



# PAKISTAN EDUCATION STATISTICS

2017 - 18

26th Annual Publication since 1992-93



National Education Management Information System  
Academy of Educational Planning and Management  
Ministry of Federal Education and Professional Training  
Government of Pakistan, Islamabad

# *Pakistan Education Statistics*

## *2017-18*



*National Education Management Information System*  
*Academy of Educational Planning & Management*  
*Ministry of Federal Education & Professional Training*  
*Government of Pakistan*

January 2021



## ***Authors***

*Dr. Dawood Shah, Ex-Director General, AEPAM*

*Dr. Muhammad Inayat Khan, Professor-Statistics, Ex-HoD, Department of Mathematics and Statistics, University of Agriculture, Faisalabad*

*Dr. Muhammad Yaseen, Assistant Professor-Statistics, University of Agriculture, Faisalabad*

*Mr. Muhammad Bilal Kakli, System Analyst, AEPAM*

*Mr. Zubair Farooq Piracha, Programmer, AEPAM*

*Mr. Muhammad Adeel Zia, Assistant System Administrator, AEPAM*

*Mr. Muhammad Imran Javed, Computer Operator, AEPAM*

## ***Published by***

*National Education Management Information System (NEMIS),  
Academy of Educational Planning & Management (AEPAM),  
Ministry of Federal Education & Professional Training*

## ***Printed by***

*January 2020*

## ***Cataloging in Publication Data***

### ***Main entry under title***

*Pakistan Education Statistics 2017-18 by NEMIS-AEPAM*

*(AEPAM Publication No. 291)*

*I. Analysis of Education Statistics II. Education Statistics – Pakistan*

*ISBN: 978-969-444-115-3*



## ***Technical & Coordination Committee Members***

- *Mr. Syed Anwar-ul-Hasan Bukhari, Additional Secretary, Ministry of Federal Education & Professional Training, Islamabad*
- *Dr. Dawood Shah, Director General, AEPAM, Islamabad*
- *Mr. Muhammad Bilal Kakli, System Analyst NEMIS-AEPAM, Islamabad*
- *Mr. Zubair Farooq Piracha, Programmer NEMIS-AEPAM, Islamabad*
- *Mr. Muhammad Adeel Zia, Assistant System Administrator, NEMIS-AEPAM, Islamabad*
- *Mr. Muhammad Imran Javed, Computer Operator, NEMIS-AEPAM, Islamabad*
- *Mr. Sajjad Haider, Program Specialist, JICA-AQAL, Islamabad*
- *Mr. Muhammad Ilyas, Program Specialist DDM, JICA-AQAL, Islamabad*
- *Mr. Asif Ali Farrukh, Program Director, PMIU-PESRP, Lahore*
- *Mr. Fiaz Ahmed Sajid, System Analyst, PMIU-PESRP, Lahore*
- *Mr. Abdul Waheed, Sr. Programmer, SEMIS, RSU, Karachi*
- *Mr. Salahuddin, DD EMIS, E&SE Department, Peshawar*
- *Mr. Muhammad Hanif, Additional Director, BEMIS, Quetta*
- *Mr. Abdul Shakoor, System Analyst EMIS, PPIU, Quetta*
- *Mr. Hashim Khan, Director, FATA Education Directorate, Peshawar*
- *Mr. Shaukat Ali, Computer Operator, FATA EMIS, Peshawar*
- *Mr. Safdar Ali, Computer Operator, GB EMIS, Gilgit*
- *Mr. Tariq Bashir, Assistant Director, FDE, Islamabad*
- *Mr. Raja Shahab Saleem, Assistant Director, E&S Education Department, Muzaffarabad*
- *Mr. Nazeer Hussain, Director General, SIU, HEC, Islamabad*
- *Mr. Bashir Khan, Assistant Director, HEC, Islamabad*
- *Mr. Riaz Ahmed Qureshi, Assistant Director, HEC, Islamabad*
- *Mr. Ahmed Hussain Khawaja, Assistant Director, NCHD, Islamabad*
- *Ms. Tabinda Qamar, Deputy Director, BECS, Islamabad*
- *Mr. Imtiaz Ahmed Qureshi, Deputy Director, Directorate of Literacy & NFE, Karachi*
- *Mr. Sharif Haider, Director, Directorate of Literacy & NFE, Quetta*
- *Mr. Akram Jan, Project Director, Literacy & NFE Department, Lahore*
- *Mr. Syed Yawar Abbas, Assistant Director, NEF, Islamabad*
- *Mr. Muhammad Suhaib, Chief Statistical Officer, PBS, Islamabad*
- *Ms. Sana Habib, Statistical Officer, PBS, Islamabad*



# Contents

Acronyms	xii
Message from Federal Minister	xiii
Message from Federal Secretary	xiv
Foreword	xv
Acknowledgements	xvi
Report at a Glance	xvii
<b>I Analysis of Education Statistics</b>	<b>1</b>
<b>1 Introduction</b>	<b>3</b>
1.1 Introduction	3
1.2 Education System in Pakistan	4
1.3 National Education Management Information System	5
1.4 Data Compilation Mechanism	6
1.5 Data Limitations	6
1.6 Data Sources	6
<b>2 Education Statistics: An Overview</b>	<b>9</b>
2.1 Education Statistics by Categories of Institutions	12
2.1.1 School Education	13
2.1.2 Degree Colleges	17
2.1.3 Universities & Degree Awarding Institutions	17
2.1.4 Non-Formal Basic Education	19
2.1.5 Education Foundations	20
2.1.6 Technical & Vocational Education Training Institutions	20
2.1.7 Teachers Training Institutions	21
2.1.8 Deeni Madaris	22
<b>3 Trends in Education Statistics</b>	<b>23</b>
3.1 Institutions	23
3.2 Enrolment	24
3.3 Teachers	25
<b>4 Effectiveness of Education System</b>	<b>27</b>
4.1 Access in Education	27
4.1.1 Effective Transition Rate	27
4.1.1.1 Effective Transition Rate (ETR) between Primary to Middle Level	27
4.1.1.2 Effective Transition Rate (ETR) from Middle to Secondary Level	28
4.2 Quality in Education	28
4.2.1 Survival Rate (SR) to Grade V, VIII and X	28
4.2.2 Pupil Teacher, Pupil School, and Teacher School Ratios	29
4.2.3 Pupil Classroom Ratio (PCR)	30
4.2.4 Availability of Electricity	31
4.2.5 Availability of Drinking Water	31
4.2.6 Availability of Toilets for Students	32
4.2.7 Availability of Boundary Wall	32



<b>II Education Statistics</b>	<b>33</b>
5 Key Education Indicators	35
6 Institutions	37
7 Enrolment	53
8 Teachers	73
9 Physical Facilities (Public Sector)	93
Appendices	125
Appendix Sustainable Development Goals (SDG)	127
Appendix Statistical Formulae	133
Appendix Glossary	137
Appendix Webliography	141
Index	142

# List of Tables

Table 5.0	Data Source(s) & Explanatory Note(s) for Key Education Indicators . . . . .	35
Table 5.1	Survival, Effective Transition & Literacy Rates from 2013-14 to 2017-18 . . . . .	36
Table 5.2	Survival, Effective Transition & Literacy Rates for 2017-18 . . . . .	36
Table 5.3	Literacy Rates of Pakistan from 2013-14 to 2017-18 . . . . .	36
Table 5.4	Literacy Rates by Gender & Provinces 2017-18 . . . . .	36
Table 6.0	Data Source(s) & Explanatory Note(s) for Institutions . . . . .	37
Table 6.1	Number of Educational Institutions by Sector from 2013-14 to 2017-18 . . . . .	40
Table 6.2	Number of Educational Institutions by Level from 1947-48 to 2017-18 . . . . .	41
Table 6.3	Total number of Institutions by Level, Location, Gender & Provinces/Regions 2017-18	42
Table 6.4	Number of Public Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18 . . . . .	43
Table 6.5	Number of Private Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18 . . . . .	44
Table 6.6	Number of Other Public Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18 . . . . .	45
Table 6.7	Functional Status of Public Sector Schools by Level, Gender & Provinces/Regions 2017-18 . . . . .	46
Table 6.8	Number of Public Sector Schools by Teaching Strength, Location & Gender 2017-18	47
Table 6.9	Number of Universities/Degree Awarding Institutions by Sector & Provinces/Regions 2017-18 . . . . .	48
Table 6.10	Strength of faculty in Universities/Degree Awarding Institutions by Sector, Status of Appointment & Provinces/Regions 2017-18 . . . . .	48
Table 6.11	Non-Formal Basic Education Institutions, Enrolment, & Teachers by Departments, Gender & Provinces/Regions 2017-18 . . . . .	49
Table 6.12	Education Foundation Institutions, Enrolment (by Gender) & Teachers 2017-18 . . . . .	50
Table 6.13	Technical & Vocational Institutions, Enrolment, & Teachers by Level, Gender & Provinces/Regions 2017-18 . . . . .	50
Table 6.14	Teachers Training Institutions, Enrolment, & Teachers by Gender, Sector & Provinces/Regions 2017-18 . . . . .	51
Table 6.15	Number of Institutions, Enrolment & Teachers of Deeni Madaris by Gender & Provinces/Regions 2017-18 . . . . .	52
Table 7.0	Data Source(s) & Explanatory Note(s) for Enrolment . . . . .	53
Table 7.1	Enrolment by Categories & Sector from 2013-14 to 2017-18 . . . . .	55
Table 7.2	Enrolment in Educational Institutions by Stage from 1947-48 to 2017-18 . . . . .	56
Table 7.3	Total Enrolment by Stage, Location, Gender & Provinces/Regions 2017-18 . . . . .	57
Table 7.4	Enrolment in Public Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18 . . . . .	58
Table 7.5	Enrolment in Private Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18 . . . . .	59
Table 7.6	Enrolment in Other Public Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18 . . . . .	60
Table 7.7	Classwise Enrolment by Stage, Sector, & Gender 2017-18 . . . . .	61
Table 7.8	Total Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)	62
Table 7.9	Male Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)	63
Table 7.10	Female Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)	63
Table 7.11	Enrolment in Universities & Degree Awarding Institutions by Level, Sector, Gender & Provinces/Regions 2017-18 . . . . .	64
Table 7.12	Enrolment in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18 . . . . .	65

Table 7.13	<i>Enrolment by Level, Sector, Gender &amp; Provinces/Regions 2017-18</i>	68
Table 7.14	<i>Number of Repeaters in Public Sector Institutions by Stage, Class, Location, Gender &amp; Provinces/Regions 2017-18</i>	69
Table 8.0	<i>Data Source(s) &amp; Explanatory Note(s) for Teachers</i>	73
Table 8.1	<i>Number of Teachers by Categories and Sector from 2013-14 to 2017-18</i>	75
Table 8.2	<i>Number of Teachers in Educational Institutions by Level from 1947-48 to 2017-18</i>	76
Table 8.3	<i>Number of Teachers by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	77
Table 8.4	<i>Number of Teachers in Public Sector Institutions by Level, Location, Gender, &amp; Provinces/Regions 2017-18</i>	78
Table 8.5	<i>Number of Teachers in Private Sector Institutions by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	79
Table 8.6	<i>Number of Teachers in Other Public Sector Institutions by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	80
Table 8.7	<i>Number of Sanctioned &amp; Filled-In Posts of Teachers in Public Sector Schools by Gender, Level &amp; Provinces/Regions 2017-18</i>	81
Table 8.8	<i>Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender &amp; Provinces/Regions 2017-18</i>	82
Table 8.9	<i>Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender &amp; Provinces/Regions 2017-18</i>	87
Table 9.1	<i>Availability of Building by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	93
Table 9.2	<i>Ownership of Building by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	96
Table 9.3	<i>Type of Building Structure by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	101
Table 9.4	<i>Availability of Electricity by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	106
Table 9.5	<i>Availability of Drinking Water by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	109
Table 9.6	<i>Availability of Latrine by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	112
Table 9.7	<i>Availability of Boundary Wall by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	115
Table 9.8	<i>State of Building Condition by Level, Location, Gender &amp; Provinces/Regions 2017-18</i>	118
Table 9.9	<i>Number of Institutions by Frequency of Classrooms, Level, Location &amp; Provinces/Regions 2017-18</i>	123

# List of Figures

Figure 1.1	Map of Pakistan showing different Provinces/Regions . . . . .	3
Figure 1.2	The structure of school education system in Pakistan (Pre-Primary to Higher Secondary) . . . . .	5
Figure 2.1	Percentage distribution of Institutions, Enrolment & Teachers by Sector 2017-18 . . .	9
Figure 2.2	Percentage distribution of Enrolment & Teachers by Gender 2017-18 . . . . .	10
Figure 2.3	Percentage distribution of Institutions, Enrolment & Teachers by Sector & Provinces/Regions 2017-18 . . . . .	11
Figure 2.4	Percentage distribution of Enrolment & Teachers by Gender & Provinces/Regions 2017-18 . . . . .	11
Figure 2.5	Percentage distribution of Formal Education System Institutions of Pakistan 2017-18	12
Figure 2.6	Percentage distribution of Institutions by Sector & Provinces/Regions 2017-18 . . .	13
Figure 2.7	Percentage distribution of Enrolment by Sector & Provinces/Regions 2017-18 . . .	13
Figure 2.8	Percentage distribution of Enrolment by Gender & Provinces/Regions 2017-18 . . .	14
Figure 2.9	Percentage distribution of Teachers by Sector & Provinces/Regions 2017-18 . . . .	15
Figure 2.10	Percentage distribution of Teachers by Gender & Provinces/Regions 2017-18 . . . .	15
Figure 2.11	Percentage distribution of Institutions, Enrolment & Teachers by Education level & Sector 2017-18 . . . . .	16
Figure 2.12	Percentage distribution of Enrolment in Institutions of higher, technical, non-formal, education foundation & Deeni Madaris education by Gender 2017-18 . . . . .	17
Figure 2.13	Percentage distribution of Institutions of higher, technical, non-formal, education foundation & Deeni Madaris education by Sector 2017-18 . . . . .	18
Figure 2.14	Percentage distribution of Enrolment in Institutions of higher, technical, non-formal & Deeni Madaris education by Sector 2017-18 . . . . .	18
Figure 2.15	Percentage distribution of Teachers in Institutions of higher, technical, non-formal & Deeni Madaris education by Sector 2017-18 . . . . .	19
Figure 2.16	Percentage distribution of Teachers in Institutions of higher, technical, non-formal & Deeni Madaris education by Gender 2017-18 . . . . .	21
Figure 3.1	Five Years Comparison of number of Schools by Education level from 2013-14 to 2017-18 . . . . .	23
Figure 3.2	Five Years Comparison of Enrolment by Education level, Sector & Gender from 2013-14 to 2017-18 . . . . .	24
Figure 3.3	Five Years Comparison of number of Teachers by Education level, Sector & Gender from 2013-14 to 2017-18 . . . . .	26
Figure 4.1	ETR by Gender & Education levels for Provinces/Regions of Pakistan 2017-18 . . .	27
Figure 4.2	Survival Rate by Gender for Provinces/Regions of Pakistan 2017-18 . . . . .	28
Figure 4.3	Pupil Teacher Ratio by Education level & Sector for Provinces/Regions of Pakistan 2017-18 . . . . .	29
Figure 4.4	Pupil Teacher, Pupil School and Teacher School Ratios by Sector for Provinces/Regions of Pakistan 2017-18 . . . . .	30
Figure 4.5	Pupil Classroom Ratio by Education level & Sector for Provinces/Regions of Pakistan 2017-18 . . . . .	30
Figure 4.6	Availability of Electricity by Education level for Provinces/Regions of Pakistan 2017-18	31
Figure 4.7	Availability of Drinking Water by Education level for Provinces/Regions of Pakistan 2017-18 . . . . .	31
Figure 4.8	Availability of Toilets by Education level for Provinces/Regions of Pakistan 2017-18	32
Figure 4.9	Availability of Boundary Wall by Education level for Provinces/Regions of Pakistan 2017-18 . . . . .	32

# *Acronyms*

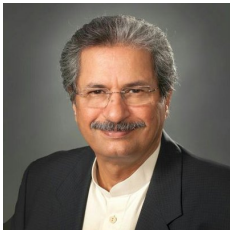
<b>AEPAM</b>	Academy of Educational Planning & Management
<b>AJK</b>	Azad Jammu & Kashmir
<b>ASC</b>	Annual School Census
<b>BECS</b>	Basic Education Community Schools
<b>BEF</b>	Balochistan Education Foundation
<b>EDI</b>	Education Development Index
<b>EFA</b>	Education For All
<b>ETR</b>	Effective Transition Rate
<b>FATA</b>	Federally Administered Tribal Area
<b>GB</b>	Gilgit-Baltistan
<b>GCI</b>	Global Competitiveness Index
<b>GDP</b>	Gross Domestic Product
<b>GPI</b>	Gender Parity Index
<b>HDI</b>	Human Development Index
<b>HEC</b>	Higher Education Commission
<b>ICT</b>	Islamabad Capital Territory
<b>KP</b>	Khyber PakhtunKhwa
<b>KPESEF</b>	KP Elementary & Secondary Education Foundation
<b>NAVTTTC</b>	National Vocation & Technical Training Commission
<b>NCHD</b>	National Commission for Human Development
<b>NEC</b>	National Education Census
<b>NEMIS</b>	National Education Management Information System
<b>NEP</b>	National Education Policy
<b>NFBE</b>	Non-Formal Basic Education
<b>NIPS</b>	National Institute of Population Studies
<b>NIR</b>	Net Intake Rate
<b>PBS</b>	Pakistan Bureau of Statistics
<b>PCR</b>	Pupil Classroom Ratio
<b>PTR</b>	Pupil Teacher Ratio
<b>SEF</b>	Sindh Education Foundation
<b>SELD</b>	Sindh Education & Literacy Department
<b>SR</b>	Survival Rate
<b>TTI</b>	Teacher Training Institutions
<b>TVET</b>	Technical & Vocational Education Training
<b>UA-K</b>	Unadmitted-Katchi

## *Message from Federal Minister*

Education is the main source of human capital formation and a pre-requisite for socio-economic development of a country. The Prime Minister's vision for a prosperous and progressive Pakistan hinges upon rapid human resource development. It is state's obligation to ensure access and quality education to the masses, so that the citizens may realize their potentials and contribute productively at the national and international level. Availability of information/data plays a critical role in educational planning and decision making. Therefore, it is imperative to have complete, reliable and timely information/data. I am delighted to see that National Education Management Information System (NEMIS), working in the Academy of Educational Planning and Management (AEPAM), has compiled national education data and publishing Pakistan Education Statistics 2017-18. The report is a valuable and comprehensive document, which provides insight to the policy makers at national, provincial and even at international level.

The present government is fully cognizant of the nexus between education and human resource development. Therefore, it has identified four priority areas, which include out of school children, uniform education system/National Common Curriculum, quality education and skill development. It is expected that this report will be an authentic source of information for all stakeholders to understand the current educational landscape along with challenges in Pakistan and to evolve effective strategies to tackle these challenges. The empirical evidence will not only help decision makers to address issues pertaining to access, equity, quality and governance of education sector, but also, facilitate them in monitoring the outcomes of various interventions. Human resource development is a pre-requisite to actualize the dream of knowledge based economy as well as for economic development and to compete in the globalized world.

I appreciate the NEMIS team for compiling such a comprehensive report. I also express my special thanks to UNICEF, Pakistan for providing technical and financial support for preparation and launching of this report.



**Mr. Shafqat Mahmood**  
**Federal Minister for**  
**Federal Education and Professional Training**  
**Government of Pakistan**  
**Islamabad**

## *Message from Federal Secretary*

The Ministry of Federal Education and Professional Training has been mandated with certain key, albeit nuanced responsibilities in the post-18th amendment executive order. The larger framework under which these responsibilities are elaborated upon is mandated by Article 25-A of the constitution and in conjunction with the Supreme Court of Pakistan ruling that affixes an undeniable role of the State in ensuring delivery of the fundamental right to education for every citizen.

Operating within this stated domain gives the Federal Ministry an open canvas on which to identify functions of national significance and pursue their implementation without distraction. This Publication, 'Pakistan Education Statistics 2017-18' compiled annually by the Academy of Education Planning & Management (AEPAM) and National Education Management Information System (NEMIS) is an excellent effort of where the Federal Ministry can add most value to the education system. The data recorded herewith informs policy makers and researchers alike on key indicators related to the public education system nationwide. Collecting, cataloging and reconciling all this data is a great undertaking and I feel privileged to recognize and appreciate a job well done by the NEMIS.

Finally, I am pleased to see that this document also contains insightful analysis of the data, giving meaning to numbers and putting them in context for the reader. It also identifies the weaknesses in our current data collection methodologies and the ministry has taken keen interest in removing any such chinks over the years going forward.



**Mrs. Farah Hamid Khan**  
**Federal Secretary**  
**Ministry of Federal Education and Professional Training**  
**Government of Pakistan**  
**Islamabad**

# *Foreword*

Government of Pakistan has introduced and implemented several policy interventions for development of Education in the country. Present government is taking every possible step to enhance access, equity, quality education and uniform education system across the country. Pragmatic planning can be designed with the help of accurate, reliable, valid and timely data to measure different education indicators. Education statistics also help to measure internal efficiency and effectiveness of the education system. In this context, it is expected that Pakistan Education Statistics 2017-18 shall be helpful in monitoring the progress relating to National and International Commitments especially Sustainable Development Goals.

Pakistan Education Statistics 2017-18 consists of two parts. Part-I includes, an analysis of Education Statistics, introduction, an overview on education statistics, educational trends and effectiveness of the education system, whereas, Part-II provides key indicators of Education Statistics, data on educational institutions, student enrolment, number and capacity of teachers and availability of physical facilities in the overall education system of the country. These indicators enable the policy makers to examine effectiveness of education system and measure the accessibility of education as well as identify deficient areas. This report also presents educational data regarding all categories of educational institutions both public and private including Deeni Madaris from pre-primary to tertiary level. Data regarding vocational and technical, teacher training and non-formal basic education institutions in the country has also been reported. It can be concluded that Pakistan Education Statistics, 2017-18 is a complete and comprehensive document that provide empirical evidences and graphical presentations for informed decision making and rational planning for development of education particularly to achieve Sustainable Development Goals set for international comparison.

Special feature of this year publication is its accessibility to the users and stakeholders in three different formats on the online web i.e. pdf, epub and HTML.

On behalf of AEPAM, I would like to thank the Federal Education Minister, Mr. Shafqat Mehmood and Federal Secretary Ms. Farah Hamid Khan, Ministry of Federal Education and Professional Training (MoFE&PT) for their continuous support and guidance for the development of professional activities in AEPAM. I am quite sure that under the dynamic leadership of Federal Minister and Federal Secretary, AEPAM will achieve professional advancement of the highest level. I would like to appreciate the efforts of faculty members and officials of AEPAM for their efforts to produce such a valuable document.

**Mr. Muhammad Farooq**  
**Director General**  
**Academy of Educational Planning and Management**  
**Ministry of Federal Education and Professional Training**  
**Government of Pakistan**  
**Islamabad**



# *Acknowledgments*

National Education Management Information System (NEMIS) was established in 1990, and it was assigned the responsibility to collate, consolidate and analyze national education data and generate useful information to cater to the needs of educationists, planners and decision and policy makers. NEMIS has been publishing Pakistan Education Statistics annually since 1992-93. The Pakistan Education Statistics 2017-18 is the twenty sixth consecutive volume published.

It is pleasure for me to contribute for the development of this report under the dynamic leadership of DG, AEPAM. It is my prime responsibility to thank all those individuals and organizations, who contributed in many ways for the preparation of this report.

I extend my special thanks to the management of Ministry of Federal Education and Professional Training and AEPAM for their guidance and support in developing this document. On behalf of the NEMIS team, it is my honor to thank Mr. Shafqat Mehmood, Federal Education Minister and Mrs. Farah Hamid Khan, Secretary, Ministry of Federal Education and Professional Training for their constant guidance to AEPAM.

I would like to express my gratitude to Mr. Muhammad Farooq, Director General, AEPAM for not only giving responsibilities to me, but also providing inspirational and professional guidance in the preparation and finalization of this report. Several external organizations i.e. Provincial/Regional EMISs, Provincial/Regional Non-Formal Education Departments, BECS, NCHD, PBS, NAVTTC, HEC, NEF were consulted being the stakeholders. I am also indebted to the generous technical and financial support provided by UNICEF for preparation of this document. It is my moral obligation to acknowledge the Support & guidance of Mrs. Ambreen Arif, Technical Advisor M/o FE&PT for the finalization & approval of this official document.

UNICEF helped us to hire the services of Professor Dr. Muhammad Inayat Khan, who was ably assisted by Dr. Muhammad Yaseen, Assistant Professor as technical experts. They worked hard to check the data consistency issues and produced the report in R and L<sup>A</sup>T<sub>E</sub>X with commendable graphical presentations for the benefit of the users. I recognize and appreciate the services of both experts for helping the NEMIS team in the preparation of PES, 2017-18.

I would like to commend the efforts of NEMIS team, especially Mr. Muhammad Bilal Kakli, Mr. Zubair Farooq Piracha, Mr. Muhammad Adeel Zia and Mr. Muhammad Imran Javed for the preparation of this report.

**Dr. Muhammad Zaigham Qadeer**  
**Director, NEMIS**  
**Academy of Educational Planning and Management**  
**Ministry of Federal Education and Professional Training**  
**Government of Pakistan**

# *Report at a Glance*

## *Part I: Analysis of Education Statistics*

This part of the report includes the following four chapters:

### *Chapter 1: Introduction*

This chapter gives a brief introduction of education system of the country. It also gives the structure of education sector from Pre-Primary to Higher Secondary level in Pakistan. It highlights how Education Management Information System (EMIS) is working in Pakistan along with different data sources used for compilation of this report. The limitations of the data collection for this publication are also given.

### *Chapter 2: Education Statistics: An Overview*

The chapter highlights the basic educational statistics based on number of institutions, student enrolment and number of teachers with respect to gender, education categories, public/private & provinces/regions divide for these parameters.

### *Chapter 3: Educational Trends*

This chapter compares last five years educational data for public/private sector with respect to gender, education categories & provinces/regions. Last five years trends for number of institutions, student enrolment & number of teachers in all provinces/regions of the country are highlighted. Change in gross enrolment & adjusted net enrolment ratios are also depicted graphically.

### *Chapter 4: Effectiveness of the Education System*

This chapter focuses on quality of education which is also a major concern for education planners and managers, therefore, the key indicators used to measure quality of education system are discussed using important indicators like Survival Rate, Pupil-Teacher, Pupil-School and Teacher-School Ratios. In addition the availability of different physical facilities in the education system are also highlighted.

## *Part II: Education Statistics*

This part gives detailed education statistics data in the form of tables. At the start of each chapter in Part-II a list of data sources and explanatory notes for the tables are given for the benefit of the user of PES 2017-18.

### *Chapter 5: Key Education Indicators*

The chapter gives data tables for Survival, Effective Transition & Literacy Rates.

### *Chapter 6: Institutions*

Data tables depicting information about formal & non-formal education institutions of all the Provinces/Regions are given in this chapter.

### *Chapter 7: Enrolment*

Data tables relating to student enrolment in different education categories are given in this chapter.

### *Chapter 8: Teachers*

Statistics about teaching staff serving in different sectors of education & in different provinces/regions are presented in this chapter.

### *Chapter 9: Physical Facilities*

The data related to availability of physical facilities in educational institutions in public sector is given in this chapter.



# Part I

## Analysis of Education Statistics



# Chapter 1

## Introduction

### 1.1 Introduction

The Islamic Republic of Pakistan came into being on 14th August 1947. It covers an area of about 796,096 km<sup>2</sup> and shares its borders with China, India, Iran and Afghanistan.

Pakistan is located at a very strategically important position in South Asia. It connects the Eastern world with the West. It has friendly trade relations with China, an economic and technology giant, in its north. Afghanistan and Iran are in its west. India which shares long historical and cultural traditions with Pakistan lies in the East. It has a coastal belt of about 700 km, which connects it to the Middle East and provides a trade route through the Arabian Sea.

Currently Pakistan is the fifth most populous country of the world. People who are daring and passionate make up to about 212 million of this country with a population density of 246 persons/km<sup>2</sup> (Pakistan Economic Survey, 2018-19).

This country has been blessed with a variety of natural resources like salt, gypsum, coal, oil, copper and gold. Its physical features like its plains, deserts, northern highlands, lakes and rivers are not only a tourist's attraction but are also related to renewable energy resources like Hydro-Power dams, Wind Power Energy Production and Solar Power Parks.

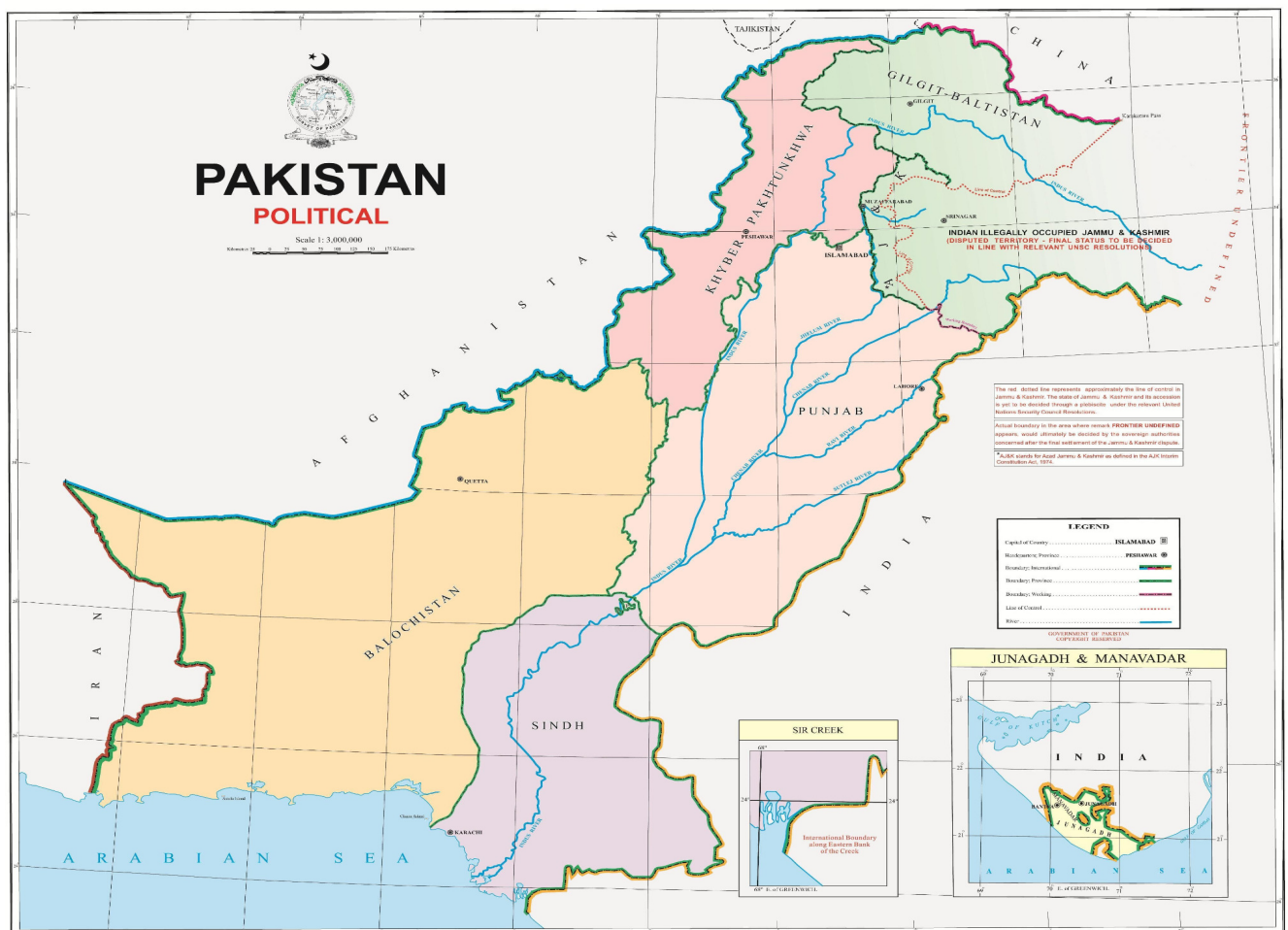


Figure 1.1: Map of Pakistan showing different Provinces/Regions

Pakistan is an agricultural country. Its major exports include agricultural products like cotton, sugar, rice, and textiles. Sports goods and leather products are widely accepted exports all over the

world. The literacy rate of the country is nearly 62 percent while youth literacy rate is even better at 74 percent (Labour Force Survey, 2017-18). Urdu is the National language of Pakistan whereas English is used for education, trade and other administrative purposes all over the country. Pakistan is home of some of the earliest human civilizations in South Asia, including the Indus Valley and Gandhara civilizations. It lies between  $23 - 35^{\circ}$  to  $37 - 05^{\circ}$  north latitude and  $60 - 50^{\circ}$  to  $77 - 50^{\circ}$  east longitude.

The principal source of water of Pakistan is the Indus River that starts in China, and runs through the whole length of Pakistan, coursing through the greater part of Pakistan's areas aside from Balochistan. It is incremented further by the consolidated waters of the Chenab and Jhelum rivers. Along the Indus and its tributaries are majority of Pakistan's populace horticultural zones, and its major hydroelectric power stations, interconnected by the rural waterways before it releases into the Arabian Sea.

According to Human Development Report 2017, Pakistan's Human Development Index (HDI) value is 0.562 — elevated from low human development to the medium human development category — positioning the country at 150th out of 189 countries and territories. Between 1990 and 2017, Pakistan's HDI value increased from 0.404 to 0.562, an increase of 39 percent or average annual increase of about 1.4 percent. Pakistan's 2017 HDI is below the average of 0.645 for countries in the medium human development group and also below the average of 0.638 for countries in South Asia. Since the state of education in the country is a major contributor in the formulation of HDI, therefore it is required that the government must focus and invest more resources for the development of education sector.

## ***1.2 Education System in Pakistan***

The Constitution of Islamic Republic of Pakistan, 1973 lays down that *State shall be responsible for eradication of illiteracy and provision of free and compulsory education up to secondary level, within minimum possible time* (Article 37-B, 1973 Constitution of Pakistan)

The Article 25-A – Right to Education – of the Constitution states that:

*The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law.*

Education is a fundamental human right and every child is entitled to it. Education is critical for the development of individuals and society, necessary for a successful and productive future. Provision of inclusive and equitable quality education, positively impacts future generations. However, education has not received due attention that it deserves in the national priorities. The present government has set up the following five strategic priority areas as:

- Decrease OOSC & increase school participation
- Uniform education for all children
- Improve the quality of education
- Increase literacy, and
- Tertiary Education & skills training

The key to success would be putting in place necessary measures for achieving set targets, including increased allocation of financial as well as human resources for the education sector. There is need to bring in place national cohesion, effective use of available information, improved governance and financial efficiency/discipline as well as innovative use of technology and communication to revamp the existing system of education according to the needs of modern era. The state has the responsibility to equip its young people with knowledge, creativity, critical thinking, technical and leadership skills so that they can play a responsible role as global citizens both nationally and internationally.

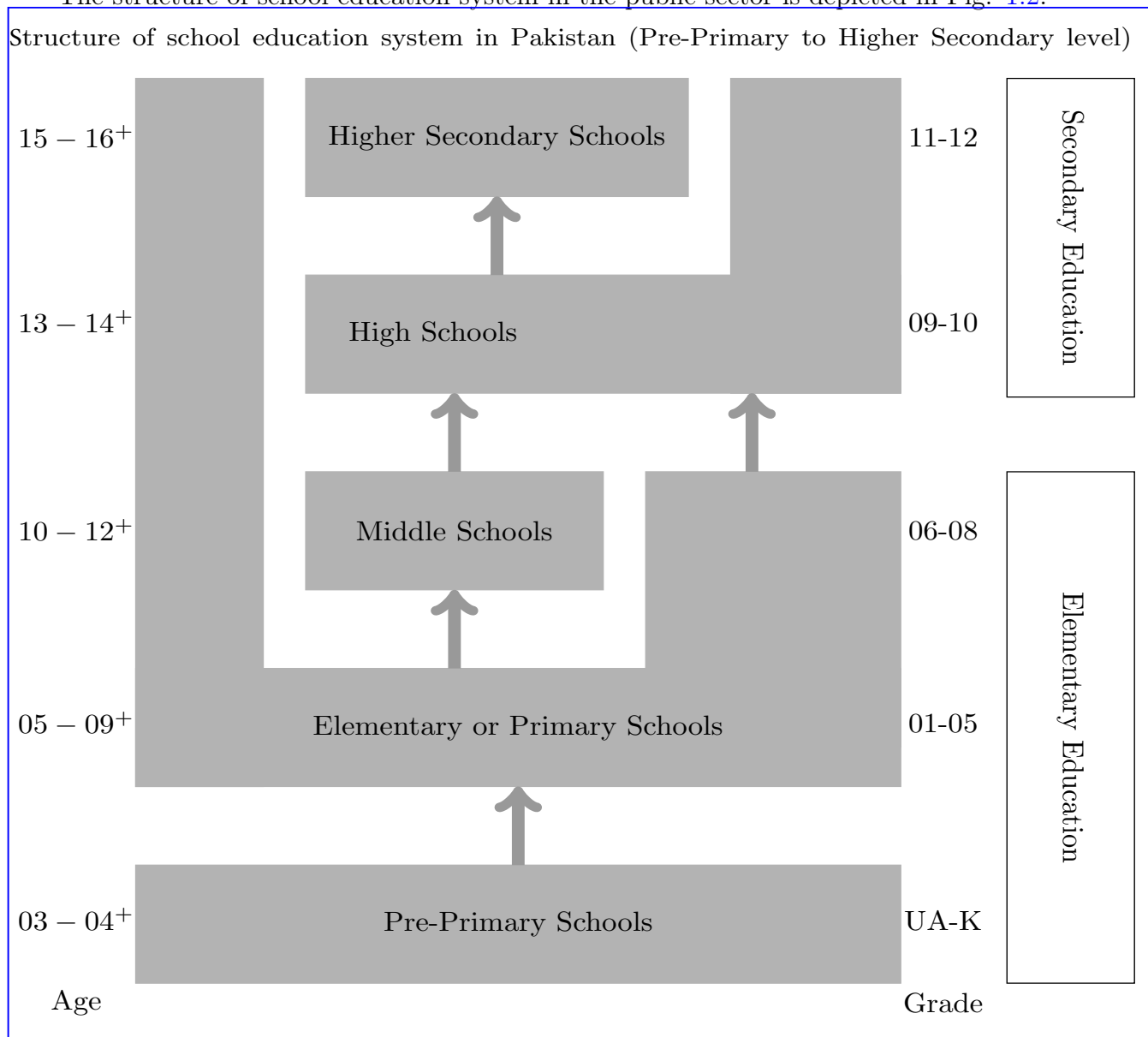
Pakistan, along with other countries of the world has signed the Sustainable Development Goals Agenda 2030. SDG-4 ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. Various levels and dimensions of monitoring frameworks have been defined to better monitor the SDG-4 at national and global levels. The monitoring system that provides in-depth specifics of education system offers greater opportunities to policy makers for their unique

circumstances and development priorities. As Pakistan was unable to achieve the Education For All (EFA) and Millennium Development Goals (MDGs) agenda by 2015, the unfinished business of EFA will be an integral part of SDGs Agenda 2030.

On the EFA Education Development Index (EDI) published in EFA Global Monitoring Report 2015, Pakistan lies at the bottom in the region. A similar picture is painted by the gross enrolment ratios that combine all education sectors, and by the adult literacy rate measures.

According to data from the World Economic Forum’s Global Competitiveness Report 2017-18, the Global Competitiveness Index (GCI) shows Pakistan’s slow performance being ranked 129th of the 137 countries, on the Health and Primary Education related elements of competitiveness, when compared with other countries in the region like India, China, Bangladesh, Sri Lanka and Malaysia.

The structure of school education system in the public sector is depicted in Fig. 1.2.



**Figure 1.2:** The structure of school education system in Pakistan (Pre-Primary to Higher Secondary)

### 1.3 National Education Management Information System

The Academy of Educational Planning and Management (AEPAM) was established in 1982, mainly assigned with the responsibilities of capacity building of educational planners and managers, consolidating and collating education statistics, maintaining comprehensive national educational database and conducting policy research to facilitate preparation of educational policies.



The National Education Management Information System (NEMIS) was established in 1990 with the responsibility to collate, consolidate, and analyze national education data and generate useful information to cater to the needs of policy makers, planners, education managers and decision makers. Since 1992-93, NEMIS has been publishing Pakistan Education Statistics on annual basis. NEMIS is also providing educational data and indicators to the Government of Pakistan as well as other relevant stakeholders and UN Agencies under its global commitments.

After the devolution of Ministry of Education as a result of 18th Constitutional Amendment, NEMIS came on the front and took the major responsibilities of the defunct Policy and Planning Wing of devolved Ministry of Education.

NEMIS is also publishing the following reports on annual basis:

- Pakistan Education Statistics
- Pakistan Education Atlas
- District Education Profiles

## ***1.4 Data Compilation Mechanism***

The Provincial/Area EMIS units are responsible for collection, compilation, analysis and dissemination of education statistics/data of their respective provinces/areas. These units usually collect data through their district EMIS cells by conducting Annual School Census (ASC).

The 35th Technical Committee (TechCOM) Meeting of NEMIS was held on 2nd May, 2019 at AEPAM, Islamabad. This meeting was followed by 21st Coordination Committee (CoordCOM) on 3rd May, 2019 at the same venue and participants of the TechCOM were also present in the CoordCOM Meeting. During TechCOM meeting, the technical members of provincial/area EMIS's transformed their data into NEMIS database while members of CoordCOM meeting endorsed the numbers/data provided/compiled during TechCOM meeting.

## ***1.5 Data Limitations***

The numbers shown in this publication were tabulated from *National EMIS* databank developed by National Education Management Information System. These data have some limitations that need to be mentioned.

The data from private sector of education, for the provinces/regions of Sindh and Balochistan, used in this publication is based on estimation on National Education Census (NEC) data collected during NEC 2005-06. AJK EMIS has provided private sector data.

The current population census was conducted in 2017. However, the data of the population census has not yet been released by Pakistan Bureau of Statistics.

## ***1.6 Data Sources***

The following data sources have been used for compilation of this report:

- Provincial/Regional EMISs
- National Education Census 2005-06
- Pakistan Bureau of Statistics (PBS)
- Higher Education Commission (HEC)
- Provincial Higher Education departments
- National Vocational & Technical Training Commission (NAVTTTC), Islamabad
- National & Provincial Education Foundations
- National Commission for Human Development (NCHD)
- Directorate of Basic Education Community Schools (BECS)
- Provincial Departments of Non-Formal Basic Education
- Other Public Sector departments
- National & Provincial Special Education departments

- Rabita-al-Madaris Islamia
- Wafaq-ul-Madaris Al-Salafia
- Tanzeem-ul-Madaris Ahle-Sunat
- Wafaq-ul-Madaris Al-Shia
- Wafaq-ul-Madaris Al-Arabia

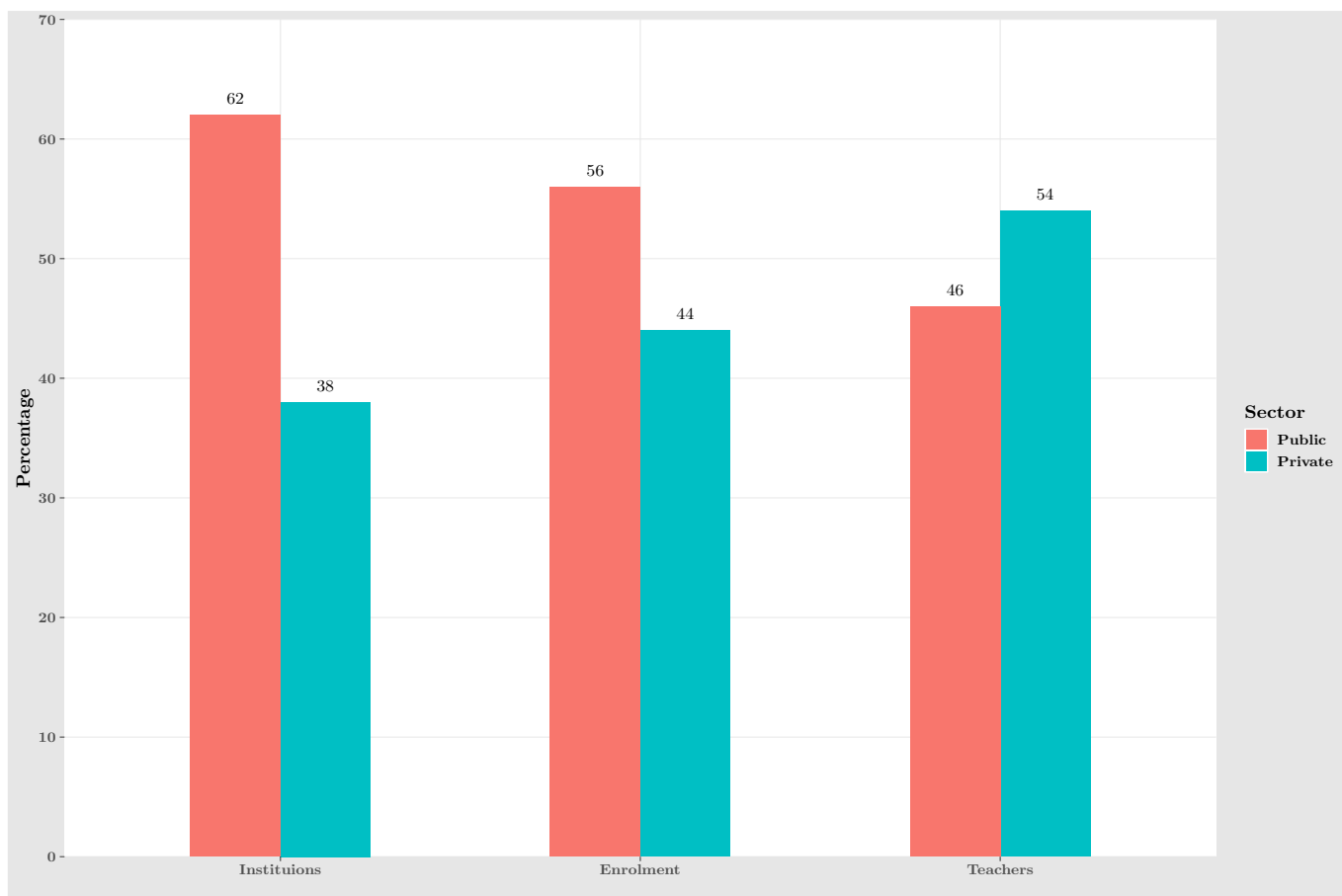


## Chapter 2

# Education Statistics: An Overview

Education plays a pivotal role in socio-economic development of a nation. Education not only helps in nurturing and personality development of children but it also prepares them for their future roles as responsible and productive citizens of the country. After insertion of Article 25-A in the Constitution of Pakistan under the 18th Constitutional Amendment, free education has become a fundamental and legal right and provision of free and compulsory education to all children of age group 5-16 years has become the responsibility of the state. Education has been recognized and guaranteed as a basic human right by United Nations under Universal Declaration of Human Rights (1948). Government of Pakistan is fully cognizant about the importance of education, therefore each successive government has invested in education for numerous reasons i.e. human capital development, economic growth, human rights, promotion of good citizenship and to strengthen equal opportunity to its populace. In addition acquiring education is linked to poverty reduction as it imparts knowledge and skills to enhance the productivity of labour force. Therefore, provision and financing of education has remained the primary responsibility of the state of Pakistan. Historically, in Pakistan, commitment of the state to social service delivery, education in particular, has often competed with heavy debt repayments, large and ever-expanding defense budget needs and unproductive expenditures on running oversized public sector enterprises.

Pakistan's schooling system consists of three main school types namely public sector schools, private sector schools and Deeni Madaris. These are further divided as public and private mainly due to curriculum and examination systems used in the schools and the language of instructions used by teachers.



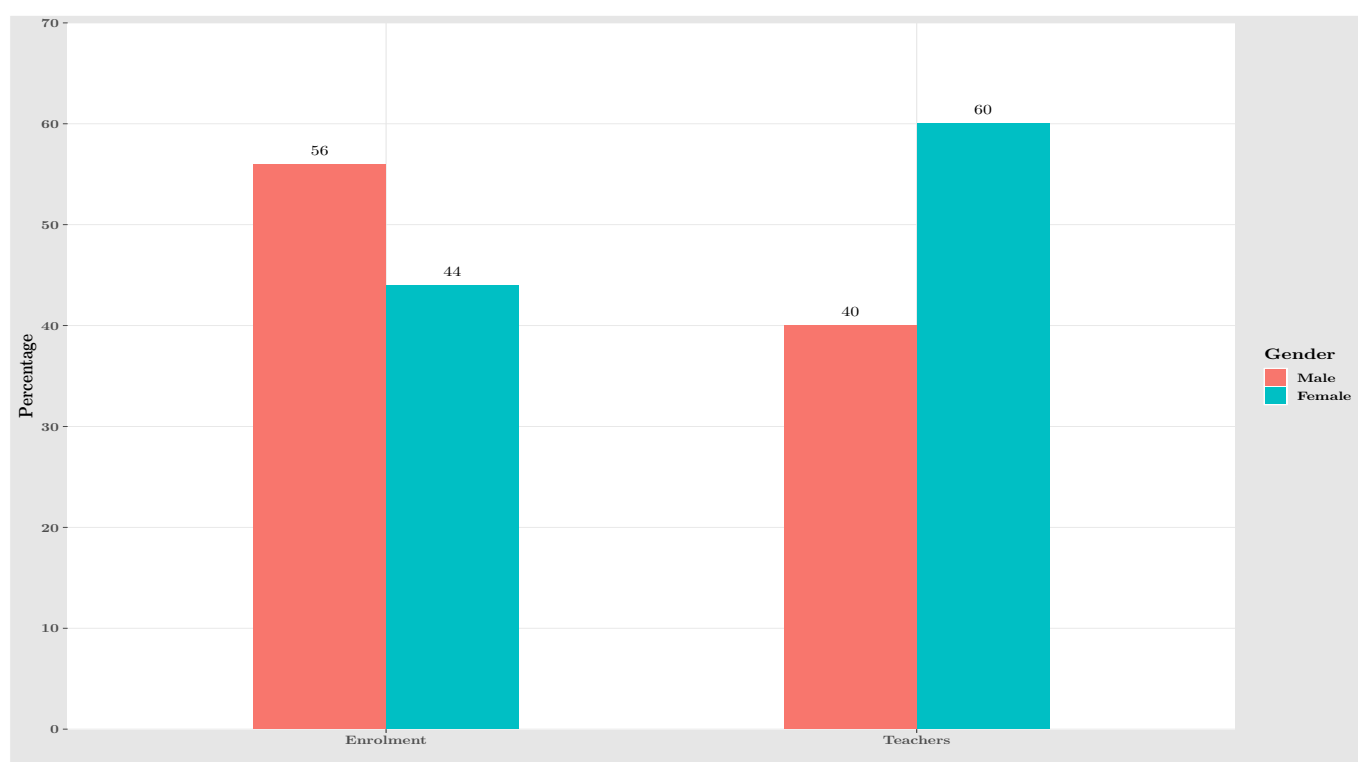
**Figure 2.1:** Percentage distribution of Institutions, Enrolment & Teachers by Sector 2017-18

The education system of Pakistan is comprised of 305,763 institutions accommodating 51,186,560

students and 2,073,433 teachers. The system is composed of 189,748 (62%) public institutions and 116,015 (38%) private institutions, which also include 31,115 Deeni Madaris.

The public sector is serving 28.49 million (56%) students to complete their education while the remaining 22.70 million (44%) are enrolled in the private sector of education. About 38 percent private educational institutions are facilitating 44 percent of students showing a slightly higher per-institution enrolment ratio in the private sector compared to the public sector. In the last decade due to encouragement of the government there is a gradual growth of opening of educational institutions in the private sector. In terms of teaching staff, 46 percent of teachers work in the public sector institutions, compared to 54 percent in the private sector (including 8% teachers serving in the Deeni Madaris) (Fig. 2.1).

Education is seen as a major force for eliminating gender inequities within the society, though addressing inequalities within the education system itself is a tremendous challenge. Ratio of male teachers is higher in public sector whereas ratio of female teachers is higher in private sector. Gender composition of the enrolled students is 56 percent males compared to 44 percent female students, whereas there are 40 percent male and 60 percent female teachers imparting education upto the degree colleges in the year 2017-18 (Fig. 2.2).



**Figure 2.2:** Percentage distribution of Enrolment & Teachers by Gender 2017-18

Percentage distribution of institutions, enrolment and number of teachers upto the degree colleges for provinces/regions by sector is given in the Fig. 2.3. At the national level the percentage difference in the public and private sectors is 38, 26 and 4 percent for institutions, enrolment & teachers respectively. This disparity is maximum (86%) in Balochistan and GB for institutional divide in favour of public sector 64 and 58 percent for FATA and Balochistan for enrolment divide and 68 and 60 percent again for FATA and Balochistan for teacher divide. It may also be noticed that in ICT private sector has sizeable edge in favour of all three determinants. In GB there were two percent more teachers in private sector. In AJK there were more percentage of institutions, enrolment and teachers in the private sector.

Percentage distribution of enrolment and teachers for provinces/regions by gender is given in the Fig. 2.4. It is observed that enrolment percentages are higher by 12 percent for males as compared to females at the national level. This difference is two percent for ICT, four percent for Punjab, 12 percent in GB, about 20 percent in Sindh, KP and Balochistan and a maximum of 38 percent in FATA. There are about 20 percent more female teachers imparting education to students upto the degree colleges. It seems that this domination is due to the private sector where comparatively

more female teachers are hired as compared to male teachers for lower classes. In Punjab, Sindh, AJK, and ICT there are 40, 6, 6 and 52 percent more female teachers as compared to male teachers respectively.



**Figure 2.3:** Percentage distribution of Institutions, Enrolment & Teachers by Sector & Provinces/Regions 2017-18



**Figure 2.4:** Percentage distribution of Enrolment & Teachers by Gender & Provinces/Regions 2017-18

## 2.1 Education Statistics by Categories of Institutions

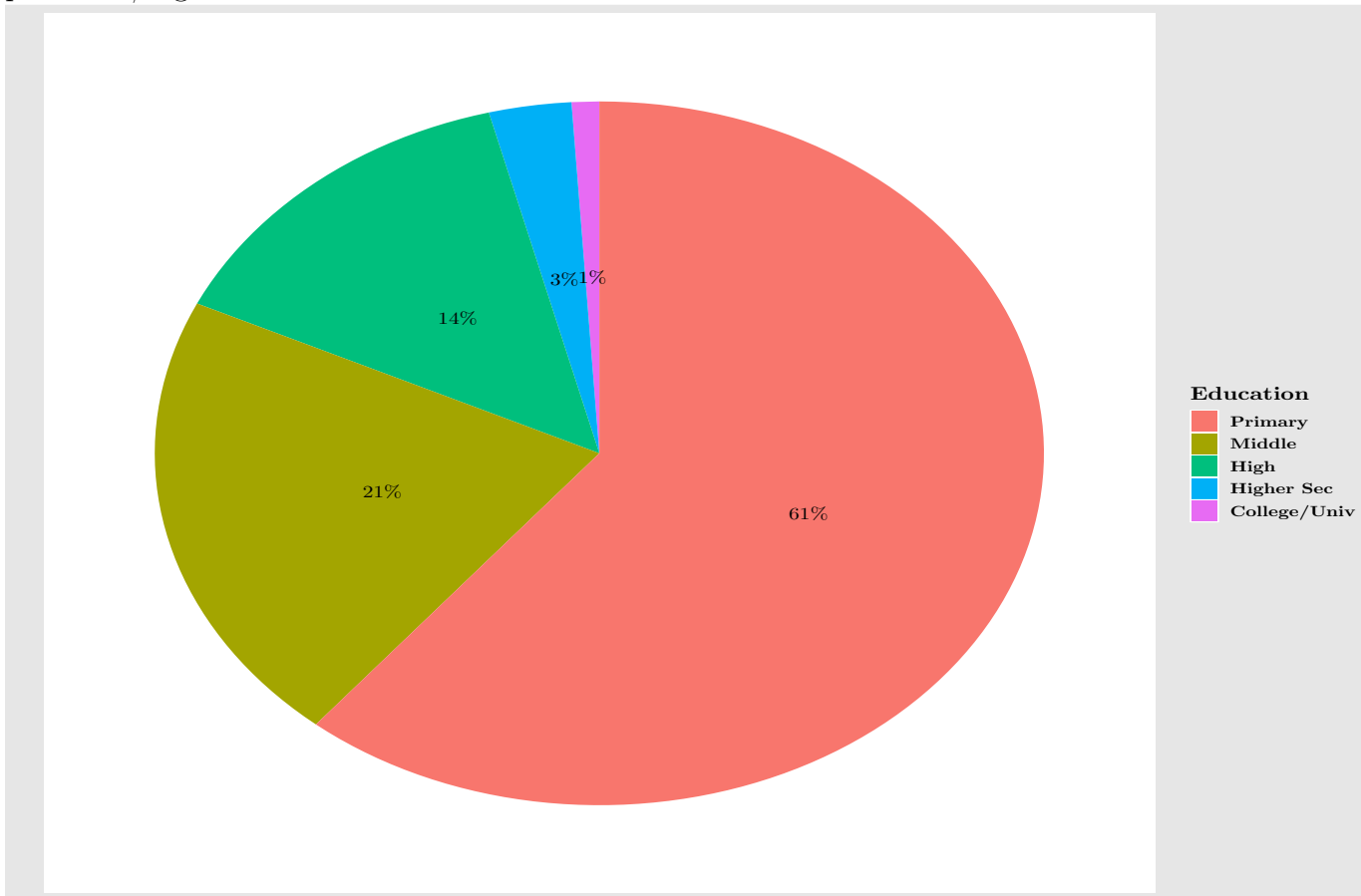
The educational institutions in the country are divided into following categories:

- Pre-Primary
- Primary
- Middle
- High
- Higher Secondary
- Inter-Colleges
- Degree Colleges
- Universities
- Non-Formal Basic Education
- Education Foundations
- Technical & Vocational Institutions
- Teacher Training Institutions
- Deeni Madaris

The following sections, present an overview of the country's education system in terms of these categories of educational institutions. These broad categories will be further analyzed on the basis of sector, gender and education level. From Pre-Primary to university level this can be broadly categorized into three levels, namely

- School Education (Pre-Primary - Class 12)
- College Education (Degree Colleges, Class 13-14)
- University Education

The formal education system comprises of 223,116 institutions out of which 137,460 (61%), 46,665 (21%), 31,392 (14%), 5,754 (3%) and 1,845 (1%) represent primary (including pre-primary), middle, high, higher secondary and degree colleges/universities respectively (Fig. 2.5). The percentage distribution of educational institutions upto higher secondary/inter college level is shown in Fig. 2.6 which gives public/private sector divide for the given categories of education at national as well as provinces/regions level.



*Figure 2.5: Percentage distribution of Formal Education System Institutions of Pakistan 2017-18*

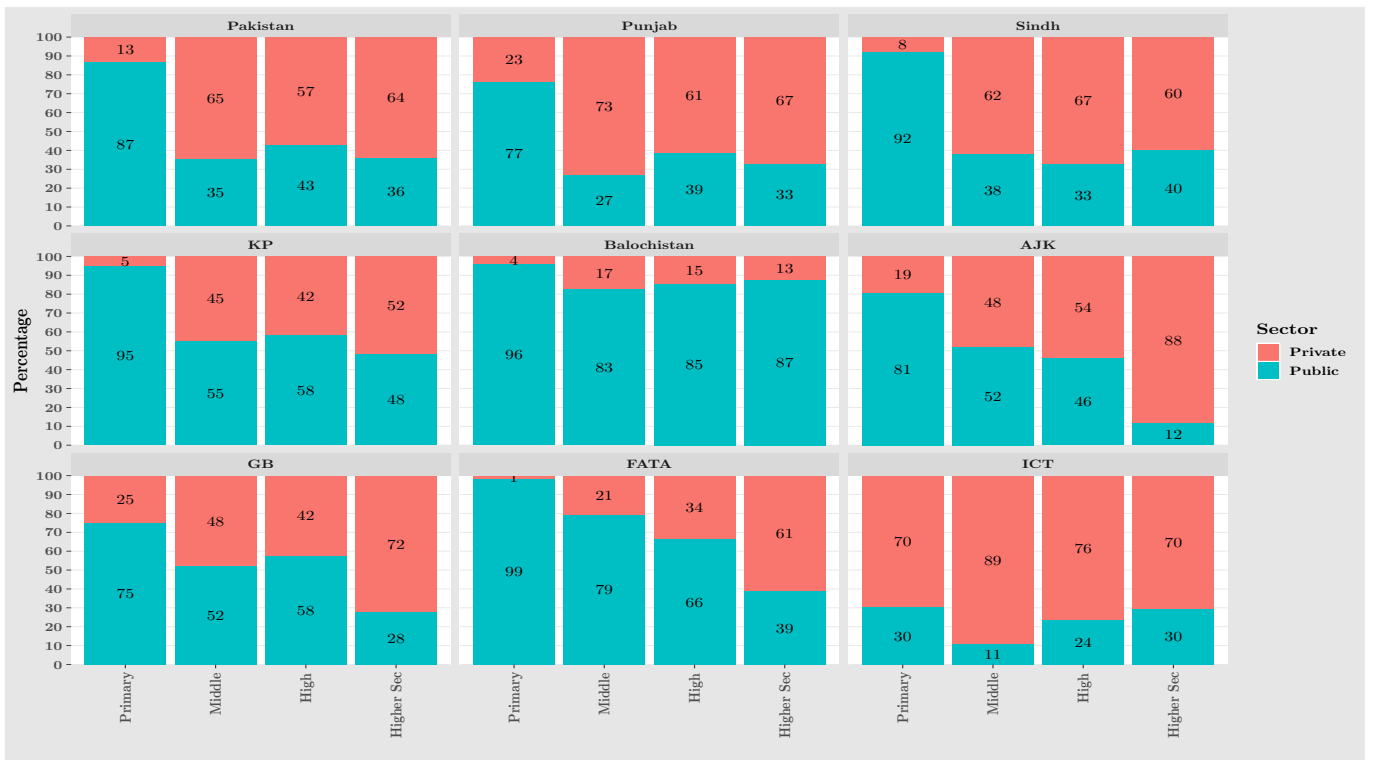


Figure 2.6: Percentage distribution of Institutions by Sector & Provinces/Regions 2017-18

### 2.1.1 School Education

Separate pre-primary institutions don't exist in the public sector of Pakistan, however, admissions in pre-primary are given in public sector schools. The total enrolment at pre-primary stage is 9.489 million. Public sector has an enrolment of 4.830 million (51%), whereas the private sector has 4.659 million (49%). Since there is no separate allocation of teachers to the pre-primary level in the public sector, their number is not reported. Whereas the private sector has separate teachers for pre-primary sector and the reported number of teachers is 2,117 (Table 7.1 & Table 8.1).



Figure 2.7: Percentage distribution of Enrolment by Sector & Provinces/Regions 2017-18

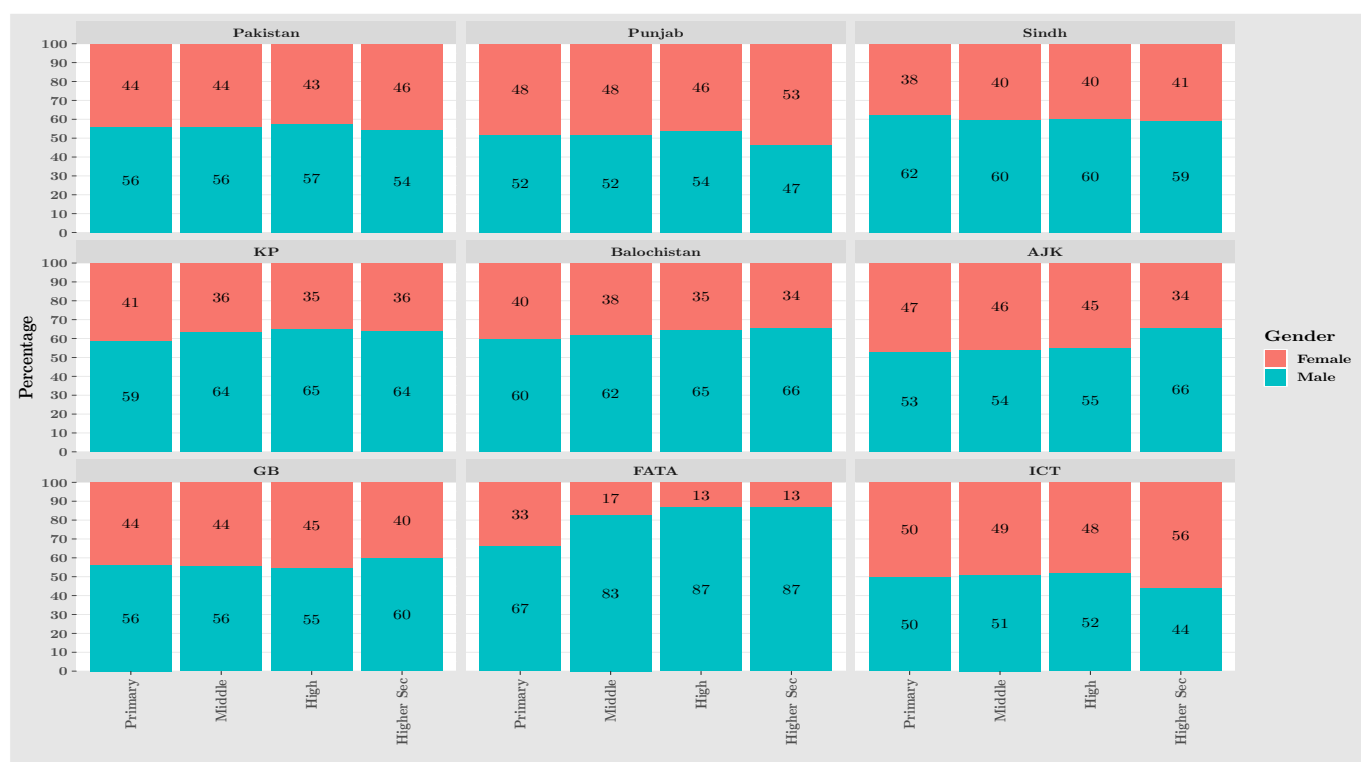
There are a total of 137,079 primary schools in the country out of these 119,202 (87%) are in



the public sector, whereas, 17,877 (13%) are in the private sector. In the provinces of Sindh, KP and Balochistan and FATA region more than ninety percent institutions at the primary level are in the public sector and less than ten percent in the private sector. Provinces/Regions portray similar picture at primary level except in ICT. Disparities can be observed at different stages which must be taken into account by the policy makers for bringing correction in the institutional divide. ICT has more than twice schools at the primary level in the private sector as compared to the public sector (Fig. 2.6). The primary stage of education in Pakistan enrolls 18.664 million students, out of which 12.065 million (65%) are in public sector and 6.599 million (35%) are in private sector (Fig. 2.7). There is more enrolment in public sector at primary level in all provinces/regions except AJK and ICT where the percentage is (44:56) for public vs private for both regions. Out of the total enrolment at primary stage, 10.424 million (56%) are males and 8.239 million (44%) are females. The pattern remained similar for all provinces/regions except ICT where male/female enrolment was 50:50 (Fig. 2.8).

At national level, there are 46,665 middle schools of which 16,550 (35%) are in public sector, whereas 30,115 (65%) are in private sector. In Punjab, Sindh and ICT there are more schools in private sector as compared to public sector (Fig. 2.6).

A total of 6.422 million students are enrolled in middle level of education i.e., they are studying in grades VI-VIII. Out of these 4.238 million (66%) are in public sector, whereas, 2.184 million (34%) are in private sector. This pattern is also followed in all provinces/regions except AJK where there are more middle schools in private sector (Table 7.1, Fig. 2.7).



**Figure 2.8:** Percentage distribution of Enrolment by Gender & Provinces/Regions 2017-18

The enrolment distribution of male and female at middle level is 3.601 (56%) and 2.821 (44%) million respectively. The pattern is followed in the provinces/regions with disparity in FATA and KP (Fig. 2.8).

The total number of teachers at middle level is 448,074 out of which 140,946 (31%) teachers are performing their duties in public sector while the remaining 307,128 (69%) are serving in the private schools (Fig. 2.9). There are 128,286 (29%) male and 319,788 (71%) female teachers, in middle schools. This pattern of more female teachers is observed for Punjab, Sindh, ICT and AJK while there are more male teachers in other provinces/regions at middle school level (Fig. 2.10).

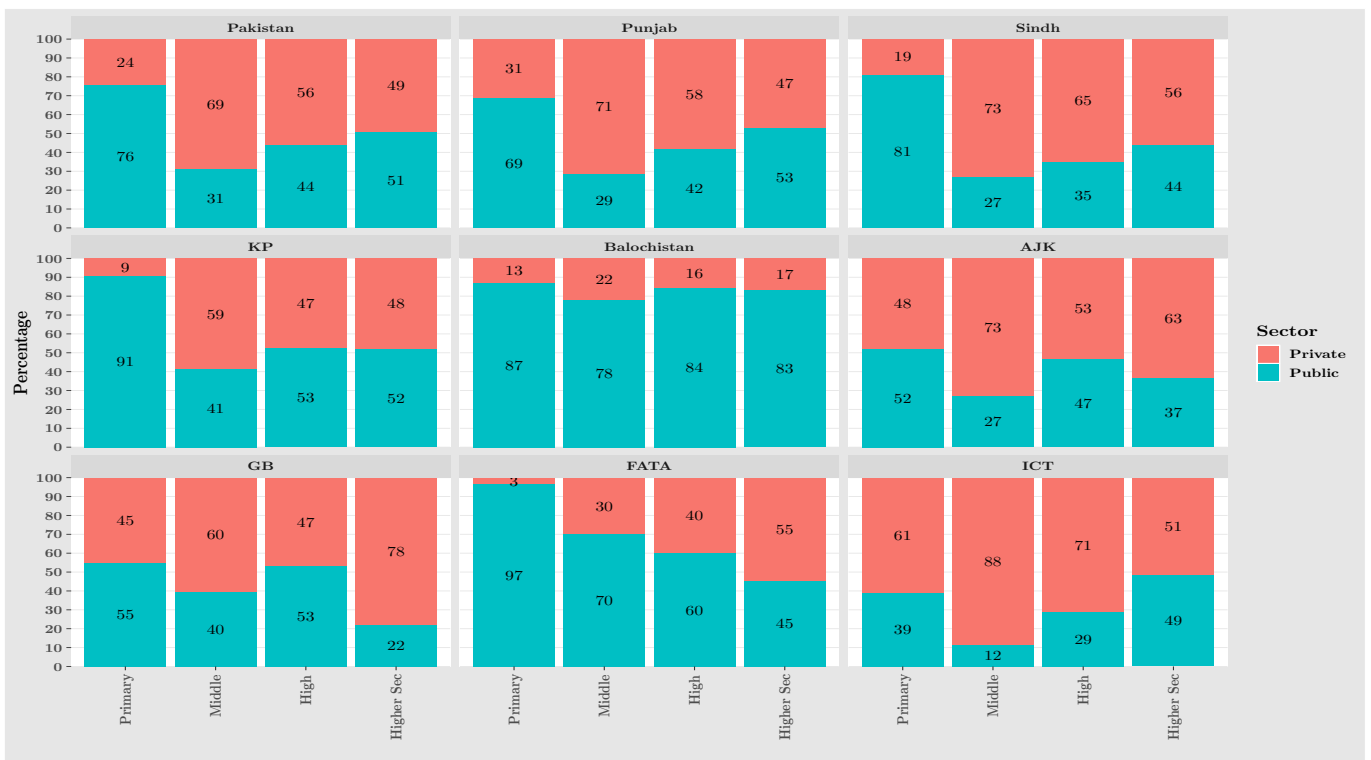


Figure 2.9: Percentage distribution of Teachers by Sector & Provinces/Regions 2017-18

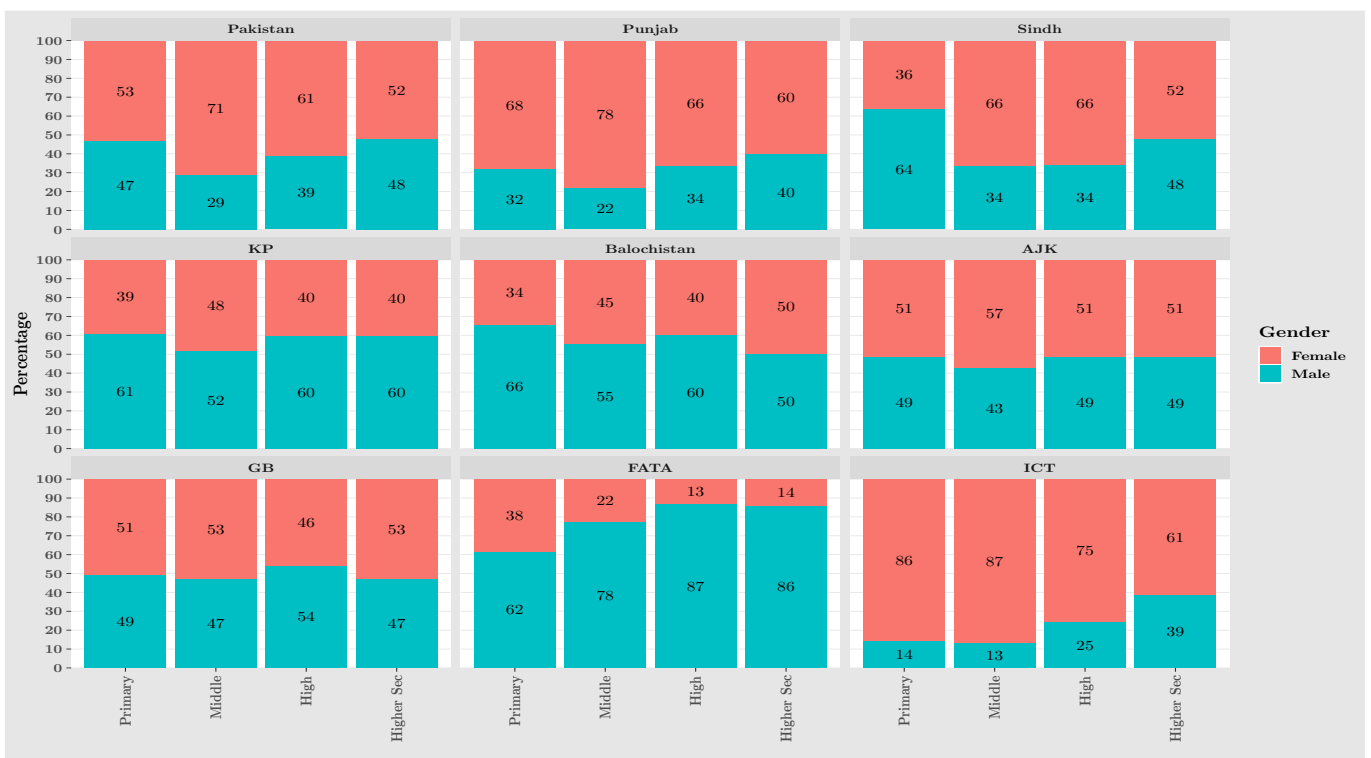


Figure 2.10: Percentage distribution of Teachers by Gender & Provinces/Regions 2017-18

There are a total of 31,392 high schools in the country. Out of these 13,448 (43%) schools are in the public sector, whereas 17,944 (57%) are in the private sector (Fig. 2.6). The total enrolment at high school stage is 3.349 million, of which 2.353 million (70%) is in public sector, whereas, 0.996 million (30%) is in private sector (Fig. 2.7). The total enrolment of males at high schools is 1.925 million (56%), whereas, the female enrolment is 1.424 million (44%). The total teachers at high school level are 563,302, out of which 247,447 (44%) are in public and 315,855 (56%) are in private sector (Fig. 2.9). There are 220,437 (39%) male and 342,865 (61%) female teachers at this level (Fig. 2.10).

There are 5,754 higher secondary schools/inter colleges in education system of Pakistan. The share of these institutions in overall education system of the country is about three percent, out of

which one-third are in public sector. The total enrolment in higher secondary schools is 1.682 million out of which 89% is in public sector schools (Fig. 2.7). There are 0.921 (54%) males and 0.761 (46%) million female students (Fig. 2.8). There are 123,154 teachers working in higher secondary schools/inter colleges out of which 62,739 (51%) are in public sector (Fig. 2.9). There are 48 percent male and 52 percent female teachers teaching higher secondary/inter college level (Fig. 2.10).

A pictorial comparison of percentage distribution of number of institutions, enrolment and teachers by level of education is given in Fig 2.11.

At primary level schooling there are 62 percent of institutions, with 67 percent of enrolment and having 28 percent of teachers of the entire education system in Pakistan. The point of concern for policy makers is the low percentage of teachers available for primary education when minor children need more attention from their teachers.

The public sector portrays 78 percent institutions, with 63 percent enrolment and 41 percent teachers at primary level. However, the private sector contributing with 26 percent institutions and 14 percent teachers educating much higher percentage of students (75%) at primary level. The governing bodies of the private sector institutions need to take corrective measures to improve the quality of education at the very basic tier of the education system.

At middle level the institution, enrolment and teacher percentage triplet is 21:15:26 which is more balanced as compared to the primary level. The private sector triplet is (43:14:37) as compared to public sector (11:16:16).



**Figure 2.11:** Percentage distribution of Institutions, Enrolment & Teachers by Education level & Sector 2017-18

At high schools level the ratio percent triplet is 14:8:33 for percentage of institutions, enrolment and teachers at the national level. In the public sector the ratio percent triplet is 9:9:28 and for

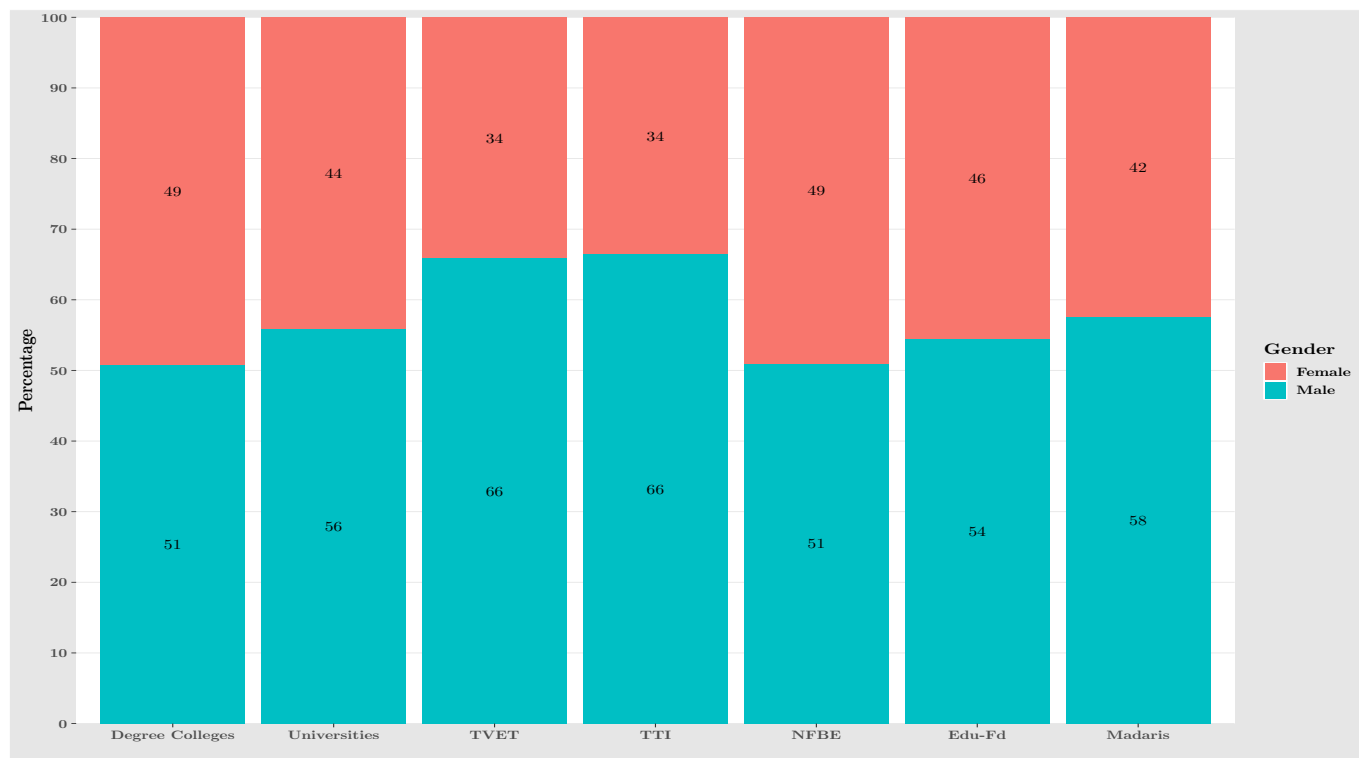
private sector it is 26:7:38. The number of institutions and teachers in the public sector are less than institutions in private sector but having small enrolment percentage and high teacher percentage.

At inter-college and higher education level the percentages are too small to be displayed in the pie charts as the slices are very small. The overall ratio percent triplet for inter college level is 3:4:7 while its public/private segregation is 1:6:7 for public and 5:1:7 for private sector for institutions, enrolment and teachers respectively. For higher education (Degree College and University both) the overall ratio percent triplet is 1:6:5 for institutions, enrolment and teachers respectively.

### 2.1.2 Degree Colleges

There are 1,659 degree colleges of which 1,498 (90%) are in public sector, whereas 161 (10%) are in private sector (Fig. 2.13). The total enrolment at degree college stage i.e. in grades 13 and 14, is 0.605 million. Out of these students 0.473 million (79%) are completing their degrees from public sector, whereas, 0.132 million (21%) students are in private sector (Fig. 2.14).

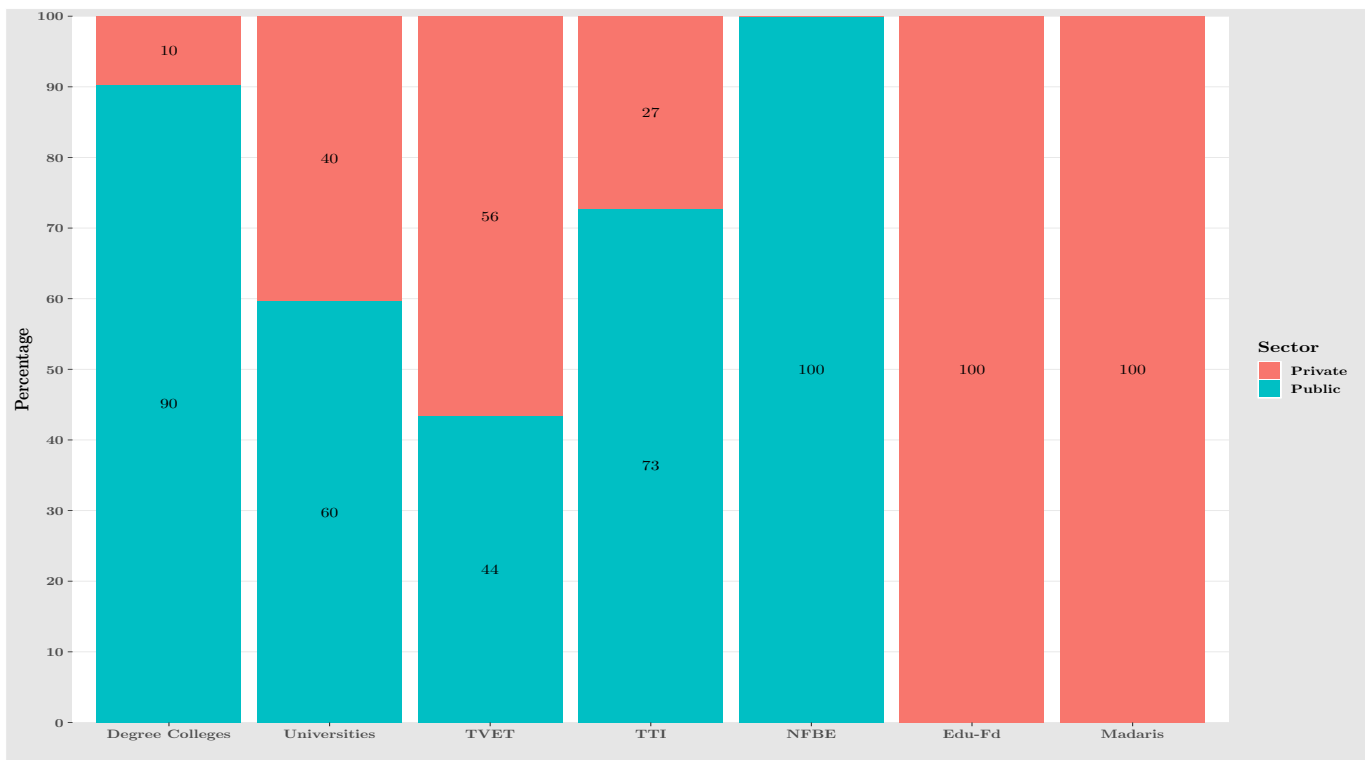
The total male enrolment at degree college stage is 0.310 million (51%), whereas, enrolment for female is 0.295 million (49%) (Fig. 2.12). The total teachers at degree college level are 41,233 out of which 38,853 (94%) are in public and 2,380 (6%) are in private sector (Fig. 2.15). There are 23,430 (57%) male and 17,803 (43%) female teachers in the degree colleges of the country (Fig. 2.16).



**Figure 2.12:** Percentage distribution of Enrolment in Institutions of higher, technical, non-formal, education foundation & Deeni Madaris education by Gender 2017-18

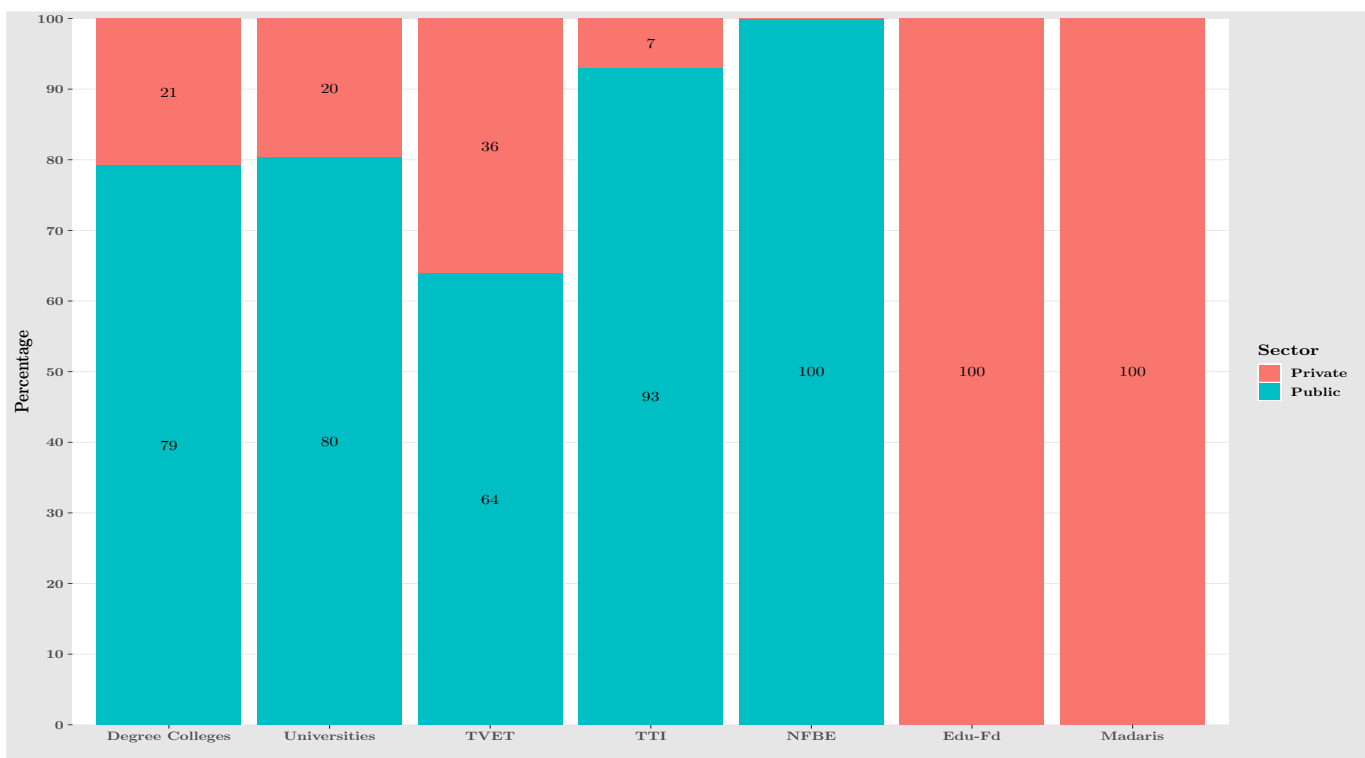
### 2.1.3 Universities & Degree Awarding Institutions

There are a total of 186 universities & degree awarding institutions catering to the needs of higher degree students in both public and private sectors of education. Out of these universities, 111 (60%) are working under umbrella of public sector, whereas 75 (40%) are working in the private sector.



**Figure 2.13:** Percentage distribution of Institutions of higher, technical, non-formal, education foundation & Deeni Madaris education by Sector 2017-18

The total enrolment in the universities and degree awarding institutions is 1.576 million. Out of this 1.266 million (80%) students are enrolled in public sector whereas, 0.309 million (20%) students are studying in private universities and degree awarding institutions (Fig. 2.14). In the overall national scenario only four percent students have access to university education. The total male enrolment in the universities is 0.881 million (56%), whereas, the female enrolment is 0.695 million (44%) (Fig. 2.12). There are 56,885 teachers imparting higher education to the students in these universities. Universities in the public sector employ 38,011 (67%) teachers while those in the private sector have 18,874 (33%) teachers (Fig. 2.15).

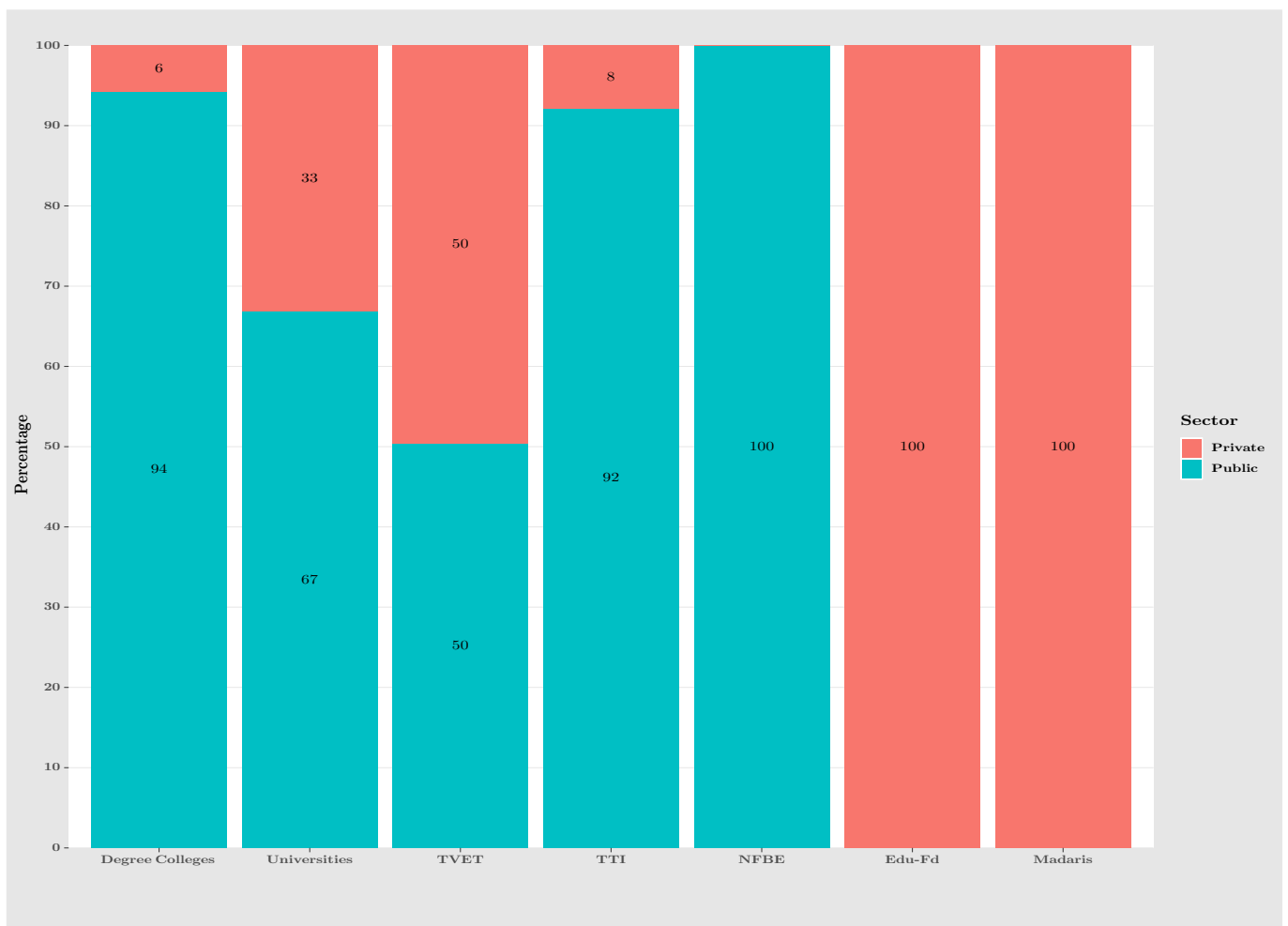


**Figure 2.14:** Percentage distribution of Enrolment in Institutions of higher, technical, non-formal & Deeni Madaris education by Sector 2017-18

### 2.1.4 Non-Formal Basic Education

Non-Formal Basic Education (NFBE) comprises of a number of departments/organizations like Basic Education Community Schools (BECS), National Commission for Human Development (NCHD), Punjab Literacy & NFBE Department, Sindh Education and Literacy Department (SELD), Sindh Education Foundation (SEF), Balochistan Literacy and NFE Department and Non Governmental Organizations (NGOs). This segment has been a significant feature of policy debates around education in many countries for three decades. It has drawn attention to the importance and potential of education, learning and training that takes place outside recognized educational institutions.

Under second chance education phenomenon, NFBE provides options in the form of an alternative education model that are flexible, fast track and equivalent education. Such models are known as Accelerated Education Programs (AEPs)/Accelerated Learning Programs (ALPs). These models serve the learning needs of a specific group of out-of-school children especially those who missed their early school years or dropped out before completing primary or elementary education cycle.



**Figure 2.15:** Percentage distribution of Teachers in Institutions of higher, technical, non-formal & Deeni Madaris education by Sector 2017-18

The NFBE work under AEP/ALP model which is one teacher and one room, where the space is generally provided by the community and is highly inclusive in nature. It addresses diversity by including the excluded especially refugees, Internally Displaced Persons (IDPs) and those with minor or moderate learning difficulties through multi-grade, multi-age, and multi-language teaching and learning approaches. Teachers' professional qualification is low, but their capacity is enhanced through extensive and enabling in-service Continuous Professional Development (CDP) programs.

Class timings are flexible and are offered as per the availability of learners in condensed and accelerated time frame. The primary model offers primary cycle in 32-36 months while elementary model offers this cycle in 18-24 months including selected skill courses. The assessment and examination is carried out through authorized assessment bodies for equivalence and valid certificates, which ensure continuing education and mainstreaming. This model is highly participative and involves community in all its operations for sustainability and lasting impact. Considering the current financial constraints the model is economical. The cost per child per month ranges from Rs. 300-500. Therefore, this model can be adopted to address the issue of out-of-school children with minimum financial inputs.

There are 35,059 institutions imparting non-formal basic education in the country in the public sector. Students enrolled in NFBE are 1.425 million with 0.727 million (54%) and 0.699 million (46%) males and females respectively. There are 33,990 serving teachers, out of which 34 percent are male and 66 percent female teachers (Fig. 2.16).

### ***2.1.5 Education Foundations***

There are five Education Foundations working in the country which include National Education Foundation (NEF), Punjab Education Foundation (PEF), Sindh Education Foundation (SEF), KP Elementary and Secondary Education Foundation (KPESEF) and Balochistan Education Foundation (BEF). Under the umbrella of these Education Foundations there are 12,516 institutions working for educating children for elementary and secondary education. More than 60 percent of these institutions are working in the Punjab province, while more than 16 percent each are in Sindh and KP. Balochistan Education Foundation has five percent of the educational foundation institutions which are limited to female children only.

There were 3.367 million enrolments during the year 2017-18 in these Education Foundation institutions which increased by about 22 percent over the previous year. The major share of this enrolment jump is due to about 26 and 171 percent increase in Punjab and KP respectively. The enrolment of female students in KPESEF was 64 percent as compared to male students (34%). In Punjab and Sindh the enrolment percentage was (55:45) and (59:41) for males and females respectively. Student-Teacher ratio was 29:1 at the national level while it varied a lot with respect to different foundations. It was 26:1 for NEF, 28:1 for PEF, 33:1 for SEF, 43:1 for KPESEF and 14:1 for BEF. There is need to further strengthen these Education Foundations to address the problem of OOSC and also encourage public-private partnership by providing quality education to the children belonging to the poor segment of the society (Table 6.12).

### ***2.1.6 Technical & Vocational Education Training Institutions***

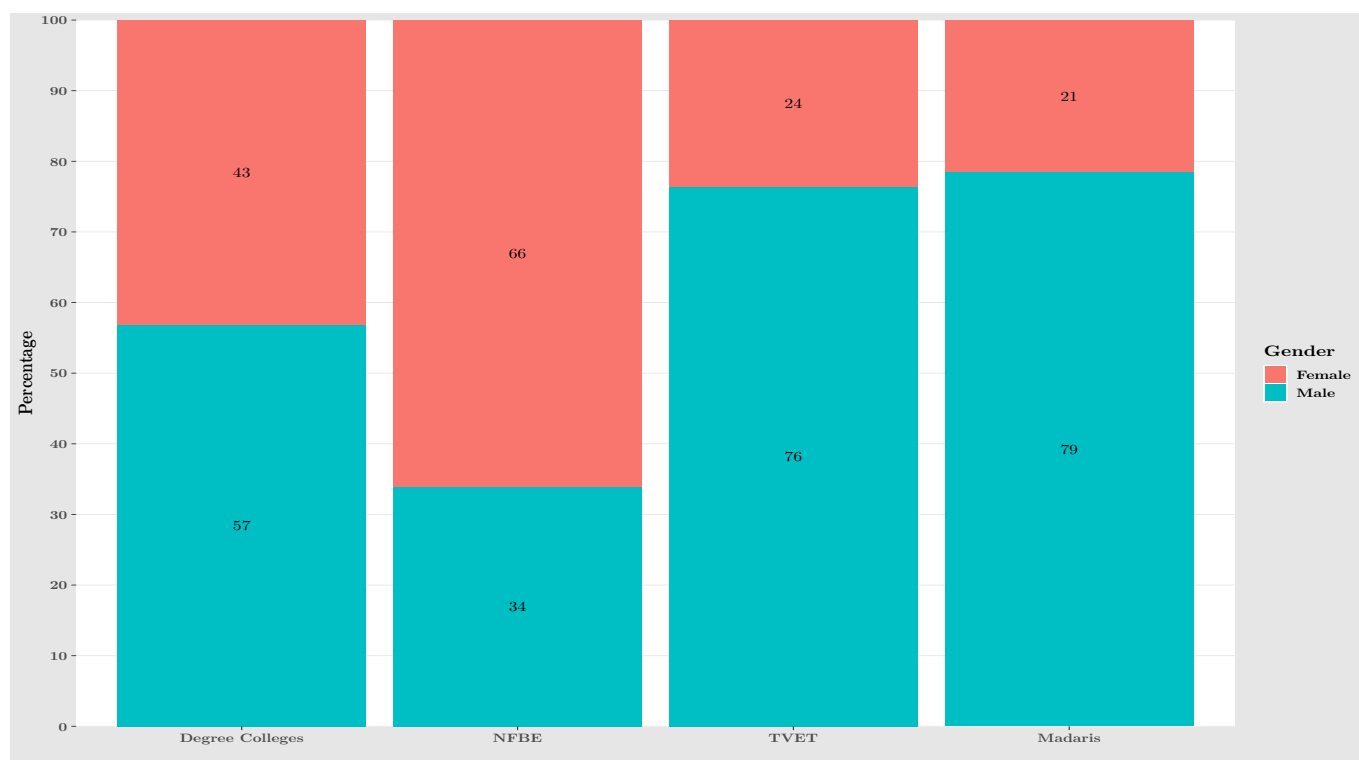
Technical and Vocational Education & Training (TVET) is basically the skill-development of workforce working in the different sectors of economy of a country. It is also defined as marketable and economically relevant education for people. Technical Education refers to post-secondary courses of study and practical training aimed at preparation of technicians to work as supervisory staff. Vocational Training, on the other hand, refers to the lower-level education and training for the preparation of skilled or semi-skilled workers in various trades, but it does not enhance their level with respect to general education. Policy makers in developing countries and the international community are well aware about the critical role of TVET in national development. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore well placed to train the skilled and entrepreneurial workforce that the country needs to create wealth and alleviate poverty. TVET is important because TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore directly benefit from TVET programs. In a developing country like Pakistan,

it is extremely important to realize that large number of young people are outside the formal school system, requiring the integration of non-formal learning methodologies and literacy programs into national education system. To revitalize, modernize and harmonize TVET in order to transform it into a mainstream activity for the youth development and human capacity building in Pakistan, the present Government has included skills development as one of the priority areas in its education policy.

In Pakistan, there are 3,740 technical and vocational institutions, of which 1,627 (44%) are in public sector, whereas 2,113 (56%) are in private sector (Fig. 2.13). This is roughly 1.23 percent in the overall institutional scenario of the country. It needs much more focus of the government as this is an era of skill development which can contribute much more in the country’s economic development.

The total enrolment in the technical and vocational institutions is 0.433 million, of which 0.277 million (64%) is in the public sector, whereas, 0.156 million (36%) is in the private sector (Fig. 2.14). Less than one percent students are enrolled in TVET institutions in the overall student enrolment at the national level which is quite low percentage for skill development education. This area needs much better focus of the government.

It is also observed that 44 percent public technical & vocational institutions are serving 64 percent of total technical & vocational enrolment, while 56 percent private institutions are serving 36 percent of the private sector enrolment in the country. The total male enrolment in the technical and vocational institutions is 0.225 million (65%), whereas, the female enrolment is 0.119 million (35%). The total teachers in the technical and vocational institutions are 18,207, out of those 9,164 (50%) are in public and 9,043 (50%) are in private sector (Fig. 2.15). There are 13,903 (76%) male teachers and 4,304 (24%) female teachers (Fig. 2.16).



**Figure 2.16:** Percentage distribution of Teachers in Institutions of higher, technical, non-formal & Deeni Madaris education by Gender 2017-18

### 2.1.7 Teachers Training Institutions

There are 217 teachers training institutions, of which 158 (73%) are in the public sector and only 59 (27%) are in the private sector (Fig. 2.13). The total enrolment at teachers training institutions is 76,227 of which 70,862 (93%) are in public sector whereas 5,365 (7%) are in private sector (Fig. 2.14). The total male enrolment in the teachers training institutions is 48,703 (64%) whereas the



female enrolment is 27,524 (36%) (Fig. 2.12). The total teachers in the teachers training institutions are 3,791, out of which 3,493 (92%) are in public and 298 (8%) are in private sector (Fig. 2.15).

### 2.1.8 *Deeni Madaris*

Traditionally, Deeni Madaris are Islamic learning institutions, aimed at producing Islamic scholars and leaders. Deeni Madaras provide free religious education, boarding and lodging to their learners. For these reasons, they are essentially schools for the poor. Their students learn how to read, memorize and recite the Holy Qur'an properly. They issue certificates of various levels which are also recognized by the government. A Dar-ul-Ulum usually having hundred of students is their university level while a Maktab having about fifty students is equivalent to a primary school. The graduating students are called Haffiz-ul-Qur'an (those who memorize the Arabic text of the Qur'an) or Qaris (those who can recite Qur'anic verses with proper Arabic pronunciation). Ulema (Religious Scholars) are those who have advanced theological training in religious studies. Present government is taking lot of interest in revamping these institutions to bring them closer to the mainstream education system by including contemporary subjects like English, Urdu, Mathematics, and Science etc. in their curriculum in addition to the routine religious teachings.

Currently, there are 31,115 Deeni Madaris working in Pakistan. All of these religious institutions are working under the umbrella of the private sector. The total enrolment in the Deeni Madaris is 4.099 million. More than 0.179 million teachers are serving in these Deeni Madaras. The total male enrolment in Deeni Madaris is 2.362 million (58%), whereas, the female enrolment is 1.737 million (42%) (Fig. 2.12). There are 140,950 (79%) male and 38,453 (21%) female teachers imparting religious education to the students from primary to master's level (Fig. 2.16).

# Chapter 3

## Trends in Education Statistics

This chapter focuses on the analysis of data collected through Annual School Census (ASC) over the last five years. The intent is to discern any pattern in the values collected during this time period for the purpose of future planning and decision making.

The indicators used in this comparative analysis cover the census years 2013-14 to 2017-18, a five year time series to study trends in education. The basic components of education, including institutions, enrolment and teachers at National level are highlighted in this chapter.

Since ASC focuses on public sector institutions of primary to higher secondary levels. Data on private sector was also compiled and a comparison of trend over the last five years is discussed/presented below.

### 3.1 Institutions

Educational institution (school) is one of the major components of any education system. This part of the chapter focuses on the comparison of public/private sector educational institutions of primary to higher secondary levels.

At primary level a seven percent decline in the number of public schools occurred over the last five years. This decline was even more (9%) over the last year. Possible reason for this decline may be:

- Up-gradation of primary schools to higher levels
- Closing of non-functional schools, as per rationalization policy of the government
- Merger of schools, due to non-availability of teachers or lack of enrolment.

In the private sector there was a marginal increase of about 256 schools over the last five year period. The number of schools at primary level in the private sector rose to 20,256 in 2015-16 which dropped to 17,877 in 2017-18, showing a 13 percent decrease over the last three years.

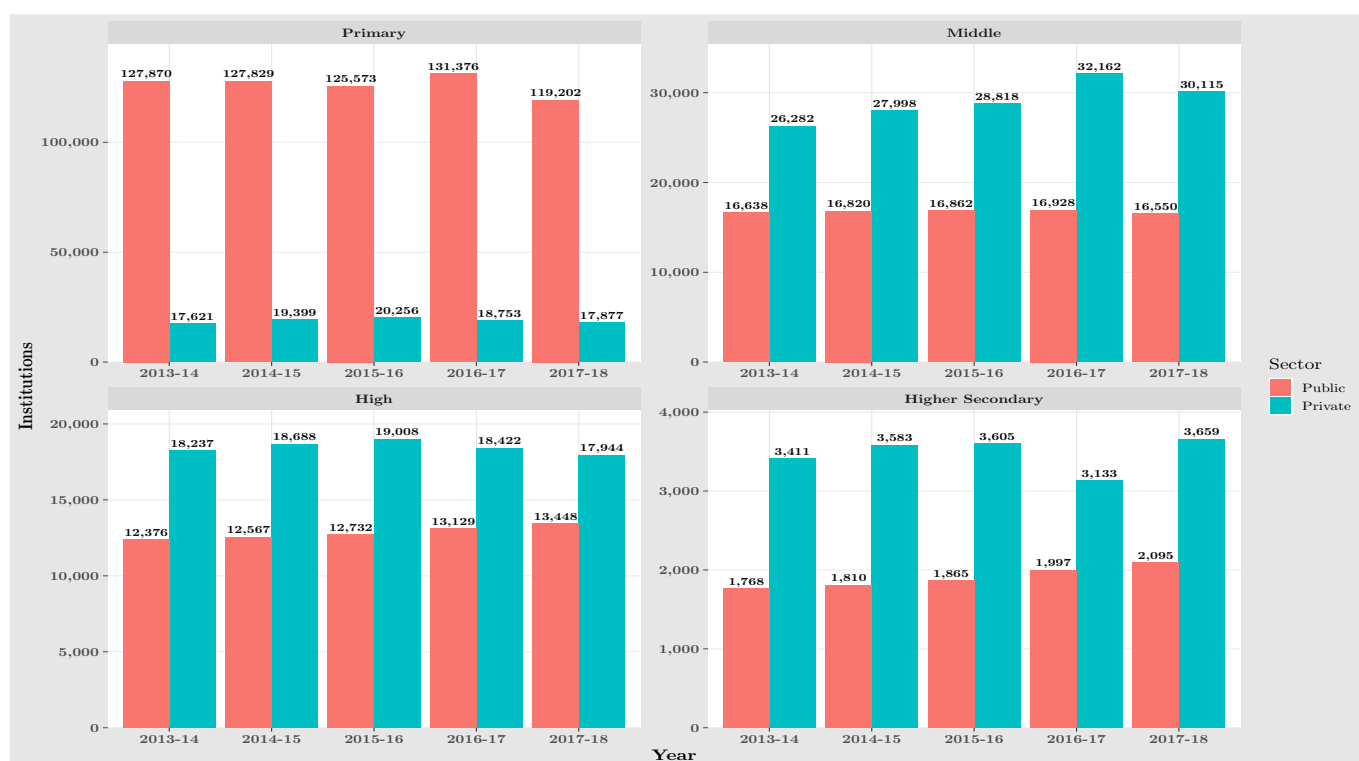


Figure 3.1: Five Years Comparison of number of Schools by Education level from 2013-14 to 2017-18

At the middle level the number of public schools remain almost constant. However, there is a 14 percent increase in the number of middle schools in the private sector.

The number of high schools both in public and private sectors remains stagnant with the number of public high schools fluctuating around 13,000 and private high schools around 18,000.

A very significant increase in the number of higher secondary schools in the public sector was observed. In 2013-14 there were 1,768 higher secondary schools in the public sector which rose to 2,095 in 2017-18 with an increase of about 18 percent over the last five years. In the private sector the corresponding increase over the same period was about seven percent. The major reason for these increases was due to the up-gradation at different levels (Fig. 3.1).

## 3.2 Enrolment

The five year trend in enrollment from 2013-14 to 2017-18 is given in Fig. 3.2 with respect to public-private and gender for levels of education. The presented comparison is limited to the formal education system from pre-primary to degree colleges and universities level.

At the pre-primary level in the public sector does not show any trend both for males and females as the numbers of 2013-14 and 2017-18 are almost equal. However in the private schools there was about 25 percent increase both in male and female students' enrolment. The major reason for this may be availability of private schools in the neighborhood and also most of the public sector schools may not have pre-primary sections available in their schools especially in the rural areas.

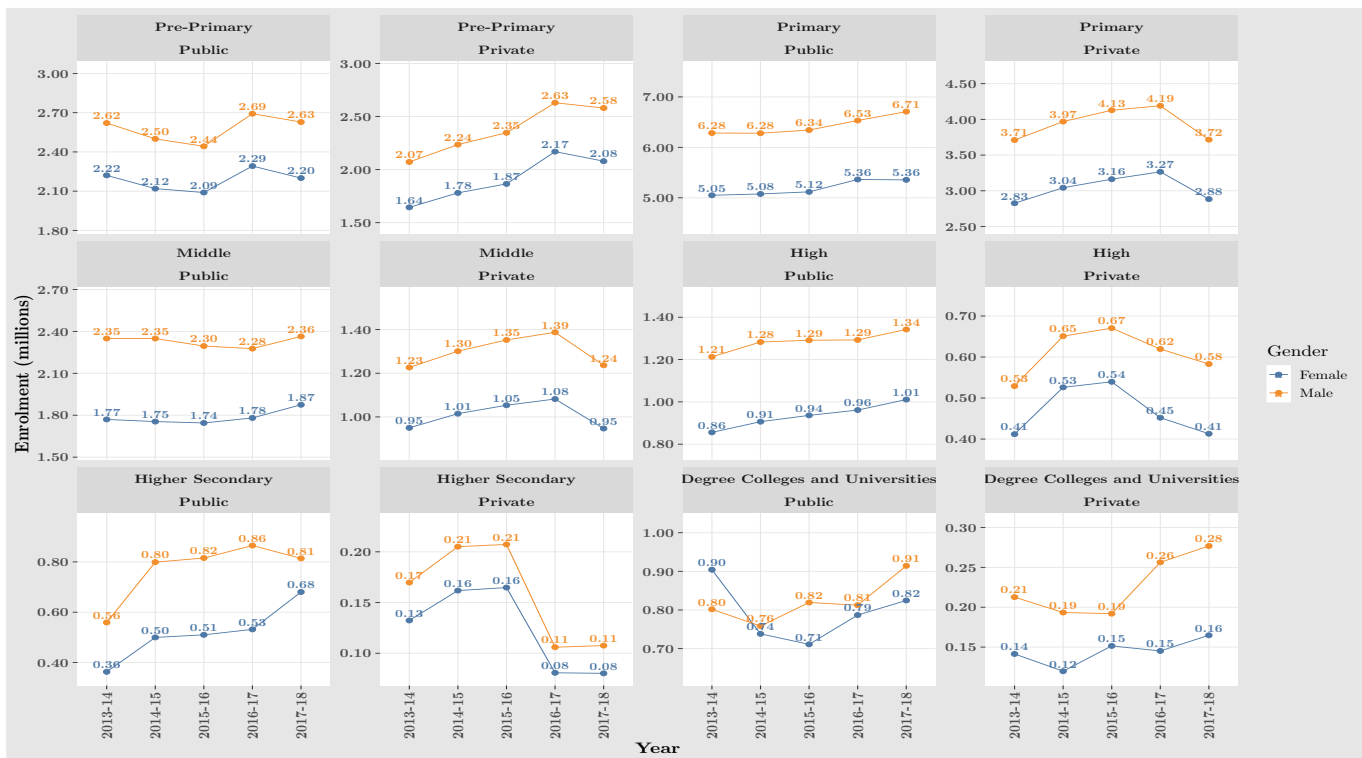


Figure 3.2: Five Years Comparison of Enrolment by Education level, Sector & Gender from 2013-14 to 2017-18

The enrolment at primary level in public sector schools showed an increase of more than six percent for both sexes over the last five years. In the private sector schools there was an increasing trend (13% increase) from 2013-14 to 2016-17 but there was a drastic decrease in the year 2017-18 (11% decrease) which dropped the enrolment numbers to the level of 2013-14.

The middle level enrolment in public sector schools showed less than one percent increase in male enrolment while six percent increase was observed in female enrolment over the last five years. In the private schools at this level the trend remained constant for both male and female students' enrolment.

The enrolment at high school level in the public sector schools showed 11 and 18 percent increase for male and female enrolment over the last five years respectively. The corresponding increase in

the private sector was ten percent for males and no increase was observed in female enrolment. It is important to note here that for the last three years there is consistent decrease in the enrolment of both sexes in the private sector. The pattern of increase/decrease remained very similar for both sexes over the last five years.

A highly significant increase of 45 and 88 percent was observed for male and female enrolment in the public sector while correspondingly a decrease of more than 35 percent in the enrolment of both sexes occurred in private sector at the higher secondary level. Major change in female enrolment in public sector was noticed from 2016-17 to 2017-18 when the enrolment jumped from 0.53 to 0.68 million students in a single year. Similarly major drop in the enrolment of the private sector was observed from 2014-15 to 2016-17 when it dropped to almost half in 2016-17 for both sexes.

There were more female students (0.90 million) than male students (0.80 million) in 2013-14 at the degree colleges and universities level but the enrolment was reversed in 2017-18 when male enrolment (0.91 million) and female enrolment (0.82 million) was observed in the public sector. Thus a positive change (14%) and negative change (-9%) was observed over the five year period. In the private sector in the degree colleges and universities level there was 30 and 17 percent increase for male and female students' enrolment over the last five years respectively.

Overall scenario of Fig. 3.2 panel graph shows very similar patterns for both sexes from pre-primary to higher secondary levels for public and private sectors. However more variation in higher secondary and higher education levels by gender as well as sector-wise distinctions was noticed.

The grand picture over the last five years show a seven percent increase in students' enrolment over the last five years by sector as well as gender for the formal education system from pre-primary to universities level of the country showing a meager increase of about 1.4 percent per annum. This must be a point of high concern for the policy makers in the education sector who need to devise such policies which could attract more students in the formal education sector (Table 7.1, 7.9 & 7.17).

### **3.3 Teachers**

Currently, the overall public sector education system is being served by 0.944 million teachers while five years earlier the system had the services of 0.830 million teachers, indicating that over this time period, 13 percent more teachers were added to the system. Much higher increase in the number of teachers is noticed in the private sector where the number of teachers increased from 0.764 million in 2013-14 to 1.130 million in 2017-18 showing a 48 percent increase in the last five years. This is mainly due to the establishment of educational foundations hiring new teachers in Punjab, KP, and also by an increase of about one hundred thousand teachers in Deeni Madaris.

There is sizeable increase over the last five years in the induction of new teachers in the formal education system with the highest increase of 34 percent at the primary level in the private sector. The corresponding increase in the public sector was 16 percent. At the middle school level also there was more increase in the private sector (31%) as compared to public sector (9%). A decrease in the number of teachers in the private sector was observed at the inter college level.

At middle schools although slight decrease of 0.9 percent has been observed in male teachers and 1.4 percent in female teachers, as compared to 2015-16, but a five percent overall increase is evident over the last five years. In high schools, the number of teachers has also increased over the last five years. The number of high school teachers has risen to 238,633 from 210,114 since the census year 2013-14, i.e., an increase of 14 percent during the last five years. Higher Secondary Schools have seen an increase of 27 percent in the teachers during last five years with figure reaching upto 59,655 from 47,079 (Table 8.2). The Fig. 3.3 shows trends in number of teachers employed by public and private sector with respect to gender for different stages of school education. It is obvious that at all levels there are more male teachers in the public sector except in middle stage for the last three years when females out numbered male teachers. The trend over the five year period is also increasing. In the private sector there are more female than male teachers at all stages.

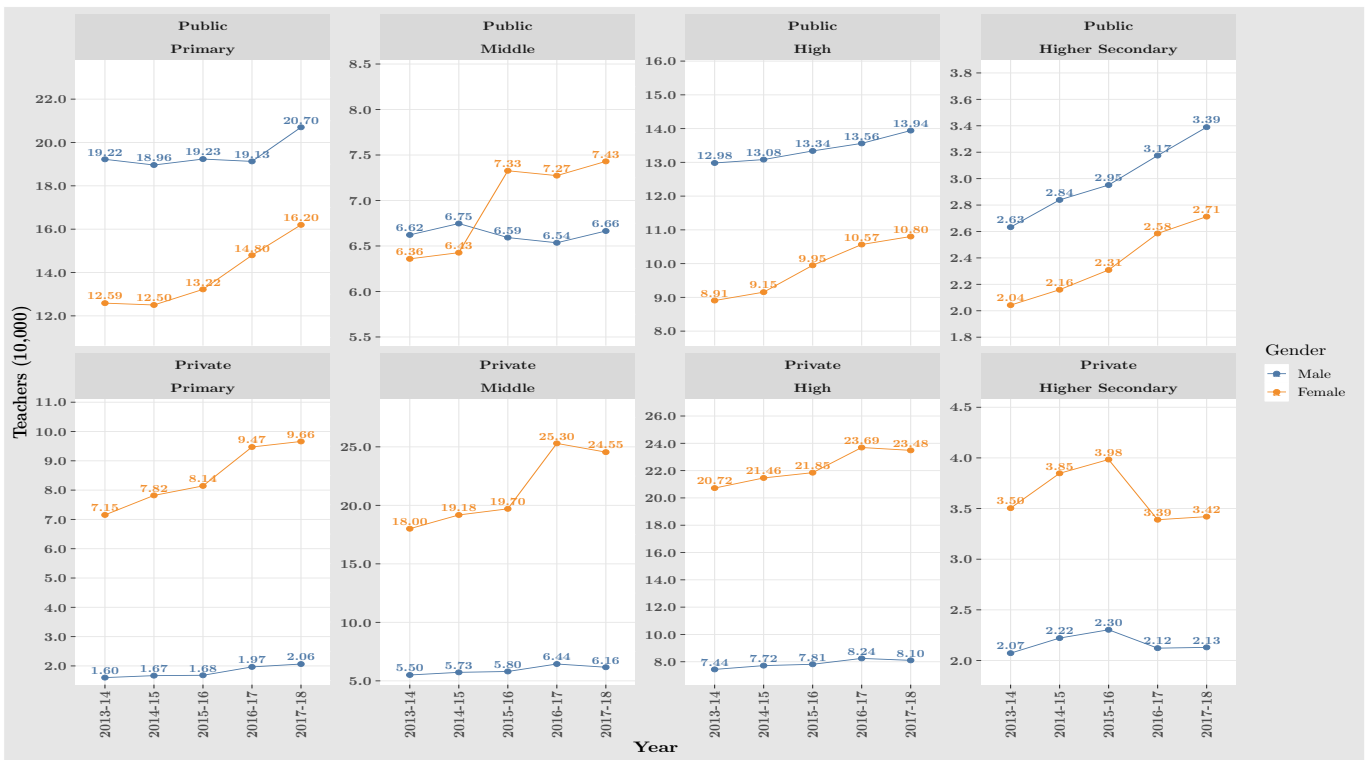


Figure 3.3: Five Years Comparison of number of Teachers by Education level, Sector & Gender from 2013-14 to 2017-18

# Chapter 4

## Effectiveness of Education System

In the path to economic development, education has become a central element of the country's growth strategies. To be effective in the long run, improvements in education need to enable all children to have access to quality education without discrimination, to stay in the system until at least at the end of higher secondary education, and to achieve the skills and knowledge they will need for effective social and labour market integration.

Access, Equity and Quality of education are very important considerations for analyzing the effectiveness of the education system. For each of these important parameters, there are a number of indicators which can determine the level of access, equity and quality in education system which are discussed in this chapter.

### 4.1 Access in Education

#### 4.1.1 Effective Transition Rate

##### 4.1.1.1 Effective Transition Rate (ETR) between Primary to Middle Level

An ETR of 83 percent was observed for Pakistan for Primary to Middle which was lower by about one percent over the previous academic year (Table 5.2). Gender parity was almost one showing equal transition for males and females from primary to middle education. Effective Transition rate for females was lower in Sindh (67%) and FATA (63%) and higher in Punjab (87%) and GB (87%). For males ETR was almost hundred percent for FATA (100%) and ICT (98%) while it was above 80 percent for all other provinces/regions except Sindh where it was 73 percent (Fig. 4.1).

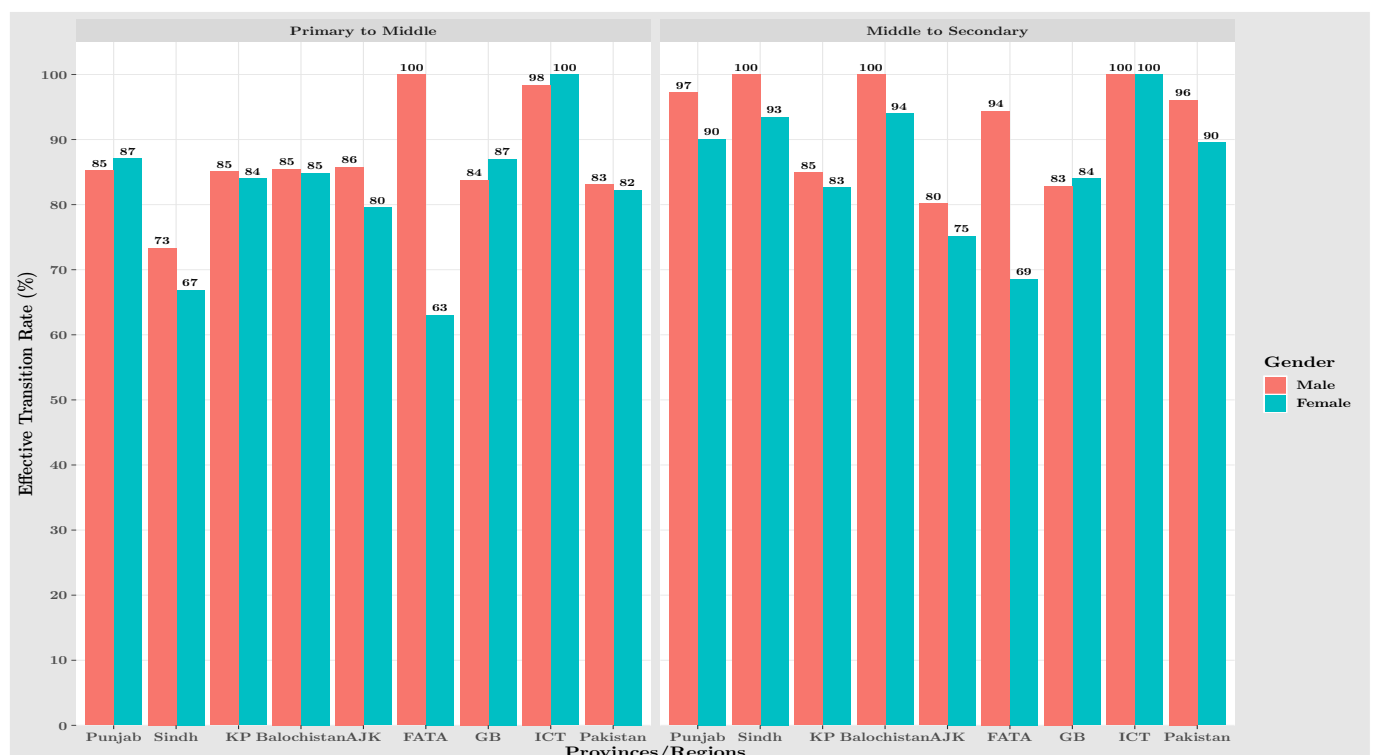


Figure 4.1: ETR by Gender & Education levels for Provinces/Regions of Pakistan 2017-18

### 4.1.1.2 Effective Transition Rate (ETR) from Middle to Secondary Level

An ETR of 93 percent was observed at National level which was higher by two percent from the previous year (Table 5.2). It was six percent higher for males (96%) as compared to females (90%). ETR for males and females in different provinces/regions showed gender disparities. It was mostly higher for males as compared to females except for GB where it was 83 percent for males and one percent higher for females. In ICT, ETR was 100 percent for both males and females (Fig. 4.1).

## 4.2 Quality in Education

### 4.2.1 Survival Rate (SR) to Grade V, VIII and X

Survival Rate also called Retention Rate, is the proportion of a cohort of pupils who reached Grade-V expressed as a percentage of pupils enrolled in the first grade of a given cycle in a given school year.

A Survival Rate approaching 100 percent indicates a high level of retention and low dropout incidence. Survival Rate may vary from grade to grade, giving indications of grades with relatively more or less dropouts. The distinction between survival rate with and without repetition is necessary to compare the extent of wastage due to dropout and repetition. Survival rates reported here are based on without repetition.

An overall survival rate of 63 percent to Grade-V in primary education was observed which was 67 and 59 percent for males and females respectively. In the provinces it was lower for Sindh (57%) and higher in Punjab (67%). In the regions a lowest value of 42 percent was observed for FATA with gender discrepancy of 56 and 21 percent for males and females respectively. In AJK and GB it was more than 70 percent while in ICT it was observed to be hundred percent for both sexes.

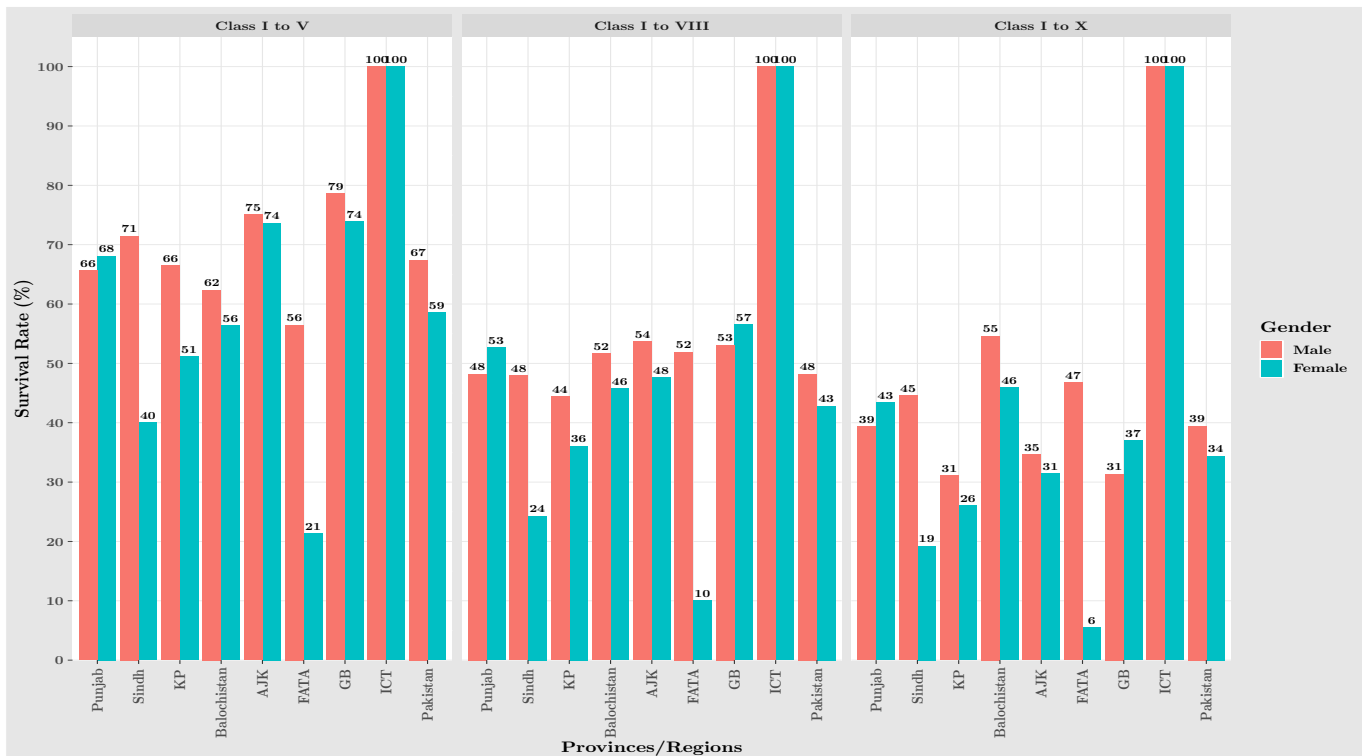


Figure 4.2: Survival Rate by Gender for Provinces/Regions of Pakistan 2017-18

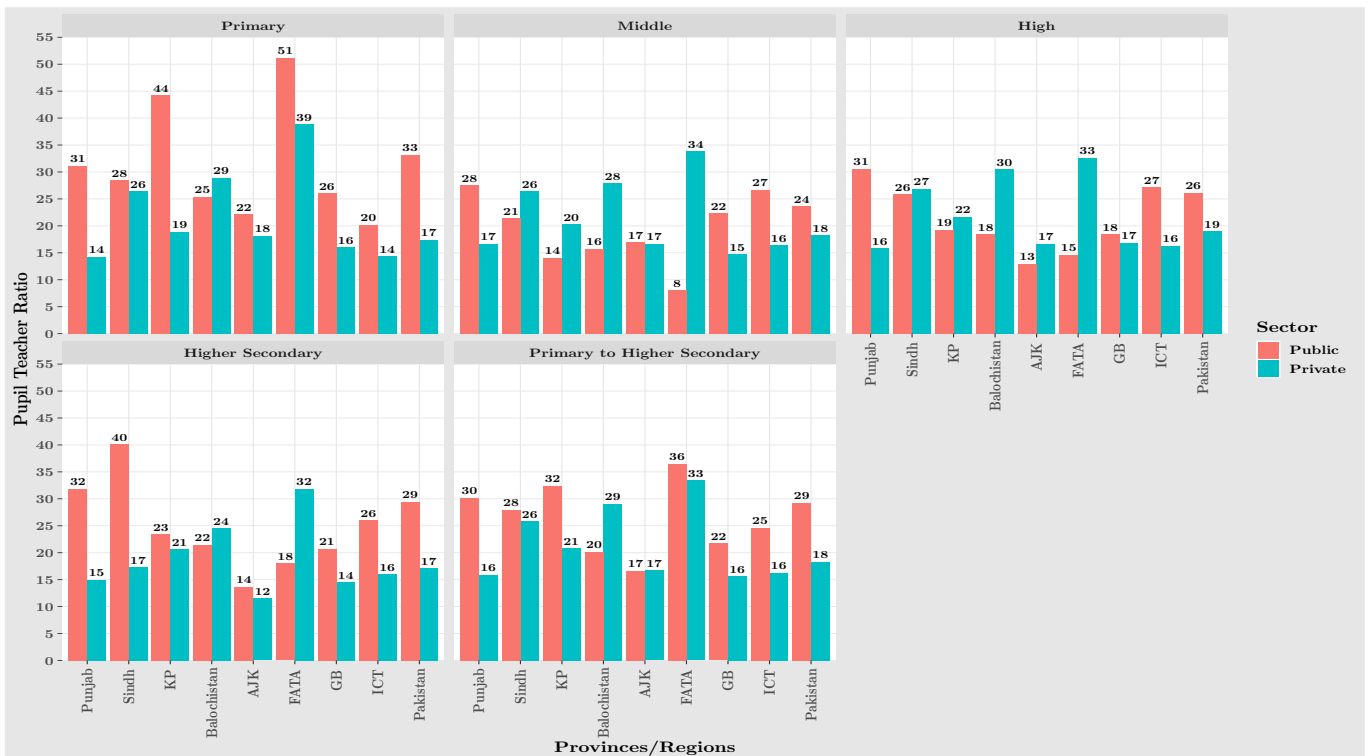
Class I-VIII survival rate for male and female at national level was observed as 48 and 43 respectively. Minimum was observed at 10 percent for females in FATA while maximum was observed for 100 percent for both males and females in ICT.

The survival rate was reduced further to 39 and 34 percent for males and females at Class-X showing 28 and 25 percent reduction from Primary to Secondary level. In the Provinces/Regions only Punjab has better survival percentages for females (68, 53, and 43) as compared to (66, 48, and 39) for males for V, VIII and X grades respectively (Fig. 4.2).

## 4.2.2 Pupil Teacher, Pupil School, and Teacher School Ratios

PTR, PSR, and TSR are common indicators used in educational planning. A low number of pupils per teacher indicate pupils will have a better chance of contact with the teachers and hence an improved teaching-learning process. The PTR should normally be compared to the established national norms on the number of pupils per teacher for each level or type of education. A high pupil-teacher ratio suggests that each teacher has to deal with a large number of pupils and that, conversely, pupils receive less attention from the teacher. This affects quality of learning.

The ratio of students to teaching staff is also an important indicator of the resources devoted to education by the government. Pupil teacher ratio by education level and public/private sector for Provinces/Regions is given in Fig. 4.3. It portrays that generally PTR are on the lower side at all levels in the private sector. PTR in Public sector educational institutions is almost double than that in the private sector at the primary level which is a clear indicator of better availability of teachers to students at the basic level of education. This disparity is even more acute in Punjab and KP as compared to other Provinces/Regions. In Punjab similar situation persist at higher levels of education.



**Figure 4.3:** Pupil Teacher Ratio by Education level & Sector for Provinces/Regions of Pakistan 2017-18

A comparison of Pupil Teacher, Pupil School and Teacher School Ratios by sector and Provinces/Regions for 2017-18 is given in Fig. 4.4. At national level the Pupil Teacher ratio from primary to higher secondary levels was 29:18 for public and private sector. This varied from as low as 17 in AJK to as high as 36 in FATA for public sector. The corresponding numbers for private sector were 16 to 33 for Punjab, ICT, GB and FATA.

Pupil School ratio from primary to higher secondary levels at national level was 158 and 212 for public and private sectors respectively. This varied from as low as 67 in Balochistan to as high as 496 in ICT for public sector schools. The corresponding numbers for private sector were 178 in Punjab to 365 in FATA.

The Teacher School Ratio at the national level was 5 to 12 teachers per school. It was always smaller for public sector school as compared to private sector schools with the exception of ICT with 20 to 13 for public versus private schools.



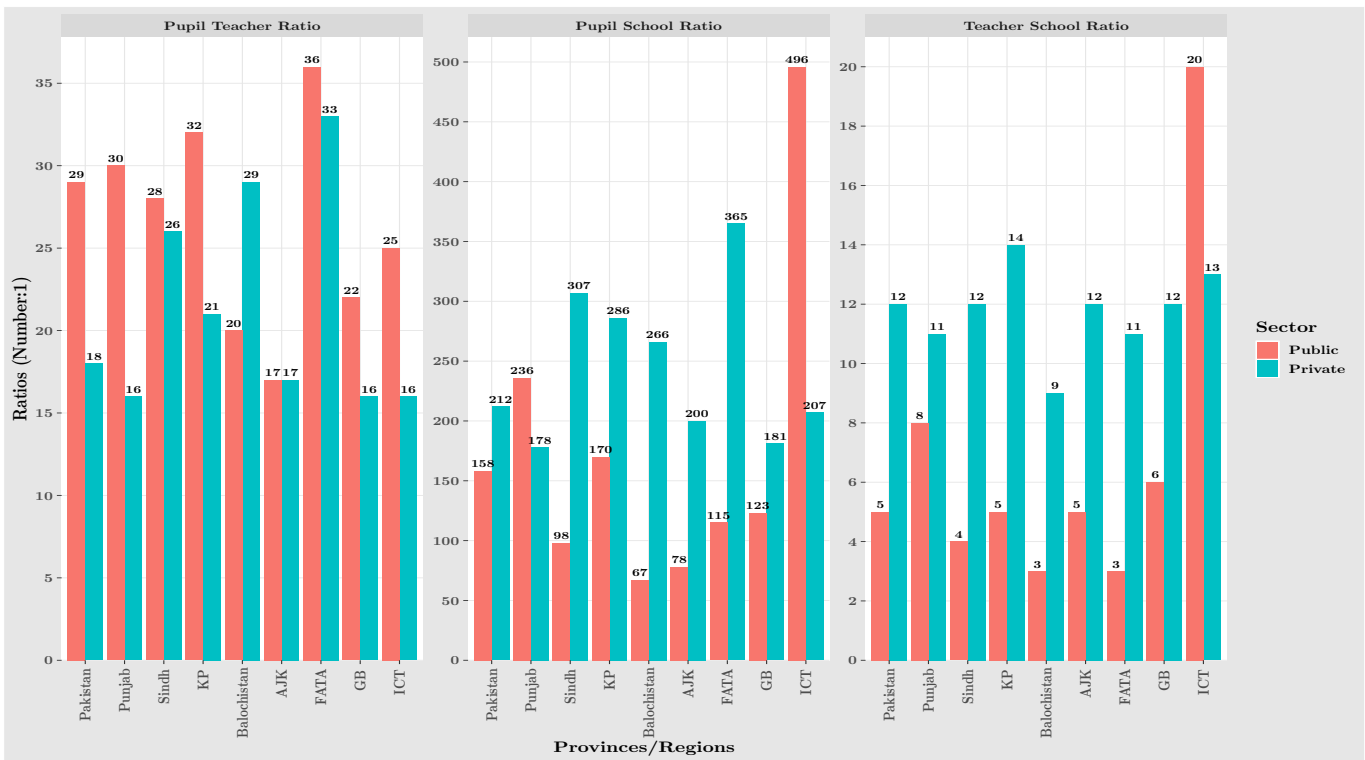


Figure 4.4: Pupil Teacher, Pupil School and Teacher School Ratios by Sector for Provinces/Regions of Pakistan 2017-18

### 4.2.3 Pupil Classroom Ratio (PCR)

PCR is an important indicator to measure the quality of education at a particular level of education. A low pupil classroom ratio is often perceived good. This means that enough classrooms are available and less number of students in a classroom which facilitates teachers to focus more on the needs of individual students, thus reducing the amount of class time they spend dealing with disruptions.

PCR's for educational levels and provinces/regions are given in Fig. 4.5. It shows that class sizes increase from primary (41) to higher secondary level (51) students per classroom at the national level. There is lot of variability in the provinces/regions with respect to levels of education for PCR.

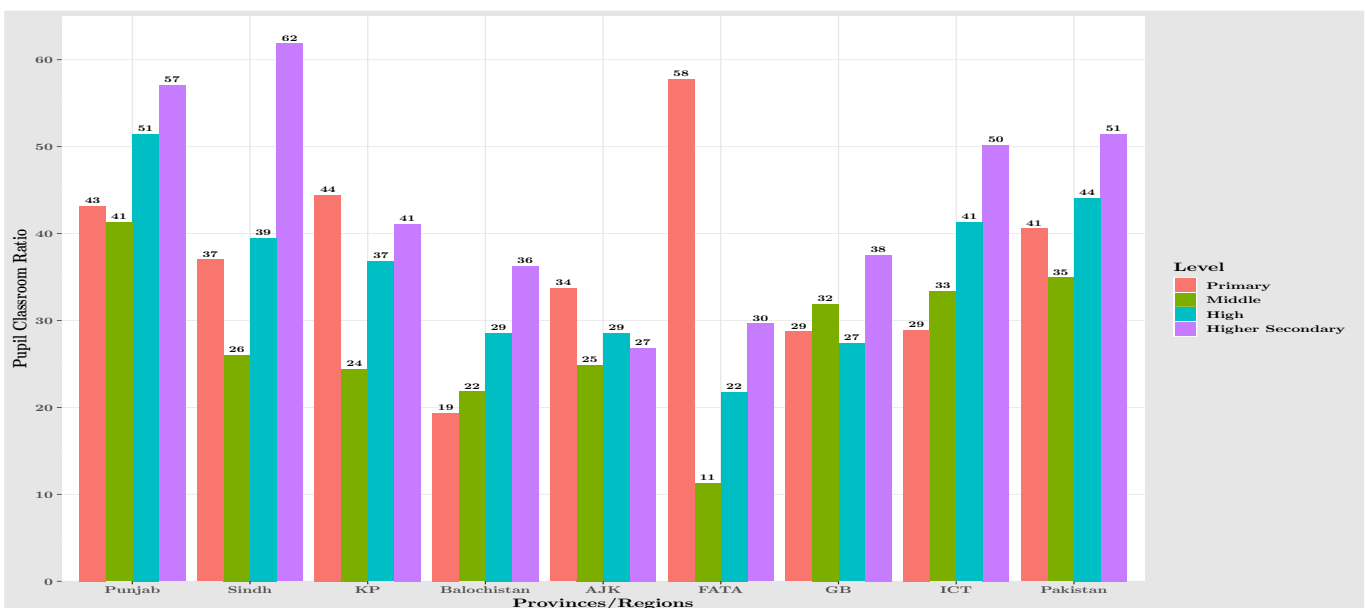


Figure 4.5: Pupil Classroom Ratio by Education level & Sector for Provinces/Regions of Pakistan 2017-18

## 4.2.4 Availability of Electricity

In the summer season, non-availability of electricity affects the performance of teachers as well as students, especially in the hot areas. The performance of schools having computer and science labs are also severely affected by the non-availability of electricity. Fig. 4.6 presents the status of availability of electricity in schools of Pakistan. At national level the availability of electricity in primary, middle, high, and higher secondary schools is 68, 82, 93, and 97 percent respectively. The situation is pathetic in primary and middle schools of Balochistan, AJK, FATA, and GB.

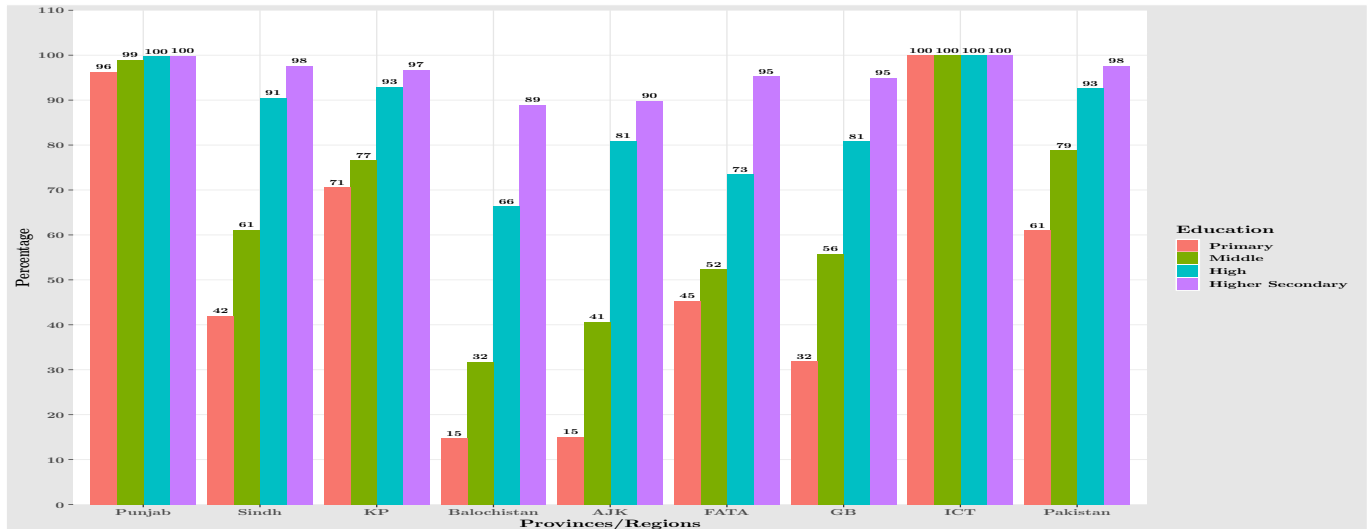


Figure 4.6: Availability of Electricity by Education level for Provinces/Regions of Pakistan 2017-18

## 4.2.5 Availability of Drinking Water

Water is basic necessity of life. Availability of clean drinking water is an essential need of all population groups, especially young children attending school. Fig. 4.7 portrays the availability of drinking water by education level for provinces/regions. Here again situation in primary and middle schools needs major improvement in Balochistan, AJK, FATA, GB, and Sindh.

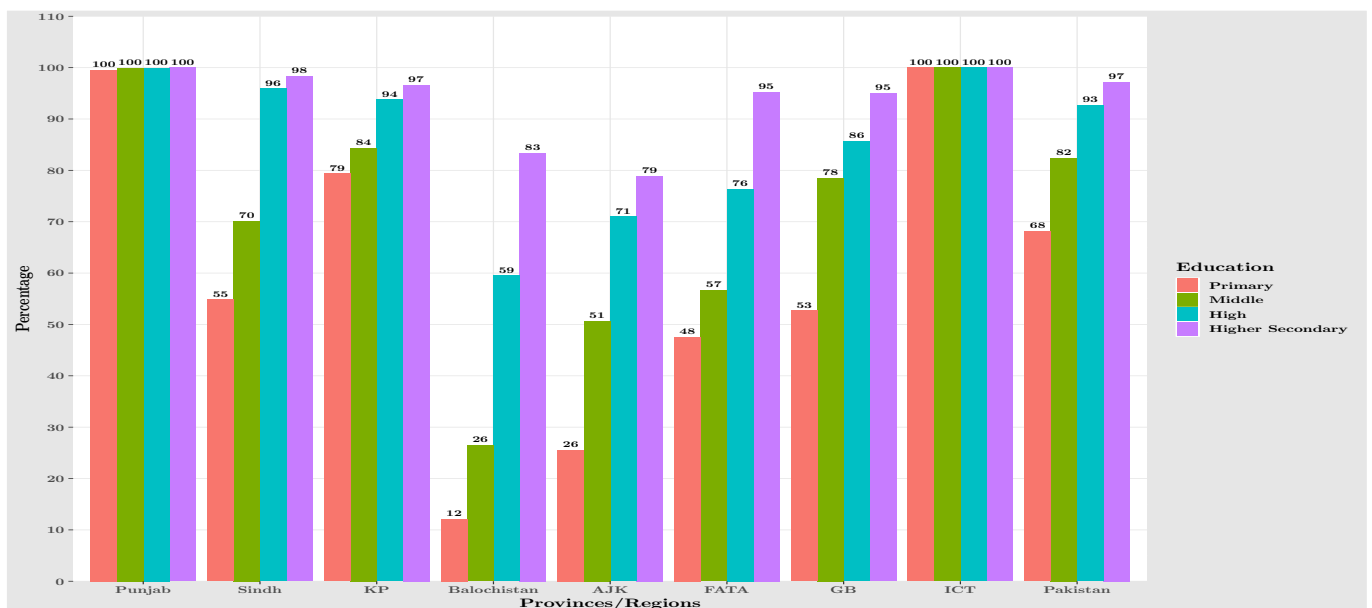


Figure 4.7: Availability of Drinking Water by Education level for Provinces/Regions of Pakistan 2017-18

### 4.2.6 Availability of Toilets for Students

This is another essential facility which may become critical in female schools. It has been observed that even when this facility is reported to be available, there are many instances where the facility is un-usable due to poor maintenance, and practically the schools are without this facility. The percentage of availability are below 50 percent in Balochistan, AJK, FATA, and GB primary schools while in Punjab and ICT it was 100 percent for all levels followed by KP where it was above 90 percent (Fig. 4.8).

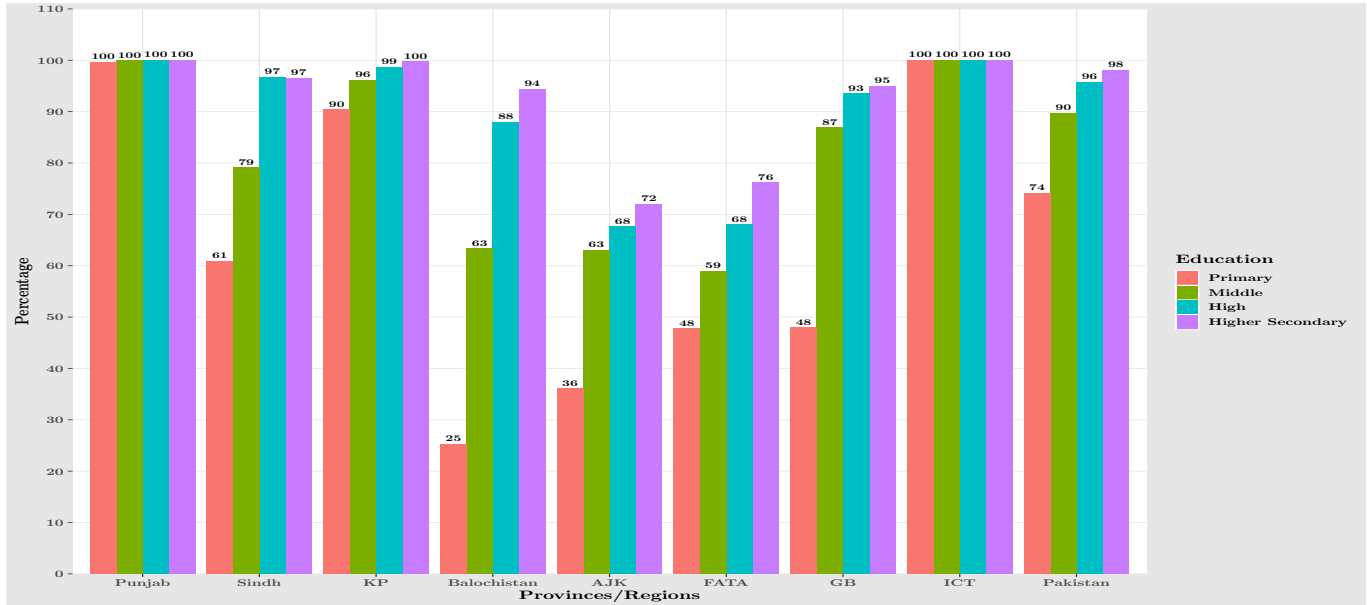


Figure 4.8: Availability of Toilets by Education level for Provinces/Regions of Pakistan 2017-18

### 4.2.7 Availability of Boundary Wall

The availability of boundary wall is gaining increased importance due to law and order situation. This becomes more critical in case of female education institutions where a boundary wall is a must. This facility was much below the national average for primary and middle level for Sindh, Balochistan, AJK, FATA, and GB. Punjab, KP, and ICT has better position for all levels (Fig. 4.9).

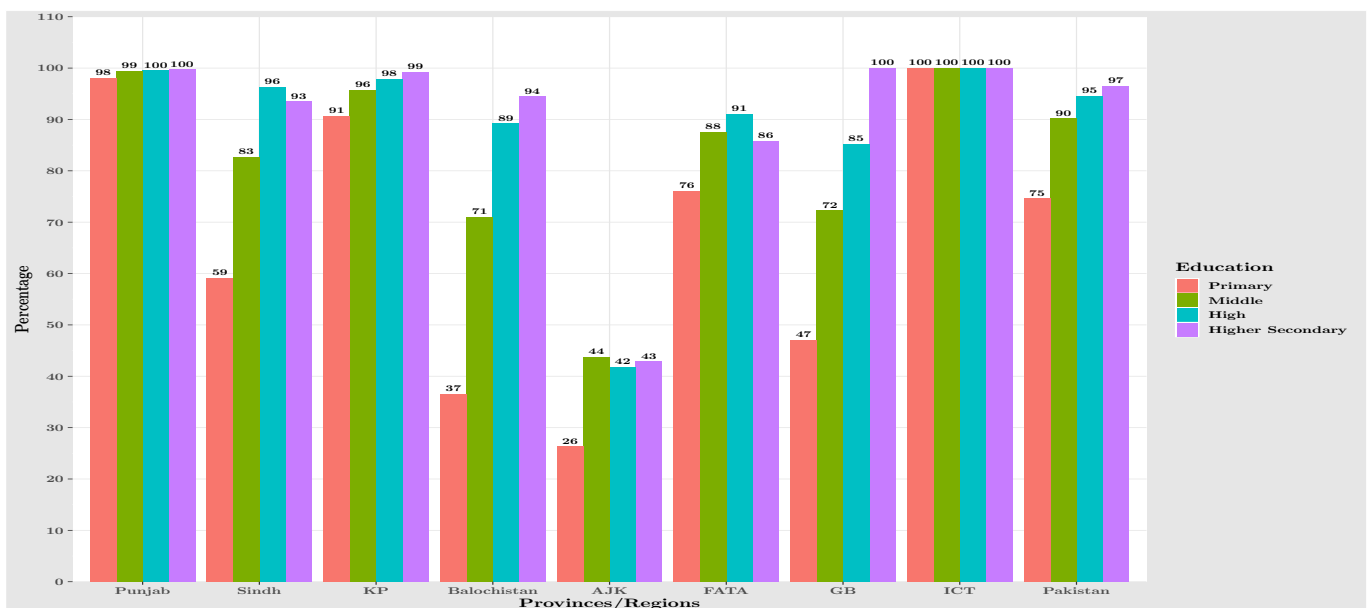


Figure 4.9: Availability of Boundary Wall by Education level for Provinces/Regions of Pakistan 2017-18

Part II

Education Statistics



# Chapter 5

## Key Education Indicators

*Table 5.0: Data Source(s) & Explanatory Note(s) for Key Education Indicators*

<i>Source(s)</i>	<i>Explanatory Note(s)</i>
<b>5.1</b>	
Population Projection 2005-2025, NIPS, Islamabad Pakistan Education Statistics 2013-14 to 2016-17, AEPAM, Ministry of Federal Education and Professional Training, Islamabad Pakistan Social and Living Standards Measurement Survey (PSLM) 2014-15, Pakistan Bureau of Statistics, Islamabad Labor Force Survey (LFS) 2014-15 and 2017-18 Pakistan Bureau of Statistics, Islamabad Pakistan Economic Survey 2017-18, Finance Division, Islamabad	Public and Private Sector Data is included Data include Pre-Primary, Primary, Middle, High, Higher Secondary, Non-Formal Education and Deeni Madaris Technical and Vocational Data is included in Secondary Education  UNESCO Reconstructed Cohort Model is used for calculation of Survival Rates –
<b>5.2</b>	
Population Projection 2005-2025, NIPS, Islamabad Pakistan Education Statistics 2016-17, AEPAM, Ministry of Federal Education and Professional Training, Islamabad Labor Force Survey (LFS) 2014-15 and 2017-18 Pakistan Bureau of Statistics, Islamabad –	Public and Private Sector Data is included Data include Pre-Primary, Primary, Middle, High, Higher Secondary, Non-Formal Education and Deeni Madaris Technical and Vocational Data is included in Secondary Education UNESCO Reconstructed Cohort Model is used for calculation of Survival Rates
<b>5.3</b>	
Various issues of Pakistan Social and Living Standards Measurement (PSLM) Survey, PBS, Islamabad Various issues of Labor Force Survey (LFS), PBS, Islamabad Pakistan Economic Survey 2017-18, Finance Division, Islamabad	Literacy Rate (Age 10 year and Old) for the year 2015-16 is reported from Pakistan Economic Survey 2017-18, Finance Division, Islamabad – –
<b>5.4</b>	
Labor Force Survey (LFS) 2017-18, PBS, Islamabad	–

**Table 5.1: Survival, Effective Transition & Literacy Rates from 2013-14 to 2017-18**

<i>Indicator</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b><i>Survival Rate</i></b>					
Grade-V	67	69	66	67	63
Grade-VIII	49	51	48	50	46
Grade-X	37	42	37	40	37
<b><i>Effective Transition Rate</i></b>					
Primary to Middle	82	81	82	84	83
Middle to Secondary	91	96	92	91	93
<b><i>Literacy Rate</i></b>					
Age 10 years and older	58	60	58	–	62
Age Group 15-24 years	72	72	–	–	74

**Table 5.2: Survival, Effective Transition & Literacy Rates for 2017-18**

<i>Indicator</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Survival Rate</i></b>			
Grade-V	67	59	63.35
Grade-VIII	48	43	46.00
Grade-X	39	34	37.00
<b><i>Effective Transition Rate</i></b>			
Primary to Middle	83	82	82.72
Middle to Secondary	96	90	93.21
<b><i>Literacy Rate</i></b>			
Age 10 years and older	72	52	62.30
Age Group 15-24 years	81	67	74.03

**Table 5.3: Literacy Rates of Pakistan from 2013-14 to 2017-18**

<i>Year</i>	<i>Literacy Rate (Age 10 years and older)</i>		<i>Adult Literacy Rate (Age 15 years and older)</i>		<i>Youth Literacy (Age 15-24)</i>
	<i>PSLM</i>	<i>LFS</i>	<i>PSLM</i>	<i>LFS</i>	<i>LFS</i>
2013-14	58	60	–	57	72
2014-15	60	61	57	57	72
2015-16	58	–	–	–	–
2016-17	–	–	–	–	–
2017-18	–	62	–	59	74

**Table 5.4: Literacy Rates by Gender & Provinces 2017-18**

<i>Provinces</i>	<i>Literacy Rate (Age 10 years and older)</i>			<i>Youth Literacy Rate (Age 15-24)</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Pakistan</i></b>	<b>72</b>	<b>52</b>	<b>62</b>	<b>81</b>	<b>67</b>	<b>74</b>
Punjab	72	57	65	82	75	78
Sindh	73	50	62	77	60	69
KP	73	38	55	85	53	68
Balochistan	73	34	56	80	48	67

# Chapter 6

## Institutions

*Table 6.0: Data Source(s) & Explanatory Note(s) for Institutions*

<i>Source(s)</i>	<i>Explanatory Note(s)</i>
<b>6.1</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
Private Sector data is estimated using past trend.	Other Public Sector means Public Institutions run by other than Provincial/ Regional Education Departments.
Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations.	Provincial Education Foundations are functioning on Public-Private Partnership basis.
Intermediate and Degree Colleges data is provided by Provincial Higher Education Departments.	–
Teacher Training Institutions data is estimated based on past trend.	–
Deeni Madaris data is provided by Madaris bodies, Pakistan.	–
Technical and Vocational Data is provided by NAVTAC, Islamabad.	–
University and Degree Awarding Institutions data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>6.2</b>	
Data for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84.	All Data include Public and Private Sector data and Non-Formal Schools.
Data for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97.	Pre-primary, Mosque Schools and Non-Formal Sector Data is included in Primary school institutions.
Data for the year 1992-93 to 2016-17 are taken from Pakistan Education Statistics 1992-93 to 2016-17.	–
<b>6.3</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
Other Public Sector data is provided by respective organizations.	Public Sector data on location by Gender for inter and degree colleges for provinces was not available. Urban/Rural totals may not add upto overall totals for Provinces and Pakistan.
Intermediate and Degree Colleges data is estimated based on past trend.	–
<b>6.4</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
Intermediate and Degree Colleges data is estimated based on past trend.	Public Sector data on location by Gender for inter and degree colleges for provinces was not available. Urban/Rural totals may not add upto overall totals for Provinces and Pakistan.
–	Punjab, Sindh, KP and Balochistan Higher Education Departments provided Inter and Degree Colleges data.
–	FATA Inter Colleges are included in Degree Colleges.



<b>6.5</b>	
Private Sector data is estimated using past trend. Private Sector data for ICT is provided by Private Educational Institutions Regulatory Authority (PEIRA), Islamabad.	Mosque Schools are included in Primary Schools. Punjab, KP, AJK, GB and FATA Data is provided by the Provincial EMISs.
–	ICT Inter Colleges are included in Higher Secondary.
<b>6.6</b>	
Other Public Sector data is provided by respective organizations.	Other Public Sector means Public Institutions run by other than Provincial/ Regional Education Departments.
Inter Colleges and Degree Colleges data is estimated using past trend.	–
<b>6.7</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
–	Merged and Consolidated Institutions are reported in Closed Institutions.
<b>6.8</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
<b>6.9</b>	
University and Degree Awarding Institutions data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>6.10</b>	
University and Degree Awarding Institutions data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>6.11</b>	
Data Provided by :	–
National Commission for Human Development (NCHD), Islamabad.	–
Directorate General of Basic Education Community Schools, Islamabad.	–
Punjab Literacy and NFBE Department, Punjab.	–
Directorate of Literacy and Non-Formal Education, Sindh.	–
Sindh Education Foundation, Sindh.	–
Directorate of Literacy and Non-Formal Education, Balochistan.	–
<b>6.12</b>	
Data Provided by :	–
National Education Foundation (NEF), Islamabad.	–
Punjab Education Foundation (PEF), Punjab.	–
Sindh Education Foundation, Sindh.	–
KP Elementary Education Foundation, KP.	–
Balochistan Education Foundation, Balochistan.	–
<b>6.13</b>	
Technical and Vocational Institutions data is provided by National Vocational and Technical Training Commission (NAVTTTC), Islamabad.	–
<b>6.14</b>	
Teacher Training Institutions data is estimated using past trend.	Bifurcation of Teacher's gender is not available regarding Teacher's Training institutions.

---

**6.15**

Rabita-ul-Madaris-al-Islamia,  
Wafaq-ul-Madaris-al-Salafia, Tanzeem-ul-Madaris  
Ahle-Sunat, Wafaq-ul-Madaris-al-Shia,  
Wafaq-ul-Madaris-al-Arabia.

Tanzeem-ul-Madaris Ahle-Sunat Enrolment includes  
approx 1.37 million unregistered boarders and  
non-boarders.

---

**Table 6.1: Number of Educational Institutions by Sector from 2013-14 to 2017-18**

<i>Categories/Sector</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Total</b>					
<b>Total</b>	<b>260,568</b>	<b>267,955</b>	<b>303,446</b>	<b>319,188</b>	<b>305,763</b>
Public	174,142	175,196	185,740	183,177	188,685
Other Public	4,882	5,100	5,325	13,892	1,063
Private	81,544	87,659	112,381	122,119	116,015
<b>Pre-Primary</b>					
<b>Total</b>	<b>422</b>	<b>433</b>	<b>448</b>	<b>442</b>	<b>381</b>
Public	–	–	–	–	–
Other Public	–	–	–	–	–
Private	422	433	448	442	381
<b>Primary</b>					
<b>Total</b>	<b>145,491</b>	<b>147,228</b>	<b>145,829</b>	<b>150,129</b>	<b>137,079</b>
Public	124,284	124,070	121,674	119,149	118,587
Other Public	3,586	3,759	3,899	12,227	615
Private	17,621	19,399	20,256	18,753	17,877
<b>Middle</b>					
<b>Total</b>	<b>42,920</b>	<b>44,818</b>	<b>45,680</b>	<b>49,090</b>	<b>46,665</b>
Public	16,242	16,418	16,457	16,428	16,529
Other Public	396	402	405	500	21
Private	26,282	27,998	28,818	32,162	30,115
<b>High</b>					
<b>Total</b>	<b>30,613</b>	<b>31,255</b>	<b>31,740</b>	<b>31,551</b>	<b>31,392</b>
Public	11,934	12,116	12,277	12,576	13,102
Other Public	442	451	455	553	346
Private	18,237	18,688	19,008	18,422	17,944
<b>Higher Sec/ Inter Colleges</b>					
<b>Total</b>	<b>5,179</b>	<b>5,393</b>	<b>5,470</b>	<b>5,130</b>	<b>5,754</b>
Public	1,621	1,659	1,710	1,808	2,037
Other Public	147	151	155	189	58
Private	3,411	3,583	3,605	3,133	3,659
<b>Degree Colleges (XI-XIV)</b>					
<b>Total</b>	<b>1,086</b>	<b>1,410</b>	<b>1,418</b>	<b>1,431</b>	<b>1,659</b>
Public	951	1,232	1,238	1,249	1,475
Other Public	19	20	21	22	23
Private	116	158	159	160	161
<b>Universities/Degree Awarding Institutions</b>					
<b>Total</b>	<b>161</b>	<b>163</b>	<b>163</b>	<b>185</b>	<b>186</b>
Public	91	91	91	110	111
Other Public	–	–	–	–	–
Private	70	72	72	75	75
<b>Non-Formal Basic Education</b>					
<b>Total</b>	<b>17,767</b>	<b>18,253</b>	<b>31,685</b>	<b>31,766</b>	<b>35,059</b>
Public	17,767	18,253	30,458	29,961	35,059
Other Public	–	–	–	–	–
Private	–	–	1,227	1,805	–
<b>Education Foundations</b>					
<b>Total</b>	–	–	<b>4,786</b>	<b>11,316</b>	<b>12,516</b>
Public	–	–	–	–	–
Other Public	–	–	–	–	–
Private	–	–	4,786	11,316	12,516
<b>Technical &amp; Vocational Institutions</b>					
<b>Total</b>	<b>3,323</b>	<b>3,579</b>	<b>3,746</b>	<b>3,798</b>	<b>3,740</b>
Public	753	810	848	860	1,627
Other Public	244	263	275	279	–
Private	2,326	2,506	2,623	2,659	2,113
<b>Teachers Training Institutions</b>					
<b>Total</b>	<b>201</b>	<b>206</b>	<b>209</b>	<b>213</b>	<b>217</b>
Public	154	155	156	157	158
Other Public	–	–	–	–	–
Private	47	51	53	56	59
<b>Deeni Madaris</b>					
<b>Total</b>	<b>13,405</b>	<b>15,217</b>	<b>32,272</b>	<b>34,137</b>	<b>31,115</b>
Public	345	392	831	879	–
Other Public	48	54	115	122	–
Private	13,012	14,771	31,326	33,136	31,115

**Table 6.2: Number of Educational Institutions by Level from 1947-48 to 2017-18**

<i>Year</i>	<i>Primary</i>	<i>Middle</i>	<i>High</i>	<i>Higher Sec/ Inter Colleges</i>	<i>Degree Colleges</i>	<i>Technical &amp; Vocational Institutions</i>	<i>Universities &amp; Degree Awarding Institutions</i>
1947-48	8,413	2,190	408	40	—	46	2
1948-49	9,073	2,174	411	42	19	49	2
1949-50	9,411	2,134	469	46	19	59	2
1954-55	14,162	1,517	747	77	24	90	4
1959-60	17,901	1,974	1,069	126	40	100	4
1960-61	20,909	1,798	1,172	131	42	109	4
1961-62	24,930	2,011	1,300	146	39	103	6
1962-63	28,338	2,023	1,349	159	41	103	6
1963-64	30,950	2,379	1,459	190	43	117	6
1964-65	32,589	2,701	1,622	225	45	145	6
1965-66	32,930	2,785	1,658	228	48	113	6
1966-67	34,678	2,970	1,776	258	48	142	7
1967-68	36,453	3,018	1,827	251	50	165	7
1968-69	38,870	3,290	1,910	270	58	180	7
1969-70	41,290	3,560	1,995	290	59	190	7
1970-71	43,710	3,822	2,063	314	73	206	7
1971-72	45,854	4,110	2,247	339	73	284	8
1972-73	49,580	4,406	2,498	334	76	391	8
1973-74	50,574	4,586	2,742	354	81	314	8
1974-75	51,744	4,713	2,898	361	83	301	10
1975-76	52,800	4,783	3,047	404	98	282	12
1976-77	53,162	4,990	3,214	433	98	231	12
1977-78	53,882	5,100	3,239	430	95	222	15
1978-79	55,265	5,194	3,321	429	99	223	15
1979-80	57,220	5,233	3,361	430	99	219	15
1980-81	59,168	5,295	3,479	433	99	231	19
1981-82	61,117	5,362	3,597	440	99	247	20
1982-83	71,358	5,432	3,715	447	99	263	20
1983-84	73,228	5,984	4,213	469	99	279	20
1984-85	73,812	6,132	4,630	467	99	290	21
1985-86	77,207	6,260	4,677	481	99	293	22
1986-87	97,228	6,769	5,253	502	99	501	22
1987-88	105,884	6,993	5,492	548	99	560	22
1988-89	103,682	7,844	6,616	556	99	999	22
1989-90	110,522	8,058	7,184	575	99	929	22
1990-91	114,142	8,761	8,210	612	99	725	22
1991-92	112,379	9,041	8,374	633	139	608	23
1992-93	130,596	11,808	8,724	800	260	602	27
1993-94	134,050	12,126	9,181	824	260	474	28
1994-95	139,634	12,571	9,518	863	271	487	34
1995-96	143,130	13,330	9,542	909	286	577	38
1996-97	149,661	14,487	9,858	1,141	310	578	41
1997-98	156,315	17,354	11,112	1,056	315	574	45
1998-99	159,330	18,072	12,351	1,137	336	580	46
1999-00	162,076	18,435	12,599	1,222	356	612	54
2000-01	147,736	25,472	14,786	1,710	366	630	59
2001-02	149,085	26,790	15,051	1,784	376	607	74
2002-03	150,809	28,021	15,623	1,855	386	585	96
2003-04	154,970	28,727	16,106	1,989	426	624	106
2004-05	157,157	30,418	16,590	1,604	677	747	108
2005-06	157,526	39,370	22,909	2,996	1,135	3,059	111
2006-07	158,375	40,094	23,554	3,095	1,166	3,090	120
2007-08	157,407	40,829	23,964	3,213	1,202	3,125	124
2008-09	156,654	40,917	24,322	3,242	1,336	3,159	129
2009-10	157,466	41,340	24,801	3,329	1,439	3,192	132
2010-11	155,495	41,591	25,209	3,435	1,558	3,224	135
2011-12	154,650	41,945	28,655	4,515	1,384	3,257	139
2012-13	159,680	42,147	29,874	5,030	1,534	3,290	147
2013-14	163,680	42,920	30,613	5,179	1,086	3,323	161
2014-15	165,914	44,818	31,255	5,393	1,410	3,579	163
2015-16	177,962	45,680	31,740	5,470	1,418	3,746	163
2016-17	182,337	49,090	31,551	5,130	1,431	3,798	185
2017-18	172,519	46,665	31,392	5,754	1,659	3,740	186

**Note:** Primary data includes Pre-Primary & NFBE Institutions

**Table 6.3: Total number of Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban				Rural				Total			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
<b>Pakistan</b>												
<b>Total</b>	<b>11,197</b>	<b>9,642</b>	<b>29,585</b>	<b>50,424</b>	<b>85,241</b>	<b>52,036</b>	<b>33,817</b>	<b>171,094</b>	<b>97,123</b>	<b>62,349</b>	<b>63,458</b>	<b>222,930</b>
Pre-Primary	—	2	321	323	3	1	54	58	3	3	375	381
Primary	6,645	4,695	7,446	18,786	69,427	39,046	9,820	118,293	76,072	43,741	17,266	137,079
Middle	1,303	1,708	11,885	14,896	7,905	7,602	16,262	31,769	9,208	9,310	28,147	46,665
High	2,588	2,563	8,342	13,493	6,810	4,518	6,571	17,899	9,398	7,081	14,913	31,392
Higher Sec.	415	430	1,238	2,083	997	714	967	2,678	1,412	1,144	2,205	4,761
Inter College	147	160	277	584	51	105	131	287	276	307	410	993
Degree College	99	84	76	259	48	50	12	110	754	763	142	1,659
<b>Punjab</b>												
<b>Total</b>	<b>4,109</b>	<b>4,826</b>	<b>16,146</b>	<b>25,081</b>	<b>23,691</b>	<b>25,389</b>	<b>24,957</b>	<b>74,037</b>	<b>28,135</b>	<b>30,613</b>	<b>41,127</b>	<b>99,875</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	1,602	1,779	4,140	7,521	16,691	17,304	6,955	40,950	18,293	19,083	11,095	48,471
Middle	630	1,037	7,629	9,296	3,421	4,776	12,949	21,146	4,051	5,813	20,578	30,442
High	1,561	1,665	4,008	7,234	3,226	2,857	4,541	10,624	4,787	4,522	8,549	17,858
Higher Sec.	195	231	247	673	320	376	415	1,111	515	607	662	1,784
Inter College	98	95	105	298	32	75	96	203	141	172	201	514
Degree College	23	19	17	59	1	1	1	3	348	416	42	806
<b>Sindh</b>												
<b>Total</b>	<b>3,676</b>	<b>2,245</b>	<b>9,578</b>	<b>15,499</b>	<b>29,420</b>	<b>7,917</b>	<b>1,161</b>	<b>38,498</b>	<b>33,245</b>	<b>10,288</b>	<b>10,771</b>	<b>54,304</b>
Pre-Primary	—	2	320	322	2	1	45	48	2	3	365	370
Primary	2,784	1,377	2,417	6,578	27,231	7,101	498	34,830	30,015	8,478	2,915	41,408
Middle	324	305	3,159	3,788	1,229	541	448	2,218	1,553	846	3,607	6,006
High	492	467	3,252	4,211	790	235	153	1,178	1,282	702	3,405	5,389
Higher Sec.	59	57	325	441	168	39	14	221	227	96	339	662
Inter College	11	31	69	111	—	—	2	2	27	43	73	143
Degree College	6	6	36	48	—	—	1	1	139	120	67	326
<b>KP</b>												
<b>Total</b>	<b>1,245</b>	<b>1,067</b>	<b>1,617</b>	<b>3,929</b>	<b>15,865</b>	<b>9,968</b>	<b>3,521</b>	<b>29,354</b>	<b>17,228</b>	<b>11,135</b>	<b>5,138</b>	<b>33,501</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	745	656	350	1,751	12,661	7,948	786	21,395	13,406	8,604	1,136	23,146
Middle	151	152	560	863	1,429	1,069	1,458	3,956	1,580	1,221	2,018	4,819
High	222	151	468	841	1,366	721	997	3,084	1,588	872	1,465	3,925
Higher Sec.	95	69	178	342	404	209	259	872	499	278	437	1,214
Inter College	28	25	51	104	5	14	16	35	33	39	67	139
Degree College	4	14	10	28	—	7	5	12	122	121	15	258
<b>Balochistan</b>												
<b>Total</b>	<b>1,757</b>	<b>1,020</b>	<b>494</b>	<b>3,271</b>	<b>8,396</b>	<b>3,239</b>	<b>401</b>	<b>12,036</b>	<b>10,236</b>	<b>4,306</b>	<b>895</b>	<b>15,437</b>
Pre-Primary	—	—	1	1	1	—	9	10	1	—	10	11
Primary	1,345	677	194	2,216	7,203	2,589	221	10,013	8,548	3,266	415	12,229
Middle	160	150	165	475	686	438	119	1,243	846	588	284	1,718
High	230	168	119	517	486	200	47	733	716	368	166	1,250
Higher Sec.	21	24	9	54	20	12	4	36	41	36	13	90
Inter College	1	—	4	5	—	—	1	1	52	28	5	85
Degree College	—	1	2	3	—	—	—	—	32	20	2	54
<b>AJK</b>												
<b>Total</b>	<b>270</b>	<b>304</b>	<b>1,190</b>	<b>1,764</b>	<b>3,116</b>	<b>2,515</b>	<b>2,090</b>	<b>7,721</b>	<b>3,386</b>	<b>2,819</b>	<b>3,280</b>	<b>9,485</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	111	134	122	367	2,172	1,702	836	4,710	2,283	1,836	958	5,077
Middle	22	36	244	302	521	437	668	1,626	543	473	912	1,928
High	48	67	384	499	371	316	415	1,102	419	383	799	1,601
Higher Sec.	21	22	389	432	22	33	158	213	43	55	547	645
Inter College	8	8	46	62	12	11	11	34	20	19	57	96
Degree College	60	37	5	102	18	16	2	36	78	53	7	138
<b>GB</b>												
<b>Total</b>	<b>67</b>	<b>83</b>	<b>155</b>	<b>305</b>	<b>839</b>	<b>414</b>	<b>498</b>	<b>1,751</b>	<b>906</b>	<b>497</b>	<b>653</b>	<b>2,056</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	28	38	37	103	511	224	195	930	539	262	232	1,033
Middle	14	17	58	89	170	105	162	437	184	122	220	526
High	17	19	44	80	146	64	108	318	163	83	152	398
Higher Sec.	5	5	14	24	7	9	26	42	12	14	40	66
Inter College	1	1	2	4	—	4	5	9	1	5	7	13
Degree College	2	3	—	5	5	8	2	15	7	11	2	20
<b>FATA</b>												
<b>Total</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>3,764</b>	<b>2,441</b>	<b>145</b>	<b>6,350</b>	<b>3,764</b>	<b>2,441</b>	<b>145</b>	<b>6,350</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	—	—	—	—	2,885	2,119	30	5,034	2,885	2,119	30	5,034
Middle	—	—	—	—	428	208	51	687	428	208	51	687
High	—	—	—	—	389	94	57	540	389	94	57	540
Higher Sec.	—	—	—	—	37	7	7	51	37	7	7	51
Inter College	—	—	—	—	2	1	—	3	2	1	—	3
Degree College	—	—	—	—	23	12	—	35	23	12	—	35
<b>ICT</b>												
<b>Total</b>	<b>73</b>	<b>97</b>	<b>405</b>	<b>575</b>	<b>150</b>	<b>153</b>	<b>1,044</b>	<b>1,347</b>	<b>223</b>	<b>250</b>	<b>1,449</b>	<b>1,922</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	30	34	186	250	73	59	299	431	103	93	485	681
Middle	2	11	70	83	21	28	407	456	23	39	477	539
High	18	26	67	111	36	31	253	320	54	57	320	431
Higher Sec.	19	22	76	117	19	29	84	132	38	51	160	249
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	4	4	6	14	1	6	1	8	5	10	7	22

**Table 6.4: Number of Public Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban				Rural				Total			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
<b>Pakistan</b>												
<b>Total</b>	<b>9,237</b>	<b>7,384</b>	<b>2</b>	<b>16,623</b>	<b>83,629</b>	<b>50,063</b>	<b>3</b>	<b>133,695</b>	<b>93,551</b>	<b>58,118</b>	<b>61</b>	<b>151,730</b>
Primary	6,435	4,430	—	10,865	69,162	38,560	—	107,722	75,597	42,990	—	118,587
Middle	1,009	1,185	—	2,194	7,414	6,921	—	14,335	8,423	8,106	—	16,529
High	1,494	1,466	—	2,960	6,146	3,996	—	10,142	7,640	5,462	—	13,102
Higher Sec	231	260	—	491	851	547	—	1,398	1,082	807	—	1,889
Inter Colleges	3	2	2	7	10	6	3	19	91	50	7	148
Degree Colleges	65	41	—	106	46	33	—	79	718	703	54	1,475
<b>Punjab</b>												
<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>—</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>—</b>	<b>46,600</b>	<b>25,823</b>	<b>27,304</b>	<b>24</b>	<b>53,151</b>
Primary	1,511	1,616	—	3,127	16,578	17,028	—	33,606	18,089	18,644	—	36,733
Middle	413	577	—	990	3,135	4,154	—	7,289	3,548	4,731	—	8,279
High	685	769	—	1,454	2,815	2,394	—	5,209	3,500	3,163	—	6,663
Higher Sec	101	122	—	223	250	246	—	496	351	368	—	719
Inter Colleges	—	—	—	—	—	—	—	—	11	2	—	13
Degree Colleges	—	—	—	—	—	—	—	—	324	396	24	744
<b>Sindh</b>												
<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>—</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>—</b>	<b>37,135</b>	<b>32,931</b>	<b>9,805</b>	<b>32</b>	<b>42,768</b>
Primary	2,698	1,290	—	3,988	27,214	6,953	—	34,167	29,912	8,243	—	38,155
Middle	281	255	—	536	1,223	522	—	1,745	1,504	777	—	2,281
High	372	342	—	714	787	233	—	1,020	1,159	575	—	1,734
Higher Sec	43	45	—	88	164	39	—	203	207	84	—	291
Inter Colleges	—	—	—	—	—	—	—	—	16	12	2	30
Degree Colleges	—	—	—	—	—	—	—	—	133	114	30	277
<b>KP</b>												
<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>—</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>—</b>	<b>25,478</b>	<b>16,802</b>	<b>10,929</b>	<b>—</b>	<b>27,731</b>
Primary	741	654	—	1,395	12,635	7,940	—	20,575	13,376	8,594	—	21,970
Middle	126	147	—	273	1,349	1,051	—	2,400	1,475	1,198	—	2,673
High	154	113	—	267	1,268	692	—	1,960	1,422	805	—	2,227
Higher Sec	50	50	—	100	361	182	—	543	411	232	—	643
Inter Colleges	—	—	—	—	—	—	—	—	—	—	—	—
Degree Colleges	—	—	—	—	—	—	—	—	118	100	—	218
<b>Balochistan</b>												
<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>—</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>—</b>	<b>11,536</b>	<b>10,122</b>	<b>4,258</b>	<b>—</b>	<b>14,380</b>
Primary	1,323	669	—	1,992	7,149	2,565	—	9,714	8,472	3,234	—	11,706
Middle	155	148	—	303	681	434	—	1,115	836	582	—	1,418
High	216	161	—	377	477	200	—	677	693	361	—	1,054
Higher Sec	19	23	—	42	19	11	—	30	38	34	—	72
Inter Colleges	—	—	—	—	—	—	—	—	51	28	—	79
Degree Colleges	—	—	—	—	—	—	—	—	32	19	—	51
<b>AJK</b>												
<b>Total</b>	<b>231</b>	<b>247</b>	<b>1</b>	<b>479</b>	<b>3,088</b>	<b>2,471</b>	<b>2</b>	<b>5,561</b>	<b>3,319</b>	<b>2,718</b>	<b>3</b>	<b>6,040</b>
Primary	107	130	—	237	2,168	1,690	—	3,858	2,275	1,820	—	4,095
Middle	21	33	—	54	516	430	—	946	537	463	—	1,000
High	40	43	—	83	355	299	—	654	395	342	—	737
Higher Sec	1	4	—	5	22	33	—	55	23	37	—	60
Inter Colleges	3	2	1	6	10	6	2	18	13	8	3	24
Degree Colleges	59	35	—	94	17	13	—	30	76	48	—	124
<b>GB</b>												
<b>Total</b>	<b>56</b>	<b>75</b>	<b>1</b>	<b>132</b>	<b>810</b>	<b>373</b>	<b>1</b>	<b>1,184</b>	<b>866</b>	<b>448</b>	<b>2</b>	<b>1,316</b>
Primary	27	38	—	65	503	208	—	711	530	246	—	776
Middle	11	16	—	27	152	95	—	247	163	111	—	274
High	14	16	—	30	143	57	—	200	157	73	—	230
Higher Sec	2	3	—	5	7	8	—	15	9	11	—	20
Inter Colleges	—	—	1	1	—	—	1	1	—	—	2	2
Degree Colleges	2	2	—	4	5	5	—	10	7	7	—	14
<b>FATA</b>												
<b>Total</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>3,489</b>	<b>2,432</b>	<b>—</b>	<b>5,921</b>	<b>3,489</b>	<b>2,432</b>	<b>—</b>	<b>5,921</b>
Primary	—	—	—	—	2,844	2,117	—	4,961	2,844	2,117	—	4,961
Middle	—	—	—	—	338	207	—	545	338	207	—	545
High	—	—	—	—	268	91	—	359	268	91	—	359
Higher Sec	—	—	—	—	16	5	—	21	16	5	—	21
Inter Colleges	—	—	—	—	—	—	—	—	—	—	—	—
Degree Colleges	—	—	—	—	23	12	—	35	23	12	—	35
<b>ICT</b>												
<b>Total</b>	<b>62</b>	<b>81</b>	<b>—</b>	<b>143</b>	<b>137</b>	<b>143</b>	<b>—</b>	<b>280</b>	<b>199</b>	<b>224</b>	<b>—</b>	<b>423</b>
Primary	28	33	—	61	71	59	—	130	99	92	—	191
Middle	2	9	—	11	20	28	—	48	22	37	—	59
High	13	22	—	35	33	30	—	63	46	52	—	98
Higher Sec	15	13	—	28	12	23	—	35	27	36	—	63
Inter Colleges	—	—	—	—	—	—	—	—	—	—	—	—
Degree Colleges	4	4	—	8	1	3	—	4	5	7	—	12

**Table 6.5: Number of Private Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban				Rural				Total			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
<b>Pakistan</b>												
<b>Total</b>	<b>1,823</b>	<b>2,126</b>	<b>29,420</b>	<b>33,369</b>	<b>1,570</b>	<b>1,884</b>	<b>33,314</b>	<b>36,768</b>	<b>3,393</b>	<b>4,010</b>	<b>62,734</b>	<b>70,137</b>
Pre-Primary	—	2	321	323	3	1	54	58	3	3	375	381
Primary	187	247	7,375	7,809	247	415	9,406	10,068	434	662	16,781	17,877
Middle	288	518	11,881	12,687	490	681	16,257	17,428	778	1,199	28,138	30,115
High	1,013	1,017	8,263	10,293	647	510	6,494	7,651	1,660	1,527	14,757	17,944
Higher Sec.	159	155	1,233	1,547	141	162	964	1,267	300	317	2,197	2,814
Inter College	144	158	275	577	41	99	128	268	185	257	403	845
Degree College	32	29	72	133	1	16	11	28	33	45	83	161
<b>Punjab</b>												
<b>Total</b>	<b>1,316</b>	<b>1,657</b>	<b>16,022</b>	<b>18,995</b>	<b>890</b>	<b>1,527</b>	<b>24,585</b>	<b>27,002</b>	<b>2,206</b>	<b>3,184</b>	<b>40,607</b>	<b>45,997</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	86	159	4,087	4,332	103	244	6,622	6,969	189	403	10,709	11,301
Middle	215	459	7,625	8,299	286	622	12,945	13,853	501	1,081	20,570	22,152
High	816	836	3,944	5,596	402	457	4,508	5,367	1,218	1,293	8,452	10,963
Higher Sec.	80	103	244	427	67	129	414	610	147	232	658	1,037
Inter College	98	95	105	298	32	75	96	203	130	170	201	501
Degree College	21	5	17	43	—	—	—	—	21	5	17	43
<b>Sindh</b>												
<b>Total</b>	<b>250</b>	<b>288</b>	<b>9,576</b>	<b>10,114</b>	<b>26</b>	<b>135</b>	<b>1,111</b>	<b>1,272</b>	<b>276</b>	<b>423</b>	<b>10,687</b>	<b>11,386</b>
Pre-Primary	—	2	320	322	2	1	45	48	2	3	365	370
Primary	69	73	2,417	2,559	12	114	461	587	81	187	2,878	3,146
Middle	39	46	3,159	3,244	6	19	448	473	45	65	3,607	3,717
High	111	119	3,252	3,482	2	1	140	143	113	120	3,392	3,625
Higher Sec.	14	11	325	350	4	—	14	18	18	11	339	368
Inter College	11	31	69	111	—	—	2	2	11	31	71	113
Degree College	6	6	34	46	—	—	1	1	6	6	35	47
<b>KP</b>												
<b>Total</b>	<b>161</b>	<b>89</b>	<b>1,599</b>	<b>1,849</b>	<b>246</b>	<b>92</b>	<b>3,474</b>	<b>3,812</b>	<b>407</b>	<b>181</b>	<b>5,073</b>	<b>5,661</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	3	2	346	351	26	4	758	788	29	6	1,104	1,139
Middle	25	5	560	590	80	18	1,457	1,555	105	23	2,017	2,145
High	59	28	454	541	94	25	979	1,098	153	53	1,433	1,639
Higher Sec.	42	15	178	235	41	24	259	324	83	39	437	559
Inter College	28	25	51	104	5	14	16	35	33	39	67	139
Degree College	4	14	10	28	—	7	5	12	4	21	15	40
<b>Balochistan</b>												
<b>Total</b>	<b>41</b>	<b>16</b>	<b>493</b>	<b>550</b>	<b>65</b>	<b>27</b>	<b>381</b>	<b>473</b>	<b>106</b>	<b>43</b>	<b>874</b>	<b>1,023</b>
Pre-Primary	—	—	1	1	1	—	9	10	1	—	10	11
Primary	22	8	194	224	52	23	207	282	74	31	401	506
Middle	5	2	165	172	5	4	119	128	10	6	284	300
High	12	4	119	135	6	—	41	47	18	4	160	182
Higher Sec.	1	1	9	11	1	—	4	5	2	1	13	16
Inter College	1	—	4	5	—	—	1	1	1	—	5	6
Degree College	—	1	1	2	—	—	—	—	—	1	1	2
<b>AJK</b>												
<b>Total</b>	<b>36</b>	<b>56</b>	<b>1,188</b>	<b>1,280</b>	<b>26</b>	<b>43</b>	<b>2,084</b>	<b>2,153</b>	<b>62</b>	<b>99</b>	<b>3,272</b>	<b>3,433</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	4	4	122	130	3	12	836	851	7	16	958	981
Middle	1	3	244	248	4	7	668	679	5	10	912	927
High	7	23	384	414	16	16	411	443	23	39	795	857
Higher Sec.	18	18	389	425	—	—	158	158	18	18	547	583
Inter College	5	6	45	56	2	5	9	16	7	11	54	72
Degree College	1	2	4	7	1	3	2	6	2	5	6	13
<b>GB</b>												
<b>Total</b>	<b>11</b>	<b>8</b>	<b>154</b>	<b>173</b>	<b>29</b>	<b>41</b>	<b>497</b>	<b>567</b>	<b>40</b>	<b>49</b>	<b>651</b>	<b>740</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	1	—	37	38	8	16	195	219	9	16	232	257
Middle	3	1	58	62	18	10	162	190	21	11	220	252
High	3	3	44	50	3	7	108	118	6	10	152	168
Higher Sec.	3	2	14	19	—	1	26	27	3	3	40	46
Inter College	1	1	1	3	—	4	4	8	1	5	5	11
Degree College	—	1	—	1	—	3	2	5	—	4	2	6
<b>FATA</b>												
<b>Total</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>275</b>	<b>9</b>	<b>145</b>	<b>429</b>	<b>275</b>	<b>9</b>	<b>145</b>	<b>429</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	—	—	—	—	41	2	30	73	41	2	30	73
Middle	—	—	—	—	90	1	51	142	90	1	51	142
High	—	—	—	—	121	3	57	181	121	3	57	181
Higher Sec.	—	—	—	—	21	2	7	30	21	2	7	30
Inter College	—	—	—	—	2	1	—	3	2	1	—	3
Degree College	—	—	—	—	—	—	—	—	—	—	—	—
<b>ICT</b>												
<b>Total</b>	<b>8</b>	<b>12</b>	<b>388</b>	<b>408</b>	<b>13</b>	<b>10</b>	<b>1,037</b>	<b>1,060</b>	<b>21</b>	<b>22</b>	<b>1,425</b>	<b>1,468</b>
Pre-Primary	—	—	—	—	—	—	—	—	—	—	—	—
Primary	2	1	172	175	2	—	297	299	4	1	469	474
Middle	—	2	70	72	1	—	407	408	1	2	477	480
High	5	4	66	75	3	1	250	254	8	5	316	329
Higher Sec.	1	5	74	80	7	6	82	95	8	11	156	175
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	6	6	—	3	1	4	—	3	7	10

**Table 6.6: Number of Other Public Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban				Rural				Total			
	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
<b>Pakistan</b>												
<b>Total</b>	<b>137</b>	<b>132</b>	<b>163</b>	<b>432</b>	<b>42</b>	<b>89</b>	<b>500</b>	<b>631</b>	<b>179</b>	<b>221</b>	<b>663</b>	<b>1,063</b>
Primary	23	18	71	112	18	71	414	503	41	89	485	615
Middle	6	5	4	15	1	—	5	6	7	5	9	21
High	81	80	79	240	17	12	77	106	98	92	156	346
Higher Sec.	25	15	5	45	5	5	3	13	30	20	8	58
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	2	14	4	20	1	1	1	3	3	15	5	23
<b>Punjab</b>												
<b>Total</b>	<b>83</b>	<b>85</b>	<b>124</b>	<b>292</b>	<b>23</b>	<b>40</b>	<b>372</b>	<b>435</b>	<b>106</b>	<b>125</b>	<b>496</b>	<b>727</b>
Primary	5	4	53	62	10	32	333	375	15	36	386	437
Middle	2	1	4	7	—	—	4	4	2	1	8	11
High	60	60	64	184	9	6	33	48	69	66	97	232
Higher Sec.	14	6	3	23	3	1	1	5	17	7	4	28
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	2	14	—	16	1	1	1	3	3	15	1	19
<b>Sindh</b>												
<b>Total</b>	<b>32</b>	<b>25</b>	<b>2</b>	<b>59</b>	<b>6</b>	<b>35</b>	<b>50</b>	<b>91</b>	<b>38</b>	<b>60</b>	<b>52</b>	<b>150</b>
Primary	17	14	—	31	5	34	37	76	22	48	37	107
Middle	4	4	—	8	—	—	—	—	4	4	—	8
High	9	6	—	15	1	1	13	15	10	7	13	30
Higher Sec.	2	1	—	3	—	—	—	—	2	1	—	3
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	2	2	—	—	—	—	—	—	2	2
<b>KP</b>												
<b>Total</b>	<b>13</b>	<b>14</b>	<b>18</b>	<b>45</b>	<b>6</b>	<b>11</b>	<b>47</b>	<b>64</b>	<b>19</b>	<b>25</b>	<b>65</b>	<b>109</b>
Primary	1	—	4	5	—	4	28	32	1	4	32	37
Middle	—	—	—	—	—	—	1	1	—	—	1	1
High	9	10	14	33	4	4	18	26	13	14	32	59
Higher Sec.	3	4	—	7	2	3	—	5	5	7	—	12
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—	—	—	—
<b>Balochistan</b>												
<b>Total</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>20</b>	<b>27</b>	<b>8</b>	<b>5</b>	<b>21</b>	<b>34</b>
Primary	—	—	—	—	2	1	14	17	2	1	14	17
Middle	—	—	—	—	—	—	—	—	—	—	—	—
High	2	3	—	5	3	—	6	9	5	3	6	14
Higher Sec.	1	—	—	1	—	1	—	1	1	1	—	2
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	1	1	—	—	—	—	—	—	1	1
<b>AJK</b>												
<b>Total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>12</b>
Primary	—	—	—	—	1	—	—	1	1	—	—	1
Middle	—	—	—	—	1	—	—	1	1	—	—	1
High	1	1	—	2	—	1	4	5	1	2	4	7
Higher Sec.	2	—	—	2	—	—	—	—	2	—	—	2
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	1	1	—	—	—	—	—	—	1	1
<b>GB</b>												
<b>Total</b>	—	—	—	—	—	—	—	—	—	—	—	—
Primary	—	—	—	—	—	—	—	—	—	—	—	—
Middle	—	—	—	—	—	—	—	—	—	—	—	—
High	—	—	—	—	—	—	—	—	—	—	—	—
Higher Sec.	—	—	—	—	—	—	—	—	—	—	—	—
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—	—	—	—
<b>FATA</b>												
<b>Total</b>	—	—	—	—	—	—	—	—	—	—	—	—
Primary	—	—	—	—	—	—	—	—	—	—	—	—
Middle	—	—	—	—	—	—	—	—	—	—	—	—
High	—	—	—	—	—	—	—	—	—	—	—	—
Higher Sec.	—	—	—	—	—	—	—	—	—	—	—	—
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—	—	—	—
<b>ICT</b>												
<b>Total</b>	<b>3</b>	<b>4</b>	<b>17</b>	<b>24</b>	—	—	<b>7</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>24</b>	<b>31</b>
Primary	—	—	14	14	—	—	2	2	—	—	16	16
Middle	—	—	—	—	—	—	—	—	—	—	—	—
High	—	—	1	1	—	—	3	3	—	—	4	4
Higher Sec.	3	4	2	9	—	—	2	2	3	4	4	11
Inter College	—	—	—	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—	—	—	—



**Table 6.7: Functional Status of Public Sector Schools by Level, Gender & Provinces/Regions 2017-18**

Province/Region	Primary				Middle				High				Total			
	Func.	Non-Func.	Closed	Total	Func.	Non-Func.	Closed	Total	Func.	Non-Func.	Closed	Total	Func.	Non-Func.	Closed	Total
<b>Pakistan</b>																
<b>Total</b>	<b>112,145</b>	<b>4,690</b>	<b>1,752</b>	<b>118,587</b>	<b>16,329</b>	<b>105</b>	<b>95</b>	<b>16,529</b>	<b>13,081</b>	<b>19</b>	<b>2</b>	<b>13,102</b>	<b>141,555</b>	<b>4,814</b>	<b>1,849</b>	<b>148,218</b>
Male	70,990	3,275	1,332	75,597	8,315	61	47	8,423	7,628	11	1	7,640	86,933	3,347	1,380	91,660
Female	41,155	1,415	420	42,990	8,014	44	48	8,106	5,453	8	1	5,462	54,622	1,467	469	56,558
<b>Punjab</b>																
<b>Total</b>	<b>36,733</b>	<b>-</b>	<b>-</b>	<b>36,733</b>	<b>8,279</b>	<b>-</b>	<b>-</b>	<b>8,279</b>	<b>6,663</b>	<b>-</b>	<b>-</b>	<b>6,663</b>	<b>51,675</b>	<b>-</b>	<b>-</b>	<b>51,675</b>
Male	18,089	-	-	18,089	3,548	-	-	3,548	3,500	-	-	3,500	25,137	-	-	25,137
Female	18,644	-	-	18,644	4,731	-	-	4,731	3,163	-	-	3,163	26,538	-	-	26,538
<b>Sindh</b>																
<b>Total</b>	<b>35,024</b>	<b>1,468</b>	<b>1,663</b>	<b>38,155</b>	<b>2,194</b>	<b>30</b>	<b>57</b>	<b>2,281</b>	<b>1,730</b>	<b>2</b>	<b>2</b>	<b>1,734</b>	<b>38,948</b>	<b>1,500</b>	<b>1,722</b>	<b>42,170</b>
Male	27,524	1,096	1,292	29,912	1,448	17	39	1,504	1,158	-	1	1,159	30,130	1,113	1,332	32,575
Female	7,500	372	371	8,243	746	13	18	777	572	2	1	575	8,818	387	390	9,595
<b>KP</b>																
<b>Total</b>	<b>21,732</b>	<b>159</b>	<b>79</b>	<b>21,970</b>	<b>2,630</b>	<b>5</b>	<b>38</b>	<b>2,673</b>	<b>2,227</b>	<b>-</b>	<b>-</b>	<b>2,227</b>	<b>26,589</b>	<b>164</b>	<b>117</b>	<b>26,870</b>
Male	13,317	25	34	13,376	1,466	1	8	1,475	1,422	-	-	1,422	16,205	26	42	16,273
Female	8,415	134	45	8,594	1,164	4	30	1,198	805	-	-	805	10,384	138	75	10,597
<b>Balochistan</b>																
<b>Total</b>	<b>8,914</b>	<b>2,792</b>	<b>-</b>	<b>11,706</b>	<b>1,372</b>	<b>46</b>	<b>-</b>	<b>1,418</b>	<b>1,049</b>	<b>5</b>	<b>-</b>	<b>1,054</b>	<b>11,335</b>	<b>2,843</b>	<b>-</b>	<b>14,178</b>
Male	6,481	1,991	-	8,472	806	30	-	836	690	3	-	693	7,977	2,024	-	10,001
Female	2,433	801	-	3,234	566	16	-	582	359	2	-	361	3,358	819	-	4,177
<b>AJK</b>																
<b>Total</b>	<b>4,095</b>	<b>-</b>	<b>-</b>	<b>4,095</b>	<b>1,000</b>	<b>-</b>	<b>-</b>	<b>1,000</b>	<b>737</b>	<b>-</b>	<b>-</b>	<b>737</b>	<b>5,832</b>	<b>-</b>	<b>-</b>	<b>5,832</b>
Male	2,275	-	-	2,275	537	-	-	537	395	-	-	395	3,207	-	-	3,207
Female	1,820	-	-	1,820	463	-	-	463	342	-	-	342	2,625	-	-	2,625
<b>GB</b>																
<b>Total</b>	<b>776</b>	<b>-</b>	<b>-</b>	<b>776</b>	<b>274</b>	<b>-</b>	<b>-</b>	<b>274</b>	<b>230</b>	<b>-</b>	<b>-</b>	<b>230</b>	<b>1,280</b>	<b>-</b>	<b>-</b>	<b>1,280</b>
Male	530	-	-	530	163	-	-	163	157	-	-	157	850	-	-	850
Female	246	-	-	246	111	-	-	111	73	-	-	73	430	-	-	430
<b>FATA</b>																
<b>Total</b>	<b>4,680</b>	<b>271</b>	<b>10</b>	<b>4,961</b>	<b>521</b>	<b>24</b>	<b>-</b>	<b>545</b>	<b>347</b>	<b>12</b>	<b>-</b>	<b>359</b>	<b>5,548</b>	<b>307</b>	<b>10</b>	<b>5,865</b>
Male	2,675	163	6	2,844	325	13	-	338	260	8	-	268	3,260	184	6	3,450
Female	2,005	108	4	2,117	196	11	-	207	87	4	-	91	2,288	123	4	2,415
<b>ICT</b>																
<b>Total</b>	<b>191</b>	<b>-</b>	<b>-</b>	<b>191</b>	<b>59</b>	<b>-</b>	<b>-</b>	<b>59</b>	<b>98</b>	<b>-</b>	<b>-</b>	<b>98</b>	<b>348</b>	<b>-</b>	<b>-</b>	<b>348</b>
Male	99	-	-	99	22	-	-	22	46	-	-	46	167	-	-	167
Female	92	-	-	92	37	-	-	37	52	-	-	52	181	-	-	181

**Table 6.8: Number of Public Sector Schools by Teaching Strength, Location & Gender 2017-18**

<i>Level</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Teachers</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Primary</i></b>									
<b><i>Total</i></b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
1	968	355	1,323	19,491	6,389	25,880	20,459	6,744	27,203
2	878	492	1,370	14,871	8,768	23,639	15,749	9,260	25,009
3	653	389	1,042	9,257	5,713	14,970	9,910	6,102	16,012
4	745	613	1,358	9,757	8,158	17,915	10,502	8,771	19,273
5	560	488	1,048	4,614	3,500	8,114	5,174	3,988	9,162
> 5	2,171	1,834	4,005	5,871	3,869	9,740	8,042	5,703	13,745
Not Reported	460	259	719	5,301	2,163	7,464	5,761	2,422	8,183
<b><i>Middle</i></b>									
<b><i>Total</i></b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
1	22	25	47	278	171	449	300	196	496
2	36	30	66	276	248	524	312	278	590
3	38	26	64	296	315	611	334	341	675
4	41	52	93	412	429	841	453	481	934
5	50	65	115	642	613	1,255	692	678	1,370
> 5	815	967	1,782	5,357	4,999	10,356	6,172	5,966	12,138
Not Reported	7	20	27	153	146	299	160	166	326
<b><i>High</i></b>									
<b><i>Total</i></b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
1	1	3	4	7	5	12	8	8	16
2	1	3	4	10	14	24	11	17	28
3	3	4	7	14	28	42	17	32	49
4	6	6	12	31	39	70	37	45	82
5	15	7	22	42	58	100	57	65	122
> 5	1,463	1,438	2,901	6,012	3,819	9,831	7,475	5,257	12,732
Not Reported	5	5	10	30	33	63	35	38	73
<b><i>Higher Secondary</i></b>									
<b><i>Total</i></b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
1	—	—	—	—	—	—	—	—	—
2	—	—	—	—	1	1	—	1	1
3	—	—	—	—	—	—	—	—	—
4	—	1	1	—	3	3	—	4	4
5	—	—	—	1	1	2	1	1	2
> 5	231	256	487	843	539	1,382	1,074	795	1,869
Not Reported	—	3	3	7	3	10	7	6	13

**Table 6.9:** Number of Universities/Degree Awarding Institutions by Sector & Provinces/Regions 2017-18

<i>Province/Region</i>	<i>Public</i>	<i>Private</i>	<i>Total</i>
<b><i>Pakistan</i></b>	<b><i>111</i></b>	<b><i>75</i></b>	<b><i>186</i></b>
Punjab	35	26	61
Sindh	23	31	54
KP	25	10	35
Balochistan	7	1	8
AJK	5	1	6
GB	2	0	2
ICT	14	6	20

**Table 6.10:** Strength of faculty in Universities/Degree Awarding Institutions by Sector, Status of Appointment & Provinces/Regions 2017-18

<i>Province/Region</i>			
<i>Appointment Status</i>	<i>Public</i>	<i>Private</i>	<i>Total</i>
<b><i>Pakistan</i></b>			
<b><i>Total</i></b>	<b><i>38,011</i></b>	<b><i>18,874</i></b>	<b><i>56,885</i></b>
Full Time	32,363	14,772	47,135
Part Time	5,648	4,102	9,750
<b><i>Punjab</i></b>			
<b><i>Total</i></b>	<b><i>13,247</i></b>	<b><i>6,880</i></b>	<b><i>20,127</i></b>
Full Time	10,943	5,888	16,831
Part Time	2,304	992	3,296
<b><i>Sindh</i></b>			
<b><i>Total</i></b>	<b><i>7,555</i></b>	<b><i>7,346</i></b>	<b><i>14,901</i></b>
Full Time	6,689	5,470	12,159
Part Time	866	1,876	2,742
<b><i>KP</i></b>			
<b><i>Total</i></b>	<b><i>5,092</i></b>	<b><i>1,867</i></b>	<b><i>6,959</i></b>
Full Time	4,859	1,420	6,279
Part Time	233	447	680
<b><i>Balochistan</i></b>			
<b><i>Total</i></b>	<b><i>1,814</i></b>	<b><i>123</i></b>	<b><i>1,937</i></b>
Full Time	1,750	82	1,832
Part Time	64	41	105
<b><i>AJK</i></b>			
<b><i>Total</i></b>	<b><i>1,050</i></b>	<b><i>245</i></b>	<b><i>1,295</i></b>
Full Time	849	233	1,082
Part Time	201	12	213
<b><i>GB</i></b>			
<b><i>Total</i></b>	<b><i>184</i></b>	<b><i>–</i></b>	<b><i>184</i></b>
Full Time	183	–	183
Part Time	1	–	1
<b><i>ICT</i></b>			
<b><i>Total</i></b>	<b><i>9,069</i></b>	<b><i>2,413</i></b>	<b><i>11,482</i></b>
Full Time	7,090	1,679	8,769
Part Time	1,979	734	2,713

**Table 6.11: Non-Formal Basic Education Institutions, Enrolment, & Teachers by Departments, Gender & Provinces/Regions 2017-18**

<i>Departments</i>	<i>Institutions</i>			<i>Enrolemnt</i>			<i>Teachers</i>		
	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Pakistan</i></b>									
<b><i>Total</i></b>	<b>5,992</b>	<b>11,769</b>	<b>35,059</b>	<b>726,623</b>	<b>698,782</b>	<b>1,425,405</b>	<b>10,410</b>	<b>23,236</b>	<b>33,990</b>
National Commission for Human Development	3,576	2,102	5,678	142,261	131,981	274,242	3,861	2,578	6,439
Basic Education Community Schools	2,416	9,667	12,083	198,112	251,773	449,885	2,416	9,667	12,083
Punjab Literacy & NFBE Department	–	–	12,976	290,317	227,553	517,870	2,712	10,264	12,976
Sindh Education & Literacy Department-NFE	–	–	4,068	81,881	72,575	154,456	1,421	727	2,148
Sindh Education Foundation-NFE	–	–	–	5,758	9,458	15,216	–	–	–
Balochistan Literacy & NFE Department	–	–	254	8,294	5,442	13,736	–	–	344
<b><i>Punjab</i></b>									
<b><i>Total</i></b>	<b>918</b>	<b>6,414</b>	<b>20,308</b>	<b>418,012</b>	<b>387,707</b>	<b>805,719</b>	<b>3,750</b>	<b>16,841</b>	<b>20,591</b>
National Commission for Human Development	709	936	1,645	36,349	41,158	77,507	829	1,099	1,928
Basic Education Community Schools	209	5,478	5,687	91,346	118,996	210,342	209	5,478	5,687
Punjab Literacy & NFBE Department	–	–	12,976	290,317	227,553	517,870	2,712	10,264	12,976
<b><i>Sindh</i></b>									
<b><i>Total</i></b>	<b>2,777</b>	<b>1,879</b>	<b>8,724</b>	<b>208,581</b>	<b>194,429</b>	<b>403,010</b>	<b>4,369</b>	<b>2,762</b>	<b>7,131</b>
National Commission for Human Development	2,265	717	2,982	85,178	71,637	156,815	2,436	873	3,309
Basic Education Community Schools	512	1,162	1,674	35,764	40,759	76,523	512	1,162	1,674
Sindh Education & Literacy Department-NFE	–	–	4,068	81,881	72,575	154,456	1,421	727	2,148
Sindh Education Foundation-NFE	–	–	–	5,758	9,458	15,216	–	–	–
<b><i>KP</i></b>									
<b><i>Total</i></b>	<b>185</b>	<b>1,490</b>	<b>1,675</b>	<b>21,858</b>	<b>40,928</b>	<b>62,786</b>	<b>206</b>	<b>1,515</b>	<b>1,721</b>
National Commission for Human Development	122	164	286	4,799	5,975	10,774	143	189	332
Basic Education Community Schools	63	1,326	1,389	17,059	34,953	52,012	63	1,326	1,389
<b><i>Balochistan</i></b>									
<b><i>Total</i></b>	<b>726</b>	<b>216</b>	<b>1,196</b>	<b>24,857</b>	<b>22,334</b>	<b>47,191</b>	<b>738</b>	<b>223</b>	<b>1,305</b>
National Commission for Human Development	271	156	427	9,224	7,777	17,001	283	163	446
Basic Education Community Schools	455	60	515	7,339	9,115	16,454	455	60	515
Balochistan Literacy & NFE Department	–	–	254	8,294	5,442	13,736	–	–	344
<b><i>AJK</i></b>									
<b><i>Total</i></b>	<b>109</b>	<b>258</b>	<b>367</b>	<b>7,076</b>	<b>7,653</b>	<b>14,729</b>	<b>44</b>	<b>368</b>	<b>412</b>
National Commission for Human Development	91	73	164	3,209	3,385	6,594	26	183	209
Basic Education Community Schools	18	185	203	3,867	4,268	8,135	18	185	203
<b><i>GB</i></b>									
<b><i>Total</i></b>	<b>474</b>	<b>1,001</b>	<b>1,475</b>	<b>19,638</b>	<b>26,618</b>	<b>46,256</b>	<b>490</b>	<b>1,014</b>	<b>1,504</b>
National Commission for Human Development	16	34	50	204	266	470	32	47	79
Basic Education Community Schools	458	967	1,425	19,434	26,352	45,786	458	967	1,425
<b><i>FATA</i></b>									
<b><i>Total</i></b>	<b>759</b>	<b>267</b>	<b>1,026</b>	<b>21,700</b>	<b>15,009</b>	<b>36,709</b>	<b>769</b>	<b>269</b>	<b>1,038</b>
National Commission for Human Development	62	22	84	2,427	1,765	4,192	72	24	96
Basic Education Community Schools	697	245	942	19,273	13,244	32,517	697	245	942
<b><i>ICT</i></b>									
<b><i>Total</i></b>	<b>44</b>	<b>244</b>	<b>288</b>	<b>4,901</b>	<b>4,104</b>	<b>9,005</b>	<b>44</b>	<b>244</b>	<b>288</b>
National Commission for Human Development	40	–	40	871	18	889	40	–	40
Basic Education Community Schools	4	244	248	4,030	4,086	8,116	4	244	248

**Table 6.12: Education Foundation Institutions, Enrolment (by Gender) & Teachers 2017-18**

Organization/Department	Institutions	Enrolment			Teachers
		Male	Female	Total	
<b>Total</b>	<b>12,516</b>	<b>1,833,716</b>	<b>1,533,264</b>	<b>3,366,980</b>	<b>117,015</b>
National Education Foundation	57	3,101	2,483	5,584	214
Punjab Education Foundation	7,590	1,507,096	1,244,884	2,751,980	98,976
Sindh Education Foundation	2,023	282,358	194,854	477,212	14,231
KP Elementary Education Foundation	2,213	41,161	80,223	121,384	2,798
Balochistan Education Foundation	633	–	10,820	10,820	796

**Table 6.13: Technical & Vocational Institutions, Enrolment, & Teachers by Level, Gender & Provinces/Regions 2017-18**

Province/Region	Level	Institutions				Enrolment			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>											
	<b>Total</b>	<b>2,035</b>	<b>1,123</b>	<b>582</b>	<b>3,740</b>	<b>285,426</b>	<b>147,811</b>	<b>433,237</b>	<b>13,903</b>	<b>4,304</b>	<b>18,207</b>
	Technical	573	203	301	1,077	65,155	10,723	75,878	5,167	1,304	6,471
	Vocational	1,462	920	281	2,663	220,271	137,088	357,359	8,736	3,000	11,736
<b>Punjab</b>											
	<b>Total</b>	<b>880</b>	<b>517</b>	<b>275</b>	<b>1,672</b>	<b>152,708</b>	<b>76,116</b>	<b>228,824</b>	<b>6,643</b>	<b>2,586</b>	<b>9,229</b>
	Technical	360	136	170	666	22,927	7,102	30,029	2,540	289	2,829
	Vocational	520	381	105	1,006	129,781	69,014	198,795	4,103	2,297	6,400
<b>Sindh</b>											
	<b>Total</b>	<b>359</b>	<b>164</b>	<b>194</b>	<b>717</b>	<b>67,035</b>	<b>19,159</b>	<b>86,194</b>	<b>2,085</b>	<b>714</b>	<b>2,799</b>
	Technical	135	51	115	301	19,294	1,411	20,705	587	259	846
	Vocational	224	113	79	416	47,741	17,748	65,489	1,498	455	1,953
<b>KP</b>											
	<b>Total</b>	<b>453</b>	<b>203</b>	<b>41</b>	<b>697</b>	<b>36,938</b>	<b>24,917</b>	<b>61,855</b>	<b>2,456</b>	<b>153</b>	<b>2,609</b>
	Technical	30	6	2	38	17,883	1,603	19,486	501	90	591
	Vocational	423	197	39	659	19,055	23,314	42,369	1,955	63	2,018
<b>Balochistan</b>											
	<b>Total</b>	<b>95</b>	<b>41</b>	<b>15</b>	<b>151</b>	<b>10,759</b>	<b>7,088</b>	<b>17,847</b>	<b>281</b>	<b>125</b>	<b>406</b>
	Technical	12	2	–	14	1,274	246	1,520	102	95	197
	Vocational	83	39	15	137	9,485	6,842	16,327	179	30	209
<b>AJK</b>											
	<b>Total</b>	<b>71</b>	<b>47</b>	<b>17</b>	<b>135</b>	<b>6,334</b>	<b>4,141</b>	<b>10,475</b>	<b>584</b>	<b>155</b>	<b>739</b>
	Technical	11	3	5	19	2,334	113	2,447	339	126	465
	Vocational	60	44	12	116	4,000	4,028	8,028	245	29	274
<b>FATA</b>											
	<b>Total</b>	<b>56</b>	<b>20</b>	<b>–</b>	<b>76</b>	<b>4,267</b>	<b>4,650</b>	<b>8,917</b>	<b>325</b>	<b>116</b>	<b>441</b>
	Technical	9	1	–	10	600	–	600	80	92	172
	Vocational	47	19	–	66	3,667	4,650	8,317	245	24	269
<b>GB</b>											
	<b>Total</b>	<b>54</b>	<b>93</b>	<b>27</b>	<b>174</b>	<b>4,049</b>	<b>9,166</b>	<b>13,215</b>	<b>607</b>	<b>193</b>	<b>800</b>
	Technical	5	–	4	9	97	33	130	421	189	610
	Vocational	49	93	23	165	3,952	9,133	13,085	186	4	190
<b>ICT</b>											
	<b>Total</b>	<b>67</b>	<b>38</b>	<b>13</b>	<b>118</b>	<b>3,336</b>	<b>2,574</b>	<b>5,910</b>	<b>922</b>	<b>262</b>	<b>1,184</b>
	Technical	11	4	5	20	746	215	961	597	164	761
	Vocational	56	34	8	98	2,590	2,359	4,949	325	98	423

**Table 6.14: Teachers Training Institutions, Enrolment, & Teachers by Gender, Sector & Provinces/Regions 2017-18**

<i>Province/Region</i>	<i>Institutions</i>				<i>Enrolment</i>			<i>Teachers</i>			
	<i>Type</i>	<i>Male</i>	<i>Female</i>	<i>Mixed</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Pakistan</i></b>											
<b><i>Total</i></b>	<b>50</b>	<b>41</b>	<b>126</b>	<b>217</b>	<b>48,703</b>	<b>27,524</b>	<b>76,227</b>	–	–	<b>3,791</b>	
Public	50	40	68	158	45,751	25,111	70,862	–	–	3,493	
Private	–	1	58	59	2,952	2,413	5,365	–	–	298	
<b><i>Punjab</i></b>											
<b><i>Total</i></b>	<b>12</b>	<b>12</b>	<b>42</b>	<b>66</b>	<b>21,985</b>	<b>12,996</b>	<b>34,981</b>	–	–	<b>1,909</b>	
Public	12	11	39	62	21,535	11,679	33,214	–	–	1,831	
Private	–	1	3	4	450	1,317	1,767	–	–	78	
<b><i>Sindh</i></b>											
<b><i>Total</i></b>	<b>9</b>	<b>9</b>	<b>51</b>	<b>69</b>	<b>4,452</b>	<b>2,501</b>	<b>6,953</b>	–	–	<b>875</b>	
Public	9	9	14	32	3,327	1,935	5,262	–	–	759	
Private	–	–	37	37	1,125	566	1,691	–	–	116	
<b><i>KP</i></b>											
<b><i>Total</i></b>	<b>14</b>	<b>9</b>	<b>19</b>	<b>42</b>	<b>6,834</b>	<b>2,958</b>	<b>9,792</b>	–	–	<b>233</b>	
Public	14	9	4	27	5,639	2,554	8,193	–	–	139	
Private	–	–	15	15	1,195	404	1,599	–	–	94	
<b><i>Balochistan</i></b>											
<b><i>Total</i></b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>12</b>	<b>1,013</b>	<b>422</b>	<b>1,435</b>	–	–	<b>132</b>	
Public	6	3	3	12	1,013	422	1,435	–	–	132	
Private	–	–	–	–	–	–	–	–	–	–	
<b><i>AJK</i></b>											
<b><i>Total</i></b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>14</b>	<b>511</b>	<b>480</b>	<b>991</b>	–	–	<b>120</b>	
Public	5	4	2	11	329	354	683	–	–	110	
Private	–	–	3	3	182	126	308	–	–	10	
<b><i>GB</i></b>											
<b><i>Total</i></b>	<b>1</b>	<b>2</b>	–	<b>3</b>	<b>89</b>	<b>198</b>	<b>287</b>	–	–	–	
Public	1	2	–	3	89	198	287	–	–	–	
Private	–	–	–	–	–	–	–	–	–	–	
<b><i>FATA</i></b>											
<b><i>Total</i></b>	<b>3</b>	<b>1</b>	–	<b>4</b>	<b>379</b>	<b>209</b>	<b>588</b>	–	–	–	
Public	3	1	–	4	379	209	588	–	–	–	
Private	–	–	–	–	–	–	–	–	–	–	
<b><i>ICT</i></b>											
<b><i>Total</i></b>	–	<b>1</b>	<b>6</b>	<b>7</b>	<b>13,440</b>	<b>7,760</b>	<b>21,200</b>	–	–	<b>522</b>	
Public	–	1	6	7	13,440	7,760	21,200	–	–	522	
Private	–	–	–	–	–	–	–	–	–	–	

**Table 6.15: Number of Institutions, Enrolment & Teachers of Deeni Madaris by Gender & Provinces/Regions 2017-18**

<i>Madaris</i>	<i>Institutions</i>				<i>Enrolment</i>			<i>Teachers</i>			
	<i>Province/Region</i>	<i>Male</i>	<i>Female</i>	<i>Mixed</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Total</b>											
<b>Total</b>	<b>30,544</b>	<b>571</b>	<b>–</b>	<b>31,115</b>	<b>2,362,265</b>	<b>1,736,376</b>	<b>4,098,641</b>	<b>140,950</b>	<b>38,453</b>	<b>179,403</b>	
Punjab	14,973	434	–	15,407	892,931	931,226	1,824,157	63,582	13,474	77,056	
Sindh	5,348	49	–	5,397	563,613	335,989	899,602	27,907	10,414	38,321	
KP	6,789	39	–	6,828	543,545	334,348	877,893	31,693	11,764	43,457	
Balochistan	1,872	10	–	1,882	245,038	47,108	292,146	11,679	1,075	12,754	
AJK	1,053	10	–	1,063	71,650	64,249	135,899	3,740	758	4,498	
GB	138	13	–	151	8,327	8,074	16,401	600	278	878	
FATA	42	5	–	47	4,143	1,862	6,005	252	114	366	
ICT	329	11	–	340	33,018	13,520	46,538	1,497	576	2,073	
<b>Rabita-Al-Madaris Islamia</b>											
<b>Total</b>	<b>1,133</b>	<b>–</b>	<b>–</b>	<b>1,133</b>	<b>61,363</b>	<b>31,357</b>	<b>92,720</b>	<b>5,285</b>	<b>4,169</b>	<b>9,454</b>	
Punjab	315	–	–	315	15,122	6,955	22,077	1,486	1,345	2,831	
Sindh	170	–	–	170	14,378	3,914	18,292	892	499	1,391	
KP	462	–	–	462	19,450	14,742	34,192	1,972	1,735	3,707	
Balochistan	35	–	–	35	1,796	628	2,424	228	172	400	
AJK	80	–	–	80	6,304	3,281	9,585	368	257	625	
GB	–	–	–	–	–	–	–	–	–	–	
FATA	36	–	–	36	2,648	812	3,460	217	89	306	
ICT	35	–	–	35	1,665	1,025	2,690	122	72	194	
<b>Wafaq-ul-Madaris Al-Salafia</b>											
<b>Total</b>	<b>308</b>	<b>432</b>	<b>–</b>	<b>740</b>	<b>19,837</b>	<b>33,846</b>	<b>53,683</b>	<b>3,847</b>	<b>–</b>	<b>3,847</b>	
Punjab	205	363	–	568	11,835	26,541	38,376	2,899	–	2,899	
Sindh	39	28	–	67	4,225	2,695	6,920	402	–	402	
KP	36	31	–	67	1,044	2,775	3,819	326	–	326	
Balochistan	8	1	–	9	780	19	799	45	–	45	
AJK	12	4	–	16	774	1,159	1,933	83	–	83	
GB	2	2	–	4	359	622	981	43	–	43	
FATA	–	–	–	–	–	–	–	–	–	–	
ICT	6	3	–	9	820	35	855	49	–	49	
<b>Tanzeem-ul-Madaris Ahle-Sunnat</b>											
<b>Total</b>	<b>9,842</b>	<b>–</b>	<b>–</b>	<b>9,842</b>	<b>745,886</b>	<b>818,898</b>	<b>1,564,784</b>	<b>47,337</b>	<b>–</b>	<b>47,337</b>	
Punjab	6,736	–	–	6,736	423,633	606,682	1,030,315	34,907	–	34,907	
Sindh	1,505	–	–	1,505	187,816	129,100	316,916	6,486	–	6,486	
KP	788	–	–	788	48,068	28,536	76,604	2,456	–	2,456	
Balochistan	152	–	–	152	27,615	1,219	28,834	1,015	–	1,015	
AJK	661	–	–	661	50,602	50,490	101,092	2,473	–	2,473	
GB	–	–	–	–	–	–	–	–	–	–	
FATA	–	–	–	–	–	–	–	–	–	–	
ICT	–	–	–	–	8,152	2,871	11,023	–	–	–	
<b>Wafaq-ul-Madaris Al-Shia</b>											
<b>Total</b>	<b>339</b>	<b>139</b>	<b>–</b>	<b>478</b>	<b>19,007</b>	<b>12,170</b>	<b>31,177</b>	<b>1,675</b>	<b>730</b>	<b>2,405</b>	
Punjab	166	71	–	237	4,850	2,210	7,060	700	250	950	
Sindh	93	21	–	114	3,665	1,860	5,525	520	140	660	
KP	13	8	–	21	1,750	1,210	2,960	55	35	90	
Balochistan	9	9	–	18	1,400	880	2,280	130	80	210	
AJK	5	6	–	11	1,435	1,240	2,675	30	25	55	
GB	37	11	–	48	3,257	2,725	5,982	150	130	280	
FATA	6	5	–	11	1,495	1,050	2,545	35	25	60	
ICT	10	8	–	18	1,155	995	2,150	55	45	100	
<b>Wafaq-ul-Madaris Al-Arabia</b>											
<b>Total</b>	<b>18,922</b>	<b>–</b>	<b>–</b>	<b>18,922</b>	<b>1,516,172</b>	<b>840,105</b>	<b>2,356,277</b>	<b>82,806</b>	<b>33,554</b>	<b>116,360</b>	
Punjab	7,551	–	–	7,551	437,491	288,838	726,329	23,590	11,879	35,469	
Sindh	3,541	–	–	3,541	353,529	198,420	551,949	19,607	9,775	29,382	
KP	5,490	–	–	5,490	473,233	287,085	760,318	26,884	9,994	36,878	
Balochistan	1,668	–	–	1,668	213,447	44,362	257,809	10,261	823	11,084	
AJK	295	–	–	295	12,535	8,079	20,614	786	476	1,262	
GB	99	–	–	99	4,711	4,727	9,438	407	148	555	
FATA	–	–	–	–	–	–	–	–	–	–	
ICT	278	–	–	278	21,226	8,594	29,820	1,271	459	1,730	

# Chapter 7

## Enrolment

*Table 7.0: Data Source(s) & Explanatory Note(s) for Enrolment*

<i>Source(s)</i>	<i>Explanatory Note(s)</i>
<b>7.1</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Other Public Sector means Public Institutions run by other than Provincial/ Regional Education Departments.
Private Sector data is estimated using past trend.	Enrolment by Stage defined as those students who are enrolled in one particular section of the school. For example, primary stage enrolment not only includes classes 1 to 5 of Mosque and Primary school but it also includes primary section of Middle, High and Higher Secondary schools. Provincial Education Foundations are functioning on Public-Private Partnership basis.
Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations.	–
Intermediate and Degree Colleges data is provided by Provincial Higher Education Departments.	–
Teacher Training Institutions data is estimated based on past trend.	–
Deeni Madaris data is provided by Madaris bodies, Pakistan.	–
Technical and Vocational Data is provided by NAVTAC, Islamabad.	–
University and Degree Awarding Institutions data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>7.2</b>	
Data for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84.	All Data include Public, Private Sector, Education Foundations, Non-Formal Basic Education and Deeni Madaris data by stage.
Data for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97.	Enrolment of Pre-primary is added to Primary Stage.
Data for the year 1992-93 to 2016-17 are taken from Pakistan Education Statistics 1992-93 to 2016-17.	–
<b>7.3</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	–
Other Public Sector data is provided by respective organizations.	–
Intermediate and Degree Colleges data is estimated based on past trend.	–
<b>7.4</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Inter Colleges enrolment is included in Higher Secondary Stage.
Intermediate and Degree Colleges data is estimated based on past trend.	Punjab, Sindh, KP and Balochistan Higher Education Departments provided Inter and Degree Colleges data.
<b>7.5</b>	
Private Sector data is estimated based on past trend.	Punjab, KP AJK, GB and FATA Data is provided by the Provincial EMISs.
Private Sector data for ICT is provided by Private Educational Institutions Regulatory Authority (PEIRA), Islamabad.	–



<b>7.6</b>	
Other Public Sector data is provided by respective organizations.	Other Public Sector means public institutions run by other than Provincial/ Regional Education Departments.
Inter Colleges and Degree Colleges data is estimated using past trend.	–
<b>7.7</b>	
Public sector data is provided by provincial/ regional EMISs.	–
Other Public sector data is provided by respective organizations.	–
Private sector data is estimated based on past trend.	–
<b>7.8-7.10</b>	
Data is provided by Provincial/ Regional EMISs.	–
<b>7.11</b>	
University and Degree Awarding Institutions data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>7.12-7.14</b>	
Data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.

**Table 7.1: Enrolment by Categories & Sector from 2013-14 to 2017-18**

<i>Categories/Sector</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Total</b>					
<i>Total</i>	<b>42,060,064</b>	<b>43,150,097</b>	<b>46,421,770</b>	<b>49,174,090</b>	<b>51,186,560</b>
Public	25,330,332	25,339,686	25,849,687	26,574,760	28,073,150
Other Public	742,345	762,228	770,564	1,053,940	418,163
Private	15,987,387	17,048,183	19,801,519	21,545,390	22,695,247
<b>Pre-Primary</b>					
<i>Total</i>	<b>8,557,966</b>	<b>8,635,814</b>	<b>8,745,103</b>	<b>9,784,078</b>	<b>9,488,591</b>
Public	4,725,007	4,501,153	4,412,936	4,729,277	4,796,182
Other Public	116,489	118,150	119,607	254,862	32,352
Private	3,716,470	4,016,511	4,212,560	4,799,939	4,660,057
<b>Primary</b>					
<i>Total</i>	<b>17,869,859</b>	<b>18,368,810</b>	<b>18,751,995</b>	<b>19,351,834</b>	<b>18,663,756</b>
Public	10,973,729	10,987,592	11,088,762	11,362,965	11,881,022
Other Public	360,145	369,307	372,314	532,198	183,425
Private	6,535,985	7,011,911	7,290,919	7,456,671	6,599,309
<b>Middle</b>					
<i>Total</i>	<b>6,295,471</b>	<b>6,419,404</b>	<b>6,445,697</b>	<b>6,526,628</b>	<b>6,422,425</b>
Public	3,992,374	3,972,739	3,907,828	3,929,343	4,138,107
Other Public	126,512	130,783	132,006	128,005	100,732
Private	2,176,585	2,315,882	2,405,863	2,469,280	2,183,586
<b>High</b>					
<i>Total</i>	<b>3,009,806</b>	<b>3,366,238</b>	<b>3,437,306</b>	<b>3,325,532</b>	<b>3,348,964</b>
Public	2,000,480	2,118,462	2,155,758	2,187,421	2,294,775
Other Public	68,338	70,864	71,620	66,697	58,426
Private	940,988	1,176,912	1,209,928	1,071,414	995,763
<b>Higher Sec/ Inter Colleges</b>					
<i>Total</i>	<b>1,224,481</b>	<b>1,665,490</b>	<b>1,697,443</b>	<b>1,583,379</b>	<b>1,681,927</b>
Public	901,471	1,276,246	1,302,834	1,379,542	1,467,290
Other Public	20,961	22,336	22,576	17,126	26,843
Private	302,049	366,908	372,033	186,711	187,794
<b>Degree Colleges (XI-XIV)</b>					
<i>Total</i>	<b>465,435</b>	<b>510,588</b>	<b>518,144</b>	<b>537,407</b>	<b>604,614</b>
Public	325,869	368,254	373,152	390,485	455,876
Other Public	15,515	15,792	16,029	16,206	16,385
Private	124,051	126,542	128,963	130,716	132,353
<b>Universities/Degree Awarding Institutions</b>					
<i>Total</i>	<b>1,594,648</b>	<b>1,299,160</b>	<b>1,355,649</b>	<b>1,463,279</b>	<b>1,575,793</b>
Public	1,364,590	1,112,625	1,141,219	1,192,535	1,266,505
Other Public	–	–	–	–	–
Private	230,058	186,535	214,430	270,744	309,288
<b>Non-Formal Basic Education</b>					
<i>Total</i>	<b>827,938</b>	<b>781,529</b>	<b>1,280,600</b>	<b>1,243,922</b>	<b>1,425,405</b>
Public	827,938	781,529	1,232,094	1,158,333	1,425,405
Other Public	–	–	–	–	–
Private	–	–	48,506	85,589	–
<b>Education Foundations</b>					
<i>Total</i>	–	–	<b>1,544,562</b>	<b>2,761,052</b>	<b>3,366,980</b>
Public	–	–	–	–	–
Other Public	–	–	–	–	–
Private	–	–	1,544,562	2,761,052	3,366,980
<b>Technical &amp; Vocational Institutions</b>					
<i>Total</i>	<b>308,613</b>	<b>319,937</b>	<b>315,168</b>	<b>344,813</b>	<b>433,237</b>
Public	106,521	110,430	108,784	119,016	277,126
Other Public	28,155	29,188	28,753	31,457	–
Private	173,937	180,319	177,631	194,340	156,111
<b>Teachers Training Institutions</b>					
<i>Total</i>	<b>69,704</b>	<b>71,310</b>	<b>72,850</b>	<b>74,510</b>	<b>76,227</b>
Public	64,603	66,139	67,619	69,212	70,862
Other Public	–	–	–	–	–
Private	5,101	5,171	5,231	5,298	5,365
<b>Deeni Madaris</b>					
<i>Total</i>	<b>1,836,143</b>	<b>1,711,817</b>	<b>2,257,253</b>	<b>2,177,656</b>	<b>4,098,641</b>
Public	47,750	44,517	58,701	56,631	–
Other Public	6,230	5,808	7,659	7,389	–
Private	1,782,163	1,661,492	2,190,893	2,113,636	4,098,641

**Table 7.2: Enrolment in Educational Institutions by Stage from 1947-48 to 2017-18**

<i>Year</i>	<i>Primary</i>	<i>Middle</i>	<i>High</i>	<i>Higher Sec/ Inter Colleges</i>	<i>Degree Colleges</i>	<i>Technical &amp; Vocational Institutions</i>	<i>Universities &amp; Degree Awarding Institutions</i>
1947-48	770,000	221,000	58,000	14,000	4,368	4,000	644
1948-49	830,000	225,000	59,000	17,000	4,517	4,000	690
1949-50	920,000	250,000	67,000	21,000	4,925	5,000	737
1954-55	1,550,000	332,000	109,000	43,000	8,082	11,000	1,998
1959-60	1,890,000	422,000	149,000	76,000	12,434	13,000	4,092
1960-61	2,060,000	449,000	160,000	71,000	12,921	15,000	5,084
1961-62	2,270,000	461,000	161,000	72,000	13,950	19,000	7,214
1962-63	2,490,000	491,000	209,000	94,000	14,906	20,000	9,464
1963-64	2,750,000	576,000	217,000	119,000	17,677	23,000	9,049
1964-65	3,050,000	624,000	222,000	127,000	17,372	21,000	13,221
1965-66	3,160,000	689,000	244,000	139,000	19,061	21,000	13,420
1966-67	3,380,000	763,000	273,000	148,000	19,840	22,000	12,807
1967-68	3,750,000	793,000	275,000	153,000	25,000	24,000	15,903
1968-69	3,830,000	846,000	296,000	159,000	30,081	24,000	13,087
1969-70	3,910,000	899,000	337,000	175,000	33,633	29,000	15,475
1970-71	3,960,000	933,000	336,000	199,000	37,245	35,000	17,057
1971-72	4,210,000	963,000	366,000	186,000	36,182	40,000	17,507
1972-73	4,450,000	1,041,000	390,000	186,000	37,596	59,000	18,678
1973-74	4,810,000	1,096,000	418,000	193,000	42,483	40,000	19,081
1974-75	4,971,000	1,196,000	462,000	208,000	44,734	42,000	21,396
1975-76	5,319,000	1,247,000	493,000	211,000	56,140	31,000	22,772
1976-77	5,611,000	1,298,000	509,000	223,000	56,932	29,000	37,711
1977-78	5,015,000	1,304,000	506,000	221,000	62,113	26,000	41,130
1978-79	5,131,000	1,301,000	479,000	233,000	67,296	29,000	38,623
1979-80	5,213,000	1,391,000	476,000	253,000	72,479	35,000	41,810
1980-81	5,474,000	1,412,000	509,000	270,000	55,897	40,000	42,688
1981-82	5,741,000	1,494,000	543,000	283,000	57,602	45,000	47,573
1982-83	6,179,000	1,494,000	578,000	297,000	58,587	49,000	48,912
1983-84	6,860,000	1,760,000	606,000	355,000	56,276	53,000	50,418
1984-85	6,828,000	1,805,000	645,000	373,000	59,169	57,000	54,031
1985-86	7,094,000	1,910,000	667,000	400,000	68,317	59,000	59,891
1986-87	7,639,000	2,023,000	708,000	387,000	64,910	66,000	61,319
1987-88	7,959,000	2,053,000	745,000	420,000	73,609	89,000	65,340
1988-89	9,254,000	2,394,000	820,000	428,000	74,848	123,000	69,361
1989-90	10,400,000	2,606,000	913,000	469,000	75,310	108,000	73,382
1990-91	10,837,000	2,821,000	1,004,000	630,000	75,786	90,000	61,857
1991-92	10,736,000	2,981,000	1,079,000	679,000	109,608	90,000	65,944
1992-93	12,726,186	3,040,073	1,168,329	421,800	281,200	93,000	68,301
1993-94	13,288,305	3,304,943	1,315,264	405,000	270,000	84,000	77,119
1994-95	14,264,099	3,816,236	1,525,102	422,400	281,600	86,000	80,651
1995-96	14,526,560	3,604,594	1,447,347	440,400	293,600	86,000	82,955
1996-97	15,394,996	3,726,149	1,521,377	457,200	304,800	92,000	91,883
1997-98	17,062,742	4,031,828	1,658,399	477,600	318,400	90,000	93,780
1998-99	18,169,420	4,098,223	1,702,595	508,688	312,000	75,000	91,637
1999-00	19,147,666	4,112,255	1,725,723	561,874	316,800	91,000	114,010
2000-01	17,135,741	3,759,325	1,564,925	582,449	305,200	83,000	124,944
2001-02	17,529,366	3,821,215	1,574,164	582,372	300,400	83,000	276,274
2002-03	18,220,258	3,918,146	1,588,912	625,435	320,800	94,000	331,745
2003-04	19,781,216	4,321,261	1,799,591	691,028	329,007	104,590	423,236
2004-05	23,050,787	4,611,969	1,936,163	307,246	453,275	113,664	471,964
2005-06	25,661,387	5,322,467	2,187,952	891,405	355,705	238,687	521,473
2006-07	26,223,117	5,430,759	2,372,908	942,212	380,012	250,623	605,885
2007-08	26,578,887	5,426,548	2,484,537	959,690	383,810	255,636	741,092
2008-09	26,902,922	5,414,157	2,556,186	1,074,323	366,518	264,712	803,507
2009-10	27,534,052	5,504,485	2,583,414	1,165,990	383,954	272,531	935,599
2010-11	27,475,925	5,643,712	2,630,106	1,187,808	431,180	281,086	1,107,682
2011-12	28,190,878	6,020,158	2,753,013	1,294,070	497,152	289,780	1,319,799
2012-13	28,074,750	6,187,971	2,898,069	1,400,020	641,539	302,242	1,594,648
2013-14	28,708,850	6,460,781	3,108,963	1,233,704	465,435	308,613	1,594,648
2014-15	29,436,047	6,582,173	3,500,692	1,665,490	510,588	319,937	1,299,160
2015-16	31,342,307	6,922,251	3,652,537	1,698,047	518,144	315,168	1,355,649
2016-17	33,123,043	6,995,971	3,583,061	1,594,924	537,407	344,813	1,463,279
2017-18	35,505,598	7,362,135	3,861,274	1,687,833	604,614	433,237	1,575,793

**Note:** Primary, Middle, High & Higher Sec/Inter Colleges data include Pre-Primary, Primary, Education Foundations, Deeni Madaris & NFBE for respective stages of education

**Table 7.3: Total Enrolment by Stage, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>									
<b>Total</b>	<b>7,462,277</b>	<b>6,662,938</b>	<b>14,125,215</b>	<b>14,465,258</b>	<b>10,641,057</b>	<b>25,106,315</b>	<b>22,390,406</b>	<b>17,819,871</b>	<b>40,210,277</b>
Pre Primary	1,709,368	1,511,188	3,220,556	3,499,543	2,768,492	6,268,035	5,208,911	4,279,680	9,488,591
Primary	3,133,589	2,773,073	5,906,662	7,290,734	5,466,360	12,757,094	10,424,323	8,239,433	18,663,756
Middle	1,384,368	1,275,313	2,659,681	2,216,157	1,546,587	3,762,744	3,600,525	2,821,900	6,422,425
High	885,167	779,795	1,664,962	1,039,832	644,170	1,684,002	1,924,999	1,423,965	3,348,964
Higher Sec.	253,469	250,850	504,319	413,946	211,597	625,543	921,422	760,505	1,681,927
Degree	96,316	72,719	169,035	5,046	3,851	8,897	310,226	294,388	604,614
<b>Punjab</b>									
<b>Total</b>	<b>3,647,298</b>	<b>3,537,694</b>	<b>7,184,992</b>	<b>7,209,555</b>	<b>6,353,224</b>	<b>13,562,779</b>	<b>11,196,901</b>	<b>10,329,129</b>	<b>21,526,030</b>
Pre Primary	808,861	756,845	1,565,706	1,885,933	1,649,576	3,535,509	2,694,794	2,406,421	5,101,215
Primary	1,480,496	1,458,429	2,938,925	3,628,773	3,277,347	6,906,120	5,109,269	4,735,776	9,845,045
Middle	728,631	741,007	1,469,638	1,112,671	971,139	2,083,810	1,841,302	1,712,146	3,553,448
High	498,520	470,398	968,918	528,585	405,244	933,829	1,027,105	875,642	1,902,747
Higher Sec.	50,064	59,565	109,629	53,437	49,835	103,272	357,508	407,458	764,966
Degree	80,726	51,450	132,176	156	83	239	166,923	191,686	358,609
<b>Sindh</b>									
<b>Total</b>	<b>2,474,828</b>	<b>2,085,417</b>	<b>4,560,245</b>	<b>2,317,516</b>	<b>1,060,118</b>	<b>3,377,634</b>	<b>4,855,084</b>	<b>3,184,537</b>	<b>8,039,621</b>
Pre Primary	629,693	538,697	1,168,390	411,538	243,669	655,207	1,041,231	782,366	1,823,597
Primary	1,096,139	880,435	1,976,574	1,278,822	551,487	1,830,309	2,374,961	1,431,922	3,806,883
Middle	389,691	339,993	729,684	303,333	129,203	432,536	693,024	469,196	1,162,220
High	234,058	202,051	436,109	158,421	58,393	216,814	392,479	260,444	652,923
Higher Sec.	123,524	121,616	245,140	165,402	77,366	242,768	288,926	198,982	487,908
Degree	1,723	2,625	4,348	–	–	–	64,463	41,627	106,090
<b>KP</b>									
<b>Total</b>	<b>704,430</b>	<b>523,320</b>	<b>1,227,750</b>	<b>3,115,220</b>	<b>2,025,702</b>	<b>5,140,922</b>	<b>3,867,210</b>	<b>2,580,253</b>	<b>6,447,463</b>
Pre Primary	131,443	102,958	234,401	695,866	524,047	1,219,913	827,309	627,005	1,454,314
Primary	303,777	226,939	530,716	1,525,486	1,046,424	2,571,910	1,829,263	1,273,363	3,102,626
Middle	151,399	103,851	255,250	545,276	290,716	835,992	696,675	394,567	1,091,242
High	81,080	55,455	136,535	243,336	116,205	359,541	324,416	171,660	496,076
Higher Sec.	36,233	31,794	68,027	105,086	47,485	152,571	141,319	79,279	220,598
Degree	498	2,323	2,821	170	825	995	48,228	34,379	82,607
<b>Balochistan</b>									
<b>Total</b>	<b>320,364</b>	<b>230,623</b>	<b>550,987</b>	<b>458,902</b>	<b>272,563</b>	<b>731,465</b>	<b>791,789</b>	<b>510,618</b>	<b>1,302,407</b>
Pre Primary	74,426	52,531	126,957	124,910	80,733	205,643	199,336	133,264	332,600
Primary	142,025	106,837	248,862	230,824	143,354	374,178	372,849	250,191	623,040
Middle	54,777	39,964	94,741	52,596	26,171	78,767	107,373	66,135	173,508
High	33,107	20,800	53,907	23,621	10,136	33,757	56,728	30,936	87,664
Higher Sec.	15,928	10,339	26,267	26,951	12,169	39,120	42,879	22,508	65,387
Degree	101	152	253	–	–	–	12,624	7,584	20,208
<b>AJK</b>									
<b>Total</b>	<b>161,043</b>	<b>143,597</b>	<b>304,640</b>	<b>483,518</b>	<b>401,132</b>	<b>884,650</b>	<b>644,561</b>	<b>544,729</b>	<b>1,189,290</b>
Pre Primary	42,009	38,324	80,333	138,548	115,799	254,347	180,557	154,123	334,680
Primary	57,050	49,493	106,543	205,579	180,667	386,246	262,629	230,160	492,789
Middle	29,465	23,489	52,954	75,309	65,066	140,375	104,774	88,555	193,329
High	18,538	14,416	32,954	30,330	25,593	55,923	48,868	40,009	88,877
Higher Sec.	7,373	8,329	15,702	33,316	12,610	45,926	40,689	20,939	61,628
Degree	6,608	9,546	16,154	436	1,397	1,833	7,044	10,943	17,987
<b>GB</b>									
<b>Total</b>	<b>37,998</b>	<b>29,136</b>	<b>67,134</b>	<b>128,078</b>	<b>101,185</b>	<b>229,263</b>	<b>166,076</b>	<b>130,321</b>	<b>296,397</b>
Pre Primary	7,256	6,001	13,257	29,647	22,796	52,443	36,903	28,797	65,700
Primary	14,789	12,170	26,959	62,534	47,944	110,478	77,323	60,114	137,437
Middle	7,789	5,665	13,454	24,445	19,889	44,334	32,234	25,554	57,788
High	4,824	3,070	7,894	9,552	8,785	18,337	14,376	11,855	26,231
Higher Sec.	2,862	1,528	4,390	1,892	1,636	3,528	4,754	3,164	7,918
Degree	478	702	1,180	8	135	143	486	837	1,323
<b>FATA</b>									
<b>Total</b>	–	–	–	<b>593,405</b>	<b>270,604</b>	<b>864,009</b>	<b>593,405</b>	<b>270,604</b>	<b>864,009</b>
Pre Primary	–	–	–	178,720	104,491	283,211	178,720	104,491	283,211
Primary	–	–	–	281,869	141,640	423,509	281,869	141,640	423,509
Middle	–	–	–	72,558	15,187	87,745	72,558	15,187	87,745
High	–	–	–	29,933	4,536	34,469	29,933	4,536	34,469
Higher Sec.	–	–	–	26,058	3,959	30,017	26,058	3,959	30,017
Degree	–	–	–	4,267	791	5,058	4,267	791	5,058
<b>ICT</b>									
<b>Total</b>	<b>116,316</b>	<b>113,151</b>	<b>229,467</b>	<b>159,064</b>	<b>156,529</b>	<b>315,593</b>	<b>275,380</b>	<b>269,680</b>	<b>545,060</b>
Pre Primary	15,680	15,832	31,512	34,381	27,381	61,762	50,061	43,213	93,274
Primary	39,313	38,770	78,083	76,847	77,497	154,344	116,160	116,267	232,427
Middle	22,616	21,344	43,960	29,969	29,216	59,185	52,585	50,560	103,145
High	15,040	13,605	28,645	16,054	15,278	31,332	31,094	28,883	59,977
Higher Sec.	17,485	17,679	35,164	1,804	6,537	8,341	19,289	24,216	43,505
Degree	6,182	5,921	12,103	9	620	629	6,191	6,541	12,732

**Table 7.4: Enrolment in Public Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>									
<b>Total</b>	<b>2,712,068</b>	<b>2,766,372</b>	<b>5,478,440</b>	<b>10,649,788</b>	<b>7,926,277</b>	<b>18,576,065</b>	<b>13,824,727</b>	<b>11,208,525</b>	<b>25,033,252</b>
Pre-Primary	326,393	325,458	651,851	2,281,339	1,862,992	4,144,331	2,607,732	2,188,450	4,796,182
Primary	1,105,974	1,092,791	2,198,765	5,481,336	4,200,921	9,682,257	6,587,310	5,293,712	11,881,022
Middle	637,521	672,030	1,309,551	1,665,663	1,162,893	2,828,556	2,303,184	1,834,923	4,138,107
High	471,989	477,453	949,442	835,124	510,209	1,345,333	1,307,113	987,662	2,294,775
Higher Sec.	162,424	184,235	346,659	381,701	186,865	568,566	798,132	669,158	1,467,290
Degree	7,767	14,405	22,172	4,625	2,397	7,022	221,256	234,620	455,876
<b>Punjab</b>									
<b>Total</b>	<b>1,395,477</b>	<b>1,555,765</b>	<b>2,951,242</b>	<b>4,929,555</b>	<b>4,388,184</b>	<b>9,317,739</b>	<b>6,665,080</b>	<b>6,382,160</b>	<b>13,047,240</b>
Pre-Primary	171,843	173,080	344,923	1,104,624	990,523	2,095,147	1,276,467	1,163,603	2,440,070
Primary	521,548	594,176	1,115,724	2,548,987	2,367,443	4,916,430	3,070,535	2,961,619	6,032,154
Middle	374,349	422,752	797,101	811,452	683,547	1,494,999	1,185,801	1,106,299	2,292,100
High	304,458	329,996	634,454	424,845	310,759	735,604	729,303	640,755	1,370,058
Higher Sec.	23,279	35,761	59,040	39,647	35,912	75,559	316,933	369,731	686,664
Degree	—	—	—	—	—	—	86,041	140,153	226,194
<b>Sindh</b>									
<b>Total</b>	<b>690,680</b>	<b>602,206</b>	<b>1,292,886</b>	<b>2,170,538</b>	<b>970,164</b>	<b>3,140,702</b>	<b>2,923,958</b>	<b>1,611,372</b>	<b>4,535,330</b>
Pre-Primary	70,171	62,827	132,998	366,156	212,238	578,394	436,327	275,065	711,392
Primary	322,115	242,281	564,396	1,202,761	503,915	1,706,676	1,524,876	746,196	2,271,072
Middle	122,793	123,699	246,492	285,516	121,122	406,638	408,309	244,821	653,130
High	83,901	76,311	160,212	153,171	55,981	209,152	237,072	132,292	369,364
Higher Sec.	91,700	97,088	188,788	162,934	76,908	239,842	254,634	173,996	428,630
Degree	—	—	—	—	—	—	62,740	39,002	101,742
<b>KP</b>									
<b>Total</b>	<b>345,535</b>	<b>330,896</b>	<b>676,431</b>	<b>2,348,232</b>	<b>1,721,248</b>	<b>4,069,480</b>	<b>2,741,327</b>	<b>2,083,375</b>	<b>4,824,702</b>
Pre-Primary	46,980	52,888	99,868	498,124	431,315	929,439	545,104	484,203	1,029,307
Primary	143,295	139,841	283,136	1,158,453	898,529	2,056,982	1,301,748	1,038,370	2,340,118
Middle	83,550	71,820	155,370	409,158	249,370	658,528	492,708	321,190	813,898
High	46,195	39,931	86,126	187,109	99,114	286,223	233,304	139,045	372,349
Higher Sec.	25,515	26,416	51,931	95,388	42,920	138,308	120,903	69,336	190,239
Degree	—	—	—	—	—	—	47,560	31,231	78,791
<b>Balochistan</b>									
<b>Total</b>	<b>190,825</b>	<b>165,129</b>	<b>355,954</b>	<b>399,541</b>	<b>244,291</b>	<b>643,832</b>	<b>602,889</b>	<b>416,852</b>	<b>1,019,741</b>
Pre-Primary	32,708	28,784	61,492	99,159	68,516	167,675	131,867	97,300	229,167
Primary	87,838	79,984	167,822	204,860	130,815	335,675	292,698	210,799	503,497
Middle	35,083	30,981	66,064	47,076	23,563	70,639	82,159	54,544	136,703
High	22,194	16,857	39,051	22,068	9,384	31,452	44,262	26,241	70,503
Higher Sec.	13,002	8,523	21,525	26,378	12,013	38,391	39,380	20,536	59,916
Degree	—	—	—	—	—	—	12,523	7,432	19,955
<b>AJK</b>									
<b>Total</b>	<b>24,721</b>	<b>30,060</b>	<b>54,781</b>	<b>240,147</b>	<b>216,773</b>	<b>456,920</b>	<b>264,868</b>	<b>246,833</b>	<b>511,701</b>
Pre-Primary	2,331	2,583	4,914	48,910	46,256	95,166	51,241	48,839	100,080
Primary	6,576	6,918	13,494	99,054	101,289	200,343	105,630	108,207	213,837
Middle	4,884	4,094	8,978	42,226	40,883	83,109	47,110	44,977	92,087
High	4,412	3,491	7,903	18,239	16,971	35,210	22,651	20,462	43,113
Higher Sec.	28	3,708	3,736	31,377	10,294	41,671	31,405	14,002	45,407
Degree	6,490	9,266	15,756	341	1,080	1,421	6,831	10,346	17,177
<b>GB</b>									
<b>Total</b>	<b>11,913</b>	<b>13,326</b>	<b>25,239</b>	<b>76,410</b>	<b>63,434</b>	<b>139,844</b>	<b>88,323</b>	<b>76,760</b>	<b>165,083</b>
Pre-Primary	1,872	2,413	4,285	17,630	13,927	31,557	19,502	16,340	35,842
Primary	3,782	5,139	8,921	37,055	30,329	67,384	40,837	35,468	76,305
Middle	2,301	2,558	4,859	14,087	12,876	26,963	16,388	15,434	31,822
High	1,762	1,613	3,375	6,214	5,480	11,694	7,976	7,093	15,069
Higher Sec.	1,718	948	2,666	1,416	822	2,238	3,134	1,770	4,904
Degree	478	655	1,133	8	—	8	486	655	1,141
<b>FATA</b>									
<b>Total</b>	—	—	—	<b>448,125</b>	<b>259,335</b>	<b>707,460</b>	<b>448,125</b>	<b>259,335</b>	<b>707,460</b>
Pre-Primary	—	—	—	146,080	99,209	245,289	146,080	99,209	245,289
Primary	—	—	—	211,585	136,384	347,969	211,585	136,384	347,969
Middle	—	—	—	44,716	14,752	59,468	44,716	14,752	59,468
High	—	—	—	17,489	4,281	21,770	17,489	4,281	21,770
Higher Sec.	—	—	—	23,988	3,918	27,906	23,988	3,918	27,906
Degree	—	—	—	4,267	791	5,058	4,267	791	5,058
<b>ICT</b>									
<b>Total</b>	<b>52,917</b>	<b>68,990</b>	<b>121,907</b>	<b>37,240</b>	<b>62,848</b>	<b>100,088</b>	<b>90,157</b>	<b>131,838</b>	<b>221,995</b>
Pre-Primary	488	2,883	3,371	656	1,008	1,664	1,144	3,891	5,035
Primary	20,820	24,452	45,272	18,581	32,217	50,798	39,401	56,669	96,070
Middle	14,561	16,126	30,687	11,432	16,780	28,212	25,993	32,906	58,899
High	9,067	9,254	18,321	5,989	8,239	14,228	15,056	17,493	32,549
Higher Sec.	7,182	11,791	18,973	573	4,078	4,651	7,755	15,869	23,624
Degree	799	4,484	5,283	9	526	535	808	5,010	5,818

*Table 7.5: Enrolment in Private Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18*

Province/Region	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>									
<b>Total</b>	<b>4,572,403</b>	<b>3,799,839</b>	<b>8,372,242</b>	<b>3,725,865</b>	<b>2,660,755</b>	<b>6,386,620</b>	<b>8,298,268</b>	<b>6,460,594</b>	<b>14,758,862</b>
Pre Primary	1,375,760	1,181,723	2,557,483	1,204,792	897,782	2,102,574	2,580,552	2,079,505	4,660,057
Primary	1,966,180	1,653,777	3,619,957	1,749,812	1,229,540	2,979,352	3,715,992	2,883,317	6,599,309
Middle	695,456	568,871	1,264,327	541,159	378,100	919,259	1,236,615	946,971	2,183,586
High	382,339	281,910	664,249	200,447	131,067	331,514	582,786	412,977	995,763
Higher Sec.	78,194	57,315	135,509	29,390	22,895	52,285	107,584	80,210	187,794
Degree	74,474	56,243	130,717	265	1,371	1,636	74,739	57,614	132,353
<b>Punjab</b>									
<b>Total</b>	<b>2,138,506</b>	<b>1,917,072</b>	<b>4,055,578</b>	<b>2,219,808</b>	<b>1,926,299</b>	<b>4,146,107</b>	<b>4,358,314</b>	<b>3,843,371</b>	<b>8,201,685</b>
Pre Primary	633,504	582,151	1,215,655	770,354	652,930	1,423,284	1,403,858	1,235,081	2,638,939
Primary	927,917	849,235	1,777,152	1,038,762	882,831	1,921,593	1,966,679	1,732,066	3,698,745
Middle	319,390	293,554	612,944	296,735	284,677	581,412	616,125	578,231	1,194,356
High	172,817	125,670	298,487	101,891	92,972	194,863	274,708	218,642	493,350
Higher Sec.	18,207	17,077	35,284	12,066	12,889	24,955	30,273	29,966	60,239
Degree	66,671	49,385	116,056	-	-	-	66,671	49,385	116,056
<b>Sindh</b>									
<b>Total</b>	<b>1,752,202</b>	<b>1,471,315</b>	<b>3,223,517</b>	<b>139,161</b>	<b>87,658</b>	<b>226,819</b>	<b>1,891,363</b>	<b>1,558,973</b>	<b>3,450,336</b>
Pre Primary	556,826	474,258	1,031,084	44,559	30,995	75,554	601,385	505,253	1,106,638
Primary	758,601	633,376	1,391,977	70,290	46,173	116,463	828,891	679,549	1,508,440
Middle	259,223	213,176	472,399	17,171	7,941	25,112	276,394	221,117	497,511
High	146,039	123,948	269,987	4,895	2,343	7,238	150,934	126,291	277,225
Higher Sec.	29,805	23,932	53,737	2,246	206	2,452	32,051	24,138	56,189
Degree	1,708	2,625	4,333	-	-	-	1,708	2,625	4,333
<b>KP</b>									
<b>Total</b>	<b>341,886</b>	<b>180,476</b>	<b>522,362</b>	<b>753,606</b>	<b>294,506</b>	<b>1,048,112</b>	<b>1,095,492</b>	<b>474,982</b>	<b>1,570,474</b>
Pre Primary	84,085	49,866	133,951	197,103	92,275	289,378	281,188	142,141	423,329
Primary	152,969	83,427	236,396	359,008	141,877	500,885	511,977	225,304	737,281
Middle	62,800	27,677	90,477	133,620	39,441	173,061	196,420	67,118	263,538
High	31,896	12,948	44,844	54,886	16,013	70,899	86,782	28,961	115,743
Higher Sec.	9,638	4,235	13,873	8,819	4,075	12,894	18,457	8,310	26,767
Degree	498	2,323	2,821	170	825	995	668	3,148	3,816
<b>Balochistan</b>									
<b>Total</b>	<b>122,898</b>	<b>62,633</b>	<b>185,531</b>	<b>56,582</b>	<b>27,717</b>	<b>84,299</b>	<b>179,480</b>	<b>90,350</b>	<b>269,830</b>
Pre Primary	41,622	23,712	65,334	25,622	12,162	37,784	67,244	35,874	103,118
Primary	50,960	25,803	76,763	23,905	12,070	35,975	74,865	37,873	112,738
Middle	17,993	8,018	26,011	5,023	2,577	7,600	23,016	10,595	33,611
High	9,747	3,367	13,114	1,459	752	2,211	11,206	4,119	15,325
Higher Sec.	2,475	1,581	4,056	573	156	729	3,048	1,737	4,785
Degree	101	152	253	-	-	-	101	152	253
<b>AJK</b>									
<b>Total</b>	<b>132,696</b>	<b>112,470</b>	<b>245,166</b>	<b>241,376</b>	<b>183,957</b>	<b>425,333</b>	<b>374,072</b>	<b>296,427</b>	<b>670,499</b>
Pre Primary	39,485	35,540	75,025	89,503	69,487	158,990	128,988	105,027	234,015
Primary	48,499	42,093	90,592	105,293	79,206	184,499	153,792	121,299	275,091
Middle	23,755	19,138	42,893	32,696	24,065	56,761	56,451	43,203	99,654
High	13,690	10,804	24,494	11,850	8,566	20,416	25,540	19,370	44,910
Higher Sec.	7,154	4,621	11,775	1,939	2,316	4,255	9,093	6,937	16,030
Degree	113	274	387	95	317	412	208	591	799
<b>GB</b>									
<b>Total</b>	<b>26,079</b>	<b>15,809</b>	<b>41,888</b>	<b>51,649</b>	<b>37,732</b>	<b>89,381</b>	<b>77,728</b>	<b>53,541</b>	<b>131,269</b>
Pre Primary	5,384	3,588	8,972	12,017	8,869	20,886	17,401	12,457	29,858
Primary	11,001	7,030	18,031	25,460	17,596	43,056	36,461	24,626	61,087
Middle	5,488	3,107	8,595	10,358	7,013	17,371	15,846	10,120	25,966
High	3,062	1,457	4,519	3,338	3,305	6,643	6,400	4,762	11,162
Higher Sec.	1,144	580	1,724	476	814	1,290	1,620	1,394	3,014
Degree	-	47	47	-	135	135	-	182	182
<b>FATA</b>									
<b>Total</b>	-	-	-	<b>145,279</b>	<b>11,269</b>	<b>156,548</b>	<b>145,279</b>	<b>11,269</b>	<b>156,548</b>
Pre Primary	-	-	-	32,640	5,282	37,922	32,640	5,282	37,922
Primary	-	-	-	70,283	5,256	75,539	70,283	5,256	75,539
Middle	-	-	-	27,842	435	28,277	27,842	435	28,277
High	-	-	-	12,444	255	12,699	12,444	255	12,699
Higher Sec.	-	-	-	2,070	41	2,111	2,070	41	2,111
Degree	-	-	-	-	-	-	-	-	-
<b>ICT</b>									
<b>Total</b>	<b>58,136</b>	<b>40,064</b>	<b>98,200</b>	<b>118,404</b>	<b>91,617</b>	<b>210,021</b>	<b>176,540</b>	<b>131,681</b>	<b>308,221</b>
Pre Primary	14,854	12,608	27,462	32,994	25,782	58,776	47,848	38,390	86,238
Primary	16,233	12,813	29,046	56,811	44,531	101,342	73,044	57,344	130,388
Middle	6,807	4,201	11,008	17,714	11,951	29,665	24,521	16,152	40,673
High	5,088	3,716	8,804	9,684	6,861	16,545	14,772	10,577	25,349
Higher Sec.	9,771	5,289	15,060	1,201	2,398	3,599	10,972	7,687	18,659
Degree	5,383	1,437	6,820	-	94	94	5,383	1,531	6,914

**Table 7.6: Enrolment in Other Public Sector Institutions by Stage, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>									
<b>Total</b>	<b>177,806</b>	<b>96,727</b>	<b>274,533</b>	<b>89,605</b>	<b>54,025</b>	<b>143,630</b>	<b>267,411</b>	<b>150,752</b>	<b>418,163</b>
Pre-Primary	7,215	4,007	11,222	13,412	7,718	21,130	20,627	11,725	32,352
Primary	61,435	26,505	87,940	59,586	35,899	95,485	121,021	62,404	183,425
Middle	51,391	34,412	85,803	9,335	5,594	14,929	60,726	40,006	100,732
High	30,839	20,432	51,271	4,261	2,894	7,155	35,100	23,326	58,426
Higher Sec.	12,851	9,300	22,151	2,855	1,837	4,692	15,706	11,137	26,843
Degree	14,075	2,071	16,146	156	83	239	14,231	2,154	16,385
<b>Punjab</b>									
<b>Total</b>	<b>113,315</b>	<b>64,857</b>	<b>178,172</b>	<b>60,192</b>	<b>38,741</b>	<b>98,933</b>	<b>173,507</b>	<b>103,598</b>	<b>277,105</b>
Pre-Primary	3,514	1,614	5,128	10,955	6,123	17,078	14,469	7,737	22,206
Primary	31,031	15,018	46,049	41,024	27,073	68,097	72,055	42,091	114,146
Middle	34,892	24,701	59,593	4,484	2,915	7,399	39,376	27,616	66,992
High	21,245	14,732	35,977	1,849	1,513	3,362	23,094	16,245	39,339
Higher Sec.	8,578	6,727	15,305	1,724	1,034	2,758	10,302	7,761	18,063
Degree	14,055	2,065	16,120	156	83	239	14,211	2,148	16,359
<b>Sindh</b>									
<b>Total</b>	<b>31,946</b>	<b>11,896</b>	<b>43,842</b>	<b>7,817</b>	<b>2,296</b>	<b>10,113</b>	<b>39,763</b>	<b>14,192</b>	<b>53,955</b>
Pre-Primary	2,696	1,612	4,308	823	436	1,259	3,519	2,048	5,567
Primary	15,423	4,778	20,201	5,771	1,399	7,170	21,194	6,177	27,371
Middle	7,675	3,118	10,793	646	140	786	8,321	3,258	11,579
High	4,118	1,792	5,910	355	69	424	4,473	1,861	6,334
Higher Sec.	2,019	596	2,615	222	252	474	2,241	848	3,089
Degree	15	—	15	—	—	—	15	—	15
<b>KP</b>									
<b>Total</b>	<b>17,009</b>	<b>11,948</b>	<b>28,957</b>	<b>13,382</b>	<b>9,948</b>	<b>23,330</b>	<b>30,391</b>	<b>21,896</b>	<b>52,287</b>
Pre-Primary	378	204	582	639	457	1,096	1,017	661	1,678
Primary	7,513	3,671	11,184	8,025	6,018	14,043	15,538	9,689	25,227
Middle	5,049	4,354	9,403	2,498	1,905	4,403	7,547	6,259	13,806
High	2,989	2,576	5,565	1,341	1,078	2,419	4,330	3,654	7,984
Higher Sec.	1,080	1,143	2,223	879	490	1,369	1,959	1,633	3,592
Degree	—	—	—	—	—	—	—	—	—
<b>Balochistan</b>									
<b>Total</b>	<b>6,641</b>	<b>2,861</b>	<b>9,502</b>	<b>2,779</b>	<b>555</b>	<b>3,334</b>	<b>9,420</b>	<b>3,416</b>	<b>12,836</b>
Pre-Primary	96	35	131	129	55	184	225	90	315
Primary	3,227	1,050	4,277	2,059	469	2,528	5,286	1,519	6,805
Middle	1,701	965	2,666	497	31	528	2,198	996	3,194
High	1,166	576	1,742	94	—	94	1,260	576	1,836
Higher Sec.	451	235	686	—	—	—	451	235	686
Degree	—	—	—	—	—	—	—	—	—
<b>AJK</b>									
<b>Total</b>	<b>3,626</b>	<b>1,067</b>	<b>4,693</b>	<b>1,995</b>	<b>402</b>	<b>2,397</b>	<b>5,621</b>	<b>1,469</b>	<b>7,090</b>
Pre-Primary	193	201	394	135	56	191	328	257	585
Primary	1,975	482	2,457	1,232	172	1,404	3,207	654	3,861
Middle	826	257	1,083	387	118	505	1,213	375	1,588
High	436	121	557	241	56	297	677	177	854
Higher Sec.	191	—	191	—	—	—	191	—	191
Degree	5	6	11	—	—	—	5	6	11
<b>GB</b>									
<b>Total</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>19</b>	<b>19</b>	<b>38</b>	<b>25</b>	<b>20</b>	<b>45</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	6	1	7	19	19	38	25	20	45
Middle	—	—	—	—	—	—	—	—	—
High	—	—	—	—	—	—	—	—	—
Higher Sec.	—	—	—	—	—	—	—	—	—
Degree	—	—	—	—	—	—	—	—	—
<b>FATA</b>									
<b>Total</b>	—	—	—	<b>1</b>	—	<b>1</b>	<b>1</b>	—	<b>1</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	—	—	—	1	—	1	1	—	1
Middle	—	—	—	—	—	—	—	—	—
High	—	—	—	—	—	—	—	—	—
Higher Sec.	—	—	—	—	—	—	—	—	—
Degree	—	—	—	—	—	—	—	—	—
<b>ICT</b>									
<b>Total</b>	<b>5,263</b>	<b>4,097</b>	<b>9,360</b>	<b>3,420</b>	<b>2,064</b>	<b>5,484</b>	<b>8,683</b>	<b>6,161</b>	<b>14,844</b>
Pre-Primary	338	341	679	731	591	1,322	1,069	932	2,001
Primary	2,260	1,505	3,765	1,455	749	2,204	3,715	2,254	5,969
Middle	1,248	1,017	2,265	823	485	1,308	2,071	1,502	3,573
High	885	635	1,520	381	178	559	1,266	813	2,079
Higher Sec.	532	599	1,131	30	61	91	562	660	1,222
Degree	—	—	—	—	—	—	—	—	—

*Table 7.7: Classwise Enrolment by Stage, Sector, & Gender 2017-18*

Stage	Public			Other Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Total</b>	<b>13,603,471</b>	<b>10,973,905</b>	<b>24,577,376</b>	<b>253,180</b>	<b>148,598</b>	<b>401,778</b>	<b>8,223,529</b>	<b>6,402,980</b>	<b>14,626,509</b>	<b>22,080,180</b>	<b>17,525,483</b>	<b>39,605,663</b>
<b>Pre-Primary</b>												
<b>Total</b>	<b>2,607,732</b>	<b>2,188,450</b>	<b>4,796,182</b>	<b>20,627</b>	<b>11,725</b>	<b>32,352</b>	<b>2,580,552</b>	<b>2,079,505</b>	<b>4,660,057</b>	<b>5,208,911</b>	<b>4,279,680</b>	<b>9,488,591</b>
Un-admitted	267,393	167,776	435,169	1,139	415	1,554	1,493,258	1,230,049	2,723,307	1,761,790	1,398,240	3,160,030
Kachi	2,340,339	2,020,674	4,361,013	19,488	11,310	30,798	1,087,294	849,456	1,936,750	3,447,121	2,881,440	6,328,561
<b>Primary</b>												
<b>Total</b>	<b>6,587,310</b>	<b>5,293,712</b>	<b>11,881,022</b>	<b>121,021</b>	<b>62,404</b>	<b>183,425</b>	<b>3,715,992</b>	<b>2,883,317</b>	<b>6,599,309</b>	<b>10,424,323</b>	<b>8,239,433</b>	<b>18,663,756</b>
Class 1	1,640,675	1,370,799	3,011,474	23,459	11,610	35,069	901,926	703,018	1,604,944	2,566,060	2,085,427	4,651,487
Class 2	1,450,207	1,178,903	2,629,110	25,582	12,158	37,740	810,264	631,761	1,442,025	2,286,053	1,822,822	4,108,875
Class 3	1,275,858	1,027,419	2,303,277	24,693	12,797	37,490	738,902	575,824	1,314,726	2,039,453	1,616,040	3,655,493
Class 4	1,183,442	926,688	2,110,130	25,457	13,213	38,670	667,987	514,750	1,182,737	1,876,886	1,454,651	3,331,537
Class 5	1,037,128	789,903	1,827,031	21,830	12,626	34,456	596,913	457,964	1,054,877	1,655,871	1,260,493	2,916,364
<b>Middle</b>												
<b>Total</b>	<b>2,303,184</b>	<b>1,834,923</b>	<b>4,138,107</b>	<b>60,726</b>	<b>40,006</b>	<b>100,732</b>	<b>1,236,615</b>	<b>946,971</b>	<b>2,183,586</b>	<b>3,600,525</b>	<b>2,821,900</b>	<b>6,422,425</b>
Class 6	841,142	673,879	1,515,021	20,678	13,404	34,082	464,303	351,868	816,171	1,326,123	1,039,151	2,365,274
Class 7	749,675	599,996	1,349,671	20,185	13,435	33,620	403,730	308,975	712,705	1,173,590	922,406	2,095,996
Class 8	712,367	561,048	1,273,415	19,863	13,167	33,030	368,582	286,128	654,710	1,100,812	860,343	1,961,155
<b>High</b>												
<b>Total</b>	<b>1,307,113</b>	<b>987,662</b>	<b>2,294,775</b>	<b>35,100</b>	<b>23,326</b>	<b>58,426</b>	<b>582,786</b>	<b>412,977</b>	<b>995,763</b>	<b>1,924,999</b>	<b>1,423,965</b>	<b>3,348,964</b>
Class 9	723,621	532,248	1,255,869	18,355	12,080	30,435	319,386	222,060	541,446	1,061,362	766,388	1,827,750
Class 10	583,492	455,414	1,038,906	16,745	11,246	27,991	263,400	190,917	454,317	863,637	657,577	1,521,214
<b>Higher Sec</b>												
<b>Total</b>	<b>798,132</b>	<b>669,158</b>	<b>1,467,290</b>	<b>15,706</b>	<b>11,137</b>	<b>26,843</b>	<b>107,584</b>	<b>80,210</b>	<b>187,794</b>	<b>921,422</b>	<b>760,505</b>	<b>1,681,927</b>
Class 11	445,514	361,060	806,574	6,617	5,478	12,095	58,935	43,270	102,205	511,066	409,808	920,874
Class 12	352,618	308,098	660,716	9,089	5,659	14,748	48,649	36,940	85,589	410,356	350,697	761,053



**Table 7.8: Total Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)**

Class	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
<b>1</b>	3,057,422 (100%)	2,938,554	2,818,892	2,898,943	2,886,036	2,885,307	2,878,489	2,896,379	2,888,005	3,011,474
<b>2</b>	2,647,889 (84%)	2,569,032	2,441,965	2,353,993	2,362,361	2,458,024	2,450,448	2,495,963	2,547,339	2,629,110
<b>3</b>	2,332,203 (74%)	2,356,791	2,263,498	2,129,625	2,035,462	2,098,463	2,144,756	2,161,159	2,213,771	2,303,277
<b>4</b>	2,055,789 (65%)	2,091,253	2,086,895	2,002,123	1,879,890	1,848,765	1,877,490	1,951,994	2,012,350	2,110,130
<b>5</b>	1,696,312 (57%)	1,758,487	1,763,356	1,786,322	1,750,246	1,683,170	1,636,409	1,583,267	1,695,145	1,827,031
<b>6</b>	1,293,817 (48%)	1,346,408	1,432,639	1,423,013	1,419,237	1,465,761	1,381,991	1,376,520	1,396,264	1,515,021
<b>7</b>	1,175,678 (44%)	1,180,792	1,215,047	1,278,771	1,282,534	1,308,841	1,352,808	1,289,458	1,301,886	1,349,671
<b>8</b>	1,085,373 (41%)	1,098,523	1,094,416	1,147,886	1,208,394	1,217,772	1,237,940	1,241,850	1,226,379	1,273,415
<b>9</b>	990,064 (39%)	1,004,945	1,037,184	1,061,093	1,051,229	1,204,749	1,219,343	1,168,267	1,187,665	1,255,869
<b>10</b>	734,243 (34%)	738,014	737,817	723,575	828,187	795,731	899,119	987,491	997,112	1,038,906

**Table 7.9: Male Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)**

Class	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	1,702,279 (100%)	1,635,926	1,565,667	1,584,953	1,581,331	1,592,908	1,582,956	1,587,578	1,577,115	1,640,675
2	1,486,022 (85%)	1,442,754	1,370,527	1,305,257	1,305,316	1,358,618	1,354,000	1,383,788	1,399,127	1,450,207
3	1,308,561 (75%)	1,324,977	1,272,142	1,185,194	1,128,376	1,163,550	1,188,396	1,201,564	1,223,351	1,275,858
4	1,165,397 (66%)	1,181,869	1,182,307	1,121,856	1,052,726	1,031,306	1,044,432	1,088,449	1,122,335	1,183,442
5	982,695 (59%)	1,009,223	1,009,731	1,018,474	997,861	956,144	924,919	894,468	951,139	1,037,128
6	768,522 (49%)	792,344	832,232	815,921	813,011	839,911	797,203	781,845	782,584	841,142
7	694,840 (45%)	702,019	711,191	739,720	734,860	745,482	774,041	736,403	729,619	749,675
8	646,442 (42%)	655,367	648,963	671,807	703,346	698,244	710,159	708,742	694,323	712,367
9	616,866 (40%)	625,566	644,372	652,947	634,754	731,728	733,336	688,982	689,132	723,621
10	423,219 (34%)	429,619	424,944	408,147	478,007	446,269	513,275	565,591	565,219	583,492

**Table 7.10: Female Enrolment in Public Sector Schools by Class & Years (from 2008-09 to 2017-18)**

Class	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
1	1,355,143 (100%)	1,302,628	1,253,225	1,313,990	1,304,705	1,292,399	1,295,533	1,308,801	1,310,890	1,370,799
2	1,161,867 (83%)	1,126,278	1,071,438	1,048,736	1,057,045	1,099,406	1,096,448	1,112,175	1,148,212	1,178,903
3	1,023,642 (73%)	1,031,814	991,356	944,431	907,086	934,913	956,360	959,595	990,420	1,027,419
4	890,392 (65%)	909,384	904,588	880,267	827,164	817,459	833,058	863,545	890,015	926,688
5	713,617 (56%)	749,264	753,625	767,848	752,385	727,026	711,490	688,799	744,006	789,903
6	525,295 (46%)	554,064	600,407	607,092	606,226	625,850	584,788	594,675	613,680	673,879
7	480,838 (43%)	478,773	503,856	539,051	547,674	563,359	578,767	553,055	572,267	599,996
8	438,931 (39%)	443,156	445,453	476,079	505,048	519,528	527,781	533,108	532,056	561,048
9	373,198 (37%)	379,379	392,812	408,146	416,475	473,021	486,007	479,285	498,533	532,248
10	311,024 (34%)	308,395	312,873	315,428	350,180	349,462	385,844	421,900	431,893	455,414

**Table 7.11: Enrolment in Universities & Degree Awarding Institutions by Level, Sector, Gender & Provinces/Regions 2017-18**

Province/Region	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>									
<b>Total</b>	<b>678,679</b>	<b>587,826</b>	<b>1,266,505</b>	<b>202,086</b>	<b>107,202</b>	<b>309,288</b>	<b>880,765</b>	<b>695,028</b>	<b>1,575,793</b>
Bachelor	491,090	383,197	874,287	153,799	75,360	229,159	644,889	458,557	1,103,446
Master of 16 yrs of Education	100,794	142,649	243,443	13,399	9,384	22,783	114,193	152,033	266,226
Master of 16+ yrs	72,062	51,127	123,189	32,513	21,142	53,655	104,575	72,269	176,844
Ph.D	11,096	7,557	18,653	2,267	1,227	3,494	13,363	8,784	22,147
P.G.D	3,637	3,296	6,933	108	89	197	3,745	3,385	7,130
<b>Punjab</b>									
<b>Total</b>	<b>189,822</b>	<b>187,218</b>	<b>377,040</b>	<b>85,779</b>	<b>52,337</b>	<b>138,116</b>	<b>275,601</b>	<b>239,555</b>	<b>515,156</b>
Bachelor	126,388	114,740	241,128	64,654	36,353	101,007	191,042	151,093	342,135
Master of 16 yrs of Education	33,198	43,311	76,509	6,567	4,170	10,737	39,765	47,481	87,246
Master of 16+ yrs	25,321	24,918	50,239	13,587	11,181	24,768	38,908	36,099	75,007
Ph.D	4,138	3,570	7,708	971	611	1,582	5,109	4,181	9,290
P.G.D	777	679	1,456	–	22	22	777	701	1,478
<b>Sindh</b>									
<b>Total</b>	<b>107,571</b>	<b>66,878</b>	<b>174,449</b>	<b>58,648</b>	<b>30,229</b>	<b>88,877</b>	<b>166,219</b>	<b>97,107</b>	<b>263,326</b>
Bachelor	80,985	50,870	131,855	46,245	24,491	70,736	127,230	75,361	202,591
Master of 16 yrs of Education	9,128	7,321	16,449	2,294	901	3,195	11,422	8,222	19,644
Master of 16+ yrs	14,405	6,761	21,166	9,460	4,464	13,924	23,865	11,225	35,090
Ph.D	1,872	1,153	3,025	571	335	906	2,443	1,488	3,931
P.G.D	1,181	773	1,954	78	38	116	1,259	811	2,070
<b>KP</b>									
<b>Total</b>	<b>71,418</b>	<b>26,201</b>	<b>97,619</b>	<b>35,574</b>	<b>10,082</b>	<b>45,656</b>	<b>106,992</b>	<b>36,283</b>	<b>143,275</b>
Bachelor	52,944	15,508	68,452	26,673	5,300	31,973	79,617	20,808	100,425
Master of 16 yrs of Education	7,858	6,893	14,751	3,477	3,000	6,477	11,335	9,893	21,228
Master of 16+ yrs	8,945	3,282	12,227	4,993	1,691	6,684	13,938	4,973	18,911
Ph.D	1,637	455	2,092	431	91	522	2,068	546	2,614
P.G.D	34	63	97	–	–	–	34	63	97
<b>Balochistan</b>									
<b>Total</b>	<b>21,873</b>	<b>9,460</b>	<b>31,333</b>	<b>484</b>	<b>108</b>	<b>592</b>	<b>22,357</b>	<b>9,568</b>	<b>31,925</b>
Bachelor	15,413	5,357	20,770	218	51	269	15,631	5,408	21,039
Master of 16 yrs of Education	2,978	2,640	5,618	126	20	146	3,104	2,660	5,764
Master of 16+ yrs	3,328	1,376	4,704	140	37	177	3,468	1,413	4,881
Ph.D	154	87	241	–	–	–	154	87	241
P.G.D	–	–	–	–	–	–	–	–	–
<b>AJK</b>									
<b>Total</b>	<b>11,368</b>	<b>13,392</b>	<b>24,760</b>	<b>1,021</b>	<b>1,357</b>	<b>2,378</b>	<b>12,389</b>	<b>14,749</b>	<b>27,138</b>
Bachelor	8,060	6,724	14,784	392	492	884	8,452	7,216	15,668
Master of 16 yrs of Education	1,860	4,683	6,543	364	630	994	2,224	5,313	7,537
Master of 16+ yrs	1,306	1,844	3,150	252	235	487	1,558	2,079	3,637
Ph.D	142	141	283	13	–	13	155	141	296
P.G.D	–	–	–	–	–	–	–	–	–
<b>GB</b>									
<b>Total</b>	<b>2,160</b>	<b>2,184</b>	<b>4,344</b>	–	–	–	<b>2,160</b>	<b>2,184</b>	<b>4,344</b>
Bachelor	1,667	1,330	2,997	–	–	–	1,667	1,330	2,997
Master of 16 yrs of Education	387	783	1,170	–	–	–	387	783	1,170
Master of 16+ yrs	100	70	170	–	–	–	100	70	170
Ph.D	6	1	7	–	–	–	6	1	7
P.G.D	–	–	–	–	–	–	–	–	–
<b>ICT</b>									
<b>Total</b>	<b>274,467</b>	<b>282,493</b>	<b>556,960</b>	<b>20,580</b>	<b>13,089</b>	<b>33,669</b>	<b>295,047</b>	<b>295,582</b>	<b>590,629</b>
Bachelor	205,633	188,668	394,301	15,617	8,673	24,290	221,250	197,341	418,591
Master of 16 yrs of Education	45,385	77,018	122,403	571	663	1,234	45,956	77,681	123,637
Master of 16+ yrs	18,657	12,876	31,533	4,081	3,534	7,615	22,738	16,410	39,148
Ph.D	3,147	2,150	5,297	281	190	471	3,428	2,340	5,768
P.G.D	1,645	1,781	3,426	30	29	59	1,675	1,810	3,485

*Table 7.12: Enrolment in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18*

Province/Region		Urban			Rural			Total		
Stage	Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>										
<b>Total</b>	–	<b>2,594,529</b>	<b>2,634,693</b>	<b>5,229,222</b>	<b>10,414,891</b>	<b>7,818,612</b>	<b>18,233,503</b>	<b>13,009,420</b>	<b>10,453,305</b>	<b>23,462,725</b>
Pre-Primary	<b>Total</b>	<b>326,393</b>	<b>325,458</b>	<b>651,851</b>	<b>2,281,339</b>	<b>1,862,992</b>	<b>4,144,331</b>	<b>2,607,732</b>	<b>2,188,450</b>	<b>4,796,182</b>
	Un-Admitted	14,270	9,372	23,642	253,123	158,404	411,527	267,393	167,776	435,169
	Kachi	312,123	316,086	628,209	2,028,216	1,704,588	3,732,804	2,340,339	2,020,674	4,361,013
Primary	<b>Total</b>	<b>1,105,974</b>	<b>1,092,791</b>	<b>2,198,765</b>	<b>5,481,336</b>	<b>4,200,921</b>	<b>9,682,257</b>	<b>6,587,310</b>	<b>5,293,712</b>	<b>11,881,022</b>
	Class 1	253,775	247,800	501,575	1,386,900	1,122,999	2,509,899	1,640,675	1,370,799	3,011,474
	Class 2	237,114	229,736	466,850	1,213,093	949,167	2,162,260	1,450,207	1,178,903	2,629,110
	Class 3	217,855	216,334	434,189	1,058,003	811,085	1,869,088	1,275,858	1,027,419	2,303,277
	Class 4	209,238	209,906	419,144	974,204	716,782	1,690,986	1,183,442	926,688	2,110,130
	Class 5	187,992	189,015	377,007	849,136	600,888	1,450,024	1,037,128	789,903	1,827,031
Middle	<b>Total</b>	<b>637,521</b>	<b>672,030</b>	<b>1,309,551</b>	<b>1,665,663</b>	<b>1,162,893</b>	<b>2,828,556</b>	<b>2,303,184</b>	<b>1,834,923</b>	<b>4,138,107</b>
	Class 6	219,889	235,471	455,360	621,253	438,408	1,059,661	841,142	673,879	1,515,021
	Class 7	205,416	220,279	425,695	544,259	379,717	923,976	749,675	599,996	1,349,671
	Class 8	212,216	216,280	428,496	500,151	344,768	844,919	712,367	561,048	1,273,415
High	<b>Total</b>	<b>471,989</b>	<b>477,453</b>	<b>949,442</b>	<b>835,124</b>	<b>510,209</b>	<b>1,345,333</b>	<b>1,307,113</b>	<b>987,662</b>	<b>2,294,775</b>
	Class 9	264,826	255,068	519,894	458,795	277,180	735,975	723,621	532,248	1,255,869
	Class 10	207,163	222,385	429,548	376,329	233,029	609,358	583,492	455,414	1,038,906
Higher Sec	<b>Total</b>	<b>52,652</b>	<b>66,961</b>	<b>119,613</b>	<b>151,429</b>	<b>81,597</b>	<b>233,026</b>	<b>204,081</b>	<b>148,558</b>	<b>352,639</b>
	Class 11	30,404	36,693	67,097	85,392	45,343	130,735	115,796	82,036	197,832
	Class 12	22,248	30,268	52,516	66,037	36,254	102,291	88,285	66,522	154,807
<b>Punjab</b>										
<b>Total</b>	–	<b>1,395,477</b>	<b>1,555,765</b>	<b>2,951,242</b>	<b>4,929,555</b>	<b>4,388,184</b>	<b>9,317,739</b>	<b>6,325,032</b>	<b>5,943,949</b>	<b>12,268,981</b>
Pre-Primary	<b>Total</b>	<b>171,843</b>	<b>173,080</b>	<b>344,923</b>	<b>1,104,624</b>	<b>990,523</b>	<b>2,095,147</b>	<b>1,276,467</b>	<b>1,163,603</b>	<b>2,440,070</b>
	Un-Admitted	1,690	1,290	2,980	11,588	8,879	20,467	13,278	10,169	23,447
	Kachi	170,153	171,790	341,943	1,093,036	981,644	2,074,680	1,263,189	1,153,434	2,416,623
Primary	<b>Total</b>	<b>521,548</b>	<b>594,176</b>	<b>1,115,724</b>	<b>2,548,987</b>	<b>2,367,443</b>	<b>4,916,430</b>	<b>3,070,535</b>	<b>2,961,619</b>	<b>6,032,154</b>
	Class 1	121,175	131,584	252,759	672,283	637,695	1,309,978	793,458	769,279	1,562,737
	Class 2	109,291	120,939	230,230	564,800	526,397	1,091,197	674,091	647,336	1,321,427
	Class 3	100,450	115,926	216,376	477,268	448,441	925,709	577,718	564,367	1,142,085
	Class 4	99,777	116,644	216,421	445,208	405,045	850,253	544,985	521,689	1,066,674
	Class 5	90,855	109,083	199,938	389,428	349,865	739,293	480,283	458,948	939,231
Middle	<b>Total</b>	<b>374,349</b>	<b>422,752</b>	<b>797,101</b>	<b>811,452</b>	<b>683,547</b>	<b>1,494,999</b>	<b>1,185,801</b>	<b>1,106,299</b>	<b>2,292,100</b>
	Class 6	123,885	144,503	268,388	293,514	253,211	546,725	417,399	397,714	815,113
	Class 7	120,518	138,651	259,169	264,991	223,603	488,594	385,509	362,254	747,763
	Class 8	129,946	139,598	269,544	252,947	206,733	459,680	382,893	346,331	729,224
High	<b>Total</b>	<b>304,458</b>	<b>329,996</b>	<b>634,454</b>	<b>424,845</b>	<b>310,759</b>	<b>735,604</b>	<b>729,303</b>	<b>640,755</b>	<b>1,370,058</b>
	Class 9	172,682	177,066	349,748	236,336	168,186	404,522	409,018	345,252	754,270
	Class 10	131,776	152,930	284,706	188,509	142,573	331,082	320,285	295,503	615,788
Higher Sec	<b>Total</b>	<b>23,279</b>	<b>35,761</b>	<b>59,040</b>	<b>39,647</b>	<b>35,912</b>	<b>75,559</b>	<b>62,926</b>	<b>71,673</b>	<b>134,599</b>
	Class 11	14,239	19,423	33,662	23,600	19,629	43,229	37,839	39,052	76,891
	Class 12	9,040	16,338	25,378	16,047	16,283	32,330	25,087	32,621	57,708
<b>Sindh</b>										
<b>Total</b>	–	<b>614,338</b>	<b>519,388</b>	<b>1,133,726</b>	<b>2,074,143</b>	<b>916,164</b>	<b>2,990,307</b>	<b>2,688,481</b>	<b>1,435,552</b>	<b>4,124,033</b>
Pre-Primary	<b>Total</b>	<b>70,171</b>	<b>62,827</b>	<b>132,998</b>	<b>366,156</b>	<b>212,238</b>	<b>578,394</b>	<b>436,327</b>	<b>275,065</b>	<b>711,392</b>
	Un-Admitted	–	–	–	–	–	–	–	–	–
	Kachi	70,171	62,827	132,998	366,156	212,238	578,394	436,327	275,065	711,392
Primary	<b>Total</b>	<b>322,115</b>	<b>242,281</b>	<b>564,396</b>	<b>1,202,761</b>	<b>503,915</b>	<b>1,706,676</b>	<b>1,524,876</b>	<b>746,196</b>	<b>2,271,072</b>
	Class 1	74,114	54,656	128,770	288,407	128,386	416,793	362,521	183,042	545,563
	Class 2	73,437	53,348	126,785	276,468	121,020	397,488	349,905	174,368	524,273
	Class 3	64,640	48,761	113,401	238,493	98,711	337,204	303,133	147,472	450,605
	Class 4	58,557	45,059	103,616	212,983	83,904	296,887	271,540	128,963	400,503
	Class 5	51,367	40,457	91,824	186,410	71,894	258,304	237,777	112,351	350,128
Middle	<b>Total</b>	<b>122,793</b>	<b>123,699</b>	<b>246,492</b>	<b>285,516</b>	<b>121,122</b>	<b>406,638</b>	<b>408,309</b>	<b>244,821</b>	<b>653,130</b>
	Class 6	45,332	44,549	89,881	107,599	44,906	152,505	152,931	89,455	242,386
	Class 7	39,620	40,420	80,040	94,088	39,617	133,705	133,708	80,037	213,745
	Class 8	37,841	38,730	76,571	83,829	36,599	120,428	121,670	75,329	196,999
High	<b>Total</b>	<b>83,901</b>	<b>76,311</b>	<b>160,212</b>	<b>153,171</b>	<b>55,981</b>	<b>209,152</b>	<b>237,072</b>	<b>132,292</b>	<b>369,364</b>
	Class 9	45,124	40,192	85,316	82,786	31,477	114,263	127,910	71,669	199,579
	Class 10	38,777	36,119	74,896	70,385	24,504	94,889	109,162	60,623	169,785
Higher Sec	<b>Total</b>	<b>15,358</b>	<b>14,270</b>	<b>29,628</b>	<b>66,539</b>	<b>22,908</b>	<b>89,447</b>	<b>81,897</b>	<b>37,178</b>	<b>119,075</b>
	Class 11	8,003	7,722	15,725	34,823	12,334	47,157	42,826	20,056	62,882
	Class 12	7,355	6,548	13,903	31,716	10,574	42,290	39,071	17,122	56,193

*Table 7.12: Enrolment in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18 (continued)*

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Stage</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>KP</b>										
<b>Total</b>	–	<b>329,535</b>	<b>314,763</b>	<b>644,298</b>	<b>2,293,642</b>	<b>1,695,782</b>	<b>3,989,424</b>	<b>2,623,177</b>	<b>2,010,545</b>	<b>4,633,722</b>
Pre-Primary	<b>Total</b>	<b>46,980</b>	<b>52,888</b>	<b>99,868</b>	<b>498,124</b>	<b>431,315</b>	<b>929,439</b>	<b>545,104</b>	<b>484,203</b>	<b>1,029,307</b>
	Un-Admitted	10,749	6,001	16,750	145,801	90,614	236,415	156,550	96,615	253,165
	Kachi	36,231	46,887	83,118	352,323	340,701	693,024	388,554	387,588	776,142
Primary	<b>Total</b>	<b>143,295</b>	<b>139,841</b>	<b>283,136</b>	<b>1,158,453</b>	<b>898,529</b>	<b>2,056,982</b>	<b>1,301,748</b>	<b>1,038,370</b>	<b>2,340,118</b>
	Class 1	30,688	34,062	64,750	271,044	235,356	506,400	301,732	269,418	571,150
	Class 2	28,501	29,993	58,494	241,056	200,889	441,945	269,557	230,882	500,439
	Class 3	29,033	28,595	57,628	229,502	180,061	409,563	258,535	208,656	467,191
	Class 4	28,966	26,309	55,275	219,283	157,617	376,900	248,249	183,926	432,175
	Class 5	26,107	20,882	46,989	197,568	124,606	322,174	223,675	145,488	369,163
Middle	<b>Total</b>	<b>83,550</b>	<b>71,820</b>	<b>155,370</b>	<b>409,158</b>	<b>249,370</b>	<b>658,528</b>	<b>492,708</b>	<b>321,190</b>	<b>813,898</b>
	Class 6	29,966	26,244	56,210	158,481	98,732	257,213	188,447	124,976	313,423
	Class 7	27,493	24,054	51,547	133,849	81,324	215,173	161,342	105,378	266,720
	Class 8	26,091	21,522	47,613	116,828	69,314	186,142	142,919	90,836	233,755
High	<b>Total</b>	<b>46,195</b>	<b>39,931</b>	<b>86,126</b>	<b>187,109</b>	<b>99,114</b>	<b>286,223</b>	<b>233,304</b>	<b>139,045</b>	<b>372,349</b>
	Class 9	26,240	21,120	47,360	101,871	53,336	155,207	128,111	74,456	202,567
	Class 10	19,955	18,811	38,766	85,238	45,778	131,016	105,193	64,589	169,782
Higher Sec	<b>Total</b>	<b>9,515</b>	<b>10,283</b>	<b>19,798</b>	<b>40,798</b>	<b>17,454</b>	<b>58,252</b>	<b>50,313</b>	<b>27,737</b>	<b>78,050</b>
	Class 11	5,718	5,810	11,528	24,685	10,338	35,023	30,403	16,148	46,551
	Class 12	3,797	4,473	8,270	16,113	7,116	23,229	19,910	11,589	31,499
<b>Balochistan</b>										
<b>Total</b>	–	<b>178,372</b>	<b>157,155</b>	<b>335,527</b>	<b>373,456</b>	<b>232,499</b>	<b>605,955</b>	<b>551,828</b>	<b>389,654</b>	<b>941,482</b>
Pre-Primary	<b>Total</b>	<b>32,708</b>	<b>28,784</b>	<b>61,492</b>	<b>99,159</b>	<b>68,516</b>	<b>167,675</b>	<b>131,867</b>	<b>97,300</b>	<b>229,167</b>
	Un-Admitted	–	–	–	29	24	53	29	24	53
	Kachi	32,708	28,784	61,492	99,130	68,492	167,622	131,838	97,276	229,114
Primary	<b>Total</b>	<b>87,838</b>	<b>79,984</b>	<b>167,822</b>	<b>204,860</b>	<b>130,815</b>	<b>335,675</b>	<b>292,698</b>	<b>210,799</b>	<b>503,497</b>
	Class 1	22,179	20,595	42,774	60,763	41,525	102,288	82,942	62,120	145,062
	Class 2	19,554	18,027	37,581	48,906	31,474	80,380	68,460	49,501	117,961
	Class 3	17,166	15,651	32,817	39,490	24,853	64,343	56,656	40,504	97,160
	Class 4	15,340	14,312	29,652	31,102	18,877	49,979	46,442	33,189	79,631
	Class 5	13,599	11,399	24,998	24,599	14,086	38,685	38,198	25,485	63,683
Middle	<b>Total</b>	<b>35,083</b>	<b>30,981</b>	<b>66,064</b>	<b>47,076</b>	<b>23,563</b>	<b>70,639</b>	<b>82,159</b>	<b>54,544</b>	<b>136,703</b>
	Class 6	13,417	12,100	25,517	18,792	9,455	28,247	32,209	21,555	53,764
	Class 7	10,623	9,709	20,332	14,475	7,598	22,073	25,098	17,307	42,405
	Class 8	11,043	9,172	20,215	13,809	6,510	20,319	24,852	15,682	40,534
High	<b>Total</b>	<b>22,194</b>	<b>16,857</b>	<b>39,051</b>	<b>22,068</b>	<b>9,384</b>	<b>31,452</b>	<b>44,262</b>	<b>26,241</b>	<b>70,503</b>
	Class 9	11,842	8,864	20,706	11,493	5,102	16,595	23,335	13,966	37,301
	Class 10	10,352	7,993	18,345	10,575	4,282	14,857	20,927	12,275	33,202
Higher Sec	<b>Total</b>	<b>549</b>	<b>549</b>	<b>1,098</b>	<b>293</b>	<b>221</b>	<b>514</b>	<b>842</b>	<b>770</b>	<b>1,612</b>
	Class 11	360	365	725	223	155	378	583	520	1,103
	Class 12	189	184	373	70	66	136	259	250	509
<b>AJK</b>										
<b>Total</b>	–	<b>18,231</b>	<b>17,488</b>	<b>35,719</b>	<b>209,705</b>	<b>207,095</b>	<b>416,800</b>	<b>227,936</b>	<b>224,583</b>	<b>452,519</b>
Pre-Primary	<b>Total</b>	<b>2,331</b>	<b>2,583</b>	<b>4,914</b>	<b>48,910</b>	<b>46,256</b>	<b>95,166</b>	<b>51,241</b>	<b>48,839</b>	<b>100,080</b>
	Un-Admitted	819	798	1,617	20,129	17,897	38,026	20,948	18,695	39,643
	Kachi	1,512	1,785	3,297	28,781	28,359	57,140	30,293	30,144	60,437
Primary	<b>Total</b>	<b>6,576</b>	<b>6,918</b>	<b>13,494</b>	<b>99,054</b>	<b>101,289</b>	<b>200,343</b>	<b>105,630</b>	<b>108,207</b>	<b>213,837</b>
	Class 1	1,099	1,327	2,426	19,889	20,795	40,684	20,988	22,122	43,110
	Class 2	1,227	1,301	2,528	19,695	20,534	40,229	20,922	22,835	42,757
	Class 3	1,418	1,408	2,826	20,168	20,345	40,513	21,586	21,753	43,339
	Class 4	1,445	1,555	3,000	20,218	20,429	40,647	21,663	21,984	43,647
	Class 5	1,387	1,327	2,714	19,084	19,186	38,270	20,471	20,513	40,984
Middle	<b>Total</b>	<b>4,884</b>	<b>4,094</b>	<b>8,978</b>	<b>42,226</b>	<b>40,883</b>	<b>83,109</b>	<b>47,110</b>	<b>44,977</b>	<b>92,087</b>
	Class 6	1,608	1,448	3,056	14,783	14,712	29,495	16,391	16,160	32,551
	Class 7	1,655	1,343	2,998	14,201	13,627	27,828	15,856	14,970	30,826
	Class 8	1,621	1,303	2,924	13,242	12,544	25,786	14,863	13,847	28,710
High	<b>Total</b>	<b>4,412</b>	<b>3,491</b>	<b>7,903</b>	<b>18,239</b>	<b>16,971</b>	<b>35,210</b>	<b>22,651</b>	<b>20,462</b>	<b>43,113</b>
	Class 9	2,532	1,986	4,518	9,964	9,222	19,186	12,496	11,208	23,704
	Class 10	1,880	1,505	3,385	8,275	7,749	16,024	10,155	9,254	19,409
Higher Sec	<b>Total</b>	<b>28</b>	<b>402</b>	<b>430</b>	<b>1,276</b>	<b>1,696</b>	<b>2,972</b>	<b>1,304</b>	<b>2,098</b>	<b>3,402</b>
	Class 11	15	214	229	596	900	1,496	611	1,114	1,725
	Class 12	13	188	201	680	796	1,476	693	984	1,677

**Table 7.12: Enrolment in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region		Urban			Rural			Total		
Stage	Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>GB</b>										
<b>Total</b>	–	<b>9,865</b>	<b>12,036</b>	<b>21,901</b>	<b>75,180</b>	<b>63,369</b>	<b>138,549</b>	<b>85,045</b>	<b>75,405</b>	<b>160,450</b>
Pre-Primary	<b>Total</b>	<b>1,872</b>	<b>2,413</b>	<b>4,285</b>	<b>17,630</b>	<b>13,927</b>	<b>31,557</b>	<b>19,502</b>	<b>16,340</b>	<b>35,842</b>
	Un-Admitted	1,012	1,283	2,295	7,962	7,274	15,236	8,974	8,557	17,531
	Kachi	860	1,130	1,990	9,668	6,653	16,321	10,528	7,783	18,311
Primary	<b>Total</b>	<b>3,782</b>	<b>5,139</b>	<b>8,921</b>	<b>37,055</b>	<b>30,329</b>	<b>67,384</b>	<b>40,837</b>	<b>35,468</b>	<b>76,305</b>
	Class 1	709	892	1,601	8,259	6,745	15,004	8,968	7,637	16,605
	Class 2	767	1,206	1,973	7,405	6,430	13,835	8,172	7,636	15,808
	Class 3	700	990	1,690	7,055	5,870	12,925	7,755	6,860	14,615
	Class 4	747	986	1,733	6,983	5,673	12,656	7,730	6,659	14,389
	Class 5	859	1,065	1,924	7,353	5,611	12,964	8,212	6,676	14,888
Middle	<b>Total</b>	<b>2,301</b>	<b>2,558</b>	<b>4,859</b>	<b>14,087</b>	<b>12,876</b>	<b>26,963</b>	<b>16,388</b>	<b>15,434</b>	<b>31,822</b>
	Class 6	819	1,009	1,828	5,442	5,117	10,559	6,261	6,126	12,387
	Class 7	720	820	1,540	4,264	3,811	8,075	4,984	4,631	9,615
Class 8	762	729	1,491	4,381	3,948	8,329	5,143	4,677	9,820	
	<b>Total</b>	<b>1,762</b>	<b>1,613</b>	<b>3,375</b>	<b>6,214</b>	<b>5,480</b>	<b>11,694</b>	<b>7,976</b>	<b>7,093</b>	<b>15,069</b>
High	Class 9	1,126	939	2,065	3,653	3,303	6,956	4,779	4,242	9,021
	Class 10	636	674	1,310	2,561	2,177	4,738	3,197	2,851	6,048
	<b>Total</b>	<b>148</b>	<b>313</b>	<b>461</b>	<b>194</b>	<b>757</b>	<b>951</b>	<b>342</b>	<b>1,070</b>	<b>1,412</b>
Higher Sec	Class 11	79	234	313	98	497	595	177	731	908
	Class 12	69	79	148	96	260	356	165	339	504
	<b>Total</b>	–	–	–	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>
<b>FATA</b>										
<b>Total</b>	–	–	–	–	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>
Pre-Primary	<b>Total</b>	–	–	–	<b>146,080</b>	<b>99,209</b>	<b>245,289</b>	<b>146,080</b>	<b>99,209</b>	<b>245,289</b>
	Un-Admitted	–	–	–	67,614	33,716	101,330	67,614	33,716	101,330
	Kachi	–	–	–	78,466	65,493	143,959	78,466	65,493	143,959
Primary	<b>Total</b>	–	–	–	<b>211,585</b>	<b>136,384</b>	<b>347,969</b>	<b>211,585</b>	<b>136,384</b>	<b>347,969</b>
	Class 1	–	–	–	62,194	45,988	108,182	62,194	45,988	108,182
	Class 2	–	–	–	51,372	36,032	87,404	51,372	36,032	87,404
	Class 3	–	–	–	42,311	26,078	68,389	42,311	26,078	68,389
	Class 4	–	–	–	34,498	18,324	52,822	34,498	18,324	52,822
	Class 5	–	–	–	21,210	9,962	31,172	21,210	9,962	31,172
Middle	<b>Total</b>	–	–	–	<b>44,716</b>	<b>14,752</b>	<b>59,468</b>	<b>44,716</b>	<b>14,752</b>	<b>59,468</b>
	Class 6	–	–	–	18,574	6,209	24,783	18,574	6,209	24,783
	Class 7	–	–	–	14,649	4,633	19,282	14,649	4,633	19,282
	Class 8	–	–	–	11,493	3,910	15,403	11,493	3,910	15,403
High	<b>Total</b>	–	–	–	<b>17,489</b>	<b>4,281</b>	<b>21,770</b>	<b>17,489</b>	<b>4,281</b>	<b>21,770</b>
	Class 9	–	–	–	9,486	2,320	11,806	9,486	2,320	11,806
	Class 10	–	–	–	8,003	1,961	9,964	8,003	1,961	9,964
Higher Sec	<b>Total</b>	–	–	–	<b>2,365</b>	<b>296</b>	<b>2,661</b>	<b>2,365</b>	<b>296</b>	<b>2,661</b>
	Class 11	–	–	–	1,184	174	1,358	1,184	174	1,358
	Class 12	–	–	–	1,181	122	1,303	1,181	122	1,303
<b>ICT</b>										
<b>Total</b>	–	<b>48,711</b>	<b>58,098</b>	<b>106,809</b>	<b>36,975</b>	<b>60,597</b>	<b>97,572</b>	<b>85,686</b>	<b>118,695</b>	<b>204,381</b>
Pre-Primary	<b>Total</b>	<b>488</b>	<b>2,883</b>	<b>3,371</b>	<b>656</b>	<b>1,008</b>	<b>1,664</b>	<b>1,144</b>	<b>3,891</b>	<b>5,035</b>
	Un-Admitted	–	–	–	–	–	–	–	–	–
	Kachi	488	2,883	3,371	656	1,008	1,664	1,144	3,891	5,035
Primary	<b>Total</b>	<b>20,820</b>	<b>24,452</b>	<b>45,272</b>	<b>18,581</b>	<b>32,217</b>	<b>50,798</b>	<b>39,401</b>	<b>56,669</b>	<b>96,070</b>
	Class 1	3,811	4,684	8,495	4,061	6,509	10,570	7,872	11,193	19,065
	Class 2	4,337	4,922	9,259	3,391	6,391	9,782	7,728	11,313	19,041
	Class 3	4,448	5,003	9,451	3,716	6,726	10,442	8,164	11,729	19,893
	Class 4	4,406	5,041	9,447	3,929	6,913	10,842	8,335	11,954	20,289
	Class 5	3,818	4,802	8,620	3,484	5,678	9,162	7,302	10,480	17,782
Middle	<b>Total</b>	<b>14,561</b>	<b>16,126</b>	<b>30,687</b>	<b>11,432</b>	<b>16,780</b>	<b>28,212</b>	<b>25,993</b>	<b>32,906</b>	<b>58,899</b>
	Class 6	4,862	5,618	10,480	4,068	6,066	10,134	8,930	11,684	20,614
	Class 7	4,787	5,282	10,069	3,742	5,504	9,246	8,529	10,786	19,315
	Class 8	4,912	5,226	10,138	3,622	5,210	8,832	8,534	10,436	18,970
High	<b>Total</b>	<b>9,067</b>	<b>9,254</b>	<b>18,321</b>	<b>5,989</b>	<b>8,239</b>	<b>14,228</b>	<b>15,056</b>	<b>17,493</b>	<b>32,549</b>
	Class 9	5,280	4,901	10,181	3,206	4,234	7,440	8,486	9,135	17,621
	Class 10	3,787	4,353	8,140	2,783	4,005	6,788	6,570	8,358	14,928
Higher Sec	<b>Total</b>	<b>3,775</b>	<b>5,383</b>	<b>9,158</b>	<b>317</b>	<b>2,353</b>	<b>2,670</b>	<b>4,092</b>	<b>7,736</b>	<b>11,828</b>
	Class 11	1,990	2,925	4,915	183	1,316	1,499	2,173	4,241	6,414
	Class 12	1,785	2,458	4,243	134	1,037	1,171	1,919	3,495	5,414

*Table 7.13: Enrolment by Level, Sector, Gender & Provinces/Regions 2017-18*

Province/Region	Public			Private			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Pakistan</b>									
<b>Total</b>	<b>2,594,529</b>	<b>2,634,693</b>	<b>5,229,222</b>	<b>10,414,891</b>	<b>7,818,612</b>	<b>18,233,503</b>	<b>13,009,420</b>	<b>10,453,305</b>	<b>23,462,725</b>
Primary	888,182	751,270	1,639,452	5,998,570	4,410,780	10,409,350	6,886,752	5,162,050	12,048,802
Middle	307,650	329,118	636,768	1,361,905	1,299,900	2,661,805	1,669,555	1,629,018	3,298,573
High	1,118,796	1,187,969	2,306,765	2,400,629	1,664,110	4,064,739	3,519,425	2,852,079	6,371,504
Higher Sec	279,901	366,336	646,237	653,787	443,822	1,097,609	933,688	810,158	1,743,846
<b>Punjab</b>									
<b>Total</b>	<b>1,395,477</b>	<b>1,555,765</b>	<b>2,951,242</b>	<b>4,929,555</b>	<b>4,388,184</b>	<b>9,317,739</b>	<b>6,325,032</b>	<b>5,943,949</b>	<b>12,268,981</b>
Primary	319,631	286,373	606,004	2,247,992	1,967,457	4,215,449	2,567,623	2,253,830	4,821,453
Middle	222,199	236,707	458,906	975,508	1,020,243	1,995,751	1,197,707	1,256,950	2,454,657
High	710,768	818,653	1,529,421	1,477,416	1,168,011	2,645,427	2,188,184	1,986,664	4,174,848
Higher Sec	142,879	214,032	356,911	228,639	232,473	461,112	371,518	446,505	818,023
<b>Sindh</b>									
<b>Total</b>	<b>614,338</b>	<b>519,388</b>	<b>1,133,726</b>	<b>2,074,143</b>	<b>916,164</b>	<b>2,990,307</b>	<b>2,688,481</b>	<b>1,435,552</b>	<b>4,124,033</b>
Primary	310,288	216,577	526,865	1,432,468	633,663	2,066,131	1,742,756	850,240	2,592,996
Middle	41,218	43,520	84,738	119,252	65,359	184,611	160,470	108,879	269,349
High	211,374	202,542	413,916	322,428	149,906	472,334	533,802	352,448	886,250
Higher Sec	51,458	56,749	108,207	199,995	67,236	267,231	251,453	123,985	375,438
<b>KP</b>									
<b>Total</b>	<b>329,535</b>	<b>314,763</b>	<b>644,298</b>	<b>2,293,642</b>	<b>1,695,782</b>	<b>3,989,424</b>	<b>2,623,177</b>	<b>2,010,545</b>	<b>4,633,722</b>
Primary	190,135	192,727	382,862	1,656,571	1,329,768	2,986,339	1,846,706	1,522,495	3,369,201
Middle	14,570	14,312	28,882	109,537	77,145	186,682	124,107	91,457	215,564
High	76,198	59,443	135,641	331,120	183,030	514,150	407,318	242,473	649,791
Higher Sec	48,632	48,281	96,913	196,414	105,839	302,253	245,046	154,120	399,166
<b>Balochistan</b>									
<b>Total</b>	<b>178,372</b>	<b>157,155</b>	<b>335,527</b>	<b>373,456</b>	<b>232,499</b>	<b>605,955</b>	<b>551,828</b>	<b>389,654</b>	<b>941,482</b>
Primary	49,397	34,812	84,209	183,193	122,070	305,263	232,590	156,882	389,472
Middle	24,361	24,084	48,445	66,212	50,025	116,237	90,573	74,109	164,682
High	94,388	79,338	173,726	116,095	54,690	170,785	210,483	134,028	344,511
Higher Sec	10,226	18,921	29,147	7,956	5,714	13,670	18,182	24,635	42,817
<b>AJK</b>									
<b>Total</b>	<b>18,231</b>	<b>17,488</b>	<b>35,719</b>	<b>209,705</b>	<b>207,095</b>	<b>416,800</b>	<b>227,936</b>	<b>224,583</b>	<b>452,519</b>
Primary	3,113	3,607	6,720	84,379	89,118	173,497	87,492	92,725	180,217
Middle	2,962	2,590	5,552	54,673	50,861	105,534	57,635	53,451	111,086
High	11,907	9,671	21,578	65,639	57,854	123,493	77,546	67,525	145,071
Higher Sec	249	1,620	1,869	5,014	9,262	14,276	5,263	10,882	16,145
<b>GB</b>									
<b>Total</b>	<b>9,865</b>	<b>12,036</b>	<b>21,901</b>	<b>75,180</b>	<b>63,369</b>	<b>138,549</b>	<b>85,045</b>	<b>75,405</b>	<b>160,450</b>
Primary	2,638	3,188	5,826	27,747	21,384	49,131	30,385	24,572	54,957
Middle	1,729	2,327	4,056	17,911	20,345	38,256	19,640	22,672	42,312
High	4,447	5,103	9,550	27,812	18,908	46,720	32,259	24,011	56,270
Higher Sec	1,051	1,418	2,469	1,710	2,732	4,442	2,761	4,150	6,911
<b>FATA</b>									
<b>Total</b>	-	-	-	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>	<b>422,235</b>	<b>254,922</b>	<b>677,157</b>
Primary	-	-	-	355,144	234,792	589,936	355,144	234,792	589,936
Middle	-	-	-	14,730	6,549	21,279	14,730	6,549	21,279
High	-	-	-	45,534	12,461	57,995	45,534	12,461	57,995
Higher Sec	-	-	-	6,827	1,120	7,947	6,827	1,120	7,947
<b>ICT</b>									
<b>Total</b>	<b>48,711</b>	<b>58,098</b>	<b>106,809</b>	<b>36,975</b>	<b>60,597</b>	<b>97,572</b>	<b>85,686</b>	<b>118,695</b>	<b>204,381</b>
Primary	12,980	13,986	26,966	11,076	12,528	23,604	24,056	26,514	50,570
Middle	611	5,578	6,189	4,082	9,373	13,455	4,693	14,951	19,644
High	9,714	13,219	22,933	14,585	19,250	33,835	24,299	32,469	56,768
Higher Sec	25,406	25,315	50,721	7,232	19,446	26,678	32,638	44,761	77,399

**Table 7.14: Number of Repeaters in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18**

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Stage</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>Pakistan</b>										
<b>Total</b>	-	<b>45,730</b>	<b>43,107</b>	<b>88,837</b>	<b>246,582</b>	<b>184,240</b>	<b>430,822</b>	<b>292,312</b>	<b>227,347</b>	<b>519,659</b>
Pre-Primary	<b>Total</b>	<b>11,521</b>	<b>12,173</b>	<b>23,694</b>	<b>98,425</b>	<b>84,990</b>	<b>183,415</b>	<b>109,946</b>	<b>97,163</b>	<b>207,109</b>
	Un-Admitted	155	159	314	1,142	1,040	2,182	1,297	1,199	2,496
	Kachi	11,366	12,014	23,380	97,283	83,950	181,233	108,649	95,964	204,613
Primary	<b>Total</b>	<b>17,901</b>	<b>17,424</b>	<b>35,325</b>	<b>114,714</b>	<b>81,026</b>	<b>195,740</b>	<b>132,615</b>	<b>98,450</b>	<b>231,065</b>
	Class 1	4,365	4,745	9,110	31,761	26,204	57,965	36,126	30,949	67,075
	Class 2	4,002	4,239	8,241	25,330	20,403	45,733	29,332	24,642	53,974
	Class 3	2,964	3,097	6,061	18,916	14,094	33,010	21,880	17,191	39,071
	Class 4	3,834	3,976	7,810	20,004	13,404	33,408	23,838	17,380	41,218
	Class 5	2,736	1,367	4,103	18,703	6,921	25,624	21,439	8,288	29,727
Middle	<b>Total</b>	<b>6,793</b>	<b>7,967</b>	<b>14,760</b>	<b>23,552</b>	<b>14,043</b>	<b>37,595</b>	<b>30,345</b>	<b>22,010</b>	<b>52,355</b>
	Class 6	2,700	3,752	6,452	11,476	7,281	18,757	14,176	11,033	25,209
	Class 7	2,176	2,666	4,842	6,972	4,228	11,200	9,148	6,894	16,042
	Class 8	1,917	1,549	3,466	5,104	2,534	7,638	7,021	4,083	11,104
High	<b>Total</b>	<b>9,474</b>	<b>5,496</b>	<b>14,970</b>	<b>9,715</b>	<b>4,054</b>	<b>13,769</b>	<b>19,189</b>	<b>9,550</b>	<b>28,739</b>
	Class 9	8,072	4,638	12,710	8,650	3,486	12,136	16,722	8,124	24,846
	Class 10	1,402	858	2,260	1,065	568	1,633	2,467	1,426	3,893
Higher Sec	<b>Total</b>	<b>41</b>	<b>47</b>	<b>88</b>	<b>176</b>	<b>127</b>	<b>303</b>	<b>217</b>	<b>174</b>	<b>391</b>
	Class 11	41	21	62	129	71	200	170	92	262
	Class 12	-	26	26	47	56	103	47	82	129
<b>Punjab</b>										
<b>Total</b>	-	<b>21,768</b>	<b>21,107</b>	<b>42,875</b>	<b>94,343</b>	<b>82,055</b>	<b>176,398</b>	<b>116,111</b>	<b>103,162</b>	<b>219,273</b>
Pre-Primary	<b>Total</b>	<b>6,389</b>	<b>6,737</b>	<b>13,126</b>	<b>56,875</b>	<b>51,159</b>	<b>108,034</b>	<b>63,264</b>	<b>57,896</b>	<b>121,160</b>
	Un-Admitted	7	5	12	100	100	200	107	105	212
	Kachi	6,382	6,732	13,114	56,775	51,059	107,834	63,157	57,791	120,948
Primary	<b>Total</b>	<b>4,909</b>	<b>6,032</b>	<b>10,941</b>	<b>26,372</b>	<b>24,142</b>	<b>50,514</b>	<b>31,281</b>	<b>30,174</b>	<b>61,455</b>
	Class 1	1,384	1,713	3,097	9,312	8,609	17,921	10,696	10,322	21,018
	Class 2	1,330	1,647	2,977	7,598	7,192	14,790	8,928	8,839	17,767
	Class 3	739	950	1,689	3,251	3,342	6,593	3,990	4,292	8,282
	Class 4	1,009	1,392	2,401	4,548	4,094	8,642	5,557	5,486	11,043
	Class 5	447	330	777	1,663	905	2,568	2,110	1,235	3,345
Middle	<b>Total</b>	<b>1,841</b>	<b>3,222</b>	<b>5,063</b>	<b>3,557</b>	<b>3,304</b>	<b>6,861</b>	<b>5,398</b>	<b>6,526</b>	<b>11,924</b>
	Class 6	622	1,448	2,070	1,514	1,721	3,235	2,136	3,169	5,305
	Class 7	580	1,148	1,728	1,358	1,213	2,571	1,938	2,361	4,299
	Class 8	639	626	1,265	685	370	1,055	1,324	996	2,320
High	<b>Total</b>	<b>8,629</b>	<b>5,116</b>	<b>13,745</b>	<b>7,539</b>	<b>3,450</b>	<b>10,989</b>	<b>16,168</b>	<b>8,566</b>	<b>24,734</b>
	Class 9	7,402	4,354	11,756	6,999	3,010	10,009	14,401	7,364	21,765
	Class 10	1,227	762	1,989	540	440	980	1,767	1,202	2,969
Higher Sec	<b>Total</b>	-	-	-	-	-	-	-	-	-
	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
<b>Sindh</b>										
<b>Total</b>	-	<b>713</b>	<b>841</b>	<b>1,554</b>	<b>1,526</b>	<b>927</b>	<b>2,453</b>	<b>2,239</b>	<b>1,768</b>	<b>4,007</b>
Pre-Primary	<b>Total</b>	-	-	-	-	-	-	-	-	-
	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	-	-	-	-	-	-	-	-	-
Primary	<b>Total</b>	<b>464</b>	<b>330</b>	<b>794</b>	<b>1,255</b>	<b>717</b>	<b>1,972</b>	<b>1,719</b>	<b>1,047</b>	<b>2,766</b>
	Class 1	-	-	-	-	-	-	-	-	-
	Class 2	-	-	-	-	-	-	-	-	-
	Class 3	-	-	-	-	-	-	-	-	-
	Class 4	277	205	482	779	412	1,191	1,056	617	1,673
	Class 5	187	125	312	476	305	781	663	430	1,093
Middle	<b>Total</b>	<b>174</b>	<b>486</b>	<b>660</b>	<b>195</b>	<b>119</b>	<b>314</b>	<b>369</b>	<b>605</b>	<b>974</b>
	Class 6	75	206	281	98	53	151	173	259	432
	Class 7	58	151	209	58	32	90	116	183	299
	Class 8	41	129	170	39	34	73	80	163	243
High	<b>Total</b>	<b>75</b>	<b>25</b>	<b>100</b>	<b>62</b>	<b>17</b>	<b>79</b>	<b>137</b>	<b>42</b>	<b>179</b>
	Class 9	44	19	63	37	7	44	81	26	107
	Class 10	31	6	37	25	10	35	56	16	72
Higher Sec	<b>Total</b>	-	-	-	<b>14</b>	<b>74</b>	<b>88</b>	<b>14</b>	<b>74</b>	<b>88</b>
	Class 11	-	-	-	-	33	33	-	33	33
	Class 12	-	-	-	14	41	55	14	41	55



**Table 7.14: Number of Repeaters in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region		Urban			Rural			Total		
Stage	Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>KP</b>										
<b>Total</b>	–	<b>9,453</b>	<b>8,032</b>	<b>17,485</b>	<b>83,511</b>	<b>52,234</b>	<b>135,745</b>	<b>92,964</b>	<b>60,266</b>	<b>153,230</b>
Pre-Primary	<b>Total</b>	<b>1,057</b>	<b>1,352</b>	<b>2,409</b>	<b>15,227</b>	<b>14,046</b>	<b>29,273</b>	<b>16,284</b>	<b>15,398</b>	<b>31,682</b>
	Un-Admitted	4	3	7	61	70	131	65	73	138
	Kachi	1,053	1,349	2,402	15,166	13,976	29,142	16,219	15,325	31,544
Primary	<b>Total</b>	<b>5,223</b>	<b>4,321</b>	<b>9,544</b>	<b>52,424</b>	<b>30,946</b>	<b>83,370</b>	<b>57,647</b>	<b>35,267</b>	<b>92,914</b>
	Class 1	870	968	1,838	10,698	8,594	19,292	11,568	9,562	21,130
	Class 2	953	990	1,943	9,692	7,282	16,974	10,645	8,272	18,917
	Class 3	951	933	1,884	9,131	6,280	15,411	10,082	7,213	17,295
	Class 4	1,051	941	1,992	9,379	5,014	14,393	10,430	5,955	16,385
	Class 5	1,398	489	1,887	13,524	3,776	17,300	14,922	4,265	19,187
Middle	<b>Total</b>	<b>2,882</b>	<b>2,202</b>	<b>5,084</b>	<b>14,551</b>	<b>6,961</b>	<b>21,512</b>	<b>17,433</b>	<b>9,163</b>	<b>26,596</b>
	Class 6	1,210	1,136	2,346	7,356	3,885	11,241	8,566	5,021	13,587
	Class 7	863	712	1,575	3,943	1,868	5,811	4,806	2,580	7,386
	Class 8	809	354	1,163	3,252	1,208	4,460	4,061	1,562	5,623
High	<b>Total</b>	<b>290</b>	<b>152</b>	<b>442</b>	<b>1,169</b>	<b>275</b>	<b>1,444</b>	<b>1,459</b>	<b>427</b>	<b>1,886</b>
	Class 9	235	97	332	892	229	1,121	1,127	326	1,453
	Class 10	55	55	110	277	46	323	332	101	433
Higher Sec	<b>Total</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>140</b>	<b>6</b>	<b>146</b>	<b>141</b>	<b>11</b>	<b>152</b>
	Class 11	1	5	6	107	6	113	108	11	119
	Class 12	–	–	–	33	–	33	33	–	33
<b>Balochistan</b>										
<b>Total</b>	–	<b>9,675</b>	<b>9,945</b>	<b>19,620</b>	<b>34,958</b>	<b>25,149</b>	<b>60,107</b>	<b>44,633</b>	<b>35,094</b>	<b>79,727</b>
Pre-Primary	<b>Total</b>	<b>3,878</b>	<b>3,894</b>	<b>7,772</b>	<b>19,326</b>	<b>14,055</b>	<b>33,381</b>	<b>23,204</b>	<b>17,949</b>	<b>41,153</b>
	Un-Admitted	–	–	–	–	–	–	–	–	–
	Kachi	3,878	3,894	7,772	19,326	14,055	33,381	23,204	17,949	41,153
Primary	<b>Total</b>	<b>4,844</b>	<b>5,126</b>	<b>9,970</b>	<b>14,409</b>	<b>10,543</b>	<b>24,952</b>	<b>19,253</b>	<b>15,669</b>	<b>34,922</b>
	Class 1	1,742	1,779	3,521	6,264	4,799	11,063	8,006	6,578	14,584
	Class 2	1,177	1,304	2,481	3,365	2,599	5,964	4,542	3,903	8,445
	Class 3	789	914	1,703	2,440	1,586	4,026	3,229	2,500	5,729
	Class 4	726	918	1,644	1,710	1,128	2,838	2,436	2,046	4,482
	Class 5	410	211	621	630	431	1,061	1,040	642	1,682
Middle	<b>Total</b>	<b>876</b>	<b>863</b>	<b>1,739</b>	<b>1,070</b>	<b>527</b>	<b>1,597</b>	<b>1,946</b>	<b>1,390</b>	<b>3,336</b>
	Class 6	433	479	912	607	308	915	1,040	787	1,827
	Class 7	363	318	681	313	146	459	676	464	1,140
	Class 8	80	66	146	150	73	223	230	139	369
High	<b>Total</b>	<b>77</b>	<b>62</b>	<b>139</b>	<b>144</b>	<b>24</b>	<b>168</b>	<b>221</b>	<b>86</b>	<b>307</b>
	Class 9	21	40	61	62	15	77	83	55	138
	Class 10	56	22	78	82	9	91	138	31	169
Higher Sec	<b>Total</b>	–	–	–	<b>9</b>	–	<b>9</b>	<b>9</b>	–	<b>9</b>
	Class 11	–	–	–	9	–	9	9	–	9
	Class 12	–	–	–	–	–	–	–	–	–
<b>AJK</b>										
<b>Total</b>	–	<b>295</b>	<b>342</b>	<b>637</b>	<b>4,896</b>	<b>3,273</b>	<b>8,169</b>	<b>5,191</b>	<b>3,615</b>	<b>8,806</b>
Pre-Primary	<b>Total</b>	<b>32</b>	<b>30</b>	<b>62</b>	<b>1,098</b>	<b>848</b>	<b>1,946</b>	<b>1,130</b>	<b>878</b>	<b>2,008</b>
	Un-Admitted	5	12	17	247	237	484	252	249	501
	Kachi	27	18	45	851	611	1,462	878	629	1,507
Primary	<b>Total</b>	<b>143</b>	<b>123</b>	<b>266</b>	<b>2,513</b>	<b>1,598</b>	<b>4,111</b>	<b>2,656</b>	<b>1,721</b>	<b>4,377</b>
	Class 1	17	21	38	451	295	746	468	316	784
	Class 2	17	12	29	413	226	639	430	238	668
	Class 3	30	23	53	363	239	602	393	262	655
	Class 4	39	38	77	583	385	968	622	423	1,045
	Class 5	40	29	69	703	453	1,156	743	482	1,225
Middle	<b>Total</b>	<b>87</b>	<b>109</b>	<b>196</b>	<b>1,014</b>	<b>709</b>	<b>1,723</b>	<b>1,101</b>	<b>818</b>	<b>1,919</b>
	Class 6	35	40	75	445	239	684	480	279	759
	Class 7	18	26	44	274	195	469	292	221	513
	Class 8	34	43	77	295	275	570	329	318	647
High	<b>Total</b>	<b>33</b>	<b>57</b>	<b>90</b>	<b>267</b>	<b>117</b>	<b>384</b>	<b>300</b>	<b>174</b>	<b>474</b>
	Class 9	27	51	78	140	54	194	167	105	272
	Class 10	6	6	12	127	63	190	133	69	202
Higher Sec	<b>Total</b>	–	<b>23</b>	<b>23</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>4</b>	<b>24</b>	<b>28</b>
	Class 11	–	13	13	4	1	5	4	14	18
	Class 12	–	10	10	–	–	–	–	10	10

**Table 7.14: Number of Repeaters in Public Sector Institutions by Stage, Class, Location, Gender & Provinces/Regions 2017-18 (continued)**

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Stage</i>	<i>Class</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
<b>GB</b>										
<b>Total</b>	-	<b>252</b>	<b>258</b>	<b>510</b>	<b>4,251</b>	<b>2,798</b>	<b>7,049</b>	<b>4,503</b>	<b>3,056</b>	<b>7,559</b>
Pre-Primary	<b>Total</b>	<b>70</b>	<b>34</b>	<b>104</b>	<b>1,052</b>	<b>625</b>	<b>1,677</b>	<b>1,122</b>	<b>659</b>	<b>1,781</b>
	Un-Admitted	44	13	57	393	293	686	437	306	743
	Kachi	26	21	47	659	332	991	685	353	1,038
Primary	<b>Total</b>	<b>130</b>	<b>141</b>	<b>271</b>	<b>2,664</b>	<b>1,706</b>	<b>4,370</b>	<b>2,794</b>	<b>1,847</b>	<b>4,641</b>
	Class 1	18	14	32	496	336	832	514	350	864
	Class 2	14	28	42	416	231	647	430	259	689
	Class 3	14	14	28	404	237	641	418	251	669
	Class 4	23	34	57	544	334	878	567	368	935
	Class 5	61	51	112	804	568	1,372	865	619	1,484
Middle	<b>Total</b>	<b>52</b>	<b>83</b>	<b>135</b>	<b>535</b>	<b>467</b>	<b>1,002</b>	<b>587</b>	<b>550</b>	<b>1,137</b>
	Class 6	21	55	76	260	226	486	281	281	562
	Class 7	14	19	33	162	114	276	176	133	309
	Class 8	17	9	26	113	127	240	130	136	266
High	<b>Total</b>	-	-	-	-	-	-	-	-	-
	Class 9	-	-	-	-	-	-	-	-	-
	Class 10	-	-	-	-	-	-	-	-	-
Higher Sec	<b>Total</b>	-	-	-	-	-	-	-	-	-
	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
<b>FATA</b>										
<b>Total</b>	-	-	-	-	<b>18,286</b>	<b>11,937</b>	<b>30,223</b>	<b>18,286</b>	<b>11,937</b>	<b>30,223</b>
Pre-Primary	<b>Total</b>	-	-	-	<b>4,722</b>	<b>3,952</b>	<b>8,674</b>	<b>4,722</b>	<b>3,952</b>	<b>8,674</b>
	Un-Admitted	-	-	-	216	35	251	216	35	251
	Kachi	-	-	-	4,506	3,917	8,423	4,506	3,917	8,423
Primary	<b>Total</b>	-	-	-	<b>12,311</b>	<b>7,702</b>	<b>20,013</b>	<b>12,311</b>	<b>7,702</b>	<b>20,013</b>
	Class 1	-	-	-	4,325	3,151	7,476	4,325	3,151	7,476
	Class 2	-	-	-	3,293	2,043	5,336	3,293	2,043	5,336
	Class 3	-	-	-	2,545	1,489	4,034	2,545	1,489	4,034
	Class 4	-	-	-	1,713	845	2,558	1,713	845	2,558
	Class 5	-	-	-	435	174	609	435	174	609
Middle	<b>Total</b>	-	-	-	<b>1,225</b>	<b>283</b>	<b>1,508</b>	<b>1,225</b>	<b>283</b>	<b>1,508</b>
	Class 6	-	-	-	673	180	853	673	180	853
	Class 7	-	-	-	427	86	513	427	86	513
	Class 8	-	-	-	125	17	142	125	17	142
High	<b>Total</b>	-	-	-	<b>28</b>	-	<b>28</b>	<b>28</b>	-	<b>28</b>
	Class 9	-	-	-	18	-	18	18	-	18
	Class 10	-	-	-	10	-	10	10	-	10
Higher Sec	<b>Total</b>	-	-	-	-	-	-	-	-	-
	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
<b>ICT</b>										
<b>Total</b>	-	<b>3,574</b>	<b>2,582</b>	<b>6,156</b>	<b>4,811</b>	<b>5,867</b>	<b>10,678</b>	<b>8,385</b>	<b>8,449</b>	<b>16,834</b>
Pre-Primary	<b>Total</b>	<b>95</b>	<b>126</b>	<b>221</b>	<b>125</b>	<b>305</b>	<b>430</b>	<b>220</b>	<b>431</b>	<b>651</b>
	Un-Admitted	95	126	221	125	305	430	220	431	651
	Kachi	-	-	-	-	-	-	-	-	-
Primary	<b>Total</b>	<b>2,188</b>	<b>1,351</b>	<b>3,539</b>	<b>2,766</b>	<b>3,672</b>	<b>6,438</b>	<b>4,954</b>	<b>5,023</b>	<b>9,977</b>
	Class 1	334	250	584	215	420	635	549	670	1,219
	Class 2	511	258	769	553	830	1,383	1,064	1,088	2,152
	Class 3	441	263	704	782	921	1,703	1,223	1,184	2,407
	Class 4	709	448	1,157	748	1,192	1,940	1,457	1,640	3,097
	Class 5	193	132	325	468	309	777	661	441	1,102
Middle	<b>Total</b>	<b>881</b>	<b>1,002</b>	<b>1,883</b>	<b>1,405</b>	<b>1,673</b>	<b>3,078</b>	<b>2,286</b>	<b>2,675</b>	<b>4,961</b>
	Class 6	304	388	692	523	669	1,192	827	1,057	1,884
	Class 7	280	292	572	437	574	1,011	717	866	1,583
	Class 8	297	322	619	445	430	875	742	752	1,494
High	<b>Total</b>	<b>370</b>	<b>84</b>	<b>454</b>	<b>506</b>	<b>171</b>	<b>677</b>	<b>876</b>	<b>255</b>	<b>1,131</b>
	Class 9	343	77	420	502	171	673	845	248	1,093
	Class 10	27	7	34	4	-	4	31	7	38
Higher Sec	<b>Total</b>	<b>40</b>	<b>19</b>	<b>59</b>	<b>9</b>	<b>46</b>	<b>55</b>	<b>49</b>	<b>65</b>	<b>114</b>
	Class 11	40	3	43	9	31	40	49	34	83
	Class 12	-	16	16	-	15	15	-	31	31



# Chapter 8

## Teachers

*Table 8.0: Data Source(s) & Explanatory Note(s) for Teachers*

<i>Source(s)</i>	<i>Explanatory Note(s)</i>
<b>8.1</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
Private Sector data is estimated using past trend.	Other Public Sector means Public Institutions run by other than Provincial/ Regional Education Departments.
Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations.	Provincial Education Foundations are functioning on Public Private Partnership basis.
Intermediate and Degree Colleges data is provided by Provincial Higher Education Departments.	–
Teacher Training Institutions is estimated based on past trend.	–
Deeni Madaris data is provided by Madaris bodies, Pakistan.	–
Technical and Vocational Data is provided by NAVTAC, Islamabad.	–
University data is provided by Higher Education Commission (HEC), Islamabad.	–
<b>8.2</b>	
Data for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84.	All Data include Public, Private and Non-Formal Sector Schools.
Data for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97.	Pre-primary, Mosque Schools and Non-Formal Sector is added in Primary Schools.
Data for the year 1992-93 to 2016-17 are taken from Pakistan Education Statistics 1992-93 to 2016-17.	–
<b>8.3</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Mosque Schools are included in Primary Schools.
Other Public Sector data is provided by respective organizations.	Urban-Rural data for public sector inter and degree colleges by Gender was not available for provinces. Therefore total by Gender may not tally with the grand total for provinces and Pakistan.
Intermediate and Degree Colleges data is estimated based on past trend.	–
<b>8.4</b>	
Public Sector data is provided by Provincial/ Regional EMISs.	Punjab, Sindh, KP and Balochistan Higher Education Departments provided Inter and Degree Colleges data.
Intermediate and Degree Colleges data is estimated based on past trend.	Urban-Rural data for public sector inter and degree colleges by Gender was not available for provinces. Therefore total by Gender may not tally with the grand total for provinces and Pakistan.

---

**8.5**

---

Private Sector data is estimated based on past trend.

Punjab, KP, AJK, GB and FATA Data is provided by the Provincial EMISs

Private Sector data for ICT is provided by Private Educational Institutions Regulatory Authority (PEIRA), Islamabad.

–

---

**8.6**

---

Other Public Sector data is provided by respective organizations.

Other Public Sector means public institutions run by other than Provincial/ Regional Education Departments.

Inter Colleges and Degree Colleges data is estimated based on past trend.

–

---

**8.7-8.9**

---

Public Sector data is provided by Provincial/ Regional EMISs.

Mosque Schools are included in Primary Schools.

---

**Table 8.1: Number of Teachers by Categories and Sector from 2013-14 to 2017-18**

<i>Categories/Sector</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
<b>Total</b>					
<b>Total</b>	<b>1,598,298</b>	<b>1,652,141</b>	<b>1,723,790</b>	<b>1,831,993</b>	<b>2,073,433</b>
Public	807,985	831,988	870,311	857,891	924,905
Other Public	26,641	27,620	27,723	42,430	18,752
Private	763,672	792,533	825,756	931,672	1,129,776
<b>Pre-Primary</b>					
<b>Total</b>	<b>2,428</b>	<b>2,639</b>	<b>2,785</b>	<b>2,636</b>	<b>2,117</b>
Public	–	–	–	–	–
Other Public	–	–	–	–	–
Private	2,428	2,639	2,785	2,636	2,117
<b>Primary</b>					
<b>Total</b>	<b>405,652</b>	<b>409,496</b>	<b>422,797</b>	<b>453,614</b>	<b>486,262</b>
Public	310,961	307,357	317,263	322,267	363,806
Other Public	7,148	7,269	7,298	16,968	5,208
Private	87,543	94,870	98,236	114,379	117,248
<b>Middle</b>					
<b>Total</b>	<b>364,839</b>	<b>380,785</b>	<b>394,231</b>	<b>455,445</b>	<b>448,074</b>
Public	126,343	128,227	135,689	134,103	139,822
Other Public	3,461	3,507	3,502	3,982	1,124
Private	235,035	249,051	255,040	317,360	307,128
<b>High</b>					
<b>Total</b>	<b>500,464</b>	<b>514,158</b>	<b>529,520</b>	<b>560,642</b>	<b>563,302</b>
Public	210,114	213,394	223,906	229,656	238,633
Other Public	8,765	8,972	8,977	11,622	8,814
Private	281,585	291,792	296,637	319,364	315,855
<b>Higher Sec/ Inter Colleges</b>					
<b>Total</b>	<b>124,336</b>	<b>118,079</b>	<b>123,061</b>	<b>120,336</b>	<b>123,154</b>
Public	47,079	47,425	49,939	53,041	59,655
Other Public	4,977	5,274	5,403	7,320	3,084
Private	72,280	65,380	67,719	59,975	60,415
<b>Degree Colleges (XI-XIV)</b>					
<b>Total</b>	<b>25,964</b>	<b>36,587</b>	<b>37,082</b>	<b>37,857</b>	<b>41,233</b>
Public	23,425	33,728	34,196	34,962	38,331
Other Public	502	508	514	519	522
Private	2,037	2,351	2,372	2,376	2,380
<b>Universities/Degree Awarding Institutions</b>					
<b>Total</b>	<b>77,557</b>	<b>88,288</b>	<b>83,375</b>	<b>58,733</b>	<b>56,885</b>
Public	60,017	70,078	66,532	40,258	38,011
Other Public	–	–	–	–	–
Private	17,540	18,210	16,843	18,475	18,874
<b>Non-Formal Basic Education</b>					
<b>Total</b>	<b>18,335</b>	<b>18,785</b>	<b>29,742</b>	<b>30,653</b>	<b>33,990</b>
Public	18,335	18,785	29,742	30,653	33,990
Other Public	–	–	–	–	–
Private	–	–	–	–	–
<b>Education Foundations</b>					
<b>Total</b>	–	–	–	<b>15,451</b>	<b>117,015</b>
Public	–	–	–	–	–
Other Public	–	–	–	–	–
Private	–	–	–	15,451	117,015
<b>Technical &amp; Vocational Institutions</b>					
<b>Total</b>	<b>16,377</b>	<b>19,393</b>	<b>18,157</b>	<b>18,207</b>	<b>18,207</b>
Public	6,638	7,860	7,359	7,379	9,164
Other Public	1,605	1,901	1,780	1,785	–
Private	8,134	9,632	9,018	9,043	9,043
<b>Teachers Training Institutions</b>					
<b>Total</b>	<b>3,713</b>	<b>3,733</b>	<b>3,751</b>	<b>3,771</b>	<b>3,791</b>
Public	3,427	3,444	3,459	3,476	3,493
Other Public	–	–	–	–	–
Private	286	289	292	295	298
<b>Deeni Madaris</b>					
<b>Total</b>	<b>58,633</b>	<b>60,198</b>	<b>79,289</b>	<b>74,648</b>	<b>179,403</b>
Public	1,646	1,690	2,226	2,096	–
Other Public	183	189	249	234	–
Private	56,804	58,319	76,814	72,318	179,403

**Table 8.2: Number of Teachers in Educational Institutions by Level from 1947-48 to 2017-18**

<i>Year</i>	<i>Primary</i>	<i>Middle</i>	<i>High</i>	<i>Higher Sec/ Inter Colleges</i>	<i>Degree Colleges</i>	<i>Technical &amp; Vocational Institutions</i>	<i>Universities &amp; Degree Awarding Institutions</i>
1947-48	17,800	12,000	6,800	—	—	—	—
1948-49	17,800	12,000	7,000	—	—	—	—
1949-50	19,900	12,100	8,000	—	—	—	—
1954-55	35,500	10,700	12,700	—	—	—	—
1959-60	44,800	13,000	18,300	—	—	—	382
1960-61	50,000	14,400	20,000	—	—	—	452
1961-62	54,800	16,700	21,500	—	—	—	929
1962-63	63,600	18,700	23,000	—	—	—	692
1963-64	69,800	19,600	25,000	4,938	1,137	1,499	1,128
1964-65	75,900	22,100	27,700	5,432	1,239	1,493	1,265
1965-66	74,900	23,100	28,400	5,711	1,370	1,436	1,264
1966-67	80,000	25,200	31,600	6,049	1,405	1,680	1,366
1967-68	83,800	26,100	33,400	6,208	1,435	1,770	1,484
1968-69	88,000	28,800	34,500	7,080	1,684	1,900	1,345
1969-70	92,000	31,500	35,500	7,950	1,737	2,050	1,473
1970-71	96,300	34,200	36,400	8,823	1,868	2,208	1,568
1971-72	105,700	36,000	37,900	8,313	1,879	2,326	1,640
1972-73	108,800	41,400	40,700	8,346	2,060	2,204	1,644
1973-74	115,700	41,900	45,300	8,990	2,315	2,582	2,327
1974-75	125,500	43,500	51,100	9,635	2,624	2,462	2,455
1975-76	130,300	46,400	55,700	11,313	3,087	2,630	2,726
1976-77	133,300	46,000	59,600	11,834	3,167	2,476	2,916
1977-78	134,400	48,800	60,600	11,548	3,331	2,225	3,265
1978-79	136,900	49,900	62,900	11,836	3,443	2,532	3,573
1979-80	140,900	51,400	63,800	12,077	3,500	2,817	3,068
1980-81	150,000	52,200	65,900	12,384	3,343	3,171	3,183
1981-82	159,100	53,700	68,700	12,691	3,609	3,408	3,357
1982-83	168,100	55,100	70,400	13,000	3,628	3,616	3,322
1983-84	177,300	57,800	78,300	13,130	3,769	3,835	3,490
1984-85	179,000	57,400	78,700	13,951	3,884	4,034	3,589
1985-86	180,600	57,100	81,600	15,599	3,925	4,190	3,740
1986-87	189,400	58,200	92,900	18,786	4,519	5,543	3,878
1987-88	196,200	61,600	99,800	16,490	4,621	6,684	4,020
1988-89	248,600	75,000	126,400	16,928	4,428	9,104	4,162
1989-90	280,900	79,800	140,400	17,347	4,506	8,445	4,304
1990-91	277,800	84,100	152,500	20,792	4,544	7,402	4,744
1991-92	293,500	87,500	157,000	20,548	5,661	6,703	4,926
1992-93	332,480	118,993	165,574	25,485	8,269	9,153	5,728
1993-94	359,125	132,789	217,424	27,666	8,754	7,965	5,217
1994-95	375,158	144,639	227,574	29,843	9,128	6,949	5,316
1995-96	377,473	159,064	217,591	32,898	9,969	7,291	5,417
1996-97	374,304	156,662	224,650	32,190	9,950	7,422	5,162
1997-98	396,963	168,397	252,898	39,267	10,930	6,923	5,515
1998-99	422,578	178,467	231,601	35,187	10,777	7,133	4,911
1999-00	402,412	193,876	247,766	39,268	11,065	9,253	5,914
2000-01	408,871	209,691	260,293	48,054	11,019	9,441	5,988
2001-02	413,920	230,093	270,222	55,146	10,598	7,192	5,160
2002-03	433,461	236,274	277,965	57,681	11,164	7,273	6,180
2003-04	432,222	239,351	276,916	57,881	11,245	7,042	37,428
2004-05	450,136	246,666	282,113	57,661	15,653	7,356	37,468
2005-06	454,158	310,753	417,097	69,425	20,568	14,565	37,509
2006-07	456,020	313,488	421,735	71,246	20,768	14,622	44,537
2007-08	452,604	320,611	429,932	74,223	20,971	14,914	46,893
2008-09	465,334	320,480	439,316	76,184	21,176	15,264	52,833
2009-10	441,698	331,464	447,130	77,248	30,754	15,338	57,780
2010-11	440,523	334,984	452,779	81,183	36,349	15,591	63,557
2011-12	427,371	351,381	458,655	97,633	40,191	15,847	70,053
2012-13	428,762	362,580	489,588	132,011	48,809	16,109	77,557
2013-14	426,415	364,839	500,464	124,336	25,964	16,377	77,557
2014-15	430,920	380,785	514,158	118,079	36,587	19,393	88,288
2015-16	455,324	394,231	529,520	123,061	37,082	18,157	83,375
2016-17	486,903	455,445	560,642	120,336	37,857	18,207	58,733
2017-18	522,369	448,074	563,302	123,154	41,233	18,207	56,885

**Note:** Primary data includes Pre-Primary & NFBE

**Table 8.3: Number of Teachers by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>									
<b>Total</b>	<b>181,703</b>	<b>477,665</b>	<b>659,368</b>	<b>456,881</b>	<b>512,476</b>	<b>969,357</b>	<b>658,829</b>	<b>1,005,313</b>	<b>1,664,142</b>
Pre-Primary	134	1,842	1,976	47	94	141	181	1,936	2,117
Primary	35,777	90,490	126,267	191,884	168,111	359,995	227,661	258,601	486,262
Middle	31,750	138,466	170,216	96,536	181,322	277,858	128,286	319,788	448,074
High	88,136	207,211	295,347	132,301	135,654	267,955	220,437	342,865	563,302
Higher Sec.	21,577	35,457	57,034	33,615	25,870	59,485	55,192	61,327	116,519
Inter College	2,210	2,094	4,304	552	423	975	3,642	2,993	6,635
Degree College	2,119	2,105	4,224	1,946	1,002	2,948	23,430	17,803	41,233
<b>Punjab</b>									
<b>Total</b>	<b>82,191</b>	<b>283,118</b>	<b>365,309</b>	<b>191,419</b>	<b>366,667</b>	<b>558,086</b>	<b>283,018</b>	<b>657,957</b>	<b>940,975</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	10,697	48,709	59,406	63,176	109,745	172,921	73,873	158,454	232,327
Middle	16,451	96,227	112,678	52,061	144,694	196,755	68,512	240,921	309,433
High	46,530	122,067	168,597	64,621	98,288	162,909	111,151	220,355	331,506
Higher Sec.	8,399	15,827	24,226	11,228	13,930	25,158	19,627	29,757	49,384
Inter College	—	—	—	—	—	—	57	15	72
Degree College	114	288	402	333	10	343	9,798	8,455	18,253
<b>Sindh</b>									
<b>Total</b>	<b>52,481</b>	<b>129,296</b>	<b>181,777</b>	<b>80,845</b>	<b>22,842</b>	<b>103,687</b>	<b>137,884</b>	<b>155,247</b>	<b>293,131</b>
Pre-Primary	134	1,842	1,976	38	84	122	172	1,926	2,098
Primary	16,289	27,994	44,283	56,238	12,865	69,103	72,527	40,859	113,386
Middle	8,290	27,816	36,106	7,771	3,941	11,712	16,061	31,757	47,818
High	21,920	61,302	83,222	11,937	4,445	16,382	33,857	65,747	99,604
Higher Sec.	4,785	8,875	13,660	4,798	1,487	6,285	9,583	10,362	19,945
Inter College	750	962	1,712	28	14	42	902	1,093	1,995
Degree College	313	505	818	35	6	41	4,782	3,503	8,285
<b>KP</b>									
<b>Total</b>	<b>22,365</b>	<b>28,843</b>	<b>51,208</b>	<b>108,640</b>	<b>62,655</b>	<b>171,295</b>	<b>135,216</b>	<b>94,360</b>	<b>229,576</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	5,106	6,662	11,768	46,537	26,268	72,805	51,643	32,930	84,573
Middle	2,655	5,566	8,221	17,046	12,827	29,873	19,701	18,393	38,094
High	8,504	9,707	18,211	30,650	16,307	46,957	39,154	26,014	65,168
Higher Sec.	5,176	5,803	10,979	14,038	7,049	21,087	19,214	12,852	32,066
Inter College	699	623	1,322	293	155	448	992	778	1,770
Degree College	225	482	707	76	49	125	4,512	3,393	7,905
<b>Balochistan</b>									
<b>Total</b>	<b>12,016</b>	<b>12,176</b>	<b>24,192</b>	<b>21,970</b>	<b>10,492</b>	<b>32,462</b>	<b>36,054</b>	<b>23,697</b>	<b>59,751</b>
Pre-Primary	—	—	—	9	10	19	9	10	19
Primary	2,866	2,321	5,187	8,834	3,792	12,626	11,700	6,113	17,813
Middle	2,280	2,708	4,988	5,236	3,336	8,572	7,516	6,044	13,560
High	6,123	5,849	11,972	7,341	3,023	10,364	13,464	8,872	22,336
Higher Sec.	646	1,176	1,822	550	331	881	1,196	1,507	2,703
Inter College	83	88	171	—	—	—	782	432	1,214
Degree College	18	34	52	—	—	—	1,387	719	2,106
<b>AJK</b>									
<b>Total</b>	<b>7,364</b>	<b>12,746</b>	<b>20,110</b>	<b>26,287</b>	<b>24,982</b>	<b>51,269</b>	<b>33,651</b>	<b>37,728</b>	<b>71,379</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	446	1,278	1,724	7,259	6,785	14,044	7,705	8,063	15,768
Middle	1,501	4,342	5,843	8,954	9,450	18,404	10,455	13,792	24,247
High	3,709	5,497	9,206	8,364	7,151	15,515	12,073	12,648	24,721
Higher Sec.	583	913	1,496	750	885	1,635	1,333	1,798	3,131
Inter College	646	373	1,019	164	95	259	810	468	1,278
Degree College	479	343	822	796	616	1,412	1,275	959	2,234
<b>GB</b>									
<b>Total</b>	<b>2,156</b>	<b>3,003</b>	<b>5,159</b>	<b>6,628</b>	<b>5,121</b>	<b>11,749</b>	<b>8,784</b>	<b>8,124</b>	<b>16,908</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	177	714	891	1,721	1,247	2,968	1,898	1,961	3,859
Middle	350	865	1,215	1,908	1,652	3,560	2,258	2,517	4,775
High	656	999	1,655	2,462	1,620	4,082	3,118	2,619	5,737
Higher Sec.	314	300	614	413	398	811	727	698	1,425
Inter College	32	48	80	39	143	182	71	191	262
Degree College	627	77	704	85	61	146	712	138	850
<b>FATA</b>									
<b>Total</b>	—	—	—	<b>17,489</b>	<b>6,598</b>	<b>24,087</b>	<b>17,489</b>	<b>6,598</b>	<b>24,087</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	—	—	—	7,374	4,553	11,927	7,374	4,553	11,927
Middle	—	—	—	2,925	846	3,771	2,925	846	3,771
High	—	—	—	5,749	856	6,605	5,749	856	6,605
Higher Sec.	—	—	—	811	118	929	811	118	929
Inter College	—	—	—	28	16	44	28	16	44
Degree College	—	—	—	602	209	811	602	209	811
<b>ICT</b>									
<b>Total</b>	<b>3,130</b>	<b>8,483</b>	<b>11,613</b>	<b>3,603</b>	<b>13,119</b>	<b>16,722</b>	<b>6,733</b>	<b>21,602</b>	<b>28,335</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	196	2,812	3,008	745	2,856	3,601	941	5,668	6,609
Middle	223	942	1,165	635	4,576	5,211	858	5,518	6,376
High	694	1,790	2,484	1,177	3,964	5,141	1,871	5,754	7,625
Higher Sec.	1,674	2,563	4,237	1,027	1,672	2,699	2,701	4,235	6,936
Inter College	—	—	—	—	—	—	—	—	—
Degree College	343	376	719	19	51	70	362	427	789



**Table 8.4: Number of Teachers in Public Sector Institutions by Level, Location, Gender, & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>									
<b>Total</b>	<b>89,979</b>	<b>109,032</b>	<b>199,011</b>	<b>353,068</b>	<b>252,751</b>	<b>605,819</b>	<b>463,292</b>	<b>376,955</b>	<b>840,247</b>
Primary	28,333	33,694	62,027	177,188	124,591	301,779	205,521	158,285	363,806
Middle	10,666	16,437	27,103	55,590	57,129	112,719	66,256	73,566	139,822
High	40,353	45,942	86,295	95,131	57,207	152,338	135,484	103,149	238,633
Higher Sec	9,086	12,244	21,330	23,644	12,964	36,608	32,730	25,208	57,938
Inter Colleges	227	60	287	62	12	74	1,169	548	1,717
Degree Colleges	1,314	655	1,969	1,453	848	2,301	22,132	16,199	38,331
<b>Punjab</b>									
<b>Total</b>	<b>39,539</b>	<b>59,079</b>	<b>98,618</b>	<b>141,476</b>	<b>163,056</b>	<b>304,532</b>	<b>190,423</b>	<b>230,307</b>	<b>420,730</b>
Primary	7,794	15,148	22,942	56,799	76,726	133,525	64,593	91,874	156,467
Middle	5,744	11,125	16,869	29,408	42,856	72,264	35,152	53,981	89,133
High	22,247	26,504	48,751	47,119	37,078	84,197	69,366	63,582	132,948
Higher Sec	3,754	6,302	10,056	8,150	6,396	14,546	11,904	12,698	24,602
Inter Colleges	–	–	–	–	–	–	57	15	72
Degree Colleges	–	–	–	–	–	–	9,351	8,157	17,508
<b>Sindh</b>									
<b>Total</b>	<b>24,723</b>	<b>26,048</b>	<b>50,771</b>	<b>77,272</b>	<b>18,373</b>	<b>95,645</b>	<b>106,553</b>	<b>47,530</b>	<b>154,083</b>
Primary	13,402	10,720	24,122	55,357	11,622	66,979	68,759	22,342	91,101
Middle	1,997	2,168	4,165	6,264	2,171	8,435	8,261	4,339	12,600
High	7,754	11,069	18,823	11,239	3,344	14,583	18,993	14,413	33,406
Higher Sec	1,570	2,091	3,661	4,412	1,236	5,648	5,982	3,327	9,309
Inter Colleges	–	–	–	–	–	–	124	117	241
Degree Colleges	–	–	–	–	–	–	4,434	2,992	7,426
<b>KP</b>									
<b>Total</b>	<b>11,384</b>	<b>9,587</b>	<b>20,971</b>	<b>80,478</b>	<b>41,168</b>	<b>121,646</b>	<b>96,073</b>	<b>53,617</b>	<b>149,690</b>
Primary	4,482	4,438	8,920	44,049	23,501	67,550	48,531	27,939	76,470
Middle	915	851	1,766	8,521	5,379	13,900	9,436	6,230	15,666
High	3,741	2,394	6,135	18,568	8,556	27,124	22,309	10,950	33,259
Higher Sec	2,246	1,904	4,150	9,340	3,732	13,072	11,586	5,636	17,222
Inter Colleges	–	–	–	–	–	–	–	–	–
Degree Colleges	–	–	–	–	–	–	4,211	2,862	7,073
<b>Balochistan</b>									
<b>Total</b>	<b>9,476</b>	<b>7,870</b>	<b>17,346</b>	<b>20,545</b>	<b>8,778</b>	<b>29,323</b>	<b>32,089</b>	<b>17,677</b>	<b>49,766</b>
Primary	2,337	1,420	3,757	8,370	3,337	11,707	10,707	4,757	15,464
Middle	1,713	1,520	3,233	4,720	2,583	7,303	6,433	4,103	10,536
High	4,917	4,063	8,980	6,971	2,627	9,598	11,888	6,690	18,578
Higher Sec	509	867	1,376	484	231	715	993	1,098	2,091
Inter Colleges	–	–	–	–	–	–	699	344	1,043
Degree Colleges	–	–	–	–	–	–	1,369	685	2,054
<b>AJK</b>									
<b>Total</b>	<b>2,083</b>	<b>1,892</b>	<b>3,975</b>	<b>14,457</b>	<b>11,362</b>	<b>25,819</b>	<b>16,540</b>	<b>13,254</b>	<b>29,794</b>
Primary	185	314	499	3,903	3,791	7,694	4,088	4,105	8,193
Middle	170	276	446	3,603	2,560	6,163	3,773	2,836	6,609
High	1,065	905	1,970	5,635	3,760	9,395	6,700	4,665	11,365
Higher Sec	14	65	79	520	671	1,191	534	736	1,270
Inter Colleges	215	58	273	36	12	48	251	70	321
Degree Colleges	434	274	708	760	568	1,328	1,194	842	2,036
<b>GB</b>									
<b>Total</b>	<b>1,175</b>	<b>1,188</b>	<b>2,363</b>	<b>4,209</b>	<b>1,712</b>	<b>5,921</b>	<b>5,384</b>	<b>2,900</b>	<b>8,284</b>
Primary	91	382	473	1,152	492	1,644	1,243	874	2,117
Middle	114	256	370	1,043	485	1,528	1,157	741	1,898
High	265	417	682	1,779	594	2,373	2,044	1,011	3,055
Higher Sec	71	55	126	127	81	208	198	136	334
Inter Colleges	12	2	14	26	–	26	38	2	40
Degree Colleges	622	76	698	82	60	142	704	136	840
<b>FATA</b>									
<b>Total</b>	–	–	–	<b>13,036</b>	<b>6,340</b>	<b>19,376</b>	<b>13,036</b>	<b>6,340</b>	<b>19,376</b>
Primary	–	–	–	6,988	4,529	11,517	6,988	4,529	11,517
Middle	–	–	–	1,842	802	2,644	1,842	802	2,644
High	–	–	–	3,246	716	3,962	3,246	716	3,962
Higher Sec	–	–	–	358	84	442	358	84	442
Inter Colleges	–	–	–	–	–	–	–	–	–
Degree Colleges	–	–	–	602	209	811	602	209	811
<b>ICT</b>									
<b>Total</b>	<b>1,599</b>	<b>3,368</b>	<b>4,967</b>	<b>1,595</b>	<b>1,962</b>	<b>3,557</b>	<b>3,194</b>	<b>5,330</b>	<b>8,524</b>
Primary	42	1,272	1,314	570	593	1,163	612	1,865	2,477
Middle	13	241	254	189	293	482	202	534	736
High	364	590	954	574	532	1,106	938	1,122	2,060
Higher Sec	922	960	1,882	253	533	786	1,175	1,493	2,668
Inter Colleges	–	–	–	–	–	–	–	–	–
Degree Colleges	258	305	563	9	11	20	267	316	583

**Table 8.5: Number of Teachers in Private Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>									
<b>Total</b>	<b>86,714</b>	<b>360,855</b>	<b>447,569</b>	<b>101,653</b>	<b>255,921</b>	<b>357,574</b>	<b>188,367</b>	<b>616,776</b>	<b>805,143</b>
Pre-Primary	134	1,842	1,976	47	94	141	181	1,936	2,117
Primary	6,947	55,428	62,375	13,696	41,177	54,873	20,643	96,605	117,248
Middle	20,811	121,500	142,311	40,828	123,989	164,817	61,639	245,489	307,128
High	44,551	157,289	201,840	36,468	77,547	114,015	81,019	234,836	315,855
Higher Sec.	11,593	21,642	33,235	9,703	12,559	22,262	21,296	34,201	55,497
Inter College	1,983	2,034	4,017	490	411	901	2,473	2,445	4,918
Degree College	695	1,120	1,815	421	144	565	1,116	1,264	2,380
<b>Punjab</b>									
<b>Total</b>	<b>39,488</b>	<b>219,503</b>	<b>258,991</b>	<b>48,777</b>	<b>200,545</b>	<b>249,322</b>	<b>88,265</b>	<b>420,048</b>	<b>508,313</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	2,703	32,924	35,627	5,665	30,839	36,504	8,368	63,763	72,131
Middle	10,534	84,834	95,368	22,587	101,685	124,272	33,121	186,519	219,640
High	22,047	93,027	115,074	17,282	60,676	77,958	39,329	153,703	193,032
Higher Sec.	4,135	8,670	12,805	2,982	7,345	10,327	7,117	16,015	23,132
Inter College	—	—	—	—	—	—	—	—	—
Degree College	69	48	117	261	—	261	330	48	378
<b>Sindh</b>									
<b>Total</b>	<b>26,754</b>	<b>101,496</b>	<b>128,250</b>	<b>3,245</b>	<b>4,388</b>	<b>7,633</b>	<b>29,999</b>	<b>105,884</b>	<b>135,883</b>
Pre-Primary	134	1,842	1,976	38	84	122	172	1,926	2,098
Primary	2,605	16,660	19,265	647	1,188	1,835	3,252	17,848	21,100
Middle	6,206	25,434	31,640	1,499	1,762	3,261	7,705	27,196	34,901
High	13,647	49,371	63,018	612	1,083	1,695	14,259	50,454	64,713
Higher Sec.	3,153	6,754	9,907	386	251	637	3,539	7,005	10,544
Inter College	750	962	1,712	28	14	42	778	976	1,754
Degree College	259	473	732	35	6	41	294	479	773
<b>KP</b>									
<b>Total</b>	<b>10,436</b>	<b>18,665</b>	<b>29,101</b>	<b>27,813</b>	<b>21,061</b>	<b>48,874</b>	<b>38,249</b>	<b>39,726</b>	<b>77,975</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	616	2,196	2,812	2,468	2,677	5,145	3,084	4,873	7,957
Middle	1,729	4,681	6,410	8,498	7,409	15,907	10,227	12,090	22,317
High	4,345	6,949	11,294	11,886	7,540	19,426	16,231	14,489	30,720
Higher Sec.	2,822	3,734	6,556	4,592	3,231	7,823	7,414	6,965	14,379
Inter College	699	623	1,322	293	155	448	992	778	1,770
Degree College	225	482	707	76	49	125	301	531	832
<b>Balochistan</b>									
<b>Total</b>	<b>2,448</b>	<b>4,083</b>	<b>6,531</b>	<b>1,307</b>	<b>1,653</b>	<b>2,960</b>	<b>3,755</b>	<b>5,736</b>	<b>9,491</b>
Pre-Primary	—	—	—	9	10	19	9	10	19
Primary	527	899	1,426	437	448	885	964	1,347	2,311
Middle	565	1,175	1,740	505	752	1,257	1,070	1,927	2,997
High	1,161	1,702	2,863	290	343	633	1,451	2,045	3,496
Higher Sec.	96	215	311	66	100	166	162	315	477
Inter College	83	88	171	—	—	—	83	88	171
Degree College	16	4	20	—	—	—	16	4	20
<b>AJK</b>									
<b>Total</b>	<b>5,251</b>	<b>10,696</b>	<b>15,947</b>	<b>11,750</b>	<b>13,597</b>	<b>25,347</b>	<b>17,001</b>	<b>24,293</b>	<b>41,294</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	261	960	1,221	3,354	2,990	6,344	3,615	3,950	7,565
Middle	1,331	4,066	5,397	5,345	6,887	12,232	6,676	10,953	17,629
High	2,644	4,476	7,120	2,657	3,375	6,032	5,301	7,851	13,152
Higher Sec.	548	838	1,386	230	214	444	778	1,052	1,830
Inter College	431	315	746	128	83	211	559	398	957
Degree College	36	41	77	36	48	84	72	89	161
<b>GB</b>									
<b>Total</b>	<b>981</b>	<b>1,815</b>	<b>2,796</b>	<b>2,419</b>	<b>3,409</b>	<b>5,828</b>	<b>3,400</b>	<b>5,224</b>	<b>8,624</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	86	332	418	569	755	1,324	655	1,087	1,742
Middle	236	609	845	865	1,167	2,032	1,101	1,776	2,877
High	391	582	973	683	1,026	1,709	1,074	1,608	2,682
Higher Sec.	243	245	488	286	317	603	529	562	1,091
Inter College	20	46	66	13	143	156	33	189	222
Degree College	5	1	6	3	1	4	8	2	10
<b>FATA</b>									
<b>Total</b>	—	—	—	<b>4,448</b>	<b>257</b>	<b>4,705</b>	<b>4,448</b>	<b>257</b>	<b>4,705</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	—	—	—	385	24	409	385	24	409
Middle	—	—	—	1,083	44	1,127	1,083	44	1,127
High	—	—	—	2,499	139	2,638	2,499	139	2,638
Higher Sec.	—	—	—	453	34	487	453	34	487
Inter College	—	—	—	28	16	44	28	16	44
Degree College	—	—	—	—	—	—	—	—	—
<b>ICT</b>									
<b>Total</b>	<b>1,356</b>	<b>4,597</b>	<b>5,953</b>	<b>1,894</b>	<b>11,011</b>	<b>12,905</b>	<b>3,250</b>	<b>15,608</b>	<b>18,858</b>
Pre-Primary	—	—	—	—	—	—	—	—	—
Primary	149	1,457	1,606	171	2,256	2,427	320	3,713	4,033
Middle	210	701	911	446	4,283	4,729	656	4,984	5,640
High	316	1,182	1,498	559	3,365	3,924	875	4,547	5,422
Higher Sec.	596	1,186	1,782	708	1,067	1,775	1,304	2,253	3,557
Inter College	—	—	—	—	—	—	—	—	—
Degree College	85	71	156	10	40	50	95	111	206

**Table 8.6: Number of Teachers in Other Public Sector Institutions by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>									
<b>Total</b>	<b>5,010</b>	<b>7,778</b>	<b>12,788</b>	<b>2,160</b>	<b>3,804</b>	<b>5,964</b>	<b>7,170</b>	<b>11,582</b>	<b>18,752</b>
Primary	497	1,368	1,865	1,000	2,343	3,343	1,497	3,711	5,208
Middle	273	529	802	118	204	322	391	733	1,124
High	3,232	3,980	7,212	702	900	1,602	3,934	4,880	8,814
Higher Sec.	898	1,571	2,469	268	347	615	1,166	1,918	3,084
Inter College	—	—	—	—	—	—	—	—	—
Degree College	110	330	440	72	10	82	182	340	522
<b>Punjab</b>									
<b>Total</b>	<b>3,164</b>	<b>4,536</b>	<b>7,700</b>	<b>1,166</b>	<b>3,066</b>	<b>4,232</b>	<b>4,330</b>	<b>7,602</b>	<b>11,932</b>
Primary	200	637	837	712	2,180	2,892	912	2,817	3,729
Middle	173	268	441	66	153	219	239	421	660
High	2,236	2,536	4,772	220	534	754	2,456	3,070	5,526
Higher Sec.	510	855	1,365	96	189	285	606	1,044	1,650
Inter College	—	—	—	—	—	—	—	—	—
Degree College	45	240	285	72	10	82	117	250	367
<b>Sindh</b>									
<b>Total</b>	<b>1,004</b>	<b>1,752</b>	<b>2,756</b>	<b>328</b>	<b>81</b>	<b>409</b>	<b>1,332</b>	<b>1,833</b>	<b>3,165</b>
Primary	282	614	896	234	55	289	516	669	1,185
Middle	87	214	301	8	8	16	95	222	317
High	519	862	1,381	86	18	104	605	880	1,485
Higher Sec.	62	30	92	—	—	—	62	30	92
Inter College	—	—	—	—	—	—	—	—	—
Degree College	54	32	86	—	—	—	54	32	86
<b>KP</b>									
<b>Total</b>	<b>545</b>	<b>591</b>	<b>1,136</b>	<b>349</b>	<b>426</b>	<b>775</b>	<b>894</b>	<b>1,017</b>	<b>1,911</b>
Primary	8	28	36	20	90	110	28	118	146
Middle	11	34	45	27	39	66	38	73	111
High	418	364	782	196	211	407	614	575	1,189
Higher Sec.	108	165	273	106	86	192	214	251	465
Inter College	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—
<b>Balochistan</b>									
<b>Total</b>	<b>92</b>	<b>223</b>	<b>315</b>	<b>118</b>	<b>61</b>	<b>179</b>	<b>210</b>	<b>284</b>	<b>494</b>
Primary	2	2	4	27	7	34	29	9	38
Middle	2	13	15	11	1	12	13	14	27
High	45	84	129	80	53	133	125	137	262
Higher Sec.	41	94	135	—	—	—	41	94	135
Inter College	—	—	—	—	—	—	—	—	—
Degree College	2	30	32	—	—	—	2	30	32
<b>AJK</b>									
<b>Total</b>	<b>30</b>	<b>158</b>	<b>188</b>	<b>80</b>	<b>23</b>	<b>103</b>	<b>110</b>	<b>181</b>	<b>291</b>
Primary	—	4	4	2	4	6	2	8	10
Middle	—	—	—	6	3	9	6	3	9
High	—	116	116	72	16	88	72	132	204
Higher Sec.	21	10	31	—	—	—	21	10	31
Inter College	—	—	—	—	—	—	—	—	—
Degree College	9	28	37	—	—	—	9	28	37
<b>GB</b>									
<b>Total</b>	—	—	—	—	—	—	—	—	—
Primary	—	—	—	—	—	—	—	—	—
Middle	—	—	—	—	—	—	—	—	—
High	—	—	—	—	—	—	—	—	—
Higher Sec.	—	—	—	—	—	—	—	—	—
Inter College	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—
<b>FATA</b>									
<b>Total</b>	—	—	—	<b>5</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>6</b>
Primary	—	—	—	1	—	1	1	—	1
Middle	—	—	—	—	—	—	—	—	—
High	—	—	—	4	1	5	4	1	5
Higher Sec.	—	—	—	—	—	—	—	—	—
Inter College	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—
<b>ICT</b>									
<b>Total</b>	<b>175</b>	<b>518</b>	<b>693</b>	<b>114</b>	<b>146</b>	<b>260</b>	<b>289</b>	<b>664</b>	<b>953</b>
Primary	5	83	88	4	7	11	9	90	99
Middle	—	—	—	—	—	—	—	—	—
High	14	18	32	44	67	111	58	85	143
Higher Sec.	156	417	573	66	72	138	222	489	711
Inter College	—	—	—	—	—	—	—	—	—
Degree College	—	—	—	—	—	—	—	—	—

**Table 8.7: Number of Sanctioned & Filled-In Posts of Teachers in Public Sector Schools by Gender, Level & Provinces/Regions 2017-18**

<i>Province/Region</i>	<i>Primary</i>		<i>Middle</i>		<i>High</i>		<i>Higher Sec</i>		<i>Total</i>	
<i>Gender</i>	<i>Sanct.</i>	<i>Filled</i>	<i>Sanct.</i>	<i>Filled</i>	<i>Sanct.</i>	<i>Filled</i>	<i>Sanct.</i>	<i>Filled</i>	<i>Sanct.</i>	<i>Filled</i>
<b><i>Pakistan</i></b>										
<i>Total</i>	-	<b>363,806</b>	-	<b>139,822</b>	-	<b>238,633</b>	-	<b>57,938</b>	-	<b>800,199</b>
Male	-	205,521	-	66,256	-	135,484	-	32,730	-	439,991
Female	-	158,285	-	73,566	-	103,149	-	25,208	-	360,208
<b><i>Punjab</i></b>										
<i>Total</i>	-	<b>156,467</b>	-	<b>89,133</b>	-	<b>132,948</b>	-	<b>24,602</b>	-	<b>403,150</b>
Male	-	64,593	-	35,152	-	69,366	-	11,904	-	181,015
Female	-	91,874	-	53,981	-	63,582	-	12,698	-	222,135
<b><i>Sindh</i></b>										
<i>Total</i>	-	<b>91,101</b>	-	<b>12,600</b>	-	<b>33,406</b>	-	<b>9,309</b>	-	<b>146,416</b>
Male	-	68,759	-	8,261	-	18,993	-	5,982	-	101,995
Female	-	22,342	-	4,339	-	14,413	-	3,327	-	44,421
<b><i>KP</i></b>										
<i>Total</i>	<b>81,826</b>	<b>76,470</b>	<b>18,731</b>	<b>15,666</b>	<b>38,659</b>	<b>33,259</b>	<b>23,342</b>	<b>17,222</b>	<b>162,558</b>	<b>142,617</b>
Male	51,304	48,531	10,881	9,436	25,521	22,309	15,231	11,586	102,937	91,862
Female	30,522	27,939	7,850	6,230	13,138	10,950	8,111	5,636	59,621	50,755
<b><i>Balochistan</i></b>										
<i>Total</i>	<b>18,829</b>	<b>15,464</b>	<b>13,513</b>	<b>10,536</b>	<b>23,797</b>	<b>18,578</b>	<b>2,690</b>	<b>2,091</b>	<b>58,829</b>	<b>46,669</b>
Male	13,263	10,707	8,377	6,433	15,605	11,888	1,317	993	38,562	30,021
Female	5,566	4,757	5,136	4,103	8,192	6,690	1,373	1,098	20,267	16,648
<b><i>AJK</i></b>										
<i>Total</i>	-	<b>8,193</b>	-	<b>6,609</b>	-	<b>11,365</b>	-	<b>1,270</b>	-	<b>27,437</b>
Male	-	4,088	-	3,773	-	6,700	-	534	-	15,095
Female	-	4,105	-	2,836	-	4,665	-	736	-	12,342
<b><i>GB</i></b>										
<i>Total</i>	-	<b>2,117</b>	-	<b>1,898</b>	-	<b>3,055</b>	-	<b>334</b>	-	<b>7,404</b>
Male	-	1,243	-	1,157	-	2,044	-	198	-	4,642
Female	-	874	-	741	-	1,011	-	136	-	2,762
<b><i>FATA</i></b>										
<i>Total</i>	-	<b>11,517</b>	-	<b>2,644</b>	-	<b>3,962</b>	-	<b>442</b>	-	<b>18,565</b>
Male	-	6,988	-	1,842	-	3,246	-	358	-	12,434
Female	-	4,529	-	802	-	716	-	84	-	6,131
<b><i>ICT</i></b>										
<i>Total</i>	-	<b>2,477</b>	-	<b>736</b>	-	<b>2,060</b>	-	<b>2,668</b>	-	<b>7,941</b>
Male	-	612	-	202	-	938	-	1,175	-	2,927
Female	-	1,865	-	534	-	1,122	-	1,493	-	5,014

**Table 8.8: Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender & Provinces/Regions 2017-18**

<i>Province/Region</i>	<i>Professional</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Qualification</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Pakistan</b>										
Total	<b>Total</b>	<b>88,438</b>	<b>108,317</b>	<b>196,755</b>	<b>351,553</b>	<b>251,891</b>	<b>603,444</b>	<b>439,991</b>	<b>360,208</b>	<b>800,199</b>
	P.T.C	15,658	22,154	37,812	88,187	54,496	142,683	103,845	76,650	180,495
	C.T	5,473	6,093	11,566	24,011	11,874	35,885	29,484	17,967	47,451
	B.Ed/BS.Ed	32,676	40,154	72,830	128,189	97,263	225,452	160,865	137,417	298,282
	M.Ed	21,485	26,480	47,965	64,899	54,909	119,808	86,384	81,389	167,773
	Other Trained	6,425	4,303	10,728	24,642	9,242	33,884	31,067	13,545	44,612
	Un-Trained	1,017	731	1,748	3,500	1,626	5,126	4,517	2,357	6,874
	Not Mentioned	5,704	8,402	14,106	18,125	22,481	40,606	23,829	30,883	54,712
Primary	<b>Total</b>	<b>28,333</b>	<b>33,694</b>	<b>62,027</b>	<b>177,188</b>	<b>124,591</b>	<b>301,779</b>	<b>205,521</b>	<b>158,285</b>	<b>363,806</b>
	P.T.C	11,471	13,202	24,673	75,300	40,876	116,176	86,771	54,078	140,849
	C.T	2,062	1,775	3,837	12,437	5,248	17,685	14,499	7,023	21,522
	B.Ed/BS.Ed	9,368	10,124	19,492	55,257	43,429	98,686	64,625	53,553	118,178
	M.Ed	3,221	4,478	7,699	17,779	17,903	35,682	21,000	22,381	43,381
	Other Trained	1,048	737	1,785	6,890	2,378	9,268	7,938	3,115	11,053
	Un-Trained	248	219	467	1,853	830	2,683	2,101	1,049	3,150
	Not Mentioned	915	3,159	4,074	7,672	13,927	21,599	8,587	17,086	25,673
Middle	<b>Total</b>	<b>10,666</b>	<b>16,437</b>	<b>27,103</b>	<b>55,590</b>	<b>57,129</b>	<b>112,719</b>	<b>66,256</b>	<b>73,566</b>	<b>139,822</b>
	P.T.C	1,588	3,079	4,667	6,375	7,112	13,487	7,963	10,191	18,154
	C.T	875	1,001	1,876	4,479	3,116	7,595	5,354	4,117	9,471
	B.Ed/BS.Ed	4,131	6,334	10,465	23,533	24,975	48,508	27,664	31,309	58,973
	M.Ed	2,139	3,876	6,015	11,349	15,083	26,432	13,488	18,959	32,447
	Other Trained	1,021	811	1,832	5,787	2,861	8,648	6,808	3,672	10,480
	Un-Trained	168	122	290	680	337	1,017	848	459	1,307
	Not Mentioned	744	1,214	1,958	3,387	3,645	7,032	4,131	4,859	8,990
High	<b>Total</b>	<b>40,353</b>	<b>45,942</b>	<b>86,295</b>	<b>95,131</b>	<b>57,207</b>	<b>152,338</b>	<b>135,484</b>	<b>103,149</b>	<b>238,633</b>
	P.T.C	2,350	5,234	7,584	5,877	5,721	11,598	8,227	10,955	19,182
	C.T	2,158	2,735	4,893	5,941	2,951	8,892	8,099	5,686	13,785
	B.Ed/BS.Ed	16,212	19,207	35,419	40,788	24,073	64,861	57,000	43,280	100,280
	M.Ed	12,738	13,597	26,335	25,871	17,044	42,915	38,609	30,641	69,250
	Other Trained	3,655	2,206	5,861	9,833	3,292	13,125	13,488	5,498	18,986
	Un-Trained	539	341	880	876	384	1,260	1,415	725	2,140
	Not Mentioned	2,701	2,622	5,323	5,945	3,742	9,687	8,646	6,364	15,010
Higher Secondary	<b>Total</b>	<b>9,086</b>	<b>12,244</b>	<b>21,330</b>	<b>23,644</b>	<b>12,964</b>	<b>36,608</b>	<b>32,730</b>	<b>25,208</b>	<b>57,938</b>
	P.T.C	249	639	888	635	787	1,422	884	1,426	2,310
	C.T	378	582	960	1,154	559	1,713	1,532	1,141	2,673
	B.Ed/BS.Ed	2,965	4,489	7,454	8,611	4,786	13,397	11,576	9,275	20,851
	M.Ed	3,387	4,529	7,916	9,900	4,879	14,779	13,287	9,408	22,695
	Other Trained	701	549	1,250	2,132	711	2,843	2,833	1,260	4,093
	Un-Trained	62	49	111	91	75	166	153	124	277
	Not Mentioned	1,344	1,407	2,751	1,121	1,167	2,288	2,465	2,574	5,039
<b>Punjab</b>										
Total	<b>Total</b>	<b>39,539</b>	<b>59,079</b>	<b>98,618</b>	<b>141,476</b>	<b>163,056</b>	<b>304,532</b>	<b>181,015</b>	<b>222,135</b>	<b>403,150</b>
	P.T.C	4,040	11,202	15,242	24,527	29,704	54,231	28,567	40,906	69,473
	C.T	2,540	3,163	5,703	10,132	5,872	16,004	12,672	9,035	21,707
	B.Ed/BS.Ed	16,854	23,479	40,333	60,068	68,337	128,405	76,922	91,816	168,738
	M.Ed	10,312	14,692	25,004	27,002	36,550	63,552	37,314	51,242	88,556
	Other Trained	1,746	1,469	3,215	4,378	2,820	7,198	6,124	4,289	10,413
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	4,047	5,074	9,121	15,369	19,773	35,142	19,416	24,847	44,263
Primary	<b>Total</b>	<b>7,794</b>	<b>15,148</b>	<b>22,942</b>	<b>56,799</b>	<b>76,726</b>	<b>133,525</b>	<b>64,593</b>	<b>91,874</b>	<b>156,467</b>
	P.T.C	2,400	5,525	7,925	17,205	18,973	36,178	19,605	24,498	44,103
	C.T	827	557	1,384	4,781	1,840	6,621	5,608	2,397	8,005
	B.Ed/BS.Ed	2,737	4,954	7,691	20,946	30,127	51,073	23,683	35,081	58,764
	M.Ed	963	2,262	3,225	6,807	12,488	19,295	7,770	14,750	22,520
	Other Trained	63	46	109	300	248	548	363	294	657
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	804	1,804	2,608	6,760	13,050	19,810	7,564	14,854	22,418
Middle	<b>Total</b>	<b>5,744</b>	<b>11,125</b>	<b>16,869</b>	<b>29,408</b>	<b>42,856</b>	<b>72,264</b>	<b>35,152</b>	<b>53,981</b>	<b>89,133</b>
	P.T.C	756	2,264	3,020	3,714	5,713	9,427	4,470	7,977	12,447
	C.T	481	629	1,110	2,205	1,854	4,059	2,686	2,483	5,169
	B.Ed/BS.Ed	2,424	4,438	6,862	13,329	19,463	32,792	15,753	23,901	39,654
	M.Ed	1,155	2,579	3,734	5,918	11,542	17,460	7,073	14,121	21,194
	Other Trained	241	289	530	1,231	1,083	2,314	1,472	1,372	2,844
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	687	926	1,613	3,011	3,201	6,212	3,698	4,127	7,825
High	<b>Total</b>	<b>22,247</b>	<b>26,504</b>	<b>48,751</b>	<b>47,119</b>	<b>37,078</b>	<b>84,197</b>	<b>69,366</b>	<b>63,582</b>	<b>132,948</b>
	P.T.C	812	3,013	3,825	3,328	4,426	7,754	4,140	7,439	11,579
	C.T	1,082	1,595	2,677	2,800	1,904	4,704	3,882	3,499	7,381
	B.Ed/BS.Ed	10,095	11,345	21,440	22,226	16,057	38,283	32,321	27,402	59,723
	M.Ed	6,792	7,680	14,472	11,326	10,439	21,765	18,118	18,119	36,237
	Other Trained	1,261	924	2,185	2,544	1,292	3,836	3,805	2,216	6,021
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	2,205	1,947	4,152	4,895	2,960	7,855	7,100	4,907	12,007
Higher Secondary	<b>Total</b>	<b>3,754</b>	<b>6,302</b>	<b>10,056</b>	<b>8,150</b>	<b>6,396</b>	<b>14,546</b>	<b>11,904</b>	<b>12,698</b>	<b>24,602</b>
	P.T.C	72	400	472	280	592	872	352	992	1,344
	C.T	150	382	532	346	274	620	496	656	1,152
	B.Ed/BS.Ed	1,598	2,742	4,340	3,567	2,690	6,257	5,165	5,432	10,597
	M.Ed	1,402	2,171	3,573	2,951	2,081	5,032	4,353	4,252	8,605
	Other Trained	181	210	391	303	197	500	484	407	891
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	351	397	748	703	562	1,265	1,054	959	2,013

**Table 8.8: Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Sindh</b>										
Total	<b>Total</b>	<b>24,723</b>	<b>26,048</b>	<b>50,771</b>	<b>77,272</b>	<b>18,373</b>	<b>95,645</b>	<b>101,995</b>	<b>44,421</b>	<b>146,416</b>
	P.T.C	7,008	6,896	13,904	31,113	6,336	37,449	38,121	13,232	51,353
	C.T	1,409	1,699	3,108	2,290	692	2,982	3,699	2,391	6,090
	B.Ed/BS.Ed	8,036	9,426	17,462	21,452	5,149	26,601	29,488	14,575	44,063
	M.Ed	5,877	6,170	12,047	14,007	3,976	17,983	19,884	10,146	30,030
	Other Trained	2,013	1,483	3,496	6,728	1,669	8,397	8,741	3,152	11,893
	Un-Trained	380	374	754	1,682	551	2,233	2,062	925	2,987
	Not Mentioned	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>13,402</b>	<b>10,720</b>	<b>24,122</b>	<b>55,357</b>	<b>11,622</b>	<b>66,979</b>	<b>68,759</b>	<b>22,342</b>	<b>91,101</b>
	P.T.C	5,863	4,859	10,722	29,012	5,455	34,467	34,875	10,314	45,189
	C.T	697	649	1,346	1,394	342	1,736	2,091	991	3,082
	B.Ed/BS.Ed	4,528	3,143	7,671	15,037	3,014	18,051	19,565	6,157	25,722
	M.Ed	1,514	1,408	2,922	4,891	1,462	6,353	6,405	2,870	9,275
	Other Trained	642	506	1,148	3,748	968	4,716	4,390	1,474	5,864
	Un-Trained	158	155	313	1,275	381	1,656	1,433	536	1,969
	Not Mentioned	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>1,997</b>	<b>2,168</b>	<b>4,165</b>	<b>6,264</b>	<b>2,171</b>	<b>8,435</b>	<b>8,261</b>	<b>4,339</b>	<b>12,600</b>
	P.T.C	361	441	802	1,068	412	1,480	1,429	853	2,282
	C.T	194	198	392	470	217	687	664	415	1,079
	B.Ed/BS.Ed	705	744	1,449	2,011	647	2,658	2,716	1,391	4,107
	M.Ed	437	547	984	1,557	538	2,095	1,994	1,085	3,079
	Other Trained	246	195	441	971	303	1,274	1,217	498	1,715
	Un-Trained	54	43	97	187	54	241	241	97	338
	Not Mentioned	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>7,754</b>	<b>11,069</b>	<b>18,823</b>	<b>11,239</b>	<b>3,344</b>	<b>14,583</b>	<b>18,993</b>	<b>14,413</b>	<b>33,406</b>
	P.T.C	692	1,472	2,164	817	364	1,181	1,509	1,836	3,345
	C.T	445	776	1,221	323	97	420	768	873	1,641
	B.Ed/BS.Ed	2,417	4,818	7,235	3,368	1,099	4,467	5,785	5,917	11,702
	M.Ed	3,089	3,194	6,283	5,035	1,372	6,407	8,124	4,566	12,690
	Other Trained	973	659	1,632	1,529	313	1,842	2,502	972	3,474
	Un-Trained	138	150	288	167	99	266	305	249	554
	Not Mentioned	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>1,570</b>	<b>2,091</b>	<b>3,661</b>	<b>4,412</b>	<b>1,236</b>	<b>5,648</b>	<b>5,982</b>	<b>3,327</b>	<b>9,309</b>
	P.T.C	92	124	216	216	105	321	308	229	537
	C.T	73	76	149	103	36	139	176	112	288
	B.Ed/BS.Ed	386	721	1,107	1,036	389	1,425	1,422	1,110	2,532
	M.Ed	837	1,021	1,858	2,524	604	3,128	3,361	1,625	4,986
	Other Trained	152	123	275	480	85	565	632	208	840
	Un-Trained	30	26	56	53	17	70	83	43	126
	Not Mentioned	—	—	—	—	—	—	—	—	—
<b>KP</b>										
Total	<b>Total</b>	<b>11,384</b>	<b>9,587</b>	<b>20,971</b>	<b>80,478</b>	<b>41,168</b>	<b>121,646</b>	<b>91,862</b>	<b>50,755</b>	<b>142,617</b>
	P.T.C	1,953	2,121	4,074	19,645	10,615	30,260	21,598	12,736	34,334
	C.T	954	741	1,695	7,759	3,404	11,163	8,713	4,145	12,858
	B.Ed/BS.Ed	3,927	2,994	6,921	28,270	13,506	41,776	32,197	16,500	48,697
	M.Ed	3,197	3,024	6,221	17,189	10,695	27,884	20,386	13,719	34,105
	Other Trained	1,135	524	1,659	6,600	2,312	8,912	7,735	2,836	10,571
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	218	183	401	1,015	636	1,651	1,233	819	2,052
Primary	<b>Total</b>	<b>4,482</b>	<b>4,438</b>	<b>8,920</b>	<b>44,049</b>	<b>23,501</b>	<b>67,550</b>	<b>48,531</b>	<b>27,939</b>	<b>76,470</b>
	P.T.C	1,940	2,104	4,044	19,582	10,557	30,139	21,522	12,661	34,183
	C.T	499	458	957	5,188	2,451	7,639	5,687	2,909	8,596
	B.Ed/BS.Ed	1,395	1,200	2,595	13,771	6,874	20,645	15,166	8,074	23,240
	M.Ed	581	606	1,187	4,963	3,268	8,231	5,544	3,874	9,418
	Other Trained	31	24	55	265	121	386	296	145	441
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	36	46	82	280	230	510	316	276	592
Middle	<b>Total</b>	<b>915</b>	<b>851</b>	<b>1,766</b>	<b>8,521</b>	<b>5,379</b>	<b>13,900</b>	<b>9,436</b>	<b>6,230</b>	<b>15,666</b>
	P.T.C	5	3	8	13	25	38	18	28	46
	C.T	65	64	129	687	374	1,061	752	438	1,190
	B.Ed/BS.Ed	330	308	638	3,482	2,101	5,583	3,812	2,409	6,221
	M.Ed	252	302	554	2,242	1,907	4,149	2,494	2,209	4,703
	Other Trained	244	148	392	1,946	859	2,805	2,190	1,007	3,197
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	19	26	45	151	113	264	170	139	309
High	<b>Total</b>	<b>3,741</b>	<b>2,394</b>	<b>6,135</b>	<b>18,568</b>	<b>8,556</b>	<b>27,124</b>	<b>22,309</b>	<b>10,950</b>	<b>33,259</b>
	P.T.C	5	8	13	32	25	57	37	33	70
	C.T	262	122	384	1,278	398	1,676	1,540	520	2,060
	B.Ed/BS.Ed	1,429	869	2,298	7,659	3,310	10,969	9,088	4,179	13,267
	M.Ed	1,387	1,128	2,515	5,967	3,625	9,592	7,354	4,753	12,107
	Other Trained	565	206	771	3,208	976	4,184	3,773	1,182	4,955
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	93	61	154	424	222	646	517	283	800
Higher Secondary	<b>Total</b>	<b>2,246</b>	<b>1,904</b>	<b>4,150</b>	<b>9,340</b>	<b>3,732</b>	<b>13,072</b>	<b>11,586</b>	<b>5,636</b>	<b>17,222</b>
	P.T.C	3	6	9	18	8	26	21	14	35
	C.T	128	97	225	606	181	787	734	278	1,012
	B.Ed/BS.Ed	773	617	1,390	3,358	1,221	4,579	4,131	1,838	5,969
	M.Ed	977	988	1,965	4,017	1,895	5,912	4,994	2,883	7,877
	Other Trained	295	146	441	1,181	356	1,537	1,476	502	1,978
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	70	50	120	160	71	231	230	121	351

**Table 8.8: Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Balochistan</b>										
Total	<b>Total</b>	<b>9,476</b>	<b>7,870</b>	<b>17,346</b>	<b>20,545</b>	<b>8,778</b>	<b>29,323</b>	<b>30,021</b>	<b>16,648</b>	<b>46,669</b>
	P.T.C	2,495	1,551	4,046	6,825	2,557	9,382	9,320	4,108	13,428
	C.T	400	167	567	708	202	910	1,108	369	1,477
	B.Ed/BS.Ed	2,752	2,914	5,666	5,766	2,889	8,655	8,518	5,803	14,321
	M.Ed	1,849	2,185	4,034	2,709	1,446	4,155	4,558	3,631	8,189
	Other Trained	1,378	698	2,076	3,189	985	4,174	4,567	1,683	6,250
	Un-Trained	504	273	777	1,193	578	1,771	1,697	851	2,548
	Not Mentioned	98	82	180	155	121	276	253	203	456
Primary	<b>Total</b>	<b>2,337</b>	<b>1,420</b>	<b>3,757</b>	<b>8,370</b>	<b>3,337</b>	<b>11,707</b>	<b>10,707</b>	<b>4,757</b>	<b>15,464</b>
	P.T.C	1,208	557	1,765	4,565	1,534	6,099	5,773	2,091	7,864
	C.T	15	27	42	94	49	143	109	76	185
	B.Ed/BS.Ed	556	468	1,024	1,900	910	2,810	2,456	1,378	3,834
	M.Ed	139	125	264	406	206	612	545	331	876
	Other Trained	306	157	463	1,000	381	1,381	1,306	538	1,844
	Un-Trained	80	49	129	343	203	546	423	252	675
	Not Mentioned	33	37	70	62	54	116	95	91	186
Middle	<b>Total</b>	<b>1,713</b>	<b>1,520</b>	<b>3,233</b>	<b>4,720</b>	<b>2,583</b>	<b>7,303</b>	<b>6,433</b>	<b>4,103</b>	<b>10,536</b>
	P.T.C	428	312	740	1,026	556	1,582	1,454	868	2,322
	C.T	90	30	120	210	87	297	300	117	417
	B.Ed/BS.Ed	522	562	1,084	1,480	915	2,395	2,002	1,477	3,479
	M.Ed	256	375	631	700	511	1,211	956	886	1,842
	Other Trained	283	154	437	906	297	1,203	1,189	451	1,640
	Un-Trained	109	66	175	362	179	541	471	245	716
	Not Mentioned	25	21	46	36	38	74	61	59	120
High	<b>Total</b>	<b>4,917</b>	<b>4,063</b>	<b>8,980</b>	<b>6,971</b>	<b>2,627</b>	<b>9,598</b>	<b>11,888</b>	<b>6,690</b>	<b>18,578</b>
	P.T.C	779	578	1,357	1,172	442	1,614	1,951	1,020	2,971
	C.T	271	90	361	377	61	438	648	151	799
	B.Ed/BS.Ed	1,515	1,541	3,056	2,207	968	3,175	3,722	2,509	6,231
	M.Ed	1,309	1,370	2,679	1,493	654	2,147	2,802	2,024	4,826
	Other Trained	721	325	1,046	1,214	290	1,504	1,935	615	2,550
	Un-Trained	283	135	418	456	184	640	739	319	1,058
	Not Mentioned	39	24	63	52	28	80	91	52	143
Higher Secondary	<b>Total</b>	<b>509</b>	<b>867</b>	<b>1,376</b>	<b>484</b>	<b>231</b>	<b>715</b>	<b>993</b>	<b>1,098</b>	<b>2,091</b>
	P.T.C	80	104	184	62	25	87	142	129	271
	C.T	24	20	44	27	5	32	51	25	76
	B.Ed/BS.Ed	159	343	502	179	96	275	338	439	777
	M.Ed	145	315	460	110	75	185	255	390	645
	Other Trained	68	62	130	69	17	86	137	79	216
	Un-Trained	32	23	55	32	12	44	64	35	99
	Not Mentioned	1	—	1	5	1	6	6	1	7
<b>AJK</b>										
Total	<b>Total</b>	<b>1,434</b>	<b>1,560</b>	<b>2,994</b>	<b>13,661</b>	<b>10,782</b>	<b>24,443</b>	<b>15,095</b>	<b>12,342</b>	<b>27,437</b>
	P.T.C	135	332	467	1,807	1,915	3,722	1,942	2,247	4,189
	C.T	125	171	296	1,536	988	2,524	1,661	1,159	2,820
	B.Ed/BS.Ed	742	638	1,380	7,176	5,578	12,754	7,918	6,216	14,134
	M.Ed	161	222	383	1,699	1,508	3,207	1,860	1,730	3,590
	Other Trained	144	124	268	872	381	1,253	1,016	505	1,521
	Un-Trained	127	73	200	571	412	983	698	485	1,183
	Not Mentioned	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>185</b>	<b>314</b>	<b>499</b>	<b>3,903</b>	<b>3,791</b>	<b>7,694</b>	<b>4,088</b>	<b>4,105</b>	<b>8,193</b>
	P.T.C	42	125	167	844	1,024	1,868	886	1,149	2,035
	C.T	16	19	35	452	312	764	468	331	799
	B.Ed/BS.Ed	98	130	228	2,000	1,934	3,934	2,098	2,064	4,162
	M.Ed	15	28	43	287	344	631	302	372	674
	Other Trained	4	3	7	112	8	120	116	11	127
	Un-Trained	10	9	19	208	169	377	218	178	396
	Not Mentioned	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>170</b>	<b>276</b>	<b>446</b>	<b>3,603</b>	<b>2,560</b>	<b>6,163</b>	<b>3,773</b>	<b>2,836</b>	<b>6,609</b>
	P.T.C	35	47	82	478	387	865	513	434	947
	C.T	28	37	65	470	304	774	498	341	839
	B.Ed/BS.Ed	78	125	203	1,964	1,332	3,296	2,042	1,457	3,499
	M.Ed	19	34	53	450	360	810	469	394	863
	Other Trained	5	24	29	120	77	197	125	101	226
	Un-Trained	5	9	14	121	100	221	126	109	235
	Not Mentioned	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>1,065</b>	<b>905</b>	<b>1,970</b>	<b>5,635</b>	<b>3,760</b>	<b>9,395</b>	<b>6,700</b>	<b>4,665</b>	<b>11,365</b>
	P.T.C	56	156	212	432	447	879	488	603	1,091
	C.T	79	112	191	578	326	904	657	438	1,095
	B.Ed/BS.Ed	559	353	912	2,964	2,001	4,965	3,523	2,354	5,877
	M.Ed	127	139	266	829	641	1,470	956	780	1,736
	Other Trained	132	90	222	595	248	843	727	338	1,065
	Un-Trained	112	55	167	237	97	334	349	152	501
	Not Mentioned	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>14</b>	<b>65</b>	<b>79</b>	<b>520</b>	<b>671</b>	<b>1,191</b>	<b>534</b>	<b>736</b>	<b>1,270</b>
	P.T.C	2	4	6	53	57	110	55	61	116
	C.T	2	3	5	36	46	82	38	49	87
	B.Ed/BS.Ed	7	30	37	248	311	559	255	341	596
	M.Ed	—	21	21	133	163	296	133	184	317
	Other Trained	3	7	10	45	48	93	48	55	103
	Un-Trained	—	—	—	5	46	51	5	46	51
	Not Mentioned	—	—	—	—	—	—	—	—	—

**Table 8.8: Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>GB</b>										
Total	<b>Total</b>	<b>541</b>	<b>1,110</b>	<b>1,651</b>	<b>4,101</b>	<b>1,652</b>	<b>5,753</b>	<b>4,642</b>	<b>2,762</b>	<b>7,404</b>
	P.T.C	27	52	79	265	58	323	292	110	402
	C.T	45	152	197	575	254	829	620	406	1,026
	B.Ed/BS.Ed	365	703	1,068	2,580	941	3,521	2,945	1,644	4,589
	M.Ed	89	187	276	593	286	879	682	473	1,155
	Other Trained	9	5	14	55	31	86	64	36	100
	Un-Trained	6	11	17	33	82	115	39	93	132
	Not Mentioned	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>91</b>	<b>382</b>	<b>473</b>	<b>1,152</b>	<b>492</b>	<b>1,644</b>	<b>1,243</b>	<b>874</b>	<b>2,117</b>
	P.T.C	18	32	50	125	30	155	143	62	205
	C.T	8	65	73	281	112	393	289	177	466
	B.Ed/BS.Ed	54	229	283	621	220	841	675	449	1,124
	M.Ed	9	49	58	99	47	146	108	96	204
	Other Trained	2	1	3	15	8	23	17	9	26
	Un-Trained	—	6	6	11	75	86	11	81	92
	Not Mentioned	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>114</b>	<b>256</b>	<b>370</b>	<b>1,043</b>	<b>485</b>	<b>1,528</b>	<b>1,157</b>	<b>741</b>	<b>1,898</b>
	P.T.C	3	12	15	65	11	76	68	23	91
	C.T	17	43	60	148	74	222	165	117	282
	B.Ed/BS.Ed	72	157	229	653	291	944	725	448	1,173
	M.Ed	20	39	59	150	94	244	170	133	303
	Other Trained	2	1	3	18	11	29	20	12	32
	Un-Trained	—	4	4	9	4	13	9	8	17
	Not Mentioned	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>265</b>	<b>417</b>	<b>682</b>	<b>1,779</b>	<b>594</b>	<b>2,373</b>	<b>2,044</b>	<b>1,011</b>	<b>3,055</b>
	P.T.C	6	7	13	70	17	87	76	24	100
	C.T	19	40	59	143	62	205	162	102	264
	B.Ed/BS.Ed	197	281	478	1,216	372	1,588	1,413	653	2,066
	M.Ed	34	86	120	317	128	445	351	214	565
	Other Trained	3	2	5	21	12	33	24	14	38
	Un-Trained	6	1	7	12	3	15	18	4	22
	Not Mentioned	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>71</b>	<b>55</b>	<b>126</b>	<b>127</b>	<b>81</b>	<b>208</b>	<b>198</b>	<b>136</b>	<b>334</b>
	P.T.C	—	1	1	5	—	5	5	1	6
	C.T	1	4	5	3	6	9	4	10	14
	B.Ed/BS.Ed	42	36	78	90	58	148	132	94	226
	M.Ed	26	13	39	27	17	44	53	30	83
	Other Trained	2	1	3	1	—	1	3	1	4
	Un-Trained	—	—	—	1	—	1	1	—	1
	Not Mentioned	—	—	—	—	—	—	—	—	—
<b>FATA</b>										
Total	<b>Total</b>	—	—	—	<b>12,434</b>	<b>6,131</b>	<b>18,565</b>	<b>12,434</b>	<b>6,131</b>	<b>18,565</b>
	P.T.C	—	—	—	4,005	3,311	7,316	4,005	3,311	7,316
	C.T	—	—	—	1,011	462	1,473	1,011	462	1,473
	B.Ed/BS.Ed	—	—	—	2,877	863	3,740	2,877	863	3,740
	M.Ed	—	—	—	1,700	448	2,148	1,700	448	2,148
	Other Trained	—	—	—	2,820	1,044	3,864	2,820	1,044	3,864
	Un-Trained	—	—	—	21	3	24	21	3	24
	Not Mentioned	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	—	—	—	<b>6,988</b>	<b>4,529</b>	<b>11,517</b>	<b>6,988</b>	<b>4,529</b>	<b>11,517</b>
	P.T.C	—	—	—	3,967	3,303	7,270	3,967	3,303	7,270
	C.T	—	—	—	247	142	389	247	142	389
	B.Ed/BS.Ed	—	—	—	982	350	1,332	982	350	1,332
	M.Ed	—	—	—	326	88	414	326	88	414
	Other Trained	—	—	—	1,450	644	2,094	1,450	644	2,094
	Un-Trained	—	—	—	16	2	18	16	2	18
	Not Mentioned	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	—	—	—	<b>1,842</b>	<b>802</b>	<b>2,644</b>	<b>1,842</b>	<b>802</b>	<b>2,644</b>
	P.T.C	—	—	—	11	8	19	11	8	19
	C.T	—	—	—	289	206	495	289	206	495
	B.Ed/BS.Ed	—	—	—	614	226	840	614	226	840
	M.Ed	—	—	—	332	131	463	332	131	463
	Other Trained	—	—	—	595	231	826	595	231	826
	Un-Trained	—	—	—	1	—	1	1	—	1
	Not Mentioned	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	—	—	—	<b>3,246</b>	<b>716</b>	<b>3,962</b>	<b>3,246</b>	<b>716</b>	<b>3,962</b>
	P.T.C	—	—	—	26	—	26	26	—	26
	C.T	—	—	—	442	103	545	442	103	545
	B.Ed/BS.Ed	—	—	—	1,148	266	1,414	1,148	266	1,414
	M.Ed	—	—	—	904	185	1,089	904	185	1,089
	Other Trained	—	—	—	722	161	883	722	161	883
	Un-Trained	—	—	—	4	1	5	4	1	5
	Not Mentioned	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	—	—	—	<b>358</b>	<b>84</b>	<b>442</b>	<b>358</b>	<b>84</b>	<b>442</b>
	P.T.C	—	—	—	1	—	1	1	—	1
	C.T	—	—	—	33	11	44	33	11	44
	B.Ed/BS.Ed	—	—	—	133	21	154	133	21	154
	M.Ed	—	—	—	138	44	182	138	44	182
	Other Trained	—	—	—	53	8	61	53	8	61
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	—	—	—	—	—	—	—	—	—



**Table 8.8: Number of Teachers in Public Sector Schools by Level, Professional Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>ICT</b>										
Total	<b>Total</b>	<b>1,341</b>	<b>3,063</b>	<b>4,404</b>	<b>1,586</b>	<b>1,951</b>	<b>3,537</b>	<b>2,927</b>	<b>5,014</b>	<b>7,941</b>
	P.T.C	—	—	—	—	—	—	—	—	—
	C.T	—	—	—	—	—	—	—	—	—
	B.Ed/BS.Ed	—	—	—	—	—	—	—	—	—
	M.Ed	—	—	—	—	—	—	—	—	—
	Other Trained	—	—	—	—	—	—	—	—	—
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	1,341	3,063	4,404	1,586	1,951	3,537	2,927	5,014	7,941
Primary	<b>Total</b>	<b>42</b>	<b>1,272</b>	<b>1,314</b>	<b>570</b>	<b>593</b>	<b>1,163</b>	<b>612</b>	<b>1,865</b>	<b>2,477</b>
	P.T.C	—	—	—	—	—	—	—	—	—
	C.T	—	—	—	—	—	—	—	—	—
	B.Ed/BS.Ed	—	—	—	—	—	—	—	—	—
	M.Ed	—	—	—	—	—	—	—	—	—
	Other Trained	—	—	—	—	—	—	—	—	—
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	42	1,272	1,314	570	593	1,163	612	1,865	2,477
Middle	<b>Total</b>	<b>13</b>	<b>241</b>	<b>254</b>	<b>189</b>	<b>293</b>	<b>482</b>	<b>202</b>	<b>534</b>	<b>736</b>
	P.T.C	—	—	—	—	—	—	—	—	—
	C.T	—	—	—	—	—	—	—	—	—
	B.Ed/BS.Ed	—	—	—	—	—	—	—	—	—
	M.Ed	—	—	—	—	—	—	—	—	—
	Other Trained	—	—	—	—	—	—	—	—	—
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	13	241	254	189	293	482	202	534	736
High	<b>Total</b>	<b>364</b>	<b>590</b>	<b>954</b>	<b>574</b>	<b>532</b>	<b>1,106</b>	<b>938</b>	<b>1,122</b>	<b>2,060</b>
	P.T.C	—	—	—	—	—	—	—	—	—
	C.T	—	—	—	—	—	—	—	—	—
	B.Ed/BS.Ed	—	—	—	—	—	—	—	—	—
	M.Ed	—	—	—	—	—	—	—	—	—
	Other Trained	—	—	—	—	—	—	—	—	—
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	364	590	954	574	532	1,106	938	1,122	2,060
Higher Secondary	<b>Total</b>	<b>922</b>	<b>960</b>	<b>1,882</b>	<b>253</b>	<b>533</b>	<b>786</b>	<b>1,175</b>	<b>1,493</b>	<b>2,668</b>
	P.T.C	—	—	—	—	—	—	—	—	—
	C.T	—	—	—	—	—	—	—	—	—
	B.Ed/BS.Ed	—	—	—	—	—	—	—	—	—
	M.Ed	—	—	—	—	—	—	—	—	—
	Other Trained	—	—	—	—	—	—	—	—	—
	Un-Trained	—	—	—	—	—	—	—	—	—
	Not Mentioned	922	960	1,882	253	533	786	1,175	1,493	2,668

**Table 8.9: Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Academic	Urban			Rural			Total		
Level	Qualification	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>88,438</b>	<b>108,317</b>	<b>196,755</b>	<b>351,553</b>	<b>251,891</b>	<b>603,444</b>	<b>439,991</b>	<b>360,208</b>	<b>800,199</b>
	Middle	104	71	175	557	101	658	661	172	833
	Matric	5,305	9,281	14,586	28,732	27,207	55,939	34,037	36,488	70,525
	F.A/F.Sc	7,338	10,570	17,908	39,935	26,423	66,358	47,273	36,993	84,266
	B.A/B.Sc	26,580	32,773	59,353	109,682	66,942	176,624	136,262	99,715	235,977
	M.A/M.Sc	44,079	48,422	92,501	156,618	119,120	275,738	200,697	167,542	368,239
	MS/M.Phil	1,442	1,674	3,116	4,850	3,305	8,155	6,292	4,979	11,271
	Ph.D	146	196	342	195	60	255	341	256	597
	Others	1,897	2,101	3,998	8,988	6,499	15,487	10,885	8,600	19,485
	Not Reported	1,547	3,229	4,776	1,996	2,234	4,230	3,543	5,463	9,006
Primary	<b>Total</b>	<b>28,333</b>	<b>33,694</b>	<b>62,027</b>	<b>177,188</b>	<b>124,591</b>	<b>301,779</b>	<b>205,521</b>	<b>158,285</b>	<b>363,806</b>
	Middle	11	10	21	178	28	206	189	38	227
	Matric	2,509	4,279	6,788	18,658	17,553	36,211	21,167	21,832	42,999
	F.A/F.Sc	4,348	5,398	9,746	30,491	18,545	49,036	34,839	23,943	58,782
	B.A/B.Sc	11,444	11,553	22,997	64,584	36,916	101,500	76,028	48,469	124,497
	M.A/M.Sc	9,452	10,495	19,947	58,348	47,586	105,934	67,800	58,081	125,881
	MS/M.Phil	166	202	368	1,081	734	1,815	1,247	936	2,183
	Ph.D	18	10	28	27	12	39	45	22	67
	Others	310	412	722	3,126	2,500	5,626	3,436	2,912	6,348
	Not Reported	75	1,335	1,410	695	717	1,412	770	2,052	2,822
Middle	<b>Total</b>	<b>10,666</b>	<b>16,437</b>	<b>27,103</b>	<b>55,590</b>	<b>57,129</b>	<b>112,719</b>	<b>66,256</b>	<b>73,566</b>	<b>139,822</b>
	Middle	11	7	18	106	10	116	117	17	134
	Matric	860	1,667	2,527	4,099	4,734	8,833	4,959	6,401	11,360
	F.A/F.Sc	866	1,496	2,362	4,007	3,780	7,787	4,873	5,276	10,149
	B.A/B.Sc	3,455	4,882	8,337	16,932	14,191	31,123	20,387	19,073	39,460
	M.A/M.Sc	4,890	7,320	12,210	27,753	31,505	59,258	32,643	38,825	71,468
	MS/M.Phil	144	272	416	782	920	1,702	926	1,192	2,118
	Ph.D	27	55	82	18	12	30	45	67	112
	Others	336	452	788	1,588	1,637	3,225	1,924	2,089	4,013
	Not Reported	77	286	363	305	340	645	382	626	1,008
High	<b>Total</b>	<b>40,353</b>	<b>45,942</b>	<b>86,295</b>	<b>95,131</b>	<b>57,207</b>	<b>152,338</b>	<b>135,484</b>	<b>103,149</b>	<b>238,633</b>
	Middle	78	48	126	243	52	295	321	100	421
	Matric	1,719	2,947	4,666	5,331	4,299	9,630	7,050	7,246	14,296
	F.A/F.Sc	1,893	3,141	5,034	4,867	3,596	8,463	6,760	6,737	13,497
	B.A/B.Sc	10,211	13,824	24,035	24,774	13,467	37,741	34,485	27,291	61,776
	M.A/M.Sc	23,987	23,233	47,220	53,665	31,767	85,432	77,652	55,000	132,652
	MS/M.Phil	879	930	1,809	2,251	1,340	3,591	3,130	2,270	5,400
	Ph.D	53	98	151	90	22	112	143	120	263
	Others	1,068	1,075	2,143	3,676	2,061	5,737	4,744	3,136	7,880
	Not Reported	465	646	1,111	734	603	1,337	1,199	1,249	2,448
Higher Secondary	<b>Total</b>	<b>9,086</b>	<b>12,244</b>	<b>21,330</b>	<b>23,644</b>	<b>12,964</b>	<b>36,608</b>	<b>32,730</b>	<b>25,208</b>	<b>57,938</b>
	Middle	4	6	10	30	11	41	34	17	51
	Matric	217	388	605	644	621	1,265	861	1,009	1,870
	F.A/F.Sc	231	535	766	570	502	1,072	801	1,037	1,838
	B.A/B.Sc	1,470	2,514	3,984	3,892	2,368	6,260	5,362	4,882	10,244
	M.A/M.Sc	5,750	7,374	13,124	16,852	8,262	25,114	22,602	15,636	38,238
	MS/M.Phil	253	270	523	736	311	1,047	989	581	1,570
	Ph.D	48	33	81	60	14	74	108	47	155
	Others	183	162	345	598	301	899	781	463	1,244
	Not Reported	930	962	1,892	262	574	836	1,192	1,536	2,728
<b>Punjab</b>										
Total	<b>Total</b>	<b>39,539</b>	<b>59,079</b>	<b>98,618</b>	<b>141,476</b>	<b>163,056</b>	<b>304,532</b>	<b>181,015</b>	<b>222,135</b>	<b>403,150</b>
	Middle	21	15	36	58	18	76	79	33	112
	Matric	3,129	7,285	10,414	17,377	21,237	38,614	20,506	28,522	49,028
	F.A/F.Sc	2,197	5,304	7,501	10,717	13,661	24,378	12,914	18,965	31,879
	B.A/B.Sc	9,695	14,833	24,528	38,730	39,289	78,019	48,425	54,122	102,547
	M.A/M.Sc	21,652	28,012	49,664	64,744	80,089	144,833	86,396	108,101	194,497
	MS/M.Phil	1,129	1,469	2,598	3,298	2,768	6,066	4,427	4,237	8,664
	Ph.D	61	39	100	72	24	96	133	63	196
	Others	1,621	2,017	3,638	6,342	5,790	12,132	7,963	7,807	15,770
	Not Reported	34	105	139	138	180	318	172	285	457
Primary	<b>Total</b>	<b>7,794</b>	<b>15,148</b>	<b>22,942</b>	<b>56,799</b>	<b>76,726</b>	<b>133,525</b>	<b>64,593</b>	<b>91,874</b>	<b>156,467</b>
	Middle	4	8	12	10	7	17	14	15	29
	Matric	1,455	3,333	4,788	10,839	13,218	24,057	12,294	16,551	28,845
	F.A/F.Sc	909	2,022	2,931	6,195	8,407	14,602	7,104	10,429	17,533
	B.A/B.Sc	2,492	4,059	6,551	17,525	20,309	37,834	20,017	24,368	44,385
	M.A/M.Sc	2,543	5,096	7,639	19,424	31,895	51,319	21,967	36,991	58,958
	MS/M.Phil	117	181	298	769	652	1,421	886	833	1,719
	Ph.D	4	3	7	4	4	8	8	7	15
	Others	255	398	653	1,950	2,130	4,080	2,205	2,528	4,733
	Not Reported	15	48	63	83	104	187	98	152	250
Middle	<b>Total</b>	<b>5,744</b>	<b>11,125</b>	<b>16,869</b>	<b>29,408</b>	<b>42,856</b>	<b>72,264</b>	<b>35,152</b>	<b>53,981</b>	<b>89,133</b>
	Middle	1	1	2	14	6	20	15	7	22
	Matric	544	1,451	1,995	2,775	4,030	6,805	3,319	5,481	8,800
	F.A/F.Sc	351	1,009	1,360	1,887	2,591	4,478	2,238	3,600	5,838
	B.A/B.Sc	1,681	2,765	4,446	8,333	9,566	17,899	10,014	12,331	22,345
	M.A/M.Sc	2,731	5,166	7,897	14,622	24,257	38,879	17,353	29,423	46,776
	MS/M.Phil	117	253	370	574	833	1,407	691	1,086	1,777
	Ph.D	8	4	12	7	4	11	15	8	23
	Others	299	444	743	1,173	1,545	2,718	1,472	1,989	3,461
	Not Reported	12	32	44	23	24	47	35	56	91
High	<b>Total</b>	<b>22,247</b>	<b>26,504</b>	<b>48,751</b>	<b>47,119</b>	<b>37,078</b>	<b>84,197</b>	<b>69,366</b>	<b>63,582</b>	<b>132,948</b>
	Middle	15	6	21	33	5	38	48	11	59
	Matric	1,002	2,194	3,196	3,384	3,493	6,877	4,386	5,687	10,073
	F.A/F.Sc	830	1,891	2,721	2,372	2,345	4,717	3,202	4,236	7,438
	B.A/B.Sc	4,908	6,662	11,570	11,548	8,205	19,753	16,456	14,867	31,323
	M.A/M.Sc	13,802	13,866	27,668	25,237	20,014	45,251	39,039	33,880	72,919
	MS/M.Phil	719	816	1,535	1,581	1,083	2,664	2,300	1,899	4,199
	Ph.D	32	17	49	48	12	60	80	29	109
	Others	932	1,028	1,960	2,884	1,880	4,764	3,816	2,908	6,724
	Not Reported	7	24	31	32	41	73	39	65	104
Higher Secondary	<b>Total</b>	<b>3,754</b>	<b>6,302</b>	<b>10,056</b>	<b>8,150</b>	<b>6,396</b>	<b>14,546</b>	<b>11,904</b>	<b>12,698</b>	<b>24,602</b>
	Middle	1	-	1	1	-	1	2	-	2
	Matric	128	307	435	379	496	875	507	803	1,310
	F.A/F.Sc	107	382	489	263	318	581	370	700	1,070
	B.A/B.Sc	614	1,347	1,961	1,324	1,209	2,533	1,938	2,556	4,494
	M.A/M.Sc	2,576	3,884	6,460	5,461	3,923	9,384	8,037	7,807	15,844
	MS/M.Phil	176	219	395	374	200	574	550	419	969
	Ph.D	17	15	32	13	4	17	30	19	49
	Others	135	147	282	335	235	570	470	382	852
	Not Reported	-	1	1	-	11	11	-	12	12

**Table 8.9: Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Sindh</b>										
Total	<b>Total</b>	<b>24,723</b>	<b>26,048</b>	<b>50,771</b>	<b>77,272</b>	<b>18,373</b>	<b>95,645</b>	<b>101,995</b>	<b>44,421</b>	<b>146,416</b>
	Middle	54	24	78	122	22	144	176	46	222
	Matric	281	468	749	531	130	661	812	598	1,410
	F.A./F.Sc	2,738	2,873	5,611	12,529	2,600	15,129	15,267	5,473	20,740
	B.A./B.Sc	10,253	11,329	21,582	34,732	7,902	42,634	44,985	19,231	64,216
	M.A./M.Sc	11,239	11,158	22,397	29,140	7,683	36,823	40,379	18,841	59,220
	MS/M.Phil	39	49	88	52	13	65	91	62	153
	Ph.D	63	144	207	65	22	87	128	166	294
	Others	56	3	59	101	1	102	157	4	161
	Not Reported	-	-	-	-	-	-	-	-	-
Primary	<b>Total</b>	<b>13,402</b>	<b>10,720</b>	<b>24,122</b>	<b>55,357</b>	<b>11,622</b>	<b>66,979</b>	<b>68,759</b>	<b>22,342</b>	<b>91,101</b>
	Middle	2	2	4	29	5	34	31	7	38
	Matric	121	152	273	327	67	394	448	219	667
	F.A./F.Sc	2,149	1,959	4,108	11,457	2,153	13,610	13,606	4,112	17,718
	B.A./B.Sc	6,586	5,234	11,820	27,958	5,695	33,653	34,544	10,929	45,473
	M.A./M.Sc	4,514	3,359	7,873	15,545	3,690	19,235	20,059	7,049	27,108
	MS/M.Phil	14	7	21	8	4	12	22	11	33
	Ph.D	12	7	19	19	8	27	31	15	46
	Others	4	-	4	14	-	14	18	-	18
	Not Reported	-	-	-	-	-	-	-	-	-
Middle	<b>Total</b>	<b>1,997</b>	<b>2,168</b>	<b>4,165</b>	<b>6,264</b>	<b>2,171</b>	<b>8,435</b>	<b>8,261</b>	<b>4,339</b>	<b>12,600</b>
	Middle	3	1	4	7	-	7	10	1	11
	Matric	26	31	57	27	8	35	53	39	92
	F.A./F.Sc	159	164	323	565	201	766	724	365	1,089
	B.A./B.Sc	877	967	1,844	2,632	893	3,525	3,509	1,860	5,369
	M.A./M.Sc	907	952	1,859	3,022	1,065	4,087	3,929	2,017	5,946
	MS/M.Phil	4	3	7	1	1	2	5	4	9
	Ph.D	18	50	68	3	3	6	21	53	74
	Others	3	-	3	7	-	7	10	-	10
	Not Reported	-	-	-	-	-	-	-	-	-
High	<b>Total</b>	<b>7,754</b>	<b>11,069</b>	<b>18,823</b>	<b>11,239</b>	<b>3,344</b>	<b>14,583</b>	<b>18,993</b>	<b>14,413</b>	<b>33,406</b>
	Middle	47	15	62	71	10	81	118	25	143
	Matric	121	273	394	153	46	199	274	319	593
	F.A./F.Sc	387	707	1,094	425	217	642	812	924	1,736
	B.A./B.Sc	2,459	4,634	7,093	3,174	965	4,139	5,633	5,599	11,232
	M.A./M.Sc	4,671	5,328	9,999	7,321	2,092	9,413	11,992	7,420	19,412
	MS/M.Phil	15	35	50	22	6	28	37	41	78
	Ph.D	18	74	92	24	7	31	42	81	123
	Others	36	3	39	49	1	50	85	4	89
	Not Reported	-	-	-	-	-	-	-	-	-
Higher Secondary	<b>Total</b>	<b>1,570</b>	<b>2,091</b>	<b>3,661</b>	<b>4,412</b>	<b>1,236</b>	<b>5,648</b>	<b>5,982</b>	<b>3,327</b>	<b>9,309</b>
	Middle	2	6	8	15	7	22	17	13	30
	Matric	13	12	25	24	9	33	37	21	58
	F.A./F.Sc	43	43	86	82	29	111	125	72	197
	B.A./B.Sc	331	494	825	968	349	1,317	1,299	843	2,142
	M.A./M.Sc	1,147	1,519	2,666	3,252	836	4,088	4,399	2,355	6,754
	MS/M.Phil	6	4	10	21	2	23	27	6	33
	Ph.D	15	13	28	19	4	23	34	17	51
	Others	13	-	13	31	-	31	44	-	44
	Not Reported	-	-	-	-	-	-	-	-	-
<b>KP</b>										
Total	<b>Total</b>	<b>11,384</b>	<b>9,587</b>	<b>20,971</b>	<b>80,478</b>	<b>41,168</b>	<b>121,646</b>	<b>91,862</b>	<b>50,755</b>	<b>142,617</b>
	Middle	20	-	20	124	8	132	144	8	152
	Matric	517	591	1,108	4,496	2,302	6,798	5,013	2,893	7,906
	F.A./F.Sc	894	1,102	1,996	9,307	5,348	14,655	10,201	6,450	16,651
	B.A./B.Sc	2,495	2,085	4,580	17,708	9,084	26,792	20,203	11,169	31,372
	M.A./M.Sc	7,010	5,616	12,626	45,628	23,604	69,232	52,638	29,220	81,858
	MS/M.Phil	215	99	314	1,271	412	1,683	1,486	511	1,997
	Ph.D	21	11	32	52	9	61	73	20	93
	Others	211	81	292	1,875	372	2,247	2,086	453	2,539
	Not Reported	1	2	3	17	29	46	18	31	49
Primary	<b>Total</b>	<b>4,482</b>	<b>4,438</b>	<b>8,920</b>	<b>44,049</b>	<b>23,501</b>	<b>67,550</b>	<b>48,531</b>	<b>27,939</b>	<b>76,470</b>
	Middle	1	-	1	1	4	5	2	4	6
	Matric	345	513	858	3,504	2,035	5,539	3,849	2,548	6,397
	F.A./F.Sc	757	976	1,733	8,368	4,868	13,236	9,125	5,844	14,969
	B.A./B.Sc	1,318	1,252	2,570	11,892	6,484	18,376	13,210	7,736	20,946
	M.A./M.Sc	1,974	1,672	3,646	19,317	9,961	29,278	21,291	11,633	32,924
	MS/M.Phil	34	11	45	270	56	326	304	67	371
	Ph.D	2	-	2	3	-	3	5	-	5
	Others	50	14	64	689	93	782	739	107	846
	Not Reported	1	-	1	5	-	5	6	-	6
Middle	<b>Total</b>	<b>915</b>	<b>851</b>	<b>1,766</b>	<b>8,521</b>	<b>5,379</b>	<b>13,900</b>	<b>9,436</b>	<b>6,230</b>	<b>15,666</b>
	Middle	7	-	7	51	2	53	58	2	60
	Matric	45	28	73	325	119	444	370	147	517
	F.A./F.Sc	36	47	83	327	191	518	363	238	601
	B.A./B.Sc	184	191	375	1,509	932	2,441	1,693	1,123	2,816
	M.A./M.Sc	590	569	1,159	5,831	4,008	9,839	6,421	4,577	10,998
	MS/M.Phil	19	7	26	147	61	208	166	68	234
	Ph.D	1	1	2	5	4	9	6	5	11
	Others	33	8	41	322	62	384	355	70	425
	Not Reported	-	-	-	4	-	4	4	-	4
High	<b>Total</b>	<b>3,741</b>	<b>2,394</b>	<b>6,135</b>	<b>18,568</b>	<b>8,556</b>	<b>27,124</b>	<b>22,309</b>	<b>10,950</b>	<b>33,259</b>
	Middle	11	-	11	61	2	63	72	2	74
	Matric	90	30	120	515	109	624	605	139	744
	F.A./F.Sc	71	44	115	462	224	686	533	268	801
	B.A./B.Sc	661	387	1,048	3,129	1,229	4,358	3,790	1,616	5,406
	M.A./M.Sc	2,716	1,844	4,560	13,210	6,641	19,851	15,926	8,485	24,411
	MS/M.Phil	96	39	135	525	192	717	621	231	852
	Ph.D	2	5	7	17	1	18	19	6	25
	Others	94	44	138	643	158	801	737	202	939
	Not Reported	-	1	1	6	-	6	6	1	7
Higher Secondary	<b>Total</b>	<b>2,246</b>	<b>1,904</b>	<b>4,150</b>	<b>9,340</b>	<b>3,732</b>	<b>13,072</b>	<b>11,586</b>	<b>5,636</b>	<b>17,222</b>
	Middle	1	-	1	11	-	11	12	-	12
	Matric	37	20	57	152	39	191	189	59	248
	F.A./F.Sc	30	35	65	150	65	215	180	100	280
	B.A./B.Sc	332	255	587	1,178	439	1,617	1,510	694	2,204
	M.A./M.Sc	1,730	1,531	3,261	7,270	2,994	10,264	9,000	4,525	13,525
	MS/M.Phil	66	42	108	329	103	432	395	145	540
	Ph.D	16	5	21	27	4	31	43	9	52
	Others	34	15	49	221	59	280	255	74	329
	Not Reported	-	1	1	2	29	31	2	30	32

**Table 8.9: Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Academic	Urban			Rural			Total		
Level	Qualification	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Balochistan</b>										
Total	<b>Total</b>	<b>9,476</b>	<b>7,870</b>	<b>17,346</b>	<b>20,545</b>	<b>8,778</b>	<b>29,323</b>	<b>30,021</b>	<b>16,648</b>	<b>46,669</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	1,215	562	1,777	3,325	947	4,272	4,540	1,509	6,049
	F.A/F.Sc	1,321	1,005	2,326	3,246	1,609	4,855	4,567	2,614	7,181
	B.A/B.Sc	3,289	3,346	6,635	7,765	3,675	11,440	11,054	7,021	18,075
	M.A/M.Sc	3,463	2,856	6,319	5,903	2,442	8,345	9,366	5,298	14,664
	MS/M.Phil	16	40	56	49	31	80	65	71	136
	Ph.D	1	2	3	4	1	5	5	3	8
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	171	59	230	253	73	326	424	132	556
Primary	<b>Total</b>	<b>2,337</b>	<b>1,420</b>	<b>3,757</b>	<b>8,370</b>	<b>3,337</b>	<b>11,707</b>	<b>10,707</b>	<b>4,757</b>	<b>15,464</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	543	154	697	2,076	573	2,649	2,619	727	3,346
	F.A/F.Sc	502	357	859	1,813	880	2,693	2,315	1,237	3,552
	B.A/B.Sc	928	679	1,607	3,317	1,415	4,732	4,245	2,094	6,339
	M.A/M.Sc	347	214	561	1,122	447	1,569	1,469	661	2,130
	MS/M.Phil	—	1	1	6	3	9	6	4	10
	Ph.D	—	—	—	1	—	1	1	—	1
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	17	15	32	35	19	54	52	34	86
Middle	<b>Total</b>	<b>1,713</b>	<b>1,520</b>	<b>3,233</b>	<b>4,720</b>	<b>2,583</b>	<b>7,303</b>	<b>6,433</b>	<b>4,103</b>	<b>10,536</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	208	98	306	525	195	720	733	293	1,026
	F.A/F.Sc	285	214	499	598	380	978	883	594	1,477
	B.A/B.Sc	580	719	1,299	1,810	1,095	2,905	2,390	1,814	4,204
	M.A/M.Sc	587	472	1,059	1,675	875	2,550	2,262	1,347	3,609
	MS/M.Phil	1	4	5	20	14	34	21	18	39
	Ph.D	—	—	—	3	1	4	3	1	4
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	52	13	65	89	23	112	141	36	177
High	<b>Total</b>	<b>4,917</b>	<b>4,063</b>	<b>8,980</b>	<b>6,971</b>	<b>2,627</b>	<b>9,598</b>	<b>11,888</b>	<b>6,690</b>	<b>18,578</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	427	266	693	685	172	857	1,112	438	1,550
	F.A/F.Sc	488	363	851	793	328	1,121	1,281	691	1,972
	B.A/B.Sc	1,621	1,573	3,194	2,484	1,067	3,551	4,105	2,640	6,745
	M.A/M.Sc	2,275	1,796	4,071	2,865	1,016	3,881	5,140	2,812	7,952
	MS/M.Phil	11	32	43	22	14	36	33	46	79
	Ph.D	1	2	3	—	—	—	1	2	3
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	94	31	125	122	30	152	216	61	277
Higher Secondary	<b>Total</b>	<b>509</b>	<b>867</b>	<b>1,376</b>	<b>484</b>	<b>231</b>	<b>715</b>	<b>993</b>	<b>1,098</b>	<b>2,091</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	37	44	81	39	7	46	76	51	127
	F.A/F.Sc	46	71	117	42	21	63	88	92	180
	B.A/B.Sc	160	375	535	154	98	252	314	473	787
	M.A/M.Sc	254	374	628	241	104	345	495	478	973
	MS/M.Phil	4	3	7	1	—	1	5	3	8
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	8	—	8	7	1	8	15	1	16
<b>AJK</b>										
Total	<b>Total</b>	<b>1,434</b>	<b>1,560</b>	<b>2,994</b>	<b>13,661</b>	<b>10,782</b>	<b>24,443</b>	<b>15,095</b>	<b>12,342</b>	<b>27,437</b>
	Middle	9	32	41	253	53	306	262	85	347
	Matric	144	339	483	1,428	1,744	3,172	1,572	2,083	3,655
	F.A/F.Sc	151	182	333	1,430	1,165	2,595	1,581	1,347	2,928
	B.A/B.Sc	606	601	1,207	5,904	4,562	10,466	6,510	5,163	11,673
	M.A/M.Sc	477	396	873	4,536	3,181	7,717	5,013	3,577	8,590
	MS/M.Phil	41	10	51	92	65	157	133	75	208
	Ph.D	—	—	—	—	4	4	—	4	4
	Others	6	—	6	16	7	23	22	7	29
	Not Reported	—	—	—	2	1	3	2	1	3
Primary	<b>Total</b>	<b>185</b>	<b>314</b>	<b>499</b>	<b>3,903</b>	<b>3,791</b>	<b>7,694</b>	<b>4,088</b>	<b>4,105</b>	<b>8,193</b>
	Middle	4	—	4	138	12	150	142	12	154
	Matric	34	108	142	668	896	1,564	702	1,004	1,706
	F.A/F.Sc	21	31	52	437	380	817	458	411	869
	B.A/B.Sc	73	113	186	1,753	1,635	3,388	1,826	1,748	3,574
	M.A/M.Sc	51	60	111	891	850	1,741	942	910	1,852
	MS/M.Phil	1	2	3	12	17	29	13	19	32
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	1	—	1	2	—	2	3	—	3
	Not Reported	—	—	—	2	1	3	2	1	3
Middle	<b>Total</b>	<b>170</b>	<b>276</b>	<b>446</b>	<b>3,603</b>	<b>2,560</b>	<b>6,163</b>	<b>3,773</b>	<b>2,836</b>	<b>6,609</b>
	Middle	—	5	5	34	2	36	34	7	41
	Matric	34	47	81	312	349	661	346	396	742
	F.A/F.Sc	21	35	56	411	316	727	432	351	783
	B.A/B.Sc	71	108	179	1,657	1,160	2,817	1,728	1,268	2,996
	M.A/M.Sc	41	79	120	1,166	723	1,889	1,207	802	2,006
	MS/M.Phil	3	2	5	22	9	31	25	11	36
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	1	1	2	1	1	2
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>1,065</b>	<b>905</b>	<b>1,970</b>	<b>5,635</b>	<b>3,760</b>	<b>9,395</b>	<b>6,700</b>	<b>4,665</b>	<b>11,365</b>
	Middle	5	27	32	78	35	113	83	62	145
	Matric	74	180	254	416	429	845	490	609	1,099
	F.A/F.Sc	105	114	219	558	408	966	663	522	1,185
	B.A/B.Sc	454	363	817	2,313	1,540	3,853	2,767	1,903	4,670
	M.A/M.Sc	385	217	602	2,207	1,306	3,513	2,592	1,523	4,115
	MS/M.Phil	37	4	41	53	34	87	90	38	128
	Ph.D	—	—	—	—	2	2	—	2	2
	Others	5	—	5	10	6	16	15	6	21
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>14</b>	<b>65</b>	<b>79</b>	<b>520</b>	<b>671</b>	<b>1,191</b>	<b>534</b>	<b>736</b>	<b>1,270</b>
	Middle	—	—	—	3	4	7	3	4	7
	Matric	2	4	6	32	70	102	34	74	108
	F.A/F.Sc	4	2	6	24	61	85	28	63	91
	B.A/B.Sc	8	17	25	181	227	408	189	244	433
	M.A/M.Sc	—	40	40	272	302	574	272	342	614
	MS/M.Phil	—	2	2	5	5	10	5	7	12
	Ph.D	—	—	—	—	2	2	—	2	2
	Others	—	—	—	3	—	3	3	—	3
	Not Reported	—	—	—	—	—	—	—	—	—

**Table 8.9: Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

Province/Region	Academic	Urban			Rural			Total		
Level	Qualification	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>GB</b>										
Total	<b>Total</b>	<b>541</b>	<b>1,110</b>	<b>1,651</b>	<b>4,101</b>	<b>1,652</b>	<b>5,753</b>	<b>4,642</b>	<b>2,762</b>	<b>7,404</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	19	36	55	220	83	303	239	119	358
	F.A/F.Sc	37	104	141	388	180	568	425	284	709
	B.A/B.Sc	242	579	821	1,878	738	2,616	2,120	1,317	3,437
	M.A/M.Sc	238	384	622	1,586	626	2,212	1,824	1,010	2,834
	MS/M.Phil	2	7	9	19	11	30	21	18	39
	Ph.D	—	—	—	1	—	1	1	—	1
	Others	3	—	3	9	14	23	12	14	26
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>91</b>	<b>382</b>	<b>473</b>	<b>1,152</b>	<b>492</b>	<b>1,644</b>	<b>1,243</b>	<b>874</b>	<b>2,117</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	11	19	30	98	59	157	109	78	187
	F.A/F.Sc	10	53	63	199	96	295	209	149	358
	B.A/B.Sc	47	216	263	605	228	833	652	444	1,096
	M.A/M.Sc	23	94	117	242	107	349	265	201	466
	MS/M.Phil	—	—	—	5	1	6	5	1	6
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	3	1	4	3	1	4
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>114</b>	<b>256</b>	<b>370</b>	<b>1,043</b>	<b>485</b>	<b>1,528</b>	<b>1,157</b>	<b>741</b>	<b>1,898</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	3	12	15	51	8	59	54	20	74
	F.A/F.Sc	14	27	41	95	49	144	109	76	185
	B.A/B.Sc	62	132	194	463	233	696	525	365	890
	M.A/M.Sc	34	82	116	429	189	618	463	271	734
	MS/M.Phil	—	3	3	4	2	6	4	5	9
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	1	—	1	1	4	5	2	4	6
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>265</b>	<b>417</b>	<b>682</b>	<b>1,779</b>	<b>594</b>	<b>2,373</b>	<b>2,044</b>	<b>1,011</b>	<b>3,055</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	5	4	9	65	16	81	70	20	90
	F.A/F.Sc	12	22	34	94	33	127	106	55	161
	B.A/B.Sc	108	205	313	772	249	1,021	880	454	1,334
	M.A/M.Sc	138	182	320	835	285	1,120	973	467	1,440
	MS/M.Phil	1	4	5	9	8	17	10	12	22
	Ph.D	—	—	—	1	—	1	1	—	1
	Others	1	—	1	3	3	6	4	3	7
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>71</b>	<b>55</b>	<b>126</b>	<b>127</b>	<b>81</b>	<b>208</b>	<b>198</b>	<b>136</b>	<b>334</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	1	1	6	—	6	6	1	7
	F.A/F.Sc	1	2	3	—	2	2	1	4	5
	B.A/B.Sc	25	26	51	38	28	66	63	54	117
	M.A/M.Sc	43	26	69	80	45	125	123	71	194
	MS/M.Phil	1	—	1	1	—	1	2	—	2
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	1	—	1	2	6	8	3	6	9
	Not Reported	—	—	—	—	—	—	—	—	—
<b>FATA</b>										
Total	<b>Total</b>	—	—	—	<b>12,434</b>	<b>6,131</b>	<b>18,565</b>	<b>12,434</b>	<b>6,131</b>	<b>18,565</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	1,355	764	2,119	1,355	764	2,119
	F.A/F.Sc	—	—	—	2,318	1,860	4,178	2,318	1,860	4,178
	B.A/B.Sc	—	—	—	2,965	1,692	4,657	2,965	1,692	4,657
	M.A/M.Sc	—	—	—	5,081	1,495	6,576	5,081	1,495	6,576
	MS/M.Phil	—	—	—	69	5	74	69	5	74
	Ph.D	—	—	—	1	—	1	1	—	1
	Others	—	—	—	645	315	960	645	315	960
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	—	—	—	<b>6,988</b>	<b>4,529</b>	<b>11,517</b>	<b>6,988</b>	<b>4,529</b>	<b>11,517</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	1,146	705	1,851	1,146	705	1,851
	F.A/F.Sc	—	—	—	2,022	1,761	3,783	2,022	1,761	3,783
	B.A/B.Sc	—	—	—	1,534	1,150	2,684	1,534	1,150	2,684
	M.A/M.Sc	—	—	—	1,807	636	2,443	1,807	636	2,443
	MS/M.Phil	—	—	—	11	1	12	11	1	12
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	468	276	744	468	276	744
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	—	—	—	<b>1,842</b>	<b>802</b>	<b>2,644</b>	<b>1,842</b>	<b>802</b>	<b>2,644</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	84	25	109	84	25	109
	F.A/F.Sc	—	—	—	124	52	176	124	52	176
	B.A/B.Sc	—	—	—	528	312	840	528	312	840
	M.A/M.Sc	—	—	—	1,008	388	1,396	1,008	388	1,396
	MS/M.Phil	—	—	—	14	—	14	14	—	14
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	84	25	109	84	25	109
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	—	—	—	<b>3,246</b>	<b>716</b>	<b>3,962</b>	<b>3,246</b>	<b>716</b>	<b>3,962</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	113	34	147	113	34	147
	F.A/F.Sc	—	—	—	163	41	204	163	41	204
	B.A/B.Sc	—	—	—	854	212	1,066	854	212	1,066
	M.A/M.Sc	—	—	—	1,990	413	2,403	1,990	413	2,403
	MS/M.Phil	—	—	—	39	3	42	39	3	42
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	87	13	100	87	13	100
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	—	—	—	<b>358</b>	<b>84</b>	<b>442</b>	<b>358</b>	<b>84</b>	<b>442</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	12	—	12	12	—	12
	F.A/F.Sc	—	—	—	9	6	15	9	6	15
	B.A/B.Sc	—	—	—	49	18	67	49	18	67
	M.A/M.Sc	—	—	—	276	58	334	276	58	334
	MS/M.Phil	—	—	—	5	1	6	5	1	6
	Ph.D	—	—	—	1	—	1	1	—	1
	Others	—	—	—	6	1	7	6	1	7
	Not Reported	—	—	—	—	—	—	—	—	—

**Table 8.9: Number of Teachers in Public Sector Schools by Level, Academic Qualification, Location, Gender & Provinces/Regions 2017-18 (continued)**

<i>Province/Region</i>	<i>Academic</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Qualification</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>ICT</b>										
Total	<b>Total</b>	<b>1,341</b>	<b>3,063</b>	<b>4,404</b>	<b>1,586</b>	<b>1,951</b>	<b>3,537</b>	<b>2,927</b>	<b>5,014</b>	<b>7,941</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	—	—	—	—	—	—
	F.A/F.Sc	—	—	—	—	—	—	—	—	—
	B.A/B.Sc	—	—	—	—	—	—	—	—	—
	M.A/M.Sc	—	—	—	—	—	—	—	—	—
	MS/M.Phil	—	—	—	—	—	—	—	—	—
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	1,341	3,063	4,404	1,586	1,951	3,537	2,927	5,014	7,941
Primary	<b>Total</b>	<b>42</b>	<b>1,272</b>	<b>1,314</b>	<b>570</b>	<b>593</b>	<b>1,163</b>	<b>612</b>	<b>1,865</b>	<b>2,477</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	—	—	—	—	—	—
	F.A/F.Sc	—	—	—	—	—	—	—	—	—
	B.A/B.Sc	—	—	—	—	—	—	—	—	—
	M.A/M.Sc	—	—	—	—	—	—	—	—	—
	MS/M.Phil	—	—	—	—	—	—	—	—	—
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	42	1,272	1,314	570	593	1,163	612	1,865	2,477
Middle	<b>Total</b>	<b>13</b>	<b>241</b>	<b>254</b>	<b>189</b>	<b>293</b>	<b>482</b>	<b>202</b>	<b>534</b>	<b>736</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	—	—	—	—	—	—
	F.A/F.Sc	—	—	—	—	—	—	—	—	—
	B.A/B.Sc	—	—	—	—	—	—	—	—	—
	M.A/M.Sc	—	—	—	—	—	—	—	—	—
	MS/M.Phil	—	—	—	—	—	—	—	—	—
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	13	241	254	189	293	482	202	534	736
High	<b>Total</b>	<b>364</b>	<b>590</b>	<b>954</b>	<b>574</b>	<b>532</b>	<b>1,106</b>	<b>938</b>	<b>1,122</b>	<b>2,060</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	—	—	—	—	—	—
	F.A/F.Sc	—	—	—	—	—	—	—	—	—
	B.A/B.Sc	—	—	—	—	—	—	—	—	—
	M.A/M.Sc	—	—	—	—	—	—	—	—	—
	MS/M.Phil	—	—	—	—	—	—	—	—	—
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	364	590	954	574	532	1,106	938	1,122	2,060
Higher Secondary	<b>Total</b>	<b>922</b>	<b>960</b>	<b>1,882</b>	<b>253</b>	<b>533</b>	<b>786</b>	<b>1,175</b>	<b>1,493</b>	<b>2,668</b>
	Middle	—	—	—	—	—	—	—	—	—
	Matric	—	—	—	—	—	—	—	—	—
	F.A/F.Sc	—	—	—	—	—	—	—	—	—
	B.A/B.Sc	—	—	—	—	—	—	—	—	—
	M.A/M.Sc	—	—	—	—	—	—	—	—	—
	MS/M.Phil	—	—	—	—	—	—	—	—	—
	Ph.D	—	—	—	—	—	—	—	—	—
	Others	—	—	—	—	—	—	—	—	—
	Not Reported	922	960	1,882	253	533	786	1,175	1,493	2,668



# Chapter 9

## Physical Facilities (Public Sector)

**Table 9.1: Availability of Building by Level, Location, Gender & Provinces/Regions 2017-18**

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Available	8,654	7,023	15,677	76,583	47,281	123,864	85,237	54,304	139,541
	Not Available	456	242	698	6,391	2,332	8,723	6,847	2,574	9,421
	Not Reported	59	76	135	599	411	1,010	658	487	1,145
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Available	5,953	4,148	10,101	62,587	36,057	98,644	68,540	40,205	108,745
	Not Available	448	227	675	6,140	2,161	8,301	6,588	2,388	8,976
	Not Reported	34	55	89	435	342	777	469	397	866
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Available	990	1,168	2,158	7,148	6,763	13,911	8,138	7,931	16,069
	Not Available	7	7	14	171	126	297	178	133	311
	Not Reported	12	10	22	95	32	127	107	42	149
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Available	1,480	1,450	2,930	6,002	3,920	9,922	7,482	5,370	12,852
	Not Available	1	7	8	77	42	119	78	49	127
	Not Reported	13	9	22	67	34	101	80	43	123
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Available	231	257	488	846	541	1,387	1,077	798	1,875
	Not Available	–	1	1	3	3	6	3	4	7
	Not Reported	–	2	2	2	3	5	2	5	7
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Available	2,706	3,082	5,788	22,736	23,807	46,543	25,442	26,889	52,331
	Not Available	4	2	6	42	15	57	46	17	63
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Available	1,507	1,614	3,121	16,537	17,013	33,550	18,044	18,627	36,671
	Not Available	4	2	6	41	15	56	45	17	62
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Available	413	577	990	3,134	4,154	7,288	3,547	4,731	8,278
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Available	685	769	1,454	2,815	2,394	5,209	3,500	3,163	6,663
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Available	101	122	223	250	246	496	351	368	719
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b>Sindh</b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Available	3,243	1,874	5,117	25,616	6,820	32,436	28,859	8,694	37,553
	Not Available	151	58	209	3,772	927	4,699	3,923	985	4,908
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Available	2,552	1,234	3,786	23,510	6,051	29,561	26,062	7,285	33,347
	Not Available	146	56	202	3,704	902	4,606	3,850	958	4,808
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Available	276	253	529	1,155	497	1,652	1,431	750	2,181
	Not Available	5	2	7	68	25	93	73	27	100
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Available	372	342	714	787	233	1,020	1,159	575	1,734
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Available	43	45	88	164	39	203	207	84	291
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–





*Table 9.1: Availability of Building by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Available	54	73	127	785	354	1,139	839	427	1,266
	Not Available	–	–	–	20	14	34	20	14	34
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Available	27	38	65	483	196	679	510	234	744
	Not Available	–	–	–	20	12	32	20	12	32
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Available	11	16	27	152	93	245	163	109	272
	Not Available	–	–	–	–	2	2	–	2	2
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Available	14	16	30	143	57	200	157	73	230
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Available	2	3	5	7	8	15	9	11	20
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Available	–	–	–	2,858	2,095	4,953	2,858	2,095	4,953
	Not Available	–	–	–	224	119	343	224	119	343
	Not Reported	–	–	–	384	206	590	384	206	590
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Available	–	–	–	2,308	1,817	4,125	2,308	1,817	4,125
	Not Available	–	–	–	221	116	337	221	116	337
	Not Reported	–	–	–	315	184	499	315	184	499
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Available	–	–	–	292	189	481	292	189	481
	Not Available	–	–	–	2	2	4	2	2	4
	Not Reported	–	–	–	44	16	60	44	16	60
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Available	–	–	–	242	85	327	242	85	327
	Not Available	–	–	–	1	1	2	1	1	2
	Not Reported	–	–	–	25	5	30	25	5	30
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Available	–	–	–	16	4	20	16	4	20
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	1	1	–	1	1
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Available	58	77	135	136	140	276	194	217	411
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Available	28	33	61	71	59	130	99	92	191
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Available	2	9	11	20	28	48	22	37	59
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Available	13	22	35	33	30	63	46	52	98
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Available	15	13	28	12	23	35	27	36	63
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.2: Ownership of Building by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Building	Urban			Rural			Total		
Level	Ownership	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,168</b>	<b>7,342</b>	<b>16,510</b>	<b>83,574</b>	<b>50,023</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Govt. Building	7,517	6,151	13,668	72,418	45,499	117,917	79,935	51,650	131,585
	Rented	179	246	425	276	356	632	455	602	1,057
	Donated	466	228	694	2,993	1,181	4,174	3,459	1,409	4,868
	Rent Free	272	294	566	73	53	126	345	347	692
	Other Building	214	104	318	1,069	354	1,423	1,283	458	1,741
	No Building	456	242	698	6,391	2,332	8,723	6,847	2,574	9,421
	Not Reported	64	77	141	354	248	602	418	325	743
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,163</b>	<b>38,559</b>	<b>107,722</b>	<b>75,598</b>	<b>42,989</b>	<b>118,587</b>
	Govt. Building	5,070	3,540	8,610	58,774	34,560	93,334	63,844	38,100	101,944
	Rented	147	223	370	256	340	596	403	563	966
	Donated	394	166	560	2,677	951	3,628	3,071	1,117	4,188
	Rent Free	146	148	294	64	36	100	210	184	394
	Other Building	191	70	261	1,001	315	1,316	1,192	385	1,577
	No Building	448	227	675	6,140	2,161	8,301	6,588	2,388	8,976
	Not Reported	39	56	95	251	196	447	290	252	542
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Govt. Building	861	1,033	1,894	6,895	6,560	13,455	7,756	7,593	15,349
	Rented	12	14	26	11	10	21	23	24	47
	Donated	41	30	71	215	161	376	256	191	447
	Rent Free	61	71	132	6	9	15	67	80	147
	Other Building	15	20	35	58	34	92	73	54	127
	No Building	7	7	14	171	126	297	178	133	311
	Not Reported	12	10	22	58	21	79	70	31	101
High	<b>Total</b>	<b>1,493</b>	<b>1,467</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,639</b>	<b>5,463</b>	<b>13,102</b>
	Govt. Building	1,361	1,325	2,686	5,909	3,839	9,748	7,270	5,164	12,434
	Rented	19	8	27	9	5	14	28	13	41
	Donated	29	32	61	98	69	167	127	101	228
	Rent Free	62	74	136	1	8	9	63	82	145
	Other Building	8	12	20	9	4	13	17	16	33
	No Building	1	7	8	77	42	119	78	49	127
	Not Reported	13	9	22	43	29	72	56	38	94
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Govt. Building	225	253	478	840	540	1,380	1,065	793	1,858
	Rented	1	1	2	—	1	1	1	2	3
	Donated	2	—	2	3	—	3	5	—	5
	Rent Free	3	1	4	2	—	2	5	1	6
	Other Building	—	2	2	1	1	2	1	3	4
	No Building	—	1	1	3	3	6	3	4	7
	Not Reported	—	2	2	2	2	4	2	4	6
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Govt. Building	2,267	2,632	4,899	22,243	23,375	45,618	24,510	26,007	50,517
	Rented	56	95	151	20	49	69	76	144	220
	Donated	30	30	60	157	213	370	187	243	430
	Rent Free	271	294	565	45	34	79	316	328	644
	Other Building	81	29	110	199	120	319	280	149	429
	No Building	4	2	6	42	15	57	46	17	63
	Not Reported	1	2	3	72	16	88	73	18	91
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Govt. Building	1,208	1,343	2,551	16,070	16,645	32,715	17,278	17,988	35,266
	Rented	49	82	131	20	47	67	69	129	198
	Donated	26	22	48	149	183	332	175	205	380
	Rent Free	145	148	293	37	21	58	182	169	351
	Other Building	78	17	95	189	101	290	267	118	385
	No Building	4	2	6	41	15	56	45	17	62
	Not Reported	1	2	3	72	16	88	73	18	91
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Govt. Building	348	480	828	3,116	4,106	7,222	3,464	4,586	8,050
	Rented	2	11	13	—	1	1	2	12	14
	Donated	1	5	6	5	24	29	6	29	35
	Rent Free	61	71	132	5	6	11	66	77	143
	Other Building	1	10	11	8	17	25	9	27	36
	No Building	—	—	—	1	—	1	—	—	1
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Govt. Building	613	688	1,301	2,810	2,378	5,188	3,423	3,066	6,489
	Rented	5	2	7	—	1	1	5	3	8
	Donated	3	3	6	2	6	8	5	9	14
	Rent Free	62	74	136	1	7	8	63	81	144
	Other Building	2	2	4	2	2	4	4	4	8
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Govt. Building	98	121	219	247	246	493	345	367	712
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	1	—	1	1	—	1
	Rent Free	3	1	4	2	—	2	5	1	6
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—

*Table 9.2: Ownership of Building by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Ownership</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Sindh</i></b>										
Total	<b>Total</b>	<b>3,393</b>	<b>1,933</b>	<b>5,326</b>	<b>29,389</b>	<b>7,746</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Govt. Building	3,066	1,789	4,855	24,993	6,660	31,653	28,059	8,449	36,508
	Rented	64	27	91	61	15	76	125	42	167
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	112	59	171	563	144	707	675	203	878
	No Building	151	58	209	3,772	927	4,699	3,923	985	4,908
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,215</b>	<b>6,952</b>	<b>34,167</b>	<b>29,913</b>	<b>8,242</b>	<b>38,155</b>
	Govt. Building	2,410	1,169	3,579	22,915	5,901	28,816	25,325	7,070	32,395
	Rented	44	18	62	54	14	68	98	32	130
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	98	47	145	542	135	677	640	182	822
	No Building	146	56	202	3,704	902	4,606	3,850	958	4,808
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Govt. Building	259	244	503	1,134	487	1,621	1,393	731	2,124
	Rented	7	3	10	3	1	4	10	4	14
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	10	6	16	18	9	27	28	15	43
	No Building	5	2	7	68	25	93	73	27	100
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>371</b>	<b>343</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,158</b>	<b>576</b>	<b>1,734</b>
	Govt. Building	355	331	686	780	233	1,013	1,135	564	1,699
	Rented	12	6	18	4	—	4	16	6	22
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	4	6	10	3	—	3	7	6	13
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Govt. Building	42	45	87	164	39	203	206	84	290
	Rented	1	—	1	—	—	—	1	—	1
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
<b><i>KP</i></b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Govt. Building	989	849	1,838	14,183	9,414	23,597	15,172	10,263	25,435
	Rented	38	91	129	148	195	343	186	286	472
	Donated	14	5	19	282	70	352	296	75	371
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	21	16	37	296	83	379	317	99	416
	No Building	9	3	12	704	103	807	713	106	819
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Govt. Building	668	551	1,219	11,290	7,521	18,811	11,958	8,072	20,030
	Rented	38	90	128	137	184	321	175	274	449
	Donated	11	5	16	273	65	338	284	70	354
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	15	6	21	261	72	333	276	78	354
	No Building	9	2	11	674	98	772	683	100	783
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Govt. Building	121	143	264	1,285	1,029	2,314	1,406	1,172	2,578
	Rented	—	—	—	7	6	13	7	6	13
	Donated	1	—	1	4	3	7	5	3	8
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	4	4	8	31	8	39	35	12	47
	No Building	—	—	—	22	5	27	22	5	27
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Govt. Building	151	108	259	1,247	684	1,931	1,398	792	2,190
	Rented	—	—	—	4	4	8	4	4	8
	Donated	1	—	1	5	2	7	6	2	8
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	2	4	6	4	2	6	6	6	12
	No Building	—	1	1	8	—	8	8	1	9
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Govt. Building	49	47	96	361	180	541	410	227	637
	Rented	—	1	1	—	1	1	—	2	2
	Donated	1	—	1	—	—	—	1	—	1
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	2	2	—	1	1	—	3	3
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—

*Table 9.2: Ownership of Building by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

Province/Region	Building	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Govt. Building	989	612	1,601	4,821	1,619	6,440	5,810	2,231	8,041
	Rented	21	26	47	35	36	71	56	62	118
	Donated	419	193	612	2,523	893	3,416	2,942	1,086	4,028
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	270	157	427	925	603	1,528	1,195	760	1,955
	Not Reported	14	13	27	22	59	81	36	72	108
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Govt. Building	671	340	1,011	3,957	1,192	5,149	4,628	1,532	6,160
	Rented	16	26	42	34	34	68	50	60	110
	Donated	354	139	493	2,225	698	2,923	2,579	837	3,416
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	269	151	420	911	582	1,493	1,180	733	1,913
	Not Reported	13	13	26	22	59	81	35	72	107
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Govt. Building	112	119	231	465	280	745	577	399	976
	Rented	3	—	3	—	2	2	3	2	5
	Donated	39	25	64	205	134	339	244	159	403
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	4	4	11	18	29	11	22	33
	Not Reported	1	—	1	—	—	—	1	—	1
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Govt. Building	188	131	319	382	136	518	570	267	837
	Rented	2	—	2	1	—	1	3	—	3
	Donated	25	29	54	91	61	152	116	90	206
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	1	1	2	3	3	6	4	4	8
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Govt. Building	18	22	40	17	11	28	35	33	68
	Rented	—	—	—	—	—	—	—	—	—
	Donated	1	—	1	2	—	2	3	—	3
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	1	1	—	—	—	—	1	1
	Not Reported	—	—	—	—	—	—	—	—	—
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Govt. Building	95	126	221	2,072	1,722	3,794	2,167	1,848	4,015
	Rented	—	—	—	1	—	1	1	—	1
	Donated	3	—	3	23	4	27	26	4	30
	Rent Free	—	—	—	5	6	11	5	6	11
	Other Building	—	—	—	2	—	2	2	—	2
	No Building	22	22	44	704	551	1,255	726	573	1,299
	Not Reported	49	62	111	254	169	423	303	231	534
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Govt. Building	59	73	132	1,418	1,130	2,548	1,477	1,203	2,680
	Rented	—	—	—	1	—	1	1	—	1
	Donated	3	—	3	22	4	26	25	4	29
	Rent Free	—	—	—	5	3	8	5	3	8
	Other Building	—	—	—	2	—	2	2	—	2
	No Building	20	16	36	569	436	1,005	589	452	1,041
	Not Reported	25	41	66	151	117	268	176	158	334
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Govt. Building	8	22	30	390	333	723	398	355	753
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	1	—	1	1	—	1
	Rent Free	—	—	—	—	2	2	—	2	2
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	2	1	3	67	74	141	69	75	144
	Not Reported	11	10	21	58	21	79	69	31	100
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Govt. Building	27	29	56	247	231	478	274	260	534
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	1	1	—	1	1
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	5	5	65	38	103	65	43	108
	Not Reported	13	9	22	43	29	72	56	38	94
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Govt. Building	1	2	3	17	28	45	18	30	48
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	3	3	6	3	3	6
	Not Reported	—	2	2	2	2	4	2	4	6

*Table 9.2: Ownership of Building by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Ownership</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Govt. Building	53	66	119	749	287	1,036	802	353	1,155
	Rented	—	7	7	7	61	68	7	68	75
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	1	—	1	23	5	28	24	5	29
	Other Building	—	—	—	2	—	2	2	—	2
	No Building	—	—	—	20	14	34	20	14	34
	Not Reported	—	—	—	4	1	5	4	1	5
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Govt. Building	26	31	57	450	130	580	476	161	637
	Rented	—	7	7	7	61	68	7	68	75
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	1	—	1	22	4	26	23	4	27
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	20	12	32	20	12	32
	Not Reported	—	—	—	4	1	5	4	1	5
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Govt. Building	11	16	27	150	92	242	161	108	269
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	1	1	2	1	1	2
	Other Building	—	—	—	1	—	1	1	—	1
	No Building	—	—	—	—	2	2	—	2	2
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Govt. Building	14	16	30	143	57	200	157	73	230
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Govt. Building	2	3	5	6	8	14	8	11	19
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	1	—	1	1	—	1
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
<b>FATA</b>										
Total	<b>Total</b>	—	—	—	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Govt. Building	—	—	—	3,221	2,282	5,503	3,221	2,282	5,503
	Rented	—	—	—	4	—	4	4	—	4
	Donated	—	—	—	8	1	9	8	1	9
	Rent Free	—	—	—	—	8	8	—	8	8
	Other Building	—	—	—	7	7	14	7	7	14
	No Building	—	—	—	224	119	343	224	119	343
	Not Reported	—	—	—	2	3	5	2	3	5
Primary	<b>Total</b>	—	—	—	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Govt. Building	—	—	—	2,603	1,982	4,585	2,603	1,982	4,585
	Rented	—	—	—	3	—	3	3	—	3
	Donated	—	—	—	8	1	9	8	1	9
	Rent Free	—	—	—	—	8	8	—	8	8
	Other Building	—	—	—	7	7	14	7	7	14
	No Building	—	—	—	221	116	337	221	116	337
	Not Reported	—	—	—	2	3	5	2	3	5
Middle	<b>Total</b>	—	—	—	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Govt. Building	—	—	—	335	205	540	335	205	540
	Rented	—	—	—	1	—	1	1	—	1
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	2	2	4	2	2	4
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	—	—	—	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Govt. Building	—	—	—	267	90	357	267	90	357
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	1	1	2	1	1	2
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	—	—	—	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Govt. Building	—	—	—	16	5	21	16	5	21
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—

**Table 9.2: Ownership of Building by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

Province/Region	Building	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Govt. Building	58	77	135	136	140	276	194	217	411
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Govt. Building	28	33	61	71	59	130	99	92	191
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Govt. Building	2	9	11	20	28	48	22	37	59
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Govt. Building	13	22	35	33	30	63	46	52	98
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Govt. Building	15	13	28	12	23	35	27	36	63
	Rented	—	—	—	—	—	—	—	—	—
	Donated	—	—	—	—	—	—	—	—	—
	Rent Free	—	—	—	—	—	—	—	—	—
	Other Building	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—

**Table 9.3: Type of Building Structure by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Building Structure	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Kacha	442	313	755	3,609	1,768	5,377	4,051	2,081	6,132
	Paka	6,858	5,524	12,382	55,314	34,389	89,703	62,172	39,913	102,085
	Mix	284	212	496	2,463	1,179	3,642	2,747	1,391	4,138
	No Building	456	242	698	6,391	2,332	8,723	6,847	2,574	9,421
	Not Reported	1,129	1,050	2,179	15,796	10,356	26,152	16,925	11,406	28,331
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Kacha	385	228	613	3,208	1,478	4,686	3,593	1,706	5,299
	Paka	4,640	3,131	7,771	45,301	25,709	71,010	49,941	28,840	78,781
	Mix	189	130	319	1,878	887	2,765	2,067	1,017	3,084
	No Building	448	227	675	6,140	2,161	8,301	6,588	2,388	8,976
	Not Reported	773	714	1,487	12,635	8,325	20,960	13,408	9,039	22,447
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Kacha	25	38	63	270	188	458	295	226	521
	Paka	805	942	1,747	5,212	5,323	10,535	6,017	6,265	12,282
	Mix	34	40	74	315	181	496	349	221	570
	No Building	7	7	14	171	126	297	178	133	311
	Not Reported	138	158	296	1,446	1,103	2,549	1,584	1,261	2,845
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Kacha	27	38	65	123	96	219	150	134	284
	Paka	1,242	1,258	2,500	4,340	3,020	7,360	5,582	4,278	9,860
	Mix	56	37	93	255	99	354	311	136	447
	No Building	1	7	8	77	42	119	78	49	127
	Not Reported	168	126	294	1,351	739	2,090	1,519	865	2,384
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Kacha	5	9	14	8	6	14	13	15	28
	Paka	171	193	364	461	337	798	632	530	1,162
	Mix	5	5	10	15	12	27	20	17	37
	No Building	–	1	1	3	3	6	3	4	7
	Not Reported	50	52	102	364	189	553	414	241	655
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Kacha	119	113	232	816	811	1,627	935	924	1,859
	Paka	2,524	2,905	5,429	21,248	22,477	43,725	23,772	25,382	49,154
	Mix	61	61	122	587	504	1,091	648	565	1,213
	No Building	4	2	6	42	15	57	46	17	63
	Not Reported	2	3	5	85	15	100	87	18	105
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Kacha	78	57	135	639	632	1,271	717	689	1,406
	Paka	1,391	1,511	2,902	15,384	15,965	31,349	16,775	17,476	34,251
	Mix	37	43	80	429	402	831	466	445	911
	No Building	4	2	6	41	15	56	45	17	62
	Not Reported	1	3	4	85	14	99	86	17	103
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Kacha	13	23	36	94	101	195	107	124	231
	Paka	392	548	940	2,954	3,987	6,941	3,346	4,535	7,881
	Mix	7	6	13	86	66	152	93	72	165
	No Building	–	–	–	1	–	1	1	–	1
	Not Reported	1	–	1	–	–	–	1	–	1
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Kacha	23	25	48	76	74	150	99	99	198
	Paka	646	734	1,380	2,672	2,287	4,959	3,318	3,021	6,339
	Mix	16	10	26	67	32	99	83	42	125
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	1	1	–	1	1
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Kacha	5	8	13	7	4	11	12	12	24
	Paka	95	112	207	238	238	476	333	350	683
	Mix	1	2	3	5	4	9	6	6	12
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–



**Table 9.3: Type of Building Structure by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Structure</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Sindh</i></b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Kacha	101	39	140	1,242	307	1,549	1,343	346	1,689
	Paka	3,041	1,789	4,830	23,615	6,309	29,924	26,656	8,098	34,754
	Mix	101	46	147	759	204	963	860	250	1,110
	No Building	151	58	209	3,772	927	4,699	3,923	985	4,908
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Kacha	98	33	131	1,197	293	1,490	1,295	326	1,621
	Paka	2,371	1,167	3,538	21,584	5,563	27,147	23,955	6,730	30,685
	Mix	83	34	117	729	195	924	812	229	1,041
	No Building	146	56	202	3,704	902	4,606	3,850	958	4,808
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Kacha	2	2	4	42	14	56	44	16	60
	Paka	266	243	509	1,097	475	1,572	1,363	718	2,081
	Mix	8	8	16	16	8	24	24	16	40
	No Building	5	2	7	68	25	93	73	27	100
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Kacha	1	4	5	2	–	2	3	4	7
	Paka	363	334	697	773	232	1,005	1,136	566	1,702
	Mix	8	4	12	12	1	13	20	5	25
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Kacha	–	–	–	1	–	1	1	–	1
	Paka	41	45	86	161	39	200	202	84	286
	Mix	2	–	2	2	–	2	4	–	4
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b><i>KP</i></b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	–	–	–	–	–	–
	Mix	–	–	–	–	–	–	–	–	–
	No Building	9	3	12	704	103	807	713	106	819
	Not Reported	1,062	961	2,023	14,909	9,762	24,671	15,971	10,723	26,694
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	–	–	–	–	–	–
	Mix	–	–	–	–	–	–	–	–	–
	No Building	9	2	11	674	98	772	683	100	783
	Not Reported	732	652	1,384	11,961	7,842	19,803	12,693	8,494	21,187
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	–	–	–	–	–	–
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	22	5	27	22	5	27
	Not Reported	126	147	273	1,327	1,046	2,373	1,453	1,193	2,646
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	–	–	–	–	–	–
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	1	1	8	–	8	8	1	9
	Not Reported	154	112	266	1,260	692	1,952	1,414	804	2,218
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	–	–	–	–	–	–
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	50	50	100	361	182	543	411	232	643

**Table 9.3: Type of Building Structure by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Structure</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Kacha	214	140	354	1,156	466	1,622	1,370	606	1,976
	Paka	1,128	634	1,762	5,771	1,910	7,681	6,899	2,544	9,443
	Mix	87	57	144	452	172	624	539	229	768
	No Building	270	157	427	925	603	1,528	1,195	760	1,955
	Not Reported	14	13	27	22	59	81	36	72	108
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Kacha	202	129	331	1,130	432	1,562	1,332	561	1,893
	Paka	787	348	1,135	4,773	1,385	6,158	5,560	1,733	7,293
	Mix	52	28	80	313	107	420	365	135	500
	No Building	269	151	420	911	582	1,493	1,180	733	1,913
	Not Reported	13	13	26	22	59	81	35	72	107
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Kacha	9	7	16	20	32	52	29	39	68
	Paka	134	125	259	583	347	930	717	472	1,189
	Mix	11	12	23	67	37	104	78	49	127
	No Building	–	4	4	11	18	29	11	22	33
	Not Reported	1	–	1	–	–	–	1	–	1
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Kacha	3	4	7	6	2	8	9	6	15
	Paka	189	140	329	400	170	570	589	310	899
	Mix	23	16	39	68	25	93	91	41	132
	No Building	1	1	2	3	3	6	4	4	8
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	18	21	39	15	8	23	33	29	62
	Mix	1	1	2	4	3	7	5	4	9
	No Building	–	1	1	–	–	–	–	1	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Kacha	6	20	26	371	178	549	377	198	575
	Paka	89	89	178	1,486	1,354	2,840	1,575	1,443	3,018
	Mix	1	6	7	104	56	160	105	62	167
	No Building	22	22	44	704	551	1,255	726	573	1,299
	Not Reported	51	73	124	396	313	709	447	386	833
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Kacha	5	8	13	220	116	336	225	124	349
	Paka	54	57	111	1,059	875	1,934	1,113	932	2,045
	Mix	1	3	4	68	38	106	69	41	110
	No Building	20	16	36	569	436	1,005	589	452	1,041
	Not Reported	27	46	73	252	225	477	279	271	550
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Kacha	1	6	7	112	40	152	113	46	159
	Paka	8	13	21	235	264	499	243	277	520
	Mix	–	2	2	27	11	38	27	13	40
	No Building	2	1	3	67	74	141	69	75	144
	Not Reported	10	11	21	75	41	116	85	52	137
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Kacha	–	5	5	39	20	59	39	25	64
	Paka	26	18	44	176	194	370	202	212	414
	Mix	–	1	1	9	6	15	9	7	16
	No Building	–	5	5	65	38	103	65	43	108
	Not Reported	14	14	28	66	41	107	80	55	135
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Kacha	–	1	1	–	2	2	–	3	3
	Paka	1	1	2	16	21	37	17	22	39
	Mix	–	–	–	–	1	1	–	1	1
	No Building	–	–	–	3	3	6	3	3	6
	Not Reported	–	2	2	3	6	9	3	8	11

**Table 9.3: Type of Building Structure by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Structure</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Kacha	2	1	3	24	6	30	26	7	33
	Paka	18	30	48	200	104	304	218	134	352
	Mix	34	42	76	561	243	804	595	285	880
	No Building	–	–	–	20	14	34	20	14	34
	Not Reported	–	–	–	–	1	1	–	1	1
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Kacha	2	1	3	22	5	27	24	6	30
	Paka	9	15	24	122	45	167	131	60	191
	Mix	16	22	38	339	145	484	355	167	522
	No Building	–	–	–	20	12	32	20	12	32
	Not Reported	–	–	–	–	1	1	–	1	1
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Kacha	–	–	–	2	1	3	2	1	3
	Paka	3	4	7	31	33	64	34	37	71
	Mix	8	12	20	119	59	178	127	71	198
	No Building	–	–	–	–	2	2	–	2	2
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	5	10	15	44	22	66	49	32	81
	Mix	9	6	15	99	35	134	108	41	149
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	1	1	2	3	4	7	4	5	9
	Mix	1	2	3	4	4	8	5	6	11
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	2,858	2,095	4,953	2,858	2,095	4,953
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	224	119	343	224	119	343
	Not Reported	–	–	–	384	206	590	384	206	590
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	2,308	1,817	4,125	2,308	1,817	4,125
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	221	116	337	221	116	337
	Not Reported	–	–	–	315	184	499	315	184	499
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	292	189	481	292	189	481
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	2	2	4	2	2	4
	Not Reported	–	–	–	44	16	60	44	16	60
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	242	85	327	242	85	327
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	1	1	2	1	1	2
	Not Reported	–	–	–	25	5	30	25	5	30
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	–	–	–	16	4	20	16	4	20
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	1	1	–	1	1

**Table 9.3: Type of Building Structure by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Building</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Structure</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	58	77	135	136	140	276	194	217	411
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	28	33	61	71	59	130	99	92	191
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	2	9	11	20	28	48	22	37	59
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	13	22	35	33	30	63	46	52	98
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Kacha	–	–	–	–	–	–	–	–	–
	Paka	15	13	28	12	23	35	27	36	63
	Mix	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.4: Availability of Electricity by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Electricity	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Available	6,733	5,953	12,686	48,647	36,913	85,560	55,380	42,866	98,246
	Not Available	2,380	1,306	3,686	33,949	12,502	46,451	36,329	13,808	50,137
	Not Reported	56	82	138	977	609	1,586	1,033	691	1,724
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Available	4,268	3,299	7,567	36,869	26,947	63,816	41,137	30,246	71,383
	Not Available	2,116	1,068	3,184	31,412	11,057	42,469	33,528	12,125	45,653
	Not Reported	51	63	114	881	556	1,437	932	619	1,551
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Available	826	999	1,825	5,391	5,696	11,087	6,217	6,695	12,912
	Not Available	178	170	348	1,948	1,178	3,126	2,126	1,348	3,474
	Not Reported	5	16	21	75	47	122	80	63	143
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Available	1,409	1,399	2,808	5,567	3,733	9,300	6,976	5,132	12,108
	Not Available	85	65	150	558	257	815	643	322	965
	Not Reported	—	2	2	21	6	27	21	8	29
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Available	230	256	486	820	537	1,357	1,050	793	1,843
	Not Available	1	3	4	31	10	41	32	13	45
	Not Reported	—	1	1	—	—	—	—	1	1
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Available	2,698	3,068	5,766	21,908	23,257	45,165	24,606	26,325	50,931
	Not Available	12	16	28	870	565	1,435	882	581	1,463
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Available	1,501	1,600	3,101	15,768	16,498	32,266	17,269	18,098	35,367
	Not Available	10	16	26	810	530	1,340	820	546	1,366
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Available	411	577	988	3,089	4,120	7,209	3,500	4,697	8,197
	Not Available	2	—	2	46	34	80	48	34	82
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Available	685	769	1,454	2,802	2,393	5,195	3,487	3,162	6,649
	Not Available	—	—	—	13	1	14	13	1	14
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Available	101	122	223	249	246	495	350	368	718
	Not Available	—	—	—	1	—	1	1	—	1
	Not Reported	—	—	—	—	—	—	—	—	—
<b>Sindh</b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Available	2,461	1,479	3,940	11,969	3,367	15,336	14,430	4,846	19,276
	Not Available	933	453	1,386	17,419	4,380	21,799	18,352	4,833	23,185
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Available	1,845	910	2,755	10,465	2,808	13,273	12,310	3,718	16,028
	Not Available	853	380	1,233	16,749	4,145	20,894	17,602	4,525	22,127
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Available	225	204	429	659	306	965	884	510	1,394
	Not Available	56	51	107	564	216	780	620	267	887
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Available	348	321	669	687	214	901	1,035	535	1,570
	Not Available	24	21	45	100	19	119	124	40	164
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Available	43	44	87	158	39	197	201	83	284
	Not Available	—	1	1	6	—	6	6	1	7
	Not Reported	—	—	—	—	—	—	—	—	—

*Table 9.4: Availability of Electricity by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

<i>Province/Region</i>	<i>Electricity</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>KP</b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Available	933	822	1,755	10,764	7,506	18,270	11,697	8,328	20,025
	Not Available	129	109	238	4,777	2,167	6,944	4,906	2,276	7,182
	Not Reported	9	33	42	72	192	264	81	225	306
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Available	632	558	1,190	8,271	5,866	14,137	8,903	6,424	15,327
	Not Available	103	79	182	4,302	1,904	6,206	4,405	1,983	6,388
	Not Reported	6	17	23	62	170	232	68	187	255
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Available	103	111	214	990	805	1,795	1,093	916	2,009
	Not Available	20	21	41	350	224	574	370	245	615
	Not Reported	3	15	18	9	22	31	12	37	49
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Available	149	103	252	1,158	657	1,815	1,307	760	2,067
	Not Available	5	9	14	109	35	144	114	44	158
	Not Reported	–	1	1	1	–	1	1	1	2
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Available	49	50	99	345	178	523	394	228	622
	Not Available	1	–	1	16	4	20	17	4	21
	Not Reported	–	–	–	–	–	–	–	–	–
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Available	463	367	830	1,404	688	2,092	1,867	1,055	2,922
	Not Available	1,235	621	1,856	6,900	2,463	9,363	8,135	3,084	11,219
	Not Reported	15	13	28	22	59	81	37	72	109
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Available	221	145	366	913	430	1,343	1,134	575	1,709
	Not Available	1,088	511	1,599	6,214	2,076	8,290	7,302	2,587	9,889
	Not Reported	14	13	27	22	59	81	36	72	108
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Available	60	67	127	186	137	323	246	204	450
	Not Available	94	81	175	495	297	792	589	378	967
	Not Reported	1	–	1	–	–	–	1	–	1
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Available	163	134	297	289	113	402	452	247	699
	Not Available	53	27	80	188	87	275	241	114	355
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Available	19	21	40	16	8	24	35	29	64
	Not Available	–	2	2	3	3	6	3	5	8
	Not Reported	–	–	–	–	–	–	–	–	–
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Available	87	92	179	829	539	1,368	916	631	1,547
	Not Available	50	82	132	1,760	1,764	3,524	1,810	1,846	3,656
	Not Reported	32	36	68	472	149	621	504	185	689
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Available	31	34	65	292	168	460	323	202	525
	Not Available	45	63	108	1,446	1,397	2,843	1,491	1,460	2,951
	Not Reported	31	33	64	430	125	555	461	158	619
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Available	16	21	37	218	130	348	234	151	385
	Not Available	4	11	15	265	281	546	269	292	561
	Not Reported	1	1	2	33	19	52	34	20	54
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Available	39	34	73	300	211	511	339	245	584
	Not Available	1	8	9	46	83	129	47	91	138
	Not Reported	–	1	1	9	5	14	9	6	15
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Available	1	3	4	19	30	49	20	33	53
	Not Available	–	–	–	3	3	6	3	3	6
	Not Reported	–	1	1	–	–	–	–	1	1

**Table 9.4: Availability of Electricity by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Electricity</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Available	33	48	81	315	209	524	348	257	605
	Not Available	21	25	46	490	159	649	511	184	695
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Available	10	19	29	117	101	218	127	120	247
	Not Available	17	19	36	386	107	493	403	126	529
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Available	9	10	19	80	54	134	89	64	153
	Not Available	2	6	8	72	41	113	74	47	121
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Available	12	16	28	112	46	158	124	62	186
	Not Available	2	–	2	31	11	42	33	11	44
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Available	2	3	5	6	8	14	8	11	19
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Available	–	–	–	1,322	1,207	2,529	1,322	1,207	2,529
	Not Available	–	–	–	1,733	1,004	2,737	1,733	1,004	2,737
	Not Reported	–	–	–	411	209	620	411	209	620
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Available	–	–	–	972	1,017	1,989	972	1,017	1,989
	Not Available	–	–	–	1,505	898	2,403	1,505	898	2,403
	Not Reported	–	–	–	367	202	569	367	202	569
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Available	–	–	–	149	116	265	149	116	265
	Not Available	–	–	–	156	85	241	156	85	241
	Not Reported	–	–	–	33	6	39	33	6	39
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Available	–	–	–	186	69	255	186	69	255
	Not Available	–	–	–	71	21	92	71	21	92
	Not Reported	–	–	–	11	1	12	11	1	12
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Available	–	–	–	15	5	20	15	5	20
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Available	58	77	135	136	140	276	194	217	411
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Available	28	33	61	71	59	130	99	92	191
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Available	2	9	11	20	28	48	22	37	59
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Available	13	22	35	33	30	63	46	52	98
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Available	15	13	28	12	23	35	27	36	63
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.5: Availability of Drinking Water by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Drinking Water	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Available	6,868	6,041	12,909	54,867	39,326	94,193	61,735	45,367	107,102
	Not Available	2,235	1,216	3,451	27,678	10,055	37,733	29,913	11,271	41,184
	Not Reported	66	84	150	1,028	643	1,671	1,094	727	1,821
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Available	4,404	3,362	7,766	42,777	29,148	71,925	47,181	32,510	79,691
	Not Available	1,976	1,002	2,978	25,481	8,843	34,324	27,457	9,845	37,302
	Not Reported	55	66	121	904	569	1,473	959	635	1,594
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Available	836	1,018	1,854	5,713	5,921	11,634	6,549	6,939	13,488
	Not Available	166	152	318	1,613	942	2,555	1,779	1,094	2,873
	Not Reported	7	15	22	88	58	146	95	73	168
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Available	1,405	1,404	2,809	5,560	3,721	9,281	6,965	5,125	12,090
	Not Available	85	60	145	552	259	811	637	319	956
	Not Reported	4	2	6	34	16	50	38	18	56
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Available	223	257	480	817	536	1,353	1,040	793	1,833
	Not Available	8	2	10	32	11	43	40	13	53
	Not Reported	—	1	1	2	—	2	2	1	3
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Available	2,707	3,081	5,788	22,665	23,754	46,419	25,372	26,835	52,207
	Not Available	3	3	6	113	68	181	116	71	187
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Available	1,508	1,613	3,121	16,473	16,963	33,436	17,981	18,576	36,557
	Not Available	3	3	6	105	65	170	108	68	176
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Available	413	577	990	3,130	4,151	7,281	3,543	4,728	8,271
	Not Available	—	—	—	5	3	8	5	3	8
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Available	685	769	1,454	2,812	2,394	5,206	3,497	3,163	6,660
	Not Available	—	—	—	3	—	3	3	—	3
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Available	101	122	223	250	246	496	351	368	719
	Not Available	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
<b>Sindh</b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Available	2,556	1,540	4,096	16,137	4,235	20,372	18,693	5,775	24,468
	Not Available	838	392	1,230	13,251	3,512	16,763	14,089	3,904	17,993
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Available	1,924	942	2,866	14,445	3,608	18,053	16,369	4,550	20,919
	Not Available	774	348	1,122	12,769	3,345	16,114	13,543	3,693	17,236
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Available	233	214	447	795	358	1,153	1,028	572	1,600
	Not Available	48	41	89	428	164	592	476	205	681
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Available	358	339	697	736	230	966	1,094	569	1,663
	Not Available	14	3	17	51	3	54	65	6	71
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Available	41	45	86	161	39	200	202	84	286
	Not Available	2	—	2	3	—	3	5	—	5
	Not Reported	—	—	—	—	—	—	—	—	—



**Table 9.5: Availability of Drinking Water by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Drinking Water</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>KP</b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Available	990	887	1,877	11,860	8,420	20,280	12,850	9,307	22,157
	Not Available	72	45	117	3,677	1,253	4,930	3,749	1,298	5,047
	Not Reported	9	32	41	76	192	268	85	224	309
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Available	675	603	1,278	9,261	6,695	15,956	9,936	7,298	17,234
	Not Available	60	34	94	3,308	1,074	4,382	3,368	1,108	4,476
	Not Reported	6	17	23	66	171	237	72	188	260
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Available	112	123	235	1,095	886	1,981	1,207	1,009	2,216
	Not Available	11	10	21	246	144	390	257	154	411
	Not Reported	3	14	17	8	21	29	11	35	46
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Available	153	111	264	1,163	659	1,822	1,316	770	2,086
	Not Available	1	1	2	103	33	136	104	34	138
	Not Reported	—	1	1	2	—	2	2	1	3
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Available	50	50	100	341	180	521	391	230	621
	Not Available	—	—	—	20	2	22	20	2	22
	Not Reported	—	—	—	—	—	—	—	—	—
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Available	432	307	739	1,163	568	1,731	1,595	875	2,470
	Not Available	1,264	681	1,945	7,136	2,581	9,717	8,400	3,262	11,662
	Not Reported	17	13	30	27	61	88	44	74	118
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Available	221	109	330	731	347	1,078	952	456	1,408
	Not Available	1,086	547	1,633	6,391	2,157	8,548	7,477	2,704	10,181
	Not Reported	16	13	29	27	61	88	43	74	117
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Available	50	58	108	157	110	267	207	168	375
	Not Available	104	90	194	524	324	848	628	414	1,042
	Not Reported	1	—	1	—	—	—	1	—	1
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Available	148	119	267	259	101	360	407	220	627
	Not Available	68	42	110	218	99	317	286	141	427
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Available	13	21	34	16	10	26	29	31	60
	Not Available	6	2	8	3	1	4	9	3	12
	Not Reported	—	—	—	—	—	—	—	—	—
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Available	79	90	169	1,052	665	1,717	1,131	755	1,886
	Not Available	50	81	131	1,495	1,604	3,099	1,545	1,685	3,230
	Not Reported	40	39	79	514	183	697	554	222	776
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Available	29	34	63	530	288	818	559	322	881
	Not Available	45	60	105	1,194	1,264	2,458	1,239	1,324	2,563
	Not Reported	33	36	69	444	138	582	477	174	651
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Available	15	24	39	253	174	427	268	198	466
	Not Available	3	8	11	216	226	442	219	234	453
	Not Reported	3	1	4	47	30	77	50	31	81
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Available	34	29	63	253	178	431	287	207	494
	Not Available	2	13	15	81	106	187	83	119	202
	Not Reported	4	1	5	21	15	36	25	16	41
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Available	1	3	4	16	25	41	17	28	45
	Not Available	—	—	—	4	8	12	4	8	12
	Not Reported	—	1	1	2	—	2	2	1	3

**Table 9.5: Availability of Drinking Water by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Drinking Water</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Available	46	59	105	467	268	735	513	327	840
	Not Available	8	14	22	338	100	438	346	114	460
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Available	19	28	47	234	128	362	253	156	409
	Not Available	8	10	18	269	80	349	277	90	367
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Available	11	13	24	112	79	191	123	92	215
	Not Available	–	3	3	40	16	56	40	19	59
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Available	14	15	29	115	53	168	129	68	197
	Not Available	–	1	1	28	4	32	28	5	33
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Available	2	3	5	6	8	14	8	11	19
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Available	–	–	–	1,387	1,276	2,663	1,387	1,276	2,663
	Not Available	–	–	–	1,668	937	2,605	1,668	937	2,605
	Not Reported	–	–	–	411	207	618	411	207	618
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Available	–	–	–	1,032	1,060	2,092	1,032	1,060	2,092
	Not Available	–	–	–	1,445	858	2,303	1,445	858	2,303
	Not Reported	–	–	–	367	199	566	367	199	566
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Available	–	–	–	151	135	286	151	135	286
	Not Available	–	–	–	154	65	219	154	65	219
	Not Reported	–	–	–	33	7	40	33	7	40
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Available	–	–	–	189	76	265	189	76	265
	Not Available	–	–	–	68	14	82	68	14	82
	Not Reported	–	–	–	11	1	12	11	1	12
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Available	–	–	–	15	5	20	15	5	20
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Available	58	77	135	136	140	276	194	217	411
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Available	28	33	61	71	59	130	99	92	191
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Available	2	9	11	20	28	48	22	37	59
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Available	13	22	35	33	30	63	46	52	98
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Available	15	13	28	12	23	35	27	36	63
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.6: Availability of Latrine by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region	Latrine	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Available	7,202	6,445	13,647	59,246	42,110	101,356	66,448	48,555	115,003
	Not Available	1,727	702	2,429	22,924	7,003	29,927	24,651	7,705	32,356
	Not Reported	240	194	434	1,403	911	2,314	1,643	1,105	2,748
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Available	4,631	3,645	8,276	46,425	31,372	77,797	51,056	35,017	86,073
	Not Available	1,581	618	2,199	21,502	6,394	27,896	23,083	7,012	30,095
	Not Reported	223	167	390	1,235	794	2,029	1,458	961	2,419
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Available	891	1,102	1,993	6,275	6,379	12,654	7,166	7,481	14,647
	Not Available	107	65	172	1,030	472	1,502	1,137	537	1,674
	Not Reported	11	18	29	109	70	179	120	88	208
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Available	1,450	1,441	2,891	5,725	3,825	9,550	7,175	5,266	12,441
	Not Available	38	18	56	367	128	495	405	146	551
	Not Reported	6	7	13	54	43	97	60	50	110
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Available	230	257	487	821	534	1,355	1,051	791	1,842
	Not Available	1	1	2	25	9	34	26	10	36
	Not Reported	—	2	2	5	4	9	5	6	11
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Available	2,706	3,080	5,786	22,687	23,769	46,456	25,393	26,849	52,242
	Not Available	4	4	8	91	53	144	95	57	152
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Available	1,507	1,612	3,119	16,488	16,978	33,466	17,995	18,590	36,585
	Not Available	4	4	8	90	50	140	94	54	148
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Available	413	577	990	3,134	4,151	7,285	3,547	4,728	8,275
	Not Available	—	—	—	1	3	4	1	3	4
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Available	685	769	1,454	2,815	2,394	5,209	3,500	3,163	6,663
	Not Available	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Available	101	122	223	250	246	496	351	368	719
	Not Available	—	—	—	—	—	—	—	—	—
	Not Reported	—	—	—	—	—	—	—	—	—
<b>Sindh</b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Available	2,700	1,649	4,349	17,801	4,861	22,662	20,501	6,510	27,011
	Not Available	694	283	977	11,587	2,886	14,473	12,281	3,169	15,450
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Available	2,048	1,036	3,084	15,968	4,198	20,166	18,016	5,234	23,250
	Not Available	650	254	904	11,246	2,755	14,001	11,896	3,009	14,905
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Available	243	228	471	933	400	1,333	1,176	628	1,804
	Not Available	38	27	65	290	122	412	328	149	477
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Available	367	340	707	745	224	969	1,112	564	1,676
	Not Available	5	2	7	42	9	51	47	11	58
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Available	42	45	87	155	39	194	197	84	281
	Not Available	1	—	1	9	—	9	10	—	10
	Not Reported	—	—	—	—	—	—	—	—	—

*Table 9.6: Availability of Latrine by Level, Location, Gender & Provinces/Regions 2017-18  
(continued)*

<i>Province/Region</i>	<i>Latrine</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>KP</b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Available	1,023	919	1,942	13,719	9,310	23,029	14,742	10,229	24,971
	Not Available	39	13	52	1,815	362	2,177	1,854	375	2,229
	Not Reported	9	32	41	79	193	272	88	225	313
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Available	701	626	1,327	10,863	7,427	18,290	11,564	8,053	19,617
	Not Available	34	11	45	1,706	342	2,048	1,740	353	2,093
	Not Reported	6	17	23	66	171	237	72	188	260
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Available	118	132	250	1,261	1,011	2,272	1,379	1,143	2,522
	Not Available	5	1	6	79	18	97	84	19	103
	Not Reported	3	14	17	9	22	31	12	36	48
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Available	154	111	265	1,236	690	1,926	1,390	801	2,191
	Not Available	–	1	1	28	2	30	28	3	31
	Not Reported	–	1	1	4	–	4	4	1	5
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Available	50	50	100	359	182	541	409	232	641
	Not Available	–	–	–	2	–	2	–	–	2
	Not Reported	–	–	–	–	–	–	–	–	–
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Available	593	543	1,136	2,097	1,377	3,474	2,690	1,920	4,610
	Not Available	937	339	1,276	5,880	1,551	7,431	6,817	1,890	8,707
	Not Reported	183	119	302	349	282	631	532	401	933
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Available	298	255	553	1,307	866	2,173	1,605	1,121	2,726
	Not Available	844	299	1,143	5,493	1,423	6,916	6,337	1,722	8,059
	Not Reported	181	115	296	349	276	625	530	391	921
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Available	91	114	205	369	317	686	460	431	891
	Not Available	62	31	93	312	112	424	374	143	517
	Not Reported	2	3	5	–	5	5	2	8	10
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Available	185	153	338	405	183	588	590	336	926
	Not Available	31	8	39	72	16	88	103	24	127
	Not Reported	–	–	–	–	1	1	–	1	1
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Available	19	21	40	16	11	27	35	32	67
	Not Available	–	1	1	3	–	3	1	1	4
	Not Reported	–	1	1	–	–	–	–	1	1
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Available	80	113	193	1,106	967	2,073	1,186	1,080	2,266
	Not Available	41	54	95	1,392	1,254	2,646	1,433	1,308	2,741
	Not Reported	48	43	91	563	231	794	611	274	885
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Available	34	53	87	607	540	1,147	641	593	1,234
	Not Available	37	42	79	1,109	1,001	2,110	1,146	1,043	2,189
	Not Reported	36	35	71	452	149	601	488	184	672
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Available	13	27	40	286	234	520	299	261	560
	Not Available	2	5	7	163	159	322	165	164	329
	Not Reported	6	1	7	67	37	104	73	38	111
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Available	32	30	62	202	172	374	234	202	436
	Not Available	2	7	9	114	86	200	116	93	209
	Not Reported	6	6	12	39	41	80	45	47	92
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Available	1	3	4	11	21	32	12	24	36
	Not Available	–	–	–	6	8	14	6	8	14
	Not Reported	–	1	1	5	4	9	5	5	10

**Table 9.6: Availability of Latrine by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Latrine</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Available	42	64	106	488	250	738	530	314	844
	Not Available	12	9	21	317	118	435	329	127	456
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Available	15	30	45	223	104	327	238	134	372
	Not Available	12	8	20	280	104	384	292	112	404
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Available	11	15	26	129	83	212	140	98	238
	Not Available	–	1	1	23	12	35	23	13	36
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Available	14	16	30	130	55	185	144	71	215
	Not Available	–	–	–	13	2	15	13	2	15
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Available	2	3	5	6	8	14	8	11	19
	Not Available	–	–	–	1	–	1	1	–	1
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Available	–	–	–	1,212	1,436	2,648	1,212	1,436	2,648
	Not Available	–	–	–	1,842	779	2,621	1,842	779	2,621
	Not Reported	–	–	–	412	205	617	412	205	617
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Available	–	–	–	898	1,200	2,098	898	1,200	2,098
	Not Available	–	–	–	1,578	719	2,297	1,578	719	2,297
	Not Reported	–	–	–	368	198	566	368	198	566
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Available	–	–	–	143	155	298	143	155	298
	Not Available	–	–	–	162	46	208	162	46	208
	Not Reported	–	–	–	33	6	39	33	6	39
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Available	–	–	–	159	77	236	159	77	236
	Not Available	–	–	–	98	13	111	98	13	111
	Not Reported	–	–	–	11	1	12	11	1	12
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Available	–	–	–	12	4	16	12	4	16
	Not Available	–	–	–	4	1	5	4	1	5
	Not Reported	–	–	–	–	–	–	–	–	–
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Available	58	77	135	136	140	276	194	217	411
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Available	28	33	61	71	59	130	99	92	191
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Available	2	9	11	20	28	48	22	37	59
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Available	13	22	35	33	30	63	46	52	98
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Available	15	13	28	12	23	35	27	36	63
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

*Table 9.7: Availability of Boundary Wall by Level, Location, Gender & Provinces/Regions 2017-18*

<i>Province/Region</i>	<i>Boundary Wall</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Available	7,480	6,623	14,103	59,016	42,924	101,940	66,496	49,547	116,043
	Not Available	1,615	629	2,244	23,414	6,395	29,809	25,029	7,024	32,053
	Not Reported	74	89	163	1,143	705	1,848	1,217	794	2,011
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,560</b>	<b>107,722</b>	<b>75,597</b>	<b>42,990</b>	<b>118,587</b>
	Available	4,887	3,806	8,693	46,270	32,257	78,527	51,157	36,063	87,220
	Not Available	1,490	558	2,048	21,933	5,701	27,634	23,423	6,259	29,682
	Not Reported	58	66	124	959	602	1,561	1,017	668	1,685
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Available	919	1,128	2,047	6,284	6,376	12,660	7,203	7,504	14,707
	Not Available	81	41	122	1,008	472	1,480	1,089	513	1,602
	Not Reported	9	16	25	122	73	195	131	89	220
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,996</b>	<b>10,142</b>	<b>7,640</b>	<b>5,462</b>	<b>13,102</b>
	Available	1,446	1,431	2,877	5,654	3,766	9,420	7,100	5,197	12,297
	Not Available	41	29	70	431	203	634	472	232	704
	Not Reported	7	6	13	61	27	88	68	33	101
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Available	228	258	486	808	525	1,333	1,036	783	1,819
	Not Available	3	1	4	42	19	61	45	20	65
	Not Reported	—	1	1	1	3	4	1	4	5
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Available	2,692	3,077	5,769	22,136	23,671	45,807	24,828	26,748	51,576
	Not Available	18	7	25	642	151	793	660	158	818
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Available	1,493	1,610	3,103	16,008	16,890	32,898	17,501	18,500	36,001
	Not Available	18	6	24	570	138	708	588	144	732
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Available	413	577	990	3,091	4,145	7,236	3,504	4,722	8,226
	Not Available	—	—	—	44	9	53	44	9	53
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Available	685	768	1,453	2,789	2,390	5,179	3,474	3,158	6,632
	Not Available	—	1	1	26	4	30	26	5	31
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Available	101	122	223	248	246	494	349	368	717
	Not Available	—	—	—	2	—	2	2	—	2
	Not Reported	—	—	—	—	—	—	—	—	—
<b>Sindh</b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Available	2,850	1,727	4,577	16,793	5,018	21,811	19,643	6,745	26,388
	Not Available	544	205	749	12,595	2,729	15,324	13,139	2,934	16,073
	Not Reported	—	—	—	—	—	—	—	—	—
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Available	2,184	1,104	3,288	14,937	4,334	19,271	17,121	5,438	22,559
	Not Available	514	186	700	12,277	2,619	14,896	12,791	2,805	15,596
	Not Reported	—	—	—	—	—	—	—	—	—
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Available	262	243	505	958	423	1,381	1,220	666	1,886
	Not Available	19	12	31	265	99	364	284	111	395
	Not Reported	—	—	—	—	—	—	—	—	—
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Available	363	335	698	749	224	973	1,112	559	1,671
	Not Available	9	7	16	38	9	47	47	16	63
	Not Reported	—	—	—	—	—	—	—	—	—
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Available	41	45	86	149	37	186	190	82	272
	Not Available	2	—	2	15	2	17	17	2	19
	Not Reported	—	—	—	—	—	—	—	—	—

**Table 9.7: Availability of Boundary Wall by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Boundary Wall</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>KP</b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Available	1,038	917	1,955	13,679	9,315	22,994	14,717	10,232	24,949
	Not Available	23	14	37	1,834	332	2,166	1,857	346	2,203
	Not Reported	10	33	43	100	218	318	110	251	361
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Available	712	624	1,336	10,863	7,436	18,299	11,575	8,060	19,635
	Not Available	22	12	34	1,689	312	2,001	1,711	324	2,035
	Not Reported	7	18	25	83	192	275	90	210	300
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Available	122	132	254	1,247	1,006	2,253	1,369	1,138	2,507
	Not Available	1	1	2	92	20	112	93	21	114
	Not Reported	3	14	17	10	25	35	13	39	52
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Available	154	111	265	1,214	691	1,905	1,368	802	2,170
	Not Available	–	1	1	48	–	48	48	1	49
	Not Reported	–	1	1	6	1	7	6	2	8
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Available	50	50	100	355	182	537	405	232	637
	Not Available	–	–	–	5	–	5	5	–	5
	Not Reported	–	–	–	1	–	1	1	–	1
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Available	729	674	1,403	2,983	1,865	4,848	3,712	2,539	6,251
	Not Available	970	314	1,284	5,321	1,286	6,607	6,291	1,600	7,891
	Not Reported	14	13	27	22	59	81	36	72	108
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Available	421	364	785	2,138	1,314	3,452	2,559	1,678	4,237
	Not Available	889	292	1,181	4,989	1,192	6,181	5,878	1,484	7,362
	Not Reported	13	13	26	22	59	81	35	72	107
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Available	97	135	232	419	355	774	516	490	1,006
	Not Available	57	13	70	262	79	341	319	92	411
	Not Reported	1	–	1	–	–	–	1	–	1
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Available	193	153	346	409	185	594	602	338	940
	Not Available	23	8	31	68	15	83	91	23	114
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Available	18	22	40	17	11	28	35	33	68
	Not Available	1	1	2	2	–	2	3	1	4
	Not Reported	–	–	–	–	–	–	–	–	–
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Available	72	93	165	747	658	1,405	819	751	1,570
	Not Available	47	74	121	1,705	1,570	3,275	1,752	1,644	3,396
	Not Reported	50	43	93	609	224	833	659	267	926
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Available	34	43	77	432	381	813	466	424	890
	Not Available	35	52	87	1,250	1,155	2,405	1,285	1,207	2,492
	Not Reported	38	35	73	486	154	640	524	189	713
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Available	12	21	33	195	154	349	207	175	382
	Not Available	4	10	14	242	234	476	246	244	490
	Not Reported	5	2	7	79	42	121	84	44	128
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Available	25	26	51	113	110	223	138	136	274
	Not Available	8	12	20	198	164	362	206	176	382
	Not Reported	7	5	12	44	25	69	51	30	81
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Available	1	3	4	7	13	20	8	16	24
	Not Available	–	–	–	15	17	32	15	17	32
	Not Reported	–	1	1	–	3	3	–	4	4

**Table 9.7: Availability of Boundary Wall by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>	<i>Boundary Wall</i>	<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Availability</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Available	41	58	99	437	243	680	478	301	779
	Not Available	13	15	28	368	125	493	381	140	521
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Available	15	28	43	215	107	322	230	135	365
	Not Available	12	10	22	288	101	389	300	111	411
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Available	11	11	22	100	76	176	111	87	198
	Not Available	–	5	5	52	19	71	52	24	76
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Available	13	16	29	115	52	167	128	68	196
	Not Available	1	–	1	28	5	33	29	5	34
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Available	2	3	5	7	8	15	9	11	20
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Available	–	–	–	2,105	2,014	4,119	2,105	2,014	4,119
	Not Available	–	–	–	949	202	1,151	949	202	1,151
	Not Reported	–	–	–	412	204	616	412	204	616
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>	<b>2,844</b>	<b>2,117</b>	<b>4,961</b>
	Available	–	–	–	1,606	1,736	3,342	1,606	1,736	3,342
	Not Available	–	–	–	870	184	1,054	870	184	1,054
	Not Reported	–	–	–	368	197	565	368	197	565
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Available	–	–	–	254	189	443	254	189	443
	Not Available	–	–	–	51	12	63	51	12	63
	Not Reported	–	–	–	33	6	39	33	6	39
High	<b>Total</b>	–	–	–	<b>268</b>	<b>91</b>	<b>359</b>	<b>268</b>	<b>91</b>	<b>359</b>
	Available	–	–	–	232	84	316	232	84	316
	Not Available	–	–	–	25	6	31	25	6	31
	Not Reported	–	–	–	11	1	12	11	1	12
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Available	–	–	–	13	5	18	13	5	18
	Not Available	–	–	–	3	–	3	3	–	3
	Not Reported	–	–	–	–	–	–	–	–	–
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Available	58	77	135	136	140	276	194	217	411
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Available	28	33	61	71	59	130	99	92	191
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Available	2	9	11	20	28	48	22	37	59
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Available	13	22	35	33	30	63	46	52	98
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Available	15	13	28	12	23	35	27	36	63
	Not Available	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–



**Table 9.8: State of Building Condition by Level, Location, Gender & Provinces/Regions 2017-18**

Province/Region		Urban			Rural			Total		
Level	Building Condition	Male	Female	Total	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>										
Total	<b>Total</b>	<b>9,169</b>	<b>7,341</b>	<b>16,510</b>	<b>83,573</b>	<b>50,024</b>	<b>133,597</b>	<b>92,742</b>	<b>57,365</b>	<b>150,107</b>
	Satisfactory	4,228	3,785	8,013	34,384	25,147	59,531	38,612	28,932	67,544
	Need Repair	3,309	2,544	5,853	28,222	15,150	43,372	31,531	17,694	49,225
	Dangerous	923	492	1,415	8,539	2,745	11,284	9,462	3,237	12,699
	No Building	456	242	698	6,391	2,332	8,723	6,847	2,574	9,421
	Not Reported	253	278	531	6,037	4,650	10,687	6,290	4,928	11,218
Primary	<b>Total</b>	<b>6,435</b>	<b>4,430</b>	<b>10,865</b>	<b>69,162</b>	<b>38,561</b>	<b>107,723</b>	<b>75,597</b>	<b>42,991</b>	<b>118,588</b>
	Satisfactory	2,794	2,106	4,900	27,726	18,332	46,058	30,520	20,438	50,958
	Need Repair	2,305	1,567	3,872	23,168	12,075	35,243	25,473	13,642	39,115
	Dangerous	710	347	1,057	7,485	2,327	9,812	8,195	2,674	10,869
	No Building	448	227	675	6,140	2,161	8,301	6,588	2,388	8,976
	Not Reported	178	183	361	4,643	3,666	8,309	4,821	3,849	8,670
Middle	<b>Total</b>	<b>1,009</b>	<b>1,185</b>	<b>2,194</b>	<b>7,414</b>	<b>6,921</b>	<b>14,335</b>	<b>8,423</b>	<b>8,106</b>	<b>16,529</b>
	Satisfactory	558	709	1,267	3,680	4,257	7,937	4,238	4,966	9,204
	Need Repair	327	364	691	2,178	1,706	3,884	2,505	2,070	4,575
	Dangerous	86	58	144	586	240	826	672	298	970
	No Building	7	7	14	171	126	297	178	133	311
	Not Reported	31	47	78	799	592	1,391	830	639	1,469
High	<b>Total</b>	<b>1,494</b>	<b>1,466</b>	<b>2,960</b>	<b>6,146</b>	<b>3,995</b>	<b>10,141</b>	<b>7,640</b>	<b>5,461</b>	<b>13,101</b>
	Satisfactory	757	835	1,592	2,614	2,256	4,870	3,371	3,091	6,462
	Need Repair	582	503	1,085	2,467	1,191	3,658	3,049	1,694	4,743
	Dangerous	111	77	188	428	150	578	539	227	766
	No Building	1	7	8	77	42	119	78	49	127
	Not Reported	43	44	87	560	356	916	603	400	1,003
Higher Secondary	<b>Total</b>	<b>231</b>	<b>260</b>	<b>491</b>	<b>851</b>	<b>547</b>	<b>1,398</b>	<b>1,082</b>	<b>807</b>	<b>1,889</b>
	Satisfactory	119	135	254	364	302	666	483	437	920
	Need Repair	95	110	205	409	178	587	504	288	792
	Dangerous	16	10	26	40	28	68	56	38	94
	No Building	–	1	1	3	3	6	3	4	7
	Not Reported	1	4	5	35	36	71	36	40	76
<b>Punjab</b>										
Total	<b>Total</b>	<b>2,710</b>	<b>3,084</b>	<b>5,794</b>	<b>22,778</b>	<b>23,822</b>	<b>46,600</b>	<b>25,488</b>	<b>26,906</b>	<b>52,394</b>
	Satisfactory	1,812	2,100	3,912	14,588	16,005	30,593	16,400	18,105	34,505
	Need Repair	794	892	1,686	7,256	6,992	14,248	8,050	7,884	15,934
	Dangerous	96	83	179	792	767	1,559	888	850	1,738
	No Building	4	2	6	42	15	57	46	17	63
	Not Reported	4	7	11	100	43	143	104	50	154
Primary	<b>Total</b>	<b>1,511</b>	<b>1,616</b>	<b>3,127</b>	<b>16,578</b>	<b>17,028</b>	<b>33,606</b>	<b>18,089</b>	<b>18,644</b>	<b>36,733</b>
	Satisfactory	1,074	1,138	2,212	10,848	11,390	22,238	11,922	12,528	24,450
	Need Repair	408	438	846	5,120	5,037	10,157	5,528	5,475	11,003
	Dangerous	24	33	57	477	552	1,029	501	585	1,086
	No Building	4	2	6	41	15	56	45	17	62
	Not Reported	1	5	6	92	34	126	93	39	132
Middle	<b>Total</b>	<b>413</b>	<b>577</b>	<b>990</b>	<b>3,135</b>	<b>4,154</b>	<b>7,289</b>	<b>3,548</b>	<b>4,731</b>	<b>8,279</b>
	Satisfactory	283	416	699	2,089	2,952	5,041	2,372	3,368	5,740
	Need Repair	110	150	260	905	1,100	2,005	1,015	1,250	2,265
	Dangerous	17	11	28	135	100	235	152	111	263
	No Building	–	–	–	1	–	1	1	–	1
	Not Reported	3	–	3	5	2	7	8	2	10
High	<b>Total</b>	<b>685</b>	<b>769</b>	<b>1,454</b>	<b>2,815</b>	<b>2,394</b>	<b>5,209</b>	<b>3,500</b>	<b>3,163</b>	<b>6,663</b>
	Satisfactory	397	477	874	1,520	1,514	3,034	1,917	1,991	3,908
	Need Repair	239	255	494	1,129	776	1,905	1,368	1,031	2,399
	Dangerous	49	35	84	163	98	261	212	133	345
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	2	2	3	6	9	3	8	11
Higher Secondary	<b>Total</b>	<b>101</b>	<b>122</b>	<b>223</b>	<b>250</b>	<b>246</b>	<b>496</b>	<b>351</b>	<b>368</b>	<b>719</b>
	Satisfactory	58	69	127	131	149	280	189	218	407
	Need Repair	37	49	86	102	79	181	139	128	267
	Dangerous	6	4	10	17	17	34	23	21	44
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	1	1	–	1	1

**Table 9.8: State of Building Condition by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Building Condition</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b><i>Sindh</i></b>										
Total	<b>Total</b>	<b>3,394</b>	<b>1,932</b>	<b>5,326</b>	<b>29,388</b>	<b>7,747</b>	<b>37,135</b>	<b>32,782</b>	<b>9,679</b>	<b>42,461</b>
	Satisfactory	1,447	871	2,318	9,495	2,505	12,000	10,942	3,376	14,318
	Need Repair	1,315	754	2,069	11,391	3,040	14,431	12,706	3,794	16,500
	Dangerous	481	249	730	4,730	1,275	6,005	5,211	1,524	6,735
	No Building	151	58	209	3,772	927	4,699	3,923	985	4,908
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>2,698</b>	<b>1,290</b>	<b>3,988</b>	<b>27,214</b>	<b>6,953</b>	<b>34,167</b>	<b>29,912</b>	<b>8,243</b>	<b>38,155</b>
	Satisfactory	1,056	516	1,572	8,722	2,190	10,912	9,778	2,706	12,484
	Need Repair	1,081	525	1,606	10,382	2,690	13,072	11,463	3,215	14,678
	Dangerous	415	193	608	4,406	1,171	5,577	4,821	1,364	6,185
	No Building	146	56	202	3,704	902	4,606	3,850	958	4,808
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>281</b>	<b>255</b>	<b>536</b>	<b>1,223</b>	<b>522</b>	<b>1,745</b>	<b>1,504</b>	<b>777</b>	<b>2,281</b>
	Satisfactory	140	128	268	435	201	636	575	329	904
	Need Repair	99	94	193	525	222	747	624	316	940
	Dangerous	37	31	68	195	74	269	232	105	337
	No Building	5	2	7	68	25	93	73	27	100
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>372</b>	<b>342</b>	<b>714</b>	<b>787</b>	<b>233</b>	<b>1,020</b>	<b>1,159</b>	<b>575</b>	<b>1,734</b>
	Satisfactory	225	202	427	289	99	388	514	301	815
	Need Repair	123	118	241	383	112	495	506	230	736
	Dangerous	24	22	46	115	22	137	139	44	183
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>43</b>	<b>45</b>	<b>88</b>	<b>164</b>	<b>39</b>	<b>203</b>	<b>207</b>	<b>84</b>	<b>291</b>
	Satisfactory	26	25	51	49	15	64	75	40	115
	Need Repair	12	17	29	101	16	117	113	33	146
	Dangerous	5	3	8	14	8	22	19	11	30
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b><i>KP</i></b>										
Total	<b>Total</b>	<b>1,071</b>	<b>964</b>	<b>2,035</b>	<b>15,613</b>	<b>9,865</b>	<b>25,478</b>	<b>16,684</b>	<b>10,829</b>	<b>27,513</b>
	Satisfactory	688	538	1,226	8,939	5,843	14,782	9,627	6,381	16,008
	Need Repair	320	355	675	4,695	3,426	8,121	5,015	3,781	8,796
	Dangerous	45	39	84	1,217	317	1,534	1,262	356	1,618
	No Building	9	3	12	704	103	807	713	106	819
	Not Reported	9	29	38	58	176	234	67	205	272
Primary	<b>Total</b>	<b>741</b>	<b>654</b>	<b>1,395</b>	<b>12,635</b>	<b>7,940</b>	<b>20,575</b>	<b>13,376</b>	<b>8,594</b>	<b>21,970</b>
	Satisfactory	473	311	784	7,041	4,235	11,276	7,514	4,546	12,060
	Need Repair	218	293	511	3,801	3,162	6,963	4,019	3,455	7,474
	Dangerous	35	31	66	1,066	289	1,355	1,101	320	1,421
	No Building	9	2	11	674	98	772	683	100	783
	Not Reported	6	17	23	53	156	209	59	173	232
Middle	<b>Total</b>	<b>126</b>	<b>147</b>	<b>273</b>	<b>1,349</b>	<b>1,051</b>	<b>2,400</b>	<b>1,475</b>	<b>1,198</b>	<b>2,673</b>
	Satisfactory	101	117	218	1,035	941	1,976	1,136	1,058	2,194
	Need Repair	17	18	35	207	69	276	224	87	311
	Dangerous	5	–	5	80	16	96	85	16	101
	No Building	–	–	–	22	5	27	22	5	27
	Not Reported	3	12	15	5	20	25	8	32	40
High	<b>Total</b>	<b>154</b>	<b>113</b>	<b>267</b>	<b>1,268</b>	<b>692</b>	<b>1,960</b>	<b>1,422</b>	<b>805</b>	<b>2,227</b>
	Satisfactory	90	83	173	690	547	1,237	780	630	1,410
	Need Repair	60	21	81	505	136	641	565	157	722
	Dangerous	4	8	12	65	9	74	69	17	86
	No Building	–	1	1	8	–	8	8	1	9
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>	<b>361</b>	<b>182</b>	<b>543</b>	<b>411</b>	<b>232</b>	<b>643</b>
	Satisfactory	24	27	51	173	120	293	197	147	344
	Need Repair	25	23	48	182	59	241	207	82	289
	Dangerous	1	–	1	6	3	9	7	3	10
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.8: State of Building Condition by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Building Condition</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Balochistan</b>										
Total	<b>Total</b>	<b>1,713</b>	<b>1,001</b>	<b>2,714</b>	<b>8,326</b>	<b>3,210</b>	<b>11,536</b>	<b>10,039</b>	<b>4,211</b>	<b>14,250</b>
	Satisfactory	235	209	444	1,063	605	1,668	1,298	814	2,112
	Need Repair	814	464	1,278	4,261	1,390	5,651	5,075	1,854	6,929
	Dangerous	301	117	418	1,797	383	2,180	2,098	500	2,598
	No Building	270	157	427	925	603	1,528	1,195	760	1,955
	Not Reported	93	54	147	280	229	509	373	283	656
Primary	<b>Total</b>	<b>1,323</b>	<b>669</b>	<b>1,992</b>	<b>7,149</b>	<b>2,565</b>	<b>9,714</b>	<b>8,472</b>	<b>3,234</b>	<b>11,706</b>
	Satisfactory	170	114	284	934	435	1,369	1,104	549	1,653
	Need Repair	564	269	833	3,495	1,014	4,509	4,059	1,283	5,342
	Dangerous	236	88	324	1,533	314	1,847	1,769	402	2,171
	No Building	269	151	420	911	582	1,493	1,180	733	1,913
	Not Reported	84	47	131	276	220	496	360	267	627
Middle	<b>Total</b>	<b>155</b>	<b>148</b>	<b>303</b>	<b>681</b>	<b>434</b>	<b>1,115</b>	<b>836</b>	<b>582</b>	<b>1,418</b>
	Satisfactory	28	40	68	76	108	184	104	148	252
	Need Repair	94	85	179	414	250	664	508	335	843
	Dangerous	27	16	43	176	49	225	203	65	268
	No Building	—	4	4	11	18	29	11	22	33
	Not Reported	6	3	9	4	9	13	10	12	22
High	<b>Total</b>	<b>216</b>	<b>161</b>	<b>377</b>	<b>477</b>	<b>200</b>	<b>677</b>	<b>693</b>	<b>361</b>	<b>1,054</b>
	Satisfactory	34	52	86	50	59	109	84	111	195
	Need Repair	144	93	237	339	118	457	483	211	694
	Dangerous	34	11	45	85	20	105	119	31	150
	No Building	1	1	2	3	3	6	4	4	8
	Not Reported	3	4	7	—	—	—	3	4	7
Higher Secondary	<b>Total</b>	<b>19</b>	<b>23</b>	<b>42</b>	<b>19</b>	<b>11</b>	<b>30</b>	<b>38</b>	<b>34</b>	<b>72</b>
	Satisfactory	3	3	6	3	3	6	6	6	12
	Need Repair	12	17	29	13	8	21	25	25	50
	Dangerous	4	2	6	3	—	3	7	2	9
	No Building	—	1	1	—	—	—	—	1	1
	Not Reported	—	—	—	—	—	—	—	—	—
<b>AJK</b>										
Total	<b>Total</b>	<b>169</b>	<b>210</b>	<b>379</b>	<b>3,061</b>	<b>2,452</b>	<b>5,513</b>	<b>3,230</b>	<b>2,662</b>	<b>5,892</b>
	Satisfactory	—	—	—	—	—	—	—	—	—
	Need Repair	—	—	—	—	—	—	—	—	—
	Dangerous	—	—	—	—	—	—	—	—	—
	No Building	22	22	44	704	551	1,255	726	573	1,299
	Not Reported	147	188	335	2,357	1,901	4,258	2,504	2,089	4,593
Primary	<b>Total</b>	<b>107</b>	<b>130</b>	<b>237</b>	<b>2,168</b>	<b>1,690</b>	<b>3,858</b>	<b>2,275</b>	<b>1,820</b>	<b>4,095</b>
	Satisfactory	—	—	—	—	—	—	—	—	—
	Need Repair	—	—	—	—	—	—	—	—	—
	Dangerous	—	—	—	—	—	—	—	—	—
	No Building	20	16	36	569	436	1,005	589	452	1,041
	Not Reported	87	114	201	1,599	1,254	2,853	1,686	1,368	3,054
Middle	<b>Total</b>	<b>21</b>	<b>33</b>	<b>54</b>	<b>516</b>	<b>430</b>	<b>946</b>	<b>537</b>	<b>463</b>	<b>1,000</b>
	Satisfactory	—	—	—	—	—	—	—	—	—
	Need Repair	—	—	—	—	—	—	—	—	—
	Dangerous	—	—	—	—	—	—	—	—	—
	No Building	2	1	3	67	74	141	69	75	144
	Not Reported	19	32	51	449	356	805	468	388	856
High	<b>Total</b>	<b>40</b>	<b>43</b>	<b>83</b>	<b>355</b>	<b>299</b>	<b>654</b>	<b>395</b>	<b>342</b>	<b>737</b>
	Satisfactory	—	—	—	—	—	—	—	—	—
	Need Repair	—	—	—	—	—	—	—	—	—
	Dangerous	—	—	—	—	—	—	—	—	—
	No Building	—	5	5	65	38	103	65	43	108
	Not Reported	40	38	78	290	261	551	330	299	629
Higher Secondary	<b>Total</b>	<b>1</b>	<b>4</b>	<b>5</b>	<b>22</b>	<b>33</b>	<b>55</b>	<b>23</b>	<b>37</b>	<b>60</b>
	Satisfactory	—	—	—	—	—	—	—	—	—
	Need Repair	—	—	—	—	—	—	—	—	—
	Dangerous	—	—	—	—	—	—	—	—	—
	No Building	—	—	—	3	3	6	3	3	6
	Not Reported	1	4	5	19	30	49	20	34	54

**Table 9.8: State of Building Condition by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Building Condition</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>GB</b>										
Total	<b>Total</b>	<b>54</b>	<b>73</b>	<b>127</b>	<b>805</b>	<b>368</b>	<b>1,173</b>	<b>859</b>	<b>441</b>	<b>1,300</b>
	Satisfactory	20	33	53	234	117	351	254	150	404
	Need Repair	34	40	74	551	237	788	585	277	862
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	20	14	34	20	14	34
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>27</b>	<b>38</b>	<b>65</b>	<b>503</b>	<b>208</b>	<b>711</b>	<b>530</b>	<b>246</b>	<b>776</b>
	Satisfactory	9	16	25	143	48	191	152	64	216
	Need Repair	18	22	40	340	148	488	358	170	528
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	20	12	32	20	12	32
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>11</b>	<b>16</b>	<b>27</b>	<b>152</b>	<b>95</b>	<b>247</b>	<b>163</b>	<b>111</b>	<b>274</b>
	Satisfactory	5	6	11	37	40	77	42	46	88
	Need Repair	6	10	16	115	53	168	121	63	184
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	2	2	–	2	2
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>	<b>143</b>	<b>57</b>	<b>200</b>	<b>157</b>	<b>73</b>	<b>230</b>
	Satisfactory	5	10	15	50	25	75	55	35	90
	Need Repair	9	6	15	93	32	125	102	38	140
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>8</b>	<b>15</b>	<b>9</b>	<b>11</b>	<b>20</b>
	Satisfactory	1	1	2	4	4	8	5	5	10
	Need Repair	1	2	3	3	4	7	4	6	10
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
<b>FATA</b>										
Total	<b>Total</b>	–	–	–	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>	<b>3,466</b>	<b>2,420</b>	<b>5,886</b>
	Satisfactory	–	–	–	–	–	–	–	–	–
	Need Repair	–	–	–	–	–	–	–	–	–
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	224	119	343	224	119	343
	Not Reported	–	–	–	3,242	2,301	5,543	3,242	2,301	5,543
Primary	<b>Total</b>	–	–	–	<b>2,844</b>	<b>2,118</b>	<b>4,962</b>	<b>2,844</b>	<b>2,118</b>	<b>4,962</b>
	Satisfactory	–	–	–	–	–	–	–	–	–
	Need Repair	–	–	–	–	–	–	–	–	–
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	221	116	337	221	116	337
	Not Reported	–	–	–	2,623	2,002	4,625	2,623	2,002	4,625
Middle	<b>Total</b>	–	–	–	<b>338</b>	<b>207</b>	<b>545</b>	<b>338</b>	<b>207</b>	<b>545</b>
	Satisfactory	–	–	–	–	–	–	–	–	–
	Need Repair	–	–	–	–	–	–	–	–	–
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	2	2	4	2	2	4
	Not Reported	–	–	–	336	205	541	336	205	541
High	<b>Total</b>	–	–	–	<b>268</b>	<b>90</b>	<b>358</b>	<b>268</b>	<b>90</b>	<b>358</b>
	Satisfactory	–	–	–	–	–	–	–	–	–
	Need Repair	–	–	–	–	–	–	–	–	–
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	1	1	2	1	1	2
	Not Reported	–	–	–	267	89	356	267	89	356
Higher Secondary	<b>Total</b>	–	–	–	<b>16</b>	<b>5</b>	<b>21</b>	<b>16</b>	<b>5</b>	<b>21</b>
	Satisfactory	–	–	–	–	–	–	–	–	–
	Need Repair	–	–	–	–	–	–	–	–	–
	Dangerous	–	–	–	–	–	–	–	–	–
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	16	5	21	16	5	21

**Table 9.8: State of Building Condition by Level, Location, Gender & Provinces/Regions 2017-18**  
(continued)

<i>Province/Region</i>		<i>Urban</i>			<i>Rural</i>			<i>Total</i>		
<i>Level</i>	<i>Building Condition</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>ICT</b>										
Total	<b>Total</b>	<b>58</b>	<b>77</b>	<b>135</b>	<b>136</b>	<b>140</b>	<b>276</b>	<b>194</b>	<b>217</b>	<b>411</b>
	Satisfactory	26	34	60	65	72	137	91	106	197
	Need Repair	32	39	71	68	65	133	100	104	204
	Dangerous	–	4	4	3	3	6	3	7	10
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Primary	<b>Total</b>	<b>28</b>	<b>33</b>	<b>61</b>	<b>71</b>	<b>59</b>	<b>130</b>	<b>99</b>	<b>92</b>	<b>191</b>
	Satisfactory	12	11	23	38	34	72	50	45	95
	Need Repair	16	20	36	30	24	54	46	44	90
	Dangerous	–	2	2	3	1	4	3	3	6
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Middle	<b>Total</b>	<b>2</b>	<b>9</b>	<b>11</b>	<b>20</b>	<b>28</b>	<b>48</b>	<b>22</b>	<b>37</b>	<b>59</b>
	Satisfactory	1	2	3	8	15	23	9	17	26
	Need Repair	1	7	8	12	12	24	13	19	32
	Dangerous	–	–	–	–	1	1	–	1	1
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
High	<b>Total</b>	<b>13</b>	<b>22</b>	<b>35</b>	<b>33</b>	<b>30</b>	<b>63</b>	<b>46</b>	<b>52</b>	<b>98</b>
	Satisfactory	6	11	17	15	12	27	21	23	44
	Need Repair	7	10	17	18	17	35	25	27	52
	Dangerous	–	1	1	–	1	1	–	2	2
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–
Higher Secondary	<b>Total</b>	<b>15</b>	<b>13</b>	<b>28</b>	<b>12</b>	<b>23</b>	<b>35</b>	<b>27</b>	<b>36</b>	<b>63</b>
	Satisfactory	7	10	17	4	11	15	11	21	32
	Need Repair	8	2	10	8	12	20	16	14	30
	Dangerous	–	1	1	–	–	–	–	1	1
	No Building	–	–	–	–	–	–	–	–	–
	Not Reported	–	–	–	–	–	–	–	–	–

**Table 9.9: Number of Institutions by Frequency of Classrooms, Level, Location & Provinces/Regions 2017-18**

Level	Number of Institutions having classrooms:										Total
	0	1	2	3	4	5	6	7	>7	Not Reported	
<b>Pakistan</b>											
<b>Total</b>	<b>8,186</b>	<b>22,353</b>	<b>47,293</b>	<b>17,479</b>	<b>12,427</b>	<b>8,818</b>	<b>7,929</b>	<b>4,371</b>	<b>17,993</b>	<b>3,258</b>	<b>150,107</b>
Primary	7,824	21,953	46,401	14,051	10,147	6,152	4,672	1,699	2,784	2,904	118,587
Middle	279	380	801	3,194	1,909	1,495	2,214	1,598	4,456	203	16,529
High	80	20	83	231	358	1,144	1,005	1,022	9,019	140	13,102
Higher Sec	3	–	8	3	13	27	38	52	1,734	11	1,889
<b>Punjab</b>											
<b>Total</b>	<b>733</b>	<b>2,274</b>	<b>16,138</b>	<b>6,547</b>	<b>6,148</b>	<b>3,707</b>	<b>4,108</b>	<b>2,306</b>	<b>10,433</b>	<b>–</b>	<b>52,394</b>
Primary	699	2,246	15,988	6,292	5,232	2,761	2,204	653	658	–	36,733
Middle	24	23	121	205	799	750	1,626	1,215	3,516	–	8,279
High	9	5	26	50	117	189	273	432	5,562	–	6,663
Higher Sec	1	–	3	–	–	7	5	6	697	–	719
<b>Sindh</b>											
<b>Total</b>	<b>4,908</b>	<b>14,961</b>	<b>13,244</b>	<b>2,380</b>	<b>1,599</b>	<b>1,734</b>	<b>794</b>	<b>448</b>	<b>2,393</b>	<b>–</b>	<b>42,461</b>
Primary	4,808	14,735	12,958	1,817	1,097	1,136	552	291	761	–	38,155
Middle	100	223	273	531	408	196	148	58	344	–	2,281
High	–	3	12	32	94	396	89	84	1,024	–	1,734
Higher Sec	–	–	1	–	–	6	5	15	264	–	291
<b>KP</b>											
<b>Total</b>	<b>1,165</b>	<b>823</b>	<b>7,690</b>	<b>6,216</b>	<b>3,365</b>	<b>2,406</b>	<b>2,181</b>	<b>1,001</b>	<b>2,666</b>	<b>–</b>	<b>27,513</b>
Primary	1,077	787	7,620	4,248	2,977	1,840	1,635	636	1,150	–	21,970
Middle	74	33	59	1,909	319	149	72	22	36	–	2,673
High	14	3	7	58	61	408	455	318	903	–	2,227
Higher Sec	–	–	4	1	8	9	19	25	577	–	643
<b>Balochistan</b>											
<b>Total</b>	<b>1,090</b>	<b>3,302</b>	<b>5,089</b>	<b>803</b>	<b>666</b>	<b>474</b>	<b>322</b>	<b>278</b>	<b>1,293</b>	<b>933</b>	<b>14,250</b>
Primary	1,056	3,230	4,822	678	469	223	135	73	99	921	11,706
Middle	26	68	246	104	170	200	127	145	322	10	1,418
High	8	4	21	20	27	50	60	60	803	1	1,054
Higher Sec	–	–	–	1	–	1	–	–	69	1	72
<b>AJK</b>											
<b>Total</b>	<b>270</b>	<b>881</b>	<b>1,482</b>	<b>454</b>	<b>230</b>	<b>182</b>	<b>245</b>	<b>182</b>	<b>512</b>	<b>1,454</b>	<b>5,892</b>
Primary	166	848	1,407	302	114	32	19	4	2	1,201	4,095
Middle	54	28	60	105	84	112	175	114	135	133	1,000
High	48	5	15	47	28	38	47	61	336	112	737
Higher Sec	2	–	–	–	4	–	4	3	39	8	60
<b>GB</b>											
<b>Total</b>	<b>12</b>	<b>47</b>	<b>278</b>	<b>306</b>	<b>134</b>	<b>90</b>	<b>75</b>	<b>63</b>	<b>191</b>	<b>104</b>	<b>1,300</b>
Primary	10	45	244	254	69	28	21	11	–	94	776
Middle	1	2	33	48	47	34	34	33	38	4	274
High	1	–	1	3	17	26	17	18	142	5	230
Higher Sec	–	–	–	1	1	2	3	1	11	1	20
<b>FATA</b>											
<b>Total</b>	<b>8</b>	<b>64</b>	<b>3,370</b>	<b>762</b>	<b>268</b>	<b>187</b>	<b>158</b>	<b>74</b>	<b>228</b>	<b>767</b>	<b>5,886</b>
Primary	8	61	3,360	452	174	100	66	18	34	688	4,961
Middle	–	3	9	289	80	50	29	6	23	56	545
High	–	–	1	21	14	35	61	48	157	22	359
Higher Sec	–	–	–	–	–	2	2	2	14	1	21
<b>ICT</b>											
<b>Total</b>	<b>–</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>17</b>	<b>38</b>	<b>46</b>	<b>19</b>	<b>277</b>	<b>–</b>	<b>411</b>
Primary	–	1	2	8	15	32	40	13	80	–	191
Middle	–	–	–	3	2	4	3	5	42	–	59
High	–	–	–	–	–	2	3	1	92	–	98
Higher Sec	–	–	–	–	–	–	–	–	63	–	63



# Appendices





# *Sustainable Development Goals (SDG)*



## *Quality Education SDG4:*

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

### *SDG4 - Key Features*

- Principles
  - Universally-relevant
  - Rights-based and a public good
- Scope
  - Expanded access to all levels of education
  - Holistic and lifelong learning approach
- Equity
  - Renewed focus on inclusion, equity and gender equality
- Quality
  - Renewed focus on effective acquisition of foundational skills
  - New focus on relevance of learning for decent jobs
  - New focus on relevance of learning for social and civic life

### *Indicators to monitor SDG4 progress*

**11 Global indicators [obligatory]:** Minimum set of internationally-comparable indicators that countries are expected to report on at the global level.

**43 Thematic indicators [optional]:** A more comprehensive set of internationally-comparable indicators that countries may use to report on progress toward SDG4 at the global level.

**Regional indicators:** Specific indicators, common to countries within a specific region, may also be developed to collectively monitor and report on progress.

**National indicators:** Monitoring at country level will also include context-specific indicators essential for monitoring and regulating national educational development.

---

**Targets**


---

- 4.1 Quality primary/secondary education for all
  - 4.2 Early childhood & pre-primary education
  - 4.3 Equal access to TVET & higher education
  - 4.4 Relevant skills for work
  - 4.5 Gender equality & equal access for all
  - 4.6 Youth and adult literacy
  - 4.7 Global citizenship education for sustainability
- 

**Means of implementation**


---

- 4.a Safe & inclusive learning environments
  - 4.b Scholarships for higher education
  - 4.c Teachers' training and working conditions
- 

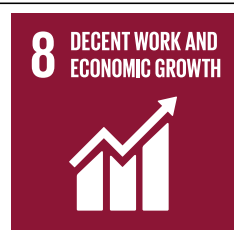
Education targets/indicators within other SDGs


**Health and Well-being**

**Target 3.7:** By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes


**Gender Equality**

Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education


**Decent Work and Economic Growth**

**Target 8.6:** By 2020 substantially reduce the proportion of youth not in employment, education or training


**Responsible Consumption & Production**

**Target 12.8:** By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature


**Climate Change Mitigation**

**Target 13.3:** Improve education, awareness raising human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning

---

# *List of SDG-4 Indicators, Targets, Means of Implementations*

4.1. By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

<i>Concepts</i>	
<b>Learning</b>	1. Proportion of children and young people both sexes (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
	2. Administration of a nationally-representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education
<b>Completion</b>	3. Gross intake ratio to the last grade (primary education, lower secondary education)
	4. Completion rate (primary education, lower secondary education, upper secondary education)
<b>Participation</b>	5. Out-of-school rate (primary education, lower secondary education, upper secondary education)
	6. Percentage of children over-age for grade (primary education, lower secondary education)
<b>Provision</b>	7. Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal framework

4.2. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

<i>Concepts</i>	
<b>Readiness</b>	8. Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex
	9. Percentage of children under 5 years experiencing positive and stimulating home learning environments
<b>Participation</b>	10. Participation rate in organized learning (one year before the official primary entry age), by sex
	11. Gross pre-primary enrolment ratio
<b>Provision</b>	12. Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

---

*Concepts*

---

<b>Readiness</b>	13. Gross enrolment ratio for tertiary education by sex
	14. Participation rate in technical-vocational programmes (15-24 year-olds) by sex
	15. Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

---

4.4. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship

---

*Concepts*

---

<b>Skills</b>	16.1. Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills
	16.2. Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill
	17. Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation

---

4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations

---

*Concepts*

---

<b>Equity cross targets</b>	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated
-----------------------------	---

---

Where possible, other indicators should be presented in relation to their distribution across the study population

<b>Policy</b>	18. Percentage of students in primary education whose first or home language is the language of instruction
	19. Extent to which explicit formula-based policies reallocate education resources to disadvantaged population segments
	20. Education expenditure per student by level of education and source of funding
	21. Percentage of total aid to education allocated to least developed countries

---

4.6. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

---

*Concepts*

---

<b>Skills</b>	22. 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
	23. Youth/adult literacy rate
<b>Provision</b>	24. Participation rate of youth/adults in literacy programmes

---

4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

<i>Concepts</i>	
<b>Provision</b>	25. Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
<b>Knowledge</b>	26. Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability
	27. Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience
	28. Percentage of schools that provide life skills-based HIV and sexuality education
	29. Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)

4.a. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

<i>Concepts</i>	
<b>Resources</b>	30. Proportion of schools with access to: (e) basic drinking water; (f) single sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)
	31. Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; and (c) computers for pedagogical purposes
	32. Proportion of schools with access to: (d) adapted infrastructure and materials for students with disabilities
<b>Environment</b>	33. Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse
	34. Number of attacks on students, personnel and institutions

4.b. By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

---

*Concepts*

---

<b>Resources</b>	35. Number of higher education scholarships awarded by beneficiary country
	36. Volume of official development assistance flows for scholarships by sector and type of study

---

4.c. By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

---

*Concepts*

---

<b>Qualified</b>	37. Proportion of teachers qualified according to national standards by education level and type of institution
	38. Pupil-qualified teacher ratio by education level
<b>Trained</b>	39. 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 organized teacher training (e.g., pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex
	40. Pupil-trained teacher ratio by education level
<b>Motivated</b>	41. Average teacher salary relative to other professions requiring a comparable level of qualification
	42. Teacher attrition rate by education level
<b>Supported</b>	43. Percentage of teachers who received in-service training in the last 12 months by type of training

---

# Statistical Formulae

## Survival Rate to Grade 5 in primary education by gender

The percentage of a cohort of pupils or students enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition.

$$SR_{g,i}^k = \frac{\sum_{t=1}^m P_{g,i}^t}{E_g^k} \times 100$$

where

$SR_{g,i}^k$	Survival Rate of pupil-cohort $g$ at grade $i$ for a reference year $k$
$E_g^k$	Total number of pupils belonging to a cohort $g$ at a reference year $k$
$P_{g,i}^t$	Promotees from $E_g^k$ who would join successive grades $i$ throughout successive years $t$
$R_i^t$	Number of pupils repeating grade $i$ in school year $t$
$i$	Grade (1, 2, 3, ..., $n$ )
$t$	Year (1, 2, 3, ..., $m$ )
$g$	pupil-cohort

$$P_{g,i}^t = E_{g,i+1}^{t+1} - R_{g,i+1}^{t+1}$$

## Effective Transition Rate (ETR) from primary to general secondary education by gender

Number of new entrants to the first grade of the higher level of education in the following year expressed as a percentage of the students enrolled in the last grade of the given level of education in the given year who do not repeat that grade the following year.

$$ETRanR_{h,h+1}^t = \frac{NE_{h+1,G1}^{t+1}}{E_{h,Gn}^t - R_{h,Gn}^{t+1}} \times 100 = \frac{E_{h+1,G1}^{t+1} - R_{h+1,G1}^{t+1}}{E_{h,Gn}^t - R_{h,Gn}^{t+1}} \times 100$$

where

$ETRanR_{h,h+1}^t$	Effective transition rate from cycle or level of education $h$ to the next level $h + 1$ in school year $t$
$NE_{h+1,G1}^{t+1}$	Number of new entrants to the first grade $G1$ at level of education $h + 1$ in school year $t + 1$
$E_{h+1,G1}^{t+1}$	Number of pupils enrolled in the first grade $G1$ at level of education $h + 1$ in school year $t + 1$
$R_{h+1,G1}^{t+1}$	Number of pupils repeating the first grade $G1$ at level of education $h + 1$ in school year $t + 1$
$E_{h,Gn}^t$	Number of pupils enrolled in the last grade $Gn$ at level of education $h$ in school year $t$
$R_{h,Gn}^{t+1}$	Number of pupils repeating the last grade $Gn$ at level of education $h$ in school year $t + 1$



## *Youth (15-24 years old) literacy rates by gender*

Percentage of people aged 15 to 24 years who can both read and write with understanding a short simple statement on their everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.

$$LIR_{15-24}^t = \frac{L_{15-24}^t}{P_{15-24}^t} \times 100$$

where

$LIR_{15-24}^t$	Literacy Rate of people aged 15 – 24 years old in year $t$
$L_{15-24}^t$	Literacy Population aged 15 – 24 years old in year $t$
$P_{15-24}^t$	Population aged 15 – 24 years old in year $t$

## *Adult (15 years old and over) literacy rates by gender*

Percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations. Adult illiteracy is defined as the percentage of the population aged 15 years and over who cannot both read and write with understanding a short simple statement on his/her everyday life.

$$LIT_{15+}^t = \frac{L_{15+}^t}{P_{15+}^t} \times 100$$

$$ILL_{15+}^t = \frac{I_{15+}^t}{P_{15+}^t} \times 100$$

where

$LIT_{15+}^t$	Adult literacy rate (15 <sup>+</sup> ) in year $t$
$ILL_{15+}^t$	Adult illiteracy rate (15 <sup>+</sup> ) in year $t$
$L_{15+}^t$	Adult literacy population (15 <sup>+</sup> ) in year $t$
$I_{15+}^t$	Adult illiteracy population (15 <sup>+</sup> ) in year $t$
$P_{15+}^t$	Adult population (15 <sup>+</sup> ) in year $t$

## *Females enrolled as percentage of total enrolment by level of education (pre-primary, primary, lower and upper secondary education)*

### *Percentage of female students*

The total number of female students in a given level of education, expressed as a percentage of the total number of students enrolled at that level of education.

Divide the total number of female students at a given level of education by the total enrolment at the same level, and multiply by 100.

# *Female teachers as percentage of total number of teachers in primary and lower and upper secondary*

## *Percentage of female teachers*

The number of female teachers at a given level of education, expressed as a percentage of the total number of teachers at the same level of education.

$$\%FT_h^t = \frac{FT_h^t}{T_h^t} \times 100$$

here

- $\%FT_h^t$  Percentage of female teachers in educational level  $h$  in year  $t$
- $FT_h^t$  Number of female teachers in educational level  $h$  in year  $t$
- $T_h^t$  Total number of teachers (male and female) in educational level  $h$  in year  $t$



# *Glossary*

- Academic Qualification:** A degree is any of a wide range of status levels conferred by institutions of an education, such as colleges and universities, normally as the result of successfully completing a program of study.
- Adult Literacy Rate:** Number of literate persons aged 15 and above, expressed as a percentage of the total population in that age group.
- Basic Education:** The whole range of educational activities, taking place in various settings (formal, non-formal and informal), that aim to meet basic learning needs.
- Compulsory Education:** Educational programs that children and young people are legally obliged to attend, usually defined in terms of a number of grades or an age range, or both.
- Deeni Madaris:** These are educational institutions in which formal religious education is provided. The degree provided by these institutions is equal to different levels of education provided by formal institutions.
- Dropout Rate by Grade:** Percentage of students who drop out of a given grade in a given school year.
- Early Childhood Care and Education (ECCE):** Services and programs that support children's survival, growth, development and learning – including health, nutrition and hygiene, and cognitive, social, emotional and physical development – from birth to entry into primary school.
- Education:** A social science that encompasses teaching and learning specific knowledge, beliefs, and skills.
- Education Policy:** Education policy is the collection of long term direction, commitments, intentions, rules, both stated and implicit, or the regulations, in practice that set the direction for education sector or a particular system or institutions. Education policy analysis is the scholarly study of education policy.
- EFA Development Index (EDI):** Composite index aimed at measuring overall progress towards EFA. At present, the EDI incorporates four of the most easily quantifiable EFA goals – universal primary education as measured by the primary adjusted net enrolment ratio; adult literacy as measured by the adult literacy rate; gender parity as measured by the gender-specific EFA index; and quality of education as measured by the survival rate to grade 5. Its value is the arithmetic mean of the observed values of these four indicators.
- Enrolment:** Number of pupils or students enrolled at a given level of education, regardless of age.
- Enrolment by Stage:** Enrolment by Stage defined as those students who are enrolled in one particular section of the school. For example primary stage enrolment not only includes classes 1 to 5 of Mosque & Primary school but it also includes primary section of Middle, High & Higher Secondary schools.
- Entrance Age (official):** Age at which pupils or students would enter a given program or level of education assuming they had started at the official entrance age for the lowest level, studied full-time throughout and progressed through the system without repeating or skipping a grade. The theoretical entrance age to a given program or level may be very different from the actual or even the most common entrance age.
- Gender Parity Index (GPI):** Ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favour of males. A GPI above 1.03 indicates a disparity in favour of females.
- Grade:** Stage of instruction usually equivalent to one complete school year.
- Graduate:** A person who has successfully completed the final year of a level or sublevel of education.
- Gross Domestic Product (GDP) :** The value of all final goods and services produced in a country in one year (see also Gross National Product).
- Gross National Product (GNP) :** The total value of goods produced and services provided during one year. It is equal to the Gross Domestic Product plus the net income from foreign investments.
- Higher Education:** Education provided by universities and other institutions that award academic

degrees. Higher realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as quaternary education or graduate school). Higher education differs from other forms of post-secondary education such as vocational education. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines such as law and medicine.

**International Standard Classification of Education (ISCED):** Classification system designed to serve as an instrument for assembling, compiling and presenting comparable indicators and statistics of education both within countries and internationally. The system, introduced in 1976, was revised in 1997 and 2011.

**Literacy:** According to UNESCO's 1958 definition, the term refers to the ability of an individual to read and write with understanding a simple short statement related to his/her everyday life. The concept of literacy has since evolved to embrace several skill domains, each conceived on a scale of different mastery levels and serving different purposes.

**Middle and Secondary Schools:** Middle and Secondary schools are institutions in which children receive middle, high and higher secondary stages of education. However, in most of the Middle and Secondary Schools children are also receiving primary stage of education.

**Net Attendance Rate (NAR):** Number of pupils in the official age group for a given level of education who attend school at that level, expressed as a percentage of the population in that age group.

**Net Intake Rate (NIR):** New entrants to the first grade of primary education who are of the official primary school entrance age, expressed as a percentage of the population of that age.

**New Entrants:** Pupils entering a given level of education for the first time; the difference between enrolment and repeaters in the first grade of the level.

**Non-Formal Education:** Learning activities typically organized outside the formal education system. The term is generally contrasted with formal and informal education. In different contexts, non-formal education covers educational activities aimed at imparting adult literacy, basic education for out-of-school children and youth, life skills, work skills and general culture.

**Out-of-School Adolescents:** Those of lower secondary school age who are not enrolled in either primary or secondary school.

**Pre-Primary Education(ISCED level 0):** Programs at the initial stage of organized instruction, primarily designed to introduce very young children, aged at least 3 years, to a school-type environment and provide a bridge between home and school. Various referred to as infant education, nursery education, pre-school education, kindergarten or early childhood education, such programs are the more formal component of ECCE. Upon completion of these programs, children continue their education at ISCED 1 (primary education).

**Primary Cohort Completion Rate:** Proxy measure of primary school completion. It focuses on children who have access to school, measuring how many successfully complete it. The primary cohort completion rate is the product of the survival rate to the last grade and the percentage of those in the last grade who successfully graduate.

**Primary Education (ISCED level 1):** Programs generally designed to give pupils a sound basic education in reading, writing and mathematics, and an elementary understanding of subjects such as history, geography, natural sciences, social sciences, art and music.

**Primary School:** A primary school is an institution in which children receive the first stage of education known as primary or elementary education. However in Pakistan there are some primary schools located in rural areas are also providing education other than primary stage.

**Private Enrolment:** Number of children enrolled in an institution that is not operated by public authority but controlled and managed, whether for profit or not, by a private body such as non-government organization, religious body, special interest group, foundation or business enterprise.

**Private Institutions:** Institutions that are not operated by public authorities but are controlled and managed, whether for profit or not, by private bodies such as non- governmental organizations, religious bodies, special interest groups, foundations or business enterprises.

**Professional Qualification:** Designation earned by a person to certify that he is qualified to perform a job. Certification indicates that the individual has a specific knowledge, skills, or abilities in the view of the certifying body. Professional certifications are awarded by professional bodies and corporations.

**Public Education:** Schooling provided for the general public by the government, whether national or local is called public education.

**Public Expenditure on Education:** Total current and capital expenditure on education by local, regional and national governments, including municipalities. Household contributions are excluded. The term covers public expenditure for both public and private institutions.

**Pupil:** A child enrolled in pre-primary or primary education. Youth and adults enrolled at more advanced levels are often referred to as students.

**Pupil Teacher Ratio (PTR):** Average number of pupils per teacher at a specific level of education.

**Purchasing Power Parity (PPP):** An exchange rate adjustment that accounts for price differences between countries, allowing international comparisons of real output and income.

**Repetition Rate by Grade:** Number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year.

**School Age Population:** Population of the age group officially corresponding to a given level of education, whether enrolled in school or not.

**School Life Expectancy (SLE):** Number of years a child of school entrance age is expected to spend in school or university, including years spent on repetition. It is the sum of the age-specific enrolment ratios for primary, secondary, post-secondary non-tertiary and tertiary education. A school life expectancy can be calculated for each level of education, including pre-primary education.

**Secondary Education:** It is a period of education which, in most contemporary educational systems of the world, follows directly after primary education, and which may be followed by tertiary, "post-secondary", or "higher" education (e.g., university).

**Secondary Education (ISCED levels 2 and 3):** Program made up of two stages: lower and upper secondary. Lower secondary education (ISCED 2) is generally designed to continue the basic programs of the primary level but the teaching is typically more subject- focused, requiring more specialized teachers for each subject area. The end of this level often coincides with the end of compulsory education. In upper secondary education (ISCED 3), the final stage of secondary education in most countries, instruction is often organized even more along subject lines and teachers typically need a higher or more subject-specific qualification than at ISCED level 2.

**Survival Rate by Grade:** Percentage of a cohort of students who are enrolled in the first grade of an education cycle in a given school year and are expected to reach a specified grade, regardless of repetition.

**Teachers or Teaching Staff:** Number of persons employed full time or part time in an official capacity to guide and direct the learning experience of pupils and students, irrespective of their qualification.

**Teachers Training Institutions:** Teachers training institutions provide pre-service and in-service trainings (certificates, diploma and degrees). The teacher training institutions are managed by the Bureau of Curriculum and Extension for pre-service programs while the Provincial Institutes of Teacher Education (PITEs) are responsible for in-service training programs. Programs designed mainly to prepare students for direct entry into a particular occupation or trade.

**Technical and Vocational Education and Training (TVET):** Programs designed mainly to prepare students for direct entry into a particular occupation or trade (or class of occupations or trades).

**Tertiary Education:** It is also referred to as third-stage or third level education. The educational level following the completion of a school providing a secondary education such as high or secondary school. Tertiary education is commonly higher education which prepares students for a quaternary education.

**Tertiary or Higher Education (ISCED levels 5 and 6):** Programs with an educational content more advanced than what is offered at ISCED levels 3 and 4. The first stage of tertiary

education, ISCED level 5, includes level 5A, composed of largely theoretically based programs intended to provide sufficient qualifications for gaining entry to advanced research programs and professions with high skill requirements; and level 5B, where programs are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programs devoted to advanced study and original research, and leading to the award of an advanced research qualification.

**Trained Teacher:** Teacher who has received the minimum organized teacher training (pre-service or in-service) normally required for teaching at the relevant level in a given country.

**Transition Rate to Secondary Education:** New entrants to the first grade of secondary education in a given year, expressed as a percentage of the number of pupils enrolled in the final grade of middle education in the previous year. The indicator measures transition to secondary general education only.

**Youth Literacy Rate:** Number of literate persons aged 15 to 24, expressed as a percentage of the total population in that age group.

# *Webliography*

---

1	<a href="http://www.moent.gov.pk/">http://www.moent.gov.pk/</a>	Ministry of Federal Education & Professional Training
2	<a href="http://www.aepam.edu.pk">http://www.aepam.edu.pk</a>	Academy of Educational Planning And Management
3	<a href="http://www.pesrp.edu.pk">http://www.pesrp.edu.pk</a>	Punjab Education Sector Reforms Program
4	<a href="http://www.rsu-sindh.gov.pk">http://www.rsu-sindh.gov.pk</a>	Reform Support Unit Sindh
5	<a href="http://www.kpese.gov.pk">http://www.kpese.gov.pk</a>	KP Elementary & Secondary Education Department
6	<a href="http://emis.gob.pk/">http://emis.gob.pk/</a>	Balochistan Education Department
7	<a href="http://gbdoe.edu.pk/">http://gbdoe.edu.pk/</a>	GB Education Management Information System
8	<a href="http://schools.ajk.gov.pk">http://schools.ajk.gov.pk</a>	AJK Schools Department
9	<a href="http://fata.gov.pk">http://fata.gov.pk</a>	FATA Directorate
10	<a href="http://www.fde.gov.pk">http://www.fde.gov.pk</a>	Federal Directorate of Education

---



# *Index*

- Access, [27](#)
- AEPAM, [5](#)
- Annual School Census, [6](#)
- Article 25-A, [4](#), [9](#)
- Article 37-B, [4](#)
  
- BECS, [6](#)
- Boundary Wall, [32](#)
  
- Deeni Madaris, [10](#)
- Disparity, [10](#)
- Drinking Water, [31](#)
  
- EDI, [5](#)
- EFA, [5](#)
- Electricity, [31](#)
- Enrolment Ratio, [10](#)
- Equity, [27](#)
- ETR, [27](#)
  
- Formal Education, [12](#)
  
- GCI, [5](#)
- Gender Composition, [10](#)
  
- HDI, [4](#)
- HEC, [6](#)
  
- Lack of Enrolment, [23](#)
  
- Merger of Schools, [23](#)
  
- National Education Census, [6](#)
- NAVTTTC, [6](#)
- NCHD, [6](#)
- NEC, [6](#)
- NEMIS, [6](#)
- Non-Availability of Teachers, [23](#)
- Non-Formal Basic Education, [19](#)
- Non-Functional Schools, [23](#)
  
- OOSC, [4](#)
  
- Pakistan, [3](#)
- Participation, [4](#)
- PBS, [6](#)
- PCR, [30](#)
- Percentage Distribution, [10](#)
- Private Institutions, [10](#)
- PSR, [29](#)
- PTR, [29](#)
- Public Institutions, [10](#)
  
- Quality, [27](#)
- Quality of Education, [4](#)
  
- Rationalization Policy, [23](#)
  
- Retention Rate, [28](#)
  
- SDG-4, [4](#)
- SDGs Agenda 2030, [4](#)
- Skills, [4](#)
- Structure of Education System, [5](#)
- Survival Rate, [28](#)
  
- Toilets, [32](#)
- TSR, [29](#)
  
- Universal Declaration of Human Rights, [9](#)
- Up-gradation of Primary Schools, [23](#)

