

EXECUTIVE SUMMARY

The National Education Census (NEC) 2005 has been conducted for the first time in the history of Pakistan. Reliable, accurate and comprehensive database is a prerequisite for any type of planning. Obviously planning and management of education system at all levels also requires information based on the comprehensive database including all categories of educational institutions in the country. Thus the need for National Education Census was being felt from all quarters for more informed and visionary policy formulation, decision-making, efficiency, effective reforms and quality of education.

In the past incomplete database was being used which had partial information of private sector schools, colleges and universities, technical and vocational education, professional institutions, deeni madaris etc. There was no data to visualizing the total expenditure on education, as expenditure by the private sector was not available. Planning of education was affected because of the incomplete data, which is clear from the existing gap between planning and implementation. Even at international level our ranking among the countries of the world remained low due non-availability of complete data which sometime caused embarrassment for the authorities.

Keeping in view the multiple concerns the Ministry of Education decided to conduct National Education Census (NEC) 2005 in collaboration with Academy of Educational Planning and Management (AEPAM) and Federal Bureau of Statistics (FBS), Statistics Division. The census aimed at complete enumeration of all categories of educational institutions in the country and establishment of comprehensive National Data Bank on Education.

The National Education Census (NEC) covered 245,682 institutions which includes public and private schools, colleges and universities, professional institutions, vocational and technical institutions, mosque schools, deeni Madaris, non-formal basic education centres, distance education centres, special education institutions etc. The census has primarily focused to gather data on the level, type and management of the institution, enrolment, teaching staff and their qualifications and training, non-teaching staff, medium of instruction, building and other facilities available and expenditure. The data on different aspects of institutions have been collected for the year 2004-05.

Methodology

Following the model of Population Census 1998 the whole country was divided into 26,809 urban blocks and 50,582 villages.

Data collection tools were developed and pre-tested along with instructional manual for the use of field staff.

1100 enumerators were recruited and given training through master trainers before field operation.

Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries of Education, District Nazims and heads of the universities were contacted to facilitate and cooperate in the census.

Field operation that was initiated in November 2005 was completed in May 2006. The entire data collection activity was carried out through 34 Regional/Field Offices of FBS. The filled in questionnaires were retrieved back at Islamabad where editing process was carried out through a team of editors especially recruited and trained for the job. After cleaning and processing the data, reports were produced as per tabulation plan prepared by AEPAM.

In order to ensure complete coverage, accuracy and adherence to the timeframe a comprehensive monitoring process was devised by FBS and Ministry of Education. The teams of monitors of FBS and Ministry of Education continuously tracked the data collection process through out the country.

Information collected through census has been disaggregated by province/regions, level (primary, middle, secondary etc.), management (public, private etc.), location (urban/rural), gender (male/female) etc. Since this is the first comprehensive education census in the country therefore its results are not directly comparable with the data collected through administrative set up. However, where found necessary comparisons have been made with the available data from National Educational Management Information System (NEMIS) and other sources.

Major Features of NEC

National Education Census (NEC) 2005 is a milestone as its outcomes provides a comprehensive picture of education in Pakistan and complete enumeration of all the categories of educational institutions.

NEC data reveals that out of 26,809 urban blocks, 6149 were without institutions and out of 50,585 villages, 10,908 had no institutions.

The total number of institutions covered in the census is 245,682 out of which 164,579 are in public sector and 81,103 are in private sector.

From the covered institutions 12,737 (11,589 schools and 1,148 others (almost all are in public sector) have been reported as non-functional. The Sindh province has reported the largest share of non-functional institutions i.e. 7,442 around 58.5%. Similarly there were 4,126 and 1,028 cases of refusal and out of reference period respectively. The refusal cases are about 1.7% of the total, which is quite satisfactory for such type of census. After excluding non-functional, refusals and out of references cases the net number of institutions for which the data is collected is 227,791.

The over all enrolment in the institutions is recorded as 33.380 Millions with teaching staff of 1.357 Million. In 151,744 Public Institutions the enrolment and teaching staff have been reported as 21.258 and 0.724 Million respectively. Whereas the 76,047 institutions in Private Sector have 12.121 Million enrolment and 0.633 Million teaching staff. The results are further discussed below by type of institutions, enrolment, availability of facilities, buildings, medium of instruction, expenditure etc.

Schools

The census after excluding non-functional, refusal and out of reference has covered 201,092 schools (Pre-primary = 1081, Mosque = 14,123, Primary = 122,349, Middle = 38,449, Secondary = 25,090). If schools are disaggregated according to public and private sectors then 144,732 Public Schools (pre-primary = 287, Mosque = 14,035, Primary = 105,526, Middle = 14,334 and Secondary = 10,550) and 56,360 Private Schools (pre-primary=794, Mosque = 88, Primary = 16,823, Middle = 24,115 and Secondary = 14,540) have been covered. The public sector schools covered in census for the year 2004-05 are 156,864 compared to 159,613 schools of NEMIS. The enrolment in public sector schools is 19.65 Million compared to 19.44 Million enrolment of NEMIS.

Inter and Degree Colleges

The census has reported 1,882 colleges in the entire country out of which 1,025 are in public sector and 857 in private sector. The enrolment is 1,158,489 out of which public colleges house 936,632 students. Among them 53% are females.

Universities

The total number of public and private universities and degree awarding institutions in Pakistan are 114 (2005-06). However, NEC 2005 covers information of 49 (31 public and 18 private) General Universities having 194,971 enrolments. Whereas technical/professional universities have been grouped along with related institutions.

Technical/Professional

The census has covered 1,324 Technical/Professional Institutions out of these 426 are in public and 898 in private sector. The total enrolment is reported as 361,534 out of which 103,179 are in public and 258355 is in private sector.

Vocational/Poly Technique

NEC has covered 3,059 vocational/poly technique institutions (916 public and 2,143 private). Similarly the overall enrolment is recorded as 238,687 (89,646 public and 149,041 private).

Non-Formal Basic Education (NFBE) Centres

The census has covered 4,831 NFBE centres whereas the Ministry of Education report indicates 10512. The less coverage may be due to their typical nature of functioning within the dwelling units without any proper identification as of other schools.

Deeni Madaris

It is the first time that Deeni Madaris have been individually enumerated through a census. Out of 12,979 Deeni Madaris, 12,153 Madaris provided the information and the enrolment is recorded as 1,549,242.

Availability of basic facilities in Public Institutions

In Public Sector Institutions 37.8% are without any Boundary wall, 32.3% without Drinking water, 56.4% without Electricity, 40.5% without Latrine and 6.8% without Building. The non-availability of basic facilities is predominately in schools and in rural areas.

Educational Institutions by Ownership and Condition of Building

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.

Further 51.6% buildings of all the institutions are in satisfactory conditions and 42.7% need major or minor repair. However, 5.7% buildings have been reported in dangerous condition.

Medium of Instructions in Educational Institution

Public Sector Institutions predominantly (68.3%) follow Urdu as medium of instruction followed by 22.4% have Sindhi medium of instruction and only 1.4% have English as medium of instruction. In Sindh Public Schools in rural area almost all follow Sindhi as medium of instruction. In Private Sector 57.2% follow Urdu as medium of instruction and 28.4% institutions follow English.

Expenditure on Education

The census results indicate that expenditures in private sector institutions during 2004-05 are Rs. 35.91 billion which are three times higher as compared to last census of Private Educational Institutions conducted in 2001. The public Sector expenditure on education is about Rs.132 billion. The private sector spending on education is higher than reported in this census because about 9000 institutions have refused to provide the information on expenditures.

Basic Educational Indicators

In public sector institutions there are 140 students per institution against 159 in Private Sector. Similarly there are 29 students per teacher and 5 teachers per institution in public sector compared to 19 students per teacher and 8 teachers per institution in Private sector. Male vs Female student ratio indicates that 135 and 127 Male students against 100 Female students are studying in public and private institutions respectively.