

10.1. Introduction

Education is central to socio-economic development of a country. It plays a critical role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of a society. Education also creates awareness, tolerance, self esteem and confidence which empower people to defend their rights. The positive outcomes of education include reduction in poverty and inequality, improvement in health status and good governance in implementation of socio-economic policies. The benefits of education are not only confined to the national economy but individual also benefit from it. It has been found that every year of additional schooling increases individual's wages by 10 per cent globally¹. The multifaceted impact of education makes it an essential element for policy framework. Developing countries, where majority of the world's population resides, need to redesign educational policies for promoting productivity in different sectors of the economy by developing highly skilled manpower and addressing their development needs for rapid industrialization.

The government is making serious efforts to improve the quantity and quality of education by enhancing educational facilities within the minimum possible time. Appropriate strategies have been devised for the growth of this sector, however, expansion of education is dependent on fiscal resources. Government has decided to double the education budget (as percentage of GDP) as visualized in *Fiscal Responsibility and Debt Limitation (FRDL) Act, 2005*. This means an extra spending of 1.8% of GDP over and above the existing funding will be on hand during the next five years. Availability of reliable, comprehensive and update educational data is a pre-requisite for

informed decision making, policy formulation and implementation. In this regard, Academy of Educational Planning and Management (AEPAM) conducted the first National Educational Census (NEC) in 2005.

10.2. LITERACY:

Literacy rate plays a vital role in the development of any nation by transforming into socio-economic prosperity. Literacy rates in developed countries hover around the 100% mark, but such is not the case with developing countries. About two decades ago, Pakistan had only 34% literacy rate (age 10 and above). Population Census 1972 and 1981 data shows that in the 1960s and 1970s, literacy rate improved by 0.5% per annum. However the 1998 Census revealed a growth rate of 1.07% per annum during 1981 to 1998 when the literacy rate (10 years and above) of population rose from 26.2% to 43.9%. In the current decade, the four indicators; Literacy Rate, Enrollment Rate, Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) have improved at a moderate pace.

According to Pakistan Social and Living Measurement (PSLM) Survey data (2006-07), the overall literacy rate (age 10 years and above) is 55% (67% for male and 42% for female) in 2006-07 compared to 54% (65% for male and 42% for female) in 2005-06. Literacy remains higher in urban areas (72%) than in rural areas (45%) and more in men (67%) compared to women (42%). When analyzed provincially, literacy rate in Punjab stood at 58% followed by Sindh (55%), NWFP (47%) and Balochistan at 42%. The literacy rate of Punjab and Balochistan has improved considerably during 2004-05 to 2006-07 (Table 10.1). Adult literacy rate (age 15 and above) has also increased from 50% in 2004-05 to 52% in 2006-07.

¹ World Bank Report

Table 10.1: Literacy Rate 10+, GER & NER Trends in Pakistan & Gender Parity Index (GPI)

REGION/ PROVINCE	Literacy rates (10 years & above)			GER Primary (age 5-9)			NER Primary (age 5-9)			
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	
Pakistan	Male	65	65	67	94	94	99	56	56	60
	Female	40	42	42	77	80	81	48	48	51
	Both	53	54	55	86	87	91	52	53	56
	rural	44	44	45	79	80	84	48	47	52
	urban	71	71	72	104	106	106	64	65	66
	GPI	0.62	0.65	0.63	0.82	0.85	0.82	0.86	0.86	0.85
Punjab	Male	65	66	67	100	98	106	60	60	64
	Female	44	47	48	89	89	95	55	53	59
	Both	55	56	58	95	94	100	58	57	62
	GPI	0.68	0.71	0.72	0.89	0.91	0.90	0.92	0.88	0.92
Sindh	Male	68	67	67	84	88	88	53	54	56
	Female	41	42	42	65	71	68	42	47	43
	Both	56	55	55	75	80	79	48	50	50
	GPI	0.60	0.63	0.63	0.77	0.81	0.77	0.79	0.87	0.77
NWFP	Male	64	64	67	93	93	96	53	51	56
	Female	26	30	28	65	70	67	40	42	41
	Both	45	46	47	80	83	82	47	49	49
	GPI	0.41	0.47	0.42	0.70	0.75	0.70	0.75	0.82	0.73
Balochistan	Male	52	54	58	83	79	89	44	39	49
	Female	19	20	22	49	50	52	29	27	32
	Both	37	38	42	67	65	72	37	34	41
	GPI	0.37	0.37	0.38	0.59	0.63	0.58	0.66	0.69	0.65

Source: Pakistan Social & Living Standard Measurement Survey 2006-07

According to the PSLM Survey data 2006-07, the overall school attendance (age 10 years and above) is 57% (69% for male and 44% for female) in 2006-07 compared to 55% (68% for male and 42% for female) in 2004-05. Province-wise school attendance (age 10 and above) for 2006-07 as against 2004-05 shows Punjab to be on the top (60% Vs 58%) followed by Sindh (56% Vs 56%), NWFP (50% Vs 48%), and Balochistan (39% Vs 37%) to be at the lowest level. School attendance (age 10 years and above) remains higher in urban areas (73%) than in rural areas (48%) and more in men (69%) compared to women (44%) (Table 10.2).

Nationally, the GER, sometimes referred to the participation rate, is the number of children attending primary school (age 5-9 years) divided by the number of children who ought to be attending. The GER shows a remarkable increase from 87% to 91% between 2005-06 and 2006-07. Punjab and Balochistan has shown noticeable increase in the respective period (Table 10.1). Similarly, GER at the middle school level (age 11-

13) has increased from 54% to 59% between 2005-06 and 2006-07. Province-wise data (age 11-13) for 2006-07 as against 2004-05 shows Punjab to be on the top (62% Vs 55%) followed by NWFP (60% Vs 56%), Sindh (55% Vs 51%) and Balochistan (43% Vs 36%) to be at the lowest level.

The Net Enrollment Rate (NER) refers to the number of students enrolled in primary school of primary school age divided by the number of children in the age group for that level of education. The NER as a whole in 2006-07 is 56% compared to 53% in 2005-06. All the provinces have shown a rising trend, interestingly, rural areas exhibited higher rates in comparison to urban areas (Table 10.1).

The Gender Parity Index (GPI) is the ratio of females' enrolment to the males' enrolment. A GPI of more than one indicates that, in proportion, for every male in the school, there is more than one female. The GPI for Pakistan as a whole in 2006-07, is 0.63 compared to 0.62 in 2004-05. Province-

wise GPI is high in Punjab (0.72) followed by Sindh (0.63), NWFP (0.42) and Balochistan (0.38), respectively (Table 10.1). The lower GPI in NWFP

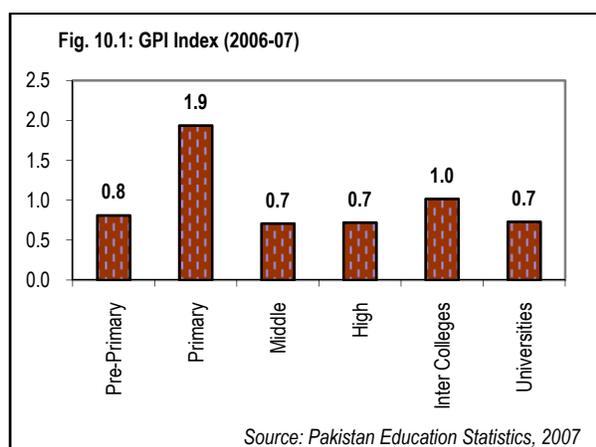
and Balochistan calls for immediate attention by the policy makers at both federal and provincial levels.

TABLE 10.2: POPULATION THAT HAS EVER ATTENDED SCHOOL- BY PROVINCE & REGION

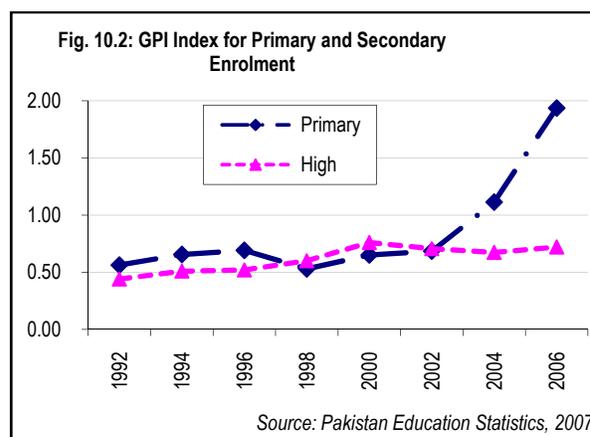
REGION and PROVINCE	Percentage of the Population (10 Years and Older)								
	2004-05			2005-06			2006-07		
	Male	Female	Both	Male	Female	Both	Male	Female	Both
URBAN AREAS:	80	63	72	80	64	72	80	66	73
PUNJAB	81	67	74	82	67	75	81	69	75
SINDH	80	62	72	79	64	72	81	65	74
NWFP	80	49	65	78	49	63	78	49	64
BALUCHISTAN	74	41	59	73	38	57	75	41	60
RURAL AREAS:	62	31	47	61	33	47	63	32	48
PUNJAB	64	38	51	63	39	51	66	40	53
SINDH	57	18	39	55	19	38	54	17	37
NWFP	66	25	45	68	31	48	68	26	47
BALUCHISTAN	47	13	32	40	12	27	49	13	33
OVERALL:	68	42	55	68	44	56	69	44	57
PUNJAB	69	47	58	70	49	59	71	50	60
SINDH	69	41	56	68	43	56	68	43	56
NWFP	69	29	48	70	33	51	70	30	50
BALUCHISTAN	52	18	37	48	18	34	55	20	39

Source: Pakistan Social & Living Standard Measurement Survey 2006-07

According to Academy of Educational Planning and Management (AEPAM), 11.23 million females were enrolled at primary schools as compared to 5.8 million males in 2006-07. This shows higher enrollment of females in 2006-07 with GPI Index of value 1.9. However at middle and high class, GPI fell to 0.70 (Figure 10.1). At the national level GPI for youth literacy (15-24 years) is 0.72.



There is an improvement in GPI Index overtime at primary and secondary level, but a sharp increase in GPI for primary enrolment is noted during 2002-03 to 2006-07 periods (Figure 10.2).



10.3: Education Sector in Pakistan: An Overview

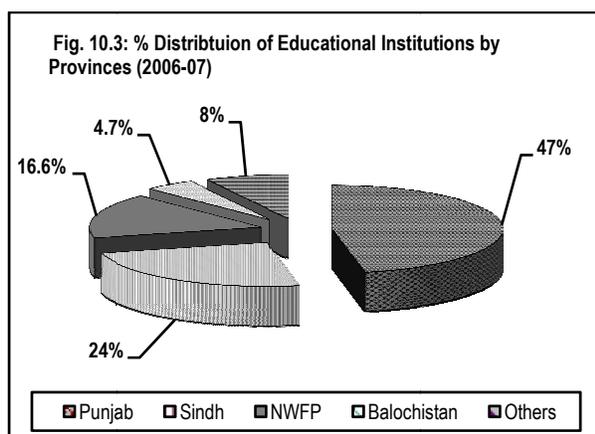
According to the Pakistan Education Statistics 2007, a total of 7,242 new institutions were added in a year which has raised the total number to 231,289 in the country (other than technical, professional, vocational, polytechnic institutions, NFBE schools and deeni madaris). Out of total institutions, 164,579 are in public sector and 81,103 in private sector (Table 10.3).

Table 10.3: Educational Institutions by Sector and Provinces (in 2006)

Area	Total	Public	Private
Pakistan	245,682	164,579 (67)	81,103 (33)
Punjab	115,311	66,770 (58)	48,541 (42)
Sindh	59,312	46,738 (79)	12,574 (21)
NWFP	40,706	29,430 (72)	11,276 (28)
Balochistan	11,492	9,742 (85)	1,750 (15)
FATA	5,344	4,704 (88)	640 (12)
FANA	4,366	1,505 (34)	2,861 (66)
AJK	7,803	5,092 (65)	2,711 (35)
ICT	1,348	598 (44)	750 (56)

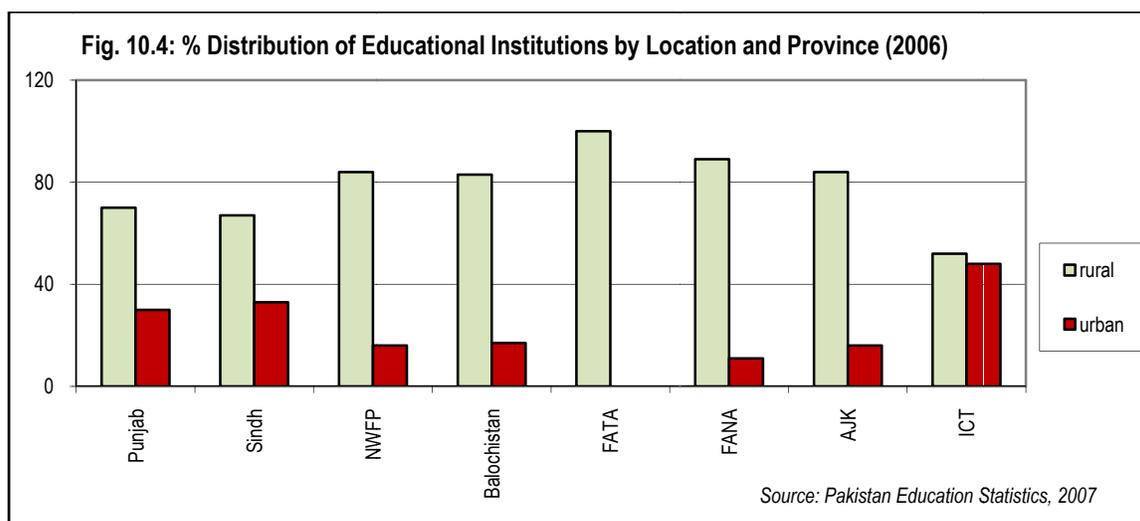
Percentage Share in Parentheses

Source; Pakistan Education Statistics 2007



When segregated provincially, about 47% institutions of all categories are in Punjab, followed by 24% in Sindh, 16.6% in NWFP and 4.7% in Balochistan (Figure 10.3). About three fourth of the institutions are in rural areas and same trend is seen on a provincial basis (Figure 10.4).

The data further reveals that role of public sector is more dominant in promoting education as compared to the private sector. About 67% of the educational institutions in the country are run publicly relative to only 33% in the private sector. The share of public sector is also higher in rural areas (79%) with remaining in the private sector. Province-wise distribution, however, shows a comparatively higher share of private sector in Punjab, FANA, and ICT, while there is a need to encourage the private sector in other provinces. The role of private sector should be enhanced by providing incentives and introducing innovative schemes such as education vouchers etc. This will encourage healthy competition between public and private sector, and thus improve the quantity and quality of education.



10.3.1: Education by Level:

Pakistan follows three tier education system which includes Elementary Education (8 years), Secondary Education (4 years) and Higher Education (4 years). According to the Ministry of

Education, the overall enrollment in these institutions is recorded at 34.84 million with teaching staff of 1.307 million. Out of total institutions, there are 50% primary schools, 16% middle, 10% high, 4.95% Deeni Madaris and 1.2% Vocational Institutions (Table 10.4).

Table 10.4: Number of Mainstream Institutions, Enrolment and Teachers by Level

Year	Enrollment		Institutions		Teachers	
	2005-06	2006-07 ^P	2005-06	2006-07 ^P	2005-06	2006-07 ^P
Pre-Primary	7,135,447	8,322,620	--	--	--	--
Primary+ Mosque	16,834,417	17,043,460	157,526	158,378	443,973	447,890
Middle	5,262,323	5,576,010	39,370	42,918	310,753	334,554
High	2,133,008	2,244,147	22,909	25,177	362,188	390,612
Higher Sec./ Inter	853,535	907,704	2,996	3,332	69,425	73,273
Degree Colleges	325,993	324,988	1,135	1,371	20,568	23,676
Universities.	424,012	424,271	111	113	37,509	37,536
Total	32,968,735	34,843,200	224,047	231,289	1,244,416	1,307,541

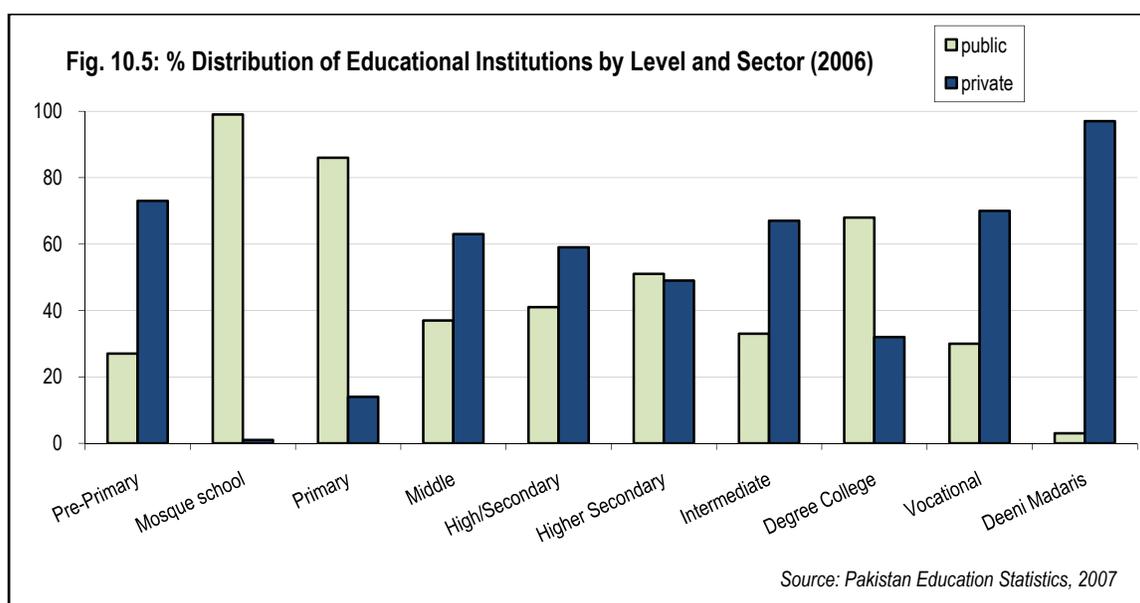
Source: Pakistan Education Statistics 2005-06 & 2006-07, EMIS- MoE Islamabad.

^P Provisional data by EMIS- MoE, Islamabad.

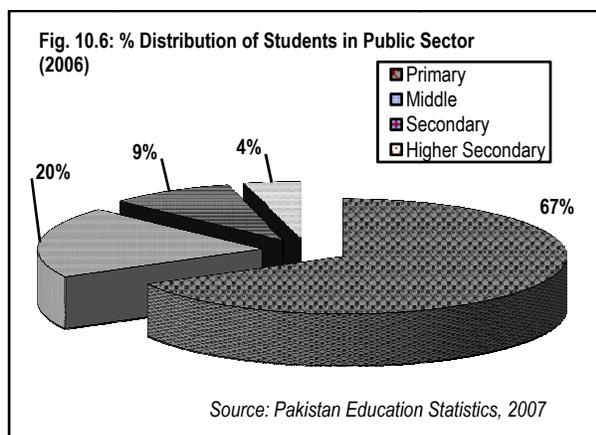
It transpires from above that the access gap between primary and middle schools has declined. In 2005-06, there was one middle school for every 4 primary schools and one higher secondary school / Inter College for every 7.65 high schools. This gap slumped to one middle school for every 3.7 primary schools and one higher secondary school / Inter College for every 7.56 high schools in 2006-07. These new institutions have been instrumental in raising the number of teachers and students. The increase in enrollment has been outstanding i.e. 1.187 million in year 2006-07, with middle and

primary level showing additional enrolments of 313,687 and 209,043 respectively.

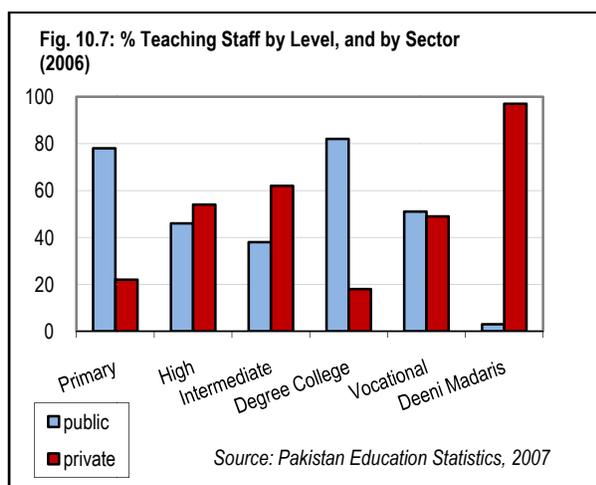
The public sector dominates in education sector at primary level. There are 86% primary schools in the public sector as compared to 14 % in the private sector. At the middle level, only 37% schools are in the public sector in comparison to 63% in private sector. Share of private sector is even higher (70%) at Vocational/Polytechnics level as compared to the public sector. In case of Deeni Madaris, almost all (97%) of them are in the private sector (Figure 10.5).



The percentage distribution of students in public sector shows that 67% students are in primary schools, 20% in middle schools and only 4% in higher secondary schools (Figure 10.6).

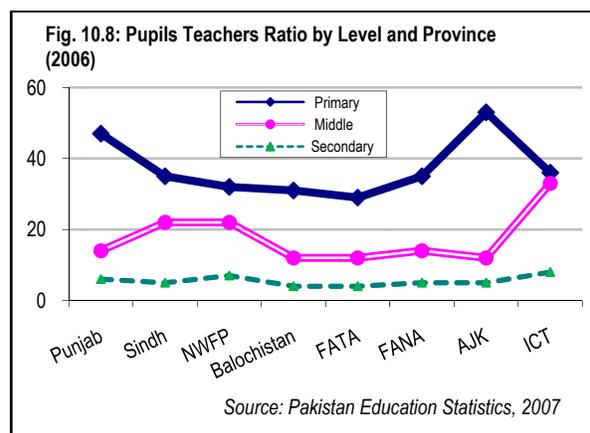


Among primary school teachers, 78% are in public sector where as 22% are in private sector, at middle level, 36% in public sector and 64% in private sector, at secondary level, 46% in public sector and 54% in private sector. Similarly out of total higher secondary school teachers, 56% are in public sector and 44% are in private sector (Fig-10.7).



The national Pupils Teacher Ratio (PTR) at primary education is 40, ranging from 29 in FATA to 47 in Punjab. The national PTR for female is 36. At middle level, PTR is 16 for whole country and only 10 for female. The ratio ranges from lowest of 12 for Balochistan, FATA, and AJK and highest of

33 for ICT. The PTR of female at middle level education ranges from 9 in Punjab to 20 in ICT. At secondary education, overall PTR is 6 while it is 4 for female (Figure 10.8). In public sector institutions, there are 140 students per institution against 159 in private sector.



10.3.2: Gender Differences in the Education Sector:

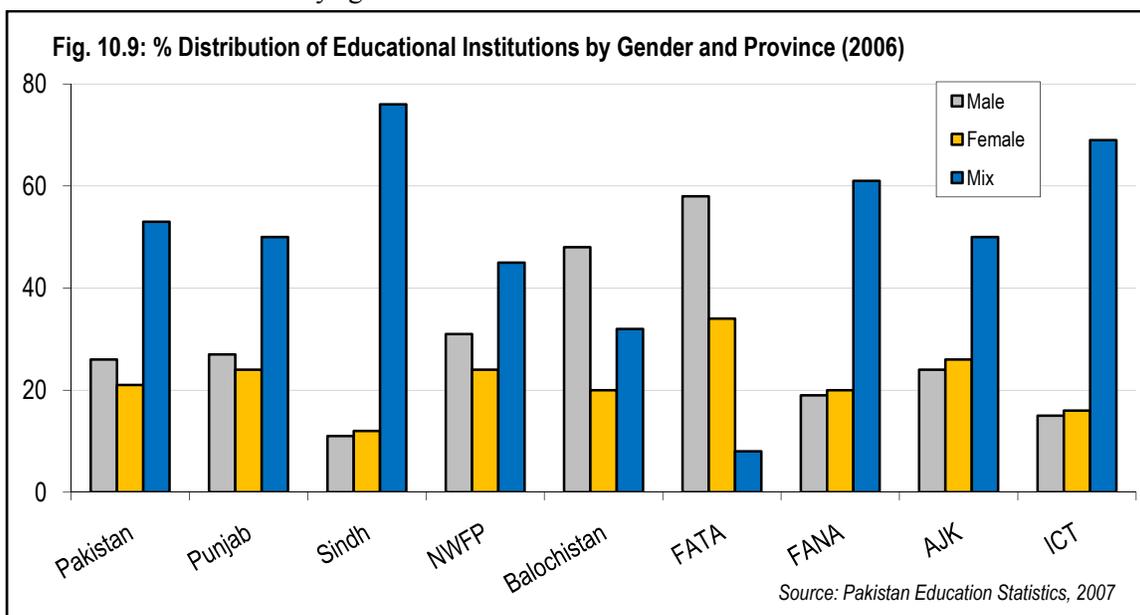
Women have an enormous impact on the well-being of their families and societies. However, their potential has not been fully realized because of discriminatory social norms, missing incentives, and legal impediments. In Pakistan, status of women has improved in recent years, but gender inequality remains pervasive. This inequality starts early within the family and keeps women at disadvantageous position throughout their lives. Due to parental ignorance, misapplied dogma and obscurantist beliefs, girls are more likely to be kept out of school and to receive less education than boys. This discrimination is aggravated due to lack of access to educational institutions, educational expenses and household duties.

Pakistan is committed to the achievement of Millennium Development Goals including elimination of disparity at all levels of education by the year 2015. The Medium Term Development Framework 2005-10 (MTDF) makes a serious effort to include gender concerns in its strategies and overall sectoral programs. Massive financial support is required to build educational and other infrastructure and trained staff to achieve these goals. Diverse programs and strategies, ranging from compensatory programs such as stipends at

primary, middle and secondary levels, free text books and nutritional support to school girls are also required for enhancing the educational status of women.

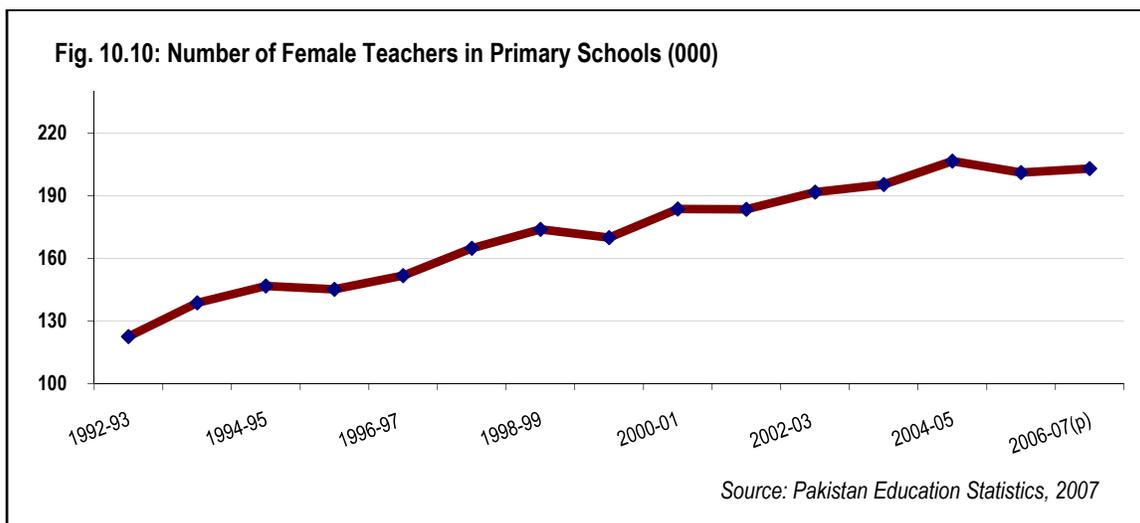
According to the Pakistan Education Statistics 2007, out of total institutions, 21% are for girls, 26% for boys, and 53% are mixed institutions. The distribution of institutions by gender is almost

same in Sindh, FANA, AJK, and ICT while in other areas males' institutions are higher in number than females' institutions (Figure 10.9). To provide equal opportunities to women, more educational institutions should be established to improve females' participation and to reduce the gender gap.



The proportion of female teachers at primary and secondary levels is increasing continuously. Currently there are 51 percent female teachers in the education system of Pakistan at national level. Figure 10.10 shows that number of female teachers

in primary schools increases over time but remains almost stagnant during 2004 and 2006, the period when massive enrollment of girls was noted at primary level.

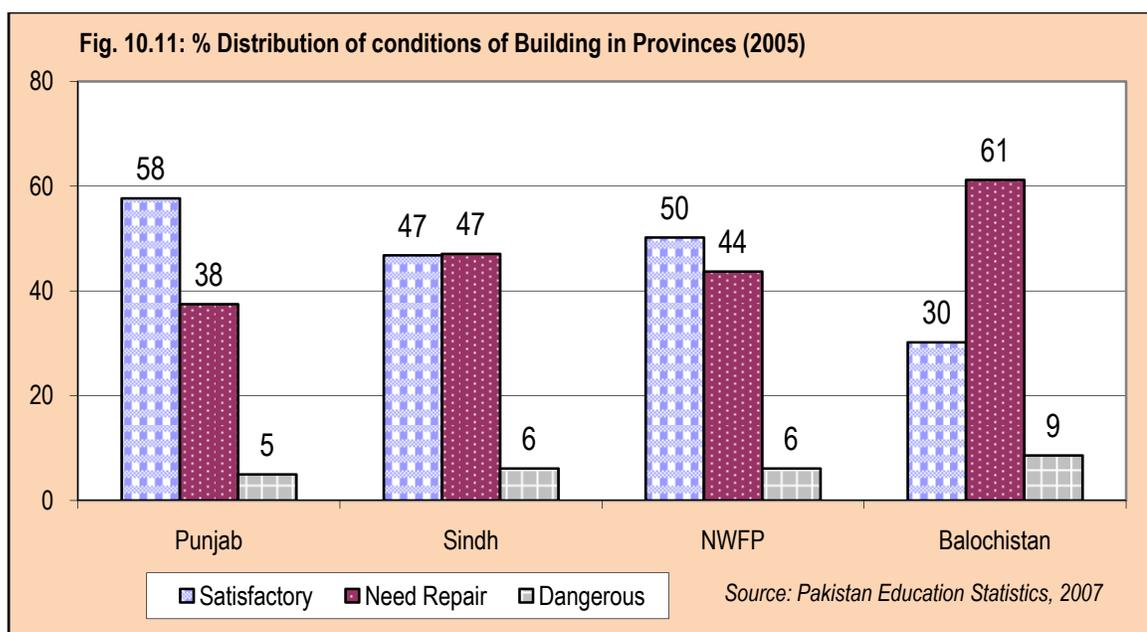


Pakistan's overall record in promoting and delivering gender equality is weak. However in the current decade;

- The GPI at all levels of education has improved.
- The ratio of literate female to male has risen.
- The share of women in urban employment has improved marginally.
- The role of women in national decision-making has improved appreciably.

10.3.3. Physical Infrastructure:

National Education Census 2005 has provided the latest state of physical infrastructure of educational institutions. The census has revealed that 83.3% of the public schools are in government buildings followed by 5.7% rent free. The private institutions are predominately housed either in rented (43.1%) or owned (42.8%) buildings followed by 11.6% in rent free accommodations. About 51.6% buildings of all institutions are in satisfactory conditions and 42.7% need major or minor repair. However, 5.7% buildings have been reported in dangerous condition. Province-wise, buildings in Punjab are in a satisfactory position while in Balochistan, most buildings fall in dangerous condition (Figure 10.11).



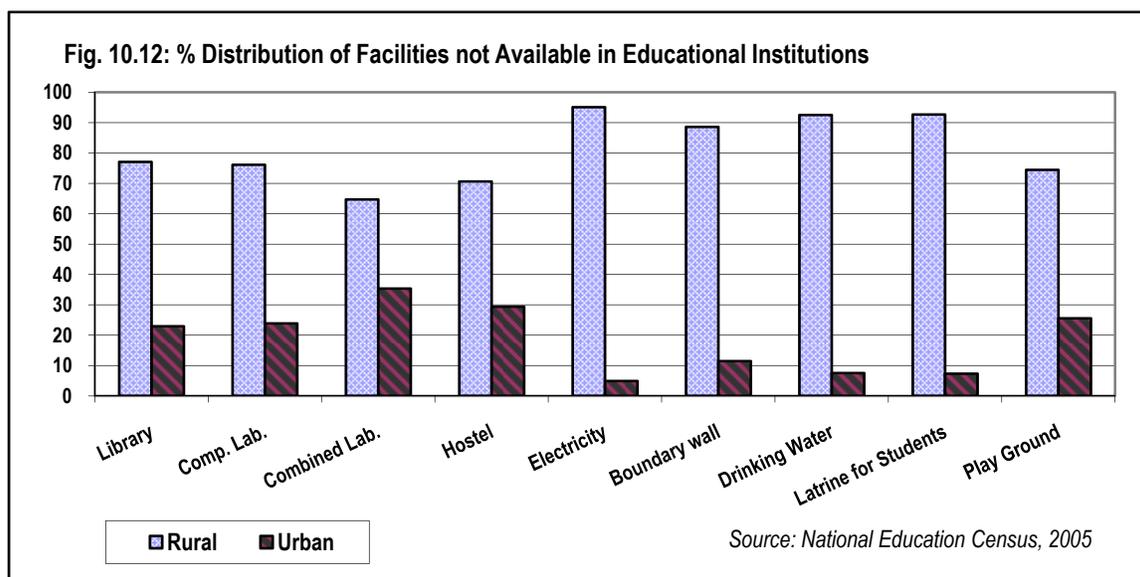
Out of total institutions, 12,737 (almost all in public sector) have been reported as non-functional. The Sindh province has reported the largest share of non-functional institutions (58%). About 37.8% schools in public sector are without boundary wall, 32.3% without drinking water, 56.4% without electricity, 40.5% without latrine and 6.8% without building. It is to be noted that majority of the institutions are located in rural

areas and with a higher percentage of population residing there, the availability of basic facilities are inadequate (Table 10.5 & Figure 10.12). It is therefore imperative to make educational institutions more functional in rural areas by providing missing facilities. Furthermore, there is a need to reduce the current imbalances of school facilities existing at different levels in different provinces.

Table 10.5: Educational Institutions by Availability of Building Facilities (2005)

Building Facilities	Facilities Available			Facilities Not Available		
	Overall	Rural	Urban	Overall	Rural	Urban
Library	30,793	12,004	18,789	163,313	125,880	37,433
Computer Lab.	22,474	5,104	17,370	141,924	108,044	33,880
Combined Lab.	16,658	6,537	10,121	31,083	20,104	10,979
Student Hostel	7,700	3,498	4,202	134,278	94,838	39,440
Electricity	138,651	82,676	55,975	89,140	84,770	4,370
Boundary wall	152,176	100,495	51,681	60,455	53,539	6,916
Drinking Water	174,644	118,285	56,359	53,147	49,161	3,986
Latrine	152,464	97,574	54,890	62,356	57,798	4,558
Play Ground	76,790	52,977	23,813	133,123	99,117	34,006

Source: National Education Census 2005



10.4. Important Recent Milestone

The government has undertaken a number of reforms to widen access to education and raise its quality in the country. Major reforms and initiatives have been summarized below: -

10.4.1. National Education Assessment System (NEAS)

National Education Assessment System (NEAS) was launched to improve and assess the quality of education at elementary level, with the following main objectives:

- To measure learning achievements of students in grade IV and VIII with a view to raise the quality of education.
- To develop assessment capacity, and

- To institutionalize sustainable monitoring system.

National Curriculum Council (NCC) has prepared comprehensive review of school curriculum to make it relevant to student needs. So far, NCC has notified revised curriculum of 23 core subjects (classes I to XII), while work on other 24 subjects is in progress. The government has provided free textbooks in all public schools up to primary level. Furthermore, to promote female's participation at primary level, the government has endowed incentive to female students in the shape of scholarship (Rs. 200 p.m). Education Management Information System has been launched to strength the informations from national to grassroots level. The government has opened 4,402 new basic schools and trained 2,276 teachers under the project "Establishment and Operation of Basic Education Community Schools"

10.4.2. Formulation of a National Textbook and Learning Materials Policy

National Textbook and Learning Materials Policy (2007) has been prepared to prop up the quality of education at all levels through better quality textbooks at affordable prices and other learning materials for promoting Pakistan as a knowledge based society. According to this policy, the Examination Boards will not test the students from a particular text book but instead do so from the recommended multiple text books. Ministry of Education is helping in establishing five Resource Centres one in each Textbook Board for upgrading the capacity of small publishers and also of the authors in writing the textbooks and improving quality. Furthermore, controversial materials pertaining to cultural, religious and ethnic practices shall not be included in textbooks.

10.4.3. National Commission for Human Development (NCHD)

NCHD, a public-private partnership, aims to improve public sector delivery mechanisms to achieve the targets of Millennium Development Goals (MDGs). NCHD intends to help the government to achieve Universal Primary Education (UPE) upto 2010 and Education For All (EFA) upto 2015. NCHD also aims to improve quality of education through budgetary measures, and eliminate gender disparity at primary and secondary level by 2015.

10.4.4. Strengthening of Teachers Training

The government has taken several substantial initiatives for teacher's education and professional development. During fiscal year 2007-08, 20,660 elementary school teachers have been trained in the country costing Rs. 135 million. At higher level, HEC has provided training services to 3,726 faculty members of different universities. Under Canadian International Development Agency (CIDA) Debt- Swap initiative, the Executive Committee of National Economic Council (ECNEC) approved a project, costing Rs. 669.556 million for the promotion of teacher training and capacity building of teacher training institutes in ICT, FATA, FANA and AJK. Similar projects were also approved for the provinces of Punjab, Sindh, NWFP and Balochistan at a capital cost of

Rs. 3,137.752, Rs. 1,261.773, Rs. 1,035.319 and Rs. 588.407 millions respectively. National Institute of Science and Technical Education (NISTE), Islamabad will train teachers in Science and Technical Education throughout the country.

10.4.5. Technical & Vocational Education:

Technical & vocational education (TVE) produces skilled manpower needed in the industry. Unfortunately, little attention has been paid to this type of education in past. The present technical & vocational education is supply-oriented rather than driven by labor market demand. At present, there are only 1,522 TVE institutions in the country; 1,140 under government while 382 are registered as private institutions. The overall enrollment is recorded at 314,188 with teaching staff at 17,409. The quality of output is low due to lack of relevance of curriculum to job market requirement, poorly trained faculty, weak linkages between institutions and industry and lack of coordination at various levels.

Realizing the role of skilled and technically educated manpower for the economy, the government has established the National Vocational & Technical Education Commission (NAVTEC) in November, 2006. The Commission is mandated to facilitate, regulate, and provide policy direction for technical education and vocational training to meet national and international demand for skilled manpower. Similarly Technical Education and Vocational Training Authority (TEVTA) Punjab has chalked out a short term demand driven programme for training 100,000 skilled workers under TEVTA Special Training Programme every year. The government has established four Polytechnics in Balochistan and one in Gilgit at a cost of Rs. 760 million

10.4.6. Reforms in Deeni Madaris:

There is a large number of Deeni Madaris enrolling thousands of students. To bring the formal education and Deeni Madaris close to each other, Madaris reform programme has been initiated with the introduction of formal education in 8,000 Madaris. Madaris will be mainstreamed through provision of grants, salaries to teachers, cost of text

books, teacher training and equipment. Recently TEVTA Punjab has planned to train this huge reservoir and has established Government Technical Training Institutes (GTTIs) at 27 Deeni Madaris including 20 for male, 5 for female, and 2 mixed in 13 popular demand driven trades. Such initiatives must be taken in other provinces as well.

10.4.7. Human Resource Development (HRD):

Pakistan has been blessed with highly talented manpower, but due to insufficient research and development (R&D) activities, a large number of highly educated and trained persons leave for better career in developed countries. To address these challenges, the government has taken several steps to improve faculty, promote access/participation and excellence in learning and research at higher level.

Availability of scholarships plays a vital role in promoting Human Capital. Therefore, the government has launched scholarship programs at Federal and Provisional level. Currently, 3,237 scholars are studying (under PhD Scholarship Program) in HEC recognized universities in the past four years.

The foreign scholarship programs have been geared towards improving research in key areas, particularly in areas relating to engineering, applied and pure sciences. HEC has sent 2,600 scholars for studies abroad under PhD scholarship program upto 2007-08. 69 scholars proceeded abroad under Cultural Exchange Programme in year 2007-08. In addition, HEC in collaboration with the Cuban Government, has sent 366 students for undergraduate medical studies (MBBS equivalent) in year 2006-07 with 20% seats allocated to earthquake affected areas. Another group of 644 students will be proceeding to Cuba

in the near future. Foreign Faculty Hiring Program has been launched to reduce faculty deficiencies by recruiting highly-qualified faculty members from abroad. About 364 foreign faculty members have participated in this program since July 2004-05.

In view of spreading higher education to every area of Pakistan, over the past three years, 17 new universities have been granted Charters, with the majority opened in areas where higher education opportunities were previously unavailable. 23 new and advance disciplines were launched. Furthermore, 11 foreign institutions were allowed to operate in Pakistan through franchising/collaborative arrangements with local institutions of higher education.

The government has established four universities of Engineering, Science and Technology in Pakistan (UESTP) with the collaboration of Germany, Austria, France and China at a total cost of Rs. 164.869 Billion. Three additional universities are to be established in other regions of the country.

In order to support the conduct of truly world-class research, more than 20 Central Research Laboratories have been established in major universities. Improved facilities are supported by sophisticated IT-based solutions to cater to the research needs of researchers. The HEC Digital Library now provides access to over 25,000 leading research journals and 50,000 e-books, covering approximately 75% of the world's peer-reviewed scientific journals; 81,540 books were provided to 52 universities under the Book Bank Scheme; 28 universities have been connected through video conferencing facility in two years to promote interactive distant learning, interactive meeting and interviews, international e-conferences and live events.



TABLE 10.1

NUMBER OF EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

	Primary Schools (000)		Middle Schools (000)		High Schools (000)		Secondary Voca- tional Institutions		Arts and Science Colleges		Professional Colleges		Univer- sities	
	Total		Female		Total		Female		Total		Female		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	130.6	40.3	11.8	5.4	8.7	2.8	602	316	800	293	260	109	27	-
1993-94	134.1	42.4	12.1	5.5	9.2	3.0	474	218	824	303	260	112	28	-
1994-95	139.6	44.4	12.6	5.7	9.5	3.2	487	221	863	317	271	116	34	-
1995-96	143.1	40.5	13.3	4.4	9.5	2.4	577	224	909	338	286	124	38	-
1996-97	149.7	52.1	14.5	6.3	9.9	3.3	578	225	1,141	382	310	129	41	-
1997-98	156.3	58.1	17.4	7.5	11.1	3.9	574	223	1,056	400	315	139	45	-
1998-99	159.3	53.1	18.1	7.2	12.4	3.3	580	228	1,137	433	336	153	46	-
1999-00	162.1	55.0	18.4	7.6	12.6	3.4	612	233	1,222	464	356	161	54	-
2000-01	147.7	54.3	25.5	12.0	14.8	4.6	630	236	1,710	691	366	171	59	-
2001-02	149.1	55.3	26.8	12.8	15.1	4.6	607	239	1,784	731	376	177	74	-
2002-03	150.8	56.1	28.0	13.5	15.6	4.8	585	230	1,855	768	386	186	96	-
2003-04	155.0	57.6	28.7	13.9	16.1	8.9	636	252	1,989	822	426	206	103	*
2004-05	157.2	58.7	30.4	14.8	16.6	5.3	2,859	1,460	1,604	684	677	331	103	-
2005-06	157.5	59.8	39.4	19.3	22.9	8.1	3,059	-	2,996	1,072	1,135	664	116	-
2006-07 (P)	158.4	60.5	42.9	21.1	25.2	7.8	-	-	3,332	1,155	1,371	817	120	-

P: Provisional R: Revised A: Actual - not available

Source 1: Figures of Primary, Middle, High, Arts and Science Colleges, and Professional Colleges data of 1992-93 to 2006-07 is based on

Source 2: Figures of Secondary Vocational Institutions data from 1992-93 to 2004-05 is based on Federal Bureau of Statistics.

Source 3: Figures of Secondary Vocational Institutions data of 2005-06 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad

TABLE 10.2

ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL AND SEX

Year	Primary Stage (I-V) (000 No)		Middle Stage (VI-VIII) (000 No)		High Stage (IX-X) (000 No)		Secondary Vocational (000 No)		Arts and Science Colleges (000 No)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	10271	3696	3,040	994	1,168	357	93	24	422	151	281,200	100,400	68,301	14,856
1993-94	10898	4123	3,305	1,123	1,315	421	84	18	405	149	270,000	99,600	77,119	19,342
1994-95	11900	4708	3,816	1,347	1,525	514	86	15	422	166	281,600	110,400	80,651	21,174
1995-96	11657	4590	3,605	1,270	1,447	480	86	14	440	179	293,600	119,600	82,955	23,105
1996-97	13088	5350	3,726	1,357	1,521	520	92	15	457	191	304,800	127,600	91,883	25,050
1997-98	14182	5861	4,032	1,532	1,658	605	90	18	478	201	318,400	134,000	93,780	24,848
1998-99	14879	5149	4,098	1,586	1,703	639	75	17	509	234	312,000	140,400	91,637	25,469
1999-00	15784	5660	4,112	1,615	1,726	653	91	17	562	263	316,800	148,800	114,010	27,369
2000-01	14105	5559	3,759	1,706	1,565	675	83	14	582	283	305,200	149,600	124,944	36,699
2001-02	14560	5871	3,821	1,506	1,574	644	83	15	582	285	300,400	148,000	117,863	39,682
2002-03 R	15094	6132	3,918	1,551	1,589	658	94	19	625	306	320,800	158,400	126,870	43,668
2003-04 P	16207	8179	4,321	1,737	1,800	709	101	23	691	338	329,007	163,059	423,236	178,723
2004-05*	17258	9092	4,550	1,863	1,880	756	177	86	662	321	261,955	130,896	423,624	178,833
2005-06	16834	10474	5,262	2,169	2,133	882	239	90	854	428	325,993	198,208	424,012	178,943
2006-07(E)	17043	11239	5,576	2,313	2,244	940	284	-	908	458	324,988	209,924	424,271	179,016

P: Provisional R: Revised A: Actual - not available

Source 1: Figures of Universities data from 1992-93 to 2002-03 is based on Federal Bureau of Statistics.

Source 2: Figures of Primary, Middle, High, Arts and Science Colleges, and Professional Colleges data of 1992-93 to 2006-07 is based on AEPAM, Islamabad

Source 3: Figures of Universities data from 2003-04 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.

Source 4: Figures of Secondary Vocational Institutions data of 2005-06 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.

Source 5: Figures of Secondary Vocational Institutions data of 2006-07 is based on National Training Bureau, Ministry of Labour

TABLE 10.3

NUMBER OF TEACHERS IN EDUCATIONAL INSTITUTIONS IN PAKISTAN, BY KIND, LEVEL AND SEX

	Primary Schools (Thousands)		Middle Schools (Thousands)		High Schools (Thousands)		Secondary Vocational Institutions (Number)		Arts and Science Colleges (Number)		Professional Colleges (Number)		Universities (Number)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
1992-93	332.5	122.5	119.0	66.3	165.6	68.1	9,153	2,605	25,485	9,138	8,269	3,058	5,728	747
1993-94	359.1	138.6	132.8	78.2	217.4	88.5	7,965	1,603	27,666	9,825	8,754	3,178	5,217	918
1994-95	375.2	146.7	144.6	80.9	227.6	102.6	6,949	1,708	29,843	10,515	9,128	3,264	5,316	939
1995-96	377.5	145.1	159.1	85.0	217.6	89.8	7,291	1,799	32,898	11,729	9,969	3,657	5,417	927
1996-97	374.3	151.7	156.7	91.4	224.7	98.8	7,422	1,845	32,190	11,690	9,950	3,660	5,162	919
1997-98	397.0	164.7	168.4	101.0	252.9	112.9	6,923	1,870	39,267	15,767	10,930	4,105	5,515	976
1998-99	422.6	173.8	178.5	108.2	231.6	107.5	7,133	1,858	35,187	14,298	10,777	4,139	4,911	837
1999-00	402.4	169.8	193.9	117.6	247.8	115.8	9,253	1,959	39,268	15,764	11,065	4,221	5,914	1,174
2000-01	408.9	183.6	209.7	127.8	260.3	125.3	9,441	1,959	48,054	21,506	11,019	4,218	5,988	1,302
2001-02	413.9	183.5	230.1	139.3	270.2	126.1	7,192	1,863	55,146	23,016	10,598	4,164	5,160	1,247
2002-03	433.5	191.7	236.3	145.8	278.0	131.9	7,273	1,623	57,681	24,146	11,164	4,410	6,180	1,375
2003-04	432.2	195.3	239.4	146.6	276.9	134.2	8,535	1,957	57,881	24,190	11,245	4,505	37,428	-
2004-05*	450.1	206.5	246.7	151.5	282.1	138.6	11,521	4,481	57,661	24,366	12,399	5,192	37,469	-
2005-06	444.0	201.0	310.8	201.6	362.2	197.4	14,565	4,658	69,425	33,959	20,568	10,485	37,509	-
2006-07(P)	447.9	202.9	334.6	219.9	390.6	218.5	17,364	-	73,273	37,215	23,676	12,478	37,536	-

P: Provisional R: Revised A: Actual - not available

Note 1: All figures includes Public & Private Sector data.

Note 2: Mosque Schools are included in primary schools

Source 2: Figures of Universities data from 1992-93 to 2002-03 is based on Federal Bureau of Statistics.

Source 3: Figures of Primary, Middle, High, Arts and Science Colleges, and Professional Colleges data of 1992-93 to 2006-07 is based on AEPAM, Islamabad

Source 4: Figures of Universities data from 2003-04 to 2006-07 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.

Source 5: Figures of Secondary Vocational Institutions data of 2005-06 is based on Annual Pakistan Education Statistics Reports, AEPAM, Islamabad.

Source 6: Figures of Secondary Vocational Institutions data of 2006-07 is based on NAVTEC survey (2006)