



PAKISTAN EDUCATION STATISTICS 2021-22

Pakistan Institute of Education

Ministry of Federal Education & Professional Training
Government of Pakistan



ACKNOWLEDGEMENTS

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Published by

Management Information System (MIS) Wing,
Pakistan Institute of Education (PIE),
Ministry of Federal Education & Professional Training

January 2024

Special Thanks:

Pakistan Institute of Education (PIE) acknowledges the valuable contributions from World Bank, FCDO and I-SAPS in the preparation of this report.

Cataloging in Publication Data Main entry under title
Pakistan Education Statistics 2021-22 by PIE (Publication No. 300)
I. Analysis of Education Statistics II. Education Statistics –Pakistan
ISBN: 978-969-444-121-4

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ACRONYMS AND ABBREVIATIONS

AEPAM	Academy of Educational Planning and Management
AJ&K	Azad Jammu & Kashmir
ALPs	Alternate Learning Pathways
ASC	Annual School Census
BEF	Balochistan Education Foundation
CSO	Civil Society Organization
DARE	Dare and Research in Education
DHS	Demographic and Health Surveys
DIRPIS	Directorate of Inspection and Registration of Private Schools Sindh
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
ECED	Early Childhood Education
EFA	Education For All
EMIS	Education Management Information System
ETR	Effective Transition Rate
FCDO	Foreign, Commonwealth & Development Office
FFA	Education 2030 Framework for Action
GB	Gilgit-Baltistan
GDP	Gross Domestic Product
GEMR	Global Education Monitoring Report
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GIS	Geographical Information System
GPS	Geographic Positioning System
HDI	Human Development Index
HDR	Human Development Report
HEC	Higher Education Commission
HEI	Higher Education Institution
HERA	Higher Education Regulatory Authority
HIES	Household Integrated Economic Survey
ICT	Information and Communication Technology
INGO	International Non-Government Organization
JICA	Japan International Coordination Agency
KP	Khyber-Pakhtunkhwa
LaNA	Literacy and Numeracy Assessment
LFS	Labor Force Survey
MDGs	Millennium Development Goals
MoFE&PT	Ministry of Federal Education and Professional Training

MoPD&SI	Ministry of Planning, Development & Special Initiatives
NAT	National Achievement Test
NAVTTTC	National Vocation and Technical Training Commission
NEAS	National Education Assessment System
NEMIS	National Education Management Information System
NER	Net Enrolment Ratio
NERT	Net Enrolment Rate Total
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NF-EMIS	Non-Formal Education Management Information System
NGO	Non-Government Organization
NIPS	National Institution of Population Studies
NSIS	National Skills Information System
OOSC	Out of School Children
PBS	Pakistan Bureau of Statistics
PCR	Pupil-Classroom Ratio
PEIRA	Private Educational Institutions Regulatory Authority
PIE	Pakistan Institute of Education
PSLM	Pakistan Social and Living Standards Measurement
PSR	Pupil-School Ratio
PSRA	Private Schools Regulatory Authority
PTR	Pupil-Teacher Ratio
SAARC	South Asian Association for Regional Cooperation
SDG	Sustainable Development Goal
TEVTA	Technical Education and Vocational Training Authority
TIMSS	Trends in International Mathematics and Science Study
TSR	Teacher-School Ratio
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations



Madad Ali Sindhi Minister

Ministry of Federal Education and Professional Training

Education bears a fundamental position with regards to human, social and economic development. The credible information, an important part of which is data-centered evidence, enables the understanding of the education system's landscape in Pakistan, its key characteristics, and forms a basis for formulation of future policy-related actions. A fundamental source of this data-centric information is Pakistan Education Statistics Report, which is a flagship publication of Pakistan Institute of Education, and has been published since 1992-93.

The Pakistan Education Statistics Report 2021-22 edition is imperative since it is the first publication after resumption of data systems to optimal level following the COVID-19 pandemic. Due to the pandemic, data systems were functioning in piecemeal manner, providing a limited volume of information for evidenced-based decision making. Nonetheless, the current report provides a snapshot of our achievements so far and the scale of efforts required to realize the commitments of universalization of quality education.

I am truly indebted to the support provided by FCDO and the World Bank to strengthen education data production by Pakistan Institute of Education through joining all the education data-sets based on standardized meta-data. The support in the form of Data and Research in Education (DARE) project shall revolutionize the education data regime in Pakistan by eliminating disconnects in the data/entities and enhancing effective collaboration/partnerships among data producing agencies.

I expect that the basic statistics and education indicators released through this report will certainly support Federal and Provincial Governments in improving effectiveness and equity of the education system. The NEMIS team under the visionary leadership of Dr. Muhammad Shahid Soroya, Director General PIE shall continue to release quality education data/statistics within minimum possible time.





Waseem Ajmal Chaudhary Secretary

Ministry of Federal Education and Professional Training

The Pakistan Education Statistics 2021-22 is a much-awaited publication as it shall be an authentic source of information in post-COVID scenario. The data released through this report not only provides an account of current state of education system across the country but also displays the insights about the impact of COVID-19 on the education sector.

The report is different from the preceding editions in terms of rigorous data analysis and identification of potential areas concerning policy and planners for developing targeted interventions. The population-based indicators presented in this report after a gap of 5 years provide dynamics of enrolment, progression, completion and transition between education levels. The findings of the report refresh the commitment of the Ministry of Federal Education and Professional Training for fulfilment of its obligations enshrined in the constitution of the Islamic Republic of Pakistan under Article 25-A – Right to Education. This report is expected to guide channelizing of resources for the marginalized and disadvantaged groups in the population.

The earlier reports focused largely on presenting education statistics with respect to inputs to the education system. Additional efforts have been applied to analyze the output of the education system in terms of quality of education by sharing the students' learning achievements. The report is also offering insights about investment in education made by the federal and provincial governments.

I hope that this report shall serve as a valuable resource for policy and decision makers, academicians, scholars, CSOs, and other actors of the education system. The report shall truly contribute in shaping the education policies, sectoral plans, and priorities of the Government for efficient use of resources to increase access in education while improving the quality and governance dimensions.

I desire that all stakeholders of the education system may use this report not only to improve state of education in the country but also to progress in quality education data production which indisputably is related with its use.

Undoubtedly, the leadership of Dr. Muhammad Shahid Soroya, Director General PIE during the whole process was exemplary. The personal interest taken by him was remarkable in improving the report.



“



Dr. Muhammad Shahid Soroya Director General

Pakistan Institute of Education (PIE)

At the very outset, I would like to express gratitude to the Honorable Minister of Ministry Federal Education and Professional Training, Mr. Madad Ali Sindhi for his guidance and patronizing the development process of Pakistan Education Statistics 2021-22 report. The valuable feedback provided by Honorable Minister definitely improved the report manifolds.

On behalf of MIS team, I am grateful to Mr. Waseem Ajmal Chaudhary, Honorable Federal Secretary Education in continued support for timely release of Pakistan Education Statistics 2021-22 report. The valuable feedback with the aspect of data required for Education Policy, Planning, and Monitoring at different organizational layers is truly a great value addition to the report.

The data producing agencies at federal and provincial levels especially EMISs hold key position in providing data to PIE. I would like to extend our appreciations to these entities for magnificently conducting the Annual School Census and other data collection activities at provincial level. We also extend our gratitude to the data producing agencies managing administrative data for other sub-sectors of education, conducting censuses and household surveys, and monitoring.

Lastly, I would urge the users of the data and findings presented in this report to consult chapter 2 that elucidates data compilation mechanism and the limitations of the compiled data/statistics. The chapter also provides key insights into education indicators presented in this report which are crucial for accurate and precise interpretation of the final findings.

”

EXECUTIVE SUMMARY

The significance of education in shaping the future of Pakistan is undeniable. As a cornerstone for national development, it demands a prominent place in policy discussions and decisions. Education policies should not only reflect current needs but also anticipate future challenges, shaping a system that is resilient, inclusive, and forward-thinking.

At the core of policy-making efforts lies the systematic gathering and thorough analysis of education data. Comprehensive set of data is critical for uncovering the diverse and complex layers of Pakistan's education system. Data collection and analysis serves a dual purpose: firstly; it illuminates key areas that require improvement, guiding policymakers in addressing these challenges effectively, secondly; it aids in formulating strategic educational plans that can bring about transformative changes. Moreover, this data plays a critical role in highlighting the sector's progress and accomplishments, providing a factual basis for celebrating successes and understanding shortcomings.

Since its first edition in 1992-93, the Pakistan Education Statistics Report has been a pivotal resource, offering extensive data that has proven invaluable for a broad spectrum of stakeholders. Government bodies, development partners, researchers, and the academic community have relied on these statistics for informed decision-making. The insights drawn from this data have informed policy development, program implementation, and innovations in education contributing to the sector's evolution over the years. The continued relevance and expansion of these statistics are essential in meeting the dynamic demands of Pakistan's education landscape and ensuring the delivery of quality education to all segments of the population. Placing education at the center of policy discourse, backed by data-driven analysis, is key to unlocking Pakistan's potential and paving the way for a future where every citizen has access to quality education and the opportunity to contribute meaningfully to the nation's growth.

Over the years Pakistan Institute of Education (PIE) has played a pivotal role in presenting data to a wide array of stakeholders to improve the education system of Pakistan, The following are the key findings of the Pakistan Education Statistics Report 2021-22.

Key Findings

The Pakistan Education Statistics 2021-22 report examines the education landscape in Pakistan, and offers detailed insights, uncovering the following critical observations.

Education Landscape in Pakistan

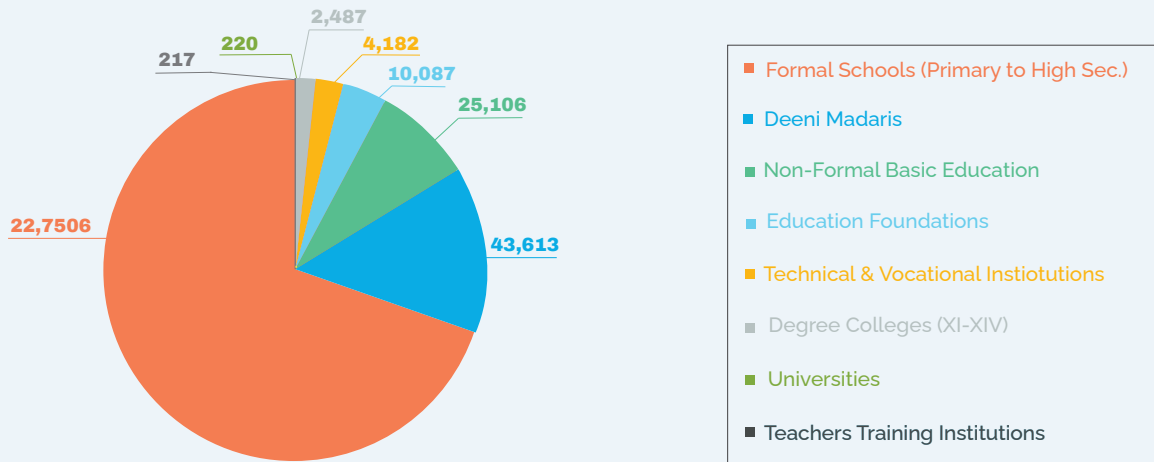
The 2021-22 report offers a comprehensive view of Pakistan's education sector. It covers a network of 313,418 education institutions, catering to 54,870,964 students with the support of 2,139,631 educators. Within this network, 227,506 institutions, accounting for 73%, are formal schools ranging from primary to higher secondary levels. Additionally, the report includes 43,613 religious schools or deeni madaris, making up 14% of the total, and 8% (25,106) are non-formal basic education institutes. The remaining institutions comprise 3% (10,087), that are schools of the education foundations, 1% (4,182) technical & vocational institutes, and another 1% (2,487) degree colleges. The education landscape is further enriched with 220 universities and 217 teacher training institutes across Pakistan.

The school education system encompasses 227,506 institutions, serving 42,576,130 students and employing 1,625,747 teachers.

Education Landscape in Pakistan

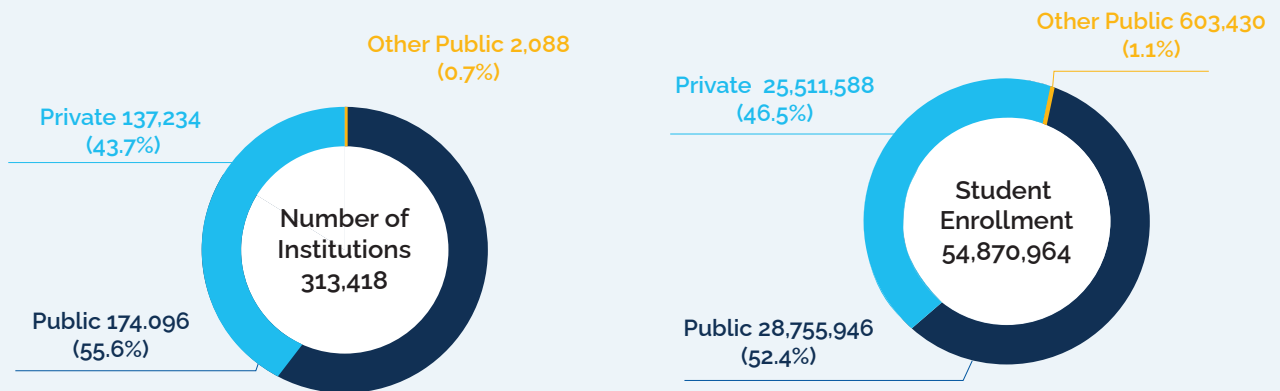


Number of Institutions by Type



There is a total of 313,418 both public and private schools (including 2,088 other public category) across all levels in the school education system in Pakistan. Majority of this combined total, 55.6% (174,096), belong to the public sector, while the private sector makes up for 43.7% (137,234) schools. This distribution is also reflected in the enrollment figures, where a significant 53.5% (29,359,376) of students are educated in public schools (including other public category enrolment), predominantly primary level institutions (78%), followed by middle (11%), high (10%), and higher secondary (2%). In contrast, 46.5% (25,511,588) of students are enrolled in private sector schools. Complementing this division, the education workforce consists of a total of 2,139,631 teachers. Private schools employ 58% of these teachers (1,249,746), whereas public schools employ the remaining 42% (889,885), underlining the critical role both sectors play in shaping Pakistan's academic landscape. Additionally, public-private partnerships (PPPs) play a significant role, overseeing 3% of education institutions, that translates into an enrollment of 3,406,747 students, with a considerable 54% (1,551,701) being female students.

Education System in Pakistan



In the sphere of Non-Formal Education, the public sector emerges as the primary service provider, encompassing 86% of the student population in this segment and employing 78% of the teaching workforce. The Technical and Vocational Education & Training (TVET) enrolls 65% male students and employs 74% male teachers, exhibiting stark gender imbalances.

The education landscape is further marked by a significant presence of religious schools, or Deeni Madaris, totaling 43,613. These institutions are managed by religious seminaries, contributing to the country's diverse educational system.

Pakistan has a total of 220 universities and higher education institutions, of which 38% are managed by the private sector. This sector demonstrates a strong female presence, with women accounting for 45% of the total enrollment of 2,226,251 students, underscoring the growing inclusivity of women in tertiary education in Pakistan.

Intake and Participation

The Gross Intake Ratio (GIR) in first grade of primary education stands at 81%, dropping to 65% by the last grade of primary. Although the Gross Enrollment Ratio (GER) for pre-primary is 71%, only 28% participate in organized learning one year before primary education. The GER for primary education is at 76%, decreasing to 51% for middle and 42% for high levels, with higher secondary at 21%.

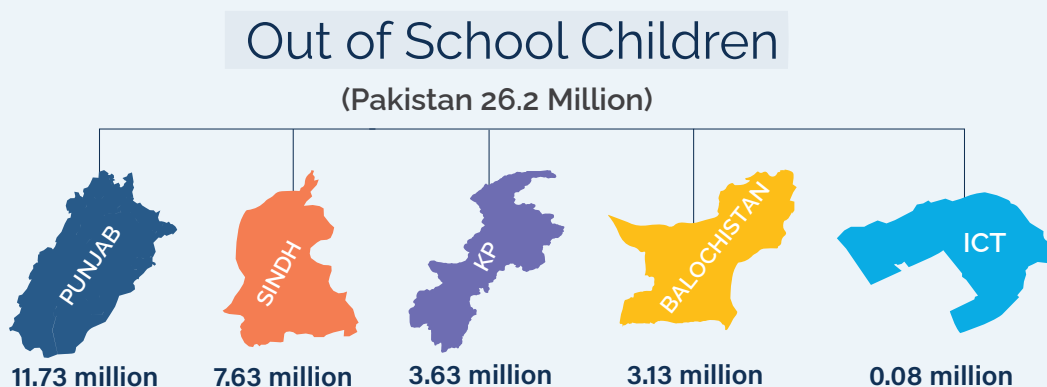
The period between 2016-17 and 2021-22 has witnessed a discernible downward trend in the Gross Enrollment Ratios (GER) across various education levels in Pakistan. A notable decrease in enrollment ratios is observed in primary education, with the GER plummeting from 97% in the 2016-17 academic year to 76% in 2021-22. This 21% reduction highlights a critical area of concern, suggesting that fewer children are enrolling or staying in primary schools. In pre-primary education, the GER has declined by 13%, falling from 84% to 71% over the same period. This reduction signals potential issues in early childhood education. Similarly, middle education has not been immune to this trend, experiencing a decrease of 4% in GER, from 55% to 51%. The upper secondary education level also showed a decline in GER, with a drop of 2%, from 34% to 32%. Although this decline is less severe compared to other levels, it still points to challenges in retaining students at this critical pre-university stage.

The COVID-19 pandemic had a huge impact on education systems worldwide, with Pakistan being no exception. The decline in participation in pre-primary, primary, and higher education levels from 2016-17 to 2021-22 underscores the potential challenges posed by the pandemic.

The closure of schools, done as a preventive measure to curb virus, disrupted the regular learning routines of millions of students. Moreover, the economic repercussions of the pandemic have had a direct bearing on education access and participation across the country. Families grappling with job losses, income reductions, and overall financial instability may prioritize immediate economic needs over educational expenses. This could result in increased dropout rates, particularly among vulnerable populations. In this challenging context, policymakers and stakeholders in Pakistan face the critical task of implementing strategies to mitigate the long-term impact of COVID-19 on education and ensure equitable access for all students.

Out-of-School Children:

Pakistan grapples with one of the world's most significant challenges of out-of-school children (OOSC). Despite recent progress in reducing the percentage of OOSC from 44% in 2016-17 to 39% in 2021-22, the absolute number has risen from 22.02 million excluding AJK and GB to 26.21 million, largely attributed to population growth. This increase underscores the persistent and pressing issue of education access and retention in the country.



The proportion of OOSC is alarmingly high across various education levels. In primary education, 36% (10.77 million) of children are out of school. This issue extends into middle school with 30% (4.94 million) OOSC, and is even more pronounced in high school and higher secondary levels, with 44% (4.55 million) and 60% (5.95 million) respectively. Punjab and Sindh report the highest numbers of OOSC, with 11.73 million and 7.63 million respectively. Khyber Pakhtunkhwa (KP) faces 3.63 million cases of OOSC, while Balochistan reports 3.13 million. The Islamabad Capital Territory (ICT) has the lowest figure, with 0.08 million OOSC. A notable gender disparity persists, with a higher percentage of female students being out of school compared to their male counterparts at all education levels. Moreover, economic factors play a significant role in this issue. A staggering 51% of children from the poorest quintile are not attending primary school, and this pattern continues in middle education, with 55% OOSC in the same economic bracket. The disparity becomes even more pronounced at higher education levels, where the poorest quintile accounts for 75% of OOSC. Although there is a decrease in the percentage of OOSC in wealthier quintiles, even among the rich quintile, 14% remain out of school at the upper secondary level.

Current Trends in Survival and Transition

In the context of Pakistan's education landscape, 77% of students who start at grade 1 succeed in reaching grade 5. This statistic is a vital indicator of the retention rate in early

education. Additionally, there is an average success rate of 81% for students moving from primary to middle school, and a notable 90% progression rate from middle to high school levels.

Encouragingly, there has been a marked improvement in the survival rate to grade 5, which has increased from 67% in the 2016-17 academic year to 77% in 2021-22. This upward trend suggests that more students are completing their primary education successfully. However, the journey through the education system is not without its challenges. The effective transition rate from primary to middle school has seen a slight decrease, declining from 84% in 2016-17 to 81% in 2021-22. Similarly, the transition from middle to secondary school has also experienced a minor drop, from 91% to 90% over the same period.

Ratios in Education System

In Pakistan's public primary schools, the Pupil-Teacher Ratio (PTR) stands at 39, meaning there is one teacher for every 39 students. This ratio varies across education levels, with middle schools having a PTR of 25, high schools at 30, and higher secondary schools at 33. Notably, the PTR at the primary level has seen an increase from 32 in 2016-17 to 39 in 2021-22, indicating a rise in the number of pupils per teacher and potentially impacting the quality of individualized instruction.

The Pupil-School ratio across Pakistan averages at 162, suggesting that each school accommodates about 162 students. On the other hand, the Teacher-School ratio stands at an average of 5, implying that each school has around five teachers.

The Pupil-Classroom ratio, which reflects the average number of students in each classroom, is observed to be 37 for primary, 33 for middle, 45 for high, and 52 for higher secondary levels. This ratio provides a measure of classroom density and student distribution. Encouragingly, in primary schools, there has been a slight decrease in this ratio, from 38 students per classroom in 2016-17 to 37 students per classroom in 2021-22, suggesting a marginal improvement in classroom occupancy.

Basic Facilities in Schools

There is a notable disparity in the availability of essential facilities across different regions of Pakistan. The ICT, Punjab, and KP exhibit relatively better conditions in this regard. However, other provinces, particularly Balochistan, face significant challenges.

In Balochistan, only 23% of primary schools have access to safe drinking water, the lowest among all provinces, followed by Azad Jammu and Kashmir (AJ&K) at 31%, Sindh at 61%, and Gilgit-Baltistan (GB) at 63%. The situation is not much better in middle schools, with 40% in Balochistan and 52% in AJ&K having access to safe drinking water facilities. Similarly, toilet facilities are scarce in primary schools, with only 33% in Balochistan, 42% in AJ&K, and 57% in Sindh having access. Moreover, boundary walls, crucial for school security, are present in only 59% of Sindh's schools, 39% in Balochistan, 31% in AJ&K, and 61% in GB. Electricity availability shows significant regional discrepancies. While Punjab and ICT have managed to provide electricity to all primary schools, the figures are starkly lower in other provinces and regions: only 15% in Balochistan, 21% in AJ&K, 38% in Sindh, and 44% in Gilgit-Baltistan. Between 2016-17 and 2021-22, there has been some progress in enhancing these facilities. Schools with electricity increased slightly from 67% to 70%, and those with toilet facilities from 76% to 79%.

Similarly, schools equipped with boundary walls rose from 77% to 79%, and those with access to drinking water improved from 76% to 78%.

The policy-makers and planners had to make difficult decisions regarding budget allocations to address the multifaceted challenges posed by the COVID-19 pandemic. During and after the peak of the pandemic, there was a pressing need to divert funds towards healthcare infrastructure, vaccine procurement, and social protection measures to support the most vulnerable segments of the population. The unprecedented nature of the pandemic and its wide-ranging impacts compelled governments to prioritize immediate and urgent needs, often at the expense of other sectors, including education. This could explain the decline in the number of schools with basic facilities from 2016-17 to 2021-22, as there have been insufficient budgetary allocations (1.4% of GDP) for the repair, maintenance, and upgrading of educational infrastructure. Balancing competing priorities in resource allocation remains a complex challenge for governments. There is imminent need for strategic planning and sustainable investment in critical sectors like education to build resilient and inclusive societies.

Education Quality and Learning Outcomes

The results from key assessments conducted by the Pakistan Institute of Education's (PIE) National Assessment Wing's two primary testing activities, specifically the Trends in International Mathematics & Science Study (TIMSS) and the National Achievement Test (NAT), highlight the urgent need to improve learning outcomes among students. According to the TIMSS 2019, only a quarter (27%) of students at the end of primary school in Pakistan reach at least a minimum proficiency level in mathematics. This statistic is a stark indicator of the challenges in achieving adequate proficiency in fundamental subjects. The NAT 2019 results show that just 60% of primary students attain mean score in reading. At the lower secondary level, the percentage of total students who achieve mean score in mathematics and reading are slightly higher but still concerning, with only 43% and 51% of students achieving at least mean scores respectively.

Gender Disparities in Education System

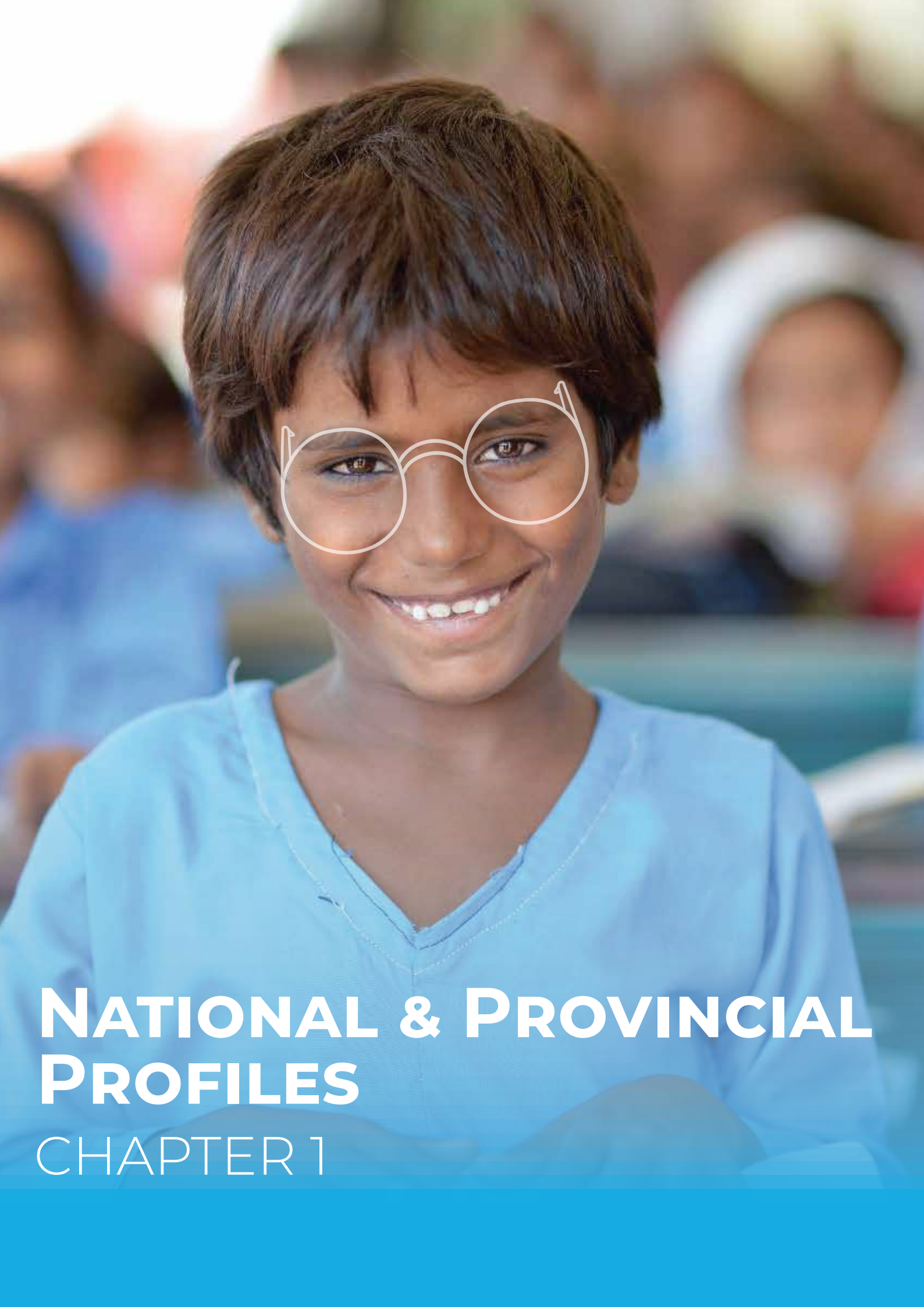
A review of gross enrollment ratio figures from primary through secondary education in Pakistan indicates a discernible gender gap. This disparity extends to the Adjusted Net Enrollment Rates, where 65% of male students are enrolled in primary to secondary education, compared to 57% of their female counterparts.

In terms of the Survival Rate, which measures the percentage of students who continue their education at a given level, there is relative parity between genders. The rate is 77% for male students and marginally higher at 78% for female students. However, gender differences become more apparent in the Effective Transition Rates. The transition from primary to middle school favors females slightly, with an 82% rate for girls compared to 80% for boys. In contrast, the transition from middle to secondary school sees higher success for boys, at 91%, against 88% for girls. When examining the provision of basic facilities such as electricity, drinking water, toilets, and boundary walls, there is a notable trend of these amenities being more available in schools for girls compared to those for boys. This pattern suggests a prioritization of education environment for girls.

Spending Trends and Allocations in Education

Traditionally, Pakistan has been allocating around 2% of its Gross Domestic Product (GDP) towards education. However, the advent of the COVID-19 pandemic in 2020-21 brought a significant reduction in this allocation, decreasing the education spending to 1.4% of GDP. There has been a slight improvement in the following year, as reported by the Pakistan Economic Survey 2022-23, with education spending recovering to 1.7% of GDP in 2021-22. Regarding budget allocations by provincial and area governments, there is a commitment of 15-20% of their total budgets to the education sector. Punjab, Sindh, and KP have been at the forefront in prioritizing education expenditure.

The utilization of the education budget exhibits regional variations. The federal government's spending slightly exceeds its budget, potentially indicating the need for supplementary budgets or budget reallocations. Punjab leads in terms of allocation, dedicating 86% of its budget to school education. The provinces of KP and Balochistan also allocate significant portions of their education budgets to school education, at 77% and 74% respectively. Sindh, in comparison, allocates a lower percentage, with 61% of its education budget directed towards school education.

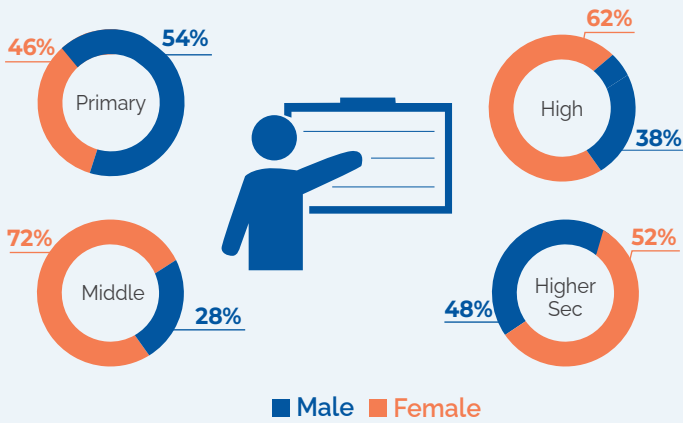


NATIONAL & PROVINCIAL PROFILES

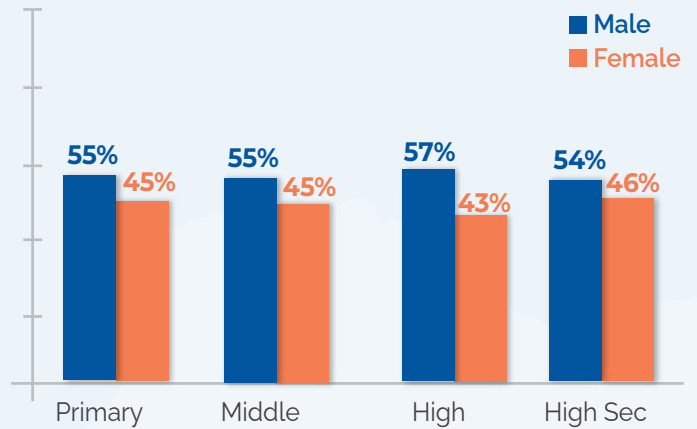
CHAPTER 1

PAKISTAN PROFILE AT A GLANCE

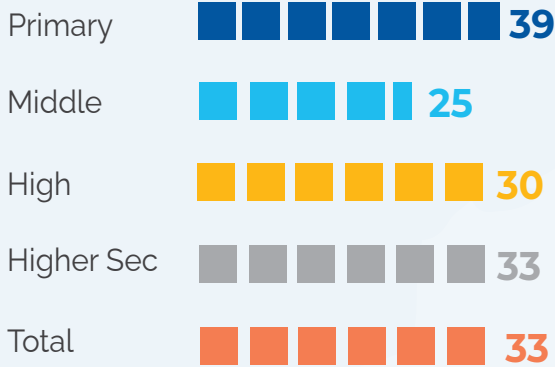
Teacher Gender Breakdown



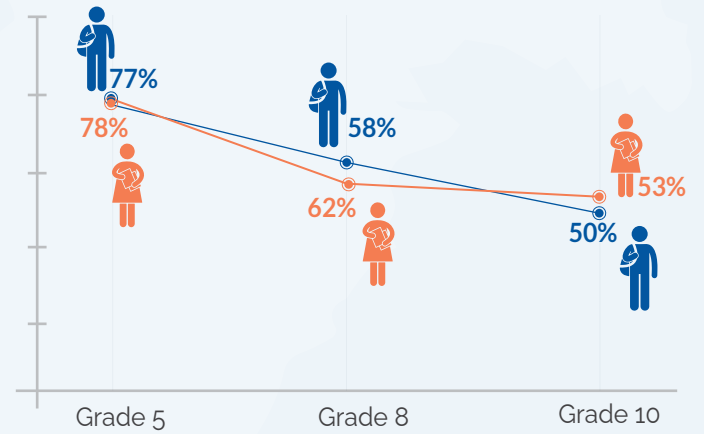
Student Enrolment



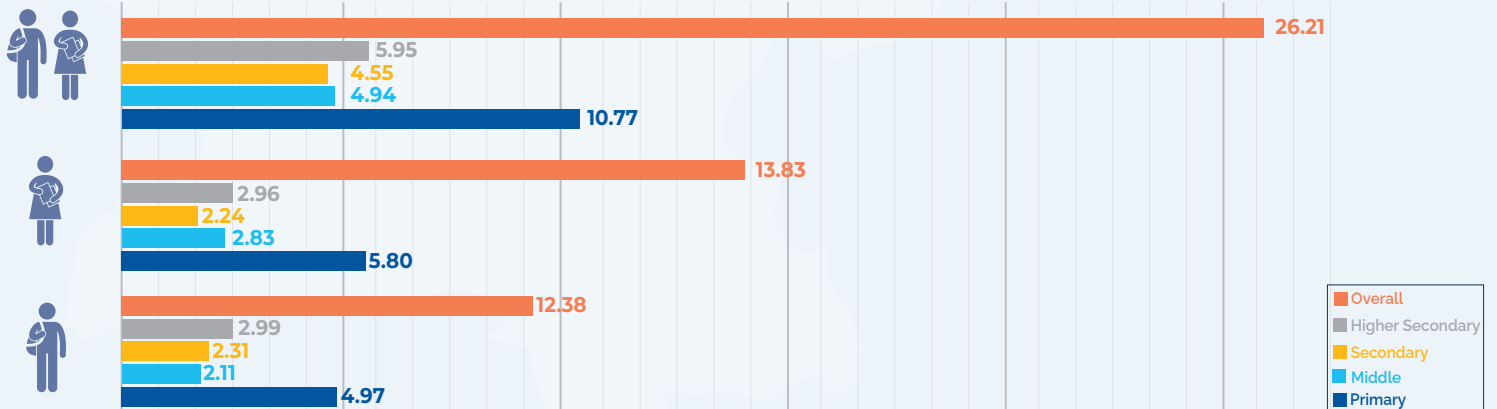
Pupil Teacher Ratio



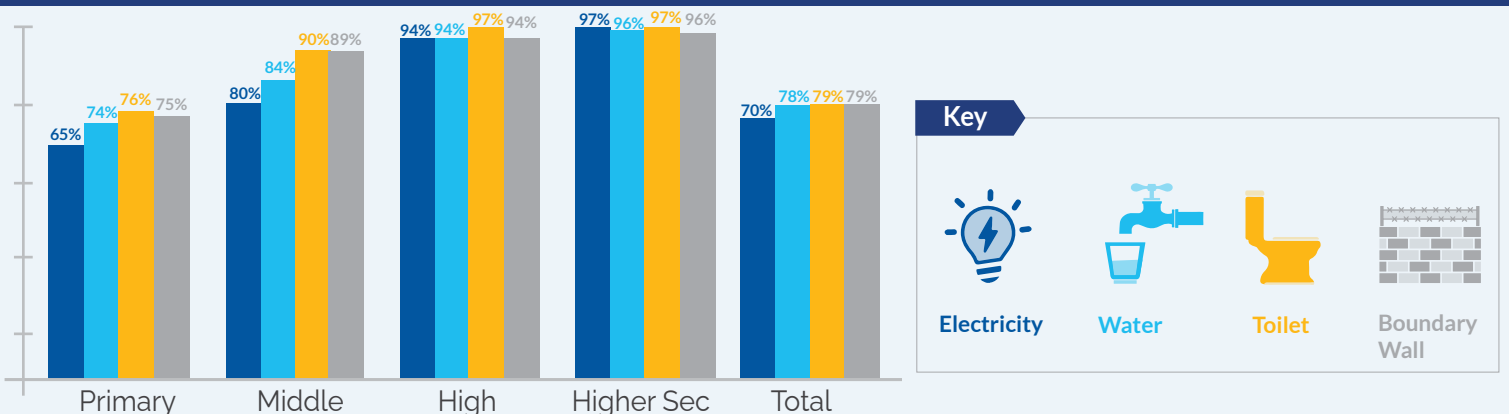
Survival Rate



OOSC in Millions (Age 5 - 16)

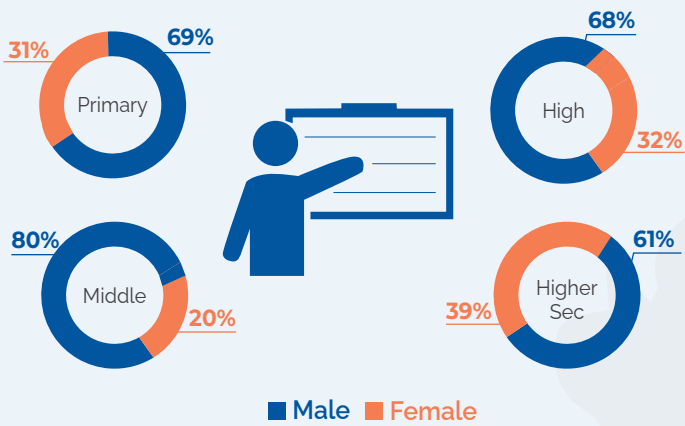


Availabilities of Basic Facilities in Public Schools

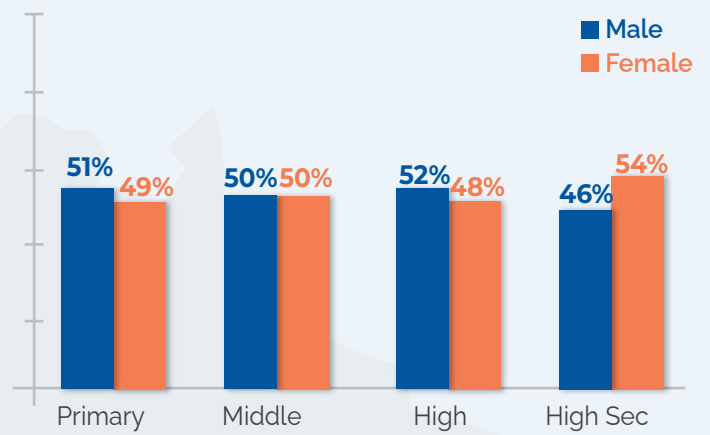


PUNJAB PROFILE AT A GLANCE

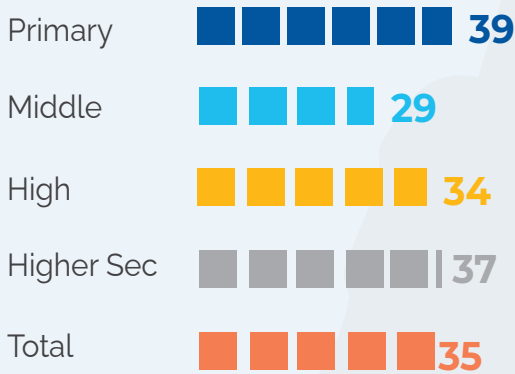
Teacher Gender Breakdown



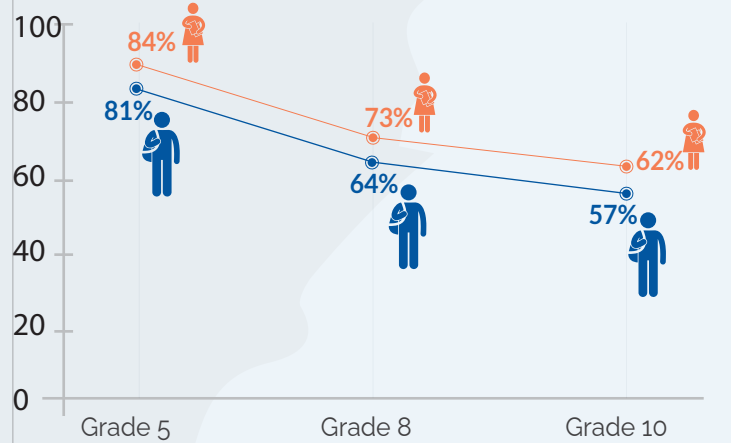
Student Enrolment



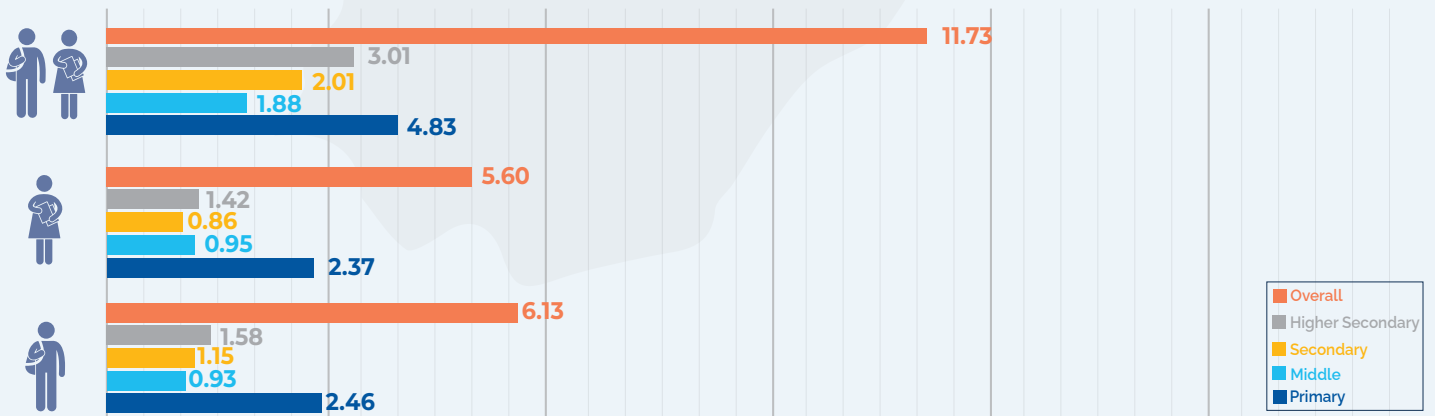
Pupil Teacher Ratio



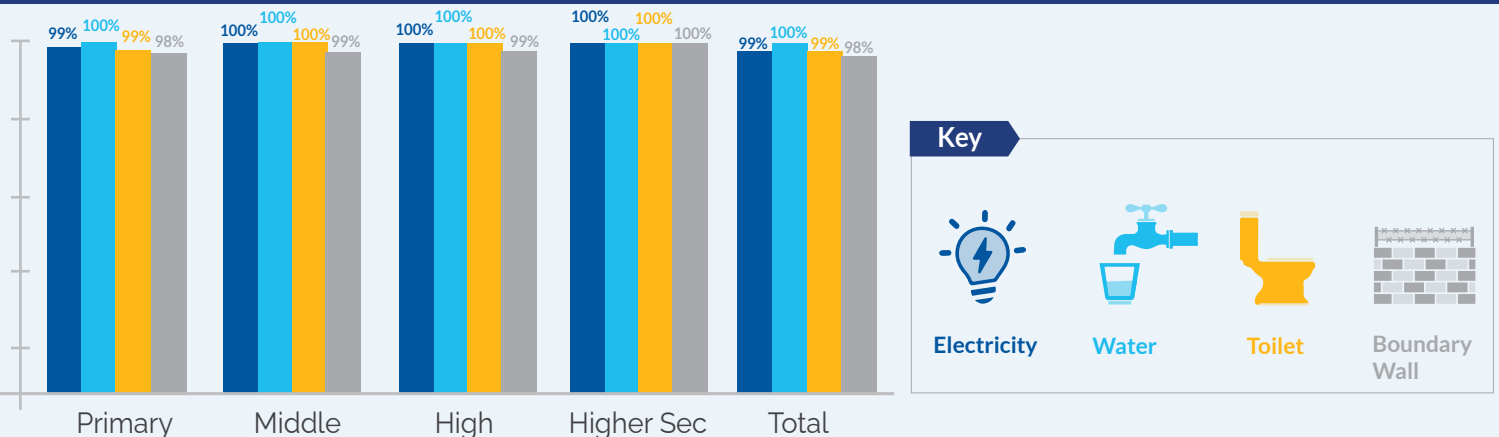
Survival Rate



OOSC in Milions (Age 5 - 16)

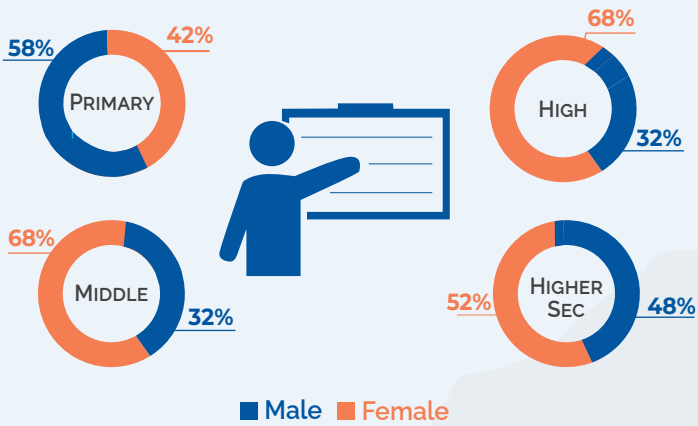


Availabilities of Basic Facilities in Public Schools

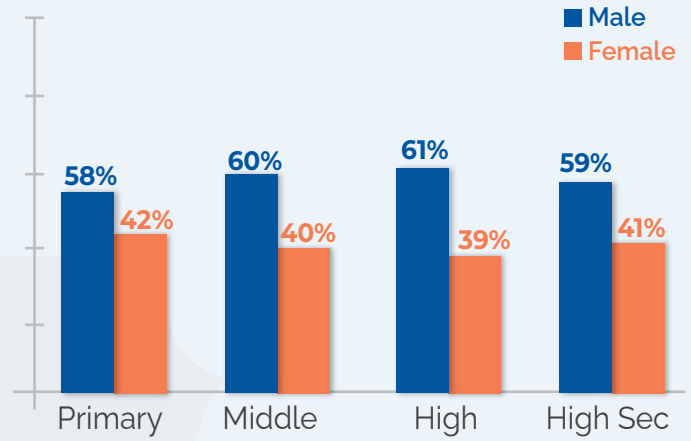


SINDH PROFILE AT A GLANCE

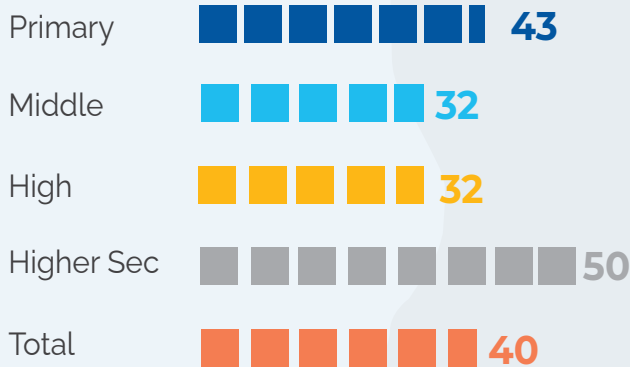
Teacher Gender Breakdown



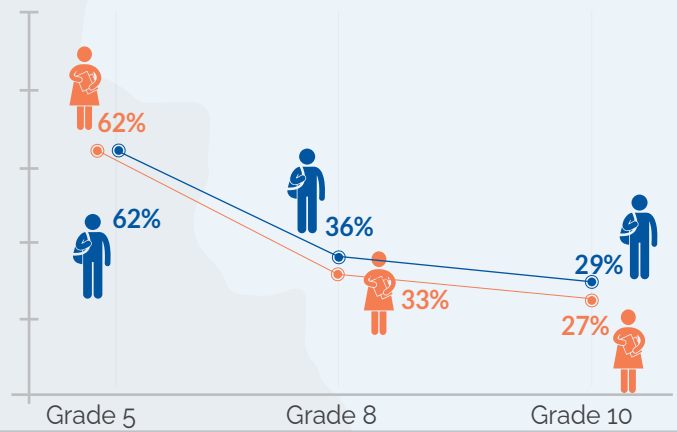
Student Enrolment



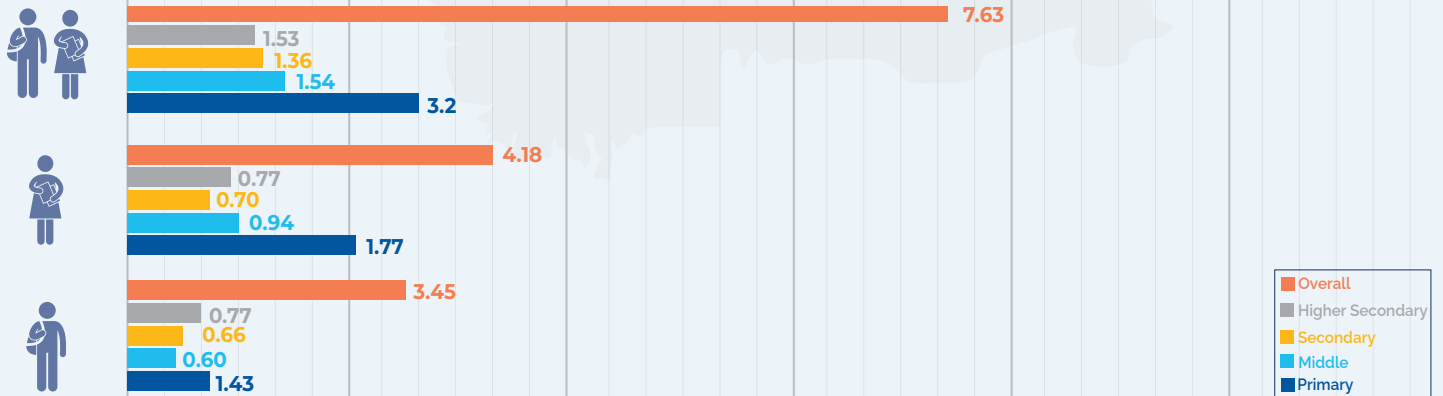
Pupil Teacher Ratio



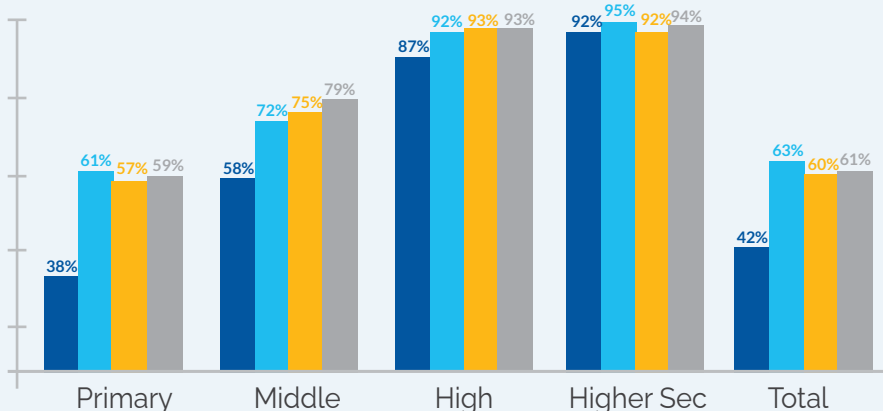
Survival Rate



OOSC in Millions (Age 5 - 16)



Availabilities of Basic Facilities in Public Schools



Key



Electricity



Water



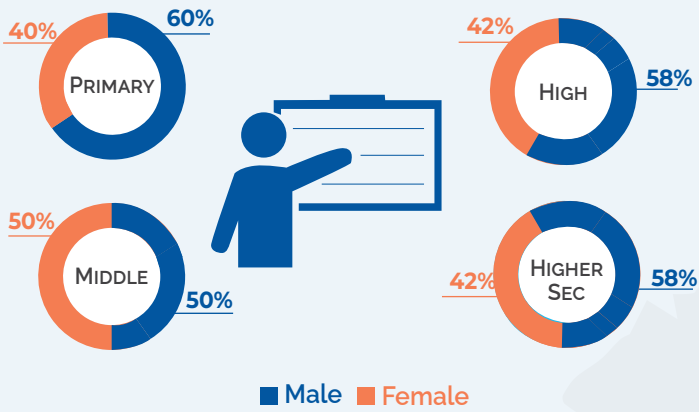
Toilet



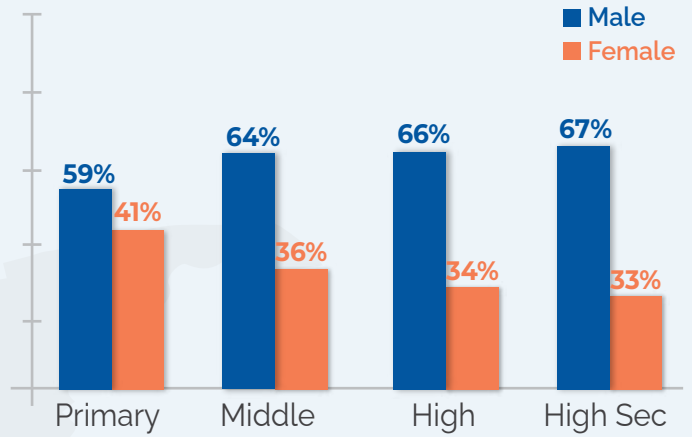
Boundary Wall

KP PROFILE AT A GLANCE

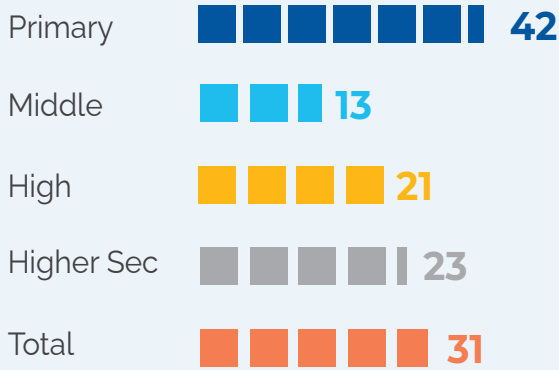
Teacher Gender Breakdown



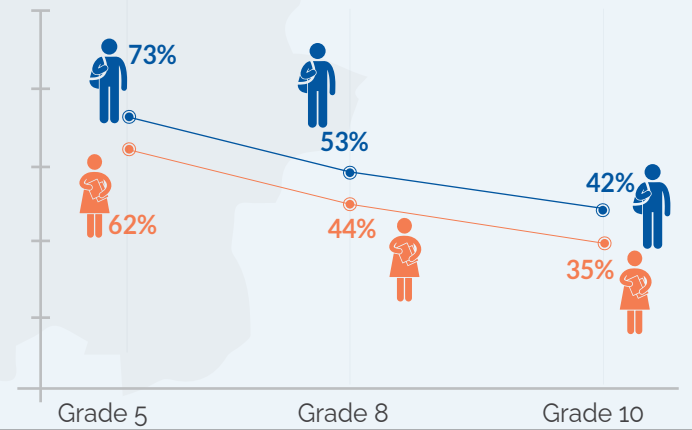
Student Enrolment



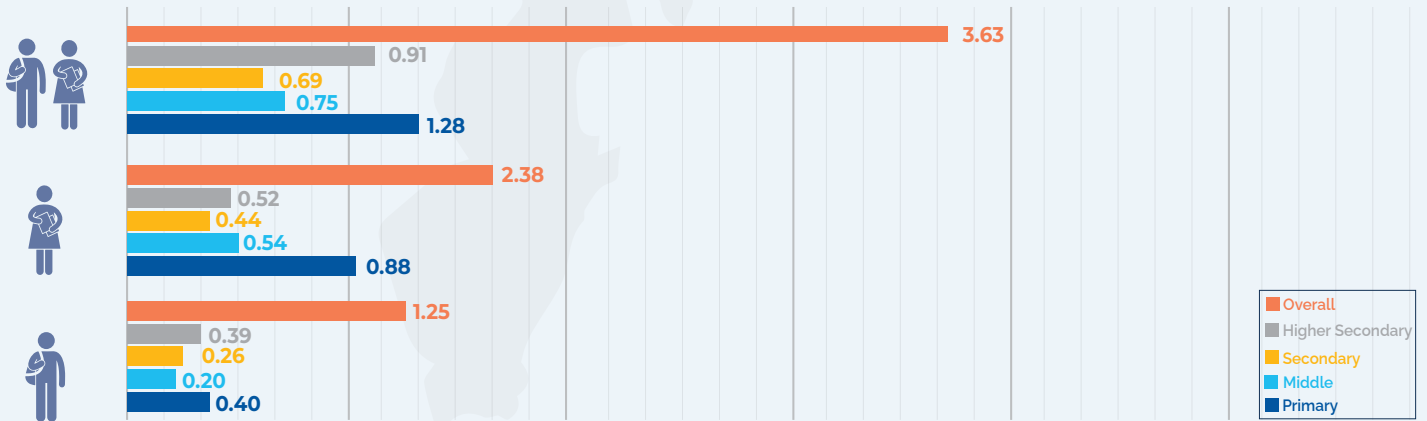
Pupil Teacher Ratio



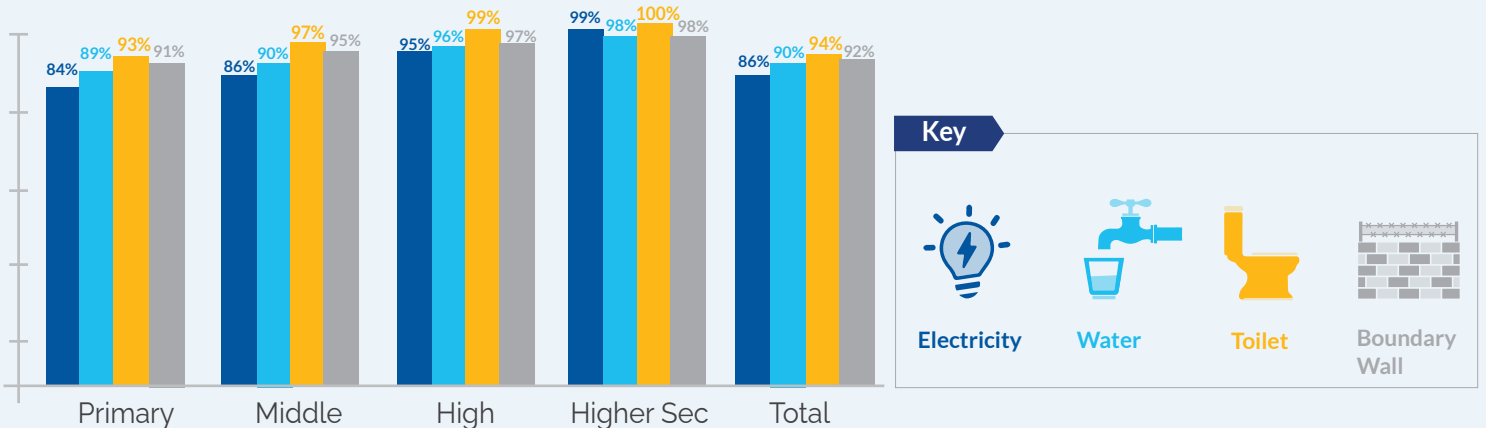
Survival Rate



OOSC in Millions (Age 5 - 16)

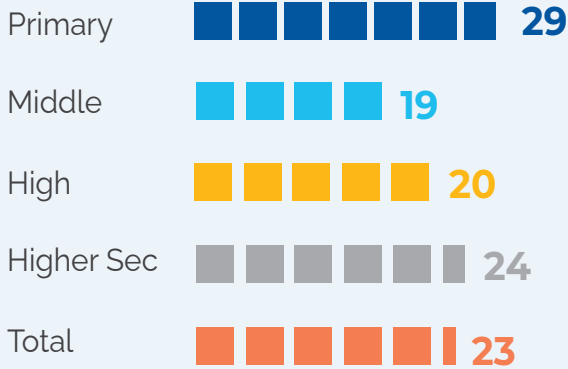


Availabilities of Basic Facilities in Public Schools

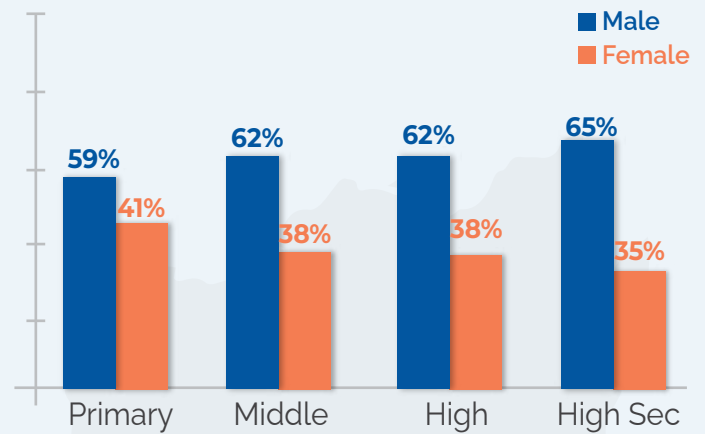


BALUCHISTAN PROFILE AT A GLANCE

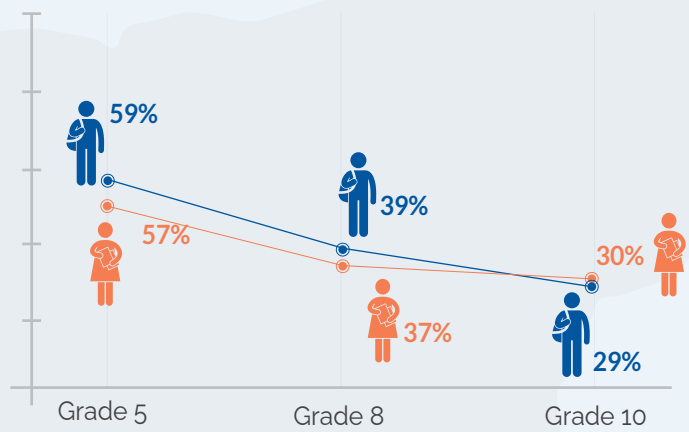
Pupil Teacher Ratio



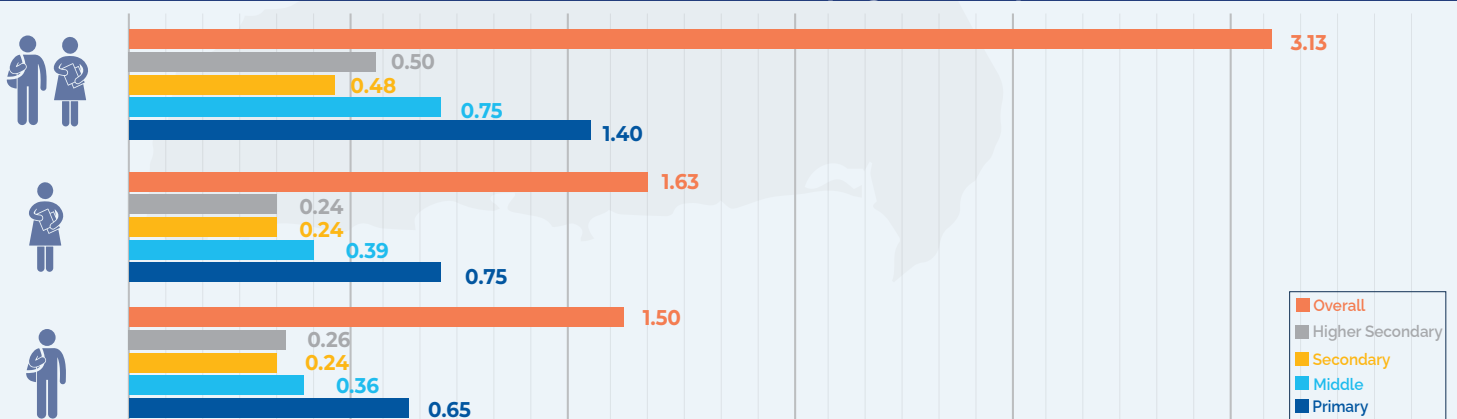
Student Enrolment



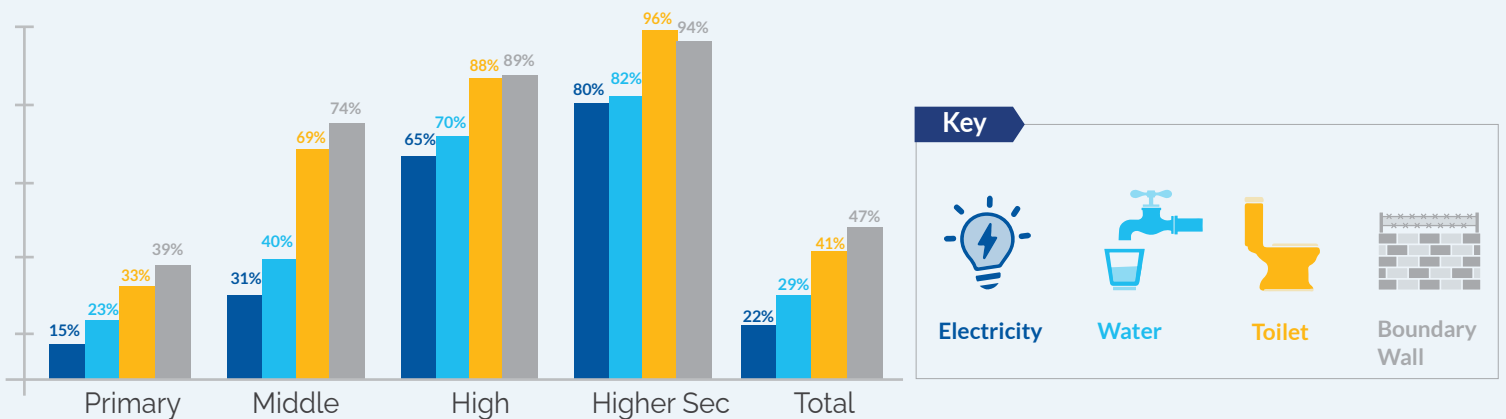
Survival Rate



OOSC in Milions (Age 5 - 16)

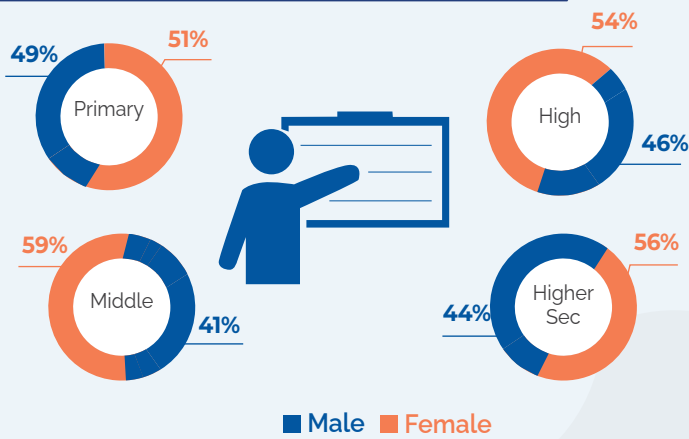


Availabilities of Basic Facilities in Public Schools

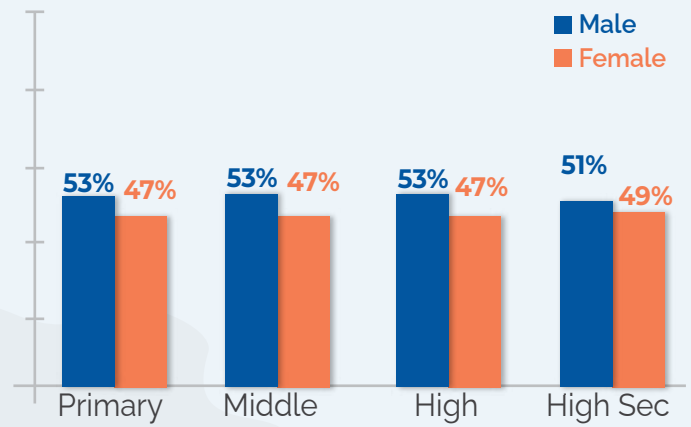


AJ&K PROFILE AT A GLANCE

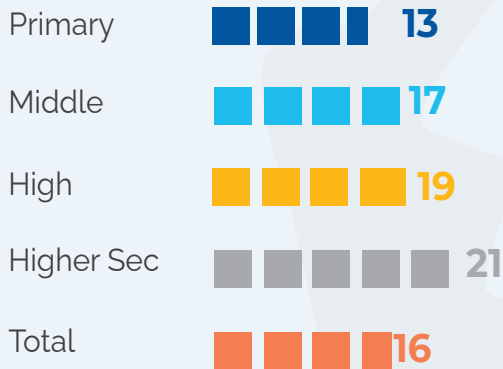
Teacher Gender Breakdown



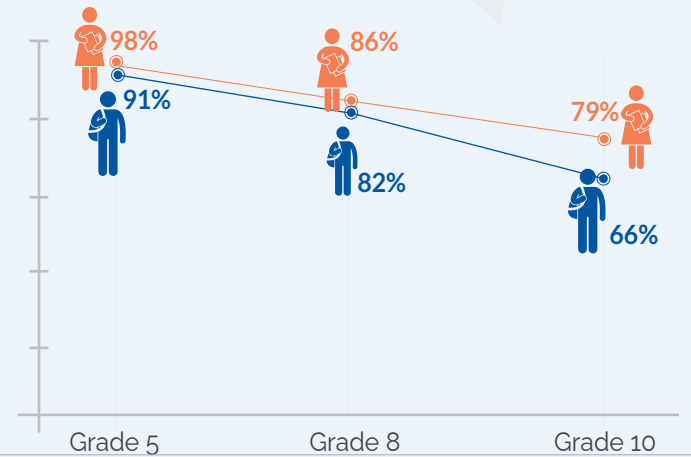
Student Enrolment



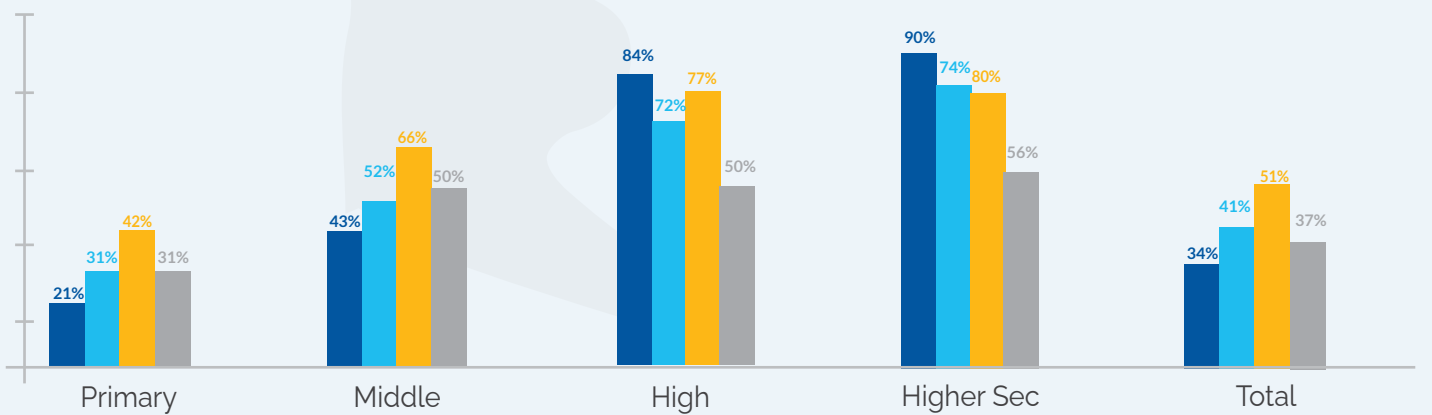
Pupil Teacher Ratio



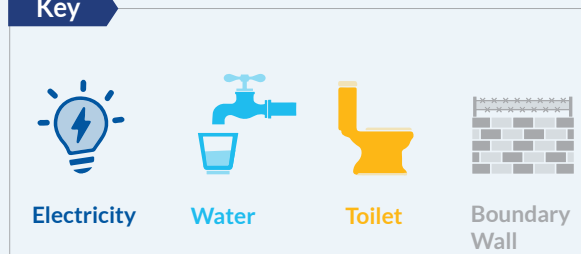
Survival Rate



Availabilities of Basic Facilities in Public Schools

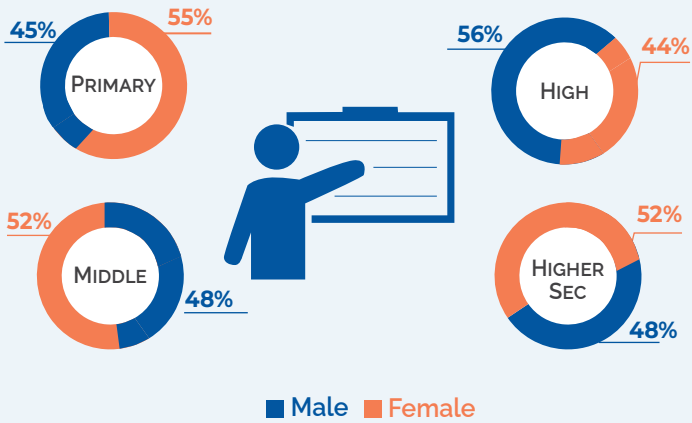


Key

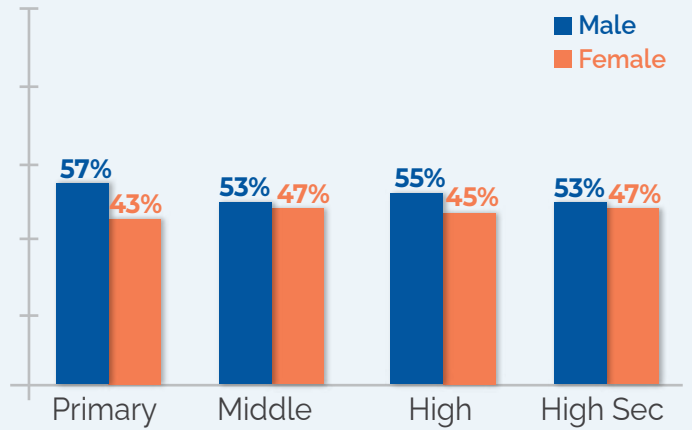


GILGIT-BALTISTAN PROFILE AT A GLANCE

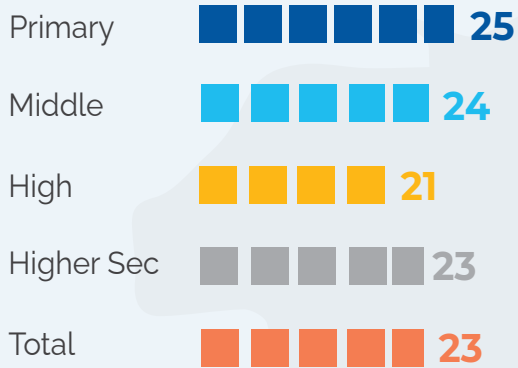
Teacher Gender Breakdown



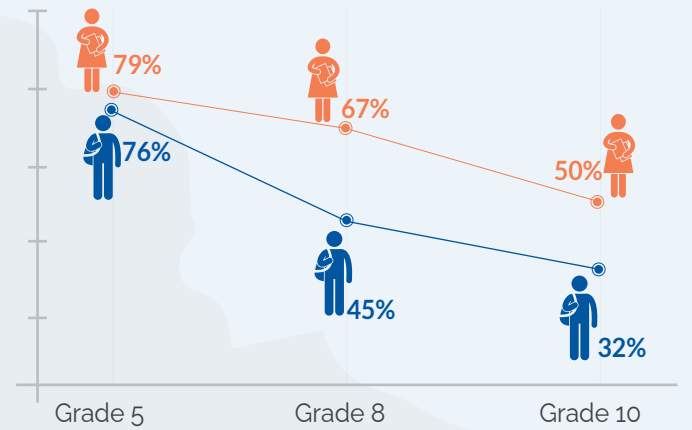
Student Enrolment



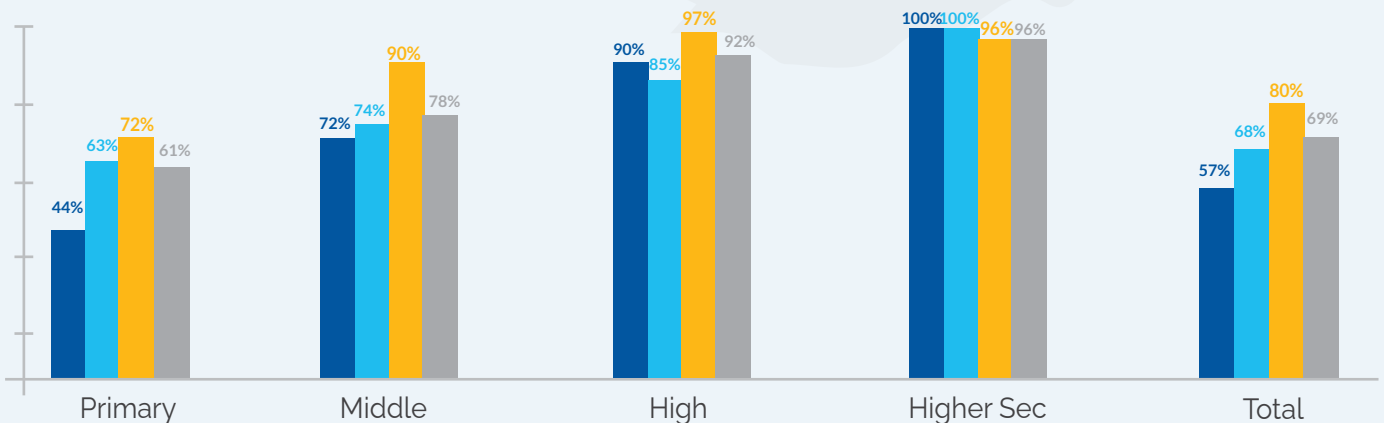
Pupil Teacher Ratio



Survival Rate



Availabilities of Basic Facilities in Public Schools



Key



Electricity



Water



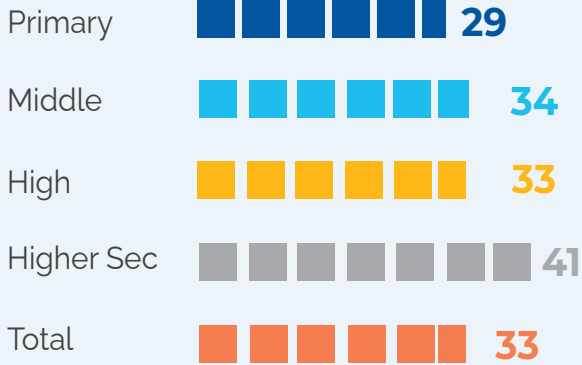
Toilet



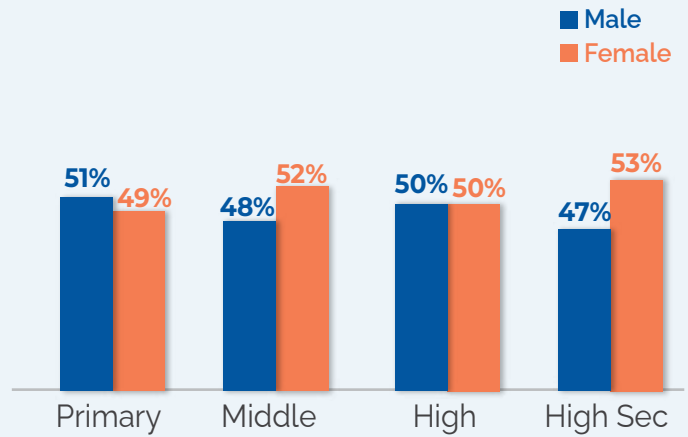
Boundary Wall

ICT PROFILE AT A GLANCE

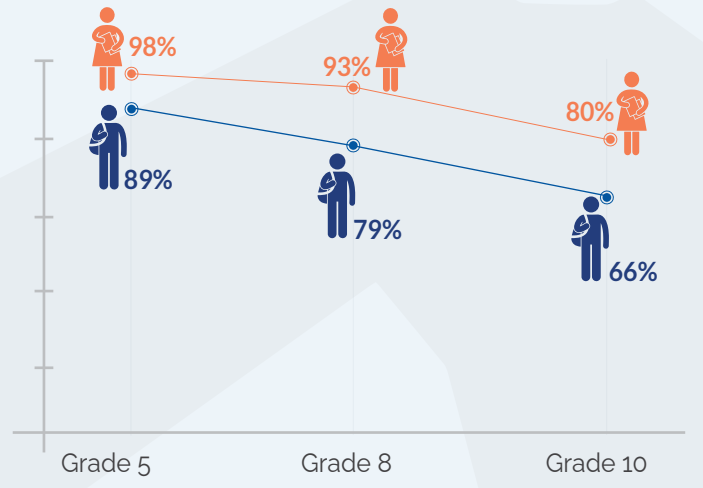
Pupil Teacher Ratio



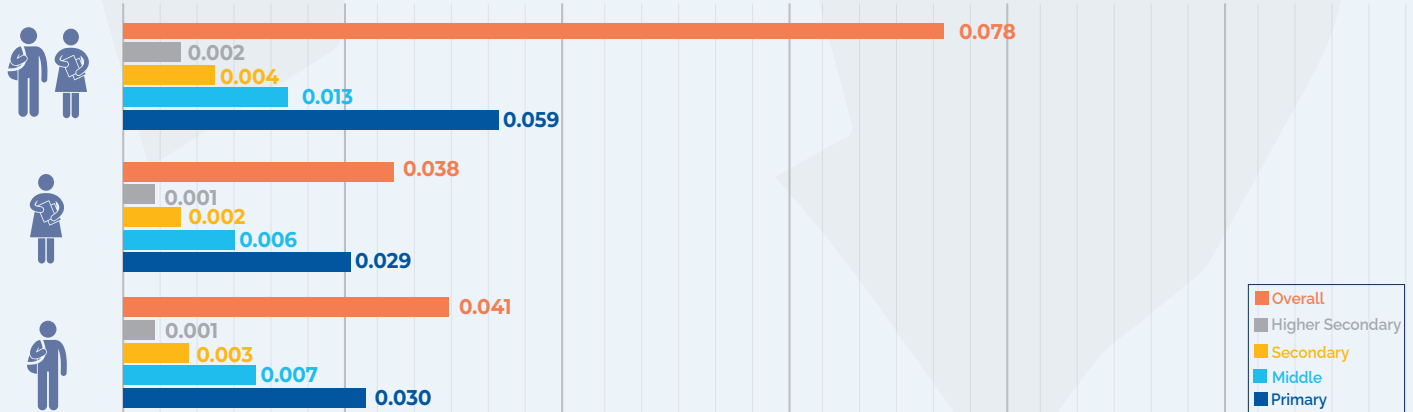
Student Enrolment



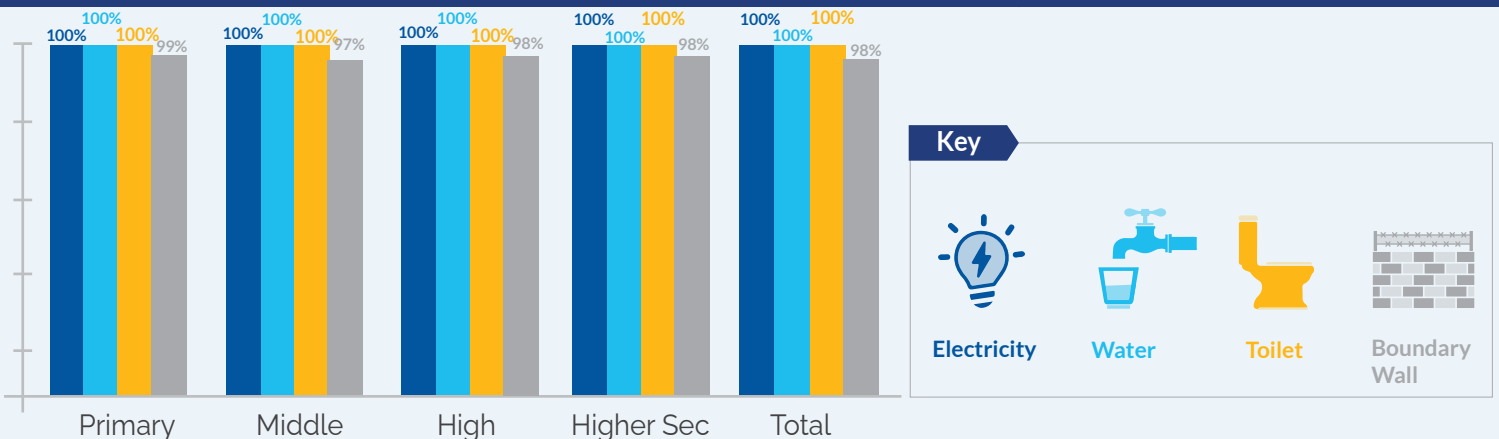
Survival Rate

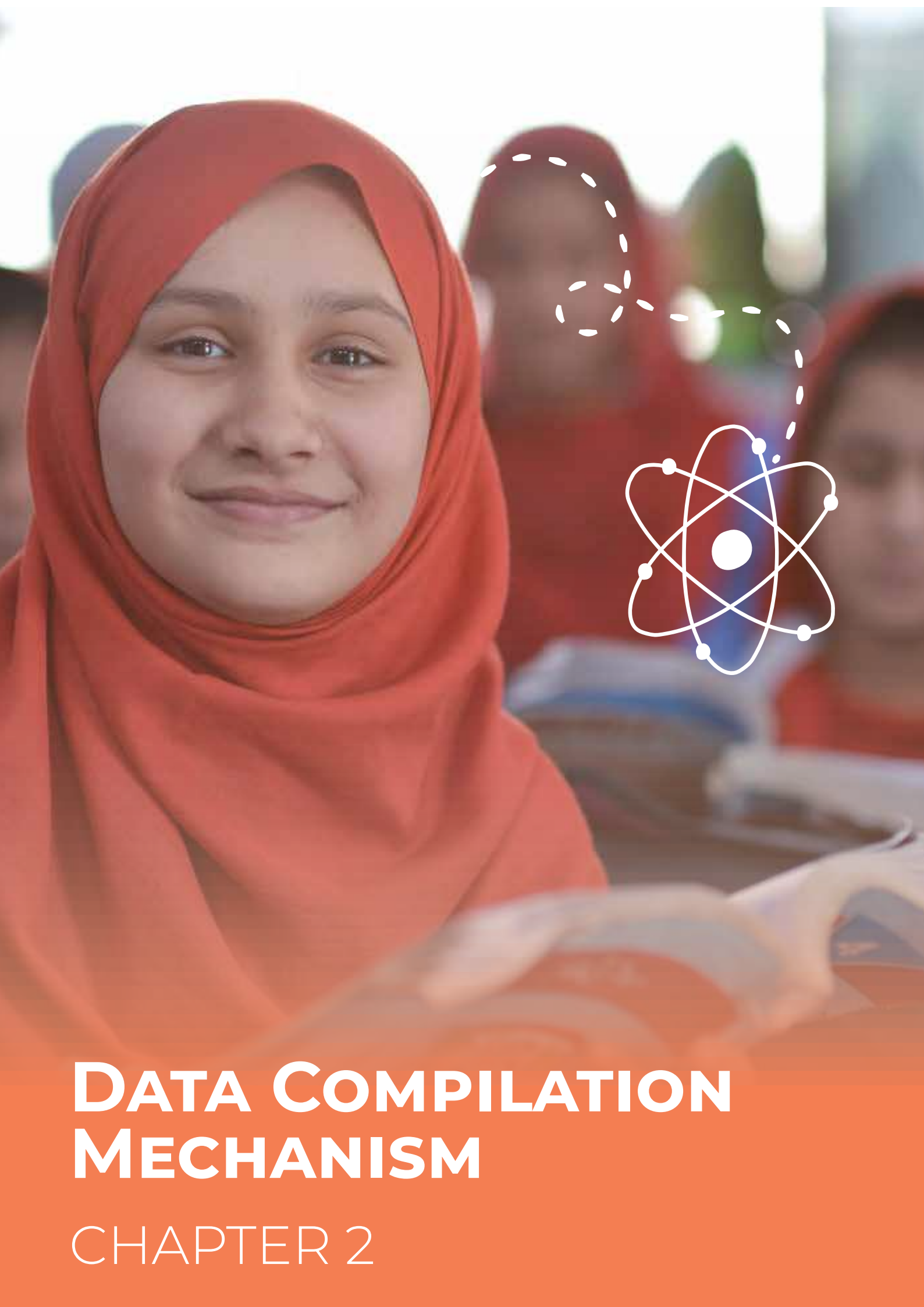


OOSC in Milions (Age 5 - 16)



Availabilities of Basic Facilites in Public Schools





DATA COMPILATION MECHANISM

CHAPTER 2

HIGHLIGHTS

The report utilizes the Population Projection provided by National Institute of Population Studies for the year 2021 based on Population Census 2017 conducted by Pakistan Bureau of Statistics.

The actual data from private sector, non- formal education, religious schools (Deeni Madaris), tertiary education, public-private partnerships, technical and vocational education and training, learning assessments, education finance, and other-public sector has been presented.

The values of previous year data have been repeated where the data is missing or projections have been made based on past trends.

In Pakistan, the term “class” is used to report data/indicators by national/provincial entities while UNESCO Institute for Statistics (UIS) and other education data reporting agencies at regional/global level states it as “grade”. Therefore, these two terms have been used inter-changeably throughout this report.

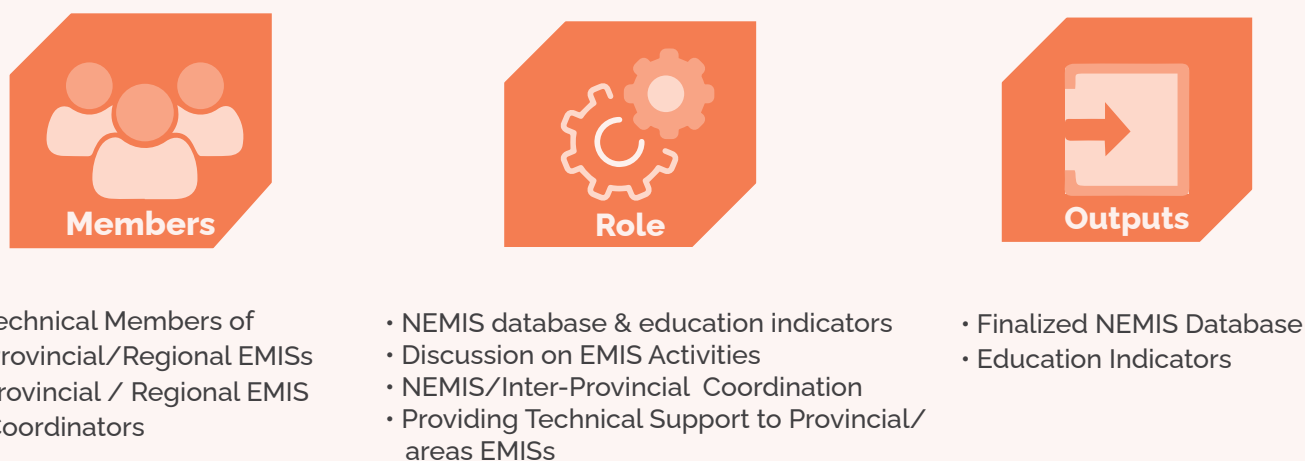
The Pakistan Institute of Education (PIE) plays a pivotal role in collating and managing education data in close collaboration with various data-producing agencies at different administrative levels. These efforts encompass routine data sharing, formal and informal data discussions, capacity-building programs, seminars, and official correspondence. Despite PIE's diligent endeavors, this report acknowledges certain limitations, data incompleteness, and quality issues. Thus, it delves into the data consolidation process, outlines limitations, and discusses the importance of considering these factors when interpreting the education statistics and indicators provided.

The report underscores the importance of population data in educational analysis and its sourcing from official agencies like Pakistan Bureau of Statistics and National Institute of Population Studies. Furthermore, it emphasizes the significance of incorporating data from the private sector, non-formal education, Deeni Madaris (religious schools), tertiary education, public-private partnerships, technical and vocational education and training, learning assessments, education finance, regional comparisons, and the broader "Other Public Sector" in comprehensively understanding the scale and dynamics of Pakistan's education system. The report aims to provide a holistic and informed view of the state of education in Pakistan, recognizing the multifaceted nature of data collection and interpretation in the education sector.

Pakistan Institute of Education exerted utmost energies to collate and consolidate data pertaining to all levels of education in general and to school education in particular.

Despite this, there are certain shortcomings, incompleteness, and quality issues in compilation of education statistics presented in this report. Therefore, the process adopted for data consolidation, limitations, and the discussion about actual and repeated/project data from stakeholders are discussed thoroughly which are necessary to be considered before using the data and interpretation of education statistics/indicators. The Technical and Coordination committees are backbone between National and Provincial EMISs for formal education data collected through Annual School Census (ASC). Once the ASC activity is concluded, the role these committees start. The Technical Committee (TechCOM) is composed of technical members from MIS Wing and provincial EMISs mainly responsible for data management and processing.

Figure 1: Technical and Coordination Committees of National EMIS



The TechCOM is responsible to transform the provincial education data into National EMIS database format through standardized coding scheme. The data finalized by this committee is presented to the Coordination Committee (CoordCOM). The Coordination Committee (CoordCOM), consisting of heads of National/provincial EMISs and data producing agencies, deliberate on the finalized education data sets for endorsement. Another significant role of this committee is to debate the challenges/lessons learnt during the data production lifecycle and possible resolution for coming years. These committees are largely focused on finalizing education data produced by provincial education departments through provincial EMISs.

2.1 Population Projections

Population data holds paramount importance not only in computation indicators but also in analyzing the population growth patterns across the country. Pakistan Bureau of Statistics is the official source to provide population census data but National Institute of Population Studies provides the population projections for upcoming years. Both, the PBS and NIPS, are restricted by the Government of Pakistan to provide population data of ICT and four provinces (Punjab, Sindh, Khyber-Pakhtunkhwa, Balochistan) only. Therefore, the population-based education indicators presented throughout this report are computed for national, four provinces, and ICT level only.

2.2 Private Sector

Private sector holds significant share in education system across the country, therefore,

tapping of private sector data is indispensable. Pakistan Institute of Education maintains frequent connections with private sector regulatory authorities established by respective provinces/areas. The following entities have provided data of private schools operating in their respective provinces while the data of remaining provinces was projected based on past trends.

- Private Educational Institutions Regulatory Authority (ICT PEIRA)
- Khyber-Pakhtunkhwa Private Schools Regulatory Authority (KP PSRA)
- Balochistan Education Foundation (BEF)
- Gilgit-Baltistan Education Management Information System (GB EMIS)

2.3 Intermediate and Degree Colleges

Provincial higher education departments are managing the matters of the intermediate and degree colleges operating mostly from classes 11 to 16. However, these departments look after the affairs of the public sector colleges. None of the departments is managing databank of private sector colleges. Therefore, the public sector data of intermediate and degree colleges is provided by respective provincial higher education department. Private sector data of colleges is projected based on previous trends except Punjab where HED Punjab has provided private sector colleges data.

2.4 Non-Formal Education

Pakistan Institute of Education in collaboration with Japanese International Cooperation Agency (JICA) is maintaining Non-Formal Education Management Information System (NF-EMIS) which contains data of all NFE centers operating across the country in public and private sectors. Separate Technical Committee and Coordination Committee for NF-EMIS have been established on the analogy of formal EMISs. 6th Joint Session of these committee have been held on 23-24th August 2023 at PIE for consolidation of NFE data for the year 2021-22 of all NFE providers at federal/provincial levels. Hence the NFE data reported throughout this report has been extracted from NF-EMIS.

2.5 Deeni Madaris

The data pertaining to deeni madaris throughout the country is obtained each year from Wafaqs (as notified by Ministry of Federal Education and Professional Training) on prescribed template designed according to the nomenclature of education programs/levels. Number of deeni madaris registered with respective Wafaq, students enrolled in these madaris, and teaching strength of these madaris are provided by each Wafaq. It is pertinent to mention here that many of the Wafaqs have properly computerized systems for data management and updated web portals for provision of services to students, teachers, and public. But these are limited to the madaris registered with respective wafaq only. The following wafaqs have provided the actual data for the year 2021-22 whereas the data for remaining wafaqs has been repeated.



- Ittehad Al Madaris Al Arbia
- Raabita Al Madaris Islamia
- Tanzeem ul Madaris Ahl e Sunnat Pakistan
- Wafaq ul Madaris Al Islamia Rizwia Pakistan
- Wafaq Ul Madaris Shia Pakistan
- Wafaq ul Madaris al Salafia Faisalabad

2.6 Tertiary Education

Higher Education Commission is the custodian of Tertiary education data in Pakistan. Tertiary education data presented in this report is repeated from 2020-21. It is imperative to note that the tertiary education data for the years 2019-20 and 2020-21 was under process by HEC at the time of publishing Pakistan Education Statistics for these years, therefore, the tertiary education data was repeated in 2019-20 and 2020-21. However, the actual data for above referred years has now been provided by HEC, therefore, the time-series tertiary education data presented in this report has been updated/revised as per actual data.

2.7 Public-Private Partnership

Public-Private Partnership at national and provincial levels is being implemented by National/Provincial Education Foundations under various programs. The actual data provided by National Education Foundation, Punjab Education Foundation, and Sindh Education Foundation is reflected in the report. Some programs under public-private partnership model provides education vouchers to the students enrolled in private sector, therefore, utmost care is applied to avoid double counting of students. Hence the data related to indigenous programs/institutions/enrolment of public-private partnership has been taken into account for calculation of various indicators.

2.8 Technical & Vocational Education and Training

National Vocational and Technical Training Commission (NAVTTTC) is managing National Skills Information System (NSIS) which contains the data of Technical and Vocational Education and Training (TVET) across the country. The NSIS is the national repository of skilled youth connected with provincial TEVTAs. The actual data of TVET sector provided by NAVTTTC is part of the report.

2.9 Learning Assessment

The National Assessment Wing of Pakistan Institute of Education is a premier entity to conduct assessment surveys throughout the country to evaluate the learning achievements of students and other dimensions of quality of education. The material for learning assessment chapter has largely been provided by National Assessment Wing whereas excerpts from TIMSS 2019 are also included.

2.10 Education Finance

Public financing of Education in Pakistan is the yearly publication of the Policy Research Wing of Pakistan Institute of Education that contains in-depth analysis about investment in education. Apart from this, the chapter also includes analysis on education expenditure from Pakistan Economic Survey 2022-23 Report as well as from GEM Report.

2.11 Regional Comparison

Pakistan, being member state of United Nations, provides country level education data/statistics to UNESCO Institute for Statistics on yearly basis which becomes part of UIS global education database and is subsequently published in various global reports including Global Education Monitoring (GEM) Report. The regional comparison presented in Pakistan Education Statistics 2021-22 is based on the data published in GEM report or extracted from UIS global database.

2.12 Special Education

The education data of Special Education Directorates/Departments operating at federal/provincial is also collected by PIE for incorporation in Pakistan Education Statistics Report. For the year 2021-22, the public sector data provided by following departments has been included in the report:

- Directorate General of Special Education, Islamabad
- Department for Empowerment of Persons with Disabilities, Sindh
- Special Education Department, Punjab

2.13 Other Public Sector

There exists plenty of Government Ministries and Line Departments other than Ministry/Departments of Education at Federal/Provincial Levels which are providing education services to the masses. These organizations are categorized as "Other Public Sector". PIE approaches these organizations irrespective of their scope of work and presence across the country to provide data of educational institutions under their administrative control to make them part of education statistics. Tapping of these organizations and data is pertinent not only to compute the education indicators but also to analyze the scale of education system. The aggregated actual data of these organizations have been reported under the other public sector categorization. A separate list of these organizations showing the summarized number of educational institutions, total enrolment and teaching strength is also provided separately in the report.

2.14. Notes on Data Analysis Methodology

The compiled administrative data was standardized by the MIS Wing at Pakistan Institute of Education (PIE). The final standardized data has been used for computation of statistics for each of the indicators listed across each of the chapters in the Pakistan Education Statistics (PES) 2021-22 Report. The section that follows gives an overview of the methodology that was employed for analytical purposes with particular regard to calculation of key indicator-related statistics.

1. For the calculation of statistics on the indicators, the overall methodology is based on SDG 4 Metadata Technical Guidelines 1 and other related documents. These are international standards with regards to education reporting as similar methodologies and indicators are also reflected in UNESCO GEM Report 2, UNDP Human Development Report 3 and UIS Statistical Reports 4.

Note: Please refer to UIS SDG 4 Metadata Technical Guidelines for indicator and sub-indicator level methodology for indicators included in this report. (<https://tcg.uis.unesco.org/methodological-toolkit/metadata/>)

2. Certain indicators including, but not limited to, Enrollment Ratios and Out of School Children numbers require reliable population numbers. For computation of these indicators, population projections provided by the National Institute of Population Studies (NIPS)⁵ based on the 2017 National Population Census have been used.

3. In cases where administrative data is missing in for the year 2021-22 projections based on the past recorded data have been used.

¹ <https://tcg.uis.unesco.org/methodological-toolkit/metadata/>

² <https://www.unesco.org/gem-report/en>

³ <https://hdr.undp.org/towards-2023-human-development-report>

⁴ <https://uis.unesco.org/>

⁵ <https://www.nips.org.pk/>



EDUCATION SYSTEM IN PAKISTAN

CHAPTER 3

HIGHLIGHTS

Pakistan has a vast education system consisting of 313,418 educational institutions. The system serves 54,870,964 enrolled students and employs a teaching workforce of 2,139,631 in the year 2021-22.

Despite a slight decrease in the number of institutions (-2%) from last year in education system, there was a modest increase in both enrollment (+1%) and the number of teachers (+1%).

Public sector institutions educate 53.5% of students (29,359,376), while private sector institutions serve 46.5% (25,511,588). Teaching personnel in public sector institutions account for 42% (889,885) of the total, while the private sector employs 58% (1,249,746) of teachers.

Over a five-year period, the number of educational institutions remained relatively stable but enrollment consistently grew reaching 54,870,964 in 2021-22, similarly the teaching workforce has also increased steadily from 2,109,624 to 2,139,631 from the last year.

Out of total 152,891 public sector schools, 77% (118,272) public sector schools operate at the primary level, followed by 16,238 middle and 14,842 high (schools possessing 11% and 10%) share respectively. Only 2% (3,539) of public schools are higher secondary.

Private sector primary schools have a larger share of enrollment than public sector primary schools, despite public sector schools being more numerous.

Pakistan has 136,601 primary schools, with the majority (87%) in the public sector. Despite fewer schools, the private sector holds a significant share of primary enrollment, with 44% of students.

With a total of 117,230 public sector primary schools, 28,283 (24%) have a single teacher. Furthermore, 21% of primary schools, totaling 24,743, have two teachers.

Public middle schools have a higher enrollment in rural areas (69%).

Public sector schools employ a substantial number of teachers across all levels. Private schools generally have a higher percentage of female teachers, particularly at the primary and secondary levels.

There are 4,146 intermediate and degree colleges in Pakistan, with 45% being public colleges and 55% private.

There is a significant gender disparity in TVET, with male students comprising 65% (284,688) of total enrolment, and male teachers making up 74% (13,609) of the total teaching workforce.

Public institutions dominate NFBE, with 86% (747,778) of total enrolment (874,100) and about 78% (22,650) of total teachers. (28,985).

Approximately 3% of schools operate under public-private partnerships, with a cumulative enrolment of 3,406,747 students, 46% of whom are female.

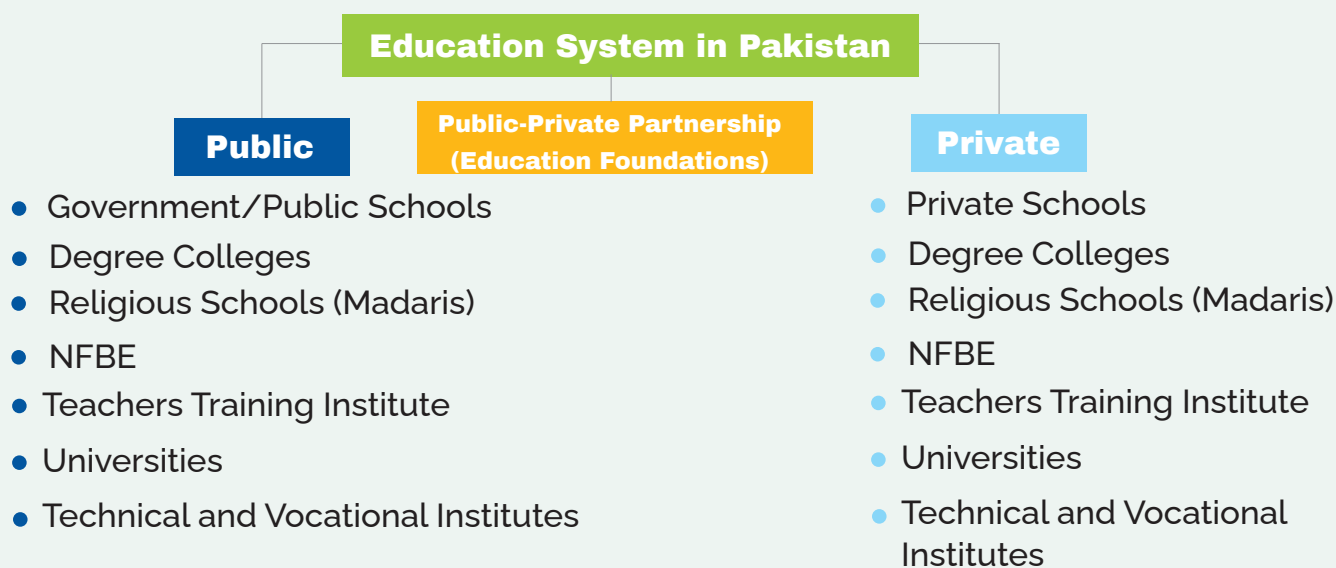
There are 43,613 religious schools (Deeni Madaris) in Pakistan, all managed by the private sector.

Pakistan has 220 universities and higher education institutions, with 38% (84) being privately managed. Total enrolment in tertiary education is 2,226,251, with females constituting 45% (1,008,087) of the total.

The education system of Pakistan spread over several levels of education characterized with compulsory education for 5-16 years old population segment. Pre-Primary or Early Childhood Education consists of two years duration for the age 3-4 years however it is not part of the basic education. Primary education spans over five years for the age group 5-9 belongs theoretically to this level. Middle education comprises grades 6-8 beginning at the age of 10 years. Combined, primary and middle, is also termed as elementary education. Length of high (grades 9-10) and higher secondary (grades 11-12) level is two years with entrance age of 13 and 15 years. High and Higher secondary levels collectively form the secondary education. Notable post-secondary education streams include college education, technical education, and tertiary education.

The education services are provided by a variety of operators. Public sector formal education services are the responsibility of education ministry at federal level and education departments at provincial level. Some government organizations, both at federal and provinces, are operating education institutions hence termed as other-public sector. The private sector schools include those operated by CSOs, NGOs, INGOs, individuals, madaris, etc. Non-Formal education (focusing primarily on over-age or out of school children) and public-private partnership modes of education are operational side by side with public sector education. The education system of Pakistan spans over 313,418 educational institutions

Figure 2: Structure of Education System in Pakistan



catering to the learning needs of 54,870,964 enrolled students with a deployed teaching workforce of 2,139,631 during the year 2021-22. The system scaled down 2% in institutions, expanded 1% in enrolment and 1% in teaching strength from the previous year. The overall increase in enrolment and the number of institutions is primarily driven by the private sector, which is expanding both in terms of institutions and enrolment. The public sector, on the other hand, has experienced a decline in institutions, enrolment, and the number of teachers. Comparing the education statistics of 2020-21 and 2021-22, the number of public sector institutions decreased from 199,239 to 176,184. There was a fall in student enrollment in public sector institutions, which went from 29,603,707 to 29,359,376. The number of teachers in public sector institutions declined from 908,393 to 889,885. The number of private sector institutions increased significantly from 119,700 to 137,234, indicating substantial growth. The number of

students enrolled in institutions in the private sector also climbed from 24,591,046 to 25,511,588, demonstrating a noticeable rise in enrollment. As the teaching workforce expanded, the number of teachers at private sector institutions rose from 1,201,231 to 1,249,746. From Pre-Primary to Degree Level 65,165 institutions are for females while 96,771 are for males and the remaining 66,765 institutions are co-education. As compared to 2020-21, the share of public sector institutions is decreased from 62% to 56% but the share of enrolment remained the same. The teaching strength in private sector rose from 57% in 2020-21 to 58% in 2021-22.

Figure 3: Number of Institutions, Enrolment and Teachers – 2020-21 & 2021-22

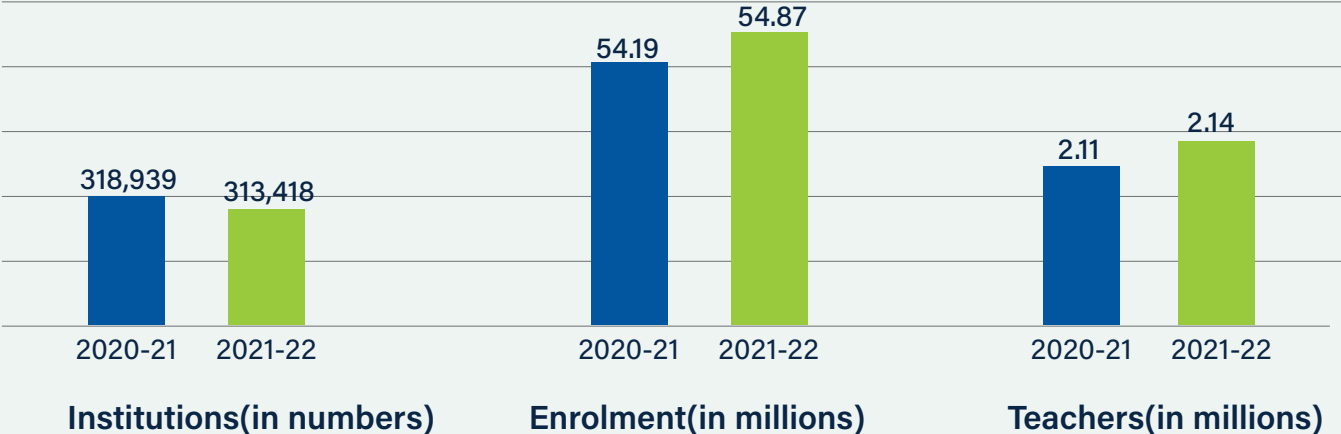
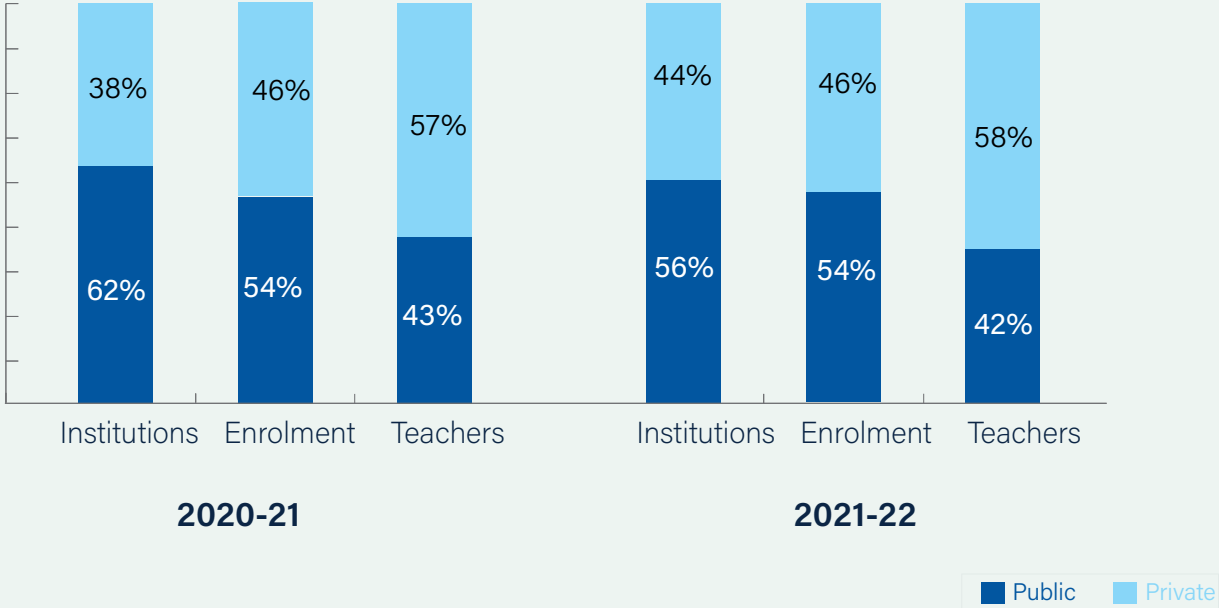
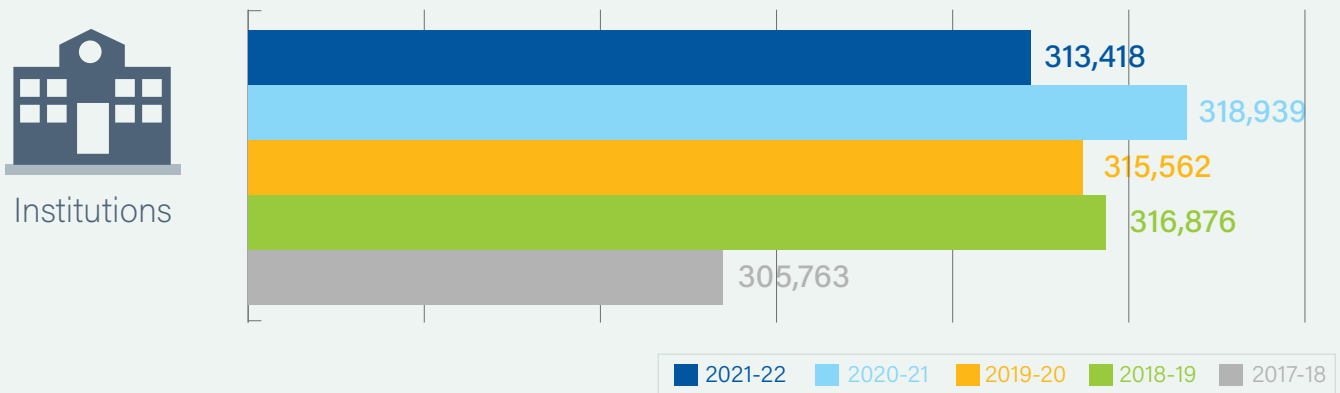


Figure 4: Percentage of Institutions, Enrolment and Teachers by Sector – 2020-21 & 2021-22



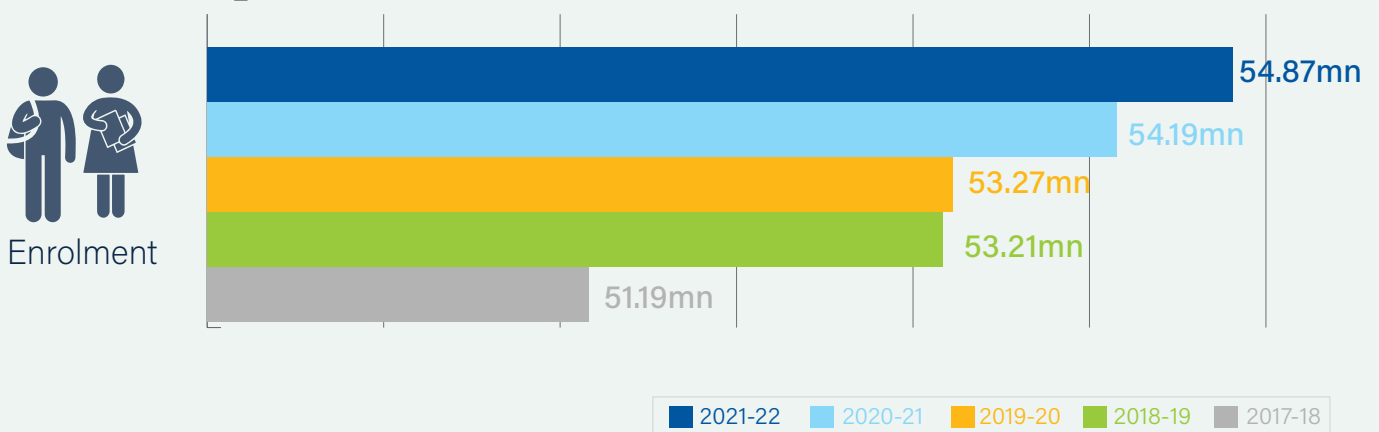
The number of educational institutions has shown a relatively stable trend over the five-year period, with minor fluctuations. It increased from 305,763 in 2017-18 to a peak of 318,939 in 2020-21 before decreasing slightly to 313,418 in 2021-22. Overall, there has been minimal growth in the total number of institutions during this period.

Figure 5: Number of Educational Institutions – 2016-17 to 2021-22



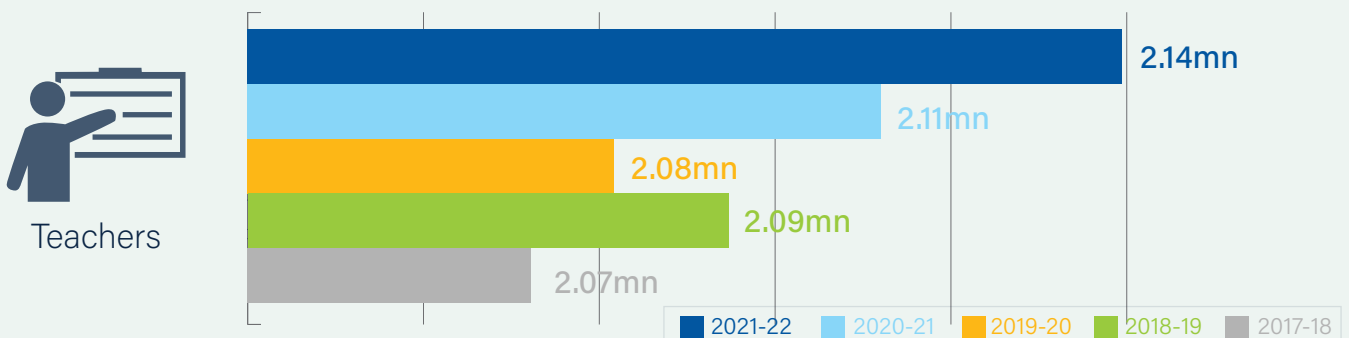
The data shows a consistent pattern of growth in enrolment over the five-year period with the total enrolment growing from 51,186,560 in 2017-18 to 54,870,964 in 2021-22. While the growth rates vary from year to year, the overall trend is positive, indicating an increasing number of students participating in the education system.

Figure 6: Enrolment in Educational Institutions (in millions) – 2016-17 to 2021-22



Over the five-year period, there has been a gradual increase in the number of teachers, with the total number of teachers growing from 2,073,433 in 2017-18 to 2,139,631 in 2021-22. This indicates a positive trend in terms of the number of teachers in the education sector. While there were minor decreases in certain years (2018-19 and 2019-20), the overall trend is characterized by an increase in the teaching workforce.

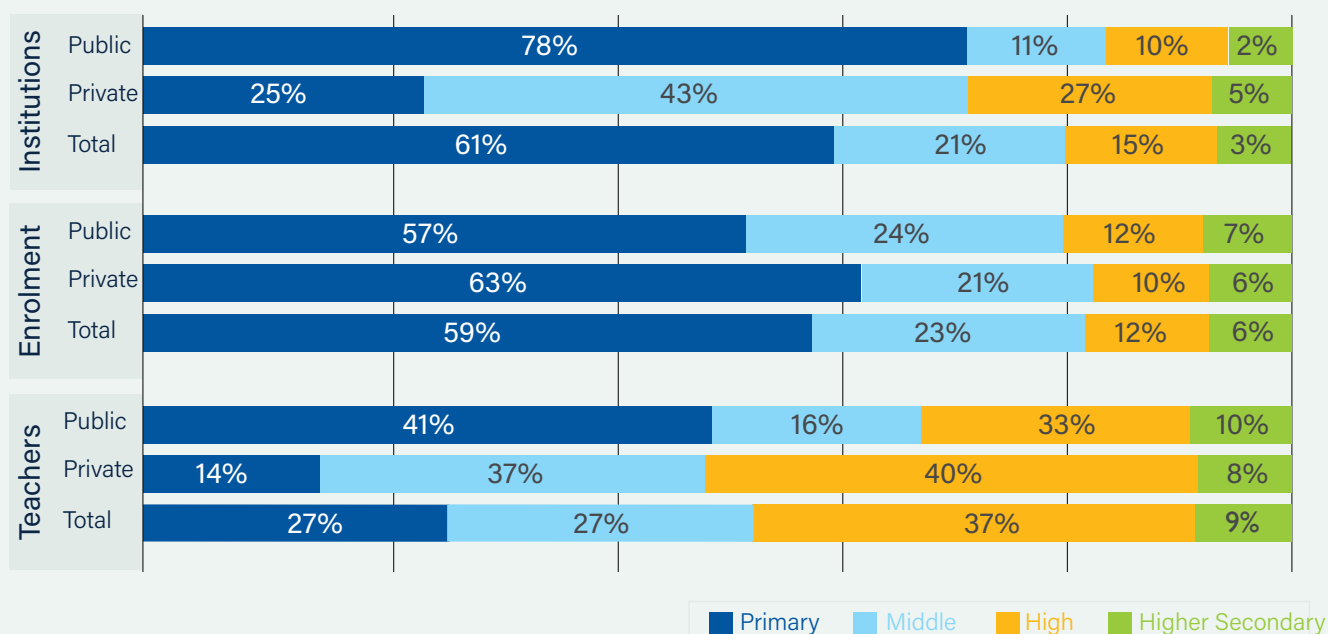
Figure 7: Number of Teachers in Educational Institutions – 2016-17 to 2021-22



3.1 School Education

School Education spans from Pre-primary to higher secondary education. Approximately 3 out of every 4 schools in public sector school education are operating at primary level which reduces massively to 11% (16,238) and 10% (14,842) at middle and high schools respectively. Only 2% (2,798) of public schools are higher secondary. On the contrary, in the private sector, 25% (18,329) schools are working at primary level while a larger chunk of schools i.e. 43% (31,584) are operational at middle education in private sector. A sizeable number (27%) of institutions are imparting education services at secondary level of education whereas 5% (3,656) are functional at higher secondary level of education in private sector. The comparative analysis of enrolment catered by public and private sectors reveals the narrow difference in share of enrolment at each level of education. The largest difference is at primary education where private sector is accommodating 7,281,708 (63%) as compared to 12,612,523 (57%) in public sector proportionately to total enrolment in each sector. The enrolment share at subsequent levels of education is almost evenly distributed in public and private sector. A large number of public sector teachers are working in primary education (41%) followed by secondary education (33%) whereas private sector employs most of its teachers in secondary education (40%) followed by middle education (37%).

Figure 8: Percentage Share of Institutions, Enrolment and Teachers in School Education – 2021-22

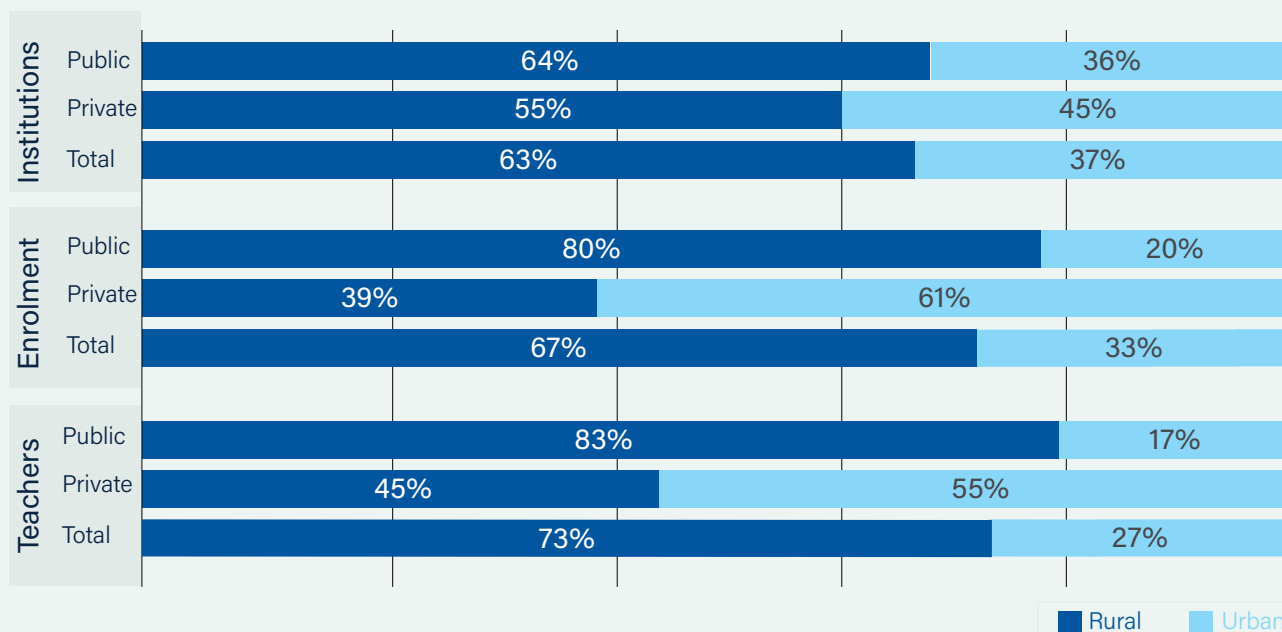


Primary

As many as 136,601 primary schools are operating across Pakistan which constitutes 61% of formal school education component. The public sector is managing 118,272 (87%) institutions while 18,329 (13%) of institutions are providing education services in private sector. Historic trends show a decrease of 6% on average per annum in primary institutions. A major portion (63%) of the primary schools is operating in rural areas.

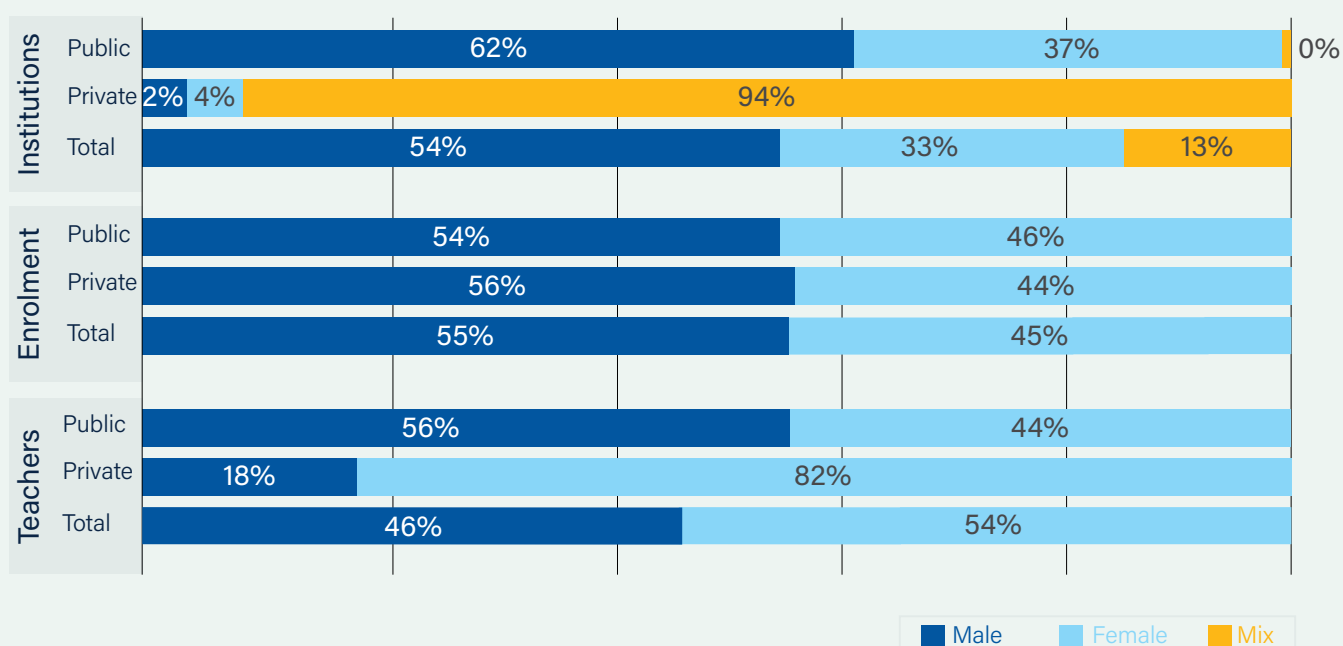
Despite a comparatively low share of primary schools, private sector holds larger chunk of enrolment in primary education. Majority of the students are enrolled in public sector which is accommodating 12,612,523 (63%) students while the enrolment catered by the primary schools in private sector consists of 7,281,708 enrolment with female share of 3,186,063 (44%).

Figure 9: Distribution of Institutions, Enrolment and Teachers in Primary by Location – 2021-22



There are significant gender disparities between public and private educational institutions. Public institutions have a higher representation of males among both students and teachers, while private institutions are predominantly female-dominated in both categories. When combining data from both sectors, there is a relatively balanced gender mix among students and teachers, with neither gender significantly dominating. In public educational institutions, 73,757 (62%) are declared as male compared to 44,209 (37%) females. Private educational institutions show a contrasting pattern where 94% (17,009 out of 18,004) schools are co-education. In terms of enrollment in the public sector, boys with enrolment of 6,774,858 (54%) slightly outnumber girls with enrolment of 5,837,665 (46%). Among those enrolled in the private sector, boys' enrolment is 4,095,645 (56%) and girls' enrolment is 3,186,063 (44%). Within public educational institutions, male teachers constitute a slight majority, comprising 56% (175,216), while female teachers represent 44% (138,485). In contrast, private educational institutions, exhibit a notable female majority among teachers, accounting for 82% (95,542), with male teachers making up 18% (20,639) of the total teaching staff.

Figure 10: Distribution of Institutions, Enrolment and Teachers in Primary by Gender – 2021-22

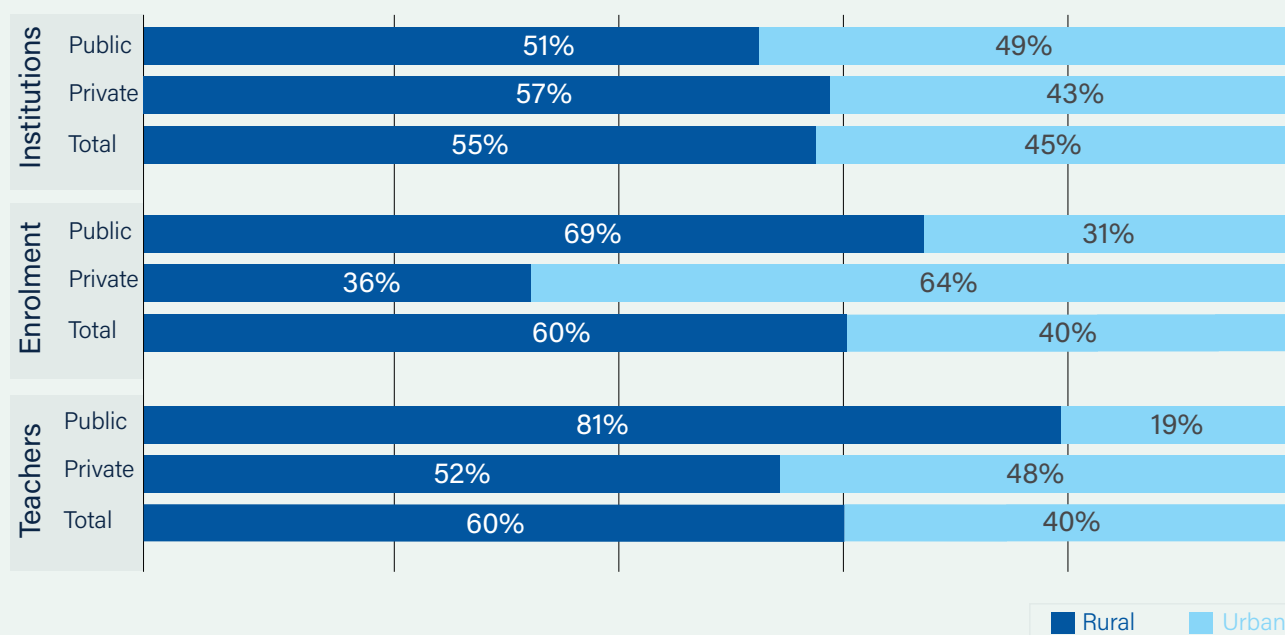


Total 431,950 teaching workforce is deployed in primary institutions where 195,855 (45%) are male and 234,027 (55%) are female. 313,701 (73%) teachers are discharging their duties in public sector while 118,249 (27%) are teaching in private sector. Percentage of female teachers in public sector is 44% as compared to private sector 81%. 24% of public sector primary schools are operating with single teacher only while 2 teachers are deployed in 21% of public sector primary schools. There exist only 12% primary schools in public sector having 5 or more than 5 teachers.

Middle

Middle school education, the terminal level of elementary education, consists of 47,822 institutions throughout Pakistan. 16,238 and 31,584 institutions are operating in public and private sectors respectively while 55% are operating in rural areas. The availability of middle to primary schools is 1:2.88 which means that, on average, a single middle school is available against 2.88 primary schools. The situation is more deteriorating in rural/urban areas where this ratio increases to 1: 3.30. The share of middle schools in overall formal school education is 21%. Private institutions have a significantly larger share in terms of institutions and enrollment compared to public institutions. This trend is also reflected in the distribution of teachers.

Figure 11: Distribution of Institutions, Enrolment and Teachers in Middle by Location – 2021-22

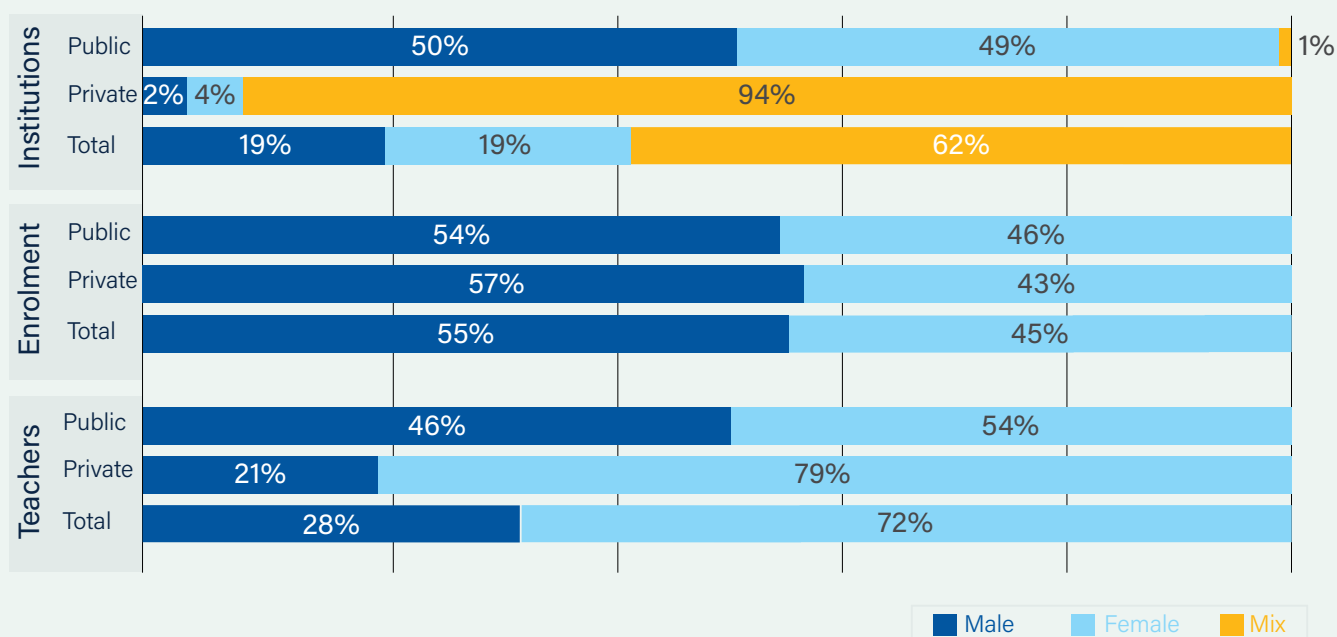


There exist notable differences in the distribution of educational services between rural and urban areas, with public institutions and enrollment being more prominent in rural areas, while private institutions and enrollment are more prevalent in urban areas.

The enrolled students at middle stage of education are 7,664,629 of which 3,451,299 are female. The percentage of female enrolment at middle stage is 45%. The situation of enrolment at middle stage is similar to primary education in both urban and rural areas where public sector the leading education service provider with a portion of 56% (1,614,280) and 83% (3,563,867) respectively. Public enrollment of 3,563,867 in rural areas (constitutes 69% of total enrolment compared to 723,900 in urban areas (31%). Private enrollment is significantly higher in urban areas (64%) compared to rural areas (36%).

A teaching strength of 434,272 exists in middle schools. The gender distribution of teachers is 119,898 male while 310,994 female. Similar to educational institutions, 28% (121,490) teachers are working in public sector schools while share of private sector is 72% (312,782). Public school teachers are predominantly located in rural areas (81%) compared to urban areas (19%) counting to 98,579 and 22,911 respectively. Private school teachers are more evenly distributed between rural (52%) and urban (48%) areas counting to 163,557 and 149,225. The availability of teachers in public middle schools is comparatively better than primary education as two third of schools (10,380 out of 16,238) have five or more than 5 teachers.

Figure 12: Distribution of Institutions, Enrolment and Teachers in Middle by Gender – 2021-22



The gender distribution is almost equal in public sector institutions with males accounting for 50% and females comprising 50%. In contrast, 94% of private educational institutions are co-education at middle level. In public sector enrolment, males have a slight edge, constituting 54% of the student population, while females make up the remaining 46%. In private sector enrolment, there is a female majority representing 57% and males comprising 43%. Among teachers in public educational institutions, females account for 54%, while male teachers make up 46%. In private educational institutions, there is a substantial gender disparity, with females dominating the teaching workforce at 79%, leaving only 21% for male teachers.

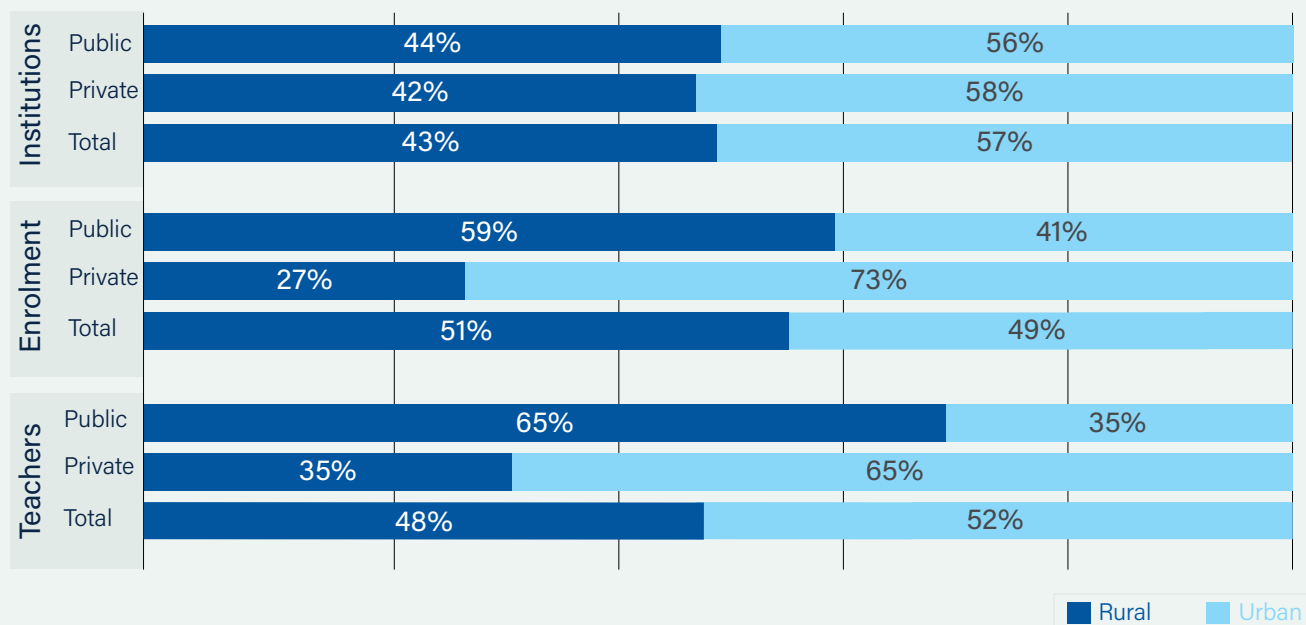
High

A total of 34,564 secondary schools are function across the country. 10,170 educational institutions facilitate males while 7,886 institutions are serving the female population and remaining 16,206 are co-education. In contrast/similarity to primary and middle education, a large number of secondary schools exists in rural areas comprising 43% of total schools while only 57% schools are operating in urban areas. The secondary schools hold 15% share of the total formal schools.

As many as 3,906,755 students are obtaining education at secondary stage i.e. classes 9 and 10 out of which 2,207,431 are male and 1,699,324 are female. The female percentage of enrolment

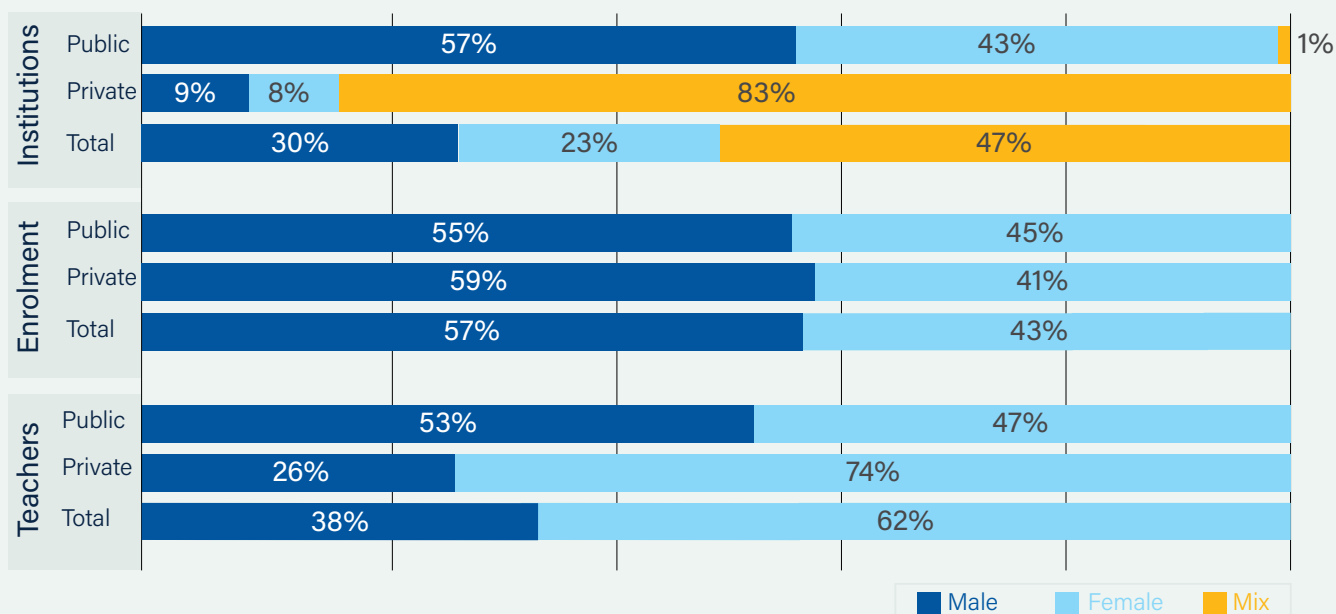
at this stage is 43%. Public sector is managing 14,842 secondary schools while 19,722 (58%) schools are privately managed. Similar to lower levels of education, a large number of students i.e. 75% are part of public sector schools while the private sector bears the remaining chunk at this stage of education. Public enrollment is higher in rural areas (59%) compared to urban areas (41%). Private enrollment is significantly higher in urban areas (73%) compared to rural areas (27%).

Figure 13: Distribution of Institutions, Enrolment and Teachers in High by Location – 2021-22



In high schools, there is a higher representation of males constituting 57% (8,393), compared to females at 43% (6,309). In the private sector, 9% (1,777) of institutions are male-only, 8% (1,558) are female-only, and a substantial 83% (16,085) are coeducational. Male enrolment in high schools is 55% (2,207,431), surpassing female enrollment at 45% (1,699,324). In private high schools, male students (698,453) constitute 59%, outnumbering their female counterparts at 41% (476,502). Among teachers in public high schools, there is a slight male majority at 53% (133,209) compared to 47% (118,377) female teachers. In private high schools, there exists a significant gender disparity among teachers, with females comprising 74% (241,600) of the workforce, and males representing only 26% (86,800).

Figure 14: Distribution of Institutions, Enrolment and Teachers in High by Gender – 2021-22

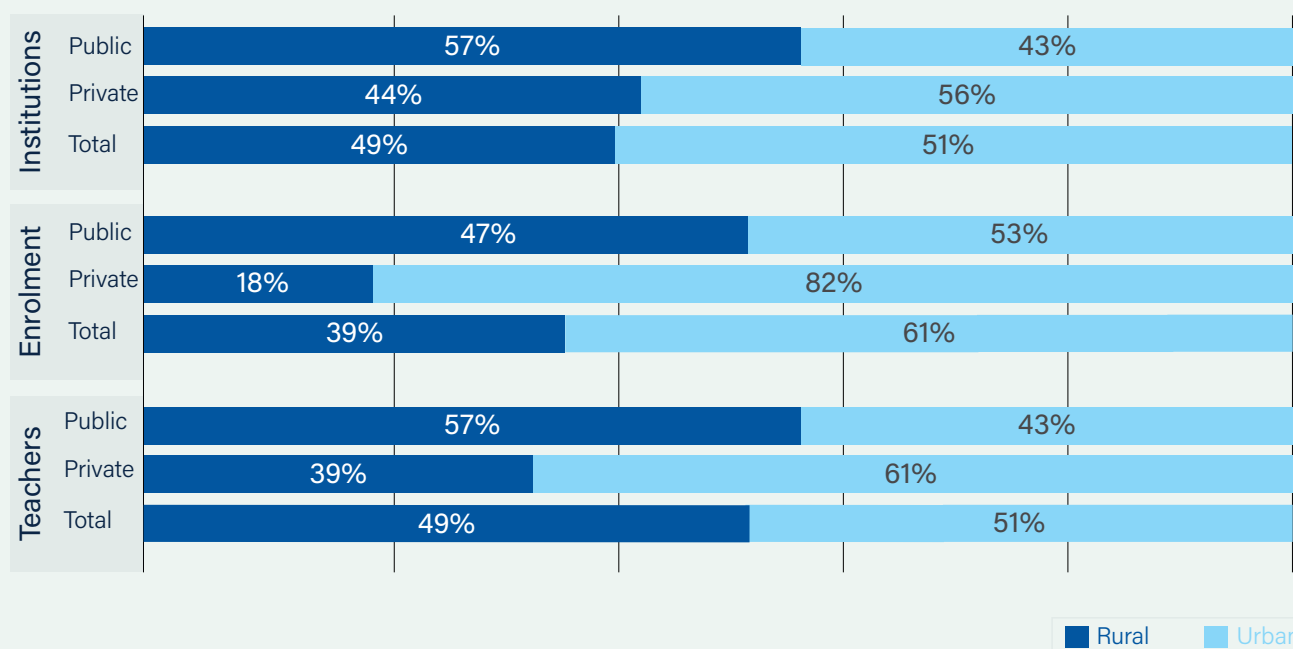


Teaching personnel serving in public sector secondary schools are 251,586 whereas 335,469 are deputed in private sector secondary schools. The female teachers in public sector high schools are 47% however the share of female teachers in private sector secondary schools is 72%. 19,566 (57%) of high schools are mostly operating in urban areas.

Higher Secondary

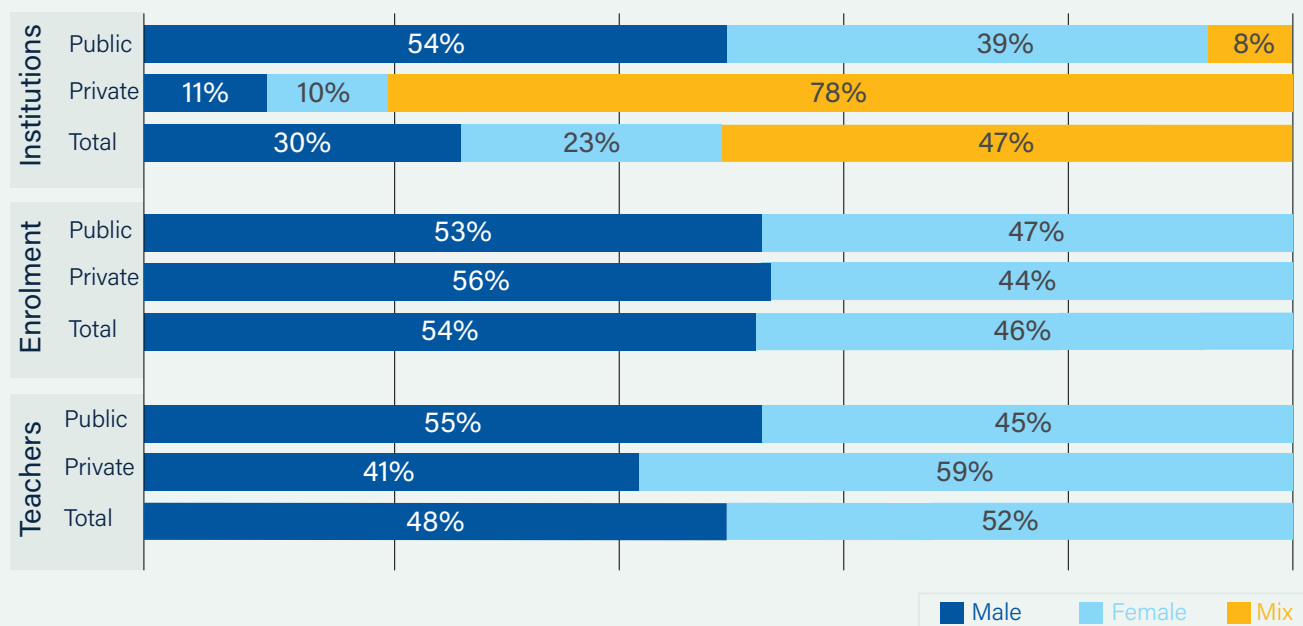
The higher secondary schools have 3% share in formal education system as 6,454 institutions at this level are operational throughout the country. 2,798 schools are providing education services in public sector and 3,656 are functioning in private sector. Total enrolment of classes 11 and 12 in higher secondary schools is 2,144,073 with 1,154,901 males and 989,172 females which constitutes 6% of total enrolment of this stage. Public sector is catering 57% students and remaining 43% are enrolled in private sector.

Figure 15: Distribution of Institutions, Enrolment and Teachers in Higher Sec. by Location – 2021-22



In public educational institutions, 54% are male and 39% female while a mixed-gender category accounts for 8%. Male institutions in private sector make up 11%, females 10%, and a substantial mixed-gender representation of 78%. Public sector enrollment shows a slight predominance of males (53%) over females (47%). In private sector enrollment, there is a male majority (56%) compared to females (44%). Male teachers constitute the 55% of total teacher workforce at higher secondary level in contrast to female teachers (45%). Private educational institutions demonstrate a notable gender disparity among teachers, with females forming the majority at 59%, while males represent 41%.

Figure 16: Distribution of Institutions, Enrolment and Teachers in Higher Sec. by Gender – 2021-22



The data reveals that 146,646 teachers are imparting education in higher secondary schools out of which 70,130 (48%) are male and 75,526 (52%) are female. The public sector, similar to previous year, manage the services of 78,531 (54 %) teachers and private sector is hosting 68,115 teachers (46%).

3.2 Intermediate and Degree Colleges

There are 4,146 intermediate and degree colleges functioning in the country, out of which 1,846 (45%) are public colleges and 2,300 are private. 623,392 students are currently enrolled in these colleges in classes 13 to 16. The females constitute the 53% share of the total enrolment at this stage. Out of total 81,303 teachers of intermediate and degree colleges, 42,975 (53%) are working in the public sector. The female share of teaching strength is 47%.

3.3 Teacher Training Institutions

Public sector is the major service provider in teacher training institutions by operating 73% of institutions (158 out of 217). Only 59 (27%) of institutions are managed by private sector. The total enrolment in these institutions is 76,227 with 48,703 males and 27,524 females. The total enrolment in public sector teacher training institutions is 70,862 (93%) whereas the share of private sector is only 7%. The total teachers in the teachers training institutions are 3,791 out of which 3,493 (92%) are in public and (8%) are in private sector.

3.4 Technical and Vocational Education and Training

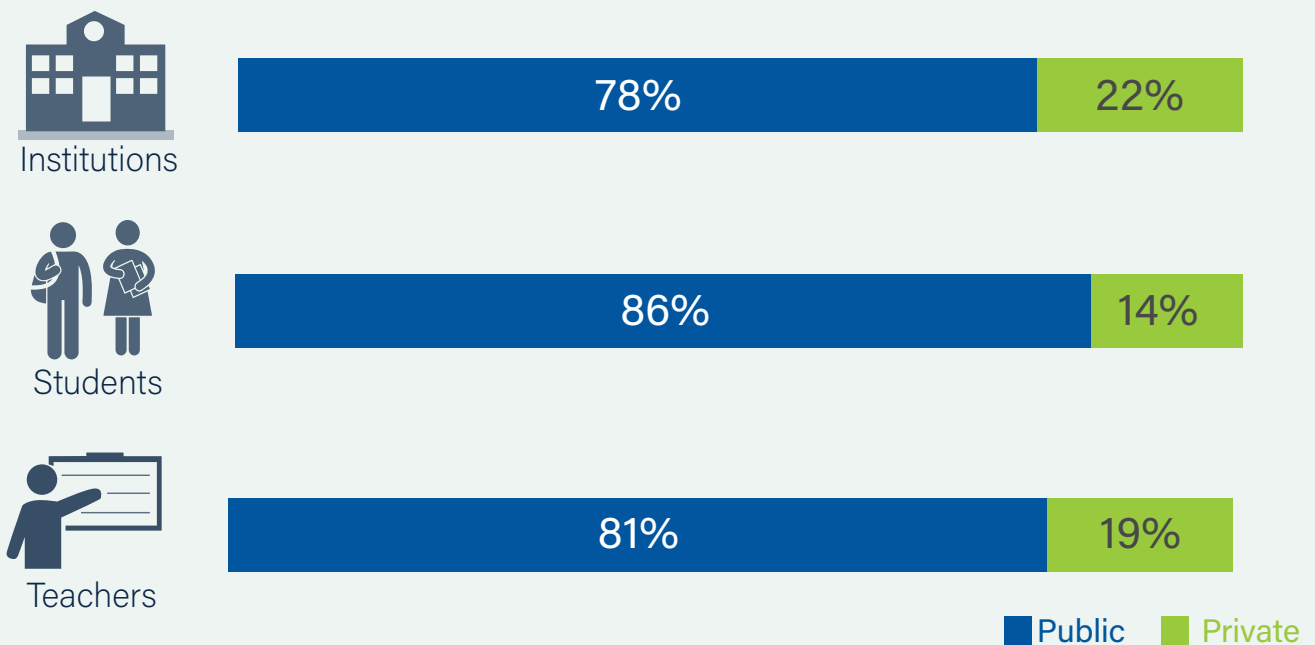
In technical education, there are 1,637 institutions with a total enrollment of 116,295 students, and there are 5,497 teachers (4,370 male and 1,127 female). In vocational education, there are 2,545 institutions with a total enrollment of 3,217,87 students, and there are 12,850 teachers. Combining both levels, there are a total of 4,182 institutions with 438,082 students and 18,347 teachers. Overall, across both levels, there are 13,609 male teachers and 4,738 female

teachers. When considering both levels together, male students make up 68.5% of the total enrollment, while female students account for 31.5%. Across both levels, male teachers constitute 75.9% of the total, while female teachers make up 24.0%.

3.5 Non-Formal Basic Education

Public institutions have a significantly higher number of institutions, enrolment, and teachers compared to private institutions. 86% of total enrolment is in public institutions, while only about 15% is in private institutions. In terms of teachers, around 78% are in public institutions, and 22% are in private institutions. These statistics highlight the dominance of public institutions in the non-formal education sector in terms of both enrolment and teacher presence, with a notable disparity between public and private institutions.

Figure 17: Distribution of Institutions, Enrolment and Teachers in NFE by Sector – 2021-22



3.6 Public-Private Partnership

The concept of public-private partnership education realized through establishment of national and provincial education foundations has emerged as successful model in provision of education service delivery to the masses in Punjab, Sindh and ICT through Punjab Education Foundation, Sindh Education Foundation and National Education Foundation respectively. A variety of models ranging from opening of new schools by private sector to providing education voucher are implemented. A huge number of schools 10,087 are operating under public-private partnership constituting 3% share in school education. The education foundations have cumulative enrolment of 3,406,747 with male and female percentages of 54% and 46% respectively. The enrolment has increased 14% from last year. 128,933 number of teachers are deployed in the institutions under education foundations out of which 90,819 are female which is 70% of total teaching workforce.

3.7 Deeni Madaris

The stream of religious education is contributing sizably in education system by providing religious education through deeni madaris functioning in the country. In some areas, this stream of education is preferred by low-income families as they provide free education services along-with boarding and lodging facilities. A large number of deeni madaris are registered with respective wafaq (a regulatory body of each sect notified/recognized by the Government) while some are maintaining their independent identity. All of these wafaqs and madaris are managed by private sector.

There are 43,613 deeni madaris operating in the country registered with their respective wafaqs. The highest number of madaris are registered with Al-Arabia wafaq while Al-shia wafaq has the lowest number of registered madaris. These madaris are catering to the education needs of 4,650,035 students out of which 2,732,828 are male and 1,917,207 (41%) are females. Regarding teaching strength, 206,515 teachers are deployed in these madaris with a female share of only 23%.

3.8 Tertiary Education

There are 220 universities and higher education institutions in Pakistan during 2021-22 out of which 84 Universities are privately managed. The highest number of universities are in Punjab province/area which is host to 75 universities/HEIs. Total enrolment in tertiary education is 2,226,251 with males 1,218,164 and females 1,008,087. The females constitute 45% of total tertiary enrolment. Out of total enrolment, 1,707,159 students are enrolled at Bachelors level. At bachelors' level, highest number of students 422,341 are enrolled in Arts and Humanities followed by Business Administration 206,330.



ACCESS TO EDUCATION & PARTICIPATION

CHAPTER 4

HIGHLIGHTS

Overall 39% of children in Pakistan are out of school, with rates increasing as students progress through the education system. 10.77 million out-of-school children exist in the primary age group. This includes 4.97 million males and 5.80 million females.

The number of OOSC has increased from 22.02 million to 26.2 million between 2016-17 and 2021-22. Gender disparities in OOSC are observed, with higher percentages of out-of-school females at higher educational levels.

The Gross Intake Rate (GIR) for primary education shows that 81% of children, irrespective of their age, enter grade 1 of primary education. Islamabad Capital Territory leads with 113%, while Balochistan lags behind with 54%. Gender disparities in GIR are prevalent in Sindh, KP, and Balochistan.

The Gross Enrollment Ratio (GER) for pre-primary education is 71%, with gender disparities existing in all provinces except Punjab. KP and ICT have the highest participation rates in pre-primary education.

Only 28% of the population one year before primary is part of organized learning. ICT has the highest participation rate at 71%, while Balochistan has the lowest at 10%.

More than 60% of students in primary and middle education in Pakistan are overage, with the highest numbers in KP and Balochistan. Punjab has the lowest percentage of overage children.

Punjab has a significantly higher enrollment rate (74%) in the last grade of primary education, followed by KP (68%) and Sindh (55%). Male enrollment rates are slightly higher than female enrollment rates.

There are variations in GER across provinces, with Islamabad Capital Territory (ICT) having the highest GER in primary education and Sindh and Balochistan facing challenges. Gender disparities exist in primary and middle school enrollment, with males generally enrolling at higher rates than females.

ETR varies by region, with AJK and ICT having the highest ETRs, while Sindh has the lowest ETR for primary to middle transition.

The overall Survival Rate to Grade-5 for Pakistan is 77%, with Punjab having the highest rate at 83%. Sindh has the lowest survival rate among all regions at 62%. There are gender disparities in survival rates, with females often having higher rates than males in various provinces.

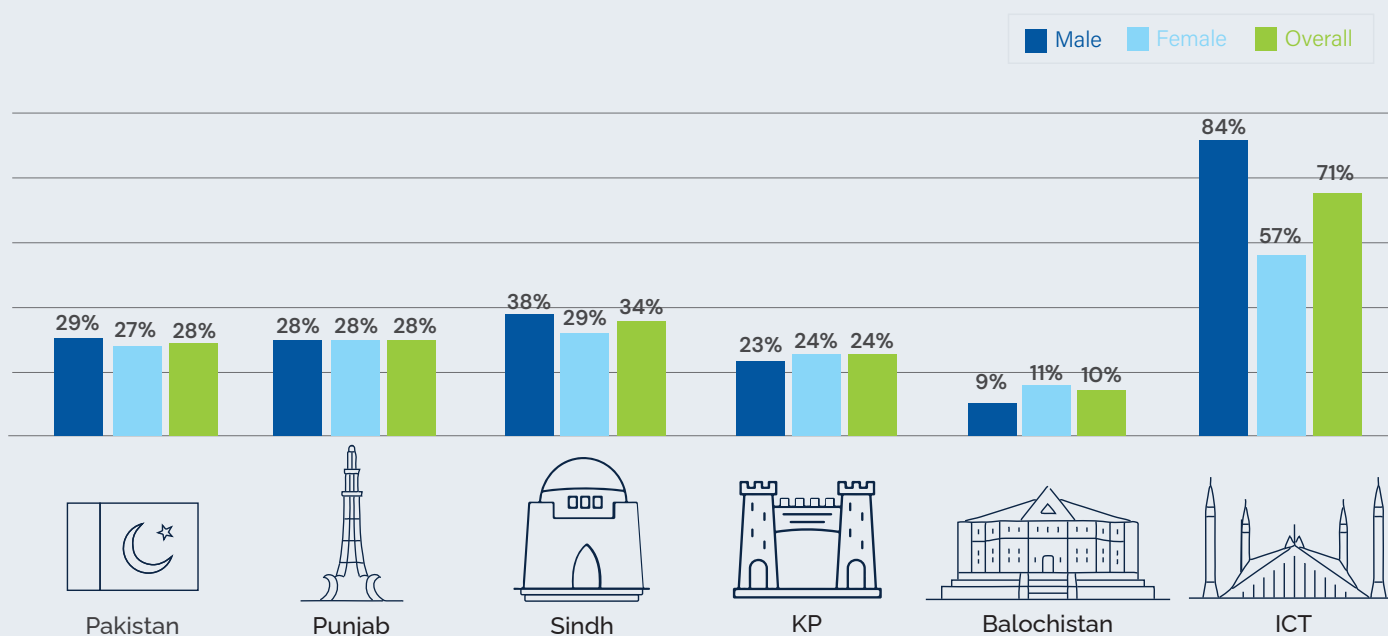
PTR varies across provinces, with AJK having the lowest PTR at the primary level, and Sindh having the highest PTR across all levels of education.

This chapter highlights the existing status of education at national and provincial/area levels in terms of education indicators. It is worth mentioning that the Pakistan Education Statistics 2016-17 report covers all provinces/areas in Pakistan for computation of population related indicators. The Pakistan Education Statistics 2021-22 report excludes AJ&K and GB in computation of population related indicators due to non-availability of population data. Therefore, the data for AJ&K and GB for 2016-17 are not included while comparing indicators between 2016-17 and 2021-22. This variation in data coverage should be considered when interpreting findings, and utilizing the data.

4.1 Participation Rate in Organized Learning one year before primary

The indicators designed for pre-primary education or early childhood education provides a glimpse on school readiness of children for primary education. Pre-Primary or early childhood education normally spans over multiple years ranging from 1-3 years depending upon structure of education system. In general, the participation rate in organized learning evaluates the population segment involved in organized learning immediately before the start of primary education. Primary education starts at 5 years age in Pakistan; therefore, this indicator is calculated for aged-4 years population and enrolment. At national level, only 28% of population aged 4 is part of organized learning. The highest participation is in Islamabad Capital Territory with 71% participate rate and Balochistan at the lowest with only 10%. It is imperative to look into the reasons behind the significant difference between male and female participation rate in ICT as the gender inequalities are comparatively very low.

Figure 18: Participation Rate in Organized Learning One Year Before Primary – 2021-22



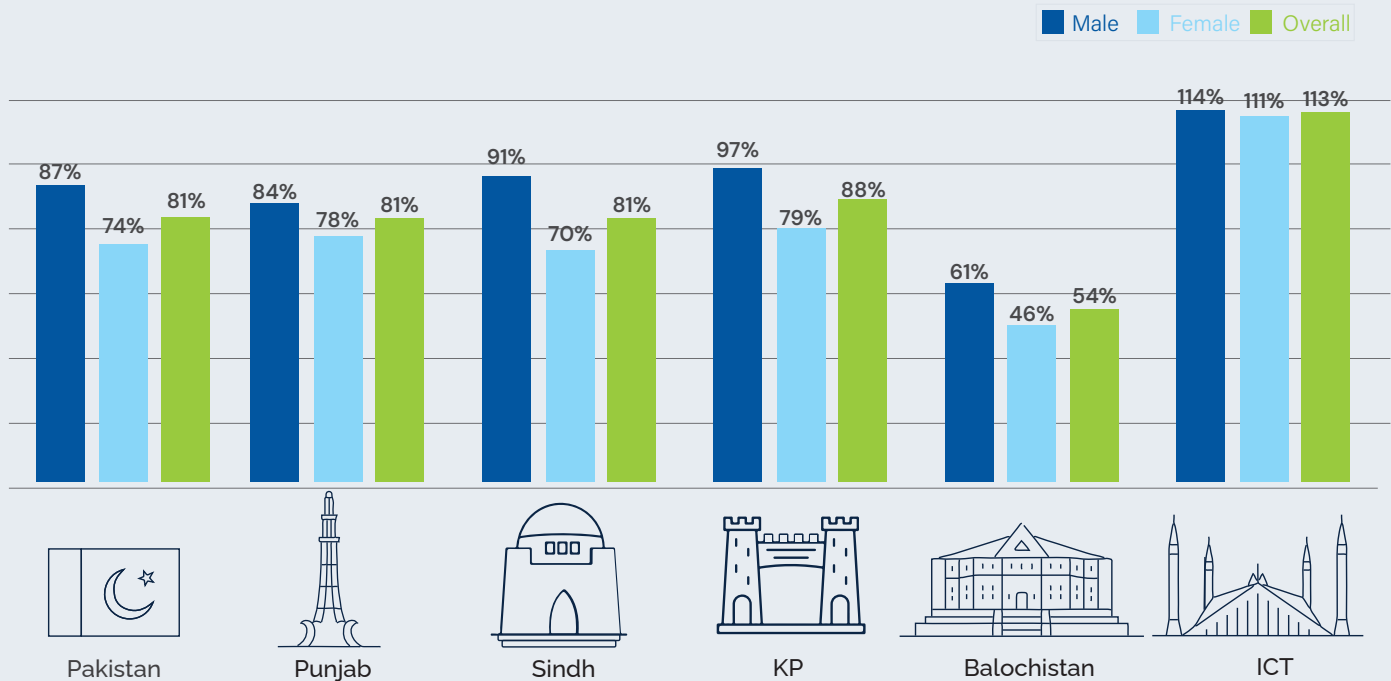
4.2 Intake Rates

Valuation of children entering primary education are normally measured through intake rates to the first grade. This indicator provides a measure of system's capacity to make primary education accessible.

Gross Intake Ratio in Primary Education

In Pakistan, 81% of children irrespective of their age enters grade-1 of primary education. At provincial/area level, Islamabad Capital Territory is leading the intakes with 113% followed by KP with 88%. Punjab and Sindh managed to enroll 81% of children in grade-1. GIR values for Balochistan are alarmingly low with 54%. Gender disparities in GIR are prevalent in Sindh, KP and Balochistan.

Figure 19: GIR in Primary Education by Province and Gender – 2021-22

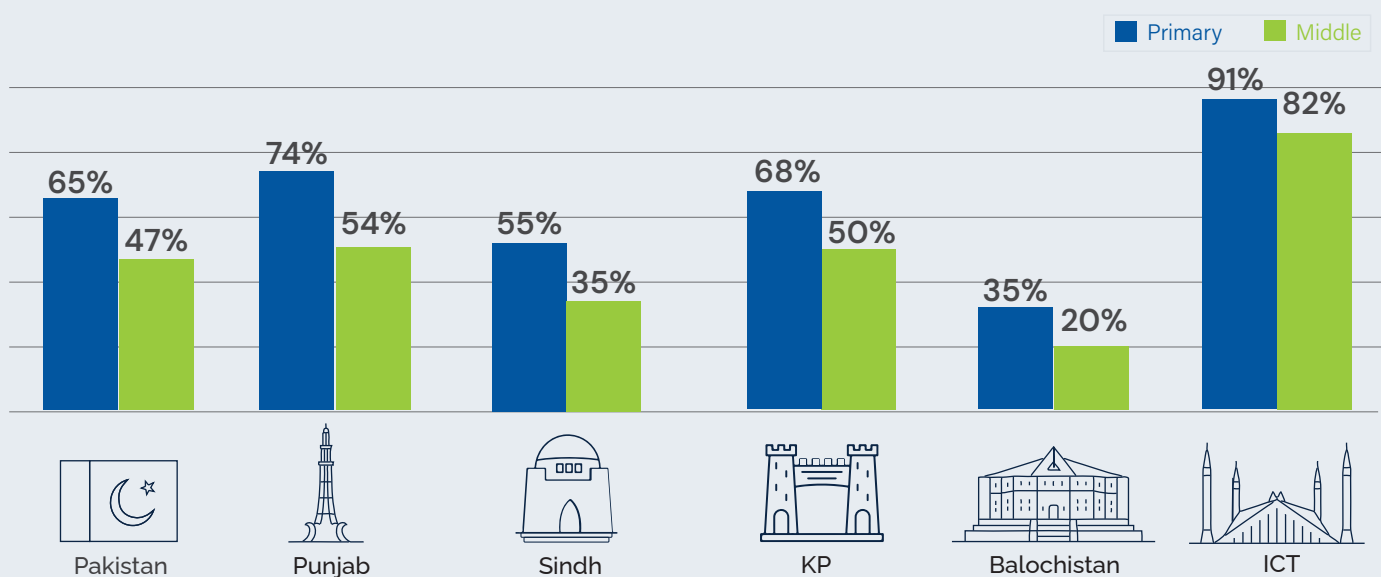


Gross Intake to Last Grade of Primary and Middle

The "Gross Intake Ratio to the Last Grade of Primary Education" identify the level of access and progression of students in the final grade of primary education. A higher ratio indicates that a larger proportion of students are reaching and potentially completing the last grade of primary education, which is a positive indicator of education access and progression. Policymakers and educational planners frequently utilize this ratio to track and evaluate the effectiveness and inclusivity of primary education systems. It can aid in locating problem areas where corrective action may be required to raise enrolment and completion rates.

Punjab has a considerably higher enrollment rate (74%), followed by KP (68%), Sindh (55%), Balochistan (35%), and ICT (91%), in grade 5. In comparison to females (61%), boys enroll in primary school at a somewhat greater proportion (69%) than do females. In Punjab (75% vs. 73%) and ICT (93% vs. 89%), females enroll in primary school at a little higher proportion than males do (93% vs. 89%). Male enrollment rates are greater than female enrollment rates in Sindh, KP, and Balochistan.

Figure 20: Gross Intake to Last Grade of Primary and Middle by Province – 2021-22



Punjab has the highest grade-8 enrollment rate at 54%, followed by KP at 50%, Sindh at 35%, ICT at 82%, and Balochistan at 20%. Similar to the primary level, Punjab and KP have relatively higher middle school enrollment rates compared to Sindh, Balochistan, and ICT. Nationally, males have a slightly higher middle school enrollment rate (49%) compared to females (45%). At the middle school level, females have higher enrollment rates than males in Punjab (57% vs. 52%) Sindh (30% vs 40%) and ICT (89% vs. 76%). In KP and Balochistan, males have higher enrollment rates than females.

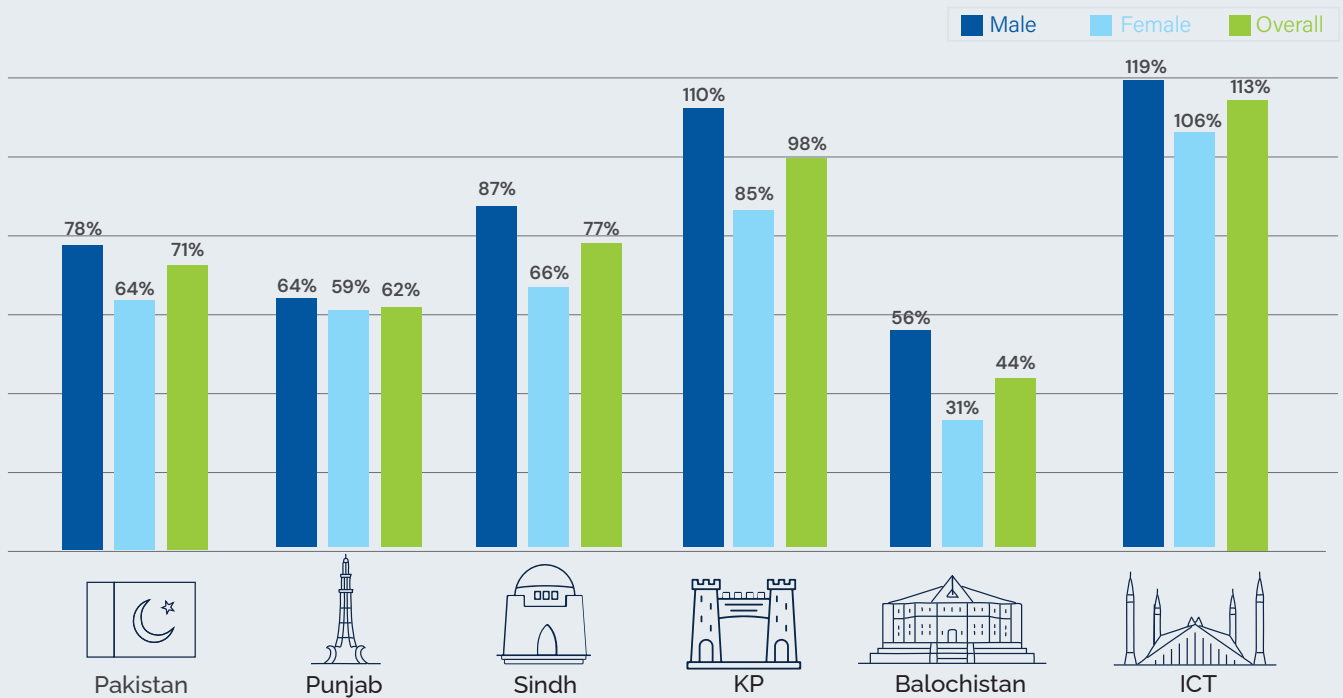
4.3 Enrolment Ratios

The gross enrollment ratio reveals the capacity of the educational system at each level. The GER aids in assessing how many children of primary school age have access to education and how many of them are enrolled in school. A high ratio indicates that a bigger percentage of the population is enrolled in school. An excessive percentage of overage children may be the cause of GER surpassing 100%. GER supports educational authorities in resource allocation, educational planning, etc.

Gross Enrolment Ratio in Pre-Primary

GER in pre-primary education offers outlook of general participation of population in pre-primary education. In Pakistan, the GER for pre-primary education was 71% with a wide inequality among male (78%) and female (64%). KP and ICT have highest participation in pre-primary education where Punjab and Balochistan at the lowest. Significant gender disparities exist in all provinces except Punjab.

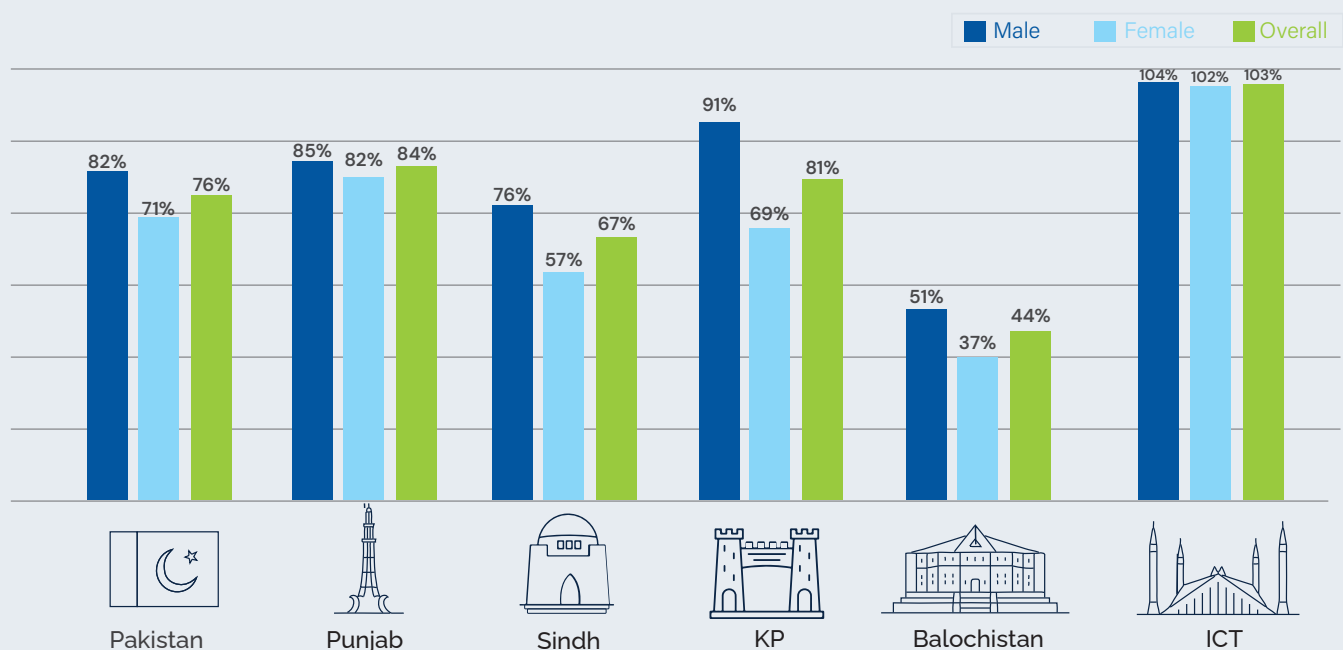
Figure 21: GER in Pre-Primary Education by Province and Gender – 2021-22



Gross Enrolment Ratio in Primary

The overall primary school enrollment percentage in Pakistan as a whole is 76%. There is still need for improvement in order to attain universal primary education, even if data shows that a sizable percentage of kids are enrolled in primary schools. With a primary school enrollment percentage of 103%, Islamabad Capital Territory (ICT) stands out as having the highest rate. It exceeds both the national average and the average for all other areas, indicating that the capital city places a high priority on education. Among the provinces, Punjab has the highest primary school enrollment rate at 84%, closely followed by KP at 81%. The enrollment rates in Sindh and Balochistan are lower, at 67% and 44%, respectively. There is a gender discrepancy in primary school enrollment across the country. Men enroll at a rate of 76%, while women enroll at a somewhat lower rate of 71%. The majority of regions exhibit this gender disparity, with boy soften enrolling at higher rates than girls. With lower total enrolment rates (67% and 44%, respectively), Sindh and Balochistan have significant hurdles in basic education.

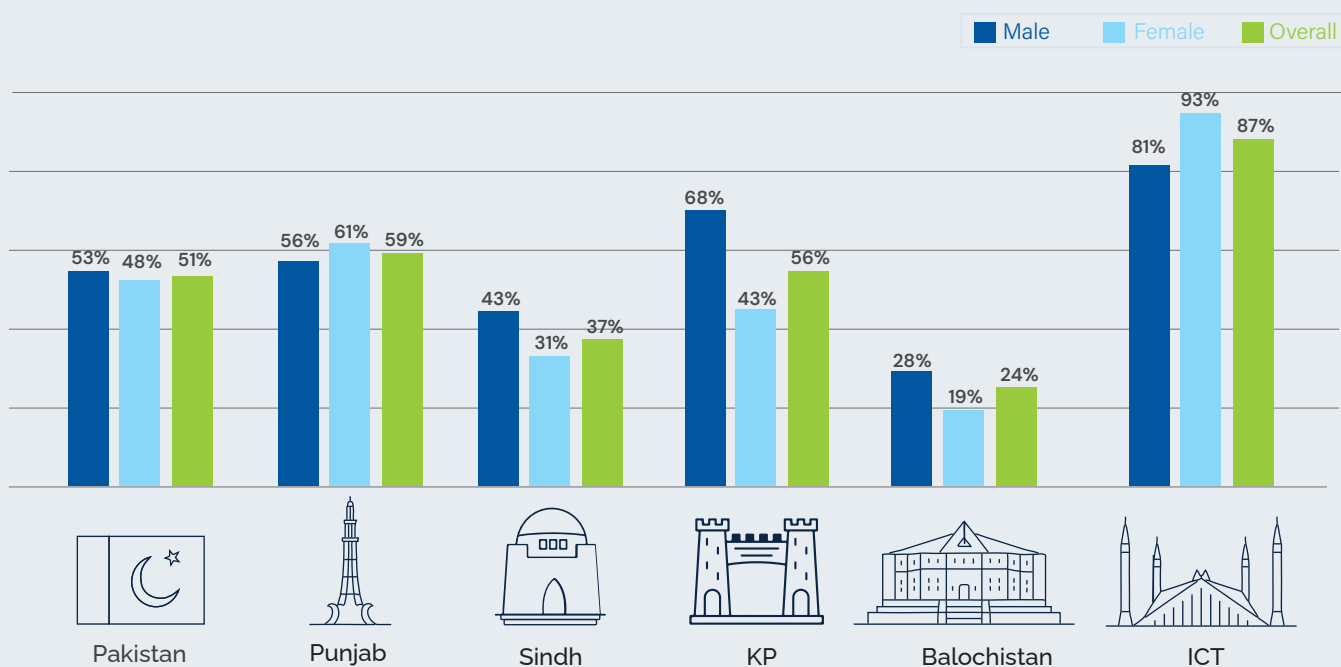
Figure 22: GER in Primary Education by Province and Gender – 2021-22



Gross Enrolment Ratio in Middle

The overall middle school enrollment percentage in Pakistan is 51%. Although a sizable fraction of population is enrolled in middle school, there is still room for growth in order to provide middle school education to all children. Among the provinces, Punjab has the highest middle school enrollment rate at 59%, followed by ICT with 87%. Balochistan has the lowest middle school enrolment percentage, at just 24%, demonstrating severe barriers to this province's residents being able to attend middle school. Middle school enrolment rates in Sindh and KP are 37% and 56%, respectively, demonstrating regional differences in access to education. Balochistan has the lowest percentage of students enrolled in middle school (24%) of all the provinces, demonstrating the need for focused initiatives to increase access to middle school education in this area. In middle school enrollment, there is a persistent gender difference in all provinces and across the country. Male enrollment rates are typically greater than female enrolment rates. In terms of general national data, middle school enrollment is higher for boys (53%), while it is lower for girls (48%).

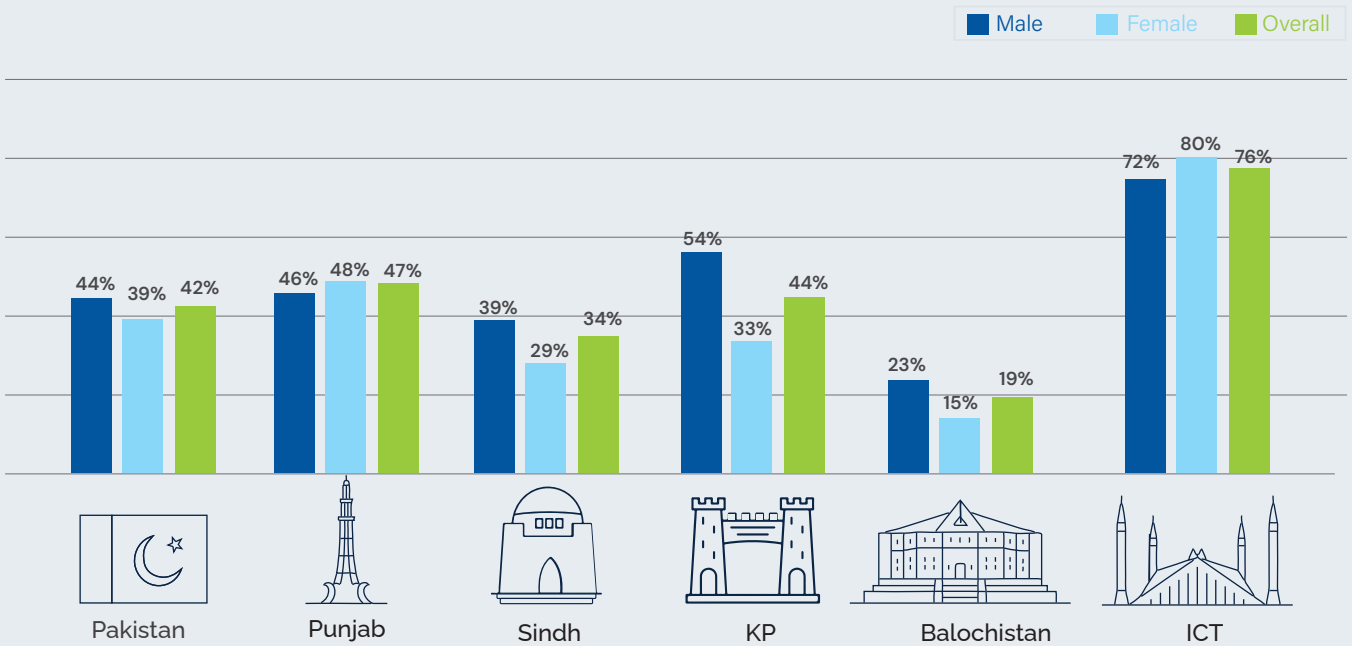
Figure 23: GER in Middle by Province and Gender – 2021-22



Gross Enrolment Ratio in High

The GER for secondary education across Pakistan is 42%. Among the provinces, Punjab has the highest secondary school GER at 47%, followed by ICT at 76%. The lowest secondary school GER, 19%, is found in Balochistan, a province with severe barriers to secondary education. Secondary school GERs in Sindh and KP are 34% and 44%, respectively. In terms of secondary school attendance, there is a persistent gender difference both nationally and throughout all provinces. Male enrollment rates are typically greater than female enrolment rates. In terms of total national data, 44% of men and 39% of women are enrolled in secondary education.

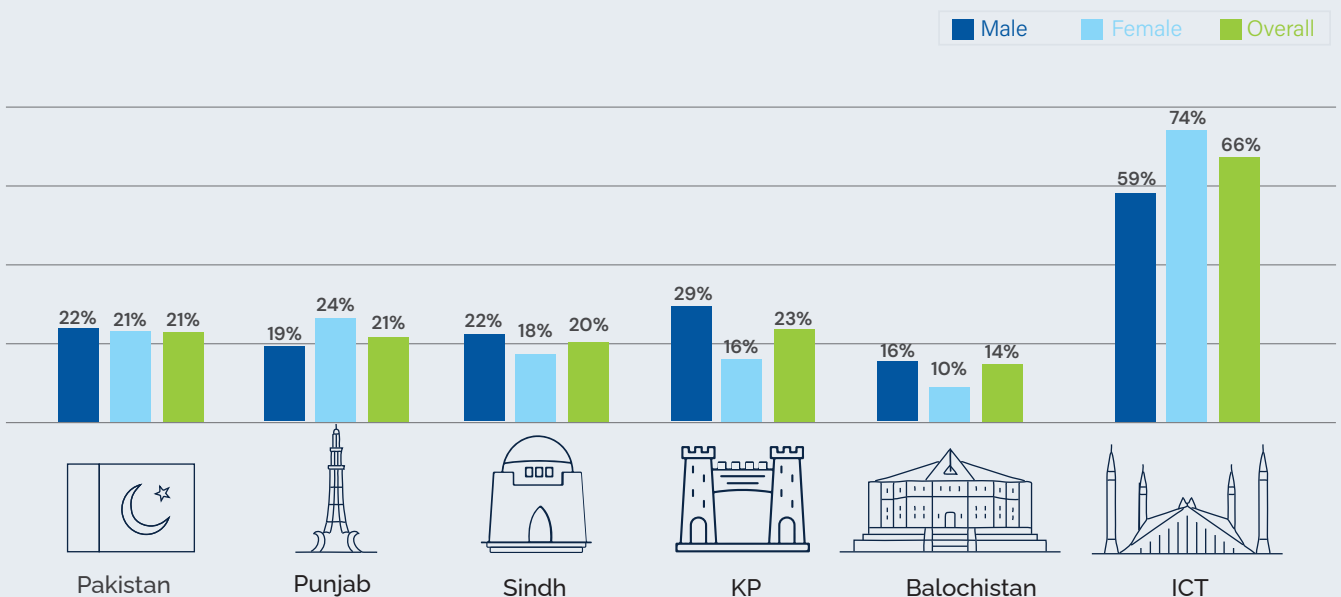
Figure 24: GER in High by Province and Gender – 2021-22



Gross Enrolment Ratio in Higher Secondary

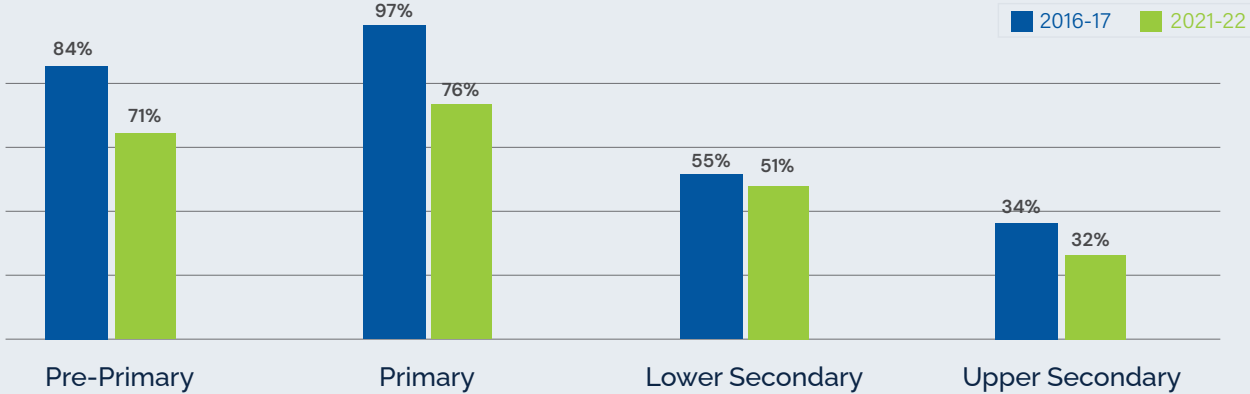
The total GER in higher secondary education at the national level (Pakistan) is 21%. Gender disparities in enrollment persist in higher secondary education. Males generally have higher GERs compared to females across all provinces. In the overall national data, the GER for males in higher secondary education is 22%, while for females, it is slightly lower at 21%. With a GER in higher secondary education of 66%, Islamabad Capital Territory (ICT) has the highest rate among the provinces, showing comparatively better access to this level of education. Balochistan has the lowest GER in higher secondary education at 14%, underscoring the province's severe barriers to enrollment at this level of education. GERs in higher secondary education in Punjab, Sindh, and KP range from 20% to 23%, illustrating differences in access between provinces.

Figure 25: GER in Higher Secondary by Province and Gender – 2021-22



The data on gross enrollment ratio (GER) reveals a concerning downward trend across all education levels between 2016-17 and 2021-22. This decline is particularly pronounced in pre-primary education, where the GER dropped by 13 percentage points, from 84% to 71%. Primary education also experienced a significant decrease of 21 percentage points, with the GER falling from 97% to 76%. Middle and upper secondary education also witnessed declines of 4 and 2 percentage points, respectively.

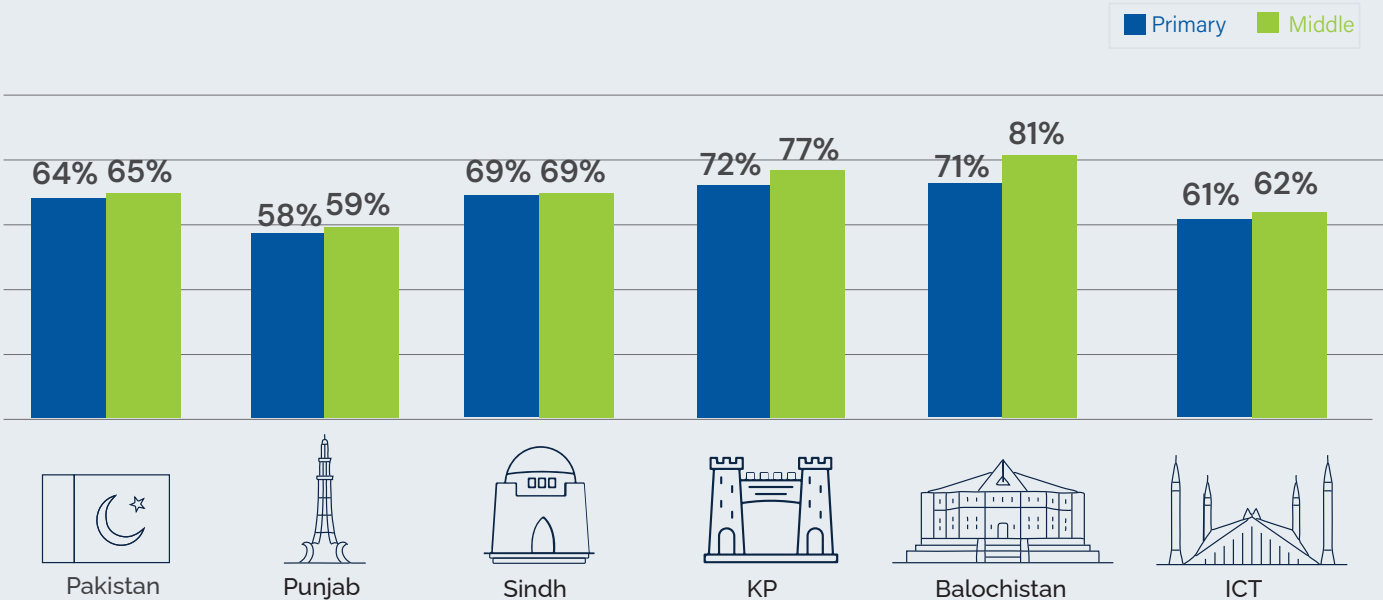
Figure 26: GER by Level of Education in Pakistan – 2016-17 and 2021-22



4.4 Overage Children in Primary and Middle

Students who are two or more years older than the expected or usual age for their school level are commonly referred to as "overage children". The possible reasons, among others, can be late entry to school or repetition in grades without having negative implications on student's part. However, the indication of a high number of overage students requires attention of the education planners and policy makers as it may result in lower level of students learning achievements. Overall, more than 60% of students are over-age in primary and middle education in Pakistan. Every three out of four children in KP and Balochistan are overage in Primary and Middle education. Punjab has the lowest over-age children in both levels of education followed by ICT with 61% for primary and 62% for middle education.

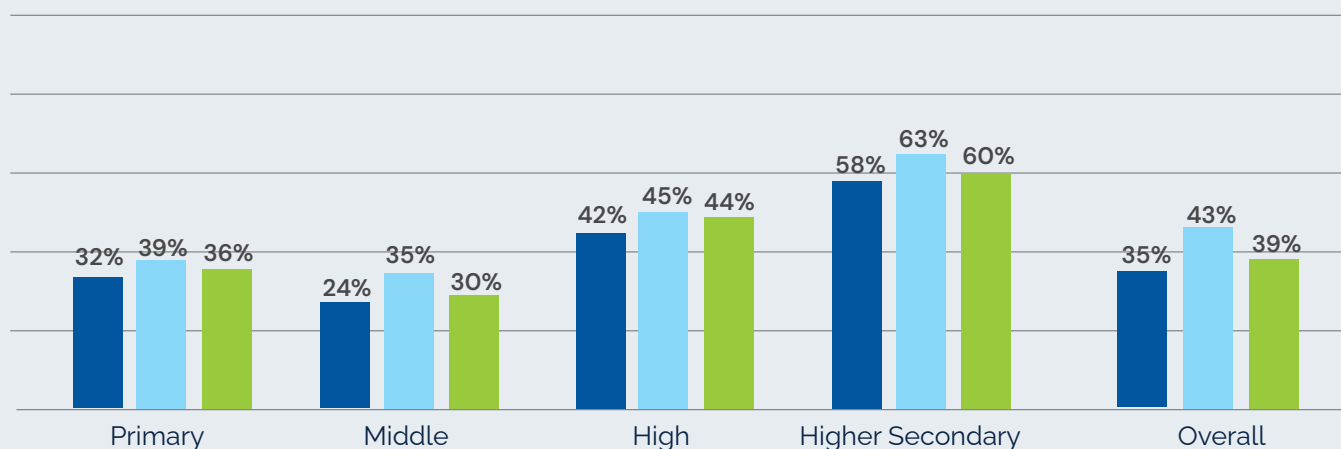
Figure 27: Percentage of Over-age Children in Primary and Middle by Province – 2021-22



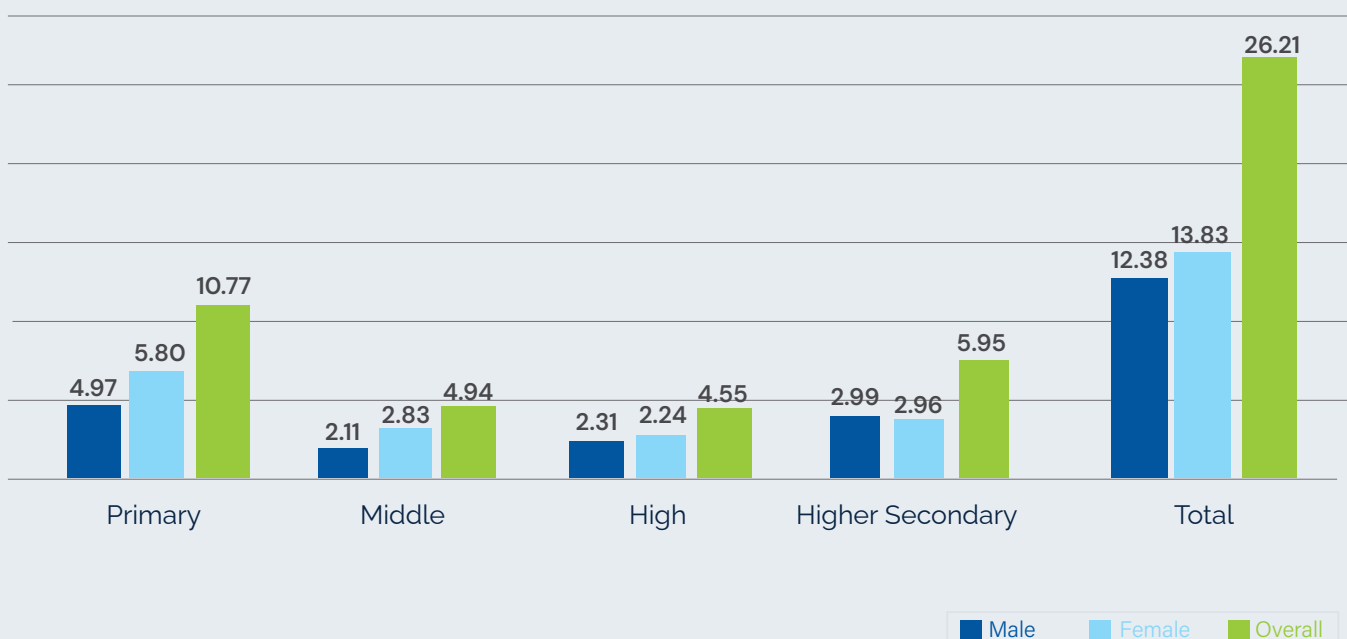
4.5 Out of School Children

Pakistan's efforts to achieve universal primary and secondary education continue to be hampered by the country's urgent educational challenge of the number of out-of-school children. The Pakistani government and several NGOs have started initiatives in recent years to address the issue of out-of-school children. Programs designed to give low-income families financial incentives, upgrade school facilities, and increase awareness of the value of education, particularly for girls, have shown encouraging outcomes. Reducing the number of out-of-school children is not only a matter of ensuring access but also of fostering a more equitable and inclusive educational system that provides opportunities for every child in Pakistan.

Figure 28: Out of School Children in Pakistan by Level (a) in percentage – 2021-22

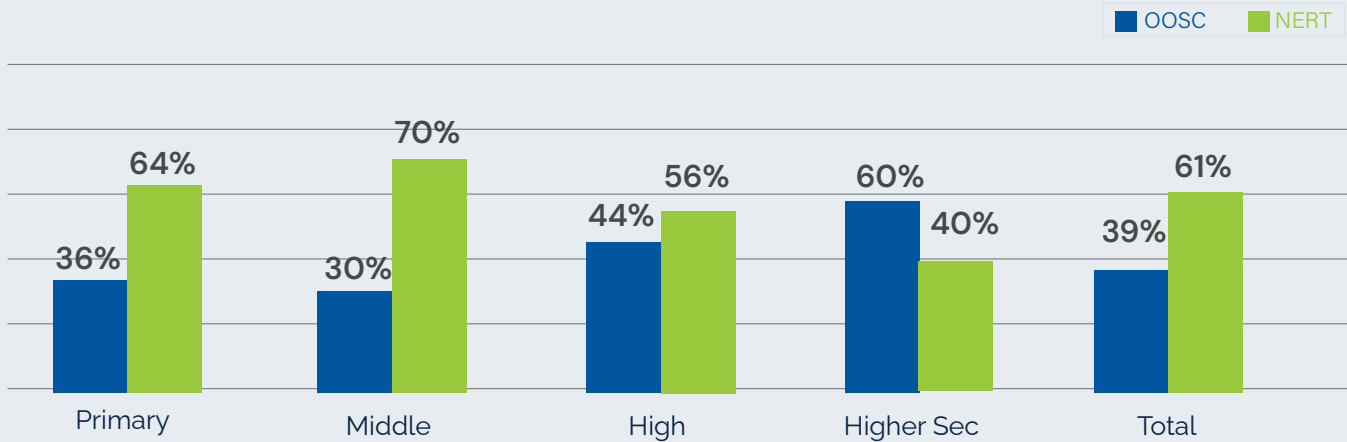


(b) in millions – 2021-22



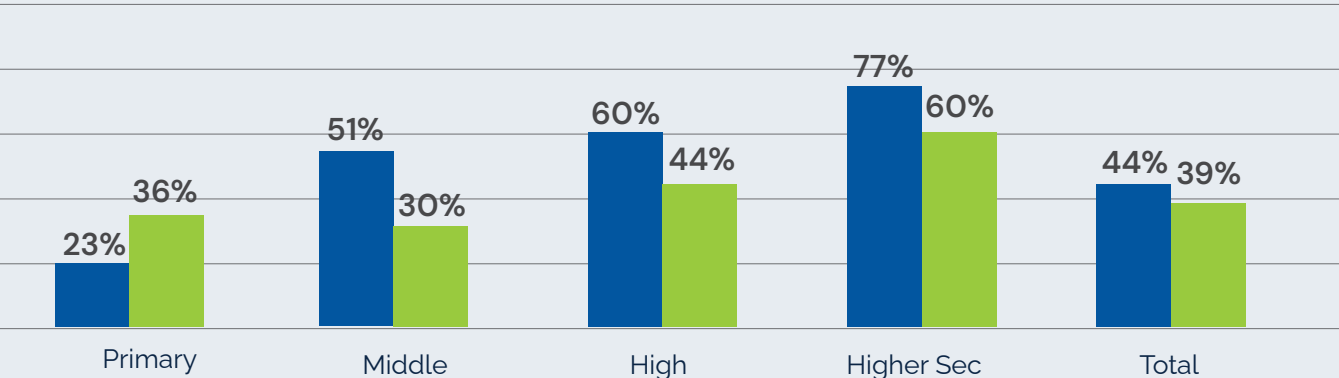
At the overall level, which combines data from all educational levels, 39% of children in Pakistan are out of school. The data illustrates an upward trend in the percentage of out-of-school children as they progress through the education system. The out-of-school rates increase from primary to higher secondary education. 36% population portion of primary, 30% of middle, 44% of high, and 60% of higher secondary are out of school. Across all educational levels, there are gender disparities in out-of-school children. At the primary level, 39% of females are out of school, compared to 32% of males. This gender gap widens at higher educational levels. In each category (primary, middle, high, and higher secondary), the percentage of out-of-school females is consistently higher than that of males. This trend suggests that the challenges and barriers to education intensify as students move to higher levels of schooling, which can have long-term implications for their educational attainment and life opportunities.

Figure 29: NERT and OOSC in Pakistan by Level

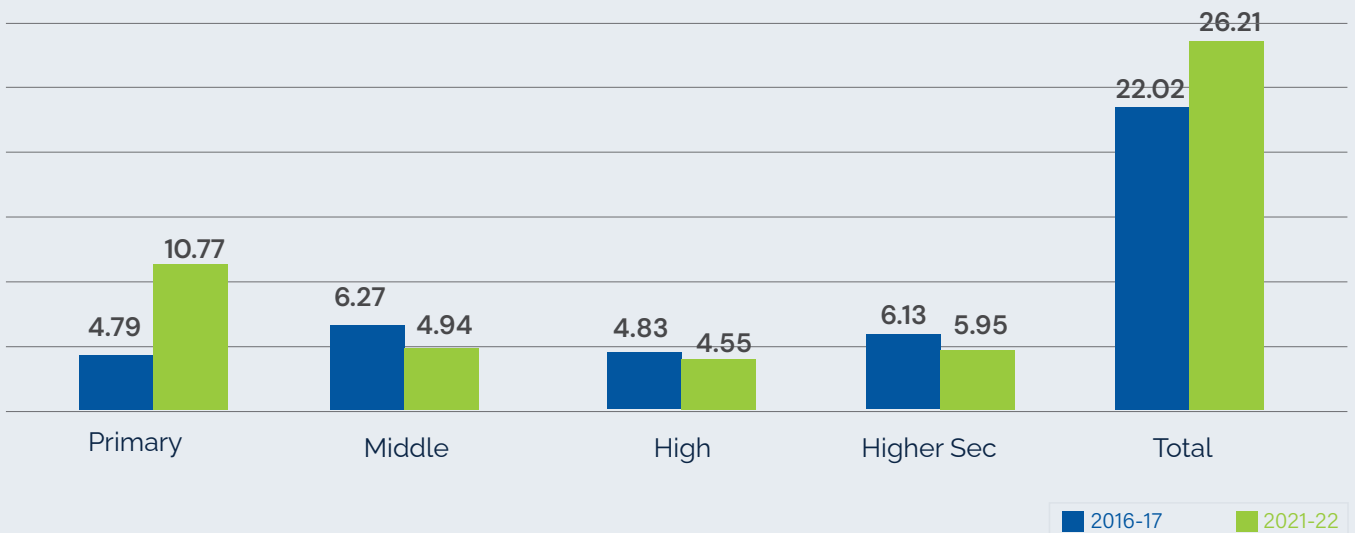


The total number of 26.21 million out-of-school children from primary to higher secondary education is significant, emphasizing the scale of the challenge. Majority of the OOSC are in primary level. There are 5.80 million out-of-school girls compared to 4.97 million out-of-school boys, resulting in a total of 10.77 million out-of-school children of primary age group. 2.83 million girls compared to 2.11 million boys (total 4.94 million children) are out of school with age group of middle education. A similar number is observed in secondary education age group where 4.55 children are out of school of which 2.24 million are girls.

Figure 30: Out of School Children by Level – 2016-17 and 2021-22 (a) in percentages

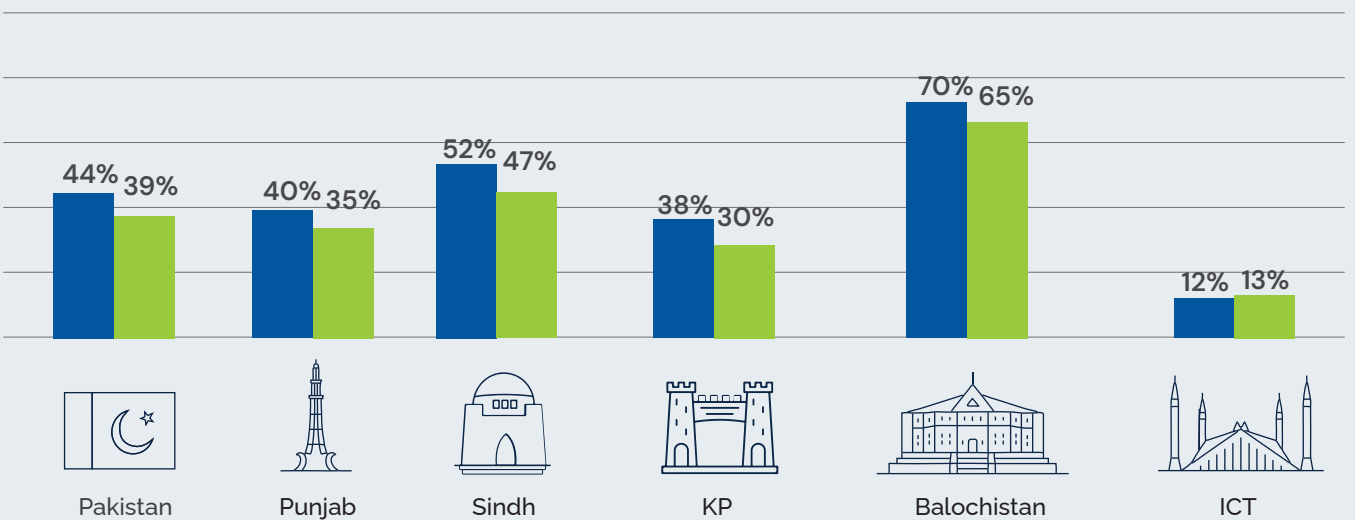


(b) in millions

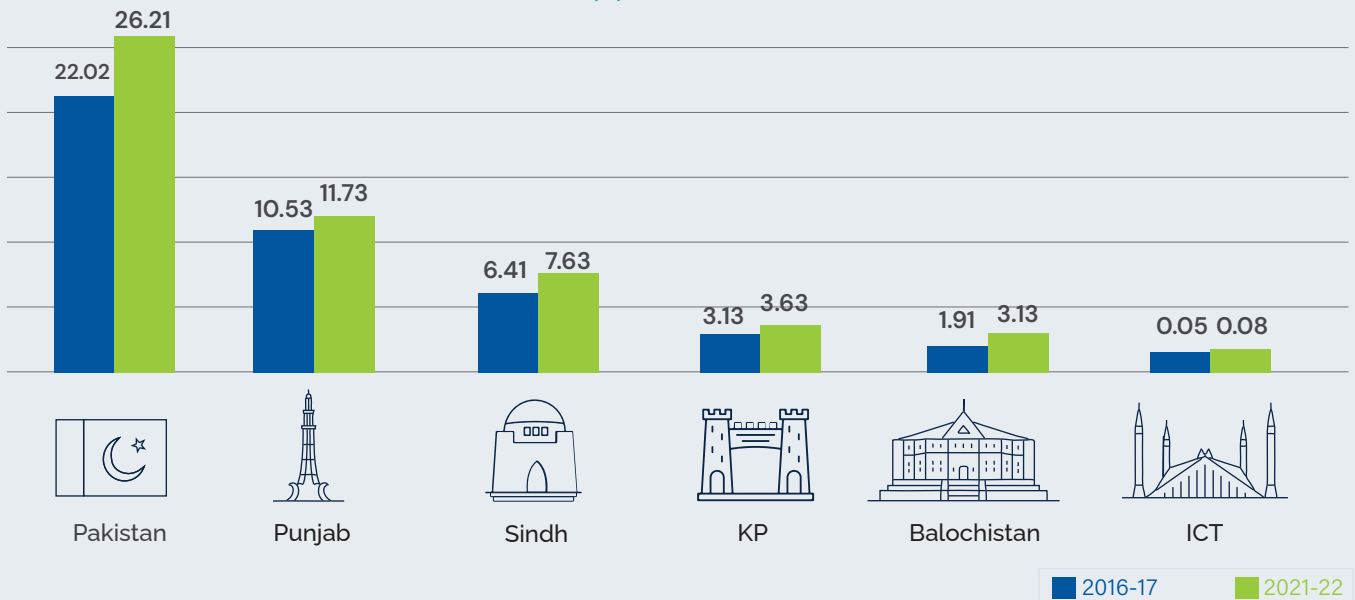


The data highlights a mixed picture of progress and challenges in addressing OOSC. While there have been significant improvements in middle and high school access, the increase in primary-level OOSC and the persistence of higher secondary OOSC call for sustained efforts. The overall percentage of OOSC across all educational stages improved from 44% in 2016-17 to 39% in 2021-22. This points to a positive trajectory in efforts to reduce the number of children out of school. Despite decrease in percentage of OOSC, the number of OOSC increased from 22.02 million to 26.2 million from 2016-17 to 2021-22. A concerning surge is observed through substantial increase in primary-level OOSC, rising from 22% in 2016-17 to 36% in 2021-22. There was a substantial decline in OOSC at the middle stage, decreasing from 51% in 2016-17 to 30% in 2021-22. This reflects commendable progress in enrollment and retention for this demographic. OOSC at the high school stage also witnessed a noteworthy decrease, dropping from 60% in 2016-17 to 44% in 2021-22. This suggests an enhanced accessibility to high school education. Progress has also been made at Higher Secondary Level in declining OOSC from 77% in 2016-17 to 60% in 2021-22.

Figure 31: OOSC (Age 5-16) by Province – 2016-17 and 2021-22 (a) in percentage



(b) in millions



Primary

The Out of School Children at primary age group highlights disparities at provinces/areas. While Punjab has the highest number of out-of-school children, Sindh also reports a substantial number, particularly among females. Balochistan and KP face challenges in ensuring access to education for both genders. Meanwhile, ICT performs relatively better in terms of primary school enrollment. Punjab has the highest number of out-of-school children among the provinces, with 4.83 million children out of school, evenly distributed between males (2.46 million) and females (2.37 million). In Sindh, there are 3.20 million out-of-school children, with a notable gender gap. While 1.43 million males are out of school, the number rises to 1.77 million for females. Khyber Pakhtunkhwa (KP) has a total of 1.28 million out-of-school children, with a higher proportion being females (0.88 million) compared to males (0.40 million). Balochistan reports 1.40 million out-of-school children, with a fairly balanced distribution between males (0.65 million) and females (0.75 million). The Islamabad Capital Territory (ICT) has the lowest number of out-of-school children, with only 0.06 million children out of school, equally split between males and females.

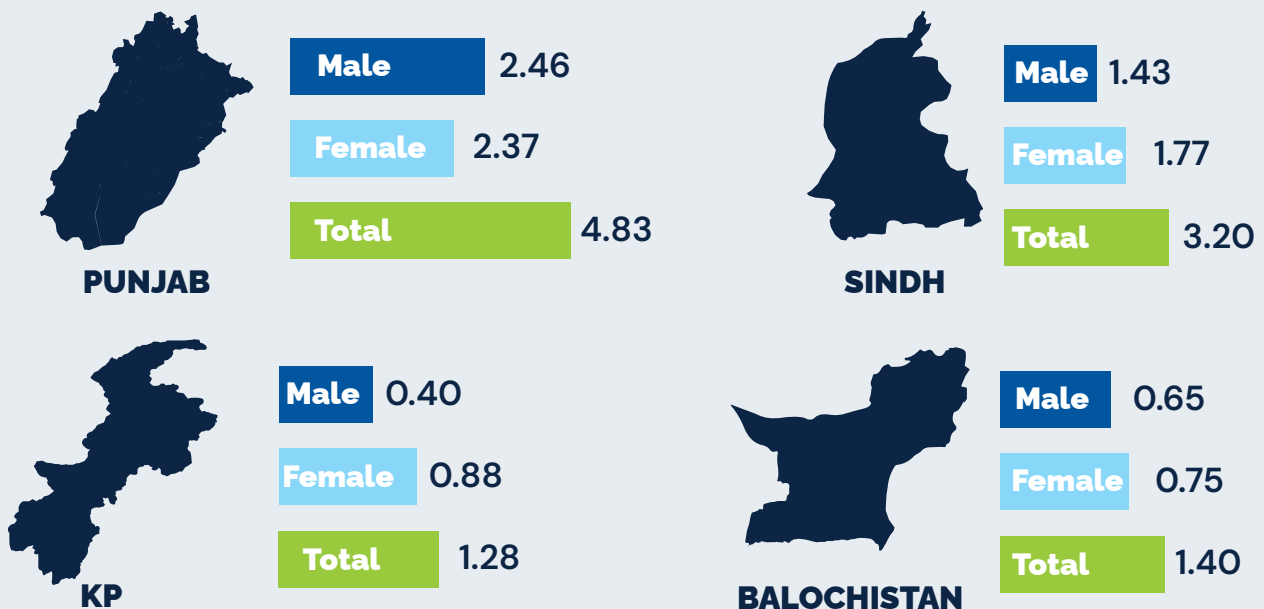




Figure 32: Out of School Children in Primary by Province and Level – 2021-22 (in millions)

Middle

Pakistan has a total of 4.94 million out-of-school children for middle education, with 2.11 million being males and 2.83 million being females. Punjab has the highest number of out-of-school children for middle education, with a total of 1.88 million. The gender breakdown shows that 0.93 million are males, and 0.95 million are females. Sindh follows with a total of 1.54 million out-of-school children for middle education. The gender distribution reveals that 0.60 million are males, while 0.94 million are females. KP and Balochistan have relatively lower numbers of out-of-school children for middle education, both totaling 0.74 million. In KP, 0.20 million are males, and 0.54 million are females, whereas in Balochistan, 0.36 million are males, and 0.39 million are females. Islamabad Capital Territory (ICT) has the lowest number of out-of-school children for middle education, with only 0.01 million for both males and females.

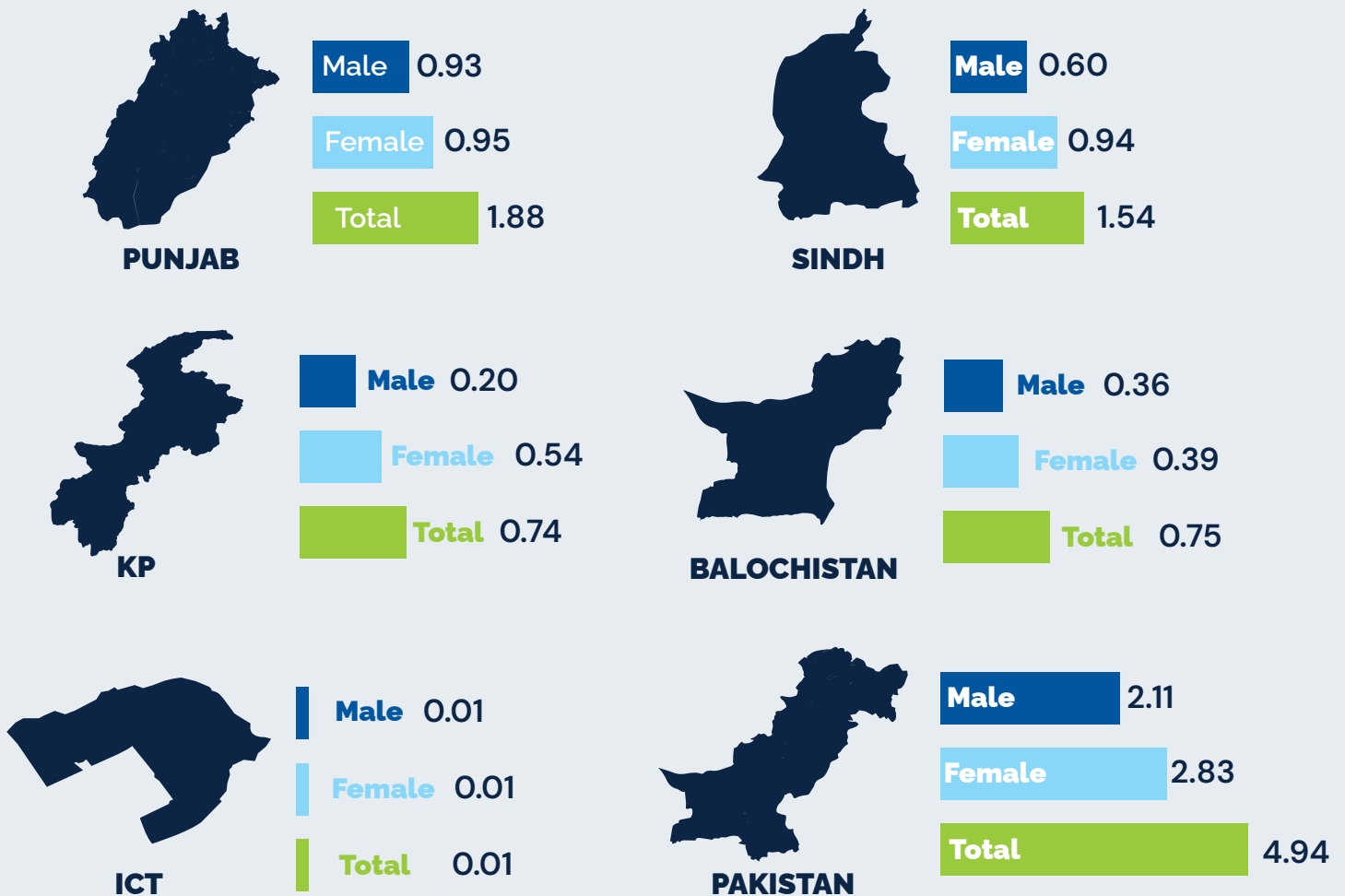


Figure 33: Out of School Children in Middle by Province and Level – 2021-22 (in millions)

High

At secondary education age-group, a total of 4.55 million out-of-school children are there in Pakistan. Among these, 2.31 million are males, and 2.24 million are females. Punjab reports a total of 2.01 million OOSC, with 1.15 million being males and 0.86 million being females. Sindh follows with a total of 1.36 million out-of-school children. This comprises 0.66 million males and 0.70 million females. KP also has a total of 0.69 million OOSC, with 0.26 million males and 0.44 million females. Balochistan reports a total of 0.48 million OOSC, equally distributed between males (0.24 million) and females (0.24 million).

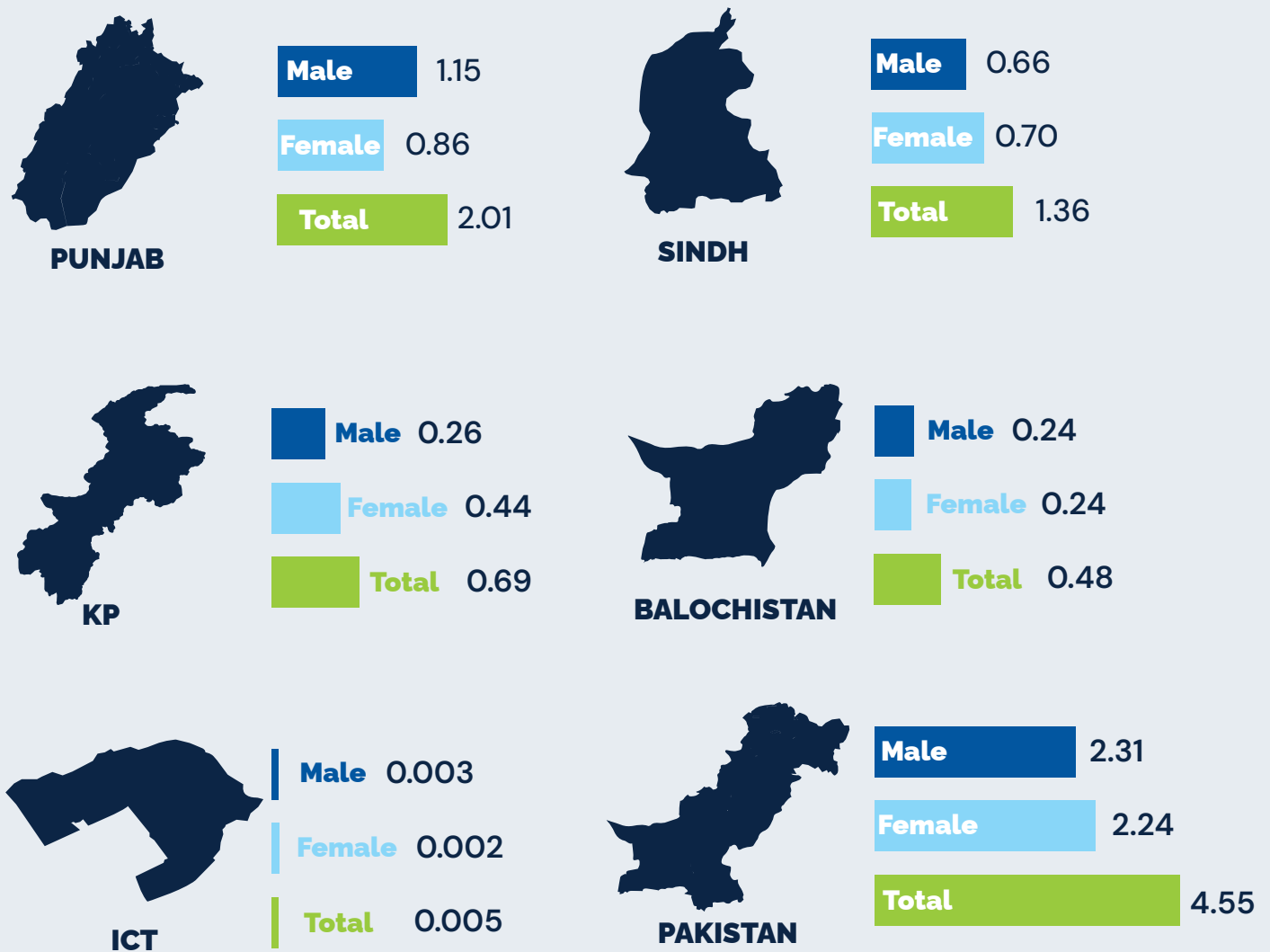


Figure 34: Out of School Children in High by Province and Level – 2021-22 (in millions)

Higher Secondary

Across Pakistan, there are a combined 5.95 million out-of-school children within the higher secondary age bracket. Among them, 2.99 million are male, and 2.96 million are female. In the province of Punjab, the number of out-of-school children in this age group is 3.01 million, with males accounting for 1.58 million and females for 1.42 million. Sindh closely follows with a total of 1.53 million out-of-school children in the higher secondary age range, evenly divided between males (0.77 million) and females (0.77 million). Khyber Pakhtunkhwa (KP) reports 0.91 million out-of-school children in this age category. Among them, 0.39 million are males, while 0.52 million are females. Balochistan records 0.50 million out-of-school children in the higher secondary age group, comprising 0.26 million males and 0.24 million females

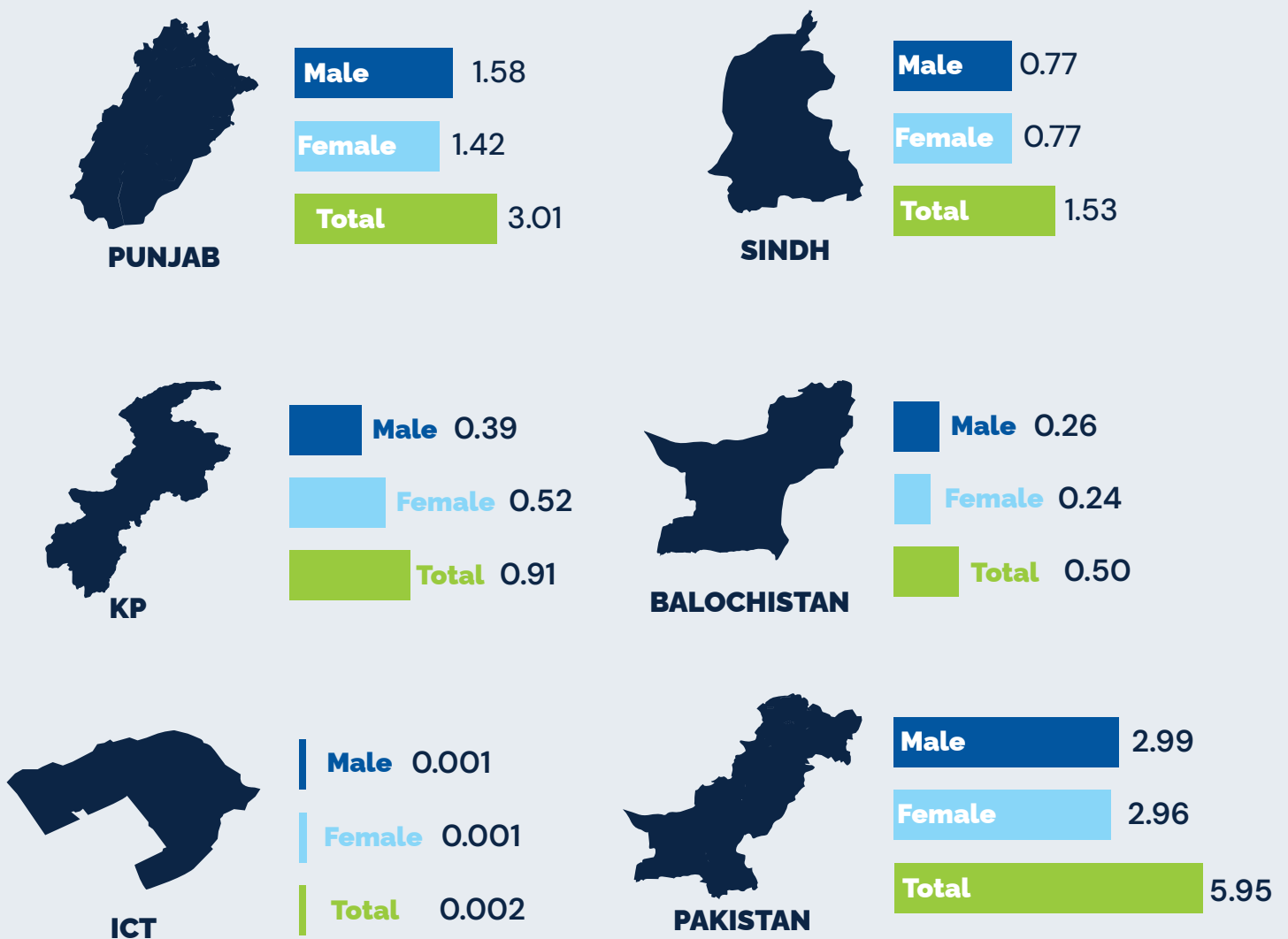


Figure 35: Out of School Children in Higher Secondary by Province and Level – 2021-22 (in millions)

Economic Disparities in OOSC

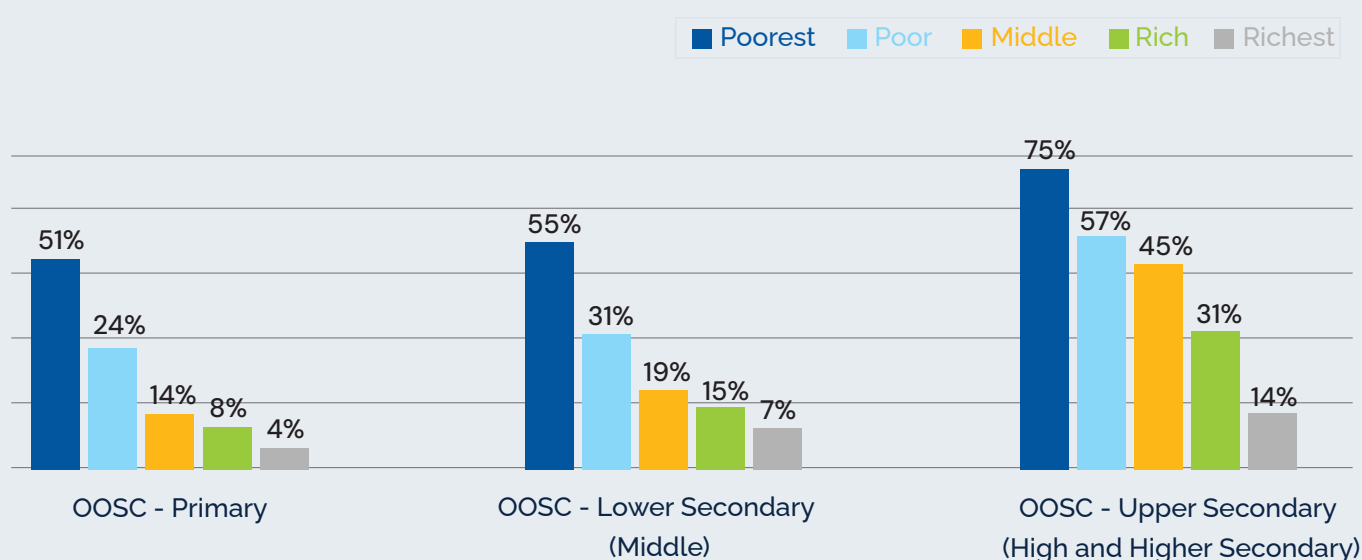
Economic disparities significantly affect access to education in Pakistan. Children from the poorest quintile are the most disadvantaged, with a high percentage of OOSC at all education levels. Efforts to reduce disparities in education access should focus on addressing the specific challenges faced by economically disadvantaged children, especially at the primary and lower secondary levels.

The highest number of OOSC at the primary level in Pakistan is found among the poorest quintile, with 51% of children not attending school. This suggests that children from economically disadvantaged backgrounds face significant barriers to accessing primary education. As we move up the wealth quintiles, the percentage of OOSC decreases, indicating that children from wealthier families are more likely to attend primary school. The numbers gradually decrease from the poorest to the richest quintile.

Similar to the primary level, the poorest quintile has the highest percentage of OOSC at the lower secondary level, with 55% not attending school. Again, there is a gradual decrease in the percentage of OOSC moving to wealthier quintiles. However, the gap between the poorest and richest quintiles remains substantial, indicating persistent inequalities in access to lower secondary education.

The pattern continues at the upper secondary level, with the poorest quintile having the highest percentage of OOSC at 75%. As with the previous levels, there is a gradual decrease in the percentage of OOSC moving to wealthier quintiles. However, even among the richest quintile, 14% of children are out of school at the upper secondary level, indicating that access to upper secondary education is a challenge across all income groups.

Figure 36: Disparities (in percentages) in Out of School Children by Wealth – Pakistan



Source: Data from Pakistan Demographic and Health Surveys (DHS) 2018 presented in World Inequalities Database in Education (WIDE), UNESCO

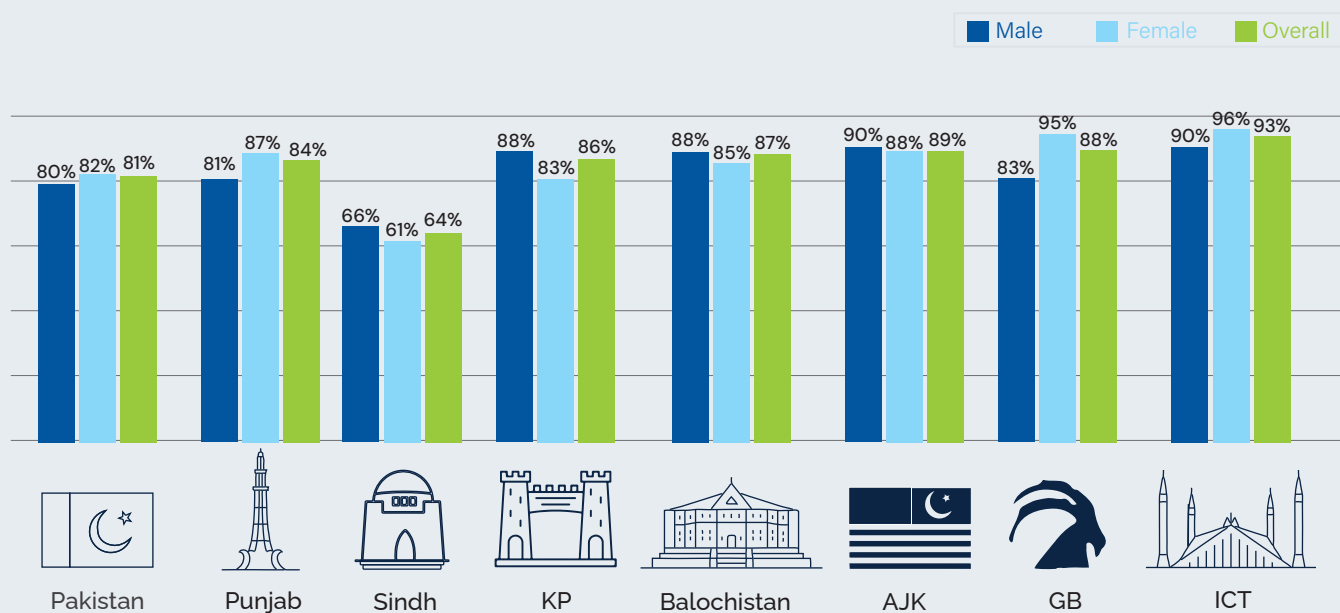
4.6 Effective Transition Rate

The education indicator "Effective Transition Rate" commonly referred as ETR serves as a metric to evaluate the progression of individuals from one educational or training stage to the succeeding. Alongside assessing the access to higher levels of education, these rates assist education policymakers and institutions in monitoring the paths students take after completing a particular level of education. Through an analysis of transition rates, it becomes possible to pinpoint where students or individuals might be discontinuing their education journey.

Primary to Middle

The overall ETR from primary to middle education in Pakistan is 81%. In essence, this signifies that, on average, 81% of students make a successful progression from primary to middle school. ETRs vary significantly by region. AJK (Azad Jammu and Kashmir) and ICT (Islamabad Capital Territory) have the highest ETRs at 89% and 93%, respectively. Meanwhile, Sindh has the lowest ETR at 64%, indicating a substantial gap compared to other regions. Punjab has a relatively high ETR of 84%, making it one of the leading regions in terms of successful transitions from primary to middle education. Balochistan and KP (Khyber Pakhtunkhwa) both have high ETRs of 87% and 86%, respectively.

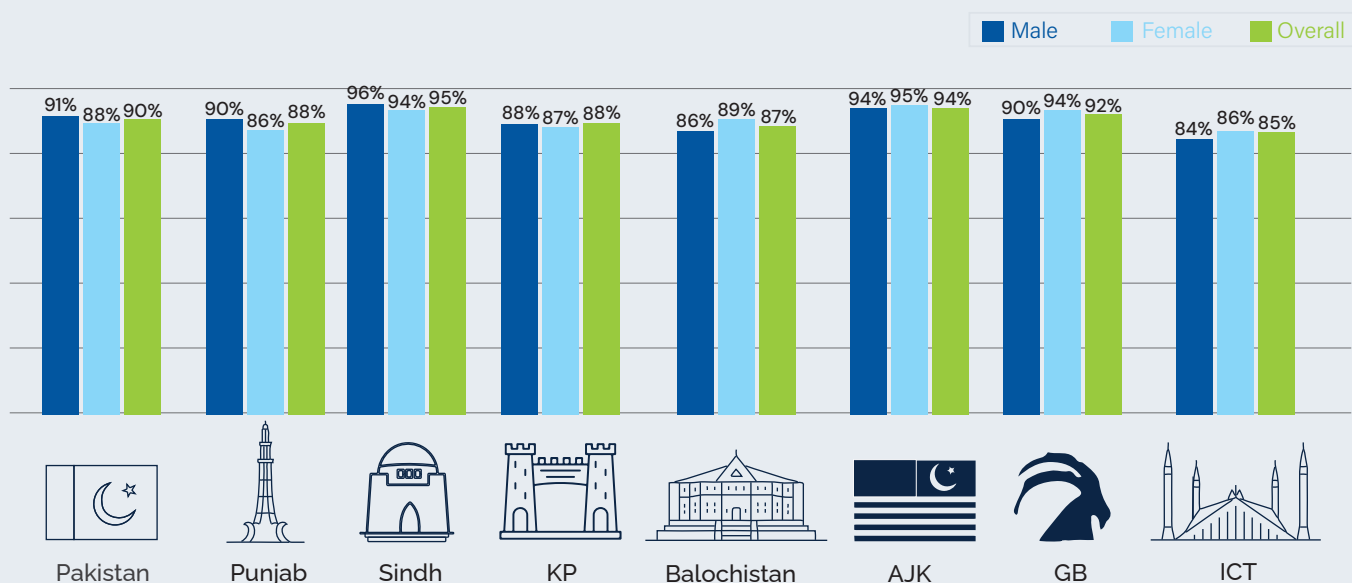
Figure 37: ETR from Primary to Middle by Province and Gender – 2021-22



Middle to High

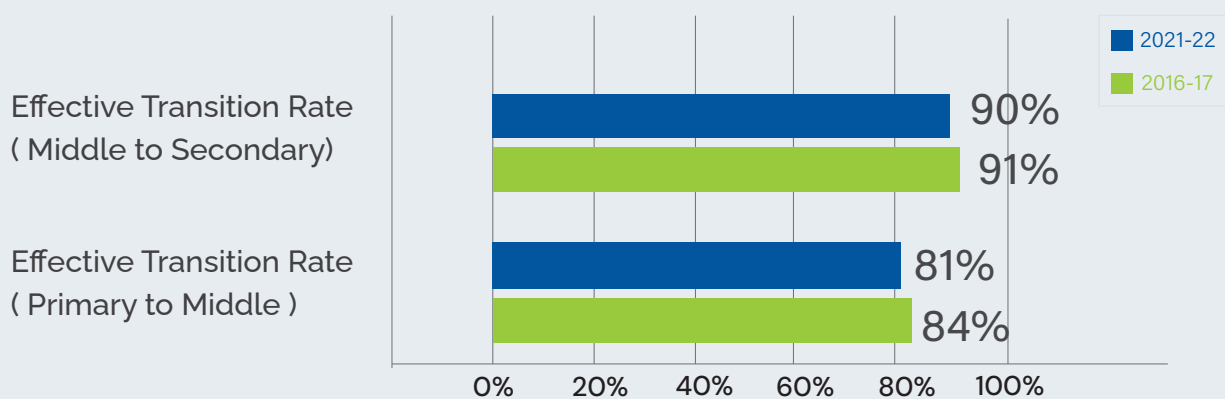
The overall ETR from middle to secondary education in Pakistan stands at 90%. Among males, this rate is slightly higher at 91%, while among females, it is slightly lower at 88%. Across all regions, there is a consistent gender gap, with males having higher educational attainment rates compared to females. Sindh has the smallest gender gap, with a difference of only 2% between male and female educational attainment rates. Balochistan has the highest gender gap, with females lagging behind males by 3% in educational attainment. Sindh has the highest overall effective transition rate (95%), followed closely by AJK (94%) and GB (92%). ICT has the lowest ETR (85%), followed by Balochistan (87%) and KP (88%).

Figure 38: ETR from Middle to High by Province and Gender – 2021-22



The data on effective transition rates (ETR) reveals a slight decline in both the primary-to-middle and middle-to-secondary transitions between 2016-17 and 2021-22. The ETR from primary to middle school decreased by 3 percentage points, from 84% to 81%. Similarly, the ETR from middle to secondary school dropped by 1 percentage point, from 91% to 90%.

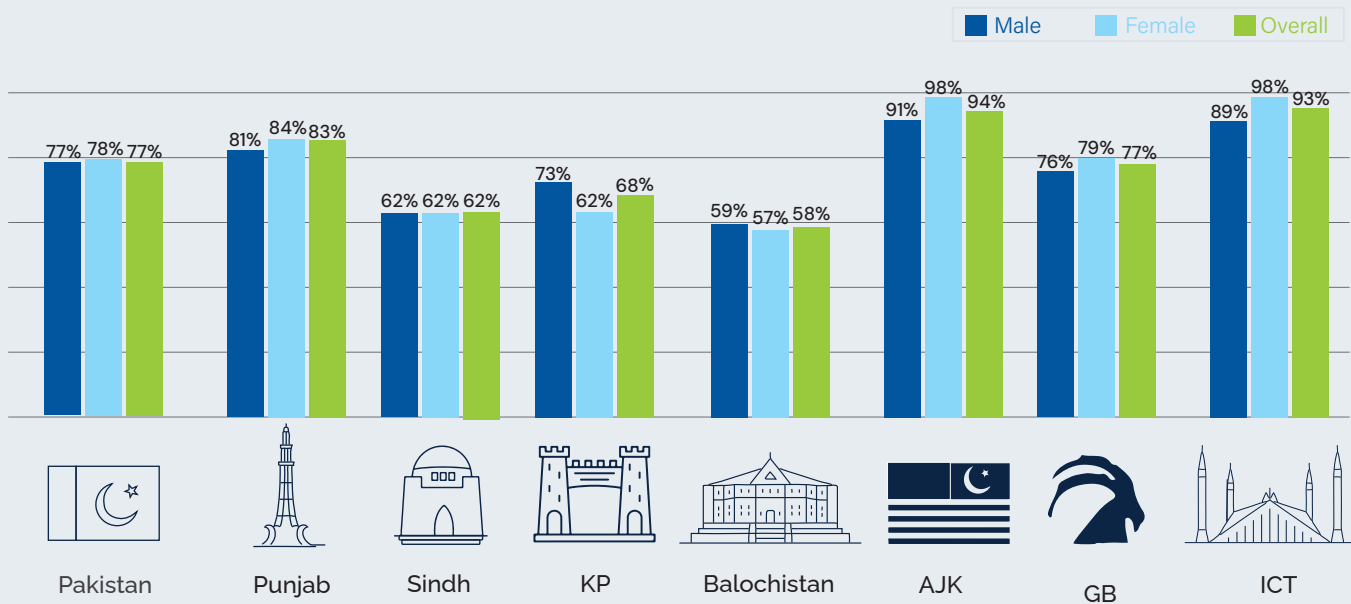
Figure 39: ETR from Primary to Middle and Middle to High in Pakistan – 2016-16 and 2021-22



4.7 Survival Rate to Grade-5

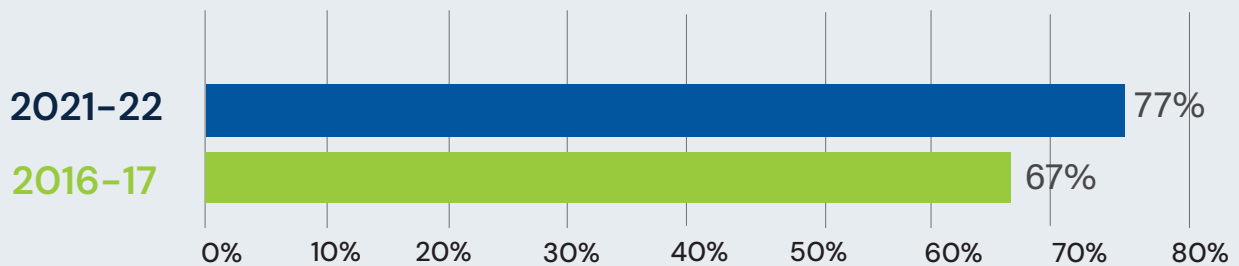
The Survival Rate to Grade 5 measures the percentage of students who successfully complete the first five years of primary education, typically from the beginning of grade one to grade five. It is also considered to quantify the internal efficiency of education system. It helps assess progress in ensuring that students stay in school throughout their early years of education. A high value of this indicator indicates that a significant percentage of students are continuing their education beyond the initial grades, reducing the risk of dropouts and efficiency of the education system in retaining students and utilization of resources. The reconstructed cohort method developed by UNESCO is normally used to calculate this indicator.

Figure 40: Survival Rate to Grade-5 by Province and Gender – 2021-22



The overall Survival Rate to Grade-5 for Pakistan is 77%. AJ&K and ICT boasts a high survival rate of 94% and 93% respectively followed by Punjab at 83%. Both males (81%) and females (84%) in Punjab have a relatively high survival rate. Balochistan has the lowest survival rate to grade-5 58%. Sindh has a lower survival rate of 62%, with the same rate for both males and females. KP (Khyber Pakhtunkhwa) has survival rate of 68% respectively. In KP, male students (73%) having a slightly higher rate compared to female students (62%) whereas the difference between male and female rates is not significant in Balochistan.

Figure 41: Survival Rate to Grade-5 in Pakistan – 2016-17 and 2021-22



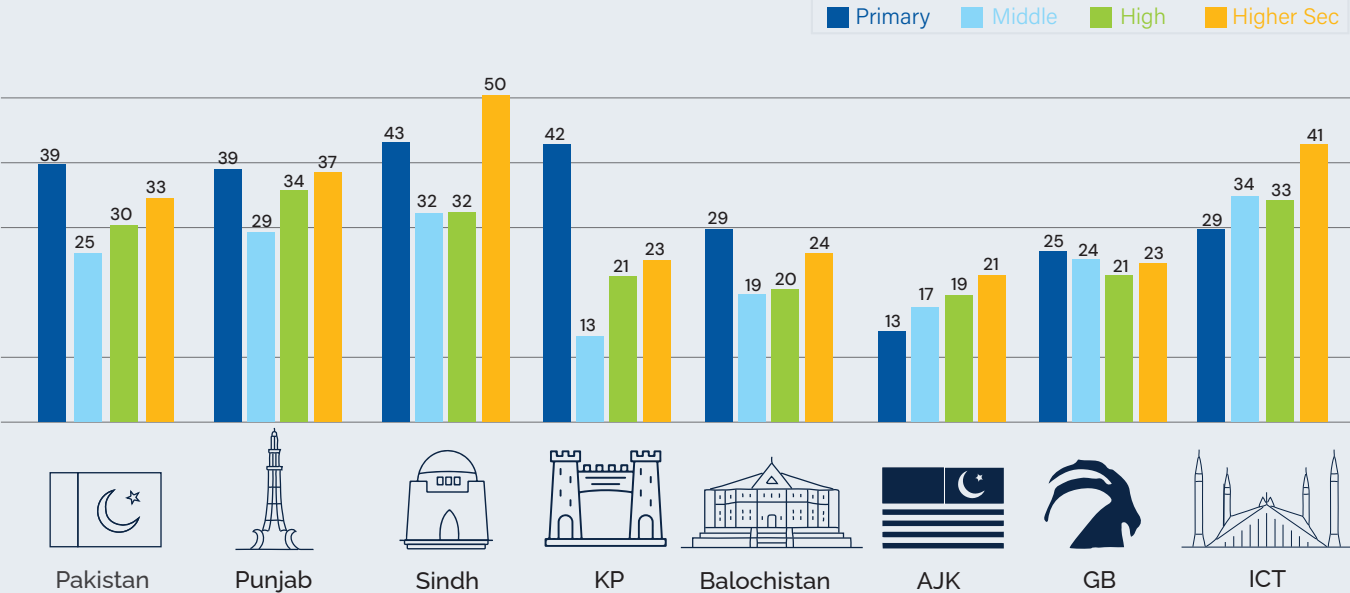
The Survival Rate to grade-5 data for the years 2016-17 and 2021-22 demonstrates a noteworthy improvement over the specified time period. In 2016-17, the Survival Rate to grade 5 was 67%, indicating that 67% of students who began their academic journey successfully progressed through the classes. By 2021-22, there has been a considerable positive shift, with the Survival Rate to grade-5 increasing to 77%.

4.8 Pupil-Teacher Ratio

The Pupil-Teacher Ratio (PTR), often discussed as student-teacher ratio, refers to the number of students for every teacher in a school. A moderate PTR contributes in improved classroom management as well as increased participation of students.

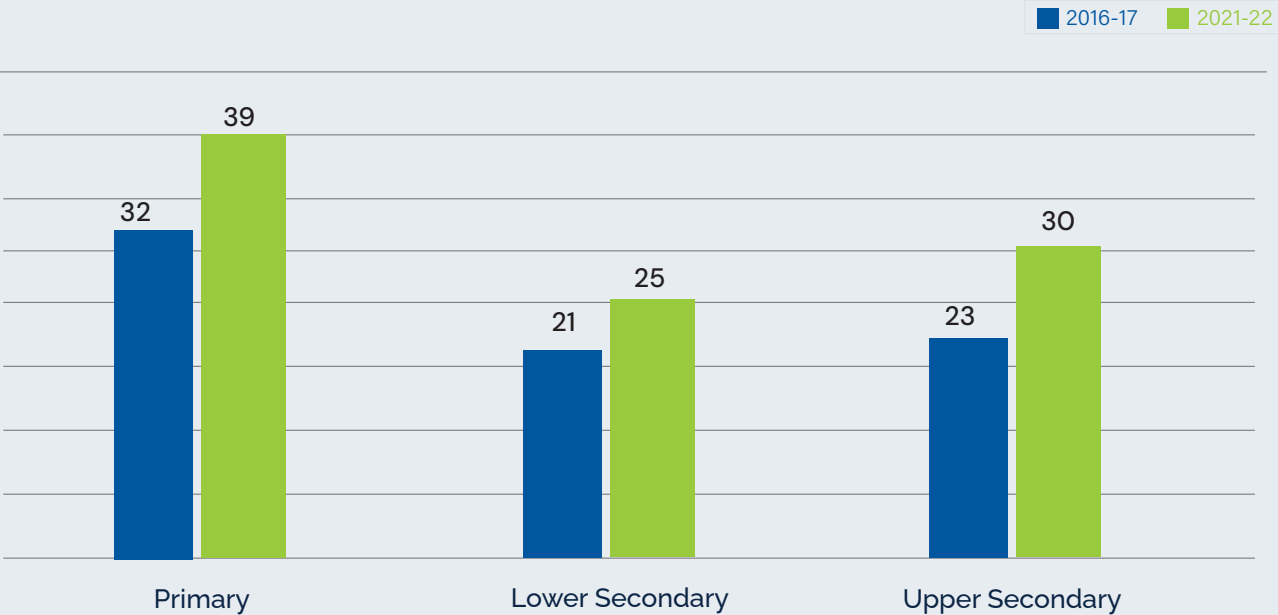
AJ&K stands out with the smallest class sizes at the primary level, where there are only 13 students per teacher. Similarly, KP also boasts a low PTR at the middle level with a comparable value. Balochistan maintains the lowest student-teacher ratio among high school students, where there are 20 students per teacher. At the higher secondary level, AJK maintains its lead with a low PTR of 21. In contrast, Sindh consistently records the highest PTR across all levels of education.

Figure 42: PTR by Province and Level – 2021-22



Between the academic years 2016-17 and 2021-22, PTR has changed considerably across different education levels. The PTR at the primary level has increased from 32 in 2016-17 to 39 in 2021-22. Similarly, the PTR at the middle level has also seen a significant rise from 21 in 2016-17 to 25 in 2021-22. The most substantial increase has occurred at the upper secondary level, where the PTR has jumped from 23 in 2016-17 to 30 in 2021-22.

Figure 43: Pupil-Teacher Ratio in Pakistan – 2016-17 and 2021-22





LEARNING ENVIRONMENT: INFRASTRUCTURE & FACILITIES

CHAPTER 5

HIGHLIGHTS

The national average teacher-school ratio for Pakistan is 5, providing an overview of teaching workforce availability. ICT has the highest teacher-school ratio, while Sindh has the lowest in Pakistan.

Islamabad Capital Territory (ICT) boasts the highest teacher-school ratio with average 15 teachers per school, in contrast to Sindh, which reports the lowest ratio at just 3 teachers per school, while the national average teacher-school ratio for Pakistan stands at 5.

Pakistan's overall primary level pupil-classroom ratio is 37. Balochistan has the lowest pupil-classroom ratio at the primary level, while Sindh and KP have the highest.

Pakistan's overall pupil-teacher ratio is 39, 25, 30 and 33 for primary, middle, high and higher secondary levels respectively.

Around 70% of schools in Pakistan have access to electricity. There are disparities among provinces, with Punjab and ICT having higher access, while Balochistan consistently lags behind.

Punjab and ICT have 100% of primary schools equipped with water facilities, but Balochistan faces challenges, with only 23% coverage.

Toilet access in schools varies widely among provinces. Punjab, KP, and ICT have high coverage, but Balochistan struggles with only 33% access at the primary level.

Pakistan maintains a moderate level of boundary wall access in schools, with Punjab, KP, and ICT leading in this aspect.

As schools progress to higher levels, there is an increase in availability of electricity, drinking water, toilets and boundary wall.

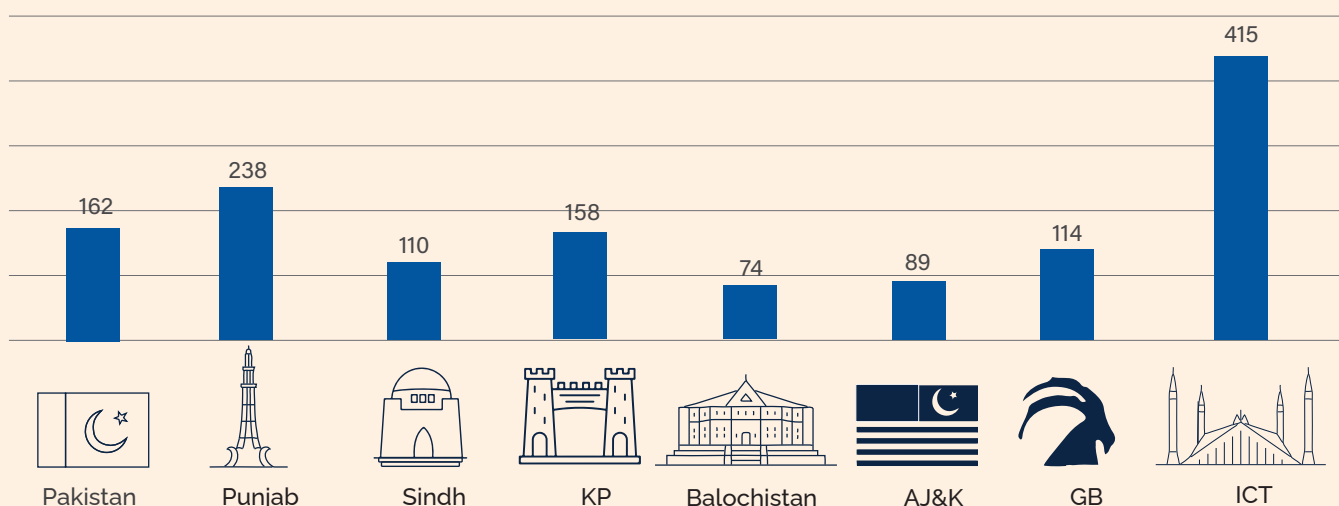
The overall quality of education is closely linked to the quality of school facilities. Well-designed classrooms and well-maintained equipment can improve teaching and learning outcomes. Infrastructure and school facilities are essential components of a comprehensive education system. They not only provide a safe and comfortable learning environment but also contribute to the overall quality of education and the well-being of students. Investing in these aspects of education is crucial for the long-term development and success of students and society as a whole. Adequate infrastructure ensures that students are comfortable while learning. Proper sanitation facilities, clean drinking water, and hygiene practices are essential for the health and well-being of students. Since the exhaustive and granular data by individual school is available for government schools only therefore the indicators presented in this chapter are based on public sector schools' data only.

5.1 Pupil-School Ratio

The pupil-school ratio (PSR) quantifies the number of students enrolled in a school or educational institution. The pupil-school ratio directly affects class sizes. A lower ratio, where there are fewer students per school, generally results in smaller class sizes. Smaller classes often allow for more individualized attention and better interaction between teachers and students. The pupil-school ratio also affects teacher workload. When ratios are high, teachers may be over-burdened with instructional duties. Policymakers use pupil-school ratio to plan for staffing needs and under-utilization of existing resources. Policymakers often strive to maintain reasonable ratios that support effective teaching and learning while considering resource constraints.

The pupil-school ratio for Pakistan is 162. Punjab has the highest pupil-school ratio with an average of 238 pupils per school and Balochistan has the lowest pupil-school ratio among the regions, with an average of 74 pupils per school. There is a significant variation in pupil-school ratios among different regions in Pakistan. This variation can be attributed to factors such as population density, educational infrastructure, etc. A lower pupil-school ratio is generally considered favorable as it suggests smaller class sizes and potentially better individualized attention for students. However, a lower ratio also requires more schools and resources, which can be challenging in areas with limited infrastructure and resources like Balochistan. Policymakers can use this data to prioritize and allocate resources more effectively to improve education access and quality across regions.

Figure 44: Pupil-School Ratio in Government Schools by Province – 2021-22

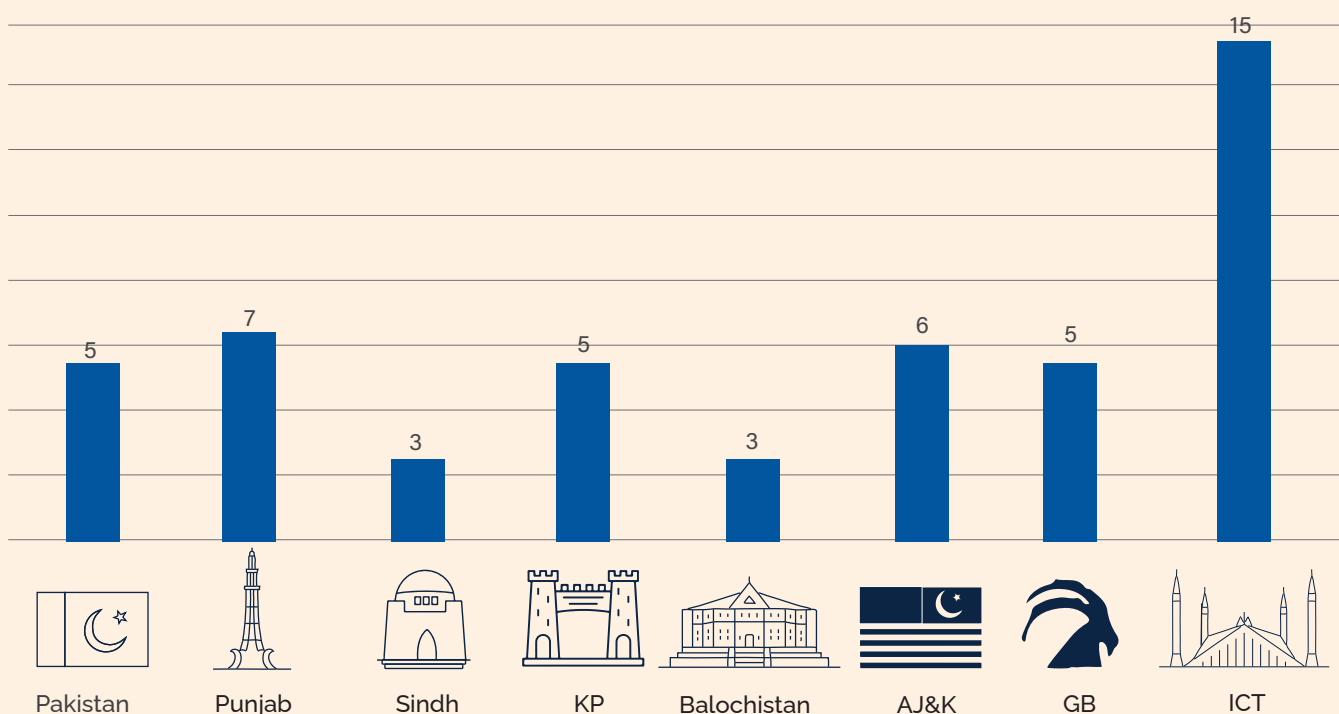


5.2 Teacher School Ratio

The teacher-school ratio normally enumerates, on average, the number of teachers positioned in a school. The measure is significant specially in primary classes as lower number of teachers may result in multi-grade teaching that can hamper quality of education. Likewise, the indicator also provides the information for staffing needs and subsequent required financial resources.

Islamabad Capital Territory (ICT) has the highest teacher-school ratio, averaging 15 teachers per school. This indicates a relatively greater number of teachers available per school in the capital city. Sindh has the lowest teacher-school ratio among the regions, with an average of 3 teachers per school. This suggests that, on average, there are fewer teachers available per school in Sindh compared to other regions. The national average teacher-school ratio for Pakistan is 5. This average provides an overall perspective on the distribution of teaching workforce in schools.

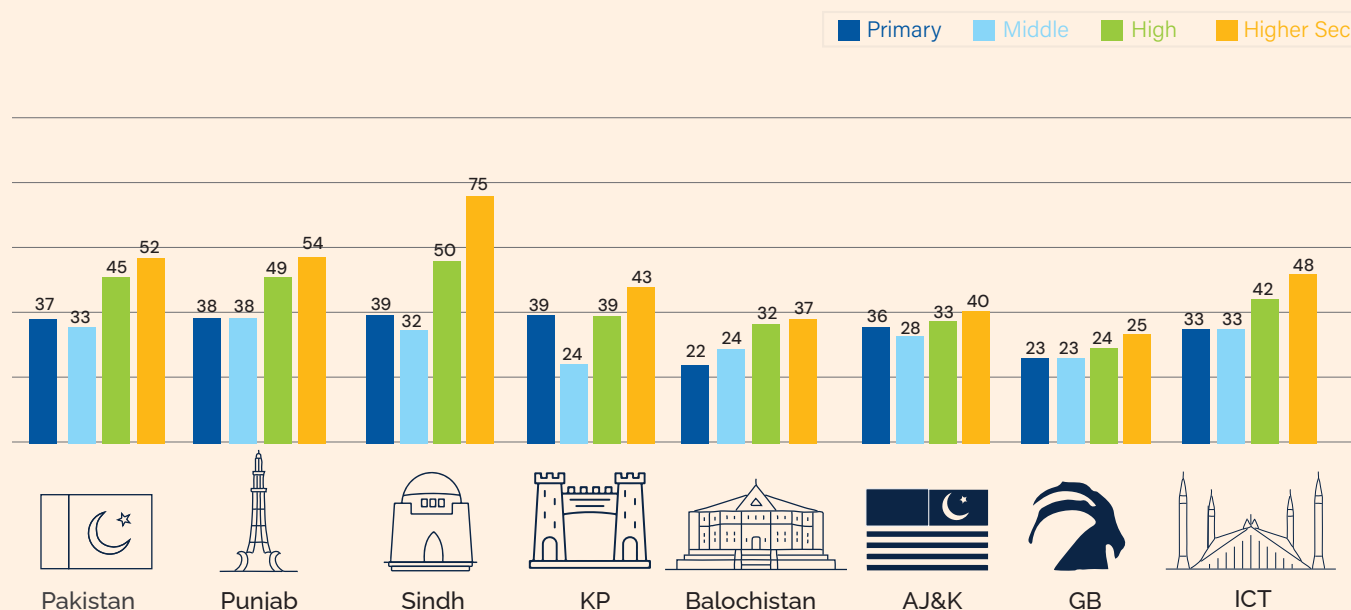
Figure 45: Teacher-School Ratio in Government Schools by Province – 2021-22



5.3 Pupil-Classroom Ratio

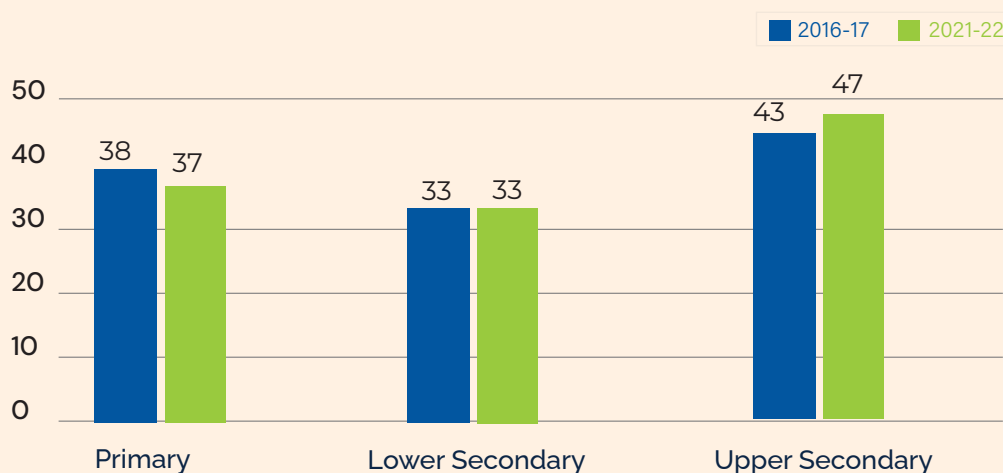
The term "pupil-to-classroom ratio" denotes the number of students or pupils in a school in relation to the number of available classrooms. The pupil-to-classroom ratio can be useful for understanding the distribution of students across available classroom spaces within a school. A lower ratio translates into class sizes having positive implications for the quality of education and the learning environment, as students may receive more individualized attention. However, it's important to note that the ideal pupil-to-classroom ratio can vary depending on educational goals, grade levels, teaching methods, and other contextual factors.

Figure 46: Pupil-Classroom Ratio in Government Schools by Province – 2021-22



At primary level, Balochistan has the lowest pupil-classroom ratio at 22 in primary level although Sindh and KP has the highest of 39. Punjab, AJ&K, ICT have similar ratios, ranging from 33 to 38 students per classroom. GB stands at 23. Overall Pakistan has a ratio of 37 students per classroom at the primary level. Punjab has the highest ratio at 38 and GB has the lowest pupil-classroom ratio at 23 in middle education. The other provinces/regions have ratios ranging from 24 to 33 students per classroom. Sindh has the highest ratio at 50 whereas GB is lowest with 24 at secondary education level. Similar trend is followed at higher secondary level.

Figure 47: Pupil-Classroom Ratio in Government Schools – 2016-17 and 2021-22

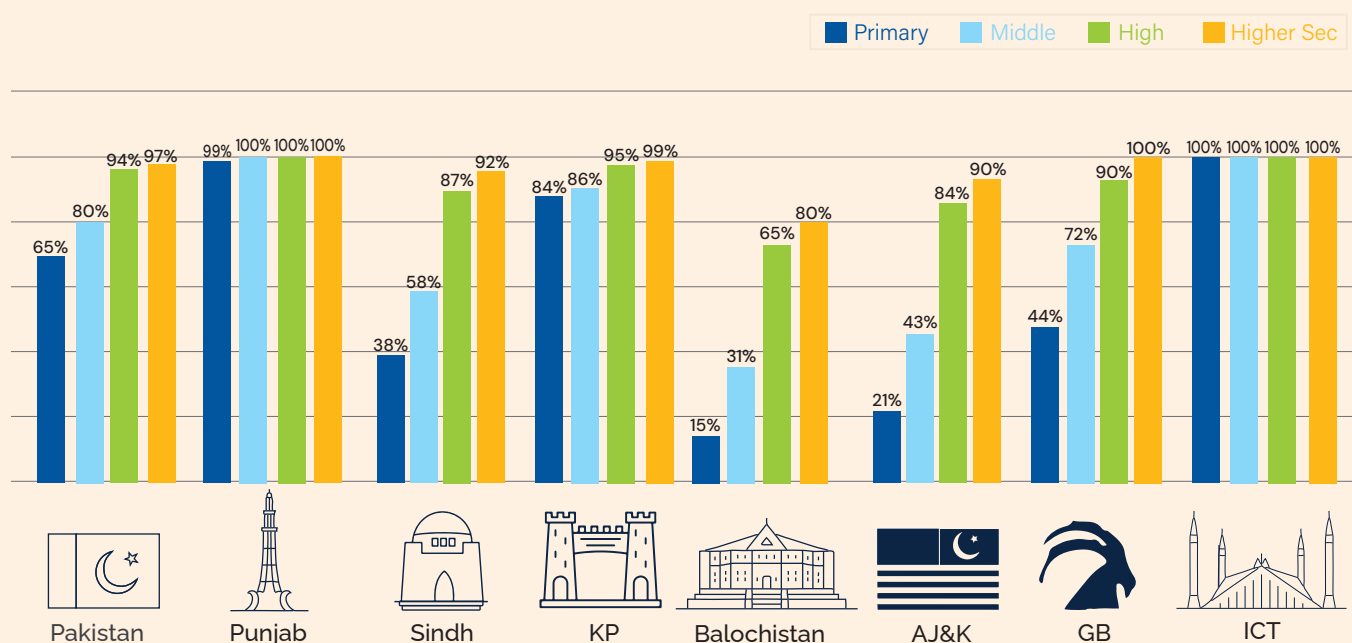


The data on PCR reveals contrasting trends across different education levels between 2016-17 and 2021-22. In primary education, the PCR experienced a slight decrease, from 38 pupils per classroom to 37 pupils per classroom. The PCR remained the same at middle level. Conversely, upper secondary education witnessed an increase in PCR from 43 pupils per classroom to 47 pupils per classroom.

5.4 Schools with Electricity Facility

In Pakistan, a substantial proportion of schools have access to electrical power. The nationwide average reveals that 70% of schools, spanning all educational levels, benefit from electricity. There are noticeable disparities in electricity availability among various provinces and regions within Pakistan. In Punjab and the Islamabad Capital Territory (ICT), almost all public educational institutions are equipped with electricity. Conversely, Balochistan consistently exhibits the lowest electricity access across all education levels. Both Gilgit-Baltistan and Sindh display comparatively lower rates of electricity provision, with 72% and 58% of schools having access to electricity at the middle level. At the higher secondary level of education, more than 90% of public schools in the provinces and regions are equipped with electricity.

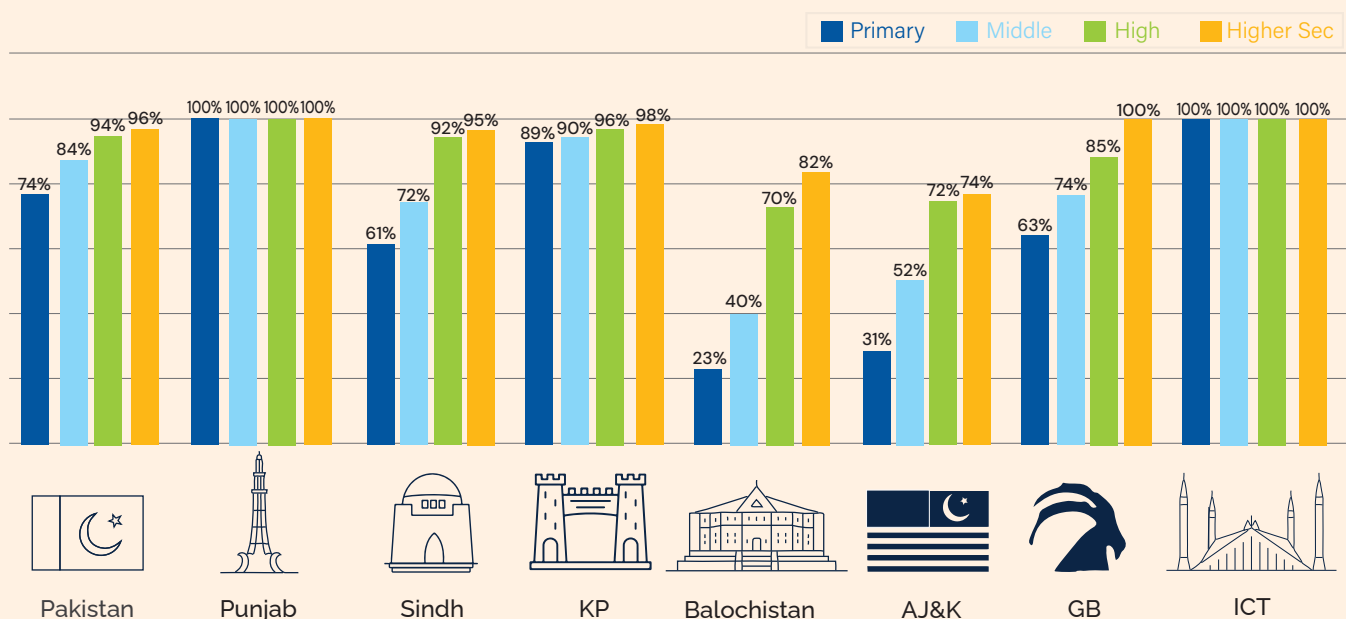
Figure 48: Percentage of Government Schools with Electricity by Province and Level – 2021-22



5.5 Schools having Drinking Water

At the primary education level, Punjab and ICT showcase 100% of schools equipped with water facilities. In contrast, Balochistan faces challenges in this regard, with only 23% of primary schools having access to water. This disparity underscores the need for focused efforts to improve water infrastructure in Balochistan's primary schools. Nationally, Pakistan achieves a moderate level of 74% access to water at the primary level. Moving to the middle and high school levels, Sindh, KP, and GB exhibit relatively high access to water facilities, with percentages ranging from 72% to 96%. Balochistan, although still relatively low compared to other provinces with 70% access to water at high level. The national average stands at 84% access for middle schools and 94% for high schools. At the higher secondary level, GB stands out with 100% of schools having access to water. Overall, Pakistan maintains a high level of 96% access to water at the higher secondary level.

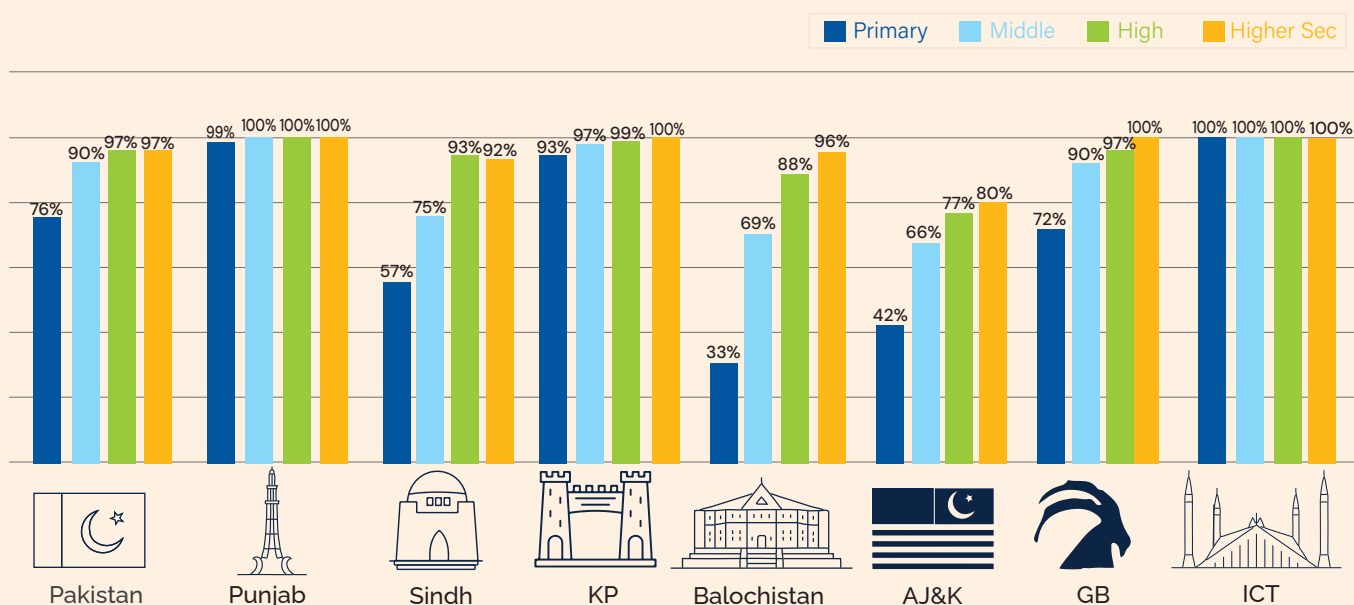
Figure 49: Percentage of Government Schools having Drinking Water by Province & Level – 2021-22



5.6 Schools with Toilet Facility for Students

Punjab, KP (Khyber Pakhtunkhwa), and ICT (Islamabad Capital Territory) are providing toilet facility in 99%, 93%, and 100% of schools at primary level. However, only 33% of primary schools in Balochistan have access to toilets. Pakistan, as a whole, achieves a moderate level of 76% access to toilets at the primary level, indicating room for improvement. Middle schools in Sindh, KP, and GB (Gilgit-Baltistan) provide relatively high access to toilet facilities, with percentages ranging from 75% to 99%. The national average for toilet access stands at 90% for middle schools and 97% for high schools. At the higher secondary level, GB stands out with 96% of its schools offering toilet access although whereas 80% schools of AJ&K have access to toilet at this level. Overall, Pakistan maintains a high level of 97% access to toilets at the higher secondary level.

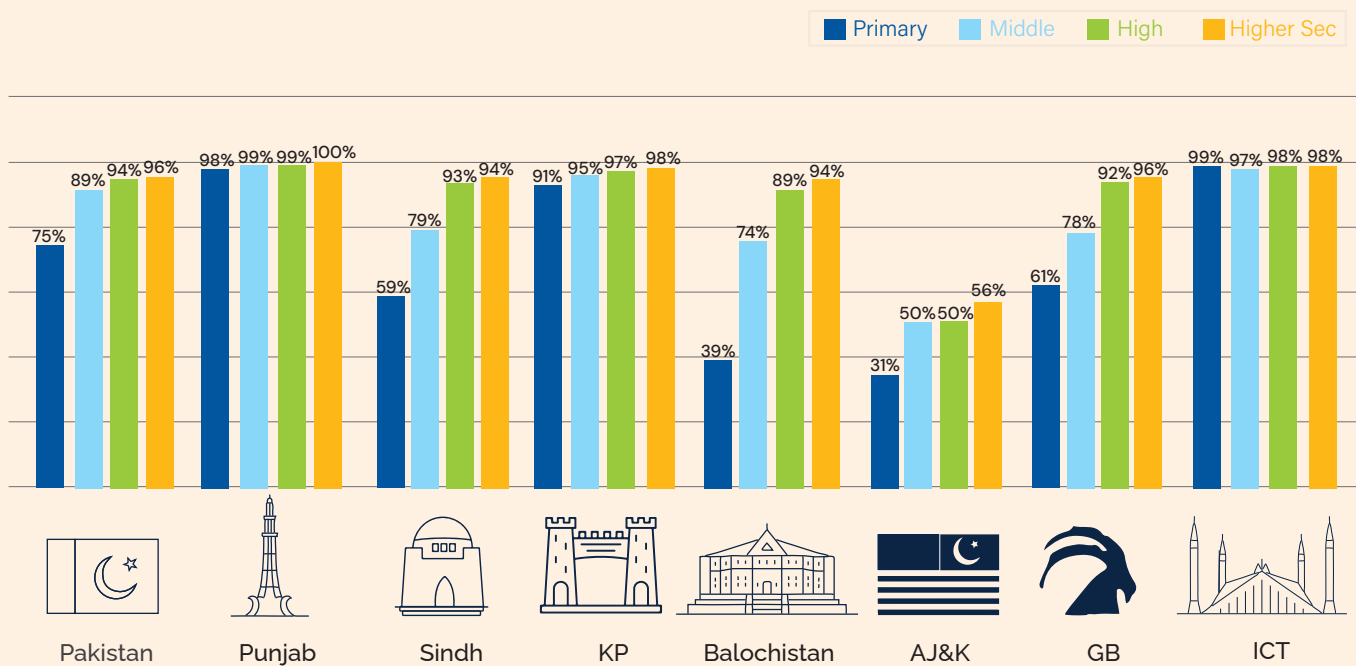
Figure 50: Percentage of Government Schools with Toilets by Province and Level – 2021-22



5.7 Availability of Boundary Wall in Schools

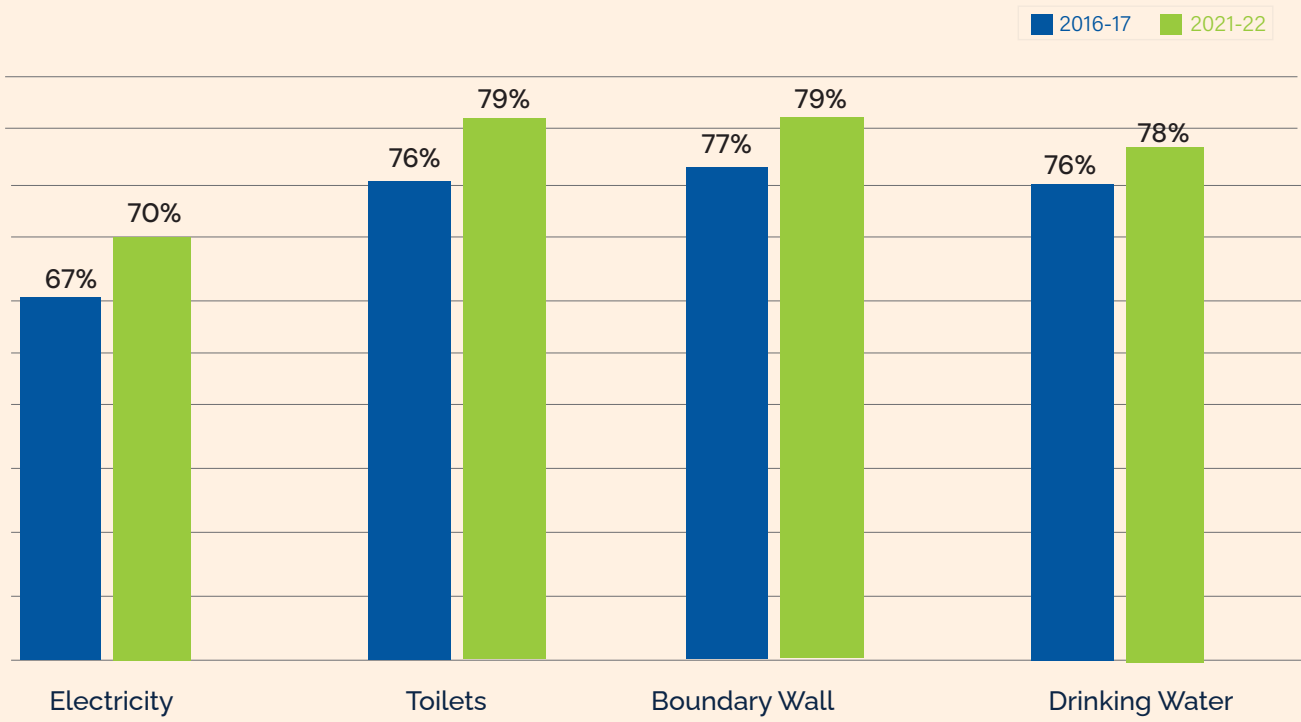
Pakistan maintains a moderate level of boundary wall access, with an overall average of 79%. There are notable disparities in boundary wall availability among provinces and regions. Punjab, KP (Khyber Pakhtunkhwa), and ICT (Islamabad Capital Territory) show high levels of boundary wall availability, with percentages ranging from 98% to 99% across all levels of education. In contrast, Balochistan and AJ&K (Azad Jammu and Kashmir) lag behind, with lower boundary wall access rates, particularly at the primary level. The data reveals a positive trend of improved boundary wall availability at higher levels of education. As schools progress from primary to higher secondary levels, there is an increase in boundary wall access across most regions.

Figure 51: Percentage of Government Schools having Boundary Wall – 2021-22



The comparison of school facilities between the years 2016-17 and 2021-22 indicates positive trends as electricity availability in public schools has seen a slight increase from 67% to 70%. Notably, there has been a notable rise in the percentage of schools with toilet facilities, increasing from 76% to 79%. The availability of boundary walls has increased from 77% to 79%. Drinking water facilities have also seen a slight uptick from 76% to 78%.

Figure 52: Availability of Basic Facilities in Government Schools – 2016-17 and 2021-22





LEARNING ASSESSMENT & QUALITY OF EDUCATION

CHAPTER 6

HIGHLIGHTS

The 2023 assessment cycle diverges from its predecessors due to the emergence of fresh challenges, including the demand for 21st-century skills, the implications of the China Pakistan Economic Corridor (CPEC), and the imperative to align with the Sustainable Development Goals (SDGs).

When assessing their cost-effectiveness in relation to the overall education expenditure, large-scale assessments emerge as a pragmatic approach to enhance educational outcomes.

Proportion of students at the end of primary achieving at least a minimum proficiency level in mathematics: 27% (TIMSS 2019).

Proportion of students at the end of primary achieving at least a minimum proficiency level in reading: 60% (NAT 2019).

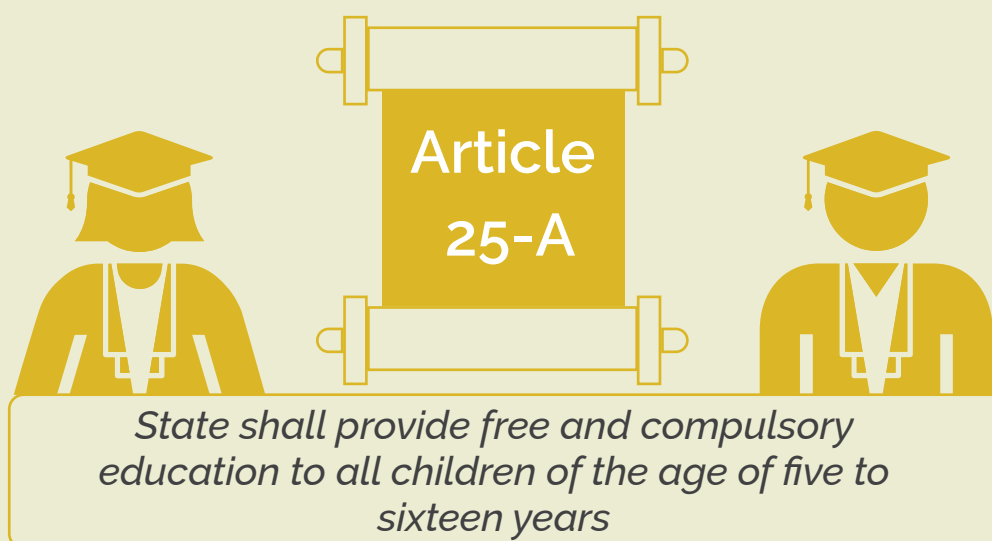
Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in mathematics: 42.7% (NAT 2019).

Proportion of students at the end of lower secondary achieving at least a minimum proficiency level in reading: 50.8%(NAT 2019).

Access to quality education is the right of every child in Pakistan. The Government of Pakistan realizes the importance of investment in human resource development as key element to achieve national development. Pakistan has declared international agenda of improvement in quality of education as a national agenda. The efforts in the form of provision of enhanced financial resources improved coordination between Federal and Provincial governments, and non-government partners.

Preparing children for the realities of 21st century is unprecedentedly a huge challenge for any nation in the world. For developing countries like Pakistan, the challenge becomes even more complicated due to scarcity of resources, outdated curriculum and textbook, relatively less developed human resources, redundant examination system and nonresponsive education systems. The schools are finding it hard to keep pace with change in this digital era. Recent curriculum reforms i.e. the introduction of Single National Curriculum can only be beneficial if subsequent steps like textbook development, equipping teachers with requisite pedagogies, provision of school facilities, supportive learning environment, and responsive assessment practices can be ensured. This calls for mindful planning, high degree of professionalism, coordination among related departments of school education, tangible implementation strategy, follow up support and targeted monitoring regime.

As per Article 25-A of the Constitution of Pakistan "State shall provide free and compulsory education to all children of the age of five to sixteen years" therefore, the government is working on various initiatives to provide quality education to its citizens. Present government is committed to achieve Goal 4 of SDGs i.e. "Quality Education", which stipulates equitable education, removal of discrimination, provision and upgradation of infrastructure, skill development for sustainable progress, universal literacy, numeracy and enhancement of professional capacity of teachers.



An effective assessment regime can provide credible information on student learning outcomes in different content areas. This can help in identifying factors causing variations in the learning outcomes through a representative sample of students. The information thus reached can serve as a change agent for the improvement in policy, governance, curriculum, teacher preparation, and assessment in schools.

The National Educational Assessment System (NEAS) was established with the vision to collect better information periodically and inform the institutions to make necessary improvement in the education system with the help of Provincial and Area Assessment Centers. NEAS was institutionalized at the national level in the year 2003. World Bank and the Department for International Development sponsored the establishment of NEAS and its sister provincial and local education evaluation bodies under a five-year development project.

Recognizing its role and importance, NEAS was made a regular element in school system before the end of its project life. Now, NEAS and AEPAM have been merged to establish Pakistan Institute of Education which is now working under the Ministry of Federal Education and Professional Training. Its vision is to conduct fair and valid national assessments with the overall goal of improving quality, equity, and access to education. Its goals included informing policy, monitoring standards, discovering achievement correlates, guiding teachers' efforts, and boosting student achievement. NAW develops assessment tools and conducts surveys to collect information about the elements of education system at large scale from different regions in the country. The collected information after the analysis is then shared with the national institutes to inform stakeholders to review their activities accordingly. The information collected by NAW, is regularly provided to the educational institutions for example curriculum development, teachers training etc. to improve the system.

NEAS conducted five cycles of assessments in the years 2005, 2006, 2007, 2008 during project period and then in 2014, 2016 and 2019. This recent assessment cycle in 2023 is different from the previous cycles as Pakistan entered an era of development steered by 21st century skills,

In the contemporary environment, educational institutions may concentrate on teaching 21st century abilities such as critical thinking, creativity, cooperation, citizenship, and communication, among others. While advocating the assessment of 21st-century skills, it is essential to understand the value of higher-order thinking and learning. Higher order learning encompasses skills such as analyzing, assessing, and inventing, among others. These abilities are significant for students' development at all levels of education. Students with higher order learning skills may play a more active role as citizens and will undoubtedly contribute to the nation's economic development.

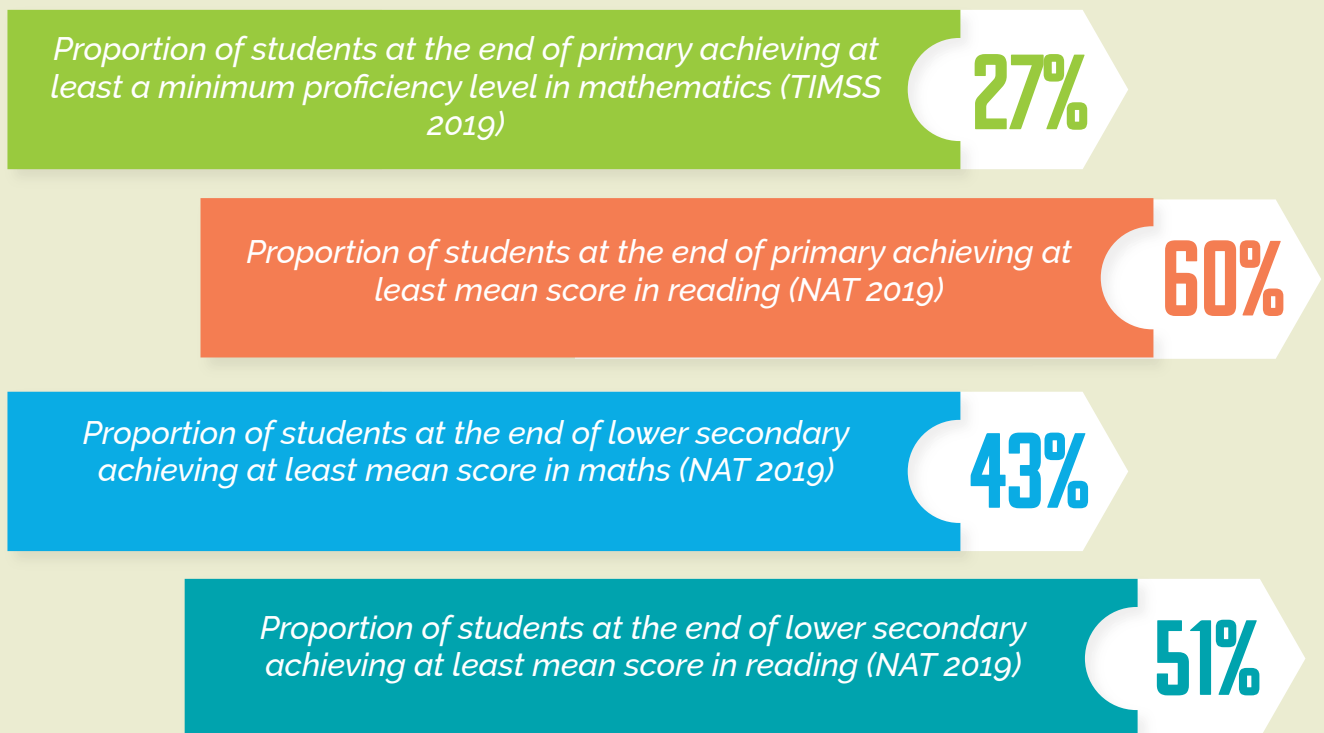
There is need to inform institutions about the types of skills and expertise required to produce manpower to complete China Pakistan Economic Corridor (CPEC) , the information about 21st century skills, quality education, higher order thinking and learning through correct and appropriate assessment. The outcomes of this assessment will inform education system to improve the practices, determine future course of actions in terms of socioeconomic, educational growth and reform the education system holistically.

6.1 The Need for Robust Large-Scale Assessments

Rigorous and periodic assessments of the levels of student learning in an education system are necessary to provide policymakers and other stakeholders with information on the extent to which the considerable resources allocated to education do, in fact, result in student learning. If policy makers and other stakeholders do not know how successful (or unsuccessful) schools are in transforming resources into student learning, they risk maintaining suboptimal education environments. When compared with total expenditure on education, a national assessment is likely to be a relatively inexpensive supplement to reform efforts to improve learning.

Policy makers and other stakeholders need the empirical data that assessments provide to help them make informed decisions regarding the allocation of resources. For example, a national assessment can identify areas of the curriculum in which a considerable proportion of students are underachieving. Furthermore, underachievement may be found to be associated with specific factors such as location, type of school, and medium of instruction. Ensuing action may involve the provision of in-service courses for teachers or of additional resources and materials to schools in specific categories.

Figure 53 Qualitative Indicators of assessment Pakistan



6.2 National Achievement Test – Large Scale Assessment Study

National Achievement Test (NAT) is the largest assessment activity that NAW conducts after every two years with assistance from provincial and area education departments. It assesses grades 4 and 8 students' performance in the core subjects of Mathematics, General Science, and languages across the country. The sample for the study is drawn using scientific sampling techniques to ensure that results are representative at the provincial level and for specified strata of the total population. Assessments tools, including test booklets, background questionnaires, and test administrators' manuals, are thoroughly reviewed by subject and assessment experts.

Assessment items are based on student learning outcomes defined in the curriculum as opposed to the books developed by different Textbook Boards. Finalization of the assessment items happens through a process of technical validation. The design and finalization of the test booklets is informed by their corresponding test specification table that outlines the weight or percentage allocated to each content and cognitive domain.

6.3 Overview of Necessary Processes for Successful Implementation of NAT

To develop a representative sample for robust results, a preliminary sample is randomly selected from database of National Education Management Information System (NEMIS) by using Probability Proportional to Size (PPS) with respect to provincial and area populations. Subsequently, stratified random sampling is applied with respect to school level (primary/elementary/secondary/higher secondary), gender, and location (rural/urban). These techniques ensure that the final sample is representative by province/area, gender, location (rural/urban) and school level. The NEMIS database is updated every year and it contains consolidated data coming in from annual provincial and federal education censuses. The sample is finalized after a verification exercise that tracks each sample school in the NEMIS database. NEMIS database contains the information of public sector schools across the country. As the proportion of enrolments in private schools continues to rise, the sampling in the future would ensure requisite representation of students in private schools.

Item development and finalization is the technical building block on which the entire assessment activity rests. Major inputs into the process of item development are SLOs outlined in the National Curriculum. The Table of Specifications, also known as test blueprint, for each subject is used to inform the distribution of questions to each content and cognitive domain for all subjects. At least two to four items are prepared for each learning outcome identified in the curriculum. The items are reviewed by subject specialists and assessment experts. This group of experts comprise of NAW team members as well as nominated personnel from PEACs/AEACs, qualified working teachers nominated by provincial departments, and experts and academics from education universities. The reviewed items are piloted in a sample of schools and students equivalent to the target population. Based on pilot findings, items with optimal psychometric properties are selected for the assessment. Items are selected based on:



Item difficulty analysis



Item discrimination analysis



Distractor analysis

Test Administrator's Manual is designed to serve as a step-by-step guide for Test Administrators (TAs). It is meant to ensure that uniform standard operating procedures (SOPs) are applied consistently by all TAs across the country. The manual entails two parts: the first part provides thorough instructions for administering assessment tools and the second contains an attendance sheet. The attendance sheet in the manual is used to fill out identifiers of school, subject teachers and students. Additionally, every TA Manual have random number table for selecting students randomly from each sampled class and its sections (if required). Every TA nominated by PAEC/AEACs is given a copy of this manual. All TAs receive training on each component of the manual by NEAS trained Lead Master Trainers (LMTs) at nominated venues across the country.

LMTs are nominated by PAEC/AEACs. LMTs receive a two-day training from NAW on the TA module. The LMTs are in turn expected to conduct a training session going over each aspect of the module for TAs in respective provincial centres.

Since 2005, NAW has been administering background questionnaires along with large scale assessments. These questionnaires are filled by sampled students, their subject teachers, parents and head teachers of sampled schools. At both grades, students participating in pilot and large-scale studies complete questionnaires about their experiences, instruction environment, and attitudes toward learning. Similarly, subject teachers and school head teachers' complete questionnaires to provide data about school and teaching variables. Lastly, parents fill out questionnaires about students' home contexts for learning.

The main purpose of administering students and parents' questionnaires is to gather information that may enable a better understanding of factors that affect learning achievements of students directly or indirectly. On the other hand, teacher questionnaires are used to acquire information about themes like teaching methodologies, professional trainings and class environment. Lastly, head teacher questionnaires provide information about aspects of school readiness like provision of physical facilities, co-curricular activities etc. Furthermore, head teacher questionnaires also provide useful information on governance issues like school supervision, and coordination with education authorities/departments.

6.4 Time-Series data on students' learning achievements

Grade-4 NAT score since 2005

Year	Urdu	Urdu (Reading)	Urdu (Writing)	Maths	Science	Social Studies	English (Reading)	English (Writing)
2005	369	-	-	421	-	-	-	-
2006	382	-	-	404	467	496	-	-
2008	-	377	498	369	-	-	-	-
2014	-	-	-	-	433		494	290
2017		485	489	484	-	-	-	-

Note: Grade 4 (NAT) Score 0-1000, Mean Score =500

Grade-8 NAT score since 2005

Year	Urdu	Urdu (Reading)	Urdu (Writing)	Maths	Science	Social Studies	English (Reading)	English (Writing)
2007	512	-	-	457	-	-	-	-
2008	-	-	-	-	467	516	-	-
2014	-	526	384	461	-	-	-	-
2017	-	-	-	-	478	-	488	497

Note: Grade 8 (NAT) Score 0-1000, Mean Score =500



INVESTMENT IN EDUCATION

CHAPTER 7

HIGHLIGHTS

The overall education budget, across all governments, increased by 19% from 2019-20 to 2021-22, with the Federal government increasing its allocation by 35%. This indicates a positive trend in funding.

Education expenditure as a percentage of GDP has declined from 2.3% in 2018-19 to 1.8% in 2020-21, which is significantly lower compared to previous years and falls short of national and international commitments.

While most provinces and area governments have shown improving trends in budget allocation for education, Punjab and Balochistan have experienced a decline in their allocations.

Although provinces have improved in terms of budget utilization, none have fully utilized their allocations. Sindh reported the highest budget under-utilization, while the Federal government over-utilized its budget in 2020-21 due to supplementary grants.

A significant portion of the education budget (85%) is allocated for recurring expenses, leaving a smaller share for development purposes. This distribution is consistent across most governments.

Pre-Primary to Higher Secondary Education receives the highest share of the education budget in most provinces and area governments

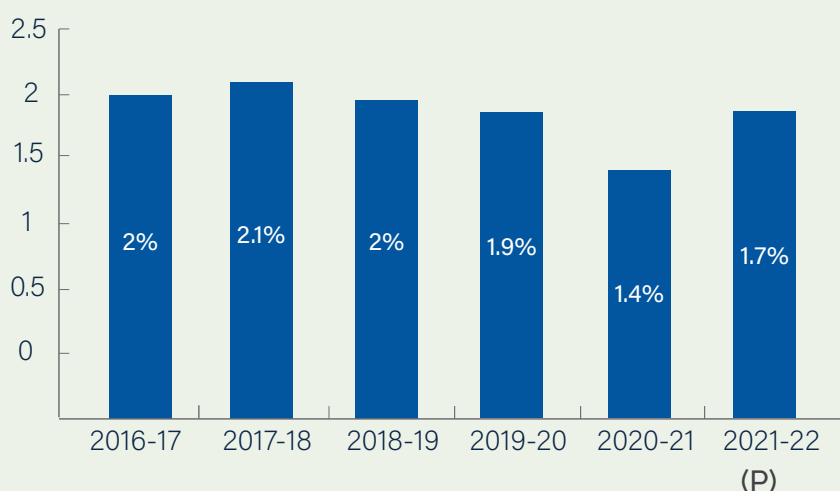
The budget allocation for non-formal education is limited, despite its potential to minimize OOSC and improve literacy rates in Pakistan.

The investment in education also referred to as expenditure on education is critical in analyzing the priorities for the education system by the policy and decision makers. This also helps in targeted allocation of resources as well as in ensuring the accountability of efficient use of these resources. Carefully analysis of education finance data can reveal valuable information about underspending, overspending and equitable use of government exchequer. The global recommendations for investment in education are at least 4-6% of GDP and 15-20% of total government expenditure. But there are certain challenges in collecting and producing this data not only due to spread of education across multiple organization but also due to infrequent coordination with finance ministry.

7.1 Education Expenditure as Percentage of GDP

Historically, Pakistan has been spending around 2% of its GDP on education during the years 2016-17 to 2018-19. The most significant change occurred in 2020-21, with a notable drop to 1.4%, which may be attributed to the economic impact of the pandemic. The provisional data for 2021-22 shows a partial recovery, with the percentage rising to 1.7%.

Figure 54 Education Expenditure as Percentage of GDP – Pakistan – 2021-22

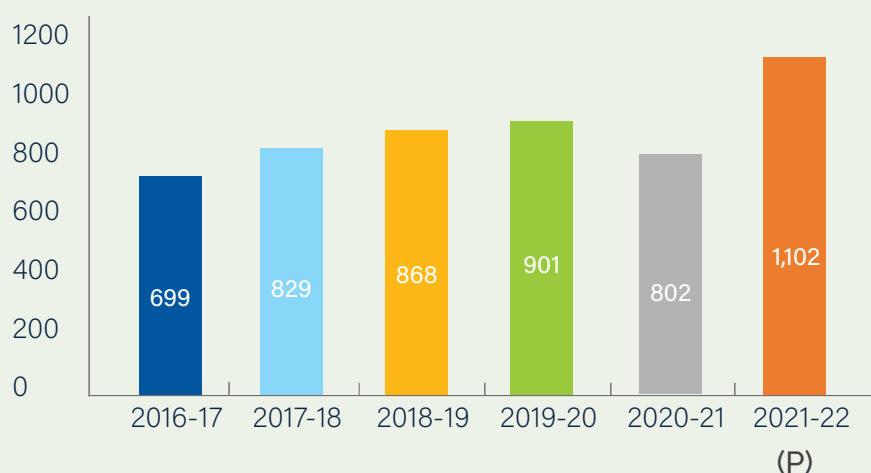


Source: Pakistan Economic Survey 2022-23, Finance Division, Islamabad

7.2 Trends in Education Expenditure

There was a steady increase in education expenditure from Rs. 699 billion to Rs. 901 billion from 2016-17 to 2019-20. The year 2020-21 marked the lowest expenditure of Rs. 802 billion on education during past several years which can be seen as an impact of COVID-19 pandemic. The increase in education spending in 2021-22 (provisional) may be seen as a response to the economic challenges of the previous year, aiming to stimulate recovery and support the education sector.

Figure 55: Trends in Education Budget (Rupees in billions) – Pakistan – 2021-22

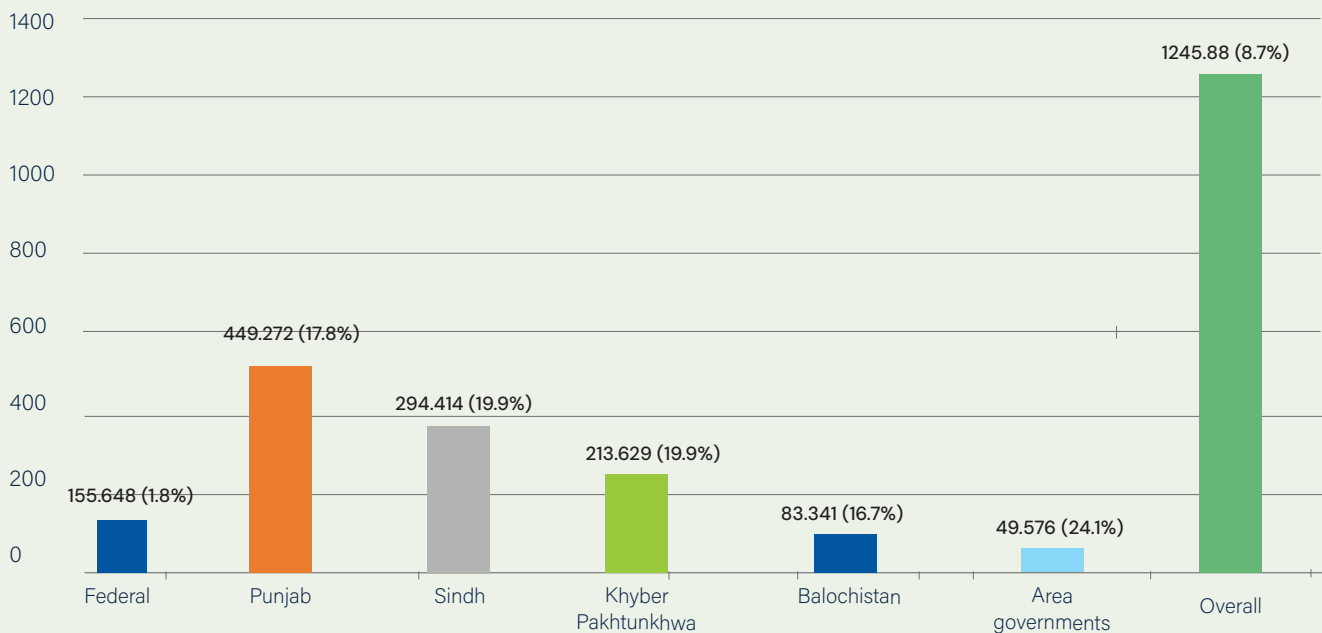


Source: Pakistan Economic Survey 2022-23, Finance Division, Islamabad

7.3 Share of Education in Provincial Financial Outlay

A closer look on education expenditure presents that the provincial and area governments are spending 15-20% of their total budget on education. Punjab, Sindh, and Khyber Pakhtunkhwa allocate a significant portion of their budgets to education, with shares ranging from 16.70% to 19.90%. Area governments prioritize education the most, with 24.10% of their total budget dedicated to education. After the devolution of education subject to the provinces, the share of federal government in education spending has been reduced to mere 1.8% with largest share of tertiary education.

Figure 56: Provincial/Area Share of Budget in Total Education Budget – 2021-22 (in billion)

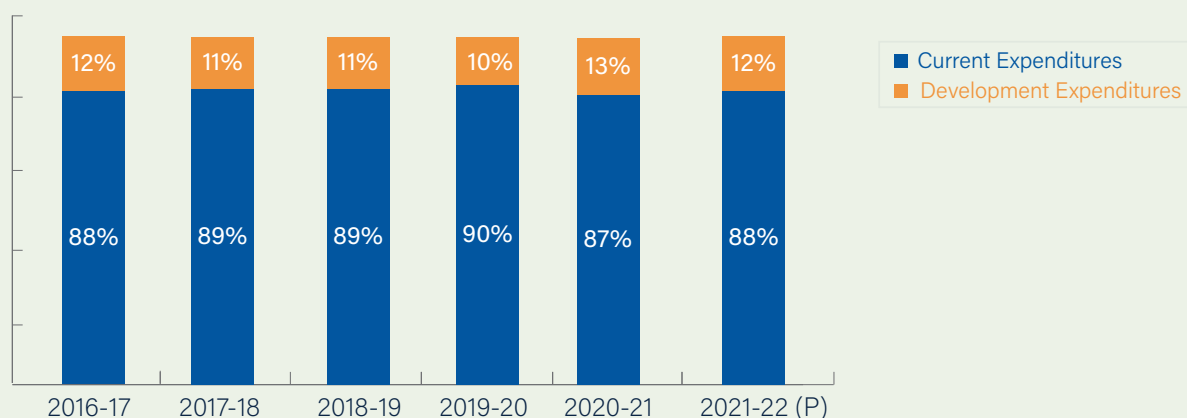


Source: Public Financing in Education Sector 2019-20, 2020-21 and 2021-22, Pakistan Institute of Education, Islamabad.

7.4 Current and Development Expenditure

Current expenditure consistently makes up the majority of the total expenditure, ranging from 85% to 90% over the years. Development expenditure is the smaller portion, ranging from 10% to 15%. The ratios of current expenditure to total expenditure and development expenditure to total expenditure remain relatively stable over the years. A large chunk of current expenditure consists of salaries of human resources working in education system. A small kitty of development expenditure is available for expansion or improvements in education service delivery.

Figure 57 Current vs Development Expenditure – Pakistan – 2016-17 to 2021-22



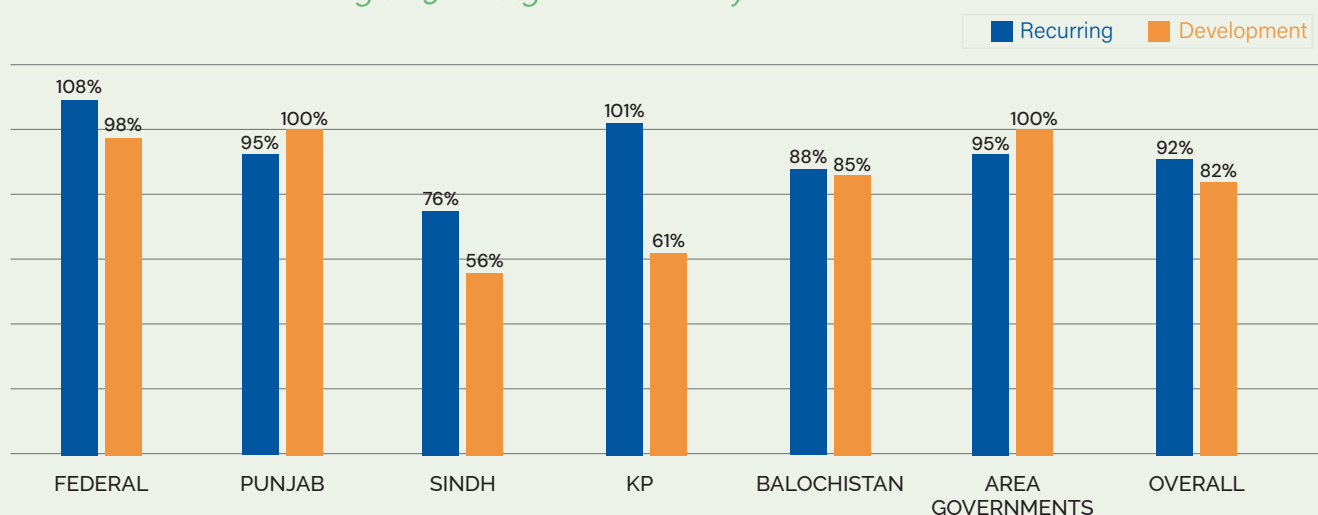
Source: Pakistan Economic Survey 2022-23, Finance Division, Islamabad

7.5 Budget Utilization

The federal government has utilized its budget slightly above 100%, indicating that it spent more than it initially allocated for the year. This could be due to supplementary budgets, reallocations, or unexpected expenses. The provincial governments except Punjab and Sindh spent more than 90% of the allocated budget. One-fourth budget of Sindh province remained unspent which is a great matter of concern. The overall budget utilization of 91% suggests that, on average, most regions managed their budgets effectively, but there is room for improvement in some areas.

A thorough study of expenditure bifurcation in development and recurring expenditure provides a glimpse of the inability of education systems in utilizing resources. Punjab maintained responsible budget management for both recurring and development expenditures. Almost half of the development funds in Sindh lapsed. Likewise, Khyber-Pakhtunkhwa also failed to consume two third of the development funds. Although Balochistan's budget was not used exhaustively but it was consistent for both recurring and development expenditures. Area governments were successful in utilizing financial reserves for development purposes. It is imperative to mention that the pool of development funds is already meager which is worsened in case of under-spending. There is a dire need to deliberate upon these dimensions to improve the capacities of the actors in education system to consume the financial outlay available during the year.

Figure 58: Budget Utilization by Province – 2021-22

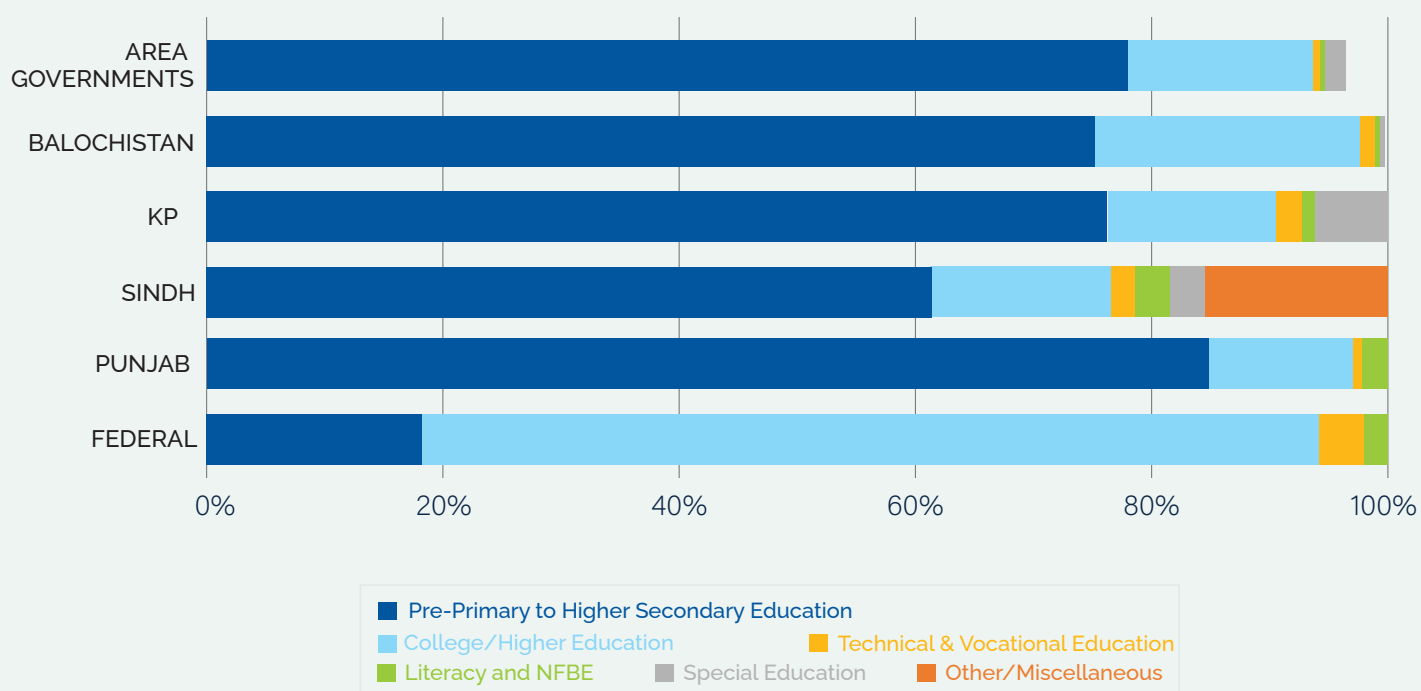


Source: Public Financing in Education Sector 2019-20, 2020-21 and 2021-22, Pakistan Institute of Education, Islamabad.

7.6 Composition of Education Budget by Sub-Sector

Analyzing the education budget by sub-sectors in each province showed varying priorities of the provincial and area governments. Punjab possess largest share for school education without allocating anything for TVET sector. Likewise, the absence of any budget for non-formal education portrayed a lesser concentration by KP and area governments. School education comprising from pre-primary to higher secondary levels remained the prime focus of provincial and area governments in distribution of monetary resources. Punjab allocated ranked highest with 86% share to school education followed by area governments 79%. The provinces of KP and Balochistan also channelized substantial funds to school education by dispensing 77% and 74% respectively whereas Sindh was comparatively at the end with 61% share. 19% allocation to school education under federal government represents the budget of Federal Directorate of Education responsible for education services in Islamabad Capital Territory. Punjab allocates the highest budget and share for special education followed by other provinces indicating recognition of the importance of special education for inclusiveness.

Figure 59: Composition of Education Budget by Sub-Sector by Province – 2021-22



Source: Public Financing in Education Sector 2019-20, 2020-21 and 2021-22, Pakistan Institute of Education, Islamabad.



REGIONAL COMPARISON

Chapter 8

HIGHLIGHTS

Pakistan has the second-highest GER in pre-primary education, indicating relatively strong early childhood education compared to primary education.

Pakistan's progress in HDI rankings between 2016 and 2021 was relatively slower compared to other South Asian countries like Bangladesh, which made significant improvements.

Pakistan, along with Sri Lanka and Bangladesh, allocates a relatively low percentage of its GDP to government education expenditure.

Pakistan faces a serious challenge with the highest out-of-school rate in primary education among South Asian countries.

Pakistan has the lowest Gross Enrolment Ratio (GER) in tertiary education among South Asian countries at 12%.

Pakistan faces literacy challenges, particularly among adults, with lower literacy rates compared to countries like Iran, Maldives, and Sri Lanka.

Pakistan, like other South Asian countries, experiences gender disparities in education, with completion rates generally higher for males than females.

Pakistan, with 77% of teachers trained and 62% qualified, falls in the middle range compared to other South Asian countries.

Pakistan has a lower Mean Years of Schooling (MYS) compared to most other South Asian countries, indicating that its adult population, on average, has received less education.

The education system operating at national and sub-national level is imperative in assessing the existing situation and developing interventions to improve equitable education service delivery. This will enable the achievement of constitutional obligations, national commitments enshrined in policies, education sector plans as well as priorities of federal and provincial governments. Therefore, the existence of operational data systems capturing information of all dimensions and sub-sectors of education is a pre-requisite. Alongside, the information is also necessary to compare the progress with the neighboring and regional countries. Pakistan geographically lies in South Asian region hence an active member of South Asian Association for Regional Cooperation (SAARC) as well as part of Central and Southern Asia under UNESCO categorization. Therefore, it is imperative that a regional comparison of Pakistan's education indicators can highlight certain areas of improvements.

A comprehensive analysis of education indicators at the national and provincial/area levels provided in the Chapter 4 displays snapshot of the educational landscape within Pakistan. These indicators are derived from the population data provided by PBS and NIPS offering a valuable perspective on how education is evolving within distinct demographic contexts.

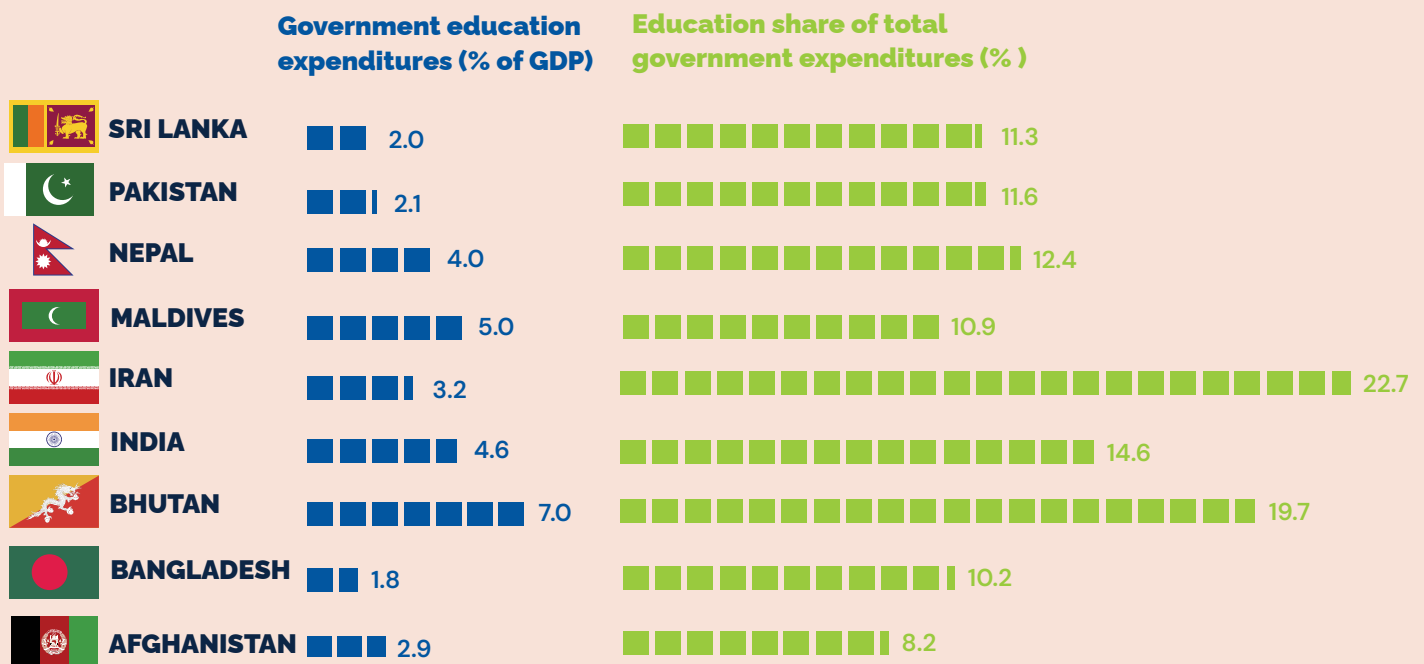
In the present chapter, the Pakistan's position in education among South Asian countries is elaborated in-depth. The data for these indicators has been meticulously gathered from various international reports, ensuring a robust and globally comparative analysis including GEM Report, HDR, etc. It's important to note that the indicators published in these reports are based on UN population projections.

It is worth noting that slight variations are observed in the values of education indicators between the national and South Asian chapters. These differences can be attributed to the utilization of distinct population projections, particularly in the latter chapter. Therefore, when interpreting and utilizing the data presented in our report, it is important to take into consideration the influence of these varying population projections.

8.1 Public Financing in Education

Two indicators are normally analyzed to assess the scale of financial investment in education by countries. These are government education expenditure as percentage of GDP, and Education share of total government expenditure. Analysis of these indicators revealed that Bangladesh is spending lowest in the region in terms of government expenditure as percentage of GDP followed by Sri Lanka and Pakistan whereas Bhutan's outlay for education is 7% of its GDP. Iran is spending around 23% of its total budget in education which is highest in the region while Afghanistan's education share is 8.2% being the lowest in the region. Government education expenditure per pupil as percentage of GDP per capita in primary education in Pakistan is 9% which is second lowest in the region after Sri Lanka whereas it is 63% in tertiary education which is highest in the SAARC region.

Figure 60: Public Investment in Education in South Asian Countries

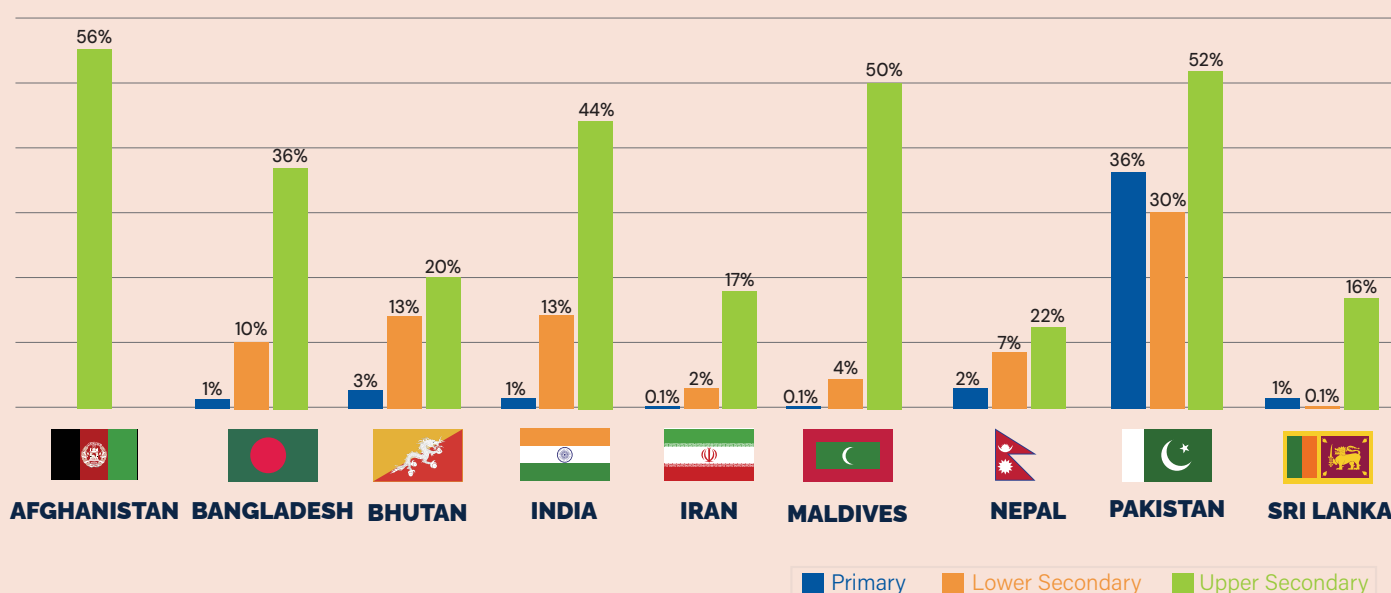


Source: Global Education Monitoring Report 2023

8.2 Out of School Rate

Pakistan has a significantly high out-of-school rate at the primary level, with 36% of children not attending school. Compared to Pakistan, countries like India and Sri Lanka have lower primary out-of-school rates, which indicates a relatively better enrollment rate in primary education. At the lower secondary level, Pakistan's out-of-school rate is 30%, which is still a considerable challenge. Bhutan, Bangladesh, and Nepal have relatively higher enrollment rates in lower secondary education compared to Pakistan. Pakistan faces the highest out-of-school rate among the selected countries at the upper secondary level, with 52% of students not attending school beyond lower secondary education. When compared to countries like Iran, Sri Lanka, and even Bangladesh, Pakistan's upper secondary education access appears to be substantially limited.

Figure 61: Out of School Rate by Level in South Asian Countries



Source:

(i) Global Education Monitoring Report 2023

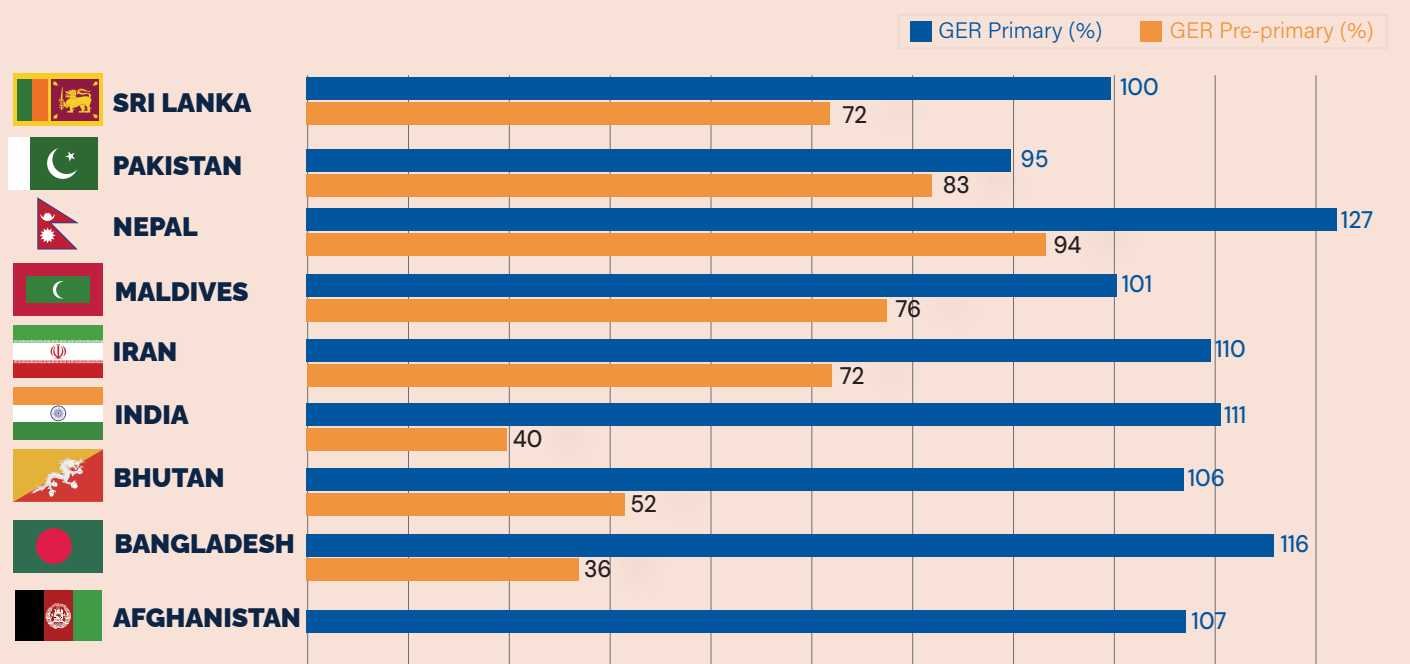
(ii) The OOSC values for Pakistan are not available in Global Education Monitoring Report 2023 therefore, values presented earlier in this report based on National EMIS Database 2021-22 for Pakistan have been used.

8.3 Gross Enrolment Ratio in Pre-Primary and Primary

For pre-primary education, Nepal leads with a GER of 94% followed by Pakistan (83%), reflecting a high participation rate in early childhood education. The Maldives, Iran and Sri Lanka have GERs above 70%, indicating significant participation in pre-primary programs. However, India lags behind with GERs of 40%. Bangladesh and Bhutan have moderate GERs, indicating progress in this area. Unfortunately, there's no data for Afghanistan in this regard.

In primary education, Nepal maintains its lead with a GER of 127%, followed by Bangladesh at 116%. Iran and India also perform well with GERs above 110%, showcasing widespread access to primary education. Bhutan, Sri Lanka, and the Maldives all have GERs above 100%, indicating more children enrolled than the age-appropriate population. Pakistan, with a GER of 95%, trails behind some South Asian countries.

Figure 62: GER in Pre-Primary and Primary Education in South Asian Countries

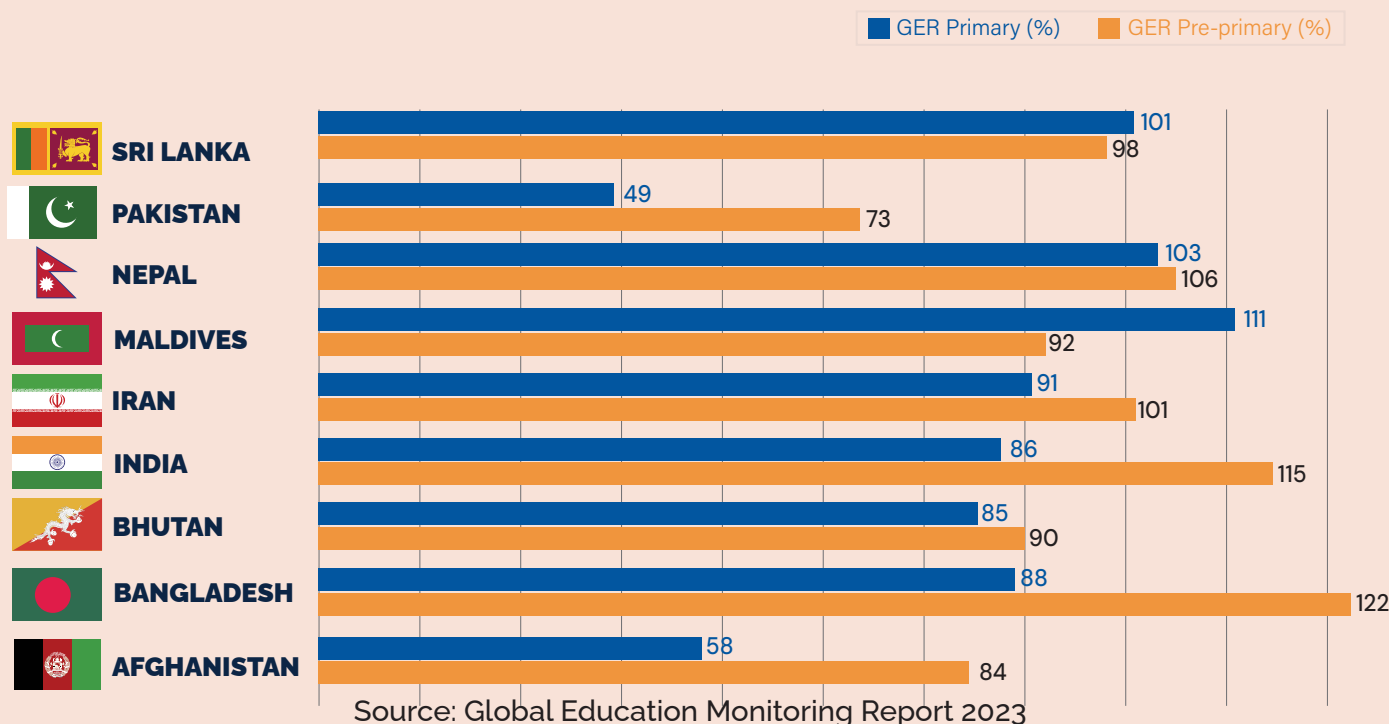


Source: Global Education Monitoring Report 2023

8.4 Intake Rates to Last Grade of Primary and Lower Secondary

The Intake to a certain level of education denotes the segment of population that are newly admitted to that level of education. Typically, this indicator complemented with other indicators provides outline of access to education. However, the intake to the last grade of a level normally provides some indication of students' flow during the past years in terms of how many students have remained successful in preceding grades. Unfortunately, Pakistan has the lowest intake to last grade of Primary (73%) irrespective of age of students in the South Asian region whereas Bangladesh is leading the region with 122%. Similar situation is observed in Gross Intake Ratio to the last grade of lower secondary as almost half of the population of respective age group make it to the last grade.

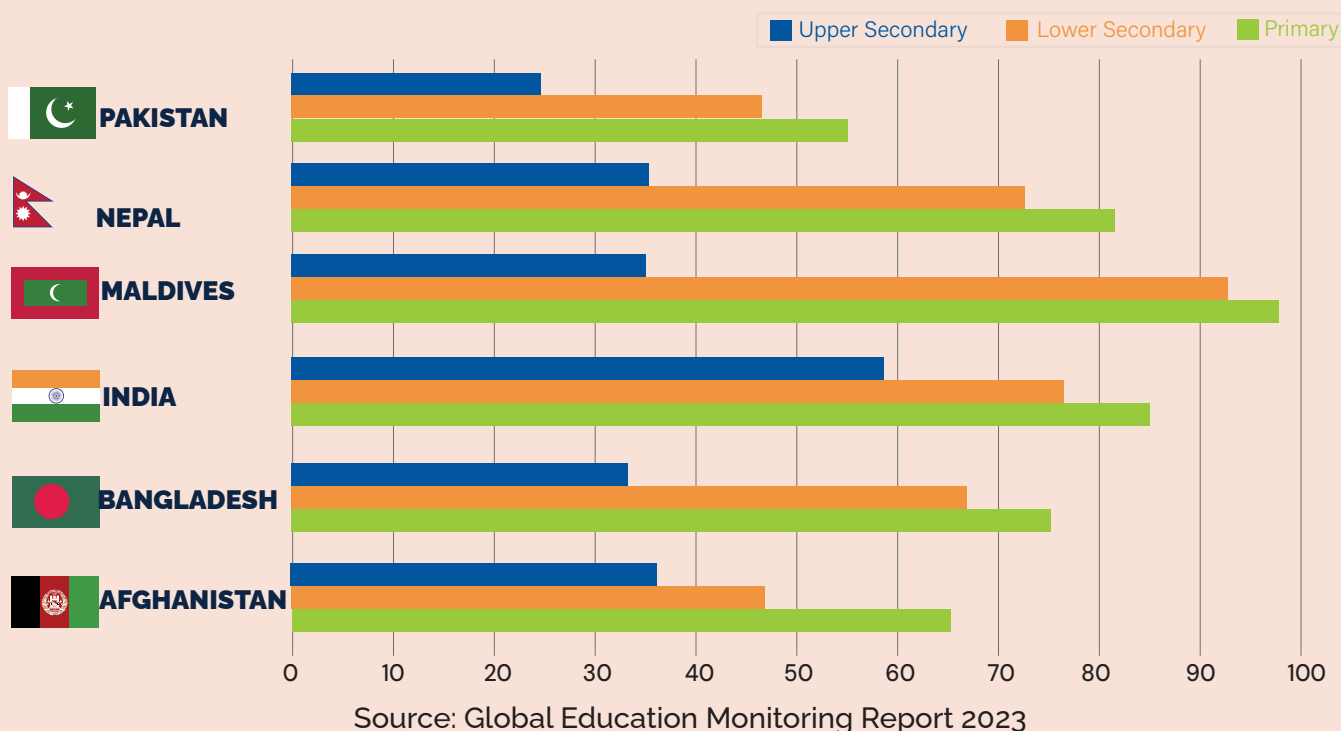
Figure 63: GIR to last grade of Primary and Lower Secondary in South Asian Countries



8.5 Completion Rates in Primary and Lower Secondary

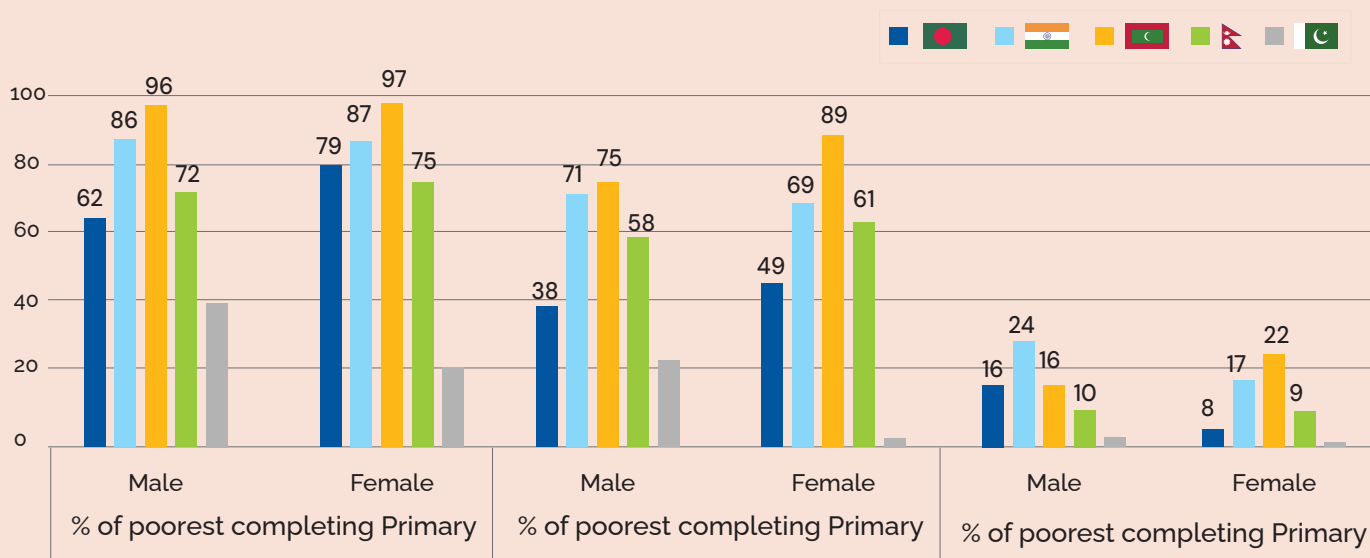
In general, completion rates tend to decrease as students' progress from primary to lower secondary and upper secondary levels. This pattern is observed in most of the countries in the data. Maldives stands out with exceptionally high primary completion rates at 99%, followed by India at 94%. Bangladesh also has a high primary completion rate at 85%. India has the highest completion rates in lower and upper secondary followed by Nepal at both levels. Afghanistan and Pakistan have the lowest lower secondary completion rates in all three education levels.

Figure 64: Completion Rate by Level in South Asian Countries



In all South Asian countries, the completion rates for males are generally higher than for females across all education levels. Bangladesh stands out with relatively high primary completion rates for both male (62%) and female (79%) among the poorest students. India demonstrates relatively balanced completion rates between males and females, with only a slight gender gap, especially in primary and lower secondary levels. Pakistan faces significant challenges in ensuring completion, particularly among the poorest students. The completion rates are lowest in the region for both genders across all levels, with a substantial gender gap.

Figure 65: Percentage of Students belong to Poorest Families Completing Primary, Lower Secondary and Upper Secondary in South Asian Countries

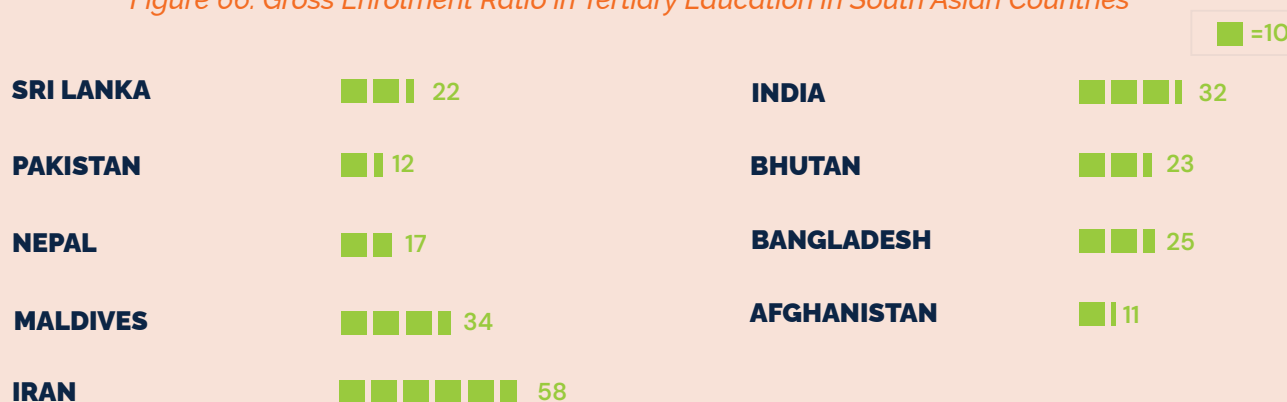


Source: Global Education Monitoring Report 2023

8.6 Tertiary Education

There is a significant variation in GER for tertiary education among the South Asian countries. Iran has the highest GER at 58%, indicating a relatively high percentage of the eligible age group enrolled in tertiary education, while Pakistan has the lowest GER at 12%. India, Bangladesh, and Sri Lanka have GERs that are generally higher than the average for the region. This may reflect a growing demand for tertiary education and increased access in these countries. While GER is important, it's also essential to ensure that access to tertiary education is equitable across different socioeconomic groups, genders, and regions within each country.

Figure 66: Gross Enrolment Ratio in Tertiary Education in South Asian Countries

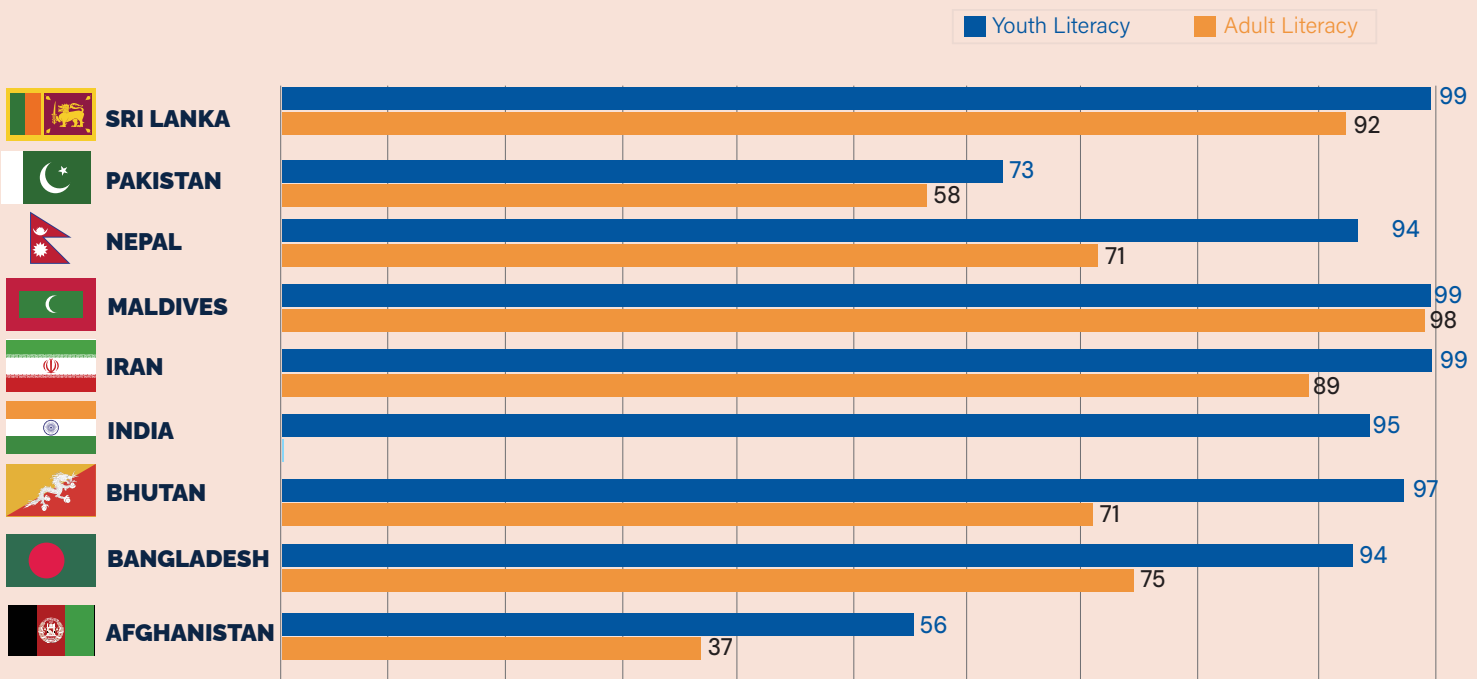


Source: Global Education Monitoring Report 2023

8.7 Youth and Adult Literacy

The comparative analysis of youth and adult literacy rates highlights the progress made in some countries while underscoring the challenges in others. Continued investment in education and targeted literacy programs are essential for promoting inclusive and sustainable development in these countries. Iran, Maldives, and Sri Lanka have exceptionally high youth and adult literacy rates, all exceeding 95%. Bhutan, Bangladesh, and India also have relatively high youth literacy rates, ranging from 94% to 97%. Afghanistan, Nepal, and Pakistan have lower youth literacy rates, ranging from 56% to 94%. Afghanistan, Pakistan, and India have lower adult literacy rates, ranging from 37% to 58%.

Figure 67: Youth and Adult Literacy Rates (in percentage) in South Asian Countries

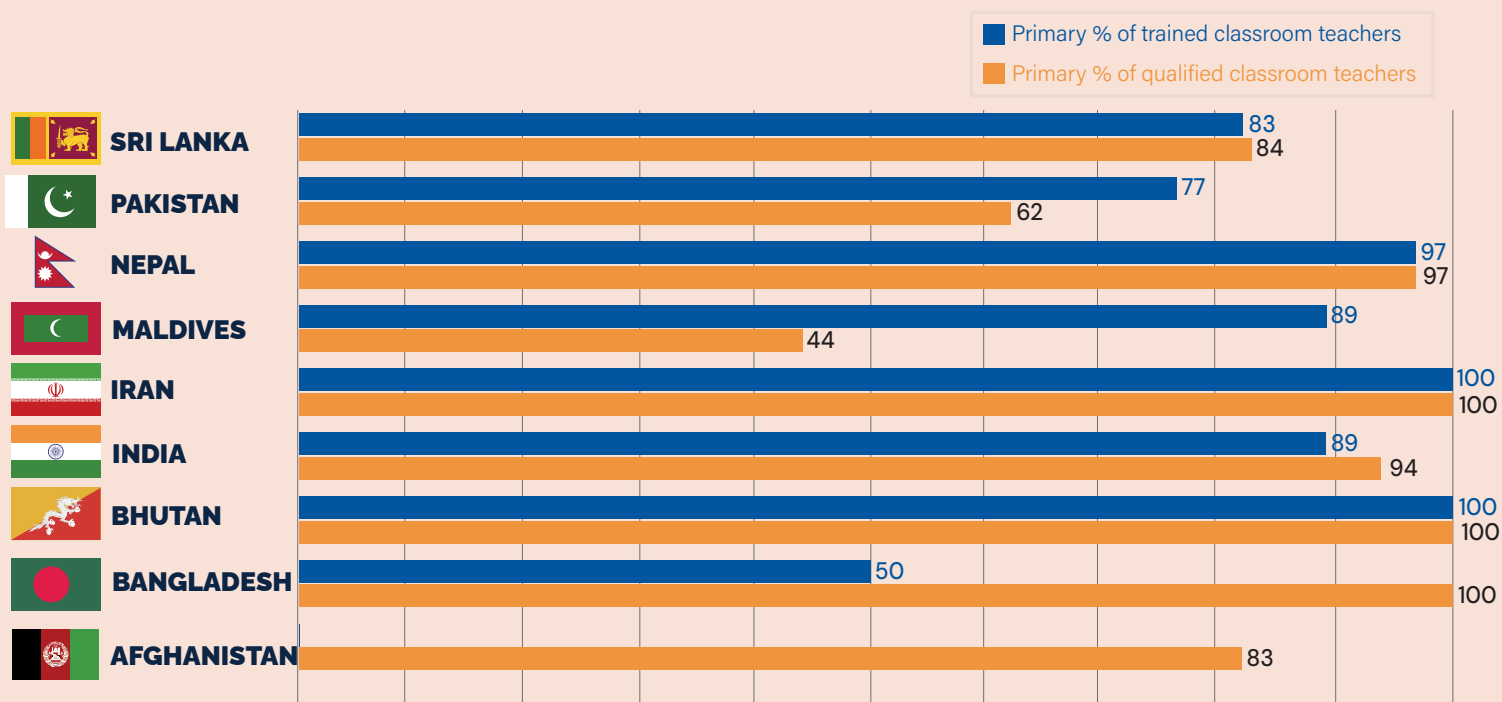


Source: Global Education Monitoring Report 2023

8.8 Provision of Teachers

Bhutan and Iran are prominent as 100% of primary education teachers are both trained and qualified. On the other hand, Bangladesh and Pakistan show a disparity between teacher training and qualification. In Bangladesh, all teachers are qualified, but only 50% are trained, indicating a need to invest in professional development. Similarly, in Pakistan, while 77% of teachers are trained, only 62% are qualified, highlighting the importance of addressing teacher certifications and qualifications. The data for Maldives is particularly interesting, as it shows a relatively low percentage of qualified teachers (44%) but a higher percentage of trained teachers (89%).

Figure 68: Trained and Qualified Classroom Teachers (in percentage) in South Asian Countries

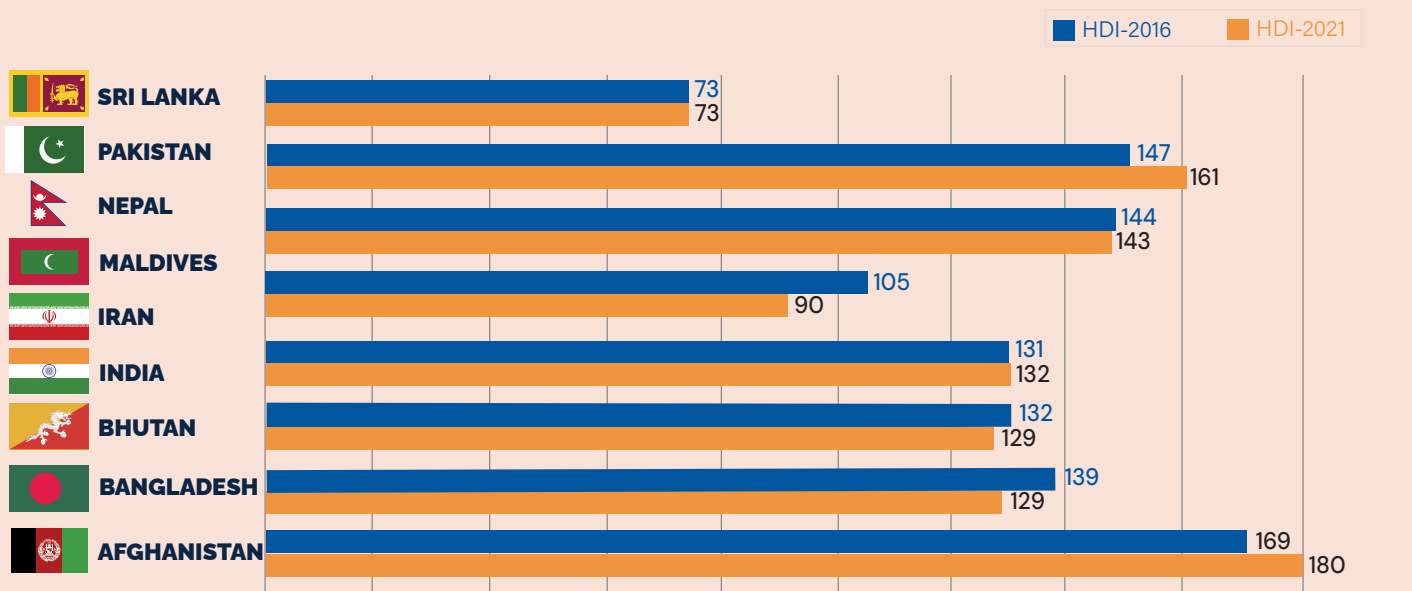


Source: Global Education Monitoring Report 2023

8.9 Human Development Index

In general, most of the South Asian countries have shown improvement in their HDI rankings between 2016 and 2021. This suggests progress in various aspects of human development, including health, education, and income, across the region during this time period. While there has been progress, the pace of improvement varies among these countries. For example, Bangladesh has experienced a significant jump in HDI ranking from 139th in 2016 to 129th in 2021, indicating substantial progress in human development. In contrast, Pakistan has seen a lesser improvement comparative to other countries of the region and moved from 147th to 161st. Sri Lanka, Nepal and India maintained its position. Afghanistan, in particular, has seen a significant drop in its HDI ranking, from 169th in 2016 to 180th in 2021.

Figure 69: Human Development Index Rank of South-Asian Countries – 2016 and 2021



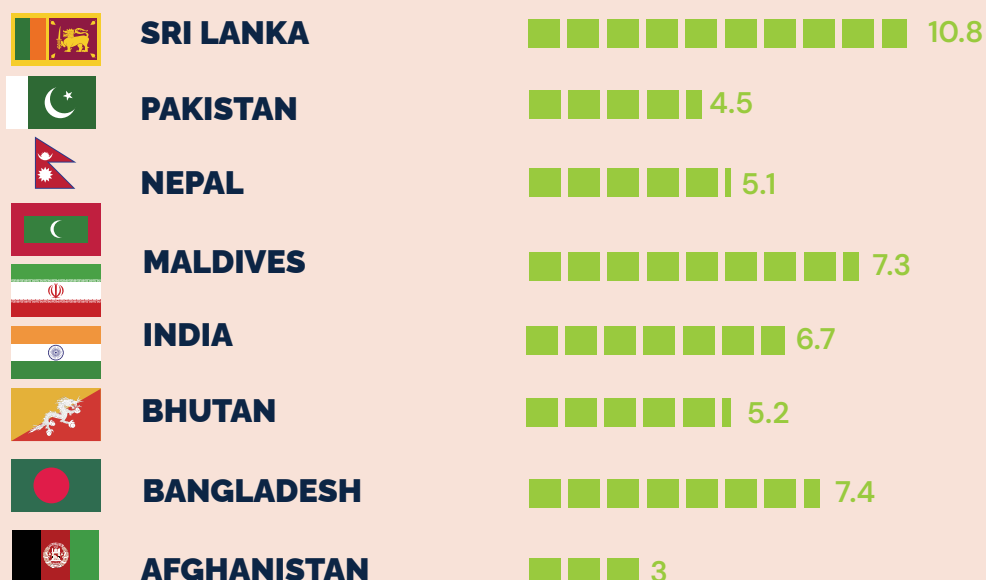
Source: Human Development Report 2021-22

8.10 Mean Years of Schooling

Mean years of schooling (MYS) is a statistical measure that calculates the average number of years of education received by people aged 25 and older in a given country. MYS is an important indicator because it measures the average level of education in a population and reflects the educational attainment of the adult population. Mean years of schooling is one of the three dimensions considered, along with life expectancy at birth and expected years of schooling to calculate HDI. Mean years of schooling is given a weight of 0.5 in the HDI calculation, indicating its significance in assessing a country's human development. This weight reflects the importance of both the quantity and quality of education in determining human well-being.

Sri Lanka has the highest MYS at 10.8 years, indicating a relatively well-educated adult population, while Afghanistan has the lowest MYS at only 3 years. Bangladesh has the second-highest MYS at 7.4 years. India and the Maldives both have MYS values in the middle range, with India at 6.7 years and the Maldives at 7.3 years. Bhutan and Nepal have relatively similar MYS values, with Bhutan at 5.2 years and Nepal at 5.1 years. This suggests a moderate level of educational attainment in these countries, although there may be room for improvement. Pakistan has a lower MYS of 4.5 years, indicating that, on average, its adult population has received less education compared to most other countries in the region.

Figure 70: Mean Years of Schooling in South Asian Countries



Source: Human Development Report 2021-22

Annexures

Annex - I

Table 1.1
Key Education Indicators
2021-22

Indicator	Male	Female	Total	GPI
Gross Enrolment Ratio (GER) - Pre-Primary	78%	64%	71%	0.82
Gross Enrolment Ratio (GER) - Primary Classes: 1-5	82%	71%	76%	0.87
Gross Enrolment Ratio (GER) - Middle Classes: 6-8	53%	48%	51%	0.91
Gross Enrolment Ratio (GER) - High Classes: 9-10	44%	39%	42%	0.88
Gross Enrolment Ratio (GER) - Higher Secondary Classes:11-12	22%	21%	21%	0.95
Participate rate to Organize Learning (One year before primary)	29%	27%	28%	0.91
Net Enrolment Rate Total (NERT) - Primary Classes: 1-5 Age Group: 5-9	68%	61%	64%	0.89
Net Enrolment Rate Total (NERT) - Middle Classes: 6-8 Age Group 10-12	76%	65%	70%	0.85
Net Enrolment Rate Total (NERT) - High Classes: 9-10 Age Group: 13-14+	58%	55%	56%	0.95
Net Enrolment Rate Total (NERT) - Higher Secondary Classes: 11-12	42%	37%	40%	0.86
Survival Rate to Grade-5	77%	78%	77%	1.02
Effective Transition Rate (ETR) Primary to Middle	80%	82%	81%	1.02
Effective Transition Rate (ETR) Middle to Secondary	91%	88%	90%	0.97
Gross Intake Ratio to Last Grade of Primary	69%	61%	65%	0.89
Gross Intake Ratio to Last Grade of Lower Secondary (Middle)	49%	45%	47%	0.91

Note :

1. Public and Private Sector Data is included
2. Figures include Pre-Primary, Primary, Middle, High, Higher Secondary, Non-Formal Education and Deeni Madaris
3. Technical and Vocational Data is included in Secondary Education
4. UNESCO Reconstructed Cohort Model is used for calculation of Survival Rate to Grade-V

Source:

1. Population Projection 2017-2030, NIPS
2. National EMIS Database 2021-22, PIE, Ministry of Federal Education and Professional Training, Islamabad

Table 1.2
Out of School Children (OOSC)
2021-22

Stage	Gender	Population	Gross Enrolment	Net Enrolment	NERT	OOSC
Primary Classes: 1-5 Age Group: 5-9*	Male	15,578,454	12,704,024	10,605,505	68%	4,972,949
	Female	14,695,844	10,371,757	8,893,903	61%	5,801,941
	Total	30,274,298	23,075,781	19,499,408	64%	10,774,890
Middle Classes: 6-8 Age Group: 10-12*	Male	8,655,748	4,614,486	6,549,076	76%	2,106,672
	Female	7,980,035	3,851,062	5,151,223	65%	2,828,812
	Total	16,635,783	8,465,548	11,700,299	70%	4,935,484
High Classes: 9-10 Age Group: 13-14*	Male	5,458,278	2,412,448	3,151,396	58%	2,306,882
	Female	4,947,000	1,929,262	2,708,345	55%	2,238,655
	Total	10,405,278	4,341,710	5,859,741	56%	4,545,537
Higher Secondary Classes: 9-12 Age Group: 13-16*	Male	5,197,294	1,119,200	2,204,724	35%	2,992,570
	Female	4,661,014	956,103	1,702,975	27%	2,958,039
	Total	9,858,308	2,075,303	3,907,699	40%	5,950,609
Primary to Secondary Classes: 1-12 Age Group: 15-16*	Male	34,889,774	20,850,158	22,510,701	65%	12,379,073
	Female	32,283,893	17,108,184	18,456,446	57%	13,827,447
	Total	67,173,667	37,958,342	40,967,147	61%	26,206,520

Note:

1. Public and Private Sector Data is included
2. Figures include Pre-Primary, Primary, Middle, High, Higher Secondary, Non-Formal Education and Deeni Madaris
3. Technical and Vocational Data is included in Secondary Education

Source:

1. Population Projection 2017-2030, NIPS
2. National EMIS Database 2021-22, PIE, Ministry of Federal Education and Professional Training, Islamabad

Table 1.3
OOSC by Province, Level, Gender
2021-22

Province/ Region	Level	OOSC		
		Male	Female	Total
Punjab	Primary	2,463,893	2,367,656	4,831,549
	Middle	930,867	950,115	1,880,982
	High	1,154,644	858,166	2,012,810
	Higher Sec.	1,584,926	1,421,090	3,006,016
	Primary to Higher Sec.	6,134,330	5,597,027	11,731,357
Sindh	Primary	1,427,172	1,774,186	3,201,358
	Middle	602,396	937,274	1,539,670
	High	658,424	699,080	1,357,504
	Higher Sec.	765,549	767,779	1,533,328
	Primary to Higher Sec.	3,453,541	4,178,319	7,631,860
KP	Primary	404,251	880,082	1,284,333
	Middle	201,982	544,991	746,973
	High	255,695	435,386	691,081
	Higher Sec.	385,807	523,400	909,207
	Primary to Higher Sec.	1,247,735	2,383,859	3,631,594
Balochistan	Primary	647,897	751,084	1,398,981
	Middle	364,354	390,506	754,860
	High	235,471	244,273	479,744
	Higher Sec.	255,049	244,876	499,925
	Primary to Higher Sec.	1,502,771	1,630,739	3,133,510
ICT	Primary	29,736	28,933	58,669
	Middle	7,073	5,926	12,999
	High	2,648	1,750	4,398
	Higher Sec.	1,239	894	2,133
	Primary to Higher Sec.	40,696	37,503	78,199
Pakistan	Primary	4,972,949	5,801,941	10,774,890
	Middle	2,106,672	2,828,812	4,935,484
	High	2,306,882	2,238,655	4,545,537
	Higher Sec.	2,992,570	2,958,039	5,950,609
	Primary to Higher Sec.	12,379,073	13,827,447	26,206,520

Note :

- i . Public and Private Sector Data is included
- ii . Figures include Pre-Primary, Primary, Middle, High, Higher Secondary, Non-Formal Education and Deeni
- iii. Technical and Vocational Data is included in Secondary Education

Source:

- i. Population Projection 2017-2030, NIPS
- ii. National EMIS Database 2021-22, PIE, Ministry of Federal Education and Professional Training, Islamabad

Table 1.4
Number of Educational Institutions by Level
1947-48 to 2021-22

Year	Primary*	Middle	High	Higher Sec/ 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

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

Note :

All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48, 1948-49, 1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Table 1.4
Number of Educational Institutions by Level
1947-48 to 2021-22

Year	Primary*	Middle	High	Higher Sec/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
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	220

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

Note :

All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48, 1948-49, 1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Table 1.5
Enrolment in Educational Institutions by Stage (in Thousands)
1947-48 to 2021-22

Year	Primary*	Middle	High	Higher Sec/ 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

*Enrolment of Pre-primary is added to Primary Stage

Note :

• All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Table 1.5
Enrolment in Educational Institutions by Stage (in Thousands)
1947-48 to 2021-22

Year	Primary*	Middle	High	Higher Sec/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
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

*Enrolment of Pre-primary is added to Primary Stage

Note :

• All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Table 1.6
Number of Teachers in Educational Institutions by Level
1947-48 to 2021-22

	Primary*	Middle	High	Higher Sec/ 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

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

Note :

All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Table 1.6
Number of Teachers in Educational Institutions by Level
1947-48 to 2021-22

	Primary*	Middle	High	Higher Sec/ Inter Colleges	Degree Colleges	Technical & Vocational Institutions	Universities
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	70,953
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

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

Note :

All figures includes Public & Private Sector data and Non-Formal Schools

Source:

1. Figures for the year 1947-48,1948-49,1949-50 and 1954-55 are taken from Pakistan Economic Survey, 1983-84
2. Figures for the year 1959-60 to 1991-92 are taken from Pakistan Economic Survey, 1996-97
3. Figures for the year 1992-93 to 2021-22 are taken from Pakistan Education Statistics 1992-93 to 2021-22

Annex - II

Table 2.1
Five year comparison of Educational Institutions

Institution Type	Sector	2017-18	2018-19	2019-20	2020-21	2021-22
Pre- Primary	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	381	388	384	391	406
	Total	381	388	384	391	406
Primary	Public	118,587	125,259	125,260	125,450	117,230
	Other Public	615	750	1,242	1,069	1,042
	Private	17,877	18,004	17,367	18,067	18,329
	Total	137,079	144,013	143,869	144,586	136,601
Middle	Public	16,529	17,049	17,068	15,979	15,981
	Other Public	21	20	217	237	257
	Private	30,115	30,225	29,760	30,966	31,584
	Total	46,665	47,294	47,045	47,182	47,822
High	Public	13,102	13,258	13,347	14,624	14,556
	Other Public	346	382	390	276	286
	Private	17,944	18,028	17,931	19,310	19,722
	Total	31,392	31,668	31,668	34,210	34,564
Higher Sec/ Inter Colleges	Public	2,037	2,243	2,377	2,339	3,059
	Other Public	58	67	81	473	480
	Private	3,659	3,566	3,440	4,290	4,574
	Total	5,754	5,876	5,898	7,102	8,113
Degree Colleges (XI-XIV)	Public	1,475	1,498	1,553	1,616	1,082
	Other Public	23	23	23	23	23
	Private	161	1,372	1,407	1,382	1,382
	Total	1,659	2,893	2,983	3,021	2,487
Universities	Public	111	122	128	128	136
	Other Public	-	-	-	-	-
	Private	75	80	81	81	84
	Total	186	202	209	209	220
Non Formal Basic Education	Public	35,059	35,653	35,715	35,240	20,317
	Other Public	-	-	-	-	-
	Private	-	-	-	-	4,789
	Total	35,059	35,653	35,715	35,240	25,106
Education Foundations	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private*	12,516	12,736	11,574	9,031	10,087
	Total	12,516	12,736	11,574	9,031	10,087
Technical & Vocational Institutions	Public	1,627	1,627	1,627	1,627	1,577
	Other Public	-	-	-	-	-
	Private	2,113	2,113	2,113	2,113	2,605
	Total	3,740	3,740	3,740	3,740	4,182
Teachers Training Institutions	Public	158	158	158	158	158
	Other Public	-	-	-	-	-
	Private	59	59	59	59	59
	Total	217	217	217	217	217
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	31,115	32,196	32,260	34,010	43,613
	Total	31,115	32,196	32,260	34,010	43,613
Total	Public	188,685	196,867	197,233	197,161	174,096
	Other Public	1,063	1,242	1,953	2,078	2,088
	Private	116,015	118,767	116,376	119,700	137,234
	Grand Total	305,763	316,876	315,562	318,939	313,418

Note :

1. Mosque Schools are included in Primary Schools
2. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Private Sector data is estimated based on past trend
3. Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations
4. Intermediate & Degree Colleges is provided by Provincial Higher Education Departments
5. Teacher Training Institutions data is estimated using past trend
6. Deeni Madaris data is provided by Madaris bodies, Pakistan
7. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTTTC), Islamabad
8. University data is provided by Higher Education Commission (HEC), Islamabad

Table 2.2
Institutions (Public, Other Public, Private Sector) by
Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	15,961	17,544	4,113	37,618	1,549	2,089	6,780	10,418	17,510	19,633	10,893	48,036
	Middle	2,848	4,237	7,695	14,780	595	1,084	12,996	14,675	3,443	5,321	20,691	29,455
	High	4,291	3,836	3,999	12,126	1,159	1,346	4,536	7,041	5,450	5,182	8,535	19,167
	Higher Sec.	425	473	334	1,232	193	256	459	908	618	729	793	2,140
	Inter College	300	369	20	689	170	238	14	422	470	607	34	1,111
	Degree College	537	572	229	1,338	88	94	32	214	625	666	261	1,552
Total	24,362	27,031	16,390	67,783	3,754	5,107	24,817	33,678	28,116	32,138	41,207	101,461	
Sindh	Pre-Primary	-	2	338	340	2	1	48	51	2	3	386	391
	Primary	2,352	1,008	2,564	5,924	26,182	7,339	550	34,071	28,534	8,347	3,114	39,995
	Middle	326	229	3,351	3,906	1,441	577	537	2,555	1,767	806	3,888	6,461
	High	487	423	3,450	4,360	702	231	163	1,096	1,189	654	3,613	5,456
	Higher Sec.	82	71	343	496	253	43	47	343	335	114	390	839
	Inter College	11	34	72	117	-	-	2	2	28	47	76	151
	Degree College	6	6	39	51	-	-	1	1	145	125	71	341
Total	3,264	1,773	10,157	15,194	28,580	8,191	1,348	38,119	32,000	10,096	11,538	53,634	
KP	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	778	706	631	2,115	15,582	10,251	1,203	27,036	16,360	10,957	1,834	29,151
	Middle	166	139	1,083	1,388	1,920	1,437	2,222	5,579	2,086	1,576	3,305	6,967
	High	308	164	1,030	1,502	1,863	851	1,686	4,400	2,171	1,015	2,716	5,902
	Higher Sec.	176	133	517	826	557	270	561	1,388	733	403	1,078	2,214
	Inter College	28	25	51	104	5	14	16	35	33	39	67	139
	Degree College	66	62	10	138	122	92	5	219	188	154	15	357
Total	1,522	1,229	3,322	6,073	20,049	12,915	5,693	38,657	21,571	14,144	9,015	44,730	
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	2,631	1,263	291	4,185	6,045	2,279	15	8,339	8,676	3,542	306	12,524
	Middle	297	301	304	902	586	468	1	1,055	883	769	305	1,957
	High	305	265	392	962	412	212	5	629	717	477	397	1,591
	Higher Sec.	43	45	47	135	53	23	12	88	96	68	59	223
	Inter College	1	-	4	5	-	-	1	1	35	23	5	63
	Degree College	-	1	2	3	-	-	-	-	51	33	2	86
Total	3,277	1,875	1,040	6,192	7,096	2,982	34	10,112	10,458	4,912	1,074	16,444	
AJ&K	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	93	95	122	310	2,119	1,832	849	4,800	2,212	1,927	971	5,110
	Middle	23	30	244	297	502	483	668	1,653	525	513	912	1,950
	High	46	65	384	495	396	351	416	1,163	442	416	800	1,658
	Higher Sec.	21	26	389	436	48	59	164	271	69	85	553	707
	Inter College	5	6	55	66	46	47	9	102	51	53	64	168
	Degree College	18	22	5	45	23	31	2	56	41	53	7	101
Total	206	244	1,199	1,649	3,134	2,803	2,108	8,045	3,340	3,047	3,307	9,694	
GB	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	53	43	30	126	654	324	165	1,143	707	367	195	1,269
	Middle	15	14	45	74	161	104	157	422	176	118	202	496
	High	19	15	47	81	133	73	91	297	152	88	138	378
	Higher Sec.	4	2	24	30	12	16	45	73	16	18	69	103
	Inter College	7	4	1	12	6	5	4	15	13	9	5	27
	Degree College	6	5	-	11	1	3	2	6	7	8	2	17
Total	104	83	147	334	967	525	464	1,956	1,071	608	611	2,290	
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	29	31	2	62	76	53	-	129	105	84	2	516
	Middle	2	9	-	11	20	28	-	48	22	37	-	536
	High	16	22	2	40	33	32	5	70	49	54	7	412
	Higher Sec.	8	9	2	19	16	18	2	36	24	27	4	228
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	14	15	-	29	1	3	-	4	15	18	-	33
Total	69	86	6	161	146	134	7	287	215	220	13	1,740	
Pakdstan	Pre-Primary	-	2	338	340	2	1	48	51	2	3	386	406
	Primary	21,897	20,690	7,753	50,340	52,207	24,167	9,562	85,936	74,104	44,857	17,315	136,601
	Middle	3,677	4,959	12,722	21,358	5,225	4,181	16,581	25,987	8,902	9,140	29,303	47,822
	High	5,472	4,790	9,304	19,566	4,698	3,096	6,902	14,696	10,170	7,886	16,206	34,564
	Higher Sec.	759	759	1,656	3,174	1,132	685	1,290	3,107	1,891	1,444	2,946	6,454
	Inter College	352	438	203	993	227	304	46	577	630	778	251	1,659
	Degree College	647	683	285	1,615	235	223	42	500	1,072	1,057	358	2,487
Grand Total	32,804	32,321	32,261	97,386	63,726	32,657	34,471	130,854	96,771	65,165	66,765	229,993	

Note:

1. Mosque Schools are included in Primary Schools

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Other Public Sector data is provided by respective organizations
3. Intermediate & Degree Colleges data is estimated based on past trend

Table 2.3
Institutions (Public Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	1,446	1,833	-	3,279	15,874	17,384	-	33,258	17,320	19,217	-	36,537
	Middle	309	457	-	766	2,633	3,778	-	6,411	2,942	4,235	-	7,177
	High	745	889	-	1,634	3,395	2,994	-	6,389	4,140	3,883	-	8,023
	Higher Sec	109	119	-	228	266	282	-	548	375	401	-	776
	Inter Colleges*	77	131	18	226	120	185	12	317	197	316	30	543
	Degree Colleges	19	92	97	208	8	23	23	54	27	115	120	262
	Total	2,705	3,521	115	6,341	22,296	24,646	35	46,977	25,001	28,167	150	53,318
Sindh	Primary	1,901	868	-	2,769	26,067	7,047	-	33,114	27,968	7,915	-	35,883
	Middle	238	161	-	399	1,435	558	-	1,993	1,673	719	-	2,392
	High	355	288	-	643	698	230	-	928	1,053	518	-	1,571
	Higher Sec	61	60	-	121	249	37	-	286	310	97	-	407
	Inter Colleges	-	-	-	-	-	-	-	-	17	13	2	32
	Degree Colleges	-	-	-	-	-	-	-	-	139	119	31	289
	Total	2,555	1,377	-	3,932	28,449	7,872	-	36,321	31,160	9,381	33	40,574
KP	Primary	760	700	-	1,460	15,538	10,243	-	25,781	16,298	10,943	-	27,241
	Middle	121	126	-	247	1,764	1,430	-	3,194	1,885	1,556	-	3,441
	High	168	130	-	298	1,582	816	-	2,398	1,750	946	-	2,696
	Higher Sec	62	60	-	122	452	228	-	680	514	288	-	802
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	62	48	-	110	122	85	-	207	184	133	-	317
	Total	1,173	1,064	-	2,237	19,458	12,802	-	32,260	20,631	13,866	-	34,497
Balochistan	Primary	2,629	1,241	-	3,870	6,045	2,279	-	8,324	8,674	3,520	-	12,194
	Middle	295	259	-	554	586	468	-	1,054	881	727	-	1,608
	High	292	234	-	526	411	212	-	623	703	446	-	1,149
	Higher Sec	34	38	-	72	53	20	-	73	87	58	-	145
	Inter Colleges	-	-	-	-	-	-	-	-	34	23	-	57
	Degree Colleges	-	-	-	-	-	-	-	-	51	32	-	83
	Total	3,250	1,772	-	5,022	7,095	2,979	-	10,074	10,430	4,806	-	15,236
AJ&K	Primary	89	91	-	180	2,116	1,820	-	3,936	2,205	1,911	-	4,116
	Middle	22	27	-	49	498	476	-	974	520	503	-	1,023
	High	39	41	-	80	370	335	-	705	409	376	-	785
	Higher Sec	3	8	-	11	47	59	-	106	50	67	-	117
	Inter Colleges	-	-	7	7	44	42	-	86	44	42	7	93
	Degree Colleges	17	20	-	37	22	28	-	50	39	48	-	87
	Total	170	187	7	364	3,097	2,760	-	5,857	3,267	2,947	7	6,221
GB	Primary	52	43	-	95	651	324	-	975	703	367	-	1,070
	Middle	13	13	-	26	154	101	-	255	167	114	-	281
	High	16	15	-	31	128	71	-	199	144	86	-	230
	Higher Sec	3	1	-	4	11	14	-	25	14	15	-	29
	Inter Colleges	6	3	-	9	6	1	-	7	12	4	-	16
	Degree Colleges	6	4	-	10	1	-	-	1	7	4	-	11
	Total	96	79	-	175	951	511	-	1,462	1,047	590	-	1,637
ICT	Primary	29	31	-	60	76	53	-	129	105	84	-	189
	Middle	2	9	-	11	20	28	-	48	22	37	-	59
	High	16	22	-	38	32	32	-	64	48	54	-	102
	Higher Sec	4	4	-	8	16	18	-	34	20	22	-	42
	Inter Colleges	-	-	-	-	-	-	-	-	-	-	-	-
	Degree Colleges	14	15	-	29	1	3	-	4	15	18	-	33
	Total	65	81	-	146	145	134	-	279	210	215	-	425
Pakistan	Primary	6,906	4,807	-	11,713	66,367	39,150	-	105,517	73,273	43,957	-	117,230
	Middle	1,000	1,052	-	2,052	7,090	6,839	-	13,929	8,090	7,891	-	15,981
	High	1,631	1,619	-	3,250	6,616	4,690	-	11,306	8,247	6,309	-	14,556
	Higher Sec	276	290	-	566	1,094	658	-	1,752	1,370	948	-	2,318
	Inter Colleges	83	134	25	242	170	228	12	410	304	398	39	741
	Degree Colleges	118	179	97	394	154	139	23	316	462	469	151	1,082
	Grand Total	10,014	8,081	122	18,217	81,491	51,704	35	133,230	91,746	59,972	190	151,908

* Associate Colleges

Note :

1. Mosque Schools are included in Primary Schools

Source:

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

2. Intermediate & Degree Colleges data is estimated based on past trend

Table 2.4
Institutions (Private Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	86	159	4,087	4,332	103	244	6,622	6,969	189	403	10,709	11,301
	Middle	215	459	7,625	8,299	286	622	12,945	13,853	501	1,081	20,570	22,152
	High	816	836	3,944	5,596	402	457	4,508	5,367	1,218	1,293	8,452	10,963
	Higher Sec.	80	103	244	427	67	129	414	610	147	232	658	1,037
	Inter College	223	238	2	463	50	53	2	105	273	291	4	568
	Degree College	516	466	132	1,114	79	70	8	157	595	536	140	1,271
	Total	1,936	2,261	16,034	20,231	987	1,575	24,499	27,061	2,923	3,836	40,533	47,292
Sindh	Pre-Primary	-	2	338	340	2	1	48	51	2	3	386	391
	Primary	72	76	2,564	2,712	12	120	488	620	84	196	3,052	3,332
	Middle	42	49	3,351	3,442	6	19	475	500	48	68	3,826	3,942
	High	117	125	3,450	3,692	2	1	149	152	119	126	3,599	3,844
	Higher Sec.	14	11	343	368	4	-	14	18	18	11	357	386
	Inter College	11	34	72	117	-	-	2	2	11	34	74	119
	Degree College	6	6	37	49	-	-	1	1	6	6	38	50
	Total	262	303	10,155	10,720	26	141	1,177	1,344	288	444	11,332	12,064
KP	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	17	6	631	654	44	5	1,179	1,228	61	11	1,810	1,882
	Middle	45	13	1,083	1,141	156	7	2,219	2,382	201	20	3,302	3,523
	High	126	33	1,027	1,186	275	34	1,682	1,991	401	67	2,709	3,177
	Higher Sec.	102	60	517	679	98	32	534	664	200	92	1,051	1,343
	Inter College	28	25	51	104	5	14	16	35	33	39	67	139
	Degree College	4	14	10	28	-	7	5	12	4	21	15	40
	Total	322	151	3,319	3,792	578	99	5,635	6,312	900	250	8,954	10,104
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	2	22	291	315	-	-	-	-	2	22	291	315
	Middle	2	42	304	348	-	-	-	-	2	42	304	348
	High	11	31	392	434	-	-	-	-	11	31	392	434
	Higher Sec.	6	7	47	60	-	-	-	-	6	7	47	60
	Inter College	1	-	4	5	-	-	1	1	1	-	5	6
	Degree College	-	1	1	2	-	-	-	-	-	1	1	2
	Total	22	103	1,039	1,164	-	-	1	1	22	103	1,040	1,165
AJ&K	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	4	4	122	130	3	12	836	851	7	16	958	981
	Middle	1	3	244	248	4	7	668	679	5	10	912	927
	High	7	23	384	414	16	16	411	443	23	39	795	857
	Higher Sec.	18	18	389	425	-	-	158	158	18	18	547	583
	Inter College	5	6	48	59	2	5	9	16	7	11	57	75
	Degree College	1	2	4	7	1	3	2	6	2	5	6	13
	Total	36	56	1,191	1,283	26	43	2,084	2,153	62	99	3,275	3,436
GB	Pre-Primary	-	-	-	-	-	-	-	-	-	-	-	-
	Primary	1	-	30	31	3	-	159	162	4	-	189	193
	Middle	2	1	45	48	7	3	157	167	9	4	202	215
	High	3	-	47	50	2	2	91	95	5	2	138	145
	Higher Sec.	1	1	24	26	1	2	45	48	2	3	69	74
	Inter College	1	1	1	3	-	4	4	8	1	5	5	11
	Degree College	-	1	-	1	-	3	2	5	-	4	2	6
	Total	8	4	147	159	13	14	458	485	21	18	605	644
ICT	Pre-Primary	-	-	-	8	-	-	-	7	-	-	-	15
	Primary	-	-	-	87	-	-	-	238	-	-	-	325
	Middle	-	-	-	56	-	-	-	421	-	-	-	477
	High	-	-	-	45	-	-	-	257	-	-	-	302
	Higher Sec.	-	-	-	64	-	-	-	109	-	-	-	173
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	260	-	-	-	1,032	-	-	-	1,292
Pakistan	Pre-Primary	-	2	338	348	2	1	48	58	2	3	386	406
	Primary	182	267	7,725	8,261	165	381	9,284	10,068	347	648	17,009	18,329
	Middle	307	567	12,652	13,582	459	658	16,464	18,002	766	1,225	29,116	31,584
	High	1,080	1,048	9,244	11,417	697	510	6,841	8,305	1,777	1,558	16,085	19,722
	Higher Sec.	221	200	1,564	2,049	170	163	1,165	1,607	391	363	2,729	3,656
	Inter College	269	304	178	751	57	76	34	167	326	380	212	918
	Degree College	527	490	184	1,201	80	83	18	181	607	573	202	1,382
	Grand Total	2,586	2,878	31,885	37,609	1,630	1,872	33,854	38,388	4,216	4,750	65,739	75,997

Note :

1. Mosque Schools are included in Primary Schools
2. Inter & Degree Colleges data for punjab is provided by Provincial Higher Education Department, Punjab

Source:

1. Private Sector data is estimated based on past trend
2. Private Educational Institutions Regulatory Authority (PEIRA), Islamabad

Table 2.5
Institutions (Other Public Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN				RURAL				TOTAL			
		Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total	Boys	Girls	Mixed	Total
Punjab	Primary	1	1	26	28	-	12	158	170	1	13	184	198
	Middle	-	-	70	70	-	5	51	56	-	5	121	126
	High	80	6	55	141	12	-	28	40	92	6	83	181
	Higher Sec.	79	88	90	257	17	8	45	70	96	96	135	327
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	2	14	-	16	1	1	1	3	3	15	1	19
	Total	162	109	241	512	30	26	283	339	192	135	524	851
Sindh	Primary	379	64	-	443	103	172	62	337	482	236	62	780
	Middle	46	19	-	65	-	-	62	62	46	19	62	127
	High	15	10	-	25	2	-	14	16	17	10	14	41
	Higher Sec.	7	-	-	7	-	6	33	39	7	6	33	46
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	2	2	-	-	-	-	-	-	2	2
	Total	447	93	2	542	105	178	171	454	552	271	173	996
KP	Primary	1	-	-	1	-	3	24	27	1	3	24	28
	Middle	-	-	-	-	-	-	3	3	-	-	3	3
	High	14	1	3	18	6	1	4	11	20	2	7	29
	Higher Sec.	12	13	-	25	7	10	27	44	19	23	27	69
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	27	14	3	44	13	14	58	85	40	28	61	129
Balochistan	Primary	-	-	-	-	-	-	15	15	-	-	15	15
	Middle	-	-	-	-	-	-	1	1	-	-	1	1
	High	2	-	-	2	1	-	5	6	3	-	5	8
	Higher Sec.	3	-	-	3	-	3	12	15	3	3	12	18
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	1	1	-	-	-	-	-	-	1	1
	Total	5	-	1	6	1	3	33	37	6	3	34	43
AJ&K	Primary	-	-	-	-	-	-	13	13	-	-	13	13
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	1	-	1	10	-	5	15	10	1	5	16
	Higher Sec.	-	-	-	-	1	-	6	7	1	-	6	7
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	1	1	-	-	-	-	-	-	1	1
	Total	-	1	1	2	11	-	24	35	11	1	25	37
GB	Primary	-	-	-	-	-	-	6	6	-	-	6	6
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	3	-	-	3	3	-	-	3
	Higher Sec.	-	-	-	-	-	-	-	-	-	-	-	-
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	3	-	6	9	3	-	6	9
ICT	Primary	-	-	2	2	-	-	-	-	-	-	2	2
	Middle	-	-	-	-	-	-	-	-	-	-	-	-
	High	-	-	2	2	1	-	5	6	1	-	7	8
	Higher Sec.	4	5	2	11	-	-	2	2	4	5	4	13
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-	-	-	-
	Total	4	5	6	15	1	-	7	8	5	5	13	23
Pakistan	Primary	381	65	28	474	103	187	278	568	484	252	306	1,042
	Middle	46	19	70	135	-	5	117	122	46	24	187	257
	High	111	18	60	189	35	1	61	97	146	19	121	286
	Higher Sec.	105	106	92	303	25	27	125	177	130	133	217	480
	Inter College	-	-	-	-	-	-	-	-	-	-	-	-
	Degree College	2	14	4	20	1	1	1	3	3	15	5	23
	Grand Total	645	222	254	1,121	164	221	582	967	809	443	836	2,088

Note :

1. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Other Public Sector data is provided by respective organizations
2. Intermediate & Degree Colleges data is estimated based on past trend

Table 2.6
Status of Public Schools By Province, Level and Gender
2021-22

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	17,320	-	-	17,320	2,942	-	-	2,942	4,140	-	-	4,140	24,402	-	-	24,402
	Female	19,217	-	-	19,217	4,235	-	-	4,235	3,883	-	-	3,883	27,335	-	-	27,335
	Total	36,537	-	-	36,537	7,177	-	-	7,177	8,023	-	-	8,023	51,737	-	-	51,737
Sindh	Male	22,811	5,157	-	27,968	1,514	159	-	1,673	1,050	3	-	1,053	25,375	5,319	-	30,694
	Female	6,653	1,262	-	7,915	619	100	-	719	512	6	-	518	7,784	1,368	-	9,152
	Total	29,464	6,419	-	35,883	2,133	259	-	2,392	1,562	9	-	1,571	33,459	6,687	-	39,846
KP	Male	16,298	-	-	16,298	1,885	-	-	1,885	1,750	-	-	1,750	19,933	-	-	19,933
	Female	10,943	-	-	10,943	1,556	-	-	1,556	946	-	-	946	13,445	-	-	13,445
	Total	27,241	-	-	27,241	3,441	-	-	3,441	2,696	-	-	2,696	33,378	-	-	33,378
Balochistan	Male	6,550	2,124	-	8,674	857	24	-	881	702	1	-	703	8,109	2,149	-	10,258
	Female	2,549	971	-	3,520	697	30	-	727	444	2	-	446	3,690	1,003	-	4,693
	Total	9,099	3,095	-	12,194	1,554	54	-	1,608	1,146	3	-	1,149	11,799	3,152	-	14,951
AJ&K	Male	2,191	-	14	2,205	519	-	1	520	409	-	-	409	3,119	-	15	3,134
	Female	1,905	-	6	1,911	503	-	-	503	376	-	-	376	2,784	-	6	2,790
	Total	4,096	-	20	4,116	1,022	-	1	1,023	785	-	-	785	5,903	-	21	5,924
GB	Male	677	11	15	703	164	-	3	167	143	1	-	144	984	12	18	1,014
	Female	361	3	3	367	112	2	-	114	86	-	-	86	559	5	3	567
	Total	1,038	14	18	1,070	276	2	3	281	229	1	-	230	1,543	17	21	1,581
ICT	Male	105	-	-	105	22	-	-	22	48	-	-	48	175	-	-	175
	Female	84	-	-	84	37	-	-	37	54	-	-	54	175	-	-	175
	Total	189	-	-	189	59	-	-	59	102	-	-	102	350	-	-	350
Pakistan	Male	65,952	7,292	29	73,273	7,903	183	4	8,090	8,242	5	-	8,247	82,097	7,480	33	89,610
	Female	41,712	2,236	9	43,957	7,759	132	-	7,891	6,301	8	-	6,309	55,772	2,376	9	58,157
	Grand Total	1,07,664	9,528	38	117,230	15,662	315	4	15,981	14,543	13	-	14,556	137,869	9,856	42	147,767

Note :

Mosque Schools are included in Primary Schools

Source:

Public Sector data is provided by Provincial/ Regional EMISs.

Table 2.7
Number of Schools (Public) by Teaching Strength, Location and Gender
2021-22

Primary

Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	1,464	559	2,023	19,042	7,218	26,260	20,506	7,777	28,283
2	1,009	563	1,572	12,976	10,195	23,171	13,985	10,758	24,743
3	683	431	1,114	9,531	6,507	16,038	10,214	6,938	17,152
4	668	627	1,295	7,304	5,566	12,870	7,972	6,193	14,165
5	477	500	977	3,336	2,421	5,757	3,813	2,921	6,734
> 5	1,267	1,180	2,447	2,793	1,547	4,340	4,060	2,727	6,787
Not Reported	1,338	947	2,285	11,385	5,696	17,081	12,723	6,643	19,366
Grand Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230

Middle

Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	43	48	91	356	265	621	399	313	712
2	49	54	103	399	333	732	448	387	835
3	55	49	104	394	378	772	449	427	876
4	52	45	97	501	515	1,016	553	560	1,113
5	55	49	104	615	586	1,201	670	635	1,305
> 5	665	744	1,409	3,824	3,842	7,666	4,489	4,586	9,075
Not Reported	81	63	144	1,001	920	1,921	1,082	983	2,065
Grand Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981

Note:

Mosque Schools are included in Primary Schools

Table 2.7.1
Number of Schools (Public) by Teaching Strength, Location and Gender
2021-22

High

Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	5	7	8	15	23	10	20	30
2	5	8	13	23	22	45	28	30	58
3	5	9	14	43	40	83	48	49	97
4	6	14	20	55	68	123	61	82	143
5	12	16	28	69	86	155	81	102	183
> 5	1,590	1,545	3,135	6,271	4,335	10,606	7,861	5,880	13,741
Not Reported	11	22	33	147	124	271	158	146	304
Grand Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556

Higher Secondary

Number of Teachers	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	-	-	-	3	1	4	3	1	4
2	1	-	1	3	1	4	4	1	5
3	-	1	1	2	4	6	2	5	7
4	-	-	-	2	3	5	2	3	5
5	2	-	2	6	2	8	8	2	10
> 5	264	287	551	1,065	644	1,709	1,329	931	2,260
Not Reported	9	2	11	13	3	16	22	5	27
Grand Total	276	290	566	1,094	658	1,752	1,370	948	2,318

Table 2.8
Universities/ Degree Awarding Institutions (Public + Private) by Province
2021-22

Province/ Region	Institutions			Teachers			
	Public Institutions	Private Institutions	Total	Faculty	Public Teachers	Private Teacher	Total
					Total	Total	Total
Punjab	45	30	75	Full Time	14,091	7,197	21,288
				Part Time	3,027	1,390	4,417
				Total	17,118	8,587	25,705
Sindh	28	34	62	Full Time	7,061	6,517	13,578
				Part Time	1,375	2,132	3,507
				Total	8,436	8,649	17,085
KP	31	11	42	Full Time	5,607	2,141	7,748
				Part Time	806	177	983
				Total	6,413	2,318	8,731
Balochistan	9	1	10	Full Time	2,211	102	2,313
				Part Time	58	-	58
				Total	2,269	102	2,371
AJ&K	5	1	6	Full Time	1,089	255	1,344
				Part Time	291	7	298
				Total	1,380	262	1,642
GB	2	-	2	Full Time	232	-	232
				Part Time	93	-	93
				Total	325	-	325
ICT	16	7	23	Full Time	8,334	2,721	11,055
				Part Time	1,950	740	2,690
				Total	10,284	3,461	13,745
Pakistan	136	84	220	Full Time	38,625	18,933	57,558
				Part Time	7,600	4,446	12,046
				G. Total	46,225	23,379	69,604

Note:

Data is reported for the year 2020-21

Source:

University data is provided by Higher Education Commission (HEC), Islamabad

Table 2.9
Non Formal Basic Education (NFBE)
Institutions, Teachers and Enrolment By Department
2021-22

Departments	Institutions	Enrolment			Teachers
		Male	Female	Total	
National Commission for Human Development (NCHD)	470	10,864	7,485	18,349	538
Basic Education Community Schools (BECS)	1,225	21,186	18,571	39,757	1,225
Punjab Literacy & NFBE Department	13,287	198,090	223,443	421,533	13,287
Sindh Education Foundation (SEF)	138	5,796	9,017	14,813	280
KP- E&S Education Foundation	3,314	82,904	124,960	207,864	4,654
ALP-PIU - Elementary and Secondary Education, KP	796	9,524	14,378	23,902	796
Balochistan Literacy & NFE Department	504	4,500	5,060	9,560	704
Balochistan Education Foundation (BEF)	583	-	12,000	12,000	1,166
Others	4,789	47,872	78,450	126,322	6,335
Total	25,106	380,736	493,364	874,100	28,985

Table 2.9.1
Non Formal Basic Education (NFBE)
Institutions, Teachers and Enrolment By Province
2021-22

Province/ Region	Institutions	Enrolment			Teachers
		Male	Female	Total	
Punjab	13,413	199,298	226,105	425,403	13,398
Sindh	3,111	32,267	54,444	86,711	3,477
KP	4,387	95,905	147,779	243,684	5,817
Balochistan	2,511	21,985	35,627	57,612	4,384
AJ&K	398	7,598	7,932	15,530	449
GB	884	15,704	12,650	28,354	921
ICT	402	7,979	8,827	16,806	539
Total	25,106	380,736	493,364	874,100	28,985

Source:

1. National Commission for Human Development (NCHD), Islamabad
2. BECS data is provided by Directorate General of Basic Education Community Schools, Islamabad
3. Punjab Literacy & NFBE Department, Punjab
4. Directorate of Literacy & Non Formal Education, Sindh
5. Sindh Education Foundation, Sindh
6. Directorate of Literacy & Non Formal Education, Balochistan

Table 2.9.2
National Commission for Human Development (NCHD)
Institutions, Teachers and Enrolment By Province and Gender
2021-22

Province/ Region	Institutions			Enrolment			Teacher		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	22	2	26	555	49	604	27	2	29
Sindh	-	6	20	349	135	484	18	2	20
KP	21	8	29	1,370	550	1,920	21	8	29
Balochistan	25	1	50	1,717	63	1,780	1	25	26
AJ&K	129	68	197	4,095	3,991	8,086	54	194	248
GB	31	67	108	2,151	2,113	4,264	46	99	145
ICT	40	-	40	627	584	1,211	41	-	41
Total	268	152	470	10,864	7,485	18,349	208	330	538

Source:
National Commission for Human Development (NCHD), Islamabad

Table 2.9.3
Basic Education Community Schools (BECS)
Institutions, Teachers and Enrolment By Province and Gender
2021-22

Province/ Region	Institutions			Enrolment			Teacher		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
AJ&K	95	106	201	3,503	3,941	7,444	14	187	201
GB	359	417	776	13,553	10,537	24,090	277	499	776
ICT	125	123	248	4,130	4,093	8,223	5	243	248
Total	579	646	1,225	21,186	18,571	39,757	296	929	1,225

Source:
BECS data is provided by Directorate General of Basic Education Community Schools, Islamabad

Table 2.10
Non Formal Basic Education (NFBE)
Institutions, Enrolment and Teachers By Province and Departments
2021-22

Province/ Region	Departments	Institutions			Enrolment			Teachers		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	Total	1,532	4,804	25,106	380,736	493,364	874,100	6,162	22,823	28,985
	National Commission for Human Development (NCHD)	268	152	470	10,864	7,485	18,349	208	330	538
	Basic Education Community Schools (BECS)	579	646	1,225	21,186	18,571	39,757	296	929	1,225
	Punjab Literacy & NFBE Department	-	-	13,287	198,090	223,443	421,533	2,381	10,906	13,287
	Sindh Education Foundation (SEF)	-	59	138	5,796	9,017	14,813	91	189	280
	KP- E&S Education Foundation	-	-	3,314	82,904	124,960	207,864	417	4,237	4,654
	ALP-PIU - Elementary and Secondary Education, KP	353	443	796	9,524	14,378	23,902	353	443	796
	Balochistan Literacy & NFE Department	38	60	504	4,500	5,060	9,560	200	504	704
	Balochistan Education Foundation (BEF)	-	583	583	-	12,000	12,000	583	583	1,166
	Others	294	2,861	4,789	47,872	78,450	126,322	1,633	4,702	6,335
Punjab	Total	24	38	13,413	199,298	226,105	425,403	2,419	10,979	13,398
	National Commission for Human Development (NCHD)	22	2	26	555	49	604	27	2	29
	Punjab Literacy & NFBE Department	-	-	13,287	198,090	223,443	421,533	2,381	10,906	13,287
	Others	2	36	100	653	2,613	3,266	11	71	82
Sindh	Total	107	1,832	3,111	32,267	54,444	86,711	635	2,842	3,477
	National Commission for Human Development (NCHD)	-	6	20	349	135	484	18	2	20
	Sindh Education Foundation (SEF)	-	59	138	5,796	9,017	14,813	91	189	280
	Others	107	1,767	2,953	26,122	45,292	71,414	526	2,651	3,177
KP	Total	412	631	4,387	95,905	147,779	243,684	857	4,960	5,817
	National Commission for Human Development (NCHD)	21	8	29	1,370	550	1,920	21	8	29
	KP- Elementary & Secondary Education Foundation	-	-	3,314	82,904	124,960	207,864	417	4,237	4,654
	ALP-PIU - Elementary and Secondary Education, KP	353	443	796	9,524	14,378	23,902	353	443	796
	Others	38	180	248	2,107	7,891	9,998	66	272	338
Balochistan	Total	205	1,498	2,511	21,985	35,627	57,612	1,788	2,596	4,384
	National Commission for Human Development (NCHD)	25	1	50	1,717	63	1,780	1	25	26
	Balochistan Literacy & NFE Department	38	60	504	4,500	5,060	9,560	200	504	704
	Balochistan Education Foundation (BEF)	-	583	583	-	12,000	12,000	583	583	1,166
	Others	142	854	1,374	15,768	18,504	34,272	1,004	1,484	2,488
AJ&K	Total	224	174	398	7,598	7,932	15,530	68	381	449
	National Commission for Human Development (NCHD)	129	68	197	4,095	3,991	8,086	54	194	248
	Basic Education Community Schools (BECS)	95	106	201	3,503	3,941	7,444	14	187	201
GB	Total	390	484	884	15,704	12,650	28,354	323	598	921
	National Commission for Human Development (NCHD)	31	67	108	2,151	2,113	4,264	46	99	145
	Basic Education Community Schools (BECS)	359	417	776	13,553	10,537	24,090	277	499	776
ICT	Total	170	147	402	7,979	8,827	16,806	72	467	539
	National Commission for Human Development (NCHD)	40	-	40	627	584	1,211	41	-	41
	Basic Education Community Schools (BECS)	125	123	248	4,130	4,093	8,223	5	243	248
	Others	5	24	114	3,222	4,150	7,372	26	224	250

Source:

1. National Commission for Human Development (NCHD), Islamabad
2. BECS data is provided by Directorate General of Basic Education Community Schools, Islamabad
3. Punjab Literacy & NFBE Department, Punjab
4. Directorate of Literacy & Non Formal Education, Sindh
5. Sindh Education Foundation, Sindh
6. Directorate of Literacy & Non Formal Education, Balochistan
7. Balochistan Education Foundation, Balochistan

Table 2.11
Education Foundations
Institutions, Teachers and Enrolment
2021-22

Organization/ Department/ Programs	Institution	Enrolment			Teachers
		Male	Female	Total	
National Education Foundation (NEF)	49	2,282	2,328	4,610	144
Punjab Education Foundation (PEF)	7,410	1,342,793	1,226,137	2,568,930	105,426
Sindh Education Foundation (SEF)	2,628	509,971	323,236	833,207	23,363
Total	10,087	1,855,046	1,551,701	3,406,747	128,933

Source:

1. National Education Foundation (NEF), Islamabad
2. Punjab Education Foundation (PEF), Punjab
3. Sindh Education Foundation (SEF), Sindh

Table 2.12
Other Public Sector (Primary to Higher Secondary)
Institutions, Teachers and Enrolment
2021-22

Organizations/ Departments	Institutions	Enrolment	Teachers
Divisional Public School & Inter Colleges (DPS)	10	34,318	1,048
Pakistan Railways	15	977	201
Pakistan Bait-ul-Mal	159	17,056	795
Pakistan Atomic Energy Commission (PAEC)	28	22,023	793
Pakistan Air Force (PAF)	25	57,773	2,993
Daanish School	27	28,763	1,005
Special Education Department Sindh (DEPD)	816	3,359	429
Pakistan Ordinance Factories (POF) C/ G	9	14,899	565
Federal Government Educational Institutes Cantt and Garrison	355	192,246	7,602
Water & Power Development Authority (WAPDA)	16	5,984	311
Overseas Pakistanis Foundation (OPF)	26	19,679	780
Pakistan Steel Mill	6	2,160	170
National Special Education	5	1,317	130
Pakistan Rangers	40	14,433	612
Special Education Department Punjab	288	33,834	3,197
National Police Foundation (NPF)	2	457	35
Pakistan Telecom Foundatlon	12	2,174	180
Bahria Foundation (BEATS)	87	31,024	2,426
Naval Education	22	38,825	2,088
Fauji Foundation	117	65,744	2,468
Total	2,065	587,045	27,828

Table 2.13
Technical and Vocational Institutions by Province, Level and Gender
(Public, Other Public & Private)
2021-22

Province/ Region	Level	Institutions				Enrolment by Stage			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Punjab	Technical	273	141	153	567	24,205	16,672	40,877	2,478	421	2,899
	Vocational	533	385	115	1,033	119,079	63,065	182,144	4,326	2,408	6,734
	Total	806	526	268	1,600	143,284	79,737	223,021	6,804	2,829	9,633
Sindh	Technical	108	44	115	267	18,115	4,630	22,745	579	312	891
	Vocational	238	111	109	458	52,995	21,264	74,259	1,538	481	2,019
	Total	346	155	224	725	71,110	25,894	97,004	2,117	793	2,910
KP	Technical	470	193	42	705	22,180	17,568	39,748	605	112	717
	Vocational	53	9	195	257	17,567	961	18,528	2,290	380	2,670
	Total	523	202	237	962	39,747	18,529	58,276	2,895	492	3,387
Balochistan	Technical	27	7	8	42	1,184	259	1,443	165	66	231
	Vocational	117	58	27	202	11,436	7,629	19,065	208	78	286
	Total	144	65	35	244	12,620	7,888	20,508	373	144	517
AJ&K	Technical	11	8	6	25	1,231	62	1,293	241	124	365
	Vocational	62	52	21	135	3,735	2,876	6,611	350	56	406
	Total	73	60	27	160	4,966	2,938	7,904	591	180	771
GB	Technical	10	1	6	17	107	32	139	231	44	275
	Vocational	61	101	25	187	3,505	9,070	12,575	192	80	272
	Total	71	102	31	204	3,612	9,102	12,714	423	124	547
ICT	Technical	8	2	4	14	5,910	4,140	10,050	71	48	119
	Vocational	36	169	68	273	3,439	5,166	8,605	335	128	463
	Total	44	171	72	287	9,349	9,306	18,655	406	176	582
Pakistan	Technical	907	396	334	1,637	72,932	43,363	116,295	4,370	1,127	5,497
	Vocational	1,100	885	560	2,545	211,756	110,031	321,787	9,239	3,611	12,850
	Grand Total	2,007	1,281	894	4,182	284,688	153,394	438,082	13,609	4,738	18,347

Source:

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

Table 2.14
Teachers Training Institutions by Province and Gender
2021-22

Province/ Region	Type	Institutions				Enrolment by Stage			Teachers		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Punjab	Public	12	11	39	62	21,535	11,679	33,214	-	-	1,831
	Private	-	1	3	4	450	1,317	1,767	-	-	78
	Total	12	12	42	66	21,985	12,996	34,981	-	-	1,909
Sindh	Public	9	9	14	32	3,327	1,935	5,262	-	-	759
	Private	-	-	37	37	1,125	566	1,691	-	-	116
	Total	9	9	51	69	4,452	2,501	6,953	-	-	875
KP	Public	17	10	4	31	6,018	2,763	8,781	-	-	139
	Private	-	-	15	15	1,195	404	1,599	-	-	94
	Total	17	10	19	46	7,213	3,167	10,380	-	-	233
Balochistan	Public	6	3	3	12	1,013	422	1,435	-	-	132
	Private	-	-	-	-	-	-	-	-	-	-
	Total	6	3	3	12	1,013	422	1,435	-	-	132
AJ&K	Public	5	4	2	11	329	354	683	-	-	110
	Private	-	-	3	3	182	126	308	-	-	10
	Total	5	4	5	14	511	480	991	-	-	120
GB	Public	1	2	-	3	89	198	287	-	-	-
	Private	-	-	-	-	-	-	-	-	-	-
	Total	1	2	-	3	89	198	287	-	-	-
ICT	Public	-	1	6	7	13,440	7,760	21,200	-	-	522
	Private	-	-	-	-	-	-	-	-	-	-
	Total	-	1	6	7	13,440	7,760	21,200	-	-	522
Pakistan	Public	50	40	68	158	45,751	25,111	70,862	-	-	3,493
	Private	-	1	58	59	2,952	2,413	5,365	-	-	298
	G.Total	50	41	126	217	48,703	27,524	76,227	-	-	3,791

Note :

Bifurcation of Teacher's gender is not available regarding Teacher's Training institutions

Source:

Teacher Training Institutions data is estimated using past trend

Table 2.15.1
Deeni Madaris
Institutions, Teachers and Enrolment By Wafaqs, Province and Gender
2021-22

Wafaqs/ Tanzeem/ Rabita	Province/ Region	Institutions				Enrolment			Teacher		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Rabita-al- Madaris Islamia	Punjab	-	-	-	425	8,963	17,365	26,328	1,038	1,166	2,204
	Sindh	-	-	-	187	4,902	14,900	19,802	545	587	1,132
	KP	-	-	-	648	21,240	24,720	45,960	1,269	1,792	3,061
	Balochistan	-	-	-	44	1,826	2,315	4,141	205	272	477
	AJ&K	-	-	-	59	3,715	6,278	9,993	198	256	454
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	38	1,487	1,823	3,310	182	190	372
Total		-	-	-	1,401	42,133	67,401	109,534	3,437	4,263	7,700
Wafaq-ul- Madaris-al- Salafia	Punjab	248	415	-	663	14,270	29,950	44,220	1,421	2,422	3,843
	Sindh	47	31	-	78	5,125	2,992	8,117	285	196	481
	KP	54	53	-	107	1,580	3,702	5,282	256	264	520
	Balochistan	8	1	-	9	725	55	780	50	15	65
	AJ&K	13	4	-	17	874	1,251	2,125	82	25	107
	GB	2	2	-	4	424	702	1,126	30	32	62
	ICT	9	8	-	17	1,102	425	1,527	58	47	105
Total		381	514	-	895	24,100	39,077	63,177	2,182	3,001	5,183
Tanzeem-ul- Madaris Ahle- Sunat Pakistan	Punjab	-	-	-	8,329	561,833	527,791	1,089,624	-	-	39,711
	Sindh	-	-	-	1,861	207,461	126,014	333,475	-	-	7,587
	KP	-	-	-	1,026	62,743	48,309	111,052	-	-	3,730
	Balochistan	-	-	-	181	20,027	9,994	30,021	-	-	1,149
	AJ&K	-	-	-	937	41,189	71,371	112,560	-	-	3,390
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	-	-	-	-	-	-	-	-	-	-
Total		-	-	-	12,334	893,253	783,479	1,676,732	-	-	55,567
Wafaq-ul- Madaris-al- Shia	Punjab	201	107	-	308	42,525	32,482	75,007	750	256	1,006
	Sindh	106	33	-	139	35,470	31,195	66,665	650	220	870
	KP	10	6	-	16	6,760	5,056	11,816	50	29	79
	Balochistan	6	5	-	11	8,051	5,156	13,207	60	30	90
	AJ&K	4	4	-	8	2,357	1,667	4,024	35	25	60
	GB	32	12	-	44	24,230	24,550	48,780	150	50	200
	ICT	9	5	-	14	2,623	1,935	4,558	60	35	95
Total		368	172	-	540	122,016	102,041	224,057	1,755	645	2,400

Source:

1. Rabita-al-Madaris Islamia, Wafaq-ul-Madaris-al-Salafia, Tanzeem-ul-Madaris Ahle-Sunat, Wafaq-ul-Madaris-al-Shia, Wafaq-ul-Madaris-al-Arabia, Ittehad-ul-Madaris Al Arbia, Nizam Ul Madaris Pakistan, Majma Ul Madaris Taleem Al Kitab wal Hikmata, Wafaq Ul Madaris Al Islamia Al Rizvia, Ittehad Al Madaris Al Islamia

Table 2.15.2
Deeni Madaris
Institutions, Teachers and Enrolment By Wafaqs, Province and Gender
2021-22

Wafaqs/ Tanzeem/ Rabita	Province/ Region	Institutions				Enrolment			Teacher		
		Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Wafaq-ul- Madaris-al- Arabia	Punjab	7,551	-	-	7,551	437,491	288,838	726,329	23,590	11,879	35,469
	Sindh	3,541	-	-	3,541	353,529	198,420	551,949	19,607	9,775	29,382
	KP	5,490	-	-	5,490	473,233	287,085	760,318	26,884	9,994	36,878
	Balochistan	1,668	-	-	1,668	213,447	44,362	257,809	10,261	823	11,084
	AJ&K	295	-	-	295	12,535	8,079	20,614	786	476	1,262
	GB	99	-	-	99	4,711	4,727	9,438	407	148	555
	ICT	278	-	-	278	21,226	8,594	29,820	1,271	459	1,730
Total	18,922	-	-	18,922	1,516,172	840,105	2,356,277	82,806	33,554	116,360	
Ittehad-ul- Madaris AL Arbia	Punjab	2,155	845	-	3,000	12,326	3,694	16,020	1,770	1,390	3,160
	Sindh	1,178	655	-	1,833	17,274	8,263	25,537	896	711	1,607
	KP	1,744	178	-	1,922	18,882	7,238	26,120	1,776	461	2,237
	Balochistan	855	166	-	1,021	7,884	2,976	10,860	1,544	311	1,855
	AJ&K	78	34	-	112	4,662	1,458	6,120	180	40	220
	GB	-	-	-	-	-	-	-	-	-	-
	ICT	33	22	-	55	1,315	385	1,700	30	15	45
Total	6,043	1,900	-	7,943	62,343	24,014	86,357	6,196	2,928	9,124	
Wafaq UL Madaris AL Islamia AL Rizvia	Punjab	712	363	222	1,297	38,070	39,630	77,700	5,588	3,194	8,782
	Sindh	61	34	20	115	12,606	7,561	20,167	355	220	575
	KP	32	16	8	56	7,009	4,486	11,495	175	105	280
	Balochistan	41	19	10	70	8,863	5,738	14,601	229	121	350
	AJ&K	12	9	6	27	4,449	2,701	7,150	75	60	135
	GB	2	1	1	4	91	41	132	9	5	14
	ICT	5	3	1	9	1,723	933	2,656	28	17	45
Total	865	445	268	1,578	72,811	61,090	133,901	6,459	3,722	10,181	
Total	Punjab	10,867	1,730	222	21,573	1,115,478	939,750	2,055,228	34,157	20,307	94,175
	Sindh	4,933	753	20	7,754	636,367	389,345	1,025,712	22,338	11,709	41,634
	KP	7,330	253	8	9,265	591,447	380,596	972,043	30,410	12,645	46,785
	Balochistan	2,578	191	10	3,004	260,823	70,596	331,419	12,349	1,572	15,070
	AJ&K	402	51	6	1,455	69,781	92,805	162,586	1,356	882	5,628
	GB	135	15	1	151	29,456	30,020	59,476	596	235	831
	ICT	334	38	1	411	29,476	14,095	43,571	1,629	763	2,392
Pakistan	26,579	3,031	268	43,613	2,732,828	1,917,207	4,650,035	102,835	48,113	206,515	

Source:

1. Rabita-al-Madaris Islamia, Wafaq-ul-Madaris-al-Salafia, Tanzeem-ul-Madaris Ahle-Sunat, Wafaq-ul-Madaris-al-Shia, Wafaq-ul-Madaris-al-Arabia, Ittehad-ul-Madaris AL Arbia, Nizam UL Madaris Pakistan, Majma UL Madaris Taleem AL Kitab wal Hikmata, Wafaq UL Madaris AL Islamia AL Rizvia, Ittehad AL Madaris AL Islamia

Annex - III

Table 3.1
Five year comparison of Enrolment

Stage	Sector	2017-18	2018-19	2019-20	2020-21	2021-22
Pre- Primary	Public	4,796,182	4,844,876	4,172,699	3,334,296	3,922,585
	Other Public	32,352	38,906	44,174	54,304	58,247
	Private	4,660,057	4,719,531	4,736,903	4,962,570	4,985,610
	Total	9,488,591	9,603,313	8,953,776	8,351,170	8,966,442
Primary	Public	11,881,022	12,574,466	12,644,242	12,625,179	12,381,505
	Other Public	183,425	187,863	202,798	224,129	231,018
	Private	6,599,309	6,679,615	6,761,218	7,228,763	7,281,708
	Total	18,663,756	19,441,944	19,608,258	20,078,071	19,894,231
Middle	Public	4,138,107	4,404,971	4,575,905	4,724,209	5,029,733
	Other Public	100,732	114,267	129,725	140,513	148,414
	Private	2,183,586	2,209,214	2,251,856	2,459,864	2,486,482
	Total	6,422,425	6,728,452	6,957,486	7,324,586	7,664,629
High	Public	2,294,775	2,377,628	2,396,669	2,538,939	2,641,754
	Other Public	58,426	66,933	77,100	83,915	90,046
	Private	995,763	1,010,350	1,024,042	1,156,385	1,174,955
	Total	3,348,964	3,454,911	3,497,811	3,779,239	3,906,755
Higher Sec/ Inter Colleges	Public	1,467,290	1,542,827	1,579,610	1,549,205	1,385,959
	Other Public	26,843	38,034	48,788	55,259	59,320
	Private	187,794	553,650	592,854	688,489	698,794
	Total	1,681,927	2,134,511	2,221,252	2,292,953	2,144,073
Degree Colleges (XI-XIV)	Public	455,876	497,632	523,959	547,965	420,570
	Other Public	16,385	16,385	16,385	16,385	16,385
	Private	132,353	211,614	231,292	193,536	186,437
	Total	604,614	725,631	771,636	757,886	623,392
Universities	Public	1,266,505	1,535,370	1,647,049	1,866,976	1,866,976
	Other Public	-	-	-	-	-
	Private	309,288	323,334	354,646	359,275	359,275
	Total	1,575,793	1,858,704	2,001,695	2,226,251	2,226,251
Non Formal Basic Education	Public	1,425,405	1,371,517	1,367,916	1,494,445	747,778
	Other Public	-	-	-	-	-
	Private	-	-	-	-	126,322
	Total	1,425,405	1,371,517	1,367,916	1,494,445	874,100
Education Foundations	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private **	3,366,980	3,196,140	3,185,636	2,972,149	3,406,747
	Total	3,366,980	3,196,140	3,185,636	2,972,149	3,406,747
Technical & Vocational Institutions	Public	277,126	277,126	277,126	277,126	288,224
	Other Public	-	-	-	-	-
	Private	156,111	156,111	156,111	156,111	149,858
	Total	433,237	433,237	433,237	433,237	438,082
Teachers Training Institutions	Public	70,862	70,862	70,862	70,862	70,862
	Other Public	-	-	-	-	-
	Private	5,365	5,365	5,365	5,365	5,365
	Total	76,227	76,227	76,227	76,227	76,227
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	4,098,641	4,189,471	4,198,173	4,408,539	4,650,035
	Total	4,098,641	4,189,471	4,198,173	4,408,539	4,650,035
Total	Public	28,073,150	29,497,275	29,144,358	29,029,202	28,755,946
	Other Public	418,163	462,388	518,970	574,505	603,430
	Private	22,695,247	23,254,395	23,466,784	24,591,046	25,511,588
	Grand Total	51,186,560	53,214,058	53,273,103	54,194,753	54,870,964

*Enrolment by Stage defined as those students who are enrolled in one particular section of the school. For example primary stage enrolment not only includes classes 1 to 5 of Mosque & Primary school but it also includes primary section of Middle, High & Higher Secondary schools

** Public Private Partnership

Note :

1. Mosque Schools are included in Primary Schools
2. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Private Sector data is estimated based on past trend
3. Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations
4. Intermediate & Degree Colleges is provided by Provincial Higher Education Departments
5. Teacher Training Institutions data is estimated using past trend
6. Deeni Madaris data is provided by Madaris bodies, Pakistan
7. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTTTC), Islamabad
8. University data is provided by Higher Education Commission (HEC), Islamabad

Table 3.2
Enrolment (Public, Other Public, Private Sector) by Province, Stage, Gender and Location
2021-22

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre Primary	772,451	726,973	1,499,424	1,513,983	1,341,858	2,855,841	2,286,434	2,068,831	4,355,265
	Primary	1,511,298	1,500,342	3,011,640	3,697,993	3,410,045	7,108,038	5,209,291	4,910,387	10,119,678
	Middle	765,444	820,037	1,585,481	1,301,052	1,260,144	2,561,196	2,066,496	2,080,181	4,146,677
	High	516,639	506,283	1,022,922	580,421	509,136	1,089,557	1,097,060	1,015,419	2,112,479
	Higher Sec.	371,193	414,227	785,420	118,758	154,666	273,424	489,951	568,893	1,058,844
	Degree	119,131	177,886	297,017	14,790	32,360	47,150	133,921	210,246	344,167
	Total	4,056,156	4,145,748	8,201,904	7,226,997	6,708,209	13,935,206	11,283,153	10,853,957	22,137,111
Sindh	Pre Primary	722,867	626,175	1,349,042	483,426	345,181	828,607	1,206,293	971,356	2,177,649
	Primary	1,178,115	995,993	2,174,108	1,208,452	723,923	1,932,375	2,386,567	1,719,916	4,106,483
	Middle	442,479	379,207	821,686	341,172	137,832	479,004	783,651	517,039	1,300,690
	High	272,321	230,363	502,684	178,094	62,170	240,264	450,415	292,533	742,948
	Higher Sec.	123,609	122,569	246,178	154,646	68,549	223,195	278,255	191,118	469,373
	Degree	1,783	2,715	4,498	-	-	-	56,265	36,583	92,848
	Total	2,741,174	2,357,022	5,098,196	2,365,790	1,337,655	3,703,445	5,161,446	3,728,545	8,889,991
KP	Pre Primary	44,005	48,393	92,398	489,944	426,066	916,010	934,157	710,061	1,644,218
	Primary	161,612	152,739	314,351	1,352,787	1,062,046	2,414,833	2,313,688	1,630,354	3,944,042
	Middle	105,624	94,625	200,249	557,220	332,925	890,145	1,002,643	566,672	1,569,315
	High	58,402	52,770	111,172	246,921	135,058	381,979	487,874	255,419	743,293
	Higher Sec.	57,128	39,855	96,983	118,309	57,314	175,623	265,639	133,089	398,728
	Degree	39,645	35,540	75,185	34,341	26,731	61,072	73,986	62,271	136,257
	Total	466,416	423,922	890,338	2,799,522	2,040,140	4,839,662	5,077,987	3,357,866	8,435,853
Balochistan	Pre Primary	103,739	64,978	168,717	62,601	43,629	106,230	166,340	108,607	274,947
	Primary	281,279	194,997	476,276	205,829	147,794	353,623	487,108	342,791	829,899
	Middle	104,860	66,849	171,709	48,280	27,294	75,574	153,140	94,143	247,283
	High	50,180	33,680	83,860	19,110	9,004	28,114	69,290	42,684	111,974
	Higher Sec.	22,476	16,080	38,556	34,194	14,939	49,133	56,670	31,019	87,689
	Degree	105	156	261	-	-	-	15,313	7,126	22,439
	Total	562,639	376,740	939,379	370,014	242,660	612,674	947,861	626,370	1,574,231
AJ&K	Pre Primary	43,123	39,211	82,334	146,069	124,074	270,143	189,192	163,285	352,477
	Primary	57,844	52,149	109,993	219,464	193,839	413,303	277,308	245,988	523,296
	Middle	30,989	26,217	57,206	85,565	75,737	161,302	116,554	101,954	218,508
	High	19,399	16,257	35,656	34,869	30,998	65,867	54,268	47,255	101,523
	Higher Sec.	12,782	10,528	23,310	13,020	14,116	27,136	25,802	24,644	50,446
	Degree	4,651	5,154	9,805	3,253	4,588	7,841	7,904	9,742	17,646
	Total	168,788	149,516	318,304	502,240	443,352	945,592	671,028	592,868	1,263,896
GB	Pre Primary	7,066	5,778	12,844	28,451	21,995	50,446	35,517	27,773	63,290
	Primary	15,934	10,852	26,786	61,904	48,358	110,262	77,838	59,210	137,048
	Middle	7,622	5,514	13,136	24,543	22,890	47,433	32,165	28,404	60,569
	High	5,265	3,049	8,314	10,163	9,608	19,771	15,428	12,657	28,085
	Higher Sec.	7,788	5,394	13,182	2,911	4,007	6,918	10,699	9,401	20,100
	Degree	1,056	2,108	3,164	165	-	165	1,221	2,108	3,329
	Total	44,731	32,695	77,426	128,137	106,858	234,995	172,868	139,553	312,421
ICT	Pre Primary	12,449	10,883	23,332	38,887	36,377	75,264	51,336	47,260	98,596
	Primary	41,513	36,185	77,698	77,190	78,897	156,087	118,703	115,082	233,785
	Middle	24,355	24,119	48,474	34,326	38,787	73,113	58,681	62,906	121,587
	High	15,957	14,641	30,598	17,139	18,716	35,855	33,096	33,357	66,453
	Higher Sec.	17,803	19,079	36,882	10,082	11,929	22,011	27,885	31,008	58,893
	Degree	1,433	4,948	6,381	22	303	325	1,455	5,251	6,706
	Total	113,510	109,855	223,365	177,646	185,009	362,655	291,156	294,864	586,020
Pakistan	Pre Primary	1,705,700	1,522,391	3,228,091	2,763,361	2,339,180	5,102,541	4,869,269	4,097,173	8,966,442
	Primary	3,247,595	2,943,257	6,190,852	6,823,619	5,664,902	12,488,521	10,870,503	9,023,728	19,894,231
	Middle	1,481,373	1,416,568	2,897,941	2,392,158	1,895,609	4,287,767	4,213,330	3,451,299	7,664,629
	High	938,163	857,043	1,795,206	1,086,717	774,690	1,861,407	2,207,431	1,699,324	3,906,755
	Higher Sec.	612,779	627,732	1,240,511	451,920	325,520	777,440	1,154,901	989,172	2,144,073
	Degree	167,804	228,507	396,311	52,571	63,982	116,553	290,065	333,327	623,392
	Grand Total	8,153,414	7,595,498	15,748,912	13,570,346	11,063,883	24,634,229	23,605,499	19,594,023	43,199,522

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Other Public Sector data is provided by respective organizations
3. Intermediate & Degree Colleges data is estimated based on past trend

Table 3.3
Enrolment (Public Sector) by Province, Stage, Gender and Location
2021-22

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	133,471	141,777	275,248	726,555	677,374	1,403,929	860,026	819,151	1,679,177
	Primary	559,750	629,086	1,179,836	2,616,092	2,487,517	5,103,609	3,166,842	3,116,603	6,283,445
	Middle	397,066	484,334	881,400	998,022	970,494	1,968,516	1,395,088	1,454,828	2,849,916
	High	313,077	353,808	666,885	475,854	413,411	889,265	788,931	767,219	1,556,150
	Higher Sec.	164,518	210,855	375,373	79,515	113,651	193,166	244,033	324,506	568,539
	Degree	32,874	87,865	120,739	6,579	23,450	30,029	39,453	111,315	150,768
	Total	1,591,756	1,907,725	3,499,481	4,902,617	4,685,897	9,588,514	6,494,373	6,593,622	13,087,995
Sindh	Pre-Primary	73,001	73,399	146,400	430,236	308,281	738,517	503,237	381,680	884,917
	Primary	282,191	247,853	530,044	1,120,443	666,101	1,786,544	1,402,634	913,954	2,316,588
	Middle	132,389	123,957	256,346	320,450	128,259	448,709	452,839	252,216	705,055
	High	97,661	82,204	179,865	171,944	59,278	231,222	269,605	141,482	411,087
	Higher Sec.	85,057	92,140	177,197	151,602	67,166	218,768	236,659	159,306	395,965
	Degree	-	-	-	-	-	-	54,482	33,868	88,350
	Total	670,299	619,553	1,289,852	2,194,675	1,229,085	3,423,760	2,919,456	1,882,506	4,801,962
KP	Pre-Primary	43,416	48,052	91,468	488,952	425,298	914,250	532,368	473,350	1,005,718
	Primary	155,443	149,095	304,538	1,346,200	1,056,072	2,402,272	1,501,643	1,205,167	2,706,810
	Middle	100,732	91,045	191,777	554,801	331,360	886,161	655,533	422,405	1,077,938
	High	55,602	59,222	105,824	245,665	133,992	379,657	301,267	184,214	485,481
	Higher Sec.	55,371	37,035	92,406	116,880	56,103	172,983	172,251	93,138	265,389
	Degree	39,144	33,202	72,346	34,170	25,901	60,071	73,314	59,103	132,417
	Total	449,708	408,651	858,359	2,786,668	2,028,726	4,815,394	3,236,376	2,437,377	5,673,753
Balochistan	Pre-Primary	43,380	36,138	79,518	62,087	43,309	105,396	105,467	79,447	184,914
	Primary	162,940	143,435	306,375	203,331	146,663	349,994	366,271	290,098	656,369
	Middle	59,340	48,593	107,933	47,740	27,242	74,982	107,080	75,835	182,915
	High	31,166	25,175	56,341	18,984	9,004	27,988	50,150	34,179	84,329
	Higher Sec.	18,467	13,081	31,548	34,194	14,939	49,133	52,661	28,020	80,681
	Degree	-	-	-	-	-	-	15,208	6,970	22,178
	Total	315,293	266,422	581,715	366,336	241,157	607,493	696,837	514,549	1,211,386
AJ&K	Pre-Primary	3,164	3,212	6,376	56,237	54,459	110,696	59,401	57,671	117,072
	Primary	7,635	8,273	15,908	113,106	113,998	227,104	120,741	122,271	243,012
	Middle	6,352	6,278	12,630	52,455	51,306	103,761	58,807	57,584	116,391
	High	5,235	4,982	10,217	22,757	22,213	44,970	27,992	27,195	55,187
	Higher Sec.	5,088	5,666	10,754	11,081	11,800	22,881	16,169	17,466	33,635
	Degree	4,531	4,869	9,400	3,156	4,266	7,422	7,687	9,135	16,822
	Total	32,005	33,280	65,285	258,792	258,042	516,834	290,797	291,322	582,119
GB	Pre-Primary	2,778	2,615	5,393	19,154	14,999	34,153	21,932	17,614	39,546
	Primary	6,435	4,999	11,434	41,494	34,237	75,731	47,929	39,236	87,165
	Middle	2,909	2,818	5,727	15,717	16,475	32,192	18,626	19,293	37,919
	High	2,349	1,531	3,880	6,364	6,757	13,121	8,713	8,288	17,001
	Higher Sec.	6,449	4,419	10,868	1,537	2,408	3,945	7,986	6,827	14,813
	Degree	1,056	2,108	3,164	165	-	165	1,221	2,108	3,329
	Total	21,976	18,490	40,466	84,431	74,876	159,307	106,407	93,366	199,773
ICT	Pre-Primary	2,249	2,637	4,886	2,306	4,049	6,355	4,555	6,686	11,241
	Primary	21,177	20,608	41,785	18,856	27,475	46,331	40,033	48,083	88,116
	Middle	14,630	16,175	30,805	10,774	18,020	28,794	25,404	34,195	59,599
	High	8,890	9,626	18,516	5,298	8,705	14,003	14,188	18,331	32,519
	Higher Sec.	9,807	11,673	21,480	1,192	4,265	5,457	10,999	15,938	26,937
	Degree	1,433	4,948	6,381	22	303	325	1,455	5,251	6,706
	Total	58,186	65,667	123,853	38,448	62,817	101,265	96,634	128,484	225,118
Pakistan	Pre-Primary	301,459	307,830	1,737,970	1,785,527	1,527,769	2,184,615	2,086,986	1,835,599	3,922,585
	Primary	1,186,571	1,203,349	6,313,693	5,459,522	4,532,063	6,067,812	6,646,093	5,735,412	12,381,505
	Middle	713,418	773,200	2,573,734	1,999,959	1,543,156	2,455,999	2,713,377	2,316,356	5,029,733
	High	513,980	527,548	1,263,908	946,866	653,360	1,377,846	1,460,846	1,180,908	2,641,754
	Higher Sec.	344,757	374,869	537,419	396,001	270,332	848,540	740,758	645,201	1,385,959
	Degree	79,038	132,992	212,030	44,092	53,920	98,012	192,820	227,750	420,570
	Grand Total	3,139,223	3,319,788	6,459,011	10,631,967	8,580,600	19,212,567	13,840,880	11,941,226	25,782,106

Note :

1. Mosque Schools are included in Primary Schools

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Intermediate & Degree Colleges data is estimated based on past trend

Table 3.4
Enrolment (Private Sector) by Province, Stage, Gender and Location
2021-22

Province/ Region	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre Primary	633,504	582,151	1,215,655	770,354	652,930	1,423,284	1,403,858	1,235,081	2,638,939
	Primary	927,917	849,235	1,777,152	1,038,762	882,831	1,921,593	1,966,679	1,732,066	3,698,745
	Middle	319,390	293,554	612,944	296,735	284,677	581,412	616,125	578,231	1,194,356
	High	172,817	125,670	298,487	101,891	92,972	194,863	274,708	218,642	493,350
	Higher Sec.	194,656	183,568	378,224	36,829	37,972	74,801	231,485	221,540	453,025
	Degree	72,202	87,956	160,158	8,055	8,827	16,882	80,257	96,783	177,040
Total		2,320,486	2,122,134	4,442,620	2,252,626	1,960,209	4,212,835	4,573,112	4,082,343	8,655,455
Sindh	Pre Primary	644,598	549,011	1,193,609	51,582	35,882	87,464	696,180	584,893	1,281,073
	Primary	878,174	733,212	1,611,386	81,368	53,451	134,819	959,542	786,663	1,746,205
	Middle	300,082	246,779	546,861	19,879	9,193	29,072	319,961	255,972	575,933
	High	169,058	143,484	312,542	5,667	2,712	8,379	174,725	146,196	320,921
	Higher Sec.	34,506	27,706	62,212	2,600	233	2,833	37,106	27,939	65,045
	Degree	1,768	2,715	4,483	-	-	-	1,768	2,715	4,483
Total		2,028,186	1,702,907	3,731,093	161,096	101,471	262,567	2,189,282	1,804,378	3,993,660
KP	Pre Primary	-	-	-	-	-	-	400,208	235,602	635,810
	Primary	-	-	-	-	-	-	799,289	415,569	1,214,858
	Middle	-	-	-	-	-	-	339,799	139,122	478,921
	High	-	-	-	-	-	-	182,551	67,591	250,142
	Higher Sec.	-	-	-	-	-	-	90,202	35,920	126,122
	Degree	501	2,338	2,839	171	830	1,001	672	3,168	3,840
Total		501	2,338	2,839	171	830	1,001	1,812,721	896,972	2,709,693
Balochistan	Pre Primary	59,976	28,636	88,612	-	-	-	59,976	28,636	88,612
	Primary	114,427	49,032	163,459	-	-	-	114,427	49,032	163,459
	Middle	43,675	16,640	60,315	-	-	-	43,675	16,640	60,315
	High	17,448	7,371	24,819	-	-	-	17,448	7,371	24,819
	Higher Sec.	2,916	1,631	4,547	-	-	-	2,916	1,631	4,547
	Degree	105	156	261	-	-	-	105	156	261
Total		238,547	103,466	342,013	-	-	-	238,547	103,466	342,013
AJ&K	Pre Primary	39,485	35,540	75,025	89,503	69,487	158,990	128,988	105,027	234,015
	Primary	48,499	42,093	90,592	105,293	79,206	184,499	153,792	121,299	275,091
	Middle	23,755	19,138	42,893	32,696	24,065	56,761	56,451	43,203	99,654
	High	13,690	10,804	24,494	11,850	8,566	20,416	25,540	19,370	44,910
	Higher Sec.	7,154	4,621	11,775	1,939	2,316	4,255	9,093	6,937	16,030
	Degree	115	279	394	97	322	419	212	601	813
Total		132,698	112,475	245,173	241,378	183,962	425,340	374,076	296,437	670,513
GB	Pre Primary	4,288	3,163	7,451	9,204	6,955	16,159	13,492	10,118	23,610
	Primary	9,320	5,839	15,159	19,845	13,860	33,705	29,165	19,699	48,864
	Middle	4,713	2,696	7,409	8,511	6,318	14,829	13,224	9,014	22,238
	High	2,916	1,518	4,434	3,695	2,827	6,522	6,611	4,345	10,956
	Higher Sec.	1,339	975	2,314	1,370	1,599	2,969	2,709	2,574	5,283
	Degree	-	-	-	-	-	-	-	-	-
Total		22,576	14,191	36,767	42,625	31,559	74,184	65,201	45,750	110,951
ICT	Pre Primary	9,556	7,598	17,154	35,191	31,206	66,397	44,747	38,804	83,551
	Primary	16,735	12,062	28,797	56,016	49,673	105,689	72,751	61,735	134,486
	Middle	7,623	5,616	13,239	22,168	19,658	41,826	29,791	25,274	55,065
	High	5,642	3,423	9,065	11,228	9,564	20,792	16,870	12,987	29,857
	Higher Sec.	6,587	5,841	12,428	8,810	7,504	16,314	15,397	13,345	28,742
	Degree	-	-	-	-	-	-	-	-	-
Total		46,143	34,540	80,683	133,413	117,605	251,018	179,556	152,145	331,701
Pakistan	Pre Primary	1,391,407	1,206,099	2,597,506	955,834	796,460	1,752,294	2,747,449	2,238,161	4,985,610
	Primary	1,995,072	1,691,473	3,686,545	1,301,284	1,079,021	2,380,305	4,095,645	3,186,063	7,281,708
	Middle	699,238	584,423	1,283,661	379,989	343,911	723,900	1,419,026	1,067,456	2,486,482
	High	381,571	292,270	673,841	134,331	116,641	250,972	698,453	476,502	1,174,955
	Higher Sec.	247,158	224,342	471,500	51,548	49,624	101,172	388,908	309,886	698,794
	Degree	74,691	93,444	168,135	8,323	9,979	18,302	83,014	103,423	186,437
Grand Total		4,789,137	4,092,051	8,881,188	2,831,309	2,395,636	5,226,945	9,432,495	7,381,491	16,813,986

Note :

1. Mosque Schools are included in Primary Schools
2. Inter & Degree Colleges data for Punjab is provided by Provincial Higher Education Department, Punjab

Source:

1. Private Sector data is estimated based on past trend
2. Private Educational Institutions Regulatory Authority (PEIRA), Islamabad

Table 3.5
Enrolment (Other Public Sector) by Province, Stage, Gender and Location
2021-22

Province/ Reglon	Stage	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Punjab	Pre-Primary	5,476	3,045	8,521	17,074	11,554	28,628	22,550	14,599	37,149
	Primary	32,631	22,021	54,652	43,139	39,697	82,836	75,770	61,718	137,488
	Middle	48,988	42,149	91,137	6,295	4,973	11,268	55,283	47,122	102,405
	High	30,745	26,805	57,550	2,676	2,753	5,429	33,421	29,558	62,979
	Higher Sec.	12,019	19,804	31,823	2,414	3,043	5,457	14,433	22,847	37,280
	Degree	14,055	2,065	16,120	156	83	239	14,211	2,148	16,359
	Total	143,914	115,889	259,803	71,754	62,103	133,857	215,668	177,992	393,660
Sindh	Pre-Primary	5,268	3,765	9,033	1,608	1,018	2,626	6,876	4,783	11,659
	Primary	17,750	14,928	32,678	6,641	4,371	11,012	24,391	19,299	43,690
	Middle	10,008	8,471	18,479	843	380	1,223	10,851	8,851	19,702
	High	5,602	4,675	10,277	483	180	663	6,085	4,855	10,940
	Higher Sec.	4,046	2,723	6,769	444	1,150	1,594	4,490	3,873	8,363
	Degree	15	-	15	-	-	-	15	-	15
	Total	42,689	34,562	77,251	10,019	7,999	17,118	52,708	41,661	94,369
KP	Pre-Primary	589	341	930	992	768	1,760	1,581	1,109	2,690
	Primary	6,169	3,644	9,813	6,587	5,974	12,561	12,756	9,618	22,374
	Middle	4,892	3,580	8,472	2,419	1,565	3,984	7,311	5,145	12,456
	High	2,800	2,548	5,348	1,256	1,066	2,322	4,056	3,614	7,670
	Higher Sec.	1,757	2,820	4,577	1,429	1,211	2,640	3,186	4,031	7,217
	Degree	-	-	-	-	-	-	-	-	-
	Total	16,207	12,933	29,140	12,683	10,584	23,267	28,890	23,517	52,407
Balochistan	Pre-Primary	383	204	587	514	320	834	897	524	1,421
	Primary	3,912	2,530	6,442	2,498	1,131	3,629	6,410	3,661	10,071
	Middle	1,845	1,616	3,461	540	52	592	2,385	1,668	4,053
	High	1,566	1,134	2,700	126	-	126	1,692	1,134	2,826
	Higher Sec.	1,093	1,368	2,461	-	-	-	1,093	1,368	2,461
	Degree	-	-	-	-	-	-	-	-	-
	Total	8,799	6,852	15,651	3,678	1,503	5,181	12,477	8,355	20,832
AJ&K	Pre-Primary	474	459	933	329	128	457	803	587	1,390
	Primary	1,710	1,783	3,493	1,065	635	1,700	2,775	2,418	5,193
	Middle	882	801	1,683	414	366	780	1,296	1,167	2,463
	High	474	471	945	262	219	481	736	690	1,426
	Higher Sec.	540	241	781	-	-	-	540	241	781
	Degree	5	6	11	-	-	-	5	6	11
	Total	4,085	3,761	7,846	2,070	1,348	3,418	6,155	5,109	11,264
GB	Pre-Primary	-	-	-	93	41	134	93	41	134
	Primary	179	14	193	565	261	826	744	275	1,019
	Middle	-	-	-	315	97	412	315	97	412
	High	-	-	-	104	24	128	104	24	128
	Higher Sec.	-	-	-	4	-	4	4	-	4
	Degree	-	-	-	-	-	-	-	-	-
	Total	179	14	193	1,081	423	1,504	1,260	437	1,697
ICT	Pre-Primary	644	648	1,292	1,390	1,122	2,512	2,034	1,770	3,804
	Primary	3,601	3,515	7,116	2,318	1,749	4,067	5,919	5,264	11,183
	Middle	2,102	2,328	4,430	1,384	1,109	2,493	3,486	3,437	6,923
	High	1,425	1,592	3,017	613	447	1,060	2,038	2,039	4,077
	Higher Sec.	1,409	1,565	2,974	80	160	240	1,489	1,725	3,214
	Degree	-	-	-	-	-	-	-	-	-
	Total	9,181	9,648	18,829	5,785	4,587	10,372	14,966	14,235	29,201
Pakistan	Pre-Primary	12,834	8,462	21,296	22,000	14,951	36,951	34,834	23,413	58,247
	Primary	65,952	48,435	114,387	62,813	53,818	116,631	128,765	102,253	231,018
	Middle	68,717	58,945	127,662	12,210	8,542	20,752	80,927	67,487	148,414
	High	42,612	37,225	79,837	5,520	4,689	10,209	48,132	41,914	90,046
	Higher Sec.	20,864	28,521	49,385	4,371	5,564	9,935	25,235	34,085	59,320
	Degree	14,075	2,071	16,146	156	83	239	14,231	2,154	16,385
	Grand Total	225,054	183,659	408,713	107,070	87,647	194,717	332,124	271,306	603,430

Note :

1. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Other Public Sector data is provided by respective organizations
2. Intermediate & Degree Colleges data is estimated based on past trend

Table 3.6
Class Wise Enrolment (Public, Other Public & Private)
2021-22

Stage	Public			Other Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Un-admitted	95,243	95,457	190,700	9,337	6,961	16,298	1,345,237	1,160,751	2,505,988	1,449,817	1,263,169	2,712,986
Kachi	1,991,743	1,740,142	3,731,885	25,497	16,452	41,949	1,402,212	1,077,410	2,479,622	3,419,452	2,834,004	6,253,456
Total Pre-Primary	2,086,986	1,835,599	3,922,585	34,834	23,413	58,247	2,747,449	2,238,161	4,985,610	4,869,269	4,097,173	8,966,442
Class 1	1,353,349	1,173,390	2,526,739	26,071	19,553	45,624	981,399	770,270	1,751,669	2,360,819	1,963,213	4,324,032
Class 2	1,394,567	1,207,209	2,601,776	25,161	19,403	44,564	890,855	698,817	1,589,672	2,310,583	1,925,429	4,236,012
Class 3	1,349,300	1,156,267	2,505,567	26,469	20,879	47,348	815,290	636,793	1,452,083	2,191,059	1,813,939	4,004,998
Class 4	1,337,654	1,151,136	2,488,790	25,980	20,846	46,826	741,972	570,750	1,312,722	2,105,606	1,742,732	3,848,338
Class 5	1,211,223	1,047,410	2,258,633	25,084	21,572	46,656	666,129	509,433	1,175,562	1,902,436	1,578,415	3,480,851
Total Primary	6,646,093	5,735,412	12,381,505	128,765	102,253	231,018	4,095,645	3,186,063	7,281,708	10,870,503	9,023,728	19,894,231
Class 6	959,980	830,937	1,790,917	27,965	23,304	51,269	529,503	394,853	924,356	1,517,448	1,249,094	2,766,542
Class 7	903,727	762,567	1,666,294	26,560	22,809	49,369	463,333	349,630	812,963	1,393,620	1,135,006	2,528,626
Class 8	849,670	722,852	1,572,522	26,402	21,374	47,776	426,190	322,973	749,163	1,302,262	1,067,199	2,369,461
Total Middle	2,713,377	2,316,356	5,029,733	80,927	67,487	148,414	1,419,026	1,067,456	2,486,482	4,213,330	3,451,299	7,664,629
Class 9	772,263	629,849	1,402,112	24,812	21,792	46,604	375,657	253,882	629,539	1,172,732	905,523	2,078,255
Class 10	688,583	551,059	1,239,642	23,320	20,122	43,442	322,796	222,620	545,416	1,034,699	793,801	1,828,500
Total High	1,460,846	1,180,908	2,641,754	48,132	41,914	90,046	698,453	476,502	1,174,955	2,207,431	1,699,324	3,906,755
Class 11	420,812	374,913	795,725	13,268	13,820	27,088	208,315	164,227	372,542	642,395	552,960	1,195,355
Class 12	319,946	270,288	590,234	11,967	20,265	32,232	180,593	145,659	326,252	512,506	436,212	948,718
Total Higher Sec	740,758	645,201	1,385,959	25,235	34,085	59,320	388,908	309,886	698,794	1,154,901	989,172	2,144,073
Grand Total	13,648,060	11,713,476	25,361,536	317,893	269,152	587,045	9,349,481	7,278,068	16,627,549	23,315,434	19,260,696	42,576,130

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Other Public Sector data is provided by respective organizations
3. Private Sector data is estimated based on past trend

**Table 3.7
Total Enrolment (Public) by Year and Class
(2012-13 to 2021-22)**

Class	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Class 1	2,886,036	2,885,307	2,878,489	2,896,379	2,888,005	3,011,474	3,123,335	3,005,896	2,710,303	2,524,566
Class 2	2,362,361	2,458,024 85%	2,450,448	2,495,963	2,547,339	2,629,110	2,831,353	2,815,816	2,754,356	2,599,593
Class 3	2,035,462	2,098,463	2,144,756 74%	2,161,159	2,213,771	2,303,277	2,402,396	2,494,588	2,590,471	2,503,134
Class 4	1,879,890	1,848,765	1,877,490	1,951,994 68%	2,012,350	2,110,130	2,250,340	2,276,900	2,392,388	2,486,066
Class 5	1,750,246	1,683,170	16,364,092	1,583,267	1,695,145 59%	1,827,031	1,967,042	2,051,042	2,165,232	2,255,717
Class 6	1,419,237	1,465,761	1,381,991	1,376,520	1,396,264	1,515,021 52%	1,618,783	1,654,800	1,600,595	1,786,928
Class 7	1,282,534	1,308,841	1,352,808	1,289,458	1,301,886	1,349,671	1,464,026 51%	1,534,227	1,610,012	1,662,113
Class 8	1,208,394	1,217,772	1,237,940	1,241,850	1,226,379	1,273,415	1,322,162	1,386,878 48%	1,501,153	1,568,243
Class 9	1,051,229	1,204,749	1,219,343	1,168,267	1,187,665	1,255,869	1,302,834	1,298,673	1,302,815 45%	1,398,233
Class 10	828,187	795,731	899,119	987,491	997,112	1,038,906	1,074,794	1,097,996	1,228,475	1,235,872 43%

Female Enrolment (Public) by Year and Class (2012-13 to 2021-22)

Class	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Class 1	1,304,705	1,292,399	1,295,533	1,308,801	1,310,890	1,370,799	1,444,494	1,385,036	1,254,755	1,172,226
Class 2	1,057,045	1,099,406 84%	1,096,448	1,112,175	1,148,212	1,178,903	1,306,772	1,297,629	1,266,937	1,206,108
Class 3	907,086	934,913	956,360 73%	959,595	990,420	1,027,419	1,104,185	1,155,532	1,194,404	1,155,069
Class 4	827,164	817,459	833,058	863,545 66%	890,015	926,688	1,023,248	1,042,925	1,102,594	1,149,913
Class 5	752,385	727,026	711,490	688,799	744,006 57%	789,903	880,291	927,618	986,882	1,046,009
Class 6	606,226	625,850	584,788	594,675	613,680	673,879 52%	721,634	744,647	718,264	828,912
Class 7	547,674	563,359	578,767	553,055	572,267	599,996	657,323 50%	691,432	726,289	760,434
Class 8	505,048	519,528	527,781	533,108	532,056	561,048	589,718	626,366 48%	676,702	720,608
Class 9	416,475	473,021	486,007	479,285	498,533	532,248	554,069	557,755	567,981 44%	627,707
Class 10	350,180	349,462	385,844	421,900	431,893	455,414	474,418	491,268	532,985	549,094 42%

Source:

Public Sector data is provided by Provincial/ Regional EMISs.

Table 3.8
Universities (Public + Private) Enrolment by Province, Gender and Level
2021-22

Province/ Region	Level	Public			Private			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Bachelor	187,258	180,884	368,142	76,516	55,582	132,098	263,774	236,466	500,240
	Master of 16 yrs of Education	32,837	40,328	73,165	4,215	3,000	7,215	37,052	43,328	80,380
	Master of 16 +yrs	22,480	25,602	48,082	12,399	12,451	24,850	34,879	38,053	72,932
	Ph.D	5,038	4,664	9,702	842	693	1,535	5,880	5,357	11,237
	P.G.D	847	684	1,531	88	142	230	935	826	1,761
	Total	248,460	252,162	500,622	94,060	71,868	165,928	342,520	324,030	666,550
Sindh	Bachelor	76,218	43,787	120,005	51,857	28,687	80,544	128,075	72,474	200,549
	Master of 16 yrs of Education	5,156	5,404	10,560	841	480	1,321	5,997	5,884	11,881
	Master of 16 +yrs	12,703	6,827	19,530	8,937	4,757	13,694	21,640	11,584	33,224
	Ph.D	2,671	1,539	4,210	500	302	802	3,171	1,841	5,012
	P.G.D	1,477	978	2,455	67	58	125	1,544	1,036	2,580
	Total	98,225	58,535	156,760	62,202	34,284	96,486	160,427	92,819	253,246
KP	Bachelor	79,148	27,750	106,898	24,471	5,550	30,021	103,619	33,300	136,919
	Master of 16 yrs of Education	5,875	5,035	10,910	2,987	1,735	4,722	8,862	6,770	15,632
	Master of 16 +yrs	10,802	4,610	15,412	3,671	913	4,584	14,473	5,523	19,996
	Ph.D	2,197	737	2,934	507	179	686	2,704	916	3,620
	P.G.D	56	54	110	-	-	-	56	54	110
	Total	98,078	38,186	136,264	31,636	8,377	40,013	129,714	46,563	176,277
Balochistan	Bachelor	24,625	11,160	35,785	652	230	882	25,277	11,390	36,667
	Master of 16 yrs of Education	3,760	2,045	5,805	178	58	236	3,938	2,103	6,041
	Master of 16 +yrs	2,257	909	3,166	433	139	572	2,690	1,048	3,738
	Ph.D	168	125	293	-	-	-	168	125	293
	P.G.D	-	-	-	-	-	-	-	-	-
	Total	30,810	14,239	45,049	1,263	427	1,690	32,073	14,666	46,739
AJ&K	Bachelor	10,977	10,257	21,234	141	152	293	11,118	10,409	21,527
	Master of 16 yrs of Education	1,127	2,719	3,846	542	793	1,335	1,669	3,512	5,181
	Master of 16 +yrs	938	1,517	2,455	187	138	325	1,125	1,655	2,780
	Ph.D	149	142	291	37	2	39	186	144	330
	P.G.D	-	-	-	-	-	-	-	-	-
	Total	13,191	14,635	27,826	907	1,085	1,992	14,098	15,720	29,818
GB	Bachelor	4,082	3,614	7,696	-	-	-	4,082	3,614	7,696
	Master of 16 yrs of Education	405	664	1,069	-	-	-	405	664	1,069
	Master of 16 +yrs	148	78	226	-	-	-	148	78	226
	Ph.D	4	4	8	-	-	-	4	4	8
	P.G.D	-	-	-	-	-	-	-	-	-
	Total	4,639	4,360	8,999	-	-	-	4,639	4,360	8,999
ICT	Bachelor	404,911	358,036	762,947	24,570	16,044	40,614	429,481	374,080	803,561
	Master of 16 yrs of Education	78,232	114,801	193,033	681	618	1,299	78,913	115,419	194,332
	Master of 16 +yrs	16,721	12,474	29,195	5,554	4,899	10,453	22,275	17,373	39,648
	Ph.D	3,021	2,323	5,344	374	271	645	3,395	2,594	5,989
	P.G.D	596	341	937	33	122	155	629	463	1,092
	Total	503,481	487,975	991,456	31,212	21,954	53,166	534,693	509,929	1,044,622
Pakistan	Bachelor	787,219	635,488	1,422,707	178,207	106,245	284,452	965,426	741,733	1,707,159
	Master of 16 yrs of Education	127,392	170,996	298,388	9,444	6,684	16,128	136,836	177,680	314,516
	Master of 16 +yrs	66,049	52,017	118,066	31,181	23,297	54,478	97,230	75,314	172,544
	Ph.D	13,248	9,534	22,782	2,260	1,447	3,707	15,508	10,981	26,489
	P.G.D	2,976	2,057	5,033	188	322	510	3,164	2,379	5,543
	Grand Total	996,884	870,092	1,866,976	221,280	137,995	359,275	1,218,164	1,008,087	2,226,251

Note:

Data is reported for the year 2020-21

Source:

University data is provided by Higher Education Commission (HEC), Islamabad

Table 3.9
Enrolment By Stage, Gender and Location (Public Sector)
2021-22

Pakistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	22,128	24,312	46,440	73,115	71,145	144,260	95,243	95,457	190,700
	Kachi	279,039	282,944	561,983	1,712,412	1,456,569	3,168,981	1,991,451	1,739,513	3,730,964
	Total	301,167	307,256	608,423	1,785,527	1,527,714	3,313,241	2,086,694	1,834,970	3,921,664
Primary	Class 1	238,071	236,030	474,101	1,114,269	936,196	2,050,465	1,352,340	1,172,226	2,524,566
	Class 2	248,053	244,660	492,713	1,145,432	961,448	2,106,880	1,393,485	1,206,108	2,599,593
	Class 3	239,838	240,940	480,778	1,108,227	914,129	2,022,356	1,348,065	1,155,069	2,503,134
	Class 4	235,819	242,860	478,679	1,100,334	907,053	2,007,387	1,336,153	1,149,913	2,486,066
	Class 5	218,476	233,267	451,743	991,232	812,742	1,803,974	1,209,708	1,046,009	2,255,717
	Total	1,180,257	1,197,757	2,378,014	5,459,494	4,531,568	9,991,062	6,639,751	5,729,325	12,369,076
Middle	Class 6	231,706	254,377	486,083	726,310	574,535	1,300,845	958,016	828,912	1,786,928
	Class 7	236,780	255,790	492,570	664,899	504,644	1,169,543	901,679	760,434	1,662,113
	Class 8	238,885	257,023	495,908	608,750	463,585	1,072,335	847,635	720,608	1,568,243
	Total	707,371	767,190	1,474,561	1,999,959	1,542,764	3,542,723	2,707,330	2,309,954	5,017,284
High	Class 9	268,164	276,284	544,448	502,362	351,423	853,785	770,526	627,707	1,398,233
	Class 10	242,274	247,398	489,672	444,504	301,696	746,200	686,778	549,094	1,235,872
	Total	510,438	523,682	1,034,120	946,866	653,119	1,599,985	1,457,304	1,176,801	2,634,105
Higher Sec	Class 11	28,690	36,637	65,327	87,760	49,821	137,581	116,450	86,458	202,908
	Class 12	28,702	36,669	65,371	84,842	48,455	133,297	113,544	85,124	198,668
	Total	57,392	73,306	130,698	172,602	98,276	270,878	229,994	171,582	401,576
G. Total		2,756,625	2,869,191	5,625,816	10,364,448	8,353,441	18,717,889	13,121,073	11,222,632	24,343,705

Table 3.9.1
Enrolment By Stage, Gender and Location (Public Sector)
2021-22

Punjab										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	22,089	24,295	46,384	73,100	71,116	144,216	95,189	95,411	190,600
	Kachi	111,382	117,482	228,864	653,455	606,258	1,259,713	764,837	723,740	1,488,577
	Total	133,471	141,777	275,248	726,555	677,374	1,403,929	860,026	819,151	1,679,177
Primary	Class 1	98,630	106,577	205,207	494,775	451,821	946,596	593,405	558,398	1,151,803
	Class 2	113,661	122,592	236,253	551,856	512,706	1,064,562	665,517	635,298	1,300,815
	Class 3	111,538	126,430	237,968	527,603	503,548	1,031,151	639,141	629,978	1,269,119
	Class 4	116,944	136,769	253,713	548,918	531,936	1,080,854	665,862	668,705	1,334,567
	Class 5	109,977	136,718	246,695	492,940	487,506	980,446	602,917	624,224	1,227,141
	Total	550,750	629,086	1,179,836	2,616,092	2,487,517	5,103,609	3,166,842	3,116,603	6,283,445
Middle	Class 6	123,352	156,024	279,376	363,856	362,901	726,757	487,208	518,925	1,006,133
	Class 7	135,063	162,238	297,301	330,027	316,099	646,126	465,090	478,337	943,427
	Class 8	138,651	166,072	304,723	304,139	291,494	595,633	442,790	457,566	900,356
	Total	397,066	484,334	881,400	998,022	970,494	1,968,516	1,395,088	1,454,828	2,849,916
High	Class 9	162,808	186,006	348,814	248,176	220,259	468,435	410,984	406,265	817,249
	Class 10	150,269	167,802	318,071	227,678	193,152	420,830	377,947	360,954	738,901
	Total	313,077	353,808	666,885	475,854	413,411	889,265	788,931	767,219	1,556,150
Higher Sec	Class 11	8,953	14,806	23,759	17,678	19,327	37,005	26,631	34,133	60,764
	Class 12	10,636	17,942	28,578	18,585	20,562	39,147	29,221	38,504	67,725
	Total	19,589	32,748	52,337	36,263	39,889	76,152	55,852	72,637	128,489
G. Total	1,413,953	1,641,753	3,055,706	4,852,786	4,588,685	9,441,471	6,266,739	6,230,438	12,497,177	

Table 3.9.2
Enrolment By Stage, Gender and Location (Public Sector)
2021-22

Sindh										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	73,001	73,399	146,400	430,236	308,281	738,517	503,237	381,680	884,917
	Total	73,001	73,399	146,400	430,236	308,281	738,517	503,237	381,680	884,917
Primary	Class 1	59,096	54,128	113,224	239,175	152,852	392,027	298,271	206,980	505,251
	Class 2	60,167	52,122	112,289	222,791	138,930	361,721	282,958	191,052	474,010
	Class 3	59,783	51,146	110,929	232,494	134,212	366,706	292,277	185,358	477,635
	Class 4	55,076	47,248	102,324	221,779	125,847	347,626	276,855	173,095	449,950
	Class 5	48,069	43,209	91,278	204,204	114,260	318,464	252,273	157,469	409,742
	Total	282,191	247,853	530,044	1,120,443	666,101	1,786,544	1,402,634	913,954	2,316,588
Middle	Class 6	43,541	41,287	84,828	108,532	45,274	153,806	152,073	86,561	238,634
	Class 7	43,845	41,061	84,906	107,910	41,670	149,580	151,755	82,731	234,486
	Class 8	45,003	41,609	86,612	104,008	41,315	145,323	149,011	82,924	231,935
	Total	132,389	123,957	256,346	320,450	128,259	448,709	452,839	252,216	705,055
High	Class 9	51,303	43,683	94,986	91,193	32,163	123,356	142,496	75,846	218,342
	Class 10	46,358	38,521	84,879	80,751	27,115	107,866	127,109	65,636	192,745
	Total	97,661	82,204	179,865	171,944	59,278	231,222	269,605	141,482	411,087
Higher Sec	Class 11	9,322	10,467	19,789	33,857	10,109	43,966	43,179	20,576	63,755
	Class 12	9,441	9,755	19,196	34,038	10,165	44,203	43,479	19,920	63,399
	Total	18,763	20,222	38,985	67,895	20,274	88,169	86,658	40,496	127,154
G. Total	604,005	547,635	1,151,640	2,110,968	1,182,193	3,293,161	2,714,973	1,729,828	4,444,801	

Table 3.9.3
Enrolment By Stage, Gender and Location
(Public Sector)
2021-22

Khyber-Pakhtunkhwa										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	43,416	48,052	91,468	488,952	425,298	914,250	532,368	473,350	1,005,718
	Total	43,416	48,052	91,468	488,952	425,298	914,250	532,368	473,350	1,005,718
Primary	Class 1	29,792	31,469	61,261	284,114	251,466	535,580	313,906	282,935	596,841
	Class 2	32,494	32,028	64,522	289,278	240,961	530,239	321,772	272,989	594,761
	Class 3	31,969	30,520	62,489	275,080	213,883	488,963	307,049	244,403	551,452
	Class 4	31,455	29,017	60,472	262,275	191,496	453,771	293,730	220,513	514,243
	Class 5	29,733	26,061	55,794	235,453	158,266	393,719	265,186	184,327	449,513
	Total	155,443	149,095	304,538	1,346,200	1,056,072	2,402,272	1,501,643	1,205,167	2,706,810
Middle	Class 6	36,108	32,209	68,317	206,552	123,590	330,142	242,660	155,799	398,459
	Class 7	33,168	30,448	63,616	185,614	110,280	295,894	218,782	140,728	359,510
	Class 8	31,456	28,388	59,844	162,635	97,490	260,125	194,091	125,878	319,969
	Total	100,732	91,045	191,777	554,801	331,360	886,161	655,533	422,405	1,077,938
High	Class 9	30,420	26,855	57,275	133,584	73,041	206,625	164,004	99,896	263,900
	Class 10	25,182	23,367	48,549	112,081	60,951	173,032	137,263	84,318	221,581
	Total	55,602	50,222	105,824	245,665	133,992	379,657	301,267	184,214	485,481
Higher Sec	Class 11	7,168	7,549	14,717	32,185	16,003	48,188	39,353	23,552	62,905
	Class 12	7,332	7,335	14,667	29,975	14,396	44,371	37,307	21,731	59,038
	Total	14,500	14,884	29,384	62,160	30,399	92,559	76,660	45,283	121,943
G. Total	369,693	353,298	722,991	2,697,778	1,977,121	4,674,899	3,067,471	2,330,419	5,397,890	

Table 3.9.4
Enrolment By Stage, Gender and Location
(Public Sector)
2021-22

Balochistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	39	17	56	15	29	44	54	46	100
	Kachi	43,341	36,121	79,462	62,072	43,280	105,352	105,413	79,401	184,814
	Total	43,380	36,138	79,518	62,087	43,309	105,396	105,467	79,447	184,914
Primary	Class 1	44,916	38,470	83,386	62,319	46,467	108,786	107,235	84,937	192,172
	Class 2	35,995	32,329	68,324	45,598	33,890	79,488	81,593	66,219	147,812
	Class 3	30,727	27,218	57,945	37,977	27,030	65,007	68,704	54,248	122,952
	Class 4	26,453	23,996	50,449	31,282	21,823	53,105	57,735	45,819	103,554
	Class 5	24,849	21,422	46,271	26,155	17,453	43,608	51,004	38,875	89,879
	Total	162,940	143,435	306,375	203,331	146,663	349,994	366,271	290,098	656,369
Middle	Class 6	22,868	18,618	41,486	20,395	12,414	32,809	43,263	31,032	74,295
	Class 7	18,806	15,463	34,269	13,926	7,938	21,864	32,732	23,401	56,133
	Class 8	17,666	14,512	32,178	13,419	6,890	20,309	31,085	21,402	52,487
	Total	59,340	48,593	107,933	47,740	27,242	74,982	107,080	75,835	182,915
High	Class 9	16,768	13,313	30,081	10,005	4,882	14,887	26,773	18,195	44,968
	Class 10	14,398	11,862	26,260	8,979	4,122	13,101	23,377	15,984	39,361
	Total	31,166	25,175	56,341	18,984	9,004	27,988	50,150	34,179	84,329
Higher Sec	Class 11	2,813	2,953	5,766	2,156	668	2,824	4,969	3,621	8,590
	Class 12	860	647	1,507	1,053	248	1,301	1,913	895	2,808
	Total	3,673	3,600	7,273	3,209	916	4,125	6,882	4,516	11,398
G. Total	300,499	256,941	557,440	335,351	227,134	562,485	635,850	484,075	1,119,925	

Table 3.9.5
Enrolment By Stage, Gender and Location
(Public Sector)
2021-22

AJ&K										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	3,164	3,212	6,376	56,237	54,459	110,696	59,401	57,671	117,072
	Total	3,164	3,212	6,376	56,237	54,459	110,696	59,401	57,671	117,072
Primary	Class 1	1,353	1,479	2,832	21,156	21,857	43,013	22,509	23,336	45,845
	Class 2	1,396	1,525	2,921	23,554	22,934	46,488	24,950	24,459	49,409
	Class 3	1,494	1,707	3,201	22,901	23,382	46,283	24,395	25,089	49,484
	Class 4	1,641	1,709	3,350	24,116	23,459	47,575	25,757	25,168	50,925
	Class 5	1,751	1,853	3,604	21,379	22,366	43,745	23,130	24,219	47,349
	Total	7,635	8,273	15,908	113,106	113,998	227,104	120,741	122,271	243,012
Middle	Class 6	2,070	2,016	4,086	17,490	18,144	35,634	19,560	20,160	39,720
	Class 7	2,103	2,122	4,225	18,588	17,301	35,889	20,691	19,423	40,114
	Class 8	2,179	2,140	4,319	16,377	15,861	32,238	18,556	18,001	36,557
	Total	6,352	6,278	12,630	52,455	51,306	103,761	58,807	57,584	116,391
High	Class 9	2,971	2,648	5,619	12,905	12,666	25,571	15,876	15,314	31,190
	Class 10	2,264	2,334	4,598	9,852	9,547	19,399	12,116	11,881	23,997
	Total	5,235	4,982	10,217	22,757	22,213	44,970	27,992	27,195	55,187
Higher Sec	Class 11	129	233	362	1,303	1,582	2,885	1,432	1,815	3,247
	Class 12	99	203	302	740	1,043	1,783	839	1,246	2,085
	Total	228	436	664	2,043	2,625	4,668	2,271	3,061	5,332
G. Total		22,614	23,181	45,795	246,598	244,601	491,199	269,212	267,782	536,994

Table 3.9.6
Enrolment By Stage, Gender and Location
(Public Sector)
2021-22

Gilgit-Baltistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	2,778	2,615	5,393	19,154	14,999	34,153	21,932	17,614	39,546
	Total	2,778	2,615	5,393	19,154	14,999	34,153	21,932	17,614	39,546
Primary	Class 1	1,351	1,057	2,408	9,057	6,800	15,857	10,408	7,857	18,265
	Class 2	1,442	1,113	2,555	8,713	6,801	15,514	10,155	7,914	18,069
	Class 3	1,318	965	2,283	8,374	6,605	14,979	9,692	7,570	17,262
	Class 4	1,141	961	2,102	7,911	6,836	14,747	9,052	7,797	16,849
	Class 5	1,183	903	2,086	7,439	7,195	14,634	8,622	8,098	16,720
	Total	6,435	4,999	11,434	41,494	34,237	75,731	47,929	39,236	87,165
Middle	Class 6	1,098	1,079	2,177	5,960	6,478	12,438	7,058	7,557	14,615
	Class 7	919	906	1,825	5,115	5,168	10,283	6,034	6,074	12,108
	Class 8	892	833	1,725	4,642	4,829	9,471	5,534	5,662	11,196
	Total	2,909	2,818	5,727	15,717	16,475	32,192	18,626	19,293	37,919
High	Class 9	1,216	829	2,045	3,550	3,831	7,381	4,766	4,660	9,426
	Class 10	1,133	702	1,835	2,814	2,926	5,740	3,947	3,628	7,575
	Total	2,349	1,531	3,880	6,364	6,757	13,121	8,713	8,288	17,001
Higher Sec	Class 11	163	89	252	171	999	1,170	334	1,088	1,422
	Class 12	93	71	164	118	963	1,081	211	1,034	1,245
	Total	256	160	416	289	1,962	2,251	545	2,122	2,667
G. Total		14,727	12,123	26,850	83,018	74,430	157,448	97,745	86,553	184,298

Table 3.9.7
Enrolment By Stage, Gender and Location
(Public Sector)
2021-22

ICT										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	1,957	2,063	4,020	2,306	3,994	6,300	4,263	6,057	10,320
	Total	1,957	2,063	4,020	2,306	3,994	6,300	4,263	6,057	10,320
Primary	Class 1	2,933	2,850	5,783	3,673	4,933	8,606	6,606	7,783	14,389
	Class 2	2,898	2,951	5,849	3,642	5,226	8,868	6,540	8,177	14,717
	Class 3	3,009	2,954	5,963	3,798	5,469	9,267	6,807	8,423	15,230
	Class 4	3,109	3,160	6,269	4,053	5,656	9,709	7,162	8,816	15,978
	Class 5	2,914	3,101	6,015	3,662	5,696	9,358	6,576	8,797	15,373
	Total	14,863	15,016	29,879	18,828	26,980	45,808	33,691	41,996	75,687
Middle	Class 6	2,669	3,144	5,813	3,525	5,734	9,259	6,194	8,878	15,072
	Class 7	2,876	3,552	6,428	3,719	6,188	9,907	6,595	9,740	16,335
	Class 8	3,038	3,469	6,507	3,530	5,706	9,236	6,568	9,175	15,743
	Total	8,583	10,165	18,748	10,774	17,628	28,402	19,357	27,793	47,150
High	Class 9	2,678	2,950	5,628	2,949	4,581	7,530	5,627	7,531	13,158
	Class 10	2,670	2,810	5,480	2,349	3,883	6,232	5,019	6,693	11,712
	Total	5,348	5,760	11,108	5,298	8,464	13,762	10,646	14,224	24,870
Higher Sec	Class 11	142	540	682	410	1,133	1,543	552	1,673	2,225
	Class 12	241	716	957	333	1,078	1,411	574	1,794	2,368
	Total	383	1,256	1,639	743	2,211	2,954	1,126	3,467	4,593
G. Total		31,134	34,260	65,394	37,949	59,277	97,226	69,083	93,537	162,620

Table 3.10
Enrolment by Level, Gender and Location
(Public Sector)
2021-22

Provinces/ Regions	Level	URBAN			RURAL			TOTAL		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pakistan	Primary	929,780	815,087	1,744,867	5,690,047	4,535,098	10,225,145	6,619,827	5,350,185	11,970,012
	Middle	288,560	298,300	586,860	1,210,590	1,219,061	2,429,651	1,499,150	1,517,361	3,016,511
	High	1,222,059	1,346,288	2,568,347	2,644,591	2,037,477	4,682,068	3,866,650	3,383,765	7,250,415
	H. Sec	316,226	409,516	725,742	819,220	561,805	1,381,025	1,135,446	971,321	2,106,767
	Total	2,756,625	2,869,191	5,625,816	10,364,448	8,353,441	18,717,889	13,121,073	11,222,632	24,343,705
Punjab	Primary	329,052	303,212	632,264	2,145,354	1,926,278	4,071,632	2,474,406	2,229,490	4,703,896
	Middle	176,937	190,453	367,390	772,127	886,793	1,658,920	949,064	1,077,246	2,026,310
	High	751,886	928,951	1,680,837	1,699,542	1,492,739	3,192,281	2,451,428	2,421,690	4,873,118
	H. Sec	156,078	219,137	375,215	235,763	282,875	518,638	391,841	502,012	893,853
	Total	1,413,953	1,641,753	3,055,706	4,852,786	4,588,685	9,441,471	6,266,739	6,230,438	12,497,177
Sindh	Primary	274,003	227,540	501,543	1,405,265	875,540	2,280,805	1,679,268	1,103,080	2,782,348
	Middle	41,531	41,837	83,368	158,057	96,281	254,338	199,588	138,118	337,706
	High	220,532	196,814	417,346	289,717	139,071	428,788	510,249	335,885	846,134
	H. Sec	67,939	81,444	149,383	257,929	71,301	329,230	325,868	152,745	478,613
	Total	604,005	547,635	1,151,640	2,110,968	1,182,193	3,293,161	2,714,973	1,729,828	4,444,801
KP	Primary	198,753	197,080	395,833	1,828,426	1,479,585	3,308,011	2,027,179	1,676,665	3,703,844
	Middle	17,078	15,377	32,455	141,154	101,524	242,678	158,232	116,901	275,133
	High	88,183	74,712	162,895	445,901	240,058	685,959	534,084	314,770	848,854
	H. Sec	65,679	66,129	131,808	282,297	155,954	438,251	347,976	222,083	570,059
	Total	369,693	353,298	722,991	2,697,778	1,977,121	4,674,899	3,067,471	2,330,419	5,397,890
Balochistan	Primary	105,517	66,551	172,068	166,001	113,728	279,729	271,518	180,279	451,797
	Middle	45,154	42,088	87,242	56,522	50,052	106,574	101,676	92,140	193,816
	High	129,729	114,560	244,289	92,710	56,846	149,556	222,439	171,406	393,845
	H. Sec	20,099	33,742	53,841	20,118	6,508	26,626	40,217	40,250	80,467
	Total	300,499	256,941	557,440	335,351	227,134	562,485	635,850	484,075	1,119,925
AJ&K	Primary	4,514	3,864	8,378	98,142	99,929	198,071	102,656	103,793	206,449
	Middle	2,571	2,823	5,394	59,597	55,169	114,766	62,168	57,992	120,160
	High	14,131	13,232	27,363	75,225	70,989	146,214	89,356	84,221	173,577
	H. Sec	1,398	3,262	4,660	13,634	18,514	32,148	15,032	21,776	36,808
	Total	22,614	23,181	45,795	246,598	244,601	491,199	269,212	267,782	536,994
GB	Primary	4,618	3,660	8,278	35,233	27,559	62,792	39,851	31,219	71,070
	Middle	2,946	2,449	5,395	17,755	20,784	38,539	20,701	23,233	43,934
	High	5,667	5,097	10,764	26,703	20,240	46,943	32,370	25,337	57,707
	H. Sec	1,496	917	2,413	3,327	5,847	9,174	4,823	6,764	11,587
	Total	14,727	12,123	26,850	83,018	74,430	157,448	97,745	86,553	184,298
ICT	Primary	13,323	13,180	26,503	11,626	12,479	24,105	24,949	25,659	50,608
	Middle	2,343	3,273	5,616	5,378	8,458	13,836	7,721	11,731	19,452
	High	11,931	12,922	24,853	14,793	17,534	32,327	26,724	30,456	57,180
	H. Sec	3,537	4,885	8,422	6,152	20,806	26,958	9,689	25,691	35,380
	Total	31,134	34,260	65,394	37,949	59,277	97,226	69,083	93,537	162,620

Note:
Mosque Schools are included in Primary Schools

Source:
National EMIS Database 2021-22, PIE, Ministry of Federal Education and Professional Training, Islamabad

Table 3.11
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

Pakistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	19,502	18,605	38,107	127,326	118,055	245,381	146,828	136,660	283,488
	Total	19,502	18,605	38,107	127,326	118,055	245,381	146,828	136,660	283,488
Primary	Class 1	13,445	10,935	24,380	74,097	61,247	135,344	87,542	72,182	159,724
	Class 2	12,738	11,608	24,346	92,241	79,949	172,190	104,979	91,557	196,536
	Class 3	12,863	13,039	25,902	84,331	78,673	163,004	97,194	91,712	188,906
	Class 4	6,812	6,266	13,078	35,295	29,780	65,075	42,107	36,046	78,153
	Class 5	5,218	5,608	10,826	23,583	19,046	42,629	28,801	24,654	53,455
	Total	51,076	47,456	98,532	309,547	268,695	578,242	360,623	316,151	676,774
	Middle	Class 6	8,566	6,090	14,656	31,572	17,793	49,365	40,138	23,883
Class 7		3,679	4,009	7,688	9,529	6,930	16,459	13,208	10,939	24,147
Class 8		3,688	3,664	7,352	8,188	5,844	14,032	11,876	9,508	21,384
Total		15,933	13,763	29,696	49,289	30,567	79,856	65,222	44,330	109,552
High	Class 9	6,874	4,581	11,455	12,244	8,849	21,093	19,118	13,430	32,548
	Class 10	2,052	788	2,840	2,973	2,320	5,293	5,025	3,108	8,133
	Total	8,926	5,369	14,295	15,217	11,169	26,386	24,143	16,538	40,681
Higher Sec	Class 11	4	2	6	3	3	6	7	5	12
	Class 12	-	-	-	3	-	3	3	-	3
	Total	4	2	6	6	3	9	10	5	15
G. Total	95,441	85,195	180,636	501,385	428,489	929,874	596,826	513,684	1,110,510	

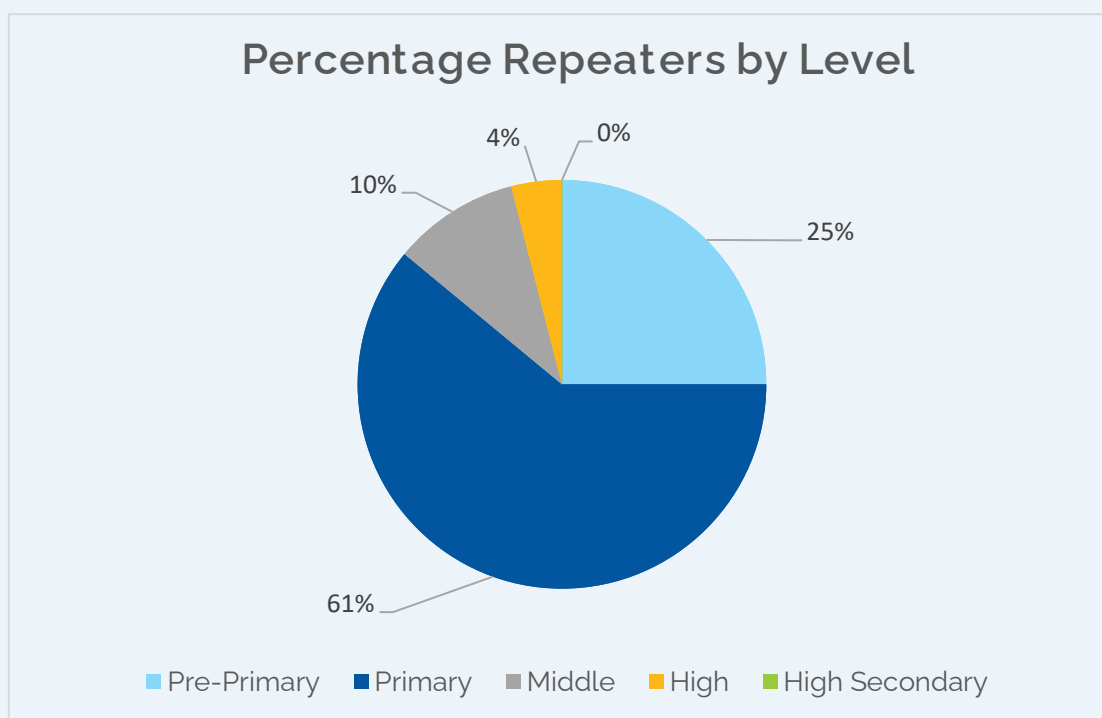


Table 3.11.1
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

Punjab										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	15,248	13,167	28,415	111,041	91,034	202,075	126,289	104,201	230,490
	Total	15,248	13,167	28,415	111,041	91,034	202,075	126,289	104,201	230,490
Primary	Class 1	7,401	6,326	13,727	63,622	51,741	115,363	71,023	58,067	129,090
	Class 2	10,091	9,125	19,216	86,664	74,834	161,498	96,755	83,959	180,714
	Class 3	10,765	11,057	21,822	80,370	74,763	155,133	91,135	85,820	176,955
	Class 4	4,450	3,492	7,942	30,264	26,034	56,298	34,714	29,526	64,240
	Class 5	3,318	2,411	5,729	19,339	16,523	35,862	22,657	18,934	41,591
	Total	36,025	32,411	68,436	280,259	243,895	524,154	316,284	276,306	592,590
Middle	Class 6	7,010	3,735	10,745	29,048	16,272	45,320	36,058	20,007	56,065
	Class 7	2,383	1,823	4,206	7,563	5,986	13,549	9,946	7,809	17,755
	Class 8	2,382	1,822	4,204	6,340	5,121	11,461	8,722	6,943	15,665
	Total	11,775	7,380	19,155	42,951	27,379	70,330	54,726	34,759	89,485
High	Class 9	6,749	4,524	11,273	12,130	8,753	20,883	18,879	13,277	32,156
	Class 10	2,050	788	2,838	2,963	2,262	5,225	5,013	3,050	8,063
	Total	8,799	5,312	14,111	15,093	11,015	26,108	23,892	16,327	40,219
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
G. Total		71,847	58,270	130,117	449,344	373,323	822,667	521,191	431,593	952,784

Table 3.11.2
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

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	652	939	1,591	1,866	965	2,831	2,518	1,904	4,422
	Class 5	486	1,905	2,391	1,742	894	2,636	2,228	2,799	5,027
	Total	1,138	2,844	3,982	3,608	1,859	5,467	4,746	4,703	9,449
Middle	Class 6	779	1,480	2,259	1,231	303	1,534	2,010	1,783	3,793
	Class 7	733	1,556	2,289	1,156	289	1,445	1,889	1,845	3,734
	Class 8	772	1,537	2,309	1,275	233	1,508	2,047	1,770	3,817
	Total	2,284	4,573	6,857	3,662	825	4,487	5,946	5,398	11,344
High	Class 9	-	-	-	-	-	-	-	-	-
	Class 10	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
G. Total		3,422	7,417	10,839	7,270	2,684	9,954	10,692	10,101	20,793

Table 3.11.3
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

Khyber-Pakhtunkhwa										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	916	2,276	3,192	8,381	20,913	29,294	9,297	23,189	
	Total	916	2,276	3,192	8,381	20,913	29,294	9,297	23,189	32,486
Primary	Class 1	195	318	513	1,844	3,135	4,979	2,039	3,453	5,492
	Class 2	155	230	385	1,315	1,942	3,257	1,470	2,172	3,642
	Class 3	128	195	323	1,007	1,424	2,431	1,135	1,619	2,754
	Class 4	165	141	306	944	881	1,825	1,109	1,022	2,131
	Class 5	131	39	170	1,021	360	1,381	1,152	399	1,551
	Total	774	923	1,697	6,131	7,742	13,873	6,905	8,665	15,570
Middle	Class 6	145	98	243	558	497	1,055	703	595	1,298
	Class 7	84	44	128	242	178	420	326	222	548
	Class 8	70	20	90	215	130	345	285	150	435
	Total	299	162	461	1,015	805	1,820	1,314	967	2,281
High	Class 9	25	3	28	31	26	57	56	29	85
	Class 10	1	-	1	8	12	20	9	12	21
	Total	26	3	29	39	38	77	65	41	106
Higher Secondary	Class 11	3	1	4	2	1	3	5	2	7
	Class 12	-	-	-	2	-	2	2	-	2
	Total	3	1	4	4	1	5	7	2	9
G. Total		2,018	3,365	5,383	15,570	29,499	45,069	17,588	32,864	50,452

Table 3.11.4
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

Balochistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	3,092	3,049	6,141	7,222	5,655	12,877	10,314	8,704	19,018
	Total	3,092	3,049	6,141	7,222	5,655	12,877	10,314	8,704	19,018
Primary	Class 1	5,714	4,209	9,923	8,340	6,083	14,423	14,054	10,292	24,346
	Class 2	2,412	2,178	4,590	4,002	2,988	6,990	6,414	5,166	11,580
	Class 3	1,876	1,720	3,596	2,701	2,266	4,967	4,577	3,986	8,563
	Class 4	1,453	1,625	3,078	1,931	1,602	3,533	3,384	3,227	6,611
	Class 5	1,191	1,221	2,412	1,294	962	2,256	2,485	2,183	4,668
	Total	12,646	10,953	23,599	18,268	13,901	32,169	30,914	24,854	55,768
Middle	Class 6	563	752	1,315	589	387	976	1,152	1,139	2,291
	Class 7	422	549	971	482	203	685	904	752	1,656
	Class 8	301	213	514	204	99	303	505	312	817
	Total	1,286	1,514	2,800	1,275	689	1,964	2,561	2,203	4,764
High	Class 9	76	51	127	60	23	83	136	74	210
	Class 10	-	-	-	-	-	-	-	-	-
	Total	76	51	127	60	23	83	136	74	210
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
G. Total		17,100	15,567	32,667	26,825	20,268	47,093	43,925	35,835	79,760

Table 3.11.5
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

AJ&K										
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	-	-	-	-	-	-	-	-	-
	Class 5	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Middle	Class 6	-	-	-	-	-	-	-	-	-
	Class 7	-	-	-	-	-	-	-	-	-
	Class 8	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
High	Class 9	-	-	-	-	-	-	-	-	-
	Class 10	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
G. Total		-	-	-	-	-	-	-	-	-

Table 3.11.6
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

Gilgit-Baltistan										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	138	45	183	602	337	939	740	382	1,122
	Total	138	45	183	602	337	939	740	382	1,122
Primary	Class 1	48	5	53	238	184	422	286	189	475
	Class 2	26	20	46	209	124	333	235	144	379
	Class 3	11	23	34	179	138	317	190	161	351
	Class 4	18	23	41	207	201	408	225	224	449
	Class 5	49	4	53	186	292	478	235	296	531
	Total	152	75	227	1,019	939	1,958	1,171	1,014	2,185
Middle	Class 6	38	14	52	121	314	435	159	328	487
	Class 7	25	3	28	55	209	264	80	212	292
	Class 8	16	1	17	12	135	147	28	136	164
	Total	79	18	97	188	658	846	267	676	943
High	Class 9	2	-	2	11	36	47	13	36	49
	Class 10	-	-	-	2	41	43	2	41	43
	Total	2	-	2	13	77	90	15	77	92
Higher Secondary	Class 11	-	-	-	-	-	-	-	-	-
	Class 12	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-
G. Total		371	138	509	1,822	2,011	3,833	2,193	2,149	4,342

Table 3.11.7
Repeaters by Stage, Gender and Location
(Public Sector)
2021-22

ICT										
Stage	Class	Urban			Rural			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-Primary	Un-Admitted	-	-	-	-	-	-	-	-	-
	Kachi	108	68	176	80	116	196	188	184	372
	Total	108	68	176	80	116	196	188	184	372
Primary	Class 1	87	77	164	53	104	157	140	181	321
	Class 2	54	55	109	51	61	112	105	116	221
	Class 3	83	44	127	74	82	156	157	126	283
	Class 4	74	46	120	83	97	180	157	143	300
	Class 5	43	28	71	1	15	16	44	43	87
	Total	341	250	591	262	359	621	603	609	1,212
Middle	Class 6	31	11	42	25	20	45	56	31	87
	Class 7	32	34	66	31	65	96	63	99	162
	Class 8	147	71	218	142	126	268	289	197	486
	Total	210	116	326	198	211	409	408	327	735
High	Class 9	22	3	25	12	11	23	34	14	48
	Class 10	1	-	1	-	5	5	1	5	6
	Total	23	3	26	12	16	28	35	19	54
Higher Secondary	Class 11	1	1	2	1	2	3	2	3	5
	Class 12	-	-	-	1	-	1	1	-	1
	Total	1	1	2	2	2	4	3	3	6
G. Total	683	438	1,121	554	704	1,258	1,237	1,142	2,379	

Annex - IV

Table 4.1
Five year comparison of Teachers

Institution Type	Sector	2017-18	2018-19	2019-20	2020-21	2021-22
Pre- Primary	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	2,117	2,160	2,185	2,230	2,230
	Total	2,117	2,160	2,185	2,230	2,230
Primary	Public	363,806	333,044	327,662	313,584	309,504
	Other Public	5,208	7,205	6,795	4,571	4,197
	Private	117,248	118,017	113,915	118,802	118,249
	Total	486,262	458,266	448,372	436,957	431,950
Middle	Public	139,822	139,357	137,949	120,955	119,886
	Other Public	1,124	1,513	2,444	1,496	1,604
	Private	307,128	307,797	302,263	311,528	312,782
	Total	448,074	448,667	442,656	433,979	434,272
High	Public	238,633	239,052	241,170	250,340	243,796
	Other Public	8,814	11,181	10,386	8,128	7,790
	Private	315,855	317,076	315,147	333,839	335,469
	Total	563,302	567,309	566,703	592,307	587,055
Higher Sec/ Inter Colleges	Public	59,655	63,824	67,978	64,796	73,380
	Other Public	3,084	4,037	3,670	12,680	14,237
	Private	60,415	68,147	66,012	80,910	82,623
	Total	123,154	136,008	137,660	158,386	170,240
Degree Colleges (XI-XIV)	Public	38,331	35,109	33,196	35,113	33,367
	Other Public	522	522	522	522	522
	Private	2,380	25,971	26,346	23,820	23,820
	Total	41,233	61,602	60,064	59,455	57,709
Universities	Public	38,011	38,880	41,938	46,225	46,225
	Other Public	-	-	-	-	-
	Private	18,874	21,399	22,879	23,379	23,379
	Total	56,885	60,279	64,817	69,604	69,604
Non Formal Basic Education	Public	33,990	34,487	34,658	37,326	22,650
	Other Public	-	-	-	-	-
	Private	-	-	-	-	6,335
	Total	33,990	34,487	34,658	37,326	28,985
Education Foundations	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private *	117,015	118,565	116,315	110,441	128,933
	Total	117,015	118,565	116,315	110,441	128,933
Technical & Vocational Institutions	Public	9,164	9,164	9,164	9,164	9,234
	Other Public	-	-	-	-	-
	Private	9,043	9,043	9,043	9,043	9,113
	Total	18,207	18,207	18,207	18,207	18,347
Teachers Training Institutions	Public	3,493	3,493	3,493	3,493	3,493
	Other Public	-	-	-	-	-
	Private	298	298	298	298	298
	Total	3,791	3,791	3,791	3,791	3,791
Deeni Madaris	Public	-	-	-	-	-
	Other Public	-	-	-	-	-
	Private	179,403	183,970	181,263	186,941	206,515
	Total	179,403	183,970	181,263	186,941	206,515
Total	Public	924,905	896,410	897,208	880,996	861,535
	Other Public	18,752	24,458	23,817	27,397	28,350
	Private	1,129,776	1,172,443	1,155,666	1,201,231	1,249,746
	Grand Total	2,073,433	2,093,311	2,076,691	2,109,624	2,139,631

* Public Private Partnership

Note :

1. Mosque Schools are included in Primary Schools
2. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Private Sector data is estimated based on past trend
3. Data related to Other Public Sector, Education Foundation and Non-Formal Education is provided by respective organizations
4. Intermediate & Degree Colleges is provided by Provincial Higher Education Departments
5. Teacher Training Institutions data is estimated using past trend
6. Deeni Madaris data is provided by Madaris bodies, Pakistan
7. Technical & Vocational Institutions data is provided by National Vocational & Technical Training Commission (NAVTC), Islamabad
8. University data is provided by Higher Education Commission (HEC), Islamabad

Table 4.2
Teachers (Public, Other Public, Private Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	7,833	45,119	52,952	52,172	89,881	142,053	60,005	135,000	195,005
	Middle	14,177	92,744	106,921	44,882	137,218	182,100	59,059	229,962	289,021
	High	42,097	123,064	165,161	67,966	107,835	175,801	110,063	230,899	340,962
	Higher Sec.	11,827	19,521	31,348	10,616	15,523	26,139	22,443	35,044	57,487
	Inter College	5,092	6,527	11,619	2,296	2,928	5,224	7,388	9,455	16,843
	Degree College	16,412	13,053	29,465	2,437	2,094	4,531	18,849	15,147	33,996
Total	97,438	300,028	397,466	180,369	355,479	535,848	277,807	655,507	933,314	
Sindh	Pre-Primary	143	1,956	2,099	41	90	131	184	2,046	2,230
	Primary	11,065	26,268	37,333	40,335	10,536	50,871	51,400	36,804	88,204
	Middle	8,524	29,084	37,608	7,107	3,714	10,821	15,631	32,798	48,429
	High	21,429	61,753	83,182	9,264	4,356	13,620	30,693	66,109	96,802
	Higher Sec.	5,426	10,048	15,474	5,196	1,266	6,462	10,622	11,314	21,936
	Inter College	765	980	1,745	28	14	42	917	1,111	2,028
	Degree College	319	514	833	35	6	41	4,788	3,512	8,300
Total	47,671	130,603	178,274	62,006	19,982	81,988	114,235	153,694	267,929	
KP	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	5,802	8,330	14,132	54,799	32,749	87,548	60,601	41,079	101,680
	Middle	4,459	8,298	12,757	22,184	18,647	40,831	26,643	26,945	53,588
	High	12,201	15,359	27,560	41,081	23,662	64,743	53,282	39,021	92,303
	Higher Sec.	10,316	11,435	21,751	21,773	11,673	33,446	32,089	23,108	55,197
	Inter College	699	623	1,322	293	155	448	992	778	1,770
	Degree College	2,785	1,997	4,782	2,494	1,486	3,980	5,279	3,483	8,762
Total	36,262	46,042	82,304	142,624	88,372	230,996	178,886	134,414	313,300	
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	3,992	2,105	6,097	6,332	3,272	9,604	10,324	5,377	15,701
	Middle	2,536	1,969	4,505	3,696	2,276	5,972	6,232	4,245	10,477
	High	6,055	5,343	11,398	5,625	2,670	8,295	11,680	8,013	19,693
	Higher Sec.	1,031	1,462	2,493	897	298	1,195	1,928	1,760	3,688
	Inter College	85	90	175	-	-	-	338	140	478
	Degree College	18	34	52	-	-	-	1,581	845	2,426
Total	13,717	11,003	24,720	16,550	8,516	25,066	32,083	20,380	45,446	
AJ&K	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	656	1,343	1,999	10,664	10,653	21,317	11,320	11,996	23,316
	Middle	1,494	4,322	5,816	8,656	10,070	18,726	10,150	14,392	24,542
	High	3,298	5,378	8,676	7,182	6,895	14,077	10,480	12,273	22,753
	Higher Sec.	697	1,042	1,739	952	1,030	1,982	1,649	2,072	3,721
	Inter College	481	369	850	634	572	1,206	1,115	941	2,056
	Degree College	536	537	1,073	523	544	1,067	1,059	1,081	2,140
Total	7,162	12,991	20,153	28,611	29,764	58,375	35,773	42,755	78,528	
GB	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	225	566	791	1,611	1,653	3,264	1,836	2,219	4,055
	Middle	322	631	953	1,691	1,539	3,230	2,013	2,170	4,183
	High	686	962	1,648	2,248	1,360	3,608	2,934	2,322	5,256
	Higher Sec.	386	356	742	648	747	1,395	1,034	1,103	2,137
	Inter College	74	48	122	43	254	297	117	302	419
	Degree College	180	90	270	3	1	4	183	91	274
Total	1,873	2,653	4,526	6,244	5,554	11,798	8,117	8,207	16,324	
ICT	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	5	1,093	1,098	364	459	823	369	1,552	1,921
	Middle	13	183	196	157	299	456	170	482	652
	High	354	593	947	523	747	1,270	877	1,340	2,217
	Higher Sec.	190	594	784	175	531	706	365	1,125	1,490
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	575	1,159	1,734	23	54	77	598	1,213	1,811
Total	2,176	16,569	18,745	3,692	19,410	23,102	5,868	35,979	41,847	
Pakistan	Pre-Primary	143	1,956	2,099	41	90	131	184	2,046	2,230
	Primary	29,578	84,824	114,402	166,277	149,203	315,480	195,855	234,027	431,950
	Middle	31,525	137,231	172,136	88,373	173,783	262,136	119,898	310,994	434,272
	High	86,120	212,452	305,641	133,889	147,525	281,414	220,009	359,977	587,055
	Higher Sec.	29,873	44,458	75,321	40,257	31,068	71,325	70,130	75,526	146,646
	Inter College	7,196	8,637	15,833	3,294	3,923	7,217	10,867	12,727	23,594
	Degree College	20,825	17,384	38,209	5,515	4,185	9,700	32,337	25,372	57,709
Grand Total	206,299	519,889	739,695	440,096	527,077	967,173	652,769	1,050,936	1,717,212	

Note :

1. Mosque Schools are included in Primary Schools

Source:

1. Public Sector data is provided by Provincial/ Regional EMISs.
2. Other Public Sector data is provided by respective organizations
3. Intermediate & Degree Colleges data is estimated based on past trend

Table 4.3
Teachers (Public Sector) by Province, Level, Gender and Location
2021-22

2017-18	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	5,101	11,785	16,886	46,403	57,643	104,046	51,504	69,428	120,932
	Middle	3,558	7,599	11,157	22,263	35,355	57,618	25,821	42,954	68,775
	High	19,347	26,972	46,319	50,615	46,514	97,129	69,962	73,486	143,448
	Higher Sec	4,286	5,623	9,909	6,998	7,026	14,024	11,284	12,649	23,933
	Inter Colleges*	1,038	2,537	3,575	1,542	2,263	3,805	2,580	4,800	7,380
	Degree Colleges	5,522	4,761	10,283	649	687	1,336	6,171	5,448	11,619
	Total	38,852	59,277	98,129	128,470	149,488	277,958	167,322	208,765	376,087
Sindh	Primary	8,095	7,460	15,555	39,481	9,178	48,659	47,576	16,638	64,214
	Middle	1,529	1,683	3,212	5,476	1,826	7,302	7,005	3,509	10,514
	High	6,599	8,182	14,781	8,558	3,186	11,744	15,157	11,368	26,525
	Higher Sec	1,603	2,114	3,717	4,789	1,000	5,789	6,392	3,114	9,506
	Inter Colleges	-	-	-	-	-	-	124	117	241
	Degree Colleges	-	-	-	-	-	-	4,434	2,992	7,426
	Total	17,826	19,439	37,265	58,304	15,190	73,494	80,688	37,738	118,426
KP	Primary	4,642	4,555	9,197	51,141	28,268	79,409	55,783	32,823	88,606
	Middle	929	914	1,843	11,047	7,909	18,956	11,976	8,823	20,799
	High	4,039	2,950	6,989	23,081	10,501	33,582	27,120	13,451	40,571
	Higher Sec	3,025	2,531	5,556	13,412	5,456	18,868	16,437	7,987	24,424
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	2,560	1,515	4,075	2,418	1,437	3,855	4,978	2,952	7,930
	Total	15,195	12,465	27,660	101,099	53,571	154,670	116,294	66,036	182,330
Balochistan	Primary	3,992	2,068	6,060	6,330	3,179	9,509	10,322	5,247	15,569
	Middle	2,535	1,945	4,480	3,695	2,276	5,971	6,230	4,221	10,451
	High	6,045	5,245	11,290	5,607	2,608	8,215	11,652	7,853	19,505
	Higher Sec	856	1,266	2,122	897	298	1,195	1,753	1,564	3,317
	Inter Colleges	-	-	-	-	-	-	253	50	303
	Degree Colleges	-	-	-	-	-	-	1,563	811	2,374
	Total	13,428	10,524	23,952	16,529	8,361	24,890	31,773	19,746	51,519
AJ&K	Primary	395	340	735	7,308	7,630	14,938	7,703	7,970	15,673
	Middle	163	256	419	3,311	3,183	6,494	3,474	3,439	6,913
	High	654	675	1,329	4,497	3,489	7,986	5,151	4,164	9,315
	Higher Sec	82	130	212	722	816	1,538	804	946	1,750
	Inter Colleges	38	45	83	503	486	989	541	531	1,072
	Degree Colleges	491	468	959	487	496	983	978	964	1,942
	Total	1,823	1,914	3,737	16,828	16,100	32,928	18,651	18,014	36,665
GB	Primary	118	379	497	1,281	1,010	2,291	1,399	1,389	2,788
	Middle	113	236	349	1,012	494	1,506	1,125	730	1,855
	High	278	292	570	1,599	552	2,151	1,877	844	2,721
	Higher Sec	71	47	118	193	186	379	264	233	497
	Inter Colleges	54	2	56	32	2	34	86	4	90
	Degree Colleges	175	89	264	1	-	1	176	89	265
	Total	809	1,045	1,854	4,118	2,244	6,362	4,927	3,289	8,216
ICT	Primary	4	910	914	363	445	808	367	1,355	1,722
	Middle	13	183	196	150	233	383	163	416	579
	High	330	506	836	456	419	875	786	925	1,711
	Higher Sec	110	161	271	140	456	596	250	617	867
	Inter Colleges	-	-	-	-	-	-	-	-	-
	Degree Colleges	575	1,159	1,734	23	54	77	598	1,213	1,811
	Total	1,032	2,919	3,951	1,132	1,607	2,739	2,164	4,526	6,690
Pakistan	Primary	22,347	27,497	49,844	152,307	107,353	259,660	174,654	134,850	309,504
	Middle	8,840	12,816	21,656	46,954	51,276	98,230	55,794	64,092	119,886
	High	37,292	44,822	82,114	94,413	67,269	161,682	131,705	112,091	243,796
	Higher Sec	10,033	11,872	21,905	27,151	15,238	42,389	37,184	27,110	64,294
	Inter Colleges	1,130	2,584	3,714	2,077	2,751	4,828	3,584	5,502	9,086
	Degree Colleges	9,323	7,992	17,315	3,578	2,674	6,252	18,898	14,469	33,367
	Grand Total	88,965	107,583	196,548	326,480	246,561	573,041	421,819	358,114	779,933

* Associate Colleges

Note :

1. Mosque Schools are included in Primary Schools

Source:

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

2. Intermediate & Degree Colleges data is estimated based on past trend

Table 4.4
Teachers (Private Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	2,703	32,924	35,627	5,665	30,839	36,504	8,368	63,763	72,131
	Middle	10,534	84,834	95,368	22,587	101,685	124,272	33,121	186,519	219,640
	High	22,047	93,027	115,074	17,282	60,676	77,958	39,329	153,703	193,032
	Higher Sec.	4,135	8,670	12,805	2,982	7,345	10,327	7,117	16,015	23,132
	Inter College	4,054	3,990	8,044	754	665	1,419	4,808	4,655	9,463
	Degree College	10,845	8,052	18,897	1,716	1,397	3,113	12,561	9,449	22,010
Total	54,318	231,497	285,815	50,986	202,607	253,593	105,304	434,104	539,408	
Sindh	Pre-Primary	143	1,956	2,099	41	90	131	184	2,046	2,230
	Primary	2,764	17,680	20,444	683	1,257	1,940	3,447	18,937	22,384
	Middle	6,581	26,991	33,572	1,595	1,873	3,468	8,176	28,864	37,040
	High	14,479	52,392	66,871	648	1,146	1,794	15,127	53,538	68,665
	Higher Sec.	3,345	7,171	10,516	407	266	673	3,752	7,437	11,189
	Inter College	765	980	1,745	28	14	42	793	994	1,787
	Degree College	265	482	747	35	6	41	300	488	788
Total	28,342	107,652	135,994	3,437	4,652	8,089	31,779	112,304	144,083	
KP	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	1,148	3,734	4,882	3,631	4,352	7,983	4,779	8,086	12,865
	Middle	3,529	7,375	10,904	11,134	10,727	21,861	14,663	18,102	32,765
	High	8,051	12,094	20,145	17,948	12,977	30,925	25,999	25,071	51,070
	Higher Sec.	6,919	8,446	15,365	7,993	5,976	13,969	14,912	14,422	29,334
	Inter College	699	623	1,322	293	155	448	992	778	1,770
	Degree College	225	482	707	76	49	125	301	531	832
Total	20,571	32,754	53,325	41,075	34,236	75,311	61,646	66,990	128,636	
Balochistan	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	-	-	2,068	-	-	-	-	-	2,068
	Middle	-	-	3,380	-	-	-	-	-	3,380
	High	-	-	7,069	-	-	-	-	-	7,069
	Higher Sec.	-	-	990	-	-	-	-	-	990
	Inter College	85	90	175	-	-	-	85	90	175
	Degree College	16	4	20	-	-	-	16	4	20
Total	101	94	13,702	-	-	-	101	94	13,702	
AJ&K	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	261	960	1,221	3,354	2,990	6,344	3,615	3,950	7,565
	Middle	1,331	4,066	5,397	5,345	6,887	12,232	6,676	10,953	17,629
	High	2,644	4,476	7,120	2,657	3,375	6,032	5,301	7,851	13,152
	Higher Sec.	548	838	1,386	230	214	444	778	1,052	1,830
	Inter College	443	324	767	131	86	217	574	410	984
	Degree College	36	41	77	36	48	84	72	89	161
Total	5,263	10,705	15,968	11,753	13,600	25,353	17,016	24,305	41,321	
GB	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	107	187	294	323	619	942	430	806	1,236
	Middle	209	395	604	679	1,045	1,724	888	1,440	2,328
	High	408	670	1,078	636	767	1,403	1,044	1,437	2,481
	Higher Sec.	315	309	624	455	561	1,016	770	870	1,640
	Inter College	20	46	66	11	252	263	31	298	329
	Degree College	5	1	6	2	1	3	7	2	9
Total	1,064	1,608	2,672	2,406	3,245	5,351	3,170	4,853	8,023	
ICT*	Pre-Primary	-	-	-	-	-	-	-	-	-
	Primary	-	-	-	-	-	-	-	-	-
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	-	-	-	-	-	-
	Higher Sec.	-	-	-	-	-	-	-	-	-
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-
Total	1,039	12,947	13,986	2,450	17,320	19,770	3,489	30,267	33,756	
Pakistan	Pre-Primary	143	1,956	2,099	41	90	131	184	2,046	2,230
	Primary	6,983	55,485	64,536	13,656	40,057	53,713	20,639	95,542	118,249
	Middle	22,184	123,661	149,225	41,340	122,217	163,557	63,524	245,878	312,782
	High	47,629	162,659	217,357	39,171	78,941	118,112	86,800	241,600	335,469
	Higher Sec.	15,262	25,434	41,686	12,067	14,362	26,429	27,329	39,796	68,115
	Inter College	6,066	6,053	12,119	1,217	1,172	2,389	7,283	7,225	14,508
	Degree College	11,392	9,062	20,454	1,865	1,501	3,366	13,257	10,563	23,820
Grand Total	110,698	397,257	521,462	111,807	275,660	387,467	222,505	672,917	908,929	

* Teachers by level data not provided by PEIRA

Note :

1. Mosque Schools are included in Primary Schools
2. Inter & Degree Colleges data for Punjab is provided by Provincial Higher Education Department, Punjab

Source:

1. Private Sector data is estimated based on past trend

Table 4.5
Teachers (Other Public Sector) by Province, Level, Gender and Location
2021-22

Province/ Region	Level	URBAN			RURAL			TOTAL		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Punjab	Primary	29	410	439	104	1,399	1,503	133	1,809	1,942
	Middle	85	311	396	32	178	210	117	489	606
	High	703	3,065	3,768	69	645	714	772	3,710	4,482
	Higher Sec.	3,406	5,228	8,634	636	1,152	1,788	4,042	6,380	10,422
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	45	240	285	72	10	82	117	250	367
	Total	4,268	9,254	13,522	913	3,384	4,297	5,181	12,638	17,819
Sindh	Primary	206	1,128	1,334	171	101	272	377	1,229	1,606
	Middle	414	410	824	36	15	51	450	425	875
	High	351	1,179	1,530	58	24	82	409	1,203	1,612
	Higher Sec.	478	763	1,241	-	-	-	478	763	1,241
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	54	32	86	-	-	-	54	32	86
	Total	1,503	3,512	5,015	265	140	405	1,768	3,652	5,420
KP	Primary	12	41	53	27	129	156	39	170	209
	Middle	1	9	10	3	11	14	4	20	24
	High	111	315	426	52	184	236	163	499	662
	Higher Sec.	372	458	830	368	241	609	740	699	1,439
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-
	Total	496	823	1,319	450	565	1,015	946	1,388	2,334
Balochistan	Primary	-	37	37	2	93	95	2	130	132
	Middle	1	24	25	1	-	1	2	24	26
	High	10	98	108	18	62	80	28	160	188
	Higher Sec.	175	196	371	-	-	-	175	196	371
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	2	30	32	-	-	-	2	30	32
	Total	188	385	573	21	155	176	209	540	749
AJ&K	Primary	-	43	43	2	33	35	2	76	78
	Middle	-	-	-	-	-	-	-	-	-
	High	-	227	227	28	31	59	28	258	286
	Higher Sec.	67	74	141	-	-	-	67	74	141
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	9	28	37	-	-	-	9	28	37
	Total	76	372	448	30	64	94	106	436	542
GB	Primary	-	-	-	7	24	31	7	24	31
	Middle	-	-	-	-	-	-	-	-	-
	High	-	-	-	13	41	54	13	41	54
	Higher Sec.	-	-	-	-	-	-	-	-	-
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-
	Total	-	-	-	20	65	85	20	65	85
ICT	Primary	1	183	184	1	14	15	2	197	199
	Middle	-	-	-	7	66	73	7	66	73
	High	24	87	111	67	328	395	91	415	506
	Higher Sec.	80	433	513	35	75	110	115	508	623
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	-	-	-	-	-	-	-	-	-
	Total	105	703	808	110	483	593	215	1,186	1,401
Pakistan	Primary	248	1,842	2,090	314	1,793	2,107	562	3,635	4,197
	Middle	501	754	1,255	79	270	349	580	1,024	1,604
	High	1,199	4,971	6,170	305	1,315	1,620	1,504	6,286	7,790
	Higher Sec.	4,578	7,152	11,730	1,039	1,468	2,507	5,617	8,620	14,237
	Inter College	-	-	-	-	-	-	-	-	-
	Degree College	110	330	440	72	10	82	182	340	522
	Grand Total	6,636	15,049	21,685	1,809	4,856	6,665	8,445	19,905	28,350

Note :

1. Other Public Sector means Public Institutions run by other than Provincial/Regional Education Departments

Source:

1. Other Public Sector data is provided by respective organizations
2. Intermediate & Degree Colleges data is estimated based on past trend

Table 4.6
Sanctioned and Filled-in Teachers Posts in Public Schools
2021-22

Province/ Region	Gender	Primary		Middle		High		Higher Sec		Total	
		Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In	Sanctioned	Filled In
Punjab	Male	-	51,504	-	25,821	-	69,962	-	11,284	-	158,571
	Female	-	69,428	-	42,954	-	73,486	-	12,649	-	198,517
	Total	-	120,932	-	68,775	-	143,448	-	23,933	-	357,088
Sindh	Male	-	47,576	-	7,005	-	15,157	-	6,392	-	76,130
	Female	-	16,638	-	3,509	-	11,368	-	3,114	-	34,629
	Total	-	64,214	-	10,514	-	26,525	-	9,506	-	110,759
KP	Male	61,802	55,783	14,058	11,976	30,866	27,120	19,910	16,437	126,636	111,316
	Female	38,041	32,823	10,807	8,823	15,639	13,451	10,785	7,987	75,272	63,084
	Total	99,843	88,606	24,865	20,799	46,505	40,571	30,695	24,424	201,908	174,400
Balochistan	Male	12,997	10,322	8,087	6,230	15,071	11,652	2,494	1,753	38,649	29,957
	Female	6,043	5,247	4,649	4,221	9,035	7,853	1,938	1,564	21,665	18,885
	Total	19,040	15,569	12,736	10,451	24,106	19,505	4,432	3,317	60,314	48,842
AJ&K	Male	-	7,703	-	3,474	-	5,151	-	804	-	17,132
	Female	-	7,970	-	3,439	-	4,164	-	946	-	16,519
	Total	-	15,673	-	6,913	-	9,315	-	1,750	-	33,651
GB	Male	-	1,399	-	1,125	-	1,877	-	264	-	4,665
	Female	-	1,389	-	730	-	844	-	233	-	3,196
	Total	-	2,788	-	1,855	-	2,721	-	497	-	7,861
ICT	Male	-	367	-	163	-	786	-	250	-	1,566
	Female	-	1,355	-	416	-	925	-	617	-	3,313
	Total	-	1,722	-	579	-	1,711	-	867	-	4,879
Pakistan	Male	74,799	174,654	22,145	55,794	45,937	131,705	22,404	37,184	165,285	399,337
	Female	44,084	134,850	15,456	64,092	24,674	112,091	12,723	27,110	96,937	338,143
	G. Total	118,883	309,504	37,601	119,886	70,611	243,796	35,127	64,294	262,222	737,480

Note:

Mosque Schools are included in Primary Schools

Source:

Public Sector data is provided by Provincial/ Regional EMISs.

Table 4.7
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

Pakistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	6,662	6,743	13,405	40,854	21,464	62,318	47,516	28,207	75,723
	C.T	1,173	1,207	2,380	7,694	3,829	11,523	8,867	5,036	13,903
	B.Ed/BS.Ed	8,465	10,693	19,158	57,390	43,992	101,382	65,855	54,685	120,540
	M.Ed	3,530	6,980	10,510	23,607	24,198	47,805	27,137	31,178	58,315
	Other Trained	1,421	737	2,158	8,979	3,242	12,221	10,400	3,979	14,379
	Un-Trained	569	575	1,144	6,100	2,644	8,744	6,669	3,219	9,888
	Not Mentioned	527	562	1,089	7,683	7,984	15,667	8,210	8,546	16,756
	Total	22,347	27,497	49,844	152,307	107,353	259,660	174,654	134,850	309,504
Middle	P.T.C	998	1,402	2,400	3,026	3,386	6,412	4,024	4,788	8,812
	C.T	428	429	857	2,088	1,438	3,526	2,516	1,867	4,383
	B.Ed/BS.Ed	3,681	5,258	8,939	19,331	21,170	40,501	23,012	26,428	49,440
	M.Ed	2,273	4,565	6,838	12,294	18,397	30,691	14,567	22,962	37,529
	Other Trained	1,008	629	1,637	5,552	2,795	8,347	6,560	3,424	9,984
	Un-Trained	144	173	317	1,060	723	1,783	1,204	896	2,100
	Not Mentioned	308	360	668	3,603	3,367	6,970	3,911	3,727	7,638
	Total	8,840	12,816	21,656	46,954	51,276	98,230	55,794	64,092	119,886
High	P.T.C	1,559	3,105	4,664	3,699	3,744	7,443	5,258	6,849	12,107
	C.T	1,321	1,316	2,637	3,711	1,771	5,482	5,032	3,087	8,119
	B.Ed/BS.Ed	14,722	18,231	32,953	39,293	26,312	65,605	54,015	44,543	98,558
	M.Ed	15,053	18,964	34,017	31,825	27,567	59,392	46,878	46,531	93,409
	Other Trained	3,075	1,740	4,815	9,391	3,416	12,807	12,466	5,156	17,622
	Un-Trained	621	582	1,203	1,589	743	2,332	2,210	1,325	3,535
	Not Mentioned	941	884	1,825	4,905	3,716	8,621	5,846	4,600	10,446
	Total	37,292	44,822	82,114	94,413	67,269	161,682	131,705	112,091	243,796
Higher Secondary	P.T.C	234	407	641	500	480	980	734	887	1,621
	C.T	366	324	690	865	383	1,248	1,231	707	1,938
	B.Ed/BS.Ed	3,530	4,196	7,726	9,106	5,030	14,136	12,636	9,226	21,862
	M.Ed	4,823	6,124	10,947	12,872	7,429	20,301	17,695	13,553	31,248
	Other Trained	824	547	1,371	2,817	930	3,747	3,641	1,477	5,118
	Un-Trained	126	99	225	220	114	334	346	213	559
	Not Mentioned	130	175	305	771	872	1,643	901	1,047	1,948
	Total	10,033	11,872	21,905	27,151	15,238	42,389	37,184	27,110	64,294
Total	P.T.C	9,453	11,657	21,110	48,079	29,074	77,153	57,532	40,731	98,263
	C.T	3,288	3,276	6,564	14,358	7,421	21,779	17,646	10,697	28,343
	B.Ed/BS.Ed	30,398	38,378	68,776	125,120	96,504	221,624	155,518	134,882	290,400
	M.Ed	25,679	36,633	62,312	80,598	77,591	158,189	106,277	114,224	220,501
	Other Trained	6,328	3,653	9,981	26,739	10,383	37,122	33,067	14,036	47,103
	Un-Trained	1,460	1,429	2,889	8,969	4,224	13,193	10,429	5,653	16,082
	Not Mentioned	1,906	1,981	3,887	16,962	15,939	32,901	18,868	17,920	36,788
	Total	78,512	97,007	175,519	320,825	241,136	561,961	399,337	338,143	737,480

Note:

Mosque Schools are included in Primary Schools

Table 4.7.1
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2020-21

Punjab										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	954	2,335	3,289	7,673	7,698	15,371	8,627	10,033	18,660
	C.T	355	321	676	2,452	791	3,243	2,807	1,112	3,919
	B.Ed/BS.Ed	2,560	5,453	8,013	25,589	31,791	57,380	28,149	37,244	65,393
	M.Ed	987	3,423	4,410	7,967	15,783	23,750	8,954	19,206	28,160
	Other	11	18	29	120	77	197	131	95	226
	Un-Trained	233	235	468	2,599	1,500	4,099	2,832	1,735	4,567
	Not Mentioned	1	-	1	3	3	6	4	3	7
	Total	5,101	11,785	16,886	46,403	57,643	104,046	51,504	69,428	120,932
Middle	P.T.C	274	832	1,106	1,772	2,602	4,374	2,046	3,434	5,480
	C.T	188	212	400	1,063	765	1,828	1,251	977	2,228
	B.Ed/BS.Ed	1,874	3,442	5,316	11,720	16,972	28,692	13,594	20,414	34,008
	M.Ed	1,044	2,865	3,909	6,303	13,793	20,096	7,347	16,658	24,005
	Other	91	137	228	668	646	1,314	759	783	1,542
	Un-Trained	86	111	197	736	576	1,312	822	687	1,509
	Not Mentioned	1	-	1	1	1	2	2	1	3
	Total	3,558	7,599	11,157	22,263	35,355	57,618	25,821	42,954	68,775
High	P.T.C	440	1,784	2,224	2,317	3,042	5,359	2,757	4,826	7,583
	C.T	568	796	1,364	1,982	1,159	3,141	2,550	1,955	4,505
	B.Ed/BS.Ed	9,064	11,531	20,595	25,520	20,802	46,322	34,584	32,333	66,917
	M.Ed	8,232	11,939	20,171	17,576	19,726	37,302	25,808	31,665	57,473
	Other	662	581	1,243	1,936	1,154	3,090	2,598	1,735	4,333
	Un-Trained	381	341	722	1,283	605	1,888	1,664	946	2,610
	Not Mentioned	-	-	-	1	26	27	1	26	27
	Total	19,347	26,972	46,319	50,615	46,514	97,129	69,962	73,486	143,448
Higher Secondary	P.T.C	59	197	256	169	357	526	228	554	782
	C.T	109	163	272	186	144	330	295	307	602
	B.Ed/BS.Ed	1,840	2,253	4,093	3,075	2,925	6,000	4,915	5,178	10,093
	M.Ed	2,080	2,856	4,936	3,250	3,336	6,586	5,330	6,192	11,522
	Other	114	103	217	201	183	384	315	286	601
	Un-Trained	84	51	135	116	81	197	200	132	332
	Not Mentioned	-	-	-	1	-	1	1	-	1
	Total	4,286	5,623	9,909	6,998	7,026	14,024	11,284	12,649	23,933
Total	P.T.C	1,727	5,148	6,875	11,931	13,699	25,630	13,658	18,847	32,505
	C.T	1,220	1,492	2,712	5,683	2,859	8,542	6,903	4,351	11,254
	B.Ed/BS.Ed	15,338	22,679	38,017	65,904	72,490	138,394	81,242	95,169	176,411
	M.Ed	12,343	21,083	33,426	35,096	52,638	87,734	47,439	73,721	121,160
	Other	878	839	1,717	2,925	2,060	4,985	3,803	2,899	6,702
	Un-Trained	784	738	1,522	4,734	2,762	7,496	5,518	3,500	9,018
	Not Mentioned	2	-	2	6	30	36	8	30	38
	Total	32,292	51,979	84,271	126,279	146,538	272,817	158,571	198,517	357,088

Note:

Mosque Schools are included in Primary Schools

Table 4.7.2
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

Sindh										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	2,525	2,064	4,589	13,425	2,447	15,872	15,950	4,511	20,461
	C.T	431	421	852	1,021	220	1,241	1,452	641	2,093
	B.Ed/BS.Ed	3,342	2,779	6,121	14,419	3,150	17,569	17,761	5,929	23,690
	M.Ed	1,329	1,677	3,006	6,062	1,899	7,961	7,391	3,576	10,967
	Other Trained	134	184	318	1,111	394	1,505	1,245	578	1,823
	Un-Trained	334	335	669	3,443	1,068	4,511	3,777	1,403	5,180
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	8,095	7,460	15,555	39,481	9,178	48,659	47,576	16,638	64,214
Middle	P.T.C	245	220	465	477	173	650	722	393	1,115
	C.T	89	85	174	139	71	210	228	156	384
	B.Ed/BS.Ed	591	627	1,218	1,909	637	2,546	2,500	1,264	3,764
	M.Ed	400	610	1,010	1,871	661	2,532	2,271	1,271	3,542
	Other Trained	146	79	225	761	157	918	907	236	1,143
	Un-Trained	58	62	120	319	127	446	377	189	566
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	1,529	1,683	3,212	5,476	1,826	7,302	7,005	3,509	10,514
High	P.T.C	410	706	1,116	459	224	683	869	930	1,799
	C.T	316	309	625	170	76	246	486	385	871
	B.Ed/BS.Ed	2,116	3,598	5,714	2,560	993	3,553	4,676	4,591	9,267
	M.Ed	2,805	2,966	5,771	3,992	1,510	5,502	6,797	4,476	11,273
	Other Trained	714	363	1,077	1,083	251	1,334	1,797	614	2,411
	Un-Trained	238	240	478	294	132	426	532	372	904
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	6,599	8,182	14,781	8,558	3,186	11,744	15,157	11,368	26,525
Higher Secondary	P.T.C	69	114	183	183	69	252	252	183	435
	C.T	49	74	123	68	16	84	117	90	207
	B.Ed/BS.Ed	424	704	1,128	1,248	313	1,561	1,672	1,017	2,689
	M.Ed	838	1,086	1,924	2,763	510	3,273	3,601	1,596	5,197
	Other Trained	181	88	269	423	60	483	604	148	752
	Un-Trained	42	48	90	104	32	136	146	80	226
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	1,603	2,114	3,717	4,789	1,000	5,789	6,392	3,114	9,506
Total	P.T.C	3,249	3,104	6,353	14,544	2,913	17,457	17,793	6,017	23,810
	C.T	885	889	1,774	1,398	383	1,781	2,283	1,272	3,555
	B.Ed/BS.Ed	6,473	7,708	14,181	20,136	5,093	25,229	26,609	12,801	39,410
	M.Ed	5,372	6,339	11,711	14,688	4,580	19,268	20,060	10,919	30,979
	Other Trained	1,175	714	1,889	3,378	862	4,240	4,553	1,576	6,129
	Un-Trained	672	685	1,357	4,160	1,359	5,519	4,832	2,044	6,876
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	17,826	19,439	37,265	58,304	15,190	73,494	76,130	34,629	110,759

Note:

Mosque Schools are included in Primary Schools

Table 4.7.3
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

Khyber- PakhtunKhwa										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	1,455	1,614	3,069	16,791	9,981	26,772	18,246	11,595	29,841
	C.T	338	382	720	3,890	2,488	6,378	4,228	2,870	7,098
	B.Ed/BS.Ed	1,357	1,219	2,576	14,923	7,583	22,506	16,280	8,802	25,082
	M.Ed	868	1,105	1,973	8,780	5,954	14,734	9,648	7,059	16,707
	Other Trained	624	234	858	6,730	2,207	8,937	7,354	2,441	9,795
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	1	1	27	55	82	27	56	83
	Total	4,642	4,555	9,197	51,141	28,268	79,409	55,783	32,823	88,606
Middle	P.T.C	4	12	16	73	99	172	77	111	188
	C.T	57	56	113	624	473	1,097	681	529	1,210
	B.Ed/BS.Ed	314	285	599	3,885	2,387	6,272	4,199	2,672	6,871
	M.Ed	289	397	686	3,193	3,274	6,467	3,482	3,671	7,153
	Other Trained	265	164	429	3,259	1,664	4,923	3,524	1,828	5,352
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	-	-	13	12	25	13	12	25
	Total	929	914	1,843	11,047	7,909	18,956	11,976	8,823	20,799
High	P.T.C	9	4	13	86	65	151	95	69	164
	C.T	226	111	337	1,214	434	1,648	1,440	545	1,985
	B.Ed/BS.Ed	1,412	865	2,277	8,213	3,122	11,335	9,625	3,987	13,612
	M.Ed	1,654	1,660	3,314	8,261	5,211	13,472	9,915	6,871	16,786
	Other Trained	738	310	1,048	5,290	1,668	6,958	6,028	1,978	8,006
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	-	-	17	1	18	17	1	18
	Total	4,039	2,950	6,989	23,081	10,501	33,582	27,120	13,451	40,571
Higher Secondary	P.T.C	10	3	13	39	20	59	49	23	72
	C.T	169	70	239	563	210	773	732	280	1,012
	B.Ed/BS.Ed	968	709	1,677	4,312	1,396	5,708	5,280	2,105	7,385
	M.Ed	1,458	1,520	2,978	6,469	3,181	9,650	7,927	4,701	12,628
	Other Trained	420	229	649	2,029	649	2,678	2,449	878	3,327
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	3,025	2,531	5,556	13,412	5,456	18,868	16,437	7,987	24,424
Total	P.T.C	1,478	1,633	3,111	16,989	10,165	27,154	18,467	11,798	30,265
	C.T	790	619	1,409	6,291	3,605	9,896	7,081	4,224	11,305
	B.Ed/BS.Ed	4,051	3,078	7,129	31,333	14,488	45,821	35,384	17,566	52,950
	M.Ed	4,269	4,682	8,951	26,703	17,620	44,323	30,972	22,302	53,274
	Other Trained	2,047	937	2,984	17,308	6,188	23,496	19,355	7,125	26,480
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	1	1	57	68	125	57	69	126
	Total	12,635	10,950	23,585	98,681	52,134	150,815	111,316	63,084	174,400

Note:

Mosque Schools are included in Primary Schools

Table 4.7.4
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

Balochistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	1,718	706	2,424	2,833	1,236	4,069	4,551	1,942	6,493
	C.T	30	21	51	88	65	153	118	86	204
	B.Ed/BS.Ed	1,139	699	1,838	1,720	875	2,595	2,859	1,574	4,433
	M.Ed	326	228	554	437	252	689	763	480	1,243
	Other Trained	648	295	943	978	544	1,522	1,626	839	2,465
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	131	119	250	274	207	481	405	326	731
	Total	3,992	2,068	6,060	6,330	3,179	9,509	10,322	5,247	15,569
Middle	P.T.C	472	327	799	658	501	1,159	1,130	828	1,958
	C.T	85	29	114	171	61	232	256	90	346
	B.Ed/BS.Ed	819	706	1,525	1,166	834	2,000	1,985	1,540	3,525
	M.Ed	517	552	1,069	593	440	1,033	1,110	992	2,102
	Other Trained	503	246	749	845	314	1,159	1,348	560	1,908
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	139	85	224	262	126	388	401	211	612
	Total	2,535	1,945	4,480	3,695	2,276	5,971	6,230	4,221	10,451
High	P.T.C	695	606	1,301	780	403	1,183	1,475	1,009	2,484
	C.T	202	70	272	260	52	312	462	122	584
	B.Ed/BS.Ed	1,888	1,894	3,782	1,832	908	2,740	3,720	2,802	6,522
	M.Ed	2,022	1,999	4,021	1,340	765	2,105	3,362	2,764	6,126
	Other Trained	956	484	1,440	1,045	335	1,380	2,001	819	2,820
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	282	192	474	350	145	495	632	337	969
	Total	6,045	5,245	11,290	5,607	2,608	8,215	11,652	7,853	19,505
Higher Secondary	P.T.C	95	93	188	108	34	142	203	127	330
	C.T	35	15	50	38	5	43	73	20	93
	B.Ed/BS.Ed	246	469	715	307	119	426	553	588	1,141
	M.Ed	330	525	855	238	87	325	568	612	1,180
	Other Trained	106	124	230	161	37	198	267	161	428
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	44	40	84	45	16	61	89	56	145
	Total	856	1,266	2,122	897	298	1,195	1,753	1,564	3,317
Total	P.T.C	2,980	1,732	4,712	4,379	2,174	6,553	7,359	3,906	11,265
	C.T	352	135	487	557	183	740	909	318	1,227
	B.Ed/BS.Ed	4,092	3,768	7,860	5,025	2,736	7,761	9,117	6,504	15,621
	M.Ed	3,195	3,304	6,499	2,608	1,544	4,152	5,803	4,848	10,651
	Other Trained	2,213	1,149	3,362	3,029	1,230	4,259	5,242	2,379	7,621
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	596	436	1,032	931	494	1,425	1,527	930	2,457
	Total	13,428	10,524	23,952	16,529	8,361	24,890	29,957	18,885	48,842

Note:

Mosque Schools are included in Primary Schools

Table 4.7.5
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

AJ&K										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	-	-	-	-	-	-	-	-	-
	M.Ed	-	-	-	-	-	-	-	-	-
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	395	340	735	7,308	7,630	14,938	7,703	7,970	15,673
	Total	395	340	735	7,308	7,630	14,938	7,703	7,970	15,673
Middle	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	-	-	-	-	-	-	-	-	-
	M.Ed	-	-	-	-	-	-	-	-	-
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	163	256	419	3,311	3,183	6,494	3,474	3,439	6,913
	Total	163	256	419	3,311	3,183	6,494	3,474	3,439	6,913
High	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	-	-	-	-	-	-	-	-	-
	M.Ed	-	-	-	-	-	-	-	-	-
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	654	675	1,329	4,497	3,489	7,986	5,151	4,164	9,315
	Total	654	675	1,329	4,497	3,489	7,986	5,151	4,164	9,315
Higher Secondary	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	-	-	-	-	-	-	-	-	-
	M.Ed	-	-	-	-	-	-	-	-	-
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	82	130	212	722	816	1,538	804	946	1,750
	Total	82	130	212	722	816	1,538	804	946	1,750
Total	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	-	-	-	-	-	-	-	-	-
	M.Ed	-	-	-	-	-	-	-	-	-
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	1,294	1,401	2,695	15,838	15,118	30,956	17,132	16,519	33,651
	Total	1,294	1,401	2,695	15,838	15,118	30,956	17,132	16,519	33,651

Note:

1. Data not reported for AJ&K.

Table 4.7.6
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

Gilgit-Baltistan										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	10	24	34	132	102	234	142	126	268
	C.T	19	62	81	243	265	508	262	327	589
	B.Ed/BS.Ed	65	206	271	605	426	1,031	670	632	1,302
	M.Ed	18	76	94	203	121	324	221	197	418
	Other Trained	4	6	10	40	20	60	44	26	70
	Un-Trained	2	5	7	58	76	134	60	81	141
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	118	379	497	1,281	1,010	2,291	1,399	1,389	2,788
Middle	P.T.C	3	11	14	46	11	57	49	22	71
	C.T	9	47	56	91	68	159	100	115	215
	B.Ed/BS.Ed	81	125	206	583	259	842	664	384	1,048
	M.Ed	17	50	67	268	122	390	285	172	457
	Other Trained	3	3	6	19	14	33	22	17	39
	Un-Trained	-	-	-	5	20	25	5	20	25
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	113	236	349	1,012	494	1,506	1,125	730	1,855
High	P.T.C	5	5	10	57	10	67	62	15	77
	C.T	9	30	39	85	50	135	94	80	174
	B.Ed/BS.Ed	172	181	353	1,005	332	1,337	1,177	513	1,690
	M.Ed	85	73	158	403	146	549	488	219	707
	Other Trained	5	2	7	37	8	45	42	10	52
	Un-Trained	2	1	3	12	6	18	14	7	21
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	278	292	570	1,599	552	2,151	1,877	844	2,721
Higher Secondary	P.T.C	1	-	1	1	-	1	2	-	2
	C.T	4	2	6	10	8	18	14	10	24
	B.Ed/BS.Ed	35	18	53	110	110	220	145	128	273
	M.Ed	28	24	52	69	66	135	97	90	187
	Other Trained	3	3	6	3	1	4	6	4	10
	Un-Trained	-	-	-	-	1	1	-	1	1
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	71	47	118	193	186	379	264	233	497
Total	P.T.C	19	40	59	236	123	359	255	163	418
	C.T	41	141	182	429	391	820	470	532	1,002
	B.Ed/BS.Ed	353	530	883	2,303	1,127	3,430	2,656	1,657	4,313
	M.Ed	148	223	371	943	455	1,398	1,091	678	1,769
	Other Trained	15	14	29	99	43	142	114	57	171
	Un-Trained	4	6	10	75	103	178	79	109	188
	Not Mentioned	-	-	-	-	-	-	-	-	-
	Total	580	954	1,534	4,085	2,242	6,327	4,665	3,196	7,861

Note:

Mosque Schools are included in Primary Schools

Table 4.7.7
Teachers by Level, Gender, Location and Professional Qualification
(Public Sector)
2021-22

ICT										
Level	Professional Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	2	337	339	134	167	301	136	504	640
	M.Ed	2	471	473	158	189	347	160	660	820
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	-	102	102	71	89	160	71	191	262
	Total	4	910	914	363	445	808	367	1,355	1,722
Middle	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	2	73	75	68	81	149	70	154	224
	M.Ed	6	91	97	66	107	173	72	198	270
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	5	19	24	16	45	61	21	64	85
	Total	13	183	196	150	233	383	163	416	579
High	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	70	162	232	163	155	318	233	317	550
	M.Ed	255	327	582	253	209	462	508	536	1,044
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	5	17	22	40	55	95	45	72	117
	Total	330	506	836	456	419	875	786	925	1,711
Higher Secondary	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	17	43	60	54	167	221	71	210	281
	M.Ed	89	113	202	83	249	332	172	362	534
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	4	5	9	3	40	43	7	45	52
	Total	110	161	271	140	456	596	250	617	867
Total	P.T.C	-	-	-	-	-	-	-	-	-
	C.T	-	-	-	-	-	-	-	-	-
	B.Ed/BS.Ed	91	615	706	419	570	989	510	1,185	1,695
	M.Ed	352	1,002	1,354	560	754	1,314	912	1,756	2,668
	Other Trained	-	-	-	-	-	-	-	-	-
	Un-Trained	-	-	-	-	-	-	-	-	-
	Not Mentioned	14	143	157	130	229	359	144	372	516
	Total	457	1,760	2,217	1,109	1,553	2,662	1,566	3,313	4,879

Note:

Mosque Schools are included in Primary Schools

Table 4.8
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Pakistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	20	21	41	381	258	639	401	279	680
	Matric	1,749	2,030	3,779	10,053	7,318	17,371	11,802	9,348	21,150
	F.A/F.Sc	2,600	2,860	5,460	16,999	9,078	26,077	19,599	11,938	31,537
	B.A/B.Sc	8,465	8,835	17,300	50,326	26,821	77,147	58,791	35,656	94,447
	M.A/M.Sc	8,123	12,414	20,537	64,062	58,634	122,696	72,185	71,048	143,233
	M.Phil	764	1,082	1,846	5,496	4,295	9,791	6,260	5,377	11,637
	Ph.D	27	13	40	109	41	150	136	54	190
	Others	568	217	785	4,802	826	5,628	5,370	1,043	6,413
	Not Reported	31	25	56	79	82	161	110	107	217
	Total	22,347	27,497	49,844	152,307	107,353	259,660	174,654	134,850	309,504
Middle	Middle	11	6	17	232	129	361	243	135	378
	Matric	493	602	1,095	2,084	2,175	4,259	2,577	2,777	5,354
	F.A/F.Sc	543	707	1,250	2,140	1,972	4,112	2,683	2,679	5,362
	B.A/B.Sc	2,692	3,560	6,252	11,721	10,161	21,882	14,413	13,721	28,134
	M.A/M.Sc	4,435	6,935	11,370	26,379	32,614	58,993	30,814	39,549	70,363
	M.Phil	542	899	1,441	3,064	3,659	6,723	3,606	4,558	8,164
	Ph.D	9	12	21	81	33	114	90	45	135
	Others	70	78	148	1,182	505	1,687	1,252	583	1,835
	Not Reported	45	17	62	71	28	99	116	45	161
	Total	8,840	12,816	21,656	46,954	51,276	98,230	55,794	64,092	119,886
High	Middle	12	16	28	190	72	262	202	88	290
	Matric	1,037	1,555	2,592	3,290	2,606	5,896	4,327	4,161	8,488
	F.A/F.Sc	1,171	1,832	3,003	3,031	2,264	5,295	4,202	4,096	8,298
	B.A/B.Sc	8,073	10,986	19,059	20,500	13,325	33,825	28,573	24,311	52,884
	M.A/M.Sc	23,035	26,452	49,487	56,797	42,679	99,476	79,832	69,131	148,963
	M.Phil	3,210	3,586	6,796	8,091	5,572	13,663	11,301	9,158	20,459
	Ph.D	127	57	184	238	53	291	365	110	475
	Others	563	274	837	2,187	644	2,831	2,750	918	3,668
	Not Reported	64	64	128	89	54	143	153	118	271
	Total	37,292	44,822	82,114	94,413	67,269	161,682	131,705	112,091	243,796
Higher Secondary	Middle	1	1	2	21	19	40	22	20	42
	Matric	154	223	377	424	373	797	578	596	1,174
	F.A/F.Sc	175	275	450	483	382	865	658	657	1,315
	B.A/B.Sc	1,542	2,149	3,691	3,908	2,545	6,453	5,450	4,694	10,144
	M.A/M.Sc	6,833	8,057	14,890	18,972	10,367	29,339	25,805	18,424	44,229
	M.Phil	1,037	1,038	2,075	2,217	1,260	3,477	3,254	2,298	5,552
	Ph.D	99	41	140	189	20	209	288	61	349
	Others	184	86	270	924	267	1,191	1,108	353	1,461
	Not Reported	8	2	10	13	5	18	21	7	28
	Total	10,033	11,872	21,905	27,151	15,238	42,389	37,184	27,110	64,294
Total	Middle	44	44	88	824	478	1,302	868	522	1,390
	Matric	3,433	4,410	7,843	15,851	12,472	28,323	19,284	16,882	36,166
	F.A/F.Sc	4,489	5,674	10,163	22,653	13,696	36,349	27,142	19,370	46,512
	B.A/B.Sc	20,772	25,530	46,302	86,455	52,852	139,307	107,227	78,382	185,609
	M.A/M.Sc	42,426	53,858	96,284	166,210	144,294	310,504	208,636	198,152	406,788
	M.Phil	5,553	6,605	12,158	18,868	14,786	33,654	24,421	21,391	45,812
	Ph.D	262	123	385	617	147	764	879	270	1,149
	Others	1,385	655	2,040	9,095	2,242	11,337	10,480	2,897	13,377
	Not Reported	148	108	256	252	169	421	400	277	677
	G. Total	78,512	97,007	175,519	320,825	241,136	561,961	399,337	338,143	737,480

Note:

Mosque Schools are included in Primary Schools

Table 4.8.1
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Punjab										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	4	4	8	1	6	7	5	10	15
	Matric	495	1,163	1,658	4,071	4,241	8,312	4,566	5,404	9,970
	F.A/F.Sc	319	671	990	2,444	1,954	4,398	2,763	2,625	5,388
	B.A/B.Sc	1,589	2,755	4,344	13,075	10,961	24,036	14,664	13,716	28,380
	M.A/M.Sc	2,189	6,260	8,449	23,176	36,838	60,014	25,365	43,098	68,463
	M.Phil	501	931	1,432	3,617	3,635	7,252	4,118	4,566	8,684
	Ph.D	4	1	5	16	6	22	20	7	27
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	3	2	5	3	2	5
Total	5,101	11,785	16,886	46,403	57,643	104,046	51,504	69,428	120,932	
Middle	Middle	1	1	2	14	4	18	15	5	20
	Matric	165	419	584	1,122	1,545	2,667	1,287	1,964	3,251
	F.A/F.Sc	121	288	409	816	1,019	1,835	937	1,307	2,244
	B.A/B.Sc	926	1,718	2,644	5,248	6,268	11,516	6,174	7,986	14,160
	M.A/M.Sc	1,919	4,364	6,283	12,927	23,509	36,436	14,846	27,873	42,719
	M.Phil	421	802	1,223	2,102	2,993	5,095	2,523	3,795	6,318
	Ph.D	5	7	12	34	15	49	39	22	61
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	2	2	-	2	2
Total	3,558	7,599	11,157	22,263	35,355	57,618	25,821	42,954	68,775	
High	Middle	4	4	8	36	4	40	40	8	48
	Matric	421	1,074	1,495	1,930	2,044	3,974	2,351	3,118	5,469
	F.A/F.Sc	394	935	1,329	1,459	1,337	2,796	1,853	2,272	4,125
	B.A/B.Sc	3,499	5,395	8,894	10,986	8,866	19,852	14,485	14,261	28,746
	M.A/M.Sc	12,207	16,341	28,548	29,986	29,560	59,546	42,193	45,901	88,094
	M.Phil	2,740	3,187	5,927	6,091	4,649	10,740	8,831	7,836	16,667
	Ph.D	82	36	118	126	28	154	208	64	272
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	1	26	27	1	26	27
Total	19,347	26,972	46,319	50,615	46,514	97,129	69,962	73,486	143,448	
Higher Secondary	Middle	1	-	1	3	1	4	4	1	5
	Matric	65	124	189	183	250	433	248	374	622
	F.A/F.Sc	70	121	191	139	189	328	209	310	519
	B.A/B.Sc	590	933	1,523	1,101	1,257	2,358	1,691	2,190	3,881
	M.A/M.Sc	2,772	3,632	6,404	4,537	4,537	9,074	7,309	8,169	15,478
	M.Phil	753	792	1,545	995	783	1,778	1,748	1,575	3,323
	Ph.D	35	21	56	40	9	49	75	30	105
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
Total	4,286	5,623	9,909	6,998	7,026	14,024	11,284	12,649	23,933	
Total	Middle	10	9	19	54	15	69	64	24	88
	Matric	1,146	2,780	3,926	7,306	8,080	15,386	8,452	10,860	19,312
	F.A/F.Sc	904	2,015	2,919	4,858	4,499	9,357	5,762	6,514	12,276
	B.A/B.Sc	6,604	10,801	17,405	30,410	27,352	57,762	37,014	38,153	75,167
	M.A/M.Sc	19,087	30,597	49,684	70,626	94,444	165,070	89,713	125,041	214,754
	M.Phil	4,415	5,712	10,127	12,805	12,060	24,865	17,220	17,772	34,992
	Ph.D	126	65	191	216	58	274	342	123	465
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	4	30	34	4	30	34
G. Total	32,292	51,979	84,271	126,279	146,538	272,817	158,571	198,517	357,088	

Note:

Mosque Schools are included in Primary Schools

Table 4.8.2
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Sindh										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	6	2	8	35	4	39	41	6	47
	Matric	220	293	513	1,661	413	2,074	1,881	706	2,587
	F.A/F.Sc	1,083	1,014	2,097	6,393	1,478	7,871	7,476	2,492	9,968
	B.A/B.Sc	4,011	3,324	7,335	20,259	4,172	24,431	24,270	7,496	31,766
	M.A/M.Sc	2,592	2,683	5,275	10,545	2,962	13,507	13,137	5,645	18,782
	M.Phil	24	16	40	60	12	72	84	28	112
	Ph.D	13	10	23	55	20	75	68	30	98
	Others	146	118	264	473	117	590	619	235	854
	Not Reported	-	-	-	-	-	-	-	-	-
Total	8,095	7,460	15,555	39,481	9,178	48,659	47,576	16,638	64,214	
Middle	Middle	2	1	3	2	-	2	4	1	5
	Matric	20	14	34	70	20	90	90	34	124
	F.A/F.Sc	98	105	203	300	119	419	398	224	622
	B.A/B.Sc	644	637	1,281	2,088	702	2,790	2,732	1,339	4,071
	M.A/M.Sc	724	872	1,596	2,809	932	3,741	3,533	1,804	5,337
	M.Phil	8	8	16	43	13	56	51	21	72
	Ph.D	1	2	3	14	5	19	15	7	22
	Others	32	44	76	150	35	185	182	79	261
	Not Reported	-	-	-	-	-	-	-	-	-
Total	1,529	1,683	3,212	5,476	1,826	7,302	7,005	3,509	10,514	
High	Middle	1	1	2	3	-	3	4	1	5
	Matric	71	130	201	76	34	110	147	164	311
	F.A/F.Sc	249	417	666	253	155	408	502	572	1,074
	B.A/B.Sc	1,832	2,974	4,806	2,447	965	3,412	4,279	3,939	8,218
	M.A/M.Sc	4,109	4,410	8,519	5,460	1,947	7,407	9,569	6,357	15,926
	M.Phil	25	41	66	43	16	59	68	57	125
	Ph.D	13	13	26	18	7	25	31	20	51
	Others	299	196	495	258	62	320	557	258	815
	Not Reported	-	-	-	-	-	-	-	-	-
Total	6,599	8,182	14,781	8,558	3,186	11,744	15,157	11,368	26,525	
Higher Secondary	Middle	-	-	-	1	-	1	1	-	1
	Matric	8	17	25	29	6	35	37	23	60
	F.A/F.Sc	26	50	76	87	26	113	113	76	189
	B.A/B.Sc	335	489	824	1,057	275	1,332	1,392	764	2,156
	M.A/M.Sc	1,137	1,502	2,639	3,433	660	4,093	4,570	2,162	6,732
	M.Phil	14	13	27	23	4	27	37	17	54
	Ph.D	20	8	28	9	2	11	29	10	39
	Others	63	35	98	150	27	177	213	62	275
	Not Reported	-	-	-	-	-	-	-	-	-
Total	1,603	2,114	3,717	4,789	1,000	5,789	6,392	3,114	9,506	
Total	Middle	9	4	13	41	4	45	50	8	58
	Matric	319	454	773	1,836	473	2,309	2,155	927	3,082
	F.A/F.Sc	1,456	1,586	3,042	7,033	1,778	8,811	8,489	3,364	11,853
	B.A/B.Sc	6,822	7,424	14,246	25,851	6,114	31,965	32,673	13,538	46,211
	M.A/M.Sc	8,562	9,467	18,029	22,247	6,501	28,748	30,809	15,968	46,777
	M.Phil	71	78	149	169	45	214	240	123	363
	Ph.D	47	33	80	96	34	130	143	67	210
	Others	540	393	933	1,031	241	1,272	1,571	634	2,205
	Not Reported	-	-	-	-	-	-	-	-	-
G. Total	17,826	19,439	37,265	58,304	15,190	73,494	76,130	34,629	110,759	

Note:

Mosque Schools are included in Primary Schools

Table 4.8.3
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Khyber-Pakhtunkhwa										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	3	1	4	51	36	87	54	37	91
	Matric	173	246	419	2,157	1,258	3,415	2,330	1,504	3,834
	F.A/F.Sc	470	674	1,144	6,077	3,980	10,057	6,547	4,654	11,201
	B.A/B.Sc	1,023	1,145	2,168	11,153	6,945	18,098	12,176	8,090	20,266
	M.A/M.Sc	2,350	2,311	4,661	25,820	14,983	40,803	28,170	17,294	45,464
	M.Phil	205	79	284	1,542	322	1,864	1,747	401	2,148
	Ph.D	8	1	9	28	2	30	36	3	39
	Others	410	97	507	4,287	687	4,974	4,697	784	5,481
	Not Reported	-	1	1	26	55	81	26	56	82
Total	4,642	4,555	9,197	51,141	28,268	79,409	55,783	32,823	88,606	
Middle	Middle	5	-	5	44	3	47	49	3	52
	Matric	34	9	43	232	73	305	266	82	348
	F.A/F.Sc	29	31	60	260	151	411	289	182	471
	B.A/B.Sc	141	123	264	1,458	926	2,384	1,599	1,049	2,648
	M.A/M.Sc	626	683	1,309	7,307	5,846	13,153	7,933	6,529	14,462
	M.Phil	54	35	89	685	427	1,112	739	462	1,201
	Ph.D	2	1	3	31	8	39	33	9	42
	Others	38	32	70	1,021	463	1,484	1,059	495	1,554
	Not Reported	-	-	-	9	12	21	9	12	21
Total	929	914	1,843	11,047	7,909	18,956	11,976	8,823	20,799	
High	Middle	3	-	3	38	2	40	41	2	43
	Matric	66	16	82	481	71	552	547	87	634
	F.A/F.Sc	53	33	86	368	152	520	421	185	606
	B.A/B.Sc	538	343	881	3,077	1,038	4,115	3,615	1,381	4,996
	M.A/M.Sc	2,868	2,330	5,198	15,654	8,045	23,699	18,522	10,375	28,897
	M.Phil	245	143	388	1,542	615	2,157	1,787	758	2,545
	Ph.D	18	7	25	76	9	85	94	16	110
	Others	248	78	326	1,828	568	2,396	2,076	646	2,722
	Not Reported	-	-	-	17	1	18	17	1	18
Total	4,039	2,950	6,989	23,081	10,501	33,582	27,120	13,451	40,571	
Higher Secondary	Middle	-	-	-	8	-	8	8	-	8
	Matric	28	13	41	127	22	149	155	35	190
	F.A/F.Sc	24	22	46	127	46	173	151	68	219
	B.A/B.Sc	334	204	538	1,157	440	1,597	1,491	644	2,135
	M.A/M.Sc	2,251	2,069	4,320	9,990	4,334	14,324	12,241	6,403	18,644
	M.Phil	227	162	389	1,106	371	1,477	1,333	533	1,866
	Ph.D	41	11	52	133	6	139	174	17	191
	Others	120	50	170	764	237	1,001	884	287	1,171
	Not Reported	-	-	-	-	-	-	-	-	-
Total	3,025	2,531	5,556	13,412	5,456	18,868	16,437	7,987	24,424	
Total	Middle	11	1	12	141	41	182	152	42	194
	Matric	301	284	585	2,997	1,424	4,421	3,298	1,708	5,006
	F.A/F.Sc	576	760	1,336	6,832	4,329	11,161	7,408	5,089	12,497
	B.A/B.Sc	2,036	1,815	3,851	16,845	9,349	26,194	18,881	11,164	30,045
	M.A/M.Sc	8,095	7,393	15,488	58,771	33,208	91,979	66,866	40,601	107,467
	M.Phil	731	419	1,150	4,875	1,735	6,610	5,606	2,154	7,760
	Ph.D	69	20	89	268	25	293	337	45	382
	Others	816	257	1,073	7,900	1,955	9,855	8,716	2,212	10,928
	Not Reported	-	1	1	52	68	120	52	69	121
G. Total	12,635	10,950	23,585	98,681	52,134	150,815	111,316	63,084	174,400	

Note:

Mosque Schools are included in Primary Schools

Table 4.8.4
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Balochistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	805	256	1,061	1,355	432	1,787	2,160	688	2,848
	F.A/F.Sc	673	368	1,041	1,133	685	1,818	1,806	1,053	2,859
	B.A/B.Sc	1,647	1,040	2,687	2,507	1,493	4,000	4,154	2,533	6,687
	M.A/M.Sc	820	369	1,189	1,246	525	1,771	2,066	894	2,960
	M.Phil	16	11	27	38	19	57	54	30	84
	Ph.D	-	-	-	1	-	1	1	-	1
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	31	24	55	50	25	75	81	49	130
Total	3,992	2,068	6,060	6,330	3,179	9,509	10,322	5,247	15,569	
Middle	Middle	-	-	-	-	-	-	-	-	-
	Matric	251	121	372	367	213	580	618	334	952
	F.A/F.Sc	260	197	457	401	295	696	661	492	1,153
	B.A/B.Sc	881	851	1,732	1,316	944	2,260	2,197	1,795	3,992
	M.A/M.Sc	1,048	720	1,768	1,488	774	2,262	2,536	1,494	4,030
	M.Phil	50	37	87	60	37	97	110	74	184
	Ph.D	-	2	2	1	-	1	1	2	3
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	45	17	62	62	13	75	107	30	137
Total	2,535	1,945	4,480	3,695	2,276	5,971	6,230	4,221	10,451	
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	413	269	682	458	165	623	871	434	1,305
	F.A/F.Sc	416	357	773	505	254	759	921	611	1,532
	B.A/B.Sc	1,824	1,874	3,698	1,834	1,002	2,836	3,658	2,876	6,534
	M.A/M.Sc	3,202	2,551	5,753	2,642	1,095	3,737	5,844	3,646	9,490
	M.Phil	123	130	253	94	64	158	217	194	411
	Ph.D	3	-	3	3	1	4	6	1	7
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	64	64	128	71	27	98	135	91	226
Total	6,045	5,245	11,290	5,607	2,608	8,215	11,652	7,853	19,505	
Higher Secondary	Middle	-	-	-	-	-	-	-	-	-
	Matric	47	60	107	42	11	53	89	71	160
	F.A/F.Sc	45	69	114	76	31	107	121	100	221
	B.A/B.Sc	229	447	676	304	152	456	533	599	1,132
	M.A/M.Sc	501	647	1,148	442	90	532	943	737	1,680
	M.Phil	25	41	66	20	10	30	45	51	96
	Ph.D	1	-	1	-	-	-	1	-	1
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	8	2	10	13	4	17	21	6	27
Total	856	1,266	2,122	897	298	1,195	1,753	1,564	3,317	
Total	Middle	-	-	-	-	-	-	-	-	-
	Matric	1,516	706	2,222	2,222	821	3,043	3,738	1,527	5,265
	F.A/F.Sc	1,394	991	2,385	2,115	1,265	3,380	3,509	2,256	5,765
	B.A/B.Sc	4,581	4,212	8,793	5,961	3,591	9,552	10,542	7,803	18,345
	M.A/M.Sc	5,571	4,287	9,858	5,818	2,484	8,302	11,389	6,771	18,160
	M.Phil	214	219	433	212	130	342	426	349	775
	Ph.D	4	2	6	5	1	6	9	3	12
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	148	107	255	196	69	265	344	176	520
G. Total	13,428	10,524	23,952	16,529	8,361	24,890	29,957	18,885	48,842	

Note:
Mosque Schools are included in Primary Schools

Table 4.8.5
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

AJ&K										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	7	14	21	294	212	506	301	226	527
	Matric	49	49	98	683	850	1,533	732	899	1,631
	F.A/F.Sc	45	34	79	743	731	1,474	788	765	1,553
	B.A/B.Sc	139	94	233	2,615	2,675	5,290	2,754	2,769	5,523
	M.A/M.Sc	135	132	267	2,715	2,832	5,547	2,850	2,964	5,814
	M.Phil	18	16	34	208	298	506	226	314	540
	Ph.D	2	-	2	8	12	20	10	12	22
	Others	-	1	1	42	20	62	42	21	63
	Not Reported	-	-	-	-	-	-	-	-	-
Total		395	340	735	7,308	7,630	14,938	7,703	7,970	15,673
Middle	Middle	3	4	7	172	122	294	175	126	301
	Matric	20	27	47	255	294	549	275	321	596
	F.A/F.Sc	24	50	74	304	331	635	328	381	709
	B.A/B.Sc	53	76	129	1,165	1,071	2,236	1,218	1,147	2,365
	M.A/M.Sc	58	87	145	1,249	1,179	2,428	1,307	1,266	2,573
	M.Phil	5	12	17	155	175	330	160	187	347
	Ph.D	-	-	-	-	4	4	-	4	4
	Others	-	-	-	11	7	18	11	7	18
	Not Reported	-	-	-	-	-	-	-	-	-
Total		163	256	419	3,311	3,183	6,494	3,474	3,439	6,913
High	Middle	4	11	15	113	66	179	117	77	194
	Matric	51	60	111	266	275	541	317	335	652
	F.A/F.Sc	51	64	115	369	314	683	420	378	798
	B.A/B.Sc	260	189	449	1,523	1,125	2,648	1,783	1,314	3,097
	M.A/M.Sc	233	304	537	1,859	1,480	3,339	2,092	1,784	3,876
	M.Phil	40	46	86	262	209	471	302	255	557
	Ph.D	-	1	1	9	6	15	9	7	16
	Others	15	-	15	96	14	110	111	14	125
	Not Reported	-	-	-	-	-	-	-	-	-
Total		654	675	1,329	4,497	3,489	7,986	5,151	4,164	9,315
Higher Secondary	Middle	-	1	1	9	17	26	9	18	27
	Matric	6	9	15	42	64	106	48	73	121
	F.A/F.Sc	5	11	16	50	72	122	55	83	138
	B.A/B.Sc	37	33	70	229	236	465	266	269	535
	M.A/M.Sc	28	65	93	320	349	669	348	414	762
	M.Phil	5	11	16	58	72	130	63	83	146
	Ph.D	-	-	-	4	3	7	4	3	7
	Others	1	-	1	10	3	13	11	3	14
	Not Reported	-	-	-	-	-	-	-	-	-
Total		82	130	212	722	816	1,538	804	946	1,750
Total	Middle	14	30	44	588	417	1,005	602	447	1,049
	Matric	126	145	271	1,246	1,483	2,729	1,372	1,628	3,000
	F.A/F.Sc	125	159	284	1,466	1,448	2,914	1,591	1,607	3,198
	B.A/B.Sc	489	392	881	5,532	5,107	10,639	6,021	5,499	11,520
	M.A/M.Sc	454	588	1,042	6,143	5,840	11,983	6,597	6,428	13,025
	M.Phil	68	85	153	683	754	1,437	751	839	1,590
	Ph.D	2	1	3	21	25	46	23	26	49
	Others	16	1	17	159	44	203	175	45	220
	Not Reported	-	-	-	-	-	-	-	-	-
G. Total		1,294	1,401	2,695	15,838	15,118	30,956	17,132	16,519	33,651

Note:

1. Mosque Schools are included in Primary Schools

Table 4.8.6
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

Gilgit-Baltistan										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	7	8	15	115	103	218	122	111	233
	F.A/F.Sc	10	53	63	197	223	420	207	276	483
	B.A/B.Sc	54	194	248	607	440	1,047	661	634	1,295
	M.A/M.Sc	35	118	153	350	241	591	385	359	744
	M.Phil	-	5	5	12	1	13	12	6	18
	Ph.D	-	-	-	-	-	-	-	-	-
	Others	12	1	13	-	2	2	12	3	15
	Not Reported	-	-	-	-	-	-	-	-	-
Total	118	379	497	1,281	1,010	2,291	1,399	1,389	2,788	
Middle	Middle	-	-	-	-	-	-	-	-	-
	Matric	2	8	10	36	13	49	38	21	59
	F.A/F.Sc	8	31	39	54	47	101	62	78	140
	B.A/B.Sc	46	97	143	396	193	589	442	290	732
	M.A/M.Sc	54	94	148	513	233	746	567	327	894
	M.Phil	3	4	7	13	8	21	16	12	28
	Ph.D	-	-	-	-	-	-	-	-	-
	Others	-	2	2	-	-	-	-	2	2
	Not Reported	-	-	-	-	-	-	-	-	-
Total	113	236	349	1,012	494	1,506	1,125	730	1,855	
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	15	3	18	75	5	80	90	8	98
	F.A/F.Sc	7	22	29	65	35	100	72	57	129
	B.A/B.Sc	85	116	201	553	194	747	638	310	948
	M.A/M.Sc	157	146	303	868	310	1,178	1,025	456	1,481
	M.Phil	14	5	19	32	6	38	46	11	57
	Ph.D	-	-	-	1	2	3	1	2	3
	Others	-	-	-	5	-	5	5	-	5
	Not Reported	-	-	-	-	-	-	-	-	-
Total	278	292	570	1,599	552	2,151	1,877	844	2,721	
Higher Secondary	Middle	-	-	-	-	-	-	-	-	-
	Matric	-	-	-	1	19	20	1	19	20
	F.A/F.Sc	5	2	7	4	8	12	9	10	19
	B.A/B.Sc	11	16	27	42	56	98	53	72	125
	M.A/M.Sc	52	26	78	140	100	240	192	126	318
	M.Phil	3	2	5	6	3	9	9	5	14
	Ph.D	-	-	-	-	-	-	-	-	-
	Others	-	1	1	-	-	-	-	1	1
	Not Reported	-	-	-	-	-	-	-	-	-
Total	71	47	118	193	186	379	264	233	497	
Total	Middle	-	-	-	-	-	-	-	-	-
	Matric	24	19	43	227	140	367	251	159	410
	F.A/F.Sc	30	108	138	320	313	633	350	421	771
	B.A/B.Sc	196	423	619	1,598	883	2,481	1,794	1,306	3,100
	M.A/M.Sc	298	384	682	1,871	884	2,755	2,169	1,268	3,437
	M.Phil	20	16	36	63	18	81	83	34	117
	Ph.D	-	-	-	1	2	3	1	2	3
	Others	12	4	16	5	2	7	17	6	23
	Not Reported	-	-	-	-	-	-	-	-	-
G. Total	580	954	1,534	4,085	2,242	6,327	4,665	3,196	7,861	

Note:

Mosque Schools are included in Primary Schools

Table 4.8.7
Teachers by Level, Gender, Location and Academic Qualification
(Public Sector)
2021-22

ICT										
Level	Academic Qualification	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Middle	-	-	-	-	-	-	-	-	-
	Matric	-	15	15	11	21	32	11	36	47
	F.A/F.Sc	-	46	46	12	27	39	12	73	85
	B.A/B.Sc	2	283	285	110	135	245	112	418	530
	M.A/M.Sc	2	541	543	210	253	463	212	794	1,006
	M.Phil	-	24	24	19	8	27	19	32	51
	Ph.D	-	1	1	1	1	2	1	2	3
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
Total	4	910	914	363	445	808	367	1,355	1,722	
Middle	Middle	-	-	-	-	-	-	-	-	-
	Matric	1	4	5	2	17	19	3	21	24
	F.A/F.Sc	3	5	8	5	10	15	8	15	23
	B.A/B.Sc	1	58	59	50	57	107	51	115	166
	M.A/M.Sc	6	115	121	86	141	227	92	256	348
	M.Phil	1	1	2	6	6	12	7	7	14
	Ph.D	1	-	1	1	1	2	2	1	3
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	1	1	-	1	1
Total	13	183	196	150	233	383	163	416	579	
High	Middle	-	-	-	-	-	-	-	-	-
	Matric	-	3	3	4	12	16	4	15	19
	F.A/F.Sc	1	4	5	12	17	29	13	21	34
	B.A/B.Sc	35	95	130	80	135	215	115	230	345
	M.A/M.Sc	259	370	629	328	242	570	587	612	1,199
	M.Phil	23	34	57	27	13	40	50	47	97
	Ph.D	11	-	11	5	-	5	16	-	16
	Others	1	-	1	-	-	-	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
Total	330	506	836	456	419	875	786	925	1,711	
Higher Secondary	Middle	-	-	-	-	1	1	-	1	1
	Matric	-	-	-	-	1	1	-	1	1
	F.A/F.Sc	-	-	-	-	10	10	-	10	10
	B.A/B.Sc	6	27	33	18	129	147	24	156	180
	M.A/M.Sc	92	116	208	110	297	407	202	413	615
	M.Phil	10	17	27	9	17	26	19	34	53
	Ph.D	2	1	3	3	-	3	5	1	6
	Others	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	1	1	-	1	1
Total	110	161	271	140	456	596	250	617	867	
Total	Middle	-	-	-	-	1	1	-	1	1
	Matric	1	22	23	17	51	68	18	73	91
	F.A/F.Sc	4	55	59	29	64	93	33	119	152
	B.A/B.Sc	44	463	507	258	456	714	302	919	1,221
	M.A/M.Sc	359	1,142	1,501	734	933	1,667	1,093	2,075	3,168
	M.Phil	34	76	110	61	44	105	95	120	215
	Ph.D	14	2	16	10	2	12	24	4	28
	Others	1	-	1	-	-	-	1	-	1
	Not Reported	-	-	-	-	2	2	-	2	2
G. Total	457	1,760	2,217	1,109	1,553	2,662	1,566	3,313	4,879	

Note:

Mosque Schools are included in Primary Schools

Annex - V

Table 5.1
Building Availability by Level, Location and Gender
2021-22

Pakistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	6,286	4,454	10,740	60,657	37,208	97,865	66,943	41,662	108,605
	Not Available	620	352	972	5,685	1,913	7,598	6,305	2,265	8,570
	Not Reported	-	1	1	25	29	54	25	30	55
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Available	978	1,042	2,020	6,861	6,712	13,573	7,839	7,754	15,593
	Not Available	22	10	32	229	127	356	251	137	388
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Available	1,621	1,608	3,229	6,538	4,641	11,179	8,159	6,249	14,408
	Not Available	10	11	21	78	49	127	88	60	148
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Available	273	289	562	1,084	650	1,734	1,357	939	2,296
	Not Available	3	1	4	10	8	18	13	9	22
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Available	9,158	7,393	16,551	75,140	49,211	124,351	84,298	56,604	140,902
	Not Available	655	374	1,029	6,002	2,097	8,099	6,657	2,471	9,128
	Not Reported	-	1	1	25	29	54	25	30	55
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

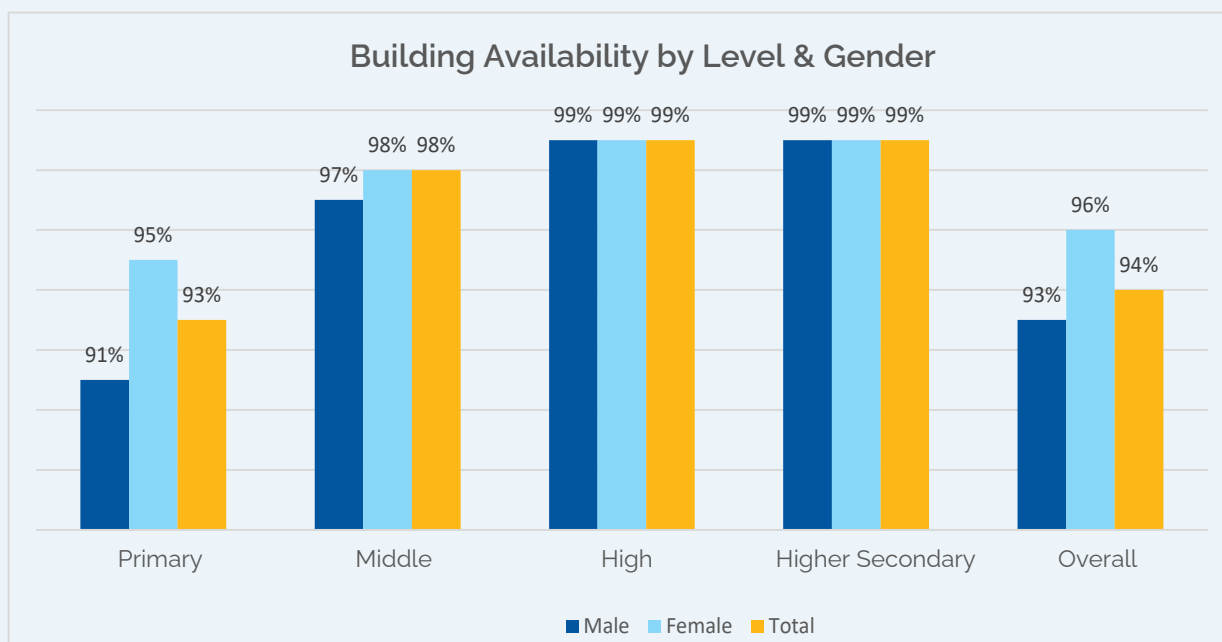


Table 5.1.1
Building Availability by Level, Location and Gender
2021-22

Punjab										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,440	1,832	3,272	15,707	17,337	33,044	17,147	19,169	36,316
	Not Available	6	1	7	142	18	160	148	19	167
	Not Reported	-	-	-	25	29	54	25	29	54
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Available	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Available	745	889	1,634	3,394	2,992	6,386	4,139	3,881	8,020
	Not Available	-	-	-	1	2	3	1	2	3
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Available	109	119	228	266	282	548	375	401	776
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Available	2,603	3,297	5,900	22,000	24,389	46,389	24,603	27,686	52,289
	Not Available	6	1	7	143	20	163	149	21	170
	Not Reported	-	-	-	25	29	54	25	29	54
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Table 5.1.2
Building Availability by Level, Location and Gender
2021-22

Sindh										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,714	830	2,544	22,787	6,154	28,941	24,501	6,984	31,485
	Not Available	187	38	225	3,280	893	4,173	3,467	931	4,398
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Available	224	158	382	1,306	510	1,816	1,530	668	2,198
	Not Available	14	3	17	129	48	177	143	51	194
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Available	346	286	632	689	230	919	1,035	516	1,551
	Not Available	9	2	11	9	-	9	18	2	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Available	58	60	118	245	37	282	303	97	400
	Not Available	3	-	3	4	-	4	7	-	7
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Available	2,342	1,334	3,676	25,027	6,931	31,958	27,369	8,265	35,634
	Not Available	213	43	256	3,422	941	4,363	3,635	984	4,619
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.1.3
Building Availability by Level, Location and Gender
2021-22

Khyber- PakhtunKhwa										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	744	696	1,440	14,600	10,078	24,678	15,344	10,774	26,118
	Not Available	16	4	20	938	165	1,103	954	169	1,123
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Available	121	126	247	1,737	1,425	3,162	1,858	1,551	3,409
	Not Available	-	-	-	27	5	32	27	5	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Available	168	130	298	1,569	814	2,383	1,737	944	2,681
	Not Available	-	-	-	13	2	15	13	2	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Available	62	60	122	452	228	680	514	288	802
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	62	60	122	452	228	680	514	288	802
Total	Available	1,095	1,012	2,107	18,358	12,545	30,903	19,453	13,557	33,010
	Not Available	16	4	20	978	172	1,150	994	176	1,170
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Table 5.1.4
Building Availability by Level, Location and Gender
2021-22

Balochistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	2,236	956	3,192	5,240	1,852	7,092	7,476	2,808	10,284
	Not Available	393	285	678	805	427	1,232	1,198	712	1,910
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Available	290	253	543	581	452	1,033	871	705	1,576
	Not Available	5	6	11	5	16	21	10	22	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Available	292	231	523	411	211	622	703	442	1,145
	Not Available	-	3	3	-	1	1	-	4	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Available	34	38	72	53	20	73	87	58	145
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Available	2,852	1,478	4,330	6,285	2,535	8,820	9,137	4,013	13,150
	Not Available	398	294	692	810	444	1,254	1,208	738	1,946
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.1.5
Building Availability by Level, Location and Gender
2021-22

AJ&K										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	72	69	141	1,620	1,421	3,041	1,692	1,490	3,182
	Not Available	17	22	39	496	399	895	513	421	934
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Available	19	26	45	430	419	849	449	445	894
	Not Available	3	1	4	68	57	125	71	58	129
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	22	27	49	498	476	974	520	503	1,023
High	Available	38	35	73	315	291	606	353	326	679
	Not Available	1	6	7	55	44	99	56	50	106
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Available	3	7	10	41	51	92	44	58	102
	Not Available	-	1	1	6	8	14	6	9	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Available	132	137	269	2,406	2,182	4,588	2,538	2,319	4,857
	Not Available	21	30	51	625	508	1,133	646	538	1,184
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Table 5.1.6
Building Availability by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	51	40	91	627	313	940	678	353	1,031
	Not Available	1	2	3	24	11	35	25	13	38
	Not Reported	-	1	1	-	-	-	-	1	1
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Available	13	13	26	154	100	254	167	113	280
	Not Available	-	-	-	-	1	1	-	1	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	13	13	26	154	101	255	167	114	281
High	Available	16	15	31	128	71	199	144	86	230
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Available	3	1	4	11	14	25	14	15	29
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	1	4	11	14	25	14	15	29
Total	Available	83	69	152	920	498	1,418	1,003	567	1,570
	Not Available	1	2	3	24	12	36	25	14	39
	Not Reported	-	1	1	-	-	-	-	1	1
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.1.7
Building Availability by Level, Location and Gender
2021-22

ICT										
Level	Building Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	29	31	60	76	53	129	105	84	189
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Available	2	9	11	20	28	48	22	37	59
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Available	16	22	38	32	32	64	48	54	102
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Available	4	4	8	16	18	34	20	22	42
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Available	51	66	117	144	131	275	195	197	392
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.2
Building Ownership by Level, Location and Gender
2021-22

Pakistan										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	5,142	3,644	8,786	57,227	35,078	92,305	62,369	38,722	101,091
	Rented	137	205	342	239	272	511	376	477	853
	Donated	787	403	1,190	2,231	1,318	3,549	3,018	1,721	4,739
	Rent Free	133	143	276	126	155	281	259	298	557
	Other Building	87	56	143	799	356	1,155	886	412	1,298
	No Building	620	352	972	5,685	1,913	7,598	6,305	2,265	8,570
	Not Reported	-	4	4	60	58	118	60	62	122
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Govt. Building	838	879	1,717	6,593	6,402	12,995	7,431	7,281	14,712
	Rented	10	12	22	13	6	19	23	18	41
	Donated	76	88	164	172	237	409	248	325	573
	Rent Free	41	50	91	9	10	19	50	60	110
	Other Building	13	13	26	68	54	122	81	67	148
	No Building	22	10	32	229	127	356	251	137	388
	Not Reported	-	-	-	6	3	9	6	3	9
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Govt. Building	1,475	1,447	2,922	6,391	4,503	10,894	7,866	5,950	13,816
	Rented	19	13	32	9	5	14	28	18	46
	Donated	46	54	100	111	105	216	157	159	316
	Rent Free	69	82	151	3	9	12	72	91	163
	Other Building	12	12	24	22	18	40	34	30	64
	No Building	10	11	21	78	49	127	88	60	148
	Not Reported	-	-	-	2	1	3	2	1	3
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Govt. Building	269	278	547	1,074	638	1,712	1,343	916	2,259
	Rented	1	2	3	3	-	3	4	2	6
	Donated	2	6	8	5	8	13	7	14	21
	Rent Free	1	1	2	2	1	3	3	2	5
	Other Building	-	2	2	-	3	3	-	5	5
	No Building	3	1	4	10	8	18	13	9	22
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Govt. Building	7,724	6,248	13,972	71,285	46,621	117,906	79,009	52,869	131,878
	Rented	167	232	399	264	283	547	431	515	946
	Donated	911	551	1,462	2,519	1,668	4,187	3,430	2,219	5,649
	Rent Free	244	276	520	140	175	315	384	451	835
	Other Building	112	83	195	889	431	1,320	1,001	514	1,515
	No Building	655	374	1,029	6,002	2,097	8,099	6,657	2,471	9,128
	Not Reported	-	4	4	68	62	130	68	66	134
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

Table 5.2.1
Building Ownership by Level, Location and Gender
2021-22

Punjab										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,163	1,495	2,658	15,134	16,463	31,597	16,297	17,958	34,255
	Rented	40	73	113	22	39	61	62	112	174
	Donated	87	105	192	412	633	1,045	499	738	1,237
	Rent Free	133	143	276	103	138	241	236	281	517
	Other Building	17	16	33	33	62	95	50	78	128
	No Building	6	1	7	142	18	160	148	19	167
	Not Reported	-	-	-	28	31	59	28	31	59
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Govt. Building	258	378	636	2,600	3,665	6,265	2,858	4,043	6,901
	Rented	3	7	10	1	-	1	4	7	11
	Donated	6	19	25	19	93	112	25	112	137
	Rent Free	41	50	91	6	8	14	47	58	105
	Other Building	1	3	4	7	12	19	8	15	23
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Govt. Building	653	776	1,429	3,340	2,917	6,257	3,993	3,693	7,686
	Rented	6	6	12	2	2	4	8	8	16
	Donated	11	18	29	42	57	99	53	75	128
	Rent Free	69	81	150	3	9	12	72	90	162
	Other Building	6	8	14	7	7	14	13	15	28
	No Building	-	-	-	1	2	3	1	2	3
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Govt. Building	108	112	220	261	277	538	369	389	758
	Rented	-	1	1	1	-	1	1	1	2
	Donated	-	4	4	2	3	5	2	7	9
	Rent Free	1	1	2	2	1	3	3	2	5
	Other Building	-	1	1	-	1	1	-	2	2
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Govt. Building	2,182	2,761	4,943	21,335	23,322	44,657	23,517	26,083	49,600
	Rented	49	87	136	26	41	67	75	128	203
	Donated	104	146	250	475	786	1,261	579	932	1,511
	Rent Free	244	275	519	114	156	270	358	431	789
	Other Building	24	28	52	47	82	129	71	110	181
	No Building	6	1	7	143	20	163	149	21	170
	Not Reported	-	-	-	28	31	59	28	31	59
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Note:

Mosque Schools are included in Primary Schools

Table 5.2.2
Building Ownership by Level, Location and Gender
2021-22

Sindh										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,635	792	2,427	22,303	6,037	28,340	23,938	6,829	30,767
	Rented	25	16	41	48	14	62	73	30	103
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	54	22	76	436	103	539	490	125	615
	No Building	187	38	225	3,280	893	4,173	3,467	931	4,398
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Govt. Building	214	156	370	1,288	501	1,789	1,502	657	2,159
	Rented	6	1	7	4	2	6	10	3	13
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	4	1	5	14	7	21	18	8	26
	No Building	14	3	17	129	48	177	143	51	194
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Govt. Building	331	280	611	687	229	916	1,018	509	1,527
	Rented	12	5	17	1	1	2	13	6	19
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	3	1	4	1	-	1	4	1	5
	No Building	9	2	11	9	-	9	18	2	20
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Govt. Building	58	60	118	245	37	282	303	97	400
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	3	-	3	4	-	4	7	-	7
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Govt. Building	2,238	1,288	3,526	24,523	6,804	31,327	26,761	8,092	34,853
	Rented	43	22	65	53	17	70	96	39	135
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	61	24	85	451	110	561	512	134	646
	No Building	213	43	256	3,422	941	4,363	3,635	984	4,619
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.2.3
Building Ownership by Level, Location and Gender
2021-22

Khyber- PakhtunKhwa										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	676	586	1,262	13,860	9,666	23,526	14,536	10,252	24,788
	Rented	39	89	128	144	184	328	183	273	456
	Donated	13	5	18	292	52	344	305	57	362
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	16	16	32	304	176	480	320	192	512
	No Building	16	4	20	938	165	1,103	954	169	1,123
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Govt. Building	110	117	227	1,680	1,385	3,065	1,790	1,502	3,292
	Rented	-	-	-	6	4	10	6	4	10
	Donated	3	-	3	5	1	6	8	1	9
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	8	9	17	46	35	81	54	44	98
	No Building	-	-	-	27	5	32	27	5	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Govt. Building	165	126	291	1,550	805	2,355	1,715	931	2,646
	Rented	-	1	1	4	1	5	4	2	6
	Donated	-	-	-	2	-	2	2	-	2
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	3	3	6	13	8	21	16	11	27
	No Building	-	-	-	13	2	15	13	2	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Govt. Building	61	58	119	450	226	676	511	284	795
	Rented	1	1	2	2	-	2	3	1	4
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	1	1	-	2	2	-	3	3
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	62	60	122	452	228	680	514	288	802
Total	Govt. Building	1,012	887	1,899	17,540	12,082	29,622	18,552	12,969	31,521
	Rented	40	91	131	156	189	345	196	280	476
	Donated	16	5	21	299	53	352	315	58	373
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	27	29	56	363	221	584	390	250	640
	No Building	16	4	20	978	172	1,150	994	176	1,170
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Note:

Mosque Schools are included in Primary Schools

Table 5.2.4
Building Ownership by Level, Location and Gender
2021-22

Balochistan										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	1,518	637	2,155	3,765	1,273	5,038	5,283	1,910	7,193
	Rented	32	27	59	20	25	45	52	52	104
	Donated	686	292	978	1,455	554	2,009	2,141	846	2,987
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	393	285	678	805	427	1,232	1,198	712	1,910
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Govt. Building	222	180	402	434	318	752	656	498	1,154
	Rented	1	4	5	1	-	1	2	4	6
	Donated	67	69	136	146	134	280	213	203	416
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	5	6	11	5	16	21	10	22	32
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Govt. Building	256	195	451	346	165	511	602	360	962
	Rented	1	-	1	-	-	-	1	-	1
	Donated	35	36	71	65	46	111	100	82	182
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	3	3	-	1	1	-	4	4
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Govt. Building	32	36	68	50	15	65	82	51	133
	Rented	-	-	-	-	-	-	-	-	-
	Donated	2	2	4	3	5	8	5	7	12
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Govt. Building	2,028	1,048	3,076	4,595	1,771	6,366	6,623	2,819	9,442
	Rented	34	31	65	21	25	46	55	56	111
	Donated	790	399	1,189	1,669	739	2,408	2,459	1,138	3,597
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	398	294	692	810	444	1,254	1,208	738	1,946
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:
Mosque Schools are included in Primary Schools

Table 5.2.5
Building Ownership by Level, Location and Gender
2021-22

AJ&K										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	70	64	134	1,509	1,301	2,810	1,579	1,365	2,944
	Rented	1	-	1	2	3	5	3	3	6
	Donated	1	1	2	72	79	151	73	80	153
	Rent Free	-	-	-	10	7	17	10	7	17
	Other Building	-	2	2	7	7	14	7	9	16
	No Building	17	22	39	496	399	895	513	421	934
	Not Reported	-	2	2	20	24	44	20	26	46
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Govt. Building	19	26	45	422	408	830	441	434	875
	Rented	-	-	-	1	-	1	1	-	1
	Donated	-	-	-	2	9	11	2	9	11
	Rent Free	-	-	-	2	-	2	2	-	2
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	3	1	4	68	57	125	71	58	129
	Not Reported	-	-	-	3	2	5	3	2	5
	Total	22	27	49	498	476	974	520	503	1,023
High	Govt. Building	38	33	71	310	285	595	348	318	666
	Rented	-	1	1	1	1	2	1	2	3
	Donated	-	-	-	2	2	4	2	2	4
	Rent Free	-	1	1	-	-	-	-	1	1
	Other Building	-	-	-	-	2	2	-	2	2
	No Building	1	6	7	55	44	99	56	50	106
	Not Reported	-	-	-	2	1	3	2	1	3
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Govt. Building	3	7	10	41	51	92	44	58	102
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	1	1	6	8	14	6	9	15
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Govt. Building	130	130	260	2,282	2,045	4,327	2,412	2,175	4,587
	Rented	1	1	2	4	4	8	5	5	10
	Donated	1	1	2	76	90	166	77	91	168
	Rent Free	-	1	1	12	7	19	12	8	20
	Other Building	-	2	2	7	9	16	7	11	18
	No Building	21	30	51	625	508	1,133	646	538	1,184
	Not Reported	-	2	2	25	27	52	25	29	54
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Note:

Mosque Schools are included in Primary Schools

Table 5.2.6
Building Ownership by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	51	39	90	582	288	870	633	327	960
	Rented	-	-	-	1	4	5	1	4	5
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	13	10	23	13	10	23
	Other Building	-	-	-	19	8	27	19	8	27
	No Building	1	2	3	24	11	35	25	13	38
	Not Reported	-	2	2	12	3	15	12	5	17
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Govt. Building	13	13	26	149	97	246	162	110	272
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	1	2	3	1	2	3
	Other Building	-	-	-	1	-	1	1	-	1
	No Building	-	-	-	-	1	1	-	1	1
	Not Reported	-	-	-	3	1	4	3	1	4
	Total	13	13	26	154	101	255	167	114	281
High	Govt. Building	16	15	31	126	70	196	142	85	227
	Rented	-	-	-	1	-	1	1	-	1
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	1	1	2	1	1	2
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Govt. Building	3	1	4	11	14	25	14	15	29
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	1	4	11	14	25	14	15	29
Total	Govt. Building	83	68	151	868	469	1,337	951	537	1,488
	Rented	-	-	-	2	4	6	2	4	6
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	14	12	26	14	12	26
	Other Building	-	-	-	21	9	30	21	9	30
	No Building	1	2	3	24	12	36	25	14	39
	Not Reported	-	2	2	15	4	19	15	6	21
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.2.7
Building Ownership by Level, Location and Gender
2021-22

ICT										
Level	Building Ownership	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Govt. Building	29	31	60	74	50	124	103	81	184
	Rented	-	-	-	2	3	5	2	3	5
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Govt. Building	2	9	11	20	28	48	22	37	59
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Govt. Building	16	22	38	32	32	64	48	54	102
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Govt. Building	4	4	8	16	18	34	20	22	42
	Rented	-	-	-	-	-	-	-	-	-
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Govt. Building	51	66	117	142	128	270	193	194	387
	Rented	-	-	-	2	3	5	2	3	5
	Donated	-	-	-	-	-	-	-	-	-
	Rent Free	-	-	-	-	-	-	-	-	-
	Other Building	-	-	-	-	-	-	-	-	-
	No Building	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.3
Type of Construction by Level, Location and Gender
2021-22

Pakistan									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	423	218	641	1,717	726	2,443	2,140	944	3,084
Paka	5,021	3,490	8,511	44,594	25,730	70,324	49,615	29,220	78,835
Mix	842	746	1,588	14,330	10,740	25,070	15,172	11,486	26,658
No Building	620	352	972	5,685	1,913	7,598	6,305	2,265	8,570
Not Reported	-	1	1	41	41	82	41	42	83
Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle									
Kacha	22	22	44	83	78	161	105	100	205
Paka	866	948	1,814	6,083	5,951	12,034	6,949	6,899	13,848
Mix	90	72	162	691	682	1,373	781	754	1,535
No Building	22	10	32	229	127	356	251	137	388
Not Reported	-	-	-	4	1	5	4	1	5
Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High									
Kacha	13	22	35	57	42	99	70	64	134
Paka	1,470	1,461	2,931	5,766	4,119	9,885	7,236	5,580	12,816
Mix	138	125	263	714	477	1,191	852	602	1,454
No Building	10	11	21	78	49	127	88	60	148
Not Reported	-	-	-	1	3	4	1	3	4
Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary									
Kacha	1	-	1	4	6	10	5	6	11
Paka	251	273	524	998	576	1,574	1,249	849	2,098
Mix	21	16	37	82	68	150	103	84	187
No Building	3	1	4	10	8	18	13	9	22
Not Reported	-	-	-	-	-	-	-	-	-
Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total									
Kacha	459	262	721	1,861	852	2,713	2,320	1,114	3,434
Paka	7,608	6,172	13,780	57,441	36,376	93,817	65,049	42,548	107,597
Mix	1,091	959	2,050	15,817	11,967	27,784	16,908	12,926	29,834
No Building	655	374	1,029	6,002	2,097	8,099	6,657	2,471	9,128
Not Reported	-	1	1	46	45	91	46	46	92
G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

Table 5.3.1
Type of Construction by Level, Location and Gender
2021-22

Punjab									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	19	12	31	159	144	303	178	156	334
Paka	1,315	1,635	2,950	14,302	15,071	29,373	15,617	16,706	32,323
Mix	106	185	291	1,243	2,120	3,363	1,349	2,305	3,654
No Building	6	1	7	142	18	160	148	19	167
Not Reported	-	-	-	28	31	59	28	31	59
Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle									
Kacha	1	1	2	13	16	29	14	17	31
Paka	290	431	721	2,438	3,423	5,861	2,728	3,854	6,582
Mix	18	25	43	182	339	521	200	364	564
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High									
Kacha	6	2	8	14	11	25	20	13	33
Paka	675	819	1,494	3,032	2,650	5,682	3,707	3,469	7,176
Mix	64	68	132	348	331	679	412	399	811
No Building	-	-	-	1	2	3	1	2	3
Not Reported	-	-	-	-	-	-	-	-	-
Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary									
Kacha	-	-	-	3	3	6	3	3	6
Paka	102	111	213	235	246	481	337	357	694
Mix	7	8	15	28	33	61	35	41	76
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	109	119	228	266	282	548	375	401	776
Total									
Kacha	189	174	363	26	15	41	215	189	404
Paka	20,007	21,390	41,397	2,382	2,996	5,378	22,389	24,386	46,775
Mix	1,801	2,823	4,624	195	286	481	1,996	3,109	5,105
No Building	143	20	163	6	1	7	149	21	170
Not Reported	28	31	59	-	-	-	28	31	59
G. Total	22,168	24,438	46,606	2,609	3,298	5,907	24,777	27,736	52,513

Note:

Mosque Schools are included in Primary Schools

Table 5.3.2
Type of Construction by Level, Location and Gender
2021-22

Sindh									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	25	17	42	481	129	610	506	146	652
Paka	1,644	792	2,436	21,847	5,917	27,764	23,491	6,709	30,200
Mix	45	21	66	459	108	567	504	129	633
No Building	187	38	225	3,280	893	4,173	3,467	931	4,398
Not Reported	-	-	-	-	-	-	-	-	-
Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle									
Kacha	3	-	3	7	5	12	10	5	15
Paka	215	156	371	1,274	499	1,773	1,489	655	2,144
Mix	6	2	8	25	6	31	31	8	39
No Building	14	3	17	129	48	177	143	51	194
Not Reported	-	-	-	-	-	-	-	-	-
Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High									
Kacha	2	6	8	2	2	4	4	8	12
Paka	339	277	616	685	228	913	1,024	505	1,529
Mix	5	3	8	2	-	2	7	3	10
No Building	9	2	11	9	-	9	18	2	20
Not Reported	-	-	-	-	-	-	-	-	-
Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	58	60	118	244	37	281	302	97	399
Mix	-	-	-	1	-	1	1	-	1
No Building	3	-	3	4	-	4	7	-	7
Not Reported	-	-	-	-	-	-	-	-	-
Total	61	60	121	249	37	286	310	97	407
Total									
Kacha	30	23	53	490	136	626	520	159	679
Paka	2,256	1,285	3,541	24,050	6,681	30,731	26,306	7,966	34,272
Mix	56	26	82	487	114	601	543	140	683
No Building	213	43	256	3,422	941	4,363	3,635	984	4,619
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.3.3
Type of Construction by Level, Location and Gender
2021-22

Khyber- PakhtunKhwa									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	4	4	8	24	10	34	28	14	42
Paka	279	276	555	2,939	2,055	4,994	3,218	2,331	5,549
Mix	461	416	877	11,637	8,013	19,650	12,098	8,429	20,527
No Building	16	4	20	938	165	1,103	954	169	1,123
Not Reported	-	-	-	-	-	-	-	-	-
Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle									
Kacha	-	1	1	15	4	19	15	5	20
Paka	98	106	204	1,497	1,266	2,763	1,595	1,372	2,967
Mix	23	19	42	225	155	380	248	174	422
No Building	-	-	-	27	5	32	27	5	32
Not Reported	-	-	-	-	-	-	-	-	-
Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High									
Kacha	-	-	-	7	-	7	7	-	7
Paka	159	121	280	1,402	777	2,179	1,561	898	2,459
Mix	9	9	18	160	37	197	169	46	215
No Building	-	-	-	13	2	15	13	2	15
Not Reported	-	-	-	-	-	-	-	-	-
Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	57	59	116	424	220	644	481	279	760
Mix	5	1	6	28	8	36	33	9	42
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	62	60	122	452	228	680	514	288	802
Total									
Kacha	4	5	9	46	14	60	50	19	69
Paka	593	562	1,155	6,262	4,318	10,580	6,855	4,880	11,735
Mix	498	445	943	12,050	8,213	20,263	12,548	8,658	21,206
No Building	16	4	20	978	172	1,150	994	176	1,170
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Note:

Mosque Schools are included in Primary Schools

Table 5.3.4
Type of Construction by Level, Location and Gender
2021-22

Balochistan									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	366	154	520	876	301	1,177	1,242	455	1,697
Paka	1,687	698	2,385	4,055	1,454	5,509	5,742	2,152	7,894
Mix	183	104	287	309	97	406	492	201	693
No Building	393	285	678	805	427	1,232	1,198	712	1,910
Not Reported	-	-	-	-	-	-	-	-	-
Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle									
Kacha	16	13	29	29	27	56	45	40	85
Paka	242	223	465	483	384	867	725	607	1,332
Mix	32	17	49	69	41	110	101	58	159
No Building	5	6	11	5	16	21	10	22	32
Not Reported	-	-	-	-	-	-	-	-	-
Total	295	259	554	586	468	1,054	881	727	1,608
High									
Kacha	3	7	10	8	8	16	11	15	26
Paka	244	193	437	352	180	532	596	373	969
Mix	45	31	76	51	23	74	96	54	150
No Building	-	3	3	-	1	1	-	4	4
Not Reported	-	-	-	-	-	-	-	-	-
Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary									
Kacha	1	-	1	-	-	-	1	-	1
Paka	27	32	59	45	14	59	72	46	118
Mix	6	6	12	8	6	14	14	12	26
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	34	38	72	53	20	73	87	58	145
Total									
Kacha	386	174	560	913	336	1,249	1,299	510	1,809
Paka	2,200	1,146	3,346	4,935	2,032	6,967	7,135	3,178	10,313
Mix	266	158	424	437	167	604	703	325	1,028
No Building	398	294	692	810	444	1,254	1,208	738	1,946
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.3.5
Type of Construction by Level, Location and Gender
2021-22

AJ&K									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	1	-	1	76	43	119	77	43	120
Paka	63	57	120	1,293	1,162	2,455	1,356	1,219	2,575
Mix	8	12	20	238	206	444	246	218	464
No Building	17	22	39	496	399	895	513	421	934
Not Reported	-	-	-	13	10	23	13	10	23
Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle									
Kacha	-	2	2	3	3	6	3	5	8
Paka	19	23	42	362	346	708	381	369	750
Mix	-	1	1	61	69	130	61	70	131
No Building	3	1	4	68	57	125	71	58	129
Not Reported	-	-	-	4	1	5	4	1	5
Total	22	27	49	498	476	974	520	503	1,023
High									
Kacha	-	-	-	6	2	8	6	2	8
Paka	36	29	65	256	251	507	292	280	572
Mix	2	6	8	52	35	87	54	41	95
No Building	1	6	7	55	44	99	56	50	106
Not Reported	-	-	-	1	3	4	1	3	4
Total	39	41	80	370	335	705	409	376	785
Higher Secondary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	3	7	10	34	41	75	37	48	85
Mix	-	-	-	7	10	17	7	10	17
No Building	-	1	1	6	8	14	6	9	15
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	8	11	47	59	106	50	67	117
Total									
Kacha	1	2	3	85	48	133	86	50	136
Paka	121	116	237	1,945	1,800	3,745	2,066	1,916	3,982
Mix	10	19	29	358	320	678	368	339	707
No Building	21	30	51	625	508	1,133	646	538	1,184
Not Reported	-	-	-	18	14	32	18	14	32
G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Note:

Mosque Schools are included in Primary Schools

Table 5.3.6
Type of Construction by Level, Location and Gender
2021-22

Gilgit-Baltistan									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	8	31	39	101	99	200	109	130	239
Paka	4	1	5	82	18	100	86	19	105
Mix	39	8	47	444	196	640	483	204	687
No Building	1	2	3	24	11	35	25	13	38
Not Reported	-	1	1	-	-	-	-	1	1
Total	52	43	95	651	324	975	703	367	1,070
Middle									
Kacha	2	5	7	16	23	39	18	28	46
Paka	-	-	-	9	5	14	9	5	14
Mix	11	8	19	129	72	201	140	80	220
No Building	-	-	-	-	1	1	-	1	1
Not Reported	-	-	-	-	-	-	-	-	-
Total	13	13	26	154	101	255	167	114	281
High									
Kacha	2	7	9	20	19	39	22	26	48
Paka	1	-	1	7	1	8	8	1	9
Mix	13	8	21	101	51	152	114	59	173
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	16	15	31	128	71	199	144	86	230
Higher Secondary									
Kacha	-	-	-	1	3	4	1	3	4
Paka	-	-	-	-	-	-	-	-	-
Mix	3	1	4	10	11	21	13	12	25
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	1	4	11	14	25	14	15	29
Total									
Kacha	12	43	55	138	144	282	150	187	337
Paka	5	1	6	98	24	122	103	25	128
Mix	66	25	91	684	330	1,014	750	355	1,105
No Building	1	2	3	24	12	36	25	14	39
Not Reported	-	1	1	-	-	-	-	1	1
G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.3.7
Type of Construction by Level, Location and Gender
2021-22

ICT									
Construction Type	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	29	31	60	76	53	129	105	84	189
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	29	31	60	76	53	129	105	84	189
Middle									
Kacha	-	-	-	-	-	-	-	-	-
Paka	2	9	11	20	28	48	22	37	59
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	2	9	11	20	28	48	22	37	59
High									
Kacha	-	-	-	-	-	-	-	-	-
Paka	16	22	38	32	32	64	48	54	102
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	16	22	38	32	32	64	48	54	102
Higher Secondary									
Kacha	-	-	-	-	-	-	-	-	-
Paka	4	4	8	16	18	34	20	22	42
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	4	4	8	16	18	34	20	22	42
Total									
Kacha	-	-	-	-	-	-	-	-	-
Paka	51	66	117	144	131	275	195	197	392
Mix	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	51	66	117	144	131	275	195	197	392

Note:
Mosque Schools are included in Primary Schools

Table 5.4
Availability of Electricity by Level, Location and Gender
2021-22

Pakistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,069	3,496	7,565	38,365	29,512	67,877	42,434	33,008	75,442
	Not Available	2,826	1,286	4,112	27,676	9,162	36,838	30,502	10,448	40,950
	Not Reported	11	25	36	326	476	802	337	501	838
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Available	765	860	1,625	5,276	5,752	11,028	6,041	6,612	12,653
	Not Available	235	189	424	1,780	1,053	2,833	2,015	1,242	3,257
	Not Reported	-	3	3	34	34	68	34	37	71
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Available	1,548	1,547	3,095	6,110	4,451	10,561	7,658	5,998	13,656
	Not Available	83	72	155	504	232	736	587	304	891
	Not Reported	-	-	-	2	7	9	2	7	9
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Available	268	286	554	1,037	644	1,681	1,305	930	2,235
	Not Available	8	3	11	56	14	70	64	17	81
	Not Reported	-	1	1	1	-	1	1	1	2
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Available	6,650	6,189	12,839	50,788	40,359	91,147	57,438	46,548	103,986
	Not Available	3,152	1,550	4,702	30,016	10,461	40,477	33,168	12,011	45,179
	Not Reported	11	29	40	363	517	880	374	546	920
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

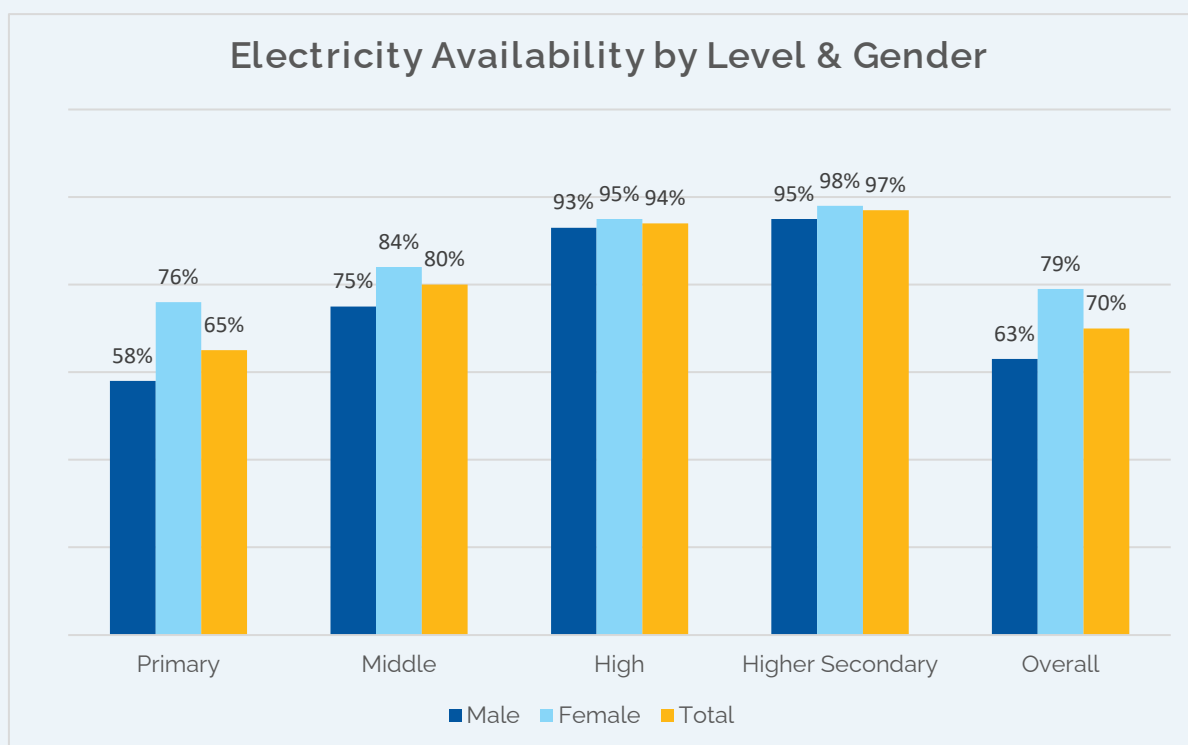


Table 5.4.1
Availability of Electricity by Level, Location and Gender
2021-22

Punjab										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,438	1,821	3,259	15,557	17,194	32,751	16,995	19,015	36,010
	Not Available	8	12	20	292	161	453	300	173	473
	Not Reported	-	-	-	25	29	54	25	29	54
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Available	308	457	765	2,628	3,766	6,394	2,936	4,223	7,159
	Not Available	1	-	1	5	12	17	6	12	18
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Available	745	889	1,634	3,390	2,991	6,381	4,135	3,880	8,015
	Not Available	-	-	-	5	3	8	5	3	8
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Available	109	119	228	266	282	548	375	401	776
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Available	2,600	3,286	5,886	21,841	24,233	46,074	24,441	27,519	51,960
	Not Available	9	12	21	302	176	478	311	188	499
	Not Reported	-	-	-	25	29	54	25	29	54
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Table 5.4.2
Availability of Electricity by Level, Location and Gender
2021-22

Sindh										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,335	671	2,006	9,037	2,669	11,706	10,372	3,340	13,712
	Not Available	566	197	763	17,030	4,378	21,408	17,596	4,575	22,171
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Available	196	136	332	740	309	1,049	936	445	1,381
	Not Available	42	25	67	695	249	944	737	274	1,011
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Available	342	273	615	549	195	744	891	468	1,359
	Not Available	13	15	28	149	35	184	162	50	212
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Available	58	59	117	220	36	256	278	95	373
	Not Available	3	1	4	29	1	30	32	2	34
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Available	1,931	1,139	3,070	10,546	3,209	13,755	12,477	4,348	16,825
	Not Available	624	238	862	17,903	4,663	22,566	18,527	4,901	23,428
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.4.3
Availability of Electricity by Level, Location and Gender
2021-22

Khyber- PakhtunKhwa										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	717	642	1,359	12,320	8,650	20,970	13,037	9,292	22,329
	Not Available	35	39	74	2,959	1,164	4,123	2,994	1,203	4,197
	Not Reported	8	19	27	259	429	688	267	448	715
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Available	118	117	235	1,428	1,243	2,671	1,546	1,360	2,906
	Not Available	3	6	9	304	154	458	307	160	467
	Not Reported	-	3	3	32	33	65	32	36	68
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Available	168	129	297	1,493	778	2,271	1,661	907	2,568
	Not Available	-	1	1	88	33	121	88	34	122
	Not Reported	-	-	-	1	5	6	1	5	6
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Available	62	59	121	447	227	674	509	286	795
	Not Available	-	-	-	5	1	6	5	1	6
	Not Reported	-	1	1	-	-	-	-	1	1
	Total	62	60	122	452	228	680	514	288	802
Total	Available	1,065	947	2,012	15,688	10,898	26,586	16,753	11,845	28,598
	Not Available	38	46	84	3,356	1,352	4,708	3,394	1,398	4,792
	Not Reported	8	23	31	292	467	759	300	490	790
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Table 5.4.4
Availability of Electricity by Level, Location and Gender
2021-22

Balochistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	493	269	762	734	384	1,118	1,227	653	1,880
	Not Available	2,136	972	3,108	5,310	1,895	7,205	7,446	2,867	10,313
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Available	113	115	228	139	138	277	252	253	505
	Not Available	182	144	326	447	330	777	629	474	1,103
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Available	222	183	405	226	118	344	448	301	749
	Not Available	70	51	121	185	94	279	255	145	400
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Available	29	36	65	36	15	51	65	51	116
	Not Available	5	2	7	17	5	22	22	7	29
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Available	857	603	1,460	1,135	655	1,790	1,992	1,258	3,250
	Not Available	2,393	1,169	3,562	5,959	2,324	8,283	8,352	3,493	11,845
	Not Reported	-	-	-	1	-	1	1	-	1
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.4.5
Availability of Electricity by Level, Location and Gender
2021-22

AJ&K										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	32	37	69	395	413	808	427	450	877
	Not Available	57	54	111	1,721	1,407	3,128	1,778	1,461	3,239
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Available	15	16	31	224	189	413	239	205	444
	Not Available	7	11	18	274	287	561	281	298	579
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	22	27	49	498	476	974	520	503	1,023
High	Available	39	37	76	307	275	582	346	312	658
	Not Available	-	4	4	63	60	123	63	64	127
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Available	3	8	11	42	52	94	45	60	105
	Not Available	-	-	-	5	7	12	5	7	12
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Available	89	98	187	968	929	1,897	1,057	1,027	2,084
	Not Available	64	69	133	2,063	1,761	3,824	2,127	1,830	3,957
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Table 5.4.6
Availability of Electricity by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	25	25	50	246	149	395	271	174	445
	Not Available	24	12	36	364	157	521	388	169	557
	Not Reported	3	6	9	41	18	59	44	24	68
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Available	13	10	23	97	79	176	110	89	199
	Not Available	-	3	3	55	21	76	55	24	79
	Not Reported	-	-	-	2	1	3	2	1	3
	Total	13	13	26	154	101	255	167	114	281
High	Available	16	14	30	113	62	175	129	76	205
	Not Available	-	1	1	14	7	21	14	8	22
	Not Reported	-	-	-	1	2	3	1	2	3
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Available	3	1	4	10	14	24	13	15	28
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	3	1	4	11	14	25	14	15	29
Total	Available	57	50	107	466	304	770	523	354	877
	Not Available	24	16	40	433	185	618	457	201	658
	Not Reported	3	6	9	45	21	66	48	27	75
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.4.7
Availability of Electricity by Level, Location and Gender
2021-22

ICT										
Level	Electricity Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	29	31	60	76	53	129	105	84	189
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Available	2	9	11	20	28	48	22	37	59
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Available	16	22	38	32	32	64	48	54	102
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Available	4	4	8	16	18	34	20	22	42
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Available	51	66	117	144	131	275	195	197	392
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.5
Availability of Drinking Water by Level, Location and Gender
2021-22

Pakistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,377	3,533	7,910	47,045	31,469	78,514	51,422	35,002	86,424
	Not Available	2,508	1,231	3,739	18,887	7,134	26,021	21,395	8,365	29,760
	Not Reported	21	43	64	435	547	982	456	590	1,046
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Available	789	856	1,645	5,790	5,869	11,659	6,579	6,725	13,304
	Not Available	205	185	390	1,221	894	2,115	1,426	1,079	2,505
	Not Reported	6	11	17	79	76	155	85	87	172
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Available	1,528	1,512	3,040	6,152	4,408	10,560	7,680	5,920	13,600
	Not Available	97	100	197	399	232	631	496	332	828
	Not Reported	6	7	13	65	50	115	71	57	128
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Available	265	280	545	1,029	631	1,660	1,294	911	2,205
	Not Available	8	8	16	59	19	78	67	27	94
	Not Reported	3	2	5	6	8	14	9	10	19
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Available	6,959	6,181	13,140	60,016	42,377	102,393	66,975	48,558	115,533
	Not Available	2,818	1,524	4,342	20,566	8,279	28,845	23,384	9,803	33,187
	Not Reported	36	63	99	585	681	1,266	621	744	1,365
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

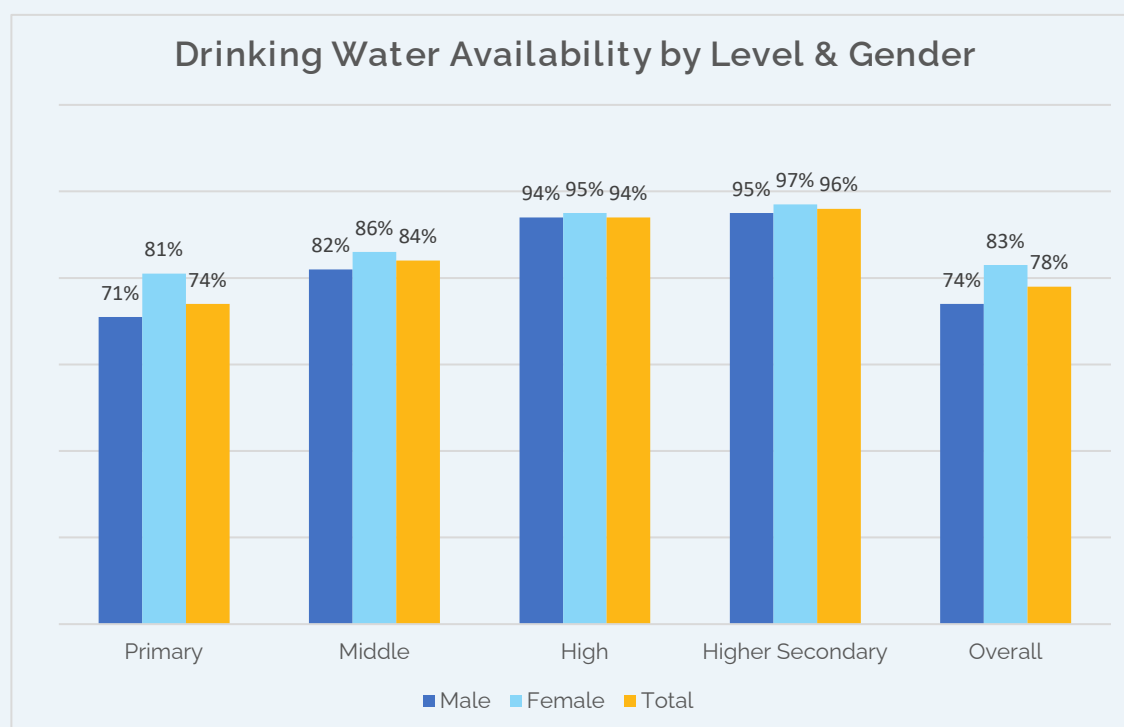


Table 5.5.1
Availability of Drinking Water by Level, Location and Gender
2021-22

Punjab										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,444	1,826	3,270	15,790	17,288	33,078	17,234	19,114	36,348
	Not Available	2	7	9	59	67	126	61	74	135
	Not Reported	-	-	-	25	29	54	25	29	54
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Available	309	457	766	2,628	3,776	6,404	2,937	4,233	7,170
	Not Available	-	-	-	5	2	7	5	2	7
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Available	745	889	1,634	3,387	2,991	6,378	4,132	3,880	8,012
	Not Available	-	-	-	8	3	11	8	3	11
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Available	108	119	227	266	282	548	374	401	775
	Not Available	1	-	1	-	-	-	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Available	2,606	3,291	5,897	22,071	24,337	46,408	24,677	27,628	52,305
	Not Available	3	7	10	72	72	144	75	79	154
	Not Reported	-	-	-	25	29	54	25	29	54
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Table 5.5.2
Availability of Drinking Water by Level, Location and Gender
2021-22

Sindh										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,419	656	2,075	15,578	4,110	19,688	16,997	4,766	21,763
	Not Available	482	212	694	10,489	2,937	13,426	10,971	3,149	14,120
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Available	201	136	337	1,011	385	1,396	1,212	521	1,733
	Not Available	37	25	62	424	173	597	461	198	659
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Available	329	267	596	643	213	856	972	480	1,452
	Not Available	26	21	47	55	17	72	81	38	119
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Available	58	59	117	234	35	269	292	94	386
	Not Available	3	1	4	15	2	17	18	3	21
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Available	2,007	1,118	3,125	17,466	4,743	22,209	19,473	5,861	25,334
	Not Available	548	259	807	10,983	3,129	14,112	11,531	3,388	14,919
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.5.3
Availability of Drinking Water by Level, Location and Gender
2021-22

Khyber- PakhtunKhwa										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	730	653	1,383	13,322	8,790	22,112	14,052	9,443	23,495
	Not Available	22	28	50	1,957	1,024	2,981	1,979	1,052	3,031
	Not Reported	8	19	27	259	429	688	267	448	715
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Available	120	116	236	1,543	1,250	2,793	1,663	1,366	3,029
	Not Available	1	7	8	189	147	336	190	154	344
	Not Reported	-	3	3	32	33	65	32	36	68
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Available	168	125	293	1,501	782	2,283	1,669	907	2,576
	Not Available	-	5	5	80	29	109	80	34	114
	Not Reported	-	-	-	1	5	6	1	5	6
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Available	62	59	121	439	226	665	501	285	786
	Not Available	-	-	-	13	2	15	13	2	15
	Not Reported	-	1	1	-	-	-	-	1	1
	Total	62	60	122	452	228	680	514	288	802
Total	Available	1,080	953	2,033	16,805	11,048	27,853	17,885	12,001	29,886
	Not Available	23	40	63	2,239	1,202	3,441	2,262	1,242	3,504
	Not Reported	8	23	31	292	467	759	300	490	790
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Table 5.5.4
Availability of Drinking Water by Level, Location and Gender
2021-22

Balochistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	694	326	1,020	1,305	527	1,832	1,999	853	2,852
	Not Available	1,935	915	2,850	4,739	1,752	6,491	6,674	2,667	9,341
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Available	135	121	256	231	164	395	366	285	651
	Not Available	160	138	298	355	304	659	515	442	957
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Available	227	169	396	267	137	404	494	306	800
	Not Available	65	65	130	144	75	219	209	140	349
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Available	30	31	61	40	18	58	70	49	119
	Not Available	4	7	11	13	2	15	17	9	26
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Available	1,086	647	1,733	1,843	846	2,689	2,929	1,493	4,422
	Not Available	2,164	1,125	3,289	5,251	2,133	7,384	7,415	3,258	10,673
	Not Reported	-	-	-	1	-	1	1	-	1
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.5.5
Availability of Drinking Water by Level, Location and Gender
2021-22

AJ&K										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	33	29	62	655	558	1,213	688	587	1,275
	Not Available	56	62	118	1,461	1,262	2,723	1,517	1,324	2,841
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Available	15	13	28	277	226	503	292	239	531
	Not Available	7	14	21	221	250	471	228	264	492
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	22	27	49	498	476	974	520	503	1,023
High	Available	34	32	66	267	233	500	301	265	566
	Not Available	5	9	14	103	102	205	108	111	219
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Available	3	8	11	29	46	75	32	54	86
	Not Available	-	-	-	18	13	31	18	13	31
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Available	85	82	167	1,228	1,063	2,291	1,313	1,145	2,458
	Not Available	68	85	153	1,803	1,627	3,430	1,871	1,712	3,583
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Table 5.5.6
Availability of Drinking Water by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	28	12	40	319	143	462	347	155	502
	Not Available	11	7	18	182	92	274	193	99	292
	Not Reported	13	24	37	150	89	239	163	113	276
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Available	7	4	11	80	40	120	87	44	131
	Not Available	-	1	1	27	18	45	27	19	46
	Not Reported	6	8	14	47	43	90	53	51	104
	Total	13	13	26	154	101	255	167	114	281
High	Available	9	8	17	55	20	75	64	28	92
	Not Available	1	-	1	9	6	15	10	6	16
	Not Reported	6	7	13	64	45	109	70	52	122
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Available	-	-	-	5	6	11	5	6	11
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	3	1	4	6	8	14	9	9	18
	Total	3	1	4	11	14	25	14	15	29
Total	Available	44	24	68	459	209	668	503	233	736
	Not Available	12	8	20	218	116	334	230	124	354
	Not Reported	28	40	68	267	185	452	295	225	520
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.5.7
Availability of Drinking Water by Level, Location and Gender
2021-22

ICT										
Level	Water Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	29	31	60	76	53	129	105	84	189
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Available	2	9	11	20	28	48	22	37	59
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Available	16	22	38	32	32	64	48	54	102
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Available	4	4	8	16	18	34	20	22	42
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Available	51	66	117	144	131	275	195	197	392
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.6
Availability of Latrine for Students by Level, Location and Gender
2021-22

Pakistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,493	3,849	8,342	46,718	32,868	79,586	51,211	36,717	87,928
	Not Available	2,401	934	3,335	19,328	5,807	25,135	21,729	6,741	28,470
	Not Reported	12	24	36	321	475	796	333	499	832
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Available	855	973	1,828	6,134	6,344	12,478	6,989	7,317	14,306
	Not Available	145	76	221	923	461	1,384	1,068	537	1,605
	Not Reported	-	3	3	33	34	67	33	37	70
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Available	1,575	1,581	3,156	6,350	4,567	10,917	7,925	6,148	14,073
	Not Available	56	37	93	261	116	377	317	153	470
	Not Reported	-	1	1	5	7	12	5	8	13
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Available	266	287	553	1,055	644	1,699	1,321	931	2,252
	Not Available	10	2	12	38	14	52	48	16	64
	Not Reported	-	1	1	1	-	1	1	1	2
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Available	7,189	6,690	13,879	60,257	44,423	104,680	67,446	51,113	118,559
	Not Available	2,612	1,049	3,661	20,550	6,398	26,948	23,162	7,447	30,609
	Not Reported	12	29	41	360	516	876	372	545	917
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

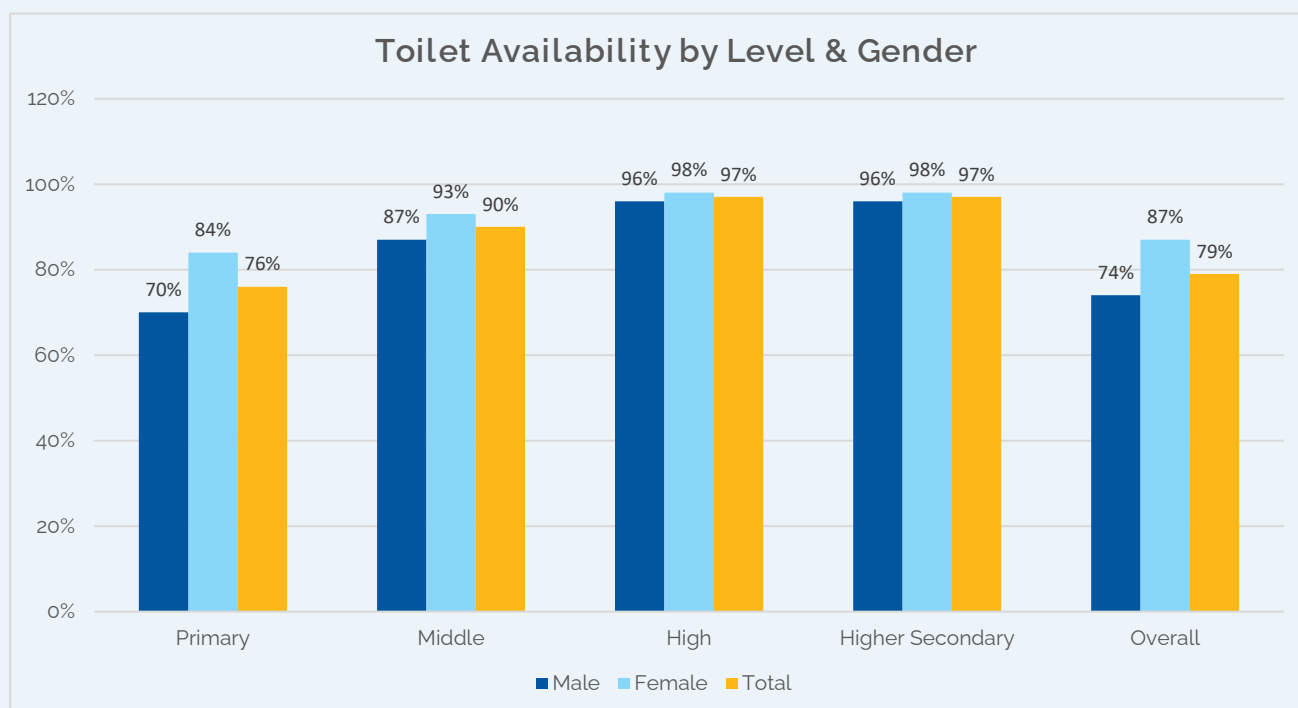


Table 5.6.1
Availability of Latrine for Students by Level, Location and Gender
2021-22

Punjab										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,433	1,822	3,255	15,679	17,236	32,915	17,112	19,058	36,170
	Not Available	13	11	24	170	119	289	183	130	313
	Not Reported	-	-	-	25	29	54	25	29	54
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Available	309	457	766	2,631	3,777	6,408	2,940	4,234	7,174
	Not Available	-	-	-	2	1	3	2	1	3
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Available	745	889	1,634	3,393	2,993	6,386	4,138	3,882	8,020
	Not Available	-	-	-	2	1	3	2	1	3
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Available	109	119	228	266	282	548	375	401	776
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Available	2,596	3,287	5,883	21,969	24,288	46,257	24,565	27,575	52,140
	Not Available	13	11	24	174	121	295	187	132	319
	Not Reported	-	-	-	25	29	54	25	29	54
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Table 5.6.2
Availability of Latrine for Students by Level, Location and Gender
2021-22

Sindh										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,395	685	2,080	14,297	4,088	18,385	15,692	4,773	20,465
	Not Available	506	183	689	11,770	2,959	14,729	12,276	3,142	15,418
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Available	200	144	344	1,037	402	1,439	1,237	546	1,783
	Not Available	38	17	55	398	156	554	436	173	609
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Available	335	277	612	635	212	847	970	489	1,459
	Not Available	20	11	31	63	18	81	83	29	112
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Available	51	60	111	228	34	262	279	94	373
	Not Available	10	-	10	21	3	24	31	3	34
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Available	1,981	1,166	3,147	16,197	4,736	20,933	18,178	5,902	24,080
	Not Available	574	211	785	12,252	3,136	15,388	12,826	3,347	16,173
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.6.3
Availability of Latrine for Students by Level, Location and Gender
2021-22

Khyber- Pakhtunkhwa										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	724	667	1,391	13,806	9,457	23,263	14,530	10,124	24,654
	Not Available	28	14	42	1,473	357	1,830	1,501	371	1,872
	Not Reported	8	19	27	259	429	688	267	448	715
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Available	119	120	239	1,650	1,366	3,016	1,769	1,486	3,255
	Not Available	2	3	5	82	31	113	84	34	118
	Not Reported	-	3	3	32	33	65	32	36	68
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Available	167	129	296	1,560	806	2,366	1,727	935	2,662
	Not Available	1	1	2	21	5	26	22	6	28
	Not Reported	-	-	-	1	5	6	1	5	6
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Available	62	59	121	452	228	680	514	287	801
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	1	1	-	-	-	-	1	1
	Total	62	60	122	452	228	680	514	288	802
Total	Available	1,072	975	2,047	17,468	11,857	29,325	18,540	12,832	31,372
	Not Available	31	18	49	1,576	393	1,969	1,607	411	2,018
	Not Reported	8	23	31	292	467	759	300	490	790
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Table 5.6.4
Availability of Latrine for Students by Level, Location and Gender
2021-22

Balochistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	835	561	1,396	1,647	960	2,607	2,482	1,521	4,003
	Not Available	1,794	680	2,474	4,398	1,319	5,717	6,192	1,999	8,191
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Available	195	210	405	346	358	704	541	568	1,109
	Not Available	100	49	149	240	110	350	340	159	499
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Available	257	215	472	349	190	539	606	405	1,011
	Not Available	35	19	54	62	22	84	97	41	138
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Available	34	36	70	50	19	69	84	55	139
	Not Available	-	2	2	3	1	4	3	3	6
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Available	1,321	1,022	2,343	2,392	1,527	3,919	3,713	2,549	6,262
	Not Available	1,929	750	2,679	4,703	1,452	6,155	6,632	2,202	8,834
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.6.5
Availability of Latrine for Students by Level, Location and Gender
2021-22

AJ&K										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	45	46	91	799	827	1,626	844	873	1,717
	Not Available	44	45	89	1,317	993	2,310	1,361	1,038	2,399
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Available	17	20	37	316	322	638	333	342	675
	Not Available	5	7	12	182	154	336	187	161	348
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	22	27	49	498	476	974	520	503	1,023
High	Available	39	35	74	263	266	529	302	301	603
	Not Available	-	6	6	107	69	176	107	75	182
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Available	3	8	11	34	49	83	37	57	94
	Not Available	-	-	-	13	10	23	13	10	23
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Available	104	109	213	1,412	1,464	2,876	1,516	1,573	3,089
	Not Available	49	58	107	1,619	1,226	2,845	1,668	1,284	2,952
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Table 5.6.6
Availability of Latrine for Students by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	32	37	69	414	247	661	446	284	730
	Not Available	16	1	17	200	60	260	216	61	277
	Not Reported	4	5	9	37	17	54	41	22	63
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Available	13	13	26	134	91	225	147	104	251
	Not Available	-	-	-	19	9	28	19	9	28
	Not Reported	-	-	-	1	1	2	1	1	2
	Total	13	13	26	154	101	255	167	114	281
High	Available	16	14	30	118	68	186	134	82	216
	Not Available	-	-	-	6	1	7	6	1	7
	Not Reported	-	1	1	4	2	6	4	3	7
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Available	3	1	4	9	14	23	12	15	27
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	3	1	4	11	14	25	14	15	29
Total	Available	64	65	129	675	420	1,095	739	485	1,224
	Not Available	16	1	17	226	70	296	242	71	313
	Not Reported	4	6	10	43	20	63	47	26	73
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.6.7
Availability of Latrine for Students by Level, Location and Gender
2021-22

ICT										
Level	Latrine Availability	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	29	31	60	76	53	129	105	84	189
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Available	2	9	11	20	28	48	22	37	59
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Available	16	22	38	32	32	64	48	54	102
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Available	4	4	8	16	18	34	20	22	42
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Available	51	66	117	144	131	275	195	197	392
	Not Available	-	-	-	-	-	-	-	-	-
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.7
Availability of Boundary Wall by Level, Location and Gender
2021-22

Pakistan										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	4,690	4,033	8,723	45,949	33,154	79,103	50,639	37,187	87,826
	Not Available	2,205	750	2,955	20,101	5,521	25,622	22,306	6,271	28,577
	Not Reported	11	24	35	317	475	792	328	499	827
	Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle	Available	877	977	1,854	5,991	6,321	12,312	6,868	7,298	14,166
	Not Available	123	72	195	1,062	483	1,545	1,185	555	1,740
	Not Reported	-	3	3	37	35	72	37	38	75
	Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High	Available	1,557	1,585	3,142	6,111	4,477	10,588	7,668	6,062	13,730
	Not Available	74	34	108	502	207	709	576	241	817
	Not Reported	-	-	-	3	6	9	3	6	9
	Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary	Available	273	288	561	1,020	634	1,654	1,293	922	2,215
	Not Available	3	1	4	73	24	97	76	25	101
	Not Reported	-	1	1	1	-	1	1	1	2
	Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total	Available	7,397	6,883	14,280	59,071	44,586	103,657	66,468	51,469	117,937
	Not Available	2,405	857	3,262	21,738	6,235	27,973	24,143	7,092	31,235
	Not Reported	11	28	39	358	516	874	369	544	913
	G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

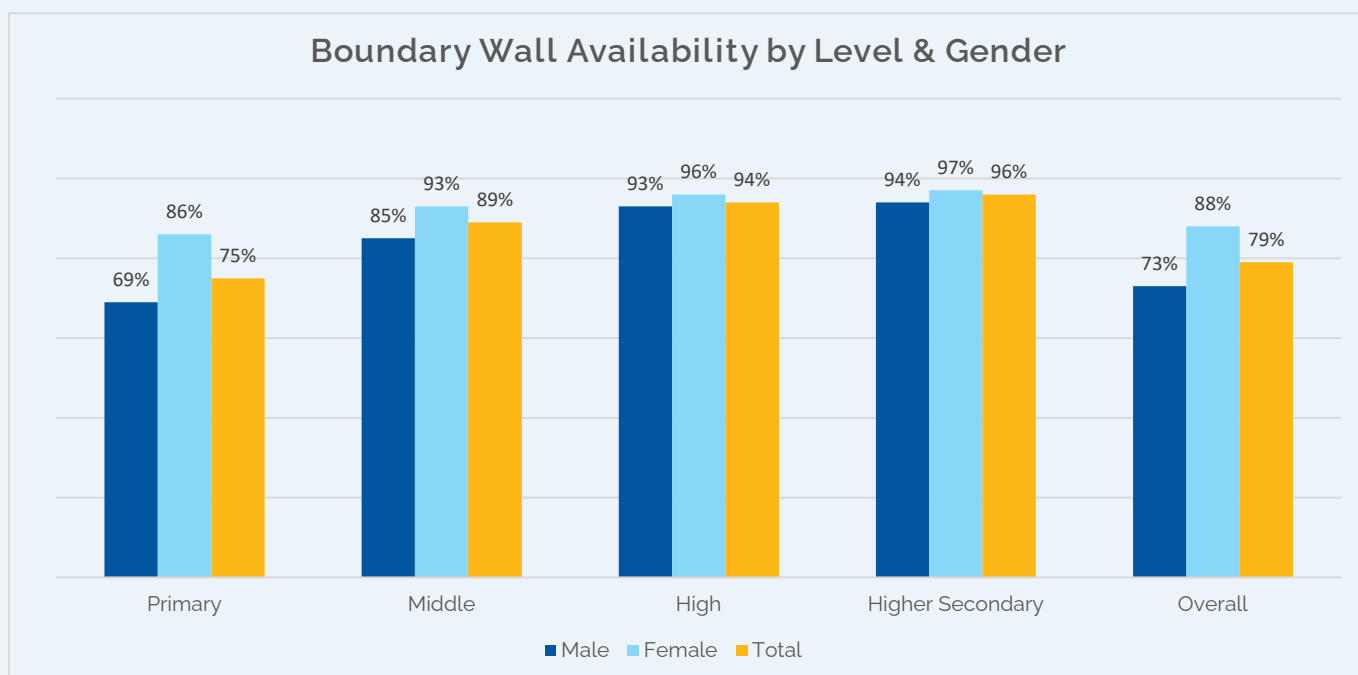


Table 5.7.1
Availability of Boundary Wall by Level, Location and Gender
2021-22

Punjab										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,424	1,824	3,248	15,253	17,213	32,466	16,677	19,037	35,714
	Not Available	22	9	31	596	142	738	618	151	769
	Not Reported	-	-	-	25	29	54	25	29	54
	Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle	Available	307	455	762	2,586	3,767	6,353	2,893	4,222	7,115
	Not Available	2	2	4	47	11	58	49	13	62
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High	Available	741	887	1,628	3,344	2,977	6,321	4,085	3,864	7,949
	Not Available	4	2	6	51	17	68	55	19	74
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary	Available	109	119	228	265	282	547	374	401	775
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	109	119	228	266	282	548	375	401	776
Total	Available	2,581	3,285	5,866	21,448	24,239	45,687	24,029	27,524	51,553
	Not Available	28	13	41	695	170	865	723	183	906
	Not Reported	-	-	-	25	29	54	25	29	54
	G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Table 5.7.2
Availability of Boundary Wall by Level, Location and Gender
2021-22

Sindh										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	1,491	749	2,240	14,357	4,403	18,760	15,848	5,152	21,000
	Not Available	410	119	529	11,710	2,644	14,354	12,120	2,763	14,883
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle	Available	212	149	361	1,080	448	1,528	1,292	597	1,889
	Not Available	26	12	38	355	110	465	381	122	503
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High	Available	329	283	612	628	223	851	957	506	1,463
	Not Available	26	5	31	70	7	77	96	12	108
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary	Available	60	60	120	225	37	262	285	97	382
	Not Available	1	-	1	24	-	24	25	-	25
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	61	60	121	249	37	286	310	97	407
Total	Available	2,092	1,241	3,333	16,290	5,111	21,401	18,382	6,352	24,734
	Not Available	463	136	599	12,159	2,761	14,920	12,622	2,897	15,519
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.7.3
Availability of Boundary Wall by Level, Location and Gender
2021-22

Khyber- Pakhtunkhwa										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	738	669	1,407	13,358	9,448	22,806	14,096	10,117	24,213
	Not Available	14	12	26	1,921	366	2,287	1,935	378	2,313
	Not Reported	8	19	27	259	429	688	267	448	715
	Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle	Available	121	119	240	1,588	1,371	2,959	1,709	1,490	3,199
	Not Available	-	4	4	144	26	170	144	30	174
	Not Reported	-	3	3	32	33	65	32	36	68
	Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High	Available	167	130	297	1,501	804	2,305	1,668	934	2,602
	Not Available	1	-	1	80	7	87	81	7	88
	Not Reported	-	-	-	1	5	6	1	5	6
	Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary	Available	62	59	121	438	228	666	500	287	787
	Not Available	-	-	-	14	-	14	14	-	14
	Not Reported	-	1	1	-	-	-	-	1	1
	Total	62	60	122	452	228	680	514	288	802
Total	Available	1,088	977	2,065	16,885	11,851	28,736	17,973	12,828	30,801
	Not Available	15	16	31	2,159	399	2,558	2,174	415	2,589
	Not Reported	8	23	31	292	467	759	300	490	790
	G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Table 5.7.4
Availability of Boundary Wall by Level, Location and Gender
2021-22

Balochistan										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	948	686	1,634	1,988	1,178	3,166	2,936	1,864	4,800
	Not Available	1,681	555	2,236	4,057	1,101	5,158	5,738	1,656	7,394
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle	Available	207	219	426	364	393	757	571	612	1,183
	Not Available	88	40	128	222	75	297	310	115	425
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	295	259	554	586	468	1,054	881	727	1,608
High	Available	255	218	473	346	198	544	601	416	1,017
	Not Available	37	16	53	65	14	79	102	30	132
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary	Available	32	37	69	49	19	68	81	56	137
	Not Available	2	1	3	4	1	5	6	2	8
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	34	38	72	53	20	73	87	58	145
Total	Available	1,442	1,160	2,602	2,747	1,788	4,535	4,189	2,948	7,137
	Not Available	1,808	612	2,420	4,348	1,191	5,539	6,156	1,803	7,959
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.7.5
Availability of Boundary Wall by Level, Location and Gender
2021-22

AJ&K										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	36	40	76	563	652	1,215	599	692	1,291
	Not Available	53	51	104	1,553	1,168	2,721	1,606	1,219	2,825
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle	Available	15	15	30	247	233	480	262	248	510
	Not Available	7	12	19	251	243	494	258	255	513
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	22	27	49	498	476	974	520	503	1,023
High	Available	33	30	63	148	179	327	181	209	390
	Not Available	6	11	17	222	156	378	228	167	395
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	39	41	80	370	335	705	409	376	785
Higher Secondary	Available	3	8	11	19	36	55	22	44	66
	Not Available	-	-	-	28	23	51	28	23	51
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	3	8	11	47	59	106	50	67	117
Total	Available	87	93	180	977	1,100	2,077	1,064	1,193	2,257
	Not Available	66	74	140	2,054	1,590	3,644	2,120	1,664	3,784
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Table 5.7.6
Availability of Boundary Wall by Level, Location and Gender
2021-22

Gilgit-Baltistan										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	24	34	58	356	207	563	380	241	621
	Not Available	25	4	29	262	100	362	287	104	391
	Not Reported	3	5	8	33	17	50	36	22	58
	Total	52	43	95	651	324	975	703	367	1,070
Middle	Available	13	11	24	107	82	189	120	93	213
	Not Available	-	2	2	42	17	59	42	19	61
	Not Reported	-	-	-	5	2	7	5	2	7
	Total	13	13	26	154	101	255	167	114	281
High	Available	16	15	31	114	64	178	130	79	209
	Not Available	-	-	-	12	6	18	12	6	18
	Not Reported	-	-	-	2	1	3	2	1	3
	Total	16	15	31	128	71	199	144	86	230
Higher Secondary	Available	3	1	4	9	14	23	12	15	27
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	1	-	1	1	-	1
	Total	3	1	4	11	14	25	14	15	29
Total	Available	56	61	117	586	367	953	642	428	1,070
	Not Available	25	6	31	317	123	440	342	129	471
	Not Reported	3	5	8	41	20	61	44	25	69
	G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.7.7
Availability of Boundary Wall by Level, Location and Gender
2021-22

ICT										
Level	Boundary Wall	Urban			Rural			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary	Available	29	31	60	74	53	127	103	84	187
	Not Available	-	-	-	2	-	2	2	-	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	29	31	60	76	53	129	105	84	189
Middle	Available	2	9	11	19	27	46	21	36	57
	Not Available	-	-	-	1	1	2	1	1	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	2	9	11	20	28	48	22	37	59
High	Available	16	22	38	30	32	62	46	54	100
	Not Available	-	-	-	2	-	2	2	-	2
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	16	22	38	32	32	64	48	54	102
Higher Secondary	Available	4	4	8	15	18	33	19	22	41
	Not Available	-	-	-	1	-	1	1	-	1
	Not Reported	-	-	-	-	-	-	-	-	-
	Total	4	4	8	16	18	34	20	22	42
Total	Available	51	66	117	138	130	268	189	196	385
	Not Available	-	-	-	6	1	7	6	1	7
	Not Reported	-	-	-	-	-	-	-	-	-
	G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.8
Building Condition by Level, Location and Gender
2021-22

Pakistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	3,083	2,878	5,961	30,720	25,091	55,811	33,803	27,969	61,772
Need Repair	2,515	1,300	3,815	22,379	9,546	31,925	24,894	10,846	35,740
Dangerous	632	233	865	7,265	2,187	9,452	7,897	2,420	10,317
No Building	620	352	972	5,685	1,913	7,598	6,305	2,265	8,570
Not Reported	56	44	100	318	413	731	374	457	831
Total	6,906	4,807	11,713	66,367	39,150	105,517	73,273	43,957	117,230
Middle									
Satisfactory	531	709	1,240	4,249	5,005	9,254	4,780	5,714	10,494
Need Repair	368	294	662	2,175	1,474	3,649	2,543	1,768	4,311
Dangerous	77	34	111	404	198	602	481	232	713
No Building	22	10	32	229	127	356	251	137	388
Not Reported	2	5	7	33	35	68	35	40	75
Total	1,000	1,052	2,052	7,090	6,839	13,929	8,090	7,891	15,981
High									
Satisfactory	961	1,118	2,079	3,836	3,376	7,212	4,797	4,494	9,291
Need Repair	602	447	1,049	2,467	1,189	3,656	3,069	1,636	4,705
Dangerous	57	43	100	230	69	299	287	112	399
No Building	10	11	21	78	49	127	88	60	148
Not Reported	1	-	1	5	7	12	6	7	13
Total	1,631	1,619	3,250	6,616	4,690	11,306	8,247	6,309	14,556
Higher Secondary									
Satisfactory	174	191	365	583	466	1,049	757	657	1,414
Need Repair	95	92	187	447	176	623	542	268	810
Dangerous	4	5	9	53	8	61	57	13	70
No Building	3	1	4	10	8	18	13	9	22
Not Reported	-	1	1	1	-	1	1	1	2
Total	276	290	566	1,094	658	1,752	1,370	948	2,318
Total									
Satisfactory	4,749	4,896	9,645	39,388	33,938	73,326	44,137	38,834	82,971
Need Repair	3,580	2,133	5,713	27,468	12,385	39,853	31,048	14,518	45,566
Dangerous	770	315	1,085	7,952	2,462	10,414	8,722	2,777	11,499
No Building	655	374	1,029	6,002	2,097	8,099	6,657	2,471	9,128
Not Reported	59	50	109	357	455	812	416	505	921
G. Total	9,813	7,768	17,581	81,167	51,337	132,504	90,980	59,105	150,085

Note:

Mosque Schools are included in Primary Schools

Table 5.8.1
Building Condition by Level, Location and Gender
2021-22

Punjab									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	1,139	1,485	2,624	12,473	13,957	26,430	13,612	15,442	29,054
Need Repair	277	326	603	3,001	3,154	6,155	3,278	3,480	6,758
Dangerous	24	21	45	230	224	454	254	245	499
No Building	6	1	7	142	18	160	148	19	167
Not Reported	-	-	-	28	31	59	28	31	59
Total	1,446	1,833	3,279	15,874	17,384	33,258	17,320	19,217	36,537
Middle									
Satisfactory	248	395	643	2,094	3,123	5,217	2,342	3,518	5,860
Need Repair	59	61	120	532	645	1,177	591	706	1,297
Dangerous	2	1	3	7	10	17	9	11	20
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	309	457	766	2,633	3,778	6,411	2,942	4,235	7,177
High									
Satisfactory	536	715	1,251	2,421	2,366	4,787	2,957	3,081	6,038
Need Repair	208	172	380	960	616	1,576	1,168	788	1,956
Dangerous	1	2	3	13	10	23	14	12	26
No Building	-	-	-	1	2	3	1	2	3
Not Reported	-	-	-	-	-	-	-	-	-
Total	745	889	1,634	3,395	2,994	6,389	4,140	3,883	8,023
Higher Secondary									
Satisfactory	90	94	184	196	222	418	286	316	602
Need Repair	19	25	44	70	60	130	89	85	174
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	109	119	228	266	282	548	375	401	776
Total									
Satisfactory	2,013	2,689	4,702	17,184	19,668	36,852	19,197	22,357	41,554
Need Repair	563	584	1,147	4,563	4,475	9,038	5,126	5,059	10,185
Dangerous	27	24	51	250	244	494	277	268	545
No Building	6	1	7	143	20	163	149	21	170
Not Reported	-	-	-	28	31	59	28	31	59
G. Total	2,609	3,298	5,907	22,168	24,438	46,606	24,777	27,736	52,513

Note:

Mosque Schools are included in Primary Schools

Table 5.8.2
Building Condition by Level, Location and Gender
2021-22

Sindh									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	902	470	1,372	7,179	2,015	9,194	8,081	2,485	10,566
Need Repair	596	274	870	10,760	2,810	13,570	11,356	3,084	14,440
Dangerous	216	86	302	4,848	1,329	6,177	5,064	1,415	6,479
No Building	187	38	225	3,280	893	4,173	3,467	931	4,398
Not Reported	-	-	-	-	-	-	-	-	-
Total	1,901	868	2,769	26,067	7,047	33,114	27,968	7,915	35,883
Middle									
Satisfactory	115	88	203	474	215	689	589	303	892
Need Repair	82	62	144	632	197	829	714	259	973
Dangerous	27	8	35	200	98	298	227	106	333
No Building	14	3	17	129	48	177	143	51	194
Not Reported	-	-	-	-	-	-	-	-	-
Total	238	161	399	1,435	558	1,993	1,673	719	2,392
High									
Satisfactory	207	166	373	273	102	375	480	268	748
Need Repair	112	102	214	311	94	405	423	196	619
Dangerous	27	18	45	105	34	139	132	52	184
No Building	9	2	11	9	-	9	18	2	20
Not Reported	-	-	-	-	-	-	-	-	-
Total	355	288	643	698	230	928	1,053	518	1,571
Higher Secondary									
Satisfactory	31	40	71	82	17	99	113	57	170
Need Repair	25	17	42	124	20	144	149	37	186
Dangerous	2	3	5	39	-	39	41	3	44
No Building	3	-	3	4	-	4	7	-	7
Not Reported	-	-	-	-	-	-	-	-	-
Total	61	60	121	249	37	286	310	97	407
Total									
Satisfactory	1,255	764	2,019	8,008	2,349	10,357	9,263	3,113	12,376
Need Repair	815	455	1,270	11,827	3,121	14,948	12,642	3,576	16,218
Dangerous	272	115	387	5,192	1,461	6,653	5,464	1,576	7,040
No Building	213	43	256	3,422	941	4,363	3,635	984	4,619
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	2,555	1,377	3,932	28,449	7,872	36,321	31,004	9,249	40,253

Note:

Mosque Schools are included in Primary Schools

Table 5.8.3
Building Condition by Level, Location and Gender
2021-22

Khyber- Pakhtunkhwa									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	510	559	1,069	9,272	7,862	17,134	9,782	8,421	18,203
Need Repair	197	98	295	4,113	1,552	5,665	4,310	1,650	5,960
Dangerous	30	23	53	1,065	336	1,401	1,095	359	1,454
No Building	16	4	20	938	165	1,103	954	169	1,123
Not Reported	7	16	23	150	328	478	157	344	501
Total	760	700	1,460	15,538	10,243	25,781	16,298	10,943	27,241
Middle									
Satisfactory	97	111	208	1,359	1,282	2,641	1,456	1,393	2,849
Need Repair	20	8	28	261	82	343	281	90	371
Dangerous	4	5	9	94	30	124	98	35	133
No Building	-	-	-	27	5	32	27	5	32
Not Reported	-	2	2	23	31	54	23	33	56
Total	121	126	247	1,764	1,430	3,194	1,885	1,556	3,441
High									
Satisfactory	105	105	210	893	656	1,549	998	761	1,759
Need Repair	58	22	80	608	139	747	666	161	827
Dangerous	5	3	8	66	14	80	71	17	88
No Building	-	-	-	13	2	15	13	2	15
Not Reported	-	-	-	2	5	7	2	5	7
Total	168	130	298	1,582	816	2,398	1,750	946	2,696
Higher Secondary									
	38	36	74	263	175	438	301	211	512
Need Repair	24	23	47	179	48	227	203	71	274
Dangerous	-	-	-	9	5	14	9	5	14
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	1	1	1	-	1	1	1	2
Total	62	60	122	452	228	680	514	288	802
Total									
Satisfactory	750	811	1,561	11,787	9,975	21,762	12,537	10,786	23,323
Need Repair	299	151	450	5,161	1,821	6,982	5,460	1,972	7,432
Dangerous	39	31	70	1,234	385	1,619	1,273	416	1,689
No Building	16	4	20	978	172	1,150	994	176	1,170
Not Reported	7	19	26	176	364	540	183	383	566
G. Total	1,111	1,016	2,127	19,336	12,717	32,053	20,447	13,733	34,180

Note:

Mosque Schools are included in Primary Schools

Table 5.8.4
Building Condition by Level, Location and Gender
2021-22

Balochistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	459	277	736	946	539	1,485	1,405	816	2,221
Need Repair	1,367	551	1,918	3,075	981	4,056	4,442	1,532	5,974
Dangerous	362	102	464	1,095	292	1,387	1,457	394	1,851
No Building	393	285	678	805	427	1,232	1,198	712	1,910
Not Reported	48	26	74	124	40	164	172	66	238
Total	2,629	1,241	3,870	6,045	2,279	8,324	8,674	3,520	12,194
Middle									
Satisfactory	57	84	141	89	121	210	146	205	351
Need Repair	187	147	334	385	270	655	572	417	989
Dangerous	44	20	64	101	59	160	145	79	224
No Building	5	6	11	5	16	21	10	22	32
Not Reported	2	2	4	6	2	8	8	4	12
Total	295	259	554	586	468	1,054	881	727	1,608
High									
Satisfactory	72	80	152	67	65	132	139	145	284
Need Repair	195	131	326	298	135	433	493	266	759
Dangerous	24	20	44	44	10	54	68	30	98
No Building	-	3	3	-	1	1	-	4	4
Not Reported	1	-	1	2	1	3	3	1	4
Total	292	234	526	411	212	623	703	446	1,149
Higher Secondary									
Satisfactory	8	10	18	8	5	13	16	15	31
Need Repair	24	26	50	40	12	52	64	38	102
Dangerous	2	2	4	5	3	8	7	5	12
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	34	38	72	53	20	73	87	58	145
Total									
Satisfactory	596	451	1,047	1,110	730	1,840	1,706	1,181	2,887
Need Repair	1,773	855	2,628	3,798	1,398	5,196	5,571	2,253	7,824
Dangerous	432	144	576	1,245	364	1,609	1,677	508	2,185
No Building	398	294	692	810	444	1,254	1,208	738	1,946
Not Reported	51	28	79	132	43	175	183	71	254
G. Total	3,250	1,772	5,022	7,095	2,979	10,074	10,345	4,751	15,096

Note:

Mosque Schools are included in Primary Schools

Table 5.8.5
Building Condition by Level, Location and Gender
2021-22

AJ&K									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	33	38	71	631	588	1,219	664	626	1,290
Need Repair	39	31	70	979	825	1,804	1,018	856	1,874
Dangerous	-	-	-	-	-	-	-	-	-
No Building	17	22	39	496	399	895	513	421	934
Not Reported	-	-	-	10	8	18	10	8	18
Total	89	91	180	2,116	1,820	3,936	2,205	1,911	4,116
Middle									
Satisfactory	10	12	22	167	198	365	177	210	387
Need Repair	9	13	22	261	220	481	270	233	503
Dangerous	-	-	-	-	-	-	-	-	-
No Building	3	1	4	68	57	125	71	58	129
Not Reported	-	1	1	2	1	3	2	2	4
Total	22	27	49	498	476	974	520	503	1,023
High									
Satisfactory	18	19	37	113	124	237	131	143	274
Need Repair	20	16	36	202	166	368	222	182	404
Dangerous	-	-	-	-	-	-	-	-	-
No Building	1	6	7	55	44	99	56	50	106
Not Reported	-	-	-	-	1	1	-	1	1
Total	-	-	-	-	-	-	409	376	785
Higher Secondary									
Satisfactory	3	6	9	12	21	33	15	27	42
Need Repair	-	1	1	29	30	59	29	31	60
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	1	1	6	8	14	6	9	15
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	8	11	47	59	106	50	67	117
Total									
Satisfactory	64	75	139	923	931	1,854	987	1,006	1,993
Need Repair	68	61	129	1,471	1,241	2,712	1,539	1,302	2,841
Dangerous	-	-	-	-	-	-	-	-	-
No Building	21	30	51	625	508	1,133	646	538	1,184
Not Reported	-	1	1	12	10	22	12	11	23
G. Total	153	167	320	3,031	2,690	5,721	3,184	2,857	6,041

Note:

Mosque Schools are included in Primary Schools

Table 5.8.6
Building Condition by Level, Location and Gender
2021-22

Gilgit-Baltistan									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	13	20	33	156	82	238	169	102	271
Need Repair	37	18	55	445	220	665	482	238	720
Dangerous	-	1	1	20	5	25	20	6	26
No Building	1	2	3	24	11	35	25	13	38
Not Reported	1	2	3	6	6	12	7	8	15
Total	52	43	95	651	324	975	703	367	1,070
Middle									
Satisfactory	3	10	13	48	39	87	51	49	100
Need Repair	10	3	13	104	59	163	114	62	176
Dangerous	-	-	-	-	1	1	-	1	1
No Building	-	-	-	-	1	1	-	1	1
Not Reported	-	-	-	2	1	3	2	1	3
Total	13	13	26	154	101	255	167	114	281
High									
Satisfactory	7	11	18	39	32	71	46	43	89
Need Repair	9	4	13	86	39	125	95	43	138
Dangerous	-	-	-	2	-	2	2	-	2
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	1	-	1	1	-	1
Total	16	15	31	128	71	199	144	86	230
Higher Secondary									
Satisfactory	-	1	1	6	8	14	6	9	15
Need Repair	3	-	3	5	6	11	8	6	14
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	3	1	4	11	14	25	14	15	29
Total									
Satisfactory	23	42	65	249	161	410	272	203	475
Need Repair	59	25	84	640	324	964	699	349	1,048
Dangerous	-	1	1	22	6	28	22	7	29
No Building	1	2	3	24	12	36	25	14	39
Not Reported	1	2	3	9	7	16	10	9	19
G. Total	84	72	156	944	510	1,454	1,028	582	1,610

Note:

Mosque Schools are included in Primary Schools

Table 5.8.7
Building Condition by Level, Location and Gender
2021-22

ICT									
Building Condition	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary									
Satisfactory	27	29	56	63	48	111	90	77	167
Need Repair	2	2	4	6	4	10	8	6	14
Dangerous	-	-	-	7	1	8	7	1	8
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	29	31	60	76	53	129	105	84	189
Middle									
Satisfactory	1	9	10	18	27	45	19	36	55
Need Repair	1	-	1	-	1	1	1	1	2
Dangerous	-	-	-	2	-	2	2	-	2
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	2	9	11	20	28	48	22	37	59
High									
Satisfactory	16	22	38	30	31	61	46	53	99
Need Repair	-	-	-	2	-	2	2	-	2
Dangerous	-	-	-	-	1	1	-	1	1
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	16	22	38	32	32	64	48	54	102
Higher Secondary									
Satisfactory	4	4	8	16	18	34	20	22	42
Need Repair	-	-	-	-	-	-	-	-	-
Dangerous	-	-	-	-	-	-	-	-	-
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
Total	4	4	8	16	18	34	20	22	42
Total									
Satisfactory	48	64	112	127	124	251	175	188	363
Need Repair	3	2	5	8	5	13	11	7	18
Dangerous	-	-	-	9	2	11	9	2	11
No Building	-	-	-	-	-	-	-	-	-
Not Reported	-	-	-	-	-	-	-	-	-
G. Total	51	66	117	144	131	275	195	197	392

Note:

Mosque Schools are included in Primary Schools

Table 5.9
Classroom Availability Status by Level
2021-22

Province/ Regions	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	
Pakistan	Primary	9,654	17,310	43,401	15,370	12,020	7,053	6,360	2,259	3,529	274	117,230
	Middle	528	288	856	3,301	1,655	1,500	2,127	1,490	4,226	10	15,981
	High	191	35	92	202	271	1,006	1,009	1,071	10,670	9	14,556
	Higher Sec	36	7	6	4	6	51	38	69	2,100	1	2,318
	G. Total	10,409	17,640	44,355	18,877	13,952	9,610	9,534	4,889	20,525	294	150,085
Punjab	Primary	542	1,535	12,821	6,858	6,261	3,400	2,952	970	1,104	94	36,537
	Middle	11	14	63	133	541	638	1,461	1,093	3,223	-	7,177
	High	6	1	12	28	57	145	236	395	7,143	-	8,023
	Higher Sec	-	-	-	-	-	-	1	6	769	-	776
	Total	559	1,550	12,896	7,019	6,859	4,183	4,650	2,464	12,239	94	52,513
Sindh	Primary	4,398	10,883	14,557	1,909	1,176	1,039	783	337	801	-	35,883
	Middle	194	131	294	486	342	292	227	80	346	-	2,392
	High	20	5	16	33	56	361	82	76	922	-	1,571
	Higher Sec	7	1	3	1	-	34	17	27	317	-	407
	Total	4,619	11,020	14,870	2,429	1,574	1,726	1,109	520	2,386	-	40,253
KP	Primary	1,312	842	9,158	5,203	3,807	2,302	2,343	849	1,424	1	27,241
	Middle	87	31	62	2,406	437	222	89	45	62	-	3,441
	High	22	2	10	58	76	362	549	453	1,164	-	2,696
	Higher Sec	2	-	-	-	2	6	12	29	751	-	802
	Total	1,423	875	9,230	7,667	4,322	2,892	2,993	1,376	3,401	1	34,180
Balochistan	Primary	1,910	3,354	5,106	756	472	201	123	61	97	114	12,194
	Middle	32	66	323	168	208	218	147	134	307	5	1,608
	High	4	6	24	35	47	73	62	77	814	7	1,149
	Higher Sec	-	-	2	-	-	5	3	3	131	1	145
	Total	1,946	3,426	5,455	959	727	497	335	275	1,349	127	15,096
AJ&K	Primary	1,484	657	1,333	345	191	54	36	9	7	-	4,116
	Middle	202	45	102	82	95	95	166	102	134	-	1,023
	High	137	21	29	41	32	48	69	53	355	-	785
	Higher Sec	25	6	1	3	4	6	3	3	66	-	117
	Total	1,848	729	1,465	471	322	203	274	167	562	-	6,041
Gilgit-Baltista	Primary	3	38	426	298	113	44	35	17	31	65	1,070
	Middle	-	1	11	25	32	34	31	36	106	5	281
	High	-	-	1	5	2	14	11	17	178	2	230
	Higher Sec	-	-	-	-	-	-	2	1	26	-	29
	Total	3	39	438	328	147	92	79	71	341	72	1,610
ICT	Primary	5	1	-	1	-	13	88	16	65	-	189
	Middle	2	-	1	1	-	1	6	-	48	-	59
	High	2	-	-	2	1	3	-	-	94	-	102
	Higher Sec	2	-	-	-	-	-	-	-	40	-	42
	Total	11	1	1	4	1	17	94	16	247	-	392

Note:
Mosque Schools are included in Primary Schools

Annex - VI

STATISTICAL APPENDIX OF EDUCATION INDICATORS

Gross Enrolment Ratio (GER)

Definition

Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

Formula

$$GER_{n,t} = \frac{E_{n,t}}{P_{n,t}^a}$$

where

$GER_{n,t}$	Gross enrolment ratio at level n of education in academic year t
$E_{n,t}$	Enrolment at the level n of education in academic year t
$P_{n,t}^a$	Population in age group a which officially corresponds to the level n of education in academic year t.
n	Level of education

Gross Intake Rate (GIR) in primary education, by sex

Definition

Total number of new entrants in Grade 1 of primary education, regardless of age, expressed as a percentage of the population at the official primary school entrance age.

Formula

$$GIR^t = \frac{N^t}{P_a^t} * 100$$

where

GIR^t	Gross intake ratio in school year t
N^t	Number of new entrants in Grade 1 of primary education, in school year t
P_a^t	Population of official primary school entrance age a , in school year

Gross intake ratio to the last grade (primary education, lower secondary education)

Definition

Total number of new entrants into the last grade of primary education or lower secondary general education, regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of primary education or lower secondary general education.

Formula

$$\text{GIRLG}_n = \frac{\text{NE}_{l,n}}{\text{P}_{n,a}}$$

where

GIRLG_n	Gross intake ratio to the last grade l of level n of education
$\text{NE}_{l,n}$	New entrants to the last grade l of level n of education
$\text{P}_{n,a}$	Population of the intended entrance age a to the last grade of level n of education
n	Level of education

Note: If data on new entrants are not collected directly, they can be calculated by subtracting the number of pupils repeating the last grade from total enrolment in the last grade.

Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

Definition

The number of students of the official age for the given level of education enrolled in pre-primary, primary, secondary or higher levels of education is subtracted from the total population of the same age. The result is expressed as a percentage of the population of the official age for the respective level of education. For primary, lower secondary and upper secondary education, the official age groups for the respective level of education are used in the indicator calculation. For pre-primary education, the indicator is calculated for children aged one year before the official age of entry into primary education.

Formula

$$\text{OSR}_n = \frac{\text{SAP}_n - \sum_{i=0}^8 \text{E}_{i, AGn}}{\text{SAP}_n}$$

where

OSR_n	Out-of-school rate for children and young people of the official age for level n of education
SAP_n	Population of the official age for level n of education
$E_{i, AGn}$	Enrolment in ISCED level i of children and young people of the official age for level n of education

Net enrolment rate Total (NERT)

Definition

Total number of students of the official age group for a given level of education who are enrolled in any level of education, expressed as a percentage of the corresponding population.

Formula

$$NERT_{n,t} = \frac{E_{n,t}^a}{P_{n,t}}$$

where

$NERT_{n,t}$	Total net enrolment rate at level n of education in academic year t
$E_{n,t}^a$	Enrolment in any level of education of the population of the official age group a for level n of education in academic year t
$P_{n,t}$	Population in age group a which officially corresponds to the level n of education in academic year t
n	Level of education

Note: The total net enrolment rate is the complementary to 100% of the corresponding out-of-school rate. Hence, the lower the total net enrolment rate, the higher the equivalent rate of out-of-school, and the greater the need to focus on improving access to education.

Percentage of children over-age for grade (primary education, lower secondary education)

Definition

Percentage of pupils in each level of education (primary and lower secondary general education) who are at least 2 years above the intended age for their grade. The intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade.

Formula

The sum of enrolments across all grades in the given level of education which are 2 or more years older than the intended age for the given grade is expressed as a percentage of the total enrolment in the given level of education.

$$\text{POAG}_n = \frac{\sum_{g=1}^{d_n} E_{n,g,AG,2+}}{E_n}$$

where

POAG_n	Percentage of children over-age for grade in level n of education
$E_{n,g,AG,2+}$	Enrolment in grade g of level n of education who are aged at least 2 years older than the intended age for that grade
E_n	Total enrolment in level n of education (all grades combined)
d_n	Duration (in years) of level n of education
n	1 (primary) or 2 (lower secondary general)

Net enrolment rate in pre-primary education

Definition

Percentage of pupils in each level of education (primary and lower secondary general education) who are at least 2 years above the intended age for their grade. The intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade.

Formula

$$\text{NER}_{0c}^t = \frac{E_{0c}^t}{\text{SAP}_{0c}^t}$$

where

NER_{0c}^t	Net early childhood education enrolment rate in category c in academic year t
E_{0c}^t	Enrolment of the population of the official age group for early childhood education category c in school year t
SAP_{0c}^t	Population in age group which officially corresponds to early childhood education category c in school year t
C	pre-primary education (ISCED level 02)

Survival Rate to Grade 5 in primary education, by sex

Definition

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

Formula

$$SR_{g,i}^k = \frac{\sum_{t=1}^m P_{g,i}^t}{E_g^k} * 100 \quad \text{where} \quad P_{g,i}^t = E_{g,i+1}^{t+1} - R_{g,i+1}^{t+1}$$

where

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

Effective Transition Rate (ETR) from primary to general secondary education, by sex

Definition

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

Formula

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

where

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

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

Percentage of female students *

Definition

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

Calculation Method

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

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

Percentage of female teachers *

Definition

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

Formula

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

where

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

