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Sindh	School Education and Literacy Department, Government of Sindh, Karachi	Reform Support Unit, Karachi
Khyber Pakhtunkhwa	Elementary & Secondary Education Department, Government of Khyber-Pakhtunkhwa, Peshawar	KP EMIS, Peshawar
Balochistan	Secondary Education Department, Government of Balochistan, Quetta	Policy Planning and Implementation Unit, Quetta
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Abbreviation	Definition
AEO	Assistant Education Officer
AEPAM	Academy of Educational Planning and Management
AIOU	Allama Iqbal Open University
AJ&K	Azad Jammu and Kashmir
ALP	Alternate Learning Pathway
ANER	Adjusted Net Enrolment Rate
APSACS	Army Public Schools and Colleges System
ASC	Annual School Census
BACSE	Balochistan Academy for College and School Education
BAEC	Balochistan Assessment and Examination Commission
BEATS	Bahria Education and Training Services
BEF	Balochistan Education Foundation
BESP	Balochistan Education Sector Plan
BISE	Board of Intermediate and Secondary Education
BTBB	Balochistan Textbook Board
CoordCOM	Coordination Committee
CPD	Continuous Professional Development
CSO	Civil Society Organisation
DARE	Data and Research in Education
DCAR	Directorate of Curriculum, Assessments and Research
DCTE	Directorate of Curriculum and Teacher Education
DEAs	District Education Authorities
DEO	District Education Officer
DEP	District Education Plan
DEPD	Department for Empowerment of Persons with Disabilities
DESE	Directorate of Elementary and Secondary Education
DHS	Demographic and Health Surveys
DIRPIS	Directorate of Inspection and Registration of Private Schools in Sindh
DMO	District Monitoring Officer
DPI	Directorate of Public Instruction

Abbreviation	Definition
DPS	Divisional Public Schools and Inter Colleges
DSE	Directorate of School Education
DSF	Data Standardisation Framework
E&SED	Elementary and Secondary Education Department
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
EFA	Education For All
EMC	Education Management Cadre
EMIS	Education Management Information System
EMR	Education Management Reform
ESEF	Elementary and Secondary Education Foundation
ESP	Education Sector Plan
ESRU	Education Sector Reforms Unit
ETR	Effective Transition Rate
FCDO	Foreign, Commonwealth and Development Office
FDE	Federal Directorate of Education
FFA	Education 2030 Framework for Action
GB	Gilgit Baltistan
GDP	Gross Domestic Product
GEM	Global Education Monitoring
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GIS	Geographical Information System
GPS	Geographic Positioning System
HCI	Human Capital Index
HDI	Human Development Index
HDR	Human Development Report
HEC	Higher Education Commission
HED	Higher Education Department
HEI	Higher Education Institution

Abbreviation	Definition
HERA	Higher Education Regulatory Authority
HIES	Household Integrated Economic Survey
IBCC	Inter Boards Coordination Commission
INGO	International Non-Government Organisation
IPEMC	Inter-Provincial Education Ministers Conference
JICA	Japan International Coordination Agency
KP	Khyber Pakhtunkhwa
NMD	Newly Merged District
NODP	National Open Data Portal
NSIS	National Skills Information System
OOSC	Out-of-School Children
OOSR	Out-of-School Rate
OPF	Overseas Pakistanis Foundation
PAEC	Pakistan Atomic Energy Commission
PAF	Pakistan Air Force
PBS	Pakistan Bureau of Statistics
PCR	Pupil-Classroom Ratio
PCTB	Punjab Curriculum and Textbook Board
PEC	Punjab Examination Commission
PEF	Punjab Education Foundation
PEIMA	Punjab Education Initiatives Management Authority
PEIRA	Private Educational Institutions Regulatory Authority
PEPRIS	Private Education Provider Registration and Information System
PIE	Pakistan Institute of Education
PITE	Provincial Institute of Teacher Education
PMIU	Program Monitoring and Implementation Unit
PN	Pakistan Navy
POF	Pakistan Ordnance Factories
PR	Pakistan Railways
PSESP	Punjab School Education Sector Plan

Abbreviation	Definition
PSLM	Pakistan Social and Living Standards Measurement
PSRA	Private Schools Regulatory Authority
PTR	Pupil-Teacher Ratio
QAED	Quaid-e-Azam Academy for Educational Development
RSU	Reform Support Unit
SAARC	South Asian Association for Regional Cooperation
SC	School Council
SDG-4	Sustainable Development Goal 4
SED	School Education Department
SEF	Sindh Education Foundation
SELD	School Education and Literacy Department
SES	School Education Service
SESP	Sindh Education Sector Plan
SFS	School Finance Service
SMS	School Management Service
STBB	Sindh Textbook Board
STEDA	Sindh Teachers Education and Development Authority
TechCOM	Technical Committee
TEOs	Taluka Education Officers
TEVTAs	Technical Education and Vocational Training Authorities
TIMSS	Trends in International Mathematics and Science Study
TSR	Teacher-School Ratio
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational Scientific and Cultural Organization
WAPDA	Water and Power Development Authority
WHO	World Health Organisation

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MESSAGE FROM FEDERAL MINISTER



Education remains the very foundation upon which the future of our nation is built. In today's fast and evolving global landscape, our commitment to harnessing the transformative power of education has never been more critical. The Pakistan Education Statistics 2023–24 report is not merely a compilation of figures and trends—it is a comprehensive narrative of our progress, challenges, and aspirations. This document, meticulously curated through collective endeavour, illuminates the vast panorama of our education system and offers indispensable insights for strategic planning and policy formulation. Additionally, this marks the first-ever Pakistan Education Statistics report based on the Data Standardisation Framework (DSF), enhancing the accuracy and comparability of our educational data across different regions.

The analysis presented in this report highlights the critical need for sustained investment in educational infrastructure, teacher training, and digital learning tools. Furthermore, it highlights the importance of addressing emerging issues—such as the digital divide and regional disparities—that impact learning outcomes. In this context, the data serves as a clarion call to all stakeholders, urging them to collaborate and innovate for a more inclusive and resilient education system.

In closing, I reiterate the government's steadfast commitment to elevating the quality and accessibility of education. This report is both a testament to our past endeavours and a roadmap for the future. I invite you to join us in this journey of continuous improvement and transformative change, as we work collectively to shape a future where every citizen is empowered by education.

Dr. Khalid Maqbool Siddiqui

Federal Minister

Ministry of Federal Education & Professional Training

MESSAGE FROM STATE MINISTER



The Pakistan Education Statistics 2023–2024 report comes at a crucial time in our ongoing commitment to provide inclusive, equitable, and quality education for all children in Pakistan. In today’s rapidly evolving world, the role of reliable data in shaping effective education systems is more vital than ever. This report not only reflects our current position but also guides the way forward.

Key milestones—such as the launch of the National Open Data Portal and the adoption of the Data Standardisation Framework—demonstrate our progress towards greater transparency and data accessibility. These advancements will enable timelier, targeted, and evidence-based policy interventions.

While notable improvements have been made in enrolment, infrastructure, and teacher training, challenges persist—particularly in learning outcomes, regional disparities, and access to technology. Addressing these gaps requires continued investment in high-quality data and thoughtful, responsive policymaking.

I extend my sincere appreciation to the Pakistan Institute of Education and our partners for their unwavering commitment to this endeavour. Their efforts enable us to advance with greater clarity, determination, and a collective vision for a more resilient and equitable education system.

Ms. Wajiha Qamar

State Minister

Ministry of Federal Education & Professional Training

MESSAGE FROM PARLIAMENTARY SECRETARY



The Pakistan Education Statistics 2023–2024 report is a valuable contribution to our shared vision of a well-informed, evidence-led approach to educational development in Pakistan. As Parliamentary Secretary, I see this report not only as a technical resource but also as an instrument that can help strengthen democratic accountability and ensure that our education policies reflect the lived realities across the country.

Robust and timely data underpin sound legislation and strengthen public scrutiny. This year's report equips parliamentarians and stakeholders alike with the insights needed to evaluate progress, question gaps, and advocate for reforms where they are most needed. With disaggregated indicators across provinces, levels, and population groups, the report highlights both systemic gains and persisting inequities—particularly those affecting girls, marginalised communities, and children in under-resourced areas.

I commend the Pakistan Institute of Education and all collaborating partners for their commitment to improving the quality and utility of education data in Pakistan. This report must not remain a document on shelves—it should be read, debated, and used to shape tangible improvements in classrooms across the country. As elected representatives, it is our duty to ensure that the findings it presents inform our legislative priorities, our budget decisions, and our community-level engagements.

Let us use this knowledge to drive forward a vision of education that is inclusive, forward-looking, and capable of unlocking the full potential of every child in Pakistan.

Ms. Farah Naz Akbar

Parliamentary Secretary

Ministry of Federal Education & Professional Training

MESSAGE FROM FEDERAL SECRETARY



The Ministry of Federal Education and Professional Training remains resolutely committed to the pursuit of educational excellence. The Pakistan Education Statistics 2023–24 report is a landmark publication that encapsulates the multi-faceted progress of our education sector. This report is the culmination of tireless endeavours to collect, analyse and interpret data that informs policy and facilitates effective planning at both the national and provincial levels.

Our responsibility to provide free, equitable, and high-quality education is enshrined in our constitution and reinforced by international commitments. In this edition, the report details the strides made in addressing longstanding challenges while also charting the course for future reforms. By integrating data from diverse sources, it paints a vivid picture of the current state of education, highlighting areas of success and identifying opportunities for further improvement.

Collaboration has been at the heart of this endeavour. The coordinated efforts between federal and provincial agencies and educational institutions have been exemplary. Through these partnerships, we have been able to enhance the quality and timeliness of our data, thereby creating a robust foundation for evidence-based decision-making. This report not only presents a rigorous analysis of educational indicators but also offers a thoughtful critique of existing challenges, ranging from resource allocation to infrastructural disparities.

I am proud to acknowledge the relentless efforts of every individual involved in this process, from the data collectors in remote regions to the analysts synthesising our collective findings. Their commitment to excellence has not only enriched this publication but has also strengthened the fabric of our educational ecosystem. As we look ahead, let us continue to harness the power of data and collaboration, using these insights to build an education system that is both inclusive and forward-looking.

Mr. Nadeem Mahbub

Federal Secretary

Ministry of Federal Education & Professional Training

MESSAGE FROM DIRECTOR GENERAL



It is with deep pride and a profound sense of responsibility that I present the Pakistan Education Statistics 2023–24 report. In an era where reliable data underpins sound policymaking and drives transformative reform, this publication stands as a definitive record of our education system’s evolution—from early childhood settings to tertiary institutions. Over the past year, our dedicated teams have worked relentlessly to refine the data, ensuring that every statistic reflects the true state of our progress and the challenges we must address.

The Data Standardisation Framework (DSF) was the first critical step in ensuring uniformity and reliability in education data, establishing structured guidelines for data collection, processing, and reporting. By streamlining data practices, DSF has significantly improved data comparability and consistency across various sources. Building on this foundation, the National Open Data Portal (NODP) now provides a centralised and accessible platform, enhancing transparency and enabling data-driven decision making. Together, these initiatives ensure a robust, single reference point for accuracy and coherence across all datasets.

This report provides a comprehensive overview of critical metrics, including student enrolment figures, teacher capacity, infrastructural developments, and various other indicators that inform our understanding of the sector. The document offers a well-rounded narrative that supports both strategic planning and targeted interventions in the education sector.

I invite all stakeholders—policymakers, educators, researchers, and community leaders—to engage with this publication as a catalyst for further progress. Let us harness these insights to forge an education system that is both responsive to current needs and resilient in the face of future challenges, ensuring that every learner in Pakistan is empowered by quality education.

Together, we can transform our educational landscape and build a brighter, more prosperous future for our children.

Dr. Muhammad Shahid Soroya

Director General

Pakistan Institute of Education

PREFACE

Accurate, timely, and comprehensive education data are essential for informed decision-making. Without standardised, accessible, and reliable information, even fundamental challenges in the education sector become difficult to address efficiently. A robust data regime not only strengthens subnational and national education initiatives but also ensures alignment with global commitments, enhancing progress tracking and accountability.

Pakistan's progress towards achieving Sustainable Development Goal-4 ensuring inclusive and equitable quality education—has been marked by both advancements and persistent challenges that require urgent attention. Despite efforts to expand access, 25.1 million children remain out of school due to lack of access to schooling, socio-economic disparities, and security concerns. Infrastructure deficiencies further exacerbate the issue, with 53% schools lacking essential facilities such as buildings, clean drinking water, and adequate sanitation, creating barriers to effective learning. Additionally, gaps in data collection and monitoring weaken evidence-based policy formation, making it difficult to track progress and implement effective interventions. Compounding these challenges, natural disasters and emergencies—including recent floods and the lasting impact of COVID-19 pandemic—have disrupted education delivery, showcasing the urgent need for a more resilient education system.

After the 18th Amendment to Pakistan's Constitution in 2010, education governance and delivery were devolved to the provinces, granting them autonomy over policy planning, curriculum development, and financing. This shift resulted in fragmented provincial data systems, shaped by their specific needs. The lack of a standardised framework made coordination and reporting very challenging at the national level. While devolution was aimed to bring education management closer to schools' needs, the absence of a unified framework for data collection and reporting led to inconsistencies in tracking progress across provinces. Varying methodologies, definitions, and reporting standards made it difficult to generate a cohesive national picture. As part of its commitment to achieve the 2030 Agenda, Pakistan pledged to track progress on SDG-4 thematic indicators with UNESCO's support. However, the lack of standardisation has significantly constrained reporting on these indicators.

To address these challenges, the Data Standardisation Framework (DSF) was introduced by the government with the support of World Bank and Foreign, Commonwealth & Development Office (FCDO)—as part of the Data and Research in Education (DARE) Project. Approved by the Inter-Provincial Education Ministers Conference (IPEMC) in May 2023, the DSF established a structured approach to data collection, to improve standardisation across provincial education data. It consists of 71 indicators, covering areas such as early childhood education, physical infrastructure, digital facilities, teachers, financing, enrolment, inclusion of marginalised groups, and learning outcomes. Designed as a dynamic framework, the DSF will be periodically updated to align data collection for improved national and international reporting, primarily on SDG-4 indicators.

In 2024, PIE conducted the Mid-Term Review (MTR) of SDG-4 targets to assess Pakistan's progress against key indicators. The findings highlighted the need for collection and reporting of standardised data and stronger inter-provincial coordination. To accomplish this, the MTR report recommended establishment of an SDG-4 Cell within PIE to enhance coordination and tracking on this matter.

Complementing these efforts, the development of the National Open Data Portal (NODP), a centralised platform designed to integrate federal and provincial education data is underway at PIE. By making education data more accessible to the public, the development of NODP marks a significant shift at both federal and provincial levels, where public access to such information was previously limited. This initiative aims to facilitate transparency and enable policymakers, experts, and researchers to generate deeper insights into the education sector.

EXECUTIVE SUMMARY

The Pakistan Education Statistics Report 2023–24 provides a comprehensive assessment of the country's education system through the lens of Sustainable Development Goals, that aim to ensure inclusive and equitable quality education for all. The report predominantly presents insights from the public schools' data and with a primary focus on students aged 5–16 years, highlighting key trends in access, equity, financing, and governance. Additionally, where feasible, a longitudinal analysis spanning the past 5 to 10 years is conducted to identify trends, providing insights into the progress and challenges within the education sector.

The education sector has experienced notable shifts in key indicators over the past academic year. Between 2022–23 and 2023–24, student enrolment increased from 56,069,332 to 58,331,078, reflecting a growth of 4.03%. Likewise, the number of teachers escalated from 2,576,452 to 2,657,628, representing a 3.15% increase. However, in contrast to these upward trends, the total number of educational institutions declined from 349,909 to 342,547, marking a 2.10% reduction, primarily due to a decrease in private institutions.

One of the most pressing challenges in Pakistan's education sector is the high number of out-of-school children (OOSC). Nationally, an estimated 25.1 million children (35%) between the ages of 5–16 are currently not attending school. At the provincial level, Punjab has the highest number of out-of-school children (9.7 million – 27% of the total provincial 5–16 population), followed by Sindh (7.4 million – 44% of the total provincial 5–16 population), Khyber Pakhtunkhwa (4.5 million – 34% of the total provincial 5–16 population), Balochistan (3.5 million – 69% of the total provincial 5–16 population), and Islamabad Capital Territory (0.09 million – 15% of the total provincial 5–16 population). Gender disparities further compound this issue, with Sindh and Khyber Pakhtunkhwa reporting higher numbers of OOSC girls than boys, highlighting persistent structural barriers to female education.

Furthermore, data clearly highlights the persistent infrastructure gaps that hinder the provision of enabling learning environment. Only 47% of public schools have all five basic facilities—electricity, drinking water, toilets, boundary walls, and satisfactory buildings—essential for a safe and conducive learning atmosphere. While Punjab leads with 74% of schools meeting this benchmark, followed closely by Islamabad Capital Territory (72%). Khyber Pakhtunkhwa (64%) and Sindh (8%) continue to lag (Balochistan did not report data against availability of building condition) with many schools lacking critical infrastructure. Early childhood education (ECE) is similarly underdeveloped, nationally only 32% of primary schools offering ECE facilities, restricting access to foundational learning opportunities.

A well-functioning education system also relies on qualified and well-trained teachers, yet Pakistan continues to face a significant teacher shortage. Single-teacher schools account for 24% of all public primary schools, a situation most severe in Sindh and Balochistan where 45% and 41% of primary schools operate with just one teacher respectively. The lack of trained educators not only compromises the quality of instruction but also limits students' ability to progress through the system. SDG-4 emphasises the role of qualified teachers in improving learning outcomes, yet only 1% of public school teachers in Pakistan

have received training to teach children with difficulties, leaving these at a further disadvantage.

These challenges are compounded by insufficient financial investment in education. Pakistan currently allocates just 1.5% of Gross Domestic Product (GDP) to education, far below the SDG-4 recommended benchmark of 4-6%. Most of this funding—nearly 90%—is spent on recurrent expenditures, primarily teacher salaries, leaving minimal resources for infrastructure development, teacher training, and student learning resources. Without increased and strategically allocated funding, Pakistan's education system will struggle to expand access, improve quality, and ensure equitable opportunities for all students.

The intersection of education and health also plays a critical role in determining student success and long-term learning outcomes. This report highlights the prevalence of malnutrition, which continues to hinder cognitive development and school readiness. With 37% of children under five affected by stunting, addressing nutrition gaps and integrating early childhood interventions within the education system are essential for building a strong foundation for lifelong learning.

Recognising the importance of data-driven decision-making, the implementation of the Data Standardisation Framework (DSF) and the National Open Data Portal (NODP) are major advancements in Pakistan's education data regimes. The DSF establishes consistency in data collection and reporting across provinces, while the NODP enhances accessibility and transparency, allowing policymakers to monitor progress towards national and global education goals. However, achieving SDG-4 requires more than just incremental progress—it demands greater investment, equitable resource distribution, and comprehensive education reforms to ensure that every child in Pakistan has access to quality, inclusive, and equitable education.

NATIONAL

Education Statistics

71,267,903¹
Children population*
(5-16)

35%
25,152,439
Out-of-school*

35%
12,179,601
Girls

35%
12,972,838
Boys

47,148,833²
Enrolment
(Pre-primary to Higher Sec. by stage)

48%
22,398,332
Girls

52%
24,750,501
Boys

Schools distribution by level

56%
126,649
Primary
Schools

20%
44,426
Middle
Schools

20%
44,942
High
Schools

4%
9,015
Higher Sec.
Schools

225,032²
Schools

36%
80,434
Girls

48%
109,015
Boys

16%
35,584
Mixed

1,912,450²
Teachers

61%
1,175,586
Female

39%
736,864
Male

Teachers distribution by level

21%
401,543
Primary
Schools

23%
434,491
Middle
Schools

43%
827,513
High
Schools

13%
248,903
Higher Sec.
Schools

Rs. 1,374 billion³
Education Budget

1.5%

Education expenditure as
percentage of GDP

11%

Education budget as proportion of
total national budget

Learning Outcomes⁴



82,537,089¹
Literate adults
(58% of population aged 15+)

49%
Female

66%
Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

PUNJAB

Education Statistics

35,577,234¹
Children population
(5-16)

27%
9,691,536
Out-of-school

22%
3,840,795
Girls

32%
5,850,741
Boys

24,292,482²
Enrolment
(Pre-primary to Higher Sec. by stage)

52%
12,694,499
Girls

48%
11,597,983
Boys

Schools distribution by level

41%
39,220
Primary
Schools

27%
25,657
Middle
Schools

28%
26,152
High
Schools

4%
3,959
Higher Sec.
Schools

94,988²
Schools

50%
47,420
Girls

43%
40,817
Boys

7%
6,751
Mixed

966,964²
Teachers

70%
673,205
Female

30%
293,759
Male

Teachers distribution by level

14%
138,808
Primary
Schools

28%
273,650
Middle
Schools

48%
463,267
High
Schools

9%
91,239
Higher Sec.
Schools

Rs. 491 billion³
Education Budget

13%

Education budget as proportion of
total provincial budget

Learning Outcomes⁴



49,462,861¹
Literate adults
(63% of population aged 15+)

56%
Female

69%
Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

SINDH

Education Statistics

16,890,962¹

Children population
(5-16)

44%

7,393,936
Out-of-school

49%

3,953,980

Girls

39%

3,439,956

Boys

9,718,817²

Enrolment
(Pre-primary to Higher Sec. by stage)

43%

4,191,204

Girls

57%

5,527,613

Boys

Schools distribution by level

71%

38,596
Primary
Schools

11%

6,034
Middle
Schools

15%

8,258
High
Schools

2%

1,294
Higher Sec.
Schools

54,182²

Schools

18%

9,766

Girls

58%

31,694

Boys

23%

12,722

Mixed

418,601²

Teachers

59%

245,514

Female

41%

173,087

Male

Teachers distribution by level

26%

110,241
Primary
Schools

15%

64,026
Middle
Schools

48%

202,074
High
Schools

10%

42,260
Higher Sec.
Schools

Rs. 284 billion³

Education Budget

13%

Education budget as proportion of
total provincial budget

**Learning
Outcomes⁴**



**Math
Grade-4
49%**



**Math
Grade-8
41%**

18,090,763¹

Literate adults

(56% of population aged 15+)

48%

Female

63%

Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

KHYBER PAKHTUNKHWA

Education Statistics

13,133,668¹

Children population
(5-16)

34%

4,501,396
Out-of-school

41%

2,614,264

Girls

28%

1,887,132

Boys

9,362,632²

Enrolment
(Pre-primary to Higher Sec. by stage)

41%

3,813,469

Girls

59%

5,549,163

Boys

Schools distribution by level

65%

29,544
Primary
Schools

16%

7,285
Middle
Schools

14%

6,327
High
Schools

6%

2,610
Higher Sec.
Schools

45,766²

Schools

31%

14,321

Girls

47%

21,481

Boys

22%

9,964

Mixed

340,645²

Teachers

45%

152,593

Female

55%

188,052

Male

Teachers distribution by level

34%

117,240
Primary
Schools

17%

58,109
Middle
Schools

30%

100,822
High
Schools

19%

64,474
Higher Sec.
Schools

Rs. 308 billion³

Education Budget

25%

Education budget as proportion of
total provincial budget

**Learning
Outcomes⁴**



**Math
Grade-4
40%**



**Math
Grade-8
36%**

10,778,258¹

Literate adults

(47% of population aged 15+)

32%

Female

62%

Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing, in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

BALUCHISTAN

Education Statistics

5,074,345¹

Children population
(5-16)

69%

3,476,447
Out-of-school

73%

1,729,287

Girls

65%

1,747,160

Boys

1,652,538²

Enrolment
(Pre-primary to Higher Sec. by stage)

40%

660,516

Girls

60%

992,022

Boys

Schools distribution by level

76%

12,643

Primary
Schools

12%

2,004

Middle
Schools

10%

1,687

High
Schools

2%

265

Higher Sec.
Schools

16,599²

Schools

30%

4,908

Girls

64%

10,572

Boys

7%

1,119

Mixed

70,954²

Teachers

39%

27,416

Female

61%

43,538

Male

Teachers distribution by level

24%

16,812

Primary
Schools

23%

16,091

Middle
Schools

45%

31,976

High
Schools

9%

6,075

Higher Sec.
Schools

Rs. 89 billion³

Education Budget

16%

Education budget as proportion of
total provincial budget

**Learning
Outcomes⁴**



**Math
Grade-4
44%**



**Math
Grade-8
31%**

2,930,584¹

Literate adults

(40% of population aged 15+)

30%

Female

49%

Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

AZAD JAMMU & KASHMIR*

Education Statistics

1,073,528¹

Enrolment
(Pre-primary to Higher Sec. by stage)

49%

Girls

523,064

51%

Boys

550,464



Schools distribution by level

51%

4,481

Primary
Schools

25%

2,211

Middle
Schools

18%

1,567

High
Schools

5%

465

Higher Sec.
Schools

8,724¹

Schools

33%

2,921

Girls

37%

3,225

Boys

30%

2,579

Mixed



Teachers distribution by level

11%

6,634

Primary
Schools

14%

8,787

Middle
Schools

20%

11,978

High
Schools

55%

33,440

Higher Sec.
Schools



60,839¹

Teachers

61%

37,007

Female

39%

23,832

Male

Rs. 35 billion²

Education budget

21%

Education budget as proportion of
total region's budget

**Learning
Outcomes³**



**Math
Grade-4
40%**



**Math
Grade-8
33%**

¹Public, other public and private sector

²Public financing in education report 2022-23, PIE

³Average percentage of items answered correctly (public schools only), NAT 2023

GILGIT BALTISTAN*

Education Statistics

381,391¹

Enrolment
(Pre-primary to Higher Sec. by stage)

46% | 177,025
Girls

54% | 204,366
Boys



Schools distribution by level

57%

1,579
Primary
Schools

22%

598
Middle
Schools

17%

457
High
Schools

5%

128
Higher Sec.
Schools

2,762¹
Schools

33%
902
Girls

37%
1,015
Boys

31%
845
Mixed



Teachers distribution by level

27%

5,355
Primary
Schools

27%

5,309
Middle
Schools

33%

6,455
High
Schools

13%

2,613
Higher Sec.
Schools



19,732¹

Teachers

55% **45%**
10,889 8,843
Female Male

Rs. 14 billion²
Education budget

16%

Education budget as proportion of
total region's budget

**Learning
Outcomes³**



**Math
Grade-4
39%**



**Math
Grade-8
37%**

¹Public, other public and private sector

²Public financing in education report 2022-23, PIE

³Average percentage of items answered correctly (public schools only), NAT 2023

ISLAMABAD CAPITAL TERRITORY

Education Statistics

591,694¹

Children population
(5-16)

15%

89,124
Out-of-school

15%

41,275

Girls

15%

47,849

Boys

667,445²

Enrolment
(Pre-primary to Higher Sec. by stage)

51%

338,555

Girls

49%

328,890

Boys

Schools distribution by level

29%

586

Primary
Schools

32%

637

Middle
Schools

25%

494

High
Schools

15%

294

Higher Sec.
Schools

2,011²

Schools

10%

196

Girls

10%

211

Boys

80%

1,604

Mixed

34,715²

Teachers

83%

28,692

Female

17%

5,753

Male

Teachers distribution by level

19%

6,453

Primary
Schools

25%

8,519

Middle
Schools

32%

10,941

High
Schools

25%

8,802

Higher Sec.
Schools

Rs. 152 billion³

Federal Education Budget

3%

Federal education budget as proportion
of total region's budget

**Learning
Outcomes⁴**



**Math
Grade-4
49%**



**Math
Grade-8
42%**

1,274,623¹

Literate adults

(82% of population aged 15+)

77%

Female

87%

Male

¹Population and housing census 2023, PBS

²Public, other public and private sector

³Public financing in education report 2022-23, PIE

⁴Average percentage of items answered correctly (public schools only), NAT 2023

INTRODUCTION

The Pakistan Education Statistics (PES) Report 2023–24 is part of the PIE's annual publication series, providing a comprehensive, data-driven assessment of the country's education landscape. While primarily focused on public schools, it also incorporates data from other education providers where available, offering a more holistic understanding of the education system. The report is structured to present the national and subnational profile of education—from pre-birth to long-term societal impact—using a logical progression of analysis. Additionally, this marks the first-ever Pakistan Education Statistics report based on the Data Standardisation Framework (DSF), enhancing the accuracy and comparability of our educational data across different regions.

A strong journey in education begins before primary school, with early childhood development playing a crucial role in shaping cognitive and socio-emotional skills. Recognising this, the report examines the extent of early brain development and learning opportunities available, and their role in preparing children under 5 years of age for schooling. Furthermore, the report provides a detailed analysis of key inputs, including infrastructure, teacher availability and training, financial investments, technology integration, and governance that shape learning environments for children.

The immediate effects of inputs are reflected in outputs, offering a measurable progress of the education system. The report presents the student enrolment trends, out-of-school rates, transition patterns to higher education levels, and inclusivity of the marginalised groups within the system as key output indicators of education performance. Student learning outcomes provide a direct measure of educational quality. Statistics on learning outcomes at key educational stages are added in the report, drawing on National Achievement Test (NAT) data for Grade 4 and Grade 8 students, alongside matriculation examination results published by Inter Boards Coordination Commission (IBCC). By capturing student performance across these levels, it offers valuable insights into the effectiveness of the education system and areas for improvement.

Ultimately, the broader impact of education extends beyond school walls that is reported using indicators such as adult literacy, labour force participation, and human capital index. These indicators illustrate how investments in education influence economic productivity and social mobility. By connecting early learning, school-level factors, and long-term societal outcomes, the report provides a cohesive framework for understanding education's role in shaping national development.

1 Data Compilation

1 DATA COMPILATION

The compilation of data for the report was a meticulous process that relied primarily on the Annual School Census (ASC) conducted by provincial and regional EMIS units. The datasets, collected at the school level, were aligned with predefined indicators to ensure consistency and comparability across provinces. To enrich the analysis, data from other sources—including the Pakistan Social and Living Standards Measurement (PSLM) survey, International Labour Organization (ILO), the World Health Organization (WHO) data repository, the World Bank, and the UNESCO Institute for Statistics (UIS) data portal—was also incorporated. The integration of diverse datasets was a collaborative effort, requiring extensive coordination with provincial education departments and national agencies.

To uphold data integrity, PIE implemented stringent validation protocols, including internal consistency checks, cross-referencing with historical trends, and triangulation with independent assessments, where applicable. Additionally, PIE convened multiple Technical Working Group (TWG), Technical Committee (TechCOM) and Coordination Committee (CoordCOM) meetings with provincial counterparts to review preliminary and final datasets, resolve discrepancies, and ensure alignment with international reporting standards before consolidation at the national level.

Differences in provincial EMIS structures and resource constraints often lead to disparities in the availability and accuracy of data. Recognising these challenges, the report not only presents the most reliable data available but also highlights areas where improvements are needed in data regimes.

1.1 Estimations of Data

The estimation and standardisation of enrolment data across various education providers required a systematic approach to harmonisation, disaggregation, and forecasting. Given the inconsistencies in reporting and data availability, several assumptions were made to ensure uniformity and comparability across provinces and educational institutions. This section outlines the methodologies applied to estimate missing data points and the underlying assumptions used to maintain consistency in reporting.

1.1.1 Enrolment

Public Schools

Data Harmonisation

- All Early Childhood Education (ECE) classes, including Nursery, Prep, Kindergarten (KG), and Kachi, were categorised under the "ECE" classification.
- Age-related outliers were identified and classified. If the deviation from the expected age was less than two years, the data point was categorised as an "Outlier".

Gender Disaggregation

- Punjab and Sindh lacked gender-wise disaggregation of age-wise enrolment. To address this, gender distribution per location was derived from the 2022-23 data and incorporated into the dataset.

Private Schools

Forecasting

- Sindh and Balochistan data were unavailable for 2023-24. To forecast these missing provinces, the Compound Annual Growth Rate (CAGR) method was applied under the following conditions:
 - 2019-20 to 2022-23 trend was used to forecast Balochistan's enrolment.
 - 2018-19 to 2022-23 trend was used to forecast Sindh's enrolment.
 - If the growth rate was negative, the previous year's values were retained.
 - The growth rate was capped at 20% for enrolment.

Assumptions

- 'Not Reported' and 'Unadmitted' enrolment and age outliers were ignored for proportion/ratio estimations.

Estimation

- High-level disaggregation, such as by location and gender, was estimated using 2022-23 data.
- Lower-grain disaggregation, which includes different classes and ages, was estimated using data from the 2023-24 public sector.

Other Public Schools, Education Foundations, Non-Formal Education, Madaris, and AIOU

Assumptions

- 'Not Reported' and 'Unadmitted' enrolment and age outliers were ignored for proportion/ratio estimations.
- Class and age disaggregation is not applicable at the Degree stage.

Estimation

- High-level disaggregation, such as by location and gender, was estimated using data from previous years.
- Lower-grain disaggregation, which includes different classes and ages, was estimated using data from the 2023-24 public sector.

1.1.2 Teachers

Public Schools

- No estimations were made.

Private Schools

Forecasting

- Sindh and Balochistan data were not provided by their respective departments. To forecast these missing provinces, the Compound Annual Growth Rate (CAGR) method was applied under the following conditions:
 - 2019-20 to 2022-23 enrolment was used to forecast Balochistan's enrolment.
 - 2018-19 to 2022-23 enrolment was used to forecast Sindh's enrolment.
 - If the growth rate was negative, the previous year's values were retained.
 - The growth rate was capped at 10% for enrolment.

Estimations

- High-level disaggregation, such as location and gender, was estimated using data from previous years.

- 2023–24 public sector proportions were used for estimates where past records were unavailable.

Other Public Schools, Education Foundations, Non-Formal Education, Madaris, and AIOU Estimations

- High-level disaggregation, such as by location and gender, was estimated from previous years.
- 2023–24 public sector proportions were used for estimates where past records were unavailable.

1.1.3 Institutions

Public Schools

- No estimations were made.

Private Schools

Forecasting

- Sindh and Balochistan data were not provided by their respective departments. Last year's data was not sufficient to be used for forecasting. Hence, Last year's numbers were repeated.

Estimation

- High-level disaggregation, such as location and gender, was estimated using data from previous years.
- 2023–24 public sector proportions were used for estimates where past records were unavailable.

Other Public Schools, Education Foundations, Non-Formal Education, Madaris, and AIOU Estimation

- High-level disaggregation, such as location and gender, was estimated using data from previous years.
- Cases where the institution gender was not available, those were estimated using data from previous years.

This section has outlined the methodologies and assumptions underpinning the estimation of missing data points across various educational sectors. The harmonisation process ensured comparability across provinces, while estimation techniques leveraged historical public sector data to fill gaps in reporting. These efforts provide a structured approach to standardising enrolment data and improving the accuracy of educational statistics.

1.1.4 Population Interpolation

Background

Previously, estimates for all population-related indicators, including Out-of-School Children (OOSC) relied on population projections by NIPS. However, with the availability of the 2023 population census data, a reassessment was necessary to ensure the accuracy and reliability of these estimates. By comparing the previously projected population figures with updated estimates derived from the interpolated population growth rate between the 2017 and 2023 population censuses, this sensitivity analysis presents the precision of OOSC calculations.

Approach

To interpolate the population, the Exponential Growth Model was selected as the most appropriate method, considering the nature of the available data and the specific requirements of the analysis. This model assumes a constant growth rate between census years and does not account for external influences such as policy changes, migration, or natural disasters. The interpolation was strictly based on official census data to maintain methodological consistency and reliability.

The population for a given year t was estimated using the continuous exponential growth formula:

$$A = P \times e^{rt}$$

Where:

A = Estimated population for year t

P = Population recorded in the 2017 Census

r = Annual continuous growth rate, computed as:

$$r = \frac{\ln(F_{2023} / F_{2017})}{(2023 - 2017)}$$

e = Euler's number t = Year for which the population is estimated

Data Preparation

- FATA's population was merged with Khyber Pakhtunkhwa in the 2017 Census to align with the post-merger administrative structure.

Granularity of Interpolation

The population was interpolated at the same level of detail as the available data, specifically by province, location (urban/rural), age group, and gender, ensuring consistency in disaggregation.

2

Data Sources

2 DATA SOURCES

The PES 2023-24 has been compiled using data from the following sources:

Table 1: Data Sources for PES 2023-24

Sector	Description	Sources
Public Sector	Statistics on institutions, enrolment, teachers, and basic facilities are collected through the Annual School Census (ASC) 2023-24.	Provincial and Regional Education Management Information Systems (EMIS).
Private Sector	Statistics were provided by Provincial Private School Regulatory Authorities for 2023-24.	Punjab: Data was provided by Private Education Provider Registration and Information System (PEPRIS). Sindh: Data was projected based on past trends. Khyber Pakhtunkhwa: Khyber Pakhtunkhwa Private Schools Regulatory Authority (KP PSRA). Balochistan: Data was projected based on past trends. Azad Jammu & Kashmir: Azad Jammu & Kashmir Private Educational Institutions Regulatory Authority (AJ&K PEIRA). Gilgit Baltistan: Gilgit Baltistan Education Management Information System (GB EMIS). Islamabad Capital Territory: Private Educational Institutions Regulatory Authority (Islamabad PEIRA).
Other Public Sector ¹	Beyond the Ministry of Federal Education and Professional Training at the federal level and the Education Departments at the provincial level, several other government ministries and departments also engage in the provision of education. They have also provided statistics for students, teachers, and institutions for 2023-24.	Military and Defence Institutions: Army Public Schools and Colleges System (APSACS), Bahria Education & Training Services (BEATS), Federal Government Educational Institutions (Cantts/Garrisons), Pakistan Air Force (PAF), Pakistan Navy (PN), Pakistan Ordnance Factories (POF) (Cantts/Garrisons). Public Educational Networks: Daanish Schools and Centre of Excellence Authority, Divisional Public Schools & Inter Colleges (DPS), The Punjab Education Initiatives Management Authority (PEIMA). Corporate and Institutional Schools: Fauji Foundation, Pakistan Atomic Energy Commission (PAEC), Pakistan Railways (PR), Pakistan Steel Mills, Telecom Foundation, Water and Power Development Authority (WAPDA), Mines & Minerals Department, National Police Foundation, Overseas Pakistanis Foundation (OPF), Pakistan Bait-ul-Mal. Cadet Colleges: Punjab: Cadet College Choa Saiden Shah (Chakwal), Cadet College Esa Khel (Mianwali), Cadet College Fateh Jang (District Attock), Cadet College Hasan Abdal, Cadet College Kallar Kahar, Cadet College Okara, Cadet

¹ Data was not provided by Workers Welfare Fund and Pakistan Rangers for 2023-24.

Sector	Description	Sources
		College Sargodha, Rangers Cadet College Chakri, Cadet College Faisalabad, Cadet College Khushab, and Cadet College Rawalpindi. Sindh: Shaheed Benazir Bhutto Girls Cadet College (Larkana), Cadet College Ghotki, Baqai Cadet College (Karachi), Cadet College Khairpur, Cadet College Karampur (Kandhkot), Cadet College Pano Aqil, and Cadet College Petaro, Cadet College Pak Steel (Bin Qasim). Khyber Pakhtunkhwa: Cadet College Swat, Cadet College Kohat, Cadet College Mohmand, Cadet College Spinkai, Garrison Cadet College (Kohat), Karnal Sher Khan Cadet College (Swabi), Pakistan Scouts Cadet College (Batrasi), WAPDA Cadet College (Tarbela), Cadet College Razmak, and SIES Cadet College (Kakul, Abbottabad). Balochistan: Cadet College Awaran, Cadet College Hub, Cadet College Mastung, Girls Cadet College (Quetta), Sheikhha Fatima Bint Mubarak Girls Cadet College (Turbat), and Cadet College Pishin. Azad Jammu & Kashmir: Cadet College Mirpur, Cadet College Muzaffarabad, and Cadet College Palandri. Gilgit Baltistan: Cadet College Skardu.
Madaris (Religious Institutes)	Statistics for registered students and teachers were reported by Wafaqs Bodies/Institutes for 2023-24. The data is gathered using a standardised template, which aligns with the national education program and classification levels.	Dar Ul Uloom Jamia Naeemia, Nizam-ul Madaris Pakistan (Model Town), Rabita-tul Madaris Al-Islamia (Mansoor), Tanzeem-ul Madaris Ahle Sunnat Pakistan, Jamia Ashrafia, Wafaq-ul-Madaris al Islamia Al-Rizvia, Majma-ul-Madaris (Ferozpur Road). Wafaq-ul-Madaris Salfia (Sheikhupura, Faisalabad), Jamia Taleemat-e-Islamia, Kunzul Madaris, Jamia Salfia. Wafaq-ul Madaris Al-Arabia. Wafaq-ul-Madaris Al-Arabia. Dar Ul Uloom Muhammadia Ghousai Bhera. Wahdat Ul Madaris Al Islamia. Itehad-ul-Madaris Al-Islamia Pakistan, Jamia Al Darasat Al Islamia, Jamia Dar-ul-Aloom, Jamia tul Rasheed, Jamia Siddiqia (Gulshan-e-Memar), Idar-e-Amooore Taaleemat (Jamia Dar-ul-Aloom), Majma-ul-Aloom (Ahsanabad). Majma-ul-Aloom (Ahsanabad).
Public Private Partnerships (PPPs) ²	Statistics for Public-Private Partnerships (PPPs) were provided by provincial education foundations across Pakistan for 2023-24.	Punjab: Punjab Education Foundation (PEF). Sindh: Sindh Education Foundation (SEF). Balochistan: Balochistan Education Foundation (BEF).

² Some PPP programs provide education vouchers for students enrolled in private schools. During the data cleaning process, special care was taken to avoid double counting to ensure data accuracy.

Sector	Description	Sources
Non-formal Education (NFE)	Statistics for the Non-Formal Education were sourced from Management Information System (NF-EMIS) for 2023-24. The NF-EMIS hosts data on all NFE centres operating nationwide in both public and private sectors.	Pakistan Institute of Education (PIE) in collaboration with Japan International Cooperation Agency (JICA) maintains NF-EMIS.
Intermediate and Degree Colleges ³	Statistics were provided by the respective higher education departments that are responsible for handling the affairs of public colleges. The provincial and regional departments do not maintain databases for private colleges, except for Khyber Pakhtunkhwa and Punjab.	Punjab: Higher Education/Colleges Department Punjab. Khyber Pakhtunkhwa: Higher Education Regulatory Authority (HERA), and Higher Education Department. Sindh: College Education Department, Sindh. Balochistan: Directorate of Colleges, Balochistan. Azad Jammu & Kashmir: Higher Education Department AJ&K. Gilgit Baltistan: Directorate of Higher Education GB.
Tertiary Education	Statistics for the year 2023-24 were not provided for the tertiary sector, therefore, data from 2022-23 was repeated.	The Higher Education Commission (HEC)
Distance Learning	For the first time, this report includes distance learning data covering student enrolment and teachers from middle to higher secondary levels across Pakistan for 2023-24.	Allama Iqbal Open University (AIOU)
Special Education	Statistics were provided by the Special Education Directorates/ Departments operating at the federal and provincial levels for 2023-24.	Punjab: Special Education Department, Punjab. Sindh: Department for Empowerment of persons with difficulties (DEPD), Sindh Khyber Pakhtunkhwa: Social Welfare Department, Khyber Pakhtunkhwa. Balochistan: Social Welfare Department, Balochistan. Azad Jammu & Kashmir: Directorate of Special Education, Azad Jammu & Kashmir. Gilgit Baltistan: Social Welfare Department, Gilgit Baltistan. Islamabad Capital Territory: Directorate General of Special Education, Islamabad.
Technical and Vocational Education and Training (TVET)	Statistics for TVET were provided through National Skills Information System (NSIS)	National Vocational & Technical Training Commission (NAVTTTC) manages NSIS.

³ Provincial higher education departments oversee the management of intermediate and degree colleges that generally offer education from classes 11 to 16.

Sector	Description	Sources
Population	Statistics for population were sourced from PBS for 2023 and NIPS for prior years.	National Institute of Population Studies (NIPS) – projected population data. Pakistan Bureau of Statistics (PBS) – Population and Housing Census 2023 data.
Others	Indicators that have a direct connection to education and are critical for analysing the performance of the education sector were also added for the first time in the report.	Health indicators are sourced from the World Health Organisation's (WHO) data portal. ⁴ Some education related indicators are sourced from Pakistan Social and Living Standards Measurement (PSLM) survey conducted by PBS. ⁵ Financing in education data is sourced from the Public Financing in Education Report 2022–23 published by PIE. ⁶ Learning outcomes for grade 4 and grade 8 are sourced from the National Achievement Test (NAT) conducted by PIE. ⁷ Matriculate examinations data is sourced from the Inter Boards Coordination Commission (IBCC) annual reports. ⁸ Labour force indicators are sourced from the International Labour Organization. ⁹ Regional comparison data is sourced from the Global Education Monitoring (GEM) report 2024. Governance indicators are sourced from the administrative data of provinces/regions. ¹⁰

4 WHO. (2023). <https://data.who.int/countries/586>

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3

Public Education Structure Overview

3 PUBLIC EDUCATION STRUCTURE OVERVIEW

This chapter outlines the institutional framework governing education service delivery across provinces and regions, detailing the roles of secretariats, directorates, and autonomous bodies. The enactment of the 18th Amendment and the inclusion of Article 25A¹¹ in the constitution of the Islamic Republic of Pakistan in 2010 devolved legislative and administrative authority over education to the provinces, reshaping policy, planning, governance, and management processes. This shift necessitated well-coordinated mechanisms to ensure effective service delivery across all administrative tiers.

Achieving key education targets—such as increasing enrolment, improving student and teacher attendance, enhancing learning outcomes, and reducing dropout rates—requires robust operational linkages between provincial, district, and sub-district levels. Strengthening these vertical connections is essential for fostering collaboration and driving systemic improvements. The report maps the existing governance frameworks, institutional structures, and management processes, across all provinces and regions, providing a comprehensive overview of how education services are structured and managed. The following sections offer a detailed analysis of provincial institutional setups and their core functions, ensuring clarity on the mechanisms that drive education governance and service delivery.

3.1 Punjab

Policy Framework and Governance

Punjab's education sector operates under the Punjab Education Sector Plan (PESP) III, 2024–2029, and the Punjab Free and Compulsory Education Act (2014), which mandates free education for all school-age children. The School Education Department (SED) serves as the principal administrative authority, responsible for policy formulation, planning, and service delivery, supported by various attached departments and autonomous bodies.

Institutional Structure

Punjab's public education structure operates at provincial, district, and school levels, with key institutions responsible for curriculum development, teacher training, assessments, and governance.

- School Education Department (SED) is responsible for policy formulation, planning, financing, and service delivery, supported by provincial and district-level entities.
- Program Monitoring and Implementation Unit (PMIU) functions as the SED's monitoring and implementation wing, ensuring data-driven decision-making.
- Directorate of Public Instruction (DPI) oversees elementary and secondary education, including teacher training, staff transfers, data collection, and compliance with government directives.
- Quaid-e-Azam Academy for Educational Development (QAED) is an apex body for pre-service and in-service teacher training, capacity building, and the implementation of modern teaching methodologies.

¹¹ Article 25A: "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."

- Punjab Curriculum and Textbook Board (PCTB) develops curricula, produces textbooks, and ensures the timely distribution of learning materials.
- Punjab Examination Commission (PEC) conducts assessments for primary and middle school students, monitors learning outcomes, and informs policy decisions.
- Punjab Education Foundation (PEF) promotes public-private partnerships to expand access and enhance quality in low-cost private schools.
- Punjab Daanish Schools and Centres of Excellence Authority (PDS&CEA) provides education to underprivileged students, fostering academic excellence and leadership.
- Punjab Education Initiatives Management Authority (PEIMA) oversees educational reforms, infrastructure development, and financial management, while fostering public-private collaborations.

District and Sub-District Administration

- Education service delivery is decentralised, with District Education Authorities (DEAs) responsible for policy implementation, school upgradation, and teacher rationalisation at the local level. District Education Officers (DEOs), Deputy DEOs, and Assistant Education Officers (AEOs) manage school operations and ensure adherence to provincial policies. School Councils (SCs), comprising local stakeholders, support governance and accountability mechanisms.
- The District Monitoring Officers (DMOs)—under the administrative control of PMIU—track teacher and student attendance, textbook distribution, and overall school performance. They are supported by Monitoring and Evaluation Assistants (MEAs) across all districts.

3.2 Sindh

Policy Framework and Governance

The Sindh Right of Children to Free and Compulsory Education Act (2013) aligns with Article 25-A of the Constitution, ensuring the right to education. Notably, Sindh is the only province with specific rules of business under this Act. The Sindh Education Standards and Curriculum Act (2014) further delineates institutional responsibilities in curriculum development and teacher training.

The Sindh Education Sector Plan and Roadmap (SESP) 2019-24, developed by the School Education and Literacy Department (SELD), serves as the province's strategic framework for improving access, quality, and governance in education. With seven key priority areas, SESP guides policy implementation through SELD and its allied entities.

Institutional Structure

- Sindh's education management system operates across provincial, district, and sub-district levels, with the School Education and Literacy Department (SELD) at the helm.
- School Education and Literacy Department (SELD) is responsible for policy formulation, planning, financing, and service delivery, supported by provincial and district-level entities.
- Directorate of School Education (DSE) manages primary, elementary, secondary, and higher secondary education across regions, ensuring policy compliance and operational efficiency.

- Provincial Institute of Teacher Education (PITE) is responsible for pre-service teacher education and continuous professional development (CPD) to enhance instructional quality.
- Directorate of Curriculum, Assessments and Research (DCAR) oversees curriculum development, teacher capacity building, education research, and performance assessments for students and teachers.
- Sindh Textbook Board (STBB) develops, prints, and distributes textbooks in Urdu, Sindhi, and English, ensuring timely availability for students.
- Sindh Teachers Education and Development Authority (STEDA) certifies teacher education programmes and ensures quality assurance in pre-service and in-service training.
- Reform Support Unit (RSU) supports policy implementation through data-driven decision-making, monitoring systems, and institutional tracking of education reforms.
- Sindh Education Foundation (SEF) expands access to education through public-private partnerships, particularly in underserved areas, while conducting research and capacity-building initiatives.
- Director General of Monitoring and Evaluation (DG M&E) responsible for regular, credible and independent data collection.
- Sindh implemented the Education Management Reform (EMR) Policy (2009), devolving education responsibilities to district governments. A major governance reform followed in 2014 with the creation of the Education Management Cadre (EMC), introducing three distinct services:
 - School Executive Service (SES) – Focuses on leadership and administration.
 - School Management Service (SMS) – Oversees operational management at the district and school levels.
 - School Finance Service (SFS) – Handles financial planning and budget execution.

District and Sub-District Administration

- Sindh is divided into six regional education zones: Karachi, Hyderabad, Larkana, Sukkur, Mirpur Khas, and Shaheed Benazirabad. Each region is supervised by Directors of School Education (Primary and Secondary).
- At the district level, education offices are led by District Education Officers (DEOs) for primary and secondary levels, supported by Deputy DEOs. At the Taluka (sub-district) level, Taluka Education Officers (TEOs) and Assistant Education Officers (AEOs) oversee school operations.
- School administration is structured around Senior Principals (Higher Secondary Schools), Principals (Secondary Schools), Senior Headmasters/Mistresses (Elementary/Secondary Schools), and Headmasters/Mistresses (Campus/Cluster Hub Schools). Financial matters are managed by the Director of Finance, assisted by Deputy and Assistant Directors Finance at the district level.

3.3 Khyber Pakhtunkhwa

Policy Framework and Governance

The Khyber Pakhtunkhwa Elementary and Secondary Education Department (E&SED) operates under the Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act (2017) which mandates free and compulsory education for all children. To address challenges related to access, quality, and governance, the province developed the Khyber Pakhtunkhwa Education Sector Plan (ESP) 2020–25, which aligns district-specific needs with provincial targets. The ESP includes costed plans for key institutions and education functions, ensuring a structured approach to education reform.

Institutional Structure

Khyber Pakhtunkhwa's education governance operates across provincial, district, and school levels, with oversight from key entities responsible for policy implementation, curriculum development, teacher training, and monitoring. The Elementary and Secondary Education Department (E&SED) provides overall policy direction, while the Directorate of Elementary and Secondary Education (DESE) handles planning, budgeting, human resource management, and monitoring at the provincial and district levels.

- Elementary & Secondary Education Department (ESED) is responsible for policy formulation, planning, financing, and service delivery, supported by provincial and district-level entities.
- Directorate of Curriculum and Teacher Education (DCTE) develops curricula, oversees teacher education, and conducts research to align academic standards with national and international benchmarks.
- Provincial Institute for Teacher Education (PITE) designs and implements pre-service and in-service teacher training programmes, evaluates their impact, and develops training materials.
- Education Management Information System (EMIS) supports data-driven decision-making, policy planning, and operational efficiency through reliable education data collection and analysis.
- Education Sector Reforms Unit (ESRU) monitors and implements policy reforms, including free textbook distribution, stipend programmes for girls, teacher attendance, and development fund utilisation.
- Elementary and Secondary Education Foundation (ESEF) promotes private-sector participation in elementary education, particularly in underserved areas, by financing community schools, training teachers, and fostering community engagement.
- Private Schools Regulatory Authority (PSRA) oversees private school registration, curriculum standards, and compliance with government education policies.

District and Sub-District Administration

- Under the Khyber Pakhtunkhwa Local Government Act (2013) district governments manage devolved education offices, with at least 30% of the province's development budget allocated to local governments. However, weak coordination between elected local governments and district education management limits effective service delivery.

- Education administration at the district level is led by District Education Officers (DEOs), supported by Deputy DEOs, Sub-DEOs, and Assistant SDEOs. Each district follows a District Education Plan (DEP), developed using local data and aligned with the provincial ESP, ensuring a bottom-up planning approach. Effective service delivery depends on coordination between district offices, local governments, and schools, with school leadership and Parent-Teacher Councils (PTCs) playing a vital role in implementation.

3.4 Balochistan

Policy Framework and Governance

The province follows the Balochistan Education Sector Plan (BESP), 2020–25. The BESP aims to enhance access, retention, and learning outcomes while addressing systemic inefficiencies. The Balochistan Free and Compulsory Education Act (2014) mandates free primary education and outlines mechanisms for enforcement. Despite these measures, implementation remains hindered by financial constraints, administrative inefficiencies, and security concerns.

Institutional Structure

Education management in Balochistan operates at three levels: provincial, district, and school. The School Education Department (SED) oversees education policy, planning, and administration. Several attached departments and autonomous bodies support its functions:

- Directorate of Education is responsible for policy execution, teacher appointments, transfers, and professional development.
- Balochistan Assessment and Examination Commission (BAEC) conducts assessments to monitor student learning and inform policy.
- Balochistan Textbook Board (BTBB) develops and distributes curriculum-aligned textbooks.
- Balochistan Education Foundation (BEF) facilitates public-private partnerships to expand educational opportunities, particularly in underserved areas.
- Balochistan Academy for College and School Education (BACSE) provides in-service teacher training to improve pedagogical standards.
- Policy, Planning Implementation Unit (PPIU) supports policy implementation through data-driven decision-making, monitoring systems, and institutional tracking of education reforms.

District and Sub-District Administration

- At the district level, District Education Officers (DEOs) oversee school operations, teacher deployments, and performance monitoring. Sub-district education officers, including Assistant Education Officers (AEOs), manage local education delivery, ensuring adherence to policies. District Monitoring Officers (DMOs) track key indicators, such as teacher attendance, student enrolment, and resource distribution.

3.5 Azad Jammu & Kashmir

Institutional Structure

Education in Azad Jammu & Kashmir (AJ&K) is governed by multiple institutions responsible for planning, management, and service delivery across primary, secondary, and higher education. The Elementary and Secondary School Education Department (E&SED) oversees the administration of schools, ensuring curriculum implementation, teacher recruitment, and policy execution. The Higher Education Department (HED) manages colleges and universities, facilitating policy development and academic standards for tertiary education.

The Board of Intermediate and Secondary Education (BISE) conducts examinations and certifies students at the secondary and higher secondary levels, while the Curriculum Development and Textbook Board ensures textbook alignment with national standards. The Directorate of Education is responsible for planning, budgeting, teacher training, and monitoring education outcomes. Meanwhile, the Technical and Vocational Education and Training (TVET) Department provides skills-based training to enhance employability.

Policy formulation and strategic oversight fall under the Education Policy and Planning Unit, which aligns educational reforms with national goals. These departments collectively work to enhance educational access, quality, and infrastructure development across Azad Jammu & Kashmir.

3.6 Gilgit Baltistan

Institutional Structure

In Gilgit Baltistan, the Education Department oversees primary, secondary, and higher secondary education, managing teacher recruitment, school operations, and policy implementation. The Directorate of Education supervises educational activities, budget management, and school performance monitoring. The Board of Intermediate and Secondary Education (BISE), Gilgit Baltistan conducts exams and maintains academic standards.

Curriculum development and textbook publication fall under the Curriculum and Textbook Board, ensuring educational materials meet national benchmarks. Higher education is managed by the Higher Education Department (HED), which oversees colleges. The Technical Education and Vocational Training Authority (TEVTA) promotes skills-based education through vocational institutes and training programmes.

The Education Policy and Planning Unit formulates strategies and reforms, addressing access and quality challenges, while School Management Committees (SMCs) engage communities in school governance, resource allocation, and performance monitoring. District Education Offices handle local-level administration, ensuring policy implementation, teacher attendance, and student enrolment management.

GB faces challenges in providing education in remote mountainous regions, with gender disparities persisting in some areas. Efforts are underway to enhance teacher training, update curricula, and improve infrastructure. Targeted initiatives focus on increasing female enrolment and expanding school facilities to ensure equitable access to quality education.

3.7 Islamabad Capital Territory

Policy Framework and Governance

Education governance in Islamabad Capital Territory follows the Right to Free and Compulsory Education Act, 2012 and is centrally managed under the Ministry of Federal Education and Professional Training (MoFE&PT). Various institutions and regulatory bodies work under its supervision to ensure efficient service delivery, curriculum implementation, teacher training, and quality education in both public and private schools.

Institutional Structure

- Ministry of Federal Education and Professional Training (MoFE&PT): Oversees national education policy, curriculum development, teacher training, and quality assurance across Islamabad Capital Territory.
- Federal Directorate of Education (FDE): Manages public schools and colleges, handling teacher recruitment, professional development, curriculum implementation, and school inspections.
- Private Educational Institutions Regulatory Authority (PEIRA): Regulates private schools and colleges in Islamabad Capital Territory, ensuring compliance with quality standards, curriculum guidelines, and fee structures.
- National Curriculum Council (NCC): Develops and revises the national curriculum, integrating modern learning approaches, digital education, and skill-based training.
- Pakistan Institute of Education (PIE): Collates data, conducts education research, national assessments, and data analysis to support evidence-based policymaking and improve learning outcomes.
- Directorate General of Religious Education (DGRE): Mainstreams religious seminaries by facilitating their registration, promoting curriculum integration, and supporting educational reforms across Pakistan.
- Higher Education Commission (HEC): Regulates and promotes higher education in Pakistan by formulating policies, ensuring quality assurance, accrediting institutions, and facilitating research and development initiatives.
- National Vocational and Technical Training Commission (NAVTC): Leads Pakistan's skills development by crafting policies, standardising curricula, accrediting institutions, and aligning vocational training with industry needs to enhance youth employability and economic growth.
- Basic Education Community Schools (BECS): Expands access to primary education by establishing non-formal, community-based schools for out-of-school children, especially in underserved and rural areas across Pakistan.
- National Commission for Human Development (NCHD): Accelerates grassroots human development in Pakistan by promoting literacy, enhancing primary education, and improving healthcare delivery in underserved communities.
- National Education Foundation (NEF): Enhances access to quality education for out-of-school children in Pakistan through public-private partnerships, non-formal schooling models, and educational support programs.
- Directorate General of Special Education (DGSE): Provides education, rehabilitation, and vocational training to individuals with disabilities in Islamabad Capital Territory,

operating specialised institutions and promoting inclusive development through policy initiatives and community-based programs.

- National Rahmatul-Lil-Aalameen Wa Khatamun Nabiyyin Authority (NRKNA): Established by the Government of Pakistan, NRKNA is dedicated to reconstructing society socially, intellectually, and politically in line with Islamic principles. The authority focuses on researching the life and teachings of the Prophet Muhammad (PBUH), reviewing related literature, developing narratives to address contemporary challenges, and instilling moral values, particularly among the youth.

4

National and Provincial Education Statistics

Understanding Education Delivery in Pakistan

Inputs



Infrastructure
7 Indicators



Teachers
6 Indicators



Technology
3 Indicators



Financing
3 Indicators



Governance
1 Indicator

Outputs

● **Out-of-school children / Enrolment**

6 Indicators

● **Pupil-teacher ratios**

2 Indicators

● **Overage children in school**

1 Indicator

● **Equity**

2 Indicators

Outcomes

● **Grade 4 results**

1 Indicator

● **Grade 8 results**

1 Indicator

● **Matric results**

2 Indicators



Literacy
3 Indicators



Labour force participation
1 Indicator

Impact

4 NATIONAL AND PROVINCIAL EDUCATION STATISTICS

A child's educational journey begins during the mother's pregnancy, where maternal health, nutrition, and early brain development shape cognitive growth and lay the foundation for lifelong learning. The first few years of life are critical, as cognitive, social, and emotional skills develop rapidly through early childhood education and parental engagement. As children enter formal schooling, the availability of school infrastructure, trained teachers, and learning materials serve as key inputs shaping their academic experience.

Education systems function as the foundation of human capital development, producing measurable outputs such as enrolment, retention, and completion rates, which directly shape learning outcomes in literacy, numeracy, and critical thinking. Beyond formal schooling, access to higher education, technical training, and lifelong learning opportunities determines individuals' ability to participate meaningfully in the workforce. In the long run, education drives national progress by fostering innovation, economic growth, and social mobility, while disparities in access and quality reinforce regional and provincial inequalities.

This chapter presents a comprehensive analysis of education sector across Pakistan, using key indicators at both the national and provincial levels. It includes data on early childhood education, school infrastructure, teacher availability, enrolment, and learning outcomes. Additionally, it examines the impact of education on employment, workforce participation, and economic development, highlighting variations across different countries in the South Asian region.

4.1 Early Brain Development

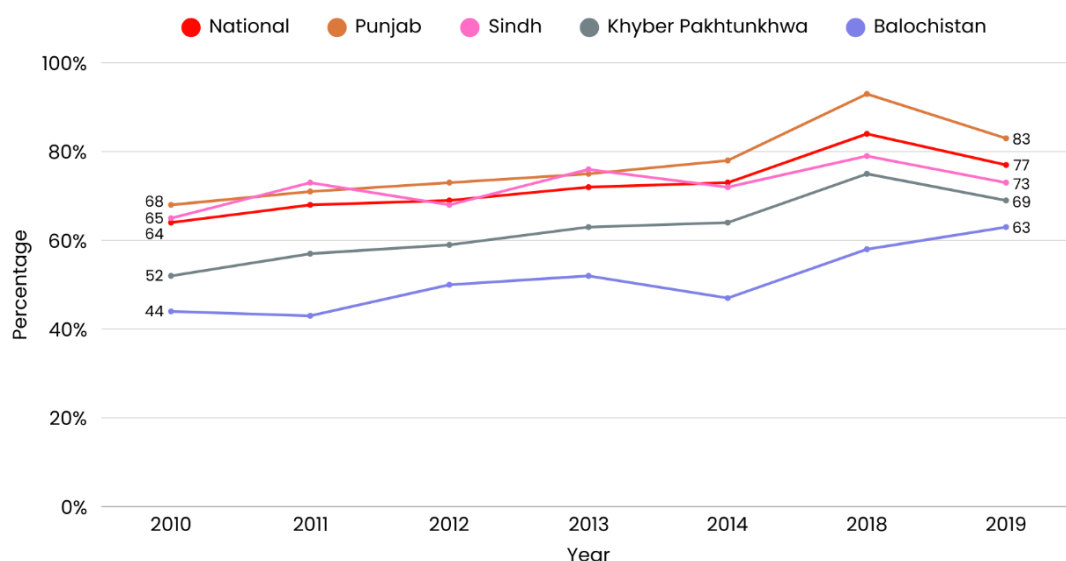
Early childhood development is the foundation of a child's educational journey and a critical component of SDG-4, which emphasises the importance of early learning opportunities. Pre-primary nurturing—including prenatal and postnatal care, nutritional issues like stunting and wasting—directly influences cognitive development and school readiness. Ensuring access to quality early childhood education (ECE), as outlined in SDG-4.2, is essential for equipping children with the foundational skills needed for lifelong learning. Addressing these early-stage challenges through integrated health and education policies is key to improving enrolment, retention, and overall learning outcomes. This section describes these key factors, their impact on student learning. The indicators used in this section are given below:

Table 2: Early Brain Development Indicators

S. No	Indicator	Definition	Source
1.	Prenatal care	Percentage of women who have given birth in the last three years and sought consultation during their last pregnancy.	PSLM
2.	Postnatal care	Percentage of mothers and babies who received postnatal care visits within six weeks of childbirth.	PSLM
3.	Prevalence of wasting, weight for age (% of children under 5)	Prevalence of wasting is the proportion of children under age 5 whose weight for height is more than two standard deviations below the median for the international reference population aged 0–59 months.	WHO
4.	Prevalence of stunting, height for age (% of children under 5)	Prevalence of stunting is the percentage of children under age 5 whose height for age is more than two standard deviations below the median for the international reference population aged 0–59 months.	WHO
5.	Percentage of new entrants to Grade 1 of primary education with ECE experience	Proportion of children entering Grade 1 who have previously participated in any form of early childhood education programme.	NEMIS
6.	Participation rate in organised learning (one year before the official primary entry age)	Percentage of children aged one year before the official primary entry age, who participate in one or more organised learning programme, including programmes which offer a combination of education and care.	NEMIS

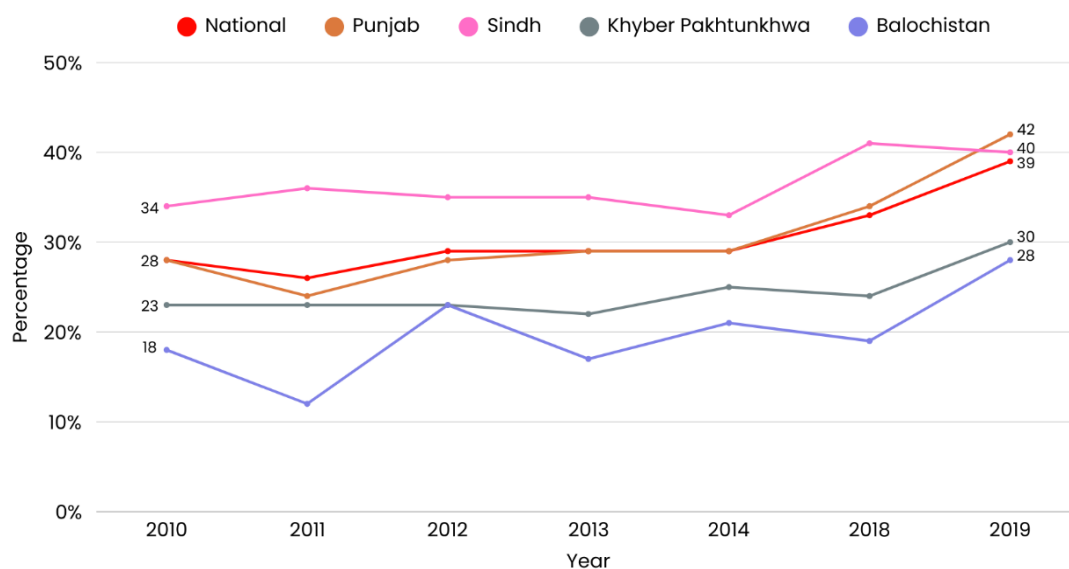
4.1.1 Prenatal and Postnatal Care

Figure 1: Prenatal care: Percentage of women who have given birth in the last 3 years and sought consultation during their last pregnancy



Source: PSLM 2010–2019

Figure 2: Postnatal care: Percentage of mothers and babies who received postnatal care visits within six weeks of childbirth



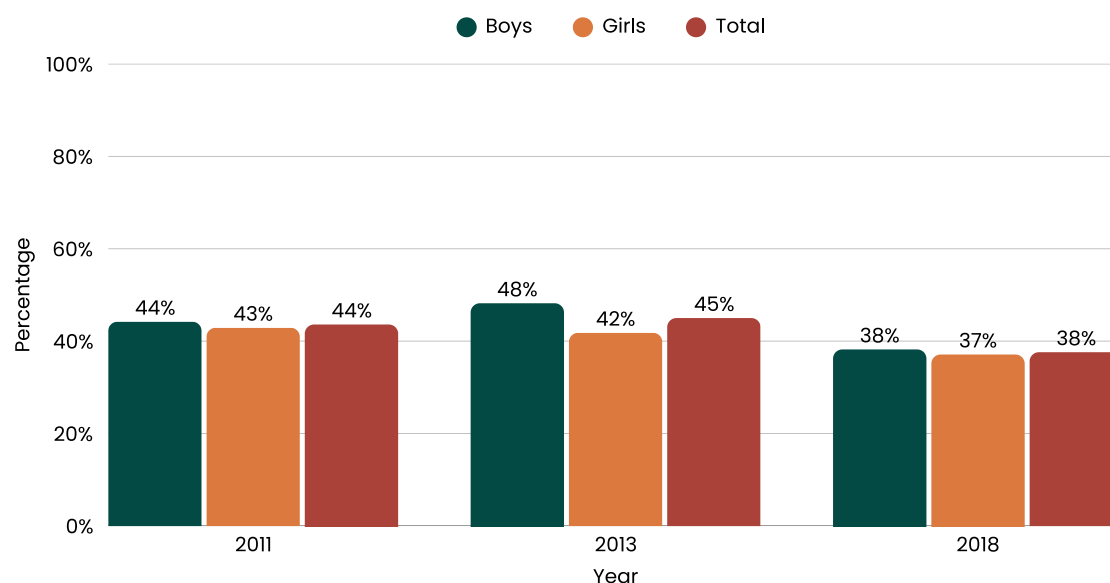
Source: PSLM 2010–2019

Prenatal and postnatal care are essential for a child's cognitive and physical development. Proper prenatal care during pregnancy supports foetal brain growth, directly affecting future learning abilities, while postnatal care ensures early health and cognitive development milestones. In Pakistan, prenatal care coverage improved from 64% in 2010 to 77% in 2019. Postnatal care coverage increased from 28% in 2010 to 39% in 2019. Despite these gains, significant provincial disparities exist, with Punjab leading in

both prenatal (83%) and postnatal (42%) care, while Balochistan lags at 63% and 28%, respectively. These figures highlight unequal access to maternal health services. Compared to Sri Lanka's 99% (2016) prenatal care, Pakistan falls behind regional benchmarks.¹² It is important to note that the latest available data is from 2019, and more recent statistics are needed to assess current trends accurately.

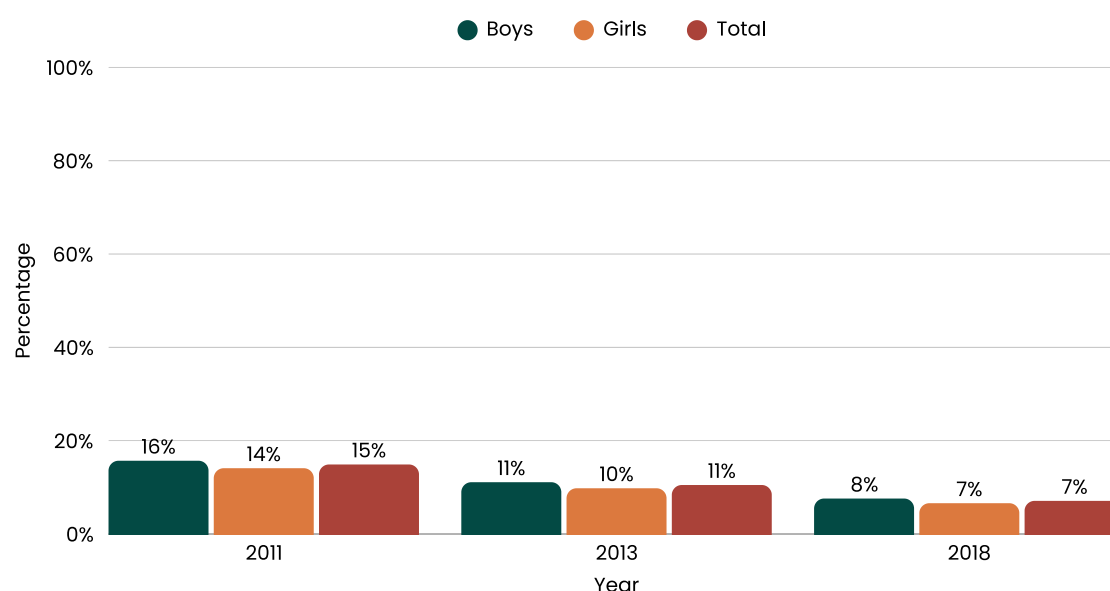
4.1.2 Stunting and Wasting

Figure 3: Prevalence of stunting in Pakistan, height for age – % of children under 5



Source: WHO Data Portal 2011–2018

Figure 4: Prevalence of wasting in Pakistan, weight – % of children under 5



Source: WHO Data Portal 2011–2018

¹² World Bank Open Data. (2025). <https://data.worldbank.org/indicator/SH.STA.ANVC.ZS?locations=LK>

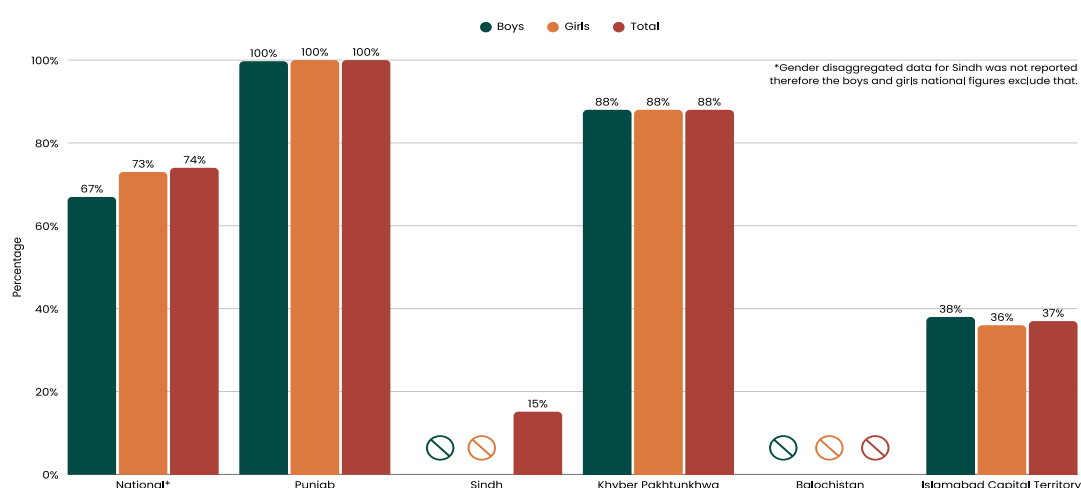
Building on the foundation laid during prenatal and postnatal stages, proper nutrition is vital for sustained cognitive growth and school readiness. Stunting (chronic malnutrition) and wasting (acute malnutrition) impair cognitive development, memory retention, and school performance. Stunted children struggle with learning, while wasted children face frequent illness and low energy, leading to absenteeism and poor academic outcomes. The World Health Organisation (WHO) sets an acceptable threshold for wasting at 5%, and Pakistan's 2018 rate of 7% signals a public health concern that extends into the education sector. A malnourished student population results in lower overall academic performance, increased dropout rates, and diminished human capital development, ultimately limiting the country's long-term economic and social progress.

In Pakistan, stunting declined from 44% (2011) to 38% (2018), and wasting from 15% to 7%, yet malnutrition remains a challenge. Boys are marginally more affected than girls, with higher stunting (boys 38% and girls 37%) and wasting (boys 8% and girls 7%) rates. Pakistan is worse off than India (stunting 30%, wasting 7%) and Bangladesh (stunting 28%).¹³ However, these figures are outdated, highlighting the urgent need for updated data to inform evidence-based policy decisions. With outdated data, interventions risk being misaligned with current nutritional realities, delaying their positive impact.

4.1.3 Preschool Participation

Participation in preschool education is essential for fostering cognitive, social, and emotional development, providing a strong foundation for lifelong learning. Early exposure to structured learning environments enhances school readiness by equipping children under the age of five with fundamental skills such as language development, problem-solving, and social interaction. This early preparation not only strengthens academic performance but also facilitates a seamless transition into formal education, thereby mitigating the risk of learning disparities in later years.

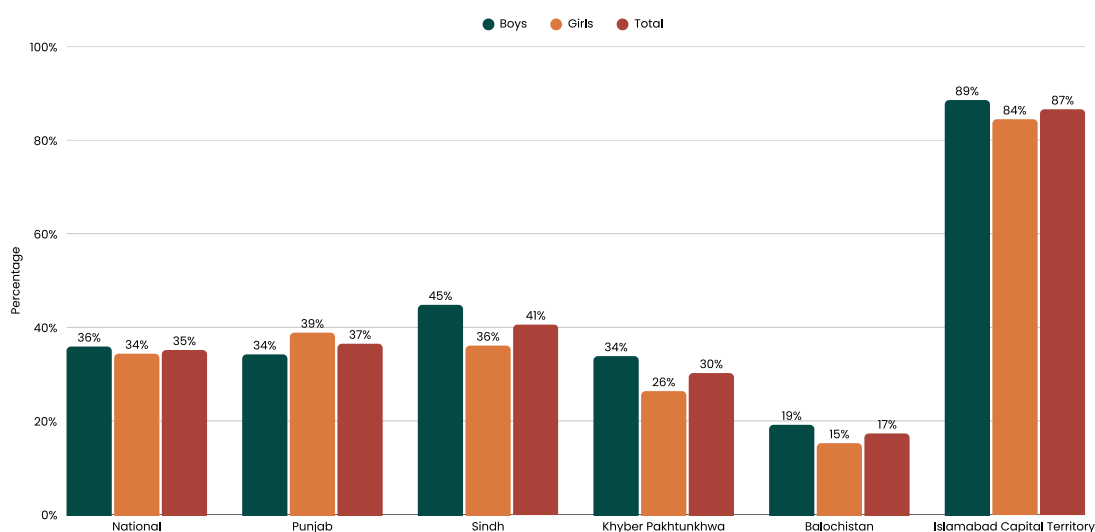
Figure 5: Percentage of new entrants to Grade 1 of public schools with ECE experience



Source: NEMIS 2023-24 | DSF Indicator

¹³ World Bank Open Data. (2025). <https://data.worldbank.org/indicator/SH.STA.ANVC.ZS?locations=PK>

Figure 6: Participation rate in organised learning – one year before the official entry age



Source: NEMIS 2023–24 | DSF Indicator

The percentage of new entrants to primary education with early childhood education (ECE) experience stands at 74% nationally, with a slightly higher proportion among girls (73%) than boys (67%). Punjab reports universal ECE participation (100%), while Khyber Pakhtunkhwa also maintains a high rate (88%). However, Islamabad Capital Territory records a significantly lower figure (37%), and Sindh, where data is only partially available, shows just 15% participation. Balochistan’s data was unreported, but trends in other indicators suggest that ECE participation may also be low in the province.

These disparities in ECE participation are further reflected in the participation rate in organised learning one year before the official age of entry in primary, which stands at 35% nationally. While Sindh (41%) and Islamabad Capital Territory (87%) lead in this category, indicating relatively greater access to pre-primary education, Khyber Pakhtunkhwa (30%), Balochistan (17%), and Punjab (37%) report significantly lower rates. This suggests that a large proportion of children in these provinces have low early childhood learning experience, potentially affecting their readiness for school and long-term learning outcomes.

4.2 Inputs

A strong education system is built on foundational inputs that foster an environment conducive to learning. These inputs—infrastructure, teachers, financing, technology, and governance—determine the accessibility, quality, and inclusivity of education, aligning closely with the commitments outlined in SDG-4. Ensuring equitable access to quality education for all requires sustained investment in these areas, as emphasised in SDG-4.1, which calls for free, inclusive, and high-quality primary and secondary education. Without sufficient resources, even the most well-designed curricula and teaching methodologies fail to produce meaningful learning outcomes, further widening disparities.

This section critically examines the essential components of education delivery, assessing their availability, effectiveness, and regional disparities across Pakistan.

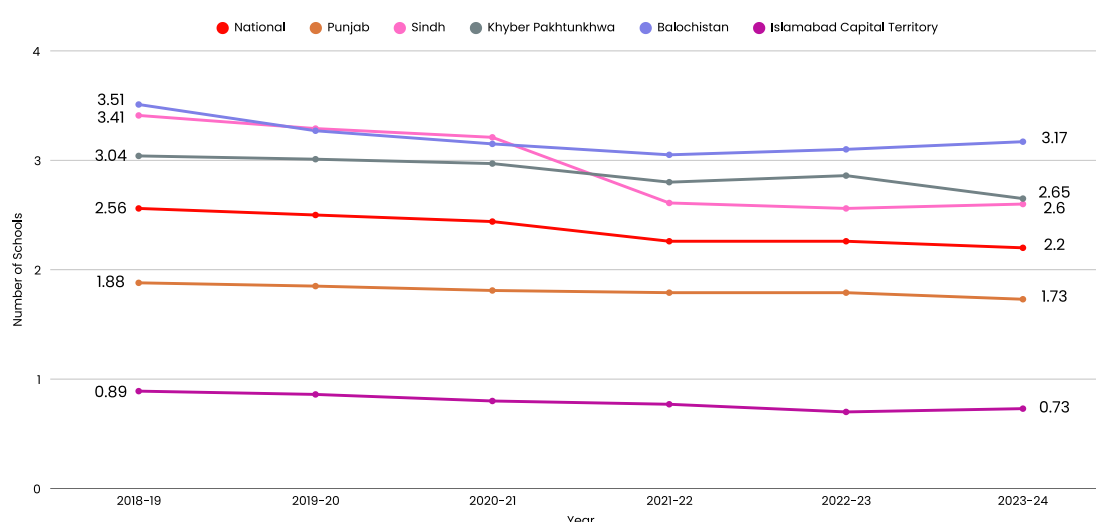
4.2.1 Infrastructure

A well-functioning education system depends on adequate infrastructure that ensures a safe, inclusive, and supportive learning environment. SDG-4.a calls for the provision of safe and inclusive school facilities, including secure buildings, boundary walls, electricity, clean drinking water, and functional toilets. Access to ECE is essential for cognitive and social development, while teaching and learning aids—particularly for children with difficulties—enhance inclusivity in line with SDG-4.5, which aims to eliminate disparities in education. Additionally, the availability of daycare facilities for teachers supports workforce retention, and securing schools from attacks and security threats remains crucial for uninterrupted learning. This section examines these key infrastructure parameters, evaluating their availability, gaps, and disparities across national and subnational levels. The list of Indicators to evaluate the schools' infrastructure is given below:

Table 3: Infrastructure Indicators

S. No	Indicator	Source
1.	Number of schools per 1000 children (aged 5-16) ¹⁴	NEMIS/Population Census 2023
2.	Percentage of schools that achieve schools' facilities completeness (5 basic facilities combined) ¹⁵	NEMIS
3.	Percentage of primary schools having ECE facilities, including teaching kits	NEMIS
4.	Percentage of schools with a daycare facility	NEMIS
5.	Percentage of schools having ramp facility	NEMIS
6.	Percentage of schools having teaching and learning aids in schools to facilitate children with difficulties	NEMIS
7.	Percentage of schools with reported attacks on students, personnel, and institutions	NEMIS

Figure 7: Number of schools per 1000 children aged 5-16



Source: NEMIS 2018-2024

¹⁴ Total schools for this indicator include schools categorised under public schools, other public schools, and education foundation schools.

¹⁵ Electricity, drinking water, toilets, boundary wall, and building condition.

Provision of schools is the first and most fundamental input for effective education delivery. Schools that are well-equipped create environments that are not only safer and more comfortable but also inclusive, supporting a spectrum of learning needs. A key indicator of access to education is the number of public schools per 1,000 children (aged 5–16), reflecting on the public sector’s commitment to educational accessibility amidst rapid population growth. The indicator measures the availability of educational institutions relative to the school-age population, offering insight into school accessibility and the adequacy of infrastructure to meet enrolment needs. A higher value suggests better school availability, while a declining trend may indicate increasing pressure on existing schools or a slowdown in new school establishments.

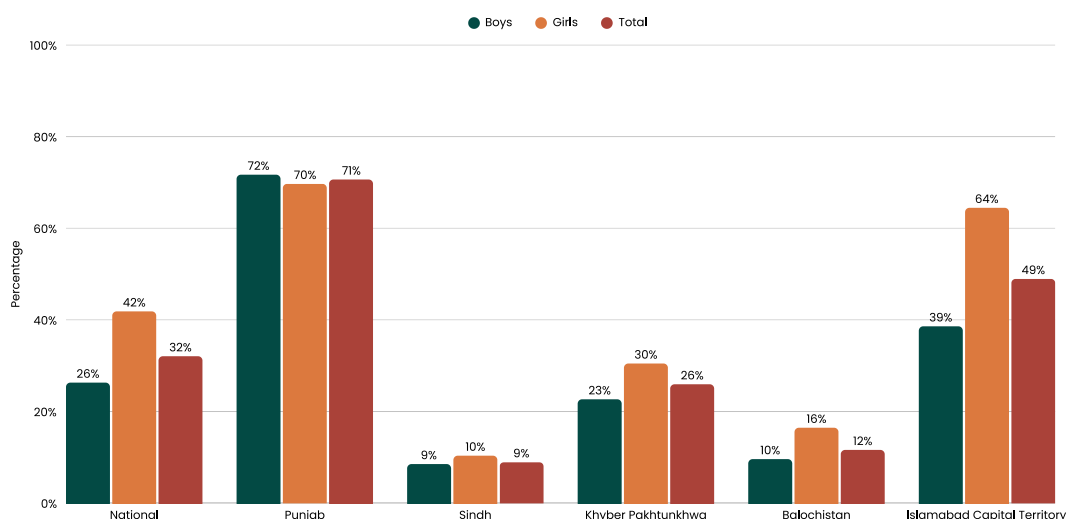
The number of schools per 1000 children, which includes public schools, other public schools, and education foundation schools reflecting government-provided opportunities, declines from 2.56 in 2018–19 to 2.20 in 2023–24. This decrease is likely due to school rationalisation and infrastructure damage caused by floods. However, with a growing population, stagnant or declining school numbers pose a serious challenge, especially in underserved areas. Provincial disparities are evident. Sindh dropped from 3.41 schools in 2018–19 to 2.60 in 2023–24, with a significant dip from 3.21 to 2.61 between 2020–21 and 2021–22 that could possibly be attributed to the impact of floods. Balochistan fell from 3.51 to 3.17, while Islamabad Capital Territory remained the lowest (0.89–0.73). Gender gaps persist, with boys having greater access in Sindh and Balochistan. Compared to regional benchmarks, Pakistan’s school availability remains critically low and behind India and Bangladesh. Without expansion alongside rationalisation, marginalised communities especially girls and minorities risk further exclusion, worsening educational inequities.

**Table 4: Percentage of public schools with all five basic facilities
(electricity, drinking water, toilets, boundary wall, and satisfactory building condition)**

	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
National	71%	56%	55%	45%	41%	47%
Punjab	72%	77%	77%	77%	75%	74%
Sindh	Not Reported	Not Reported	Not Reported	12%	7.6%	7.6%
Khyber Pakhtunkhwa	Not Reported	49%	52%	56%	51%	64%
Balochistan	Not Reported	2.8%	2.8%	16%	2.7%	Not Reported
Azad Jammu & Kashmir	Not Reported	Not Reported	Not Reported	7.3%	8.6%	8.6%
Gilgit Baltistan	Not Reported	Not Reported	Not Reported	6.8%	Not Reported	20%
Islamabad Capital Territory	48%	Not Reported	63%	91%	63%	72%

Source: NEMIS 2018–2024

Figure 8: Percentage of public primary schools with ECE facilities



Source: NEMIS 2023-24 | DSF Indicator

Table 5: Percentage of public schools with daycare facility

	Boys	Girls	Total
National	1.85%	2.80%	2.22%
Punjab	5.46%	5.08%	5.26%
Sindh	0.90%	1.38%	1.01%
Khyber Pakhtunkhwa	0.17%	0.45%	0.28%
Balochistan	0.00%	0.00%	0.00%
Islamabad Capital Territory	3.47%	14.66%	8.91%

Source: NEMIS 2023-24 | DSF Indicator

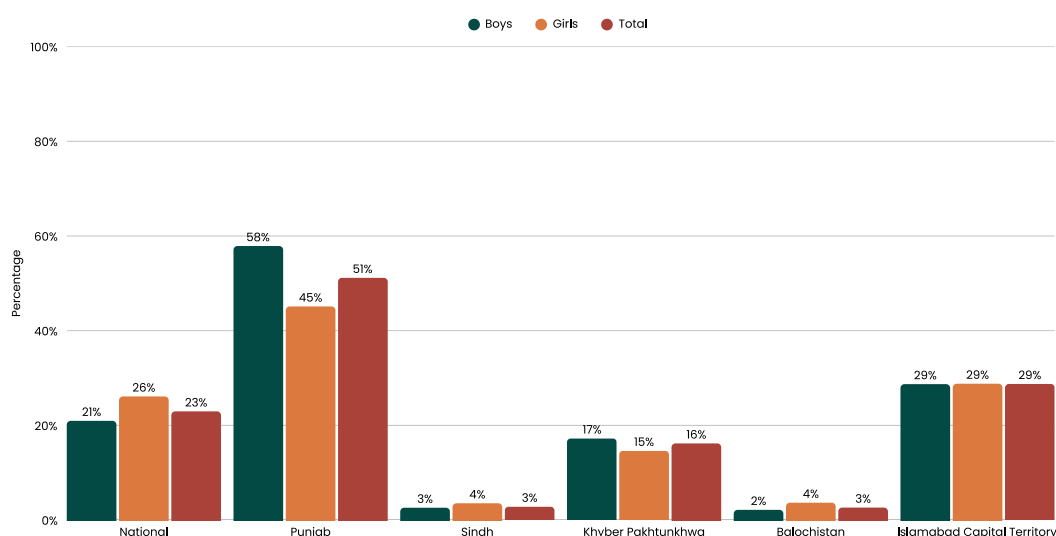
Access to schooling remains a challenge, exacerbated by inadequate infrastructure and limited early learning support. Nationally, the percentage of schools with the availability of all five essential facilities—electricity, clean drinking water, toilets, boundary walls, and satisfactory building condition—declined from 71% in 2018-19 to 41% in 2022-23, with a modest recovery to 47% in 2023-24. Punjab leads at 74%, while Sindh and Balochistan continue to report critically low levels, often below 20% (in Sindh’s case, this may partly reflect the consistent non-reporting of one facility across many schools). Additionally, unreported data from some facilities drastically affects the overall percentages, further complicating trend analysis and skewing the apparent progress.

Beyond basic infrastructure, foundational learning support remains low. Nationally, only 32% of primary schools offer Early Childhood Education (ECE), with Punjab (71%) reporting the highest provision, while Sindh (9%) and Balochistan (12%) struggle. A clear gender disparity exists, as 42% of girls’ primary schools provide ECE compared to 26% of boys’ primary schools, limiting early learning opportunities for boys.

Further compounding these gaps, nationally daycare services are nearly absent, available in only 2% of schools. Islamabad Capital Territory (9%) – primarily in girls’ schools – and Punjab (5%) are amongst the highest providers of daycare facility in schools, while Balochistan reports none, restricting access for working mothers and young children who

require additional support. Pakistan's persistent deficiencies highlight the urgent need for investment to ensure equitable and effective learning environments.

Figure 9: Percentage of public schools with ramp facility



Source: NEMIS 2023–24 | DSF Indicator

Table 6: Percentage of public schools with teaching and learning aids for children with difficulties

	Boys	Girls	Total
National	0.72%	0.90%	0.80%
Punjab	2.21%	1.43%	1.80%
Sindh	0.01%	0.02%	0.01%
Khyber Pakhtunkhwa	0.38%	0.69%	0.50%
Balochistan	0.09%	0.18%	0.12%
Islamabad Capital Territory	8.91%	13.61%	11.20%

Source: NEMIS 2023–24 | DSF Indicator

Table 7: Public schools with reported attacks

	Number			Percentage		
	Boys	Girls	Total	Boys	Girls	Total
National	118	88	206	0.14%	0.16%	0.15%
Punjab	0	0	0	0.00%	0.00%	0.00%
Sindh	62	21	83	0.20%	0.22%	0.20%
Khyber Pakhtunkhwa	47	55	102	0.23%	0.39%	0.29%
Balochistan	9	12	21	0.09%	0.25%	0.14%
Islamabad Capital Territory	0	0	0	0.00%	0.00%	0.00%

Source: NEMIS 2023–24 | DSF Indicator

Inadequate school infrastructure already hampers learning, and the threat of attacks further exacerbates these challenges, particularly in conflict-prone regions. Such attacks not only damage facilities but also instil fear, disrupt attendance, and disproportionately affect girls, reinforcing existing barriers to education. Pakistan has made positive strides in curbing terrorism, and the data complements that with national incidence of percentage of schools reporting terrorist attacks remaining very low (0.15%). Punjab and Islamabad Capital Territory reported no cases.

The number of schools across the country has remained largely unchanged, yet a significant proportion—less than half—still lack access to basic facilities such as clean drinking water, functioning toilets, and boundary walls. These deficits are even more pronounced in schools serving marginalised populations, including children with disabilities, where infrastructure remains grossly inadequate. This stagnation highlights the need for a district-led, needs-based school improvement approach that targets the most underserved areas. Co-financing from provincial governments and development partners can help operationalise such programmes, ensuring that minimum service delivery standards are met across all schools.

4.2.2 Teachers

Teachers play a pivotal role in the child’s learning journey. Student retention—both in terms of attendance and engagement—is directly influenced by the quality of teachers. Their ability to facilitate classroom participation, foster skill development, and sustain academic progress shapes long-term learning outcomes. To assess teacher efficiency and efficacy, the following indicators have been used:¹⁶

Table 8: Teachers’ Indicators

S. No.	Indicator	Definition	Source
1.	Percentage of filled teacher positions in public schools	Proportion of officially approved teaching posts that are currently occupied by employed teachers.	NEMIS
2.	Percentage of single-teacher primary schools	The percentage of single-teacher primary schools indicates the share of primary schools that operate with only one teacher, regardless of the number of enrolled students.	NEMIS
3.	Percentage of teachers who received pedagogical training	The percentage of teachers who received pedagogical training measures how many teachers have undergone formal training in teaching methods and instructional strategies.	NEMIS
4.	Percentage of primary schools with ECE trained teachers	Proportion of primary schools that have at least one teacher trained in Early Childhood Education.	NEMIS
5.	Percentage of teachers who received training to teach children with difficulties	Share of teachers who have received specialised training to support the learning needs of children with difficulties or special educational needs.	NEMIS
6.	Percentage of schools with reported incidents of corporal punishment in a year	Proportion of schools that have recorded at least one instance of corporal punishment during the reporting period.	NEMIS

¹⁶ All indicators are derived exclusively from public schools ASC data because data was unavailable for other school categories.

Table 9: Percentage of filled teacher positions in public schools

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
National	Not Reported	83%	83%	85%	60%	87%
Punjab	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Sindh	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Khyber Pakhtunkhwa	Not Reported	Not Reported	Not Reported	86%	70%	86%
Balochistan	Not Reported	83%	83%	81%	37%	90%
Azad Jammu & Kashmir	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Gilgit Baltistan	Not Reported	Not Reported	Not Reported	Not Reported	103%	Not Reported
Islamabad Capital Territory	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported

Source: NEMIS 2018–2024

Table 10: Percentage of single-teacher public primary schools

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
National	11%	12%	12%	25%	23%	24%
Punjab	0.7%	1.4%	2.1%	2.7%	4.0%	7.0%
Sindh	Not Reported	Not Reported	Not Reported	51%	46%	45%
Khyber Pakhtunkhwa	11%	13%	12%	16%	10%	11%
Balochistan	42%	44%	44%	44%	44%	41%
Azad Jammu & Kashmir	10%	Not Reported	Not Reported	9.2%	6.7%	6.7%
Gilgit Baltistan	28%	Not Reported	Not Reported	27%	33%	37%
Islamabad Capital Territory	Not Reported	Not Reported	1.1%	1.6%	0.5%	1.6%

Source: NEMIS 2018–2024

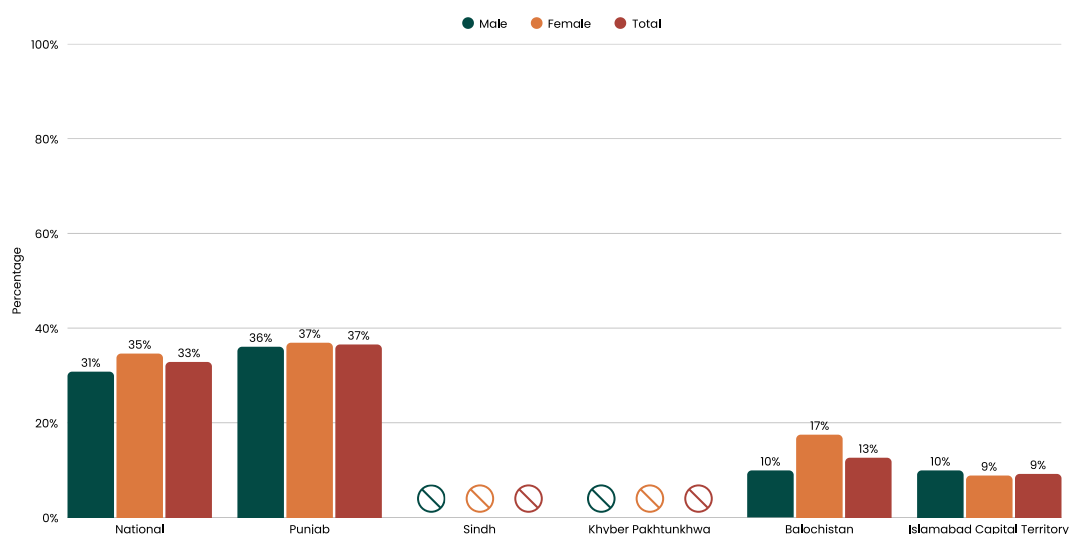
Research indicates that teacher-child interactions are strongly associated with children's learning outcomes.¹⁷ SDG-4 emphasises on the importance of qualified educators in achieving equitable and inclusive education. The ability to fill sanctioned teaching positions is a key indicator of system efficiency that is struggling with chronic issue of teacher shortages, yet unreported data hinder a clear assessment. Nationally, the percentage of filled positions fluctuated, reaching 87% in 2023-24 after dropping to 60% in 2022-23.

A direct consequence of staffing challenges is the persistence of single-teacher primary schools, where one teacher manages multiple grades and subjects. This model limits effective instruction, particularly in foundational learning. While high-performing education systems aim to eliminate such setups, they are widely prevalent in Pakistan. Nationally, their prevalence has remained above 20% in the recent years, with Sindh exceeding 45%. Punjab, despite stronger overall staffing, has seen single-teacher primary schools increase. from 1% to 7%, reflecting staffing concerns.

¹⁷ World Bank Blogs. (2024). From data to action: A validation study of an early childhood education measurement tool. <https://blogs.worldbank.org/en/education/A-validation-study-of-an-early-childhood-education-measurement-tool>

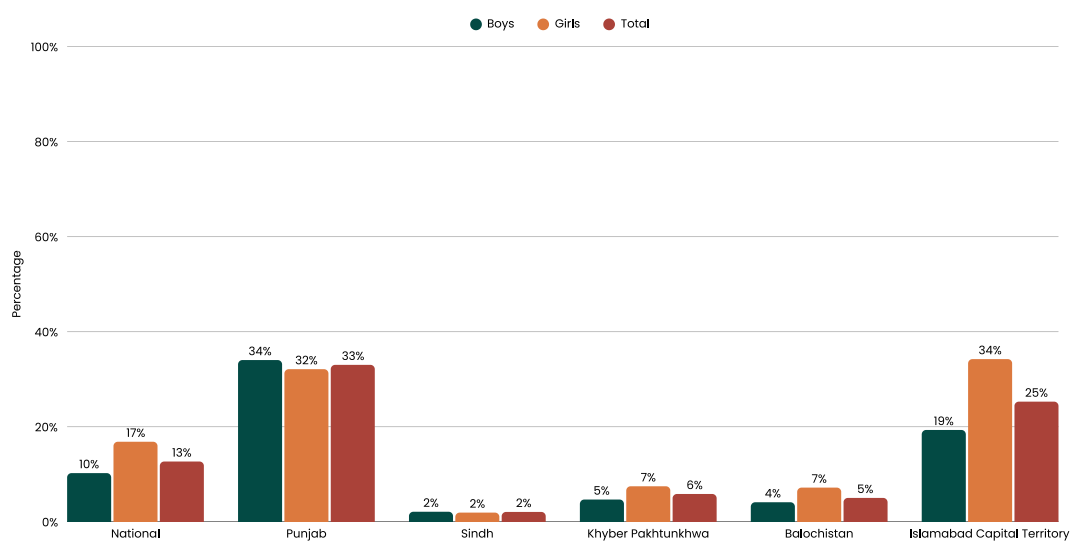
Addressing these gaps is critical for improving learning outcomes. Prioritising accurate reporting, strategic recruitment, and reducing single-teacher primary schools is essential for the provision of quality education to students.

Figure 10: Percentage of public school teachers who have received pedagogical training



Source: NEMIS 2023-24 | DSF Indicator

Figure 11: Percentage of public primary schools with ECE trained teachers



Source: NEMIS 2023-24 | DSF Indicator

Table 11: Percentage of public school teachers who have received training to teach children with difficulties

	Male	Female	Total
National	0.83%	1.08%	0.97%
Punjab	0.83%	1.11%	0.98%
Sindh	Not Reported	Not Reported	Not Reported
Khyber Pakhtunkhwa	Not Reported	Not Reported	Not Reported
Balochistan	0.85%	0.94%	0.88%
Islamabad Capital Territory	0.90%	0.34%	0.51%

Source: NEMIS 2023-24 | DSF Indicator

Teacher availability and training are both critical for educational outcomes, yet Pakistan faces significant gaps in both. Many sanctioned positions remain unfilled, and where teachers are present, training levels vary widely. Nationally, only 33% of teachers received in-service pedagogical training in 2023–24, with Punjab leading at 37%, while Balochistan and Islamabad Capital Territory only provided pedagogical training to 13% and 9% of their teachers, respectively. The absence of data from Sindh, Khyber Pakhtunkhwa, Azad Jammu and Kashmir, and Gilgit Baltistan limits a full understanding of regional disparities, highlighting a critical gap in reporting. Gender differences also emerge, with female teachers having slightly higher training rates (35%) than male teachers (31%) nationally, though Islamabad Capital Territory presents a reversal where female teachers are less trained than their male counterparts. Beyond pedagogical training, Early Childhood Education (ECE) training remains severely lacking. Nationally, only 13% of primary schools have teachers trained in ECE, with Punjab leading at 33%, while Sindh, Khyber Pakhtunkhwa, and Balochistan report alarmingly low figures below 10%. This shortfall undermines foundational learning, particularly for young children who require specialised instructional methods. The situation is even more concerning in teaching children with special needs, where fewer than 1% of teachers nationwide are trained to support them, with Islamabad Capital Territory recording the lowest share at just 0.5%.

Table 12: Public schools with reported cases of corporal punishment

	Number			Percentage		
	Boys	Girls	Total	Boys	Girls	Total
National	101	28	129	0.12%	0.05%	0.09%
Punjab	1	2	3	0.00%	0.01%	0.01%
Sindh	14	3	17	0.04%	0.03%	0.04%
Khyber Pakhtunkhwa	8	6	14	0.04%	0.04%	0.04%
Balochistan	78	17	95	0.75%	0.35%	0.62%
Islamabad Capital Territory	0	0	0	0.00%	0.00%	0.00%

Source: NEMIS 2023–24 | DSF Indicator

Corporal punishment in schools remains a critical issue globally. Nationally 0.09% of schools in Pakistan reported cases of corporal punishment.¹⁸ This suggests progress in promoting safer learning environments for students. Provinces report minimal cases, with Islamabad Capital Territory registering none. While overall figures are encouraging, even minimal occurrences can negatively impact students’ well-being, leading to absenteeism, disengagement, and long-term psychological harm. Sustained efforts are essential to ensure all schools provide a safe, supportive learning environment.

Persistent issues around teacher availability are compounded by inconsistent and incomplete reporting on sanctioned and filled positions. Where data is available, it reveals widespread vacancies and a growing number of single-teacher schools, particularly in rural areas, which places immense strain on both access and quality of education. The capacity for inclusive education is also extremely limited, with only 1% of teachers trained to support children with disabilities. Compounding these challenges is the limited use of technology in classrooms, which restricts both teaching innovation and student engagement. Addressing these concerns requires a multifaceted response: strengthening teacher deployment through a real-time system; rationalising school structures by consolidating under-enrolled institutions where feasible; and scaling up in-service

¹⁸ World Health Organization: WHO. Corporal punishment and health. (2021). <https://www.who.int/news-room/fact-sheets/detail/corporal-punishment-and-health>

training programmes that integrate digital pedagogy and inclusive education practices. Delivering these trainings through hybrid models can help minimise disruptions to classroom instruction.

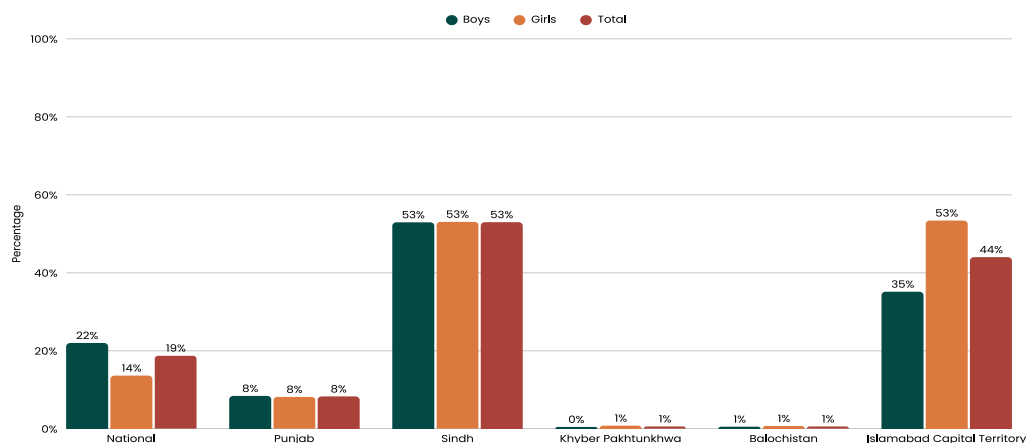
4.2.3 Technology

In today's rapidly evolving digital landscape, access to Information and Communication Technology in education is essential for fostering innovation, improving learning outcomes, and preparing students for the demands of the modern workforce. Digital tools not only enhance classroom instruction but also enable interactive and self-paced learning, bridging gaps in traditional teaching methods. However, the integration of Information and Communication Technology in Pakistan's education system remains uneven, with significant disparities across regions, socioeconomic groups, and genders. Rural schools often lack the necessary infrastructure, including reliable electricity, internet connectivity, and digital devices, limiting students' exposure to technology-driven learning. These challenges are further compounded by affordability constraints and a shortage of trained educators proficient in digital pedagogy. Addressing these gaps requires a comprehensive strategy that prioritises equitable access, investment in infrastructure, and capacity building to ensure that technology becomes an enabler rather than a barrier in education.

Table 13: Technology Indicators

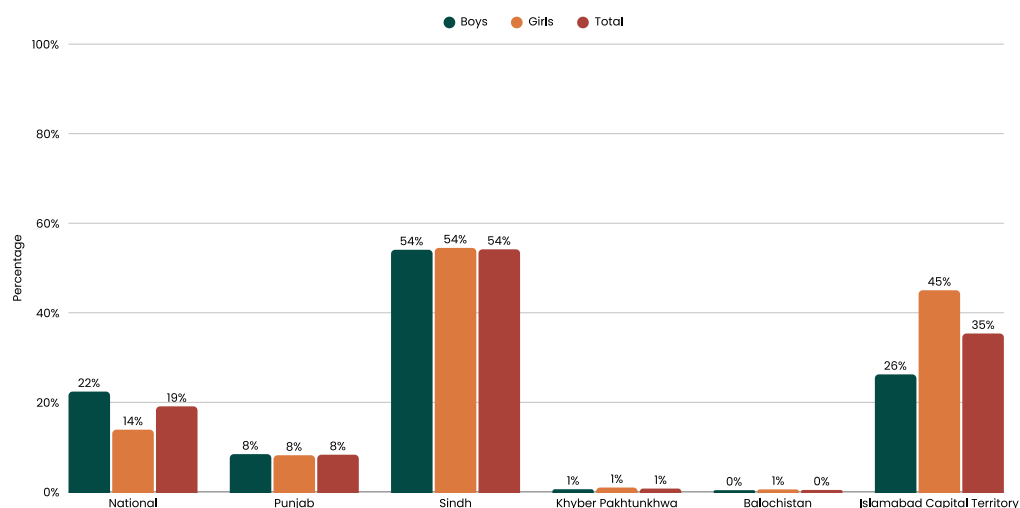
S. No	Indicator	Definition	Source
1.	Percentage of schools with Information and Communication Technology facilities for online teaching	Measures the proportion of schools within a given education system that are equipped with the necessary Information and Communication Technology infrastructure to support online or remote teaching.	NEMIS
2.	Percentage of schools with Information and Communication Technology facilities for students for pedagogical purposes	This indicator measures the proportion of schools equipped with Information and Communication Technology tools specifically for student use in teaching and learning activities.	NEMIS
3.	Percentage of schools with internet for pedagogical purposes	This indicator measures the proportion of schools that provide internet connectivity specifically for student use in teaching and learning activities.	NEMIS

Figure 12: Percentage of public schools with Information and Communication Technology facilities for online teaching



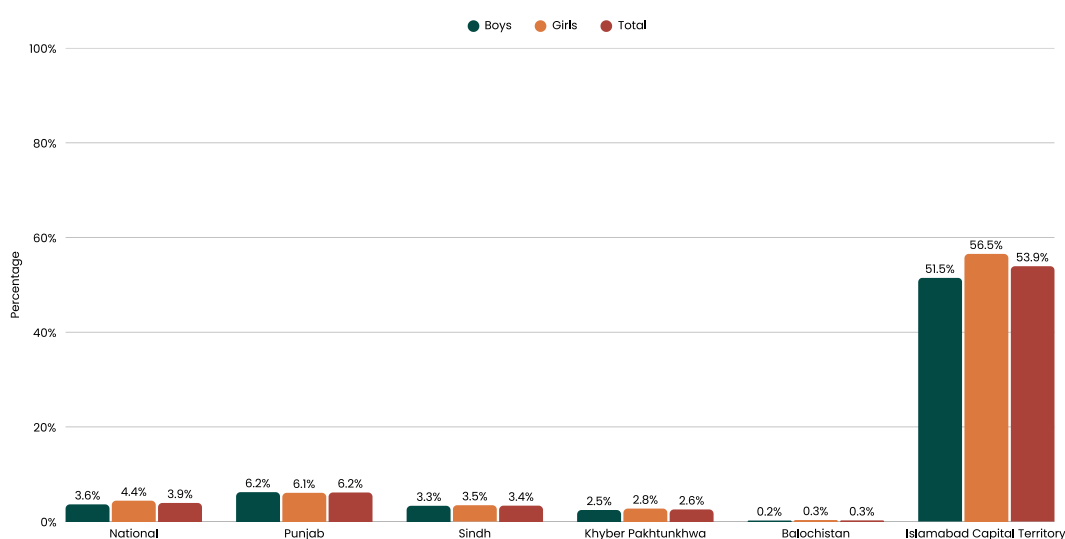
Source: NEMIS 2023-24 | DSF Indicator

Figure 13: Percentage of schools with Information and Communication Technology facilities for students for pedagogical purposes



Source: NEMIS 2023-24 | DSF Indicator

Figure 14: Percentage of public schools with internet for pedagogical purposes



Source: NEMIS 2023–24 | DSF Indicator

The availability of Information and Communication Technology facilities in schools is essential for developing digital literacy and expanding learning opportunities. Teachers face considerable challenges in integrating technology into instruction. While Sindh (54%) and Islamabad Capital Territory (44%) report relatively higher adoption rates for online teaching, Khyber Pakhtunkhwa (1%) and Balochistan (1%) offer extremely limited digital teaching resources. As the COVID-19 pandemic demonstrated, school closures and the shift to online learning made digital integration a priority. However, the lack of adequate technology continues to hinder students' ability to learn during disruptions. Access to technology in schools remains severely limited across Pakistan. Nationally, only 19% of public schools offer Information and Communication Technology facilities for students, with Sindh (54%) and Islamabad Capital Territory (35%) leading in digital adoption for online teaching. In contrast, Punjab (8%), Khyber Pakhtunkhwa (1%), and Balochistan (0.4%) lag significantly behind, highlighting a stark regional digital divide in education.

The issue is further compounded by limited internet connectivity in schools. Nationally, only 4% of public schools provide internet access to students for pedagogical purposes. Even in provinces with better Information and Communication Technology infrastructure, access to internet remains inadequate—Punjab (6%) and Sindh (3%) still struggle to provide reliable internet, while Khyber Pakhtunkhwa (2.6%) and Balochistan (0.3%) lag even further. Islamabad Capital Territory stands out with 54% of public schools offering internet access to students, but across the country, most schools equipped with Information and Communication Technology facilities still face barriers in delivering interactive learning experiences due to poor connectivity.

Gender disparities in access to Information and Communication Technology facilities further expose inequities in digital education. Nationally, 22% of boys' schools have Information and Communication Technology facilities for students, compared to only 14% of girls' schools, reflecting an 8% gap. A similar trend exists for online teaching infrastructure, where 22% of boys' schools are equipped compared to 14% of girls' schools. However, Islamabad Capital Territory stands out as an exception, where 45% of girls' schools have Information and Communication Technology facilities for students,

significantly higher than the 26% reported in boys' schools. These imbalances indicate that while digital education is expanding in some regions, equitable distribution remains a challenge.

Pakistan's weak infrastructure continues to limit access to education, deepening inequalities and leaving millions of children without learning opportunities. Many schools still lack electricity, internet access, and basic digital resources, making it difficult to integrate technology into classrooms. At the same time, the number of out-of-school children (OOSC) is rising, placing additional pressure on an already struggling education system. Educational technology (EdTech) offers a practical solution by expanding learning opportunities beyond traditional classrooms, particularly in remote and underserved areas. Digital platforms, mobile learning apps, and radio- and TV-based lessons can help reach children who face barriers to attending school. However, without investment in reliable infrastructure, teacher training, and internet expansion, the potential of EdTech will remain untapped, and millions will continue to be excluded from education.

4.2.4 Financing

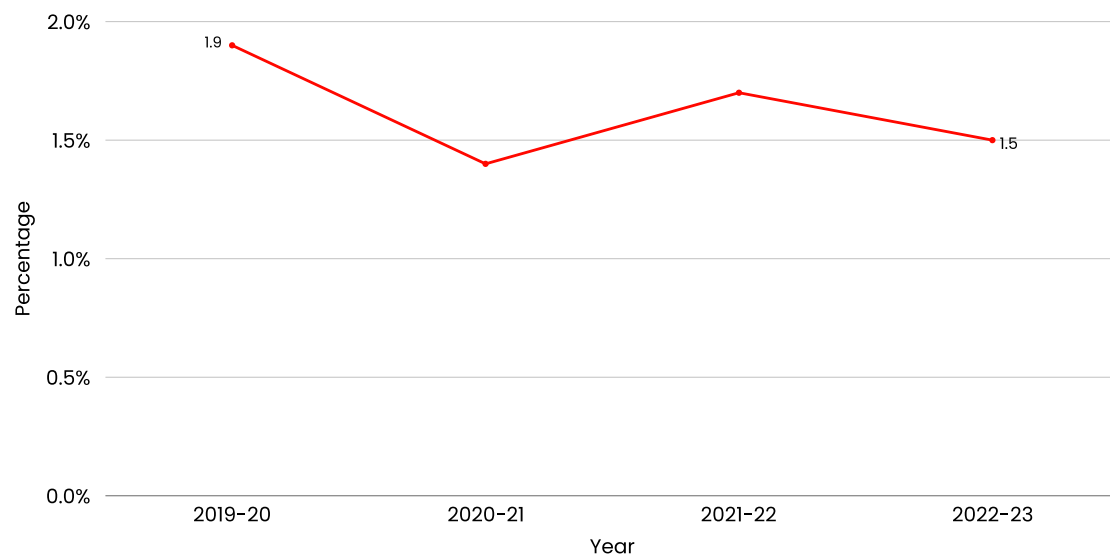
Pakistan's financial allocation to education has been declining relative to key economic indicators; while the total education budget has increased in absolute terms, its share as a percentage of GDP, its proportion of the total government budget, and the allocation for development expenditure within the education sector have all decreased. Budget allocations for infrastructure, teacher salaries, and learning resources remain constrained. Additionally, inefficiencies in fund utilisation impact the effectiveness of spending.

Table 14: Financing Indicators

S. No	Indicator	Definition	Source
1.	Education expenditure as a percentage of GDP	Total spending on education as a proportion of a country's Gross Domestic Product (GDP).	Public Financing in Education Report 2023, PIE
2.	Education budget as proportion of total budget	The percentage of a government's total annual budget that is allocated specifically to the education sector.	Public Financing in Education Report 2023, PIE
3.	Proportion of development budget in total education budget	Share of a country's education budget allocated to development expenditures (capital/investment spending) as opposed to recurrent expenditures (operational costs).	Public Financing in Education Report 2023, PIE

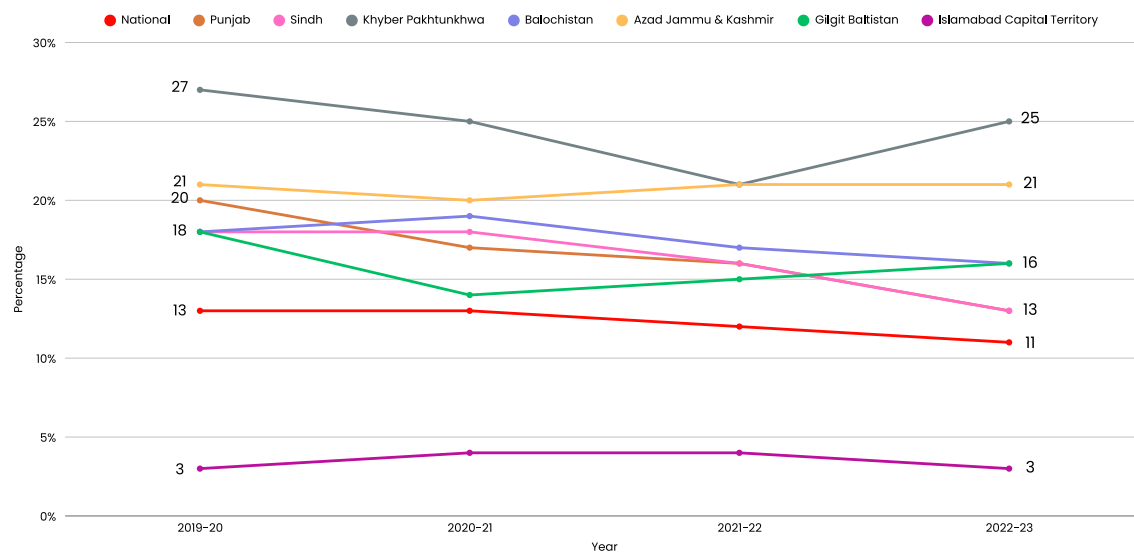
Pakistan's education expenditure as a percentage of GDP has remained critically low, fluctuating over the years but consistently falling short of the UNESCO-recommended 4-6%. After peaking at 1.9% in 2019-20, it declined to 1.4% in 2020-21, saw a slight recovery to 1.7% in 2021-22, but dropped again to 1.5% in 2022-23. This persistent underinvestment comes at a time when student populations are growing, and infrastructure needs are expanding, placing further strain on the education system.

Figure 15: Education expenditure as a percentage of GDP



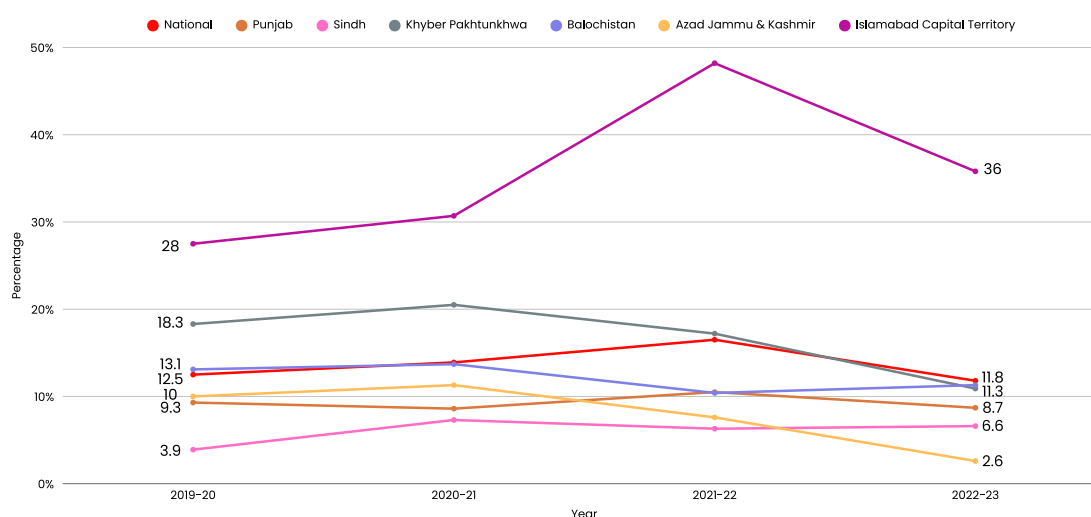
Source: Public Financing in Education report 2022-23, PIE | DSF Indicator

Figure 16: Education budget as proportion of total budget



Source: Public Financing in Education report 2022-23, PIE | DSF Indicator

Figure 17: Proportion of development budget in total education budget



Source: Public Financing in Education report 2022-23, PIE

Table 15: Allocation vs. expenditure of education development budget

	Original Allocation (in billions)	Revised Allocation (in billions)	Expenditure (in billions)	Utilisation Rate (Expenditure/Revised Allocation)
National	195	161	132	82%
Punjab	49	43	42	98%
Sindh	38	19	15	78%
Khyber Pakhtunkhwa	34	34	13	39%
Balochistan	20	10	9	91%
Azad Jammu & Kashmir	2	1	1	100%
Islamabad Capital Territory	53	54	52	96%

Source: Public Financing in Education Report, PIE 2022-23

A similar trend is observed in the education sector's share of the total government budget, which has declined from 13% in 2019-20 to 11% in 2022-23. Provincial allocations also reflect shifting priorities—Punjab and Sindh reduced their proportions by 7% and 5%, respectively, over four years, while Khyber Pakhtunkhwa maintained around 25%. On top of this, overall allocations have gone down, financial utilisation is poor, and a high proportion of non-development spending have limited impact, indicating that allocation alone is not enough to drive meaningful reform. These disparities highlight uneven provincial priorities, where some regions have deprioritised education while others struggle with inefficient spending.

A significant portion of the education budget is allocated to non-development expenses, primarily teacher salaries and administrative costs, leaving minimal funds for infrastructure, learning resources, and school expansion. In 2022-23, non-development spending accounted for almost 90% of the national education budget. In Punjab and Sindh, non-development expenditures exceed 90%, further restricting investment in new schools and improvements. Development allocations have remained critically low, with Punjab's share dropping from 9.3% to 8.7% and Sindh's from 3.9% to 3.6% over four years.

This chronic underinvestment contributes to overcrowded classrooms, outdated facilities, and ongoing barriers to equitable education.

Despite the government's declaration of education as a national emergency, financial commitment to the sector remains inadequate, with public education expenditure stagnant at just 1.5% of GDP. This is further exacerbated by inefficient development budget execution, often a result of delayed planning, cumbersome approval processes, and limited absorption capacity at the local level. These issues are reflected in provincial utilisation rates of the development budget. As shown in Table 15, significant gaps persist between allocations and actual expenditures, especially in Khyber Pakhtunkhwa, where only 39% of the development budget was utilised in 2022–23. Similarly, Sindh spent just 78% of its revised development budget. In contrast, Punjab and Islamabad Capital Territory demonstrated higher utilisation rates of 98% and 96%, respectively. Notably, Azad Jammu & Kashmir fully utilised its revised allocation, achieving a 100% utilisation rate. These variations highlight the urgent need to strengthen planning, approval, and absorption mechanisms—especially in lower-performing regions—to ensure development funds are effectively spent and lead to improved educational outcomes. To address these gaps, provinces must not only increase overall allocations but also introduce performance-based tied grants focused on foundational learning and infrastructure development. Granting greater financial autonomy to districts—paired with technical training in planning, budgeting, and utilisation—can enhance responsiveness and ensure that funds are channelled where they are most needed and can be most effectively spent.

4.2.5 Governance

Strong governance is fundamental to an effective education system, ensuring policy continuity, equitable resource allocation, and institutional accountability. Stable leadership fosters long-term reforms, improving student learning and school management. In contrast, frequent administrative changes disrupt policy implementation, hinder decision-making, and create inefficiencies in teacher deployment and oversight. Without leadership continuity, sustained progress in education remains elusive, impacting not only policymakers but also teachers and students at the classroom level.

Table 16: Average tenure (in months) of Education Secretary in the last 3 years

	Average Months
Punjab	4
Sindh	12
Khyber Pakhtunkhwa	12
Balochistan	9
Islamabad Capital Territory	9

Source: Administrative Data October 2020 – October 2023

One of the key measures of governance effectiveness is the tenure of education secretaries, who play a crucial role in shaping policies and overseeing performance management. According to rules of business, secretaries should serve a three-year term to bring some stability in leadership. However, data from October 2020 to October 2023 highlights significant transfer postings of education secretaries in the provinces. Punjab has experienced the most rapid turnover, with an average tenure of just four months,

severely undermining the implementation of policies and institutional memory. In contrast, Sindh and Khyber Pakhtunkhwa maintain an average of twelve months, while Balochistan and Islamabad Capital Territory stand at nine months—still well below the recommended tenure. This instability prevents officials from fully understanding systemic challenges, driving reforms, and ensuring effective performance management, leading to inconsistent policy direction and a lack of sustained progress.

4.3 Outputs

4.3.1 Out-of-school children (OOSC)

Out-of-School Children (OOSC) remain a critical challenge for Pakistan’s education sector, with millions of children lacking access to formal learning opportunities. Structural barriers such as poverty, gender disparities, inadequate school infrastructure, and sociocultural norms continue to hinder enrolment and retention, disproportionately affecting marginalised communities. The issue is further exacerbated by provincial disparities, with some regions experiencing significantly higher OOSC rates due to conflict, displacement, and governance challenges. Recognising the urgency of the crisis, the Prime Minister of Pakistan declared an education emergency in May 2024, signalling a national commitment to tackling the OOSC challenge through comprehensive policy reforms and targeted interventions. For the current year, the report has also conducted a comparative analysis of OOSC figures from the 2023 Census against the NEMIS data to report discrepancies.

Table 17: Out-of-school children Indicators

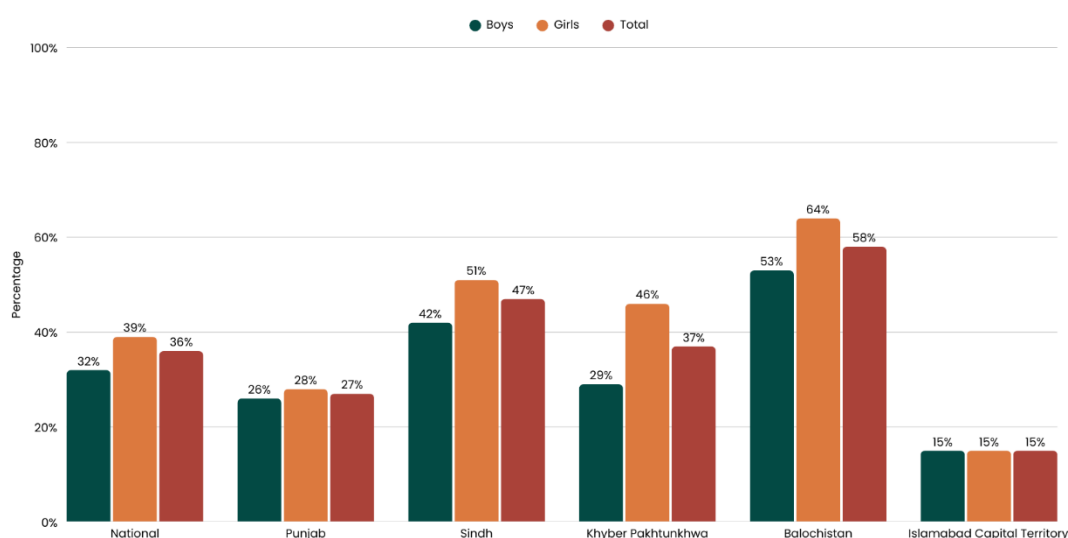
S. No	Indicator	Source
1.	Out-of-school children (OOSC) aged 5-16	NEMIS
2.	Out-of-school rate of children (OOSR) aged 5-16	NEMIS and Population Census 2023

Table 18: Number of out-of-school children aged 5-16 | NEMIS 2023-24

	Boys	Girls	Total
National	12,972,940	12,179,601	25,152,439
Punjab	5,850,741	3,840,795	9,691,536
Sindh	3,439,956	3,953,980	7,393,936
Khyber Pakhtunkhwa	1,887,132	2,614,264	4,501,396
Balochistan	1,747,262	1,729,287	3,476,447
Islamabad Capital Territory	47,849	41,275	89,124

Source: NEMIS 2023-24

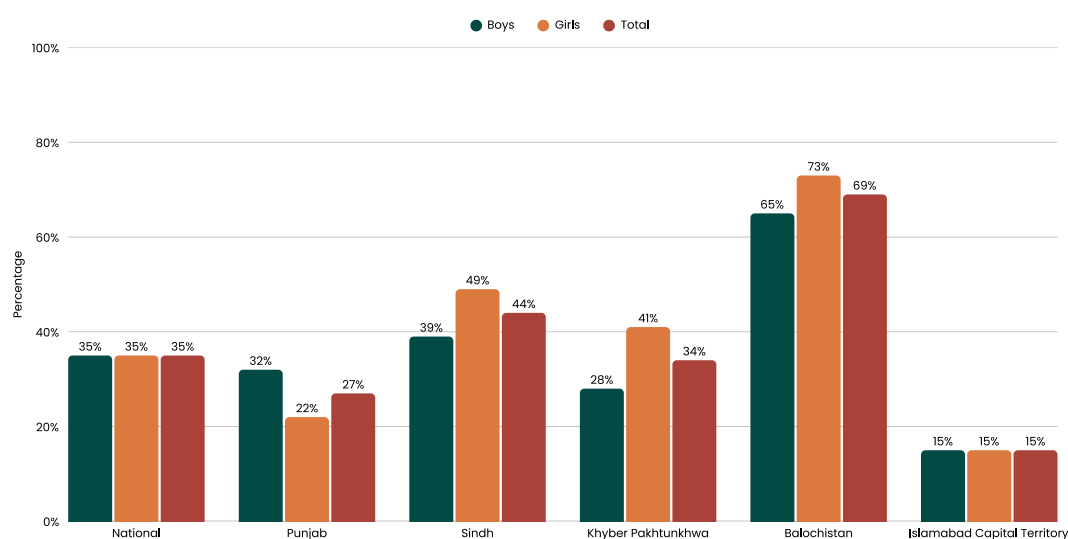
Figure 18: Out-of-school rate (OOSR) of children aged 5-16 | Population Census 2023



Source: Calculated from Population Census 2023

Note: National does not include Azad Jammu & Kashmir and Gilgit Baltistan because their population data is not published by PBS.

Figure 19: Out-of-school rate of children aged 5-16 | NEMIS 2023-24



Source: NEMIS 2023-24

A comparison between NEMIS and the population census 2023 highlights discrepancies in reported figures but also reinforces the gravity of the crisis. Nationally, both sources indicate a significant proportion of children remain out of school, both the population census and NEMIS estimate over 25.1 million OOSC. The national OOSC children reported in PES 2022-23 and PES 2021-22 were 26.09 million and 26.20 million, respectively. The data shows a gradual decrease in OOSC since PES 2020-21.

Provincial disparities in out-of-school rates are glaring, with both datasets showing concerning trends. In Sindh, Census data records 47% of children as out of school, while NEMIS presents a similar yet slightly lower estimate of 44%. Balochistan remains the most affected province, where the Census reports 58% of children out of school, but NEMIS presents an even graver reality at 69%. These figures reflect not only regional inequalities

but also the compounded effects of poverty, lack of infrastructure, and socio-cultural barriers that disproportionately impact school attendance.

A gendered analysis further highlights the scale of exclusion, specifically in Khyber Pakhtunkhwa with NEMIS reporting that 41% of girls aged 5–16 are out of school compared to 28% of boys. This is similar to Census data that shows 29% of boys and 46% of girls in Khyber Pakhtunkhwa. Following Khyber Pakhtunkhwa, Balochistan and Sindh exhibit the most pronounced gender gaps in both NEMIS and Census data. The gender gap in Punjab is inverse with NEMIS stating that 32% of boys aged 5–16 are out of school compared to 22% of girls. This is a stark difference from Census data that shows 26% of boys and 28% of girls in Punjab. This highlights discrepancies in data that are cognisant of a larger issue in data reporting and standardisation of methodology.

The discrepancies between NEMIS and Census figures highlight the need for more harmonised data collection mechanisms to ensure accurate tracking enrolment data. However, beyond the numbers, the rising OOSC estimates reflect deep-rooted structural issues—ranging from inadequate school infrastructure and resource constraints to socio-economic barriers and policy inefficiencies. The increasing number of out-of-school children suggests that previous interventions have fallen short, and without urgent, targeted reforms, Pakistan’s commitment to SDG-4—ensuring inclusive and equitable quality education—will remain unfulfilled.

4.3.1.1 Sensitivity Analysis

To further enhance the rigour of out-of-school rate (OOSR) estimations, a sensitivity analysis was conducted, leveraging population data from both the 2017 and 2023 censuses. Using this data, population figures were re-estimated through interpolation and subsequently compared with projections from the NIPS projections for 2021–22 and 2022–23. This exercise allowed for a recalculation of the OOSR to examine how variations in population estimates influence it.

Figure 20: Total OOSR calculated using NIPS and Population Census projections

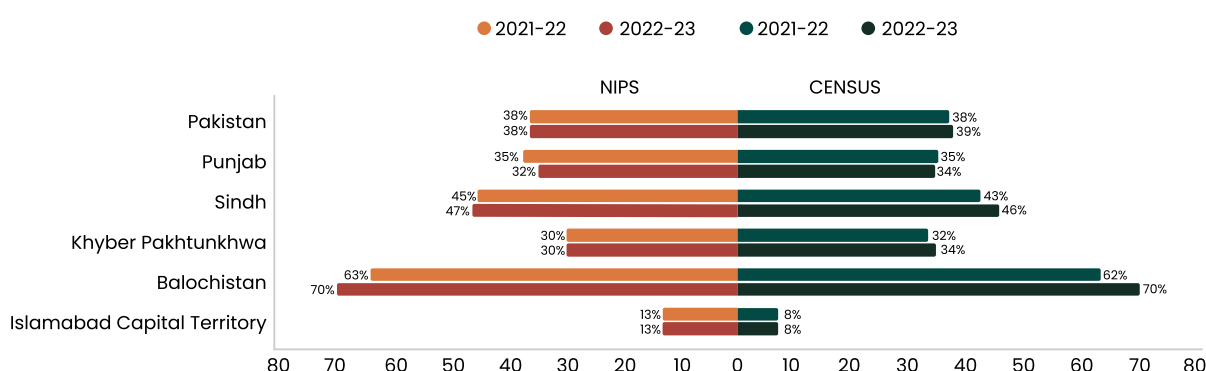


Figure 21: OOSR calculated using NIPS and Population Census projections for boys

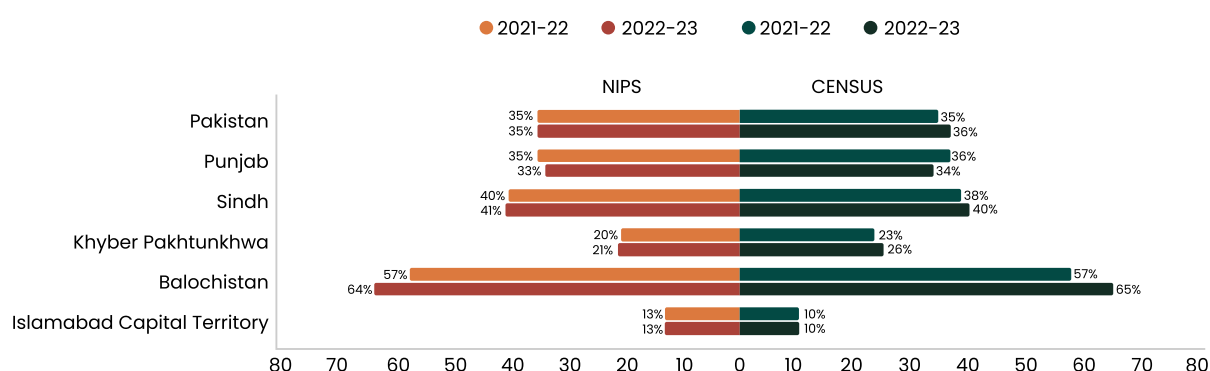
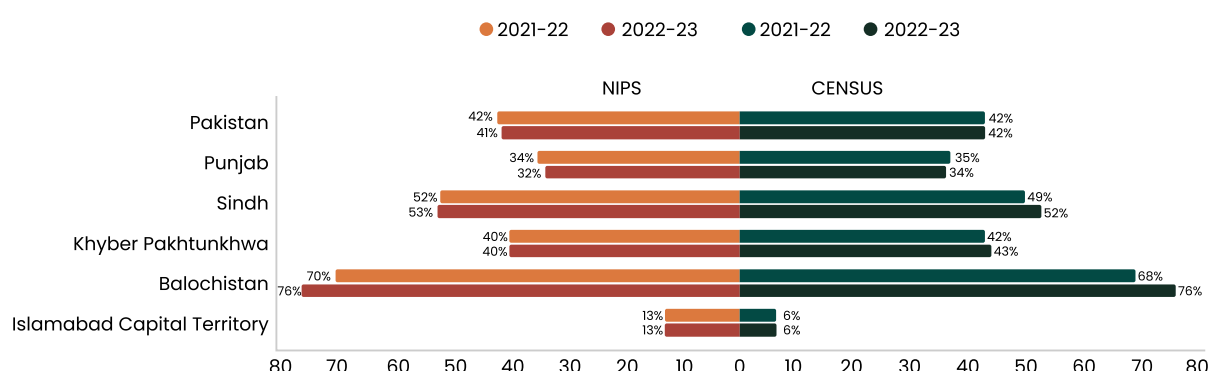


Figure 22: OOSR calculated using NIPS and Population Census projections for girls



Given the reliance on population projections by NIPS for previous OOSR estimates, the population census provides an opportunity to reassess these figures with more precise demographic data. The report has compared the 2023 Census OOSR figures with those derived from NEMIS data, highlighting variations in enrolment figures. To further enhance the robustness of OOSR estimates, a sensitivity analysis was conducted, using census-based interpolated population estimates and comparing them with previous projections from the NIPS for the years 2021-22 and 2022-23. The recalculated OOSR, using NEMIS enrolment in both cases, reveal differences at the national and provincial levels, affecting both the total OOSR population and the disaggregation by gender.

National-Level Trends

A comparison of OOSR estimates derived from NIPS projections and census-based population figures for 2021-22 and 2022-23 reveals notable variations in national-level trends. The NIPS projections suggest that Pakistan's OOSR remained stable at 38% between 2021-22 to 2022-23. In contrast, census-based estimates indicate a higher and more dynamic trend, with the OOSR at 38% in 2021-22, rising to 39% in 2022-23. The differences, though relatively moderate at the national level, showcase how different population estimation methods can influence the measurement of OOSR. While NIPS projections suggest a marginal improvement in enrolment, census-based figures indicate a slight deterioration, pointing to potential enrolment stagnation or dropout rates that need closer examination.

Provincial Variations in OOSR Estimates

At the provincial level, discrepancies between NIPS projections and census-based figures become more pronounced, particularly in certain regions:

Punjab: The NIPS-based OOSR declined from 35% in 2021-22 to 32% in 2022-23, suggesting a positive enrolment trend. However, census-based estimates show a relatively higher and more gradual decline from 35% to 34% over the same period. This suggests that while both methods indicate an improvement, census-based projections reflect a slower reduction in the number of OOSC compared to NIPS figures.

Sindh: Significant differences emerge in Sindh, where an increase in OOSR from 45% in 2021-22 to 47% in 2022-23 is seen using NIPS projections. Census-based estimates place the OOSR lower at 43% in 2021-22 but rising to 46% in 2022-23. The divergence suggests that while both sources point to worsening enrolment trends, NIPS projections depict a more severe situation compared to census-based figures.

Khyber Pakhtunkhwa: The differences in Khyber Pakhtunkhwa show a relatively stable trend in NIPS projections, with the OOSR staying constant at 30% between 2021-22 to 2022-23. However, census-based estimates present a higher starting point of 32% in 2021-22 and a sharper increase to 34% in 2022-23. This suggests that the OOSC challenge is underestimated when using NIPS projections, particularly in the face of evolving demographic factors.

Balochistan: As the province with the highest OOSR, Balochistan displays some of the starkest differences between the two estimation methods. NIPS projections indicate a significant rise from 63% in 2021-22 to 70% in 2022-23. Census-based figures similarly show an increase but at a slightly higher level, from 62% to 70%. The minimal difference in trends between both sources confirms the severity of the issue in Balochistan.

These provincial variations highlight how differences in population estimates impact OOSR calculations. In some cases, such as Punjab and Khyber Pakhtunkhwa, earlier estimates over-projected OOSR, while in others, such as Sindh, the educational crisis appears to be more severe than previously estimated.

Gender-Based Sensitivity Analysis

The sensitivity analysis also reveals differences in OOSR between boys and girls:

Boys: The NIPS-based projections show a relatively stable OOSR of 35% for boys at the national level between 2021-22 to 2022-23. Census-based figures, however, estimate a slightly lower but still increasing OOSR, rising from 35% to 36% during the same period. At the provincial level, the most notable divergence appears in Khyber Pakhtunkhwa, where NIPS projections place the OOSR at 20% in 2021-22 and 21% in 2022-23, while census-based estimates suggest a much lower rate of 23% in 2021-22, rising to 26% in 2022-23. This suggests that previous projections may have overestimated the number of out-of-school boys in Khyber Pakhtunkhwa.

Girls: The differences between estimation methods are more striking for girls, where census-based projections consistently report higher OOSR compared to NIPS estimates. Nationally, NIPS projections suggest an OOSR of 42% in 2021-22, slightly declining to 41% in 2022-23. In contrast, census-based figures show a relatively stable rate of 42% over the same period. Sindh exhibit the greatest disparities: in Sindh, census-based estimates place the OOSR for girls at 49% in 2021-22 and 52% in 2022-23, whereas NIPS estimates

show a higher rate of 52% and 53%, respectively. These findings indicate that previous projections may have significantly underestimated the scale of female exclusion from education, particularly in the provinces where gender disparities are already deeply entrenched.

Implications of Sensitivity Analysis

This sensitivity analysis showcases the importance of using the most up-to-date and reliable demographic data when estimating OOSR figures. Population projections can introduce significant deviations, as seen in the case of Sindh and Balochistan, where prior estimates either underestimated or overestimated the extent of the problem. The recalculated OOSR offer a more refined understanding of the education crisis, ensuring that policy interventions are based on accurate data.

Moreover, these findings reaffirm the need for continuous improvements in population estimation methods, particularly for regions where demographic trends may deviate from national averages. As the government has declared an education emergency, having precise OOSR figures is crucial for targeting interventions effectively, allocating resources efficiently, and monitoring progress in reducing educational exclusion.

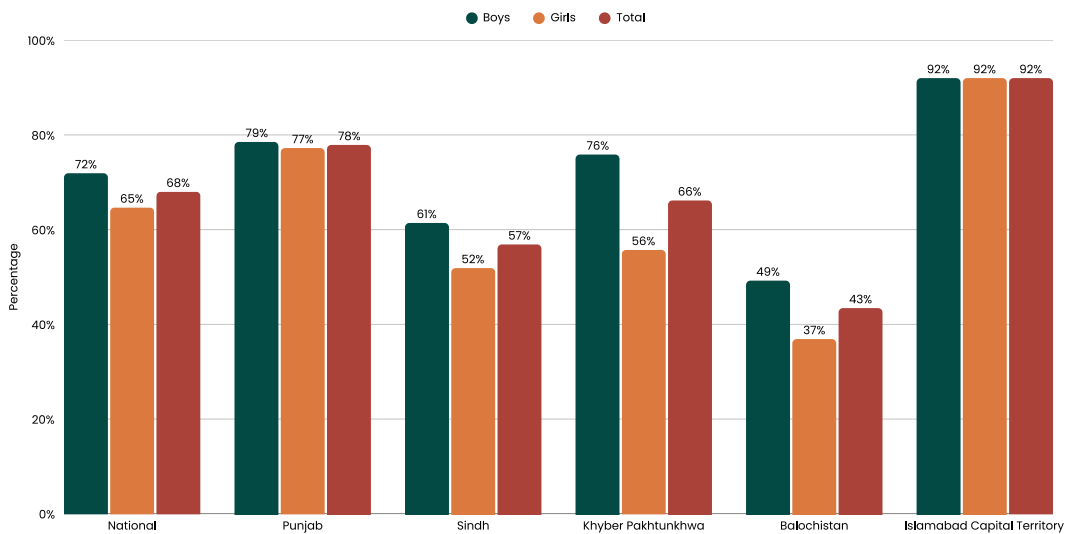
4.3.2 Enrolment

Tracking enrolment helps assess how many children are in school and how they move through different education levels. Gross and net enrolment rates indicate overall school participation, while gross intake ratios (GIR) show how many students enter and complete key stages, such as primary and lower secondary. The following section presents enrolment data, drawing from both NEMIS and the Population Census 2023, to provide a comprehensive understanding of national and provincial education trends.

Table 19: Enrolment Indicators

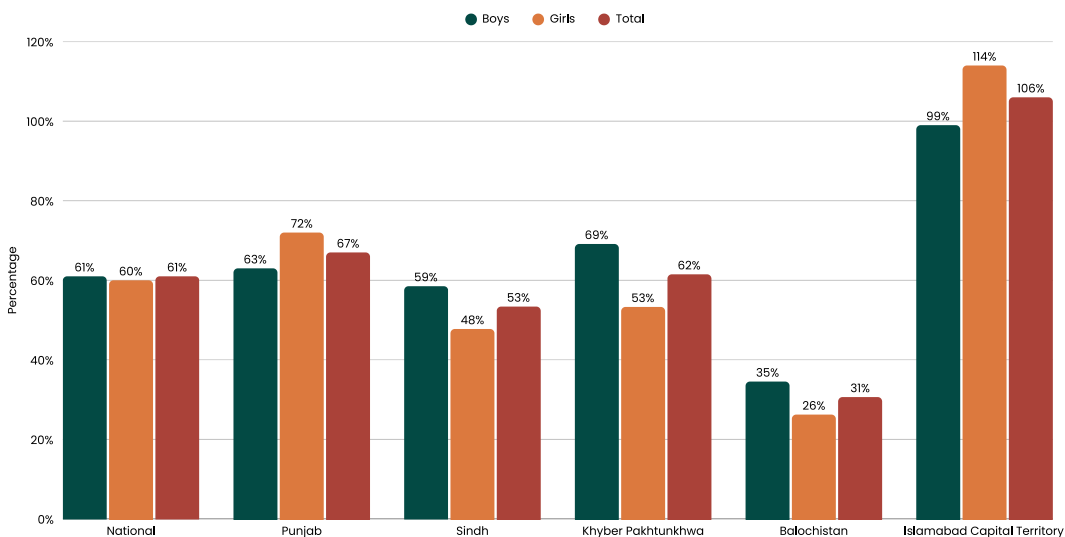
S. No	Indicator	Source	Definition
1.	Gross Enrolment Rate (GER)	NEMIS and Population Census 2023	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.
2.	Total Net Enrolment Rate (NERT)	NEMIS and Population Census 2023	Total number of students of the official age group (5-16 for Pakistan) for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.
3.	Gross intake ratio (GIR) to the first and last grade of primary, and last grade of lower secondary	NEMIS	The total number of new entrants, regardless of age, into the first and last grade of primary education and the last grade of lower secondary general education, expressed as a percentage of the population at the official entrance age for each respective grade.

Figure 23: Gross Enrolment Rate: Primary to Higher Secondary | Population Census 2023



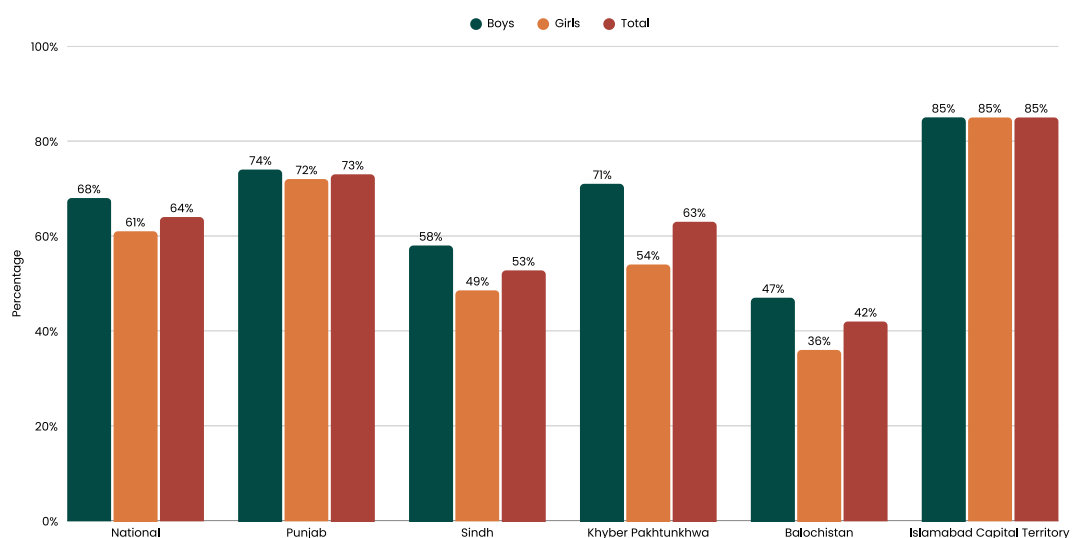
Source: Calculated from Population Census 2023

Figure 24: Gross Enrolment Rate: Primary to Higher Secondary | NEMIS 2023-24



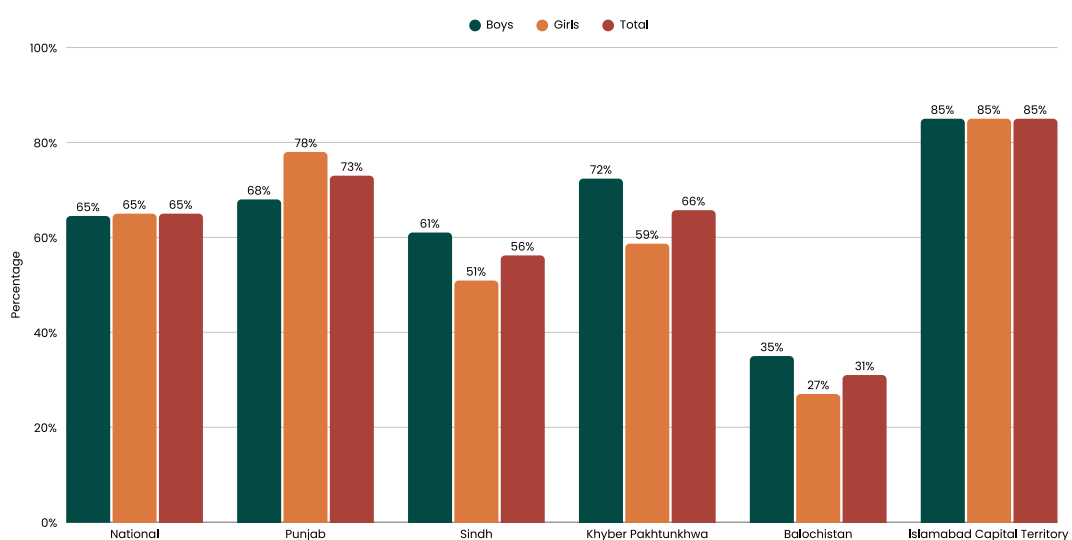
Source: NEMIS 2023-24 | DSF Indicator

Figure 25: Total Net Enrolment Rate: Primary to Higher Secondary | Population Census



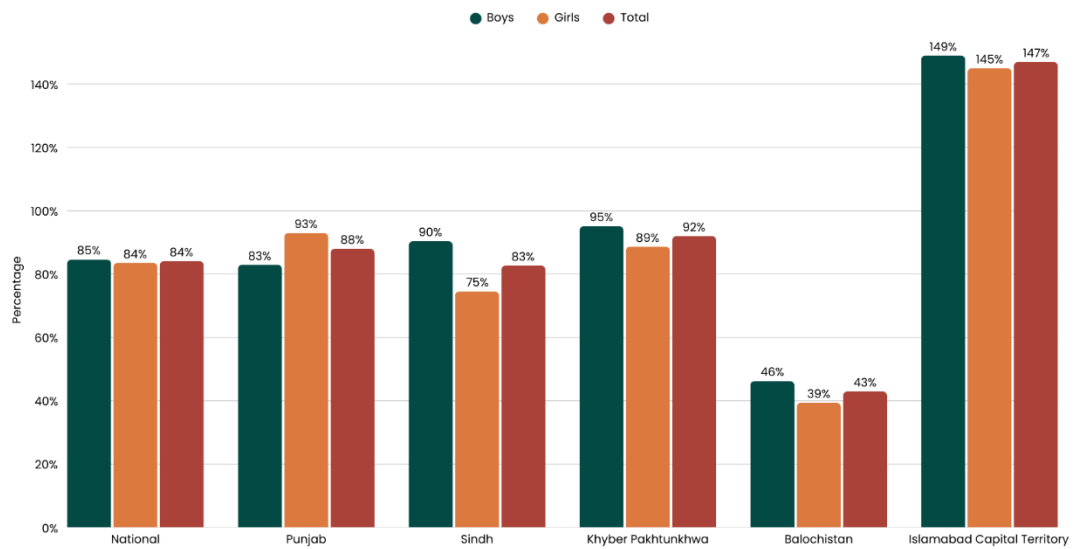
Source: Calculated from Population Census 2023

Figure 26: Total Net Enrolment Rate: Primary to Higher Secondary | NEMIS 2023-24



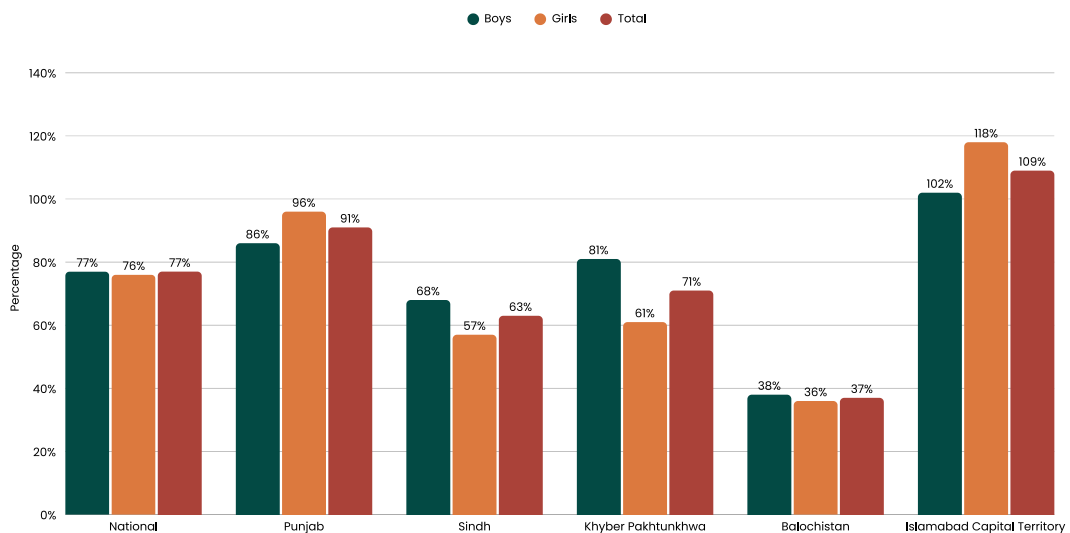
Source: NEMIS 2023-24 | DSF Indicator

Figure 27: Gross Intake Ratio (GIR) to the first grade of primary



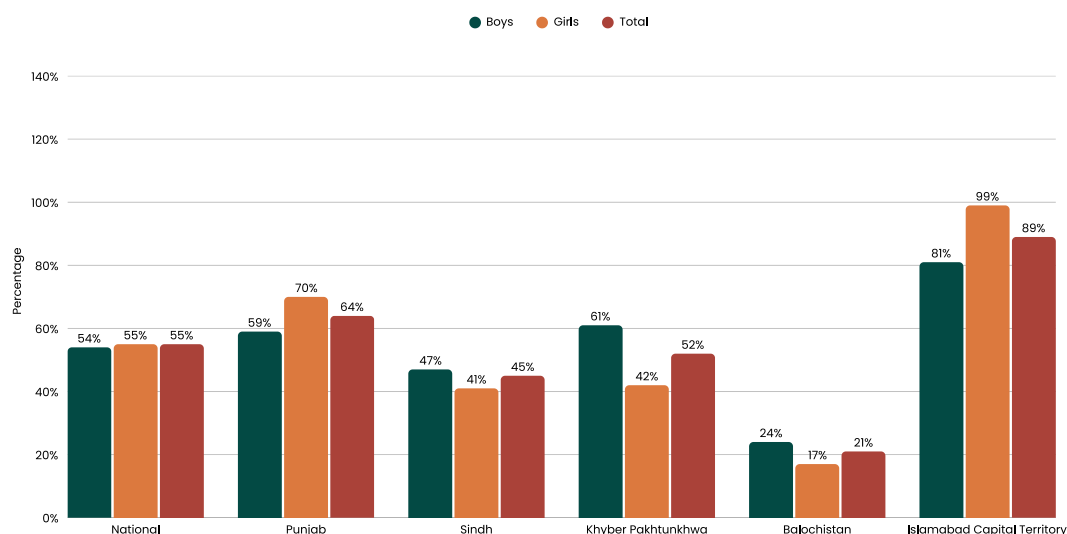
Source: NEMIS 2023-24 | DSF Indicator

Figure 28: Gross Intake Ratio (GIR) to the last grade of primary



Source: NEMIS 2023-24 | DSF Indicator

Figure 29: Gross Intake Ratio (GIR) to the last grade of lower secondary



Source: NEMIS 2023-24

At the national level, gross and net enrolment rates reflect the ongoing challenge of ensuring that children not only enter school but also progress through different education levels. While primary-level enrolment remains relatively higher, retention drops considerably in later grades, particularly in provinces where infrastructure gaps are more pronounced. Balochistan records the lowest enrolment and retention rates, with significant disparities between boys and girls. In contrast, Punjab and Islamabad Capital Territory maintains relatively higher enrolment figures, with Islamabad Capital Territory's exceptionally high rates potentially reflecting the inclusion of over-age students or other demographic factors.

A comparison with the Population Census 2023 reveals notable differences in reported figures. In most cases, Census data presents higher enrolment estimates than NEMIS, likely due to its broader scope and coverage. For instance, in Balochistan, the Census reports a GER of 43%, whereas NEMIS records it at 31%. These discrepancies may be attributed to differences in data collection methods, with census figures based on household surveys, while NEMIS relies on administrative records from schools.

The decline in gross intake ratios (GIR) across education levels aligns with the concerning trends observed in the gross enrolment ratio (GER), reinforcing the systemic challenges of retention and progression within Pakistan's education system. While GER highlights the proportion of children enrolled relative to the eligible age group, GIR sheds light on the intake dynamics, revealing that despite initial enrolment, a significant number of students fail to advance through the system.

At the national level, while 84% of children enter the first grade of primary school, only 77% reach the final grade, and by lower secondary, the figure drops sharply to 55%. This trend is exacerbated in Balochistan, where an already low 43% GIR in the first-grade plummets to just 37% by the last grade of primary and further dwindles to a stark 21% in the last grade of lower secondary, depicting severe access and retention challenges. Sindh also exhibits concerning patterns, with GIR declining from 83% in the first grade to 63% in the last grade of primary and further down to 45% in lower secondary, indicating significant attrition.

Gender disparities are also evident, particularly in Khyber Pakhtunkhwa, where boys (61%) are more likely to reach the last grade of lower secondary than girls (42%), highlighting the persistence of barriers for female students. Similarly, in Sindh, the gap is stark, with boys at 47% and girls at 41%, reinforcing concerns about gendered access to education. Punjab performs comparatively better, with a GIR of 64% in lower secondary, yet the gender gap remains, as 70% of girls make it to the last grade compared to 59% of boys.

4.3.3 Pupil to Teacher Ratios

Teacher availability plays a crucial role in determining the quality of education, making pupil-teacher ratios (PTR) and pupil-trained teacher ratios (PTTR) essential indicators. PTR reflects the overall distribution of teachers relative to student populations, while PTTR specifically assesses the availability of trained educators. These metrics highlight disparities across regions and provide insights into potential pressure points in the education system. The following section presents national and provincial data on PTR and PTTR, offering a clearer picture of teacher allocation and training levels. Both these indicators cover data from the primary to the higher secondary level for all sectors.

Table 20: Pupil to Teacher Ratio Indicators

S. No	Indicator	Definition	Source
1.	Pupil-teacher ratio (primary to higher secondary schools)	Average number of pupils per teacher in schools from primary to higher secondary.	NEMIS
2.	Pupil-trained teacher ratio ¹⁹ (primary to higher secondary schools)	Average number of pupils per trained teacher in schools from primary to higher secondary.	NEMIS

Table 21: Pupil-Teacher Ratio and Pupil-Trained Teacher Ratio in public schools

	Pupil-Teacher Ratio	Pupil-Trained Teacher Ratio
National	32	36
Punjab	36	36
Sindh	31	45
Khyber Pakhtunkhwa	31	35
Balochistan	20	25
Azad Jammu & Kashmir	18	18
Gilgit Baltistan	25	35
Islamabad Capital Territory	30	33

Source: NEMIS 2023-24 | DSF Indicators

The pupil-teacher ratio (PTR) for public schools at the national level stands at 32 students per teacher, which remains within a manageable range. Across provinces, Punjab (36), Sindh (31), Khyber Pakhtunkhwa (31), and Islamabad Capital Territory (30) all maintain PTRs below 40, indicating a generally acceptable distribution of teachers relative to student populations when aggregated at the provincial level. Balochistan (20) and AJK (18) report even lower ratios, which may reflect either better teacher availability or lower student enrolment.

The pupil-trained teacher ratio (PTTR) for public schools follows a similar pattern, standing at 36 nationally, suggesting that trained teachers are handling reasonable class sizes.

¹⁹ A trained teacher is recognised as one who holds a qualification—such as a Primary Teaching Certificate (P.T.C.), Certificate of Teaching (C.T.), Bachelor of Education (B.Ed./Bs.Ed.), or Master of Education (M.Ed.)—or has received in-service training. For a detailed breakdown of qualified teachers, refer to Table 4.7 in the annexures.

However, Sindh reports the highest PTTR at 45, which exceeds the threshold of 40 and may indicate a strain on trained educators. In contrast, Balochistan (25), AJK (18), and Gilgit Baltistan (35) report lower PTTRs, aligning with their overall PTR figures, suggesting that most teachers are trained in these regions. While most regions maintain an adequate teacher-student balance, Sindh’s high PTTR suggests a potential shortfall in trained educators, which could affect classroom learning quality.

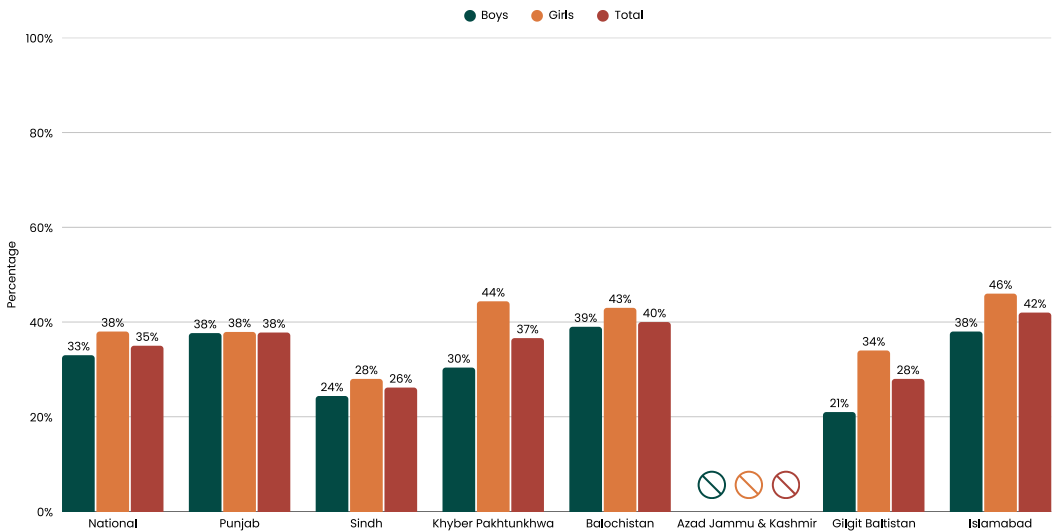
4.3.4 Overage Children in Schools

A high proportion of overage students can indicate systemic inefficiencies in progression and retention. Understanding these patterns helps assess where interventions may be needed to ensure children advance through the education system at an appropriate pace. The following section presents national and provincial data on overage children in primary and middle schools, highlighting key trends across regions.

Table 22: Overage Children in School Indicators

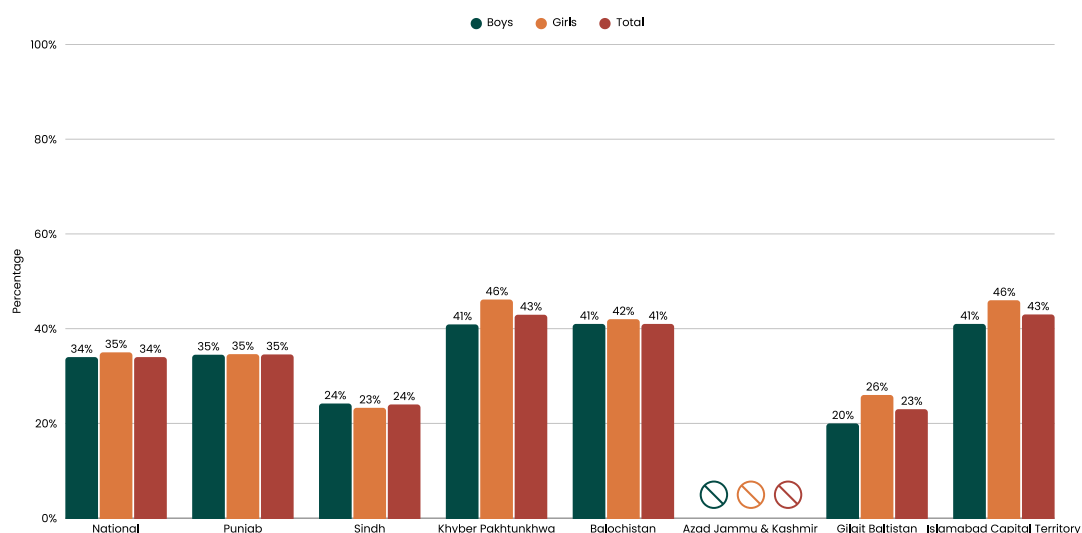
S. No	Indicator	Definition	Source
1.	Percentage of overage children in primary and lower secondary	The proportion of children enrolled in primary and lower secondary education who are at least 2 years older than the official age range for their respective grade levels.	NEMIS

Figure 30: Percentage of overage children at the primary stage in public schools



Source: NEMIS 2023-24 | DSF Indicator

Figure 31: Percentage of overage children at the middle stage in public schools



Source: NEMIS 2023-24 | DSF Indicator

The percentage of overage children in public schools provides insights into delays in school progression, often due to late entry, repetition, or gaps in education.

At the primary stage, 35% of students nationally are at least two years older than the expected age for their grade. Balochistan (40%) and Islamabad Capital Territory (42%) have the highest proportion of overage children, with girls registering a greater share than boys. Punjab (38%) and Khyber Pakhtunkhwa (37%) also report a high percentage, while Gilgit Baltistan (28%) and Sindh (26%) have the lowest rates, suggesting more structured age-appropriate enrolment and progression.

At the middle school stage, the proportion of overage students decreases slightly to 34% nationally, with similar provincial variations. Khyber Pakhtunkhwa (43%), Balochistan (41%), and Islamabad Capital Territory (43%) show the highest figures, indicating that age disparities persist as students move through the education system. Sindh and Gilgit Baltistan again have the lowest percentages at 24% and 23%, respectively, reflecting a more consistent schooling trajectory.

4.3.5 Equity

Equitable access to education requires assessing enrolment patterns among marginalised groups, including children with difficulties and refugee children. This section presents data on their participation in public education, highlighting variations across provinces and disability types. The analysis draws from NEMIS to provide a detailed overview of enrolment trends and the availability of specialised support.

Table 23: Equity Indicators

S. No	Indicator	Source
1.	Percentage of children with difficulty enrolled in public schools (disaggregated by hearing, remembering or concentrating ²⁰ , seeing, and walking or climbing) Categories of difficulty: Some difficulty, a lot of difficulty, cannot do at all	NEMIS
2.	Percentage of refugee children enrolled in public schools	NEMIS

²⁰ Children classified under 'remembering or concentrating disability' include those who experience significant difficulties in memory retention or maintaining focus. This categorisation also encompasses slow learners—children who exhibit a reduced pace of learning compared to their peers but do not have a diagnosed intellectual disability.

**Table 24: Percentage of children with difficulty enrolled in public schools
(some difficulty, a lot of difficulty, cannot do at all)**

	Hearing	Remembering or concentrating	Seeing	Walking or climbing
National	0.10%	1.19%	0.16%	0.08%
Punjab	0.19%	2.36%	0.29%	0.15%
Sindh	0.02%	0.16%	0.15%	0.02%
Khyber Pakhtunkhwa	0.02%	0.03%	0.02%	0.03%
Balochistan	0.14%	0.38%	0.31%	0.13%
Islamabad Capital Territory	0.09%	1.99%	2.05%	0.12%

Source: NEMIS 2023–24 | DSF Indicator

Table 25: Percentage of refugee children enrolled in public schools

	Boys	Girls	Total
National	0.44%	0.30%	0.38%
Punjab	0.05%	0.04%	0.05%
Sindh	0.00%	0.00%	0.02%
Khyber Pakhtunkhwa	1.40%	1.02%	1.23%
Balochistan	1.26%	1.15%	1.21%
Islamabad Capital Territory	0.44%	0.18%	0.28%

Source: NEMIS 2023–24 | DSF Indicator

Ensuring inclusive education remains a challenge in Pakistan, where systemic barriers continue to exclude marginalised children including children with difficulties and refugees from equal learning opportunities. Enrolment data highlights persistent disparities across provinces, reflecting an education system that fails to accommodate its most vulnerable students.

Children with difficulties face particularly severe exclusion, with enrolment rates varying across disability types. Nationally, 1.2% of enrolled children face challenges with remembering or concentrating. Punjab reports the highest enrolment for these children at 2.36%, while Khyber Pakhtunkhwa has the lowest at just 0.05%. However, the overall inclusion of children with difficulties remains inadequate due to gaps in identification, lack of specialised resources, and minimal investment in accessible learning support.

A critical factor contributing to this exclusion is the limited availability of trained teachers for special education. Nationally, less than 1% (0.96%) of teachers have received specialised training to teach children with difficulties. The lack of trained educators severely limits the ability of schools to provide inclusive learning environments, leaving children with difficulties without the necessary support.

The enrolment of refugee children in public schools also remains extremely low, with a national average of just 0.4%. Khyber Pakhtunkhwa has the highest refugee enrolment at 1.2%, while Sindh has the lowest at only 0.02%. The absence of comprehensive data and targeted interventions continues to hinder progress in ensuring education access for these children.

Across all marginalised groups, gender disparities persist, with boys and girls experiencing comparable levels of exclusion. Expanding inclusive policies, investing in specialised learning support, and strengthening protections for displaced and minority students are critical to improving access and equity.

Progress on enrolment indicators such as the Gross Enrolment Ratio (GER), Net Enrolment Ratio (NER), and Gender Parity remains slow and uneven, with particularly low participation at post-primary levels, especially for adolescent girls. This stagnation is largely driven by persistent barriers such as limited access to middle and secondary schools, safety and mobility concerns, and the opportunity cost of continued schooling for families. Addressing these requires a combination of strategies, including upgrading primary schools to offer middle grades, introducing targeted transport solutions and financial incentives for disadvantaged students, and deploying flexible schooling models—such as double shifts and community-based centres—to expand access in remote or underserved areas.

4.4 Outcomes

Pakistan's education system continues to grapple with poor learning outcomes, driven by deep-rooted structural and financial deficiencies. Despite years of policy interventions, literacy rates remain stagnant, and foundational skills in reading and numeracy are weak. A significant proportion of children complete primary school without attaining basic proficiency, hindering their academic progress. Results from the Annual Status of Education Report (ASER) and National Achievement Test (NAT) 2023, with consistently low scores highlighting the system's failure to equip students with essential skills. Rural and marginalised communities fare the worst due to underfunded schools, untrained teachers, and inadequate learning resources. The following indicators are used to evaluate the learning outcomes of students:

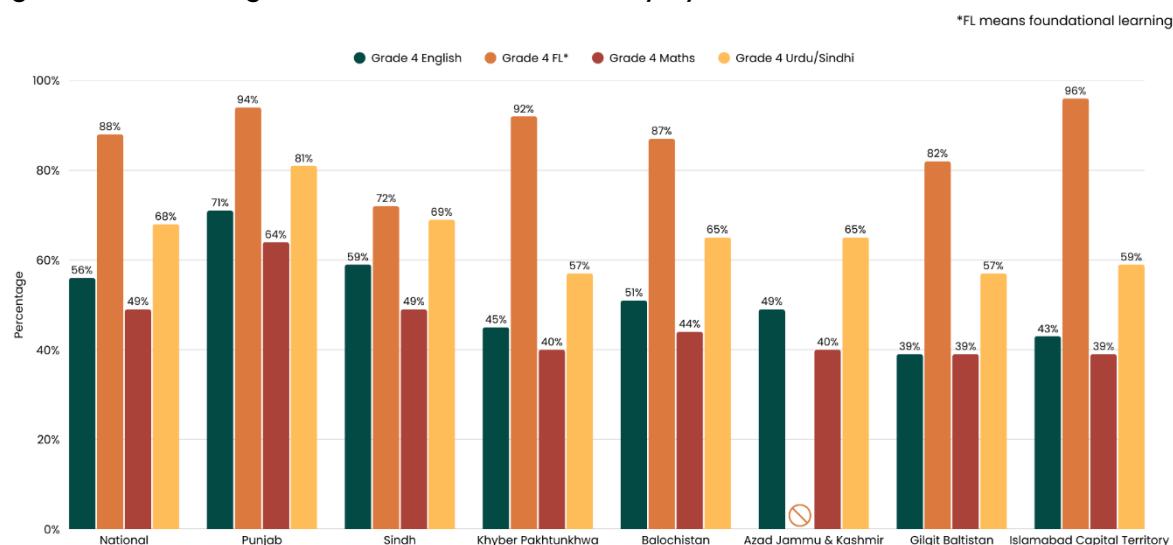
Table 26: Outcome Indicators

S. No	Indicator	Definition	Source
1.	Performance of Grade-4 students	Percentage of correct answers achieved by Grade 4 students on standardised assessments covering English, Foundational Learning, Maths and Urdu/Sindhi.	NAT
2.	Performance in Grade-8 students	Percentage of correct answers achieved by Grade 8 students on standardised assessments covering Maths and Science.	NAT
3.	Proportion of eligible children (aged 14-15) appearing for matric examination	Percentage of children in the official matriculation examination age group (typically 14-15 years) who register for and attempt the secondary school completion (matric) exam.	IBCC
4.	Proportion of children who appear and pass the matric examinations	Percentage of children who attempt and pass the secondary school completion (matric) exam.	IBCC

4.4.1 National Achievement Test (NAT) 2023

The National Achievement Test (NAT) 2023 was conducted on 18 and 19 May 2023 to assess student learning outcomes at the Grade 4 and Grade 8 levels across Pakistan. A total of 11,073 Grade 4 students and 12,383 Grade 8 students participated in subject tests covering English, Urdu, Sindhi (for Sindh), Mathematics, and Science. The data collection spanned 1,304 public schools—652 for Grade 4 and 652 for Grade 8—across all four provinces, two regions (Gilgit Baltistan and Azad Jammu and Kashmir), and Islamabad Capital Territory.

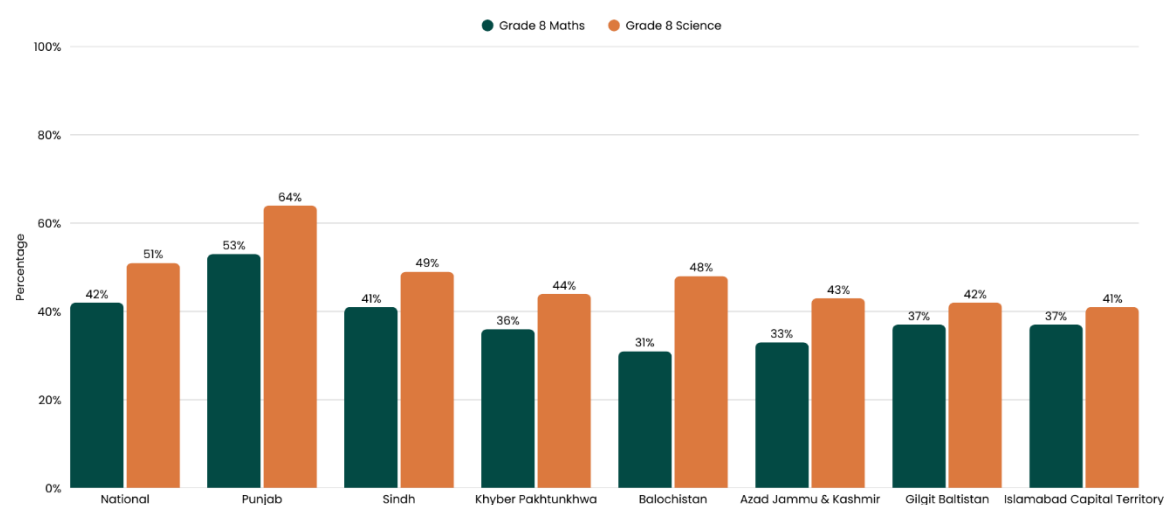
Figure 32: Percentage of items answered correctly by students – Grade 4



Source: NAT 2023

Results for Grade 4 highlight significant learning gaps, with students demonstrating low scores. English and Mathematics scores were particularly low, with national averages of 47% and 42% of items answered correctly, respectively, reflecting foundational weaknesses in English literacy and numeracy. While foundational learning results appear relatively high, it is important to note that these outcomes reflect assessments based on Grade 2 competencies administered to Grade 4 students, which limits the interpretability of the results. Provincial disparities were evident, with Punjab performing better than other regions, while areas such as Khyber Pakhtunkhwa (45% in English) and Gilgit Baltistan (39% in Mathematics) registered weak performance, highlighting unequal access to quality education. Gender differences also emerged, with girls outperforming boys in foundational literacy, particularly in Sindh, where they scored nearly 5 percentage points higher. However, in subjects like Mathematics, boys performed marginally better in some provinces, suggesting differences in learning experiences.

Figure 33: Percentage of items answered correctly by students – Grade 8

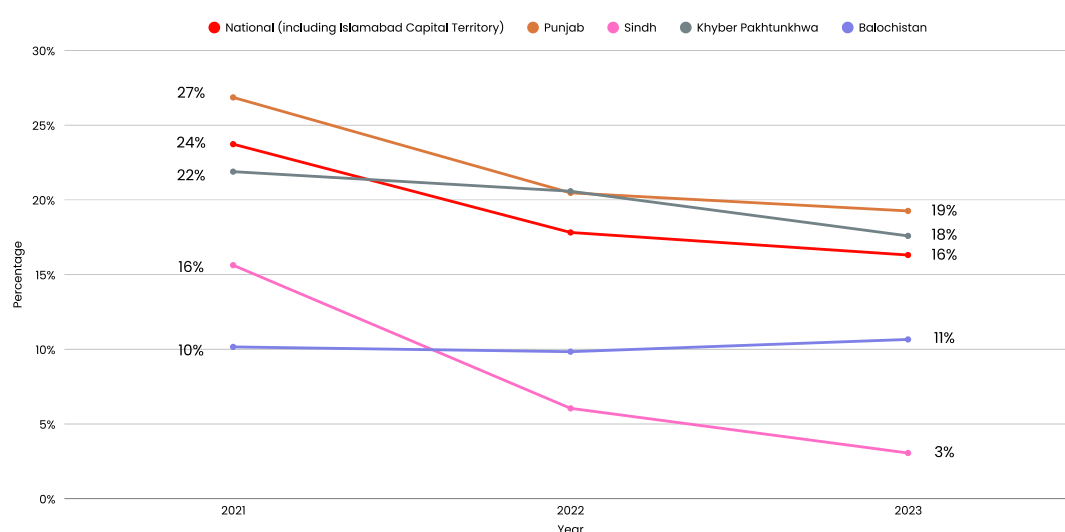


Source: NAT 2023

Results for Grade 8 highlight significant concerns in Mathematics and Science. Students answered less than 65% of items correctly on average in both subjects, pointing to gaps in conceptual understanding and application. Regional disparities remain stark, with Punjab leading both subjects, while Balochistan struggled. Sindh and Islamabad Capital Territory performed moderately but still struggled to reach desirable proficiency levels. Gender differences were notable, particularly in science, where girls outperformed boys in Punjab, Sindh, and Khyber Pakhtunkhwa, reinforcing trends seen in earlier editions of the test. In contrast, boys performed slightly better in Mathematics across most provinces.²¹

4.4.2 Matric Examinations

Figure 34: Gross proportion of eligible children aged 14–15 appearing for matric exam



Source: IBCC 2021–2023

Table 27: Proportion of children who appear and pass the matric examinations

	2021	2022	2023
National	98%	99%	82%
Punjab	99%	99%	77%
Sindh	98%	100%	96%
Khyber Pakhtunkhwa	97%	96%	91%
Balochistan	92%	100%	94%
Azad Jammu & Kashmir	100%	100%	75%
Gilgit Baltistan	91%	99%	Not Reported
Islamabad Capital Territory	100%	100%	89%

Source: IBCC 2021–2023

Based on an analysis of data from the Inter Boards Coordination Commission (IBCC), Pakistan’s matriculation examination system presents a paradox—while pass rates are remarkably high, the proportion of eligible students appearing for these exams remains critically low. Ideally, students aged 14 to 15 are expected to enrol for matric exams, but the data indicates that many never reach this stage. High dropout rates and systemic barriers prevent a significant portion from progressing through the education system. Socio-

²¹ National Achievement Test. (2023). Pakistan Institute of Education. <https://pie.gov.pk/SiteImage/Downloads/NAT%202023%20Findings%20Report%2006.03.2024%20-Final-%20v6%20.pdf>

economic challenges, weak foundational learning, and inefficiencies in schooling contribute to low participation, limiting future academic and employment prospects. In 2023, Punjab recorded the highest proportion of eligible students appearing for matric exams at 19%, followed by Khyber Pakhtunkhwa at 18%, while Sindh and Balochistan reported significantly lower rates of just 3% and 11%, respectively. Even in Punjab and Khyber Pakhtunkhwa, where participation is comparatively better, more than 80% of children in this age group do not take the exams, reflecting persistent gaps in school retention and access to secondary education.

For those who do make it to the examination hall, the results tell a different story. Pass rates consistently exceed 90%. In 2022, the national pass rate stood at almost 99%. On the surface, these numbers suggest an education system performing well, but they are difficult to reconcile with the persistently low learning levels recorded in earlier grades. The National Achievement Test (NAT) in every edition highlight that most students struggle with basic literacy and numeracy at primary and middle school.

One of the key issues is the nature of these exams. A heavy reliance on rote memorisation rather than conceptual understanding allows students to pass without truly mastering the material. Weak invigilation, lenient grading, and in some cases, the practice of awarding grace marks further inflates results, creating an illusion of success. The problem is not just about inflated scores—it is about the long-term consequences. Learning gaps in school later appear as weak job skills. When students' progress without developing essential analytical and problem-solving skills, they struggle in higher education and the job market.²²

Another major concern is the lack of uniformity in assessment standards across different examination boards. With each board following its own curriculum and marking criteria, discrepancies arise in how student competencies are measured across provinces. This variation makes it difficult to compare educational outcomes at a national level, further complicating efforts to improve learning quality. Recognising this, the Inter Boards Coordination Commission (IBCC) introduced the Model Assessment Framework (MAF) in 2024 to standardise evaluations and make exams a more accurate measure of student ability. However, meaningful change will take time, and until reforms are fully implemented, inconsistencies will persist.

The state of learning outcomes in Pakistan reflects persistent gaps in foundational literacy, numeracy, and subject mastery, with disparities evident across regions, gender, and education levels. While some provinces demonstrate relatively better performance, overall scores remain low, indicating weaknesses in curriculum delivery, assessment methods, and student retention. The limited proportion of students reaching and successfully passing the matric exams signify the challenges in ensuring continuity in education.

²² WB. 2018. [World Development Report 2018: Learning to realize education's promise](#)

4.5 Impact

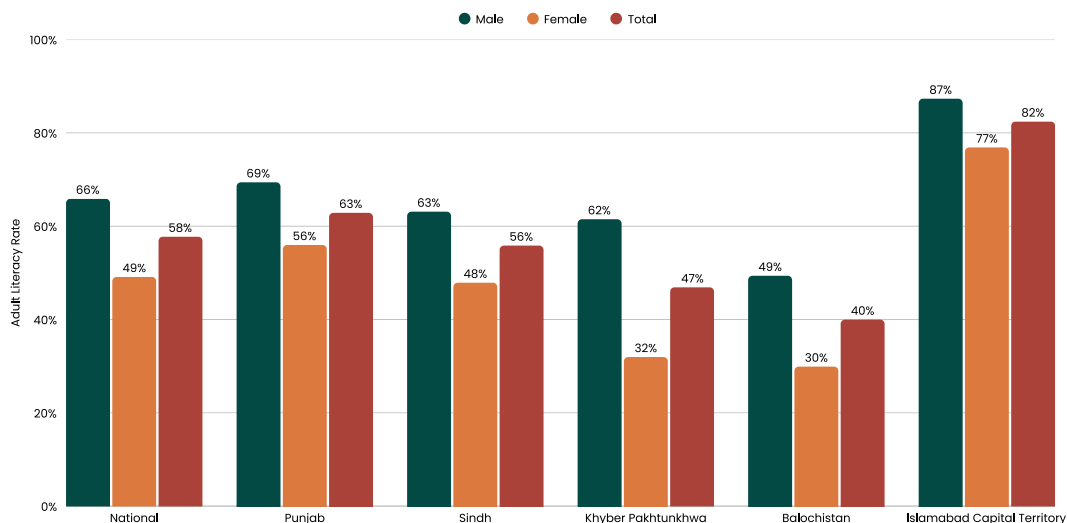
Education serves as a fundamental driver of human capital development, shaping individuals' ability to participate effectively in economic and social spheres. A well-educated population fosters higher literacy levels, enhanced skill acquisition, and greater workforce participation, contributing to overall national progress. Key indicators such as adult literacy, educational attainment, Information and Communication Technology skills, and labour force participation provide a comprehensive measure of education's impact on societal and economic outcomes. These metrics highlight the direct link between education and employability, particularly for women, whose participation in the labour market remains notably lower. Analysing these indicators provides critical insights into existing gaps, regional variations, and the need for targeted policy interventions to ensure equitable access to education and economic opportunities.

Table 28: Impact Indicators

Sr No	Indicator	Definition	Source
1.	Adult literacy rate (ages 15+)	Percentage of people ages 15 and above who can both read and write with understanding a short, simple statement about their everyday life.	Population Census 2023
2.	Educational attainment rate (upper secondary or more, ages 25+)	The percentage of population aged 25 and over that attained or completed at least lower secondary education.	Population Census 2023
3.	Percentage of the population aged 10 years or older with information and communications technology skills	Percentage of the population aged 10 years or older who possess foundational or advanced information, communication, and technology skills.	PSLM
4.	Labour force participation rate, total (% of total population ages 15+)	Labour force participation rate is the proportion of the population ages 15 and older that is economically active: all people who supply labour for the production of goods and services during a specified period.	International Labour Organization

4.5.1 Literacy and Skills

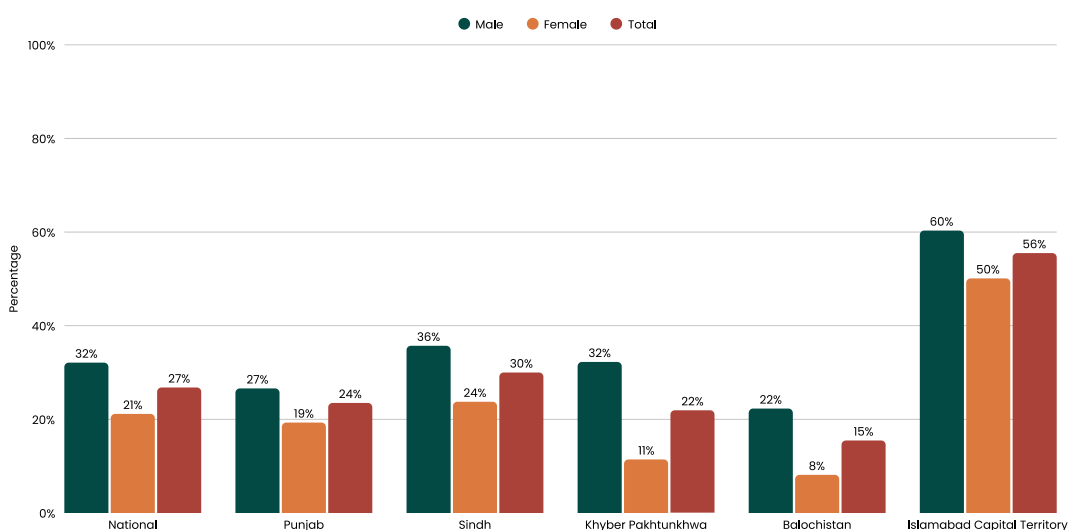
Figure 35: Adult literacy rate (ages 15+)



Source: Calculated from Population Census 2023

Pakistan continues to register low adult literacy (ages 15+), with the national average at 58%, reflecting significant disparities across gender and regions. Male literacy stands at 66%, considerably higher than the female literacy rate of 49%, underscoring the persistent gender gap in educational access. Among provinces, Punjab (63%) has the highest literacy rate after Islamabad Capital Territory, followed by Sindh (56%), while Khyber Pakhtunkhwa (47%) and Balochistan (40%) remain well below the national average. The gender divide is even more pronounced in Balochistan, where only 30% of women are literate compared to 49% of men. In stark contrast, Islamabad Capital Territory stands out with an impressive 82% literacy rate, highlighting the benefits of stronger educational infrastructure and investment.

Figure 36: Educational attainment rate (upper secondary or more, ages 25+)

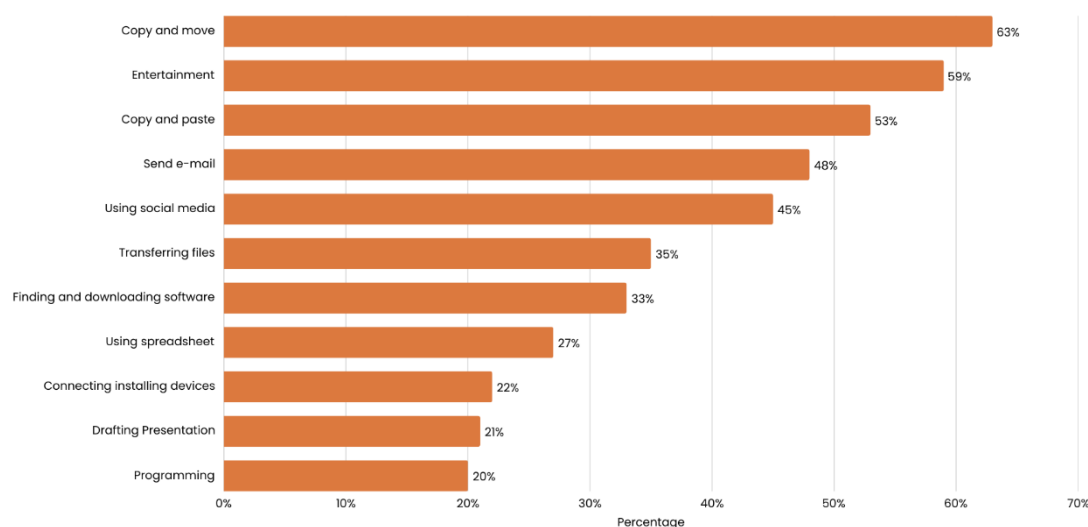


Source: Calculated from Population Census 2023

However, literacy alone does not guarantee educational progress—attainment beyond secondary school remains critically low. Nationally, only 27% of adults aged 25+ have completed at least an upper secondary education, with women significantly trailing behind at 21% compared to 32% of men. Sindh leads among the provinces, with 30% of its population aged 25+ reaching this level, but Balochistan lags far behind at just 15%, where female attainment drops to a mere 8%. This pattern of inequality is evident across regions, reinforcing how systemic barriers limit access to education, particularly for women and those in underdeveloped provinces.

The stark contrast between Islamabad Capital Territory and the rest of the country illustrates the impact of stronger educational investments. With 55% of its population aged 25+ achieving higher education, the capital sets a benchmark that other provinces struggle to meet. Addressing these disparities requires not just improving access to schooling but also ensuring that students, particularly girls, are able to complete their education.

Figure 37: Percentage of the population aged 10 years or older with Information and Communication Technology skills



Source: PSLM 2019–20

Pakistan's Information and Communication Technology skills landscape presents a concerning picture, with the data revealing that a significant portion of the population lacks critical digital competencies. The most frequently reported skills, such as basic file management (copy/move at 63%) and social media usage (45%), indicate that while many Pakistanis can navigate rudimentary digital functions, proficiency in more advanced and productive skills remain worryingly low. This imbalance highlights a deeper issue: digital exposure does not necessarily translate into digital proficiency, limiting the potential for economic and professional growth.

Skills crucial for participation in the modern digital economy—such as spreadsheet use at 27%, presentations at 21%, and programming at 20%—show a stark deficiency. These competencies are foundational for data analysis, digital communication, and software development, areas essential for employment in knowledge-based industries. The fact that only 22% of Pakistanis can connect and install devices suggests a lack of technical

literacy necessary for independent troubleshooting and problem-solving, reinforcing barriers to both professional advancement and everyday digital engagement.

In comparison to developed countries, where digital literacy rates often exceed 80–90% in key areas such as email communication, software installation, and programming, Pakistan lags significantly. Even within South Asia, countries like India and Bangladesh have made greater strides in Information and Communication technology skill development through targeted government initiatives and industry partnerships. India’s Digital India programme, for instance, has led to a surge in digital literacy, particularly in urban and semi-urban areas, whereas Pakistan lacks a similarly robust national framework to bridge the gap.²³ The contrast becomes even more evident when looking at employment trends, where the digital economy in neighbouring countries is absorbing a growing segment of the workforce, while Pakistan’s talent pool remains largely underprepared for the demands of an evolving job market.

This skills gap has far-reaching consequences for economic growth, innovation, and workforce competitiveness. Limited Information and Communication technology proficiency restricts Pakistanis from accessing higher-paying digital jobs, engaging in remote work, or leveraging online platforms for education and entrepreneurship. It also exacerbates socio-economic disparities, as those without digital literacy remain excluded from the benefits of technological advancement. The result is a widening chasm between those who can integrate into the digital world and those left behind, deepening inequalities across income groups, regions, and genders.

While the data reveals a population that has some basic digital familiarity, the overall picture is bleak. The urgency to invest in digital skill development through school curricula, vocational training, and government-backed Information and Communication technology literacy programmes cannot be overstated.

4.5.2 Labour Force Participation

Pakistan’s labour force participation rate reflects deep-rooted structural barriers limiting economic inclusion. In 2023, only 53% of the working-age population was economically active, with stark gender disparities. While 80% of men participated in the labour market, female participation stood at just 24%, highlighting systemic challenges that keep half the population from contributing meaningfully to the economy.

Table 29: Labour force participation rate (% of total population ages 15+)

Male	Female	Total
80%	24%	53%

Source: International Labour Organization 2023

Beyond participation rates, a lack of essential skills—particularly in digital literacy, financial management, and technical trades—further weakens workforce productivity. In an era of automation and digital transformation, Pakistan risks being left behind. Without widespread vocational training and information, communication and technology integration, most workers remain trapped in low-productivity sectors with limited prospects for advancement. For women, the barriers are even higher due to unsafe

²³ Mir, Sajad. (2023). [Digital India: An analysis of its impact on Economic, Social, and Environmental sectors](#). NeuroQuantology. 20. 2251–2561.

transport, workplace discrimination, and inadequate protections, further discouraging their economic participation.

Globally, the contrast is sharp. Many advanced economies report female participation rates above 50%, with Scandinavian countries exceeding 70%, due to strong policy interventions and workplace support systems.²⁴ Even within South Asia, Bangladesh has outpaced Pakistan, with female participation surpassing 35%.²⁵ Pakistan is held back by outdated labour policies, weak skill development programmes, and an education system that struggles to prepare individuals for a modern economy.

Post-pandemic shifts, inflationary pressures, and emerging work trends, such as remote employment, remain unaccounted for, leaving policymakers without an accurate picture of the current labour market. Without urgent reforms in skill development, gender-inclusive policies, and economic restructuring, Pakistan risks further decline in an increasingly competitive global economy.

4.5.3 Human Capital Index (HCI)

The Human Capital Index (HCI) is a measure of the economic potential a country can achieve based on the health, education, and skills of its population. Developed by the World Bank, it quantifies how well countries invest in human capital to drive long-term productivity and economic growth. The index ranges from 0 to 1, where a value of 1 indicates that a child born today will achieve full potential in terms of health, education, and work productivity. A low score signals structural weaknesses in human capital development, limiting a country's ability to compete in a global economy increasingly reliant on knowledge and innovation.

Table 30: Human Capital Index (HCI)

	2017	2018	2020
Pakistan	0.4	0.4	0.4
Maldives	-	-	-
Bangladesh	0.5	0.5	0.5
Sri Lanka	0.6	0.6	0.6
Bhutan	-	-	0.5
Nepal	0.5	0.5	0.5
Afghanistan	0.4	0.4	0.4
India	0.4	0.5	0.5

Source: World Bank Open Data Portal

Pakistan's HCI has remained stagnant at 0.4 across 2017, 2018, and 2020, reflecting chronic deficiencies in education, healthcare, and workforce preparedness. The lack of improvement suggests that interventions to enhance human capital—whether through educational reforms, healthcare investments, or skill development programmes—have failed to yield meaningful progress. This stagnation is alarming, especially in the context of rapid technological advancements and shifting global economic demands, where an under-skilled workforce becomes a significant barrier to national development.

A regional comparison further highlights Pakistan's lagging performance. Bangladesh and Nepal, both with an HCI of 0.5, have maintained a higher level of human capital

²⁴ Mechitov, Alexander & Moshkovich, Helen. (2021). [NORDIC MODEL: WHAT MAKES SCANDINAVIA SO SPECIAL](#). *Journal of Academy of Business and Economics*, 21, 27–40. 10.18374/JABE-21-1.3.

²⁵ World Bank Open Data. (2025). <https://data.worldbank.org/indicator/SL.TLF.CACT.FE.NE.ZS?end=2022&locations=BD&start=2015>

investment. Sri Lanka, at 0.6, stands out as a regional leader, benefiting from stronger educational outcomes and better healthcare indicators. India has shown slight improvement, rising from 0.4 in 2017 to 0.5 in 2020, while Afghanistan remains at 0.4, facing similar structural challenges. Bhutan's data only appears in 2020, registering 0.5, indicating a stronger position in human capital development compared to Pakistan. The absence of data for the Maldives makes a direct comparison difficult, but overall, Pakistan's stagnant HCI reflects its failure to keep pace with even regional peers who have implemented more effective human capital policies.

The reliance on outdated data from 2020 further compounds the challenge. In the years since, the world has experienced significant economic shocks, including the COVID-19 pandemic, which disrupted education systems, strained healthcare infrastructure, and exacerbated inequalities. Without updated figures, policymakers remain ill-equipped to assess the extent of these disruptions or to design targeted interventions that address current realities. As economies worldwide adapt to new workforce demands, the continued reliance on obsolete data prevents Pakistan from making informed policy decisions that could unlock higher productivity, economic resilience, and social mobility.

The need for urgent action cannot be overstated. Strengthening human capital requires a multifaceted approach, including robust educational reforms, improved healthcare access, and large-scale skill development initiatives that align with evolving job markets. Without such interventions, Pakistan risks further entrenching its position as an economy struggling to compete in an era where human capital is the primary driver of prosperity.

5

Regional Comparison

5 REGIONAL COMPARISON

A regional comparison of education systems provides valuable insights into Pakistan's standing within Southern Asia, highlighting both strengths and areas requiring urgent intervention. By assessing key indicators such as school infrastructure, enrolment rates, learning outcomes, and literacy through the lens of the theory of change model, this chapter contextualises Pakistan's progress relative to its neighbours. The indicators chosen for this analysis align with the theory of change model used throughout this report, which categorises education data into early brain development, inputs, outputs, outcomes, and impact. The Global Education Monitoring (GEM) report serves as the foundation for this analysis, offering standardised data that enables cross-country comparisons. However, it is important to acknowledge the limitations of international reporting, where some figures may be based on estimates or previous years' data.

Pakistan faces significant challenges across multiple education indicators, often performing below regional counterparts. The country has the highest rate of under-5 stunting amongst South Asian countries, indicating widespread early childhood malnutrition that can hinder cognitive development and school readiness. Basic school infrastructure remains inadequate, with a large percentage of schools lacking access to clean drinking water, proper sanitation, and electricity—placing Pakistan far behind countries like Maldives and Sri Lanka. Government expenditure on education is among the lowest in the region, impacting teacher training, school facilities, and access to technology for learning. Enrolment rates at the primary level are significantly lower than in countries such as Nepal and India, with a considerable proportion of children remaining out of school, particularly at higher levels of education. Learning outcomes present a severe crisis, with only a small fraction of students achieving minimum proficiency in mathematics by the end of primary school. Consequently, Pakistan's youth and adult literacy rates lag behind most regional peers, limiting economic opportunities and reinforcing cycles of poverty. Addressing these challenges requires a sustained commitment to increased investment, targeted interventions, and stronger data collection mechanisms to inform effective policy decision.

Table 31: Regional Comparison of Education Systems

	Early Brain Development	Inputs							Outputs		Outcomes	Impact	
		Under-5 stunting	% of schools with drinking water	% of schools with basic sanitation of toilets	% of schools with electricity	% teachers receiving in-service training	Government expenditure on education as a % of GDP	% schools with Information and Communication Technology for pedagogical purposes (Internet)	GER primary	Transition rate from primary to lower secondary	Achieving minimum proficiency (end of primary – mathematics)	Youth literacy	Adult literacy
Afghanistan	34 ₂				16 ₋₄				110 ₋₄	76		63 ₋₁	37 ₋₂
Bangladesh	28 ₋₂	98	91	95			1.8	79	112	81		95 ₋₂	76 ₋₂
Bhutan	23 ₋₂	99 ₋₁		97 ₋₁			5.8	66 ₋₁	106 ₋₁	94		98 ₋₁₁	72 ₋₁₁
India	32 ₋₂	98	98	89			4.1 ₋₁	39	112	93		97	77
Maldives	14 ₋₂	100	100	100 ₋₄			5.2	99 ₋₄	98	98		99 ₋₂₁	98 ₋₂₁
Nepal	28 ₋₂	39 ₊₁	23 ₋₁	60 ₊₁			3.7	45 ₊₁	120 ₊₁	90		94 ₋₂₁	71 ₋₂₁
Pakistan	35 ₋₂	53 ₋₁	54 ₋₁	47 ₋₁	62 ₋₄₁		1.9		83 ₋₁	89	8 ₋₄	73 ₋₄	58 ₋₄
Sri Lanka	16 ₋₂	90 ₋₁	100 ₋₁	100 ₋₁			1.8	41 ₋₁	96 ₋₁			99 ₋₁	92 ₋₁
Key: (± n) Reference year differs (e.g. -2: reference year 2021 instead of 2023) (i) Estimate and/or partial coverage													

6

Annexures

Part 1

Education Trends

Table 1.1
Key Education Indicators: National
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	56%	58%	57%	1.02
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	77%	76%	76%	0.98
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	59%	58%	59%	0.99
Gross Enrolment Ratio (GER) – High Classes: 9-10	50%	47%	49%	0.93
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	27%	28%	28%	1.01
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	36%	34%	35%	0.96
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	75%	74%	74%	0.99
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	65%	67%	66%	1.02
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	57%	56%	57%	0.97
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	41%	40%	40%	0.99
Survival Rate to Grade-5	73%	89%	80%	1.22
Survival Rate to Grade-8	63%	81%	71%	1.29
Survival Rate to Grade-10	58%	78%	66%	1.34
Effective Transition Rate (ETR) Primary to Middle	86%	91%	89%	1.06
Effective Transition Rate (ETR) Middle to Secondary	96%	97%	96%	1.01
Gross Intake Ratio to First Grade of Primary	85%	84%	84%	0.99
Gross Intake Ratio to Last Grade of Primary	77%	76%	77%	0.99
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	54%	55%	55%	1.01
Percentage of Trained Teachers* – Primary Classes: 1-5	82%	89%	85%	1.08
Percentage of Trained Teachers* – Middle Classes: 6-8	89%	94%	92%	1.06
Percentage of Trained Teachers* – High Classes: 9-10	92%	95%	93%	1.02
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	89%	93%	91%	1.04
Percentage of Female Teachers – Primary Classes: 1-5	–	41%	–	–
Percentage of Female Teachers – Middle Classes: 6-8	–	64%	–	–
Percentage of Female Teachers – High Classes: 9-10	–	59%	–	–
Percentage of Female Teachers – Higher Secondary Classes: 11-12	–	58%	–	–
Percentage of Repeaters* – Primary Classes: 1-5	1.65%	1.63%	1.64%	0.99
Percentage of Repeaters* – Middle Classes: 6-8	1.34%	1.35%	1.35%	1.00
Percentage of Repeaters* – High Classes: 9-10	0.46%	0.56%	0.50%	1.21

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.1
Key Education Indicators: Punjab
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	59%	68%	64%	1.15
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	80%	89%	84%	1.11
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	64%	74%	69%	1.17
Gross Enrolment Ratio (GER) – High Classes: 9-10	51%	57%	54%	1.12
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	25%	33%	29%	1.35
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	34%	39%	37%	1.14
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	78%	88%	83%	1.12
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	71%	82%	76%	1.16
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	59%	68%	63%	1.16
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	42%	50%	46%	1.20
Survival Rate to Grade-5	62%	86%	74%	1.39
Survival Rate to Grade-8	54%	84%	69%	1.56
Survival Rate to Grade-10	51%	82%	65%	1.61
Effective Transition Rate (ETR) Primary to Middle	87%	97%	92%	1.11
Effective Transition Rate (ETR) Middle to Secondary	97%	97%	97%	1.00
Gross Intake Ratio to First Grade of Primary	83%	93%	88%	1.11
Gross Intake Ratio to Last Grade of Primary	86%	96%	91%	1.12
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	59%	70%	64%	1.18
Percentage of Trained Teachers* – Primary Classes: 1-5	98%	99%	98%	1.01
Percentage of Trained Teachers* – Middle Classes: 6-8	99%	99%	99%	1.01
Percentage of Trained Teachers* – High Classes: 9-10	99%	99%	99%	1.01
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	99%	99%	99%	1.00
Percentage of Female Teachers – Primary Classes: 1-5	–	56%	–	–
Percentage of Female Teachers – Middle Classes: 6-8	–	72%	–	–
Percentage of Female Teachers – High Classes: 9-10	–	63%	–	–
Percentage of Female Teachers – Higher Secondary Classes: 11-12	–	67%	–	–
Percentage of Repeaters* – Primary Classes: 1-5	0.84%	0.75%	0.79%	0.90
Percentage of Repeaters* – Middle Classes: 6-8	0.48%	0.54%	0.51%	1.13
Percentage of Repeaters* – High Classes: 9-10	0.54%	0.71%	0.62%	1.31

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.2
Key Education Indicators: Sindh
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	58%	50%	54%	0.86
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	74%	61%	68%	0.82
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	52%	42%	47%	0.81
Gross Enrolment Ratio (GER) – High Classes: 9-10	53%	39%	46%	0.73
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	25%	21%	23%	0.86
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	45%	36%	41%	0.81
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	75%	62%	69%	0.83
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	57%	49%	54%	0.86
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	53%	41%	47%	0.76
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	31%	25%	28%	0.82
Survival Rate to Grade-5	85%	85%	85%	1.00
Survival Rate to Grade-8	69%	69%	69%	1.00
Survival Rate to Grade-10	64%	65%	64%	1.02
Effective Transition Rate (ETR) Primary to Middle	81%	81%	81%	1.00
Effective Transition Rate (ETR) Middle to Secondary	100%	100%	100%	1.00
Gross Intake Ratio to First Grade of Primary	90%	75%	83%	0.82
Gross Intake Ratio to Last Grade of Primary	68%	57%	63%	0.84
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	47%	41%	45%	0.87
Percentage of Trained Teachers* – Primary Classes: 1-5	70%	66%	69%	0.95
Percentage of Trained Teachers* – Middle Classes: 6-8	64%	68%	65%	1.06
Percentage of Trained Teachers* – High Classes: 9-10	69%	71%	70%	1.02
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	68%	72%	70%	1.06
Percentage of Female Teachers – Primary Classes: 1-5	-	32%	-	-
Percentage of Female Teachers – Middle Classes: 6-8	-	56%	-	-
Percentage of Female Teachers – High Classes: 9-10	-	67%	-	-
Percentage of Female Teachers – Higher Secondary Classes: 11-12	-	50%	-	-
Percentage of Repeaters* – Primary Classes: 1-5	0.14%	0.11%	0.13%	0.77
Percentage of Repeaters* – Middle Classes: 6-8	0.49%	0.55%	0.51%	1.11
Percentage of Repeaters* – High Classes: 9-10	0.00%	0.00%	0.00%	

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.3
Key Education Indicators: Khyber Pakhtunkhwa
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	56%	52%	54%	0.93
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	85%	73%	79%	0.85
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	67%	46%	57%	0.69
Gross Enrolment Ratio (GER) – High Classes: 9-10	54%	35%	45%	0.64
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	36%	20%	28%	0.57
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	34%	26%	30%	0.78
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	80%	68%	74%	0.86
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	72%	59%	66%	0.82
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	67%	48%	58%	0.71
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	53%	37%	45%	0.70
Survival Rate to Grade-5	90%	82%	86%	0.91
Survival Rate to Grade-8	73%	65%	70%	0.89
Survival Rate to Grade-10	62%	57%	60%	0.92
Effective Transition Rate (ETR) Primary to Middle	90%	87%	89%	0.97
Effective Transition Rate (ETR) Middle to Secondary	90%	89%	90%	0.99
Gross Intake Ratio to First Grade of Primary	95%	89%	92%	0.93
Gross Intake Ratio to Last Grade of Primary	81%	61%	71%	0.75
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	61%	42%	52%	0.69
Percentage of Trained Teachers* – Primary Classes: 1-5	82%	88%	84%	1.08
Percentage of Trained Teachers* – Middle Classes: 6-8	89%	90%	90%	1.01
Percentage of Trained Teachers* – High Classes: 9-10	93%	95%	93%	1.02
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	95%	95%	95%	1.00
Percentage of Female Teachers – Primary Classes: 1-5	–	33%	–	–
Percentage of Female Teachers – Middle Classes: 6-8	–	48%	–	–
Percentage of Female Teachers – High Classes: 9-10	–	40%	–	–
Percentage of Female Teachers – Higher Secondary Classes: 11-12	–	38%	–	–
Percentage of Repeaters* – Primary Classes: 1-5	2.79%	2.91%	2.84%	1.04
Percentage of Repeaters* – Middle Classes: 6-8	3.31%	4.04%	3.60%	1.22
Percentage of Repeaters* – High Classes: 9-10	0.42%	0.32%	0.38%	0.76

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.4
Key Education Indicators: Balochistan
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	25%	20%	23%	0.82
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	44%	36%	40%	0.81
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	25%	18%	22%	0.72
Gross Enrolment Ratio (GER) – High Classes: 9-10	23%	16%	20%	0.70
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	30%	16%	24%	0.55
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	19%	15%	17%	0.80
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	40%	32%	36%	0.80
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	33%	27%	30%	0.82
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	29%	22%	26%	0.74
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	26%	17%	22%	0.64
Survival Rate to Grade-5	74%	72%	73%	0.97
Survival Rate to Grade-8	53%	48%	51%	0.91
Survival Rate to Grade-10	47%	44%	46%	0.94
Effective Transition Rate (ETR) Primary to Middle	75%	73%	74%	0.97
Effective Transition Rate (ETR) Middle to Secondary	90%	93%	91%	1.03
Gross Intake Ratio to First Grade of Primary	46%	39%	43%	0.85
Gross Intake Ratio to Last Grade of Primary	38%	36%	37%	0.93
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	24%	17%	21%	0.68
Percentage of Trained Teachers* – Primary Classes: 1-5	100%	100%	100%	1.00
Percentage of Trained Teachers* – Middle Classes: 6-8	100%	100%	100%	1.00
Percentage of Trained Teachers* – High Classes: 9-10	100%	100%	100%	1.00
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	100%	100%	100%	1.00
Percentage of Female Teachers – Primary Classes: 1-5	-	100%	-	-
Percentage of Female Teachers – Middle Classes: 6-8	-	33%	-	-
Percentage of Female Teachers – High Classes: 9-10	-	28%	-	-
Percentage of Female Teachers – Higher Secondary Classes: 11-12	-	35%	-	-
Percentage of Repeaters* – Primary Classes: 1-5	8.79%	9.39%	9.06%	1.07
Percentage of Repeaters* – Middle Classes: 6-8	3.31%	3.81%	3.52%	1.15
Percentage of Repeaters* – High Classes: 9-10	1.06%	0.90%	1.00%	0.84

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.5
Key Education Indicators: AJ&K
2023-24

Indicator	Male	Female	Total	GPI
Survival Rate to Grade-5	65%	54%	59%	0.83
Survival Rate to Grade-8	48%	32%	39%	0.67
Survival Rate to Grade-10	33%	19%	25%	0.58
Effective Transition Rate (ETR) Primary to Middle	86%	79%	82%	0.92
Effective Transition Rate (ETR) Middle to Secondary	85%	77%	81%	0.91
Percentage of Trained Teachers* - Primary Classes: 1-5	99%	100%	99%	1.01
Percentage of Trained Teachers* - Middle Classes: 6-8	100%	99%	99%	1.00
Percentage of Trained Teachers* - High Classes: 9-10	100%	100%	100%	1.00
Percentage of Trained Teachers* - Higher Secondary Classes: 11-12	99%	100%	99%	1.01
Percentage of Female Teachers - Primary Classes: 1-5	-	46%	-	-
Percentage of Female Teachers - Middle Classes: 6-8	-	45%	-	-
Percentage of Female Teachers - High Classes: 9-10	-	42%	-	-
Percentage of Female Teachers - Higher Secondary Classes: 11-12	-	72%	-	-
Percentage of Repeaters* - Primary Classes: 1-5	1.62%	0.69%	1.15%	0.43
Percentage of Repeaters* - Middle Classes: 6-8	1.33%	1.13%	1.22%	0.85
Percentage of Repeaters* - High Classes: 9-10	0.37%	0.28%	0.33%	0.77

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.6
Key Education Indicators: Gilgit Baltistan
2023-24

Indicator	Male	Female	Total	GPI
Survival Rate to Grade-5	82%	75%	79%	0.91
Survival Rate to Grade-8	63%	57%	60%	0.90
Survival Rate to Grade-10	54%	54%	54%	1.00
Effective Transition Rate (ETR) Primary to Middle	89%	83%	86%	0.93
Effective Transition Rate (ETR) Middle to Secondary	90%	95%	92%	1.06
Percentage of Trained Teachers* - Primary Classes: 1-5	81%	82%	82%	1.02
Percentage of Trained Teachers* - Middle Classes: 6-8	77%	72%	75%	0.94
Percentage of Trained Teachers* - High Classes: 9-10	68%	70%	68%	1.03
Percentage of Trained Teachers* - Higher Secondary Classes: 11-12	76%	60%	68%	0.79
Percentage of Female Teachers - Primary Classes: 1-5	-	59%	-	-
Percentage of Female Teachers - Middle Classes: 6-8	-	55%	-	-
Percentage of Female Teachers - High Classes: 9-10	-	47%	-	-
Percentage of Female Teachers - Higher Secondary Classes: 11-12	-	51%	-	-
Percentage of Repeaters* - Primary Classes: 1-5	2.87%	2.01%	2.45%	0.70
Percentage of Repeaters* - Middle Classes: 6-8	1.16%	1.30%	1.23%	1.12
Percentage of Repeaters* - High Classes: 9-10	0.26%	0.02%	0.14%	0.09

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.1.7
Key Education Indicators: ICT
2023-24

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) – Pre-Primary	131%	131%	131%	1.00
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	125%	129%	127%	1.03
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	89%	106%	97%	1.20
Gross Enrolment Ratio (GER) – High Classes: 9-10	79%	97%	87%	1.23
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	70%	100%	84%	1.43
Participation Rate in Organised Learning (One Year Before Primary – Age 4)	89%	84%	87%	0.95
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	73%	73%	73%	1.01
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	90%	91%	90%	1.01
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	94%	96%	95%	1.02
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	97%	98%	97%	1.01
Survival Rate to Grade-5	90%	99%	95%	1.10
Survival Rate to Grade-8	76%	99%	87%	1.30
Survival Rate to Grade-10	66%	99%	81%	1.50
Effective Transition Rate (ETR) Primary to Middle	94%	100%	100%	1.06
Effective Transition Rate (ETR) Middle to Secondary	94%	100%	100%	1.06
Gross Intake Ratio to First Grade of Primary	149%	145%	147%	0.97
Gross Intake Ratio to Last Grade of Primary	102%	118%	109%	1.16
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	81%	99%	89%	1.22
Percentage of Trained Teachers* – Primary Classes: 1-5	98%	100%	99%	1.02
Percentage of Trained Teachers* – Middle Classes: 6-8	98%	99%	99%	1.01
Percentage of Trained Teachers* – High Classes: 9-10	100%	100%	100%	1.00
Percentage of Trained Teachers* – Higher Secondary Classes: 11-12	100%	100%	100%	1.00
Percentage of Female Teachers – Primary Classes: 1-5	-	82%	-	-
Percentage of Female Teachers – Middle Classes: 6-8	-	86%	-	-
Percentage of Female Teachers – High Classes: 9-10	-	74%	-	-
Percentage of Female Teachers – Higher Secondary Classes: 11-12	-	74%	-	-
Percentage of Repeaters* – Primary Classes: 1-5	7.48%	5.64%	6.46%	0.75
Percentage of Repeaters* – Middle Classes: 6-8	7.23%	5.35%	6.15%	0.74
Percentage of Repeaters* – High Classes: 9-10	5.16%	1.06%	2.73%	0.21

**Public only

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. A trained teacher refers to any public sector teacher who has obtained any kind of training or professional qualification, including P.T.C, C.T, B.Ed/BS.Ed, and M.ED.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.2
Key Education Indicators
2021-22, 2022-23, and 2023-24

Indicator	2021-22	2022-23	2023-24
Gross Enrolment Ratio (GER) – Pre-Primary	71.0%	76.3%	56.8%
Gross Enrolment Ratio (GER) – Primary Classes: 1-5	76.0%	77.9%	76.5%
Gross Enrolment Ratio (GER) – Middle Classes: 6-8	51.0%	53.7%	58.6%
Gross Enrolment Ratio (GER) – High Classes: 9-10	42.0%	42.8%	48.6%
Gross Enrolment Ratio (GER) – Higher Secondary Classes: 11-12	21.0%	22.0%	27.5%
Participation Rate in Organised Learning (One Year Before Primary)	28.0%	33.4%	35.1%
Net Enrolment Rate Total (NERT) – Primary Age Group: 5-9 ⁺	64.0%	64.6%	74.3%
Net Enrolment Rate Total (NERT) – Middle Age Group 10-12 ⁺	70.0%	71.5%	66.1%
Net Enrolment Rate Total (NERT) – High Age Group: 13-14 ⁺	56.0%	58.7%	56.7%
Net Enrolment Rate Total (NERT) – Higher Secondary Age Group: 15-16 ⁺	40.0%	40.9%	40.4%
Survival Rate to Grade-5	77.0%	80.4%	80.0%
Effective Transition Rate (ETR) Primary to Middle	81.0%	82.9%	89.0%
Effective Transition Rate (ETR) Middle to Secondary	90.0%	92.4%	96.0%
Gross Intake Ratio to Last Grade of Primary	65.0%	68.1%	76.7%
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	47.0%	49.1%	54.7%

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. Technical and Vocational Data is included in Secondary Education.
3. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate.
4. Population and Housing Census 2023 figures have been used to calculate population-related indicators.

Table 1.3
Out-of-School Rate (OOSR) and Out-of-School Children (OOSC) by Stage and Gender
2023-24

Stage	Gender	Population	In School (At All Level)	OOSR	OOSC
Primary Age Group: 5-9*	Male	16,566,852	12,398,021	25%	4,168,831
	Female	15,705,284	11,588,439	26%	4,116,845
	Total	32,272,136	23,986,460	26%	8,285,676
Middle Age Group: 10-12*	Male	9,344,222	6,113,968	35%	3,230,254
	Female	8,611,701	5,755,659	33%	2,856,042
	Total	17,955,923	11,869,627	34%	6,086,296
High Age Group: 13-14*	Male	5,627,692	3,233,016	43%	2,394,676
	Female	5,205,436	2,905,473	44%	2,299,963
	Total	10,833,128	6,138,489	43%	4,694,639
Higher Secondary Age Group: 15-16*	Male	5,342,991	2,163,914	59%	3,179,077
	Female	4,863,725	1,956,974	60%	2,906,751
	Total	10,206,716	4,120,888	60%	6,085,828
Primary to Higher Secondary Age Group: 5-16*	Male	36,881,757	23,908,919	35%	12,972,838
	Female	34,386,146	22,206,545	35%	12,179,601
	Total	71,267,903	46,115,464	35%	25,152,439

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. Technical and Vocational Data is included in Secondary Education
3. Population and Housing Census 2023 figures have been used to calculate population-related indicators.
4. The methodology of Indicator SDG 4.1.4 (Out-of-school rate) has been used to calculate Out of School Children.

Table 1.4
Out-of-School Rate (OOSR) and Out-of-School Children (OOSC) by Stage and Gender
2022-23 and 2023-24

Stage	Gender	OOSR		OOSC	
		2022-23	2023-24	2022-23	2023-24
Primary Age Group: 5-9*	Male	32%	25%	5,060,457	4,168,831
	Female	39%	26%	5,794,790	4,116,845
	Total	35%	26%	10,855,247	8,285,676
Middle Age Group: 10-12*	Male	23%	35%	2,062,024	3,230,254
	Female	34%	33%	2,788,093	2,856,042
	Total	29%	34%	4,850,117	6,086,296
High Age Group: 13-14*	Male	40%	43%	2,241,050	2,394,676
	Female	42%	44%	2,163,454	2,299,963
	Total	41%	43%	4,404,504	4,694,639
Higher Secondary Age Group: 15-16*	Male	57%	59%	3,014,361	3,179,077
	Female	62%	60%	2,965,512	2,906,751
	Total	59%	60%	5,979,873	6,085,828
Primary to Higher Secondary Age Group: 5-16*	Male	35%	35%	12,377,892	12,972,838
	Female	42%	35%	13,711,849	12,179,601
	Total	38%	35%	26,089,741	25,152,439

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. Technical and Vocational Data is included in Secondary Education
3. Population and Housing Census 2023 figures have been used to calculate population-related indicators.
4. The methodology of Indicator SDG 4.1.4 (Out-of-school rate) has been used to calculate Out of School Children.

Table 1.5
Out-of-School Rate (OOSR) and Out-of-School Children (OOSC) by Province, Stage and Gender
2023-24

Province/ Region	Stage	OOSR			OOSC		
		Male	Female	Total	Male	Female	Total
Punjab	Primary	22%	12%	17%	1,717,172	933,295	2,650,467
	Middle	29%	18%	24%	1,350,089	781,357	2,131,446
	High	41%	32%	37%	1,208,178	866,046	2,074,224
	Higher Secondary	58%	50%	54%	1,575,302	1,260,097	2,835,399
	Primary to Higher Secondary	32%	22%	27%	5,850,741	3,840,795	9,691,536
Sindh	Primary	25%	38%	31%	1,025,138	1,446,163	2,471,301
	Middle	43%	51%	46%	956,284	1,004,399	1,960,683
	High	47%	59%	53%	575,566	681,252	1,256,818
	Higher Secondary	69%	75%	72%	882,968	822,166	1,705,134
	Primary to Higher Secondary	39%	49%	44%	3,439,956	3,953,980	7,393,936
KP	Primary	20%	32%	26%	630,419	929,477	1,559,896
	Middle	28%	41%	34%	472,387	639,219	1,111,606
	High	33%	52%	42%	338,210	490,551	828,761
	Higher Secondary	47%	63%	55%	446,116	555,017	1,001,133
	Primary to Higher Secondary	28%	41%	34%	1,887,132	2,614,264	4,501,396
Balochistan	Primary	60%	68%	64%	761,139	776,067	1,537,206
	Middle	67%	73%	70%	443,177	424,545	867,722
	High	71%	78%	74%	269,609	260,188	529,797
	Higher Secondary	74%	83%	78%	273,235	268,487	541,722
	Primary to Higher Secondary	65%	73%	69%	1,747,160	1,729,287	3,476,447
ICT	Primary	27%	27%	27%	34,963	31,843	66,806
	Middle	10%	9%	10%	8,317	6,522	14,839
	High	6%	4%	5%	3,113	1,926	5,039
	Higher Secondary	3%	2%	3%	1,456	984	2,440
	Primary to Higher Secondary	15%	15%	15%	47,849	41,275	89,124
Pakistan	Primary	25%	26%	26%	4,168,831	4,116,845	8,285,676
	Middle	35%	33%	34%	3,230,254	2,856,042	6,086,296
	High	43%	44%	43%	2,394,676	2,299,963	4,694,639
	Higher Secondary	59%	60%	60%	3,179,077	2,906,751	6,085,828
	Primary to Higher Secondary	35%	35%	35%	12,972,838	12,179,601	25,152,439

Note(s):

1. Public and Private Sector Data is included. Enrolment figures include data from Formal Education, Non-Formal Education and Deeni Madaris.
2. Technical and Vocational Data is included in Secondary Education
3. Population and Housing Census 2023 figures have been used to calculate population-related indicators.
4. The methodology of Indicator SDG 4.1.4 (Out-of-school rate) has been used to calculate Out of School Children.

Table 1.6
Number of Educational Institutions by Level
1947-48 to 2023-24

Year	Primary*	Middle	High	Higher Secondary/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
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
2018-19	180,054	47,294	31,668	5,876	2,893	3,740	202
2019-20	179,968	47,045	31,668	5,898	2,983	3,740	209
2020-21	180,217	47,182	34,210	7,102	3,021	3,740	220
2021-22	162,113	47,822	34,564	8,113	2,487	4,182	247
2022-23	168,241	51,033	39,389	9,004	2,573	4,406	247
2023-24	158,713	44,426	44,942	11,258	2,468	4,549	239

*Including Pre-primary, Mosque Schools and Non-Formal Education

Note(s):

1. All figures include Public & Private Sector data and Non-Formal Education.

Source(s):

1. Figures for the years 1947-48, 1948-49, 1949-50 and 1954-55 are taken from the Pakistan Economic Survey, 1983-84.

2. Figures for the years 1959-60 to 1991-92 are taken from the Pakistan Economic Survey, 1996-97.

3. Figures for the years 1992-93 to 2023-24 are taken from the Pakistan Education Statistics Reports 1992-93 to 2023-24.

Table 1.7
Enrolment in Educational Institutions by Stage
1947-48 to 2023-24
(in Thousands)

Year	Primary*	Middle	High	Higher Secondary/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
1947-48	770	221	58	14	4	4	1
1948-49	830	225	59	17	5	4	1
1949-50	920	250	67	21	5	5	1
1954-55	1,550	332	109	43	8	11	2
1959-60	1,890	422	149	76	12	13	4
1960-61	2,060	449	160	71	13	15	5
1961-62	2,270	461	161	72	14	19	7
1962-63	2,490	491	209	94	15	20	9
1963-64	2,750	576	217	119	18	23	9
1964-65	3,050	624	222	127	17	21	13
1965-66	3,160	689	244	139	19	21	13
1966-67	3,380	763	273	148	20	22	13
1967-68	3,750	793	275	153	25	24	16
1968-69	3,830	846	296	159	30	24	13
1969-70	3,910	899	337	175	34	29	15
1970-71	3,960	933	336	199	37	35	17
1971-72	4,210	963	366	186	36	40	18
1972-73	4,450	1,041	390	186	38	59	19
1973-74	4,810	1,096	418	193	42	40	19
1974-75	4,971	1,196	462	208	45	42	21
1975-76	5,319	1,247	493	211	56	31	23
1976-77	5,611	1,298	509	223	57	29	38
1977-78	5,015	1,304	506	221	62	26	41
1978-79	5,131	1,301	479	233	67	29	39
1979-80	5,213	1,391	476	253	72	35	42
1980-81	5,474	1,412	509	270	56	40	43
1981-82	5,741	1,494	543	283	58	45	48
1982-83	6,179	1,494	578	297	59	49	49
1983-84	6,860	1,760	606	355	56	53	50
1984-85	6,828	1,805	645	373	59	57	54
1985-86	7,094	1,910	667	400	68	59	60
1986-87	7,639	2,023	708	387	65	66	61
1987-88	7,959	2,053	745	420	74	89	65
1988-89	9,254	2,394	820	428	75	123	69
1989-90	10,400	2,606	913	469	75	108	73
1990-91	10,837	2,821	1,004	630	76	90	62
1991-92	10,736	2,981	1,079	679	110	90	66
1992-93	12,726	3,040	1,168	422	281	93	68
1993-94	13,288	3,305	1,315	405	270	84	77
1994-95	14,264	3,816	1,525	422	282	86	81
1995-96	14,527	3,605	1,447	440	294	86	83
1996-97	15,395	3,726	1,521	457	305	92	92
1997-98	17,063	4,032	1,658	478	318	90	94
1998-99	18,169	4,098	1,703	509	312	75	92
1999-00	19,148	4,112	1,726	562	317	91	114
2000-01	17,136	3,759	1,565	582	305	83	125
2001-02	17,529	3,821	1,574	582	300	83	276
2002-03	18,220	3,918	1,589	625	321	94	332
2003-04	19,781	4,321	1,800	691	329	105	423
2004-05	23,051	4,612	1,936	307	453	114	472
2005-06	25,661	5,322	2,188	891	356	239	521
2006-07	26,223	5,431	2,373	942	380	251	606
2007-08	26,579	5,427	2,485	960	384	256	741
2008-09	26,903	5,414	2,556	1,074	367	265	804
2009-10	27,534	5,504	2,583	1,166	384	273	936
2010-11	27,476	5,644	2,630	1,188	431	281	1,108
2011-12	28,191	6,020	2,753	1,294	497	290	1,320
2012-13	28,075	6,188	2,898	1,400	642	302	1,595
2013-14	28,709	6,461	3,109	1,234	465	309	1,595
2014-15	29,436	6,582	3,501	1,665	511	320	1,299
2015-16	31,342	6,922	3,653	1,698	518	315	1,356
2016-17	33,123	6,996	3,583	1,595	537	345	1,463
2017-18	35,506	7,362	3,861	1,688	605	433	1,576
2018-19	36,295	7,634	3,969	2,140	726	433	1,859
2019-20	35,797	7,870	4,015	2,227	772	433	2,002
2020-21	35,718	8,415	4,360	2,320	758	433	2,226
2021-22	36,015	8,767	4,490	2,146	623	438	2,226
2022-23	36,385	9,433	4,715	2,335	630	454	1,936
2023-24	35,982	10,819	5,423	2,967	719	457	1,964

*Pre-Primary enrolment is included in the Primary Stage.

Note(s):

1. All figures include Public & Private Sector data and Non-Formal Education.

Source(s):

- Figures for the years 1947-48, 1948-49, 1949-50 and 1954-55 are taken from the Pakistan Economic Survey, 1983-84.
- Figures for the years 1959-60 to 1991-92 are taken from the Pakistan Economic Survey, 1996-97.
- Figures for the years 1992-93 to 2023-24 are taken from the Pakistan Education Statistics Reports 1992-93 to 2023-24.

Table 1.8
Number of Teachers in Educational Institutions by Level
1947-48 to 2023-24

Year	Primary*	Middle	High	Higher Secondary/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
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	37,469
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
2018-19	494,913	448,667	567,309	136,008	61,602	18,207	60,279
2019-20	485,215	442,656	566,703	137,660	60,064	18,207	64,817
2020-21	476,513	433,979	592,307	158,386	59,455	18,207	69,604
2021-22	463,165	434,272	587,055	170,240	57,709	18,347	69,604
2022-23	506,019	511,205	733,367	196,694	60,130	40,889	98,030
2023-24	439,735	434,491	827,513	299,434	58,311	41,104	102,123

*Including Pre-primary, Mosque Schools and Non-Formal Education.

Note(s):

1. All figures include Public & Private Sector data and Non-Formal Education.

Source(s):

1. Figures for the years 1947-48, 1948-49, 1949-50 and 1954-55 are taken from the Pakistan Economic Survey, 1983-84.

2. Figures for the years 1959-60 to 1991-92 are taken from the Pakistan Economic Survey, 1996-97.

3. Figures for the years 1992-93 to 2023-24 are taken from the Pakistan Education Statistics Reports 1992-93 to 2023-24.

Part 2

Institutions

Table 2.1
Five-Year Comparison of Educational Institutions

Institution Type	Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-Primary	Public	-	-	-	-	-
	Other Public	-	-	-	14	19
	Private	384	391	406	18	-
	Total	384	391	406	32	19
Primary	Public	125,260	125,450	117,230	117,466	113,718
	Other Public	1,242	1,069	1,042	351	3,906
	Private	17,367	18,067	18,329	18,870	9,025
	Total	143,869	144,586	136,601	136,687	126,649
Middle	Public	17,068	15,979	15,981	16,087	16,399
	Other Public	217	237	257	316	1,138
	Private	29,760	30,966	31,584	34,630	26,889
	Total	47,045	47,182	47,822	51,033	44,426
High	Public	13,347	14,624	14,556	14,713	14,797
	Other Public	390	276	286	558	576
	Private	17,931	19,310	19,722	24,118	29,569
	Total	31,668	34,210	34,564	39,389	44,942
Higher Secondary/ Inter Colleges	Public	2,377	2,339	3,059	3,191	3,302
	Other Public	81	473	480	339	355
	Private	3,440	4,290	4,574	5,474	7,601
	Total	5,898	7,102	8,113	9,004	11,258
Degree Colleges (XI-XIV)	Public	1,553	1,616	1,082	1,143	1,056
	Other Public	23	23	23	23	-
	Private	1,407	1,382	1,382	1,407	1,412
	Total	2,983	3,021	2,487	2,573	2,468
Universities	Public	128	128	147	147	146
	Other Public	-	-	-	-	-
	Private	81	81	100	100	93
	Total	209	209	247	247	239
Non-Formal Education	Public	35,715	35,240	20,317	29,653	29,806
	Other Public	-	-	-	-	-
	Private	-	-	4,789	1,869	2,239
	Total	35,715	35,240	25,106	31,522	32,045
Education Foundations	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private*	11,574	9,031	10,087	10,382	10,989
	Total	11,574	9,031	10,087	10,382	10,989
Technical & Vocational Institutions	Public	1,627	1,627	1,577	1,644	1,765
	Other Public	-	-	-	-	-
	Private	2,113	2,113	2,605	2,762	2,784
	Total	3,740	3,740	4,182	4,406	4,549
Teachers' Training Institutions	Public	158	158	158	158	-
	Other Public	-	-	-	-	-
	Private	59	59	59	59	-
	Total	217	217	217	217	-
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	32,260	34,010	43,613	64,417	64,962
	Total	32,260	34,010	43,613	64,417	64,962
Distance Learning Institutions (AIOU)	Public	-	-	-	-	1
	Other Public	-	-	-	-	-
	Private	-	-	-	-	-
	Total	-	-	-	-	1
Total	Public	197,233	197,161	174,107	184,202	180,990
	Other Public	1,953	2,078	2,088	1,601	5,994
	Private	116,376	119,700	137,250	164,106	155,563
	Grand Total	315,562	318,939	313,445	349,909	342,547

Note(s):

1. Mosque Schools are included in Primary Schools.
2. Other Public Sector refers to public institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.
2. Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
3. Private Sector data for Sindh and Balochistan is estimated based on past trends.
4. Data related to Other Public Sector, Education Foundations, and Non-Formal Education is provided by their respective organisations.
5. Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments.
6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.
7. Deeni Madaris data is provided by Madaris bodies (Wafaqs), Pakistan.
8. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTC), Islamabad.
9. Universities/DAls data is provided by Higher Education Commission (HEC), Islamabad.

Table 2.2
Institutions (Public, Other Public, Private Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Pre-Primary	-	-	1	1	-	-	4	4	-	-	5	5
	Primary	1,579	1,764	1,582	4,925	14,206	15,400	4,689	34,295	15,785	17,164	6,271	39,220
	Middle	3,813	4,391	103	8,307	7,690	9,586	74	17,350	11,503	13,977	177	25,657
	High	5,927	7,497	137	13,561	5,927	6,594	70	12,591	11,854	14,091	207	26,152
	Higher Secondary	831	920	64	1,815	844	1,268	32	2,144	1,675	2,188	96	3,959
	Inter Colleges	374	447	24	845	262	337	24	623	636	784	48	1,468
	Degree Colleges	208	278	318	804	126	161	132	419	334	439	450	1,223
	Total	12,732	15,297	2,229	30,258	29,055	33,346	5,025	67,426	41,787	48,643	7,254	97,684
Sindh	Pre-Primary	-	-	-	-	-	-	2	2	-	-	2	2
	Primary	1,847	868	1,368	4,083	26,344	7,231	938	34,513	28,191	8,099	2,306	38,596
	Middle	217	186	2,114	2,517	1,634	619	1,264	3,517	1,851	805	3,378	6,034
	High	467	389	5,694	6,550	762	269	677	1,708	1,229	658	6,371	8,258
	Higher Secondary	127	145	510	782	296	59	157	512	423	204	667	1,294
	Inter Colleges	29	63	76	168	8	5	6	19	37	68	82	187
	Degree Colleges	61	60	53	174	41	41	28	110	102	101	81	284
	Total	2,748	1,711	9,815	14,274	29,085	8,224	3,072	40,381	31,833	9,935	12,887	54,655
KP	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	766	720	683	2,169	15,597	10,477	1,301	27,375	16,363	11,197	1,984	29,544
	Middle	181	141	1,167	1,489	1,955	1,508	2,333	5,796	2,136	1,649	3,500	7,285
	High	319	174	1,193	1,686	1,873	874	1,894	4,641	2,192	1,048	3,087	6,327
	Higher Secondary	191	136	661	988	599	291	732	1,622	790	427	1,393	2,610
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	66	51	275	392	143	105	59	307	209	156	334	699
	Total	1,523	1,222	3,979	6,724	20,167	13,255	6,319	39,741	21,690	14,477	10,298	46,465
Balochistan	Pre-Primary	-	-	-	-	-	-	11	11	-	-	11	11
	Primary	2,441	1,176	294	3,911	6,290	2,442	-	8,732	8,731	3,618	294	12,643
	Middle	330	252	344	926	609	467	2	1,078	939	719	346	2,004
	High	338	234	407	979	455	243	10	708	793	477	417	1,687
	Higher Secondary	53	65	50	168	56	29	12	97	109	94	62	265
	Inter Colleges	39	17	4	60	-	-	1	1	39	17	5	61
	Degree Colleges	43	33	2	78	-	-	-	-	43	33	2	78
	Total	3,244	1,777	1,101	6,122	7,410	3,181	36	10,627	10,654	4,958	1,137	16,749
AJ&K	Pre-Primary	-	-	-	-	-	-	1	1	-	-	1	1
	Primary	118	142	54	314	2,062	1,720	385	4,167	2,180	1,862	439	4,481
	Middle	30	40	305	375	503	494	840	1,837	533	534	1,145	2,211
	High	43	65	336	444	386	350	388	1,124	429	415	724	1,567
	Higher Secondary	27	29	214	270	56	81	57	194	83	110	271	465
	Inter Colleges	43	31	289	363	79	71	-	150	122	102	289	513
	Degree Colleges	41	40	-	81	20	31	-	51	61	71	-	132
	Total	302	347	1,198	1,847	3,106	2,747	1,671	7,524	3,408	3,094	2,869	9,371
GB	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	30	74	70	174	575	581	249	1,405	605	655	319	1,579
	Middle	16	20	78	114	188	107	189	484	204	127	267	598
	High	19	16	56	91	161	82	123	366	180	98	179	457
	Higher Secondary	8	7	32	47	18	15	48	81	26	22	80	128
	Inter Colleges	4	-	-	4	7	3	-	10	11	3	-	14
	Degree Colleges	7	5	-	12	1	-	-	1	8	5	-	13
	Total	84	122	236	442	950	788	609	2,347	1,034	910	845	2,789
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	39	21	111	171	75	55	285	415	114	76	396	586
	Middle	2	9	70	81	22	26	508	556	24	35	578	637
	High	15	22	54	91	33	29	341	403	48	51	395	494
	Higher Secondary	14	9	78	101	11	25	157	193	25	34	235	294
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	14	14	-	28	5	6	-	11	19	20	-	39
	Total	84	75	313	472	146	141	1,291	1,578	230	216	1,604	2,050
Pakistan	Pre-Primary	-	-	1	1	-	-	18	18	-	-	19	19
	Primary	6,820	4,765	4,162	15,747	65,149	37,906	7,847	110,902	71,969	42,671	12,009	126,649
	Middle	4,589	5,039	4,181	13,809	12,601	12,807	5,210	30,618	17,190	17,846	9,391	44,426
	High	7,128	8,397	7,877	23,402	9,597	8,441	3,503	21,541	16,725	16,838	11,380	44,942
	Higher Secondary	1,251	1,311	1,609	4,171	1,880	1,768	1,195	4,843	3,131	3,079	2,804	9,015
	Inter Colleges	489	558	393	1,440	356	416	31	803	845	974	424	2,243
	Degree Colleges	440	481	648	1,569	336	344	219	899	776	825	867	2,468
	Grand Total	20,717	20,551	18,871	60,139	89,919	61,682	18,023	169,624	110,636	82,233	36,894	229,763

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

- Public Sector data is provided by Provincial/Regional EMIS.
- Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
- Private Sector data for Sindh and Balochistan is estimated based on past trends.
- Data related to Other Public Sector, Education Foundations, and Non-Formal Education is provided by their respective organisations.
- Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments. 6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 2.3
Institutions (Public Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	2023-24											
		URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	1,296	1,699	-	2,995	14,137	15,224	-	29,361	15,433	16,923	-	32,356
	Middle	310	461	-	771	2,651	3,804	-	6,455	2,961	4,265	-	7,226
	High	747	903	-	1,650	3,399	3,028	-	6,427	4,146	3,931	-	8,077
	Higher Secondary	113	121	-	234	282	298	-	580	395	419	-	814
	Inter Colleges*	100	161	14	275	94	151	12	257	194	312	26	532
	Degree Colleges	12	61	62	135	14	44	51	109	26	105	113	244
	Total	2,578	3,406	76	6,060	20,577	22,549	63	43,189	23,155	25,955	139	49,249
Sindh	Primary	1,818	852	-	2,670	26,339	7,216	-	33,555	28,157	8,068	-	36,225
	Middle	196	169	-	365	1,630	613	-	2,243	1,826	782	-	2,608
	High	353	279	-	632	757	265	-	1,022	1,110	544	-	1,654
	Higher Secondary	72	80	-	152	288	51	-	339	360	131	-	491
	Inter Colleges	17	29	1	47	8	5	4	17	25	34	5	64
	Degree Colleges	54	53	15	122	41	41	27	109	95	94	42	231
	Total	2,510	1,462	16	3,988	29,063	8,191	31	37,285	31,573	9,653	47	41,273
KP	Primary	747	712	-	1,459	15,544	10,462	-	26,006	16,291	11,174	-	27,465
	Middle	122	128	-	250	1,800	1,503	-	3,303	1,922	1,631	-	3,553
	High	170	131	-	301	1,583	829	-	2,412	1,753	960	-	2,713
	Higher Secondary	68	66	-	134	480	250	-	730	548	316	-	864
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	66	49	-	115	143	105	-	248	209	154	-	363
	Total	1,173	1,086	-	2,259	19,550	13,149	-	32,699	20,723	14,235	-	34,958
Balochistan	Primary	2,420	1,174	-	3,594	6,252	2,440	-	8,692	8,672	3,614	-	12,286
	Middle	285	250	-	535	605	466	-	1,071	890	716	-	1,606
	High	293	223	-	516	448	238	-	686	741	461	-	1,202
	Higher Secondary	35	57	-	92	56	28	-	84	91	85	-	176
	Inter Colleges	38	17	-	55	-	-	-	-	38	17	-	55
	Degree Colleges	43	32	1	76	-	-	-	-	43	32	1	76
	Total	3,114	1,753	1	4,868	7,361	3,172	-	10,533	10,475	4,925	1	15,401
AJ&K	Primary	116	140	-	256	2,061	1,715	-	3,776	2,177	1,855	-	4,032
	Middle	29	36	-	65	498	485	-	983	527	521	-	1,048
	High	37	44	-	81	372	336	-	708	409	380	-	789
	Higher Secondary	4	6	-	10	47	64	-	111	51	70	-	121
	Inter Colleges	-	-	7	7	43	40	-	83	43	40	7	90
	Degree Colleges	18	21	-	39	20	31	-	51	38	52	-	90
	Total	204	247	7	458	3,041	2,671	-	5,712	3,245	2,918	7	6,170
GB	Primary	29	62	-	91	568	505	-	1,073	597	567	-	1,164
	Middle	13	18	-	31	172	96	-	268	185	114	-	299
	High	13	16	-	29	154	80	-	234	167	96	-	263
	Higher Secondary	3	5	-	8	16	12	-	28	19	17	-	36
	Inter Colleges	4	-	-	4	7	3	-	10	11	3	-	14
	Degree Colleges	7	5	-	12	1	-	-	1	8	5	-	13
	Total	69	106	-	175	918	696	-	1,614	987	802	-	1,789
ICT	Primary	39	21	-	60	75	55	-	130	114	76	-	190
	Middle	2	9	-	11	22	26	-	48	24	35	-	59
	High	15	22	-	37	33	29	-	62	48	51	-	99
	Higher Secondary	5	4	-	9	11	25	-	36	16	29	-	45
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	14	14	-	28	5	6	-	11	19	20	-	39
	Total	75	70	-	145	146	141	-	287	221	211	-	432
Pakistan	Primary	6,465	4,660	-	11,125	64,976	37,617	-	102,593	71,441	42,277	-	113,718
	Middle	957	1,071	-	2,028	7,378	6,993	-	14,371	8,335	8,064	-	16,399
	High	1,628	1,618	-	3,246	6,746	4,805	-	11,551	8,374	6,423	-	14,797
	Higher Secondary	300	339	-	639	1,180	728	-	1,908	1,480	1,067	-	2,547
	Inter Colleges	159	207	22	388	152	199	16	367	311	406	38	755
	Degree Colleges	214	235	78	527	224	227	78	529	438	462	156	1,056
	Grand Total	9,723	8,130	100	17,953	80,656	50,569	94	131,319	90,379	58,699	194	149,272

*Associate Colleges

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

2. Intermediate & Degree Colleges data is provided by Provincial/Regional Higher/College Education Departments.

Table 2.4
Institutions (Private Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	58	55	1,096	1,209	69	83	1,775	1,927	127	138	2,871	3,136
	Middle	3,503	3,930	-	7,433	4,628	5,336	-	9,964	8,131	9,266	-	17,397
	High	5,104	6,529	-	11,633	2,516	3,566	-	6,082	7,620	10,095	-	17,715
	Higher Secondary	681	763	-	1,444	556	966	-	1,522	1,237	1,729	-	2,966
	Inter Colleges	274	286	10	570	168	186	12	366	442	472	22	936
	Degree Colleges	196	217	256	669	112	117	81	310	308	334	337	979
	Total	9,816	11,780	1,362	22,958	8,049	10,254	1,868	20,171	17,865	22,034	3,230	43,129
Sindh	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	27	15	1,368	1,410	4	13	875	892	31	28	2,243	2,302
	Middle	18	12	2,114	2,144	4	6	1,197	1,207	22	18	3,311	3,351
	High	108	107	5,694	5,909	4	4	633	641	112	111	6,327	6,550
	Higher Secondary	30	64	510	604	8	2	115	125	38	66	625	729
	Inter Colleges	12	34	75	121	-	-	2	2	12	34	77	123
	Degree Colleges	7	7	38	52	-	-	1	1	7	7	39	53
	Total	202	239	9,799	10,240	20	25	2,823	2,868	222	264	12,622	13,108
KP	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	15	8	683	706	53	10	1,268	1,331	68	18	1,951	2,037
	Middle	59	13	1,167	1,239	151	5	2,323	2,479	210	18	3,490	3,718
	High	139	35	1,173	1,347	285	39	1,869	2,193	424	74	3,042	3,540
	Higher Secondary	114	69	660	843	118	40	701	859	232	109	1,361	1,702
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	2	275	277	-	-	59	59	-	2	334	336
	Total	327	127	3,958	4,412	607	94	6,220	6,921	934	221	10,178	11,333
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	21	2	294	317	-	-	-	-	21	2	294	317
	Middle	45	2	344	391	-	-	-	-	45	2	344	391
	High	32	11	407	450	-	-	-	-	32	11	407	450
	Higher Secondary	8	6	50	64	-	-	1	1	8	6	51	65
	Inter Colleges	1	-	4	5	-	-	1	1	1	-	5	6
	Degree Colleges	-	1	1	2	-	-	-	-	-	1	1	2
	Total	107	22	1,100	1,229	-	-	2	2	107	22	1,102	1,231
AJ&K	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	2	2	54	58	1	5	368	374	3	7	422	432
	Middle	1	4	305	310	5	9	833	847	6	13	1,138	1,156
	High	6	20	336	362	14	14	361	389	20	34	697	750
	Higher Secondary	20	23	214	257	7	17	50	74	27	40	264	332
	Inter Colleges	43	31	282	356	36	31	-	67	79	62	282	423
	Degree Colleges	23	19	-	42	-	-	-	-	23	19	-	42
	Total	95	99	1,191	1,385	63	76	1,612	1,751	158	175	2,803	3,135
GB	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	1	12	70	83	7	76	241	324	8	88	311	407
	Middle	3	2	78	83	16	11	188	215	19	13	266	298
	High	6	-	56	62	7	2	113	122	13	2	169	184
	Higher Secondary	4	2	32	38	2	3	46	51	6	5	78	89
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Total	14	16	236	266	32	92	588	712	46	108	824	978
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	-	-	109	109	-	-	285	285	-	-	394	394
	Middle	-	-	70	70	-	-	508	508	-	-	578	578
	High	-	-	50	50	-	-	330	330	-	-	380	380
	Higher Secondary	-	-	75	75	-	-	155	155	-	-	230	230
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	304	304	-	-	1,278	1,278	-	-	1,582	1,582
Pakistan	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	124	94	3,674	3,892	134	187	4,812	5,133	258	281	8,486	9,025
	Middle	3,629	3,963	4,078	11,670	4,804	5,367	5,049	15,220	8,433	9,330	9,127	26,889
	High	5,395	6,702	7,716	19,813	2,826	3,625	3,306	9,757	8,221	10,327	11,022	29,569
	Higher Secondary	857	927	1,541	3,325	691	1,028	1,068	2,787	1,548	1,955	2,609	6,113
	Inter Colleges	330	351	371	1,052	204	217	15	436	534	568	386	1,488
	Degree Colleges	226	246	570	1,042	112	117	141	370	338	363	711	1,412
	Grand Total	10,561	12,283	17,950	40,794	8,771	10,541	14,391	33,703	19,332	22,824	32,341	74,496

Source(s):

1. Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
2. Private Sector data for Sindh and Balochistan is estimated based on past trend.
3. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 2.5
Institutions (Other Public Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Pre-Primary	-	-	1	1	-	-	4	4	-	-	5	5
	Primary	225	10	486	721	-	93	2,914	3,007	225	103	3,400	3,728
	Middle	-	-	103	103	411	446	74	931	411	446	177	1,034
	High	76	65	137	278	12	-	70	82	88	65	207	360
	Higher Secondary	37	36	64	137	6	4	32	42	43	40	96	179
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	338	111	791	1,240	429	543	3,094	4,066	767	654	3,885	5,306
Sindh	Pre-Primary	-	-	-	-	-	-	2	2	-	-	2	2
	Primary	2	1	-	3	1	2	63	66	3	3	63	69
	Middle	3	5	-	8	-	-	67	67	3	5	67	75
	High	6	3	-	9	1	-	44	45	7	3	44	54
	Higher Secondary	25	1	-	26	-	6	42	48	25	7	42	74
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	36	10	-	46	2	8	218	228	38	18	218	274
KP	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	4	-	-	4	-	5	33	38	4	5	33	42
	Middle	-	-	-	-	4	-	10	14	4	-	10	14
	High	10	8	20	38	5	6	25	36	15	14	45	74
	Higher Secondary	9	1	1	11	1	1	31	33	10	2	32	44
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	23	9	21	53	10	12	99	121	33	21	120	174
Balochistan	Pre-Primary	-	-	-	-	-	-	11	11	-	-	11	11
	Primary	-	-	-	-	38	2	-	40	38	2	-	40
	Middle	-	-	-	-	4	1	2	7	4	1	2	7
	High	13	-	-	13	7	5	10	22	20	5	10	35
	Higher Secondary	10	2	-	12	-	1	11	12	10	3	11	24
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	23	2	-	25	49	9	34	92	72	11	34	117
AJ&K	Pre-Primary	-	-	-	-	-	-	1	1	-	-	1	1
	Primary	-	-	-	-	-	-	17	17	-	-	17	17
	Middle	-	-	-	-	-	-	7	7	-	-	7	7
	High	-	1	-	1	-	-	27	27	-	1	27	28
	Higher Secondary	3	-	-	3	2	-	7	9	5	-	7	12
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	3	1	-	4	2	-	59	61	5	1	59	65
GB	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	-	-	-	-	-	-	8	8	-	-	8	8
	Middle	-	-	-	-	-	-	1	1	-	-	1	1
	High	-	-	-	-	-	-	10	10	-	-	10	10
	Higher Secondary	1	-	-	1	-	-	2	2	1	-	2	3
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	1	-	-	1	-	-	21	21	1	-	21	22
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	-	-	2	2	-	-	-	-	-	-	2	2
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	4	4	-	-	11	11	-	-	15	15
	Higher Secondary	9	5	3	17	-	-	2	2	9	5	5	19
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	9	5	9	23	-	-	13	13	9	5	22	36
Pakistan	Pre-Primary	-	-	1	1	-	-	18	18	-	-	19	19
	Primary	231	11	488	730	39	102	3,035	3,176	270	113	3,523	3,906
	Middle	3	5	103	111	419	447	161	1,027	422	452	264	1,138
	High	105	77	161	343	25	11	197	233	130	88	358	576
	Higher Secondary	94	45	68	207	9	12	127	148	103	57	195	355
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Grand Total	433	138	821	1,392	492	572	3,538	4,602	925	710	4,359	5,994

Note(s):

1. Other Public Sector refers to public institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

1. Other Public Sector data is provided by the respective organisations.

Table 2.6
Status of Public Schools by Province, Level and Gender
2023-24

Province/ Region	Gender	Primary				Middle				High				Total			
		Functional	Non- Functional	Closed	Total	Functional	Non- Functional	Closed	Total	Functional	Non- Functional	Closed	Total	Functional	Non- Functional	Closed	Total
Punjab	Male	15,433	-	-	15,433	2,961	-	-	2,961	4,146	-	-	4,146	22,540	-	-	22,540
	Female	16,923	-	-	16,923	4,265	-	-	4,265	3,931	-	-	3,931	25,119	-	-	25,119
	Total	32,356	-	-	32,356	7,226	-	-	7,226	8,077	-	-	8,077	47,659	-	-	47,659
Sindh	Male	25,892	2,265	-	28,157	1,765	61	-	1,826	1,108	2	-	1,110	28,765	2,328	-	31,093
	Female	7,508	560	-	8,068	738	44	-	782	542	2	-	544	8,788	606	-	9,394
	Total	33,400	2,825	-	36,225	2,503	105	-	2,608	1,650	4	-	1,654	37,553	2,934	-	40,487
KP	Male	16,141	150	15	16,306	1,898	24	2	1,924	1,752	1	1	1,754	19,791	175	18	19,984
	Female	10,768	406	17	11,191	1,612	19	1	1,632	959	1	1	961	13,339	426	19	13,784
	Total	26,909	556	32	27,497	3,510	43	3	3,556	2,711	2	2	2,715	33,130	601	37	33,768
Balochistan	Male	6,133	2,539	-	8,672	856	34	-	890	740	1	-	741	7,729	2,574	-	10,303
	Female	2,543	1,071	-	3,614	689	27	-	716	458	3	-	461	3,690	1,101	-	4,791
	Total	8,676	3,610	-	12,286	1,545	61	-	1,606	1,198	4	-	1,202	11,419	3,675	-	15,094
AJ&K	Male	2,142	35	-	2,177	527	-	-	527	409	-	-	409	3,078	35	-	3,113
	Female	1,751	104	-	1,855	521	-	-	521	380	-	-	380	2,652	104	-	2,756
	Total	3,893	139	-	4,032	1,048	-	-	1,048	789	-	-	789	5,730	139	-	5,869
GB	Male	597	-	9	606	185	-	4	189	167	-	1	168	949	-	14	963
	Female	567	-	10	577	114	-	-	114	96	-	-	96	777	-	10	787
	Total	1,164	-	19	1,183	299	-	4	303	263	-	1	264	1,726	-	24	1,750
ICT	Male	113	1	-	114	24	-	-	24	48	-	-	48	185	1	-	186
	Female	76	-	-	76	35	-	-	35	51	-	-	51	162	-	-	162
	Total	189	1	-	190	59	-	-	59	99	-	-	99	347	1	-	348
Pakistan	Male	66,451	-	24	71,465	8,216	119	6	8,341	8,370	4	2	8,376	83,037	5,113	32	88,182
	Female	40,136	2,141	27	42,304	7,974	90	1	8,065	6,417	6	1	6,424	54,527	2,237	29	56,793
	Grand Total	106,587	7,131	51	113,769	16,190	209	7	16,406	14,787	10	3	14,800	137,564	7,350	61	144,975

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 2.7
Number of Schools (Public) by Teaching Strength, Location and Gender
2023-24

Primary									
Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	1,152	522	1,674	18,216	7,306	25,522	19,368	7,828	27,196
2	812	528	1,340	16,566	11,995	28,561	17,378	12,523	29,901
3	582	414	996	9,999	6,137	16,136	10,581	6,551	17,132
4	568	549	1,117	6,359	4,318	10,677	6,927	4,867	11,794
5	485	493	978	3,318	2,196	5,514	3,803	2,689	6,492
>5	2,016	1,700	3,716	5,502	2,926	8,428	7,518	4,626	12,144
Not Reported	850	454	1,304	5,016	2,739	7,755	5,866	3,193	9,059
Grand Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle									
Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	26	22	48	257	191	448	283	213	496
2	19	28	47	338	326	664	357	354	711
3	29	35	64	425	443	868	454	478	932
4	39	42	81	548	579	1,127	587	621	1,208
5	36	42	78	740	652	1,392	776	694	1,470
>5	790	881	1,671	4,866	4,509	9,375	5,656	5,390	11,046
Not Reported	18	21	39	204	293	497	222	314	536
Grand Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 2.7.1
Number of Schools (Public) by Teaching Strength, Location and Gender
2023-24

High									
Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	2	4	5	10	15	7	12	19
2	3	3	6	21	16	37	24	19	43
3	2	4	6	27	39	66	29	43	72
4	2	6	8	37	50	87	39	56	95
5	7	7	14	76	90	166	83	97	180
>5	1,595	1,574	3,169	6,450	4,476	10,926	8,045	6,050	14,095
Not Reported	17	22	39	130	124	254	147	146	293
Grand Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797

Higher Secondary									
Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	-	1	1	1	1	2	1	2	3
2	-	-	-	1	-	1	1	-	1
3	1	-	1	-	-	-	1	-	1
4	-	1	1	-	2	2	-	3	3
5	-	1	1	2	5	7	2	6	8
>5	291	333	624	1,159	698	1,857	1,450	1,031	2,481
Not Reported	8	3	11	17	22	39	25	25	50
Grand Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 2.8
Universities/Degree Awarding Institutions (Public + Private) by Province
2023-24

Province/Region	Institutions			Teachers			
	Public Institutions	Private Institutions	Total	Faculty	Public Teachers	Private Teachers	Total
					Total	Total	
Punjab	50	33	83	Full Time	13,649	8,309	21,958
				Part Time	2,231	1,088	3,319
				Total	15,880	9,397	25,277
Sindh	29	38	67	Full Time	7,207	7,129	14,336
				Part Time	1,339	1,554	2,893
				Total	8,546	8,683	17,229
KP	33	11	44	Full Time	5,992	2,209	8,201
				Part Time	245	95	340
				Total	6,237	2,304	8,541
Balochistan	10	1	11	Full Time	2,379	154	2,533
				Part Time	99	-	99
				Total	2,478	154	2,632
AJ&K	5	2	7	Full Time	1,032	183	1,215
				Part Time	327	3	330
				Total	1,359	186	1,545
GB	2		2	Full Time	233	-	233
				Part Time	92	-	92
				Total	325	-	325
ICT	17	8	25	Full Time	8,482	3,541	12,023
				Part Time	34,224	327	34,551
				Total	42,706	3,868	46,574
Pakistan	146	93	239	Full Time	38,974	21,525	60,499
				Part Time	38,557	3,067	41,624
				Grand Total	77,531	24,592	102,123

Note(s):

1. Data is reported for the year 2022-23.

Source(s):

1. Universities/DAI data is provided by Higher Education Commission (HEC), Islamabad.

Table 2.9
Non-Formal Basic Education (NFBE)
Institutions, Teachers and Enrolment by Department
2023-24

Departments	Institutions	Enrolment			Teachers
		Male	Female	Total	
National Commission for Human Development (NCHD)	1,091	20,617	14,837	35,454	1,179
Basic Education Community Schools (BECS)	1,620	31,280	29,716	60,996	1,620
Punjab Literacy & NFBE Department	20,619	312,136	349,705	661,841	20,258
Directorate of Literacy & Non-Formal Education (Self Help Project)	8	163	114	277	8
Sindh Education Foundation (SEF)	229	11,455	20,105	31,560	781
KP Elementary & Secondary Education Foundation	3,566	96,182	148,289	244,471	5,559
Alternate Learning Program - Project Implementation Unit, E&S Education Department KP	1,417	19,412	27,781	47,193	1,544
Merged Areas Education Foundation	379	16,807	16,448	33,255	729
Balochistan Literacy & NFE Department	312	2,751	3,402	6,153	295
Education Support Project, Secondary Education Department, Government of Balochistan	451	8,149	8,903	17,052	459
National Education Foundation (NEF)	114	3,988	4,486	8,474	295
Others	2,239	21,638	41,552	63,190	2,294
Total	32,045	544,578	665,338	1,209,916	35,021

Table 2.9.1
Non-Formal Basic Education (NFBE)
Institutions, Teachers and Enrolment by Province
2023-24

Province / Region	Institutions	Enrolment			Teachers
		Male	Female	Total	
Punjab	20,875	316,772	353,166	669,938	20,618
Sindh	1,001	17,283	36,049	53,332	1,654
KP	6,333	136,928	203,729	340,657	8,377
Balochistan	968	15,304	15,937	31,241	997
AJ&K	456	10,318	11,242	21,560	599
GB	977	18,348	17,471	35,819	1,014
ICT	1,435	29,625	27,744	57,369	1,762
Total	32,045	544,578	665,338	1,209,916	35,021

Source(s):

1. Data is provided by the respective Federal/Provincial Departments through the Non-Formal Education Management Information System (NFEMIS) maintained by Pakistan Institute of Education in collaboration with JICA.

Table 2.9.2
National Commission for Human Development (NCHD)
Institutions, Teachers and Enrolment by Province and Gender
2023-24

Province/Region	Institutions				Enrolment			Teacher		
	Male	Female	Co-Edu	Total	Male	Female	Total	Male	Female	Total
Punjab	24	2	26	52	1,145	111	1,256	49	3	52
Sindh	11	-	20	31	652	140	792	31	-	31
KP	42	20	-	62	864	420	1,284	42	20	62
Balochistan	23	-	25	48	1,050	110	1,160	48	-	48
AJ&K	7	-	197	204	4,227	4,151	8,378	39	216	255
GB	-	-	108	108	2,635	2,336	4,971	46	99	145
ICT	157	71	358	586	10,044	7,569	17,613	229	357	586
Total	264	93	734	1,091	20,617	14,837	35,454	484	695	1,179

Table 2.9.3
Basic Education Community Schools (BECS)
Institutions, Teachers and Enrolment by Province and Gender
2023-24

Province/Region	Institutions				Enrolment			Teacher		
	Male	Female	Co-Edu	Total	Male	Female	Total	Male	Female	Total
AJ&K	-	-	201	201	4,195	4,668	8,863	15	186	201
GB	-	-	776	776	15,350	12,602	27,952	271	505	776
ICT	-	-	643	643	11,735	12,446	24,181	46	597	643
Total	-	-	1,620	1,620	31,280	29,716	60,996	332	1,288	1,620

Source(s):

1. Data is provided by the respective Federal/Provincial Departments through the Non-Formal Education Management Information System (NFEMIS) maintained by Pakistan Institute of Education in collaboration with JICA

Table 2.10
Non-Formal Education (NFE)
Institutions, Enrolment and Teachers by Province and Departments
2023-24

Province/ Region	Departments	Institutions				Enrolment			Teachers		
		Male	Female	Co-Edu	Total	Male	Female	Total	Male	Female	Total
Punjab	Total	53	17	20,805	20,875	316,772	353,166	669,938	3,113	17,505	20,618
	National Commission for Human Development (NCHD)	24	2	26	52	1,145	111	1,256	49	3	52
	Punjab Literacy & NFBE Department	-	-	20,619	20,619	312,136	349,705	661,841	2,960	17,298	20,258
	Others	29	15	160	204	3,491	3,350	6,841	104	204	308
Sindh	Total	51	275	675	1,001	17,283	36,049	53,332	337	1,317	1,654
	Directorate of Literacy & Non-Formal Education (Self Help Project)	1	1	6	8	163	114	277	5	3	8
	National Commission for Human Development (NCHD)	11	-	20	31	652	140	792	31	-	31
	Sindh Education Foundation (SEF)	-	-	229	229	11,455	20,105	31,560	176	605	781
	Others	39	274	420	733	5,013	15,690	20,703	125	709	834
KP	Total	1,775	4,273	285	6,333	136,928	203,729	340,657	1,772	6,605	8,377
	National Commission for Human Development (NCHD)	42	20	-	62	864	420	1,284	42	20	62
	KP Elementary & Secondary Education Foundation	453	3,113	-	3,566	96,182	148,289	244,471	453	5,106	5,559
	Alternate Learning Program - Project Implementation Unit, E&S Education Deptt., KP	625	792	-	1,417	19,412	27,781	47,193	639	905	1,544
	Merged Areas Education Foundation	60	105	214	379	16,807	16,448	33,255	520	209	729
	Others	595	243	71	909	3,663	10,791	14,454	118	365	483
	Total	130	150	688	968	15,304	15,937	31,241	520	477	997
Balochistan	National Commission for Human Development (NCHD)	23	-	25	48	1,050	110	1,160	48	-	48
	Directorate of Literacy & NFE Department Balochistan	-	-	312	312	2,751	3,402	6,153	117	178	295
	Education Support Project, Secondary Education Department, Government of Balochistan	83	126	242	451	8,149	8,903	17,052	256	203	459
	Others	24	24	109	157	3,354	3,522	6,876	99	96	195
AJ&K	Total	7	-	449	456	10,318	11,242	21,560	62	537	599
	National Commission for Human Development (NCHD)	7	-	197	204	4,227	4,151	8,378	39	216	255
	Basic Education Community Schools (BECS)	-	-	201	201	4,195	4,668	8,863	15	186	201
	National Education Foundation (NEF)	-	-	47	47	1,814	2,338	4,152	8	131	139
	Others	-	-	4	4	82	85	167	-	4	4
GB	Total	-	75	902	977	18,348	17,471	35,819	329	685	1,014
	National Commission for Human Development (NCHD)	-	-	108	108	2,635	2,336	4,971	46	99	145
	Basic Education Community Schools (BECS)	-	-	776	776	15,350	12,602	27,952	271	505	776
	Others	-	75	18	93	363	2,533	2,896	12	81	93
ICT	Total	160	84	1,191	1,435	29,625	27,744	57,369	317	1,445	1,762
	National Commission for Human Development (NCHD)	157	71	358	586	10,044	7,569	17,613	229	357	586
	Basic Education Community Schools (BECS)	-	-	643	643	11,735	12,446	24,181	46	597	643
	National Education Foundation (NEF)	-	1	66	67	2,174	2,148	4,322	7	149	156
	Others	3	12	124	139	5,672	5,581	11,253	35	342	377
Pakistan	Total	2,176	4,874	24,995	32,045	544,578	665,338	1,209,916	6,450	28,571	35,021
	National Commission for Human Development (NCHD)	264	93	734	1,091	20,617	14,837	35,454	484	695	1,179
	Basic Education Community Schools (BECS)	-	-	1,620	1,620	31,280	29,716	60,996	332	1,288	1,620
	Punjab Literacy & NFBE Department	-	-	20,619	20,619	312,136	349,705	661,841	2,960	17,298	20,258
	Directorate of Literacy & Non-Formal Education (Self Help Project)	1	1	6	8	163	114	277	5	3	8
	Sindh Education Foundation (SEF)	-	-	229	229	11,455	20,105	31,560	176	605	781
	KP Elementary & Secondary Education Foundation	453	3,113	-	3,566	96,182	148,289	244,471	453	5,106	5,559
	Alternate Learning Program - Project Implementation Unit, E&S Education Department KP	625	792	-	1,417	19,412	27,781	47,193	639	905	1,544
	Merged Areas Education Foundation	60	105	214	379	16,807	16,448	33,255	520	209	729
	Balochistan Literacy & NFE Department	-	-	312	312	2,751	3,402	6,153	117	178	295
	Education Support Project, Secondary Education Department, Government of Balochistan	83	126	242	451	8,149	8,903	17,052	256	203	459
	National Education Foundation (NEF)	-	1	113	114	3,988	4,486	8,474	15	280	295
	Others	690	643	906	2,239	21,638	41,552	63,190	493	1,801	2,294

Source(s):

1. Data is provided by the respective Federal/Provincial Departments through the Non-Formal Education Management Information System (NFEMIS) maintained by Pakistan Institute of Education in collaboration with JICA.

Table 2.11
Public-Private Partnership (Education Foundations)
Institutions, Teachers and Enrolment
2023-24

Organisation/Department/Programs	Institutions	Enrolment			Teachers
		Male	Female	Total	
Punjab Education Foundation (PEF)	7,695	1,268,080	1,300,430	2,568,510	100,577
Sindh Education Foundation (SEF)	2,605	530,140	343,659	873,799	24,174
Balochistan Education Foundation (BEF)	689	17,529	14,769	32,298	1,009
Total	10,989	1,815,749	1,658,858	3,474,607	125,760

Source(s):

1. Punjab Education Foundation (PEF), Punjab
2. Sindh Education Foundation (SEF), Sindh
3. Balochistan Education Foundation (BEF), Balochistan

Table 2.12
Other Public Sector (Pre-Primary to Higher Secondary)
Institutions, Teachers and Enrolment
2023-24

Organisations/Departments	Institutions	Enrolment	Teachers
Divisional Public School & Inter Colleges (DPS)	20	33,930	1,663
Pakistan Railways (PR)	29	5,215	29
Pakistan Bait-ul-Mal	159	18,762	848
Pakistan Atomic Energy Commission (PAEC)	28	18,687	816
Pakistan Air Force (PAF)	26	59,855	2,999
Daanish Schools and Centre of Excellence Authority	28	31,525	1,092
Special Education Department Sindh (DEPD)	65	4,283	391
Pakistan Ordinance Factories (POF) C/G	9	12,845	564
Army Public Schools and Colleges System (APSACS)	222	300,059	15,351
Federal Government Educational Institutions (Cantts/Garrisons)	311	161,837	6,583
Water and Power Development Authority (WAPDA)	15	5,712	254
Overseas Pakistanis Foundation (OPF)	27	19,400	668
Pakistan Steel Mills	8	2,452	180
Special Education Department, Government of Gilgit Baltistan	3	244	54
Zakat, Ushr, Social Welfare and Special Education Department, Govt. of Khyber Pakhtunkhwa	3	431	40
Directorate General of Special Education, Ministry of Human Rights, Islamabad	3	1,633	92
Pakistan Rangers	34	10,444	463
Social Welfare and Special Education Department, Govt. of Balochistan	16	891	75
Special Education Department, Government of Punjab	293	38,478	2,754
Mines & Minerals Department	36	6,062	418
National Police Foundation	2	494	35
Telecom Foundation	14	2,497	177
Bahria Education & Training Services (BEATS)	82	34,762	2,318
Pakistan Navy (PN) / Naval Education	31	39,469	2,280
Fauji Foundation	122	70,555	2,853
Punjab Education Initiatives Management Authority (PEIMA)	4,273	616,989	20,882
Workers Welfare	86	58,980	1,721
Cadet Colleges	39	15,667	1,077
Sir Syed Educational Institutions	10	14,226	600
Total Other Public	5,994	1,586,384	67,277

Source(s):

1. Punjab Education Foundation (PEF), Punjab
2. Sindh Education Foundation (SEF), Sindh
3. Balochistan Education Foundation (BEF), Balochistan

Table 2.13
Technical and Vocational Institutions by Province, Level and Gender
(Public, Other Public & Private)
2023-24

Province/ Region	Level	Institutions				Enrolment			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Punjab	Technical	272	155	147	574	28,542	17,665	46,207	24,184	539	24,723
	Vocational	569	395	141	1,105	119,546	61,587	181,133	4,606	2,657	7,263
	Total	841	550	288	1,679	148,088	79,252	227,340	28,790	3,196	31,986
Sindh	Technical	109	51	109	269	19,145	5,499	24,644	603	314	917
	Vocational	315	155	113	583	51,935	21,971	73,906	1,647	512	2,159
	Total	424	206	222	852	71,080	27,470	98,550	2,250	826	3,076
KP	Technical	75	15	184	274	17,619	1,195	18,814	610	101	711
	Vocational	376	207	60	643	24,401	16,979	41,380	2,430	398	2,828
	Total	451	222	244	917	42,020	18,174	60,194	3,040	499	3,539
Balochistan	Technical	35	17	8	60	2,055	1,035	3,090	175	62	237
	Vocational	153	110	27	290	11,866	8,207	20,073	218	85	303
	Total	188	127	35	350	13,921	9,242	23,163	393	147	540
AJ&K	Technical	15	9	6	30	1,509	559	2,068	230	129	359
	Vocational	72	61	20	153	7,746	3,210	10,956	354	62	416
	Total	87	70	26	183	9,255	3,769	13,024	584	191	775
GB	Technical	15	6	5	26	656	690	1,346	238	59	297
	Vocational	77	105	25	207	3,778	9,555	13,333	191	120	311
	Total	92	111	30	233	4,434	10,245	14,679	429	179	608
ICT	Technical	15	9	5	29	6,063	4,440	10,503	71	55	126
	Vocational	66	171	69	306	3,968	5,977	9,945	320	134	454
	Total	81	180	74	335	10,031	10,417	20,448	391	189	580
Pakistan	Technical	536	262	464	1,262	75,589	31,083	106,672	26,111	1,259	27,370
	Vocational	1,628	1,204	455	3,287	223,240	127,486	350,726	9,766	3,968	13,734
	Grand Total	2,164	1,466	919	4,549	298,829	158,569	457,398	35,877	5,227	41,104

Source(s):

1. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTC), Islamabad.

Table 2.15.1
Deeni Madaris
Institutions, Teachers and Enrolment by Wafaqs, Province and Gender
2023-24

Wafaqs/Tanzeem/Rabita	Province/ Region	Institutions				Enrolment			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Rabita-al-Madaris Islamia	Punjab	348	153	-	501	14,220	19,445	33,665	1,474	2,009	3,483
	Sindh	105	40	-	145	9,975	13,418	23,393	1,013	838	1,851
	KP	657	110	-	767	18,502	28,312	46,814	2,315	2,984	5,299
	Balochistan	64	9	-	73	3,015	3,458	6,473	392	365	757
	AJ&K	50	20	-	70	4,892	7,638	12,530	234	342	576
	GB	2	1	-	3	208	115	323	8	4	12
	ICT	38	13	-	51	3,728	5,064	8,792	252	234	486
	Total	1,264	346	-	1,610	54,540	77,450	131,990	5,688	6,776	12,464
Wafaq-ul-Madaris-al-Salafia	Punjab	282	468	-	750	16,300	33,831	50,131	1,634	2,760	4,394
	Sindh	51	34	-	85	5,517	3,276	8,793	310	213	523
	KP	61	66	-	127	1,982	4,639	6,621	292	322	614
	Balochistan	8	2	-	10	732	108	840	50	17	67
	AJ&K	15	4	-	19	1,008	1,251	2,259	94	25	119
	GB	2	2	-	4	424	702	1,126	30	32	62
	ICT	10	8	-	18	1,223	509	1,732	64	47	111
	Total	429	584	-	1,013	27,186	44,316	71,502	2,474	3,416	5,890
Tanzeem-ul-Madaris Ahle-Sunat Pakistan	Punjab	6,418	2,824	-	9,242	502,277	707,496	1,209,773	30,963	13,624	44,587
	Sindh	1,491	575	-	2,066	198,633	171,524	370,157	6,078	2,344	8,422
	KP	976	163	-	1,139	40,475	82,793	123,268	3,548	592	4,140
	Balochistan	175	26	-	201	18,373	14,950	33,323	1,110	165	1,275
	AJ&K	737	303	-	1,040	12,044	12,944	24,942	2,667	1,096	3,763
	GB	4,412	1,712	-	6,124	58,520	41,434	-	8,280	3,213	11,493
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	14,209	5,603	-	19,812	830,322	1,031,141	1,861,463	52,645	21,035	73,680
Wafaq-ul-Madaris-al-Shia	Punjab	216	124	-	340	10,214	6,396	16,610	931	339	1,270
	Sindh	111	45	-	156	4,848	3,537	8,385	463	111	574
	KP	14	8	-	22	1,577	999	2,576	65	60	125
	Balochistan	11	6	-	17	1,443	978	2,421	76	34	110
	AJ&K	4	3	-	7	414	270	684	15	15	30
	GB	32	17	-	49	5,398	4,085	9,483	147	57	204
	ICT	7	4	-	11	658	429	1,087	50	17	67
	Total	395	207	-	602	24,552	16,694	41,246	1,747	633	2,380
Wafaq-ul-Madaris-al-Arabia	Punjab	6,734	1,974	-	8,708	32,473	78,439	110,912	41,024	1,652	42,676
	Sindh	2,880	772	-	3,652	31,194	29,347	60,541	31,112	2,291	33,403
	KP	7,159	1,044	-	8,203	64,891	187,376	252,267	68,405	2,305	70,710
	Balochistan	2,037	120	-	2,157	21,534	13,063	34,597	23,837	109	23,946
	AJ&K	275	81	-	356	744	4,293	5,037	1,720	37	1,757
	GB	90	26	-	116	589	1,659	2,248	787	27	814
	ICT	310	42	-	352	4,345	4,733	9,078	2,417	66	2,483
	Total	19,485	4,059	-	23,544	155,770	318,910	474,680	169,302	6,487	175,789
Jamia AI - Dirasat AI - Islamia Karachi	Punjab	-	-	-	-	-	-	-	-	-	-
	Sindh	35	11	-	46	11,600	3,570	15,170	1,880	450	2,330
	KP	-	-	-	-	-	-	-	-	-	-
	Balochistan	11	5	-	16	1,425	600	2,025	470	150	620
	AJ&K	-	-	-	-	-	-	-	-	-	-
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	46	16	-	62	13,025	4,170	17,195	2,350	600	2,950

Source(s):

1. Data is provided by the respective Madaris Body (Wafaq).

Table 2.15.2
Deeni Madaris
Institutions, Teachers and Enrolment By Wafaqs, Province and Gender
2023-24

Wafaqs/Tanzeem/Rabita	Province/ Region	Institutions				Enrolment			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Ittehad UI Madaris Alarbia Pakistan	Punjab	2,185	845	-	3,030	23,240	12,739	35,979	1,866	1,433	3,299
	Sindh	1,248	725	-	1,973	12,468	11,347	23,815	977	945	1,922
	KP	1,789	228	-	2,017	13,018	5,405	18,423	1,928	498	2,426
	Balochistan	895	185	-	1,080	10,575	12,481	23,056	1,649	516	2,165
	AJ&K	88	42	-	130	8,573	7,995	16,568	233	98	331
	GB	-	-	-	-	3,812	822	4,634	55	41	96
	ICT	35	26	-	61	5,807	4,056	9,863	95	68	163
	Total	6,240	2,051	-	8,291	77,493	54,845	132,338	6,803	3,599	10,402
Wafaq UI Madaris Al Islamia Al Rizvia Pakistan	Punjab	1,225	735	381	2,341	61,873	64,304	126,177	7,865	5,571	13,436
	Sindh	135	102	61	298	24,690	22,197	46,887	1,023	765	1,788
	KP	93	91	45	229	12,828	11,106	23,934	491	491	982
	Balochistan	105	85	51	241	19,922	18,141	38,063	815	341	1,156
	AJ&K	65	54	26	145	8,028	6,058	14,086	405	375	780
	GB	19	11	9	39	1,785	1,354	3,139	151	95	246
	ICT	51	31	21	103	4,430	3,670	8,100	265	245	510
	Total	1,693	1,109	594	3,396	133,556	126,830	260,386	11,015	7,883	18,898
Kinz UI Madaris Global Madni Markaz	Punjab	1,714	813	-	2,527	25,829	37,943	63,772	4,949	1,991	6,940
	Sindh	338	133	-	471	11,380	13,574	24,954	2,092	831	2,923
	KP	43	16	-	59	699	462	1,161	158	35	193
	Balochistan	49	56	-	105	554	151	705	178	8	186
	AJ&K	101	23	-	124	1,253	358	1,611	161	25	186
	GB	1	-	-	1	-	14	14	1	2	3
	ICT	3	10	-	13	3,673	891	4,564	55	48	103
	Total	2,249	1,051	-	3,300	43,388	53,393	96,781	7,594	2,940	10,534
Nizam UI Madaris Pakistan	Punjab	592	660	242	1,494	35,856	70,265	106,121	1,425	1,570	2,995
	Sindh	29	22	18	69	2,969	3,171	6,140	98	75	173
	KP	35	47	20	102	1,066	1,653	2,719	142	125	267
	Balochistan	1	-	-	1	18	-	18	2	-	2
	AJ&K	38	28	20	86	235	733	968	89	76	165
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	18	15	13	46	352	937	1,289	78	66	144
	Total	713	772	313	1,798	40,496	76,759	117,255	1,834	1,912	3,746
Majma Al Uloom Al Islamia	Punjab	90	55	190	335	1,649	1,572	3,221	280	155	435
	Sindh	27	30	45	102	3,113	1,994	5,107	180	85	265
	KP	95	50	145	290	1,392	1,092	2,484	197	153	350
	Balochistan	13	5	10	28	73	79	152	27	8	35
	AJ&K	2	1	2	5	205	173	378	6	4	10
	GB	1	1	2	4	34	18	52	3	2	5
	ICT	18	10	15	43	202	173	375	30	19	49
	Total	246	152	409	807	6,668	5,101	11,769	723	426	1,149

Source(s):

1. Data is provided by the respective Madaris Body (Wafaq).

Table 2.15.3
Deeni Madaris
Institutions, Teachers and Enrolment by Wafaqs, Province and Gender
2023-24

Wafaqs/Tanzeem/Rabita	Province/ Region	Institutions				Enrolment			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Majma Al-Madaris Taleem Al Kitab Wal Hikma	Punjab	55	8	-	63	1,725	637	2,362	180	62	242
	Sindh	10	4	-	14	257	131	388	16	8	24
	KP	16	1	-	17	667	63	730	34	4	38
	Balochistan	-	-	-	-	-	-	-	-	-	-
	AJ&K	1	-	-	1	-	-	-	1	-	1
	GB	7	2	-	9	134	58	192	16	5	21
	ICT	2	-	-	2	-	-	-	2	-	2
	Total	91	15	-	106	2,783	889	3,672	249	79	328
Ittehad Ul Madaris Al Islamia Pakistan	Punjab	60	22	5	87	3,695	565	4,260	95	37	132
	Sindh	90	30	12	132	4,057	876	4,933	178	48	226
	KP	5	1	-	6	324	41	365	22	5	27
	Balochistan	15	4	2	21	842	202	1,044	40	12	52
	AJ&K	16	7	2	25	1,025	296	1,321	45	18	63
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	186	64	21	271	9,943	1,980	11,923	380	120	500
Jamia Taleemat Islamia	Punjab	6	15	-	21	1,492	1,757	3,249	59	83	142
	Sindh	-	1	-	1	-	244	244	3	10	13
	KP	-	-	-	-	-	-	-	-	-	-
	Balochistan	-	-	-	-	-	-	-	-	-	-
	AJ&K	-	1	-	1	-	120	120	2	8	10
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	6	17	-	23	1,492	2,121	3,613	64	101	165
Jamia Al Rasheed	Punjab	2	-	-	2	163	-	163	-	-	-
	Sindh	6	2	-	8	2,477	1,431	3,908	-	-	-
	KP	2	-	-	2	117	-	117	-	-	-
	Balochistan	-	-	-	-	-	-	-	-	-	-
	AJ&K	-	-	-	-	-	-	-	-	-	-
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	10	2	-	12	2,757	1,431	4,188	-	-	-
Independent Madaris*	Punjab	3	1	-	4	2,463	732	3,195	120	32	152
	Sindh	-	-	-	-	1,069	357	1,426	122	12	134
	KP	-	-	1	1	778	-	778	12	-	12
	Balochistan	-	-	-	-	443	-	443	6	-	6
	AJ&K	-	-	-	-	51	-	51	-	-	-
	GB	-	-	-	-	83	-	83	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
	Total	3	1	1	5	4,887	1,089	5,976	260	44	304
Total	Punjab	20,053	8,822	818	29,693	739,551	1,041,715	1,781,266	93,850	32,159	126,009
	Sindh	6,556	2,526	136	9,218	324,247	279,994	604,241	45,545	9,026	54,571
	KP	10,951	1,827	211	12,989	158,520	324,261	482,781	77,637	7,578	85,215
	Balochistan	3,384	504	63	3,951	78,949	64,241	143,190	28,652	1,730	30,382
	AJ&K	1,418	583	50	2,051	39,884	42,865	82,749	5,845	2,184	8,029
	GB	4,566	1,772	11	6,349	70,987	50,261	121,248	9,478	3,478	12,956
	ICT	499	163	49	711	24,811	20,589	45,400	3,337	827	4,164
	Total	47,427	16,197	1,338	64,962	1,436,949	1,823,926	3,260,875	264,343	56,983	321,326

*Jamia Dar-ul-Aloom Karachi, Al-Jamia Al-Ashrafia Lahore

Source(s):

1. Data is provided by the respective Madaris Body (Wafaq).

Table 2.16
Schools with Reported Attacks by Province, Level, Gender and Location
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-
Sindh	Primary	13	6	-	19	33	3	-	36	46	9	-	55
	Middle	2	4	-	6	9	2	-	11	11	6	-	17
	High	2	1	-	3	2	2	-	4	4	3	-	7
	Higher Secondary	-	1	-	1	1	2	-	3	1	3	-	4
	Total	17	12	-	29	45	9	-	54	62	21	-	83
KP	Primary	1	3	-	4	37	35	-	72	38	38	-	76
	Middle	-	1	-	1	1	10	-	11	1	11	-	12
	High	-	-	-	-	5	2	-	7	5	2	-	7
	Higher Secondary	-	1	-	1	3	3	-	6	3	4	-	7
	Total	1	5	-	6	46	50	-	96	47	55	-	102
Balochistan	Primary	-	2	-	2	4	4	-	8	4	6	-	10
	Middle	-	-	-	-	1	3	-	4	1	3	-	4
	High	2	1	-	3	1	1	-	2	3	2	-	5
	Higher Secondary	-	1	-	1	1	-	-	1	1	1	-	2
	Total	2	4	-	6	7	8	-	15	9	12	-	21
ICT	Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-
Pakistan	Primary	14	11	-	25	74	42	-	116	88	53	-	141
	Middle	2	5	-	7	11	15	-	26	13	20	-	33
	High	4	2	-	6	8	5	-	13	12	7	-	19
	Higher Secondary	-	3	-	3	5	5	-	10	5	8	-	13
	Grand Total	20	21	-	41	98	67	-	165	118	88	-	206

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 2.17
Schools with Reported Cases of Corporal Punishment by Province, Level, Gender and Location
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	1	1	-	2	-	-	-	-	1	1	-	2
	Middle	-	1	-	1	-	-	-	-	-	1	-	1
	High	-	-	-	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	1	2	-	3	-	-	-	-	1	2	-	3
Sindh	Primary	1	2	-	3	11	-	-	11	12	2	-	14
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	1	-	1	1	-	-	1	1	1	-	2
	Higher Secondary	1	-	-	1	-	-	-	-	1	-	-	1
	Total	2	3	-	5	12	-	-	12	14	3	-	17
KP	Primary	-	-	-	-	6	6	-	12	6	6	-	12
	Middle	-	-	-	-	1	-	-	1	1	-	-	1
	High	-	-	-	-	1	-	-	1	1	-	-	1
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	8	6	-	14	8	6	-	14
Balochistan	Primary	43	3	-	46	26	7	-	33	69	10	-	79
	Middle	3	1	-	4	-	2	-	2	3	3	-	6
	High	4	3	-	7	2	1	-	3	6	4	-	10
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	50	7	-	57	28	10	-	38	78	17	-	95
ICT	Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-
Pakistan	Primary	45	6	-	51	43	13	-	56	88	19	-	107
	Middle	3	2	-	5	1	2	-	3	4	4	-	8
	High	4	4	-	8	4	1	-	5	8	5	-	13
	Higher Secondary	1	-	-	1	-	-	-	-	1	-	-	1
	Grand Total	53	12	-	65	48	16	-	64	101	28	-	129

Note(s):

1. Mosque Schools are included in Primary Schools

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Part 3

Enrolment

Table 3.1
Five-Year Comparison of Enrolment

Stage*	Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Pre- Primary	Public	4,172,699	3,334,296	3,922,585	4,486,920	4,671,181
	Other Public	44,174	54,304	58,247	95,184	350,294
	Private	4,736,903	4,962,570	4,985,610	5,064,577	4,579,123
	Total	8,953,776	8,351,170	8,966,442	9,646,681	9,600,598
Primary	Public	12,644,242	12,625,179	12,381,505	12,155,301	11,876,362
	Other Public	202,798	224,129	231,018	355,783	753,074
	Private	6,761,218	7,228,763	7,281,708	8,134,742	8,186,300
	Total	19,608,258	20,078,071	19,894,231	20,645,826	20,815,736
Middle	Public	4,575,905	4,724,209	5,029,733	5,102,249	5,260,833
	Other Public	129,725	140,513	148,414	180,216	264,467
	Private	2,251,856	2,459,864	2,486,482	2,999,666	3,682,559
	Total	6,957,486	7,324,586	7,664,629	8,282,131	9,207,859
High	Public	2,396,669	2,538,939	2,641,754	2,636,565	2,752,307
	Other Public	77,100	83,915	90,046	118,286	147,367
	Private	1,024,042	1,156,385	1,174,955	1,380,784	1,799,717
	Total	3,497,811	3,779,239	3,906,755	4,135,635	4,699,391
Higher Secondary/ Inter Colleges	Public	1,579,610	1,549,205	1,385,959	1,459,377	1,493,986
	Other Public	48,788	55,259	59,320	54,868	70,836
	Private	592,854	688,489	698,794	817,081	1,260,427
	Total	2,221,252	2,292,953	2,144,073	2,331,326	2,825,249
Degree Colleges (XI-XIV)	Public	523,959	547,965	420,570	410,909	525,084
	Other Public	16,385	16,385	16,385	16,385	346
	Private	231,292	193,536	186,437	202,705	193,389
	Total	771,636	757,886	623,392	629,999	718,819
Universities	Public	1,647,049	1,866,976	1,866,976	1,550,290	1,572,779
	Other Public	-	-	-	-	-
	Private	354,646	359,275	359,275	386,039	391,368
	Total	2,001,695	2,226,251	2,226,251	1,936,329	1,964,147
Non-Formal Basic Education	Public	1,367,916	1,494,445	747,778	1,006,520	1,146,726
	Other Public	-	-	-	-	-
	Private	-	-	126,322	67,184	63,190
	Total	1,367,916	1,494,445	874,100	1,073,704	1,209,916
Education Foundations	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private **	3,185,636	2,972,149	3,406,747	3,510,594	3,474,607
	Total	3,185,636	2,972,149	3,406,747	3,510,594	3,474,607
Technical & Vocational Institutions	Public	277,126	277,126	288,224	297,643	295,874
	Other Public	-	-	-	-	-
	Private	156,111	156,111	149,858	156,314	161,524
	Total	433,237	433,237	438,082	453,957	457,398
Teachers Training Institutions	Public	70,862	70,862	70,862	70,862	-
	Other Public	-	-	-	-	-
	Private	5,365	5,365	5,365	5,365	-
	Total	76,227	76,227	76,227	76,227	-
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	4,198,173	4,408,539	4,650,035	3,346,923	3,260,875
	Total	4,198,173	4,408,539	4,650,035	3,346,923	3,260,875
Distance Learning Institutions (AIOU)	Public	-	-	-	-	96,483
	Other Public	-	-	-	-	-
	Private	-	-	-	-	-
	Total	-	-	-	-	96,483
Total	Public	29,256,037	29,029,202	28,755,946	29,176,636	29,691,615
	Other Public	518,970	574,505	603,430	820,722	1,586,384
	Private	23,498,096	24,591,046	25,511,588	26,071,974	27,053,079
	Grand Total	53,273,103	54,194,753	54,870,964	56,069,332	58,331,078

*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 Mosree & Primary school, but it also includes primary section of Middle, High & Higher Secondary schools.

** Public Private Partnership"

Note(s):

1. Other Public Sector refers to public institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

- Public Sector data is provided by Provincial/Regional EMIS.
- Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
- Private Sector data for Sindh and Balochistan is estimated based on past trends.
- Data related to Other Public Sector, Education Foundations, and Non-Formal Education is provided by their respective organisations.
- Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments. 6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.
- Deeni Madaris data is provided by Madaris bodies (Wafaqs), Pakistan.
- Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTC), Islamabad.
- Universities/DAIs data is provided by Higher Education Commission (HEC), Islamabad.

Table 3.2
Enrolment (Public, Other Public, Private Sector) by Province, Stage, Gender and Location
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre Primary	751,961	907,107	1,659,068	1,476,517	1,568,992	3,045,509	2,228,478	2,476,099	4,704,577
	Primary	1,653,928	1,950,114	3,604,042	3,365,387	3,461,860	6,827,247	5,019,315	5,411,974	10,431,289
	Middle	933,097	1,072,046	2,005,143	1,520,124	1,612,274	3,132,398	2,453,221	2,684,320	5,137,541
	High	605,863	663,633	1,269,496	648,061	642,639	1,290,700	1,253,924	1,306,272	2,560,196
	Higher Secondary	436,262	560,825	997,087	206,783	255,009	461,792	643,045	815,834	1,458,879
	Degree	87,574	191,358	278,932	23,633	57,679	81,312	111,207	249,037	360,244
	Total	4,468,685	5,345,083	9,813,768	7,240,505	7,598,453	14,838,958	11,709,190	12,943,536	24,652,726
Sindh	Pre Primary	482,462	445,885	928,347	674,233	498,797	1,173,030	1,156,695	944,682	2,101,377
	Primary	1,061,324	962,954	2,024,278	1,443,938	936,395	2,380,333	2,505,262	1,899,349	4,404,611
	Middle	533,946	493,018	1,026,964	464,762	229,703	694,465	998,708	722,721	1,721,429
	High	323,521	289,683	613,204	258,522	112,386	370,908	582,043	402,069	984,112
	Higher Secondary	149,536	145,723	295,259	135,369	76,660	212,029	284,905	222,383	507,288
	Degree	41,649	45,841	87,490	14,947	18,819	33,766	56,596	64,660	121,256
	Total	2,592,438	2,383,104	4,975,542	2,991,771	1,872,760	4,864,531	5,584,209	4,255,864	9,840,073
KP	Pre Primary	262,355	188,630	450,985	860,349	705,893	1,566,242	1,122,704	894,523	2,017,227
	Primary	485,177	362,379	847,556	2,004,142	1,459,085	3,463,227	2,489,319	1,821,464	4,310,783
	Middle	235,152	159,913	395,065	842,341	475,450	1,317,791	1,077,493	635,363	1,712,856
	High	137,742	92,141	229,883	393,661	204,630	598,291	531,403	296,771	828,174
	Higher Secondary	142,861	68,647	211,508	185,383	96,701	282,084	328,244	165,348	493,592
	Degree	47,964	53,613	101,577	34,862	30,102	64,964	82,826	83,715	166,541
	Total	1,311,251	925,323	2,236,574	4,320,738	2,971,861	7,292,599	5,631,989	3,897,184	9,529,173
Balochistan	Pre Primary	112,056	77,068	189,124	60,829	49,276	110,105	172,885	126,344	299,229
	Primary	287,215	199,280	486,495	198,071	143,293	341,364	485,286	342,573	827,859
	Middle	106,678	67,259	173,937	45,511	26,215	71,726	152,189	93,474	245,663
	High	53,513	35,375	88,888	21,241	10,839	32,080	74,754	46,214	120,968
	Higher Secondary	101,996	50,250	152,246	4,912	1,661	6,573	106,908	51,911	158,819
	Degree	29,259	15,683	44,942	25	26	51	29,284	15,709	44,993
	Total	690,717	444,915	1,135,632	330,589	231,310	561,899	1,021,306	676,225	1,697,531
AJ&K	Pre Primary	29,568	29,003	58,571	104,980	104,771	209,751	134,548	133,774	268,322
	Primary	41,452	40,449	81,901	165,431	167,344	332,775	206,883	207,793	414,676
	Middle	21,537	21,130	42,667	69,986	69,827	139,813	91,523	90,957	182,480
	High	14,337	13,399	27,736	31,127	30,289	61,416	45,464	43,688	89,152
	Higher Secondary	50,713	23,351	74,064	21,333	23,501	44,834	72,046	46,852	118,898
	Degree	5,135	5,394	10,529	3,564	4,521	8,085	8,699	9,915	18,614
	Total	162,742	132,726	295,468	396,421	400,253	796,674	559,163	532,979	1,092,142
GB	Pre Primary	9,357	8,760	18,117	34,628	31,225	65,853	43,985	39,985	83,970
	Primary	17,822	15,039	32,861	69,912	58,881	128,793	87,734	73,920	161,654
	Middle	10,160	7,584	17,744	29,989	26,604	56,593	40,149	34,188	74,337
	High	6,864	4,474	11,338	14,209	14,464	28,673	21,073	18,938	40,011
	Higher Secondary	7,607	5,091	12,698	3,818	4,903	8,721	11,425	9,994	21,419
	Degree	897	1,437	2,334	-	-	-	897	1,437	2,334
	Total	52,707	42,385	95,092	152,556	136,077	288,633	205,263	178,462	383,725
ICT	Pre Primary	17,294	16,289	33,583	48,032	44,281	92,313	65,326	60,570	125,896
	Primary	43,180	41,051	84,231	90,008	90,625	180,633	133,188	131,676	264,864
	Middle	25,154	25,928	51,082	39,068	43,403	82,471	64,222	69,331	133,553
	High	15,888	16,950	32,838	20,692	23,248	43,940	36,580	40,198	76,778
	Higher Secondary	18,930	21,824	40,754	10,644	14,956	25,600	29,574	36,780	66,354
	Degree	923	3,710	4,633	-	204	204	923	3,914	4,837
	Total	121,369	125,752	247,121	208,444	216,717	425,161	329,813	342,469	672,282
Pakistan	Pre Primary	1,665,053	1,672,742	3,337,795	3,259,568	3,003,235	6,262,803	4,924,621	4,675,977	9,600,598
	Primary	3,590,098	3,571,266	7,161,364	7,336,889	6,317,483	13,654,372	10,926,987	9,888,749	20,815,736
	Middle	1,865,724	1,846,878	3,712,602	3,011,781	2,483,476	5,495,257	4,877,505	4,330,354	9,207,859
	High	1,157,728	1,115,655	2,273,383	1,387,513	1,038,495	2,426,008	2,545,241	2,154,150	4,699,391
	Higher Secondary	907,905	875,711	1,783,616	568,242	473,391	1,041,633	1,476,147	1,349,102	2,825,249
	Degree	213,401	317,036	530,437	77,031	111,351	188,382	290,432	428,387	718,819
	Grand Total	9,399,909	9,399,288	18,799,197	15,641,024	13,427,431	29,068,455	25,040,933	22,826,719	47,867,652

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.
2. Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
3. Private Sector data for Sindh and Balochistan is estimated based on past trends.
4. Data related to the Other Public Sector is provided by the respective organisations.
5. Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments.
6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 3.3
Enrolment (Public Sector) by Province, Stage, Gender and Location
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	158,383	173,598	331,981	813,879	787,872	1,601,751	972,262	961,470	1,933,732
	Primary	501,811	589,974	1,091,785	2,169,137	2,117,219	4,286,356	2,670,948	2,707,193	5,378,141
	Middle	383,433	486,734	870,167	1,026,271	1,062,242	2,088,513	1,409,704	1,548,976	2,958,680
	High	307,825	360,139	667,964	472,161	420,989	893,150	779,986	781,128	1,561,114
	Higher Secondary	149,721	235,449	385,170	78,790	121,490	200,280	228,511	356,939	585,450
	Degree	43,622	126,573	170,195	9,839	27,953	37,792	53,461	154,526	207,987
	Total	1,544,795	1,972,467	3,517,262	4,570,077	4,537,765	9,107,842	6,114,872	6,510,232	12,625,104
Sindh*	Pre-Primary	88,735	92,173	180,908	557,063	428,859	985,922	645,798	521,032	1,166,830
	Primary	299,399	280,548	579,947	1,217,892	796,956	2,014,848	1,517,291	1,077,504	2,594,795
	Middle	145,326	137,127	282,453	356,695	162,965	519,660	502,021	300,092	802,113
	High	110,233	92,623	202,856	199,140	75,049	274,189	309,373	167,672	477,045
	Higher Secondary	99,566	104,457	204,023	122,001	68,721	190,722	221,567	173,178	394,745
	Degree	39,851	42,991	82,842	14,943	18,793	33,736	54,794	61,784	116,578
	Total	783,110	749,919	1,533,029	2,467,734	1,551,343	4,019,077	3,250,844	2,301,262	5,552,106
KP	Pre-Primary	51,509	59,799	111,308	568,458	522,784	1,091,242	619,967	582,583	1,202,550
	Primary	166,512	160,973	327,485	1,399,361	1,145,814	2,545,175	1,565,873	1,306,787	2,872,660
	Middle	105,346	94,268	199,614	566,485	351,002	917,487	671,831	445,270	1,117,101
	High	58,538	52,188	110,726	253,360	146,468	399,828	311,898	198,656	510,554
	Higher Secondary	57,237	36,338	93,575	121,177	67,100	188,277	178,414	103,438	281,852
	Degree	34,982	39,977	74,959	26,520	29,369	55,889	61,502	69,346	130,848
	Total	474,124	443,543	917,667	2,935,361	2,262,537	5,197,898	3,409,485	2,706,080	6,115,565
Balochistan	Pre-Primary	40,447	42,238	82,685	59,563	48,487	108,050	100,010	90,725	190,735
	Primary	145,128	135,850	280,978	194,697	141,141	335,838	339,825	276,991	616,816
	Middle	51,342	45,056	96,398	44,058	25,353	69,411	95,400	70,409	165,809
	High	31,438	25,078	56,516	20,528	10,329	30,857	51,966	35,407	87,373
	Higher Secondary	97,666	47,677	145,343	4,583	1,461	6,044	102,249	49,138	151,387
	Degree	29,092	15,464	44,556	-	-	-	29,092	15,464	44,556
	Total	395,113	311,363	706,476	323,429	226,771	550,200	718,542	538,134	1,256,676
AJ&K	Pre-Primary	3,456	4,041	7,497	52,878	53,991	106,869	56,334	58,032	114,366
	Primary	7,637	8,492	16,129	103,884	107,562	211,446	111,521	116,054	227,575
	Middle	5,551	6,097	11,648	50,793	51,228	102,021	56,344	57,325	113,669
	High	4,863	4,685	9,548	23,991	23,396	47,387	28,854	28,081	56,935
	Higher Secondary	5,759	6,140	11,899	11,494	12,248	23,742	17,253	18,388	35,641
	Degree	5,030	5,173	10,203	3,475	4,266	7,741	8,505	9,439	17,944
	Total	32,296	34,628	66,924	246,515	252,691	499,206	278,811	287,319	566,130
GB	Pre-Primary	3,014	3,971	6,985	21,318	18,732	40,050	24,332	22,703	47,035
	Primary	5,942	7,775	13,717	42,492	38,659	81,151	48,434	46,434	94,868
	Middle	3,486	4,057	7,543	17,901	17,969	35,870	21,387	22,026	43,413
	High	2,942	2,547	5,489	9,070	9,959	19,029	12,012	12,506	24,518
	Higher Secondary	4,750	4,030	8,780	2,243	3,043	5,286	6,993	7,073	14,066
	Degree	897	1,437	2,334	-	-	-	897	1,437	2,334
	Total	21,031	23,817	44,848	93,024	88,362	181,386	114,055	112,179	226,234
ICT	Pre-Primary	3,410	4,036	7,446	3,589	4,898	8,487	6,999	8,934	15,933
	Primary	20,339	20,753	41,092	21,005	29,410	50,415	41,344	50,163	91,507
	Middle	14,141	16,006	30,147	11,249	18,652	29,901	25,390	34,658	60,048
	High	8,304	10,320	18,624	5,987	10,157	16,144	14,291	20,477	34,768
	Higher Secondary	9,548	13,432	22,980	1,345	6,520	7,865	10,893	19,952	30,845
	Degree	923	3,710	4,633	-	204	204	923	3,914	4,837
	Total	56,665	68,257	124,922	43,175	69,841	113,016	99,840	138,098	237,938
Pakistan	Pre-Primary	348,954	379,856	728,810	2,076,748	1,865,623	3,942,371	2,425,702	2,245,479	4,671,181
	Primary	1,146,768	1,204,365	2,351,133	5,148,468	4,376,761	9,525,229	6,295,236	5,581,126	11,876,362
	Middle	708,625	789,345	1,497,970	2,073,452	1,689,411	3,762,863	2,782,077	2,478,756	5,260,833
	High	524,143	547,580	1,071,723	984,237	696,347	1,680,584	1,508,380	1,243,927	2,752,307
	Higher Secondary	424,247	447,523	871,770	341,633	280,583	622,216	765,880	728,106	1,493,986
	Degree	154,397	235,325	389,722	54,777	80,585	135,362	209,174	315,910	525,084
	Grand Total	3,307,134	3,603,994	6,911,128	10,679,315	8,989,310	19,668,625	13,986,449	12,593,304	26,579,753

*Inter Colleges are included in Degree

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.
2. Intermediate & Degree Colleges data is provided by Provincial/Regional Higher/College Education Departments.

Table 3.4
Enrolment (Private Sector) by Province, Stage, Gender and Location
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre Primary	492,110	648,430	1,140,540	598,416	727,270	1,325,686	1,090,526	1,375,700	2,466,226
	Primary	955,647	1,183,668	2,139,315	1,071,903	1,232,948	2,304,851	2,027,550	2,416,616	4,444,166
	Middle	490,132	527,591	1,017,723	456,904	513,501	970,405	947,036	1,041,092	1,988,128
	High	263,551	276,421	539,972	155,380	204,512	359,892	418,931	480,933	899,864
	Higher Secondary	272,947	312,297	585,244	120,286	125,241	245,527	393,233	437,538	830,771
	Degree	43,952	64,785	108,737	13,794	29,726	43,520	57,746	94,511	152,257
	Total	2,518,339	3,013,192	5,531,531	2,416,683	2,833,198	5,249,881	4,935,022	5,846,390	10,781,412
Sindh	Pre Primary	387,047	348,899	735,946	115,706	68,887	184,593	502,753	417,786	920,539
	Primary	736,830	664,204	1,401,034	220,549	135,453	356,002	957,379	799,657	1,757,036
	Middle	376,254	347,044	723,298	105,558	64,828	170,386	481,812	411,872	893,684
	High	204,799	191,606	396,405	57,855	36,168	94,023	262,654	227,774	490,428
	Higher Secondary	43,929	36,524	80,453	12,283	6,912	19,195	56,212	43,436	99,648
	Degree	1,778	2,730	4,508	-	-	-	1,778	2,730	4,508
	Total	1,750,637	1,591,007	3,341,644	511,951	312,248	824,199	2,262,588	1,903,255	4,165,843
KP	Pre Primary	206,915	126,014	332,929	288,312	180,550	468,862	495,227	306,564	801,791
	Primary	305,637	192,196	497,833	592,907	304,882	897,789	898,544	497,078	1,395,622
	Middle	121,845	60,786	182,631	269,480	120,024	389,504	391,325	180,810	572,135
	High	73,704	36,967	110,671	136,721	55,447	192,168	210,425	92,414	302,839
	Higher Secondary	82,686	31,292	113,978	62,929	28,683	91,612	145,615	59,975	205,590
	Degree	12,982	13,636	26,618	8,342	733	9,075	21,324	14,369	35,693
	Total	803,769	460,891	1,264,660	1,358,691	690,319	2,049,010	2,162,460	1,151,210	3,313,670
Balochistan	Pre Primary	68,532	32,916	101,448	-	-	-	68,532	32,916	101,448
	Primary	133,879	58,186	192,065	-	-	-	133,879	58,186	192,065
	Middle	51,336	19,940	71,276	-	-	-	51,336	19,940	71,276
	High	19,947	8,743	28,690	-	-	-	19,947	8,743	28,690
	Higher Secondary	3,344	1,957	5,301	-	-	-	3,344	1,957	5,301
	Degree	105	156	261	-	-	-	105	156	261
	Total	277,143	121,898	399,041	-	-	-	277,143	121,898	399,041
AJ&K*	Pre Primary	24,168	23,688	47,856	51,215	50,199	101,414	75,383	73,887	149,270
	Primary	29,183	28,603	57,786	59,433	58,252	117,685	88,616	86,855	175,471
	Middle	13,817	13,542	27,359	18,284	17,920	36,204	32,101	31,462	63,563
	High	7,890	7,734	15,624	6,576	6,446	13,022	14,466	14,180	28,646
	Higher Secondary	44,154	16,779	60,933	9,632	11,055	20,687	53,786	27,834	81,620
	Degree	105	221	326	89	255	344	194	476	670
	Total	119,317	90,567	209,884	145,229	144,127	289,356	264,546	234,694	499,240
GB	Pre Primary	6,295	4,755	11,050	12,725	12,083	24,808	19,020	16,838	35,858
	Primary	11,735	7,163	18,898	25,675	18,992	44,667	37,410	26,155	63,565
	Middle	6,473	3,484	9,957	11,270	8,118	19,388	17,743	11,602	29,345
	High	3,618	1,892	5,510	4,347	4,080	8,427	7,965	5,972	13,937
	Higher Secondary	2,684	1,041	3,725	1,317	1,615	2,932	4,001	2,656	6,657
	Degree	-	-	-	-	-	-	-	-	-
	Total	30,805	18,335	49,140	55,334	44,888	100,222	86,139	63,223	149,362
ICT	Pre Primary	11,784	10,449	22,233	43,332	38,426	81,758	55,116	48,875	103,991
	Primary	17,676	15,674	33,350	66,264	58,761	125,025	83,940	74,435	158,375
	Middle	7,954	7,052	15,006	26,194	23,228	49,422	34,148	30,280	64,428
	High	5,314	4,526	9,840	13,501	11,972	25,473	18,815	16,498	35,313
	Higher Secondary	7,949	6,771	14,720	8,544	7,576	16,120	16,493	14,347	30,840
	Degree	-	-	-	-	-	-	-	-	-
	Total	50,677	44,472	95,149	157,835	139,963	297,798	208,512	184,435	392,947
Pakistan	Pre Primary	1,196,851	1,195,151	2,392,002	1,109,706	1,077,415	2,187,121	2,306,557	2,272,566	4,579,123
	Primary	2,190,587	2,149,694	4,340,281	2,036,731	1,809,288	3,846,019	4,227,318	3,958,982	8,186,300
	Middle	1,067,811	979,439	2,047,250	887,690	747,619	1,635,309	1,955,501	1,727,058	3,682,559
	High	578,823	527,889	1,106,712	374,380	318,625	693,005	953,203	846,514	1,799,717
	Higher Secondary	457,693	406,661	864,354	214,991	181,082	396,073	672,684	587,743	1,260,427
	Degree	58,922	81,528	140,450	22,225	30,714	52,939	81,147	112,242	193,389
	Grand Total	5,550,687	5,340,362	10,891,049	4,645,723	4,164,743	8,810,466	10,196,410	9,505,105	19,701,515

Source(s):

1. Private Sector data is provided by Provincial/Regional education departments except in Sindh and Balochistan.
2. Private Sector data for Sindh and Balochistan is estimated based on past trends.
3. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 3.5
Enrolment (Other Public Sector) by Province, Stage, Gender and Location
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	101,468	85,079	186,547	64,222	53,850	118,072	165,690	138,929	304,619
	Primary	196,470	176,472	372,942	124,347	111,693	236,040	320,817	288,165	608,982
	Middle	59,532	57,721	117,253	36,949	36,531	73,480	96,481	94,252	190,733
	High	34,487	27,073	61,560	20,520	17,138	37,658	55,007	44,211	99,218
	Higher Secondary	13,594	13,079	26,673	7,707	8,278	15,985	21,301	21,357	42,658
	Degree	-	-	-	-	-	-	-	-	-
	Total	405,551	359,424	764,975	253,745	227,490	481,235	659,296	586,914	1,246,210
Sindh	Pre-Primary	6,680	4,813	11,493	1,464	1,051	2,515	8,144	5,864	14,008
	Primary	25,095	18,202	43,297	5,497	3,986	9,483	30,592	22,188	52,780
	Middle	12,366	8,847	21,213	2,509	1,910	4,419	14,875	10,757	25,632
	High	8,489	5,454	13,943	1,527	1,169	2,696	10,016	6,623	16,639
	Higher Secondary	6,041	4,742	10,783	1,085	1,027	2,112	7,126	5,769	12,895
	Degree	20	120	140	4	26	30	24	146	170
	Total	58,691	42,178	100,869	12,086	9,169	21,255	70,777	51,347	122,124
KP	Pre-Primary	3,931	2,817	6,748	3,579	2,559	6,138	7,510	5,376	12,886
	Primary	13,028	9,210	22,238	11,874	8,389	20,263	24,902	17,599	42,501
	Middle	7,961	4,859	12,820	6,376	4,424	10,800	14,337	9,283	23,620
	High	5,500	2,986	8,486	3,580	2,715	6,295	9,080	5,701	14,781
	Higher Secondary	2,938	1,017	3,955	1,277	918	2,195	4,215	1,935	6,150
	Degree	-	-	-	-	-	-	-	-	-
	Total	33,358	20,889	54,247	26,686	19,005	45,691	60,044	39,894	99,938
Balochistan	Pre-Primary	3,077	1,914	4,991	1,266	789	2,055	4,343	2,703	7,046
	Primary	8,208	5,244	13,452	3,374	2,152	5,526	11,582	7,396	18,978
	Middle	4,000	2,263	6,263	1,453	862	2,315	5,453	3,125	8,578
	High	2,128	1,554	3,682	713	510	1,223	2,841	2,064	4,905
	Higher Secondary	986	616	1,602	329	200	529	1,315	816	2,131
	Degree	62	63	125	25	26	51	87	89	176
	Total	18,461	11,654	30,115	7,160	4,539	11,699	25,621	16,193	41,814
AJ&K	Pre-Primary	1,944	1,274	3,218	887	581	1,468	2,831	1,855	4,686
	Primary	4,632	3,354	7,986	2,114	1,530	3,644	6,746	4,884	11,630
	Middle	2,169	1,491	3,660	909	679	1,588	3,078	2,170	5,248
	High	1,584	980	2,564	560	447	1,007	2,144	1,427	3,571
	Higher Secondary	800	432	1,232	207	198	405	1,007	630	1,637
	Degree	-	-	-	-	-	-	-	-	-
	Total	11,129	7,531	18,660	4,677	3,435	8,112	15,806	10,966	26,772
GB	Pre-Primary	48	34	82	585	410	995	633	444	1,077
	Primary	145	101	246	1,745	1,230	2,975	1,890	1,331	3,221
	Middle	201	43	244	818	517	1,335	1,019	560	1,579
	High	304	35	339	792	425	1,217	1,096	460	1,556
	Higher Secondary	173	20	193	258	245	503	431	265	696
	Degree	-	-	-	-	-	-	-	-	-
	Total	871	233	1,104	4,198	2,827	7,025	5,069	3,060	8,129
ICT	Pre-Primary	2,100	1,804	3,904	1,111	957	2,068	3,211	2,761	5,972
	Primary	5,165	4,624	9,789	2,739	2,454	5,193	7,904	7,078	14,982
	Middle	3,059	2,870	5,929	1,625	1,523	3,148	4,684	4,393	9,077
	High	2,270	2,104	4,374	1,204	1,119	2,323	3,474	3,223	6,697
	Higher Secondary	1,433	1,621	3,054	755	860	1,615	2,188	2,481	4,669
	Degree	-	-	-	-	-	-	-	-	-
	Total	14,027	13,023	27,050	7,434	6,913	14,347	21,461	19,936	41,397
Pakistan	Pre-Primary	119,248	97,735	216,983	73,114	60,197	133,311	192,362	157,932	350,294
	Primary	252,743	217,207	469,950	151,690	131,434	283,124	404,433	348,641	753,074
	Middle	89,288	78,094	167,382	50,639	46,446	97,085	139,927	124,540	264,467
	High	54,762	40,186	94,948	28,896	23,523	52,419	83,658	63,709	147,367
	Higher Secondary	25,965	21,527	47,492	11,618	11,726	23,344	37,583	33,253	70,836
	Degree	82	183	265	29	52	81	111	235	346
	Grand Total	542,088	454,932	997,020	315,986	273,378	589,364	858,074	728,310	1,586,384

Note(s):

1. Other Public Sector refers to public institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

1. Other Public Sector data is provided by the respective organisations.

Table 3.6
Class-wise Enrolment (Public, Other Public & Private)
2023-24

Stage	Class	Public			Other Public			Private			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-admitted	217,483	217,385	434,868	103,385	86,064	189,449	562822	533752	1096574	883,690	837,201	1,720,891
	Kachi	2,208,219	2,028,094	4,236,313	88,977	71,868	160,845	1743735	1738814	3482549	4,040,931	3,838,776	7,879,707
	Total	2,425,702	2,245,479	4,671,181	192,362	157,932	350,294	2,306,557	2,272,566	4,579,123	4,924,621	4,675,977	9,600,598
Primary	Class 1	1,439,273	1,308,052	2,747,325	94,842	78,844	173,686	963348	894990	1858338	2,497,463	2,281,886	4,779,349
	Class 2	1,334,563	1,192,818	2,527,381	93,894	78,908	172,802	878852	832627	1711479	2,307,309	2,104,353	4,411,662
	Class 3	1,159,102	1,023,194	2,182,296	75,015	64,816	139,831	817897	781693	1599590	2,052,014	1,869,703	3,921,717
	Class 4	1,187,437	1,040,934	2,228,371	71,869	63,428	135,297	811403	741439	1552842	2,070,709	1,845,801	3,916,510
	Class 5	1,174,861	1,016,128	2,190,989	68,813	62,645	131,458	755818	708233	1464051	1,999,492	1,787,006	3,786,498
	Total	6,295,236	5,581,126	11,876,362	404,433	348,641	753,074	4,227,318	3,958,982	8,186,300	10,926,987	9,888,749	20,815,736
Middle	Class 6	981,618	880,848	1,862,466	49,345	46,786	96,131	691230	611891	1303121	1,722,193	1,539,525	3,261,718
	Class 7	921,215	820,979	1,742,194	44,928	41,260	86,188	650824	576866	1227690	1,616,967	1,439,105	3,056,072
	Class 8	879,244	776,929	1,656,173	45,654	36,494	82,148	613447	538301	1151748	1,538,345	1,351,724	2,890,069
	Total	2,782,077	2,478,756	5,260,833	139,927	124,540	264,467	1,955,501	1,727,058	3,682,559	4,877,505	4,330,354	9,207,859
High	Class 9	793,842	645,827	1,439,669	41,351	31,574	72,925	498711	439236	937947	1,333,904	1,116,637	2,450,541
	Class 10	714,538	598,100	1,312,638	42,307	32,135	74,442	454492	407278	861770	1,211,337	1,037,513	2,248,850
	Total	1,508,380	1,243,927	2,752,307	83,658	63,709	147,367	953,203	846,514	1,799,717	2,545,241	2,154,150	4,699,391
Higher Secondary	Class 11	418,539	413,607	832,146	18,755	16,242	34,997	330474	312964	643438	767,768	742,813	1,510,581
	Class 12	347,341	314,499	661,840	18,828	17,011	35,839	342210	274779	616989	708,379	606,289	1,314,668
	Total	765,880	728,106	1,493,986	37,583	33,253	70,836	672,684	587,743	1,260,427	1,476,147	1,349,102	2,825,249
Grand Total		13,777,275	12,277,394	26,054,669	857,963	728,075	1,586,038	10,115,263	9,392,863	19,508,126	24,750,501	22,398,332	47,148,833

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.
2. Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
3. Private Sector data for Sindh and Balochistan is estimated based on past trends.
4. Data related to the Other Public Sector is provided by the respective organisations.
5. Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments.
6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 3.7
Total Enrolment (Public) by Year and Class (2014-15 to 2023-24)

Class	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Class 1	2878489 100%	2,896,379	2,888,005	3,011,474	3,123,335	3,005,896	2,710,303	2,524,566	2,735,042	2,745,067
Class 2	2,450,448	2495963 87%	2,547,339	2,629,110	2,831,353	2,815,816	2,754,356	2,599,593	2,427,967	2,524,735
Class 3	2,144,756	2,161,159	2213771 77%	2,303,277	2,402,396	2,494,588	2,590,471	2,503,134	2,343,251	2,179,040
Class 4	1,877,490	1,951,994	2,012,350	2110130 73%	2,250,340	2,276,900	2,392,388	2,486,066	2,355,672	2,224,817
Class 5	1,636,409	1,583,267	1,695,145	1,827,031	1967042 68%	2,051,042	2,165,232	2,255,717	2,278,418	2,187,557
Class 6	1,381,991	1,376,520	1,396,264	1,515,021	1,618,783	1654800 57%	1,600,595	1,786,928	1,807,225	1,857,681
Class 7	1,352,808	1,289,458	1,301,886	1,349,671	1,464,026	1,534,227	1610012 56%	1,662,113	1,704,066	1,737,624
Class 8	1,237,940	1,241,850	1,226,379	1,273,415	1,322,162	1,386,878	1,501,153	1568243 54%	1,576,744	1,651,373
Class 9	1,219,343	1,168,267	1,187,665	1,255,869	1,302,834	1,298,673	1,302,815	1,398,233	1464393 51%	1,434,983
Class 10	899,119	987,491	997,112	1,038,906	1,074,794	1,097,996	1,228,475	1,235,872	1,163,686	1308458 46%

Female Enrolment (Public) by Year and Class (2014-15 to 2023-24)

Class	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Class 1	1295533 100%	1,308,801	1,310,890	1,370,799	1,444,494	1,385,036	1,254,755	1,172,226	1,287,528	1,306,901
Class 2	1,096,448	1112175 86%	1,148,212	1,178,903	1,306,772	1,297,629	1,266,937	1,206,108	1,131,803	1,191,506
Class 3	956,360	959,595	990420 76%	1,027,419	1,104,185	1,155,532	1,194,404	1,155,069	1,093,041	1,021,569
Class 4	833,058	863,545	890,015	926688 72%	1,023,248	1,042,925	1,102,594	1,149,913	1,094,593	1,039,232
Class 5	711,490	688,799	744,006	789,903	880291 68%	927,618	986,882	1,046,009	1,058,386	1,014,420
Class 6	584,788	594,675	613,680	673,879	721,634	744647 57%	718,264	828,912	855,993	878,464
Class 7	578,767	553,055	572,267	599,996	657,323	691,432	726289 56%	760,434	802,361	818,705
Class 8	527,781	533,108	532,056	561,048	589,718	626,366	676,702	720608 56%	731,336	774,533
Class 9	486,007	479,285	498,533	532,248	554,069	557,755	567,981	627,707	656852 51%	643,378
Class 10	385,844	421,900	431,893	455,414	474,418	491,268	532,985	549,094	540,907	595843 46%

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.8
Universities (Public + Private) Enrolment by Province, Gender and Level
2023-24

Province/ Region	Level	Public			Private			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Bachelor	207,422	247,244	454,666	85,893	58,978	144,871	293,315	306,222	599,537
	Master of 16 yrs of Education	13,024	18,320	31,344	2,282	1,595	3,877	15,306	19,915	35,221
	Master of 16 +yrs	22,494	28,315	50,809	12,869	13,270	26,139	35,363	41,585	76,948
	Ph.D	1,317	862	2,179	66	160	226	1,383	1,022	2,405
	P.G.D	3,787	3,783	7,570	1,115	916	2,031	4,902	4,699	9,601
	Total	248,044	298,524	546,568	102,225	74,919	177,144	350,269	373,443	723,712
Sindh	Bachelor	86,076	59,606	145,682	54,742	37,422	92,164	140,818	97,028	237,846
	Master of 16 yrs of Education	4,614	4,584	9,198	671	382	1,053	5,285	4,966	10,251
	Master of 16 +yrs	11,598	6,509	18,107	7,480	4,056	11,536	19,078	10,565	29,643
	Ph.D	1,265	753	2,018	53	54	107	1,318	807	2,125
	P.G.D	2,837	1,894	4,731	432	340	772	3,269	2,234	5,503
	Total	106,390	73,346	179,736	63,378	42,254	105,632	169,768	115,600	285,368
KP	Bachelor	84,124	31,640	115,764	22,486	7,266	29,752	106,610	38,906	145,516
	Master of 16 yrs of Education	4,237	2,853	7,090	2,846	2,426	5,272	7,083	5,279	12,362
	Master of 16 +yrs	10,664	5,090	15,754	3,014	861	3,875	13,678	5,951	19,629
	Ph.D	4	29	33	-	-	-	4	29	33
	P.G.D	2,421	978	3,399	272	101	373	2,693	1,079	3,772
	Total	101,450	40,590	142,040	28,618	10,654	39,272	130,068	51,244	181,312
Balochistan	Bachelor	24,582	11,306	35,888	869	414	1,283	25,451	11,720	37,171
	Master of 16 yrs of Education	1,469	522	1,991	301	139	440	1,770	661	2,431
	Master of 16 +yrs	1,908	763	2,671	330	149	479	2,238	912	3,150
	Ph.D			-	-	-	-	-	-	-
	P.G.D	121	109	230	51	24	75	172	133	305
	Total	28,080	12,700	40,780	1,551	726	2,277	29,631	13,426	43,057
AJ&K	Bachelor	11,382	12,298	23,680	673	997	1,670	12,055	13,295	25,350
	Master of 16 yrs of Education	659	1,215	1,874	21	30	51	680	1,245	1,925
	Master of 16 +yrs	746	1,574	2,320	158	203	361	904	1,777	2,681
	Ph.D			-			-	-	-	-
	P.G.D	201	257	458	39	17	56	240	274	514
	Total	12,988	15,344	28,332	891	1,247	2,138	13,879	16,591	30,470
GB	Bachelor	3,639	3,561	7,200	-	-	-	3,639	3,561	7,200
	Master of 16 yrs of Education	225	454	679	-	-	-	225	454	679
	Master of 16 +yrs	173	196	369	-	-	-	173	196	369
	Ph.D	-	-	-	-	-	-	-	-	-
	P.G.D	1		1	-	-	-	1	-	1
	Total	4,038	4,211	8,249	-	-	-	4,038	4,211	8,249
ICT	Bachelor	260,149	230,375	490,524	29,084	21,489	50,573	289,233	251,864	541,097
	Master of 16 yrs of Education	51,188	46,610	97,798	75	87	162	51,263	46,697	97,960
	Master of 16 +yrs	15,422	13,867	29,289	6,135	6,805	12,940	21,557	20,672	42,229
	Ph.D	1,612	1,086	2,698	72	201	273	1,684	1,287	2,971
	P.G.D	3,841	2,924	6,765	506	451	957	4,347	3,375	7,722
	Total	332,212	294,862	627,074	35,872	29,033	64,905	368,084	323,895	691,979
Pakistan	Bachelor	677,374	596,030	1,273,404	193,747	126,566	320,313	871,121	722,596	1,593,717
	Master of 16 yrs of Education	75,416	74,558	149,974	6,196	4,659	10,855	81,612	79,217	160,829
	Master of 16 +yrs	63,005	56,314	119,319	29,986	25,344	55,330	92,991	81,658	174,649
	Ph.D	4,198	2,730	6,928	191	415	606	4,389	3,145	7,534
	P.G.D	13,209	9,945	23,154	2,415	1,849	4,264	15,624	11,794	27,418
	Grand Total	833,202	739,577	1,572,779	232,535	158,833	391,368	1,065,737	898,410	1,964,147

Source(s):

1. Universities/DAIs data is provided by Higher Education Commission (HEC), Islamabad.

Table 3.9
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Pakistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	102	90	192	118	78	196	220	168	388
	Kachi	348,403	378,960	727,363	2,076,446	1,865,443	3,941,889	2,424,849	2,244,403	4,669,252
	Total	348,505	379,050	727,555	2,076,564	1,865,521	3,942,085	2,425,069	2,244,571	4,669,640
Primary	Class 1	250,373	261,225	511,598	1,187,793	1,045,676	2,233,469	1,438,166	1,306,901	2,745,067
	Class 2	237,029	245,452	482,481	1,096,200	946,054	2,042,254	1,333,229	1,191,506	2,524,735
	Class 3	216,351	226,977	443,328	941,120	794,592	1,735,712	1,157,471	1,021,569	2,179,040
	Class 4	220,744	232,850	453,594	964,841	806,382	1,771,223	1,185,585	1,039,232	2,224,817
	Class 5	216,091	231,452	447,543	957,046	782,968	1,740,014	1,173,137	1,014,420	2,187,557
	Total	1,140,588	1,197,956	2,338,544	5,147,000	4,375,672	9,522,672	6,287,588	5,573,628	11,861,216
Middle	Class 6	231,910	264,340	496,250	747,307	614,124	1,361,431	979,217	878,464	1,857,681
	Class 7	231,485	259,869	491,354	687,434	558,836	1,246,270	918,919	818,705	1,737,624
	Class 8	239,155	259,048	498,203	637,685	515,485	1,153,170	876,840	774,533	1,651,373
	Total	702,550	783,257	1,485,807	2,072,426	1,688,445	3,760,871	2,774,976	2,471,702	5,246,678
High	Class 9	273,970	282,578	556,548	517,635	360,800	878,435	791,605	643,378	1,434,983
	Class 10	246,621	260,887	507,508	465,994	334,956	800,950	712,615	595,843	1,308,458
	Total	520,591	543,465	1,064,056	983,629	695,756	1,679,385	1,504,220	1,239,221	2,743,441
Higher Secondary	Class 11	34,872	43,383	78,255	108,408	65,602	174,010	143,280	108,985	252,265
	Class 12	32,728	39,114	71,842	98,997	59,544	158,541	131,725	98,658	230,383
	Total	67,600	82,497	150,097	207,405	125,146	332,551	275,005	207,643	482,648
Grand Total		2,779,834	2,986,225	5,766,059	10,487,024	8,750,540	19,237,564	13,266,858	11,736,765	25,003,623

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.9.1
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Punjab										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	158,383	173,598	331,981	813,879	787,872	1,601,751	972,262	961,470	1,933,732
	Total	158,383	173,598	331,981	813,879	787,872	1,601,751	972,262	961,470	1,933,732
Primary	Class 1	101,446	114,091	215,537	463,717	450,731	914,448	565,163	564,822	1,129,985
	Class 2	101,745	116,320	218,065	455,233	440,391	895,624	556,978	556,711	1,113,689
	Class 3	93,287	109,043	202,330	390,210	375,968	766,178	483,497	485,011	968,508
	Class 4	101,508	121,371	222,879	424,823	414,953	839,776	526,331	536,324	1,062,655
	Class 5	103,825	129,149	232,974	435,154	435,176	870,330	538,979	564,325	1,103,304
	Total	501,811	589,974	1,091,785	2,169,137	2,117,219	4,286,356	2,670,948	2,707,193	5,378,141
Middle	Class 6	122,556	159,270	281,826	363,776	377,452	741,228	486,332	536,722	1,023,054
	Class 7	125,900	162,073	287,973	341,063	352,739	693,802	466,963	514,812	981,775
	Class 8	134,977	165,391	300,368	321,432	332,051	653,483	456,409	497,442	953,851
	Total	383,433	486,734	870,167	1,026,271	1,062,242	2,088,513	1,409,704	1,548,976	2,958,680
High	Class 9	161,808	187,017	348,825	247,637	217,403	465,040	409,445	404,420	813,865
	Class 10	146,017	173,122	319,139	224,524	203,586	428,110	370,541	376,708	747,249
	Total	307,825	360,139	667,964	472,161	420,989	893,150	779,986	781,128	1,561,114
Higher Secondary	Class 11	10,267	18,886	29,153	18,587	22,752	41,339	28,854	41,638	70,492
	Class 12	9,553	17,984	27,537	17,113	21,344	38,457	26,666	39,328	65,994
	Total	19,820	36,870	56,690	35,700	44,096	79,796	55,520	80,966	136,486
Grand Total		1,371,272	1,647,315	3,018,587	4,517,148	4,432,418	8,949,566	5,888,420	6,079,733	11,968,153

Table 3.9.2
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Sindh										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	88,735	92,173	180,908	557,063	428,859	985,922	645,798	521,032	1,166,830
	Total	88,735	92,173	180,908	557,063	428,859	985,922	645,798	521,032	1,166,830
Primary	Class 1	69,545	65,662	135,207	306,578	215,347	521,925	376,123	281,009	657,132
	Class 2	64,525	60,213	124,738	274,304	187,352	461,656	338,829	247,565	586,394
	Class 3	57,312	54,697	112,009	218,607	140,845	359,452	275,919	195,542	471,461
	Class 4	55,470	51,346	106,816	211,069	131,259	342,328	266,539	182,605	449,144
	Class 5	52,547	48,630	101,177	207,334	122,153	329,487	259,881	170,783	430,664
	Total	299,399	280,548	579,947	1,217,892	796,956	2,014,848	1,517,291	1,077,504	2,594,795
Middle	Class 6	48,592	47,511	96,103	127,429	60,458	187,887	176,021	107,969	283,990
	Class 7	48,394	44,978	93,372	118,360	54,502	172,862	166,754	99,480	266,234
	Class 8	48,340	44,638	92,978	110,906	48,005	158,911	159,246	92,643	251,889
	Total	145,326	137,127	282,453	356,695	162,965	519,660	502,021	300,092	802,113
High	Class 9	57,444	48,550	105,994	104,470	39,580	144,050	161,914	88,130	250,044
	Class 10	52,789	44,073	96,862	94,670	35,469	130,139	147,459	79,542	227,001
	Total	110,233	92,623	202,856	199,140	75,049	274,189	309,373	167,672	477,045
Higher Secondary	Class 11	12,366	12,786	25,152	48,297	17,805	66,102	60,663	30,591	91,254
	Class 12	13,450	12,111	25,561	46,049	16,137	62,186	59,499	28,248	87,747
	Total	25,816	24,897	50,713	94,346	33,942	128,288	120,162	58,839	179,001
Grand Total		669,509	627,368	1,296,877	2,425,136	1,497,771	3,922,907	3,094,645	2,125,139	5,219,784

Table 3.9.3
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	51,509	59,799	111,308	568,458	522,784	1,091,242	619,967	582,583	1,202,550
	Total	51,509	59,799	111,308	568,458	522,784	1,091,242	619,967	582,583	1,202,550
Primary	Class 1	37,900	40,435	78,335	331,235	305,044	636,279	369,135	345,479	714,614
	Class 2	33,311	33,315	66,626	287,834	251,040	538,874	321,145	284,355	605,500
	Class 3	30,928	30,367	61,295	260,066	214,006	474,072	290,994	244,373	535,367
	Class 4	32,528	29,838	62,366	264,296	201,579	465,875	296,824	231,417	528,241
	Class 5	31,845	27,018	58,863	255,930	174,145	430,075	287,775	201,163	488,938
	Total	166,512	160,973	327,485	1,399,361	1,145,814	2,545,175	1,565,873	1,306,787	2,872,660
Middle	Class 6	37,430	34,005	71,435	213,879	136,499	350,378	251,309	170,504	421,813
	Class 7	34,613	31,029	65,642	186,362	113,471	299,833	220,975	144,500	365,475
	Class 8	33,303	29,234	62,537	166,244	101,032	267,276	199,547	130,266	329,813
	Total	105,346	94,268	199,614	566,485	351,002	917,487	671,831	445,270	1,117,101
High	Class 9	31,161	26,992	58,153	133,329	75,068	208,397	164,490	102,060	266,550
	Class 10	27,377	25,196	52,573	120,031	71,400	191,431	147,408	96,596	244,004
	Total	58,538	52,188	110,726	253,360	146,468	399,828	311,898	198,656	510,554
Higher Secondary	Class 11	8,885	8,296	17,181	36,344	20,156	56,500	45,229	28,452	73,681
	Class 12	7,858	6,668	14,526	32,415	17,736	50,151	40,273	24,404	64,677
	Total	16,743	14,964	31,707	68,759	37,892	106,651	85,502	52,856	138,358
Grand Total		398,648	382,192	780,840	2,856,423	2,203,960	5,060,383	3,255,071	2,586,152	5,841,223

Table 3.9.4
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Balochistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	102	90	192	118	78	196	220	168	388
	Kachi	40,345	42,148	82,493	59,445	48,409	107,854	99,790	90,557	190,347
	Total	40,447	42,238	82,685	59,563	48,487	108,050	100,010	90,725	190,735
Primary	Class 1	35,900	35,165	71,065	51,373	38,332	89,705	87,273	73,497	160,770
	Class 2	31,963	29,583	61,546	46,414	32,921	79,335	78,377	62,504	140,881
	Class 3	29,000	26,494	55,494	39,118	28,572	67,690	68,118	55,066	123,184
	Class 4	25,458	23,701	49,159	31,216	22,706	53,922	56,674	46,407	103,081
	Class 5	22,807	20,907	43,714	26,576	18,610	45,186	49,383	39,517	88,900
	Total	145,128	135,850	280,978	194,697	141,141	335,838	339,825	276,991	616,816
Middle	Class 6	17,706	16,675	34,381	15,707	9,657	25,364	33,413	26,332	59,745
	Class 7	17,086	14,844	31,930	14,131	8,130	22,261	31,217	22,974	54,191
	Class 8	16,550	13,537	30,087	14,220	7,566	21,786	30,770	21,103	51,873
	Total	51,342	45,056	96,398	44,058	25,353	69,411	95,400	70,409	165,809
High	Class 9	16,399	12,923	29,322	10,480	5,520	16,000	26,879	18,443	45,322
	Class 10	15,039	12,155	27,194	10,048	4,809	14,857	25,087	16,964	42,051
	Total	31,438	25,078	56,516	20,528	10,329	30,857	51,966	35,407	87,373
Higher Secondary	Class 11	2,660	2,151	4,811	2,944	962	3,906	5,604	3,113	8,717
	Class 12	1,298	1,034	2,332	1,639	499	2,138	2,937	1,533	4,470
	Total	3,958	3,185	7,143	4,583	1,461	6,044	8,541	4,646	13,187
Grand Total		272,313	251,407	523,720	323,429	226,771	550,200	595,742	478,178	1,073,920

Table 3.9.5
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

AJ&K										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	3,456	4,041	7,497	52,878	53,991	106,869	56,334	58,032	114,366
	Total	3,456	4,041	7,497	52,878	53,991	106,869	56,334	58,032	114,366
Primary	Class 1	1,489	1,595	3,084	21,102	22,413	43,515	22,591	24,008	46,599
	Class 2	1,455	1,655	3,110	20,117	20,749	40,866	21,572	22,404	43,976
	Class 3	1,508	1,739	3,247	20,960	21,766	42,726	22,468	23,505	45,973
	Class 4	1,635	1,883	3,518	21,359	22,297	43,656	22,994	24,180	47,174
	Class 5	1,550	1,620	3,170	20,346	20,337	40,683	21,896	21,957	43,853
	Total	7,637	8,492	16,129	103,884	107,562	211,446	111,521	116,054	227,575
Middle	Class 6	1,773	2,137	3,910	17,127	18,107	35,234	18,900	20,244	39,144
	Class 7	1,818	2,049	3,867	17,337	17,314	34,651	19,155	19,363	38,518
	Class 8	1,960	1,911	3,871	16,329	15,807	32,136	18,289	17,718	36,007
	Total	5,551	6,097	11,648	50,793	51,228	102,021	56,344	57,325	113,669
High	Class 9	2,708	2,561	5,269	13,580	12,878	26,458	16,288	15,439	31,727
	Class 10	2,155	2,124	4,279	10,411	10,518	20,929	12,566	12,642	25,208
	Total	4,863	4,685	9,548	23,991	23,396	47,387	28,854	28,081	56,935
Higher Secondary	Class 11	179	331	510	1,308	1,394	2,702	1,487	1,725	3,212
	Class 12	176	386	562	1,148	1,604	2,752	1,324	1,990	3,314
	Total	355	717	1,072	2,456	2,998	5,454	2,811	3,715	6,526
Grand Total		21,862	24,032	45,894	234,002	239,175	473,177	255,864	263,207	519,071

Table 3.9.6
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

Gilgit Baltistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	3,014	3,971	6,985	21,318	18,732	40,050	24,332	22,703	47,035
	Total	3,014	3,971	6,985	21,318	18,732	40,050	24,332	22,703	47,035
Primary	Class 1	1,397	1,707	3,104	9,984	8,615	18,599	11,381	10,322	21,703
	Class 2	1,200	1,639	2,839	8,540	7,970	16,510	9,740	9,609	19,349
	Class 3	1,096	1,562	2,658	8,054	7,478	15,532	9,150	9,040	18,190
	Class 4	1,072	1,370	2,442	7,749	7,112	14,861	8,821	8,482	17,303
	Class 5	1,177	1,497	2,674	8,165	7,484	15,649	9,342	8,981	18,323
	Total	5,942	7,775	13,717	42,492	38,659	81,151	48,434	46,434	94,868
Middle	Class 6	1,263	1,364	2,627	6,013	5,877	11,890	7,276	7,241	14,517
	Class 7	1,155	1,481	2,636	6,764	6,523	13,287	7,919	8,004	15,923
	Class 8	1,068	1,212	2,280	5,124	5,569	10,693	6,192	6,781	12,973
	Total	3,486	4,057	7,543	17,901	17,969	35,870	21,387	22,026	43,413
High	Class 9	1,518	1,335	2,853	4,811	5,497	10,308	6,329	6,832	13,161
	Class 10	1,424	1,212	2,636	4,259	4,462	8,721	5,683	5,674	11,357
	Total	2,942	2,547	5,489	9,070	9,959	19,029	12,012	12,506	24,518
Higher Secondary	Class 11	138	228	366	400	1,186	1,586	538	1,414	1,952
	Class 12	119	338	457	262	931	1,193	381	1,269	1,650
	Total	257	566	823	662	2,117	2,779	919	2,683	3,602
Grand Total		15,641	18,916	34,557	91,443	87,436	178,879	107,084	106,352	213,436

Table 3.9.7
Enrolment By Stage, Gender and Location
(Public Sector)
2023-24

ICT										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	2,961	3,230	6,191	3,405	4,796	8,201	6,366	8,026	14,392
	Total	2,961	3,230	6,191	3,405	4,796	8,201	6,366	8,026	14,392
Primary	Class 1	2,696	2,570	5,266	3,804	5,194	8,998	6,500	7,764	14,264
	Class 2	2,830	2,727	5,557	3,758	5,631	9,389	6,588	8,358	14,946
	Class 3	3,220	3,075	6,295	4,105	5,957	10,062	7,325	9,032	16,357
	Class 4	3,073	3,341	6,414	4,329	6,476	10,805	7,402	9,817	17,219
	Class 5	2,340	2,631	4,971	3,541	5,063	8,604	5,881	7,694	13,575
	Total	14,159	14,344	28,503	19,537	28,321	47,858	33,696	42,665	76,361
Middle	Class 6	2,590	3,378	5,968	3,376	6,074	9,450	5,966	9,452	15,418
	Class 7	2,519	3,415	5,934	3,417	6,157	9,574	5,936	9,572	15,508
	Class 8	2,957	3,125	6,082	3,430	5,455	8,885	6,387	8,580	14,967
	Total	8,066	9,918	17,984	10,223	17,686	27,909	18,289	27,604	45,893
High	Class 9	2,932	3,200	6,132	3,328	4,854	8,182	6,260	8,054	14,314
	Class 10	1,820	3,005	4,825	2,051	4,712	6,763	3,871	7,717	11,588
	Total	4,752	6,205	10,957	5,379	9,566	14,945	10,131	15,771	25,902
Higher Secondary	Class 11	377	705	1,082	528	1,347	1,875	905	2,052	2,957
	Class 12	274	593	867	371	1,293	1,664	645	1,886	2,531
	Total	651	1,298	1,949	899	2,640	3,539	1,550	3,938	5,488
Grand Total		30,589	34,995	65,584	39,443	63,009	102,452	70,032	98,004	168,036

Table 3.10
Enrolment by Level, Gender and Location
(Public Sector)
2023-24

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Primary	310,266	292,444	602,710	1,855,017	1,732,523	3,587,540	2,165,283	2,024,967	4,190,250
	Middle	175,013	197,385	372,398	764,756	904,756	1,669,512	939,769	1,102,141	2,041,910
	High	732,529	938,482	1,671,011	1,660,754	1,501,812	3,162,566	2,393,283	2,440,294	4,833,577
	Higher Secondary	153,464	219,004	372,468	236,621	293,327	529,948	390,085	512,331	902,416
	Total	1,371,272	1,647,315	3,018,587	4,517,148	4,432,418	8,949,566	5,888,420	6,079,733	11,968,153
Sindh	Primary	296,709	266,617	563,326	1,564,041	1,076,500	2,640,541	1,860,750	1,343,117	3,203,867
	Middle	40,037	43,178	83,215	219,097	146,266	365,363	259,134	189,444	448,578
	High	238,712	207,436	446,148	320,662	168,657	489,319	559,374	376,093	935,467
	Higher Secondary	94,051	110,137	204,188	321,336	106,348	427,684	415,387	216,485	631,872
	Total	669,509	627,368	1,296,877	2,425,136	1,497,771	3,922,907	3,094,645	2,125,139	5,219,784
KP	Primary	218,311	221,031	439,342	1,970,042	1,675,601	3,645,643	2,188,353	1,896,632	4,084,985
	Middle	16,814	16,041	32,855	155,448	115,551	270,999	172,262	131,592	303,854
	High	87,708	75,899	163,607	442,638	248,586	691,224	530,346	324,485	854,831
	Higher Secondary	75,815	69,221	145,036	288,295	164,222	452,517	364,110	233,443	597,553
	Total	398,648	382,192	780,840	2,856,423	2,203,960	5,060,383	3,255,071	2,586,152	5,841,223
Balochistan	Primary	85,169	60,399	145,568	145,379	105,256	250,635	230,548	165,655	396,203
	Middle	41,671	41,434	83,105	55,591	49,369	104,960	97,262	90,803	188,065
	High	126,414	106,469	232,883	101,717	63,745	165,462	228,131	170,214	398,345
	Higher Secondary	19,059	43,105	62,164	20,742	8,401	29,143	39,801	51,506	91,307
	Total	272,313	251,407	523,720	323,429	226,771	550,200	595,742	478,178	1,073,920
AJ&K	Primary	4,428	4,298	8,726	86,092	90,334	176,426	90,520	94,632	185,152
	Middle	3,057	4,008	7,065	56,087	55,234	111,321	59,144	59,242	118,386
	High	12,927	12,059	24,986	77,472	74,404	151,876	90,399	86,463	176,862
	Higher Secondary	1,450	3,667	5,117	14,351	19,203	33,554	15,801	22,870	38,671
	Total	21,862	24,032	45,894	234,002	239,175	473,177	255,864	263,207	519,071
GB	Primary	3,607	6,294	9,901	36,455	34,781	71,236	40,062	41,075	81,137
	Middle	3,347	2,946	6,293	18,873	19,608	38,481	22,220	22,554	44,774
	High	6,827	6,880	13,707	32,412	27,112	59,524	39,239	33,992	73,231
	Higher Secondary	1,860	2,796	4,656	3,703	5,935	9,638	5,563	8,731	14,294
	Total	15,641	18,916	34,557	91,443	87,436	178,879	107,084	106,352	213,436
ICT	Primary	13,574	13,681	27,255	12,880	14,221	27,101	26,454	27,902	54,356
	Middle	2,401	3,123	5,524	5,599	9,021	14,620	8,000	12,144	20,144
	High	10,176	13,251	23,427	13,895	18,611	32,506	24,071	31,862	55,933
	Higher Secondary	4,438	4,940	9,378	7,069	21,156	28,225	11,507	26,096	37,603
	Total	30,589	34,995	65,584	39,443	63,009	102,452	70,032	98,004	168,036
Pakistan	Primary	932,064	864,764	1,796,828	5,669,906	4,729,216	10,399,122	6,601,970	5,593,980	12,195,950
	Middle	282,340	308,115	590,455	1,275,451	1,299,805	2,575,256	1,557,791	1,607,920	3,165,711
	High	1,215,293	1,360,476	2,575,769	2,649,550	2,102,927	4,752,477	3,864,843	3,463,403	7,328,246
	Higher Secondary	350,137	452,870	803,007	892,117	618,592	1,510,709	1,242,254	1,071,462	2,313,716
	Total	2,779,834	2,986,225	5,766,059	10,487,024	8,750,540	19,237,564	13,266,858	11,736,765	25,003,623

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.11
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Pakistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	319	314	633	1,922	1,767	3,689	2,241	2,081	4,322
	Kachi	8,642	12,176	20,818	45,138	50,122	95,260	53,780	62,298	116,078
	Total	8,961	12,490	21,451	47,060	51,889	98,949	56,021	64,379	120,400
Primary	Class 1	5,639	6,378	12,017	21,207	19,493	40,700	26,846	25,871	52,717
	Class 2	4,497	4,765	9,262	15,954	14,602	30,556	20,451	19,367	39,818
	Class 3	4,164	4,687	8,851	13,319	11,343	24,662	17,483	16,030	33,513
	Class 4	3,944	4,503	8,447	13,462	10,932	24,394	17,406	15,435	32,841
	Class 5	3,748	3,583	7,331	18,123	9,683	27,806	21,871	13,266	35,137
	Total	21,992	23,916	45,908	82,065	66,053	148,118	104,057	89,969	194,026
Middle	Class 6	3,998	4,959	8,957	12,763	11,553	24,316	16,761	16,512	33,273
	Class 7	2,606	3,157	5,763	8,453	6,317	14,770	11,059	9,474	20,533
	Class 8	2,315	2,323	4,638	7,196	4,999	12,195	9,511	7,322	16,833
	Total	8,919	10,439	19,358	28,412	22,869	51,281	37,331	33,308	70,639
High	Class 9	2,102	1,836	3,938	3,311	2,320	5,631	5,413	4,156	9,569
	Class 10	467	1,816	2,283	1,021	801	1,822	1,488	2,617	4,105
	Total	2,569	3,652	6,221	4,332	3,121	7,453	6,901	6,773	13,674
Higher Secondary	Class 11	73	19	92	84	23	107	157	42	199
	Class 12	4	12	16	21	3	24	25	15	40
	Total	77	31	108	105	26	131	182	57	239
Grand Total		42,518	50,528	93,046	161,974	143,958	305,932	204,492	194,486	398,978

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.11.1
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Punjab										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	319	314	633	1,922	1,767	3,689	2,241	2,081	4,322
	Kachi	1,622	1,312	2,934	15,189	11,707	26,896	16,811	13,019	29,830
	Total	1,941	1,626	3,567	17,111	13,474	30,585	19,052	15,100	34,152
Primary	Class 1	802	664	1,466	6,385	5,642	12,027	7,187	6,306	13,493
	Class 2	648	548	1,196	4,859	4,380	9,239	5,507	4,928	10,435
	Class 3	450	409	859	2,689	2,411	5,100	3,139	2,820	5,959
	Class 4	469	416	885	2,904	2,780	5,684	3,373	3,196	6,569
	Class 5	611	484	1,095	2,572	2,596	5,168	3,183	3,080	6,263
	Total	2,980	2,521	5,501	19,409	17,809	37,218	22,389	20,330	42,719
Middle	Class 6	692	729	1,421	2,145	2,699	4,844	2,837	3,428	6,265
	Class 7	401	793	1,194	1,416	1,574	2,990	1,817	2,367	4,184
	Class 8	440	758	1,198	1,626	1,806	3,432	2,066	2,564	4,630
	Total	1,533	2,280	3,813	5,187	6,079	11,266	6,720	8,359	15,079
High	Class 9	1,356	1,555	2,911	2,321	1,990	4,311	3,677	3,545	7,222
	Class 10	116	1,541	1,657	424	449	873	540	1,990	2,530
	Total	1,472	3,096	4,568	2,745	2,439	5,184	4,217	5,535	9,752
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Grand Total		7,926	9,523	17,449	44,452	39,801	84,253	52,378	49,324	101,702

Table 3.11.2
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Sindh										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Primary	Class 1	-	-	-	-	-	-	-	-	-
	Class 2	-	-	-	-	-	-	-	-	-
	Class 3	-	-	-	-	-	-	-	-	-
	Class 4	406	352	758	1,007	319	1,326	1,413	671	2,084
	Class 5	254	292	546	445	186	631	699	478	1,177
	Total	660	644	1,304	1,452	505	1,957	2,112	1,149	3,261
Middle	Class 6	354	535	889	520	222	742	874	757	1,631
	Class 7	406	335	741	430	159	589	836	494	1,330
	Class 8	495	264	759	270	126	396	765	390	1,155
	Total	1,255	1,134	2,389	1,220	507	1,727	2,475	1,641	4,116
High	Class 9	-	-	-	-	-	-	-	-	-
	Class 10	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Grand Total		1,915	1,778	3,693	2,672	1,012	3,684	4,587	2,790	7,377

Table 3.11.3
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	1,782	4,043	5,825	18,034	28,266	46,300	19,816	32,309	52,125
	Total	1,782	4,043	5,825	18,034	28,266	46,300	19,816	32,309	52,125
Primary	Class 1	1,000	1,656	2,656	7,239	8,192	15,431	8,239	9,848	18,087
	Class 2	876	1,334	2,210	6,084	6,259	12,343	6,960	7,593	14,553
	Class 3	1,014	1,532	2,546	6,577	5,895	12,472	7,591	7,427	15,018
	Class 4	957	1,529	2,486	6,580	5,121	11,701	7,537	6,650	14,187
	Class 5	1,525	1,245	2,770	11,798	5,299	17,097	13,323	6,544	19,867
	Total	5,372	7,296	12,668	38,278	30,766	69,044	43,650	38,062	81,712
Middle	Class 6	1,747	2,308	4,055	8,675	7,119	15,794	10,422	9,427	19,849
	Class 7	1,002	1,285	2,287	5,712	3,649	9,361	6,714	4,934	11,648
	Class 8	795	980	1,775	4,315	2,626	6,941	5,110	3,606	8,716
	Total	3,544	4,573	8,117	18,702	13,394	32,096	22,246	17,967	40,213
High	Class 9	296	65	361	475	144	619	771	209	980
	Class 10	87	136	223	440	286	726	527	422	949
	Total	383	201	584	915	430	1,345	1,298	631	1,929
Higher Secondary	Class 11	4	5	9	35	21	56	39	26	65
	Class 12	-	4	4	8	2	10	8	6	14
	Total	4	9	13	43	23	66	47	32	79
Grand Total		11,085	16,122	27,207	75,972	72,879	148,851	87,057	89,001	176,058

Table 3.11.4
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Balochistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	5,032	6,652	11,684	10,930	9,303	20,233	15,962	15,955	31,917
	Total	5,032	6,652	11,684	10,930	9,303	20,233	15,962	15,955	31,917
Primary	Class 1	3,616	3,884	7,500	7,107	5,186	12,293	10,723	9,070	19,793
	Class 2	2,762	2,720	5,482	4,532	3,398	7,930	7,294	6,118	13,412
	Class 3	2,266	2,451	4,717	3,337	2,309	5,646	5,603	4,760	10,363
	Class 4	1,659	1,870	3,529	2,053	1,647	3,700	3,712	3,517	7,229
	Class 5	1,250	1,475	2,725	1,292	1,071	2,363	2,542	2,546	5,088
	Total	11,553	12,400	23,953	18,321	13,611	31,932	29,874	26,011	55,885
Middle	Class 6	889	1,002	1,891	789	558	1,347	1,678	1,560	3,238
	Class 7	537	508	1,045	434	283	717	971	791	1,762
	Class 8	268	205	473	242	126	368	510	331	841
	Total	1,694	1,715	3,409	1,465	967	2,432	3,159	2,682	5,841
High	Class 9	84	104	188	131	60	191	215	164	379
	Class 10	226	121	347	112	32	144	338	153	491
	Total	310	225	535	243	92	335	553	317	870
Higher Secondary	Class 11	20	6	26	44	1	45	64	7	71
	Class 12	2	8	10	13	-	13	15	8	23
	Total	22	14	36	57	1	58	79	15	94
Grand Total		18,611	21,006	39,617	31,016	23,974	54,990	49,627	44,980	94,607

Table 3.11.5
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

AJ&K										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	14	15	29	316	295	611	330	310	640
	Total	14	15	29	316	295	611	330	310	640
Primary	Class 1	7	16	23	76	97	173	83	113	196
	Class 2	10	26	36	96	128	224	106	154	260
	Class 3	7	12	19	96	147	243	103	159	262
	Class 4	7	24	31	119	197	316	126	221	347
	Class 5	7	7	14	1,379	150	1,529	1,386	157	1,543
	Total	38	85	123	1,766	719	2,485	1,804	804	2,608
Middle	Class 6	16	34	50	182	270	452	198	304	502
	Class 7	16	22	38	132	188	320	148	210	358
	Class 8	14	21	35	387	110	497	401	131	532
	Total	46	77	123	701	568	1,269	747	645	1,392
High	Class 9	36	4	40	61	49	110	97	53	150
	Class 10	1	9	10	9	18	27	10	27	37
	Total	37	13	50	70	67	137	107	80	187
Higher Secondary	Class 11	2	-	2	-	-	-	2	-	2
	Class 12	-	-	-	-	1	1	-	1	1
	Total	2	-	2	-	1	1	2	1	3
Grand Total		137	190	327	2,853	1,650	4,503	2,990	1,840	4,830

Table 3.11.6
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

Gilgit Baltistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	62	45	107	533	372	905	595	417	1,012
	Total	62	45	107	533	372	905	595	417	1,012
Primary	Class 1	24	23	47	275	145	420	299	168	467
	Class 2	16	22	38	221	140	361	237	162	399
	Class 3	28	21	49	232	151	383	260	172	432
	Class 4	23	26	49	228	185	413	251	211	462
	Class 5	46	18	64	296	203	499	342	221	563
	Total	137	110	247	1,252	824	2,076	1,389	934	2,323
Middle	Class 6	14	24	38	120	119	239	134	143	277
	Class 7	9	9	18	66	79	145	75	88	163
	Class 8	6	5	11	34	50	84	40	55	95
	Total	29	38	67	220	248	468	249	286	535
High	Class 9	1	-	1	20	2	22	21	2	23
	Class 10	-	-	-	10	1	11	10	1	11
	Total	1	-	1	30	3	33	31	3	34
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Grand Total		229	193	422	2,035	1,447	3,482	2,264	1,640	3,904

Table 3.11.7
Repeaters by Stage, Gender and Location
(Public Sector)
2023-24

ICT										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	130	109	239	136	179	315	266	288	554
	Total	130	109	239	136	179	315	266	288	554
Primary	Class 1	190	135	325	125	231	356	315	366	681
	Class 2	185	115	300	162	297	459	347	412	759
	Class 3	399	262	661	388	430	818	787	692	1,479
	Class 4	423	286	709	571	683	1,254	994	969	1,963
	Class 5	55	62	117	341	178	519	396	240	636
	Total	1,252	860	2,112	1,587	1,819	3,406	2,839	2,679	5,518
Middle	Class 6	286	327	613	332	566	898	618	893	1,511
	Class 7	235	205	440	263	385	648	498	590	1,088
	Class 8	297	90	387	322	155	477	619	245	864
	Total	818	622	1,440	917	1,106	2,023	1,735	1,728	3,463
High	Class 9	329	108	437	303	75	378	632	183	815
	Class 10	37	9	46	26	15	41	63	24	87
	Total	366	117	483	329	90	419	695	207	902
Higher Secondary	Class 11	47	8	55	5	1	6	52	9	61
	Class 12	2	-	2	-	-	-	2	-	2
	Total	49	8	57	5	1	6	54	9	63
Grand Total		2,615	1,716	4,331	2,974	3,195	6,169	5,589	4,911	10,500

Table 3.12
Allama Iqbal Open University (AIOU)
Teachers Enrolment by Province and Gender
2023-24

Province/ Region	Stage	Enrolment			Teachers		
		Boys	Girls	Total	Boys	Girls	Total
Punjab	Middle	64	211	275			-
	High	13,016	9,507	22,523	2,229	1,663	3,892
	Higher Secondary	15,383	12,587	27,970	1,077	673	1,750
	Total	28,463	22,305	50,768	3,306	2,336	5,642
Sindh	Middle	105	50	155			-
	High	3,354	916	4,270	148	56	204
	Higher Secondary	3,402	1,395	4,797	121	29	150
	Total	6,861	2,361	9,222	269	85	354
KP	Middle	34	86	120			-
	High	2,451	1,579	4,030	231	40	271
	Higher Secondary	3,135	1,886	5,021	170	35	205
	Total	5,620	3,551	9,171	401	75	476
Balochistan	Middle	55	31	86			-
	High	4,902	1,236	6,138	87	17	104
	Higher Secondary	1,720	375	2,095	302	93	395
	Total	6,677	1,642	8,319	389	110	499
AJ&K	Middle	5	39	44			-
	High	1,421	1,394	2,815	204	113	317
	Higher Secondary	2,710	3,118	5,828	81	37	118
	Total	4,136	4,551	8,687	285	150	435
GB	Middle	5	55	60			-
	High	1,247	720	1,967	23	4	27
	Higher Secondary	396	344	740	45	8	53
	Total	1,648	1,119	2,767	68	12	80
ICT	Middle	18	48	66			-
	High	1,747	1,210	2,957	83	142	225
	Higher Secondary	2,559	1,967	4,526	51	69	120
	Total	4,324	3,225	7,549	134	211	345
Pakistan	Middle	286	520	806	-	-	-
	High	28,138	16,562	44,700	3,005	2,035	5,040
	Higher Secondary	29,305	21,672	50,977	1,847	944	2,791
	Grand Total	57,729	38,754	96,483	4,852	2,979	7,831

Note(s):

1. Classes 6 and 7 are not offered in AIOU.
2. The enrolment system of AIOU cannot differentiate the students of class 9 from class 10, hence, the information of class 9 and class 10 is framed against class 10.
3. The enrolment system of AIOU cannot differentiate the students of class 11 from class 12, hence, the information of class 11 and class 12 is framed against class 12.

Source(s):

1. Allama Iqbal Open University (AIOU), Islamabad.

Table 3.13
Students in Class-1 with ECE Experience (Public Sector) by Province, Stage, Gender and Location
2023-24

Province/ Region	URBAN			RURAL			TOTAL		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	101,177	113,655	214,832	462,454	449,561	912,015	563,631	563,216	1,126,847
Sindh			12,657			86,746			99,403
KP	31,969	34,066	66,035	284,062	262,470	546,532	316,031	296,536	612,567
Balochistan									
ICT	1,024	987	2,011	1,719	2,118	3,837	2,743	3,105	5,848
Pakistan	134,170	148,708	295,535	748,235	714,149	1,549,130	882,405	862,857	1,844,665

Source(s):

1. Public Sector is provided by Provincial/Regional EMIS.

Table 3.14
Enrolment with Difficulty in Hearing Even if Using a Hearing Aid (Some difficulty, Lot of difficulty and cannot do at all) by Province, Stage, Gender and Location
(Public Sector)
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	92	123	215	849	729	1,578	941	852	1,793
	Primary	804	1,081	1,885	4,737	4,277	9,014	5,541	5,358	10,899
	Middle	842	1,107	1,949	2,466	2,591	5,057	3,308	3,698	7,006
	High	838	1,299	2,137	1,158	1,136	2,294	1,996	2,435	4,431
	Higher Secondary	60	136	196	78	130	208	138	266	404
	Total	2,636	3,746	6,382	9,288	8,863	18,151	11,924	12,609	24,533
Sindh	Pre-Primary	-	-	21	-	-	121	-	-	142
	Primary	-	-	159	-	-	208	-	-	367
	Middle	-	-	140	-	-	117	-	-	257
	High	-	-	97	-	-	49	-	-	146
	Higher Secondary	-	-	18	-	-	10	-	-	28
	Total	-	-	435	-	-	505	-	-	940
KP	Pre-Primary	7	5	12	208	166	374	215	171	386
	Primary	28	18	46	473	238	711	501	256	757
	Middle	11	8	19	114	61	175	125	69	194
	High	2	3	5	44	9	53	46	12	58
	Higher Secondary	2	1	3	5	5	10	7	6	13
	Total	50	35	85	844	479	1,323	894	514	1,408
Balochistan	Pre-Primary	-	-	155	-	-	262	-	-	417
	Primary	-	-	494	-	-	553	-	-	1,047
	Middle	-	-	239	-	-	103	-	-	342
	High	-	-	93	-	-	38	-	-	131
	Higher Secondary	-	-	5	-	-	-	-	-	5
	Total	-	-	986	-	-	956	-	-	1,942
ICT	Pre-Primary	10	6	16	-	4	4	10	10	20
	Primary	19	16	35	23	31	54	42	47	89
	Middle	7	14	21	5	24	29	12	38	50
	High	2	3	5	1	9	10	3	12	15
	Higher Secondary	-	-	-	-	1	1	-	1	1
	Total	38	39	77	29	69	98	67	108	175
Pakistan	Pre-Primary	109	134	419	1,057	899	2,339	1,166	1,033	2,758
	Primary	851	1,115	2,619	5,233	4,546	10,540	6,084	5,661	13,159
	Middle	860	1,129	2,368	2,585	2,676	5,481	3,445	3,805	7,849
	High	842	1,305	2,337	1,203	1,154	2,444	2,045	2,459	4,781
	Higher Secondary	62	137	222	83	136	229	145	273	451
	Grand Total	2,724	3,820	7,965	10,161	9,411	21,033	12,885	13,231	28,998

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.15
Enrolment with Difficulty in Remembering or Concentrating (Some difficulty, Lot of difficulty and cannot do at all) by Province, Stage, Gender and Location
(Public Sector)
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	1,914	2,161	4,075	9,344	8,165	17,509	11,258	10,326	21,584
	Primary	13,012	15,275	28,287	57,181	54,598	111,779	70,193	69,873	140,066
	Middle	9,705	13,419	23,124	29,158	33,577	62,735	38,863	46,996	85,859
	High	10,021	12,424	22,445	14,858	16,117	30,975	24,879	28,541	53,420
	Higher Secondary	323	911	1,234	569	1,548	2,117	892	2,459	3,351
	Total	34,975	44,190	79,165	111,110	114,005	225,115	146,085	158,195	304,280
Sindh	Pre-Primary	-	-	581	-	-	1,355	-	-	1,936
	Primary	-	-	1,751	-	-	3,025	-	-	4,776
	Middle	-	-	1,088	-	-	1,048	-	-	2,136
	High	-	-	780	-	-	423	-	-	1,203
	Higher Secondary	-	-	309	-	-	30	-	-	339
	Total	-	-	4,509	-	-	5,881	-	-	10,390
KP	Pre-Primary	14	13	27	239	158	397	253	171	424
	Primary	43	27	70	870	395	1,265	913	422	1,335
	Middle	15	16	31	133	62	195	148	78	226
	High	1	10	11	43	16	59	44	26	70
	Higher Secondary	-	-	-	4	-	4	4	-	4
	Total	73	66	139	1,289	631	1,920	1,362	697	2,059
Balochistan	Pre-Primary	-	-	389	-	-	627	-	-	1,016
	Primary	-	-	1,398	-	-	1,447	-	-	2,845
	Middle	-	-	560	-	-	309	-	-	869
	High	-	-	264	-	-	92	-	-	356
	Higher Secondary	-	-	1	-	-	12	-	-	13
	Total	-	-	2,612	-	-	2,487	-	-	5,099
ICT	Pre-Primary	100	98	198	73	147	220	173	245	418
	Primary	524	571	1,095	285	696	981	809	1,267	2,076
	Middle	112	195	307	121	371	492	233	566	799
	High	78	53	131	76	119	195	154	172	326
	Higher Secondary	49	10	59	55	36	91	104	46	150
	Total	863	927	1,790	610	1,369	1,979	1,473	2,296	3,769
Pakistan	Pre-Primary	2,028	2,272	5,270	9,656	8,470	20,108	11,684	10,742	25,378
	Primary	13,579	15,873	32,601	58,336	55,689	118,497	71,915	71,562	151,098
	Middle	9,832	13,630	25,110	29,412	34,010	64,779	39,244	47,640	89,889
	High	10,100	12,487	23,631	14,977	16,252	31,744	25,077	28,739	55,375
	Higher Secondary	372	921	1,603	628	1,584	2,254	1,000	2,505	3,857
	Grand Total	35,911	45,183	88,215	113,009	116,005	237,382	148,920	161,188	325,597

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.16

**Enrolment with Difficulty in Seeing Even When Wearing Glasses (Some difficulty, Lot of difficulty and cannot do at all) by Province, Stage, Gender and Location
(Public Sector)
2023-24**

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	135	137	272	961	839	1,800	1,096	976	2,072
	Primary	1,141	1,561	2,702	5,502	5,325	10,827	6,643	6,886	13,529
	Middle	1,160	2,457	3,617	3,340	4,005	7,345	4,500	6,462	10,962
	High	1,396	2,969	4,365	2,114	2,959	5,073	3,510	5,928	9,438
	Higher Secondary	62	413	475	175	415	590	237	828	1,065
	Total	3,894	7,537	11,431	12,092	13,543	25,635	15,986	21,080	37,066
Sindh	Pre-Primary	-	-	134	-	-	195	-	-	329
	Primary	-	-	1,222	-	-	682	-	-	1,904
	Middle	-	-	2,118	-	-	895	-	-	3,013
	High	-	-	1,752	-	-	626	-	-	2,378
	Higher Secondary	-	-	286	-	-	206	-	-	492
	Total	-	-	5,512	-	-	2,604	-	-	8,116
KP	Pre-Primary	6	3	9	108	199	307	114	202	316
	Primary	29	38	67	494	185	679	523	223	746
	Middle	25	15	40	196	92	288	221	107	328
	High	10	4	14	76	30	106	86	34	120
	Higher Secondary	1	1	2	4	3	7	5	4	9
	Total	71	61	132	878	509	1,387	949	570	1,519
Balochistan	Pre-Primary	-	-	262	-	-	310	-	-	572
	Primary	-	-	1,241	-	-	759	-	-	2,000
	Middle	-	-	603	-	-	289	-	-	892
	High	-	-	310	-	-	115	-	-	425
	Higher Secondary	-	-	8	-	-	1	-	-	9
	Total	-	-	2,424	-	-	1,474	-	-	3,898
ICT	Pre-Primary	44	44	88	16	35	51	60	79	139
	Primary	304	313	617	183	590	773	487	903	1,390
	Middle	226	183	409	207	555	762	433	738	1,171
	High	143	106	249	103	337	440	246	443	689
	Higher Secondary	52	13	65	21	112	133	73	125	198
	Total	769	659	1,428	530	1,629	2,159	1,299	2,288	3,587
Pakistan	Pre-Primary	185	184	765	1,085	1,073	2,663	1,270	1,257	3,428
	Primary	1,474	1,912	5,849	6,179	6,100	13,720	7,653	8,012	19,569
	Middle	1,411	2,655	6,787	3,743	4,652	9,579	5,154	7,307	16,366
	High	1,549	3,079	6,690	2,293	3,326	6,360	3,842	6,405	13,050
	Higher Secondary	115	427	836	200	530	937	315	957	1,773
	Grand Total	4,734	8,257	20,927	13,500	15,681	33,259	18,234	23,938	54,186

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.17
Enrolment with Difficulty in Walking or Climbing Steps (Some difficulty, Lot of difficulty and cannot do at all) by Province, Stage, Gender and Location
(Public Sector)
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	94	91	185	730	577	1,307	824	668	1,492
	Primary	735	856	1,591	3,792	3,172	6,964	4,527	4,028	8,555
	Middle	779	873	1,652	2,205	2,103	4,308	2,984	2,976	5,960
	High	703	745	1,448	1,201	970	2,171	1,904	1,715	3,619
	Higher Secondary	41	89	130	83	94	177	124	183	307
	Total	2,352	2,654	5,006	8,011	6,916	14,927	10,363	9,570	19,933
Sindh	Pre-Primary	-	-	37	-	-	267	-	-	304
	Primary	-	-	158	-	-	553	-	-	711
	Middle	-	-	87	-	-	214	-	-	301
	High	-	-	54	-	-	87	-	-	141
	Higher Secondary	-	-	5	-	-	22	-	-	27
	Total	-	-	341	-	-	1,143	-	-	1,484
KP	Pre-Primary	17	11	28	256	117	373	273	128	401
	Primary	60	31	91	915	283	1,198	975	314	1,289
	Middle	52	16	68	263	84	347	315	100	415
	High	19	12	31	99	19	118	118	31	149
	Higher Secondary	6	2	8	13	7	20	19	9	28
	Total	154	72	226	1,546	510	2,056	1,700	582	2,282
Balochistan	Pre-Primary	-	-	150	-	-	268	-	-	418
	Primary	-	-	453	-	-	542	-	-	995
	Middle	-	-	151	-	-	128	-	-	279
	High	-	-	105	-	-	31	-	-	136
	Higher Secondary	-	-	1	-	-	-	-	-	1
	Total	-	-	860	-	-	969	-	-	1,829
ICT	Pre-Primary	11	8	19	2	3	5	13	11	24
	Primary	26	26	52	25	25	50	51	51	102
	Middle	8	14	22	15	29	44	23	43	66
	High	5	3	8	4	13	17	9	16	25
	Higher Secondary	-	-	-	1	1	2	1	1	2
	Total	50	51	101	47	71	118	97	122	219
Pakistan	Pre-Primary	122	110	419	988	697	2,220	1,110	807	2,639
	Primary	821	913	2,345	4,732	3,480	9,307	5,553	4,393	11,652
	Middle	839	903	1,980	2,483	2,216	5,041	3,322	3,119	7,021
	High	727	760	1,646	1,304	1,002	2,424	2,031	1,762	4,070
	Higher Secondary	47	91	144	97	102	221	144	193	365
	Grand Total	2,556	2,777	6,534	9,604	7,497	19,213	12,160	10,274	25,747

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.18
Refugee Enrolment by Province, Stage, Gender and Location
(Public Sector)
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	348	277	625	536	367	903	884	644	1,528
	Primary	701	581	1,282	1,257	646	1,903	1,958	1,227	3,185
	Middle	127	125	252	182	187	369	309	312	621
	High	25	37	62	23	12	35	48	49	97
	Higher Secondary			-	1	1	2	1	1	2
	Total	1,201	1,020	2,221	1,999	1,213	3,212	3,200	2,233	5,433
Sindh	Pre-Primary	-	-	67	-	-	269	-	-	336
	Primary	-	-	158	-	-	577	-	-	735
	Middle	-	-	45	-	-	122	-	-	167
	High	-	-	12	-	-	27	-	-	39
	Higher Secondary	-	-	2	-	-	3	-	-	5
	Total	-	-	284	-	-	998	-	-	1,282
KP	Pre-Primary	3,553	3,552	7,105	5,841	4,099	9,940	9,394	7,651	17,045
	Primary	11,070	7,042	18,112	16,359	7,741	24,100	27,429	14,783	42,212
	Middle	3,130	1,647	4,777	3,431	1,118	4,549	6,561	2,765	9,326
	High	1,030	524	1,554	953	286	1,239	1,983	810	2,793
	Higher Secondary	101	163	264	152	99	251	253	262	515
	Total	18,884	12,928	31,812	26,736	13,343	40,079	45,620	26,271	71,891
Balochistan	Pre-Primary	1,192	943	2,135	1,269	887	2,156	2,461	1,830	4,291
	Primary	2,123	1,869	3,992	2,079	1,054	3,133	4,202	2,923	7,125
	Middle	404	454	858	218	135	353	622	589	1,211
	High	135	148	283	58	22	80	193	170	363
	Higher Secondary	6	8	14	4	-	4	10	8	18
	Total	3,860	3,422	7,282	3,628	2,098	5,726	7,488	5,520	13,008
ICT	Pre-Primary	13	11	24	28	2	30	41	13	54
	Primary	71	48	119	111	63	174	182	111	293
	Middle	31	30	61	35	13	48	66	43	109
	High	10	3	13	5	2	7	15	5	20
	Higher Secondary	-	-	-	1	-	1	1	-	1
	Total	125	92	217	180	80	260	305	172	477
Pakistan	Pre-Primary	5,106	4,783	9,956	7,674	5,355	13,298	12,780	10,138	23,254
	Primary	13,965	9,540	23,663	19,806	9,504	29,887	33,771	19,044	53,550
	Middle	3,692	2,256	5,993	3,866	1,453	5,441	7,558	3,709	11,434
	High	1,200	712	1,924	1,039	322	1,388	2,239	1,034	3,312
	Higher Secondary	107	171	280	158	100	261	265	271	541
	Grand Total	24,070	17,462	41,816	32,543	16,734	50,275	56,613	34,196	92,091

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 3.19
Religious Minority Enrolment by Province, Stage, Gender, and Location
(Public Sector)
2023-24

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	2,477	2,696	5,173	9,454	7,933	17,387	11,931	10,629	22,560
	Primary	11,324	13,619	24,943	30,334	27,376	57,710	41,658	40,995	82,653
	Middle	7,622	9,936	17,558	14,234	15,304	29,538	21,856	25,240	47,096
	High	5,451	7,094	12,545	6,253	6,271	12,524	11,704	13,365	25,069
	Higher Secondary	394	624	1,018	315	476	791	709	1,100	1,809
	Total	27,268	33,969	61,237	60,590	57,360	117,950	87,858	91,329	179,187
Sindh	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-
	Total	-	-	39,284			345,200			384,484
KP	Pre-Primary	103	120	223	64	73	137	167	193	360
	Primary	323	401	724	166	161	327	489	562	1,051
	Middle	142	269	411	188	172	360	330	441	771
	High	64	124	188	115	107	222	179	231	410
	Higher Secondary	4	45	49	62	61	123	66	106	172
	Total	636	959	1,595	595	574	1,169	1,231	1,533	2,764
Balochistan	Pre-Primary	157	254	411	124	91	215	281	345	626
	Primary	561	967	1,528	393	355	748	954	1,322	2,276
	Middle	239	509	748	78	75	153	317	584	901
	High	192	349	541	45	35	80	237	384	621
	Higher Secondary	43	48	91	18	2	20	61	50	111
	Total	1,192	2,127	3,319	658	558	1,216	1,850	2,685	4,535
ICT	Pre-Primary	358	323	681	16	32	48	374	355	729
	Primary	1,486	1,507	2,993	238	359	597	1,724	1,866	3,590
	Middle	814	1,013	1,827	140	173	313	954	1,186	2,140
	High	289	496	785	52	72	124	341	568	909
	Higher Secondary	13	55	68	7	8	15	20	63	83
	Total	2,960	3,394	6,354	453	644	1,097	3,413	4,038	7,451
Pakistan	Pre-Primary	3,095	3,393	6,488	9,658	8,129	17,787	12,753	11,522	24,275
	Primary	13,694	16,494	30,188	31,131	28,251	59,382	44,825	44,745	89,570
	Middle	8,817	11,727	20,544	14,640	15,724	30,364	23,457	27,451	50,908
	High	5,996	8,063	14,059	6,465	6,485	12,950	12,461	14,548	27,009
	Higher Secondary	454	772	1,226	402	547	949	856	1,319	2,175
	Grand Total	32,056	40,449	72,505	62,296	59,136	121,432	94,352	99,585	193,937

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Part 4

Teachers

Table 4.1
Five-Year Comparison of Teachers

Institution Type	Sector	2019-20	2020-21	2021-22	2022-23	2023-24
Pre- Primary	Public	-	-	-	-	-
	Other Public	-	-	-	3,110	3,171
	Private	2,185	2,230	2,230	163	-
	Total	2,185	2,230	2,230	3,273	3,171
Primary	Public	327,662	313,584	309,504	326,958	325,657
	Other Public	6,795	4,571	4,197	10,190	11,168
	Private	113,915	118,802	118,249	131,865	64,718
	Total	448,372	436,957	431,950	469,013	401,543
Middle	Public	137,949	120,955	119,886	127,157	129,293
	Other Public	2,444	1,496	1,604	8,688	31,246
	Private	302,263	311,528	312,782	375,360	273,952
	Total	442,656	433,979	434,272	511,205	434,491
High	Public	241,170	250,340	243,796	253,675	257,705
	Other Public	10,386	8,128	7,790	10,672	15,463
	Private	315,147	333,839	335,469	469,020	554,345
	Total	566,703	592,307	587,055	733,367	827,513
Higher Secondary/ Inter Colleges	Public	67,978	64,796	73,380	79,606	96,282
	Other Public	3,670	12,680	14,237	9,024	6,229
	Private	66,012	80,910	82,623	108,064	196,923
	Total	137,660	158,386	170,240	196,694	299,434
Degree Colleges (XI-XIV)	Public	33,196	35,113	33,367	35,440	24,386
	Other Public	522	522	522	522	-
	Private	26,346	23,820	23,820	24,168	33,925
	Total	60,064	59,455	57,709	60,130	58,311
Universities	Public	41,938	46,225	46,225	75,222	77,531
	Other Public	-	-	-	-	-
	Private	22,879	23,379	23,379	22,808	24,592
	Total	64,817	69,604	69,604	98,030	102,123
Non-Formal Basic Education	Public	34,658	37,326	22,650	31,307	32,727
	Other Public	-	-	-	-	-
	Private	-	-	6,335	2,426	2,294
	Total	34,658	37,326	28,985	33,733	35,021
Education Foundations*	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	116,315	110,441	128,933	128,933	125,760
	Total	116,315	110,441	128,933	128,933	125,760
Technical & Vocational Institutions	Public	9,164	9,164	9,164	20,579	20,687
	Other Public	-	-	-	-	-
	Private	9,043	9,043	9,043	20,310	20,417
	Total	18,207	18,207	18,207	40,889	41,104
Teachers Training Institutions	Public	3,493	3,493	3,493	3,493	-
	Other Public	-	-	-	-	-
	Private	298	298	298	298	-
	Total	3,791	3,791	3,791	3,791	-
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	181,263	186,941	206,515	297,394	321,326
	Total	181,263	186,941	206,515	297,394	321,326
Distance Learning Institutions (AIU)	Public	-	-	-	-	7,831
	Other Public	-	-	-	-	-
	Private	-	-	-	-	-
	Total	-	-	-	-	7,831
Total	Public	897,208	880,996	861,465	953,437	972,099
	Other Public	23,817	27,397	28,350	42,206	67,277
	Private	1,155,666	1,201,231	1,249,676	1,580,809	1,618,252
	Grand Total	2,076,691	2,109,624	2,139,491	2,576,452	2,657,628

Note(s):

1. Mosque Schools are included in Primary Schools.
2. Other Public Sector refers to public institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.
2. Private Sector data is provided by Provincial/Regional Education Departments except in Sindh and Balochistan.
3. Private Sector data for Sindh and Balochistan is estimated based on past trends.
4. Data related to Other Public Sector, Education Foundations, and Non-Formal Education is provided by their respective organisations.
5. Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments.
6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.
7. Deeni Madaris data is provided by Madaris bodies (Wafaqs), Pakistan.
8. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTC), Islamabad.
9. Universities/DAIs data is provided by Higher Education Commission (HEC), Islamabad.

Table 4.2
Teachers (Public, Other Public, Private Sector) by Province, Level, Gender, and Location
2023-24

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Pre-Primary	6	345	351	19	1,177	1,196	25	1,522	1,547
	Primary	6,179	24,325	30,504	43,407	64,897	108,304	49,586	89,222	138,808
	Middle	17,538	88,173	105,711	47,326	120,613	167,939	64,864	208,786	273,650
	High	65,017	176,527	241,544	81,995	139,728	221,723	147,012	316,255	463,267
	Higher Secondary	17,113	31,465	48,578	15,184	27,477	42,661	32,297	58,942	91,239
	Inter Colleges	11,168	10,384	21,552	5,558	5,016	10,574	16,726	15,400	32,126
	Degree Colleges	10,766	10,402	21,168	5,046	4,399	9,445	15,812	14,801	30,613
	Total	127,787	341,621	469,408	198,535	363,307	561,842	326,322	704,928	1,031,250
Sindh	Pre-Primary	7	596	603	6	54	60	13	650	663
	Primary	11,695	23,234	34,929	57,080	18,232	75,312	68,775	41,466	110,241
	Middle	8,517	26,560	35,077	16,394	12,555	28,949	24,911	39,115	64,026
	High	43,107	127,883	170,990	17,532	13,552	31,084	60,639	141,435	202,074
	Higher Secondary	8,755	19,187	27,942	10,007	4,311	14,318	18,762	23,498	42,260
	Inter Colleges	846	1,084	7,595	32	15	2,179	878	1,099	9,774
	Degree Colleges	290	530	820	39	7	46	329	537	866
	Total	73,217	199,074	277,956	101,090	48,726	151,948	174,307	247,800	429,904
KP	Pre-Primary	5	101	106	4	315	319	9	416	425
	Primary	6,481	9,908	16,389	62,641	38,210	100,851	69,122	48,118	117,240
	Middle	4,923	9,890	14,813	22,198	21,098	43,296	27,121	30,988	58,109
	High	13,481	18,422	31,903	41,820	27,099	68,919	55,301	45,521	100,822
	Higher Secondary	12,308	13,541	25,849	24,200	14,425	38,625	36,508	27,966	64,474
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	9,298	2,908	12,206	3,887	2,164	6,051	13,185	5,072	18,257
	Total	46,496	54,770	101,266	154,750	103,311	258,061	201,246	158,081	359,327
Balochistan	Pre-Primary	-	33	33	14	85	99	14	118	132
	Primary	4,645	2,882	7,527	6,095	3,190	9,285	10,740	6,072	16,812
	Middle	4,741	4,586	9,327	4,537	2,227	6,764	9,278	6,813	16,091
	High	12,377	8,795	21,172	7,829	2,975	10,804	20,206	11,770	31,976
	Higher Secondary	2,004	2,317	4,321	1,310	444	1,754	3,314	2,761	6,075
	Inter Colleges	590	247	837	-	-	-	590	247	837
	Degree Colleges	1,990	1,190	3,180	-	-	-	1,990	1,190	3,180
	Total	26,347	20,050	46,397	19,785	8,921	28,706	46,132	28,971	75,103
AJ&K	Pre-Primary	-	71	71	-	54	54	-	125	125
	Primary	224	398	622	3,225	2,787	6,012	3,449	3,185	6,634
	Middle	302	461	763	4,357	3,667	8,024	4,659	4,128	8,787
	High	713	922	1,635	5,980	4,363	10,343	6,693	5,285	11,978
	Higher Secondary	6,072	17,582	23,654	2,959	6,827	9,786	9,031	24,409	33,440
	Inter Colleges	2,436	2,223	4,659	1,534	1,475	3,009	3,970	3,698	7,668
	Degree Colleges	603	520	1,123	831	803	1,634	1,434	1,323	2,757
	Total	10,350	22,177	32,527	18,886	19,976	38,862	29,236	42,153	71,389
GB	Pre-Primary	-	-	-	-	35	35	-	35	35
	Primary	207	1,052	1,259	1,885	2,211	4,096	2,092	3,263	5,355
	Middle	386	1,161	1,547	1,869	1,893	3,762	2,255	3,054	5,309
	High	676	1,197	1,873	2,569	2,013	4,582	3,245	3,210	6,455
	Higher Secondary	586	521	1,107	665	841	1,506	1,251	1,362	2,613
	Inter Colleges	43	-	43	67	16	83	110	16	126
	Degree Colleges	206	131	337	8	-	8	214	131	345
	Total	2,104	4,062	6,166	7,063	7,009	14,072	9,167	11,071	20,238
ICT	Pre-Primary	3	224	227	-	17	17	3	241	244
	Primary	99	2,612	2,711	642	3,100	3,742	741	5,712	6,453
	Middle	180	1,503	1,683	783	6,053	6,836	963	7,556	8,519
	High	494	2,032	2,526	1,592	6,823	8,415	2,086	8,855	10,941
	Higher Secondary	687	3,068	3,755	1,276	3,771	5,047	1,963	6,839	8,802
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	620	1,434	2,054	61	178	239	681	1,612	2,293
	Total	2,083	10,873	12,956	4,354	19,942	24,296	6,437	30,815	37,252
Pakistan	Pre-Primary	21	1,370	1,391	43	1,737	1,780	64	3,107	3,171
	Primary	29,530	64,411	93,941	174,975	132,627	307,602	204,505	197,038	401,543
	Middle	36,587	132,334	168,921	97,464	168,106	265,570	134,051	300,440	434,491
	High	135,865	335,778	471,643	159,317	196,553	355,870	295,182	532,331	827,513
	Higher Secondary	47,525	87,681	135,206	55,601	58,096	113,697	103,126	145,777	248,903
	Inter Colleges	15,083	13,938	34,686	7,191	6,522	15,845	22,274	20,460	50,531
	Degree Colleges	23,773	17,115	40,888	9,872	7,551	17,423	33,645	24,666	58,311
	Grand Total	288,384	652,627	946,676	504,463	571,192	1,077,787	792,847	1,223,819	2,024,463

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

2. Private Sector data is provided by the Provincial/Regional Education Departments except in Sindh and Balochistan.

3. Private Sector data for Sindh and Balochistan is estimated based on past trends.

4. Data related to the Other Public Sector is provided by the respective organisations.

5. Public Sector Intermediate & Degree Colleges data is provided by Provincial/Regional Colleges/Higher Education Departments. 6. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 4.3
Teachers (Public Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	4,580	11,476	16,056	39,860	49,566	89,426	44,440	61,042	105,482
	Middle	3,401	7,717	11,118	20,939	33,458	54,397	24,340	41,175	65,515
	High	18,913	27,369	46,282	47,569	45,189	92,758	66,482	72,558	139,040
	Higher Secondary	4,061	5,596	9,657	6,484	6,861	13,345	10,545	12,457	23,002
	Inter Colleges*	3,934	4,427	8,361	1,439	1,971	3,410	5,373	6,398	11,771
	Degree Colleges	2,485	3,209	5,694	764	833	1,597	3,249	4,042	7,291
	Total	37,374	59,794	97,168	117,055	137,878	254,933	154,429	197,672	352,101
Sindh	Primary	10,513	11,736	22,249	55,752	15,200	70,952	66,265	26,936	93,201
	Middle	2,293	2,775	5,068	11,008	4,081	15,089	13,301	6,856	20,157
	High	9,556	11,362	20,918	12,926	4,771	17,697	22,482	16,133	38,615
	Higher Secondary	2,692	3,835	6,527	8,045	2,083	10,128	10,737	5,918	16,655
	Inter Colleges	-	-	5,665	-	-	2,132	-	-	7,797
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	25,054	29,708	60,427	87,731	26,135	115,998	112,785	55,843	176,425
KP	Primary	5,251	5,348	10,599	58,679	32,462	91,141	63,930	37,810	101,740
	Middle	963	1,009	1,972	10,859	8,188	19,047	11,822	9,197	21,019
	High	4,042	3,095	7,137	22,299	10,504	32,803	26,341	13,599	39,940
	Higher Secondary	3,378	2,839	6,217	13,864	5,869	19,733	17,242	8,708	25,950
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	2,699	1,781	4,480	2,803	2,072	4,875	5,502	3,853	9,355
	Total	16,333	14,072	30,405	108,504	59,095	167,599	124,837	73,167	198,004
Balochistan	Primary	3,520	1,902	5,422	5,769	2,874	8,643	9,289	4,776	14,065
	Middle	2,998	1,975	4,973	4,435	2,227	6,662	7,433	4,202	11,635
	High	7,949	5,123	13,072	7,633	2,858	10,491	15,582	7,981	23,563
	Higher Secondary	1,369	1,803	3,172	1,310	444	1,754	2,679	2,247	4,926
	Inter Colleges	498	149	647	-	-	-	498	149	647
	Degree Colleges	1,974	1,186	3,160	-	-	-	1,974	1,186	3,160
	Total	18,308	12,138	30,446	19,147	8,403	27,550	37,455	20,541	57,996
AJ&K	Primary	224	228	452	3,215	2,657	5,872	3,439	2,885	6,324
	Middle	302	461	763	4,295	3,260	7,555	4,597	3,721	8,318
	High	713	617	1,330	5,866	4,321	10,187	6,579	4,938	11,517
	Higher Secondary	78	152	230	1,073	1,251	2,324	1,151	1,403	2,554
	Inter Colleges	47	38	85	509	486	995	556	524	1,080
	Degree Colleges	147	161	308	831	803	1,634	978	964	1,942
	Total	1,511	1,657	3,168	15,789	12,778	28,567	17,300	14,435	31,735
GB	Primary	74	494	568	1,257	1,137	2,394	1,331	1,631	2,962
	Middle	120	290	410	1,036	523	1,559	1,156	813	1,969
	High	239	363	602	1,768	769	2,537	2,007	1,132	3,139
	Higher Secondary	78	143	221	213	162	375	291	305	596
	Inter Colleges	43	-	43	67	16	83	110	16	126
	Degree Colleges	206	131	337	8	-	8	214	131	345
	Total	760	1,421	2,181	4,349	2,607	6,956	5,109	4,028	9,137
ICT	Primary	1	905	906	424	553	977	425	1,458	1,883
	Middle	11	205	216	177	287	464	188	492	680
	High	293	512	805	513	573	1,086	806	1,085	1,891
	Higher Secondary	146	175	321	195	662	857	341	837	1,178
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	620	1,434	2,054	61	178	239	681	1,612	2,293
	Total	1,071	3,231	4,302	1,370	2,253	3,623	2,441	5,484	7,925
Pakistan	Primary	24,163	32,089	56,252	164,956	104,449	269,405	189,119	136,538	325,657
	Middle	10,088	14,432	24,520	52,749	52,024	104,773	62,837	66,456	129,293
	High	41,705	48,441	90,146	98,574	68,985	167,559	140,279	117,426	257,705
	Higher Secondary	11,802	14,543	26,345	31,184	17,332	48,516	42,986	31,875	74,861
	Inter Colleges	4,522	4,614	14,801	2,015	2,473	6,620	6,537	7,087	21,421
	Degree Colleges	8,131	7,902	16,033	4,467	3,886	8,353	12,598	11,788	24,386
	Grand Total	100,411	122,021	228,097	353,945	249,149	605,226	454,356	371,170	833,323

*Associate Colleges

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

2. Intermediate & Degree Colleges data is provided by Provincial/Regional Higher/College Education Departments.

Table 4.4
Teachers (Private Sector) by Province, Level, Gender and Location
2023-24

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	1,465	11,515	12,980	3,071	10,785	13,856	4,536	22,300	26,836
	Middle	11,926	65,653	77,579	25,571	78,695	104,266	37,497	144,348	181,845
	High	43,620	142,946	186,566	34,192	93,234	127,426	77,812	236,180	313,992
	Higher Secondary	11,769	23,799	35,568	8,484	20,162	28,646	20,253	43,961	64,214
	Inter Colleges	7,234	5,957	13,191	4,119	3,045	7,164	11,353	9,002	20,355
	Degree Colleges	8,281	7,193	15,474	4,282	3,566	7,848	12,563	10,759	23,322
	Total	84,295	257,063	341,358	79,719	209,487	289,206	164,014	466,550	630,564
Sindh	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	1,079	9,960	11,039	1,243	2,895	4,138	2,322	12,855	15,177
	Middle	5,461	22,476	27,937	5,322	8,427	13,749	10,783	30,903	41,686
	High	33,147	115,584	148,731	4,546	8,762	13,308	37,693	124,346	162,039
	Higher Secondary	5,694	14,991	20,685	1,962	2,228	4,190	7,656	17,219	24,875
	Inter Colleges	846	1,084	1,930	32	15	47	878	1,099	1,977
	Degree Colleges	290	530	820	39	7	46	329	537	866
	Total	46,517	164,625	211,142	13,144	22,334	35,478	59,661	186,959	246,620
KP	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	1,196	4,320	5,516	3,892	4,999	8,891	5,088	9,319	14,407
	Middle	3,871	8,483	12,354	11,146	12,427	23,573	15,017	20,910	35,927
	High	8,943	14,599	23,542	19,302	16,172	35,474	28,245	30,771	59,016
	Higher Secondary	8,597	10,547	19,144	10,227	8,475	18,702	18,824	19,022	37,846
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	6,599	1,127	7,726	1,084	92	1,176	7,683	1,219	8,902
	Total	29,206	39,076	68,282	45,651	42,165	87,816	74,857	81,241	156,098
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	1,125	855	1,980	-	-	-	1,125	855	1,980
	Middle	1,630	2,157	3,787	-	-	-	1,630	2,157	3,787
	High	4,299	3,469	7,768	-	-	-	4,299	3,469	7,768
	Higher Secondary	528	461	989	-	-	-	528	461	989
	Inter Colleges	92	98	190	-	-	-	92	98	190
	Degree Colleges	16	4	20	-	-	-	16	4	20
	Total	7,690	7,044	14,734	-	-	-	7,690	7,044	14,734
AJ&K*	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	5,896	17,366	23,262	1,886	5,576	7,462	7,782	22,942	30,724
	Inter Colleges	2,389	2,185	4,574	1,025	989	2,014	3,414	3,174	6,588
	Degree Colleges	456	359	815	-	-	-	456	359	815
	Total	8,741	19,910	28,651	2,911	6,565	9,476	11,652	26,475	38,127
GB	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	133	558	691	591	959	1,550	724	1,517	2,241
	Middle	266	871	1,137	797	1,261	2,058	1,063	2,132	3,195
	High	437	834	1,271	758	1,217	1,975	1,195	2,051	3,246
	Higher Secondary	479	378	857	439	651	1,090	918	1,029	1,947
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	1,315	2,641	3,956	2,585	4,088	6,673	3,900	6,729	10,629
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	88	1,266	1,354	210	2,513	2,723	298	3,779	4,077
	Middle	169	1,298	1,467	554	5,491	6,045	723	6,789	7,512
	High	144	1,405	1,549	916	5,819	6,735	1,060	7,224	8,284
	Higher Secondary	477	2,626	3,103	1,052	3,063	4,115	1,529	5,689	7,218
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	878	6,595	7,473	2,732	16,886	19,618	3,610	23,481	27,091
Pakistan	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	5,086	28,474	33,560	9,007	22,151	31,158	14,093	50,625	64,718
	Middle	23,323	100,938	124,261	43,390	106,301	149,691	66,713	207,239	273,952
	High	90,590	278,837	369,427	59,714	125,204	184,918	150,304	404,041	554,345
	Higher Secondary	33,440	70,168	103,608	24,050	40,155	64,205	57,490	110,323	167,813
	Inter Colleges	10,561	9,324	19,885	5,176	4,049	9,225	15,737	13,373	29,110
	Degree Colleges	15,642	9,213	24,855	5,405	3,665	9,070	21,047	12,878	33,925
	Grand Total	178,642	496,954	675,596	146,742	301,525	448,267	325,384	798,479	1,123,863

*Teachers from Pre-Primary to Higher Secondary are included in Higher Secondary level

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Private Sector data is provided by the Provincial/Regional Education Departments except in Sindh and Balochistan.

2. Private Sector data for Sindh and Balochistan is estimated based on past trends.

3. Private Sector Intermediate & Degree Colleges data is provided by Punjab, KP and AJ&K whereas it is estimated based on past trend for other provinces/regions.

Table 4.5
Teachers (Other Public Sector) by Province, Level, Gender and Location
2023–24

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Pre-Primary	6	345	351	19	1,177	1,196	25	1,522	1,547
	Primary	134	1,334	1,468	476	4,546	5,022	610	5,880	6,490
	Middle	2,211	14,803	17,014	816	8,460	9,276	3,027	23,263	26,290
	High	2,484	6,212	8,696	234	1,305	1,539	2,718	7,517	10,235
	Higher Secondary	1,283	2,070	3,353	216	454	670	1,499	2,524	4,023
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	6,118	24,764	30,882	1,761	15,942	17,703	7,879	40,706	48,585
Sindh	Pre-Primary	7	596	603	6	54	60	13	650	663
	Primary	103	1,538	1,641	85	137	222	188	1,675	1,863
	Middle	763	1,309	2,072	64	47	111	827	1,356	2,183
	High	404	937	1,341	60	19	79	464	956	1,420
	Higher Secondary	369	361	730	-	-	-	369	361	730
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	1,646	4,741	6,387	215	257	472	1,861	4,998	6,859
KP	Pre-Primary	5	101	106	4	315	319	9	416	425
	Primary	34	240	274	70	749	819	104	989	1,093
	Middle	89	398	487	193	483	676	282	881	1,163
	High	496	728	1,224	219	423	642	715	1,151	1,866
	Higher Secondary	333	155	488	109	81	190	442	236	678
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	957	1,622	2,579	595	2,051	2,646	1,552	3,673	5,225
Balochistan	Pre-Primary	-	33	33	14	85	99	14	118	132
	Primary	-	125	125	326	316	642	326	441	767
	Middle	113	454	567	102	-	102	215	454	669
	High	129	203	332	196	117	313	325	320	645
	Higher Secondary	107	53	160	-	-	-	107	53	160
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	349	868	1,217	638	518	1,156	987	1,386	2,373
AJ&K	Pre-Primary	-	71	71	-	54	54	-	125	125
	Primary	-	170	170	10	130	140	10	300	310
	Middle	-	-	-	62	407	469	62	407	469
	High	-	305	305	114	42	156	114	347	461
	Higher Secondary	98	64	162	-	-	-	98	64	162
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	98	610	708	186	633	819	284	1,243	1,527
GB	Pre-Primary	-	-	-	-	35	35	-	35	35
	Primary	-	-	-	37	115	152	37	115	152
	Middle	-	-	-	36	109	145	36	109	145
	High	-	-	-	43	27	70	43	27	70
	Higher Secondary	29	-	29	13	28	41	42	28	70
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	29	-	29	129	314	443	158	314	472
ICT	Pre-Primary	3	224	227	-	17	17	3	241	244
	Primary	10	441	451	8	34	42	18	475	493
	Middle	-	-	-	52	275	327	52	275	327
	High	57	115	172	163	431	594	220	546	766
	Higher Secondary	64	267	331	29	46	75	93	313	406
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Total	134	1,047	1,181	252	803	1,055	386	1,850	2,236
Pakistan	Pre-Primary	21	1,370	1,391	43	1,737	1,780	64	3,107	3,171
	Primary	281	3,848	4,129	1,012	6,027	7,039	1,293	9,875	11,168
	Middle	3,176	16,964	20,140	1,325	9,781	11,106	4,501	26,745	31,246
	High	3,570	8,500	12,070	1,029	2,364	3,393	4,599	10,864	15,463
	Higher Secondary	2,283	2,970	5,253	367	609	976	2,650	3,579	6,229
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	-	-	-	-	-	-	-	-	-
	Grand Total	9,331	33,652	42,983	3,776	20,518	24,294	13,107	54,170	67,277

Note(s):

1. Other Public Sector refers to Public Institutions run by entities other than MoFE&PT and Provincial/Regional Education Departments.

Source(s):

1. Other Public Sector data is provided by the respective organisations.

Table 4.6
Sanctioned and Filled-in Teacher Posts in Public Schools
2023-24

Province/ Region	Gender	Primary		Middle		High		Higher Secondary		Total	
		Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In
Punjab	Male	-	44,440	-	24,340	-	66,482	-	10,545	-	145,807
	Female	-	61,042	-	41,175	-	72,558	-	12,457	-	187,232
	Total	-	105,482	-	65,515	-	139,040	-	23,002	-	333,039
Sindh	Male	-	66,265	-	13,301	-	22,482	-	10,737	-	112,785
	Female	-	26,936	-	6,856	-	16,133	-	5,918	-	55,843
	Total	-	93,201	-	20,157	-	38,615	-	16,655	-	168,628
KP	Male	69,777	63,930	14,543	11,822	30,832	26,341	21,174	17,242	136,326	119,335
	Female	43,739	37,810	11,623	9,197	15,913	13,599	11,690	8,708	82,965	69,314
	Total	113,516	101,740	26,166	21,019	46,745	39,940	32,864	25,950	219,291	188,649
Balochistan	Male	12,460	9,289	7,980	7,433	15,151	15,582	2,491	2,679	38,082	34,983
	Female	6,013	4,776	4,761	4,202	8,664	7,981	2,545	2,247	21,983	19,206
	Total	18,473	14,065	12,741	11,635	23,815	23,563	5,036	4,926	60,065	54,189
AJ&K	Male	-	3,439	-	4,597	-	6,579	-	1,151	-	15,766
	Female	-	2,885	-	3,721	-	4,938	-	1,403	-	12,947
	Total	-	6,324	-	8,318	-	11,517	-	2,554	-	28,713
GB	Male	-	1,331	-	1,156	-	2,007	-	291	-	4,785
	Female	-	1,631	-	813	-	1,132	-	305	-	3,881
	Total	-	2,962	-	1,969	-	3,139	-	596	-	8,666
ICT	Male	-	425	-	188	-	806	-	341	-	1,760
	Female	-	1,458	-	492	-	1,085	-	837	-	3,872
	Total	-	1,883	-	680	-	1,891	-	1,178	-	5,632
Pakistan	Male	82,237	189,119	22,523	62,837	45,983	140,279	23,665	42,986	174,408	435,221
	Female	49,752	136,538	16,384	66,456	24,577	117,426	14,235	31,875	104,948	352,295
	Grand Total	131,989	325,657	38,907	129,293	70,560	257,705	37,900	74,861	279,356	787,516

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 4.7
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

Pakistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	5,291	5,626	10,917	34,710	18,775	53,485	40,001	24,401	64,402
	C.T	912	1,078	1,990	6,571	3,701	10,272	7,483	4,779	12,262
	B.Ed/BS.Ed	8,352	11,460	19,812	59,764	42,936	102,700	68,116	54,396	122,512
	M.Ed	3,596	7,655	11,251	24,938	25,234	50,172	28,534	32,889	61,423
	Other Trained	1,408	1,267	2,675	9,587	3,466	13,053	10,995	4,733	15,728
	Un-Trained	4,316	4,711	9,027	28,766	9,743	38,509	33,082	14,454	47,536
	Not Mentioned	288	292	580	620	594	1,214	908	886	1,794
	Total	24,163	32,089	56,252	164,956	104,449	269,405	189,119	136,538	325,657
Middle	P.T.C	790	1,223	2,013	2,987	3,080	6,067	3,777	4,303	8,080
	C.T	386	440	826	2,058	1,534	3,592	2,444	1,974	4,418
	B.Ed/BS.Ed	3,789	5,772	9,561	22,239	22,074	44,313	26,028	27,846	53,874
	M.Ed	2,358	5,021	7,379	13,638	19,991	33,629	15,996	25,012	41,008
	Other Trained	1,018	743	1,761	4,812	2,384	7,196	5,830	3,127	8,957
	Un-Trained	969	979	1,948	5,733	2,649	8,382	6,702	3,628	10,330
	Not Mentioned	778	254	1,032	1,282	312	1,594	2,060	566	2,626
	Total	10,088	14,432	24,520	52,749	52,024	104,773	62,837	66,456	129,293
High	P.T.C	1,375	2,559	3,934	3,497	3,566	7,063	4,872	6,125	10,997
	C.T	1,079	1,068	2,147	3,331	1,766	5,097	4,410	2,834	7,244
	B.Ed/BS.Ed	15,269	18,546	33,815	41,946	28,068	70,014	57,215	46,614	103,829
	M.Ed	15,101	20,045	35,146	33,000	29,691	62,691	48,101	49,736	97,837
	Other Trained	3,024	1,805	4,829	7,467	2,935	10,402	10,491	4,740	15,231
	Un-Trained	3,529	3,863	7,392	6,799	2,478	9,277	10,328	6,341	16,669
	Not Mentioned	2,328	555	2,883	2,534	481	3,015	4,862	1,036	5,898
	Total	41,705	48,441	90,146	98,574	68,985	167,559	140,279	117,426	257,705
Higher Secondary	P.T.C	211	476	687	503	547	1,050	714	1,023	1,737
	C.T	316	310	626	784	414	1,198	1,100	724	1,824
	B.Ed/BS.Ed	3,838	4,957	8,795	10,254	6,127	16,381	14,092	11,084	25,176
	M.Ed	4,854	6,668	11,522	13,484	8,221	21,705	18,338	14,889	33,227
	Other Trained	817	648	1,465	2,363	883	3,246	3,180	1,531	4,711
	Un-Trained	1,189	1,290	2,479	3,315	986	4,301	4,504	2,276	6,780
	Not Mentioned	577	194	771	481	154	635	1,058	348	1,406
	Total	11,802	14,543	26,345	31,184	17,332	48,516	42,986	31,875	74,861
Total	P.T.C	7,667	9,884	17,551	41,697	25,968	67,665	49,364	35,852	85,216
	C.T	2,693	2,896	5,589	12,744	7,415	20,159	15,437	10,311	25,748
	B.Ed/BS.Ed	31,248	40,735	71,983	134,203	99,205	233,408	165,451	139,940	305,391
	M.Ed	25,909	39,389	65,298	85,060	83,137	168,197	110,969	122,526	233,495
	Other Trained	6,267	4,463	10,730	24,229	9,668	33,897	30,496	14,131	44,627
	Un-Trained	10,003	10,843	20,846	44,613	15,856	60,469	54,616	26,699	81,315
	Not Mentioned	3,971	1,295	5,266	4,917	1,541	6,458	8,888	2,836	11,724
	Total	87,758	109,505	197,263	347,463	242,790	590,253	435,221	352,295	787,516

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 4.7.1
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

Punjab										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	782	1,896	2,678	6,192	6,187	12,379	6,974	8,083	15,057
	C.T	310	268	578	2,050	645	2,695	2,360	913	3,273
	B.Ed/BS.Ed	2,410	5,480	7,890	23,013	27,177	50,190	25,423	32,657	58,080
	M.Ed	961	3,710	4,671	7,591	14,916	22,507	8,552	18,626	27,178
	Other Trained	10	18	28	124	92	216	134	110	244
	Un-Trained	107	104	211	883	549	1,432	990	653	1,643
	Not Mentioned	-	-	-	7	-	7	7	-	7
	Total	4,580	11,476	16,056	39,860	49,566	89,426	44,440	61,042	105,482
Middle	P.T.C	214	708	922	1,485	2,067	3,552	1,699	2,775	4,474
	C.T	156	169	325	831	625	1,456	987	794	1,781
	B.Ed/BS.Ed	1,824	3,530	5,354	11,264	15,783	27,047	13,088	19,313	32,401
	M.Ed	1,098	3,127	4,225	6,533	14,173	20,706	7,631	17,300	24,931
	Other Trained	65	132	197	528	583	1,111	593	715	1,308
	Un-Trained	44	51	95	297	226	523	341	277	618
	Not Mentioned	-	-	-	1	1	2	1	1	2
	Total	3,401	7,717	11,118	20,939	33,458	54,397	24,340	41,175	65,515
High	P.T.C	374	1,473	1,847	1,933	2,516	4,449	2,307	3,989	6,296
	C.T	426	610	1,036	1,562	910	2,472	1,988	1,520	3,508
	B.Ed/BS.Ed	9,005	11,724	20,729	24,343	20,161	44,504	33,348	31,885	65,233
	M.Ed	8,347	12,854	21,201	17,602	20,254	37,856	25,949	33,108	59,057
	Other Trained	520	497	1,017	1,499	1,017	2,516	2,019	1,514	3,533
	Un-Trained	241	211	452	629	331	960	870	542	1,412
	Not Mentioned	-	-	-	1	-	1	1	-	1
	Total	18,913	27,369	46,282	47,569	45,189	92,758	66,482	72,558	139,040
Higher Secondary	P.T.C	41	167	208	148	313	461	189	480	669
	C.T	87	115	202	131	112	243	218	227	445
	B.Ed/BS.Ed	1,786	2,290	4,076	2,962	2,880	5,842	4,748	5,170	9,918
	M.Ed	2,012	2,894	4,906	3,017	3,342	6,359	5,029	6,236	11,265
	Other Trained	81	93	174	166	166	332	247	259	506
	Un-Trained	54	37	91	60	48	108	114	85	199
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	4,061	5,596	9,657	6,484	6,861	13,345	10,545	12,457	23,002
Total	P.T.C	1,411	4,244	5,655	9,758	11,083	20,841	11,169	15,327	26,496
	C.T	979	1,162	2,141	4,574	2,292	6,866	5,553	3,454	9,007
	B.Ed/BS.Ed	15,025	23,024	38,049	61,582	66,001	127,583	76,607	89,025	165,632
	M.Ed	12,418	22,585	35,003	34,743	52,685	87,428	47,161	75,270	122,431
	Other Trained	676	740	1,416	2,317	1,858	4,175	2,993	2,598	5,591
	Un-Trained	446	403	849	1,869	1,154	3,023	2,315	1,557	3,872
	Not Mentioned	-	-	-	9	1	10	9	1	10
	Total	30,955	52,158	83,113	114,852	135,074	249,926	145,807	187,232	333,039

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.2
Teachers by Level, Gender, Location, and Professional Qualification
(Public Sector)
2023-24

Sindh										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	1,697	1,471	3,168	10,322	1,754	12,076	12,019	3,225	15,244
	C.T	281	255	536	784	192	976	1,065	447	1,512
	B.Ed/BS.Ed	3,262	3,225	6,487	16,192	4,323	20,515	19,454	7,548	27,002
	M.Ed	1,261	1,823	3,084	5,670	2,026	7,696	6,931	3,849	10,780
	Other Trained	771	915	1,686	5,887	1,902	7,789	6,658	2,817	9,475
	Un-Trained	3,241	4,047	7,288	16,897	5,003	21,900	20,138	9,050	29,188
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	10,513	11,736	22,249	55,752	15,200	70,952	66,265	26,936	93,201
Middle	P.T.C	166	148	314	487	137	624	653	285	938
	C.T	73	84	157	117	52	169	190	136	326
	B.Ed/BS.Ed	669	899	1,568	3,011	1,239	4,250	3,680	2,138	5,818
	M.Ed	310	626	936	1,952	790	2,742	2,262	1,416	3,678
	Other Trained	247	234	481	1,460	451	1,911	1,707	685	2,392
	Un-Trained	828	784	1,612	3,981	1,412	5,393	4,809	2,196	7,005
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	2,293	2,775	5,068	11,008	4,081	15,089	13,301	6,856	20,157
High	P.T.C	282	471	753	355	176	531	637	647	1,284
	C.T	218	221	439	138	53	191	356	274	630
	B.Ed/BS.Ed	2,463	3,659	6,122	3,461	1,277	4,738	5,924	4,936	10,860
	M.Ed	2,694	2,959	5,653	3,597	1,434	5,031	6,291	4,393	10,684
	Other Trained	925	617	1,542	1,481	520	2,001	2,406	1,137	3,543
	Un-Trained	2,974	3,435	6,409	3,894	1,311	5,205	6,868	4,746	11,614
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	9,556	11,362	20,918	12,926	4,771	17,697	22,482	16,133	38,615
Higher Secondary	P.T.C	65	135	200	140	47	187	205	182	387
	C.T	49	81	130	51	18	69	100	99	199
	B.Ed/BS.Ed	611	1,132	1,743	1,869	568	2,437	2,480	1,700	4,180
	M.Ed	711	1,180	1,891	2,761	657	3,418	3,472	1,837	5,309
	Other Trained	291	225	516	802	237	1,039	1,093	462	1,555
	Un-Trained	965	1,082	2,047	2,422	556	2,978	3,387	1,638	5,025
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	2,692	3,835	6,527	8,045	2,083	10,128	10,737	5,918	16,655
Total	P.T.C	2,210	2,225	4,435	11,304	2,114	13,418	13,514	4,339	17,853
	C.T	621	641	1,262	1,090	315	1,405	1,711	956	2,667
	B.Ed/BS.Ed	7,005	8,915	15,920	24,533	7,407	31,940	31,538	16,322	47,860
	M.Ed	4,976	6,588	11,564	13,980	4,907	18,887	18,956	11,495	30,451
	Other Trained	2,234	1,991	4,225	9,630	3,110	12,740	11,864	5,101	16,965
	Un-Trained	8,008	9,348	17,356	27,194	8,282	35,476	35,202	17,630	52,832
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	25,054	29,708	54,762	87,731	26,135	113,866	112,785	55,843	168,628

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.3
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	1,334	1,527	2,861	15,199	9,304	24,503	16,533	10,831	27,364
	C.T	271	380	651	3,183	2,342	5,525	3,454	2,722	6,176
	B.Ed/BS.Ed	1,515	1,506	3,021	16,561	8,753	25,314	18,076	10,259	28,335
	M.Ed	999	1,381	2,380	10,250	6,981	17,231	11,249	8,362	19,611
	Other Trained	179	104	283	2,778	1,045	3,823	2,957	1,149	4,106
	Un-Trained	953	450	1,403	10,696	4,035	14,731	11,649	4,485	16,134
	Not Mentioned	-	-	-	12	2	14	12	2	14
	Total	-	-	-	-	-	-	-	-	-
Middle	P.T.C	2	8	10	49	115	164	51	123	174
	C.T	46	52	98	518	414	932	564	466	1,030
	B.Ed/BS.Ed	328	305	633	3,848	2,311	6,159	4,176	2,616	6,792
	M.Ed	305	480	785	3,315	3,489	6,804	3,620	3,969	7,589
	Other Trained	220	118	338	1,923	1,003	2,926	2,143	1,121	3,264
	Un-Trained	61	46	107	1,201	854	2,055	1,262	900	2,162
	Not Mentioned	1	-	1	5	2	7	6	2	8
	Total	963	1,009	1,972	10,859	8,188	19,047	11,822	9,197	21,019
High	P.T.C	10	6	16	67	59	126	77	65	142
	C.T	195	123	318	960	371	1,331	1,155	494	1,649
	B.Ed/BS.Ed	1,429	878	2,307	8,089	3,069	11,158	9,518	3,947	13,465
	M.Ed	1,692	1,777	3,469	8,343	5,426	13,769	10,035	7,203	17,238
	Other Trained	501	226	727	3,128	964	4,092	3,629	1,190	4,819
	Un-Trained	215	85	300	1,697	614	2,311	1,912	699	2,611
	Not Mentioned	-	-	-	15	1	16	15	1	16
	Total	4,042	3,095	7,137	22,299	10,504	32,803	26,341	13,599	39,940
Higher Secondary	P.T.C	6	5	11	22	18	40	28	23	51
	C.T	151	70	221	512	183	695	663	253	916
	B.Ed/BS.Ed	1,054	755	1,809	4,395	1,558	5,953	5,449	2,313	7,762
	M.Ed	1,707	1,751	3,458	6,967	3,388	10,355	8,674	5,139	13,813
	Other Trained	308	163	471	1,200	387	1,587	1,508	550	2,058
	Un-Trained	152	95	247	765	334	1,099	917	429	1,346
	Not Mentioned	-	-	-	3	1	4	3	1	4
	Total	3,378	2,839	6,217	13,864	5,869	19,733	17,242	8,708	25,950
Total	P.T.C	1,352	1,546	2,898	15,337	9,496	24,833	16,689	11,042	27,731
	C.T	663	625	1,288	5,173	3,310	8,483	5,836	3,935	9,771
	B.Ed/BS.Ed	4,326	3,444	7,770	32,893	15,691	48,584	37,219	19,135	56,354
	M.Ed	4,703	5,389	10,092	28,875	19,284	48,159	33,578	24,673	58,251
	Other Trained	1,208	611	1,819	9,029	3,399	12,428	10,237	4,010	14,247
	Un-Trained	1,381	676	2,057	14,359	5,837	20,196	15,740	6,513	22,253
	Not Mentioned	1	-	1	35	6	41	36	6	42
	Total	13,634	12,291	25,925	105,701	57,023	162,724	119,335	69,314	188,649

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.4
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

Balochistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	1,440	623	2,063	2,456	1,073	3,529	3,896	1,696	5,592
	C.T	25	22	47	81	54	135	106	76	182
	B.Ed/BS.Ed	1,018	593	1,611	1,572	756	2,328	2,590	1,349	3,939
	M.Ed	311	247	558	444	245	689	755	492	1,247
	Other Trained	440	215	655	708	393	1,101	1,148	608	1,756
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	286	202	488	508	353	861	794	555	1,349
	Total	3,520	1,902	5,422	5,769	2,874	8,643	9,289	4,776	14,065
Middle	P.T.C	386	294	680	578	459	1,037	964	753	1,717
	C.T	69	36	105	124	46	170	193	82	275
	B.Ed/BS.Ed	739	664	1,403	1,088	766	1,854	1,827	1,430	3,257
	M.Ed	552	513	1,065	591	401	992	1,143	914	2,057
	Other Trained	478	235	713	813	293	1,106	1,291	528	1,819
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	774	233	1,007	1,241	262	1,503	2,015	495	2,510
	Total	2,998	1,975	4,973	4,435	2,227	6,662	7,433	4,202	11,635
High	P.T.C	677	564	1,241	758	415	1,173	1,435	979	2,414
	C.T	184	62	246	240	49	289	424	111	535
	B.Ed/BS.Ed	1,796	1,668	3,464	1,769	872	2,641	3,565	2,540	6,105
	M.Ed	1,954	1,894	3,848	1,317	793	2,110	3,271	2,687	5,958
	Other Trained	1,026	432	1,458	1,114	336	1,450	2,140	768	2,908
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	2,312	503	2,815	2,435	393	2,828	4,747	896	5,643
	Total	7,949	5,123	13,072	7,633	2,858	10,491	15,582	7,981	23,563
Higher Secondary	P.T.C	86	165	251	106	68	174	192	233	425
	C.T	22	29	51	32	4	36	54	33	87
	B.Ed/BS.Ed	256	627	883	295	162	457	551	789	1,340
	M.Ed	317	653	970	255	81	336	572	734	1,306
	Other Trained	133	160	293	160	39	199	293	199	492
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	555	169	724	462	90	552	1,017	259	1,276
	Total	1,369	1,803	3,172	1,310	444	1,754	2,679	2,247	4,926
Total	P.T.C	2,589	1,646	4,235	3,898	2,015	5,913	6,487	3,661	10,148
	C.T	300	149	449	477	153	630	777	302	1,079
	B.Ed/BS.Ed	3,809	3,552	7,361	4,724	2,556	7,280	8,533	6,108	14,641
	M.Ed	3,134	3,307	6,441	2,607	1,520	4,127	5,741	4,827	10,568
	Other Trained	2,077	1,042	3,119	2,795	1,061	3,856	4,872	2,103	6,975
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	3,927	1,107	5,034	4,646	1,098	5,744	8,573	2,205	10,778
	Total	15,836	10,803	26,639	19,147	8,403	27,550	34,983	19,206	54,189

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.5
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

AJ&K										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	33	46	79	421	325	746	454	371	825
	C.T	18	18	36	256	219	475	274	237	511
	B.Ed/BS.Ed	100	87	187	1,622	1,228	2,850	1,722	1,315	3,037
	M.Ed	64	71	135	796	859	1,655	860	930	1,790
	Other Trained	8	2	10	74	18	92	82	20	102
	Un-Trained	1	4	5	46	8	54	47	12	59
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	224	228	452	3,215	2,657	5,872	3,439	2,885	6,324
Middle	P.T.C	19	48	67	338	261	599	357	309	666
	C.T	34	47	81	377	317	694	411	364	775
	B.Ed/BS.Ed	158	160	318	2,365	1,624	3,989	2,523	1,784	4,307
	M.Ed	84	188	272	1,127	1,010	2,137	1,211	1,198	2,409
	Other Trained	7	9	16	67	27	94	74	36	110
	Un-Trained	-	9	9	21	21	42	21	30	51
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	302	461	763	4,295	3,260	7,555	4,597	3,721	8,318
High	P.T.C	29	36	65	342	362	704	371	398	769
	C.T	47	34	81	338	300	638	385	334	719
	B.Ed/BS.Ed	370	243	613	3,088	2,055	5,143	3,458	2,298	5,756
	M.Ed	224	276	500	1,872	1,519	3,391	2,096	1,795	3,891
	Other Trained	40	26	66	198	74	272	238	100	338
	Un-Trained	3	2	5	28	11	39	31	13	44
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	713	617	1,330	5,866	4,321	10,187	6,579	4,938	11,517
Higher Secondary	P.T.C	12	4	16	86	94	180	98	98	196
	C.T	5	9	14	52	66	118	57	75	132
	B.Ed/BS.Ed	34	55	89	520	576	1,096	554	631	1,185
	M.Ed	25	78	103	372	465	837	397	543	940
	Other Trained	2	6	8	28	47	75	30	53	83
	Un-Trained	-	-	-	15	3	18	15	3	18
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	78	152	230	1,073	1,251	2,324	1,151	1,403	2,554
Total	P.T.C	93	134	227	1,187	1,042	2,229	1,280	1,176	2,456
	C.T	104	108	212	1,023	902	1,925	1,127	1,010	2,137
	B.Ed/BS.Ed	662	545	1,207	7,595	5,483	13,078	8,257	6,028	14,285
	M.Ed	397	613	1,010	4,167	3,853	8,020	4,564	4,466	9,030
	Other Trained	57	43	100	367	166	533	424	209	633
	Un-Trained	4	15	19	110	43	153	114	58	172
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	1,317	1,458	2,775	14,449	11,489	25,938	15,766	12,947	28,713

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.6
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	5	26	31	94	92	186	99	118	217
	C.T	7	99	106	193	215	408	200	314	514
	B.Ed/BS.Ed	46	230	276	645	464	1,109	691	694	1,385
	M.Ed	-	12	12	32	22	54	32	34	66
	Other Trained	-	-	-	13	7	20	13	7	20
	Un-Trained	14	102	116	236	147	383	250	249	499
	Not Mentioned	2	25	27	44	190	234	46	215	261
	Total	74	494	568	1,257	1,137	2,394	1,331	1,631	2,962
Middle	P.T.C	3	13	16	41	21	62	44	34	78
	C.T	6	45	51	87	68	155	93	113	206
	B.Ed/BS.Ed	68	125	193	597	250	847	665	375	1,040
	M.Ed	5	6	11	54	8	62	59	14	73
	Other Trained	1	6	7	12	24	36	13	30	43
	Un-Trained	36	86	122	229	134	363	265	220	485
	Not Mentioned	1	9	10	16	18	34	17	27	44
	Total	120	290	410	1,036	523	1,559	1,156	813	1,969
High	P.T.C	1	7	8	38	9	47	39	16	55
	C.T	7	13	20	80	67	147	87	80	167
	B.Ed/BS.Ed	125	208	333	998	428	1,426	1,123	636	1,759
	M.Ed	2	5	7	43	28	71	45	33	78
	Other Trained	6	-	6	40	16	56	46	16	62
	Un-Trained	96	129	225	549	209	758	645	338	983
	Not Mentioned	2	1	3	20	12	32	22	13	35
	Total	239	363	602	1,768	769	2,537	2,007	1,132	3,139
Higher Secondary	P.T.C	-	-	-	1	-	1	1	-	1
	C.T	1	6	7	5	7	12	6	13	19
	B.Ed/BS.Ed	57	57	114	126	106	232	183	163	346
	M.Ed	2	1	3	24	4	28	26	5	31
	Other Trained	-	1	1	4	-	4	4	1	5
	Un-Trained	18	76	94	53	45	98	71	121	192
	Not Mentioned	-	2	2	-	-	-	-	2	2
	Total	78	143	221	213	162	375	291	305	596
Total	P.T.C	9	46	55	174	122	296	183	168	351
	C.T	21	163	184	365	357	722	386	520	906
	B.Ed/BS.Ed	296	620	916	2,366	1,248	3,614	2,662	1,868	4,530
	M.Ed	9	24	33	153	62	215	162	86	248
	Other Trained	7	7	14	69	47	116	76	54	130
	Un-Trained	164	393	557	1,067	535	1,602	1,231	928	2,159
	Not Mentioned	5	37	42	80	220	300	85	257	342
	Total	511	1,290	1,801	4,274	2,591	6,865	4,785	3,881	8,666

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.7.7
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2023-24

ICT										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	-	37	37	26	40	66	26	77	103
	C.T	-	36	36	24	34	58	24	70	94
	B.Ed/BS.Ed	1	339	340	159	235	394	160	574	734
	M.Ed	-	411	411	155	185	340	155	596	751
	Other Trained	-	13	13	3	9	12	3	22	25
	Un-Trained	-	4	4	8	1	9	8	5	13
	Not Mentioned	-	65	65	49	49	98	49	114	163
	Total	1	905	906	424	553	977	425	1,458	1,883
Middle	P.T.C	-	4	4	9	20	29	9	24	33
	C.T	2	7	9	4	12	16	6	19	25
	B.Ed/BS.Ed	3	89	92	66	101	167	69	190	259
	M.Ed	4	81	85	66	120	186	70	201	271
	Other Trained	-	9	9	9	3	12	9	12	21
	Un-Trained	-	3	3	4	2	6	4	5	9
	Not Mentioned	2	12	14	19	29	48	21	41	62
	Total	11	205	216	177	287	464	188	492	680
High	P.T.C	2	2	4	4	29	33	6	31	37
	C.T	2	5	7	13	16	29	15	21	36
	B.Ed/BS.Ed	81	166	247	198	206	404	279	372	651
	M.Ed	188	280	468	226	237	463	414	517	931
	Other Trained	6	7	13	7	8	15	13	15	28
	Un-Trained	-	1	1	2	2	4	2	3	5
	Not Mentioned	14	51	65	63	75	138	77	126	203
	Total	293	512	805	513	573	1,086	806	1,085	1,891
Higher Secondary	P.T.C	1	-	1	-	7	7	1	7	8
	C.T	1	-	1	1	24	25	2	24	26
	B.Ed/BS.Ed	40	41	81	87	277	364	127	318	445
	M.Ed	80	111	191	88	284	372	168	395	563
	Other Trained	2	-	2	3	7	10	5	7	12
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	22	23	45	16	63	79	38	86	124
	Total	146	175	321	195	662	857	341	837	1,178
Total	P.T.C	3	43	46	39	96	135	42	139	181
	C.T	5	48	53	42	86	128	47	134	181
	B.Ed/BS.Ed	125	635	760	510	819	1,329	635	1,454	2,089
	M.Ed	272	883	1,155	535	826	1,361	807	1,709	2,516
	Other Trained	8	29	37	22	27	49	30	56	86
	Un-Trained	-	8	8	14	5	19	14	13	27
	Not Mentioned	38	151	189	147	216	363	185	367	552
	Total	451	1,797	2,248	1,309	2,075	3,384	1,760	3,872	5,632

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Pakistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	11	10	21	175	113	288	186	123	309
	Matric	1,202	1,580	2,782	7,438	5,306	12,744	8,640	6,886	15,526
	F.A/F.Sc	2,221	2,593	4,814	15,244	7,744	22,988	17,465	10,337	27,802
	B.A/B.Sc	9,495	10,367	19,862	56,593	25,496	82,089	66,088	35,863	101,951
	M.A/M.Sc	9,699	15,708	25,407	75,582	59,803	135,385	85,281	75,511	160,792
	M.Phil	1,188	1,506	2,694	8,337	5,272	13,609	9,525	6,778	16,303
	Ph.D	28	26	54	139	31	170	167	57	224
	Others	163	165	328	1,135	524	1,659	1,298	689	1,987
	Not Reported	156	134	290	313	160	473	469	294	763
	Total	24,163	32,089	56,252	164,956	104,449	269,405	189,119	136,538	325,657
Middle	Middle	25	53	78	342	250	592	367	303	670
	Matric	447	549	996	1,742	1,588	3,330	2,189	2,137	4,326
	F.A/F.Sc	562	611	1,173	1,930	1,636	3,566	2,492	2,247	4,739
	B.A/B.Sc	2,993	3,866	6,859	14,145	9,917	24,062	17,138	13,783	30,921
	M.A/M.Sc	4,814	7,941	12,755	29,619	34,004	63,623	34,433	41,945	76,378
	M.Phil	724	1,225	1,949	3,812	4,300	8,112	4,536	5,525	10,061
	Ph.D	32	21	53	122	45	167	154	66	220
	Others	66	36	102	303	147	450	369	183	552
	Not Reported	425	130	555	734	137	871	1,159	267	1,426
	Total	10,088	14,432	24,520	52,749	52,024	104,773	62,837	66,456	129,293
High	Middle	10	6	16	362	159	521	372	165	537
	Matric	1,057	1,127	2,184	2,796	2,019	4,815	3,853	3,146	6,999
	F.A/F.Sc	1,336	1,472	2,808	2,908	1,821	4,729	4,244	3,293	7,537
	B.A/B.Sc	9,463	11,599	21,062	21,136	12,762	33,898	30,599	24,361	54,960
	M.A/M.Sc	24,315	29,170	53,485	60,048	45,350	105,398	84,363	74,520	158,883
	M.Phil	3,991	4,513	8,504	9,246	6,413	15,659	13,237	10,926	24,163
	Ph.D	185	104	289	367	88	455	552	192	744
	Others	177	108	285	427	134	561	604	242	846
	Not Reported	1,171	342	1,513	1,284	239	1,523	2,455	581	3,036
	Total	41,705	48,441	90,146	98,574	68,985	167,559	140,279	117,426	257,705
Higher Secondary	Middle	1	-	1	37	17	54	38	17	55
	Matric	218	204	422	439	320	759	657	524	1,181
	F.A/F.Sc	270	330	600	536	374	910	806	704	1,510
	B.A/B.Sc	2,153	3,142	5,295	5,590	2,945	8,535	7,743	6,087	13,830
	M.A/M.Sc	7,498	9,377	16,875	21,334	11,956	33,290	28,832	21,333	50,165
	M.Phil	1,236	1,271	2,507	2,628	1,542	4,170	3,864	2,813	6,677
	Ph.D	128	71	199	246	44	290	374	115	489
	Others	44	39	83	138	40	178	182	79	261
	Not Reported	254	109	363	236	94	330	490	203	693
	Total	11,802	14,543	26,345	31,184	17,332	48,516	42,986	31,875	74,861
Total	Middle	47	69	116	916	539	1,455	963	608	1,571
	Matric	2,924	3,460	6,384	12,415	9,233	21,648	15,339	12,693	28,032
	F.A/F.Sc	4,389	5,006	9,395	20,618	11,575	32,193	25,007	16,581	41,588
	B.A/B.Sc	24,104	28,974	53,078	97,464	51,120	148,584	121,568	80,094	201,662
	M.A/M.Sc	46,326	62,196	108,522	186,583	151,113	337,696	232,909	213,309	446,218
	M.Phil	7,139	8,515	15,654	24,023	17,527	41,550	31,162	26,042	57,204
	Ph.D	373	222	595	874	208	1,082	1,247	430	1,677
	Others	450	348	798	2,003	845	2,848	2,453	1,193	3,646
	Not Reported	2,006	715	2,721	2,567	630	3,197	4,573	1,345	5,918
	Grand Total	87,758	109,505	197,263	347,463	242,790	590,253	435,221	352,295	787,516

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 4.8.1
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Punjab										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	3	4	7	1	4	5	4	8	12
	Matric	380	877	1,257	3,098	3,244	6,342	3,478	4,121	7,599
	F.A/F.Sc	262	549	811	2,002	1,638	3,640	2,264	2,187	4,451
	B.A/B.Sc	1,351	2,457	3,808	10,557	8,492	19,049	11,908	10,949	22,857
	M.A/M.Sc	1,961	6,427	8,388	19,933	31,985	51,918	21,894	38,412	60,306
	M.Phil	620	1,158	1,778	4,235	4,185	8,420	4,855	5,343	10,198
	Ph.D	3	4	7	33	14	47	36	18	54
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	1	4	5	1	4	5
	Total	4,580	11,476	16,056	39,860	49,566	89,426	44,440	61,042	105,482
Middle	Middle	-	1	1	8	4	12	8	5	13
	Matric	120	332	452	896	1,160	2,056	1,016	1,492	2,508
	F.A/F.Sc	97	230	327	633	796	1,429	730	1,026	1,756
	B.A/B.Sc	769	1,547	2,316	4,263	5,187	9,450	5,032	6,734	11,766
	M.A/M.Sc	1,878	4,576	6,454	12,594	22,890	35,484	14,472	27,466	41,938
	M.Phil	522	1,021	1,543	2,492	3,395	5,887	3,014	4,416	7,430
	Ph.D	15	10	25	53	25	78	68	35	103
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	1	1	-	1	1
	Total	3,401	7,717	11,118	20,939	33,458	54,397	24,340	41,175	65,515
High	Middle	2	3	5	14	3	17	16	6	22
	Matric	305	801	1,106	1,435	1,591	3,026	1,740	2,392	4,132
	F.A/F.Sc	295	739	1,034	1,131	1,060	2,191	1,426	1,799	3,225
	B.A/B.Sc	2,991	4,831	7,822	9,136	7,601	16,737	12,127	12,432	24,559
	M.A/M.Sc	11,891	17,021	28,912	28,868	29,741	58,609	40,759	46,762	87,521
	M.Phil	3,298	3,899	7,197	6,796	5,146	11,942	10,094	9,045	19,139
	Ph.D	131	73	204	188	47	235	319	120	439
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	2	2	1	-	1	1	2	3
	Total	18,913	27,369	46,282	47,569	45,189	92,758	66,482	72,558	139,040
Higher Secondary	Middle	-	-	-	3	-	3	3	-	3
	Matric	38	98	136	142	196	338	180	294	474
	F.A/F.Sc	43	82	125	114	165	279	157	247	404
	B.A/B.Sc	521	815	1,336	938	1,122	2,060	1,459	1,937	3,396
	M.A/M.Sc	2,579	3,672	6,251	4,149	4,468	8,617	6,728	8,140	14,868
	M.Phil	830	894	1,724	1,084	893	1,977	1,914	1,787	3,701
	Ph.D	50	35	85	54	17	71	104	52	156
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4,061	5,596	9,657	6,484	6,861	13,345	10,545	12,457	23,002
Total	Middle	5	8	13	26	11	37	31	19	50
	Matric	843	2,108	2,951	5,571	6,191	11,762	6,414	8,299	14,713
	F.A/F.Sc	697	1,600	2,297	3,880	3,659	7,539	4,577	5,259	9,836
	B.A/B.Sc	5,632	9,650	15,282	24,894	22,402	47,296	30,526	32,052	62,578
	M.A/M.Sc	18,309	31,696	50,005	65,544	89,084	154,628	83,853	120,780	204,633
	M.Phil	5,270	6,972	12,242	14,607	13,619	28,226	19,877	20,591	40,468
	Ph.D	199	122	321	328	103	431	527	225	752
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	2	2	2	5	7	2	7	9
	Grand Total	30,955	52,158	83,113	114,852	135,074	249,926	145,807	187,232	333,039

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.2
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Level	Academic Qualification	Sindh								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	5	1	6	13	2	15	18	3	21
	Matric	140	245	385	1,399	368	1,767	1,539	613	2,152
	F.A/F.Sc	952	1,006	1,958	6,912	1,682	8,594	7,864	2,688	10,552
	B.A/B.Sc	5,689	5,395	11,084	31,961	7,775	39,736	37,650	13,170	50,820
	M.A/M.Sc	3,555	4,866	8,421	14,625	5,037	19,662	18,180	9,903	28,083
	M.Phil	56	86	142	240	75	315	296	161	457
	Ph.D	7	15	22	43	9	52	50	24	74
	Others	109	122	231	559	252	811	668	374	1,042
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	10,513	11,736	22,249	55,752	15,200	70,952	66,265	26,936	93,201
Middle	Middle	-	-	-	3	1	4	3	1	4
	Matric	11	14	25	58	19	77	69	33	102
	F.A/F.Sc	120	93	213	362	177	539	482	270	752
	B.A/B.Sc	1,191	1,199	2,390	6,107	2,031	8,138	7,298	3,230	10,528
	M.A/M.Sc	942	1,428	2,370	4,244	1,755	5,999	5,186	3,183	8,369
	M.Phil	18	26	44	93	51	144	111	77	188
	Ph.D	2	4	6	10	3	13	12	7	19
	Others	9	11	20	131	44	175	140	55	195
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,293	2,775	5,068	11,008	4,081	15,089	13,301	6,856	20,157
High	Middle	-	-	-	1	-	1	1	-	1
	Matric	47	70	117	63	29	92	110	99	209
	F.A/F.Sc	268	359	627	324	161	485	592	520	1,112
	B.A/B.Sc	3,818	4,443	8,261	5,734	1,899	7,633	9,552	6,342	15,894
	M.A/M.Sc	5,295	6,326	11,621	6,541	2,592	9,133	11,836	8,918	20,754
	M.Phil	60	100	160	90	38	128	150	138	288
	Ph.D	12	12	24	14	11	25	26	23	49
	Others	56	52	108	159	41	200	215	93	308
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	9,556	11,362	20,918	12,926	4,771	17,697	22,482	16,133	38,615
Higher Secondary	Middle	1	-	1	1	-	1	2	-	2
	Matric	4	33	37	26	14	40	30	47	77
	F.A/F.Sc	68	91	159	143	50	193	211	141	352
	B.A/B.Sc	992	1,393	2,385	3,100	800	3,900	4,092	2,193	6,285
	M.A/M.Sc	1,560	2,245	3,805	4,641	1,186	5,827	6,201	3,431	9,632
	M.Phil	33	34	67	62	17	79	95	51	146
	Ph.D	15	13	28	7	3	10	22	16	38
	Others	19	26	45	65	13	78	84	39	123
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,692	3,835	6,527	8,045	2,083	10,128	10,737	5,918	16,655
Total	Middle	6	1	7	18	3	21	24	4	28
	Matric	202	362	564	1,546	430	1,976	1,748	792	2,540
	F.A/F.Sc	1,408	1,549	2,957	7,741	2,070	9,811	9,149	3,619	12,768
	B.A/B.Sc	11,690	12,430	24,120	46,902	12,505	59,407	58,592	24,935	83,527
	M.A/M.Sc	11,352	14,865	26,217	30,051	10,570	40,621	41,403	25,435	66,838
	M.Phil	167	246	413	485	181	666	652	427	1,079
	Ph.D	36	44	80	74	26	100	110	70	180
	Others	193	211	404	914	350	1,264	1,107	561	1,668
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	25,054	29,708	54,762	87,731	26,135	113,866	112,785	55,843	168,628

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.3
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	40	38	78	40	38	78
	Matric	127	197	324	1,631	1,006	2,637	1,758	1,203	2,961
	F.A/F.Sc	370	591	961	4,932	3,422	8,354	5,302	4,013	9,315
	B.A/B.Sc	966	1,104	2,070	10,257	6,579	16,836	11,223	7,683	18,906
	M.A/M.Sc	3,257	3,226	6,483	37,512	20,319	57,831	40,769	23,545	64,314
	M.Phil	471	187	658	3,688	823	4,511	4,159	1,010	5,169
	Ph.D	16	5	21	57	7	64	73	12	85
	Others	44	38	82	550	266	816	594	304	898
	Not Reported	-	-	-	12	2	14	12	2	14
	Total	5,251	5,348	10,599	58,679	32,462	91,141	63,930	37,810	101,740
Middle	Middle	6	-	6	30	2	32	36	2	38
	Matric	23	9	32	180	57	237	203	66	269
	F.A/F.Sc	18	23	41	232	140	372	250	163	413
	B.A/B.Sc	126	102	228	1,119	855	1,974	1,245	957	2,202
	M.A/M.Sc	694	780	1,474	8,259	6,502	14,761	8,953	7,282	16,235
	M.Phil	82	83	165	890	533	1,423	972	616	1,588
	Ph.D	8	3	11	48	16	64	56	19	75
	Others	5	9	14	96	81	177	101	90	191
	Not Reported	1	-	1	5	2	7	6	2	8
	Total	963	1,009	1,972	10,859	8,188	19,047	11,822	9,197	21,019
High	Middle	3	-	3	33	2	35	36	2	38
	Matric	55	9	64	362	65	427	417	74	491
	F.A/F.Sc	45	23	68	317	114	431	362	137	499
	B.A/B.Sc	455	299	754	2,569	900	3,469	3,024	1,199	4,223
	M.A/M.Sc	3,093	2,555	5,648	16,977	8,640	25,617	20,070	11,195	31,265
	M.Phil	350	180	530	1,744	715	2,459	2,094	895	2,989
	Ph.D	28	11	39	135	18	153	163	29	192
	Others	13	18	31	147	49	196	160	67	227
	Not Reported	-	-	-	15	1	16	15	1	16
	Total	4,042	3,095	7,137	22,299	10,504	32,803	26,341	13,599	39,940
Higher Secondary	Middle	-	-	-	6	-	6	6	-	6
	Matric	23	9	32	105	17	122	128	26	154
	F.A/F.Sc	19	16	35	111	43	154	130	59	189
	B.A/B.Sc	296	200	496	1,009	392	1,401	1,305	592	1,897
	M.A/M.Sc	2,683	2,361	5,044	11,095	4,915	16,010	13,778	7,276	21,054
	M.Phil	294	227	521	1,304	458	1,762	1,598	685	2,283
	Ph.D	56	19	75	180	22	202	236	41	277
	Others	7	7	14	52	21	73	59	28	87
	Not Reported	-	-	-	2	1	3	2	1	3
	Total	3,378	2,839	6,217	13,864	5,869	19,733	17,242	8,708	25,950
Total	Middle	9	-	9	109	42	151	118	42	160
	Matric	228	224	452	2,278	1,145	3,423	2,506	1,369	3,875
	F.A/F.Sc	452	653	1,105	5,592	3,719	9,311	6,044	4,372	10,416
	B.A/B.Sc	1,843	1,705	3,548	14,954	8,726	23,680	16,797	10,431	27,228
	M.A/M.Sc	9,727	8,922	18,649	73,843	40,376	114,219	83,570	49,298	132,868
	M.Phil	1,197	677	1,874	7,626	2,529	10,155	8,823	3,206	12,029
	Ph.D	108	38	146	420	63	483	528	101	629
	Others	69	72	141	845	417	1,262	914	489	1,403
	Not Reported	1	-	1	34	6	40	35	6	41
	Grand Total	13,634	12,291	25,925	105,701	57,023	162,724	119,335	69,314	188,649

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.4
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Balochistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	522	187	709	976	347	1,323	1,498	534	2,032
	F.A/F.Sc	614	313	927	1,035	618	1,653	1,649	931	2,580
	B.A/B.Sc	1,384	913	2,297	2,205	1,258	3,463	3,589	2,171	5,760
	M.A/M.Sc	803	391	1,194	1,236	497	1,733	2,039	888	2,927
	M.Phil	29	25	54	42	24	66	71	49	120
	Ph.D	2	-	2	1	-	1	3	-	3
	Others	10	3	13	4	2	6	14	5	19
	Not Reported	156	70	226	270	128	398	426	198	624
	Total	3,520	1,902	5,422	5,769	2,874	8,643	9,289	4,776	14,065
Middle	Middle	-	-	-	-	-	-	-	-	-
	Matric	274	108	382	439	162	601	713	270	983
	F.A/F.Sc	296	223	519	500	307	807	796	530	1,326
	B.A/B.Sc	790	755	1,545	1,168	843	2,011	1,958	1,598	3,556
	M.A/M.Sc	1,085	710	1,795	1,468	726	2,194	2,553	1,436	3,989
	M.Phil	81	40	121	79	51	130	160	91	251
	Ph.D	5	2	7	8	-	8	13	2	15
	Others	44	13	57	59	15	74	103	28	131
	Not Reported	423	124	547	714	123	837	1,137	247	1,384
	Total	2,998	1,975	4,973	4,435	2,227	6,662	7,433	4,202	11,635
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	625	209	834	661	149	810	1,286	358	1,644
	F.A/F.Sc	690	314	1,004	802	280	1,082	1,492	594	2,086
	B.A/B.Sc	1,952	1,652	3,604	2,020	984	3,004	3,972	2,636	6,608
	M.A/M.Sc	3,239	2,365	5,604	2,636	1,113	3,749	5,875	3,478	9,353
	M.Phil	169	232	401	154	92	246	323	324	647
	Ph.D	6	8	14	9	2	11	15	10	25
	Others	108	35	143	108	18	126	216	53	269
	Not Reported	1,160	308	1,468	1,243	220	1,463	2,403	528	2,931
	Total	7,949	5,123	13,072	7,633	2,858	10,491	15,582	7,981	23,563
Higher Secondary	Middle	-	-	-	-	-	-	-	-	-
	Matric	148	62	210	121	27	148	269	89	358
	F.A/F.Sc	129	129	258	126	55	181	255	184	439
	B.A/B.Sc	301	649	950	344	201	545	645	850	1,495
	M.A/M.Sc	496	802	1,298	454	103	557	950	905	1,855
	M.Phil	32	70	102	32	13	45	64	83	147
	Ph.D	4	-	4	-	-	-	4	-	4
	Others	15	6	21	11	2	13	26	8	34
	Not Reported	244	85	329	222	43	265	466	128	594
	Total	1,369	1,803	3,172	1,310	444	1,754	2,679	2,247	4,926
Total	Middle	-	-	-	-	-	-	-	-	-
	Matric	1,569	566	2,135	2,197	685	2,882	3,766	1,251	5,017
	F.A/F.Sc	1,729	979	2,708	2,463	1,260	3,723	4,192	2,239	6,431
	B.A/B.Sc	4,427	3,969	8,396	5,737	3,286	9,023	10,164	7,255	17,419
	M.A/M.Sc	5,623	4,268	9,891	5,794	2,439	8,233	11,417	6,707	18,124
	M.Phil	311	367	678	307	180	487	618	547	1,165
	Ph.D	17	10	27	18	2	20	35	12	47
	Others	177	57	234	182	37	219	359	94	453
	Not Reported	1,983	587	2,570	2,449	514	2,963	4,432	1,101	5,533
	Grand Total	15,836	10,803	26,639	19,147	8,403	27,550	34,983	19,206	54,189

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.5
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Level	Academic Qualification	AJ&K								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	3	5	8	121	69	190	124	74	198
	Matric	28	26	54	236	196	432	264	222	486
	F.A/F.Sc	17	23	40	205	155	360	222	178	400
	B.A/B.Sc	77	64	141	1,010	706	1,716	1,087	770	1,857
	M.A/M.Sc	89	87	176	1,539	1,388	2,927	1,628	1,475	3,103
	M.Phil	10	23	33	88	143	231	98	166	264
	Ph.D	-	-	-	2	-	2	2	-	2
	Others	-	-	-	14	-	14	14	-	14
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	224	228	452	3,215	2,657	5,872	3,439	2,885	6,324
Middle	Middle	19	52	71	301	242	543	320	294	614
	Matric	13	68	81	143	152	295	156	220	376
	F.A/F.Sc	25	16	41	143	163	306	168	179	347
	B.A/B.Sc	78	83	161	1,050	756	1,806	1,128	839	1,967
	M.A/M.Sc	142	203	345	2,411	1,692	4,103	2,553	1,895	4,448
	M.Phil	15	39	54	234	251	485	249	290	539
	Ph.D	2	-	2	1	1	2	3	1	4
	Others	8	-	8	12	3	15	20	3	23
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	302	461	763	4,295	3,260	7,555	4,597	3,721	8,318
High	Middle	5	3	8	314	154	468	319	157	476
	Matric	22	32	54	231	161	392	253	193	446
	F.A/F.Sc	30	25	55	288	148	436	318	173	491
	B.A/B.Sc	179	173	352	1,170	974	2,144	1,349	1,147	2,496
	M.A/M.Sc	423	351	774	3,492	2,513	6,005	3,915	2,864	6,779
	M.Phil	53	33	86	348	340	688	401	373	774
	Ph.D	1	-	1	12	10	22	13	10	23
	Others	-	-	-	11	21	32	11	21	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	713	617	1,330	5,866	4,321	10,187	6,579	4,938	11,517
Higher Secondary	Middle	-	-	-	27	17	44	27	17	44
	Matric	3	2	5	40	48	88	43	50	93
	F.A/F.Sc	10	7	17	37	45	82	47	52	99
	B.A/B.Sc	11	32	43	135	258	393	146	290	436
	M.A/M.Sc	45	98	143	725	782	1,507	770	880	1,650
	M.Phil	9	10	19	103	100	203	112	110	222
	Ph.D	-	3	3	1	-	1	1	3	4
	Others	-	-	-	5	1	6	5	1	6
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	78	152	230	1,073	1,251	2,324	1,151	1,403	2,554
Total	Middle	27	60	87	763	482	1,245	790	542	1,332
	Matric	66	128	194	650	557	1,207	716	685	1,401
	F.A/F.Sc	82	71	153	673	511	1,184	755	582	1,337
	B.A/B.Sc	345	352	697	3,365	2,694	6,059	3,710	3,046	6,756
	M.A/M.Sc	699	739	1,438	8,167	6,375	14,542	8,866	7,114	15,980
	M.Phil	87	105	192	773	834	1,607	860	939	1,799
	Ph.D	3	3	6	16	11	27	19	14	33
	Others	8	-	8	42	25	67	50	25	75
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	1,317	1,458	2,775	14,449	11,489	25,938	15,766	12,947	28,713

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.6
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	5	13	18	82	121	203	87	134	221
	F.A/F.Sc	6	74	80	139	200	339	145	274	419
	B.A/B.Sc	28	220	248	518	518	1,036	546	738	1,284
	M.A/M.Sc	33	186	219	501	295	796	534	481	1,015
	M.Phil	2	1	3	10	1	11	12	2	14
	Ph.D	-	-	-	-	-	-	-	-	-
	Others	-	-	-	5	2	7	5	2	7
	Not Reported	-	-	-	2	-	2	2	-	2
	Total	74	494	568	1,257	1,137	2,394	1,331	1,631	2,962
Middle	Middle	-	-	-	-	-	-	-	-	-
	Matric	4	4	8	25	20	45	29	24	53
	F.A/F.Sc	5	23	28	54	42	96	59	65	124
	B.A/B.Sc	38	118	156	395	182	577	433	300	733
	M.A/M.Sc	70	133	203	541	276	817	611	409	1,020
	M.Phil	3	7	10	15	3	18	18	10	28
	Ph.D	-	2	2	1	-	1	1	2	3
	Others	-	3	3	5	-	5	5	3	8
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	120	290	410	1,036	523	1,559	1,156	813	1,969
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	1	1	2	38	9	47	39	10	49
	F.A/F.Sc	4	6	10	39	37	76	43	43	86
	B.A/B.Sc	44	141	185	451	275	726	495	416	911
	M.A/M.Sc	177	199	376	1,187	429	1,616	1,364	628	1,992
	M.Phil	13	16	29	51	19	70	64	35	99
	Ph.D	-	-	-	2	-	2	2	-	2
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	239	363	602	1,768	769	2,537	2,007	1,132	3,139
Higher Secondary	Middle	-	-	-	-	-	-	-	-	-
	Matric	1	-	1	3	4	7	4	4	8
	F.A/F.Sc	-	3	3	3	2	5	3	5	8
	B.A/B.Sc	23	33	56	48	37	85	71	70	141
	M.A/M.Sc	48	97	145	147	115	262	195	212	407
	M.Phil	5	10	15	12	4	16	17	14	31
	Ph.D	1	-	1	-	-	-	1	-	1
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	78	143	221	213	162	375	291	305	596
Total	Middle	-	-	-	-	-	-	-	-	-
	Matric	11	18	29	148	154	302	159	172	331
	F.A/F.Sc	15	106	121	235	281	516	250	387	637
	B.A/B.Sc	133	512	645	1,412	1,012	2,424	1,545	1,524	3,069
	M.A/M.Sc	328	615	943	2,376	1,115	3,491	2,704	1,730	4,434
	M.Phil	23	34	57	88	27	115	111	61	172
	Ph.D	1	2	3	3	-	3	4	2	6
	Others	-	3	3	10	2	12	10	5	15
	Not Reported	-	-	-	2	-	2	2	-	2
	Grand Total	511	1,290	1,801	4,274	2,591	6,865	4,785	3,881	8,666

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.8.7
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2023-24

Level	Academic Qualification	ICT								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	-	35	35	16	24	40	16	59	75
	F.A/F.Sc	-	37	37	19	29	48	19	66	85
	B.A/B.Sc	-	214	214	85	168	253	85	382	467
	M.A/M.Sc	1	525	526	236	282	518	237	807	1,044
	M.Phil	-	26	26	34	21	55	34	47	81
	Ph.D	-	2	2	3	1	4	3	3	6
	Others	-	2	2	3	2	5	3	4	7
	Not Reported	-	64	64	28	26	54	28	90	118
	Total	1	905	906	424	553	977	425	1,458	1,883
Middle	Middle	-	-	-	-	1	1	-	1	1
	Matric	2	14	16	1	18	19	3	32	35
	F.A/F.Sc	1	3	4	6	11	17	7	14	21
	B.A/B.Sc	1	62	63	43	63	106	44	125	169
	M.A/M.Sc	3	111	114	102	163	265	105	274	379
	M.Phil	3	9	12	9	16	25	12	25	37
	Ph.D	-	-	-	1	-	1	1	-	1
	Others	-	-	-	-	4	4	-	4	4
	Not Reported	1	6	7	15	11	26	16	17	33
	Total	11	205	216	177	287	464	188	492	680
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	2	5	7	6	15	21	8	20	28
	F.A/F.Sc	4	6	10	7	21	28	11	27	38
	B.A/B.Sc	24	60	84	56	129	185	80	189	269
	M.A/M.Sc	197	353	550	347	322	669	544	675	1,219
	M.Phil	48	53	101	63	63	126	111	116	227
	Ph.D	7	-	7	7	-	7	14	-	14
	Others	-	3	3	2	5	7	2	8	10
	Not Reported	11	32	43	25	18	43	36	50	86
	Total	293	512	805	513	573	1,086	806	1,085	1,891
Higher Secondary	Middle	-	-	-	-	-	-	-	-	-
	Matric	1	-	1	2	14	16	3	14	17
	F.A/F.Sc	1	2	3	2	14	16	3	16	19
	B.A/B.Sc	9	20	29	16	135	151	25	155	180
	M.A/M.Sc	87	102	189	123	387	510	210	489	699
	M.Phil	33	26	59	31	57	88	64	83	147
	Ph.D	2	1	3	4	2	6	6	3	9
	Others	3	-	3	5	3	8	8	3	11
	Not Reported	10	24	34	12	50	62	22	74	96
	Total	146	175	321	195	662	857	341	837	1,178
Total	Middle	-	-	-	-	1	1	-	1	1
	Matric	5	54	59	25	71	96	30	125	155
	F.A/F.Sc	6	48	54	34	75	109	40	123	163
	B.A/B.Sc	34	356	390	200	495	695	234	851	1,085
	M.A/M.Sc	288	1,091	1,379	808	1,154	1,962	1,096	2,245	3,341
	M.Phil	84	114	198	137	157	294	221	271	492
	Ph.D	9	3	12	15	3	18	24	6	30
	Others	3	5	8	10	14	24	13	19	32
	Not Reported	22	126	148	80	105	185	102	231	333
	Grand Total	451	1,797	2,248	1,309	2,075	3,384	1,760	3,872	5,632

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 4.9
Teachers who have Received Pedagogical Training by Province, Level, Gender and Location
(Public Sector)
2023-24

Province/Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	2714	6530	9244	22400	27061	49461	25114	33591	58705
	Middle	1511	3331	4842	8849	12554	21403	10360	15885	26245
	High	3794	5922	9716	11410	11470	22880	15204	17392	32596
	Higher Secondary	686	1000	1686	1211	1245	2456	1897	2245	4142
	Total	8705	16783	25488	43870	52330	96200	52575	69113	121688
Sindh	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
KP	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Balochistan	Primary	421	323	744	631	474	1105	1052	797	1849
	Middle	273	362	635	396	296	692	669	658	1327
	High	880	1008	1888	682	472	1154	1562	1480	3042
	Higher Secondary	85	363	448	110	62	172	195	425	620
	Total	1659	2056	3715	1819	1304	3123	3478	3360	6838
ICT	Primary		90	90	68	90	158	68	180	248
	Middle	1	4	5	30	36	66	31	40	71
	High	5	36	41	67	65	132	72	101	173
	Higher Secondary	2	1	3	2	21	23	4	22	26
	Total	8	131	139	167	212	379	175	343	518
Pakistan	Primary	3135	6943	10078	23099	27625	50724	26234	34568	60802
	Middle	1785	3697	5482	9275	12886	22161	11060	16583	27643
	High	4679	6966	11645	12159	12007	24166	16838	18973	35811
	Higher Secondary	773	1364	2137	1323	1328	2651	2096	2692	4788
	Grand Total	10372	18970	29342	45856	53846	99702	56228	72816	129044

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 4.10
Teachers who have Received ECE Training by Province, Level, Gender and Location
(Public Sector)
2023-24

Province/Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	623	785	1408	4625	4646	9271	5248	5431	10679
	Middle	209	280	489	1644	1875	3519	1853	2155	4008
	High	294	520	814	1741	1564	3305	2035	2084	4119
	Higher Secondary	39	47	86	85	142	227	124	189	313
	Total	1165	1632	2797	8095	8227	16322	9260	9859	19119
Sindh	Primary	40	17	57	548	137	685	588	154	742
	Middle	5	2	7	32	10	42	37	12	49
	High	8	9	17	17	2	19	25	11	36
	Higher Secondary	2	1	3	5	1	6	7	2	9
	Total	55	29	84	602	150	752	657	179	836
KP	Primary	113	149	262	607	683	1290	720	832	1552
	Middle	0	0	0	1	5	6	1	5	6
	High	1	1	2	2	3	5	3	4	7
	Higher Secondary	0	0	0	0	0	0	0	0	0
	Total	114	150	264	610	691	1301	724	841	1565
Balochistan	Primary	146	108	254	209	151	360	355	259	614
	Middle	36	58	94	39	51	90	75	109	184
	High	42	82	124	51	62	113	93	144	237
	Higher Secondary	7	19	26	9	3	12	16	22	38
	Total	231	267	498	308	267	575	539	534	1073
ICT	Primary	14	8	22	8	18	26	22	26	48
	Middle	0	0	0	3	9	12	3	9	12
	High	0	2	2	4	9	13	4	11	15
	Higher Secondary	0	0	0	0	7	7	0	7	7
	Total	14	10	24	15	43	58	29	53	82
Pakistan	Primary	936	1067	2003	5997	5635	11632	6933	6702	13635
	Middle	250	340	590	1719	1950	3669	1969	2290	4259
	High	345	614	959	1815	1640	3455	2160	2254	4414
	Higher Secondary	48	67	115	99	153	252	147	220	367
	Grand Total	1579	2088	3667	9630	9378	19008	11209	11466	22675

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 4.11
Teachers who have Received Training to Teach Children with Difficulties
by Province, Level, Gender and Location
(Public Sector)
2023-24

Province/Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	56	176	232	521	743	1264	577	919	1496
	Middle	23	112	135	170	317	487	193	429	622
	High	135	316	451	218	223	441	353	539	892
	Higher Secondary	11	150	161	74	33	107	85	183	268
	Total	225	754	979	983	1316	2299	1208	2070	3278
Sindh	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
KP	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Secondary	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Balochistan	Primary	46	17	63	92	60	152	138	77	215
	Middle	20	20	40	32	18	50	52	38	90
	High	44	35	79	58	10	68	102	45	147
	Higher Secondary	3	17	20	1		1	4	17	21
	Total	113	89	202	183	88	271	296	177	473
ICT	Primary	-	3	3	6	1	7	6	4	10
	Middle	-	2	2	1	2	3	1	4	5
	High	-	-	-	3	-	3	3	-	3
	Higher Secondary	-	-	-		1	1	-	1	1
	Total	0	5	5	10	4	14	10	9	19
Pakistan	Primary	102	196	298	619	804	1423	721	1000	1721
	Middle	43	134	177	203	337	540	246	471	717
	High	179	351	530	279	233	512	458	584	1042
	Higher Secondary	14	167	181	75	34	109	89	201	290
	Grand Total	338	848	1186	1176	1408	2584	1514	2256	3770

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Part 5

Physical Facilities (Public Sector)

Table 5.1
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Pakistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	5,973	4,358	10,331	59,428	35,651	95,079	65,401	40,009	105,410
	Not Available	492	296	788	5,519	1,942	7,461	6,011	2,238	8,249
	Not Reported	-	6	6	29	24	53	29	30	59
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Available	940	1,060	2,000	7,126	6,863	13,989	8,066	7,923	15,989
	Not Available	16	11	27	251	129	380	267	140	407
	Not Reported	1	-	1	1	1	2	2	1	3
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Available	1,625	1,607	3,232	6,681	4,755	11,436	8,306	6,362	14,668
	Not Available	3	11	14	64	49	113	67	60	127
	Not Reported	-	-	-	1	1	2	1	1	2
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Available	298	339	637	1,173	720	1,893	1,471	1,059	2,530
	Not Available	2	-	2	7	8	15	9	8	17
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Available	8,836	7,364	16,200	74,408	47,989	122,397	83,244	55,353	138,597
	Not Available	513	318	831	5,841	2,128	7,969	6,354	2,446	8,800
	Not Reported	1	6	7	31	26	57	32	32	64
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 5.1.1
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,285	1,698	2,983	13,997	15,208	29,205	15,282	16,906	32,188
	Not Available	11	1	12	140	16	156	151	17	168
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Available	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Available	747	903	1,650	3,398	3,025	6,423	4,145	3,928	8,073
	Not Available	-	-	-	1	3	4	1	3	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Available	113	121	234	282	298	580	395	419	814
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Available	2,455	3,183	5,638	20,328	22,335	42,663	22,783	25,518	48,301
	Not Available	11	1	12	141	19	160	152	20	172
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.2
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Level	Level			Level			Level		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,694	807	2,501	22,631	6,187	28,818	24,325	6,994	31,319
	Not Available	124	45	169	3,708	1,029	4,737	3,832	1,074	4,906
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Available	186	163	349	1,468	562	2,030	1,654	725	2,379
	Not Available	10	6	16	162	51	213	172	57	229
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Available	350	276	626	747	261	1,008	1,097	537	1,634
	Not Available	3	3	6	10	4	14	13	7	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Available	70	80	150	286	51	337	356	131	487
	Not Available	2	-	2	2	-	2	4	-	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Available	2,300	1,326	3,626	25,132	7,061	32,193	27,432	8,387	35,819
	Not Available	139	54	193	3,882	1,084	4,966	4,021	1,138	5,159
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.3
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	745	710	1,455	15,136	10,388	25,524	15,881	11,098	26,979
	Not Available	2	2	4	408	74	482	410	76	486
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Available	122	128	250	1,782	1,501	3,283	1,904	1,629	3,533
	Not Available	-	-	-	18	2	20	18	2	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Available	170	131	301	1,578	828	2,406	1,748	959	2,707
	Not Available	-	-	-	5	1	6	5	1	6
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Available	68	66	134	480	250	730	548	316	864
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	68	66	134	480	250	730	548	316	864
Total	Available	1,105	1,035	2,140	18,976	12,967	31,943	20,081	14,002	34,083
	Not Available	2	2	4	431	77	508	433	79	512
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.4
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	2,089	943	3,032	5,405	1,980	7,385	7,494	2,923	10,417
	Not Available	331	231	562	847	460	1,307	1,178	691	1,869
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Available	281	246	527	597	450	1,047	878	696	1,574
	Not Available	4	4	8	8	16	24	12	20	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Available	293	220	513	447	234	681	740	454	1,194
	Not Available	-	3	3	1	4	5	1	7	8
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Available	35	57	92	56	28	84	91	85	176
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	35	57	92	56	28	84	91	85	176
Total	Available	2,698	1,466	4,164	6,505	2,692	9,197	9,203	4,158	13,361
	Not Available	335	238	573	856	480	1,336	1,191	718	1,909
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.5
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

AJ&K										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	93	117	210	1,648	1,349	2,997	1,741	1,466	3,207
	Not Available	23	17	40	402	353	755	425	370	795
	Not Reported	-	6	6	11	13	24	11	19	30
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Available	27	35	62	436	427	863	463	462	925
	Not Available	2	1	3	62	58	120	64	59	123
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	36	65	498	485	983	527	521	1,048
High	Available	37	39	76	326	298	624	363	337	700
	Not Available	-	5	5	46	37	83	46	42	88
	Not Reported	-	-	-	-	1	1	-	1	1
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Available	4	6	10	42	56	98	46	62	108
	Not Available	-	-	-	5	8	13	5	8	13
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Available	161	197	358	2,452	2,130	4,582	2,613	2,327	4,940
	Not Available	25	23	48	515	456	971	540	479	1,019
	Not Reported	-	6	6	11	14	25	11	20	31
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.6
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	28	62	90	539	485	1,024	567	547	1,114
	Not Available	1	-	1	11	9	20	12	9	21
	Not Reported	-	-	-	18	11	29	18	11	29
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Available	13	18	31	170	94	264	183	112	295
	Not Available	-	-	-	1	1	2	1	1	2
	Not Reported	-	-	-	1	1	2	1	1	2
	Total	13	18	31	172	96	268	185	114	299
High	Available	13	16	29	153	80	233	166	96	262
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Available	3	5	8	16	12	28	19	17	36
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Available	57	101	158	878	671	1,549	935	772	1,707
	Not Available	1	-	1	12	10	22	13	10	23
	Not Reported	-	-	-	20	12	32	20	12	32
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.1.7
Building Availability by Level, Location and Gender
(Public Sector)
2023-24

ICT										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	39	21	60	72	54	126	111	75	186
	Not Available	-	-	-	3	1	4	3	1	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	21	60	75	55	130	114	76	190
Middle	Available	1	9	10	22	25	47	23	34	57
	Not Available	-	-	-	-	1	1	-	1	1
	Not Reported	1	-	1	-	-	-	1	-	1
	Total	2	9	11	22	26	48	24	35	59
High	Available	15	22	37	32	29	61	47	51	98
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Available	5	4	9	11	25	36	16	29	45
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Available	60	56	116	137	133	270	197	189	386
	Not Available	-	-	-	4	2	6	4	2	6
	Not Reported	1	-	1	-	-	-	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Level	Building Ownership	Pakistan								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	4,963	3,545	8,508	55,793	33,505	89,298	60,756	37,050	97,806
	Rented	119	207	326	218	397	615	337	604	941
	Donated	673	415	1,088	2,142	1,242	3,384	2,815	1,657	4,472
	Rent Free	131	134	265	520	144	664	651	278	929
	Other Building	87	54	141	737	348	1,085	824	402	1,226
	No Building	492	296	788	5,519	1,942	7,461	6,011	2,238	8,249
	Not Reported	-	9	9	47	39	86	47	48	95
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Govt. Building	798	899	1,697	6,848	6,570	13,418	7,646	7,469	15,115
	Rented	18	9	27	15	6	21	33	15	48
	Donated	68	87	155	162	219	381	230	306	536
	Rent Free	42	50	92	24	7	31	66	57	123
	Other Building	14	15	29	76	59	135	90	74	164
	No Building	16	11	27	251	129	380	267	140	407
	Not Reported	1	-	1	2	3	5	3	3	6
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Govt. Building	1,482	1,451	2,933	6,523	4,606	11,129	8,005	6,057	14,062
	Rented	11	9	20	10	5	15	21	14	35
	Donated	44	56	100	107	118	225	151	174	325
	Rent Free	72	78	150	18	10	28	90	88	178
	Other Building	16	13	29	21	16	37	37	29	66
	No Building	3	11	14	64	49	113	67	60	127
	Not Reported	-	-	-	3	1	4	3	1	4
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Govt. Building	295	328	623	1,160	706	1,866	1,455	1,034	2,489
	Rented	1	3	4	3	-	3	4	3	7
	Donated	1	8	9	7	9	16	8	17	25
	Rent Free	1	-	1	2	1	3	3	1	4
	Other Building	-	-	-	1	4	5	1	4	5
	No Building	2	-	2	7	8	15	9	8	17
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Govt. Building	7,538	6,223	13,761	70,324	45,387	115,711	77,862	51,610	129,472
	Rented	149	228	377	246	408	654	395	636	1,031
	Donated	786	566	1,352	2,418	1,588	4,006	3,204	2,154	5,358
	Rent Free	246	262	508	564	162	726	810	424	1,234
	Other Building	117	82	199	835	427	1,262	952	509	1,461
	No Building	513	318	831	5,841	2,128	7,969	6,354	2,446	8,800
	Not Reported	1	9	10	52	43	95	53	52	105
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 5.2.1
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Level	Building Ownership	Punjab								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,040	1,390	2,430	13,576	14,542	28,118	14,616	15,932	30,548
	Rented	33	66	99	11	17	28	44	83	127
	Donated	76	89	165	320	539	859	396	628	1,024
	Rent Free	119	134	253	63	75	138	182	209	391
	Other Building	17	19	36	27	35	62	44	54	98
	No Building	11	1	12	140	16	156	151	17	168
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Govt. Building	259	383	642	2,614	3,705	6,319	2,873	4,088	6,961
	Rented	3	5	8	1	-	1	4	5	9
	Donated	6	18	24	22	84	106	28	102	130
	Rent Free	40	50	90	7	4	11	47	54	101
	Other Building	2	5	7	7	11	18	9	16	25
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Govt. Building	652	793	1,445	3,348	2,955	6,303	4,000	3,748	7,748
	Rented	5	5	10	2	1	3	7	6	13
	Donated	12	20	32	37	53	90	49	73	122
	Rent Free	72	77	149	4	9	13	76	86	162
	Other Building	6	8	14	7	7	14	13	15	28
	No Building	-	-	-	1	3	4	1	3	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Govt. Building	112	116	228	279	293	572	391	409	800
	Rented	-	1	1	-	-	-	-	1	1
	Donated	-	4	4	1	3	4	1	7	8
	Rent Free	1	-	1	2	1	3	3	1	4
	Other Building	-	-	-	-	1	1	-	1	1
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Govt. Building	2,063	2,682	4,745	19,817	21,495	41,312	21,880	24,177	46,057
	Rented	41	77	118	14	18	32	55	95	150
	Donated	94	131	225	380	679	1,059	474	810	1,284
	Rent Free	232	261	493	76	89	165	308	350	658
	Other Building	25	32	57	41	54	95	66	86	152
	No Building	11	1	12	141	19	160	152	20	172
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.2
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Level	Building Ownership	Sindh								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,623	780	2,403	22,241	6,059	28,300	23,864	6,839	30,703
	Rented	14	13	27	30	17	47	44	30	74
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	57	14	71	360	111	471	417	125	542
	No Building	124	45	169	3,708	1,029	4,737	3,832	1,074	4,906
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Govt. Building	171	160	331	1,453	553	2,006	1,624	713	2,337
	Rented	11	1	12	1	-	1	12	1	13
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	4	2	6	14	9	23	18	11	29
	No Building	10	6	16	162	51	213	172	57	229
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Govt. Building	338	268	606	743	260	1,003	1,081	528	1,609
	Rented	5	4	9	1	-	1	6	4	10
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	7	4	11	3	1	4	10	5	15
	No Building	3	3	6	10	4	14	13	7	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Govt. Building	70	79	149	285	51	336	355	130	485
	Rented	-	1	1	-	-	-	-	1	1
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	1	-	1	1	-	1
	No Building	2	-	2	2	-	2	4	-	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Govt. Building	2,202	1,287	3,489	24,722	6,923	31,645	26,924	8,210	35,134
	Rented	30	19	49	32	17	49	62	36	98
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	68	20	88	378	121	499	446	141	587
	No Building	139	54	193	3,882	1,084	4,966	4,021	1,138	5,159
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.3
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	667	601	1,268	13,918	9,911	23,829	14,585	10,512	25,097
	Rented	42	88	130	154	181	335	196	269	465
	Donated	12	5	17	289	48	337	301	53	354
	Rent Free	11	-	11	436	59	495	447	59	506
	Other Building	13	16	29	339	189	528	352	205	557
	No Building	2	2	4	408	74	482	410	76	486
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Govt. Building	111	119	230	1,697	1,453	3,150	1,808	1,572	3,380
	Rented	1	1	2	12	5	17	13	6	19
	Donated	2	-	2	3	2	5	5	2	7
	Rent Free	-	-	-	16	2	18	16	2	18
	Other Building	8	8	16	54	39	93	62	47	109
	No Building	-	-	-	18	2	20	18	2	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Govt. Building	166	130	296	1,546	814	2,360	1,712	944	2,656
	Rented	-	-	-	6	2	8	6	2	8
	Donated	1	-	1	1	4	5	2	4	6
	Rent Free	-	-	-	14	1	15	14	1	15
	Other Building	3	1	4	11	7	18	14	8	22
	No Building	-	-	-	5	1	6	5	1	6
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Govt. Building	67	65	132	478	246	724	545	311	856
	Rented	1	1	2	2	-	2	3	1	4
	Donated	-	-	-	-	1	1	-	1	1
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	3	3	-	3	3
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	68	66	134	480	250	730	548	316	864
Total	Govt. Building	1,011	915	1,926	17,639	12,424	30,063	18,650	13,339	31,989
	Rented	44	90	134	174	188	362	218	278	496
	Donated	15	5	20	293	55	348	308	60	368
	Rent Free	11	-	11	466	62	528	477	62	539
	Other Building	24	25	49	404	238	642	428	263	691
	No Building	2	2	4	431	77	508	433	79	512
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.4
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,478	594	2,072	3,930	1,374	5,304	5,408	1,968	7,376
	Rented	28	31	59	19	28	47	47	59	106
	Donated	583	318	901	1,456	578	2,034	2,039	896	2,935
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	331	231	562	847	460	1,307	1,178	691	1,869
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Govt. Building	218	175	393	464	330	794	682	505	1,187
	Rented	3	2	5	-	1	1	3	3	6
	Donated	60	69	129	133	119	252	193	188	381
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	4	4	8	8	16	24	12	20	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Govt. Building	261	184	445	381	176	557	642	360	1,002
	Rented	1	-	1	-	-	-	1	-	1
	Donated	31	36	67	66	58	124	97	94	191
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	3	3	1	4	5	1	7	8
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Govt. Building	34	53	87	51	23	74	85	76	161
	Rented	-	-	-	-	-	-	-	-	-
	Donated	1	4	5	5	5	10	6	9	15
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	35	57	92	56	28	84	91	85	176
Total	Govt. Building	1,991	1,006	2,997	4,826	1,903	6,729	6,817	2,909	9,726
	Rented	32	33	65	19	29	48	51	62	113
	Donated	675	427	1,102	1,660	760	2,420	2,335	1,187	3,522
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	335	238	573	856	480	1,336	1,191	718	1,909
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.5
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Level	Building Ownership	AJ&K								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	89	111	200	1,548	1,245	2,793	1,637	1,356	2,993
	Rented	2	-	2	1	3	4	3	3	6
	Donated	2	3	5	76	73	149	78	76	154
	Rent Free	-	-	-	21	10	31	21	10	31
	Other Building	-	2	2	1	9	10	1	11	12
	No Building	23	17	40	402	353	755	425	370	795
	Not Reported	-	7	7	12	22	34	12	29	41
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Govt. Building	25	35	60	429	412	841	454	447	901
	Rented	-	-	-	1	-	1	1	-	1
	Donated	-	-	-	4	12	16	4	12	16
	Rent Free	2	-	2	1	1	2	3	1	4
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	2	1	3	62	58	120	64	59	123
	Not Reported	-	-	-	1	2	3	1	2	3
	Total	29	36	65	498	485	983	527	521	1,048
High	Govt. Building	37	38	75	322	292	614	359	330	689
	Rented	-	-	-	1	2	3	1	2	3
	Donated	-	-	-	3	3	6	3	3	6
	Rent Free	-	1	1	-	-	-	-	1	1
	Other Building	-	-	-	-	1	1	-	1	1
	No Building	-	5	5	46	37	83	46	42	88
	Not Reported	-	-	-	-	1	1	-	1	1
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Govt. Building	4	6	10	41	56	97	45	62	107
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	1	-	1	1	-	1
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	5	8	13	5	8	13
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Govt. Building	155	190	345	2,340	2,005	4,345	2,495	2,195	4,690
	Rented	2	-	2	3	5	8	5	5	10
	Donated	2	3	5	84	88	172	86	91	177
	Rent Free	2	1	3	22	11	33	24	12	36
	Other Building	-	2	2	1	10	11	1	12	13
	No Building	25	23	48	515	456	971	540	479	1,019
	Not Reported	-	7	7	13	25	38	13	32	45
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.6
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	28	48	76	513	325	838	541	373	914
	Rented	-	9	9	1	150	151	1	159	160
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	3	3	8	4	12	8	7	15
	No Building	1	-	1	11	9	20	12	9	21
	Not Reported	-	2	2	35	17	52	35	19	54
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Govt. Building	13	18	31	169	94	263	182	112	294
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	1	-	1	1	-	1
	No Building	-	-	-	1	1	2	1	1	2
	Not Reported	-	-	-	1	1	2	1	1	2
	Total	13	18	31	172	96	268	185	114	299
High	Govt. Building	13	16	29	151	80	231	164	96	260
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	3	-	3	3	-	3
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Govt. Building	3	5	8	15	12	27	18	17	35
	Rented	-	-	-	1	-	1	1	-	1
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Govt. Building	57	87	144	848	511	1,359	905	598	1,503
	Rented	-	9	9	2	150	152	2	159	161
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	3	3	9	4	13	9	7	16
	No Building	1	-	1	12	10	22	13	10	23
	Not Reported	-	2	2	39	18	57	39	20	59
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.2.7
Building Ownership by Level, Location and Gender
(Public Sector)
2023-24

Level	Building Ownership	ICT								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	38	21	59	67	49	116	105	70	175
	Rented	-	-	-	2	1	3	2	1	3
	Donated	-	-	-	1	4	5	1	4	5
	Rent Free	1	-	1	-	-	-	1	-	1
	Other Building	-	-	-	2	-	2	2	-	2
	No Building	-	-	-	3	1	4	3	1	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	21	60	75	55	130	114	76	190
Middle	Govt. Building	1	9	10	22	23	45	23	32	55
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	2	2	-	2	2
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	1	1	-	1	1
	Not Reported	1	-	1	-	-	-	1	-	1
	Total	2	9	11	22	26	48	24	35	59
High	Govt. Building	15	22	37	32	29	61	47	51	98
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Govt. Building	5	4	9	11	25	36	16	29	45
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Govt. Building	59	56	115	132	126	258	191	182	373
	Rented	-	-	-	2	1	3	2	1	3
	Donated	-	-	-	1	6	7	1	6	7
	Rent Free	1	-	1	-	-	-	1	-	1
	Other Building	-	-	-	2	-	2	2	-	2
	No Building	-	-	-	4	2	6	4	2	6
	Not Reported	1	-	1	-	-	-	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	Pakistan								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	428	222	650	2,319	1,027	3,346	2,747	1,249	3,996
Paka	5,169	3,794	8,963	53,583	31,221	84,804	58,752	35,015	93,767
Mix	366	333	699	2,987	2,990	5,977	3,353	3,323	6,676
No Building	492	296	788	5,519	1,942	7,461	6,011	2,238	8,249
Not Reported	10	15	25	568	437	1,005	578	452	1,030
Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle									
Kacha	20	23	43	107	66	173	127	89	216
Paka	853	967	1,820	6,369	6,172	12,541	7,222	7,139	14,361
Mix	66	70	136	609	603	1,212	675	673	1,348
No Building	16	11	27	251	129	380	267	140	407
Not Reported	2	-	2	42	23	65	44	23	67
Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High									
Kacha	20	17	37	70	41	111	90	58	148
Paka	1,481	1,473	2,954	5,940	4,181	10,121	7,421	5,654	13,075
Mix	123	116	239	653	529	1,182	776	645	1,421
No Building	3	11	14	64	49	113	67	60	127
Not Reported	1	1	2	19	5	24	20	6	26
Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary									
Kacha	4	1	5	3	7	10	7	8	15
Paka	278	311	589	1,106	651	1,757	1,384	962	2,346
Mix	16	26	42	64	62	126	80	88	168
No Building	2	-	2	7	8	15	9	8	17
Not Reported	-	1	1	-	-	-	-	1	1
Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total									
Kacha	472	263	735	2,499	1,141	3,640	2,971	1,404	4,375
Paka	7,781	6,545	14,326	66,998	42,225	109,223	74,779	48,770	123,549
Mix	571	545	1,116	4,313	4,184	8,497	4,884	4,729	9,613
No Building	513	318	831	5,841	2,128	7,969	6,354	2,446	8,800
Not Reported	13	17	30	629	465	1,094	642	482	1,124
Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector data is provided by Provincial/Regional EMIS.

Table 5.3.1
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	Punjab								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	19	20	39	190	198	388	209	218	427
Paka	1,148	1,488	2,636	12,511	12,838	25,349	13,659	14,326	27,985
Mix	118	190	308	1,296	2,172	3,468	1,414	2,362	3,776
No Building	11	1	12	140	16	156	151	17	168
Not Reported	-	-	-	-	-	-	-	-	-
Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle									
Kacha	2	3	5	18	14	32	20	17	37
Paka	288	430	718	2,442	3,431	5,873	2,730	3,861	6,591
Mix	20	28	48	191	359	550	211	387	598
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High									
Kacha	6	2	8	19	16	35	25	18	43
Paka	677	830	1,507	3,040	2,650	5,690	3,717	3,480	7,197
Mix	64	71	135	339	359	698	403	430	833
No Building	-	-	-	1	3	4	1	3	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary									
Kacha	-	-	-	3	2	5	3	2	5
Paka	106	109	215	251	263	514	357	372	729
Mix	7	12	19	28	33	61	35	45	80
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	113	121	234	282	298	580	395	419	814
Total									
Kacha	27	25	52	230	230	460	257	255	512
Paka	2,219	2,857	5,076	18,244	19,182	37,426	20,463	22,039	42,502
Mix	209	301	510	1,854	2,923	4,777	2,063	3,224	5,287
No Building	11	1	12	141	19	160	152	20	172
Not Reported	-	-	-	-	-	-	-	-	-
Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.2
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	Sindh								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	14	8	22	349	120	469	363	128	491
Paka	1,634	778	2,412	21,881	5,949	27,830	23,515	6,727	30,242
Mix	46	21	67	401	118	519	447	139	586
No Building	124	45	169	3,708	1,029	4,737	3,832	1,074	4,906
Not Reported			-			-	-	-	-
Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle									
Kacha	-	-	-	10	8	18	10	8	18
Paka	186	158	344	1,433	539	1,972	1,619	697	2,316
Mix	-	5	5	25	15	40	25	20	45
No Building	10	6	16	162	51	213	172	57	229
Not Reported			-			-	-	-	-
Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High									
Kacha	2	2	4	2	1	3	4	3	7
Paka	341	272	613	737	253	990	1,078	525	1,603
Mix	7	2	9	8	7	15	15	9	24
No Building	3	3	6	10	4	14	13	7	20
Not Reported			-			-	-	-	-
Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary									
Kacha	1	-	1	-	-	-	1	-	1
Paka	67	80	147	281	48	329	348	128	476
Mix	2	-	2	5	3	8	7	3	10
No Building	2	-	2	2	-	2	4	-	4
Not Reported			-			-	-	-	-
Total	72	80	152	288	51	339	360	131	491
Total									
Kacha	17	10	27	361	129	490	378	139	517
Paka	2,228	1,288	3,516	24,332	6,789	31,121	26,560	8,077	34,637
Mix	55	28	83	439	143	582	494	171	665
No Building	139	54	193	3,882	1,084	4,966	4,021	1,138	5,159
Not Reported	-	-	-	-	-	-	-	-	-
Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.3
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	Khyber Pakhtunkhwa								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	19	13	32	822	220	1,042	841	233	1,074
Paka	715	686	1,401	13,657	9,715	23,372	14,372	10,401	24,773
Mix	1	2	3	118	43	161	119	45	164
No Building	2	2	4	408	74	482	410	76	486
Not Reported	10	9	19	539	410	949	549	419	968
Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle									
Kacha	1	-	1	50	7	57	51	7	58
Paka	120	128	248	1,686	1,471	3,157	1,806	1,599	3,405
Mix	-	-	-	5	2	7	5	2	7
No Building	-	-	-	18	2	20	18	2	20
Not Reported	1	-	1	41	21	62	42	21	63
Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High									
Kacha	1	1	2	29	8	37	30	9	39
Paka	168	129	297	1,529	816	2,345	1,697	945	2,642
Mix	-	-	-	3	-	3	3	-	3
No Building	-	-	-	5	1	6	5	1	6
Not Reported	1	1	2	17	4	21	18	5	23
Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary									
Kacha	2	-	2	-	1	1	2	1	3
Paka	66	65	131	480	249	729	546	314	860
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	1	1	-	-	-	-	1	1
Total	68	66	134	480	250	730	548	316	864
Total									
Kacha	23	14	37	901	236	1,137	924	250	1,174
Paka	1,069	1,008	2,077	17,352	12,251	29,603	18,421	13,259	31,680
Mix	1	2	3	126	45	171	127	47	174
No Building	2	2	4	431	77	508	433	79	512
Not Reported	12	11	23	597	435	1,032	609	446	1,055
Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.4
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	Balochistan								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	364	168	532	818	320	1,138	1,182	488	1,670
Paka	1,570	702	2,272	4,265	1,553	5,818	5,835	2,255	8,090
Mix	155	73	228	322	107	429	477	180	657
No Building	331	231	562	847	460	1,307	1,178	691	1,869
Not Reported			-			-	-	-	-
Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle									
Kacha	17	14	31	13	21	34	30	35	65
Paka	238	214	452	513	395	908	751	609	1,360
Mix	26	18	44	71	34	105	97	52	149
No Building	4	4	8	8	16	24	12	20	32
Not Reported			-			-	-	-	-
Total	285	250	535	605	466	1,071	890	716	1,606
High									
Kacha	5	5	10	8	6	14	13	11	24
Paka	248	191	439	383	202	585	631	393	1,024
Mix	40	24	64	56	26	82	96	50	146
No Building	-	3	3	1	4	5	1	7	8
Not Reported			-			-	-	-	-
Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary									
Kacha	1	-	1	-	-	-	1	-	1
Paka	29	48	77	47	24	71	76	72	148
Mix	5	9	14	9	4	13	14	13	27
No Building			-			-	-	-	-
Not Reported			-			-	-	-	-
Total	35	57	92	56	28	84	91	85	176
Total									
Kacha	387	187	574	839	347	1,186	1,226	534	1,760
Paka	2,085	1,155	3,240	5,208	2,174	7,382	7,293	3,329	10,622
Mix	226	124	350	458	171	629	684	295	979
No Building	335	238	573	856	480	1,336	1,191	718	1,909
Not Reported	-	-	-	-	-	-	-	-	-
Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.5
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	AJ&K								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	2	3	5	73	38	111	75	41	116
Paka	70	90	160	1,142	965	2,107	1,212	1,055	2,267
Mix	21	24	45	434	345	779	455	369	824
No Building	23	17	40	402	353	755	425	370	795
Not Reported	-	6	6	10	14	24	10	20	30
Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle									
Kacha	-	1	1	3	4	7	3	5	8
Paka	17	26	43	252	284	536	269	310	579
Mix	10	8	18	181	138	319	191	146	337
No Building	2	1	3	62	58	120	64	59	123
Not Reported	-	-	-	-	1	1	-	1	1
Total	29	36	65	498	485	983	527	521	1,048
High									
Kacha	1	-	1	6	1	7	7	1	8
Paka	34	28	62	201	210	411	235	238	473
Mix	2	11	13	118	87	205	120	98	218
No Building	-	5	5	46	37	83	46	42	88
Not Reported	-	-	-	1	1	2	1	1	2
Total	37	44	81	372	336	708	409	380	789
Higher Secondary									
Kacha			-			-	-	-	-
Paka	3	4	7	32	43	75	35	47	82
Mix	1	2	3	10	13	23	11	15	26
No Building	-	-	-	5	8	13	5	8	13
Not Reported	-	-	-	-	-	-	-	-	-
Total	4	6	10	47	64	111	51	70	121
Total									
Kacha	3	4	7	82	43	125	85	47	132
Paka	124	148	272	1,627	1,502	3,129	1,751	1,650	3,401
Mix	34	45	79	743	583	1,326	777	628	1,405
No Building	25	23	48	515	456	971	540	479	1,019
Not Reported	-	6	6	11	16	27	11	22	33
Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.6
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	1	8	9	50	115	165	51	123	174
Paka	5	32	37	80	165	245	85	197	282
Mix	22	22	44	408	203	611	430	225	655
No Building	1	-	1	11	9	20	12	9	21
Not Reported	-	-	-	19	13	32	19	13	32
Total	29	62	91	568	505	1,073	597	567	1,164
Middle									
Kacha	-	1	1	9	5	14	9	6	15
Paka	3	6	9	25	35	60	28	41	69
Mix	10	11	21	136	54	190	146	65	211
No Building	-	-	-	1	1	2	1	1	2
Not Reported	-	-	-	1	1	2	1	1	2
Total	13	18	31	172	96	268	185	114	299
High									
Kacha	-	-	-	2	-	2	2	-	2
Paka	3	8	11	24	30	54	27	38	65
Mix	10	8	18	127	50	177	137	58	195
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	1	-	1	1	-	1
Total	13	16	29	154	80	234	167	96	263
Higher Secondary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	2	2	4	5	5	10	7	7	14
Mix	1	3	4	11	7	18	12	10	22
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	5	8	16	12	28	19	17	36
Total									
Kacha	1	9	10	61	120	181	62	129	191
Paka	13	48	61	134	235	369	147	283	430
Mix	43	44	87	682	314	996	725	358	1,083
No Building	1	-	1	12	10	22	13	10	23
Not Reported	-	-	-	21	14	35	21	14	35
Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.3.7
Type of Construction by Level, Location and Gender
(Public Sector)
2023-24

Construction Type	ICT								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	9	2	11	17	16	33	26	18	44
Paka	27	18	45	47	36	83	74	54	128
Mix	3	1	4	8	2	10	11	3	14
No Building	-	-	-	3	1	4	3	1	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	39	21	60	75	55	130	114	76	190
Middle									
Kacha	-	4	4	4	7	11	4	11	15
Paka	1	5	6	18	17	35	19	22	41
Mix	-	-	-	-	1	1	-	1	1
No Building	-	-	-	-	1	1	-	1	1
Not Reported	1	-	1	-	-	-	1	-	1
Total	2	9	11	22	26	48	24	35	59
High									
Kacha	5	7	12	4	9	13	9	16	25
Paka	10	15	25	26	20	46	36	35	71
Mix	-	-	-	2	-	2	2	-	2
No Building	-	-	-	1	-	1	1	-	1
Not Reported	-	-	-	-	-	-	-	-	-
Total	15	22	37	33	29	62	48	51	99
Higher Secondary									
Kacha	-	1	1	-	4	4	-	5	5
Paka	5	3	8	10	19	29	15	22	37
Mix	-	-	-	1	2	3	1	2	3
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	5	4	9	11	25	36	16	29	45
Total									
Kacha	14	14	28	25	36	61	39	50	89
Paka	43	41	84	101	92	193	144	133	277
Mix	3	1	4	11	5	16	14	6	20
No Building	-	-	-	4	2	6	4	2	6
Not Reported	1	-	1	-	-	-	1	-	1
Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Pakistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	3,705	3,303	7,008	33,534	26,026	59,560	37,239	29,329	66,568
	Not Available	2,756	1,336	4,092	31,221	10,955	42,176	33,977	12,291	46,268
	Not Reported	4	21	25	221	636	857	225	657	882
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Available	715	873	1,588	5,261	5,704	10,965	5,976	6,577	12,553
	Not Available	240	196	436	2,089	1,256	3,345	2,329	1,452	3,781
	Not Reported	2	2	4	28	33	61	30	35	65
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Available	1,521	1,545	3,066	6,023	4,463	10,486	7,544	6,008	13,552
	Not Available	106	72	178	720	340	1,060	826	412	1,238
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Available	286	334	620	1,095	697	1,792	1,381	1,031	2,412
	Not Available	14	5	19	85	31	116	99	36	135
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Available	6,227	6,055	12,282	45,913	36,890	82,803	52,140	42,945	95,085
	Not Available	3,116	1,609	4,725	34,115	12,582	46,697	37,231	14,191	51,422
	Not Reported	7	24	31	252	671	923	259	695	954
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.4.1
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,290	1,697	2,987	13,886	15,130	29,016	15,176	16,827	32,003
	Not Available	6	2	8	251	94	345	257	96	353
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Available	310	461	771	2,643	3,794	6,437	2,953	4,255	7,208
	Not Available	-	-	-	8	10	18	8	10	18
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Available	747	903	1,650	3,397	3,023	6,420	4,144	3,926	8,070
	Not Available	-	-	-	2	5	7	2	5	7
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Available	113	121	234	282	298	580	395	419	814
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Available	2,460	3,182	5,642	20,208	22,245	42,453	22,668	25,427	48,095
	Not Available	6	2	8	261	109	370	267	111	378
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.2
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Sindh										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,197	591	1,788	6,364	1,870	8,234	7,561	2,461	10,022
	Not Available	621	261	882	19,975	5,346	25,321	20,596	5,607	26,203
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Available	158	133	291	648	279	927	806	412	1,218
	Not Available	38	36	74	982	334	1,316	1,020	370	1,390
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Available	325	266	591	532	207	739	857	473	1,330
	Not Available	28	13	41	225	58	283	253	71	324
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Available	66	78	144	249	50	299	315	128	443
	Not Available	6	2	8	39	1	40	45	3	48
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Available	1,746	1,068	2,814	7,793	2,406	10,199	9,539	3,474	13,013
	Not Available	693	312	1,005	21,221	5,739	26,960	21,914	6,051	27,965
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.3
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	693	640	1,333	11,502	7,812	19,314	12,195	8,452	20,647
	Not Available	50	58	108	3,834	2,123	5,957	3,884	2,181	6,065
	Not Reported	4	14	18	208	527	735	212	541	753
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Available	112	117	229	1,373	1,164	2,537	1,485	1,281	2,766
	Not Available	8	11	19	399	306	705	407	317	724
	Not Reported	2	-	2	28	33	61	30	33	63
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Available	166	126	292	1,403	766	2,169	1,569	892	2,461
	Not Available	3	4	7	177	61	238	180	65	245
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Available	67	66	133	464	245	709	531	311	842
	Not Available	1	-	1	16	5	21	17	5	22
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	68	66	134	480	250	730	548	316	864
Total	Available	1,038	949	1,987	14,742	9,987	24,729	15,780	10,936	26,716
	Not Available	62	73	135	4,426	2,495	6,921	4,488	2,568	7,056
	Not Reported	7	15	22	239	562	801	246	577	823
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.4
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	425	261	686	718	391	1,109	1,143	652	1,795
	Not Available	1,995	913	2,908	5,534	2,049	7,583	7,529	2,962	10,491
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Available	99	114	213	140	123	263	239	237	476
	Not Available	186	136	322	465	343	808	651	479	1,130
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Available	223	178	401	236	114	350	459	292	751
	Not Available	70	45	115	212	124	336	282	169	451
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Available	29	54	83	38	19	57	67	73	140
	Not Available	6	3	9	18	9	27	24	12	36
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	35	57	92	56	28	84	91	85	176
Total	Available	776	607	1,383	1,132	647	1,779	1,908	1,254	3,162
	Not Available	2,257	1,097	3,354	6,229	2,525	8,754	8,486	3,622	12,108
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.5
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

AJ&K										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	44	55	99	670	531	1,201	714	586	1,300
	Not Available	72	85	157	1,391	1,184	2,575	1,463	1,269	2,732
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Available	21	24	45	295	232	527	316	256	572
	Not Available	8	12	20	203	253	456	211	265	476
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	36	65	498	485	983	527	521	1,048
High	Available	32	35	67	280	248	528	312	283	595
	Not Available	5	9	14	92	88	180	97	97	194
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Available	3	6	9	35	49	84	38	55	93
	Not Available	1	-	1	12	15	27	13	15	28
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Available	100	120	220	1,280	1,060	2,340	1,380	1,180	2,560
	Not Available	86	106	192	1,698	1,540	3,238	1,784	1,646	3,430
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.6
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	17	38	55	321	237	558	338	275	613
	Not Available	12	17	29	235	159	394	247	176	423
	Not Reported	-	7	7	12	109	121	12	116	128
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Available	13	15	28	140	86	226	153	101	254
	Not Available	-	1	1	32	10	42	32	11	43
	Not Reported	-	2	2	-	-	-	-	2	2
	Total	13	18	31	172	96	268	185	114	299
High	Available	13	15	28	143	76	219	156	91	247
	Not Available	-	1	1	11	4	15	11	5	16
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Available	3	5	8	16	11	27	19	16	35
	Not Available	-	-	-	-	1	1	-	1	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Available	46	73	119	620	410	1,030	666	483	1,149
	Not Available	12	19	31	278	174	452	290	193	483
	Not Reported	-	9	9	12	109	121	12	118	130
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.4.7
Availability of Electricity by Level, Location and Gender
(Public Sector)
2023-24

ICT										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	39	21	60	73	55	128	112	76	188
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	39	21	60	75	55	130	114	76	190
Middle	Available	2	9	11	22	26	48	24	35	59
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	22	26	48	24	35	59
High	Available	15	22	37	32	29	61	47	51	98
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Available	5	4	9	11	25	36	16	29	45
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Available	61	56	117	138	135	273	199	191	390
	Not Available	-	-	-	2	-	2	2	-	2
	Not Reported	-	-	-	1	-	1	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Pakistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,108	3,444	7,552	45,130	29,419	74,549	49,238	32,863	82,101
	Not Available	2,353	1,195	3,548	19,626	7,562	27,188	21,979	8,757	30,736
	Not Reported	4	21	25	220	636	856	224	657	881
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Available	746	892	1,638	6,047	5,991	12,038	6,793	6,883	13,676
	Not Available	209	177	386	1,303	969	2,272	1,512	1,146	2,658
	Not Reported	2	2	4	28	33	61	30	35	65
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Available	1,513	1,545	3,058	6,357	4,568	10,925	7,870	6,113	13,983
	Not Available	114	72	186	386	235	621	500	307	807
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Available	288	327	615	1,130	711	1,841	1,418	1,038	2,456
	Not Available	12	12	24	50	17	67	62	29	91
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Available	6,655	6,208	12,863	58,664	40,689	99,353	65,319	46,897	112,216
	Not Available	2,688	1,456	4,144	21,365	8,783	30,148	24,053	10,239	34,292
	Not Reported	7	24	31	251	671	922	258	695	953
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.5.1
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,290	1,693	2,983	14,021	15,162	29,183	15,311	16,855	32,166
	Not Available	6	6	12	116	62	178	122	68	190
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Available	310	461	771	2,642	3,798	6,440	2,952	4,259	7,211
	Not Available	-	-	-	9	6	15	9	6	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Available	747	902	1,649	3,390	3,023	6,413	4,137	3,925	8,062
	Not Available	-	1	1	9	5	14	9	6	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Available	113	121	234	282	298	580	395	419	814
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Available	2,460	3,177	5,637	20,335	22,281	42,616	22,795	25,458	48,253
	Not Available	6	7	13	134	73	207	140	80	220
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.2
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Sindh										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,385	660	2,045	15,713	4,356	20,069	17,098	5,016	22,114
	Not Available	433	192	625	10,626	2,860	13,486	11,059	3,052	14,111
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Available	164	143	307	1,202	436	1,638	1,366	579	1,945
	Not Available	32	26	58	428	177	605	460	203	663
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Available	312	261	573	680	232	912	992	493	1,485
	Not Available	41	18	59	77	33	110	118	51	169
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Available	64	76	140	273	49	322	337	125	462
	Not Available	8	4	12	15	2	17	23	6	29
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Available	1,925	1,140	3,065	17,868	5,073	22,941	19,793	6,213	26,006
	Not Available	514	240	754	11,146	3,072	14,218	11,660	3,312	14,972
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.3
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	717	657	1,374	13,182	8,590	21,772	13,899	9,247	23,146
	Not Available	26	41	67	2,154	1,345	3,499	2,180	1,386	3,566
	Not Reported	4	14	18	208	527	735	212	541	753
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Available	115	120	235	1,551	1,271	2,822	1,666	1,391	3,057
	Not Available	5	8	13	221	199	420	226	207	433
	Not Reported	2	-	2	28	33	61	30	33	63
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Available	169	129	298	1,472	783	2,255	1,641	912	2,553
	Not Available	-	1	1	108	44	152	108	45	153
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Available	67	66	133	464	246	710	531	312	843
	Not Available	1	-	1	16	4	20	17	4	21
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	68	66	134	480	250	730	548	316	864
Total	Available	1,068	972	2,040	16,669	10,890	27,559	17,737	11,862	29,599
	Not Available	32	50	82	2,499	1,592	4,091	2,531	1,642	4,173
	Not Reported	7	15	22	239	562	801	246	577	823
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.4
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	608	315	923	1,299	549	1,848	1,907	864	2,771
	Not Available	1,812	859	2,671	4,953	1,891	6,844	6,765	2,750	9,515
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Available	123	119	242	244	172	416	367	291	658
	Not Available	162	131	293	361	294	655	523	425	948
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Available	221	171	392	307	140	447	528	311	839
	Not Available	72	52	124	141	98	239	213	150	363
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Available	32	49	81	43	23	66	75	72	147
	Not Available	3	8	11	13	5	18	16	13	29
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	35	57	92	56	28	84	91	85	176
Total	Available	984	654	1,638	1,893	884	2,777	2,877	1,538	4,415
	Not Available	2,049	1,050	3,099	5,468	2,288	7,756	7,517	3,338	10,855
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.5
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

AJ&K										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	43	52	95	423	411	834	466	463	929
	Not Available	73	88	161	1,638	1,304	2,942	1,711	1,392	3,103
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Available	19	24	43	240	200	440	259	224	483
	Not Available	10	12	22	258	285	543	268	297	565
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	36	65	498	485	983	527	521	1,048
High	Available	37	44	81	328	283	611	365	327	692
	Not Available	-	-	-	44	53	97	44	53	97
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Available	4	6	10	43	58	101	47	64	111
	Not Available	-	-	-	4	6	10	4	6	10
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Available	103	126	229	1,034	952	1,986	1,137	1,078	2,215
	Not Available	83	100	183	1,944	1,648	3,592	2,027	1,748	3,775
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.6
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	26	46	72	429	305	734	455	351	806
	Not Available	3	9	12	128	91	219	131	100	231
	Not Reported	-	7	7	11	109	120	11	116	127
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Available	13	16	29	149	89	238	162	105	267
	Not Available	-	-	-	23	7	30	23	7	30
	Not Reported	-	2	2	-	-	-	-	2	2
	Total	13	18	31	172	96	268	185	114	299
High	Available	13	16	29	150	79	229	163	95	258
	Not Available	-	-	-	4	1	5	4	1	5
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Available	3	5	8	15	12	27	18	17	35
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Available	55	83	138	743	485	1,228	798	568	1,366
	Not Available	3	9	12	156	99	255	159	108	267
	Not Reported	-	9	9	11	109	120	11	118	129
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.5.7
Availability of Drinking Water by Level, Location and Gender
(Public Sector)
2023-24

ICT										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	39	21	60	63	46	109	102	67	169
	Not Available	-	-	-	11	9	20	11	9	20
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	39	21	60	75	55	130	114	76	190
Middle	Available	2	9	11	19	25	44	21	34	55
	Not Available	-	-	-	3	1	4	3	1	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	22	26	48	24	35	59
High	Available	14	22	36	30	28	58	44	50	94
	Not Available	1	-	1	3	1	4	4	1	5
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Available	5	4	9	10	25	35	15	29	44
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Available	60	56	116	122	124	246	182	180	362
	Not Available	1	-	1	18	11	29	19	11	30
	Not Reported	-	-	-	1	-	1	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Pakistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	3,644	3,241	6,885	46,774	30,543	77,317	50,418	33,784	84,202
	Not Available	441	248	689	9,748	3,405	13,153	10,189	3,653	13,842
	Not Reported	2,380	1,171	3,551	8,454	3,669	12,123	10,834	4,840	15,674
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Available	630	800	1,430	6,087	6,152	12,239	6,717	6,952	13,669
	Not Available	34	18	52	453	294	747	487	312	799
	Not Reported	293	253	546	838	547	1,385	1,131	800	1,931
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Available	1,316	1,368	2,684	6,084	4,485	10,569	7,400	5,853	13,253
	Not Available	16	25	41	128	77	205	144	102	246
	Not Reported	296	225	521	534	243	777	830	468	1,298
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Available	260	278	538	1,104	691	1,795	1,364	969	2,333
	Not Available	5	4	9	16	9	25	21	13	34
	Not Reported	35	57	92	60	28	88	95	85	180
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Available	5,850	5,687	11,537	60,049	41,871	101,920	65,899	47,558	113,457
	Not Available	496	295	791	10,345	3,785	14,130	10,841	4,080	14,921
	Not Reported	3,004	1,706	4,710	9,886	4,487	14,373	12,890	6,193	19,083
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.6.1
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,291	1,693	2,984	14,017	15,189	29,206	15,308	16,882	32,190
	Not Available	5	6	11	120	35	155	125	41	166
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Available	310	461	771	2,650	3,802	6,452	2,960	4,263	7,223
	Not Available	-	-	-	1	2	3	1	2	3
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Available	747	903	1,650	3,395	3,025	6,420	4,142	3,928	8,070
	Not Available	-	-	-	4	3	7	4	3	7
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Available	113	121	234	282	298	580	395	419	814
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Available	2,461	3,178	5,639	20,344	22,314	42,658	22,805	25,492	48,297
	Not Available	5	6	11	125	40	165	130	46	176
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.2
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Sindh										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,525	720	2,245	18,803	5,223	24,026	20,328	5,943	26,271
	Not Available	293	132	425	7,536	1,993	9,529	7,829	2,125	9,954
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Available	173	160	333	1,407	524	1,931	1,580	684	2,264
	Not Available	23	9	32	223	89	312	246	98	344
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Available	339	257	596	738	256	994	1,077	513	1,590
	Not Available	14	22	36	19	9	28	33	31	64
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Available	67	76	143	284	51	335	351	127	478
	Not Available	5	4	9	4	-	4	9	4	13
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Available	2,104	1,213	3,317	21,232	6,054	27,286	23,336	7,267	30,603
	Not Available	335	167	502	7,782	2,091	9,873	8,117	2,258	10,375
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.3
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	697	660	1,357	12,667	8,959	21,626	13,364	9,619	22,983
	Not Available	14	10	24	549	321	870	563	331	894
	Not Reported	36	42	78	2,328	1,182	3,510	2,364	1,224	3,588
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Available	110	122	232	1,498	1,387	2,885	1,608	1,509	3,117
	Not Available	4	3	7	67	33	100	71	36	107
	Not Reported	8	3	11	235	83	318	243	86	329
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Available	166	129	295	1,485	818	2,303	1,651	947	2,598
	Not Available	1	-	1	12	3	15	13	3	16
	Not Reported	3	2	5	86	8	94	89	10	99
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Available	68	66	134	474	250	724	542	316	858
	Not Available	-	-	-	2	-	2	2	-	2
	Not Reported	-	-	-	4	-	4	4	-	4
	Total	68	66	134	480	250	730	548	316	864
Total	Available	1,041	977	2,018	16,124	11,414	27,538	17,165	12,391	29,556
	Not Available	19	13	32	630	357	987	649	370	1,019
	Not Reported	47	47	94	2,653	1,273	3,926	2,700	1,320	4,020
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.4
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	9	12	21	12	5	17	21	17	38
	Not Available	67	40	107	126	57	183	193	97	290
	Not Reported	2,344	1,122	3,466	6,114	2,378	8,492	8,458	3,500	11,958
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Available	-	2	2	1	1	2	1	3	4
	Not Available	-	-	-	1	1	2	1	1	2
	Not Reported	285	248	533	603	464	1,067	888	712	1,600
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Available	-	-	-	-	3	3	-	3	3
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	293	223	516	448	235	683	741	458	1,199
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Available	-	-	-	-	-	-	-	-	-
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	35	57	92	56	28	84	91	85	176
	Total	35	57	92	56	28	84	91	85	176
Total	Available	9	14	23	13	9	22	22	23	45
	Not Available	67	40	107	127	58	185	194	98	292
	Not Reported	2,957	1,650	4,607	7,221	3,105	10,326	10,178	4,755	14,933
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.5
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

AJ&K										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	60	85	145	842	780	1,622	902	865	1,767
	Not Available	56	55	111	1,219	935	2,154	1,275	990	2,265
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Available	23	30	53	355	323	678	378	353	731
	Not Available	6	6	12	143	162	305	149	168	317
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	36	65	498	485	983	527	521	1,048
High	Available	37	41	78	284	274	558	321	315	636
	Not Available	-	3	3	88	62	150	88	65	153
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Available	4	6	10	37	57	94	41	63	104
	Not Available	-	-	-	10	7	17	10	7	17
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Available	124	162	286	1,518	1,434	2,952	1,642	1,596	3,238
	Not Available	62	64	126	1,460	1,166	2,626	1,522	1,230	2,752
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.6
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	23	50	73	362	335	697	385	385	770
	Not Available	6	5	11	195	61	256	201	66	267
	Not Reported	-	7	7	11	109	120	11	116	127
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Available	13	16	29	154	90	244	167	106	273
	Not Available	-	-	-	18	6	24	18	6	24
	Not Reported	-	2	2	-	-	-	-	2	2
	Total	13	18	31	172	96	268	185	114	299
High	Available	13	16	29	150	80	230	163	96	259
	Not Available	-	-	-	4	-	4	4	-	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Available	3	5	8	16	12	28	19	17	36
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Available	52	87	139	682	517	1,199	734	604	1,338
	Not Available	6	5	11	217	67	284	223	72	295
	Not Reported	-	9	9	11	109	120	11	118	129
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.6.7
Availability of Latrine for Students by Level, Location and Gender
(Public Sector)
2023-24

ICT										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	39	21	60	71	52	123	110	73	183
	Not Available	-	-	-	3	3	6	3	3	6
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	39	21	60	75	55	130	114	76	190
Middle	Available	1	9	10	22	25	47	23	34	57
	Not Available	1	-	1	-	1	1	1	1	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	22	26	48	24	35	59
High	Available	14	22	36	32	29	61	46	51	97
	Not Available	1	-	1	1	-	1	2	-	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Available	5	4	9	11	23	34	16	27	43
	Not Available	-	-	-	-	2	2	-	2	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Available	59	56	115	136	129	265	195	185	380
	Not Available	2	-	2	4	6	10	6	6	12
	Not Reported	-	-	-	1	-	1	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Pakistan										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,290	3,864	8,154	41,844	30,552	72,396	46,134	34,416	80,550
	Not Available	2,171	775	2,946	22,910	6,429	29,339	25,081	7,204	32,285
	Not Reported	4	21	25	222	636	858	226	657	883
	Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle	Available	816	1,008	1,824	6,075	6,384	12,459	6,891	7,392	14,283
	Not Available	139	61	200	1,275	576	1,851	1,414	637	2,051
	Not Reported	2	2	4	28	33	61	30	35	65
	Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High	Available	1,562	1,584	3,146	6,261	4,613	10,874	7,823	6,197	14,020
	Not Available	65	33	98	482	190	672	547	223	770
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary	Available	289	339	628	1,118	699	1,817	1,407	1,038	2,445
	Not Available	11	-	11	62	29	91	73	29	102
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total	Available	6,957	6,795	13,752	55,298	42,248	97,546	62,255	49,043	111,298
	Not Available	2,386	869	3,255	24,729	7,224	31,953	27,115	8,093	35,208
	Not Reported	7	24	31	253	671	924	260	695	955
	Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.7.1
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Punjab										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,276	1,692	2,968	13,635	15,105	28,740	14,911	16,797	31,708
	Not Available	20	7	27	502	119	621	522	126	648
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle	Available	308	460	768	2,607	3,789	6,396	2,915	4,249	7,164
	Not Available	2	1	3	44	15	59	46	16	62
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High	Available	744	898	1,642	3,348	3,011	6,359	4,092	3,909	8,001
	Not Available	3	5	8	51	17	68	54	22	76
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary	Available	112	121	233	280	297	577	392	418	810
	Not Available	1	-	1	2	1	3	3	1	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	113	121	234	282	298	580	395	419	814
Total	Available	2,440	3,171	5,611	19,870	22,202	42,072	22,310	25,373	47,683
	Not Available	26	13	39	599	152	751	625	165	790
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7.2
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Level	Boundary Wall	Sindh								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,264	666	1,930	11,581	3,604	15,185	12,845	4,270	17,115
	Not Available	554	186	740	14,758	3,612	18,370	15,312	3,798	19,110
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle	Available	155	152	307	1,039	417	1,456	1,194	569	1,763
	Not Available	41	17	58	591	196	787	632	213	845
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High	Available	338	276	614	693	257	950	1,031	533	1,564
	Not Available	15	3	18	64	8	72	79	11	90
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary	Available	67	80	147	274	50	324	341	130	471
	Not Available	5	-	5	14	1	15	19	1	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	72	80	152	288	51	339	360	131	491
Total	Available	1,824	1,174	2,998	13,587	4,328	17,915	15,411	5,502	20,913
	Not Available	615	206	821	15,427	3,817	19,244	16,042	4,023	20,065
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7.3
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	728	694	1,422	13,498	9,634	23,132	14,226	10,328	24,554
	Not Available	15	4	19	1,838	301	2,139	1,853	305	2,158
	Not Reported	4	14	18	208	527	735	212	541	753
	Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle	Available	120	126	246	1,632	1,444	3,076	1,752	1,570	3,322
	Not Available	-	2	2	140	26	166	140	28	168
	Not Reported	2	-	2	28	33	61	30	33	63
	Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High	Available	167	130	297	1,496	824	2,320	1,663	954	2,617
	Not Available	2	-	2	84	3	87	86	3	89
	Not Reported	1	1	2	3	2	5	4	3	7
	Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary	Available	68	66	134	467	249	716	535	315	850
	Not Available	-	-	-	13	1	14	13	1	14
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	68	66	134	480	250	730	548	316	864
Total	Available	1,083	1,016	2,099	17,093	12,151	29,244	18,176	13,167	31,343
	Not Available	17	6	23	2,075	331	2,406	2,092	337	2,429
	Not Reported	7	15	22	239	562	801	246	577	823
	Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7.4
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Balochistan										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	904	682	1,586	2,123	1,267	3,390	3,027	1,949	4,976
	Not Available	1,516	492	2,008	4,129	1,173	5,302	5,645	1,665	7,310
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle	Available	201	223	424	384	391	775	585	614	1,199
	Not Available	84	27	111	221	75	296	305	102	407
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	285	250	535	605	466	1,071	890	716	1,606
High	Available	261	210	471	384	227	611	645	437	1,082
	Not Available	32	13	45	64	11	75	96	24	120
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary	Available	31	57	88	52	26	78	83	83	166
	Not Available	4	-	4	4	2	6	8	2	10
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	35	57	92	56	28	84	91	85	176
Total	Available	1,397	1,172	2,569	2,943	1,911	4,854	4,340	3,083	7,423
	Not Available	1,636	532	2,168	4,418	1,261	5,679	6,054	1,793	7,847
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7.5
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Level	Boundary Wall	AJ&K								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	61	64	125	604	636	1,240	665	700	1,365
	Not Available	55	76	131	1,457	1,079	2,536	1,512	1,155	2,667
	Not Reported			-			-	-	-	-
	Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle	Available	18	23	41	262	236	498	280	259	539
	Not Available	11	13	24	236	249	485	247	262	509
	Not Reported			-			-	-	-	-
	Total	29	36	65	498	485	983	527	521	1,048
High	Available	27	33	60	164	192	356	191	225	416
	Not Available	10	11	21	208	144	352	218	155	373
	Not Reported			-			-	-	-	-
	Total	37	44	81	372	336	708	409	380	789
Higher Secondary	Available	3	6	9	20	40	60	23	46	69
	Not Available	1	-	1	27	24	51	28	24	52
	Not Reported			-			-	-	-	-
	Total	4	6	10	47	64	111	51	70	121
Total	Available	109	126	235	1,050	1,104	2,154	1,159	1,230	2,389
	Not Available	77	100	177	1,928	1,496	3,424	2,005	1,596	3,601
	Not Reported	-	-	-	-	-	-	-	-	-
	Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Table 5.7.6
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Level	Boundary Wall	Gilgit Baltistan								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	22	45	67	333	259	592	355	304	659
	Not Available	7	10	17	222	137	359	229	147	376
	Not Reported	-	7	7	13	109	122	13	116	129
	Total	29	62	91	568	505	1,073	597	567	1,164
Middle	Available	12	15	27	129	82	211	141	97	238
	Not Available	1	1	2	43	14	57	44	15	59
	Not Reported	-	2	2	-	-	-	-	2	2
	Total	13	18	31	172	96	268	185	114	299
High	Available	13	16	29	147	75	222	160	91	251
	Not Available	-	-	-	7	5	12	7	5	12
	Not Reported			-			-	-	-	-
	Total	13	16	29	154	80	234	167	96	263
Higher Secondary	Available	3	5	8	14	12	26	17	17	34
	Not Available	-	-	-	2	-	2	2	-	2
	Not Reported			-			-	-	-	-
	Total	3	5	8	16	12	28	19	17	36
Total	Available	50	81	131	623	428	1,051	673	509	1,182
	Not Available	8	11	19	274	156	430	282	167	449
	Not Reported	-	9	9	13	109	122	13	118	131
	Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.7.7
Availability of Boundary Wall by Level, Location and Gender
(Public Sector)
2023-24

Level	Boundary Wall	ICT								
		Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	35	21	56	70	47	117	105	68	173
	Not Available	4	-	4	4	8	12	8	8	16
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	39	21	60	75	55	130	114	76	190
Middle	Available	2	9	11	22	25	47	24	34	58
	Not Available	-	-	-	-	1	1	-	1	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	22	26	48	24	35	59
High	Available	12	21	33	29	27	56	41	48	89
	Not Available	3	1	4	4	2	6	7	3	10
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	15	22	37	33	29	62	48	51	99
Higher Secondary	Available	5	4	9	11	25	36	16	29	45
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	5	4	9	11	25	36	16	29	45
Total	Available	54	55	109	132	124	256	186	179	365
	Not Available	7	1	8	8	11	19	15	12	27
	Not Reported	-	-	-	1	-	1	1	-	1
	Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools

Table 5.8
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Pakistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	2,827	2,734	5,561	31,080	23,835	54,915	33,907	26,569	60,476
Need Repair	2,410	1,282	3,692	19,773	8,643	28,416	22,183	9,925	32,108
Dangerous	603	255	858	8,223	2,666	10,889	8,826	2,921	11,747
No Building	492	296	788	5,519	1,942	7,461	6,011	2,238	8,249
Not Reported	133	93	226	381	531	912	514	624	1,138
Total	6,465	4,660	11,125	64,976	37,617	102,593	71,441	42,277	113,718
Middle									
Satisfactory	513	674	1,187	4,351	5,015	9,366	4,864	5,689	10,553
Need Repair	354	333	687	2,216	1,529	3,745	2,570	1,862	4,432
Dangerous	70	51	121	533	298	831	603	349	952
No Building	16	11	27	251	129	380	267	140	407
Not Reported	4	2	6	27	22	49	31	24	55
Total	957	1,071	2,028	7,378	6,993	14,371	8,335	8,064	16,399
High									
Satisfactory	927	1,089	2,016	4,313	3,484	7,797	5,240	4,573	9,813
Need Repair	624	466	1,090	2,052	1,140	3,192	2,676	1,606	4,282
Dangerous	71	51	122	305	126	431	376	177	553
No Building	3	11	14	64	49	113	67	60	127
Not Reported	3	1	4	12	6	18	15	7	22
Total	1,628	1,618	3,246	6,746	4,805	11,551	8,374	6,423	14,797
Higher Secondary									
Satisfactory	197	213	410	785	545	1,330	982	758	1,740
Need Repair	89	117	206	325	154	479	414	271	685
Dangerous	12	8	20	62	21	83	74	29	103
No Building	2	-	2	7	8	15	9	8	17
Not Reported	-	1	1	1	-	1	1	1	2
Total	300	339	639	1,180	728	1,908	1,480	1,067	2,547
Total									
Satisfactory	4,464	4,710	9,174	40,529	32,879	73,408	44,993	37,589	82,582
Need Repair	3,477	2,198	5,675	24,366	11,466	35,832	27,843	13,664	41,507
Dangerous	756	365	1,121	9,123	3,111	12,234	9,879	3,476	13,355
No Building	513	318	831	5,841	2,128	7,969	6,354	2,446	8,800
Not Reported	140	97	237	421	559	980	561	656	1,217
Grand Total	9,350	7,688	17,038	80,280	50,143	130,423	89,630	57,831	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.8.1
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Punjab									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	955	1,326	2,281	10,521	11,616	22,137	11,476	12,942	24,418
Need Repair	306	349	655	3,245	3,316	6,561	3,551	3,665	7,216
Dangerous	24	23	47	231	276	507	255	299	554
No Building	11	1	12	140	16	156	151	17	168
Not Reported	-	-	-	-	-	-	-	-	-
Total	1,296	1,699	2,995	14,137	15,224	29,361	15,433	16,923	32,356
Middle									
Satisfactory	243	367	610	1,990	3,024	5,014	2,233	3,391	5,624
Need Repair	65	90	155	641	751	1,392	706	841	1,547
Dangerous	2	4	6	20	29	49	22	33	55
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	310	461	771	2,651	3,804	6,455	2,961	4,265	7,226
High									
Satisfactory	519	717	1,236	2,366	2,316	4,682	2,885	3,033	5,918
Need Repair	223	183	406	1,006	691	1,697	1,229	874	2,103
Dangerous	5	3	8	26	18	44	31	21	52
No Building	-	-	-	1	3	4	1	3	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	747	903	1,650	3,399	3,028	6,427	4,146	3,931	8,077
Higher Secondary									
Satisfactory	89	94	183	208	230	438	297	324	621
Need Repair	24	27	51	74	68	142	98	95	193
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	113	121	234	282	298	580	395	419	814
Total									
Satisfactory	1,806	2,504	4,310	15,085	17,186	32,271	16,891	19,690	36,581
Need Repair	618	649	1,267	4,966	4,826	9,792	5,584	5,475	11,059
Dangerous	31	30	61	277	323	600	308	353	661
No Building	11	1	12	141	19	160	152	20	172
Not Reported	-	-	-	-	-	-	-	-	-
Grand Total	2,466	3,184	5,650	20,469	22,354	42,823	22,935	25,538	48,473

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.2
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Building Condition	Sindh								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	661	356	1,017	4,824	1,251	6,075	5,485	1,607	7,092
Need Repair	797	339	1,136	11,257	3,078	14,335	12,054	3,417	15,471
Dangerous	236	112	348	6,550	1,858	8,408	6,786	1,970	8,756
No Building	124	45	169	3,708	1,029	4,737	3,832	1,074	4,906
Not Reported	-	-	-	-	-	-	-	-	-
Total	1,818	852	2,670	26,339	7,216	33,555	28,157	8,068	36,225
Middle									
Satisfactory	72	65	137	327	151	478	399	216	615
Need Repair	94	76	170	804	270	1,074	898	346	1,244
Dangerous	20	22	42	337	141	478	357	163	520
No Building	10	6	16	162	51	213	172	57	229
Not Reported	-	-	-	-	-	-	-	-	-
Total	196	169	365	1,630	613	2,243	1,826	782	2,608
High									
Satisfactory	132	118	250	177	87	264	309	205	514
Need Repair	182	135	317	421	135	556	603	270	873
Dangerous	36	23	59	149	39	188	185	62	247
No Building	3	3	6	10	4	14	13	7	20
Not Reported	-	-	-	-	-	-	-	-	-
Total	353	279	632	757	265	1,022	1,110	544	1,654
Higher Secondary									
Satisfactory	21	26	47	72	12	84	93	38	131
Need Repair	40	50	90	167	31	198	207	81	288
Dangerous	9	4	13	47	8	55	56	12	68
No Building	2	-	2	2	-	2	4	-	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	72	80	152	288	51	339	360	131	491
Total									
Satisfactory	886	565	1,451	5,400	1,501	6,901	6,286	2,066	8,352
Need Repair	1,113	600	1,713	12,649	3,514	16,163	13,762	4,114	17,876
Dangerous	301	161	462	7,083	2,046	9,129	7,384	2,207	9,591
No Building	139	54	193	3,882	1,084	4,966	4,021	1,138	5,159
Not Reported	-	-	-	-	-	-	-	-	-
Grand Total	2,439	1,380	3,819	29,014	8,145	37,159	31,453	9,525	40,978

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.3
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Khyber Pakhtunkhwa									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	700	676	1,376	13,892	9,688	23,580	14,592	10,364	24,956
Need Repair	41	25	66	1,128	393	1,521	1,169	418	1,587
Dangerous	-	-	-	-	-	-	-	-	-
No Building	2	2	4	408	74	482	410	76	486
Not Reported	4	9	13	116	307	423	120	316	436
Total	747	712	1,459	15,544	10,462	26,006	16,291	11,174	27,465
Middle									
Satisfactory	115	125	240	1,671	1,465	3,136	1,786	1,590	3,376
Need Repair	6	3	9	97	23	120	103	26	129
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	18	2	20	18	2	20
Not Reported	1	-	1	14	13	27	15	13	28
Total	122	128	250	1,800	1,503	3,303	1,922	1,631	3,553
High									
Satisfactory	165	127	292	1,500	814	2,314	1,665	941	2,606
Need Repair	4	3	7	76	12	88	80	15	95
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	5	1	6	5	1	6
Not Reported	1	1	2	2	2	4	3	3	6
Total	170	131	301	1,583	829	2,412	1,753	960	2,713
Higher Secondary									
Satisfactory	68	65	133	469	247	716	537	312	849
Need Repair	-	-	-	10	3	13	10	3	13
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	1	1	1	-	1	1	1	2
Total	68	66	134	480	250	730	548	316	864
Total									
Satisfactory	1,048	993	2,041	17,532	12,214	29,746	18,580	13,207	31,787
Need Repair	51	31	82	1,311	431	1,742	1,362	462	1,824
Dangerous	-	-	-	-	-	-	-	-	-
No Building	2	2	4	431	77	508	433	79	512
Not Reported	6	11	17	133	322	455	139	333	472
Grand Total	1,107	1,037	2,144	19,407	13,044	32,451	20,514	14,081	34,595

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.4
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Balochistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	427	271	698	947	554	1,501	1,374	825	2,199
Need Repair	1,208	499	1,707	3,151	1,044	4,195	4,359	1,543	5,902
Dangerous	325	102	427	1,099	297	1,396	1,424	399	1,823
No Building	331	231	562	847	460	1,307	1,178	691	1,869
Not Reported	129	71	200	208	85	293	337	156	493
Total	2,420	1,174	3,594	6,252	2,440	8,692	8,672	3,614	12,286
Middle									
Satisfactory	58	85	143	95	110	205	153	195	348
Need Repair	177	139	316	388	274	662	565	413	978
Dangerous	44	20	64	105	59	164	149	79	228
No Building	4	4	8	8	16	24	12	20	32
Not Reported	2	2	4	9	7	16	11	9	20
Total	285	250	535	605	466	1,071	890	716	1,606
High									
Satisfactory	72	79	151	72	74	146	144	153	297
Need Repair	196	122	318	327	148	475	523	270	793
Dangerous	24	19	43	46	11	57	70	30	100
No Building	-	3	3	1	4	5	1	7	8
Not Reported	1	-	1	2	1	3	3	1	4
Total	293	223	516	448	238	686	741	461	1,202
Higher Secondary									
Satisfactory	9	16	25	8	8	16	17	24	41
Need Repair	23	38	61	43	17	60	66	55	121
Dangerous	3	3	6	5	3	8	8	6	14
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	35	57	92	56	28	84	91	85	176
Total									
Satisfactory	566	451	1,017	1,122	746	1,868	1,688	1,197	2,885
Need Repair	1,604	798	2,402	3,909	1,483	5,392	5,513	2,281	7,794
Dangerous	396	144	540	1,255	370	1,625	1,651	514	2,165
No Building	335	238	573	856	480	1,336	1,191	718	1,909
Not Reported	132	73	205	219	93	312	351	166	517
Grand Total	3,033	1,704	4,737	7,361	3,172	10,533	10,394	4,876	15,270

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.5
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Building Condition	AJ&K								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	43	59	102	669	565	1,234	712	624	1,336
Need Repair	32	41	73	640	551	1,191	672	592	1,264
Dangerous	18	17	35	339	233	572	357	250	607
No Building	23	17	40	402	353	755	425	370	795
Not Reported	-	6	6	11	13	24	11	19	30
Total	116	140	256	2,061	1,715	3,776	2,177	1,855	4,032
Middle									
Satisfactory	16	14	30	185	203	388	201	217	418
Need Repair	7	16	23	180	156	336	187	172	359
Dangerous	4	5	9	71	68	139	75	73	148
No Building	2	1	3	62	58	120	64	59	123
Not Reported	-	-	-	-	-	-	-	-	-
Total	29	36	65	498	485	983	527	521	1,048
High									
Satisfactory	19	19	38	112	126	238	131	145	276
Need Repair	12	14	26	130	115	245	142	129	271
Dangerous	6	6	12	84	58	142	90	64	154
No Building	-	5	5	46	37	83	46	42	88
Not Reported	-	-	-	-	-	-	-	-	-
Total	37	44	81	372	336	708	409	380	789
Higher Secondary									
Satisfactory	3	5	8	10	21	31	13	26	39
Need Repair	1	-	1	22	25	47	23	25	48
Dangerous	-	1	1	10	10	20	10	11	21
No Building	-	-	-	5	8	13	5	8	13
Not Reported	-	-	-	-	-	-	-	-	-
Total	4	6	10	47	64	111	51	70	121
Total									
Satisfactory	81	97	178	976	915	1,891	1,057	1,012	2,069
Need Repair	52	71	123	972	847	1,819	1,024	918	1,942
Dangerous	28	29	57	504	369	873	532	398	930
No Building	25	23	48	515	456	971	540	479	1,019
Not Reported	-	6	6	11	13	24	11	19	30
Grand Total	186	226	412	2,978	2,600	5,578	3,164	2,826	5,990

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.6
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Gilgit Baltistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	9	28	37	172	120	292	181	148	329
Need Repair	19	27	46	339	250	589	358	277	635
Dangerous	-	-	-	-	-	-	-	-	-
No Building	1	-	1	11	9	20	12	9	21
Not Reported	-	7	7	46	126	172	46	133	179
Total	29	62	91	568	505	1,073	597	567	1,164
Middle									
Satisfactory	8	11	19	66	42	108	74	53	127
Need Repair	5	7	12	101	51	152	106	58	164
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	1	1	2	1	1	2
Not Reported	-	-	-	4	2	6	4	2	6
Total	13	18	31	172	96	268	185	114	299
High									
Satisfactory	6	10	16	59	40	99	65	50	115
Need Repair	6	6	12	87	37	124	93	43	136
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	1	-	1	8	3	11	9	3	12
Total	13	16	29	154	80	234	167	96	263
Higher Secondary									
Satisfactory	3	4	7	9	6	15	12	10	22
Need Repair	-	1	1	7	6	13	7	7	14
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	5	8	16	12	28	19	17	36
Total									
Satisfactory	26	53	79	306	208	514	332	261	593
Need Repair	30	41	71	534	344	878	564	385	949
Dangerous	-	-	-	-	-	-	-	-	-
No Building	1	-	1	12	10	22	13	10	23
Not Reported	1	7	8	58	131	189	59	138	197
Grand Total	58	101	159	910	693	1,603	968	794	1,762

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.8.7
Building Condition by Level, Location and Gender
(Public Sector)
2023-24

Building Condition	ICT								
	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	32	18	50	55	41	96	87	59	146
Need Repair	7	2	9	13	11	24	20	13	33
Dangerous	-	1	1	4	2	6	4	3	7
No Building	-	-	-	3	1	4	3	1	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	39	21	60	75	55	130	114	76	190
Middle									
Satisfactory	1	7	8	17	20	37	18	27	45
Need Repair	-	2	2	5	4	9	5	6	11
Dangerous	-	-	-	-	1	1	-	1	1
No Building	-	-	-	-	1	1	-	1	1
Not Reported	1	-	1	-	-	-	1	-	1
Total	2	9	11	22	26	48	24	35	59
High									
Satisfactory	14	19	33	27	27	54	41	46	87
Need Repair	1	3	4	5	2	7	6	5	11
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	1	-	1	1	-	1
Not Reported	-	-	-	-	-	-	-	-	-
Total	15	22	37	33	29	62	48	51	99
Higher Secondary									
Satisfactory	4	3	7	9	21	30	13	24	37
Need Repair	1	1	2	2	4	6	3	5	8
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	5	4	9	11	25	36	16	29	45
Total									
Satisfactory	51	47	98	108	109	217	159	156	315
Need Repair	9	8	17	25	21	46	34	29	63
Dangerous	-	1	1	4	3	7	4	4	8
No Building	-	-	-	4	2	6	4	2	6
Not Reported	1	-	1	-	-	-	1	-	1
Grand Total	61	56	117	141	135	276	202	191	393

Note(s):

1. Mosque Schools are included in Primary Schools.

Table 5.9
Availability of ECE Material by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	631	759	-	1,390	4,643	4,737	-	9,380	5,274	5,496	-	10,770
	Middle	208	290	-	498	1,692	1,945	-	3,637	1,900	2,235	-	4,135
	High	290	523	-	813	1,758	1,618	-	3,376	2,048	2,141	-	4,189
	Higher Secondary	39	49	-	88	84	144	-	228	123	193	-	316
	Total	1,168	1,621	-	2,789	8,177	8,444	-	16,621	9,345	10,065	-	19,410
Sindh	Primary	44	20	-	64	585	147	-	732	629	167	-	796
	Middle	3	3	-	6	41	8	-	49	44	11	-	55
	High	11	9	-	20	16	5	-	21	27	14	-	41
	Higher Secondary	1	2	-	3	6	1	-	7	7	3	-	10
	Total	59	34	-	93	648	161	-	809	707	195	-	902
KP	Primary	198	233	-	431	1,443	1,366	-	2,809	1,641	1,599	-	3,240
	Middle	-	-	-	-	2	11	-	13	2	11	-	13
	High	1	1	-	2	3	3	-	6	4	4	-	8
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	199	234	-	433	1,448	1,380	-	2,828	1,647	1,614	-	3,261
Balochistan	Primary	148	145	-	293	290	250	-	540	438	395	-	833
	Middle	29	63	-	92	40	66	-	106	69	129	-	198
	High	47	66	-	113	54	49	-	103	101	115	-	216
	Higher Secondary	3	15	-	18	8	3	-	11	11	18	-	29
	Total	227	289	-	516	392	368	-	760	619	657	-	1,276
ICT	Primary	15	8	-	23	6	18	-	24	21	26	-	47
	Middle	-	-	-	-	4	8	-	12	4	8	-	12
	High	1	2	-	3	4	11	-	15	5	13	-	18
	Higher Secondary	-	-	-	-	1	9	-	10	1	9	-	10
	Total	16	10	-	26	15	46	-	61	31	56	-	87
Pakistan	Primary	1,036	1,165	-	2,201	6,967	6,518	-	13,485	8,003	7,683	-	15,686
	Middle	240	356	-	596	1,779	2,038	-	3,817	2,019	2,394	-	4,413
	High	350	601	-	951	1,835	1,686	-	3,521	2,185	2,287	-	4,472
	Higher Secondary	43	66	-	109	99	157	-	256	142	223	-	365
	Grand Total	1,669	2,188	-	3,857	10,680	10,399	-	21,079	12,349	12,587	-	24,936

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.10
Availability of ECE Rooms by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	694	888	-	1,582	5,097	5,412	-	10,509	5,791	6,300	-	12,091
	Middle	221	312	-	533	1,819	2,115	-	3,934	2,040	2,427	-	4,467
	High	325	555	-	880	1,935	1,756	-	3,691	2,260	2,311	-	4,571
	Higher Secondary	43	53	-	96	97	164	-	261	140	217	-	357
	Total	1,283	1,808	-	3,091	8,948	9,447	-	18,395	10,231	11,255	-	21,486
Sindh	Primary	523	321	-	844	1,249	348	-	1,597	1,772	669	-	2,441
	Middle	44	45	-	89	174	84	-	258	218	129	-	347
	High	95	91	-	186	118	50	-	168	213	141	-	354
	Higher Secondary	25	25	-	50	45	8	-	53	70	33	-	103
	Total	687	482	-	1,169	1,586	490	-	2,076	2,273	972	-	3,245
KP	Primary	221	271	-	492	1,639	1,535	-	3,174	1,860	1,806	-	3,666
	Middle	-	-	-	-	1	2	-	3	1	2	-	3
	High	-	-	-	-	-	2	-	2	-	2	-	2
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	221	271	-	492	1,640	1,539	-	3,179	1,861	1,810	-	3,671
Balochistan	Primary	163	76	-	239	232	124	-	356	395	200	-	595
	Middle	34	63	-	97	69	65	-	134	103	128	-	231
	High	61	88	-	149	114	80	-	194	175	168	-	343
	Higher Secondary	9	21	-	30	18	4	-	22	27	25	-	52
	Total	267	248	-	515	433	273	-	706	700	521	-	1,221
ICT	Primary	15	7	-	22	8	16	-	24	23	23	-	46
	Middle	-	-	-	-	4	9	-	13	4	9	-	13
	High	-	2	-	2	4	11	-	15	4	13	-	17
	Higher Secondary	-	-	-	-	-	8	-	8	-	8	-	8
	Total	15	9	-	24	16	44	-	60	31	53	-	84
Pakistan	Primary	1,616	1,563	-	3,179	8,225	7,435	-	15,660	9,841	8,998	-	18,839
	Middle	299	420	-	719	2,067	2,275	-	4,342	2,366	2,695	-	5,061
	High	481	736	-	1,217	2,171	1,899	-	4,070	2,652	2,635	-	5,287
	Higher Secondary	77	99	-	176	160	184	-	344	237	283	-	520
	Grand Total	2,473	2,818	-	5,291	12,623	11,793	-	24,416	15,096	14,611	-	29,707

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.11
Availability of ECE Facilities (Rooms + Materials) by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	1,325	1,647	-	2,972	9,740	10,149	-	19,889	11,065	11,796	-	22,861
	Middle	429	602	-	1,031	3,511	4,060	-	7,571	3,940	4,662	-	8,602
	High	615	1,078	-	1,693	3,693	3,374	-	7,067	4,308	4,452	-	8,760
	Higher Secondary	82	102	-	184	181	308	-	489	263	410	-	673
	Total	2,451	3,429	-	5,880	17,125	17,891	-	35,016	19,576	21,320	-	40,896
Sindh	Primary	567	341	-	908	1,834	495	-	2,329	2,401	836	-	3,237
	Middle	47	48	-	95	215	92	-	307	262	140	-	402
	High	106	100	-	206	134	55	-	189	240	155	-	395
	Higher Secondary	26	27	-	53	51	9	-	60	77	36	-	113
	Total	746	516	-	1,262	2,234	651	-	2,885	2,980	1,167	-	4,147
KP	Primary	419	504	-	923	3,082	2,901	-	5,983	3,501	3,405	-	6,906
	Middle	-	-	-	-	3	13	-	16	3	13	-	16
	High	1	1	-	2	3	5	-	8	4	6	-	10
	Higher Secondary	-	-	-	-	-	-	-	-	-	-	-	-
	Total	420	505	-	925	3,088	2,919	-	6,007	3,508	3,424	-	6,932
Balochistan	Primary	311	221	-	532	522	374	-	896	833	595	-	1,428
	Middle	63	126	-	189	109	131	-	240	172	257	-	429
	High	108	154	-	262	168	129	-	297	276	283	-	559
	Higher Secondary	12	36	-	48	26	7	-	33	38	43	-	81
	Total	494	537	-	1,031	825	641	-	1,466	1,319	1,178	-	2,497
ICT	Primary	30	15	-	45	14	34	-	48	44	49	-	93
	Middle	-	-	-	-	8	17	-	25	8	17	-	25
	High	1	4	-	5	8	22	-	30	9	26	-	35
	Higher Secondary	-	-	-	-	1	17	-	18	1	17	-	18
	Total	31	19	-	50	31	90	-	121	62	109	-	171
Pakistan	Primary	2,652	2,728	-	5,380	15,192	13,953	-	29,145	17,844	16,681	-	34,525
	Middle	539	776	-	1,315	3,846	4,313	-	8,159	4,385	5,089	-	9,474
	High	831	1,337	-	2,168	4,006	3,585	-	7,591	4,837	4,922	-	9,759
	Higher Secondary	120	165	-	285	259	341	-	600	379	506	-	885
	Grand Total	4,142	5,006	-	9,148	23,303	22,192	-	45,495	27,445	27,198	-	54,643

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.12
Availability of Daycare Facility by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	64	70	-	134	694	517	-	1,211	758	587	-	1,345
	Middle	19	25	-	44	169	153	-	322	188	178	-	366
	High	43	109	-	152	251	355	-	606	294	464	-	758
	Higher Secondary	5	27	-	32	8	41	-	49	13	68	-	81
	Total	131	231	-	362	1,122	1,066	-	2,188	1,253	1,297	-	2,550
Sindh	Primary	21	20	-	41	166	51	-	217	187	71	-	258
	Middle	2	3	-	5	30	19	-	49	32	22	-	54
	High	14	15	-	29	30	18	-	48	44	33	-	77
	Higher Secondary	5	3	-	8	15	2	-	17	20	5	-	25
	Total	42	41	-	83	241	90	-	331	283	131	-	414
KP	Primary	4	5	-	9	26	30	-	56	30	35	-	65
	Middle	0	0	-	0	3	3	-	6	3	3	-	6
	High	0	4	-	4	2	8	-	10	2	12	-	14
	Higher Secondary	0	4	-	4	0	9	-	9	0	13	-	13
	Total	4	13	-	17	31	50	-	81	35	63	-	98
Balochistan	Primary	0	0	-	0	0	0	-	0	0	0	-	0
	Middle	0	0	-	0	0	0	-	0	0	0	-	0
	High	0	0	-	0	0	0	-	0	0	0	-	0
	Higher Secondary	0	0	-	0	0	0	-	0	0	0	-	0
	Total	0	0	-	0	0	0	-	0	0	0	-	0
ICT	Primary	3	1	-	4	2	4	-	6	5	5	-	10
	Middle	0	2	-	2	1	2	-	3	1	4	-	5
	High	0	5	-	5	1	6	-	7	1	11	-	12
	Higher Secondary	0	2	-	2	0	6	-	6	0	8	-	8
	Total	3	10	-	13	4	18	-	22	7	28	-	35
Pakistan	Primary	92	96	0	188	888	602	0	1,490	980	698	0	1,678
	Middle	21	30	0	51	203	177	0	380	224	207	0	431
	High	57	133	0	190	284	387	0	671	341	520	0	861
	Higher Secondary	10	36	0	46	23	58	0	81	33	94	0	127
	Grand Total	180	295	0	475	1,398	1,224	0	2,622	1,578	1,519	0	3,097

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.13
Availability of Ramp Facility by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	705	719	-	1,424	7,223	5,938	-	13,161	7,928	6,657	-	14,585
	Middle	207	231	-	438	1,783	2,034	-	3,817	1,990	2,265	-	4,255
	High	518	512	-	1,030	2,540	1,816	-	4,356	3,058	2,328	-	5,386
	Higher Secondary	83	86	-	169	215	187	-	402	298	273	-	571
	Total	1,513	1,548	-	3,061	11,761	9,975	-	21,736	13,274	11,523	-	24,797
Sindh	Primary	137	73	-	210	378	80	-	458	515	153	-	668
	Middle	28	22	-	50	61	30	-	91	89	52	-	141
	High	93	77	-	170	85	29	-	114	178	106	-	284
	Higher Secondary	12	22	-	34	28	5	-	33	40	27	-	67
	Total	270	194	-	464	552	144	-	696	822	338	-	1,160
KP	Primary	157	115	-	272	2,221	1,327	-	3,548	2,378	1,442	-	3,820
	Middle	34	21	-	55	346	244	-	590	380	265	-	645
	High	69	31	-	100	472	188	-	660	541	219	-	760
	Higher Secondary	37	30	-	67	203	106	-	309	240	136	-	376
	Total	297	197	-	494	3,242	1,865	-	5,107	3,539	2,062	-	5,601
Balochistan	Primary	52	33	-	85	93	63	-	156	145	96	-	241
	Middle	14	19	-	33	14	23	-	37	28	42	-	70
	High	19	17	-	36	24	15	-	39	43	32	-	75
	Higher Secondary	4	7	-	11	4	2	-	6	8	9	-	17
	Total	89	76	-	165	135	103	-	238	224	179	-	403
ICT	Primary	10	8	-	18	17	15	-	32	27	23	-	50
	Middle	-	5	-	5	9	5	-	14	9	10	-	19
	High	6	5	-	11	13	9	-	22	19	14	-	33
	Higher Secondary	2	1	-	3	1	7	-	8	3	8	-	11
	Total	18	19	-	37	40	36	-	76	58	55	-	113
Pakistan	Primary	1,061	948	-	2,009	9,932	7,423	-	17,355	10,993	8,371	-	19,364
	Middle	283	298	-	581	2,213	2,336	-	4,549	2,496	2,634	-	5,130
	High	705	642	-	1,347	3,134	2,057	-	5,191	3,839	2,699	-	6,538
	Higher Secondary	138	146	-	284	451	307	-	758	589	453	-	1,042
	Grand Total	2,187	2,034	-	4,221	15,730	12,123	-	27,853	17,917	14,157	-	32,074

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.14
Availability of Teaching/Learning Aids for Children with Difficulties by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	26	21	-	47	238	201	-	439	264	222	-	486
	Middle	5	6	-	11	77	51	-	128	82	57	-	139
	High	24	22	-	46	121	56	-	177	145	78	-	223
	Higher Secondary	6	5	-	11	11	2	-	13	17	7	-	24
	Total	61	54	-	115	447	310	-	757	508	364	-	872
Sindh	Primary	0	0	-	0	1	0	-	1	1	0	-	1
	Middle	0	0	-	0	0	0	-	0	0	0	-	0
	High	1	0	-	1	1	1	-	2	2	1	-	3
	Higher Secondary	0	1	-	1	0	0	-	0	0	1	-	1
	Total	1	1	-	2	2	1	-	3	3	2	-	5
KP	Primary	4	7	-	11	62	79	-	141	66	86	-	152
	Middle	1	0	-	1	2	5	-	7	3	5	-	8
	High	0	1	-	1	5	2	-	7	5	3	-	8
	Higher Secondary	0	1	-	1	3	2	-	5	3	3	-	6
	Total	5	9	-	14	72	88	-	160	77	97	-	174
Balochistan	Primary	4	0	-	4	1	1	-	2	5	1	-	6
	Middle	0	2	-	2	0	2	-	2	0	4	-	4
	High	3	2	-	5	1	2	-	3	4	4	-	8
	Higher Secondary	0	0	-	0	0	0	-	0	0	0	-	0
	Total	7	4	-	11	2	5	-	7	9	9	-	18
ICT	Primary	7	0	-	7	6	8	-	14	13	8	-	21
	Middle	0	2	-	2	3	3	-	6	3	5	-	8
	High	1	2	-	3	1	6	-	7	2	8	-	10
	Higher Secondary	0	1	-	1	0	4	-	4	0	5	-	5
	Total	8	5	-	13	10	21	-	31	18	26	-	44
Pakistan	Primary	41	28	0	69	308	289	0	597	349	317	0	666
	Middle	6	10	0	16	82	61	0	143	88	71	0	159
	High	29	27	0	56	129	67	0	196	158	94	0	252
	Higher Secondary	6	8	0	14	14	8	0	22	20	16	0	36
	Grand Total	82	73	0	155	533	425	0	958	615	498	0	1,113

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.15
Availability of ICT Facilities for Pedagogical Purposes by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	103	118	-	221	826	777	-	1,603	929	895	-	1,824
	Middle	41	71	-	112	274	317	-	591	315	388	-	703
	High	120	180	-	300	504	525	-	1,029	624	705	-	1,329
	Higher Secondary	30	30	-	60	35	72	-	107	65	102	-	167
	Total	294	399	-	693	1,639	1,691	-	3,330	1,933	2,090	-	4,023
Sindh	Primary	1,062	491	-	1,553	14,163	3,867	-	18,030	15,225	4,358	-	19,583
	Middle	100	104	-	204	886	344	-	1,230	986	448	-	1,434
	High	207	164	-	371	393	145	-	538	600	309	-	909
	Higher Secondary	36	47	-	83	161	28	-	189	197	75	-	272
	Total	1,405	806	-	2,211	15,603	4,384	-	19,987	17,008	5,190	-	22,198
KP	Primary	-	-	-	-	-	1	-	1	-	1	-	1
	Middle	-	-	-	-	1	-	-	1	1	-	-	1
	High	16	25	-	41	40	46	-	86	56	71	-	127
	Higher Secondary	15	20	-	35	49	44	-	93	64	64	-	128
	Total	31	45	-	76	90	91	-	181	121	136	-	257
Balochistan	Primary	3	6	-	9	2	-	-	2	5	6	-	11
	Middle	3	1	-	4	1	-	-	1	4	1	-	5
	High	19	12	-	31	4	4	-	8	23	16	-	39
	Higher Secondary	4	4	-	8	3	-	-	3	7	4	-	11
	Total	29	23	-	52	10	4	-	14	39	27	-	66
ICT	Primary	15	12	-	27	8	12	-	20	23	24	-	47
	Middle	-	1	-	1	5	10	-	15	5	11	-	16
	High	2	15	-	17	13	19	-	32	15	34	-	49
	Higher Secondary	4	2	-	6	6	15	-	21	10	17	-	27
	Total	21	30	-	51	32	56	-	88	53	86	-	139
Pakistan	Primary	1,183	627	-	1,810	14,999	4,657	-	19,656	16,182	5,284	-	21,466
	Middle	144	177	-	321	1,167	671	-	1,838	1,311	848	-	2,159
	High	364	396	-	760	954	739	-	1,693	1,318	1,135	-	2,453
	Higher Secondary	89	103	-	192	254	159	-	413	343	262	-	605
	Grand Total	1,780	1,303	-	3,083	17,374	6,226	-	23,600	19,154	7,529	-	26,683

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.16
Availability of ICT Material for Online Use by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	103	118	-	221	826	777	-	1,603	929	895	-	1,824
	Middle	41	71	-	112	274	317	-	591	315	388	-	703
	High	120	180	-	300	504	525	-	1,029	624	705	-	1,329
	Higher Secondary	30	30	-	60	35	72	-	107	65	102	-	167
	Total	294	399	-	693	1,639	1,691	-	3,330	1,933	2,090	-	4,023
Sindh	Primary	1,039	476	-	1,515	13,854	3,770	-	17,624	14,893	4,246	-	19,139
	Middle	101	103	-	204	875	335	-	1,210	976	438	-	1,414
	High	205	161	-	366	386	139	-	525	591	300	-	891
	Higher Secondary	36	46	-	82	159	26	-	185	195	72	-	267
	Total	1,381	786	-	2,167	15,274	4,270	-	19,544	16,655	5,056	-	21,711
KP	Primary			-	-			-	-	-	-	-	-
	Middle			-	-	1		-	1	1	-	-	1
	High	19	20	-	39	29	42	-	71	48	62	-	110
	Higher Secondary	8	15	-	23	40	35	-	75	48	50	-	98
	Total	27	35	-	62	70	77	-	147	97	112	-	209
Balochistan	Primary	3	3	-	6			-	-	3	3	-	6
	Middle	2		-	2			-	-	2	-	-	2
	High	22	14	-	36	23	10	-	33	45	24	-	69
	Higher Secondary	1	8	-	9	5		-	5	6	8	-	14
	Total	28	25	-	53	28	10	-	38	56	35	-	91
ICT	Primary	19	15	-	34	9	19	-	28	28	34	-	62
	Middle	1	3	-	4	6	13	-	19	7	16	-	23
	High	5	16	-	21	18	19	-	37	23	35	-	58
	Higher Secondary	5	2	-	7	8	15	-	23	13	17	-	30
	Total	30	36	-	66	41	66	-	107	71	102	-	173
Pakistan	Primary	1,164	612	-	1,776	14,689	4,566	-	19,255	15,853	5,178	-	21,031
	Middle	145	177	-	322	1,156	665	-	1,821	1,301	842	-	2,143
	High	371	391	-	762	960	735	-	1,695	1,331	1,126	-	2,457
	Higher Secondary	80	101	-	181	247	148	-	395	327	249	-	576
	Grand Total	1,760	1,281	-	3,041	17,052	6,114	-	23,166	18,812	7,395	-	26,207

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.17
Availability of Internet Facility for Pedagogical Purposes by Province, Level, Location and Gender
(Public Sector)
2023-24

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	56	74	-	130	514	478	-	992	570	552	-	1,122
	Middle	29	56	-	85	192	202	-	394	221	258	-	479
	High	114	176	-	290	457	466	-	923	571	642	-	1,213
	Higher Secondary	30	30	-	60	34	71	-	105	64	101	-	165
	Total	229	336	-	565	1,197	1,217	-	2,414	1,426	1,553	-	2,979
Sindh	Primary	53	30	-	83	885	246	-	1,131	938	276	-	1,214
	Middle	10	5	-	15	64	22	-	86	74	27	-	101
	High	11	12	-	23	25	10	-	35	36	22	-	58
	Higher Secondary	1	4	-	5	3	1	-	4	4	5	-	9
	Total	75	51	-	126	977	279	-	1,256	1,052	330	-	1,382
KP	Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	2	1	-	3	2	1	-	3
	High	67	68	-	135	156	138	-	294	223	206	-	429
	Higher Secondary	50	48	-	98	227	132	-	359	277	180	-	457
	Total	117	116	-	233	385	271	-	656	502	387	-	889
Balochistan	Primary	2	1	-	3	-	-	-	-	2	1	-	3
	Middle	1	-	-	1	-	-	-	-	1	-	-	1
	High	13	6	-	19	6	4	-	10	19	10	-	29
	Higher Secondary	-	5	-	5	2	-	-	2	2	5	-	7
	Total	16	12	-	28	8	4	-	12	24	16	-	40
ICT	Primary	28	16	-	44	16	24	-	40	44	40	-	84
	Middle	1	5	-	6	7	7	-	14	8	12	-	20
	High	13	20	-	33	28	17	-	45	41	37	-	78
	Higher Secondary	5	3	-	8	6	16	-	22	11	19	-	30
	Total	47	44	-	91	57	64	-	121	104	108	-	212
Pakistan	Primary	139	121	-	260	1,415	748	-	2,163	1,554	869	-	2,423
	Middle	41	66	-	107	265	232	-	497	306	298	-	604
	High	218	282	-	500	672	635	-	1,307	890	917	-	1,807
	Higher Secondary	86	90	-	176	272	220	-	492	358	310	-	668
	Grand Total	484	559	-	1,043	2,624	1,835	-	4,459	3,108	2,394	-	5,502

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

Table 5.18
Classroom Availability Status by Level
(Public Sector)
2023-24

Province/ Region	Level	Number of Institutions having:										Total
		No Class Room	One Class Room	Two Class Rooms	Three Class Rooms	Four Class Rooms	Five Class Rooms	Six Class Rooms	Seven Class Rooms	More Than Seven Classrooms	Not Reported	
Punjab	Primary	494	1,407	11,140	6,481	5,515	3,037	2,577	849	856	-	32,356
	Middle	16	13	56	132	535	651	1,400	1,056	3,367	-	7,226
	High	7	2	18	26	57	147	223	384	7,213	-	8,077
	Higher Secondary	1	-	-	-	1	-	2	6	804	-	814
	Total	518	1,422	11,214	6,639	6,108	3,835	4,202	2,295	12,240	-	48,473
Sindh	Primary	4,906	9,881	15,378	1,955	1,194	997	750	366	798	-	36,225
	Middle	229	171	382	505	388	275	212	104	342	-	2,608
	High	20	13	37	33	82	326	107	88	948	-	1,654
	Higher Secondary	4	1	-	3	3	20	14	29	417	-	491
	Total	5,159	10,066	15,797	2,496	1,667	1,618	1,083	587	2,505	-	40,978
KP	Primary	1,541	798	8,907	5,141	3,814	2,286	2,673	887	1,418	-	27,465
	Middle	84	36	70	2,465	481	210	101	44	62	-	3,553
	High	39	2	9	51	82	341	554	423	1,212	-	2,713
	Higher Secondary	1	-	-	1	-	5	9	31	817	-	864
	Total	1,665	836	8,986	7,658	4,377	2,842	3,337	1,385	3,509	-	34,595
Balochistan	Primary	191	3,396	5,122	810	508	228	116	72	108	1,735	12,286
	Middle	6	70	328	165	208	229	135	131	302	32	1,606
	High	10	10	29	49	51	76	75	73	823	6	1,202
	Higher Secondary	-	-	1	1	3	6	3	4	157	1	176
	Total	207	3,476	5,480	1,025	770	539	329	280	1,390	1,774	15,270
AJ&K	Primary	1,446	656	1,310	339	180	53	32	8	8	-	4,032
	Middle	205	46	112	87	96	98	168	101	135	-	1,048
	High	137	19	28	42	36	50	71	55	351	-	789
	Higher Secondary	26	6	1	4	3	6	3	3	69	-	121
	Total	1,814	727	1,451	472	315	207	274	167	563	-	5,990
GB	Primary	17	39	411	301	122	43	25	14	22	170	1,164
	Middle	5	2	13	25	36	36	37	33	108	4	299
	High	-	1	-	3	8	15	9	20	196	11	263
	Higher Secondary	-	-	-	1	1	-	3	-	31	-	36
	Total	22	42	424	330	167	94	74	67	357	185	1,762
ICT	Primary	-	2	2	6	11	32	43	9	68	17	190
	Middle	-	-	-	1	1	1	4	8	35	9	59
	High	1	-	-	-	-	2	-	3	79	14	99
	Higher Secondary	-	-	-	-	-	-	-	1	40	4	45
	Total	1	2	2	7	12	35	47	21	222	44	393
Pakistan	Primary	8,595	16,179	42,270	15,033	11,344	6,676	6,216	2,205	3,278	1,922	113,718
	Middle	545	338	961	3,380	1,745	1,500	2,057	1,477	4,351	45	16,399
	High	214	47	121	204	316	957	1,039	1,046	10,822	31	14,797
	Higher Secondary	32	7	2	10	11	37	34	74	2,335	5	2,547
	Grand Total	9,386	16,571	43,354	18,627	13,416	9,170	9,346	4,802	20,786	2,003	147,461

Note(s):

1. Mosque Schools are included in Primary Schools.

Source(s):

1. Public Sector Schools data is provided by Provincial/Regional EMIS.

An abstract geometric design featuring several squares and rectangles of different colors (teal, yellow, blue, pink, orange) arranged in a non-uniform pattern across the page. The shapes vary in size and are positioned at different heights and widths, creating a modern, minimalist aesthetic.

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