serial Number: T2	SDG Number: 4.c.1	Indicator Name: Proportion of teachers with the minimum required qualifications, by education level
Definition		Pakistan-Specific Note(s)
Percentage of teachers by level of education taught (pre-primary, primary, lower secondary, and upper secondary education) who have received at least the minimum organised pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country, in a given academic year.		In this case, teachers who have received at least one of the recognised minimum organised training programmes will be considered. The minimum organised training to be considered for this indicator is continuous professional development (CPD). Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of teachers who have received at least one minimum organised training in [level of education]		B. Total number of teachers in [level of education]
Formula		Disaggregation(s)
Proportion of teachers with the minimum required qualifications = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
Teachers' data from: Public Sector Schools		

Serial Number: T3	SDG Number: 4.c.2	Indicator Name: Pupil-trained teacher ratio (PTTR) by education level
Definition		Pakistan-Specific Note(s)
Average number of pupils per trained teacher at each level of education (pre-primary, primary, lower and upper secondary education) in a given academic year. A trained teacher is one who has received at least the minimum organised pedagogical teacher training pre-service and in-service required for teaching at the relevant level in a given country in a given academic year.		In this case, teachers who have received at least one of the recognised minimum organised training programmes will be considered. The minimum organised training to be considered for this indicator is continuous professional development (CPD). Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [level of education], regardless of age		B. Total trained teachers in [level of education]
Formula		Disaggregation(s)
$PTTR = (A / B) * 100$		1. Provincial/Regional 2. Level of Education 3. Location
Source(s)		
<i>Enrolment and Teachers' data from:</i> Public Sector Schools		

Serial Number: T4	SDG Number: 4.c.3	Indicator Name: Percentage of teachers qualified according to national standards, by education level and type of institution
Definition		Pakistan-Specific Note(s)
Percentage of teachers by level of education taught (pre-primary, primary, lower secondary and upper secondary education) who have at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country, in a given academic year. Ideally, the indicator should be calculated separately for public and private institutions.		The minimum academic/professional qualifications for a teacher to be considered as qualified are: • Primary Teacher – F.A/F.Sc & C.T • Middle Teacher (and above) – B.A/B.Sc & B.Ed/BS.Ed Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of teachers who have the minimum required academic qualifications in [level of education]		B. Total number of teachers in [level of education]
Formula		Disaggregation(s)
Proportion of teachers with the minimum required qualifications = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
Teachers' data from: Public Sector Schools		

Serial Number: T5	SDG Number: 4.c.4	Indicator Name: Pupil-qualified teacher ratio by education level
Definition		Pakistan-Specific Note(s)
Average number of pupils per qualified teacher at each level of education (pre-primary, primary, lower and upper secondary education) in a given academic year. A qualified teacher is one who has at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country in a given academic year.		The minimum academic/professional qualifications for a teacher to be considered as qualified are: • Primary Teacher – F.A/F.Sc & C.T • Middle Teacher (and above) – B.A/B.Sc & B.Ed/BS.Ed Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [level of education], regardless of age		B. Total qualified teachers in [level of education]
Formula		Disaggregation(s)
Pupil-qualified teacher ratio = $(A / B) * 100$		1. Provincial/Regional 2. Level of Education 3. Location
Source(s)		
Enrolment and Teachers' data from: Public Sector Schools		

Serial Number: T6	SDG Number: 4.c.6	Indicator Name: Teacher attrition rate by education level
Definition		Pakistan-Specific Note(s)
Percentage of teachers at a given level of education leaving the profession in a given school year.		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of teachers that retired in the given academic year [t] B. Number of teachers that left in the given academic year [t]		C. Total number of teachers in the previous academic year [t-1]
Formula		Disaggregation(s)
Teacher attrition rate = $[(A + B)/C] * 100$ Teacher attrition rate = $[(\text{Number of teachers that retired in the academic year 2023-24} + \text{Number of teachers that left in the academic year 2023-24}) / \text{Total number of teachers in the academic year 2022-23}] * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
Teachers' data from: Public Sector Schools		

Serial Number: T7	SDG Number: 4.c.5	Indicator Name: Average teacher salary relative to other professions requiring a comparable level of qualification
Definition		Pakistan-Specific Note(s)
The indicator is defined as the ratio of annual statutory teacher compensation for a teacher with typical qualifications and 15 years of experience to the annual earnings of similarly qualified individuals.		As complete data required for this indicator is currently difficult to obtain in Pakistan, it will, for now, focus solely on average teacher salaries. The comparative analysis will exclude the final component of the indicator and instead provide salary comparisons across provinces, regions, locations, and education levels. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Salary of each teacher in [level of education] in the given academic year		B. Total number of teachers in the given academic year
Formula		Disaggregation(s)
Average teacher salary = $(\sum A) / B$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
Teachers' data from: Public Sector Schools		

Serial Number: T8	SDG Number:	Indicator Name: Pupil-Teacher Ratio (PTR)
Definition		Pakistan-Specific Note(s)
Average number of pupils (students) per teacher at a specific level of education in a given school year.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Total enrolment in [level of education], regardless of age		B. Total number of teachers in [level of education]
Formula		Disaggregation(s)
PTR = A / B		1. Provincial/Regional 2. Level of Education 3. Location
Source(s)		
<i>Enrolment and Teachers' data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

Serial Number: T9	SDG Number:	Indicator Name: Percentage of female teachers
Definition		Pakistan-Specific Note(s)
The number of female teachers at a given level of education expressed as a percentage of the total number of teachers (male and female) at the same level in a given school year.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of female teachers in [level of education]		B. Total number of teachers (male and female) in [level of education]
Formula		Disaggregation(s)
Percentage of female teachers = $(A / B) * 100$		1. Provincial/Regional 2. Level of Education 3. Location
Source(s)		
<i>Teachers' data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education Intermediate and Degree Colleges (only grades 11 and 12) Higher Education Commission (HEC)		

2.5 SCHOOL FACILITIES' INDICATORS

Serial Number: SF1	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering basic services, by type of service
Definition		Pakistan-Specific Note(s)
Percentage of schools by level of education with access to the given facility or service: a. Electricity b. Internet for pedagogical purposes c. Computers for pedagogical purposes d. Adapted infrastructure e. Adapted materials f. Basic drinking water g. Basic sanitation facilities h. Basic handwashing facilities i. Boundary wall j. Satisfactory building condition k. Daycare facility l. Security measures		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.

Serial Number: SF1(a)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering electricity
Definition		Pakistan-Specific Note(s)
The number of schools with electricity, expressed as a percentage of the total number of schools. Electricity: Regularly and readily available sources of power (e.g. grid/mains connection, wind, water, solar, and fuel-powered generator, etc.) that enable the adequate and sustainable use of ICT infrastructure for educational purposes.		For this indicator, a school is considered to have electricity if it is available and functional. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with electricity		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering electricity = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School facilities data from:</i> Public Sector Schools		

Serial Number: SF1(b)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering internet for pedagogical purposes
Definition		Pakistan-Specific Note(s)
The number of schools with internet for pedagogical purposes, expressed as a percentage of the total number of schools. Internet for pedagogical purposes: Internet that is available for enhancing teaching and learning and is accessible by pupils. Internet is defined as a worldwide interconnected computer network, which provides pupils access to a number of communication services including the World Wide Web and carries e-mail, news, entertainment and data files, irrespective of the device used (i.e. not assumed to be only via a computer and thus can also be accessed by mobile telephone, tablet, PDA, games machine, digital TV etc.). Access can be via a fixed narrowband, fixed broadband, or via mobile network.		For this indicator, a school is considered to have internet if it is available and functional. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with internet		B. Total number of schools
Formula		Disaggregation(s)
$\text{Proportion of schools offering internet} = (A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School facilities data from:</i> Public Sector Schools		

Serial Number: SFI(c)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering computers for pedagogical purposes
Definition The number of schools with computers for pedagogical purposes, expressed as a percentage of the total number of schools. Computers for pedagogical use: Use of computers to support course delivery or independent teaching and learning needs. This may include activities using computers or the Internet to meet information needs for research purposes; develop presentations; perform hands-on exercises and experiments; share information; and participate in online discussion forums for educational purposes. A computer is a programmable electronic device that can store, retrieve and process data, as well as share information in a highly structured manner. It performs high-speed mathematical or logical operations according to a set of instructions or algorithms. Computers include the following types: • A desktop computer usually remains fixed in one place; normally the user is placed in front of it, behind the keyboard; • A laptop computer is small enough to carry and usually enables the same tasks as a desktop computer; it includes notebooks and netbooks but does not include tablets and similar handheld devices; and • A tablet (or similar handheld computer) is a computer that is integrated into a flat touch screen, operated by touching the screen rather than using a physical keyboard.		Pakistan-Specific Note(s) For this indicator, a school is considered to have computers if it provides any or all of the following: • Functional tablets • Functional laptops • Functional desktop computers Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator A. Number of schools with computers		Required Variable(s): Denominator B. Total number of schools
Formula Proportion of schools offering computers = $(A / B) * 100$		Disaggregation(s) 1. Provincial/Regional 2. Gender

Serial Number: SF1(c)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering computers for pedagogical purposes
		3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(d)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering adapted infrastructure
Definition		Pakistan-Specific Note(s)
The number of schools with adapted infrastructure, expressed as a percentage of the total number of schools. Adapted infrastructure is defined as any built environment related to education facilities that are accessible to all users, including those with different types of disability, to be able to gain access to use and exit from them. Accessibility includes ease of independent approach, entry, evacuation and/or use of a building and its services and facilities (such as water and sanitation), by all of the building's potential users with an assurance of individual health, safety and welfare during the course of those activities.		For this indicator, a school is considered to have adapted infrastructure if it provides a ramp facility. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with ramp facility		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering adapted infrastructure = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School facilities data from:</i> Public Sector Schools		

Serial Number: SF1(e)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering adapted materials
Definition		Pakistan-Specific Note(s)
The number of schools with adapted materials, expressed as a percentage of the total number of schools. Adapted materials include learning materials and assistive products that enable students and teachers with disabilities/functioning limitations to access learning and to participate fully in the school environment. Accessible learning materials include textbooks, instructional materials, assessments, and other materials that are available and provided in appropriate formats such as audio, braille, sign language, and simplified formats that can be used by students and teachers with disabilities/functioning limitations.		For this indicator, a school is considered to have adapted materials if it provides any or all of the following: • Textbooks • Instructional materials • Assessments in any or all of the following formats: • Audio • Braille • Sign language Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with adapted materials		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering adapted materials = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School facilities data from:</i> Public Sector Schools		

Serial Number: SF1(f)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering basic drinking water
Definition		Pakistan-Specific Note(s)
The number of schools with basic drinking water, expressed as a percentage of the total number of schools. Basic drinking water is defined as a functional improved drinking water source on or near the premises and water points accessible to all users during school hours. An improved drinking water source is a water delivery point that by the nature of its design protects the water from external contamination, particularly of fecal origin. Examples of improved drinking water facilities include piped water, protected wells, tubewells and boreholes, protected springs and rainwater, purchased bottled water and tanker-trucks. Unimproved water sources include unprotected wells and springs and surface water (e.g. rivers, lakes).		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with basic drinking water		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering basic drinking water = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(g)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering basic sanitation facilities
Definition		Pakistan-Specific Note(s)
The number of schools with basic sanitation facilities, expressed as a percentage of the total number of schools. Basic sanitation facilities are defined as functional improved sanitation facilities separated for males and females on or near the premises. Improved sanitation facilities include a pit latrine with slab, a ventilated improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. Unimproved facilities include a pit latrine without a slab, hanging toilets and bucket toilets.		For this indicator, a school is considered to have basic sanitation facilities for students if the minimum ratio of students to toilets is 40:1. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with basic sanitation facilities		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering basic sanitation facilities = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(h)	SDG Number: 4.a.1	Indicator Name: Proportion of schools offering basic handwashing facilities
Definition		Pakistan-Specific Note(s)
The number of schools with basic handwashing facilities, expressed as a percentage of the total number of schools. Basic handwashing facilities are defined as functional handwashing facilities, with soap and water available to all girls and boys.		For this indicator, a school is considered to have basic handwashing facilities if it provides any or all of the following: • Wash basin • Clean water in wash basin • Soap Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with basic handwashing facilities		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools offering basic handwashing facilities = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(i)	SDG Number: 4.a.1	Indicator Name: Proportion of schools having a boundary wall
Definition		Pakistan-Specific Note(s)
The number of schools with a boundary wall, expressed as a percentage of the total number of schools.		For this indicator, a school is considered to have a boundary wall if it is available and complete. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with boundary walls		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools with boundary walls = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(j)	SDG Number: 4.a.1	Indicator Name: Proportion of schools having a satisfactory building condition
Definition		Pakistan-Specific Note(s)
The number of schools with a satisfactory building condition, expressed as a percentage of the total number of schools.		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with satisfactory building condition		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools with satisfactory building condition = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(k)	SDG Number: 4.a.1	Indicator Name: Proportion of schools having a daycare facility
Definition		Pakistan-Specific Note(s)
The number of schools with a daycare facility, expressed as a percentage of the total number of schools.		Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with a daycare facility		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools with a daycare facility = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
School facilities data from: Public Sector Schools		

Serial Number: SF1(I)	SDG Number:	Indicator Name: Proportion of schools having security measures
Definition		Pakistan-Specific Note(s)
The number of schools with security measures in place, expressed as a percentage of the total number of schools.		For this indicator, a school is considered to have security measures if it provides any or all of the following: • Security camera (functional) • Security guard • Barbed wires Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of schools with security measures		B. Total number of schools
Formula		Disaggregation(s)
Proportion of schools with security measures = $(A / B) * 100$		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School facilities data from:</i> Public Sector Schools		

2.6 LITERACY INDICATORS

Serial Number: LI	SDG Number: 4.4.1	Indicator Name: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
Definition		Pakistan-Specific Note(s)
The proportion of youth and adults with information and communications technology (ICT) skills, by type of skill as defined as the percentage of individuals that have undertaken certain -ICT-related activities in the last 3 months. Computer related activities include: 1. Copying or moving a file or folder 2. Using copy and paste tools to duplicate or move information within a document 3. Sending e-mails with attached files (e.g. document, picture, video) 4. Using basic arithmetic formulae in a spreadsheet 5. Connecting and installing new devices (e.g. modem, camera, printer) 6. Finding, downloading, installing, and configuring software 7. Creating electronic presentations with presentation software (including text, images, sound, video or charts) 8. Transferring files between a computer and other devices 9. Writing a computer program using a specialised programming language		In the Pakistani context, this indicator looks at the total population aged 10 years and above who can undertake computer-related activities.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Population aged 10 years and above who have performed [type of ICT-related activity] in the last 3 months		B. Total population aged 10 years and above
Formula		Disaggregation(s)
Proportion of youth and adults with ICT skills = $(A / B) * 100$		1. Type of ICT-related activity: a. Copying or moving a file or folder b. Using copy and paste tools to duplicate or

Serial Number:	SDG Number:	Indicator Name:
L1	4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
		move information within a document c. Sending e-mails with attached files (e.g. document, picture, video) d. Using basic arithmetic formulae in a spreadsheet e. Connecting and installing new devices (e.g. modem, camera, printer) f. Finding, downloading, installing, and configuring software g. Creating electronic presentations with presentation software (including text, images, sound, video or charts) h. Transferring files between a computer and other devices i. Writing a computer program using a specialised programming language j. Using social media k. Using entertainment platforms
Source(s)		
<i>Survey data from:</i> Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey (example given below)		

Summary of Key Indicators

2019-20

Key Indicators :ICT			
2019-20			
PERCENTAGE OF THE POPULATION 10 YEARS AND OLDER WITH ICT SKILLS			
Copy Move	65.75	57.34	62.69
Copy Paste	53.77	52.30	53.24
Send Mail	50.61	44.10	48.24
Spread Sheet	31.09	19.71	26.95
Finding Downloading Software.	33.04	31.58	32.51
Presentation	24.73	15.52	21.38
Transferring Files	35.43	33.40	34.69
Programming	23.61	14.61	20.34
Social Media	46.38	41.39	44.56
Entertainment	60.06	57.61	59.17
Connecting Installing Devices	26.12	14.78	21.99

Serial Number: L2	SDG Number: 4.4.2	Indicator Name: Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Definition		Pakistan-Specific Note(s)
Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills. Digital literacy involves the confident and critical use of a full range of digital technologies for information, communication and basic problem-solving in all aspects of life. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. At the threshold, respondents typically require the use of both generic and specific technology applications. Adults at this level are typically able to use software they have never seen before to solve problems, even when unexpected impasses/outcomes occur. For example, they are likely able to: • Figure out how to send an email message to a number of contacts using an unfamiliar bulk email function • Use a sorting tool to make it easier to locate sales numbers for a specific product in a company spreadsheet • Conduct a web search to find out how to solve a problem with other software, such as how to view a column that won't display properly in a spreadsheet • Find an email message or file that has been "lost" somewhere on a computer hard drive		This indicator is not currently being calculated, as the required data is not available in existing national datasets. However, it is expected to be included in the Pakistan Social and Living Standards Measurement (PSLM) survey.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of youth/adults who have achieved at least the minimum level of proficiency in digital literacy skills		B. Total number of youth/adults

Serial Number: L2	SDG Number: 4.4.2	Indicator Name: Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
Formula		Disaggregation(s)
Percentage of youth/adults with digital literacy skills = $(A / B) * 100$		
Source(s)		
Survey data from: Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey		

Serial Number: L3	SDG Number: 4.6.2	Indicator Name: Literacy rate
Definition		Pakistan-Specific Note(s)
The number of persons, by specific age groups, who can both read and write with understanding a short simple statement on their everyday life, divided by the population in that age group. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.		The specific age groups to be considered for this indicator are: a. 10 years and above b. 15 to 24 years c. 15 years and above
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Literate population aged [relevant age group]		B. Population aged [relevant age group]
Formula		Disaggregation(s)
Literacy rate = $(A / B) * 100$		1. Age group a. 10 years and above b. Youth literacy (15 to 24 years) c. Adult literacy (15 years and above) 2. Provincial 3. Gender 4. Location
Source(s)		
<i>Survey data from:</i> Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey (example given below) <i>Census data from:</i> Pakistan Bureau of Statistics (PBS) – Population and Housing Census (Table 12 and Table 13a) (example given below)		

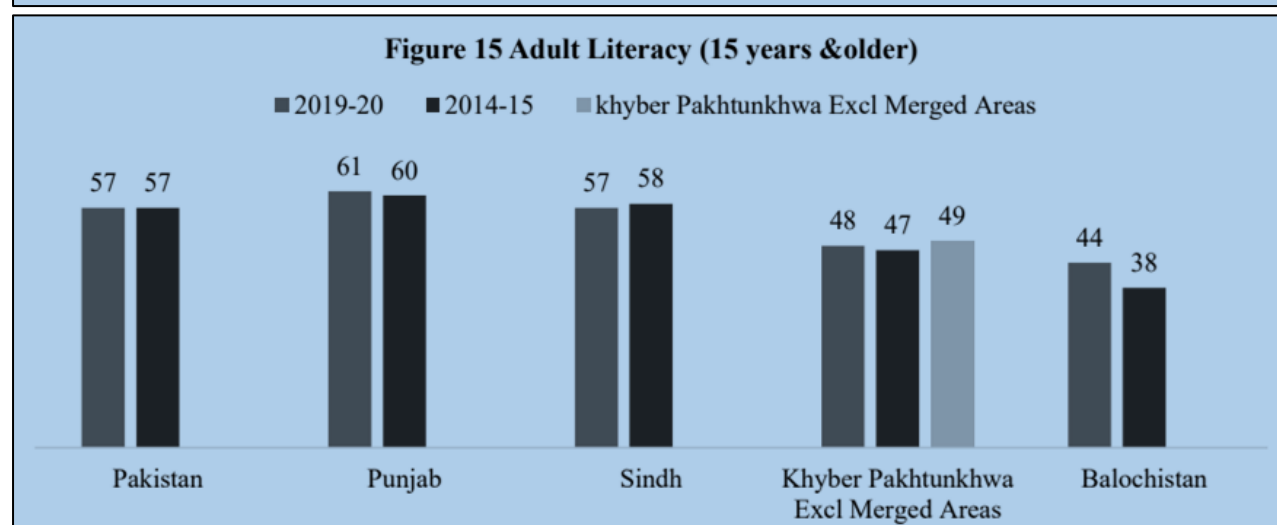
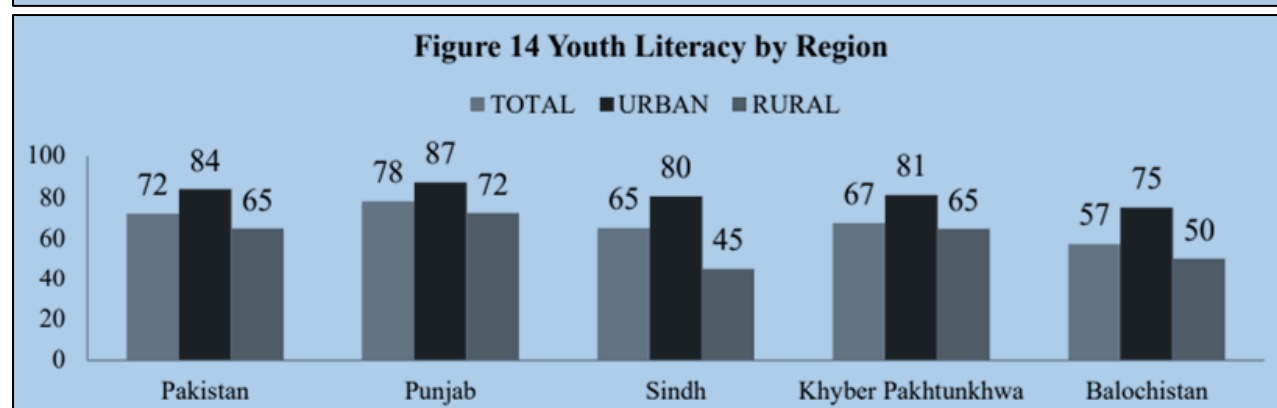
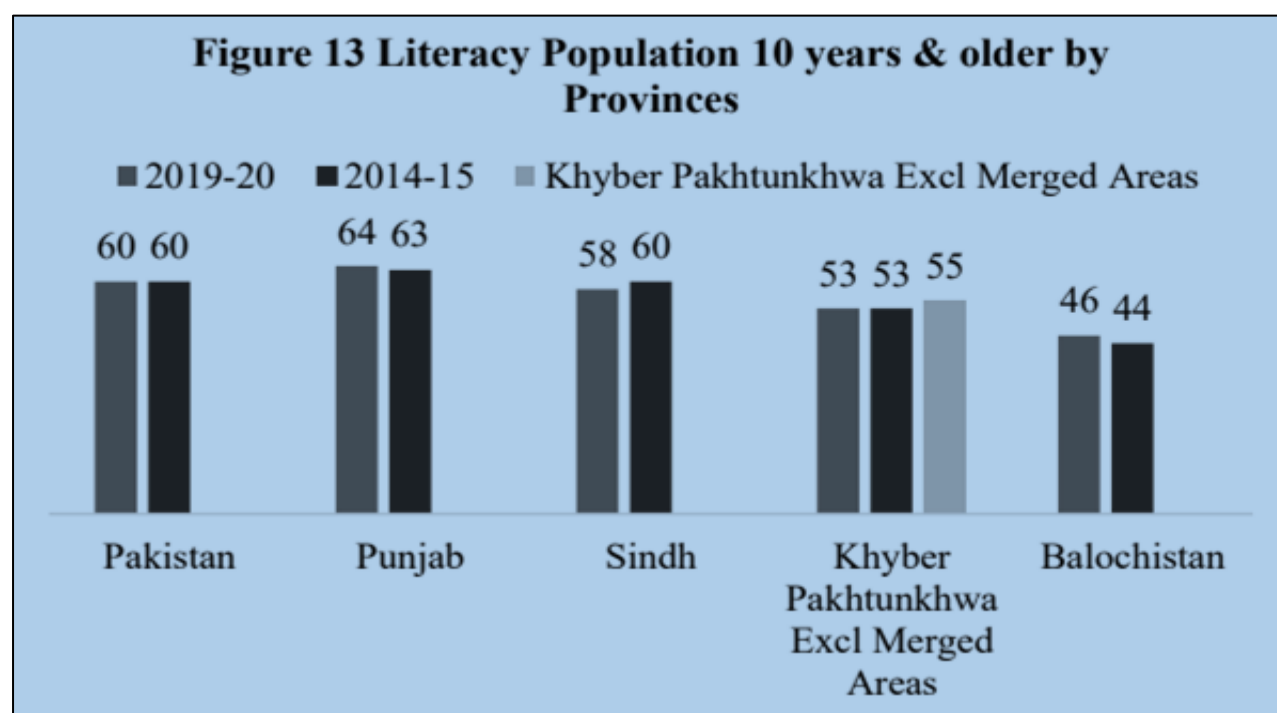
Example for PSLM:**Example for Population and Housing Census:**

TABLE 12 : LITERACY RATE, ENROLMENT AND OUT OF SCHOOL POPULATION BY SEX AND RURAL/URBAN, CENSUS-2023

INDICATORS	TOTAL				RURAL				URBAN			
	TOTAL	MALE	FEMALE	TRANSGENDER	TOTAL	MALE	FEMALE	TRANSGENDER	TOTAL	MALE	FEMALE	TRANSGENDER
1	2	3	4	5	6	7	8	9	10	11	12	13
PAKISTAN												
Population >=5	203,986,668	105,079,692	98,886,645	20,331	123,642,945	63,296,005	60,342,098	4,842	80,343,723	41,783,687	38,544,547	15,489
Population >=10	171,714,532	88,512,840	83,181,361	20,331	102,453,550	52,398,269	50,050,439	4,842	69,260,982	36,114,571	33,130,922	15,489
Literate >=10	104,148,094	60,187,586	43,952,346	8,162	52,829,847	31,972,729	20,855,523	1,595	51,318,247	28,214,857	23,096,823	6,567
Literate %	60.65	68.00	52.84	40.15	51.56	61.02	41.67	32.94	74.09	78.13	69.71	42.40
Ever Attended	121,170,182	69,578,017	51,585,460	6,705	63,130,728	37,852,839	25,276,480	1,409	58,039,454	31,725,178	26,308,980	5,296
Primary Completed	15,325,376	8,397,631	6,926,226	1,519	9,361,878	5,226,010	4,135,539	329	5,963,498	3,171,621	2,790,687	1,190
Enrolment Primary	27,604,564	14,943,300	12,661,219	45	16,784,465	9,263,814	7,520,631	20	10,820,099	5,679,486	5,140,588	25
Enrolment Middle	11,216,458	6,146,242	5,070,080	136	6,311,314	3,607,353	2,703,896	65	4,905,144	2,538,889	2,366,184	71
Enrolment Matric	6,011,305	3,263,563	2,747,534	208	3,169,567	1,817,627	1,351,846	94	2,841,738	1,445,936	1,395,688	114
Enrolment Intermediate	3,922,407	2,168,503	1,753,759	145	1,849,316	1,089,001	760,249	66	2,073,091	1,079,502	993,510	79
Enrolment Graduation above	4,104,277	2,188,522	1,915,597	158	1,617,648	934,847	682,754	47	2,486,629	1,253,675	1,232,843	111
Never to School (all)	82,816,486	35,501,675	47,301,185	13,626	60,512,217	25,443,166	35,065,618	3,433	22,304,269	10,058,509	12,235,567	10,193
Drop Out (5 - 16)	5,339,902	2,822,972	2,516,584	346	3,211,215	1,667,552	1,543,527	136	2,128,687	1,155,420	973,057	210
Never to School (5-16)	20,033,448	9,141,561	10,890,485	1,402	15,618,360	6,969,648	8,648,143	569	4,415,088	2,171,913	2,242,342	833
Out of School Children (5-16)	25,373,350	11,964,533	13,407,069	1,748	18,829,575	8,637,200	10,191,670	705	6,543,775	3,327,333	3,215,399	1,043

TABLE 13(a) : POPULATION AND LITERACY RATE FOR SPECIAL AGE GROUP BY SEX AND RURAL/URBAN, CENSUS-2023

LOCALITY / SEX / INDICATORS	AGE BRACKETS									
	5 - 9	10 - 12	13 - 14	15 - 24	25 - 40	41 - 60	>60	>18	5 - 16	15 - 49
1	2	3	4	5	6	7	8	9	10	11
PAKISTAN										
ALL LOCALITIES										
ALL SEXES										
Population	32,272,136	17,955,923	10,834,259	44,622,831	50,779,253	35,255,787	12,266,479	123,189,599	71,270,068	114,971,808
Literate	11,402,945	13,159,726	8,451,279	30,422,227	30,165,419	17,468,564	4,480,879	68,706,981	40,249,622	71,006,548
Literate %	35.33	73.29	78.01	68.18	59.41	49.55	36.53	55.77	56.47	61.76
Ever Attended	22,117,779	13,582,924	8,482,128	29,172,385	28,192,218	15,789,146	3,833,602	63,573,033	51,236,620	66,911,735
Primary Completed	28,630	3,539,588	1,368,373	3,114,833	3,859,525	2,670,949	743,478	8,903,219	5,763,324	8,504,514
Enrolment Primary	21,222,197	5,538,232	673,348	170,787	-	-	-	22,867	27,553,350	170,787
Enrolment Middle	-	6,723,005	3,345,662	1,147,791	-	-	-	73,436	10,968,286	1,147,791
Enrolment Matric	-	-	2,969,301	3,042,004	-	-	-	200,118	5,153,069	3,042,004
Enrolment Intermediate	-	-	-	3,812,436	83,826	22,622	3,523	919,633	1,486,705	3,911,073
Enrolment Graduation above	-	-	-	3,584,595	484,522	31,816	3,344	3,164,959	130,452	4,090,459
Never to School (all)	10,154,357	4,372,999	2,352,131	15,450,446	22,587,035	19,466,641	8,432,877	59,616,566	20,033,448	48,060,073
MALE										
Population	16,566,852	9,344,222	5,627,692	22,905,508	25,362,135	18,546,784	6,726,499	63,245,551	36,881,757	58,464,193
Literate	5,912,901	7,147,939	4,589,232	16,822,861	17,187,861	11,243,039	3,196,654	40,828,862	21,616,116	40,554,031
Literate %	35.69	76.50	81.55	73.44	67.77	60.62	47.52	64.56	58.61	69.37
Ever Attended	11,844,114	7,400,788	4,619,982	16,212,722	16,243,548	10,405,503	2,851,360	38,300,654	27,740,196	38,574,775
Primary Completed	14,447	1,903,947	751,547	1,626,823	2,046,732	1,553,504	500,631	4,946,141	3,109,607	4,536,187
Enrolment Primary	11,364,934	3,079,932	399,526	98,908	-	-	-	12,254	14,915,630	98,908
Enrolment Middle	-	3,607,103	1,873,571	665,568	-	-	-	41,700	6,007,993	665,568
Enrolment Matric	-	-	1,553,011	1,710,552	-	-	-	117,204	2,768,299	1,710,552
Enrolment Intermediate	-	-	-	2,096,464	54,041	15,379	2,619	539,837	781,748	2,160,489
Enrolment Graduation above	-	-	-	1,878,140	285,322	22,455	2,605	1,705,867	61,388	2,178,218
Never to School (all)	4,722,738	1,943,434	1,007,710	6,692,786	9,118,587	8,141,281	3,875,139	24,944,897	9,141,561	19,889,418
FEMALE										
Population	15,705,284	8,611,701	5,205,436	21,711,757	25,407,469	16,705,564	5,539,434	59,926,899	34,386,146	56,490,531
Literate	5,490,044	6,011,787	3,861,689	13,596,700	12,973,631	6,224,455	1,284,084	27,871,310	18,632,641	30,445,289
Literate %	34.96	69.81	74.19	62.62	51.06	37.26	23.18	46.51	54.19	53.89
Ever Attended	10,273,665	6,182,136	3,861,825	12,957,367	11,945,503	5,382,829	982,135	25,266,896	23,495,661	28,331,006
Primary Completed	14,183	1,635,641	616,772	1,487,581	1,812,018	1,117,220	242,811	3,955,778	2,653,574	3,966,988
Enrolment Primary	9,857,263	2,458,300	273,797	71,859	-	-	-	10,603	12,637,689	71,859
Enrolment Middle	-	3,115,902	1,472,015	482,163	-	-	-	31,729	4,960,178	482,163
Enrolment Matric	-	-	1,416,194	1,331,340	-	-	-	82,910	2,384,587	1,331,340
Enrolment Intermediate	-	-	-	1,715,838	29,777	7,241	903	379,770	704,891	1,750,441
Enrolment Graduation above	-	-	-	1,706,320	199,177	9,361	739	1,458,975	69,059	1,912,083
Never to School (all)	5,431,619	2,429,565	1,343,611	8,754,390	13,461,966	11,322,735	4,557,299	34,660,003	10,890,485	28,159,525

2.7 LEARNING OUTCOMES' INDICATORS

Serial Number: LO1	SDG Number: 4.1.1	Indicator Name: Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics
Definition		Pakistan-Specific Note(s)
Percentage of children and young people achieving at least a minimum proficiency level (MPL) in (i) reading and (ii) mathematics during primary education (Grade 2 or 3), at the end of primary education, and at the end of lower secondary education.		The National Achievement Test is currently being revised to align with the UIS definition. In the meantime, the percentage of items correctly answered by students, disaggregated by grade and subject, is the indicator that can be calculated.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of students in [relevant grade] achieving at least a minimum proficiency level in [relevant subject]		B. Total number of students in [relevant grade] tested on [relevant subject]
Formula		Disaggregation(s)
Proportion of children and young people in [relevant grade] achieving at least a minimum proficiency level in [relevant subject] = $(A / B) * 100$		1. Grade 2. Subject 3. Provincial 4. Gender
Source(s)		
Assessment data from: Pakistan Institute of Education (PIE) – National Achievement Test (NAT)		

Serial Number: LO2	SDG Number: 4.6.1	Indicator Name: Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills
Definition		Pakistan-Specific Note(s)
Percentage of youth (aged 15–24 years) and of adults (15 years and above) who have achieved or exceeded a given level of proficiency in (a) literacy and (b) numeracy.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of youth/adults who have achieved at least a given level of proficiency in [literacy/numeracy]		B. Total population of youth/adults
Formula		Disaggregation(s)
Proportion of youth/adults achieving proficiency in [literacy/numeracy] = $(A / B) \times 100$		
Source(s)		
Survey data from: Pakistan Bureau of Statistics (PBS) – Pakistan Social and Living Standards Measurement (PSLM) Survey (example given below)		

SDGs

2019-20

Indicator	Definition	2018-19	2019-20
4.6.1	Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.	60%	60%

2.8 OTHER INDICATORS

Serial Number: O1	SDG Number: 4.5.2	Indicator Name: Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction
Definition		Pakistan-Specific Note(s)
Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as the language of instruction.		Early grades, in this case, refer to grades 2 or 3. The end of primary education in this case refers to grade 5. The end of lower secondary education in this case refers to grade 8. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of students in [relevant grade] who have their first language or home language as the language of instruction, regardless of age		B. Total enrolment in [relevant grade], regardless of age
Formula		Disaggregation(s)
Percentage of students who have their first or home language as the language of instruction = $(A / B) * 100$		1. Grade (2/3, 5, and 8) 2. Provincial/Regional 3. Gender 4. Location
Source(s)		
Enrolment data from: Public Sector Schools		

Serial Number: O2	SDG Number:	Indicator Name: School-Life Expectancy (SLE)
Definition		Pakistan-Specific Note(s)
The total number of years of schooling which a child of a certain age can expect to receive in the future, assuming that the probability of his or her being enrolled in school at any particular age is equal to the current enrolment ratio for that age.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Age-specific enrolment rates		B. Population of [relevant age in single year]
Formula		Disaggregation(s)
SLE at [relevant age in single year] = $\sum A$ [of the specific age range for a given level of education] For example, the SLE of a student aged 5 would be the sum of the ASERs of ages 5, 6, 7, 8, and 9 as that is the specific age range of the primary level of education.		1. Age 2. Provincial 3. Gender 4. Location
Source(s)		
<i>Enrolment data from:</i> Public Sector Schools Private Sector Schools Other Public Sector Schools Madaris (Religious Institutes) Public Private Partnerships (PPPs) Non-formal Education (NFE) Allama Iqbal Open University (AIOU) Special Education		

Serial Number: O3	SDG Number: 4.a.3	Indicator Name: Number of attacks on students, personnel and institutions
Definition		Pakistan-Specific Note(s)
Number of violent attacks, threats or deliberate use of force in a given time period (e.g. the last 12 months, a school year or a calendar year) directed against students, teachers and other personnel or against education buildings, materials and facilities, including transport. The indicator focuses on attacks carried out for political, military, ideological, sectarian, ethnic or religious reasons by armed forces or nonstate armed groups. Attacks on education include the following sub-categories: • Attacks on schools: targeted violent attacks on preschool, kindergarten, primary, and secondary school buildings or infrastructure by state military forces or non-state armed groups in the form of arson; suicide, car, or other bombs aimed at a school; or artillery fire directed at a school. In addition, this category includes indiscriminate attacks that result in the damage or destruction of school infrastructure as well as explosions that occur in close proximity to a school. • Attacks on students, teachers, and other education personnel: killings, injuries, torture, abductions, forced disappearances, or threats of violence, including coercion or extortion involving violent threats directed towards students and education staff who work at the primary and secondary levels. Since it is sometimes difficult to identify why a teacher or school staff member is killed if the assassination occurs outside of school, this category also includes such attacks in cases where there is an established pattern of that kind of violence. The category of attacks on students, teachers, and other education		Due to the limited availability of data, this indicator will only focus on the number of attacks on schools in a given academic year. Attacks on schools are defined as targeted violent attacks on preschool, kindergarten, primary, and secondary school buildings or infrastructure by state military forces or non-state armed groups in the form of arson; suicide, car, or other bombs aimed at a school; or artillery fire directed at a school. In addition, this category includes indiscriminate attacks that result in the damage or destruction of school infrastructure as well as explosions that occur in close proximity to a school. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.

Serial Number: O3	SDG Number: 4.a.3	Indicator Name: Number of attacks on students, personnel and institutions
personnel also includes cases where police or state security forces violently repress student protests that either occur at school, or, if they occur off-campus, focus on education-related policies and laws. • Military use of schools and universities: cases in which armed forces or non-state armed groups take over schools or universities as bases, barracks and temporary shelters to house soldiers or fighters, fighting positions, weapons storage facilities, detention and interrogation centres, or for other military purposes. • Recruitment of children at schools or along school routes: cases in which armed forces or nonstate armed groups use schools or school routes as locales for recruiting children under the age of 18 into their fighting forces in violation of international standards. • Sexual violence by parties to the conflict: incidents of sexual abuse and harassment perpetrated at schools or universities or along school routes. • Attacks on higher education: include targeted violent attacks on universities in the form of bombings, airstrikes, arson, or other means, as well as targeted killings, abductions, or threats directed at university students, faculty, or staff. The category includes cases of violent repression of student protests that either occur at institutions of higher education, or, if they occur off-campus, focus on education-related policies and laws.		
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of attacks on schools in a given academic year		

Serial Number: O3	SDG Number: 4.a.3	Indicator Name: Number of attacks on students, personnel and institutions
Formula		Disaggregation(s)
Number of attacks on schools = A		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School-level data from:</i> Public Sector Schools		

Serial Number: O4	SDG Number:	Indicator Name: Number of incidents of corporal punishment reported in a year
Definition		Pakistan-Specific Note(s)
Number of incidents of corporal punishment in a given academic year. Corporal or physical punishment is defined by the UN Committee on the Rights of the Child, which oversees the Convention on the Rights of the Child, as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.” (Committee on the Rights of the Child, 2006)		This indicator only refers to the number of incidents of corporal punishment in a given academic year. Due to the limited availability of data, this indicator can only be calculated for public sector schools as of now.
Required Variable(s): Numerator		Required Variable(s): Denominator
A. Number of incidents of corporal punishment in a given academic year		
Formula		Disaggregation(s)
Number of incidents of corporal punishment = A		1. Provincial/Regional 2. Gender 3. Level of Education 4. Location
Source(s)		
<i>School-level data from:</i> Public Sector Schools		

3 SAMPLE DATA COLLECTION INSTRUMENT

This chapter presents a comprehensive sample data collection instrument, developed to support provinces and regions in collecting the data required to report accurately and consistently against the indicators outlined in the previous chapter.

3.1 STUDENT'S PROFILE

Question	Option(s) (if applicable)
School Name	
EMIS Code	
Student ID	
Student Name	
Gender	1. Boy 2. Girl
Date of Birth (dd/mm/yy)	
Age	
Grade	
Religion	1. Muslim 2. Christian 3. Hindu 3. Qadiani/Ahmadi 4. Scheduled Caste 5. Sikh 6. Parsi 7. Other (please specify: _____)
Nationality	1. Pakistani 2. Afghani 3. Bengali 4. Chinese 5. Irani 6. Other (please specify: _____)
Mother Tongue	1. Urdu 2. Pashto 3. Sindhi 4. Balochi 5. Saraiki 6. English 7. Other (please specify: _____)
Is the student a refugee?	1. Yes 2. No
Is the student repeating the current grade?	1. Yes 2. No
Is the student a new admission?	1. Yes 2. No

Question	Option(s) (if applicable)
Has the student studied in ECE or Kachi?	1. Yes 2. No
What is the level of difficulty of the student in seeing, even when wearing glasses?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
What is the level of difficulty of the student in hearing, when wearing a hearing aid?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
What is the level of difficulty of the student in walking or climbing?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
What is the level of difficulty of the student in remembering or concentrating?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
What is the level of difficulty of the student in communicating using usual (customary) language (Speech Disorder)?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
What is the level of difficulty of the student in doing self-care such as washing all over or dressing?	1. No difficulty 2. Some difficulty 3. A lot of difficulty 4. Cannot do at all
Has the student received any scholarships in this academic year?	1. Yes 2. No

3.2 TEACHER'S PROFILE

Question	Option(s) (if applicable)
School Name	
EMIS Code	
CNIC	
Teacher Name	
Gender	1. Male 2. Female
Date of Birth (dd/mm/yy)	
Designation	1. PST 2. JST/JEST 3. HST 4. SST 5. PTI 6. WIT 7. HM 8. DT 9. ECT 10. Other 11. Non-Government
Teacher's highest academic qualification	Doctorate: 1. PhD 2. M.Phil Post Graduate: 1. MA 2. M.Sc 3. M.Com 4. MCS 5. MS 6. MBA 7. Other Graduate: 1. B.A 2. B.Sc 3. B.Com 4. BCS 5. BS 6. BBA 7. LLB 8. B.E 9. B.Tech 10. Other

Question	Option(s) (if applicable)
	Under Graduate: 1. Inter (Arts) 2. Inter (Science) 3. Inter (Commerce) 4. DAE 5. Other Matric: 1. Matric (Arts) 2. Matric (Science) 3. Matric (Commerce) 4. Matric (Technical) Under Matric: 1. Middle 2. Primary Level Certificate 3. Other
Teacher's highest professional qualification	1. ECE 2. ADE 3. PTC 4. CT 5. B.Ed (1 Year) 6. B.Ed (1.5 Years) 7. B.Ed (2.5 Years) 8. B.Ed (4 Years) 9. M.Ed 10. Other 11. Untrained
Service joining date (dd/mm/yy)	
School joining date (dd/mm/yy)	
Is the teacher retired?	1. Yes 2. No
Has the teacher left the system?	1. Yes 2. No
Has the teacher taken LPR?	1. Yes 2. No
Subject specialisation	Science Group: 1. Biology 2. Biochemistry 3. Botany 4. Chemistry 5. Genetics 6. Mathematics 7. Microbiology 8. Zoology

Question	Option(s) (if applicable)
	9. Physics 10. Computer Science General Group: 1. Arabic 2. Auditing 3. Business Administration 4. Business Communication 5. Education 6. Economics 7. English 8. General History 9. Islamiyat 10. Geography 11. Geology 12. Civics 13. Finance 14. Health and Physical Education 15. Home Economics 16. Islamic History 17. International Relations 18. Library Science 19. Mass Communications 20. Philosophy 21. Psychology 22. Public Administration 23. Sindhi 24. Sociology 25. Social Work 26. Statistics 27. Special Education 28. Urdu 29. Others
Has the teacher received induction training?	1. Yes 2. No
Has the teacher received CPD training in the past 12 months?	1. Yes 2. No
Has the teacher been trained to teach special children?	1. Yes 2. No
Has the teacher been trained to teach ECE?	1. Yes 2. No
Has the teacher received any of the following pre-service trainings? (Tick all that apply.)	

Question	Option(s) (if applicable)
Has the teacher received any of the following in-service trainings in the past 12 months? (Tick all that apply.)	

3.3 SCHOOL-LEVEL INFORMATION

3.3.1 School Facilities and Infrastructure

3.3.1.1 Basic Information

Question	Options(s) (if applicable)
EMIS Code	
School Name	
School Contact	
District	
Tehsil	
Village	
Rural/Urban	1. Rural 2. Urban
School Type	
School Status	1. Functional 2. Non-Functional
Medium of Instruction	
Shift	1. Morning 2. Evening
School Gender	1. Male 2. Female 3. Co-Education
Studying Gender	1. Male 2. Female 3. Both
School Level	1. Primary 2. Middle 3. High 4. Higher Secondary

3.3.1.2 Basic Facilities

Electricity	
Question	Options
Is electricity available?	1. Available and functional 2. Available, but partially functional 3. Available, but non-functional 4. Not available
What is the source of electricity? (Tick all that apply.)	1. Grid connection 2. Solar connection 3. Generator 4. No connection

Drinking Water	
Question	Options
Is clean drinking water available?	1. Yes 2. No
What is the source of drinking water? (Tick all that apply.)	1. Handpump 2. Bore/machine 3. Piped water supply 4. Electric water cooler 5. Simple water cooler 6. Water tank 7. Pot/Matka 8. No water

Toilets	
Toilets for Students	
Question	
Total number of toilets for students	
Number of toilets for female students	
Number of female toilets in satisfactory condition	
Number of female toilets that need repair	
Number of female toilets with no water	
Number of female toilets with no drainage system	
Number of female toilets in damaged condition	
Number of toilets for male students	
Number of male toilets in satisfactory condition	
Number of male toilets that need repair	
Number of male toilets with no water	
Number of male toilets with no drainage system	
Number of male toilets in damaged condition	
Toilets for Teachers	
Question	
Total number of toilets for teachers	
Number of toilets for female teachers	
Number of female toilets in satisfactory condition	
Number of female toilets that need repair	
Number of female toilets with no water	
Number of female toilets with no drainage system	
Number of female toilets in damaged condition	
Number of toilets for male teachers	
Number of male toilets in satisfactory condition	
Number of male toilets that need repair	
Number of male toilets with no water	
Number of male toilets with no drainage system	
Number of male toilets in damaged condition	

Basic Handwashing Facilities	
Question	Options
Is a wash basin for handwashing available?	1. Yes 2. No
Does the wash basin have clean water?	1. Yes 2. No
Is soap available for handwashing?	1. Yes 2. No

Boundary Wall	
Question	Options

Is a boundary wall available?	1. Available and complete 2. Available, but needs repair 3. Available, but incomplete
What is the height of the boundary wall?	1. 6ft 2. More than 6ft 3. Less than 6ft

Building Condition	
Question	Options
Is a building available?	1. Available and pakka 2. Available, but kacha 3. Not available
What is the condition of the building?	1. Satisfactory 2. Needs Repair 3. Dangerous 4. No building

3.3.1.3 Internet and Computers

Internet	
Question	Options
Is an internet connection available?	1. Available and functional 2. Available, but non-functional 3. Not available
What is the type of connection? (Tick all that apply.)	1. Internet device 2. Broadband connection 3. Mobile network

Computers	
Question	
Number of tablets	
Number of functional tablets	
Number of laptops	
Number of functional laptops	
Number of desktop computers	
Number of functional desktop computers	

3.3.1.4 Adapted Infrastructure and Materials

Adapted Infrastructure (for children with difficulties)	
Question	Options
Is a ramp facility available?	1. Yes 2. No

Adapted Materials (for children with difficulties)	
Question	Options
Tick all the formats in which textbooks are available.	1. Audio 2. Braille 3. Sign language 4. None of the above
Tick all the formats in which instructional materials are available.	1. Audio 2. Braille 3. Sign language 4. None of the above
Tick all the formats in which assessments are available.	1. Audio 2. Braille 3. Sign language 4. None of the above

3.3.1.5 Early Childhood Education

ECE Facilities		
Question	Options	Notes
Number of ECE classrooms		Classrooms: Dedicated spaces for early learning, separate from primary classrooms
Number of ECE classrooms with age-appropriate furniture		Furniture: Age-appropriate furniture such as low tables and chairs designed for young children.
Are ECE kits available?	1. Yes 2. No	Kits: Learning kits provided to children that support early development and social interaction. These may include items like copies, pencils, puzzles, and basic activity materials for play, story-telling, and early numeracy. teacher-focused materials may also be included.
Are ECE materials available?	1. Yes 2. No	Materials: Educational toys, storybooks, wall charts, and posters available within the classroom to support structured and play-based learning.

3.3.1.6 Daycare Facility

Daycare Facility	
Question	Options
Is a daycare facility available?	1. Yes 2. No

3.3.1.7 Security Measures

Security Measures	
Question	Options
Are security cameras available?	1. Available and functional 2. Available, but not functional 3. Not available
Is a security guard available?	1. Yes 2. No
Are barbed wires available around the school?	1. Yes 2. No

3.3.2 Enrolment

3.3.2.1 Age-Wise Enrolment

Please indicate the total age-wise enrolment in each of the following grades.															
Age	Gender	ECE-1	ECE-2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
3	Male														
3	Female														
4	Male														
4	Female														
5	Male														
5	Female														
6	Male														
6	Female														
7	Male														
7	Female														
8	Male														
8	Female														
9	Male														
9	Female														
10	Male														
10	Female														
11	Male														
11	Female														
12	Male														
12	Female														
13	Male														
13	Female														
14	Male														
14	Female														
15	Male														
15	Female														

Please indicate the total age-wise enrolment in each of the following grades.															
Age	Gender	ECE-1	ECE-2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
16	Male														
16	Female														
17	Male														
17	Female														
18	Male														
18	Female														
19	Male														
19	Female														
20	Male														
20	Female														
21	Male														
21	Female														
22	Male														
22	Female														
23	Male														
23	Female														
24	Male														
24	Female														
25	Male														
25	Female														
25+	Male														
25+	Female														
Grand Total															

3.3.2.2 Repeaters, Refugees, and Dropouts

Please indicate the total enrolment of each of the following.													
Stage	Grade	Enrolment		Repeaters		Refugees		Dropouts		Total Students Appeared (in last annual examination)		Total Students Passed (in last annual examination)	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Pre-Primary	ECE-1												
	ECE-2												
Primary	Class 1												
	Class 2												
	Class 3												
	Class 4												
	Class 5												
Middle	Class 6												
	Class 7												
	Class 8												
High	Class 9												
	Class 10												
Higher Secondary	Class 11												
	Class 12												

3.3.2.3 Nationality

Please indicate the total enrolment of each of the following.													
Stage	Grade	Pakistani		Afghani		Bengali		Chinese		Irani		Others	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Pre-Primary	ECE-1												
	ECE-2												
Primary	Class 1												
	Class 2												
	Class 3												
	Class 4												
	Class 5												
Middle	Class 6												
	Class 7												
	Class 8												
High	Class 9												
	Class 10												
Higher Secondary	Class 11												
	Class 12												

3.3.2.4 Religion

Please indicate the total enrolment of each of the following.																	
Stage	Grade	Muslim		Christian		Hindu		Qadiani/Ahmadi		Scheduled Caste		Sikh		Parsi		Other	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Pre-Primary	ECE-1																
	ECE-2																
Primary	Class 1																
	Class 2																
	Class 3																
	Class 4																
	Class 5																
Middle	Class 6																
	Class 7																
	Class 8																
High	Class 9																
	Class 10																
Higher Secondary	Class 11																
	Class 12																

3.3.2.5 Functional Difficulties

Please indicate the number of students with the following functional difficulties (if any), disaggregated by their difficulty level.																
Difficulty Type	Difficulty Level	Gender	ECE-1	ECE-2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Seeing (even when wearing glasses)	Some difficulty	Male														
		Female														
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														
Hearing (even when wearing a hearing aid)	Some difficulty	Male														
		Female														
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														
Walking or climbing	Some difficulty	Male														
		Female														
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														
Remembering or concentrating	Some difficulty	Male														
		Female														
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														
Communicating using usual (customary) language (Speech Disorder)	Some difficulty	Male														
	Female															

Please indicate the number of students with the following functional difficulties (if any), disaggregated by their difficulty level.																
Difficulty Type	Difficulty Level	Gender	ECE-1	ECE-2	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														
Doing self-care such as washing all over or dressing	Some difficulty	Male														
		Female														
	A lot of difficulty	Male														
		Female														
	Cannot do at all	Male														
		Female														

3.3.3 School Attacks and Punishments

Question

Please specify the number of attacks (if any) on the school during the past year.

Please specify the number of incidents of corporal punishment (if any) in the school during the past year.

ANNEX A: DSF 2.0 INDICATORS AND COMPARISON WITH DSF 1.0

This annex provides a comprehensive list of all indicators included in the second version of the Data Standardisation Framework (DSF 2.0), along with a detailed comparison with the earlier version (DSF 1.0). The purpose is to clarify what has been retained, modified, dropped, or expanded through additional disaggregations.

SUMMARY OF CHANGES BETWEEN DSF 1.0 AND DSF 2.0

Indicator Status	Count
Total number of indicators in DSF 1.0	71
Retained indicators in DSF 2.0	42
Modified indicators in DSF 2.0	15
Dropped indicators in DSF 2.0	10
Total indicators in DSF 2.0	48
New indicators introduced in DSF 2.0	2
New disaggregations introduced in DSF 2.0	5
Number of UIS indicators in DSF 2.0	26
Number of UIS indicators with contextual modifications for Pakistan	3

LIST OF DSF 2.0 INDICATORS

Number	Category	Serial Number	SDG Number (if applicable)	Indicator Name
1	Financing	F1	1.a.2	Expenditure on education as a percentage of total government expenditure
2	Financing	F2	1.a.GDP	Government expenditure on education as a percentage of GDP
3	Financing	F3	4.5.4	Expenditure on education per student by level of education and source of funding. <i>Note: Due to the limited availability of data on the level of education and source of funding, this</i>

Number	Category	Serial Number	SDG Number (if applicable)	Indicator Name
				<i>indicator focuses solely on education expenditure per student.</i>
4	Financing	F4		Percentage distribution of public current expenditure on education by level
5	ECE	ECE1	4.2.2	Participation rate in organised learning (one year before the official primary entry age)
6	ECE	ECE2		Percentage of new entrants to primary education with ECCE experience
7	ECE	ECE3		Percentage of primary schools with ECE facilities
8	ECE	ECE4		Percentage of primary schools with ECE trained teachers
9	Enrolment	E1	4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
10	Enrolment	E2	4.1.3	Gross intake ratio to the last grade (primary education, lower secondary education)
11	Enrolment	E3	4.1.4	Out-of-school rate
12	Enrolment	E4	4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)
13	Enrolment	E5	4.3.2	Gross enrolment ratio for tertiary education
14	Enrolment	E6	4.3.3	Participation rate in technical and vocational programmes (15- to 24-year-olds)
15	Enrolment	E7	4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
16	Enrolment	E8		Percentage of refugees in total enrolment
17	Enrolment	E9		Percentage of religious minorities in total enrolment
18	Enrolment	E10		Gross intake ratio (GIR) in the first grade of primary
19	Enrolment	E11		Net intake rate (NIR) in the first grade of primary
20	Enrolment	E12		Effective Transition Rate (ETR)
21	Enrolment	E13		Gross Enrolment Ratio (GER)

Number	Category	Serial Number	SDG Number (if applicable)	Indicator Name
22	Enrolment	E14		Net Enrolment Rate Total (NERT)
23	Enrolment	E15		Age-Specific Enrolment Rate (ASER)
24	Enrolment	E16		Percentage of repeaters
25	Enrolment	E17		Promotion Rate by Grade (PR)
26	Enrolment	E18		Dropout Rate by Grade (DR)
27	Enrolment	E19		Repetition Rate by Grade (RR)
28	Enrolment	E20		Survival Rate by Grade (SR)
29	Enrolment	E21		Percentage of students with difficulty in total enrolment, by type of difficulty
30	Teachers	T1		Proportion of trained teachers, by type of training
31	Teachers	T2	4.c.1	Proportion of teachers with the minimum required qualifications, by education level
32	Teachers	T3	4.c.2	Pupil-trained teacher ratio by education level
33	Teachers	T4	4.c.3	Percentage of teachers qualified according to national standards, by education level and type of institution
34	Teachers	T5	4.c.4	Pupil-qualified teacher ratio by education level
35	Teachers	T6	4.c.6	Teacher attrition rate by education level
36	Teachers	T7	4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification. <i>Note: As complete data required for this indicator is currently difficult to obtain in Pakistan, it will, for now, focus solely on average teacher salaries</i>
37	Teachers	T8		Pupil-Teacher Ratio (PTR)
38	Teachers	T9		Percentage of female teachers
39	School Facilities	SF1	4.a.1	Proportion of schools offering basic services, by type of service
40	Literacy	L1	4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
41	Literacy	L2	4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
42	Literacy	L3	4.6.2	Literacy rate

Number	Category	Serial Number	SDG Number (if applicable)	Indicator Name
43	Learning Outcomes	LO1	4.1.1	Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics
44	Learning Outcomes	LO2	4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills
45	Others	O1	4.5.2	Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as the language of instruction
46	Others	O2		School-Life Expectancy (SLE)
47	Others	O3	4.a.3	Number of attacks on students, personnel and institutions. <i>Note: Due to the limited availability of data, this indicator will only focus on the number of attacks on schools in a given academic year.</i>
48	Others	O4		Number of incidents of corporal punishment reported in a year

RETAINED INDICATORS IN DSF 2.0 FROM DSF 1.0

These indicators remain unchanged and continue to be part of the updated DSF.

Note: In the DSF Version 2.0, certain indicators from Version 1.0 that were previously listed as separate items have been consolidated under broader indicators. For example, multiple indicators related to different types of basic school facilities have now been grouped under a single indicator—"Proportion of schools offering basic services, by type of service"—with clearly defined sub-categories for each facility type (e.g., electricity, sanitation, internet, boundary wall, etc.).

SDG Number (if applicable)	Indicator Name
1.a.2	Proportion of total government spending on essential services (education)
1.a.GDP	Government expenditure on education as a percentage of GDP

SDG Number (if applicable)	Indicator Name
4.1.1	Proportion of children and young people (a) in grades 4; (b) in grade 8 achieving at least a minimum proficiency level in (i) reading and (ii) mathematics
4.1.2	Completion rate (primary education, lower secondary education, upper secondary education)
4.1.3	Gross intake ratio to the last grade of primary education
4.1.4	Out-of-school rate [1 year before primary, primary education, lower secondary education, upper secondary education]
4.1.5	Percentage of children over-age for the grade (primary education, lower secondary education)
4.2.2	Participation rate in organised learning - one year before the official primary entry age (Age 4)
4.3.2	Gross enrolment ratio for tertiary education
4.6.2	Youth/Adult Literacy rate
4.c.6	Teacher attrition rate from primary education (%)
4.a.1	Proportion of schools offering basic services by type of service - Availability of boundary wall
4.a.1	Proportion of schools offering basic services by type of service - Availability of toilets
4.a.1	Proportion of schools offering basic services by type of service - Availability of drinking water
4.a.1	Proportion of schools offering basic services by type of service - Availability of electricity
4.a.1	Proportion of schools offering basic services by type of service - Security measures
4.c.2	Pupil-trained teacher ratio by education level
4.c.4	Pupil-qualified teacher ratio by education level
4.3.3	Proportion of 15- to 24-year-olds enrolled in vocational education
4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months
4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills by type of skill
4.4.2	Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills with tertiary education (%)
4.6.1	Proportion of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills
4.c.1	Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organised teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

SDG Number (if applicable)	Indicator Name
4.5.2	Percentage of students in a) early grades, b) primary, and c) lower secondary education who have their first or home language as the language of instruction
	Enrolment % of refugees recorded by the level of education
	Gross intake ratio (GIR) in the first grade of primary
	Net intake rate (NIR) in the first grade of primary
	School-Life Expectancy (SLE)
	Effective Transition Rate (ETR)
	Gross Enrolment Ratio (GER)
	Age-Specific Enrolment Rate (ASER)
	Percentage of repeaters
	Pupil-Teacher Ratio (PTR)
	Percentage of female teachers
	Promotion Rate by Grade (PR)
	Dropout Rate by Grade (DR)
	Repetition Rate by Grade (RR)
	Survival Rate by Grade (SR)
	Percentage of new entrants to primary education with ECCE experience
	Percentage distribution of public current expenditure on education by level
	Percentage of trained teachers

MODIFIED INDICATORS IN DSF 2.0 FROM DSF 1.0

These indicators have been adapted for greater relevance, clarity, or contextual accuracy in the Pakistani education system.

SDG Number (if applicable)	Indicator Name	Modified To
4.5.4	Education expenditure per student by level of education and source of funding	Education expenditure per student
4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification	Average teacher salary
4.a.3	Number of attacks on students, personnel and institutions	Number of attacks on schools
	Number of students with difficulty seeing, even when wearing glasses	Percentage of students with difficulty seeing, even when wearing glasses in total enrolment
	Number of students with difficulty hearing, even if using a hearing aid	Percentage of students with difficulty hearing, even if using a hearing aid in total enrolment
	Number of students with difficulty walking or climbing steps	Percentage of students with difficulty walking or climbing steps in total enrolment
	Number of students with difficulty remembering or concentrating	Percentage of students with difficulty remembering or concentrating in total enrolment
	Number of schools (all levels & gender) having ramp facility	Proportion of schools offering adapted infrastructure
	Number of teachers (all levels & gender) who have received training to teach special children	Proportion of teachers who have received training to teach special children
	Availability of teaching and learning aids in schools (all levels & gender) to facilitate special children	Proportion of schools offering adapted materials
	Net Enrolment Rate (NERT)	Total Net Enrolment Rate (NERT)
	ECE facilities, teachers and teaching kits	Percentage of primary schools with ECE facilities
		Percentage of primary schools with ECE trained teachers
		Proportion of teachers who have received training to teach early childhood education (ECE)

SDG Number (if applicable)	Indicator Name	Modified To
	Number of schools having daycare centres for female teachers	Proportion of schools having a daycare facility
	Percentage of schools having ICT for pedagogical purposes	Proportion of schools offering internet for pedagogical purposes Proportion of schools offering computers for pedagogical purposes
	Number of schools having digital resources for online teaching and learning process	Proportion of schools offering internet for pedagogical purposes Proportion of schools offering computers for pedagogical purposes

DROPPED INDICATORS IN DSF 2.0

SDG Number (if applicable)	Indicator Name	Rationale for Exclusion
4.2.5	Number of years of compulsory pre-primary education guaranteed in legal frameworks	Not applicable in Pakistan
4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	Covered across indicators; others not applicable
4.5.3	Existence of funding mechanisms to reallocate education resources to disadvantage populations	Limited applicability
	Transition Rate (TR)	ETR used instead
	Adjusted Net Enrolment Rate (ANER)	No added value
	Number of scholarships (local and foreign) available to students at all levels	Limited data availability
	Implementation of the provincial education sector plans – SDG 4 alignment and progress	Not meaningful as an indicator
	Teachers' certification and accreditation with performance indicators linked with promotion.	Not meaningful as an indicator
	Financial allocation and Expenditures at school level reporting mechanism	Not meaningful as an indicator
	Early warning system for students tracking to monitor students drop out and mainstreaming	Not applicable in current context

NEW INDICATORS INTRODUCED IN DSF 2.0

Category	Serial Number	SDG Number (if applicable)	Indicator Name
Enrolment	E9		Percentage of religious minorities in total enrolment
Teachers	T4	4.c.3	Percentage of teachers qualified according to national standards, by education level and type of institution

NEW DISAGGREGATIONS INTRODUCED IN DSF 2.0

As part of the DSF 2.0, several existing indicators have been enhanced by introducing new disaggregations that go beyond the standard dimensions of province/region, gender, level of education, and location.

The table below presents the indicators that have been updated with new disaggregations, along with a list of the additional dimensions introduced in this version.

Category	Serial Number	Indicator Name	Disaggregations Added
Enrolment	E21	Percentage of students with difficulty in total enrolment, by type of difficulty	Type of Difficulty: (e). Communicating using usual (customary) language (Speech Disorder) (f). Doing self-care such as washing all over or dressing
School Facilities	SF1	Proportion of schools offering basic services, by type of service	Type of Service: (h). Basic handwashing facilities (j). Satisfactory building condition
Literacy	L3	Literacy rate	Age Group: (a). 10 years and above

ANNEX B: UNIQUE VARIABLES

This annex provides a consolidated list of all unique variables used across the framework.

1. Total current expenditure on education in a given financial year
2. Total development expenditure on education in a given financial year
3. Total government expenditure in a given financial year
4. Total enrolment, regardless of age
5. Age-wise population
6. Age-wise enrolment
7. Grade-wise enrolment, regardless of age
8. Grade-wise repeaters, regardless of age
9. Total number of students enrolled in grade 1, regardless of age, who have attended some form of an organised ECE programme
10. Total number of repeaters in grade 1, regardless of age, who have attended some form of an organised ECE programme
11. Number of primary schools with ECE classrooms
12. Number of primary schools with ECE furniture within classrooms
13. Number of primary schools with ECE kits
14. Number of primary schools with ECE materials
15. Number of primary schools with ECE trained teachers
16. Total number of primary schools
17. Age and grade-wise enrolment
18. Age and grade-wise repeaters
19. Total enrolment in tertiary education, regardless of age
20. Total number of students aged 15–24 enrolled in technical and vocational programmes
21. Grade-wise refugee enrolment, regardless of age
22. Grade-wise religious minority enrolment, regardless of age
23. Grade-wise enrolment in previous academic year
24. Grade-wise enrolment of students reporting [level of difficulty] in seeing, even when wearing glasses
25. Grade-wise enrolment of students reporting [level of difficulty] in hearing, even if using a hearing aid
26. Grade-wise enrolment of students reporting [level of difficulty] in walking or climbing
27. Grade-wise enrolment of students reporting [level of difficulty] in remembering or concentrating
28. Grade-wise enrolment of students reporting [level of difficulty] in communicating
29. Grade-wise enrolment of students reporting [level of difficulty] in doing self-care
30. Number of teachers who have received CPD training in the past 12 months
31. Number of teachers who have received training to teach special children
32. Number of teachers who have received ECE training
33. Number of teachers who have at least the minimum required qualifications required to teach their subjects
34. Number of teachers that retired in a given academic year
35. Number of teachers that left in a given academic year
36. Number of teachers on LPR in a given academic year

37. Salary of each teacher in a given academic year
38. Number of female teachers
39. Total number of teachers
40. Literate population aged 10 and above
41. Literate population aged 15-24
42. Literate population aged 15 and above
43. Grade-wise enrolment of students who have their first language or home language as language of instruction
44. Age-specific enrolment rates
45. Total number of graduates from grade 5, regardless of age
46. Number of attacks on schools in a given academic year
47. Number of incidents of corporal punishment in a given academic year
48. Number of schools with electricity available and functional
49. Number of schools with internet connection available and functional
50. Number of schools with functional tablets
51. Number of schools with functional laptops
52. Number of schools with functional desktop computers
53. Number of schools with ramp facility
54. Number of schools with textbooks available in audio, braille, or sign language format
55. Number of schools with instructional materials available in audio, braille, or sign language format
56. Number of schools with assessments available in audio, braille, or sign language format
57. Number of schools with clean drinking water
58. Number of schools with a minimum ratio of 40:1 (students to toilets)
59. Number of schools with wash basin for handwashing
60. Number of schools with clean water in wash basin
61. Number of schools with soap for handwashing
62. Number of schools with a boundary wall available and complete
63. Number of schools with satisfactory building condition
64. Number of schools with daycare facility
65. Number of schools with security cameras available and functional
66. Number of schools with security guard
67. Number of schools with barbed wires



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