

NATIONAL EDUCATION CENSUS 2005

INTRODUCTION

Since the inception of Pakistan, the Ministry of Education is striving for quality education in the country. It is a fact that the educational activities have expanded many folds in the country and touching new dimensions. The planning, management and controlling of hydra-headed educational activities is not possible without reliable, accurate and comprehensive data. The Ministry of Education is constantly focusing its efforts to achieve vast proportion of its goals and also overcome the complexities in education system. It has addressed along with other areas the effective management of acquisition and supply of relevant information for educational planning and informed decision making.

Moreover, the quantitative statistical approach in educational planning and management is of utmost importance. Various dimensions of data have significant implications in planning for the future. Hence all the plans for improvement and expansion of the educational system need to be facilitated with relevant data for properly designing and casting. The feasibility of such plans depends on the adequacy and accuracy of the data collected and analyzed for making future projections. To cater for the needs and to have a comprehensive database on education the Ministry of Education decided to initiate National Education Census (NEC) 2005.

National Education Census (NEC) 2005 has been conducted for first time in the history of Pakistan for complete enumeration of all categories of institutions in the country.

Rationale

Following major facts formulated the basis for National Education Census:

- Lack of comprehensive National Data Bank on Education.
- Non-availability of public and private sector data on college education, technical and vocational education, teacher education, professional institutions, etc (engineering, medical, law, agriculture, home economics, etc.) universities and deeni madaris.
- Non-Visualization of expenditure on education by private sector.
- Embarrassment in the international circle due to insufficient information.
- Inappropriate reflection of Pakistan in international ranking (135).
- Concern of all Provincial Education Ministers and regional heads as well as planners and managers.
- Dependency and reliance on estimated data for Planning and decision-making.
- Incomplete data for computation of education indicators for EFA, MDGs, PRSP etc.
- Strengthening of education management information system and online dissemination.

Keeping in view the demand, needs and concerns for the requirement of data, the Ministry of Education launched National Education Census in November 2005 to achieve the following major objectives.

Objectives

Major objectives of the National Education Census are as under:

- Census/Enumeration of all categories of educational institutions in the country

- Establishment of comprehensive National Data Bank on Education and facilitating online service for sharing and dissemination
- Collect information of each and every institution in Pakistan
- Support decision makers and educational managers in planning, management, resource allocations, monitoring and evaluation of education sectors at different levels
- Cater the requirements of national and international agencies/institutions

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. A copy of the draft questionnaire was also provided to the UNESCO, for comments and assurance to meet the international standards. Necessary improvements were made in the questionnaire based on feedback. The Technical Advisory Committee approved the final version of the NEC questionnaire before printing.

The Academy of Educational Planning and Management (AEPAM) prepared Instructional Manual for the use of master trainers and field staff in collaboration with Federal Bureau of Statistics (FBS).

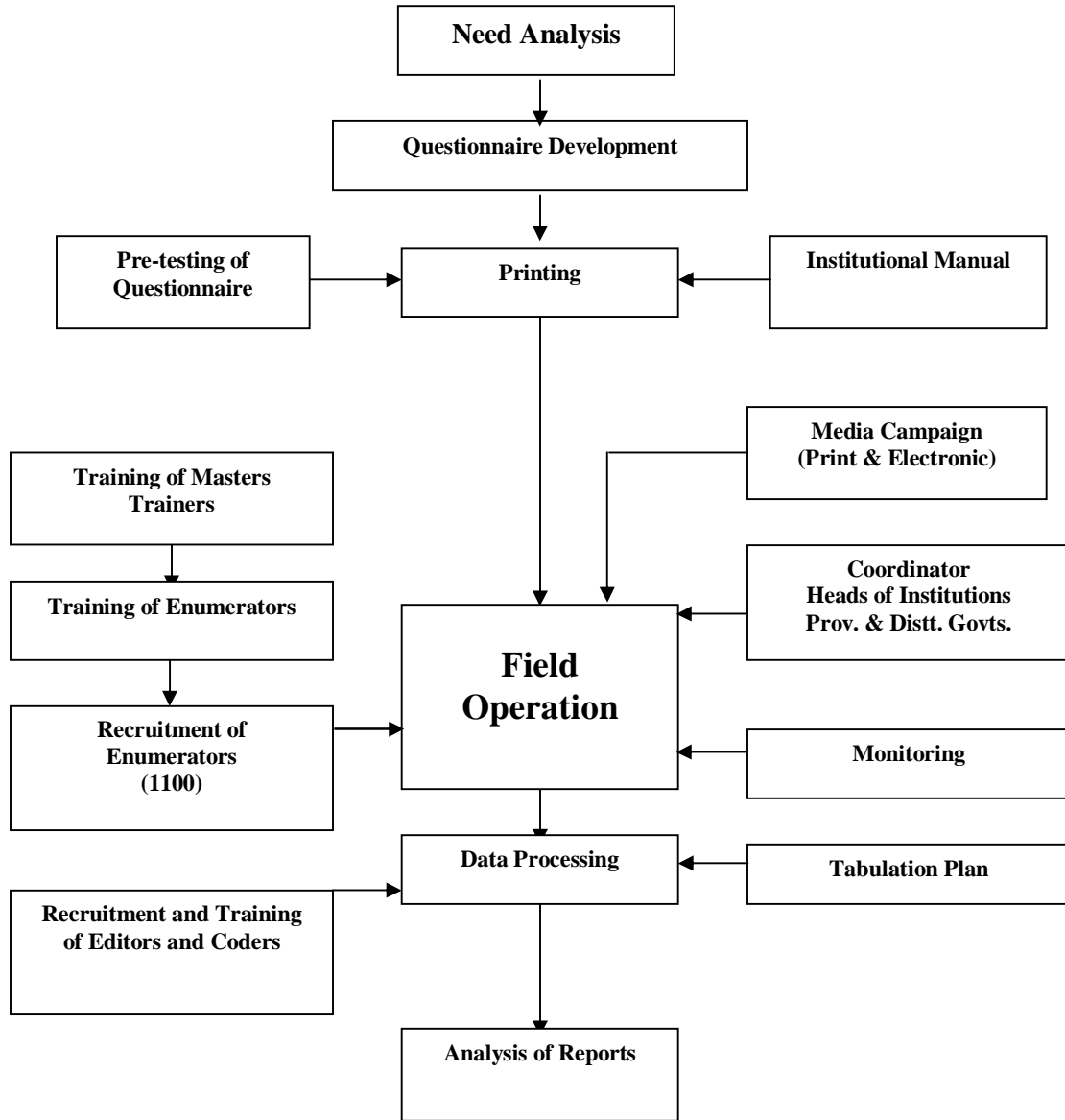
A three-day workshop was organized to train master trainers. The master trainers were drawn from the Regional and Field Offices of the FBS.

For data collection 1100 enumerators were recruited and special training programs of three days duration were organized in each Regional and Field Offices of the FBS. The master trainers conducted these training programs before launching the field operation.

Realizing the need for public awareness Media campaign both print and electronic was launched simultaneously. All the Provincial Secretaries for Education and District Nazims were requested to extend their cooperation in field operation.

Executive District Officers (Education), administrators of privately managed schools and heads of the universities were also contacted for their assistance and cooperation during the census.

NEC OPERATIONAL FRAMEWORK



The Federal Minister for Education inaugurated the field operation on November 22, 2005 at City School Campus, Islamabad. The FBS simultaneously initiated the field operation throughout the country to cover 26,809 urban blocks and 50,582 villages. The entire data collection activity was carried out through 34 Regional/Field Offices of Federal Bureau Statistics (FBS) and was completed in May 2006. Data of National Education Census was collected by combination of personal interview and record based techniques.

In order to ensure complete coverage, accuracy and adherence to 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. Each supervisor checked 10% of the work of each enumerator. Moreover, working committee comprising

members of FBS and AEPAM regularly met twice a week to monitor the progress and resolve issues arising during the field operation.

For the presentation of data the tabulation plan was developed by the AEPAM in collaboration with 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. The FBS Data Processing Centre at Islamabad carried out the data cleaning and processing. The reports were produced as per tabulation plan prepared by the AEPAM.

Method of Data Collection

For the collection of data following method was followed:

- 1 The enumerators visited villages in rural areas and Enumeration Blocks in urban areas assigned to him/her by the concerned Regional/Field Office. The enumerators in a rural areas first met village headman or Patwari/Tapedar to locate the boundary of the village. He/she started his/her work from some well-known point in the village i.e. mosque, school etc. and proceeded in a systematic way in the enumeration area and filled-in the questionnaire of first educational institution which he/she found as per instructions. He/she recorded the particulars of the institution on the Listing Form as well which was already provided. After completing the enumeration of first institution he/she moved to the next institution and recorded this school on the Listing Form and filled in the questionnaire and so on. In urban area the enumerator identified the boundaries of enumeration block with the help of sketch map provided by the concerned Regional/Field Offices. The listing/enumeration was completed in the same manner as explained for Village.
- 2 Every enumerator was instructed to contact the head of the institution and if not available then the next senior. He/she showed the introductory letter issued by the Ministry of Education and explained briefly about the objectives of the census. Most of the information, which was sought, was based on the record of the institution. If institution authority indicated that they need little time to fetch the information from their record then enumerator visited the next institution and returned back as per agreement. Enumerators were advised to keep Manual of Instruction with them at the time of visit to the institutions so that if any thing needed can be explained and clarified.
- 3 After getting all information on the questionnaire the enumerator got the certificate signed from the responding authority of the institution.
- 4 Non-functional or closed institutions were reported after verifying from the responsible people of the area.
- 5 In case of refusal or reluctance to provide certain information the cases were brought into the notice of supervisor for assistance.

Coverage

The National Education Census covered all the educational institutions run by Government, Semi Government, Autonomous Departments, Armed Forces, Private, Community, trust, NGOs etc. as under:

- 1 Schools
- 2 Colleges
- 3 Universities
- 4 Professional institutions

- 5 Vocational and Technical institutions
- 6 Deeni Madaris
- 7 Mosque schools
- 8 Special Education institutions
- 9 Distance Education centres
- 10 Non-formal Basic Education centres etc.

Tuition Centers where students studying in other institutions come for additional coaching have not been covered. Educational Academies with independent certificate/degree programs have been included except those where students come from other institutions for additional coaching.

Following Blocks and Villages in Urban and Rural areas were visited to cover the all categories of educational institutions:

Region	Total Areas	
	Urban (Blocks)	Rural (Villages)
Punjab	14,978	26,001
Sindh	9,029	5,871
NWFP	1,913	7,337
Balochistan	615	6,557
FATA	-	2,596
FANA	64	566
Azad Jammu Kashmir	210	1,654
Pakistan	26,809	50,582

Data Analysis

The National Education Census 2005 addressed following major indicators:

- 1 Number of Institutions,
- 2 Enrolment,
- 3 Teaching Staff,
- 4 Non-teaching Staff,
- 5 Medium of Instruction,
- 6 Facilities: Science laboratories, library, computers, printers, play ground, hall,
- 7 Furniture, boundary wall, toilet, electricity, gas, drinking water etc.
- 8 Expenditure, etc.

Information collected through the census has been disaggregated into Provinces/ regions, type, 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 Education Management Information System (NEMIS) and other sources.

Reference Period

Reference Period for this census is 31st January 2005 for enrolment, teaching staff and building but for expenditure the information was collected for the entire year i.e. from July 2004 to June 2005 (2004-2005).

Data Quality

In order to have quality data strong monitoring mechanism was devised and followed:

- 1 Supervisors in the Regional/Field Officers were required to check the 10% work of Enumerators
- 2 Teams from FBS headquarter were sent throughout field operations in all parts of the country to check the quality of work as well to ensure complete coverage.
- 3 Ministry of Education had also deputed their monitoring teams and these teams checked the field operations from all aspects i.e. coverage and quality.

Problems

- **Winter Vacations**

Field Operation was started on in November 2005 just after completing training of field staff. The Educational Institutions remained closed due to winter vacation for most of the time in December 2005 and January 2006 and in some northern areas up to 15th March 2006, which caused delay in data collection activities and its further processing.

- **Reluctance (Non Co-operation)**

Among the private institutions and Deeni Madaris a number of heads of educational institutions were reluctant to supply the information particularly regarding income and expenditure due to fear of tax imposition. Despite repeated clarifications that individual data will be kept confidential and that only aggregate data will be used for official purposes, even then some of the respondents were reluctant to supply the needed data.

Limitations

- 4 This census covered Public and Private educational institutions set up on 31st January 2005. As such the institution established after 31st January 2006 were not included in the data.
- 5 Tuitions centres have not been included in this census.
- 6 There were problems in the identifications of NCHD and NFBE centres as majority of these are functioning in the already existing schools and dwelling units respectively without showing their own identity. This factor may have caused less reporting of these institutions.