

Secondary levels (SDG4 Target Indicator 4.1.2).

- Parity Indices at Literacy, Youth Literacy, Primary and Secondary are 0.71, 0.82, 0.88 and 0.89, respectively (SDG4 Target Indicator 4.5.1).
- The participation rate in organized learning (one year before the official primary entry age) by sex is 19 percent (female), showing a low level of consideration of Pre-Primary Education (SDG4 Target Indicator 4.2.2).
- The percentage of the population in a given age group achieving at least an affixed level of proficiency in functional (a) literacy and (b) numeracy skills is 60 percent (SDG4 Target Indicator 4.6.1).

Various initiatives have been taken by federal and provincial governments to elevate education standards, aligning with their commitment to achieve Goal 4 of SDGs. These measures encompass a spectrum of strategies to enhance access to quality education. They include the establishment of new schools, upgrading the existing schools, improving the learning environment by providing basic educational facilities, digitization of educational institutions, enhancing the resilience of educational institutions to cater for unforeseen situations, promoting distance learning, capacity building of teacher, and improving hiring of teachers, particularly hiring of science teachers to address the issues of science education, etc.

As per the official stance of the Pakistan Bureau of Statistics (PBS), due to its engagement in conducting Population & Housing Census-2023 activities, all other surveys were halted during 2022 and 2023, including Pakistan Social and Living Standards (PSLM). Therefore, the latest data is unavailable, and the data presented in the chapter on literacy, gross enrolment rate (GER), and net enrolment rate (NER) region-wise/category-wise of basic education is based on PSLM 2019-20.

Educational Institutions and Enrolment Data¹

i) Pre-Primary Education

Pre-primary education is the essential component of Early Childhood Education (ECE). Prep classes are for children between 3 to 5 years of age. At the national level, a nominal decrease of 0.6 percent in pre-primary enrolment (12.09 million) in 2022-23 against (12.17 million) in 2021-22 has been noted, and around the same figure has been taken as estimated in 2022-23 (Table10.1).

ii) Primary Education (Classes I-V)

In 2021-22, 162.1 thousand functional primary schools with 463.2 thousand corresponding teachers were recorded in the country. Primary enrolment decreased by 2.1 percent, as the total number of students enrolled decreased to 23.8 million in 2021-22 compared to 24.3 million in 2020-21. However, it is estimated to increase by around 24.0 million in 2022-23.

iii) Middle Education (Classes VI-VIII)

In 2021-22, the total number of middle-level institutions stood at 47.8 thousand, with 434.3 thousand employed teachers in the country. Middle school enrolment increased by 4.8 percent. The total number of enrolled students reached 8.8 million in 2021-22, compared to 8.4 million in 2020-21, and it is projected to increase by 3.4 percent (from 8.8 million to 9.1 million) in 2022-23.

iv) Secondary/High School Education (Classes IX-X)

In 2021-22, 34.6 thousand secondary schools were functional, with 587.1 thousand teachers recorded nationwide. Secondary school enrolment increased by 2.3 percent nationally, to 4.5 million in 2021-22 against 4.4 million in 2020-21. However, it is estimated to increase further by 2.2 percent (i.e., from 4.5 million to 4.6 million) during 2022-23.

¹ According to Pakistan Institute of Education, the estimated data for enrolment, number of institutions and teachers for the year 2023-24 is not available. However, the July 2024 onwards data will be incorporated in the Statistical Supplement of Pakistan Economic Survey, 2023-24. Therefore, the estimated data for the year 2022-23 is considered for analysis.

v) Higher Secondary/Inter Colleges (Classes XI-XII)

During 2021-22, there were 8.1 thousand higher secondary schools/inter colleges with 170.2 thousand teachers functional at the national level. The overall enrolment of students in higher secondary education witnessed a decrease of 8.7 percent in 2021-22. The enrollment registered during 2021-22 was 2.1 million compared to 2.3 million in 2020-21. For 2022-23, it is projected to reach 2.3 million.

vi) Degree Colleges (Classes XIII-XIV)

An enrolment of 0.62 million students is expected during 2022-23 in degree colleges, the same as in 2021-22. A total of 2487 degree colleges were found in 2021-22, with an estimated 2735 degree colleges for 2022-23. The number of teachers in degree colleges was 57.7 thousand in 2021-22 and is projected to be 62.3 thousand in 2022-23.

vii) Universities

There were 220 universities with 69.6 thousand teachers in both public and private sectors in 2021-22. The overall enrolment of students in higher education institutions (universities) was recorded at 2.23 million in 2021-22, the same as in the previous year. The enrolment is expected to increase from 2.23 million in 2021-22 to 2.41 million in 2022-23.

viii) Technical and Vocational Education

During 2021-22, 4.2 thousand technical and vocational institutes with 18.3 thousand teachers were functional nationally. The enrolment was recorded at 0.44 million in 2021-22 compared to 0.43 million in 2020-21. However, it is estimated to increase by 0.2 percent (i.e., from 0.438 million to 0.439 million) in 2022-23. Detailed information about the number of institutions, enrolment, and teachers is presented in Table 10.1.

Table 10.1: Number of Mainstream Enrolment, Institutions and Teachers by Level Thousands

	Years	Pre-Primary	Primary*	Middle	High	Higher Sec./Inter	Degree Colleges	Technical & Vocational Institutes	Universities	Total
Enrolment	2013-14	9267.7	19441.1	6460.8	3109.0	1233.7	465.4	308.6	1594.6	41880.9
	2014-15	9589.2	19846.8	6582.2	3500.7	1665.5	510.6	319.9	1299.2	43314.1
	2015-16	9791.7	21550.6	6922.3	3652.5	1698.0	518.1	315.2	1355.6	45804.0
	2016-17	11436.6	21686.5	6996.0	3583.1	1594.9	537.4	344.8	1463.3	47642.6
	2017-18	12574.3	22931.3	7362.1	3861.3	1687.8	604.6	433.2	1575.8	51030.4
	2018-19	12707.1	23587.9	7634.1	3969.0	2139.9	725.6	433.2	1858.7	53055.5
	2019-20	12038.8	23758.2	7869.5	4014.5	2226.8	771.6	433.2	2001.7	53114.3
	2020-21	11366.6	24351.5	8414.7	4359.7	2320.2	757.9	433.2	2226.3	54230.1
	2021-22	12165.9	23848.7	8767.3	4489.9	2145.8	623.4	438.1	2226.3	54705.4
	2022-23(E)	12086.9	24039.5	9101.9	4636.1	2262.3	627.3	439.1	2410.0	55603.1
Institutions	2013-14	-	157.936	42.920	30.613	5.179	1.086	3.323	0.161	241.2
	2014-15	-	165.914	44.818	31.255	5.393	1.410	3.579	0.163	252.6
	2015-16	-	164.630	45.680	31.740	5.470	1.418	3.746	0.163	252.8
	2016-17	-	168.864	49.090	31.551	5.130	1.431	3.798	0.185	260.1
	2017-18	-	172.519	46.665	31.392	5.754	1.659	3.740	0.186	262.0
	2018-19	-	180.054	47.294	31.668	5.876	2.893	3.740	0.202	271.8
	2019-20	-	179.968	47.045	31.668	5.898	2.983	3.740	0.209	271.3
	2020-21	-	180.217	47.182	34.210	7.102	3.021	3.740	0.220	275.6
	2021-22	-	162.113	47.822	34.564	8.113	2.487	4.182	0.220	259.5
	2022-23(E)	-	160.157	48.059	35.263	8.778	2.735	4.281	0.228	259.5
Teachers	2013-14	-	420.103	364.839	500.464	124.336	25.964	16.377	77.557	1529.7
	2014-15	-	430.920	380.785	514.158	118.079	36.587	19.393	88.288	1588.3
	2015-16	-	444.567	394.231	529.520	123.061	37.082	18.207	83.375	1630.1
	2016-17	-	475.235	455.445	560.642	120.336	37.857	18.207	58.733	1726.3

Table 10.1: Number of Mainstream Enrolment, Institutions and Teachers by Level Thousands

Years	Pre-Primary	Primary*	Middle	High	Higher Sec./ Inter	Degree Colleges	Technical & Vocational Institutes	Universities	Total
2017-18	-	522.369	448.074	563.302	123.154	41.233	18.207	56.885	1773.3
2018-19	-	494.913	448.667	567.309	136.008	61.602	18.207	60.279	1787.0
2019-20	-	485.215	442.656	566.703	137.660	60.064	18.207	64.817	1775.5
2020-21	-	476.513	433.979	592.307	158.386	59.455	18.207	69.604	1808.4
2021-22	-	463.165	434.272	587.055	170.240	57.709	18.347	69.604	1800.4
2022-23(E)	-	452.666	431.597	592.006	183.258	62.321	18.375	72.717	1813.0

E: Estimated. * Including Pre-Primary, Mosque Schools, and Non-Formal Basic Education (NFBE).

Source: Ministry of Federal Education & Professional Training, Pakistan Institute of Education, Islamabad.

Literacy, Gross Enrolment Rate (GER), and Net Enrolment Rate (NER)

Literacy

During 2021-22, the PSLM Survey was not conducted by PBS due to the scheduled Population and Housing Census 2022. Therefore, the figures for the latest survey regarding GER and NER may be considered for the analysis. However, according to the Labor Force Survey 2020-21, the literacy rate was 62.8 percent in 2020-21 as compared to 62.4 percent in 2018-19, higher in males (increased from 73.0 percent in 2018-19 to 73.4 percent in 2020-21)

than females (from 51.5 percent to 51.9 percent for the same period). Area-wise analysis suggests literacy increased in both rural areas from 53.7 percent in 2018-19 to 54.0 percent in 2020-21, while in urban areas, it increased from 76.1 percent in 2018-19 to 77.3 percent in 2020-21. The male-female disparity seems to be narrowing down over time. The literacy rate has gone up in all provinces (Table 10.2), with Punjab (increased 66.1 percent to 66.3 percent), Sindh (61.6 percent to 61.8 percent), Khyber Pakhtunkhwa (52.4 percent to 55.1 percent), and Balochistan (53.9 percent to 54.5 percent).

Table 10.2: Literacy Rate (10 Years and Above) Percent

Province/Area	2018-19			2020-21		
	Male	Female	Total	Male	Female	Total
Pakistan	73.0	51.5	62.4	73.4	51.9	62.8
Rural	67.1	40.4	53.7	67.2	40.8	54.0
Urban	82.2	69.7	76.1	83.5	70.8	77.3
Punjab	74.3	58.1	66.1	74.2	58.4	66.3
Rural	69.2	48.4	58.5	69.0	48.9	58.8
Urban	82.2	74.3	78.3	82.5	74.3	78.5
Sindh	72.5	49.5	61.6	72.9	49.7	61.8
Rural	60.0	26.5	44.4	58.8	26.8	43.3
Urban	82.8	67.7	75.6	85.2	69.9	77.9
Khyber Pakhtunkhwa	70.1	35.5	52.4	72.8	37.4	55.1
Rural	68.1	31.8	49.4	70.1	33.5	51.7
Urban	79.4	53.2	66.2	85.8	57.8	72.3
Balochistan	70.7	32.7	53.9	69.4	36.8	54.5
Rural	66.3	27.2	49.1	65.0	31.1	49.5
Urban	81.8	46.8	66.4	80.0	50.9	66.8

Source: Labour Force Survey, 2020-21, Pakistan Bureau of Statistics

Since the PSLM Survey was not conducted, the latest available survey figures are reported in Tables 10.3 and 10.4.

Table 10.3: Gross Enrollment Rates (GER) at the National/Provincial Level by Gender and Age (Percent)

Location	GER at the Primary Level (Age: 5-9)			GER at Middle Level (Age: 10-12)			GER at Matric Level (Age: 13-14)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	89	78	84	65	57	63	63	50	57
Punjab	93	90	92	68	66	67	68	62	65
Sindh	78	62	71	60	43	54	54	39	47
Khyber Pakhtunkhwa	98	79	89	84	53	70	71	39	56
Balochistan	84	56	72	56	34	47	47	21	36

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

GER (primary, middle, and matric) is 84, 63, and 57, respectively. GER at the primary, middle, and matric levels has increased in favour of males. Punjab has the highest GER at the

primary, middle, and secondary levels, and Balochistan has the lowest. In all provinces, GER favours males rather than females.

Table 10.4: Net Enrollment Rates (NER) at the National/Provincial Level by Gender and Age (Percent)

Location	NER at Primary Level (Age: 5-9)			NER at Middle Level (Age: 10-12)			NER at Matric Level (Age: 13-14)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	68	60	64	35	35	37	28	25	27
Punjab	71	69	70	40	41	41	30	31	30
Sindh	60	49	55	35	29	32	24	20	22
Khyber Pakhtunkhwa	73	59	66	48	32	40	32	20	27
Balochistan	65	45	56	31	20	26	18	09	14

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

NER (primary, middle, and matric) is 64, 37, and 27, respectively. NER at the primary level has favoured males in all provinces. NER in the middle has favoured males in all provinces

except Punjab. The same applies to NER at matric except for Punjab, where NER is higher for females.

Table 10.5: Literacy Rates Percent

Location	Literacy (10 Years and Older)			Youth Literacy (15-24 Years)			Adult Literacy (15 Years and Older)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pakistan	70	49	60	79	65	72	68	46	57
Punjab	72	57	64	81	75	78	70	53	61
Sindh	68	47	58	72	57	65	68	45	57
Khyber Pakhtunkhwa	71	35	53	85	49	67	68	30	49
Balochistan	61	29	46	69	40	57	59	26	44

Source: Pakistan Social and Living Standards Measurement Survey (PSLM) 2019-20

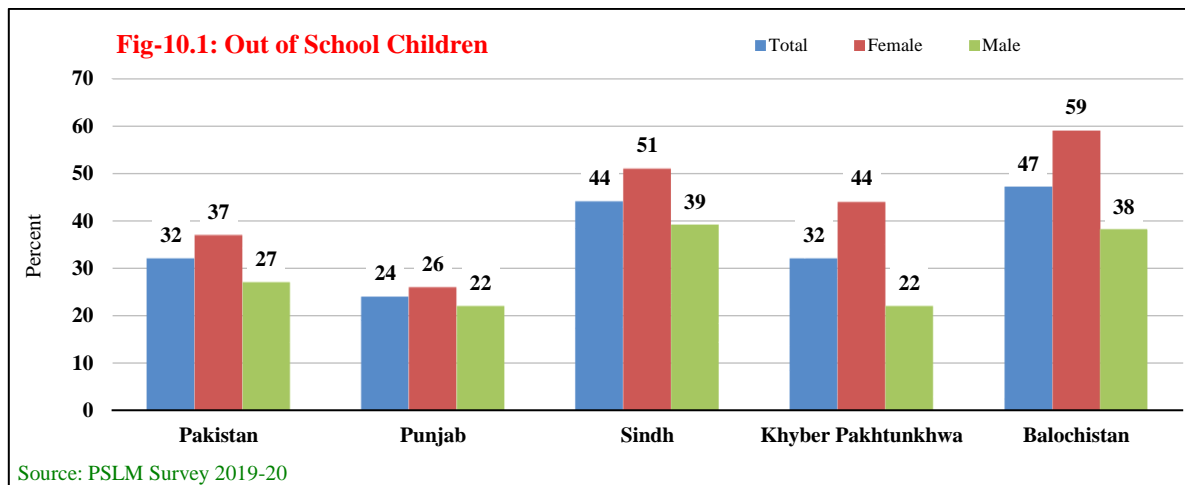
The literacy rate (10 years and older) is 60 percent, showing that males are more literate than females. Punjab is at the top, while Balochistan is at the bottom. Youth literacy (15-24 years) is 72 percent (Male: 79 percent and Female: 65 percent). The province-wise

comparative situation is the same, with higher disparities for females than males in youth literacy rates. The adult literacy rate is 57 percent (Male: 68 percent and Female: 46 percent), which indicates that the adult male population is

more literate than the adult female population (Table 10.5).

Fig-10.1 shows 32 percent of the country's Out-of-School Children (OOSC), with a higher rate

of females out of school than males. Balochistan has 47 percent OOSC, followed by Sindh (44 percent), Khyber Pakhtunkhwa (32 percent), and Punjab (24 percent). In all provinces, more females are out of school than males.



Box-I: Availabilities of Basic Facilities in Public School (2021-22)

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 provide a safe and comfortable learning environment and contribute to the overall quality of education and the well-being of students. Investing in these aspects of education is crucial for students and society's long-term development and success. 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 data is only available for government schools, the indicators presented in the box are based on public sector schools.

Pakistan maintains a moderate level of boundary wall access in schools, with Punjab, Khyber Pakhtunkhwa, and ICT leading in this area. As schools progress to higher levels, the availability of electricity, drinking water, toilets, and boundary walls increases.

Around 70 percent of schools in the country have access to electricity. There are disparities among provinces, with Punjab and ICT having higher access while Balochistan consistently lags. Punjab and ICT have 100 percent of primary schools equipped with water facilities, but Balochistan faces challenges, with only 23 percent coverage.

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

The following tables show the availability of basic facilities for electricity, drinking water, toilets, and boundary walls in primary, middle, high, and higher secondary schools and their overall position.

Region	Primary	Middle	High	Higher Sec.	Percent Total
Punjab	99	100	100	100	99
Sindh	38	58	87	92	42
Khyber Pakhtunkhwa	84	86	95	99	86
Balochistan	15	31	65	80	22
AJK	21	43	84	90	34
GB	44	72	90	100	57
ICT	100	100	100	100	100
Pakistan	65	80	94	97	70

Table-B: Availability of Drinking Water					Percent
Region	Primary	Middle	High	Higher Sec.	Total
Punjab	100	100	100	100	100
Sindh	61	72	92	95	63
Khyber Pakhtunkhwa	89	90	96	98	90
Balochistan	23	40	70	82	29
AJK	31	52	72	74	41
GB	63	74	85	100	68
ICT	100	100	100	100	100
Pakistan	74	84	94	96	78

Table-C: Availability of Toilet					Percent
Region	Primary	Middle	High	Higher Sec.	Total
Punjab	99	100	100	100	99
Sindh	57	75	93	92	60
Khyber Pakhtunkhwa	93	97	99	100	94
Balochistan	33	69	88	96	41
AJK	42	66	77	80	51
GB	72	90	97	96	80
ICT	100	100	100	100	100
Pakistan	76	90	97	97	79

Table D: Availability of Boundary Wall					Percent
Region	Primary	Middle	High	Higher Sec.	Total
Punjab	98	99	99	100	98
Sindh	59	79	93	94	61
Khyber Pakhtunkhwa	91	95	97	98	92
Balochistan	39	74	89	94	47
AJK	31	50	50	56	37
GB	61	78	92	96	69
ICT	99	97	98	98	98
Pakistan	75	89	94	96	79

Source: Pakistan Education Statistics 2021-22. (Ministry of Federal Education & Professional Training, Pakistan Institute of Education, Islamabad.)

Expenditure on Education

Cumulative education expenditures by federal and provincial governments in FY2023 were estimated at 1.5 percent of GDP. Expenditures

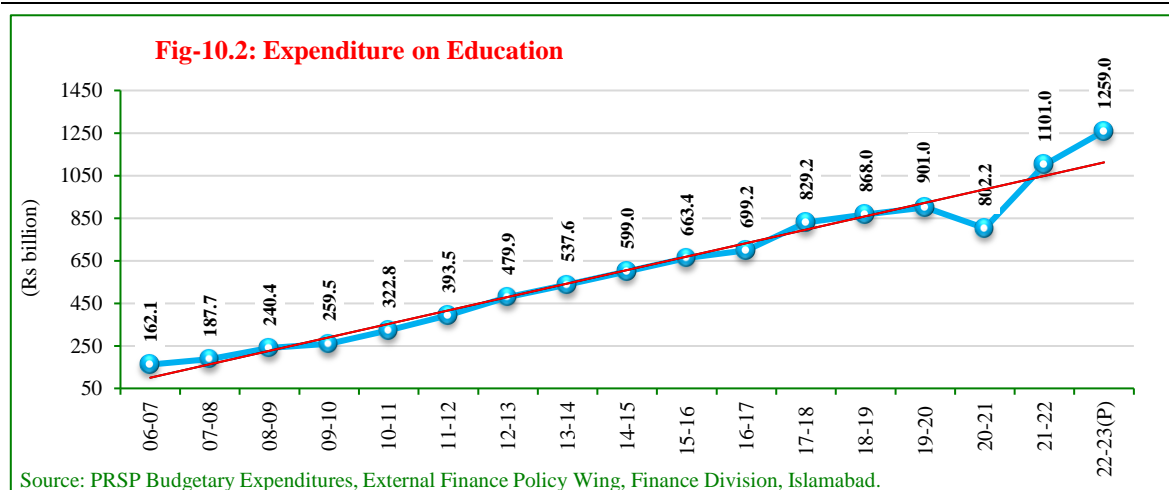
on education-related activities during FY2023 increased 13.6 percent and reached Rs 1,251.06 billion from Rs 1,101.7 billion. Details of the education-related expenditures are given in Table 10.6 and Figure 10.2.

Table 10.6: Expenditure on Education					Rs million
Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2017-18	Federal	100,428	26,495	126,923	2.1
	Punjab	295,893	44,910	340,803	
	Sindh	152,298	13,705	166,003	
	Khyber Pakhtunkhwa	126,149	16,494	142,643	
	Balochistan	47,107	5,673	52,780	
	Pakistan	721,875	107,277	829,152	
2018-19	Federal	103,787	21,780	125,567	2.0
	Punjab	339,402	32,413	371,815	
	Sindh	153,492	9,110	162,602	
	Khyber Pakhtunkhwa	132,516	20,195	152,711	
	Balochistan	49,298	6,029	55,327	
	Pakistan	778,495	89,527	868,022	

Years		Current Expenditure	Development Expenditure	Total Expenditure	Percent of GDP (2015-16 Base)
2019-20	Federal	83,266	31,300	114,566	1.9
	Punjab	337,562	35,378	372,940	
	Sindh	165,028	5,427	170,455	
	Khyber Pakhtunkhwa	162,778	18,523	181,301	
	Balochistan	53,640	8,111	61,751	
	Pakistan	802,274	98,739	901,013	
2020-21	Federal	90,974	5,646	96,620	1.4
	Punjab	348,460	32,964	381,424	
	Sindh	183,718	10,538	194,256	
	Khyber Pakhtunkhwa	35,816	28,250	64,066	
	Balochistan	55,924	9,936	65,860	
	Pakistan	714,892	87,334	802,226	
2021-22	Federal	26,910	30,945	57,855	1.7
	Punjab	389,264	46,535	435,799	
	Sindh	212,721	8,105	220,826	
	Khyber Pakhtunkhwa	277,030	33,596	310,626	
	Balochistan	67,995	8,553	76,548	
	Pakistan	9,73,920	127,734	1,101,654	
2022-23(P)	Federal	97,857	51,186	149,043	1.5
	Punjab	448,529	44,199	492,728	
	Sindh	251,203	12,354	263,557	
	Khyber Pakhtunkhwa	240,898	12,996	253,894	
	Balochistan	80,439	11,394	91,833	
	Pakistan	1,118,926	132,129	1,251,055	

P: Provisional

Source: PRSP Budgetary Expenditures, External Finance Policy Wing, Finance Division, Islamabad.



Development Programmes FY 2024

a-Federal Public Sector Development Programme (PSDP) FY 2024

The development expenditure in all sectors, especially education, is highly connected to the poverty dynamics. Given the financial constraints, the federal government is committed to ensuring sufficient education and skills

learning and efficient public spending to meet national learning goals. During the current financial year, around Rs 68.2 billion was earmarked in PSDP 2023-24 for the education sector, including higher education. During 2023-24, the Ministry of Federal Education & Professional Training is implementing 21 projects/programmes about Basic and College education (12 ongoing and six new projects)

with an allocation of Rs 3.78 billion. In addition, PSDP is implementing three projects (1 ongoing and two new projects) in Balochistan, with an allocation of Rs 0.8 billion.

b-Provincial Governments

The provincial governments have made efforts to improve the education sector by providing missing facilities, enhancing the physical infrastructure, establishing IT/Science labs, upgrading primary schools (both for girls and boys) to middle, high, and secondary levels, constructing new boys' and girls' schools and colleges, and providing scholarships through endowment funds and other schemes.

Punjab

The priority areas of Punjab Education Sector Plan 2019-20 to 2023-24 include improving teaching and learning practices for better outcomes, providing adequate access to education for children from pre-primary to secondary, including marginalized and children with special needs, promoting quality education in a safe, inclusive and conducive learning environment for children and strengthen good governance of the education sector for equitable access and high-quality education.

The Government of Punjab allocated Rs 61.4 billion during FY2024 for 186 development projects related to the education sector. Of this, Rs 29.34 billion was allocated for school education, Rs 28.01 billion for higher education, Rs 0.96 billion for special education, and Rs 3.04 billion for literacy and non-formal education.

Sindh

The key interventions included in the School Education Sector Plan and Roadmap for Sindh (2019–24) are raising quality education, bringing out-of-school children into schools, enhancing literacy programs, improving the child-friendly environment for primary students, augmenting teacher recruitment, training, and development, building capacity of educational leadership and management, and establishing efficient monitoring and evaluation.

During FY2024, the Sindh government earmarked Rs 45.33 billion for 666 ongoing and 321 new development projects in the education

sector. Of this, Rs 27.14 billion was allocated for school education, Rs 6.58 billion for college education, Rs 3.40 billion for the empowerment of persons with disabilities, Rs 1.5 billion for Sindh TEVTA, and Rs 6.7 billion for universities and education boards.

Khyber Pakhtunkhwa

The government of Khyber Pakhtunkhwa (KP) allocated Rs 6.60 billion in FY2024 for 158 ongoing and 33 new development projects. Of this, Rs 4.47 billion was allocated for elementary and secondary education and Rs 2.13 billion for higher education.

The Khyber Pakhtunkhwa's Education Sector Plan (ESP) 2020-25 was developed to address the education challenges outlined in the Education Reform Blueprint and Education Sector Analysis (ESA). The ESP outlines strategies to ensure equitable and quality education for all provincial children through formal and non-formal schooling. This is in line with Khyber Pakhtunkhwa's international/global (SDG-4), national (Article 25-A), and provincial commitments (Khyber Pakhtunkhwa Free Compulsory Primary and Secondary Education Act 2017) towards education and a key focus on marginalized groups, girls, children with disabilities, refugees and those living in Newly Merged Districts (NMDs), etc. At the same time, the appropriate level of commitment and investment is needed to build a more robust, more effective education system and to make an impact over the next five years in education access, retention, equity, quality, and governance.

Balochistan

The priority areas of the Balochistan Education Sector Plan (2020-25) include governance and management, reforming data and research, access and participation, childcare and welfare, assessment & examination, and teaching and learning in the education sector. During FY 2024, the Balochistan government allocated an amount of Rs 10.33 billion for higher education and Rs 15.31 billion for secondary education to the total 627 ongoing and 426 new development projects.

Major Initiatives/Accomplishments by the Federal Government

- The Launching Ceremony of the project titled “Challenge Fund to Address the Out of School Children (OOSC) Crisis in Pakistan” (cost Rs 25,000 million) was held under the chairmanship of the Deputy Chairman, Planning Commission on 4th August 2023. The objectives of the project are to provide quality education to male, female, rural, and urban inhabitants as envisaged in Sustainable Development Goals (SDGs), enhance girls’ education by implementing different approaches stranding both supply and demand side issues, utilize multi-sectoral approaches, adopt teaching and learning approaches and ensure a learning environment that caters to the needs of different groups of OOSC and expand community engagement efforts through multi-faced bridging efforts and sectoral interventions.
- Another project titled “Enrolment, Retention & Progression of Out of School Children (OOSC) (Cost Rs 700 million) was approved by DDWP. The project aims to enroll, retain, and progress OOSC in Islamabad Capital Territory (ICT), provide an inclusive and quality education through conventional, remedial, and accelerated learning pathways, engage wider stakeholders to address the OOSC issues in ICT, engage NGOs and Private Schools, etc. to enroll OOSC and marginalized children through available schemes and government initiatives such as vouchers, transportation, school meals and effectively monitor and maintain database of OOSC in ICT.
- A Technical Advisory Committee (TAC) was constituted and notified on 22-09-2023 with the approval of the Minister for Planning, Development & Special Initiatives / Deputy Chairman, Planning Commission to oversee and supervise the development and publication of the District Education Index. To review, improve, and validate the draft methodology of the index by ensuring the following:
 - The index must be comprehensive,

rigorous, and reliable and capture the critical dimensions of educational performance and outcomes in the districts,

- It must be sensitive to the contextual factors that influence educational performance and outcomes, such as poverty, social exclusion, gender disparities, and geographical location, to ensure that the index is user-friendly and accessible.
- It can be used by policymakers, practitioners, and the general public to understand and compare educational performance and outcomes across provinces and districts,
- The index must be aligned with international best practices in education assessment and measurement, and it can be used to benchmark educational performance and outcomes across provinces,
- The development of the index must be conducted in a transparent and consultative manner, with regular opportunities for feedback and input from stakeholders, including government officials, academics, civil society organizations, and development partners
- It must include a detailed description of the methodology used, the data sources and indicators included, and the results of the analysis, and provide policy recommendations to federal and provincial governments for improving educational performance.

Some other developments/performances are as follows:

i. Prime Minister’s Directives:

- CDWP considered the project titled “Establishment of Danish School at Jia Khan Sohbatpur, Balochistan” (Cost Rs 2122.6 million). The project aims to provide quality education to the area’s residents to enhance the overall quality of education in this inundated / underdeveloped province.

The establishment of the school will allow the residents of the area to receive quality education and compete with the students of the rest of the country for higher education.

- The “Establishment of Danish School at Kuri, Islamabad ” project was considered in CDWP. The objectives of the project are to provide quality education from class six to intermediate to the population of ICT, increase the literacy rate, and reduce the unemployment rate by offering quality education to the children belonging to the marginalized community that will reduce the disparity and promote equity and equality in society.

ii. Performance Review of 2022-23:

The following projects are completed during 2022-23:

- Establishment of Islamabad Model College for Boys, G-13/2, Islamabad.
- Establishment of Islamabad Model College for Boys, G-15, Islamabad.
- Establishment of Islamabad Model College for Boys, Pakistan Town, Islamabad.
- Establishment of Islamabad Model School (I-V), Ghora Shahan (FA), Islamabad.
- Provision of Leftover Infrastructure in Islamabad Model College for Girls, Bhara Kahu, Islamabad.

Technical and Vocational Education

National Vocational & Technical Training Commission (NAVTTTC)

The NAVTTTC is mandated to provide professional training to the youth to help the skilled workforce enhance national productivity and increase workforce export abroad. It aims to promote, facilitate, regulate, strategize, revamp, train, and approve curricula and provide policy direction for the country’s entire Technical & Vocational Education and Training (TVET) and skill development system.

NAVTTTC Achievements FY 2022-23

NAVTTTC’s strategic initiatives are reshaping the TVET landscape, fostering skill

development, and addressing systemic TVET challenges in Pakistan. Last year, NAVTTTC’s TVET-related initiatives and the Prime Minister’s Youth Skill Development Program registered substantial progress, creating a robust, inclusive, and globally competitive workforce for sustainable national development. The significant achievements of NAVTTTC during FY 2022-23 include:

a. Completed / Ongoing Initiatives

- 56,000 youth are currently enrolled under the Prime Minister’s Youth Skill Development Program (PMYSDP), a Rs 4.9 billion program for skill training in emerging 39 IT, 53 Industrial, and 34 hardcore skills. The program targets domestic and international job markets, especially those of the Kingdom of Saudi Arabia, UAE, Gulf countries, EU, and far-eastern states like Japan and Korea.
- 37,999 youth equipped with technical hands-on skills in IT, Industrial, and Conventional technologies under the Prime Minister’s Youth Skill Development Program, aiming to bridge the skilled workforce gap between the demand and supply of skilled workforce (i.e., demand: 1.2 million and supply 0.47 million).
- 3,700 informally skilled workers assessed and certified as skilled professionals under NAVTTTC’s Recognition of Prior Learning (RPL) program.
- A total of 100 TVET institutes were accredited last year by the National Accreditation Council for the TVET stream.
- NAVTTTC is revising the National Skills Strategy and National Vocational Qualification Framework, which will be completed by the end of April 2024.
- Under the guidance of the Ministry of Federal Education, 16 general education colleges are being converted into high-impact IT training centers to teach youth about Game development, AI, blockchain, and Cloud Computing.
- Skill Training of 500 students in high-impact IT courses is being launched in 16

FDE colleges with the collaboration of NUST, NUML, COMSATS, and NSU during the 4th Quarter of FY 2024 under the PMYSD Program.

b. New Initiatives

- In light of the Prime Minister’s directives, NAVTTC is aiming to equip 100,000 youth in Information Technology / High-Tech, 100,000 youth with Conventional skills, and 150,000 youth with Industrial IR4.0 skills in the next three years for enhanced IT and industrial exports.
- To reduce regional disparities under the Prime Minister’s directives, NAVTTC aims to launch a unique skill training initiative for skilling 12,000 youth in hydro-power, hospitality, mines & minerals, agriculture/livestock, construction, and regional trades.
- 1,000 youths will be skilled in German, Japanese, Korean, English, and Arabic through genuine language training platforms in collaboration with training service providers like NUML.
- E-learning content development for 200 TVET Qualifications is being initiated in collaboration with Virtual University (VU).
- 3,000 Madrassa students will be skilled in conventional and industrial skills under the Ministry of Federal Education and Professional Training guidelines.
- 5,000 youth will annually be trained in small, medium, and large Industries and 5,000 in different entrepreneurship training under NAVTTC’s Skill Development Initiatives, promoting self-employment and entrepreneurship culture in youth.

Higher Education Commission (HEC)

Higher Education Commission provides overall strategic guidance and an enabling environment for reforms in the higher education sector. HEC mainly focuses on the research and development sectors of HEIs. Since establishing HEC in 2002, access to higher education has increased from 2.6 percent to 10 percent.

Key Achievements (July-April FY 2024):

i. Public Sector Development Programme (PSDP-2023-24)

- Under the current year’s PSDP 2023-24, the government allocated Rs 69.7 billion (including Rs 10.0 billion for PM’s Laptop Scheme) to HEC for implementation of 169 development projects (139 ongoing & 30 new approved projects) of Public Sector universities/HEIs/HEC.
- During the period July–April 2023-24, an amount of Rs 35.820 billion has been released to development projects.
- Following major development initiatives have been launched:
 - PM’s Youth Laptop Scheme (100,000 distributed among talented students of Public Sector Universities/HEIs across the country)
 - Allama Muhammad Iqbal Scholarships for Afghan National Students (Phase III)
 - Provision of Higher Education Opportunities for 3000 Students of Balochistan and FATA (Phase-III)
 - Establishment of China-Pakistan Joint Research Centre (CPJR) on Earth Sciences, QAU, Islamabad
 - Establishment of Mir Chakar Khan Rind University Sibi Balochistan (Phase-II)
 - Establishment of NUTECH Railway Engineering Technologies and Skills School (NURETSS) at National University of Technology
 - Establishment of the National Centre of Nano-Technology
 - Establishment of the National Centre of Quantum Computing
 - Establishment of Manufacturing Technology, Automation, and Innovation Center
 - Establishment of the National Centre for Brand Development
 - Establishment of the National Growth Centre
- During the current FY 2024, 15 projects

have been planned for completion, out of which the funding for 12 projects has already been completed.

ii. Human Resource Development

As per bilateral agreements with different countries, the number of scholarships for Pakistani students has increased from 200 to 400, according to the new memorandum of understanding (MoU). Extending the said MoU, 400 Pakistani students have been nominated for Stipendium Hungaricum Scholarships. At the same time, 04 local scholarships have been offered to international students under “Scholarship for OIC Countries (Least Developed Countries) and are studying at COMSATS University, Islamabad, International Islamic University, Islamabad, and NUST, Islamabad.

During the current FY 2024, the scholarships have been awarded in the following projects:

- 400 Pakistani students have been nominated

for Stipendium Hungarian Scholarships

- 1992 students to students of Balochistan & Erstwhile FATA Phase-III
- 100 Undergraduate Scholarship Program for the Students of Gilgit-Baltistan (GB) awarded.
- Award of 17 Scholarships to the Students from Gwadar.
- Award of 349 Scholarships to Students from Afghanistan under the Prime Minister’s Directive Phase III
- 20 scholarships were awarded against the Coastal Region Higher Education Scholarship Program for Balochistan
- Eight scholarships against the Master Leading to PhD Scholarships Program for the Students of Balochistan, an Initiative of the Aghaz-e-Haqooq-e-Balochistan Package, were awarded.

iii. Research & Development

Program	Policy Measures/ Action Taken - July 2023 to April 2024
Business Incubation Centers (BICs)	<ul style="list-style-type: none"> HEC launched the Establishment of Business Incubation Centers Call for Proposals in July 2023 with a deadline of September 2023. Twelve potential public sector HEIs submitted their proposals for further consideration. HEC funds the establishment of BIC at the university with an upper limit of Rs 24m per university. Out of the 12, four universities have been shortlisted for further evaluations based on the eligibility criteria and mandatory requirements as per HEC BIC Policy. A total of 144 innovative startups competed for the award; 66 were shortlisted for the National Pitching Competition, and 28 were awarded.
HEDP Research Grants	<ul style="list-style-type: none"> Twelve (12) projects have been approved under the Rapid Technology Transfer Grant (RTTG) Program at a total cost of Rs 123 million.
Offices of Research Innovation and Commercialization (ORICs)	<ul style="list-style-type: none"> 4 ORICs were recognized, bringing the total HEC-recognized ORICs to 89. Innovation and Commercialization capacity building program was organized for ORICs in 3 sessions (Islamabad, Karachi, Lahore) 67 ORIC personnel were trained through the program.
Access to Scientific Instrumentation Program (ASIP)	<ul style="list-style-type: none"> 164 applicants were awarded research support grants to get research sample analysis for different public sector labs Rs 11.5 million were disbursed to the public sector labs because of their analytical services.
National Centers (NCs)	<ul style="list-style-type: none"> Reviews of 6 Centers of Excellence (CoE) grants. A total of approximately Rs 71 million have been released.

Program	Policy Measures/ Action Taken - July 2023 to April 2024
Pak-UK Education Gateway Project:	Six Innovative Collaborative Research Grants have been awarded under this project, which is in its final year of execution. A comprehensive Research Capacity-Building program for university faculty, reviewers, and ORIC professionals has been concluded. Digital archiving of this initiative was completed. A Results Dissemination workshop was held, and a report has been submitted. The second installment, amounting to Rs 5.012 million, was released.
Prime Minister's National Innovation Award (PMNIA)	<ul style="list-style-type: none"> • The young contestants pitched their ideas to the PMNIA jury members. The Jury rated the idea/concept based on three key sets of criteria: creativity and innovation; objectives, planning, and execution; and effectiveness and results, i.e., problem-solving techniques. The jury members discussed each pitch and recommended the best ones for the following awards. • The top 10 winners were awarded with the grant of Rs 2.00 million each • 40 runner-ups were awarded with the grant of Rs 1.5 million each • 50 awards for round 1 were concluded in June 2023. The top 251 applicants of round 2 were shortlisted for the national bootcamp held on July 20-21, 2023, followed by the National Pitching Competition on July 22, 2023, and the Awards Ceremony for 50 winners on July 23, 2023 • 50 winners for round 2 were awarded in July 2023 at the PM office. • All the winners of both rounds are eligible for a follow-up grant of Rs 1 million, subject to their consent to join six months of incubation at designated incubation centers. HEC has partnered up with 18 Incubators nationwide to provide Incubation Support to winners of PMNIA.

iv. Prime Minister’s Youth Programme:

Five projects were initiated under the Prime Minister’s Youth Programme. These projects aim to provide various opportunities for young people in Pakistan to develop their skills and talents and engage in activities that can help them build a better future for themselves and their communities.

- Prime Minister's Green Youth Movement aims to sensitize and organize 137 public sector universities’ youth to promote environmental conservation and eco-friendly behavior among the masses. Under the project, 100 percent focal persons, 95 percent oversight committee members, and 95 percent GYM clubs have been constituted and performing numerous activities in 5 thematic areas, i.e. agriculture forestry, ecotourism, water conservation, renewable energy, and liquid & solid waste management.
- Prime Minister's Talent Hunt Youth Sports League is an initiative to find talent on the grassroots level in 12 different games. The initiative caters to youth aged between 15 to

25 years. Weightlifting and Wrestling are completed while Hockey, Volleyball, Cricket, and Football are in process.

- Under the project "Establishment of Sports Academies, High Performance and Resource Center and Youth Olympics," 13 academies are planned. Ten academies have been constructed, while the rest of the three are pending at the planning stage.

v. Quality Assurance Agency (QAA):

To facilitate, support, and guide HEIs to institutionalize a robust Quality Assurance (QA) ecosystem ensuring Quality of learning Opportunities, the following activities were initiated:

- The task on the Revamped QA Framework, a collaborative effort between QAA UK and QAA Pakistan, has been completed. This framework was developed through extensive consultations with key stakeholders such as Vice-Chancellors, Faculty, Directors of Quality Enhancement Cells (QECs), and Students from 22 diverse Public and Private Universities across

different regions and institutional types (July 2023).

- Organized the Major event with the help of the IQA team, “The launching ceremony of the higher education performance audit framework (HEPAF).” (August 2023)
- Evaluate the responses received from 133 Universities. The feedback shows the interest and excitement of the sector in adapting QA practices considering contemporary international best practices.
- During FY 2023-24, the IPE has plans to conduct training/dry runs/workshops for stakeholders on the revised Quality Assurance Framework (April-May 2024).

vi. National Academy of Higher Education

The National Academy of Higher Education (NAHE) is the Professional Development & Capacity Building Hub of the HEC. NAHE organizes regular training programs to enhance the capacity of the faculty and management of HEIs to improve teaching practices, research, and academia-industry linkages. Actions taken from July to April 2024 are as follows:

- Conducted four cohorts of Pre-Service NFD, providing intensive training to 98 IPFP fellows during July-April 2024.
- To create an opportunity for fresh PhDs to obtain academic experience and mentorship for one year in HEIs before their formal entry into the academic job market through

Interim Placement of Fresh PhDs (IPFP) Program 115 IPFP Fellows have been placed at HEIs during the July-April, 2024.

- 206 SRGP projects have been completed out of the 344 awarded through the Startup Research Grant Program (SRGP), whereas more than 15 cases are under process. SRGP has been delinked from IPFP in Dec-2021; hence, the projects awarded till Dec-2021 are being executed.
- NAHE organized an In-Service Regional Faculty Professional Development Program (IRFPDP) at the Doorsteps of Public Sector HEIs of Pakistan under NAHE’s Regional Outreach Initiative for newly Inducted faculty members of Sindh Agriculture University Tandojam (July 04-20, 2023) and trained the 27 faculty members from the university.
- 128 PhD Supervisors from Pakistan were trained in Phase II of the PhD Supervisors Capacity Building Program under the Pak-UK Gateway Development Project.
- Three week National Faculty Development program for newly inducted faculty of public sector HEIs of Pakistan in all provinces, including Federal ICT, AJK, and GB in Cohort I, from 13-30 Nov, 2023 and trained 22 Faculty Members in Islamabad, 22 Faculty Members trained from Khyber Pakhtunkhwa from 06-21 April, 2024.
- 77 HEC Employees were trained during the period through various activities.

Box-II: Higher Education in Pakistan at Glance

Higher education is closely linked to the development of the standard of living of individuals and society as a whole, as it fosters critical thinking, innovation, and economic growth. It also leads to better career opportunities, higher earning potential, and more informed and engaged inhabitants. Table A reflects the ranking of Pakistani Universities for the last five years. The position of university standards increased over time among different comparative college and university rankings published worldwide.

Table A: Ranking Among World's Top Universities					
Ranking	2019	2020	2021	2022	2023
Times Higher Education (THE) World Ranking (Top 1000)	03	07	08	11	20
Quacquarelli Symonds (QS) World Ranking (Top 500)	02	02	03	03	03
Times Higher Education (THE) Asia Ranking (Top 500)	09	14	16	19	27
Quacquarelli Symonds (QS) Asia Ranking (Top 500)	23	25	27	29	29

Table B shows the overall Number of Ph.D. scholarships, both national and international, awarded in different categories by the year 2024.

Table B: Status of PhD Scholarships

Scholarships/Initiatives (2003 - Till Date)	National Scholarships		International Scholarships	
	Awarded	Completed	Awarded	Completed
Post-Doctoral Scholarships	-	-	973	890
PhD Scholarships	20,357	14,367	9,187	4,770
---PM Fee Reimbursement	8,550		-	-
Undergraduate/MS Scholarships	14,114	7,170	3,109	1,683
---PM Fee Reimbursement	174,873		-	-
Benazir Undergraduate Scholarships Program (BUSP/EHSAAS)	102,003		-	-
Need-Based Scholarship Program	50,528	38,953		
International Research Support Initiative Program (IRSIP)	-	-	6,545	4,900
Start-up Research Grant Program (SRGP)	3,783	2,404		
Faculty Development Program (FDP)	278		2,950	2108

Table C reflects gender parity, the number of PhDs produced, Ph.D. faculty, research publications in impact factor journals, research publications in journals, and patents, signifying improvement in the quality of higher education during the last five years.

Table C: Higher Education Indicators

Performance Parameters	2002-03	2018-19	2019-20	2020-21	2021-22	2022-23
Gender Parity (male/female)	(63/37)	(55/45)	(55/45)	(54/46)	(52/48)	(52/48)
No. of PhDs Produced	285	2,196	1,941	3,076	3,271	3,035
No. of Ph.D. in Faculty*	2,281	17,682	19,448	20,102	21,702**	23,398**
No. of Research Publications in Impact Factor Journals	800	14,558	18,203	23,030	28,418	30,014
No. of Research Publications in Journals	1,015	22,377	26,905	30,393	37,071	37,483
No. of Patents (granted/filed)	-	84/303	53/169	64/320	220/390	205/415

*: Cumulative figure, **: Provisional figures

Source: HEC

Pakistan HEIs – Enrolment, Region, Sectors

To enhance equitable access to quality higher education, the total number of universities in the country, both in the Public Sector & Private Sector, has increased to 263 (Public Sector: 154 & Private Sector: 109). Similarly, the number of

sub-campuses of these universities has also been expanded to 131 (Public Sector: 90 & Private Sector: 41), with 61,204 thousand teachers in both public and private sectors functional in 2021-22. Table 10.7 depicts details of enrolment of HEIs for the period 2021-22, while Table 10.8 presents information related to faculty.

Table 10.7: Region-wise and Gender-wise Enrolment (Provisional) of Public and Private Sector Pakistani HEIs; 2021-22.

Region	Public			Private			Male	Female	Total
	Male	Female	Total	Male	Female	Total			
AJK	10,855	14,135	24,990	850	894	1,744	11,705	15,029	26,734
Balochistan	26,378	12,080	38,458	1,402	474	1,876	27,780	12,554	40,334
Federal	318,015	290,852	608,867	31,290	25,596	56,886	349,305	316,448	665,753
Gilgit-Baltistan	5,523	4,976	10,499				5,523	4,976	10,499
Khyber Pakhtunkhwa	89,914	40,084	129,999	27,599	9,365	36,964	117,513	49,449	166,963
Punjab	253,605	274,417	528,022	95,095	77,715	172,810	348,700	352,132	700,832
Sindh	123,606	89,168	212,773	65,299	40,108	105,407	188,905	129,276	318,180
Total	827,896	725,713	1,553,609	221,535	154,152	375,687	1,049,431	879,864	1,929,295

Source: HEC

The overall enrollment declined by 1,929,295 (13 percent) for the year 2021-22 as compared to

2,226,251 in 2020-21. This is primarily due to decreased enrollment (i.e., 399,394) in AIU,

Islamabad. The university provided 828,483 students enrolled for 2020-21, whereas the figures decreased to 296,956 for 2021-22.

Table 10.8: Region-wise PhD and Non-PhD Faculty in Pakistani HEIs; 2021-22 (Provisional)

Province/Region	Non-PhD	PhD
AJ&K	1,032	415
Balochistan	1,808	601
Federal	6,912	4,921
Gilgit-Baltistan	142	108
Khyber Pakhtunkhwa	4,501	3,827
Punjab	14,382	8,002
Sindh	10,725	3,828
Total	39,502 (64.54%)	21,702 (35.46%)

Source: HEC

Concluding Remarks

Pakistan's literacy rates, enrollment figures, and various educational benchmarks are gradually improving. This positive trajectory is supported by the government's unwavering commitment to

enhancing the quality and scope of education through a series of reforms and policy interventions, along with resource allocation. Recognizing education as a fundamental catalyst for social cohesion, resilience, and the transition towards a knowledge-based economy, there is a paramount emphasis on inclusive, effective, and equitable education delivery nationwide. By ensuring accessibility and quality education for all, Pakistan is not only combating illiteracy but also laying the foundation for sustained socioeconomic progress. However, addressing out-of-school children is one of the foremost challenges confronting the education sector. The government is committed to putting concerted efforts and substantial resources into aligning Pakistan's educational standards with its regional counterparts. In addition to robust resource allocation, there is a pressing need for heightened focus and vigor from all stakeholders and relevant authorities, particularly in enhancing basic, collegiate, and higher education provisions.

TABLE 10.2

ENROLMENT IN EDUCATIONAL INSTITUTIONS BY KIND, LEVEL & SEX

Year	Numbers													
	Primary Stage		Middle Stage		High Stage		Technical & Vocational		Higher Sec/ Inter Colleges		Degree Colleges		Universities	
	I-V		VI-VIII		IX-X		(000)		(000)		(000)		(000)	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
2010-11	18,063	7,971	5,644	2,421	2,630	1,103	281	106	1,188	408	431,180	218,374	1,107,682	521,284
2011-12	18,677	7,905	6,020	2,573	2,753	1,155	290	109	1,294	367	497,152	222,098	1,319,799	642,198
2012-13	18,790	8,278	6,188	2,653	2,898	1,215	302	113	1,400	395	641,539	234,006	1,594,648	805,062
2013-14	19,441	8,567	6,461	2,798	3,109	1,303	309	117	1,234	497	465,435	240,585	1,594,648	805,062
2014-15	19,847	8,778	6,582	2,843	3,501	1,493	320	112	1,665	662	510,588	82,479	1,299,160	602,550
2015-16	21,551	9,534	6,922	3,026	3,653	1,580	315	112	1,698	675	518,144	86,134	1,355,649	602,509
2016-17	21,686	9,660	6,996	3,088	3,583	1,541	345	120	1,595	618	537,407	89,512	1,463,279	667,912
2017-18	22,931	10,093	7,362	3,273	3,861	1,692	433	148	1,688	765	604,614	294,388	1,575,793	695,028
2018-19	23,588	10,625	7,634	3,426	3,969	1,755	433	148	2,140	984	725,631	402,603	1,858,704	832,299
2019-20	23,758	10,698	7,870	3,544	4,015	1,784	433	148	2,227	1,019	771,636	416,679	2,001,695	913,559
2020-21	24,352	10,925	8,415	3,784	4,360	1,915	433	148	2,320	1,062	757,886	404,385	2,226,251	1,008,087
2021-22	23,849	10,732	8,767	3,996	4,490	2,001	438	153	2,146	990	623,392	333,327	2,226,251	1,008,087
2022-23 (E)	24,039	10,868	9,102	4,172	4,636	2,074	439	155	2,262	1,049	627,264	342,145	2,410,042	1,098,901

E : Estimated

Notes:

1. All figures include Public & Private Sector data
2. Enrolment of Deeni Madaris and Non-Formal Basic Education are included.

TABLE 10.3

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

Year													Numbers
	Primary Schools*		Middle Schools		High Schools		Technical & Vocational Institutions		Higher Sec/ Inter Colleges		Degree Colleges		Univer-
	(000)		(000)		(000)								sities
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female	Total
2010-11	440.5	210.1	335.0	220.3	452.8	235.3	15,591	4,993	81,183	39,378	36,349	16,181	63,557
2011-12	427.4	198.6	351.4	233.9	458.7	271.3	15,847	5,079	97,633	52,746	40,191	16,815	70,053
2012-13	428.8	209.1	362.6	241.5	489.6	287.2	16,109	5,168	132,011	71,121	48,809	19,319	77,557
2013-14	420.1	209.5	364.8	243.6	500.5	296.3	16,377	5,259	124,336	58,867	25,964	7,599	77,557
2014-15	430.9	218.9	380.8	256.1	514.2	306.2	19,393	5,353	118,079	63,569	36,587	7,239	88,288
2015-16	444.6	226.3	394.2	270.3	529.5	318.0	18,157	4,384	123,061	66,528	37,082	7,379	83,375
2016-17	475.2	258.9	455.4	325.7	560.6	342.6	18,207	4,304	120,336	63,386	37,857	7,541	58,733
2017-18	522.4	284.0	448.1	319.8	563.3	342.9	18,207	4,304	123,154	64,320	41,233	17,803	56,885
2018-19	494.9	276.5	448.7	322.0	567.3	348.5	18,207	4,304	136,008	70,818	61,602	27,260	60,279
2019-20	485.2	267.3	442.7	316.6	566.7	346.9	18,207	4,304	137,660	70,441	60,064	26,836	64,817
2020-21	476.5	266.2	434.0	311.5	592.3	363.8	18,207	4,304	158,386	81,481	59,455	25,095	69,604
2021-22	463.1	260.0	434.3	313.4	587.1	364.4	18,347	4,738	170,240	88,766	57,709	25,372	69,604
2022-23 (E)	452.7	255.6	431.6	312.2	592.0	368.9	18,375	4,834	183,258	95,513	62,321	27,529	72,717

E : Estimated * : Including Pre-primary, Mosque Schools and Non-Formal Basic Education

Note: All figures include Public & Private Sector data

Sources:

1: Figures of Primary, Middle, High and Higher Sec. from 2010-11 to 2021-22 is based on Annual Pakistan Education Statistics Reports, NEMIS, PIE, Islamabad.

2: Figures of Universities is provided by Higher Education Commission (HEC), Islamabad.